

2013

Sheltered English Instruction

Trainer of Trainers Workshops

This manual is intended to support districts and schools in constructing a professional development plan for mainstream teachers focused on meeting the needs of English Learners in their classrooms.



Touro College



Patricia M. Herbert, Equity Assistance Center Region 2 at Touro College
Kenneth Bond, New Jersey Department of Education, Title I Office



Sheltered English Instruction

Training of Trainers Manual

Equity Assistance Center (EAC) Region II
Touro College

Dr. Lamar P. Miller
Principal Investigator

Dr. Velma L. Cobb
Director of the EAC

Patricia M. Herbert
Senior Research Associate

Dr. Blanche Jimenez
Senior Research Scientist

New Jersey Department of Education
(NJDOE)

Christopher Cerf, Commissioner
New Jersey Department of Education

Sue Martz, Acting Assistant Commissioner
Division of Student and Field Services

Karen Campbell, Director
Title I Office

*This manual was collaboratively developed by the
Equity Assistance Center (EAC) Region II at Touro College
and the
New Jersey Department of Education, Title I Office
to support the
Sheltered English Instruction Training of Trainers Workshops in October 2013.*

Authors

Patricia M. Herbert, Senior Research Associate at the Equity Assistance Center Region II and
Kenneth Bond, New Jersey Department of Education Title III Specialist

Edited by

Brenda C. Stewart

Equity Assistance Center Region II at Touro College

The Region II Equity Assistance Center (EAC), housed at Touro College's Lander Center for Educational Research in New York City, is one of ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. Operated as a collaboration between the Lander Center and Learning Innovations at WestEd (a research, development, and survey agency), the Region II EAC provides technical assistance on issues of race, sex, and national origin to state departments of education and school districts in New York, New Jersey, Puerto Rico, and the Virgin Islands. The EAC's primary goal is to promote equal access and opportunity to high quality education for all students. The EAC works with state departments of education, school districts, and schools to build the capacity of teachers and administrators to more effectively address the unique learning needs of all student populations; improve school safety, and the awareness and understanding of bullying and harassment prevention; improve school engagement and create environments that are responsive to cultural differences; and increase access to science, technology, engineering, and mathematics (STEM) education and related areas, for minorities, women, English Learners, and individuals with disabilities.

New Jersey Department of Education Title I Office

The Title I Office administers federally funded programs in the Elementary and Secondary Education Act (ESEA) which include the following: Title I, Part A: Improving the Education of the Disadvantaged; Title III: Language Instruction for Limited English Proficient Students and Immigrant Students; Title I, Part C: Education of Migratory Children; and Title X, Part C: McKinney-Vento Homeless Education Assistance Improvements Act. The office consists of three bureaus: ESEA and Title I, School Improvement, and Bilingual/ESL Programs. The office coordinates the implementation of the federal legislation, regulations, and policies, provides technical assistance to districts, and coordinates the review and resolution of appeals and complaints. The office is responsible for the distribution of grant funds, development of program guidance, the collection and dissemination of program data, the monitoring and oversight of ESEA program and funds, and the state's system of support to Title I low-performing schools. Additionally, the office administers state programs for Bilingual Education (N.J.A.C. 6A:15) and the Education of Homeless Children (N.J.A.C. 6A:17-1.1 to 2.9).

TABLE OF CONTENTS

Introduction iv

Day One Goals 1

Day One Workshop Description and Power Point

Presentation and Handouts 2

Day One Strategy Descriptions 27

Day Two Goals 31

Day Two Workshop Description and Power Point

Presentation and Handouts 32

Day Two Strategy Descriptions 56

Day Three Goals 59

Day Three Workshop Description and Power

Point Presentation 60

Bibliography and Internet Resources 69

INTRODUCTION

The National Context

The rapid escalation of linguistic and cultural diversity in the United States over the past 30 years has created challenges for schools, districts, and school systems. Data from the U.S. Department of Education provide information on the extent of the demographic changes:

The number of school-age children (children ages 5–17) who spoke a language other than English at home rose from 4.7 to 11.2 million between 1980 and 2009, or from 10 to 21 percent of the population in this age range. From 2006 to 2009, this percentage remained between 20 and 21 percent (Aud. et al, 2011, p. 30).

Although not all children who speak a language other than English are English learners, a large percentage of the students who do speak a language other than English at home have been designated as ELs. (In the quote that follows, the abbreviation ELL appears instead of EL. Both abbreviations are used to refer to English Learners.)

According to the Pew Research Hispanic Center,

The projected number of school-age children of immigrants will increase from 12.3 million in 2005 to 17.9 million in 2020...A significant portion of these children of immigrants will likely require ELL services (Fry, 2008).

Research indicates that there are not enough mainstream teachers who are prepared to meet the needs of the rapidly expanding population of ELs (Ballentyne, et al, 2008; Samson & Collins, 2012). The achievement gap between ELs and non-ELs in math and reading proficiency described below (Aud. et al, 2012), may in part be due to mainstream teachers' lack of understanding regarding how to mediate instruction to ensure academic achievement for ELs.

In 2011, the achievement gap between non-ELL and ELL students was 36 points at the 4th-grade level and 44 points at the 8th-grade level. At grade 4, this achievement gap was not measurably different from that in any assessment year since 2002. At grade 8, the achievement gap between non-ELL and ELL students in reading scores was 3 points smaller in 2011 than in 2009 (47 points), but not measurably different from the achievement gap in 2002 (Aud. et al, 2012, p. 56).

It takes ELs four to seven years of instruction to reach the average academic performance of native English speakers (Collier, 1987, Cummins, 2000). As a consequence, ELs have a double cognitive load. They are expected to learn new content in English at the same time they learn English. This is another factor that contributes to the achievement gap.

As of 2013, 45 states and three U.S. territories have adopted the Common Core State Standards (CCSS). The CCSS represent the national commitment to restructure schools to ensure that all students are college and

career ready. They give priority to the explicit teaching of the academic language specific to each content area. The CCSS require students to develop the ability to understand complex texts, construct effective arguments, and convey complex information. Students are expected to be able to demonstrate their knowledge using complex oral and written academic language. These new requirements present a challenge for all students. They pose a much greater challenge for ELs. According to Gibbons:

...un-mediated instruction for EL learners is not equitable: indeed treating all students equally, and thus ignoring differing starting points, is virtually guaranteed to produce unequal outcomes at the end of schooling (Gibbons, 2009, p. 9).

This quote indicates the need for mediation, which requires that teachers develop understanding of the second language acquisition process and second language instructional practices, and how to differentiate instruction for ELs. In order to provide equitable opportunities for achievement for ELs, schools and districts must provide professional development based on mediating instruction for ELs.

The Local Context (New Jersey)

New Jersey has experienced similar demographic changes in schools. New Jersey's EL population increased by 30% between 1997-1998 and 2007-2008. (NCELA, 2010). Schools throughout the state currently have classrooms with a diverse range of students, including ELs, in all types of settings (rural, suburban, and urban), as well as large numbers of ELs in districts that previously had none.

Equity Assistance Center Region II and New Jersey Department of Education Title I Office Collaboration

In 2013 the Equity Assistance Center Region II and the New Jersey Department of Education, Office of Title I embarked on a collaboration to provide a Training-of-Trainers (ToT) model for districts throughout New Jersey. The purpose of this initiative is to support schools and districts in New Jersey to develop professional development plans for mainstream teachers focused on meeting the needs of ELs in their classrooms. This initiative is focused on Sheltered English Instruction, and uses the guiding principles of the sociocultural approach to teaching and learning as a framework. Districts were required to fill out an application to participate in the initiative, and needed to demonstrate that the staff who would attend had previous background in Sheltered English Instruction.

Sheltered English Instruction

Sheltered English Instruction (SEI) is a planning process that helps teachers provide ELs with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students.

When the term Sheltered English Instruction was first used, classes for ELs were considered "sheltered" because most ELs attended classrooms separate from mainstream and general education classrooms and were exempt from the pressures of standardized testing (Cummins, 1981). At present, most ELs are not segregated from their English-speaking peers and are expected to meet the CCSS. There are a number of programs that use the principles of Sheltered English Instruction, such as Specially Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP). SEI has evolved into a set

of practices that support all teachers in helping ELs learn English and, at the same time, learn content material in English.

Sheltered English Instruction promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. Sheltered English Instructional activities require that teachers analyze the subject matter content to determine the academic language that must be taught to make content accessible for ELs. Sheltered English Instruction teachers are required to:

- build background knowledge and connect new content to students' prior knowledge;
- provide interaction and collaboration among students;
- integrate explicit language structure and vocabulary instruction; and
- emphasize the use of many types of instructional strategies.

SEI was designed to be used with intermediate and advanced level English language learners, but can also be used with beginner ELs. However, any SEI that beginner ELs receive must be supplemented by instruction at their developmental language level. With beginner ELs who are also being taught using SEI, teachers might use approaches that focus on comprehensible input, such as the Natural approach, Total Physical Response, Language Experience, Choral Reading, realia, use of pictures and manipulatives, speech geared to beginners (slower speech and emphasis of key words), visual aids, and gestures. These approaches may be helpful for intermediate and advanced students, as well.

Beyond Sheltered English Instruction

Sheltered English Instruction provides teachers with a valuable planning process that incorporates second language techniques and approaches. However, in and of itself, SEI is not enough to reform education for ELs. A sociocultural view of teaching and learning provides a more profound understanding of the possibilities and challenges in reforming instruction to support high level academic achievement for ELs. Schools are a part of and reflect the larger social system. As such, reform efforts must also take into account the cultural, economic, political, historical, and social factors that affect education.

Differences between the culture and language of ELs and the culture and language of schools often lead to a lack of achievement. Sociocultural theory explores the development of language and the ways that culturally different forms of discourse impact ELs' educational experiences. Viewing instruction through the lens of sociocultural theory helps teachers gain a more positive view of ELs' capabilities and move away from a deficit orientation. The sociocultural approach encourages teachers to analyze how ELs learn and to understand and utilize the cultural knowledge they bring to the classroom. Sociocultural perspectives have historically focused attention on issues of equity by taking into account the broader economic, political, historical, and social context of classrooms and schools.

The Sociocultural Approach to Teaching and Learning

A key principle of the sociocultural approach is that teachers consider the diverse cultural and contextual backgrounds that ELs bring to the classroom. The sociocultural context has a powerful influence on ELs' ability to understand the cultural expectations which form the hidden part of the school curriculum (Heath, 1983). Teachers who use the sociocultural approach emphasize the development of skills and knowledge through collaboration and generative learning strategies. Their primary goal is to develop the students' abilities to use cognitive and affective skills and strategies to develop knowledge and understanding of content. Learning and teaching are viewed as continuous processes mediated by the students' prior knowledge, experience, and goals. Sociocultural approaches to language development provide ELs with opportunities to learn through authentic tasks, which lead to participation in a community of practice. The sociocultural approach requires teachers to reconceptualize the ways in which ELs apprentice into the language practices required by the CCSS. According to Gibbons (2002), sociocultural approaches promote content and language learning characterized by the following descriptors:

- Classrooms are designed to foster ELs' academic, linguistic, and personal growth.
- Teaching and learning are part of an integrated social process.
- Teachers and students are active participants in this social process, and learning is collaborative.
- Teachers build on what students already know and provide scaffolding that is responsive to the needs of ELs.
- Teachers support students to learn and use language and literacy in ways that incorporate deeper learning that results in the mastery of academic content, creative and critical thinking, collaboration, communication, and self-reflection.
- The curriculum integrates language and content, which requires systematic planning and monitoring.
- Assessment is an important source of information about students' language learning needs.
- Learning about language is most meaningful when it occurs in the context of actual language use. The formal aspects of language are best learned in the context of authentic meaning making, within a classroom in which dialogue between learners is valued.
- Language support is provided across the whole curriculum.

Schools and districts that promote the use of the sociocultural approach provide a more equitable educational experience for ELs. SEI embedded in the sociocultural approach provides rigor and relevance, both of which are needed for ELs to meet higher CCSS standards.

REFERENCES

- Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathburn, A., Wang, X. & Zhang, J. (2013). *The condition of education 2013*. U. S. Department of Education, National Center for Education Statistics. Washington, D.C.
- Ballantyne, K. G., Sanderman, A. R. & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition.
- Bunch, G.C. , Kibler, A., & Pimentel, S. (2012, January). *Realizing opportunities for English learners in the common core English language arts and disciplinary literacy standards*. Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved from <http://ell.stanford.edu/papers/practice>
- Collier, V. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21 (4) 617–641.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and language minority students: a theoretical framework*. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.
- Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.
- Fry, R. (2008). *The role of schools in the English language learner achievement gap*. Pew Research, Hispanic Trends Research. Retrieved from <http://www.pewhispanic.org/2008/06/26/the-role-of-schools-in-the-english-language-learner-achievement-gap>.
- National Clearinghouse for English Language Acquisition. (n.d.) *Rate of LEP growth 1997-98 to 2007-08*. NCELA Washington, D.C. NCELA. retrieved from http://www.ncela.gwu.edu/files/uploads/20/New_Jersey_G_0708.pdf

- Passel, J. (2012). Explaining why minority births outnumber white births. Pew Research , Social and Demographic Trends. Retrieved from <http://www.pewsocialtrends.org/2012/05/17/explaining-why-minority-births-now-outnumber-white-births/>
- Samson, J. F. & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington: Center for American Progress. Retrieved from: <http://www.americanprogress.org/press/release/2012/04/30/15911/release-preparing-all-teachers-to-meet-the-needs-of-english-language-learners/>
- Van Lier, L. and Walqui, A. (2012, January). Language and the common core state standards. Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved from <http://ell.stanford.edu/papers/language>
- Wong Fillmore, L., & Fillmore, C. (2012, January). What does text complexity mean for English learners and language minority students? Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved from <http://ell.stanford.edu/papers/language>

DAY ONE

Day One Goals:

- **Build community**
- **Present research on demographics related to ELs**
- **Define SEI**
- **Review SEI principles**
 - Focus on language
 - Building background
 - Comprehensible input
 - Strategies
 - Interaction
 - Best practices for trainers
 - Cultural awareness
- **Provide examples of workshop activities to demonstrate SEI principles**

Sections:

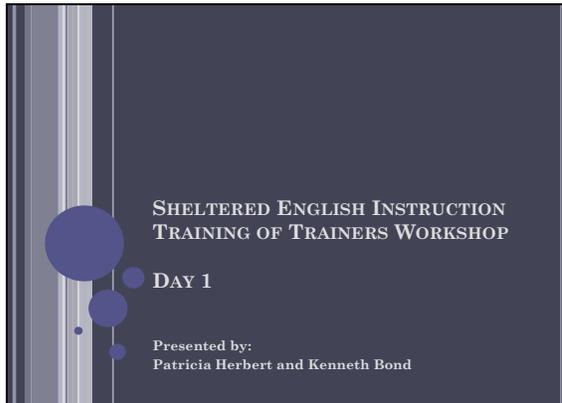
- **Introductions and Research related to Changing Demographics** (slides 1-10)
- **Definition of SEI** (slides 11-17)
- **Focus on Language** (slides 18-20)
- **Building Background** (slides 21-26)
- **Comprehensible Input** (slides 27-29)
- **Interaction** (slides 30-33)
- **Strategies** (slides 34-44)
- **Best Practices for Trainers** (slides 45-51)
- **Culture and Teacher Training** (slides 52-58)

Introductions and Research Related to Changing Demographics (slides 1-10)

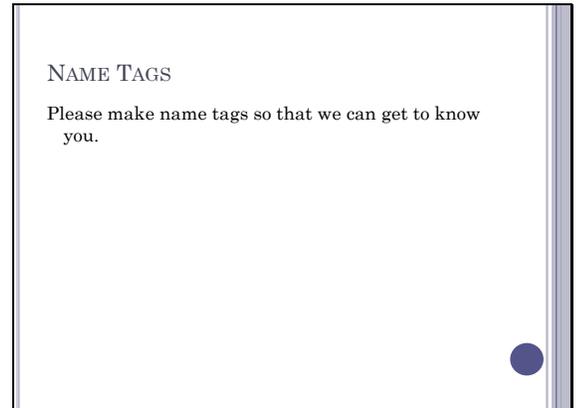
Materials Needed: CD player, CD (any music of your choice), name tags, Anticipation Guide handout, newspaper or chart paper, markers, The Role of Language and Literacy in College and Career Ready Standards www.all4ed.org/files/LandandLiteracyinStandardsELLs.pdf.

Introduce (15 min.)

Slide 1



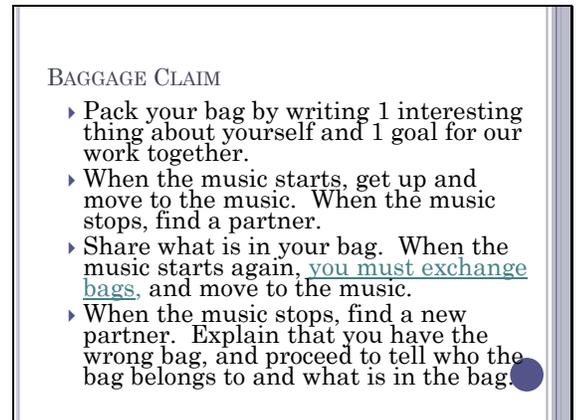
Slide 2



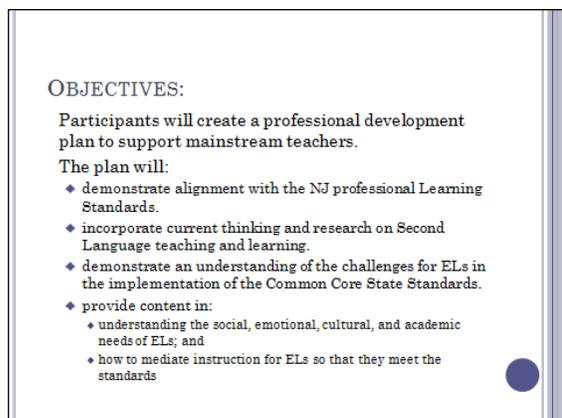
Slide 3



Slide 4



Slide 5



Let participants view slide 2. Have participants create name tags.

Let participants view slides 3 and 4. Explain: “The Baggage Claim activity will help us to get to know each other and also to share one personal goal for this professional development. It is an example of interaction, or cooperative learning, an important principle in second language learning. You will share something about yourself and one goal that you have for the work you will do during the professional development. This activity is interactive and can be used to build background or to informally assess student understanding of a topic. “

Ask one of the participants to read slide 5 aloud. “This slide sets out the expectations for our work together over the three days of the institute.” Answer any questions.

Inform (15 min.)

Slide 6



Slide 7

RESEARCH

- To pique your interest in the research, we are giving you a “test”. You will work with a partner to answer questions or fill in blanks on the Anticipation Guide. Then we will discuss our answers and talk more about research.
- Source:
<http://www.all4ed.org/files/LangAndLiteracyInStandardsELLS.pdf>

Slide 8

ANTICIPATION GUIDE PURPOSE:

- Draw upon prior knowledge
- Recognize the effects of one’s own point of view in formulating interpretations of texts
- Engage all students in the exploration of new information by challenging them to critically think about what they know or think they know about a topic.
- Set a purpose for reading, even for those students who initially may not be engaged by the topic.

Slide 6 introduces the section on research related to changing demographics in schools. Slide 7 is the introduction to the Anticipation Guide, which is based on information from the following article:

The Role of Language and Literacy in College and Career Ready Standards: Rethinking Policy and Practice in Support of English Language Learners, which can be accessed at www.all4ed.org/files/LandandLiteracyinStandardsELLS.pdf.

Hand out the Anticipation Guide. Have participants work in pairs to decide what might be the best response for each item. Explain that they do not need to feel as if they should know the answers to each item. Say: “Anticipation guides are strategies that support ELs. This activity is sociocultural in nature and incorporates various components of SEI (interaction, strategies, building background).” One big idea that the workshop leader will elicit from the activity is related to the impact of changing demographics on schools throughout the nation. The largest growing subgroup of students is the EL subgroup, and it is also one of the lowest performing subgroups with regard to standardized testing. The article also provides background information on the challenges for ELs as they cope with the Common Core State Standards.

Give participants 5 minutes to complete the Anticipation Guide. Lead them in a whole group discussion of their responses to the Anticipation Guide. Give out copies of an excerpt from the text. Continue the discussion.

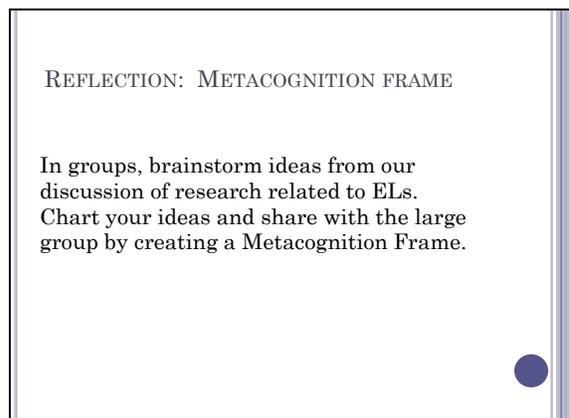
Slide 8 provides information on the purpose for using an Anticipation Guide. Explain: “Anticipation Guides activate and validate students’ backgrounds, foster instructional conversations, allow meaning to be explored and negotiated, and can be done orally and with pictures. Struggling readers and ELs may not have developed a set of strategies that help them get ready to read a text. An Anticipation Guide will help students to anticipate “the big ideas” in the text, which may provide an initial “hook” that piques students’ interest.” Participants complete the Anticipation Guide before reading and discuss their responses. After completing the reading, they return to the Anticipation Guide for revision.

Practice/Assess (5 min.)

Slide 9

REFLECTION: METACOGNITION FRAME

In groups, brainstorm ideas from our discussion of research related to ELs. Chart your ideas and share with the large group by creating a Metacognition Frame.

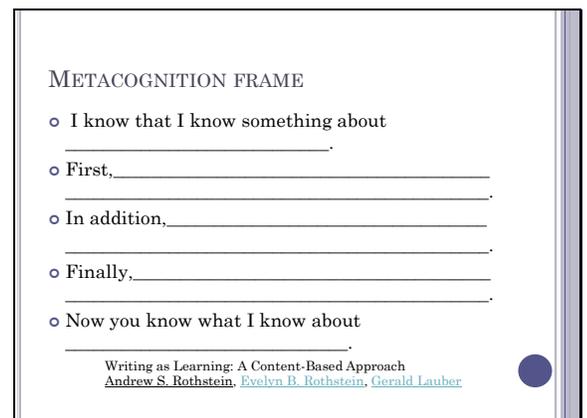


Slide 10

METACOGNITION FRAME

- I know that I know something about _____.
- First, _____.
- In addition, _____.
- Finally, _____.
- Now you know what I know about _____.

Writing as Learning: A Content-Based Approach
Andrew S. Rothstein, Evelyn B. Rothstein, Gerald Lauber



Explain the importance of reflection on what they have learned. Slides 9 and 10 describe the reflection activity called Meta-Cognition (Evelyn Rothstein, et al). If students work in pairs or groups to write collaboratively, it promotes interaction. It also builds background knowledge, develops academic language, and promotes higher level thinking.

In groups of four, participants will write the Meta-Cognition Frame. Give groups 7 minutes to develop their frame. Then have them post them around the room, and have a few groups share out. Debrief the activity.

Materials for “Introductions and Research Related to Changing Demographics”

ANTICIPATION GUIDE

Between 1980 and 2009, the number of school-age children who spoke another language in the home increased _____%, from _____ million to _____ million.

What percentage of U.S. middle and high school ELLs were born in the United States, and what percentage were foreign born?

_____ Percentage of middle school and high school ELLs born in US

_____ Percentage of middle school and high school ELLs who are foreign born

On the 2011 National Assessment for Educational Progress (NAEP) twelfth-grade reading exam, ____ percent of twelfth-grade English language learners performed below basic in reading compared with _____ percent of their non-ELL peers. Only ____ percent of twelfth- grade ELLs scored at or above the proficient level in reading.

On the 2009 NAEP science assessment, ____ percent of twelfth grade ELs scored below basic; only ____percent performed at or above the proficient level.

ANTICIPATION GUIDE with answers

Between 1980 and 2009, the number of school-age children who spoke another language in the home increased 138%, from 4.7 million to 11.2 million.

What percentage of U.S. middle and high school ELLs were born in the United States, and what percentage were foreign born?

57% Percentage of middle school and high school ELLs born in US

43% Percentage of middle school and high school ELLs who are foreign born

On the 2011 National Assessment for Educational Progress (NAEP) twelfth-grade reading exam, 77 percent of twelfth-grade English language learners performed below basic in reading compared with 27 percent of their non-ELL peers. Only 3 percent of twelfth-grade ELLs scored at or above the proficient level in reading.

On the 2009 NAEP science assessment, 88 percent of twelfth grade ELs scored below basic; only 1 percent performed at or above the proficient level.

METACOGNITION

I know that I know something about _____.

First, _____.

In addition, _____.

Finally, _____.

Now you know what I know about _____.

Definition of SEI (slides 11-17)

Materials Needed: Chart paper or newsprint, markers

Introduce (5 min.)

Slide 11



Slide 12

WHAT IS SHELTERED ENGLISH INSTRUCTION?



Brainstorm the following question with your table team:

What is your definition or understanding of sheltered instruction? Create a taxonomy.

Slide 11 introduces the next section on SEI.

Ask participants to read Slide 12. Workshop leader demonstrates how to create a Taxonomy. In groups of 5, participants create a Taxonomy with the ideas they have brainstormed to define this term. A Taxonomy is a strategy to develop academic language. It is an alphabetical list of terms related to a topic and develops skills of categorization, and can be used as a personal or group thesaurus that supports vocabulary development in any subject area.

Inform (10 min.)

Slide 13

TAXONOMY OF SEI

- As we read and discuss the following slides, add any ideas that have not been noted to the Taxonomy with a different color marker
- Place your Taxonomy on the wall. We will create a carousel to share ideas.

Slide 14

WHAT IS SHELTERED INSTRUCTION?

- Was: Protection from competition from English speakers
- Now: Goal is to make grade-level content standards more accessible for English language learners (ELLs) while they develop and improve their English language proficiency.

Slide 15

SHELTERED ENGLISH INSTRUCTION

- Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. It was originally designed for content and classroom teachers who teach in English. The benefits are for ELL students, as well as native English speakers with a variety of learning styles.

Slide 16

SHELTERED ENGLISH INSTRUCTION

- Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Slide 13 explains how the participants will add to the Taxonomy. For slides 14 through 16, read each slide aloud, and have participants discuss if there are new terms they would like to add to the Taxonomy. The new words should be added in a different color marker. Tell participants that Sheltered Instruction Observation Protocol (SIOP) is one example of SEI. SDAIE (Specially Designed Academic Instruction in English) is another example of a planning process that uses SEI as a foundation.

Practice/Assessment (5 min.)

Slide 17

COMPOSING WITH KEY WORDS

- Protocol:
- I have selected three words from our Taxonomy of SEI. My three words are _____, _____, and _____.
- My sentence is _____.

Explain the Composing with Key Words Strategy. Participants will be asked to select three words from the Taxonomy and create a sentence. Participants will be asked to use the following sentence starter:

I have selected three words from our Taxonomy of SEI. My three words are: _____, _____, and _____.

My sentence is _____.

Materials for “Definition of SEI”

Taxonomy of _____

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

COMPOSING WITH KEY WORDS

I have selected three words from our taxonomy of

_____.

My three words are _____, _____,
and _____.

My sentence is

_____.

Focus on Language (slides 18-20)

Materials: Scrambled Sentence envelopes, 3 W's form, pages 4 and 5 from "Language and the Common Core Standards" <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf>

Introduce (10 min.)

Slide 18

FOCUS ON LANGUAGE

- o Scrambled Sentence
- o In groups of three, take words out of envelope and place on table.
- o Working cooperatively, un-scramble the sentence. You have 3 minutes.

Slide 19

LANGUAGE AS ACTION PERSPECTIVE:

Strategy: 3W's (What I Read, What's in My Head, What My Partner Said)

Text: Excerpts from Language and the Common Core Standards, van Lier and Walqui, Understanding Language website

Ask participants to read slide 18. This slide describes the Scrambled Sentence Activity, which involves printing the individual words of a sentence on index cards or slips of paper and placing them in envelopes. Participants work in groups of three. Use the following sentence by Shakespeare: "How sharper than a serpent's tooth it is to have a thankless child." Each group gets an envelope. Each group must collaboratively put the words in the correct order so that it makes sense as a sentence. After each triad has problem-solved the sentence, the workshop leader asks participants why it was so difficult. Most participants will not have background knowledge to correctly sequence the sentence because the sentence was written in Shakespearean times, and has an unfamiliar sentence pattern. This puts the participants in the shoes of the ELs who are reading texts but do not have the background knowledge about the content or familiarity with the language patterns used in the texts. This activity develops language as students have to think about what sounds right and makes sense. It also helps students to explore and master sentence patterns in English, and develops awareness and understanding of words. Sheltered English Instruction emphasizes looking carefully at the content to determine the language instruction students may need to access the content and what kind of scaffolding is required.

Inform (10 min.)

Slide 19 explains the next activity (3W's). Participants will read an excerpt from Language and the Common Core. They will then discuss what they read with a partner using the 3 W's strategy. Ask participants to pair off. Then ask them to make 3 columns on a piece of paper. Label the columns:

What I read

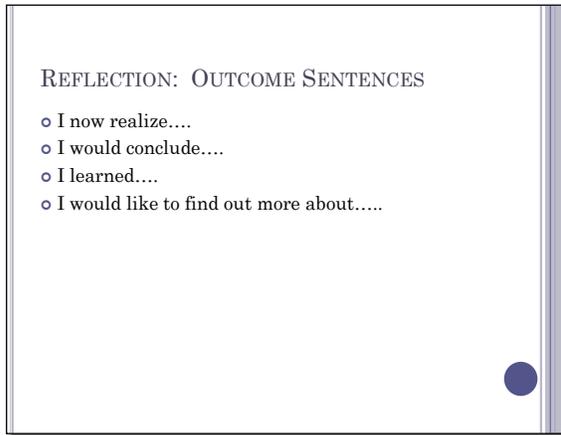
What's in my head

What my partner said

Divide the texts into various sections. Have participants read the first part of the text individually and silently, and take notes of ideas that resonated or generated questions in the “What I read” column for 2 minutes. Have participants form partnerships. Participants share their notes with their partner for 2 minutes. They note connections to what their partner said in the “What My Neighbor Said” column, and write new ideas generated in their discussion in the “What’s in my Head” column. The process is repeated until the entire text has been read.

Practice/Assess (5 min.)

Slide 20



REFLECTION: OUTCOME SENTENCES

- I now realize....
- I would conclude....
- I learned....
- I would like to find out more about....

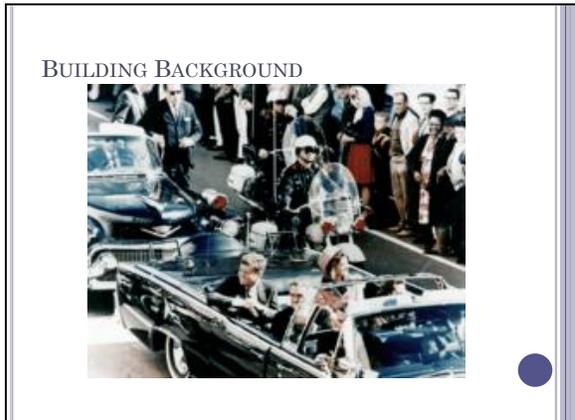
Let participants read Slide 20 and have them write an individual statement reflecting what they think teachers need to know about language to prepare ELs for CCSS. Have some participants share out in a large group discussion.

Building Background (slides 21-26)

Materials Needed: Whiteboard

Introduce (5 min.):

Slide 21



Slide 22



Let participants view slide 21. Ask, “What is this slide depicting?” (The moment before JFK was assassinated)

Let participants view slide 22. Ask, “What is this slide depicting?” (When Burmese monks marched to where Aung San Suu Kyi was imprisoned)

“Many of you could not recognize slide 22 because you did not have the background knowledge required to understand the meaning of this picture. Most Burmese nationals have the background knowledge to instantly recognize this picture; just like most U.S. nationals instantly recognize the picture of JFK. ELs are often in similar situations, and teachers need to understand that they need to build their students’ academic vocabulary and content knowledge.”

Inform (5 min.):

Slide 23

CONSIDER THIS...

- Background knowledge is more important to the understanding of reading than IQ.
- Vocabulary instruction in specific content-area terms builds up student’s background knowledge in content area.
- Students who understand content for example, in a common core mathematics standards document regarding data analysis and statistics have understanding of terms such as **mean, median, mode, range, standard deviation, and central tendency.**

Slide 24

resource Materials, money and other things that can be used.	or
culture A group’s customs and traditions.	or
tutor Someone who helps another person with schoolwork.	or
uniform Clothes that all the people in a group wear so they are dressed alike.	or
chores Small jobs that you need to do, but may not enjoy.	or
certain One particular thing.	or

Slide 25

WORKING WITH ESL STUDENTS

Make sure students get to practice speaking the word!

- **Step 1 (ESL):** Provide a description, explanation, or example of the new term (along with a nonlinguistic representation).
- **Step 2 (ESL):** Ask students to restate the description, explanation, or example in their own words in their own language.
- **Step 3 (ESL):** Ask students to construct a picture, symbol or graphic representing the term or phrase. Students should create their own representation and not copy yours from Step 1.

Slide 26

WORKING WITH ESL STUDENTS

- **Step 4 (ESL):** Engage students periodically in activities that help them add to their knowledge of the terms in their notebook. Allow students to use their native language as much as possible.
- **Step 5 (ESL):** Periodically ask students to discuss the terms with one another. Pair students of the same language together.
- **Step 6 (ESL):** Involve students periodically in games that allow them to play with terms. Pair students of the same language together.

Read slide 23 to participants. Explain, “Understanding academic vocabulary is essential to ELs acquiring the background knowledge necessary to comprehend academic language.” Show slide 24 as an example of how to introduce vocabulary to students when they engage academic language. Next, read through steps 1-6 on slides 25-26. Explain, “These are based on research done by Marzano on effective vocabulary acquisition, with ideas about adaptations for ESL students.”

Practice/Assess (5 min.):

Ask, “Which of these skills do you see being effectively implemented in your district? Which could be implemented more effectively?” List steps on a white board (use a volunteer to write) and remind participants that it is important for them to think of activities to demonstrate the less effectively implemented steps.

Comprehensible Input (slides 27-29)

Materials: “Comprehensible Input” video (https://www.youtube.com/watch?v=yfM_NzQMLuA)

Introduce (5 min.)

Slide 27

VIDEO

- Think about what feedback you would give to a teacher as you watch these lessons.

Show video for slide 27: https://www.youtube.com/watch?v=yfM_NzQMLuA. Start time: 1:47, End time: 5:33. Ask, “Which of the sections was easier to understand?”

Inform (5 min.)

Slide 28

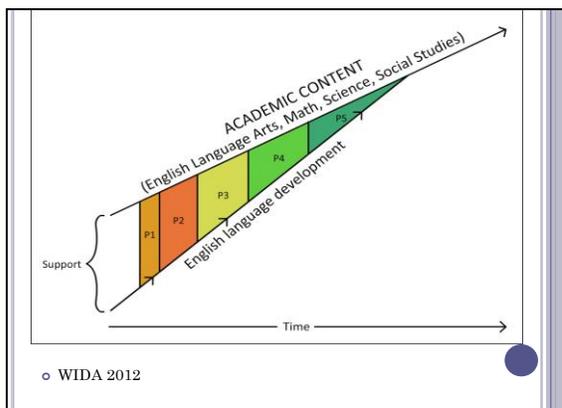
COMPREHENSIBLE INPUT

- Here are some things to look for.
 - Use visuals and manipulatives.
 - Use gestures.
 - Write down and repeat directions.
 - Modify your speech. Use shorter, less complex sentences. Don't use baby talk or a loud voice.
 - Give second chance learning opportunities.
 - Tie it to their lives.

Read slide 28 to participants and elaborate as necessary.

Practice/Assess (5 min.)

Slide 29



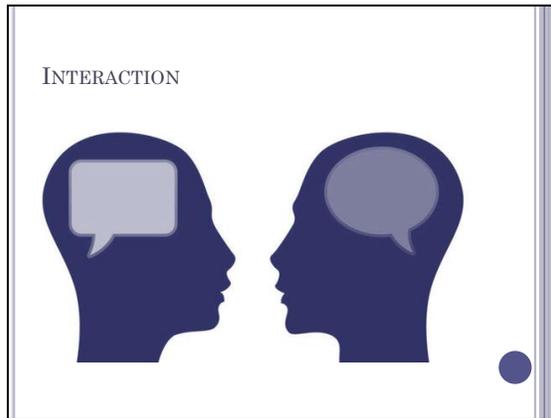
Let participants view slide 29. Ask, “What does this chart show about comprehensible input at different levels of proficiency?” (Comprehensible input gets closer to that delivered to English-speaking peers as a student’s proficiency level advances. As students grow, you teach less like Ms. Aziz did in the video until all of the supports are gradually removed.)

Interaction (slides 30-33)

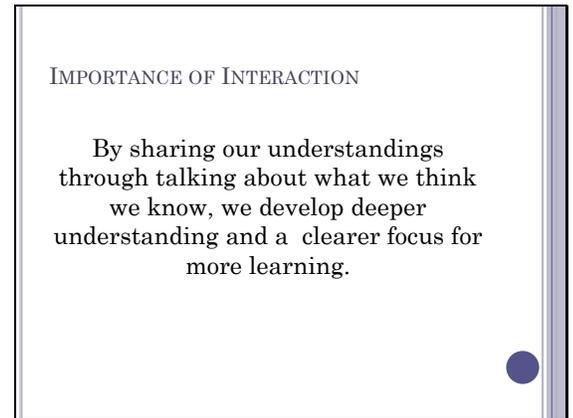
Materials: Page 3 from “Realizing Opportunities...” http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf

Introduce (5 min.)

Slide 30



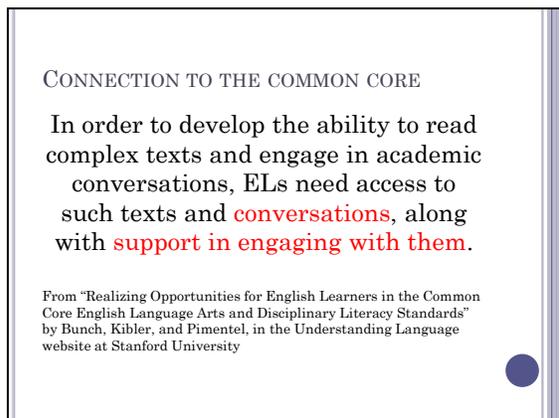
Slide 31



Slide 31 introduces another important principle of SEI: interaction. Read the slide and have participants respond by using the Think Pair Share protocol.

Inform (5 min.)

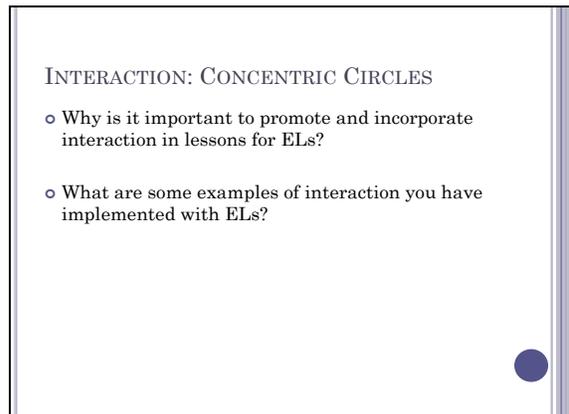
Slide 32



Slide 32 makes the connection between SEI interaction principle and the CCSS. Again, have participants respond with the Think Pair Share protocol.

Practice/Assess (10 min.)

Slide 33

A rectangular slide with a white background and a thin black border. The text is centered and includes a title and two bullet points. A small blue circle is located in the bottom right corner of the slide.

INTERACTION: CONCENTRIC CIRCLES

- Why is it important to promote and incorporate interaction in lessons for ELs?
- What are some examples of interaction you have implemented with ELs?

Have participants read slide 33. Divide the group in half, and have them form concentric circles in which they face each other in two circles, one inside the other. Once the circles have been created, the workshop leader asks them to introduce themselves to their new partner, and reach over and shake hands. Give the group a question that each pair is to discuss. Only the members of one circle are allowed to speak at a time. For example, the workshop leader might ask the inside circle to speak first.

After one or two minutes, call time. Then ask people in the outside circle to respond to the question. Then, ask either the inner or outer circle to rotate a few spaces to the right or left. Another question is asked for the new partners to discuss. Only members of one circle may respond at first (either inside or outside circle). Then the participants of the other circle (inside or outside) respond to the second question. This activity gives people the chance to interact with many different participants in the group. Make sure that the participants understand that it is not a conversation, however. The structure is set up to ensure that each participant has an opportunity to listen, as well as an opportunity to respond. Concentric Circles can be organized to provide for students with more advanced language to provide support to students with less developed language. In that case, one circle could consist of students with more advanced language development, who could be asked to respond first, in order to provide a model for the other students. Eric Jensen (1998), author of *Teaching with the Brain in Mind*, cites research that validates the use of movement and community building activities as integral tools for brain development, and for helping students to internalize lesson content.

Strategies (slides 34-44)

Materials: Envelopes with strategies for “List, Group, Label” activity, chart paper, markers, Anticipation Guide and Clarifying Bookmark form from Persuasion Across Time and Space unit

(http://ell.stanford.edu/teaching_resources/ela), Pages 1-2 from “Text Complexity and the Common Core”

[http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

[LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf) and Video:

Classroom Example of Teaching Complex Text: Butterfly (<http://vimeo.com/47315992>)

Introduce (10 min.)

Slide 34

STRATEGIES

Strategy: List Group Label

In groups:

- Take out the slips of paper with names of strategies on them in your envelope
- Sort or classify them
- Label each group of strategies
- Be able to articulate why these strategies go together
- Participate in Carousel to share ideas

Slide 35

LEARNING STRATEGIES

- Metacognitive
 - Purposefully monitoring our thinking. It is a technique of “thinking about how you think.”
- Cognitive
 - Organizing information. Mentally and/or physically manipulate materials, or apply a specific technique to a learning task.
- Social/Affective
 - Social and affective influences on learning

Chamot & O'Malley

Have participants read slide 34. In groups of four or five, participants will do a List Group Label strategy, in which they sort the strategies into categories. This activity promotes higher order thinking. All categories are accepted as appropriate as long as the group can articulate why they have placed strategies in the categories. Slide 35 introduces three categories that have been used to sort strategies by Chamot and O'Malley.

Possible list of strategies for List Group Label

Clarifying purposes for learning

Taking corrective action if understanding fails

Consciously making connections between personal experiences and what is happening in a story

Matching thinking and problem-solving to particular learning situations

Taking notes during a lecture

Using Thinking Maps

Establishing a purpose for reading

Summarizing

Self-questioning

Interacting with others to clarify a confusing point

Monitoring one's own comprehension through self-questioning

Previewing a story prior to reading

Directed Reading and Thinking Activity

Participating in group discussions

Monitoring

Determining importance

Participating in cooperative learning groups to solve a problem

Prediction

Inform (45 min.)

Slide 36

STRATEGIES

- *Teaching students to use special thoughts or actions to*
 - Assist learning tasks
 - Understand, remember, recall new information
 - Practice skills efficiently
 - Use higher order thinking
 - Scaffold instruction



Slide 37

PERSUASION ACROSS TIME AND SPACE

- Description of Curriculum Unit from Understanding Language website Stanford University

<http://ell.stanford.edu/teaching>



Slide 38

AN EXAMPLE OF A STRATEGY

- Strategy: Anticipation Guide
- Text: Persuasion Across Space and Time Curriculum Unit (Understanding Language Stanford University website)

<http://ell.stanford.edu/teaching>



Slide 39

AN EXAMPLE OF A STRATEGY

- Strategy: Clarifying Bookmark
- Text: Persuasion Across Space and Time Curriculum Unit (Understanding Language Stanford University website)

<http://ell.stanford.edu/teaching>



Slide 40

STRATEGIES AND SCAFFOLDING

- Strategy: 3W's
- Text: Text Complexity and the Common Core (Fillmore and Fillmore, Understanding Language website)



Slide 41

EXAMPLES OF STRATEGIES

- Strategy: Tree Map
- Text: Text Complexity and the Common Core (Fillmore and Fillmore, Understanding Language website)



Slide 42

LILY WONG-FILLMORE: ACQUIRING AND USING ACADEMIC LANGUAGE AND WORKING WITH COMPLEX TEXT.

- o Strategy: Observe-Talk-Write
- o Text: Video of Kindergarten Class (<http://www.commoncoreworks.org/videos>)

Slide 43



Slide 44

REFLECTION ON VIDEO

- o Strategy: Outcome Sentences
- o I learned...
- o I was surprised....
- o I'm beginning to wonder...
- o I rediscovered....
- o I feel.....

Let participants read slide 36, which provides a definition of the term “strategy”. Describe the Persuasion Across Time and Space curriculum unit (slide 37). Slides 38 and 39 provide examples of strategies that demonstrate rigor and relevance in instruction from the Persuasion unit (Anticipation Guide and the Clarifying Bookmark strategies).

Slides 40 and 41 introduce the 3W’s and Tree Map activities. In pairs, participants will read excerpts from Text Complexity and the Common Core article, using the 3W’s strategy, which was described previously. Workshop Leader will demonstrate how to create a Tree Map. Table groups will then create a Tree Map to unpack the ideas in the text. The Tree Map will be used to list the main ideas and supporting details in the text.

Ask participants to read slide 42. Tell them they will use Observe-Talk-Write to “read” the video of a class using the ideas presented in the previous reading.

Practice/Assess (5 min.)

Slide 43 is a reflection activity. Participants will reflect on the video using the prompts in the Outcome Sentences strategy. Show slide 44 to help participants reflect.

Best Practices for Trainers (slides 45-51)

Materials Needed: Chapter 8 from “Characteristics of a Trainer”

[http://www.unodc.org/documents/southasia/Trainingmanuals/Guide for Trainers - Precursor Control.pdf](http://www.unodc.org/documents/southasia/Trainingmanuals/Guide%20for%20Trainers%20-%20Precursor%20Control.pdf)

Introduce (10 min.)

Slide 45

SEI PROGRAM IMPLEMENTATION

- What are factors that need to be addressed?
 - Funding SEI
 - Creating buy-in
 - Demonstrating that it supports best practices
 - Supporting the training, implementation, evaluation, and refinement of SEI
 - Strong leadership—videos and classroom observations
 - “...build pockets of positiveness”
 - Relying on “key staff” to spread the message.
 - Support resources: e-newsletters, resource book of SEI lesson plans, Web sites
 - Learning communities and coaching

• Marino et al. 2008

Slide 46

CREATE AN ACTION PLAN

- Schedule training
 - Chose the best teachers for the training
 - Think about the long term
- Administrative support
 - Needed for success
 - Attend training sessions
 - Support with funding
 - Secure release time for coaching/ collaboration
 - Emphasize the importance and broad applications of SEI

Slide 47



BEST PRACTICES FOR TRAINERS

Slide 48

EFFECTIVE TURN KEY STRATEGIES

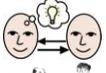
- Think about your favorite professor.
- Pair/share about what made him or her the best?
- SEI background knowledge is just a part of what is needed!

Slide 49

PUNCTUATE YOUR THOUGHTS

- Read through *Characteristics of a Trainer* independently.
- Mark sections of the text where you have questions (?), ah has (!), and things you'd like to remember (*).
- After reading the text, pair up and discuss how and why you punctuated the text.
- Share important findings with the group.






Explain that the focus will now shift to developing a professional development plan. Have participants read and discuss slides 45 and 46, which list factors that will facilitate the implementation of a plan, and also list some ideas for planning for effective professional development. Explain: “Even if all of these factors are in

place, SEI implementation will not be optimally implemented if trainers are not using best practices.” Ask participants to do Pair/Share activity (described on slide 48) and Punctuate Your Thoughts strategy (described on page 49). Have participants compare and contrast the characteristics of their favorite professor with the practices they highlighted in the Characteristics of a Trainer text. Have participants read slide 50 and relate it to the discussion.

Inform (20 min.)

Slide 50

STAND UP IF YOU...

- Have dealt with teachers who are not empathetic toward ELs
- Have seen teachers work at a pace that is too fast for ELs
- Have seen staff who failed to respect the experiences of ELs
- I may not have made these mistakes with ELs, but I certainly have in working with the teachers of ELs.



Practice/Assess (5 min.)

Slide 51

DEMONSTRATE YOUR POINT

- Every activity, strategy, or task we have asked you to participate in during this workshop was included because it demonstrates SEI embedded in a Sociocultural Approach.



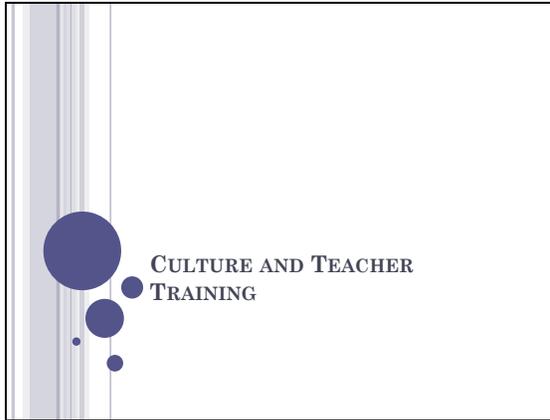
Have students read slide 51. Explain, “This is not only true with activities and strategies. How can the article we read apply to demonstrating you point to teachers?” (Answers will vary.)

Culture and Teacher Training (slides 52-58)

Materials Needed: "The Library Card" poem from *My Name is Jorge* (book), poster paper, and marker

Introduce (5 min.)

Slide 52



Slide 53

CULTURAL AWARENESS

- o Teach those you are training about the cultural background of students.
- o Be aware of the cultural background of the teachers you are working with!
 - What are their attitudes toward ethnic groups that are in the school?
 - How do they perceive the cultural practices of these groups?
 - How do they perceive the culture shock and stages of language acquisition that their students are going through?

Let participants view slides 52-53 as you read them out loud and allow time for responses.

Inform (15 min.)

Slide 54

culture shock: a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation

Slide 55

EMPATHY

- o Culture shock can go both ways.
- o Working with ELs can make the difficult task of teaching seem insurmountable.

Slide 56

PATIENCE

- o Show the same patience towards teachers that you are working with as you would towards students.
- o Many of them have only ever seen the tip of the iceberg.

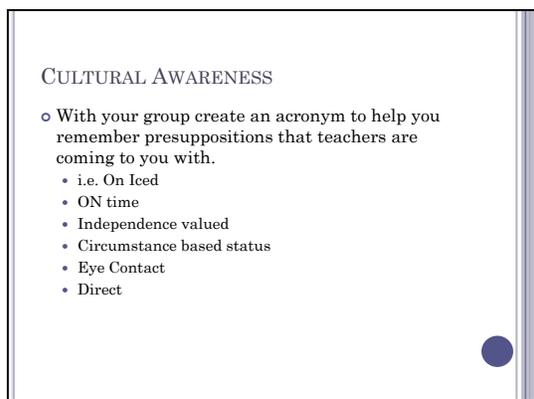
Slide 57

Stories
Articles
Texts
Videos
Etc.

Read through slide 54. Explain that culture shock goes two ways. According to this dictionary definition, teachers can also experience culture shock. Explain that without the proper tools (SEI) teachers will not see success with ELs. “Someone doing demolition inside a house with a sledge hammer is effective until he/she comes upon stone outside. Then he/she needs a jackhammer. The same goes with teachers. They can be effective with certain tools with native English speakers, but when they start teacher ELs they need to be given a new set of tools to work with (both cultural and instructional).” Read slide 56 and then explain slide 57 by saying, “You need to use stories, articles, texts and videos to bring to light the cultural/emotional paradigms of their students.” Read “The Library Card” from *My Name is Jorge* to give a sample of a text that participants could use to help their teachers work through their culture shock and better understand their students.

Practice/Assess (15 min.)

Slide 58



CULTURAL AWARENESS

- With your group create an acronym to help you remember presuppositions that teachers are coming to you with.
 - i.e. On Iced
 - ON time
 - Independence valued
 - Circumstance based status
 - Eye Contact
 - Direct

To end the day, have groups create acronyms for the teacher populations they will be working with to help them think about the assumptions teachers have as they help those teachers deal with their culture shock. Have participants write down their responses on poster paper and present to the group.



Sheltered English Instruction Training of Trainers

SEI Day One Strategy Descriptions

These are short descriptions of the strategies used in the workshops. Wherever possible, at least one reference for each strategy was included so that participants can get more information.

BAGGAGE CLAIM

Baggage Claim is a community building activity. Have students write 2 to 5 things about themselves. Play music and have them move around. When the music stops, have students pair up. They must introduce themselves to their partners by telling them their “baggage”. When the music begins again, have students exchange their “baggage” (things about themselves written on their papers). When the music starts, have students pair up with new partners, and introduce the person whose baggage they have.

ANTICIPATION GUIDE

An Anticipation Guide is a strategy that is used to activate students' prior knowledge and build curiosity about a new topic. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the text. This strategy stimulates students' interest in a topic and sets a purpose for reading. It also engages all students in the exploration of new information by challenging them to think critically about a topic. Anticipation guides should be revisited after reading to evaluate how well students understood the material and to correct any misconceptions.

Source: <http://www.adlit.org/strategies/19712/>

METACOGNITION (Thinking about our Thinking)

This strategy allows students to track their learning as well as activate prior knowledge about a specific topic. Have students write “Metacognition” at the top of a page. Explain what it means.

Skip a line and write, “I know that I know something about....”

Skip a line and write, “First,”

Skip a line and write, “In addition,”

Skip a line and write, “Finally”.

Skip a line and write, “Now you know something that I know about....”

This is a writing strategy which provides a structure for students to organize their thinking about a topic, as well as to think about their thinking.

Source: Rothstein, Rothstein, and Lauber, 2007

TAXONOMY

A Taxonomy is an alphabetical lists of terms related to a topic or subject. This strategy helps students expand vocabulary and develop precise terminology. Taxonomies can be filled out in a large group, small group, with a partner, or individually. Sharing with others is how the vocabulary is developed and enhanced.

Source: Rothstein, Rothstein, and Lauber, 2007

COMPOSING WITH KEY WORDS

This is a writing and language development strategy. Students select three words from a Taxonomy. They compose one sentence using all three words. The words can be changed (suffixes/ prefixes) as needed. When you have completed your sentence you read it to your group. It is read in this way: My three words from our Taxonomy of _____ are __, __, __ This is my sentence _____.”

Source: Rothstein, Rothstein, and Lauber, 2007

SCRAMBLED WORDS

This strategy is highly engaging and develops language and cognitive skills. In order to un-scramble the sentence correctly, students need to think about what sounds right (syntax) and makes sense (meaning). It provides opportunities for students to explore and master sentence patterns.

Print the individual words from a sentence on small cards. Put the scrambled words in an envelope. Give each group a scrambled sentence and ask them to put the sentence together in a sentence that makes sense. Ask students to read their sentence to the whole class to double check.

Source: Nessel and Graham, 2007

3Ws: WHAT I READ...WHAT'S IN MY HEAD...WHAT MY NEIGHBOR SAID

Divide the texts into various sections. Have students read the first part of the text individually and silently, and take notes of ideas that resonated or generated questions in the “What I read” column for 2 minutes. Have students form partnerships. Students share their notes with their partner for 2 minutes. Students note connections to what their partner said in the “What My Neighbor Said” column. Students write new ideas generated in their discussion in the “What’s in my Head” column. The process is repeated until the entire text has been read.

OUTCOME SENTENCES

This activity is a reflection activity designed to help students distill personal understandings from classroom experiences. After a teacher has had students engage in a learning activity, the students are asked to write reflective sentences using sentence starters, such as:

I learned...

I was surprised...

I'm beginning to wonder...

I rediscovered...

I feel...

Source: Harmin Merrill, 2006

THINK PAIR SHARE

Pair students off. Ask a question or present a problem to the students. Give them time to think on their own about possible answers for a specific amount of time. Students discuss their answers with either their face or shoulder partners. Call on students to share with the class the answer they have developed with their partners.

Source: Kagan, 1994

CONCENTRIC CIRCLES (also called Inside/Outside Circle)

This strategy allows for risk-free fluency practice. Interactions can be structured to focus on specific speaking skills. Students practice both speaking and active listening. Students stand (or sit) in concentric circles facing each other. Students in the outside circle respond to the teacher's question. Those in the inside circle listen. Then have students reverse their roles. Students in the inside circle get an opportunity to respond to the same question. On a signal, students rotate to create new partnerships. The teacher could ask a new question or ask students to respond to previous question.

Source: Kagan, 1994

LIST GROUP LABEL

This strategy allows students to practice and develop vocabulary critical thinking. The act of categorizing supplies a structure for students to begin learning meanings of unfamiliar words or deepening their understandings of words with which they were already familiar. It also develops higher level thinking.

Students brainstorm words they believe to be related to a topic of study, organize them into categories, and label the categories. A variation of List Group Label is to provide students with the words they will encounter in a reading assignment (they can be written/typed on individual cards or small strips of paper, and kids can sort). The words can be rewritten under various labels, offering additional opportunities for vocabulary review.

Source: Taba, 1967 and Vacca & Vacca, 2004

OBSERVE TALK WRITE

Have students establish partnerships and decide who is A and who is B. Students watch a short segment of a video. One partner engages in sustained talking about the video clip to the other partner for 60 to 120 seconds, while the other partner listens. This process is repeated so that the other member of the pair talks for 60 to 120 seconds, while the first partner listens. After both partners share, each person writes a summary of what they observed and understood as they watched the video. Engage the group in a discussion.

Source: Nessel and Graham, 2007

PUNCTUATE YOUR THOUGHTS

Ask students to read a text independently. Have students mark sections of the text which they have questions about with a question mark. Have them mark sections of the text where they had “aha” moments with an exclamation point, and have them mark the text with an asterisk in the parts they want to remember. Have the students form partnerships and share how and why they “punctuated the text”. Lead a large group discussion about their important findings.

DAY TWO

Day Two Goals:

- **Build community**
- **Discuss NSDC Professional Learning Standards and NJ Professional Learning Standards**
- **Define professional development**
- **Define sociocultural approach to teaching and learning**
- **Discuss current research related to language development**
- **Discuss implications of research to implementation of CCSS**
- **Present a process for SEI implementation**
- **Present ideas for teacher professional development**
- **Build a community of practice to support networking by creating working groups based on similarities to respond to questions that will support development of the professional development plan**
- **Introduction of PD plan checklist/description**

Sections:

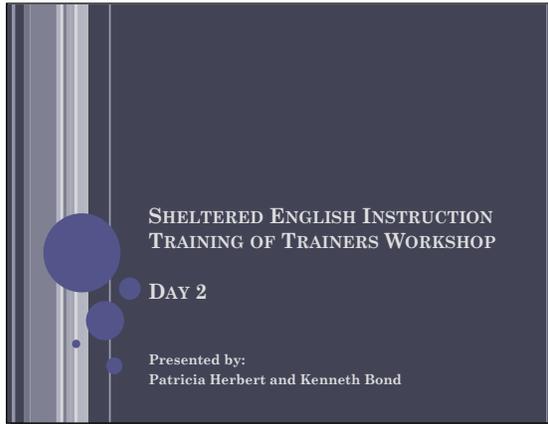
- **NJ Professional Learning Standards** (slides 1-7)
- **Sociocultural Approach** (slides 8-10)
- **Common Core Learning Standards and ELs** (slides 11-12)
- **District SEI Implementation** (slides 13-25)
- **Practice Makes Perfect** (slides 26-33)
- **Group Activity** (slides 34-49)

NJ Professional Learning Standards (slides 1-7)

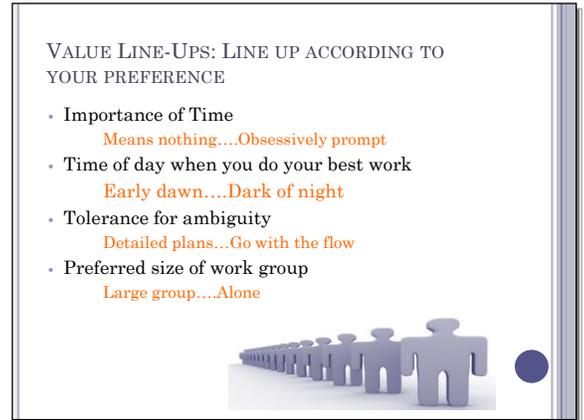
Materials: NJ Professional Learning Standards sheet and explanation/examples (cut up and in envelopes)

Introduce (10 min.)

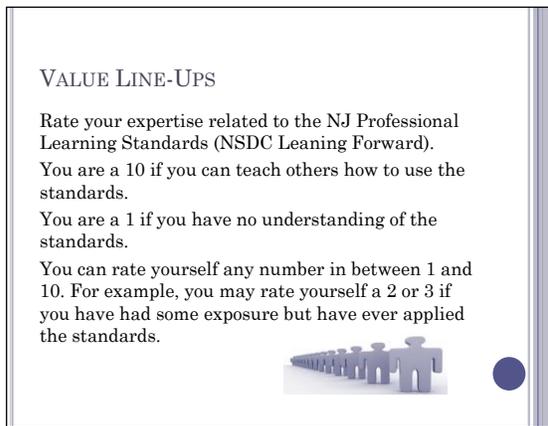
Slide 1



Slide 2



Slide 3



Slide 4



Slide 2 describes the Value Line-Up activity. Say: “We are using the Value Line-Ups activity to build community and get you out of your seats. First decide your orientation with regard to the importance of time. Does it mean nothing to you? Or are you obsessively prompt? If it means nothing to you, you can value yourself as a 1. If you are obsessively prompt, you can give yourself the value of 10. Make a line from 1 to 10 letting us know your preference.” Explain the other preference values and have participants go through the same process.

Have participants look at slide 3 and explain: “This is another form of Value Line-Up. We are going to talk about the New Jersey Professional Learning Standards, which are based on the National Staff Development Council Standards (now known as Learning Forward). These need to be taken into account in developing a professional development plan. Teachers should be continually challenged to deepen their understanding of educational theory and open themselves to additional forms of effective practices. The Professional Learning

Standards will support this process. We want to know how familiar you are with these standards. If you can teach about these standards, give yourself the value of 10. If you do not know much about the standards, give yourself a value of 1. You can also give yourself a value in between 10 and 1. For example, if you have attended a workshop on the standards, you might consider yourself a 2 or 3.”

Inform (10 min.)

Slide 5

NJ PROFESSIONAL LEARNING STANDARDS
BASED ON NATIONAL STAFF DEVELOPMENT
COUNCIL STANDARDS FOR PROFESSIONAL
DEVELOPMENT

In groups of 4, match the standards (on the sheet) to the Explanation/Examples.



Slide 6

“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



Have participants look at slide 4 and explain that both the NJ Professional Learning Standards and the CCSS should be considered in developing professional development. The Professional Learning Standards are research-based and provide support for implementation of professional learning for long term change. The CCSS initiative requires all schools, districts, and school systems to keep the standards in mind in planning for professional development. Have participants look at slide 5. Say; “At your tables, there are envelopes with materials for an activity related to the NJ Professional Learning Standards. In groups of 4, match the standards (on the sheet) to the cut up statements related to Explanations/Examples. Read quote on slide 6 and make connections to NJ Professional Learning Standards. Lead a group discussion on this activity.

Practice/Assessment (10 min.)

Slide 7

WHAT IS PROFESSIONAL DEVELOPMENT?

Professional development is the **process** of improving staff skills and competencies needed to produce increased educational achievement for students by **creating a new classroom culture**.




Have participants discuss the definition of Professional Learning on slide 7. Ask participants: “What connections can you make between this statement and the standards you have just read. Why should they be reflected in your professional development plan?”

Materials for “NJ Professional Learning Standards”

Match the Standard to the Explanation/Examples

Directions for Workshop Leaders: Cut out the Explanation/Examples. Have participants get into groups of four. Give each group the Professional Learning Standards handout, and the Explanation/Examples boxes. Have participants discuss the Standards and decide which Explanation/Examples go with each Standard.

Match the Standard to the Explanation/Examples Activity

PROFESSIONAL LEARNING STANDARDS:

Professional learning that increases educator effectiveness and improves results for all students...

1. Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
3. Requires prioritizing, monitoring, and coordinating resources for educator learning
4. Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
5. Integrates theories, research, and models of human learning to achieve its intended outcomes
6. Applies research on change and sustains support for implementation of professional learning for long-term change
7. Aligns its outcomes with educator performance and student curriculum standards

Match the Standard to the Explanation/Examples Activity

Directions: Cut out the Explanation/Examples on these 2 pages. Divide participants into groups of 4 or 5. Have participants match Explanation/Examples to the Standards on the previous page.

Administrators and teacher leaders play a critical role in overseeing and facilitating professional learning opportunities and establishing structures that support continuous improvement.

Professional learning must address curriculum and professional standards to improve student learning. This standard also clearly ties the outcomes of professional development with the outcomes of educator performance.

Professional learning opportunities should be designed to fit the needs of the learners and the goals of the learning. Some popular learning designs include: online tutorials, peer coaching, lesson study, peer observation, mentoring, action research, and team-based inquiry into practice and student work.

Data must be used to define and plan individual, team, school, and system goals. Frequent collection and use of data about professional learning allows leaders to adjust opportunities as necessary. For example, a group of third grade teachers could use a PLC to review student assessment data from a common teacher-created benchmark assessment to identify trends to inform instruction.

Professional learning is intended to improve educator practice and increase student learning over time. This requires ongoing support by district and school leadership to embed learning into educator practice. Leaders should provide a variety of supports and resources for individuals, teams, and schools to support continuous improvement

Learning communities are groups of educators who employ collaborative learning to strengthen their practice and improve student results. For example, teachers in a high school math department might work together in a professional learning community (PLC) to align their existing math curriculum to the CCCS.

Effective professional learning requires human, fiscal, material, technology, and time resources. Actively and accurately tracking the use of these resources will allow district leaders to make better decisions about ongoing improvements.

Sociocultural Approach (slides 8-10)

Materials: Chart paper, markers, pages 14-17 from: Gibbons, P. (2009). English Learners, academic literacy, and thinking: Learning in the challenge zone. Portsmouth, N.H.: Heinemann, Chapter 1, pp. 14-17.

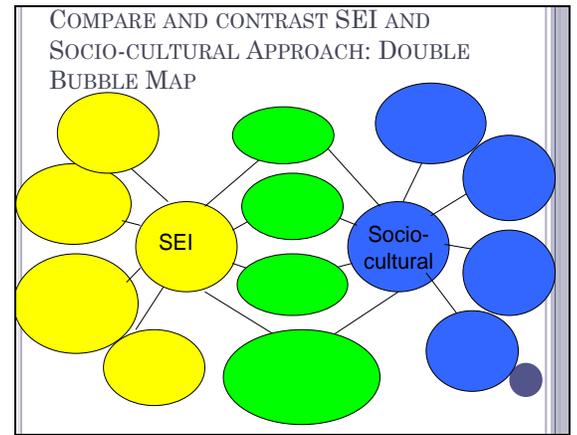
Introduce (15 min.)

Slide 8

THE SOCIOCULTURAL APPROACH TO TEACHING AND LEARNING

- o Strategy: Progressive Brainstorm
- o Strategy: The Last Word
- o Text: excerpts from Gibbons (2006) pg. 20 and 21

Slide 9



Have participants look at slide 8. Ask them to break up into groups of 5 to do the Progressive Brainstorm activity. At each table, place a piece of chart paper with the term “sociocultural approach” written in the center. Each group will work at a table with one piece of chart paper. Each group will have a different color marker. They will brainstorm what they know about this topic and write their ideas on the paper. After a few minutes, each group will be moved to another table, where they will read the responses of the previous group, and discuss and add more. The groups will rotate until all groups have added to each chart. When groups have moved back to their original table and chart, ask them to discuss the information on the chart and share out their ideas to the large group. Discuss the sociocultural approach in large group. (If needed, the Workshop Leader can read the Introduction for the main points that will be discussed related to the sociocultural approach. The materials from the Understanding Language website at Stanford University are consonant with this approach.)

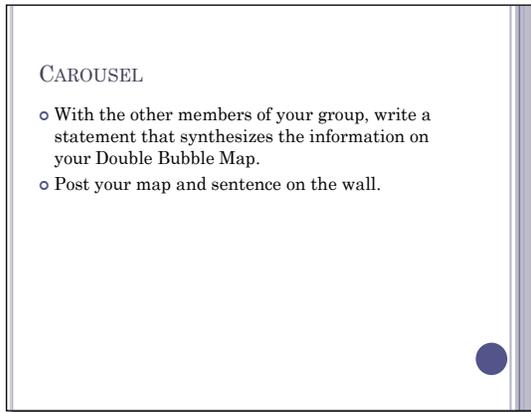
Inform (45 min.)

Slide 8 also introduces the next strategy: The Last Word. Have participants work with the same group of five they worked with in the previous activity. Assign each person a number from 1 to 5. Have participants read the text. Next have each person select and underline one sentence that has meaning for them. Participant 1 begins by reading her/his sentence. Participant 2 shares his/her ideas about participant 1’s sentence for one minute without any interruption from the group members. Participant 3 then shares her/his ideas about Participant 1’s sentence. Next, participant 4 also shares his or her ideas about participant 1’s sentence. Finally

Participant 1 has the “last word” on her/his sentence, incorporating others’ ideas and her/his original ideas about the sentence. This cycle is repeated until each participant has an opportunity to have the “last word.”

Practice/Assess (15 min.)

Slide 10



Have participants view slide 9. Explain the Double Bubble Map. Have the four people working together in the previous activity create a Double Bubble map, comparing and contrasting SEI and the sociocultural approach. Have participants post the maps on the wall, give a few minutes for participants to walk around the room and look at each other’s charts, noting commonalities, or interesting ideas. Share out.

Slide 10 continues with directions for a Carousel. Ask participants to write a statement that synthesizes the information on their Double Bubble. Post Double Bubble Charts around the room, participants walk around the room looking at each other’s charts, noting commonalities, or interesting ideas and then share out.

Common Core Learning Standards and ELs (slides 11-12)

Materials: Pages 6 and 7 from “Language and the Common Core Standards”

<http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf>, Pages 3-8 from “Realizing opportunities...” http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf

Introduce (15 min.)

Slide 11

COMMON CORE STATE STANDARDS AND
ELs

- Strategy: Dictogloss
- Excerpts from “Language and the Common Core State Standards” (van Lier and Walqui on the Stanford University Understanding Language website)



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

The next slide presents activities that will provide information about the CCSS and ELs. Slide 11 introduces the Dictogloss strategy. Read the text for the Dictogloss to the participants at a speed a little bit slower than native speakers read, and ask them to listen for understanding and meaning. Read the text again at native speaker speed and ask participants to take notes individually. Remind participants that the purpose is to note the main ideas, not every word exactly as it appears in the text, so do not read too slowly. Ask participants to work in pairs and then fours to compare notes and write a shared version of the text, editing for accurate punctuation, spelling and inclusion of the main ideas. Finally, ask participants to compare their reconstructions with other groups and with the original. Discuss the differences.

Inform (20 min.)

Remind participants about how to use the 3W's strategy (slide 12) which is described in Day One.

Practice/Assess (20 min.)

Slide 12

COMMON CORE STATE STANDARDS AND
ELs

- Strategy: 3Ws and Tree Map
- Text: excerpts from “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards”



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Slide 12 also introduces the Tree Map. After reading the text using the Read Talk Write strategy, have participants create a Tree Map in groups. Tree maps will be posted around the room and participants will

share out. Ask participants to walk around and look at each other’s tree maps. The Tree Map is a Thinking Map which helps students understand and use the cognitive process of categorization. It is also used to help students unpack the ideas in a text, and remember them.

District SEI Implementation (slides 13-25)

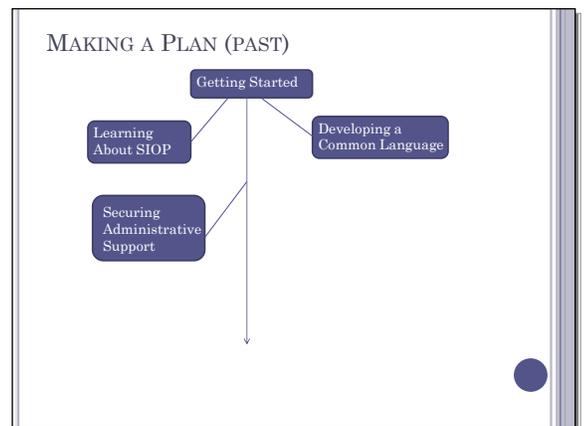
Materials Needed: “Then and Now” graphic organizer

Introduce (10 min.)

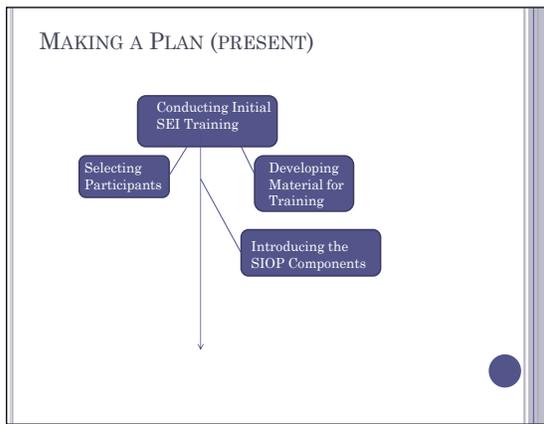
Slide 13



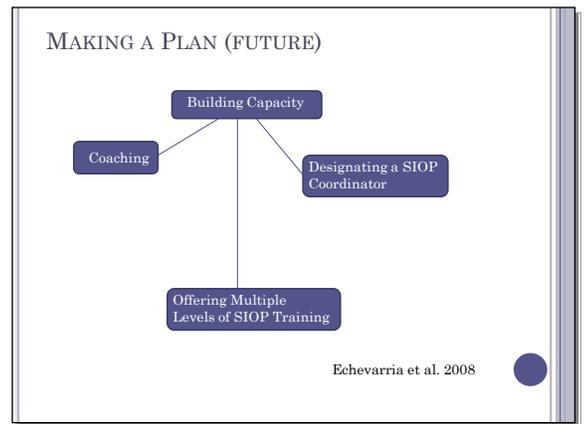
Slide 14



Slide 15



Slide 16



Slide 17

WHO WOULD YOU WANT TO INVOLVE IN A NEW WORK OUT INITIATIVE?

Cookie Monster Jillian Michaels




Slide 18

- o Cookie Monster might need it more, but he will not be very effective at modeling and spreading the new initiative to others.



Have participants view the graphic organizers on slides 13-16, which refer to making a plan in the past, in the present, and in the future. Refer to the present part of the plan to discuss slides 17-18.

Inform (15 min.)

Slide 19

CHOOSING PARTICIPANTS

- o Choose teachers who are
 - Team players
 - Respected by their peers
 - Predisposed to being group leaders
 - Will be working with ELLs
 - Able to discuss needs openly



Echevarria et al. 2008

Slide 20

DEVELOPING DISTRICT SPECIFIC MATERIALS

- o Choose the order of components strategically
 - Start with a familiar component that is perceived to be a big need by teachers
 - Plan for long term implementation
 - o 4 components per year
- o Create materials that add to buy in
 - Less is more
 - SEL/SIOP bookmarks
 - Grade-level resource binders
 - Sharing of professional resources

Echevarria et al. 2008

Slide 21

DEVELOPING DISTRICT SPECIFIC MATERIALS

- o What are the “hot topics” of your district?
 - Special Education/ ELLs
 - SIFEs
 - Assessment modifications

Slide 22

SCHEDULING

- o Schedule out follow up sessions before the initial session is taught
- o Get on the PD calendar
- o Figure out what times/places works best for your local context

Slide 23

RESOURCES

- Organize resources into grade level binders
 - Explicitly show teachers how to use each section
 - Make it a work in progress so that teachers can add to materials
 - Include information that is applicable to the school and grade level of everyone involved.

Slide 24

RESOURCES

- Organization of sample sections
 - Training PPT slides and notes
 - SEI articles
 - Other articles
 - Graphic organizers
 - Can-Do Descriptors/ ACCESS scores
 - Examples of modified assessments
 - District policies (grading, etc.)
 - Entrance/exit sheets
 - Other resources (websites/books/cultural resources)

Read through slide 19 and note that if SEI implementation has already begun in a district, it may be beneficial to now target less experienced teachers. Read through slides 20-24 and elaborate when necessary. Ask for additional comments from attendees.

Practice/Assess (10 min.)

Slide 25

DISTRICT SEI IMPLEMENTATION

- Think about what you need to take from this section to successfully implement SEI instruction in your district.
- Next...
- Pretend that you are 2 years into the future.
- Fill out a “Then and Now” graphic organizer with information about where your program was “Then” (today) and where it is “Now” (2015).

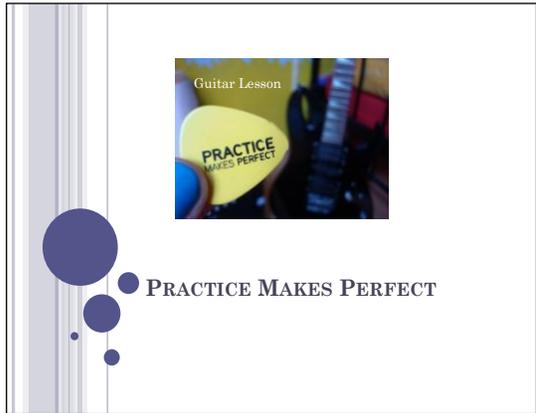
Conduct the “Then and Now” graphic organizer activity on slide 25.

Practice Makes Perfect (slides 26-33)

Materials Needed: “Roots” pinwheel, scissors, brass fasteners, and colored pencils/markers

Introduce (5 min.)

Slide 26



Show slide 26 and explain the importance of letting teachers practice what you are teaching them by saying, “When you go to a guitar lesson, you are not just told what to do, you are also allowed to practice playing. You need to do the same thing for teacher. It is important to let them practice writing lessons, teaching mini-lessons, and other applicable skills that are taught.”

Inform (40 min.)

Slide 27

PRACTICE FOR TEACHERS

- Have teachers bring the curriculum/text that they are using and have them...
 - Select 4 upcoming lessons
 - Plan out the lessons using SEI

Slide 28

ACTIVITY – THINGS TO LOOK FOR

- Explain/ Model/ Practice
- Practice relates to actual students
- Integrates data into the component

Slide 29

TREE OF (YOUR) LIFE ACTIVITY

- o [CCSS.ELA-Literacy.W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- o Directions are differentiated for grades 3-5 according to the WIDA Can-do Descriptors.

Slide 30

WIDA
CAN DO Descriptors

Grade Level Cluster 3-5
Writing

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Writing	<ul style="list-style-type: none"> Label objects, pictures or diagrams from word/phrases banks Communicate ideas by drawing Copy words, phrases and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrases bank/wall Fill in graphic organizers, charts and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	Level 6- Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary usage, and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Slide 31

TREE OF LIFE ACTIVITY

- o Group 1:
 - o Write one complete sentence about your past for each picture space.
 - o Then, write a paragraph with a topic sentence about all of your experiences on the wheel.
- o Group 2:
 - o Write one complete sentence about your past for each picture space.
 - o Answer the questions when, where, who, what, and how about your life on a separate piece of paper.
- o Group 3:
 - o Use this sentence for each picture space. I was (Feeling word) . Use your textbook if you need extra help with feeling words.

Slide 32

DIFFERENCE

- o You can't have the same expectations for every ELL.
- o Some students have the same composite score, but are completely different in their domain levels.

Let students view slides 27-32 and complete the activity using the “Roots” pinwheel. Have groups of 3 split the roles up between themselves. At the end of the activity make the point that although the tasks had different linguistic demands, the content that each group wrote about was similar. This is a sample of what Group 2 might look like.



Practice/Assess (15 min.)

Slide 33

USING THE CAN-DO DESCRIPTORS

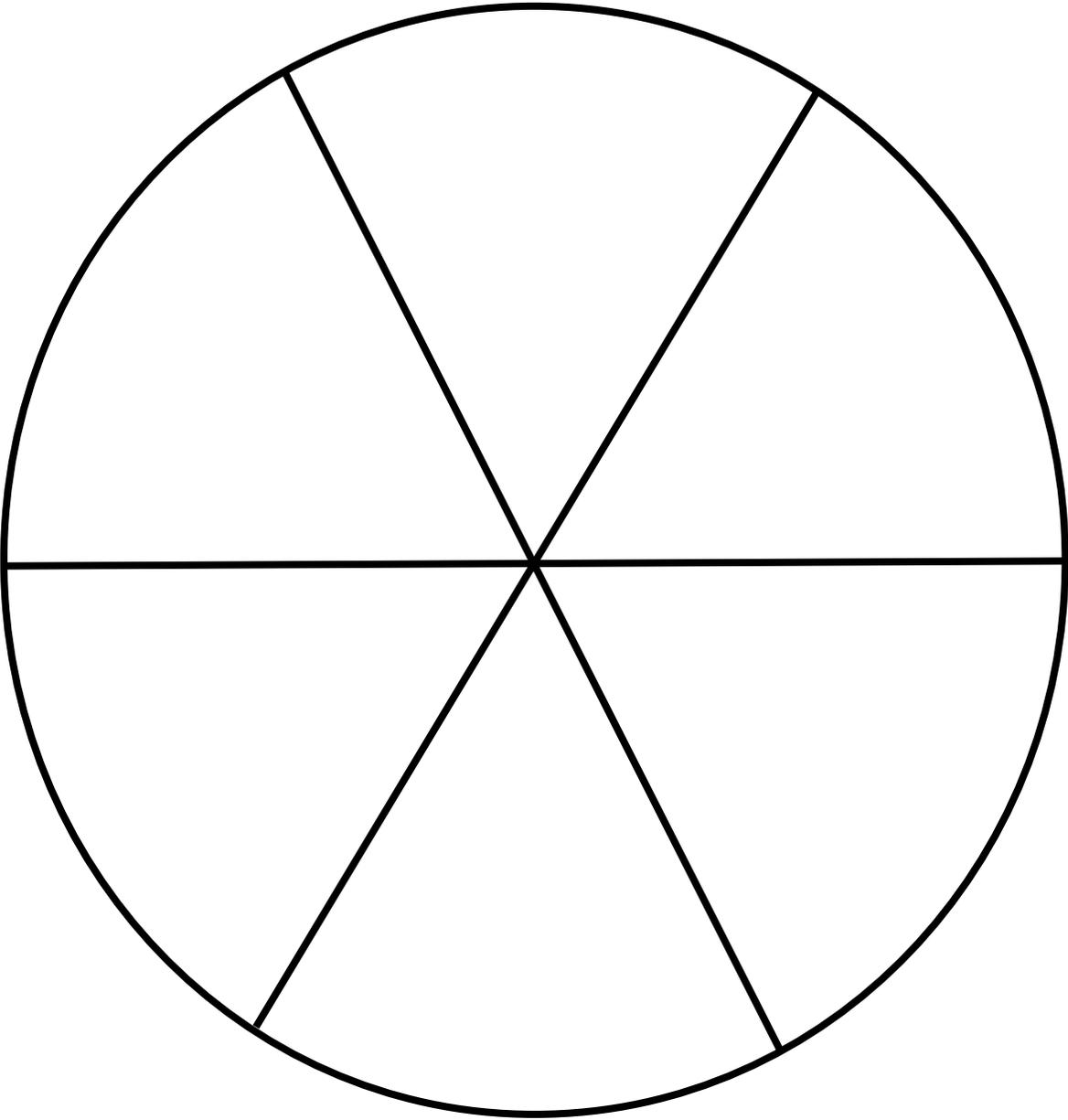
- Look at the student's score.
- Read their level appropriate can-dos, and write down activities that would be appropriate for the student in each domain.
- Now work through your four lessons and make accommodations/ modifications based on the can-do descriptors.



Have students follow the directions on page 33. Give them can-do descriptors and some sample ACCESS score reports. Have them think up ideas for what their teachers might do to accommodate their lessons for these students.

Materials Needed for "Practice Makes Perfect"
Roots Pinwheel



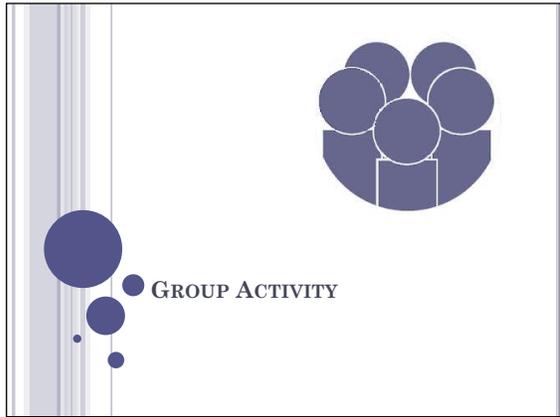


Group Activity (slides 34-49)

Materials Needed: District size signs, Sheltered English Instruction Professional Development Plan, and rubric

Introduce (5 min.)

Slide 34



While showing slide 34, explain to participants that they will be working in district groups that are determined by area and size. This will enable participants to give appropriate feedback to each other based on similar district factors. Place signs on tables that split districts up by large, medium, and low density of ELs (more categories can be added if necessary).

Inform (25 min.)

Slide 35

DISCUSSION ACTIVITY

- Group together with other districts by area and size.
 - Choose a trainer to present a model training lesson during the next session (30 min.).
 - Discuss “Key Questions”

Slide 36

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.

Slide 37

PLANNING EFFECTIVE SIOP PROFESSIONAL DEVELOPMENT

- o **Why?** Analyze **data**
- o **What for?** **Vision and goals**
- o **Who?** **Who needs to participate**
- o **How?** Design based on **effective professional development**. Find, mobilize, and allocate **resources**
- o **When?** Sustain over a **long period of time**
- o **Where?** Workshops, school-based coaching, classroom modeling, etc.
- o **What happened?** Evaluate **professional development** outcomes

Slide 38

PROFESSIONAL DEVELOPMENT PLAN

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

Slide 39

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)	
Theoretical Focus (research driven)	
Professional Development Focus (Based on the NSDC Standards for Staff Development)	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Slide 40

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.

Slide 41

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)	
Theoretical Focus (research driven)	
Professional Development Focus (Based on the NSDC Standards for Staff Development)	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Slide 42

Theoretical Focus There is a research-driven, theoretical focus that is manageable for the length of training and addresses district-level needs.

Slide 43

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)	
Theoretical Focus (research driven)	
Professional Development Focus (Based on the NSDC Standards for Staff Development)	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Slide 44

Standards

Priority NJ Standards for Professional Learning are considered and recorded. District personnel and structure are taken into consideration.

Slide 45

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)	
Theoretical Focus (research driven)	
Professional Development Focus (Based on the NSDC Standards for Staff Development)	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Slide 46

Strategies/ Resources

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

Slide 47

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)	
Theoretical Focus (research driven)	
Professional Development Focus (Based on the NSDC Standards for Staff Development)	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Slide 48

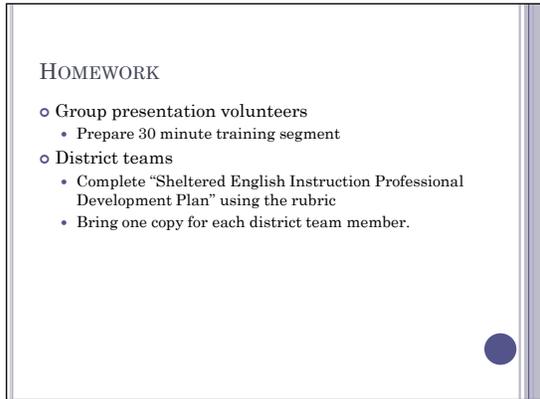
Integration

Connections are explicitly made between ongoing district initiatives and SEI.

Explain the discussion question and task of picking a participant to present. Have participants play rock-paper-shoot if more than one person wants to present to their group on day 3. Keep participants on task by asking them what sections they have finished (slides 35-37). After the conversations wind down, explain indicators found on slides 38-48 that are necessary for participants to successfully complete their plan. Note that their plans will be evaluated by their peers in a constructive peer session (not by the workshop leaders).

Practice/Assess (5 min.)

Slide 49

A presentation slide titled "HOMEWORK" with a list of tasks. The slide has a white background with a thin black border and a blue circle in the bottom right corner.

HOMEWORK

- Group presentation volunteers
 - Prepare 30 minute training segment
- District teams
 - Complete “Sheltered English Instruction Professional Development Plan” using the rubric
 - Bring one copy for each district team member.

Explain the expectations set forward in slide 49 and that their work will be assessed by other participants on Day 3.

Materials needed for “Group Activity”

Sheltered English Instruction Professional Development Plan

Rubric

Authors: EAC Region II and NJDOE

District Name: _____

CATEGORY	4 ↓	3 ↓	2 ↓	1 ↓
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.			There is not a list of schools and grade levels that staff will be recruited from or anticipated number of teachers-per-school.
Theoretical Focus	There is a research-driven, theoretical focus that is manageable for the length of training and addresses district-level needs.	There is a theoretical focus that is manageable for the length of training and addresses district-level needs.	There is a theoretical focus that is manageable for the length of training OR addresses district level needs.	There is a theoretical focus that is not manageable for length of training and does not addresses district level needs.
Standards	Priority NJ Standards for Professional Learning are considered and recorded. District personnel and structure are taken into consideration.	Priority NJ Standards for Professional Learning are considered and recorded.		NJ Standards for Professional Learning are listed.
Strategies/ Resources	Strategies are varied, innovative, and appropriate to the setting (content area/grade level). They reflect the theoretical focus of the training.	Strategies are varied, innovative. They reflect the theoretical focus of the training.	Strategies are varied. They reflect the theoretical focus of the training.	Strategies are not used and/or they do not reflect the theoretical focus of the training.
Integration	Connections are explicitly made between documents from district initiatives and SEI.	Connections are explicitly made between concepts from district initiatives and SEI.	Referential connections are made between district initiatives and SEI.	No connections are made between district initiatives and SEI.

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)

Theoretical Focus (research driven)

Professional Development Focus (Based on Standards for Professional Learning)

Strategies and Resources from ToT Training to be Used

Integration of Other District Initiatives



SEI DAY TWO STRATEGIES

These are short descriptions of the strategies used in the workshops. Wherever possible, at least one reference for each strategy was included so that participants can get more information.

VALUE LINEUPS

A value lineup is a strategy to foster peer discourse based on individual opinions on content topics. Teacher poses a question or asks students to evaluate a statement. Students line up across the room according to their response based on their degree of agreement or disagreement. The class discusses the statement and their orientation related to the question or statement. Once the lineup is formed, the teacher identifies the center point and folds the line so that the most strongly agreed and the most strongly disagreed are face to face. They then discuss their rationale for their response.

Source: Kagan, 1994

PROGRESSIVE BRAINSTORM

Students are divided into groups of four or five. Give each group a piece of large chart paper and a different color marker. Give the students three minutes to write everything they know about a topic. When the three minutes have passed, have each group rotate to a different chart paper, until each group has a chance to write on each chart paper. Have students read, discuss, and share out their original ideas and the ideas of other groups. This activity activates prior knowledge.

Source: Gibbons, 2009

THE LAST WORD

This discussion strategy requires all students to participate as active speakers and listeners. It supports shy students to share their ideas and provides listening practice for students who speak frequently. Using this protocol, members of a group can explore a text, clarify their thinking, and have their assumptions and beliefs questioned by other students in order to gain a deeper understanding of the text. Organize groups of four or five students in a circle, and identify a facilitator/time-keeper. Students read the text. Each student underlines a “most” significant idea or sentence from the text. One member of the group shares his or her significant sentence but does not elaborate on it. The other participants each have one minute to respond, by agreeing or disagreeing, asking questions, contributing details, or giving an example. Once everyone has responded, the first person who shared has “the last word” by responding and summarizing what she or he has heard and learned. The presenter listens and may then change his or her perspective, add to, or stand firm with their ideas. This process is repeated until all students have shared and had ‘the last word’.

Sources: National School Reform Faculty, <http://www.nsrffharmony.org>
Gibbons, 2009

DICTOGLOSS

The purpose of Dictogloss is to improve students' knowledge of text structure and grammar within an authentic context. Select a text that is short and cohesive, and appropriate for the language development level of the students.

Read the text to students at a speed a little bit slower than native speakers read, and ask students to listen for understanding and meaning. Read the text again at native speaker speed and ask students to take notes individually. Remind students that the purpose is to note the main ideas, not every word exactly as it appears in the text, so do not read too slowly. Ask the students to work in pairs and then fours to compare notes and write a shared version of the text, editing for accurate punctuation, spelling and inclusion of the main ideas. Ask the students to compare their reconstructions with other groups and with the original. Discuss the differences.

Source: Gibbons, 2009.

Wajnryb (1990)

DOUBLE BUBBLE MAP

The Double Bubble Map is one of the eight Thinking Maps ©. It is used to develop students' ability to compare and contrast. Questions teachers might ask are: How are these things, ideas, etc. similar and different? How are they alike? What are the corresponding qualities to compare and contrast? Are they more alike or different?

What are the most important qualities that are similar and different? This Thinking Map can be used for vocabulary development and enrichment. Students individually, in partners, groups, or as a whole class record the similarities in bubbles located between the two things being compared. Connect each similarity with a line to each thing being compared. Use color coding (3 colors) to help distinguish between similarities and differences. On the outside of each thing being compared/contrasted, record the things that are different. One line should connect the word to the thing it represents.

Source: Hyerle, 2011

TREE MAP

The Tree Map © is one of eight Thinking Maps that uses the higher level thinking skill of classification. It answers the questions: How can I group or categorize these things? What other things belong in this category? Does a thing or idea fit into more than one category? What are the ways to classify these things? Choose a concept that can be broken down into different groups. The concept goes in the first box, the next set of sub-groups go in the next set of boxes and if the sub-groups can be broken down into smaller sub-groups – those ideas would go in the next set of boxes.

The Tree Map can also be used to help students understand and retain the content in a text.

Source: Hyerle, 2011

OUTCOME SENTENCES

This activity is a reflection activity designed to help students distill personal learning from classroom experiences. After a teacher has had students engage in a learning activity, the students are asked to write reflective sentences using sentence starters, such as:

I learned...

I was surprised...

I'm beginning to wonder...

I rediscovered...

I feel...

Source: Harmin, 2006

OBSERVE TALK WRITE

Have students establish partnerships and decide who is A and who is B. Students watch a short segment of a video. One partner engages in sustained talking about the video clip to the other partner for 60 to 120 seconds, while the other partner listens. This process is repeated so that the other member of the pair talks for 60 to 120 seconds, while the first partner listens. After both partners share, each person writes a summary of what they observed and understood as they watched the video. Engage the group in a discussion of the important ideas in the video. This is similar to Read, Talk, Write, and shows how this strategy can be adapted to other texts, such as pictures, political cartoons, plays etc.

Source: Nessel and Graham (2007)

DAY THREE

Day Three Goals:

- Present avenues that participants can take to justify continued support for SEI
- Provide practice for participants in the areas of presenting SEI training and coaching
- Provide space for participants to evaluate the professional development plans of other participants
- Build upon previous coaching experience with protocols
- Create networking opportunities, for ongoing support for participants

Sections:

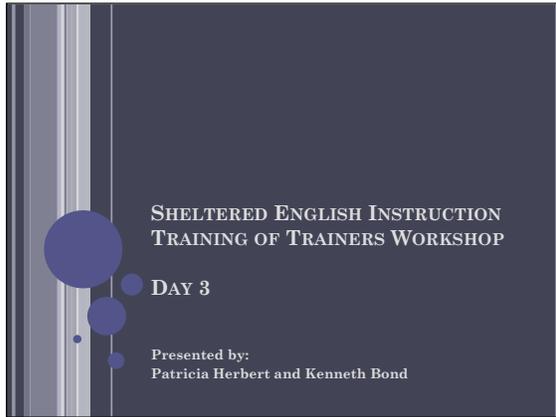
- **Justifying Continued Support** (slides 1-18)
- **Looking Ahead** (slides 19-27)

Justifying Continued Support (slides 1-18)

Materials Needed: Completed “SEI Professional Development Plan” and rubric from Day 2

Introduce (30 min.):

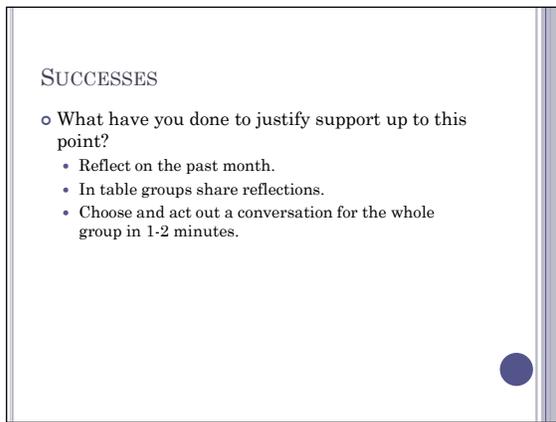
Slide 1



Slide 2



Slide 3



Have participants view slide 2 and 3. Explain, “Initiatives often come and go in districts. For ELs in a school district to experience continued success, it is vitally important that we continually advocate for support for SEI initiatives that will support them in the classroom.” Have participants follow the directions on slide 3.

Inform (55 min.):

Slide 4

RELATING SEI TO CURRENT INITIATIVES

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

Slide 5

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Jump on the bandwagon!

Slide 6

SEI AND COMMON CORE

- Building Background
 - Concepts linked to background experiences.
 - Links explicitly made.
 - Key vocabulary emphasized
- Common Core Anchor Standard
 - CCSS.ELA.Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing general and specialized 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>.

Slide 7

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 those ways of using 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; do so to appreciate that words have nonliteral meanings, shades 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 state should not be taken as an indication that skills related to conventions, effective language use, and vocabulary, grammar, and mechanics, such as spelling, punctuation, and grammar, are not important. If they are to be effective, they must be inseparable from such contexts.

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

Slide 8

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: *Making Content Comprehensible for Elementary English Learners (2010)*
 - To help ELLs meet high academic standards... it is essential that they have access to:
 - Teachers and personnel grade level and content levels to ensure that all students are able to succeed while taking advantage of their own 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>.

Slide 9

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.L.7** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - CCSS.ELA.Literacy.CCRA.SL.4** Make strategic use of digital media (text, graphics, audio, interactive displays, internet links, etc.) 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>.

Slide 10

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>.

Slide 11

JUSTIFYING CONTINUED SUPPORT

- Pre/Post teacher data
 - Base it off 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.

Slide 12



After



Slide 13

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?

Slide 14

JUSTIFYING CONTINUED SUPPORT

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



Slide 15

EDUCATOR TESTIMONIALS

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

Slide 16

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)

Show slide 4 and 5 and then explain, “Here is an example of a way to help administrators and teachers understand how SEI relates to the Common Core State Standards (CCSS). If, for example, you decided that you wanted to train teachers using the SIOP components, this is how you could tie those components to CCSS.”

Demonstrate SIOP/SEI components using slides 6-10.

Read through slide 11 and then relate this to slide 12 by saying, “When people rehab a house, the finished product is often very lovely. Without knowledge of what happened before, however, it is much less impressive. The same goes with SEI training. You need to find pre-training data so that you can show just how much growth happened as a result of the training.”

Next show slide 13 and explain that you need to look at long term data that will show results. It is important not to promise data results that might not come to fruition.

Read slide 14 and discuss the importance of thank you letters. Next describe the power of narratives using slide 15. “The passing of Prop. 227 in California, an English-only, education law, was due in large part to narratives and anecdotes. Bilingual education advocates had a lot of research that they presented but often their arguments lacked the power of student, parent, and teacher experiences. It is important to tell positive anecdotes that result from SEI training and not just give numbers to staff.”

Read slide 16 and explain how to address each challenge using the bulleted points.

Practice/Assess (25 min.):

Have participants engage in the activity on slide 17. Show slide 18 as an example of an objective at the state department of education level.

Slide 17

ANALYSIS

- Review the PowerPoint.
- Cite a section of the slide and then explain how you can apply it to your school/district.
- Repeat.
- Rate importance of factors (1 being the highest).
- Develop an objective that you can accomplish over the next year based on the highest factor.

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

Slide 18



Looking Ahead (slides 19-27)

Materials Needed: Creighton's Collegial Coaching Debriefing Form on page 52 in *Implementing the SIOP Model through Effective Professional Development and Coaching*

Introduce (90 min.):

Slide 19

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



Have groups follow the directions on slide 19. After they complete their task, explain, "Now it is time to look forward beyond SEI professional development. You need to support SEI with coaching to support teachers."

Inform (60 min.):

Slide 20

COACHING

- Suggested structure
 - Planning conference
 - Observation
 - Reflecting conference



Slide 21

LET'S PRACTICE!

- We are going to coach the presentation volunteers




Slide 22

PLANNING CONFERENCE

- What is your lesson about?
- What is your theoretical 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



Slide 23

GROUP PRESENTATION



We will use Creighton's Collegial Coaching Debriefing Form on page 52 in *Implementing the SIOP Model through Effective Professional Development and Coaching* by Echevarria, Short, and Vogt.

In groups, volunteers will present lessons. Group members provide feedback using the coaching tool.



Slide 24

REFLECTING CONFERENCE

- How do you think it went?
- Were you able to implement the theoretical focus we discussed?
- Do you feel you were able to... (definition of success)?
- Let's review our notes...
- Where could you find resources to help you...
- What will you do differently? What will you try again?
- What can we do to help?

- Adapted from: Echevarria et al. 2008



Explain that slide 20 provides information about the structure of coaching. "You begin with a planning conference, usually a pre-observation meeting to discuss, refine, and understand the content of the lesson. The observation is when you go to the classroom to see the lesson taught and check for alignment to lesson plans, standards, and what was discussed in the planning conference. The reflection conference should be a time to debrief and discuss observations. Make sure that you bring up positives in addition to constructive advice."

View slide 21 and explain, “Just like a practice pad gives drummers a chance to practice in a no-risk environment (because no one can hear them), the following activity will allow you to practice coaching with each other before you practice with teachers.” Have participants move into their district size groups from Day 2. Ask the volunteers from Day 2 to pick someone to coach them. Have the coach ask the questions on slide 22. Next, have the participants rate the volunteer who is presenting a lesson, using “Creighton’s Collegial Coaching Debriefing Form”. The coach should then ask questions from the reflection conference on slide 24.

Practice/Assess (40 min.):

Slide 25

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.

Slide 26

OBJECTIVES:

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

The plan will:

- ◆ demonstrate alignment with the NJ professional Learning Standards.
- ◆ 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 standards

Slide 27

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.



Have all of the participants create a commercial in their groups using the directions on slide 25. To finish the workshop review the content and language objectives on slide 26 and ask participants if they were met (remind participants to do this themselves when they present their workshop). Ask for feedback and provide any surveys for participants and/or the teachers they are training.

Materials needed for "Looking Ahead"

Coaching Debriefing Form

I noticed... 

I heard... 

I observed... 

I saw... 

When you _____, _____ happened.
Thanks for your participation!

Adapted from *Implementing The SIOP Model through Effective Professional Development and Coaching* by Echevarra, Short, and Vogt (Page 52)

BIBLIOGRAPHY

- Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathburn, A., Wang, X. & Zhang, J. (2013). *The condition of education 2013*. U. S. Department of Education, National Center for Education Statistics. Washington, D.C.
- Ballantyne, K. G., Sanderman, A. R. & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition.
- Bunch, G.C. , Kibler, A., & Pimentel, S. (2012, January). *Realizing opportunities for English learners in the common core English language arts and disciplinary literacy standards*. Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved from <http://ell.stanford.edu/papers/practice>
- Collier, V. P. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21 (4)617–641.
- Council of Chief State School Officers. (2010). *Common Core State Standards Application of the Standards for English Language Learners*. Retrieved from: www.corestandards.org/assets/application-for-english-learners.pdf
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.
- Cummins, J. (2000). *Language, Power, and Pedagogy*. Clevedon, UK: Multilingual Matters. Echevarria, J., Short, D. J., Vogt, M. (2008). *Implementing the SIOP MODEL through effective professional development and coaching*. Old Tappan, NJ: Allyn and Bacon.
- Echevarria, J., Short, D. J., Vogt, M. (2008). *Implementing the SIOP MODEL through effective professional development and coaching*. Old Tappan, NJ: Allyn and Bacon.
- Echevarria, J., & Vogt, M. (2012). *Making content comprehensible for English learners: the SIOP® model* (4th ed.). Boston: Pearson.
- Fry, R. (2008). *The role of schools in the English language learner achievement gap*. Pew Research, Hispanic Trends Research. Retrieved from <http://www.pewhispanic.org/2008/06/26/the-role-of-schools-in-the-english-language-learner-achievement-gap>.
- Gibbons, P. (1993). *Learning to Learn in a Second Language*. Portsmouth, NH: Heinemann.
- Gibbons, P. (2006). *Bridging discourses in the ESL classroom: Students, teachers and researchers*. London: Continuum.

- Gibbons, P. (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann. Gibbons, P. (2006). *Bridging discourses in the ESL classroom: Students, teachers and researchers*. London: Continuum.
- Harmin, M. (2006) *Inspiring active Learning: A complete handbook for today's teachers (2nd ed.)* Alexandria, VA: ASCD.
- Haynes, M. (2012). *The Role of Language and Literacy in College- and Career-Ready Standards: Rethinking Policy and Practice in Support of English Language Learners*. DC: Alliance for Excellent Education. Retrieved from: <http://all4ed.org/reports-factsheets/the-role-of-language-and-literacy-in-college-and-career-ready-standards-rethinking-policy-and-practice-in-support-of-english-language-learners/>
- Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.
- Hyerle, D. (2011) *Student successes with thinking maps: school-based research, results, and models for achievement using visual tools (2nd ed.)* Thousand Oaks, CA.: Corwin Press.
- Jensen, E. (2005). *Teaching with the brain in mind*. Alexandria, VA: ASCD.
- Kagan, S. (1994). *Kagan cooperative learning*. 2nd ed. San Clemente, CA: Kagan Cooperative Learning.
- Killion, J. (1999). *Islands of hope in a sea of dreams*. San Francisco: WestEd. Retrieved from http://www.wested.org/online_pubs/PDawards/welcome.shtml
- Marzano, R. J. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.
- Medina, J. and Broeck, F. (1999). *My name is Jorge on both sides of the river: Poems*. Honesdale, PA: Wordsong/Boyd's Mills Press.
- National Clearinghouse for English Language Acquisition. (n.d.) Rate of LEP growth 1997-98 to 2007-08. NCELA Washington, D.C. NCELA. retrieved from http://www.ncela.gwu.edu/files/uploads/20/New_Jersey_G_0708.pdf

Nessel, D. D., and Graham, J. M. (2007). *Thinking strategies for student achievement: Improving learning across the curriculum, K-12 (2nd ed.)* Thousand Oaks, CA: Corwin Press.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Passel, J. (2012). Explaining why minority births outnumber white births. Pew Research , Social and Demographic Trends. Retrieved from <http://www.pewsocialtrends.org/2012/05/17/explaining-why-minority-births-now-outnumber-white-births/>

Rothstein, A., Rothstein, E., & Lauber, G. (2007). *Writing as learning: a content-based approach (2nd ed.)*. Thousand Oaks, CA: Corwin Press.

United Nations Office on Drugs and Crime (nd). *Guide for trainers: A model on techniques of training for precursor control*. Retrieved from: http://www.unodc.org/documents/southasia/Trainingmanuals/Guide_for_Trainers_-_Precursor_Control.pdf

Van Lier, L. and Walqui, A. (2012, January). *Language and the common core state standards*. Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved from <http://ell.stanford.edu/papers/language>

Wajnryb, R. (1990). *Resource books for teachers: grammar dictation*. Oxford: Oxford University Press.

Wong Fillmore, L., & Fillmore, C. (2012, January). *What does text complexity mean for English learners and language minority students?* Paper presented at the Understanding Language Conference, Stanford, CA. Retrieved from <http://ell.stanford.edu/papers/language>

INTERNET RESOURCES

Alliance for Excellent Education
<http://all4ed.org/>

Common Core State Standards
<http://www.corestandards.org>

Common core works from the page to the classroom
<http://commoncoreworks.org/videos>

Comprehensible input video
https://www.youtube.com/watch?v=yfM_NzQMLuA

Concentric circles website
http://www.usd416.org/pages/uploaded_files/Inside_Outside_Circle.pdf

Council of Great City Schools
<http://www.cgcs.org>

Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards:

<http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet>

Learning Forward

<http://www.learningforward.org>

National School Reform Faculty

<http://www.nsrharmony.org>

New Jersey Department of Education

<http://www.state.nj.us/education/>

TESOL

<http://www.tesol.org/docs/advocacy/overview-of-common-core-state-standards-initiatives-for-ells-a-tesol-issue-brief-march-2013.pdf>

Understanding Language at Stanford University

<http://ell.stanford.edu>

WIDA Consortium

<http://wida.us/>