A narrated powerpoint presentation by the students in the class:
EDU 383/583 Teaching English Language Learners across the Curriculum

Fall 2017

Strategies to help English Language Learners be successful in your classroom
and
Information to help you pass the EAS (Educating All Students) test

Teaching English Language Learners Across the Curriculum.

Topics: Presenters:

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Performance Indicator B: Linyan Wang

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Performance Indicator I: Anali Quesnay

Performance Indicator A

…identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students' English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)

Anne Fairbrother

State Regulations CR 154 September 2014
THE NY STATE EDUCATION DEPARTMENT ALBANY, NY:

Over the past 10 years, New York State ELL student enrollment has increased by 20%. According to the U.S. Department of Education, ELL student enrollment has increased by 18% nationally. Currently in New York State, over 230,000 ELLs make up 8.9% of the total public student population. Students in New York State speak over 140 languages, with 61.5% of ELL students having Spanish as their home language. In addition, 41.2% of ELL students were born outside of the United States. (p. 2).

Educators Have a Dual Obligation to English Learners
1. Provide meaningful access to grade-level academic content via appropriate instruction
2. Develop students' academic English language proficiency

And…..
"These students who are learning content concepts at the same time as they are developing language skills are doing 'double the work.' "
 (Duguay et al, 2013, p. 1)

What affects English Language acquisition and development?

Some students come with a good education in their first language. If students are literate in their first language, they more easily transfer those skills to a second language.

Some students, due to social disruption, have received little schooling or interrupted schooling (SLIFE – Students with Limited or Interrupted Formal Education), so will need more support in building prior knowledge needed in content classes.

Most ELL students will not have the same cultural knowledge expected of monolingual English speaking students: knowledge of American history, experience with European fairy tales, nursery rhymes, English literature, western science concepts, western methods of computation. But they have similar knowledge and skills from their culture(s) which should be recognized and drawn on to build new learning.

Learning a Second Language

Learning a second language is not the same as acquiring your first. Teachers should understand the stages of Second Language Acquisition

Students learning a second language move through five predictable stages:
    Entering/ Beginner
    Emerging/ Low Intermediate
    Transitioning/ Intermediate
    Expanding/ Advanced/
    Commanding/ Proficient (exited as fluent, but supported for two years)

English Language Learners (ELLs) usually develop BICS first (Basic Interpersonal Communication Skills), through social interaction with their peers, exposure to the media etc. It takes longer to develop CALP (Cognitive Academic Language Proficiency) as they develop reading and writing skills. It can take 2-3 years to develop social language and 5-7 years to develop academic language.

How quickly students progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country.

It is important that you tie instruction for each student to his or her particular stage of language acquisition. Knowing this information about each student allows you to work within his or her zone of proximal development—that gap between what students can do on their own and what they can do with the help of more knowledgeable individuals (Vygotsky, 1978).   (Hill & Björk, 2008).

Remember!
English Language Learners will be more successful…

- If they have teachers who value the language and experiences the students bring to the class, and don't see the students as having a deficit.
- If they have content teachers who use sheltered instruction strategies and approaches to make the content comprehensible.

Performance Indicator B:
[Teacher candidate] demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners.

Linyan Wang

I. Bilingualism refers to
    1 :the ability to speak two languages.
    2 :the frequent use (as by a community) of two languages.
    3 :the political or institutional recognition of two languages.

II. The Benefits of Bilingualism.
According to John Benson, the benefits of bilingualism are following:
1. For Cognitive Ability: The bilingual background involves brain activity and flexibility as it relates to mathematics, problem solving, logic and memory. Bilingual students are used to think in different languages, thus it helps them to employ flexibility of thinking skills.
2. For Social/Emotional: If a student's home language is valued, his or her self-image is more positive.
3. For Educational Advancement: Students can increase educational advancement by learning the content in both languages.
4. For Family: Students can learn both languages rather than losing their initial heritage.
5. For Health: "More reserve brainpower, enhanced by being bilingual from an early age, helps protect against memory losses caused by Alzheimer's and dementia" (p 63).

III. Bilingual Education Programs:
- According to Krashen, Bilingual education refers to situations in which students are able to study subject matter in their first language (L1) while their weaker language skills catch up (p 36).
- According to the Merraim-Webster Dictionary, bilingual education refers to education in an English-language school system in which students with little fluency in English are taught in both their native language and English.

IV. The Types of Bilingual Programs
A. There are two kinds of bilingual programs: Transitional Bilingual Education and Maintenance or Dual Language Program.
1. A Transitional Bilingual education program means that the program provides instruction in children's native language to help them progress academically,

in content areas while they acquire English. The primary goal is to help students transition to the mainstream, English-only classroom as quickly as possible. The linguistic goal of such programs is English acquisition only.

2. Dual language programs are designed to help native and non-native English speakers achieve bilingualism, biliteracy, cross-cultural competence, and academic proficiency equal to that of such programs is English acquisition only.

B. Characteristics of an effective dual language bilingual program:
1. Maintains and develops first language
2. Develops second language (English)
3. Teaches academic content

C. There are three alternatives to bilingual education:
1. Submersion or "Sink or Swim." In a submersion program, NEP children are simply placed in the same classroom as native English speakers and the regular curriculum is followed. There is no organized attempt to provide any special instruction or extra help for these children. Although sympathetic teachers often try to do something, all instruction is in English. The belief is that "sink or swim" provides more exposure to English, and the more exposure to English received, the better off children are.
2. Submersion + ESL. In submersion plus ESL, NEP children are usually given a separate ESL class for some prescribed period of time, usually an hour per day. The rest of day is spent in classes with native English speakers, and the NEP students follow the all-English curriculum where the teachers use appropriate Sheltered Instruction strategies. SCSD has two bilingual schools, and uses this model for other schools.
3. The last one is Immersion. Immersion typically refers to the programs in which the majority language children are instructed in a second language. Typically, immersion students receive all instruction in the second language, with the exception of language arts in the first language.

V. The importance of viewing use of primary language as a right for English language learners.
1. UNESCO (United Nations Educational, Scientific, and Cultural Organization) states that students have the right to use their own language in the classroom in the Universal Declaration of Linguistic Rights. They state that language is a right all students have in the classroom.
2. It is beneficial for all students to learn the material in the best way for them, and including their own language in the classroom can help them

learn the content. A bilingual program allows students to flourish in both languages and use their own language in the classroom which extends their knowledge into the classroom.

VI.   The importance of viewing the use of the primary language as an asset for English language learners.

Translanguaging:
 "Since you teach the curriculum in English, your language objectives will be in English. However, you can help your EBLs [Emergent Bilingual Learners]better understand and use the English language they're developing by making connections between English and their home languages" (CUNY).

The importance of viewing the use of primary language as an asset for English language learners:
        1. By using their first language in the classroom, ELL students can become more comfortable in the classroom.
        2. Culturally relevant teaching gets used in bilingual education because all information relates to those students.
        3. Different cultures and diversity also get incorporated into the classroom.
        4. Students can use their own language to learn content which helps them keep up to date with all the content so they do not fall behind.
        5. Knowledge and experience transfers, regardless of language barriers.
        6. Content can be reinforced and reviewed in the native language.

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Performance Indicator C
Applies knowledge of the legal rights of English Language Learners
and ethical considerations related to the education of English Language
Learners.

Anali Quesnay

This performance indicator represents the legal rights and legal history of English Language Learners. As educators, we are expected to know the legal rights of English Language learners and how they relate to the education the students are required to receive. Throughout history there were major federal and state laws that were decided by the United States Supreme Court in regards to Bilingual Education in the U.S. This section will include various laws as well as court cases that affect ELLs.

I will be talking about the laws and the court cases and how they affected the education of English Language Learners.

Slide 1:
- The first law I will mention is the Fourteenth Amendment to the U.S Constitution. This was the major law that established the constitutional basis for the educational rights of language minority students. The fourteenth amendment guaranteed that no State can make or enforce any law shortening the privileges or immunities of citizens. This amendment also states that no state can deprive any person of life, liberty, or property without due process of law; nor deny the equal protection of the laws.
- The Title VI Civil Rights Act of 1964 prohibited discrimination on the basis of race, color, and national origin in programs and activities that were receiving federal financial assistance. This meant that all students have the right to meaningful and effective instruction.
- The Bilingual Education Act of 1968 and 1974 is also known as Title VII. This act provided funding for school districts that were interested in establishing programs to meet the needs of students with Limited English Proficiency (LEP) in the United States.

Slide 2:
- The Equal Educational Opportunity Act of 1974 is a federal law of the U.S that prohibits discrimination against students, faculty, and staff. This also includes the prohibition of racial segregation of students in schools, and school districts were required to take all appropriate action needed to overcome language barriers that conflict with equal participation of students in school.
- The No Child Left Behind Act of 2001 had a major focus on closing the achievement gap in education. NCLB raised the expectations to a new level. The U.S Department of Education emphasized 4 major points in this Act:
  - Accountability, in order to ensure that disadvantaged students achieve academic success;
  - Flexibility, which allows school districts to decide how they want to use the federal funding;

- o Research-based Education which emphasizes educational programs and effective strategies that have been proven through research;
- o Parent Options, which increase the choices made available to parents of students attending Title 1 schools.

- ESSA replaced NCLB in 2015. This Act emphasized a push in supporting ELLs. This introduces more flexibility when it comes to student testing and how schools are held accountable. They also increased funding and resources to be made available for schools that are supporting English Language Learners.

Slide 3:
- The NYS Commissioner Regulation (CR) Part 117 established standards needed for the screening of every new entrant to the schools. This was to determine which students are possibly gifted, have or might have a disability, and/or have a limited English proficiency.
- The NYS Commissioner Regulation (CR) Part 154 established the regulations needed for the education of students who had a limited English proficiency. All districts must provide ELL students with the equal access to all school programs, services, and activities offered with their ages and grade level as well as access to programs that they need for graduation.

Slide 4:
- The court case Brown vs. Board of Education of 1954 overruled the decision in Plessy vs. Ferguson of 1896. This court case declared the segregation of students to be unconstitutional. It established the principle of equal educational opportunity for *all* students and ordered the desegregation of schools.
- The Lau vs. Nichols case of 1974, was the basis for many other court decisions. It was brought forward by Chinese-American families from the San Francisco Unified School District. About 1800 out of 2800 students were not receiving appropriate instruction even though they had limited English proficiency. The ruling established the federal requirement/mandate for ESL instruction and support in public schools.
- The Castañeda vs. Pickard case of 1981 set the standards for courts when examining programs for LEP students. The Raymondville Independent School District was charged with failing to address the needs of ELL students with limited English proficiency. The district failed to follow the requirements that were previously set by the Equal Educational Opportunities Act.
  As a result, a test was created with contained 3 major requirements for effective instruction:

  1. A pedagogically sound program for LEP students
  2. Sufficient staff and resources to support ELLs
  3. A system that will evaluate the program's effectiveness

Slide 5:
- The Idaho vs. Migrant Case of 1981, established the legal responsibility of the State Department of Education to monitor implementation of programs with students with limited English proficiency.
- The Plyler vs. Doe court case from 1981. The Supreme Court decided that public schools *must* provide equal education opportunity for all students including undocumented students.

Slide 6:

Ethical Considerations:

- Culturally Responsive Teaching is a very important aspect when it comes to teaching our students. As educators, we need to be able to know our students. If we know our students and do our research on where they come from, we will be able to better understand the various learning styles our students bring into the classroom.
- When being a culturally responsive educator, we need to incorporate the different cultures our students bring into the classroom and implement it into our lessons and what we teach. The instruction needs to be meaningful and relatable for the students. Our students need to be able to see themselves in the classroom whether that be lessons, books, posters, and/or classroom decorations.
- It is also very important that we establish a safe space community in our classroom. Our students will only feel safe in the classroom if and when we make it a safe space. All backgrounds need to feel valued in our classrooms.
- With students with special needs, we need to be aware that having a limited English proficiency does not mean disability. One of the biggest problems in Special Education right now is that many ELLs are being put into Special Education without an appropriate rationale. They are being incorrectly labelled as Special Education students. School districts are aware of this and are being held accountable by the State Department of Education. Both Special Education and ELL legislation need to be followed.

Performance Indicator D:
Demonstrates Knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials.

LIS POLAN

Slide 1

BICS and CALP
What does BICS stand for?

BICS: Basic Interpersonal Communication Skills

- Interaction socially with family, teachers, and peers in and out of the classroom.

-Mostly developed within one or more years, the timing is debatable

-Communication is Key!

CALP: Cognitive Academic Language Proficiency

- Academic language of the classroom which takes approx. 4-10 years to acquire according to Haynes

I say that because each book has different approx.

- Academic skills such as writing, reading, listening, and speaking are essential for CALP

-Way more demanding than BICS because there are language challenges based on the content area.

Slide 2

What is Sheltered Instruction?
   - 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. You want to make sure that the subject matter is going to stay on the same level, you are just lowering the linguistic demand

- Seen as rather an outline to learning compared to SDAIE, however, they are both extremely similar.

- Comprehensible Input is the key factor in sheltered instruction (SI)

Slide 3

- Tapping into prior knowledge: Motivate the students, relate the lesson to previous knowledge, relate the lesson to the students' own experiences. You also want to relate the lesson to the students' own experiences because the students are coming from different places.

 -Make a KWL chart

  (What students already know, what they want to know, and what they then learn.)

-Integration of subjects: A common theme that the students all relate to and can look back upon while learning the new lesson. My ENL class used the jungle as a common theme for a unit.

-Visualization: Concentration of sensory images. Showing lots of pictures to make sure the students know what are going on

Slide 4

Cooperative Learning: Students must feel comfortable in the classroom.

Cooperative learning develops…

      1. Positive interdependence

      2. Face to face promotive interaction

      3. Individual and group accountability so they are all working together

      4. Interpersonal and small group skills

      5. Group processing

Slide 5

Nonlinguistic Representations:

- Graphic organizers: English Language Learners can start by making graphic organizers with just pictures; the more advanced the learner gets the more words and phrases can be used.

- Focus on Vocabulary: Provide visuals, to illustrate the meaning of words.

- Demonstration: Gestures, pictures, and objects to help the students further understand.

Slide 6

Reduction of teacher talk:

- Letting the students talk more within the classroom than the teachers so that the students can learn more and you can test to see how much the student really knows.

- Ensure that the shy students understand what is going on. More than likely if the teacher asks the student a question in front of the class the shy student will not want to answer.

- Essential terms: Pictures can show a thousand words

Slide 7

Multicultural Education:

-Culture Bag- students bring a few items from home; in that way the other students in the class can learn about each other's cultures.

-Tapping into prior knowledge
Sharing things from their hometown can benefit everyone not just ELL students

Slide 8

Check for Understanding:

- Yes or no questions, thumbs up or thumbs down approach

- Acting out scenes

- Completing the sentence

- Think, pair, share

Slide 9

Manipulatives - hands on experiences:

- Students will visually and physically manipulate objects that are linked with the lesson being taught.

- Drawings, posters, presentations

Slide 10

What is the main goal for SDAIE, and what is SDAIE?
- It is the use of Sheltered Instruction to make the input comprehensible!

- The idea that you lessen the linguistic demand to help the students understand the meaning of the lesson

- Equal access to the standard curriculum

- Comprehensible input like I said before it is necessary!

- Key idea: Is for English learners to clearly understand core concepts through the use of close teacher and student relations.

- Scaffolding is a part of this way of teaching

- Gaining knowledge in not only the lesson, but new language being learned.
- Equal learning opportunity for all learners.

- Maximize student opportunities in hopes to make English easy to learn and comprehend. You want to make sure the students understand

Slide 11 – graphic!

Slide 12

- Group Work

- DO IT NOW (DIN) and clear objectives for the day

Do It Now on the board - that way the students have clear objectives for the day so you know what has to be learned. Work to tap into knowledge from previous days

- Highlighting of Key Concepts

- Graphic Organizers

- Corrections

If the student says "I seen you," you simply answer "yes, I saw you." You do not want to make the student feel demoralized

- Worksheets

- Supplemental Videos

Instruction that is tailored to match the student's age and level of comprehension

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Performance Indicator E:
Demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English.

Jacob Cauwels

- Performance Indicator E is designed to demonstrate an understanding of the similarities and differences of literacy in ELL's and English speakers. It includes how the home language of ELL's affects literacy development in English. It also applies strategies that help ELL's in using skills in their home language and applying them to English.

- So. As a teacher, what exactly do you need to know? Well, for starters, instruction needs to be modified to accommodate the language and academic needs of ELL students. Secondly, if not more importantly, English learners are benefitting from keeping their home language and culture intact.

- There are many strategies that can be addressed in Performance Indicator E. The four that we will be talking about are Sheltered Instruction, Scaffolding, FInding Value in Linguistic and Cultural differences, and Utilizing Maintenance Bilingual Education.

- Designed by everyone's favorite educational researcher, Stephen Krashen, Sheltered Instruction cultivates an effective combination of content and second language acquisition. It lowers the linguistic demands of a lesson without sacrificing quality content. This does not lower the bar for students.

- Up next is scaffolding. Scaffolding instruction is where the teacher models an activity, backs off, and lets the students work on it themselves, providing help when it is needed. Once students get better at speaking English, they will need scaffolding less and less.

- Finding worth in different languages and cultures is a crucial strategy for a teacher to have. Do not be afraid to ask questions about a student's heritage, their culture, how they went to school back home, which is often very different than here in America. Be excited! Show enthusiasm! And recognize that culturally diverse students are a wonderful resource for your classroom, not a hindrance.

- Translanguaging is where English learners use their native language to improve their new language. Those who use this are utilizing their bilingualism to its fullest, not lazily using it as a crutch, as some people think. This can also be used by teachers in the classroom, such as multilingual group work and partners.

- Finally, we have come to Maintenance or Dual Language Bilingual Education. While this may not be an option for all school districts, or for all teachers, Maintenance Bilingual Education is an excellent method of teaching English Language Learners. You see, in Maintenance Bilingual Education, both the home language and second language are being developed, not just the second language, which is what is typically developed. The ultimate goal of Maintenance Bilingual Education is fluent bilingualism, rather than a transition from the home language to English, with the home language being forgotten.

Performance Indicator F:
Applies knowledge of research-based instructional strategies (e.g, providing scaffolding, using authentic tasks) for promoting literacy for English Language Learners at all stages of literacy development.

YIHE HUANG

1. Valuing linguistic differences: Being aware of language proficiency levels.

   It is quite common that there are a large range of English language proficiency levels in ESL classroom. Therefore, it is of great significance for teachers to identify students' proficiency level and differentiate instruction based on these differences.

   Five Levels of Language Proficiency:

   Level 1-Entering
   Students at this level have limited or no understanding of English. They rarely use English for communication and respond nonverbally. As their oral comprehension increases, they begin to imitate others' utterance by using single words or simple phrases.

   Level 2-Emerging
   Students can understand phrases and short sentences. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication.

   Level 3-Transitioning
   Students can understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. They speak in simple sentence but are frequently marked by grammatical errors. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.

   Level 4- Expanding
   Students' language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar environment but have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text.

   Level 5-Commanding
   Students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance.

Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. Errors are minimal, difficult to spot, and generally corrected when they occur. (SCSD).

2. Translanguaging
In a general education or ESL Program, language objectives will be in English. Teachers can help EBLs (Emergent Bilingual Learners) better understand and use the English language they are developing by making connections between English and their first language. For example, teachers can help EBLs translate English vocabulary to their home languages, identify cognates, and compare vocabulary use both languages. With grammar, teachers can help EBLs compare and contrast English sentence, paragraph, and text structures with their home language.

Performance Indicator G
Applies knowledge of strategies for supporting English Language Learners' development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning.

YIHE HUANG

3. Sheltered instruction
Sheltered instruction is a set of teaching strategies. It is designed for academic content teachers and lowers the linguistic demand of the lesson without compromising the integrity or rigour of the subject matter. The content is from grade level curricula taught using instructional strategies that scaffold the content learning by building background knowledge and through the use of visuals, gestures, manipulatives, paraphrasing, etc.. Lessons have clear grade level, content and language objectives. It benefits not only ELL students but also native English speakers with a variety of learning styles.

4. SDAIE
SDAIE is a teaching approach using Sheltered Instruction that allows English language learners full access to key curricular concepts while acknowledging their limited ability to communicate extensively or proficiently in English. (Darrel Nickolaisen) These ELLs usually would have "reached an intermediate level of English proficiency, but are not yet able to perform adequately in mainstream content classes designed for native speakers of English." (Aida Walqui-van Lier)

1) Aim: is to provide English learners equal access to the standard curriculum.
English learners are not only able to learn the same essential concepts as their native English-speaking counterparts, but are also able to accelerate their progress toward full fluency in English. (Darrel Nickolaisen)

2) Main features of SDAIE approach:
    Comprehensible Input
    a) Contextualizing the lesson. Lesson contextualizing is an important feature of SDAIE approach.

First Narrated Powerpoint

◆ Meaning acted out
◆ Color-coded materials/graphic organizers
◆ Gestures and facial expressions
◆ Hands-on activities and games

Teachers can act out their words and refer to pictures, charts, and graphs whenever possible. Graphic organizers help students convert complex descriptions or explanations coming from their teacher and their textbook into visual representations. Teachers can also use word webs, which is a list of key terms connected by lines or arrows. Teachers can also give students as many visual and nonverbal clues as possible. Teachers can ask their students to do many hands-on activities and to participate in games and role-plays to increase understanding.

b) Tapping into prior knowledge
Students bring with them a vast amount of knowledge from their experiences at home and in school. Linking new concepts to prior knowledge will increase their learning and their confidence.

c) Modifying the use of the text and speech
Teachers can use textbook features such as section headings and boldfaced print to help their students chart the key concept being presented. When they are speaking, they can use intonation, volume, pauses, repetition, simplifying sentences and rephrasing to help ELLs.

d) Scaffolding
What is scaffolding: Scaffolding is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner's autonomy.
Examples:

i) *Modeling and demonstrating*
Teachers can use examples, gestures, actions, and materials to explain and clarify directions. They can work through activities before asking students to try them.
ii) *Instructing in small steps*
Teachers can preview directions and explanations in the students' book and model each step in sequence. They can demonstrate the authentic tasks to help ELLs learn new knowledge.
iii) *Giving frequent feedback*
This means responding positively and naturally to all forms of response. One way is assessing students' understanding by asking them to give examples, or to explain to teachers what something means. Another way is letting students know how they are doing by responding to both their words and their actions.
iv) *Expanding student responses*
It means using polar (either/or) questions with students who are just beginning to produce oral English and using "wh" questions (who, what, when, where, why) with students who are more fluent.

4) The connection to Vygotsky's The Zone of Proximal Development
The zone of proximal development refers to the distance or the cognitive gap between what a

child can do unaided and what the child can do jointly and in coordination with a more skilled expert. When children are learning to feed or dress themselves, the adult at first has to perform the whole activity. Then the child gradually performs parts of the activity, with the adult still assisting with the more difficult parts. Finally, the child is able to do the whole thing unaided. (Gibbons). It is the scaffolding process that develops child's cognition.

5. SIOP

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. It is based on SDAIE Sheltered Instruction strategies but involves further training of teachers.

Comprehensible Input is at the heart of SDAIE.
Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously. (British Council Video)

Sheltered Instruction Strategies:
1. *Using context or visual cues and asking for clarification.*
   Making teacher talk comprehensible to students goes beyond the choice of vocabulary and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques such as graphic organizers.
2. *Providing relevant background knowledge and content.*
   Teachers should try to explain ideas or concepts several times using slight variations in terminology and examples.
3. *Considering students' background knowledge*
   Teachers should be sensitive to the language and cultural backgrounds of their English-language learners to provide instruction that draws on the experiences of their students.
4. *Organizing a highly-interactive class*
   Teachers must constantly involve students, ask many questions, and encourage students to express their ideas and thoughts in the new language.

6. Co-teaching strategy
Friend and Cook (1992) define collaboration as "a style of direct interaction between at least two co-equal parties voluntarily engages in shared decision making as they work toward a common goal." Collaboration for the instruction of ELLs in its many forms encompasses teaching teams sharing their expertise, equipment, materials, skills, strategies, time, and physical classroom space to enhance student learning. (Honigsfeld, & Dove) The collaborative team usually involves the classroom teacher and the ESL teacher. Other faculty members such as literacy or special education specialists and paraprofessionals may provide addition support to enhance the collaborative efforts of the core planning team.
- Co-teaching models: 1.Alternative Teaching 2 .Complimentary Teaching 3.Parallel Teaching 4.Peer Teaching 5.Station Teaching 6.Support Teaching 7.Team Teaching.

First Narrated Powerpoint

PERFORMANCE INDICATOR H

Applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English language Learners and to promote their achievement of learning standards in all content areas.

BRANDEN BROWN

Slide 1
Sheltered instruction is instruction that focuses on the use of many strategies in English. It lowers the linguistic demand of the lesson while keeping the content the same.

SIOP or Sheltered Instruction Observation Protocol is a focus on 8 components:

Lesson Preparation: Including content and language objectives

Building Background Knowledge

Comprehensible Input: teachers adjust their speech and use different models to enhance students' comprehension

Teaching Strategies: Teachers should scaffold the lesson, starting off with the basic steps and slowly letting go of the responsibility until the student is able to do the work on their own.

Interaction: Amongst students to develop language in content

Practice and application- activities to practice language and extend their thoughts and content learning

Lesson delivery- that meets the planned objectives

Lastly, Review and Assessment (discussed later in the presentation) that focuses on reviewing the key language and content ideas, assesses students' learning and provides feedback on students' output and ways for them to improve

Slide 2
SDAIE is intended to increase ELL comprehension in English by the use of comprehensible input. This can include graphic organizers, charts, word banks word walls (etc.) and anything else that will help students to understand the content in English.

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<u>Slide 3</u>
In the classroom, teachers have to keep in mind that our students are learning the language. As such, waiting longer for a students to respond is key to allow students to gather their thoughts and then be able to respond appropriately.
Graphic organizers and visuals are also key - they allow students to have differentiated approaches and multiple ways to express the same content.

Teachers should check students' comprehension often. This can be done by asking questions about directions that were just given: thumbs up, thumbs down - or other comprehension checks.

Teachers that use manipulatives give students something tangible to hold on to and ultimately they can use language with these manipulatives- such as a die, ball etcetera.

Teachers of ELLs should post language as well as content objectives so that students understand what language they will be able to use at the end of the lesson. Also, an emphasis on English through content is a beneficial way for students to learn English.

Lastly, word walls and posters (possibly with question words or any other guiding language chunks) are useful for all students, as well as ELL learners.

<u>Slide 4</u>
Teachers are responsible for differentiating the lesson for all students but keep in mind that the material has to be the same, not watered down material but rather a different approach to it. In other words, teachers need to keep students' proficiency levels in mind, not selecting materials that are way above their level but also making sure that the students will ultimately learn English. This can also be monitored by the formative and summative assessments that we give our students.

<u>Slide 5</u>
By understanding our students' abilities, we can assess them properly. Just like our traditional students, we will be expected to give both formative and summative assessments.

Formative assessments would be the checks for comprehension, repetitions, confirmation checks and interactions between peers or teachers.

As you can see here, some of the summative assessments that will be useful in assessing ELL learners will be journals, essays, these need to provide feedback not only on the work that they have completed but also on how they can improve in the future. These will also show mastery of key concepts that were present in the class. Journals and other assessments must also be relevant or meaningful and explicitly focus on vocabulary, just like the rest of the lesson.

Finally, as stated before, everything that is used to assess the student must appropriately use students fluency level, have opportunities for scaffolding, support their language and above all, be guided by content in order to develop their proficiency to the fullest, exemplified by Sheltered Instruction.

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<u>Performance Indicator I:</u>
Identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a second language (ESL) and/or bilingual education programs to meet the needs of English Language Learners and to promote their English skills and academic progress.

Anali Quesnay

The major key points in this performance indicator are collaboration, families, educators, and support networks.

It is very important that we keep communicate and collaborate with the students' families. When communicating with parents we need to be sure we are communicating with parents in the language with which they are familiar. Collaboration is looked on as one of the most difficult tasks, but also one of the most important tasks that we as educators have to do.

There are various reasons for this:
- Language Barriers: Some of our students' families might not speak English or they may have limited English proficiency. It is important that we prepare beforehand whether that be with a translator or finding key words to best communicate with the parents.
- Cultural barriers and differences can also be a problem. We need to really get to know different communities so we know how other cultures interact with each other. Be sure to learn about appropriate body language, gestures, and simple ways of greeting one another.

One of the most beneficial and efficient things teachers can do when it comes to the success of their students is collaborating. While being in the classroom, we expect our students to learn how to work together and collaborate with each other yet we see very few teachers doing this themselves.

Many teachers stress about not having enough time to work with other people but this is something that has to be done.

Put it into a separate planning period to meet with various teachers from different content areas. Talk to the teachers and other colleagues that have the same students as you do. This helps increase success and if a student is struggling in a course or two, teachers can come together as a team to ensure they are successful.

Collaboration with your students' ENL/ESL teacher is very important. Classroom teachers should establish an effective method of communication when informing one another about what the lessons are for the upcoming week and what the students will be learning. This way all the educators in the classroom can split roles and co-teach.

There are seven co-teaching models that one can use when having multiple teachers in the classroom. Some models, such as "one teach, one observe," and "one teach, one assist," are the most commonly used models in the classroom. All these co-teaching models can be used at different times depending on the lessons you have. One lesson might require "station teaching' while on another day, "parallel teaching" might work better.

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ENL Materials and Resources:

http://www.colorincolorado.org/ Lots of ENL resources.
http://www.everythingesl.net/ Stages of Second Language Acquisition and lots of ENL resources.