ELL Program Road Maps

BEAVERTON
SCHOOL DISTRICT
THRIVE · CONTRIBUTE · EXCEL

Introduction

According to 2013–2014 statewide ELL data, Beaverton School District has the second highest concentration of English language learners (ELLs) in Oregon. Recognizing the importance of academic success for ELL students—and its federal and state legal obligations—Beaverton School District has conducted a yearlong, in-depth review of highly effective ELL program models and instructional practices. These models are intended to provide access to academic content while also supporting students' English language development (ELD).

In early 2015, Education Northwest facilitated a collaborative effort to support district staff in researching and defining effective ELL program service models and instructional practices. This research group comprised 43 staff members, including district administrators, school-based administrators, ELL specialists, special education teachers, mainstream teachers, and counselors. The key recommendations of the district research group included definitions of specific models for serving ELL students, high-leverage instructional strategies, and a set of core beliefs.

In April 2015, Education Northwest submitted a report detailing these recommendations and providing additional research-based suggestions as the district considered systematic strategies for implementation. The Beaverton Welcome Center reached out to Education Northwest to continue the alignment of ELL programs by facilitating an implementation group comprising principals, district administrators, mainstream teachers, dual language teachers, and ELD teachers. This group developed a set of ELL Program Road Maps as an implementation support to be used collaboratively by school-based teams to ensure that their ELL programs consistently implement evidence-based systems and instructional practices.

Timeline for the Beaverton School District ELL Program Road Maps Project

Research
Spring 2015

Implementation
February 2016

Development
October 2015 to
January 2016

Rationale: Collaborative Coherence

Beaverton School District is the third largest district in Oregon, with 33 elementary schools, 8 middle schools, and 5 high schools. It is also one of the most diverse, with the second highest concentration of ELL students in the state. This size and diversity make instructional coherence for ELL programs both a challenge and a priority.

Building on the foundation established by ELL Research Group, the Beaverton Welcome Center created the Road Maps effort to bring structural and instructional coherence to ELL programs. By blending contemporary ELL research and the collective practice of Beaverton educators, the ELL Program Road Maps chart an evidence-based path to guide the implementation of systems and instructional practice for school-based implementation teams.

Methodology

The development of the ELL Program Road Maps occurred in a four-step process *(Define, Design, Develop, Evaluate and Revise)* carried out in 10 meetings facilitated by Education Northwest at the Beaverton Welcome Center. Education Northwest staff members were very deliberate in drawing from the foundational work of the Research Group to provide context for the Road Maps team.

Project Design

Define

Design

Develop

Evaluate
& Revise
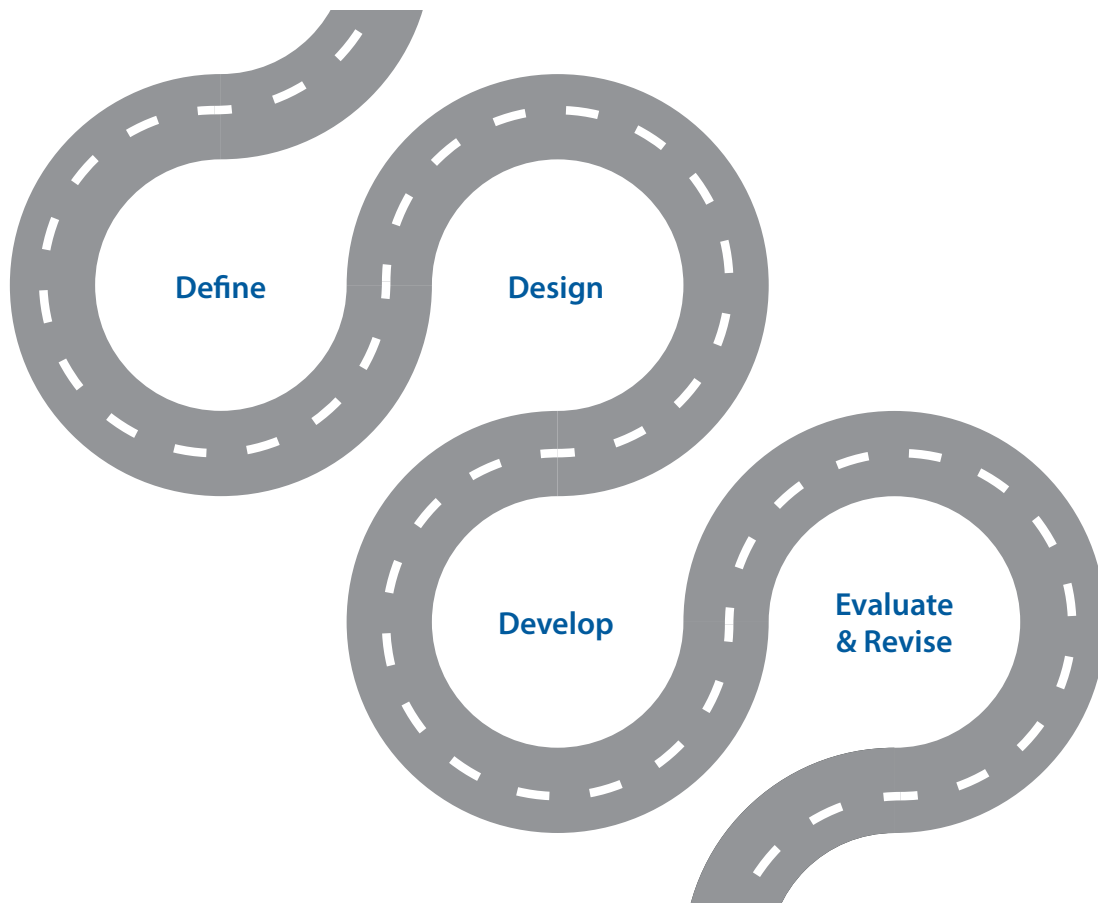
In the *Define* phase, the team revisited core beliefs outlined in the Research Group Report, established a collective vision for the Road Map documents, and developed the following essential questions: *How does Beaverton School District foster coherence between English language learner programs? What information do school-based teams need to establish effective, research-based English language learner programs?*

In the *Design* phase, the team created a common template to form the backbone of the ELL Road Maps. In order to lay a common foundation for the group, Education Northwest staff members shared relevant research and policy guidance for each program model, using the initial Road Map template headings to categorize information.

With the Road Map essential questions in mind, 26 educators selected one of the six ELL programs of which they were most familiar. Education Northwest staff members were careful to note that the Road Maps had to draw from research associated with each program and the expertise of each member. The tables below show the composition of each group as they entered the *Develop* phase of the project.

Program	Name	Role & School
Dual Language	Angela Baker Sanchez	ELD/TWI Teacher, Vose Elementary
	Tymon Emch	TWI Science Teacher, Beaverton High
	Veronica Jones	Principal, Barnes Elementary
	Aaron Persons	Principal, Whitford Middle
	Kelli Scardina	TWI/ELA TOSA, Teaching and Learning
	Melinda Tanasescu	TWI/Humanities Teacher, Whitford Middle
Newcomer Programs	Molly Anderson	ELD Teacher, Chehalem Elementary
	Megan Clifford	Principal, McKay Elementary
	Toshiko Maurizio	Director of ELL/Bilingual Programs, Beaverton Welcome Center
	Sheila Baumgardner	Principal, Scholls Heights Elementary
Collaborative Coteaching	Kay Johnson	ELD Teacher, Kinnaman Elementary
	Kerrin Moeller	ELD TOSA, Beaverton Welcome Center
	Tina Myers	Assistant Principal, Meadow Park Middle
	Michael Humphreys	ELD Teacher, William Walker Elementary
	Kathleen Parker	Third Grade Teacher, William Walker Elementary
	Danielle Sheldrake	Executive Director of Student Services, SPED Office
ELD Class Period	Cynthia Kieffer	TWI Coordinator/ELL Facilitator, Aloha-Huber Park K–8
	Gina Martinich	ELD Teacher, Sunset High
	Cindy Russell	Assistant Principal, Southridge High
	Mikaela Vanderperren	ELD Teacher, Southridge High

Program	Name	Role & School
Sheltered Instruction	Sandy Boe	ELL TOSA, Beaverton Welcome Center
	Shawn Davitt	Assistant Principal, Sunset Elementary
Pull-Out ELD	Joyce DeBusk	ELD Teacher, Fir Grove Elementary
	Erika Heslin	Assistant Principal, Kinnaman Elementary
	Kate Kelley	Intervention Teacher/Parent Educator, Greenway Elementary
	Lori Krumm	Assistant Director of SPED, Office of Special Education

The *Develop* phase involved four full-day writing workshops in which the teams created draft versions of the six program-specific Road Maps. This process was both iterative and collaborative. During sessions, each Road Map team delved into the relevant research, which had been collected by research staff at Education Northwest. The teams relied heavily on collaborative technology: Education Northwest set up a Google Site as a project space for each team. The groups then conducted their collaborative writing in Google Docs. Between each writer's workshop, EdNW staff revised, edited, and commented extensively on each Road Map to further facilitate the development process.

Finally, in the *Evaluate and Revise* phase, each design team received several rounds of feedback from the whole team. This feedback was used to polish the Road Maps and ensure each document's thoroughness and readability.

Strengths and Challenges

As Beaverton continues to enhance its program offerings for ELLs, the following strengths should be leveraged:

- Several successful ELL programs already exist in Beaverton School District, representing each of the program models. Staff members of these programs should have frequent opportunities to share their successes and challenges and to lead professional development sessions. In addition, they should continue to receive resources and opportunities to enhance their programs.
- Beaverton School District students come from a wide range of backgrounds and native languages, and the district has invested in hiring staff members who speak many of these languages. This rich tradition should continue to be encouraged and supported. The staff at the Beaverton Welcome Center is an excellent example of this strength.
- Beaverton School District's size and level of resources provide for a variety of options for ELL programs. The district should capitalize on this flexibility and capacity to ensure that ELL students have multiple program options.

As Beaverton continues to enhance its program offerings for ELL students, the following challenges should be acknowledged and addressed:

- Use common language: Due to the district's size and the number of ELL program options available, special attention should be paid to using common

language and messaging in order to prevent confusion among staff, students, and families.

- Conduct a needs-assessment of newcomer students: Further information should be gathered about the specific needs of newcomer students in Beaverton before determining optimal newcomer programming and location of services.
- Provide professional development: Due to the scale of changes represented in the ELL Program Road Maps, the district should conduct significant professional development to ensure continuity of decision making, implementation, curriculum, and instruction.

Recommendations

Based on our experience partnering with the Beaverton ELL team for the past year, Education Northwest recommends the following:

Curriculum and Instruction

- Evaluate ELL instructional material needs for each program model

Professional Development

- Align professional development and the Beaverton School District Teacher Standards to emphasize instructional practices outlined in the Road Map documents
- Provide professional development in program model decision making and implementation
- Provide differentiated professional development for each road map model (or clusters)
- Organize professional development opportunities so that like schools can learn together and from each other

District Systems and Structures

- Develop and train staff to use the Beaverton ELL Road Map decision tree
- Evaluate implementation and outcomes regularly to guide program model adjustments
- Communicate Road Map options with ELL parents and elicit regular feedback in multiple languages
- Ensure ELL team member representation on district design teams (e.g. new high school) to ensure Road Map implementation is supported by other district efforts and vice versa

A final survey will be issued to the Road Maps group at the meeting on January 27, 2016. The results of the survey will be added to this report as an appendix.