# EL Paraprofessional Training

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# Introductions

Please introduce yourself to the rest of the group by sharing: the following information:

- Name
- District
- Grades you work with
- A characteristic that you think is important for paraprofessionals who work with English Learners (ELs).

# The Role of a Paraprofessional

- Our role as EL educators is to assist in educating students. Our objectives are:
  - To ensure that students gain a foundation in the four language domains (reading, writing, listening, and speaking) and become comfortable and confident in communicating with others in English.
  - To address the spectrum of students' learning styles by using a wide variety of language teaching methods and techniques.
  - To provide students with constructive, specific, and detailed feedback on all areas of their language development in order for them to understand their strengths and weaknesses and how they can most effectively develop their skills.
  - Help students navigate and adapt to life in our schools and to the challenges of the American educational system.

# Identifying ELs

- How do you know if a student is an English Learner?

- What is the official process for identifying students as English Learners?
  - Home Language Questionnaire
  - W-APT (WIDA ACCESS Placement Test) is used to assess English Language Proficiency in the following areas: listening, speaking, reading, and writing.

# Think-Pair-Share

- What are some common characteristics of an English Learner?

# Language Acquisition

# BICS

**Basic Interpersonal Communication Skills**

- Involves using language for social, face-to-face and every day situations.
- Highly contextualized and provides lots of clues for comprehension.
- Takes 0-2 years to acquire

Examples:

- Hi, how's it going?
- Can I have a bathroom pass?
- Want to be my partner?

# CALP

**Cognitive Academic Language Proficiency**

- Involves language skills and functions of an academic or cognitive nature.
- Language needed to accomplish academic tasks.
- Takes about 7-10 years to acquire.

Examples:

- During Civil War times, most businessmen in the north made profits from industry.
- The sum of the squares of the legs of a right triangle is equal to the square of the hypotenuse.
- Can you explain the second phase of meiosis?

# Respite

- English Learners need time for respite from speaking English.
- English Learners do need to learn to speak English.

# WIDA Language Levels

**Level 1- Entering**

- English language learners will process, understand, produce or use:
  - Pictorial or graphic representation of the language of the content areas.
  - Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support.

# WIDA Language Levels

## Level 2- Beginning

- English language learners will process, understand, produce or use:
  - general language related to the content areas
  - phrases or short sentences
  - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

# WIDA Language Levels

**Level 3- Developing**

- English language learners will process, understand, produce or use:
  - general and some specific language of the content areas
  - expanded sentences in oral interaction or written paragraphs
  - oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

# WIDA Language Levels

**Level 4- Expanding**

- English language learners will process, understand, produce or use:
  - specific and some technical language of the content areas
  - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
  - oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

# WIDA Language Levels

**Level 5- Bridging**

- English language learners will process, understand, produce or use:
  - specialized or technical language of the content areas
  - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
  - oral or written language approaching comparability to that of proficient English peers when presented with grade level material

# WIDA Language Levels

**Level 6- Reaching**

- English language learners will process, understand, produce or use:
  - specialized or technical language reflective of the content areas at grade level
  - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
  - oral or written communication in English comparable to proficient English peers

# WIDA- Can Do Descriptors

- Commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English Learners (ELs).
- Can also be used to plan lessons or observe students' progress.

# What are Can-Do Descriptors?

- Can-Do Descriptors provide information on the language students are able to understand and produce in the classroom for each language domain: reading, writing, speaking, & listening.
- Can-Do Descriptors are a wonderful resource for understanding the language acquisition process and brainstorming ideas for differentiating classroom instruction and assessment.

# Can-Do Descriptors Debrief

- How will you use the WIDA Can-Do Descriptors to help the students you support in the classroom?

# Instruction

# Wallpapering

- How can EL paras support students before, during, and after instruction?
  - Record your ideas on post-its and place them on the corresponding chart paper.

# Before

- Assist students with developing an organizational system for academic success.
- Monitor that EL students are coming to class prepared with pencils, folders, binders, agendas, assignments, etc.
- Familiarize yourself with the proficiency levels of the EL students in the classrooms to which you are assigned. The grade-level EL teachers should have access to this information.

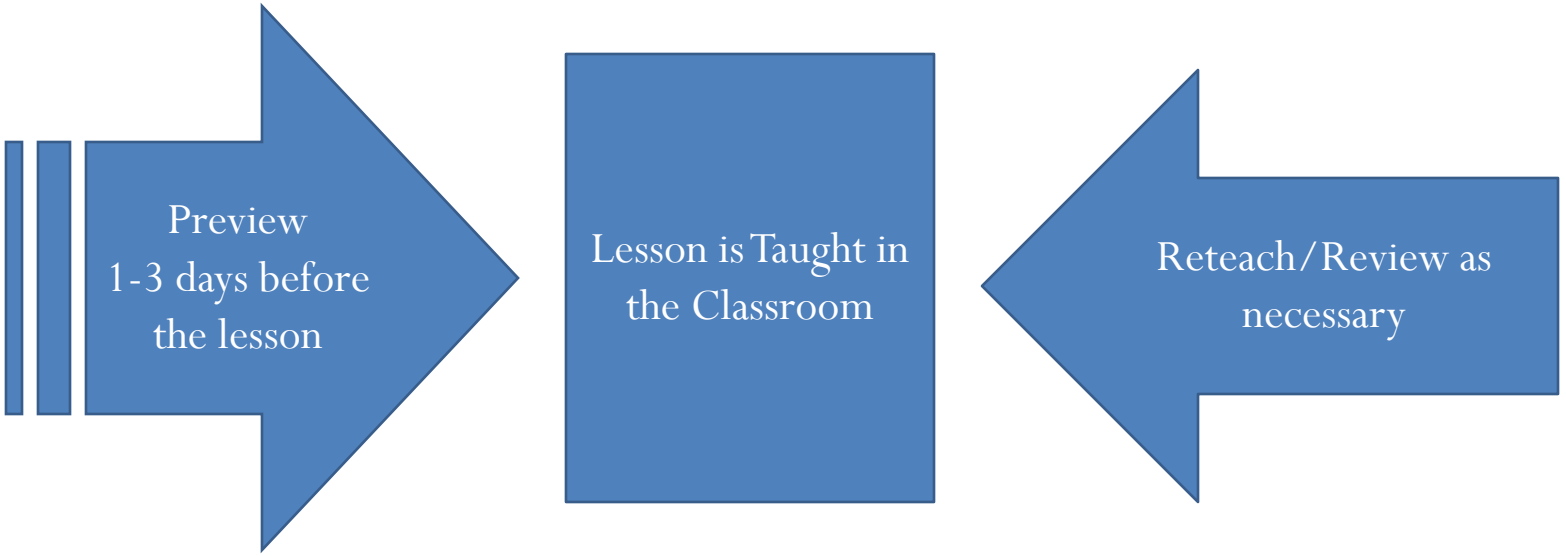
# During

- Encourage the use and acquisition of English.
- Encourage students to stay involved and participate during class.
- Avoid over use of translations. Try to use simplified English and gestures or images when possible. Review teacher's directions in English first.
- Recognize the distinction between the support required in content-area classes versus EL classes.
- Utilize a variety of supporting techniques to accommodate the needs of EL students.

# After

- Encourage students to review the teacher's directions for assignments.
- If possible, clarify concepts and model examples.
- Communicate to teacher areas of struggle and concern.
- Remember homework is practice, giving students the correct answers does not benefit them in the long run.

# Acceleration model



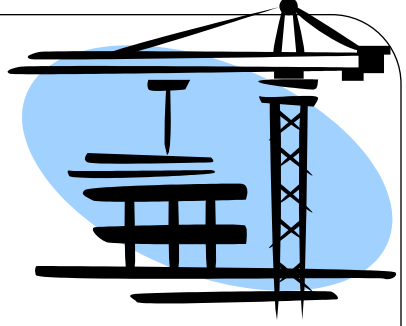
# Why Accelerate?

| Remediation | Acceleration |
|---|---|
| 1. Emphasis on "missed" skills and knowledge | 1. Emphasis on "speeding up" instruction |
| 2. Focus on mastery of all missed skills before new skills or information are presented | 2. Focus on essential elements of a lesson using key instructional strategies |
| 3. Limited opportunities for grade-level skills and knowledge | 3. Increased opportunities for grade-level skills and knowledge |
| 4. Cumulative effect of students' falling further behind by learning below-grade level curriculum | 4. Cumulative effect of students' "catching up" and learning grade-level curriculum |

# Key Strategies for Accelerating Learning

- Scaffolded Instruction
- Advanced Organizers
- Vocabulary Instruction
- Activating Prior Knowledge

# Scaffolding



- Bridges the gap between what students know and can do and the intended goal
- Provides temporary supports to students when new skills or concepts are presented
- Includes cueing, prompting, questioning, modeling, telling or discussing
- Is gradually removed as students demonstrate mastery
- Is no longer provided when students can perform the task independently

# Features of Scaffolded Instruction

- Modeling with verbal commentary
- Student imitation of the skill as modeled by the teacher
- Removal of the scaffolds (less assistance and more feedback)
- Independent task performance by the student

(Lev Vygotsky)

# Advance Organizers Are

- Organizational tools
- Previews of what is to come in the instruction
- Connections of new information to prior knowledge
- ***Scaffolding*** for the learning of new concepts and skills
- Verbal or graphic in format

# Advance Organizers Are Used

- At the beginning of a unit
- At the beginning of a lesson
- Before a discussion
- Before making a homework assignment
- Before students begin a reading assignment
- Before a hands-on activity

# Activity

Read the following sentence.

I went to the ***toshokan*** yesterday to pay my fines.

What is a toshokan? Have you determined the meaning of the word? Why or why not?

If this is regular occurrence in the classroom, what is the cumulative effect on student learning?

# Vocabulary for ELs

# Rationale for Vocabulary Instruction

- Vocabulary in kindergarten and grade one predicts reading comprehension in grade four and later.
- The result is that children in the lowest vocabulary quartile have an average of 2000 fewer word meanings than average children – a gap equivalent to being two grades behind their classmates in reading comprehension.

# Vocabulary Instruction

- The amount of reading people do is directly related to their knowledge of word meanings, even after accounting for intelligence.
- Good readers become better readers because they read more and more challenging texts.
- Poor readers get relatively worse because they read less and less challenging texts.

# Importance of Vocabulary

- The singular importance of vocabulary has become a powerful insight to raising achievement
- The words we know & use indicate the way we organize the world around us and how we organize our learning.
- The creation of labels (words) is our tool for fostering new perceptions and increasing learning.
- Vocabulary instruction should be a focal point of learning, especially for students impacted by poverty
- Vocabulary instruction excellent as an advance organizer for acceleration. Must also be taught in context.

# Key Vocabulary for ELs

| Academic Vocabulary | Examples |
| --- | --- |
| Content Words | Graph, axis, y-intercept |
| Process or Function Words | Locate, determine, identify |
| Words and word parts (i.e., affixes, roots) that teach English structure | Graph (Related words: photograph, geography, pictograph) |
| Multiple Meaning Words | Table, multiple, difference |
| Connectives | And, but, because |
| Location Words | Above, below, under, through |

# Think-Pair-Share

- What are some recommendations you have for teaching vocabulary to English Language Learners?

# Research-Based Tips for Vocabulary Instruction

- Direct instruction of words (provide student-friendly definition)
- Presenting the word in context.
- Visual support (pictures, definition in glossary)
- Translation of word.
- Using the words in the context of the lesson.
- Student interaction with words (activities and questions that make students use the words)
- Student internalization of definitions (retelling the definitions in their own words)

# Vocabulary Strategies

- Graphic Organizers
- Models (Frayer/Marzano)
- Word Sorts
- Concentration
- Pre-Reading Predictions
- Which Word Doesn't Belong
- Building Vocabulary Through Suffixes
- Building Vocabulary Through Prefixes

# Think-Pair-Share Activity

- Describe three things you would expect to see or experience in a ***communist country.***
- Why was this task difficult or easy?
- How did your prior knowledge of the concept assist your ability to articulate your responses?

# Activating Prior Knowledge Strategies

- Help students remember information they already have about a particular topic.
- Help students discover and frame what they already know about a particular topic.
- Assist the teacher in determining instructional starting points based on students' existing knowledge.

# Why are the curriculum maps so important?

- Excellent communication device
- Provides for a higher level of unit planning
- Enables more consistent curriculum pacing and planning across teachers
- Teachers use it to select and present vocabulary
- Enables students to build knowledge across time and keep track of their learning

# Teaching Strategies Reflection

| Scaffolded Instruction | Advance Organizers | Vocabulary Instruction | Activating Prior Knowledge |
|---|---|---|---|
| Provide temporary, personalized assistance to achieve a goal just beyond a child's level of ability. | Previews the material to be taught using familiar concepts/terms to link previously learned information to the new. | Introduces or reinforces key vocabulary necessary for comprehension through both direct and indirect instruction | Allows students to use previously learned information and concepts to build the foundation for new learning. |

Reflect on the teaching strategies in the chart.

- Which teaching strategies are you most comfortable using?
- Which strategies reflect your own personal style?
- Which strategy is used the most/least? Why?

# Assessments

- Formative
- Summative

# Think-Pair-Share

- What are the differences between summative and formative assessments?

- What type of support is appropriate for a para to provide a student during assessments? What type of support is inappropriate?

# Assessment: Tests & Quizzes

- The purpose of  assessments can be two-fold:
  - A check for understanding to guide further teaching (Formative)
  - A time for students to show what they know and are able to do (Summative)
- Assessment is not a time for you to provide additional instruction
- Assistance during assessments is only for clarifying student questions so they know what is being asked of them
- To maintain the integrity of an assessment, don't provide clues and/or answers or walk students through a problem step by step
- It would be appropriate to assist with unknown vocabulary words that are not related to the content being tested

# Let's Try It!

The following is an example of a story problem a student might see on an algebra test:

*A rectangular swimming pool measures 20 meters by 10 meters. How wide must a concrete walk around the pool be if the walk is to cover an area of 124 square meters?*

Which of the words in the story problem would be appropriate to translate for an EL student?

# Paraprofessional Tips

# Think-Pair-Share

- What are the characteristics of a highly-effective EL paraprofessional?

# Qualities of Highly-Effective EL Paraprofessionals

- Models the behavior expected of students
- Comes prepared
- Teaches and models organizational skills
- Keeps accurate records of all worksheets, notes, and test dates.
- Knowledgeable of SIOP/EL Strategies and provides feedback to classroom teacher when asked.
- Participates in classroom activities
- Learns and knows classroom material
- Supports the classroom teacher by speaking with the teacher privately at a later time when issues or conflicts arise.
- Assists with discipline in a non-disruptive manner.

# More Qualities of Highly-Effective EL Paraprofessionals

- Circulates around the classroom
- Allows students to develop independence, and encourages interaction with fellow students and the teacher.
- Listens carefully to students and is observant of body language to determine when extra support is needed.
- Develop relationships.
- Learn about the home countries of the students.
- Have high expectations for students.
- Demonstrate appreciation for diversity.

# What to Avoid

- Interrupting instruction
- Correcting teacher
- Providing answers to students
- Making assumptions about students
- Engaging in side conversations during instruction
- Translating too much
- “Tattling” on students

# Supporting Techniques

# Think-Pair-Share

- What techniques have you found useful for supporting EL learning in the classroom?

# Simplifying Text

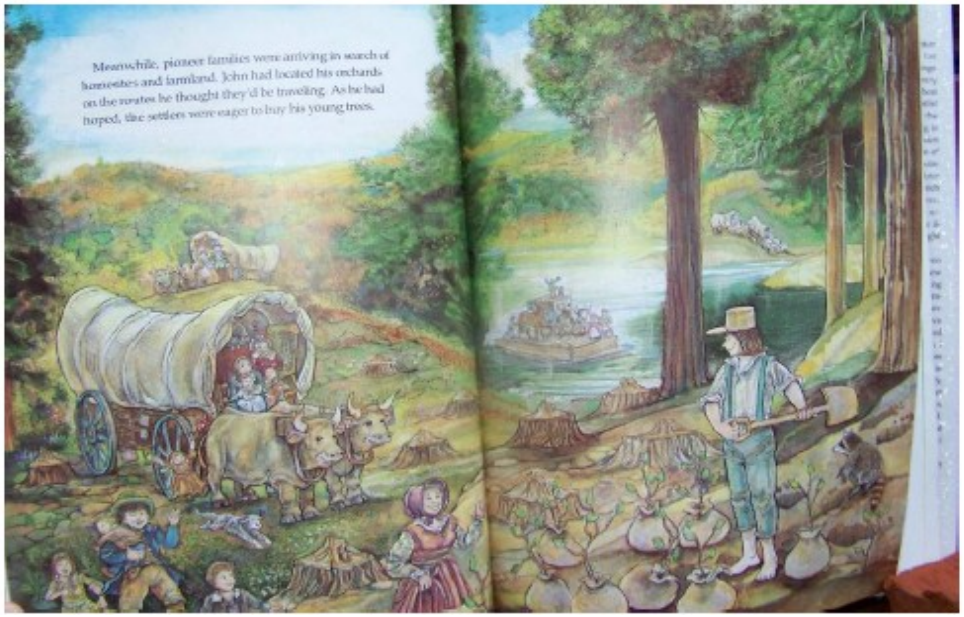
- Reduce the grammatical complexity, while keeping all essential information.
- Shorten the sentences.
- Change the verb tenses to simple present, present progressive, or past tenses.
- Change the passive voice to the active voice.
- Delete unessential information-but retain key vocabulary!

# Simplified Text Example

"Meanwhile, pioneer families were arriving in search of home sites and farmland. John had located his orchards on the routes he thought they'd be traveling. As he hoped, the settlers were eager to buy his young trees."

Johnny Appleseed
A Tall Tale Retold and Illustrated by
Steven Kellogg (1988)
Morrow Junior Books / New York

**Pioneers**, *people moving to a new land*, came to find new places for their homes and farms. John had planted his apple trees by the place where the pioneers would be going. The **settlers**, *another name for the pioneers*, were happy to buy John's baby trees.

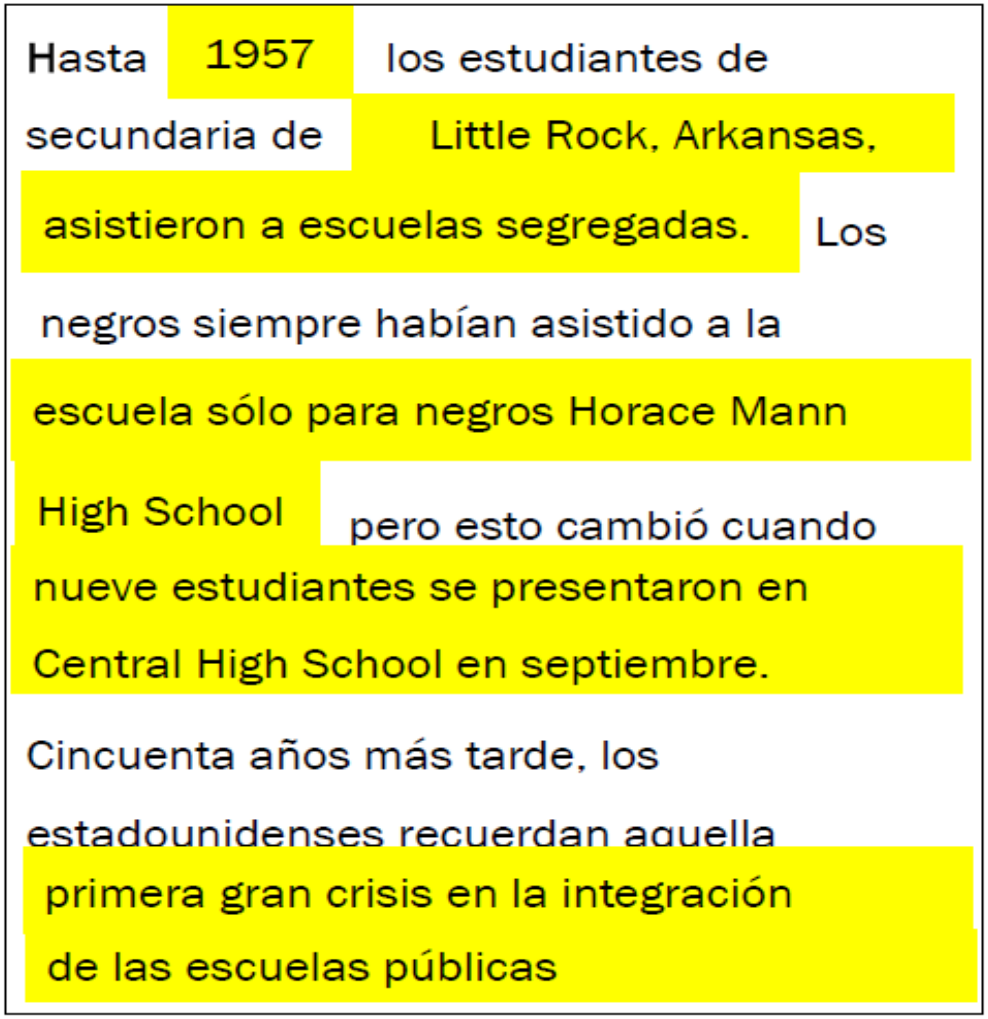


# Highlighting Text

❖ **Highlighted Text**

Teachers preview the material to be read and highlight

- Key Terms
- Concepts
- Summaries
- Other Important Information

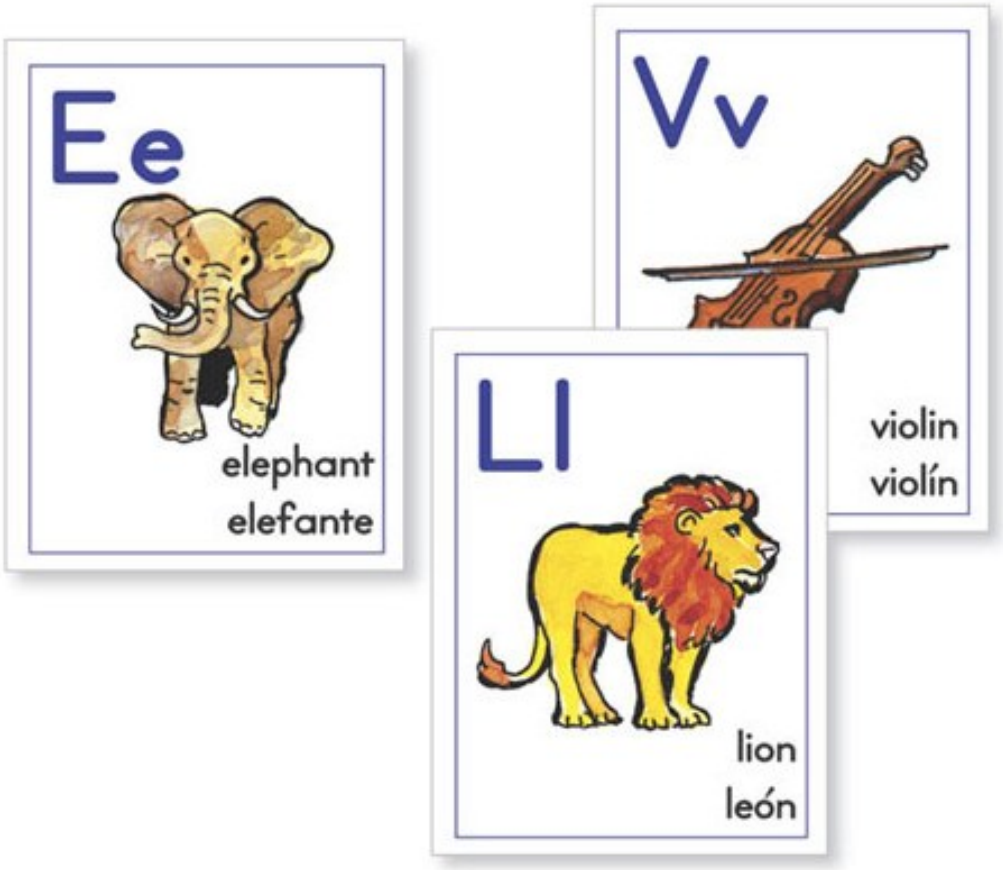


# Sentence Stems/Frames

| Compare = same | Contrast = different |
|---|---|

| |
|---|
| 1 _____ and _____ are _____. |
| 2 Both _____ and _____ have _____. |
| 3 ___and ___ are both similar because they both _____. |
| 4 There are several major differences between ___ and ___. The most notable is _____. |

# Cognates



# Think Aloud

- Talk and show students how you would go about a task or solving a problem
- Verbalize what is going on in your mind so students can hear what you are thinking.

# Other Tips for Teaching ELs

- Utilize visuals (real-life objects, photographs, drawings)
- Use gestures for added emphasis
- Adjust your speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases
- Allow for sufficient response time
- Model for students
- Simplify Complex Directions
- Indicate pages numbers in text where answers to questions can be found

# 3 W's Reflection

1- Thing that WOWED you

2 -Things you're doing WELL

3- Things you want to WORK on