



Helping Children Learn

PROFESSIONAL LEARNING PROPOSAL

Supporting English Learners' Literacy Development

Oral language is the foundation for literacy development, and our literacy instruction in our PreK-12 school system is based on the assumption that students enter our schools with a solid oral language foundation and are ready to begin formal literacy instruction. For English learners, however, this assumption breaks down; they, too, have a solid oral language foundation, but it is not in English, leaving them less prepared to begin formal literacy instruction in English. This has serious implications for educators at all levels. SLIFE students may have had limited to no literacy instruction in their primary languages, so, like students in early elementary, they, too, are entering literacy instruction for the first time and in a language in which they do not yet have a solid oral foundation. In this session, we will revisit the foundational tenets of literacy development and explore the implications of these for ELs. Together, we will explore various instructional approaches to teaching literacy to ELs at all levels and ages. Throughout this series, we will deep dive into the various components of PA's Structured Literacy Competencies (22 Pa. Code § 49.14(4)(i)) through the lens of language and literacy development for English learners. Specifically, we will explore language as a system from the smallest unit - phonemics - to the broadest concept - discourse. Advanced literacy requires students to develop mastery of the integrated system; mastery of single components is not enough. For example, some students who master phonics and graphophonics may present themselves as "word callers," students who can decode well enough to sound like fluent readers, but have minimal comprehension when it comes to meaning. Taken altogether, we will explore phonemics, phonology, orthography, morphology, syntax, and discourse within and across systems and within and across language domains (speaking, listening, reading, and writing) and instructional practices that support holistic language and literacy development for English learners in all grades.

Series schedule:

Session 1: Foundations for Supporting English Learners' Literacy Development (morning) & Sound Level Part 1: Phonemics & Phonetics (afternoon)
September 21, 2023 | 8:30 a.m. - 2:30 p.m. | In-Person at CLIU

Session 2: The Sound Level Part 2: Phonology, Orthography, and Graphophonics
November 2, 2023 | 4:00 - 5:30 p.m. | Zoom

Session 3: The Word Level Part 1: Morphemics & Morphology
December 7, 2023 | 4:00 - 5:30 p.m. | Zoom

Session 4: The Word Level Part 2: Morphophonology, Semantics, & Vocabulary (morning) & The Sentence Level: Syntax (afternoon)
March 7, 2024 | 8:30 - 2:30 p.m. | In-Person at CLIU

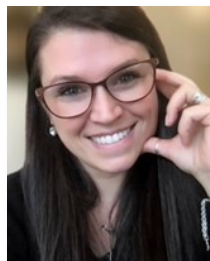
Session 5: The Discourse Level: Academic Discourse Communities & Academic Language
April 11, 2024 | 4:00 - 5:30 p.m. | Zoom

Session 6: Knowledge Sharing, Decision Making, & Preparing to Teach Others
May 23, 2024 | 4:00 - 5:30 p.m. | Zoom

Costs:

\$90/day—full day sessions

\$30/session —virtual sessions



Instructor: Andrea G. Kolb, Ph.D.

Dr. Andrea G. Kolb is the Vice President and Chief Education Officer at WITF, Inc., the leading public media organization in Central PA that specializes in educational initiatives across the lifespan. In this role, Dr. Kolb collaborates with PBS Kids and PBS Learning Media, supports in-school and out-of-school educators across the Commonwealth by providing technical assistance, program support, and instructional coaching. She also works directly with K-12 students, incarcerated students, parents and families, and adults in career and workforce development initiatives. Dr. Kolb is also a professional learning consultant for the Pennsylvania Department of Education's English Language Development division. She completed her Ph.D. in Curriculum and Instruction with an emphasis on the education of English learners at the Pennsylvania State University, where she also completed the TESOL certification. Prior to doctoral studies, Dr. Kolb earned a Master's in Cultural Studies at Carnegie Mellon University. She has over a decade of experience as a researcher, instructor, and consultant in the area of English learner education. She has served as an instructional coach in various large urban school districts, consults with the United States Library of Congress, and developed and directed the Respect 90 Foundation's bilingual afterschool program in Hazleton, PA. Working in international contexts, Dr. Kolb has designed and implemented various multilingual language and literacy programs in countries such as Kenya, Mexico, Costa Rica, and the Dominican Republic.

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