



New Teacher Orientation

August 27, 2020

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AGENDA

- Opening Activity: My Multicultural Self
- Languages in Orange School District
- Student Placement
- Can-Do-Descriptors for English Language Learners
- Comprehensible Input – Video
- List of Supports for ELLs
- Accommodations in the Content Area Classrooms
- Survey – Sheltered English Instruction (SIOP)/Co-Teaching

Activity: My Multicultural Self

Directions:

- Think of yourself or a favorite person
- Write down the names of groups you identify with (e.g. teacher, mother)
- Share your answers – volunteers
- Discuss a time when you were proud to be a member of a group - volunteer
- Discuss a time when it was painful to be a member of a particular circle - volunteer



Languages in Orange School District

- <https://docs.google.com/spreadsheets/d/1--k1FmlKVRvRUSv913-5oHi19RpTCTNP/edit#gid=878309114>
- <https://docs.google.com/spreadsheets/d/1--k1FmlKVRvRUSv913-5oHi19RpTCTNP/edit#gid=1090585609>



STUDENT PLACEMENT

Intake form/placement test/ACCESS test determine English Language Proficiency (ELP) of the students:

- ELP Level 1: Entering
- ELP Level 2: Emerging
- ELP Level 3: Developing
- ELP Level 4: Expanding
- ELP Level 5: Bridging
- ELP Level 6: Reaching

English Language Development Standards

- **Standard 1 – Social and Instructional Language**
English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2 – Language of Language Arts**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3 – Language of Mathematics**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4 – Language of Science**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5 – Language of Social Studies**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA CAN-DO DESCRIPTORS

- Grade Pre-K: <https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Early-Years.pdf>
- Grade K: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>
- Grade 1: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>
- Grades 2-3: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>
- Grades 4-5: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>
- Grades 6-8: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>
- Grades 9-12: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>
- Can do name charts: <https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Factors Affecting Second Language Acquisition

- Age
- Socioeconomic status
- Classroom culture
- Cognitive development in home language
- Family support
- Whether environment provides adequate L2 input
- Literacy level
- Stage in acculturation
- Whether school environment provides language use opportunities
- Reason for coming to the U.S.
- Attitudes toward second culture
- Literacy in home language
- Maintenance of home language
- Motivation
- Expectations of child
- Sense of identity in the classroom
- How host culture views student's culture
- Proficiency in the home language
- Facility with English and ability to help child
- Role models in the community
- Date of arrival in the U.S.
- Personality
- Whether student has enough opportunities to use English
- Teacher's expectations
- Preferred learning

CLARIFYING THE ROLES OF THE CONTENT AND ESL TEACHERS

Content: content objectives- same for all students; content assessments; language objectives- differentiated

ESL Teacher: language objectives; language assessments – differentiated

Points of Collaboration: ELD Standards, language of the content areas; language objectives; differentiation strategies for ELLs; common formative assessments (rubrics, portfolios)

COLLABORATING WITH THE ESL TEACHER



LESSON PLANS



WHOLE GROUP



SMALL GROUPS



RESOURCES FOR STUDENTS

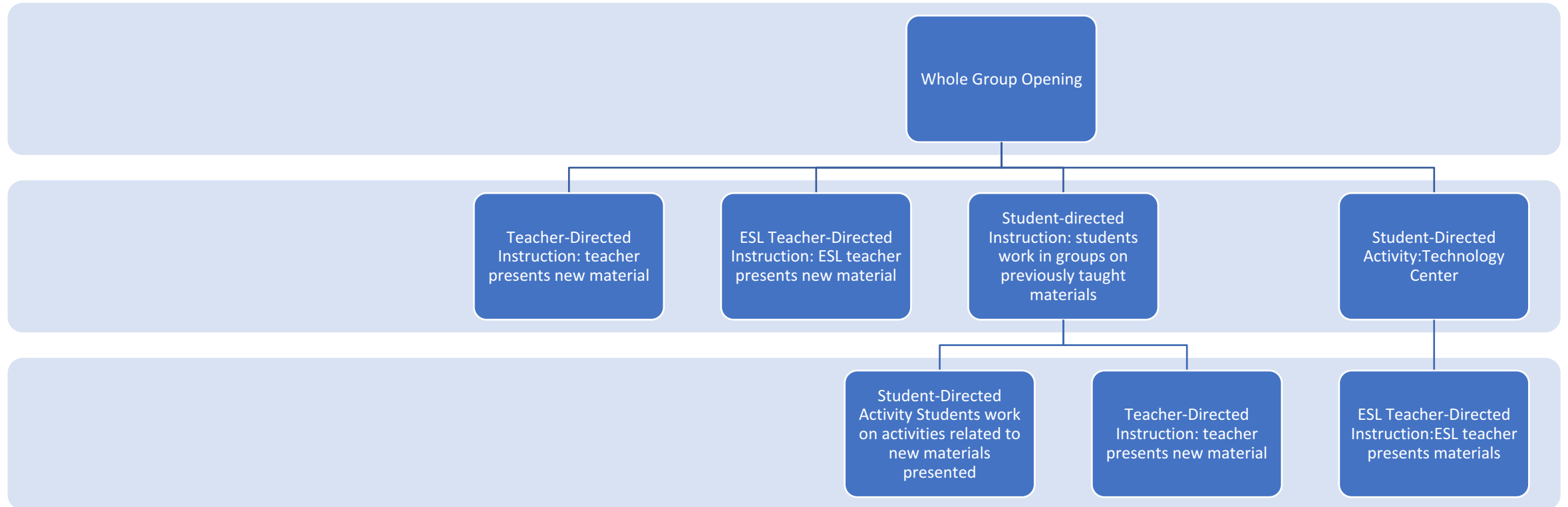


ADAPTATIONS/MODIFICATIONS



ASSESSMENTS/GRADES

COLLABORATING WITH THE ESL TEACHER



Whole Class: Application
Activity Closure



CO-TEACHING APPROACHES

1. One teaching-one observing
2. One teaching-one circulating (both teachers take turns leading lessons)
3. Team Teaching (both teachers share the lead)
4. Station Teaching (both teachers supervise centers or stations)
5. Parallel teaching/split class
6. Small group pull out

Comprehensible Input – Video

- <https://www.youtube.com/watch?v=2jRhzyIKymg>

Rhode Island Teachers of ELLs Projects (RITELL)

- <http://www.ritell.org/Language-and-Country-Projects>

LIST OF SUPPORTS FOR ELLS

- <https://docs.google.com/document/d/16Tt1XBgg4VPz0-s6MVgrp9fAPZQu6QoiEUpviebgHhI/edit>



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ACCOMMODATIONS IN THE CONTENT AREA CLASSROOMS

Accommodations for ELLs in the content areas of:

- Mathematics
- Social Studies
- Reading
- Science
- Writing

https://docs.google.com/document/d/1IGbnysxbBFAjazTJw6_fljgmZzQk7RDdWFuPkPg6s9o/edit

Testing Accommodations & Modifications

- Classroom & assignments
- Testing accommodations
- Testing Modifications

https://docs.google.com/document/d/1IGbnysxbBFAjazTJw6_fljgmZzQk7RDdWFuPkPg6s9o/edit

RESOURCES

- <https://www.teachingchannel.org/blog/2018/03/02/engaging-newcomers-enlace>
- ELLs in their own words: https://docs.google.com/document/d/1XYOWV2z-oleYhGBL_3G9DLN1Hvp7xdy3eF36cweOW-I/edit?usp=sharing
- https://docs.google.com/document/d/1e0HGpV_2fBTpuw0-wZO1sfePCIMZF1vB34qyQxXjlxg/edit?usp=sharing
- <https://docs.google.com/document/d/193fzyc9Qxzi-jMxZPbluqgl0q8keGBEcGPJVh7CEUqA/edit?usp=sharing>

SURVEY – SHELTERED ENGLISH INSTRUCTION (SIOP)/CO-TEACHING

This survey will help us properly schedule Professional Development for teachers in:

- Sheltered English Instruction (SEI or SIOP).
- Co-Teaching
- <https://docs.google.com/forms/d/1PM1P0lspoCRNgadaM7XSA98BGbOsYO3jwcZBbNshD0E/edit>

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Q & A

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