

K-12 ESOL End-of-Year Report 2008 – 2009

1. Team members:

Pudong

ES

Sharon Dent
Catherine Garneau
Anita Smith-Kelly

MS

Deanne Bister
Jonathan Chambers
Rachel deRozario

HS

Mary (Kipp) McDaniel
Jon Nordmeyer



Puxi

ES

Kevin Desmond
Kathryn Dungan
Anna Hedstrom
Becky Mott
Mairin Wade

MS

Marie Williams
Francesca Mulazzi
Craig Reynolds

HS

Jerry Koontz
Gary Pearlz

Report submitted by: K12 ESOL Coordinators Francesca Mulazzi & Jon Nordmeyer

2. Team Norms

1. Assume best intent – be positive
2. Step up (and step down) to the buffet (volunteer when it's timely)
3. Make space, listen and reflect – allow for individual and cross-river differences
4. Seek knowledge as we evolve and embrace new ideas
5. Express opinions and ask questions safely
6. Build upon foundations – use what exists and remember to look at all that we have accomplished

3. Cross-river goals for 2008-2009

- **Elementary School:** Establish and align placement /exit criteria by the end of April 2009. The criteria will use common language and include reporting procedures for communicating with students, parents, colleagues and administration. This goal will ensure appropriate ESOL support for every student and improve transparency.
- **Middle School:** Articulate the skills and outcomes (grade level benchmarks) that are required for students and then use Atlas to document these each quarter, based upon core subject units. This documentation will allow us to have a consistent framework vertically and cross-campus. Each ESOL teacher will document his/her program for one CORE subject by the end of the year.
- **High School:** Embed professional development to support ELLs into daily life of SAS teachers. Share strategies as a high school ESOL team each quarter. Options may include: PEC portfolio, Plymouth State credit, staff meeting mini-workshops, co-teaching, demonstration teaching, weekly emails, peer coaching.

4. Progress towards achieving cross-river goals (on one or both campuses)

Elementary school:

- Used the Critical Friends Tuning Protocol to revise the elementary ESOL status letter.
- Standardized spring testing procedures for end-of-year evaluations (Rigby ELL Assessment).

K-12 ESOL End-of-Year Report 2008 – 2009

- Created a new and simplified ESOL Report Card.
- Compiled a notebook of leveled writing samples based on WIDA writing rubric.
- Nurtured positive cross-river discussions about our program and policies.
- Drafted admissions/placement testing procedures for students entering grade 1.

Middle school:

- Articulated skills and outcomes in a parent-friendly report card to be launched '09-'10.
- Added vocabulary and language development support materials to CORE unit outlines in ATLAS.
- Compared ATLAS maps and looked at requirements for increased scaffolding and skill development across and between the grade levels.
- Embedded Standards & Benchmarks for CORE subjects into the maps.

High school:

- Built a foundation for embedded professional development by designating ELL focus areas for '09-'10
- Expanded co-teaching activities and developing a "menu" of co-teaching options
- Continued on-going PD activities (ELL Tip-of-the-week shared Googledoc, Teachers-teaching-teachers workshops on PD days)
- Shared ESOL teaching strategies with teachers through one-on-one sessions that focused on techniques and activities tailored to specific courses and content. The sessions were presented as a way to fulfill teacher portfolio goals tied to the ESOL standards.

5. Areas of strength

- *Established a culture of collaboration both within the ESOL department and with colleagues from other departments. Initiated co-planning, materials development and co-teaching with colleagues.*
- *Refined assessment tools and procedures to ensure appropriate testing and placement for current and incoming ELLs using the WIDA English proficiency levels.*
- *Provided a meaningful, relevant and accessible learning environment for all students by integrating the development of academic English language skills into core subject areas and building content-based foundations in ESOL classes.*
- *Established a K-12 plan for embedded, school-wide professional development to support English language learners in conjunction with the Admin Team. In each of the six divisions, ESOL teachers, team leaders and principals have developed a plan to integrate WASC recommendations with existing administrative structures so professional learning can be integrated with co-teaching.*

6. Areas of follow up

- *Using aggregated data to inform instruction. By looking at grade-level data about ELLs and their non-ELL peers, we can help focus our instruction and support.*
- *Examining how ESOL support connects to Academic Support. We need to look more closely at how we assess students' needs when ELLs are identified with learning challenges (e.g. processing, attention, organization). How can we work with counselors and Academic Support to ensure the effective exchange of information, student support and monitoring of student progress?*
- *Integrating the WIDA standards into instruction. We have a rich resource in the content-based K-12 WIDA English Proficiency standards and use these levels (1-6 in grade bands: K, 1-2, 3-5, 6-8, 9-12) to inform progress and placement. We should expand curricular connections and formative assessment throughout the year anchored in the WIDA standards.*
- *Promote professional learning for ESOL teachers. As we focus on effective instruction for ELLs, we should continue to share skills and knowledge within our department so ESOL teachers feel more confident and comfortable about their jobs.*