Why ELLs can be classified as persons with disabilities?

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PacRim 2015
Overview: 3-min. Movie

- Background
- Three stories
- Tips to support ELLs
- Online courses
- Questions and Answers

QuickTime™ and a H.264 decompressor are needed to see this picture.
NewBeginning for English Language Learners (NB-ELL)

- A Professional Development Program
  - June 2011 - July 2016

- In collaboration with:
  - Department of Education, State of Hawaii
  - Department of Education, American Samoa
  - Ministry of Education, Republic of Marshall Islands

- Funded by the U.S. Department of Education Office of English Language Acquisition
Three Stories

- Weol-Soon Kim
- A Kindergartner
- A Third Grader
The following are our 15-week courses:

1. POWER 8 Writing in Science for ELL
2. Reading Comprehension in Math for ELL
3. Technology to Support Literacy for ELL
4. Reading Comprehension in Science for ELL

The following are our 5-week PD trainings, which focus on the learning/intervention program presented in the 15-week courses:

1. POWER 8 Writing in Science for ELL
2. Reading Comprehension in Math for ELL

***For more information, Please contact: Project coordinator, Loryn Gum at loryn@hawaii.edu
NB-ELL Course: Overview

- 15 weeks, Fall and Spring semesters
- Online, UH Laulima distance learning system
  - Flexible study location and hours
- Weekly assignments:
  - Foundational readings and activities
  - Related discussions (Forums)
  - Reflective learning summaries (focus topic)
- ACE case study, ELL students, 8 weeks
- Learning Portfolio of all course work
Probing Reading Progress
Tracking Improvements in Oral Reading Fluency

Timed Reading

Determining Words/min.

Recording Student’s Progress
Methods

Data collection for teachers’ outcomes
- Portfolios
- Self-reflective summary journals
- Final evaluations of the course

Data collection for students’ outcomes
- Reading fluency data
- Reading comprehension data
- Observations of attitudes
- Attendance records
**Results - Teachers 1**

- 91% of completers received full points for portfolio
- 88% earned final grade of “A”
- 93% (41) completed final evaluation

### Final evaluation – selected items

<table>
<thead>
<tr>
<th><strong>Most significant learning task:</strong></th>
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</thead>
<tbody>
<tr>
<td>Case study = 41%</td>
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<td>Discussion = 22%</td>
</tr>
<tr>
<td>Multicultural training = 12%</td>
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<td>Journal = 5%</td>
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<td>All = 17% (Autobiography = 1)</td>
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# Results - Teachers 2

<table>
<thead>
<tr>
<th>Final evaluation – selected items</th>
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<tbody>
<tr>
<td><strong>NB-ELL success:</strong></td>
</tr>
<tr>
<td>Teacher development (new skills, teaching tools, etc.) = 40%</td>
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<tr>
<td>Student learning/development = 32%</td>
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<td>Student enjoyment / Increased participation = 19%</td>
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<td>Teacher-student relationship development = 9%</td>
</tr>
</tbody>
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Results - Teachers 3

Final evaluation – selected items

- **Beneficial outcomes (All that apply - Top 3):**
  - 1) Work well with ELL students = 78%
  - 2) Practical strategies to use in my teaching = 78%
  - 3) Knowledge and skills for using technology in my classroom = 71%
## Results - Teachers 4

### Final evaluation – selected items

- **Plans to use knowledge and skills developed (All that apply - Top 3)**
  - 1) Continue to use the NB-ELL program I implemented during this course = **78%**
  - 2) Share my learning informally with colleagues = **76%**
  - 3) Recommend this course to other colleagues = **71%**
## Results - Teachers 5

**Final evaluation – selected items**

<table>
<thead>
<tr>
<th>Overall Satisfaction</th>
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</thead>
<tbody>
<tr>
<td>5) Very satisfied = 53%</td>
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<tr>
<td>4) Satisfied = 37%</td>
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<tr>
<td>3) Neutral = 8%</td>
</tr>
<tr>
<td>2) Dissatisfied = 0%</td>
</tr>
<tr>
<td>1) Very dissatisfied = 2%</td>
</tr>
</tbody>
</table>
Outcomes and Impacts for Teachers

- Earned professional development credits
- Improved skill and confidence in using culturally appropriate strategies and technology to facilitate English language acquisition of ELL students
- Gained membership in a network of teachers around the Pacific facing similar challenges
- Developed ability to create effective and positive learning experiences for ELL learners
Results - Students

- Reading Fluency = 96% improved
- Reading Comprehension = 41% improved
- Attitudes/Motivation = 92% improved
Added Benefits

- Children ‘behave’ - enjoy class.
- Parents see improvements.
- Tutors (teachers, aids, peers, volunteers) develop tutoring skills and learn how to teach reading.
- The additional assessment and progress monitoring can bring forward timely help.
Tips to Support ELLs

- Accurate assessment and needs of ELLs
- Emotional Support
- Use bilingual peer/ senior/ parents community partners
Smiles or Laugh Out Loud!
- International language

Honey, I'm trying to change you so you'll be perfect.

Be careful... I might end up perfect for someone else.
Questions and Answers

◆ Evaluation:
◆ Reward:
Interested in NB-ELL?

◆ Visit website:
http://www.cds.hawaii.edu/featured-project/new-beginnings-english-language-learners

◆ Contact:
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