

Visioning through Planned Instruction for English Language Learners and Struggling Students:

A Journey in the Use of Sheltered Instruction

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The Journey Begins...

Literally a journey on foot to walk in the “shoes” of our students...

Observations and Needs Assessment:

- Isolated (discrete) work on syntax and grammar (Language Objectives)
- Fiction as primary vehicle for instruction
- Moderate expectations based on the past
- Whole group instruction
- Outdated materials
- Outdated cultural norms



The work we saw...


Name _____


Grammar


Pronouns


A. Look at the pictures. Write the correct pronoun. Use a word from the box.


I he she it we they


1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

B. Fill in the blanks with the correct pronouns.

1. the pencil → _____ *it* _____

2. Carlos → _____

3. Maria → _____

4. Carlos and Carmen → _____

5. Maria and I → _____

6. Maria and you → _____

C. Write the sentences again. Use pronouns.

1. Mr. Gomez is the English teacher. → *He is the English teacher.*

2. Bic and Carlos are students. → _____

3. Bic, Carlos, and I are students. → _____

4. The pen is new. → _____

5. You and Carlos are from Mexico. → _____

6. Carlos and Carmen are brother and sister. → _____

Unit 1 Chapter 1

Next Steps: *From Needs Assessment to Action*

Observations	Focus of Work for Consultant
Isolated work on syntax and grammar (Language Objectives)	Planning via Sheltered Instruction (SIOP) <ul style="list-style-type: none">• Developing and using Language and Content area objectives• Explicit teaching of vocabulary
Fiction as primary vehicle for instruction (ELA <i>Lite</i>)	Academic Vocabulary development and usage of non-fiction to employ language and content objectives concurrently
Diminished expectations based on the past and outdated cultural norms	Reviewing student data, developing portfolios, using diagnostics
Whole group instruction and appropriate levels of rigor	Differentiating Instruction- based on the needs of students via assessment and development of shared rubrics. <ul style="list-style-type: none">• Targeting instruction, with links to background knowledge
Outdated materials	Working with Department and Director to obtain content-area materials with CCLS in mind.

Consultant Guidelines

- ❑ Creation of a “Chinese Wall”
- ❑ Acknowledgement and understanding of the varied roles and different areas of expertise of the consultant and curriculum director.
- ❑ Openness, trust and “real talks” amongst and between staff, Consultant and Director



The Work Begins...

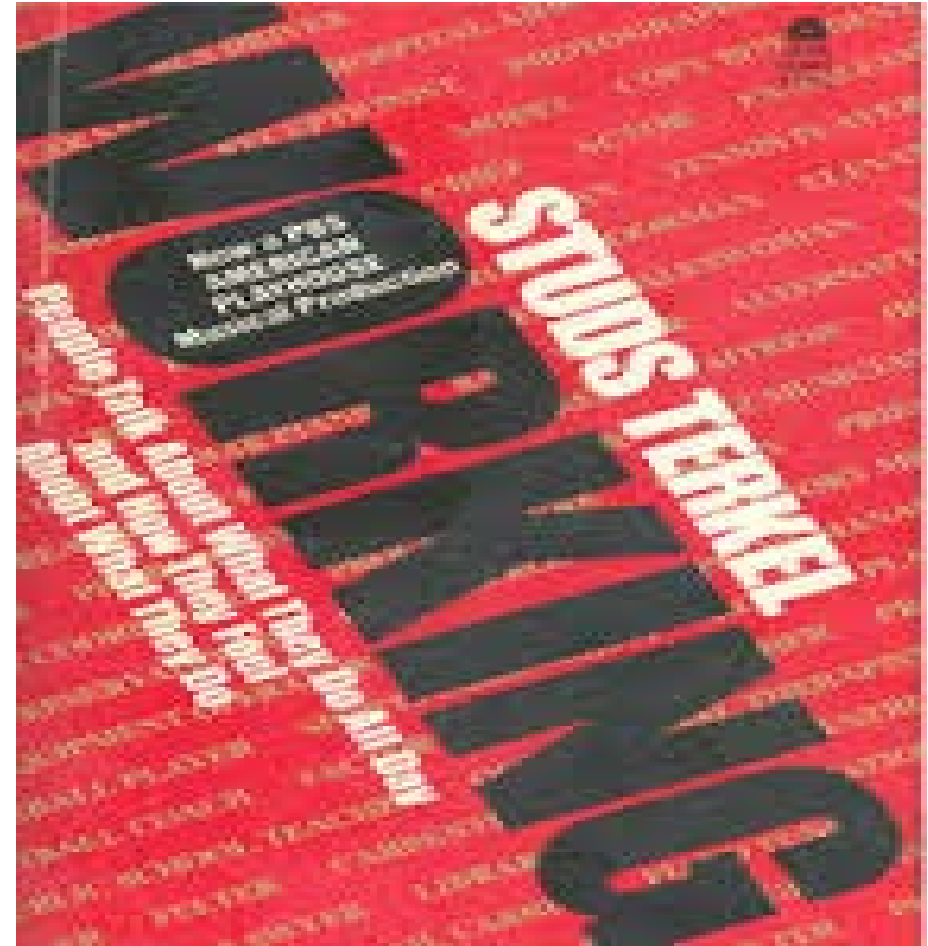
Goal: Professional development to enhance teachers' repertoire of instructional and assessment strategies for ELLs in the Farmingdale ESL Program.

A. Data Analysis

B. After-School Workshops and Meetings

C. In Class Coaching with “pre” and/or “follow up” meeting

D. Encouraging “Reflection”



The How to...

Building on previous work around Understanding by Design (UbD)

Adding the Sheltered Instruction (SIOP) planning elements

Finding common ground

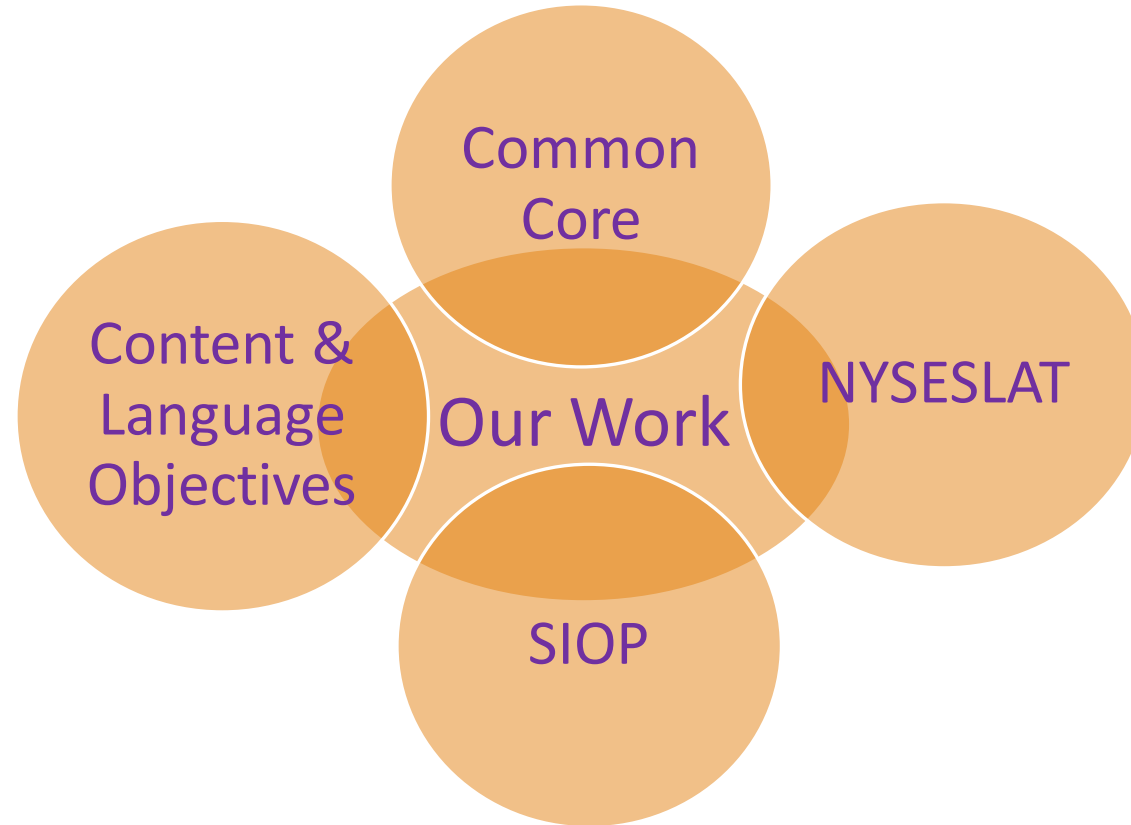


SIOP and UbD- Two protocols that work together...

SIOP- Content and Language Objectives	UBD Understandings
Preparation	STAGE 1 : Understandings / EQs (What will students know and be able to do)
Scaffolding	STAGE 2 : Assessment (Performance tasks and other evidences)
Grouping	STAGE 3 : Learning Plan (Activities)



Frameworks and the *interconnectedness* of “Our Work”



Moving from discrete Language objectives to Language Objectives
EMBEDDED in Content Objectives with depth and complexity in steps.

Language Objective(s)	Content Objective(s)
<p>Read</p> <p>Use the "5 W's and How" to understand what you are reading.</p>	<p>Identify & Hypothesize</p> <p>Understanding that science relies upon making and recording observations.</p>

The CCLS and ESL

Finding the Balance between:

Informational

Content

Knowledge built through text



Literary texts

Language

Teacher Driven activities

The CCLS and ESL...Continued

Additionally:

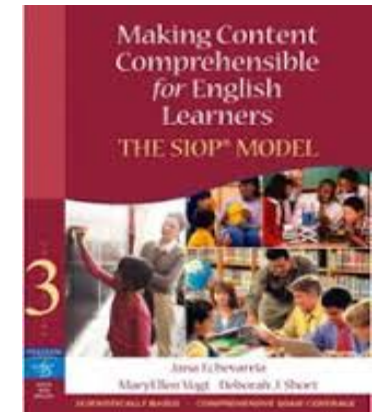
- ❑ Students read the central, grade appropriate text around which instruction is centered.
- ❑ Teachers are patient, create more time and space and support in the curriculum for close reading.
- ❑ Students engage in rich and rigorous evidence based conversations about text.
- ❑ Writing emphasizes use of evidence from sources to inform or make an argument.
- ❑ Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.



Sheltered Instruction

- ❑ A method for making grade-level academic content more accessible for ELLs while at the same time promoting their English language development
- ❑ The Eight Components of Sheltered Instruction:

1. Lesson Preparation	5. Comprehensible Input
2. Interaction	6. Lesson Delivery
3. Building Background	7. Strategies
4. Practice and Application	8. Review and Assessment



The *NYSESLAT* as a *Springboard* for the work

- Speaking Sampler Prompt: What do you think is the biggest environmental problem right now?
- Listening Sampler Prompt: According to the lesson, why do the butterflies gather in large clusters?
- Reading Sampler Prompt: Thomas Edison and the General Electric Company
- Writing Sampler Prompt: Look at the two time lines. They show information about inventions and advances in transportation and communication.

Successes...

Mentoring

Adoption of a SIOP model

Non-Fiction materials

Use of Technology

Feedback and Reflection

Attainable goals



The work ahead...Hearts and Minds...

Refining the planning tools

Using the data to inform differentiation

Spreading the vision to all District- wide schools

Deepening reflective practice

Feedback Loop

Tending the Garden:

- Maintaining appropriate resources
- Finding appropriate *new* resources



Questions



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