

# Everybody's KIDS

News for all Pennsylvania educators  
of English language learners

Winter 2016



## Upcoming PDE Professional Learning Opportunities

### On-Site Events

#### Introduction to the PA English Language Development Framework

December 20, 2016 | PaTTAN Harrisburg  
March 8, 2017 | PaTTAN East – Malvern  
April 25, 2017 | PaTTAN Pittsburgh

#### Unit Planning

April 18 – 20, 2017 | PaTTAN Harrisburg

### Webinars

#### LEP System Data Collection Training

March 9, 2017  
10:00AM – 11:30AM | 2:00PM – 3:30PM  
(repeat session)

#### PIMS ACCESS for ELLs Accountability Internal Snapshot Training

March 16, 2017  
10:00AM – 12:00PM | 1:30 – 3:30PM (repeat  
session)

For event details and to register visit  
[www.ESLportalPA.info/professional-development](http://www.ESLportalPA.info/professional-development).

## WHAT'S NEW

### Pennsylvania's ELL Differentiation Tool

Pennsylvania's [ELL Differentiation Tool](#) is a dynamic, interactive web-based resource for modifying classroom content to meet the educational needs of English Language Learners (ELLs). Supporting the age-appropriate development of differentiated language activities, this tool connects the Pennsylvania English Language Development Standards Framework with Pennsylvania's Core and Academic Standards. This resource also incorporates WIDA Consortium research-based materials, including its Performance Definitions and Can Do Descriptors.

Visit the ESL Portal to access the tool, view the video instructions and review supporting resources.



### U.S. Department of Education's Newcomer Tool Kit

In June 2016, the U.S. Department of Education released a [Newcomer Tool Kit](#), a comprehensive guide to welcoming newcomer ELLs and their families, and supporting their academic and social-emotional needs. Included in this resource are tools, strategies, and examples of school-wide and classroom best practice, as well as additional online resources available at low or no cost. Check out this new guide!

## RESEARCH, RESOURCES & LEARNING OPPORTUNITIES

### 2017 English as a Second Language and Migrant Education Program Conference: Education without Borders – Register now!

March 27 – 29, 2017 | Sheraton Harrisburg-Hershey Hotel, Harrisburg, Pa.

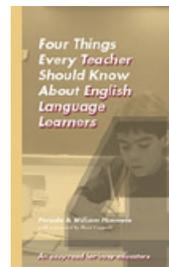
This exciting event will enable participants to learn promising practices to support Pennsylvania's ELLs in the attainment of college and career readiness.

The 2017 conference is designed for:

- ESL and content-area instructors working in school districts, charter schools, career and technical centers, intermediate units, private schools, and non-public schools;
- Community organization and agency staff working with ELLs and their families;
- Parents and other ESL stakeholders; and
- Migrant Education Program staff.

Featured conference presenters include:

**Dr. Pérsida Himmele**, Associate Professor, Millersville University, and



co-author of [Four Things Every Principal Needs to Know](#) about English Language Learners and [Four Things Every Teacher Needs to Know](#) about English Language Learners.

All participants who register for Dr. Himmele's full-day institute on March 27th will receive one of these books based on their current role. For more information and to register, visit [ESL Portal PA](#).

**Dr. Jose B. Gonzalez**, Professor, Chief of English/Foreign Languages Section, U.S. Coast Guard Academy. The keynote address on March 28th, entitled "From No-English to Professor of English: What Educators Should Know About a Former ESL Student's Inspiring Journey," will be provided by Dr. Gonzalez, an award-winning educator, national speaker, and poet.

### Lesson Development for English Learners in Content Area Settings: Key Considerations

In this [archived webinar](#) from REL Mid-Atlantic, Dr. Sarah Catherine K. Moore, Program Director at the Center for Applied Linguistics, presents strategies to support classroom and content area teachers in designing and deliver instruction for mainstream classrooms that include ELLs. Viewers will:

- Explore research findings regarding the language and content learning needs of ELL students;
- Learn key considerations of content area teachers as they adapt lessons for ELLs; and
- Discover what administrators, including district- and building-level leaders and instructional coaches, need to know to best support teachers in meeting the needs of ELLs.

## CLASSROOM TIPS, TRICKS & BEST PRACTICES

### Gamify Formative Assessment

A host of new free applications are now available that support the embedding of assessments into exciting, 'game' style formats. These programs can support increased learner engagement while providing instructors with rich data needed to monitor and adjust instructional practice to meet the individual needs of students. Below are just a few of the exciting tools available at no cost.

#### Kahoot

This fun, flexible application is available through web and mobile platforms, and allows educators to develop competitive selective-response style games. The

platform supports embedded images and videos, making it easy to scaffold and support language learners at all levels. Students can respond to the prompts individually or in teams through personal devices, such as tablets or smart phones.

#### Socrative

Similarly, Socrative supports gamified assessment, with students interacting with the platform through laptops or hand-held devices. However, this application adds the option of including short answer responses, rather than limiting quizzes to selective-response style questions.

#### Plickers

Plickers offers a lower-tech version of gamified assessment, ideal for younger learners or classrooms that cannot support one-to-one devices. Through this application, learners respond to question prompts by holding up specially designed printed icons. One device with web access is needed to scan and tally responses.



## Q&A CORNER

This quarter's Q&A Corner features **Dr. Pérsida Himmele**, Associate Professor, Millersville University, and featured presenter at Pennsylvania's 2017 English as a Second Language and Migrant Education Program Conference.

**Everybody's Kids [EK]: Tell us a little about your background in ESL and your current research interests.**

**Dr. Pérsida Himmele [PH]:** I earned an ED.M. in Elementary Education with a concentration in bilingual education and a Ph.D. in Intercultural Education with a dissertation focus on English Language Learners (ELLs) and math reform. I've taught in middle and elementary schools in New York and California and led in Pennsylvania as an ELL administrator. My classrooms were linguistically diverse, and many of the strategies that I talk about were tried and tested in my own classrooms in southern California.

**[EK]: Your 2011 book, Total Participation Techniques, has been a consistent best seller for the Association for Supervision and Curriculum Development (ASCD). How do you define a 'total participation**

**technique', and why do you think this book has had such enduring popularity?**

**[PH]:** I think it has done so well because it offers practical solutions to the problem of student disengagement. A Total Participation Technique (TPT) is a teaching technique that provides teachers with evidence of active participation and cognitive engagement from all students at the same time. It sounds difficult to do, but it's actually not. All of the techniques were teacher tested in a middle school, but recently the book has been the topic of two studies, one conducted in four north Texas schools with over 200 ELLs, the other conducted in a university with two literacy professors. TPTs work. They're simple to use, and they increase student achievement. Of all the techniques that we promote for ELLs, Total Participation Techniques are the most important, because they provide a structure for academic language to be acquired in a fun and intentional way.

**[EK]: In March 2017, you will be presenting a pre-conference institute and a workshop at the PA**

**Migrant Education Program and ESL Conference centered on your two newest publications, Four Things Every Principal Should Know about English Language Learners and Four Things Every Teacher Should Know about English Language Learners. What do you hope the main takeaways are for these two very important, but different, stakeholder groups?**

**[PH]:** I am very much hoping that educators in both presentations walk away with the feeling that their role is critical in the success of ELLs. Teachers will find it difficult to succeed without informed and effective principals, likewise, effective and informed teachers are so valuable to ensuring that ELLs are successful. On the one hand, the role of the teacher is critical, but the programming has to make sense, otherwise we can inadvertently disempower teachers and end up limiting their effectiveness. Principals have to know what to look for and how to support teachers in providing the best learning environment possible for students, and teachers have to know how to scaffold instruction to make it meaningful for all students.

