

ELP Standards for Ownership:

The NCSD multi-phase collaborative approach

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Structures Already in Place

Infrastructure

- Historical practice of meeting monthly
 - elementary groups not scheduled on Friday afternoons.
 - bi-monthly half-day meetings for elementary (25), monthly full day meetings for secondary (12)
- Dedicated Title III funds
- TOSA support

Pedagogical Practices

- PLCs
- Instruction aligned to forms and functions

District Goal

Achievement: Through a focus on quality instructional practices, literacy, and quality programs, each student will meet/exceed grade level standards regardless of disability, ethnicity, race, gender, language, socio-economic status, gender identity, and sexual orientation.

Equity: Eliminate all barriers to student equity regardless of disability, ethnicity, race, gender, language, socio-economic status, gender identity, and sexual orientation.

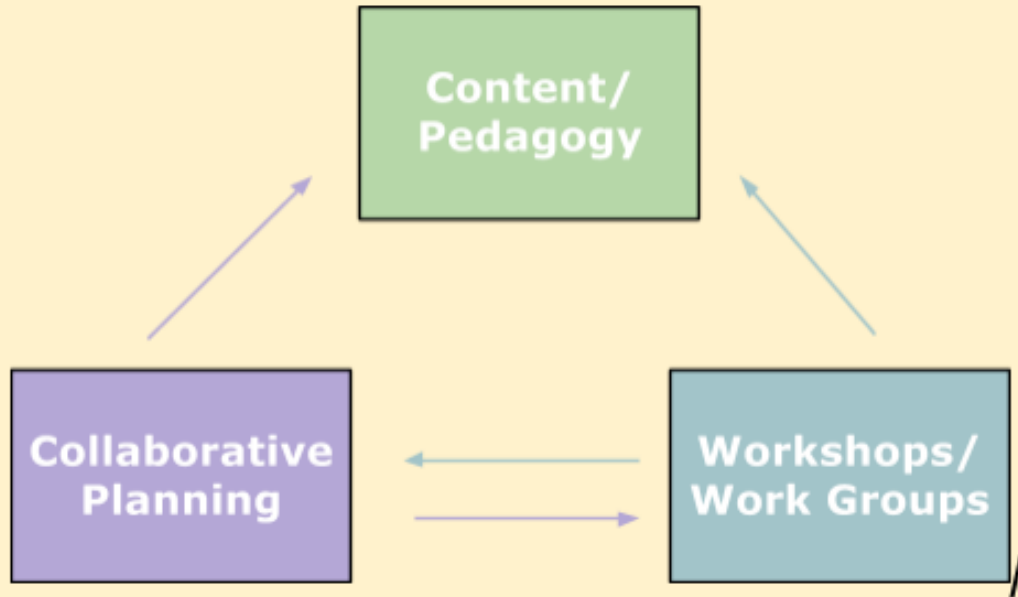
Student Outcome: Each student graduates ready for post-secondary education, career and global citizenship.

Department Mission

Our goal is to assist English Learners in developing proficient academic English skills in reading, writing, listening, and speaking. Explicit instruction from highly skilled English Language Development Specialists and sheltered academic content help English Learners succeed academically and overcome barriers that may impede their academic success. We advocate for an equitable learning community that honors and values the cultural and linguistic heritage of every student.

Essential Question

- What opportunities do ELD Specialists have to reflect and expand on their content and pedagogical skills and knowledge in order to assist ELLs in developing English proficiency?



YEAR 1

2013-2014



Why *this* approach?

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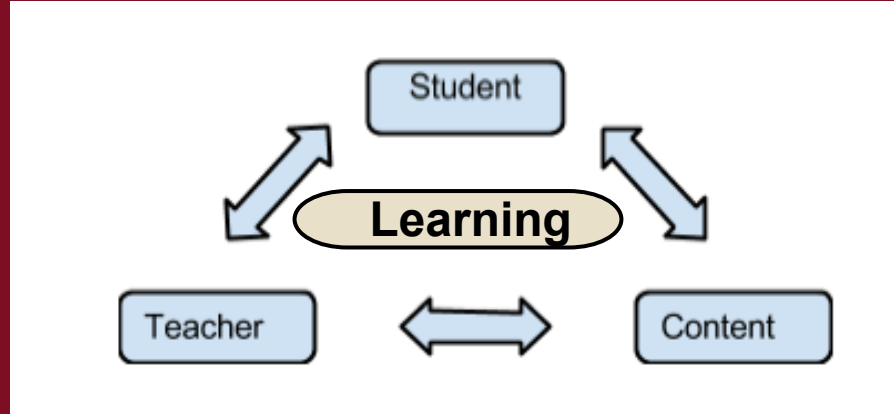


Safety
Trust
Comfort
Confidence

Instructional rounds are a purposeful and beneficial practice of professional development that seeks to improve the craft of teaching.

- **Through an explicit process, teachers have an opportunity to expand their knowledge of the discipline and pedagogy of ELD.**
- **Shape a personal definition of what high quality instruction looks like.**
- **Instructional rounds help teachers, departments and/or schools build and propagate the norms of our practice.**

Instructional Core

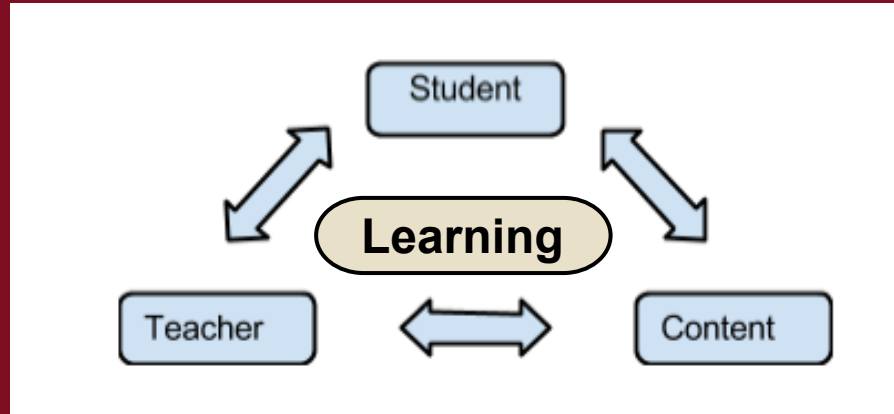


Teacher - Knowledge and skill that the practitioner brings to the process of learning

Student - Analyzing students responses, engagement, and what motivates them to high levels of content

Content - Levels and complexity of content students are asked to learn at all proficiency levels (Rigor!)

How does the instructional core impact student learning?



“Intervening on any single axis of the instructional core means that you have to intervene on the other two to have a predictable effect on student learning (City 26).”

Roles

Presenting Teacher

1. Choose a Focus Area to model
2. Prepare a lesson that highlights this Focus Area
3. Model Focus Area lesson for others
4. Participate in a pre-observation conference.

Observing Teacher

1. Actively engage in the process
2. Engage in the Art of Seeing
3. Reflect on the focus area as it relates to the Instructional Core in my classroom

A Focus Area is:

...an aspect of one of the three components of the instructional core that a practitioner chooses to model for his/her peers.

Focus Area: Presenting Teacher

How does this lesson *model*...

- the level of content in my classroom?

Content > Rigor > high interests, grade level materials

- the role of my students in the learning?

Student > Tasks > engaging activities to practice a skill

- my knowledge and skills?

Teacher > Skills > scaffolding grade level materials to the proficiency level

Focus Area: Observing Teacher

How does this lesson affect...

- the level of content in my classroom?
- the role of my students in the learning?
- my knowledge and skills?

Instructional Round #1

I can practice the art of seeing and reflect both privately and in a group discussion on how it relates to my personal instructional core.

Instructional Round #2

I can visualize how the three components of the Instructional Core (teacher, student, content) are interconnected and impact learning outcomes.



Instructional Round #3

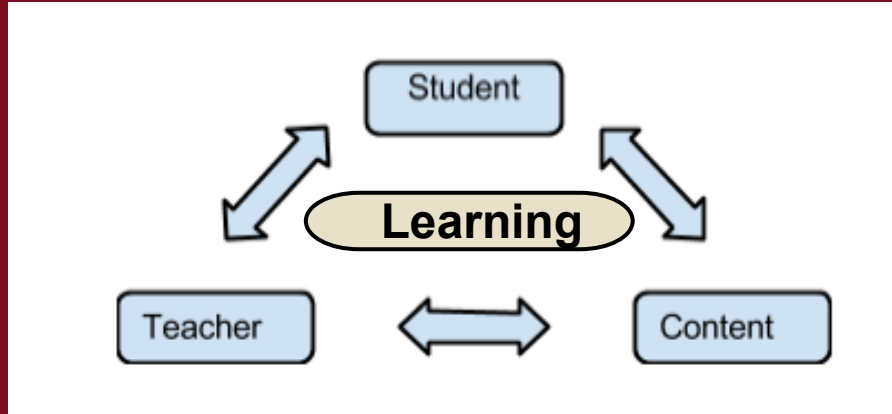
I can explore how “practice” in the *We Do* component of an ELD lesson is a critical element of the instructional core and impacts learning outcomes.

Instructional Round #4

I can reflect on my experience and how it applies to the *Gradual Release of Responsibility* model (*I do, We do/We do together, You do*) within my personal Instructional Core.

The Great Shift of 2014

What systems do you already have in place to support ownership of the ELP standards?



What elements of our year 1 approach could support ownership of the ELP standards in your district?

YEAR 2

2014-2015

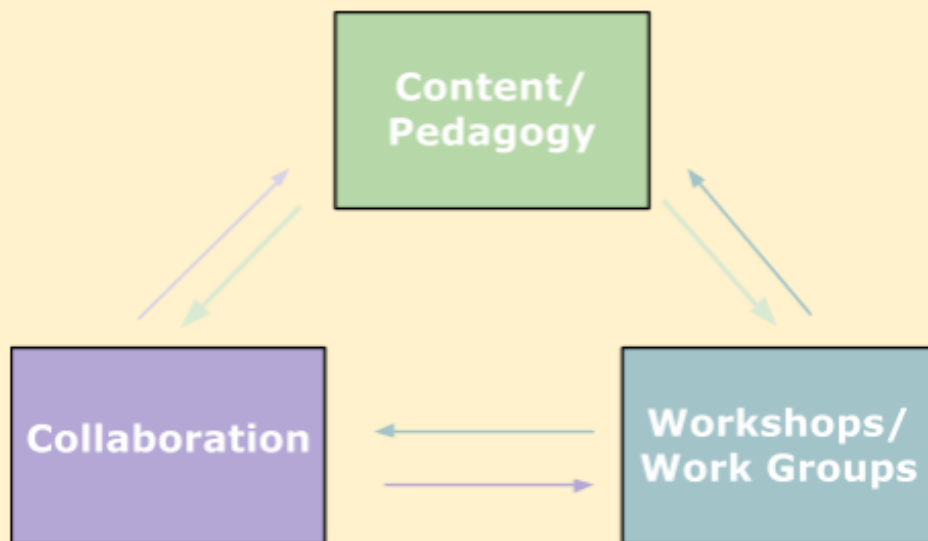


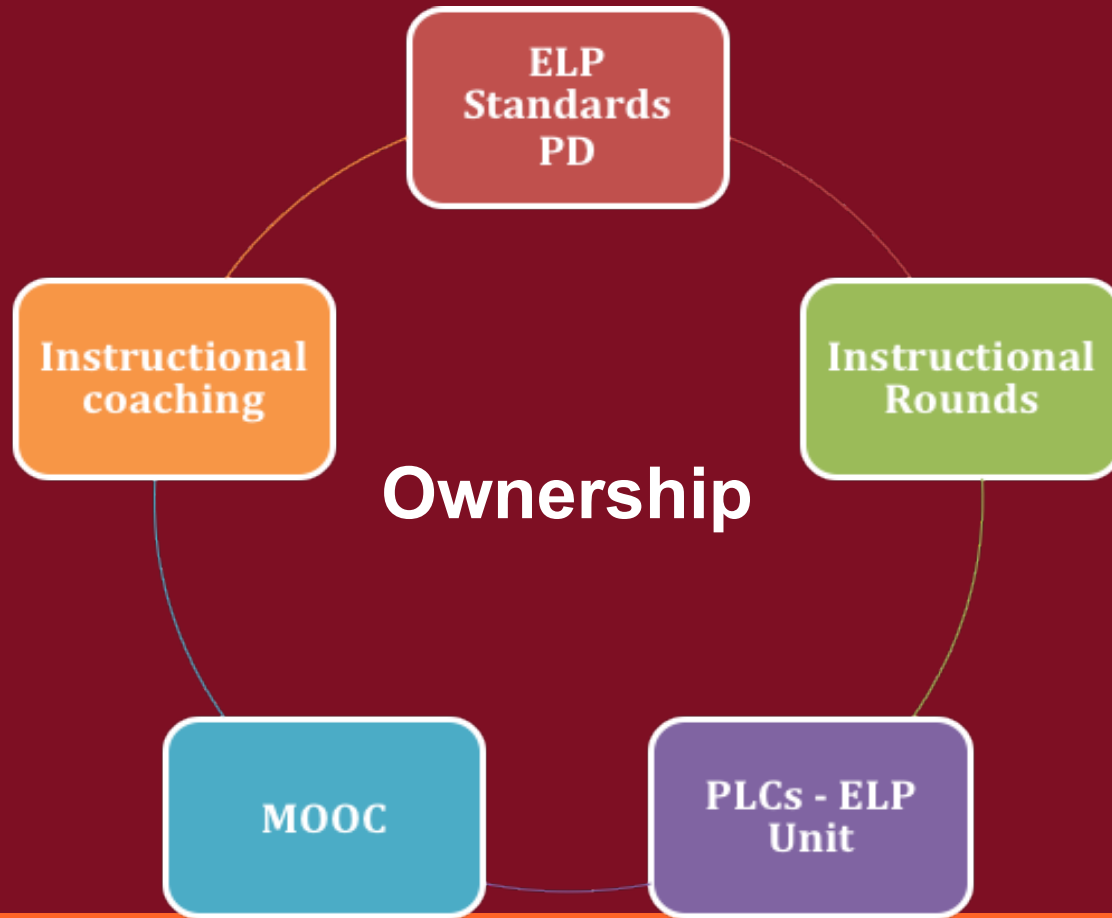


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Essential Questions

- What collaborative professional development opportunities will be facilitated for ELD Specialists to:
 - analyze and align new ELP standards to current instructional practices and units of study?
 - develop ownership of the newly adopted ELP standards?
 - become aware of district initiatives?

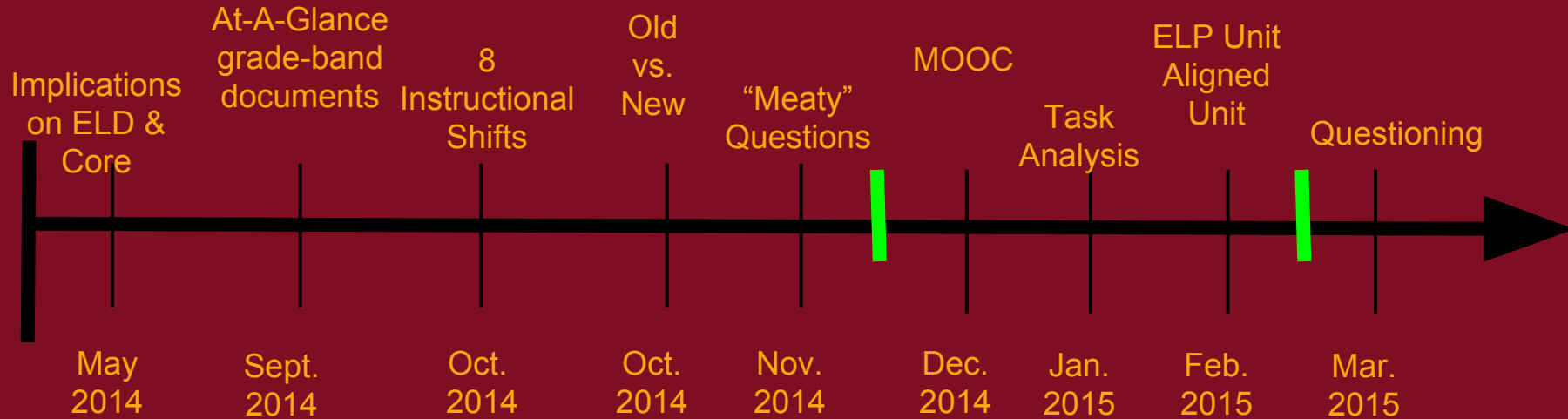




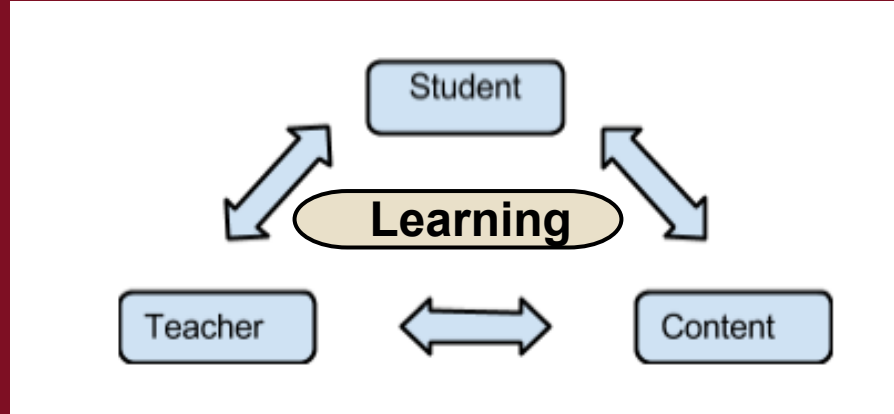
Continue to cultivate a culture of trust & collegiality through...

- Monthly ELD meetings that provide facilitated opportunities for professional discourse, analysis, & application of new ELP standards to current instructional units
- Instructional Rounds
 - Non-judgemental observation of new ELP standards in practice
 - Self-reflection
 - Guided group debrief
- Secondary PLCs
- MOOC Discussion Group
- Instructional Coaching

Ownership



Instructional Core



Teacher - Knowledge and skill that the practitioner brings to the process of learning

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Focus Area: ELP Standards

How do these standards *impact*...

- the level of content in my classroom?
- the role of my students in the learning?
- my knowledge and skills?

Instructional Round #1

What do students need to know in order to engage in argumentation & how do we teach and scaffold that in ELD?

Instructional Round #2

- **What does task analysis reveal about the depth of student mastery of the new ELP Standards?**
- **How do we analyze our current tasks to address the rigor and depth of the new ELP Standards?**

Instructional Round #3

I can discuss how and where questioning fits into ELP standards-based lesson planning and unit design.

Instructional Round #4

What does task analysis reveal about the depth of student practice with the new ELP Standards?

ELP Standards Aligned Unit

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Nuts & Bolts

- Emphasis on new ELP Standards
- Template
- Partnership is encouraged!
- Plan, Teach, & Assess unit this year
- 15 min. Google Slides presentation on May 15 - small groups
- Include student samples

Essential Lesson Components - Revisited

We do

(student-to-student &
student-to-teacher)

materials

**Check for
understanding**

building

**background
knowledge**

You do

I do

**Purpose
(Target)**

Closure

Essential Lesson Components +

Now that we have established what the essential components of an ELD lesson are... what are the additional essential components of an ELD unit?

Sentence frames

Assessment

Tiered
vocabulary

Academic Skills

Essential Questions

Functions

Enduring Understandings/Take-aways for
students



How did the intentional groundwork laid in year 1 support the work in year 2?

What elements of our year 1 approach could support ownership of the ELP standards in your district?

YEAR 3

2015-2016





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By the end of next year, we want our ELD Specialists to

- see themselves as a resource for instructional coaching where they feel comfortable collaborating on a problem of practice.
- Also, how these professional practices impacts student learning outcomes.
- Experts in their buildings

Ownership



- What are the strengths of this approach to professional development?
- What elements of our year 2 approach could support ownership of the ELP standards in your district?