

Professional Development Outline 4/2/13

1. Quickwrite: Since we began brainstorming ELL Strategies, which have you implemented into your lessons? Do you think they have worked? Explain your answer. (10 minutes)
2. Content Team Strategies: Organize into WICOR Strategies (10 minutes)
3. Grade Level Teams: Share Content ELL WICOR Strategies, how do they fit into the solutions you developed in the past? Schedule Observation and Evaluation (20 minutes)
4. Pathways Team: How can you encourage the learning of ELLs in your Pathways Class? What can you do to help prepare them for the CST (ELLs must score at least Basic in English to be redesignated) (10 minutes)
5. The End!

Special Needs

Directions: Label each strategy with the proper WICOR category.

- ___ Pre-teach Vocab
- ___ Visuals
- ___ Read aloud
- ___ Scaffold Writing
- ___ Peer Feedback
- ___ Peer translators
- ___ Real-ID
- ___ Manipulatives
- ___ Graphic Organizers
- ___ Comprehension Techniques (Question/clarify/summarize/predict)
- ___ Annunciation
- ___ Slower Pace
- ___ Repetition/Clarification
- ___ TPR
- ___ Graphic Organizer
- ___ Multi Modality learning
- ___ Word walls
- ___ Dictionaries
- ___ Highlighters
- ___ Modeling
- ___ Think/Pair/ Share
- ___ Group Work/Cooperative Learning
- ___ Books on tape
- ___ Chunking/Segmented Assignments
- ___ Frequent Comprehension assignments
- ___ Frequent Comprehension Checks
- ___ CLOZE Techniques
- ___ LOTS OF SUPPLEMENTARY MATERIALS
- ___ Culturally relevant/responsive high interest materials
- ___ Metacognitive Instructor
- ___ Technology

Social Studies

Directions: Label each strategy with the proper WICOR category.

- ___ Images
- ___ Write on board
- ___ Chart Conversation
- ___ Film with subtitles
- ___ Read Aloud
- ___ Translate Key Terms
- ___ Directions
- ___ Modify Writing Expectations
- ___ Pre-Read Activities
- ___ Group Work
- ___ Dictionary and Thesaurus Use
- ___ 1st Language Websites (native)
- ___ Flashcards
- ___ Pre-Reading strategies
- ___ Predictions
- ___ Prior Knowledge
- ___ Technology

Spanish

Directions: Label each strategy with the proper WICOR category.

- ___ Vocabulary Introduction
- ___ Scaffolding
- ___ Visuals
- ___ Modeling
- ___ Differentiation: Verb, Adjective, Noun, Adverb
- ___ Repetition
- ___ Graphic Organizers
- ___ Reading by Sections
- ___ Context Clues
- ___ Prior Knowledge
- ___ Class Discussion
- ___ Check for Understanding
- ___ Open Ending Questions
- ___ Root Words- Cognates
- ___ Sentence Starters
- ___ Syntax
- ___ Thinking Skills (Critical Thinking)

Math

Directions: Label each strategy with the proper WICOR category.

- ___ Drawing diagrams to represent word problems
- ___ Different modalities: written, oral, picture, to rep. same problem
- ___ Group work
- ___ Explicitly defining vocab-Latin roots
- ___ Repeating/rewording instructions
- ___ Using Manipulatives
- ___ Hand Gestures
- ___ Relevancy-connecting classroom to real life
- ___ Create more opportunities for learning
- ___ Improve self-confidence and self-esteem
- ___ Do not limit expectations
- ___ More use of technology- phone/google/youtube

Science

Directions: Label each strategy with the proper WICOR category

- ___ Graphic Organizers
- ___ Sentence starters/Frames
- ___ Cognates/Roots
- ___ Think/Pair/Share + Cooperative grouping
- ___ Phonetic Spelling
- ___ Visuals- Audio, Video
- ___ Demonstrations
- ___ Front loading
- ___ Connecting to prior knowledge
- ___ Making + Checking Predictions in text
- ___ Enticing + Relevant classroom library
- ___ Using Manipulatives

Art and PE

Directions: Label each strategy with the proper WICOR category.

___ Create student “leaders” with monitor jobs

___ Group work brainstorming

___ Vocabulary on board + word wall

___ Demonstration/ Visual with vocabulary

___ Exploring + chunking art text/ read aloud at table group share with whole group

___ Visual examples (art posters) slides, books, student art

___ Peer translators

___ Students research + share art + landscapes from their homelands (Honduras)

English

Directions: Label each strategy with the proper WICOR category.

- ___ Work in pairs
- ___ Content vocab/ ACTIVE! Word Wall
- ___ Modeling
- ___ Close AR Monitoring
- ___ Use Spanish cognates
- ___ Short film clips
- ___ audio clips
- ___ Connect with primary language
- ___ Peer support
- ___ Graphic Organizers
- ___ Chunking Text
- ___ Prereading activities
- ___ Production
- ___ Word parts
- ___ Previewing
- ___ Going in depth with novels
- ___ Students writing questions
- ___ KNL/KWL

At ALC, how can we... (12th Grade)

1. **Integrate all 4 languages skills into instruction? (reading, writing, listening, speaking)**
 - *WICOR*
 - *Presentations*
 - *Wait time*
 - *Calling on quiet student*
 - *Name cards*
 - *Plan time to talk to each other*
 - *Oral read aloud*
 - *Turns in small groups*
 - *Address speech ridicule.*
2. **Teach process of reading and writing?**
 - *Rubrics for writing, decide on criteria together.*
 - *Integrate writing instructions across curriculum.*
 - *Critical reading strategies implemented across curriculum (Ex: identify claims)*
 - *Sounding out multisyllabic , unfamiliar words, decoding unfamiliar language/words*
 - *Verbally make predictions out loud together, students must state their predictions.*
3. **Teach reading comprehension strategies?**
 - *Teach explicit strategies in their native language.*
4. **Vocab. development focus?**
 - *Visual, word parts, skit or action demonstrating meaning*
- *Use native language*
- *Roleplay*
- *Understanding word parts*
5. **Activate background knowledge?**
 - *Make connections to what they already know*
 - *Use examples that they can relate to; that are familiar to them.*
6. **Teach language through content and theme?**
 - *Connect to other subjects*
 - *Connect to real-life to make it relevant*
7. **Use native language strategically?**
 - *Ask students to explain it in spanish*
 - *Choose some target words to have translated*
 - *Ask student to describe the picture/image in native language*
8. **Pair technology with interventions?**
 - *Audio books*
 - *Powerpoint*
 - *Internet*
 - *Webquest*
 - *Clipart*
9. **Motivate through choice?**
 - *AR*
 - *Partners*
 - *Choice of topics -choice of means and presentations*

At ALC, how can we... (11th Grade)

- 1. Integrate all 4 languages skills into instruction? (reading, writing, listening, speaking)**
 - *presenting Warm Up*
 - *Think- Pair-Share*
- 2. Teach process of reading and writing?**
 - *Predicting*
 - *paraphrasing*
 - *logical thinking*
 - *breaking down text*
 - *rubrics for writing*
 - *sentence starters*
 - *summarizing*
- 3. Teach reading comprehension strategies?**
 - *Summarizing*
 - *Expressing understanding through pictures*
- 4. Vocab. development focus?**
 - *latin roots*
 - *book definition and self-generated definitions*
 - *examples and counterexamples*
- 5. Activate background knowledge?**
 - *asking students about reading strategies*
- 6. Teach language through content and theme?**
 - *templates for conversation*
- 7. Use native language strategically?**
 - *reading current articles*
 - *cognates*
 - *student translating for students*
- 8. Pair technology with interventions?**
 - *document reader*
 - *videos*
 - *PowerPoint*
 - *youtube.com*
 - *ted.com*
 - *phet.com*
 - *vimeo*
 - *prezi*
 - *webquest*
 - *npr*
- 9. Motivate through choice?**
 - *supplemental texts*
 - *choice of text, partner, task, etc*

At ALC, how can we... (10th Grade)

1. Integrate all 4 languages skills into instruction? (reading, writing, listening, speaking)

- *Be explicit about the 4 skills*
- *Chart students' time in each skill level (follow them one day...)*

2. Teach process of reading and writing?

- *Model previewing, predicting, paraphrasing, inferring...*

3. Teach reading comprehension strategies?

- *Use explicit reading strategies in every content area to develop higher comprehension levels.*

4. Vocab. development focus?

- *Teach "word attack" techniques*
- *Vocabulary in context*
- *Common process words (scan, analyze, etc.)*

5. Activate background knowledge?

- *Be explicit about background knowledge needed*
- *Use "less specific" allusion to open discussions*
- *Create assignments that enable students to show what they know. Ex: Civil war vs. US Civil war*

6. Teach language through content and theme?

- *Students are more successful when instruction is linked to the real life experiences*

7. Use native language strategically?

- *Use the native language when appropriate to explain complex ideas. ie: Bilingual glossaries, Websites*

8. Pair technology with interventions?

- *Pair technology with other interventions*
- *use audio books*
- *create a multimedia environment*

9. Motivate through choice?

- *Continue and expand AR.*

At ALC, how can we... (9th Grade)

1. Integrate all 4 languages skills into instruction? (reading, writing, listening, speaking)

- *Equity+Access techniques*
- *WICOR*
- *seeing + hearing text at same time(multiple-modalities)*

2. Teach process of reading and writing?

- *Teach vocab (in context)*
- *Frontloading*
- *Building phonemic awareness*

3. Teach reading comprehension strategies?

- *apply strategies learned in strongest language*
- *teaching new strategies*

4. Vocab. development focus?

- *visuals, graphic organizers, demos.*
- *word similarities (congrates)*
- *context clues*

- *content/process words*

5. Activate background knowledge?

- *find out what they know (academic + experiences)*
- *make connections to new info*

6. Teach language through content and theme?

- *develop cross- curricular vocab*
- *connecting content to real life*

7. Use native language strategically?

- *using dictionary (electronic/books/google/from state)*

8. Pair technology with interventions?

- *pair technology with existing interventions*
- *use of multi-media*
- *interactive response system*

9. Motivate through choice?

- *project menu*
- *alternative assignments*