

Facilitator Notes

TELL Course Facilitator Guides

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Foundations for Second Language Teaching

The purpose of this facilitator guide is to provide you with support in fulfilling your responsibilities as a facilitator. If you find as you are going through the course that you need additional information or guidance to complete a task, please feel free to reach out.

Materials for this course:

- Electronic Device (iPad, Tablet, Computer, Laptop) with internet access
- Textbook: Myths and Realities Samway, K. D., & McKeon, D. (2007). *Myths and realities: Best practices for English language learners*. Heinemann Educational Books.
- [Total Points Sheet](#) (to aid you in grading)

We have sought to allow the facilitator 5 minutes in each session to review homework with students. Time is always tight so you will need to make sure you track it carefully.

Your students will receive 3 credits for completing the eight sessions. This means that you need to assure that the students have met the time demands for the credits earned. You will do this by:

- Making sure that students are engaged and participating for the entire 160 minutes (without a 20-minute break) or 180 minutes (including the break). *have students decide what option they would like (break or no break and get out 20 minutes earlier)
- The homework assigned in the class also helps teachers meet the credit demand. While there is variability in the rate, depth, and speed in which teachers complete the homework, we have paid careful attention to the typical time it will take to complete the assignments. Your homework will take about 3.5 hours each week (if students complain that they are spending more time on homework than 3.5 hours, discuss with them the strategies that they are using to complete the assignment—interruptions, etc.).
- An additional 10 hours are provided for them, to complete the reflection assignment. This assignment is the first homework every week. For this homework, they are to select something that they learned about that will support the learning of their ELs, a strategy they want to try out with an individual student, and other kinds of individual applications or changes in their practice. In the reflection, they record what they did and what they learned from trying out the practice or strategy with their students. Sometimes, we will make specific suggestions about what they might do for this reflection activity. If they try an activity and write it up in the reflection, we assume that they have spent 10 hours planning, enacting, evaluating, and reflecting. We do not ask them to document the minutes spent, nor do they need to provide a lesson plan.

For this course, we use EdTech Books (The link to this book is <https://equitypress.org/-FAY>). This is an open access online platform. For this reason, please encourage students to bring their electronic devices (tablet, laptop, etc.) to class. Within the book, you will find active viewing guides, directions for learning activities and directions for homework assignments (descriptions of these assignments are found below). When students are asked to complete worksheets or other kinds of consumable materials, there are links within the texts that will take them to those resources. If you find the use of links problematic, you can open the link yourself and print the materials for you class. This will depend on internet accessibility for you and your students.

There are links embedded throughout the course. They are often part of the instructions and simply look like blue words. You can click on these words and it will open a new webpage to Box Online (this is the online storage place that we use). Once you see the document in Box, students will need to download the document to their device and then they can fill it out. **If you would like to provide them with the paper copy, and bypass having each student download and email or print to turn it in, you can download it to your computer and make copies of everything they will need for each class session. We will not prompt you to do that unless hard copies are needed for the activity.** There are also other links throughout the course that will take you to different online resources that you will need (videos, etc.).

Types of Activities in the Course

Active Viewing Guides: Active Viewing Guide (AVG): These refer to videos or power points students need to watch and participate in (if viewed during class time). There are links to the object to be viewed and the notetaking sheet in the materials. The links allow them to review these again if they want since these are somewhat similar to a textbook in terms of providing content.

There are 2 kinds of active viewing guides (AVG) that may be used in this course:

- PowerPoints drawn from the WIDA website or other school districts who use the WIDA guidelines. You will present these to the class and discuss the contents as they unfold. Sometimes, we have worksheets and note-taking guides that are associated with the PowerPoint. The students should fill these worksheets out as they watch the PowerPoint. These PowerPoints also have discussion questions or learning activities connected.
- The second type of active viewing guide (AVG) is the kind typical of earlier versions of the TELL courses, which you have seen or have become familiar with before. We will provide the link for these videos in the course AVG page and indicate where in the video you should begin. This means your students will be able to review these videos at home with the provided link. It also means that if you don't have time in class to watch the video, you can assign it to them for homework.

Learning activities (LA): These are the activities you and the class will complete during the session. Some are stand-alone activities, and some tie to homework from the previous week, and others may build on the previous activity. Pay attention to the number of minutes allotted and make every effort to stay within that time limit.

Homework activities (HW): These comprise 5-6 homework activities students need to complete to prepare for the next week's activities. If someone is absent from a week, be sure to remind them to do their homework, as often they give the background for the next session's learning activities. The first one is always a reflection on changing their practice and is explained in HW 1.1. **Be sure to save enough time at the end of each session to briefly go over the homework for that session.**

Guidance for Teaching: Below you will find information for each of the sessions which explains what you need to do for each learning activity and introducing the homework at the end of each session. This allows you to prepare for each session. Prior to beginning LA 1.1, explain what students need to know from the information above.

Another thing to remember is that students must receive a grade of B (or 80 % or better) in order for this course to apply to their ESL endorsement. Be sure they understand that they need to keep track of their points themselves as well as you keeping them. Make a copy of the total points for each student so you can mark grades as assignments are completed.

It's a good idea to purchase marker sets (or get them from the district) which you can store in small zip-loc bags to bring with you to class each week. As we use groups of 4 a lot, if your class has 28 students, make 7 bags. It makes it convenient to just distribute them to the tables when they are needed. We also make notes in the facilitator guide if you need poster paper or other size papers or other unique materials.

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https://edtechbooks.org/tell_facilitator_guide/foundations_for_seco.

Session 1: Exploring My Culture and ELs Strengths

LA 1.1: (30 min.) Welcome to TELL Teachers discuss with the facilitator the answers listed in the learning activity. They are listed here with the answers included—

1. **Why are you taking the ESL endorsement courses?** Ask teachers to share their reasons and indicate that while good teaching is good teaching in working with ELs they need to focus more intently on the language and literacy development of English Learners as they take up a new language and need to be successful in being able to participate in school work.
2. **What is the history of the endorsement in your district?** In the 1990s several of the districts came under OCR mandates. To meet the mandates districts needed more of their teachers to be ESL Endorsed. This became a BYU/Public School Partnership project. Using resources from the districts, BYU's Office of Research and Creative Activities, the McKay School, and the Districts, these courses were originally constructed. BYU Faculty, teachers and district personnel worked together to design and build the courses. Most recently your school district and the McKay school (using resources from both) have worked to up-date and shorten the courses to 8 weeks. To meet the seat time hour demands for the courses, we ask you after each session to apply something you learned in your teaching (reviewing the information on a child, adjusting curriculum, trying out strategies, reviewing and adjusting teaching practices, sharing with your grade level team) and then reflect on this—this gives you 10 hours toward the course time demands for each session.
3. **What does ESSA and OCR require for ELs?** Find out what they know and don't know about these two and their requirements and tell them they will be able to answer it by the end of the course. Here are links if you need more information about Every Student Succeeds (Here is the government site <https://www.ed.gov/essa?src=rn> and here is a simpler version <https://equitypress.org/-xvSP>) and OCR (<https://equitypress.org/-Yiv>). **What are the courses and credits required for the endorsement?** There are 6 courses: Foundations, Second Language Acquisition, Assessment, Literacy, Content and Language, and Parent, Family and Community.
4. **Are the credits at the graduate level and will they lead to a Master's or lane change credit?** They will get BYU credit which they can apply toward state recertification. They will not count as graduate credit at BYU because they use a number labeled as Professional Development; however, teachers have been able to negotiate with other programs to receive part of the credit toward a Master's Degree. Usually they ask for a portfolio that includes usually the major projects from each course and sometimes the syllabus so save these if this is your plan. If you are working on a Master's Degree, check to see if your program would accept these courses for credit in your program.
5. **What are the time commitments and homework required?** These courses have been reduced to 8 weeks, but the hour requirements for BYU courses and the state requirements remain the same for the ESL Endorsement. This means they need to be in class each week for the entire 160 minutes. In addition, between sessions we expect you to apply something you learned in the school or course. The reflection component is the way for you to account for the 10 hours needed to meet hour requirements.
6. **What are the grading and attendance policies?** You need at least 80% of the of the points to get credit for the class. We know you have busy lives and may need to miss a session. This means to achieve the 80% you will need to make up the session. Confer with the teacher when you miss and arrange to complete the session work and homework for the session for partial credit for the session. This is calculated as a semester class which is usually 14 sessions, since this course is designed to meet the demands of a 3 credit 14 week courses each session has a heavy demand to meet the requirements for the typical demands of a semester long 3 credit hour course.

LA 1.2: (30 min.) Belief Statements—Divide the class into five groups and assign each group one of the belief statements that are listed in the learning activity. After they confer, in a whole group share, have each group share their thinking (3-5 minutes each). ***When they complete the survey, be sure to have them e-mail them to you. Keep them to be used in session 8 in the last activity.***

LA 1.3: (20 min.) Questions about Culture. Bring index cards to this session to hand out to teachers. Follow the directions in the activity. You will work with teachers at the end of the activity to identify common themes or categories. You need to keep a list of the themes and seek out your own answers to their 15 questions. Across the course when you think it is appropriate post the ideas and categories.

LA 1.4: (45 min.) Inclusive Pedagogy Framework. Hopefully Teachers will have the TELL Posters that are 8 1/2 by 11" and laminated. If they do not have the posters, you can find them in the TELL TOOLS book (<https://equitypress.org/-MbEt>). The poster representing the tool is listed and then the reading for the poster is in the next section. You need to read the article so that you as the facilitator are familiar with the Inclusive Pedagogy Framework. It is a tool that allows the teacher to consider a student, the students strengths and challenges in linguistic, cognitive and the social affective domains, the policies and programs that support them, their teacher knowledge for teaching them, and how to respond in their classroom.

For this course Inclusive Pedagogy is the Framework for one of the capstone projects which is a portfolio. Each section of the portfolio represents a different Inclusive Pedagogy characteristic or question. The section will include an artifact that demonstrates teachers' new understanding of the characteristic with a brief description of the artifact and how it relates to the characteristic, and his/her personal response to the reflection for change question—these are found in the last column on the back of the tool poster.

LA 1.5: (30 min.) Connecting the Idea of Conceptual Tools and literal tools. You need to bring 6-8 tools such as a crescent wrench, needle nose pliers, file, hammer, tape measure, putty knife, hack saw, Philips screwdriver, vise grips, etc. You could bring kitchen tools if that is easier for you. Begin the activity by demonstrating what you want them to do. After you distribute the tools and before you tell the groups what to do, demonstrate what you want them to do. Hold up a tool. Identify a concept for teaching ELs you associate with the tool and explain the analogy.

Follow the directions as they are written.

Review Homework: Directions and Requirements.

HW1.1: Reflection. For this homework teachers will do two things. First, try something out in their class. Identify what they did and how it went. Second, answer the questions posted in the homework. We ask that they construct the journal digitally and each week send you their journals. You can peruse the journals quickly so that you can comment on things they did informally in class. Simply give them a score for doing it. Each one is worth 50 points.

It will repeat with different questions over the first 7 sessions and will be turned in to you in session 8. If you peruse them each week you will not to review them again in Session 8 unless you want to.

HW 1.2: Find and Share Cultural Artifacts: You will want to review what they need to do for this: 1. Identify 3 artifacts that represent them as cultural beings. 2. For each artifact prepare a 3x5 card that explains the artifact (see directions in the homework). Bring the artifacts and explanations to Session 2.

HW 1.3 Building Vocabulary about Culture: They are reading two articles and building an interactive glossary of terms (linked in the homework activity directions which they bring to class next time.

HW 1.4. Survey of Beliefs There is a link to the survey in the instructions. Make sure they can access it. They will return to reconsider the survey at the end of this course and take it again.

The teachers will take this survey three times: At the beginning and end of the Foundations course and at the end of the Family course.

The first time they take the survey, have them e-mail the survey to you (They may want to save it on their own computer as well). You will return e-mail the survey to them (For Session 7, you will print out the surveys they took for HW 1.4 so that they will have a hard copy to compare this same survey that they will complete in HW 6.2 return the survey to them in Session 6 either through e-mail or hard copy in class) so they can compare their responses at the beginning with their thinking at the end. (There might be an issue here because of research that indicates people over report their expertise in survey's like this and so part of their final comparison might be talking about where they thought they were but now with their new knowledge where they actually were)

They will take the survey again at the end of the course and e-mail it to you. You need to save the e-mails from the first survey and then return them to teachers at the end of the course can compare their thinking. Save the surveys by their name and labeled 1 (pat draper 1 and pat draper 2). At the end of the course, you will e-mail both copies of all of the teachers' surveys to the person in your district who is teaching the Family course. This allows teachers to revisit their thinking as they began these courses, after foundations and then compare it to their thinking when they are finishing the endorsement. (They will repeat this survey at the end of the Family course in session 6).

HW 1.5: Display of Professional Growth—Final Project: Make sure you have reviewed the guidelines and the rubric and are ready to answer questions from the teachers. If you want examples to share, you might contact earlier facilitators of your own from when you took the course (if you did). You will answer questions in LA 2.6.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_1.

Session 2: Developing Understandings of Culture-- Mine and My ELs

LA 2.1 (30 min.) Find and Share Cultural Artifacts. This activity serves two purposes. The first is to help teachers develop connections and relationships among each other. The second is to help teachers develop understandings that even if they are of white northern European heritage, they still have culture.

The timing on this is tricky. Teachers will need to have displays set up at the beginning of class. They can begin looking at them as they are putting the displays together. Once their display is set up, they can immediately begin looking over each other's displays. They only have 15 minutes to do this. Then in their groups, they have 10 minutes to talk about what they observed and share about themselves. Finally, you will have each group spend 1 min. (you may have to time them) to report out a wonder or an idea the group arrived at.

LA 2.2 (25 min) Building Vocabulary. You will need to make a copy of the Interactive Vocabulary Score Card (<https://byu.box.com/s/szhvi1zt6v8l17fq64r4mzr93l5ni1ej>) for each table. As they talk a person at their table will keep track of the score. You will need to bring a treat or reward to give the group that wins.

LA 2.3 (30 min) Examining Definitions of Immigrants. You will post one of the words in the next sentence one at a time—giving a minute between the listing of each word for teachers to respond. The words are pioneer, refugee, involuntary immigrants, illegal alien. Teachers will post their responses and you will identify these categories: conscious attitudes, unconscious beliefs, moral wrestling, thin-slicing and presence. Remind them that they will continue to score their use of vocabulary during the discussion. Also remind them that the scoring starts over and they can use a word they used before three times in this discussion.

LA 2.4 (20 min) Using Vocabulary to Discuss Stereotypes and Culture. Teachers will engage in a further discussion of the article on thin-slicing for ten minutes. Remind them that they will continue to score their use of vocabulary during the discussion. Also remind them that the scoring starts over and they can use a word they used before three times in this discussion. After ten minutes, you will ask each group to share the most interesting idea or insight they gained with the whole group. Have groups report their scores on using vocabulary.

LA 2.5 (40 min.) Articulating Cultural Misinterpretations. The class will watch a video segment. This is the link <https://equitypress.org/-LRtq> . You can start the video with Ramona Cutri at 29 sec. They will use the active viewing guide which is linked here. Remind them to download the active viewing guide before you start. (<https://equitypress.org/-bBqC>). After you watch the video, they will discuss what they learn. Remind them to continue to score their use of vocabulary for the discussion which is 10 or so minutes. At the end you will ask each group to share an idea.

LA 2.6 (15 min.) Resolving Questions about the Major Project and Homework. Before you begin to review questions, have each group report their tally. You will need to have a reward for the group like a bag of mini-candy bars or a large chocolate bar they can share or new pencils for all. Make sure you have reviewed the details on the major project. You will want to pull up or have accessible the assignment and the rubric and be prepared to answer questions. You will also need to review the homework assigned. This week in (HW 2.4) they will select an EL student to interview. They will need access to the Inclusive Pedagogy Mini-Poster. If you have teachers who may not have an EL in their class or another school employee who is not a teacher, you may need to problem solve about that. For HW 2.2 teachers will watch two videos featuring Pam Perlich. They will all watch the first but you will need to assign or have them choose which of the segments they will watch. Here is the spread

1. 2:28–9:01 (Growth and Urbanization) and 9:01-12:20 (Migration)
2. 12:26–16:27 (Aging population/dependency) and 18:54–21:52–Utah/National Trends)
3. 21:52–32:46 (Generational shift and mixed heritage)
4. 32:46–38:32 (Neighborhood diversity)

HW 2.1 Reflection Assignment. This follows a pattern that will be used in all the courses but sometimes there will be more guidance. Here are the directions

1. Think of what you learned this week. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Use the [Reflection Model](#). You can begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
2. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session –What did you learn, unlearn, and relearn this week?
3. Consider as you complete your reflection what are the next steps you will take in your practice? What do you hope will result?

Remind the teachers that at the end of this course they will construct portfolios and should save artifacts and explanations of aha's (insights) as they go. They will need one for each characteristic of Inclusive Pedagogy Including the center question which is Who is this child?

HW 2.2 The State's Changing Demographics. Be sure you review the videos for the next segment. You might take notes so that if you are teaching this course multiple times you will have the details in your notes. Within the groups hopefully you will have assigned the teachers which segment of the second video they will watch. See LA 2.6 for the outline of the segments. Each teacher needs to answer the 3 questions on #4 for the part they watched. They should also take notes on anything they find interesting. Prepare yourself to lead the discussion in class in **session 4**.

HW 2.3 The Danger of a Single Story. The link to the talk (with a summary document) and the viewing guide (a series of questions they are to respond to) are linked in that HW. You should watch the talk and make sure you can answer the questions in the viewing guide. One of the things we are trying to model is that when teachers ask students to watch a video, just like when they have students read, they should provide a document to guide their reading and note taking. This is an example of scaffolding.

HW 2.4 Cultural Patterns of an EL. Teachers will identify an EL and interview them and bring notes to class next week reporting the interview.



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Session 3: Considering ELs as a Resource in My Teaching

LA 3.1 (20 min.) Water as a Problem, Right, Resource. You begin by watching VS 3.1 found at this link <https://education.byu.edu/tellvideolibrary/bilingualEducation>. You will scroll down and select VS 3.1 on the left screen and then scroll up to the video screen and click on the video to start. It is 10 minutes. Each group will need a hard copy of the chart found at this link, <https://equitypress.org/-hAkG>). After the video, give directions for discussing and recording their thinking on the chart. After the group fills in the chart together, the class as a whole will discuss and you will ask each table group to share ideas.

LA 3.2. (25 min.) Language as a Problem, Right, Resource. This activity builds on the previous one. Show VS 3.2 in resistance and have them fill out the viewing guide. Supply the chart to each table or each person as you determine. They now determine how language can be a problem, a right, and a resource and record their thinking on the chart.

LA 3.3 (30 mins.) Mr. Chacon's Story. Have students work in pairs to read the story and then fill out the chart that records their thinking concerning deficit theory and cultural capital). Lead a class discussion to be sure teachers understand deficit theory and cultural capital, elicit examples from them and provide some of your own. (One idea that might prompt discussion to be deeper is the research conversation on teachers that records the ways in which policy and professional development programs represent them as deficit (see for example Hattie's work).

VS 3.3 (10 min) Social Theories 2. For some reason, the link is currently broken. We are seeking to fix it. If it doesn't work when you are teaching this course. Have students review the active viewing guide—which is pasted in the chapter--and discuss the theories. This will be reinforced in the Norma's Story activity which is next.

LA 3.4. (20 min.) Norma's Story. Have students work in pairs to read the story and then fill out the chart that records their thinking concerning where evidence of resistance theory and funds of knowledge are evident in Norma's story. Have students report their insights at the class. (In later courses teachers will learn more about funds of knowledge).

LA 3.5 (40 mins.) Jean Anyon Study. Teachers read a summary of a study by Jean Anyon. Teachers often point out the date and indicate this is old news but this article published in 2008 reports that the situation in schools with minority populations continues and a second below that tracks achievement gap issues across two decades and finally a 2014 book by Jean Anyon that reports similar issues continuing.:

"Geography of Opportunity": Poverty, Place, and Educational Outcomes

Abstract

This article is an expanded version of the 2008 American Educational Research Association's Presidential Address. The purpose of the article is to describe the geography of opportunity in two metropolitan regions of the United States that are engaged in significant efforts to transform their local political economies. Both metropolitan regions have invested substantive resources into the development of an area of industrial science—one in telecommunications, one in biotechnology. A central underlying question in this article is, how does geography influence opportunity? The article's two case studies investigate this question, using different methodological approaches. The article concludes with two important lessons learned from the research.

Here is a link to a study of a two-decade examination of similar disparities: <https://equitypress.org/-mLZf>

Anyon, J. (2014). *Radical possibilities: Public policy, urban education, and a new social movement*. Routledge.

Teachers read and discuss the Jean Anyon study. End the activity with a class discussion.

Review of Homework *We have allowed time for you to review homework at the end of this session (5 min) use these notes to guide your review* and also remind teachers to bring their notes from watching the 2 Pam Perlich videos from HW 2.4 for the next session.

HW 3.1: Reflection Assignment. This follows a pattern that will be used in all the courses but sometimes there will be more guidance. However, for this week because we are focusing on issues of social justice and multicultural understandings which are applicable and allow teachers to take different perspectives on cultural misunderstandings, we ask them to specifically consider these questions:

- How can looking at language through multiple perspectives influence you as a teacher?
- How can a perspective of deficit theory or resistance theory affect your classroom and what are some things you can do to overcome deficit theory or respond differently when resistance theory might be a viable explanation for student behavior?
- How can you use Funds of Knowledge to enhance your classroom instruction?

Here are the general directions

1. Think of what you learned this week. What action did you take after this session in your practice or how did your change in thinking impact your beliefs. Use the [Reflection Model](#). You can begin with your experience, your wonder (questions) or the new idea that lead to your change and then include each of the elements: personal voice (I), description of an experience, link to knowledge, questions raised. Allow yourself to reveal your emotion. Review the documents linked to support you in your reflection.
1. Some helps include thinking about what event either before, during, or after some action you took in teaching sticks in your mind. Think about based on this session –What did you learn, unlearn, and relearn this week?
1. Consider as you complete your reflection what are the next steps you will take in your practice? What do you hope will result?

Remind the teachers that at the end of this course they will construct portfolios and should save artifacts and explanations of aha's (insights) as they go. They will need one for each characteristic of Inclusive Pedagogy

Including the center question which is Who is this child?

HW 3.2 Considering Myths and Realities Concerning ELs. For this homework students will need to have the text book by Samway (I think either the first or the second edition will work, but students seem more sanguine with the 2007 edition than the earlier one). Teachers will read the article and the selections from Myths and Realities. They use the charts to report their responses.

HW 3.3 Reading about Poverty PhD's. Teachers write three Ahas or wonders based on this reading and their learning—they should submit on the course management system or bring to class.

HW 3.4 Discovering Assets in My Community. For this assignment teachers gather information for building an Asset Map that identifies landmarks, resources, and strengths of the neighborhood community of their school to chart them on a map. Teachers will add to this assignment later in this course and then they will revisit it in the Family course so tell them to save it for use then.

This assignment requires that teachers look at their community through an asset orientation and pushes the teachers to go out into their school community to discover for themselves assets and resources that lie within the neighborhood. This may require a push from you, but since it will appear here and in the Family course, they should be more willing to spend time and think deeply about this. Also, if this requires a bit of selling from you, we have included a short article from a principal who reviews the benefits to his school when teachers walked the neighborhood. Be sure to point out the benefits of understanding the positive parts of a school community.

HW 3.5 Considering the Difference between the North Star and the Map to Philadelphia

This is a video segment that informs them about the Inclusive Pedagogy characteristic “Guiding Principles” which they will need to understand for their final project and issues of legalities that will be discussed in the next session.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_3.

Session 4: Developing Knowledge of Assets and Legal Obligations

LA 4.1 (30 min) Sharing the Assets of Our School Neighborhoods. Teachers share their asset maps with others in their group. Circulate among the partner groups as they share according to the directions. Listen to reports and note assets discovered and how they discovered them. Ask each group to report an asset they think is unique to their location or school community.

They will turn in their map for a grade. As you review them and the explanation quickly, provide positive comments but also push them to consider other potential assets. Return the maps, but remind them they will review them again in Course 6, Parent and Family, so they don't need to make a new one then.

LA 4.2 (25 min.) Reviewing Changing Demographics. Teachers will discuss their notes and their understandings from the video (there are prompts to push their discussion deeper). Allow them to share with each other for about 15 min. Listen and if you do not think they are getting deep enough insert the class discussion earlier. Now you will have at least 10 minutes for them to share ideas and for you to potentially provide a commentary on the Video and on the implications the shorter video they watched could also be used but you would need to take more time from the class time to do this (use your judgement here about what you think your class needs).

LA 4.3 (15 min.) Exploring Learning about EL Myths and Realities Teachers have read and considered EL Myths and Realities in their HW 3.2. You might want them to do both LA 4.2 and LA 4.3 in their group providing them with 15 minutes total to discuss learning from their homework based on the prompts in the direction and then use the total time left which would be 25 minutes to have a whole class discussion considering the Myths and Realities in terms of changing demographics. You might end with a shower of ideas about how they could inform their colleagues and associates or take action in their classroom or school around these ideas.

LA 4.4 (15 min) Examining the Meaning of a Supreme Court Decision. Teachers read the article linked. As they read, the group discusses the ideas in relationship to their understanding. After reading they make a list of the important ideas in the article.

LA 4.5—In groups, teachers go to the link in the instructions. They scroll down to Section 2: Common Civil Rights Issues. They divide the work described in the instructions as equally as possible and each person fills out their assignment part in the chart provided. Each person then presents the information they read to the rest of the group, as the others make notes in the spaces on the chart. You will lead a discussion regarding teachers' responsibilities for civil rights, questions about how your district meets the demands of the issues raised and invite them to share their

concerns about the district and their schools and consider actions they might take in their own classroom or school or at the district level.

Here is a summary of the section of the document teachers are reviewing chart: (<https://equitypress.org/-sCHD>). You might want to print this out so you have it with you as students ask questions.

HW 4.1 Teacher Reflection This is the reflection component: asking them to think about and respond in their practice to the learning in this session on changing demographics, Supreme court decisions and compliance issues with OCR and opening opportunity

Remind the teachers that at the end of this course they will construct portfolios and should save artifacts and explanations of aha's (insights) as they go. They will need one for each characteristic of Inclusive Pedagogy Including the center question which is Who is this child?

HW 4.2 Understanding the Myths and Realities of Enrollment

Teachers will read an additional segment of the book *Myths and Realities*. Make sure teachers know which of these segments they are reading: Enrollment (pages 8-11) and Native Language Instruction (pages 12-16) [6 myths], Placement (pages 28-45) [8 myths], Staffing and Staff Development (pages 86-98) [7 myths]

Teachers will create a graphical representation of the myth they chose from their reading. Select a strategy for teachers to share their myth and its representation to as many people as possible. (gallery walk; inside/**outside** circle; fishbowl; etc.)

HW 4.3 The World Outside and Inside Schools –Teachers will read the assigned article and discuss it in their groups. Then they will apply their learning from the article by filling in the analysis sheet on the 2 students and create a profile for each. They will write what the legal, moral, and ethical obligations are for teachers. They will share their findings in session 5.

HW 4.4 Reviewing and Analyzing Landmark Cases/Legislation Involving ELs. The cases the teachers will review are considered the most important. The teachers will need to analyze the cases on a number of issues (The chart is linked here so you will be aware of what is needed (<https://equitypress.org/-nflk>)).

HW 4.5 Implications of Court Decisions Teachers will read through the court cases provided and make inferences. (You might want to remind them an inference is a conclusion based on facts and details—an implicit understanding that emerges from the details.)



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_4.

Session 5: Attending to Standards and Classifications with WIDA

LA 5.1 (15 min). Enrollment, Placing, Staffing Myths The Facilitator will organize you into groups so that there will be graphic representations for at least 5 of the 7 myths in your group. After each group member shares his/her graphic, each group will share one of the graphics and talk about one of the myths.

LA 5.2 (70 min). Program Models This activity has two parts. **Part One** is a video segment. It is found in the tell materials site (<https://equitypress.org/-Qcry>) but you have to scroll down to session 6 and click on 6.1. The active viewing guide is linked in the text. **Part Two.** Ask teachers to work in their groups and analyze program models. The program models are listed below the instructions. There are seven. The first three which they work on together using three documents—an Analysis Sheet with guiding questions, a SLA fact sheet document taken from Myths and Realities, and WIDA EL standards document. After they examine the first three together each person in a group of four takes on one of the other. We included the Utah Model because it is slightly different from two-way since the orientation is actually more foreign language instruction for native English speakers than it is ESL because there are not really sufficient native speakers of the language to run an ESL Dual program.

After they each review one additional program they share their thinking with each other. Then you might want to just ask what they notice and what program model their school uses and what advantages and limitations and political issues they noticed in regard to that program.

The time might be tight.

LA 5.3 (15 min.) The World Inside and Outside Schools. The teachers work in groups. You could

LA 5.4 (55 min.) Introduction to WIDA. Begin by showing the **short power point** which is the first item in the instructions. Then you will use the materials coinciding with this activity: WIDA standards; Can Do descriptors; the WIDA writing standards for academic writing. Field questions and answer them. If you do not feel secure in your understanding of WIDA and creating strands you might ask one of the district ESL personnel to come and walk students through the materials.

However be sure to leave at least ten minutes for teachers to begin on their strand work. Teachers will use the linked WIDA documents and a self-selected standard from the State Curriculum Standards for a content area to create a WIDA strand. . Allow student to work together to do this, if they would like. Teachers will be asked to study the longer power point for homework at the end of this session.

Five minutes for the facilitator to explain homework.

HW 5.1 Teacher Reflection Assignment. Same assignment. There are new questions.

Remind the teachers that at the end of this course they will construct portfolios and should save artifacts and explanations of aha's (insights) as they go. They will need one for each characteristic of Inclusive Pedagogy Including the center question which is Who is this child?

HW 5.2 Creating a WIDA Strand—Using materials included with LA 5.4, Teachers apply information learned during the session. Teachers can work with a colleague who teaches at the same level. Teachers write a WIDA strand (expectations for each of the levels of WIDA (1-6) for content they teach, demonstrating how all ELs can have access to the curriculum. Bring your work to class in session 6.

HW 5.3 Exploring Practice Through Technology—Teachers review a TELL case on Program Models at <https://tellcases.byu.edu/>. The id=tellcases and the pw=videos. The case is the second item under the first course. The directions for getting there are in the instructions for the activity. The 2 other things needed are linked in the instructions. Teachers are asked to consider the teacher work and student work for each program model. They can follow the directions on the instruction page.

HW 5.4 Classifications and Standards. Teachers will watch a video from TELL Materials that is linked on the HW page with directions to access the video and a link to the active viewing guide. They watch Video Segment 6.2 from Session 6. This provides an opportunity to watch the longer power point from the WIDA consortium. It gives teachers an opportunity to list questions they still may have about WIDA and how to use it. They will bring their questions to session 6.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_5.

Session 6: Positioning ELs within the School Game

LA 6. (20 min.) Sharing Thinking about Program Models. This revisits HW 5.3. Form triads to discuss their learning about programs and practices. Then need to review their notes on the programs and practices. There is a link to a guide for them to use as they discuss. They need to answer the questions, paying attention to question #3 that is bolded in the directions. Allow 5 minutes for groups to share their responses to What is most important in making decisions about a Program Model for my school?

LA 6.2 (65 min). Critical Learning Domains Teachers learn about the critical learning domains—Cognitive, Linguistic, and Social/Affective. Divide the class into 3 groups, one for each domain. Then have each group divide into triads, so they can study in the small group and bring more ideas to determine the most important points to share with the class. **The first part should take 15 minutes.** Then they will come back together as a complete domain group to create a chart which you have previously posted for each domain. Put 3 columns on each of the charts so that when they are ready to post their most important points, they know where to put them. Label the columns: A—basic definition of the domain; B—Background Knowledge about the domain; C—Ideas for implementing the domain in daily teacher practice. Circulate to assist and ask/answer questions. Then have groups fill in the charts previously posted. Now all will visit the posters, beginning with the two they didn't study themselves and they need to take notes on these two other domains. Finish with a whole class discussion, including answering questions. **Meeting as a whole domain group should take 15 minutes. Creating their charts should take another 10 minutes. The gallery walk should take 20 minutes and the class discussion will take 10 minutes.**

LA 6.3 (45 mins.) Standards for Effective Pedagogy. This activity asks teachers to discover how each of the Five Standards for Effective Pedagogy can be leveraged to support development of ELs in each of the three Critical Learning Domains they studied in LA 6.2. They will use information from the TELL Tools book to explore each of the Standards.

Divide the class into 5 equal-sized groups and assign each group one of the 5 Standards for Effective Pedagogy. In the small group, they will get further information about the Five standards in the TELL Tools book (there is a link for teachers in the directions.) Each group considers their assigned standard, finding ways that it supports students in developing each area of the Critical Learning Domains. In the linked article, they read about the standard and review the indicators. Then each group creates a 5-minute presentation to teach the class about their standard and its relationship to the three Critical Learning Domains. Allow them 20 minutes to read and create their presentation. The remaining 25 minutes gives them time to present to each other. Be sure you watch the time so they don't go too long.

LA 6.4 (20 mins.) Connecting to the School Game. As a class, read the 2 quotations at the beginning of the instructions together and briefly discuss what they mean to teachers. They are invited to connect what they have learned in this session in relationship to supporting ELs in learning the school game. In partners, discuss answers for the questions in direction #7, especially as they apply to ELs in your classrooms. Use whatever time is left to discuss the 'school game' and how it applies to English learners.

We have allowed 5 minutes for the facilitator to discuss homework. Ask the teachers to return their copy of the Myths and Realities Book. You will want to return it to the district so it can be used the next time the course is taught. You might want to make a list of who returns the book.

HW 6.1 Teacher Reflection. Remind teachers that their Portfolio which includes one AHA for each characteristic of Inclusive Pedagogy with an explanation. Thus, they might also think about their learning and what they might include.

HW 6.2 Reconsidering Beliefs and Practices. Teachers will re-take the survey that they took in HW 1.4. We ask them to bring a hard copy of this version of the survey and we ask you to print out the copy you gathered through e-mail from HW 1.4. They are bringing a hard copy to class, but you need to ask them to e-mail you a copy of this final survey so that you can e-mail both to the person teaching Family to compare with when they take the survey at the end of that course.

HW 6.3 Learning a New Language. Teachers will watch a TED talk and complete the assignments listed.

***It would be a good idea to remind Teachers to bring materials they have been collecting over the course to add to their Display of Development. They will have an hour next session to work on them and share them in triads for suggestions and feedback.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_6.

Session 7: Promoting ELs Learning through My Learning

LA 7.1 (100 min.) Re-Examining My Learning about Inclusive Pedagogy, WIDA, SEP, & My Beliefs—This activity models MSDLAs in which the Teachers participate to review course material but also experience participating in MSDLAs. It's always a good idea to time the centers—your phone will do. Use the attached rotation chart—You will need to provide one for each class member. Using the rotation chart means that every teacher will work with every other teacher during the session. <https://byu.box.com/s/vbg8vbr7wx5fj2pjlujoc4ff191ceayn>

There are 5 centers. First, read the instructions on LA 7.1 in the materials—it is titled LA 7.1 Re-Examining My Learning about Inclusive Pedagogy, WIDA, SEP, & My Beliefs. Use the [Rotation Chart form](#) to create a rotation chart to guide teachers' movements through the centers. Each participant will need their own copy of the chart so they will know how to move through the centers.

You will be at Center 1, leading the instructional conversation while the groups move through the other 4 centers. Each group will come to your center before the 90 minutes ends. The required papers for the other 4 centers are included in the materials, and teachers will have those conversations by themselves at each center. You will provide each teacher with a copy of the rotation chart so that they can move easily from center to center. They need to know which center they are to participate in at each rotation. The rotation chart allows them to work with every other teacher in the class during the course of the centers. Because there are 5 centers, use the chart for 5 centers. When the timer rings, have them look at the chart to see where they move next. Give 30 seconds to move and then set the timer again. ***Be sure to have the materials needed at each center copied and in place at the center. You need one for every student in the class.***

LA 7.2 (50 min.)—The rest of the session gives Teachers time to work on and develop their Display of Development project which is a major project for the course. Read through the directions in LA 7.2. When they have finished sharing, they can leave. As soon as one student tells you they are ready to share, have them sit in a place where the next 2 who are ready can join them. When that group is filled, begin a new group.

Facilitator has 10 minutes to review Homework and Plan for the final session. Remind them to bring their survey that they completed in Session 6.

HW 7.1--Teacher Reflection—The teachers are invited to review their past reflections for evidence and ideas about learning for the portfolio

HW 7.2 Representation of my Learning. Students complete constructing their portfolio's for session 8 and prepare to share it.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_7.

Session 8: Celebrating and Presenting My Learning

LA 8.1 (60 min) Sharing Displays of Learning. Just follow the directions and lead the discussion at the end.

LA 8.2 (40 min) Summarizing ideas of my learning—Again, follow the directions as they are written.

LA 8.3 (30 min) Revisiting the Survey. The facilitator will bring copies of their pre-survey for them to compare. This is an opportunity for Teachers to revisit the survey they did at the beginning of this course. Return their original surveys to them and then follow the directions as they are on the learning activity.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_8.

Second Language Acquisition

The purpose of this facilitator guide is to provide you with support in fulfilling your responsibilities as a facilitator. If you find as you are going through the course that you need additional information or guidance to complete a task, please feel free to reach out.

Materials for this course:

- Electronic Device (iPad, Tablet, Computer, Laptop) with internet access
- Textbook: Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice, 3rd edition*. Caslon Pub. Either edition will do.
- [Total Points Sheet](#) (to aid you in grading)

Time Requirement:

We have sought to allow the facilitator 5 minutes in each session to review homework with teachers. Time is always tight so you will need to make sure you track it carefully.

Your teachers will receive 3 credits for completing the eight sessions. This means that you need to assure that the teachers have met the time demands for the credits earned. You will do this by:

- Making sure that teachers are engaged and participating for the entire 160 minutes (without a 20-minute break) or 180 minutes (including the break). *have teachers decide what option they would like (break or no break and get out 20 minutes earlier)
- The homework assigned in the class also helps teachers meet the credit demand. While there is variability in the rate, depth, and speed in which teachers complete the homework, we have paid careful attention to the typical time it will take to complete the assignments. Your homework will take about 3.5 hours each week (if teachers complain that they are spending more time on homework than 3.5 hours, discuss with them the strategies that they are using to complete the assignment—interruptions, etc.).
- An additional 10 hours are provided for them, to complete the reflection assignment. This assignment is the first homework every week. For this homework, they are to select something that they learned about that will support the learning of their ELs, a strategy they want to try out with an individual student, and other kinds of individual applications or changes in their practice. In the reflection, they record what they did and what they learned from trying out the practice or strategy with their students. Sometimes, we will make specific suggestions about what they might do for this reflection activity. If they try an activity and write it up in the reflection, we assume that they have spent 10 hours planning, enacting, evaluating, and reflecting. We do not ask them to document the minutes spent, nor do they need to provide a lesson plan.

For this course, we use EdTech Books (The link to this book is <https://equitypress.org/-FAY>). This is an open access online platform. For this reason, please encourage teachers to bring their electronic devices (tablet, laptop, etc.) to class. Within the book, you will find active viewing guides, directions for learning activities and directions for homework assignments (descriptions of these assignments are found below). When teachers are asked to complete worksheets or other kinds of consumable materials, there are links within the texts that will take them to those resources. If you find

the use of links problematic, you can open the link yourself and print the materials for you class. This will depend on internet accessibility for you and your teachers.

There are links embedded throughout the course. They are often part of the instructions and simply look like blue words. You can click on these words and it will open a new webpage to Box Online (this is the online storage place that we use). Once you see the document in Box, teachers will need to download the document to their device and then they can fill it out. **If you would like to provide them with the paper copy, and bypass having each teacher download and email or print to turn it in, you can download it to your computer and make copies of everything they will need for each class session. We will not prompt you to do that unless hard copies are needed for the activity.** There are also other links throughout the course that will take you to different online resources that you will need (videos, etc.).

Types of Activities in the Course

Active Viewing Guides: Active Viewing Guide (AVG): These refer to videos or power points teachers need to watch and participate in (if viewed during class time). There are links to the object to be viewed and the notetaking sheet in the materials. The links allow them to review these again if they want since these are somewhat similar to a textbook in terms of providing content.

There are 2 kinds of active viewing guides (AVG) that may be used in this course:

- PowerPoints drawn from the WIDA website or other school districts who use the WIDA guidelines. You will present these to the class and discuss the contents as they unfold. Sometimes, we have worksheets and note-taking-guides that are associated with the PowerPoint. The teachers should fill these worksheets out as they watch the PowerPoint. These PowerPoints also have discussion questions or learning activities connected.
- The second type of active viewing guide (AVG) is the kind typical of earlier versions of the TELL courses, which you have seen or have become familiar with before. We will provide the link for these videos in the course AVG page and indicate where in the video you should begin. This means your teachers will be able to review these videos at home with the provided link. It also means that if you don't have time in class to watch the video, you can assign it to them for homework.

Learning activities (LA): These are the activities you and the class will complete during the session. Some are stand-alone activities, and some tie to homework from the previous week, and others may build on the previous activity. Pay attention to the number of minutes allotted and make every effort to stay within that time limit.

Homework activities (HW): These comprise 5-6 homework activities teachers need to complete to prepare for the next week's activities. If someone is absent from a week, be sure to remind them to do their homework, as often they give the background for the next session's learning activities. The first one is always a reflection on changing their practice and is explained in HW 1.1. **Be sure to save enough time at the end of each session to briefly go over the homework for that session.**

Guidance for Teaching: Below you will find information for each of the sessions which explains what you need to do for each learning activity and introducing the homework at the end of each session. This allows you to prepare for each session. Prior to beginning LA 1.1, explain what teachers need to know from the information above.

Another thing to remember is that teachers must receive a grade of B (or 80 % or better) in order for this course to apply to their ESL endorsement. Be sure they understand that they need to keep track of their points themselves as well as you keeping them. Make a copy of the total points for each teacher so you can mark grades as assignments are completed.

It's a good idea to purchase marker sets (or get them from the district) which you can store in small zip-loc bags to bring with you to class each week. As we use groups of 4 a lot, if your class has 28 students, make 7 bags. It makes it convenient to just distribute them to the tables when they are needed. We also make notes in the facilitator guide if you need poster paper or other size papers or other unique materials.

Session 1: Language and Identity
Session 2: Who are Our ELLs? Defining Needs and Strengths
Session 3: Current Realities: ESL Programs and Practices
Session 4: Creating Comprehensible Input
Session 5: The Role of Interaction
Session 6: Stages of Development and Errors and Feedback
Session 7: Proficiencies and Performances
Session 8: Displays of Professional Development



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https://edtechbooks.org/tell_facilitator_guide/second_language_acqu.

Session 1: Language and Identity

Homework Review Note: *Be sure to leave five or ten minutes as class ends to go over the homework activities teachers will be doing so you can answer questions and make sure they understand what they need to do.*

Session 1:

LA 1.1 (20 min) Did you know? This is the Knowledge Treasure Hunt to introduce teachers to the idea of what second language acquisition is all about. Teachers need a copy of the [Knowledge Treasure Hunt cards](#) on card stock so you can save them for the next time you teach this course. They are found in LA 1.1 online. Each teacher will take one and follow the directions on the learning activity. Teachers also need a copy of the [Knowledge Treasure Hunt worksheet](#), also found in LA 1.1, for each teacher to fill in for the activity. After they have filled in the worksheet for the first card, they need to find cards and talking partners for each of the other parts of the worksheet. They'll turn this in at the end of the activity.

LA 1.2 (20 min) My Language Experience—Each teacher will fill out a language experience on the form located inside LA 1.2 online. They follow the directions on the learning activity. Float around to assist as they work on the task.

LA 1.3 (45 min) Whose Language Is Correct?—You will need to bring a poster for each group of four. Each group needs to have a yellow marker and a black marker to use for the work they will do on the poster. Teachers need access to the articles so that each group will have enough for the 4 people to each article (in their group). The articles are included in the LA 1.3 folder along with the learning activity.

LA 1.4 (15 min) Accents and Dialects-What Do You Hear?—Each teacher needs the accents and dialects sheet found in the folder for LA 1.4. This is an activity that begins with you showing a video to the class—the link is on the Learning Activity form itself. Have a brief conversation with the class about language use. One thing that shows we are from Utah is that we say 'mountain' and fountain' without pronouncing the medial /t/ sound. We usually use a stop there, making it sound like moun-nnn. Most people identify that with the way we speak in Utah. Ask teachers to use a computer for their group so they can watch the video noted in the instructions. Teachers can look at the active viewing guide for note-taking. Lead a class discussion after this video segment.

LA 1.5 (20 min) Questions We Have Writing Wall—Teachers will post their Language Experience from LA 1.2 in the room. Have them make notes about the ones they have time to read as they go around the room. Lead a brief discussion with the class about their responsibilities to students in their classrooms.

LA 1.6—Teachers use the sheets included in this learning activity which will be used at different times across the course to complete their final project. Encourage teachers to deposit these copies in a folder or envelope so they don't lose them before the course ends. Some of them will be needed as they observe and work with their student. Others need to be turned in for grading by class members and you. It's important they don't lose them. Just spend enough time to share this assignment with them, have them take the materials home to look at and come back with questions they have to be answered next week in session 2.

Homework Review

HW 1.1—This is a reflection piece that students can keep online so they can turn it in to you several times during the course, whenever you determine (so you don't have to read all of their reflections at the same time. You can choose to have them email it to you weekly or 3 or 4 times during the class. At the end of the course, they will receive a grade worth a total of 800 points towards their grade. Help to see how important this is for them to do.

HW 1.2—Teachers read the article in HW 1.2 and answer the reading guide as well. The 4 1-page stories are included in the readings. Also make copies of the reading guide and the response story sheet. Be sure to assign each teacher one of the stories to respond to. They will turn in this work as homework next week.

HW 1.3—Teachers need the Cummins article and the 2 charts. Teachers need to write the paragraph required at the end of the instructions and bring it to session 2.

HW 1.4—Teachers will read chapter 1 in the Wayne Wright book. They need to know the definitions and jot notes for the guiding questions found in the chapter. Bring these next week.

HW 1.5—Teachers need to select a student to study for the display of professional development which is their final project. You have already given them the papers for this task and they should be sure they are in a safe place so they can use them as necessary.

HW 1.6—Teachers are briefly introduced to the final project that they will complete for this course. It is due in session 8, but they will work on it in several different LAs and HWs throughout the course. Tell them to come next week with questions and you will answer them for the first few minutes in class.





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Session 2: Who are Our ELLs? Defining Needs and Strengths

Session 2:

LA 2.1 (25 min) Cummins Review—This LA asks them to return to the reading they did in HW 1.3, Cummins, etc. Put teachers in groups of 4. Have them follow the directions on the learning activity page. You will need to supply markers and chart paper or colored copy paper for them to use as they go through the directions. After their charts are completed and posted, have them visit each others' lists to get ideas for improving classroom climate so it's safe and students can succeed.

LA 2.2 (40 min) Who Are Our ELLs— First you will play this Kahoots type game, so you'll need to get it set up in advance. The instructions for setting it up are found below. When the game ends, lead a class discussion around items a through g.

These are the questions for the game in LA 2.2. It also has links to the sources of the data. This is to be a Kahoots type game which you will need to set up through Kahoots. Set the questions up one shows at a time, and then teachers will learn if they were correct or not. Then you will move on to the rest of the activity.

Game Questions:

- According to the National Center for Education Statistics (NCES) report of May 2019 . . .
 - <https://equitypress.org/-yJxN>
- In the fall of 2016, the percentage of public school students in the US who were ELLs was
 - 9.6%
- In the fall of 2016, which state reported the highest percentage of its students being ELLs?
 - California – 20.2% (followed by Texas 17.2%, Nevada 15.9%, and New Mexico 13.4%)
- In the fall of 2016, which locale had the greatest percentage of public school students who were ELLs?
 - City – 14% (followed by 9.3% suburban, 6.5% town, 3.8% rural)
- In the fall of 2016, what was the most commonly reported home language of ELL students in the United States?
 - Spanish – 76.6% (followed by Arabic 2.6%, Chinese 2.1%, and Vietnamese 1.6%)
- In the fall of 2016, which grade level had the highest percentage of students enrolled as ELLs?
 - 1st Grade – 16.3% (followed by Kinder 16.2%, 2nd 15.9%, and 3rd 14.9%)
 - 2017–18 UTAH STATE BOARD OF EDUCATION 250 East 500 South /P.O. Box 144200 Salt Lake City, UT 84114-4200 www.schools.utah.gov FINGERTIP FACTS
 - <https://equitypress.org/-epHb>
- Based on the Utah SAGE testing of Spring 2017, which demographic group scored lowest in percentage proficient in math?
 - English Learner – 15.3% (followed by students with disability 16.1%, African-American 18.9%, Mobile 20.2%)
- Based on the Utah SAGE testing of Spring 2017, in which content area of the SAGE testing did ELL students score the lowest?
 - Science – 10% proficient (followed by language arts 12.0%, and math 15.3%)
 - <https://equitypress.org/-tbj>
- For the 2015-2016 school year, what was the second most common home language spoken by ELs in Utah?
 - Navajo – 2.2% of Utah ELs (First is Spanish with 77.5% of Utah ELs, third is Arabic with 1.8% of Utah ELs, and fourth is Somali with 1.6% of Utah ELs)
 - <https://equitypress.org/-NLL>
- True or False
- According to a 2016 report of the U.S. Census Bureau, most U.S. public school students with limited English proficiency are U.S. citizens.
 - True – 74% of public school students ages 5-17 designated as limited English proficient are U.S. citizens.
- What is the second-most common language spoken at home by ELL students in 16 states, and among the five most common languages in 39 states?
 - Arabic

HW 2.5 go to the link. The id is tellcases and password is video. Tell them not to share that.

LA 2.3 (30 min) Getting To Know a Second Language Learner—This learning mirrors some of the work teachers will do on the major project for the course, the Display of Development, with their own student (Individual Language Development Plan). Watch study 1 on Makoto—directions to getting there are on the learning activity. Numbers 4, 5, and 6 on the learning activity should be completed in their groups, after a short class discussion about the video. Teachers need worksheets A and B and Makoto’s critical incident. Lead a short discussion about Makoto and groups will turn the 2 worksheets in for credit as a group product.

LA 2.4 (45 min) Providing Evidence/ Collective Expertise—Teachers need the 2 pieces that accompany this activity. One is a Critical Learning Domains Review Sheet. The second is a place for each group to record their thinking before going to the wall chart. Divide the class into three groups, one will focus on Cognitive/Academic; the second on Social/Affective; and the third on Linguistic. Remind teachers what each domain entails. Prior to class, post 3 chart papers around the room entitled with the categories above. Be sure you have markers for the groups to use to

complete their chart. You will also need sticky notes in case a group wants to add something to the other 2 charts. After the gallery walk, lead a discussion on the importance of these 3 domains.

LA 2.5 (20 min) Makoto's Writing Analysis—Put teachers back into their groups of 4. Teachers need the general analysis form and Makoto's writing. Teachers can just follow the directions as they are written in the learning activity. After each group has filled in the analysis form about Makoto, including observations they have about her writing piece, start the discussion about numbers 4 and 5.

HW 2.1—Remind teachers that they are to work on something new to add to their practice each week and report on it in the first homework for each session. Keeping an online journal is a good way, and they will have a lot of points possible (800) for the finished product...if they don't do it, it could lead to lower grades. At the beginning of session 3, allow a brief time for teachers to share some of their work in adding new strategies and practices to increase learning for ELLs.

HW 2.2—In the reading from Wright ch. 5, teachers will learn about the varieties of models and programs serving English language learners. They need to create the assignment to bring back to class next week.

HW 2.3—Remind teachers how to gain access to the CD-Rom student they are studying. They are to watch studies 3 and 4, being sure to also read the perspectives at the top. Teachers need to use the Supports and Constraints sheet and the Program Models sheet to work with. They are to bring these for next session.

HW 2.4—They will use the same Program Models sheet that was in HW 2.3. They also need the note-taking sheet that is found in the HW 2.4 folder. Remind them to answer the question #4 on that page and bring it next session to turn in.

HW 2.5—Teachers need the note sheet found in the folder with this activity. Go over the directions so they know for sure how to get to the video they will watch. Tell them to follow the directions and they need to bring their response for session 3. Go to the link. **The id is tellcases and password is video.** Tell them not to share that. They need that ID to get access for free. They need to fill out the note sheet included in the folder.

HW 2.6—Teachers need to find an adult who was an ESL learner to interview. Note that this assignment isn't due until session 7. This gives them a chance to find a person and then to complete the interview. In session 7, they will be put in groups of 4 or 5 so they can share their learning from this interview. Note that there are suggested questions that can be used and they also can feel comfortable to ask questions they would like to understand better.





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Session 3: Current Realities: ESL Programs and Practices

LA 3.1 (40 min) Jigsaw Wright Reading—Divide the class into two expert groups as stated in the learning activity. Everyone needs the Venn diagram in the 3.1 folder. Each group discusses their topic: either bilingual programs or English mediums models of education. They then split into groups of 4, with 2 people from each of the first large groups composing the new group. Lead a discussion afterwards.

LA 3.2 (30 min) Programs and Practices in My Local Setting—Have teachers sit in groups from the same school or feeder schools. In these groups, teachers will discuss answers to the 5 questions listed in the learning activity, making notes to prepare for the mixed schools discussions, sharing information with others. They need to determine what they think would be the best thing for their individual school and support it with the notes taken.

LA 3.3 (40 min) Content Area Literacy in SLA—Teachers need access to the 2 viewing guides as well as the notes sheet. View with the class video segment 4.1 about current realities, which they should make their own notes for. Lead a brief discussion with the class on this segment. Then show video segment 4.2, and they will need to listen and answer the questions contained in the handout. It would be helpful for you to stop as each new question comes up to give them a minute or two to respond on their papers. After this segment, lead a class discussion as explained on the learning activity.

LA 3.4 (20 min) Supports and Constraints for Makoto—Teachers need the Questioning Supports and Constraints chart. They can proceed through this activity in their group of 4. Be sure you visit all groups to answer questions, listen to their discussions, and add to the discussion as you feel necessary, especially concerning the Standards for Effective Pedagogy.

LA 3.5 (25 min) Communication, Pattern, & Variability—Teachers need the Student and Teacher Work for Makoto. They work in small groups and discuss and answer the questions contained in the learning activity. You should circulate around as they work, adding to their discussions and asking questions you feel they need to consider. They are to turn this form in at the end of class today.

HW 3.1—This is the reflection sheet. Remind them of its importance to reflect their progress and work in discovering and using ways to help ELs succeed and achieve in the classroom.

HW 3.2—You need to assign each teacher one of the articles listed in this homework folder. These articles will be jigsawed in class next session. Teachers need the Concept Application sheet matching the article you assigned them to read. Example: Teachers who fill in the application sheet for reading C should also receive the article to read for it.

HW 3.3—Teachers need to watch the assigned video and fill in the response sheet. They need to follow the directions for accessing the video segment on the learning activity and fill in the response sheet as they go. They need to bring this to session 4.

HW 3.4—Teachers need the 3 forms in the folder entitled Knowing My Second Language Learner. They should have observed and worked with this student enough to fill in both the Definitions and Needs worksheet and the Current Realities worksheet. Item number 3 asks them to create a set of implications for their work with the student. They don't fill out the Scoring Guide, but should staple all 3 sheets together and bring them to session 4. The scoring guide should only be attached but not filled in because the critiquing of the other 2 pages will happen in **session 5** according to the scoring guide.

HW 3.5—Teachers need the input note-taking piece to go with this homework. Teachers should bring the notes to session 4 as this is a topic of discussion.



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Session 4: Creating Comprehensible Input

Important: Remind teachers as class ends that they need to bring their work from HW 3.4 as they will need it to do LA 5.1. Remind them to staple the scoring guide to their work.

LA 4.1 (30 min) Critical Research on Input: Jigsaw Reading—Put teachers into expert groups (those who read the same article) to meet to discuss the article read. Give them 5 minutes for this. Then assign them to groups of 5—each of whom read a different article. In that group, each person will share the gist of their article in 5 minutes so that at the end of 25 minutes, everyone is familiar with every one of the 5 articles.

LA 4.2 (40 min) Feedback About Knowing my Second Language Learner—This activity critiques the work from HW 3.4. In groups of 4 consisting of 2 pairs, each pair works together to critique the work of the other 2 in their group using the completion checklist and the quality rubric. After they have completed this, they should give the critiqued papers back to the owners. Be sure the critiquers have put their names on as graders and that the owners turn them in to you at the end of class.

LA 4.3 (75 min) Comprehensible Input—This activity is a power point (called comprehensible input) in the folder Box LA 4.3F. Be sure you go through the power point prior to class to prepare yourself to lead the discussion. Teachers need the comprehensible input worksheet (3 pages) which is the same folder. Be sure they fill in the worksheet and participate in the discussion as this will be a good source for them to keep handy as they plan for ELLs.

LA 4.4 (20 min) Modifying Oral Input—Teachers need Making Text Comprehensible reading and use the Input Summary, and discuss the following two strategies reviewing the Why it Works column on the Input Summary document. Put them in groups of 4.

LA 4.5 (20 min) Input and Vocabulary Development—This activity asks teachers to look at information and discuss it in small groups. They need the reading document and the vocabulary sheet for each student. Circulate among the groups as they do this work. Collect the work for grading.

HW 4.1—They need to add to their reflections on applying strategies for ELs in their classroom in their online journal.

HW 4.2—This homework will be the discussion focus in LA 5.3. Teachers need to read each of the five articles and fill in the worksheet. This worksheet needs to be brought to session 5.

HW 4.3—Teachers need to read the seventh chapter in the Wright book. They need to follow the directions on the learning activity and bring in the note-taking sheet to session 5.

HW 4.4—Teachers do research from any source they can find to identify 2 strategies to share in session 5. There will be a short sharing time in session 5.

HW 4.5—Teachers need to observe the student they are studying and fill out the 2-page classroom inventory observation sheet as well as the indicators for Standards for Effective Pedagogy sheet and the scoring guide, all included on box HW 4.5 folder. Remind them that it is due in session 7.



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Session 5: The Role of Interaction

LA 5.1 (40 min) Feedback About Knowing my EL Student—This is the follow-up to HW 3.4. Assign the teachers into pairs and then join 2 pairs together to form a group. Go over the instructions for this learning activity with the class, and then they should follow the instructions as listed. This will result in each person receiving feedback on the work they have done so far towards completion of the Display of Development which is the culminating activity for the course. Circulate throughout the class as they work on this activity so you can answer questions and offer advice. Bring a few extra scoring guides from the HW 3.4 assignment in case some forget to attach it to their work. They began the work in session 3 as homework, and it is due in session 5

LA 5.2 (40 min) Role of Interaction in English Language Development—Teachers use the response sheet from LA 5.2. as you show the VS 6.2 and teachers will answer the questions on the response sheet. You can stop the video to clarify points or issues you think are important. Lead a discussion about the importance of interaction in EL instruction.

LA 5.3 (20 min) Negotiating Meaning Through Interaction:Gallery Walk—You will need to post 3 large chart papers on the walls, each labeled with one of the questions on the LA 5.3 learning activity sheet. Be prepared with more chart papers in case the first one in each place gets filled. Provide markers for people to write on the charts. Follow the directions in the learning activity.

LA 5.4 (30 min) Classroom Parables of Cultural Interaction Patterns—Teachers need to fill in the response sheet for LA 5.4. Show the video segment 6.2 and as they watch, teachers need to answer the questions on the response sheet. Lead a discussion on the importance of interaction between and among cultures. Lead a class discussion after the video.

LA 5.5 (15 min) Strategy Search Report—This is the follow-up to the homework last week of finding 2 strategies they would like to use in their work with ELs. Have teachers form an inside/outside circle and time 2 minutes for every exchange, 1 minute each for both to share. Keep it moving until time is up.

HW 5.1—They need to update their online journal.

HW 5.2—This reminds teachers to bring three pieces of writing from the student they are studying to prepare for a learning activity in session 6.

Before students leave, remind them to bring 3 pieces of writing from the student they are studying to class in session 6...it is HW 5.2. They will use it in a learning activity in session 6.

Also remind them that they need to keep working on their final projects as they are due in session 8.



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Session 6: Stages of Development and Errors and Feedback

At the end of this session, be sure to tell teachers they need to bring all the information and testing they have collected on the student they are studying next week. In session 7, they have time to work on the variability matrix, preparing them for presenting their student next week.

LA 6.1 (30 min) Video Segment 7.1 on Stages of Development: Pattern—Teachers need the response sheet found in the LA 6.1 folder. Pull up the video segment and have teachers watch and answer the questions on the response sheet. Then lead a discussion on what they learned from the video.

LA 6.2 (40 min) Charting Treasure: Mapping Stages of Development—Teachers need the handout of several pages (back-to-back) found in the LA 6.2 folder, Charting Treasure. This is an activity for teachers to review the demands of learning English. Begin by going through the first two pages as a class. Then divide the class into table groups as you model what they need to do in their group using #1 from the handout. Each group will complete the form for their assignment. Lead a class discussion after this is complete. For this activity, you'll need to be sure each teacher has a copy of the chart entitled Proficiency Levels Response Page. It is the 4th page in the handout. They need to fill it and turn it in at the end of class.

LA 6.3 (30 min) Patterns: Errors and Feedback—You will now show the next video to the class on Pattern: Errors and Feedback. They need to fill in the response sheet found in the folder. Follow this up with a class discussion about what they learned.

LA 6.4 (30 min) Error Analysis of Student Writing—This activity asks teachers to pay attention to teacher work and student work on the TELL Tool chart for Second Language Acquisition. They need to have the other 2 pieces in the folder for this learning activity. You model how to use the Language Systems Inventory and WIDA Can-Do Descriptors. Explain that the teachers will do the same thing for the student they are studying. Give them some time to begin that work on their own.

LA 6.5 (25 min) Table Problems—This activity asks teachers to analyze one of the samples of their student's writing. They will work in table groups to assist each other in doing this. Circulate around the room to assist or add to the conversations.

HW 6.1—This is the regular reflection sheet for teachers to put in their online journal.

HW 6.2—Teachers need access to the HW 6.2 extras found in the folder for this homework. They will add the other 2 samples of writing from their student to complete the analysis they began in this session. They will attach the scoring guide to this work.

HW 6.3—Teachers are to read chapter 2, only the part entitled 'What Does It Mean to Know a Language'. They are to take notes on the empty outline and identify ideas presented in the chapter they would like to incorporate into their work with ELs. They need to be prepared to discuss this reading next week.

HW 6.4—Teachers need to have access to Spolsky’s model and the back-to-back worksheet found in the folder for this homework. Explain this homework very clearly so teachers know exactly how to get to the video segments they need. Also review with them each item in the learning activity sheet and answer any questions they may have. They are doing these video segments at home to save time in session 7.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_6t.

Session 7: Proficiencies and Performances

LA 7.1 (30 min) Discussing Variability—Teachers will refer to the video segments and response sheets they used in HW 6.4. Form groups based on the critical incident they read, no more than 3 or 4 per group. They need to follow the directions in numbers 4 and 5 on the instruction sheet. Have a short discussion after they have finished.

LA 7.2 (45 min) Readings about Variability—This is a jigsaw activity. Assign each teacher to read an article and have them get in expert groups of the same article. They need to discuss what they read and create a visual to represent their article. Remind them that each of them must replicate the visual they created so they can take it to their mixed article group. Be sure each person has the copy of their article and the note sheet. They will be moved to groups of 5, and each person shares their visual and explains their article for no more than 5 minutes each. They need to take notes on important ideas from each article.

LA 7.3 (45 min) Variability Matrix—Each teacher needs a copy of the variability matrix. They fill out this matrix on the student they are studying based on information they have gathered. There are 45 minutes allowed for this, so they should be able to give much detail, as session 8 is the final class in the course. On the back of the matrix, have teachers answer the two questions at the end of the learning activity.

LA 7.4 (25 min) Getting to Know English Language Learners—Teachers are given time to share what they learned from interviewing an adult English Language Learner from HW 1.6. They need to be on groups of 5, each teacher taking turns sharing what they learned from this interview, and not going over 25 minutes.

LA 7.5 (20 min) Understanding the Final Display—This is the last opportunity for you to be sure teachers understand all parts of the final project, the Individual Language Development Plan. The papers to point out to them are within the LA 7.5 folder. They are entitled: ILDP Student Background, Individualized Language Development Plan, and the Project Outline. These will be very helpful for teachers to refer to as they complete the Plan and prepare to present it.

HW 7.1—This is the weekly reflection they have been working on. They should be sure that they have completed all 8 of these as they are worth a total of 800 points. They should send this **Session 8** to you before session 8 ends.

The LA 7.5 and HW 1.7 constitute the homework for this session.





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Session 8: Displays of Professional Development

Final MSDLA document. Here is the [rubric](#) for you to use in evaluating the project

AVG 9.1—This was originally AVG 9.1, but we have put it here for the teachers to watch as they first come to class. It is called Classroom Strategies: Actions as Advocacy. Follow [this link](#) to find the video. Scroll down to session 9 and go to AVG 9.1. They click on AVG 9.1 to watch this video. This will give you time to prepare the seating chart for LA 8.1 in which teachers will share their ILDP with a different group of teachers, explained below in LA 8.1.

LA 8.1—Reorganize the groups of teachers so that every teacher presents their ILDP with others who are not familiar with their student. Each group should have 4-6 members. This is like the final stage of a jigsaw where a member of every expert group (regular working group), is placed together in a group where they can share their expertise. In this new group, each teacher presents their Individual Language Development Plan for their student. The listeners take notes on each presentation as they are given and turn in the form at the end of class on the evaluation worksheet provided. If you want the teachers to fill out the form in writing, remember to make copies for each participant. This activity is allotted 90 minutes (4 per group=25 minutes. 5 in a group 18 minutes, and 6 is 15 minutes. You will need to visit each group during the sharing time and at the end make comments on things you heard. The worksheet if you want to print it out is located in this [link](#).

LA 8.2—This activity is a class discussion regarding their implementation goals which everyone knows as the first homework every week. As a class discuss the 3 questions at the end of the learning activity.



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Assessment for Linguistically Diverse Students

The purpose of this facilitator guide is to provide you with support in fulfilling your responsibilities as a facilitator. If you find as you are going through the course that you need additional information or guidance to complete a task, please feel free to reach out.

Materials for this course:

- Electronic Device (iPad, Tablet, Computer, Laptop) with internet access
- Textbook: Gottlieb, M. (2016) Assessing English Language Learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement. 2nd Edition. Corwin Press.
- [Total Points Sheet](#) for Assessment is linked here.

Time Requirement:

We have sought to allow the facilitator 5 minutes in each session to review homework with students. Time is always tight so you will need to make sure you track it carefully.

Your students will receive 3 credits for completing the eight sessions. This means that you need to assure that the students have met the time demands for the credits earned. You will do this by:

- Making sure that students are engaged and participating for the entire 160 minutes (without a 20-minute break) or 180 minutes (including the break). *have students decide what option they would like (break or no break and get out 20 minutes earlier)
- The homework assigned in the class also helps teachers meet the credit demand. While there is variability in the rate, depth, and speed in which teachers complete the homework, we have paid careful attention to the typical time it will take to complete the assignments. Your homework will take about 3.5 hours each week (if students complain that they are spending more time on homework than 3.5 hours, discuss with them the strategies that they are using to complete the assignment—interruptions, etc.).
- An additional 10 hours are provided for them, to complete the reflection assignment. This assignment is the first homework every week. For this homework, they are to select something that they learned about that will support the learning of their ELs, a strategy they want to try out with an individual student, and other kinds of individual applications or changes in their practice. In the reflection, they record what they did and what they learned from trying out the practice or strategy with their students. Sometimes, we will make specific suggestions about what they might do for this reflection activity. If they try an activity and write it up in the reflection, we assume that they have spent 10 hours planning, enacting, evaluating, and reflecting. We do not ask them to document the minutes spent, nor do they need to provide a lesson plan.

For this course, we use EdTech Books (The link to this book is <https://equitypress.org/-FAY>). This is an open access online platform. For this reason, please encourage students to bring their electronic devices (tablet, laptop, etc.) to class. Within the book, you will find active viewing guides, directions for learning activities and directions for homework assignments (descriptions of these assignments are found below). When students are asked to complete worksheets or other kinds of consumable materials, there are links within the texts that will take them to those resources. If you find

the use of links problematic, you can open the link yourself and print the materials for you class. This will depend on internet accessibility for you and your students.

There are links embedded throughout the course. They are often part of the instructions and simply look like blue words. You can click on these words and it will open a new webpage to Box Online (this is the online storage place that we use). Once you see the document in Box, students will need to download the document to their device and then they can fill it out. **If you would like to provide them with the paper copy, and bypass having each student download and email or print to turn it in, you can download it to your computer and make copies of everything they will need for each class session. We will not prompt you to do that unless hard copies are needed for the activity.** There are also other links throughout the course that will take you to different online resources that you will need (videos, etc.).

Types of Activities in the Course

Active Viewing Guides: Active Viewing Guide (AVG): These refer to videos or power points students need to watch and participate in (if viewed during class time). There are links to the object to be viewed and the notetaking sheet in the materials. The links allow them to review these again if they want since these are somewhat similar to a textbook in terms of providing content.

There are 2 kinds of active viewing guides (AVG) that may be used in this course:

- PowerPoints drawn from the WIDA website or other school districts who use the WIDA guidelines. You will present these to the class and discuss the contents as they unfold. Sometimes, we have worksheets and note-taking-guides that are associated with the PowerPoint. The students should fill these worksheets out as they watch the PowerPoint. These PowerPoints also have discussion questions or learning activities connected.
- The second type of active viewing guide (AVG) is the kind typical of earlier versions of the TELL courses, which you have seen or have become familiar with before. We will provide the link for these videos in the course AVG page and indicate where in the video you should begin. This means your students will be able to review these videos at home with the provided link. It also means that if you don't have time in class to watch the video, you can assign it to them for homework.

Learning activities (LA): These are the activities you and the class will complete during the session. Some are stand-alone activities, and some tie to homework from the previous week, and others may build on the previous activity. Pay attention to the number of minutes allotted and make every effort to stay within that time limit.

Homework activities (HW): These comprise 5-6 homework activities students need to complete to prepare for the next week's activities. If someone is absent from a week, be sure to remind them to do their homework, as often they give the background for the next session's learning activities. The first one is always a reflection on changing their practice and is explained in HW 1.1. **Be sure to save enough time at the end of each session to briefly go over the homework for that session.**

Guidance for Teaching: Below you will find information for each of the sessions which explains what you need to do for each learning activity and introducing the homework at the end of each session. This allows you to prepare for each session. Prior to beginning LA 1.1, explain what students need to know from the information above.

Another thing to remember is that students must receive a grade of B (or 80 % or better) in order for this course to apply to their ESL endorsement. Be sure they understand that they need to keep track of their points themselves as well as you keeping them. Make a copy of the total points for each student so you can mark grades as assignments are completed.

It's a good idea to purchase marker sets (or get them from the district) which you can store in small zip-loc bags to bring with you to class each week. As we use groups of 4 a lot, if your class has 28 students, make 7 bags. It makes it convenient to just distribute them to the tables when they are needed. We also make notes in the facilitator guide if you need poster paper or other size papers or other unique materials.

Session 1: Understanding My Role as an Assessor
Session 2: Developing Understandings through Media
Session 3: Designing for Understanding Using Standards for Effective Pedagogy
Session 4: Considering Alternative Assessments in Relationship to ELs
Session 5: Designing and Developing Assessment
Session 6: Debating and Responding to Assessment Issues
Session 7: Developing Knowledge for Practice and Advocacy
Session 8: Revealing My Learning



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https://edtechbooks.org/tell_facilitator_guide/assessment_for_lingui.

Session 1: Understanding My Role as an Assessor

Developing Deeper Knowledge of Identification Processes and Assessment Tools

You will need the book, *Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement, 2nd ed.*, by Margo Gottlieb in this session so bring the book to class and distribute copies to members. You will need to keep track of who has which book so that you can track who returns them (You might number the books and assign numbers to facilitate the process).

As you organize teachers into groups for this class, you need to be mindful of the final project as you assign. Basically, as you design groups you are expecting them to function as PLCs on some occasions on others they can work on their final projects in partnerships and on others they just work as collaborative groups. As you assign groups be aware of the various ways they will work together in groups and partnerships.

Teachers can work in partners on the final project if they work at the same grade (or contingent grades) and want to work on the same content standards. If they are not teachers but have other assignments in the school, you should cluster them together. If they are secondary, it would be helpful if they were at the same school level if they partner on the project (e.g. middle or high school and the same content area). There are also activities where they confer and critique the project work. For these times, if they are not working with a partner, you need to make sure that within their group they can pair with someone helpful. For example, in the collaboration partnerships, they should work with someone who is working at a similar grade level. If a secondary teacher, then the match is best with a similar content area. With an elementary teacher, proximity of grade level is important but subject matter could vary. If not a teacher, hopefully they can work with people at their level of school (secondary or elementary) or their employment focus.

LA 1.1 (15 min.) Exploring our Assessment Practices Begin by organizing the teachers into working groups of 3-5 people. Teachers can work jointly on their final project, so you may want to pair them in the groups so that it can facilitate their work on their final project (However this may be too difficult for this first session). You can think of these as PLC groups and cluster them thinking in that way as a grade level, administrative, or content team.

For this activity each group will need a sheet of large chart paper and markers. They will create a chart with five columns (You might want to prepare the chart sheets for them). You only need to put abbreviations for each of the columns but we have included the descriptors here and in the directions. These are the headings:

- Cognitive Academic Development—includes content knowledge, application of skill in that content, critical thinking
- Social Development—includes relationships, social skills, peer interaction, cooperation and collaboration.
- Affective Development—includes attitudes, anxiety, impulse control, emotional regulation, motivation
- Language and Literacy Development—includes progress in acquiring English, communication skills, reading performance and writing skills
- Physical Motor Development- includes coordination, quality of movement, sensory integration, and agility

Another caution is the time allowance for this activity (it might be tight).

LA 1.2. (30 min.) Considering a Learner's Assets.

Teachers will use two tools (*Asset Graphic Organizer* and the *Inclusive Pedagogy Framework*). These are tools they can use to gather information from an asset perspective on their own students. In this activity, they are asked to respond to the tool analyzing themselves as learners and then considering how their own education might have differed had their teachers taken an asset approach. Again 30 min. is a tight timeline. If time is short, you could interrupt during the time they are completing the IP Framework tool. It should take 5-10 min. to complete the activity after that.

LA 1.3 (35 min.) Assessing for Placement

This is a complex, multi-task activity. Teachers watch a video, engage in a jig saw and discussion using the book, *Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement, 2nd ed.*, by Margo Gottlieb.

First the teachers watch a video. The directions say that you watch together and there is a note taking sheet. You could have them watch in their groups and skim the powerpoint noting particularly the legalities for assessment and the processes for assessing and placing ELs.

Next, the group divides into pairs and using Gottlieb they review assessment resources and processes described on pages 32-38. Using a Resources for Gottlieb worksheet, each group reviews 3 resources and collects information then shares details with their group members. They then all look at resource 1.7 on page 38 and compare it to the other resources again making notes on the note taking sheet.

Then they pull up the Hellman chart and make notes about the assessments listed that are of interest to them. They review the assessment and placement process used in their school in comparison to the guidance on the powerpoint and the Gottlieb resource 1.7 on page 38. They may not know what the process is in their school. If this is so, you might want them to do this for homework and then have a few minutes for them to report to their group their findings and how the school might improve and steps they will take to make this happen at the beginning of next time.

AVG 1.1 (20 min.) The Assessment Process

You are watching the first video segment in Assessment. Follow the link and then just start the video. The Active Viewing guide for this video is linked. <https://equitypress.org/-wAi>

LA 1.4 (15 min.) Outlining and Applying the Assessment System

Teachers are asked to create an outline of the identification, placement, monitoring and exiting steps and processes based on the information they collected in LA 1.3. Since they are to focus on either an elementary or secondary student based on their teaching assignment, you may need to reconfigure the groups.

Watch for groups that may be struggling in creating the outline. Remind them to pull up the powerpoint which has a chart on one slide and/or pg. 38 of Gottlieb to help them.

The cases they will apply the process to are listed below the instructions. If they think they need more information tell them to build on their experience to add more detail.

LA 1.5 (35 min.) Building Knowledge of Types of Assessment

This is a complicated assignment. It is divided into three sections and uses a worksheet (Building Assessment Literacy) to capture thinking and work in each section. You may want to time this so that at 10 min. you push for them to have finished section 1, at 20 minutes section 2 and then at 30 minutes quickly ask each group to report one new idea.

They will use the assessment literacy chart for section 1 and it is linked.

In section two they consider formal/informal and formative/summative assessment distinctions (definition sheets for Formal/Informal and Formative/Summative comparisons (if needed)). They are asked to form a matrix with these four distinctions and provide a sentence describing each cell, list an assessment for each cell explaining why they listed it in that cell. (Remember which cell an assessment is listed in depends on the purpose so an assessment might be listed more than once and listed in more than one cell--so the explanation is important.)

Finally, in section 3 they choose one category of assessment formal or informal or formative or summative and examine it using the Assessment Literacy chart and then examine it in terms of Useful, Meaningful, and Equitable.

We ask each group to share two ideas from their learning.

Review of homework. Remind them that HW .1 in every session is the reflection assignment where they take action in their classroom or school and reflect on it.

NOTE: For this session teachers are supposed to identify WIDA scores for their ELs but also choose a particular EL that will be the focus student for their final project.

In Session 3, HW 3.6 asks them to construct a profile of an English Learner. It will be helpful if they select and begin gathering information on this student as part of their homework for this session (There are worksheets to support them in this). They will use this profile and this student to guide decisions about the adjustments and accommodations they make for the assessment unit for their final project. You might review what they are going to do and suggest they begin collecting information.

HW 1.1 Actions Taken in Learning

This is the reflection assignment. Remind them that they will have one of these for each week. It asks that they take action in terms of trying a new practice in their classroom or school. They should try out the practice and then using the [reflection model](#) create a reflection on what they did. They have engaged in this activity in each of the other two courses so this is just a reminder.

HW 1.2 Attending to Equity and Oral Language in Assessing ELs

For this homework, teachers will read chapter 1 and chapter 4 in the Gottlieb book and use the reading guide to both guide and record their learning. If your district doesn't yet have the books you can give students this link to [a pdf of Chapter 1](#). Since they will review and answer slightly different questions for Chapter 4 later if you do not yet have the books they can do Chapter 4 in session 4 homework. The focus here asks them to uncover information about oral language assessment.

HW 1.3 Identifying Issues with Assessment

Teachers review four assessment cases and identify the assessment issues the cases raise. They also provide a written response to two questions:

- What testing issues can you identify as having an impact on student performance or success on assessments?
- What concerns do these issues raise for you as a teacher?

As you start class next time give them time in their groups to review what they learned.

HW 1.4 Reading about Professional Learning Communities

The short summary article they read informs the teachers about PLCs and then asks them to consider how their group in this course might function like a PLC.

As you start class next time give them a moment to review HW 1.3 and HW 1.4 in their group.

HW 1.5 Identifying WIDA Scores

The teachers are identifying the EL they will take into account for their final Assignment.

NOTE: In HW 3.6 they collect information and construct a profile for this student that includes additional information--so they may want to review this homework as they find the WIDA scores for this student and the other ELs they teach.

You will need to provide instructions for how the teachers can access the district student data system and obtain the WIDA scores of their students and record the scores for the student of interest to them. They access the WIDA site and identify the Can Do Descriptors relevant to the **EL identified for the project**. In addition they will use the student profile form to gather additional information about the student.



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Session 2: Developing Understandings through Media

WIDA and Backwards Design

Much of the time in this session involves watching video segments or reviewing powerpoints. Be aware of that as you plan for this unit. Also it is important to note that the first video is found in the videos for Understanding Language Acquisition. The directions for locating it are found in the instructions. To accomplish the homework in this session, you will need to have placed them in groups that will facilitate their completion of the final project. This means you want to put them in clusters that represent similar grade level, work responsibilities and content. You may want to have two different group formations. When they work on their final project or work that informs it you would put them in the groups you form here. These are often called their PLC groups. For other work, you might want to mix them up. This is up to your discretion as the facilitator.

AVG 2.1 (25 min.) Parables of Classroom Interaction You will find the video for this activity at <https://equitypress.org/-BXs>. This video comes from Understanding Language Acquisition. Click on Session 6 on the left hand side of the screen and then click on the video segment 6.2. Then scroll up and start the video.

LA 1.1 (25 min.) Changing the Conversation The teachers begin by reading three short texts. They then engage in a conversation where they seek to inform another teacher about how to speak in more positive and asset based ways about ELs.

AVG 2.2 (15 min.) Learning Wida's Purpose and Philosophy We have allotted 25 minutes for AVG 2.2 and 2.3. You can distribute this time and make adjustments across the two activities. If you look over the schedule and want to use time differently, you could assign one of these as home work--probably AVG 2.3.

This ten minute video teaches participants about WIDA's purposes and philosophy. The viewing guide supports teachers in taking notes they can use later to guide their thinking.

AVG 2.3 (10 min.) The Can Do Approach. This video was made by University of Wisconsin-Madison. Originally WIDA represented the names of the states involved in the creation of WIDA and then the name was later changed. This is only of interest here because the W stands for University of Wisconsin-Madison and that is who made the video.

The purpose of this video is the use of the can-do approach to support ELs' learning and it uses actual ELs to make the points.

LA 2.2 . (25 min) Introduction to Using Can Do Descriptors. In their groups (which in this activity we label PLC groups), The teachers will use the Can Do descriptor chart and they will look over the Can Do descriptors for the grade level they are focused on. You should probably have them work in pairs or independently, since they are doing individual projects. However, the work they are doing is intellectually practical and such work is often advantaged by group or partner work. So you may want to have them pair and help each other with this activity.

For the last seven questions, you should have them come back together and work through these as a group.

AVG 2.4 (20 min) Planning with the End in Mind.

This video includes an explanation of Backward Design. The footage has many quotes from Wiggins. The Active Viewing Guide is found below the instructions but there is a link so they can take notes on the guide. In addition there are directions so they can watch this later if they like. In addition, this might be something, they would like to review at their school with their grade or content level PLC team.

LA 2.3 (30 min.) Planning for the Final Project. You can decide to organize in groups and have a whole group work on a single assessment plan adjustments to accommodate one student if you want. We think the learning will be deeper and the likelihood of them enacting the practices will be more likely if they work on their own teaching and accommodate a student they are teaching. However, if they have no ELs or if you want to organize differently that is your choice as facilitator. We have written the directions to have teachers work independently or in pairs if they share a grade and content. If you have more than two people who work in different areas in the school than teaching (counselors, librarians, etc.) you can have them cluster together even if there are more than two or 3. They should select a series of presentations they typically do and design these to include formal and informal assessments that will help them better reach ELs in their presentations and assess their knowledge.

This activity is relevant to the homework they will do for this session.

Homework Alert--for session 3 LA 3.1 there are two documents you may want to provide hard copies for your teachers. First, teachers will read and highlight an article using yellow and pink highlights. The article is linked [here](#). Then they will use a chart to summarize their thinking across the project. If you are meeting face to face they will not need a copy but can do this on their computer, but if you are meeting online you may want to have them download and print a copy which they can access in LA 3.1.

HW 2.1 Actions Taken and Learning--This is the reflection assignment. They could explore and adjust how they use WIDA in their teaching or how they could identify and use the Can Do descriptors at the level above where their EL(s) perform to adjust their teaching--see HW 2.3.

HW 2.2 Assessment for English Language Learners They will read Gottlieb Chapter 2 and there is a reading guide for them to respond to. They are to bring their notes to Session 3.

HW 2.3 Implementing WIDA Can Do Philosophy. Review their teaching in terms of using the WIDA descriptors and an article that helps them think about how they can more fully utilize. They print out the first link and bring it to Session 3. There is a form for them to look at. They are to consider how attending could improve access for ELs. They might take action on what they learn and reflect on it for their reflection assignment this week.

HW 2.4 Supporting English Learners. Teachers will be doing final selection for the unit they will work on and the student they will focus on. You should have helped them make this determination during class in the final Learning Activity. It is **important** *they have made this determination in order for them to complete this homework*. Remind them they may need to contact their partner to solidify their decisions about unit they focus on and student(s) they will design for. Again remind them that they could use their deliberation and decision making and any action taken as the focus of their reflection.

HW 2.5 Analyzing WIDA as Assessment. For this homework, they deepen their knowledge of the assessment literacy tool and connections they can make to WIDA by watching a video, taking notes and then considering the tool in relationship to WIDA as assessment. There is a worksheet to support their thinking.



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Session 3: Designing for Understanding Using Standards for Effective Pedagogy

LA 3.1 (30 min.) Deepening Knowledge of Standards for Effective Pedagogy During class the teachers are going to use a form that has multiple responses and an article [Leading for Equity](#). They are asked to highlight portions in two colors pink and yellow. They can do this using the highlight function on the computer, but they may not want to so you might want to bring some hard copies and some highlighters OR you may want to assign this as a reminder for homework in session 2.

Teachers have reviewed and learned about the Standards for Effective Pedagogy in earlier courses. They have read or are familiar with the Tharp Article and the indicators. This asks them to review that knowledge and add to it on the chart linked [here](#). If you are doing this face to face they can work on this on their computers, if you are doing this class online, you may want to again remind them as part of homework in session 2 to download the chart. Since they are reading and considering documents on their computer it is sometimes hard to be in an online meeting room like zoom and work with multiple documents. We are using partners so the work can go more quickly, but you can have them work in larger groups.

LA 3.2 (30 min.) Designing for Understanding in Action Originally, we were blocked from watching this powerpoint but we found it online and linked it in the learning activity for you. There is also an observation form. When you have them observe teaching there are links to Elementary and Secondary classrooms so you will want groups to observe in the small group rather than as a whole class.

LA 3.3 (25 min.) Attending to the Five Standards in Evaluating the Lesson This activity builds on the previous one. Teachers evaluated a lesson using an observation tool. They will now meet in groups that watched and evaluated the lesson. You probably want the groups to be three or four people to facilitate their reaching consensus. They share their ratings of the lesson and work until they can agree. (When raters for essay exams are trained to rate essays, if the evaluation is within one number (like one rates 2 and the other 3), this is considered consensus. Sometimes it is difficult to negotiate consensus on such evaluations so you can suggest this).

LA 3.4 (20 min.) Taking Action. You will need to bring sticky notes for students to use in this lesson. We have suggested that even if two people are not working on the same final project they pair up to support each other as they build the final project. As they work on this activity, have them work with this partner. In some cases if you have non-teachers in your group they might be working in trios--so honor that in their considerations in this project.

LA 3.5 (20 min.) Assessment as a Context for Teaching and Learning. Teachers will construct a poster to share their learning from Chapter 2 in Gottlieb. You will need to bring materials to make posters and markers and masking tape to hang the posters. You will assign the groups the question you want them to design their poster around.

LA 3.6 (25 min.) Content and Language Objectives. Teachers will work on their project for the course. Specifically they are working on solidifying and finalizing their content and language objectives.

Reviewing Homework: We have allowed 10 min. for you to review homework because of the number of homeworks and because teachers may have questions from working through LA 3.6. Teachers are asked to construct a student profile

for the EL student that will guide their decisions about adjustments made to their assessment of the unit they are designing. They will bring the the three worksheets they complete to class next time.

Teachers are also asked to read several things this week and write responses: Two WIDA bulletins and a Chapter from Gottlieb. They write two short reports for HW 3.2 and HW 3.3 both emerge from their reading of WIDA bulletins.

NOTE FOR HW 3.6 *(In the literacy course, teachers will shape and differentiate curriculum to meet the needs of two students—one high performing and one struggling. They can use the same student for this assignment that they used in Second Language Acquisition (revisiting the information and updating if needed) or they can select a new student. Selecting a new student on the opposite end of the performance scale would make it so that in Literacy, they would just need to update information about both and this might make the work simpler. Also, choosing a second student for this course will give them stronger skills for engaging in this process with other students.)*

HW 3.1 Reflecting on Taking Action Based on My Learning. This is the reflection assignment. Two of the learning activities (LA 3.1 & LA 3.4) make suggestions for what they might take action on and reflect on this week.

HW 3.2 Collaborative Work to Support ELs Learning After reading a WIDA bulletin on Collaboration teachers review a series of questions and then write a response to those questions in a short paper.

HW 3.3 Using Technology for Developing ELs Academic Language Teachers read a second WIDA bulletin and use it as a basis for considering various technology tools to support academic language development. They are asked to respond to the article answering questions and then use another reading and respond by evaluating technological tools they currently use. **They are asked to bring this to class to use in Session 4.**

HW 3.4 Language Proficiency to Academic Achievement. Teachers will read Chapter 3 from Gottlieb and respond to questions. Remind them to bring their work to Session 4.

HW 3.5 AVG 5.1 The Alternative Assessment Movement This is a video segment on alternative assessment. Remind students to bring their notes to class.

HW 3.6 Constructing the Student Profile. This is the student that will guide decisions about accomodations and adjustments made to the final project. There are three worksheets students will use to gather information. We have added definitions and a website link to support them in doing that. (See notes in Reviewing Homework above).



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Session 4: Considering Alternative Assessments in Relationship to ELs

AVG 4.1 (35 min) Developing knowledge of WIDA Interpretive Rubrics Have teachers download the rubrics before they begin. They will watch two videos. The first focuses on the WIDA writing rubric (here is the [link](#) if you want to preview it). The next video is on the WIDA Speaking Rubric ([Preview it here](#)).

LA 4.1 (30 min.) Sharing My Student Teachers will teach each other what they learned about the EL student they are considering in terms of their assessment plan (The major course project). Encourage group members to take notes about what they notice in terms of promoting and assessing their content knowledge and their reading, writing, listening and speaking skills.

AVG 4.2 (30 MIN) TYPES OF ASSESSMENT Begin by having students download the viewing guide which provides the slides with note taking space next to each slide. You can watch this together which allows you to set the pace—but keep it to no more than 10 min.

This powerpoint is mostly review for the teachers. Because of their earlier learning they should be able to preview this powerpoint quickly (Remember: Earlier today, they have watched a video that taught about using WIDA interpretive rubrics. Earlier in this course, they have watched the video segment on the alternative assessment movement, worked on an activity that introduced them to Formal/Informal and Formative/Summative assessments and asked them to fill out a matrix that teaches them about the inter-relationships. They have considered various types of assessment.)

After the powerpoint, the students will consider one at a time each student profiled in their group. They will provide information about the profiled student and what strategies for assessment or adjustment to assessments would be most helpful.

LA 4.2 (20 min) Exploring Informal and Content Area Assessment Teachers will read about and compile information about Portfolio and Content Area Assessment. They skim read information from ColorinColorado. Portfolio assessment can be used as a content area assessment remind teachers of that. Then they are asked to explore another content area assessment.

LA 4.3 (30 minutes) Assessment Tool Marketplace. This activity has three parts: 1. study a set of strategies and take notes. 2. Share the one or two most promising for the final project. 3. Confer and select from all those reviewed the one or two for each person's final project.

There are 24 strategies. Teachers should quickly identify who will take the first 6, who the second and so on (or you could number them off). Have them begin by downloading the worksheet to take notes on. They will have 15 minutes to skim the 6 one page descriptions of their assigned assessment strategies. Prompt them to star their description summaries of the ones they think work best for their final project. At the end they reconvene, share the most promising strategies that they starred. Confer and select one of two to use in their final project.

Note that they can try out one of these strategies and reflect on it for 4.1

LA 4.4 (20 minutes) Planning Assessment for My Unit The purpose of this activity is for teachers to review the final project and raise questions about what it entails. Be prepared to answer the questions they raise.

Save time to Review Homework.

HW 4.1. Actions Taken and Learning. They review the assessment market place (LA 4.3). Encourage them to enact one of the strategies and reflect and report on it or something they learn and want to try in HW 4.3—reading Chapter 4 from Gottlieb.

HW 4.2 Analyzing Student Writing They have completed the student profile, but we want them to look more closely at the writing of the student. They use the writing of the student they are adjusting their final project for. They have engaged in an activity like this in the Second Language Acquisition Course and will do it again in the Literacy Course. They can use the same student they focused on in the Second Language Acquisition Course, but you should encourage them to collect a new sample of writing and analyze it for this course to see if the student is making progress—even though it has probably only been about a month when they did this before.

HW 4.3 Conceptions of Oral Language Assessment. Teachers read Chapter 4 from Gottlieb in HW 1.2. The questions you responded to in HW 1.2 are different from the questions guiding their reading here.

HW 4.4 Examining Authentic Assessments. At the end of class, make sure within the groups each person is assigned an Authentic Assessment Study from the Assessment Literacy Video Ethnography. Give them the id and password to access the case (ID tellcases PW: video). They have two worksheets to fill out and bring to class. Please show them how to access the videoethnography and how to select the case, view the video, and listen to or read the perspectives.

****For LA 5.1 they engage in a Jigsaw where they meet with others who watched the videoethnography they watched and then in the teaching group they shared what they learned. They can fill in the details of all four studies from the Assessment Literacy case and they can take notes on the worksheet on their computers—but if they want to take notes in hard copy they need to print out the Comparing Alternative Assessment Worksheet linked at LA 5.1.*

****Next week in class they will have time to create a rubric or scoring guide for a formal alternative assessment they will use in their final project. You might want to give them a heads up so that they can bring something to guide them in creating the rubric. Since this is practice, they could also create a rubric for an alternative assessment they use elsewhere in the unit they are working on or in another unit they teach.*



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Session 5: Designing and Developing Assessment

AVG 5.1 (30 min) Designing Alternative Assessments As a group you will review a powerpoint and watch a video segment. The powerpoint reports the assessment process as outlined by Gottlieb and has a note sheet attached. The video segment is 20 min. The time allotment is 30 min. This gives only 10 min. for them to review this text dense powerpoint. This allows about 1 or 2 min per slide. There is a note sheet to record what they think is important in the assessment process. Watch the time and support them in moving along.

LA 5.1 (40 min) Designing Assessments for Learning. This is a Jigsaw activity. The expert groups are organized around the alternative assessment study they observed in their homework. Their is a worksheet that they initially filled out in homework and will now add to as they discuss with each other. Then working in their teaching group (their group of four), they will teach each other what they learned about each of the alternative assessment types highlighted in the VideoEthnography. Their is a worksheet for them to record answers on. They can take notes on their computers of what they learned about each. We have allowed 15 min for the expert group and 25 min for the teaching group.

AVG 5.2 (40 min) Selecting and Planning Alternative Assessments. This activity has two parts. It begins with a powerpoint based on Gottlieb. Then teachers work with a partner to select and analyze the alternative assessments they will use in their final project. If they are working with a partner for their final project, they work with that person. If not, they should work with someone who is working at a similar grade level. If a secondary teacher, then the match is best with a similar content area. With an elementary teacher, proximity of grade level is important but subject matter could vary. If not a teacher, hopefully they can work with people at their level of school (secondary or elementary) or their employment focus.

LA 5.2 (15 min.) Understanding Rubrics and Scoring Guides. Teachers will need to develop Rubrics and Scoring Guides to grade the alternative assessments. Most of them will have learned about how to do this already. This is a double column reading where the reading is set up so they take notes in the right column as they read. The time is tight but they can complete the reading at home if needed.

LA 5.3 (30 min.) Developing a Rubric or Scoring Guide. Teachers will develop a rubric or scoring guide for one of the alternative assessments they plan to use in their final project. They will be working independently (or with their partner on their project), but this allows them to share ideas and ask questions as they develop the rubric.

Homework Review Notes If you haven't shared this video before, you may want to share it here at the end of this session. This is a video from Tom Chapin part of the anti-testing movement. He is singing a song called "Not on the Test" <https://equitypress.org/-IJBk>.

The homework activities for this session are complicated and take time. They learn about how to write better items for pencil/paper tests, they work on their final project (so if they are with partners they may need to meet) and they have a multi-stage homework about high stakes testing. Finally they review and respond to a 49 item questionnaire on the pros and cons of testing.

HW 5.1 Actions Taken in Learning. You might suggest they try out another alternative assessment or develop and use a rubric or scoring guide in their teaching. They might also involve students in developing a rubric with them for an assignment. They try it out and write a reflection on their learning.

HW 5.2 Developing Expertise in Item Writing. Teachers learn how to write better multiple choice, true/false, matching, and essay items. This is an important activity and encourage them to pull up an exam they use and make adjustments after they finish reading the assignment. The last activity has them examine and critique a test to try out their knowledge.

HW 5.3 Re-examining Your Final Project Teachers are asked to review their final project and make adjustments. If they are working with a partner, they may need to schedule time to zoom and work through the project or meet in person and review it. They will bring the resulting version of their project to class for session 6. For session 6, teachers will create a poster and ask for feedback so they need to make certain they have these parts of their document to post on the poster.

Create a poster on the 11 X 17 paper provided by the facilitator. This should provide details about your EL that you accommodated for in your unit plan, the Content and Language Objectives for the unit being assessed, and at least one authentic assessment with rubric or evaluation criteria (this can be your formal authentic assessment or one of your informal assessments) and one formal traditional test.

HW 5.5 To Test or Not to Test. Teachers fill out a 49 item survey that explores the Pro's and Con's of testing. They need to bring their responses to class next time.



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Session 6: Debating and Responding to Assessment Issues

Materials you will need for this session: Post-it notes, 11 x 17 sheet of paper for each teacher, tape, staplers, glue sticks to attach materials to the poster. You will need to **bring the teacher time capsules** that they turned in session 2 and constructed in HW 1.6. *During session 7, teachers will have time and space to work on their Final Project so remind them to have the materials they need with them next week.*

LA 6.1 (20 min) Debating the Value of High Stakes Testing. You will need to identify two spaces one labeled Pro one labeled Con where the groups can post their final assertion. the activity is a modified debate. It involves the pro group making assertions and then the con group countering them. Then the con group makes assertions and the pro group counters. After this interchange, each group writes a post-it note summarizing their position. After they post their assertions, they will review the statements made by others. The time is short here.

LA 6.2 (40 min) ESL Assessment Issues *(Note that this is a layered assignment with analysis through the use of several different frameworks and documents. In addition to engaging teachers in examining assessment issues, this activity promotes higher-order thinking. Remember that teachers who are more cognitively complex are more willing and capable of taking up more complex practices--don't simplify such activities).*

Teachers consider an assessment scenario for an EL using charts found by scrolling down below the scenario. They evaluate the reform test from HW 5.2 in terms of language. Working in partners, each pair considers a different student and report their results in the group. Together they make a list of suggestions for adjusting tests for ELs (as they finish the list check each group or) have them turn in the list to you. *(You could suggest they share the list with their grade or content level team).*

LA 6.3 (60 min) Making My Deliberations Public Teachers create a poster including documents from their final project. We gave you reminder notes about this in the facilitator guide in 5 and in HW 5.3 we provided the details for creating the poster for the teachers. Teachers use post-it notes to provide feedback to at least three other posters. They should begin with others who teach similar grades or focus on similar content. Make sure you leave at least 5 minutes for them to review their feedback and make notes on how they want to adjust the final project.

If you are concerned that a group might not receive feedback you can assign teachers at least one poster to look out and you should note who you think will not get feedback and make certain you use post-it notes and provide feedback to them.

LA 6.4 (20 min) Assessment Literacy for Alternative Assessment Teachers working together brainstorm a list of alternative assessments then choose two or three (they might only complete one). The group uses the Assessment Literacy Chart (Useful, Meaningful, Equitable) to examine how the assessments meet the criteria. They turn in one chart that records their deliberations.

AVG 6.1 (20 min) Assessing Student Development This is Session 8 segment 1 from the course videos.

LA 6.5 (5 min) Final Project Review The purpose of this assignment is so that you can return their time capsules and they can quickly review the directions that will guide them in completing this portion of the final.

HOMEWORK REVIEW

During session 7, teachers will have time and space to work on their Final Project so remind them to have the materials they need with them next week. The links for the final projects are all located in LA 6.5.

In Session 7 they will participate in three kinds of activities. They report their learning from HW 6.2 through a shower of ideas. They will participate in an MSDLA for LA7.2 through LA 7.6. The final kind of activity will be space for them to work on their final project. They will need to remember to bring everything they need to work on their final project to session 7. Remind them the teachers that there are two presentations for the final projects.

FYI: Description of what an MSDLA is can be found in the booklet linked [here](#). Teachers will construct one for their classrooms in the course on integrating content and language instruction.) The final category of activity in session 7 will be time to work on their final project. You will need to prepare a rotation chart for session 7. (The form for this is linked [here](#) and each student will need their own copy).

HW 6.1 Actions Taken in Learning. This is the regular reflection assignment. Next week we ask them to review all their reflections and then report on their best experience.

HW 6.2 Examining Alignment and Coherence They review the assessment literacy chart and an article and use them to analyze three cases. Have the teachers select two cases they will review in homework (If you want you can ask them to have each person in their group do two of the three but make sure all three cases have two reviews). They report these in their groups in LA 7.1 and then participate in a shower of ideas.

HW 6.3 Issues in Grading *In this homework they focus on grading and in the next homework they focus on record keeping and tracking student learning. They will report their findings about grading and record keeping in LA 7.4 (Center 3) during session 7.* This homework and Center 3 in LA 7.4 is the only place they talk about this difficult issue. So if you have space you may want during the debriefing for groups to share the best ideas with the entire group.

HW 6.4 Tracking Student Learning *This homework and HW 6.3 ask them to develop knowledge on grading and record keeping and they will share their ideas in LA 7.4 (Center 3).* To complete this activity, you will ask them to confer with colleagues (or interview them) about how they record student learning, keep notes on student progress and other practices used to track student learning. You can suggest that they might propose this as a topic for a PLC meeting or team meeting this week. They might also introduce this topic in the teachers lounge or other informal group interaction.

HW 6.5 Creating and Revising My Final Project. They work on their final project. They will have some time in Session 7 to get feedback from colleagues and the instructor. This is in LA 7.2 (Center 1). This is the teacher center where you will have space to review and provide guidance for their final projects. As you construct the rotation charts you will need to make sure that partners are in the same Center through assigning them on the Rotation Charts. The rotation chart should allow participants to work with everyone in the class across the time but will allow you to work with a specific group together in the teacher center.





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Session 7: Developing Knowledge for Practice and Advocacy

This session begins in LA 7.1 with a group discussion followed by a "shower of ideas" strategy. Then it uses a Multiple Simultaneous Diverse Learning Activity (MSDLA) to add additional knowledge about motivation, record keeping (tracking student progress), advocating for ELs, and getting feedback on the final project. After the MSDLA, the last Activity allows them time and space to work on and finalize their project. (Description of the MSDLA activity is [here](#)).

The students will work in several different group configurations. In the first activity, they work in their groups reviewing the the Assessment Literacy Chart. For the MSDLA you will need to use the rotation chart linked [here](#). Each person will need their own copy of the rotation chart. You need to use the one with five activity centers. Remember you want partners to be in the same group.

LA 7.1 (15 min) Useful, Meaningful, Equitable Assessment. Teachers report out their findings about grading and recordkeeping first in their group and then in a shower of ideas with the entire class. When the teachers in Brazil first engaged in a Brainstorming activity, they loved using brainstorming. When they were communicating the strategy to an English Speaking group they back translated "brainstormin" to "a shower of ideas". So this is where the name comes from but it is much like brainstorming--no critique--you will just record the ideas the members of the class call out.

The next 5 LA's form the MSDLA and are 20 min. each and occur simultaneously with teachers rotating from one activity to the next follow the rotation center chart assignment to to dhis.

LA 7.2 (20 min) Center 1--Analyzing the Final Project (Teacher Center) This gives you an opportunity to review each project and make suggestions. You will need a copy of the rubrics (linked at [LA 6.5](#)). You will need between 10 to 25 copies, depending on the size of your class and the configuration of the groups. Sometimes both members of a partnership will want them--so if everyone is in pairs you may want to make a few additional copies for that purpose.

LA 7.3 (20 min) Center 2--Motivating Learners The participants in each group will read a different article and have a chance to talk about motivation in terms of the students they teach.

LA 7.4 (20 min) Center 3--Sharing Strategies for Record Keeping They report out about what they learned about grading and record keeping. Having them share ideas about this is potentially important in the debrief because teachers usually struggle with the burden of tracking ELs progress in learning English and Content. They also usually have issues of fairness in grading ELs and their other students.

LA 7.5 (20 min) Center 4--Using Standardized Test Scores to Guide Teaching They review a powerpoint and have time to discuss it.

LA 7.6 (20 min) Center 5--Meeting Legal Obligations for ELs They are reviewing the memorandum from OCR and the Office of Justice about obligations to ELs. They have seen this in Foundations and SLA so this is just a revisiting of the ideas in terms of assessment, placement, and learning the EL program policies for their school and district (we label this kind of thing strategic repetition).

We have allowed 10 minutes for debriefing the centers.

LA 7.7 (30 min) Revising My Final Project They have time to work on their final project. They may be able to access everything on their computer and work there. They will have gotten feedback from others to guide the revision and they also should use the documents at LA 6.5 to guide them as they finalize the project.

HW Review (5 min) There are only two homeworks this week. One is the reflection assignment which is a little different this week and the other is finalizing their final project. Remind them that they will do two presentations next week one focused on their learning and grounded in the time capsule review and the review of their learning and the other their presentation of their final assessment plan for a unit.

HW 7.1 Actions Taken for Learning They can do their reflection as they usually do—selecting something to try and reporting on that experience OR we suggest they review all of their reflections and then identify an experience and reflect on their learning across the course. Doing this will support them in completing the time capsule project and in developing their presentation of it.

HW 7.2 Completing the Final Project The instructions and rubrics (as we have said several times) are all linked at LA 6.5. However, you need to remind them they have two presentations: one in relationship to their review of their learning and one that focuses on the final project. You might want to review [LA 8.1](#) and [LA 8.2](#) so you can give them instructions here.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_7x.

Session 8: Revealing My Learning

Sharing Ideas

In Session 8, you will need to bring 8 1/2 x 11 inch cardstock and markers for them to construct a final commitment poster. You also will want to use a timer because presentations have limited time and you will want to automate signalling the movement.

For this session, there are three activities all involve student presentation and performance. For LA 8.1 and LA 8.2, teachers present their learning about assessment including a review of the time capsule and a presentation on their unit plan (Assignment and rubrics are found linked at [LA 6.5](#)). They do these in slightly different group configurations. At the end of the session, they make a poster on which they make a commitment about what they plan to do to improve their assessment and they share this with the class.

As the groups present in each of the first two activities, move from group to group and listen to reports.

Since this is the final session, make sure you have reviewed their grades and can inform them of anything they are missing or need to redo.

LA 8.1 (95 min.) My Learning Presentation. Teachers present on their review of their learning for this course. There are two rounds. You should spend time arranging the groups before class and you may want to post group lists on the board. You want every person to present in each round to teachers who were not in the group they have worked with across the course. The other issue for you in this activity is the time. Each presentation is a total of 11 minutes (8 to present their learning and 3 to respond to questions). Since there are 2 rounds the time for a round is 44 minutes—which is a total of 88 minutes combined. We have allotted 100 minutes to provide some wiggle room and for transitions and if it takes a bit of time to get going. Remember to gather their Aha notes.

LA 8.2 (40 min) Communicating My Unit Plan and My Reasoning. They work in four person groups. Again these should be unique groups that they may have worked in in LA 8.1 but not across the course. Also, each person will present their unit plan but alone and not with their partner so make sure in assignments the partners are in different groups. Each person has 10 minutes to report (if time is becomes an issue, you could reduce the time to 8 minutes for each).

LA 8.3 (15 min) My Commitment for Assessing Students The teachers will have about 5-8 minutes to use the markers and in some way express their commitment to better assessing students and supporting EL learning. (Since the time is short, you could have directions for these posters posted on the board, ask teachers as they come in to think about their commitments and even begin on posters). To end this activity, you will call each person's name and have them stand and hold up their commitment and call out the commitment. You can indicate a starting place and a route through the class and indicate that you want each person to stand and hold up their card and then call out their name and their commitment. You can have people remain standing after they call out their commitment so that by the end everyone is standing. If you want you can put an affirmation on the board, like English Learners will make our future or whatever you would like. That ends the class.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_8J.

Developing Second Language Literacy

The purpose of this facilitator guide is to provide you with support in fulfilling your responsibilities as a facilitator. If you find as you are going through the course that you need additional information or guidance to complete a task, please feel free to reach out.

Materials for this course:

- Electronic Device (iPad, Tablet, Computer, Laptop) with internet access
- Textbook: Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice, 3rd edition*. Caslon Pub.
- [Total Points Sheet](#) (to aid in grading)

Time Requirement:

We have sought to allow the facilitator 5 minutes in each session to review homework with teachers. Time is always tight so you will need to make sure you track it carefully.

Your teachers will receive 3 credits for completing the eight sessions. This means that you need to assure that the teachers have met the time demands for the credits earned. You will do this by:

- Making sure that teachers are engaged and participating for the entire 160 minutes (without a 20-minute break) or 180 minutes (including the break). *have teachers decide what option they would like (break or no break and get out 20 minutes earlier)
- The homework assigned in the class also helps teachers meet the credit demand. While there is variability in the rate, depth, and speed in which teachers complete the homework, we have paid careful attention to the typical time it will take to complete the assignments. Your homework will take about 3.5 hours each week (if teachers complain that they are spending more time on homework than 3.5 hours, discuss with them the strategies that they are using to complete the assignment—interruptions, etc.).
- An additional 10 hours are provided for them, to complete the reflection assignment. This assignment is the first homework every week. For this homework, they are to select something that they learned about that will support the learning of their ELs, a strategy they want to try out with an individual student, and other kinds of individual applications or changes in their practice. In the reflection, they record what they did and what they learned from trying out the practice or strategy with their students. Sometimes, we will make specific suggestions about what they might do for this reflection activity. If they try an activity and write it up in the reflection, we assume that they have spent 10 hours planning, enacting, evaluating, and reflecting. We do not ask them to document the minutes spent, nor do they need to provide a lesson plan.

For this course, we use EdTech Books (The link to this book is <https://equitypress.org/-FAY>). This is an open access online platform. For this reason, please encourage teachers to bring their electronic devices (tablet, laptop, etc.) to class. Within the book, you will find active viewing guides, directions for learning activities and directions for homework assignments (descriptions of these assignments are found below). When teachers are asked to complete worksheets or other kinds of consumable materials, there are links within the texts that will take them to those resources. If you find

the use of links problematic, you can open the link yourself and print the materials for you class. This will depend on internet accessibility for you and your students.

There are links embedded throughout the course. They are often part of the instructions and simply look like blue words. You can click on these words and it will open a new webpage to Box Online (this is the online storage place that we use). Once you see the document in Box, students will need to download the document to their device and then they can fill it out. **If you would like to provide them with the paper copy, and bypass having each teacher download and email or print to turn it in, you can download it to your computer and make copies of everything they will need for each class session. We will not prompt you to do that unless hard copies are needed for the activity.** There are also other links throughout the course that will take you to different online resources that you will need (videos, etc.).

Types of Activities in the Course

Active Viewing Guides: Active Viewing Guide (AVG): These refer to videos or power points students need to watch and participate in (if viewed during class time). There are links to the object to be viewed and the notetaking sheet in the materials. The links allow them to review these again if they want since these are somewhat similar to a textbook in terms of providing content.

There are 2 kinds of active viewing guides (AVG) that may be used in this course:

- PowerPoints drawn from the WIDA website or other school districts who use the WIDA guidelines. You will present these to the class and discuss the contents as they unfold. Sometimes, we have worksheets and note-taking-guides that are associated with the PowerPoint. The teachers should fill these worksheets out as they watch the PowerPoint. These PowerPoints also have discussion questions or learning activities connected.
- The second type of active viewing guide (AVG) is the kind typical of earlier versions of the TELL courses, which you have seen or have become familiar with before. We will provide the link for these videos in the course AVG page and indicate where in the video you should begin. This means your teachers will be able to review these videos at home with the provided link. It also means that if you don't have time in class to watch the video, you can assign it to them for homework.

Learning activities (LA): These are the activities you and the class will complete during the session. Some are stand-alone activities, and some tie to homework from the previous week, and others may build on the previous activity. Pay attention to the number of minutes allotted and make every effort to stay within that time limit.

Homework activities (HW): These comprise 5-6 homework activities teachers need to complete to prepare for the next week's activities. If someone is absent from a week, be sure to remind them to do their homework, as often they give the background for the next session's learning activities. The first one is always a reflection on changing their practice and is explained in HW 1.1. **Be sure to save enough time at the end of each session to briefly go over the homework for that session.**

Guidance for Teaching: Below you will find information for each of the sessions which explains what you need to do for each learning activity and introducing the homework at the end of each session. This allows you to prepare for each session. Prior to beginning LA 1.1, explain what teachers need to know from the information above.

Another thing to remember is that teachers must receive a grade of B (or 80 % or better) in order for this course to apply to their ESL endorsement. Be sure they understand that they need to keep track of their points themselves as well as you keeping them. Make a copy of the total points for each student so you can mark grades as assignments are completed.

It's a good idea to purchase marker sets (or get them from the district) which you can store in small zip-loc bags to bring with you to class each week. As we use groups of 4 a lot, if your class has 28 students, make 7 bags. It makes it convenient to just distribute them to the tables when they are needed. We also make notes in the facilitator guide if you need poster paper or other size papers or other unique materials.

Session 1: Analyzing My Literacy Background
Session 2: Increasing Awareness of Language, Literacy, and Power
Session 3: Designing a Literacy-Focused Classroom
Session 4: Building Knowledge of Academic Language
Session 5: Assisting Students in Understanding and Constructing Texts
Session 6: Intentionally Teaching Writing in Content Area Instruction
Session 7: Critiquing, Reviewing, Editing, and Revising my Unit Plan
Session 8: Sharing My Learning



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/literacy.

Session 1: Analyzing My Literacy Background

LA 1.1—Teachers click on the link to get a literacy inventory to fill out and then discuss in pairs. Each person then completes the literacy timeline, and then they discuss that in their pair group. The pair then turns to three questions and discusses those. When the discussion of the questions is finished, each person in the pair takes time to write two statements. The first asks them to write about their personal literacy statement; the second asks them to write a literacy education practices statement. Have teachers join into a group of 4 and ask them to share their two statements with each other. Then you ask teachers to share with the whole class.

LA 1.2—Now that teachers have discussed literacy, they now will consider expanding their views of literacy. First they consider myths and realities about literacy beliefs and current pedagogy and you will lead a discussion regarding it, so be sure you look at it in advance. There are three different videos they watch, and there is a note-taking sheet for each. Then they are asked to revise their literacy education practices statement based on this learning.

LA 1.3—Teachers review the TELL tools on line. Let them know that when the first one comes up, they may need to move the slide at the bottom of the screen to center it. Then they just scroll down to see them all. The Meta-Goals and Strategies chart is used to understand the Standards for Effective Pedagogy. Then they consider the other tools. You can determine whether you want to go through this as a class lead by you, or if you want them to do it in groups and then finish with a class discussion. Just keep in mind that they may need some help.

LA 1.4—Teachers are to work individually as they review common assessments used to assess and place ELs. Then they sit in small groups and fill in the form in the link in instruction #2. After this, you lead a class discussion eliciting findings the groups have made, and you need to write them on the board. There are two questions to guide this discussion.

HW 1.1—This is the beginning of the reflection assignments, one for every week from session 1 through session 7. Read through this for this first week, and then just remind them to do it after each session. It is meant for them to try something they have learned in the courses in their classrooms and then reflect each week about how it worked and how they plan to incorporate this into their work.

HW 1.2—This activity asks you to assign each person to one of the readings listed in the activity. Be sure you assign an even number of teachers to each article. They are all about reading. Each person reads their article by answering the questions at the bottom of the activity. They need to be ready to share the article in session 2.

HW 1.3—Teachers will review the WIDA Performance Definitions of English Proficiency. This prepares them to participate in session 2.

HW 1.4—Teachers read two article summaries about first language acquisition. Then they need to answer the three questions in the activity and bring those answers to class next week.

HW 1.5—Teachers will preview the three links in the activity which are contained in this activity. They explain the three parts of the final project. They should write down questions they have about what they have read through and bring them to class in session 2, where you will begin with a short amount of time to answer questions. Be sure you've read through them so you understand them as well.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_1H.

Session 2: Increasing Awareness of Language, Literacy, and Power

LA 2.1—Teachers should be in small groups and will use the form in the link to answer the questions. Once each group member has completed the writing, they will discuss the 4 bullet points together. They need to create a small poster explaining their understanding and beliefs about teaching literacy and language to ELs. As a whole class at the end of this activity, discuss the benefits of allowing students to do a quick think or quick write before they tackle the work. This is what they did in this learning activity.

LA 2.2—Assign teachers to a group of 3, each group with at least one person representing elementary and secondary teachers. Each person in the group takes one of the articles and writes notes about the important parts of their article. Then they share their learning from the articles together in the group. They will create a VENN diagram together, with one side representing elementary teachers, and the other side representing secondary teachers. After completing the chart, discuss as a class some of the points that were shared together in the center of the VENN. Also discuss the final questions with the group.

LA 2.3—Teachers open the literacy profiles link and find the student named Carlos' critical incident. Once they read this incident, they need to summarize the information together. They discuss the dilemma Carlos represents for the teacher. Now, in groups of 5, they will use the worksheet in the other link in the activity. Each person in the group will read another person's critical incident in the first link. In turn, each person presents their student and they all record notes on the worksheet in the second link. Finally, they will try to identify students they work with or have worked with that matches one of the profiles they have read.

LA 2.4—In a group of three, teachers study Makoto focusing on her literacy needs. They watch her case study (refer to the directions at the bottom of the learning activity to get this). Teachers also study her WIDA scores and her DIBELS. Then they write cognitive, social-affective, and linguistic goals for Makoto.

HW 2.1—Reflection. This follows the pattern set in homework for session 1. Every week, each teacher should identify an EL practice that they want to infuse into their practice. Here is where they report on what they tried and how it went, followed by how to include it more often as they teach.

HW 2.2—This has them read three articles about literacy-rich classroom environments. They include articles on both elementary and secondary levels. Each should read all of them, because some of each article could apply to either level. They need to follow this up with a self-evaluation regarding how literacy-rich their own classroom is. They now fill out the worksheet included in the last link. They need to bring this form with them next week.

HW 2.3—Teachers make a final selection of the unit they want to adjust to better meet the needs of ELs. It must be at least 5 lessons. They need to read the 2 articles in the links provided. Then they fill out the Unit Instructional Planning Guide to begin their work. This needs to be brought to session 3.

HW 2.4—Teachers will open up the form for the literacy profile, and they will begin filling in the Definitions, Strengths, Needs, and Current Realities. If they can't answer them all, they need to look for that information or assess the 2 students. Then they look up the WIDA proficiency levels for speaking and writing, and listening and reading. They leave section 2 (goals) blank for now.

HW 2.5—This homework prepares teachers to learn about Cummins important theories about context and cognitive demand. They use the capturing ideas link to take notes. They review BICS and CALP and there is link to a website for more explanation. Then they explore the matrix idea, continuing to take notes. They now read an article about coercive and collaborative relationships. They need to bring this worksheet with them to session 3.



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Session 3: Designing a Literacy-Focused Classroom

LA 3.1—This learning activity has teachers raise questions or misunderstandings regarding the final project and the two literacy profiles. You respond to their queries. After this, teachers will pair up and share why they chose the unit they did for this assignment. Then they will use the worksheet from HW 2.2 how their strengths in Pedagogy, Curriculum, and Classroom Organization and Structure work to develop their ELs language and literacy development generally and in their current unit plan. Then they will share ideas with each other to improve their unit as it is now.

LA 3.2—This is a 55 minute activity. You will need to watch the clock and move around the tables to be sure everyone is working to complete all of each part.

- Part A is 20 minutes. Referring to their homework 2.2 from session 2, they review their understanding of a literacy-rich classroom. Together they list practices found in literacy-rich classrooms. Then they discuss the Standards for Effective Pedagogy and discuss how each of the 5 standards supports literacy and language development. Add to the list the contribution of the standards for effective pedagogy.
- Part B is 10 minutes and look at the information in the second link and consider their use of SEP in their classroom.
- Part C is 15 minutes and they create responses to the questions listed there on a paper to post for a gallery walk.
- Part D is 10 minutes and they stroll through the gallery and take notes on ideas they could use as they stroll the gallery.

LA 3.3—Teachers need the three charts called Constructing Meaning from the Literacy Guidelines. They will discuss in their group the overarching principles and the 2 principles for each. This will inform their work to create a literacy-rich classroom.

LA 3.4—Teachers will be working in pairs, but each on their own lesson planning. This allows them to be able to share ideas and solve problems together. They need their list of literacy practices that should be evident in lessons, Evaluation of my Enacting Practice SEP Form, the their notes documenting their understanding of the ESL guidelines. They also should have brought with them their Capturing 3 Ideas from Cummins and their beginning work on their unit plans.

HW 3.1—This is the weekly reflection.

HW 3.2—This asks them to consider the 2 students they are profiling. They need to write cognitive, social/affective, and linguistic goals for each of them. They use the Literacy Profile of an English Learner worksheet they have already worked on during HW 2,4, and need to just add the goals.

HW 3.3—This is a continuation from LA 3.4. They need to select a goal with the literacy focus for their unit plan. There are 2 components in bullets to be considered: a copy of the unit plan and the literacy environment checklist. They should bring both of these to session 4.

HW 3.4—This is an active viewing assignment. They click on the first link to get the video and the active viewing guide is found in the second link. They take notes on the right side and also write questions they have about the information.

HW 3.5—They will read the double entry journal to read the article *Words as Tools: Learning Academic Vocabulary as Language Acquisition* by Nagy & Townsend. They need to underline key events and take notes on the right side of the

form.

HW 3.6—For this unit, they need to find a text they will use in their unit and bring it with them to session 4. They will use it during session 4 as they consider the vocabulary needs of the unit.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_3e.

Session 4: Building Knowledge of Academic Language

LA 4.1—This activity takes 50 minutes and asks teachers to be in groups of 4 or 5, consisting of both elementary and secondary teachers. This allows them all to see how the applications apply to both levels. They bring together their learning from the reading ‘Words as Tools’ in homework for session 3. There are 5 questions they need to discuss amongst themselves, taking notes on important points. Together they create a document entitled the Characteristics of Academic Language giving definitions and descriptions of the six topics at the bottom of the learning activity.

LA 4.2—In groups of 4, teachers each read one of the four article summaries. They also look at many examples of vocabulary teaching. They prepare to teach the others in their group the article they read, and all take notes and ask and answer questions. They share strategies they have used in their teaching with one another. Finally, they consider how they might adjust their instruction for vocabulary in the unit they are working on to support their two students.

LA 4.3—Teachers bring forth their knowledge of the article read in HW 3.5 to this activity. They also read from the Wright books you have available—either 2nd or 3rd edition. They record information on the form in the first link. Then they continue on the form by discussing ELs language difficulties. Now they use the chart at the bottom of the sheet to determine academic language they think their 2 students might need help with for the lessons in their unit.

LA 4.4—Teachers begin by reviewing what they have learned about vocabulary so they talk in groups about the six points listed. Then they read the linked document and start to fill out the chart. The part with the chart they will be working on their own unit and lesson plans to determine the moves they will make to accommodate for the 2 students they studied. Then they pair up to share their thinking and add ideas.

HW 4.1—the regular reflection work.

HW 4.2—For this homework, teachers work on their unit and lesson plans. They are reminded of places in the course they can go to for reminders. They use the Planning to Teach Vocabulary document from the session as they revise. They need to use this work in session 7 as they write the document for the final project.

HW 4.3—Teachers will look at the assessment and comprehension marketplaces, and use the note sheets provided for both of them. This is an opportunity to get more ideas for their units and lessons. Last, there is a link called Text structure to support understanding, and they will find graphic organizers and other things that may help ELs.

HW 4.4—Teachers need to bring up a video from the TELL materials. Be sure they know to follow the directions below the link to find the right video to watch. It’s about text structures. They use the second link to get the active viewing guide 5.1 to take notes for the video they see. Then they go the link for a second video and use the note taking sheet (AVG) for notes. Then they read from chapter 8 in the Wright book, taking notes on the Wright reading note sheet in the last link. They need to bring all the note sheets to session 5.

HW 4.5—Now they consider the readings in their unit and the two students they have studied. They determine the reading level of their readings and consider possible strategies they will use. They need to bring these things to session 5.

HW 4.6—Teachers return to consideration of the Literacy Guidelines for ELs—Build, Expand and Create along with each of their principles. They need to fill in the chart and bring it to session 5.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_4t.

Session 5: Assisting Students in Understanding and Constructing Texts

This session consists of Multiple Simultaneous Diverse Learning Activities (MSDLAs). There will be an introduction to the centers by the facilitator in LA 5.1, and LA 5.2 through LA 5.6 are 5 centers, 25 minutes each. You will be in center 1 (LA 5.2) you will be reviewing HW 4.6 about the Literacy Guidelines. As you read through the learning activities, be aware of items you may need to prepare for teachers to use at different centers. You are also the time keeper for MSDLAs so be sure to be aware so everyone has 20 minutes at each center. Put a number at each center so they know where the next center is positioned and it's often helpful to put the directions on a card available for them to see when at the center. Teachers need to bring their work from HW 4.6. They should also bring their unit plan they have built so far; their AVG notes and the notes from the Wright Book; at least one reading they will have students use in their unit plan to be used in LA 5.4. LA 5.6, they'll need paper to take notes on.

LA 5.1—You will do the quick review as outlined in the learning activity on EdTech. Explain to the students what the four other centers besides will be and be sure they have any materials they may need. Divide teachers into five groups and the order in which they will move. Begin the centers. This center has a note-taking sheet for all of the sessions, so be sure all teachers have access to it.

LA 5.2—Center 1, the teacher center. Teachers share their thinking from HW 4.6 using their notes on the sheet they filled out. Follow the plan in the EdTech learning activity. At the end of their time with you, ask them to hand in their form from HW 4.6 for grading.

LA 5.3—Center 2. This is based in the two AVGs teachers watched and took notes on as well as the reading from the Wright book from homework. Teachers will discuss together the three questions in the learning activity. Then they'll work with colleagues with the next questions to assist one another in improving their unit plans. They end the activity discussing the last question.

LA 5.4—Center 3. This one is about text structures and text features. They will read the summary by clicking on the link and then discuss the three items contained in the instructions. Then they open up the Academic Language Toolkit and review it together. They consider the tools to see if one or more of them might work well in their unit. Next they pull up the Depth of Knowledge document and discuss together how to use the terms they find there to try to deepen the depth of knowledge for students to attain, and how to support it. Last, they consider their unit plan and what they can do to improve it.

LA 5.5—Center 4. They need to have AVG 5.1 notes from homework, and make a list of what good readers do. Reviewing the article they read in homework: Increasing EL Student Reading Comprehension with Non-fiction Text and find a place in their unit where they could model a strategy for their students. For #4, they are assigned to create a mini-lesson they can use in their lesson modeling that strategy. They should have brought at least one reading from their unit and spend some time beginning the process of highlighting what good readers do within their unit.

LA 5.6—Center 5. Teachers discuss as they read the math literacy practices in the link. They discuss what they see differently regarding seeing the language of math differently. Then they discuss what they can do regarding vocabulary

and text structures in their instruction. Each person writes answers to the questions in #5, and then share with each other.

LA 5.7—You review each of the centers and ask the questions within the learning activity. Ask them the question in #3 and then explain the homework for this week before they leave.

HW 5.1—The reflection piece.

HW 5.2—This is the time for teachers to work on their unit. It recommends things from the course, especially the session 5 key ideas worksheet, to use in doing this work. They develop the documents and activities they will incorporate into their unit. They need to keep notes on this work for use in session 7.

HW 5.3—They watch AVG 6.1 and fill out the notes on the viewing guide. They need to follow the directions withing the activity to be sure they find 6.1, the correct video for them to watch and make notes. They should bring the notes to session 6.

HW 5.4—Students one of the four teachers listed in the directions. Each teacher and the teaching situation is described in detail so teachers can make the best choice for them. They go to tellcases.byu.edu to locate the teacher they want to watch. They need to use the worksheet included so they can answer the questions.

HW 5.5—Teachers read chapter 9 in the Wright book. There is a graphic organizer they need to fill out. When they have finished, they should reflect on the way they instruct writing currently and answer the tw questions that follow.

HW 5.6—Teachers now consider the writing they are asking students to do in their unit in light of the two students they have studied from their class. They need to make notes of changes and strategies they could include that will give better access to these two learners and others as they approach the writing required. Remind them to bring their notes to session 6.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_5R.

Session 6: Intentionally Teaching Writing in Content Area Instruction

LA 6.1—Teachers will be using a Key Ideas sheet (the first link) to record the key ideas they noticed/ learned during each activity. These will be turned in at the end of the session for you to grade. They will be able to use the key ideas they identified to apply to their writing assignments in their unit. First, they review their 5.3 homework and discuss the first group of questions. Then they use their notes from homework and discuss the next 3 questions. Finally, they discuss non-linear writing development and fill in the first box on the Key Ideas Sheet. Teachers then look at Information Writing and they should be able to find something they could apply to their two students. The answers to the second and third questions follow: this tells you the answers you should see in numbers 2 and 3 from the assignment:

Facilitator Notes LA 6.1—

Answers to #2

- Define the following and explain their role in your current teaching writing practices
 1. Build in time for writing—plan time for writing, don't make it an afterthought
 2. Provide Explicit Instruction—more models, practice
 3. Allow choice—meaningful and relevant, choose purpose, content and audience, allow flexibility, cultivate sense as authors, build confidence
 4. Encourage Authentic Writing—writing with a purpose and audience,
 5. Study the craft of writing— be good writers by experiencing good writing
 6. Notice what good writers do—Instead of telling rules, explain this is what good writers do—take time to gather information, strategies to narrow topic
 7. Write to learn language—structure and functions of texts, taught writing processes and strategies
 8. Promote-self assessment—students need to know that they are learning, students at every point in the semester can see they are learning. Here is what you are doing better in this paper.

Answers to #3

- What do aspects of writing do students need to understand, but are non-linear? (author's voice, organization of the text, use of detail, clarity in writing, sentence structure, word choice)
- What do these aspects allow them to do? (generating and organizing ideas and drafting, revising, and editing their writing)â€”
- author's voice
- organization of the text
- use of detail to describe or support ideas
- clarity in writing
- sentence structure
- word choice

LA 6.2—This activity asks them to review and discuss the reading from the Wright book in the homework. They need to discuss the three bullet points. Then they again consider what they could use from this reading and discussion to add to their unit plans to support the two students. They also need to fill in the second box on the Key Ideas sheet.

LA 6.3—Teachers will consider another part of the Wright book to create authentic writing assignments. Remind them to make notes on the third part of the Key Ideas sheet. They discuss the first 3 bullets below the instructions and then they consider how they can make the writing assignments in their unit more authentic.

LA 6.4—This activity asks teachers to discuss their learning from HW 5.4 and the reading from the Wright book. Probably they each watched different teachers so they can compare and contrast what the teachers did by discussion the bullets listed in the activity. Number 3 asks them to make word art, graphic organizer, or list of definitions and examples of what the writing process looks in subjects that are found in parentheses. Then they look at their units again to determine if they could add a writing process to their unit. They also need to fill in box 4 of the organizer.

LA 6.5—Teachers will meet in pairs to discuss their units and then write in the bottom section of the Key Ideas sheet what they plan to do with their writing instruction within their unit plan.

HW 6.1—The reflection piece.

HW 6.2—Teachers work on revising their unit plan, attending to the writing component of their unit. There is a list of resources they can utilize as they do this work. They will need to develop the documents and activities that will support the needs of their ELs. They need to track what they have done in this area and why they did it so they can include that in their final document.

HW 6.3—This last homework for this week concerns equity. Teachers will read the two linked articles and also pull up the link to the note-taking sheet to show their understanding of the issues. They should have that available for the next session.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_6k.

Session 7: Critiquing, Reviewing, Editing, and Revising my Unit Plan

*This session is, like session 5, an MSDLA configuration. You will need to give an overview to the class about what they do at each center as you begin the session. Explain the specifics of each of the centers, and you will need to have supplies necessary for each center as well as any materials needed. **Be sure to explain centers 2, 3, and 4 as they maneuver the same way in each of those but about different topics.** Read through the centers, making a list of supplies needed, and it's also a good idea to have a direction sheet at each of them so teachers can begin quickly. Each session takes 20 minutes, and you need to track the time and provide a signal when it is time for them to move to the next one.*

LA 7.1—Aligning Objectives and Assessments. This is the teacher center which you will lead. Be sure to make copies of the Final Project Unit Plan Rubric for each teacher, which you will notate where you feel their progress is at based on the information in the rubric. Also make copies of the second link, so each teacher can take notes on how they might change to increase the value of their unit. The teachers should leave this center with both documents in hand, even if they haven't had enough time to fill out the second form. It will inform their work in finishing the final project.

LA 7.2—Responding to ELs language and literary Development through Input and Interaction. Teachers will meet in groups of four divided into pairs. They number off from 1-4. Teachers follow the directions in the bullets below the first direction. It would be helpful for you to put this on paper and display it at the center. The seven bullets below the activity description are the things they should be considering as they proceed through each of the 4-minute segments. They fill in the Language and Literacy Development of the notes table.

LA 7.3—Building Academic Language and Literacy. This center proceeds as LA 7.2 did, with pairs in groups of 4. The beginning instructions are the same. The difference is the questions asked—they are different than in the second center. Again, they fill in the Build, Expand, and Create literacy part of the chart to fill out.

LA 7.4—Attending to Writing Instruction. This follows the same pattern as centers 2 and 3. They discuss new questions. They will fill in the part Build, Expand, and Create literacy, this time with an eye to writing instruction.

LA 7.5—Attending to Equity through the Standards for Effective Pedagogy. Now teachers will review the unit plans through discussion equity. They discuss the 2 articles they read in homework from last week and fill in the JPA, CTX, and CA rows of the form they've used during the sessions.

LA 7.6—Preparing My Explanatory Document and Revising My Final Project. This allows the teachers 40 minutes to work on their Explanatory document, prepared from the center activities of the unit. They also will be using their notes they made as they progressed through the course to help them. You should go around as they work to help and answer questions. This gives them a head start on the document.

HW 7.1—The final reflection assignment they will have to turn in to you.

HW 7.2—Teachers will make final revisions on their unit based on the feedback from session 7. They should use the checklist to help them be sure the unit is ready to turn in. They also complete the explanatory document that is also due

in session 8.

HW 7.3—Teachers read the 2 short quotes about the best-loved teacher self. They then develop a paper by pulling up the third link and filling it in about themselves. At the end of it, they identify one way they would like to improve as a teacher. They will share this goal at the end of session 8.



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Session 8: Sharing My Learning

LA 8.1—In pairs or trios assigned by you, each group is assigned one of the three Literacy Guidelines for ELs found in the link as well as one of the principles beneath it. They are given time to create a 5-slide power point or prezzi to do the power point according to the instructions in the learning activity. Once they are finished with that, call groups to show their power point beginning with Build, then Expand, and finally Create. The class will glean information from the different presentations on each of the guidelines and its accompanying two principles.

LA 8.2—Teachers self-select a group of 5 consisting of people they haven't worked with a lot during the course and preferably mixed with elementary and secondary represented in each group. In the group setting, each person takes a turn sharing the part of their unit they are very happy with, tying it to the objectives of the unit and the accommodations they made for their two students. If you have time, have them switch groups and do it again. You should circulate around the room listening and asking questions.

LA 8.3—This ties to one of the homeworks from session 7 in which teachers read two quotes and then identified one way they are willing to improve as a teacher to become their best-loved teacher. Teachers 'roam the room' and form a group to share their commitments with They can also share what they'll do to become their best-loved teacher self. Then they move to another group of three until you determine it's time to stop. Have teachers write down some of the things shared to reflect on as they move forward teaching ELs.

Be sure you have access to each person's final project and explanatory document for grading purposes and send them on their way.



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Access it online or download it at https://edtechbooks.org/tell_facilitator_guide/session_8S.

Integrating Content and Language Instruction

The purpose of this facilitator guide is to provide you with support in fulfilling your responsibilities as a facilitator. If you find as you are going through the course that you need additional information or guidance to complete a task, please feel free to reach out.

Materials for this course:

- Electronic Device (iPad, Tablet, Computer, Laptop) with internet access
- Textbook: Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model. (There are many editions and any will work for the assignments, but each teacher needs access to a copy. If you do SIOP training in the district you may have many copies available that teachers can use for this course).
- Textbook: González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge. (They use this textbook in the family course as well. They use four chapters in this course—so you may want to hand them out on the day you assign the homework and then gather them up at the next session).
- [Total Points Sheet](#) (to help in grading)

Time Requirement:

There are several patterns with similar time use across this entire course that we want you to be aware of. Each week,

- the session begins with teachers participating in a shower of ideas where they share their thinking about the adjustments to practice and their reflections. Because of time constraints to session two, you need to prompt them to share about their learning from SIOP readings (which has time set aside for this in all the other sessions).
- The second activity (after session one and through session 6) groups will present one of the five standards to the rest of the class. Each week we have set aside 40 minutes **except for session two**. We have found that sometimes teachers go long, if you let them do this you will have to make up time elsewhere so be careful. In session two we reduced the time allotment because students participate in an MSDLA and you will need to give them instruction about how the rotation and the make-up of the center works and the directions for this are found in that session.
- The third activity asks them to share their learning from their reading of the chapters from SIOP except for session two where they are doing centers so there just isn't time, but you can prompt them to share learning in the shower of ideas at the beginning of session 2.
- We have sought to allow the facilitator 5 minutes in each session to review homework with students. Time is always tight so you will need to make sure you track it carefully.

Your students will receive 3 credits for completing the eight sessions. This means that you need to assure that the students have met the time demands for the credits earned. You will do this by:

- Making sure that students are engaged and participating for the entire 160 minutes (without a 20-minute break) or 180 minutes (including the break). *have students decide what option they would like (break or no break and get out 20 minutes earlier)
- The homework assigned in the class also helps teachers meet the credit demand. While there is variability in the rate, depth, and speed in which teachers complete the homework, we have paid careful attention to the typical time it will take to complete the assignments. Your homework will take about 3.5 hours each week (if students complain that they are spending more time on homework than 3.5 hours, discuss with them the strategies that they are using to complete the assignment—interruptions, etc.).
- An additional 10 hours are provided for them, to complete the reflection assignment. This assignment is the first homework every week. For this homework, they are to select something that they learned about that will support the learning of their ELs, a strategy they want to try out with an individual student, and other kinds of individual applications or changes in their practice. In the reflection, they record what they did and what they learned from trying out the practice or strategy with their students. Sometimes, we will make specific suggestions about what they might do for this reflection activity. If they try an activity and write it up in the reflection, we assume that they have spent 10 hours planning, enacting, evaluating, and reflecting. We do not ask them to document the minutes spent, nor do they need to provide a lesson plan.

For this course, we use EdTech Books (The link to this book is <https://equitypress.org/-FAY>). This is an open access online platform. For this reason, please encourage students to bring their electronic devices (tablet, laptop, etc.) to class. Within the book, you will find active viewing guides, directions for learning activities and directions for homework assignments (descriptions of these assignments are found below). When students are asked to complete worksheets or other kinds of consumable materials, there are links within the texts that will take them to those resources. If you find the use of links problematic, you can open the link yourself and print the materials for you class. This will depend on internet accessibility for you and your students.

There are links embedded throughout the course. They are often part of the instructions and simply look like blue words. You can click on these words and it will open a new webpage to Box Online (this is the online storage place that we use). Once you see the document in Box, students will need to download the document to their device and then they can fill it out. **If you would like to provide them with the paper copy, and bypass having each student download and email or print to turn it in, you can download it to your computer and make copies of everything they will need for each class session. We will not prompt you to do that unless hard copies are needed for the activity.** There are also other links throughout the course that will take you to different online resources that you will need (videos, etc.).

Types of Activities in the Course

Active Viewing Guides: Active Viewing Guide (AVG): These refer to videos or power points students need to watch and participate in (if viewed during class time). There are links to the object to be viewed and the notetaking sheet in the materials. The links allow them to review these again if they want since these are somewhat similar to a textbook in terms of providing content.

There are 2 kinds of active viewing guides (AVG) that may be used in this course:

- PowerPoints drawn from the WIDA website or other school districts who use the WIDA guidelines. You will present these to the class and discuss the contents as they unfold. Sometimes, we have worksheets and note-taking-guides that are associated with the PowerPoint. The students should fill these worksheets out as they watch the PowerPoint. These PowerPoints also have discussion questions or learning activities connected.
- The second type of active viewing guide (AVG) is the kind typical of earlier versions of the TELL courses, which you have seen or have become familiar with before. We will provide the link for these videos in the course AVG page and indicate where in the video you should begin. This means your students will be able to review these videos at home with the provided link. It also means that if you don't have time in class to watch the video, you can assign it to them for homework.

Learning activities (LA): These are the activities you and the class will complete during the session. Some are stand-alone activities, and some tie to homework from the previous week, and others may build on the previous activity. Pay attention to the number of minutes allotted and make every effort to stay within that time limit.

Homework activities (HW): These comprise 5-6 homework activities students need to complete to prepare for the next week's activities. If someone is absent from a week, be sure to remind them to do their homework, as often they give the background for the next session's learning activities. The first one is always a reflection on changing their practice and is explained in HW 1.1. **Be sure to save enough time at the end of each session to briefly go over the homework for that session.**

Guidance for Teaching: Below you will find information for each of the sessions which explains what you need to do for each learning activity and introducing the homework at the end of each session. This allows you to prepare for each session. Prior to beginning LA 1.1, explain what students need to know from the information above.

Another thing to remember is that students must receive a grade of B (or 80 % or better) in order for this course to apply to their ESL endorsement. Be sure they understand that they need to keep track of their points themselves as well as you keeping them. Make a copy of the total points for each student so you can mark grades as assignments are completed.

It's a good idea to purchase marker sets (or get them from the district) which you can store in small zip-loc bags to bring with you to class each week. As we use groups of 4 a lot, if your class has 28 students, make 7 bags. It makes it convenient to just distribute them to the tables when they are needed. We also make notes in the facilitator guide if you need poster paper or other size papers or other unique materials.

Session 1: Positioning Myself to Integrate Content and Promote Academic Language
Session 2: Deepening Understanding of TELL Conceptual Tools
Session 3: Building Knowledge of Vocabulary
Session 4: Strengthening Curriculum by Adjusting for ELs
Session 5: Learning from Feedback
Session 6: Practicing Developing MSDLAs
Session 7 Using MSDLAs to Review SIOP
Session 8: Demonstrating My Knowing of Integrating Content and Language Instruction





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https://edtechbooks.org/tell_facilitator_guide/integrating_content_.

Session 1: Positioning Myself to Integrate Content and Promote Academic Language

LA 1: (10 min) Sharing My Learning and Professional Development This is a 'shower of ideas' activity which is explained in the activity itself. For every session, the same activity occurs but about different topics. The topic for this week is learning over the previous courses you have taken in the TELL Endorsement. You need to write the things students call out about their learning and have a brief discussion about it at the end. It is 10 minutes long.

LA 1.2: (40 min) Negotiating Understanding of Inclusive Pedagogy This activity is an opportunity for students to become more familiar with the Standards of Inclusive Pedagogy, a main TELL Tool in the endorsement program. It comes with a link to a note-taking sheet for them to write to remember important parts of the tool. This is done individually as a way to show each person's understanding of the points involved in this tool. It would be helpful for you to roam the room to assist and answer questions. They have 40 minutes to complete it.

LA 1.3: (65 min) Integrating the Conceptual Tools for Teaching Els You will divide the class into groups of 3 or 4. Each group takes the tool you assign them: CPV—Communication, Pattern, Variability (L2 Acquisition); UME—Useful, Meaningful, Equitable (Assessment); SEP—Standards for Effective Pedagogy (SEP); ESL Guidelines (Literacy); PTA Standards. These have been introduced along the way through the courses. Each group identifies links from the tool they are examining and the Inclusive Pedagogy Framework they used in the first activity (IP). They discuss how their tool relates to IP and prepare to explain the connections they identified between this tool and Inclusive Pedagogy. They also need to explain how being aware of the connections sharpens and strengthens their teaching. They have 60 minutes to complete this activity.

LA 1.4: (25 min) Reviewing the Major Course Assignments This is the opportunity to review the major assignments for this course: Teaching a Standard for Effective Pedagogy, and Developing an MSDLA. Review these with the teachers and let them ask questions. Be sure they understand what is required.

LA 1.X: Consulting with the Facilitator on Presentation Contextualization (CTX) At the end of class, you meet with the first team that is presenting the Contextualization part of the Standards for Effective Pedagogy. Just take a few minutes to be sure they understand that they have 40 minutes to teach the topic as well as to provide an activity or two to get the point of this standard across. Offer them ideas, and remind them that everyone read the information they have, so to make it interesting for their classmates. They will probably need to work together sometime during the week, or they may want to divide up parts among each other so it comes together for their instruction. They also should include some sort of assessment after the presentation. All others are dismissed before this meeting.

Review Homework: Directions and Requirements (15 min). We have allowed your 15 minutes to explain homework because you will need to demonstrate the VideoEthnography—access and assignment and then review homework. There is usually a five minute allotment for presenting homework.

There is a pattern to the homework and sessions in this course.

1. Each session from 2 to 6 begins with a group of teachers teaching about one of the Standards for Effective Pedagogy. HW X.2 in each session tells which lesson they will teach. Therefore, you need to show them how to access the cases and review the format of the case. The links in the description of HW 1.2 can help you do that. The link is here <https://equitypress.org/-BHJc>
2. Each session begins with HW X.1 which is the reflection assignment where they report on a way in which they have adjusted, altered, advocated for, or tried out something in their practice and then using the [reflection model](#). (This link will take you to an explanation of it).
3. In each of the sessions 1 to 5, HW X.3 has them read chapters from SIOP and respond to questions. Teachers will work in groups to prepare a short activity center to teach the chapter you assign them.
4. This pattern of homework means that you begin each session starting with 2 to have them confer with their colleagues and report on their learning with each other and then share an idea with the whole group.

HW 1.1 Reflection on My Learning in Developing ELs Content and Language Proficiency While teachers can choose to focus on any adjustment they decide to make or action they decide to take to teach ELs, for this session the directions suggest they choose something from SIOP but they do not need to do that.

HW 1.2 Learning Teaching through Multi-media Cases and Expert Perspectives In each of session 2 through 6 teachers working in groups will present one fo the Standards for Effective Pedagogy. To support their teaching,

<https://equitypress.org/-BHJc>

HW 1.3 Gaining an Understanding of Making Content Comprehensible They read the assigned chapters in *Making Content Comprehensible* and answer questions--make sure you give them the books.

HW 1.4 Reviewing Major Course Assignments. The teachers are asked to carefully read the major assignments for the course and come with questions. This is the link to the homework links in the textbook. <https://equitypress.org/-VstF>

You will need to review the major assignments and be prepared to answer questions. This may require that you review the *Designing Activity Centers* book as well. Here is the link to that book.<https://byu.box.com/s/i4l0ci8cul5rkkqtmx1urq1gthp01pl0>

HW 1.5: Learning About Designing and Implementing Activity Centers—Students click the link to the explanation about activity centers and also on the link for the note sheet. As they read the booklet, they should take notes on what they understand about how to set up MSDLAs, including how to prepare students for participating in them.



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Session 2: Deepening Understanding of TELL Conceptual Tools

In this session teachers will participate in a series of Centers (an MSDLA). You will need to be prepared to explain how this works. This is important practice because while they have engaged in MSDLAs in other courses, the major project for this course is to design an MSDLA to enact in their own classroom. Further they will also develop a single center to teach one of the chapters (2-9) from Making Content Comprehensible in session 6 which will be enacted in session 7.

LA 2.1 (10 min): Sharing My Learning and Professional Development This is the shower of ideas again, this time around Contextualization from Standards for Effective Pedagogy. Write their comments so all can see.

LA 2.2 (35 min): Presentation on SEP—Contextualization The group you met with at the end of session 1 has 35 minutes to make their presentation to the class. Everyone should take notes on the presentation to keep to refer to. They need to answer the question, How can I contextualize in my MSDLAs so all learners have access. This could be written or as a discussion after the presentation—especially if the 35 minutes weren't filled.

LA 2.3: (10 min) Demonstrating Setting Up Activity Centers You will be using activity centers to remind teachers about what MSDLAs are. You will need to fill out the [rotation chart](#) and give each person a copy of their own, and they will have worked with everyone in the class by the end of the centers. The center instructions are found in LA 2.4, 2.5, 2.6, 2.7, and 2.8. Explain the instructions now and make a student task card for directions at each table and have all materials needed available at each center. The directions for each center is listed below as well as in the learning activity for each center.

LA 2.4 (15 min) : Center 1: Designing Activity Center 1—the Teacher Center Here you will review with teachers at the center as an instructional conversation the booklet they read and took notes on for homework. Ask questions to help them articulate the information they read. They should be able to describe how the roles and responsibilities of teacher and student shift from one phase to the next phase. Click on the link called Models of Classroom Organization and help them to determine how the organization shifts from one phase to the next. (as is explained a bit in the HW 1.5 information above in this document. Make a list of questions for you to ask so when you need to think of something, you have ideas in front of you. Be sure you point out to them that the 5 centers need to be based on JPA, CTX, CA and IC because LLD should occur in all the centers in order to complete them.

LA 2.5 (15 min) : Activity Center Planning Web—Center 2 Teachers at this center need to click on the link to the Activity Center Planning Web. They need to discuss it together, and you could provide them with a guide for this so they notice the opening and closing, and on the left side between these two they should notice exactly what goes on each line in every center of the web: there is a box for the title and then each line needs to be filled in as to: 1. Activities; 2. Product; 3. Standards (JPA, LLD, CTX, CA, IC); and 4. Assessment. Remind them that the SEP standards in each activity should not be LLD, because LLD should be happening at each center. They need to consider what they are thinking of for their MSDLAs and come up with something for each center, and then they should fill in the planning web in pencil, so they can change their minds as they move through the sessions.

LA 2.6 (15 min) : Exploring MetaGoals and MetaStrategies for Standards for Effective Pedagogy—Center 3 Teachers have engaged in this activity before in their foundations class. (We are using what we label strategic redundancy to

deepen their knowledge—you might explain that). They engage in this activity again to have them consider again how the strategies JPA, CTX, and IC enable their ability to meet the goals of CC (Cognitive Challenge) and LLD (Language and Literacy Development). In the Matrix found at the link they will fill in their ideas about how using the strategies in their teaching enables them to meet the goals. Then they look at the glossary and the SPC-T chart to evaluate teaching in your work with ELs. Then they need to answer how thinking of these in this way supports their own instructional decisions.

LA 2.7 (15 min) : Consider Materials for Your MSDLAs—Center 4 For this activity, they need to get the note sheet from the link. The sheet has spaces for each person at the center to share their content and they can give each other ideas for their MSDLAs. They record the information for each person at the center. It focuses particularly on contextualization for their MSDLAs so they can get help with that.

LA 2.8 (15 min) : Text and Vocabulary Issues in MSDLAs—Center 5 Each person in the group takes one of the sections in the article on text modification by Mary Rice to study. They share with the group what they learned. Then they identify the text(s) they want to use in their centers, and they could be digital or other media as well. They jot down ideas for adjusting them to better serve their students' learning needs. They can consider together the ideas from the article that would help them to modify text.

LA 2.9 (25 min): Learning from Vocabulary Research In groups of 4, teachers read the article entitled Overview of Vocabulary Research. Click on the link for it. Person 1 reads the first 2 points; number 2 reads the second two points; number 3 reads the fifth point; and the last person reads the sixth point. They should also click on the note sheet to they can report their part to the group. Then they look at the glossary page in that link. Try to understand what each means, but they should pay special attention to corpus, tokens/types, word families, and the 2 kinds of density listed there. This sets them up to read a corpus study in homework for this week. Most elementary teachers think of word families as: bat, cat, mat, etc. But linguists consider word families differently: Example—happy, unhappy, happiness, unhappiness happier, happiest, etc. So they need to consider prefixes and suffixes. Another example: leaf, leaves, leafy, leafier, leafiest. One more: port, import, export, important, importantly, report, reporter, reports.

LA 2X; Consulting with Facilitator on Presentation—Language and Literacy Development (LLD) Just the same as last week, only they will be presenting on Language and Literacy Development. Meet with them to be sure they are on track and remind them that they have 40 minutes.

HW 2.1: Reflection on My Practice in Developing ELs Content and Language Proficiency This reflection is based on a VideoEthnography they watched last week. They need to identify an activity in which they already contextualizing or one which they could modify to better contextualize. They follow the directions in the activity to complete their reflection. Remind them how each reflection is worth 50 points.

HW 2.2: Learning Teaching through multi-media Cases and Expert Perspectives Each person needs to choose the teacher they want to watch to learn more about SEP and EI instruction. The one they select should be the one they study for all of the SEP standards. The teachers are listed in the learning activity instructions by name and teaching assignment. The one they watch for this homework should be the one they watch each time. They are Shari Galarza, Lucie Villareal, Craig Cleveland, and Mara Mills. Be sure to advise them of their choice as it will come up over the next 4 sessions. Once they have selected the teacher they need to get the Language and Literacy Development worksheet linked in number 2. In number 3 they are told there are 2 columns in the chart—one to record observations of the study and listening or reading the perspectives across the top of the study for each prompt. Under the chart they write three ahas relating to their own practice. They need to bring the notes to class next week.

HW 2.3: Gaining an Understanding of Making Content Comprehensible When they click on the link Ch. 3 and 4, they will have the note sheet they need to take notes with as they read ch. 3 and 4 of SIOP: Making Content Comprehensible. They will submit the note sheet to you next week. They also need to be prepared to share with their colleagues in their group a new learning from the reading.

HW 2.4: Learning from Corpus Studies Prior to leaving class in session 2, you need to assign each person one of the corpus studies: social studies, science, math, and language arts. They will need the glossary from LA 2.9 to refer to as they read their study. They need to take notes on the note sheet. They need to bring the completed note sheet with them to the next class.

HW 2.5: Identifying Texts for Your MSDLAs All they need to do for this one is identify the test(s) and/or readings they will use in their MSDLAs, and they need to bring them to session 3.

HW 2.6: Deepening Knowledge for Promoting Academic Vocabulary They need to watch the video, and the directions for getting to it are located in the homework activity. They watch it and take notes on things that speak to them or resounds with their thinking. Then they read the Paul Nations article on vocabulary, located at that link in the directions. They take notes on each of the three topics to build understanding. It is a short reminder of the vocabulary activity in the literacy course prior to this one, so it should be familiar, and they need to attend to form, meaning and use from the TELL tool for this course. Remind them to bring both sets of notes to class.



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Session 3: Building Knowledge of Vocabulary

Materials: You will need to bring poster paper and markers for LA 3.5.

In this session several of the activities ask them to teach each other about the understandings they developed in their homework. If the presentation by teachers runs long skim these as you prepare so that you can think of which might be shortened or eliminated. You could combine LA 3.3 and LA 3.4.

LA 3.1 (10 min): Sharing My Learning and Professional Development. They do the same thing as last week, only now they need to think about their learning of language and literacy development.

LA 3.2 (40 min): Presentation on SEP. The teacher group assigned to teach about Language and Learning Development will present. (Last week because of the teacher centers we only allowed 35 minutes—but this week we set aside 40 min.) After the presentation, the class members should be able to answer this question: How can I include Language and Literacy Development in my MSDLAs and my teaching so all learners have access? Have teachers share quickly their answer.

LA 3.3 (20 min): Considering Text Modification and Vocabulary Learning in Making Content Comprehensible. In small groups, teachers will discuss how they have applied ideas from SIOP ch. 3 and 4 and share how it went. Then they need to discuss what they learned about vocabulary, text modification, contextualization, and language and learning to design supports for students. After a brief discussion time, ask them to share out things they talked about, what they wonder about, and ahas.

LA 3.4 (15 min): Learning to Attend to Vocabulary in Making Concepts Comprehensible. In the same groups, they discuss what they learned from watching the video and reading the article from homework. They can use their notes to share things that rang true to them, things new to them, and things they had questions about. Together they should try to answer each other's questions. Communicate their thinking about how they want to modify text and how they will teach the vocabulary needed in their MSDLAs. (direct instruction of words, using a glossary, or interaction requiring the use of vocabulary.

LA 3.5 (40 min): Sharing Your Learning about Vocabulary in the Texts of your Discipline. Group teachers in fours according to the corpus study they read for homework. In the group there should be one person representing each of the contents of the corpus studies. In this group, they share information from their studies and identify principles they can use to guide vocabulary instruction. The group will make a poster of the principles they identified to hang in the room and everyone participates in a gallery walk to glean ideas from the work of others.

LA 3.6 (30 min): Building Strategies and Techniques and Techniques for Developing Academic Language. The teachers working in their group of four read the summarized article by Kate Kinsella about building academic vocabulary in reading and writing. They need to answer the bulleted list of questions in the directions (#2). Together, they will create their own sentence frame appropriate to their content area and consider how to make this kind of frame a regular part of their teaching. Have them hand in their sentence frames.

LA 3.X: Consulting with the Facilitator on Presentation—Challenging Activities. Work with this group as they consider how to teach Challenging Activities to the rest of the class. Remind them that they have 40 minutes to present, and

students need to be able to answer this question: How Can I attend to challenging activities so all learners have access?

HW 3.1: Reflection on My Practice in Developing ELs' Content and Language Proficiency. This is the weekly reflection homework, but focuses on Language and Literacy development for ELs.

HW 3.2: Learning Teaching through Multi-media Cases and Expert Perspectives. Teachers watch the teacher they selected to watch for study challenging activities. They use the worksheet provided to take notes from the videos and all the perspectives. They need to identify 3 ahas to share next week.

HW 3.3: Considering Text Modification and Vocabulary Learning in Making Content Comprehensible. Teachers read ch. 5 and 6 from Making Content Comprehensible. They fill in the answers to the questions provided in the reading guide. They turn in the note sheet next week, and need to prepare to share something they tried based on this reading.

HW 3.4: Developing Language Objectives. Teachers need to read an article from Colorin Colorado they click the link in the homework activity. Call attention to the website Colorin Colorado so they know that it's a really good place to go to learn specifics about teaching ELs. They click on the worksheet and answer the questions there. They need to bring this to the next session.

HW 3.5: Reviewing Knowledge about Text Structures. They review a video on text structure from the literacy course and they need to think about corpus studies, developing academic language and designing MSDLAs. There is a link in the directions that gives them all they need to know to access the video. They take notes about the ideas they found interesting, new insights, and adjusting or modifying texts.

HW 3.6: Exploring Teaching Strategy Marketplaces. For this homework, before they leave session 3 within each group, Teachers need to assign each member of their group to read half of the strategies in each of the two marketplaces (from assessment and literacy). Two people are assigned to read half of the comprehension marketplace, and the other two read the other half of the assessment marketplace (They have studied more intensely the assessment marketplace in Assessment and they will study the comprehension marketplace more thoroughly in the Literacy course. This is another example of strategic redundancy). There are links in the marketplace documents. As they read through the activities, they each identify 2 strategies they would like to use in their teaching or the MSDLA assignment. The ones they choose should be something new for them. Then they select one and create a flyer persuading peers to use a strategy from the 2 they selected and bring it to class next week.

HW 3.7: Exploring Funds of Knowledge. The facilitator assigns everyone in the class one of the chapters from the Funds of Knowledge book—7, 8, 9, 10. After each person reads their assigned chapter, they need to make a graphic organizer—there is a good website link for them to peruse if they need an idea for the graphic organizer. In the second part of the assignment, they select one of their own students and consider the student's potential funds of knowledge that the teacher could integrate into their teaching. Bring the graphic organizer to class in session 4.





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Session 4: Strengthening Curriculum by Adjusting for ELs

As teachers enter the class today, they need to post their flyers promoting strategies for comprehension and assessment from homework last week. Be sure they do this and allow them a minute or two between sessions to look at them during the session.

LA 4.1 (10 min) : Sharing My Learning and Professional Development This is the shower of ideas as in other chapters, and this time the content they need to share out is Challenging Activities. For this session, you will need to pull forward their learning concerning Chapters 5 & 6 from SIOP during this time.

LA 4.2 (40 min): Presentation on SEP—Challenging Activities The team who met with you at the end of session 3 activities now present their topic for 40 minutes. They need to answer the question, How can I create and add challenging activities in my MSDLAs so all learners have access?

LA 4.3 (30 min): Reviewing My Objectives to Strengthen Them First each group-member shares the objectives they have selected for their centers. Each person should ask questions about the quality of the objective in relationship to the task and the promotion of language and literacy. The focus should be clarity, making sure the objective is observable, and suggestions for improvement. Discuss with each other their challenges in writing language objectives and instruction to meet student needs. If time allows, they should help each other make any changes to adjust or rewrite the language for your MSDLA task cards.

LA 4.4 (25 min): Considering Funds of Knowledge Among My Students Teachers share the graphic organizer they made from homework reading *Funds of Knowledge*. They create a list of how teachers can identify and utilize student funds of knowledge from home and the larger community. Consider how these funds of knowledge can inform your MSDLAs by sharing ‘wonders’ they have for adjustments they can make.

LA 4.5 (30 min): Examining Your Texts and Your Strategies in Making Texts More Comprehensible Follow the directions in instruction #1 to get to the video from TELL materials to watch. They take notes about types of texts and text modification suggestions. After viewing, each group discusses their learning from the video and together consider ideas for making the texts in your MSDLAs more comprehensible for ELs.

LA 4.6 (20 min): Sharing Strategies by Reviewing Promotional Flyers Take one more moment to view strategy flyers posted at the beginning of class. Select a few that you might consider to use in your MSDLAs for each center. The facilitator will be available to answer questions you have about a strategy or anything to do with your MSDLAs.

LA 4.X: Consulting with Facilitator on Presenting—Joint Productive Activity (JPA) This is your opportunity to meet with those who will present about joint productive activity. They need to be sure the audience can answer: How can I attend to joint productive activity so all learners have access?

Homework Review Remind them that they need to bring their materials for working on their MSDLA next week.

HW 4.1: Reflection on My Practice in Developing ELs Content and Language Proficiency Based on the videoethnography about challenging activities. They will write a paper using personal voice to describe putting

challenging activities in their lessons. They turn in the paper to you next week and participate in the discussion you lead in class.

HW 4.2: Learning Teaching through Multi-media Cases and Expert Perspectives Teachers watch the VideoEthnography of the teacher they chose to observe by examining the study of Joint Productive Activity. They take notes on the provided note sheet.

HW 4.3: Gaining an Understanding of Making Content Comprehensible They read ch. 7 and 8 in Making Content Comprehensible and they take notes on the worksheet in the link 'ch. 7 and 8. They need to be ready to share with colleagues about their learning.

HW 4.4: Developing Rubrics for Informal Assessments to Evaluate EL Learning They review the Assessment Literacy Tool document in the link. They use this information to think about assessment and what they remember from the assessment course to use in their MSDLAs. There are 4 links provided in the homework activity directions to remind them of what they learned. The last link is an article. They should read that, too. notes on things they think are relevant to their teaching and designing MSDLAs. First is a list of eight skills students need to improve their thinking; next is a blog post by Lavonne Botcher; third is a website; last is the Colorin Colorado website. Teachers are asked to be discriminating in their search through these sites and to determine what they think are applicable to their situation. It's in the warning under the instructions. Remind them of that.



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Session 5: Learning from Feedback

During this session 90 minutes will be committed to work on their MSDLA in groups as you provide feedback for each MSDLA. Remember that the teachers are working individually and so you will need to confer with every member of the class. They may work with one or two others if they all teach the same grade level and can agree on the same standard. So encourage teachers in groups to critique each others' MSDLAs while they wait for you. This is why we have given them 90 minutes to LA 5.4 so hopefully you will have time to review and provide feedback to each MSDLA. We have linked at LA 5.4 the form they use to record their ideas about their work and the rubric checklist for the project. You will probably want to print these forms out to guide your interactions with them. You could print a rubric document for each MSDLA and fill it out as you review the project and they can take that with them. They will also have 55 minutes in Session 6 to work together to finish up their MSDLA. Session 7 is mostly taken up with them enacting the SIOP MSDLAs they design in Session 6. This time in Session 5 (90 min) and in Session 6 (55 min) is all the time they have in class to work in class on their MSDLA—just remind them of that.

LA 5.1 (10 min): Sharing My Learning and Professional Development This is the shower of ideas about Joint Productive Activity. They need to offer insights from their teacher practice and learning. Post the ideas as they share then.

LA 5.2 (40 min): Presentation on SEP—Joint Productive Activity The group you met with last week presents joint productivity to the class. Students need to be able to answer this question: How can I create and add joint productive activities in my MSDLAs so all learners have access?

LA 5.3 (15min): Reviewing Practice, Application and Lesson Delivery Students have read ch. 7 and 8 in homework. These chapters are Practice and Application and Lesson Delivery. They talk in their group about how they attend to the issues concerning practice and application and lesson delivery in their own practice.

LA 5.4 (90 min): Receiving Feedback on MSDLA Components and Documentation This is a work session of 90 minutes for them to work on their MSDLAs (The checklist is linked [here](#) and the assignment rubrics and descriptions for the final project are linked [here](#)). You should visit one group at a time to answer questions and help them to see how to move forward in the work. You may want to print out the rubric (one for each group) and insert notes or have them do it as you review their work with them. Use the [Documentation of their Knowledge](#) form they have been filling in (which is linked here) to remind them of where they need to go next and what not to forget. As you work with each person, the others should be working on their MSDLA. You can also have them confer with each other and get feedback if they want.

LA 5.X: Consulting with the Facilitator on Presenting—Instructional Conversation (IC) Work with them to be sure they will be ready to teach about instructional conversations. Remind them that their time is 40 minutes and students should be able to answer this question: How can I attend to instructional conversation so all learners have access?

Homework Review (5 min)

HW 5.1: Reflection on My Practice in Developing ELs Content and Language Proficiency This is the regular reflection and they need to try out a JPA and then reflect upon it.

HW 5.2: Learning Teaching through Multi-media Cases and Expert Perspectives Students use the instructional conversation worksheet as they watch the VideoEthnography of the teacher they have chosen to study. They need to do the worksheet and respond to the perspectives and also list three ahas regarding their own practice. They will share their thinking in the shower of ideas for session 6.

HW 5.3: Gaining an Understanding of Making Content Comprehensible Students read ch. 9 in the SIOP book, the last chapter. They need to fill in the answers on the worksheet they get when they click on the link Chapter 9. They turn in the worksheet in session 6 and be ready to participate in a discussion about it. This is the last chapter.

HW 5.4: Deepening Learning by Attending to Discipline and ESL Standards They review the curriculum standards for their discipline—they should choose the discipline their MSDLAs are built on. The links take them to the national standards they should use. Then they go to the other link which takes them to the USBE standards for grade levels and content areas. After they review the standards, they make adjustments to modify their centers if they notice changes in the required curriculum they are working on.

HW 5.5: Thinking of Culturally Responsive Pedagogy in Relationship to My Teaching Practice They watch three videos about the topic. The first defines what culturally responsive pedagogy is; the second is a professor (Billings) who defines it as teaching with academic achievement, cultural competence, and critical consciousness in mind; and the third is teachers talking about doing it. These are a total of 15 minutes. They need to jot notes as they watch for ideas that resonate, what they could do differently, and ideas for their school to change to being more culturally relevant for diverse students.



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Session 6: Practicing Developing MSDLAs

They will have 55 min to work on their MSDLAs. Remind them that this is the last time they will be given class time to complete this project and additional finishing touches will need to be done independently.

LA 6.1 (10 min): Sharing My Learning and Professional Development The shower of ideas is about instructional conversation this week. Write down what they say as you go.

LA 6.2 (40 min): Presentation on SEP—Instructional Conversation The group you met with last week presents Instructional Conversation to the class. It needs to answer the question: How can I use instructional conversation in my MSDLAs so all learners have access?

LA 6.3 (50 min): Creating MSDLAs to Teach SIOP Principles You need to assign students to small groups (of 2-3, depending on the size of the class) and each group should be assigned a chapter from SIOP—2, 3, 4 5, 6, 7, 8, or 9 (notice no one is assign chapter 1 it is the introduction). They have 50 minutes to create a center that will teach their chapter. The center will be enacted next week in LA 7.2 and needs to be no more than 12-14 minutes. They need to create a student task card for the center to be posted and arrange to bring materials needed to create a product at the center. Once they finish the center for next week, they move on to the MSDLAs to complete them.

LA 6.4 (55 min) : Working on Your MSDLA Project Once they finish their center for next week's center rotation on SIOP, they can work on completing all the paperwork needed for the major assignment, MSDLAs. Remind them that LA 1.4—Major Assignments—is where they can find all the forms needed to complete their MSDLA major assignment. They have 80 minutes to work on this and you should rotate students to answer questions and make suggestions. **Remind them that they can access the parts of the assignment in LA 1.4--major projects.**

Homework Review (5 min)

HW 6.1: Reflection on My Practice in Developing ELs' Content and Language Proficiency This is the weekly reflection. Have them follow the instructions as they are in the homework activity.

HW 6.2: Creating a Self Portrait Students need to think about their journey in becoming the teacher they are today in relationship to teaching ELs. They need to consider their identity as a teacher, their beliefs, dispositions, and practices and who they are as a teacher. They can use whatever media or materials to make this visual self-portrait. Bring this visual to class to share with others.

HW 6.3: Build and Refine Your Final MSDLA Students are referred to the three videos they watched in last week's homework about culturally responsive pedagogy to consider how they might improve their MSDLA assignment to include adjustment regarding that topic. They should make those adjustments wherever needed in their centers. They also need to review HW 7.3 now so they can schedule a time to try out the entire MSDLA if they can, if not then 2 or 3 centers so they can reflect on their work.



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Session 7 Using MSDLAs to Review SIOP

Engaging in MSDLAs for Review

As students come into the class this time, have them post their self-portraits created in HW 6.2 from last week. You will hold a gallery walk in LA 7.3.

LA 7.1 (10 min): Sharing My Learning and Professional Development This week's shower of ideas concerns students' reflection on the use of the Standards for Effective Pedagogy and sheltering instruction for second language learners. They need to think of an event when you wondered or shifted your instruction. They are asked to write this down and then participate in the shower of ideas. Again, you write responses on the board.

LA 7.2 (110 min): Enacting Centers to Demonstrate Skill in Using High-Quality Strategies and Practices—Notice that this activity is allotted 110 minutes. There are 2 parts. For part 1, you need to set up places for the small groups to set up the eight centers they created last week. Remind them that they also need to have the student task card at the center. You will have a teacher center during the 2 rotations to be done. You center in which students can ask questions they still may have prior to presenting their MSDLAs in the last session. You can find the forms needed in LA 1.4—you may want to have a printed version of each to have them handy. While you have your teacher center, students will move through the first 4 centers and yours. Part 2 is when the other 4 centers will be visited by all the students, while you are answering questions for the MSDLA again. So there are 5 centers in each part. You will need to keep time for this so that each center time is 10 minutes so everyone can visit all of the centers throughout. The instructions in the learning activity is probably easier to understand.

LA 7.3 (35 min): Displaying My Self-Portrait The class will do a gallery walk to view all the self-portraits. They look at everyone's portraits and also the things they included that were important to them in teaching ELs. Have them return to their seats to discuss their ahas from their observations. Have each group report on an idea from the group that was interesting (allow 1 min per group).

Homework Review (5 min) The Reflection assignment is slightly different so review that with them. Remind them they will need to finalize their MSDLA for homework for this session and that they will share the final product in eight.

HW 7.1: Reflection on My Practice in Developing ELs Content and Language Proficiency Teachers need to reflect on a successful lesson with ELs in which they used the Standards for Effective Pedagogy or the SIOP principles. They need to write about that experience using personal voice. The writing needs to include connections to this or other TELL courses. They should also raise questions or wonders about teaching ELs. They turn it in to you and be ready to share.

HW 7.2: Finalize Your MSDLAs Teachers need to complete everything needed to share their MSDLAs in session 8. They need to be sure all of the paperwork is completed as linked in LA 1.4, so you can refer them to that.

HW 7.3: Implementing Centers in My Classroom Now is the time for the teachers to enact some or hopefully, all of their centers in their classroom. They need to prepare themselves to share their MSDLA assignment, including the opening and closing activities, in small groups. They can use a power point, a handout, or bring materials from the centers. Everyone will have 10-15 minutes to share their work.



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Session 8: Demonstrating My Knowing of Integrating Content and Language Instruction

Notice how the time is divided for these two final activities. Our thinking for LA 8.1 that as they share their MSDLA in their groups, the time needed may vary. If everyone in a group did their own MSDLA then you need 40-60 min. for them to share. Based on our assumption that you will have five or six groups, having one person from each group share an MSDLA with the entire group, it will take 50 to 60 minutes. You will need to figure out time constraints.

Remind them they are not ENACTING the centers but TEACHING the MSDLA as a whole to their colleagues.

In the final activity they have a prompt—which you can write on the board. They write for one minute and then each person shares their ideas with the class. We have allowed 40 minutes because, we assume you will need 5-10 minutes to set up and execute the writing and then 30 minutes for the responses and for you to end the class.

LA 8.1 (120 min): Sharing Our MSDLAs Assign students to groups of four. If some worked together on this assignment, they need to be in different groups so everyone can present their work. They use whatever they brought to communicate what their centers are about and include how their enactment of them, either all or in part, and how they felt it went. They need to keep between 10 and 15 minutes. After a group finishes, they select one from their group to present their assignment to the whole class. Each will have 10 minutes to present this time. They need to turn in their assignments to you for grading.

LA 8.2 (40 min): Sharing Development as an ESL Teacher Teachers write a One-Minute Paper (This is an alternative assessment teachers have reviewed during the course and it is found in the [Assessment Marketplace](#) linked here. It is the first item). It involves a bit of think time and then one minute to write. The prompt is:

‘What was the most important thing you learned during this class?’ or ‘What is a hopeful change or the strongest experience you have had in teaching ELs?’

They write for about a minute and then prepare to share their writing. When all are ready, call on one at a time to share their most important idea about their learning or their thinking concerning teaching ELs. We have allowed what they wrote and after this activity, you should collect them—with names attached.

After this activity, they are done and so are you, right?





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Family, School, & Community Partnerships

The purpose of this facilitator guide is to provide you with support in fulfilling your responsibilities as a facilitator. If you find as you are going through the course that you need additional information or guidance to complete a task, please feel free to reach out.

Important note for this course: In EdTech, there is a Learning activity with this number—LA 1.0. Please notify those taking this course that they need to do that activity prior to coming to the first session.

Materials for this course:

- Electronic Device (iPad, Tablet, Computer, Laptop) with internet access
- Textbook: González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.
- [Total Points Sheet](#) (to assist in grading)

Time Requirement:

Your students will receive 3 credits for completing the eight sessions. This means that you need to assure that the students have met the time demands for the credits earned. You will do this by:

- Making sure that student are engaged and participating for the entire 160 minutes (without a 20 minute break) or 180 minutes (including the break). *have students decide what option they would like (break or no break and get out 20 minutes earlier)
- The homework assigned in the class also helps teachers meet the credit demand. While there is variability in the rate, depth, and speed in which teachers complete the homework, we have paid careful attention to the typical time it will take to complete the assignments. Your homework will take about 3.5 hours each week (if students complain that they are spending more time on homework than 3.5 hours, discuss with them the strategies that they are using to complete the assignment—interruptions, etc.).
- An additional 10 hours are provided for them, to complete the reflection assignment. This assignment is the first homework every week. For this homework, they are to select something that they learned about that will support the learning of the ELs, a strategy they want to try out with an individual student, and other kinds of individual applications or changes in their practice. In the reflection, they record what they did and what they learned from trying out the practice or strategy with their students. Sometimes, we will make specific suggestions about what they might do for this reflection activity. If you try an activity and write it up in the reflection, we assume that they have spent 10 hours planning, enacting, evaluating, and reflecting. We do not ask them to document the minutes spent, nor do they need to provide a lesson plan.

For this course, we use EdTech Books. This is an open access online platform. For this reason, please encourage students to bring their electronic devices (tablet, laptop, etc.) to class. Within the book, you will find active viewing guides, directions for learning activities and directions for homework assignment (descriptions of these assignments are found below). When students are asked to complete worksheets or other kinds of consumable materials, there are links within the texts that will take them to those resources. If you find the use of links problematic, you can open the link yourself and print the materials for you class. This will depend on internet accessibility for you and your students.

Links--*****Pay special attention to the bolded and underlined sentences in this paragraph!

There are links embedded throughout the course. They are often part of the instructions and simply look like blue words. You can click on these words and it will open a new webpage to Box Online (this is the online storage place that we use). Once you see the document in Box, students will need to download the document to their device and then they can fill it out. **Because this document is a resource for all to use, Box will not allow them to fill out the document if the document has not been --you or print it out (if there is access). If you would like to provide them with the paper copy, and bypass having each student download and email or print to turn it in, you can download it to your computer and make copies for them.** There are also other links throughout the course that will take you to different online resources that you will need (videos, etc.).

Types of Activities in the Course

Active Viewing Guides: Active Viewing Guide (AVG): These refer to videos or power points students need to watch and participate in (if viewed during class time). There are links to the object to be viewed and the notetaking sheet in the materials.

There are 2 kinds of active viewing guides (AVG) for this course:

- PowerPoints drawn from the WIDA website or other school districts who use the WIDA guidelines. You will present these to the class and discuss the contents as they unfold. Sometimes, we have worksheets and note-taking-guides that are associated with the PowerPoint. The students should fill these worksheets out as they watch the PowerPoint. These PowerPoints also have discussion questions or learning activities connected.
- The second type of active viewing guide (AVG) is the kind typical of earlier versions of the TELL courses, which you have seen or have become familiar with before. We will provide the link for these videos in the course AVG page and indicate where in the video you should begin. This means your students will be able to review these videos at home with the provided link. It also means that if you don't have time in class to watch the video, you can assign it to them for homework.

Learning activities (LA): These are the activities you and the class will complete during the session. Some are stand-alone activities, and some tie to homework from the previous week, and others may build on the previous activity. Pay attention to the number of minutes allotted and make every effort to stay within that time limit.

Homework activities (HW): These comprise 5-6 homework activities students need to complete to prepare for the next week's activities. If someone is absent from a week, be sure to remind them to do their homework, as often they give the background for the next session's learning activities. The first one is always a reflection on changing their practice and is explained in HW 1.1. **Be sure to save enough time at the end of each session to briefly go over the homework for that session.**

Information of this chapter informs you of the materials you will need and basic explanations of what you should do. However, your greatest resource will be getting to know the content of the actual course in EdTech.

Session 1 Community, Assumptions, and PTA Standards
Session 2: Preparing to Cross Borders
Session 3: Family and Community Engagement
Session 4: Collaboration
Session 5: Exploring Community Resources

Session 6: High Expectations for English Learners

Session 7: Responding to Student and Family Needs

Session 8: Advocating for Students and Families



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Session 1 Community, Assumptions, and PTA Standards

Prior to Session 1, each student must be given the pre-session 1 assignments. It would be good if you made these copies and left them with the person in charge of getting teachers to sign up for the class. It should be stressed that these are very important parts of what happens in session 1 and the must complete them prior to coming.

This is what it is-- **Pre-homework:** Bring **3 objects** that you feel show something about you and your culture. Write a one-page description explaining what you have brought and why you feel it expresses your culture. Write a reflection telling what your culture is like, what is important to members of your culture, what is your culture's position in American society, and how you feel about other people's cultures.

Complete the Common Beliefs Survey from Teaching Tolerance. Bring it with you to the first session.

Also bring to class your **asset map from the Foundations course** or create a new one as per directions sheet for your school community. (There are 3 sheets that each teacher needs for this: the directions to create the map, the blank form, and the example form.)

LA 1.1: Learning About Ourselves as Cultural Beings. Read the directions for the activity. When the teachers begin sharing, walk around the room to observe what they are showing and saying about those things. Be prepared to lead a discussion about culture's importance in every person's life. Then have them fill out the culture section. Hand out the form 1.1 found in the LA 1.1 folder and explain how they will take notes to show their participation in tonight's learning activities. Conduct a class discussion to determine a list of what represents what culture is, and what doesn't represent culture.

LA 1.2: Identifying and Reviewing Community Assets. Teachers will need to have their asset map to participate in this activity. This is why they needed to bring the one from Foundations or create a new one (especially if they are in a different school from where they taught when they were in Foundations).

Help teachers to find a group for them to be in. If there are more than one teacher from a school, that is the ideal group. If there are teachers who are the only person from their school, have them group in 'feeder school' groups—there should be at minimum 2-3 teachers in each group. Once maps are posted, supervise the gallery walk. The idea for this is to get ideas from other people's maps that are things that might exist in your school's asset map area. Have them fill in the section on the session sheet.

LA 1.3: National PTA Standards. Materials are in the folder LA 3.1F. Use the PTA standards. There are 6 and so you need 6 groups—each person needs to have the short article available so they can access it for the standard they are assigned. Bring chart paper or posters and markers for each group to create their chart and tape so they can post them. Each student will also need a few sticky notes to post questions about each standard. After the gallery walk, groups collect the sticky notes and prepare answers for sharing with the class. Ask each group, one at a time, to share their questions and answer them. Remember to have them response on the session sheet.

LA 1.4: Assessing National PTA Standards. Be sure students have access to the PTA standards assessment guides. Each group should receive the assessment guide that goes with the standard they worked on in LA 3. Give groups time

to read and discuss, and then have them share their findings with the class. Have them return to the session sheet and add in the space for PTA standards their comments.

LA 1.5: Uncovering Assumptions about Heritage. Make copies of the unconscious bias viewing guide. The link is on the learning activity. Use these 3 questions to guide the discussion you have at the end of the talk. To show the TED talk, google what does my headscarf mean to you and it will come right up.

LA 1.6: Major Course Assignments. This asks you to briefly go over the three major assignments for the course. Be sure students bring up on their computers the 3 assignments that are contained in LA 1.6 F.

1. **Family Profile Project:** It requires two visits with a family of one of their students which includes a 2-3 page report. They also need to create a visual to aid in presenting this family in small groups in session 6.
1. **Partnership Plan:** Students are to prepare a partnership plan focusing on getting classrooms, schools, and community involved together in supporting children's education. They will write a document explaining it and report it in class in small groups.
1. **Advocacy Position Paper and Presentation:** They will be assigned to groups or you may elect to let them choose their own groups, but all the groups must be around 4 or 5 students. If you have 20 students, there will be 4 groups of 5 and if there are 25 students, there will be 5 groups of 5, etc. Each group needs to think of everything they have learned in the endorsement program that they want to advocate for in their paper and presentation. Each group produces a 3-5 page paper, turned in to the facilitator, and a power point to present their position of advocacy.

Just go briefly over what the assignments are and their homework asks them to read carefully the directions for each of the 3 major assignments and bring questions to be answered at the beginning of class next week. Keep this to a minimum of time.

Explanation of Homework--we leave 5-8 minutes at the end of each session to explain what teachers need to do for homework. Be sure to read through the homeworks prior to explaining them to the teachers.

HW 1.1: This explains that each week they will add to an online journal their reflections on their learnings in class as well as something they decided to try in their practice from today's lesson and report on what they did and how it went. It's probably a good idea to ask them to send it to you as soon as they've finished it this first week so you can give them feedback. After that, they should be able to do it on their own. At the end of session 8, they will send the completed reflections to you and they will be worth 200 points. This is a big part of the class. **It would be good for you to go over the reflection homework with them as it is the first time they will do it. They don't need to report on what they worked on as this is the first week. They only need to respond to the last 2 bullets.**

HW 1.2: Students are asked to read carefully through each of the 3 major assignments for the course. They will write questions they have about each one. They will be able to ask the questions for you to answer. One way to accomplish this is to have them sit in their table groups and answer each other's questions...only go for 10 minutes or so, because there isn't much time to waste, or ask them to stay after if they have any other questions.

HW 1.3: CD-Rom study of a student and family. Be sure they all know how to access the CD-Rom so they can watch the student of their choice. They will watch all the different sections and write notes to bring to class in session 2.

HW 1.4: This asks them to add to their asset map by color coding each of the things they identified on their maps as to which of the 6 categories they represent. They also write a one-page guide to their asset map. They bring it back to class and turn it in.

HW 1.5: Using a reading guide, teachers read Ch. 3 from Funds of Knowledge, La Visita, which describes a visit to a family. They fill in the reading guide linked in the homework activity and bring it back to class in session 2.

Collect the Common Belief Survey they completed in the pre-session work. This is a good way to start their thinking for the course. If they didn't fill it out prior to session 1, have them bring it back in session 2 and collect them so you can return them in session 8 and they can see how much they've changed. You should have received their first survey done in the Foundations course as the facilitator was instructed to give you a copy to keep. At the end of the course they will compare the first one from Foundations, the one they did for session 1 of this course, and the one they will complete at the end of this course.



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Session 2: Preparing to Cross Borders

LA 2.1 (30 min) You need to bring chart paper and markers for students to post a visual that explains their student. Students studied a VideoEthnography student in last week's homework. The students are Vanessa Gomez, Ascuncion Valdez, and Xuan Machado. They need to sit in groups of 4. They discuss their student and then create a visual with the materials based on their discussion about the student. Be sure that all the visuals for each student are posted in the same area. After these are posted, they look at other visuals on the same student they studied as well as visiting the other students. You should lead a discussion about what they discovered about the lives of these students.

LA 2.2: (20 min) Share Your Asset Map. This activity concerns the asset map. They were to add to their asset maps in homework and now will post the maps in an area marked for their school or groups of feeder schools. Please designate where each area is. They study the maps for their own school or feeder group, and then move to the others. They should look for items noted in some maps that they may have forgotten to put in their own maps. Then they return to their seats to add places in their own maps. In homework, they were to write an explanation to guide someone looking at their map to learn about the efficacy of the different locations found there. At the end of this session, they will turn in to you their asset map and its explanation.

LA 2.3: (20 min) Home Visits, Cultures, and Practices. Students will watch a video as per instructions in the learning activity. They take notes on the note sheet. Then they discuss in their groups chapter 6, La Visita, in Funds of Knowledge, that they read for homework. You should read it as well to hold a class discussion. Remind them to set the appointment for the first visit to the family, as well as having someone come with them, arrange for a translator if needed, and don't let the student act as translator. They should turn in their viewing guide from the video seen tonight and also turn in their notes from reading La Visita.

LA 2.4: (20 min) Community Partners. Students watch another video and use the worksheet to take notes. Then you have a discussion about possible topics for their own partnership plans. Remind them that both the family profile and the partnership plan are both due to be presented in session 6.

LA 2.5: (30 min) National PTA Standards. Students now sit in their groups of a school and/or the feeder schools that feed it. They use the National PTA Standards and the questions from Homework 1.5 and share their learning from both. They determine which of the 6 PTA Standards their school is doing best at and your evidence for that opinion. Then determine the PTA Standard they think is a problem for their school. Then they brainstorm possible plans that would enable their school to improve in that area. End the discussion with creating a list on the board of ideas from all teams.

LA 2.6: (45 min) Title 1 Law. Students now sit in groups of four students. One pair in the group reads the first article and the other pair reads the second article. Each pair takes notes on important points and then teachers the other pair about what they learned. Then the group discusses how each of their schools are doing in relation to the two readings. You then hold a whole class discussion regarding what all groups have discovered. Then students fill out the questionnaire in the last link. This questionnaire is from USBE and asks for an evaluation—true or false—whether their school does each of the questions or not. The hope is that they will discuss the results with other teachers and colleagues at their school to build awareness.

Explanation of Homework

HW 2.1: Reflection on Actions Taken and Learning. The weekly reflection.

HW 2.2: Identifying White Privilege. This one is called Identifying White Privilege. Students read Unpacking the Invisible Backpack/ We know this was written in 1989 and is old, but it's still a very good way to realize the thinking of dominant people who don't recognize that they are dominant in society. The article is printed directly below the instructions, so there is no link. As each person finishes the article, they write about some advantages they have over others. Next session, as a class, lead a discussion about who has privilege in America. Then students create a list of at least 10 privileges they have over other people. Have them reread the last part of the article beginning with "I see a pattern" and have a discussion with the class about the things they author mentions in that last part. Highlight some of their thinking on the board.

HW 2.3: Beginning the Family Profile. Students review the family profile. They make a list of questions, and are reminded to arrange for someone to go with them, and a translator if one is needed. They should also accept questions from the family and share the asset map they created with the family—asking the family to add other assets they may know about but are not yet on the map. Doing this would be a good icebreaker for the first visit. They are reminded to make an appointment with the family for a time and place to have the second visit the next week. Encourage them to complete this first visit this week, as the profile is due in session 6 along with the partnership plan.

HW 2.4: Go on a School Fieldtrip. Students are asked to take a field trip in their own school. Areas to visit are listed in the instructions, and they shouldn't tell anyone they are doing this. I have found this to be a very eye-opening experience—noticing how parents are greeted, noticing how students select who to sit by at lunch, and who they play with or don't play with at recess. Also noticing how some teachers interact with ELs and their parents could be eye-opening. They need to write their observations down and bring the notes with them next week to class.

HW 2.5: Research Facts about Your School. This last homework asks students to go to the USBE site and find the most recent demographic facts about their school. They also need to find the latest state testing data for their school—they may already have this if schools discussed it at the beginning of the year. Then they read three OCR and Title I Law readings to learn about what gets the OCR to identify districts and schools who don't provide correct service to their students. They notate their data from different sources on the analyzing compliance sheet linked at the end. They need to bring the data sheet and the notes they have taken to class next week. They will need it in activities next week. Let them know that this information may help them to determine what their partnership plan should be.



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Session 3: Family and Community Engagement

LA 3.1: (30 min) Reviewing Analysis of My Invisible Backpack. Using their notes from homework on the Invisible Backpack, have teachers sit in groups of 4. They need to discuss the privileges they have from their homework. After the discussion, each group needs to create 3 'ahas' to share with the class. As they work, you should circulate to be sure they are discussing in depth, and the relationship they see between McIntosh not understanding why men didn't get women's issues and how whites in America are blind like that about poverty and privilege. Have them share their AHAs.

LA 3.2: (30 min) For this activity, move the students into 4 groups. Assign each group one of the portions of the chapter from Funds of Knowledge ch. 4 to read together. Some of the assignments seem to have the same page, but it's because there's a break in the page and one group will read the top part, and another group will read the bottom part. Bring chart paper and markers so they can make a chart explaining what their section was about. Then give each group a turn to share. Discuss afterward if needed.

LA 3.3: (40 min) Office of Civil Rights Role. Students should be sitting in the same school/feeder schools group. They studied OCR and other federal laws that apply to teaching ELs in HW 2.5. Some may have been in a school or district in which OCR became involved because of a complaint; others may not. Leave them in groups of 4. They also had a document entitled Ensuring Participation of ELs to work with as they noted how well their school was doing in each of the areas, and then they had an Analyzing Compliance Data sheet they should have filled in. They discuss the questions and determine where improvement is needed as well as identify possible solutions. You need to circulate through the room as they work to collect ideas on the board for fixing some of these issues. Have a brief discussion regarding OCR.

LA 3.4: (30 min) Serving ELS in Schools and Classrooms. Students should be in same school groups or feeder school groups again. They are to read the article Pat's Story in their group. It is located below the directions for the learning activity, so they just need to scroll down. You should lead a short discussion to summarize the event in the story, why they think it happened, and if they have had an experience like that. Groups then make a list of strategies that are good to use when instructing English Language learners focusing on being sure needs are met. They then answer the questions in direction #4. Then they address direction #5. You can collect their lists, which should include a title and a brief explanation, so you can create a list to share next week.

LA 3.5: (30 min) Exploring Community Engagement Through Examples. You will need to supply chart paper and markers for each group to make a poster explaining the plan they read. This activity supports the partnership plan as it has eight examples of partnership plans others have done. Have them in groups of 3 and assign each group one of the articles. After reading, they need to make a poster giving information and showing both of the plans they read, showing the specifics and should be given a title. It should show who the partners are, the goal of the partnership, and how it works. Have them post their poster, and everyone will gallery walk through the plans. They then return to their seats and write ideas for their own partnership plan. They can have a partner to work with on this plan if they're at the same school, or if they can get another teacher from their school to work on it with them. The assignment will be due and be presented in session 6.

Explanation of Homework

HW 3.1: Reflections on my Learning. This homework is the online journal reflection they have completed for previous sessions. They will turn it in to you at the end of class and the whole thing will be worth 200 points.

HW 3.2: Family Profile Major assignment. Students are asked to make their second visit with the family and to complete the Family Profile assignment. Both this and the partnership plan are due in session 6, so the earlier they finish one of them the better. It reminds them that they should change the student and family names for privacy, and that they also need to create a visual representing this family and will use it when they share in small groups in session 6.

HW 3.3: A Teacher's Perspective on Family Involvement. For this homework they need the article 'A Teacher's Perspective' and use the reading guide for it. Both are linked in the activity directions. Explain that what they read includes the six PTA Standards and the teacher's perspective is a paragraph below each standard. The reading guide asks them to reflect on what the teacher wrote in the article. They need to bring the completed reading guide to session 4.

HW 3.4: Partnership Plan. They need to search online for Community-based Organizations and Faith-based Organizations that might be helpful in creating their partnership plan assignment. We have included 2 examples that were really created by teachers to help them think of things they might be able to do. In each of the examples, teachers recognized a problem and then reached out to community resources and other teachers to make it work. That's what they need to do for their plan. In previous homework they were to create an outline of a plan, and they can begin with that or go for something fresh.

HW 3.5.: Beliefs about Poverty. For this assignment, they will watch 2 TED talks, one by Mia Birdsong, and the other by Rutger Bregman. They fill in the viewing guide. Then they read a summary from the ASCD book Disrupting Poverty. They take their own notes for the reading. These prepare them to learn more about students who live in poverty during session 4.



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Session 4: Collaboration

LA 4.1: (30 min) Studying Students. Teachers return to the student they studied from the VideoEthnography—Vanessa Gomez, Ascuncion Valdez, or Xuan Machado. They form one group for each of the three children studied. This allows for more ideas to be put forth as there will be more people to offer ideas. They are to create a partnership plan that is targeted to the student they studied, giving them practice for creating their own partnership plan. The partnership plan instructions are linked in the instructions, and they are to follow these instructions, putting their plan on a chart paper using chart paper and markers you bring. Each group will present their plan to the class as the other class members offer suggestions and ideas for making the plan better. **Bring chart paper and markers so they can create their chart to share it.**

LA 4.2: (20 min) Organizing for Partnerships. For homework last week, they were to locate community-based organizations and faith-based organizations they could use for their own partnership plan. In groups, they will share some of the organizations they discovered, and discuss ways in which they might be able to utilize these resources in their own partnership plans. Then there will be time for a whole-class share.

LA 4.3: (25 min) How WIDA Can Help Parents. Teachers refresh their memories of the WIDA levels and Can-do Descriptors by going to the first link. The second link takes them to a different page, and they are asked to scroll down to find Family Engagement—this has many ideas for teachers to utilize. I was surprised when I went to it to see an explanation to help parents understand that if their child is tested at Level 2 for example, they can learn what that really means. Once they have located some interesting resources, the group should discuss how they could use this site to assist parents and families in supporting their child.

LA 4.4: (30 min) Expanding Understanding of People in Poverty. In homework from last week, teachers watched two TED talks about poverty, and they read a summary from the book, *Disrupting Poverty* by Budge and Porritt. Hopefully they have their note-taking sheets from all of these 3 items. Now you will lead a discussion. Begin it by asking for a shower of ideas they found interesting or surprising as they did that homework. Simply ask them at the start to share these ideas and you write them on the board. After you have a good-sized list, ask them to talk about stereotypes they or people they have known about people in poverty. Have them turn in their note sheets from the two talks and the article they read.

LA 4.5: (50 min) Comparing Living Conditions around the World. Teachers will be introduced to Gapminder by listening to a TED talk by Anna Rosling. Prior to viewing the talk, have them download the note sheet and answer the questions at the top. Then show the talk and they can jot notes on the paper, but they don't answer the final questions until the end of the activity. Model for them how to find the Gapminder that was shown in the talk. Model for them how to look for a row and then click on families one at a time. The idea is that we all think we are in the middle as far as wealth goes, but as they search through families, they will realize that we are in the part of the world that is in the upper end of Dollar Street. After they have discussed in groups, open up a whole-class discussion to talk about what they have learned.

Explanation of Homework

HW 4.1: Reflection on My Learning. This is the usual reflection they need to do weekly.

HW 4.2: Organizing for Partnerships. Teachers watch a video BYU made about a school in Las Vegas, Nevada, that illustrates the many partnerships this school has created with the community and families. They click on the link to see

the film, and they need to click on the second link for the note-taking sheet. They should bring the notes to session 5.

HW 4.3: Expanding Understanding of People in Poverty. This homework introduces teachers to the growth in population and wealth in the world in Gapminder. In a later session, they will understand more about this when they watch a TED talk dealing with poverty. They click on the link to see the video. And they click on the second link to get the note-taking sheet. After viewing the video, they read the short article at the end of the instructions to the learning activity, which includes a lot of vocabulary they need to understand. They bring the notes to class in session 5.

HW 4.4: Uncovering Your Experience with Race and Privilege. Teachers will read the two articles that are linked in the learning activity. One is “White Fragility” and the other is “Whose Cultural Has Capital?”. After they have read both of these, they scroll down to read about a teacher who took this course in Salt Lake District. She shares her experiences as an Hispanic teacher who has born in this country. It opens eyes, and I was grateful she allowed me to share it with others. Again, they need to bring their notes to session 5.

HW 4.5: Completing your Family Profile. This homework asks teachers to complete their family profile. They need to get working on this and the partnership plan as they will be presenting them in session 6. It reminds them that they need to bring a visual as well as the profile itself to session 6. I thought it best to have these 2 completed before they needed to do the Advocacy Position Paper and Presentation.

HW 4.6: Complete your Partnership Plan. This homework again asks them to work on completing their partnership plans as well. It is also due in session 6



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Session 5: Exploring Community Resources

LA 5.1—This first learning is based on an editorial Bagley created for the S.L. Tribune a few years ago. The first link gets you and the students to the mat, or you can print them out so they can have them at their tables. You will also need to provide a penny for each student at every table. As you look at the game mat, notice the rules for playing the game. In every learning activity, including this one, you will have students each take a turn after they understand how the game is played. Tails gives them a move of one box, and Heads gives them a move of two boxes. Each time they take a turn, they must flip their coin and move accordingly. Once they move, they have to share with their group the decisions they must make. Note that if you get Heads, the square says ‘flip again’ and they can do it right then, but must stop as soon as they get a Tails. Have everyone take their first turn and make their moves before going on to the second learning activity.

LA 5.2—This activity contains a power point created several years ago by the nurses in Salt Lake School District. I asked them if we could use it in our class, and they said they would love that...so here it is. It’s entitled Trauma-Informed Care. Clarify with the class that while some ELs may have had experiences of trauma, but they are not the only ones to experience trauma in our society. It is poverty, making the decisions in the game they play today, that causes much trauma for our students. There is a note sheet for them to write on as you lead the discussion of the power point and they respond. Once the discussion is completed, below the instructions they will find an article for teachers about how they might experience some trauma working with Title 1 students in Title 1 schools. They should read that and you can lead a discussion on that as well. We teachers need to take care of ourselves. Note that at the end of the activity, it asks them to take their second turn in the game. Allow them to do that.

LA 5.3—This activity needs six groups. Each group will read one of the six articles linked in the activity. You will need to provide large chart paper trees (find the model in the activity linked tree chart) so you can copy the trees on the chart paper. They will also need markers to summarize the article. If you’d rather not draw the tree on the chart paper, then they each need to use their own paper to fill it in. I think the group working together is stronger. I like the tree chart because it’s a good activity they can use in their classes. Students who have read an assignment can make the chart to share with others, so it’s something they can immediately use in their classrooms. In the learning activity, the instructions for what goes where on the tree. Note that it helps them find the big ideas (the branches) and if they don’t have anything that will give more information on the big idea they can’t fill in the leaves at the end of the branch. Each article probably has a different amount of big ideas, so each tree may not have all branches filled. After they have read their article and completed the tree chart, each group presents their article to the class. After that, each person gets another turn at the game prior to the next activity.

LA 5.4—Students will have less time to read another article in their group. Once again, there are six articles, so they can stay in the same group or you can mix them up. Assign each group their article. This time they select a note-taker and help that person get down the important points. After they finish the articles, have a class discussion jointly determine a

definition for SEL (social-emotional learning) and to discuss important ideas from their reading. Then make a class list of ideas teachers can use to support students in their classrooms. Then ask them to take another turn on the game.

LA 5.5—You can give them another turn to begin activity 5, or you can let the one they did at the end of activity 4 suffice. I like giving them one more turn so they have each had 5 turns. Have them discuss in their groups how each person survived in the Life on the Edge game. They should notice that it was very difficult to get ahead, and that each month, they had to make decisions that limited their monetary income and put them closer to homelessness. Have them answer the four bulleted questions in the learning activity. Then draw on the board a long line with an arrow point at each end. On the left side, write the word 'silence'. On the arrow at the right, put the word 'advocacy'. Explain to students that there are many continuums in our lives: Will I be a vegetarian or eat meat? Will I go to college or not? There is light on one side and darkness at the other end. Ask them where they would put themselves on this continuum you have drawn as far as advocacy goes. Would they put themselves on silence? Somewhere in the middle? Or would they be more to the advocacy end. After this discussion, in which they don't need to share where they are on the line, have them form equal sized groups to sign up for the advocacy position paper and presentation assignment, due in session 8. Be sure all groups are of equal size as much as possible so all teams have enough people to make it work. I have them sign up on a paper taped to the board so I can keep it and remind them of their group. If someone is absent, then you know where to assign them if needed. Note that below the instructions for this learning activity, there is a list of ideas for advocacy. After they know their groups, they can begin discussing the topic they like or come up with their own until time is up for class.

HW 5.1—This is the usual weekly reflection.

HW 5.2—In this activity, teachers need to write an autobiographical sketch about their childhood, highlighting the socioeconomic class in which they were raised. Then they write answers to questions about that class, and then add information about the socioeconomic class they now identify with, what class-based identities influence their professional practice, and if their class is very different from that of their students, how can they connect with them. They will share these sketches in session 6 to share in small group and turn them in to you.

HW 5.3—Teachers look at a chart in the link in the homework activity. It considers deficit theory, and they need to study the chart as well as answer the questions within the activity. Then they answer questions below the chart and bring it to session 6 for an activity. They turn this in to you after the activity for grading.

HW 5.4—Students go back to the National PTA Standards from earlier in the course. They need to identify one of the standards that they would like to add to their practice with ELs and their families. They write the standard they select and a plan on how they will apply it in their classroom. They bring it to class next week.

HW 5.5—Students need to complete the two major assignments that are due next week—the Family Profile and the Partnership Plan. They will share them in small groups during the next session, so it needs to be totally ready to do this. Heads-up: for listening to others' family profiles, each listener needs to fill out the census sheet. It is in the link for LA 6.1, and you probably want to print copies and stack them in each group. They will each hear 3, so you'll need 12 per group of 4.

HW 5.6—As students have formed groups and considered and now consider the topic of their Advocacy Position Paper and Presentation, they hopefully gave assignments in their groups and now they should gather ideas and materials that might be helpful as they meet in session 6 to develop the project ideas and what they each need to do to for session 6 homework.



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Session 6: High Expectations for English Learners

LA 6.1—Presenting family profiles. Organize into groups of 3 family profiles. It's probably a good idea for you to make copies of the census form in the link in the activity, as each person in the group will need to fill in 2 census forms as they listen to the other 2 family profiles in their group. The activity gives them 45 minutes to get organized and present, take notes on the form, and discuss each of the profiles. It suggests that each presentation should take about 10 minutes with 3-5 minutes for answering questions and giving suggestions. You should rove the room as they complete this activity.

LA 6.2—This activity is scheduled for 40 minutes. They can stay in the same groups from the last activity or you can switch them up. They are allowed 7-8 minutes to present their plan, and after that, the group can discuss it, presenter answering questions and listeners suggesting ideas. If time permits, hold a class discussion sharing the many plans outlined in the groups to allow the class to get a brief exposure to as many plans as possible.

LA 6.3—Students spend some time using the chart and answered questions from HW 5.2 (autobiographical sketch) and HW 5.3 (deficit theory). In groups of four, have them share their learning and findings from these homeworks. Then discuss issues with the class.

LA 6.4—This activity is about Every Student Succeeds Act (ESSA) which replaced No Child Left Behind (NICLB). Teachers should understand about their responsibilities to the ESSA plans of their state, district and school. Form groups of 4 for this. One pair in the group of 4 will read the first reading (Report from the National Urban League) and the second is ESSA Summary. Each pair reads their article together and prepares to share it with their partner team. Then together as a group of four, the read the last link (Required and Optional under ESSA) and discuss what they notice. Then hold a class discussion about ESSA and consider teacher responsibilities under this law.

LA 6.5—This last 25 minutes gives students the opportunity to plan their work and individual assignments for the final major project, the Advocacy Position Paper and Presentation. The links provide them with the instructions for the assignment and a possible list of topics the could select from—be sure they understand that the topic is their choice, even if it's not on the list. You just need to agree with it being big enough to be appropriate for this assignment. Once a group selects a topic (suggested or from their own thinking), they need to share it with you so you can be sure that no other group uses that topic. Once I had several gifted and talented program teachers in my class, and they chose to do their advocacy around the topic of helping parents understand that this program is open to every student and how parents could help their child to be ready for it. This was very appropriate for their teaching. After they have told you their topic, the group has the rest of the time to assign jobs for each person to do for homework this week. Next week they will have 80 minutes to pull it all together so doing their homework is important. Remind them that they need the paper, each person responsible for one part of it, and their name should be at the bottom of their part as well as a power point they can show as they do the instruction. So it's important that they are prepared to put it all together next week.

HW 6.1—This is the regular reflection assignment.

HW 6.2—This is where they gather materials, begin writing their part of the paper and presentation, and communicate with their group members if needed. Remind them that they should tell the class the audience they are representing (faculty, school board, parents, legislators) so they know how to respond.

HW 6.3—Students click on the link and they come to a site entitled Migration Policy Institute. On the front page, there is a download. All they need to do is click download and they will be able to upload it on their computer to study it. They should take notes considering the students in their own classrooms and apply what they read to their own teaching practices. They need to make a bulleted list of things they could share with colleagues at their school. Depending on what they are doing for their advocacy paper, they may find something here that they could use as well.

HW 6.4—This homework focuses on resilience. Students read the summary in the first link, thinking about a student they have taught who needed support in becoming more resilient. There is a reading guide in the second link for them to use as they read. Then the third link sends them to the Imagine Project, and they need to look at that for the seven tips to help students develop resilience. They should use all of this information to develop a plan they could have used with the child they were thinking of to be more resilient. They need to bring the plan to session 7.

HW 6.5—This has a link to a power point I was allowed to keep from one presented in my class in Salt Lake district. It is there to give them an idea of the size and scope of their own power points. When they click on the link, it comes up that it's not available. But there is a download button. They need to click on that and the power point does come up. Be sure to tell them that. They then need to consider what their power point should be and what the content of their paper and presentation they want to highlight.

HW 6.6—Give everyone a new copy of the Beliefs Survey they completed at the beginning of the course. Ask them to fill it out as they now feel, and to bring it with them to session 8.



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Session 7: Responding to Student and Family Needs

LA 7.1—This activity has the entire class watch a TED talk by Rita Pierson entitled “Every Kid Needs a Champion. It’s about 8 minutes long, and the discussion you have afterward should include building good relationships with every student and family; the difference a strategic and caring teacher can make in a student’s life; and things they have already done to help them be a champion in students’ lives. Hopefully, this will progress into sharing ideas and strategies they might use in their everyday work with students.

LA 7.2—For this one, they had homework about helping students be resilient. As they read materials about helping kids become more resilient, they were to have in mind one student they teach now or did have previously. They were to develop a plan for assisting this student to become more resilient in their outlook on life. Put them in a small group and have them discuss their plan for that student and their learning about building resilience. Then they should identify 5-10 talking points they could share with colleagues or their school to help kids be resilient. Then bring them back together as a whole class and list on the board some of the talking points identified. Encourage them to share where they teach.

LA 7.3—This is the work time for the Advocacy Position Paper and Presentation. They have an hour and 20 minutes left to work on it. Be sure they understand that if they don’t finish it tonight, they will need to have it ready for next week. Be sure to circulate and answer questions or offer suggestions as they work.

HW 7.1—The final reflection for the course. Have them turn in all of their reflections to you for a grade if you haven’t been grading them all along. This is their application part of the grade, and they get 50 points for each one.

HW 7.2—They watch a video from TELL Materials. It talks partnershiping with families and communities. They might be able to use information here in their advocacy assignment.

******Remind them to bring HW 6.6, the survey they retook in that homework, to bring it to session 8 for a reflection.**



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Session 8: Advocating for Students and Families

LA 8.1—You will determine the order of presenting for the advocacy presentations. I always did it by order of arrival when a team was all there. You can do it however you choose. For each presentation, you will need to have the peer evaluation forms ready and assign a different person from each table to evaluate each presentation. At the end of the presentation, the evaluators should give the form with the evaluator's name on it to the presenting team, and they hand them in to you with their presentation. After all presentations have been done, have a class-wide discussion about ideas that resonated with them and how they will continue to advocate for ELs and their families.

LA 8.2—For this final activity, you will need to have their original survey they did for the first session. Before returning them to the students, hand out a new one for them to take prior to looking at their first one. Then pass out the original one. The idea is for them to compare the two surveys to see how their responses have changed or not.



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