
NWESD ELL Cooperative Paraeducator Training #1

Presented by:
Gayle Everly - NWESD 189
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Paraeducator Training Dates & Topics

Thursday, October 5th, 2017

9-2:30pm

“Understanding Language Acquisition & Development”

Tuesday, January 9th, 2018

9-2:30pm

“Instructional Strategies for Student Engagement”

Tuesday, March 20th, 2018

9-2:30pm

“Scaffolds for Language Learners”

Today's Agenda

Introductions

Foundations of Language Acquisition

LUNCH is provided!

English Learner Program Models in Washington State

Application of Information to Your Current Role

Next Steps

Learning Outcomes

- ★ I will have an understanding of how my English Learners acquire language.
- ★ I will feel empowered to take my new learning back to my building(s) and serve my students.

Language Acquisition - Observation Charts

With a partner, look at each observation chart.

Share your reflection out loud in your language of choice and then choose one person to record your response. You may use words or images to record your response.

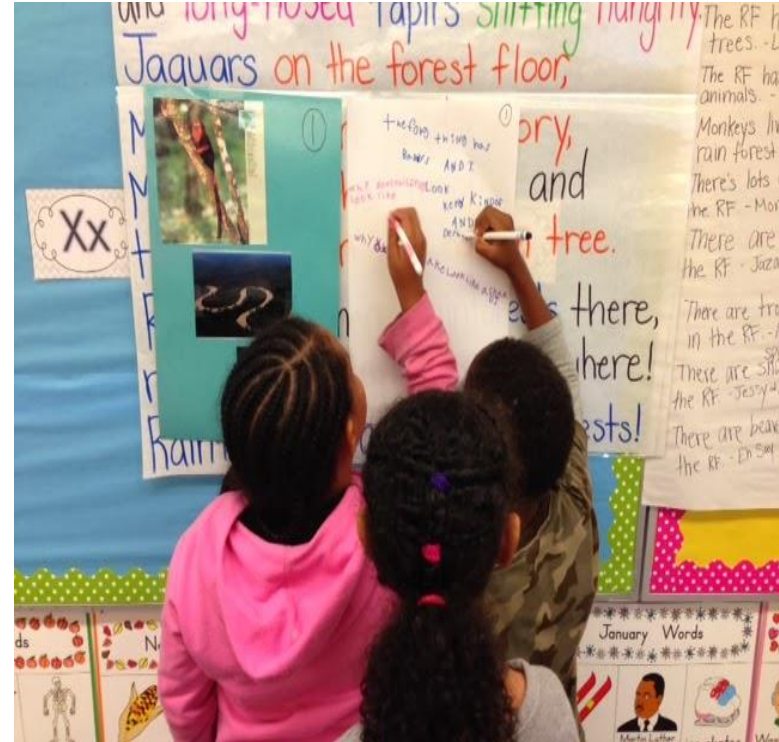
When you have finished, you can move to the next chart.

What did you observe?



Observation Charts:

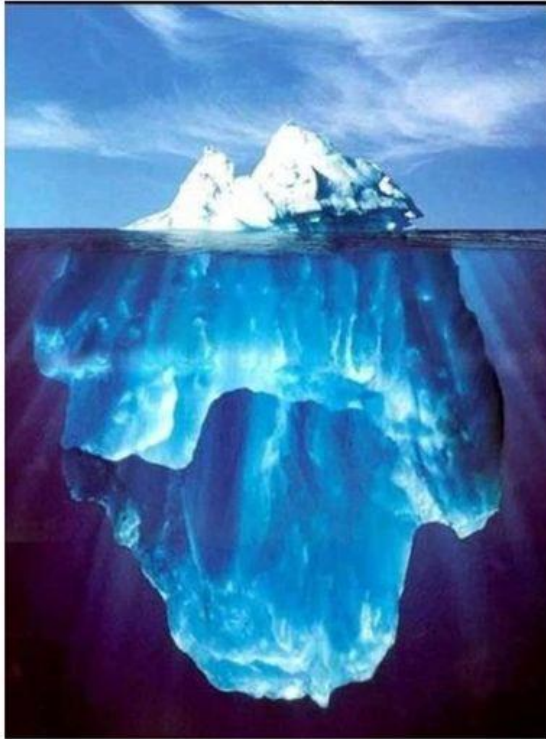
- Create posters 4-8 posters, each containing 4-6 pictures (categorized)
- Place on the walls around the room
- Students choose a partner and observe each poster then the scribe draws or writes their observations on the chart
- Can repeat in a few weeks to measure growth



BICS & CALPs

BICS and CALP

Iceberg



BICS (1-2 years)

Basic Interpersonal Communication Skills

- Surface level – Here and Now
 - Familiar Content
 - Face to Face Conversation
 - High Frequency Vocabulary – 2000 words
 - Simple Sentence Structure
 - Low Pressure
-

CALP (5 or more years)

Cognitive Academic Language Proficiency

- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency Vocabulary
- High Stakes (lots of pressure)

Sort the Pictures into BICS & CALPs



10 minute break



Affective Filter

Big Book Text

Students learn when they feel safe. The term "affective filter" has to do with students' emotional factors that can block or impede learning. So that students can learn, teachers need to create secure environments with low anxiety. So that students can learn, teachers need to be enthusiastic and engage students completely in class. So that students can learn, teachers need to teach using comprehensible input. For students to be able to learn, teachers need to let them use their primary language. Students learn when they feel safe.

Students Learn When They Feel Safe

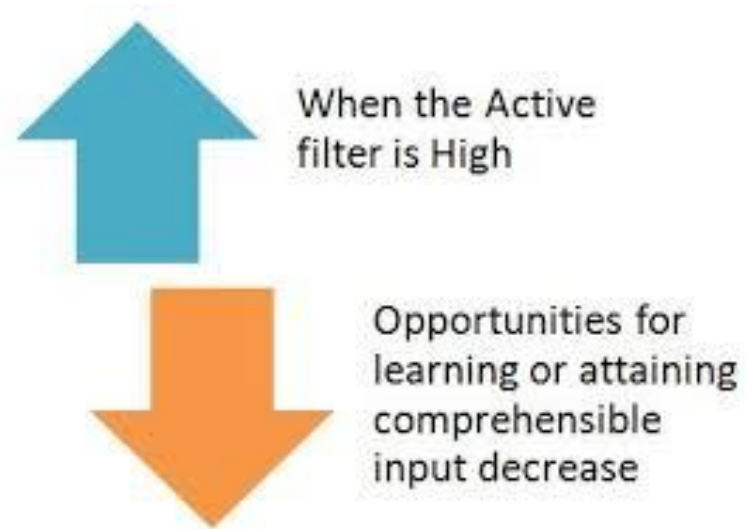
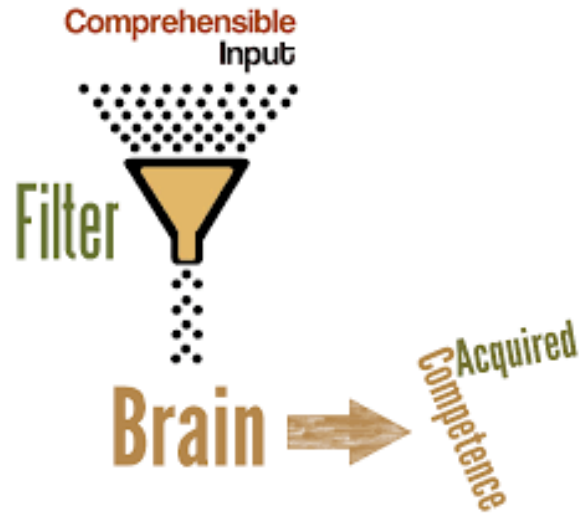
By Sarah Southard —



Students learn when they feel safe.



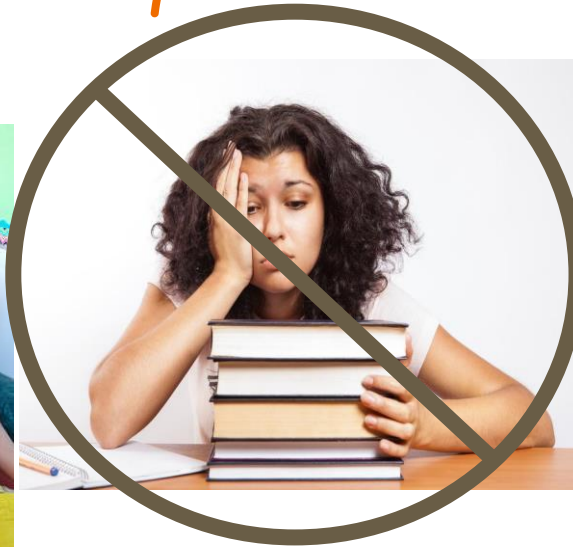
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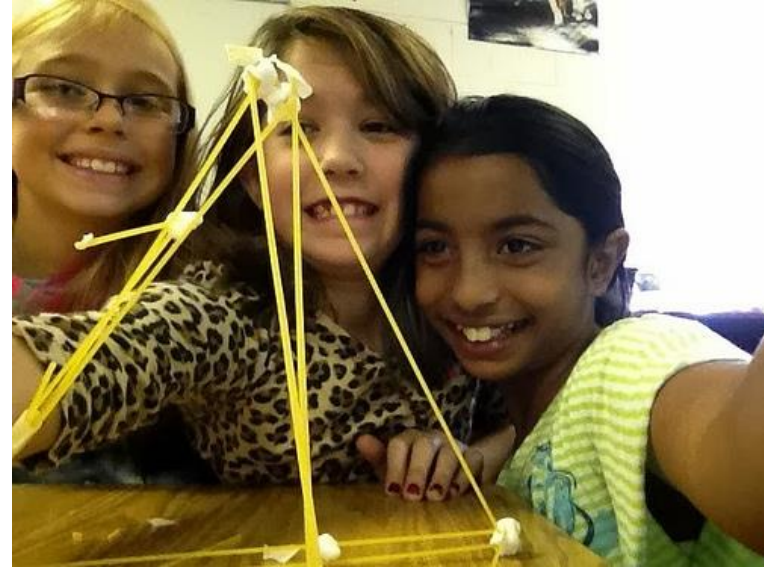
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Students learn when they feel safe.



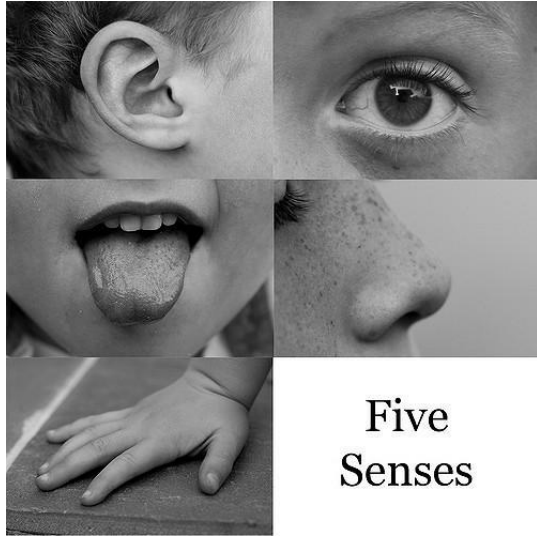
So that students can learn, teachers need to be enthusiastic and engage students completely in class.



Students learn when they feel safe.



So that students can learn, teachers need to teach using comprehensible input.



What do you want to CREATE today?



Students learn when they feel safe.



Students learn when they feel safe.



Big Book Text

Students learn when they feel safe. The term "affective filter" has to do with students' emotional factors that can block or impede learning. So that students can learn, teachers need to create secure environments with low anxiety. So that students can learn, teachers need to be enthusiastic and engage students completely in class. So that students can learn, teachers need to teach using comprehensible input. For students to be able to learn, teachers need to let them use their primary language. Students learn when they feel safe.

When do you think your students felt like either of these pictures?



A

How can you help lower students' affective filters?

Something to think about.....

I've learned that people
will forget what you
said, people will forget
what you did, but
people will never forget
how you made them
feel.

Maya Angelou



See you back in 30 minutes!



Stages of Language Acquisition

“Sole Mate”



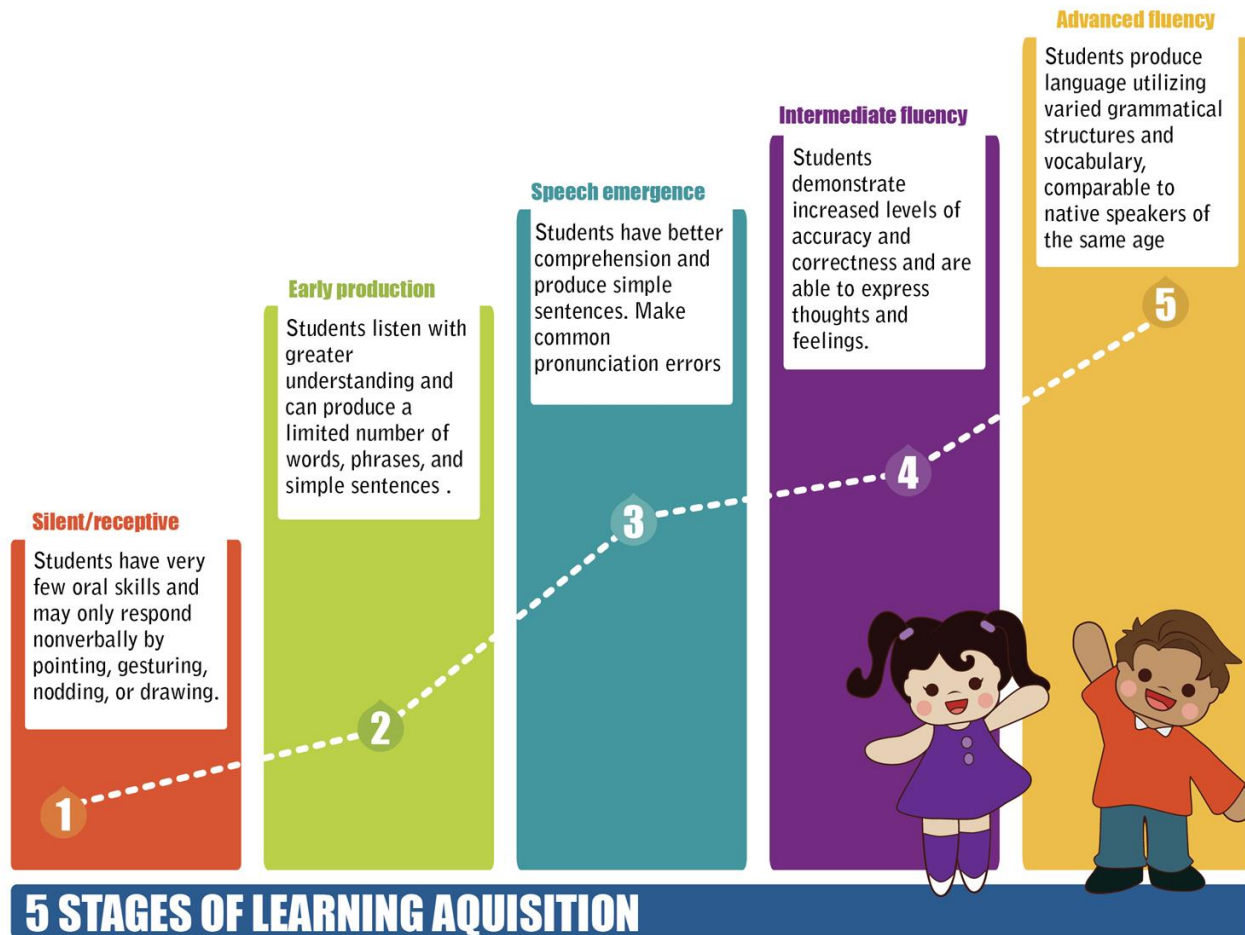
Language Acquisition - Accessing Prior Knowledge

Thinking about a particular EL student with whom you're working:

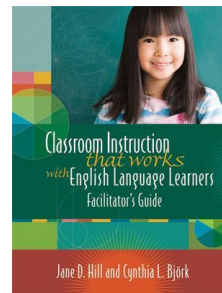
- What do you notice about his/her language proficiency?
- What do you want to know?
- Share at your table and find common ideas in your



5 Stages of Second Language Acquisition



Puzzle pieces



Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction			Show me ... Circle the ... Where is ...? Who has ...?
	The student Has limited comprehension Produces one- or two-word responses. Uses key words and familiar phrases. Uses present-tense verbs.		

Stages of Second Language Acquisition

BICS

CALP

Stages	Characteristics	Approximate Time Frame	Teacher Prompts
Pre-production	The student <ul style="list-style-type: none"> •Has minimal comprehension. •Does not verbalize. •Nods "Yes" and "No." •Draws and points. 	0-6 months	<ul style="list-style-type: none"> •Show me... •Circle the... •Where is...? •Who has...?
Early Production	The student <ul style="list-style-type: none"> •Has limited comprehension. •Produces one-or two- word responses •Uses key words and familiar phrases. •Uses present-tense verbs 	6 months-1 year	<ul style="list-style-type: none"> •Yes/no questions •Either/or questions •Who...? •What...? •How many...?
Speech Emergence	The student Has good comprehension. Can produce simple sentences. Makes grammar and pronunciation errors. Frequently understands jokes.	1-3 years	<ul style="list-style-type: none"> •Why...? •How...? •Explain...? •Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student <ul style="list-style-type: none"> •Has excellent comprehension. •Makes few grammatical errors. 	3-5 years	<ul style="list-style-type: none"> •What would happen if...? •Why do you think...? •Questions requiring more than a sentence response
Advanced Fluency	The student has near-native level of speech.	5-7 years	<ul style="list-style-type: none"> •Decide if... •Retell...

Completed Process Grid

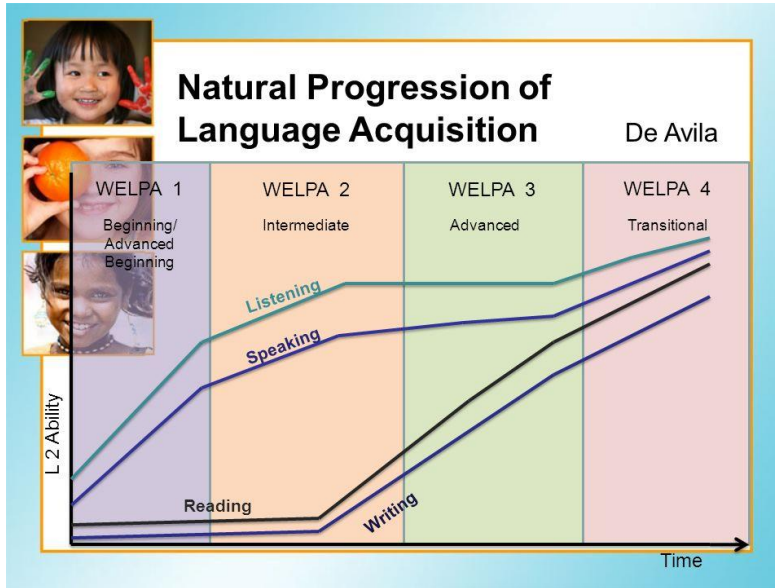
	General Description	Student <u>Input</u> Characteristics (Listening & Reading)	Student <u>Output</u> Characteristics (Speaking & Writing)	Teaching and Assessment Strategies
Stage 1 Pre-Production	<ul style="list-style-type: none"> • Silent period • Receptive period • Watches carefully • 0-12 months (approx.) • Fluid time frame • WELPA Level 1 • 0-12 months • WELPA level 1 (Beginning/Advanced Beginning) 	<ul style="list-style-type: none"> • Not yet reading • Developing print awareness • Listens actively • Watches carefully 	<ul style="list-style-type: none"> • Non-verbal • Echoes, mimics • Experiments with sounds • Uses gestures • Draws • Sorts • Copies • Points • Not yet writing, but can point, sort, sketch, copy, etc. 	<ul style="list-style-type: none"> • Use visuals • Model or demonstrate processes and tasks (I do, we do, you do) • Employ gestures/body language • Use concrete visuals (things one can touch/feel/examine) • Use repetition • Design intentional questions for the output capabilities of this stage • Student can show understanding by use visuals/realia/manipulatives by pointing, sorting, sketching, etc.
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Always thinking</p> </div>				
Stage 2 Early Production	<ul style="list-style-type: none"> • Speaking 20%, Listening 80% • Uses basic functional words • Beginning of basic interpersonal • 1-3 word phrase • Asks for help • WELPA • 6 month to 2 years • Last 6 months to 2 years 	<ul style="list-style-type: none"> • Gaining phonemic awareness and beginning to decode • Reads word by word (word patterning helps) • Still listens intently (sometimes eye contact) • Can match written word to spoken word 	<ul style="list-style-type: none"> • Mimicking (continued) • Expressive output about 20% (200 words) • Pre-writes (name etc.) • Asks for help • 1-3 word phrases • "Help" (asks for help) • 1-3 word phrases 	<ul style="list-style-type: none"> • Yes/no, T/F, either/or questions • Lots of modeling • Select pictures • Answer questions in L1 • Use repetitive language in teaching • Acting out the answers • Use higher level questions/answers • Use patterning

English Learner Program Models

EL Program Specifics

Language Domains

- Speaking
- Listening
- Reading
- Writing

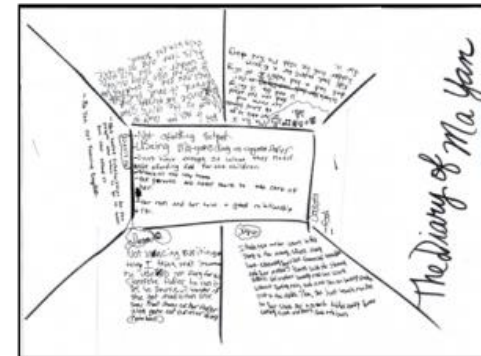
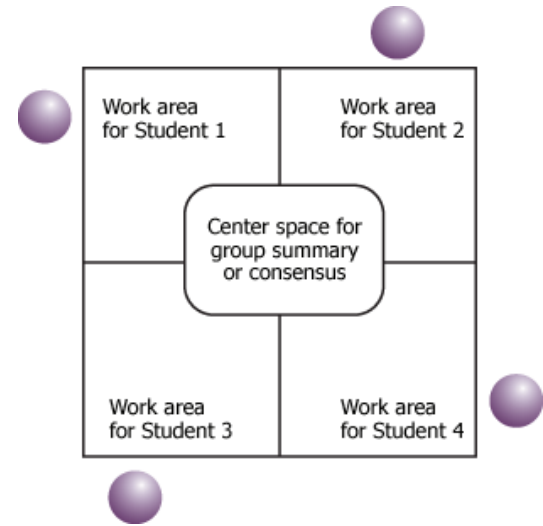


Overall Language Categories:

- Emerging
 - (Level 1's and 2's in each domain)
- Progressing
 - (Combination of domain levels)
- Proficient
 - (Level 4's and 5's in each domain)

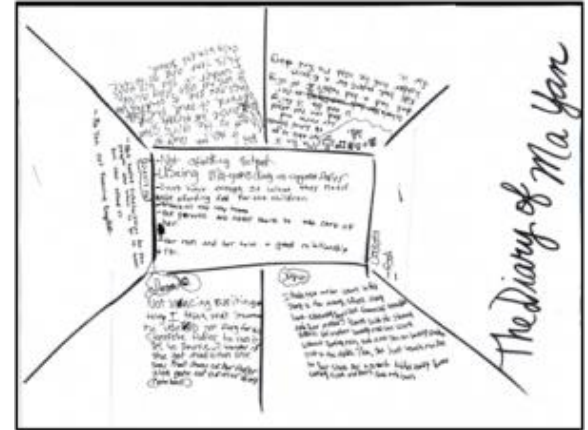
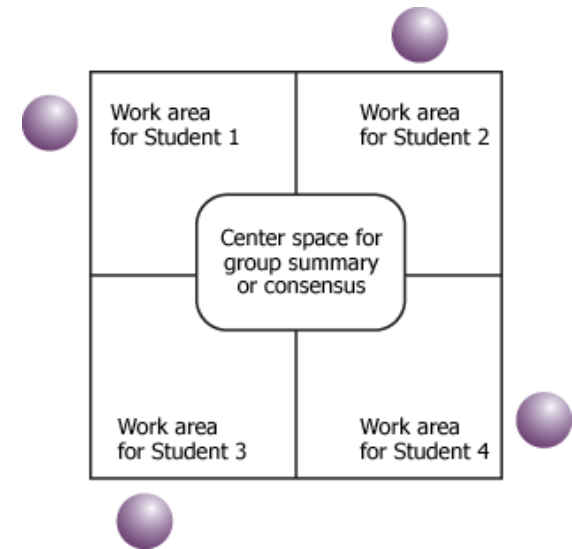
6 EL Program Models

- Each Table group has a specific program model
- Consensus Board
 - Divide paper into a middle section and one section for each person to write in
 - Each person writes key ideas in their square, with different colors
 - Write **3-4 commonalities/key points in middle** - your CONSENSUS
- Choose a presenter for your group



6 EL Program Models

- Dual Language
- Developmental Bilingual Education (Late Exit)
- Transitional Bilingual Education (Early Exit)
- Content-Based Instruction (CBI) or Sheltered Instruction (SI)
- Supportive Mainstream
- Newcomer Program



Dual Language

- Mixed classrooms of ELLs and native English speakers.
- Goal of bilingualism, biliteracy, biculturalism, and grade level academic achievement for all students.



Developmental Bilingual Education (Late Exit)

- Classrooms of English language learners in K-6 grades.
- Goal of bilingualism, biliteracy, and grade level academic achievement for English language learners.



Transitional Bilingual Education (Early Exit)

- Classrooms of English language learners.
- Goal of English proficiency and grade-level academic achievement with gradual reduction of native language supports.



Content-Based Instruction (CBI) or Sheltered Instruction (SI)

- Classrooms of English language learners.
- Goal of English language proficiency integrated with grade level academic achievement.



Supportive Mainstream

- Students in mainstream English speaking classrooms most of the day.
- Goal of English language proficiency integrated with grade-level academic achievement.

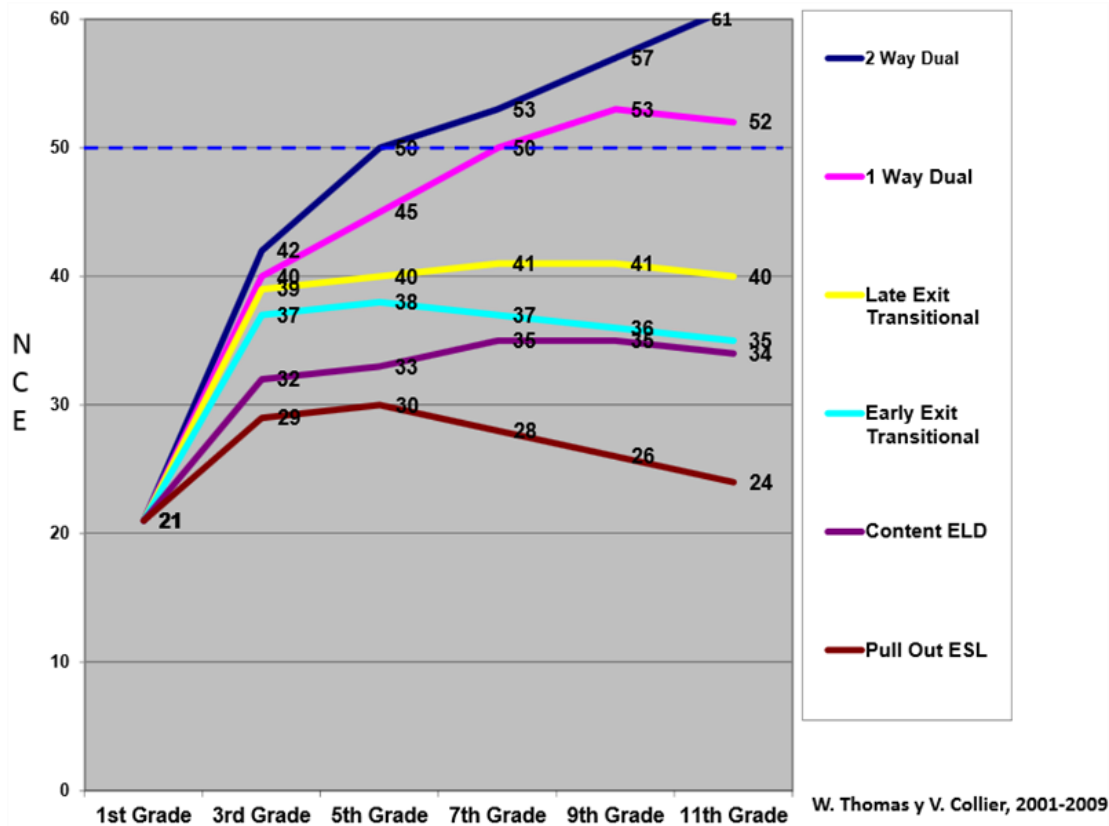


Newcomer Programs

- Classrooms of beginning level newly immigrated English language learners all or part of the day.
- Goal of basic English language proficiency, basic content knowledge, and introduction to US school culture in order to prepare for other district ELL program.



Something to think about.....



Stand Up, Hand Up, Pair Up



Stand Up, Hand Up, Pair Up

- Choose a Partner A and a Partner B
- Partner B share first.....
 - What kind of EL program model(s) does your school have?
 - What do you currently do to serve EL students?
- What experiences do you have serving EL students?



Questions about EL Program Models?

Advocacy

What is advocacy?

Why Advocate?

“Unless someone like you cares
a whole awful lot, Nothing is
going to get better. It's not.”

- Dr. Seuss, The Lorax



By definition.....

My EL Advocacy Definition

- Working for ELs' equitable and excellent education by taking appropriate **actions** on their behalf
- Stepping in and providing a **voice** for those students—and their families—who have not yet developed their own strong voice in their education
- Having a deep **understanding** about each EL student's and family's background to be able to know which appropriate action to take

Advocating for your students.....

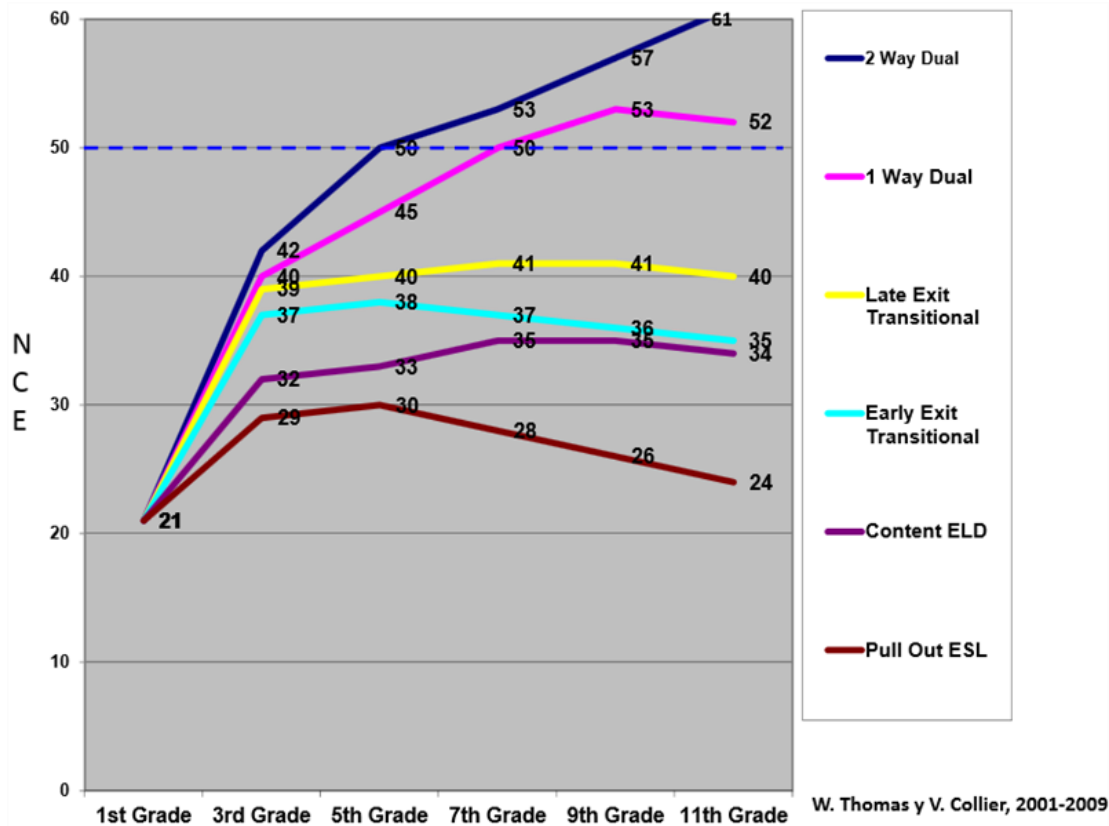
- **Communicate with students about the WHY**
- **Kids need time to talk and ask questions**
- **Social/Emotional Impacts**
 - **Dynamic with political issues right now**
 - **Difficult times for students - breaks, holidays, weekends**
 - **Acting out is in reaction to their environment and what they can/can't control**
 - **School often provides consistency (people, food, routines, etc)**

Advocating for yourself.....

- Get to know your students
- Give things time and progress will come
- Be your biggest cheerleader
 - Navigate situations with teachers
 - Communication with teachers, leaders, bilingual team, instructional coaches



Something to think about.....



Learning Outcomes

- ★ I will have an understanding of how my English Learners acquire language.
- ★ I will feel empowered to take my new learning back to my building(s) and serve my students.

Fist to 5	
	I do not understand at all.
	I need a lot of help.
	I think I understand, but may need help.
	I am on my way. I do not need help right now.
	I get it!
	I can teach someone else!

Next Steps

What do you hope to accomplish before next time?

1. Share my new learning from today with colleagues?
1. Do I want to practice my new learning with the students I see outside of the classroom?
1. Meet with the EL teacher or director in my school or district?
1. Connect with grade level or content teachers to learn ways to support our students more effectively?



PARAPROFESSIONAL:

The heartfelt hero. Using their talents to help students discover their own. Dedicating their time and energy each day to the students in their care, and doing it all while meeting the individual needs of many.



IT TAKES

a

big heart

TO SHAPE

a little mind

