

# 2018-19 ELD Adoption Professional Development Plan Proposal

## Goals

All professional development provided through the ELD Adoption will be aligned with the Guiding Principles and Best Practices for Multilingual Learners.

While all the Guiding Principles and Best Practices are interrelated and critical to the success of multilingual learners, the primary focus for professional learning related to instruction in the 2018-19 school year will be the Best Practices related to **Principle 3: Equitable & Authentic Assessment, Principle 4: Meaningful Communication, & Principle 5: Scaffolding for Autonomy.**

### For K-12 English Language Development Teachers:

The goal of professional development designed for ELD teachers is not only to provide instructionally cohesive professional learning across the district, but to elevate the role of the ELD teacher as a collaborative language specialist in their schools.

To achieve this goal, professional development will emphasize:

- Strengthening understanding of how the English Language Proficiency Standards are integrated and correlate to content area standards
- Understanding and articulating the language demands of a task
- Responding to students' linguistic needs with appropriate scaffolding, with an emphasis on formative assessment practices to determine when to add or remove scaffolded support
- Facilitating meaningful student-to-student communication in a variety of settings

### For Classroom Content, Intervention, and Specialist Teachers:

- Building teacher capacity to know and be able to implement strategies that support instructional best practices with multilingual learners
- Opportunities for inclusion in ELD specialist professional learning events to further extend their teaching practice

In addition to the work outlined below, Multilingual Department TOSAs will collaborate with content-area TOSAs to continue to integrate the Best Practices for Multilingual Learners into all professional learning across the district.

## Providers

### ***Tonya Ward Singer***

Author of *EL Excellence Every Day* and *Opening Doors to Equity Through Observation-Based Teacher Learning*

**Guiding Principle Alignment:** Equitable & Authentic Assessment, Meaningful Communication, Scaffolding for Autonomy

Tonya customizes district-level work to emphasize local initiatives so professional learning never feels like “one-more-thing,” and is always an empowering experience to move collective impact to the next level. Unique from many EL experts, she is a specialist in core literacy instruction and professional learning design. She helps both EL and general education leaders and teachers collaborate to raise the caliber of Tier I instruction for equity and EL achievement. Many districts hire Tonya to find out how to ensure access and excellence for all students, especially ELs, students of color and any students who are currently underperforming in our system. She is most deeply invested in helping districts leverage their local expertise to shift instruction in every classroom, every day.

#### **Overview of plan:**

- All ELD teachers will receive a copy of *EL Excellence Every Day* & provided with opportunities to participate in a related book study
- Consultation with the Multilingual Department team in September to align February workshop to district goals and initiatives
- On-site professional learning for a variety of teacher and administrator groups related to the Best Practices
  - Tentative Schedule:
    - Tuesday, February 19 - All Elementary ELD teachers
    - Wednesday, February 20 - AM: ELD Cadre, Lunch: with administrators, Early Release: open to all teachers, K-12
    - Thursday, February 20 - All Secondary ELD teachers, plus possible content partners from school sites
- Ongoing opportunities for follow-up support and collaboration through classroom visits, webinars, teacher PLCs, etc.

### ***Tim Blackburn***

Practice Expert for Emergent Bilingual Students at Education Northwest

**Guiding Principle Alignment:** Equitable & Authentic Assessment, Meaningful Communication, Scaffolding for Autonomy

Tim shares his extensive knowledge of the English Language Proficiency Standards and his intentional planning framework used for curriculum/unit planning with a focus on elevating language practice and untangling the language load of academic tasks no matter the subject area. Tim has partnered collaboratively with the Multilingual Department over the past five years on projects related to the ELP standards, argumentation, and the Program Model Road Maps. He will continue to collaborate closely with the TOSA team to provide support, co-planning, and co-facilitating the development of units and application of his framework to co-teaching contexts.

**Overview of plan:**

This will be a mixed project, with three main, ongoing areas of focus:

- Coaching and consultation in collaboration with Multilingual Department TOSAs and administrators
- Professional learning opportunities, including collaborative unit planning
- Formative assessment and process

**Jeff Zwiers**

Senior researcher at the Stanford Graduate School of Education and the director of professional development for [Understanding Language](#), co-author of *Academic Conversations & The K-3 Guide to Academic Conversations* (in addition to others)

**Guiding Principle Alignment:** Equitable & Authentic Assessment, Meaningful Communication, Scaffolding for Autonomy

Jeff's research focuses on classroom practices, opportunities, and activities that foster language, literacy, cognition, and content understandings. At the heart of this research is looking for ways in which to help all students develop into the best people they can be through classroom instruction and assessment.

**Overview of plan:**

- Two days of professional learning in the fall
  - Tentative Schedule:
    - Wednesday, October 3 - AM: Secondary teachers, ELD + invited teacher guests; Lunch: MLD admin & TOSA planning session; Early Release: All TOSA collaboration

- Thursday, October 4 - AM: K-2 Focus for ELD teachers; PM: 3-5 Focus for ELD teachers (teachers would choose one or the other to attend), depending on numbers would like to invite rep from schools
- Ongoing opportunities for follow-up support and collaboration through classroom visits, webinars, teacher PLCs, etc.

***Jill Haney***

Director of Literacy at Saddleback Publishing Company

**Guiding Principle Alignment:** Equitable & Authentic Assessment, Scaffolding for Autonomy

Jill's vast experience and knowledge of strategies for teaching early literacy skills to middle and high school students will be shared with secondary teachers to increase successful reading opportunities for students at emerging levels of English. While she will focus on the implementation and integration of the Saddleback materials, the literacy strategies teachers will learn can be applied to any text.

**Overview of plan:**

- 1 day on-site professional development related to implementation of Saddleback products and strategies for secondary ELD teachers and language arts teachers who serve newcomer students
- 2 - 90 minute follow-up webinars during early release throughout the school year

## Timeline

Dates	Target Audience	Professional Development Focus	Provider
August 22	Elementary ELD Teachers	Introduction to year-long professional development plan, orientation to professional and instructional resources & the intentional planning framework to use in conjunction with the ELP standards.	Tim Blackburn, TOSAs
August 23	Secondary ELD Teachers	Introduction to year-long professional development plan, orientation to professional and instructional resources & the intentional planning framework to use in conjunction with the ELP standards.	Tim Blackburn, TOSAs
September TBD	Secondary ELD & LA Teachers who serve newcomer students	Integration & implementation of Saddleback materials geared toward students at emerging levels of English proficiency; early literacy strategies.	Jill Haney, Saddleback
Ongoing	Elementary & Secondary ELD Teachers	<i>EL Excellence Every Day</i> book study	TOSA support, teacher-led
Ongoing	Elementary & Secondary ELD Teachers	Collaborative unit planning	Tim Blackburn, TOSAs
October 3-4	Elementary & Secondary ELD Teachers; TOSAs, Opportunities for all teachers	Strengthening authentic conversation skills and student-to-student discourse within the context of core curricular areas	Jeff Zwiers

February 19-20	Elementary & Secondary ELD teachers; Opportunities for all teachers	Using scaffolds strategically to support and foster independence, using formative data to differentiate and refine teaching, integrating collaborative conversation structures to ensure engagement in rigorous content and literacy learning	Tonya Ward Singer
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<b>Professional Development Phases</b>			
<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>
<ul style="list-style-type: none"> <li>● Focus on MLL teachers and use of materials;</li> <li>● Focus on MLL and each/select Best Practice(s) <ul style="list-style-type: none"> <li>○ Start with BP 1, 4, 5?</li> <li>○ Provide PD in supporting current units of inquiry/UoS/math/etc vis-a-vis language development</li> </ul> </li> <li>● Significant PD for DO and school-site admin;</li> <li>● Continued PD for Co-co schools where available;</li> <li>● Continue some PD for content teachers, DALL</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to roll out PD for content teachers as a focus for BSD; <ul style="list-style-type: none"> <li>○ Content standards connected to ELPS</li> <li>○ Best practices applicable to all content areas</li> <li>○ Specific content PD with ELPS (ELA, Math, Science, SS, etc)</li> </ul> </li> <li>● Purchase additional materials to support classroom teachers in working with MLLs;</li> <li>● Monitor and adjust changes implemented over 2 years</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to look at scheduling and structural changes impacting ELLs K-12 <ul style="list-style-type: none"> <li>○ Credits</li> <li>○ Coteaching</li> <li>○ CTE</li> <li>○ Electives</li> </ul> </li> <li>● Pilot such changes in smaller setting?</li> <li>● Purchase additional materials to support classroom teachers in working with MLLs;</li> <li>● Monitor and adjust changes implemented over past years</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate K-12 vertical articulation of the MLL system</li> <li>● Purchase additional materials to support classroom teachers in working with MLLs;</li> <li>● Monitor and adjust changes implemented over past years</li> </ul>

<ul style="list-style-type: none"><li>● TOSA (Health, Science, Writing, Reading PD) support as training of trainers model</li><li>● In school PD a la ELA and Math with 2 hour release and sub time?</li><li>● Modules with ELA, Math, Science, SEL, etc.?</li><li>● Monitor and adjust changes implemented this year</li></ul>			
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