

From Elementary ESL Pullout to Language For All

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

Linking Ideas

I had a similar thought.
I think that...

I like your idea.
May I add to it?
What you said made me think of...

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

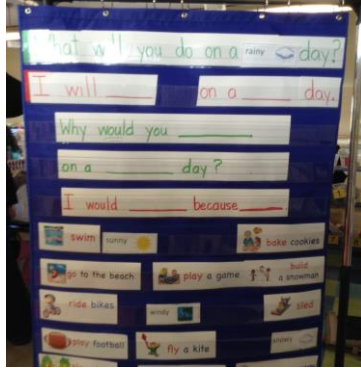
DEMOGRAPHICS

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 %

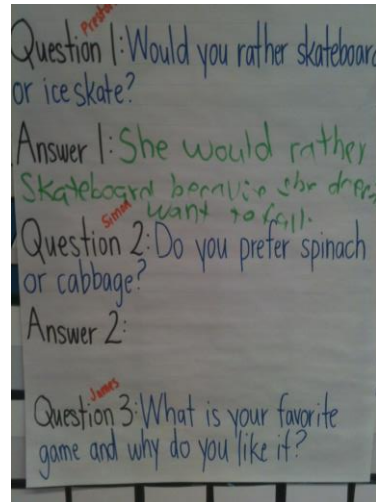
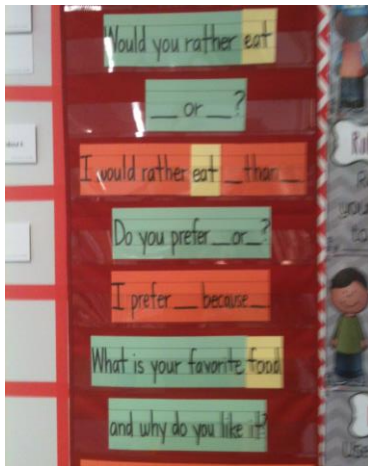
What is the elementary model?

- 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

Culture is a Way of Life

	Language	Food	Music	Holidays
America	English	Burgers Hot dogs	Country Rock & Roll	Thanksgiving 4th of July
Mexico	Spanish	Tacos Burritos Tamales	Mariachi	Cinco de Mayo Dia De la Muert Duz de los de Septiembre
China	Many dialects example: Mandarin	Rice Tea Stir-fry/wok	Percussion Strings Flutes bamboo pipes	Chinese New Year Spring Festival
Russia	Russian	Piroshki Borscht Russian Soup	Russian folk music Classical Music Russian Patria	Russia Day

Office DEPOT

Question

What _____ do people in _____ usually _____?

Language
Food
Music
Holidays

America
Mexico
China
Russia

Speak
eat
enjoy
celebrate.

Answer

The people in _____ usually _____

America
Mexico
China
Russia

Speak
eat
enjoy
celebrate.

USE chart!

Second Grade

Language

Purpose: why?

- Learn high level descriptive words and use them while speaking.
- Move faster and use HIGH ACADEMIC language
- Speak high level → Write high level
↳ to be great by middle school.

What we need to be successful:

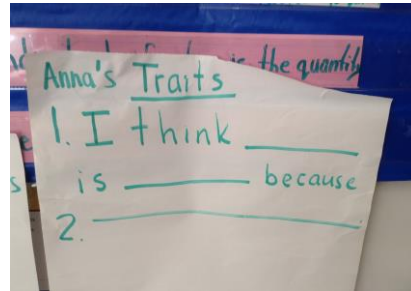
- More challenging work
- Come prepared - pencil, language log
- Take it seriously!

How we can help each other:

- Listen when supposed to
- Talk when supposed to
- Collaborate /work together
- Share ideas
- Work hard → ask each other to try hard and go deeper / here is

Third Grade

Book	Traits	Evidence
Anna, Grandpa, and The Big Storm	1. brave 2. Responsible 3. persisted	Went first down the road faced the blizzard w/ went to school in a 0. You keep trying even is hard.
" "	1. bored 2. Courageous 3. leader	1. He said he had nothing to was "Cooped up like a cat 2. He was not afraid to talk to the he helped others in the s 3. He never gave up and he fi tightly & helped others -
Paul Revere and the American Revolutionary War	1. brave 2. smart 3. talented	1. midnight ride 2. escape/code letters 3. dentist, silversmith, horse
Be Irene	1) brave 2) confident 3) determined	1. She walked alone through blizzard. 2. She knew somehow she was make it. 3. she did not give up even when she broke her ankle



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)

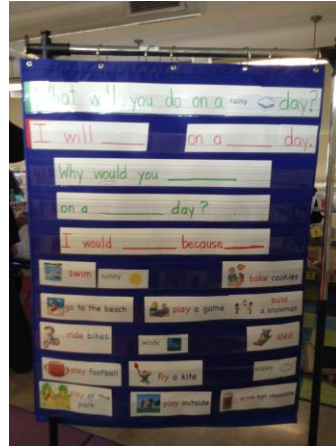
Appointment with 6 O'clock Partner

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

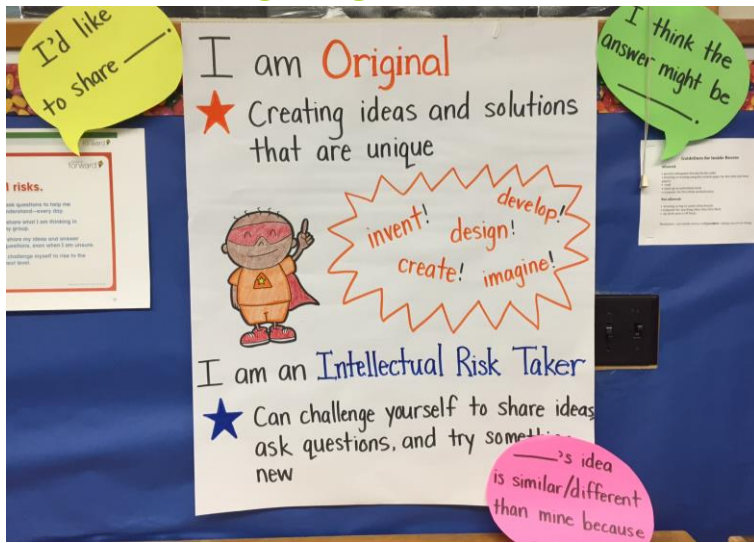
Key question:

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

In the Classroom



Language Supports



Language Supports

The image shows two student-created language support charts. The left chart is titled "I Can Analyze" and includes the text: "By looking at something closer, I can understand the whole." Below this is a diagram of a house labeled "Cherry Park" with five rooms, each containing a small photo and a label: "principal", "teacher", "counselor", "secretary", and "nurse". Below the house are three circular sticky notes with the text: "and are alike because", "and are different because", and "I notice". The right chart is titled "Evaluate" and includes the text: "Weighing evidence to make judgements based on criteria" with "rules or laws" written below "criteria". Below this is a table with three rows and two columns. The first row is labeled "weighing evidence" and has a scale icon. The second row is labeled "using criteria" and has a lightbulb icon. The third row is labeled "make a judgement" and has a speech bubble icon. To the right of the table are three circular sticky notes: "In my...", "The criteria says I notice", and "I believe that because".

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

Reflections from
Classroom
Teacher
Challenges

- 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

Reflections from Classroom Teacher

Strengths

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

5 → Sum

- add
- plus
- in all
- all together
- total
- and

- Subtraction -

- difference
- less than
- fewer than
- subtract
- remains
- take away
- left over
- how many more?
- 5 is 2 more than 3
- $5 - 3 = 2$

+ Division +

- multiply
- times
- by
- equal groups
- each/per
- in all
- twice
- area
- multiple
- $20 \div 5 = 4$
- divide
- equally
- share
- each
- divided by
- goes into
- split
- half

Handwritten notes on a notebook page:

the _____ of the _____ problem is _____

(answer) Sum
difference
product
quotient

addition
subtraction
multiplication
division

the operation I will use is _____

use I see the word(s) _____

Fourth Grade



Fifth Grade

In the poem Harlem
 by Langston Hughes, the poet
 repeatedly mentions dreaming
a dream
a dream deferred

In my opinion, the dream is _____

For example, in line _____, he/she
 writes _____

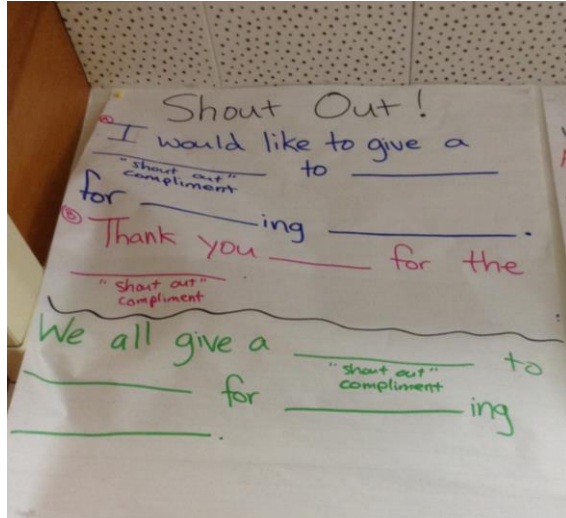
Fifth Grade

My opinion
 I think _____
 I believe _____

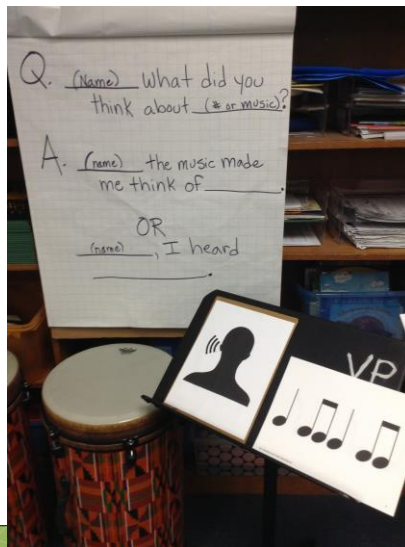
The sources
 According to the book, _____ (name)
video, _____ (name)

In the book, I learned _____ (name)
video, _____ (name)

Fifth Grade



Music



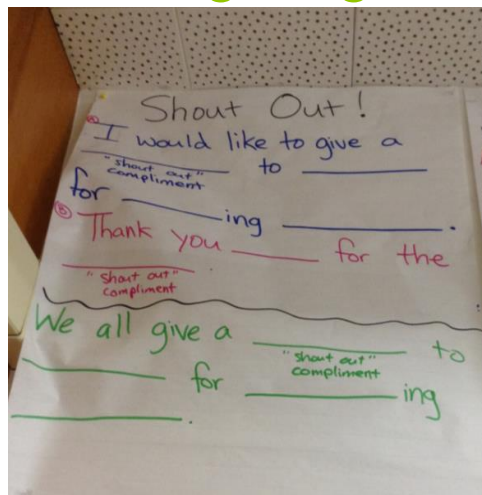
Appointment with 9 O'clock Partner

- 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

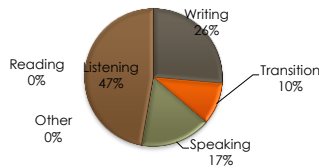


Increasing student talk time

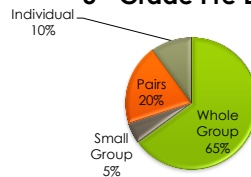
- Language Focused PLT
- Observational data
 - Time allocation (reading, writing, speaking, listening, transitioning, other)
 - Instructional Mode (whole group, small group, pairs, independent work)

The Power of the Pie Chart

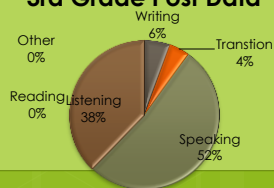
**Time Allocation
3rd Grade Pre Data**



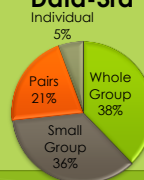
**Instructional Mode
3rd Grade Pre Data**



**Time Allocation
3rd Grade Post Data**



**Instructional Mode-Post
Data-3rd**



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?

Contact Information:

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