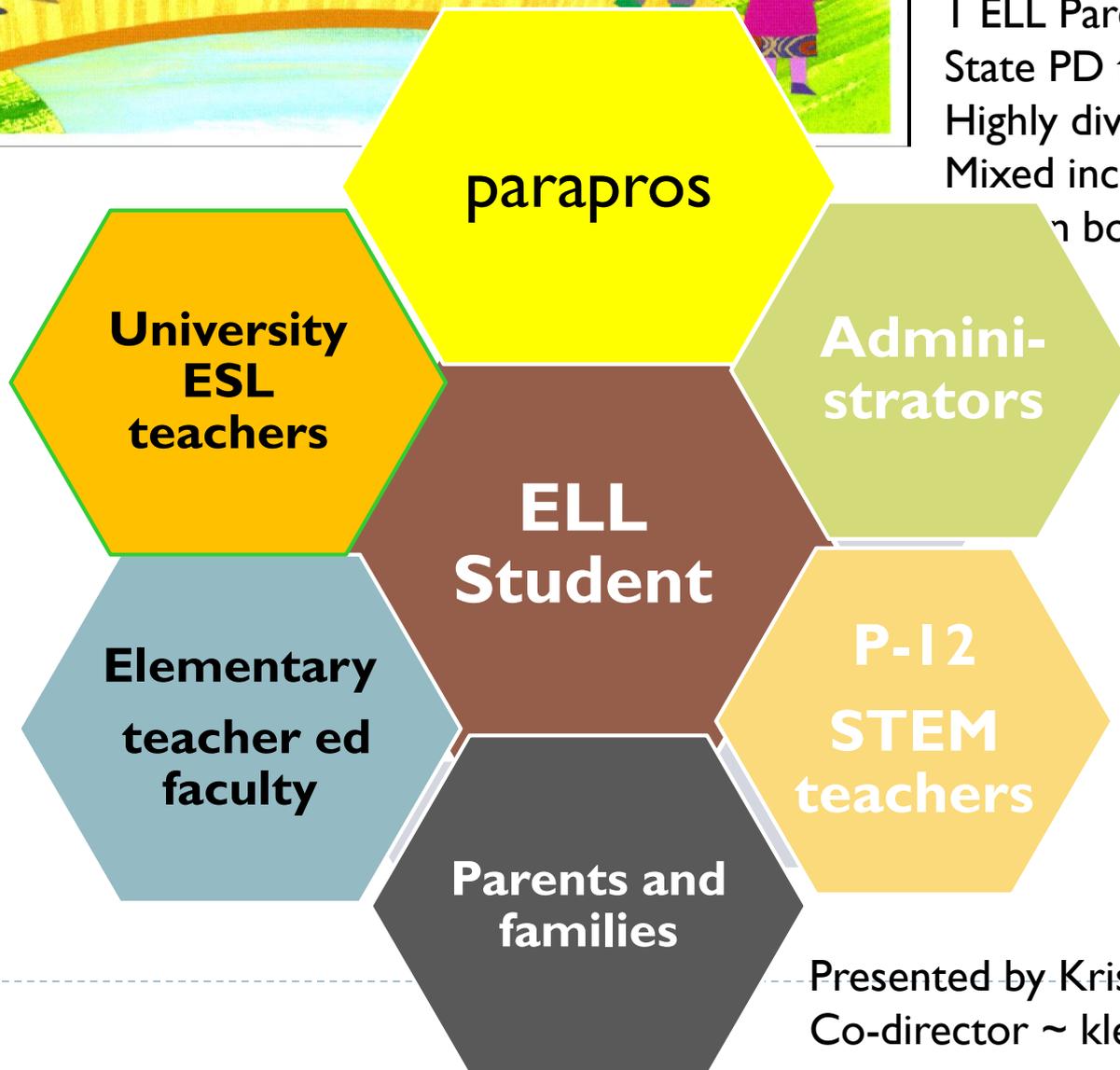


ESL STEM Success Grant



National Louis University
Chicago, Illinois
3 school districts (2 h.s.,
10 elementary schools)
1 ELL Parent Center
State PD training center
Highly diverse town with
Mixed incomes and > 50%
born families



Presented by Kristin Lems, Grant
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Getting in to the STEM Lab

A year long research course which awards AP level credit even to freshmen has been offered for 4 years, with only 1 ELL student enrolled (total!)

Sheltered Geometry Class

- ▶ Students with lower proficiency level English skills were not offered a math class at their level, conflating their English level with their math level
- ▶ Only course available was sheltered algebra
- ▶ Teacher advocated for two years to have the school create a higher level sheltered geometry

Now, a sheltered version of that class will be created

- ▶ Veteran ESL faculty need PD for newly-understood P-12 language demands
- ▶ Teacher “noticing” improved as they moved through the grant cohorts
- ▶ Teachers have become advocates for ELLs in their buildings *A critical mass of ESL-endorsed teachers is needed to change conditions
- ▶ STEM areas in which ELLs are underserved are often systemic: Lack of access to best facilities
 - ▶ Advisors make assumptions about scheduling for honors, AP, or gifted coursework Lack of access to pre-college STEM coursework Access to resources and programs, not only academic language demands, an obstacle

Our topics of interest for next grant cycle:

- ▶ **Helping schools make more effective use of their paraprofessionals, especially those who are ELLs themselves**
- ▶ Providing more targeted language education for administrators so that they know what quality ESL/BIL instruction looks like
- ▶ Continuing to address language of content in STEM and language arts, using standards
- ▶ Getting ESL/BIL out of the margins and in to the mainstream – no more “afterthought” programs!

