

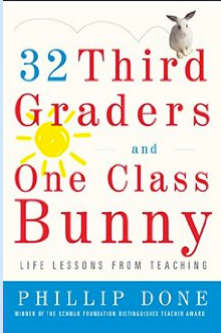


Title III Paraprofessional Workshop

Miriam Acevedo
Sonia Rodriguez, Ph. D.
Instructional Facilitators



BROWARD COUNTY PUBLIC SCHOOLS





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Norms that Support Our Learning

- Take responsibility for yourself as a learner
- Honor Timeframes (start, end, activity)
- Be an active and hands-on learner
- Strive for equity of voice
- Contribute to a learning environment in which it is "safe to not know"



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OUTCOMES

Participants will:

- Understand Title III
- Demonstrate knowledge of Second Language Acquisition
- Make Cross Cultural connections
- Explore the WIDA Standards and implications
- Apply ESOL instructional strategies


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This is my story...




INSERT TITLE



What is your story?


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LEARNING LOGS...



- A written response to literature, a Quick Write
- A simple and straightforward way to integrate content, process and personal feelings
- An extended written response with evidence after a discussion, lecture or activity
- A written elaborated response to DOK questions using multiple text
- An informal and quick way to assess comprehension before, during and after a lesson



Why am I here?



Title III Grant



How do you provide assistance to ELLs at your schools?





What is working for you in your role as the Title III Paraprofessional at your school?

What challenges and concerns do you have?

Respond to these two questions.





WHAT DOES YOUR PLANNING LOOK LIKE?



Create an activity that you will implement with your ELLs during small group instruction.



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Implementation for Paraprofessionals

Name: _____ Personnel #: _____
 School: _____ Date: _____

Using the Professional Development content, and the Flipbook Compact/Grade 4-12 Strategies, create an activity that you will implement with your ELLs during small group instruction. Adapt the activity to the specific needs of your ELLs.

Grade Level	General Information	
	Subject	Activity Steps
1		
2		
3		
4		

Reflection

How feasible is it for you to complete this activity at your school? Explain why.



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Language Classifications

A1 A2 B1 B2 C1

Beginning > Fluent

[ESOL - English Speakers of Other Languages](#)

DATA ACTIVITY

Grade Level	A1	A2	B1	B2	C1	Total

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SECOND LANGUAGE ACQUISITION



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FACTORS THAT AFFECT SECOND LANGUAGE ACQUISITION

- Cultural Background
- First Language development
- Age
- Motivation
- Personality and Learning style
- Peers and Role models
- Quality of Instruction
- Language Distance and Attitude
- Educational Background

Echevarria, J. & Graves, A. (2007). Sheltered content instruction: Teaching students with diverse abilities, 3rd ed. Boston: Pearson-Allyn & Bacon.

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Implications for Second Language Learners

- Learning a second language
- Many children are self conscious and inhibited as adults
- Exposure to English does not predict language acquisition
- Children learn language at different rate
- Oral language skills
- Children need continued support

Developed by Joan Pomerantz

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Moving Time!




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ESOL Instructional Strategies Matrix
(How We Teach is as Important as *What* We Teach)

A Accommodations	B Check Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1 Support) A3 Flexible Seating A4 Flexible Seating A5 Flexible Timing	B1 Concise Language B2 Check Direction B3 Illustrations B4 Pictorial B5 Pictorial B6 Pictorial B7 Pictorial B8 Pictorial B9 Pictorial B10 Pictorial B11 Pictorial B12 Pictorial B13 Pictorial B14 Pictorial B15 Pictorial B16 Pictorial B17 Pictorial B18 Pictorial B19 Pictorial B20 Pictorial B21 Pictorial B22 Pictorial B23 Pictorial B24 Pictorial B25 Pictorial B26 Pictorial B27 Pictorial B28 Pictorial B29 Pictorial B30 Pictorial B31 Pictorial B32 Pictorial B33 Pictorial B34 Pictorial B35 Pictorial B36 Pictorial B37 Pictorial B38 Pictorial B39 Pictorial B40 Pictorial B41 Pictorial B42 Pictorial B43 Pictorial B44 Pictorial B45 Pictorial B46 Pictorial B47 Pictorial B48 Pictorial B49 Pictorial B50 Pictorial B51 Pictorial B52 Pictorial B53 Pictorial B54 Pictorial B55 Pictorial B56 Pictorial B57 Pictorial B58 Pictorial B59 Pictorial B60 Pictorial B61 Pictorial B62 Pictorial B63 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Configurations	F1 L1 Transfer F2 L1 Transfer F3 L1 Transfer F4 L1 Transfer F5 L1 Transfer F6 L1 Transfer F7 L1 Transfer F8 L1 Transfer F9 L1 Transfer F10 L1 Transfer F11 L1 Transfer F12 L1 Transfer F13 L1 Transfer F14 L1 Transfer F15 L1 Transfer F16 L1 Transfer F17 L1 Transfer F18 L1 Transfer F19 L1 Transfer F20 L1 Transfer F21 L1 Transfer F22 L1 Transfer F23 L1 Transfer F24 L1 Transfer F25 L1 Transfer F26 L1 Transfer F27 L1 Transfer F28 L1 Transfer F29 L1 Transfer F30 L1 Transfer F31 L1 Transfer F32 L1 Transfer F33 L1 Transfer F34 L1 Transfer F35 L1 Transfer F36 L1 Transfer F37 L1 Transfer F38 L1 Transfer F39 L1 Transfer F40 L1 Transfer F41 L1 Transfer F42 L1 Transfer F43 L1 Transfer F44 L1 Transfer F45 L1 Transfer F46 L1 Transfer F47 L1 Transfer F48 L1 Transfer F49 L1 Transfer F50 L1 Transfer F51 L1 Transfer F52 L1 Transfer F53 L1 Transfer F54 L1 Transfer F55 L1 Transfer F56 L1 Transfer F57 L1 Transfer F58 L1 Transfer F59 L1 Transfer F60 L1 Transfer F61 L1 Transfer F62 L1 Transfer 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ELL Strategies for Paraprofessionals

Michelle Lawrence (2012)




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ELL Strategies for Paraprofessionals

Michelle Lawrence (2012)

Directions: Part I

1. Write title of the article in learning log.
2. Read assigned section of the article.
3. Highlight what resonate with you.
4. Choose 2 statements and write them in your logs.

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ELL Strategies for Paraprofessionals

Michelle Lawrence (2012)

Directions: Part II

1. Pass you learning log to the person on your right.
2. Each participant will respond to your statement with a comment, an idea, or another A-ha.
3. When you finish writing your comment, pass the learning log to the next person on your right.
4. Complete this process until you get your learning log back.

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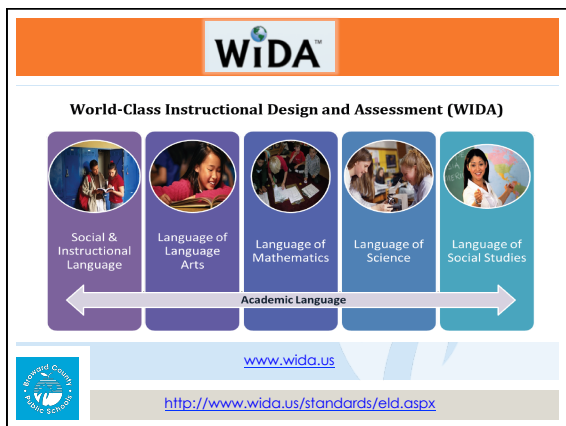
ELL Strategies for Paraprofessionals

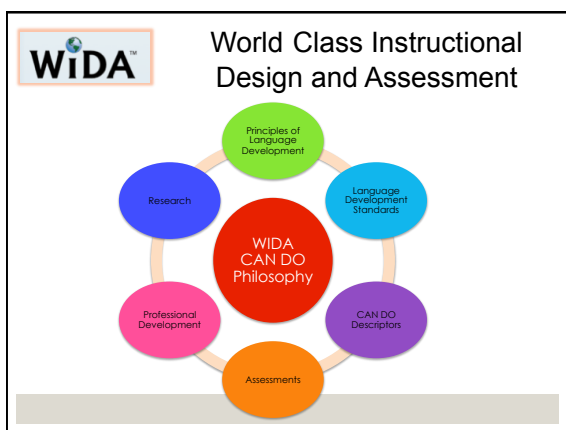
Michelle Lawrence (2012)

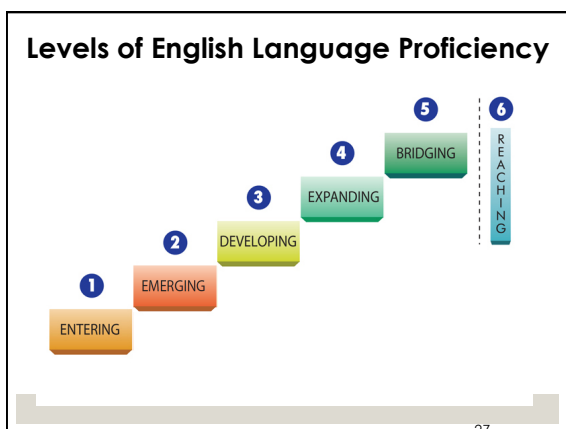
Directions: Part III

1. Now that you have your learning log, read the comments from your peers.
2. Discuss any insights that you may have from the readings in your groups.
3. Be prepared to share with whole group.

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Essential Planning Tools					
https://www.wida.us/standards/CAN_DOs/					
WIDA CAN DO Descriptors: Grade Level Cluster 3-5 For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:					
	Level 1 Emerging	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky.")	- Interpret information or data from charts and graphs - Identify main idea and some details - Sequence events in stories or content-based processes - Use context (text and illustrations) to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tale) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagrams) - Find details that support main idea - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level
WRITING	- Label objects, pictures, or diagrams from word/phrase banks - Communicate ideas by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words	- Make lists from labels or word pairs - Complete/produce sentences from word/phrase banks or with fill-in graphic organizers, charts, and tables - Make comparisons using oral lists or visually supported materials	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary range and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Group Activity

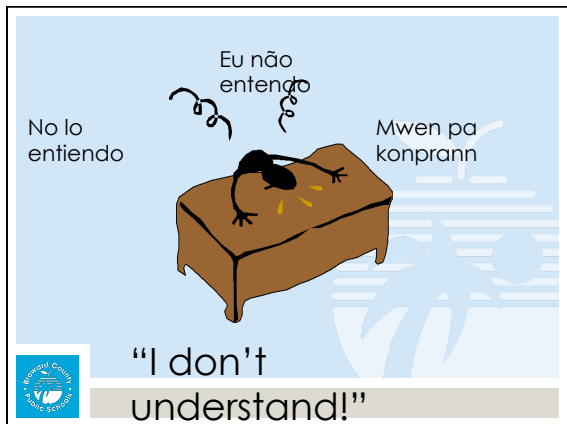


Each group will...

- Select topic card(s)
- Read chosen topic from Compact Guide
- Prepare a brief summary of the topic and include 2 or 3 strategies
- Share the information with whole group







Dictionary Activity

Quantos anos você tem??	Declaración	Hôm nay bạn thế nào?
Bicyclette	Qual è il tuo cibo preferito?	Eskwela

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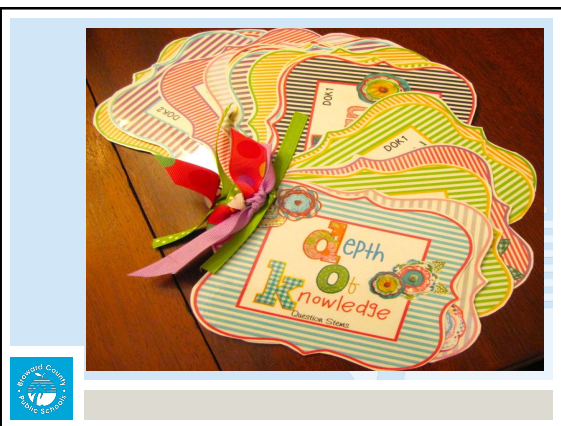
DUAL LANGUAGE VOCABULARY

Academic Vocabulary			
English	Write the Word in Your First Language	Google Image of the Word	Define the Word
accurate	precisa		Free from error or defect
create	criar		
evidence	preuve		



www.translate.google.com

WEBB'S DEPTH OF KNOWLEDGE (DOK)	
DOK Level	Description of Level
1	Recall & Reproduction
2	Skills and Concepts
3	Strategic Thinking and Reasoning
4	Extended Thinking



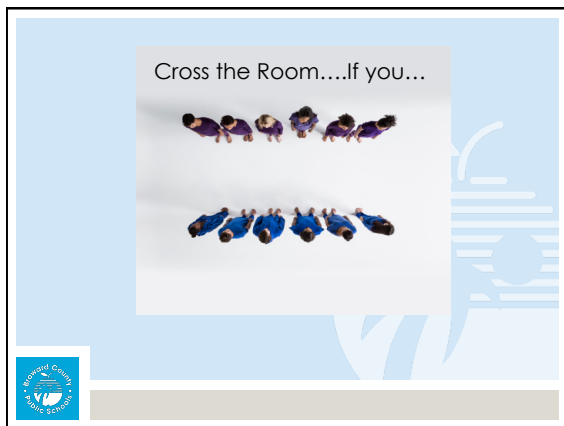
What Does it Look Like?

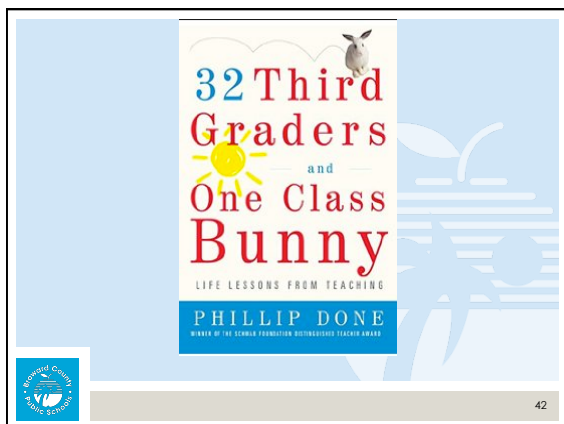
Level 1	Level 2	Level 3	Level 4
Recall and Reproduction	Skills and Concepts	Short Term Strategic Thinking	Extended Strategic Thinking

[illegible]

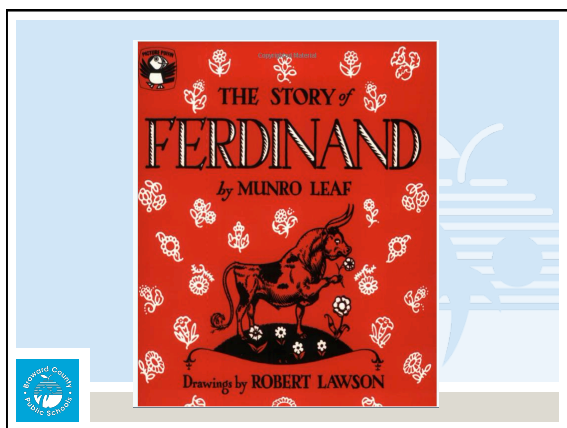
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09/2014













ESOL Coaches Log

The easy and peaceful way to log your daily activity!



Log In

Email

Password

submit



ESOL Coaches Log

The easy and peaceful way to log your daily activity!

Select a Coach

[View/Add Users](#)

Select a School

Liberty - Elementary

Select a Coach

Miriam Acevedo

Start Date End Date

09/01/2015 09/30/2015

A photograph of an elevator lobby. Two elevators with stainless steel doors are visible, set against a blue wall with gold-colored trim. A person is standing in the center of the lobby, between the two elevators. The floor is light-colored and reflective.




ESOL DEPARTMENT

Vicky B. Saldala
Director

Leyda Sotolongo
Curriculum Supervisor

Yvette Fernandez
Parent Outreach Office

Blanca Guerra
World Language Curriculum Supervisor

Stephanie Bustillo
Melinda Jones
Educational Specialist



For more information
call 754.321.2590 or visit us
<http://esol.browardschools.com>





Bilingual/ESOL Department
