Transforming ELL Deficit Discourse to Asset Orientation through Distributed Leadership

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Introduction

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- Dawn Saines, ELL English Instructor
- Clark County School District
- Valley High School
Overview

I. Introduction
II. Educational Context & the Transformation
III. Planning for PLCs
IV. Multi-Dimensional Alignment
V. Embedded PD, DL, & TOT
2,850 students; historic high school in heart of Las Vegas
Minority-Majority population; 75% FRL; Title I
35% ELL (580 LTL, 150 ELL, 100 Newcomer, 50 SIFE)
Sheltered ELL program with differentiated supports
3 Magnet programs (IB, AOHT, & MSTEM)
Valley in 2014

1) 50% graduation rate
2) 8% WIDA 2014 exit rate
3) 15% ELL graduation

Valley in 2017

1) 80% graduation rate
2) 22% WIDA 2016 exit rate
3) 85% ELL graduation rate
Deficit Discourse

- Achieve gap discourse keeps us locked in the deficit paradigm.

(Ladson-Billings, 2007)
Find the “Bright Spots”

- We usually solve problems by examining problems; this leads us to only focus on the negative.
- We are usually more successful when we clone the “bright spots.”

(Heath & Heath, 2010)
Heath & Heath recommend 3 steps:

1) Look for the “bright spots.”
2) Replicate strengths instead of scrutinizing weaknesses.
3) Celebrate the positive.
Asset Orientation leads to distributed leadership

- Our students’ linguistic diversity is a strength.
- Our teachers are valuable leaders.
- We leveraged our assets rather than scrutinizing our challenges.
How Asset Orientation & Distributed Leadership Changed Valley Planning for PLCs

Multi-Dimensional Alignment

Embedded PD & DL
Professional Learning Communities: describe every imaginable combination of individuals with an interest in education.

DuFour & Eaker, 1998
DuFour & Eaker Propose 3 Big Ideas:

1) Ensuring that Students Learn
2) A Culture of Collaboration
3) Focus on Results
Planning for PLCs

Ramona Esparza

- 22 years: Teacher, Project Facilitator, Administrator, & Principal
- 10 years: ELL teaching at elementary, secondary, and university.
- Philosophies: Education is an equalizer, growing teachers and administrators, and life-long learning.
Planning for PLCs

Esparza brings PLCS to Valley
Planning for PLCs

The “Nuts & Bolts” of PLCs

Structures
Roles
Data
Schedules
Structures

Structured around Dufour’s 3 major questions:
1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experienced difficulty in learning?
Planning for PLCs  The “Nuts & Bolts” of PLCs

**ROLES**

- Chairperson - Sets agenda, facilitates meeting.
- Timekeeper - Ensures that all time frames are maintained.
- Recorder - Records minutes for the meeting.

All actions must be agreed to by the team.
Planning for PLCs

The “Nuts & Bolts” of PLCs

DATA

- Tracking form gathers data on collaboration time.
- Provides analysis time for teachers.
- Provides teachers time to reflect on practice & collaborate.
SCHEDULES

- 1 period per day
- Provides flexibility
- PLCs are organized by departments and/or by grade levels.
### Multi-Dimensional Alignment

**Flexibility for diverse needs**

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<tr>
<th>COACHES</th>
<th>PERIOD 1</th>
<th>PERIOD 2</th>
<th>PERIOD 3</th>
<th>PERIOD 4</th>
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<td>Tech Baker (Video)</td>
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<td>AOMT (Brad) Inner, Miller, McKinney, Withrow</td>
<td>English 12 * (Brad) Ledecky (SPED), de los Santos (ELL), Baker, Jareizak, Moskowski, Torres</td>
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<td>NATHAS</td>
<td>Freshman Studies Clement, Bognot, Physics Vega, Locklear</td>
<td>Geometry Aguinis (ELL), Boonjare, Ingel, Flosca, Hernandez, Porter, Ryan</td>
<td>Web Design Erikson</td>
<td><em>Geoscience Intern</em></td>
<td>MSTEM Cunningham, Thompson, Degoon (CTE), Zakos</td>
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*Note: The table above outlines the structure and courses of a multi-dimensional alignment for various coaches, periods, and subjects, aiming for flexibility to meet diverse needs.*
Multi-Dimensional Alignment  Flexibility for diverse needs

- Teams meet as departments, grade levels, or committees.
- Can be flipped with prep periods to increase flexibility.
- School-wide, small group PD with no instructional time lost.
- Same structure for after school meeting (SBCT).
- Google form for accountability & efficacy tracking.
Multi-Dimensional Alignment

- Teams select common CCSS standards and goals.
- Teams create & analyze common assessments.
- Teams track data towards their Student Learning Goals (SLGs).
- Teams analyze the collective progress towards Essential Learning Goals (ELGs).
PLC Chair PD

- PLC chairs are elected by teams and rotate quarterly.
- Half-day training twice per quarter.
- Direct communication with school administration.
- PLC chairs return to their team to share information and replicate training.
Andrew Magness

- 10 years: Teacher, Teacher Leader, & Instructional Coach
- Subject: US Government for IB & AP
Multi-Dimensional Alignment

A Coach’s Perspective
Embedded PD & DL  

- Teacher-led Professional Development
- Self-selected PD creates buy-in
- Teacher Leaders gain experience & become experts
- Book studies

More effective PD
● District adopted ALCA-M model for ELL students
● Site-based PD
● Created a Trainer of Teachers (TOT) group to embed PD in our PLCs.
● Provides teachers with leadership opportunities for our growth plans.
Laurie Hackett

- Consultant specializing in language learning & leadership.
- Researches growth mindset, self efficacy, and women in leadership.
Embedded PD & DL  Meet our TOTs
Questions, Thanks, & Contacts

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- Gregor Cresnar, Dave Gandy, & Vectors Market @ flaticon.com
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