

NCELA

**National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs**

presents

Implementing Professional Development for Content Area Teachers with ELLs

Jennifer Himmel, Research Associate

Center for Applied Linguistics (CAL)

NCELA is operated under contract ED-04-CO-0094/0002 from the US Department of Education to The George Washington University. Our mission is to provide technical assistance information to state education agencies, local education agencies, and others regarding the education of English language learners.

Welcome

- Welcome to the webinar on “Implementing Professional Development for Content Area Teachers with ELLs.” Today’s webinar is hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University, funded through a contract with the U.S. Department of Education's Office of English Language Acquisition.
- NCELA's mission is to provide technical assistance information to state and local educational agencies on issues pertaining to English language learners.
- My name is Kathia Flemens, Ph.D., a Research Associate at NCELA and your Webinar facilitator.

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Today our presenter is:

Jennifer Himmel – Research Associate of the Language Education and Academic Development division at the Center for Applied Linguistics (CAL) in Washington, DC and trainer on the Sheltered Instruction Observation Protocol (SIOP) Model Team.

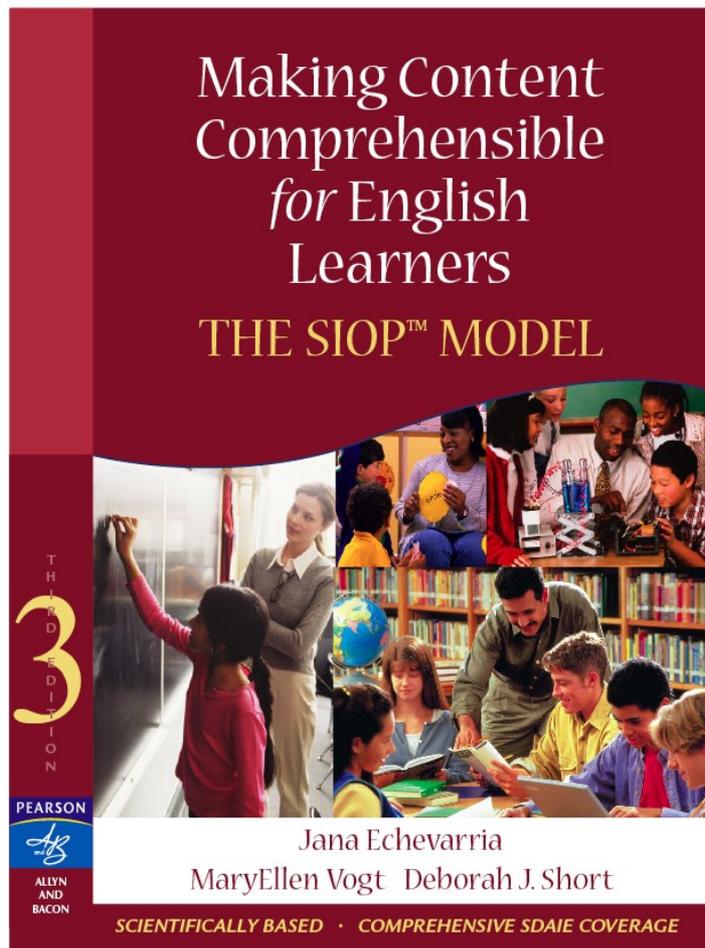
Implementing Professional Development for Content Area Teachers with ELLs

Jennifer Himmel

Center for Applied Linguistics (www.cal.org)

The SIOP Model

(Echevarria, Vogt, & Short, 2008)



- ▶ Preparation
- ▶ Building Background
- ▶ Comprehensible Input
- ▶ Strategies
- ▶ Interaction
- ▶ Practice & Application
- ▶ Lesson Delivery
- ▶ Review & Assessment

The SIOP Model (Echevarria, Vogt, & Short, 2008)

- ▶ **Lesson Preparation** – language and content objectives
- ▶ **Building Background** – vocabulary development, student connections
- ▶ **Comprehensible Input** – ESL techniques
- ▶ **Strategies** – metacognitive and cognitive strategies

The SIOP Model (Echevarria, Vogt, & Short, 2008)

- ▶ **Interaction** – oral language
- ▶ **Practice & Application** – practice all 4 language skills
- ▶ **Lesson Delivery** – meet objectives
- ▶ **Review & Assessment** – review vocabulary and concepts

The SIOP Model

- Shares many features recommended for high quality instruction for all students, such as:
 - cooperative learning
 - strategies for reading comprehension
 - emphasis on the writing process
 - differentiated instruction.
- Accommodates the distinct second language development needs of ELLs.

- ▶ Contains key features for the academic success of ELLs, such as the:
 - ▶ Inclusion of language objectives in every lesson
 - ▶ Key vocabulary posted and emphasized throughout lesson
 - ▶ Frequent opportunities provided for student-student interaction
 - ▶ Use of a variety of techniques to make content comprehensible for ELLs of different proficiency levels

Developing Language Objectives



- Second language acquisition requires opportunities to explore, practice, and then be assessed on language skills



Preparing Language Objectives for SLOP Lessons

- ▶ Determine **key technical vocabulary, concept words, and other words** needed
 - *SWBAT define Parliament, Stamp Act, protest, tax, and boycott*
- ▶ Consider the **language functions** students will use in the lesson
 - *SWBAT argue a position about a war with England*

Preparing Language Objectives for SIOP Lessons

- ▶ Decide which **language skills** are needed to accomplish the lesson's activities
 - *SWBAT read a portion of the textbook to identify the features of different biomes*
- ▶ Identify possible **grammar** or **language structure** connections
 - *SWBAT use if-then statements to discuss results of desert conditions experiment*

Preparing Language Objectives for SIOP Lessons

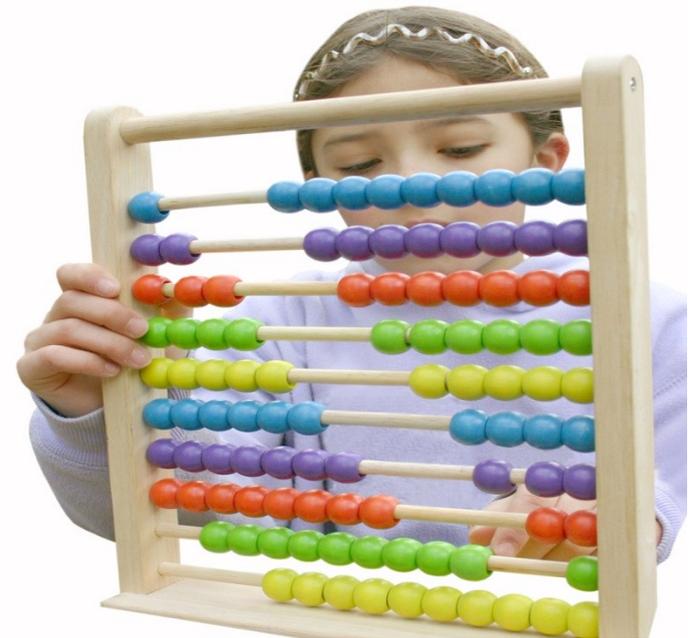
- ▶ Consider the **tasks** students need to complete and the embedded language
 - *SWBAT write a word problem with their partner that involves decimals*
- ▶ Explore possible **language learning strategies**
 - *SWBAT self-monitor their pronunciation during a jazz chant about the decimals*

Language Objectives in a SIOP Lesson

<http://www.cal.org/siop/pdfs/PlaygroundMath.pdf>

<http://>

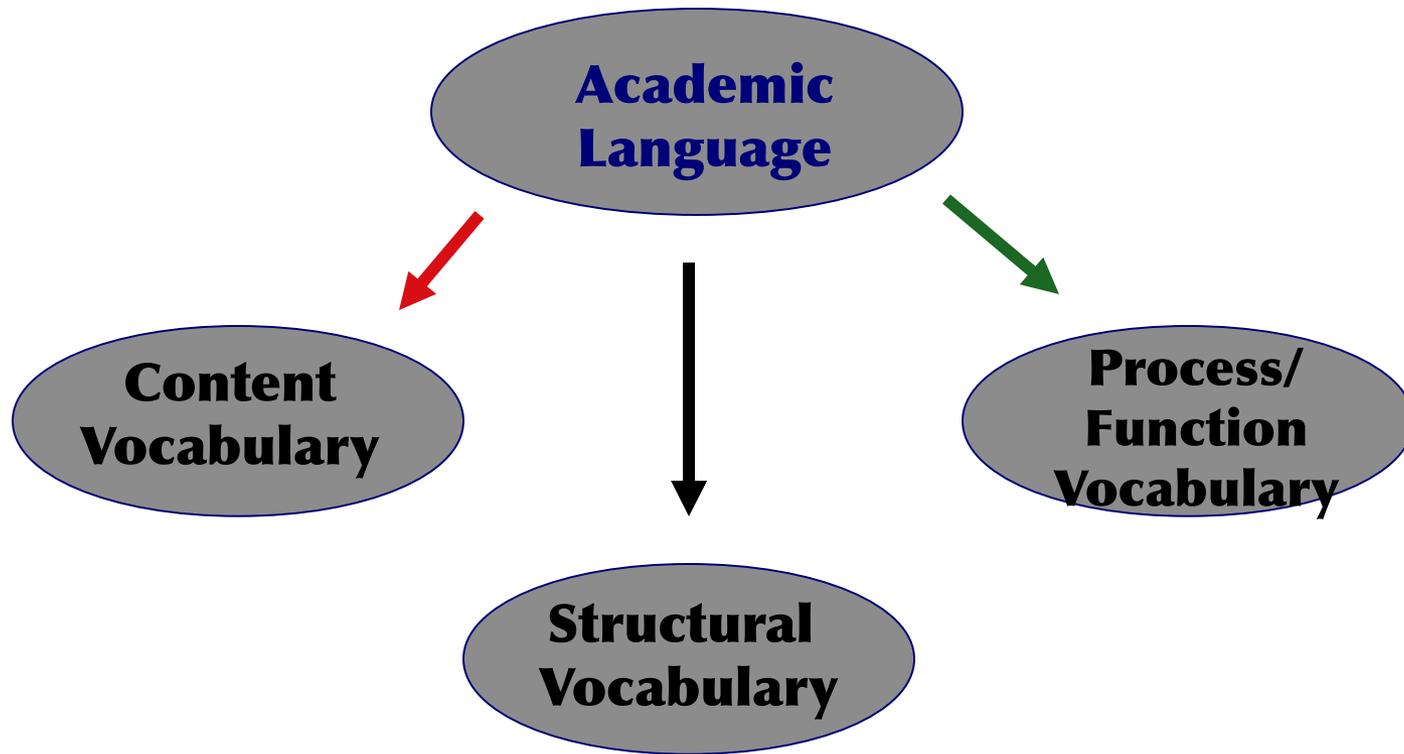
www.cal.org/create/resources/nrihs/sinnsience.h



Emphasizing Key Vocabulary



Teach Key Vocabulary



Examples of Each

- **Content vocabulary:** *English language learners, Language proficiency model, Sheltered instruction, Schema*
- **Process/function vocabulary:** *Discuss, Define, Justify, Analyze, Describe, Categorize*
- **Structural vocabulary (word parts):** *Prefixes, Suffixes, Roots*

Teaching Words: Contextualizing Vocabulary

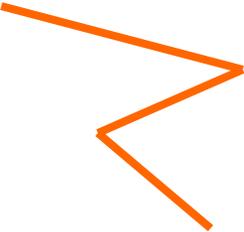
- ▶ Visuals (e.g., picture cards)
- ▶ Realia
- ▶ Demonstrations
- ▶ Four Corners
- ▶ Concept Definition Map

4 Corners Vocabulary

Word	Picture
Word in context	Definition

4 Corners Vocabulary



Word Lightning	Picture  A stylized orange lightning bolt, consisting of four straight lines forming a jagged shape pointing to the right.
Word in context Ben Franklin discovered metal attracted lightning.	Definition Discharge of negative ions from the sky

Concept Definition Map

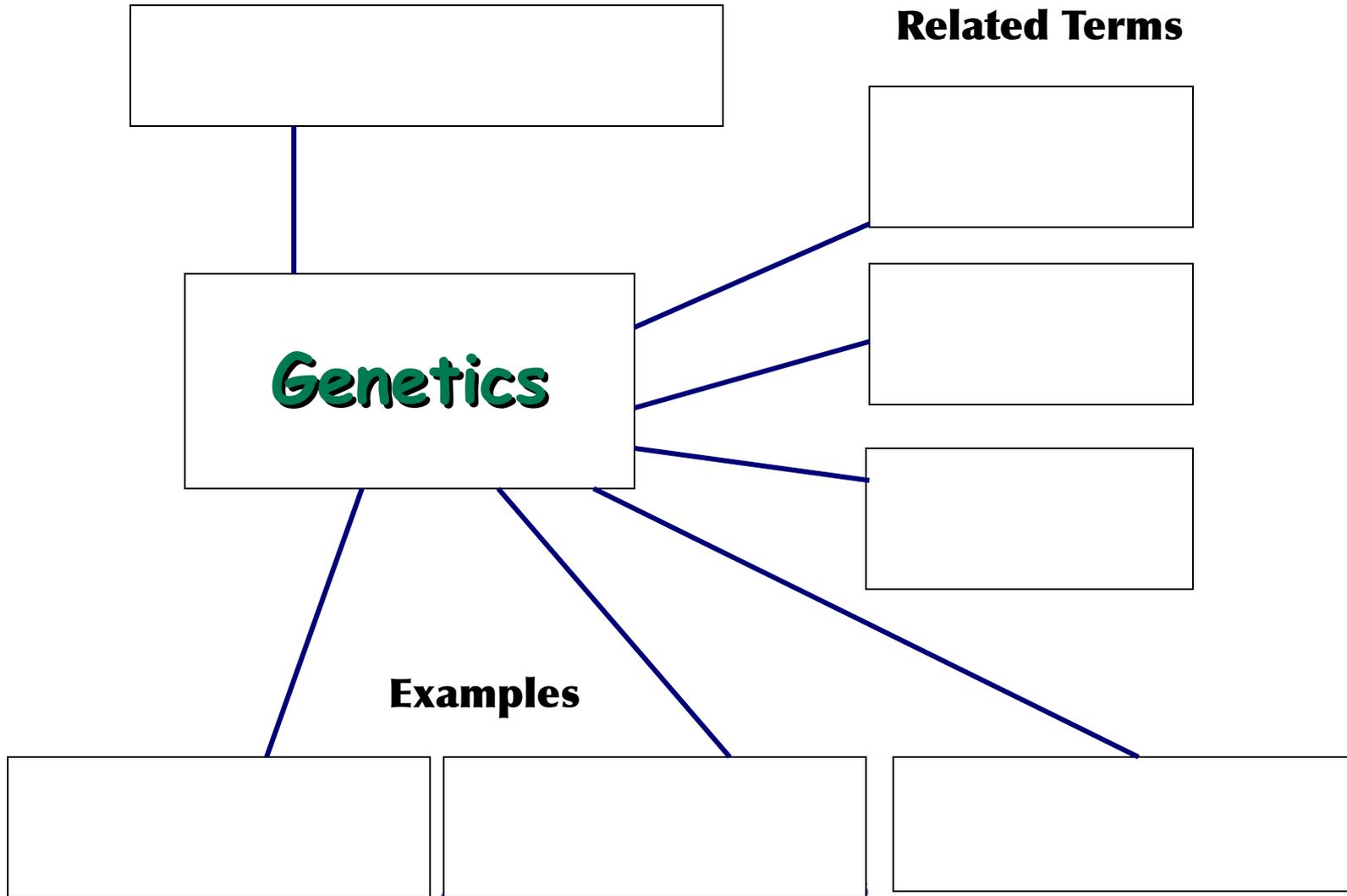


Definition

Related Terms

Genetics

Examples



Peer to Peer Interaction



Interaction is important because it...

- **Provides students with opportunities to use academic language.**
- **Encourages students to extend, elaborate, and clarify their responses about lesson concepts.**
- **Helps students negotiate turn-taking between teacher and themselves and among classmates and themselves.**

Ways to encourage more peer to peer interaction in a lesson...

- ▶ Think Pair Share
- ▶ Round Robin
- ▶ Cooperative learning groups
- ▶ Academic scripts and sentence starters

Sample Scripts

1. Interrupting

- ▶ May I add something?
- ▶ Excuse me.
- ▶ Pardon me - may I interject?

1. Asking for Clarification

- ▶ Could you explain that another way please?
- ▶ Could you give me an example?
- ▶ I am not sure I understand what you mean...
- ▶ How did you reach that conclusion?

▶ Make predictions

- I think _____ will

- Based on my
observation I predict
_____ will

▶ Retelling

- First, _____,
next, _____, and
finally _____
- In the beginning,
_____, then,
_____, and in the
end _____

Techniques to make content concepts clear



Guidelines for achieving comprehensible input

▶ **Teacher Speech and Behavior**

- Speak slowly and clearly
- Use more pauses
- Repeat and review vocabulary
- Be ready to repeat or restate to clarify meaning

▶ **Instructional Strategies**

- Use visuals
- Use graphic organizers
- Provide modeling
- Provide hands-on and performance based activities
- Communicate about the topic in pictorial, written, physical, and oral form

COMPREHENSIBLE INPUT: STRATEGIES AND TECHNIQUES FOR INTEGRATING LANGUAGE &

Scaffolding Tasks

- teacher modeling
- timelines
- flow charts
- outlines, mapping
- graphing, charting
- Venn and other diagrams

Interaction

- cooperative learning
- peer tutoring
- information gap, jigsaw
- questionnaires/interviews
- debates, games

Atomic Theory and Models

The modern atomic model is based on the _____ that developed as scientists collected evidence from experiments. There were four different versions of an atomic model before the modern model we use today.

Dalton's Atomic Theory

Dalton's ideas about atomic theory have changed a little but are most accepted today. He believed:

- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____

Thomson's Ideas

JJ. Thomson discovered that atoms _____ . However, scientists knew that atoms didn't have _____ so Thomson believed that _____ .

His model described an atom that had _____ scattered throughout a ball that contained _____. The negatively charged particles were later called _____ .

COMPREHENSIBLE INPUT: STRATEGIES AND TECHNIQUES FOR INTEGRATING LANGUAGE &

Comprehensible Input

- sentence strip story
- story summary
- drama/role play/simulation
- illustrations
- experiments
- dialogue journal
- inside-outside circle
- outcome sentences
- games

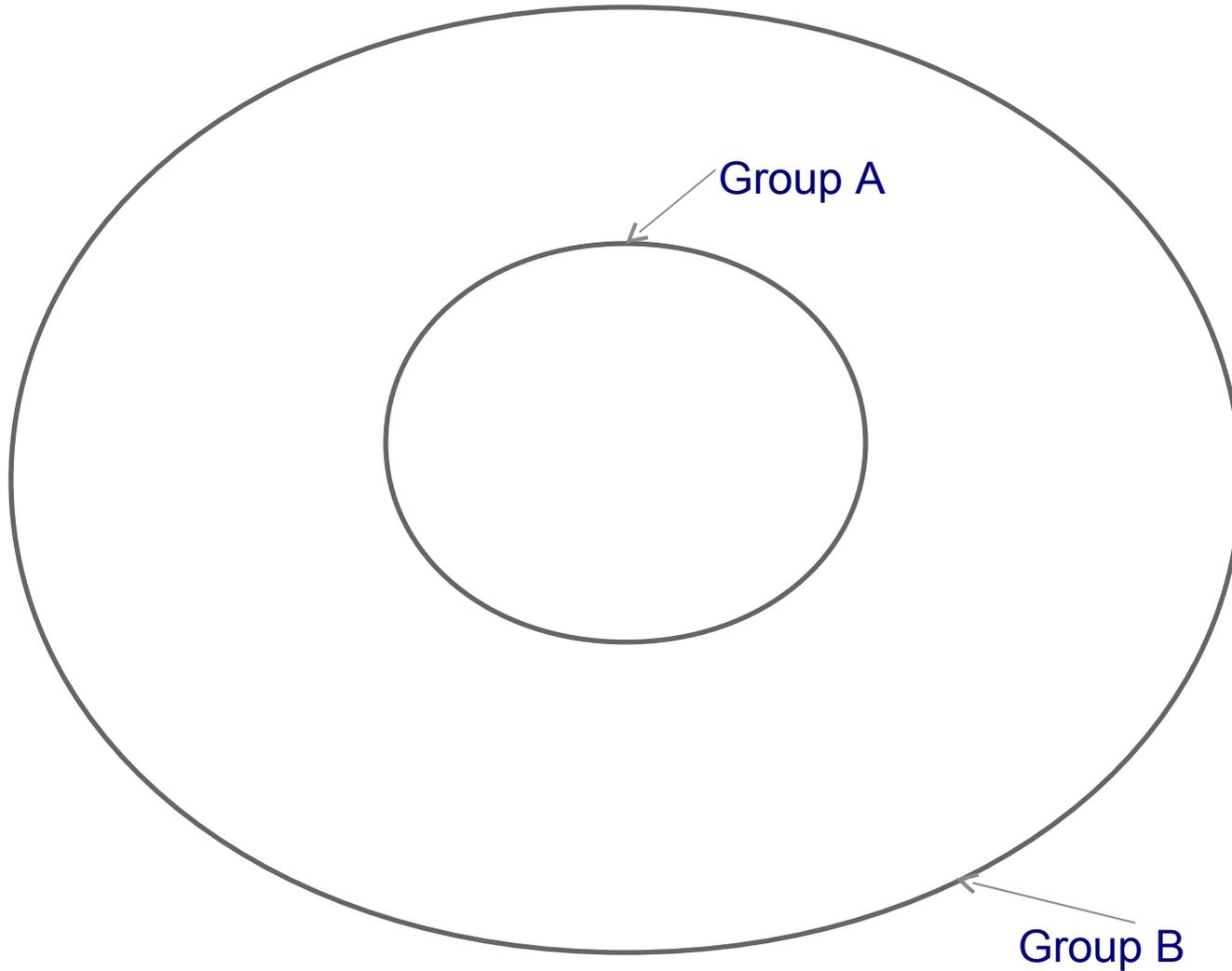
Adapting Materials

- decide what students need to learn from the text
- relate to students' experiences
- simplify vocabulary but keep key concepts and technical terms
- check word choice and sentence order

Sentence Strip Story: Parts of a lab report

- Conclusion
- Research Questions
- Materials
- Hypothesis
- Procedure
- Data

Inside-Outside Circle



Current SIOP Research

- ▶ SIOP Science in middle school
- ▶ Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)
- ▶ www.cal.org/create

Resources

Download the CREATE brief, *Using the SIOP Model to Improve Middle School Science Instruction* [http://](http://www.cal.org/create/resources/pubs/siopscience)

www.cal.org/create/resources/pubs/siopscience

View more SIOP Model lessons [http://](http://www.cal.org/siop/resources/lessonplans.html)

www.cal.org/siop/resources/lessonplans.html

Get more information on the SIOP Model

www.cal.org/siop and more information on the SIOP science research project

www.cal.org/projects/create.html

QUESTIONS?



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Thank you

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- For more information or if you have additional questions regarding today's webinar topic contact:

Jennifer Himmel at – CAL, jhimmel@cal.org

- If you have additional questions regarding the webinar contact Kathia Flemens at kflemens@gwu.edu.

This webinar will be archived on NCELA's website. To view archived webinars, please visit <http://www.ncela.gwu.edu/webinars/>

Thank you