

# SPARK!

*Igniting digital learning through shared experience*

**Leader Edition**



## HOW AND WHY HAS THE ENGLISH LANGUAGE LEARNER (ELL) PROGRAM CHANGED AND/OR EVOLVED SINCE ITS INITIAL INCEPTION?

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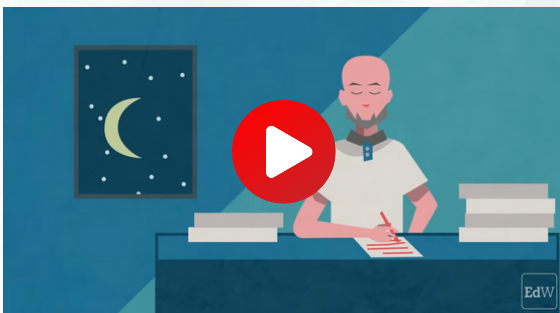
Dade County in Miami, Florida, set the stage for English Language Learners (ELL) education in the early 1960s as a result of the surging population of Cuban immigrants and exiles. This original ELL program included a two-way bilingual-based education, where all Spanish-speaking students were educated by two bilingual teachers. A schedule of classes based on competency and grade-level appropriateness as well as an immersive summer school program where completion and proficiency determined matriculation into English-only classes. This would become the unofficial model for the rest of the nation.

However, over time, this model has devolved and created gaps and challenges for ELL students and teachers alike. Some of the issues that have challenged this system include, and are not limited to: many more languages and students, other than Spanish, entering the United States; the intake process that parents and or guardians complete can be error-ridden or inaccurate, causing students to opt out or be deemed ineligible for needed services; and a lack of teacher training and preparation, including the lack of bilingual instructors.

Possible solutions to return this program to its original luster may include:

- Relevant and on-going professional development to keep educators informed and on the forefront of changes, updates, and key elements.
- A continued commitment to cultural diversity and inclusion as well to collaboration of all parties involved, and regular assessment of progress with possible adjustments and changes being made as needed.
- Utilizing the power of differentiated instruction can also be a valuable tool.
- Lastly, using appropriate tech tools and even AI, can be beneficial for students and teachers alike.

## Differentiating Instruction



## RESOURCES

- <https://www.pcsb.org/cms/lib/FL01903687/Centricity/Domain/4995/Teacher%20Resources/ESOL%20Strategies%20Matrix.pdf>
- <https://www.colorincolorado.org/ell-strategies-best-practices>
- <https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners/>
- <https://www.edutopia.org/article/working-english-language-learning-specialists-school>
- <https://www.commonense.org/education/articles/how-to-use-technology-to-support-ells-in-your-classroom>

## Trade Secrets

### Strategies for Success with ELL Students

Try to incorporate family in process as much as possible

Build rapport and relationship with student(s) & families

Allow for a healthy mix of time with English and other ELL students

Overreliance on translators, like Google Translate may inhibit authentic skill acquisition

On-going, current, and relevant PD opportunities for teachers and staff

Encourage and support more bilingual teachers

Remember cultural sensitivity  
Appreciate diversity

Chose differentiated or tailored model over one size fits all

## CHRISTINE COMPAIN



Christine Compain is an Education Professional with ASU Prep Digital, where she works as a Learning Success Coach (Counselor/Program Manager). Her background in Behaviorism, Special Education and School Counseling provide a strong foundation in her work. Christine resides in Utah with her husband and son where she enjoys lots of coffee, skiing, biking, paddleboarding, and traveling.