Alignment & Collaboration in a Multilingual & Multicultural Community

March 12, 2015

HILLSBORO SCHOOL DISTRICT

HSD believes that…

- **Multilingualism** and **multiculturalism** strengthens our community; therefore, expanding opportunities for Hillsboro students to explore career paths through internships, mentorships, and real-world learning is a focus

- **Language is an asset** where bilingualism is a characteristic of college and career ready students

- **Effective instruction can eliminate disparities** in achievement between ELLs and native English speakers

HSD believes that...

- Students should see **representations of themselves** through curriculum and adult role models to create guaranteed clear and viable pathways for all Hillsboro students

- We **transfer** what we know between languages and what we know is mostly independent of the language we are speaking

- **Student, parent, and staff voice** is of high value when making decisions around curriculum, policies and equity work

Where we begin

What actions on the part of adults in the Hillsboro School District will yield long-term results for our English learners?

Think-pair-share

Name 1-2 things your school/district is doing that will yield long-term results for ELs.

Implementation Rubric

Sheltered Instruction

Instruction in core academic areas integrates rigorous goals for language acquisition, literacy, and grade-level proficiency in content standards.

	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
Action Menu				
…cess to rigorous …lemic content in …ot pulled out for "remediation."	Audit student schedules, master schedule, and staffing. Sheltered Instruction/ SIOP/GLAD/*Constructing Meaning* trainings All lessons aligned with grade-level standards.	PLCs develop guaranteed curriculum and common assessments. Lesson Study/Studio Classrooms study how to differentiate instruction and scaffold language.	Staffing and course offerings challenge status quo and create equitable outcomes.	ELLs succeed in grade-level content courses, as evidenced by enrollment, grades, and summative assessments. Students' course placement is not predictable by race and primary language.
…are trained and …use of Sheltered …tion techniques.	Sheltered Instruction/ SIOP/GLAD/*Construct-ing Meaning* trainings Targeted use of 1-3 Sheltered Instruction strategies Administrator "look-fors" professional development	Lesson Study/Studio Classroom PLCs integrate content and language development. ELL Specialists coach for implementation.	Staff share techniques and develop new ideas in PLCs. Continuous curriculum alignment and enrichment with Sheltered Instruction strategies	Observations indicate 100% of teachers implementing Sheltered Instruction techniques.
…ge students with accessible, challenging, and culturally relevant instructional activities.	Teacher leaders, Equity Teams, PLCs investigate current instructional practices for	Teachers learn about students' cultures.	Student advisory teams and teachers collaborate to continuously update	Observations indicate equitable high-level engagement among ELLs and non-ELLs, e.g. time-on-task,

Focused and Integrated ELD

English Language Development instruction is systematic, articulated, and integrated into content.

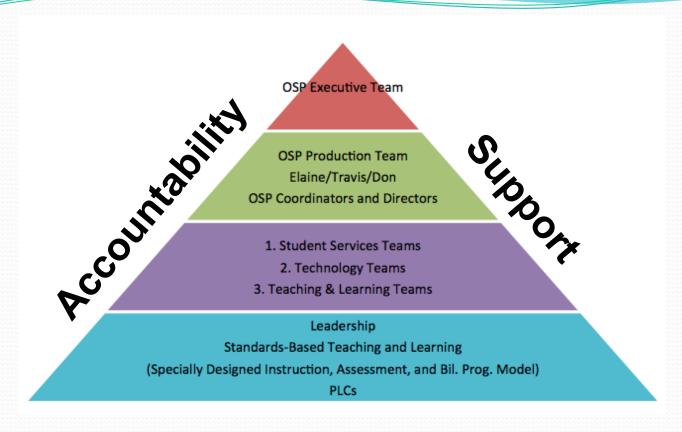|	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
Action Menu				
The school has ensured adequate time allocation for the instruction and	Build master schedule to reflect best-practice …pull-out …ional staff does …atic ELD and/or …cting Meaning-	Master schedule allows integration of ELD and content: School-Wide Language Development, Literacy- or Content-Based ELD. All teachers are pursuing ESOL endorsement.	PLCs work to make ELD a "push-in" model school-wide, across all content areas. ELD is focused and systematic according to students' proficiency levels, and is contextualized within literacy and content.	ELLs progress one proficiency level per year. ELD is integrated across content areas, allowing ELLs full access to rigorous curriculum while acquiring English.
	…EPT/Gap Finder …ents inform …tion.	…atic ELD Training …cialists and …s. …native …ents inform …ion to meet the …f students at each proficiency level.	ELL Specialists and teachers trained in *Systematic ELD* and *Constructing Meaning* collaborate to accelerate language acquisition and content.	PLCs work to make ELD a "push-in" model school-wide, across all content areas. Formative assessments drive language and content instruction.	ELLs progress one proficiency level per year. ELD is integrated across content areas, allowing ELLs full access to rigorous curriculum while acquiring English.
All teachers systematically integrate ELP Standards within the instruction of ELA	ELA, Content, and ELP standards dig	Teacher teams deliver ELD within the context	PLCs work to make ELD a "push-in" model	Content and ELP assessments—common assessments, OAKS, ELPA, writing samples—show

Bilingual Education

Students do not wait until they are fully proficient in English to learn grade-level academics. Teachers facilitate transfer to accelerate language and content learning.

	Phase 1 Awareness/Planning	Phase 2 Implementation	Phase 3 Leadership & Innovation	Sustained Equitable Outcomes
Action Menu				
There are clearly defined allocations of time K-12 committed to literacy instruction in L1 and in English.	Primary Language literacy training for Bilingual and English-Only staff. Build master schedule showing strategic allocation of L1 and English literacy time, with more time in L1.	Dual Language Curriculum Articulation Plan (CAP)/Maintenance Bilingual CAP Formalize process for identifying students' Zone of *Biliteracy*, and access to appropriate instruction.	Articulate bilingual pathway K-12, resulting in either a bilingual diploma, or preparing students new to the system for ongoing educational opportunities.	Teams read at grade level in L1 and English by the end of 4th grade, and maintain *biliteracy* skills through 12th grade. If not at grade level in L1, Newcomers in upper grades benefit from accelerated L2 literacy instruction.
There is a theoretical and research-tested approach to teaching literacy in L1 and in English.	Primary Language literacy curriculum mapping. Training for literacy assessment in L1 and L2—screeners and diagnostics—identifying students' Zone of *Biliteracy*.	Teams use literacy assessments—e.g. writing samples, miscue analysis—to drive instruction in L1 and L2. PLCs refine instruction and assessment practices.	Literacy assessments in L1 indicate grade-level performance in L1 in primary grades. Literacy assessments in L1 and English indicate grade-level performance in both languages by the intermediate grades.	
There is a consistent district-wide body of culturally-appropriate, relevant resources available to teachers in order to provide instruction in L1 and in English.	Audit current curriculum. Definitions developed for ideal curriculum.	PLCs, departments, and grade-level teams adopt and implement relevant curriculum.	Teachers lead continuous improvement and implementation of relevant, culturally-	Observations indicate high engagement among ELLs and relevant contexts for lessons.	

Accountability

Support

OSP Executive Team

OSP Production Team
Elaine/Travis/Don
OSP Coordinators and Directors

1. Student Services Teams
2. Technology Teams
3. Teaching & Learning Teams

Leadership
Standards-Based Teaching and Learning
(Specially Designed Instruction, Assessment, and Bil. Prog. Model)
PLCs

Student Achievement

Think-pair-share

What systems does your school/district have in place for shared accountability and professional supports to raise student achievement?

Collaboration yields accountability & support

- Leadership PLCs

- Co-Teaching Leadership Team

- Coach/TOSA meetings

- ELP Standards & Collaboration

- Bilingual Program Model Advisory

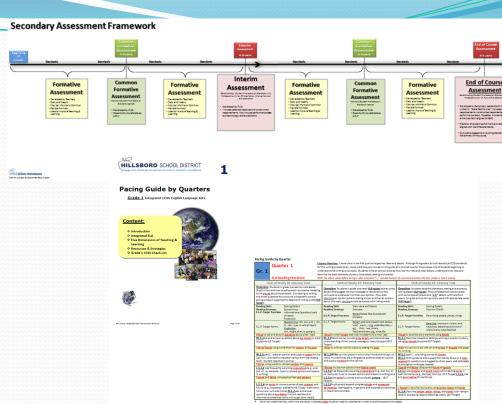- Cross departmental meetings

- Production Team

Professional Development

- Instructional Strategies
- Constructing Meaning
- Systematic ELD
- Dual Language Planning & Collaboration
- Bridging Early Childhood Special Ed.
- Math Study Team
- Science Study Team
- TAG

Teaching & Learning

- Elementary Pacing Guides
- Secondary Planned Course Statements
- Interim assessments
- CFAs
- Dual Language Progress Monitoring
- ELPA
- SBAC

Technology

- Schoology
- DCA
- Google
- Assistive Technology
- Instructional Technology

Think-pair-share

Is there a direct intentionality behind the professional development and collaboration at your school/district?

ELP Standards and Collaboration

https://www.youtube.com/watch?v=XCbDFxWCKQo

Focused and Integrated English Language Development (FIELD)

- *FOCUSED:* Based on *Systematic English Language Development: A Focused Approach* by Susana Dutro. Explicit, systematic, leveled and emphasized "in the foreground" from content.

- *INTEGRATED:* Based on the research of Goldenberg, Snow, Wong, Fillmore, Genesee, Sherris, Collier & Thomas, etc. that contextualized language learning is most effective, much more so than a "pull-out" ELL model.

Coaching and Collaboration

- Bilingual Coach as a resource for teachers
  - What can a coach do to help teachers with integration?

- Coach as PLC facilitator and/or PLC resource
  - How can the department PLC process be supported by coaches?
  - How can we work smarter, not harder?

- Collaborative Teaching Models
  - Co-teaching model
  - Push-in model
  - Special education teachers/staff and core general ed teacher
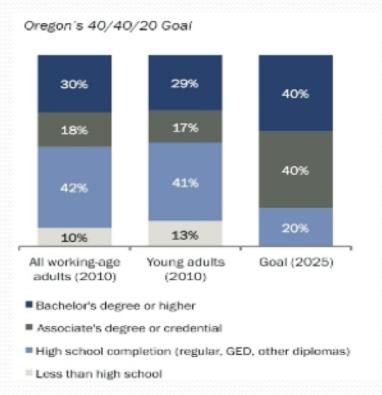 - Class demographics

The Road Ahead of Us

Are we there yet?

How will we know?

Think-pair-share
How will you know?

College & Career Pathways

40-40-20

Oregon´s 40/40/20 Goal

All working-age adults (2010):
- 30% — Bachelor's degree or higher
- 18% — Associate's degree or credential
- 42% — High school completion
- 10% — Less than high school

Young adults (2010):
- 29% — Bachelor's degree or higher
- 17% — Associate's degree or credential
- 41% — High school completion
- 13% — Less than high school

Goal (2025):
- 40% — Bachelor's degree or higher
- 40% — Associate's degree or credential
- 20% — High school completion

■ Bachelor's degree or higher
■ Associate's degree or credential
■ High school completion (regular, GED, other diplomas)
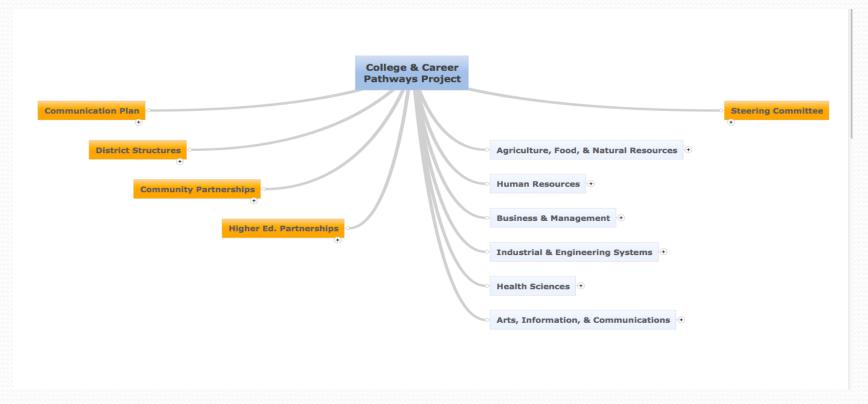■ Less than high school

College & Career Pathways

CCP: Activating Our Community

College and Career Pathways Structure

Pathways Projects

1. Business and Management: Teen Tuesday Market

2. Health Services: Health Services Summit and teacher summer externship

3. Human Resources: InterUniversity - Interview and resume writing workshop held at the Hillsboro Civic Center

4. Arts, Information and Communication: Graphic Design and Computer Programming Camp at Pacific University

5. Industrial and Engineering Systems: 3 minute company videos for classroom use and teacher summer externship

6. Agriculture, Foods and Natural Resources: Hillsboro field trip to Jackson Bottom & Clean Water Services followed by networking to learn about summer opportunities and post-secondary partners

HSD Bilingual Seal

What's next for the Hillsboro School District?

PERSIST