

**EL FOCAL STUDENTS:  
PERSONALIZING  
OUR**



**COMMITMENT**

**COMMITMENT  
IS WHAT  
TRANSFORMS  
A PROMISE  
INTO A REALITY**

ABRAHAM LINCOLN

PICTUREQUOTES.COM

PICTUREQUOTES



## THE MISSION..

*“The harm that is happening is reparable, but it is substantial. We as a system have to take it on and recognize the many ways it is a massive civil rights and human rights issue that is occurring on our watch.”*

[Laurie Olsen, PhD](#)



# WE ARE... PARTNERS!

## BETHA MACCLAIN, PRINCIPAL

- K-12 Visual Arts
- 6-12 Instructional Reform Facilitator
- Thesis: *The Impact of Classroom Culture on Student Achievement*
- Assistant Principal in large high schools, including a high school with 700 ELLs, a language immersion/bilingual program, Newcomer Pathway
- K-6 Elementary Principal

## KATHY HARRIS, COACH

- 30 years in Piner-Olivet, grades 1-6
- 11 years Regional Director, California Reading and Literature Project (Results, Focused Approach, ADEPT)
- Instructional Coach
- California Commission on Teacher Credentialing





# OUR DISTRICT

## PINER OLIVET UNION SCHOOL DISTRICT

- Five schools, K-12
  - K-6 Jack London, Olivet, Schaefer
  - 7-8 Piner-Olivet Charter School
  - 9-12 Northwest Prep
- Overall population under 1500
- Northwest Santa Rosa
- Rural-suburban
- All elementaries in PI

# OUR SCHOOL

## JACK LONDON ELEMENTARY

- 347 students, K-6
- 14 Classroom Teachers
- 6 Program Assistants
- Principal
- Instructional Coach
- Shared RS, Speech & Language, Nurse, MFT, Library Tech, Custodian





# WHO WE ARE... JACK LONDON

## Percent student enrollment by group:

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Black or African American	3.6
American Indian or Alaska Native	2.1
Asian	8.6
Hispanic or Latino	42.9
White	33.9
Socioeconomically Disadvantaged	34.2
English Learners	<b>34.8</b>
Students with Disabilities	5.1
Foster Youth	0.3



## THE PROBLEM...



- No Designated ELD
- Reading Intervention was considered to *be* ELD
- Reluctance, resistance, lack of ownership
- English Learners identified at “Intensive” on DIBELS and “Below” on STAR Renaissance Reading Assessment
- Long Term English Learners referred to Learning Team

# HOW TO BEGIN...



**JANUARY 2015**



The idea of choosing a focal student is based on the evidence that we can improve outcomes for many students by focusing on one student who represents the needs of a larger group.

# 2014-15 EL FOCAL STUDENT

In choosing a focal student, we are able to ask ourselves specific questions about what that one student needs and how we can adapt or adjust our efforts to support the student.







**AND...**

We can gather additional support from coaches, administrators and program assistants to identify what works, and feel effective without being overwhelmed by the scale of the challenge.





## **TEACHER BELIEFS ARE KEY**

*The greatest influence on student learning is teacher estimates of achievement.*

*John Hattie, Visible Learning 2015*

# CHOOSING AN EL FOCAL STUDENT YEAR ONE AND YEAR TWO...



## FIRST YEAR

Choose an English learner in your class whom you feel **comfortable** with—someone you enjoy working with.

## SECOND YEAR

Identify an EL focal student who has both academic needs and with whom you would like to build a stronger relationship.



# GUIDING PRINCIPLES

Make sure  
that everyone  
agrees on the  
problem or  
need



Approach  
problem-  
solving on  
a human scale



Create a  
culture of  
accountability  
through  
ongoing  
discussion and  
shared  
process



# INCLUDE CHOICE, PROVIDE SUPPORT...

## MAINTAIN PRESSURE LIKE A **WARM DEMANDER**

### Student/Relationship

- Teacher Choice

### Professional Development

- External, internal, district, site, ongoing

### Fair Warning

- Let people know what we are doing and when

### Focus

- Teacher Choice

### Tools

- Resources, methods and programs

### Opening & Closing

- Persistent, small and meaningful

# ● INSTRUCTIONAL STRATEGIES + SHIFTS IN PRACTICE

## INSTRUCTIONAL MOVES

- Wait Time 2
- Student Talk
- Gallery Walks
- [5 x 8 Card](#)

## LEVELS OF ENGAGEMENT

- LEGO ED
- Maker
- Schlechty 5 Levels of Engagement

## SOCIAL-EMOTIONAL

- [2 x 10 Process](#)
- [Restorative Practices/Questions](#)
- Community Circle Talk

## SHARED TOOLS + TIME

- Collect “evidence”
- Document the work
- Build cohesion
- Share our thinking
- Push further
- Ongoing expectation

**(ACTION + REFLECTION) TIME = CHANGE**

Student Name	Grade	Academic Goal (Dec. 2)	Social-Emotional Goal (Dec. 2)	5X8 Card goal(s) Feb. 16, 2016	"Small Changes" and observed results
Fernando	K	Fernando will recognize numbers 0-10 and have an understanding of number sense.	Fernando will ask for adult help when needed and when necessary.	"Students talk about each other's thinking." Ask Fernando to listen to partner and repeat or share what was said. Increase active listening.	Adding more wait time to allow students to respond or add additional thoughts. Learning about "Wait Time 2" was an "AHA moment." Very simple, but effective. Students realize that I would like to hear more. My student, Fernando, has been staying on topic much more frequently and his responses have been aligned with the questions asked.
Valerie	K	Valerie will know all the letters & some sounds (S,M,R,T,N,A,H) by 1/15.	Valerie will work on attitude -"Valerie has the mean look on her face."	Use more explicit partner work to have Valerie paraphrase another's thinking or reasoning. Does this help her revise her own thinking?	Saying "yes" has made a huge difference for my entire class this year. They are independent workers and are willing to take risks and push themselves to do more. For Valerie, it has meant that she now has the confidence (maybe too much) to ask appropriate questions and to really listen for the answers.
Evelyn	1		Evelyn will make better choices & be on task.  Evelyn is beginning to make better choices. She wants to help now. She has fewer behavioral problems.	"Say a second sentence to extend and explain thinking." Often Evelyn will state a sentence that someone has already stated, or she will say what she thinks I want to hear. I need to have her explain things in a different way or add a sentence to what she has already stated.	Evelyn was given the choice to move to the front of the room. She moved, but she had trouble staying on task. She moved back, but she began to misbehave. We talked about it and she said that she would try to get back on task.
Yuviny	1	Yuviny will read at grade level & write using phonics skills	Yuviny will be an attentive listener & work on being respectful of others.	"Say a second sentence to extend and explain thinking." Have Yuviny add to another student's ideas.	I asked Yuviny if he needed help after giving directions to the whole class and he is now saying yes more and checking in with me to see if he did his work correctly. He is willing to come up to me to say that he doesn't understand what he is suppose to do.
Esrom	1	Esrom will be approaching grade level at mid-year and on grade level at end of	Esrom will participate in classroom discussions, small group discussions. He will be present	Esrom will speak in complete sentences and participate in academic language. I could put up sentence frames so he might feel more successful and engaged in	Esrom is now the leader of that group and loves to know the word before we even say it. It has given him self-confidence. At the end of the year I took

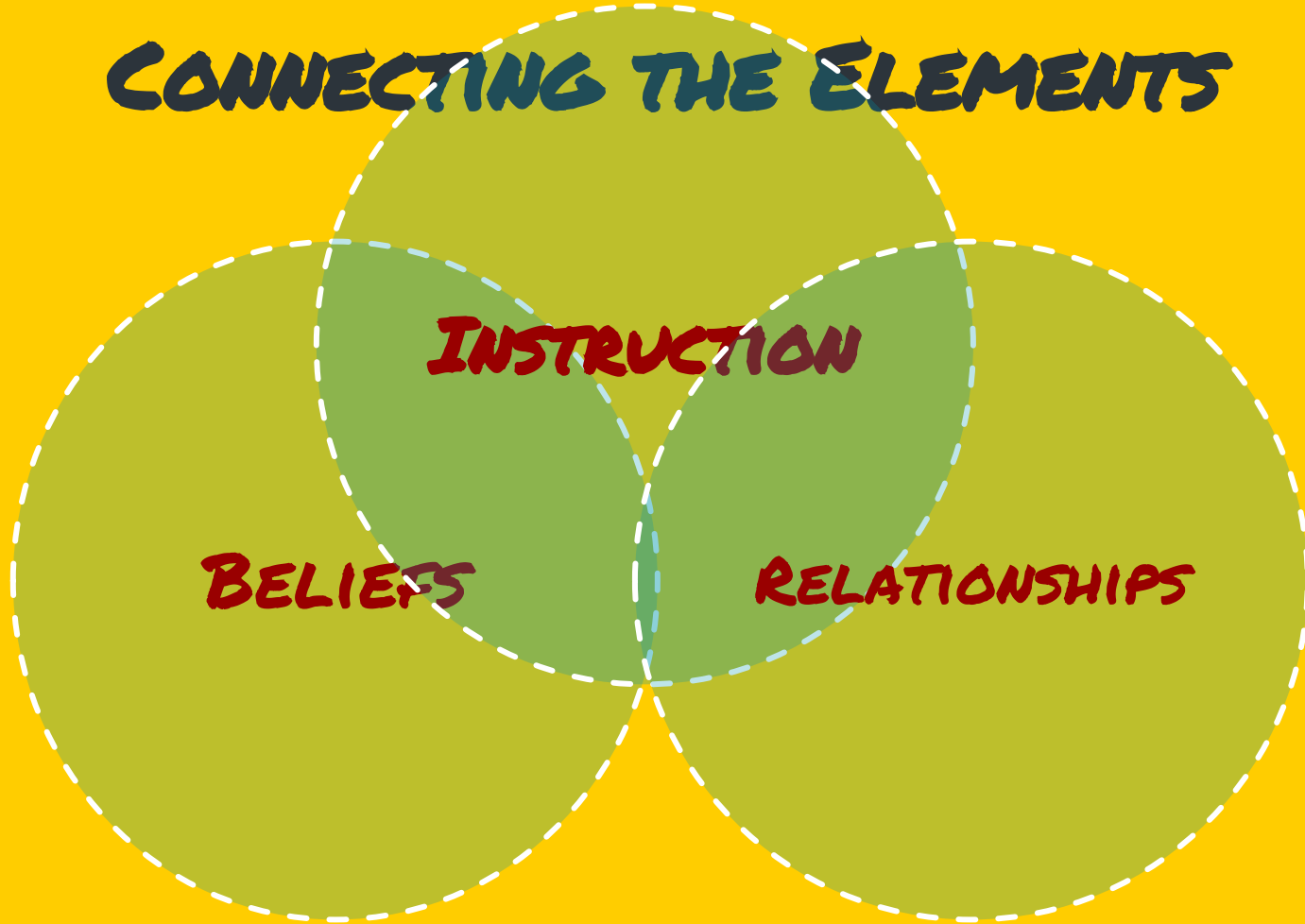
**WHERE WE ARE NOW?**



**WHERE WILL WE GO NEXT?**



# CONNECTING THE ELEMENTS





# STUDENT ENGAGEMENT AS AN EQUITY ISSUE

## EQUITY AT THE CORE

ZARETTA HAMMOND, CULTURALLY RESPONSIVE TEACHING

- Where are our ELLs on the Engagement Continuum?
- What would it take to move them?





# SCHLECHTY CENTER ON ENGAGEMENT

## ENGAGEMENT

The student sees the activity as personally meaningful.

The student's level of interest is sufficiently high that she persists in the face of difficulty.

## STRATEGIC COMPLIANCE

The focus is on what it takes to get the desired personal outcome; satisfactions are extrinsic.

If the task doesn't promise to meet the extrinsic goal, the student will abandon it.

## RITUAL COMPLIANCE

The student seeks to avoid either confrontation or approbation.

The emphasis is on minimums and exit requirements—what do I have to do to get this over and get out?

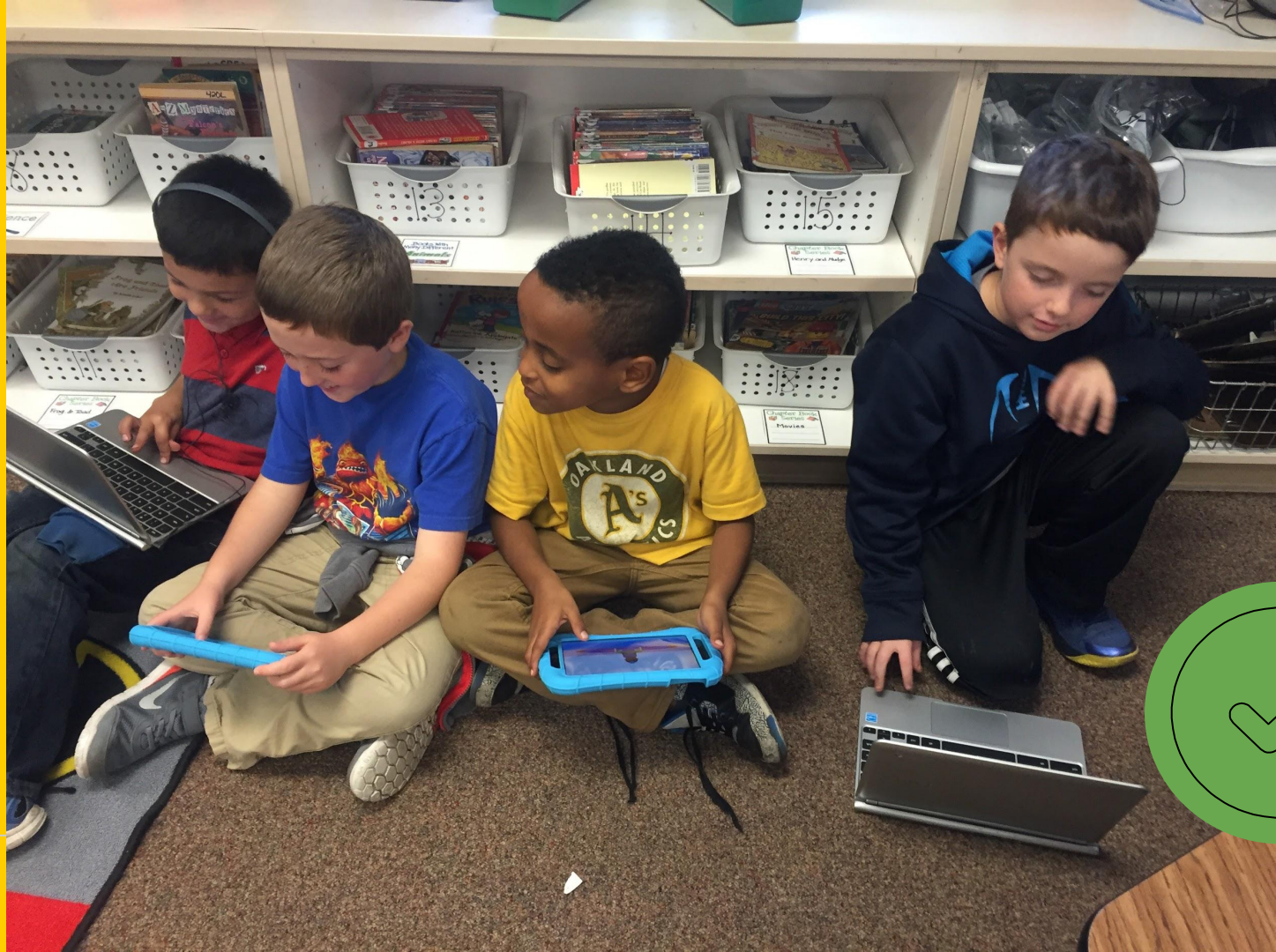
# WHAT CHANGES DO WE NEED TO MAKE IN OUR RELATIONSHIPS, INSTRUCTION, DESIGN?

## ENGAGEMENT

- The student sees the activity as personally meaningful.
- The student's level of interest is sufficiently high that he persists in the face of difficulty.
- The student finds the task sufficiently challenging that she believes she will accomplish something of worth by doing it.
- The student's emphasis is on optimum performance and on "getting it right."









## FRAMES FOR THINKING, DISCUSSING, REFLECTING

### ACADEMIC + SEL GOALS

“Esu will be at grade level for reading/writing.”

“Esu will be aware of other people; he will not have to be first/best.”

### 5X8 CARD

“English Learners produce language that communicates ideas and reasoning, even when that language is imperfect.”

### “SMALL CHANGES”

“Esu has been a helper to me. This gives him a sense of importance without competition. I often ask him what he thinks other's feelings are after there has been a problem. He is more empathetic. Classroom meetings and appreciations have made a huge impact on him and the entire class.”



## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.







**THANKS!**

***Any questions ?***

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