

Handout #1: Leadership Skills Self-Awareness Tool

Leadership Skill or Attribute	Description	My Rating: Highest (1) to Lowest (5)	Rank for Implementing Scaffolds & Collaborating (1: Most important)
Character	Moral self that reflects principles and ideals of the collective to which the leader belongs; trustworthiness, credibility	1 2 3 4 5	
Political skills	Social astuteness, networking ability, sincerity, integrity, honesty, charisma	1 2 3 4 5	
Nonverbal communication	Sensitivity to followers, use of accepted behaviors such as nodding, body openness	1 2 3 4 5	
Conflict resolution	Manage own & others' emotional experiences; establish norms, rules; refocus on tasks at hand	1 2 3 4 5	
Interpersonal skills	Relationship development, trust, intercultural sensitivity, providing feedback, motivating & persuading others, empathy, support, empathy	1 2 3 4 5	
Interpersonal communication skills	Skill in sending and receiving nonverbal and emotional messages, listening and speaking skills, engaging others in conversation	1 2 3 4 5	

Discussion Questions:

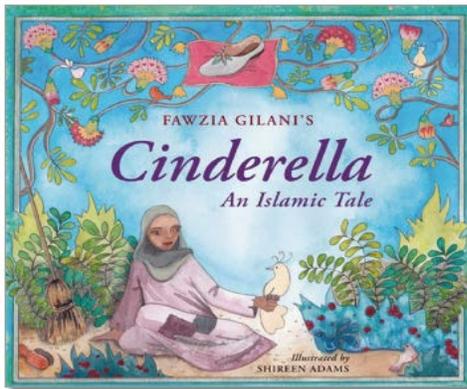
1. What area(s) am I strongest in?
2. What area(s) am I weakest in?
3. Which leadership skills will be most important to draw from to implement effective scaffolds and collaborate with teachers? (Rank them from 1-6, 1 being most important.)

Handout #2: ELL Scaffolding Application

Step 1: Choose an elementary or secondary scenario.

Elementary ELA Scenario: A 2nd grade class is working on a unit on comparing and contrasting. Students have read and discussed the “classic” Cinderella fairy tale. They now need to read an excerpt from *Cinderella: An Islamic Tale*. The students have been asked to compare and contrast the two Cinderella stories and give a presentation to the class in a small group. During today’s lesson, students will be creating a poster that they will use the following week during their class presentation. In the class, 9 of the 24 students are ELLs. They range in proficiency level from Entering to Commanding.

Text: *Cinderella: An Islamic Tale* by Fawzia Gilani (2011)



The next morning the whole town was buzzing with excitement. The King and Queen had announced that their son wished to marry the girl whose foot fitted into the glass slipper he had found. The Queen's lady-in-waiting was to go to each home that received an invitation, and allow the young ladies of the house to try on the glass slipper.

'I'm sure the slipper will fit me,' said the younger stepsister. 'My foot is smaller,' said the older sister, 'It will fit me.' The stepsisters began to argue, when suddenly there was a loud knock on the door.

Cinderella went to see who it was.

'As-salamu 'alaykum,' said Cinderella as she opened the door.

'Wa 'alaykum as-salam,' replied the Queen's lady-in-waiting. She held a chest containing the delicate glass slipper. Cinderella excused herself and hurried to the attic, and took her glass slipper out of the wooden chest. She hid it in her apron pocket.

Meanwhile the older stepsister was the first to try on the slipper. But no matter how hard she tried, her foot was far too big. Then the second stepsister tried on the slipper, but her toes were far too wide.

The Queen's lady then looked around and saw Cinderella coming down the stairs.

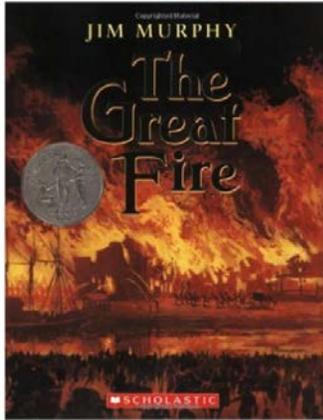
'You must also try on the glass slipper,' she said.

'That's absurd!' said the younger stepsister, 'Cinderella is just a housecleaner!'

'She's a maid!' blurted the older stepsister.

Secondary Social Studies Scenario: An ENL teacher and a content teacher are co-teaching a 7th grade unit together on the Chicago Fire of 1871. As part of the unit, students will read a text or an excerpt from a text, answer questions about the key ideas of the text, and determine the main idea of the text. Students will be asked to provide evidence from the text to support their answers. There are 8 ELLs in the class out of a total of 24 students. They range in proficiency level from Entering to Commanding.

Text: *The Great Fire* by Jim Murphy



Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered

with cleverly painted copper or tin.

The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally... Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.

Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together. Chicago had been built largely on soggy marshland that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.

Step 2: Indicate which scaffolds you would use for this classroom and why.

Proficiency Level	Scaffolds	Rationale for Scaffolds
Beginner (Entering & Emerging)		
Intermediate (Transitioning and Expanding)		
Advanced (Commending)		

Step 3: Draw on leadership skills: Anticipate what kind of pushback or challenges you may encounter in implementing the scaffolds, and determine how you would draw from your leadership skills to address the pushback.

Type of Pushback	How I would Address Pushback	Leadership Skills Needed
1.		<input type="checkbox"/> Character <input type="checkbox"/> Political skills <input type="checkbox"/> Nonverbal communication <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Interpersonal skills <input type="checkbox"/> Interpersonal communication skills
2.		<input type="checkbox"/> Character <input type="checkbox"/> Political skills <input type="checkbox"/> Nonverbal communication <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Interpersonal skills <input type="checkbox"/> Interpersonal communication skills
3.		<input type="checkbox"/> Character <input type="checkbox"/> Political skills <input type="checkbox"/> Nonverbal communication <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Interpersonal skills <input type="checkbox"/> Interpersonal communication skills

Step 4: Use Scaffolded Lesson Planning Checklist

Checklist Statement	YES	NO
1. I know the strengths and needs of each ELL. I have set individual goals to help my ELLs progress in their acquisition of English.		
2. I have analyzed the language demands of the lesson and identified areas that may be challenging for my ELLs.		
3. I have developed a list of key vocabulary to pre-teach and determined how I will teach and provide opportunities to practice this vocabulary.		
4. I have determined specific aspects of academic language use that I will focus on during my lesson.		
5. I have determined what background knowledge to teach (if any) and how to teach it in a concise manner.		
6. I have determined how to effectively group students in order to most effectively support their learning of content and acquisition of English.		
7. I have included opportunities for students to practice key concepts in varied ways using multiple modalities.		
8. I have selected home language resources that can support ELLs in learning the new content and academic vocabulary.		
9. I have selected or developed scaffolded materials to support ELLs of varying proficiency levels (e.g., graphic organizer, sentence stems and/or sentence frames, visuals).		
10. I have determined how I will assess student learning and how I will scaffold the assessment for ELLs of varying proficiency levels.		