



ESOL Scaffolded Instruction for Paraprofessionals

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WELCOME

We are glad you are here



The "I am Project"

- I love because.....
- I wonder
- I am happy when.....
- I am scared when.....
- I worry about.....
because.....
- I hope to
- I am sad when.....
- In the future, I will.....



Today's Learning Outcomes are:

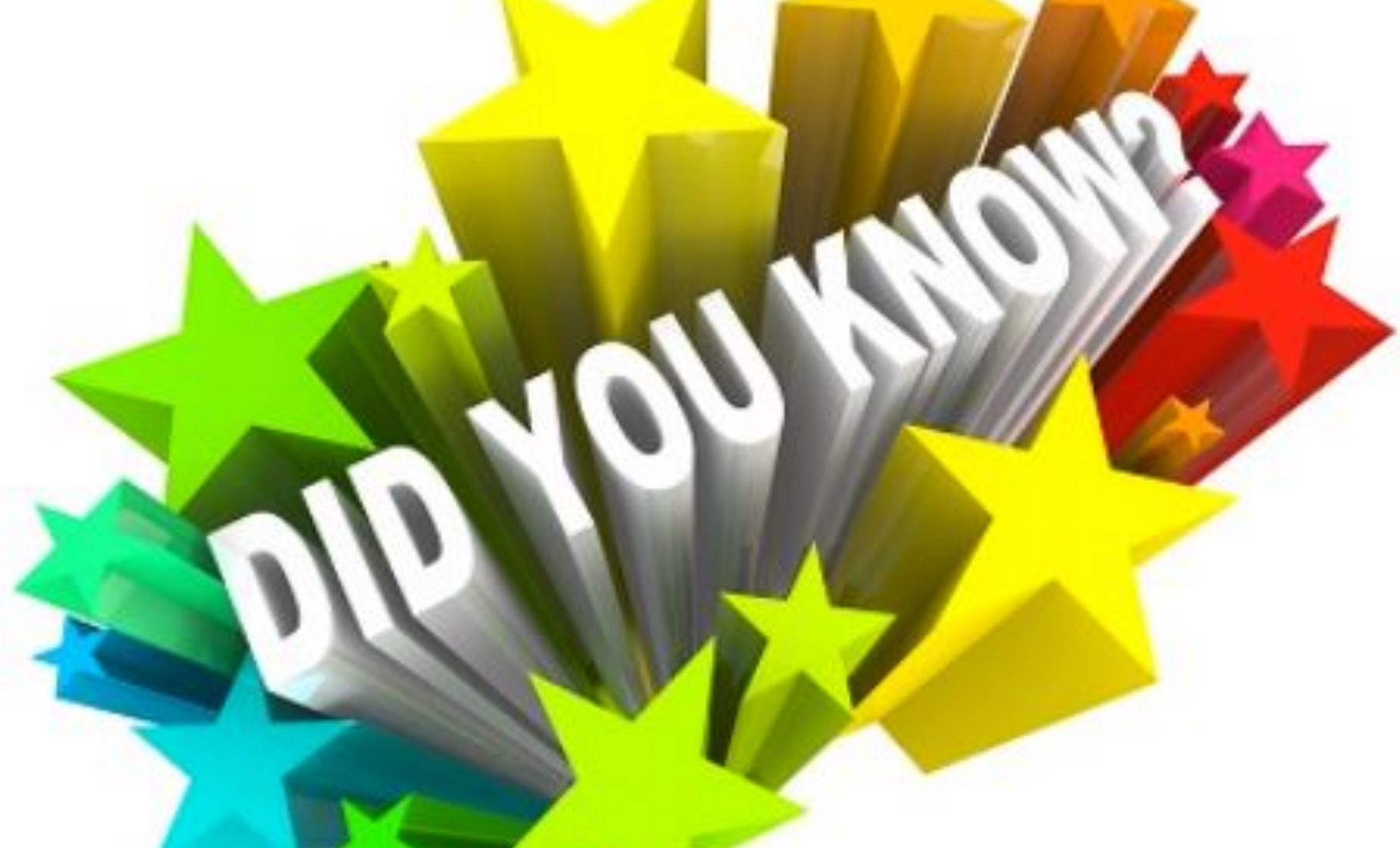
- Identifying Language Proficiency Levels of English Language Learners
- Implementing ESOL Strategies to Support Classroom Instruction
- Bridging WIDA and Content Area Standards



Norms that Support Our Learning

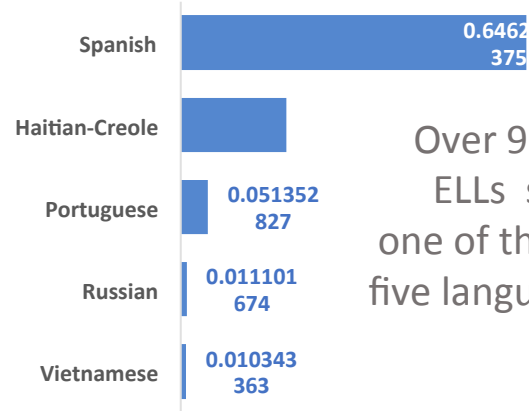
- Take responsibility for you as a learner
- Honor Timeframes
- Be an active and hands-on learner
- Strive for equity of voice
- Contribute to the learning environment in which it is 'Safe not to Know'





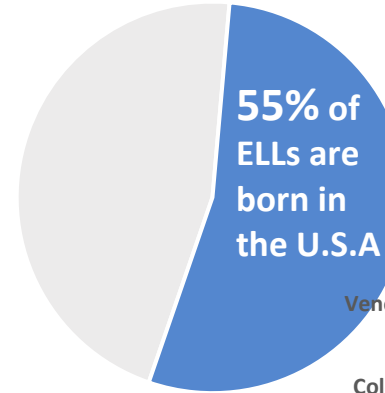
BROWARD'S ENGLISH LANGUAGE LEARNERS

Broward's active ELLs speak
129 languages



Over 91% of ELLs speak one of the top five languages.

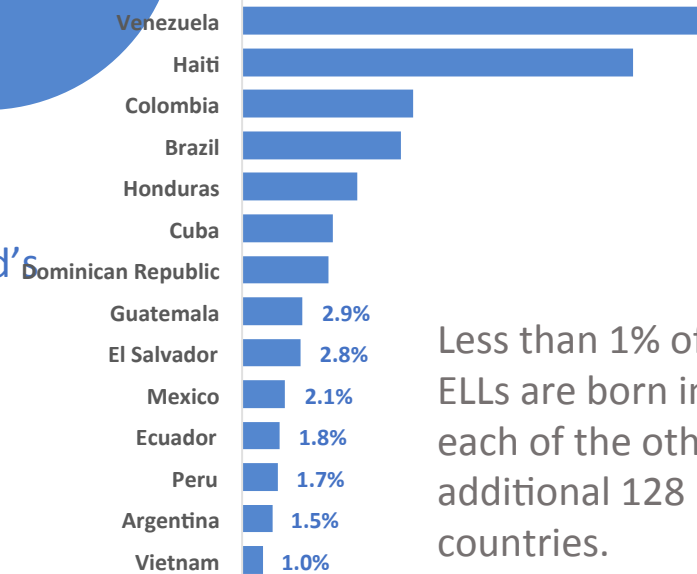
Each of the other 122 languages are spoken by less than 1% of ELLs.



63.9%

Hispanics

The remaining 45% of Broward's active ELLs are born in one of **142 countries**



Less than 1% of ELLs are born in each of the other additional 128 countries.

* Students (Ages 3-21 years) in grades KG-12 enrolled in public schools, charter schools, centers, and agencies.

An aerial photograph of Marlins Stadium at night. The stadium is packed with fans, and the field is brightly lit. The infield is a mix of green grass and brown dirt. The outfield is mostly green grass. The stadium's architecture is visible, with a large, curved roof structure. In the background, the city skyline is visible under a dark sky.

33,000 ELLs
90%

**36,742 capacity of
Marlins Stadium**

So, why are we here...?

- In compliance with federal, state, and district mandates, we are charged with the opportunity and challenge of providing effective and comprehensible instruction to the growing population of English Language Learners (ELLs).
- **Our task is to instruct ELLs so that they gain** both proficiency **in English and** mastery of the Standards.



WHY?

- **What impact do you want to have with the students you work with?**
- **What are your expectations when working with students?**

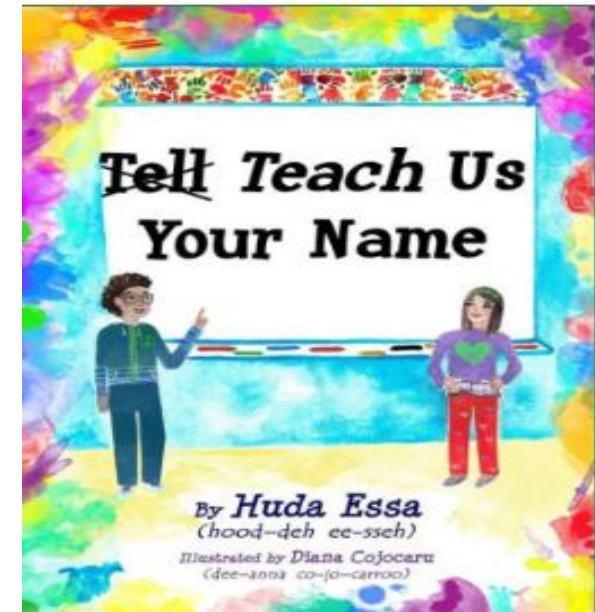
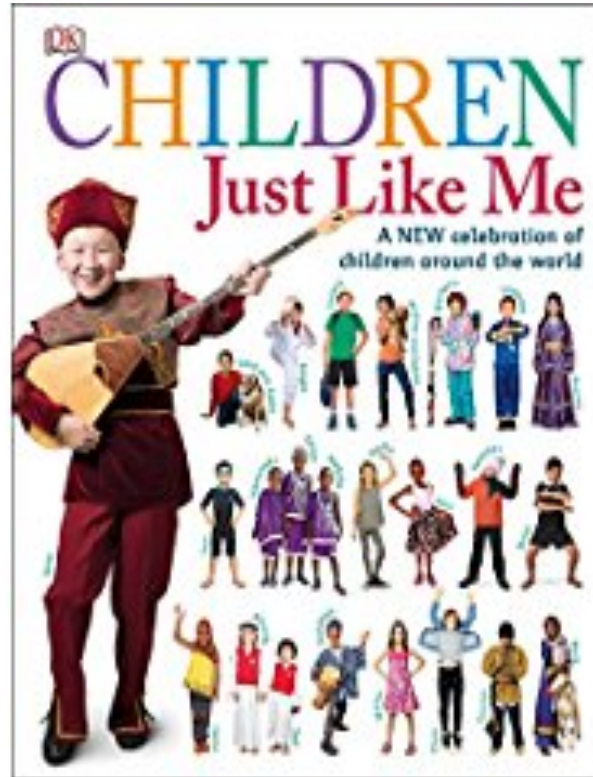
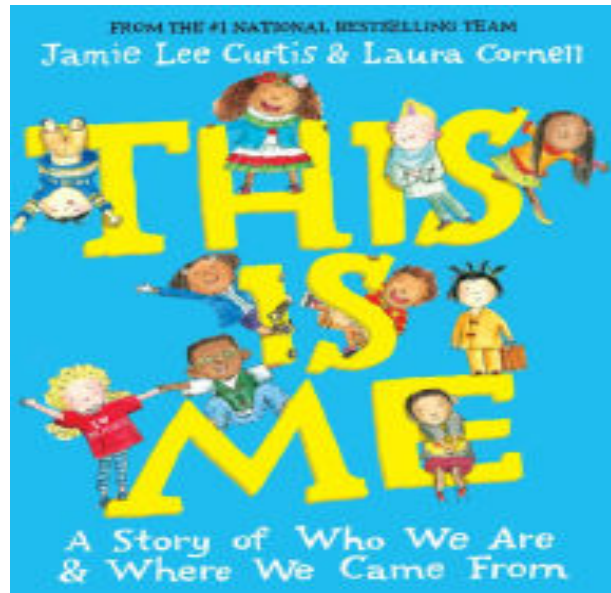






**What are
some ways
you get to
know your
s?**

Support ELLs on a Socioemotional Level



WHAT ARE THE WAYS WE CAN BUILD
RELATIONSHIP WITH OUR ELLS?



The WIDA Can Do Philosophy

At WIDA, we believe that everyone brings valuable resources to the education community. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. As these young children and students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our early childhood programs and K–12 schools.

The efforts of every stakeholder in the school community, from home care providers to superintendents, can enhance the education of language learners. The more we know about their cultural backgrounds, home environments and formative experiences, and the positive contributions these experiences afford our school communities, the more effective standards-based instruction will be. We believe practitioners and educators have the power to recognize and unleash the potential that language learners bring to their learning communities.

Everything WIDA does is supported by the Can Do Philosophy. Our work begins with articulating examples of language learners’ assets, and continues with how we support education systems, how we design our products, and how we conduct our research.



WIDA Believes in Language Learners’ Assets, Contributions, and Potential		
Assets	Contributions	Potential
Linguistic	Knowledge of multiple languages, varying representation of ideas, metalinguistic and metacognitive awareness, diverse strategies for language learning	Bi- or multilingual practices, abilities which learners utilize to communicate effectively across multiple contexts, multiple ways of expressing their thinking
Cultural	Different perspectives, practices, beliefs, social norms, ways of thinking	Bi- or multicultural practices as well as unique and varied perspectives, ability to develop relationships in a global society, ability to navigate a variety of sociocultural contexts
Experiential	Varied life and educational experiences, exposure to unique topics, diverse approaches to learning and expressing content knowledge	Enrichment of the school curriculum, extracurricular, and community opportunities, success in school and beyond
Social and Emotional	Personal interests and needs, awareness of/empathy for diverse experiences, knowledge and enrichment of community resources	Ability to form and sustain positive relationships, and broker meaningful interactions among peers and others within and beyond school



Language Domains

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing

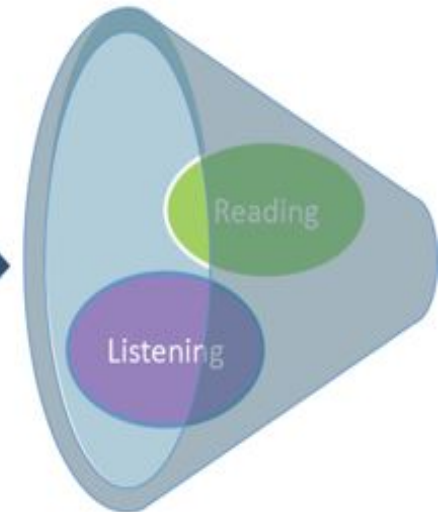
Engage in written communication in a variety of situations for a variety of purposes and audiences

Producing

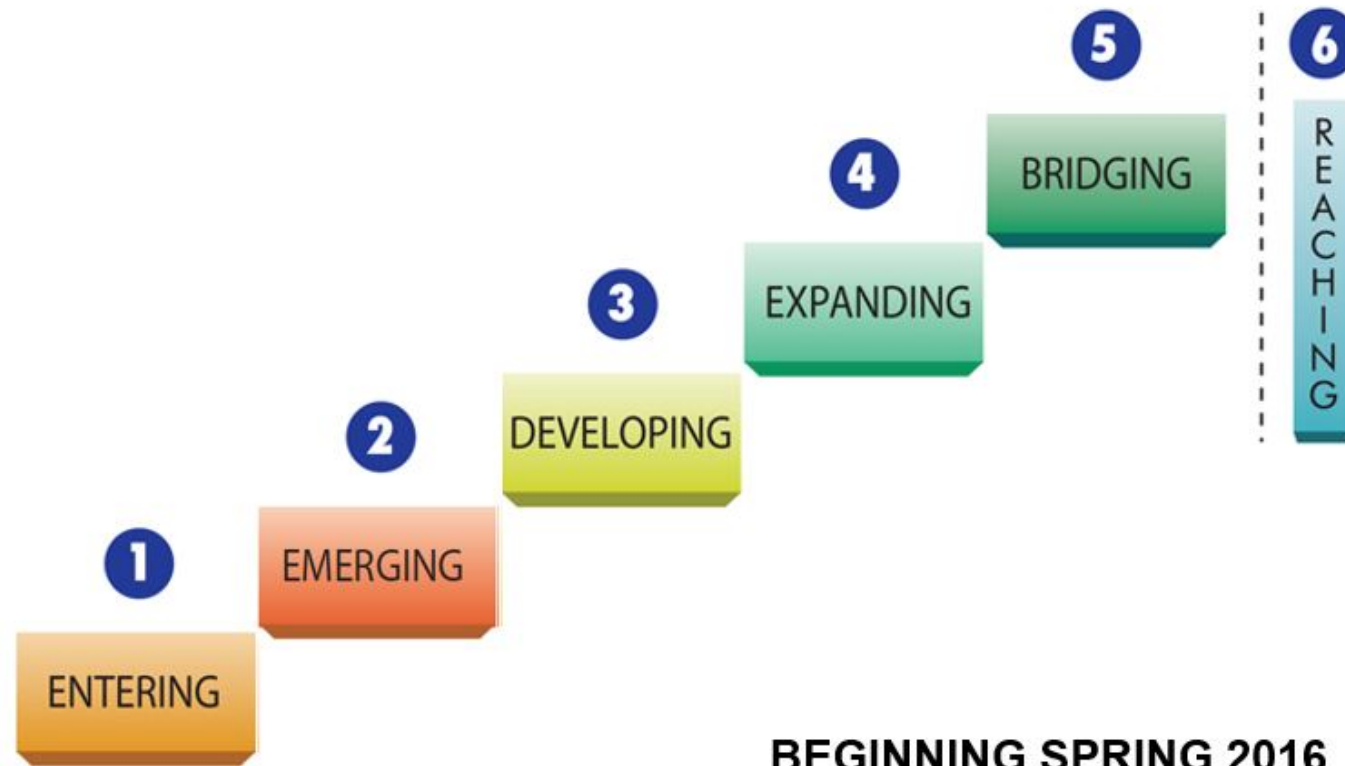


→ LANGUAGE →

Receiving



Levels of English Language Proficiency



What is Scaffolding?



Careful shaping of the supports (e.g., processes, environment, and materials) used to build on students' already acquired skills and knowledge to support their progress from level to level of language proficiency



Classroom Supports





General Examples of Supports

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & Photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & Figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (websites) or software programs • In the native language (L1) • With mentors

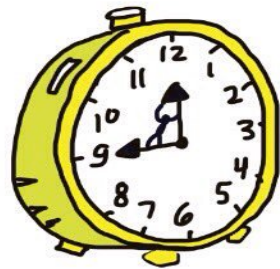
Supports are instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication. Supports are important for ELLs to gain access to meaning.!



Content Specific Examples of Sensory Supports

Supports related to the language of Language Arts 	Supports related to the language of Mathematics 	Supports related to the language of Science 	Supports related to the language of Social Studies 
<ul style="list-style-type: none"> • Illustrated word/phrase walls • Felt or magnetic figures of story elements • Environmental print • Posters or displays • Bulletin boards • Photographs • Audio books • Songs/Chants 	<ul style="list-style-type: none"> • Blocks/ Cubes • Number lines • Models of geometric figures • Calculators • Protractors • Rulers, yard/meter sticks • Geoboards • Counters • Compasses, clocks, sundials • Calendars • Coins 	<ul style="list-style-type: none"> • Scientific instruments • Measurement tools • Physical models • Natural materials • Actual substances, organisms or objects of investigation • Posters/ Illustrations of processes or cycles 	<ul style="list-style-type: none"> • Maps • Globes • Atlases • Compasses • Timelines • Multicultural artifacts • Aerial & satellite photographs • Video clips

The **POWER** of WAIT TIME



@ValentinaESL

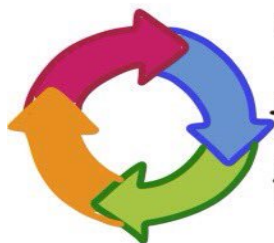
Why Should I **WAIT?**



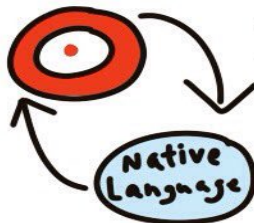
Students need to listen to the question.



Students may need time to build up courage for responding.



Students need to process what they've heard.



Students may need to translate from one language to another.



Students raise their hand in an effort to be heard.

WAIT 1:

The time between asking the question and the answer.

WAIT 2:

The time after the student answers the question. This wait time allows for an extended response.

Spot Check



PAY ATTENTION



IT'S BREAK TIME.



Strategies



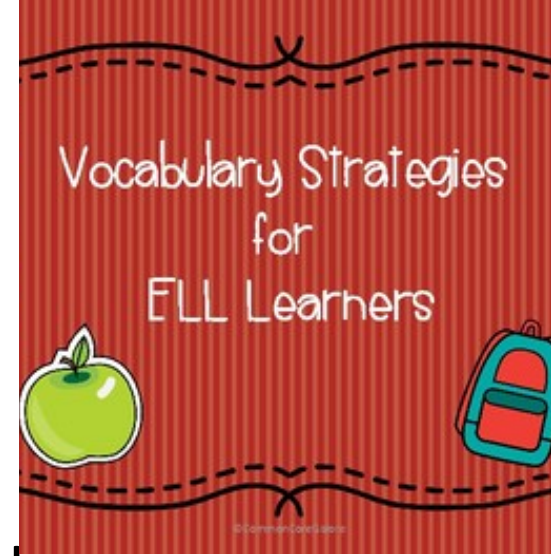
VOCABULARY- WORD CHART

What is it?

- It is a Simple Graphic Organizer
- 6-Column Chart
 - Word/Cognate**
 - Definition (English & Home Language)**
 - Picture**
 - My Own Sentence**
- It is used to Pre-Teach Important Vocabulary that will be encountered in upcoming text
- The teacher will identify 5 to 10 words

How to Use it?

- Students are given the words
- Teacher pronounces two or three words at a time
- Then, give students several minutes to access prior knowledge
- Student look up definition and fill each column for each word.
- Students then can share with a partner and make revisions
- Teacher calls on individual students or partners to share what



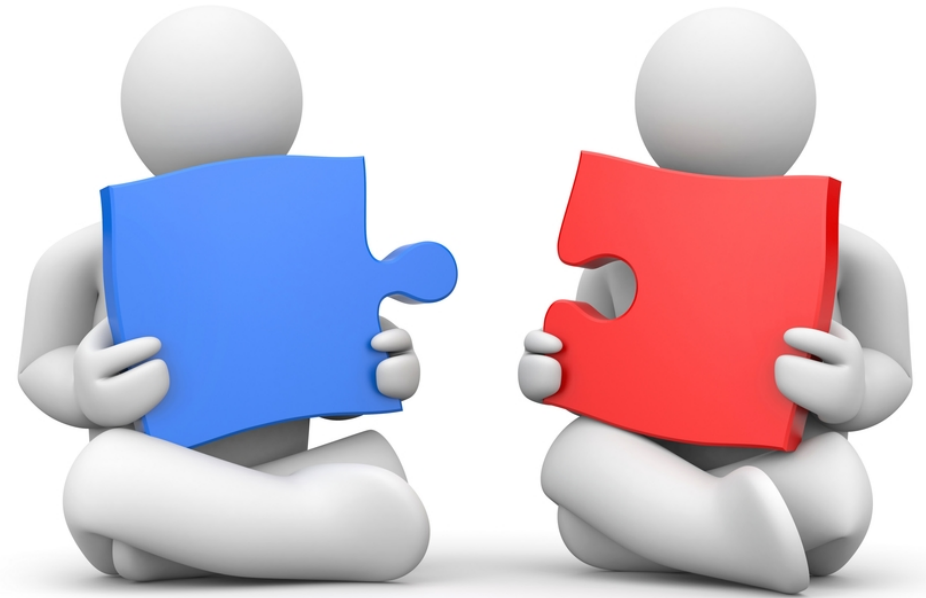
----Bilingual Vocabulary Word Chart



Word/Cognate	Meaning in English	Meaning in Home Language	Picture	My Own Sentence

Jigsaw

ESL Reading Activity



ESL JIGSAW

A Cooperative Learning Strategy
Students are Working in Groups

Step 1

(Instruction Preparation) You will make $\frac{1}{4}$ copy of each text.

- Student are placed in groups of 4 or 5.
- Each Student is given a text (they will become the EXPERT in that topic)

Step 2

(Pre-teach) You will pre-teach any NEW Vocabulary

- You might want to ask Teacher what vocabulary you should teach
- You can use the Vocabulary Word Chart

Step 3

(Student) Each student will present their part to the team.

- (suggestion) You can have each student create 1-2 questions with answers they can quiz after their presentation to each student.

Step 4

(Assessment) Once every student has presented to their teams you can Assess in one of the following:

- Your own oral quiz
- Have students create a presentation in chart that identifies the Main Idea of each section
- Kahoot online quiz

JIGSAW STRATEGY DIRECTIONS



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- (suggestion) You can have each student create 1-2 questions with answers they can quiz after their presentation to each student.

(Assessment) Once every student has presented to their teams you can Assess in one of the following:

- Your own oral quiz
- Have students create a presentation in chart that identifies the Main Idea of each section
- Kahoot online quiz

Kahoot: Online Game Review & Assessment Resource



1. Let's create our account:

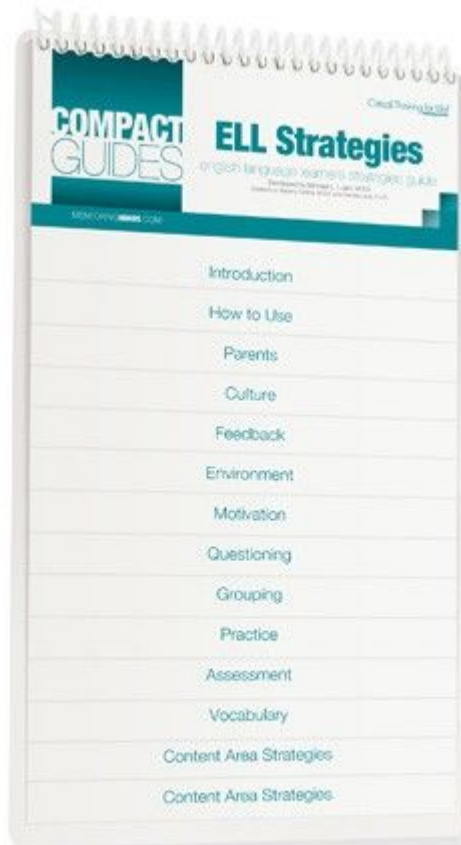
<https://kahoot.com>

2. Click SIGN UP

3. Pick "As a Teacher"

4. Pick "sign up with email" (school email is suggested)

1-2-3 Activity



Directions:



The topic of your section



2 Relevant facts about the topic



3 Strategies that you can implement

Find the Fib

- Peruvian Family
- Cuban Family
- Love roller coaster rides





Find the Fib

All butterflies have "complete metamorphosis."

To grow into an adult they go through 4 stages: egg, larva, pupa and adult.

The life cycle of a butterfly may take anywhere from one year to three years.



Find the Fib

The Declaration of Independence was signed by the Congressional Representatives of the Thirteen Colonies on July 4, 1776.

Fifty-six men signed the Declaration of Independence. The youngest signer of the Declaration of Independence was Edward Scissorhands.

The Declaration of Independence was written on parchment paper.

TIME FOR
LUNCH



THE 11 STAGES OF YOUR WORK DAY

2. PANIC OF TRAFFIC JAM

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



Changing Mindsets

Adapted from EL

from:

- My ELLs can't speak English.
- My ELLs aren't able to read on grade level.
- I don't know how to help my ELLs.
- My ELLs seem off task, angry or unhappy.

to:



What language can my ELLs speak?



How can I accommodate this text? What resources are available?



Who can I reach out to for support? Where can I learn more?



How can I make the classroom environment inviting and safe?

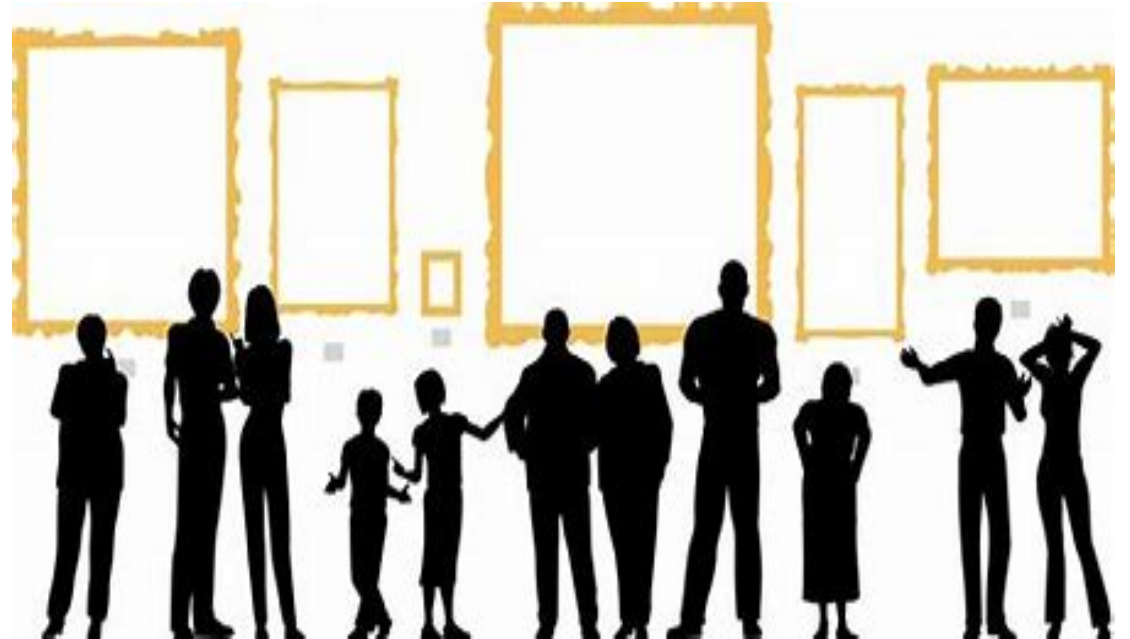


ELEVATION

The logo features the word "ELEVATION" in a bold, sans-serif font. The letters "E", "L", and "L" are each contained within a colored square: blue for "E", green for the first "L", and orange for the second "L". The remaining letters "EVATION" are in blue. The entire logo is centered within a large, light blue circle that has a rough, paint-splattered edge.

What It Takes for English Learners To SUCCEED

Jana Echevarria, Nancy Frey and Doug Fisher





Implementation
Piece



Make sure that
your children
don't start seeing
themselves
through the eyes
of those who
don't value them.
Help them realize
how uniquely
precious they are!



Ticket Out the Door



Bilingual ESOL Leadership

Vicky B. Saldala, Director

Leyda Sotolongo, ESOL Curriculum Supervisor

Stephanie Bustillo, Educational Specialist

Melinda Jones, Educational Specialist

TBA, Parent Outreach Specialist

Blanca Guerra, World Language Supervisor

Idalina Orta, Dual Language Specialist

Reina Murray, Bilingual Guidance Counselor

Celina Chavez, Educational Specialist, Charter School Support

754-321-2590 KCW

754-321-2950 Pembroke Pines

<http://esol.browardschools.com>

“Working hard for something
we don't care about is called stress.
Working hard for something
we love is called passion.”

A rectangular corkboard with a textured brown surface. A small, bright red pushpin is pinned to the top center of a light green rectangular sticky note. The sticky note has the words "FIND YOUR PASSION" written in black, bold, sans-serif capital letters, arranged in three lines.

FIND
YOUR
PASSION