# Pre-Training Task Instructions

Thank you for registering for the OELAS *SEI Overview for Classroom Teachers: An Interactive Experience* virtual training. Prior to attending the training, please review **Arizona's Language Development Approach (LDA),** which was provided to you in the e-mail containing this note-catcher, and is also available on the OELAS website here. The LDA provides the structure for all of the state's research-based structured English immersion (SEI) program models. During the training, participants will be given 15 minutes in small groups to discuss the LDA content, share their reactions, and pose questions to each other and to OELAS staff. **In preparation for these small group discussions, please do the following AHEAD of the training:**

1. Read the LDA and annotate your thoughts using the symbols in the figure to the right.

2. Consider:

    o   *What is important and why?*
    o   *What do I already understand?*
    o   *What questions do I need to ask so that I'm clear about the LDA expectations?*
    o   *What will be important to consider as we implement the model(s) next year?*
    o   *What connections can I make to what we are already doing?*
    o   *What questions from LEA stakeholders should I be ready to answer?*

Close Reading Toolbox

Symbol:	Meaning:
✔	I understand!
⭐	Important!
?	I am unsure OR I have a question
!	I am surprised!
🔗	This reminds me of …

3. Jot your notes in the LDA table on page 2 of this document.

4. Be ready to respond and share in a small group breakout room:

    o   *On page _____, I annotated using a _____, because…*
    o   *Another part of the text that I marked was….*
    o   *One annotation mark I used was a _____. I felt…*
    o   *Something I wonder/ worry about/ am excited about …*
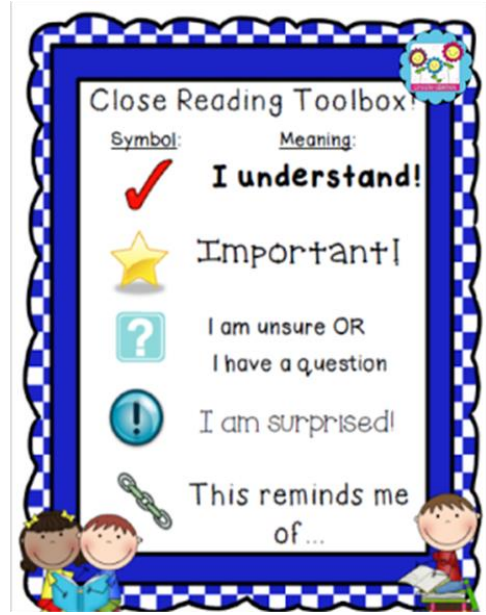
Note: Pages 3-7 of this document will be used during the training. You do not need to complete those tasks prior to the training.

Pre-Training Note Catcher

Arizona's Language Development Approach
Key Points from the LDA
Connections to Your Current Context
Questions?

During Training Task Instructions

Within the training, you will view video clips that show examples of each LDA principle in practice. You will also be given approximately 15 minutes for discussion in small groups to share your questions and reactions about the videos. The note-catcher that follows is provided so that you can capture questions, notes, and reactions to these videos and the discussions that ensue.

Training Note Catcher

Principle 1: Asset-Based Behaviors and Expectations [This linked video](#) shows an example of what an asset orientation can look like in practice.	
Consider the following questions as you view the video:	
• How did the teacher leverage the students' home language during the academic task? What were the benefits of doing so? • During the lesson, the teacher identified a common student misconception. How was she able to adjust, or support her students? • What instructional practices did you observe that could be used in your own classroom? • What questions do you have?	
Note Break-Out Session Reflections:	

During Training Task Instructions

Principle 4: Assessment, Monitoring, and Feedback This linked video shows an example of what assessment, monitoring, and feedback can look like in practice.
Consider the following questions as you view the video:

• How did the teacher use the standards to plan the performance task and determine the success criteria? • What was the teacher's role during student participation in the academic task? How did the teacher assess, monitor and provide feedback? • How could the teacher use the exit ticket as a way for students to measure their own progress (strengths & needs)? • What questions do you have?	

Note Break-Out Session Reflections:

During Training Task Instructions

Principle 2: Integrated Instruction in Disciplinary Language and Content This linked video shows an example of what high-quality integrated ELD can look like in practice.
Consider the following questions as you view the video:

• How did the morning message routine ensure all students could access the content and meet the focus for learning? • How did the teacher plan and provide opportunities for students to use academic language? • What instructional practices did you observe that you could use to develop content and language in your own classroom? • What questions do you have?	

Note Break-Out Session Reflections:

During Training Task Instructions

Principle 3: Targeted and Explicit Language Instruction
This linked video shows an example of what high-quality targeted ELD can look like in practice.

Consider the following questions as you view the video:

• Why do you think the teacher chose to practice or reinforce conjunctions (if, then, because) during Targeted ELD? • How did the use of manipulatives (red car, blue car, road, block, weight, and ruler) during the lesson support students in understanding how language functions? • What other instructional strategies or practices did you observe that could be used in your classroom? • What questions do you have?	

Note Break-Out Session Reflections: