



"If, as educators, we can affirm who EL's are, build on their strengths, and develop their academic skills and English language proficiency, we will help them be successful and develop the kinds of skills we want all our students to have."

- J. Nora & J. Echevarria



## English as an Additional Language Facilitators

**The EAL team exists to facilitate the development of EAL-minded educators and advocates, through the building of relationships, with a focus on the engagement and inclusion of all English learners in Prairie Spirit School Division.**

**EAL Facilitators are teachers who support EAL learners in four main areas: Registration and Initial Assessments, Teacher Supports, Assessment and Reporting and Professional Development opportunities for teachers and administrators.**

### Registration and Initial Assessments

- To collaborate with schools to provide a thoughtful and well-planned reception and orientation. This includes; supports with registration, initial assessments, and placement/ support recommendations.
- To ensure that all necessary immigration documents have been produced for each student not born in Canada and attending a Prairie Spirit School Division school.
- To field questions and provide direction to those families interested in attending school in P.S.S.D.
- To complete an initial assessment on newcomer students and record/report their proficiency level on PowerSchool as well as to the teacher(s) in the form of a Summary Report and CFR Overview.
- To connect families with a SSWIS worker who can support them with any settlement needs.
- To build relationships with EAL students when possible and support them as they begin their English language journey.

## Teacher Supports

- To work alongside staff to develop an understanding on the importance of oral language in the classroom.
- To reflect with staff on their teaching practice when addressing the needs of EAL students.
- To build a common understanding that it is every teachers' responsibility to make the necessary adaptations for students as needed in addition to supporting them in making these adaptations.
- To educate teachers on the value of the CFR (Common Framework of Reference) and how it can be used to formatively assess the daily work of students in their classes.
- To work alongside teachers as a support, model, and co-teacher in classrooms.
- To demonstrate research-based strategies that are essential to EAL students but beneficial to all.
- To support teachers in identifying cultural bias that may exist in their class materials.
- To provide access to online resources that can be used independently by EAL learners (e.g.: Rosetta Stone, Raz-Plus).
- To facilitate EAL based professional development opportunities for teachers in P.S.S.D.

## Assessment and Reporting

- To support teachers in assessing EAL students in a way that honors the skills they have acquired as well as the areas they will continue to work on using the Gradual Release of Responsibility model.
- To provide teachers with a list of adaptations, which can be applied to their teaching practice.
- To connect teachers with interpretation support during parent-teacher interviews when needed.
- To ensure all CFR scores are updated to the Ministry of Education by June 30<sup>th</sup> of each year.

**Cheryl Redekopp**

**cheryl.redekopp@spiritsd.ca**

**306-683-2956**

**Liz Harrison**

**liz.harrison@spiritsd.ca**

**306-683-2955**

**Laurie Prokopetz**

**laurie.prokopetz@spiritsd.ca**

**306-683-2926**