



PD Offering: Sheltered English Instruction (SEI) for Arts Educators

Dates: February 20, 21, & 22, 2024 (9:00 a.m. to 3:00 p.m. ET each day)

Facilitator: Coni Moore

Description:

This 3-day workshop has been designed to provide art educators with research-proven practices and tools for working with multilingual learners (MLs). During the workshop effective research-based strategies and practices for working with MLs as they pertain to art instruction will be modeled. Participants will have opportunities to practice the modeled strategies, to analyze their practice, to provide and receive feedback, and to reflect on their experiences. Through this cycle of reflective practice, participants will strengthen their skills and knowledge as well as gain confidence and familiarity with research-proven practices for working with MLs.

Activities and tasks are designed to reinforce key concepts and practices, which utilize tools presented for the purpose of developing a body of sheltered English lessons to be shared among participants. Participants will work collaboratively in grade-level groups/ clusters on these.

Objectives of this Course:

Participants will be able to:

- Effectively use SEI instructional strategies as they pertain to art instruction.
- Write language objectives in conjunction with learning objectives for art lessons.
- Develop/ revise a body of shared lessons that incorporate SEI strategies for their respective art programs.

This course will meet its purpose by:

- Helping participants effectively carry out their responsibility for the teaching and learning of MLs in the art classroom.
- Providing online resources and practical research-based methods and strategies, which can be effectively integrated into the participants' instructional programs.
- Building the participants' confidence in the design of art lessons that incorporate SEI strategies and language objectives by means of collaborative work with peers.
- Presenting a final collaborative SEI art lesson developed in class with grade-level peers utilizing strategies learned in class.

Professional Development Points:

Participants will earn 15 PDPs after active participation and the completion of the course requirements.

Schedule Summary: A daily synchronous format on zoom with material and strategies presented and modeled by the instructor with interactive participation by participants. Assigned collaborative tasks will be done in breakout rooms, and outside of class.

- 2/20 & 2/21, 9:00am – 3:00pm: Begin the day with the whole group, with time for collaborative task work in zoom breakout rooms, reconvening for debriefing and closing daily.
- 2/22, 9:00am - 3:00pm: Begin the day with final strategies presentation, participants will work in breakout rooms to finalize their culminating lesson plan and then reconvene in the whole group for the final group presentations.

Due to the three-day format of the class it is imperative that participants attend each session. Class participation and participant interaction is an integral part of the course format. Additionally, it is crucial that participants zoom in on time to each session as well as after breaks. Participants should come prepared to discuss assigned readings when applicable, and should complete all assigned work both at home and in class.

A major component of this course is collaboration within the grade-level groups in both breakout room work sessions and outside of the class if extra time is needed. It is hoped that a networking peer group will arise out of this collaborative work.

**Note: A more detailed daily schedule will be provided to registered participants before the first day, as well as the Zoom link and Google Classroom code as well as links to the suggested/required readings.*