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| Which districts in Massachusetts are participating? | Carolyn Armitage; Alan Jay Rom |  | We worked in Revere, MA. We worked with teachers in three schools at the 7th grade level. |
| Will this be recorded and will the slides be available after this? | anonymous | Yes | Yes |
| How's this whole teaching method/procedure different from non-EL class? | Fei Lee  |  | We apply universal design for learning (UDL) principles to all text to help ensure it is comprehensible for all students including ELs. UDL principles include using visuals illustrative of key concepts and language that avoids undue complexity. For ELs with entering and emerging levels of proficiency, there are bilingual glossaries and we encourage the students to use goggle translate. For ELs at these levels of proficiency almost all questions include sentence frames and some also include word banks. We gloss words and phrases in context that English proficient students are likely to know but some ELs are not. Finally, we encourage teachers to pair these ELs with bilingual partners for additional L1 support. |
| Do students learn the importance of metadiscourse markers and how they are used in their context? | Giselle Pempedjian |  | We provided examples and opportunities for students to learn and use meta-discourse markers in the context of engaging in scientific practices such as arguing from evidence, describing observations, and writing explanations.  |
| In what language(s) is/are the curriculum taught? | Alan Jay Rom | Hi Alan, the curriculum is taught in English, with the glossary available in 5 languages most prevalent in the districts we’ve been working in. |  |
| In the mid- to late 1990's, I taught (ESOL) in El Paso, Texas ISD. So far, your curriculum resembles the course "English for Science" (which I taught a few semesters). Are you familiar with the EPISD curriculum? We also had Eng. for Math and Eng. for Social Studies. | Linda Rasmussen |  | Hi Linda – We are not familiar with these EPISD courses. The methods we use to scaffold core content for ELs are evidence-based and as such resemble similar methods applied to other curricula. |
| Is the curriculum only for native Spanish-speakers? | Linda Rasmussen |  | The materials were developed for all secondary-level ELs learning core content in English. We customized the glossaries for the particular first language backgrounds of the students in the intervention classrooms. |
| How do you choose which 5 languages to include in the creation of multilingual glossaries? Do these languages change according to subject matter? | Manolo Rodriguez | ***Answered verbally*** |  |
| Do you provide the pronunciation of the key words that are part of the Glossary, such as the pronunciation of 'drought'? | Giselle Pempedjian | ***Answered verbally*** |  |
| Which multimedia tools are you using? | Milagros Schwartz | ***Answered verbally*** |  |
| Is there any opportunity to work in Oregon with your study? More so, along the Central Oregon Coast? Our community has a growing population of families from Guatemala. The children of this population are trilingual learners. They are learning Spanish as their primary communicative language. | Mellie Bukovsky- Reyes | Hello Mellie, Great question. Contact us, we'd love to be in touch with you and learn more (daugust@daugust-associates.com and CC info@cselcenter.org). |  |
| How and on what the students will be assessed. Is there a weight on the use of academic language? | Giselle Pempedjian |  | Students are assessed on their knowledge of the academic vocabulary and also their science knowledge. Both assessments are given equal weight. |
| Will we get a copy of the slides? | KRISTA ANDERSON | Yes! There will be a follow up email this week with this recording and the slides. They will also be posted to CSELcenter.org. | A recording of the webinar as well as a pdf of the webinar can be found on the CAL website at: <https://www.cselcenter.org/post/science-intervention-research-teaching-for-success-webinar> |
| I imagine that the educational results, i.e., level of what is learned will be different for EL students at Level 1 (beginners) than those at Level 3 if this is only done in English. Study after study shows how much… | Alan Jay Rom | I believe in 2017 the 15-year-old "English only" law was overturned: https://www.edweek.org/teaching-learning/massachusetts-law-paves-the-way-for-more-bilingual-education/2017/11. | We agree that ELs greatly benefit from bilingual instruction. However, because not all the teachers are bilingual English/Spanish speakers and the classrooms have students from a variety of first language background we teach in English, with some home language support. However, the materials could easily be translated into Spanish for use in dual language programs. |
| Thank you so much for the presentation. I wanted to know if you have any activities for speaking and if it would be possible for students to record their conversation on the website? It would be great if students could record their reading, dialogues, or stories and hear themselves. Thanks, Sharifa Djurabaeva, an ESL teacher. | Sharifa Djurabaeva |  | This is a good idea for students who are working digitally. We will take it into consideration in revising the materials for next year. |
| Who was responsible for the choice of content and writing it, like the part about the flamingos? Was it SMEs or educators? | Karin Bates | ***Answered verbally*** |  |
| Can you comment on how your work might be applicable to teaching adults? | Geoff Ott | ***Answered verbally*** |  |
| How would you address languages with no written context? | Mellie Bukovsky- Reyes | ***Answered verbally*** |  |
| Is SERB defined as Science and Engineering Research Board? | Mellie Bukovsky- Reyes | Diane was referring to our partners at the SERP Institute (Strategic Education Research Partnership). |  |
| Can you please share the links to the activities? Thank you in advance | Susy Mekarski |  | Examples of the activities are posted on the CAL website at: <https://www.cselcenter.org/post/science-intervention-research-teaching-for-success-webinar>  |
| When students complete the writing at the end of the units, do they write manually or into the computer? This speaks to evaluating the quality of thier finished products. | Sharon R "Goldman, EdD" | Materials are available in both digital and pdf format. The format that is used is left to teacher discretion - we’ve had students complete writing activities digitally and submit them through Google Classroom, etc. Teachers can also have students use pdfs and hand them in, We have found that teachers like distributing the exit tickets on paper to then collect and assess. Hope this helps!***Also answered verbally*** |  |
| I just recommend that you contact El Paso ISD, asking to learn about their current and past curriculum ansd materials. | Linda Rasmussen |  | Thanks for the suggestion. |
| Are there additional supports/resources for SLIFE students? | Marilyn Rossen |  | At this time the special resources for SLIFE students are a version of the student materials that provide sentence frames to help students respond to all questions and bilingual glossaries that include all the target vocabulary. Note that we use Universal Design for Learning principles to ensure the core content is comprehensible for all students. |
| What about the needs for thinking in the target language, if students work in L1 but must present and/or test in L2? | Linda Rasmussen |  | We encourage teachers with students at entering and emerging levels of English proficiency to partner these students with bilingual classmates where they can converse in their home language to answer questions. We also encourage students at these proficiency levels to use google translate if they are working with the digital version of our curriculum. Teachers who are bilingual are encouraged to accept responses in student’s home language and support these students in translating their responses into English.  |
| Were these slides made by the teacher or are they from the curriculum? They look great for MLs! | Dana Finneran |  | The research team created the slides and resources. We partnered with the SERP Institute in developing the resources and formatting the resources. For more information about SERP:<https://www.serpinstitute.org/> |
| Is this something that ESL teachers will have access to one day? These types of materials should be included with all curriculums. | Rachel Counce |  | Yes, the work is federally-funded and our intent is to make all the resources publicly available.  |
| This discussion seems to start mid-course. Beginning lessons at the first of the term would explain what knowledge students have in their native languages. | Constance Newell-Cockrell |  | For research purposes we are developing one quarter worth of intervention resources and we implement the intervention to align with a district’s scope and sequence. |
| Are materials available for neurodiverse emergent bilinguals whose preferred modes of communication are different from those of neurotypical students and enable them to demonstrate what they know and can do? | Maryann Polesinelli |  | Currently we have not specifically considered the needs of neurodiverse students but because we use UDL principles in the design of the resources (e.g., plain English, visuals, opportunities for different response options) it may be that we are addressing some of their needs. It would be interesting and worthwhile to assess whether the resources are effective with this group of students. |
| How do lessons "balance" language / literacy with scientific exploration? For example, we saw a lot of materials that focus students reading / writing versus observe / exploring a phenomenon. | Donna Sharer |  | There are currently opportunities for exploration that are associated with scientific practices that include as examples the following:•In Environmental Impact Session 3, students write and carry out a procedure to investigate how fresh water can solve the problem of salt crystallization on flamingo legs.•In Natural Selection Session 1, students explore the concept of natural selection using a simulation game.•In Populations in Balance Sessions 3 and 4, students develop and use a model food web to analyze interactions between organisms in the Chesapeake Bay. •In Populations in Balance Session 5, students use a data table to graph population data. Students then analyze and interpret the data to draw possible conclusions about interactions between organisms.  |
| How many structured opportunities to focus on discourse level (versus word / phrase)? (Mentioned optional debate but before debate are there opportunities for small / whole group discussion, deliberation, etc.)? | Donna Sharer |  | Throughout there are structured opportunities for students to engage in language at the connected discourse level—receptively through reading passages and listening to multi-media and productively through whole group and partner discussion about what has been read, listened to, and observed. Many of the activities for receptive and productive language use are associated with students’ engagement in scientific practices (e.g., arguing from evidence; constructing explanations; analyzing and interpreting data; asking questions and defining problems; planning and carrying out investigations, etc.).  |
| Will you working with any other states/districts? Chicago?  | Claudia Solano |  | At the moment, we are not planning to work in states other than Texas, Massachusetts, and New York. |
| Will students at different language levels be given the same assessments? | Reshana De Freitas |  | Yes, these students are currently given the same assessments but for the science assessments we gloss all the vocabulary that has not been instructed. Providing additional support for students with entering and emerging levels of English proficiency (e.g., providing directions in students first languages or the science assessments themselves) is something we are considering for next year. |