

Meeting English Language Learner Needs: Collaborative Community



PRESENTED BY

**Douglas Sewell, Kim Tackaberry & Lorrie
Morales**

SERIES SESSIONS

Date	Time
November 23, 2017	1:00 PM - 3:00 PM
December 14, 2017	1:00 PM - 3:00 PM
January 18, 2018	4:00 PM - 6:00 PM
February 08, 2018	4:00 PM - 5:30 PM
March 08, 2018	1:00 PM - 3:00 PM



LOCATION

**Ramada Plaza Calgary Airport - 3515-26
Street NE**

FEE

\$85.00

QUESTIONS?

Contact Us:

crc-register@arpc.ab.ca
403-291-0967

REGISTER ONLINE

Visit our website to register:

crcpd.ab.ca

Program

TARGET AUDIENCE: ALL CLASSROOM TEACHERS AND ELL LEADERS ARE ENCOURAGED TO ATTEND

Share and learn about practices for engaging students, support staff and educational professionals with a local expert in the field. Dr Douglas Sewell, Associate Dean, International Foundations Program, University of Calgary, will take the lead in our ELL Collaborative Community content this year. Join us and work collaboratively with Calgary and area educators to investigate instructional and social/emotional school supports for culturally and linguistically diverse learners. Explore potential universal, targeted, and individualized supports for English Language Learners who present with academic and social/emotional differences.

This Collaborative Community is for classroom teachers as well as ELL Leaders in search of ways to support and engage their staff.

November 23rd 2017**Session #1: How to Support ELL Benchmarks****Presented by: Dr. Douglas Sewell**

This session will begin by outlining the many aspects of ELL benchmarks and how they relate to language development. Following this, participants will delve into specific benchmarks and connect them to their own Program of Studies. The final phase will highlight the paths teachers could take, following identification of a student's level of ability, to assist the student to improve his or her subject matter understanding as well as overall English communicative competence. The fundamental goal of this session is to strengthen the connection between students, their benchmark assessments and subject area instruction techniques.

December 14th 2017

Collaborative Community Meeting #1

Conversation Focus: Student – Assessment – Instruction Cycle:

Opportunities to share your implementation experience, both positive and frustrating aspects.

Two Levels: Grades K-6 (Moderator: CRC's Kim Tackaberry) & Grades 7-12 (Moderator: Lorrie Morales)

January 18th 2018

Session #2: Differentiating Instruction for English Language Learners

Presented by: Dr. Douglas Sewell

As teachers we often find learners from different first language backgrounds benefit from different instructional approaches or techniques within their subject area classes. Some of these differences may relate to differing expectations on how learning is best done while others may relate to limits inherent in students' developing English ability. This workshop will first focus on understanding the needs and expectations of ELLs from different backgrounds before moving on to investigate we as teachers can help ELLs from different backgrounds and / or at different levels become more successful in their subject area classes.

February 8th 2018

Collaborative Community Meeting #2

Conversation Focus: Introductory discussion of shifts in thinking related to differentiation between ELL & non-ELL students. Followed by participants' experience with implementing one of Dr. Sewell's instruction methods to support ELL from different backgrounds or levels.

Two Levels: Grades K-6 (Moderator: CRC's Kim Tackaberry) & Grades 7-12 (Moderator: Lorrie Morales)

March 8th 2018

Session #3: Supporting ELL Junior High and High School Students with Vocabulary in Content Specific Subjects

Presented by: Dr. Douglas Sewell

Are you in search of how to deal with the sheer volume of vocabulary that needs to be learnt in each specific subject area? The session will begin with a brief activity to develop an understanding of what it actually means to know a word. Next we will work on how to identify critical vocabulary within specific subject areas and then how to develop within students the ability to 'know' what those words actually mean. Central to this workshop will be strategies that can help English language learners increase their lexical comprehension and retention.

***Note:** *Not a part of this Collaborative Community? This workshop is open to all Junior High / High School teachers. Register as an individual session by following this link:*

[Session #3](#)

Presenters

Douglas Sewell

has been both a language teacher and teacher educator for almost 20 years. Currently a senior instructor at the Werklund School of Education, Douglas has previously taught both English and education programs in South Korea, China the UAE, and the UK. He completed his MA in TESOL with the University of Birmingham, UK and his Ph.D. in Education with the University of Leeds, UK. Douglas' research interests focus on Self-Regulation of Language Learning among EFL / ESL learners, and by extension how to help learners become more effective in their studies across the curriculum. Derived from this, he is also quite interested in teacher self-regulation and hence how teachers can improve their own approaches through processes such as goal setting and self-reflection. Outside of the classroom, Douglas particularly enjoys skiing and mountain biking, as well as traveling and exploring new places and new cultures.

Kim Tackaberry

is a Designer of Professional Learning with the Calgary Regional Consortium. Her areas of focus include literacy and inclusive education. She is presently continuing her Master of Education Studies at Queen's University, specializing in literacy. Kim's teaching career spans over 30 years, ten as a classroom teacher at Foothills Academy Society, a school specializing in children with Learning Disabilities and ADHD. Kim has designed several e-courses for teachers, titles include *Learning Disabilities* and *Introduction to Literacy and Numeracy Progressions*.

Lorrie Morales

is a semi-retired teacher who is presently working with the Calgary Regional Consortium as a consultant. She has over 30 years of experience in adult education, high school, with a focus on Middle School. Lorrie has worked as a classroom teacher, served on various committees, mentored student teachers, designed instruction, and worked with professionals in a variety of roles. She has recently published her first book and is working on her next one. During the pandemic she has also started various art projects. You will find her making moments matter and dreaming of a sunny beach in the future.

