



Member District ON-SITE WORKSHOPS 2018-2019 Menu of Options

The Title III Consortium Services include workshops to help district faculty include English Learners (ELs) in the content classroom by deepening understanding of ELs’ instructional needs, exploring strategies that build academic language and engagement for all, and increase collaboration between ESL/ENL teacher and content teachers. Districts may choose from a variety of professional development options to help build capacity in school staff related to working with ELs in the content classroom and for building academic language for all students.

This year, we are offering from a menu of 3-hour workshops suitable for half-day and early release sessions. Choose at least two for district staff this year. We also offer 6 to 15-hour on-site book studies and full-day sessions to focus on a specific topic. All workshops can be tailored to fit district time constraints and need. We are able to offer CEU Contact hour certificates for 6 or more hours of workshops. Graduate credit can be applied to the book study options.

To facilitate effective professional development learning opportunities for teachers, we hope to provide multiple sessions with follow-up classroom coaching. We have selected topics based on district progress in creating LAU Plans (District Core EL Plans) as part of State-Wide Consortium Membership.

Please reserve a spot on your 2018-19 professional development calendar for these Title III offerings.

MENU: THREE-HOUR ON-SITE SESSIONS		
Target Audience: K-12 Content teachers, Administrators and Specialists CEU contact hour certificates available for 6+ hours of training		
EL Basics <ul style="list-style-type: none"> ✓ Laws ✓ Lau, LAP ✓ Sheltered vs ELD ✓ General Instructional Needs ✓ 2nd Language Acquisition 	Adapting and Modifying Part 1 <ul style="list-style-type: none"> ✓ Brief 2nd Lang Acquisition brief academic language ✓ Modify Content Instruction Assessment Supports 	Adapting and Modifying Part 2 <ul style="list-style-type: none"> ✓ Review of Part 1 ✓ Use your own content to create a lesson ✓ Grading
<ul style="list-style-type: none"> ✓ Academic Language and 2nd Language Acquisition ✓ 2nd language acquisition ✓ Stages ✓ Implications ✓ Recommendations for instruction ✓ Academic language, academic language function toolkit ✓ Content and Language Objectives 	Differentiation <ul style="list-style-type: none"> ✓ Why differentiate for ELs and all learners ✓ How to know what to differentiate ✓ Differentiate Instruction (go to strategies) ✓ Assessment ✓ HOTS/Blooms and Lang Prof Level ✓ Wida MPIs ✓ Grading 	Academic Discourse Strategies <ul style="list-style-type: none"> ✓ Listening and Speaking ✓ Reciprocal Teaching ✓ Academic discourse ✓ Strategies for engagement ✓ Classroom Interaction

MENU: BOOK-STUDY On-Site SESSIONS

Target Audience: K-12 Content teachers, Administrators and Specialists

CEU contact hour certificates available for 6+ hours of training, Graduate credit option available

Classroom Instruction that Works with ELLs, Building Academic Language for ALL

Audience: For Classroom and Content Teachers, K-12, Administrators

Time Required: Two Days; Four 3-hour sessions, (12 hours)

- ✓ Text Required– *Classroom Instruction that Works* by Jane Hill, Participants Guide
- ✓ This training provides learning about instructional strategies that are highly likely to increase the achievement of ELLs. Participants will learn about stages of language acquisition and instructional implications, how to apply instructional strategies for ELLs in the K-12 mainstream classroom, and how EL strategies build academic language of all students.
- ✓ Increase collaboration between ESL/ENL Teacher and content teachers.

GO TO Strategies Workshop – Building Academic Language, Increase Student Engagement

Audience: Classroom Teachers, K-12, Administrators

Time Required: Two 3-hour sessions (6-8 hours)

- ✓ Text required – none, but the GO TO Strategies booklet is the resources
- ✓ One, 3-hour workshop, could be expanded
- ✓ Participants will be introduced to the five basic Principles for working with ELLs in the content classroom. Activities and discussion are provided for each Principle.
- ✓ Strategies included build academic language and engagement for all students.
- ✓ Increase collaboration between ENL/ESL Teacher and content teachers.

Sheltered Instruction: Strategies to Make Content Comprehensible in the Content Classroom

Audience: Classroom Teachers, K-12, Administrators

Time Required: Four Modules covering 8 Components (12-15 hours) Can be divided over two school years.

- ✓ Text – *Sheltered Instruction Observation Protocol, 5th edition*
- ✓ Participants are guided through an introduction of the Sheltered Instruction Components as described by SIOP.
- ✓ Components Covered in 3-hour modules
 - Module 1: Intro and Lesson Planning
 - Module 2: Building Background and Comprehensible Input
 - Module 3: Strategies and Interaction
 - Module 4: Practice and Application, and Lesson Delivery
 - Module 5: Review and Assessment, RTI, FAQ

**Contact Gwyneth.witte@k12.sd.us to schedule.

OR Contact your District's Title III/Migrant Consort1a contact person.

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Federal and Civil Rights Guidelines

See “Dear Colleague Letter” from the US Department of Justice (May 8, 2014)

Court Case or Legislation	What this means	How this looks in schools
<p>Lau v. Nichols 1974</p> <p><i>The failure of school system to provide English language instruction to national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates §601 of the Civil Rights Act of 1964, which bans discrimination based “on the ground of race, color, or national origin,” in “any program or activity receiving Federal financial assistance,” and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U.S. 565-569.</i></p>	<p>The Supreme Court stated that these students should be treated with equality among the schools. Among other things, Lau reflects the now-widely accepted view that a person’s language is so closely intertwined with their national origin (The country someone or their ancestors came from) that language-based discrimination is effectively a proxy for national origin discrimination.</p>	<p>Lau Remedies</p> <p>Identifying English Learners</p> <p>Assessing language proficiency</p> <p>Appropriate instructional treatments</p> <p>**Screening, Identification, Placement</p> <p>** Instructional and Assessment Practices</p>
<p>Castaneda vs. Pickard, 1981</p> <p><i>The 5th Circuit Court established a three-pronged test for evaluating programs serving English Language Learners. According to the Castañeda standard, schools must:</i></p> <p><i>Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy;</i></p> <p><i>Implement the program with resources and personnel necessary to put the theory into practice; and</i></p> <p><i>Evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].</i></p>	<p>Schools must provide a sound educational program to all students and conduct evaluation to verify that adequate progress is being made.</p>	<p>School program based on sound educational theory</p> <p>Program implemented effectively</p> <p>Program evaluated to determine effectiveness</p> <p>*ESL Teacher providing Services for research-based amount each day</p> <p>*ESL instruction uses English Language Development (ELD) curriculum</p> <p>*Content Teachers understand ELs’ instructional needs and make appropriate modifications to Content/Materials, Instruction, and Assessment</p>
<p>Plyer vs. Doe, 1982</p> <p><i>“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall „ deny to any person within its jurisdiction the equal protection of the laws” ...The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents...No national policy is perceived that might justify the State in denying these children an elementary education.”</i></p>	<p>The right to public education for immigrant students regardless of their legal status is guaranteed. Schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students. Schools may not ask about the student or a parent’s immigration status. Parents are not required to give a Social Security number. Students are entitled to receive all school services, including the following: -free or reduced breakfast or lunch, -transportation, - educational services, and -NCLB, IDEA, etc.</p>	<p>Enroll any student who comes to school, and work with families and community partners to complete paperwork in a timely manner.</p> <p>**All students, regardless of status, are enrolled in school and being provided appropriate educational treatments.</p>