

EL Cooperative PLC

Administrators and EL Specialists

September 26th, 2018

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Agenda

- 8:30-9:00 Opening
- 9:00-9:30 Equity, Data, Action Planning
- 9:30-10:30 Team Planning
- 10:30-11:30 TBIP Program
- 11:30-12:30 Stakeholders lunch for administrators
- 12:30-2:00 Breakout Strands
- 2:00-2:45 Team Time
- 2:45-3:00 Reflection



NWESD ELL Cooperative 2018-19 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 <i>Who Are My Students & What Do They Need?</i>	October 3 th ; 9:00 a.m. – 2:30 p.m. Reid Harbor Room
November	ELL Specialists PLC (1 of 2)	November 1 st ; 8:30 a.m. – 3 p.m. Cap Sante & Mt. Erie Rooms
	ELL Specialists & Administrators PLC (2 of 3)	November 27 th ; 8:30 a.m. – 3 p.m.
January	ELL Specialists PLC (2 of 2)	January 8 th ; 8:30 a.m. – 3:00 p.m. Cap Sante Room
	Paraeducator Training #2 <i>What is Oracy & Why is it so Important?</i>	January 22 nd ; 8:30 a.m. – 3 p.m. Reid Harbor Room
March	ELL Specialists & Administrators PLC (3 of 3) & Cooperative Council Meeting	March 5 th ; 8:30 a.m. – 3 p.m. Cap Sante & Mt. Erie Rooms
	Paraeducator Training #3 <i>Which Words Are The Most Important to Learn?</i>	March 19 th ; 9:00 a.m. – 2:30 p.m. Reid Harbor Room



Additional Learning Opportunities

Additional Professional Learning Opportunities

****Use coupon code **ELL-MEP** when registering for reduced fee.****

Paraeducator Workshops (Modules developed in 2017-18)			
Date	Title	Event ID	Registration Fee
Nov 29, 2018	Understanding Language Acquisition & Development	81466	\$25
Jan 10, 2019	Instructional Strategies for Student Engagement	81467	\$25
Mar 7, 2019	Scaffolds for Language Learners	81468	\$25

Teacher Workshops (Modules developed in 2016-17)			
Date	Title	Event ID	Registration Fee
Jan 30, 2019	Understanding Language Acquisition & Development	81463	\$50
Mar 27, 2019	Instructional Strategies for Student Engagement	81464	\$50
May 1, 2019	Scaffolds for Language Learners	81465	\$50

Activator- In Your Pocket

1. Find something in your pocket or bag that makes you think about promoting equity for English Learners.
2. Share around the table until everyone has contributed.
3. Be prepared to have someone from your table share.



Connecting Across Districts and Programs

Getting Reacquainted

Please share your districts' information in the Google Spreadsheet.



WA School Improvement Framework Snapshot

School Status:



Select a District

Select a School

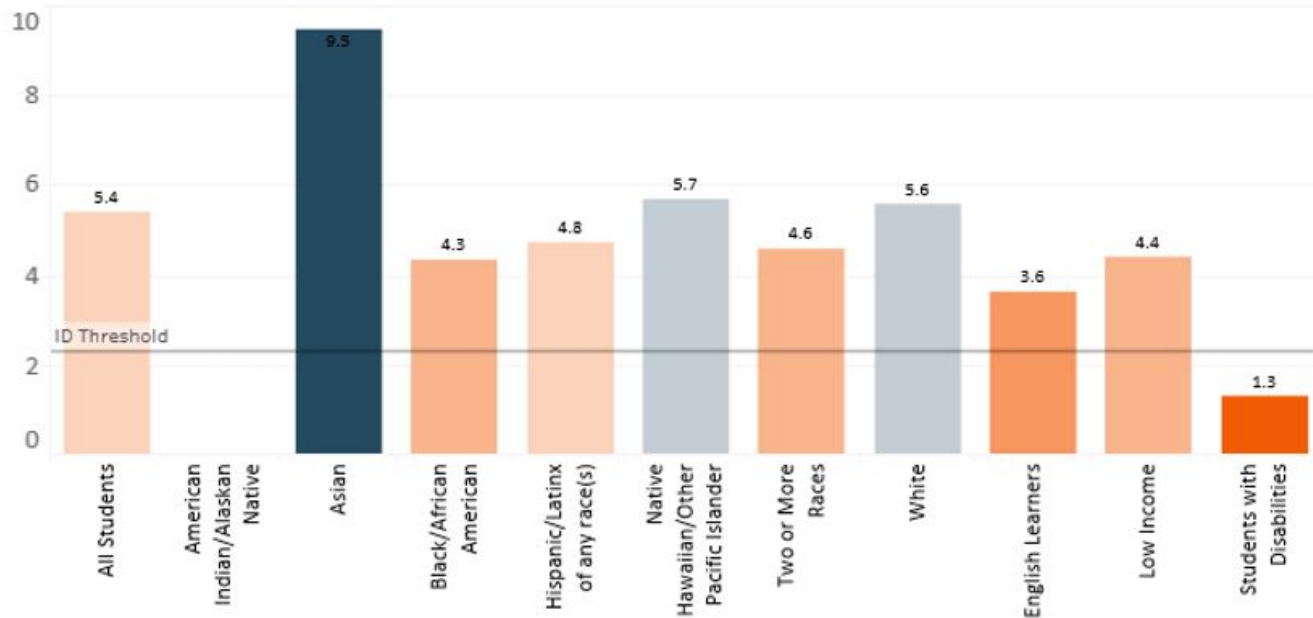
Support Tier 1:

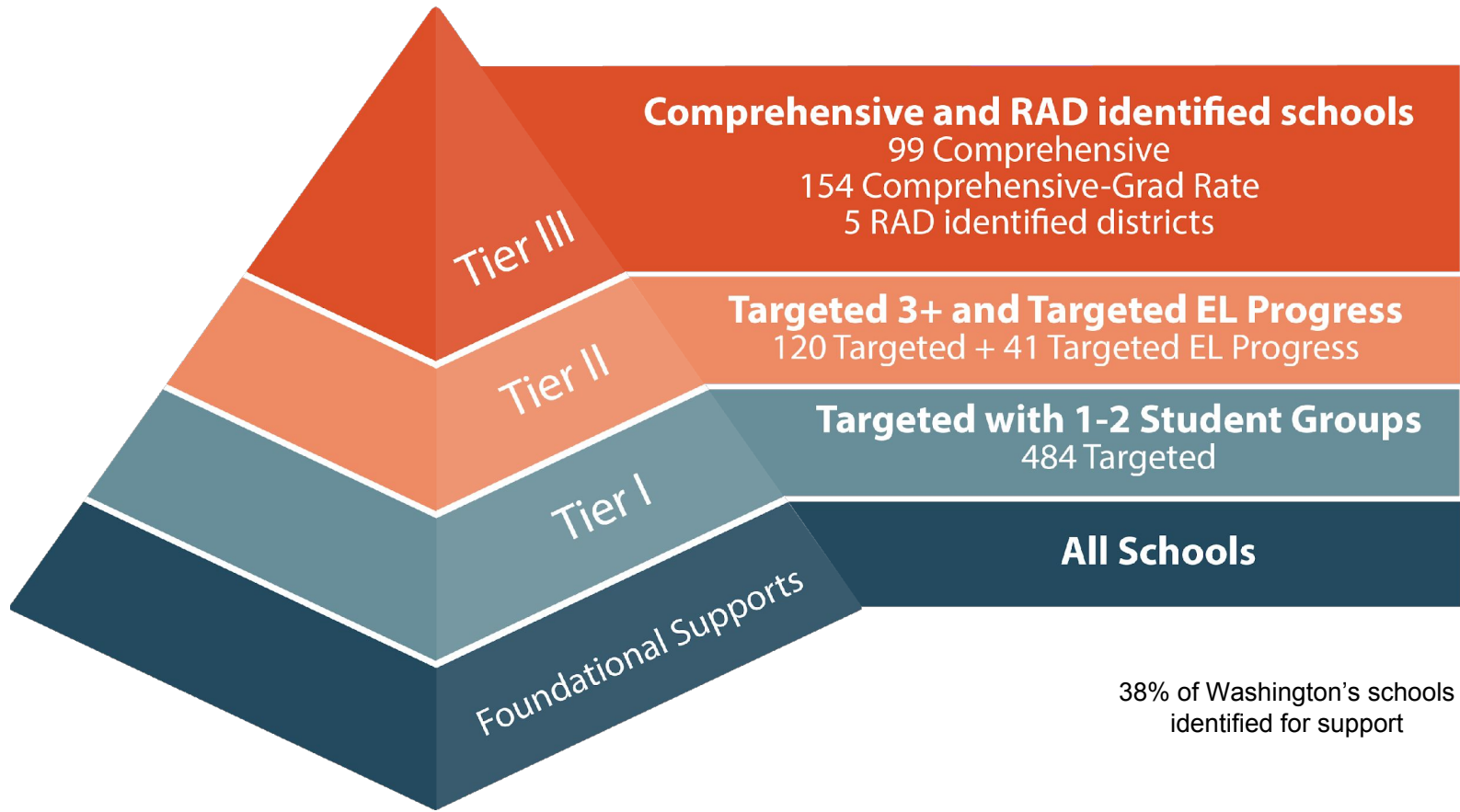
Targeted 1-2



Missing Data? [Click here to find out why](#)

Overall Framework Score by Student Group





38% of Washington's schools identified for support



The goal is to turn
data into information
and information into
insight.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Guiding Question

- What instructional, coaching, and 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?

Conditions for Conversations Around Equity and Change for Growth

- Stay Engaged
- Experience Discomfort
- State Your Truth
- Expect and Accept Non-closure

First 100 Days in School Improvement

- **Comprehensive Needs Assessment**
 - Deep Data Dive and Analysis
 - Remember Data is not always scores or numbers
 - Causal Factors
- **Research effective practice, policy, programs and paradigm**
- **Small Test of Change (SIP/Action Plan)**
- **Evidence of Impact**
 - How do you know it is working or not working?
- **Time to Scale Up** (how, when, who)

Background for Planning

Looking at EL Data and LAP Data

- ESD 189 English Learner Data SY 16-17
- Predictions: Title III Required Reporting Data Slides
- LAP District Enrollment and Growth Report

Process these data in the way that will work best for your team!



Surfacing initial thoughts

- What area(s) of your program do you think is/are contributing to the success that you're seeing? How do you know?
- What do you think is getting in the way of success for your program/students/teachers? How do you know?
- How can you use this data to advocate with your colleagues and leadership in the district and schools to improve outcomes for ELs?
- What else do you need to know?

Needs Assessment

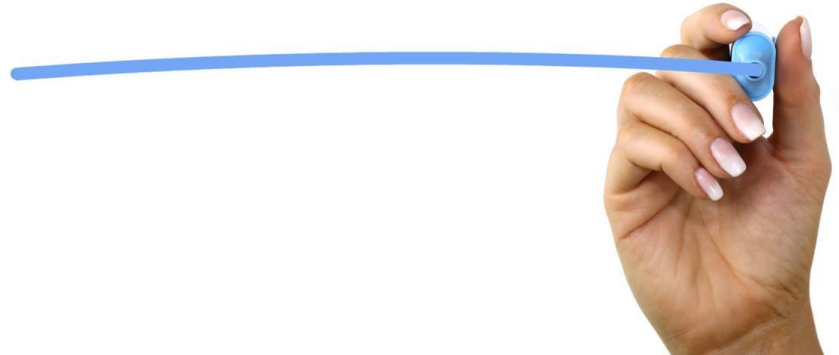
Conduct Needs Assessment with your team

What are you thinking now about areas of strength and areas for growth in your program?

I used to think_____.

Now I think_____.

ASSESSMENT



OSPI- Language and Literacy Instruction Aligning TBIP and LAP Services

Alyssa Ibanez (Westall)

Heather Hebard

Kristi Coe



2

3

4

9

10

11

LUNCH

5

17



EL Specialists



Let's Reconnect!!!

Spend a few minutes looking over the Google Spreadsheet from this morning and make connections with colleagues.

Then please spend some time writing down your wishes for this year's EL Specialist Trainings.

Break Out Strands

Choose a Focus
for the next
session.

Dual
Language

OSPI -LAP
Student Data
&
CPR Q&A

All Together Now

Individually, generate some takeaways from your last session. Share with your team and capture any themes or common ideas.



What I am Learning	What I am Un-Learning

Focusing In- Optional

1. Choose an area of focus based on your Needs Assessment
2. Identify tools and resources that will support your team in planning.
3. Begin your study and action planning (using the guide that best suits your team's needs).



Team Collaboration Time

Plan, do, review

- 1) Set a goal for your team for this time together
- 2) Work together to meet your common goal
- 3) We'll let you know when there's 5 minutes left so that you can review how you did and what needs to come next.

Use the tools, resources, and protocols that best meet your needs. Please feel free to call on any of us for support.

BE BOLD FOR *Change*

Give One,
Get One:
Continuous
Improvement

1. To improve English Learner outcomes, a necessary step is to...
2. If you were the leader of EL Instructional Decision-making what big idea for school improvement would you implement? What first step would you take to get started?

Reflection/Evaluation

EL Cooperative PLC, September 26th, 2018

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 support will you need for your next steps?

