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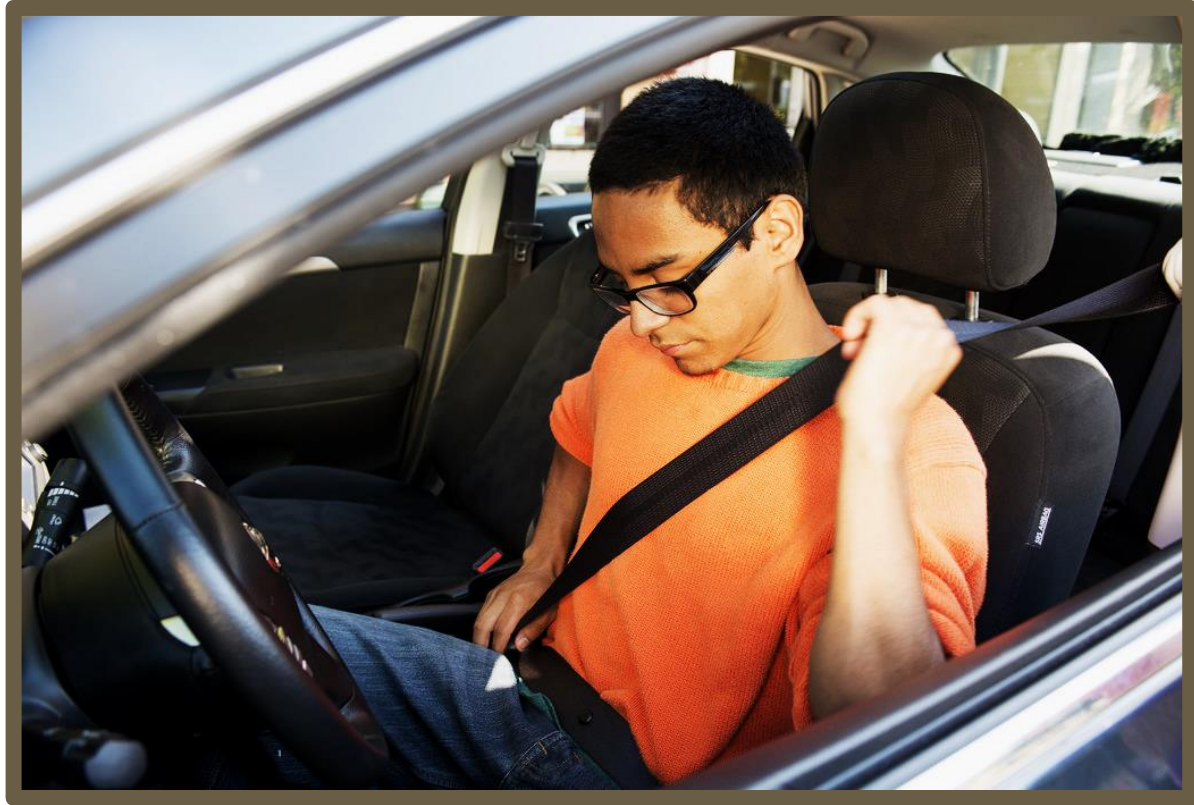
# EL Cooperative PLC

February 14th, 2017  
8:30-3:00

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**Buckle up your seatbelts!**



# Revista del Cooperativo para EL

Hasta ahora este año...

- EL COOP PLC 1
- Formación de *especialistas* 1:  
Adquisición y desarrollo del idioma
- Formación de *maestros* 1: Adquisición  
y desarrollo del idioma
- Formación de *especialistas* 2:  
Participación estudiantil
- Formación de *maestros* 2:  
Participación estudiantil

Lo que todavía esperamos...

- Formación de *especialistas* 3:  
Lenguaje académico
- Formación de *maestros* 3: Lenguaje  
académico
- EL COOP PLC 3

# Agenda

- 8:30-11:30 Administradores y Especialistas
- 11:30-12:00 Almuerzo
- 12:00-3:00 Administradores con Gayle Everly  
Reunión del Consejo de Cooperación  
Especialistas con Sarah Southard y Anne Jones



# Introducciones: CHEQUEA & CONECTA

En las mesas, tomen turnos compartiendo su respuesta a la pregunta para chequea y conecta:

Si estuvieras varado en una isla desierta, ¿cuál 3 OBJETOS traerías contigo?



# Let's Explore

In your team, discuss whichever question(s) speak to you for the next 7 minutes:

How well were you able to understand and participate in the opening of our workshop? Why?

How do you currently feel about your ability to speak, listen, read and write? Why? Is it different than how you felt before we started?

What about the design and delivery made it easier or harder for you to understand and participate?

Who had privilege in the context that we created? Who was able to use their full linguistic repertoire?

What else could we have done to ensure that everyone could understand and participate?

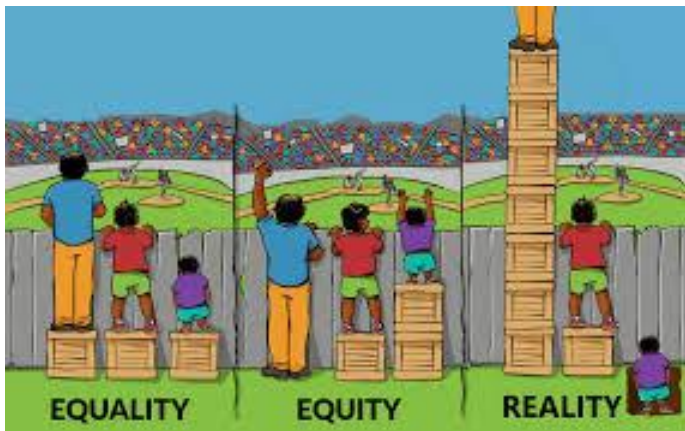
How does this connect with the experiences of our English learners?

# Groups' Reflections

# The Wisdom of Roberto Dansie

LOCAL

# How are these pictures like or unlike our school contexts for EL Students?



## 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.

5:00

# Introductions: CHECK & CONNECT

At your tables take turns sharing your answer to the CHECK & CONNECT question:

If you were stranded on a deserted island, what 3 OBJECTS would you bring with you?



# Agenda

8:30-11:30 Administrators and EL Specialists

11:30-12:00 Lunch

12:00-3:00 Administrators with Gayle Everly

EL Specialists with Sarah Southard and Anne Jones



# EL COOP Review

## SO FAR THIS YEAR...

- EL COOP PLC 1
- EL Specialist Training 1: Language Acquisition & Development
- Teacher Training 1: Language Acquisition & Development
- EL Specialist Training 2: Student Engagement
- Teacher Training 2: Student

## STILL TO COME...

- EL Specialist Training 3: Academic language
- Teacher Training 3: Academic Language
- EL COOP PLC 3

# Needs and Strengths scenarios



# Needs and Strengths Activity

What's going well?	How do you know?	What is a need for you?	Why is that an area of concern?

- Family Engagement
- Interventions
- Primary Language
- Newcomers
- Professional Learning





## Prioritize for Later

With your team, decide which **3 areas** are the most important for further exploration.



# Topic conversations

→ As a district team, choose 3 topics you would like to learn about.

→ Join a table discussion for the next 20 minutes.

Primary Language

Professional Learning

Family Engagement

newcomers

interventions

# 5 Topics - Artifact Box



- Assign a timekeeper.
- Find a resource in the Artifact Box that you'd like to explore and work independently (5 minutes)
- Have a discussion in your group about your topic of choice, informed by the resources that you explored and the posters at your table.
- Create a visual representation of your group's understanding.
- As a team, capture some big ideas about this area on your

# Reflection

What are the next steps in each of these areas?





TIME FOR

LUNCH

# Canvas Training



# Synthesizing our learning and building connections

## Family Engagement

What we learned/What I am excited about...	Who is a resource?

# Synthesizing our learning and building connections

## newcomers

What we learned/What I am excited about...	Who is a resource?

# Synthesizing our learning and building connections

# **interventions**

What we learned/What I am excited about...	Who is a resource?

# Synthesizing our learning and building connections

## Primary Language

What we learned/What I am excited about...	Who is a resource?

# Synthesizing our learning and building connections

## Professional Learning

What we learned/What I am excited about...	Who is a resource?

# Deepening Conversations

Take a card.

If you have a black card you will be a learner first. If you have a red card you will be a resource first.

Go to the area where you want to learn or share.

Share for 10 minutes, then switch to another group.

Now, if you are a red card you are a learner and if you have a black card you are a resource..

Find your group and share for 10 minutes.

# Tuning Protocol

# Reflection

What is a takeaway from today that you can implement right away?

What is something that you are eager to learn more about?

What feedback can you share with us about this PLC experience (what went particularly well or what would you like to see changed for the future)?

