Launching a Supporting English Learners Community of Practice
9/25/2023

9:40-10:30am
Our Mission:

Supporting our partner districts in effectively serving diverse learners and families through networking, learning, reflecting, planning, researching, and goal setting.

Our commitment to you is to personalize your support to best meet your team goals in an effort to propel your work forward with positive momentum for student experiences and outcomes.
Launching an English Learner Community of Practice

1) Advertise *(Flyer Example)*
2) Be Agile
3) Funding
4) Presentation Approach
   a) Learn
   b) Explore
   c) Apply
5) Participants *(Questions)*
6) Expertise
7) Accountability & Support
## What is a Community of Practice?

### Snapshot Comparison

In perspective with other organizational groupings.

<table>
<thead>
<tr>
<th></th>
<th>Who belongs</th>
<th>Purpose</th>
<th>Cohesiveness</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal organization</td>
<td>Hierarchical reporting</td>
<td>To deliver a product or service</td>
<td>Organizational goals</td>
<td>Until next reorganization</td>
</tr>
<tr>
<td>Project Team</td>
<td>Management assigned</td>
<td>To accomplish a specific task</td>
<td>Project goals</td>
<td>Until project is complete</td>
</tr>
<tr>
<td>Community of Practice</td>
<td>Voluntary, invited or self-selected</td>
<td>Build &amp; exchange knowledge</td>
<td>Passion, identity, commitment</td>
<td>As long as interest remains</td>
</tr>
<tr>
<td>Informal network</td>
<td>Friends and acquaintances</td>
<td>Collect &amp; pass on information</td>
<td>Mutual needs, friendship</td>
<td>As long as reason to connect exists</td>
</tr>
<tr>
<td>Who belongs</td>
<td>Purpose</td>
<td>Cohesiveness</td>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------</td>
<td>-----------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Formal organization</td>
<td>Hierarchical reporting</td>
<td>To deliver a product or service</td>
<td>Organizational goals</td>
<td>Until next reorganization</td>
</tr>
<tr>
<td>Project Team</td>
<td>Management assigned</td>
<td>To accomplish a specific task</td>
<td>Project goals</td>
<td>Until project is complete</td>
</tr>
<tr>
<td>Community of Practice</td>
<td>Voluntary, invited or self-selected</td>
<td>Build &amp; exchange knowledge</td>
<td>Passion, identity, commitment</td>
<td>As long as interest remains</td>
</tr>
<tr>
<td>Informal network</td>
<td>Friends and acquaintances</td>
<td>Collect &amp; pass on information</td>
<td>Mutual needs, friendship</td>
<td>As long as reason to connect exists</td>
</tr>
</tbody>
</table>
Launching a Supporting EL Community of Practice

Presentation
Competency Goals

Learners will engage in discussion and writing prompts to...
★ reflect on their approaches towards learning about their students using a reflective tool.
★ reflect and plan for conditions that support language learning.
★ reflect to what degree of depth educators are designing high quality language lessons.
★ reflect to what degree of depth educators are adapting lesson delivery for English learners, as appropriate.
★ reflect to what degree educators are monitoring and assessing language development.
★ engage in a community of practice around supporting English learners and reflect with their small groups to write an action plan with actionable goals.
Learning Community Norms

★ Start with any poster you’d like and move freely to each poster with Black writing.
★ Star norm if it connects with you.
★ Rewrite norm so it better connects with you.
★ Once you’ve shared your voice on all Norms, rotate to back around and star or circle the norm on each poster that resonates with you most!
<table>
<thead>
<tr>
<th>Learning Community Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Present</strong> where your feet are and <strong>Honor</strong> our time together.</td>
</tr>
<tr>
<td><strong>Take an INQUIRY</strong> stance.</td>
</tr>
<tr>
<td><strong>Be curious and non-judgemental.</strong></td>
</tr>
<tr>
<td>Use data so no <strong>assumptions</strong> or <strong>generalizations</strong> are made.</td>
</tr>
<tr>
<td>Be okay with purposeful <strong>PIVOTING</strong> and make sure all <strong>VOICES</strong> are heard.</td>
</tr>
<tr>
<td><strong>Be Present &amp; Actively Involved.</strong></td>
</tr>
</tbody>
</table>
Learning Community Themes 2023-2024

❖ Research Based Instructional Practices (SIOP)
❖ Federal Compliance Standards
❖ Family Engagement
❖ Warm & Welcoming Environments & Newcomers
❖ Framework for supporting EL’s (Service Delivery)
❖ Leadership & Administrative Support
Launching a Supporting EL Community of Practice

LEARN
Problem(s) of Practice

➢ Federal Compliance Guidance
  ○ How familiar with the compliance guidance are you? To what degree of fidelity is your building/district in compliance?

➢ Family Engagement
  ○ Are the contributions of your multilingual families valued? To what degree are families involved and engaged with the school(s)? How accessible is the school & school communication for multilingual families?

➢ Research-Based Instructional Practices
  ○ Reflect on tier 1 instruction. Are all learners receiving high-quality instruction, on-grade level that is accessible to all?

➢ Warm & Welcoming Environments
  ○ Consider your environment and experiences from a multilingual family’s perspective. What is the newcomer experience like? Do students and families see themselves as part of the school community? Do all teachers support all students?

➢ Service Delivery Models (developing English proficiency)
  ○ What types of service delivery models do your learners have access to? Do they have access to programs beyond ESL? Are there barriers in the model?

➢ Leadership & Administrative Support
  ○ How aligned are district and school priorities in regards to serving diverse populations? How is learning around supporting ELs integrated in your district/school PD plan? Is leadership part of the learning process around serving ELs (lead learners)?
Problem(s) of Practice Engagement Protocol

➢ Refer to your name tag!
➢ Use the key to identify the group you will collaborate with.
  ○ Federal Program/ESL Coordinator
  ○ Curriculum Director/Leaders
  ○ Other District Leadership
  ○ Teachers
  ○ Elementary Principal
  ○ Secondary Principal
➢ Find you group and discuss the topic with your colleagues as it relates to your experience.
➢ Choose a recorder to write your discussion points on each poster.
➢ Move to the next poster when the chime sounds until you've visited all 6 posters!
Launching a Supporting EL Community of Practice

EXPLORE
**Team Time Self-Assessment**

Tier 1 Instruction has the most impact on the success of our students and drives future learning opportunities and success. Therefore, the focus of our initial self-assessment will be around instructional practices for English learners in the Tier 1 setting.

Teams used this **reflection tool** to reflect, analyze and calibrate their practices.

They had 70 minutes of Team Time!

**Reflection Tool Themes**

- PLANNING FOR THE INTEGRATION OF LANGUAGE, CONTENT, AND CULTURE
- Teaching for Biliteracy Development
- MAINTAINING A LINGUISTICALLY-RICH LEARNING ENVIRONMENT
- SCAFFOLDING FOR STUDENT COMPREHENSION
- SCAFFOLDING FOR STUDENT PRODUCTION
- TEACHING FOR LANGUAGE AND CONTENT INTEGRATION
- SUPPORTING DIVERSE LEARNERS
- ADVOCATING FOR STUDENTS AND PROGRAMS
Talking Chips Interaction Activity

★ Talking chips can facilitate interaction by making sure everyone in the group is participating in the conversation with equal amount of “air time.” Reflect on the activity we just did and the to guide your conversation (what themes do you want to prioritize, what problems to do you want to solve etc.)

- Each person gets into a small group. Each group should have a “chip master.”
- The chip master should give everyone two manipulatives.
- Each group member will hold their “chip” until it is their turn to contribute to the discussion.
- Once the member contributes their thoughts, they should place their manipulative in the middle of the table.
- Group members may not take a second turn during the discussion until everyone’s manipulative is placed in the middle of the table.
- Once everyone has put in their chips, the group may continue the discussion freely.
- This process repeats for the next question/prompt.

~Kagan Activity
Launching a Supporting EL Community of Practice

APPLY
Revisiting Problem(s) of Practice

Engagement Strategies:
1. Refer to our shared document.
2. As a team, follow the interactive strategy called Talking Chips to discuss the top problem(s) of practice for each category using the guiding questions.
3. Record your team's top 1-3 problem(s) of practice on this shared document.
4. 10 minute team time
5. 10 minute whole group share out

Discussion Prompts Guiding Questions:
★ Which problem listed resonates with you in your role?
★ Explain why it resonates with you.
★ When reviewing the problems that most resonate with your team members, which represents the highest priority for next year?
  ○ How is this problem of practice aligned to your school and/or district priorities?
  ○ How could work towards this be integrated into your school and/or district priorities?
Launching a Supporting EL Community of Practice

LEARN

After Lunch Session
<table>
<thead>
<tr>
<th>Introduction to English Learners &amp; Understanding Cultural Perspectives of English Learners</th>
<th>Innovative Approaches Towards Supporting English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Instructional Practices within varied Service Delivery Models</td>
<td>Artificial Intelligence to Support English Learners</td>
</tr>
</tbody>
</table>
Launching a Supporting EL Community of Practice

EXPLORE
**Beliefs about Teaching English Learners**

**Step 1:** Complete Reflection Tool as a Independently (5 minutes)

**Step 2:** Complete Reflection Tool as a team finding your team’s slide. (15 minutes)
- Use of a Google Slide & Article

**Step 3:** Network across districts.
- Find your colleagues with the same image on their name tag as you.
- Share the discussion your team had regarding the beliefs about teaching English Learners and share your perspective/experiences.

**Roles:**
- **Time Keeper:** Manages “air time” to ensure equity of time to share for all.
- **Facilitator:** Monitors discussion stays on topic.
- **Listener:** Actively listens and asks questions

<table>
<thead>
<tr>
<th>Personal Beliefs</th>
<th>Beliefs about Teaching ELs</th>
<th>District Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beliefs about Teaching ELs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers are teachers of English Language Learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary development for ELLs is especially important.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELLs require thoughtful scaffolding at all levels of instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration facilitates language acquisition for ELLs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling for ELLs is a powerful instructional tool.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OKR’s (Objectives & Key Results)
OKR’s (Objectives & Key Results)

Where do you want to go?

How will you get there?
  - Measurable
  - Milestones on the road to success

Transparent
Ambitious
Aligned
Focused
Meaningful Contributions

What is an OKR? Definitions & Examples
@WhatMatters
Launching a Supporting EL Community of Practice

APPLY
Team Time to set OKR’s

- Review Reflective Tools Completed Today
  - Instructional Practices Reflection Tool - completed hardcopy
  - Problem(s) of Practice Identified
  - Beliefs about Teaching & Learning Activity (Google Slides)
    - What stood out?
    - Where are the teachers & district unaligned?
- Tools & Resources for Staffing and Supporting an English Learner Program - Dept. of Education Federal Guidance
- Padlet of Resources created & provided

- Complete attached Goal Setting Document, focusing on Quarter 1.
  - Select your district’s document.
    - Master Copy
  - Each district had their own template to set their OKR’s & Action Steps.
- We made ourselves available to support districts during their team time.
Next Steps:

● We analyzed the district’s OKR’s & Problems of Practice to determine focus(es) for next meeting.

● Informed districts to take their OKR’s back to your district leadership team to determine integration of the work into district goals and priorities.

● Set follow-up coaching meetings with each district to support implementation of OKR’s and new learning.

● Sent Feedback Survey to participants!
Feedback from Participants

- Being able to have work time with our team to discuss the topics at hand.
- The time we used with our administration to create goals and plan was great! We hardly get to sit with them and discuss EL.
- Team time completing the Self assessment rubric
- Goal setting discussions and innovative idea sharing
- Sharing with and hearing from other schools, especially the activity where we built slides for resources and then shared. I also appreciated the time to work in our team.

What was most helpful about this session?