ELL Program Model Investigation

Beaverton School District and EdNW

ELL Alliance Conference, March 2016

education northwest

CREATING STRONG SCHOOLS & COMMUNITIES

Beaverton SCHOOL DISTRICT

INTRODUCTION

- Beaverton School District is the third largest district in Oregon.

- There are 33 elementary, 8 middle, and 5 high schools.

- One of the most diverse districts with the second highest concentration of ELL students in the state.

- 94+ different languages spoken in the district

- About 5000 ELLs

- 12.5% of total district population (41,000)

DESIRED OUTCOMES

- Participants will learn how the Beaverton School District collaborated with EDNW on creating Six Program Model Road Maps.

- Participants will learn how BSD will implement the Program Model Road Maps for the 15-16 school year and beyond.

- Participants will learn the types of Professional Development BSD will provide to staff to support implementation.

- Participants will learn how we will evaluate program model impact.

- Participants will be able to provide feedback on the Road Maps and process.

HISTORICAL PERSPECTIVE

- Reviewed key data and conducted focus groups to address issues related to our ELL Program

- In the winter of 2014, Education Northwest facilitated a collaborative effort to support district staff in researching and defining effective ELL program service models and instructional practices.
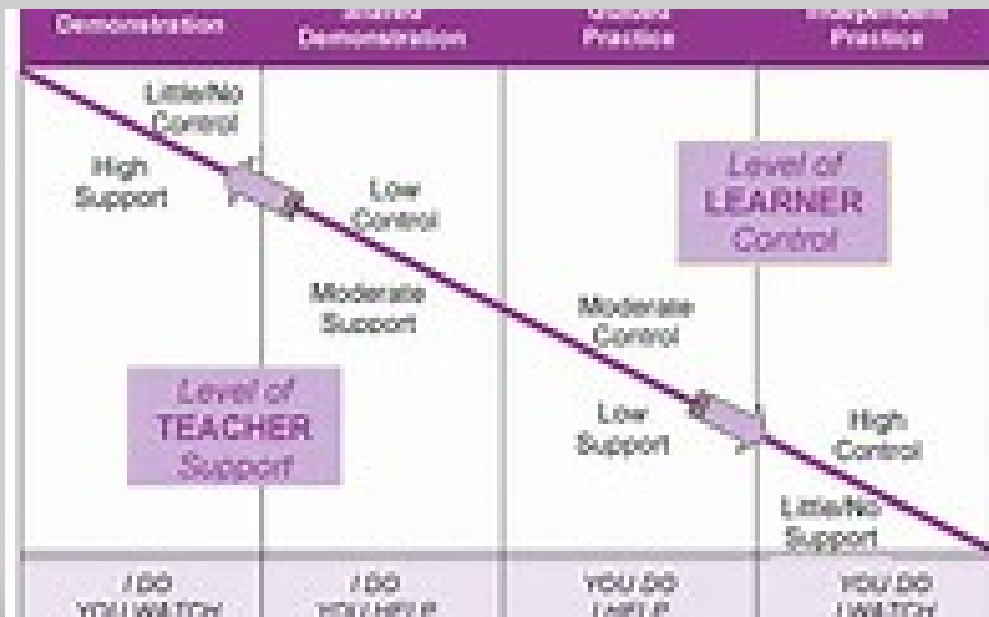
HISTORICAL PERSPECTIVE

- Providing English language learners (ELLs) with equitable access to academic content and supporting their development of English language proficiency are fundamental legal and ethical obligations of all school districts.

- Two essential actions for meeting those obligations are:
  - 1) providing appropriate program models and
  - 2) using effective instructional practices.

HISTORICAL PERSPECTIVE

- The Beaverton School District (BSD) decided to base decisions in these areas on a thorough understanding of research on program models and instructional practices for ELLs.

- In winter 2014, BSD created the ELL Research Group, consisting of 43 staff members, including district administrators, principals, ELL specialists, special education teachers, general education teachers, and counselors.
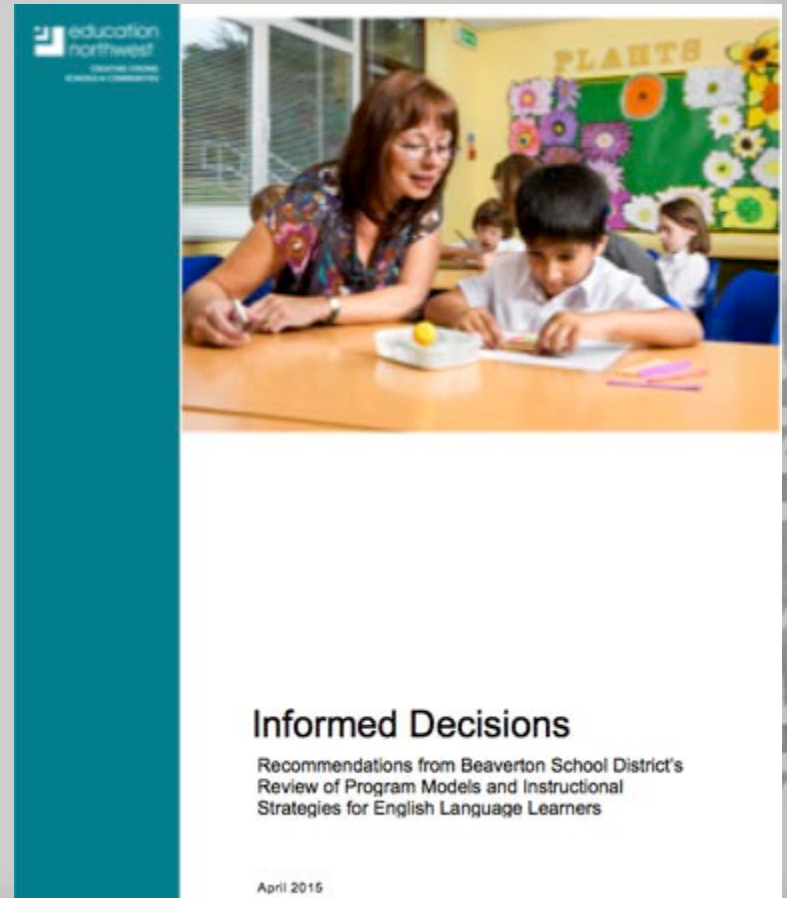
HISTORICAL PERSPECTIVE

- 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.

HISTORICAL PERSPECTIVE

- 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.

education northwest

Informed Decisions

Recommendations from Beaverton School District's Review of Program Models and Instructional Strategies for English Language Learners

April 2015

HISTORICAL PERSPECTIVE

- 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.

HISTORICAL PERSPECTIVE

- 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.

RATIONALE
Castañeda vs. Pickard

In Castaneda v. Pickard, the U.S 5th Circuit Court of Appeals set forth a **three-part test** to determine whether a school district takes appropriate actions to **overcome language barriers** that confront language minority students

Under this standard, a program for Limited English Proficient (LEP) students is acceptable if:

1) A program is based on **educational theory** that is recognized by experts in the field

2) The programs or practices used are reasonably calcuated to **effectively implement** the adopted thoery

3) The program successfully **produces results** that indicate that the language barriers are being overcome

fppt.com

RATIONALE
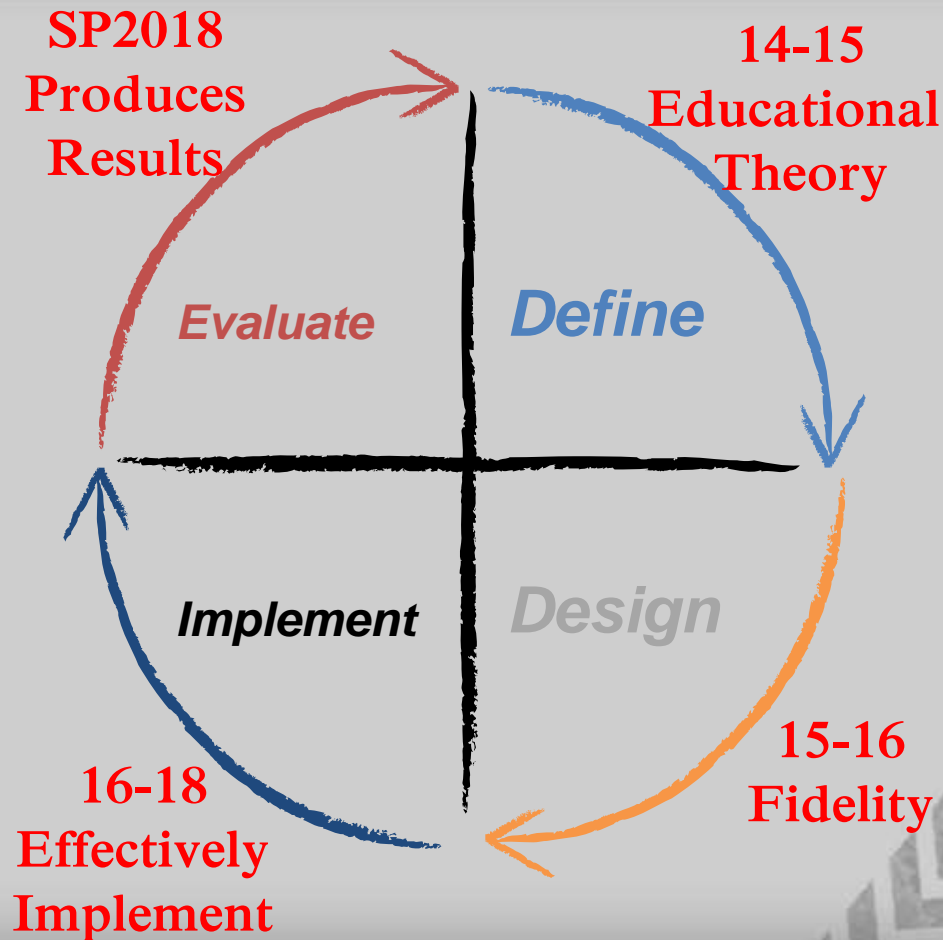## Castañeda vs. Pickard

RATIONALE
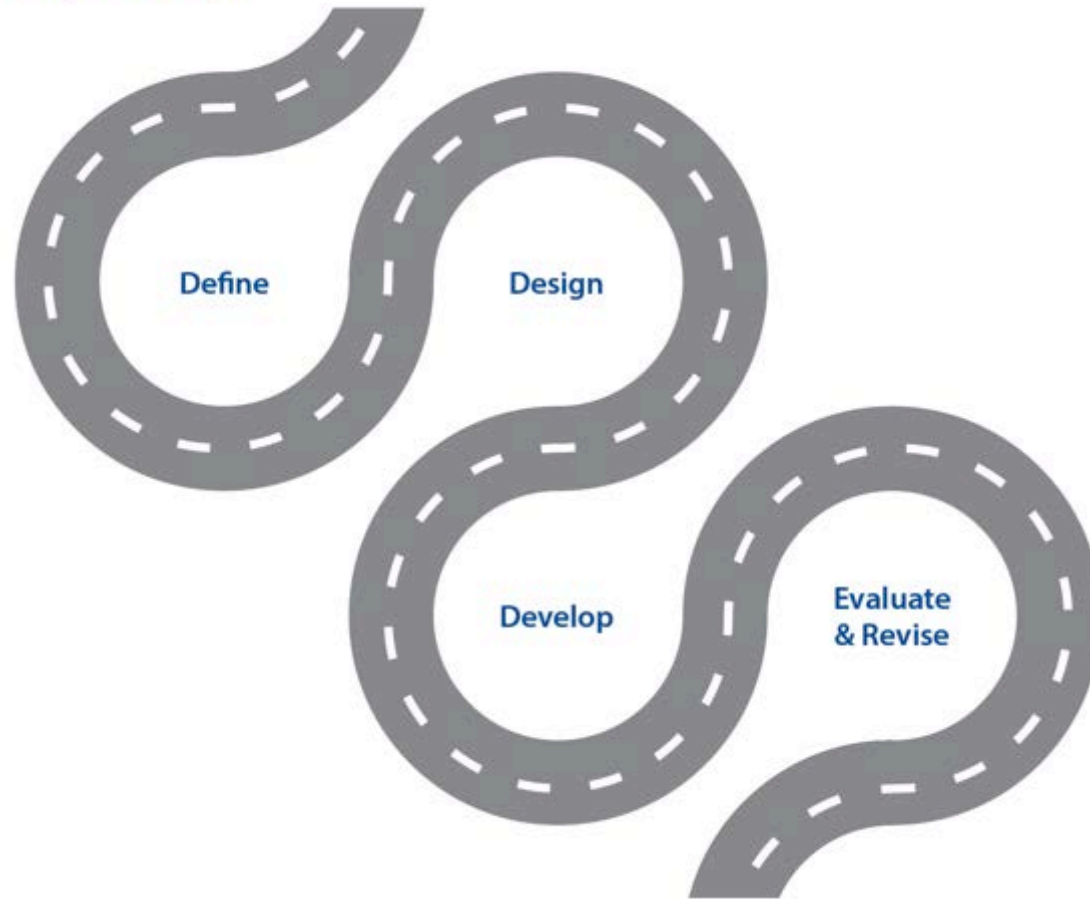Castañeda vs. Pickard

RATIONALE
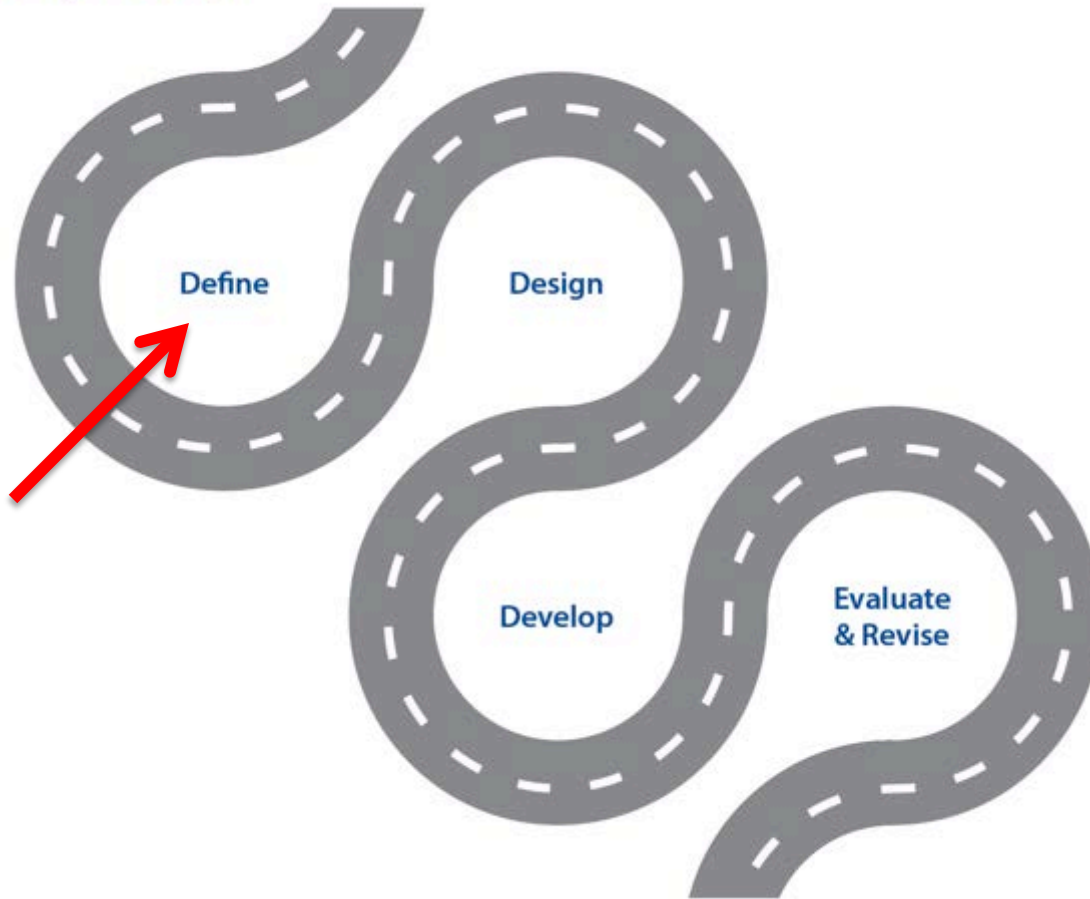## Castañeda vs. Pickard

RATIONALE
Castañeda vs. Pickard

SP2018
Produces
Results

14-15
Educational
Theory

Evaluate

Define

Implement

Design

16-18
Effectively
Implement

15-16
Fidelity

Methodology: Project Design

Project Design

DEFINE: Core Beliefs

As educators in the Beaverton School District, we believe that:

- With proper learning conditions, English language learners will learn core content and develop English language proficiency to high levels in the Beaverton School District.

DEFINE: Core Beliefs

As educators in the Beaverton School District, we believe that:

- Communicating in several languages and understanding different cultures are essential goals of education.

DEFINE: Core Beliefs

As educators in the Beaverton School District, we believe that:

- English language learners must have access to high-level academic content, regardless of their English language proficiency.

DEFINE: Core Beliefs

As educators in the Beaverton School District, we believe that:

- English language learners are diverse and may require different supports— both to become proficient in English and to access high-level content.

DEFINE: Core Beliefs

*As educators in the Beaverton School District, we believe that*:

- The district and the community share responsibility for ensuring the success of English language learners.

DEFINE: 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?*
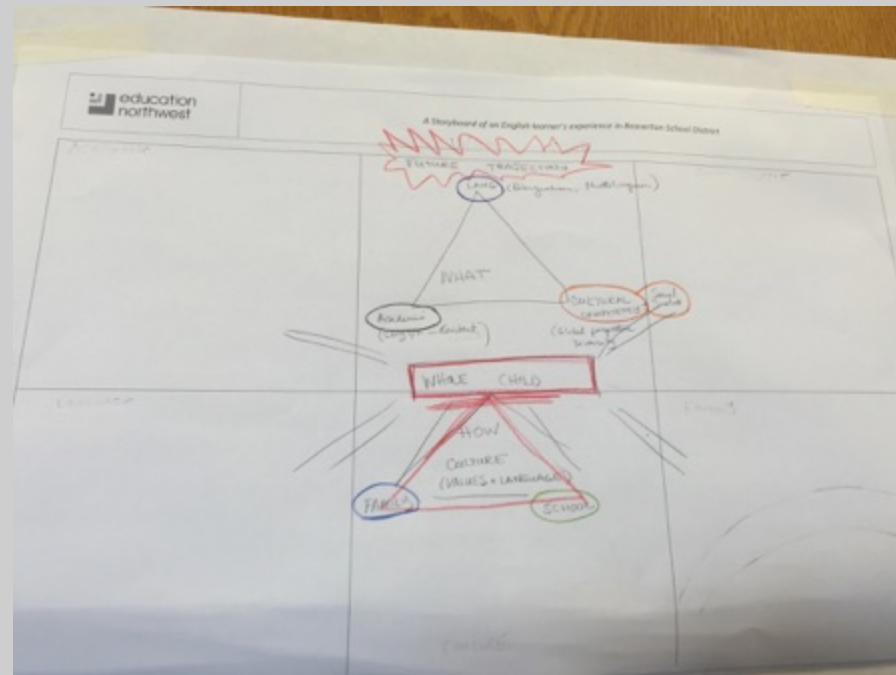
Project Design
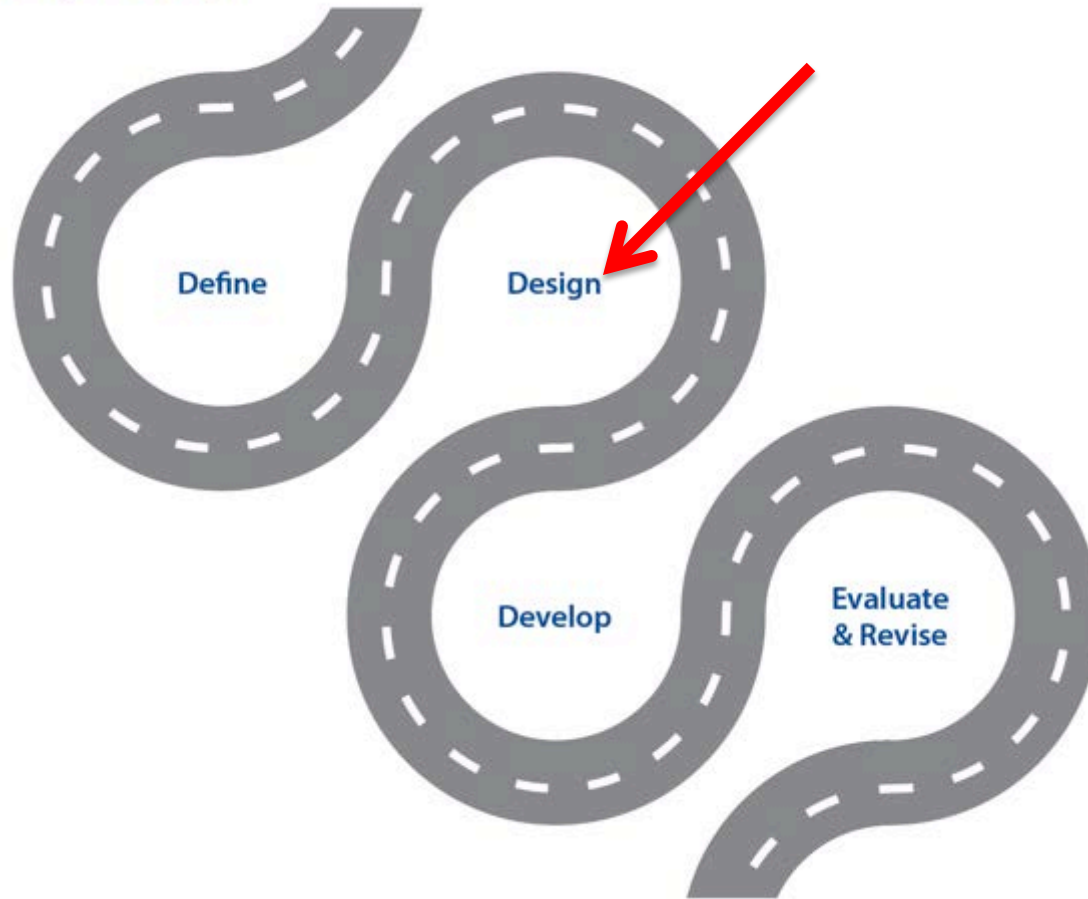
DESIGN: EL Experience in BSD

- Created Storyboards of an EL's Experience in BSD

A Storyboard of an English learner's experience in Beaverton School District

PHILOSOPHY OF ELLS' ASSETS:

→ ALL STAKEHOLDERS (ADMIN, TEACHERS, STUDENTS, PARENTS, & MEMBERS OF THE COMMUNITY) SHOULD UNDERSTAND & ACKNOWLEDGE THAT ELLS' MULTI-LINGUALISM (& MULTI CULTURES) ARE AN ASSET & NOT A DETRIMENT.

↝ EVERYONE ACKNOWLEDGES & ENCOURAGES OUR ELLS' RIGHT TO EQUITABLE ACCESS TO CONTENT & THE SCHOOL COMMUNITY (ie: extra curricular activities, etc)

WHOLE CHILD
- ACADEMIC
- EMOTIONAL
- SOCIAL
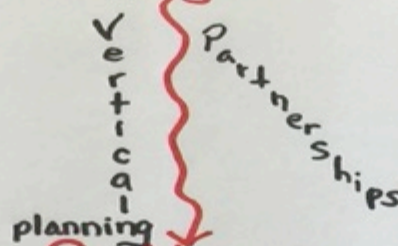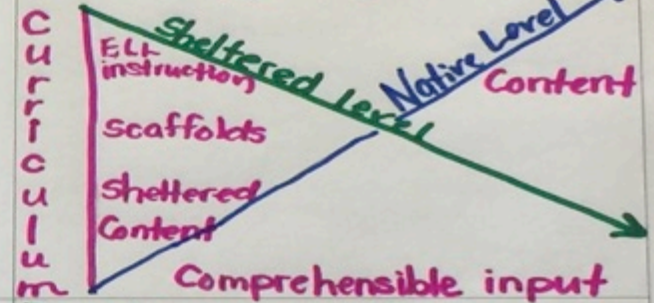
Kindergarten
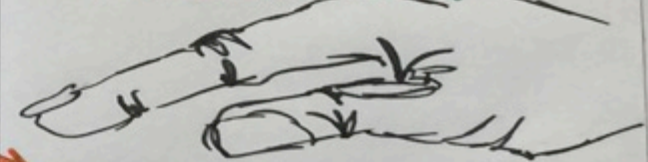Vertical Partnerships planning
College

School + family connection
- ESL Family Nights
- Increased access for smaller minority groups
- Dedicated room for families to interact

Instructional
Curriculum
ELL instruction
Sheltered Level
Native Level
Content
scaffolds
Sheltered Content
Comprehensible input

District + family reach out
- Welcome center

DESIGN: EL Experience in BSD
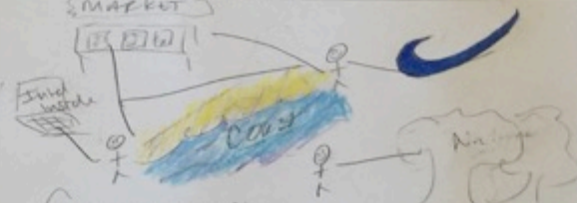
DESIGN: EL Experience in BSD
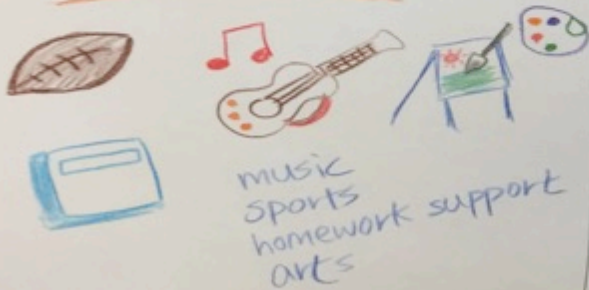
A Storyboard of an English learner's experience in Beaverton School District

DESIGN: EL Experience in BSD

DESIGN: EL Experience in BSD

- Narrowed down common themes of the journey.
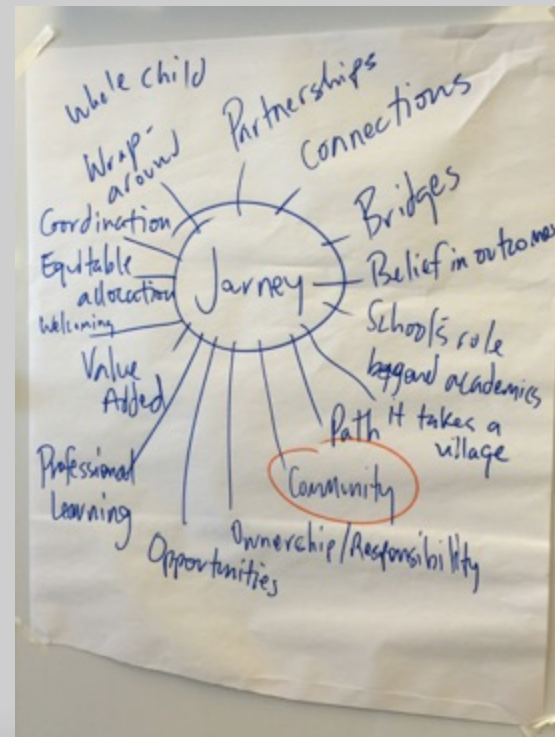
DESIGN: Structural vs. Instructional

- Teams brainstormed Structural vs. Instructional dilemmas to consider.

DESIGN: Systems Map

- Teams created a Systems Map of BSD ELL Program Models.

Wordle
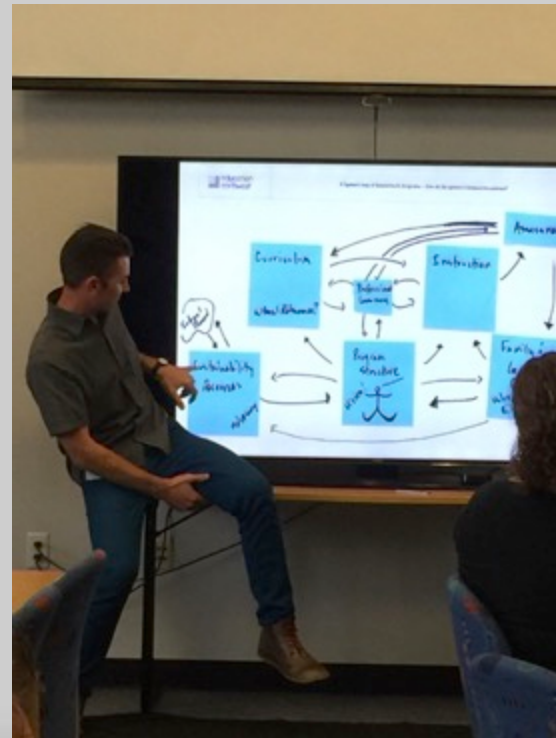
DESIGN: Sample Template

• Teams reviewed a draft of the road map common template and made comments.
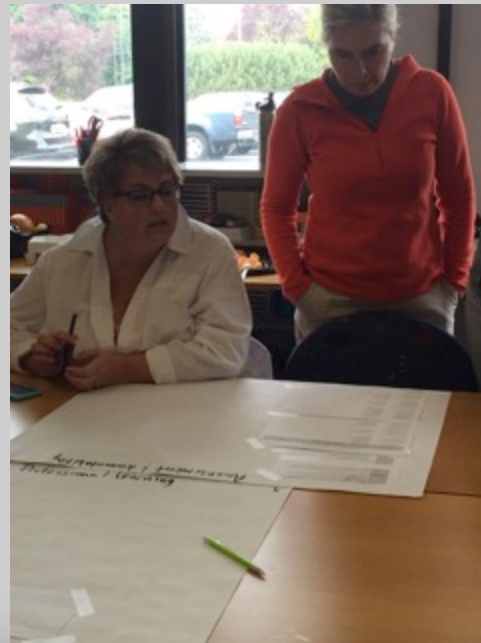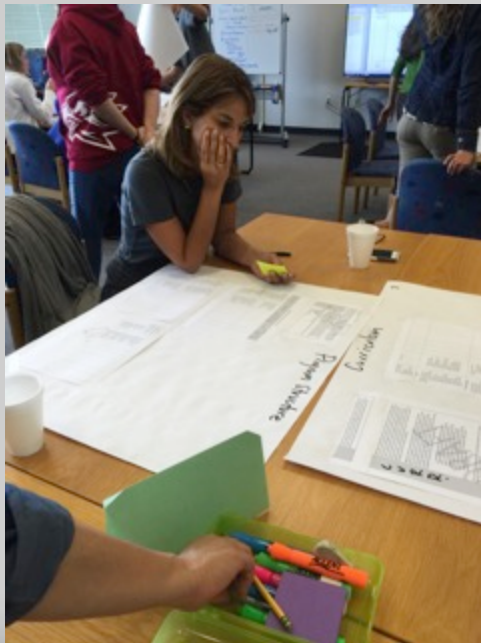
DESIGN: Common Template

Each Road Map is organized into the following seven programmatic strands:

- Program Structure

- Curriculum

- Instruction

- Assessment & Accountability

- Educator Effectiveness & Professional Learning

- Family & Community

- Support & Budget Considerations

Project Design

Project Design

Define · Design · Develop · Evaluate & Revise
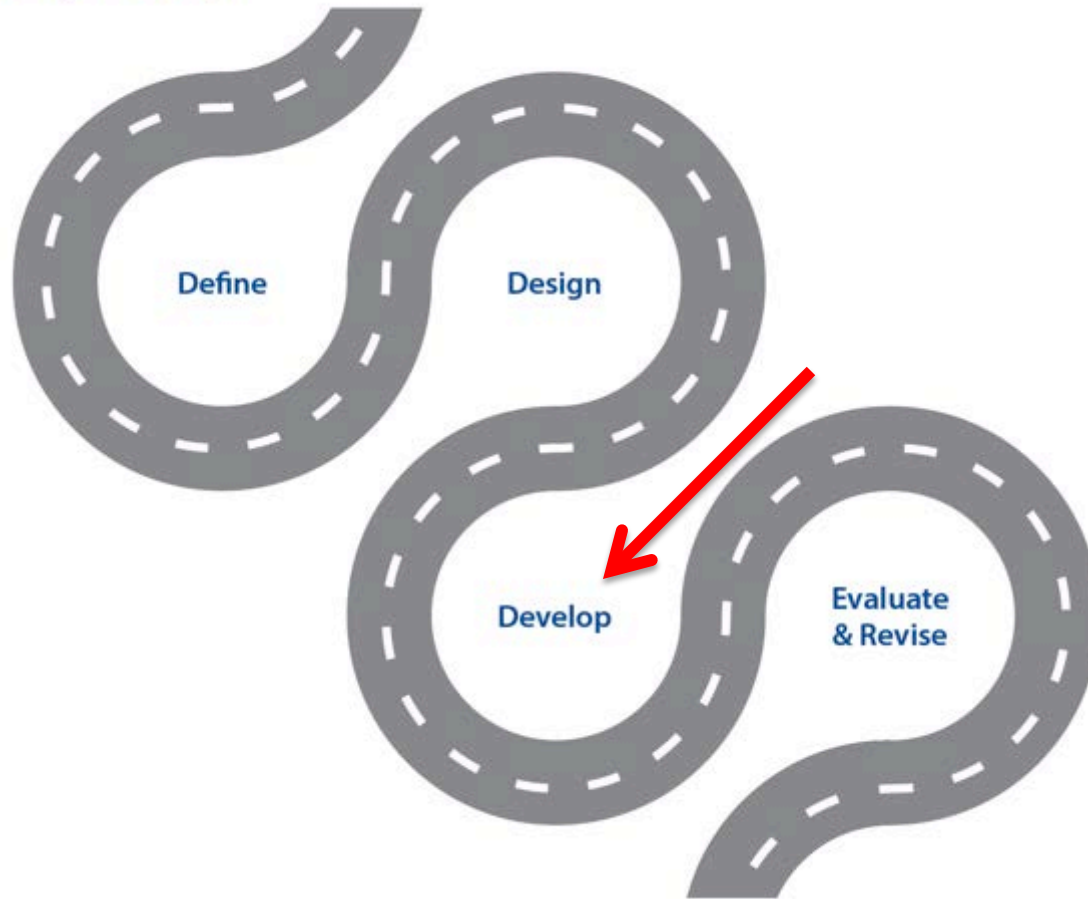
DEVELOP: Program Model Teams

- Pull-out

- Push-in (Collaborative Co-teaching)

- Dual Language

- Newcomer (ELD/Content)

- ELD Class Period

- Sheltered Instruction

DEVELOP: Research and Write

Teams had to read relevant research and contribute to the content of the road maps.

DEVELOP: Research and Write

Teams read key research…
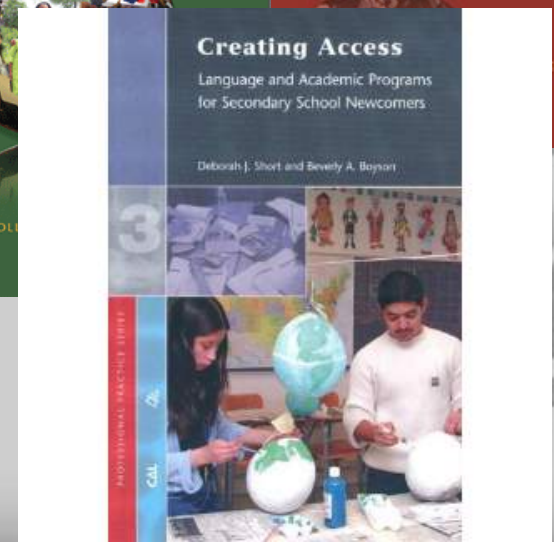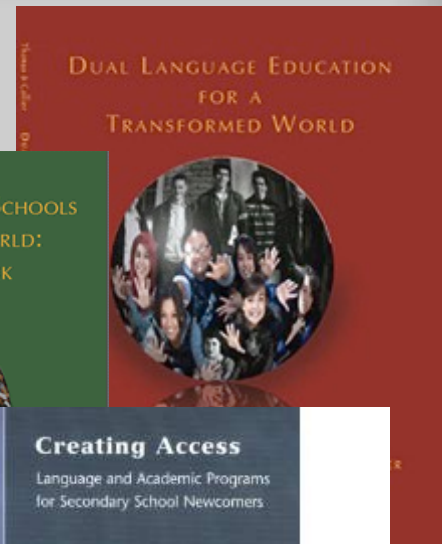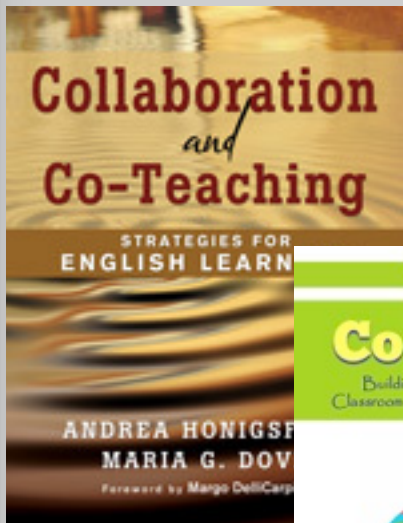
DEVELOP: Minneapolis Public Schools

- BSD Visited Minneapolis Public Schools

DEVELOP: Global Academy Charter

- BSD Visited Global Academy Charter School

DEVELOP: Albuquerque, New Mexico

- BSD travelled to New Mexico to attend La Cosecha Conference

DEVELOP: Seattle Public Schools

- ## BSD Visited Seattle World School

DEVELOP: Seattle Public Schools

- BSD Visited Graham Hill Elementary

DEVELOP: Seattle Public Schools

- Visited Van Asselt Elementary

DEVELOP: Seattle Public Schools

- Visited Highland Park Elementary

Project Design
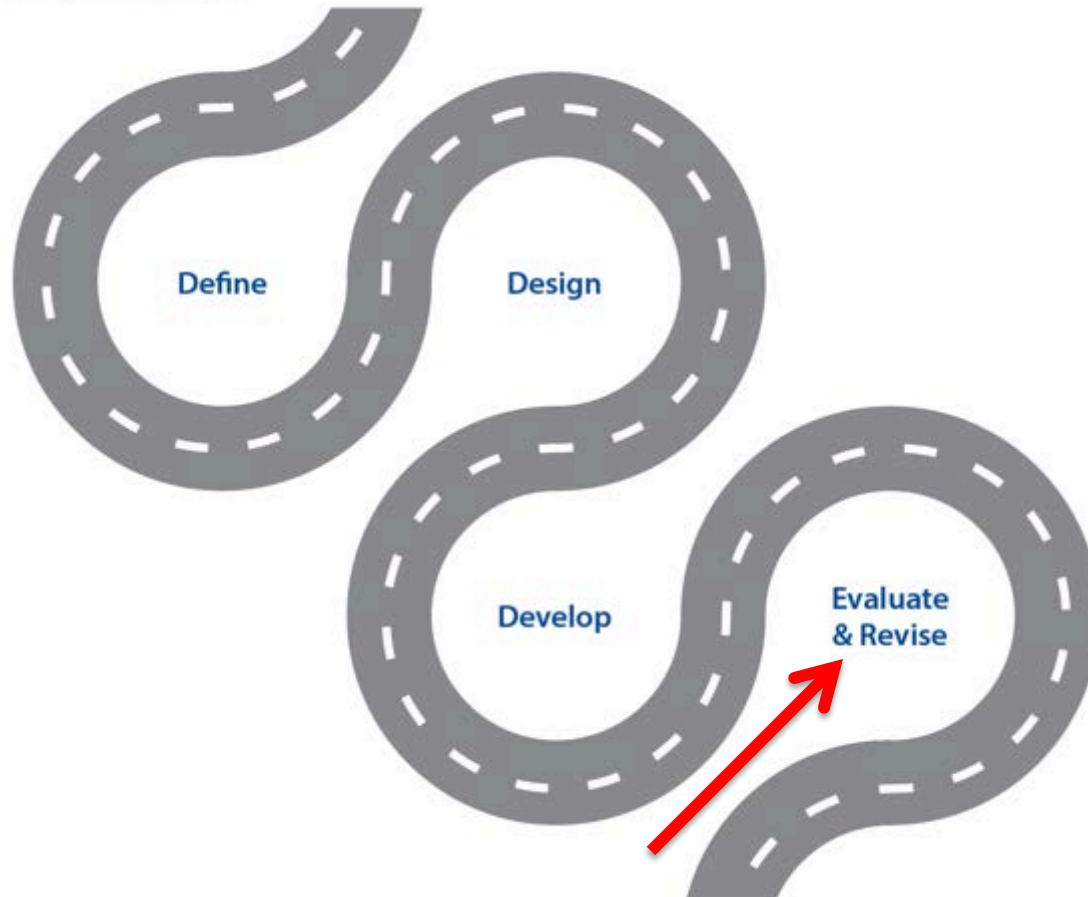
EVALUATE AND REVISE:
Feedback Rounds

- Each team received feedback from colleagues and made adjustments based on this feedback. Teams also received ongoing support from EDNW.
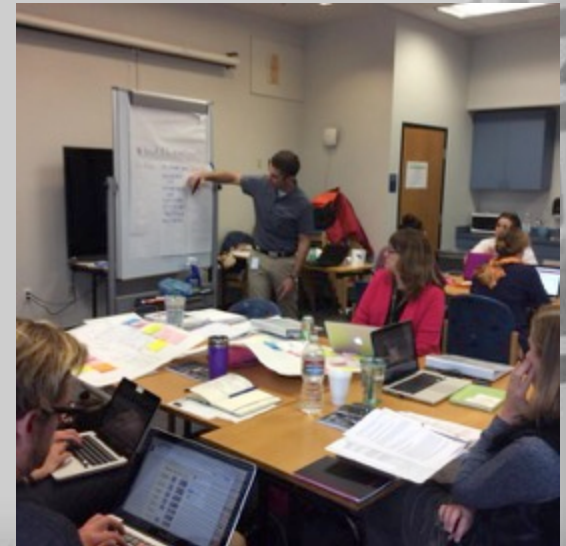
ELL PROGRAM ROAD MAPS
Introduction

Introduction

In spring 2015, the Beaverton School District and Education Northwest convened a group of educators to explore the research on effective program models for serving English language learner students (ELLs). The project team ultimately identified six program models and related instructional practices that are supported by research. Based on these findings, the team has created a series of ELL Program Road Maps. The information and activities presented here are meant to be used *collaboratively*—with a full complement of school and community stakeholders—to choose the programs that are the best fit for your student population. The project team has now completed the research and development process and will be presenting the Road Maps to schools beginning in February 2016 (figure 1).

Figure 1. Timeline for the Beaverton School District ELL Program Road Maps Project

Research
Spring 2015

Development
October 2015 to
January 2016

Implementation
February 2016

Structure of the ELL Program Road Maps

This introductory document provides an overview of the six program models currently available in the Beaverton School District. It is intended to serve as an *initial step* in choosing the programs for your school. There are also individual Road Maps for each of the six models. Each guide was designed collaboratively by educators from Beaverton School District and experts at Education Northwest and is a blend of practice-based research and practical expertise that highlights the systems and structures of highly effective programs for serving ELLs.

All schools are required to choose, at a minimum, two program models to meet state and federal requirements—at least one that is designed to give ELL students access to core content and at least one that is designed to support their English language development. The table below outlines the six available programs—three in each area.

Table 1. Six ELL Program Model Options in the Beaverton School District

Programs that provide access to core content	Programs that support English language development (ELD)
Sheltered instruction	Pull-out ELD
Newcomer programs for access to core	Newcomer programs for English language development
Two-way immersion	Collaborative coteaching (Push-in ELD)
	ELD class period

Each Road Map is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard et al., 2007):

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Educator Effectiveness & Professional Learning
6. Family & Community
7. Support & Budget Considerations

Although the organization of each Road Map is consistent, the content varies depending on the nature of the program. The Road Maps reflect a blend of contemporary ELL research and the expertise of educators from Beaverton School District and technical assistance providers from Education Northwest. In addition, each Road Map is backed by a reflective tool that includes a set of questions to guide school implementation teams, as well as an organizer for designing programs that match the best practice suggestions in each section.

The development of the Road Maps has been guided and informed by the Beaverton School District's core beliefs about educating ELL students.

Which ELL Program Model Is Best for My School?

The following tables outline the six ELL programs selected by the project team in spring 2015. These models not only match the Oregon Department of Education's requirements but also reflect the Beaverton School District's core beliefs. As noted, schools must have (at minimum) two programs for ELLs—*one program that provides access to core content* (table 2) and *one program that supports English language development* (table 3). Schools *are not limited* to operating more than two programs and are encouraged to select the programs that best serve the needs of their ELL student population.

Student need, school demographics, and context should be heavily considered when selecting the appropriate English learner program models for your school. The Guiding Questions in the table below are designed to provoke discussion among colleagues to determine which program best-fits your school's context, student need, and resources (e.g., number of ELL students, demographic trends, available FTE, space, bilingual staff, feedback from school families).

In collaboration with school stakeholders, use the tables below to identify the ELL programs that are most suited to your school's needs, and most appropriate for your school's vision for language programs. Please note that programs for newcomer ELLs will be established by BSD leadership and will not be an available program service model for all schools.

Table 2. Programs for Accessing Core Content Standards and Skills

	Two-way immersion	Sheltered instruction	Newcomer access to core
Guiding questions	*Do we have a critical number of students who speak the partner language?*	*Does my school ensure that all students, regardless of their language proficiency, have access to grade-level content area skills and standards?*	*Do we have the need to establish a short term program to bridge newcomers into grade-level schooling?*
Goals	To develop biliteracy in English and the partner language as well as attain academic achievement in both program languages.	To promote access to grade-level content area courses by using specialized teaching for EL students to access content area standards and skills.	Support recently-arrived English learners with social, emotional, linguistic, and academic programs to aid transition to school and life in the United States.

	Two-way immersion	Sheltered instruction	Newcomer access to core
School context	Classes of native English speakers and native speakers of the partner language are balanced with neither group making up more than two-thirds of the student population.	Sheltering protocols must be in place with any number of students in need of specialized support in content area access.	Newcomer programs make sense for schools experiencing a dramatic influx of recently-arrived immigrant students, many of whom may lack formal education in their native countries (Castro Feinberg, 2002), especially at the secondary level.
Critical program components	• English learner students of same L1 background • Content delivered in L1 and L2 – long term program (K-12) (Soltero White, 2004) • Balanced groups of English learners and native English speakers with no more than 2/3 of class comprised of one group	• Academic standards are the course focus, however teachers should incorporate lessons on discipline-specific academic language • Teachers, irrespective of their discipline, have the expertise to adapt lessons, content, and skills to the language proficiency of particular English learner students • Students, regardless of their language proficiency, have points of access into grade-level content	• Short term program designed to ease students into school by providing academic, linguistic, and social support to recently immigrated students. • Emotionally safe learning environment
Definition from the Oregon Department of Education	Also referred to as Dual Language Immersion, this is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school. Many programs continue through high school. These programs use an immersion approach (maximizing the teacher's use of the target language during the target language instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this composition, these programs also emphasize cross-cultural awareness as a key goal of the program.	Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.	Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. typically, the students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs. ELs receive their core instruction in this program. These programs exclusively enroll ELs.

Table 3. Programs for English Language Development

	Collaborative coteaching (Push-in ELD)	Pull-out ELD	ELD class period
Guiding questions	*Can our school reach all of our ELL students every day with integrated English language development through collaborative coteaching?*	*How do we reach all of our English learners with specific, language-focused instruction? Is a daily pull-out class sufficient for the language development needs of all of the school's ELLs?*	*At the secondary level, how does English language development support students with the language they need for school success?*
Goals	The main goal is the development of English, not the student's first language.	The main goal is the development of English, not the student's first language. Pull Out ELD provides English language development in homogeneous groups, typically by grade and language proficiency.	The main goal is the development of English, not the student's first language. The ELD class period provides English language development, usually by grouping students by grade and language proficiency level.
School context	*Does your school have sufficient staffing to provide integrated ELD services for each of your English learners every day?* *Does your master schedule support collaborative planning time between ELD specialists and classroom teachers?* Since ELLs are distributed in their mainstream class, teachers travel to students to provide ELD through content. An additional consideration is the required collaborative planning time for cooperating teachers.	Schools with small groups of English learner students may choose to offer pull-out services. Frequently delivered in small groups of students of similar language proficiency and grade, students are "pulled out" of their mainstream class to receive ELD services. Pull-out ELD is common in schools with low concentrations of English learners, and consequently, low FTE for ELD support.	This is a common approach in middle schools and high schools. Schools with relatively low concentrations of English learners might use the traditional ELD class period, in addition to sheltered support in other classes. Schools with higher concentrations of English learners might consider integrated ELD like push-in.
Critical program components	• Collaborative planning time reliably built into the master schedule • Direct connection of ELD instruction to content area studies/application • Offers specific, integrated language instruction every day in all four modalities	• ELD is offered as a separate, daily block of time (Saunders, Goldenberg, & Marcelletti, 2013) exercising each of the modalities of language with particular emphasis on listening and speaking with academic language • The most effective pull-out programs have direct connection to language and themes from other classes • Students miss some part of regular classroom instruction to receive specialized services	• At the secondary level, ELD classes prepare students for the academic language they need to be successful throughout the school day • ELD teachers work with content area teachers to develop specific EL supports in their classes • ELD class periods exercise each of the 4 modalities of language
Definition from the Oregon Department of Education	English language development provided within a student's mainstream or content-area classroom.	Student spends part of the day in a mainstream classroom, and are pulled out for a portion to receive ELD instruction. Pull out services cannot coincide with content-area instruction.	ELLs receive their ELD instruction during a regular class period and also receive (elective) course credit for the class. This approach is more common in middle schools and high schools.

Definitions cited from the Oregon Department of Education's Definitions for English Learner Program Models, October, 2014.

ELL PROGRAM ROAD MAPS
ELD Pull-out

ELL PROGRAM ROAD MAPS
Collaborative Co-teaching

ELL PROGRAM ROAD MAPS
Newcomer ELD/Content
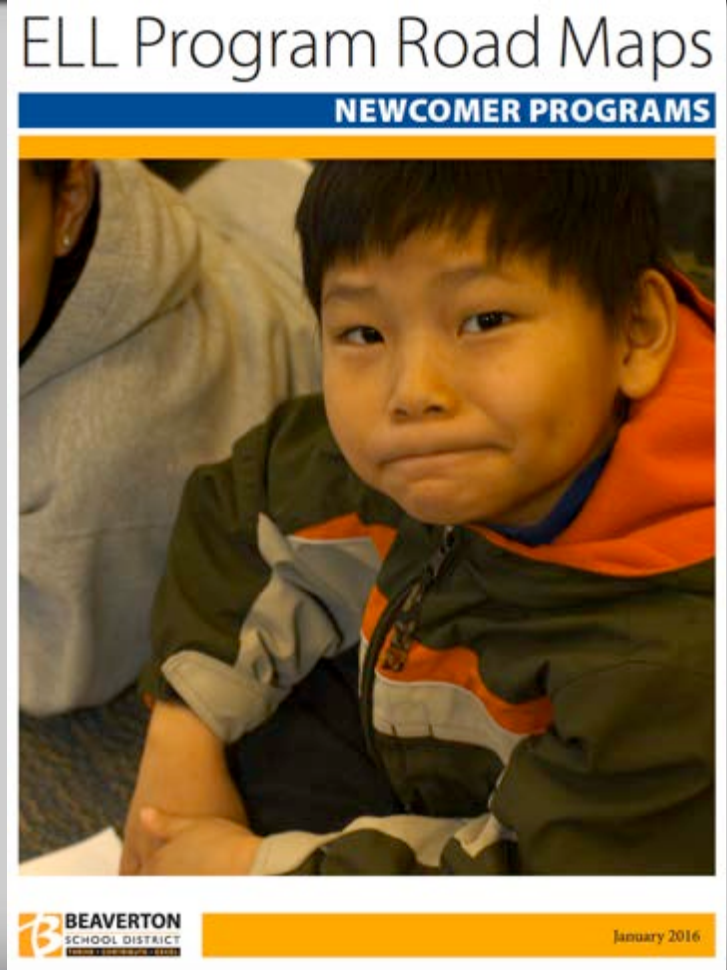
ELL PROGRAM ROAD MAPS
Dual Language Programs

ELL PROGRAM ROAD MAPS
ELD Class Period

ELL PROGRAM ROAD MAPS
Sheltered Instruction

ELL PROGRAM ROAD MAPS
Reflective Tool

Program Structure Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Program Vision The program has a cohesive, shared vision and a set of goals that establish: • High expectations for all students • Commitment to an instructional focus on English language development and multiculturalism	• Does the program establish a clear vision that considers the perspectives of all stakeholders (e.g., students, families, community partners, teachers, administrators)?	◯	◯	◯			
	• Does the program follow best practices for accessing core content with sheltered instruction?	◯	◯	◯			
School Environment The district, school, and community embrace the program and provide: • A safe, orderly environment • A warm, caring community • Awareness of the diverse needs of students of different linguistic and cultural backgrounds	• If the program is a strand within the school, how does it interact with the rest of the school?	◯	◯	◯			
	• Does the school environment project the values established by the program's vision?	◯	◯	◯			
School Leadership The implementation team and school principal lead the program towards its vision and goals. • Advocate for the program	• Does planning support the program vision?	◯	◯	◯			
	• Does program leadership respond						

Where we ENDED
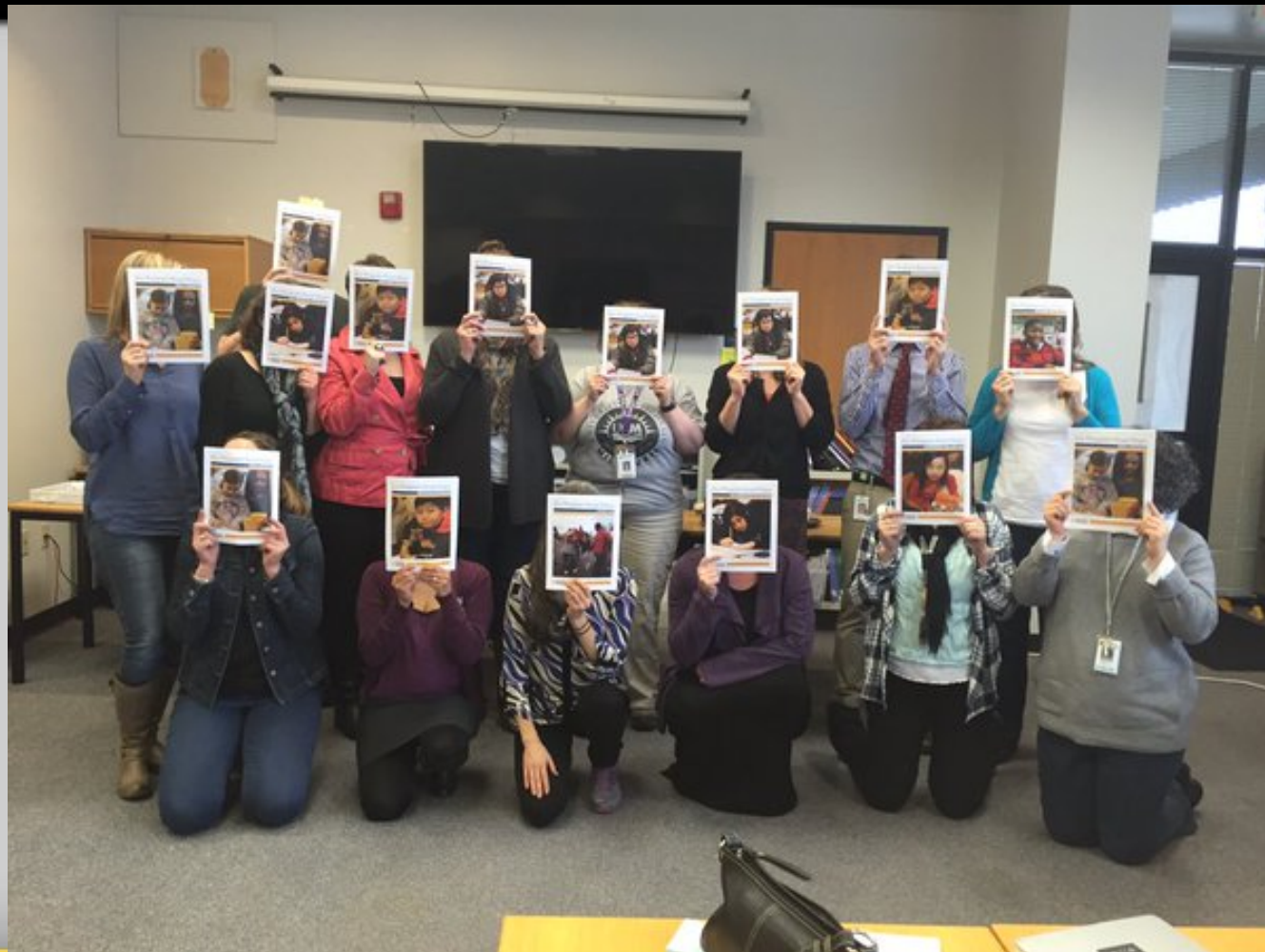
CHALLENGES

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

CHALLENGES

- 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.

CHALLENGES

- 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.

CHALLENGES

- 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.

- Evaluate ELL instructional material needs for each program model

RECOMMENDATIONS
Professional Development

- Align professional development and the Beaverton School District Teacher Standards to emphasize instructional practices outlined in the Road Map documents

RECOMMENDATIONS
Professional Development

- Provide professional development in program model decision making and implementation

RECOMMENDATIONS
Professional Development

- Provide differentiated professional development for each road map model (or clusters)

RECOMMENDATIONS
Professional Development

- Organize professional development opportunities so that like schools can learn together and from each other

RECOMMENDATIONS
District Systems and Structures

- Develop and train staff to use the Beaverton ELL Road Map decision tree

RECOMMENDATIONS
District Systems and Structures

• Evaluate implementation and outcomes regularly to guide program model adjustments

- Communicate Road Map options with ELL parents and elicit regular feedback in multiple languages

RECOMMENDATIONS
District Systems and Structures

- 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
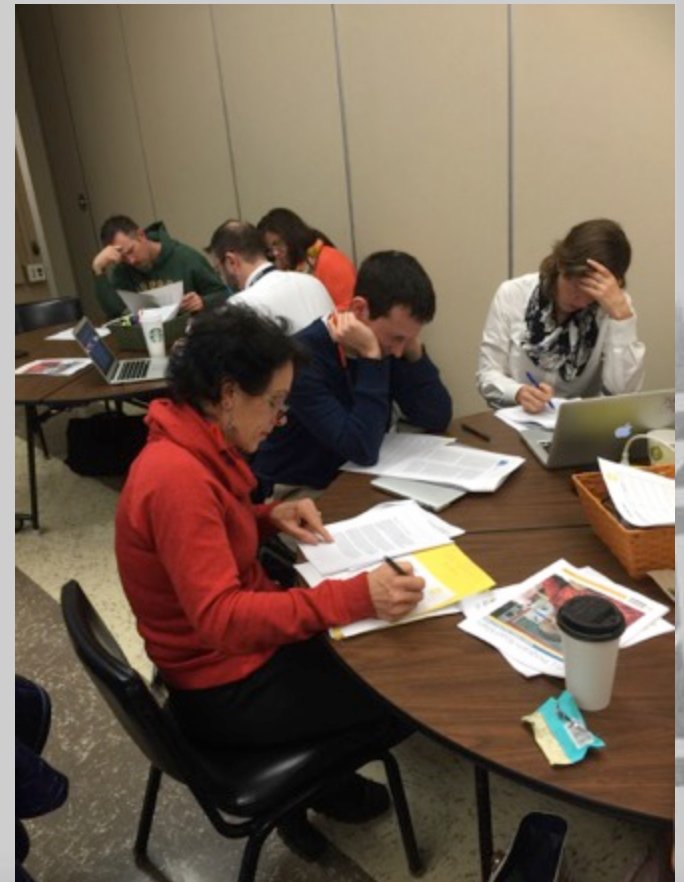
PRINCIPAL/ADMIN PD

- Every month, Principals received PD to prepare them for selection of ELD program model.

PRINCIPAL/ADMIN PD

- More Principal PD…

ELL PLAN

Beaverton School District

ELL Plan 2016-2017

School:	Principal:	Date:

Team Members:

Core Beliefs:
WE EXPECT EXCELLENCE: With proper learning conditions, ELLs will learn core content and develop English proficiency to high levels in the Beaverton School Distict.
WE INNOVATE: Comminicating in several languages and understanding different cultures are essential goals of education.
WE EMBRACE EQUITY: ELLs must have access to high level content, regardless of language proficiency.
WE COLLABORATE: ELLs are diverse and may require different supports. The district and the community share the responsibility, ensuring the success of ELLs.

Program Structure

Directions: Please check boxes that apply from Core Content **and** English Language Support.

Current Program	**Next Year's Program Preference**
Core Content (What levels, content(s), is there evidence?) ☐ Sheltered Instruction: ☐ Sheltered Core Content Class(es) (secondary): ☐ Two-way Immersion --- **English Language Support** (Where, When, What grade, What Subject, How many minutes?) ☐ ELD pull-out (elementary): ☐ ELD class period (secondary): walk to language? ☐ ELD push-in: ☐ ELD collaborative co-teaching:	**Core Content** (What levels, content(s)?) ☐ Sheltered Instruction: We are committed. ☐ Sheltered Core Content class period: ☐ Two-way Immersion --- **English Language Support** (Where, When, What grade, What Subject, How many minutes?) ☐ ELD pull-out (elementary): ☐ ELD class period (elem/secondary): ☐ ELD collaborative co-teaching ☐ Pilot one of the above on a smaller scale to be fully implemented in school year 2017-2018

ELL PLAN

Beaverton School District

Data Reviewed:
- ☐ Student population numbers
- ☐ AMAO data
- ☐ Oaks/SBAC
- ☐ District/Site Assessment Data
- ☐ Grades
- ☐ Absences
- ☐ Other: _____

Areas of Strength:
- ☐

Areas of Improvement:
- ☐

Please explain current ELL program and what you are planning for next year.
What level(s), content(s), where, when, what grade(s), subject(s), how many minutes? What kind of evidence are we thinking of gathering to monitor and adjust?

What are current professional development needs and supports for program implementation and sustainability?
What is needed on site vs district? How many staff? What resources/materials? Anticipated cost?

NEWCOMER CENTERS

- Four sites opening Fall 2016
- Two elementary, one middle, and one high school
- Capped at 15 students
- Wrap-around services (Social Worker/School Psych)
- Entrance/Exit Criteria
- Ongoing progress monitoring
- Individual plans for student (including graduation plan)
- One certified teacher/case manager at each site
- Training for staff at each site

PROFESSIONAL DEVELOPMENT PLAN

- Thomas and Collier (April 4-5)

- Karen Beeman (April 14th)

- Honigsfeld and Dove (May 25-26, June 27-28)

- Seattle Public Schools Co-teaching PD

- Constructing Meaning

- SIOP

- In-house development of Sheltered Instruction PD

- Cultural Series PD – Newcomer

- Trauma PD - Newcomer

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ELL Evaluation Group

Timeline for the Beaverton School District ELL Program Road Maps Project

Research
Spring 2015

Development
October 2015 to
January 2016

Implementation
February 2016

Evaluation
Spring 2018

FEEDBACK NEEDED

- Please review ONE Road Map.
- Use the feedback sheet to give us input on at least ONE Road Map.

QUESTIONS?

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