



DEVELOPING RESPONSIVE CLASSROOM COMMUNITIES FOR SIFE & NEWCOMER LEARNERS

AN ONLINE INTRODUCTORY COURSE FOR SECONDARY ENL & CONTENT-AREA TEACHER TEAMS & ADMINISTRATORS



Blended synchronous and asynchronous learning



Individual and multi-district contract options

THE ONLINE COURSE TARGETS:

- Training on intake & assessment protocols for SIFE.
- Practical methods for understanding SIFE learners in their classrooms.
- Key instructional and social-emotional learning (SEL) strategies that can be used in ENL and content-area literacy classrooms.
- Key collaboration methods to effective partnership among content and ENL teachers, counselors and administrators, and families, where applicable.



TESTIMONIALS

I wish everyone in my school could do this [course].

-Teacher participant

Probably the best SIFE PD I've attended. You provide actual usable techniques and materials for real students in real classrooms, in a variety of settings, not just theoretical ideas for one type of setting that is not realistic.

-Teacher participant

As a direct result of this work I have had multiple teachers indicate interest in learning more about SIFE students' needs and appropriate content scaffolds.

-District administrator

Course design

ENL/Content-area teacher teams attend 5 dynamic synchronous sessions, as well as a follow-up PLC. Asynchronous tasks are assigned between sessions to build on instruction and encourage classroom application.

Optional follow-up remote coaching is also available.

Module 1: Understanding SIFE & Newcomer Learners (2.5 hours)

Participants will unpack student learning profiles of a diverse group of SIFE & Newcomer learners in order to identify both student strengths and areas of academic and social-emotional need. Teachers will use key ideas from the activity to create a profile of one of their own students using a template with a series of guiding questions we have designed. They will also explore the ways that life outside the classroom can impact learning needs and how to counteract these challenges in their classroom practice.

Module 2: Progress Monitoring in Writing (2.5 hrs)

Participants will analyze a writing rubric developed for SIFE and Newcomers. This rubric was designed to help teachers monitor writing in English at the word, sentence, paragraph and essay level while also recognizing ideas in home language and using this information to plan instruction. In addition to analyzing student work, participants will discuss ways to give feedback to students individually and in small groups. Finally, participants will be provided resources for possible activities to support writing and language development in the content areas.

Module 3: Differentiating Reading Using an Instructional Protocol (2.5 hrs)

Participants experience the steps of an instructional protocol that guides students through reading text in an unfamiliar language. Afterwards, participants will learn how to implement the steps of the protocol through video and discussion. Finally, facilitators will guide participants through a research-based framework for differentiating instruction in content-area literacy classrooms for SIFE & Newcomer learners. Sample curricular materials will be provided.

Module 4: Integrating Social-Emotional Learning into Your Classroom: An Overview (2.5 hrs)

The primary goal of this module is to create an awareness of how trauma is defined and how it manifests itself in students in our schools, specifically, the ways it may affect immigrant students. In addition, participants will have opportunities to discuss symptoms of trauma and how to be aware of signs of trauma in students. This module prepares participants for our skill-building workshop, Creating a Safe & Welcoming Environment for SIFE & Newcomer Learners.

Module 5: Creating a Safe & Welcoming Environment for SIFE & Newcomer Learners (2 hrs)

Participants will learn strategies for supporting their SIFE and Newcomer learners in advisory or content area classrooms. For example, participants will learn strategies targeted to develop self-regulation techniques for students. In addition, participants will learn ways to promote a positive learning culture in the classroom through home language use and relationship building.

PLC: Planning Forward (1.5 hrs)

Participants receive follow-up support to create an action plan for the school year.

