



Versatile Lessons for Versatile Classrooms™

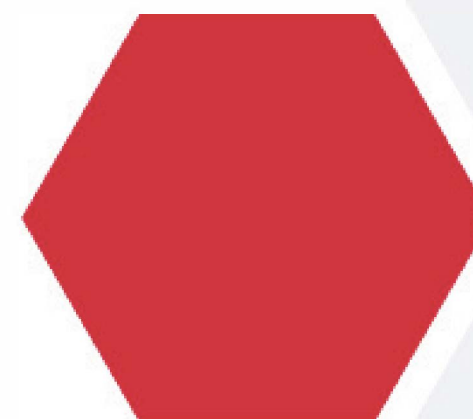
The Multilingual Scientist

Nurturing Inquiry and Language Development with ELPS in Diverse Classrooms

Angie Maxey

Director of Access and Disability Services
University of St. Thomas

Thursday, November 9, 2023 | 11:30 am - 12:30 pm | 332CF-George R Brown Convention Center



Booth 214

Thursday, November 9, 11 a.m. – 5 p.m.

Friday, November 10, 9 a.m. – 5 p.m.

Saturday, November 11, 8 a.m. – 12 p.m.

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STAT Chat Sponsor

Booth 214

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Saturday, November 11, 8 a.m. – 12 p.m.

Workshops

The Multilingual Scientist: Nurturing Inquiry and Language Development With ELPS in Diverse Classrooms

Thursday, 11/9 | 11:30 am - 12:30 pm | Room 332CF

 Angie Maxey | Unlock the potential of emergent bilingual students as multilingual scientists through immersive strategies aligned with ELPS that promote inquiry-based learning and language growth.

Bridging Skills and Content: Connect the Practices and Recurring Themes and Concepts With Discourse

Friday, 11/10 | 2:00 pm - 3:00 pm | Room 372BE

 Elizabeth "Liz" McMillan | Explore how to guide students through active connections of science concepts with Scientific and Engineering Practices and Recurring Themes & Concepts. Join us for a research-based, collaborative workshop to authentically proceed through a 3D lesson, complete with active learning and teacher actions for enhanced classroom discussions.





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STAT Chats

Friday, November 10 | Room 362F

Unleashing the Curiosity of Scientific Thinkers Through Three-Dimensional (3D) Instruction

Dr. Alicia Conerly | 8:20 am - 8:40 am

Power Up Phenomena-Driven Inquiry and Discovery

Lisa "Kersch" Kerscher | 11:40 am - 12:00 pm

From Inspiration to Transformation: Fostering Science Initiatives That Represent a Diversity of Communities

Dr. Alicia Conerly | 12:20 pm - 12:40 pm

Exploring Inquiry and Inclusion: Unlocking the Potential of EBs in the Science Classroom

Angie Maxey | 1:00 pm - 1:20 pm



Essential Outcomes

- Participants will **explore the English language proficiency standards** and how to plan effective instruction that addresses the linguistic needs of ELLs.
- Participants will **discuss how to design instruction** to provide an intensive and ongoing foundation in second language acquisition.



Lock In Your Learning

- When you see the LOCK. Take a moment to reflect on your learning and **WRITE** a summary on your learning mat.



Vocabulary Preview

Directions: Read the sentences and fill in the blanks with words from the provided definitions.



What is an Emergent Bilingual?

Emergent bilinguals, who are often referred to as English Language Learners (ELLs) or English Learners (ELs), are students who are continuing to develop their home language while also learning an additional language.



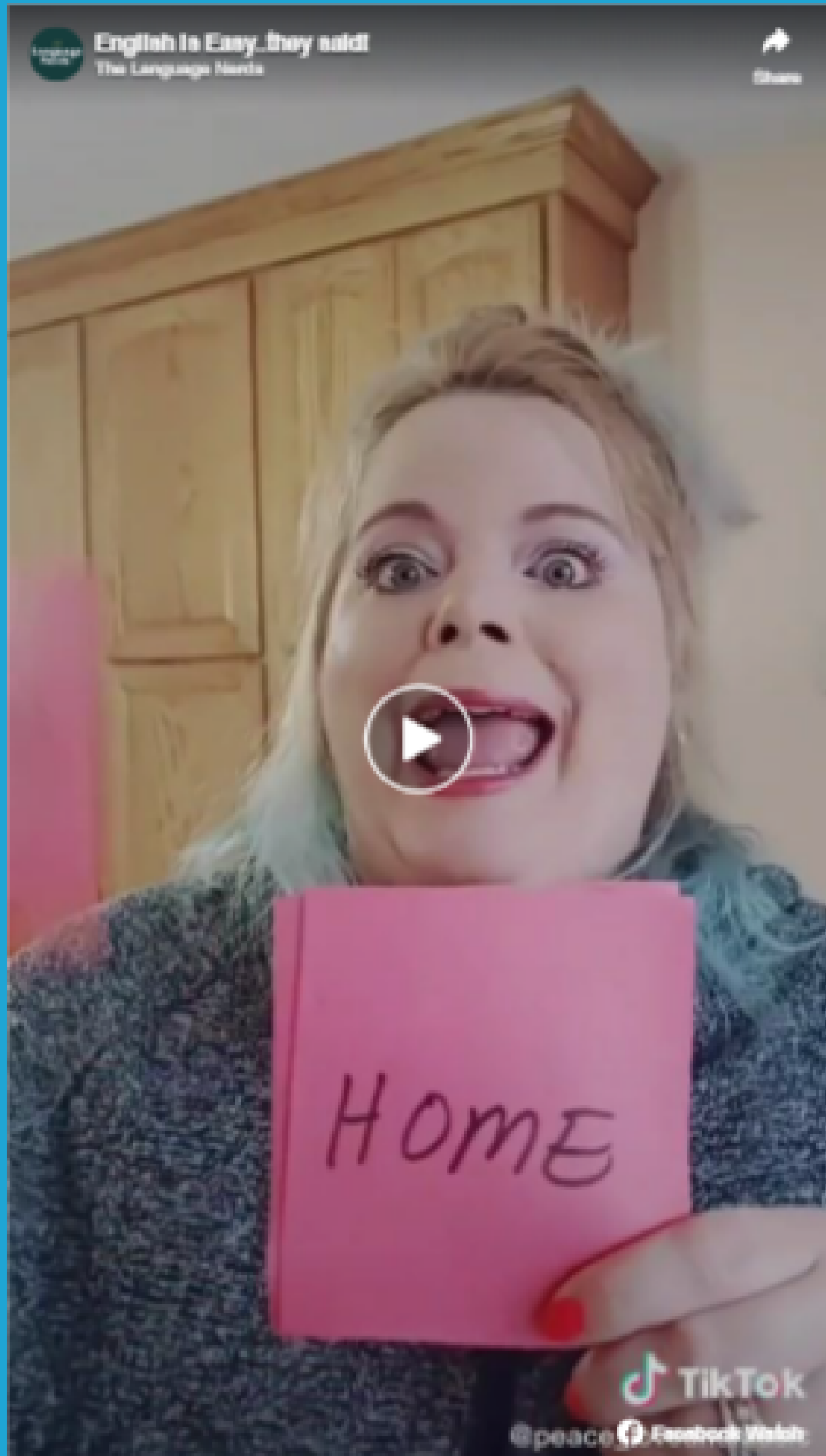
Why this Change in Terminology?

Instead of highlighting gaps and deficits, it is more constructive to adopt an **asset-based approach** that centers on the knowledge and abilities these students possess in both languages—and how we can leverage these strengths. The term "emergent bilingual" signifies this crucial shift in viewpoint.



What are the English Language Proficiency Standards (ELPS)?

The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for emergent bilingual students. School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

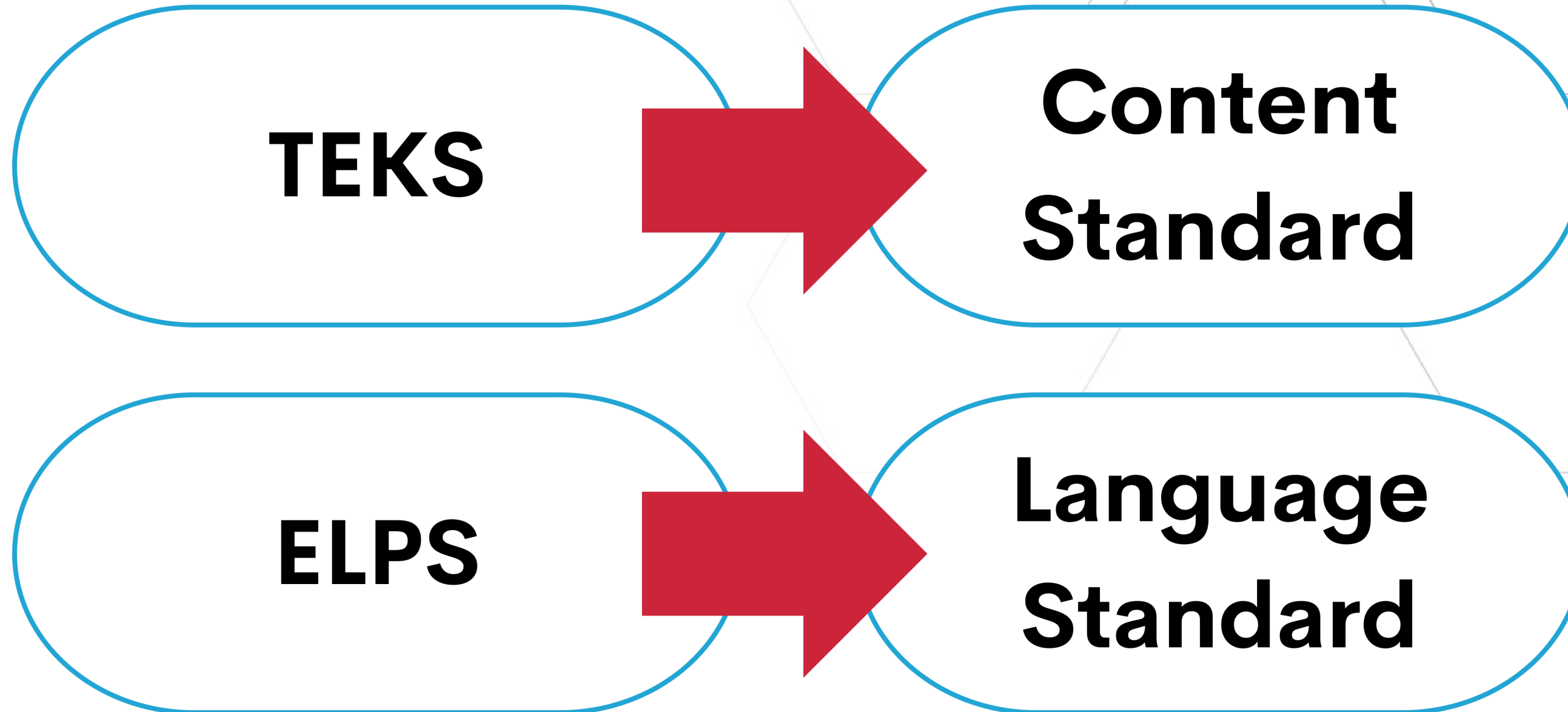


English Language Proficiency Standards

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing



Content & Language Standards



Content & Language Standards

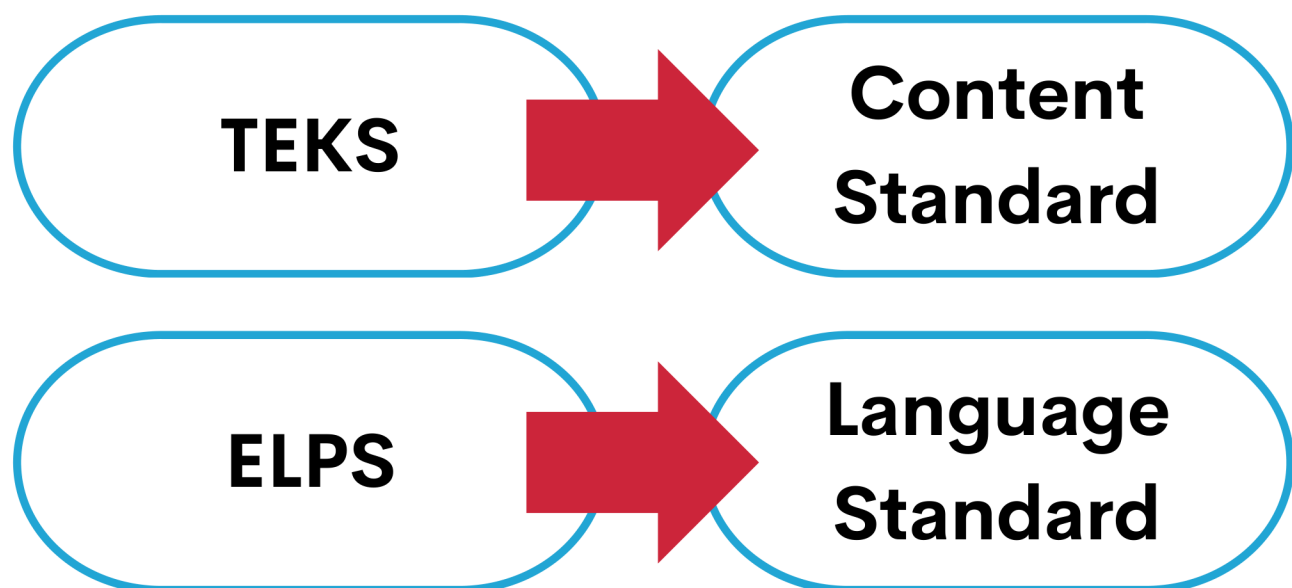
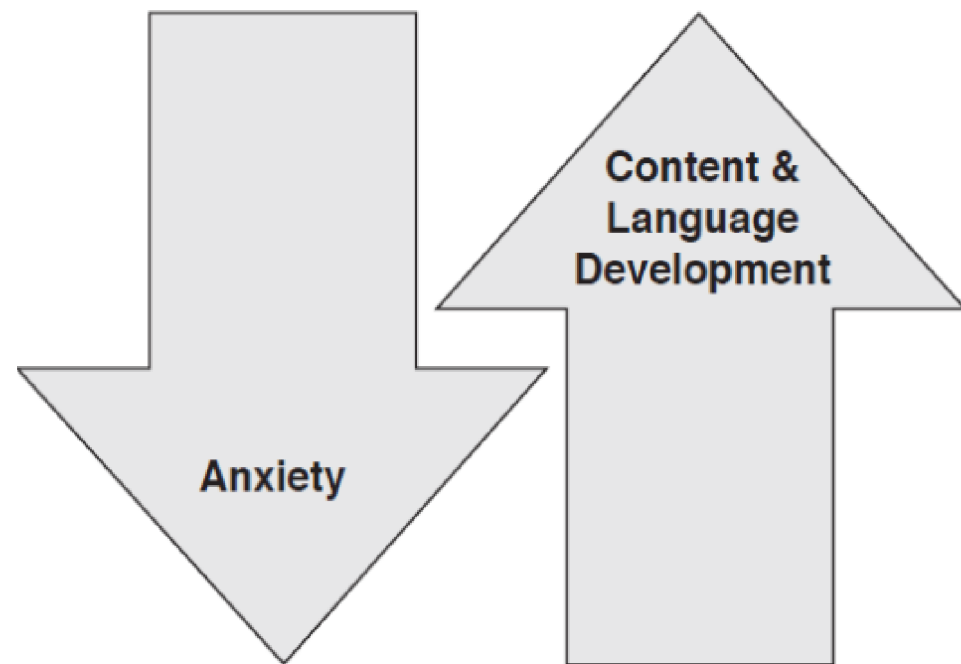


Table Talk: Consider a Science standard that you are currently teaching. How would you add a language standard to your lesson?



How Can Sentence Frames Support Our Emergent Bilingual Students?



Sentence frames provide students with the means to receive and express language while reducing their anxiety during content instruction. Students' level of content and language development will increase as students do not have to contend with context, grammar, and syntax simultaneously.

Decoding the ELPS



The ELPS provide guidance for educators in developing appropriate instructional strategies to help English Learners achieve proficiency in English across four language domains:

- 1. Review the ELPS:** In your groups, read the ELPS document assigned to you. Pay special attention to the standards, expectations, and consider examples for applying the designated domain.
- 2. Identify Challenges:** Discuss and list the potential challenges or difficulties you foresee when incorporating the ELPS standards into science lessons. Consider language barriers, time constraints, and other factors that may hinder successful implementation.



Brainstorming Challenges:



1. One challenge we might face when integrating ELPS into our science lessons is...
2. A potential roadblock to successful ELPS integration could be...
3. An obstacle I foresee is...
4. It might be difficult to...
5. A common challenge in implementing ELPS is...
6. I'm concerned that students may struggle with...
7. One issue that could arise is...
8. It's not always easy to...
9. Language barriers may make it challenging to...
10. An area where we might encounter difficulty is...



Decoding the ELPS



Brainstorming Solutions: Collaboratively

brainstorm solutions and strategies to address the challenges you've identified. Encourage creative and practical ways to overcome these obstacles.

Share any previous experiences where you've successfully tackled similar issues.



Brainstorming Solutions:

1. To address this challenge, we could...
2. One solution to overcome this obstacle is...
3. An effective strategy might be...
4. We can mitigate this challenge by...
5. To support students facing this issue, we could...
6. A practical approach to this problem is...
7. An idea that could help us is...
8. We could implement a solution by...
9. To make this process smoother, we might consider...
10. A helpful step would be to...



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Graphic Organizer

Materials: Language Objective Cards

Directions:

- Read each learning objective and discuss with your group how it would apply to a science content standard.
- Use your graphic organizer to categorize the objectives and take notes in each space.



Lock In Your Learning

- What are other types of graphic organizers you can use with science content?



Q3SA

What is a strategy we used today that you can implement in your classroom right away?



- One strategy from today's discussion that I'm eager to implement in my classroom is...
- I found the idea of [strategy] particularly useful and plan to apply it immediately because...
- The strategy we learned today that I believe will have an immediate impact in my classroom is...

Lock In Your Learning

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Q3SA

Question
Signal
Stem
Share
Answer



**YOU
DID IT!**



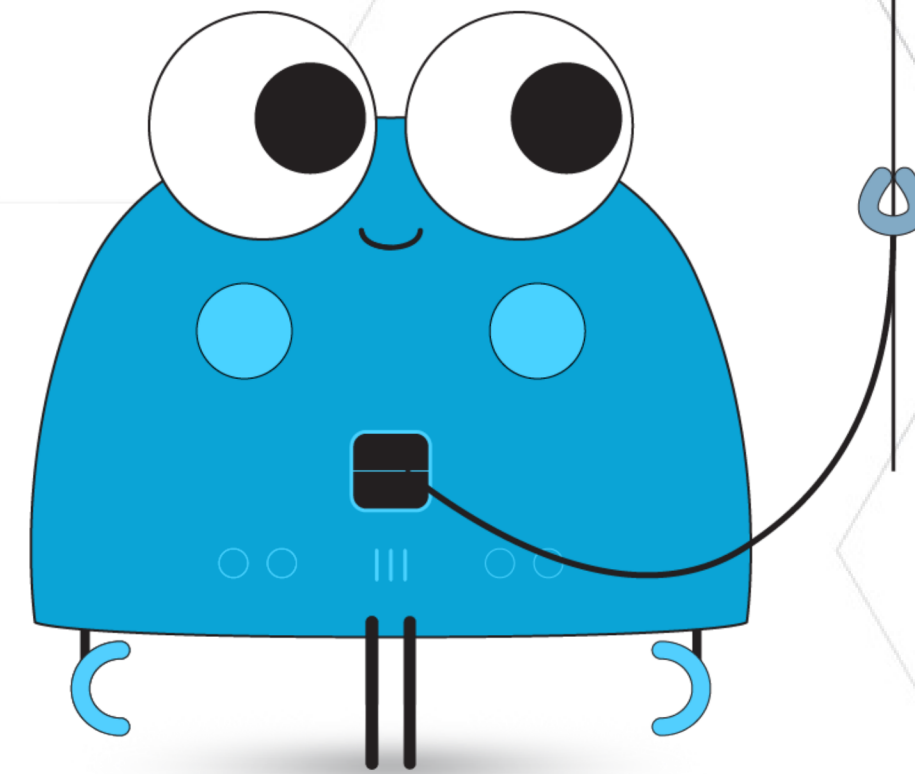
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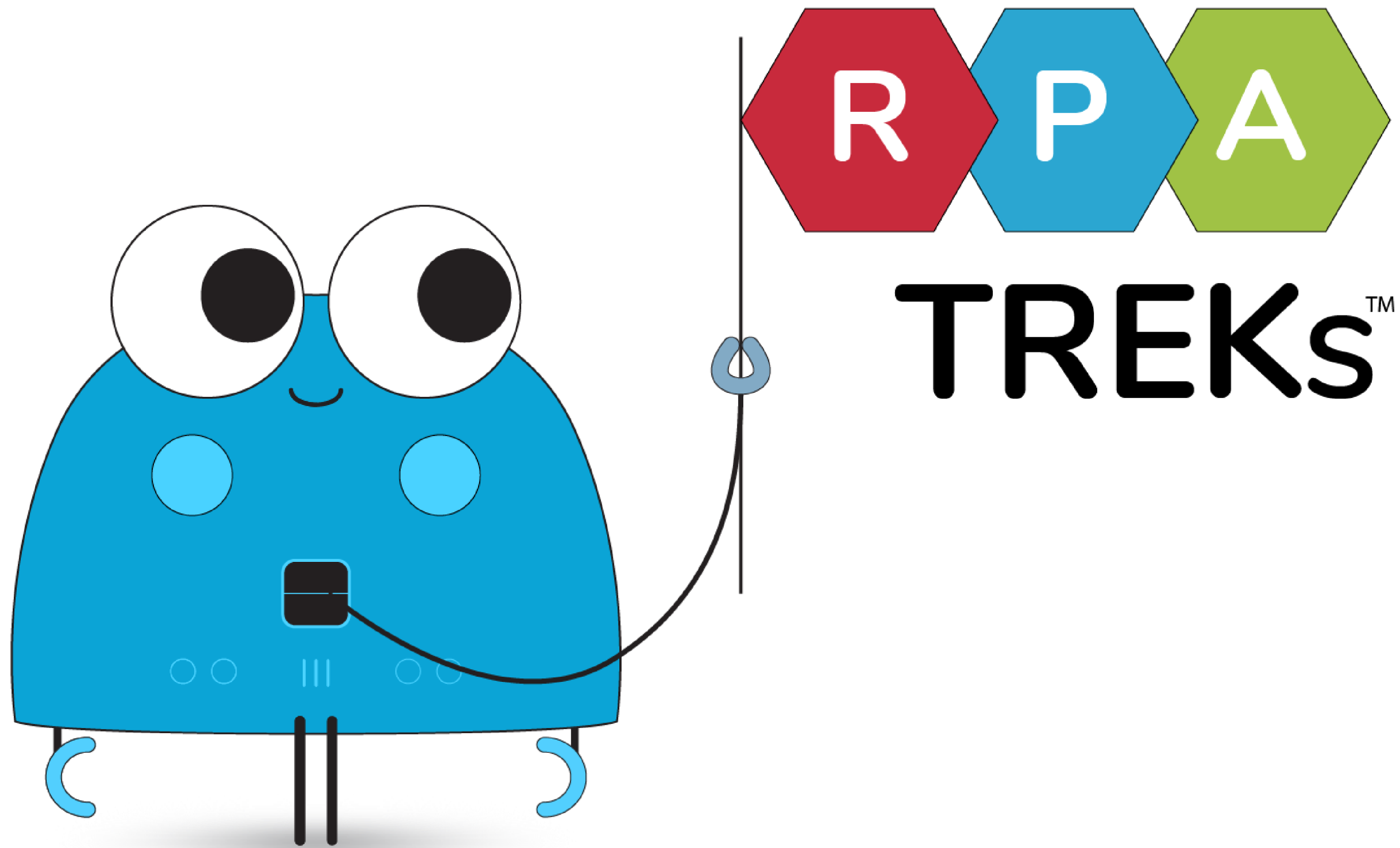
Resources:

- [Supporting Emergent Bilingual Students in Texas](#)
- [ELPS Support Center](#)



TREKsTM





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