



Sheltered English Instruction Teacher Course

1. Introduction, Rationale &
Overview



BREAK

Congratulations!!!!

- 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.

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

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.”

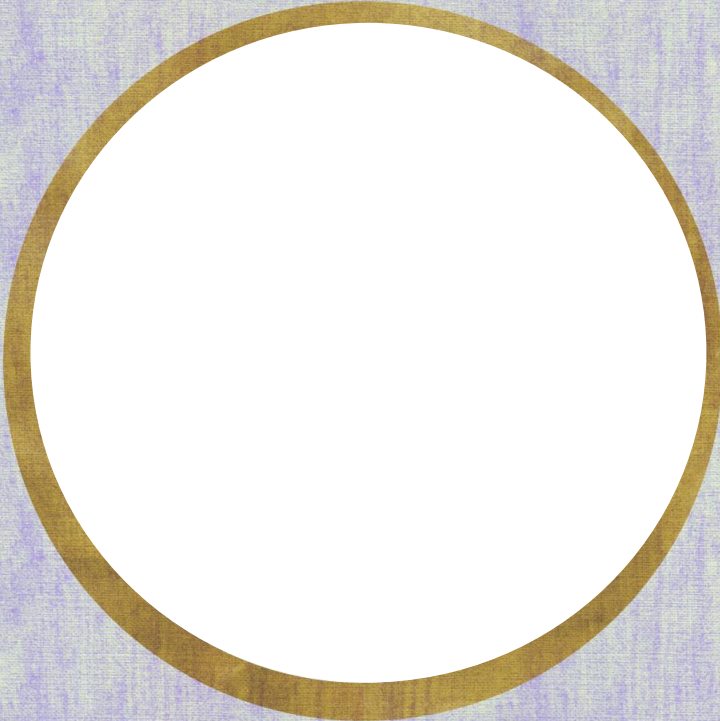
Course Designer

- Boni-esther Enquist
- M.Ed.Teaching ESL, M.Ed. Administration
- Parent of 2 Former ELs
- ESL teacher, ELE Coordinator for 2 mid-incidence districts
- Consultant in State and National Initiatives related to teaching ELs
- MA Endorsement Course Writer, Reviser and Trainer-of-trainers

(For Sample purpose only - Cut this slide and Facilitator insert their own)

Facilitator

- *(your info)*



Agenda

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

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

Clock Buddies - Warm-up (face-to-face version)

7-10 mins

- 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?

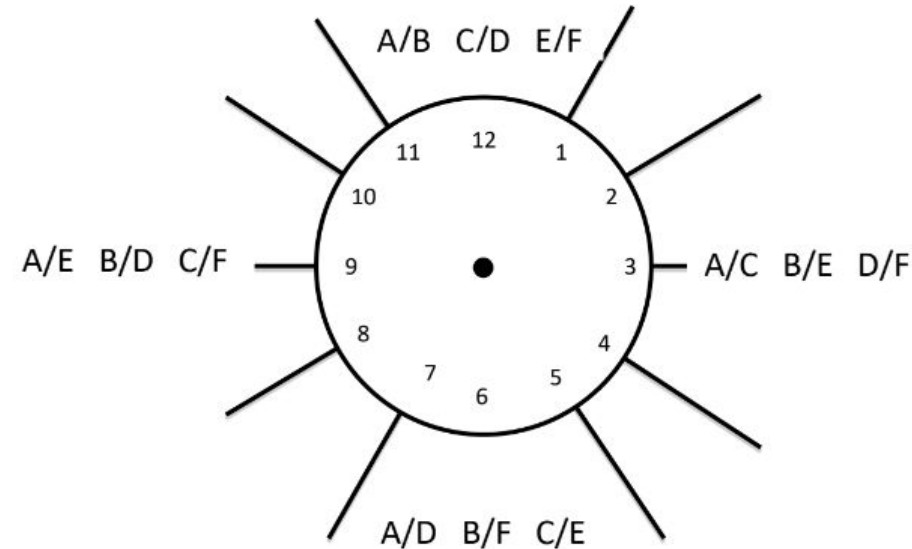
Clock Buddies - Warm up (Online Version)



7-10 mins

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?

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?

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

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



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

Photo by [Kuanish Reymbaev](#) on [Unsplash](#)

Photo by [Jeswin Thomas](#) on [Unsplash](#)

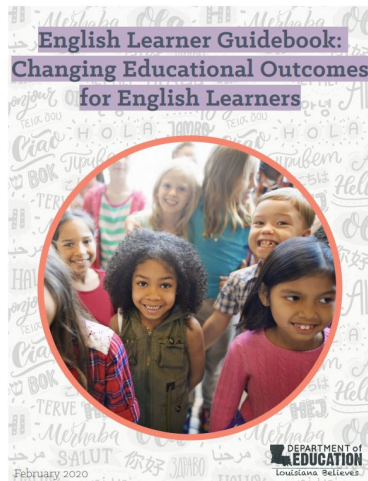
State Resources for ELs: Show of hands

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](#)



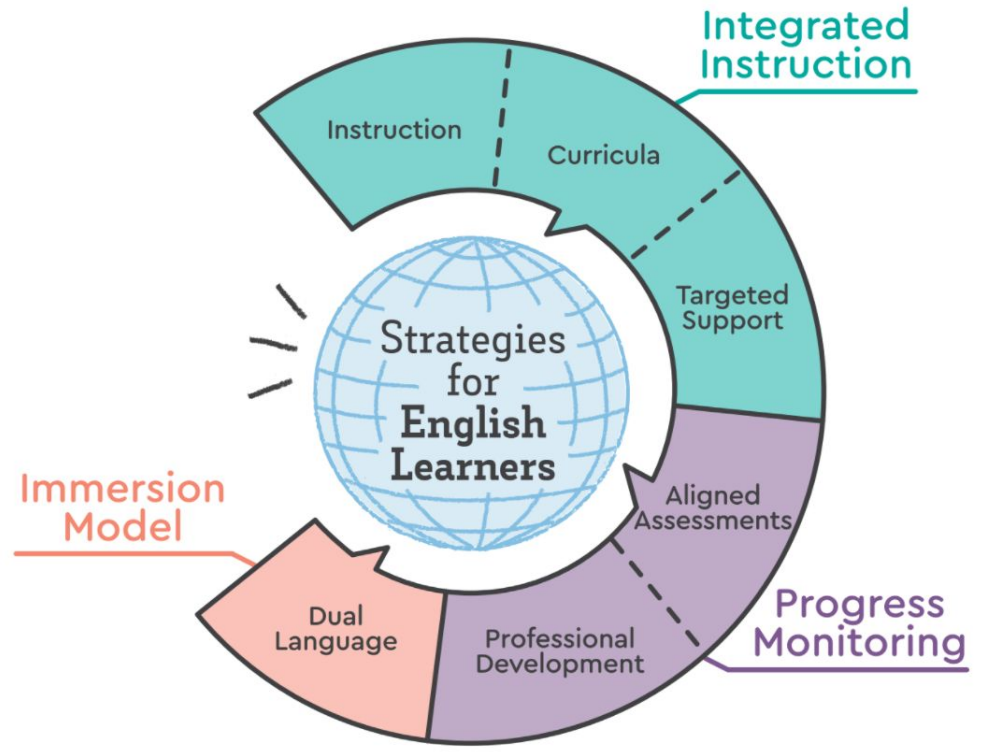
[EL Program Handbook](#)



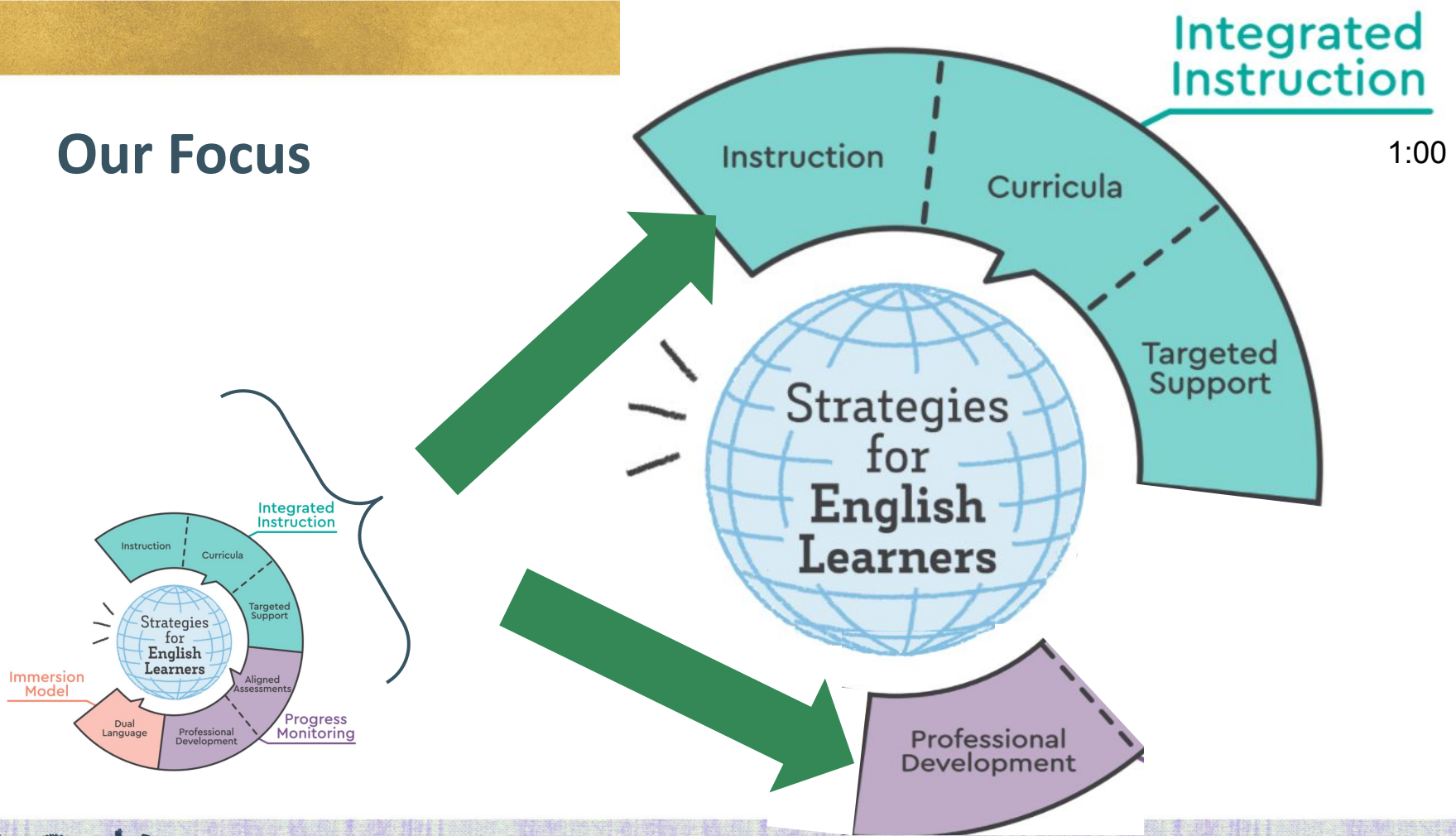
[Student Standards: Connectors for ELs](#)

Elements of Effective Instruction

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



Our Focus



1:00



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](#)

SHELTERED INSTRUCTION: WHAT DOES THIS LOOK LIKE IN PRACTICE?

1. Explicitly link concepts to students' backgrounds and experiences
2. Explicitly link past learning and new concepts
3. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.
4. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demo
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.)



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

- Use sheltered instruction strategies in lesson delivery and student tasks
- Teach content with added language supports

RESOURCES

- Center for Applied Linguistics (CAL) [Sheltered Instruction](#)
- Center for Advanced Research on Language Acquisition ([CARLA](#))
- Quality Teaching for English Learners [QTEL](#)

Course Map (handbook)

2:00

Foundational Understandings	
<p>1. Introduction and Overview of Sheltered English Instruction (2 hrs)</p> <p><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></p> <p>Date/Time*: _____</p>	<p>2. Second Language Acquisition & Language Objectives (2 hrs)</p> <p>Date/Time: _____</p>
Effective Strategies for English Learners	
<p>3. Vocabulary (2 hrs) Tiered Vocabulary 7-Steps Vocabulary</p> <p><i>Strategy Try-out Assignment #1</i></p> <p>Date/Time: _____</p>	<p>4. Reading (2 hrs) Think-aloud, Partner Reading (Extra Resource Videos: Reciprocal Teaching, Language Experience Approach) <i>Strategy Try-out Assignment #1</i></p> <p>Date/Time: _____</p>
<p>5. Writing A (2 hrs) Write-Around, Cut and Grow, Ratiocination</p> <p><i>Strategy Try-out Assignment #3</i></p> <p>Date/Time: _____</p>	<p>6. Writing B (2 hrs) Write-Around, Cut and Grow, Ratiocination</p> <p><i>Strategy Try-out Assignment #4</i></p> <p>Date/Time: _____</p>
Wrap-up	
<p>7. Variations: EL Subgroups, English Proficiency Levels, Linguistic Tasks (2 hrs)</p> <p>Date/Time: _____</p>	

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!

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?



Photo by [Jeswin Thomas](#) on [Unsplash](#)

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)

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?

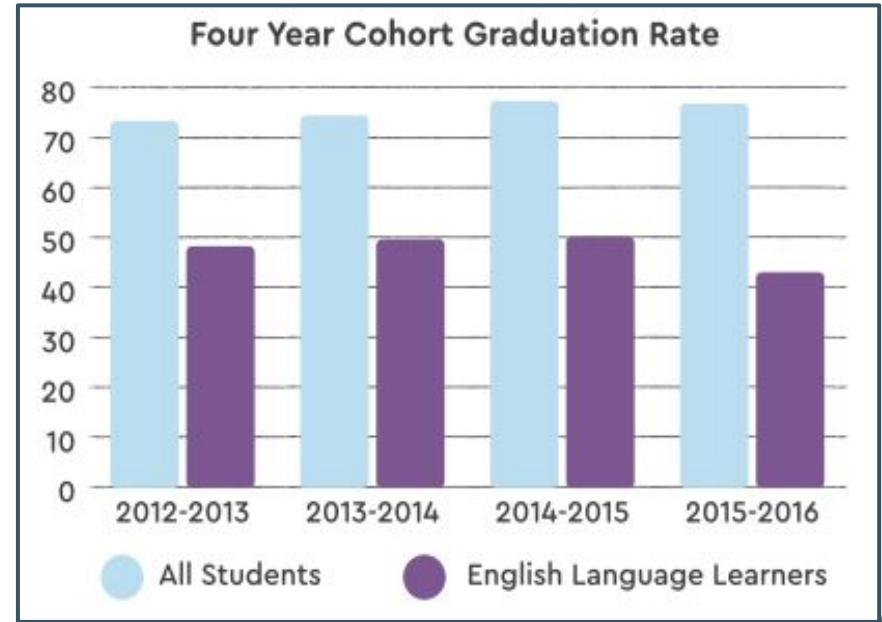
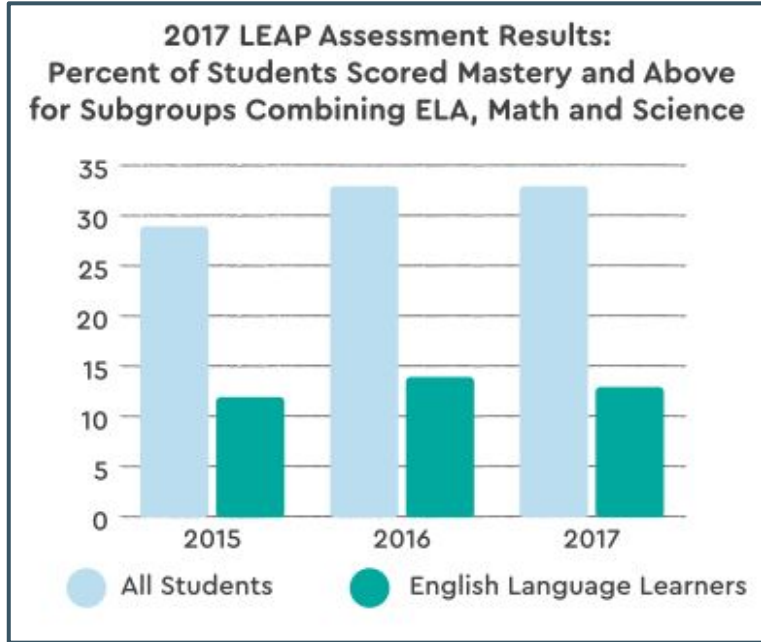
Chat with 9:00 buddy making a prediction using this sentence frame:

I think the data will show that _____ because _____.



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 _____.



2019-21 Changes in LEAP Results

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 _____.



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

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 _____.

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)

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?



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?

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)

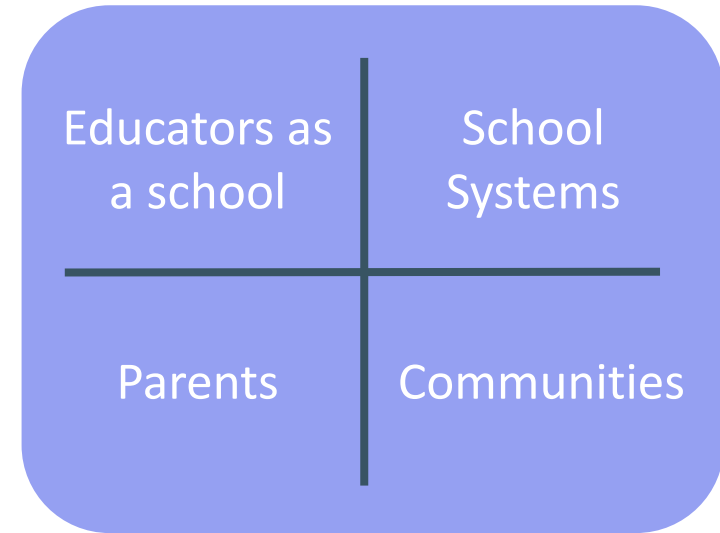
Who's Responsible? (7-10 mins)

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?

Content Objectives: Did we meet them?

:30

Participants will be able to:

- Define the term “English Learner”
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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?

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):

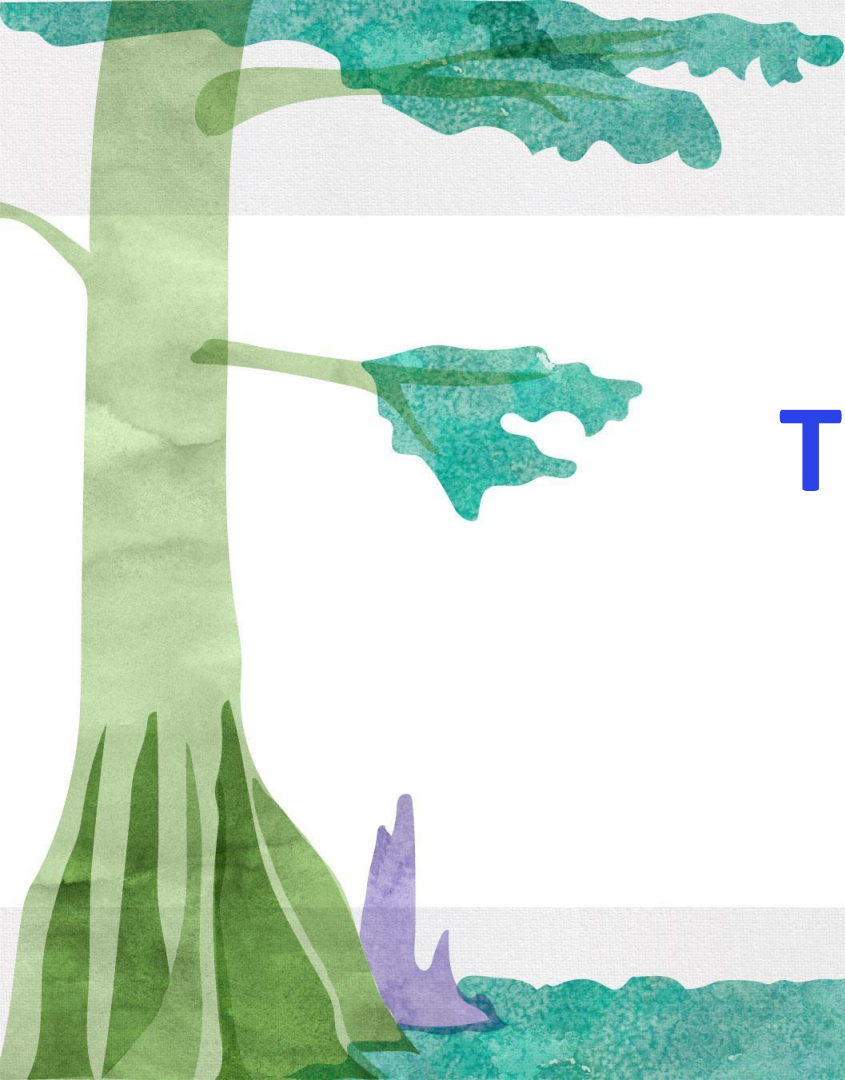
Next Steps:

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.

A Parting Quote from a Massachusetts Educator

“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.”



**Thank you for your
Participation!!**

