

NWESD EL Cooperative

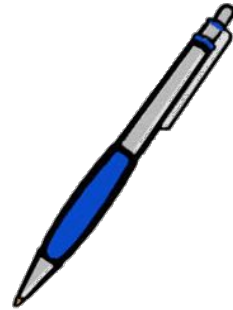
EL Specialists

November 1st, 2018

Anne Jones B-ESD
Sarah Southard NWESD

Overview:

- 8:30 EL Specialist Overview
- 9:00 Data, ELPs and Progress Monitoring
- 11:00 Getting Ready for Conferences
- 11:30 Mentoring/Coaching
- 12:00 Lunch
- 12:30 Mentoring/Coaching
- 2:45 Reflection



Activator

If you could pick any new skill what would it be and why?



EL Cooperative Overview

2016-17

Language Acquisition and Development
Student Engagement
Academic Language



2017-18

Direct Service Models (newcomers, push-in and pull-out)
Oracy and Academic Discourse
Instructional Practices for ALL

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



EL Cooperative 2018-19

November 1st

January

EL Data
Progress Monitoring
ELPs
Limited or Interrupted
Formal Education

Specific Program Models
(MS, HS, before or after
school, dual language)
TBD

Mindset

Read the following excerpt from *Culturally Responsive Teaching and the Brain*.

As you read the text mark with the following symbols:



Something that resonated with your heart.



Something that you are wondering about.



Something new to you.

Mindset

How does **our** mindset about students affect their growth?



Mindset - Change Our Thinking

DEVELOPING A GROWTH MINDSET

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

- Using sticky notes, write a change of mindset for each educator phrase
- What other fixed mindset phrases do we hear educators say?

Mindset - Change Our Thinking

She is so low.	That's an area where the student needs more support and scaffolding.	<ul style="list-style-type: none"> • What other fixed mindset phrases do we hear educators say? • Using sticky notes, write a change of mindset for each educator phrase. Share out with the group.
He can't do math.	I haven't found a math strategy that works for him yet. He's still working on this area of math.	
She has no language.	She's working on being multi-lingual. I'm working on a communication that will give access.	
He is mute.	He may be in the silent period.	
She can't talk.	She speaks in a language other than English. She may be more introverted.	
He is a bad kid.	What is he trying to communicate through his behavior? Where are his triggers? What are his strengths and relationships that are positive? Is he still working to acculturate to the school setting?	
She is lazy.	What can we do to further motivate our students?	
He doesn't care.	How can we facilitate more interest and engagement in our lessons? Is there something that is going on outside of school that he cares more about or is impacting him?	

EL Data

Think about the following questions. Then have a discussion at your table to reflect on each question and record thoughts on your poster with the **BLACK** marker.

- How are you organizing your EL data?
- What data are you keeping track of?
- How are you using your data to support student acceleration?
- Who, When and Where are you reflecting on the data with?



Break

EL Data Walk

Post your posters on the wall.

One person from your group will stay with your poster to answer questions.

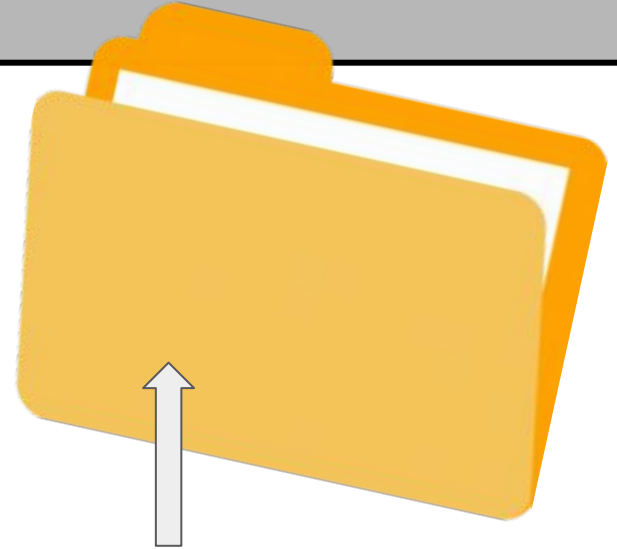
The other members will each go to different posters (individually), reflect on any new ideas and then return to the team poster and record the new learning with the **GREEN** marker.

EL Data

Look inside the artifact box.

Review visuals, articles and other resources to support deeper understanding of **utilizing data in your practice.**

When you are finished, talk with your group and add any new ideas to your poster with the **BLUE** marker.



Digital Tool Box- (DATA section)
EL Data Spreadsheet
Whole School Data Spreadsheet

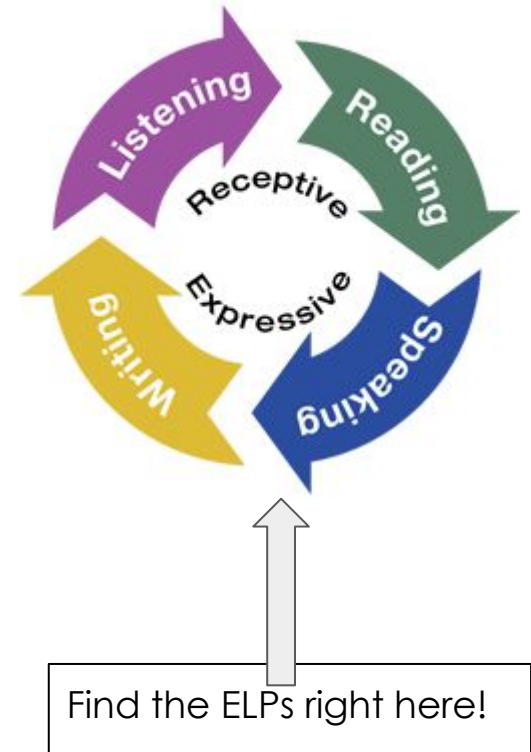
EL Data Reflection

- What was something that felt **reaffirming** to you with your own process/practice?
- What is something **new** you learned about that you are excited to implement as part of your practice?
- What is something you are still **wondering**?

ELP's

Take a minute to think about the purpose of the ELP standards.

- How are **YOU** utilizing them in your practice?
- How are **classroom teachers** accessing the standards?
- How are you supporting with understanding of the standards?



ELP's - Brainstorm Together

With a partner, spend some time exploring the ELPS at a Glance as well as the following website:

<https://www.yakimaschools.org/Page/314>

What is one way you can better your practice of using the ELPs?

Progress Monitoring



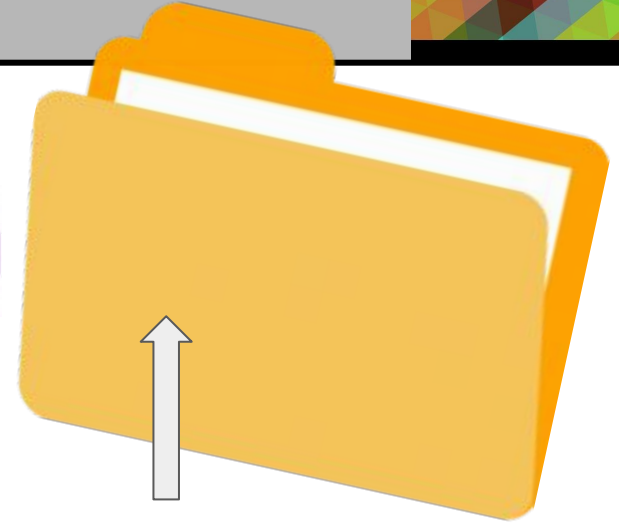
Progressing Monitoring

15:00

What kind of progress monitoring do you already have in place?



Look inside the artifact box. Review visuals, articles and other resources to support deeper understanding of Progressing Monitoring



Digital Tool Box- (PM section)
Speaking & Listening Checklists

What would you like to implement?

Getting Ready for Conferences

Reporting Progress to Families

Resources for Families

Hopes and Dreams

Graffiti Wall



2

3

4

9

10

11

LUNCH

6

17



Mentoring/Coaching

Safe Space/Brave Space





1. Gamify it.

Most games employ a lot of the cultural tools you'd find in oral traditions – repetition, solving a puzzle, making connections between things that don't seem to be related.

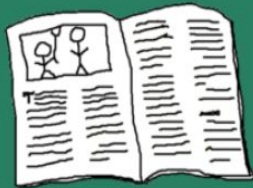
2. Make it social.

Organizing learning so that students rely on each other will build on diverse students' communal orientation.



3. Storify It.

Diverse students (and all students) learn content more effectively if they can create a coherent narrative about the topic or process presented.



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

Mentoring/Coaching

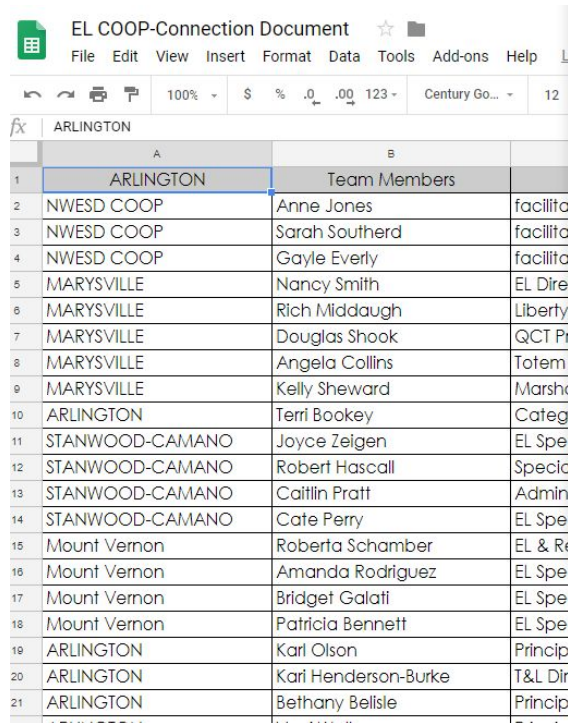
On a post-it, jot down:

The first name of a teacher you are mentoring/coaching this year.

Some things you are doing to connect with and build a relationship with him or her.



Look at the Google Doc that we created at the last PLC



The screenshot shows a Google Docs spreadsheet with the following data:

	A	B	
1	ARLINGTON	Team Members	
2	NWESD COOP	Anne Jones	facilita
3	NWESD COOP	Sarah Southerd	facilita
4	NWESD COOP	Gayle Everly	facilita
5	MARYSVILLE	Nancy Smith	EL Dire
6	MARYSVILLE	Rich Middaugh	Liberty
7	MARYSVILLE	Douglas Shook	QCT Pr
8	MARYSVILLE	Angela Collins	Totem
9	MARYSVILLE	Kelly Sheward	Marshc
10	ARLINGTON	Terri Bookey	Categ
11	STANWOOD-CAMANO	Joyce Zeigen	EL Spec
12	STANWOOD-CAMANO	Robert Hascall	Specia
13	STANWOOD-CAMANO	Caitlin Pratt	Admin
14	STANWOOD-CAMANO	Cate Perry	EL Spec
15	Mount Vernon	Roberta Schamber	EL & Re
16	Mount Vernon	Amanda Rodriguez	EL Spec
17	Mount Vernon	Bridget Galati	EL Spec
18	Mount Vernon	Patricia Bennett	EL Spec
19	ARLINGTON	Karl Olson	Princip
20	ARLINGTON	Kari Henderson-Burke	T&L Dir
21	ARLINGTON	Bethany Belisle	Princip

Who is someone that you'd like to try and connect with today?



Many Faces of Coaching/Mentoring

I work:

- at a single building.
- at more than one building.
- district-wide.

Mentoring/coaching is fairly new to me.

- Districts/locations....
- Others...

Mentoring/coaching is _____ % of my work.

With a Standing Partner...

1. Introduce yourself.
2. Share your post-it.
3. You have 2 minutes to share.



With a Standing Partner...

- Reflect together about the following
 - What is the function of trust in these relationships?
How do you build trust?
 - What is the function of partnership in these relationships?
How do you build partnerships?
- Please return to your seats after you both share.

For our time together

- Learn about mentoring and coaching
- Practice & develop mentoring tools & skills
- Explore problems of practice
- Network with others who do similar work

Core Beliefs on Mentoring/Coaching

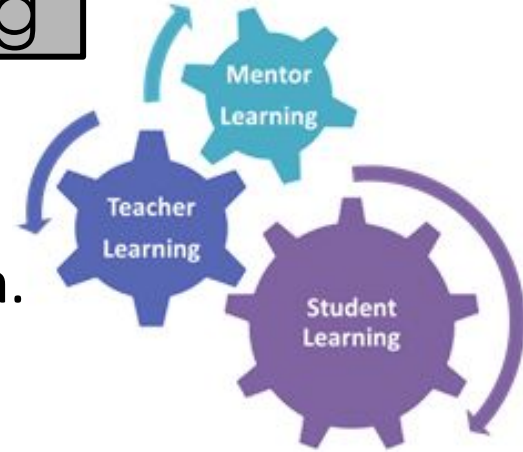
Teaching is complex and contextual.

Effective mentoring/coaching facilitates reflection.

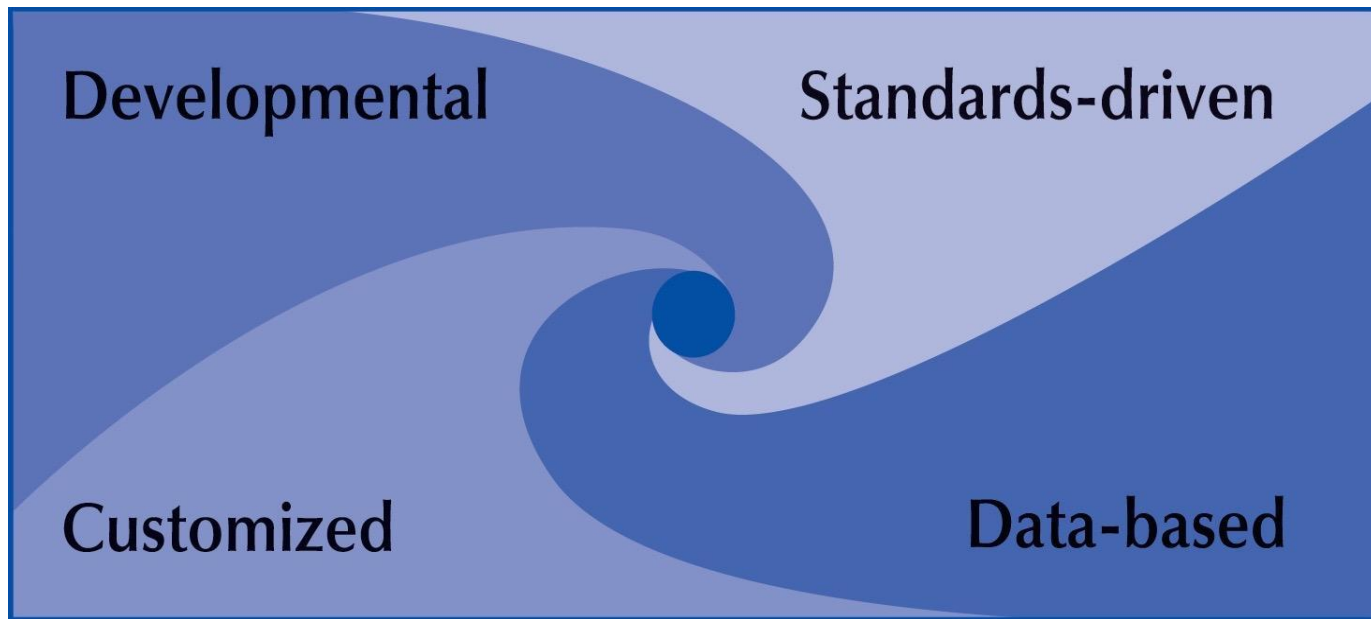
Reflection improves future practice.

Mentoring improves student learning.

Effective mentors use a sophisticated set of learned skills.



Four Qualities



Sheltered Instruction Observation Protocol (SIOP)

Remember this?

How might this protocol be used to guide and ground conversations with teachers?

What are some ways that you've used this or other tools to support teachers' development?

The Sheltered Instruction Observation Protocol (SIOP)

This tool can be used to learn and understand the instructional strategies, methods, activities and techniques that are indicative of good teaching and are also highly effective with English Learners. As an observation protocol, it can help guide peer observations and personal reflections to determine the extent to which Sheltered Instruction is being utilized in a lesson.

Component	#	Feature	Description
Preparation	P1	Content objectives	Clearly defined, displayed, and reviewed with students
	P2	Language objectives	Clearly defined, displayed, and reviewed with students
	P3	Content concepts	Appropriate for age and educational background level of students
	P4	Supplementary materials	Used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
	P5	Adaptation of content	(e.g., text, assignment) to all levels of student proficiency
	P6	Meaningful activities	That integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking
Building Background	B7	Concepts explicitly linked	To students' background experiences
	B8	Links explicitly made	Between past learning and new concepts
	B9	Key vocabulary	Emphasized (e.g., introduced, written, repeated, and highlighted for students to see)
Comprehensible Input	C10	Speech	Appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
	C11	Clear explanation	Of academic tasks
	C12	Variety of techniques	Used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Available on the
BEST website



Washington State Standards for MENTORING

"Supporting new teachers is complex and demanding work, and it involves skills other than those that most classroom teachers possess. It is critical, therefore, that we think not only what a new teacher needs to be successful but also what a mentor teacher needs to know and be able to do in order to support a new teacher."

Moir and Gless, New Teacher Center

Beginning Educator Support Team (BEST)

Created by OSPI, 2016



Today: Learning-focused mentoring/coaching

- 1) Learning-focused mentoring self-assessment
- 2) 3 functions of mentoring/coaching
- 3) 4 Stances
- 4) Practice, practice, practice

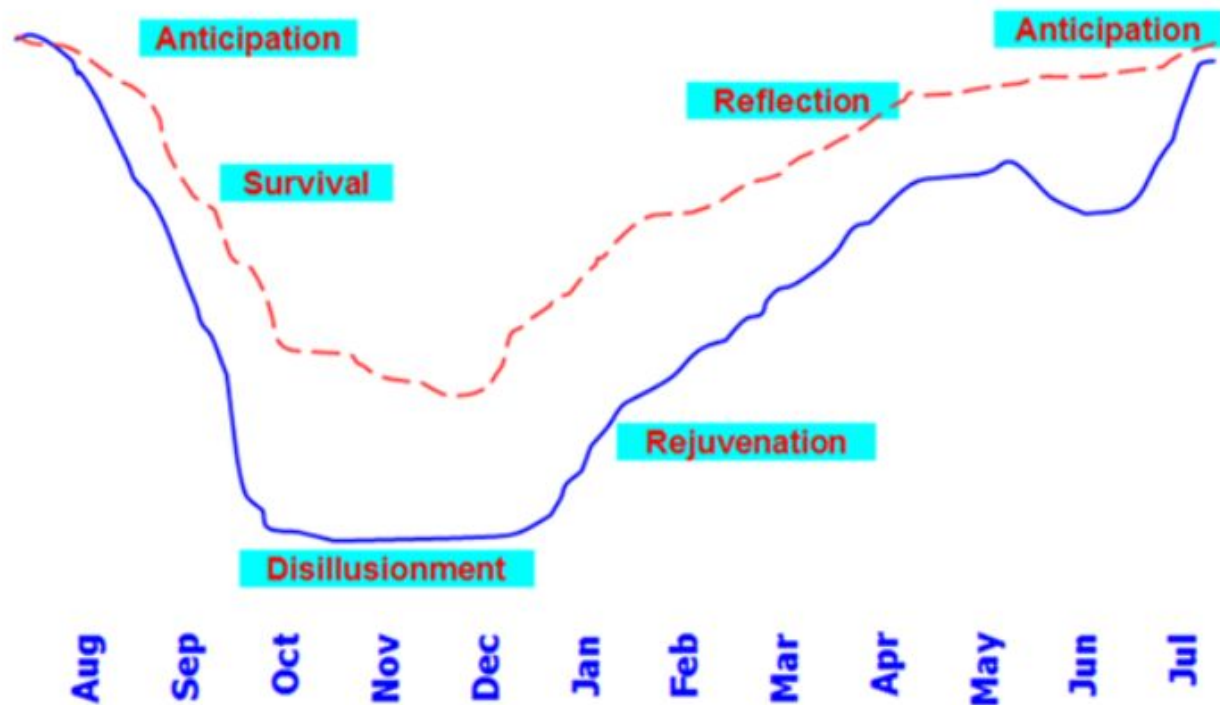
“Sometimes, the experts forget they were once beginners. You must be gentle with beginners; they have great potential to be experts.”

Lailah Gifty Akita

Phases of first-year teachers' attitude toward teaching



Phases of Teaching Revisited



Survival

“The realities of the day-to-day work of the classroom soon bear down upon new teachers. They are faced with many different problems for the first time and have few of the routines and tricks-of-the-trade in their repertoires that help veteran teachers conserve time and energy. Most are running hard to stay in place and have little time for reflection or advanced planning....Many novices do not accurately anticipate the amount of work their chosen profession requires, but most manage to maintain their energy and commitment to student learning during this phase.”

-Mentoring Matters, pg 9

Disillusionment

“After working seemingly nonstop for six to eight weeks, new teachers often hit-the-wall, entering a phase of disillusionment. This phase varies in intensity and duration as novice teachers begin to question **their commitment, capability, and self-worth**. These factors, combined with fatigue, can weaken immune systems. It is not uncommon for new teachers to get sick at this time.”

-Mentoring Matters, pg. 10

(emphasis added)

Elbow partners

Think about the teacher you named in the entry task.

What phase might the mentee be experiencing?

What evidence leads you to this conclusion?

Today: Learning-focused mentoring

- 1) Learning-focused mentoring self-assessment
- 2) 3 functions of mentoring
- 3) 4 Stances
- 4) Practice, practice, practice



4

Benefits to learning-focused mentoring

Improve instructional practice.



Transfer the district policy, procedures, and educational philosophy.



Frame the professional learning journey.





Promote norms of learning and collaboration.

Self-assessment

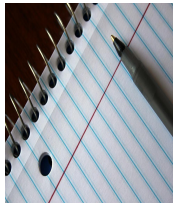
Washington State Standards for
Mentoring, pgs. 5 and 6
For items d, e, f jot down evidence
and indicate your current level of
functioning



With a neighbor...

As you think about learning-focused mentoring,

- a. what are some areas of strength?
- b. what are some areas for growth?



Jot down your ideas on pg 6 in the standards.

Today: Learning-focused mentoring

- 1) Phases of novice teacher attitudes
- 2) Learning-focused mentoring self-assessment
- 3) **3 functions of mentoring**
- 4) 4 Stances
- 5) **Practice, practice, practice**

Functions of Learning-Focused Mentoring



1

Offer Support

- Attend fully
- Respond empathetically
- Create a safe space to reflect and learn
- Offer resources
- Provide information

2

Create Cognitive Challenge

- Facilitate goal setting and planning
- Focus on student learning
- Look at student work and problem solve
- Share the cognitive work
- Build connections between theory & practice

3

Facilitate Professional Vision

- Hold high expectations for teachers & students
- Promote standards-based instruction
- Think regularly about the bigger picture
- Assist with develop action plans
- Model professionalism

Four Types of Paraphrases

Acknowledge/Clarify

You are concerned about...

You would like to see...

You're feeling badly about...

Summarize/Organize

You are worried about ____, ____, and looking for ____.

You are struggling with three themes: ____, ____, ____.

Shift up focus:

So a ____ for you is _____. (-value -assumption -belief -concept -goal -intention)

Shift down focus:

So you are looking for ____ to do _____. (-ideas -strategies

Practice Developing Our Skills

abcdefghijklmno



rstuvwxyz

Paraphrases:

- You're (emotion) about... because...
- So, you're wondering if...
- You're thinking that...
- A couple areas of concern are ...
- On one hand...
- A value for you is... and you want...
- You are looking for strategies to...



Questions:

- How might...?
- What might be some...?
- In what ways...?
- As you reflect on ...?
- What seem(s)...?
- What is your hunch about...?
- What might be some next steps?

Coaching Conversation: Round 1

Topic: Think about the teacher you named in the entry task. Which functions/plates are you attending to with this teacher? Which might need a spin? What will be the value for the mentee of you doing so?

Coach: Practice paraphrasing, pausing, questioning (if needed) AND be attentive to the three functions. Which is needed?

Colleague: Enjoy thinking and reflecting on question above.

1

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Coaching Conversation: Round 2

Topic: Think about the teacher you named in the entry task. Which functions/plates are you attending to with this teacher? Which might need a spin? What will be the value for the mentee of you doing so?

Coach: Practice paraphrasing, pausing, questioning (if needed) AND be attentive to the three functions. Which is needed?

Colleague: Enjoy thinking and reflecting on question above.

1

Offer Support

- Attend fully
- Respond empathetically
- Create a safe space to reflect and learn
- Offer resources
- Provide information

2

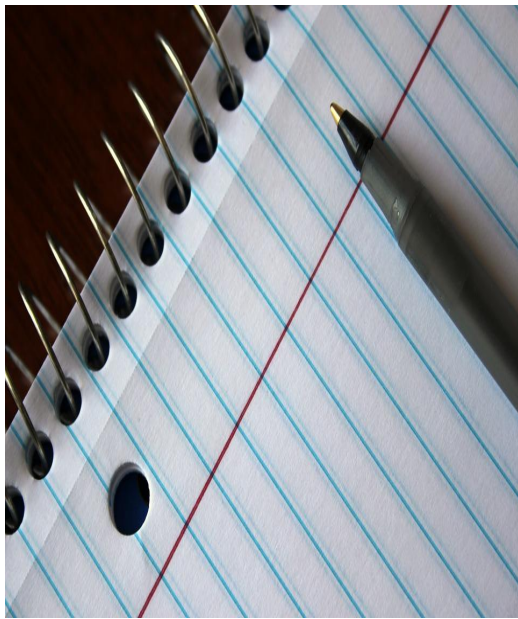
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- Facilitate goal setting and planning
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3

Facilitate Professional Vision

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- Assist with develop action plans
- Model professionalism



Enjoy the silence and
opportunity to deeply reflect.

Reflection: Functions of Mentoring

For each function:
offer support
create cognitive challenge
facilitate professional vision
capture some ideas for working with
your mentee in October and November.

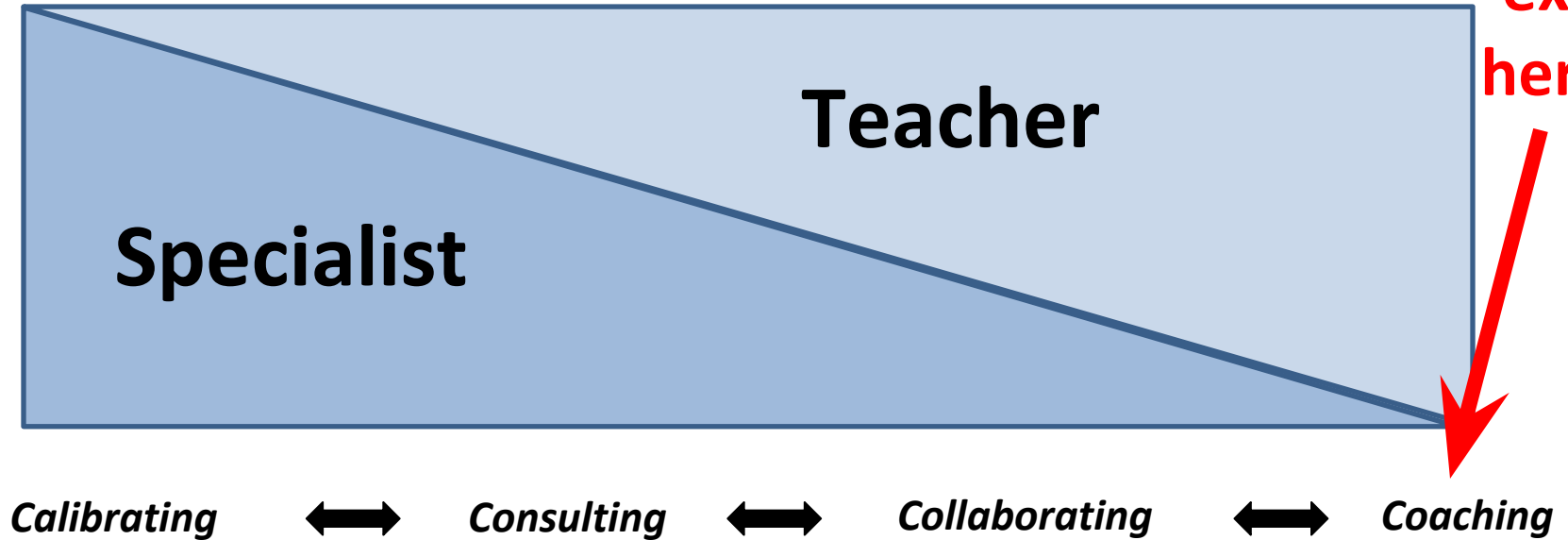
Today: Learning-focused mentoring

- 1) Learning-focused mentoring self-assessment
- 2) 3 functions of mentoring
- 3) **4 Stances**
- 4) **Practice, practice, practice**

Mentor Stances

Who is carrying the cognitive load?

Enter
and
exit
here.



Stances

Scenario: A teacher says “My ELLs are not trying to use English, but instead are talking with each other in their language and I don’t think they’re on task.”

Paraphrase: You are concerned about the language and engagement of emergent bilingual students in your lesson.

(Assume that the mentee then elaborates, you paraphrase again...)

Stances:

Would you like to brainstorm strategies together for...?

Would you like some ideas about ways that other teachers support primary language use in their classrooms?

The SIOP has given some clear guidelines supporting the use of primary language in the classroom...

Stance Practice

Scenario: A teacher says to you, “These kids are driving me crazy. They just don’t care about school and their families don’t support them in school.”

Your turn. With a partner draft a paraphrase AND an invitational statement or question for each stance: coach, collaborate, consult, calibrate.

Stances - Practice into action

Enter and exit in coaching.

Enter: As you think about, what might be...

Exit: As you reflect on our conversation today...

Fluidly move back and forth along the continuum.

Use open door language: might, some, consider...

Entering and Exiting

Quick jot: Reflect on your use of coaching questions to enter and exit conversations.

- How consistently are you using these to shift to learning-focused conversations and to leave the mentee with thinking and responsibility for the work?
- What are your successes?
- Areas to grow?

Coaching Stance Examples

Entering in coaching:

- As you think about _____ , what are some areas of importance?
- Paraphrase what the mentee said and add: what are some ideas you have about this?

Exiting in coaching:

- As you think about _____ what might be some next steps?
- Reflecting on our conversation what might be some priorities?

Practice Developing Our Skills

abcdefghijklmno



rstuvwxyz

Preparing for the Coaching Conversation

Thinking about our work today, create a coaching question to ask your partner.

Jot it down on a sticky note.



Paraphrases:

- You're (emotion) about... because...
- So, you're wondering if...
- You're thinking that...
- A couple areas of concern are ...
- On one hand...
- A value for you is... and you want...
- You are looking for strategies to...



Questions:

- How might...?
- What might be some...?
- In what ways...?
- As you reflect on ...?
- What seem(s)...?
- What is your hunch about...?
- What might be some next steps?

Coaching Conversation

Coach: Ask question you crafted.

- Paraphrase to acknowledge and clarify.
- Pause.
- Ask a question or offer a prompt, if necessary.

Colleague: Enjoy the time to think and reflect.

Reflecting on the Coaching Conversation

Colleague:

- Jot down your thinking and ideas from the coaching session.
- Note, what the coach did to support your reflection & thinking?

Coach:

- Jot your reflection on use of 3 functions and/or skills of paraphrasing & questioning.



Reflecting on our Time Together

- What are some things that you want to consider to promote self-care for you and the teachers that you're working with?
- How do we support each other to bring our best selves into this work?



Reflection- Please complete the form given and...

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 January session.