

EL Cooperative PLC

Administrators and EL Specialists

November 28th, 2017

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Agenda:

Context/Coop Overview
Equity/Difficult Conversations
Touching In about Newcomer Work

Lunch

Administrators in Coop Advisory
Specialists in co-le



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

| 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 |

Overview:

What is the purpose of a learning community?

Six Core Principles of a Professional Learning Community

- a culture of collaboration
- **shared mission, vision and values**
- collective inquiry into best practice
- action orientation
- continuous improvement
- a focus on results

(DuFour & Eaker, 1998)

What is the purpose of professional learning?



Reflection on Last Session

Equity

Calibrating

Buy-in

Collaboration

Translanguaging

Inventory

In-progress

EL Support/ Not EL Students

Difficult Conversations

Beginning Courageous Conversations about Race

Glenn E. Singleton and Cyndie Hayes

Four Agreements

- STAY ENGAGED
- EXPECT TO EXPERIENCE DISCOMFORT
- SPEAK YOUR TRUTH
- EXPECT AND ACCEPT LACK OF CLOSURE



What Conversations do you need/want to have?

DISCUSSION QUESTIONS

- 1 **Principle:** Why might educators find talking about race particularly difficult?
- 2 **Strategy:** If you have had-or tried to have-conversations about race with your colleagues, or with your students, what happened? If you have not, describe a time you wish you had, and what stopped you from initiating or participating fully in the conversation.
- 3 **Try tomorrow:** If you were to start a conversation about some race issue with your colleagues, what issue would you like it to be?

Choice Map™

We choose moment by moment

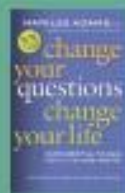
Anything that impacts us at any moment
Thoughts • Feelings • Circumstances

START

Choose

Learner Mindset
Judger Mindset

React



Change Your Questions,
Change Your Life
Marilee Adams, Ph.D.

JUDGER PIT

- What's possible?
- What are my choices?
- What's best to do now?

LEARNER

- Thoughtful Choices
- Solution Focused
- Win-Win Relating

- What assumptions am I making?
- What are the facts?

- What are they thinking, feeling and wanting?
- Am I being responsible?

- What happened?
- What do I want – for both myself and others?
- What can I learn?

SWITCH

Ask Learner Questions to Avoid Judger Pit

Switching Lane

Whose fault is it?

- What's wrong with me?
- What's wrong with them?

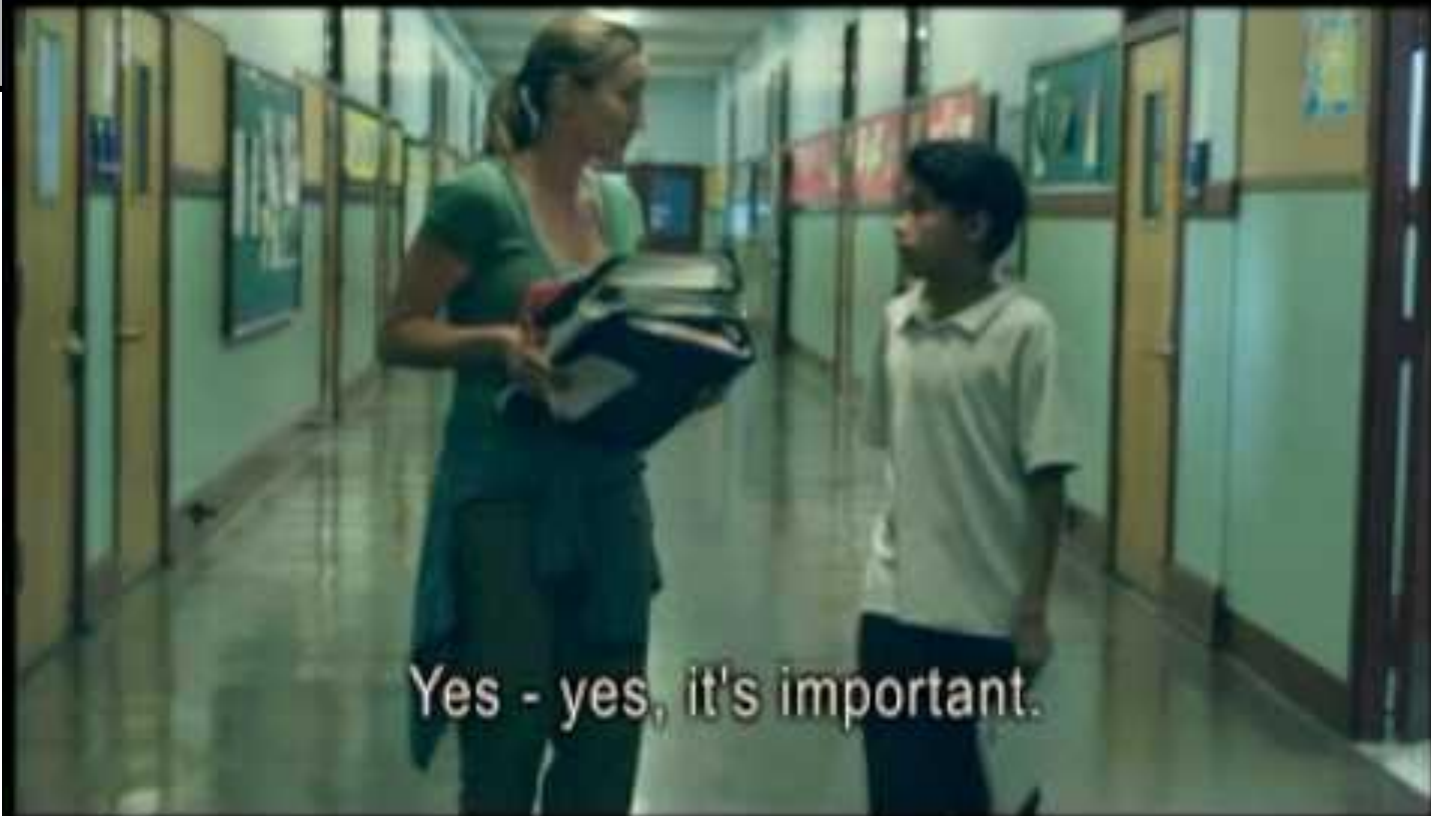
JUDGER

- Automatic Reactions
- Blame Focused
- Win-Lose Relating

- Why am I such a failure?
- Why are they so stupid?
- Why bother?

Break





Yes - yes, it's important.

Reflection

Do you think this happens to students in your schools?

What supports does this student need?

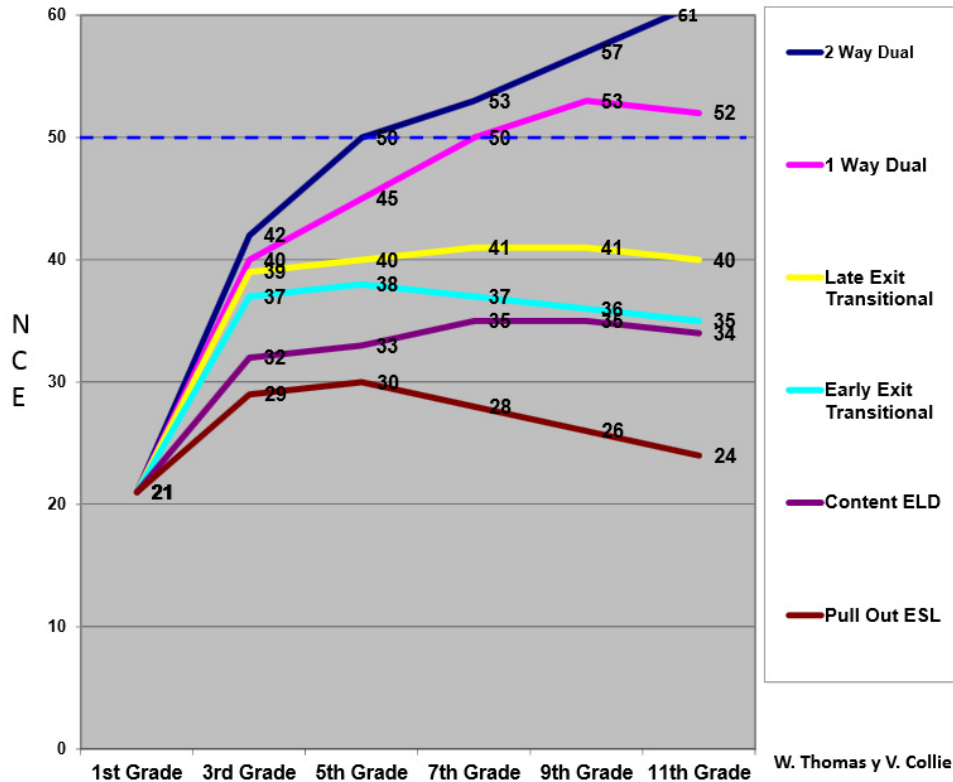
What support does this teacher need?

Record your thoughts in the first box.

| | |
|---|--|
| 1 | |
| | |

Reconnecting with Newcomer Information

English Learners' Long-Term Achievement by Program Model



W. Thomas y V. Collier, 2001-2009

What does your current model look like?

Is it different or the same at every school? Why?

What would you like it to look like?

Record your thoughts in box 2.

Newcomer Plan

Newcomer Support Plan

Acculturation

Pull Out Support

Push In Support

Technology

Acculturation



How do we provide acculturation opportunities as a district? (Record your thoughts in box 3)

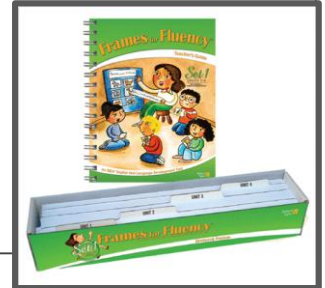
- Family Visits
 - Contact families and schedule a visit their home, community center or at school.
 - Learn about the family and ask how you can support them.
- Student Guides/buddy
 - Leadership team, Class volunteer
 - Clear role and expectations of the student
- Big Book of school & school community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

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

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



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**
 - (Teacher takes responsibility for different components of material for small groups)

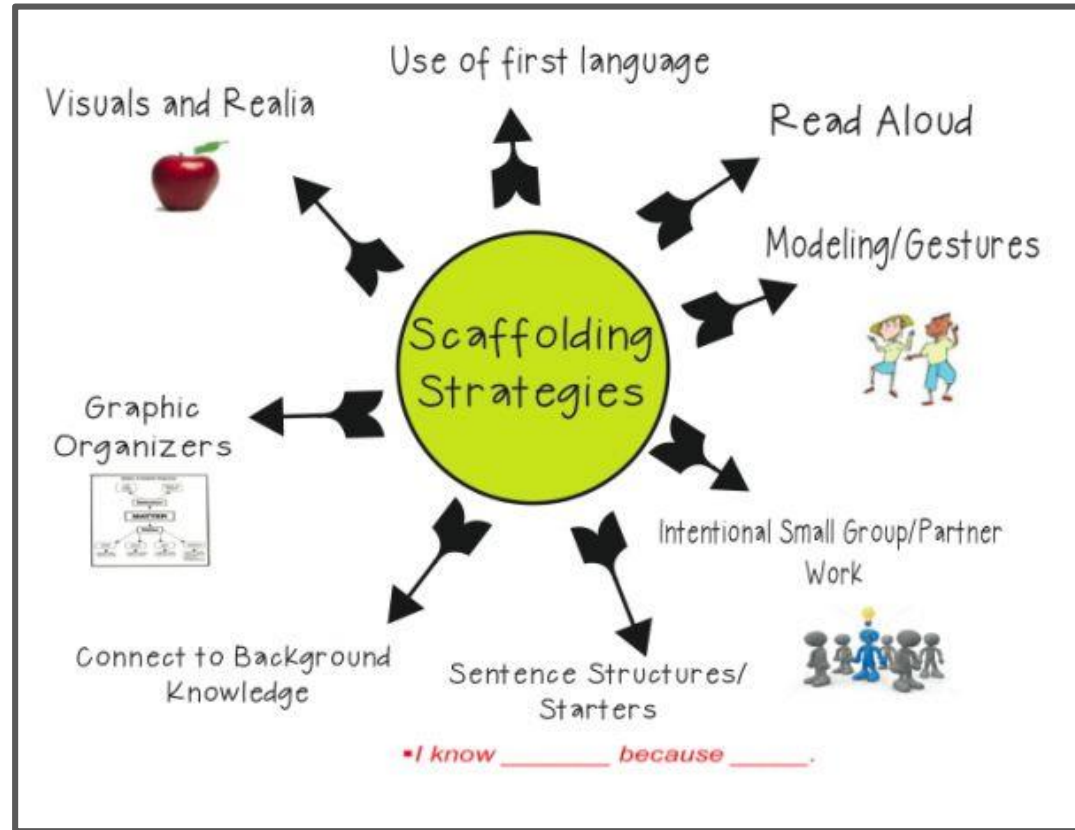
Push-In: Supporting the content

What does this look like in your district?

What is going well?

What support is needed?

Record in box 4



The Power of a Single Story...



2

3

4

9

10

11

LUNCH

5

17



Problem of Practice Protocol-

Fishbowl Modeling

Form A/B partners

As- pay attention to the movement through the protocol

Bs- pay attention to the questions being asked (script them if you can)



Problem of Practice Protocol- Fishbowl Modeling



Problem of Practice Protocol

In groups of two to three. Each person takes a turn as speaker.

2 minutes- Speaker shares overview of their problem of practice- listeners are silent

0:54

4 minutes- Listeners ask clarifying and probing questions- speaker answers

2 minutes- Listeners reflect on the problem, take notes, process- all are silent

4 minutes- Listeners discuss the problem

4:00

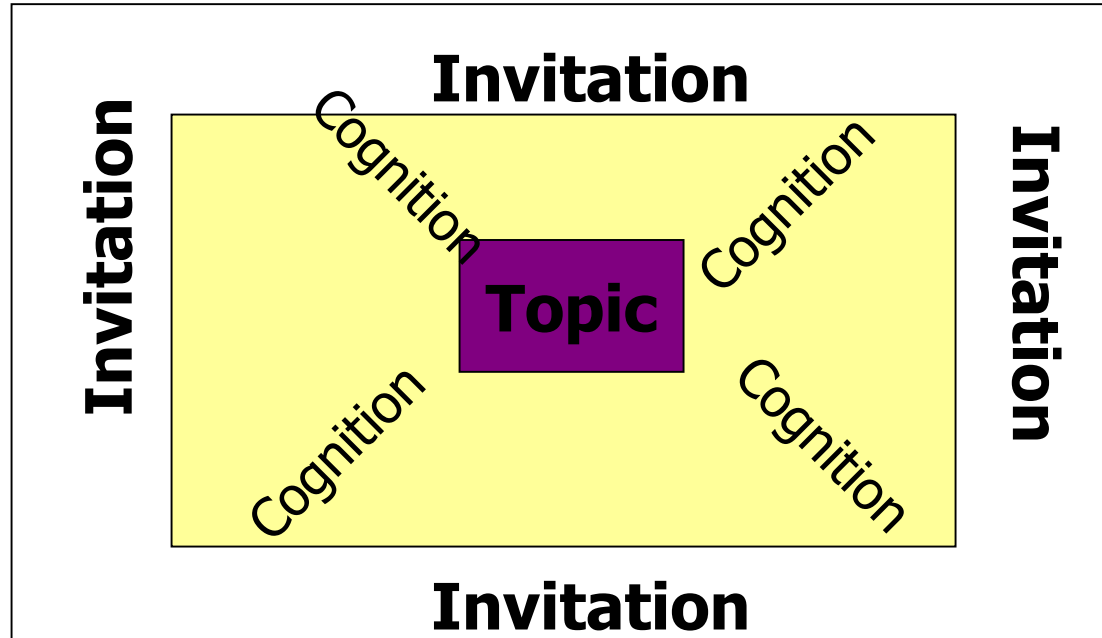
3 minutes- Speaker shares reflections and next steps

3:00

What did you notice about the protocol?

What did you notice about the questions that were asked?

Invitational Inquiry p. 41

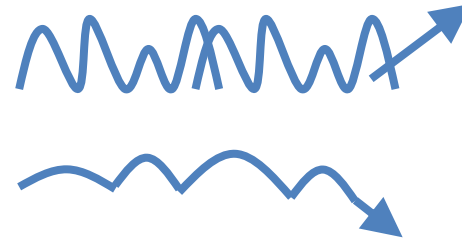


Elements of the Invitation to Think p. 42

The Tonal Layer

Approachable voice

Credible voice

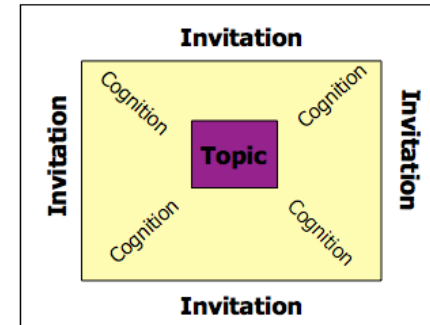


The Syntactical Layer

Plural Forms

Exploratory Language

Non-dichotomous Forms



Syntactical Substitutions p.43

| | | |
|-------|---|-------|
| The | → | Some |
| Could | → | Might |
| Is | → | Seems |
| Why | → | What |

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?

Open Space + Problem of Practice

Write down an area of need for you right now on an index card.

As a whole group, we'll sort index cards by theme and create groups of three.

Each person will have a chance to share a problem of practice and support others, using the protocol.

Try to practice using invitational inquiry



District Team Action Planning

Take the next hour to continue working on your action plan.

Please use the digital toolbox to support your work.

| ACTION <small>What are the steps you will take for implementation of each action item?</small> | TIMELINE <small>When will you complete each action item?</small> | RESPONSIBILITIES <small>Who will be responsible for completing this action?</small> | RESOURCES <small>What is needed? (i.e., materials, release time, research)</small> | HOW WILL YOU MONITOR AND EVALUATE? <small>What will be the evidence of impact?</small> |
|--|--|---|--|--|
| | | | | |

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!

