Implementing Professional Development for Content Area Teachers with ELLs

Jennifer Himmel, Research Associate
Center for Applied Linguistics (CAL)
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.
Today our presenter is:

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.
The SIOP Model

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.
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/pubs/siopscience.html
Emphasizing Key Vocabulary
Teach Key Vocabulary

Academic Language

Content Vocabulary

Process/Function Vocabulary

Structural 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

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word in context</td>
<td>Definition</td>
</tr>
<tr>
<td>Word</td>
<td>Picture</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Lightning</td>
<td>![Lightning Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word in context</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Ben Franklin discovered metal attracted lightning.</td>
<td>Discharge of negative ions from the sky</td>
</tr>
</tbody>
</table>
Concept Definition Map

Genetics

Definition

Related Terms

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?
Sentence Starters

- 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
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
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 _______________ ______________.
<table>
<thead>
<tr>
<th>Comprehensible Input</th>
<th>Adapting Materials</th>
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</thead>
<tbody>
<tr>
<td>• sentence strip story</td>
<td>• decide what students need to learn from the text</td>
</tr>
<tr>
<td>• story summary</td>
<td>• relate to students' experiences</td>
</tr>
<tr>
<td>• drama/role</td>
<td>• simplify vocabulary but keep key concepts and technical terms</td>
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<tr>
<td>• play/simulation</td>
<td>• check word choice and sentence order</td>
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<td>• illustrations</td>
<td></td>
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<td>• experiments</td>
<td></td>
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<td>• dialogue journal</td>
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<td>• inside-outside circle</td>
<td></td>
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<td>• outcome sentences</td>
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<tr>
<td>• games</td>
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</tbody>
</table>
• Conclusion

• Research Questions

• Materials

• Hypothesis

• Procedure

• Data
Inside-Outside Circle

Group A

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

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

Get more information on the SIOP Model [www.cal.org/siop](http://www.cal.org/siop) and more information on the SIOP science research project [www.cal.org/projects/create.html](http://www.cal.org/projects/create.html)
QUESTIONS?
Thank you for having participated in today’s webinar on “Implementing Professional Development for Content Area Teachers of ELLs” presented by Jennifer Himmel and hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

• 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.

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