The left side of the slide features a vertical gradient of light blue and white stripes. Overlaid on these stripes are several blue circles of varying sizes, arranged in a descending pattern from top to bottom.

SHELTERED ENGLISH INSTRUCTION TRAINING OF TRAINERS WORKSHOP

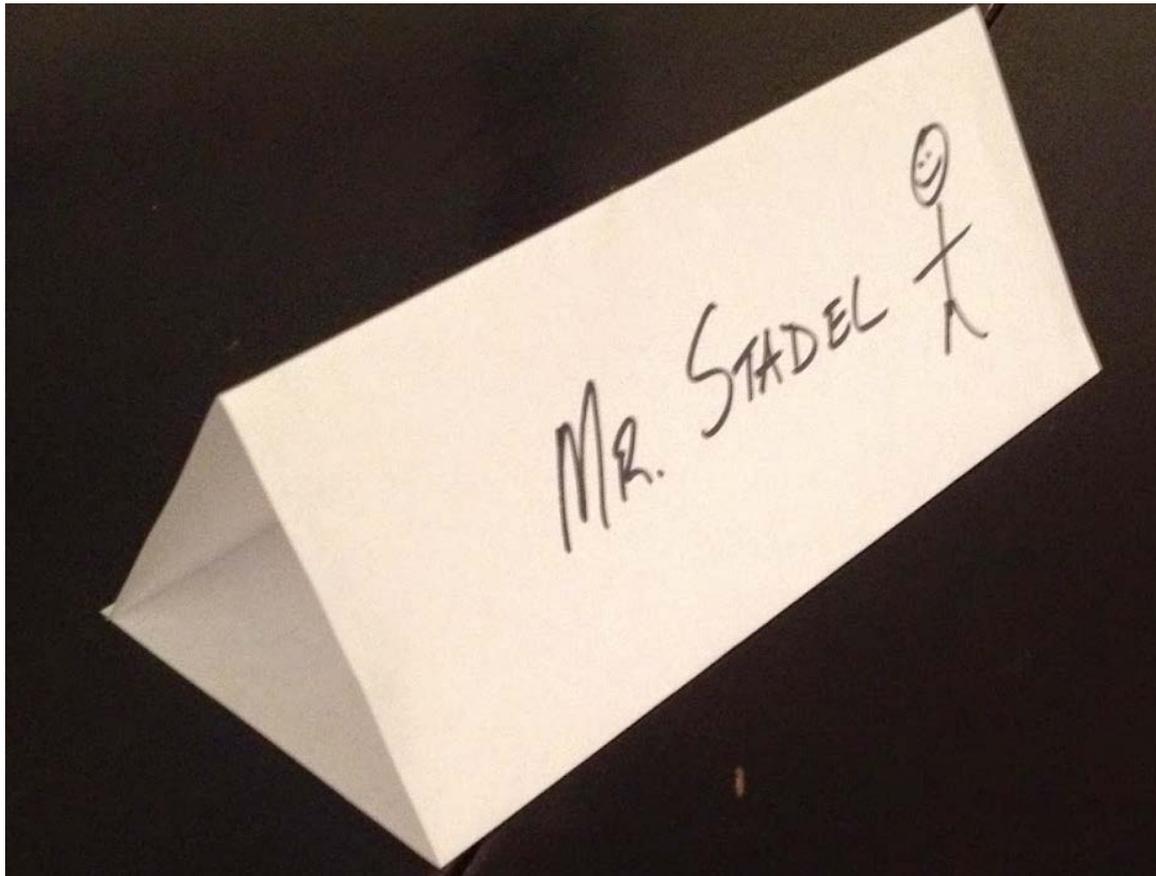
DAY 1

Presented by:

Patricia Maldonado and Kenneth Bond

NAME TAGS

Please make name tags so that we can get to know you.



PAT'S EXPERIENCE....



- NYC public schools
- Literacy and second language acquisition background
- Senior Research Associate at the Equity Alliance Center Region 2 at Touro College in NYC



KEN'S EXPERIENCE...

- ESL/Bilingual Program Development Specialist at NJDOE
- Rowan University
- Somerdale S.D.
- Husband and dad



HUMAN AFFINITY DIAGRAM



HUMAN AFFINITY DIAGRAM

○ **Introductions:**

- On a post it, please write your biggest question, concern, goal, or interest related to Sheltered Instruction.
- Standup and introduce yourself to someone.
- Find out if your post-its have an affinity or not.
- Form a group, and be prepared to share your “affinity”:

○ **Language Structure:**

○ **We are all interested in...**



OBJECTIVES:

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

The plan will:

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





RESEARCH AND STATISTICS

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>
 - <http://www.state.nj.us/education/data/>
 - <http://www.acf.hhs.gov/programs/orr/programs/ucs/state-by-state-uc-placed-sponsors>
 - http://www.ncela.us/files/uploads/3/Biennial_Report_0810.pdf



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.



Anticipation Guide

Picture

Statement

Before

after

The amount of sunlight affects plant growth.

Agree/Disagree

Agree/Disagree

The amount of sunlight affects coloration.

Agree/Disagree

Agree/Disagree

Plants can produce their own energy.

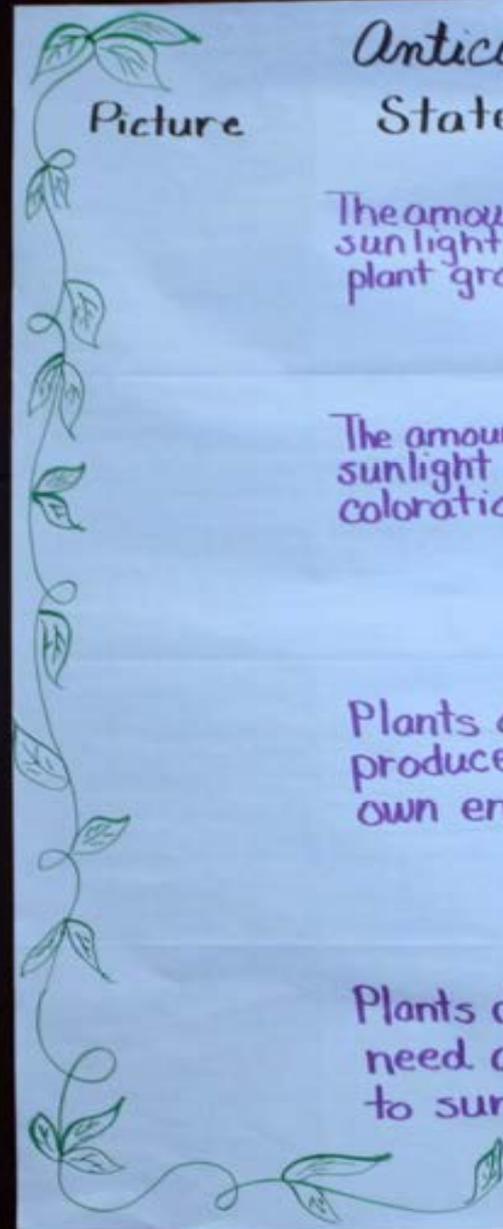
Agree/Disagree

Agree/Disagree

Plants do not need animals to survive.

Agree/Disagree

Agree/Disagree



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.



METACOGNITION FRAME

- I know that I know something about

_____.

- First, _____

_____.

- In addition, _____

_____.

- Finally, _____

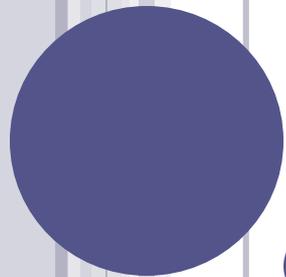
_____.

- Now you know what I know about

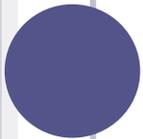
_____.

Writing as Learning: A Content-Based Approach
Andrew S. Rothstein, [Evelyn B. Rothstein](#), [Gerald Lauber](#)





SEI



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.



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.



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.

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* (pp. 3-49). Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.



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.



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.



COMPOSING WITH KEY WORDS

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

My sentence is

_____.



FOCUS ON LANGUAGE– THE UNDERPINNING OF SHELTERED INSTRUCTION

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



THE FABRIC PARADIGM

6 Threads

- **Foundational Skills**
- **Academic Discussions**
- **Background Knowledge**
- **Resources**
- **Individualized Assessment**
- **Culture**



FABRIC PARADIGM OVERVIEW

Purpose

- Gives background for teachers and administrators
- Can be used with staff who have limited training

Sections

- Introduction
- 6 threads
- Helpful links for teachers
- FABRIC Classroom Feedback Guide



FEATURES

Connections

Introduction

Body

Classroom Application

Foundational Example

[CCSS Connection](#)
[WIDA Essential Action Connection](#): A2, A5, A6, A10, A14
[UDL Connection](#): Guideline 6: Provide options for executive functions; Guideline 8: Provide options for sustaining effort and persistence

Introduction
ELLs are an especially diverse population of learners. Some ELLs come from settings where former schooling is nonexistent. Other ELLs come from school systems that outperform U.S. schools. As newcomers to the U.S., learners from every background need foundational English and content skills to master content goals as well as comprehend the language used in school.

Language skills
To understand ideas and content in English, ELLs need to learn the systems of the English language by mastering the following:

- Letters and their corresponding sounds (especially when different from native language);
- Punctuation, capitalization, and spelling;
- Word meanings, affixes, and morphemes; and
- Structures of phrases, sentences, paragraphs, and conversations.

While students may acquire some of these skills on their own, they also need to receive systematic, consistent instruction related to these areas. Teachers should, "Provide small group instruction that focuses on the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension)" (U.S. Department of Education, Institute of Education Sciences).

As students become more fluent, their growth should be tracked to determine if more intervention is needed to help gain language proficiency (IES, 2007).

Foundational content skills
Students with a limited or interrupted formal education (SLIFE) are students who are "over aged and under educated" compared with their U.S. peers. Although SLIFE often have extensive knowledge in areas related to life in their home country, they lack home

Classroom Example: Karen and Henri are newcomers. In their home countries, Karen was educated in an academically challenging school whereas Henri did not have access to formal schooling. A large academic gap between them was shown by a native language math and language arts basic skill test they completed on arrival. Their teacher realizes that Henri will need additional basic skills math and language arts instruction in addition to the newcomer ESL class that both students attend.

language literacy skills and grade level content knowledge. These students must gain beginning literacy skills, print awareness, and background concepts that are the foundations for content learning. The unique needs of SLIFE are often addressed through supplemental instruction that takes place in:

- Newcomer classes,
 - Extended day/year programs,
 - Differentiated center work, and
 - Small group instruction.
- (Short & Boyson, 2012)

Technology skills
Students are expected to learn in classrooms and complete assignments that are embedded with technology. ELLs must have the skills they need to access the technology platforms used in school. It is the responsibility of teachers to ensure that students have the abilities needed to use devices at school as well as access to necessary technologies outside school.

Classroom application questions:

- What skills, not mentioned above, might you need if you were learning academic content in a new language?
- At what levels have ELLs in your classes acquired the three skill categories (language, foundational content, and technology)?
- Of the three categories in this section, which one is the hardest for you to develop? Why?



TRAINING APPLICATIONS

- Professional learning communities
- Sheltered instruction professional development
- In-service workshops
- Pre-service teacher education
- Etc.



BACKGROUND KNOWLEDGE







BACKGROUND KNOWLEDGE

- Take 5 minutes to write 2-3 paragraphs about your summer plans.
- Take 1 minute to summarize what you wrote with a partner orally.
- Share with the group orally.



BACKGROUND KNOWLEDGE

- NOW... Take 5 minutes to write 1-2 paragraphs about your summer without using the letter “t”.
- Take 1 minute to orally summarize what you wrote with a partner without using the letter “e”.
- Share orally with the group without using the letter “s”.



BACKGROUND KNOWLEDGE

- “Existing background knowledge is rendered useless, however, if language or culture makes it impossible to link background knowledge to a task.” (FABRIC page 4)
- In this new language system, you had the same background knowledge, but it was much harder to link it to language.



CONSIDER THIS...

- Background knowledge is more important to the understanding of reading than IQ.



BACKGROUND KNOWLEDGE CONSIDERATIONS

- Leveraging academic competencies
 - Educators need to relate new material to ELLs' school experiences from their native countries.
- Leveraging native language
 - If they are allowed to develop their native language in concert with English, they will be able to better transfer their prior knowledge.
- Integrating prior experiences
 - As ELLs are able to use their skills and interests, their confidence grows.



NON-LINGUISTIC DIFFICULTIES

1,258,125

\$5.00

$$\begin{array}{r} 8 \\ 4 \overline{) 32} \end{array}$$

English System

1.258.125

R5,00

$$\begin{array}{r} 32 \quad 4 \\ 0 \quad 8 \end{array}$$

Metric System

From: *Math Strategies for the Middle School English Language Learner* by
Dethrage and Chairez



ACADEMIC VOCABULARY

- Key content vocabulary needs to be systematically highlighted for students.



resource

Materials, money and other things that can be used.



or



culture

A group's customs and traditions.



tutor

Someone who helps another person with schoolwork.



uniform

Clothes that all the people in a group wear so they are dressed alike.



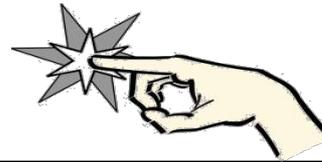
chores

Small jobs that you need to do, but may not enjoy.



certain

One particular thing.

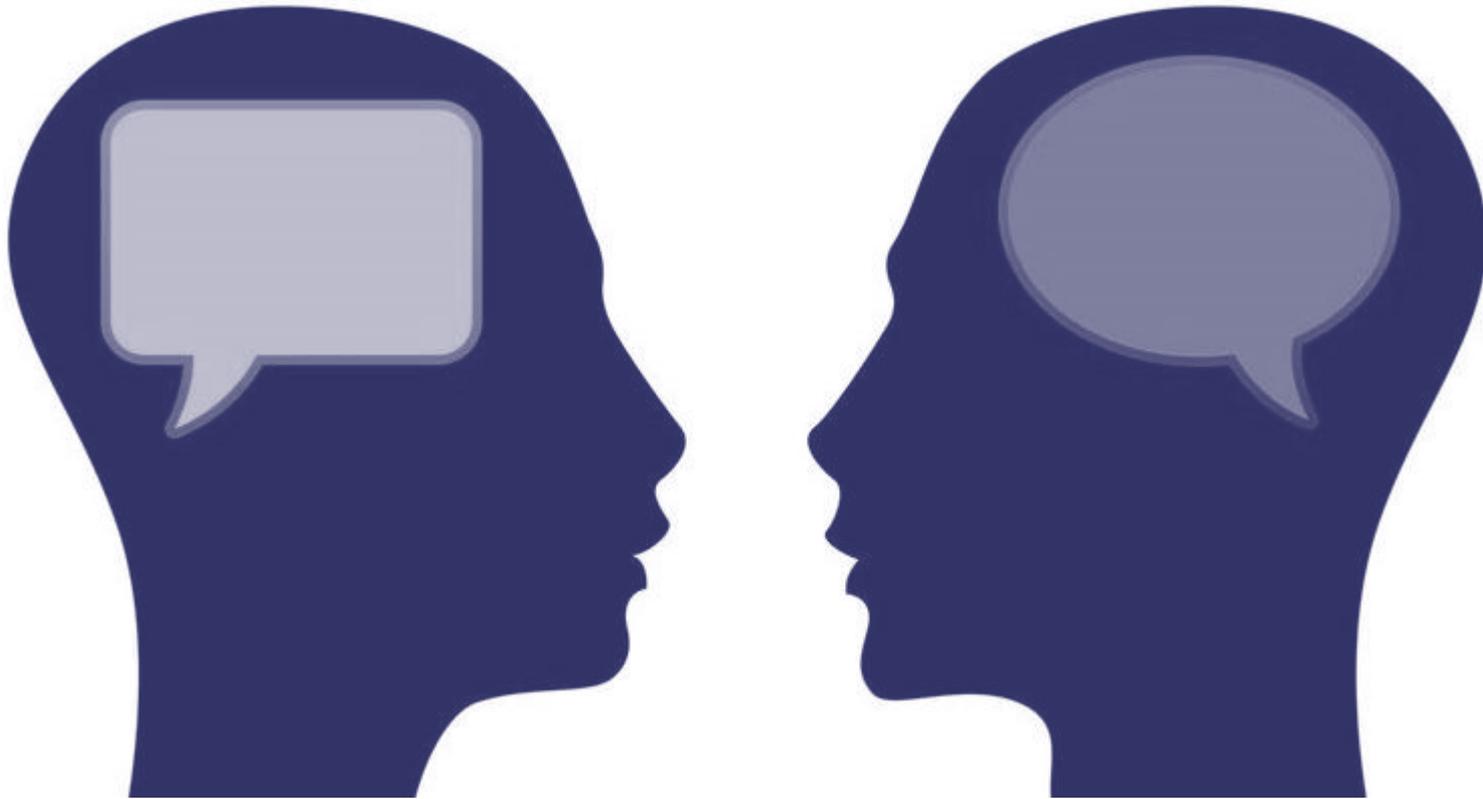


VIDEO

- Think about what feedback you would give to a teacher as you watch these lessons.
- https://www.youtube.com/watch?v=yfM_NzQMLuA

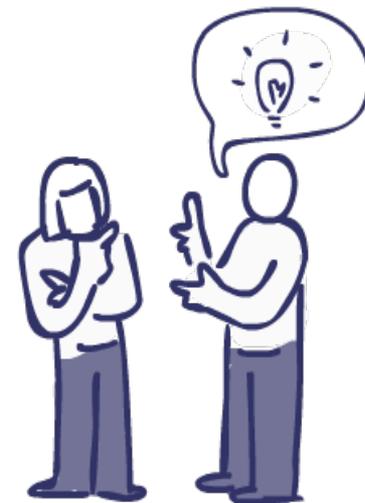


ACADEMIC DISCUSSIONS



IMPORTANCE OF ACADEMIC DISCUSSIONS

By sharing our understandings through talking about what we think we know, we develop deeper understanding and a clearer focus for more learning.



CONVERSATIONS AND COMPLEX TASKS

In order to develop the ability to read complex texts and engage in academic conversations, ELs need access to such texts and **conversations**, along with **support in engaging with them.**

From “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards” by Bunch, Kibler, and Pimentel, in the Understanding Language website at Stanford University



ACADEMIC DISCUSSIONS: 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?



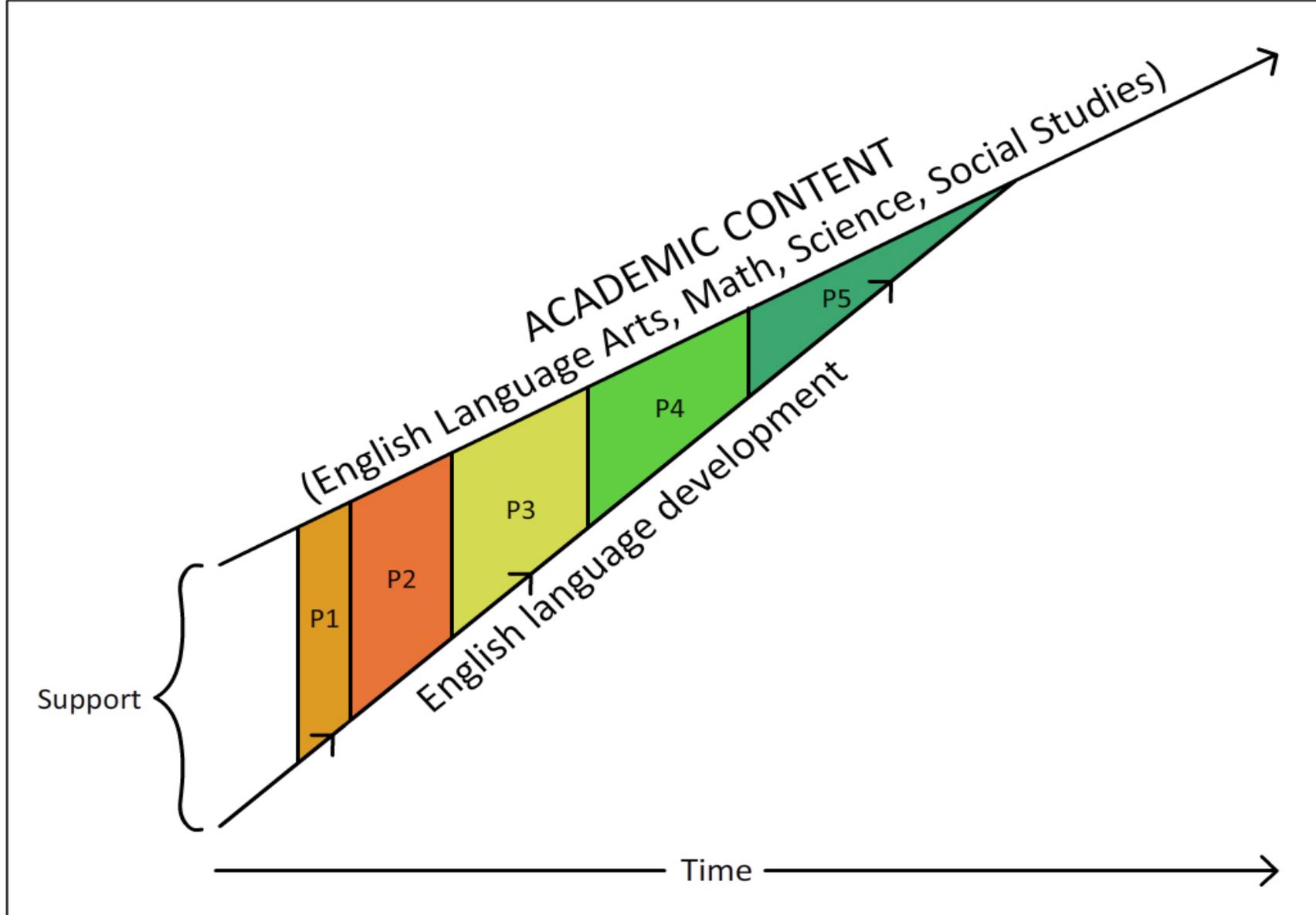
RESOURCES



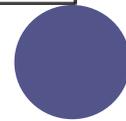
LEARNING SUPPORTS

- Sensory support: e.g. real objects, manipulatives, pictures, drawings, physical activities, and videos;
- Graphic support: e.g. charts, graphic organizers, tables, graphs, timelines, and number lines; and
- Interactive support: e.g. pairs, small groups, cooperative work, technology, and native language (Gottlieb, 2013)





○ WIDA 2012



RESOURCES

- Read section titled “Resources” (page 5) in FABRIC document. Respond to the questions. Share with your elbow partner.



SHELTERED INSTRUCTION IN ACTION

<https://www.teachingchannel.org/videos/activating-prior-knowledge>



CULTURE



SOCIOCULTURAL APPROACH

○ **Speaking without Words Activity**

- Form two equal lines.
- Stand across from your partner.
- Read your note card. Do not reveal your directions to your partner.
- Hold a conversation following the directions on your card.



DEBRIEF THE ACTIVITY

- Did you notice something unusual about the activity?
- How did it make you feel?
- What does this activity teach us about culture?
- Have you ever encountered situations like this with students or in travel situations?



ASSUMPTIONS UNDERLYING THE VALUE ORIENTATION APPROACH

1. There are a limited number of problems to which all cultures must find solutions.
2. The limited number of solutions may be charted along a range or continuum of variations.
3. Certain solutions are favored by member in any given culture group, but all potential solutions are present in every culture.



WHAT IS CULTURE?

Culture is a set of common beliefs and values that is shared by a group of people and that binds them together into a society. All people are members of at least one culture. The norms of a culture define roles and provide a framework that makes people's behavior predictable and understandable to one another.



THE CULTURAL BIND

One cannot normally transcend one's culture without first exposing its major hidden axioms and unstated assumptions...One has to know how the whole system is put together....This brings us to a remarkable position: namely, that it is not possible to adequately describe a culture solely from the inside or from the outside without reference to the other. Bicultural people and culture-contact situations enhance the opportunity for comparison.



THE CULTURAL BIND (CONTINUED)

The task is far from simple, yet understanding ourselves and the world we have created - and which in turn creates us - is perhaps the single most important task facing mankind today.

Source: Damien, L. (1987). Culture learning: The fifth dimension in the language classroom. Reading, MA: Addison-Wesley



READ PAGE 7 IN FABRIC.

- Use the 3Ws strategy to discuss your writing with your partner.





BEST PRACTICES FOR TRAINERS

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!



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



SEI PROGRAM IMPLEMENTATION

- 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



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.

