Where: Lindholm Room 109 3:30-4:30 the 4th Monday of every month

Date: 4/23	GOAL of Session:	Norms:Norms:
	● Synthesize ACCESS data and next steps in reclassifying, monitoring and writing ILPs using the tools presented to you.	1. Solutions Oriented 2. Start and end time 3. Make our time meaningful. 4. Safe place to ask questions and offer solutions. 5. Be present and focused on the task at hand.

Guiding Questions: ● **What do we expect our English learners to know and be able to do?** ● **How do we know that they have learned it? Or are able to do it?** ● **How will we respond if they already know or know how to?** ● **How will we respond if they do not know or did not learn how to?** ● **How will we build the capacity of others to answer the questions above?** Multilingual Theory of Action	**Big Rocks:** -Coteaching -Oral Academic Language Development

Topics for Discussion	Lead Staff	Minutes/Notes
Community Building	Jamie	Walk up song
Deliver paper ACCESS results	Marisa and Team	
Reclassifying and Exiting ELs 2017-2018	Marisa and Team	

Final Data Collection	Marisa	Walkthroughs coming in May to collect final end of year data on teacher practice around language objectives.
Final PLC	Marisa	Our final PLC will be held at La Estacion on May 21st to celebrate our successes this year. There will be appetizers, soda, and a cash bar.
Article: Are you scaffolding or Rescuing?	Marisa	Helpful article to think about over scaffolding. We want students working at their zone of proximal development.
Questions and Concerns	ALL	Questions and Concerns

Attendees	Prepare for next time:	Follow up Action:
Molly, Lynn, Tam, Adam, Seni, Sarahi, Edna, Ellen, Carly, Jadia, Brenda, Shannon, Cristina, Jamie	Marisa will be coming to collect data around LOs in the next month for our end of year data collection.	How are we doing with our goal? By **January of 2018** all ESL co-taught focus classrooms will have a language objective posted. By **April of 2018** all supported ESL classrooms will have a language objective posted.

Where: Lindholm Room 109 3:30-4:30 the 4th Monday of every month

Date: 3/26	**GOAL of Session:** ● Practice Synthesizing and Modifying language objectives with assessment information in mind at the word/phrase, sentence or discourse level with <u>appropriate</u> and <u>specific</u> **supports**.	**Norms:<u>Norms:</u>** 6. Solutions Oriented 7. Start and end time 8. Make our time meaningful. 9. Safe place to ask questions and offer solutions. 10. Be present and focused on the task at hand.

Guiding Questions:
- **What do we expect our English learners to know and be able to do?**
- **How do we know that they have learned it? Or are able to do it?**
- **How will we respond if they already know or know how to?**
- **How will we respond if they do not know or did not learn how to?**
- **How will we build the capacity of others to answer the questions above?**

Multilingual Theory of Action

Big Rocks:
-Coteaching
-Oral Academic Language Development

Topics for Discussion	Lead Staff	Minutes/Notes
Community Building	Sarahi	
Success criteria #2 Conversation	ALL	**Work Groups** Carly, Brenda, Edna, Deanna Jamie, Adam, Sarahi Jadia, Seni, Geidy, Maria

		Shannon, Ellen, Tim Betsy, Cristina, Tam, Lynn What can we infer from this data about the implementation of LOs? ● We have seen growth since the beginning of the year. ● Most people are on board. What do you see as a possible next step? ● Using data

If Time:
 	
Reflect on the Oracy Continuum Criteria 2.
ELD Oracy Framework
● What is the skill in Learner Control that is not present in Awareness?
● Features of Academic Language
● Write a Language Objective for the following Video with a partner. Divide your group into three with each person focusing on one the level features academic language
  ○ Word/Phrase
  ○ Sentence
  ○ Discourse
 	
Write a language objective with this assessment information in mind at the word/phrase, sentence or discourse level
	Marisa	**Work Groups**
		
		Carly, Brenda, Edna, Deanna
		
		Jamie, Adam, Sarahi
		
		Jadia, Seni, Geidy, Maria
		
		Shannon, Ellen, Tim
		
		Betsy, Cristina, Tam, Lynn

with appropriate and specific supports, prepare to share. Reflect on the Oracy Continuum Criteria 2 Awareness and Learner Control **ELD Oracy Framework** What insights have you gained in this activity? If we were to write and use LOs in this way where would be on the ELD Oracy Framework?		
Article: Are you scaffolding or Rescuing?	Marisa	
WIDA Input Opportunity	Marisa	
Questions and Concerns	ALL	Questions and Concerns

Attendees	Prepare for next time:	Follow up Action:
Molly, Lynn, Tam, Adam, Seni, Sarahi, Edna, Ellen, Carly, Jadia, Brenda,	Marisa will be coming to collect data around LOs in the next month for our end of year data collection.	How are we doing with our goal? By **January of 2018** all ESL co-taught focus classrooms will have a language objective posted. By **April of 2018** all supported ESL classrooms will have a language objective posted.

Shannon, Cristina, Jamie		

Where: Lindholm Room 109 3:30-4:30 the 4th Monday of every month

Date: 2/26	**GOAL of Session:** ● Analyze EL data using graphs with a partner. ● Synthesize and Modify a language objective with assessment information in mind at the word/phrase, sentence or discourse level with <u>appropriate</u> and <u>specific</u> **supports**.	**Norms:<u>Norms:</u>** 11. Solutions Oriented 12. Start and end time 13. Make our time meaningful. 14. Safe place to ask questions and offer solutions. 15. Be present and focused on the task at hand.
Guiding Questions: ● **What do we expect our English learners to know and be able to do?** ● **How do we know that they have learned it? Or are able to do it?** ● **How will we respond if they already know or know how to?** ● **How will we respond if they do not know or did not learn how to?** ● **How will we build the capacity of others to answer the questions above?** Multilingual Theory of Action		**Big Rocks:** -Coteaching -Oral Academic Language Development

Topics for Discussion	Lead Staff	Minutes/Notes
Community Building	Sarahi	

[Criteria # 2 Progress](#)	Marisa	
[SDW Access 2018 On Pace/Not on Pace Data Sample](#) What does this data mean to you?	Jamie	
Reflect on the Oracy Continuum Criteria 2. [ELD Oracy Framework](#) - What is the skill in Learner Control that is not present in Awareness? [Features of Academic Language](#) - Write a Language Objective for the following [Video](#) with a partner. - Create two groups (one group following the girl learner and the other following the boy learner), watch the [video](#) again and each group listens for one of the features of academic language for each student - Word/Phrase - Sentence - Discourse Modify your initial language objective with this assessment information in mind at the word/phrase, sentence or discourse level with <u>appropriate</u> and <u>specific</u> supports, prepare to share. Reflect on the Oracy Continuum Criteria 2 Awareness and Learner Control **[ELD Oracy Framework](#)** What insights have you gained in this activity?	Marisa	**Work Groups** Cristina, Ellen, Tim Maria, Edna, Seni Shannon, Lynn, Tam Geidy, Jamie, Molly Adam, Brenda, Carly Sarahi, Besty, Deanna, Sheilah

Self Reflection Form		
Questions and Concerns	ALL	[Questions and Concerns](#)

Attendees	**Prepare for next time:**	**Follow up Action:**
Molly, Lynn, Tam, Adam, Seni, Sarahi, Edna, Ellen, Carly, Jadia, Brenda, Shannon, Cristina, Jamie	Marisa will be coming to collect data around LOs in the next month for our midpoint data collection.	By **January of 2018** all ESL co-taught focus classrooms will have a <u>language objective</u> posted. By **April of 2018** all supported ESL classrooms will have a <u>language objective</u> posted.

Where: Lindholm Room 109 3:30-4:30 the 4th Monday of every month

Date: 1/29	**GOAL of Session:**	**Norms:<u>Norms:</u>** 16. Solutions Oriented 17. Start and end time 18. Make our time meaningful. 19. Safe place to ask questions and offer solutions.

		20. Be present and focused on the task at hand.

Guiding Questions:
- **What do we expect our English learners to know and be able to do?**
- **How do we know that they have learned it? Or are able to do it?**
- **How will we respond if they already know or know how to?**
- **How will we respond if they do not know or did not learn how to?**
- **How will we build the capacity of others to answer the questions above?**

Multilingual Theory of Action

Big Rocks:
-Coteaching
-Oral Academic Language Development

Topics for Discussion	Lead Staff	Minutes/Notes
Community Building	Carly	
Learning around language objectives at word, sentence, and discourse levels	Marisa/D	Review Language Objectives Presentation/Practice Features of Academic Language
Share sample language objectives with group and assess for function, content, support with a small group.	Marisa/D	Look at ELD Teacher's Sample Language Objectives and discuss
Teaching Language through Content (If time permits)	Marisa/D	What is the importance of why we need to teach language through content, not in isolation? Video Anticipation Guide

Questions and Concerns	ALL	[Questions and Concerns](#)

Attendees	Prepare for next time:	Follow up Action:
Molly, Lynn, Tam, Adam, Seni, Sarahi, Edna, Ellen, Carly, Jadia, Brenda, Shannon, Cristina, Jamie	Marisa will be coming to collect data around LOs in the next month for our midpoint data collection.	By **January of 2018** all ESL co-taught focus classrooms will have a <u>language objective</u> posted. By **April of 2018** all supported ESL classrooms will have a <u>language objective</u> posted.

Where: Lindholm Room 109 3:30-4:30 the 4th Monday of every month

Date: 11/27	GOAL of Session: Today we will visit walk through data, learn about language objectives and expectations, and have time to answer questions about ACCESS.	Norms:<u>Norms:</u> 21. Solutions Oriented 22. Start and end time 23. Make our time meaningful. 24. Safe place to ask questions and offer solutions.

		25. Be present and focused on the task at hand.

Guiding Questions: ● **What do we expect our English learners to know and be able to do?** ● **How do we know that they have learned it? Or are able to do it?** ● **How will we respond if they already know or know how to?** ● **How will we respond if they do not know or did not learn how to?** ● **How will we build the capacity of others to answer the questions above?** Multilingual Theory of Action	**Big Rocks:** -Coteaching -Oral Academic Language Development

Topics for Discussion	**Lead Staff**	**Minutes/Notes**
Data from walk ELD oracy adult framework walkthrough tool	Marisa	Data ELD Oracy Adult Learning Framework Cycle
Learning around language objectives	Marisa, Jadia, Jamie, and Carly, Shannon, Betsy	Why of Objectives Language Objectives Presentation/Practice
ACCESS with Shelley Heath	Marisa and Shelley	

Attendees	**Prepare for next time:**	**Follow up Action:**
Molly, Lynn, Tam, Adam, Seni, Sarahi, Edna, Ellen,	Examples of language objectives used in your classrooms. More data reflecting our growth with language objectives.	By **January of 2018** all ESL co-taught focus classrooms will have a <u>language objective</u> posted. By **April of 2018** all supported ESL classrooms will have a <u>language objective</u> posted.

Carly, Jadia, Brenda, Shannon, Cristina, Jamie		

Date: 10/23	**GOAL of Session:** Today we will review the guiding principals, learn about takeaways from WIDA attendees, Learn about the Seal of Biliteracy and how to advocate for our students, Share out from last month's actions, become familiar with and discuss the ELD Oracy Adult Learning Framework Cycle.	**Norms:** 26. Solutions Oriented 27. Start and end time 28. Make our time meaningful. 29. Safe place to ask questions and offer solutions. 30. Be present and focused on the task at hand.
Guiding Questions: ● **What do we expect our English learners to know and be able to do?** ● **How do we know that they have learned it? Or are able to do it?** ● **How will we respond if they already know or know how to?** ● **How will we respond if they do not know or did not learn how to?** ● **How will we build the capacity of others to answer the questions above?** Multilingual Theory of Action		**Big Rocks:** -Coteaching -Oral Academic Language Development

Topics for Discussion	Lead Staff	Minutes/Notes	
REVIEW NORMS	Jadia	2 minutes	

WIDA's Guiding Principals Warm up activity ● Choose one that resonates with you and find someone that has a different one. Discuss and be ready to share out.	Marisa	8 minutes	WIDA's guiding Principles
ELD Oracy Adult Learning Framework Cycle Feedback Form	Marisa	20 minutes	Email resources for Tim
WIDA Take Away's and Share Out of new resources from WIDA conference 2017	Sarahi, Shannon, and Cristina	10 minutes	Dr. Alberto from Miami Dade schools, immigration plan, News in levels like Newsela, QSSSA My Five Values Refugee Simulation
Seal of Biliteracy	Tim	5 minutes	Wisconsin State Seal of Biliteracy Guidelines GEAC, SoB
Share Findings and experiences of the actions items from September 1) Share Co-Teaching article with co-teacher 2) Use LO in at least one co-taught classroom and bring back evidence 3) Communicate with co-teacher using the WIDA CAN DO name chart	Team	10 minutes	

Wrap up: Add to questions and concerns document	Team	5 minutes	[Questions and Concerns](#)
Attendees	**Prepare for next time:**	**Follow up Action:**	
Molly, Lynn, Tam, Adam, Seni, Sarahi, Holly, Edna, Ellen, Carly, Jadia, Brenda, Shannon, Tim, Cristina, Jamie	Marisa will come back with data using the ELD Oracy Adult Learning Framework Cycle	Share out Date with team	

Date: 9/25	**GOAL of Session:** Today we will establish norms, discuss Multilingual Theory of Action and ELD Big Rocks, and discuss next steps using WIDA CAN DO name charts.	**Norms:**
Guiding Questions: ● **What do we expect our English learners to know and be able to do?**		**Time Keeper:** **Note Taker:**

- **How do we know that they have learned it? Or are able to do it?**
- **How will we respond if they already know or know how to?**
- **How will we respond if they do not know or did not learn how to?**
- **How will we build the capacity of others to answer the questions above?**

Topics for Discussion	Lead Staff	Time	Minutes/Notes
Introductions	All	5 minutes	
Establish Norms	Marisa	15 Minutes	**Norms:** 31. Solutions Oriented 32. Start and end time 33. Make our time meaningful. 34. Safe place to ask questions and offer solutions. 35. Be present and focused on the task at hand.
Multilingual Theory of Action	Marisa	10 Minutes	**Big Rocks:** -Coteaching -Oral Academic Language Development
Big Rocks: Co-Teaching, Oral Academic Language Practices which include Language Objectives, Oracy Continuum: ELD Oracy Adult Learning Framework Cycle	Marisa, Carly	15 Minutes	• Read The Far Reaching Benefits of Co-Teaching for ELLs • Update Co-teaching Partnerships • Language Objective Resource
Using WIDA Can DO Name Charts to communicate with co-teachers	Marisa	15 Minutes	

Future Agenda Items	All	5 Minutes	-Monitoring Forms and processes -Curriculum for ESL classes for high school and middle school. (UBD, consistency across district, common curriculum, etc..) -WAPT discussion Questions and Concerns
Books			

Attendees	Prepare for next time:		Follow up Action:
Molly, Lynn, Ellen, Betsy, Shannon, Maria, Jadia, Carly, Adam, Holly, Tam, Sarahi, Edna, Brenda Cristina	1) Share Co-Teaching article with co-teacher 2) Use Language Objectives in at least one co-taught classroom and bring back evidence 3) Communicate with co-teacher using the WIDA CAN DO name chart		Next time: Discuss Oracy Continuum tool

●		

Date:	GOAL of Session:	Norms:
Guiding Questions: ● **What do we expect our English learners to know and be able to do?** ● **How do we know that they have learned it? Or are able to do it?** ● **How will we respond if they already know or know how to?** ● **How will we respond if they do not know or did not learn how to?** ● **How will we build the capacity of others to answer the questions above?**		
Topics for Discussion	**Lead Staff**	**Minutes/Notes**
NORMS		

Attendees	**Prepare for next time:**	**Follow up Action:**

Date:	GOAL of Session:	Norms:
Guiding Questions: ● **What do we expect our English learners to know and be able to do?** ● **How do we know that they have learned it? Or are able to do it?** ● **How will we respond if they already know or know how to?** ● **How will we respond if they do not know or did not learn how to?** ● **How will we build the capacity of others to answer the questions above?**		

Topics for Discussion	Lead Staff	Minutes/Notes
NORMS		

Attendees	**Prepare for next time:**	**Follow up Action:**