



# Multilingual & Multicultural Center

## School-based Professional Development Work Plan 2011-15

**GOAL:** To build capacity of all Portland Public Schools staff to support the success of English Language Learners in developing fluency in academic language.

### Pathway to Student Success



[www.wida.us](http://www.wida.us)

**Focus:** Academic Language

### Rationale:

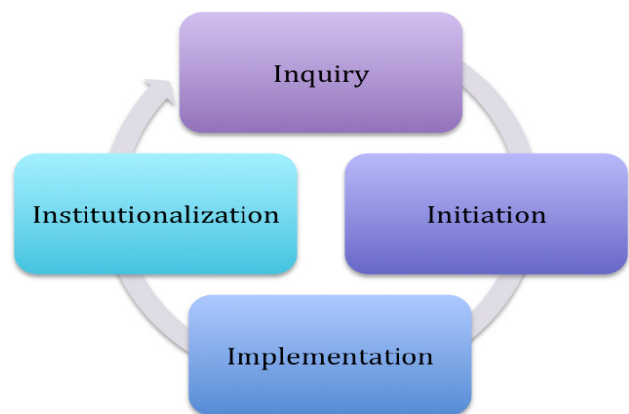
Proficiency in academic language is necessary for successfully learning in ALL academic contexts across the four language domains (speaking, listening, reading, writing). In order for English Language Learners (ELLs) to achieve academic proficiency, they need to negotiate the socio-cultural routines of school and engage systematically and meaningfully in language learning of vocabulary, grammar, language functions, academic discourse, register, etc. English language learners are valued contributors to any learning community because of their highly developed cognitive flexibility, metalinguistic awareness, and communicative sensitivity. Instruction that recognizes these assets will accelerate language acquisition and enhance learning opportunities for all students.

### Context:

The district's English Language Development program for its English language learners has undergone a process of inquiry to restructure its programming to meet the needs of ELLs as well as to address State and Federal requirements. In the spring of 2010, the district's Lau Plan underwent a review and revision. The Plan was initiated last year and staff gained initial awareness about it in professional development offered at each school. School Year 2011-12 marks the second year in the Multilingual & Multicultural Center's five-year plan of ELD program restructuring. We will be entering the implementation phase in the change process this year. Critical to its success is building staff capacity to support our ELLs. We will provide that support through sustained and appropriate staff development.

### Strategy:

In order to impact real and sustained change in the instruction of ELLs, specialized and targeted professional development needs to be provided to staff in a collaborative manner. Each of our professional development offerings is designed to support staff throughout the change process in moving forward to meet the goals outlined in the District's Comprehensive Plan. The Professional development workshops can be customized to meet the needs of individual schools. Call Grace Valenzuela at 874-8135 or send her an email to schedule the training for your school.



Fullan (1982), Abplanalp (2000)

# Sample Description of Professional Development Offerings

## Inquiry

Why change?  
What needs to change?

### **PPS Lau Plan** (1 session)

This workshop provides an overview of the PPS Lau Plan, which is a legal document that builds a common language and understanding around programming, policies, and procedures impacting language minority students.

### **Using Student Data to Inform Instructional Context** (1 session)

With an increasingly diverse student population it is important to understand the socio-cultural factors that affect academic achievement. This workshop will give participants the opportunity to interpret and contextualize data on student demographics in order to examine school culture and instructional practices.

## Initiation

How do we prepare for change?  
How do we take the first steps?

### **What Teachers Need to Know about Academic Language** (multiple sessions)

All teachers need to understand the features of academic language at the word, sentence and discourse level in order to meet the needs of an increasingly diverse student population. Participants will explore the connections among academic language, Common Core Standards, and the WIDA English Language Development Standards, and discuss how the standards can be applied to classroom instruction in order to support academic achievement.

### **Including Language Objectives in Lesson Planning** (multiple sessions)

Teachers are familiar with writing content objectives, but deriving an appropriate language objective as part of an instructional plan can be a new experience. By exploring how language development impacts engagement in a lesson, participants will gain skills in creating language objectives for instruction and assessment specific to their educational setting.

### **CAN DO Descriptors** (1 session)

The *CAN DO Descriptors* are a resource that teachers can use to support language differentiation in content instruction and assessment in order to enhance students' understanding of and engagement with the content.

### **Successful Parent-Teacher Conferences with Multilingual Families** (1 session)

How can one hold an effective parent-teacher conference with the parents of English language learners if they cannot communicate comfortably in English? This panel presentation will provide suggestions to help participants bridge the language gap, understand cultural expectations about education, and use interpreters effectively, so they can exchange information with parents about their children's progress in school.

# Sample Description of Professional Development Offerings

## Implementation

How do we keep focused and committed?  
How is change visible and positively impacting student achievement?

### **Engaging with Academic Literacy: Informational and Narrative Texts**

(multiple sessions)

Some teachers are unsure about how best to support English language learners in reading and writing. This workshop will identify the linguistic needs of ELLs and demonstrate principles, strategies, and activities to support student engagement with informational and narrative texts at all levels and in all curriculum areas.

### **Accountable Talk in the Classroom**

(multiple sessions)

Proficiency in English is the best predictor of academic achievement for English language learners. Academic discourse is the foundation of academic learning. This workshop will provide participants with an understanding of the methodology and strategies for:

- Planning for purposeful classroom talk
- Creating an environment that encourages academic discourse
- Managing student interaction through grouping and collaborative activities
- Assessing oral academic language development using tools for monitoring progress

### **Formative Language Assessment**

(multiple sessions)

Participants will explore formative academic language assessment, its implementation, and its impact on instruction. Focus will be on developing a variety of performance tasks, identifying appropriate assessment tools, and discussing the importance and use of feedback.

## Institutionalization

How do we sustain change systematically?  
How do we reflect on change's impact?  
How do we evaluate change?

### **Using ACCESS Data to Inform Instruction**

(multiple sessions)

This workshop will show participants how to interpret ACCESS for ELLs scores and use the various reports as a starting point to identify appropriate language instruction and targets for students. There will be opportunities for in-depth discussions and sharing of how to use ACCESS data in conjunction with the English Language Proficiency Standards and rubrics.

### **Program Evaluation using ACCESS Data**

(multiple sessions)

During this workshop, participants will analyze ACCESS data in the context of achievement data in order to identify areas for improvement and set goals in instruction and program design.

### **Building Collaborative Models for Planning and Instruction** (1 session)

This workshop will assist participants in developing appropriate models of co-planning and instruction using various communication tools.



## The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

- 1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.**  
*Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)*
- 2. Students' home, school, and community experiences influence their language development.**  
*Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)*
- 3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.**  
*Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)*
- 4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.**  
*Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)*
- 5. Students learn language and culture through meaningful use and interaction.**  
*Brown (2007); Garcia & Hamayan (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)*
- 6. Students use language in functional and communicative ways that vary according to context.**  
*Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)*
- 7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.**  
*Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)*
- 8. Students' development of academic language and academic content knowledge are inter-related processes.**  
*Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)*
- 9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.**  
*Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)*
- 10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.**  
*Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)*

© 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA, [www.wida.us](http://www.wida.us)