COLLABORATIVE & DIFFERENTIATED PROFESSIONAL DEVELOPMENT MODELS FOR ELL SUPPORT

Sarah Ferris, ELL Specialist, M.Ed., NBCT
Melanie Haines, ELL Specialist, M.Ed. TESOL

LEARNING OUTCOMES

Collaborative & Differentiated Professional Development Models for ELL Support

Participants will... leave with ideas for structuring a collaborative professional development model while building capacity at the district, school, and classroom level using research-based instructional strategies (GLAD, SIOP) that are beneficial for all students and critical for our ELL students’ academic achievement.
BELLINGHAM PUBLIC SCHOOLS
DISTRICT PROFILE

FUNDING ELL COLLABORATION FOR
TEACHERS AND SPECIALISTS
2017-2018

- Spanish (769)
- Punjabi (114)
- Vietnamese (109)
- Russian (58)
- Chinese (58)
- Somali (35)
- Ukrainian (26)
- Korean (25)
- Arabic (20)
- Tagalog (13)
- Farsi (12)
- Hindi (11)
- Urdu (11)

Top 13 Languages in 2017-2018

% of ELLs in BSD since 2011

Funding ELL Collaboration for Teachers and Specialists

Paid Time for Collaboration
Teachers = 48 hrs. ELL Specialists = 16 hrs.

Time Summary (meet before or after school)

Half-day Sub for unit/lesson planning

Collaboration Days (sign up ahead of time)

* Each school determines best use of time/funds
* ELL Specialists responsible for creating system with administrators
* Principals can provide additional funding
* ELL Specialists must keep records

60 languages spoken!
BUILDING CAPACITY

Bellingham ELL Mission Statement:

Bellingham’s ELL Program is dedicated to building capacity at the district, school, and classroom level to ensure that ELL students develop English language proficiency and content knowledge in an environment where linguistic and cultural assets are recognized as valuable resources to learning.

$ and ?’s AND HOW??

<table>
<thead>
<tr>
<th>Build Trust: District Level</th>
<th>Build Trust: School Level</th>
<th>Build Trust: Classroom Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Facilitate classes</td>
<td>*Demos</td>
<td>*Demos and Coaching</td>
</tr>
<tr>
<td></td>
<td>*Tips</td>
<td>*Co-teaching</td>
</tr>
<tr>
<td></td>
<td>*Make &amp; Takes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Multi-Cultural Books - to borrow/invited to classrooms</td>
<td></td>
</tr>
</tbody>
</table>

EXAMPLES

Birchwood Elementary: 30% ELL, Title 1 School

Happy Valley Elementary: 5% ELL

Silver Beach Elementary: 3% ELL

Geneva Elementary: 1% ELL
BIRCHWOOD

15 minute presentation at Staff Meetings (monthly)

8 Paid Collaborative PD sessions after school (monthly)

Teaching Tips (weekly email)

BIRCHWOOD STAFF MEETING DEMOS

Administrator support

Link to Upcoming Monthly Collaborative PD Session

15 Min. Demo: Advertise

Demo w/ IB coordinator or teacher

What do we think we know about the PYP visit?

They want us to be successful.

They will get each visitor.

They will be trying to ascertain if we are actually teaching the units.

What language? Language? Language?

What do we want to know about the PYP visit?

They want us to be successful.

They will get each visitor.

They will be trying to ascertain if we are actually teaching the units.

What do we want to know about the PYP visit?

They want us to be successful.

They will get each visitor.

They will be trying to ascertain if we are actually teaching the units.
**COLLABORATIVE, MONTHLY AFTER SCHOOL SESSIONS**

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**Top 3 ELL Strategies:**
1) Pre-teach Vocabulary
2) Visuals
3) Sentence Frames

April = Explicit Mini-lessons
May = Building on Home Language

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Attend 3+ sessions = Clock Hours!
4 part accountability & differentiation structure
Follow up: demos, materials prep, co-plan/teach

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**Bellingham Public Schools**

**Course Detail**

**General Information**

- **Course #:**
- **Title:** Collaborative Planning for ELL
- **Category:**
- **Course Description:**

**Prerequisite(s):**
Participants will explore how to strategically pre-teach general academic vocabulary that would be crucial for students’ English language development using research-based vocabulary support strategies.

**Course Objective(s):**
Participants will explore how to build critical background knowledge for English language learners through the use of visuals and be able to create and use visual support strategies in their unit and lesson planning.

**Start Date:** 4/27/2017
**End Date:** 5/29/2018
**Registration Closing Date:** 5/28/2018

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**Additional Registration Link:**

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**Course Criteria:**

- **Credit Type Available:** Clock
- **Institution:** Bellingham Public Schools

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**GLAD TRAINED, PLAN FOR CO-TEACHING**

<table>
<thead>
<tr>
<th>Name: Leann Smith</th>
<th>Date: 2/28/18</th>
<th>Time: 3:30-4:10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>My goal:</th>
<th>What I accomplished:</th>
<th>Self-assessment/reflection</th>
<th>My next steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I planned to do was...</td>
<td>What I achieved was...</td>
<td>I think...</td>
<td>What I plan to do next is...</td>
</tr>
<tr>
<td>* Inquiry chart</td>
<td>* Observation chart</td>
<td>I feel...</td>
<td>Process grid CDU</td>
</tr>
<tr>
<td>* Plan with Sarah</td>
<td>CDU</td>
<td>I wonder...</td>
<td></td>
</tr>
</tbody>
</table>

**GRADE LEVEL TEAM COLLABORATION 2ND GRADE**

<table>
<thead>
<tr>
<th>Name: Chelsea, Shannon, Annie</th>
<th>Date: 1/31/18</th>
<th>Time: 3:00-4:00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>My goal:</th>
<th>What I accomplished:</th>
<th>Self-assessment/reflection</th>
<th>My next steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I planned to do was...</td>
<td>What I achieved was...</td>
<td>I think...</td>
<td>What I plan to do next is...</td>
</tr>
<tr>
<td>* Create picture file cards for inquiry unit</td>
<td>* Shannon printed pics of 5 R's</td>
<td>I think we divided and conquered!</td>
<td>- Teach lessons</td>
</tr>
<tr>
<td>* Set up environmental picture - to define what the environment is</td>
<td>* Annie - created environmental lesson</td>
<td>I feel excited to teach this unit</td>
<td>- Create 5 R's chart with students</td>
</tr>
<tr>
<td>* Chelsea created 3R's sort</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If our students will understand the ways they impact the planet...
NEW TEACHER, DIFFERENT TYPE OF SUPPORT

<table>
<thead>
<tr>
<th>My goal:</th>
<th>What I accomplished:</th>
<th>Self-assessment/reflection</th>
<th>My next step:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I planned to do was...</td>
<td>I created a toolkit for my non-English speakers to use in their downtime.</td>
<td>I think... I learned...</td>
<td>I plan to do next is...</td>
</tr>
<tr>
<td>- gathered physical jamsy/learning tools &amp; thought about how to use them</td>
<td>- reached out to others to gather books and resources</td>
<td></td>
<td>- Introduce materials to students</td>
</tr>
<tr>
<td>- ideas on how to scaffold to integrate students socially while improving English</td>
<td>- tasks to students to be leaders to help with ELLs</td>
<td></td>
<td>- Talk to students...</td>
</tr>
</tbody>
</table>

PRE-SCHOOL: NARRATIVE INPUT CHARTS

[Images of preschool narrative input charts]
4 SCHOOLS

DIFFERENT DEMOGRAPHICS

HAPPY VALLEY

Build capacity w/small ELL schools

ELL Specialist starts planning

Make and Take w/teachers

Correspondence to teachers:
- Tips on language acquisition bi-monthly
- Reminders of $ w/collaboration
- Teachers email ELL specialist content area/unit they would like GLAD/language support strategies.
After looking at the data above, how would you like to see your ELL students served? Please email or print this survey and give to ELL Specialist. Options are as follows:

- I would prefer pull-out support for my ELL students with small group instruction in domain of most need.
- I would prefer push-in support for my ELL students with one of the following:
  - Team teaching with ELL teacher differentiating instruction in classroom
  - ELL support with ELL students in small group in classroom
  - Whole class rotation with all students using GLAD, Thinking Maps, SIOP strategies

I got this! I have a lot of knowledge working with ELL students and use GLAD and SIOP strategies with all domains. I will contact the ELL specialist as needed. PD time before/during/after school is available, see ELL specialist for more information.

Quick turnaround of needed materials:
- Sentence Frames
- Picture File Cards

Email correspondence with quick turnaround of materials needed

Make and takes and follow-up

Correspondence to teachers:
- Tips on language acquisition bi-monthly
- Reminders of $ with collaboration
- Teachers email ELL specialist area/unit they would like GLAD/language support strategies.
Correspondence to teachers:
- Tips on language acquisition bi-monthly
- Reminders of $ w/collaboration
- Teachers email ELL specialist area/unit they would like GLAD/language support strategies.

BUILDING CAPACITY

"Having Melanie available to provide supports and guidance for students with low-language skills has been an invaluable resource! It has been so helpful collaborating with her on ways to support language and coming to the session with materials already printed and prepped. This part is huge as I probably wouldn’t implement the strategies if the materials weren’t already prepped due to lack of time. Melanie has also been able to come in and model small group instruction for both me and my para-educator to show us how the lessons should look. I’m so grateful for the time she has given to me and my students!"

-- Chloe Cantero, Special Education Teacher, Geneva Elementary

"I am truly blessed and grateful to have the opportunity to work closely with Melanie Haines, our school’s ELL specialist. As a coach, she has not just shared the GLAD strategies through dialogue but has faithfully prepared materials and come in weekly to teach the lessons, so I could observe a multitude of GLAD Strategies in action. I’ve loved it! She comes with a wealth of background and expertise in how to supplement and compliment my vision and goals for what students need to learn. It has been amazing to see her transform inattentive, unmotivated students into eager team participants. Her effective use of management tools, like Numbered Heads where she uses colored popsicle sticks to call on students creates excitement for participation and attentiveness, as does using the Scout Awards strategy. Melanie is so personable, positive and fun that it’s because of her that I came back for my 43rd year of teaching this year. She’s a phenomenal GLAD Strategies’ coach."

-- Kelli Miles, 4th Grade Teacher, Happy Valley Elementary
HOW TO SPARK INTEREST

* Great Conversation Demos
* Whole Body Language Demos
* Great Book Conversation Demos

* Tips sent to staff (Teaching Channel, Colorin Colorado – great resources)
* Culturally relevant literature in read aloud lessons
* Reminders of Collaboration

CONNECTING TO SPECIALISTS

- Counselors
- Spanish
- SPED
- Music
IDEAS FOR TIPS

From: Haines, Melanie
Sent: Thursday, February 15, 2018 10:28 AM
To: Happy Valley Staff
Cc: Swetlana Jovanovic, Mojdeh Vehid
Subject: Video Clip - What it is like to be bilingual from the voice of students

Hi All,

I wanted to share with you a video that I saw on our Bridges Math site. It is so powerful to hear from our students who are bilingual and what it is like to have the privilege of speaking another language.

https://youtu.be/PlcyZzXkRQw

Growing up Bilingual

you be

In this radio/television episode, students talk about what

Ellie Haines, M.Ed, TESOL
ELL Specialist
Silver Beach Elementary

PROFESSIONAL DEVELOPMENT PLAN:
HAPPY VALLEY/SILVER BEACH/GENEVA

Ellie Haines, Ed. Specialist
Angela Hayes and Angela Williams – 4th grade teachers

School: Silver Beach Elementary

Outcome:
• Narrative Input Chart made for “The Kid Who Wanted to Be President” to use in their 4th grade classrooms.

Date:
• February 27, 2018: 3:00-4:00

Schedule:
• Narrative Input Chart
• CCD Chart
• T-Chart

Follow-up:
• End of March

Additional Information:
• After the Narrative Input Chart was created they wanted coaching on how to do a CCD chart (Cognitive Content Dictionary) for some of the words on the narrative input chart. They also wanted clarification on how to do the GLAD T-Chart for the classroom.


## EVIDENCE OF IMPACT

<table>
<thead>
<tr>
<th>Birchwood</th>
<th>Happy Valley</th>
<th>Silver Beach</th>
<th>Geneva</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Conversations: 14/15</td>
<td>Great Conversations: 12/18</td>
<td>Great Conversations: 9/18</td>
<td>Great Conversations: 15/18</td>
</tr>
<tr>
<td>Demos: 14/15</td>
<td>Demos: 5/18</td>
<td>Demos: 3/18</td>
<td>Demos: 7/18</td>
</tr>
<tr>
<td>4th grade</td>
<td>1st grade, 4th grade</td>
<td>4th grade</td>
<td>4th grade</td>
</tr>
</tbody>
</table>

**District-wide Promise K & Kindergarten:** Make and Takes - 11 teachers

*Follow-up w/new Narrative Input Chart: Mid-March

## CHALLENGES

- Ongoing Follow-up
- Changing practice is a journey
- % ELL Population
- Balancing “Choice” vs. “Structure”
FUTURE GOALS

- Systematize PD school and district-wide
- Collaborate as an ELL team to deliver options
- Advocate for TIME based on school context
- Use FUNDS as incentive for building long-term capacity

CONTACT

- Sarah.Ferris@bellinghamschools.org
- Melanie.Haines@bellinghamschools.org