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# EL Cooperative PLC

— September 27th, 2016 —

8:30-3:00

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# Introductions:

What do you hope to get out of participation in this Team Learning Time?

Share your thoughts:  
Protocol - give one, take one



# Agenda

8:30-12:00 Administrators and EL Specialists - best practices in EL Programs

12:00-1:00

EL Specialists released for lunch

Administrators attend Cooperative Council Meeting (lunch provided) - in Admiralty Room

1:00-3:00

EL Specialists network with colleagues about direct services to students and instructional coaching for teachers - facilitated by Sarah & Anne

Administrators will network with colleagues regarding best practices about program design, instruction and compliance - facilitated by Gayle

# Why are we talking about ELs?

- Who are our students?
- What do we really believe about their capacities, knowledge, understandings?
- How are our expectations different? The same?
- What does school look like through their experiences?



# What is targeted universalism?



# Discourse Listening...

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What do discussions look like?



- Tracking the speaker
- Talking with gestures
- Leaning in or nodding as you're listening
- Listening for understanding first
- Kinesthetic energy in students' bodies
- Tension in bodies
- Openness-facing each other, engagement
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What do discussions sound like?



- Voices of all students in the group, maybe all languages
- Questioning the ideas of speaker
- Collaborative discussions
- Revoicing,
- "I would like to stand on the shoulder of..."
- Clarifying, paraphrasing and laughter
- Multiple voices at the same time
- (being cognizant of cultural needs)

# Video Viewing- Privilege Primer

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# Reading from “Unpacking the Knapsack”

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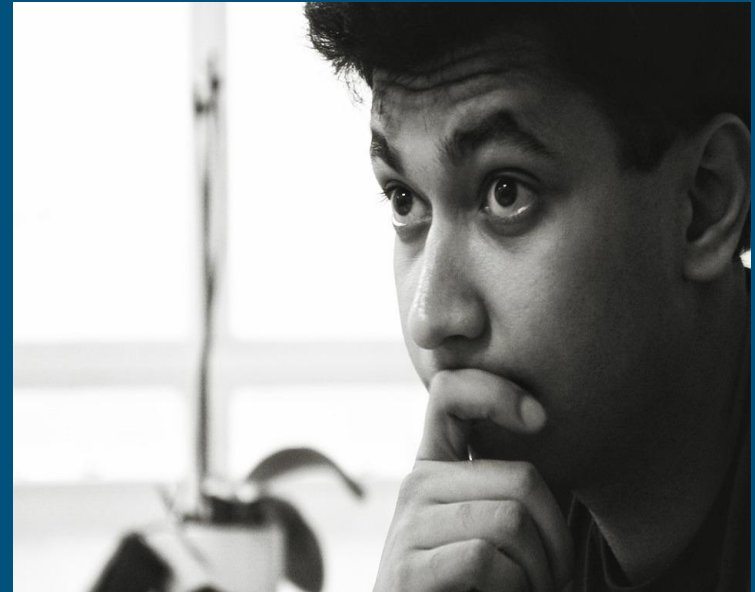
## Process reading individually:

What did you hear?

What do you think that it means to you?

Which of these items speaks to you?

What would you add to the list?



# What about Language Privilege?

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How are we currently reinforcing linguistic privilege for some and how can we create linguistic privilege for all?

How might home language access for students in school impact our privilege systems?

**In your teams, using the list from “Unpacking the Knapsack” as a mentor text, generate items related to language privilege in our classrooms and schools.**



# English Language Privilege

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I can...

- Access content in my home language that I understand
- Expect that all of the adults at school understand me
- Expect that my teacher speaks my language
- I can be sure that I don't know what to do or check my understanding when the teacher gives directions
- I can understand the emergency directions and so can my parents
- I won't be made fun of for speaking my language
- Does my teacher really believe in my learning capacity
- I can understand jokes
- I can speak to others without others being surprised by it or complimentary of my command of the English language
- When I turn and talk I can say what I am saying easily
- If I am involved in a discipline matter my parents can understand the forms
- I can go home from my classes feeling tied in and valued rather than feeling isolated and out of place
- I can speak in my mother tongue and be told not to speak Spanish
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# Reflecting on Our Responsibilities...

What can we do to create school experiences for EL students that honor and harness their funds of knowledge to springboard their learning?

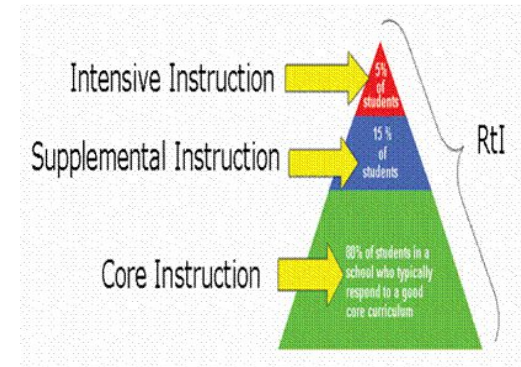


# Multi-tiered System of Support for ELLs

Take the next 20 minutes to read/review the article

- Be sure to highlight, take notes and identify the most significant idea in your opinion, addressed in the review.

Take a break when you are finished



# RTI for ELLs article reflection...

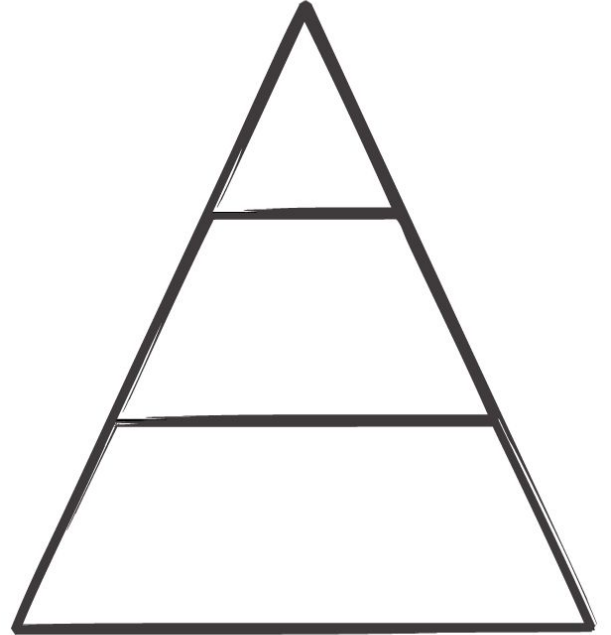
Use the Final Word Protocol to reflect on the article

Sharing Round One (four minutes)

1. One member of the group shares his or her significant idea (a sentence or a passage) but does not elaborate on it.
2. The other participants each have one minute to respond. They can agree or disagree, offer examples, raise a question, contribute details, or otherwise share their thoughts. No one else talks, until it is their turn to respond.
3. Once everyone has responded, the first person who shared has 'the last word' by responding and summarizing what she has heard and learned.
4. Repeat until everyone has had a turn.

# What are we currently doing?

In your teams please fill out the blank triangle with what you are currently doing to support the EL students in your district.



Be the change you want to see in the world



# How do we create the conditions for the core to support all of the needs of at least 80% of our students?

## Artifact Box Activity:

- Divide up the resources for each group member
- Read/Review
- Share your reflections with your group



# Dream BIG...

Create your dream triangle!



# Next Steps...

What are some steps that you can take before our next meeting to move in that direction?

Who else needs to be part of this conversation?



# Gallery Walk

Talk a walk and look at other district's triangles.

One person will stay behind to answer any questions.

- Be sure to switch out positions so that all members of the group have a chance to look at other district's triangles.



# Reflection...

Based on what you saw...

- What would you change?
- What would add?



Take some time with your group to edit your triangle.



EL Specialists released for lunch from 12:00-1:00

Administrators attend Cooperative Council Meeting (lunch provided) - in Admiralty Room

## WHAT IS OPEN SPACE?

It is a self-organizing practice of inner discipline and collective activity which releases the inherent creativity and leadership in people. By inviting people to take responsibility for what they care about, Open Space establishes a marketplace of inquiry, reflection and learning, bringing out the best in both individuals and the whole.

<http://www.openspaceworld.org/files/tmnfiles/2pageos.htm>



## HOW IT WORKS:

### The Law of Two Feet:

- Means you take responsibility for what you care about -- standing up for that and using your own two feet to move to whatever place you can best contribute and/or learn.

### Some principles apply to how you navigate in open space:

- *Whoever comes are the right people*

Whoever is attracted to the same conversation are the people who can contribute most to that conversation—because they care. So they are exactly the ones—for the whole group-- who are capable of initiating action.

- *When it starts is the right time*

The creative spirit has its own time, and our task is to make our best contribution and enter the flow of creativity when it starts.

- *When it's over, it's over*

Creativity has its own rhythm. So do groups. Just a reminder to pay attention to the flow of creativity -- not the clock.

When you think it is over, ask: *Is it over?* And if it is, go on to the next thing you have passion for. If it's not, make plans for continuing the conversation.

1:35-1:55	Newcomer Program- how to build system/protocols	Supporting advanced ELLs and NCs during the same class period	Quick and easy collaboration strategies between ELL and Classroom teachers	ELL best practice for the classroom.	Explaining ELP to teachers and talk about descriptors	Ideas for training Gen Ed teachers in setting language goals.	
1:55-2:15	How to sustain professional learning (SIOP, etc.)	Addressing the needs of NCs in classrooms	Resources for secondary EL classes curriculum that are free and good	GLAD overview	Resources for L2s and L3s in HS content areas.	Helping set language objectives off of content objectives	
2:15-2:35	Coaching mainstream teachers- what has worked well? 12	Meaningful parent/family engagement 8	Newcomers toolkit 3	Secondary problem solving	AFTer School Programs 2		
2:35-2:55	How to encourage teachers to participate in Home visits? 2	ELL curriculum for small group or whole class	Morning moment-growth mindset-encouraging language 10	How to quickly educate teachers about language	Monitoring students who have transitioned out of services	Good strategies for pushing into elementary classrooms 6	