

BE/ESL Elementary and Secondary – Campus/District-Based Offerings
(These Sessions are also Available for Teachers of Migrant Students)

Cantos, Juegos, Rimas y Poesías (K-5) ¡Nuevo!

Un elefante se columpiaba sobre la tela de una araña mientras maestras se divertían con la esperanza de enseñanza... En este taller, ¡todos aprenderán cantando y jugando! ¿Recuerdan sus rimas favoritas? La música, juegos, y rimas tradicionales ofrecen una avenida que se debe explorar e incorporar en la instrucción primaria. Estrategias para aumentar la participación de padres y familia en la educación del niño serán parte de esta sesión. Además, los participantes aplicarán estrategias correspondientes al desarrollo de idioma español de acuerdo con los TEKS.

Climbing the Ladder of Queries: A Closer Look at Higher Order Thinking Skills (H.O.T.S.) and the Proficiency Level Descriptors (P.L.D.S) *New!*

The English Language Proficiency Standards (ELPS) outline the Proficiency Level Descriptors (PLD) that describes English language development progress from Beginner to Advanced High in Listening, Speaking, Reading, and Writing. In this workshop, teachers will explore ways to support language development through Higher Order Thinking Skills and Questioning Techniques appropriate to the student's PLD. Ways to meet the varying PLD needs will be modeled through differentiated instructional questioning and activities.

Creating the Culturally Responsive Classroom *New!*

Newcomer students face various language, cultural, and social challenges as they struggle to succeed inside and outside the classroom. In this workshop, teachers will explore ways to create a culturally responsive classroom that goes beyond academics and provides ELL students with an "orientation" to their new American community. Participants will examine ways to help ELL students overcome socio-cultural barriers in a positive manner that honors the process of acculturation without sacrificing their language and culture.

Criteria of Effective Writing in Spanish (Criterios de la Escritura Eficaz) K-5 *New!*

This session will discuss the criteria necessary to help students become writers in the Bilingual classroom. The workshop will cover a brief awareness of the 6 writing traits, the incorporation of using children's literature as mentor text, and the use of writing rubrics. This is a very interactive workshop in which participants will apply all practical ideas. A bibliography of children's literature will be distributed for grades K-5.

"Discover" Your ELL through the Science Lens!

Strategic integration of the 5E instructional framework strengthens the delivery of Sheltered Instruction for ELL students. In this session, teachers will receive an overview of key principles and strategies that support academic progress for ELLs in the content of science. "Bridging II TAKS" will be used as a resource for participants as they Engage, Explore, Explain, Extend, and Evaluate through hands on activities. Special emphasis will be given to academic language development support as denoted by the ELPS and PLDs.

Engaging the Disengaged ELL *New!*

The disengaged student is the student who feels defeated and discouraged due to five main factors. This workshop will acquaint you with those factors and how to address them, particularly as they relate to the English language learner. Here you will gain specific tools to address the growing at-risk student population in our schools. Teachers will learn best practices that will keep students in school and engaged in learning.

ESL in the Early Childhood Classroom (PK-1) *New!*

This session will focus on working with English Language Learners in the early grades. The participants will discuss ways to incorporate the 4 language domains throughout the day in ways that will encourage language development. Some of the themes discussed will be oral language development, vocabulary, and how to incorporate parental involvement in literacy development.

Family Math: Making Mathematics a Family Affair K-5 *New!*

This session will orient educators on how to develop family math events with the use of the *Family Math* resource. The *Family Math* resource encourages hands-on math activities using materials found in many households. The session will focus on getting familiar with the resource, how to develop a timeline of events, and a plan for implementation. Participants will receive the *Family Math* resource book (one per campus).

ESL TExES # 154 Preparation Course

This twelve hour course is designed to prepare certified teachers to take the ESL TExES 154 for ESL certification and to develop a core set of competencies needed to teach ESL students. The following topics will be covered - Language concepts and second language acquisition, ESL instruction and assessment, Cultural awareness, Family and community involvement, Including work from “Making Content Comprehensible for English Language Learners” by Echevarria, Vogt, Short (2000).

Funds of Knowledge: Raising Student Achievement through Parent-Classroom Partnerships *New!*

This session will acquaint teachers, administrators, counselors and other stakeholders with the “Funds of Knowledge” research that was conducted at the University of Arizona. It will illustrate how teachers infused the family’s “functional knowledge” into the curriculum with the purpose of validating the home environment and increasing parental involvement. Participants will receive a description of the research so they can fully understand the practical application. As a follow-up participants may select to receive on-site guidance to the implementation.

Guided Reading for the ESL Student (K-5)

The heart of learning to read is small group instruction. Participants will become familiar with basic ingredients of the guided learning process including: story introduction, appropriate prompting during reading, comprehension strategies, and reading response for the English language learner. This session will incorporate the use of fiction and non-fiction literature.

I Have a Newcomer/Refugee Student, Now What?

Multilingual, multicultural newcomers present the classroom teacher with challenges far beyond the scope of academic needs. Participants will develop insights specific to newcomer/refugee populations including, but not limited to Latin America. Additionally, participants will practice strategies for managing a multilingual classroom with multiple language proficiency levels, including lesson planning and delivery, accommodations, and assessment.

Making Academic Vocabulary Comprehensible for the ELL

It takes five to seven years for ESL students to become proficient in the academic vocabulary necessary to learn. This workshop will help you develop the necessary strategies to make the content of each discipline is accessible to ESL students while they are learning and provide ways to accelerate the acquisition of academic vocabulary. The session will include key concepts and activities relating to: increasing memory of terms, games to aid in practice, building background, interaction, and literacy strategies for the ELL.

LEER MAS I & II (Spanish Reading Academies K-5)

This two-day state developed training, LEER MAS, is an extension of the Texas Teacher Reading Academy for the Bilingual Classroom. Each session will provide hands-on resources and tools to improve Spanish literacy instruction for students in grades PK-1. Participants will receive a comprehensive binder in electronic form of reading activities for the PK-1 classroom. Session 1 will address Oral Language, Phonological Awareness, Concepts of Print and Letter-Sound Relationships. Session 2 will address Fluency, Comprehension, Written Expression and Guidelines for ELLs. Please be aware that materials and information provided will be in Spanish. Participants must attend both days.

Managing Literacy Centers in the Bilingual/Dual Language Classroom *New!*

I'm done, now what do I do? Discover practical and creative ways to build a stronger literacy and language foundation in students in a Dual Language classroom by using current research and pedagogy. This workshop is packed full of ideas, materials, and activities to make centers that can be used to differentiate instruction in two languages, while providing opportunities for small group instruction. You will return to your classroom with a myriad of ideas and teaching strategies for engaging centers.

Making Math Truly “Universal” to the ELL!

This session will provide participants with sheltered instruction strategies that extend the time students have for getting language support services. In addition, participants will gain the knowledge and skills needed to effectively plan, develop and deliver lessons that integrate language and TEKS content objectives in a math class.

Metacognitive Strategies for the ELL

Younger students have the ability to develop thinking skills and they must be taught as soon as they enter school literacy programs. Participants will become familiar with how to teach metacognitive strategies such as; searching, cross-checking, rereading to confirm, discovering new words, linking to the known and comprehension strategies. Multiple ways of teaching these strategies will be demonstrated.

Questioning Strategies in the Mathematics Classroom *New!*

Research shows that a student's inductive reasoning is enhanced when proper questioning strategies are implemented. This session will provide participants with questioning strategies that allow for higher order thinking in the mathematics classroom. In addition, participants will gain the knowledge and skills needed to help their students having meaningful discourse in the classroom using various levels of questioning to address all learners including special education learners, gifted learners, and English Language Learners.

Response to Intervention for the English Language Learner (RTI for the ELL) *New!*

Are YOU ready to make a difference? High quality instruction, researched based interventions, frequent monitoring of student progress, and application to student response data, are the key elements of Response to Intervention. In this workshop, you will learn what the multi-tiered model is and how it ensures the success and placement of all students. Participants will become aware of why English Language learners may not be responding well to research based instruction and what other types of interventions are available.

Sheltered Instruction Observation Protocol (SIOP)

If you have ESL students in your class or you are an ESL teacher and can take only one training this year, this is the workshop for you! The purpose of this training is to acquaint you with research-based instruction that enables educators to implement an approach to improve the academic performance for English language learners, while improving instruction for all students. The interactive two day session will include the basic components of the SIOP model including: lesson preparation, building background knowledge, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment.

The Scientific ELL Writer *New!*

Learning science involves both the process of thinking and the ability to communicate those thoughts. Through this hands-on training, teachers will examine the steps in the implementation of science notebooks beginning with the introduction of notebooks in the classroom to using the notebooks for provide targeted student feedback. Embedded throughout the training are strategies for vocabulary mastery, literacy, meeting the needs of ELL students, and in-depth teacher preparation along with resources that will facilitate the success of student notebooks in the science classroom.

Sophisticating Second Language Acquisition: Language Transference Implications in Adolescent ELLs Grades 5th thru 9th *New!*

Participants will gain the essential knowledge and skills to support the implementation of the recently state adopted ESL TEKS – English Language Proficiency Standards (ELPS) which requires districts to provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grades 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing. Educators of ELLs are expected to deliver **focused, targeted, and systematic** second language acquisition instruction which will provide ELLs with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerate the learning of English.

The Who, What When, Where, Why, and How of Dual Language Programs

Is your district ready to start and/or explore one of the most effective bilingual education programs? This session is designed to enrich participants' knowledge in the basic components of bilingual education models and designs. Participants will understand the differences in Early to Late Exit Transitional models to One Way and Two Way Dual Language programs and their effectiveness in student achievement.

Word Walls, A Step Beyond *New!*

Are your students continuing to misspell common words? Are they confused about which strategy is most applicable to determine how to spell and read words? If you answered, “Yes”, to either of these questions this is the service for you. In this interactive bilingual service, two of our consultants will come to your school to do a model lesson demonstrating multiple strategies in English AND Spanish. While one teacher is modeling, the other will be explaining what is actually happening “behind the eyes” of the students. This is a new and invigorating way of learning. Organize the teachers in your school for a presentation. Its fun and a powerful way to “make a difference”!

Using Literature in the Mathematics Classroom *New!*

Teachers will gain the knowledge from research behind the importance of having students reading and writing in the mathematics classroom. This session will help teachers integrate reading and writing seamlessly into the mathematics curriculum. They will see examples of good books to use in the classroom and how to use them in their lesson plans.

What Every Secondary Teacher Needs to Know

This session is designed for secondary teachers with limited or no experience working with ELL students. Participants will receive a basic overview of second language acquisition, basic strategies for delivering sheltered instruction, and learn about ways to support academic language development that enhance content learning for ELLs. Participants will be encouraged to bring a favorite lesson which will be used to reflect on how best to modify with the ELL student in mind. Collaborative group activities by subject area will be highly encouraged throughout this session.

Young Adult Literature with Meaning: Exploring Multicultural Literacy (6-12) *New!*

This session is designed for educators and librarians who work with middle school and high school English Language Learners. The purpose of this session is to inform educators of the importance of selecting high quality literature that is appropriate for the diverse cultures in the classroom. Participants will also explore ways to extend the literature by creating classroom blogs, visual responses, literature circles and alternative ways to respond to the literature.

BE/ESL Administrator's Sessions

Administrative Practices that Promote ELL Success

The measurement of progress of academic content while learning English as a second language is difficult for teachers to determine. In order to guide them, administrators will develop an understanding of second language acquisition principles and correlate these to principles of assessment. Principals will learn observational techniques and grading techniques that support ELL classroom expectations that align with student English proficiency level.

Sheltered Instruction Observation Protocol (SIOP) for Administrators

Are you ready to guide your staff through the steps necessary to meet the needs of the ESL learner in a focused step by step process, and improve the teaching of all staff members in the process? The purpose of this training is to establish a framework for research-based instruction that enables administrators to implement an approach to improve the academic performance for all ELL students.