

**Empowering Elementary Classroom ELD
Teachers: Tales from a Small District**



***St. Mary's Public Elementary
Mt. Angel School District***

Katie Voss, 5th Grade Teacher, ELL Specialist

Jennifer Christian, Principal

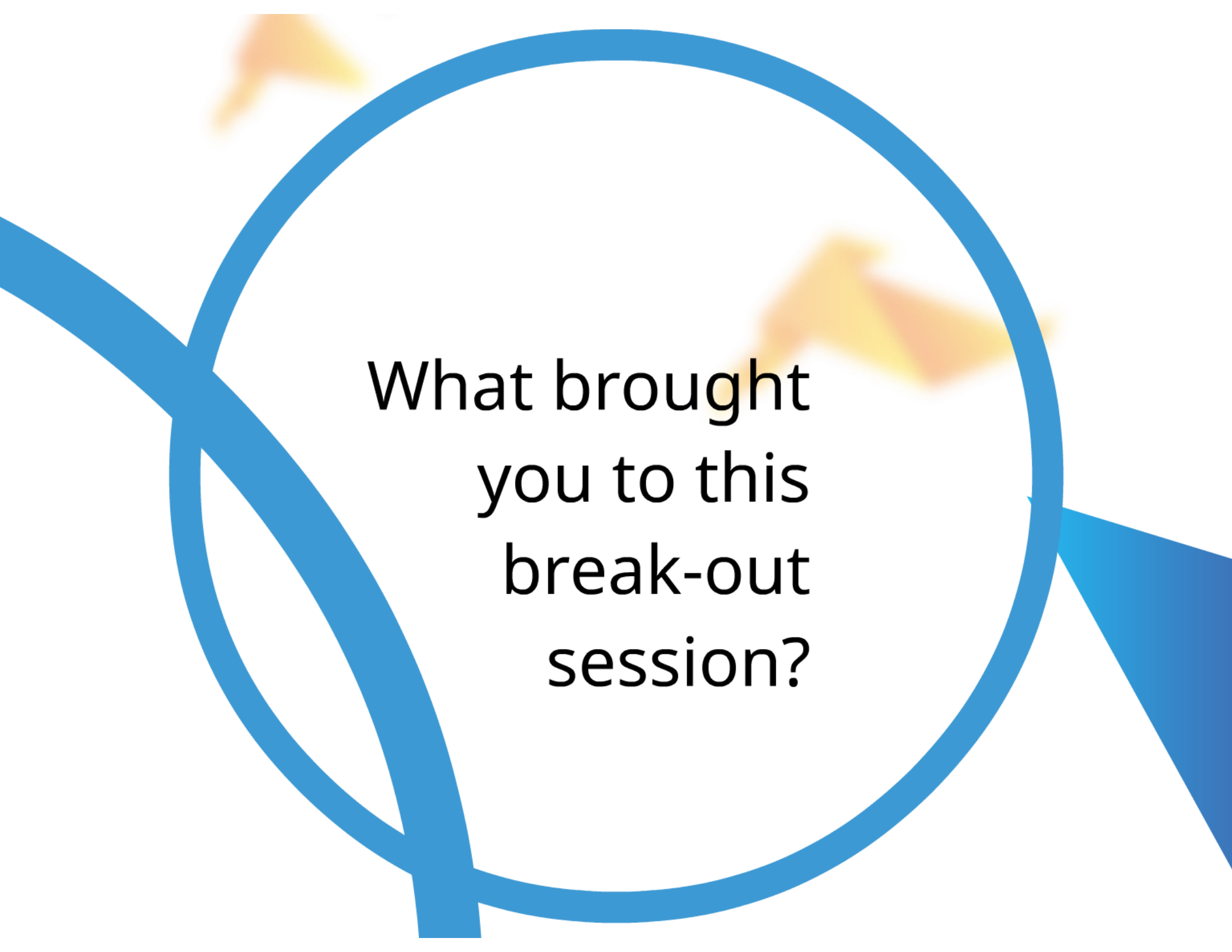
Cyndi Smith, ELL Specialist



Session Goals:

- Share our small district's approach to improving outcomes for ELLs.
- Inspire conversation and ideas for empowering ELD teachers through assessment and job embedded professional development.

What brought you to this break-out session?



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Small District Gumption

Leverage Teacher Interests & Skills

Students

- Our Student Population
 - K-5, 381 Students
 - 48% Hispanic/Latino, 50% White
 - 30% ELL
 - 60% Economically Disadvantaged
- Our ELL Native Languages
 - Spanish, Russian, Mixteco, Somali

Strengths & Weaknesses

Program Model:

- Multitasking
 - perspective
 - prioritizing
- Flexibility
 - structure
 - change
- Shallow Bench
 - communication
 - burn out

Students:

- Homogeneous L1
- Language Growth
 - Reading
 - Math
- Hispanic Community

- How do you provide services for ELLs in your district?
- What are the strengths and weaknesses of your program model?

Program Model

- ELL Specialists
- ESOL Endorsed Classroom Teachers
- Building Schedule
- EL Achieve Partner District
- Program Model History

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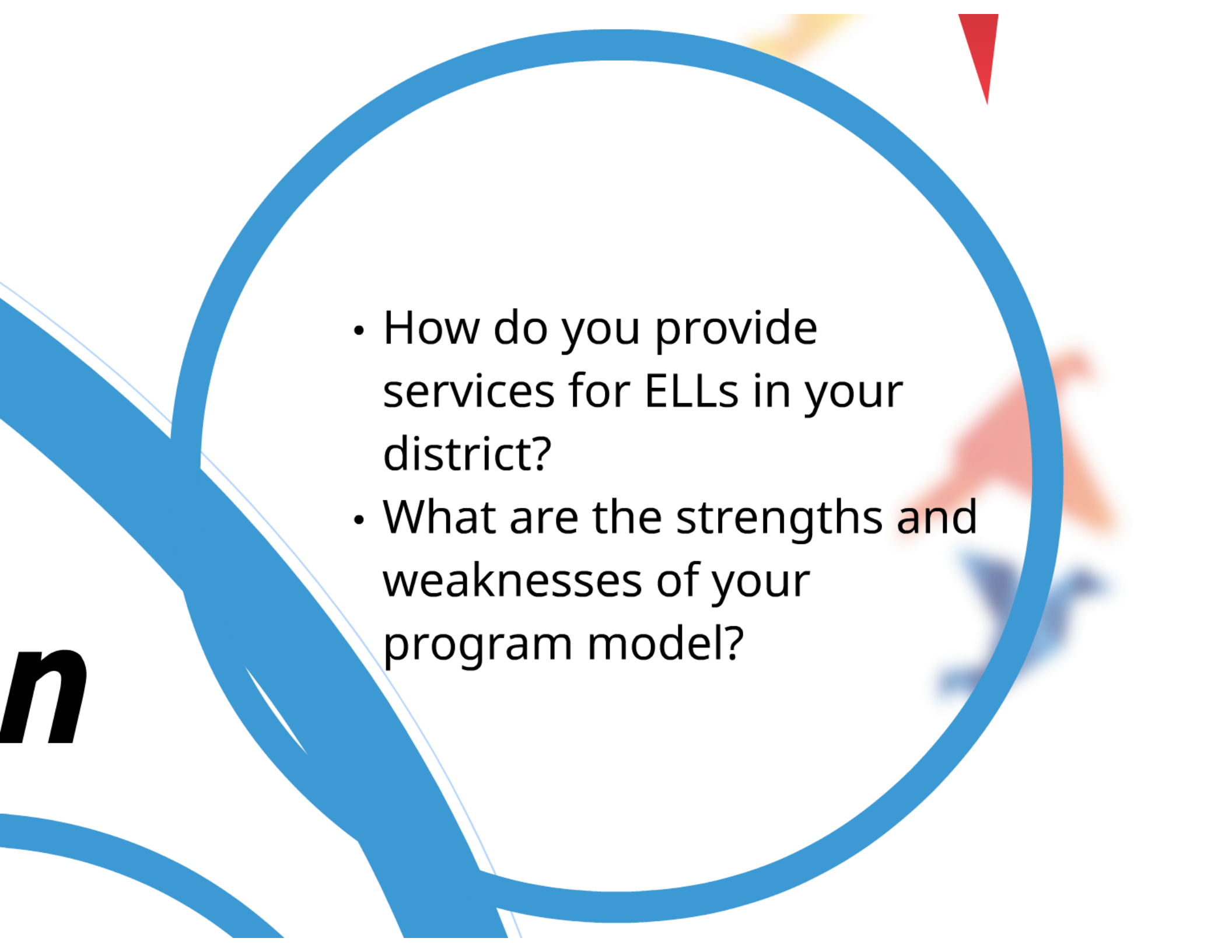
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Our ELD PLC Origin Story

What does
collaboration around
ELD look like in your
building? District?

In the Beginning:

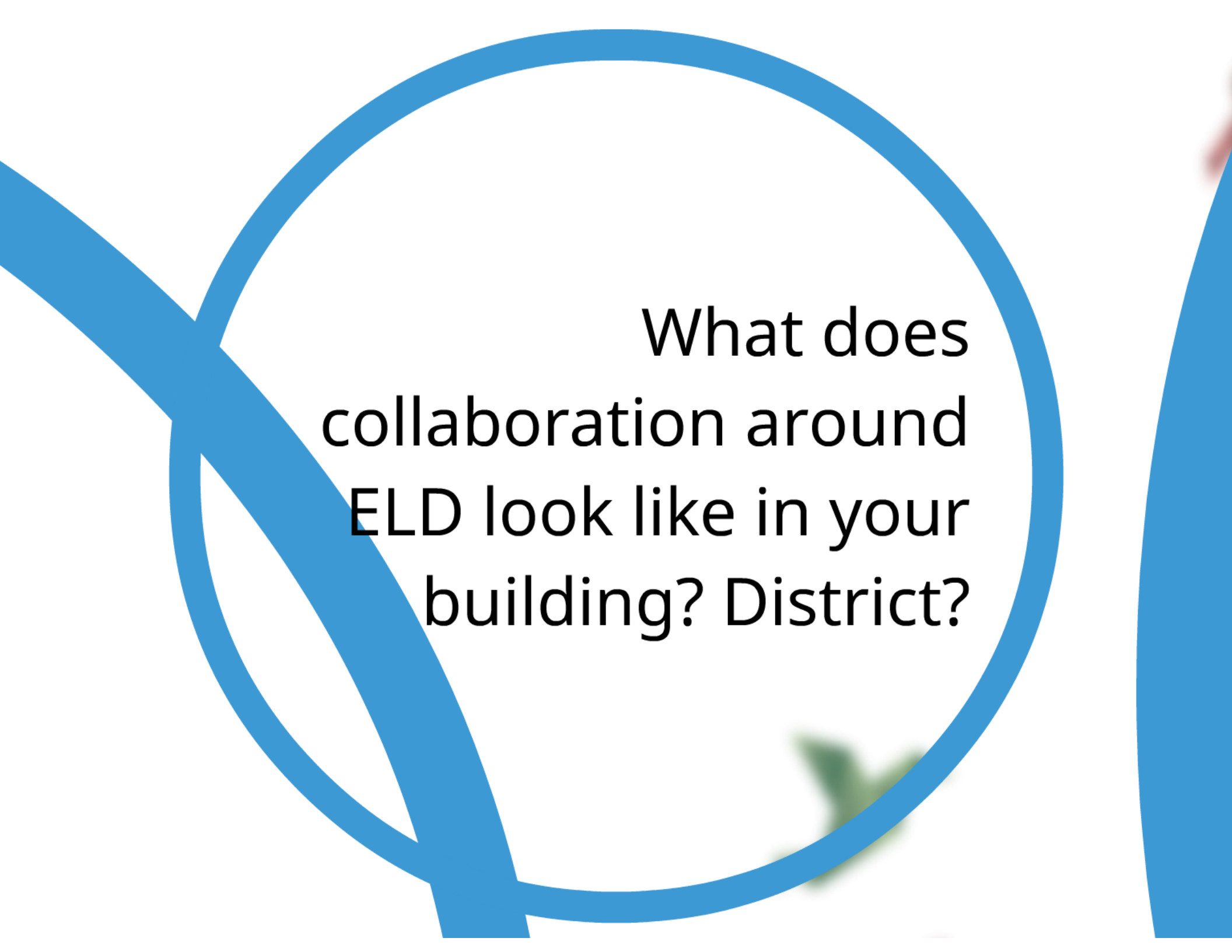
- Existing Culture of Teaming & Grade Level PLCs--"Hey you guys, are you interested?"
 - 6 classroom teachers, 2 specialists
 - 2 PLCs: K-2, 3-5
- Assistance Planning Units
- Manage Resources
- How do we know students are learning?
- Assessment Schedule
- Vent Frustrations

Struggles

- Making best use of meeting time
- Convinving/Conditioning teachers to invest time in assessments
- Morale

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Spending Quality Time with Data and Analysis

Our Data Sources

- ELPA
- Woodcock-Munoz
- ADEPT
- Express
- Boehm-3
- easyCBM
- NWEA MAP
- School Report Card
- AMAOs

What We Learned About Ourselves

- Boys vs. Girls
- Math & Reading
- Resilience
- Pull-out vs. Classroom Teacher
- Cohort to Cohort Differences
- Perceptions of Strengths & Weaknesses of ELLs
- Teacher Leaders

Teacher Responses to Request for Data Collection

Year 1:

- Will you do it for me?
- I don't know what I'm going to learn from this.
- Is it worth the time? [it isn't]
- I forgot.

Year 2:

- When are we getting our Boehm booklets?
- How do you want the results organized?
- Can you teach me how to administer this?

- How do your teachers use data to inform ELD and Content Area instruction?
- What data analysis opportunities are available?

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Year 2: Empowering Teachers Through Data


- Leverage success of classroom ELD in student-by-student decision making for language group and class placement, informed by outgoing and incoming teachers.
- Pair expert ELD teachers with struggling teachers for unit planning.
- Teacher input very valuable--
 - Systematic ELD Kits
 - Schedule
 - Placement
- Student Self-Scoring Guide
- Classroom teachers to EL Achieve Symposium

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Year 2 Outcomes

- All District AMAOs met for the first time since 2010-11 School Year
 - From 2013-14 to 2014-15, Percent of Students Meeting AMAO1 grew from 37% to 60%
- Teacher Driven Sheltered Instruction Initiative in Math Planned for 2015-16
- Vertically Aligned 1st-5th Scope & Sequence

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- What are your next steps?
 - Questions & Answers

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