

# EL Cooperative PLC

## Administrators and EL Specialists

March 9th, 2018

Gayle Everly  
Anne Jones  
Sarah Southard

# Agenda

District Team Huddle

Choice Time

District Team Planning and Reflection

**Administrators** - Council Meeting with Gayle

**Specialists**- Learning-Focused Conversat  
Feedback for Co

OSPI Update with Jenny Choi

Lunch - Teams Together

Conversations about Equity, Privilege and Race

Translanguaging-Access & Understanding

Oracy in the classroom

Team Time- mid-year check-in

Closing



## NWESD ELL Cooperative 2017-18 Event Schedule

# Overview:

## Coop Description:

- **3 PLC Days**
  - Focus on Learning District EL Plans
  - Collaboration with peers
- **3 Professional Development Days**
  - Newcomers/Coaching
  - Oral Language Strategies/Coaching
  - EL strategies/Coaching
- **3 Paraeducator Trainings**
- **3 New EL Specialist & Teacher Trainings (repeat of last year)**

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

# Activator

Would you rather never eat your  
favorite five foods again



or

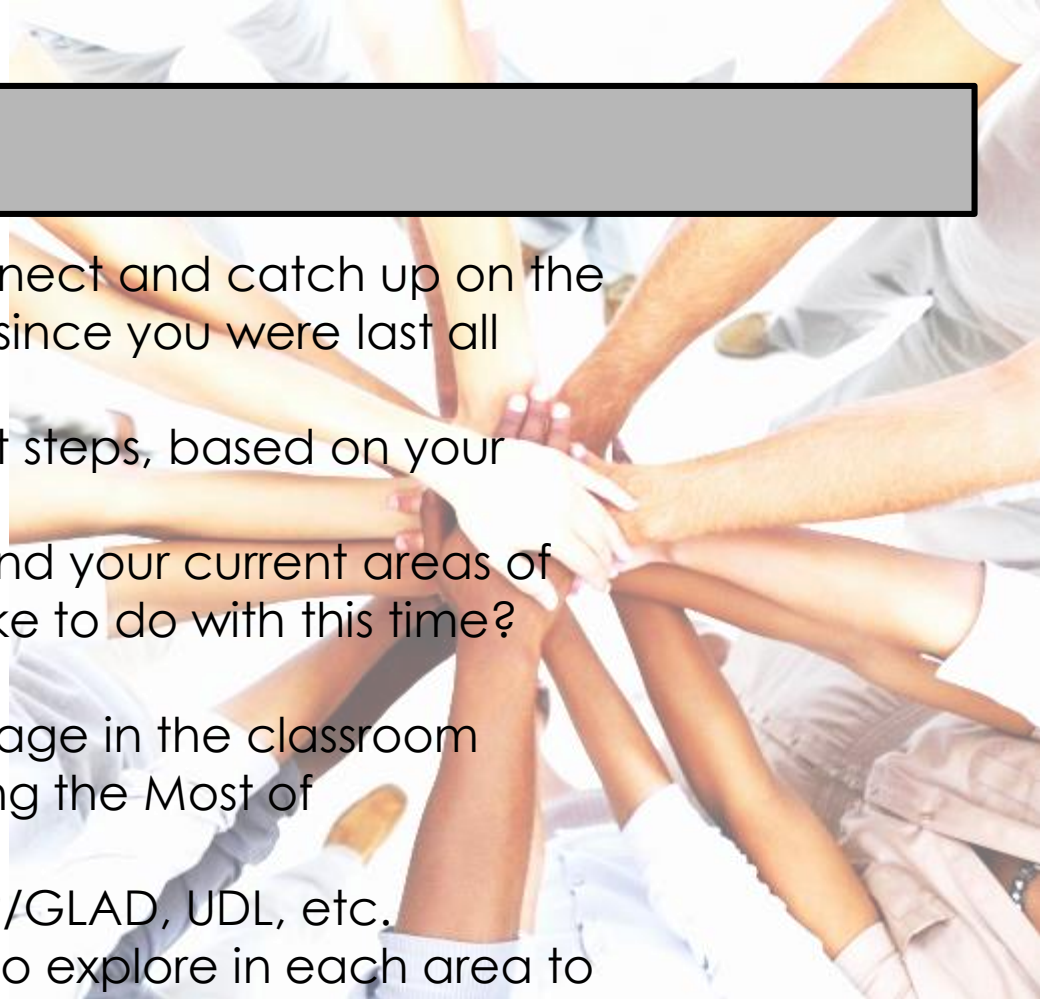


ONLY eat your favorite five foods for  
the rest of your life?



# Team Huddle- Plan

- Take a few moments to reconnect and catch up on the work that you've been doing since you were last all together
- What are some important next steps, based on your action plans?
- Given the following options, and your current areas of focus, what would you most like to do with this time?
  - Dual Language Programs
  - Support for Primary Language in the classroom
  - Pushing the Push-in- Making the Most of Paraeducator support
  - Sheltered Instruction- SIOP/GLAD, UDL, etc.
- What questions do you need to explore in each area to move forward?





## Choice Time- Do

- Dual Language Programs
- Support for Primary Language in the classroom
- Pushing the Push-in- Making the Most of Paraeducator support
- Sheltered Instruction- SIOP/GLAD, UDL, etc.



# Team Reflection- Review

Share back with your team

- What did you learn?
- How does it impact your plan?
- What more do you need?
- What are your next steps?



# Break Out

**Administrators** - Council Meeting with Gayle

**Specialists**- Learning-Focused Conversations  
Feedback for Coop Year 3



# What do you need for next year?

In your team, discuss what you will need from the Coop next year in order to move your work forward.

Use the paper on the table to gather your thoughts and be prepared to share them with us.



# Learning-Focused Conversations- Paraphrasing



# Paraphrase: Focused Reading pp. 62-66

- ✓ I know this
- ! This is important (or surprising)
- ? Curious (or confused)

Pairs share selectively

Be ready with

! 's and ? 's



## Four Do's of Paraphrase p. 62

- Avoid personal pronouns
- Less is more
- Wait until the speaker is finished
- Use tone to communicate intention

# A Scaffold for Crafting Paraphrases

Acknowledge and Clarify

So, you're feeling \_\_\_\_\_

You're noticing that \_\_\_\_\_

In other words \_\_\_\_\_

Hmmm, you're suggesting that \_\_\_\_\_

# A Scaffold for Crafting Paraphrases

Summarize / Organize

So, there seem to be two key issues here \_\_\_\_\_ and

\_\_\_\_\_ On the one hand there is \_\_\_\_\_, and on the other hand, there is \_\_\_\_\_

For you then, several themes are emerging; they are

\_\_\_\_\_ It seems you're considering a sequence or hierarchy here; \_\_\_\_\_

# Levels of Abstraction

Car

Transportation

Automobile

Toyota

# Levels of Abstraction

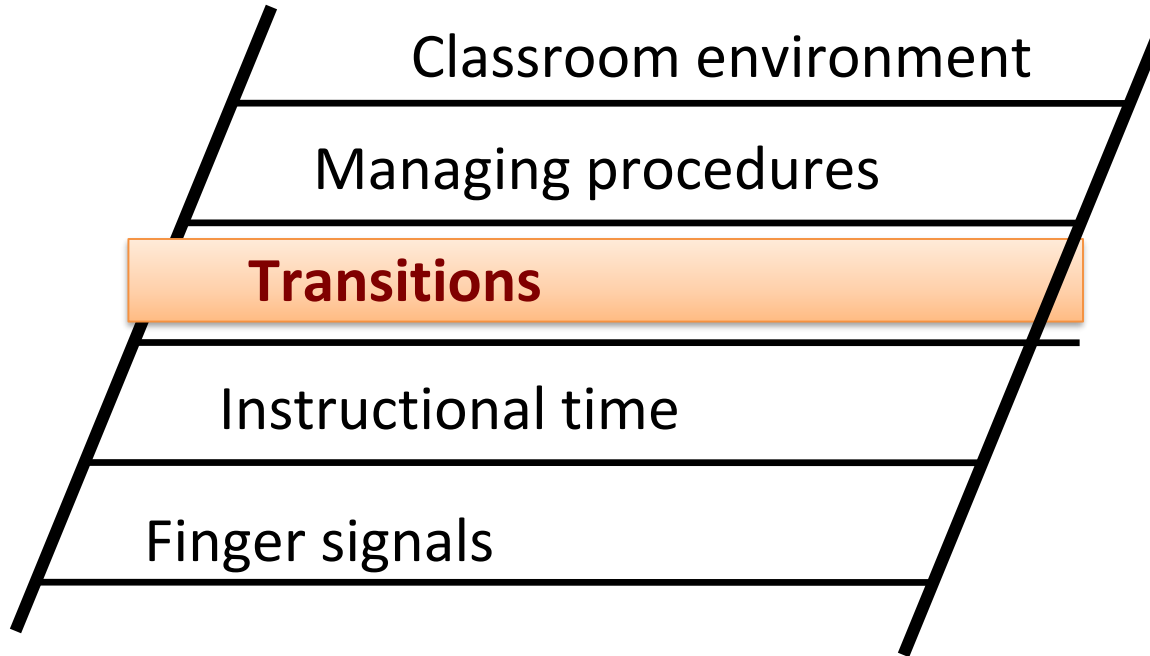
Pants

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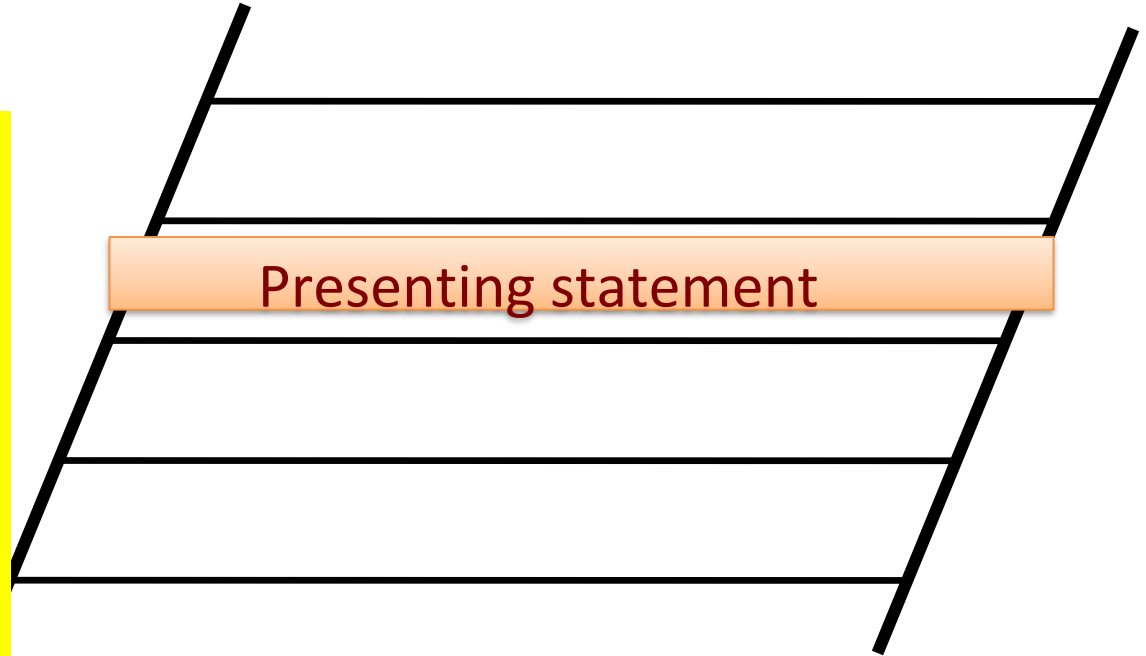
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# Ladder of Abstraction p.64



# Ladder of Abstraction

Craft an example of a ladder of abstraction using content or instructional areas with which you work.



# A Scaffold for Crafting Paraphrases

## Shifting Levels of Abstraction

So, a(n) \_\_\_\_\_ for you might be \_\_\_\_\_

(shifting up) ↑

- category
- value
- belief
- assumption
- goal
- intention

(shifting down) ↓

- example
- non-example
- strategy
- choice
- action
- option

1. This concept is really tough to teach at this grade level. It requires a degree of intellectual development that I don't think all kids have at this age.

## Summarize & Organize p. 63

1. What a day I've had! The kids were all wound up by the change in schedule --- I hope that settles down soon. And on top of that, the network went down today and I had to scramble to run my lesson without Internet access. It's really frustrating when you take time to plan for technology integration and there are so many student and technical variables.

1. I really love teaching expository writing. It's really about helping students learn to think clearly and express those thoughts in interesting ways. When kids care about the topic and have something to say, it's rewarding to help them find a their voice and communicate ideas effectively.

# Paraphrase Workout

As you think about what we  
have been exploring and  
consider  
applications for your own  
work—  
what seems to be most  
important to you?

PAUSE;  
PARAPHRASE;  
INQUIRE

And what makes *that*  
important to you?

3X

Want more practice?

Download video clips at [www.miravia.com/resources/mm-video-exercises](http://www.miravia.com/resources/mm-video-exercises)



# OSPI presentation

Jenny Choi- Bilingual Education Program Supervisor

(360) 725-6147

2

3

4

9

10

11

LUNCH

5

17



# Developing Our Equity Lens

Equity, Racism, Privilege and Bias

# House Bill 1541 law highlights the following:

Professional development to support the foundational elements of **cultural competence**, focusing on **multicultural education** and **principles of English language acquisition**

Closing the Opportunity Gap in  
Washington's Public Education  
System



2017 Annual Report

By the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Prepared By:

- Maria Flores | Director, Title II Part A and Special Programs
- Kathleen Callahan | Research Analyst, Title II Part A and Special Programs

## 4. Cultural Competence

### Background

Quality public education for *all* students requires *all* educators (e.g. school board members, superintendents, principals, teachers, and para-educators) to be effective in diverse settings. To achieve this, the educator workforce must first, be cognizant of systemic racism and the inequities of the public education system, and second, develop culturally competent skills and mindsets. Cultural competence is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems.<sup>1</sup> Training in cultural competence provides educators with a set of attitudes, respect, awareness, knowledge, and skills that enable effective work in cross-racial, cross-cultural, diverse contexts.<sup>2</sup>

As Washington switches from the No Child Left Behind Act to the ESSA, professional development and training in cultural competency will become increasingly more important. The evaluation system under the ESSA places more value on the ability to work effectively in diverse settings. An 'excellent educator' in Washington will, "*Demonstrate the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds*" and "*Create an inclusive and safe learning environment where all students and their families feel welcome.*"<sup>3</sup> Moreover, "*Demonstrating commitment to closing the achievement gap,*" will be one of eight criteria used to evaluate principals in Washington.<sup>4</sup>

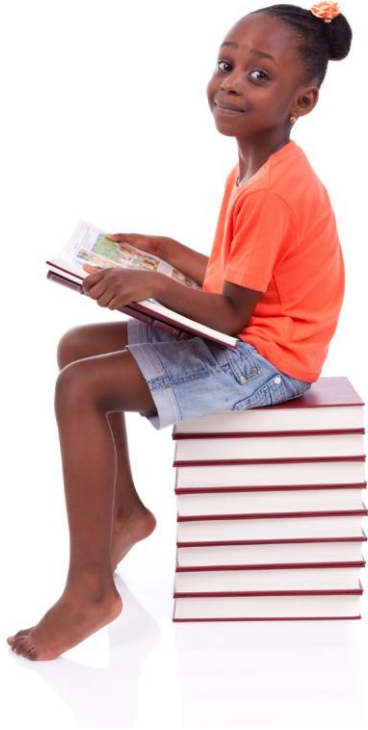
# Why Lead with Racial Equity?

“The most troublesome achievement gap is the racial gap—the difference in student achievement between White and Asian students and their Black, Latino, Native American, Southeast Asian, and Pacific Islander counterparts. Without question, poverty and wealth impact student achievement as well. Statistically, however, even within the same economic strata, there is an achievement gap based on race.”

– Glenn

Singleton

# Our Students

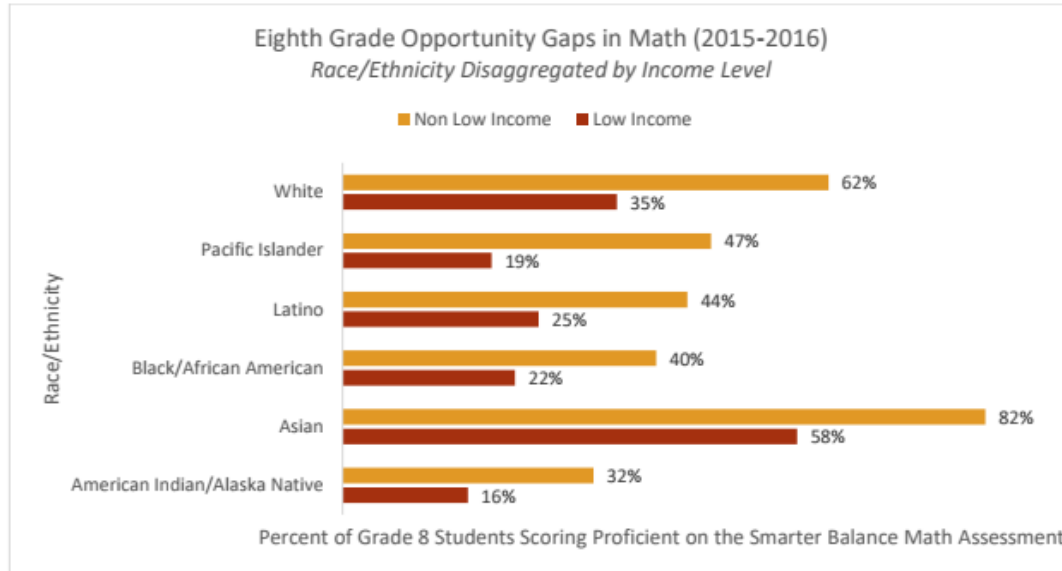


Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	251,334	22.8%
American Indian / Alaskan Native	15,406	1.4%
Asian	82,428	7.5%
Black / African American	48,192	4.4%
Native Hawaiian / Other Pacific Islander	11,713	1.1%
White	607,910	55.2%
Two or More Races	85,222	7.7%



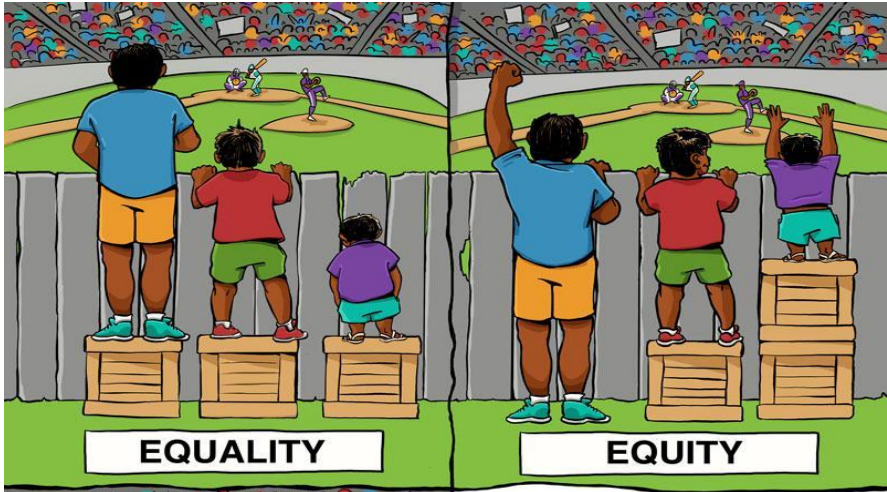
# Let's take a closer look at the gaps

Figure IV. Eighth Grade Opportunity Gaps in Math



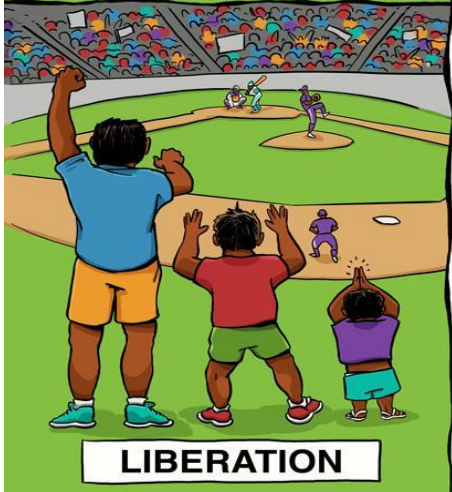
\*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

\*Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps.



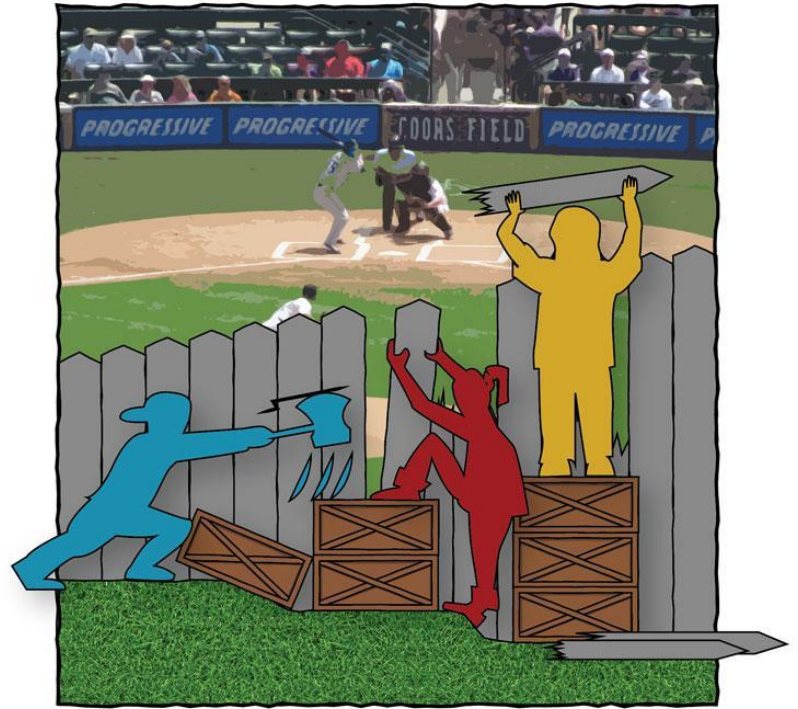
**EQUALITY**

**EQUITY**



**LIBERATION**

**YOUR IDEA HERE**



**JUSTICE**

Source: <http://culturalorganizing.org/>

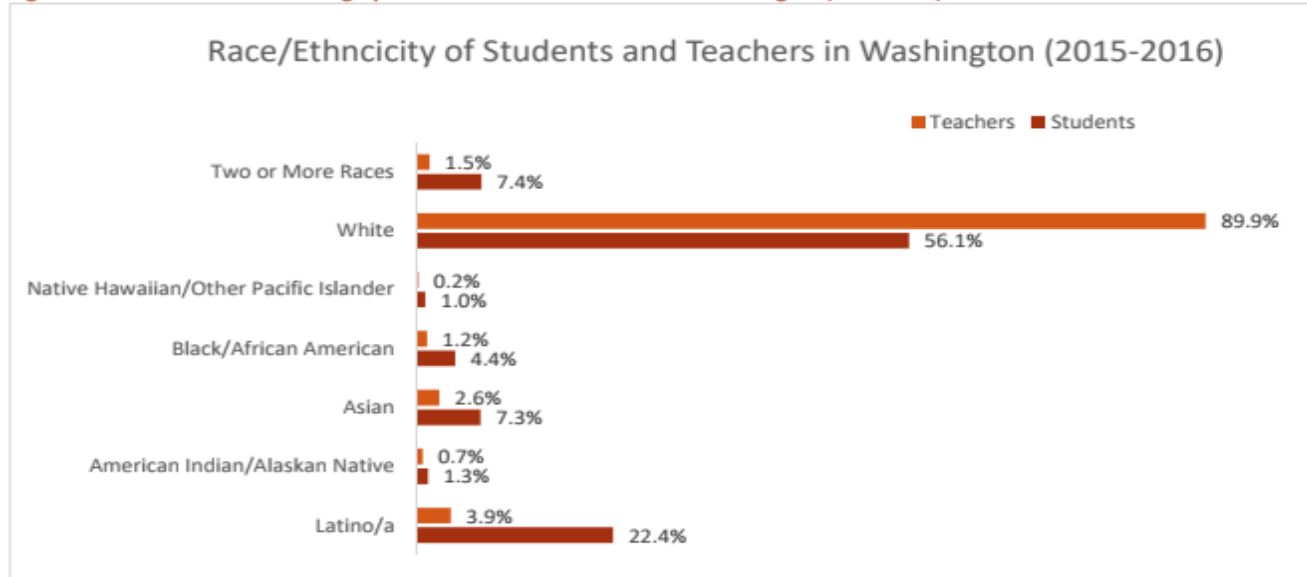
# Windows and Mirrors



Rudine Sims Bishop- Professor Emerita at Ohio State University

Closing the Opportunity Gap in Washington's Public Education System

Figure VII. Racial and Ethnic Demographics of Students and Teachers in Washington (2015-2016)



\*Source: OSPI Washington State Report Card. (2015-2016).

What relationship(s) might the discrepancy between student and teacher demographics have on the academic achievement of students of color?

# Lasting change is anchored deep below the surface

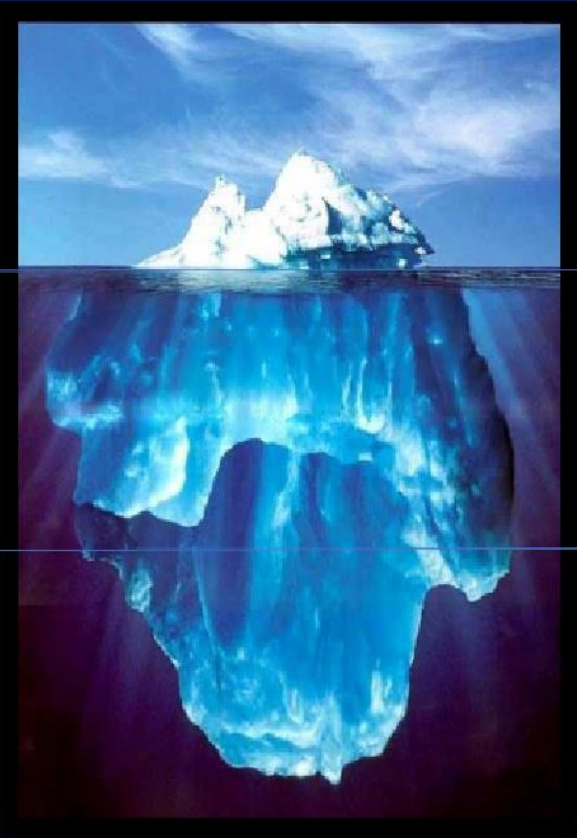
Formal policies, systems,  
practices, image (what we  
*officially* do around here)

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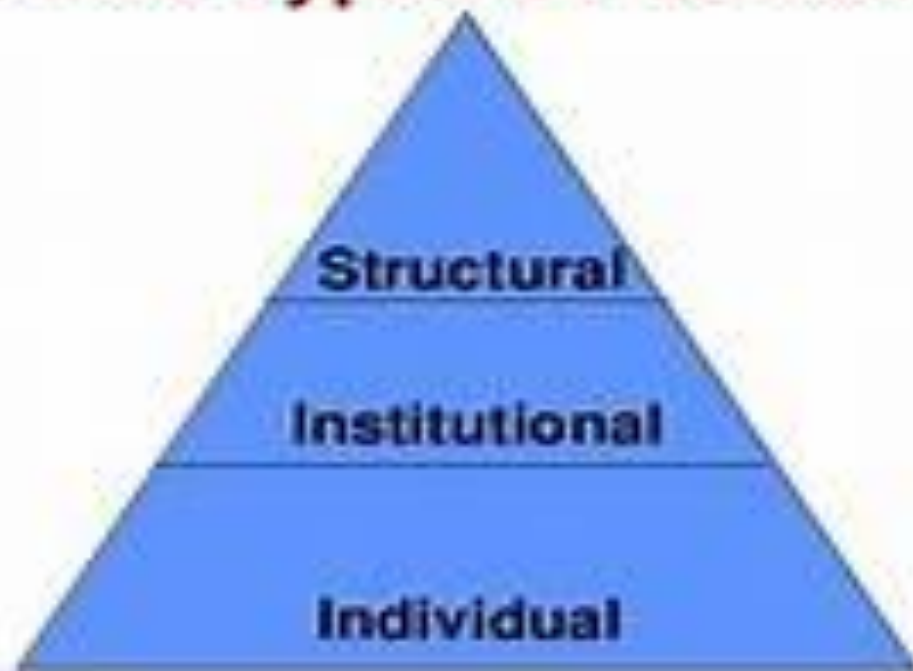
Informal practices & symbolic  
actions (the way we *actually* do  
things around here)

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Beliefs, values & attitudes (how  
we *really* feel, what we *really*  
care about)



## Three Types of Racism



# How is Equity Tied to Race, Language Acquisition and achievement?

## **Study Achievement Gap**

- student groups underperforming as compared to the whole student body

## **Opportunity Gap**

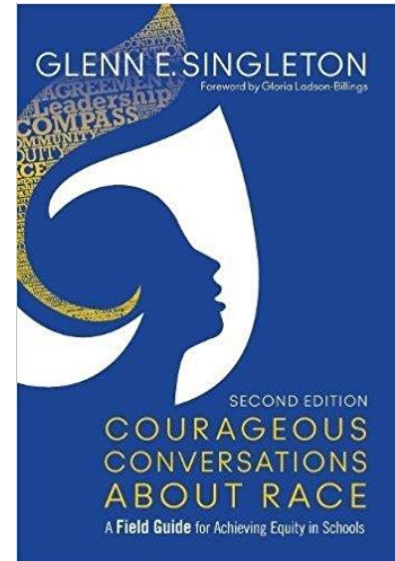
- not all students and families have access to the attitudes, experiences and supports

## **Value Gap**

- not all students are valued as much as others in our society

# Four Agreements of Courageous Conversations

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-Closure



Source: Singleton, Glenn Singleton, Curtis. (2006) *Courageous conversations about race: a field guide for achieving equity in schools* Thousand Oaks, Calif. : Corwin Press,

# Guiding Question

- What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels



# Exploring Privilege and Bias

## Privilege 101:A Quick and Dirty Guide

- Groups of Four – number off 1-4
- 1&2 read pages 1-3 up until  $\frac{1}{2}$  way break
- 3 &4 read the rest of the article  $\frac{1}{2}$  of page 3-6
- Read silently marking important points
- Teams SYNTHESIZE
- Share w/ 1-4 1-4 decides 3 main points to share



**WHAT IS PRIVILEGE?**  
THE COIN ANALOGY



# Guiding Question

- What leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students equitable access to resources and achieve at high levels

## Use of Home Language    Translanguaging

- A scaffold to help emergent bilinguals learn English.
- A way to cultivate students' bilingualism – using **all of their languages** as a resource for learning, reading, writing, and thinking in the classroom.

[https://www.youtube.com/watch?v=Z\\_AnGU8jy4o](https://www.youtube.com/watch?v=Z_AnGU8jy4o)

# Excerpt from Cambridge Prezi on Translanguaging

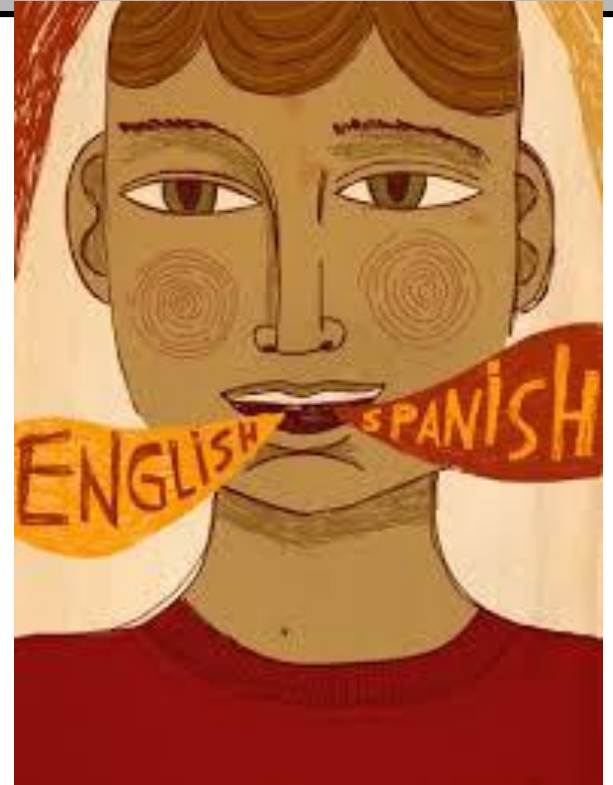
**Form Triads- Find two people whose shoes are similar who are not at your table.**

[https://prezi.com/bj3v6fwxoe4/edit/#4\\_4884](https://prezi.com/bj3v6fwxoe4/edit/#4_4884)



# Classroom Support for Translanguaging

1. Multilingual resources
2. Multilingual word walls
3. Vocabulary Graphic Organizers



# Classroom Support for Translanguaging

## Multilingual resources:

Use of bilingual dictionaries, home language print materials, and online translation tools (google translate, translated websites, home language searches, etc.).



# Translanguaging- Narrative Input

- Draw or copy pictures for narrative and attach the text to the back.
- Create a background for the narrative that may be as simple as a laminated piece of butcher paper
- Gather the students close to you and tell the story as you place the pictures on the background
- Revisit the narrative to add word cards and/or speech bubbles















# Classroom Supports for Translanguaging

**Multilingual word walls and bridges:** Students have the opportunity to add the word in their home language to the class word wall for academic vocabulary being studied. The definition of the word is provided in English for students' reference.



# Classroom Supports for Translanguaging

natural resources  
recursos naturales  
自然資源



Things people can use from  
nature.

The Iroquois used natural  
resources like wood to make  
longhouses.

# Translanguaging - Where we are currently

Addressing the concern that teachers don't speak the language and don't know if students are on the right track. Can't usually hear what every student is saying in group work anyway, but you can tell if they're on-task and engaged in the work. Can check for understanding by table group in English.

There's not a lot of it going on and, when we do see it, it's with bilingual teachers who have a natural process of helping with it. Need to build a sense of urgency with monolingual teachers that it's important. Need to build the culture for this. Kids might not be comfortable with this. Need a platform for the translanguaging- how do we build that so that it's understood for learning time

Platform- Math class- helpful to have kids who speak a different language describe how they solved the problem in their home language in front of the class as they use the math symbols on the board. Elevates their status. High school exchange students teach lessons in math in a different language. Able to follow the steps.

Oracy in the after school program- hand signals used with the sharing about an article in spanish and english, kids are using rubrics to look at their language. Home-school connections, etc. Fun and engaging questions that they talk about together and at home.

Some teachers are having students research and talk in their L1. Buy in from teachers is difficult. Some teachers are more open in the first place. Start with them and it will expand.

Secondary schools culture is more open to teachers using it because of admin support.

# Translanguaging Reflection...

In your teams, discuss:

*What are some ways that translanguaging might be supported in every classroom with Language Learners in your district?*

*What are some challenges?*

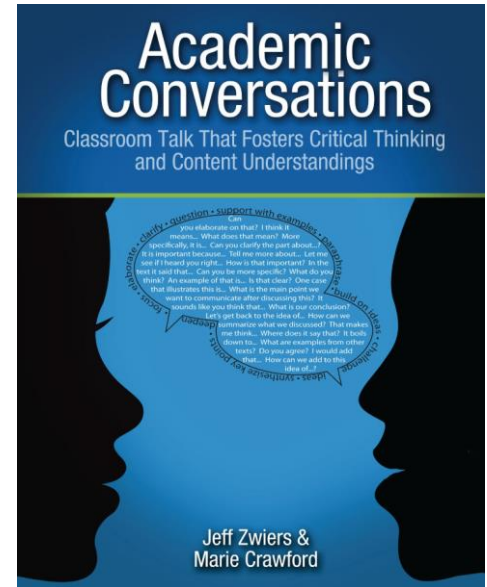


# Structures to support Oral Language

5 skills that focus and deepen academic conversations:

- Elaborate & Clarify
- Support Ideas with Examples
- Paraphrase
- Build on and/or Challenge Ideas
- Synthesize

“Academic conversations intentionally immerse students in the oral building of ideas and the language that is needed to shape and support those ideas.” Jeff Zwiers, *Academic Conversations* 2011



# Discussion Agreements:

- Challenge the idea, not the person.
- Listen carefully to what others are saying even when you disagree
- Don't interrupt or engage in private conversations
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.



# Activating Discourse in the Classroom

Think about the following question?

**How has the president's ruling to end protection for immigrants under DACA affecting our students and families?**

## AGREE WITH AN IDEA

I think \_\_\_\_\_  
I observed that \_\_\_\_\_  
I didn't realize that \_\_\_\_\_  
One way to look at it is \_\_\_\_\_  
I found it interesting that \_\_\_\_\_



## BUILD ON AN IDEA

I agree that \_\_\_\_\_ because \_\_\_\_\_  
I also think that \_\_\_\_\_  
That reminds me of \_\_\_\_\_  
I would like to add \_\_\_\_\_



## DISAGREE WITH AN IDEA

I disagree with \_\_\_\_\_ because \_\_\_\_\_  
How do you know \_\_\_\_\_?  
Another solution is \_\_\_\_\_  
Have you considered \_\_\_\_\_?  
That's not how I see it. From my perspective, \_\_\_\_\_  
That data also suggests that \_\_\_\_\_  
Another way of approaching it is \_\_\_\_\_



## TIP:

Use provocative topics for prompts or something relevant to the current learning in your classroom.

## Find articles at:

Newsela

DOGO news

Time for Kids

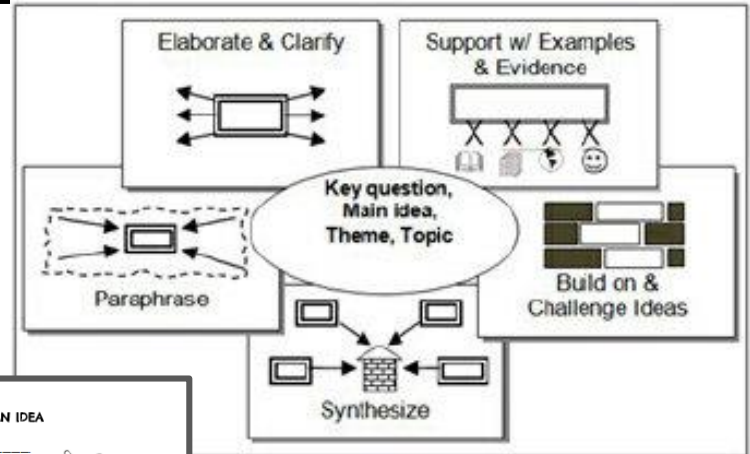
Smithsonian Tween Tribune

Scholastic News for Kids




# Talk Time

- Team Lead starts the conversation, each person will respond at least one time and then a new lead will share their thought.
- Use Placemat and Talk Moves to communicate your thoughts.
- Keep Discussion Agreements in mind while conversing with your group.




**AGREE WITH AN IDEA**

I think \_\_\_\_\_  
I observed that \_\_\_\_\_  
I didn't realize that \_\_\_\_\_  
One way to look at it is \_\_\_\_\_  
I found it interesting that \_\_\_\_\_




**BUILD ON AN IDEA**

I agree that \_\_\_\_\_ because \_\_\_\_\_  
I also think that \_\_\_\_\_  
That reminds me of \_\_\_\_\_  
I would like to add \_\_\_\_\_



**DISAGREE WITH AN IDEA**

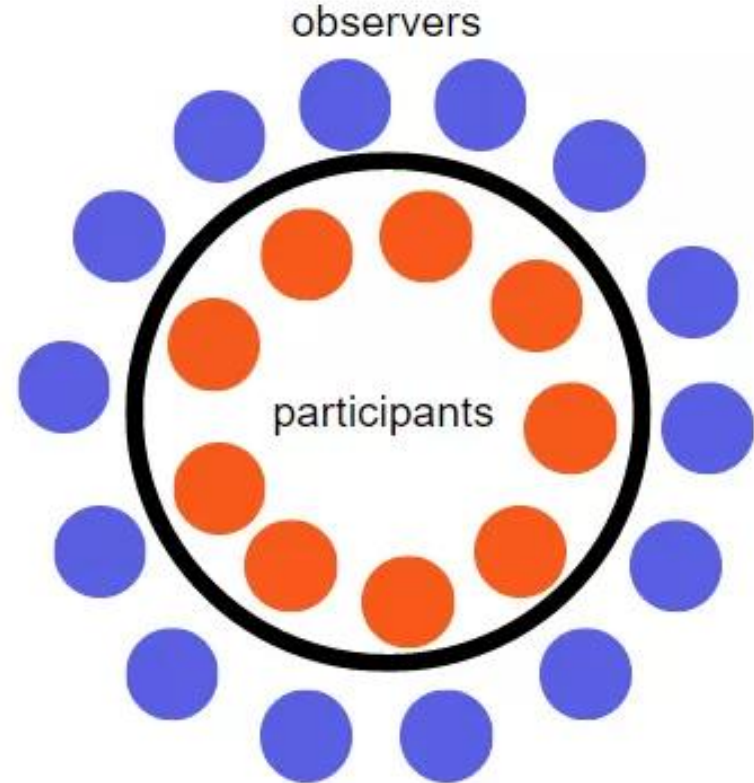
I disagree with \_\_\_\_\_ because \_\_\_\_\_  
How do you know \_\_\_\_\_?  
Another solution is \_\_\_\_\_?  
Have you considered \_\_\_\_\_?  
That's not how I see it. From my perspective, \_\_\_\_\_  
That data also suggests that \_\_\_\_\_  
Another way of approaching it is \_\_\_\_\_



# Fishbowl

## What is a fishbowl process?

In a Fishbowl discussion, students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practice being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics.



# Practice & Reflection:

- ❑ Challenge the idea, not the person.
- ❑ Listen carefully to what others are saying even when you disagree
- ❑ Don't interrupt or engage in private conversations
- ❑ Support your statements.
- ❑ Share responsibility for including all voices in the discussion.
- ❑ Speak in complete sentences, using the Placemat for support.
- ❑ Use Talk Moves to communicate visually.







# Reflection

- What **worked well** for you today and should be continued?
- What **didn't work well** and should be adjusted?
- What **impact** do you anticipate today's learning having in your work?
- What is your next step?





Thank you!

