

Student Discourse	
Significant Evidence	Possible Positive Impact on Students
<ul style="list-style-type: none"> • Ongoing routine • access to the text/discourse for all learners • anchor charts with question. • sentence frames • note catchers • jigsaw poster • timer 	<ul style="list-style-type: none"> • kept students on task/engaged • allowed students to take ownership of their learning • students did the heavy lift • stayed on task (timer) • connects to learning giving student better understanding
Excavating Question(s) <ul style="list-style-type: none"> ④ How have you shifted your practice & impact? ⑤ Homogenous / heterogeneous groups? ① How do you redirect students who require additional support? ⑥ Time management ② How do you establish strategic grouping? ③ How often are they changed? 	

Student Discourse

How do you redirect students who require additional support?

- Usually, I know the students who I'll need to redirect. I can meet with them ahead of time. I try to preview the steps they'll need to take. I've also bonded with them, know them as people, and can read their cues to know how they're feeling on a particular day. One student today was not comfortable with all the observers and I stepped in.
- I also have some spaces in my room for a 5-minute breather.
- I have a city year person in my room and they sit with students having a hard time.
- In coaching meetings, we play out what students could say and practice how we might respond. The more we're ready, the most on-task the students can be.
- I also use sentence frames to support students at different ELD levels. I have differentiated sentence frames for different ELD levels prepped ahead of time.

How have you shifted your practice and impact, from the past years to now? And how has that impacted your students?

- I mentioned that we are critical consumers of EL. We've all bought in to EL. When we say we're going to do something, we commit to it. But we're analyzing every lesson, every target, to ask "Does it help the students in front of us?" That's a mindshift shift from prior years, when we said, "This isn't working?"

Was there a culture shift that had to happen with all staff in order for all to brought in?

- Guest speaker: Dr. Copeland. EL-ish is an issue at our school at well.

- We always lead with the data. We are very much a learning organization--adults and kids are learning. But this means we're never done. With Dory coming on, we have a high level of support from Jill and Dory.
- When I came 8 years ago, we needed EL as a structure. And we have a staff that stays and learns together. We've pushed staff to think about what's missing from EL and how we can add to it. After pandemic, we focused on whether or not we were aligned to standards. Now we're focused on CFS. I love the academic challenges of school leadership. That's part of the philosophy of our school. We work hard, we are consistent. We work hard every day and that's how we get better.
- **Shifted for your students?**
- Have to adapt EL. be a critical consumer. Understand your students and what they can do. I also joined a team where we made our own resources to engage the students, add resources, but add more in. To do EL, we need to commit to collaboration so that we can share the work, share the load. It can't be a one-person job. There's too much and you don't want to split targets from classroom to classroom. We draft work together and fine tune it together.

Student impact question: How do you know that you're successful?

- When we were just using the curriculum I saw they weren't getting what they needed. Now I add graphic organizers, MC, other tools to help them access. We have 2 classes doing the assignment and then we look at the data to see if it's working across both classrooms.
- Was in another district. I got the book before w/o any support. Having support this year is helpful. Moving from EL-ish to structured EL. I have to backwards plan and anticipate what moves you'll need to make to get to the end goal.
- Another impact has been the access points. We started to name who's in the room as learners. EL has a portion of the curriculum about meeting students needs. We've started being more explicit in our planning about what different groups of students need

Perspective Question

Moving from EL-ish to EL proper

- Wisdom: You can't do it all in one lesson. It's not possible. Have to figure out what can stretch to another day, what can be dropped. Know your learners and know your final goal. It lets you know when you should stick to the curriculum and when you might need to detour to address gaps.
- Coach perspective: EL is not a packaged curriculum/living curriculum.
- It's not like Heggerty where you can read from the script. It's a curriculum that requires us to do the work. You can't just read the script. W/i that lesson there/s. We have to be critical consumers. We treated it as a scripted curriculum at first, and now we stopped and asked "What is the purpose here?"

How do you keep up with pacing?

- We can name that we are implementing 4 modules this year. We started on sept 14. We jumped into EL, in the past taken the first month.
- We have been full steam ahead but we are not at the BPS pacing.
- We are on track to do all 4 modules by June but we think and analyze the things students need to know
- We take the backwards design to help support our pacing
- We work on giving timers so that students also know how much time we have to get through something
- If we didn't get through something and its important we move it to the next day
- We changed our schedules this year. In past 50 minutes and now 90 minutes of EL instruction
- We dabble in small groups instruction, its not full ALL Block because its not fully implemented but sometimes its necessary to stop the lesson even though its not completely done.

Intentional Grouping	
Significant Evidence	Possible Impact on Students
<ul style="list-style-type: none"> - classes were well aligned with each other - paragraphs for each group were different levels of length/complexity - students were well versed in protocols 	<ul style="list-style-type: none"> - different skill levels grouped together to encourage collaboration / students help each other - every student felt brave / comfortable
<p>Excavating Question(s):</p> <p>What are you thinking about when assigning paragraphs for expert groups?</p> <p>Accountability of groupings?</p>	
<p>Addressing All Four Learning Points</p> <p>Significant Evidence</p>	

Intentional Grouping

What are you thinking about when assigning paragraphs for expert groups? How do you create the jigsaw groups?

- How do we create the jigsaw?
- The paragraphs are based on data--what students will be able to read, understand, and explain. One group had a shorter paragraph and we worked 1-1.
- In jigsaw groups, I paired students at different reading levels. Enable peer sharing and peer support. They could ask each other clarifying questions.
- I also group about behavior data, and think also about who would be great teachers.

- I focus on ELD level and how I know them in the class. What can they show me this year? A lot of my Level 1 students are not truly level 1. Knowing the kids well, I can group them based on who has more comfort with reading, speaking, and writing. Each group had a person who is comfortable with the language and someone comfortable with reading.
- Intentionality. We previewed the list of vocabulary words and thought about the students who would be able to decode these words. Who would be able to get the gist of the 3rd paragraph.

Accountability of grouping?

- High attendance b/c my group is relying on me. Does the jigsaw help them feel more accountable?
- My class is small. They know they have to be there. We all have a different role in the classroom. They take pride in being there. They get excited.
- JFK school community is unique--students are genuinely excited to be there. In part b/c the adults are excited to be here. Kids and staff enter being the best version of themselves. It's more than that students want to be there, it's that the teachers make them want to be there.

Close Reading Routines	
Significant Evidence	Possible Impact on Student Learning
<ul style="list-style-type: none"> ▫ Chunking by paragraph ▫ Annotations on article ▫ Questions to support purpose for reading ▫ Evidence of previous language dives 	<ul style="list-style-type: none"> → Greater comprehension on smaller text → Supports comprehension & vocabulary → Guides student thinking → supports comprehension
Excavating Question(s): <ul style="list-style-type: none"> ① How do you challenge students that finish early? ② How do you decide how long for student response? ③ Can you tell us more about the louder voice strategy? ④ How do you balance EL and ESL? ⑤ How do you prioritize diff. parts of each lesson? 	

Close Reading Routines

How do you challenge students that finish early?

How do you decide how long to give for student response?

How do you balance EL and ESL? How do you all, as a team, decide what the meat of the lesson is?

- Our planning days help us see the end goal for the module/unit. We see which lessons are essential to get to the end goal. We have to be strategic about what we give time to. We work together to set up some pacing, and include some catch-up time.
- The BPS ESL framework for EL requires us to learn EL to do any kind of move. When we move without knowing the purpose of each part of the curriculum, we're preventing students from accessing learning.
- We lead with EL Propeer. Then we add supplemental materials, including ESL curriculum, when needed. We try to be critical consumers of curriculum.

When you're picking what it's okay to skip, and you realize you skipped something essential, what do you do?

- Need to be able to reflect and look back. I'm able to go back w/ my students.
- I sometimes disassemble the current lesson, to squeeze in material from a prior lesson.
- Taking the assessments (as adults) allows us to get a sense of what skills are going to be needed to be successful at the end of the lesson.

Building Background Knowledge	
Significant Evidence	Possible Positive Impact on Students
<ul style="list-style-type: none"> * Collaboration & protocols to unpack content * access to text in native lang. * repeated reads of chunked text * gist paragraphs written in their own words * Read reading each paragraph before discussing * Focused guiding questions the same for each paragraph * Front load vocab & help w/ vocab on text & glossary 	<ul style="list-style-type: none"> * prepared students to produce ideas orally & then in writing * developing reading routine → skill applied to each paragraph * Actively engage & participate * Students valued each other's expertise → felt valuable in class * All students were empowered to share
Excavating Question(s):	
<ul style="list-style-type: none"> * What does the planning day look like and how has that prepared you for deeper & more meaningful implementation? * How have you done jigsaw protocol before to build strong routines & practices? How have you adjusted your approach to using jigsaw/exper. group? 	

Building Background Knowledge

What does the planning day look like and how has that prepared you for deeper and more meaningful implementation?

- 4th grade team meeting
- Look at entire module
- Backwards planning and internalize the unit
- Look at each step and think about how we need to adjust for certain classes
- We also take the assessment to think about the complexity
- That way we can see where the EL gaps are and reinforce specific skills when needs

- Esp in multiple choice questions
- There isn't many multiple choice questions in the lessons but there were in the assessment
- Created MC questions for students so that they have more exposure
- CPTs are 90 minute block, and it is only the 4th grade team
- 45 mins designated to content coach
- 45 dedicated to teacher planning space

How have you been using jigsaw protocol before to build sturgeon routines and practices? How have you adjusted your approach using jigsaw/expert groups?

- I've done many jigsaws over the past years. Expert group one day and jigsaw group another day. Even in a small paragraph, we have the students take time to talk about it. Jigsaw takes an extra day. We practice going to your jigsaw group then going to their expert group--so that it runs smoothly.
- In SEI, we tried at the start of year to do a jigsaw, but designed instead a whole-class jigsaw instead. We listen to the text, go through the whole text. We model the first 2 paragraphs with the whole group, then jigsaw. I strategically place them for the jigsaw.
- This year we learned that EL has an entire PDF of engagement protocols. I coach teachers per model. We meet with each teacher 1x/week and play out these protocols. We unpacked the jigsaw, and decided how to remix it

Addressing All Four Language Domains	
Significant Evidence	Possible Positive Impact on Students
<ul style="list-style-type: none"> • Vocabulary - display "I say, You say" native language transla. • Questions clearly displayed in mult. places • CO-constructed chart • Sentence frames • student discourse • strong routines 	<ul style="list-style-type: none"> • Engaged in pair, small grp, whole class discussion • empowerment • accountable for their + their peers learning • pulled on skills + vocab from previous lessons
<p><u>Excavating Questions:</u></p> <ul style="list-style-type: none"> • How did you establish your routines/protocols that are reflected in both classrooms? • How did you prepare students for this lesson/activity? (All 4th worksheet, underlining and circling of words, whole grp vs small grp. vs. independent) 	
<p><u>Close Reading</u></p> <p>Significant Evidence Possi</p>	

Addressing all Four Language Domain

How did you establish your routines/protocols that are ret in both classrooms?

How did you prepare students for this lesson/activity?

- Thinking about the paragraph they are going to be reading, and knowing its a pretty tough paragraph.
- I was strategic on what the skill level was to understand, who could I put there to be the expert that would be able to hold the knowledge and teach their classmates
- I use participation boards so I can see who's participated. I call on students who are in pink so they know they have to listen and wait for them to share
- This is my first time teaching SEI so everything is practice.
- What sticks is with vocab when we do call and response, it really helps them with their discourse as the work together
- Each student is in a different place, its a very supportive environment where they are comfortable to step in.
- If someone is having a hard time understanding some english, they step in and help each other
- We did the language dive in the morning and we looked at para 1 and 2 and they have time to analyze the vocab
- We didn't know what language dives were but through the ILT we
- All of us are learning and we have been practicing them so we chunked out the sentence and it really clicked why the language dive was some important
- In the class today there was another example witht he word oneida" that was another great opportunity to do a language dive with students

Key Ingredients

- For me, understanding what's being asked of us, so that we know what to ask of our kids.
- I'm very critical of what I'm given. Also collaboration. You can't do it solo. And engagement--I try to engage them
- Planning. We started on the first full week of school in part b/c we had a summer retreat.
- Asset based mindset changes the game. If you think its going to be awful, it will be awful. When you enter thinking What can i do? What can I use, then you've got an opening.