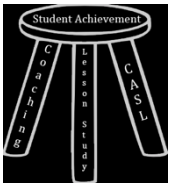
Effective Professional Development for ELD

Presented by Cate Hill and Dana Arntson

March 13, 2014
Bend-La Pine Schools



School	Total Students	# of LEP	% of Student Population
Amity	172	0	0%
Bear Creek (D.I. Program)	678	162	24%
Buckingham	477	20	4%
Elk Meadow	522	19	4%
Ensworth	226	10	4%
High Lakes	641	9	1%
Highland	393	0	0%
Juniper	603	68	11%
La Pine Elem	405	6	1%
Lava Ridge	583	31	5%
Pine Ridge	639	79	12%
Ponderosa	566	35	6%
RE Jewell	604	53	9%
Rosland	165	1	.6%
Three Rivers	347	1	.2%

School	Total Students	# of LEP	% of Student Population
Westside	279	0	0%
William E. Miller	595	11	2%
Cascade MS	888	5	.5%
High Desert MS	780	20	3%
La Pine MS	294	1	.3%
Pilot Butte MS	663	29	4%
Sky View MS	803	15	2%
Bend HS	1600	20	1%
La Pine HS	450	1	.1%
Marshall HS	158	3	1%
Mt View HS	1312	10	1%
Summit HS	1441	12	1%
Totals	16284	621	3.8%

BLP Demographics 2013-14

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BLP Demographics 2013-14

2010-11; % of Students Who Moved Up One Language Proficiency Level

Teacher ID	% Moved Up
#3	20%
#2	27%
#1	30%
#4	33%
#16	33%
#15	41%
#19	46%
#13	51%
#12	56%
#17	56%
#14	64%
#21	65%
#20	72%

2010-11; % of Students Who Moved Up One Language Proficiency Level

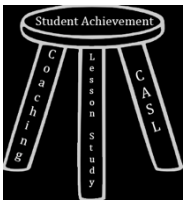
Teacher ID	% Moved Up
#1	30%
#2	27%
#3	20%
#4	33%
#12	56%
#13	51%
#14	64%
#15	41%
#16	33%
#17	56%
#18	75%
#19	46%
#20	72%

2011-12 Program Changes

- ELL Program Redesign
  - All ELD service to be delivered by certified teachers = increase of new ELD teachers
  - Reduction in itinerant ELD Positions
  - Elementary RTI
  - New Teacher Evaluation System
- Anticipated PD Changes
  - Continue ELD Lesson Study
  - Coaching for teachers w/less than 4 yrs. in ELD

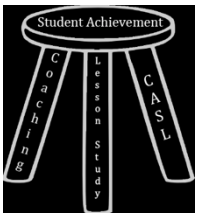
Professional Development Plan

- Instructional Coaching
- Lesson Study
- CASL



ELD Coaching

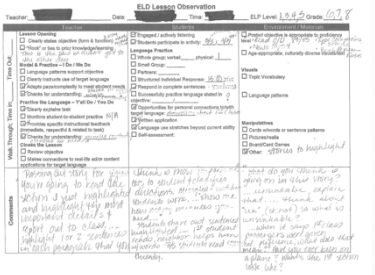
- Schedule
- Observation
- Debrief



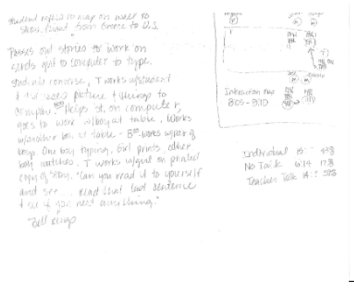
Schedule

New ELD Teachers	Teachers with 1-3 Years Experience in ELD Plus Targeted Teachers	Teachers with 4+ Years Experience in ELD
Every Month	2x Trimester	1x Trimester

Coaching Observation



Coaching Observation

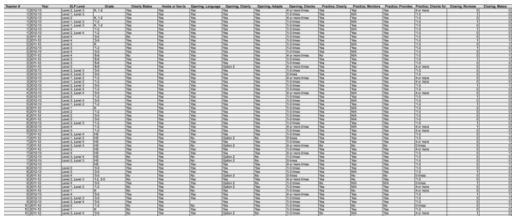


Coaching Debrief: Sample Questions

1. What were the strengths or your lesson? What would you change?
2. What surprised you, or didn't go the way you thought it would?
3. What did you learn or notice about your students' understandings and misconceptions from this lesson?
4. What evidence tells you whether or not your students mastered your objectives?
5. Based on your student's learning behaviors in this lesson, what are your next steps?
6. If you asked your students what they learned today, what do you think they would say?
7. Questions specific to observation or data collected

Coaching Debrief

Spreadsheet of Data



Sharing the District Level Data

- Department Level
  - What do you think are our strengths are?

Observation Data: Lesson Opening

Clearly states objective 78%

Hooks or ties to prior knowledge 99%

Language patterns support objective 80%

Clearly instructs use of target language 84%

Adapts pace/ complexity 83%

Checks for understanding during modeling 90%

Observation Data: Lesson Practice

Clearly explains task 90%

Monitors student practice 92%

Provides instructional feedback 93%

Checks for understanding during practice 94% (No data in 36% of lessons)

Observation Data: Lesson Closure

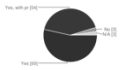
Reviews Objectives 28%

Makes connections to real-life and/or content applications for target language 35%

Observation Data: Students

All Students are engaged/ actively listening 84%

All Students participate 90%



Respond in complete sentences 69%

Students successfully practice target language 65%

Opportunity for person connections 56%

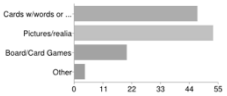
Students self assess use of target language 24%

Observation Data: Classroom

Objectives Posted 87%

Visuals used for topic vocabulary 76%

Visuals used for language patterns 64%



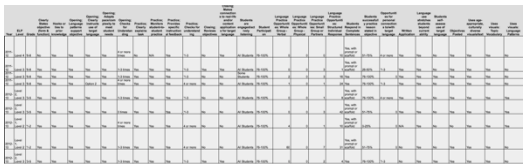
Use of Manipulatives in 79% of lessons

Analyzing Department Data

- What do you notice about the data?

Sharing Individual Data

- Predictions About Data
  - What do you think your strengths are?

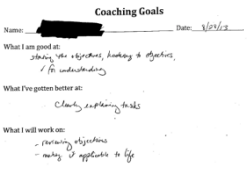


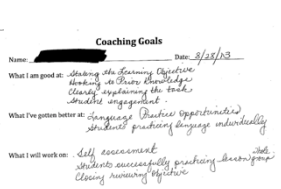
Analyze Data

- What do you notice about your data?
- What do you notice about your data in comparison to the department data?

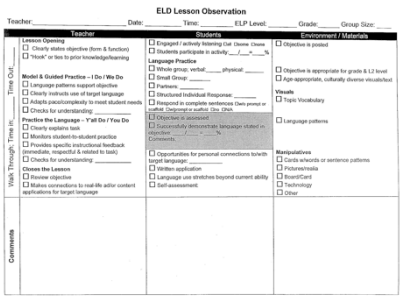
Linking Data to Coaching

- Who needs a coach?
- What are your goals for coaching this year?





Changes to Coaching Observation



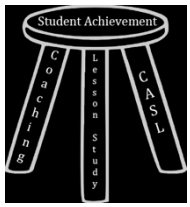
ELD Lesson Observation

Teacher:_____ Date: _____ Time: _____ ELP Level: _____ Grade: _____ Group Size: _____

	Teacher	Students	Environment / Materials
Time Out	**Lesson Opening** ☐ Clearly states objective (form & function) ☐ "Hook" or ties to prior knowledge/learning	☐ Engaged / actively listening Dat Choose Choose ☐ Students participate in activity:___/___=____% **Language Practice** ☐ Whole group; verbal:_____ physical: _____ ☐ Small Group: _____ ☐ Partners: _____ ☐ Structured Individual Response: _____ ☐ Respond in complete sentences Dwn prompt or scaffold Dwn prompt or scaffold Dwn DNA	☐ Objective is posted ☐ Objective is appropriate for grade & L2 level ☐ Age-appropriate, culturally diverse visuals/text **Visuals** ☐ Topic Vocabulary
Walk Through Time In	**Model & Guided Practice – I Do / We Do** ☐ Language patterns support objective ☐ Clearly instructs use of target language ☐ Adapts pace/complexity to meet student needs ☐ Checks for understanding: _____ **Practice the Language – Y'all Do / You Do** ☐ Clearly explains task ☐ Monitors student-to-student practice ☐ Provides specific instructional feedback (immediate, respectful & related to task) ☐ Checks for understanding: _____ **Closes the Lesson** ☐ Review objective ☐ Makes connections to real-life ad/or content applications for target language	☐ Objective is assessed ☐ Successfully demonstrate language stated in objective: ___/___=____% Comments: ☐ Opportunities for personal connections to/with target language: _____ ☐ Written application ☐ Language use stretches beyond current ability ☐ Self-assessment	☐ Language patterns **Manipulatives** ☐ Cards w/words or sentence patterns ☐ Pictures/realia ☐ Board/Card ☐ Technology ☐ Other
Comments			

Lesson Study

- Japanese Studio Model
  - Teacher Self Assessment & Goal Setting
  - Collaborative Planning Process
  - Teach/Observe
  - Debrief
  - Modify



Rendering Text

- Underline one sentence
- Put a box around one phrase
- Circle one word

Preparing for Lesson Study

- Training on data collection techniques
- Group norms

Lesson Study Daily Protocol

- Host Teacher's Role
- Review norms
- Set day's agenda
- Lesson study roles
- Self-Assessment & Personal Goals

Self Assessment & Goal Setting

Self Assessment: Teaching Behaviors and Strategies

Ex-Every day S-Sometimes N-Never or not very often

	Share and post language/content objectives in a student friendly manner
	Refer to language/content objectives throughout lesson; explicitly making connections between activities and lesson objectives
	Engage students by setting purpose for learning (Why is this important to know? Where or how will this be used in real life?)
	Assess students' background knowledge and prior experience; establish where students are in relation to the objects to be mastered
	Tie lesson to prior knowledge or learning
	Select and elicit real life examples that link to or illustrate key concepts
	Identify key vocabulary and teach it in context, providing examples and non-examples (anticipate misunderstandings and plan to address them)
	Provide multiple exposures and practice opportunities for students to interact with key vocabulary and target language forms
	Provide clear descriptions and models of desired language usage and tasks prior to student practice
	Language prompts and patterns support objectives, and model correct usage of the targeted language forms
	Use a variety of techniques to make instruction comprehensible; gestures, facial expressions, act out meaning, visuals, diagrams, graphs, media, maps, manipulatives, etc.
	Modify speech appropriately for the language proficiency level; rate of speech, enunciation, monitor use of idiomatic expressions, elaborate on student responses, etc.
	Provide sufficient wait time for students to respond to questions
	Check for understanding during all phases of lesson (teacher modeling, guided practice, independent practice); provide student practice opportunities after each step
	Provide multiple opportunities for student interaction and language practice, focused on language objectives
	Provide appropriate monitoring of partner work so that it is productive in regards to practicing target language forms (use of sentence frames, precision partnering, etc.)
	Provided structured opportunities for student language practice that ensure equal participation for all
	Monitor student language practice and provide immediate specific, corrective feedback on usage

ELD Lesson Study 2017

Collaborative Planning
Defining Function & Form: "Mucking Around"

Function:

- ODE: Describing spatial and temporal relations
- Language Objective: Students will be able to use prepositions of location (in/on/at) to describe where things are

Lesson Study: Collaborative Planning
Step 1: "Mucking Around"

Lesson Study: Collaborative Planning
Step 2: Creating a Plan

The Lesson Plan

Lesson Planner for ELD

Function: Describe location of objects in space using prepositions
Grade(s): MS Teacher(s): Sherri (select verbatim on corrective feedback) & Kate (student interaction count)
Time:9:20 Date: 3/18/13
Focus Students: Cynthia: response count (Rebecca)

Objectives	
Language	The students will be able to use prepositions of location to describe where things are.
Interactions	40 responses per student using target forms
Language to Teach	
Grammatical Forms	Prepositions of location: in (a specific space), on (a specific surface), at (a specific place)
Patterns for Prompts	Where is/are ____?
Patterns for Responses	The ___ is in/at/on the _____.
Topic Specific Vocabulary	
Instructional Sequence	
Opening/Background Knowledge	Note: do not post sentence frame until after the Pre-Assessment) How many ways can you think of to use these words: in, on, at? Students write as many sentences for each preposition on a 3-column paper (put name on paper). While students work, teacher goes around and choses a correct sentence for each student to share and "stars" it. Have each student copy their sentence on a sticky note and share their sentence, discuss where it should be placed on a 3 column-chart and vote with fingers for which column to place it under "Time"(1), "Place"(2), or "Other"(3). Teacher tells the right answer and student places it on the chart in correct place.
I Do/Modeling	Explain when to use the prepositions: At: for a specific place In: for a specific space On: for a specific surface Have students act out the different prepositions playing Simon Says and explain how sitting in and on something is different because of the shape of the surface or space available (for single use or many people; you sit in a chair but on a couch; flat vs. rounded; you sit on a table but in a chair).

Lesson Plan (cont.)

We Do/Guided Practice	Pass out response cards, have students write in, on, and at on them. Ask practice questions and have student show their response; Do whip around and have each student say their sentence. Carousel (Poster w/picture and guiding questions that require all three prepositions): Show sentence frames for sentences. Students pair with partner and go to carousel posters. Structure the work: "1's say the sentence; 2's write it down;" then switch at next poster. Everyone writes an "on" sentence at the same time, rotate, write an "in" sentence on each poster; rotate; write and "at" sentence on each poster.
You Do/Structured Independent Practice & Assessment	Show picture of the boat at the lake and model how to write a sentence for each preposition: The boat is **at** the lake. The people are **in the** boat. The boat is **on** the **water**. Erase the model sentences and the sentence frame before going onto independent task. Show slide of kids on the floor and at the computers in the library at school, and have students each write 3 sentences to describe the picture, using each preposition.
Wrap Up & Reflections	

Preparation:

Student Name Tags
Assessment Checklist
sticky notes
pictures
chart paper
sticky tack

Teach and Observe the Lesson

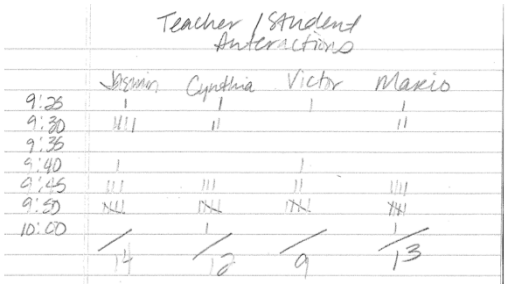
Teacher Goals:

- Select Verbatim on Corrective Feedback
- Student Interaction
- Academic Language Use

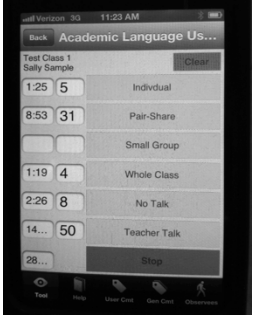
Students:

- Cynthia: correct responses

Teacher/Student Interactions



Academic Language Use

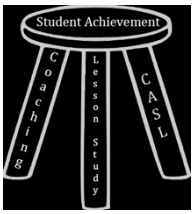


Lesson Study: Student Work Samples

Lesson Study: Debrief

Collaborative Analysis of Student Learning

- Protocol
- Training
- Data Collection



Collaborative Analysis of Student Learning

Teach Lesson Study Unit

- Organize Data
- Share
- Discuss
- Reflect

Organizing Lesson Data

Student Performance Grid

Name	Skills or Grammar Forms						Strengths	Comments or Specific Errors or Misunderstandings

CASL Preparation

- Teach the Lesson Study unit to your own groups
- Sort student work samples to determine performance levels
- On the Student Performance Grid, describe each student's strengths and weaknesses
- Find patterns of learning on the student performance grid.
- Identify and describe two focus students who represent two different instructional challenges
- Make copies of Student Performance Grid and your focus students' work samples to distribute to members of your small group

CASL Protocol

The purpose of these discussions are to encourage each group member to re-examine, clarify, and transform their thinking so that they can help students succeed.

During Sharing

- Focus on the speaker's words and non-verbal behaviors
- Listen to understand rather than to respond

Responding during Sharing

- open-ended and non-judgmental responses invite the speaker to share more information.

CASL Protocol (cont.)

Discussion

- **Make observations and interpretations about what was presented to promote deeper thinking:** As a group, **describe** what you observe in the work.

Analyze the student work (What does it mean?)

- As a group, analyze and discuss what the work tells you about the students' learning and the teaching (be sure to provide evidence to support all interpretations).

CASL Protocol (cont.)

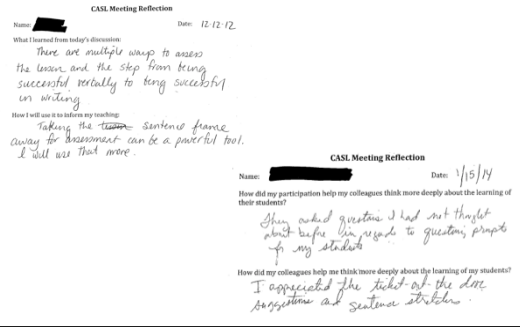
Planning

- Probing for Future Actions: the facilitator invites the group to synthesize what was learned during analysis, and carefully weigh each possible strategy

Reflection: Each person takes a moment to consider:

1. *What did I learn from this discussion?*
2. *How will I use it to inform my teaching?*
3. *How did my participation help my colleagues think more deeply about the learning of their students?*
4. *How did my colleagues help me think more deeply about the learning of my students?*

Reflections



CASL Meeting Reflection

Name: [redacted] Date: 12-12-12

What I learned from today's discussion:
There are multiple ways to assess the lesson and the step from being successful verbally to being successful in writing.

How I will use it to inform my teaching:
Taking the ~~frame~~ sentence frame away for assessment can be a powerful tool. I will use that more.

CASL Meeting Reflection

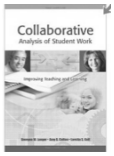
Name: [redacted] Date: 1/15/14

How did my participation help my colleagues think more deeply about the learning of their students?
Shin asked questions I had not thought about before in regards to questions prompts for my students

How did my colleagues help me think more deeply about the learning of my students?
I appreciated the ticket out the door suggestions and sentence starters.

CASL Training

- School Improvement Wednesdays (SIW) day spent on CASL
  - Overview; What is CASL?
  - Practice with prompts
  - Simulated session



- Resource*: Collaborative Analysis of Student Work: Improving Teaching and Learning;* by Georgea M. Langer

The Learning Curve:

Moving from How to What

Change from a focus on teaching to a focus on learning

Implementation Tips

- Coaching: training for person coaching
- Lesson Study: Learn the process from someone who knows
- Lesson Study: Full day cycles the first year or two
- CASL: Overview and Simulation

Questions? Contact us at:

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