

Exceptional Classroom Learning Experiences: Breaking Down Language Barriers



Practicum Submitted By:
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Certification as an AI Facilitator

1. Brief description of the group I worked with.

The group consisted of 70 high school students who are English language learners and whose primary language is Spanish, 20 high school teachers, five high school counselors, and four high school administrators. Some of the students and a few teachers were bilingual. The retreat took place in Flowing Wells High School's cafeteria from 7:30 am to 2:30 pm. It was held on March 15, 2007. A follow-up meeting with the entire teaching staff took place in August of 2007.

2. List the names and category of stakeholders you included in the core group.

Rosenna Trejo, high school counselor
Alberto Urquidez, high school department chair
Colin Miller and Margarito Casillas, English language learner teachers
Miria Biller, chemistry teacher
Edgar Silva, former ELL student
Yasmine Navarro, current ELL student
Deidre McAdam, administrator

3. What was the positive topic the core group identified for inquiry?

Exceptional classroom learning experiences

4. Attach the modified interview guide

All materials as well as all presentations were written or presented in both languages. I have attached both the Spanish and English versions of the guide.

5. What method of interviews was used to inquire into exceptionally positive moments?

Interviews were conducted in pairs, some with two students, some with a student and a teacher.

6. Attach a list of the life-giving forces the group identified in the stories they shared.

Titled as: Common Themes – Life Giving Forces

7. Attach the provocative propositions the group created.

Titled as: Possibility Statements – Provocative Propositions

8. Attach the strategic intentions developed to realize the provocative propositions.

Titled as: Creating the future – Strategic Intentions

9. Results: What organizational attitude, process or structure changes have people made as they move toward realizing the provocative propositions?

This AI experience was intended to change the beliefs and the behavior of both students and teachers. The document titled ELL Retreat Outcomes records a sampling of both student and teacher responses to the questions: What is one thing that surprised you? What is one thing you now know about great classroom learning experiences? What is one thing you will do differently to make our dreams into our reality? The process of the retreat was as powerful as the outcomes. Teachers and students had many opportunities to experience the “other” and discover shared hopes and dreams. The energy in the room was electric as people laughed, worked, and celebrated together across languages. Students felt valued and included, teachers were amazed at the students insights and commitment to learning. At the follow-up full faculty meeting in the fall, process and product outcomes from the retreat were shared with all of the teachers. Teachers individually committed to specific changes in their classroom practice and interpersonal relationships with this population of students. As a result, this is the first year the administration has not had any complaints from English language learners about teachers not understanding their particular needs.

10. What will I do to ensure people continue to move toward realizing the Provocative Propositions? How will you help them gather stories of success? How will you help them celebrate?

As a result of the retreat, we reorganized how we deliver curriculum to these students, resulting in on-going increased academic achievement. Referrals for this population are down and we are tracking their achievement on both criterion referenced and standardized tests. At the end of the semester we will present our results to both the faculty and the students to celebrate and recognize the efforts of both students and teachers.

11. What did I wish for the inquiry? What did I learn from the inquiry about yourself and your facilitation? What was my “personal best” experience related to facilitating the inquiry?

My wish was for the students and the teachers to break down their preconceived ideas about the other group and work together for a positive change. I learned that I loved working collaboratively with a group of passionate people. I was reminded of how, after all the careful planning, it is so great to let go and trust the process. I loved facilitating in English and my colleague translating in Spanish. There was always laughter, he got more laughs than me, and the love in the room, by the end of the day, was palpable. The kids wanted to know when we were going to do this again.

12. Have I received permission from the clients to tell their story?

Yes. I've included some pictures as well.

RETREAT INTERVIEW FORMAT (English)

1. Experiences

Tell me a story about one of the best experiences you have ever had learning something in a classroom. Tell me the story with as much detail as you can.

- a. Where did it take place?
- b. What was going on?
- c. What about that experience made you feel happy, involved and excited about your learning?

2. Values

- a. Without being shy or embarrassed, what do you value most about yourself as a person?
- b. What is it about school that you value? What is the most important thing that school has done for you?

3. Wishes

- a. If you could make 3 wishes that would improve learning at this school, what would they be?

Summary Sheet

1. What was one great thing your partner said?
2. What was the best part of their story?
3. What does your partner value about himself or herself?
4. What does your partner value about positive learning experiences?
5. What does your partner value about school?
6. What stood out for you most in the interview?

RETREAT INTERVIEW FORMAT

(Spanish)

Entrevista de salón

1. Experiencias

Con lujo de detalle, cuéntale a tu pareja sobre una de las mejores experiencias que has tenido en trabajar con una persona o un grupo de personas de una cultura diferente que la tuya.

a. ¿Dónde fue?

b. ¿Qué estaba sucediendo?

c. Pensando en esa experiencia, ¿qué te hizo sentir contento, incluido o emocionado?

2. Valores

a. Sin ser tímido o vergonzoso, ¿qué característica valoras más de tu persona?

b. ¿Qué valoras de tu escuela? ¿Qué es la cosa más importante que la escuela ha hecho por ti?

c. Pensando en una experiencia donde te sentiste muy a gusto trabajando con gente de otras culturas, ¿qué valoraste de esa experiencia?

3. Si pudieras pedir tres deseos en situaciones con personas de diferentes culturas, ¿qué serían?

Hoja de Resumen

1. ¿Qué fue una gran cosa que dijo tu pareja?

2. ¿Qué fue la mejor parte del cuento de tu pareja?

3. ¿Qué es lo que tu pareja valora de si mismo/a?

4. ¿Qué es lo que tu pareja valora en trabajar con personas de diferentes culturas?

5. ¿Qué es lo que tu pareja valora de la escuela?

6. ¿Qué fue lo que más te impresionó de esta entrevista?

Common Themes – Life Giving Forces

- teachers make you feel comfortable ~ 5
- teachers pushes you to do BETTER ~ 27
- material was presented in an interesting and fun way ~ 7
- great teachers ~ 25
- good experiences
- good school
- school work is not easy ~ 1
- learning something new makes us proud ~ 5
- FW is a family ~ 36
- the teachers notice ~ 18
- we all learned something ~ 2
- I am only one, but I am one; I can't do everything but I can do something ~ 4
- help = better ~ 1
- the beginning of learning more ~ 6
- at the beginning nothing is bad it much normal ~ 1
- everywhere we are we learn ~ 9
- receiving recognition for efforts made ~ 5
- hands on learning ~ 1
- we all have a favorite teacher that made us feel comfortable ~ 3
- we all remembered something special ~ 4
- we all want to success ~ 21
- successes ~ 9
- felt confident ~ 1
- new experience
- all of us wants to be successful ~ 40
- when we learn something good we feel good with ourselves ~ 2
- nowadays it is very important to know many languages – YES WE CAN
- feeling comfortable ~ 9
- teacher reached out to student ~ 10
- humor – funny! ~ 12
- helpfulness ~ 11
- learning is easier when it is exciting ~ 3
- there is no language barrier for active participation
- each experience was memorable because each of us felt proud of ourselves ~ 3
- in each experience we were successful and we learned event though we were working with people of different cultures ~ 13
- each of us felt a strong feeling as a result of learning something NEW ~ 2

Possibility Statements - Provocative Propositions

At Flowing Wells High School:

- thanks to all the teachers at Flowing Wells High School
- they explain to us the work that we need to do
- they take their own time to help us in our work
- they always give us advise
- they are great teacher
- the professors teach us in different ways, including explaining, drawing, reading, questioning, and playing
- there is a lot of diversity, but everyone is equal
- we are a family of all colors in FW
- each day my ENGLISH is improving
- teachers help me out by listening
- get to know us better
- help their students by giving clear instructions, examples, and extra time for assignments. They also understand that active/physical participation has no language barrier
- all the teachers explain until the students understand the concept
- students who focus make good progress
- teachers interact and participate in activities with their students
- great teachers help us learn
- everyone learns individual traditions and creates one tradition for all
- there is great communication between students and teachers
- working with partner
- helping after class
- explain again - don't say: try your best
- show not tell
- explain in easy words – “don't say, just read directions”
- together we can learn
- teachers are patient
- teachers show interest in their students then students succeed
- care ~ communication ~ understand
- all teachers are exemplary and the best

Flowing Wells High School Faculty Meeting August 2007 ELL RETREAT OUTCOMES

The focus for the day was to discover what is working well for our ELL students in the classroom and how do we create more of those experiences?

Some common themes that emerged from students' stories about their best classroom experiences were that "teachers push us to do better," "Flowing Wells is a family," "the teachers notice us," "we have a favorite teacher who makes us feel comfortable," and "we all want to be successful."

A poster, created by each small group expressing a dream for the future was the final product of the retreat. These statements include, "They explain to us the work we need to do." "They take their own time to help us in our work." "There is a lot of diversity but everyone is equal." "The teacher explains until the student gets the concept." "There is great communication between students and teachers."

In spite of language differences, the retreat provided an opportunity for adults to work with students at a level of cooperation and communication that is sometimes difficult to achieve in classrooms with a majority of native English speaking students. At the close of the retreat, everyone was asked to respond in writing to these questions: What is one thing that surprised you? What is one thing you now know about great classroom learning experiences? What is one thing you will do differently to make our dreams into our reality? Here are a few of the responses:

What is one thing that surprised you?

(Teachers)

- It was surprising to see students outside the classroom. They are not as quiet as they seem. It was an awesome experience to be in their shoes. I feel more connected to the students.
- I was surprised by how willing students were to participate in all the activities.
- I was surprised at the overwhelming positive spirit in the room. I saw reserved students of mine come out of their shells because they were in a comfortable environment.
- 100% participation from 100% of the kids and 100% of their time at the retreat.
- Students were open to discuss what helps them and what does not help them. Students were willing to go out on a limb and speak in front of a large group.
- How energetic the students were and all of their helpful suggestions. They really want to learn, and are willing to voice their opinions.

(Students – written in English)

- The cooperation of the teachers was really good, and I was surprised about that.
- Everyone was trying to talk. All of us had the chance to give our opinion and explain it.

- The teachers helped us a lot; they were patient and gave us really good points to think about.
- That the teachers are really into helping us, but sometimes we don't say anything so they don't know what to say to us. They are really helping out.

(Students – translated into English)

- The interest of the teachers that don't speak Spanish so the students feel comfortable like a family.
- The teachers put attention to us and also they have a lot of patience.
- We can work better together when we are with persons that understand us.
- Every one at my table has something in common and every one listen and try to work on team although the teachers do not speak Spanish they try and they learn a little.
- I'm not the only person who has problem because of the language.

What is one thing you now know about great classroom learning experiences?

(Teachers)

- I have to ask them questions and take time to make sure they understand.
- Getting to know your students is a definite must. They will open up to us so much if we just give it a chance.
- More time, more help, and more compassion.
- You need to feel wanted and encouraged to do your best in class.
- That students feel lost and hopeless when they don't understand, so teachers need to involve ELL students so they can feel more confident in their abilities.
- COMFORT = EFFORT=SUCCESS
- Teachers use different methods to teach including speaking more slowly, repeating directions, and being available to help.
- Needs to be a comfortable, inviting environment.
- The more one-on-one time, the more they are eager to please you and show you their success.

(Students – written in English)

- If you try to learn English, you can with the help of teachers, friends, and everybody.
- Great teacher and good efforts. Flowing Wells is a family.
- That if we tried to do the things together we could have better results.
- I learned that all are equal and what matters is how we use our success, and we need to do well and make efforts to learn.

(Students – translated into English)

- That we talk English and we weren't afraid to talk and the ones that don't speak English understand that was good.
- That you don't have to be afraid about getting into a new class, and if you're afraid just talk with your teacher.

- We were speaking English and we don't feel scared when we were speaking, that was good.

What is one thing you will do differently to make your dreams into our reality?

(Teachers)

- Pay more attention to this population at our school, so that they can improve their English and enhance their learning experiences.
- More personalized teaching, and create more/better opportunities for success.
- Not get discouraged and challenge my ELL students more in my classroom both in Content and Language Skills.
- Use variety in class to avoid boredom and increase understanding and interest.
- Spend more one-on-one time with these students who need the help and want the help, but show only subtle hints that they need help.
- I will be more patient with Spanish speakers in my classroom. I will remember everyday how hard these students need to struggle. I would love to do this again.

(Students – written in English)

- Try to be more confident with the teacher.
- To be a better student and ask for help.
- When I don't understand something, there is always someone who is going to help me, always.
- I will try to ask for help from my teachers, and I will participate with more confidence.

(Students – translated into English)

- Dreams aren't free. You have to put a lot of effort to make what you want. Don't waste time.
- Put more attention in all my classes and ask more for help.
- I would do a lot of thing like the program we did today so we can get to know each other more, and so we don't get scared talking in English, thanks to Flowing Wells for support us and help us during this program.
- When I don't understand something I will ask the teacher for help and I won't be embarrassed to talk in English.
- Something what I'm going to do different is to do my best and try hard because I want my teacher to be proud of me.

Creating the Future – Strategic Intentions
(Created by the entire faculty)

How can I create great classroom learning experiences for all my students?

AR ~ Creating a community in my classroom where diversity is honored and applauded. Like a student said, “being a family of all different colors.”

SC ~ I will do all I can to make every student in my classroom feel comfortable. I will ensure that my students will have an opportunity to receive additional help after the lesson is in motion (students who know what to do are doing it!)

SR ~ I am more than willing to work with teachers who have students with developmental disabilities of any kind. Providing helpful hints for lessons/modeling/and environmental adaptations to create a more successful experience for both teachers and students.

DM ~ I can commit to recognizing the efforts of my ELL students by having more one-on-one contact with them. I can also commit to giving my ELL students the support they need (checking in with them, monitoring their progress, contacting parents, being available for tutoring.)

KO ~ I just want to be at the top of my game everyday. I have an obligation to the students and the school I won't let them down. I'll use the resources and support to make it happen.

JM ~ I am making a commitment to try on a daily basis to make my ELL students feel more connected, comfortable and engaged in my classroom. I think the first step to doing this is to make better individual connections with all of them.

SA ~ I am going to commit to creating a greater/ more equal playing field in the classroom and reaching out to these ELL students for more interaction and activity in the classroom. What I really need is more great ideas for involvement in the classroom from other professionals at our site.

MR ~ I can commit to developing individual repore with ELL students if they feel shy or out of place. I will make space for honoring their needs, opinions, questions both culturally and education. I would love to organize FFA events specially to make them feel comfortable.

DM ~ I can commit to making an effort to identify students who need help closing the language gap; creating opportunities for success; and providing one-on-one time with all students. I would like to help with the ELL retreat again this year as well as allow ELL (English immersion) students into my classes. I need an opportunity to practice Spanish speaking on a regular basis.

BB ~ I will commit to tutoring for any ELL (or other students) who need the help to meet their goals in math.

KH ~ I will commit to ensuring that my students know that we are all in this together. They are not alone. They are part of a community that we build and maintain together. This means that, as an educator, I am not alone. Just as my students can ask each other and me for help, I can ask fellow teacher, in my department or not, as well as all faculty, staff, and community members. This also means that there is a mutual support needed between all of us!

AH ~ Learn all of my student's names, their correct pronunciation, and learn their names in the first full week of school. I can be available at lunch and after school for all of my students. I can write notes of encouragement to my students.

JW ~ Continue to make connections. Be available, make time before, during, and after school.

MP ~ Take some time to understand and help different people.

VA ~ I commit to incorporating a variety of teaching strategies so all students feel connected. I would be happy to mentor a new teacher.

KM ~ I'll commit to tutoring any of the ELL students one or two hours per week in any subject except Chemistry or Physics, while Aren has Cross Country, Wrestling, or Track practice. These kids need 4-6 years to become fluent, not the 2 the state has so arbitrarily determined. More practice equals more fluency. If the kids will put in the time, I'll help them with their homework.

JR ~ It would be nice to have a little more time, during the school year to work with other teachers on the development of new ideas.

TL ~ I am committed to getting to know all my students better and encouraging them to be more involved at school – participating in sports, joining clubs, etc.

JM ~ I will try to look for the faces of my students who do not understand my instructions. When I finish giving instructions I will sit down next to my ELL students, and have them explain the instructions back to me. Therefore I will fill-in-the blanks of the assignments.

JM ~ Teach to all the intelligences. Inventive lessons and activities.

BB ~ Show students the respect I feel for them make students feel part of our campus.

JW ~ A great classroom learning experience will be created and supported by establishing a community! Providing an environment where students can be risk takers. Before this can happen I need to be a risk taker. I need others to support my actions and I will offer my stories to others enabling them to be risk takers.

JW ~ My primary commitment for this year will be to connect with each of my students, building a personal relationship with them. By dedicating my efforts to this. I hope I gain their trust and increase their interest in my class, as well as other classes, and school in general.

AU ~ I will continue to serve on the ELL Advocacy Team.

JB ~ Learning more Spanish and helping the students learn more English. I believe that I have committed to helping the students feel more comfortable and enable them to learn more English. I will offer my comfort, strategies, and patience to help assist students and other teachers. What I need from other teachers in consistency and the same from the ELL students.

JH ~ I am committed to developing a personal relationship with all of my students and using all resources available to create relevant, impacting, and innovative lessons. I will stay late each day to offer help.

RP ~ I have years worth of World History lesson plans that I would be happy to share and then help think of ways to adapt the lessons for ELL.

TB ~ I will commit to take the time to connect with my students to assist them with their comfort level and increase their understanding and willingness to ask questions.

HG ~ I commit to awareness to all of my students, and teaching to individual needs. Designing musical activities for ELL students can often be easier than other subjects, because of a 3rd language of “music.”

VK ~ I can commit to being prepared. I can offer my support of teachers and enthusiasm for the students.

MM ~ I can try and create a comfortable environment to encourage participation. I will do lots of hands on activities to help them retain the information.

DS ~ I can commit to helping students to feel wanted and encouraged to do their best in my class with truthful, thoughtful, encouraging words and a smile.

MF ~ Continue to speak in Spanish for our I.L.S. /ELL kids. It's about learning concepts without the frustration of lacking language skills.

TC ~ I am committed to helping bridge the gap for ELL students between learning English conversationally and learning it academically.

ML ~ Welcome all students into my classroom. Offer support to co-teachers.

DK ~ Develop an intercambio/exchange group between English Language Learners and Spanish language learners. Develop Basic interpersonal communication skills in ELL students by speaking with them more casually in English.

RT ~ Get LATINO Leader's Club back on track with Mr. Casillas assistance. Recruit a co-advisor for the Native American Club. Spend more time at lunch time around campus to be more available to students.

BG ~ I will always find a spot for any students to be part of the Big Show "marching Band" if they have the desire. I will help make music the international language that makes connections between my students. I can always get support from administrators and counselors. Many thanks for past support!

HD ~ I can commit to personalizing my teaching to create a comfortable, safe environment where my students/kids to feel and be successful in their learning. I will offer alternative assignments to students struggling with the content area so they can feel successful in the class. I can commit that as a new teacher I will ask for help and varied teaching strategies in my classroom to reach ELL kids and to improve their success in my class.

AW ~ I can commit to being supportive of students and their efforts. Recognizing when students are trying hard and encouraging them to continue to do so is another thing I can do. Providing assistance to those who ask for it. Understanding the situation that they are in and be sensitive and supportive of their needs!

JP ~ I commit to making one-on-one time for each student ELL and others who needs assistance. I want to help tutor for AIMS reading and writing. I minored in Spanish. I will let my students use Spanish/English dictionaries to explain things to each other.

SN ~ Make more small successful opportunities for kids. Make all kids aware of open communication. Opportunities to meet with these kids more often.

SN ~ Set up buddy system. Request weekly input from any ELL.

KD ~ I will be more patient with the ELL students. My expectations of the ELL students will be higher!

MS ~ I can listen to the concerns and needs of my students. By doing this, I can better serve my kids and get more out of them so they can get a better education.

DD ~ I can commit to explaining directions individually. To knowing each of these students personally.

LL ~ I will commit to trying to get to know every kid better. I can offer experience.

DS ~ I am going to commit to a more writing intensive 7th hour curriculum.

NR ~ I can commit to be more patient and dedicated to connecting with each student to allow them to be comfortable as they learn. I can offer my time for extra help as I figure out my instructional strategies as a new teacher. I need guidance from those who have experience connecting with these students. I need to be bold in asking for assistance as I experience students that need assistance. Patience and dedication are important buy utilizing resources, like my mentor teacher, is key to everyone's success.

RJ ~ To take time to insure that they understand and feel apart of the group/team. Help the student to be more successful in my classroom. Help from the English department with strategies that work~ We need to provide classes for the parents of students to help them with English.

BD ~ I will strive to ensure that no ELL JROTC student feels alone while part of the FW community.

MO ~ I can commit to involve all of my students while also including their culture and interests. Maintain a high involvement of all students and welcome their input and personal experiences.

RH ~ I can commit to make time for students outside my class, to teachers in need, or just an open door and attentive ears. I would be interested in setting up a Saturday “boot camp” for AIMS testing strategies and helpful hints (maybe with a bilingual translator)

LD ~ This year I would like to assist more students with financial difficulty by offering, 1. Toiletry kits 2, clothes/used and new etc. Work on perfecting IEP – or at least coming close. Extreme modeling – This is my year’s focus.

GW ~ I can commit to communicate better with ELL students from the first day. I will continue to support all students in their efforts to learn and grow.

CB ~ Clearly establish communication and a connection with ELL and all students to make them feel comfortable. Maintain a respectful classroom environment. Don’t let any students “check out” of class and not participate. Communicate clearly – objectives and directions.

SM ~ I have worked with ELL students, but I would like some more strategies, I don’t want to insult their intelligence! I will commit to trying my best to not be intimidated with new strategies.

CB ~ I can commit to getting to know my ELL students one on one and encourage us to share languages so we can learn from each other not only in curriculum but also as human beings.

JP ~ Do my best to make each and every student feel comfortable and welcome in my class room.

DV ~ State a commitment: I can be more compassionate and patient with my students.

BW ~ Make an offer: My experience my successes and failures department my expertise. Make a request: Openness asking for help. Positive attitude willingness to try. State a commitment: Helping my department- available to my students whenever they need me and when they don’t know they need me.

LL ~ I can commit to challenging my students each day. I can commit to slowing down to reach all students. I need all teachers to be consistent in enforcing school rules.

CJ ~ *Commitment:* Calling and talking to parents of ELL/special ed kids. They don’t receive phone calls from the teacher due to the language barrier. Calling to let them know positives about their students helps to build a relationship. *Offer:* Helping my two English teachers with suggestions if they need help with ELL students in their classes. *Request:* A translator to help talk with parents.

DL ~ *Commitment:* I will make a real effort to help ELL students learn and be comfortable with learning basic vocabulary. *Offer:* I will discuss teaching strategies for ELL’s with my colleagues. *Request:* I will need practiced teaching strategies to incorporate in my regular lessons.

TJ ~ *Commitment:* Slow down – focus on students not be so concerned/focused on lesson. *Offer:* offer up all creative techniques/lessons.

I need to slow down and just “be: with by students More. Often I get so caught up with the execution of the lesson – I need to know them more!

MH ~ *Commitment:* Make connections with all ELL students. Spend more one on one time with them outside of the classroom. *Offer:* I will help these students pass AIMS. *Request:* Can I please have 2-3 Spanish-English dictionaries?

JS ~ I can commit to making time for one on one instruction outside of class time. I would like instruction/education in/of Spanish so I can communicate more effectively with more of my students. I can offer help in English outside of my content area (music)

CT ~ Work to get all students involved. Approach non involved students. Strategies to approach students who do not engage.

TS ~ *Commitment:* Being more patient and offer different strategies to help them more. *Offer:* Meet one-on-one more with individual student to help them be more successful. *Request:* More opportunity to learn Spanish fluent to connect better with these students.

BH ~ *Commitment:* I will do my best to get to know these students at a better and more personal level. *Request:* What I need from these students is “effort,” I am always willing to go the extra mile if I am getting some effort in return. They don’t get “something” for “nothing” but they get a “lot” for a “little.”

EA ~ *Commitment:* Awesome drama productions! *Offer:* Drama activities and games that can be used in all subject areas to build community and comfort. *Request:* Reading and writing strategies.

JO ~ *Commitment:* Involve students 100% of the time. *Offer:* Respect, care, interest. *Request:* Encouragement, a smile. I hope that I can help and support students and teachers and help to make the day better.

BS ~ I would like to continue to improve in the area of reading strategies. This is an area I need help in, so my commitment is to continue to take classes and asking others for assistance to become a better teacher!

MC ~ *What do you need from someone else?* I need for all teachers to understand that it’s going to take all of us to help these students. It’s not just up to the ELL teachers. As teachers we need to take up the challenge and work together.

JK ~ *Commitment:* Provide patience. Learn with them (the language). Hold students accountable. *Offer:* Tutor/support, Math/science. *Request:* Support and challenging the students too.

WG ~ *Commitment:* Visually being aware of who (ELL or not) is “lost” *Offer:* In their face help, everyday, along with support. *Request:* Encouragement, encouragement, encouragement and constructive criticism.

AD ~ *Commitment:* I will continue to research ways I can improve and implement creative approaches. *Offer:* Share both my success’ and failures. *Request:* I need ideas and support.

GC ~ *Commitment:* I will teach a section of SEI WH. *Offer:* I will make myself available to students at lunch time. *Request:* I need ideas to help me with modifying lessons for ELL students.

CM ~ *Offer:* I can assist ELL students with homework in most classes except math. *Request:* No tests from other classes in my room. Thank you! *Commitment:* Quick response to teacher questions on ELL students in email.

AP ~ *Commitment:* I will ask more questions of my ELL students. *Offer:* One on one time to help students in my class. *Request:* Let me know if there is a problem or a concern.

JF ~ Commitment: To make concerns my first priority, going above and beyond as needed.
Request: Information on all available workshops or seminars.

MS ~ Commitment: I can commit to help students feel successful in the creative process. *Offer:* I can assist others by creating lessons that are relevant in other academic areas. *Request:* From others, I need support in integrating interdisciplinary learning.

EM ~ Commitment: Consistency, understanding, quality instruction. As a member of the Flowing Wells community, I hereby commit myself to being consistent in my teaching methods. Also, understanding my students will be a major effort. In addition – I commit myself to quality instruction.

DR ~ Commit: I can continue to work hard with and for my kids. *Offer:* I can offer experience.
Request: I need flexibility with my department.

RS ~ Commit: I commit to giving individual attention to students who seek me out and whom I seek out. *Offer:* I can offer an ear to lend, help, a safe place to talk and think. *Request:* I need any helpful hints for connecting with and helping the students.

BN ~ Commit: I can commit to embracing this special community and working with the Flowing Wells family to drive them toward success. *Offer:* My time. *Request:* I always appreciate knowing what kids are a part of the ELL population. Thank you Colin, Margarito and Deidre.

Dr. Deidre McAdam

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January 22-25, 2007 in Palm Springs, CA