



ELL Project Team Session Notes  
June 11, 2018  
4:30-6:30pm



## ELL Project Team Session Notes

4:35 pm -- Toshiko: welcome and introduction. Shared purpose of today's meeting. Team has worked hard to come up with a proposed professional development plan. It's not fixed, as it's still open for feedback. The team is ready to present the recommendations for elementary and secondary today. The school board meeting will be on June 18th.

4:40 pm - Kerrin: The first thing we are going to look at tonight is the Professional Development Plan. We would like to think about the PD as the focus. What will help us move forward as a district is to build capacity of our teachers. Spent some time reviewing of the 7 Guiding Principles. They are interrelated and interconnected. Has group read over the "Introduction to the Best Practices for Multilingual Learners."

4:45pm - Kerrin: Any comments or questions?

Susan (school board member): I really like this document because it pulls in equity in so many different ways. It's more than a curriculum adoption. This introduction really speaks to it. I'm excited about it.

Amy: Where did the seven best practices come from?

Kerrin: It came from our cadre. We used the 5D to help us. The Understanding Language Consortium (that is who developed the ELPs), they have a set of principles. WIDA and TESOL each of a set of guiding principles. They definitely came from the research that the cadre did.

Alexandra: We are talking about these learners as assets to the community and what they bring

Kerrin: What we chose to focus on are #3, #4, #5 of guiding principles for the professional development focus. We are going to purchase the EL Excellence Every Day for every teacher. And, our proposal is to have Tonya Ward Singer come to BSD.

4:52pm - Kerrin. Our guide to the ELD Adoption Professional Development Proposal Plan is divided into 3 sections:

- Goals
- Providers
- Timeline

Has group engage in Close Reading Protocol, first read.

5:03: 2nd read - read with the lens of a school board member. What questions came up? What are your thoughts? Share with others in group. Turn in one marked-up text that includes comments, per group.

5:20pm

Susan (Science TOSA): What is the expected outcome of the implementation of the PD Plan? How are instructional strategies going to shift, both classroom and ELD? What does year 2 and year 3 look like? If you know what the expected outcomes, how are we measuring them? Accountability piece.



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Third category of teachers that needed to be added: Sheltered teachers, they are in a separate group. There might be an urgency in providing PD for them early and supporting them all year long.

Alexandra: How am I making sure that I'm doing authentic assessment for example if it's optional for classroom teachers? How does this look for classroom teachers?

Susan (board member): What are you saying that there are people that give push back. How to avoid "this is one more thing I have to do"? We want to include everyone in the process --- we need to have an equity lens. This whole adoption is looking through the equity lens.

Matt (community member): I think there are a couple things that are essential. We have to ask why it's important and how it is benefiting our students? How are we going to be supported to do this? It's a shift in practice...."You are doing this, in place of this."

Susan (board member): Teachers and Principals do amazing things and have a huge responsibility with our kids. I think you are absolutely right. We are not adding to your plate, we are taking some things off, and exchanging them for this. And enhancing where our kids come from and embracing it.

Alexandra: I get why this is so critical for ELD teachers. I'm with them the whole day in every content area. When we aren't not also going through this, it leads to that frustration. ELD teachers are only with our students 40 minutes a day.

Jamie: What I'm concerned in...I see events that classroom teachers are invited to. For somebody from the outside, how do I know that will work and how do you know that will work.

Kelly: I think that is a really great question. There are going to be teachers that are going to say, "that's your job." I think it's important to have this conversation of who is it for. Maybe we can use more open and stronger language for the part on "inclusion" of teachers.

Amy: I have two points. We need to start with administrators in some ways. We develop a BSD ELD certificate for classroom teachers to earn for participating in the PD (webinars, etc.) There can be a Tier 1, Tier 2 and Tier 3 certificates.

Rob: suggests a stipend in addition to the certificate.

Susan (school board member): supportive of this idea (certificate).

Toshiko: We are providing the PD and the teachers can earn this certificate.

Matt (community member): Suggests that we look into Open Badges. It's done by a Non-Profit, Mozilla.

Rita: The idea of mandating it. I would fully support that if we can do it for all classroom teachers. I have seen tremendous positive impact on all my students. It would be nice to have different levels of trainings. There is a definitely an interest in that for sure.



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Alexandra: Each school can put together a group of teachers. And that group can attend the PD and take it back to their school. This can be an option if we can't make this a mandate.

Kelly: Perhaps every building can have their own plan.

5:40pm - Instructional Resources Recommendations

Kerrin: Shares what professional books we plan to get that will serve as teaching guides for ELD teachers.

Susan (school board member): Has there any thought of some of this being out there in a TED talk kind of way?

Kerrin: There is an opportunity with webinars. If there is somebody that guides you through a webinar, that tends to work better.

5:45 pm- Secondary Instructional Materials

Kerrin: There are a lot of new arrivals that come to this school district and may or may not have a lot of literacy in their first language and are struggling in our secondary schools. One of the areas of focus of the ELD portion of this adoption is thinking about Newcomer Resources.

Also,

- Teen Emergent Reader Libraries - these are focused on sight words.
- Teen Emergent Reader Libraries - these are focused on phonics.
- Welcome Newcomers Kit

Which secondary newcomer resources should be prioritized?

Is it most helpful to look at each newcomer support kit separately, or look at various combinations?

Rob: Shares possible combinations.

Kerrin: We are looking for guidance from the Project Team.

Rita: Can't we just build our own kits? Some of the books perpetuate stereotypes and don't fit in with our stance. I don't know very many students that would be interested in reading these books. Can we select our own books and build our own kits instead of buying these pre-packaged kits?

Kerrin: Mackin Classroom Libraries. Choice reading. Focus on culturally & linguistically diverse texts so students can read choice "just right" books and Focus on high-interest, low readability texts

Rita: I feel there are a lot of teachers that have their go to books.

Rob: I'm torn. I agree with Rita...



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Susan (Science TOSA): Are some of these available online instead of purchasing these kits?

Rob: Multi-licensed e-books were more expensive.

Kerrin: We looked at Common Lit. and Newsela, but most of that is supplemental and not really curriculum.

Matt (community member): Are the progression kits needed? What's the challenge that it meets?

Kerrin: When new arrivals arrive and don't have very many literacy skills in English, they are struggling in their courses because they don't have enough to read at their level.

Matt (community member): So they would get these books in the kit, and they would be doing something different?

Kerrin: Shared some things from the Newcomer Kit. This is more of an ELD kit.

Karen: These are secondary beginning readers. If you aren't using the whole progressions of materials you are going to have gaps. They are learning to read in another language.

Carolina: Is secondary using IRLA?

Kerrin: Some teachers have been talking about how IRLA might be leveraged to use for middle and high school.

JoAnna: Once you are a reader, you are reader. Once a student knows how to read in their home language, they are readers and we need to build on their assets. We need to be careful about purchasing books that don't value where students are at, that don't build on what they already have. It is about the strategies that we use in instruction.

Rob: The Secondary ELD teacher and ELA teachers need a way to identify where students are they are at, whether it's the ENIL or IRLA. The caution I have for IRLA, secondary teachers don't know how to do the foundational literacy piece. If I'm IRLA trained, I still need help to figure it out.

Carolina: There is professional development on that.

Kelly: The part of this that can be so powerful is if we find materials to help teach us. It makes sense to adopt something that already exists in our district, however the IRLA isn't appropriate for my newcomers. I wouldn't use the IRLA for newcomers. We have to be careful about the language piece versus the literacy piece.

Susan (school board): Have you looked at other districts to see what they use?

Kerrin: We are not alone in this struggle. There isn't much out there. We may be one of the districts that have more recent arrivals.



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Karen: I agree with JoAnna. We need students to have books in their hands.

6:13pm -

Kerrin: I wonder if there is a way we can put a proposal together for what we need for secondary? It could be a piece and we move from there. We also have some Title III funds for supplemental purposes.

Amy: Is this a one year adoption? Or do you want to do a phase one and phase two?

Kerrin: Phasing might be a good plan.

Amy: The newcomer stuff, have we piloted anywhere? Can we pilot it somewhere first?

Chris: Can we earmark funds for the following year for that purpose? The answer is No. We need to spend the money.

Toshiko: Can we use some of the money that was allocated for this year for phase one? And then more for phase two? I don't know why that wouldn't be possible. The money that is coming out of QCC.

Amy: I am afraid that if we do that and we don't end up with the money, we might end up in trouble. It definitely happened with ELA. Some schools got what they needed, and then ran out of money for the other schools.

Kerrin: The phasing in would be one unit happening in August, then in October, etc. Within the same year.

Susan (Science TOSA): Since Amy mentioned the Pilot. You have time to identify teachers that would be willing to pilot in the fall the three different programs, and find out from that data if they are useful or not. If you can get all the piloting and evaluating done before winter break, you would still have time to purchase.

Chris: voices concern about piloting.

Susan (Science TOSA): You have to set up your criteria for the pilot and look at student outcomes. You have to have the measurement.

Chris: My proposal would be for secondary we keep the PD we have planned and we keep the idea of curation in play. In order to build capacity and buy in for content teachers to have a voice in selecting materials.

Kelly: Except to satisfy the requirements by the state, we have to purchase the materials.

Toshiko: Rob, I wonder if we could take Chris's proposal and adjust it and then vote on it?

Susan (school board member): What did the cadre say, what was their recommendation?

Kerrin: They suggested the Newcomer Kit first, and then the other units.



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Kerrin:

**Secondary**

- PD Plan
- Teacher Guides/Resources (Corwin)
- Welcome Newcomers (Saddleback)
- ELL Teen Literacy Library (Saddleback)
- Mackin Unit Collections (5 Units at MS and 5 units at HS)
- Mackin Library Collections for choice reading

Rob: I propose that we vote on this (lists everything above).

Susan (school board member): School board isn't going to go into this detail at all.

Kerrin: Prepare your votes.

3 Fives

4 Fours

1 Three

1 Two

1 One

0 Zeros

Jamie: (gave 1) I totally recognize that we are coming against a timeline. It doesn't feel like all the parties are being listened to. I feel like that we need to have more of a conversation. And, if the School Board doesn't need to go this far into detail. I feel we should be more vague.

Susan (school board member): I don't know if there can be a conference call. I don't know if there is a way of convening virtually and having that conversation with some of the other members?

Matt (community member): The pilot helps teachers to figure out what they value. I would say, with seeing 1's and 2's, I think it would make sense to explore a pilot phase on some scope.

Kerrin: to Jamie. I wonder if you have an alternative proposal that we can put out.

Jamie: I can't at this exact moment come up with a thoughtful proposal. I would have to get back to you.

Kelly: Amy suggested that we do a google doc to get feedback from other members. The problem with not having enough detail, is that we need to do purchasing, so the details are important.

Rita: I have a clarifying question? Did the secondary teachers in the cadre really like these materials?



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Kerrin: Showed two comments that cadre members shared regarding Newcomer Resources at the secondary level.

Toshiko: Most districts use National Geographic, but when the cadre looked at it, they didn't feel that it aligned with our position paper and aligned with what we utilizing in our district.

Chris: The kids love the graphic novels and the Saddlebook books that we have purchased for my school.

Susan (Science TOSA): Working with cadres in the past and they have had the opportunity to look at these materials more deeply that we have. We need to honor their expertise and their identified need. Providing a starting point for teachers that have expressed a need. Maybe we can't provide a perfect solution, but it can get us closer.

Kerrin: Possibly, we will table this for now. We will get more input from cadre, and then send out a google form to Project Team. Hopefully we will be able to get some more input from the secondary Cadre members and share that with you so that you will fill more confident with voting.

Kelly: Can we vote on parts? Is it just the Newcomer resources?

Kerrin: Kelly, can you make the proposal?

Kelly: Makes the proposal (PD Plan, Teacher's Guide, Mackin Collections, and we hold on the Newcomer materials)

Vote:

- 5 Fives
- 7 Fours
- 1 Threes
- 2 Twos
- 0 Ones
- 0 Zeros

(This didn't pass)?

Kerrin got input from the Twos.

Rita: I feel that some of those books are marginaling our kids and feeding into stereotypes. Posed a question for cadre that Kerrin wrote down on butcher paper.

Kerrin: We still need to do elementary.

Elementary

- Mackin Unit Collections - Customized unit collections that will include Spanish books.



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Kerrin explains how this would look and that we would work in collaboration with Tim Blackburn on unit planning & design. We are thinking possible \$300 would be enough for each collection to start out, thinking about a slow roll out.

- Multilingual Collections - building up the collection that we have here centrally so they can be checked out.
- Newcomer Support Resources - Collection of wordless & patterned books Mackin to promote oral language development.

Karen: What was it about Mackin?

Carolina: They are able to get books from all over.

Karen: So, they can really customize the collections.

Kerrin: They can really customize the collections, so we don't have to.

Rita: Can they do that with High School?

Kerrin: Yes, and they are doing that with the Unit Collections and the Library Collections.

Kerrin: One of the other pieces about Mackin, they are able to find books in lots of different languages. They purchase from publishers from all over the world, and they have shared evidence of what that looks like in other districts.

Elementary

Kelly: Makes the Proposal (Mackin Unit Collection w/collaboration with Tim Blackburn, Multilingual Collections that will be housed in the MLD, and the Newcomer Support Resources including books from Mackin, and in addition, the PD that includes the slight changes that share out).

Rita: Wait, can we do the PD separate?

Kerrin: Crossed out the PD part.

Kelly: And the Teacher's Guides from Corwin. Voting on everything, but PD.

10 Fives  
4 Fours  
0 Threes  
0 Twos  
0 Ones  
0 Zeros

Passed!





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Kerrin: I will include a revised PD plan in the google doc.

Rita: I would like everybody in the district to receive this training, with multiple supports.

Toshiko: If we decide that the PD has to be for all teachers and not just for ELD teachers...And we vote on that, and we add that to the PD plan, then we have to make that happen.

Susan (Science TOSA): You do have in the PD plan, working with the Content TOSAs. We are embedding your guiding principles into our PD. We are collaborating with each other to support teachers.

Rob: We are looking for something like a mandate at the secondary level. I am intrigued by what you said (to Toshiko).

Toshiko: Because the adoption is an investment, we do have it for as far as three years, break it up into 2 or 3 years.

Meeting ended at 7:15.

ADDENDUM: The following email message was sent to the ELD Project Team on Tuesday with revised proposals to be voted on via Google Form.

Hello Project Team,

We first want to thank you for your participation in the Project Team throughout this year. The level of conversation and questions that you have asked pushed our work forward. We appreciate your commitment to the multilingual learners in our district.

Secondly, I'm sorry for getting this to you later than I had planned.

While we had the required number of members for a "quorum" to approve materials at the beginning of the meeting, the meeting went a little long & by the end we did not have enough people. We need your votes on a number of the proposals.

At this point, we will be looking at several pieces of instructional materials for ELD: elementary, secondary, & secondary newcomer resources. You can find an [outline of each proposal on this document](#). In addition, a link to [yesterday's slideshow is available here](#). Note: Not all pieces from the slideshow are included in the proposals. Since these proposals are slightly different from the ones at the meeting yesterday, we'd like to ask each of you to vote.

There were some questions regarding the instructional materials from Saddleback for secondary students who are newcomers. I was able to get some additional feedback from some teachers and members of the cadre. Please see [this document](#) with teacher comments. Some comments are also included on the proposal document.

**ACTION: Please take a few moments to record your vote on [this form](#) by noon tomorrow (Wednesday).**



For the Professional Development proposal, we will take your suggestions and comments as we work to develop a comprehensive plan this summer. According to the QCC, the Project Team is not required to approve the Professional Plan for an adoption. Rather than trying to piece together something quickly to get approval, we prefer to take time to carefully consider the best ways to equip all teachers with the necessary skills to meet the needs of multilingual learners.

Again, thank you for all you do & for your support. We will communicate the results of the votes to you.

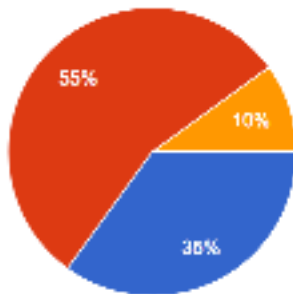
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## RESULTS:

Please see below for the results of the Google Form vote.

### Proposal #1: Elementary Instructional Materials

20 responses



- 5 - "It's a great idea, and I will do all I can to promote it."
- 4 - Solid support
- 3 - Neutral
- 2 - Minimal support.
- 1 - No support, but won't block.
- 0 - No support. Will work to block proposal.

### Proposal #2 Secondary Instructional Materials

20 responses

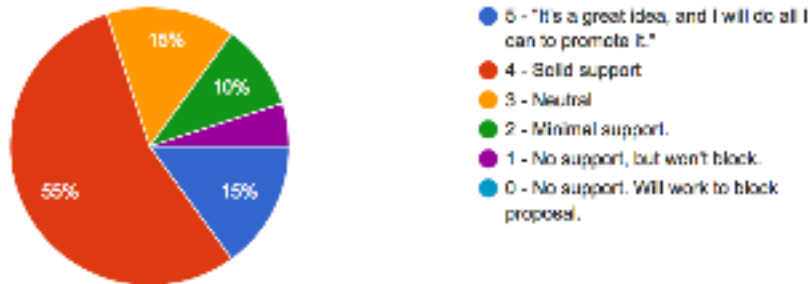


- 5 - "It's a great idea, and I will do all I can to promote it."
- 4 - Solid support
- 3 - Neutral
- 2 - Minimal support.
- 1 - No support, but won't block.
- 0 - No support. Will work to block proposal.



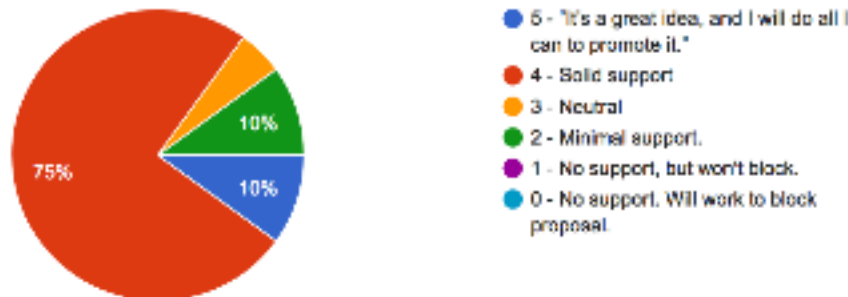
### Proposal #3 - Secondary Newcomers: The Welcome Newcomers Kit, The Teen Literacy Library, the Teen Emergent Reader Library - Sight Words, and the Teen Emergent Reader Library - Phonics

20 responses



### Proposal #4 - Secondary Newcomers: The Welcome Newcomers Kit, The Teen Literacy Library only

20 responses



Based on the results, Proposals 1, 2, & 4 passed. Proposal 3 did not pass. These recommendations will move forward to the School Board for the first read on Monday, June 18.