From Elementary ESL Pullout to Language For All

David Douglas School District
ELD Program Visitation Days
February 24, 2015
March 31, 2015

Learning Targets

- I will gain an awareness of the David Douglas ELD Program Model of Delivery – specifically the Elementary Language for All model.
- I will learn about the key components and steps to consider during a language program model change.
- I will observe a language lesson at an elementary school.
- I will collaborate and network with fellow colleagues to explore and share language instruction and practices.

DEMOGRAPHICS

- City of Portland – 12 square miles
- One High School
  - Alternative High School Campus
- Three Middle Schools
- Nine Elementary Schools
  - One Early Childhood Center
- Multnomah County Early Childhood Program
- K-12 Students Enrollment = 10,823
- Free Reduced Lunch Rate = 82%
- Active ELLs = 2124 or 20%
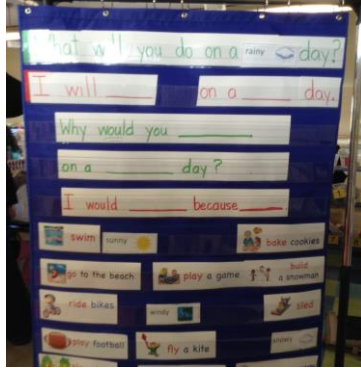- 70 + Languages – Spanish, Russian, Chinese Vietnamese, Romanian and Somali

DEMOGRAPHICS

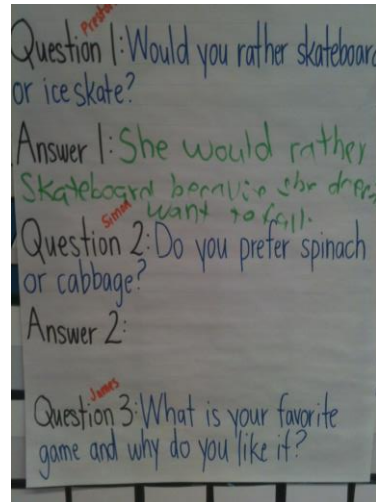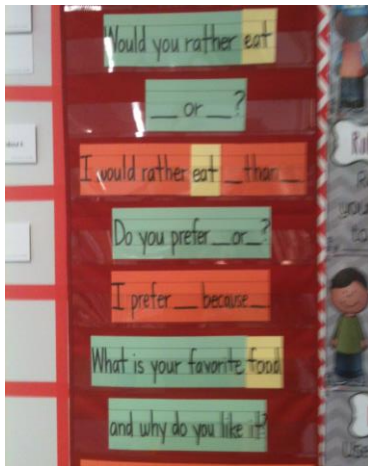| School	Active ELL	% Active ELL	% Free Reduced Lunch
Cherry Park	124	25 %	77.1 %
Earl Boyles	120	27 %	81.1 %
Gilbert Heights	212	35 %	78.7 %
Gilbert Park	169	25 %	71.4 %
Lincoln Park	257	39 %	100 %
Menlo Park	111	18 %	77.8 %
Mill Park	330	56 %	100 %
Ventura Park	175	33 %	82.3 %
West Powellhurst	152	31 %	100 %
Alice Ott MS	57	8 %	73.8 %
Floyd Light MS	71	9 %	77.8 %
Ron Russell MS	103	12 %	85.6 %
David Douglas HS	238	9 %	77.8 %

What is the elementary model?

- 30 minutes dedicated language block
- Walk to language for all students
- Focus on ELP Standards (forms and functions), tied to classroom content
- Proficiency based groups (including native English speakers)
- Taught by classroom teachers
- Supported by Language Development Specialists/coaches and instructional assistants

Kindergarten

First Grade

Second Grade

Second Grade

Third Grade

Why did we change the model?

- ○ High numbers of ELLs
- ○ ELD disconnected from classroom content
- ○ All learners need academic English
- ○ Pull out problematic for ELLs and classroom teachers
- ○ Supports and provides framework for explicit language instruction embedded throughout the day

Engagement Strategy- Clock Partners

- Take 5 minutes
- Find 4 people you don't know and make a clock appointment for each time indicated on your clock
- Make sure they record you for the same time
- Include any notes necessary to find them later
- Some appointments may need to include 3 people

Appointment with 3 O'clock Partner

- 5 minutes
- Find your 3 o'clock
- Discuss the key question
- Record your shared thinking

Key question:

What is your current ELD program model and what are its strengths and limitations?

Training, Support and Curriculum

Training for Classroom Teachers

- E.L. Achieve Key Trainer Team (2009)
- Initial 3 day Systematic ELD Training for two buildings with highest ELL numbers (2009-2011)
- Initial 3 day all remaining Elementary Classroom Teachers, Speech Pathologists and Building Principals (Spring 2012)
- Curriculum Training for Systematic ELD Kits (Fall 2012)
- Focused PLT (Fall 2012)
- Ongoing PD at the building level (annually)
- Fall and Winter Language Support Days (annually)
- Plus Project GLAD ☺

Hiring and Training for Language Development Specialists

- Hired new Coaching Specialists (Mach 2012)
- LDS Team Meetings - weekly @ District Level
- Language Development Specialist coaching training from in-district lead coach (2012-2013)
- Kathy Norwood School Coaching Training (2013-2015)
- Modified MOOC – ELP Standards and Constructive Conversations (April/May 2015)

Ongoing Classroom Support

- Daily in classroom support from instructional assistants
- Initial presence of coaches during language block
- ELD GLT meetings with LDS twice a month
- Language Focused PLT Cycle
- Additional release time allocated strategically throughout the year

Curriculum

- Art of Getting Along Systematic ELD kit to launch the year
- Houghton Mifflin aligned, proficiency leveled maps with language function and forms (2012-2013)
- LDS team created ELD maps aligned to ODE Functions and Forward Thinking and Academic Success Skills (2013-2014)
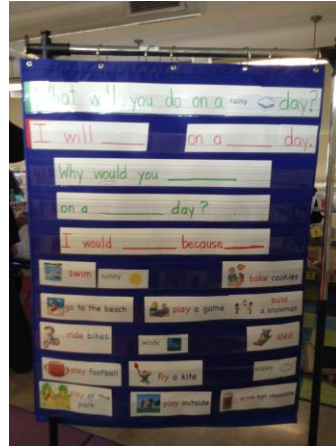
Appointment with 6 O'clock Partner

- 5 minutes
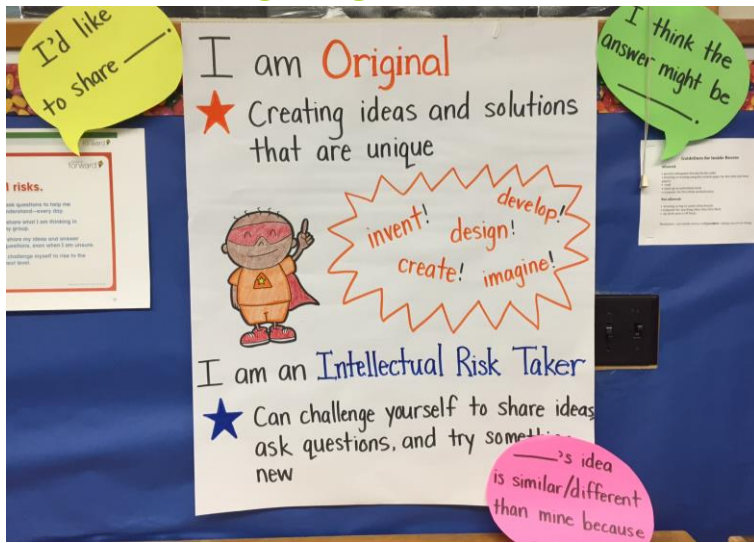- Find your 6 o'clock partner
- Discuss the key question

Key question:
What support or training would teachers in your district need to be able to teach more language?

In the Classroom

Language Supports

Language Supports

- Building confidence
- Establishing relationships with coach
- Learning new curriculum

Reflections from Classroom Teacher

Challenges

Reflections from Classroom Teacher

Strengths

- Launching with Art Of Getting Along Kit
- Collaborating with LDS and GLT
- Co-teaching, in class support from LDS
- Integrating Speech services
- Students taking more risks when they have language to support their thinking
- Improvements in student writing, speaking and engagement

Beyond the Language Block

Language observations by the District Math Coach after modeling math lessons in classrooms:

- the 1st grade students who were able to respond to my questions with complete sentences using part of my question as their stem
- the 3rd grade students who respectfully agreed, disagreed, and built upon each others ideas using academic language
- the 5th grade students who shared their solution pathways using academic language

Math

Fourth Grade

Fifth Grade

Fifth Grade

Fifth Grade

Music

Appointment with 9 O'clock Partner

- 5 minutes
- Find your 9 o'clock partner
- Discuss the key question
- Record your shared thinking

Key Question:

How can you increase student talk time and the use of academic language in classrooms?

Measuring Progress
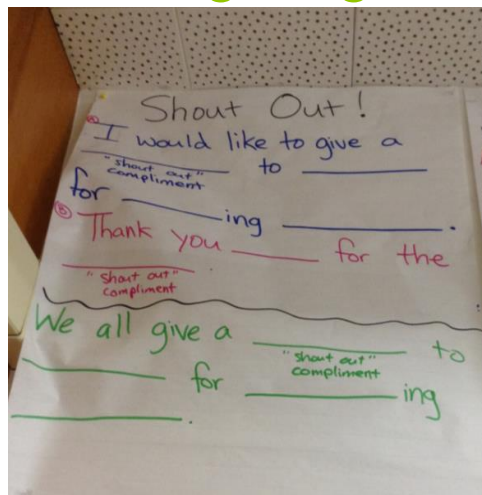
Increasing student talk time

- Language Focused PLT
- Observational data
  - Time allocation (reading, writing, speaking, listening, transitioning, other)
  - Instructional Mode (whole group, small group, pairs, independent work)

The Power of the Pie Chart

Time Allocation
3rd Grade Pre Data

Writing 26%
Reading 0%
Listening 47%
Other 0%
Transition 10%
Speaking 17%
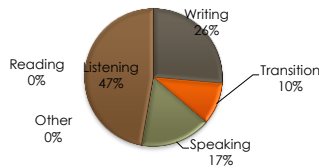
Instructional Mode
3rd Grade Pre Data

Individual 10%
Pairs 20%
Small Group 5%
Whole Group 65%
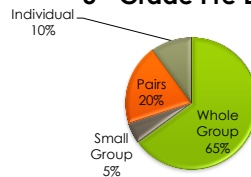
Time Allocation
3rd Grade Post Data

Writing 6%
Other 0%
Transtion 4%
Reading 0%
Listening 38%
Speaking 52%
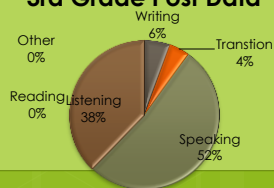
Instructional Mode-Post Data-3rd

Individual 5%
Pairs 21%
Small Group 36%
Whole Group 38%
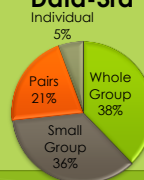
Student Comments

Fourth Grade ELL Student

What I like about [ELD] is that you talk and then they talk and then you find you have more to say."

Fifth Grade ELL Student

"Sometimes we do presentations in ELD. We work with a partner and then we speak in front of the class. I like it with a partner because I don't get so nervous. I like to practice talking during ELD because, sometimes we get to say it to different people."

Change in Practice = Change how we engage students

Leadership

- Common vision:
  - District
  - Principal
  - Coaching
  - GLT/Staff
- Coaching:
  - Whole-Staff
  - GLT
  - Individual
- PLT/PLC guidance

Commitment

- District support
- Time for GLTs & coaches to collaborate
- Staffing
- Training for support staff
- Monitoring & feedback
- Professional Learning is embedded into instructional day

Equity

- Equity for ALL students
  - Inclusive practice
  - No loss of core instruction
- ELD is connected to core curriculum
- Proficiency-based ELD: Collaborative effort between classroom teacher & language coach
- Cohesive instructional system for kids; not fragmented/separate system

Language Intervention Tier 2

- Decision guidelines for placement of ELLs in Tier 2 interventions
- Rosetta Stone – Supplemental Support
- Imagine Learning – Pilot Intervention
- Language For Series
  - Language for Learning
 - Language for Thinking
  - Language for Writing

Appointment with 12 O'clock Partner

- 5 minutes
- Find your 12 o'clock partner
- Discuss the key question
- Record your shared thinking

Key Question:

What are your next steps to support all teachers in the teaching of language?

Next Steps

New English Proficiency Standards

"At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development is that of the subject area teacher. Given the new (content) standards… such a strict division of labor is no longer viable. At the elementary level far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self contained classrooms prepare and deliver."

Understanding Language Initiative
http://www.ode.state.or.us/search/results/?id=36

Secondary Language Efforts in David Douglas

- District Academic Language Coach
- Constructing Meaning Training
  - 2011- 4 TOSA, 2 Classroom Teachers
  - 2012-13 = 30 Teachers
  - 2013-14 = 40 Teachers
  - 2014-15 = 49 ELA/SCI/SS Teachers + 42 Math Teachers, 2 Secondary Administrators
- CM Key Trainer Team – Summer 2014
  - 6 Key Trainers
- 3 CM Booster Days – January 2015
  - Structure Student Talk, Interactive Reading and Note Making and Academic Writing
  - Lab Classrooms, Coaching, Modeling, Collaborative Planning

In Progress…and Looking Ahead

- Training for Constructive Conversations
  - Modified MOOC
  - PLT support and focus
- Individualized Coaching for Teachers
- Coaching for Coaches
- Transitioning to new ELP standards - Connecting ELD and Common Core State standards

Ticket out the Door

- Describe one piece of learning you are taking away and how it will impact your practice.
- What worked in this presentation?
- What suggestions do you have?

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