



University of Colorado
Denver

eCALLMS Project: Past, Present, and Future (Professional Development that Works)

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University of Colorado
Denver

eCALLMS

e-Learning Communities for Academic Language Learning in Math & Science

Overarching Goal:

Support teachers and teacher educators in developing linguistically responsive practices that support multilingual learners language and content development as well as bilingualism/biliteracy development.

\$1.9 million dollars over 5 years (2011-2016)

U.S. Dept. of Education, Office of English Language Acquisition



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Linguistically Responsive Teaching

1. Orientations

- a. Sociolinguistic consciousness
- b. Value for linguistic diversity
- c. Inclination to advocate for bilingual students

2. Knowledge and Skills

- a. Learning about bilingual students' language backgrounds, experiences, and proficiencies.
- b. Identifying the language demands of classroom tasks.
- c. Applying key principles of second language learner
- d. Scaffolding instruction to promote bilingual students' learning.

(Lucas & Villegas, 2011)

STANDARDS FOR Effective Pedagogy

STANDARD 1 Joint Productive Activity (JPA) Teacher and Students Producing Together *Facilitate learning through joint productive activity among teacher and students.*

Enacting Level: The teacher and a small group of students collaborate on a shared product.

STANDARD 2 Language & Literacy Development (LLD) **Developing Language and Literacy Across the Curriculum**

Develop competence in the language and literacy of instruction across the curriculum.

Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities; and assists academic language use or literacy development by questioning, rephrasing, or modeling.

STANDARD 3 Contextualization (CTX) **Making Meaning: Connecting School to Students' Lives**

Connect teaching and curriculum to experiences and skills of students' home and community.

Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

STANDARD 4 Challenging Activities (CA) Teaching Complex Thinking

Challenge students toward cognitive complexity.

Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

STANDARD 5 Instructional Conversation (IC) Teaching Through Conversation

Engage students through dialogue, especially the Instructional Conversation.

Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic; elicits student talk by questioning, listening, and responding to assess and assist student understanding; and inquires about students' views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.

STANDARD 6 Critical Stance (CS) Teaching to Transform Inequities

Empower students to transform society's inequities through democracy and civic engagement.

Enacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon ramifications, and seeking actively to transform inequities within their scope of influence in the classroom and larger community.



Be On Target!

**PROJECT
TARGETT**



FREE **6** WEEK
ONLINE CLASS

PROFESSIONAL
LEARNING
FOR TEACHERS

DEVELOPED BY:

eCALLMS

SUPPORTING LINGUISTICALLY
RESPONSIVE TEACHING

Scaffold Multilingual Learners.
Improve Your Practice.
Earn Continuing Education Units.

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School of Education and Human Development
University of Colorado Denver
and University of Wyoming



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LANGUAGE & EQUITY

The eCALLMS language and equity eWorkshops focus on teaching language skills in multilingual classrooms. Currently we have four eWorkshops available, with twelve eWorkshops in development. eWorkshop content features methods for scaffolding writing, oral language, and teaching concepts to your

[Read more](#)



MATHEMATICS

The eCALLMS math eWorkshops focus on teaching strategies for elementary and middle school math. Currently we have three eWorkshops available, with four more math eWorkshops in development. eWorkshops include teaching ratio and proportions, numbers and operations, and fractions in

[Read more](#)



SCIENCE

The eCALLMS science eWorkshops focus on lesson plans, teaching scientific concepts and meaningful scientific learning. Currently we have three eWorkshops available, with four more science eWorkshops in development. eWorkshops include scientific inquiry, using the 5E Model to create lesson

[Read more](#)

eCALLMS

SUPPORTING LINGUISTICALLY RESPONSIVE TEACHING

Learn with colleagues at your school
or teachers who teach your grade level.

Enroll with your own study group in a free
online learning experience that requires
about two hours a week for six weeks.

Funded by a grant from the
U.S. Department of Education
T365Z110177

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eWORKSHOPS AVAILABLE

Second Language Acquisition **K-12**
Learning Through Two Languages **K-12**
Language Grouping Strategies **K-12**
Language and Concept Development **K-12**
Language in the Multilingual Science Classroom **Grades 3 to 5**
Science Inquiry: Engaging Bilinguals in Scientific
Questioning **Grades 4 to 8**
The 5E Science Model for Multilingual Students **Grades 3 to 5**
Math: Fractions **Grades 3 to 5**
Math: Numbers and Operations **Grades K to 2**
Math: Ratios and Proportions **Grades 5 to 8**



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eWORKSHOPS IN DEVELOPMENT

Language and Equity

Home Languages in the Classroom **K-12**

What is Language? **K-12**

Writing in a Linguistically & Culturally Responsive
Classroom **Grades 3 to 6**

Race in Education **K-12**

Introduction to the Standards of Effective Pedagogy **K-12**

The Standards of Effective Pedagogy: Standards 1 and 2 **K-12**

The Standards of Effective Pedagogy: Standards 3 and 4 **K-12**

Getting Kids to Talk About Writing **Grades 3 to 6**

Translanguaging: What, Why and How?

Language & Literacy Development: Spanish & English

Reading Supports for Multilingual Learners

Science

Writing in Science

Science: Apollo CREDE

Secondary Science

21st Century STEM Learning, Language and Culture

Mathematics

Math: Geometric Measurement **Grade 3**

Math: Functions **Grade 8**

Complex (Computational) Thinking

Mathematics Discourse



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LANGUAGE

Language and Concept Development K-12

Essential Question: How can I provide bilingual learners the greatest opportunities to acquire both the knowledge and the language needed to be successful in my classroom?

Week 1: How do I distinguish the key concepts of instruction from the language used to communicate about them?

Week 2: How do I identify and make understandable the essential concepts of the curriculum?

Week 3: How can I uncover the language demands of my instruction?

Week 4: How can I support students in taking on the language demands of content instruction?

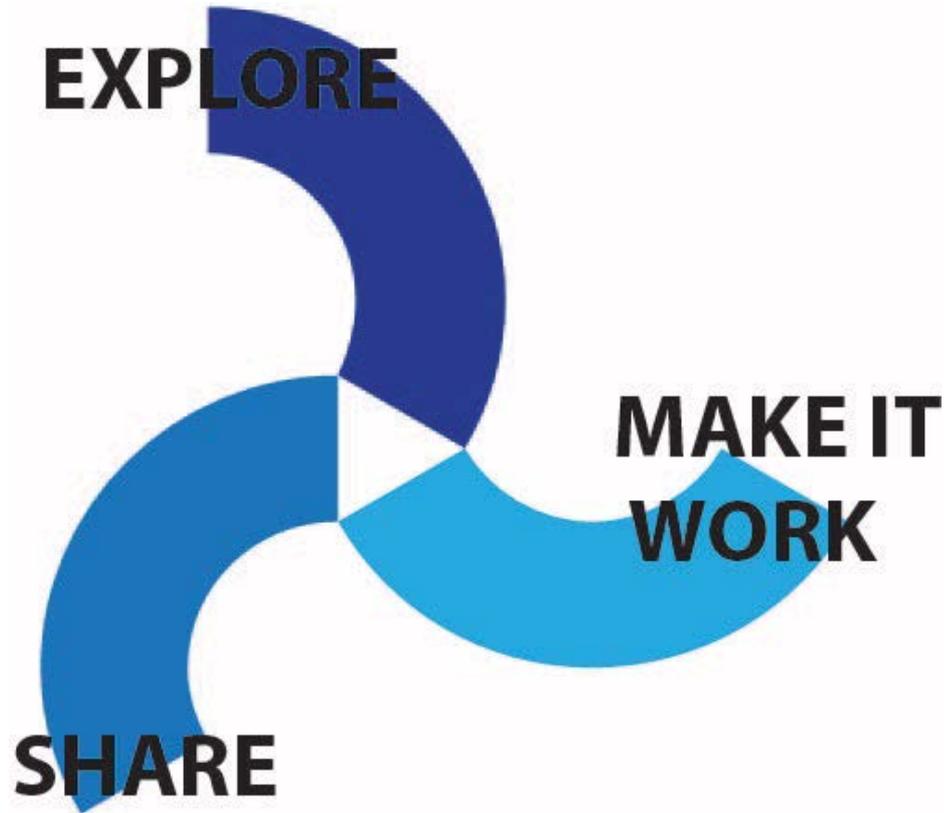
Week 5: How can teachers engage families in order to help students (and themselves) access and deepen what students know about the topics of instruction?



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- Home
- Modules
- Discussions
- People

Second Language Acquisition K-12

Click on **First Steps** below to start the module.

FIRST STEPS 	WEEK 1 	WEEK 2 	WEEK 3
WEEK 4 	WEEK 5 	WEEK 6 	FINAL STEPS

[View Course Stream](#)

Coming Up [View Calendar](#)

Nothing for the next week

Recent Feedback

Nothing for now



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“They absolutely loved the modules....It was something they said was one of the most valuable professional developments that they had ever done...We had a first-year teacher all the way up to someone who had I think it was 27, 28 years of experience.” (eCALLMS group leader)

“When I went on walk-throughs, when I observed them, I was able to see....Three of the teachers, I noticed that they were grouping and they were providing support. So one of them had visuals and the other had different sentence strings for students and the other one was doing Total Physical Response, TPR ,with students so I was glad to see those things in their classroom.” (eCALLMS Group Leader -- on the impact of the modules on teacher’s practice)

“At the beginning [before the eCALLMS module] there was no differentiation. The supports were not evident. And now when I'm walking in the classrooms, I'm able to see supports, so groupings, visuals...vocabulary development, songs. Various supports that teachers are providing, being aware of students' language development stage.” (eCALLMS Group Leader)



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eCALLMS @ Summit School District

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Future of eCALLMS

International Consortium for Multilingual Excellence in Education

eWorkshops for Professional Learning Communities

From eCALLMS, NPD grant PR/Award # T365Z110177

Research/Learning

Use

Design

Evaluation

No Cost

No Cost

Requested Funding from OELA/NPD

Use existing

eWorkshops in expanded areas across the U.S. Develop MOUs with IHEs, LEAs, and SEAs.

Design new

eWorkshops to include additional groups of educators (e.g., administrators, school psychologists, etc.).

Evaluate impact

of eWorkshop participation on teacher competencies and student outcomes.

Existing

research/learning collaborations with Germany and Finland with potential to expand.