The left side of the slide features a vertical stack of decorative elements. At the top, there are several thin, vertical stripes in shades of light blue and white. Below these stripes, a series of blue circles of varying sizes are arranged vertically, with the largest circle at the top and smaller ones below it. The background of the slide is a solid, dark blue color.

SHELTERED ENGLISH INSTRUCTION TRAINING OF TRAINERS WORKSHOP

DAY 3

Presented by:

Patricia Maldonado and Kenneth Bond

“A DAY IN THE LIFE OF AN ELL”

<https://www.youtube.com/watch?v=I6Y0HAjLKYI>



STRATEGY: READ TALK WRITE

- Listen and read along, as I read the following slides.
- I will read each slide twice.
- When I give the signal, turn to your partner.



STRATEGY: READ TALK WRITE

CONTINUED

- **One partner will talk about what we listened to and read. That person will speak for 70 seconds.**
- **When I give the next signal, the other partner will talk about the text. She/he will speak for 70 seconds.**
- **At the next signal, individually write about the text for 40 seconds.**





Of course language is integral to most of what happens in the classroom, but to a competent language user its role is like that of a window, through which we look at the content. It is transparent, and although we may recognise that it is there, its transparency means that it is very hard to see. Focusing on content alone makes language the invisible curriculum in the school.



*And for ... (English as a second language learners) the language becomes a block for learning. To put it another way, their window is made of frosted glass. So, for children learning in a second language, it is important that we are aware of the language we use and that we deliberately create opportunities for children to hear and use it. We need to look at language rather than simply **through** it.*



Justifying
Continued
Support

RELATING SEI TO CURRENT INITIATIVES

- What is the single biggest push your district is making in terms of professional development?



A large, dense crowd of people, likely at a stadium or arena, is shown from a high-angle perspective. Many individuals are wearing red and white clothing, suggesting they are fans of a team. The crowd is diverse in age and appearance. A prominent blue banner with white text is overlaid across the middle of the image.

Creating a Crosswalk

SEI AND COMMON CORE

- Building Background

- Concepts linked to background experiences.
- Links explicitly made.
- Key vocabulary emphasized

- **Common Core Anchor Standards**

[CCSS.ELA-Literacy.CCRA.L.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[CCSS.ELA-Literacy.CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

From *Making Content Comprehensible for Elementary English Learners (2010)* and <http://www.corestandards.org>.

SEI AND COMMON CORE

- Lesson Delivery

- Content objectives supported
- Language objectives supported
- Students engaged 90-100% of the time
- Pacing of the lesson appropriate to students

- **Common Core Note on Anchor Standards**

- To build a foundation for college and career readiness in language, **students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use**; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

From *Making Content Comprehensible for Elementary English Learners (2010)* and <http://www.corestandards.org>.

SEI AND COMMON CORE

- Lesson Delivery
 - Content objectives supported
 - Language objectives supported
 - Students engaged 90-100% of the time
 - Pacing of the lesson appropriate to students

- From: [“Application of Common Core State Standards for English Language Learners”](#)

To help ELLs meet high academic standards... it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs...;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework.

From *Making Content Comprehensible for Elementary English Learners (2010)* and <http://www.corestandards.org>.

SEI AND COMMON CORE

○ Practice and Application

- Hands-on materials and/or manipulatives
- Activities to apply content and language knowledge
- Activities integrate all language skills

○ Common Core Anchor Standards

[CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[CCSS.ELA-Literacy.CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

From *Making Content Comprehensible for Elementary English Learners (2010)* and <http://www.corestandards.org>.

SEI AND COMMON CORE

- Review and Assessment
 - Review of key vocabulary
 - Review of key content concepts
 - Regular feedback on output
 - Assessment of student comprehension and learning

- From: [“Application of Common Core State Standards for English Language Learners”](#)

To help ELLs meet high academic standards... it is essential that they have access to:

- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths;
- Ongoing assessment and feedback to guide learning.

From *Making Content Comprehensible for Elementary English Learners (2010)* and <http://www.corestandards.org>.

JUSTIFYING CONTINUED SUPPORT

○ Pre/Post teacher data

- Base it off of the objectives that you covered.
- If applicable, relate it to the Common Core, general ed. students, and key school initiatives.
- Be proactive... show the results to all the key players upfront.





After



JUSTIFYING CONTINUED SUPPORT

- Brainstorm with a partner ...
 - When and what student data should be used?
 - How can you gauge the cause/effect relationship of SEI training?



JUSTIFYING CONTINUED SUPPORT

- Write “thank you” letters to all of those involved, **ESPECIALLY** administration that helped get things off of the ground.



EDUCATOR TESTIMONIALS

- The power of narratives
- Krashen v. Unz and Prop. 227



CHALLENGES TO LONG TERM IMPLEMENTATION

- Slow progress
 - Celebrate every step!
 - Take tiny steps while keeping the goal in mind.
- Teacher turnover
 - Establish leaders in multiple contexts.
- Pushback from teachers/administrators
 - Work top down and bottom up at the same time.
- SEI trainees don't get ELLs in their classes
 - Talk to guidance counselors NOW for next year.
 - Talk to administration NOW for next year.
 - Talk to teachers NOW for next year.

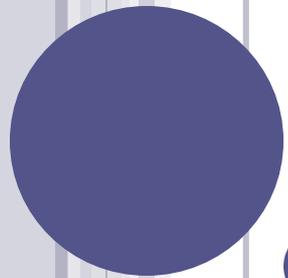
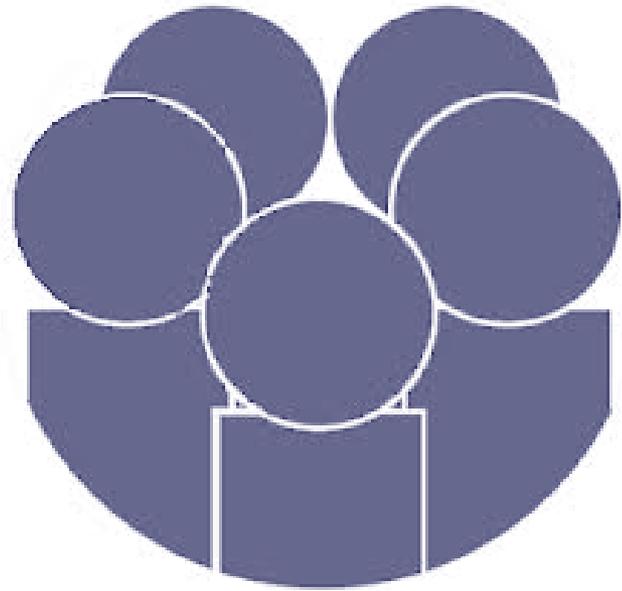
From Implementing The SIOP® Model through Effective Professional Development and Coaching (2008)



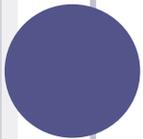
FUTURE POSSIBILITIES

- What can you do to justify support?
 - Share reflections.
 - Act out a hypothetical conversation for the whole group in 1-2 minutes.





GROUP ACTIVITY



KEY QUESTIONS

Does your school already have sufficient access to sources of technical assistance and professional development for implementing SEI in support of ELLs in content area classes?

- If so, please describe the SEI-related professional development already going on in your district and how SEI practices are embedded in your building or throughout your district and how you are planning on enhancing them.
- If not, describe the most critical need/application for systematic implementation of SEI strategies in your district.



PROFESSIONAL DEVELOPMENT PLAN

- Today you will be presenting an SEI Professional Development Plan to a partner from another district.
- We have created a tool and rubric for you to use to create your plan.



Sheltered English Instruction Professional Development Plan

District: _____ Email: _____
Trainer(s): _____ Phone: _____
Date of first training: _____

Anticipated Schools/grade levels at which training will take place	
Anticipated Number of Teachers per School	
Training Format (length, frequency, time line)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Demographics

There is a list of schools and grade levels that staff will be recruited from as well as an anticipated number of teachers-per-school.



Sheltered English Instruction Professional Development Plan

District: _____ Email: _____
Trainer(s): _____ Phone: _____
Date of first training: _____

Anticipated Schools/grade levels at which training will take place	
Anticipated Number of Teachers per School	
Training Format (length, frequency, time line)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Topic Focus

There is a research-driven, theoretical focus that is manageable for the length of training and addresses district-level needs. (Could be threads from FABRIC)



Sheltered English Instruction Professional Development Plan

District: _____ Email: _____
Trainer(s): _____ Phone: _____
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Anticipated Schools/grade levels at which training will take place	
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Training Format (length, frequency, time line)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Strategies/ Resources

Strategies are varied, innovative, and appropriate to the setting (content area/grade level). They reflect the theoretical focus of the training.



Sheltered English Instruction Professional Development Plan

District: _____ Email: _____
Trainer(s): _____ Phone: _____
Date of first training: _____

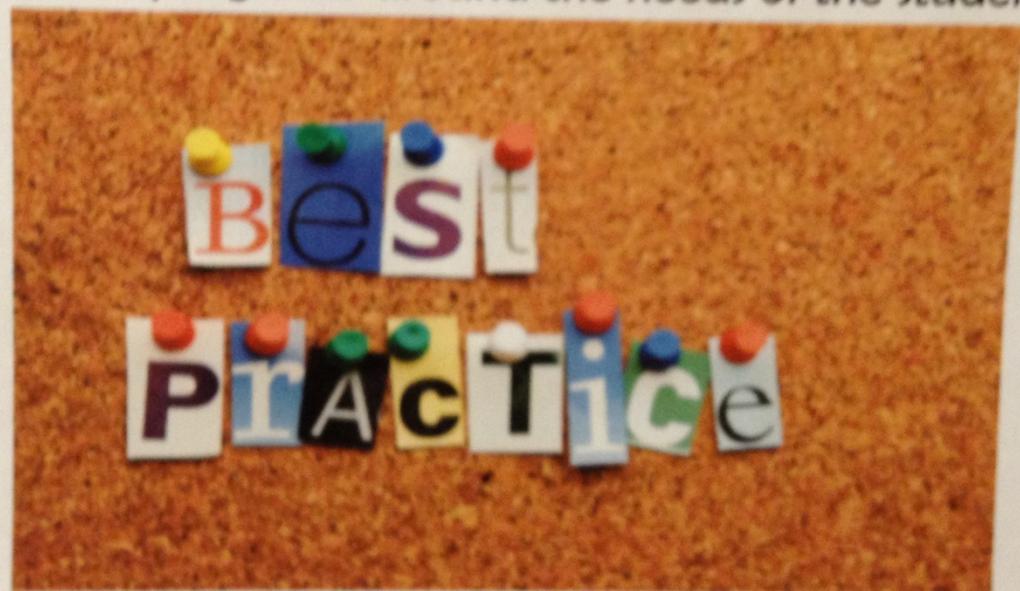
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Training Format (length, frequency, time line)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Integration

Connections are explicitly made between ongoing district initiatives and SEI.



District, administrators, and teachers will be able to
organize programs around the needs of the students.



SHARING PROFESSIONAL DEVELOPMENT PLANS

- Pair up with someone from another district
 - Person A explains plan / Person B fills out rubric and gives feedback based on rubric and workshop
 - Person B explains plan / Person A fills out rubric and gives feedback based on rubric and workshop
- Regroup with district team
 - Discuss feedback and consider revisions



REFLECTION

What, So What, Now What



- **What?:**
- descriptive
- facts, what happened, with whom
- substance of group interaction



- **So what?:**
- shift from descriptive to interpretive
- meaning of experience for each participant
- feelings involved, lessons learned
- why?



- **Now what?:**
- contextual-- seeing this situation's place in the big picture
- applying lessons learned/insights gained to new situations
- setting future goals, creating an action plan



COACHING

- Suggested structure
 - Planning conference
 - Observation
 - Reflecting conference



PLANNING CONFERENCE

- What is your lesson about?
- What is your focus?
- What do you see yourself doing first, next, and last?
- What do you want me to look for that lets you know you've been successful?
- Do you have any questions for us before you start?

- Adapted from: Echevarria et al. 2008



GROUP PRESENTATION



We will use page 10 of the FABRIC guide to practice coaching.

Watch the video and have the group members provide feedback using the coaching tool.



LET'S PRACTICE!

- We are going to practice leading discussion groups around the threads we have not covered.



LET'S PRACTICE

- Have your group read through “Foundational Skills”.
- Take turns leading the discussion using the classroom application questions.



CREATE A COMMERCIAL

In groups, write a 1 – 2 minute commercial to use when asked, “What is effective coaching?”

You can...

- write a jingle
- create a skit
- or present and infomercial.



DID WE MEET THE OBJECTIVES?

Participants will create a professional development plan to support mainstream teachers.

The plan will:

- ◆ incorporate current thinking and research on Second Language teaching and learning.
- ◆ demonstrate an understanding of the challenges for ELs in the implementation of the Common Core State Standards.
- ◆ provide content in:
 - ◆ understanding the social, emotional, cultural, and academic needs of ELs; and
 - ◆ how to mediate instruction for ELs so that they meet the high expectations



“Teachers in these schools did not walk on the moon, fight in great wars, write significant pieces of literature, discover a cure for life-threatening disease, or invent a way to end world hunger. Instead, their heroism is manifest in the success of their students. They work hard. They work outside their comfort zones. They set aside their personal interests for the benefit of their students. They support and coach one another in a community of learners. They demand the best of themselves and their colleagues. And, their efforts pay off in the only way that matters to them — increased student success.”

Joellen Killion, Director of Special Projects, National Staff Development Council, 1999



FEEDBACK

- **PLEASE** have teachers fill out our quick, confidential survey after training!

*This will help us adjust and focus future instruction, and is our way to follow up that you met the requirements of your contract.



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