

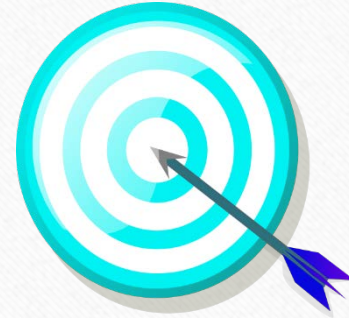
# Maximizing ESL Co – Teaching in a *Project* GLAD<sup>®</sup> Classroom

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ELL Alliance Conference 2016

# Objective

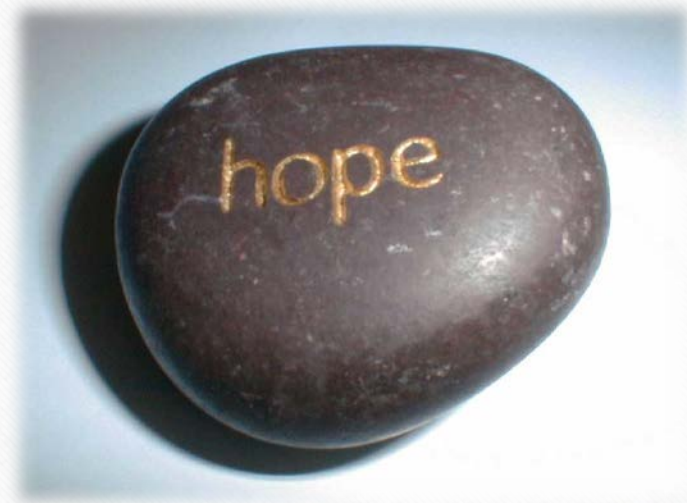


- 
- Review the shifts and standards and how they have influenced the need for change.
  - Analyze each component area of a thematic unit, clarify roles and identify key strategies to be utilized in order to maximize outcomes for ELL students.

# Engagement – The Four C's

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- Identify A/B partner
- One hope I have for students is...
  - Creativity
  - Collaboration
  - Critical Thinking
  - Communication
  - (Character)



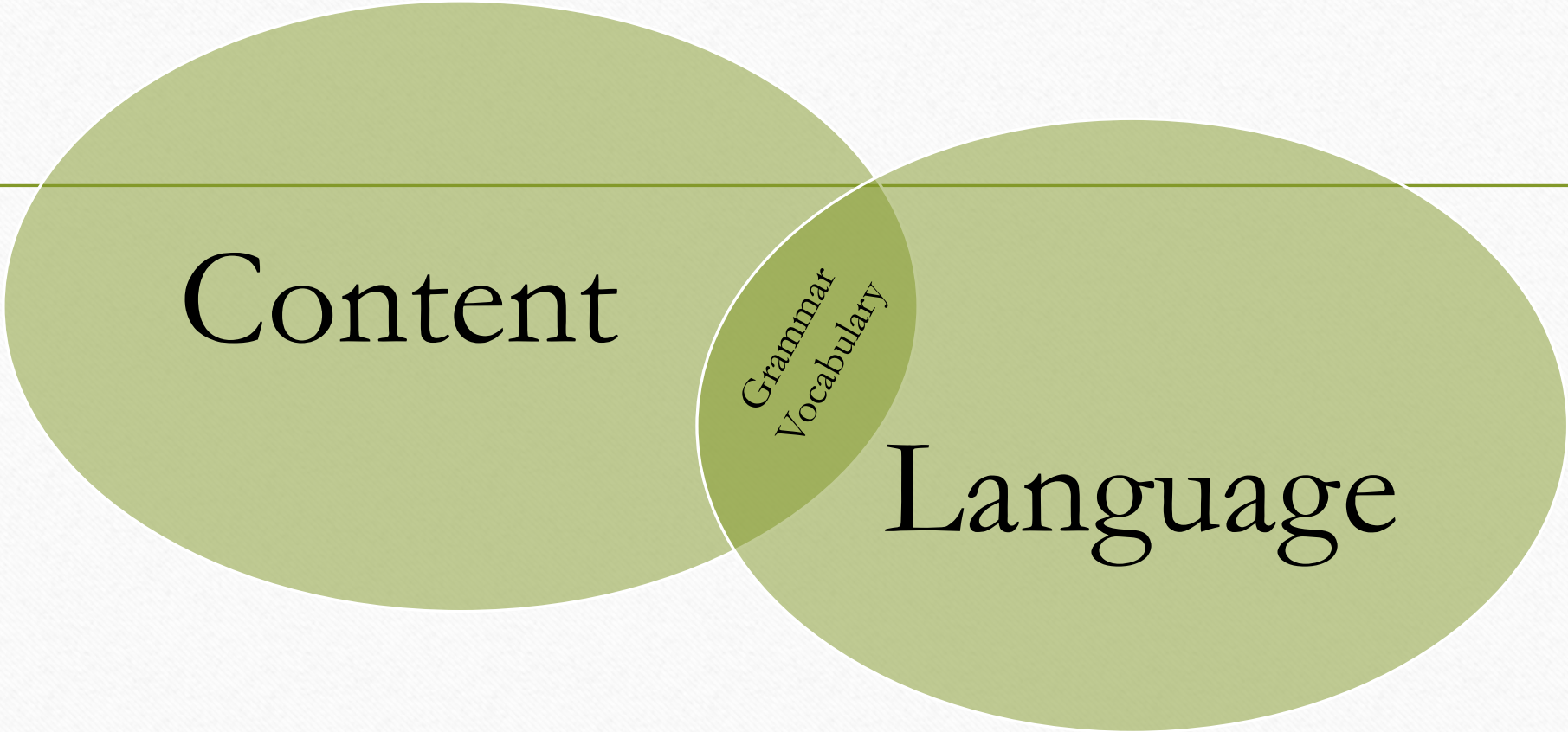
# A New Day....

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- New context of ESL in Oregon
- Longitudinal Studies on ESL programming
- New Leadership
- New ELP Standards
- Focus on Collaboration



# Old Paradigm

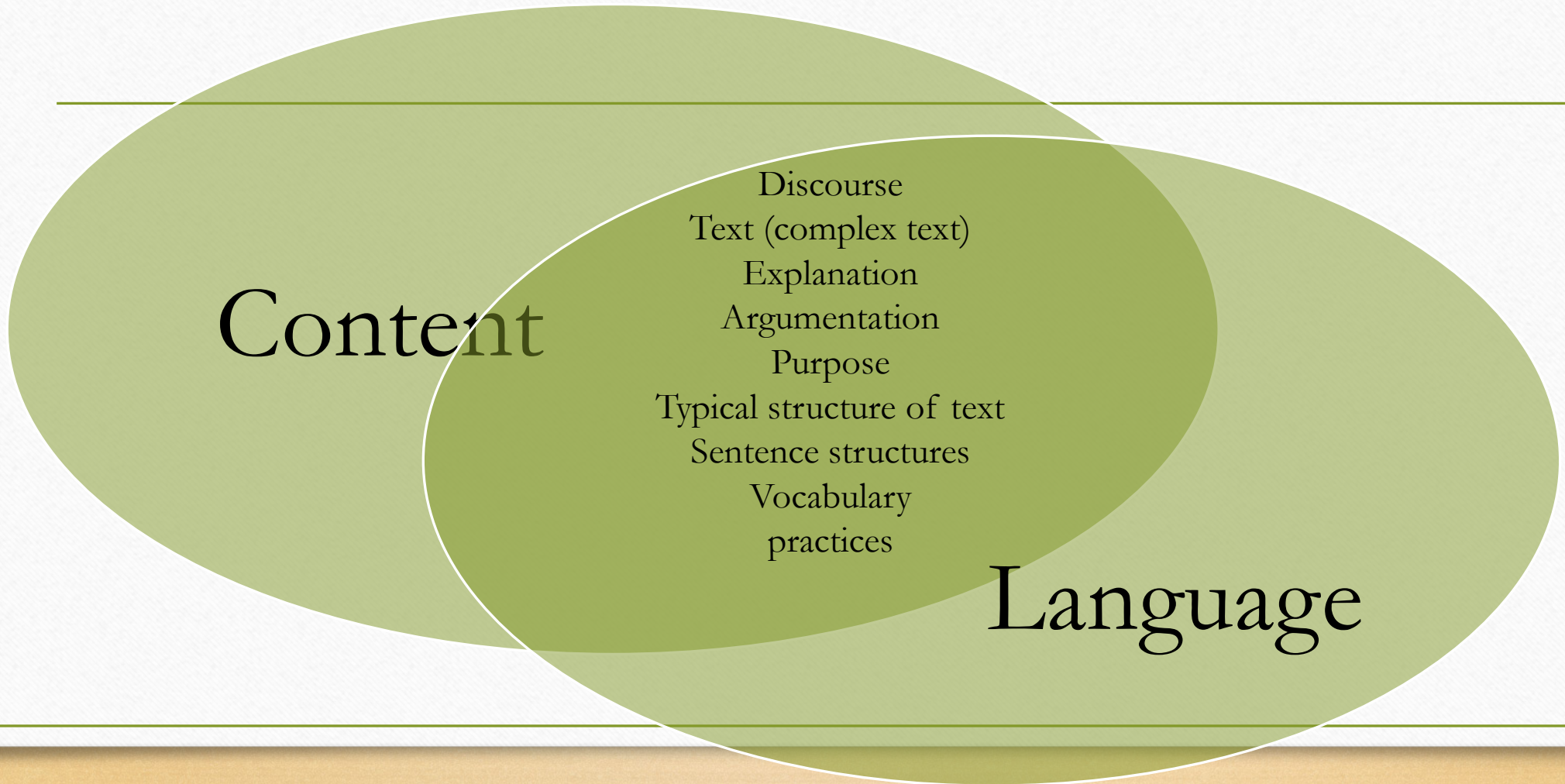


Content

Grammar  
Vocabulary

Language

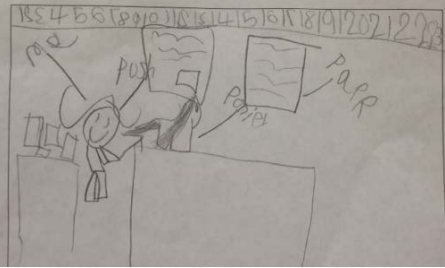
# New Paradigm



# Shifts in Language Instruction

From a conceptualization of	To understanding
Language as structures or functions	Language as <u>action</u> subsuming structure and function
Language acquisition as implying the linear and progressive building on forms and structures, or functions, aimed at accuracy, fluency, and complexity	Non linear and complex developmental process aimed at <u>communication and comprehension</u>
Identifying discrete structural features of language	Exploration of how <u>language is purposeful</u> and patterned to do its particular rhetorical work

This is a drawing of me conducting my experiment. I can label at least three pieces of my experiment.



# ELP Standards - Task Specific

- **3 (productive) speak and write** about grade-appropriate complex literary and informational texts and topics.
- **4 (productive) construct** grade-appropriate **oral and written claims** and support them with reasoning and evidence.
- **5 (interactive) conduct research** and evaluate and communicate findings to answer questions or solve problems.
- **6 (interactive) analyze and critique the arguments of others** orally and in writing.



# ELP Standards - All the time

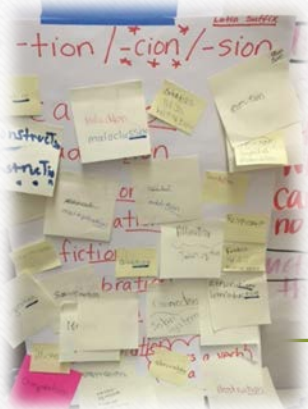
- 1 (receptive) **construct meaning** from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- 
- 7 (productive) **adapt language** choices to purpose, task, and audience when speaking and writing.
  - 8 (receptive) determine the **meaning of words** and phrases in oral presentations and literary and informational text.
  - 9 (productive) create clear and coherent grade-appropriate **speech and text**.
  - 10 (productive) make accurate **use of standard English** to communicate in grade appropriate speech and writing.

# ELP Standards (Ongoing and Intentional)

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- **Standard 2 (interactive)** participate in grade-appropriate **oral and written exchanges of information**, ideas, and analyses, responding to peer, audience, or reader comments and questions.



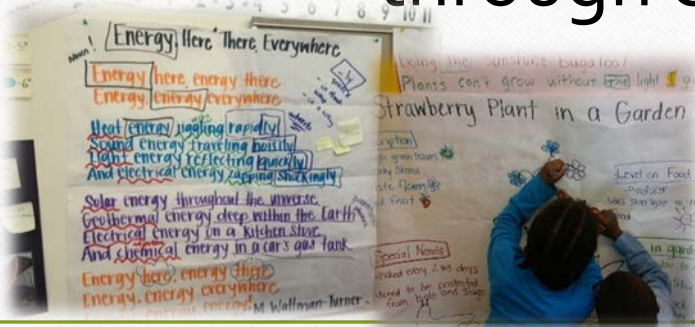


# RSD C.I.E.L.D. Program

*Content Integrated English Language Development*



A student-centered program that engages in culturally relevant English language development, focusing on language as action, with explicit content-integrated instruction delivered through collaborative teaching models.



# FIELD IN ACTION

- Co – Teaching
- Build on *Project GLAD*® Strategies
- Responsive to student needs
- High level standards based performance tasks



Table of Contents

Pg 1 Heat Transfer Boogie

Pg 2-6 Opinion Essay } pg 2nd

Pg 7 Sound off

Pg 8 Word Picture Card / SPlitted

Table and Non Renewable Resources

So my question is that please turn off the lights because each second that we're wasting is making more money add up to the light bill.  
I realize that we should save light energy second are going by quickly so lets save light.

Lights Off Part 2

By Rissa Little Reason 1

The lights be turned off because we should save a lot of money for the school besides we could have the right amount of money for a basketball fitness teacher and most of all we would save like \$1,000,000,000 dollars for the school.

Like if Mrs. Nicholl had something on her mind for more teachers to have more money on their budget.

One reason that we turn off the lights is that we could have the right amount of money for a basketball fitness/recess teacher for example light can cause money waist fundraisers electricity waist.

Another reason that the lights should be turned off is that we should do everything that we can to save money for example save money sell things or come up with a plan.

Although the lights should be turned off because you would save a lot of money for the school and because we would have the right amount of money for a basketball fitness/recess teacher.

Especially the lights should be turned off because we would have the right amount of money for more activities.

Why the lights should be off?

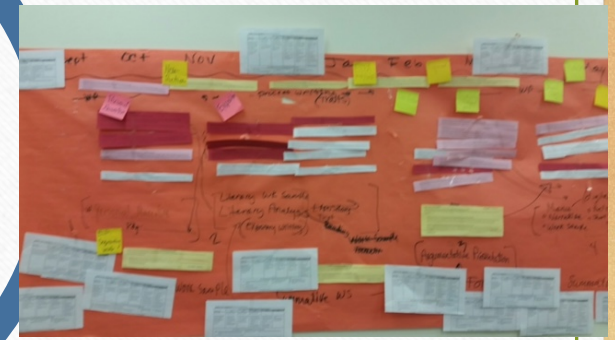
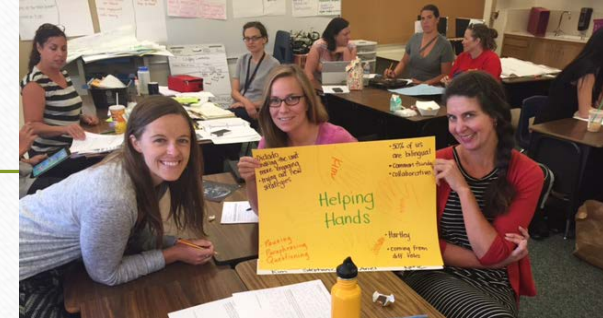
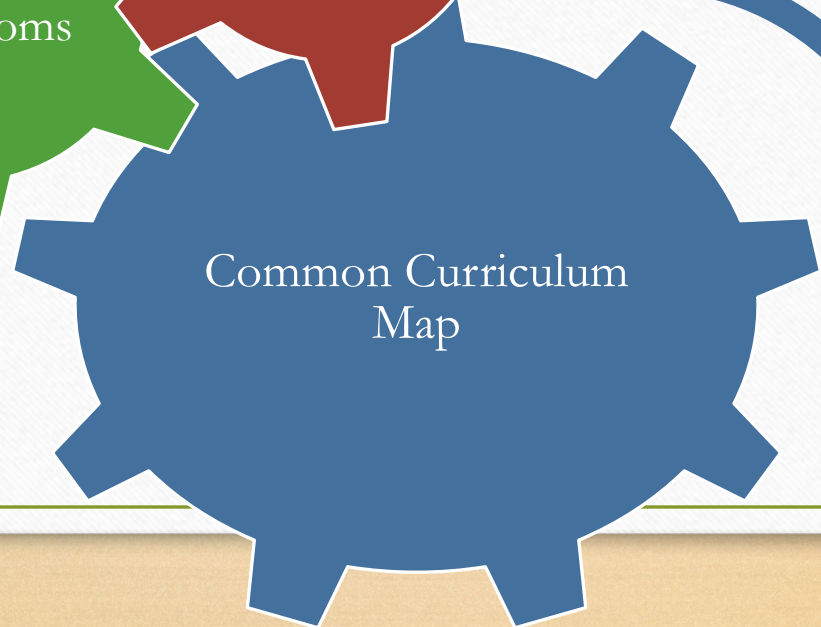
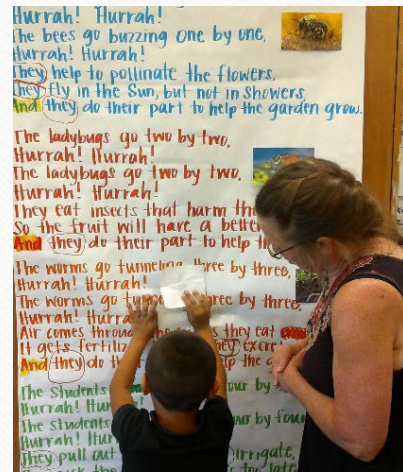
# Partner Talk

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- *How do the “language shifts” and new ELP standards change the face of language teaching in my setting?*

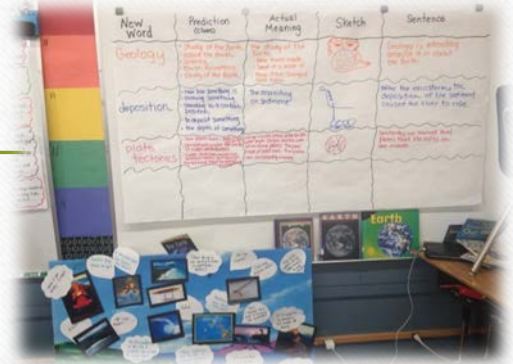


# CIELD Essentials: Map, Sheltering, Collaboration



# Project GLAD® Training

- 309 teachers trained to date
  - Classroom Teachers 1<sup>st</sup> – 6<sup>th</sup> Grade
  - ELD Teachers
- 7 Days plus coaching and follow up



# Roles in CIELD Model

Classroom Teacher	Both	ESL Teacher
Provide the anchor	Teach to ELP Standards	Fill Pot Holes
Communicate the anchor that can be used for language teaching tied to your content. (Video, Input chart, book, anchor chart, field trip, etc)	Design and implement rigorous classroom performance tasks that align to the curriculum map	Use classroom content to improve students reading, writing, speaking and listening
Standards 1	Standards 2, 3, 5, 4 and 6	Standard 7, 8, 9,10



# Planning Guide for CIELD Success!

CIELD Planning Guide

Reynolds School District

ELD Department

CIELD Team \_\_\_\_\_ School \_\_\_\_\_ Language Level Map: B \_\_\_\_\_ EI \_\_\_\_\_ I \_\_\_\_\_ EA/A \_\_\_\_\_

Unit Topic: \_\_\_\_\_ Timeline: \_\_\_\_\_ Enduring Understanding: \_\_\_\_\_ Action Plan: \_\_\_\_\_

<b>Focus/Motivation</b> GE Focus: Focus, Motivate, Build Background CIELD Focus: Build background	<b>Input</b> GE Focus: Deliver input comprehensibly CIELD Focus: Review Anchor & Collect Data	<b>Guided Oral Practice</b> GE Focus: Provide student practice w/language and content CIELD Focus: Fill Pot Holes	<b>Reading/Writing</b> GE Focus: Scaffolded Literacy CIELD Focus: Scaffolded Literacy	<b>Extended Activities</b> GE Focus: Provide Extensions and Experiences CIELD Focus: Language Practice	<b>Action Plan/Closure</b> GE Focus: Action Plan/ELP Standard CIELD Focus: Action Plan/ELP Standard
<p><b>Key Strategies:</b>  <i>Observation Charts, Inquiry Chart, CCD, Teacher Made Big Book, Read Alouds, Literacy Awards, Picture File Cards</i></p>	<p><b>Key Strategies:</b>  <i>Pictorial Input Chart, Narrative Input Chart, Comparative Input Chart, Graphic Organizer, Read Alouds, Direct Experiences</i></p>	<p><b>Key Strategies:</b>  <i>Chants, Here There Chant, Team Tasks, Exploration Report, Picture File cards, Read Alouds, Sentence Patterning Chart</i></p>	<p><b>Key Strategies:</b>  <i>Expert Groups, Process Grid, Poetry Frame, Found Poetry, Cooperative Strip Paragraph</i></p>	<p><b>Key Strategies:</b>  <i>Art, Drama, Culinary Arts, Field Trips, Personal Exploration and Discovery, Communication, Individual Task</i></p>	<p>ELP Standard:                      CCSS Writing:                      21<sup>st</sup> Cen. Skill:</p> <p><u>Action Plan Description:</u>  <i>Students will</i></p> <p>Timeline:                      Graphic Organizer:                      Review:                      Project Complete:</p> <p>Backwards Plan:</p>
<p>Strategic Design:</p>	<p><u>ELD Anchor Input:</u></p> <p><u>ELD Review Strategies:</u></p> <ul style="list-style-type: none"> <li>• ELD Review/Leveled Questions</li> <li>• Language Mini Lessons and language practice</li> </ul> <p><u>Data Collection</u></p> <ul style="list-style-type: none"> <li>• Group Frame</li> <li>• Other _____</li> </ul>	<p><u>ELD Teaching Points (from data):</u></p> <p><u>B:</u></p> <p><u>EI:</u></p> <p><u>I:</u></p>	<p>Modeled:</p> <p>Shared/Cooperative:</p> <p>Individual:</p> <p>Performance Task:</p>	<p>Resources:</p>	<p><u>Plan for Sharing/Celebration:</u></p>
		<p><u>EA/A:</u></p>			

# Phase 1: Focus and Motivation

Purpose: Focus, motivate, diagnose, set purpose, schema

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- *Project GLAD® Strategies: Observation Charts, CCD, Literacy Awards*
  - GE Focus: Build background, Focus, Motivate, Diagnose
  - CIELD Focus – Pre teaching, vocabulary, further inquiry, build background
    - ***Key Strategy: Picture File Cards***
  - Co – Teaching Consideration – ELD teacher works with EL's by level

# Phase 2: Input

## Purpose: Direct Teaching

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*Project GLAD Strategies: Narrative input, comparative input, graphic organizer, read aloud*

- GE Focus – Load input and process charts (**Communicate Anchor Input**)
  - **Strategy Focus: Load input charts**
- CIELD Focus – Language review and data collection (**with anchor input ONLY**)
  - **Key Strategy: ELD Review/ Leveled Questions**
  - **Key Strategy: Language Mini Lessons for review**
  - **Key Strategy: Group Frame (Assessment)**
- Co-Teaching Considerations – ELD teachers work with EL's by level

# Phase 3: Guided Oral Practice

Purpose: Practice new content and vocabulary

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- *Project GLAD Strategies: Exploration Report, Chants, Team Tasks*
- GE Focus - Provide student practice w/language and content
- CIELD Focus – Fill pot holes
  - *Strategy Focus: Sentence Patterning Chart, Here – There Poem*
- Co-Teaching Considerations: ELD Teacher works with EL's by level

# Phase 4: Reading and Writing with Gradual Release

Purpose: Scaffolded Literacy

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- *Project GLAD Strategies: Expert Groups, Process Grid, Story Maps, Found Poetry, Poetry Frames*
- **GE Focus: Scaffolded Literacy!**
- **CIELD Focus: Scaffolded Literacy!**
  - *Strategy Focus: Cooperative Strip Paragraph*
- Co-Teaching Considerations: Whole group, small group, team

# Phase 5: Extending Activities for Integration

Purpose: Explore the Four C's, personal exploration, Authentic Language practice, Use of Multiple Intelligences

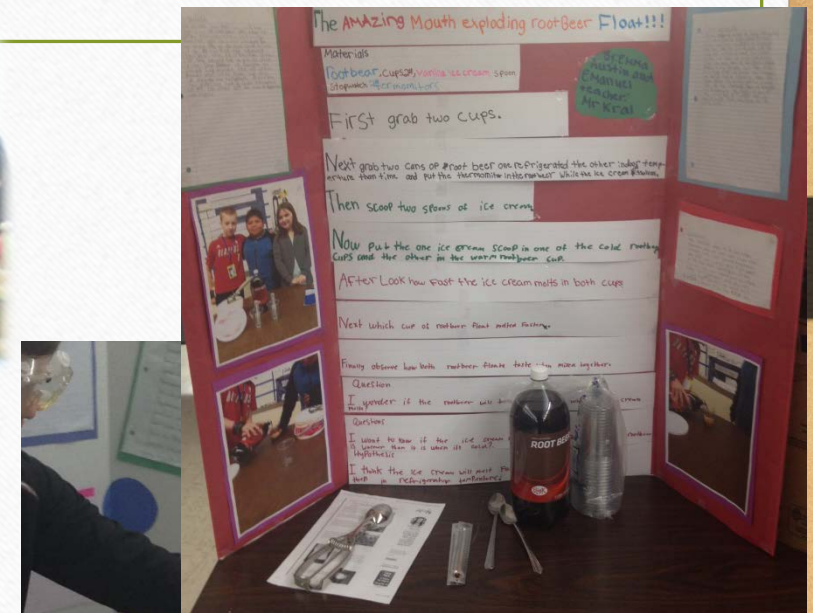
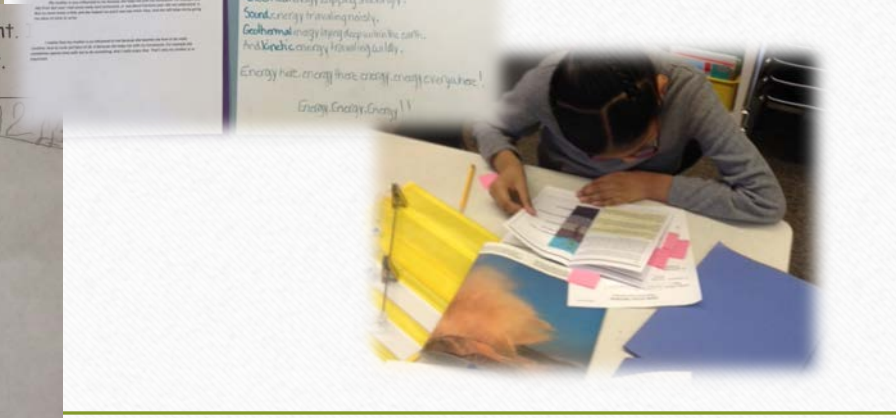
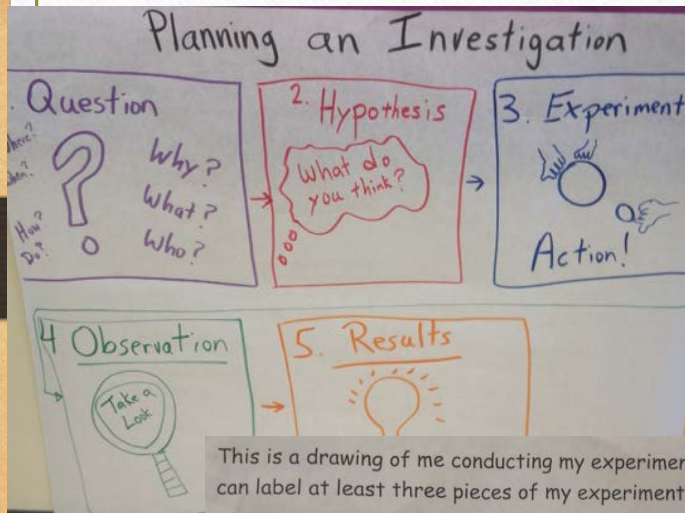
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- *Project GLAD Strategies: Culinary arts, Drama, Visual Arts, Field Trips, etc*
- GE Focus: Provide extensions to learning and experiences
- **CIELD Focus: Authentic language practice**
  - *Key Strategies: Individual Tasks*
- Co-Teaching Considerations: Team teaching, whole group, small group

# Begin with the End in Mind!

What will the kids DO as a result of this learning?

Language as ACTION! + Action Plans = 21<sup>st</sup> Century Learning



# Phase 6: Assessment and Feedback

Purpose: Closure, Sharing, Assessment and Feedback

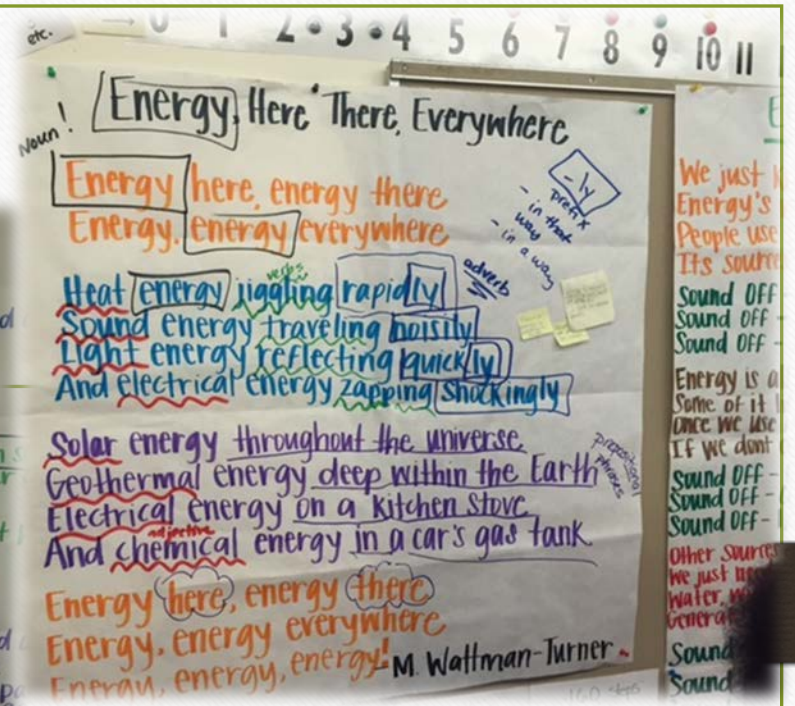
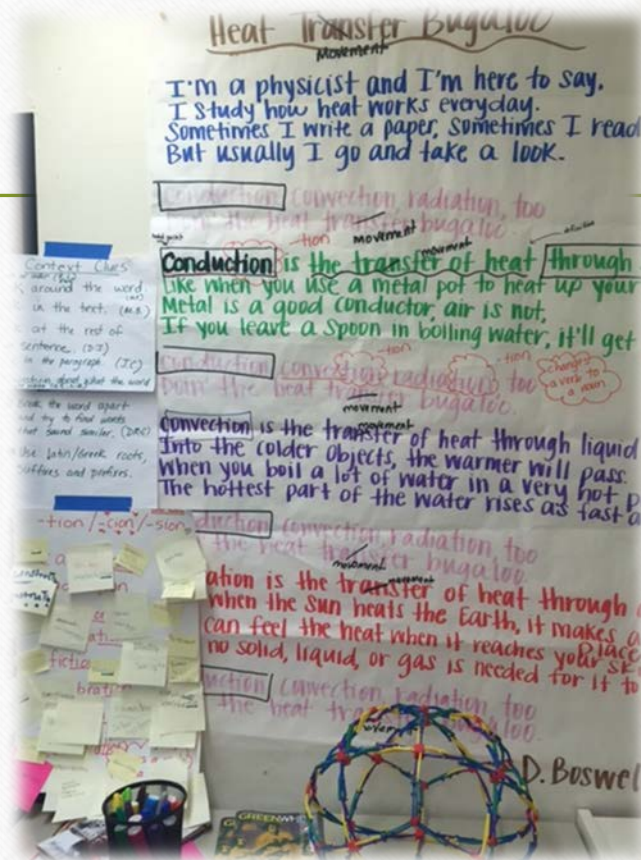
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- *Project GLAD strategies – Rubrics, Student made tests, Graffiti Wall, Portfolios, Team Exploration, Jeopardy, Presentations*
- *GE Focus: Unfold the ELP standards Action Plan*
- *CIELD Focus: Scaffold the ELP Standards Action Plan with EL's*
  - *Strategy Focus: Action Plans - Standards 2,3, 4/6, or 5*
- Co-Teaching Considerations: Whole group, small group, team

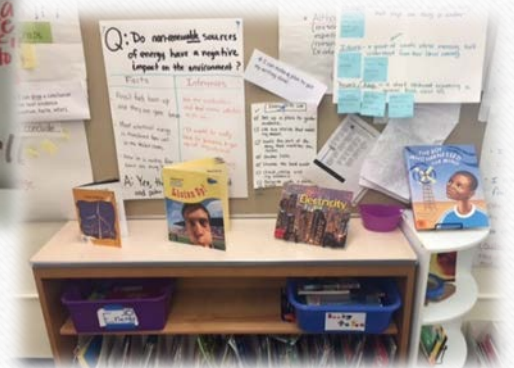


# Action Plans Alive!

## Building the walls



## Processing Charts

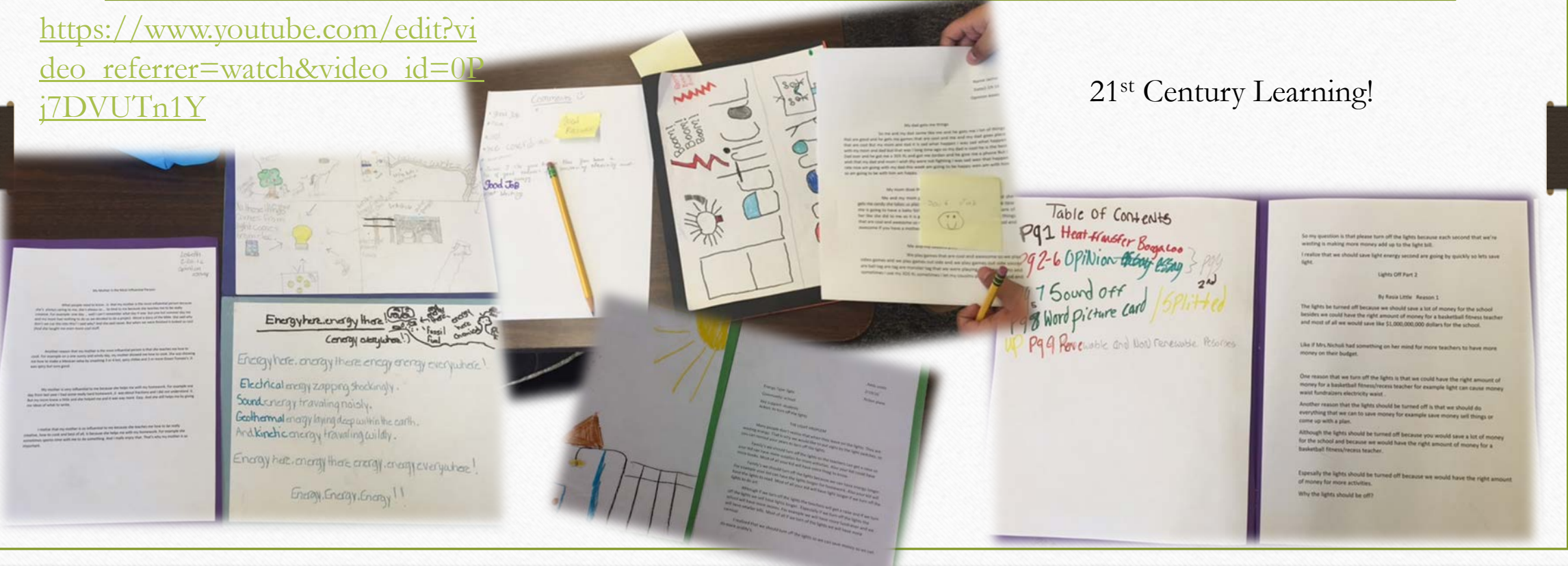


# Leading to High Level Performance Tasks

*"This was the biggest thing I have ever done."*

[https://www.youtube.com/edit?video\\_referrer=watch&video\\_id=0Pj7DVUTn1Y](https://www.youtube.com/edit?video_referrer=watch&video_id=0Pj7DVUTn1Y)

21<sup>st</sup> Century Learning!



# What is Your Action Plan?

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- ***How will you create a rigorous ESL program where all students reach high standards?***
  - Short Term
  - Long Term



# Objective



- 
- Review the shifts and standards and how they have influenced the need for change.
  - Analyze each component area of a thematic unit, clarify roles and identify key strategies to be utilized in order to maximize outcomes for ELL students.



# Closure and Reflection

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- Parking Lot items
- Gots – Wants
- Appreciations/Key Learnings



