

00:00 - **Unknown User**

Joined on January 18, 2013 at 12:59 PM

01:27 to: *Label.Participant#49*

fpr sound: go to the bar below and at the phone you get dial in information

03:16 to: *Label.Participant#49*

for powerpoint see the top bar click on whiteboard... gee directions from presenter were not addressed

03:35 to: *Label.Participant#24*

no sound from laptop . . . how to get it? Headphones are on and get non-webinar sounds . . . thanks

04:04 to: *Label.Participant#49*

dial in 1-800 501 8979 and enter pin 4670867#

04:51 to: *Label.Participant#129*

Is there a way through the laptop or by phone only?

05:24 to: *Label.Participant#166*

no sound at all- brand new laptop

05:53 to: *Label.Participant#71*

For those having audio problems on the computer, try running the Audio Setup Wizard. Go to Tools > Audio > Audio Setup Wizard.

06:01 to: *Label.Participant#2*

For audio troubleshooting, use the "Tools" menu and ensure that the sound outputs are consistent with your listening system (speakers or headphone).

06:44 to: *Label.Participant#64*

headphones work

06:50 to: *Label.Participant#55*

Keira

07:05 to: *Label.Participant#133*

Will the PPT slides be available or sent to us later?

07:15 to: *Label.Participant#2*

The powerpoint will be provided on our website after the webinar.

07:28 to: *Label.Participant#129*

Got it thanks!

07:33 to: *Label.Participant#133*

Great! Thanks

08:06 to: *Label.Participant#49*

It is also viewable on the bar at the top of the screen (+:

08:44 to: *Label.Participant#140*
Hi Joe!

09:09 to: *Label.Participant#55*
time check

12:14 to: *Label.Participant#49*
especially because of language level- or better said than regardless of language level

16:48 to: *Label.Participant#3*
The powerpoint will be provided on our website after the webinar.

16:59 to: *Label.Participant#206*
Great!

17:32 to: *Label.Participant#2*
Also, for those who have just come in, the webinar will be recorded and will be available through NCELA's website.

18:32 to: *Label.Participant#287*
Thank you, my screen indicates that the presentation has been in progress for 1 hour, 43 minutes ... is this accurate? Thought it started at 10:00 a.m Pacific

18:34 to: *Label.Participant#240*
Can the speaker please slow down just a bit? It is very hard to take notes at this rate. Thanks you

19:08 to: *Label.Participant#2*
Michael, we are about 20 minutes into the webinar. :)

19:13 to: *Label.Participant#3*
The webinar started at 1:00 p.m. E.S.T.

19:20 to: *Label.Participant#287*
thank you Marilyn

19:45 to: *Label.Participant#3*
your welcome

19:49 to: *Label.Participant#49*
there is a current research showing ELLs are UNDER-represented in early special education AERA Researcher, Dec. 2012 by Morgan, Farkas, Hillemeier & Maczuga

20:39 to: *Label.Participant#19*
can you talk more about how the content does not drive the analysis of what's working for students?

21:51 to: *Label.Participant#250*

Pre-determined failure rates (3%). Yikes!

22:00 to: *Label.Participant#250*
5%

23:07 to: *Label.Participant#291*
Is anyone looking beyond data to see if the benchmarks appropriate for ELL students?

23:08 to: *Label.Participant#49*
it seems we are telling teachers @ tier one frustrational level is OK- but the support for ELLs are not provided until tier II

23:20 to: *Label.Participant#197*
Will we have access to this PowerPoint to share with our staff?

23:30 to: *Label.Participant#3*
The powerpoint will be provided on our website after the webinar.

24:11 to: *Label.Participant#49*
ie. supplemental content materials are rec. at Tier II not I

25:12 to: *Label.Participant#86*
Supplemental content materials would be good, differentiated instruction for all students, which would be Tier I

25:26 to: *Label.Participant#49*
how many English learners is lots?

26:36 to: *Label.Participant#76*
When you say "data," what data do you mean?

26:42 to: *Label.Participant#78*
Would have been nice to have been able to print the powerpoint before webinar. As this would allow us to take notes on it as we participate in the webinar :)

27:00 to: *Label.Participant#250*
Please clarify - growth as measured how, and using what instruments/assessments?

27:29 to: *Label.Participant#76*
In WA we have one yearly ELL state-wide assessment. Not enough for problem-solving based decision making.

28:13 to: *Label.Participant#328*
I agree, same in Kansas!

28:19 to: *Label.Participant#193*
Are we talking NAEP results?

28:33 to: *Label.Participant#328*

We take the KELPA

28:40 to: *Label.Participant#76*
We take the WELPA.

28:55 to: *Label.Participant#169*
Are we talking WIDA?

29:15 to: *Label.Participant#2*
The white paper is available at <http://www.cgcs.org/site/default.aspx?PageType=3&ModuleInstanceID=312&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=605&PageID=257>

29:28 to: *Label.Participant#250*
She said these points increase are on the CA API Index

29:38 to: *Label.Participant#241*
We are integrating WIDA into CCS in Missouri.

31:03 to: *Label.Participant#76*
I would love to make data based decisions, but don't have appropriate measures for ELLs. One test a year is not enough.

31:40 to: *Label.Participant#212*
I agree, we only have one state assessment per year... Other data that I use are the ones that I use from my own curriculum

32:01 to: *Label.Participant#291*
We test ELLs so often that I lost 6 weeks of instructional time last school year. The data does not take into account research on SLA.

32:20 to: *Label.Participant#177*
I agree, what other assessments are being used?

32:46 to: *Label.Participant#76*
Barbara, were these tests specific to ELLs, or just tests ALL students were required to take?

33:14 to: *Label.Participant#76*
Oops-Jean.

33:33 to: *Label.Participant#193*
With the CC-ELA assessment (PARCC), the testing will be twice per year from grades 3-11. I think we might be able to glean enough data to get a sense of achievement or lack thereof.

33:48 to: *Label.Participant#35*
We are using the SLATE test. Computer based assessment of 4 domains. iTEP

34:01 to: *Label.Participant#291*
State mandated reading assessment 3X/year, district mandated progress monitoring 6x year. and this does not include reading, writing, and math

benchmark testing.

34:05 to: *Label.Participant#212*

What state is that? SLATE?

34:14 to: *Label.Participant#49*

The reading materials requires monthly feedback for tier III, there are supposed to be district designed formatives aligned with summative across the year for all students

34:26 to: *Label.Participant#193*

Speaking and Listening for CC_ELA will be district decision. We are not talking about using those to measure success are we?

34:45 to: *Label.Participant#35*

We are a private school it can be used anywhere US or abroad.

34:52 to: *Label.Participant#49*

good pt @ karen

35:45 to: *Label.Participant#337*

In NH, we are aligning CC Standards with WIDA Standards

37:43 to: *Label.Participant#328*

What is UDL?

37:58 to: *Label.Participant#329*

Universal Design for Learning

38:08 to: *Label.Participant#337*

We have implemented Standards-Based Instruction and Assessment district-wide and works well with our ELs. We ESOL teachers design standards for our students and do systematic, ongoing, formative asses

38:08 to: *Label.Participant#337*

sments

39:24 to: *Label.Participant#49*

Jeanin- a esol and core teacher is a luxury in these budget years @ Jeanin

39:37 to: *Label.Participant#76*

We have standards based grading. Depending on the teacher, it doesn't always work out so well for ELs. 1/4 on a 8th grade math standard=F to some teachers!

40:18 to: *Label.Participant#66*

In NYS, ESOL services are required in addition to general education teachers' instruction.

40:21 to: *Label.Participant#55*

Keira, can you hear background noise? I am on the phone line and I can hear noise

- 41:21 to: *Label.Participant#337*
Agree Julie, can be challenging for our students but with appropriate supports, they do better
- 41:53 to: *Label.Participant#76*
Jean-that's the key-appropriate supports.
- 42:15 to: *Label.Participant#35*
vocabulary level
- 42:17 to: *Label.Participant#55*
on my cellphone. couldn't get sound thru computer
- 42:54 to: *Label.Participant#193*
Reading, re-reading, talking about, and writing about good texts is the great equalizer.
- 43:05 to: *Label.Participant#76*
Lack of high expectations on the part of the teachers! ELs are highly capable students!
- 43:50 to: *Label.Participant#49*
right- Julie, and belief in the parents too as just stated here
- 43:54 to: *Label.Participant#337*
Candace,I'm one of two itinerant ESOL teachers and we service 5 schools, so we are spread thin. What has worked for us is offering PD to teachers on what supports will help our students with accessing
- 43:54 to: *Label.Participant#337*
content.
- 44:17 to: *Label.Participant#55*
not bad, just sounds like someone's kids in the background
- 45:16 to: *Label.Participant#49*
Jeanin- yes in class support can not be better as follow up to PD! Go Team!
- 45:20 to: *Label.Participant#250*
Source for claim of 4 year gap? How determined?
- 46:41 to: *Label.Participant#49*
2 yr is usually the thumb for tier III?
- 47:12 to: *Label.Participant#76*
Kids give up-why? It's not just because of lack of literacy. We need to look at the other issues.
- 47:14 to: *Label.Participant#19*
2-3 years instead of the currently expected/accepted 5-7 years?

48:41 to: *Label.Participant#250*

College and Career Ready -- what college? what major? What career? Is there really just one standard across all these?

48:57 to: *Label.Participant#3*

The powerpoint will be provided on our website after the webinar.

49:21 to: *Label.Participant#206*

Can you give the email address for your site?

49:34 to: *Label.Participant#3*

www.ncela.gwu.edu

49:36 to: *Label.Participant#49*

right @ Sue, Calderon's ExC-ELL book (2007) promises intensive growth

49:44 to: *Label.Participant#3*

email address: askncela@gwu.edu

49:59 to: *Label.Participant#76*

College and CAREER ready. I think we need to give more options to kids. These options need to be portrayed equally, not as second best. This is one of the reasons kids give up.

50:21 to: *Label.Participant#372*

I think Lily makes an excellent point. It takes so long to learn academic English is we continue to do what we are currently doing. Not what we NEED to be doing.

51:22 to: *Label.Participant#76*

Lise-exactly! What do students really need to be college and career ready?

51:25 to: *Label.Participant#49*

oh- the 4 years are the years needed to get to grade level!

52:46 to: *Label.Participant#76*

Will these standards change how "regular-ed" teachers instruct all students?

53:31 to: *Label.Participant#150*

Julie, yes they will. I have already seen the changes in my district.

53:43 to: *Label.Participant#76*

My ELs are constantly exposed to academic language in their regular ed. middle school classes, but aren't getting "meaningful interaction."

54:09 to: *Label.Participant#309*

@ Lily Wong Fillmore: Thank you for raising this issues! So critical!

54:15 to: *Label.Participant#150*

Students are gaining great numeracy skills and performing higher than ever for these cohorts on district assessments

54:54 to: *Label.Participant#49*

as cited in the article, what every teacher needs to know- SEI classes with all ELs is not acceptable any more?

55:27 to: *Label.Participant#76*

Lily, I agree, but there are well-meaning teachers who will look at this slide and say "immersion" only. That hurts students. Expertise of the ELD teacher is essential!

56:10 to: *Label.Participant#49*

right grouping for short stints in content classes are a must AND ELD for one hour a day is also by language level is good, right?

57:38 to: *Label.Participant#393*

I agree, Candace. Looking at the language pieces of the reading they are doing is the roll of the ELD class.

57:43 to: *Label.Participant#76*

Candace-Exactly! I teach content-based ELL classes with only ELLs in them. They are not with me all day. They are essential for these students.

58:40 to: *Label.Participant#393*

Looking at the content reading and writing to help make them comprehensible and accessible to ELs is the role (one of them) of the teacher using SDAIE strategies.

58:50 to: *Label.Participant#337*

I teach ELD (developing English proficiency in all four domains) through content (reading about science topics, reading about social studies topics, at all levels from grade 4 and up.

59:00 to: *Label.Participant#35*

It would take a lifetime of torture

59:09 to: *Label.Participant#255*

never

59:12 to: *Label.Participant#393*

but that tis also the role of the regular teacher.

59:19 to: *Label.Participant#373*

How wonderful would it be to have a full team of dually certified teachers; particularly at the secondary level...

1:00:02 to: *Label.Participant#76*

How do we get the "regular" teacher to use SDAIE strategies?

1:00:16 to: *Label.Participant#49*

DeMammos and teacher-leaders who are dual certified!

1:01:14 to: *Label.Participant#35*

Many secondary teachers are trained in UDL and may have SPED or LD

background and training which is applicable to teaching ELLs

1:01:19 to: *Label.Participant#76*

My ELL sitting in an 8th grade math class with a 2nd grade math level and a teacher who refused to use any SDAIE strategies is not better off just because they are with all English speakers.

1:01:24 to: *Label.Participant#49*

@ julie it is a must-

1:01:33 to: *Label.Participant#49*

SPED is not ELL- way different

1:02:11 to: *Label.Participant#35*

Many modifications are applicalbe I have don both for many years

1:02:13 to: *Label.Participant#76*

It's a must, but I can't "force the horse to drink."

1:02:29 to: *Label.Participant#391*

How do we get a copy of this presentation?

1:02:34 to: *Label.Participant#46*

Are the slides available to participants?

1:02:53 to: *Label.Participant#2*

Both a recording of the webinar and also the powerpoint presentation will be available on NCELA's website, after the webinar.

1:02:59 to: *Label.Participant#373*

Our district has enrolled ged ed teachers in cohorts to pursue their ESL endorsement; gaining prinicpal and school leadership buy in is critical. This is year two for us with CCSS and dual certifica

1:02:59 to: *Label.Participant#373*

tion/ongoing PD is just essential

1:03:01 to: *Label.Participant#391*

Thank you

1:03:01 to: *Label.Participant#46*

Thank you!

1:03:12 to: *Label.Participant#76*

Kids in a regular ed. 8th grade science class are being given this difficult text and being told to read it alone. That is the reality.

1:03:12 to: *Label.Participant#49*

Julie- oh- road blocks- try cognitive coaching for the district

1:03:13 to: *Label.Participant#337*

Julie, yes, I think sometimes content area teachers ignore our ELs, something I

have tried to change. It is critical.

1:03:57 to: *Label.Participant#391*

When do we start doing this approach? Newcomers? Level 1's? I don't use complex text until Level 2

1:03:57 to: *Label.Participant#49*

hope it is just the ineffective 15-20% of the staff

1:04:26 to: *Label.Participant#287*

I find it interesting that no mention of L1 instruction has been made. Reading a passage would be far more useful for a student that has covered this material in the L1 first. The focus on content i

1:04:26 to: *Label.Participant#287*

t good ... prior exposure to content via a comprehensible vehicle should be promoted.

1:04:37 to: *Label.Participant#35*

Visual and auditory support to complex content is critical

1:04:38 to: *Label.Participant#76*

Candace-For the most part, but not always.

1:05:17 to: *Label.Participant#49*

L1 in grouping is maybe Dr. Calderon's calling card next?

1:06:05 to: *Label.Participant#365*

What about classrooms such as exist in rural Alaska in which all students have limited English skills? Their teachers are often the only models, which is such a limitation.

1:06:06 to: *Label.Participant#337*

Julie, that's a tough one. Unless they are mandated to do so by administration, they might not. It is still usually our (ESOL) professionals to do this either working in the classroom or in pull-out.

1:06:06 to: *Label.Participant#337*

Yes, I use pull-out when appropriate.

1:06:22 to: *Label.Participant#76*

Michael-I don't have the L1 option. I have kids with 10 different language backgrounds in my school. Most are NOT literate in their first language. Many did not go to school until they were in a re

1:06:22 to: *Label.Participant#76*

fugee camp. Coming to the U.S. as a 7th grader with only a 1st grade education is a significant challenge!

1:07:05 to: *Label.Participant#47*

Will we be able to get copies of these power points somewhere after the presentation?

1:07:41 to: *Label.Participant#193*
I think that is the greatest challenge @Julie

1:07:44 to: *Label.Participant#188*
Where can we get professional development on how to implement these professional conversations in classrooms?

1:07:45 to: *Label.Participant#35*
one source mentioned repeating and looping a concept or key vocabulary 18 times in a week to fully understand. show it hear it read it write it demonstrate it read hear see write again, speak hear etc.

1:08:16 to: *Label.Participant#212*
I also would like to know where PD is available to learn how to implement these teaching styles

1:08:18 to: *Label.Participant#49*
@ Michael, our reading for this workshop talked about preview review in Tier II; and maybe this is b/c the focus is from special ed and needs some more bilingual emphasis

1:08:25 to: *Label.Participant#337*
difficult Julie, especially in low-incidence districts. Works better with co-teaching.

1:09:20 to: *Label.Participant#76*
Yes, many, many challenges!

1:09:25 to: *Label.Participant#250*
Thank you Lily! Is your model written up anywhere besides these PP slides?

1:09:37 to: *Label.Participant#291*
My ESOL pull out uses the same materials as the mainstream classrooms.

1:10:15 to: *Label.Participant#76*
My district model is no "pull out."

1:10:18 to: *Label.Participant#337*
Margarita, is this practical for low-incidence districts?

1:10:23 to: *Label.Participant#55*
keira, do other people in your office have this call on?

1:11:09 to: *Label.Participant#291*
What about potentially gifted ELLs?

1:11:25 to: *Label.Participant#55*
Someone else hears what I hear

1:11:35 to: *Label.Participant#287*
Diversity of ELs is a significant point . . .

1:11:36 to: *Label.Participant#291*
Oops. Potentially

1:11:49 to: *Label.Participant#82*
How long does this presentation go? does anyone know?

1:12:01 to: *Label.Participant#292*
until 3

1:12:02 to: *Label.Participant#250*
@Jean C : Why can't ELLs already be gifted and talented?

1:12:02 to: *Label.Participant#337*
Julie,would pull-out be helpful to you if you could use it, not exclusively but I do see the benefits. I do both

1:12:02 to: *Label.Participant#212*
until 3

1:12:06 to: *Label.Participant#2*
Could I ask those of you who are listening in on the telephone line to please mute your microphones on your phones? Thank you!

1:12:09 to: *Label.Participant#49*
yes- we need the gifted and interesting to consider the high income newcomers in Texas border community referred to as Fresas-

1:12:17 to: *Label.Participant#76*
Jean-Any gifted student is basically being ignored in the current climate of teaching everyone "the same way." Our district has gone to a model of putting as many students as possible in "Honors" cla

1:12:17 to: *Label.Participant#76*
sses. You can guess how this has worked out.

1:12:23 to: *Label.Participant#82*
Thanks, Gustavo (EST?)

1:12:37 to: *Label.Participant#299*
@ Jean Vey liittle attention is paid to G&T ELs

1:12:41 to: *Label.Participant#3*
The presentation is from 1:00 p.m. E.S.T. to 3:00 p.m. E.S.T.

1:12:46 to: *Label.Participant#337*
Julie, where are you?

1:13:05 to: *Label.Participant#2*
The presentation will run until 3pm EST.

1:13:11 to: *Label.Participant#291*

I'm in an elementary setting, so AP classes are not an option.

1:13:34 to: *Label.Participant#76*

I'm at a middle school in Washington.

1:13:38 to: *Label.Participant#49*

writing is different n different counties (discourse styles (KaplanP?))

1:13:51 to: *Label.Participant#35*

UDL is at every level

1:14:32 to: *Label.Participant#49*

right the gifted and talented are oftent tested in english language /

1:14:59 to: *Label.Participant#49*

or high scores on CST exams which does not consider language

1:16:32 to: *Label.Participant#391*

Does the study include political refugees? from World Relief?

1:16:53 to: *Label.Participant#76*

I have many refugees from World Relief. They have many unique needs.

1:16:57 to: *Label.Participant#48*

Until states require PD from the top down (starting at the Bachelor's degree level), a requirement for a course in ESL for example, districts will not realize the importance of having ESL trained teac

1:16:57 to: *Label.Participant#48*

hers. It is an uphill battle.

1:17:56 to: *Label.Participant#243*

Where can we find a list of tier 123 vocabulary?

1:18:06 to: *Label.Participant#76*

Sarah, I completely agree. It's just "optional" otherwise for many teachers and districts. Or, I hear: "Those are YOUR students" as an ELD teacher even though I only have them for 1 class a day.

1:18:18 to: *Label.Participant#99*

How would this be different from Writing or Reading Across the Curriculum?

1:19:05 to: *Label.Participant#76*

The problem at my school is definitely NOT watering down materials. It's helping students access the materials and instruction that is NOT watered down.

1:19:25 to: *Label.Participant#393*

Scaffolded, Terry, for ELLS and focused on CCSS.

1:19:33 to: *Label.Participant#48*

Yes, there is no accountability across the schools and districts for ESL kids. I

think this will change the numbers of LMs and LTELLs increase and they continue to struggle.

1:19:39 to: *Label.Participant#49*

Tiers one two three see Calderon, Teaching reading in to ells, corwin press @2007 by calderon

1:20:04 to: *Label.Participant#287*

Tier 3 words must be preceded by comprehension ... comprehension always precedes production

1:20:12 to: *Label.Participant#48*

"this will change AS the numbers..."

1:20:46 to: *Label.Participant#49*

if we use language socially, vygotsky says to speak it is to know it

1:20:52 to: *Label.Participant#206*

I think if content area teachers understand how their content area language is structured, then they can explain the parts of the text so ELs and others can pull about a text to understand it.

1:20:52 to: *Label.Participant#393*

Also I do not think teachers need a course on ESL (how do you define ESL?) but on the educational linguistics that apply to earning content.

1:21:50 to: *Label.Participant#250*

Anyone know who developed this three tier system of vocabulary?

1:22:16 to: *Label.Participant#76*

The evidence will be when we see equal numbers of "regular ed" teachers taking these trainings as ELD teachers. =)

1:22:22 to: *Label.Participant#49*

I have heard teachers in training say they do not want to have students practice a word before they do hands on. This is more of developmental cognitive by piaget not so much by vygotsky

1:22:24 to: *Label.Participant#46*

Look into Isabel Beck & colleagues' work for vocabulary Tiers

1:22:52 to: *Label.Participant#49*

Sari but beck does not address bilingual issues as does Calderon

1:23:08 to: *Label.Participant#429*

Thank you

1:23:10 to: *Label.Participant#46*

True, and best to look at both

1:23:24 to: *Label.Participant#250*

Thank you Sari!

- 1:23:24 to: *Label.Participant#46*
Beck works very well for multilingual contexts
- 1:23:25 to: *Label.Participant#49*
yep
- 1:23:52 to: *Label.Participant#337*
Zoe: I think Isabel Beck came up with the 3 tiers of vocabulary. "Bringing Words to Life"
- 1:24:07 to: *Label.Participant#393*
The most common words all kids need to ready with 90-95% accuracy (Calderon's Tier I, different from Beck's) are included in a pdf file WordZones™ or 4,000 Simple Word Families at www.textproject.org
- 1:24:07 to: *Label.Participant#393*
g (Freddy Hiebert).
- 1:24:39 to: *Label.Participant#46*
In the same vein and from the same sources, Zeno's grade-oriented lists
- 1:24:43 to: *Label.Participant#393*
Yes, Beck did, JeaninNH. However Margarita's three tiers are slightly different.
- 1:24:49 to: *Label.Participant#337*
thanks Zoe
- 1:25:09 to: *Label.Participant#393*
Hiebert's list is based on Zeno.
- 1:25:35 to: *Label.Participant#46*
And for a somewhat different look again, Biemiller's Words Worth Teaching. Very practically oriented.
- 1:25:37 to: *Label.Participant#370*
Caleron's definition of Tier 2 especially, does seem to differ significantly from Beck & colleagues. Seems to be an expanded meaning of Tier 2. This will be a bit more complicated to convey to gen.
- 1:25:37 to: *Label.Participant#370*
ed. teachers!
- 1:25:37 to: *Label.Participant#49*
(discourse and register) academic language is more than word lists- b.c of content based key word strategies are so effective
- 1:26:21 to: *Label.Participant#46*
very true - vocabulary is only one part of the whole
- 1:26:26 to: *Label.Participant#292*
Nilda Esther Ocasio: These are all great theory, but how do they translate in the

classroom when they come with all sorts of problems. Have they look at the socio-cultural/emotional component?

1:26:47 to: *Label.Participant#393*

Sari - yes, and not more important than cohesive devices, I believe.

1:27:09 to: *Label.Participant#49*

right, Joanne, one teacher said she would never teach tier I even though there are little glitchy words like prepositions in word phrases- out on a limb

1:27:09 to: *Label.Participant#291*

@Luis-Gustavo. ELLs are not being identified for G/T programs.

1:27:14 to: *Label.Participant#393*

Luis - who are "they" and what sorts of problems? Poverty?

1:28:09 to: *Label.Participant#406*

Thanks to a non verbal test for gifted students, I have had a newcomer tested and placed in the gifted program.

1:28:17 to: *Label.Participant#370*

Candace, *sigh* I hear you!

1:29:05 to: *Label.Participant#393*

Joanne and Candace - what about working with your administrators on this. Get them understanding the needs and methods; perhaps a PLC with regular content teachers?

1:29:37 to: *Label.Participant#391*

Do you have online Reading Classes available?

1:29:48 to: *Label.Participant#393*

I believe the EXC-ELL readings and lessons are great for secondary ELD/ESL classes.

1:30:00 to: *Label.Participant#76*

Deborah-No. Do you? What do you have?

1:30:02 to: *Label.Participant#53*

Is the PPT going to be available for participants? Thanks

1:30:04 to: *Label.Participant#49*

ZOE - right on as Dr C is stating here and now

1:30:08 to: *Label.Participant#352*

Zoe: sorry, I asked the question about how these all theory look in the classroom when these kids come with all sorts of issues?

1:30:28 to: *Label.Participant#82*

Margarita, can you show the slide with the 12 AGAIN?

1:30:43 to: *Label.Participant#393*

every child comes with all sorts of issues; they also come with gifts. Our role is to bring out the gifts, not the issues.

1:31:26 to: *Label.Participant#299*

PD and time for content teachers to plan with ESL teachers would be great.
How do we get it?

1:31:39 to: *Label.Participant#393*

work with you administrators.

1:31:45 to: *Label.Participant#393*

by-back time

1:31:47 to: *Label.Participant#2*

The powerpoint presentation and also the archive of the webinar recording will be available on NCELA's website.

1:32:10 to: *Label.Participant#370*

Zoe, great thought. Just really difficult to get in to any PD time, with the time constraints placed with mandates & initiatives from state & feds, zero dedicated PD days here.

1:32:14 to: *Label.Participant#148*

In small, rural settings, would you still recommend ExC-ELL when the student is participating in an individual academic instruction to address the literacy/ language development at high school level- W

1:32:14 to: *Label.Participant#148*

IDA levels2-5

1:32:21 to: *Label.Participant#393*

your districts also receive Title III funds which can provide additional PD.

1:32:29 to: *Label.Participant#291*

@Gabriela: congratulations! Do you know the name of the test?

1:32:40 to: *Label.Participant#299*

Yes , of course. I have only been trying for 11 years

1:32:49 to: *Label.Participant#391*

Is there a more descriptive handout of Tier1 - Tier 3 students. Are you using the same indicators as RTI?

1:33:15 to: *Label.Participant#337*

yes, common planning is important but impossible in low-incidence districts, on a regular basis.

1:33:43 to: *Label.Participant#393*

RE: Garfield - what is their individual literacy/language development program?

1:33:44 to: *Label.Participant#99*

It's an ambitious PD plan.

1:33:53 to: *Label.Participant#82*
What test are you guys talking about? Gabriela and Jean?

1:33:58 to: *Label.Participant#76*
15-20 pd days a year? In what world? NOT MINE! The state cut ours to 2.
Those are taken up with other mandates.

1:34:17 to: *Label.Participant#393*
What about Title III and Title I monies?

1:34:22 to: *Label.Participant#53*
I would like to have the lists of Tier 1,2 and 3. Are they available ?

1:34:23 to: *Label.Participant#393*
instead of buying materials...

1:34:39 to: *Label.Participant#393*
or teacher aids...

1:34:42 to: *Label.Participant#65*
What about requiring all teachers to have studied another language before getting certification?

1:34:45 to: *Label.Participant#76*
Teachers don't exactly get input on the content of the PD days.

1:35:26 to: *Label.Participant#97*
Because of CCSS we have lost almost all our PD days. Between state requirements and county requirements, we're lucky to have a day to work with.

1:35:38 to: *Label.Participant#49*
I would like to hear how the reading program for EL interfaces with the great city schools article

1:35:49 to: *Label.Participant#291*
@Alicia Migual: non-verbal assessment for gifted placement

1:35:57 to: *Label.Participant#393*
Julie - you could provide input to district - find out how your Title III and Title I funds are being spent and how your ELLs across the district are performing. If they do not make AYP then the district is required to change practices.

1:35:57 to: *Label.Participant#393*
istrict is required to change practices.

1:36:19 to: *Label.Participant#393*
Woodcock in Spanish? for ID gifted?

1:36:38 to: *Label.Participant#337*
Julie, where are you?

- 1:36:42 to: *Label.Participant#250*
Margarita - are the findings from your studies published yet?
- 1:36:43 to: *Label.Participant#49*
there is the matriculitis exam that is non-linguistic test
- 1:36:50 to: *Label.Participant#352*
Zoe, I agree that our job is to unpack their gift not their issues, but their issues are there and that is the reality and we cannot erase that
- 1:36:59 to: *Label.Participant#393*
Eleni - I recommend bringing up the EL L issues at these tD these sessions.
- 1:37:00 to: *Label.Participant#76*
It is a top down model. I've tried.
- 1:37:08 to: *Label.Participant#35*
Please seek more about EXC-ELL
- 1:37:50 to: *Label.Participant#76*
Jean-I'm in Washington.
- 1:37:57 to: *Label.Participant#124*
Thank you for making the very important point about the TIME needed to carry out effective teaching. Can you help with strategies to convince administrators that teachers need time to teach language a
- 1:37:57 to: *Label.Participant#124*
nd not the amount of proscribed time which is typical...
- 1:38:10 to: *Label.Participant#49*
@ issues - e find the strengths each student has and build on home language too!
- 1:38:34 to: *Label.Participant#337*
Thank you for a very informative session. I'm excited about Common Core and preparing our students. It gives us credibility as professionals!
- 1:39:08 to: *Label.Participant#76*
We have state-wide assessments, but they are designed for regular ed. students, not ELLs. So, I only have my own classroom based assessments.
- 1:39:21 to: *Label.Participant#370*
Garnering funding & cooperation of admin to conduct such PD would actually require admin who are educated about the needs of ELs in order to prioritize training amongst all other initiatives ongoing.
- 1:39:37 to: *Label.Participant#377*
I would like to have access to the PowerPoint presentation. Do I need to be on an email list for this? If so, how do I sign up for it?
- 1:39:47 to: *Label.Participant#188*

Does anyone know where teachers can get common assessments that teachers have developed to assess the common core?

1:39:51 to: *Label.Participant#406*

I had an ESOL endorsed principal, wonderful!

1:40:23 to: *Label.Participant#3*

The powerpoint presentation and also the archive of the webinar recording will be available on NCELA's website.

1:40:33 to: *Label.Participant#49*

multiple measures, and alternative assessments for ELs based on the ELD ELP standards @ Julie

1:40:44 to: *Label.Participant#393*

Rebecca - check out the sample items developed by SBAC and PARC.

1:41:55 to: *Label.Participant#318*

Will the comments from the chat box be available as well?

1:42:27 to: *Label.Participant#55*

Keira, Joanne would like a few minutes at the end to close the webinar before you make your closing remarks.

1:42:42 to: *Label.Participant#308*

Can we get a copy of the PowerPoint?

1:42:47 to: *Label.Participant#169*

Thank you for a well prepared presentation. I have enjoyed all the parts and presenters. Very informative. I have a pull-out program and glad to learn we are doing good things in our program by concen

1:42:47 to: *Label.Participant#169*

trating on the academic language and Tier 2 words.

1:43:18 to: *Label.Participant#49*

my colleagues are not muting their phones TRY star 6 to see the mute sign

1:43:20 to: *Label.Participant#3*

devramiller@smuhsd.org: Yes, chat comments will be available with the recording of the webinar

1:43:30 to: *Label.Participant#250*

Lily - Is the site you were talking about? - <http://inquiryproject.terc.edu>

1:43:52 to: *Label.Participant#3*

Anja: The powerpoint presentation and also the archive of the webinar recording will be available on NCELA's website.

1:44:08 to: *Label.Participant#55*

sounds good. thanks

1:44:22 to: *Label.Participant#124*

Thank you for addressing my question.

1:45:09 to: *Label.Participant#206*

So many times in PA when ESL teachers have gone to professional development, we have all voiced our wish that our administrators would have come, but they never do.

1:45:32 to: *Label.Participant#393*

Totally agree with Lily - without a strong superintendent who focuses on the learning of ELLs, there is not leverage for requiring principals to get the message.

1:45:35 to: *Label.Participant#250*

I think this is a more direct link - http://inquiryproject.terc.edu/prof_dev/Goals_and_Moves.cfm

1:45:46 to: *Label.Participant#309*

Laurie Olsen has done some great work that actually focuses specifically on Leadership teams. The PD for leadership isn't going to be the same as for teachers- even though there might be some overlap.

1:48:19 to: *Label.Participant#352*

I agree with Joanne!

1:49:10 to: *Label.Participant#393*

just being with English speakers is not sufficient; research shows that teachers have to set up opportunities for academic conversations between and among all.

1:49:33 to: *Label.Participant#8*

Agree Zoe!

1:50:06 to: *Label.Participant#291*

Yes, Zoe. It doesn't matter how long you sit in a room in which you do not understand the language around you.

1:50:10 to: *Label.Participant#250*

@Zoe - Right on! Research also shows that the ELLs need a certain level of English proficiency first before interaction with proficient speakers can be beneficial.

1:50:19 to: *Label.Participant#188*

Yes - Tharp and Gallimore's seminal work

1:50:53 to: *Label.Participant#393*

instructional conversations

1:51:13 to: *Label.Participant#393*

but...they do not need to be orally proficient in English...they can comprehend without speaking.

1:51:51 to: *Label.Participant#393*

and can benefit from practicing the models of language that native english speakers use in academic instructional conversations

1:52:55 to: *Label.Participant#250*

Thank you Lily for that clarification about L1 and bilingual edu

1:53:14 to: *Label.Participant#124*

which states?

1:53:20 to: *Label.Participant#391*

Did anyone give the ACCESS test this week? I have been aligning my curriculum to the common core at the high school level. I don't think ACCESS is aligned. Any comments?

1:54:08 to: *Label.Participant#49*

bravo, they are going to use their L1 so we should support it at an academic level, maybe that was the idea or not?

1:54:13 to: *Label.Participant#380*

That is so true! When our students learn a second language it should not be at the expense of the first language. We don't want them to loose their identity.

1:54:50 to: *Label.Participant#49*

Right, and english should not be a requirement for learning but a goal (I forgot who said that)

1:55:12 to: *Label.Participant#370*

Are there any good links to Beck & colleagues Tiered vocabulary work & links to Tiered vocabulary as defined by Calderon?

1:55:35 to: *Label.Participant#169*

Unfortunately parents speak "English" to their children to help them. It is hard to explain they need to continue to support L1.

1:56:25 to: *Label.Participant#352*

Many years ago, I had a student who was a gifted student for math, and when I tried to have the school test him to put him on TAG, they denied it stating he didn't know enough English. It made me mad

1:56:25 to: *Label.Participant#352*

!

1:56:32 to: *Label.Participant#82*

That is a piece that we need to help parents understand. In the past they may have been told not to speak their first language to the children.

1:56:43 to: *Label.Participant#169*

Deborah, I was asking myself the same question. ACCESS will have to align to CCSS.

1:56:45 to: *Label.Participant#49*

right, use of data should connect to L1 literacy and those w/o L1 literacy

1:56:45 to: *Label.Participant#365*

I highly recommend checking out the academic work by Douglas Fisher and Nancy Frey. I'll see if I can quickly locate their website. ASCD, Heineman are 2 sources for them as well

1:56:57 to: *Label.Participant#287*

As the global nature of work and life in the 21st century becomes clearer by the day, calls for a greater focus on international education and language learning are growing louder. We really do need t

1:56:57 to: *Label.Participant#287*

o put our efforts into additive models of instruction for our ELs and make sure the language they bring from home is both celebrated and expanded.

1:56:57 to: *Label.Participant#49*

w/ less L1 literacy not no

1:57:02 to: *Label.Participant#82*

That is a message we need to keep repeating, and not just talking to them in their native language but also reading if they are literate.

1:58:44 to: *Label.Participant#409*

The 2012 Amplified ELD Standards from WIDA have CCSS as a basis.

1:58:53 to: *Label.Participant#250*

Can you please clarify who developed the MTSS model? Is this an NCELA initiative or built into CCSS

1:58:57 to: *Label.Participant#49*

right, and standard english language learners experience academic novels with positive examples of african am authors who incorporate ebonics at an academic level is something over looked

1:59:05 to: *Label.Participant#188*

Thank you for a great session.

1:59:34 to: *Label.Participant#206*

Thank-you, it was very informative.

2:00:07 to: *Label.Participant#49*

we want another webinar on this wonderful repertoire- not just one quick workshop (+:

2:00:11 to: *Label.Participant#331*

Yes. Thank you to all of the presenters.

2:00:13 to: *Label.Participant#5*

It has been a pleasure. Wish we had more time!

2:00:22 to: *Label.Participant#292*

Thank you all for a great presentation!

2:00:36 to: *Label.Participant#250*

Very helpful session. thank you everyone!

2:00:37 to: *Label.Participant#49*

thank you!!!!!!

2:00:42 to: *Label.Participant#291*

Thank you. Energizing!

2:00:46 to: *Label.Participant#76*

Thank you to all participants!

2:00:55 to: *Label.Participant#352*

Thank you for a wonderful presentation. This was very helpful.

2:00:59 to: *Label.Participant#82*

It was excellent!

2:01:04 to: *Label.Participant#428*

Thank you! We appreciate your insights and look forward to future webinars!

2:01:12 to: *Label.Participant#465*

Thank you. Great presentation. I look forward to more...

2:01:13 to: *Label.Participant#352*

Joanne, I may contact you soon to ask few questions

2:01:16 to: *Label.Participant#84*

Thank you, informative!

2:01:20 to: *Label.Participant#379*

Thank you, affirmations and new learning

2:01:25 to: *Label.Participant#91*

Thank you.

2:01:29 to: *Label.Participant#406*

Good to hear the national perspective!

2:01:30 to: *Label.Participant#26*

Thank you! This had SO much useful information!

2:01:31 to: *Label.Participant#393*

Thank you Lily and Margarita - what a dynamic duo! And the participants are wonderful.

2:01:36 to: *Label.Participant#239*

Thanks

2:01:37 to: *Label.Participant#443*

Thank you!

2:01:41 to: *Label.Participant#99*

Thank you, it was good information to share with teachers.

2:01:47 to: *Label.Participant#55*

Yes, Nilda contact her

2:01:48 to: *Label.Participant#299*

Great Presentation

2:01:51 to: *Label.Participant#298*

Excellent presentation! Greatly appreciated. Lot's of good information to share.

2:01:55 to: *Label.Participant#391*

Thank you for the incredible information!

2:02:04 to: *Label.Participant#75*

Thanks for all of your information.

NCELA WEBINAR - Left on January 18, 2013 at 3:01 PM