# TRAINING OUTLINE

## Basic Training Module on Introduction to Working with English Language Learners and Students with Disabilities

The **Basic Training Academy on Working with English Language Learners and Students with Disabilities** will provide training to selected participants on the considerations that need to be taken into account when evaluating teachers with ELLs and SWDs in their general education classrooms.  This train-the-trainer academy is expected to take two days.

**Overall Goal:**

The main goal should be to make evaluators and educators more familiarized with ELLs and SWDs and the issues involved in instruction and classroom observations. Participants will have a solid understanding of what's required of evaluators and those being evaluated.  In short, <u>training will answer what general education teachers and evaluators  need to know about these kids and how it connects to evaluation</u> (the current rubrics).

Participants will receive information on the following:

- Best practices for ELLs and SWDs;
- Considerations in the teacher evaluation rubrics;
- Supports that should be in place to help teachers reach best practices with ELLs and SWDs.

Prior to beginning the training sessions, the training will begin with a basic orientation and overview PPT presentation of ELLs and SWDs (based on the "Shared values" paper) that reviews latest demographics, academic achievement stats, other key background information, and how they fit into the current i3 teacher evaluation pilot.

We estimate up to 4 hours per section.

Every training session will include the following:

- PPT Presentation
- Annotated Step-by-Step Facilitator's Guide Giving Instruction for Each Portion of Session and Corresponding PPT slides
- Corresponding Handouts/Readings/Other Resources

Rhode Island Federation of Teachers and Health Professionals • AFT Educational Foundation • New York State United Teachers

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# Session Objectives

| Session I. All Learners and Equal Access | |
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| Subtopics<br><br>• State and federal laws and regulations, legal/court rulings underpinning the civil rights in the schooling of students<br>• Goals/standards recognized in IEPs/504 Accommodation Plans<br>• Definition of terms (e.g., 21$^{st}$ century skills, "authentic" assessment, "LEP", "ELP")<br>• Common Core State Standards | Participants will:<br><br>1. Gain better understanding of legal context of ELLs and SWDs.<br>2. Explore the rights and opportunities for ELLs and SWDs to have full access to educational services and necessary support.<br>3. Examine sample IEPs.<br>4. Identify various terms pertinent to ELLs and SWDs.<br>5. Learn rudimentary information about the Common Core State Standards and look at some examples of how to include ELLs and SWDs in standards-based instruction.<br>6. Define their role as an advocate and supporter of quality education for ELLs and SWDs. |
| Corresponding New York Performance Indicators<br><br>**2.1a, 2.1b,6.1d,6.2b, 6.5a,6.5b,6.5c,6.5d,7.4a** | |
| Corresponding Rhode Island Performance Indicators<br><br>**1.1b; 1.2; 1.3a; 1.3b; 1.3c; 1.4; 2.1; 2.2a; 2.2b; 2.3a; 2.3b; 3.1a; 3.1c; 3.2a; 3.2b; 3.2c; 3.3; 3.4a; 3.4b; 3.4c; 4.3** | |

| Session II. Individual Strengths & Challenges & Supporting Diversity | |
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| Subtopics:<br><br>• Characteristics of different disability conditions; abilities of students (in order for students to be independent, take initiative, what the various ELP levels mean)<br>• Student developmental needs and what is developmentally appropriate<br>• Culture in terms of language diversity, race, ethnicity, disability culture, nationality (over/under representation of certain groups in special education)<br>• What the research says about second language acquisition<br>• Simultaneous acquisition of language and content for ELLs<br>• What a good pre & post conference should look like<br>• How evaluators and teachers can learn what students know and are able to do (assessing ELP level, disability) | Participants will:<br><br>1. Raise awareness about disabilities and ELLs by helping participants develop a sense of empathy for ELLs and SWDs.<br>2. Identify various stages of developmentally appropriate.<br>3. Analyze diverse backgrounds of ELLs and their academic needs.<br>4. Identify student learning styles and develop sensitivity in a responsive learning environment.<br>5. Identify ways to draw on students' knowledge as a resource in learning.<br>6. Have a better understanding that learning how to include ELLs and SWDs in instruction also helps the general ed. student population (the general ed. students can also benefit from learning how to differentiate). |

Corresponding New York Performance Indicators

**1.1a, 1.2a, 1.2b, 1.3a,1.5a, 2.1b, 2.2a, 2.3a (students getting to know their disability/abilities better), 2.4a, 2.5a, 2.5b, 2.6a (related to student disability), 2.6b, 3.4a, 3.6a, 4.1b, 4.3a, 4.4a, 4.4b, 4.4c, 5.1a, 5.1b, 5.1c, 5.2a, 5.2b, 5.3a, 5.4a, 5.4b,**

Corresponding Rhode Island Performance Indicators

**1.1b; 1.2; 1.3a; 1.3c; 1.4; 2.1a; 2.2a; 2.2b; 2.3a; 2.3b; 2.3c; 3.1a; 3.1c; 3.2a; 3.2b; 3.2c; 3.3a; 3.4a**

| Session III. Reflective, Responsive & Differentiated & Evidence-Based Teaching Strategies | |
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| Subtopics:<br><br>• Instructional strategies for SWDs & ELLs/Assessment & accommodations for SWD & ELLs –<br>• RTI<br>• Cooperative learning<br>• Explicit instruction<br>• Culturally-responsive instruction<br>• Questioning techniques<br>• Grouping/student participation in discussions<br>• Classroom management for ELLs & SWD<br>• Formative assessment/assessment strategies/testing accommodations<br>• ELP standards & academic language<br>• Data analysis and progress monitoring<br>• Instructional and assistive technologies; Universal Design for Learning (UDL) applies to everyone<br>• Students initiating independent learning & self-evaluation based on ability and ELP (a continuum based on students' strengths, challenges & diversity)<br>• Pacing and processing speed | Participants will:<br><br>1. Learn the relevant terminology and acquire the basics about various instructional strategies to understand what they are and how to implement them in instruction and assessment; need to understand students' goals to be able to teach them.<br>2. Have participants review sample lesson plans for appropriate inclusion.<br>3. Identify methods of scaffolding instruction. |

Corresponding New York Performance Indicators

**1.1a, 1.2.a,1.2b,1.3a, 1.6a, 2.2b,2.2c,2.3a,2.3b,2.4a,2.5a,2.5b,2.6a,2.6b,3.1a,3.1b,3.1c,3.2a,3.2b 3.3a,3.3b,3.4a,3.4b,3.5b,3.6a.3.6b,4.1a,4.1b,4.3a,4.3b,4.4a,4.4b,4.4c , 5.1a, b,c;5.2a,5.2b,5.3a,5.4a,5.4b,5.5a,5.5b**

Corresponding Rhode Island Performance Indicators

**1.2; 1.3a; 1.3b; 1.3c; 1.4; 2.2a; 2.2b; 2.3a; 2.3b; 2.3c; 3.1a; 3.1c; 3.2a; 3.2b; 3.2c; 3.3a; 3.4a; 3.4b; 3.4c; 4.3**

| Session IV. Culture, Community & Collaboration | |
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| Subtopics:<br><br>• Culturally sensitive practices and interactions with families and communication with families (interpretation, L1)<br>• Co-teaching, collaboration, consulting with other general education/ and specialized SWD/ELL teachers; use of paraprofessionals and volunteers (don't want them to do everything for the student – teacher must be a good facilitator) | Participants will:<br><br>1. Learn about communicating with diverse families.<br>2. Learn about methods to engage and motivate ELLs and SWDs so that they can show their strengths and feel successful.<br>3. Identify unique characteristics of ELLs and SWDs to make sure their instructional needs are met.<br>7. Increase awareness of the need to collaborate with paraprofessionals and school-related personnel (PSRPs), other teachers and instructional specialists.<br>4. Develop a plan to ensure other stakeholders have the right information about working with ELLs and SWDs. |
| Corresponding New York Performance Indicators<br>**1.4a,1.5a,1.5b,2.2a,2.3a,2.5b,4.1b,4.1c,4.4a,4.4b,4.4c,6.2a,6.2b,6.2c ,6.3a,6.5b,6.5c,7.3b,** | |
| Corresponding Rhode Island Performance Indicators<br>**1.1b; 1.2; 1.3a; 1.3c; 1.4; 2.1a; 2.2a; 2.2b; 2.3a; 2.3b; 2.3c; 3.1a; 3.1c; 3.2a; 3.2b; 3.2c; 3.3a; 3.4a; 3.4b; 3.4c; 4.2; 4.3a** | |