



Sheltered English Instruction Teacher Course

1. Introduction, Rationale & Overview

Facilitator Additional Notes:

Pre-session Preparation and Communication:

- 1) Send welcome letter with: instructor (name and contact), dates/times/locations, perhaps attendance expectations, suggestion of bringing stickees, highlighters and lessons/instructional materials to refer to, to each class might be helpful, and other information the facilitators finds helpful.
- 2) Provide copy/access to handouts and, if LA DOE approves, screenshots of PPT slides in PDF format only. Materials are LDOE proprietary documents and not to be shared outside of what LADOE authorized sharing policies.
- 3) Boxes for table materials might include: Stickees and highlighters.
- 4) Bring cardstock & Markers to create name tents. It is recommended that facilitators collect and redistribute at each session.
- 5) Personalize the Facilitator slide to include YOUR information. Trainer Tip: Adding a personal photo showing you in your daily life/vacation can help “Humanize you”!
- 6) Create Wall poster to use for Exit Slip activity (live sessions only): Poster entitled “An example...” and 1 stickee per participant.
- 7) Presenters may wish to put page numbers of manual on each slide
- 8) Facilitators are NOT permitted to add graphics that are not copyright free. This could jeopardize this course.
- 9) Note: Each slide shows a suggested amount of time in the upper right-hand side. Having this visible to participants (not very professional and perhaps anxiety provoking or a tool used against a presenter to say, “Hey, we didn’t get all of our learning because the presenter didn’t adhere to the time” should be taken into account. It’s better for presenters to NOT show this.

Recommendation for Revisions: Course revisionists may wish to update the data charts as new data becomes available. Also, begin collecting course participant post-course quotes to swap out into this session for future use.

Individual facilitator’s notes section:

1. (type YOUR ideas here)

are encouraged to add to this notes section anything that they want to keep in mind for this session (preparing both themselves and/or the participants)

Personalize Facilitator Introduction slide (SLIDE 5)

Materials:

- Participant Manual
- Colored cardstock/Markers for Name tents. Hint: Consider collecting name tents to distribute each session.
- Stickees and one piece of poster paper for the exit slip (for in-person sessions)

Bring to session: Notebook, any course materials you have printed out, highlighters

Dear Course Facilitator for the SEI Microcredential course,

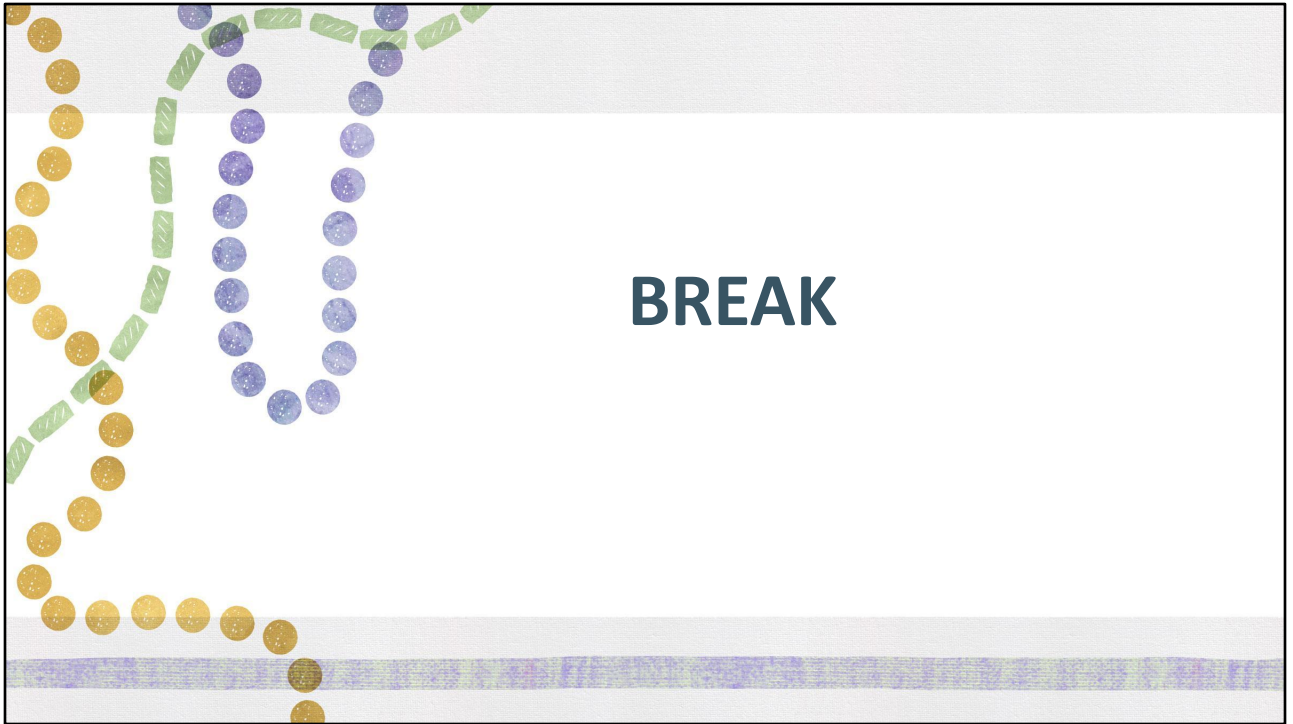
My name is Boni-esther Enquist and I am the course Trainer of Trainers for LA's new course for content teachers of English learners. Congratulations for being part of this exciting project!

To be prepared for our course, please have ready a notebook, highlighter and, if perhaps a PDF copy of the slides for this course.

Please note that there will be a few changes along the way and as each course session is rolled out. We must all be flexible.

After each session you will be completing a Google form to summarize your own learning and to give the Department and me feedback about your experience.

Note: Move "Break" slide (necklace) to desired location in slidedeck; consider adding a timer!



Purpose: To provide a placeholder slide to indicate taking a break. In a 2 hour session provide at least one break of 5-7 minutes and perhaps a simple stretch where you are of 2 mins.

Procedure: Insert this slide wherever in the slideshow you feel it might be needed. Include an electronic countdown link if you'd like!

Congratulations!!!!

1:30

- Welcome to our pilot SEI Endorsement Course! You are participant pioneers!
- Please have available Participant Manual and any other resources for this course. There is one page provided for notes at the beginning of each session's handouts but you may prefer to take notes in your own notebook as well.
- We will not take class time to read the beginning part of the manual, but please do so on your own time.

Purpose: To acknowledge the origin of much of the c this course

Time: 1:30

Procedure:

- review the slide and answer any questions

Acknowledgment

The Louisiana Department of Education is grateful to the Massachusetts Department of Elementary and Secondary Education for providing their Sheltered English Instruction Endorsement courses from which this course has been derived.

"...if best practices are not used, students cannot successfully access the curriculum and reach the same literacy proficiency as native English speakers. This means that teachers need research-based programs, necessary resources, and professional development to ensure the needs of all ELs are being met."
A Massachusetts Educator

Purpose: To acknowledge the origin of much of the c this course

Time: 1:00

Procedure:

- review the slide and answer any questions

Additional Quote

Another quote from a MA educator about the impact of the MA version of course:

"I have always had a great respect for the outsider, so to speak, as in feeling "other" than the mainstream, so that hasn't changed, but what has changed is my ability to do my job better and to promote a culture of equity in learning. This, after all, is what we as educators strive for, but I didn't know how to go about achieving this goal before this class."

Purpose: To acknowledge the origin of much of the content of this course

Time: :30


Procedure: Review the slide and answer any questions

The slide features a light blue background with a vertical purple and blue textured band on the right side. A large white circle with a gold border is positioned on the right. The bottom of the slide has a green textured ground line. In the top right corner, the text '2:00' is displayed. In the top left, the word 'Facilitator' is written in bold. Below it, a bullet point is followed by '(your info)'. In the bottom left corner, there is a small black icon of a person next to the word 'Believes'. In the bottom right corner, the number '7' is visible.

2:00

Facilitator

- (your info)

 Believes

7

Purpose: To introduce the Instructor

Time: 2 mins

Procedure: Facilitator introduces himself/herself (short bulleted items, or a story)

Additional idea: Facilitator provides a picture of themselves to show something personal in order to “humanize” the presenter and make him/her seem more approachable.

Other option: Consider adding a slide before this that is very high impact short story of an EL who was helped by a dedicated teacher, or YOUR OWN language learning struggles or triumphs to make an emotional link. An example might be a former student who no one thought was going to make it but did.

Agenda

- Housekeeping/Handouts (*ongoing revisions*)
- Introductions
- Course Overview
- EL programming
- Laws & Guidelines
- ELs in LA: data
- Shared responsibility for success
- Next steps

Purpose: To preview the topics of the session.

Time: 1:30

Notes: It may be helpful to tell participants at what time you might take a 3-5 stretch break.

- Avoid going into any detail at this point.

Content Objectives: Volunteer Read

Participants will be able to:

- Define the term “English Learner”
- Demonstrate understanding of laws & practices related to ELs
- Demonstrate knowledge of the demographics and academic achievement of ELs in LA and implications for instruction
- Define the requirements for completing the course



Purpose: To introduce content objectives for this session.

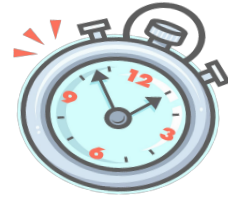
Time: 1:30 min

Procedure: Have a volunteer read this slide.

Note: This is the only session that will *not* have a language objective. They will be introduced in the next session.

Clock Buddies - Warm-up

7-10mins



- Find the clock diagram in handouts
- Find a partner: 3, 6, 9, & 12
- Write each other's names on the same hour
- Introduce yourselves, share 1 timed minute only
- Circulate & repeat
- Return to seat when instructed
- Time permitting, introduce your partner to the class
- You may be provided with a name tent

Strategy: What can be helpful about clock buddies for ELs?



Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

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Animated slide (to process the strategy itself)

Purpose: Warm-up activity to get participants up and moving and talking to each other. Modeling of an effective random grouping tool to use with English learners.

Time: 7-10 min

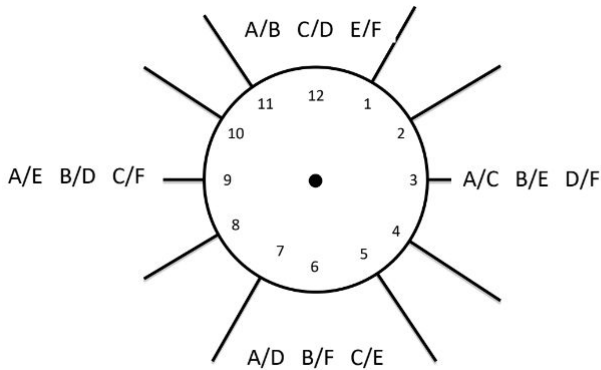
Procedure: Have participants follow directions on slide.

Talking Points: Debrief the whole group after clocks are full by asking and of the following questions:

- Have you used this or something similar in your class before?
- What are the benefits of this activity for ELs?
- How about *Color Buddies*? *Season Buddies*? *Animal Buddies*? *Compass Rose Buddies*?
- Teachers might consider this kind of an activity as one that may connect with the competencies of social and emotional learning

Clock Buddies - Online Version

7-10mins



Clock Buddies (groups of 6)

- Find the clock diagram
- Assign A, B, C, D, E, F to each member.
- Circle which pair YOUR letter falls in (and/or cross out the other two sets of pairs) for 3:00, 6:00, 9:00 and 12:00)
- Write your partner's name on that line as your "clock buddy".

Strategy: What can be helpful about clock buddies for ELs?



Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

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Note: Hide this slide (or move to the end of the slide deck if this is a face-to-face delivery mode)

Animated slide (to process the strategy itself)

Time: 7-10 mins.

Purpose: Warm-up activity to get participants up and moving and talking to each other. Modeling of an effective random grouping tool to use with English learners.

Time: 7-10 min

Procedure: Follow directions on slide. Note: We are only filling in 12:00, 3:00, 6:00 and 9:00 for our purposes. With your students, they might fill in more of the clock.

Talking Points: Debrief the whole group after clocks are full by asking and of the following questions:

-Have you used this or something similar in your class before?

-What are the benefits of this activity for ELs?

-How about *Color Buddies*? *Season Buddies*? *Animal Buddies*? *Compass Rose Buddies*?

-Teachers might consider this kind of an activity as one that may connect with the competencies of social and emotional learning

2:00

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

Turn & Talk (type in whole group chat):

Which priority are you personally hoping to keep in mind for the ELs in your class/ school this year?

Purpose: To allow teachers to make connections between this initiative and the broader LA Believes Educational Priorities

Time: 2 mins

Procedure:

- Follow directions on slide.
- This is just a quick connection; don't belabor this slide. Make connections to why this course will meet these priorities for the state.

Turn & talk (type in chat): *Why Are We Here?*

2:30

Who are your ELs? Middle or High Schoolers? Newcomers?
Where are they from?



Strategy: What is helpful about Turn & Talks for ELs?



michael-mims-1SczHsDwK1M-unsplash

santi-vedri-O5EMzfdxedg-unsplash

jeswin-thomas-8nHQx4zi9Wk-unsplash

Adapted from: Massachusetts Department of Elementary and Secondary Education SEI Endorsement Course

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Note: Animated slide to process the Turn-and-talk strategy

Purpose: To explain the reason for this course: to support the needs of ELs throughout the state, ensuring that they receive an education equal to that of their native English-speaking peers.

Time: 2:30

Procedure:

-Follow directions on slide.

-It might be helpful for the facilitator to know which teachers do not have any English learner classroom to be sure to “message” that this is helpful for ALL students and for future ELs, of course.

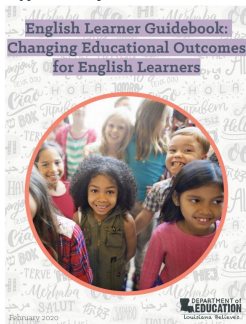
State Resources for ELs: Show of hands

2:00

0 hands (this tool is unfamiliar to you)

1 hand (limited familiarity with this tool)

2 hands (pretty solid working knowledge of this)



[English Learner Guidebook](#)



[EL Program Handbook](#)



[Student Standards: Connectors for ELs](#)

 **Believes**

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Purpose: for facilitator to get a sense of participant familiarity with resources related to ELs in Louisiana.

Time: 2:00

Procedure:

-Review slide

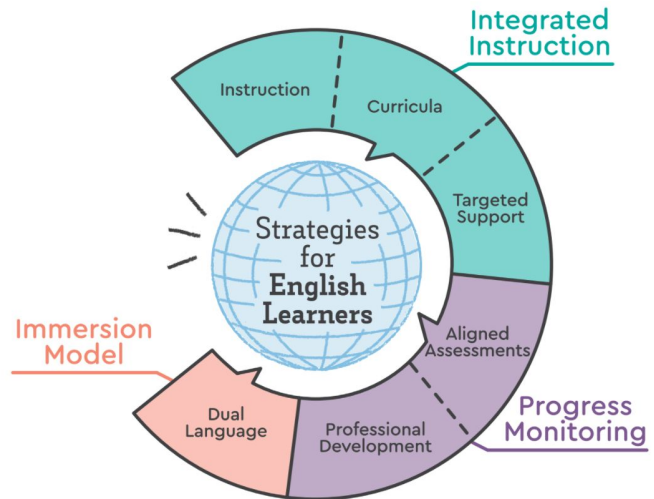
-Facilitator should be sensitive to new teachers and people coming from other states or changing roles and assure participants that if they are not familiar with these documents, that this is a good course to m goal.

Note: These slides related taken from LA resources for EL are not meant to be covered so deeply that participants get a full understanding of their use but rather a sense that LA is dedicated to doing its best to support ELs.

Facilitators should become familiar with how all of these materials could be used but should be prepared to give a short response only if asked. The focus of this course is on getting practical in how to use SOME of the tools with our ELs. Also, as regulations change all the time, expect these documents to be updated in the future as well.

Elements of Effective Instruction

[English Learner Guidebook, p. 3](#)



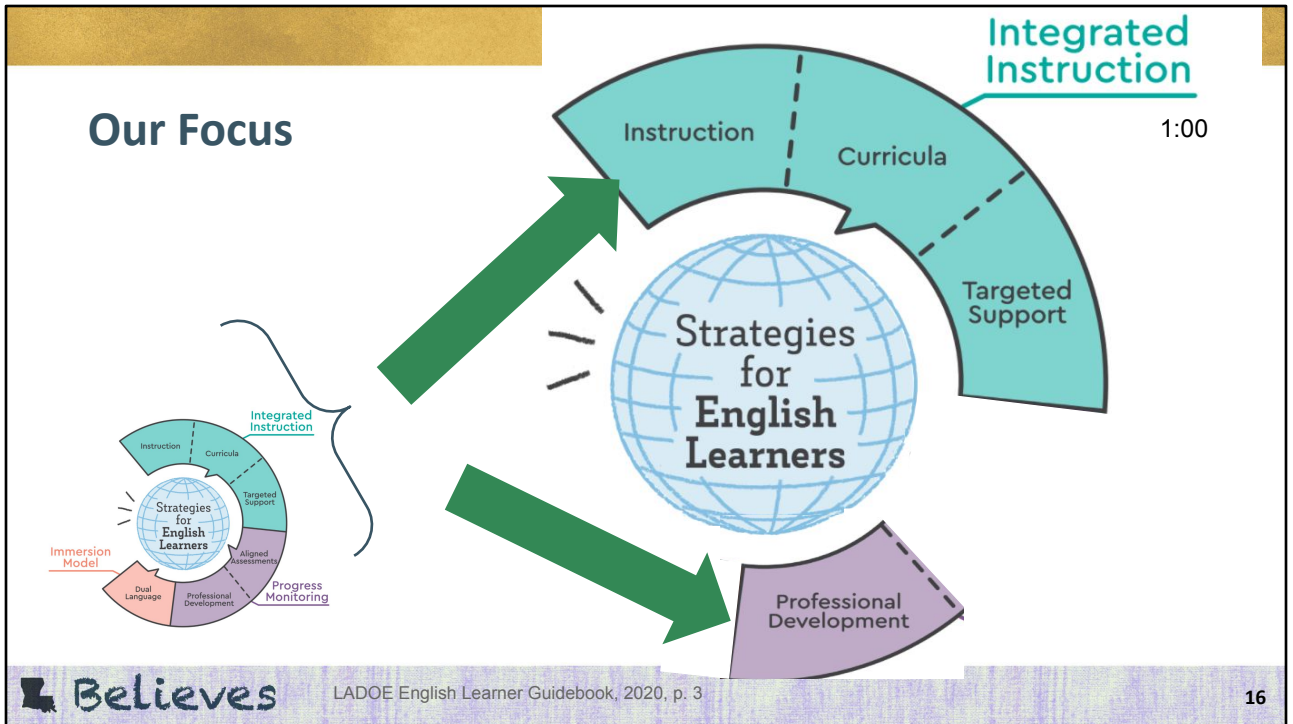
Purpose: To show how this course connects with State Elements of Effective (Instruction) from EL Guidebook, p. 3

Time: 1 min

Talking Points:

1. This diagram comes from the LA English Learner Guidebook: Changing Educational Outcomes for English Learners
2. This diagram represents all of the elements that we identify as supporting optimal student outcomes.
3. We call the three different color groupings our overarching “STRATEGIES” or areas of focus. They are: Integrated instruction, Progress Monitoring and the Immersion Model.
4. Let’s look more deeply on next slide

Hint: Keep things moving. The other parts are out outside of this course, so if there are questions, invite participants to read on their own and discuss possible PD within a district to examine any other parts more deeply.



(Animated Slide)

Purpose: To show the key elements which we are focusing on in this course.

Time: 1 min

Talking Points:

1. We will focus on Integrated Instruction but less about the Curriculum part, as each teacher and school has their own standard and expectations as determined by your school. Facilitator should try to avoid discussing varied program models at this time as it can derail the activity at the moment. Disciplines should be encouraged to speak with their English learner coach or teacher or Director at their district to get more information models.
2. (PD) And, of course, we are doing all of this through the strategy of “Professional Development”.



Sheltered Instruction

SHELTERED INSTRUCTION: WHAT DOES THIS LOOK LIKE IN PRACTICE?

- Explicitly link concepts to students' backgrounds and experiences
- Explicitly link past learning and new concepts
- Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.
- Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations)
- Provide hands-on materials and/or manipulatives for students to practice using new content knowledge
- Provide activities that integrate all language skills (i.e., reading, writing, etc.)

KEY ACTIONS

- Teach grade-level content in English
- Use Sheltered Instructional strategies with fidelity
- Tailor English language for students' level of English proficiency

RESOURCES

- Center for Applied Linguistics (CAL) Sheltered Instruction
- Quality Teaching for English Learners QTEL

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5. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge
6. Provide activities that integrate all language skills (i.e., reading, writing, etc.)



Purpose: To show key concepts related to what Sheltered Instruction should look like in LA

Time: 1:30

Procedure:

-Slowly review elements of slide (from Guidebook)



A CLOSER LOOK: CONTENT-BASED LANGUAGE INSTRUCTION

1:30

CONTENT-BASED LANGUAGE INSTRUCTION: WHAT DOES THIS LOOK LIKE IN PRACTICE?

- Intentional, meaningful, and purposeful teaching occurs consistently, and content and language objectives are clearly supported by lesson delivery
- Teachers are using effective instructional strategies and providing ample opportunities for students to use learning strategies
- Teacher explicitly links new concepts to students' background & past learning
- Key vocabulary is emphasized and reviewed
- Adaptation of content to all levels of student proficiency

KEY ACTIONS	RESOURCES
<ul style="list-style-type: none"> • Use sheltered instruction strategies in lesson delivery and student tasks • Teach content with added language supports 	<ul style="list-style-type: none"> • Center for Applied Linguistics (CAL) Sheltered Instruction • Center for Advanced Research on Language Acquisition (CARLA) • Quality Teaching for English Learners QTEL



LADOE English Learner Guidebook, 2020, p. 5

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Purpose: To cover the Key understandings about the COMPANION part of Instruction for ELs: Content-based Language Instruction.

Time: 2 mins

Talking Points:

-Review slowly but focusing mostly on TOP section

For this course, although dual-language and other bilingual models may exist and ESL/ELD teachers and coaches have to address their own curricular concerns, we are focusing on Content based Language instruction for ESL teachers.

This course addresses the sheltered content instructional expectations.

Course Map (handbook)

2:00

Foundational Understandings	
1. Introduction and Overview of Sheltered English Instruction (2 hrs) <i>Bring: List of ELs, Try out an interactive strategy (no write up), bookmark YOUR grade(s) in LA Connectors, bring 2 lessons to each session</i> Date/Time: _____	2. Second Language Acquisition & Language Objectives (2 hrs) Date/Time: _____
Effective Strategies for English Learners	
3. Vocabulary (2 hrs) Tiered Vocabulary 7-Steps Vocabulary <i>Strategy Try-out Assignment #1</i> Date/Time: _____	4. Reading (2 hrs) Think-aloud, Partner Reading (Extra Resource Videos: Reciprocal Teaching, Language Experience Approach) <i>Strategy Try-out Assignment #1</i> Date/Time: _____
5. Writing A (2 hrs) Write-Around, Cut and Grow, Ratiocination <i>Strategy Try-out Assignment #3</i> Date/Time: _____	6. Writing B (2 hrs) Write-Around, Cut and Grow, Ratiocination <i>Strategy Try-out Assignment #4</i> Date/Time: _____
Wrap-up	
7. Variations: EL Subgroups, English Proficiency Levels, Linguistic Tasks (2 hrs) Date/Time: _____	

Purpose: To show the scope and flow of the course.

Time: 2:00 min

Procedure:

- Turn to this page in the participant manual.
- Point out today's session and review the organization of the Sessions.
- Time permitting, folks may wish to write the dates in the Course Map in their handouts.

Course Requirements to earn SEI Certificate

- Attend all sessions
- Complete & submit all four Strategy Try-outs
- Complete final course evaluation
- Reminders:
 - Bring course materials to each class
 - Bookmark and/or print out materials as directed
 - Try out some of the interactive strategies we model in the sessions with your students!

Purpose: to explain the requirements to earn the micro credential

Time: 1:30

Procedure:

-Review slide

-Answer questions but explaining that some things will become clearer as you go along.

EL: Defined (handouts)

5-7:00

Definitions to read over:

- LA: English Learner (EL)

Discussion: What are some of the messages in these definitions?

What are some differences between your initial response and more formal definitions?



Purpose: To explore participants' definitions of the term *English Learner* (EL).

Time: 5-7 min

Procedure:

Ask participants to take 2-3 minutes to write their definitions of the term EL in the Participant's Manual. Tell participants NOT to read ahead to the definitions in the manual. Encourage participants to reflect on their own definition of this key term.

Talking Points:

Our analysis of EL data begins with a reflection about our understanding of the term EL. This strategy is known as a *Quick-Write*. For some students of higher proficiency levels, it is a helpful strategy for activating prior knowledge about a specific topic and gathering information about their thoughts and ideas.

Share Out: Who is an EL?

Important Note: *Quick-Writes* work with higher proficiency level ELs (3+). Ask for a volunteer to respond to the last question: How do YOU typically use them?

Who is an EL?

2:00

Deficit-based vs. asset-based view

“Approached from a deficit view, students who are English learners (ELs) are often defined as fundamentally lacking.

By contrast, asset-based view builds on the home language of students and recognizes this as a fundamental strength.”

(Scanlan, 2007)

Purpose: To continue highlighting the importance of an asset-based view of ELs and instructional implications.

Time: 2min

Procedure: Ask a participant to read the quote on the slide.

Talking Points:

- Different points of view about ELs can have significant instructional implications.
- If ELs are fundamentally lacking, then they must be “filled up.” The implication is that ELs are always instructionally poor and in need, while the teacher is always rich, always giving, and never in need of learning.
- On the other hand, if students have assets that they bring to school, then teachers can use what they bring, add new pieces, and help students construct knowledge using what they bring and what is offered to them. Teachers can always learn from what the students bring.

Source: Scanlan, M. (2007). An asset-based approach to linguistic diversity. *Focus on Teacher Education*.

Achievement & Demographics

3:00

What do you think the 2017 data will show about:

- LEAP Assessment Results?
- Graduation Rates?
- Do you think this data has changed over the last few years? If so, how and why?

Chat with 9:00 buddy making a prediction using this sentence frame:

I think the data will show that _____ because _____.



Purpose: To introduce a data analysis activity.

Time: 3 min

Procedure:

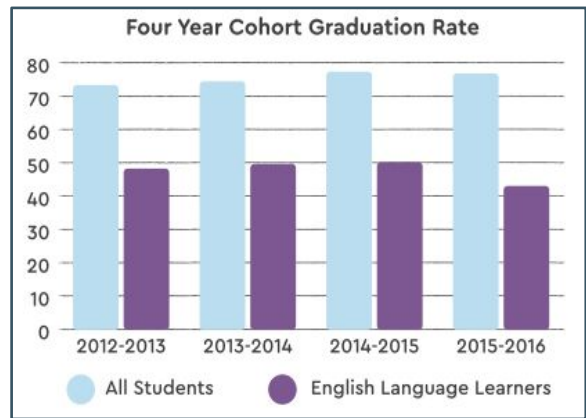
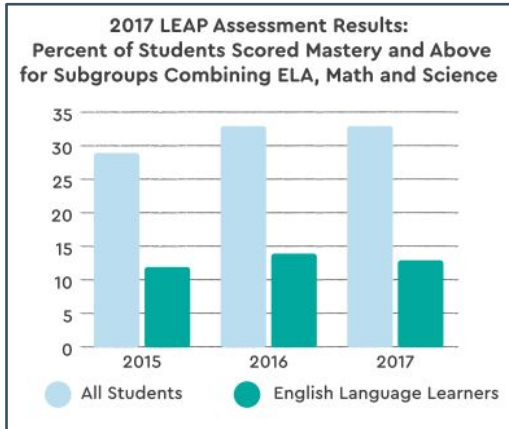
Data prediction activity: Participants will use the sentence frame at the bottom to make predictions about data related to ELs in LA.

Talking Points:

Sentence frames are a useful strategy for ELs because they provide linguistic forms that help ELs negotiate meaning and express their ideas. This is a strategy that works with ELs at various language proficiency levels because the complexity of the sentences can be modified to fit the linguistic expectations for each proficiency level.

Achievement for ELs

3:00



Chat with 9:00 buddy making a prediction using this sentence frame:
I think the data will show that _____ because _____.



Data: LA Department of Education

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Purpose: To introduce a data analysis activity.

Time: 3 min

Procedure: Continue to work with buddy to use the language of predictions related to EL Achievement data and graduation rates.

Talking Points:

Sentence frames are a useful strategy for ELs because they provide linguistic forms that help ELs negotiate meaning and express their ideas. This is a strategy that works with ELs at various language proficiency levels because the complexity of the sentences can be modified to fit the linguistic expectations for each proficiency level.

2019-21 Changes in LEAP Results

3:00

Percent Scoring *Mastery and Above* for Subgroups Combining ELA, Math, Science and Social Studies

Make some prediction statements with your buddy related to these subgroups of student populations

Total Population
Regular Education
Two or more races
Students with Disabilities
English Learner



I think the data will show that _____ because _____.

 **Believes**

25

Purpose: To continue with the data discussions related to the topics in the chart

Time: 3 min

Procedure:

As the question is displayed at the end, clock buddies make predictions about each line item

2019-21 LEAP Results

3:00

Subgroup	2019 % Grades 3-8	2021 % Grades 3-8	Change	2019 % Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology	2021 % Grades 3-8 & English I-II & Algebra I & Geometry & US History & Biology	Change
Total	34	29	-5	34	30	-4
Reg, Ed.	36	32	-4	37	32	-5
Two or more races	38	33	-5	39	34	-5
Disabilities	11	10	-1	11	9	-2
ELs	10	7	-3	10	7	-3



Data: LA Department of Education

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Purpose: To review the data in a chart

Time: 3 min

Procedure:

Note: This course does NOT provide reasons for any of this data, nor any updates beyond this year.

1. Partners freely discuss these results posing questions.

Numbers of ELs Reported ELs in Subcategories ^{3:00}

Chat with a partner and/or the whole group about your observations of the data using this sentence frame:

I see that _____. I think this might mean that_____.



Animated slide (to process the strategy itself)

Purpose: To summarize thinking about state data related to EL Subcategories

Time: 3 mins

Talking Points: Review data

Procedure:

1. Facilitator chooses between chatting in buddies or as a whole group.

Federal laws, guidance, & court cases to ensure access to high quality education

2:00

- Civil Rights Act, 1964
- Equal Educational Opportunity Act (EEOA), 1974
- *Lau v. Nichols*, (1974)
- *Castañeda v. Pickard*, (1981)
- Office of Civil Rights Guidelines
- NCLB Title III, 2002
- Every Student Succeeds Act (ESSA) (2015) reauthorization (ESEA)
- Dear Colleague Letter, 2015 (no longer available)



Adapted from Massachusetts Department of Elementary and Secondary Education, SEI Endorsement Course

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Purpose: To introduce laws and regulations that ensure ELs have equal access to high quality education.
DO NOT take the time to define each one. The notes at the bottom are for facilitator's knowledge.

Time: 2 min

Procedure: Introduce the many laws and regulations that ensure ELs have equal educational opportunity/access to high quality education. Summarize key laws, guidance, and court cases on the slide.

Talking Points:

- American language policy changed as a result of the Civil Rights Movement. Today there are several laws and regulations to ensure ELs have equal access to high quality education. Both the federal government and the state of MA have actively protected the educational rights of ELs.
- Federal level laws, guidance, and court cases protecting ELs' rights:
- Civil Rights Act, 1964—Title VI of the Civil Rights Act ensures that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, which includes almost all schools.
- Equal Educational Opportunity Act (EEOA), 1974—Mandates that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program."
- *Lau v. Nichols*, 1974—Requires schools to take affirmative steps to rectify language deficiencies in order to open their instructional programs to national-origin minority students who are deficient in English language skills.
- *Castañeda v. Pickard*, 1982—Fifth Circuit Court of Appeals develops the "three-pronged test:"
 - 1) **Theory:** The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.
 - 2) **Practice:** The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory into reality.
 - 3) **Results:** The school must not persist in a program that fails to produce results.
- Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.
- Office of Civil Rights Guidelines—The OCR periodically produces guidance for states and districts that clarifies or elaborates on federal laws regarding the education of ELs. This information is posted to the OCR website at <http://www2.ed.gov/about/offices/list/ocr/index.html>.
- NCLB Title III, 2002—Title III lays out separate accountability requirements for districts receiving funds. (Annual Measurable Achievement Objectives— AMAOs to show progress towards learning English and achieving

- content learning)

Guiding principles for EL Connectors

1. Read over Louisiana EL Connectors #1-8
2. Chat with 9:00 buddy:
 - a. Which principle is one that you regularly keep in mind?
 - b. Which is an area that you'd like to keep in mind more?



Purpose: To become familiar with the EL Connectors

Time: 4-5 min

Follow directions on slide

Expert Jigsaw: Laws & Guidance (handouts)

- You will be assigned one of 3 sets of readings
 #1: Federal #2:OCR #3: LA EL Guidebook
- Read your section and become an expert (or quickly read your section then gather into SAME NUMBER groups to become experts of that ONE piece of text (3-5 mins).
- Gather into MIXED groups of one #1, #2 and #3.
- Teach *your* expert knowledge to your team (1 minute each)

Strategy: What can be helpful about doing a jigsaw for ELs?



Animated slide (to process the jigsaw strategy itself, through the last question coming up at the end)

Purpose: To provide final instructions to facilitate the jigsaw activity.

Time: 20-25 min

Procedure:

1. Follow directions on slide
2. Allow 2 mins to read on own
3. Allow 5-7 minutes to become experts (same number groups)
4. Allow 5-5 minutes to share in mixed numbers groups
5. Ask whole group What other documents and resources do teachers know of that guide the instruction we give to English learners? (Any of the LA tools or other protocols)

Note: There may be some questions that some groups have related to program options, Remind students that the federal government provides guidelines but states and districts have some flexibility within the guidelines but need to show that students are meeting guidelines and ELs are making adequate progress in both Content and language development.

ELs' Success in School?

2:00

“Who’s responsible for student learning? Walk into an effective school and ask this question of anyone – a teacher, a student, the principal, a parent volunteer, a secretary – and you’ll get the same answer: I am.”
(Conzemius & O’Neill, 2001)

“It is time to break the bad habit of expecting something from nothing, from our government or from each other. Let us all take more responsibility, not only for ourselves and our families, but for our communities and our country.” (Clinton, 1993)



Massachusetts Department of Elementary and Secondary Education, SEI Endorsement Course

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Purpose: To continue the idea of shared responsibility.

Time: 2 min

Procedure: Ask for a volunteer to read the quotes. Elicit comments from the participants about the quotes.

Talking Points:

- To what extent do you agree with these statements?
- Research about effective schools highlights the impact of shared responsibility.
- This understanding is echoed in the LA documents related to ELs.

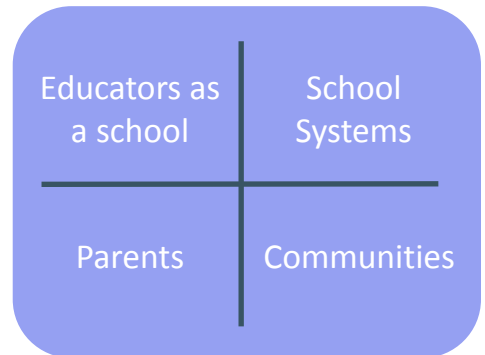
Who's Responsible? (7-10 mins)

10:00

Think, Pair, Share 12:00 buddy

How can different stakeholders support ELs' language development and academic achievement?

Select a spokesperson to share out.



What can be helpful about assigning ROLES for group tasks?



Animated slide (to process the strategy itself through the last question coming up at the end)

Purpose: To encourage participants to think about concrete actions to support ELs' success in school.

Time: 10 min

Procedure:

1. Have participants chat privately with 12:00 buddy (5-6 mins)
2. Time permitting, share out comments

Talking Points:

Educators need to promote involvement with parents and also tap into community resources in order to effectively support ELs in their schools and buildings.

Community resources include: mentoring clubs (such as the Boys and Girls Club), sports clubs (such as YMCA), cultural groups, churches, public libraries, and other services and organizations, etc.

Content Objectives: Did we meet them?

Participants will be able to:

- Define the term “English Learner”
- Demonstrate understanding of laws & practices related to ELs
- Demonstrate knowledge of the demographics and academic achievement of ELs in LA and implications for instruction
- Define the requirements for completing the course

Purpose: To introduce content objectives for this session.

Time: 30 seconds

Procedure: Have participant volunteers read the objectives and participants provide a show of hands.

Interactive Strategy Review: (end of Session #1 manual)

- Learning objectives (pre/post)
 - Clock buddies
 - Sentence frames
 - Turn and Talk
 - Graphics (charts/diagrams)
 - Jigsaw reading
 - Quick write (What is an EL?)
 - Assigning roles in group work
- CORE STRATEGIES (to be completed later)

Which do you think you will likely try? When?

Purpose: To begin to collect a set of strategies that will be helpful for ELS

Time: 1:30. (Short), (4-5) if participants explain why they think these are helpful and you have not d along)

Procedure:

-Time permitting, refer participants to corresponding page in handouts

-If there is a LOT of extra time, consider having each person share out (turn & talk or type in chat)

Exit Slip: Personalize the *LA Believes* Statement (stickee)

What do YOU, a Louisiana Educator believe about:

- a) English Learners, and
- b) Yourself as an Educator of ELs?

Type an “I believe...” response into the chat (or on a stickee on group poster):

Purpose: To capture learning statements related to the content of this session.

Time: 3 min

Procedure:

1. Follow directions on slide
2. Time permitting, in a live session, read over the stickees.
3. If this is done online, have participants type in the chat.

Next Steps:

1:30

1. Bring a ***class list*** with English learner initials and English proficiency levels for at least one of your rosters.
2. **Try out** one of the interactive strategies and ask your ELs *what they found helpful* about the strategy and *what they might change*. Be prepared to share this information at our next session.
3. **Print out/bookmark** your grade-level(s) *LA Connectors for ELs* and any “keeper” pages from the *EL Guidebook* or *EL Program Handbook*.
4. **Bring 2 lessons** (in whatever format you like) to each session.

Purpose: To describe the follow-up tasks in preparation for the next session.

Time: 1:30 min

Procedure:

-Review slide.

-Consider emailing the content of this slide to remind participants before each class.

-The contents of this slide will be available in the Participant Manual.

-Some teachers may not have lessons per se (educational assistant, etc.). Encourage them to at least write down a couple of topics or even typical tasks they do in school.

A Parting Quote from a Massachusetts Educator

:30

“Over the past couple of months I have had the privilege of learning how English Language learners acquire a new language and how I as a content teacher can teach ELs language and content simultaneously. What has stuck out in my head the most is the importance of all teachers viewing themselves as responsible for educating non-native English speakers.

Everyone in the school building and in the district can play a key role in helping students acquire a language.”

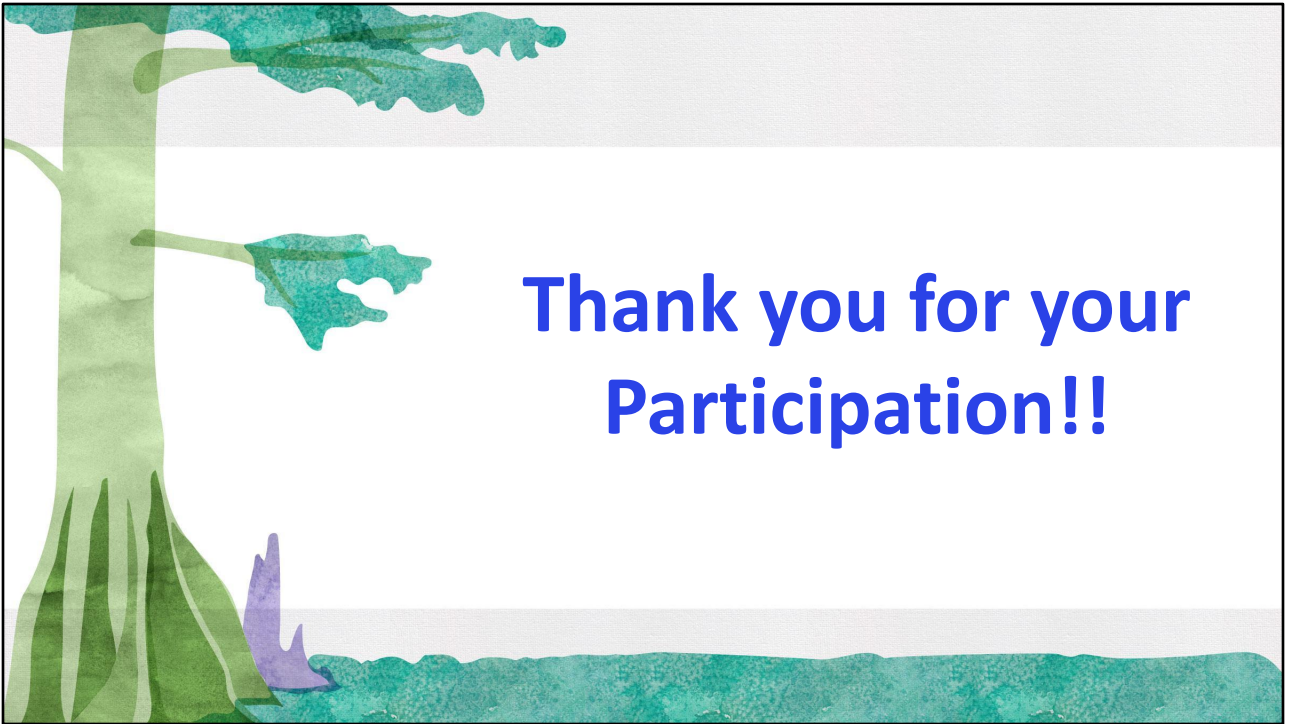


Purpose: To end the session with a quote from a prior course participant (MA version) driving home the key message of shared responsibility.

Time: 30 seconds

Procedure: Review slide

Note: Revisionists may choose to add local quotes in the future.



Facilitators:

- Read over comments from the exit slips.