

**Networking for ELL Student Success  
Campbell County School District**

ELL Professional Development  
Monday, May 11, 2009  
LLC in Maple Room, 8:00-11:00 & 12:00-3

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**Initial Activities**

Forming Groups

Rationale for heterogeneous and homogenous

Value Lines

The rationale for whole group activities

Ice cream

The rationale for small group activities

P&P

The rationale for personal/professional free questions

Popcorn: A basket of quotes

Popcorn-by-the-Bag

**Guiding Questions**

How can I best prepare myself to work with ELs?

How do I meet the linguistic (cognitive and social) needs of students in my classes?

How do I integrate the 4 domains? l/s/r/w?

How do bilingual students demonstrate their knowledge in class?

**Objectives**

To understand and to be able to articulate:

How do we get another language?

What is bilingual education?

What is ESL/ELD?

What is sheltered content/SDAIE?

How do we do it?

Why do we do it?

To assist you in creating and maintaining your own professional learning community.

## Joan' Shares

How do we reflect?

Reflective Cycle

<http://www.joanwink.com/charts/reflective.pdf>

## Why are teachers always reflecting?

Beliefs and Behaviors

Theory and Practice

*I am saying as you must say, too, that in order to see where we are going, we not only must remember where we have been, but we must **understand** where we have been.*

Ella Baker

## How do we get another language?

5 hypotheses

Acquisition or Learning

Monitor

Natural Order

Input

Affective Filter

## **Second Language Acquisition and Second Language Learning**

This book is now free on his webpages.

[http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

5 Hypotheses begin on pg. 1, listed above.

## Mamas, Meaning, and Motivation

<http://www.joanwink.com/love/love-mamas.php>

## My People Made It Without Bilingual Ed, What's the Matter with Yours?

<http://www.joanwink.com/love/love-mypeople.php>

## A Real Iceberg

<http://www.joanwink.com/scheditems/iceberg.pdf>

## A Water Lily Pond

<http://www.joanwink.com/scheditems/waterlily.jpg>

## Black/white drawing of a water lily

<http://www.joanwink.com/scheditems/bilingual-waterlily.jpg>

## SUP

<http://www.joanwink.com/charts/SUP-Cummins.pdf>

## **CUP**

<http://www.joanwink.com/charts/CUP-Cummins.pdf>

## **Black/white drawing of an iceberg**

<http://www.joanwink.com/scheditems/bw-iceberg.pdf>

## **Levels of Language Acquisition: An Overview**

[http://www.joanwink.com/scheditems/levels\\_lang\\_acq-0509.pdf](http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf)

## **Descriptors of Language Acquisition**

[http://www.joanwink.com/scheditems/descriptors\\_lang\\_acq-0509.pdf](http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf)

## **4 Quadrants from Cummins**

<http://www.joanwink.com/charts/cummin.pdf>

## **The Bilingual Bike**

<http://www.joanwink.com/scheditems/effects-of-bilingual.jpg>

## **The Bilingual Home**

<http://www.joanwink.com/scheditems/bilhouse0308.pdf>

## **KWHL**

<http://www.joanwink.com/charts/kwhl.pdf>

## **Bilingual Basics**

<http://www.joanwink.com/research/bilingualbasics.pdf>

## **4 Corners Activity**

### **Guiding Questions**

### **Objectives**