



UNIVERSITY OF
ARKANSAS
COLLEGE OF EDUCATION
& HEALTH PROFESSIONS

2012

Fourth Annual ESL Symposium



A Project of the University of Arkansas

University of Arkansas
Curriculum and
Instruction Education
Department
&
Project Teach Them All



UNIVERSITY OF ARKANSAS

4th Annual ESL Symposium

February 24, 2012

Welcome Message from Michael Daugherty

On behalf of the Department of Curriculum and Instruction, College of Education and Health Professions, and the University of Arkansas, we welcome all of you to our 4th Annual ESL Symposium. The number of English Learners (ELs) in Northwest Arkansas has grown exponentially during the last ten years. As teachers in the field and as a university preparing teachers to serve these changing demographics, we need to embed strategies for working with EL students into our daily practice. Due to the large percentage of EL students, it is not enough to have one teacher on each campus trained in ESOL. Every teacher must now be familiar with EL teaching methods, assessment, second language acquisition and how to be culturally responsive in their classrooms. We have brought nationally known speakers to this Symposium to provide you with broad perspectives in working with English Learners, strategies for overcoming achievement gaps, and understanding the rights of immigrant students. Our goal is that you leave this conference with new ideas that you can use next week in your classrooms and schools.

I also want to take this opportunity to remind you that the University of Arkansas offers the four courses needed for the English as a Second Language endorsement. For more information, please contact Dr. Felicia Lincoln, flincoln@uark.edu. We are also in partnership with Springdale Schools to provide the four courses leading to an ESL Endorsement through a National Professional Development Grant from the U.S. Department of Education-Office of English Language Acquisition. For more information on this program email Dr. Diana Gonzales Worthen, dworthen@uark.edu, Project Director.

Enjoy your day in beautiful Northwest Arkansas: learn a lot; make some new friends while you're here and help us develop improved schooling for our English Language Learners across Arkansas. Return home and try out at least one of the ideas you encounter today. Thank you for all that you do, and for taking the time out of your busy lives to join us. Have a wonderful conference!

Nationally Recognized Speakers:



“Weaving Pedagogical Practices for Teaching English Language Learners with Disabilities”

Pedagogical approaches would be examined and re-conceptualized in terms of curricula, course content, evaluations/identification instruments, relationships and other aspects that take in consideration multiple and diverse perspectives to successfully prepare teachers serving English learners with disabilities. We must begin to prepare culturally responsive personnel in special education who are well qualified for and can effectively carry out roles in SEAs, LEAs and school programs to enhance the outcomes of culturally different learners. This presentation

Dr. Diane Rodríguez is an Associate Professor at East Carolina University College of Education in the Department of Curriculum and Instruction. She has received numerous grants from the U.S. Office of Special Education and Rehabilitation Services and the Office of English Language Acquisition. Some of her recent publications appear in *Urban Education Journal*, *Journal of International Special Needs Education*, *Childhood Education*, *Rural Special Education Quarterly*, *Journal of Hispanic in Higher Education*, and the *Journal of Multicultural Education*. Dr. Rodríguez has been an invited speaker at national and international conferences on Special Education and Bilingual Education. Her research is at the intersection of special education, bilingual education, and the academic development of culturally and linguistically diverse students. Currently, Dr. Rodríguez serves as an editor of the *Journal of Curriculum and Instruction*. Dr. Rodríguez was appointed by North Carolina Governor Perdue to the Advisory Council on Latino Affairs.



“Enough is Enough... or Is It?: Consideration of Language Proficiencies in the Context of RTI”

How many times have you wondered whether a student’s academic or behavioral challenge was related to language or learning? Dr. Cabral will draw upon her experiences and understandings as a bilingual speech language pathologist to provide unique insights to EL students’ assets and challenges when learning, and *learning through*, a second language. Application of concepts to the realities of assessment will increase participants’ ability to interpret and respond to indicators of student progress within a

Dr. Robin Morales Cabral currently serves as Director of Literacy for Diverse Populations in the Wichita Public Schools. She has a background in bilingual speech-language pathology, special education, literacy, assessment, and intervention development for culturally and linguistically diverse students. Dr. Cabral’s recent research and professional activities have emphasized strengthening teacher, school, and district capacities to ensure CLD students’ full access to an enriched core curriculum with appropriately individualized supports throughout the PreK-12 years.



Enhance your teaching resume

Add an endorsement in English as a Second Language

The Arkansas Department of Education offers an endorsement in ESL to any certified teacher who takes the twelve hours of coursework listed below



Please contact Felicia Lincoln, Associate Professor of ESL in the Curriculum and Instruction Department at the University of Arkansas for help with ESL issues in your classes or for more information about the Additional Licensure in ESL.

Office: 479-575-8729 Email: flincoln@uark.edu



Course Rotation for ESL Endorsement Courses

Fall:

Second Language Acquisition (CIED 5923)

Second Language Assessment (CIED 5953)

Spring:

Teaching People of Other Cultures (CIED 5943)

Second Language Methodology (CIED 5933)



The University of Arkansas Department of Curriculum and Instruction is in the final year of **Project Teach Them All (PTTA)**, an ESL Endorsement Program which reflects the philosophy shared by the Springdale School District and the University of Arkansas in that *we have an obligation to train ALL teachers to be teachers of ALL students.*

PTTA is a collaborative effort with Kansas State University's CLASSIC[®] ESL/Dual Language Program. The CLASSIC[®] Program is a research-based professional development model that has been successful in Kansas, New Mexico and Alabama. It applies strategies developed for adult learners and utilizes small learning communities and biography driven reflective coaching to help guide teachers. The Program develops teacher leaders who strive for increased student achievement among English learners. **PTTA** allows in-service teachers to take courses, continue full time jobs, and acquire graduate credit toward a Master's degree.

The **goal** of **PTTA** is to *increase the number and enhance the quality of ESL teachers prepared to serve the growing number of ELL students within the Springdale School District.* The major expected outcomes are: 1) 90-100 in-service teachers will receive an ESL endorsement, 2) Use of new ELL strategies in the classroom, 3) Improved LEP student achievement, 4) Sharing of information, modeling strategies and mentoring other teachers in their building, 5) Mentoring Master of Arts in Teaching pre-service teachers by pairing them with **PTTA** participants.

The **policy implications** are broad. This model is now being considered to prepare schools state-wide who are targeting increased achievement for English Language learners as part of their improvement plan. While Northwest Arkansas has the greatest population of LEP students, there are other such students in many rural areas of the state. This leaves many teachers isolated from readily available opportunities for ESL endorsement training. Therefore, the fact that this program is offered through a flexible on-site instructional delivery design is a real advantage.

PTTA was developed in response to the U. S. Department of Education, Priority #3 to "support high-quality professional development for secondary content teachers to help these teachers improve academic achievement and literacy and language development of LEP students, including preparation of teachers to provide instruction that reflects aligned State English language proficiency standards and State content standards and assessments." For more information, please refer to the contacts below.

Project Director Contact Information: Diana Gonzales Worthen, Ph.D. 346 N. West Avenue, 24B, University of Arkansas, Fayetteville, AR, 72701, Phone: 479-872-1977, dworthen@uark.edu

Project Investigator Contact Information: Janet Penner-Williams, Ed.D., Assistant Dean for Academic Affairs, College of Education and Health Professions, University of Arkansas, 335 Graduate Education Building, Fayetteville, AR, 72701, Phone: 479-575-2897, jpenner@uark.edu

A COLLEGE EDUCATION: REALITY, DREAM OR LIE?

We prepare children to go to college.

Now they are ready, anxious to go.

We taught them to value higher education.

We taught them to study hard, to take advanced classes and to make more A's than B's.

They did.

We told them to volunteer in the community, play sports and join clubs.

They did.

They tutored others, helped win championships and became club officers.

We told them that being bilingual was critical in today's workforce.

They listened.

They became proficient in English, were proud to speak two languages and also learned a third.

We told them that if they had a college degree, they would have a better paying job.

They listened.

They studied for the ACT and made a qualifying college entrance score.

Our children listened.

They did everything that we asked them to do.

They are now ready for college.

But, they cannot go.

Why? Because they are undocumented.

So, did we lie?

-Diana Gonzales Worthen

DREAM Act FACT SHEET

The DREAM Act has five basic requirements for adjustment of status which are –

- You entered the country before the age of 16;
- You graduate high school or obtain a GED;
- You have good moral character (no criminal record); and
- You have at least five years of continuous presence in the US prior to the passage of the bill.
- You are 34 years old or younger

If you meet the above criteria, once the DREAM Act passes, you will then have six years within which to obtain a two-year college degree or complete two-years of military service. You can start petitioning for removal of the conditional status from your lawful residency 180 days before the sixth year, and can proceed to apply for naturalization. The years spent in conditional permanent residency also apply towards naturalization.

Higher Education Assistance

- The DREAM Act of 2009 (S. 729) repeals Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (8 U.S.C. 1623) and allows states to give tuition benefits to undocumented students.

Facts about Conditional Residency

Conditional residency is still lawful green card legal residency, only it is re-evaluated after 6 years and contingent on the requirements described above. Students will be able to drive, work, get federal work study, partake in most activities as legal residents except travel abroad for lengthy periods (an aggregate of 365 days within 6 years) and Pell Grants eligibility.

*The DREAM Act is likely to be considered alongside a comprehensive immigration bill.

** Please note, the DREAM Act does not cancel a final order of removal or deportation.

***Also, stipulations may change as amendments are added and removed.

“We grow great by DREAMs. All big men are DREAMers. They see things in the soft haze of a spring day or in the red fire of a long winter's evening. Some of us let these great DREAMs die, but others nourish and protect them; nurse them through bad days till they bring them to the sunshine and light which comes always to those who sincerely hope that their DREAMs will come true.”-Woodrow Wilson

HOW YOU CAN HELP:

- 1) Encourage - encouraging your students to pursue their DREAMs, their future, their higher education. Always remind them that there are many ways to get to college, even if you are undocumented.
- 2) Get educated on the DREAM. There are tons of misconceptions and myths. Get the facts straight:
Arkansasdreamers.org
Unitedwedream.org
E4fc.org
Nilc.org
- 3) Help with funding.
- 4) Start awareness groups/clubs in your school.
- 5) Host community workshops to create awareness and inform the people in the community.

Contact:

Luis Aguilar
Arkansas Coalition for DREAM
Online Coordinator
(479)426-3010
www.arkansasdreamers.org

SAVE THE DATE

ARKTESOL ANNUAL CONFERENCE

OCTOBER 11, 2012

EMBASSY SUITES AT PINNACLE
ROGERS, ARKANSAS

2012 ARKTESOL PROPOSED THEME:

“COMMON CORE AND ELLS”

WATCH FOR REGISTRATION AND CALL FOR PROPOSALS ON OUR WEBSITE IN LATE SPRING
OR EARLY SUMMER: www.arktesol.org

2012 ***INVITED*** Keynote Speaker is Dr. Diane August

Senior Research Scientist, Center for Applied Linguistics

Washington, D.C.



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SAVE THE DATE

FEBRUARY 22, 2013

FIFTH ANNUAL ESL SYMPOSIUM

Sponsored by:

The University of Arkansas Curriculum and Instruction Department
&
Project Teach Them All

Location:

Fayetteville Clarion Inn

Nationally Recognized Speakers (TBD)

Contact:

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