

HRCSD New Teachers

December 15, 2015

My Why

Why am I here?

I am here to make excellence in education true for each and every learner in the district. As the ELD Coach, I get to support every teacher in the district so they are able to confidently offer instruction that meets the needs of their ELs and make a difference in the lives of the young people they serve.



Who We Are

We are ELs

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	1,183	590	926	1,344
Regular Attenders	85.7%	88.7%	88.6%	68.2%
Economically Disadvantaged	66%	65%	57%	55%
Students with Disabilities	15%	16%	14%	13%
English Learners	38%	36%	40%	35%
Different Languages Spoken	2	3	3	3



What does that mean for us as teachers?



2 minute quick write

- What's happening in this video?
- How does it make you feel?
- How can you make a difference?

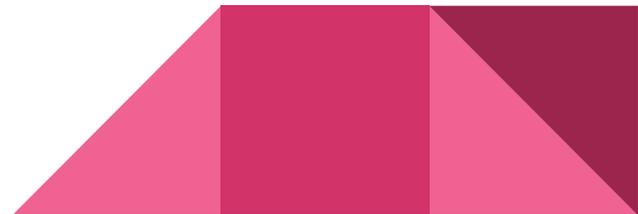
Partner 1
Partner 2

What about my learners?

These lists are of your current ELs and their levels.

Review the resources in the folder and/or on the website. Spend three minutes reading through the language that ELs at each level can produce and the questions that they can commonly respond to.

Also take note of what higher order thinking questions (Blooms) or higher depth of knowledge questions (DOK - Webb) look like at each language level.



EL Levels Handout

Take notes on your “English Learner Cheat Sheet” handout.

CHALLENGE - Try to synthesize the most important elements into one sentence...

At ELP Level _____, learners can typically use language like _____, and respond to questions like _____ and _____.

English Learner Cheat Sheet

Name: _____

	1 - Beginning	_____ _____ _____ _____
	2 - Early Intermediate	_____ _____ _____ _____
	3 - Intermediate	_____ _____ _____ _____
	4 - Early Advanced	_____ _____ _____ _____
	5 - Advanced	_____ _____ _____ _____



My Learners



When you finished taking notes for each level, select a photo of one of your learners to place next to the appropriate level. (i.e. Daisy is a level 2, so I will put her photo next to level 2 or the early intermediate level)

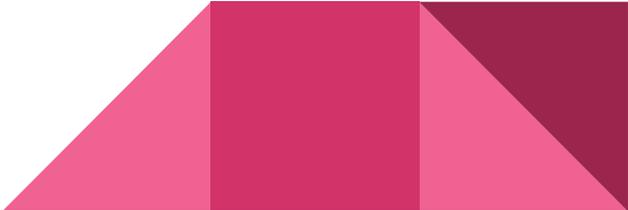
Sponge - Now that you have photos with the levels, add any anecdotal notes that may help you plan for instruction at those levels. What is something that has or has not worked well for Jessica in terms of language?

Yes / No / Why?

It is the ELD specialist's job to teach language. It is my job to teach content.

- Yes, it is the ELD Specialist's job to teach language and my job to teach content. I believe this because _____.
- No, it is not the ELD Specialist's job to teach language and my job to teach content. I believe this because _____.

Dear Colleague



Acronyms....

ELs English Learners

ELD English Language Development

ELPA21 English Language Proficiency
Assessment for the 21st Century



How do we do it?

Research

- [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)
 - [What Content-Area Teachers Should Know About Adolescent Literacy](#)
 - [Researched-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12](#)
 - [Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction](#)
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What does that look like?

Miles on the tongue!

Creatively find ways to have EACH and EVERY learner practice saying words and sentences.

EXAMPLE

“We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.”

Martin Luther King, Jr.



Explicit Vocabulary Instruction

Word

Definition

Sentence

Picture

Draw this organizer on a piece of paper.

4 Square Vocabulary

Decamp

de·camp

Verb

Word

To leave a place suddenly and secretly

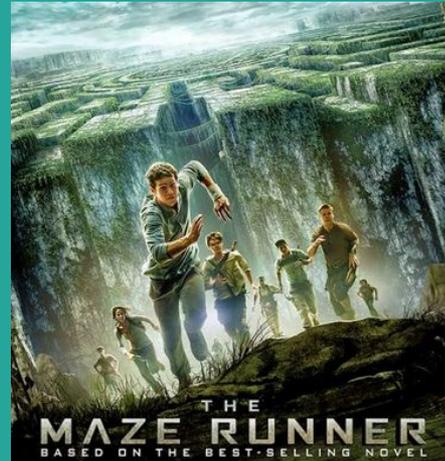
Definition

Sentence

“When I saw Mr. Apland at the grocery store, I had to decamp so he wouldn’t see me.”

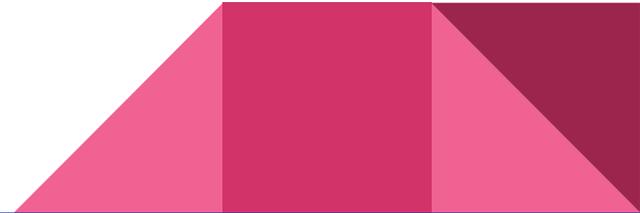
I usually want to decamp from somewhere when _____
_____.

Picture



Give 1 Get 1 - Mill to the Music

Strategies that I use to get miles on the tongue are ...



Plan & Create

Consider what you have learned and shared about your ELs and strategies for getting miles on the tongue.

Work with your colleagues to develop a plan to implement a strategy discussed here tonight.

EXIT TICKET: Be ready to share out.

This week I plan to _____.

