

NWESD EL Cooperative

EL Specialists

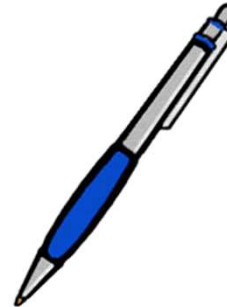
October 26th, 2017

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Sarah Southard NWESD
Gayle Everly NWESD



Overview:

- 8:30 EL Specialist Overview
- 9:00 Newcomers
- 10:30 Push Models for Intervention Services
- 11:30 Lunch
- 12:00 Coaching Models
- 1:00 Coaching Practice
- 2:45 Reflection



Check and Connect

Introduce yourself, your role and your district.

If you could be a flavor of ice cream, what would you be and why?



EL Cooperative Year One

3 EL COOPERATIVE PLCs

EL Specialist Training 1: Language Acquisition & Development

Teacher Training 1: Language Acquisition & Development

EL Specialist Training 2: Student Engagement

Teacher Training 2: Student Engagement

EL Specialist Training 3: Academic language

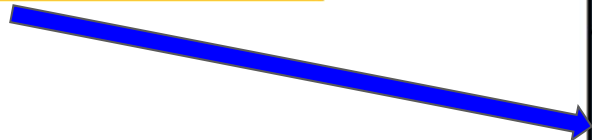
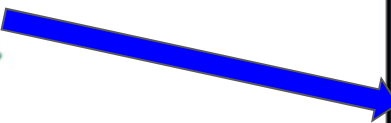
Teacher Training 3: Academic Language

EL Cooperative Year Two



NWESD ELL Cooperative 2017-18 Event Schedule

Month	Event	Date
September	ELL Specialists & Administrators PLC (1 of 3) - Cooperative Council Meeting	September 26 th ; 8:30 a.m. - 3 p.m. Cap Sante & Mt. Erie Rooms
October	Paraeducator Training #1	October 5 th ; 9:00 a.m. - 2:30 p.m. Reid Harbor Room
	New EL Specialist & Teacher Training #1	October 10 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
	ELL Specialist (1 of 3)	October 26 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
November	ELL Specialists & Administrators PLC (2 of 3)	November 28 th ; 8:30 a.m. - 3 p.m. Cap Sante & Mt. Erie Rooms
December	New EL Specialist & Teacher Training #2	December 12 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
January	Paraeducator Training #2	January 9 th ; 9:00 a.m. - 2:30 p.m. Reid Harbor Room
	ELL Specialist (2 of 3)	January 23 rd ; 8:30 a.m. - 3 p.m. Reid Harbor Room
March	ELL Specialists & Administrators PLC (3 of 3) - Cooperative Council Meeting	March 9 th ; 8:30 a.m. - 3 p.m. Cap Sante & Mt. Erie Rooms
	Paraeducator Training #3	March 20 th ; 9:00 a.m. - 2:30 p.m. Reid Harbor Room
	New EL Specialist & Teacher Training #3	March 27 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room
April	ELL Specialist (3 of 3)	April 17 th ; 8:30 a.m. - 3:00 p.m. Reid Harbor Room



EL Cooperative Year Two

EL Specialist Training 1:

Newcomers Models and Push-In Model for Direct Services

EL Specialist Training 2:

Instructional Practices to support ALL students

EL Specialist Training 3:

Newcomer Supports/Process

Acculturation

Pull Out Support

Push In Support

Technology



Newcomer Plan

Acculturation

Pull Out Support

Push In Support

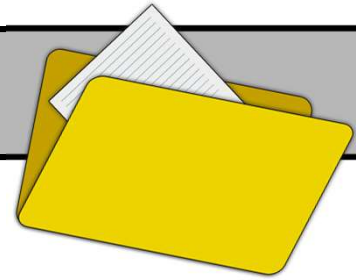
Technology

Newcomer Support Plan

Acculturation
Pull Out Support
Push In Support
Technology

Northwest Educational Service District 189
Together We Can

Acculturation



- Family Visits
 - Contact families and schedule a visit their home, community center or at school.
 - Learn about the family and ask how you can support them.
- Student Guides/buddy
 - Leadership team, Class volunteer
 - Clear role and expectations of the student
- Big Book of school & school community
 - Specific to your school and your school community

Look at the following resources and digital toolbox. Record any ideas that you would like to include in your Newcomer Support Plan. Work with a partner, team or individually.

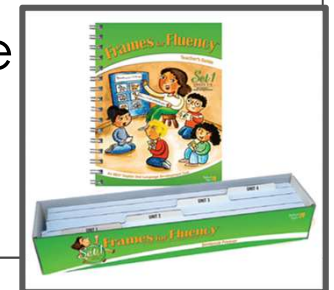
Push-In & Pull Out Instructional Supports

PUSH-IN

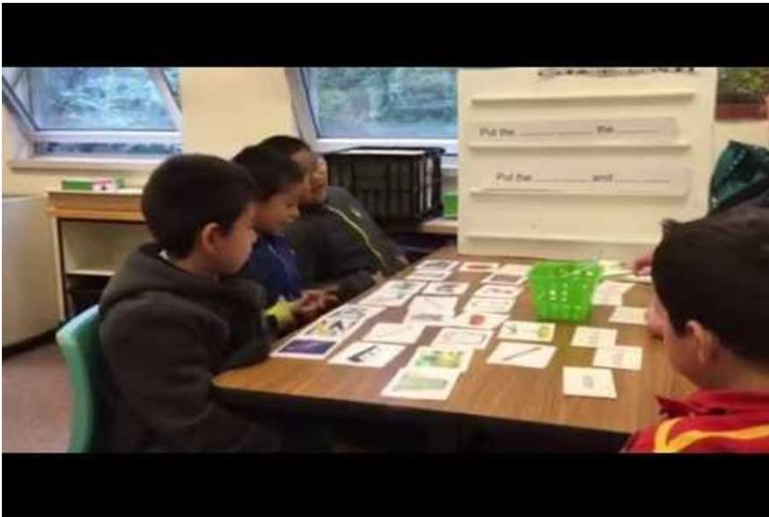
- Work alongside the student to help scaffold comprehensible input
- Communication tools for teachers
- Clustering Model in high school with intentional coaching support

PULL-OUT

- Specific language support with the EL Specialist including:
 - Basic vocabulary
 - Oral language development



Pull Out Direct Instruction: Listening & Speaking

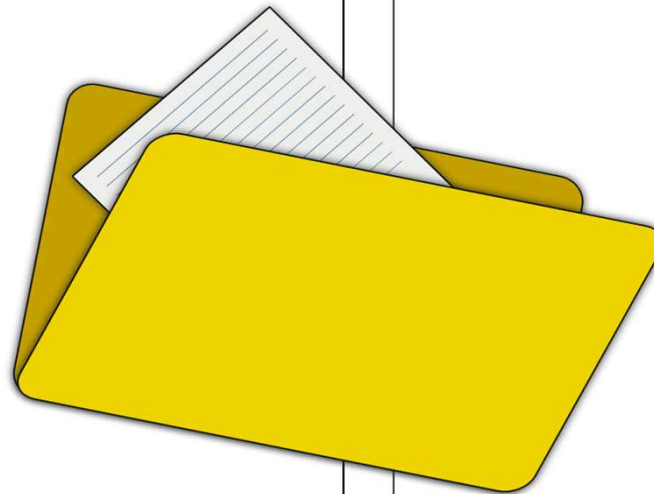




Push-In & Pull Out Instructional Supports

PUSH-IN

PULL-OUT



Look at the following resources with you and record any ideas that you would like to include in your Newcomer Support Plan.

Technology and Resources



Write down your answer to the following areas:

Your favorite website

Your favorite App

Your favorite way to integrate technology

Then walk around the room and talk with one new person. Share your ideas and write down any new learning you on your plan. Repeat this process with 2 more people.

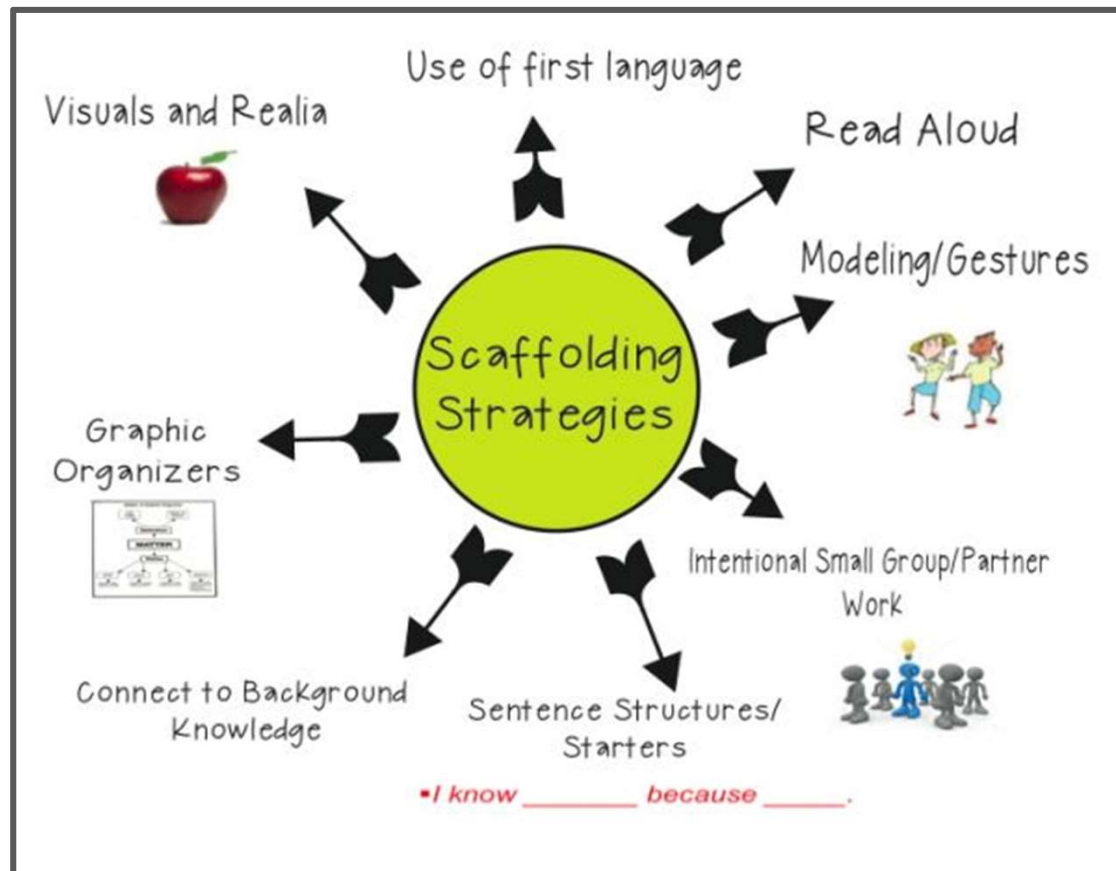
Push-In Models



ELL Push-In Strategies:

- **Alternative Teaching with Roving EL support**
 - (one teacher reinforces the learning that is taught to the whole group)
- **Parallel Teaching**
 - (dividing up the group of students to deliver instruction)
- **Station Teaching**

Push-In: Supporting the content

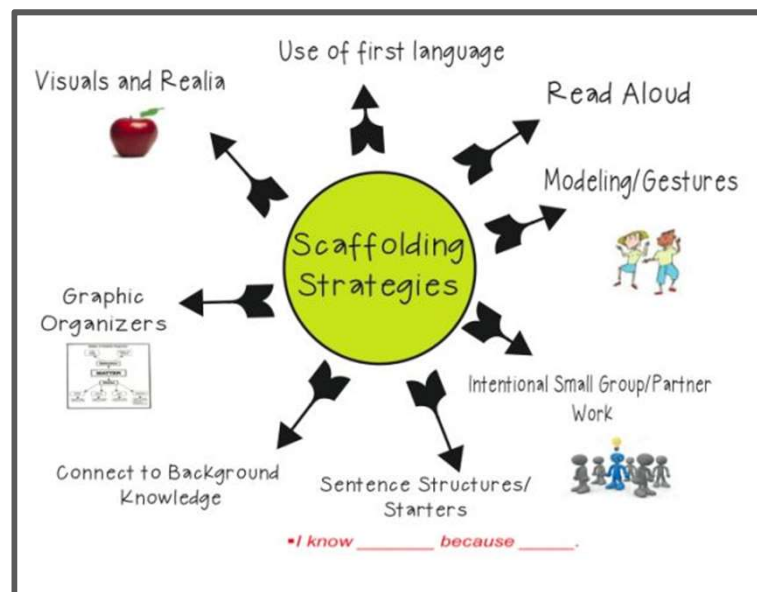


Push-In: Supporting the content

Using the graphic, write down 2 strategies you currently use and how you use them with your direct services model.



Share your strategies with someone with the same color shoes as you.



Time to Reflect

Look at your Newcomer Plan.

What do you feel excited about?

What do you need more support with?

What is one thing you can go back and implement tomorrow?

Travel around the room to each poster and record your reflections.





2

3

4

9

10

11

LUNCH

5

17

EL Cooperative Year Two

EL Specialist Training 1:

Newcomers Models and Push-In Model for Direct Services

EL Specialist Training 2:

Instructional Practices to support ALL students

EL Specialist Training 3:

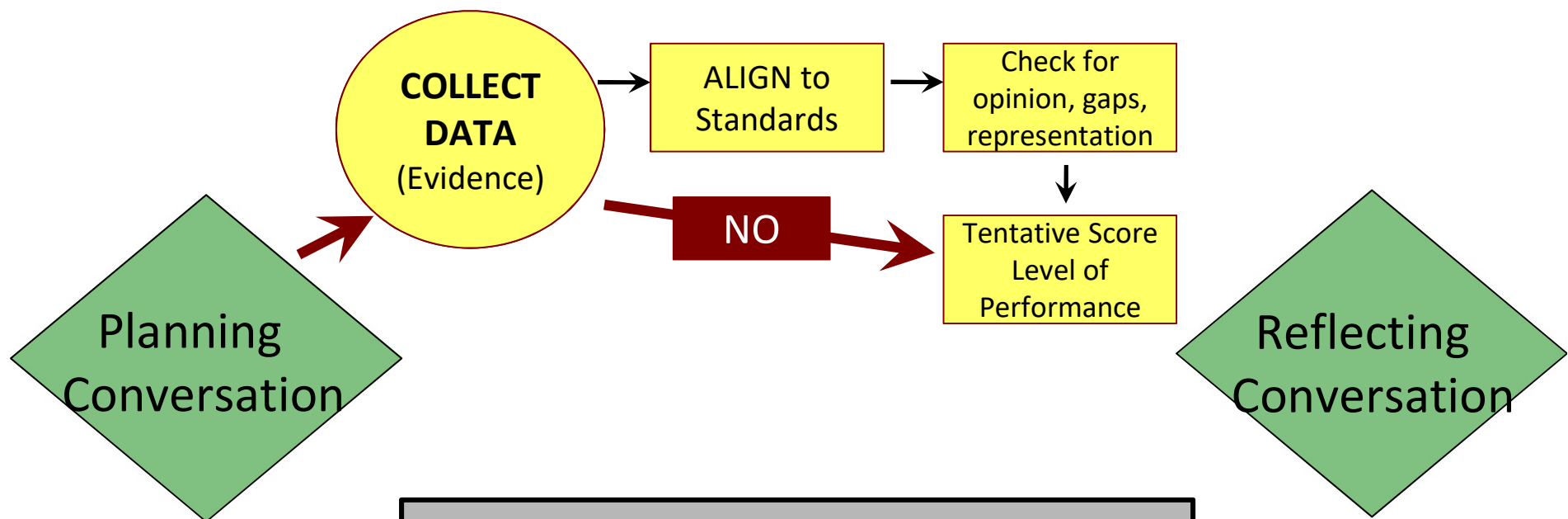
Instructional Coaching

Who?
When?
Why?
What?
How?



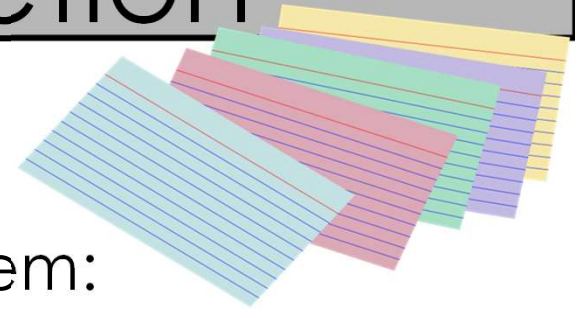
5:00
Stop

The Growth Cycle



What and Why

Stem Completion



On an index card -- complete this stem:

One quality a learning-focused coach needs in order to support their colleagues' growth is . . .

How

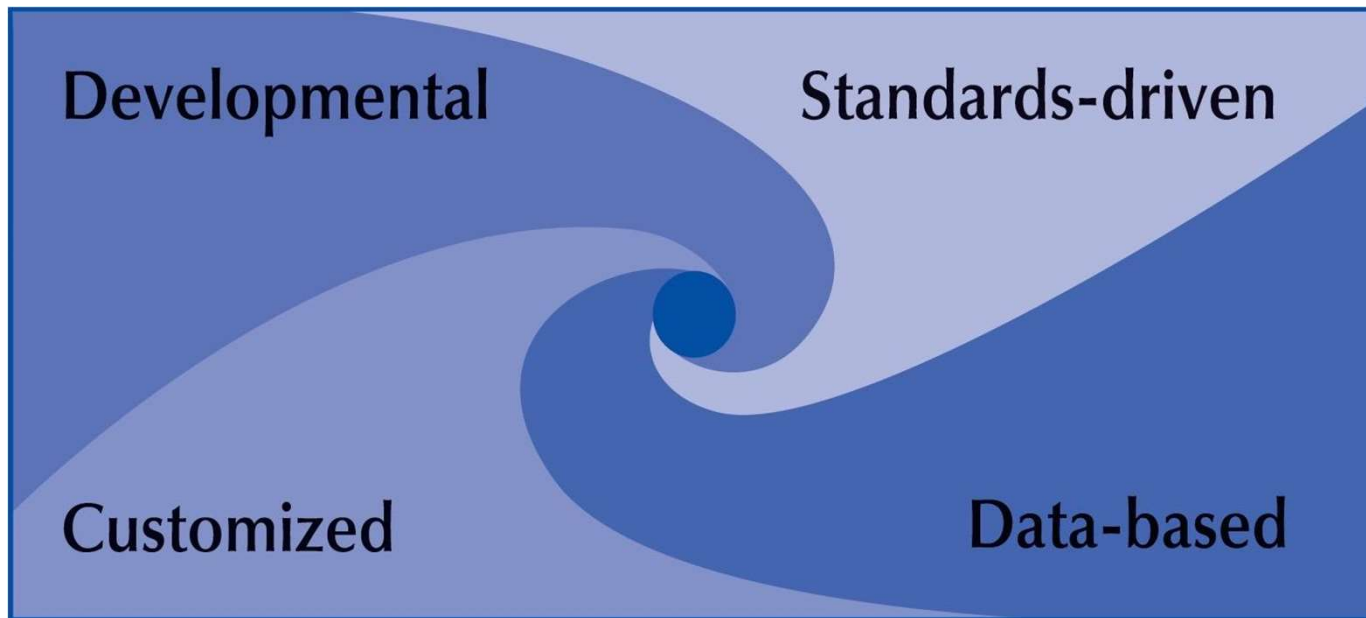
Table group shares in a round robin pattern

Learning-Focused Coaching in a Standards-driven System

WHAT we talk about



Four Qualities



Learning-focused Coaching

Developmental

Standards-driven



Customized

Data-based

Learning-focused Coaching

Developmental

Standards-driven



Customized

Data-based

Why Standards?

- Standards are rallying points for essential conversations about practices and results
- Standards are measured comparisons and most incorporate a metaphor or simile implicitly or explicitly
- Standards not only *structure* expectations
 - they *raise* them

Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Learning-focused Coaching

Developmental

Standards-driven



Customized

Data-based

Learning-focused Coaching

Developmental

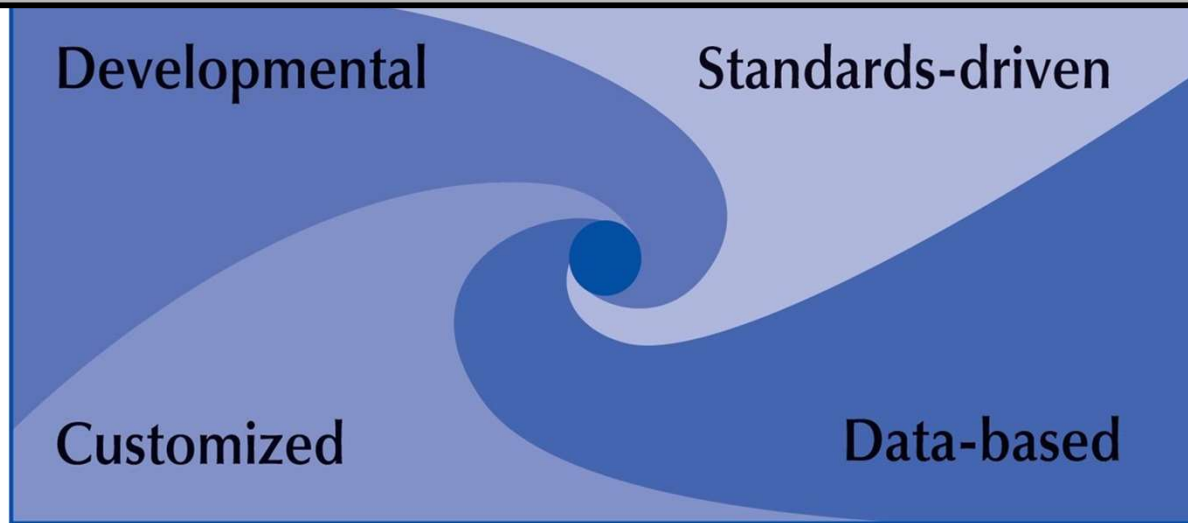
Standards-driven



Customized

Data-based

Four Qualities



What are some connections/ relationships between these four qualities and your present work?



Outcomes

- Explore learning-focused conversations that are data-driven for developing expertise and improving professional practice
- Engage with a continuum of learning-focused interaction

Agenda

- Activating & Engaging
- The Continuum of Interaction: Four Stances
- Inviting Thinking: Patterns of Inquiry
- Organizing & Integrating



Partner Appointments



Think, Write, Pair, Share

Think & Write:

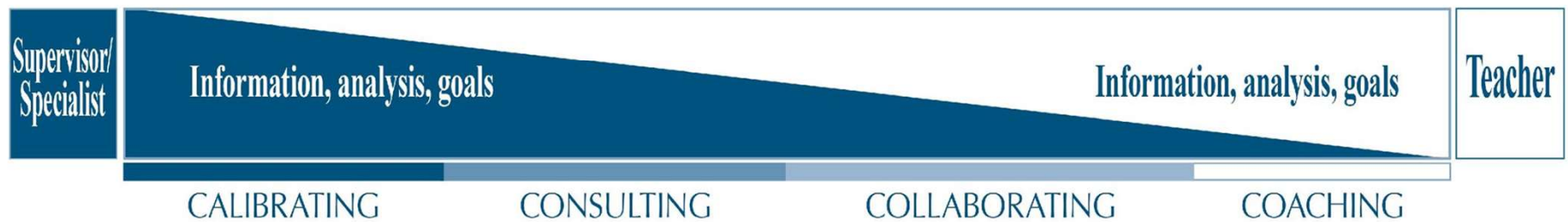
Given today's outcomes and agenda , what are some things you are curious about?

Pack, stack, pair with your 3
o'clock and share

Sit with another pair of
partners



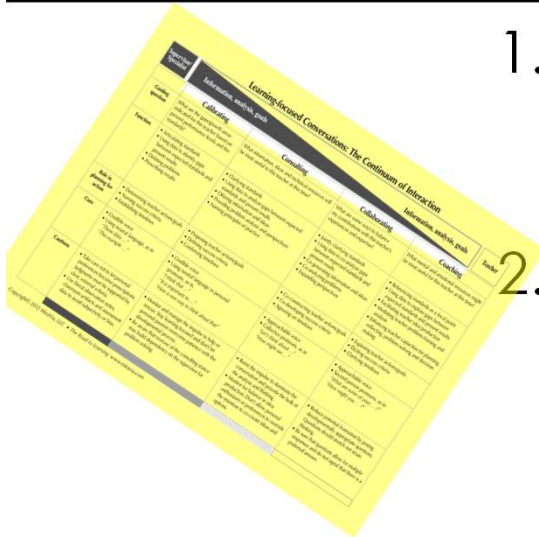
The Continuum of Learning-focused Interaction



Learning-focused Conversations: The Continuum of Interaction

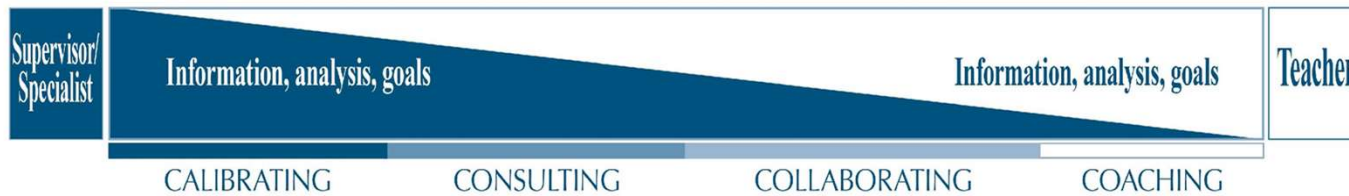
Supervisor/ Specialist	Information, analysis, goals			Information, analysis, goals	Teacher
	Calibrating	Consulting	Collaborating	Coaching	
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?	
Function	<ul style="list-style-type: none"> Articulating standards Using data to identify gaps between expected standards and present results Defining problems Prescribing results 	<ul style="list-style-type: none"> Clarifying standards Using data to analyze gaps between expected standards and present results Offering information and ideas Providing problem analysis and perspectives Naming principles of practice 	<ul style="list-style-type: none"> Jointly clarifying standards Using data to co-analyze gaps between expected standards and present results Co-generating information and ideas Co-analyzing problems Expanding perspectives 	<ul style="list-style-type: none"> Referencing standards as a focal point Using data to explore gaps between expected standards and present results Facilitating teacher idea production Mediating teacher problem-framing and analysis Enhancing teacher capacities for planning, reflecting, problem-solving and decision making 	
Role in planning for action	<ul style="list-style-type: none"> Determining teacher actions/goals Naming success criteria Establishing timelines 	<ul style="list-style-type: none"> Proposing teacher actions/goals Defining success criteria Confirming timelines 	<ul style="list-style-type: none"> Co-constructing teacher actions/goals Co-developing success criteria Agreeing on timelines 	<ul style="list-style-type: none"> Exploring teacher actions/goals Eliciting success criteria Clarifying timelines 	
Cues	<ul style="list-style-type: none"> Credible voice Using neutral language, as in "These data ..." "This example ..." 	<ul style="list-style-type: none"> Credible voice Using neutral language or personal pronouns, as in, "I think that ..." "It is important to ..." "Here is one way to think about that" 	<ul style="list-style-type: none"> Approachable voice Collective pronouns, as in "Let's think about ..." "How might we ..." 	<ul style="list-style-type: none"> Approachable voice Second person pronouns, as in "What are some of your ...?" "How might you. . . ?" 	
Cautions	<ul style="list-style-type: none"> Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria. Use literal observation notes, classroom artifacts and assessment data to avoid subjectivity or bias. 	<ul style="list-style-type: none"> Monitor and manage the impulse to help or rescue. Stay learning-focused and don't let personal passion overcome patience with the developmental process. Be aware that overuse of the consulting stance may build dependency on the supervisor for problem solving. 	<ul style="list-style-type: none"> Resist the impulse to dominate the conversation and provide the bulk of the analysis and thinking. Monitor for balance in idea production. Don't allow personal enthusiasm or preferences to override the intention to co-create ideas and options. 	<ul style="list-style-type: none"> Reduce potential frustration by posing developmentally appropriate questions. Questions should stretch not strain thinking. Be sure that questions allow for multiple responses and do not signal that there is a preferred answer. 	

Read and Apply



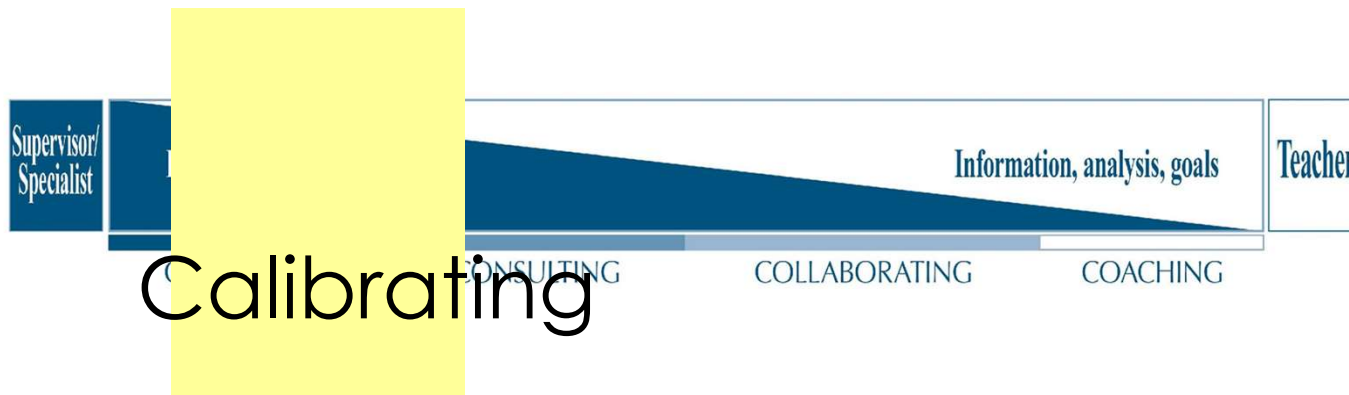
1. Individually, review the LFS table (p. 13) and highlight items of interest/ inquiry
2. Partners, share and discuss highlighted items; create specific applications for each stance
3. Partners, each choose a different stance and read the full narrative from pages 6-12, continue discussion
4. Be prepared to share key insights

The Continuum of Learning-focused Interaction



What stands out from your dialogue?

The Continuum of Learning-focused Interaction



In what circumstances might you have calibrating conversations?

- When?
- Why?

The Continuum of Learning-focused Interaction



Calibrating defines the “fit”;
Who does this defines the stance

The Continuum of Learning-focused Interaction



Read and Example

1. Individually, read the first three strategies
2. Partners, discuss – and choose ONE - creating specific examples for that strategy
3. Continue the pattern -
4. Full group share



LFS, pp. 68-69

WiraVia The Road To Learning

Nine Consulting Strategies pp. 68-69

Offer a Menu

Think Aloud

Share What, Why, How

Refer to Research

State a Principle of Practice

Generate Categories

Name Causal Factors

Consider an Alternative Point of View

Reframe the Problem or issue

Code the 9 Strategies

√ Got it

+ Add this

? Not yet clear

Data Focus: The Third Point p. 14



Eyes on the data

Frozen gesture

Neutral pronouns

Using The Third Point: Neutral Pronouns



“The data indicate . . .”

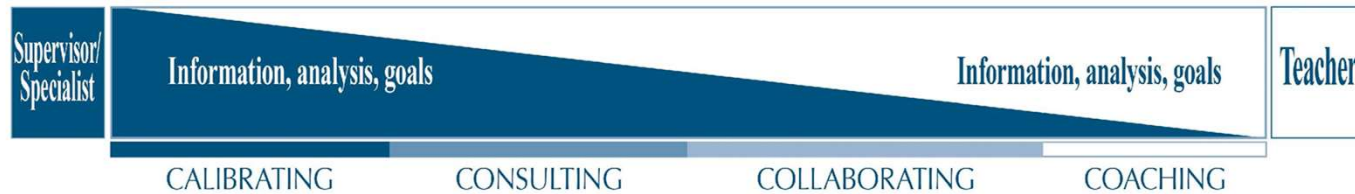
“ Given these behaviors, . . .”

“Based on these results, next steps need to be . . .”

BREAK



The Continuum of Learning-focused Interaction



Think, Pair, Share:

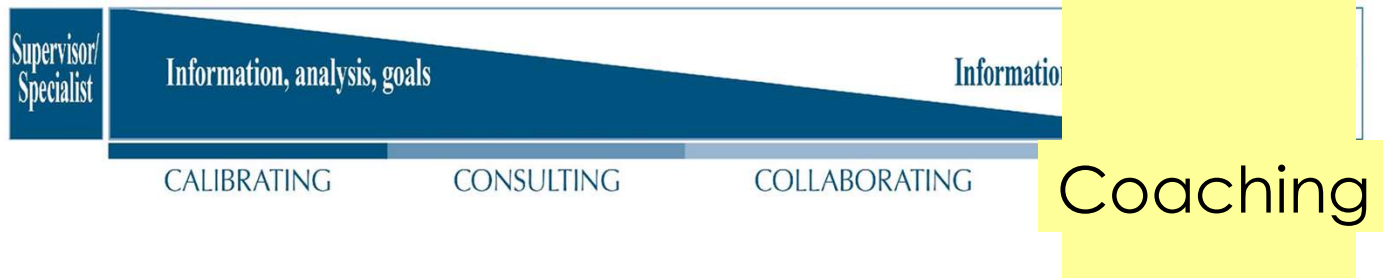
With your partner, name several key points about the Continuum of Interaction

The Continuum of Learning-focused Interaction

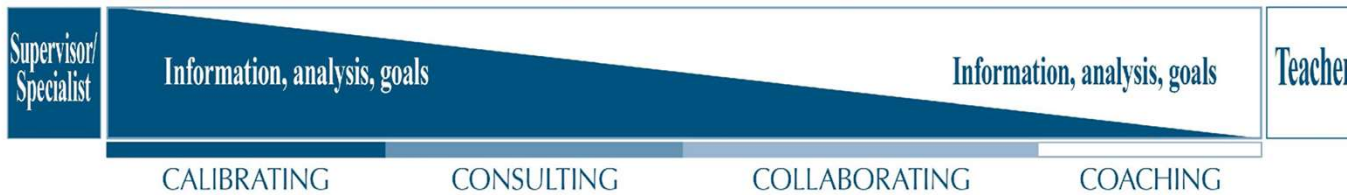


Latin collaborare --com together, laborare = to work

The Continuum of Learning-focused Interaction



Start with a question



End with a question



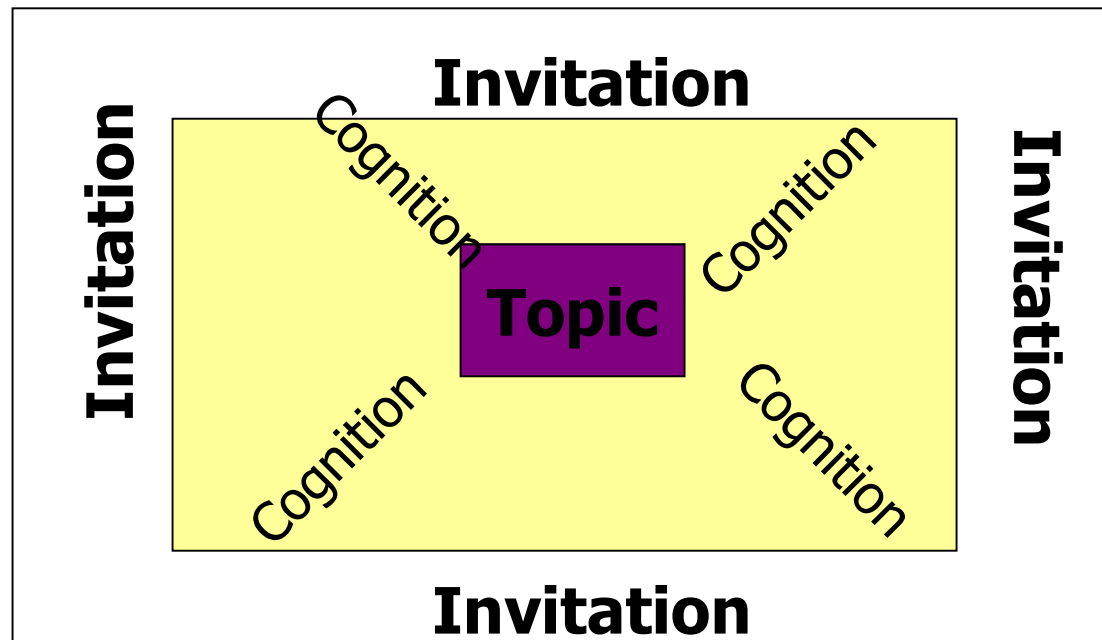
Consider . . .



- What are some qualities of effective questions?
- Pack, stack, find your 9 o'clock partner and share your thinking



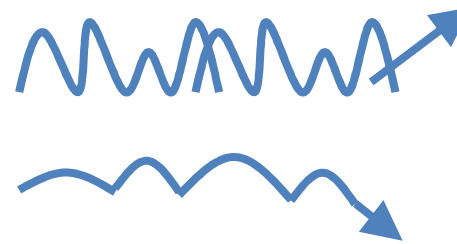
Invitational Inquiry p. 41



Elements of the Invitation to Think p. 42

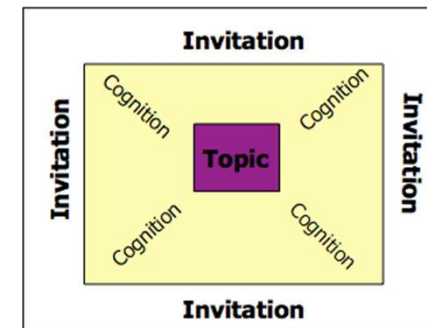
The Tonal Layer

Approachable voice
Credible voice



The Syntactical Layer

Plural Forms
Exploratory Language
Non-dichotomous Forms



Syntactical Substitutions p.43



Elements of the Invitation to Think

Non-dichotomous forms

Can you think of any . . .

What are some . . . ✓

Positive presuppositions

Given your knowledge of . . .

Based on your experience with . . .

Reflecting on . . .

As you consider . . .

Application



With your partner:

Which of the elements of the invitation to think might be effective additions to your present repertoire?

INVITATIONAL INQUIRY

INVITATION	COGNITION	TOPIC
How might . . .	Predict	Outcomes
What would . . .	Recall	Curriculum
What are some . . .	Summarize	Instructional strategies
What might be some...	Identify	Student readiness
In what ways . . .	Describe	Student behavior
How might you . . .	Compare	Student work
What seem(s) . . .	Contrast	Student engagement
Given your . . .	Prioritize	Performance standards
Based on . . .	Interpret	Assessment results
Reflecting on . . .	Infer	Expectations
As you . . .	Conclude	Lesson
	Generalize	Materials
	Connect	Groups
	Apply	Classroom climate
	Evaluate	Procedures

EXAMPLES

What are some ways you are comparing this student's work to the performance standards?

(Invitation) (Cognition) (Topic) (Topic)

Recalling your concerns, how might you address this student's behavior?

(Cognition) (Invitation) (Topic)

As you consider these assessment results, what seem to be priorities for next steps?

(Invitation) (Topic) (Invitation) (Cognition)

Invitation

TOPIC

Invitation

The Elements of the Invitation:

- Attending Fully
- Approachable Voice
- Plural Forms
- Exploratory Language
- Nondichotomous Forms
- Positive Presuppositions

Syntactical Substitutions

- the-----some
- could-----might
- is-----seems
- why-----what

Sample Stems

Given your knowledge of...

Based on your experience with...

Reflecting on...

As you consider...

Invitational Inquiry

- What are some ways you are comparing this student's work to the performance standards?
- Recalling your concerns, how might you address this student's behavior?
- As you consider these assessment results, what seem to be priorities for next steps?

Invitational Inquiry

How might . . .

What would . . .

What are some . . .

What might be some . . .

In what ways . . .

How might you . . .

What seem(s) . . .

Given your . . .

Based on . . .

Reflecting on . . .

As you . . .

Predict

Recall

Summarize

Identify

Describe

Compare

Contrast

Prioritize

Interpret

Infer

Conclude

Generalize

Connect

Apply

Evaluate

Outcomes

Curriculum

Instructional strategies

Student readiness

Student behavior

Student work

Student engagement

Performance standards

Assessment results

Expectations

Lesson

Materials

Groups

Classroom climate

Procedures

Invitational Inquiry

LEVEL ONE: Taking turns, craft a question by choosing language from each column

How might. . .
What would . .
What are some. . .
What might be some. . .
In what ways. . .
How might you. . .
What seem(s). . .
Given your . . .
Based on . . .
Reflecting on . . .
As you . . .

Predict
Recall
Summarize
Identify
Describe
Compare
Contrast
Prioritize
Interpret
Infer
Conclude
Generalize
Connect
Apply
Evaluate

Outcomes
Curriculum
Instructional strategies
Student readiness
Student behavior
Student work
Student engagement
Performance standards
Assessment results
Expectations
Lesson
Materials
Groups
Classroom climate
Procedures

Invitational Inquiry

LEVEL TWO: Cover the INVITATION column.

Now craft questions by choosing language from the other columns

Predict
Recall
Summarize
Identify
Describe
Compare
Contrast
Prioritize
Interpret
Infer
Conclude
Generalize
Connect
Apply
Evaluate

Outcomes
Curriculum
Instructional strategies
Student readiness
Student behavior
Student work
Student engagement
Performance standards
Assessment results
Expectations
Lesson
Materials
Groups
Classroom climate
Procedures

Invitational Inquiry

LEVEL THREE: Using **TOPICS** only Craft as many questions as possible (in the time allotted)

Outcomes
Curriculum
Instructional strategies
Student readiness
Student behavior
Student work
Student engagement
Performance standards
Assessment results
Expectations
Lesson
Materials
Groups
Classroom climate
Procedures

reflections

Most Important Point



Think of a **MIP** from this morning

Stand and share your **MIP** with your partner

Be ready to share your **partner's** thinking with the group

Reflection

Please make note on your reflection form if you don't currently have access to canvas.



Please also share the area of focus you would like to learn more about during our third session.