

FROM ESL PULLOUT TO LANGUAGE FOR ALL

Ventura Park Elementary - David Douglas School District

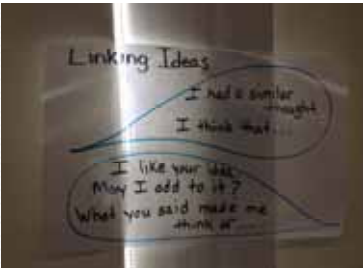
Presenters

Ventura Park Elementary

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



Overview and Rationale



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

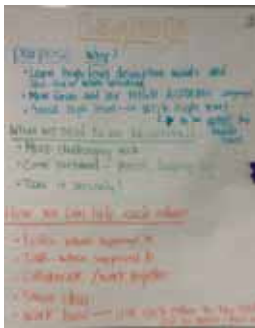
Kindergarten



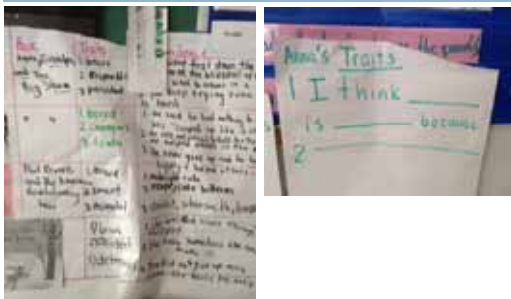
Second Grade



Second Grade



Third Grade



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 3 O'clock Partner

- 5 minutes
- Find your 3 o'clock
- Discuss the key question
- Record your shared thinking

Key question:

What is your current ELD program model and what are its strengths and limitations?



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

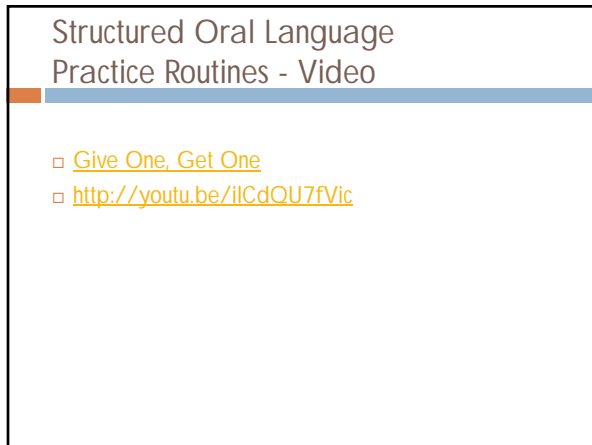
- Art of Getting Along Systematic ELD kit to launch the year
- Houghton Mifflin aligned, proficiency leveled maps with language function and forms (2012-2013)
- LDS team created ELD maps aligned to ODE Functions and Forward Thinking and Academic Success Skills (2013-2014)

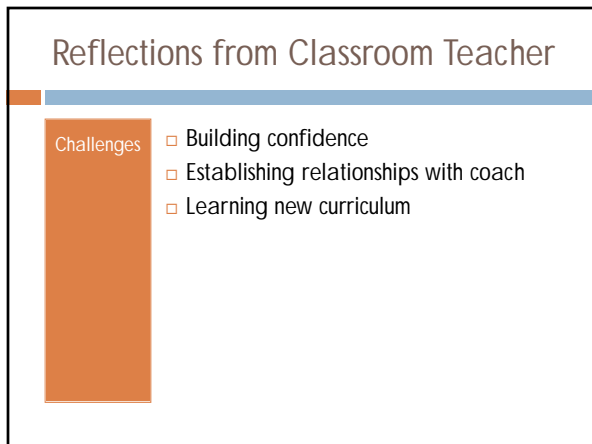
Appointment with 6 O'clock Partner

- 5 minutes
- Find your 6 o'clock partner
- Discuss the key question
- Record your shared thinking

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







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

Beyond the Language Block

Third Grade

Using language frames to discuss the central message



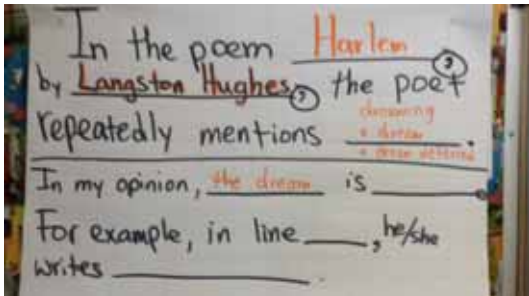
Language in content

- Math problem solving
- Geometry
- Character traits
- Scientific Process
- Bully Prevention Program

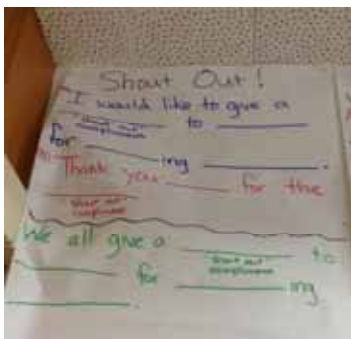
Fourth Grade



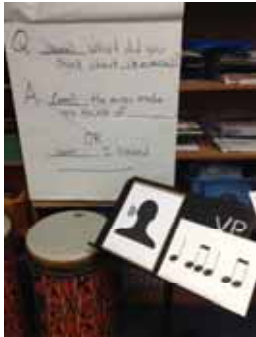
Fifth Grade



Fifth Grade



Music

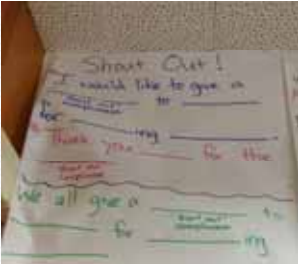


Appointment with 9 O'clock Partner

- 5 minutes
- Find your 9 o'clock partner
- Discuss the key question
- Record your shared thinking

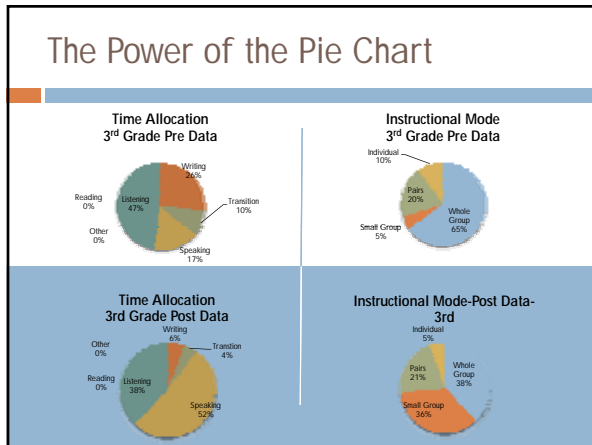
Key Question:
How can you increase student talk time and use of academic language in classrooms?

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)



Change in Practice = Change how we engage students

Leadership	Commitment	Equity
<ul style="list-style-type: none"> □ Common vision: <ul style="list-style-type: none"> ■ District ■ Principal ■ Coaching ■ GLT/Staff □ Coaching: <ul style="list-style-type: none"> ■ Whole-Staff ■ GLT ■ Individual □ PLT/PLC guidance 	<ul style="list-style-type: none"> □ District support □ Time for GLTs & coaches to collaborate □ Staffing □ Training for support staff □ Monitoring & feedback □ Professional Learning is embedded into instructional day 	<ul style="list-style-type: none"> □ Equity for ALL students <ul style="list-style-type: none"> ■ 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 12 O'clock Partner

- 5 minutes
- Find your 12 o'clock partner
- Discuss the key question
- 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."

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

In Progress...and Looking Ahead

- Training for constructive conversations and PLT focus
- Comprehensive building coaching plan
 - ▣ Individualized coaching
 - ▣ Team coaching
- Transitioning to new ELP standards - Connecting ELD and common core state standards
 - ▣ MOOC on new ELP standards
 - ▣ Backward planning with grade level teams
 - ▣ Revise language maps to match new standards

Student Perspective



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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