Day 1

www.metroecsucell.wikispaces.com
Presentation = bit.y/CELLwiki

Take aways for teachers:

- Vocab components in our success criteria
- Tiered words and the emphasis we put on them
- 2 generic strategies for the most high leverage components

Wida.us - provides standards for English Language Proficiency (ELP)

Strategies:

- Sentence starters
- Movie buddies (use prompts A/B)
- TPTS - supplement with sentence starters or cards
- Talking chips
- Gallery walks

What makes sheltered instruction critical for EL's?

Affective filters - anxiety, motivation and self confidence. How can we mitigate/assist these factors?

Multiple languages can be developed simultaneously

MDE Guide to ELL/SPED

Reflections on Second Language Acquisition: Thoughts on language acquisition seems to be a missing piece of the EL support puzzle. Knowing the mechanics behind language acquisition help us better implement strategies to promote it. A lack of understanding in language acquisition may lead to incorrect assumptions on how EL's may best be supported in the mainstream classroom.

Lesson Preparation

- Language objectives: HOW: How students will show what they know, language skills to engage in the content
    - HS Science Learning Objective: SW differentiate the characteristics of animal and plant cells. Lang objective: Discuss
    - Language objective = Success criteria which integrates language component (write, discuss, tell, compare, etc)
    - http://padlet.com/wall/content-lang-obj

Lesson Delivery

- Funny to tease out the differences in engagement discussion. Their definition and our district definition do not align.

Day 2

- Strategies
    - Using quizlet for vocab instruction,
    - Word walls
    - Language components in objectives
- Review on language objectives
    - How
    - what students will do to show what they know
    - opportunities to practice all 4 domains
    - language skills to engage the content
    - similar to success criteria with a language component
- Model Performance Indicators (WIDA)
    - Idea of the marrying of content and language
    - language function = how students use language to demo proficiency
    - content stem = context for language instruction (from standards)
    - instructional support = sensory, graphic, or interactive resources
    - PUT ALL THREE TOGETHER: Follow oral directions (lang) to design area maps (content) using manipulatives and illustrated examples in small groups (support)
        - Can use the same 2 strands and replace 1 strand
- Expanding on language objectives
    - key vocab
    - language functions = explain, compare, summarize, identify, arrange, etc
    - lang skills = find the main idea, edit, listen, give an opinion, paraphrase, etc
    - grammar or lang stuctures = verb tenses, sentence structures, question formats
    - academic task = take notes, participate in a group, review
    - learning strats = predicting, rereading, questioning, mnemonics, etc.
- Comprehensible Input
    - appropriate speech
        - know the language proficiencies of your students by domain
        - clarify idiomatic language
        - paraphrase and repeat (not louder and slower!)
        - body language
        - practice vocab
        - ID cognates
    - clear explanations
        - clear directions (tasks, expectations, behavior)
        - oral and written (model, demo, visuals)
        - exemplars
        - repetitive meaningful tasks (familiar, affective)
    - techniques to make concepts clear
        - sensory, graphic or interactive supports
        - sentence strips, graphic organizers, audio support, allow for alternative forms of demo-ing understanding

- Background Knowledge
    - “What students already know about the content is one of the strongest indicators of how well they will learn new info.” - Marzano

- explicit link to students
- explicit link to previous learning
- key vocab
- Mumbai example
    - activate prior knowledge:
        - personal example...time you felt left out or isolated, discriminated against
        - time that you were not allowed to do something because of age
        - make connections to the caste system in India
    - background knowledge
        - childrens books
        - video clips
        - vocabulary
        - notes
- Ideas to build background knowledge/prior knowledge:
    - text impressions - gives us an idea of what the kids already know and what conceptions might be
    - provide experiences - field trip (or virtual), guest speakers, artifacts, models and simulations, multimedia. Pam Booker from EMID!
    - intro a conceptual framework/graphic organizer
    - teaching vocab for pre-reading
    - paraphrase gambits (in booK)
    - sentence frames
    - jigsaw. One idea A ____ is a kind of _____ that _____.

- Vocabulary instruction
    - Must be exceptionally explicit about the context in which that vocabulary is used
    - several strategies, review often, include words that we may take for granted
    - Types
        - content words, process/function, suffixes and such (60% of academic words have word parts that always carry the same meaning!)
    - Tiered vocabulary (1, 2, 3)
        - tier 1: rarely require instruction, used frequently
        - tier 2: common in school texts but not in convo (compare, contrast, debate)
        - tier 3: content specific (Should I teach this? Ask yourself: Do they know it already, is it essential to understanding the selection, will the word appear in the future?)
            - Do we do a good enough job explicitly teaching tier 2?
            - Doug Fisher “too many tier 1, not enough tier 2, right on for tier 3”
    - Meaningful and immersive. Repetition
    - Strategies:
        - word toss (dice)
        - total physical response:
        - zip cloze
        - tri-bond (3 ideas or pictures)
        - Circle of words one (what is it called?)
        - Vocab in math: write word, draw, define
        - concept chain
        - click/clunk = identify words they know or don’t know

Day 3:

- sites.google.com/site/krohjc
- todaysmeet.com/SLP
- Today focused on Interaction, Strategies, and Review & Assessments
- Interaction
    - receptive and productive
    - context-embedded language
    - repetition and clarification
    - safe challenge
    - typical lesson = 80 percent teacher talk dna 20 percent student
    - “talk - about books and subjects - is as imp ed as the books/subjects themselves.” - Gerald Gaf
- Melissa Castillo -- “Traditional” Teacher Talk presentation at “Newcomer’s Conf”
    - Versus “Highly interactive”
- Wait time options and/or When you get IDK (in the Interactions Section)
    - What would you do if you didn’t know?
- Strategies - 3 Key Features
    - Scaffolding - extended reach, temporary, encourages success. Not all kids will necessarily get the same scaffolding
        - Consider ‘verbal scaffolding’ for ELs
        - Procedural scaffolding - models, practice,
        - can scaffold during input (give info), intake (kids process) and output (demo learning)
    - Text Questions - QAR - Michelle is really good at this

Day 4: Additional Day with Science, Math and Health

- Materials: http://bit.ly/SIOPPLAN
- Presentation: https://docs.google.com/file/d/0B57jNsR5TECJLWxnNUZ6QUZtUnM/edit
- Myths were great -- could be good for use if we do an all staff training
- iCue for language level
    - Select class
    - Turn on ELL filter
    - go into their class list and find the student
    - click newspaper next to name
    - click language along the top
- What are you already doing with academic language and vocab
    - Science: vocabulary with pictures, phonetic pronunciations
    - AL stool - words, forms and functions, prefixes/suffixes/roots
    - Bricks and Mortar (bricks = literal content words/vocabulary. mortar = abstract like although, while, but, realize, etc) Mortar might actually create the ability to think in that manner
    - Look at example that Brittany gave us walking through 6 steps
- Academic language article: How can we tie this to explicit teaching, modeling, etc.
- Assisting Teachers:
    - Article
    - Strategies
    - Feedback form! Lesson delivery section
    - Building background questions from Background building section
    - Tons of vocabulary strategies in the Background building section

- Interaction techniques from the Interaction section
- Cooperative learning structures in Interaction section