

# PETALLS

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**SPECIAL EDITION**

## Preparing Excellent Teachers for All Language Learners

### IN THIS ISSUE

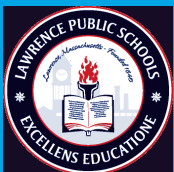
#### Quick Tips

What to Observe in a **SHELTERED ENGLISH IMMERSION (SEI) Classroom**

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#### Quick Tips for Observing an SEI Classroom What To Look For:

##### Socio-Emotional Needs of ELLs

##### Affective Behaviors

ELLs may demonstrate different affective behaviors. They may appear: bored, become passive in group activities, express desire to work alone, sit off to the side, rarely laugh or express their emotions, be reticent about reading aloud, doing oral presentations, or volunteering to speak in front of the group during discussion, default to L1 to ask a neighbor for instruction. They may, in fact, use compensatory techniques including pretending to not understand or speak English in order to avoid having to use language they are not competent in equal to their native language.

##### Willingness to Communicate

Often in ESL classrooms, ELLs demonstrate a willingness to communicate, take risks, try new language activities, ask for help; in addition, there is often a great deal of laughter as students laugh at each other's mistakes, laugh at their own, and trust each other as they learn a new language.

##### Becoming Invisible

ELLs prefer to "melt" into the midst of an SEI classroom and become invisible. Other times, through classroom dynamics, ELLs are off to the side sitting alone with perhaps a classmate translating. However, for an ELL to become an active learner and develop both content knowledge and language proficiency at the same time, the ELL needs to be engaged as equally as a native speaking peer. Classrooms that provide a place to hide for the ELL do not contribute to the learning of that student.

#### Special Points of Interest

##### Observing Range of Vocabulary Application

Classrooms with ELLs can support their learning and internalization of new language including academic language, social language, and instructional language by **recycling vocabulary and phrases** many, many times throughout the year and by explicitly **highlighting the spoken sounds of words and phrases WITH the written forms** – no matter what the proficiency level!



Geometry Word Wall

**Word walls, labels, pictures, and readily available reference texts** are all invaluable and obvious to observe. The most important features of making vocabulary accessible is the **apparent, explicit connections between written and spoke language that are facilitated by the teacher.**

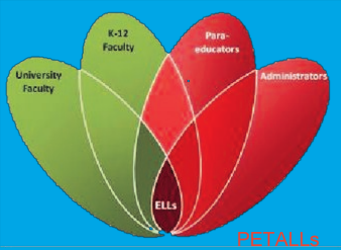
**Want more information on What to Look for in the SEI Classroom?**

We have posted several easy-to-read articles on

the **PETALLS** wiki. Please contact:

[Mary.Desimone@lawrence.k12.ma.us](mailto:Mary.Desimone@lawrence.k12.ma.us) for more

information about the wiki.



## Quick Tips—What to Observe

### Classroom Culture

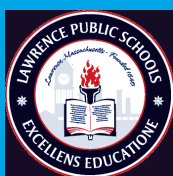
### INFORMATION

For more information or questions on ACCESS or RETELL, please contact:  
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## Observing an SEI Classroom

### What to look for:

#### Classroom Culture

##### Comfortable Environment

An SEI classroom with a comfortable environment for learning will also provide multiple modalities for accessing the content and multiple ways for ELLs to show what they have learned even if their language is not as developed as their peers.

An SEI classroom that provides a comfortable environment for an ELL will manifest multiple activities that allow for language output (speaking) in pair or small groups before requiring learners to speak in front of the class.

##### Strategic Groupings

An SEI classroom takes strategic groupings into account when planning collaborative activities—sometimes ELLs are within heterogeneous groups; other times clusters of ELLs may be grouped together. If ELLs are always grouped together, then they are not receiving valuable interaction time with native speakers within a classroom.

##### Shadowing

It is often helpful to shadow several ELLs over the course of the day and over a week or two and observe their non-verbal behaviors, verbal response patterns, and willingness to communicate in SEI classrooms.

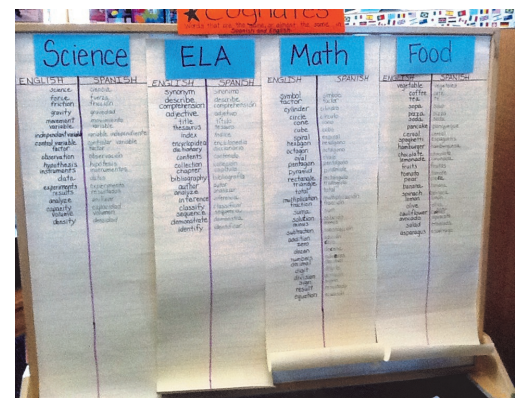
##### Being Inclusive

An inclusive SEI classroom will show verbal response patterns that include all participants from Teacher to Student, and Student to Student. A range of questioning techniques is evident. In addition, ELLs need appropriate wait time. Often content teachers will question and to avoid embarrassing the ELL, they answer the question themselves. Or, a teacher might only ask “easy” or recall type questions to the ELL. An effective questioning strategy that allows appropriate wait time AND provides critical thinking questions for ELLs serves this population in both acquiring content knowledge and language competency.

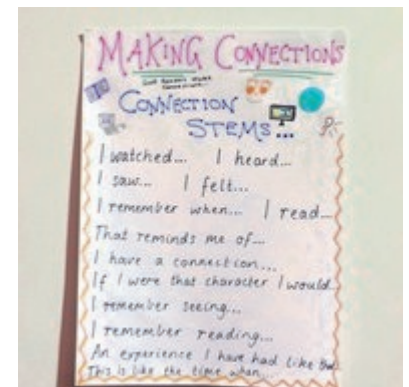
Provide multiple opportunities for oral/aural interactions with peers, teacher and in many dynamics.



Language stems, structures, and frames that are apparent, obvious, and available.



Lawrence Classroom Word Wall



Sentence Stems