Paraprofessional Training

Grapevine-Colleyville Learning Institute 2019-2020
World Languages Instructional Coaches
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Icebreaker

Catchy Names

Describe yourself using an adjective that starts with the same letter as your first name.
What's happening today...

➢ What's your kryptonite?
➢ What's our purpose? Why are we here?
➢ What does it look & sound like?
➢ How do we do it?
➢ Let's experience it!
What's your kryptonite?
What's your mission?

Turn & talk about your professional mission
Our purpose is ...

to better support our English Language Learners acquire a second language through the use of ESL strategies rooted in the language of instruction.
It looks like... It sounds like...

Mix & Match

Work with a partner to read and manipulate phrases into a T-chart. Be ready to discuss!
Mix & Match It looks like or It Sounds Like...

explaining concepts about content
Speaking English, slowly with gestures
making sure the students are on task
monitoring comprehension
clarifying misconceptions in English
reading with students
restating teacher directions in English
following teacher cues
asking questions about content
It looks like the paraprofessional is:
★ making sure the students are on task
★ monitoring comprehension
★ clarifying misconceptions in English
★ restating teacher directions in English
★ following teacher cues

It sounds like the paraprofessional is:
★ asking questions about content
★ explaining concepts about content
★ Speaking English, slowly with gestures
★ reading with students
How do we do this?

Read, Pair & Share!

ELL Strategies for Paraprofessionals
Scenario #1

You are in a Language Acquisition class with students who speak a variety of languages. English is the language of instruction. The teacher introduces the objective and begins the lesson. An Arabic speaking student leans over to you and says, "I don't understand." How can we best help this child? What if the child spoke Spanish?

What does it sound like? What does it not sound like?
Scenario #1 Recap

when translating, or using the student's native language in the classroom...

use it if you **absolutely** need it

Don't abuse it

LOSE IT as soon as possible
Scenario #2

You want to get to know your students and make them feel comfortable enough with you to see you as a resource.

What is your role in that process?

What can you do to build a relationship that is respectful and that maximizes language learning?
Scenario #2 Recap

(Type recap) You want to get to know your students and make them feel comfortable enough with you to see you as a resource.

What is your role in that process?

What can you do to build a relationship that is respectful and that maximizes language learning?
You are supporting students who are at different levels of TELPAS. The teacher is differentiating with one group. You’ve been asked to pull a group as well.

How will you assist your students in learning?

How will the work your students completed be relayed to the teacher?
Scenario #3 Recap

(Type Recap) You are supporting students who are at different levels of TELPAS. The teacher is differentiating with one group. You’ve been asked to pull a group as well.

How will you assist your students in learning?

How will the work your students completed be relayed to the teacher?
Scenario #4

You are in the classroom assisting with students and all of the sudden, students become loud and off task. The teacher is busy pulling groups and begins to notice the disruptions.

What can you do to ensure a calm learning environment for all students?

How can you help the teacher implement sound classroom management?
Scenario #4 Recap

(Type Recap) You are in the classroom assisting with students and all of the sudden, students become loud and off task. The teacher is busy pulling groups and begins to notice the disruptions.

What can you do to ensure a calm learning environment for all students?

How can you help the teacher implement sound classroom management?
Your turn!

Think about your personal experiences with teachers and students. Now, consider what you've learned.

How do you think your scenarios might change based on what you've learned today?
Para Support Strategies

- When in whole group
- When in small group
- When in hallways
- When in transitions
Do's & Don'ts

Do's

Don'ts
Exit Ticket

How else may we support you?
References

EL Strategies for Paraprofessionals from Colorin Colorado

Michelle Lawrence Biggar - Interview #1

Claudia H. Navarro - Interview #2
Thank you!

Questions or suggestions?

Please contact us!

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