

NWESD ELL Cooperative Paraeducator Training #2

January 9, 2018

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Welcome!!!

Introductions



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

Promoting Student Engagement - **Social/Emotional Environments**

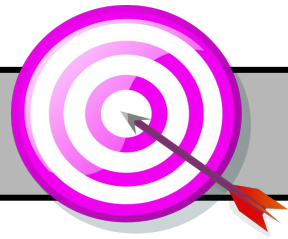
Promoting Student Engagement - **Physical Environments**

Promoting Student Engagement - **Academic Environments**

Student Engagement Resources

We are our students' BEST advocates!

Learning Targets



1. I can **identify adjustments** to the **social/emotional environment** in my teaching to improve active engagement of EL students.
2. I can **explain** one way in which I will adjust my **physical environment** to better engage EL students in learning.
3. I can **identify** at least one **routine or scaffold (academic environments)** that are beneficial to actively engage EL students.

What does student engagement look like?

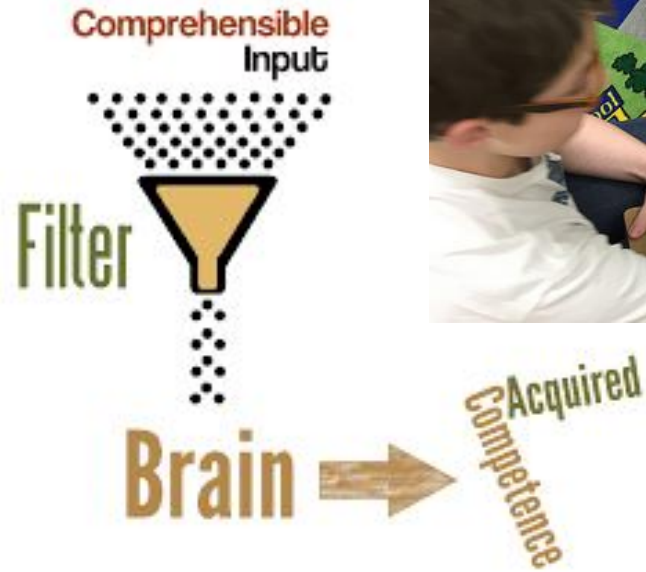


- Work in teams to create a **graffiti wall**.
- Record your work independently - recording your thoughts using graphics, words etc.
- When everyone has completed their part, share your thinking.



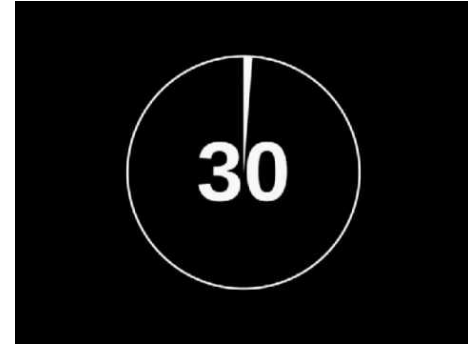
Social/Emotional Environments

Remember.....



Social/Emotional Supports

- Use of home language (**TRANSLANGUAGING**)
- Shared learning experiences
- Encouraging & shaping social interactions
- Academic support, including clubs/activities/sports
- Serving as a bridge or liaison with other students - ADVOCATE



<https://www.teachingchannel.org/videos/establish-classroom-culture>

Translanguaging

A scaffold to help emergent bilinguals learn English.

A way to cultivate students' bilingualism – using all of their languages as a resource for learning, reading, writing, and thinking in the classroom.

https://www.youtube.com/watch?v=Z_AnGU8jy4o

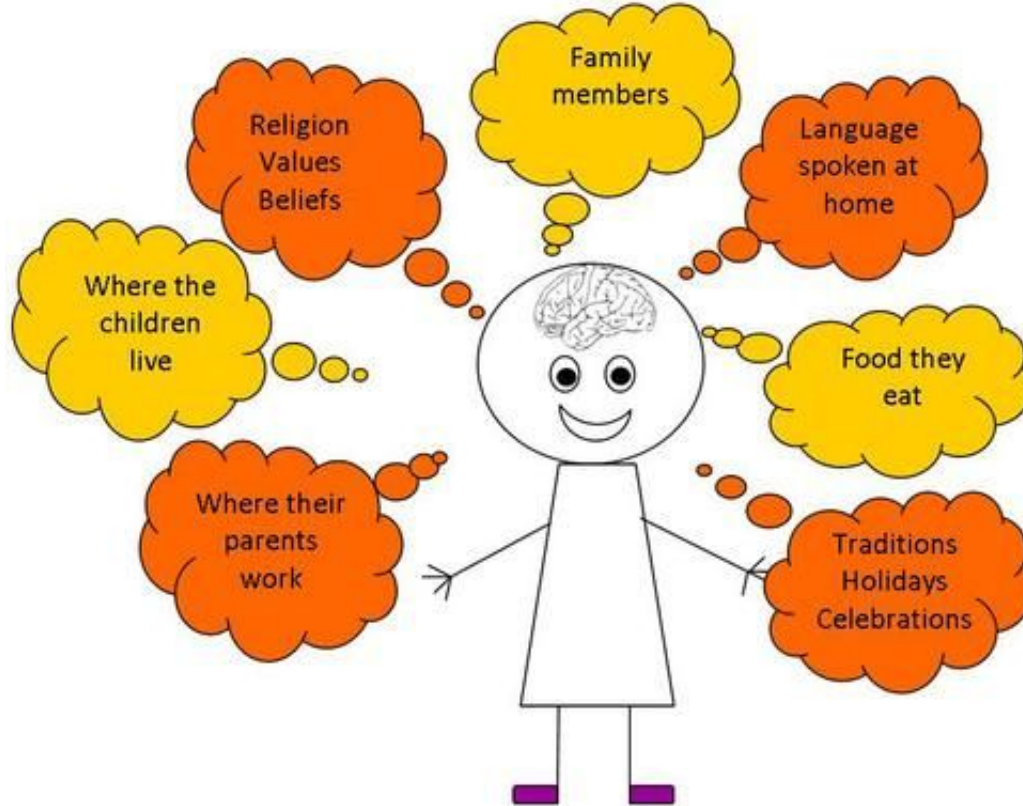
Hopes and Dreams: An Asset-Based Approach

- Valuing and respecting each other
- Valuing diversity
- Realizing that cultural context will affect an individual's communication and participation in education in a variety of ways

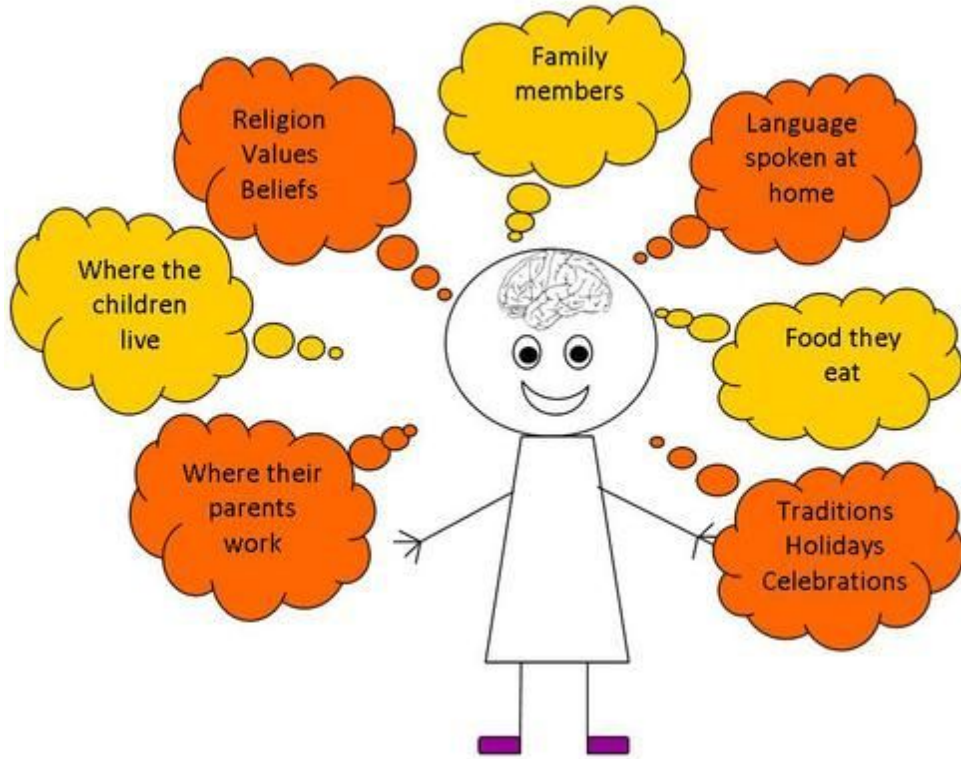
<https://www.teachingchannel.org/videos/building-a-comfortable-classroom>



What is “Funds of Knowledge”?

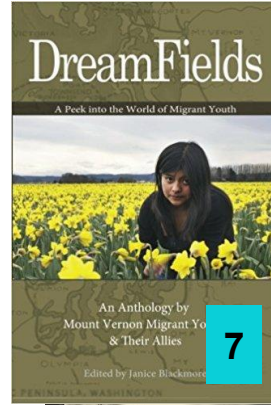


What is “Funds of Knowledge”?



The belief that all students come to school with valuable knowledge, abilities, and sets of information that are **worth** sharing with their school and community!

What is “Funds of Knowledge”?



How do we connect with our families?

- Neighborhood visit?
- Welcome families and students?
- Invite families to a school event?
- Deliver gifts during December?
- Family visit to selected student(s)?
- Include parent experts or volunteers in your classroom?



How do we connect with our families?



Shared Learning Experiences

Classroom experience at the beginning of a unit to support equal access for all students.

- ★ Parent Expert
- ★ Community Expert
- ★ Field Trips
- ★ Videos
- ★ Home-School Connections



Reflection - How do you connect with families?

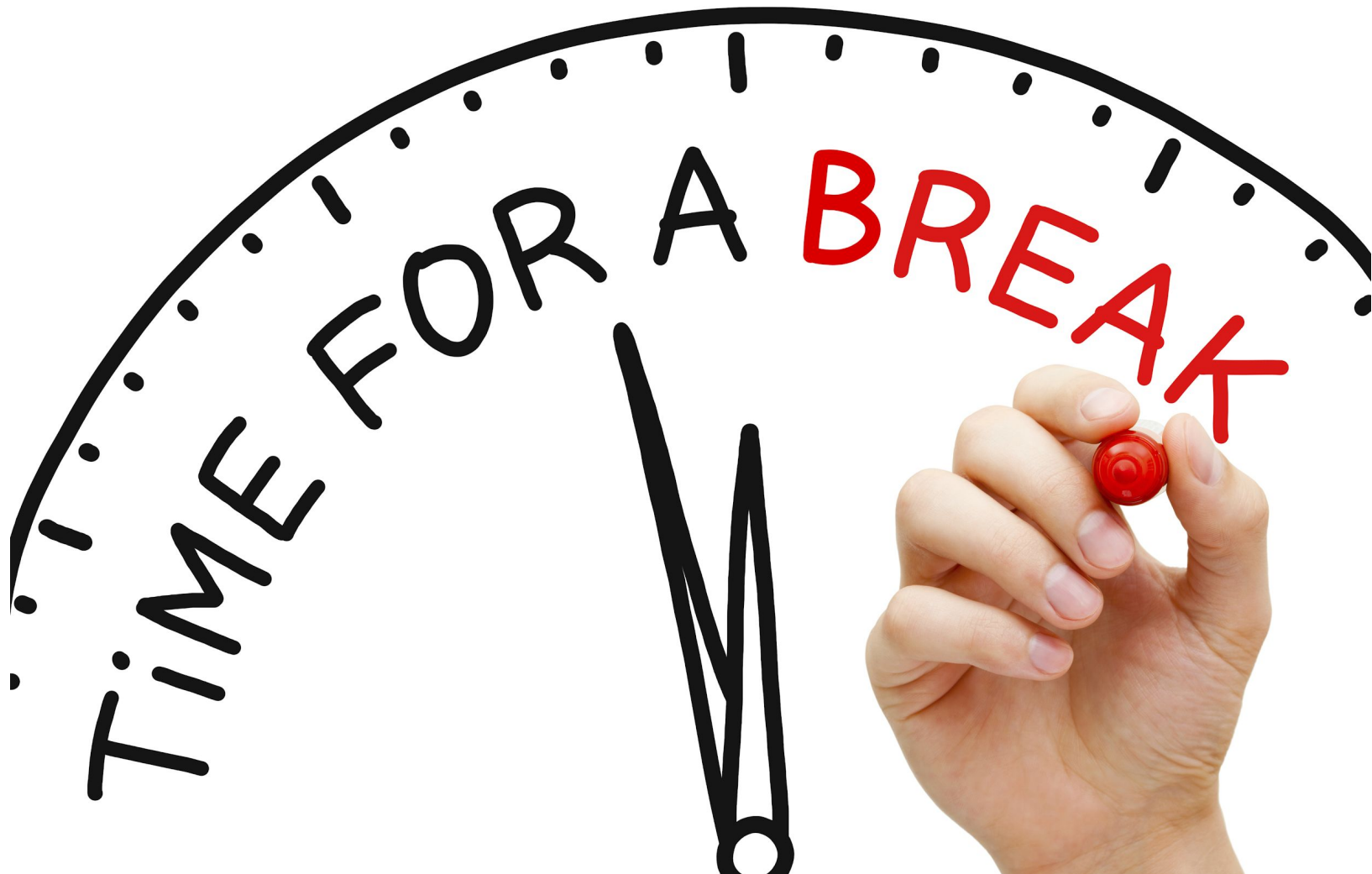
Think of a particular student

1. What “Funds of Knowledge” do they bring to our class/school?
2. How do we use that knowledge and those assets to increase student learning?
3. What else would I still like to know about this student and/or their family?



Share your favorite experience with a “sole mate” about this specific student and their FUNDS OF KNOWLEDGE.





Physical Environments



2:00

Secondary



Group Work



Look at the Walls!

adjective (describes) 形容词	noun (subject) 名词	verb (action) 动词	adverb (how?) 副词	Prepositional Phrase (Location/time/What? Where?)
clever persistent brave hard-working kind proud fraid	biography 历史传记	write run act climb discover find	well quietly bravely quickly slowly	at school at the park in Africa in the library above a mountain behind the wall

Topic	Responsibility	Caring	Respect	Citizenship
School 	<ul style="list-style-type: none"> Come to school ready to learn Be on time 	<ul style="list-style-type: none"> pick up trash Keep our School beautiful 	<ul style="list-style-type: none"> listen to the people who work here please, thank you Excuse me Keep hands to ourselves 	<ul style="list-style-type: none"> Salute the flag follow rules helping others not taking things
Classroom 	<ul style="list-style-type: none"> Work as a team take care of my materials Complete work 	<ul style="list-style-type: none"> keep it clean help others 	<ul style="list-style-type: none"> Listen to the teacher listen to each other 	<ul style="list-style-type: none"> follow the rules say nice things
Home 	<ul style="list-style-type: none"> Clean after yourself be a good helper do your homework 	<ul style="list-style-type: none"> hug your family Share with your family help your family 	<ul style="list-style-type: none"> use good words please, thank you listen to you mom, dad, grandma, grandpa 	<ul style="list-style-type: none"> Follow rules using good manners
Environment 				

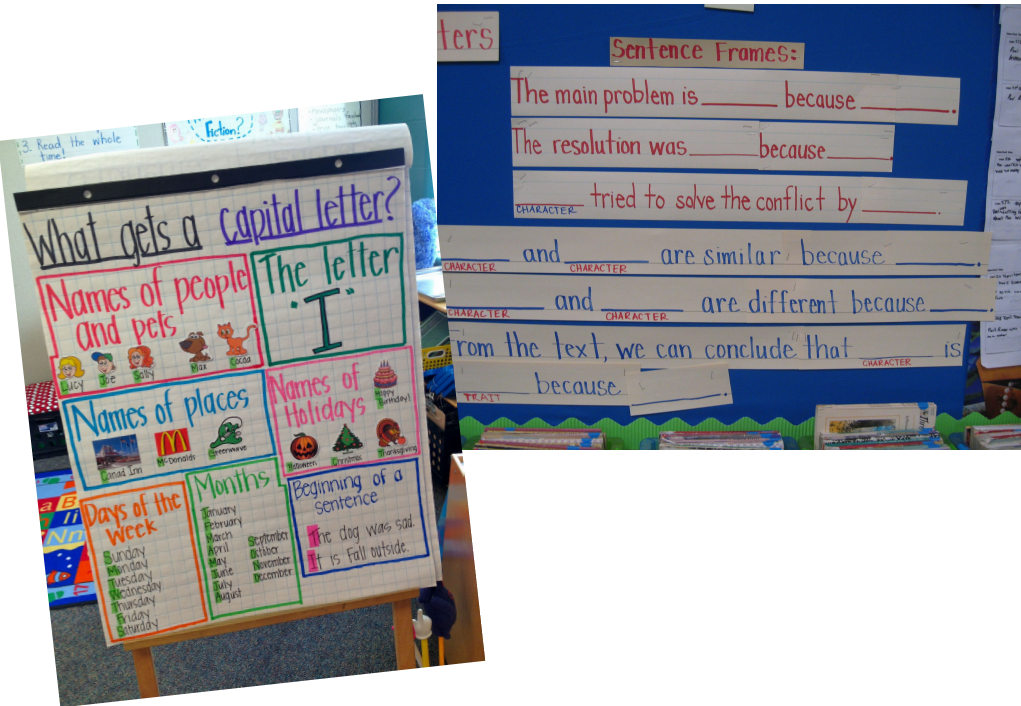
Working with a Buddy

Take turns Whisper voices
Tomamos turnos Voces susurrar

Listen to each other. Help each other.
Escuchamos uno al otro. Nos ayudamos uno al otro.

Stay with your buddy. Quédate con tu compañero.

Look at the Walls!



<https://youtu.be/eotdNIEHzDY>



Classroom Analysis



Think of a classroom you work in.....

- How does the physical environment include ELL students?
 - Grouping/seating?
 - Flexible groupings?
- What resources are available to support learning?
- How does the physical environment support or promote social and emotional learning?

Classroom Analysis - Next Step

What is one thing that you can add to your physical workspace to enhance the social & emotional learning of your students?



2

3

4

9

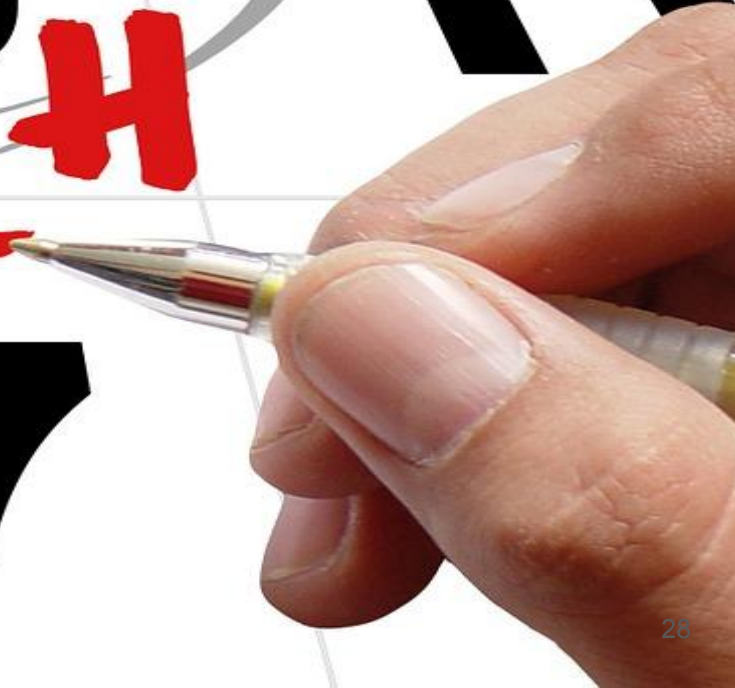
10

11

LUNCH

6

17



Academic Environments

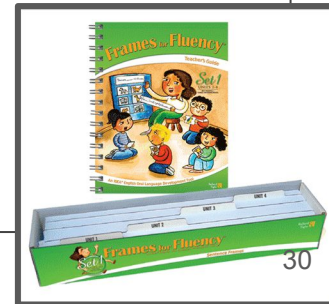
Instructional Supports

PUSH-IN

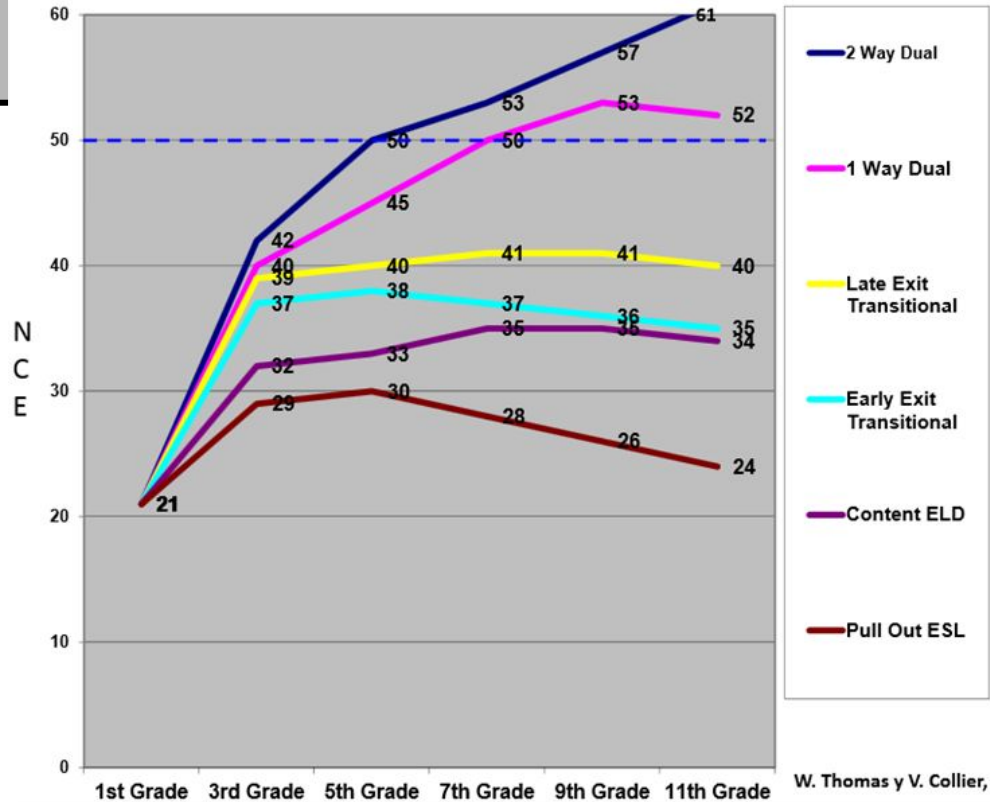
- Work alongside the student to help scaffold comprehensible input
- Communication tools for teachers
- Clustering Model in middle & high school with intentional certificated and classified support

PULL-OUT

- Specific language support with the EL Specialist or Paraeducator including:
 - Classroom & School Culture
 - Basic vocabulary
 - Oral language development



Push-In Models



W. Thomas y V. Collier, 2001-2009

Push-In: Supporting the content



! I've used this strategy and I can model it.

✓ I've used this strategy or observed it being used.

? I have a question about this strategy.

Sentence Frames

TALK LIKE A SCIENTIST!



Present an Idea

- I think _____.
- In my opinion _____.
- I observed that _____.
- I didn't realize that _____.
- One way to look at it is _____.
- I found it interesting that _____.
- ◆ Something to consider is _____.
- ◆ It occurred to me that _____.
- ◆ Something that caught my attention was _____.
- ◆ I was struck by _____.



Pose a Question

- Do you think that _____? Why?
- Can you explain _____?
- I wonder why _____?
- What would happen if _____?
- What do you mean by "_____?"
- Can you give an example of _____?
- What do you think? What makes sense to you?
- ◆ How does _____ relate to _____?
- ◆ How did you determine _____?
- ◆ What is the purpose of _____?



Build on an Idea

- I agree that _____ because _____.
- I also think that _____.
- That reminds me of _____.
- I like where you're going. I would like to add _____.
- Your comment supports that _____.
- You're on to something. A similar idea is _____.
- ◆ Based on your prediction/hypothesis I think _____.
- ◆ To take it one step further, _____.
- ◆ So if we already know _____, we can infer _____.



Support your Thinking

- The data shows that _____.
- _____ is an example of _____.
- _____ is one reason for _____.
- The information supports that _____.
- According to the data, it is clear that _____.
- _____ is evidence that _____.
- ◆ Based on the data from _____, we can infer that _____.
- ◆ From _____ and _____, we can infer that _____.



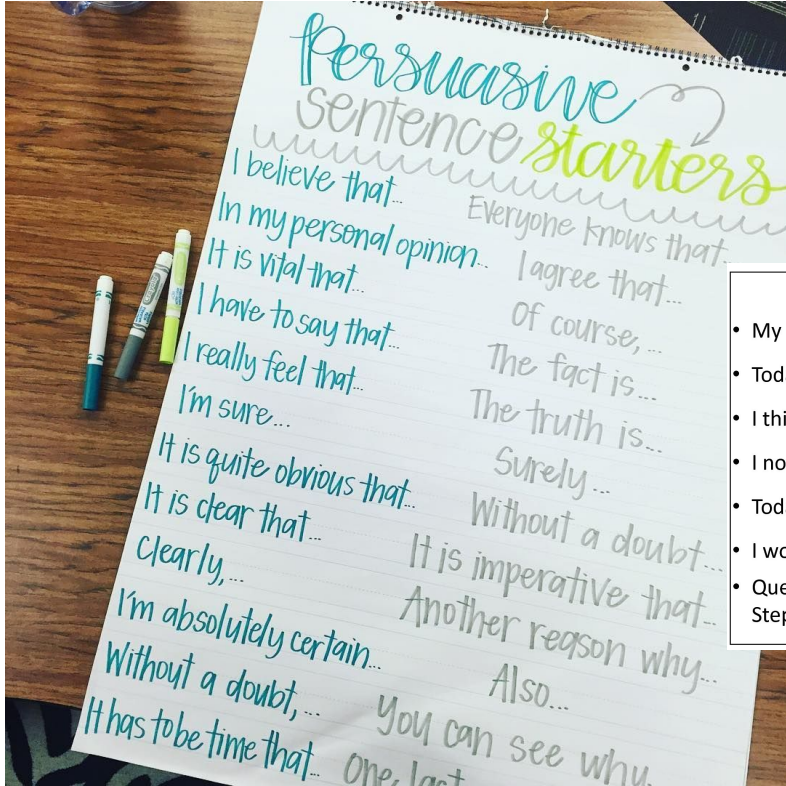
Challenge an Idea

- I disagree with _____ because _____.
- How do you know _____?
- Another solution is _____.
- Have you considered _____?
- That's not how I see it. From my perspective, _____.
- That data also suggests that _____.
- ◆ Another way of approaching it is _____.
- ◆ Isn't it possible that _____?
- ◆ A different conclusion might be _____.
- ◆ Further analysis shows that _____.
- ◆ This research may lead to _____.

Support your Thinking

- The article / author states that _____.
- _____ is / was an example of _____.
- _____ is / was one reason for _____.
- The text / information suggests / proves / shows that _____.
- According to the author / text / data, it is clear that _____.
- _____ is evidence that / proof of _____.
- _____ validates / confirms / reinforces _____.
- ◆ A close reading of _____ reveals _____.
- ◆ Based on the data / information from _____, we can assume that _____.
- ◆ From _____ and _____, we can infer that _____.

Sentence Starters



Sentence Stems

- My question: _____ (Question)
- Today I (or we) want to find out _____ (Problem)
- I think _____ will happen because (Prediction)
- I noticed (or observed) _____ (Observation)
- Today I learned _____ (Conclusion)
- I wonder _____ (Reflection)
- Questions I have now are _____ (Next Steps/New Questions)

MATH TALK & SENTENCE STARTERS

- *I solved the problem by...
- *The strategy I used was...
- *Another strategy you could use would be...
- *The best way to solve this problem would be...
- *I know the answer is reasonable because...
- *I can check my answer by...
- *I can prove my thinking by...
- *I discovered that...
- *I noticed that...
- *I learned...
- *I wonder...
- *I compared...
- *I added/subtracted/multiplied/divided...

Opportunities for Student Voice

ELL-Friendly Classrooms

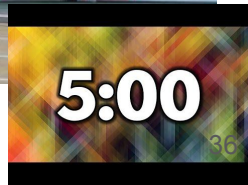
WHAT YOU'LL HEAR	WHAT YOU'LL SEE
<p>Less teacher talk and more student conversation</p>  <p>Student groups working together in collaboration</p> 	<p>Desks arranged in groups</p>  <p>Students working collaboratively</p>  <p>that are clear, concise, and user-friendly, with graphic supports</p>
<p>The teacher using repetition and clarification</p>  <p>to support student comprehension</p>	<p>Students using sentence stems to speak and write in complete sentences</p>  <p>I believe</p> <p>WORD WALLS</p> <p>that are categorized and supported with visuals</p>  <p>Content and language objectives clearly posted</p>

Grouping for Academic Conversations

When are classroom conversations like a soccer game and when are they like a track meet?



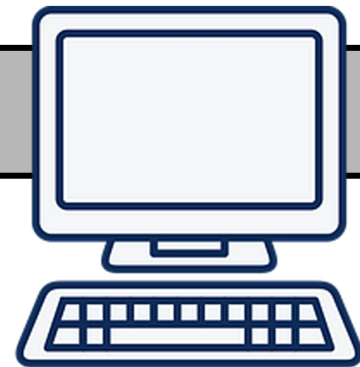
<https://www.edutopia.org/practice/oracy-classroom-strategies-effective-talk>



Strategy Check

- Learning Targets
- Graffiti Wall
- Think & Write
- Sole Mate
- Observation Charts
- Anchor Charts
- Think, Write, Pair, Share
- Give One, Get One
- Turn & Talk
- Marking the Text

Technology and Resources



¡Colorín colorado!



Reading A-Z

THANK YOU!

FAIR ISN'T
everybody getting the
same thing.....

FAIR IS
everybody getting
what they need
In order to be
SUCCESSFUL.

