

NWESD EL Cooperative

EL Specialists

April 17th, 2018

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Sarah Southard NWESD

Overview:

8:30 EL Specialist Overview

9:00 Instructional Practices to Support Students:
SIOP/EL strategies

12:00 Lunch

12:30 Coaching Practice

2:45 Reflection



Check and Connect



Share your most celebrated teaching moment from this year?

Year Two Overview

2016-17

- Language Acquisition & Development
- Student Engagement
- Academic language

2017-18

- Newcomers Models and Push-In Model for Direct Services
- Oracy and Academic Discourse
- Instructional Practices to support ALL students**

NWESD ELL Cooperative 2017-18 Event Schedule

Month	Event	Date
September	ELL Specialists & Administrators PLC (1 of 3) - Cooperative Council Meeting	September 26 th ; 8:30 a.m. - 3 p.m. Cap Sante & Mt. Erie Rooms
October	Paraeducator Training #1	October 5 th ; 9:00 a.m. - 2:30 p.m. Reid Harbor Room
	New EL Specialist & Teacher Training #1	October 10 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
	ELL Specialist (1 of 3)	October 26 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
November	ELL Specialists & Administrators PLC (2 of 3)	November 28 th ; 8:30 a.m. - 3 p.m. Cap Sante & Mt. Erie Rooms
December	New EL Specialist & Teacher Training #2	December 12 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
January	Paraeducator Training #2	January 9 th ; 9:00 a.m. - 2:30 p.m. Reid Harbor Room
	ELL Specialist (2 of 3)	January 23 rd ; 8:30 a.m. - 3 p.m. Reid Harbor Room
March	ELL Specialists & Administrators PLC (3 of 3) - Cooperative Council Meeting	March 9 th ; 8:30 a.m. - 3 p.m. Cap Sante & Mt. Erie Rooms
	Paraeducator Training #3	March 20 th ; 9:00 a.m. - 2:30 p.m. Reid Harbor Room
	New EL Specialist & Teacher Training #3	March 27 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
April	ELL Specialist (3 of 3)	April 17 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room

Please Note:

Events marked in **BOLD** are included in the base membership fee.
Other events are part of the add-on packages

Reflect On Our Learning

Number off around the room by 5.

Then go to the poster assigned to your table.

Write down anything you remember or have learned about the topic.

When the timer beeps, rotate clockwise.

Review what is written and add to the poster.

Language Acquisition & Development

Student Engagement

Academic language

Newcomers Models and Push-In Model for Direct Services

Oracy and Academic Discourse

Collaborating with teachers

- Planning
- Modeling lessons
- Co-teaching lessons
- Observing others



Putting it all together



The SIOP Model



- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice / Application
- Lesson Delivery
- Review / Assessment

See handout
Introduction BLM #10

The PLAN-Questions to Ask

Lesson Preparation	Does the lesson include content & language objectives, supplemental materials and meaningful activities?
Building Background	How will I connect with what students already know?
Comprehensible Input	How will I adjust, so all students will understand?
Strategies	How can I teach students strategies to help themselves?
Interaction	Are students in groups where they can interact?
Practice & Application	Will students get to practice the new content and language?
Lesson Delivery	Does the lesson meet the objectives? Are students engaged?
Review & Assessment	Did students learn? What feedback will I give them?

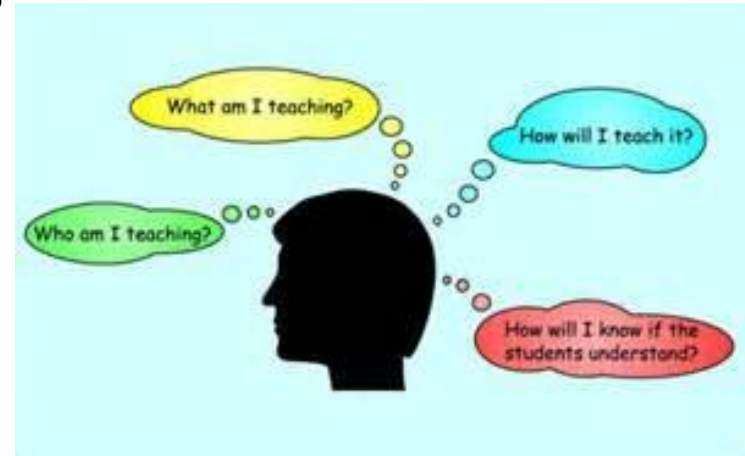
The PLAN-

Life Science: The Story of Living Things: Thrive, Dwindle, or Die Guiding Questions: F= factual; C=Conceptual; D=Debatable	6 weeks	Monday Science & Literacy	Tuesday Science & Literacy	Wednesday Science & Literacy	Thursday Science & Literacy	Friday Science & Literacy
<p>1) Despite unique and diverse life cycles, all organisms experience birth, growth, reproduction, and death.</p> <p>1a. Where did your plant/organism come from? (F)</p> <p>1b. How does your plant/organism change over time? (F)</p> <p>1c. Where do more organisms/plants come from? (F)</p> <p>1d. What patterns do you notice about the life cycles of plants and animals (specific examples: radishes, peas, sunflowers/ ladybugs, frogs, moths, bees, mosquitoes, birds,)? Similarities and differences? (C)</p> <p>1e. What do all living things experience and have in common? (C)</p> <p>1f. What happens when humans interfere with the life cycle of an organism? For example, what would happen if people ate all the chicken eggs (or seed) in the world? How would this impact the future of the organism? (D)</p> <p>1g. How does the food we eat depend on life cycles? (D)</p>	<p>Week 1</p> <p>Seed starts?</p> <p>Growth measurement charts</p>	<p>Inquiry Chart What do we think we know? What do we wonder?</p> <p>Observation Charts-focused on plants</p> <p>Talk time: ¿De dónde vino tu planta / organismo?</p> <p>Home Learning Connection to go home with students.</p> <p>Due by Friday</p>	<p>PFC-open sort (kids choose how to sort them)</p> <p>Journal Reflection with sentence frames</p> <p>Create CCD and add to daily Vocab:</p> <p>Talk time:</p>	<p>Bridge: Then come together to share the words on a T chart with English on one side and Spanish on the other</p> <p>Talk time:</p>	<p>Journal reflection with sentence frames:</p> <p>1.</p> <p>2.</p> <p>Vocab:</p> <p>Talk time:</p>	<p>Vocab:</p> <p>Discuss Home Learning Connections. Add ideas to a chart paper.</p> <p>What connections do you have to plants at your house?</p> <p>Talk time:</p>
<p>2) In a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>2a. What is a habitat? (F)</p> <p>2b. What are the characteristic traits of _____ (organism)? (F)</p> <p>2c. What does _____ (organism) need to survive? (F)</p> <p>2d. What are the characteristics of the _____ (habitat)? (F)</p> <p>2e. What features of _____ (habitat) meet the needs of this organism? (F)</p> <p>2f. What would happen if the organism was placed in a different habitat? What features of _____ habitat does not meet the needs of the organism? (C)</p> <p>2g. To what extent does the habitat meet the needs of the organism? (D)</p> <p>2h. What are the similarities and differences of the needs of the organisms (such as, birds, frogs and ladybugs)?</p> <p>2i. What other behaviors help animals survive? (focus on forming groups)? (F)</p> <p>2j. Why do animals form groups? (C)</p>	Week 2	Vocab:	<p>PFC- garden items</p> <p>Vocab:</p> <p>Choose one card to write about in journal</p>	Vocab:	Vocab:	Vocab:

1. Lesson Preparation

Teachers plan their lesson carefully, including attention to:

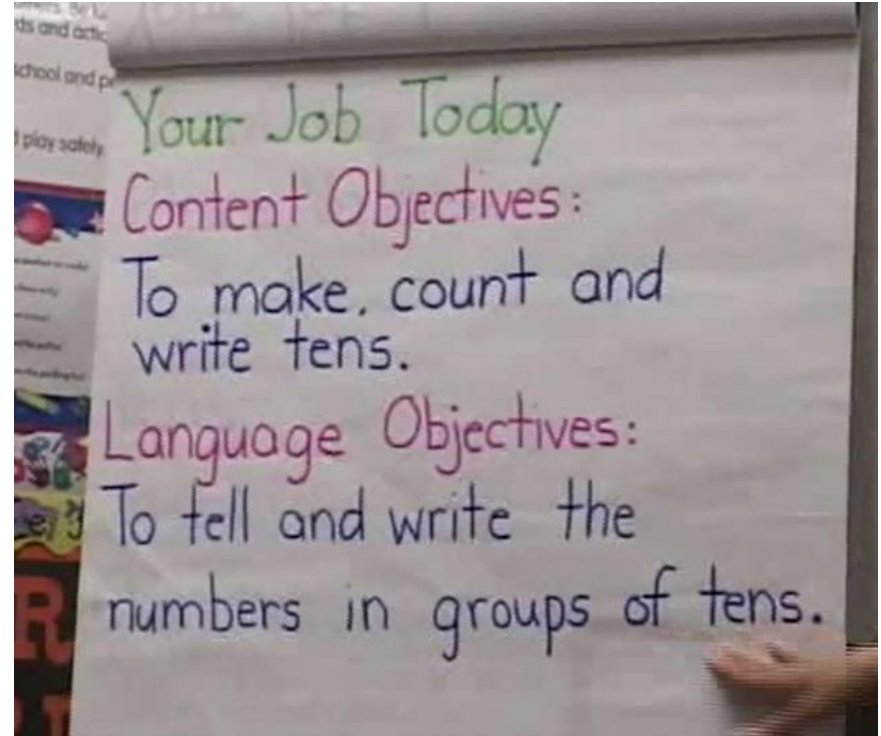
- Content and language objectives
- Appropriate content concepts
- The use of supplemental materials
- Adaptations of content
- Meaningful activities



Content and Language Objectives

Content Objective: Identifies what students should know and be able to do at the end of the lesson and leads to assessment. It is linked to engaging activities and to the learning outcomes.

Language objectives are lesson objectives that are specifically designed to promote students' language development through all four language domains: reading, writing, speaking and listening.



Our Goal

Content Objective:

To learn about strategies that will support deep, meaningful lessons for all students and create a plan to move your work forward.

Language Objective:

To write out your plan and share it with at least two peers from your table.

Who will I share my new learning with? What collaboration model will I use?	
Lesson Preparation	
Building Background Knowledge	
Comprehensible Input	
Strategies	<input type="checkbox"/>
Interactions	

Appropriate Content Concepts

Who are your students?

How are your students represented in the concept being taught?

Example:

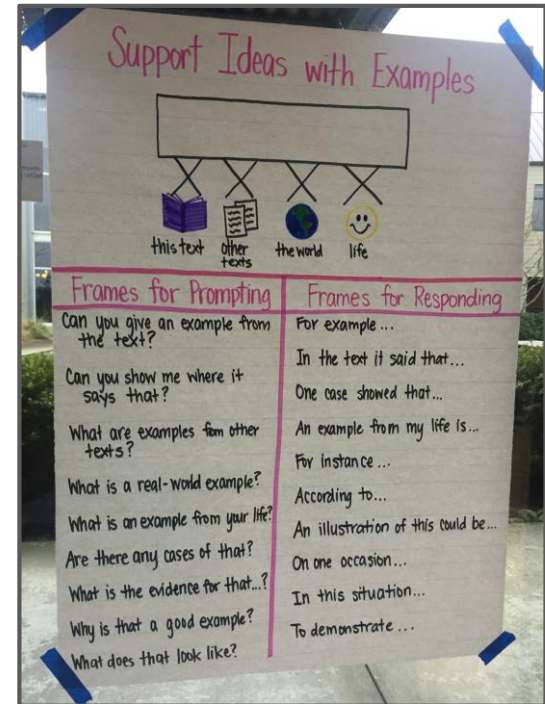
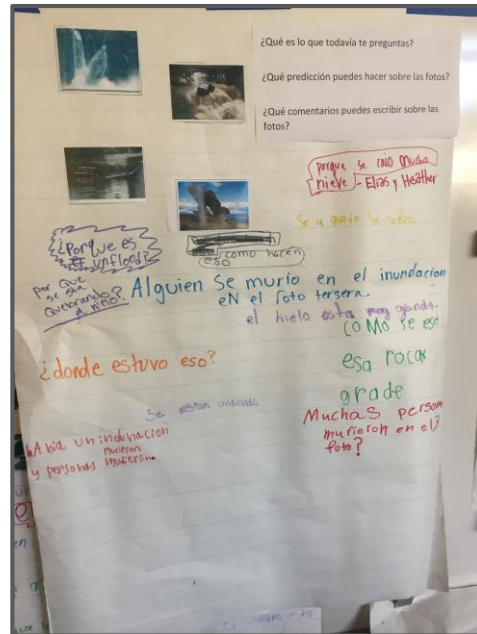
5th Grade Social Studies

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues



Supplemental Materials

What graphs, models or visuals will your students have access to?



Adaptation of Materials

Will students have access to different leveled texts?
Will student have access to texts in their native language?

Reading A-Z

Science A-Z



newsela



Meaningful Activities

What learning will students participate in that supports Reading, writing, listening and speaking?

Creating models

Researching and taking action

Writing letters

writing a song or a poem

Creating Google slides and doing oral presentations

Timelines

Planning & Reflection

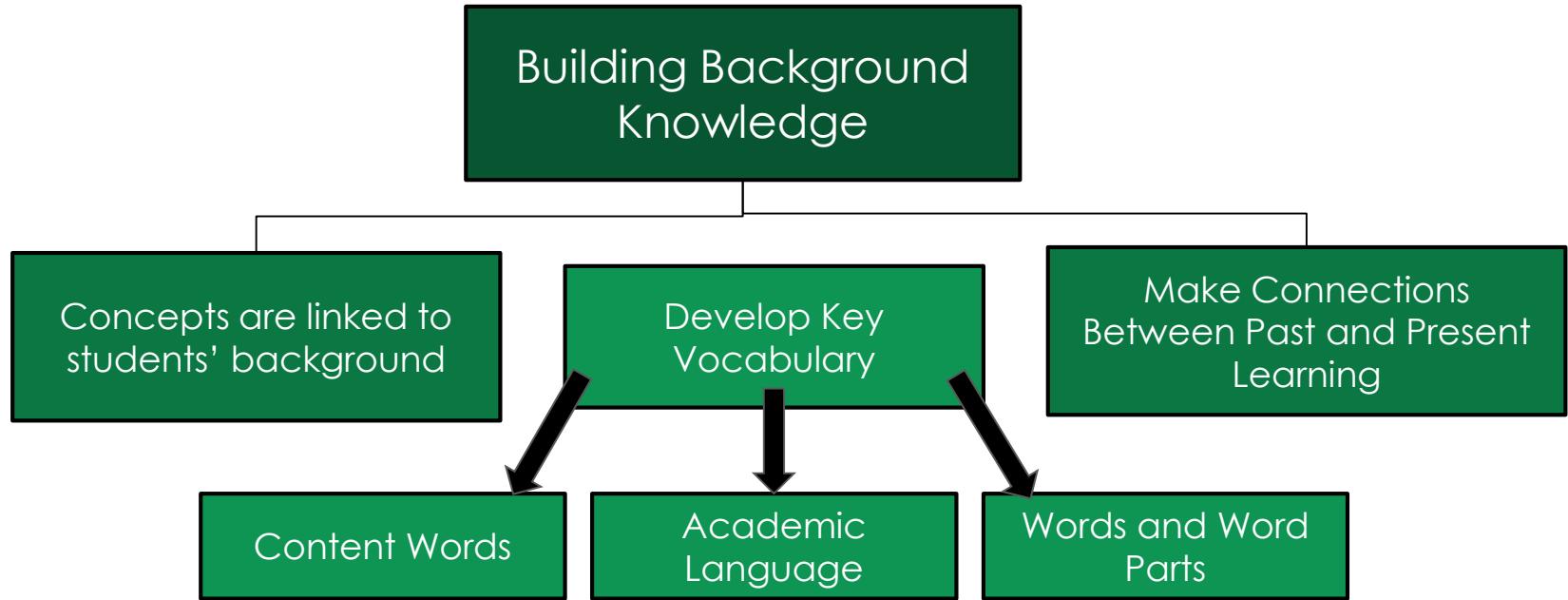
What was one new learning?

What is something you do when supporting lesson planning?

Find someone in the room who has the same color shirt as you and share your responses.



2. Building Background



How do you build Background Knowledge?

Turn and Talk with a partner.

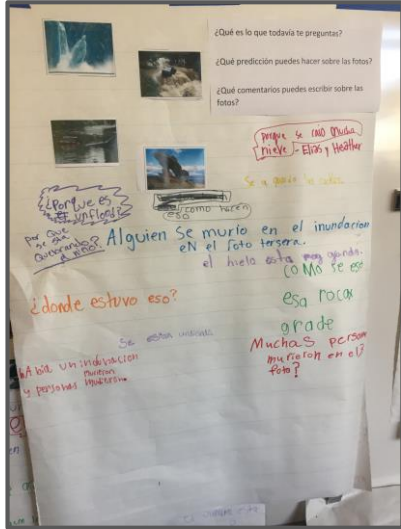
How do you currently build background knowledge?

What strategies do use?

What do you find successful and what do you find challenging?



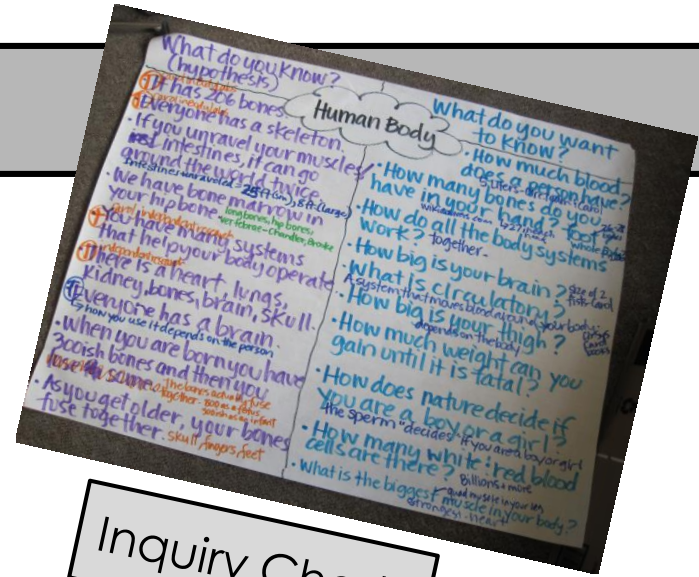
Building Background



Observation Chart



Picture File Cards



Inquiry Chart

Cognitive **CONTENT** DICTIONARY

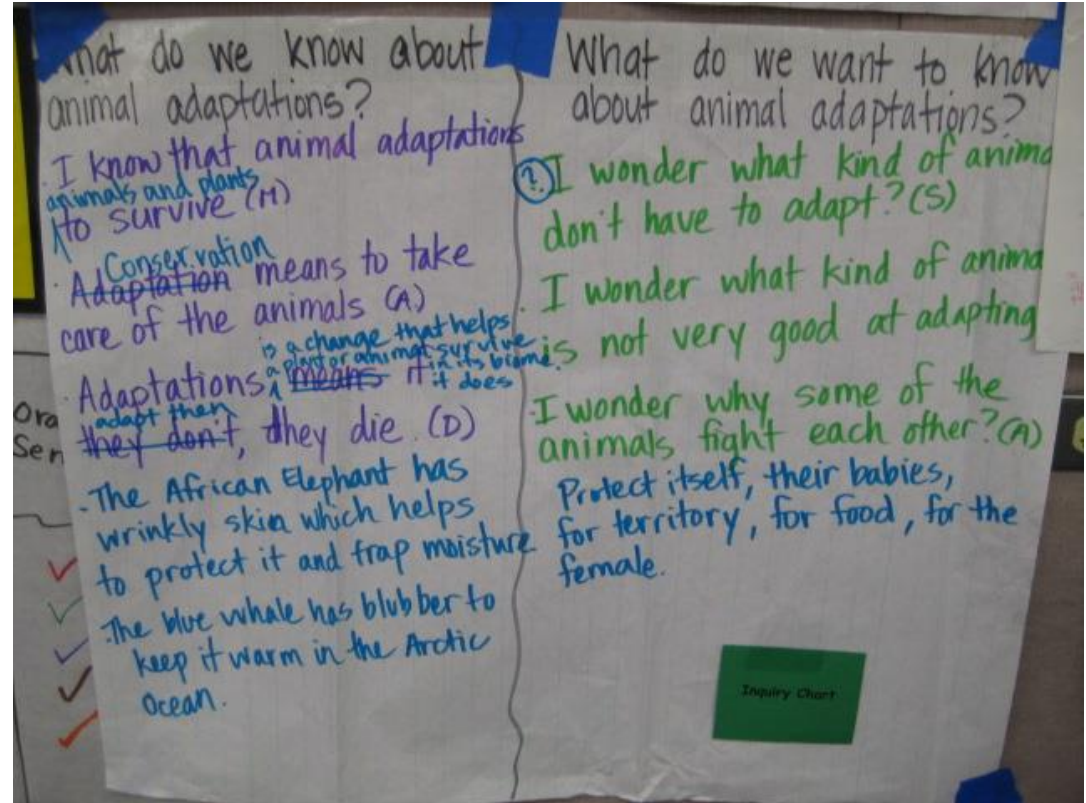
Word	Prediction	Sketch	Final Meaning	Oral Sentence

© Created by A. Ross, 2014

Inquiry Chart

An Inquiry Chart is usually done at the beginning of the unit to find out what students THINK they know and what they want to find out.

It is a reflective document used over and over again throughout the unit.



Observation Chart

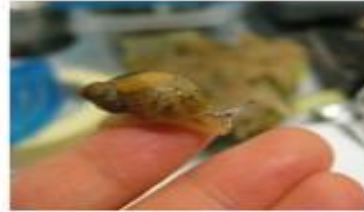
Observation charts are groupings of pictures related to a unit. Students work in pairs to write or draw their observations or questions on paper next to the charts.

Scaffolds: Sentence stems on chart and talking in native language.



Picture File Cards

Picture file cards are cards with photos related to the topic of the unit. They can be used by small groups on their own (for example, for sorting tasks, to support vocabulary.)



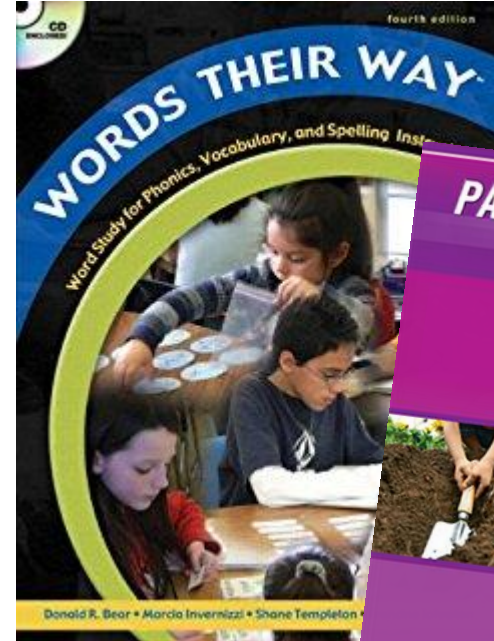
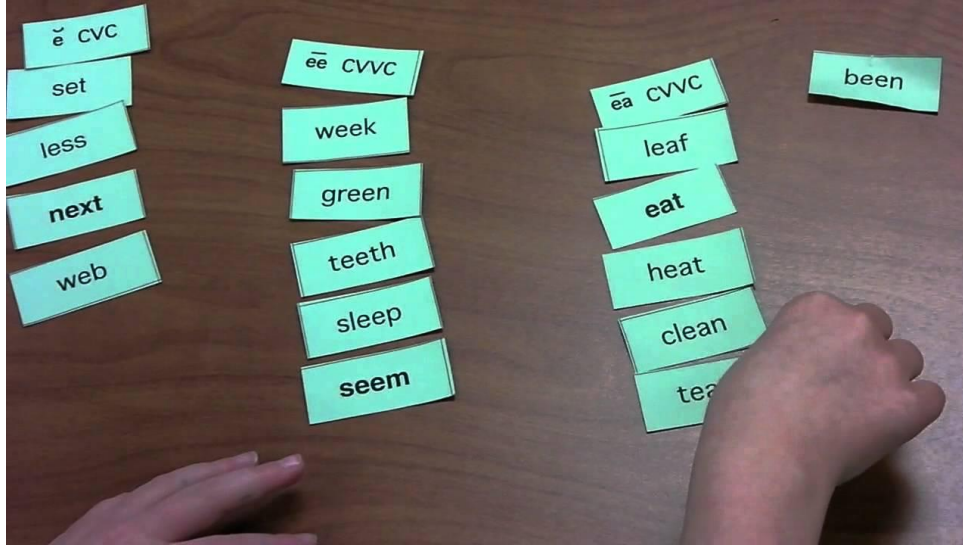
Picture File Cards



Closed Sort:


- Place the picture file cards in a pile.
- Person A takes a card and shares what category they think it might go in.
- Person B agrees or disagrees.
- Once there is consensus you can place the card in the category.
- Person B takes a card and the process repeats.

Word Sorts



Cognitive Content Dictionary

The cognitive content dictionary provides a scaffold for learning academic vocabulary. Students learn a word and associate an action with the word (TRP).

word	prediction	final meaning	oral sentence
<u>Respect</u>	<ul style="list-style-type: none">• Be good• Get in line• Be kind• Listen	<ul style="list-style-type: none">- Nice- Listen- No hitting- Don't hurt	consider other's feelings ✓✓✓✓ ✓✓✓✓ ✓✓✓✓
<u>Responsible</u>	<ul style="list-style-type: none">• to be nice to your friends• take care of things• don't get lost• no hitting• raise hand	take care of yourself and be ready	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓
<u>Safety</u>	<ul style="list-style-type: none">• playing on the playground• going on the slide• be careful when you go on the monkey bars• be careful on the slide	Keep from hurting yourself or someone else	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ ✓✓✓✓
<u>Problem Solve</u>	<ul style="list-style-type: none">• be careful on monkey bars, tire swing, slide• When you break a pencil, you get a new one• Sharing with friends	fixing what is wrong 	

The Bridge

The Bridge	The instructional moment in teaching for biliteracy when teachers bring the two languages together, by visually placing them side by side and to transfer the academic content they have learning in one language to the other language.
Bridging	Making cross-linguistic connections, sometimes referred to as translanguaging .
Bridge Anchor Chart	A visual support that demonstrates similarities and differences between Spanish and English.

The Bridge

Monolingual School Setting:
The teacher teaches
vocabulary words in class,
using explicit TPR with each
word.

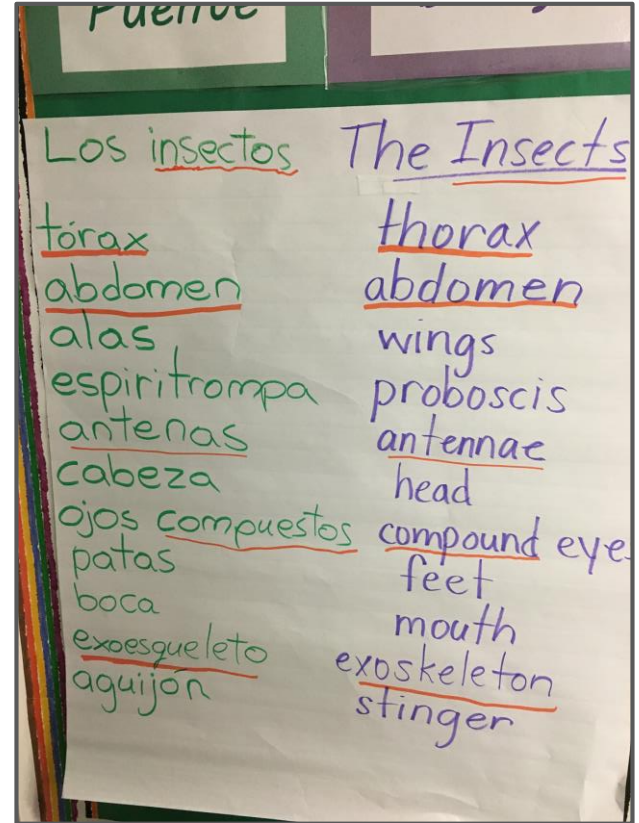
The teacher then writes each
word on a CCD or a two sided
paper.

The EL Specialist then reviews
each word using the same TPR
and supports students with
finding the equivalent in their
native language.

GET your STUDENTS in MOTION!



TPR



Planning & Reflection

Take a few minutes to reflect on your learning today and over the past two years.

Revisit posters if desired and learning from today to fill in your planning document.

Who will I share my new learning with? What collaboration model will I use?	
Lesson Preparation	
Building Background Knowledge	
Comprehensible Input	
Strategies	<input type="checkbox"/>
Interactions	

Break



3. Comprehensible Input

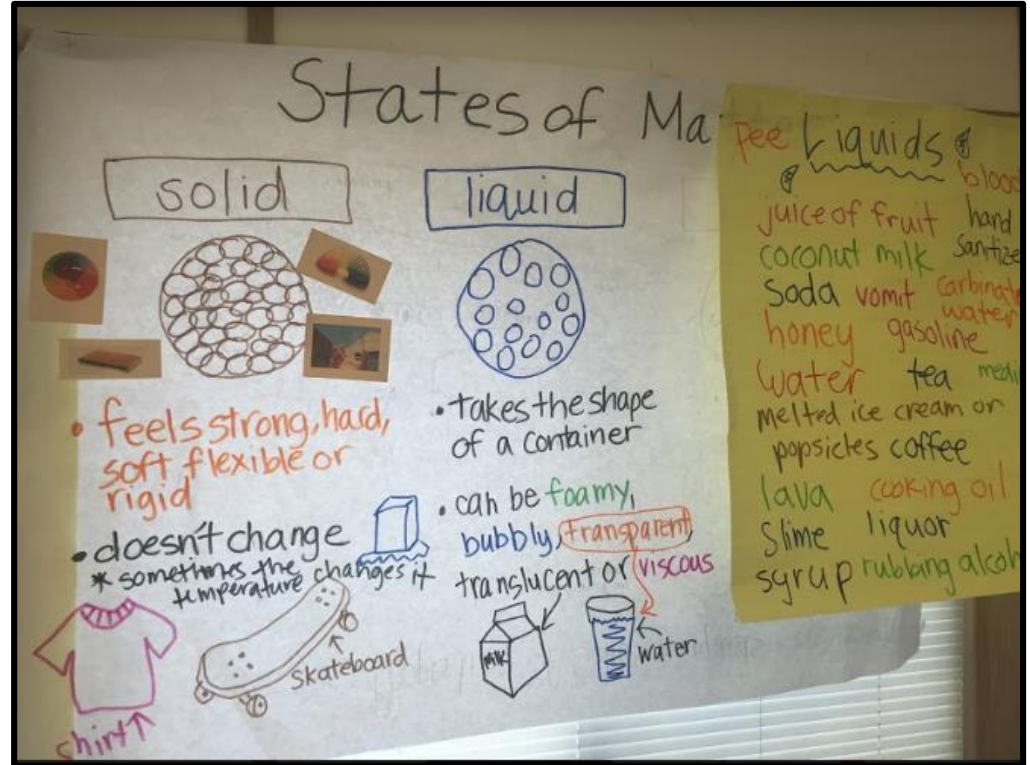
Comprehensible input is the use of teaching techniques that ensure each student, regardless of English Language Proficiency Level, will understand each part of the lesson. This means using speech appropriate for the levels of the students, clear explanations of tasks, and techniques to make the lessons clear.

Making Input Comprehensible



Pictorial Input Chart

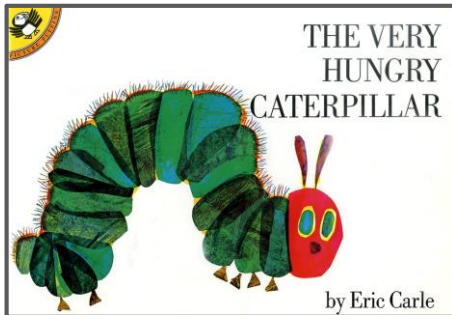
Pictorial input charts are large, color-coded illustrations on chart paper that introduce a concept and use academic language to label items or concepts around the illustration.



Adapted Readers Theater & Narrative Input

In a traditional readers' theater, the students read a text and act it out; in ART, the teacher summarizes or paraphrases a text as he/she and the students act it out.

Through the teacher's narration and the interaction and movement of the students, the concepts and vocabulary are previewed.



Narrative Input:

- Narrative input charts are large charts that teachers use when telling or reading a story. During the telling, the teacher attaches pictures to the chart which depict important components of the story.
- Props include a background and story cards that have pictures on the front and corresponding narrative on the back.
- First reading: Teacher reads the story all the way through with fluency, prosody, and TPR.
- On subsequent days, The teacher or students retells the story while students add word cards and/or speech bubbles to the background during retell.

Big Books

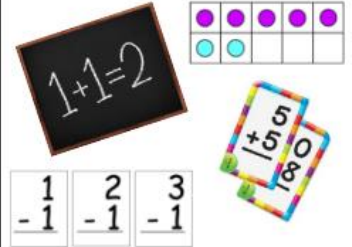
Big books are teacher-made, lesson specific big books that provide images of the topic and text that both provides relevant detail and summarizes the main idea in a repetitive phrase.

What is Worth Fighting for?



5th grade
Give Me Liberty or Give Me Death!
Values of Citizens Unit
Burlington-Edison School District

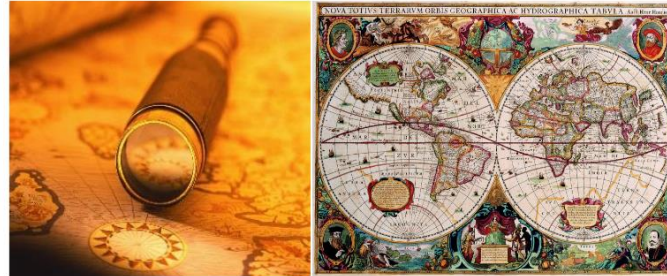
What is an Equation?



By Mrs. Jones

Did you Know? The Big Book of Exploration

Adapted from P. Zanki, A. Colburn, P. McGee



4. Strategies

Strategies- Teachers use learning strategies that are best practice for ELLs and allow ELLs to have enough time to use them. Teachers use scaffolding techniques to assist the ELLs in their learning and vary questions so that ELLs can use higher order and critical thinking skills.

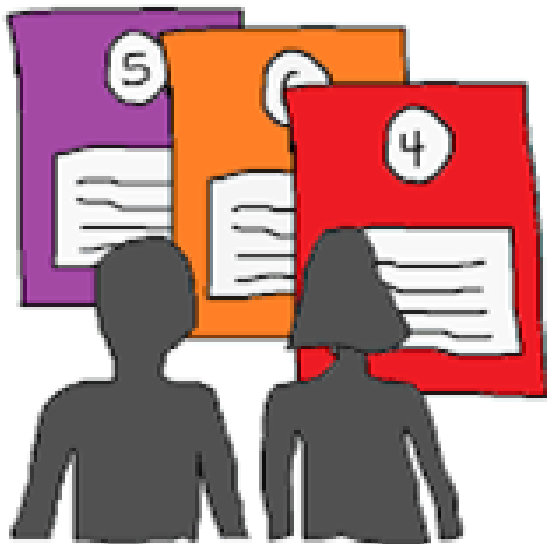


5. Interaction

The best way for ELLs to learn is through constant **oral participation**. If they can say something and explain it, they have learned it. Therefore, students need to be given in class time to talk about their learning. This can be done through grouping strategies, wait time for thinking, and time to clarify key concepts.



Class Discussions



SIOP Digital Toolbox

SIOP website:

<https://www.siop.org/>

Sheltered Instruction Observation Protocol (SIOP) Strategy Guide for ELL/Bilingual Learners

http://www.esd20.org/assets/1/6/SIOP_Classroom_Strategies.pdf

SIOP Checklist:

<http://www.camboes.org/files/folder1602/Copy#20a#203/OP#20Observation#20Form.pdf>

SIOP Lesson Plan Template:

<https://www.k12northstar.org/cms/lib010/AK01801510/Centricity/Domain/1133/SIOP-WIDA-siopllessonplanteemplates1-4.pdf>

SIOP Strategy Toolbox:

https://www.berkeleycountyschools.org/cms/lib/WV01000962/Centricity/Domain/37/SIOP_Toolbox.pdf

OTHER RESOURCES:

Speaking and Listening Techniques:

<http://www.cultofpedagogy.com/speaking-listening-techniques/>

Pasco School District Website:

<http://www.psd1.org/domain/34>

Spokane School District Website:

<http://www.content.spokaneschools.org/page/2617>

Forest Grove School District:

http://www.fgsd.k12.or.us/pages/ForestGraveSD/Academics/English_Language_Learners/GLAD_Units

Putting it all together

Planning and Reflection Document

April 24th, 2018

Who will I share my new learning with? What collaboration model will I use?	
Lesson Preparation	
Building Background Knowledge	
Comprehensible Input	
Strategies	
Interactions	

The SIOP Model



- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice / Application
- Lesson Delivery
- Review / Assessment

See handout
Introduction BLM #10

2

3

4

9

10

11

LUNCH

5

17



What structures are in place for your work with teachers?

Using the Mentoring Relationship Self-Assessment Rubric, highlight the statements that align with the majority of your coaching/mentoring relationships.

Talk at your table about any areas of focus that occur to you as a result of the morning's learning.

Agenda

- Activating & Engaging
- Reconnecting with our Previous Learning
- Structured Conversations
- Learning-Focused Toolkit
- Video Viewing
- Organizing & Integrating



Learning-focused Conversations

Where are you now in your own learning?

What support do you need to continue your growth?

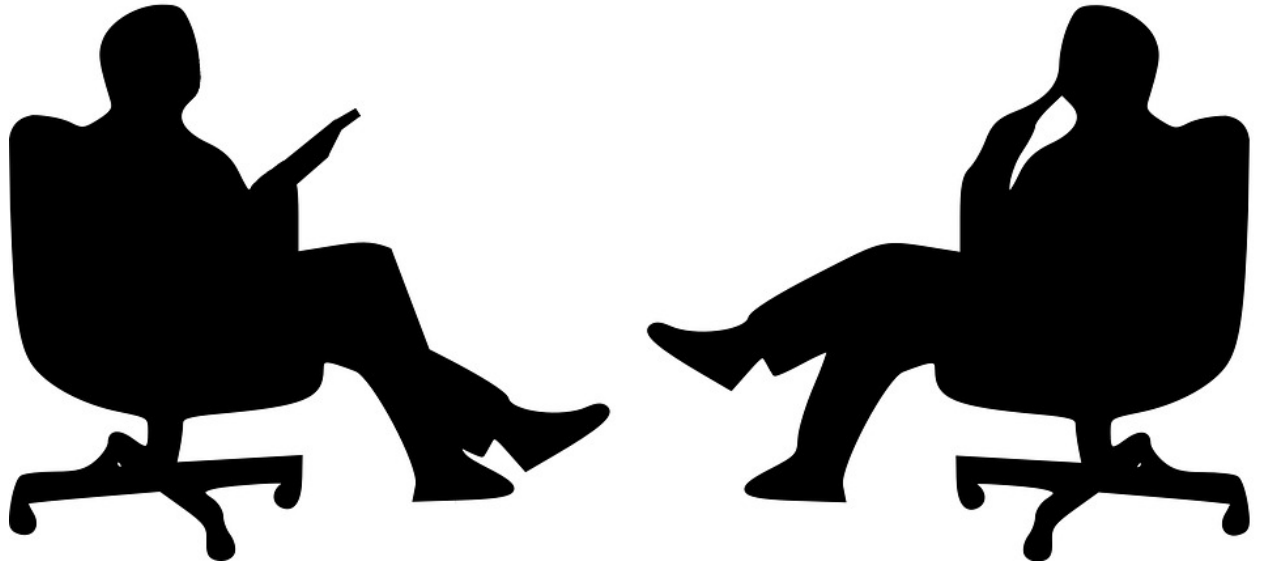
Use one of the self-assessment tools provided to you to determine what some next steps might be in continuing to develop your skill set.

Find a partner that you'd like to talk with, but don't usually get a chance to...



Preparing for a Reflecting Conversation Focused on the Past Few Months

- Invitational Inquiry
- Paraphrases
- Pauses
- Fully Attending



Looking Back... A/B Partners

1. Letter Off in your pair A/B
2. Take turns giving a quick description of the main idea for each slide.
3. Help each other out, when needed

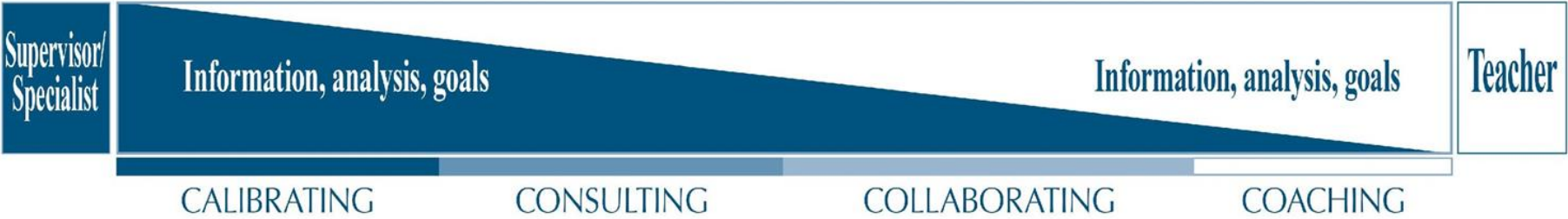


Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

The Continuum of Learning-focused Interaction



Data Focus: The Third Point p. 14

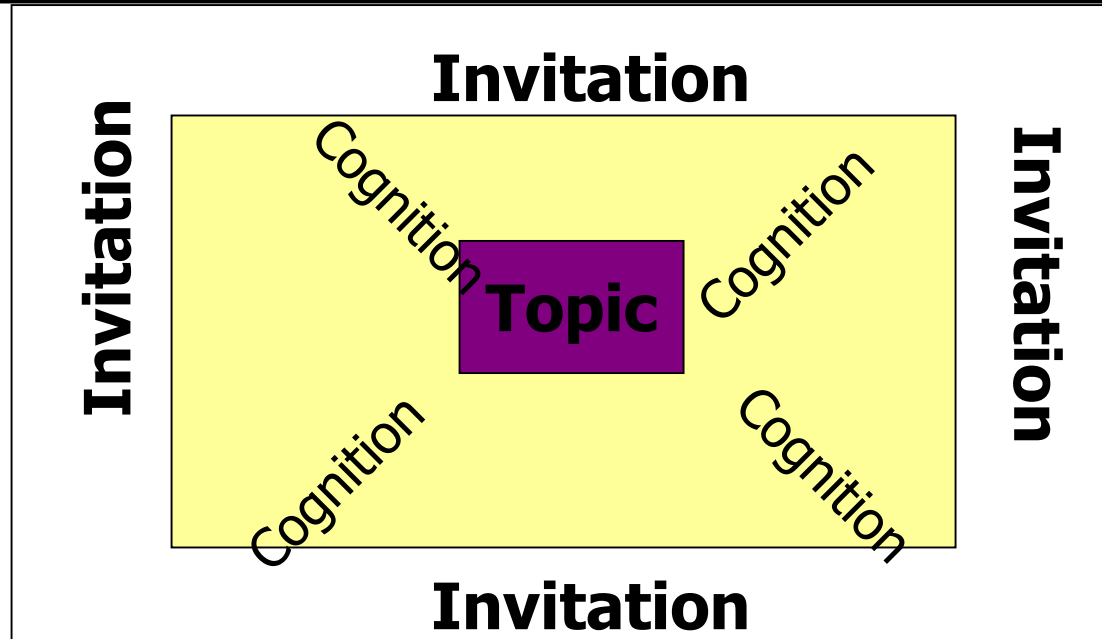


Eyes on the data

Frozen gesture

Neutral pronouns

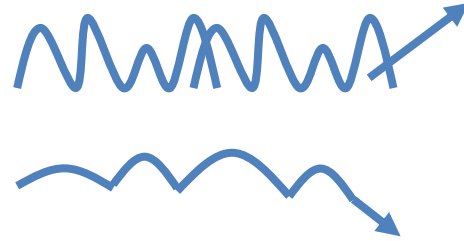
Invitational Inquiry p. 41



The Tonal Layer

Approachable voice

Credible voice

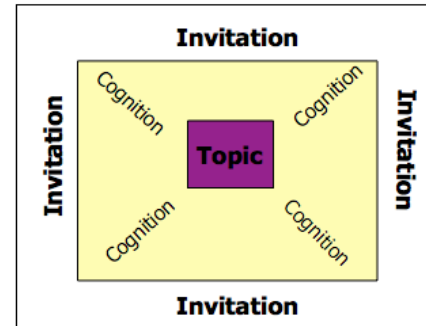


The Syntactical Layer

Plural Forms

Exploratory Language

Non-dichotomous Forms



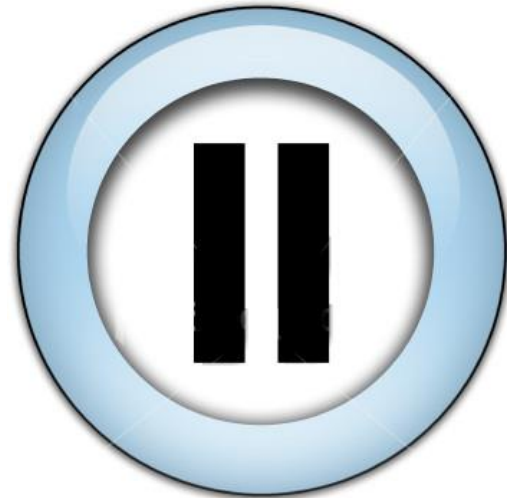


Personal listening

Detail listening

Certainty listening

- After asking a question
- After the teacher's/colleague's response
- Before paraphrasing
- After paraphrasing



A Template for Planning p.20

Activating and Engaging (1a, 1b)

CONTEXT

PRESENTING ISSUES

Exploring and Discovering

GOALS AND OUTCOMES (1c)

INDICATORS OF SUCCESS (1f)

APPROACHES, STRATEGIES AND RESOURCES (1d, 1e)

POTENTIAL CHOICE POINTS AND CONCERNS (1e, 1f)

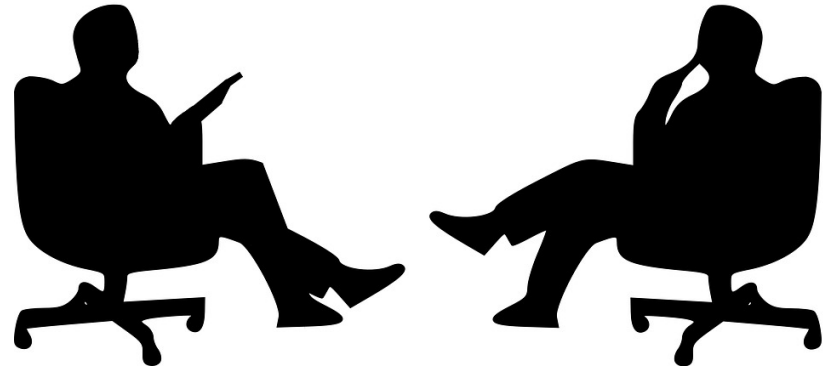
Organizing and Integrating

PERSONAL LEARNING

NEXT STEPS

Reflecting Conversation Focused on the Past Few Months

- Choose one of the elements of learning-focused conversations to focus on for this conversation
- You'll each have 12 minutes for the conversation
- Feel free to use the templates on pages 31 and 32 or any of the following frames:
 - Given your ____ what are some ____...?
 - As you reflect...?
 - Understanding your...?



What was particularly satisfying?

- Template for reflecting has a natural progression that makes it easy to talk about a lesson.
- Having the templates gives you a place to go when you get stuck for questions.
- Wasn't getting anywhere until I forgot about everything and just listened and let my heart lead
- A lot of the questions on the template come naturally
- Problem-solving template- leads you to the next step at the end of the conversation
- Natural progression- talking about working with a teacher
- Felt listened-to and heard

What was particularly challenging?

- Problem-solving- there is so much information to keep track of. As a mentor, I might not know how to help someone else with their concern
- Staying on topic. The language felt unnatural and formal
- Practice-mode can feel inauthentic initially. Sometimes the conversation with teachers might put us a position that is awkward- the context isn't familiar.
- Reflection template- needed time to develop what you want to reflect on
- Natural way to use the language is difficult to come across
- Process is lengthy and can hyper-focus on one thing- it's a lot
- Trying to make it look and feel natural to be in a learning stance.`

BREAK



Pack and Stack

Find a partner that you have not had the pleasure of talking with before



Paraphrase: Focused Reading pp. 62-63

✓ I know this ! This is important (or surprising)
? Curious (or confused)

- Pairs share selectively from their !'s and ?'s
- Square with another pair and Find common ground



Four Do's of Paraphrase p. 62

- Avoid personal pronouns
- Less is more
- Wait until the speaker is finished
- Use tone to communicate intention

A Scaffold for Crafting Paraphrases

Acknowledge and Clarify

So, you're feeling _____

You're noticing that _____

In other words _____

Hmmm, you're suggesting that _____

A Scaffold for Crafting Paraphrases

Summarize / Organize

So, there seem to be two key issues here _____ and

_____ On the one hand there is _____, and on the other hand, there is _____

For you then, several themes are emerging; they are

_____ It seems you're considering a sequence or hierarchy here; _____

A Scaffold for Crafting Paraphrases

Shifting Levels of Abstraction

So, a(n) _____ for you might be _____

(shifting up) ↑

- category
- value
- belief
- assumption
- goal
- intention

(shifting down) ↓

- example
- non-example
- strategy
- choice
- action
- option

Video Viewing- Identify which type of paraphrase

<https://vimeo.com/239148215>

<https://vimeo.com/239145818>

<https://vimeo.com/239156379>

<https://vimeo.com/239146662>



Video Viewing- Crafting Paraphrases

- Draft a paraphrase for each of the presenting statements
- Compare with your team and refine to create one paraphrase
- Identify which type of paraphrase you've created

Paraphrase Workout

As you think about what we
have been exploring and
consider
applications for your own
work—
what seems to be most
important to you?

PAUSE;
PARAPHRASE;
INQUIRE

And what makes *that*
important to you?

3X

Video Viewing- As Promised;-)

Choose a focus for your viewing

- Use of third point/ data
- Continuum shifts
- Toolkit (pauses/ paraphrases/ inquiries)



Be

Debrief

What are some things you're learning about structured conversations?



Independent Study

- What are some things you're noticing about your own comfort with the continuum?
- Which stance(s) might pose the greatest challenge for you?
- Which areas of the toolkit (pauses/ paraphrases/ inquiries)
- What is something that you'd like to continue focusing on for the remainder of the school year?

Reflection





Thank you!

