

MODEL AGENDA FOR PW PLT SHELTERED INSTRUCTION EDUCATOR WORKSHOP

NOTE: The workshop and this agenda follow the order of the Manual – The powerpoint slides and manual page numbers are cross referenced					
DAY ONE – MORNING TRADITIONAL INTRODUCTION TO PLT / WILD WORKSHOPS					
TIME	ACTIVITY/ PURPOSE	PROCEDURE	INTERACTION STRUCTURE	COMMENTS	MATERIALS NEEDED
9:00 – 9:15	Arrival Registration	Facilitators introduce themselves and their backgrounds. Go over Objectives	Whole Group		Poster with objectives
9:15 – 9:30	Welcome Facilitators Introductions Facilities Orientation				
9:30 – 10:15	Purpose of the Workshop Getting Acquainted (Tree Cookies from PLT) Participants Introduction	Do as indicated in the guide - Participants introduce themselves	Whole Group, Individual	Limit introductions to one or two pertinent details to stay within time limits	Tree Cookies, paper plates, markers
10:15– 11:00	PW ACTIVITY How Many Bears in the Forest (or any activity of your choice from PW)	Do as indicated in the guide			
11:00 – 11:10	Break				
11:10 – 11:30	Project WILD / PLT Programs	Provide overview of the programs	Whole Group		Slideshow with basic information
11:30 – 12:00	Walk Through the Guides	Follow standard procedure in Facilitator Guides for Jeopardy	Work as individuals or in pairs.	Place an emphasis on the Conceptual Framework and how it relates to Standards Based Instruction	Jeopardy Walk Through the Guides
12:00 – 1:00	Lunch				
DAY 1 - AFTER LUNCH BEGINS THE EMPHASIS ON SHELTERED INSTRUCTION					
Time	A-Z Identity Circle	Have each person think of a word to describe their ethnic "identity." Could be a race, culture, country, etc. Create a circle, starting with A, ending with Z. Go around the circle and have	Whole Group	Describe purpose of the activity	

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		people name their term. At the end talk a little about the parameters of culture, discuss what they noticed and any implications for teaching linguistically and culturally diverse learners.			
1:00 – 1:10	4 Corners	Put up the numbers 1 – 4 in the four corners of the room Have students arrange themselves under the numbers according to their prior knowledge about sheltered instruction and confidence about working with L2 learners Once they are under the numbers, have people form a circle and talk to each other about their experiences, questions, etc.	Whole group then breakout groups	1 = this is all completely new to me 2 = I've heard of sheltering and have some idea of what it means 3 = I am familiar with sheltering and already use some strategies in my classroom 4 = I could give the workshop	Index cards with 1 – 4.
1:10 – 2:00	Guiding Questions, and Big ideas regarding working with Linguistic Diversity including Programs for Second language Learners, Conceptual Reservoir, Dimensions of Academic Activity	<ul style="list-style-type: none"> Describe all English programs vs. Bilingual programs. Ask, "which program is harder for students?" Which program is harder for teachers?" Have them discuss What does transfer mean to you? Group discussion Conceptual reservoir. 2 partners. Ask participants to get into partners and recreate the conceptual reservoir drawings (without looking) and explain them to their partner. Meet back for group discussion 	Pair Share and Group discussion	Describe purpose of this activity	None
2:00 – 3:30	Sheltering Is		Have participants use sticky notes to complete the sentence "Sheltering Is.... Place notes on Left side of Sheltered Instruction Poster read aloud.	Poster with the word Sheltered vertically (to serve as an acrostic) and Instruction horizontally across the bottom	Poster with SHELTERED written vertically about 1/3 of the way from the left of the poster
3:30 – 3:45	BREAK				
3:45 – 4:00	TEACHER A/ TEACHER B Sheltered DEMO – A traditional lecture format vs.	Use a language other than English to demonstrate traditional and sheltered teaching Teacher A (no visuals, fast talking,		It is ideal to do this demonstration using materials that relate to environmental education.	Ideally Visuals related to

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	a sheltered lesson. After each demonstration give a similar test that covers the content with different specifics.	no English allowed and apply test afterwards) vs. Teacher B (uses visuals, talks slower, uses hand gestures, allows discussion in English)			Habitat
	TEACHER A / B Debrief			Positives -Teacher A / Negatives -Teacher A Positives -Teacher B / Negatives Teacher B	Create a chart . Use different color markers for each quadrant to contrast See sample chart
4:00 – 4:15	What is Sheltered Instruction	Presentation / PowerPoint	Whole Group Partner Talk		
4:15 – 4:45	Linking to Standards Based Instruction	Presentation / PowerPoint regarding SBI	Whole Group		
4:45 – 5:00	Big Concepts Explain Homework	-Each participant gets a card with a big idea on it. Have participants get into a circle, with their placement based on the number of words on their card. In groups of three, talk about the concepts that are common across the big ideas. Introduce the Planning Pyramid Divide into groups of three and decide which big ideas you would consider to be A (what everyone should be held accountable for knowing); B (what most students should know); and C (some students should know) Have each participant find 4-5 activities from the manual that teach the key concepts	Group discussion, breakout groups, then more group discussion	Emphasize that the most essential concepts are what gets sheltered (Not the easiest to teach - Describe upside down pyramid - Emphasize that the important part of this exercise is not what you came up with, it is the discussion you have with others - After dividing into groups of 3, find activities that address the big ideas and key concepts on the cards as a model and practice for the work the next day.	Cards with various ecological ideas

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5:00 – 5:10	Debrief	<p>Have each participant finish the following sentences on a piece of paper:</p> <ol style="list-style-type: none"> 1. “Today I learned . . .” 2. I still have this question . . . 3. It would help if you did the following tomorrow . . . <p>Collect and review in order to plan for Day 2</p>	Individuals	Allows you to check for understanding, and give you an idea on what you can work on or address the following day	
<p>DAY TWO STANDARDS BASED INSTRUCTION – SMALL GROUP</p>					
8:30 – 9:00	Review Elements of sheltered instruction	<p>Get in a line in alphabetical order by the first letter of a word that stands out from Day 1. Form a circle. Number off by 2. 1s step to the inside and face out pair up Talk briefly to discuss what they are thinking, after several rounds have group members come up with any additional questions they might have. Finally, in pairs complete the Sheltered acrostic together, then complete the group chart with ideas from all the pairs</p>	<p>Alphabet Line Up Inside – Outside circle Pair work Develop words to acrostic in pairs, then synthesize information as a group to create a phrase</p>	Activity allows you to check for understanding.	Sheltered Acrostic
9:00 – 10:00	Text and Task Analysis Matrix	<p>Introduce the Matrix – its parts and purpose. Work together to analyze Oh Deer (Use pairs from previous activity). Get into homework groups to use the matrix to analyze the activities with the rubric and choose which would be most appropriate for an integrated group Regroup and have a discussion of how people rated the activity based on their age groups.</p>	<p>Pairs Homework groups</p>	Important that people not agonize over the ratings – it is just to get a sense of the activities and be able to identify places that might provide challenges or need some extra supports	PLT and WILD manuals, copies of the rubric
10:00 – 12:00	Group Assignments Small Group Work	<p>Form groups based on grade level, particular area of interest. Ideally no fewer than 3, no more than 5. They will follow a procedure similar to the one they engaged in the afternoon before. Groups need to identify a big idea around which to work. Find activities from each of the manuals apply the rubric and choose 1 activity to explore in depth. Apply the text and task analysis matrix</p>		As groups are choosing which activity to present, go around to make sure each one is different . If two groups have chosen the same activity encourage one of the groups to try a different one for analysis.	Chart with Assignment Overview Chart Paper, Markers

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		to one activity, modify it, create a "poster" for it.		Try to have a couple sample posters from previous sessions around the room during the whole workshop to model what they should make.	
12:00 - 1:00	LUNCH				
1:00 - 2:00	Group Presentations & Debrief	Before beginning the presentations, have participant repeat the 4 corners activity and discuss why they are now in the location they have chosen. Give each group 5 – 7 minutes to describe the activity and their suggestions for modifications and visuals	Small Group / Whole Group	Make sure that everyone turns to the activity in the manual and takes a minute to look it over. L The presentation should give a brief overview of the activity, the rating on the rubric and the modifications and supports they have come up with.	
2:00 – 3:00	Wrap Up Questions Environmental Education Resources Evaluations, Credits & Certificates				
3:00	GOOD BYE				