

New Teacher Orientation Bilingual/ESL/World Languages

CAROLINE ONYESONWU

Supervisor

Bilingual/ESL/World Languages

AGENDA

10:00 A.M - 11:00 A.M

- Profile of a Standards-Based Classroom
- Curriculum Overview
 - ❖ ELA
 - ❖ Math
 - ❖ Science
 - ❖ Social Studies
- ❖ Online Programs: WL/ESL/District
- ❖ Benchmark & State Assessments: ACCESS/STAMP
- ❖ First 20 Days of School

11:00 A.M - 12:00 NOON

1. Lesson Plan protocol
2. Adaptations for ELLS within the lesson plan
 - ✓ Language objectives
 - ✓ Essential questions that relate to world situations
 - ✓ Activities
3. Direct Instruction in Small Groups
 - ✓ Instructional Round
 - ✓ Discussion/Questioning Techniques

INTRODUCTIONS

Caroline A. Onyesonwu, Supervisor

Serrano Margaret, BIL Teacher, Lincoln Avenue School

Amber Ingram, ESL Teacher, Cleveland Street School

Denise Costello, ESL Teacher, Park Avenue School

Yahaira Castro-Aguirre, BIL Teacher, Central Elem School

David Bartlett, ESL Teacher, Orange High School

....., ESL Teacher, Rosa Parks Community School

...., Spanish Teacher, STEM Academy

PROFILE OF A STANDARDS – BASED CLASSROOM

<https://drive.google.com/file/d/1v1LhsLmgefCOxeYweD-G2Ckij8Cn5yqG/view?usp=sharing>

- ❖ **Learners:**
- ❖ **Teachers**
- ❖ **attitudes**
- ❖ **Classroom Environment**

CURRICULUM OVERVIEW

District:

<https://www.orange.k12.nj.us/site/Default.aspx?PageType=1&SiteID=1&ChannelID=11&DirectoryType=6>

❖ ELA - <https://www.orange.k12.nj.us/Domain/1297>

❖ Math - <https://www.orange.k12.nj.us/Domain/26>

❖ Science - <https://www.orange.k12.nj.us/Domain/28>

❖ Social Studies

✓ Grades K – 4: <https://www.orange.k12.nj.us/Domain/1925>

✓ Grades 5 – 12: <https://www.orange.k12.nj.us/Page/16257>

ONLINE PROGRAMS: WL/ESL/DISTRICT

- Rosetta Stone:
<https://orangetownship.rosettastoneclassroom.com/en-US>
- Learning A – Z: <https://accounts.learninga-z.com/accountsweb/account/home.do?submit=Log+In>.
Username: roweaudr; password: Orangeesl
- DreamBox Math Learning: <http://www.dreambox.com/>

ONLINE PROGRAMS/SOFTWARE: WL/ESL/DISTRICT

Cont.

- Discovery Education: <https://app.discoveryeducation.com/learn/signin>
- NEWSELA: <https://newsela.com/articles/#/rule/latest>
- Learning Ally: <https://learningally.org/>
- Readorium (science) EDpuzzle
- DBQ (social studies) Edublogs
- Spelling city Starfall
- NWEA Reading Plus
- Brainpop Edulastic
- Education.com
- MobyMax
- Iread k-2



Benchmark & State Assessments: ACCESS/STAMP

ESL/BILINGUAL

- WIDA Model
- ACCESS
- Benchmarks
 1. ELA
 2. Math
 3. Science
 4. Social Studies

WORLD LANGUAGES

- Benchmarks
- Flip grid

THE FIRST DAYS OF SCHOOL

- Schedules and Student list (LEP Report)
- Make classroom welcoming
- Teach rules and consequences
- Lesson plan
- Bulletin boards
- Name tags
- School walk – recognize areas of the school; draw a map
- Teachers and pictures posted
- Where do I line up for dismissal?
- Introduce classroom centers and activities

LESSON PLAN PROTOCOL

EXPECTATIONS FOR ESL TEACHERS

1. collaborate with co-teacher
2. Due by Thursday/Friday
3. Specific & intentional

LESSON COMPONENTS ADAPTED

- Essential Questions
- Interdisciplinary Connections
- Tech Integration
- Equip Needed
- Objectives
- Activities
- Differentiation
- Resources
- Assessments
- Homework
- Assignments
- Standards

BREAK

LESSON COMPONENTS



Essential Questions (real world connections – handout)



Interdisciplinary Connections(ELA, Math,Science, etc)

ESSENTIAL QUESTIONS



IS *OPEN-ENDED*; THAT IS, IT TYPICALLY WILL NOT HAVE A SINGLE, FINAL, AND CORRECT ANSWER.



IS *THOUGHT-PROVOKING* AND *INTELLECTUALLY ENGAGING*, OFTEN SPARKING DISCUSSION AND DEBATE.



CALLS FOR *HIGHER-ORDER THINKING*, SUCH AS ANALYSIS, INFERENCE, EVALUATION, PREDICTION. IT CANNOT BE EFFECTIVELY ANSWERED BY RECALL ALONE.



POINTS TOWARD *IMPORTANT, TRANSFERABLE IDEAS* WITHIN (AND SOMETIMES ACROSS) DISCIPLINES.



RAISES *ADDITIONAL QUESTIONS* AND SPARKS FURTHER INQUIRY.



REQUIRES *SUPPORT AND JUSTIFICATION*, NOT JUST AN ANSWER.



RECURS OVER TIME; THAT IS, THE QUESTION CAN AND SHOULD BE REVISITED AGAIN AND AGAIN.

LESSON COMPONENTS

Cont.



Tech Integration (handout)



Equipment Needed – by subject
or content area

LESSON COMPONENTS ADAPTED

Objectives

1. Language Objectives:

- Promote student academic language growth.
- Include the use of either receptive (listening and reading) and/or productive language skills (speaking and writing)
- Connect clearly with the lesson topic or lesson activities

<http://www.janaechevarria.com/?p=834>

Handouts

LESSON COMPONENTS ADAPTED

Activities

- State the domain of focus for each group if possible/necessary: reading, writing, speaking, listening
- Clearly delineate the procedure (step 1, step 2, step 3)
- Add number of minutes each part will take if possible

Differentiation

- Content – what you teach and expect students to learn
- Process – How you teach (explicit instruction, modeling, multi-media, etc)
- Product (how you expect students to demonstrate learning – DOL)
- Student groups – use initials



What is differentiated Instruction?

- Differentiating instruction means creating multiple pathways so that students (with different ability levels/learning styles/interests) can ALL be successful in learning and in demonstrating what they have learned.

Why Differentiate Instruction?

Instruction is differentiated depending on a student's:

Learning style

Interests

Readiness

By varying the

Content

Process

Product

Content: what
I plan to
teach; what
students need
to learn



ORANGE CURRICULUM/NJSLS
BASED/WIDA STANDARDS



ESSENTIAL FACTS AND SKILLS
(TFP -
TRUTHS/FACTS/PRINCIPLES)



GEARED TO STUDENT'S ELD
LEVEL

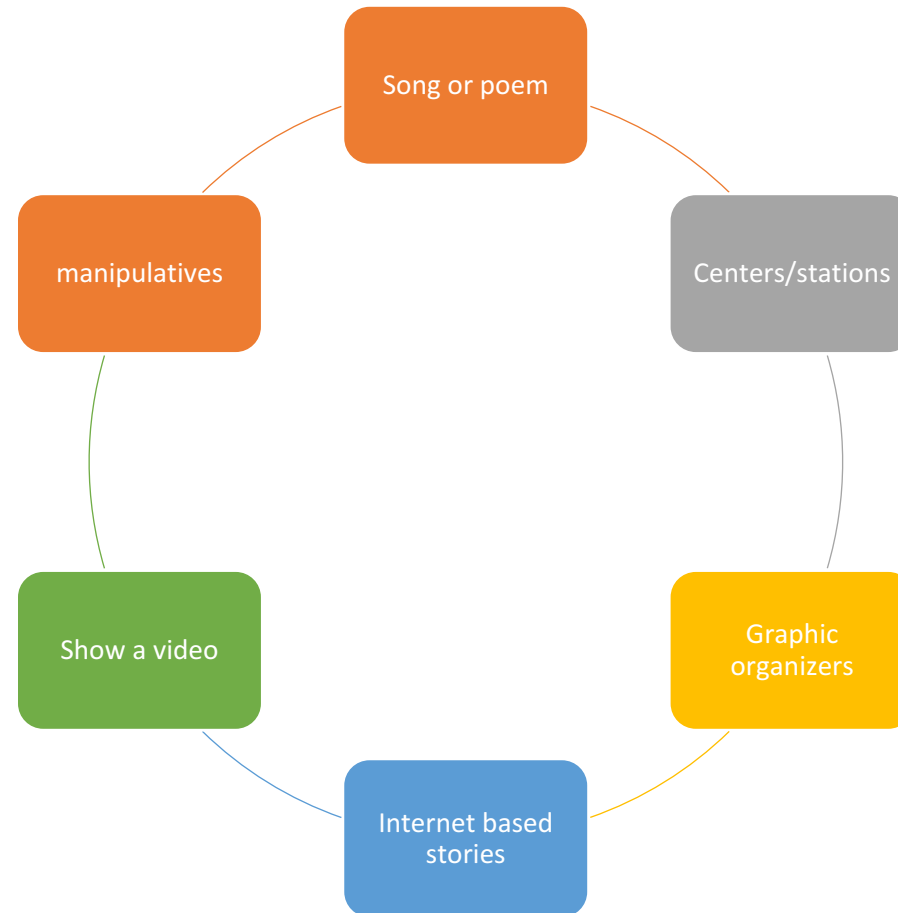


CULTURAL CONNECTIONS



PRIOR KNOWLEDGE

Process: how students access the information/learning styles



Product – how students show what they have learned/how I will assess



QUIZ/TEST



PRESENTATION



PODCAST OR A BLOG



SONG OR A POEM



LISTEN AND RETELL



* DEPENDING ON
STUDENT ELD LEVEL

BASIC STEPS FOR DIFFERENTIATION

1. Know the ELD level of your ELLs and other important background factors (language background, L1 literacy, prior schooling, special ed considerations)
2. Know your curriculum/content standards
3. Design outcomes by applying relevant assignment/assessment strategies to student ELP level while addressing same content standards (see Can-Do-Descriptors)
4. Support student success with instruction differentiated according to students' ELD levels (share ELD levels with all teachers)
5. Collect performance-based evidence to demonstrate student learning (growth and achievement) (authentic assessment – portfolio)

LESSON COMPONENTS ADAPTED

RESOURCES:

- ROSETTA STONE
- DREAMBOX
- LEARNING A-Z
- VIDEO LINKS

LESSON COMPONENTS ADAPTED

Formative/Summative/Authentic



ASSESSMENTS



**HOMEWORK –
TIMELINE GUIDE**



ASSIGNMENTS

ASSESSMENTS CONT.

Analyzing student work: <https://drive.google.com/file/d/1NQrD4dPIJb0Xesi-bsLUtiL3uce2SUd3/view?usp=sharing>

Diagnostic	Formative (informal)	Summative	Authentic (performance-based)
Pre & Post Self-assessments Entry/Exit tickets Observations Polling	Student observations Homework Socratic discussions Student/teacher conferences Peer reviews Think-pair-share Entry/Exit tickets	High stakes tests Multiple choice Checklist Portfolio – culmination Performances Tests – unit Teacher-created Essays	Discussion board responses Interviews Reflection journals Sketchbooks Informal presentations Portfolios – ongoing Project phases (over time) Critiques Essays – over time

**LESSON
COMPONENTS
ADAPTED
Standards: WIDA**

#1 - Social and Instructional Language (SIL)

ELLs communicate for social and instructional purposes within the **school setting**.

#2 – The Language of Language Arts (LOLA)

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language**

#3 – The Language of Mathematics (LOMA)

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

#4 – The Language of Science (LOSc)

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

#5 – The Language of Social Studies (LOSS)

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

LESSON COMPONENTS ADAPTED

State Standards



21ST CENTURY



ENGLISH
LANGUAGE ARTS



MATHEMATICS



SCIENCE



SOCIAL STUDIES

DIRECT INSTRUCTION IN SMALL GROUPS

- Instructional Rounds

- ❖ 45 minutes

- ✓ Small Groups (20 minutes each group)

- ❖ 90 minutes

- ✓ Participate in whole group in a co-teaching model (15 – 20 minutes)
 - ✓ Small Groups (20 minutes each group)

Handout

https://drive.google.com/file/d/1AfCkn4M0D8pShjJTm_k0dncfJmy5DEWc/view?usp=sharing

DISCUSSION/QUESTIONING TECHNIQUES

<https://www.youtube.com/watch?v=BGBLMdXnTmo>

- Blooms' Taxonomy
- Webb's Depth of Knowledge
- How does this look in an ESL Classroom?
- Think of students' language proficiencies

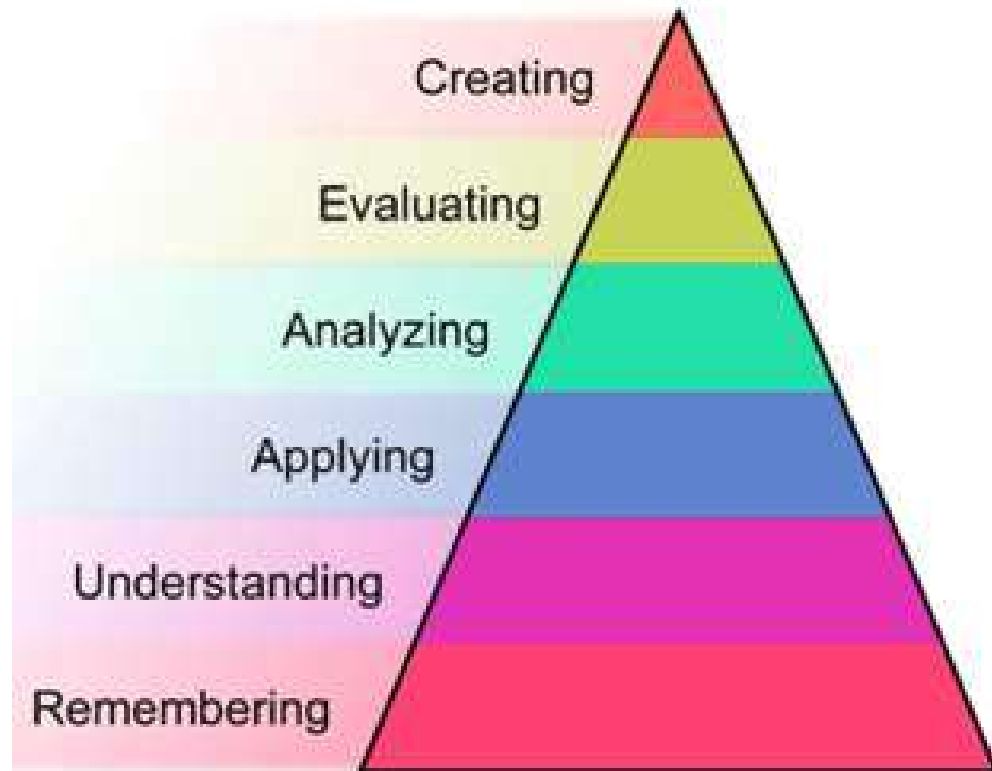
The Importance of High Quality Discussion

<https://www.teachingchannel.org/video/importance-high-quality-discussions>

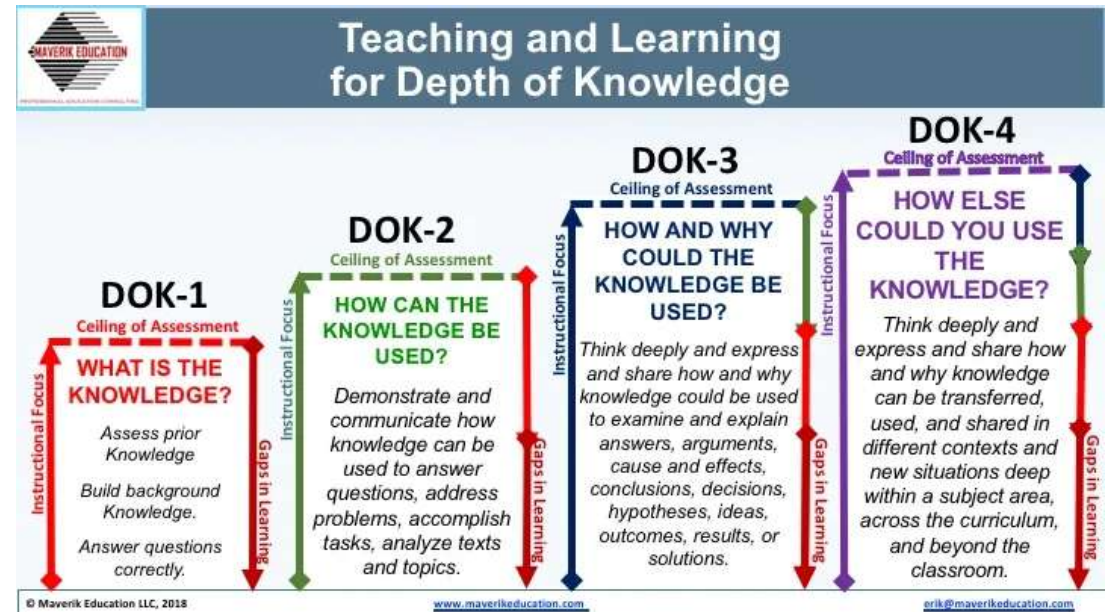
DISCUSSION/QUESTIONING TECHNIQUES

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Bloom's Taxonomy



Webb's Depth of Knowledge



READING STRATEGIES

1. Look – look at the pictures for clues
2. Mouth – get your mouth ready to say the first sound
3. Tap – tap the sounds
4. Reread – go back and read it again
5. Chunk – look for chunks or parts you know
6. Skip – skip the word, read the sentence, then hop back and try again
7. Flip – flip the vowel. Try a short vowel, then try the long vowel
8. Try – try a word that makes sense
9. Ask – ask myself: Does it look Right? Does it Sound Right? Does it Make Sense?

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PREGUNTAS DE LECTURA



What was the story about? **¿De qué se trataba el cuento?**



When did the story happen? **¿Cuándo ocurrió el cuento?**



Who was in the story? **¿Quién estaba en el cuento?**



Where did the story happen? **¿Dónde ocurrió el cuento?**



What was the problem in the story? **¿Cuál fue el problema en el cuento?**



<https://drive.google.com/file/d/1bSmUdgEv4bAv4S6ED1YVKvtgGMPy4VPC/view?usp=sharing>

RESOURCES & READINGS

- Implementing English Language Learner Program Services in NJ
- Monthly Recurring ESL Tasks
- A Framework for Raising Expectations & Instructional Rigor for ELLs
- More than Words: Developing Core Speaking & Listening Skills
- Evaluation Instrument

RESOURCES FOR THE TEACHER

- First 20 Days of School
- Rosetta Stone Resources:

<https://support.rosettastone.com/en/k-12/Foundations-for-K-12-TOTALe-PRO/Implementation-Guide/Teacher-Resources#bottomOfPage>

- Teaching Channel: <https://www.teachingchannel.org/>
- Department of Education: <https://www.nj.gov/education/>
- Bilingual/ESL Department: <https://www.state.nj.us/education/bilingual/>
- WIDA: <https://wida.wisc.edu/>
- WIDA AMS: <https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA>
- <https://www.spellingcity.com/printables.html>