

Meeting the Needs of the Historically Underserved through Embedded Staff Development

McMinnville High School

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Sean Burke

Assistant Principal of
Curriculum

Lysha Wasser

Instructional Coach and
ESD Lead Teacher

Pamela Canady

Math Teacher and
Instructional Coach

Kelly Shipley

Science Teacher and
Instructional Coach

Write and Discuss

Explain and Describe who your *historically underserved* students are and how you currently support their learning in a few sentences.

McMinnville High School



Students

2,050

Staff

153

Demographics



Caucasian

66%

Hispanic

31%

Other (Pacific Islander, Asian, African-American)

03%

Demographics



Economically Disadvantaged	61%
Students with Disabilities	12%
Parents Graduated with 4-year Degree	23%

EL Demographics



Active	5.7%
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Exit Monitor	2.9%
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Formal Exit	13.5%
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History of Embedded Staff Development

- A/B Rolling Block Schedule
- Licensed Staff assigned to 'duties' half of their prep period every-other-day for 45 minutes
- Every-other Wednesday, instead of 'duty' licensed staff go to "Embedded Staff Development" (2 times per month)
- Random Topics, cancelled often, negative atmosphere
- Professional Development vs. Information Distribution

History of Embedded Staff Development

“The Playbook”

- Focus on Instructional Strategies
 - Engaging Students
 - Strengthening Literacy
 - Activating Prior Knowledge
- Curriculum Design
- Creation of Common Formative Assessments

History of Embedded Staff Development

- Feedback about ESD
 - Already use instructional strategies
 - Waste of time



History of Embedded Staff Development

- Individual Sport vs. Team Sport
- Difference between EL student and Hispanic student
- Participation in Constructing Meaning workshop (4x)
- OAKS data and failure rate of all students vs. subgroups

Achievement Gap – Red to Green

2012 - 2013	Reading	Writing	Math	Science
All Students	91.2% (84.5%)	65.6% (59.5%)	73.0% (68.8%)	64.9% (62.9%)
Hispanic	77.4% (72.8%)	48.0% (42.7%)	54.5% (55.3%)	37.4% (40.4%)
English Learners	23.3% (17.3%)	12.5% (10.4%)	25.0% (18.1%)	<5.0% (<5.0%)
Students with Disabilities	53.8% (45.3%)	10.5% (19.2%)	30.8% (23.2%)	23.7% (24.9%)
Economically Disadvantaged	85.9% (76.7%)	56.8% (47.0%)	65.0% (57.6%)	51.2% (50.1%)

Failure Rate– 2013-2014

% of Student Body		Percentage with 1+ F	Percentage with 1+ D or F
	All Students	14.0%	20.0%
29.7%	Hispanic Students	30.6%	44.4%
70.4%	Non-Hispanic students	7.0%	9.7%
5.7%	ELL Active students	49.1%	66.4%
2.9%	ELL exit/monitor students	41.4%	62.1%
13.5%	ELL Formal exits	34.3%	50.4%
2.1%	Current Migrant	39.5%	69.8%
11.2%	Previous Migrant	38.3%	53.3%
11.2%	Active SpEd	19.4%	28.2%
3.7%	Combined Sped/Hispanic/Econ	43.4%	61.8%

Vision



- **We had our playbook, our data, and a venue.**
- **We needed a vision.**

Vision

- **Unabated focus on our EL students and our students with disabilities**
- **Provide all students opportunities and support to use their academic language in each of their classrooms**
- **Collaborative approach to professional development**
- **No new initiatives**

Vision

We just needed a little cilantro!



Year-Long Purpose

Explain and Describe promising strategies to improve learning of English Learners and Students with Disabilities in order to apply them in your classroom and evaluate effects in Embedded Staff Development.

ESD Re-Design

- Constructing Meaning Progression – all with the focus on multiple opportunities to practice academic language in each content area
- One session to present/model best practice
- Next session to share implementation insights

Expressive vs. Receptive Language

- The person doing the speaking is the person doing the learning.



Take a guess...



What percentage of the school day are students engaged in structured, academic conversation?

Research suggests as little as 2-4%

Arreaga-Mayer & Perdomo-Rivera

Write and Discuss

What brought you to this session today? What is your **vision for your school/district in regards to meeting the needs of your historically underserved students?**

Year-Long Purpose

Explain and Describe promising strategies to improve learning of English Learners and Students with Disabilities in order to apply them in your classroom and evaluate effects in Embedded Staff Development.

ESD Continuum

- Purpose
- Key Content Vocabulary
- Functional Language
- Simple, Sufficient, Sophisticated
- Graphic Organizers
- Structured Language Routines
- Interactive Note-taking Templates

COSA-EL Session Purpose

Propose and Support structures that your school/district could implement to support your staff in meeting the needs of your historically underserved students **by completing the provided graphic organizer.**

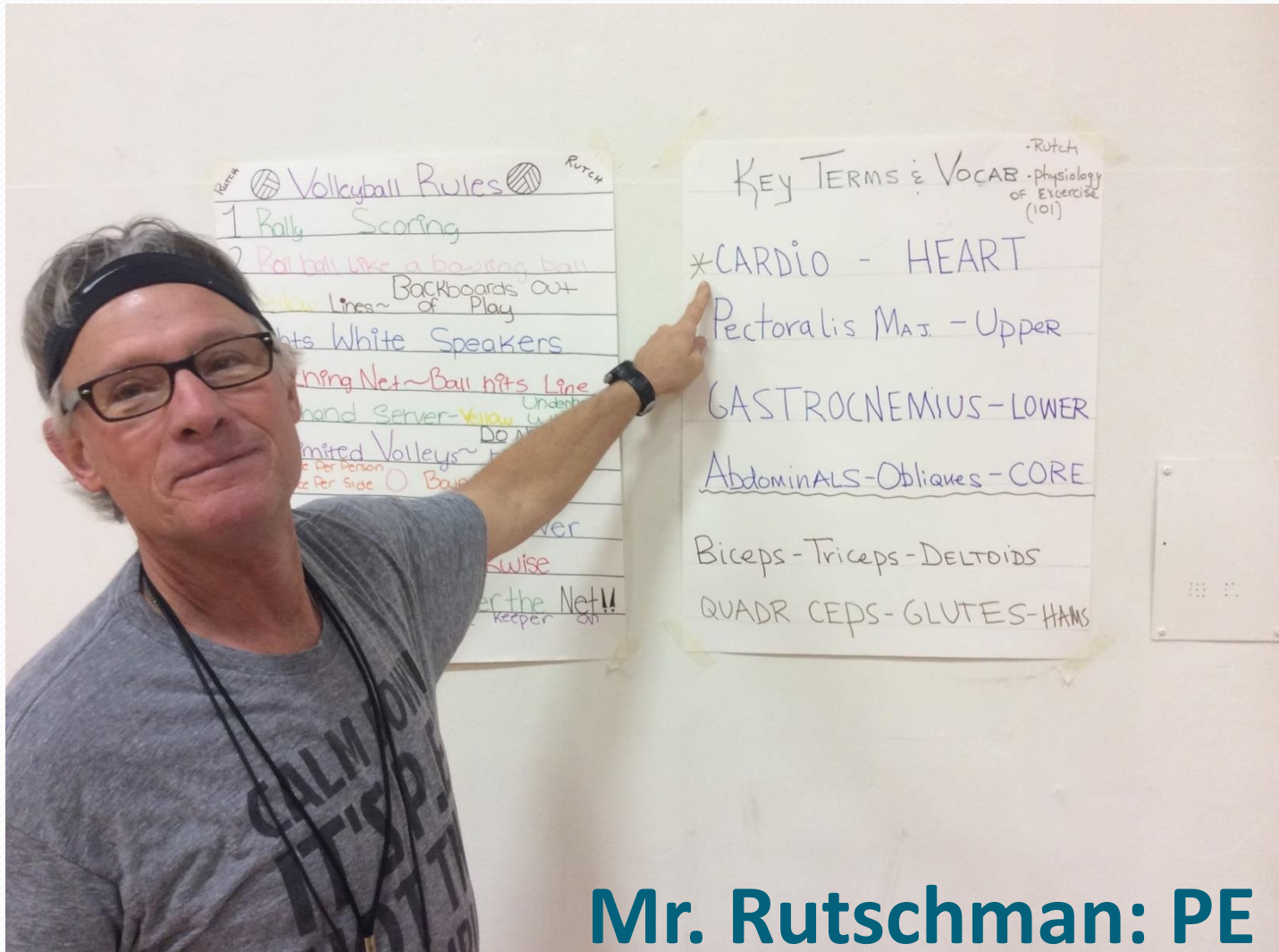
Key Content Vocabulary

- Achievement Gap
- Historically Underserved
- Purpose
- Constructing Meaning[©]

Language of Proposition and Support

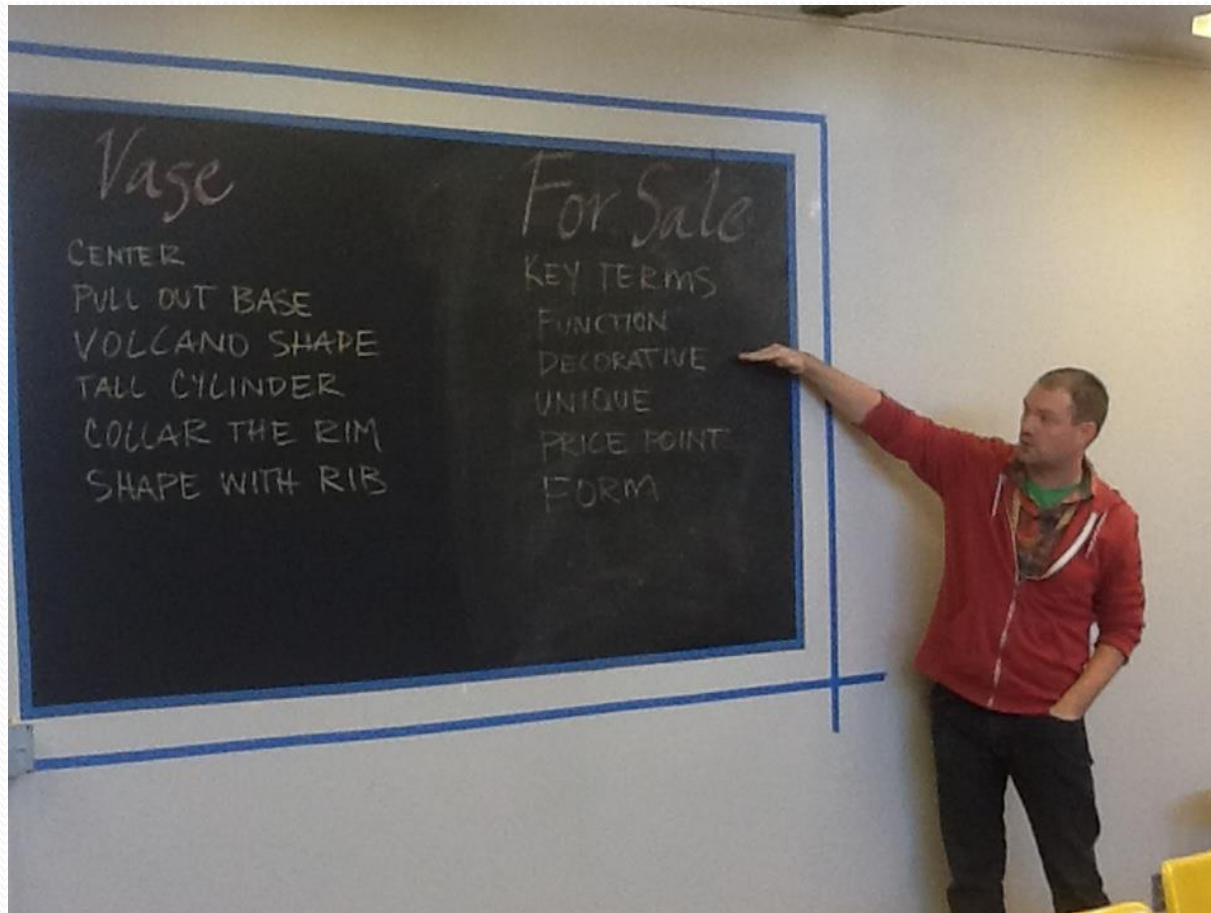
Simple	believe, opinion, problem, reasons, agree/disagree, for example, in fact, suggests, solution	<ul style="list-style-type: none">• It is my opinion that _____.• There is a problem with _____. The proof of this problem is _____ and _____.• I disagree with _____ because _____.
Sufficient	states, argues, supports, position, view, most importantly, proposes, evidence	<ul style="list-style-type: none">• In support of this position, ____, I would argue that ____.• _____ strongly supports _____.• The evidence suggests that_____.
Sophisticated	asserts, claims, defends, persuades, based on, therefore, nevertheless, moreover	<ul style="list-style-type: none">• Nevertheless, the evidence strongly suggests that _____.• _____ defends this position by _____.• I recommend that _____.

It *will* look different in each classroom



Mr. Rutschman: PE

Key Content Vocabulary



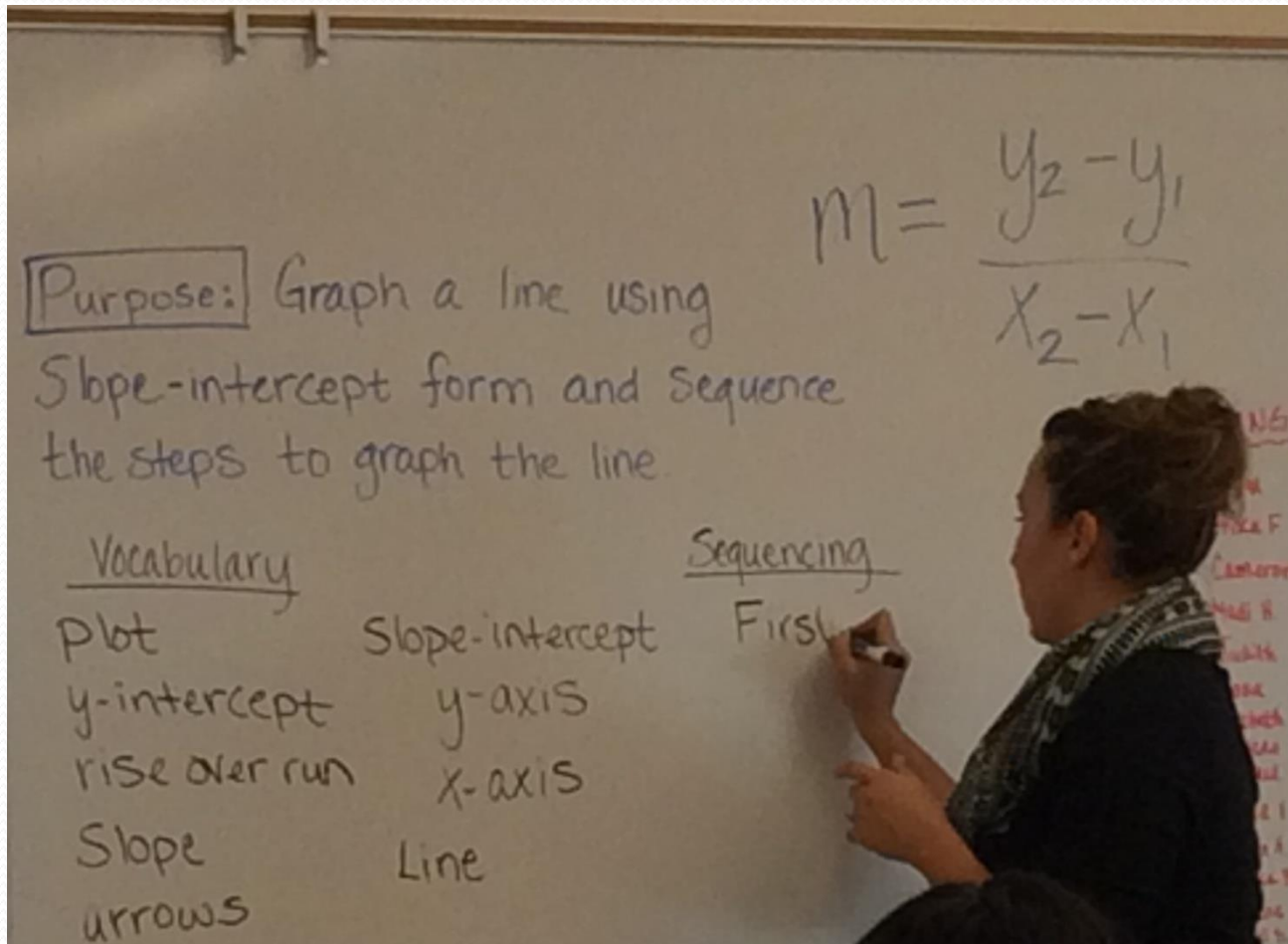
Mr. Willis: Ceramics

Key Content Vocabulary



Ms. Kinney: 2-D Art

Key Content Vocabulary



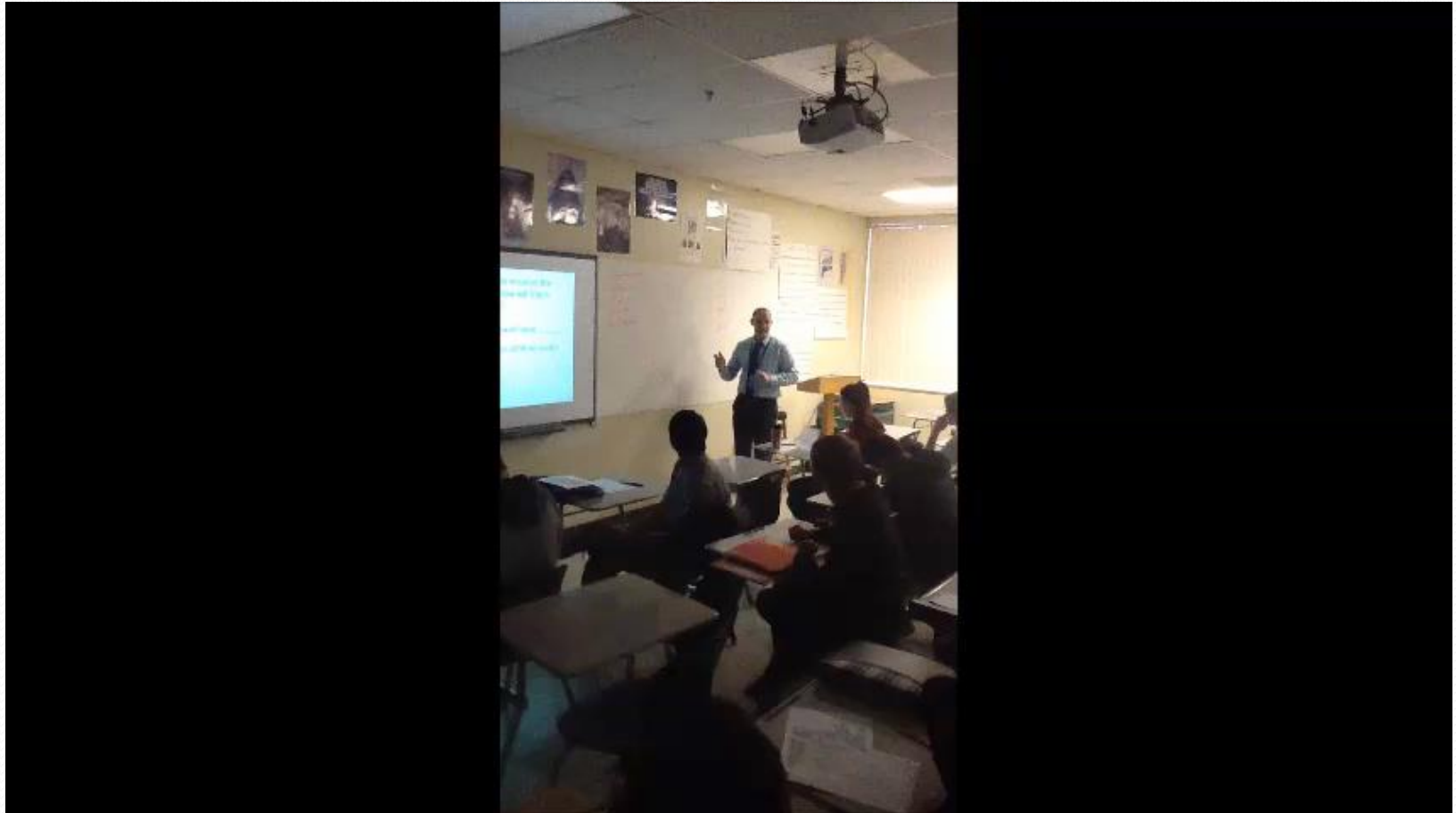
Mrs. Long: Algebra 1

Key Content Vocabulary



Ms. Canady and Ms. Moran: STEM

Key Content Vocabulary



Mr. Knoedler: Modern History II

Key Content Vocabulary

KEY VOCAB

- introductory paragraph
- hook
- bridge
- thesis

- The three parts of an effective introductory paragraph are _____, _____, and _____.
- Critical components of an effective introductory paragraph are _____, _____, and _____.
- Central/critical to effective introductory paragraphs are the elements of _____, _____, and _____.

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Identify hook, bridge, and thesis in an introductory paragraph and explain how they function in partner and class discussion.

Ms. Sayles: Language Arts

Community Feedback

“Use your best academic language when speaking and writing.”

“That is right on. When kids come in for interviews [and when they are working on the job], they need to know how to say what they are talking about instead of using phrases like “that thing”.”

Academic Language



Mr. Vernon: Algebra 1

Continuous Process



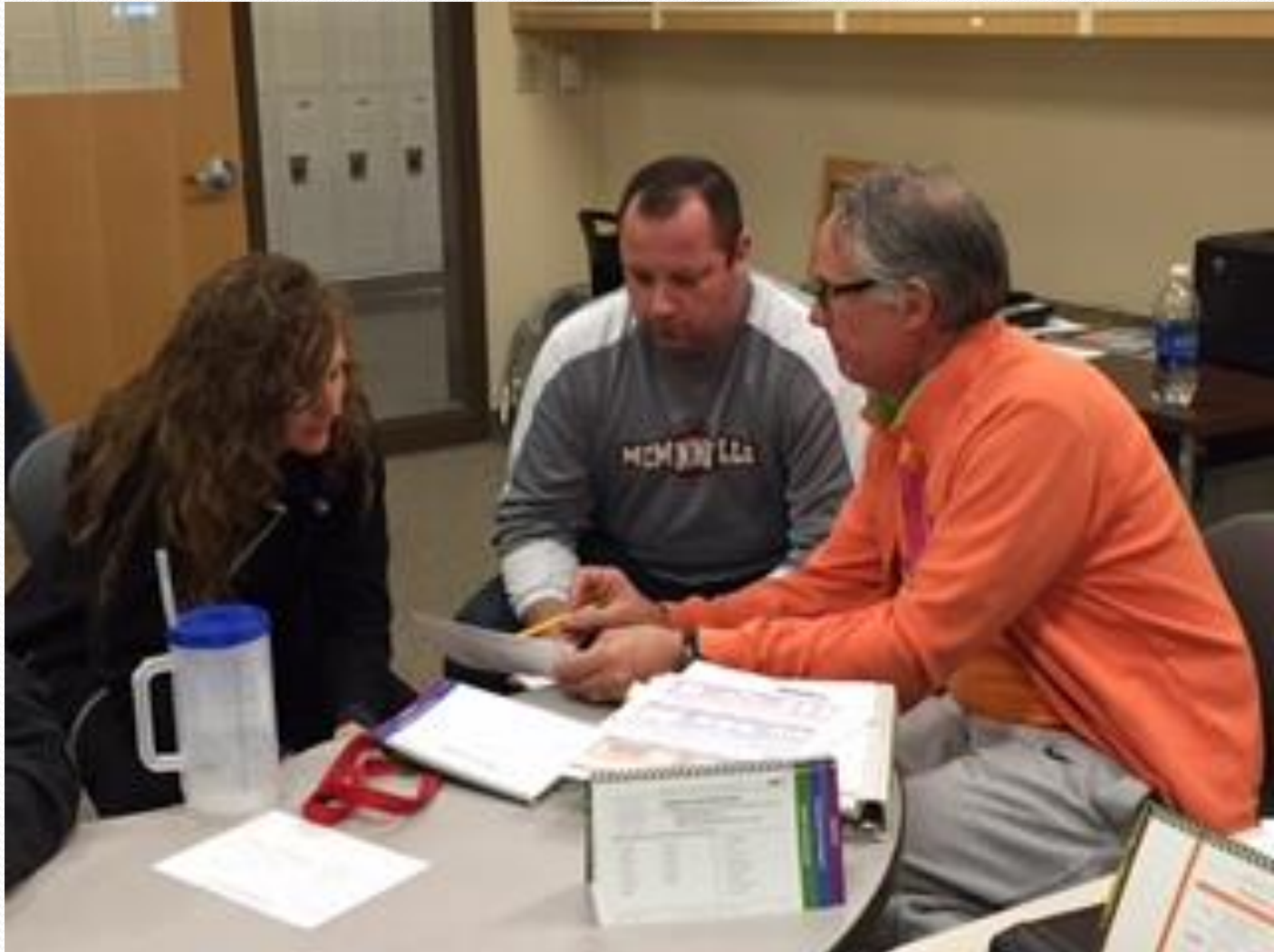
Write and Discuss

Explain and Describe the opportunities your students currently have to practice their academic language in **all** content areas.

Instructional Coaching

- Role of Instructional Coaches
 - Observations with consistent feedback
 - Support for implementing research-based instructional strategies
 - Providing Resources
- Coaching Support for ESD
 - Provide exemplars to be showcased during ESD sessions
 - Encourage teacher participation and support during sessions
 - Provide feedback in regards to the fidelity of implementation

Collaboration



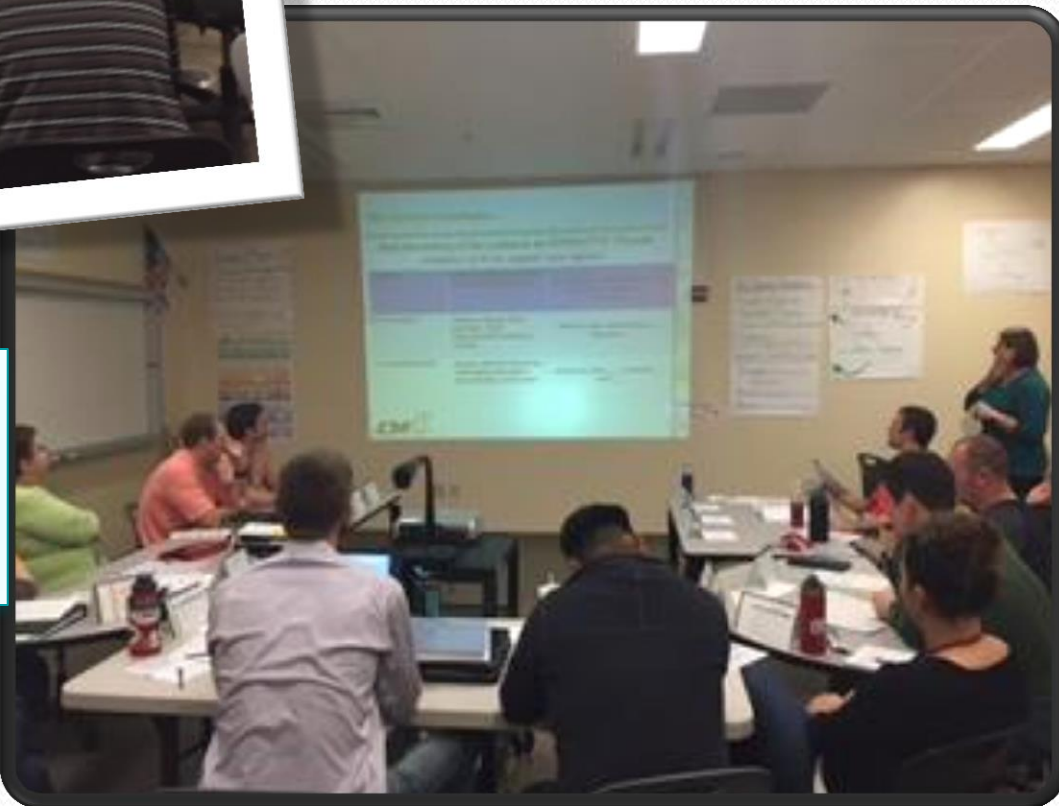
Collaboration

“The best implementation comes from collaborative work with peers.”

- Teacher Leaders
 - Small job-a-like teams
 - Cohesive curriculum and assessment with accountability
 - Focus on instructional strategies for historically underserved students

Cross Curricular Collaboration

Shared Vision



Showcasing Teachers

- Progression of Teacher “Buy-In” From...
 - Disjointed sessions to a cohesive year-long purpose
 - Few expectations to mandates
 - Apathy to engagement
- Time Allotted for Teacher Reflection and Feedback
 - Genuine teacher artifacts and experiences
 - Teachers initiating peer observations

“I’m an old dog, but I can still chew on a new bone.”

Teacher Experts

“We are creating a culture in which teachers become **experts of their craft and feel inspired to share their experiences with each other.”**

- Teachers as Guest Presenters
 - Different conversations
 - Stronger impact statements
 - Someone else “in the trenches” – not an outside voice

“What does academic language look like in aerobics?”

Shared Experiences



Current Data



Current Data

- First Semester Fail Rates
 - Algebra 1 fail rate
 - 4.1% (13 out of 414 freshmen)
 - Freshmen fail rate
 - 4.5% - Semester 1 – 2014-2015
- Lower level ELD students requesting mainstream classes
 - Health
 - Career Pathways
 - Electives

Current Data

MGM² Club – 123 Members



Current Data

Dropout Rate 2013-14			
	MHS	State	Difference
All Students	2.17%	3.95%	-1.78%
Hispanic Origin	1.98%	5.27%	-3.29%
Students w/Disabilities	2.51%	6.10%	-3.59%
LEP	2.72%	7.62%	-4.90%

Current Data

	Graduation Cohort Rate 2013-14		
	MHS	State	Diff.
All Students	84.07%	71.98%	+12.09%
Hispanic	86.03%	64.95%	+21.08%
Students w/Disabilities	67.24%	51.11%	+16.13%
LEP	83.64%	51.66%	+31.98

Administrator Ownership

“Sean Burke has provided McMinnville High School with a clear and consistent vision that meeting the needs of all of our students is everyone’s responsibility. Our staff feels comfortable stepping out of their comfort zone because we know that he’s supporting us.”

- A Single Administrator to Model:
 - Presence
 - Accountability
 - Communication

Write and Discuss

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Contact Information

Sean Burke

Assistant Principal

McMinnville High School

seburke@msd.k12.or.us

Lysha Wasser

Instructional Coach

McMinnville High School

lwasser@msd.k12.or.us

Pamela Canady

Mathematics Teacher

McMinnville High School

pcanady@msd.k12.or.us

Kelly Shipley

Science Teacher

McMinnville High School

kshipley@msd.k12.or.us