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

SHELTERED ENGLISH INSTRUCTION TRAINING OF TRAINERS WORKSHOP

DAY 2

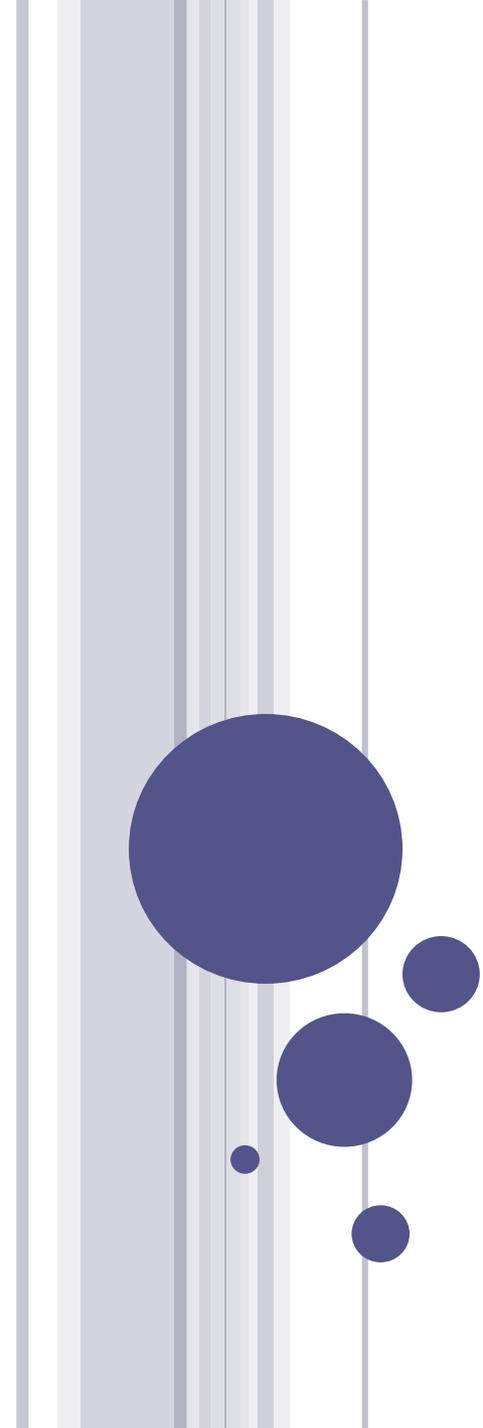
Presented by:

Patricia Maldonado and Kenneth Bond

VALUE LINE-UPS: LINE UP ACCORDING TO YOUR PREFERENCE

- Importance of Time
Means nothing....Obsessively prompt
- Time of day when you do your best work
Early dawn....Dark of night
- Tolerance for ambiguity
Detailed plans...Go with the flow
- Preferred size of work group
Large group....Alone



The left side of the slide features a decorative design consisting of several vertical stripes of varying shades of gray and blue. To the right of these stripes, there is a cluster of five dark blue circles of different sizes, arranged in a roughly vertical line that curves slightly to the right.

CULTURE AND TEACHER TRAINING



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.



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.**





CULTURAL AWARENESS

- Teach those you are training about the cultural background of students.
 - 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?
- 



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



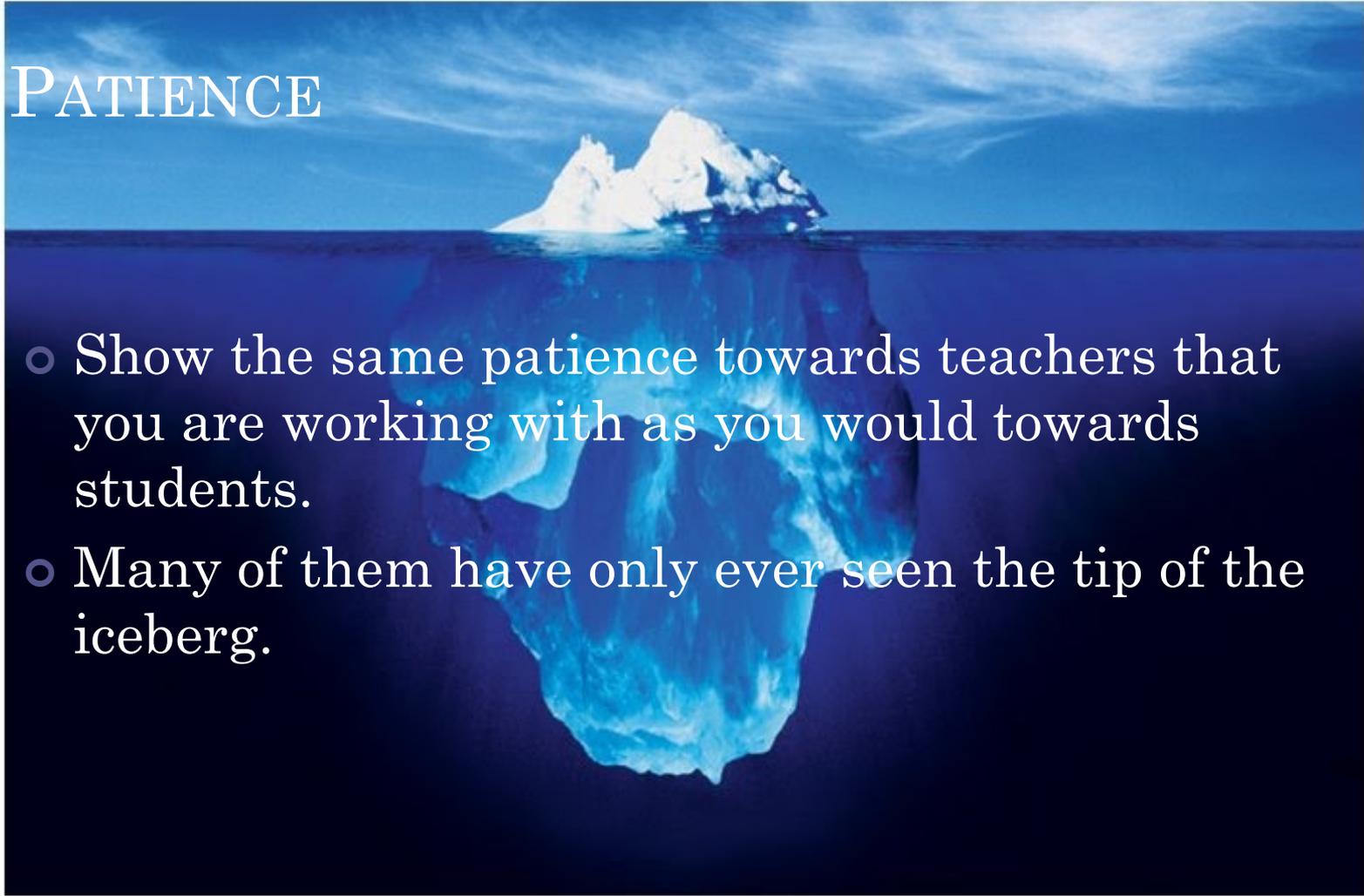
EMPATHY

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

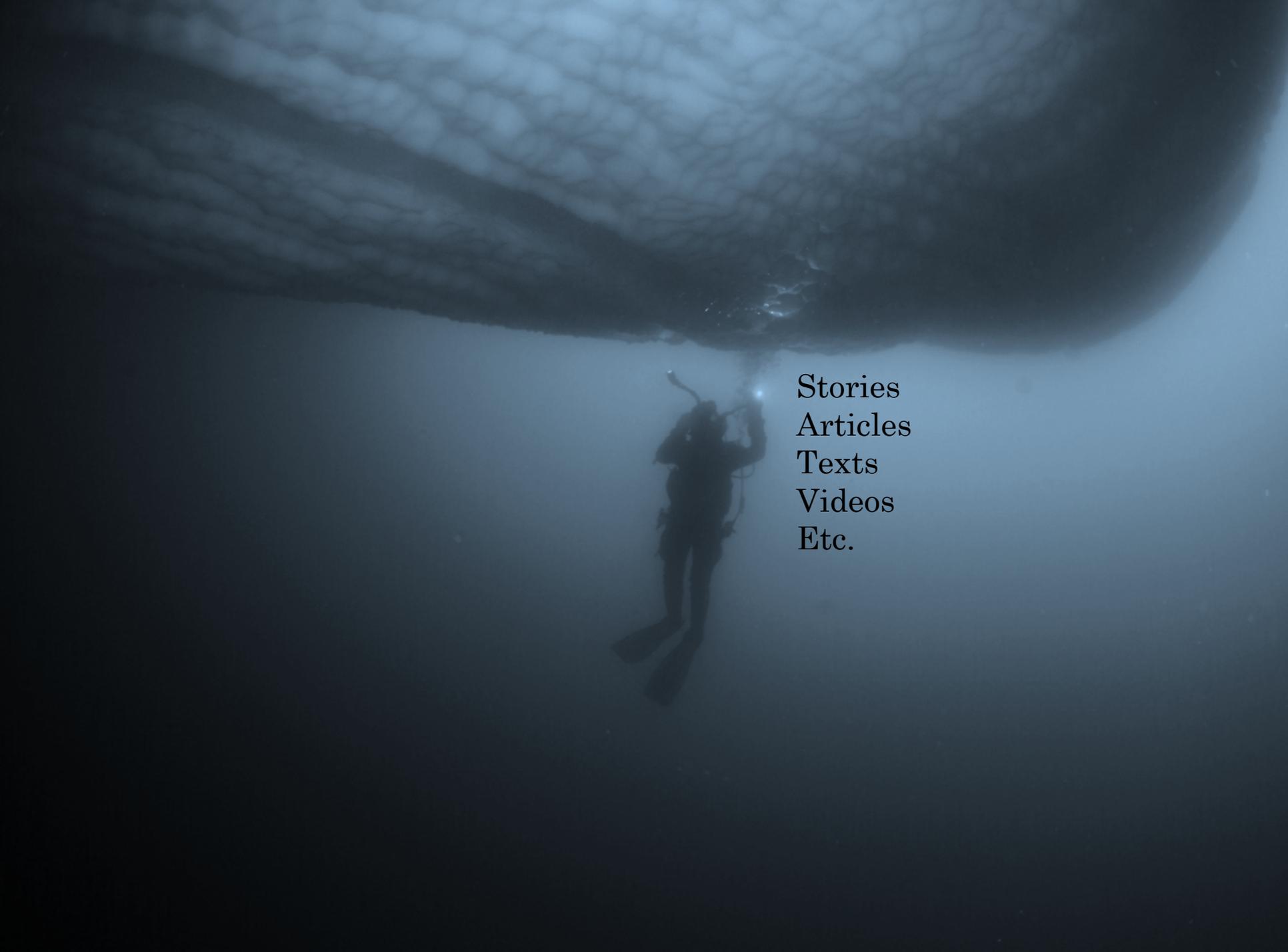




PATIENCE

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





Stories
Articles
Texts
Videos
Etc.

CULTURAL AWARENESS

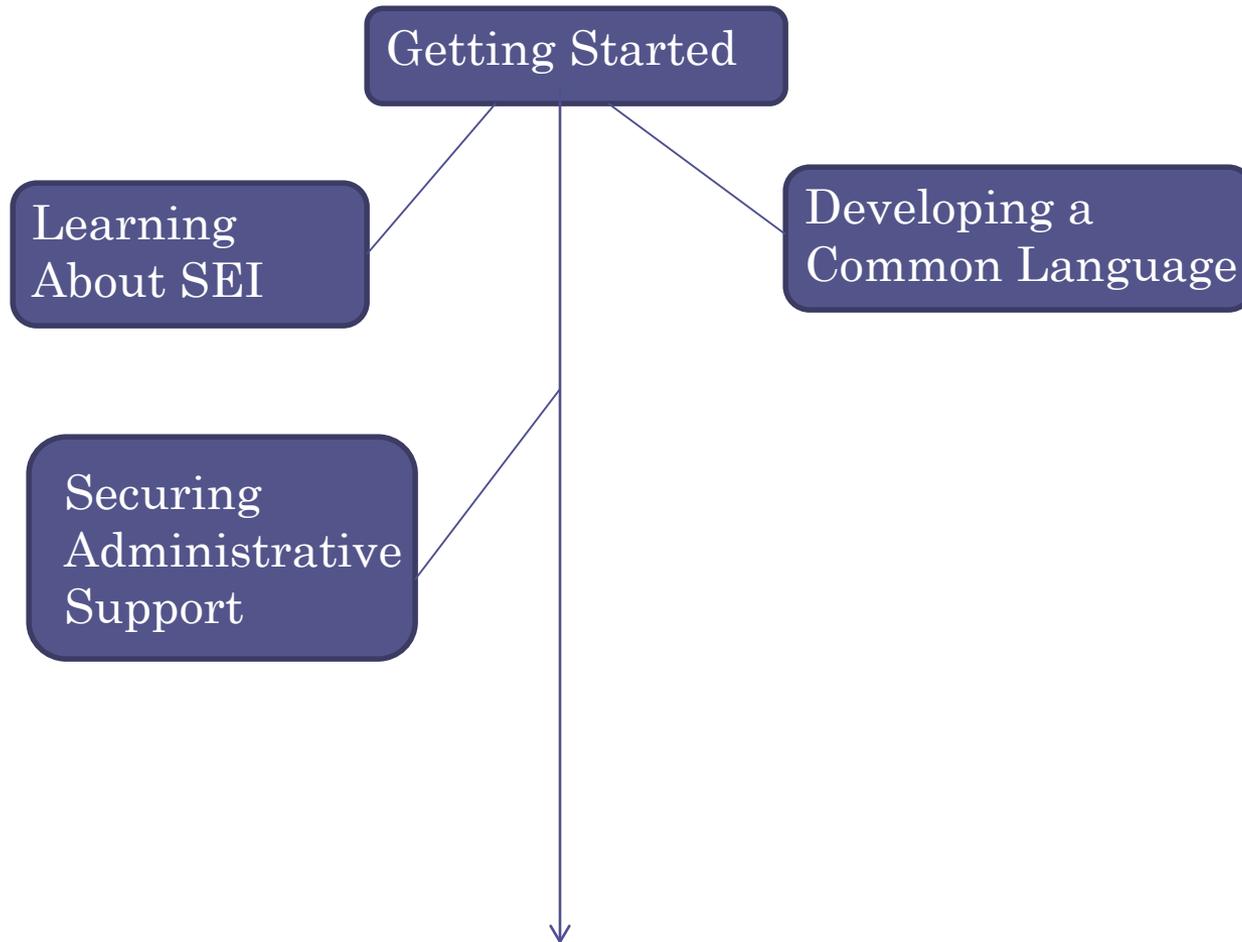
- With your group create an acronym to help you remember presuppositions that teachers are coming to you with.
 - i.e. On Iced
 - ON time
 - Independence valued
 - Circumstance based status
 - Eye Contact
 - Direct



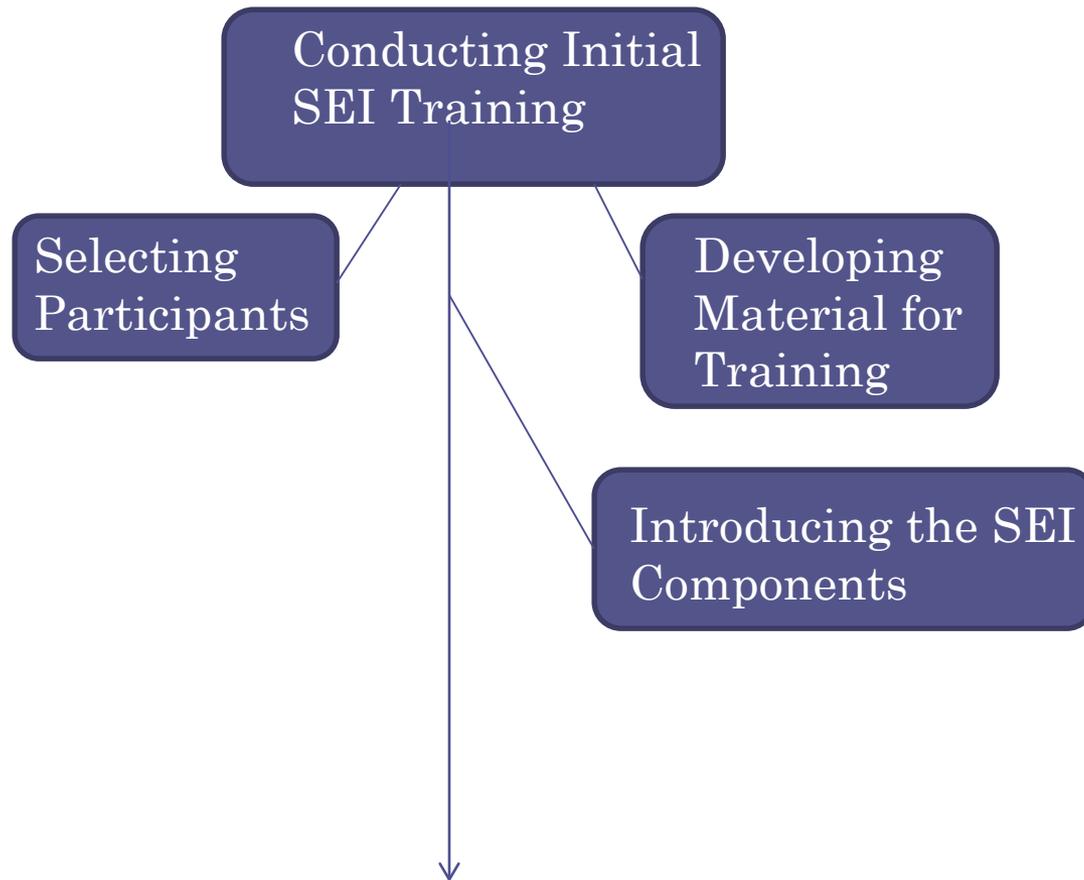


DISTRICT SEI IMPLEMENTATION

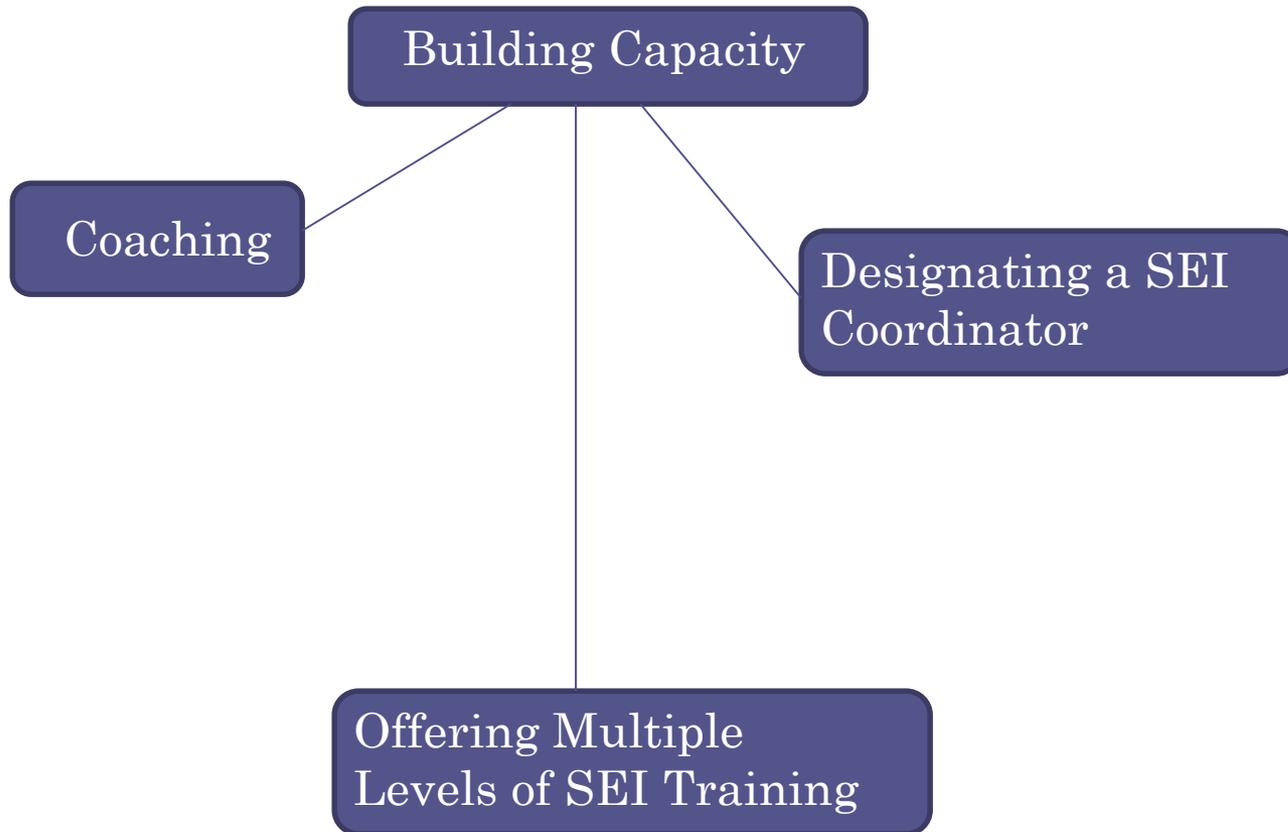
MAKING A PLAN (PAST)



MAKING A PLAN (PRESENT)



MAKING A PLAN (FUTURE)



Echevarria et al. 2008



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

Cookie Monster



Jillian Michaels



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

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



CHOOSING PARTICIPANTS

- 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



DEVELOPING DISTRICT-SPECIFIC MATERIALS

- 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
 - 3 components per year
- Create materials that add to buy in
 - Less is more
 - SEI/SIOP bookmarks
 - Grade-level resource binders
 - Sharing of professional resources



DEVELOPING DISTRICT SPECIFIC MATERIALS

- What are the “hot topics” of your district?
 - Special Education/ ELLs
 - SIFEs
 - Assessment modifications
 - Test scores
- Survey your teachers



SCHEDULING

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



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.



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)



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” (20??).



TEACHER LANGUAGE AWARENESS

- “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use”
 - User domain– teacher language proficiency and language beliefs
 - Analyst domain– teacher knowledge about language forms and functions
 - Teacher domain– cultural empathy and knowledge of language learning
 - From Lindahl, K., & Watkins, N. M. (2015). Creating a Culture of Language Awareness in Content-Based Contexts. *TESOL Journal*, 6(4), 777-789. doi:10.1002/tesj.223



POSTER CAROUSEL

- Split into 9 groups
- Read assigned section
 - User domain (p. 781)
 - Analyst domain (p. 782)
 - Teacher domain (p. 784)
- Create a poster describing strategies to build teacher language awareness in your domain and add an idea of your own
- Choose a person to present the poster
- Join with a group for each of domain
- Present your group's poster



U T A U

U T A T A

1. Read text/ make poster

2. Join with other groups

3. Present your poster



ARTICLE

- Preparing Mainstream Teachers for English Language Learners



ADDITIONAL RESOURCES FOR ENGAGING TEACHERS

- <http://www2.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf>
- <https://buffalosiop.wikispaces.com/home>
- <https://njseinetwork.wikispaces.com/home>



Guitar Lesson



PRACTICE MAKES PERMANENT

PRACTICE FOR TEACHERS

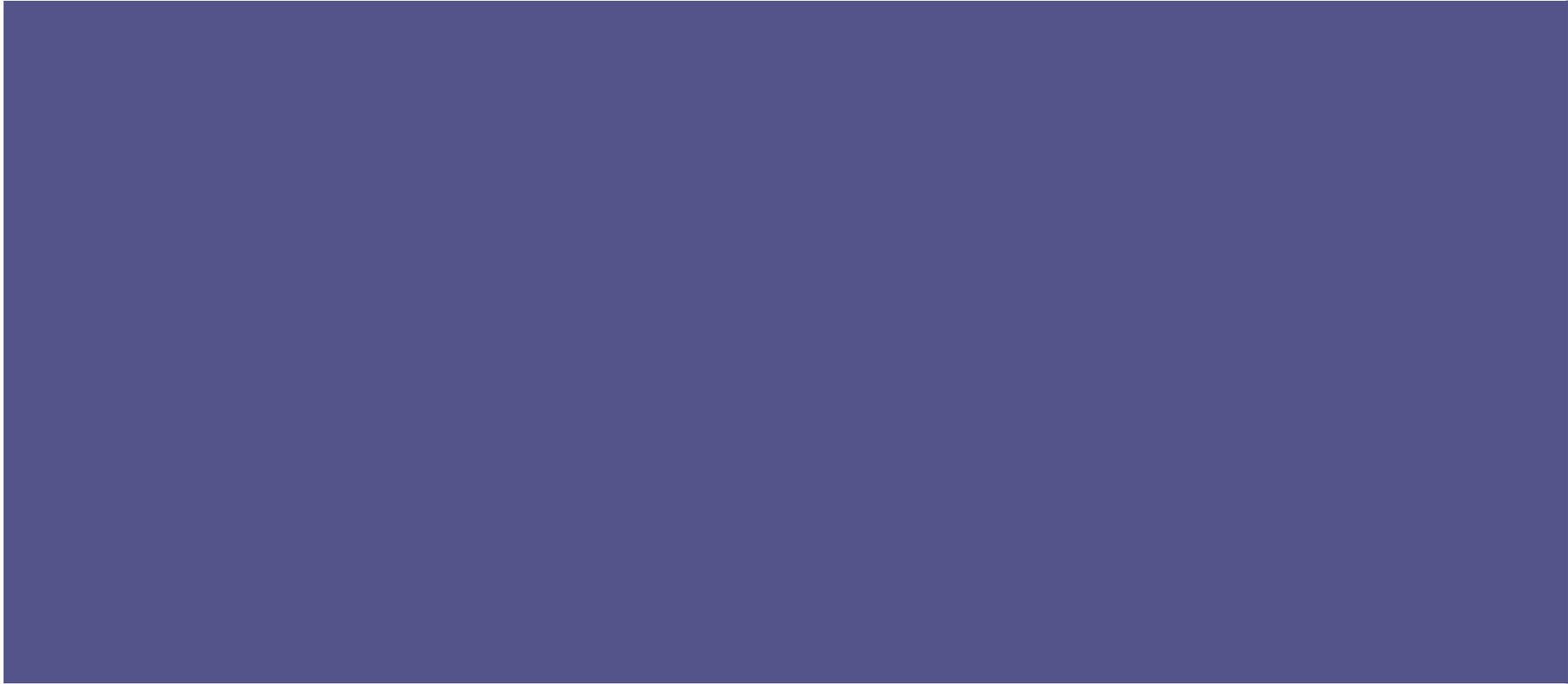
- Have teachers bring the curriculum/text that they are using and have them...
 - Select 4 upcoming lessons
 - Plan out the lessons using SEI



ACTIVITY – THINGS TO LOOK FOR

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





TREE OF (YOUR) LIFE ACTIVITY

- [CCSS.ELA-Literacy.W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Directions are differentiated for grades 4-5 according to the WIDA Can-do Descriptors.





TREE OF LIFE ACTIVITY

○ Group 1:

- Use the wheel as a graphic organizer to draw pictures about what it was like to grow up in the country where you are from. Next, write a paragraph on a separate piece of paper using your graphic organizer. Make sure that you have a introduction and closing sentence.

○ Group 2:

- On the wheel, for each space, draw pictures about growing up in the country where you are from.
- On a separate piece of paper, write one sentence for each picture space.

○ Group 3:

- On the wheel, for each space, draw pictures about growing up in the country where you are from. Write “I was (**Feeling word**) .” for each space on different paper. You can use your picture dictionary.



DIFFERENCE

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



PARCC-- GRADE 4 MATHEMATICS

PL 5

PL 3

PL 1

Practice Test Question 1

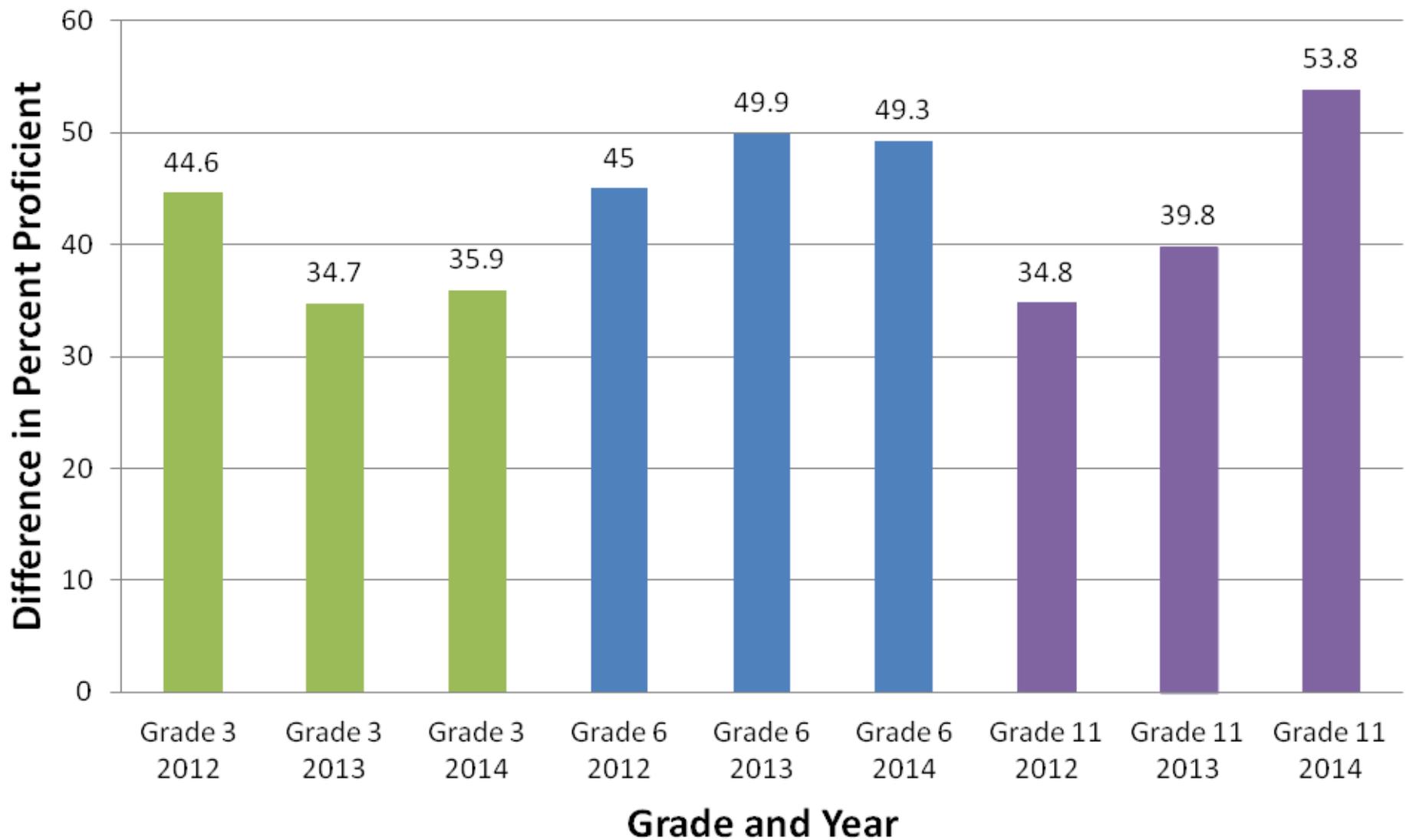
Degrees– how does this relate to temperature?

Which [] about [] is true?

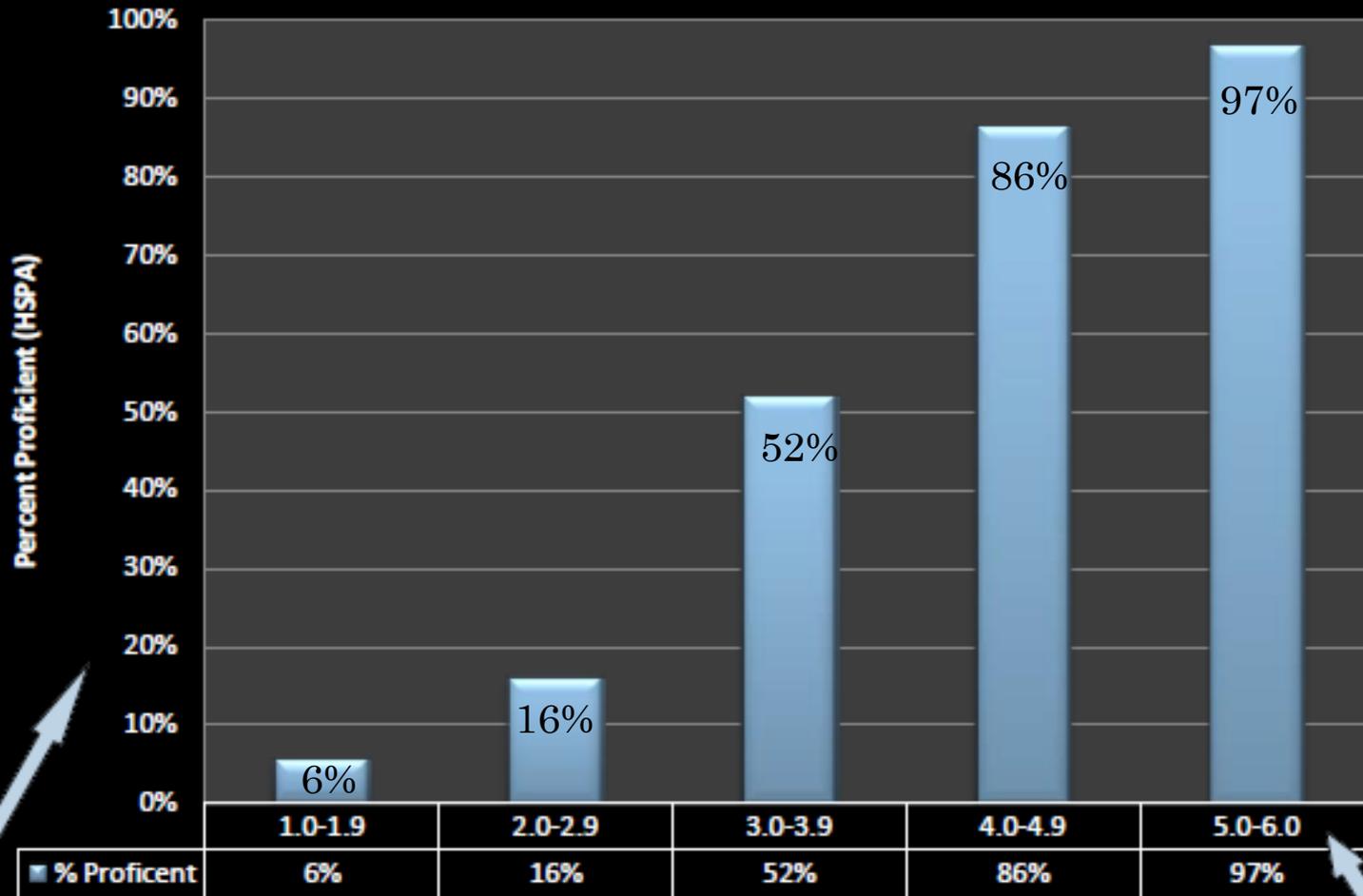
- A. An [] is [] by two [] that do not have the same []
- B. An [] that [] through $\frac{1}{360}$ of a circle has a [] of 360 []
- C. An [] that [] through five 1- [] [] as a [] of 5 []
- D. An [] [] is [] to the total [] of the two [] that form the []



ELL Achievement Gap



Percent Proficient by ACCESS for ELLs - Grade 11



This column shows the percentage of New Jersey ELLs that score proficient on the HSPA Language Arts section.

This row shows the ACCESS for ELLs test English language proficiency levels for New Jersey ELLs.

CAN DO DESCRIPTORS NAME CHARTS

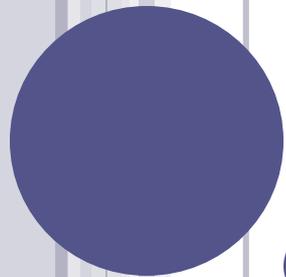
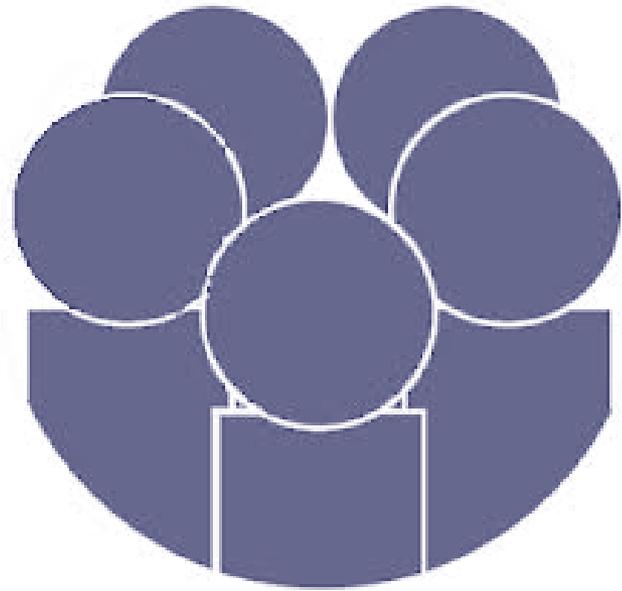
○ <https://www.wida.us/get.aspx?id=561>

SPEAK	<p>questions about personal information</p> <ul style="list-style-type: none">Name classroom and everyday objects	<p>simple phrases</p> <ul style="list-style-type: none">Answer questions with one or two words (e.g., "Where is Sonia?")Complete phrases in rhymes, songs, and chants	<ul style="list-style-type: none">Make predictions (e.g. "What will happen next?")Answer explicit questions from stories read aloud (e.g., who, what, or where)	<ul style="list-style-type: none">Compare attributes of real objects (e.g., size, shape, color)Indicate spatial relations of real-life objects using phrases or short sentences	<p>opinions</p> <ul style="list-style-type: none">Express likes, dislikes, or preferences with reasons
NAMES					

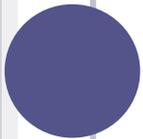
NJDOE MODEL CURRICULUM

- <http://www.nj.gov/education/modelcurriculum/ela/4u2.shtml>





GROUP ACTIVITY



DISCUSSION ACTIVITY

Discuss with your district team



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.



PLANNING EFFECTIVE SEI PROFESSIONAL DEVELOPMENT

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



PROFESSIONAL DEVELOPMENT PLAN

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



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)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

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.



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)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
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Topic Focus

There is a research-driven, theoretical focus that is manageable for the length of training and addresses district-level needs. (Could be threads from FABRIC)



Sheltered English Instruction Professional Development Plan

District: _____ Email: _____
Trainer(s): _____ Phone: _____
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Anticipated Schools/grade levels at which training will take place	
Anticipated Number of Teachers per School	
Training Format (length, frequency, time line)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
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Strategies/ Resources

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



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)	
Topic Focus	
Strategies and Resources from ToT Training to be Used.	
Integration of Other District Initiatives	

Integration

Connections are explicitly made between ongoing district initiatives and SEI.



ACTIVITY

- District teams
 - Complete “Sheltered English Instruction Professional Development Plan” using the rubric
 - Bring one copy for each district team member.

