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MAXIMIZING THE IMPACT OF YOUR

# EAL DEPARTMENT

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### 3 STEPS TO MAXIMING THE IMPACT OF YOUR

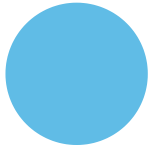
# EAL DEPARTMENT

This presentation is meant to be used as a guide for setting up an EAL Department that supports learners in accessing the curriculum (academic English). Schools are free to choose between which slides/discussion points they would like to use.

1. ESTABLISHING  
THE VISION

2. FINDING THE  
CURRICULUM

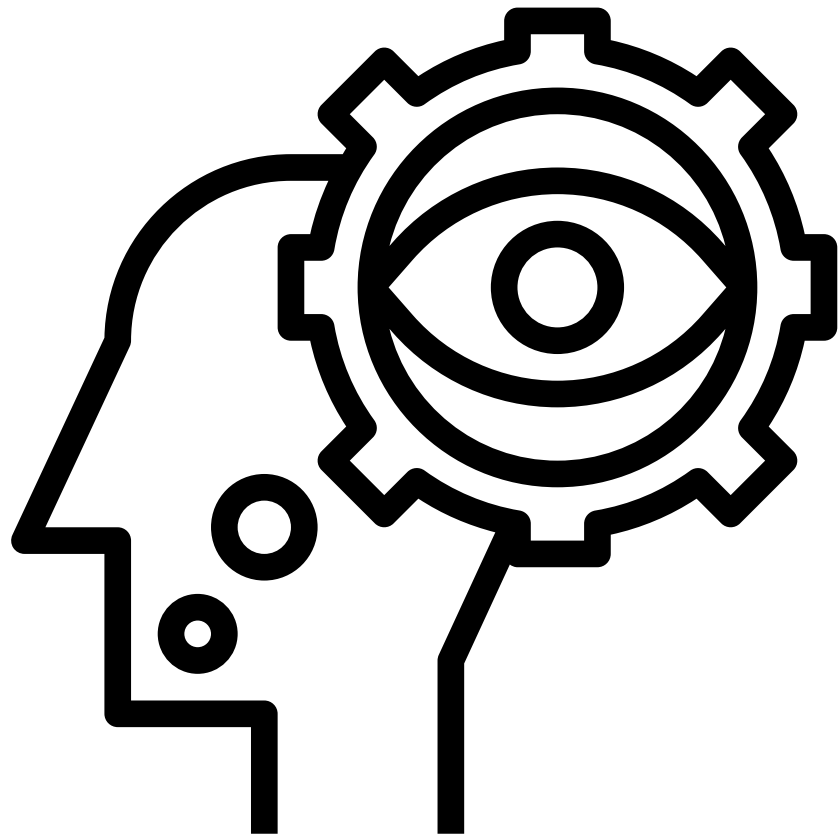
3. IMPLEMENTING  
THE PROGRAM



1. ESTABLISHING THE VISION

2. FINDING THE CURRICULUM

3. IMPLEMENTING THE PROGRAM



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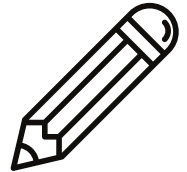
## WHAT IS THE **VISION?**

An EAL Department  
without a vision is a team  
without direction.



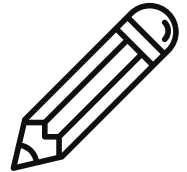
**WHAT IS THE SCHOOL'S  
VISION?**

- philosophy
- values
- teaching methods
- curriculums
- approach to teaching  
language



HOW CAN THE EAL  
DEPARTMENT  
SUPPORT THE SCHOOL'S  
**VISION?**

- philosophy
- values
- teaching methods
- curriculums
- approach to teaching  
language



**BASED ON THE VISION**

1. Will support be provided in class, as pull-out sessions or a mix of both?
2. During which classes will learners receive support - mainstream classes, specialist classes ...?
3. Will teachers teaching classes where support is not offered receive EAL training? If so, by whom?
4. Based on the school's philosophy and values, what will be the approach to teaching English?
5. What levels of support will learners receive and how will this be determined?

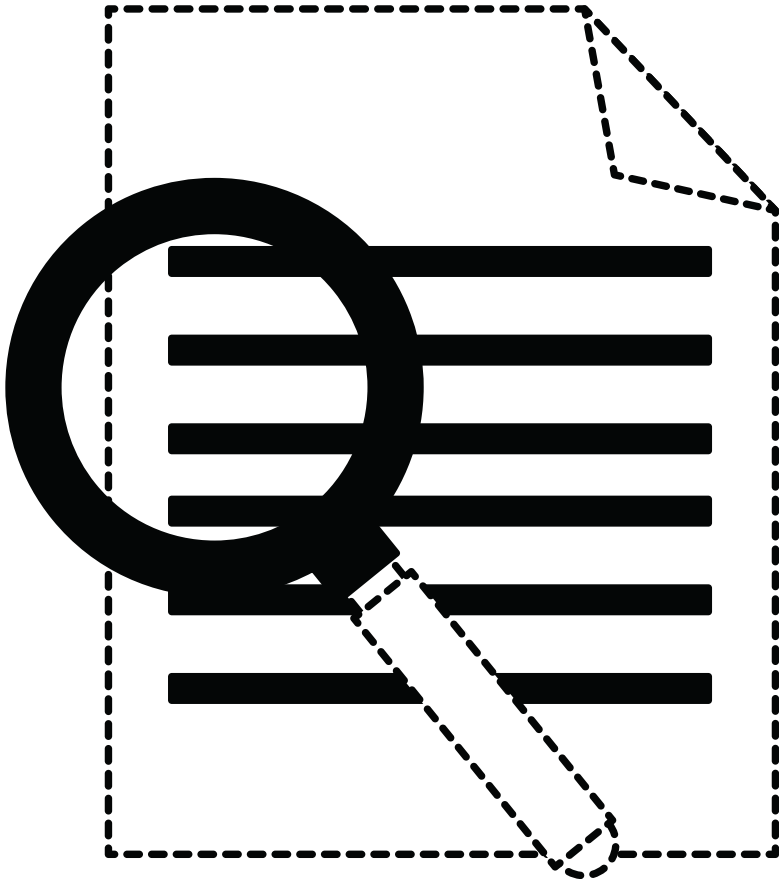
1. ESTABLISHING THE VISION

2. FINDING THE CURRICULUM

3. IMPLEMENTING THE PROGRAM







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## WHERE IS THE **CURRICULUM?**

For an EAL Department to support a curriculum, they must have access to it.

## WHICH SUBJECT AREAS WILL BE SUPPORTED AND HOW



### MAINSTREAM & SPECIALIST SUBJECTS

	Push-In	Pull-Out	At Home	Teacher Training
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Push-In: Support provided by an EAL teacher in the classroom
- Pull-Out: Support provided by an EAL teacher during a pull-out session

- Teacher Training: EAL training will be provided to the mainstream/specialist teacher
- At Home: Scaffolded, differentiated and/or extra materials will be sent home

## WHAT INFORMATION IS REQUIRED FROM MAINSTREAM & SPECIALIST TEACHERS?



### PUSH-IN

### PULL-OUT

### AT HOME

### TEACHER TRAINING

Upcoming:

- vocabulary
- grammar concepts
- objectives
- projects
- assessments
- other

Upcoming:

- vocabulary
- grammar concepts
- objectives
- projects
- assessments
- other

Upcoming:

- vocabulary
- grammar concepts
- objectives
- projects
- assessments
- other

Upcoming:

- unit plans
- lesson plans
- objectives
- other

## HOW WILL INFORMATION BE COLLECTED?



### PUSH-IN

- A form created by the EAL team that must be completed by mainstream and specialist teachers
- The submission of unit and/or lesson planners
- During team meetings
- Other

### PULL-OUT

- A form created by the EAL team that must be completed by mainstream and specialist teachers
- The submission of unit and/or lesson planners
- During team meetings
- Other

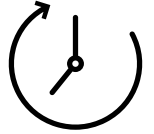
### AT HOME

- A form created by the EAL team that must be completed by mainstream and specialist teachers
- The submission of unit and/or lesson planners
- During team meetings
- Other

### TEACHER TRAINING

- A form created by the EAL team that must be completed by mainstream and specialist teachers
- The submission of yearly, unit and/or lesson planners
- Other

## WHEN AND HOW OFTEN WILL INFORMATION BE COLLECTED?



Now that your EAL Department has the means for accessing the curriculum in all relevant subject areas, the last thing to determine is how often mainstream and specialist teachers should submit their information to your team - two weeks prior to the start of a new unit? A week prior? At the beginning of each new term? On a daily basis?

**PUSH-IN**



**PULL-OUT**



**AT HOME**



**TEACHER  
TRAINING**



## CURRICULUMS UNLOCKED



## SUBJECT

Method of support:

Required information:

Method for gathering information:

How often information will be collected:

## SUBJECT

Method of support:

Required information:

Method for gathering information:

How often information will be collected:

## SUBJECT

Method of support:

Required information:

Method for gathering information:

How often information will be collected:

1. ESTABLISHING THE VISION

2. FINDING THE CURRICULUM

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HOW DO WE  
**IMPLEMENT?**

A vision is only a dream  
until implemented.

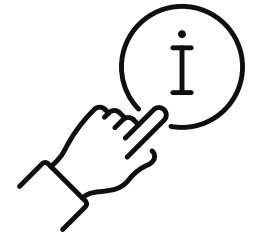


## WHERE ARE WE AT?



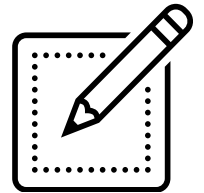
- What resources do we have at our disposal?
- What EAL standards will we use? (CEFR, Cambridge ...)
- What teaching methods will we use?
- What assessment tools will we use?

## WHAT SOLUTIONS DO WE NEED?



- Solutions for push-in and pull-out sessions Slide 19
- Solutions for providing at home support Slide 23
- Solutions for teacher training Slide 26
- Solutions for conversational English support Slide 29
- Solutions for collaborating with other schools Slide 30

## CREATING THE PLANNING TOOLS FOR PUSH-IN & PULL-OUT SESSIONS



1. What information should be included on the EAL planner?
2. What teaching method(s) should the EAL planner support?
3. Will each EAL teacher receive the same template or will different planners be created to support those working in different grade levels, those assigned to one student vs multiple students, etc.?
4. Which types of planning tools will be required - yearly, unit, lesson?

## SAMPLE PLANNER - THEMATIC APPROACH



This sample template illustrates how a lesson planner could be created to support a thematic approach and multiple levels of EAL students in a single classroom. (push-in or pull-out)

TIME	INFORMATION PROVIDED BY MAINSTREAM/SPECIALIST TEACHERS	BEGINNER EAL STUDENTS	INTERMEDIATE EAL STUDENTS
9:00 10:00	Subject:                      Descriptor:  Objectives:  Vocabulary:  Grammar:  Activities/Assessments:	Student(s):  Differentiated Objectives:  EAL Standards:  Scaffolded/Differentiated Activities & Assessments:  Materials:	Student(s):  Differentiated Objectives:  EAL Standards:  Scaffolded/Differentiated Activities & Assessments:  Materials:
10:00 11:00	Subject:                      Descriptor:  Objectives:  Vocabulary:  Grammar:  Activities/Assessments:	Student(s):  Differentiated Objectives:  EAL Standards:  Scaffolded/Differentiated Activities & Assessments:  Materials:	Student(s):  Differentiated Objectives:  EAL Standards:  Scaffolded/Differentiated Activities & Assessments:  Materials:

## SAMPLE PLANNER - REGGIO INSPIRED



This sample template illustrates how a planner could be developed to assist an EAL team in setting up scaffolded/differentiated provocations in Reggio inspired classrooms.

### DEFINED SPACES SET UP BY THE CLASSROOM TEACHER

Defined Space:

Objectives:

Provocations:

Vocabulary:

Materials:

Defined Space:

Objectives:

Provocations:

Vocabulary:

Materials:

### BEGINNER EAL STUDENTS

Student(s):

Differentiated Objectives:

EAL Standards:

Scaffolded/Differentiated Provocations:

Scaffolded/Differentiated Materials:

Student(s):

Differentiated Objectives:

EAL Standards:

Scaffolded/Differentiated Provocations:

Scaffolded/Differentiated Materials:

### INTERMEDIATE EAL STUDENTS

Student(s):

Differentiated Objectives:

EAL Standards:

Scaffolded/Differentiated Provocations:

Scaffolded/Differentiated Materials:

Student(s):

Differentiated Objectives:

EAL Standards:

Scaffolded/Differentiated Provocations:

Scaffolded/Differentiated Materials:

## THE PLAN FOR SUPPORTING THE EAL TEAM



### THE EAL TEAM PLANNERS

What information needs to be included?

How does the information need to be arranged in order to support the philosophy and teaching methods of the school?

What types of planning tools are required? (yearly, unit, lesson) Do they need to be individualized?

### EAL DEPARTMENT RESPONSIBILITIES

What types of resources are the EAL team responsible for providing?

Is the EAL team responsible for reporting on subject area objectives as well as EAL standards?

Until what level of language acquisition is an EAL teacher required to provide support to a student?

### MAINSTREAM & SPECIALIST RESPONSIBILITIES

What information do mainstream teachers need to provide?

When does the information need to be provided by? (a week prior, two weeks prior)

What information do specialists need to provide?

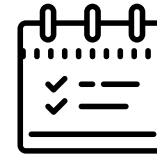
When does the information need to be provided by? (a week prior, two weeks prior)

## SUPPORTING PARENTS WITH AT HOME LEARNING



1. What information/resources do parents need to support their child at home?
2. How often will EAL parent planners go home?
3. Who will fill in the planners for parents - the classroom teacher, EAL team, students?
4. Who will prepare the scaffolded, differentiated and/or extra resources?

## SAMPLE PARENT WEEKLY PLANNER

**Monday**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Tuesday**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Wednesday**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Thursday**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

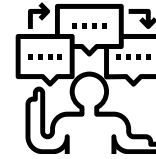
**Friday**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**

**Subject:**  
**Objectives:**  
**Terms to Review:**  
**Resources:**



## THE PLAN FOR SUPPORTING PARENTS



### THE PARENT PLANNER

What information is needed on the parent planner?

Who is responsible to filling in the planner?  
(EAL team, teachers, students?)

How often will the planner go home?

### EAL DEPARTMENT RESPONSIBILITIES

What information do EAL teachers need to provide?

What resources do EAL teachers need to provide?

### MAINSTREAM & SPECIALIST RESPONSIBILITIES

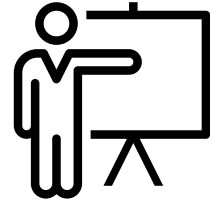
What information do mainstream teachers need to provide?

What resources do mainstream teachers need to provide?

What information do specialists need to provide?

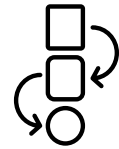
What resources do specialists need to provide?

## PROVIDING TEACHER TRAINING



1. Who will be providing the training?
2. Which mainstream and specialist teachers will attend the training?
3. What strategies, teaching methods and resources will be shared?
4. How can teacher planners be modified to help them in supporting EAL students?

## TEACHER PLANNER MODIFICATION IDEAS



Add extra columns, rows and/or boxes to a mainstream or specialist planner to accommodate: scaffolding, differentiating, the inclusion of EAL standards and vocabulary/grammar concepts that will be covered.

### BASIC TEACHER PLANNER

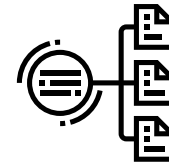
Date:	Subject:
Objectives:	
Activity:	
Materials:	

### ADD-ON IDEAS

Key Vocabulary:
Grammar Concepts:
Differentiated Objectives:

EAL Standards:
Scaffolded/Differentiated Activity:
Scaffolded/Differentiated Materials:

## THE PLAN FOR SUPPORTING TEACHERS



### TEACHER PLANNER MODIFICATIONS

What modifications need to be made on mainstream teacher planners?

What modifications need to be made on specialist teacher planners?

### EAL DEPARTMENT RESPONSIBILITIES

In addition to planner modifications, in what other ways will the EAL Department support mainstream teachers?

In addition to planner modifications, in what other ways will the EAL Department support specialist teachers?

### MAINSTREAM & SPECIALIST RESPONSIBILITIES

Are mainstream teachers responsible for assessing and reporting on EAL standards?

What strategies and resources should mainstream teachers be using?

Are specialist teachers responsible for assessing and reporting on EAL standards?

What strategies and resources should specialist teachers be using?

## CONVERSATIONAL ENGLISH



Though the purpose of this presentation is to provide solutions for setting up an EAL Department with the aim of supporting learners in acquiring Academic English, a school may also wish to consider ways of assisting students in learning Conversational English.

1

### IN SCHOOL SUPPORT

Will the school offer conversational English support for learners? If so,

1. Which students qualify for this support?
2. Will support be offered during school hours or after school hours?

2

### PARENTAL SUPPORT

Will the school offer support to parents? If so,

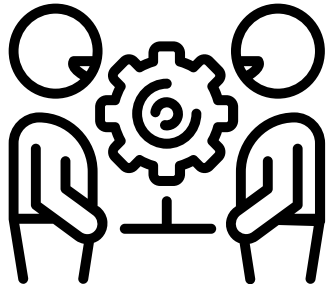
1. What types of support will parents receive?
2. Who will be responsible for providing the support?

3

### OUTSOURCED SUPPORT

Will the school assist learners in finding outsourced support? If so,

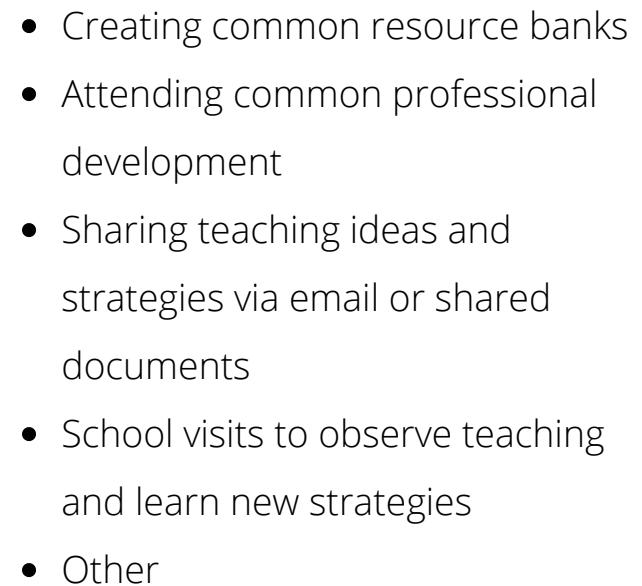
1. What types of support will the school help with? Finding tutors? After school programs?

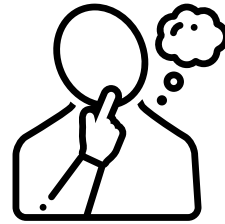


## COLLABORATIONS

Is the EAL Department interested in collaborating with other schools?

## WAYS TO COLLABORATE

- 
- Creating common resource banks
  - Attending common professional development
  - Sharing teaching ideas and strategies via email or shared documents
  - School visits to observe teaching and learn new strategies
  - Other



# WHAT IMPACT HAS YOUR EAL DEPARTMENT MADE ON STUDENT LEARNING?

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**FOR FURTHER SUPPORT**

# CONTACT

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