



Project  
**STELLAR**

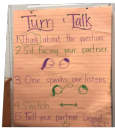
***A WIDA Job-Embedded Teacher Professional Development Program in Rural Settings***

Maria Coady, Ph.D., University of Florida  
Valerie Boughanem, ESOL Coordinator, Levy County School Board

**Slide 5: What comes to mind when you think of *rural education*?**

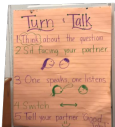
- 1.
- 2.
- 3.
- 4.
- 5.

**Slide 6: Turn & Talk**



- ❖ Find a partner (or two)
- ❖ Share your ideas about “rural education.”
- ❖ How do these issues affect educators of English language learners?

**Slide 15: Turn & Talk**



What are some of the barriers to implementing WIDA in a small rural school district?

- 1.
- 2.
- 3.
- 4.
- 5.

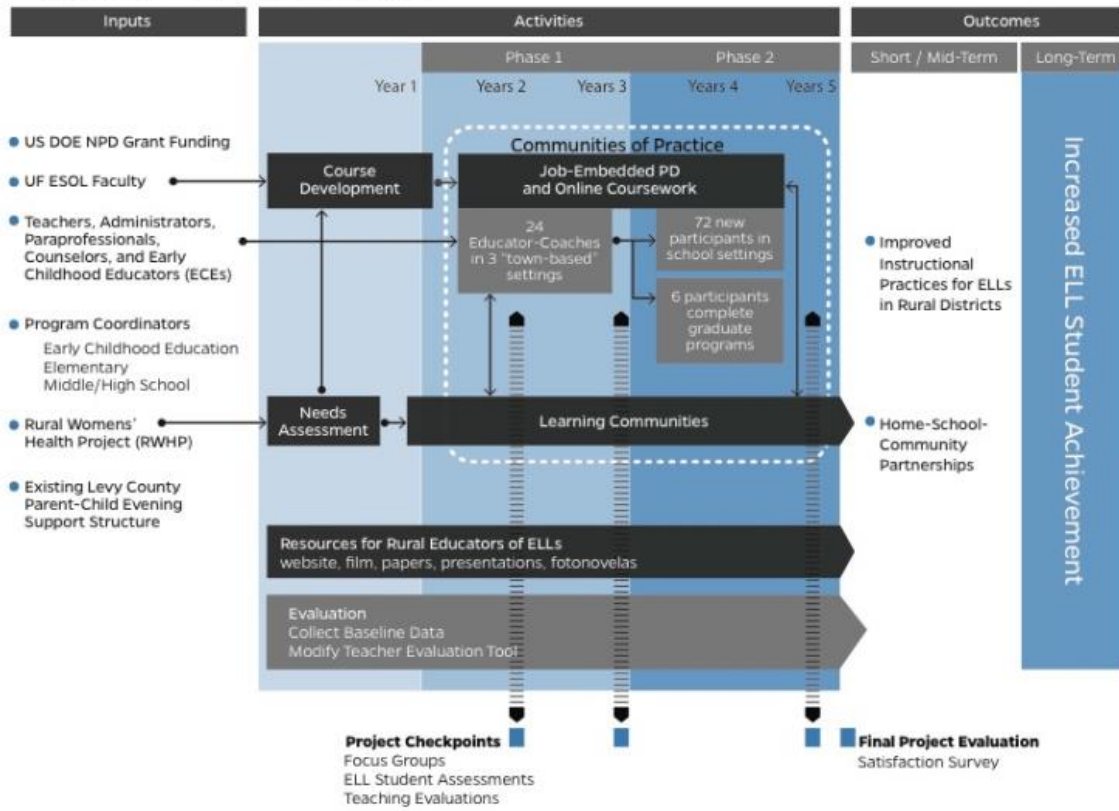


**Slide 14: Levy County ELL WIDA Data**

<b>STUDENT</b>	<b>Listen</b>	<b>Speak</b>	<b>Read</b>	<b>Write</b>
<b>A</b>	<b>6</b>	<b>4.8</b>	<b>2.4</b>	<b>3.3</b>
<b>B</b>	<b>5</b>	<b>2.8</b>	<b>3.6</b>	<b>2.8</b>
<b>C</b>	<b>6</b>	<b>5.8</b>	<b>3</b>	<b>3.9</b>
<b>D</b>	<b>4</b>	<b>2.5</b>	<b>2.8</b>	<b>3.7</b>
<b>E</b>		<b>5.8</b>	<b>3.5</b>	<b>3.8</b>
<b>F</b>	<b>4.5</b>	<b>6</b>	<b>3.7</b>	<b>3.9</b>
<b>G</b>	<b>5</b>	<b>3</b>	<b>3.9</b>	<b>4.3</b>
<b>H</b>	<b>2.7</b>	<b>1</b>	<b>1.9</b>	<b>1.7</b>
<b>I</b>	<b>5.9</b>	<b>5.7</b>	<b>4.5</b>	<b>3.5</b>
<b>J</b>	<b>2.3</b>	<b>2.4</b>	<b>2.1</b>	<b>2.6</b>
<b>K</b>	<b>3.5</b>	<b>4.6</b>	<b>3.9</b>	<b>4.1</b>
<b>L</b>	<b>2.8</b>	<b>2.4</b>	<b>2.1</b>	<b>3.1</b>
<b>M</b>	<b>5</b>	<b>5.4</b>	<b>5</b>	<b>3.9</b>
<b>N</b>	<b>4</b>	<b>4.3</b>	<b>4</b>	<b>3.6</b>
<b>O</b>	<b>4.9</b>	<b>4.8</b>	<b>4.6</b>	<b>4.1</b>
<b>P</b>	<b>5</b>	<b>4.8</b>	<b>3.9</b>	<b>3.9</b>
<b>Q</b>	<b>3</b>	<b>2.1</b>	<b>2.5</b>	<b>2.8</b>
<b>R</b>	<b>2.5</b>	<b>1.9</b>	<b>2.8</b>	<b>2.1</b>
<b>S</b>	<b>1.9</b>	<b>1.9</b>	<b>1.9</b>	<b>2.3</b>
<b>T</b>	<b>3.6</b>	<b>4.3</b>	<b>2.2</b>	<b>1.9</b>
<b>U</b>	<b>6</b>	<b>4.9</b>	<b>5.3</b>	<b>3.5</b>
<b>V</b>	<b>6</b>	<b>4.3</b>	<b>3.6</b>	<b>3.5</b>
<b>W</b>	<b>5</b>	<b>2.3</b>	<b>1.9</b>	<b>3.7</b>

Slide 21:

Project STELLAR Logic Model





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## **Slide 22: Transcript from Community of Practice**

### **STELLAR Participant 1**

Resource available for us as far as... just I know the methods is one thing but but also just coming up with different resources for maybe different levels of Spanish speakers and English speakers. Maybe that's already... cause I spend just as much time on my four or five students as I do –my ELL students—as I do on creating my curriculum sometimes just because it takes so much more time for me to think about how I'm going to level them up and how I'm going to translate everything over whenever they have to ask questions in Spanish but then I want them to then translate and do things in English... and so resources that may be available where we can go to find some those kind of things so we don't have to create them. And even resources within the county and so I'm new to the county and I feel like I have to be springboarded. I know somewhere on there there are resources for Spanish speakers but I don't know how to get them and my training is not until November but I have been teaching since August. So I have tried looking up on my own and I can't find them so just things like that. Resources would really be the most helpful at this point.

### **STELLAR Participant 2**

I feel like we're learning a lot of WIDA. And I feel like it's a big... it's huge. And there's a lot to tackle. And it's new. I mean it's 2-3 years young and I feel like I'm not quite ready to teach it to teachers the way that I would like to. And I also feel like some of the PDs that we're given either from the district or that I go to give me similar basics for WIDA and I feel like in the Methods class we're starting to get the MPIs a lot of the new information for WIDA but I'm not comfortable yet and I know that if I'm not comfortable I'm not going to be able to teach it to who needs to know it. And it's very different I think from... and I know I wasn't here... I was here one year before WIDA kinda took over and before we went from... CELLA and IPT. I don't feel competent yet to be able to deliver information.



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**Slides 23: What rural educators say about families**

- Making them [multilingual parents and caregivers] not be fearful of coming to school for conferences or school events
- Fear of school reporting them as illegal or undocumented
- Families are constantly changing contact information; difficulty maintaining contact with them
- Language and culture barriers. We struggle to get families that trust us.
- Fear of the school environment and a sense of inability to help their offspring
- Fear of deportation [for undocumented families]
- How to make connections
- Predetermined misconceptions of one another and language barriers
- Lack of interpreters
- Locating previous health and educational records
- Communication barriers
- Getting to know families and their backgrounds
- Communication
- Educational expectations
- Reading out to parents
- Threat of being deported is affecting students in the classroom
- Fear of being different, not being accepted, and fear of their immigrant status
- Socio-political context
- If the parents don't speak English, I can't communicate concerns I have for their child

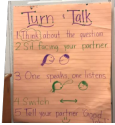
**Slide 24: What rural ELL parents say about schools**

- Challenges that multilingual families say they face:
- Difficulty supporting my child's education
- Feeling safe
- Not being able to communicate with people in my new community
- Trust
- Anxiety
- Fear of deportation and child left abandoned. Also, not being prepared or having a plan to deal with immigration issues
- Providing for family on substandard or intermittent pay
- Not knowing whom to trust
- Lack of knowledge about transportation
- Financial concerns
- Having consistent employment
- Providing essentials (food, clothes, and medical)
- Lack of transportation, stable jobs, money
- Lack of education ourselves
- Lack of transportation [repeated by another adult]
- Inability to find resources that are friendly to our needs
- Having to have kids translate at the store, doctor, school
- Income
- Exclusion
- Economic difficulties
- Language



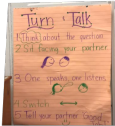
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### Slide 25: Turn & Talk



- ❖ Find a partner (or two)
- ❖ What themes do you see among the educator comments? The parent comments?
- ❖ What themes cut across both groups?

### Slide 29: Sharing Your Ideas



- ❖ Please take 3 minutes to share / compare or contrast this program with your WIDA professional development program, if you have one, with a colleague
- ❖ Share out how this program relates to your WIDA PD
- ❖ We welcome your suggestions, comments, and questions

### Slide 30: Ticket Out

- Take a 3 x 5 card
- Leave us with one suggestion (or, something you learned about) implementing WIDA in a rural school district
- Please leave your card in the bag (back of room)

*Thank you!*

Contact:

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