

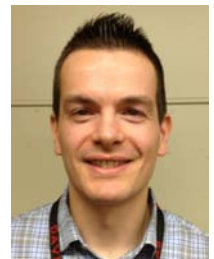
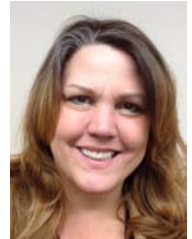
FROM ESL PULLOUT TO LANGUAGE FOR ALL

Ventura Park Elementary - David Douglas School District

Presenters

Ventura
Park
Elementary

- **Shane Burchell**
Language Development Specialist
- **Martha Sandstead**
Language Development Specialist
- **Kellie Burkhardt**
3rd grade Teacher
- **Jakob Curtis**
Principal



Overview and Rationale

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...

Demographics

David Douglas School District

- 1 high school, 3 middle schools, 9 elementary schools
- Total students 10,604
- 21% ELL
- 65 different languages
- 80% Poverty

Ventura Park Elementary

- Total students 511
- 36% ELL, 182 students
- 20 different languages
- 83% Poverty



What is the 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

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 1:15 Clock Partner

- 5 minutes
- Find your 1:15 partner to discuss
- 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 (2010)
- Initial 3 day Systematic ELD Training for two buildings with highest ELL numbers (2010-2011)
- Initial 3 day all remaining Elementary classroom teachers and Speech Pathologists (Spring 2012)
- Curriculum training for Systematic ELD Kits (Fall 2012)
- Ongoing PD at the building level (2012-2013)

Training for Language Development Specialists

- LDS team meetings
- Language Development Specialist coaching training from in-district lead coach (2012-2013)
- Kathy Norwood School Coaching Training (2013-2014)

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 1:30 Clock Partner

- 5 minutes
- Find your 1:30 partner to discuss
- Record your shared thinking

Key question:

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

In the Classroom



Structured Oral Language Practice Routines - Video

- Give one, Get one
- <http://youtu.be/ilCdQU7fVic>

Reflections from Classroom Teacher

Challenges

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

Reflections from Classroom Teacher

Strengths

- ❑ 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

Kindergarten

What will you do on a rainy day?

I will _____ on a _____ day.

Why would you _____
on a _____ day?

I would _____ because _____.

swim sunny bake cookies
go to the beach play a game build a snowman
ride bikes windy sled
play football fly a kite snowy
play at the park play outside drink hot chocolate

What is the weather today?

Today the weather is cloudy.

windy snowy foggy
cold hot warm cool

rainy sunny

Second Grade

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!

Culture is a Way of L

	Language	Food	Music
USA (America)	English	Burgers Hot dogs	Countru Rock & Rot
Mexico	Spanish	Tacos Burritos Tamales	Mariachi
China	7 main dialects example: Mandarin	Rice tea stir fry (wok)	Percussion Strings flutes bamboo pipe
Russia	Russian	Piroshki Borscht Russian Soup	Russian folk music Classical Mus Russian Padl

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

What we need to be successful: middle school.

- 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 / more in

Third Grade

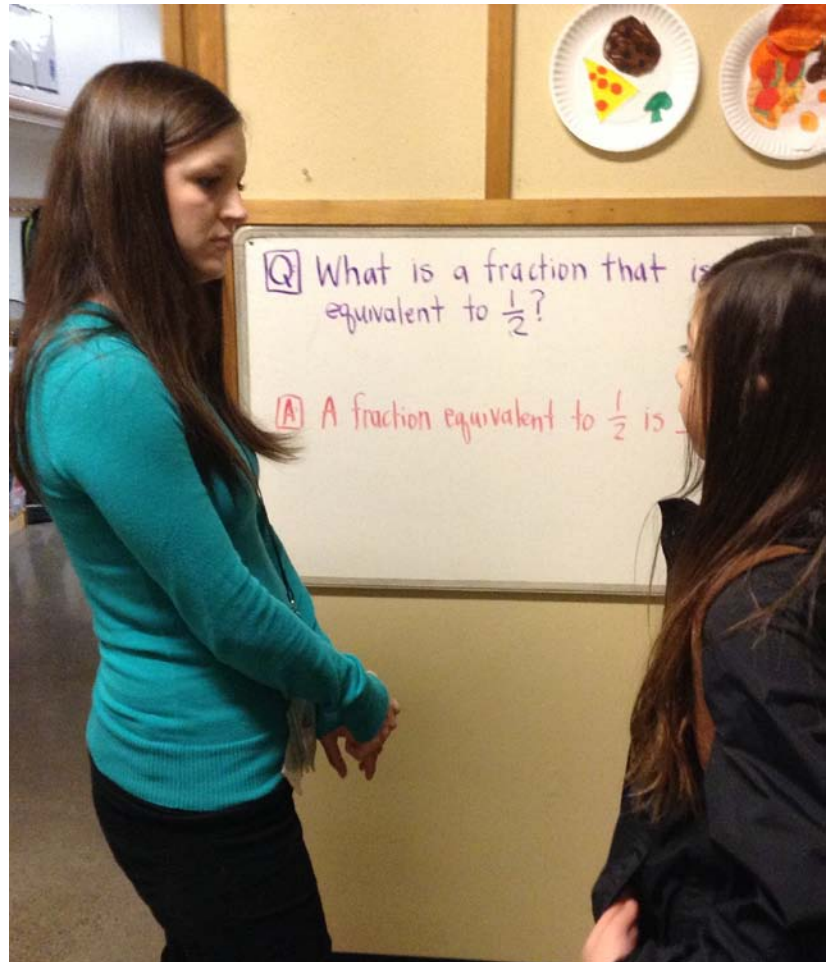
Book	Traits	Evidence
Anna, Grandpa, and The Big Storm	1. brave 2. Responsible 3. persistent	went first down the road, faced the blizzard w/ Grandpa. Went to school in a blizzard. 2. You keep trying even when it is hard.
" "	1. bored 2. Courageous 3. leader	1. He said he had nothing to do so he was "cooped up like a chicken." 2. He was not afraid to talk to the other children. He helped others in the snow. 3. He never gave up and he 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
Little Red Riding Hood	1) brave 2) confident 3) determined	1. She walked alone through a blizzard. 2. She knew somehow she would make it. 3. She did not give up even when she broke her ankle.

Anna's Traits

1. I think _____ is _____ because _____

2. _____

Fourth Grade



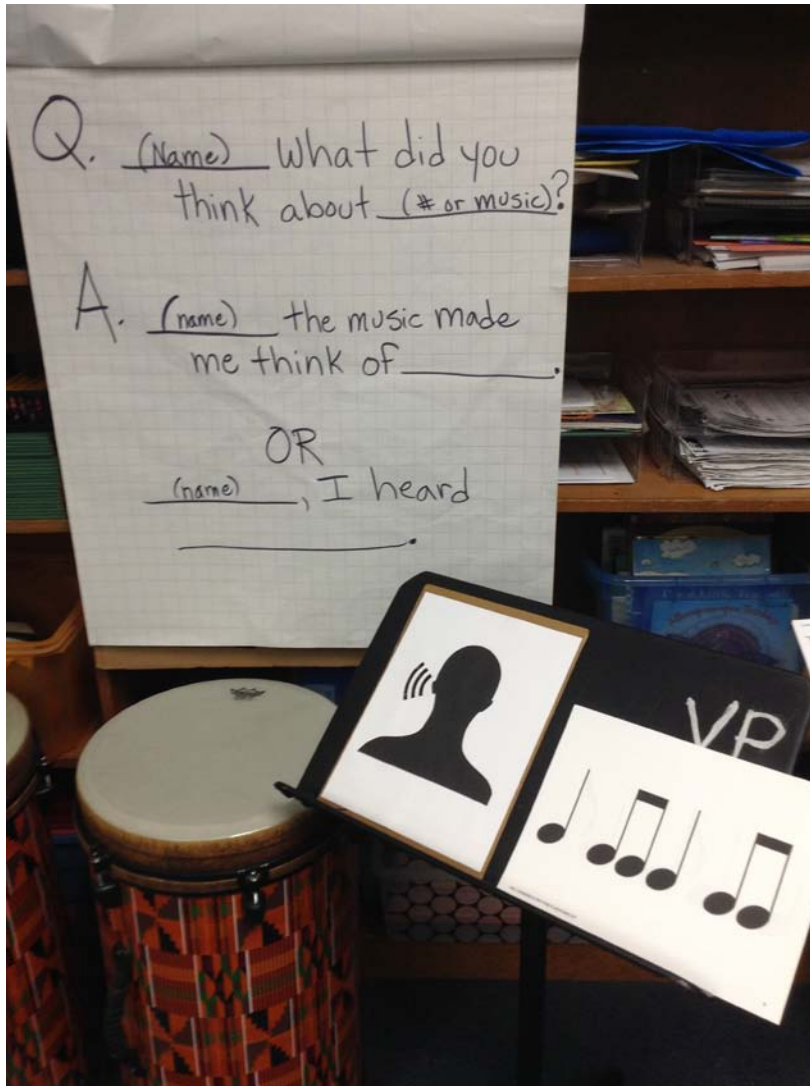
Fifth Grade

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 _____.

Music



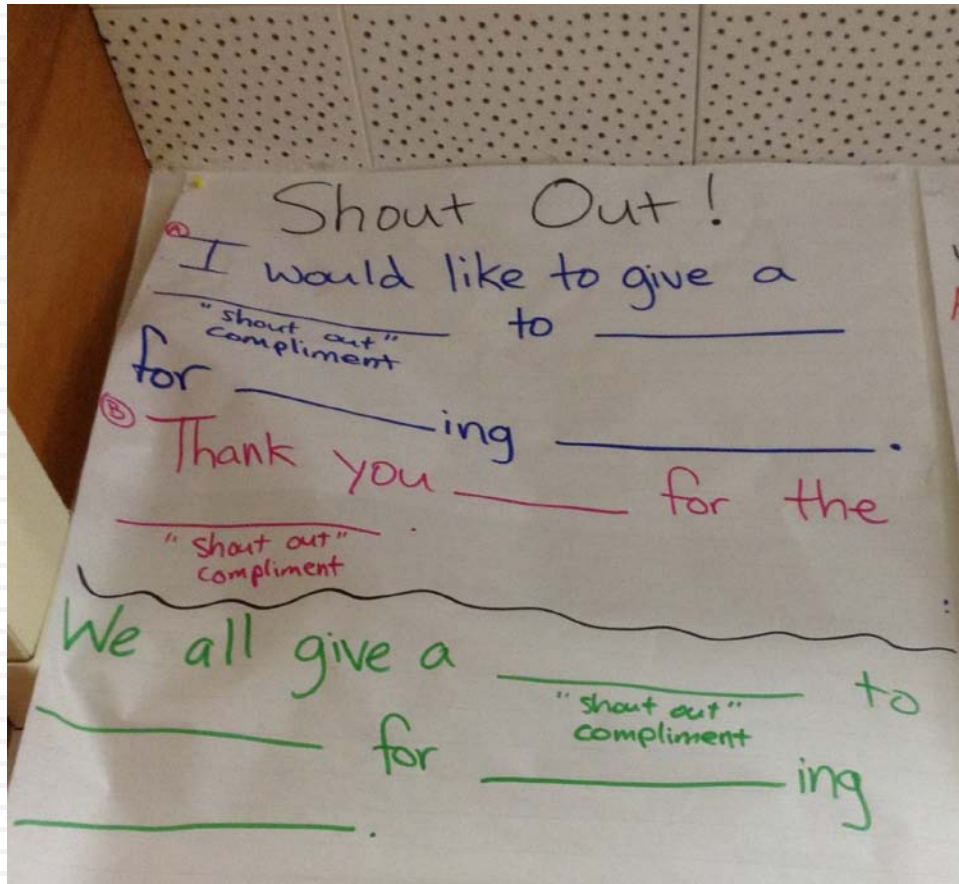
Appointment with 1:45 Clock Partner

- 5 minutes
- Find your 1:45 partner to discuss
- Record your shared thinking

Key Question:

How can you increase student talk time and use of academic language in classrooms?

Measuring Progress

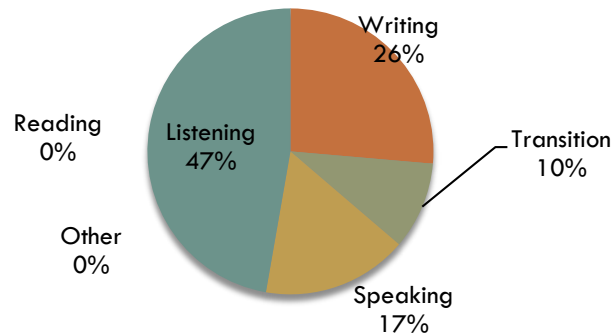


Increasing student talk time

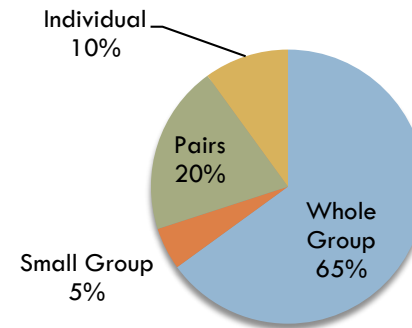
- Language Focused PLT
- Observational data
 - ▣ Time allocation (reading, writing, speaking, listening, transitioning, other)
 - ▣ Instructional Mode (whole group, small group, pairs, independent work)

The Power of the Pie Chart

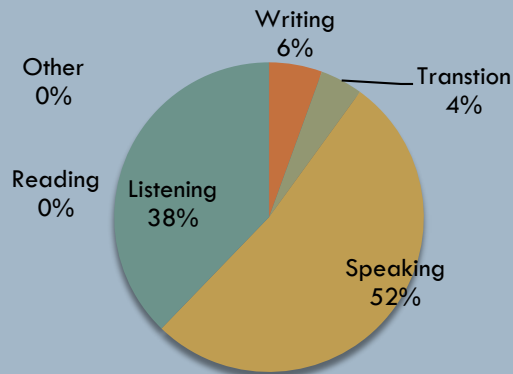
Time Allocation 3rd Grade Pre Data



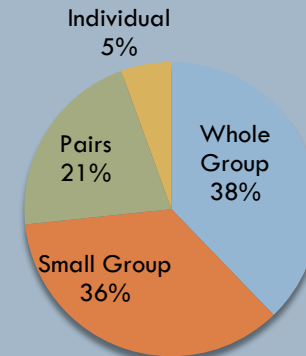
Instructional Mode 3rd Grade Pre Data



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

Appointment with 2:00 Clock Partner

- 5 minutes
- Find your 2:00 partner to discuss
- 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.”

<http://www.ode.state.or.us/search/results/?id=36>

In Progress...



- Training for constructive conversations and PLT focus
- Individualized coaching
- Transitioning to new ELP standards
- Connecting ELD and common core ELA speaking and listening 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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