



“Was that a fluke?”

Examining Strategic Practices for Sustainable Growth

Presented by Amy Galicia, District ELD Facilitator,
and Karen Olson, ELD coach
Roaring Fork Schools

A FLUKE!

Helps move the whale forward

Unique to each whale

Lobtailing for communication



Whale Totem Agreements

Devotion to Community

Deep Communication

Navigate the Depths

Embrace the Unknown

Balance





Learning Targets

Participants will leave with strategies for achieving high growth and achievement.

Participants will engage in discussion and activities that guide reflection and elicit action to implement similar approaches for their school and district.



Navigation Route

Activate Prior Knowledge: Swim-Around Survey

Building Background: Review Data

Navigating the Depths

Reflect - Embrace the Unknown:
After Action Review & Revisit
Survey



Swim-Around Survey

Purpose: To activate participants' prior knowledge through conversation and movement

Process: Participants are given a topic of study and asked to move around the room for the purpose of conversing with others. During these conversations, participants will share what they know of the topic and use a graphic organizer to capture ideas.

Interviewee's name	Response 1 Align Procedures for Programming and Effectiveness	Response 2 Influence Leadership and Organizational Structures	Response 3 Provide Targeted and Aligned Professional Development

Swim-Around Survey Summary and Table Talk

Briefly summarize what you have learned from your interviewees.

Do you need more information on any responses? Which ones?

What questions do you still have?

“How do you align procedures,
influence leadership and organizational structures,
and provide professional development
in order achieve high quality ELD programming and
instruction for emerging bilingual students?”

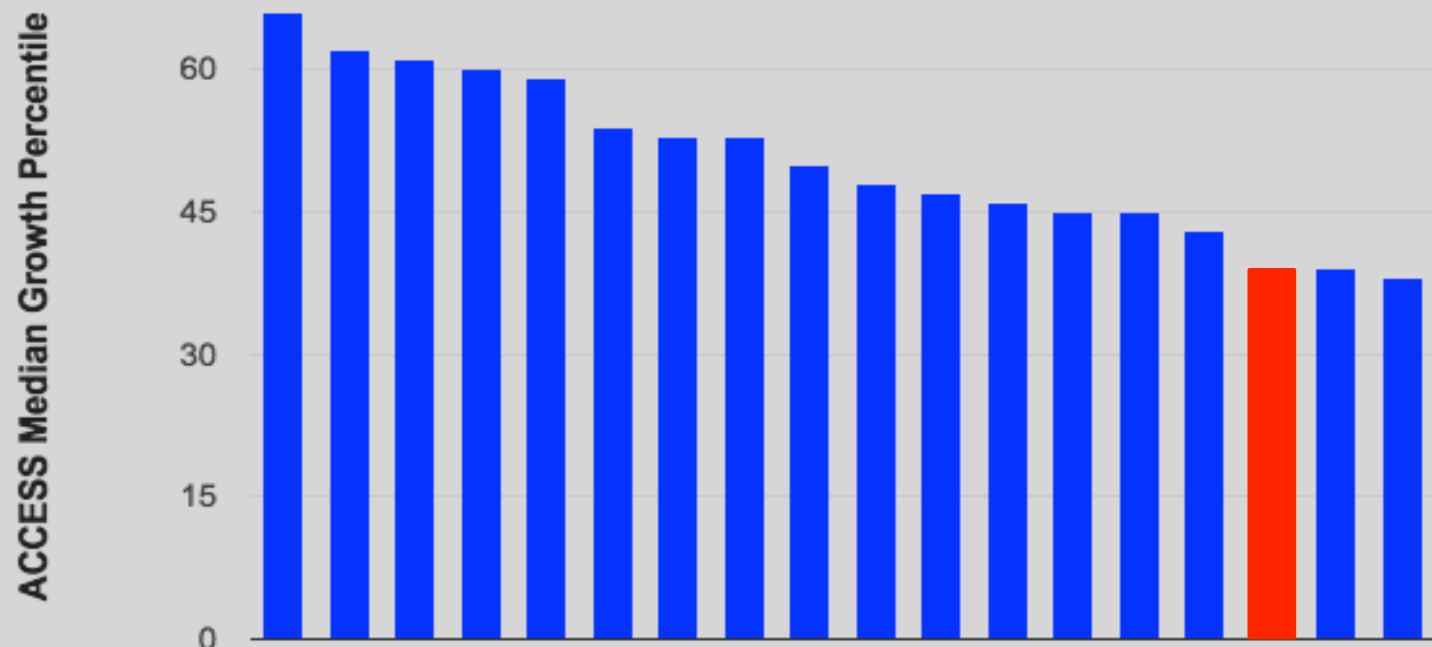


Building Background

As we review the data, think about approaches that might have contributed to these results.

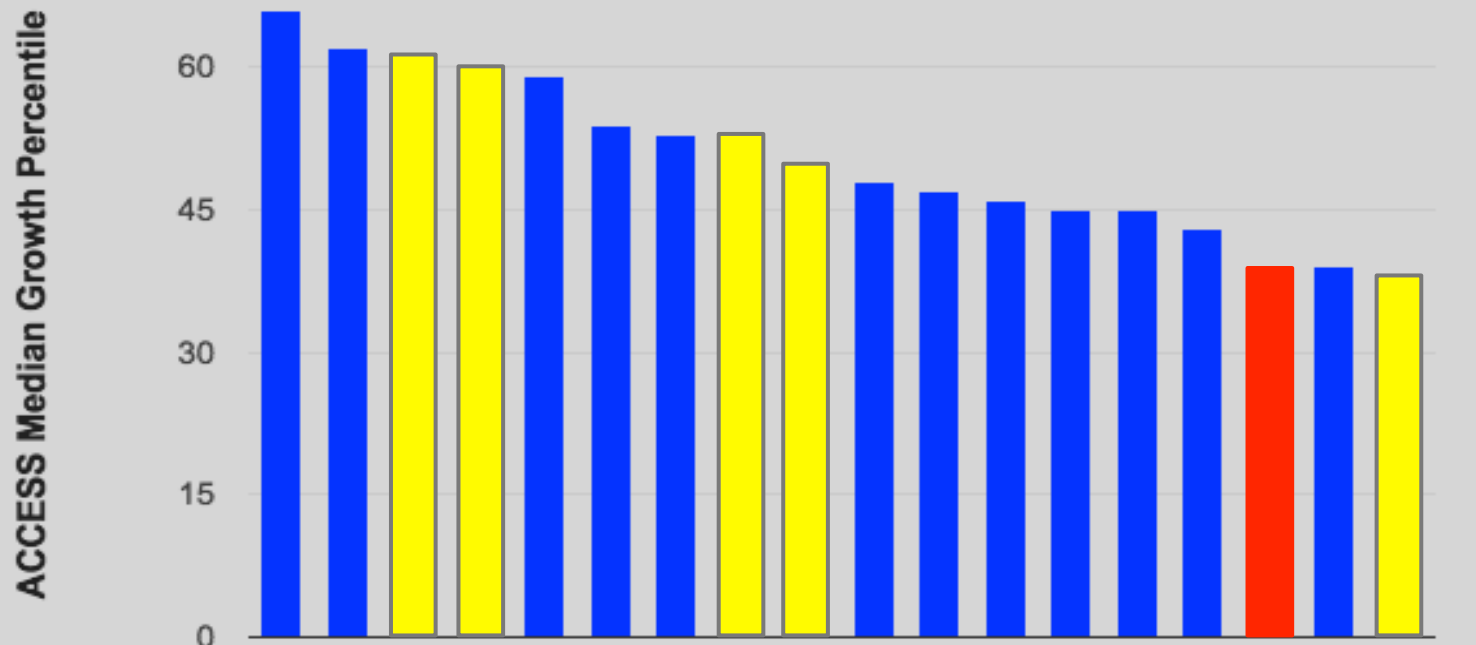


2013 ACCESS Median Growth Percentile CO District Comparison



Colorado School Districts w/ 1000+ ELLs

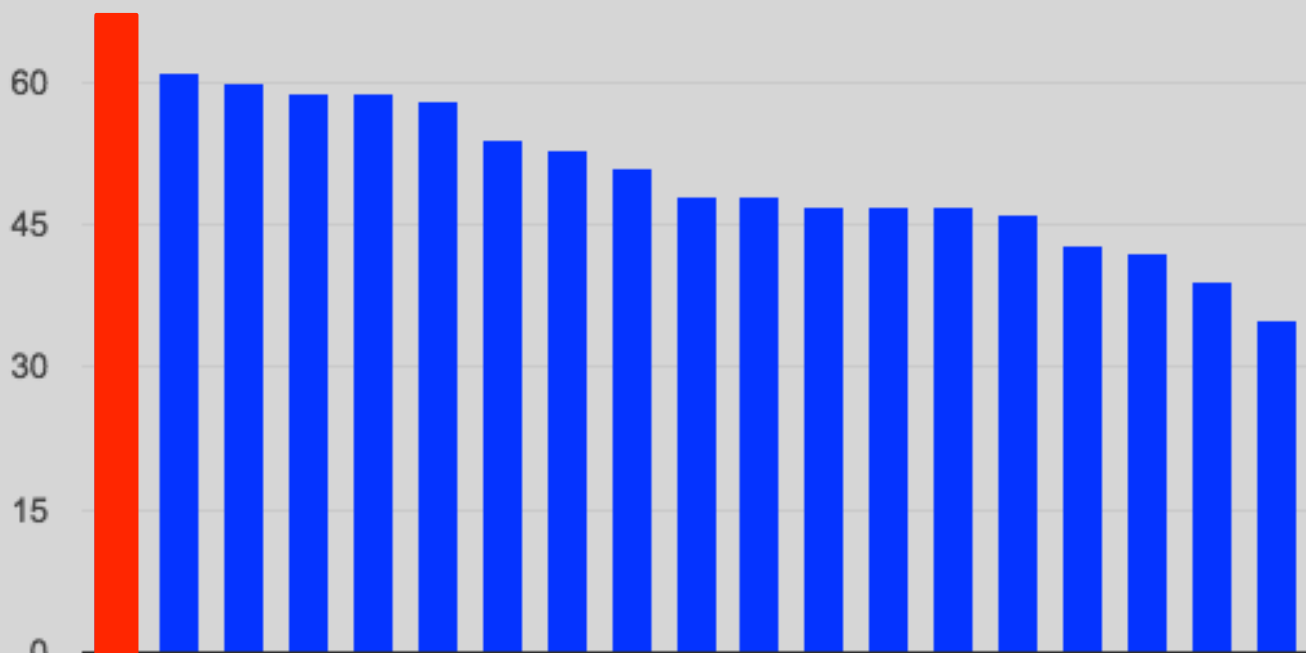
2013 ACCESS Median Growth Percentile CO District Comparison



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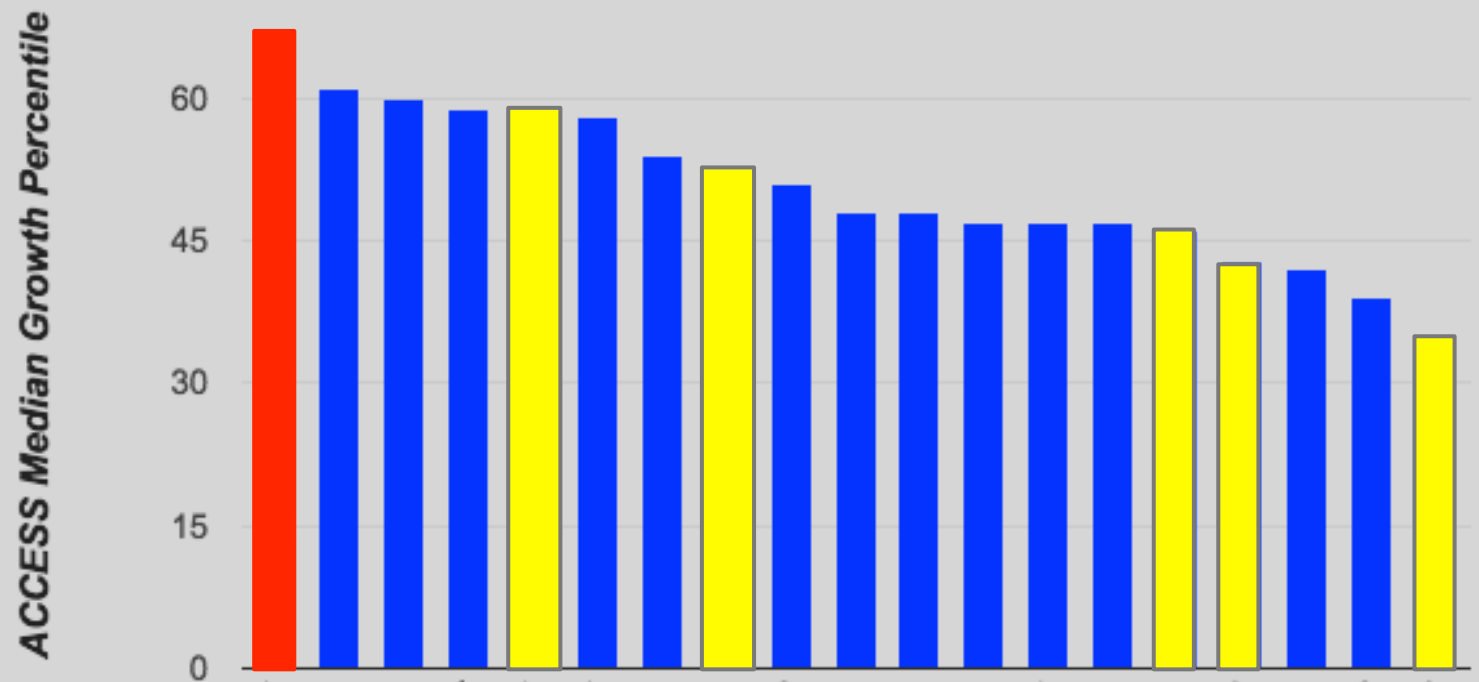
2014 ACCESS Median Growth Percentile CO District Comparison

ACCESS Median Growth Percentile



Colorado School Districts w/ 1000+ ELLs

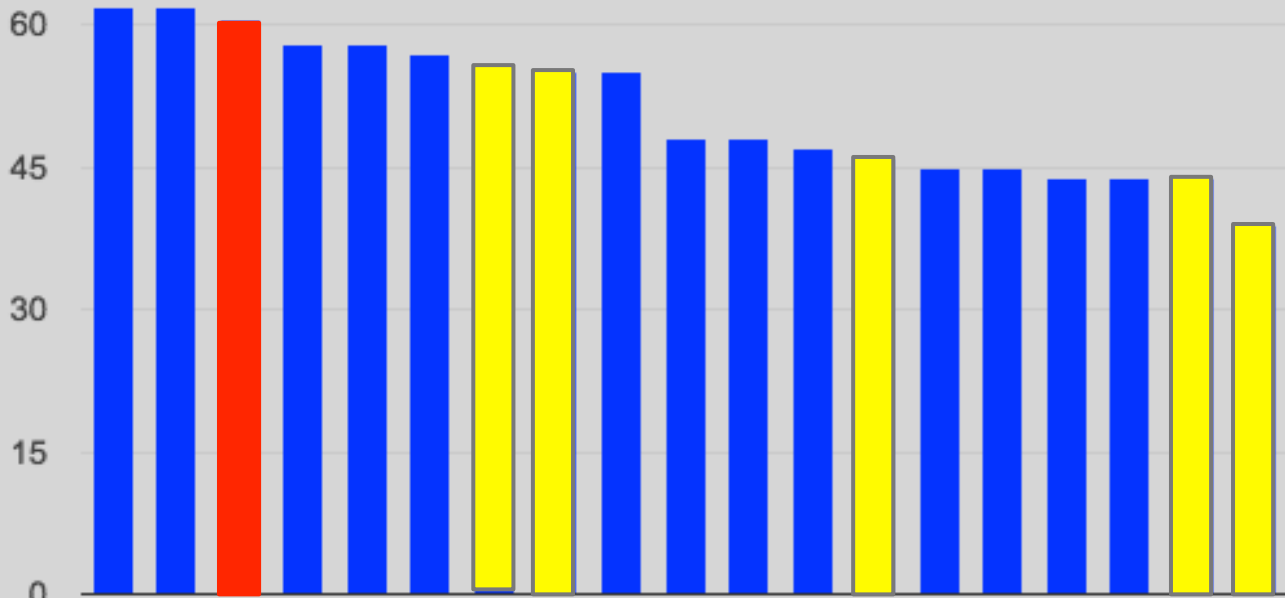
2014 ACCESS Median Growth Percentile CO District Comparison



Colorado School Districts w/ 1000+ ELLs

2015 ACCESS Median Growth Percentile CO District Comparison

ACCESS Median Growth Percentile



CO Districts w/ 1000+ ELLs

**CO
ACCESS
Median
Growth
Percentile
by Grade
Level**

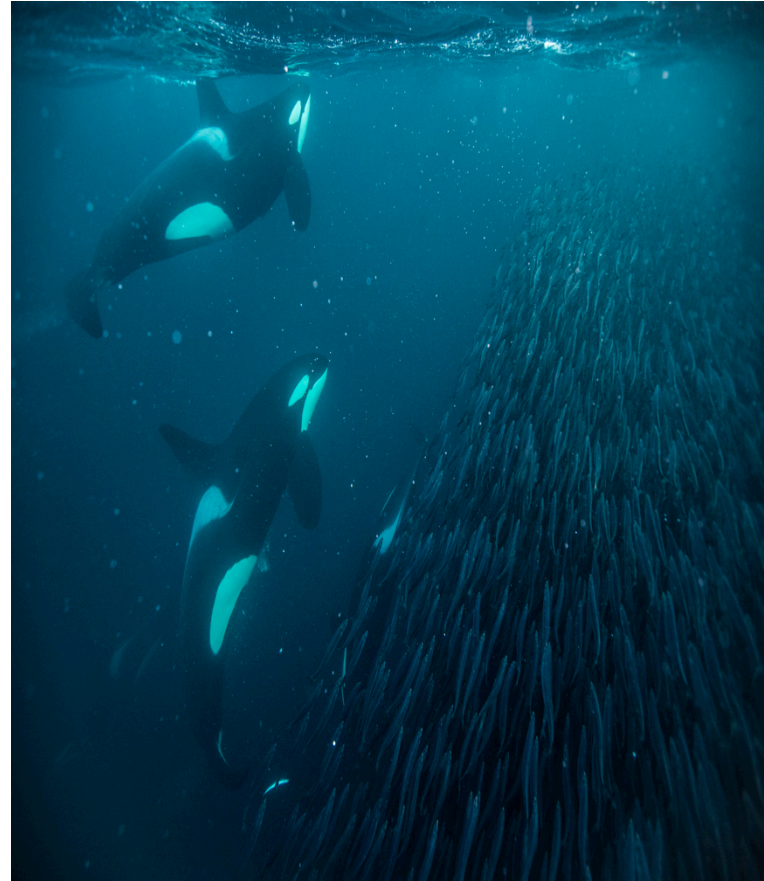
	RFSD 2013	RFSD 2014	RFSD 2015
1st Grade	45	55	49
2nd Grade	45	76	60
3rd Grade	32	73	65
4th Grade	28	74	56
5th Grade	38	65	57
6th Grade	42	64	55
7th Grade	66	50	62
8th Grade	51	51	62
9th Grade	29	55	52
10th Grade	53	72	58
11th Grade	55	73	54
12th Grade	49	68	62
District MGP	39	67	61
State High MGP	66	67	62

Echolocation: Listening & Interpreting

Purpose: Engaging in deep, reflective listening allows us to compare experiences.

Process:

1. Use a graphic organizer to capture important information about the experiences of another person.
2. Compare your similar experiences with the illustrated experience.
3. Using the information, strategize next steps with a partner. Example: Listen for the “Why?” Think of your “Why?”



Echolocation Graphic Organizer

Why?	
RFSD	My District
How?	
RFSD	My District
What?	
RFSD	My District

An orca is breaching the water in the foreground, its dark back and white belly visible. The background shows a sunset sky with several birds in flight and a dark shoreline in the distance.

**It's all in the
messaging.**

People don't buy what you do; they buy why you do it.

We follow those who lead, not for them, but for ourselves -

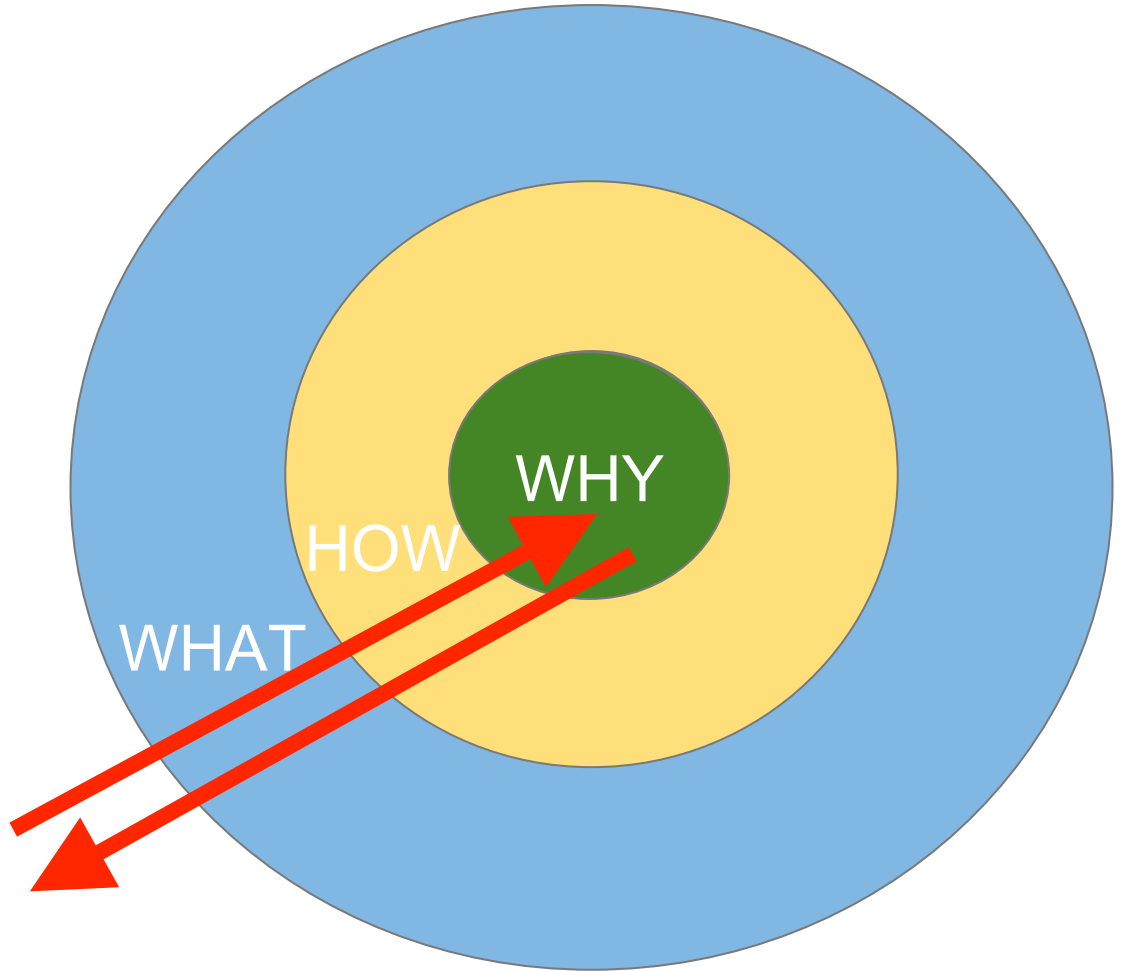
Simon Sinek

<https://www.youtube.com/watch?v=MBLWiJRfav8>

Start with the “WHY”



It's all in the
messaging.



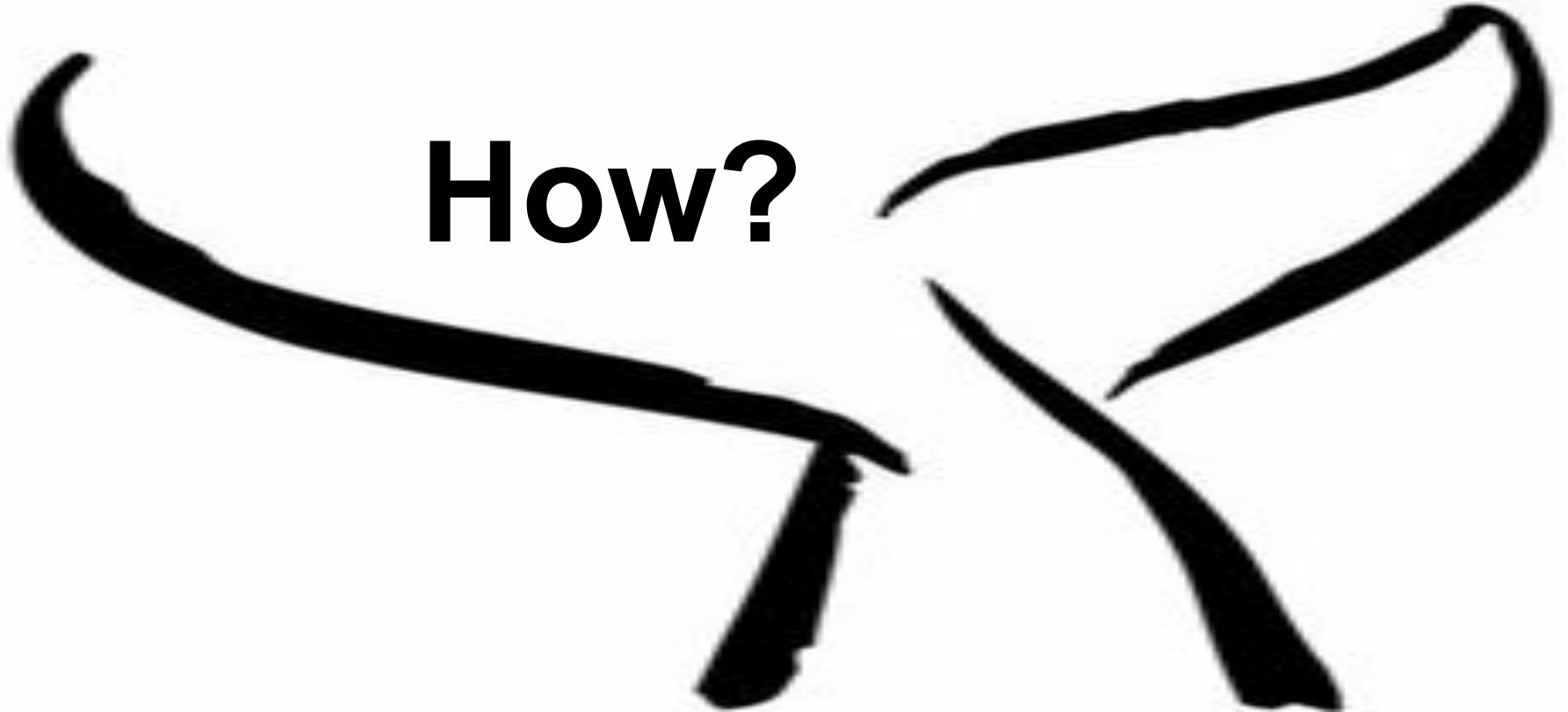
ELD Team's Most Passionate Outcome

Why?



Elevator Pitch

How?



Common Components for High-Quality ELD Programming and Instruction

**How and
what?**



Common Components - RFSD

Component 1. Instruction Supports Emerging Bilingual Students

Component 2. Establish Equitable Learning Environment

Component 3. Plan for High Quality Instruction

Component 4. Monitor Academic Performance & Growth

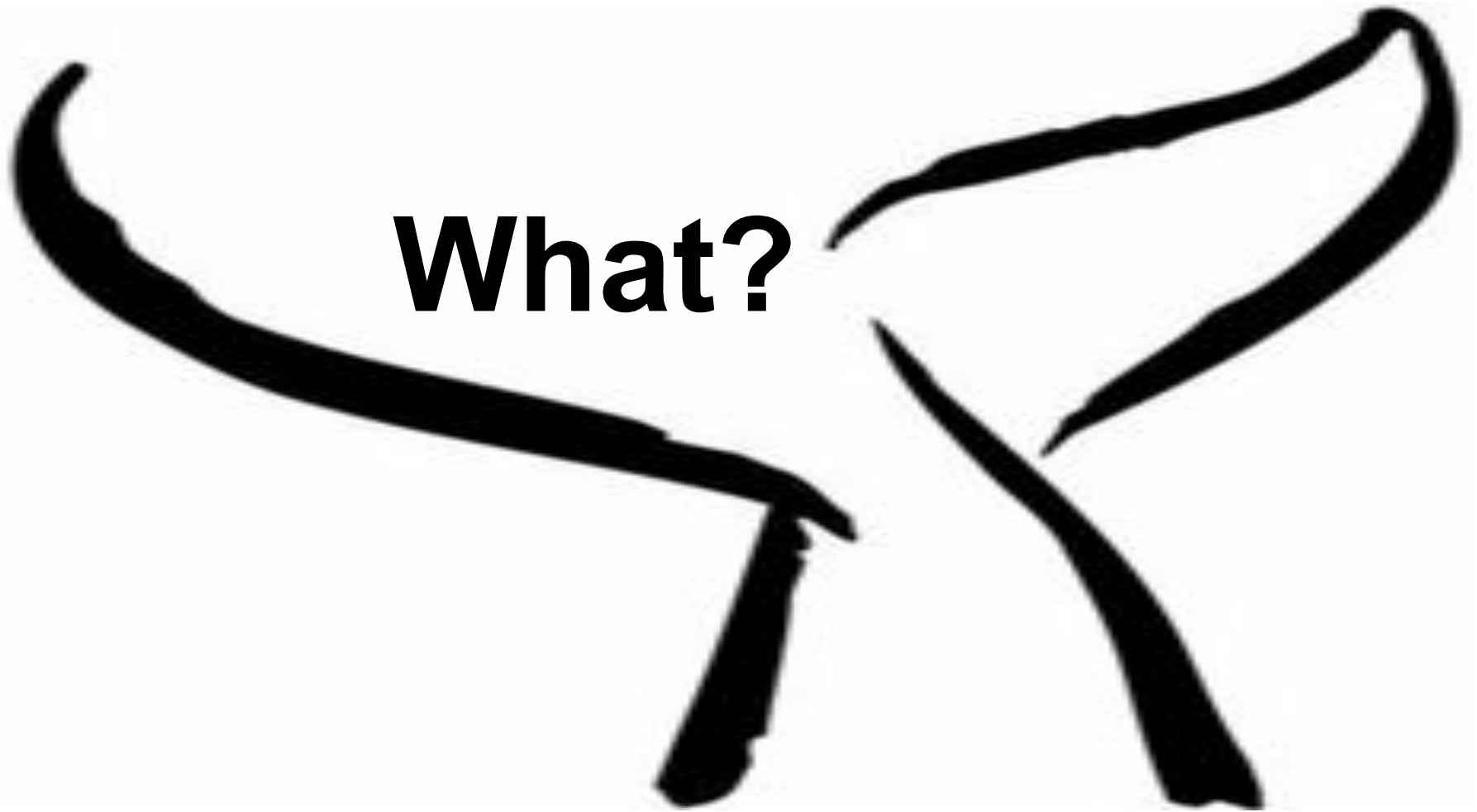
Component 5. Engage Parents & Community as Strategic Partners

Component 6. Provide Leadership for Organizational Effectiveness

Component 7. Uphold Culturally & Linguistically Diverse Students'
Civil Rights

Bibliography & Index

What?



All Schools: Aligned Procedures

- ELD program outcome defined
- Clear Procedures
- Methods to assess language proficiency
- ELD Program Reviews
- Support for improvement
- Professional Development

MGP 52-71

Some Schools: Leadership and Organization

Schedules promote collaborative planning
Deliberate ELD instructional time
ELD delivery model based on research

MGP 62-71

A few Schools: Job- embedded PD

- Collaborative Teaching
- ELD Coach

MGP 67-71

Align Procedures

Influence Leadership and Organizational Structures

Professional Development

A photograph of two dolphins in the ocean. The dolphin in the foreground is blowing a stream of water upwards from its blowhole. The dolphin in the background is partially visible, also blowing water. The water is splashing and creating a misty effect around the dolphins.

NOW WHAT? - Action Plans

PD: Literacy-Based ELD,
Differentiated Coaching,
Co-Teaching

ELD and SPED

ELD and Gifted

Secondary Newcomers

Common Formative
Assessments

Units of Study - Curriculum

Maps - K-12

After Action Review - Embrace the Unknown

Purpose: Reflect on what has been reviewed and identify insights and questions. Engage learners in solving their own problems.

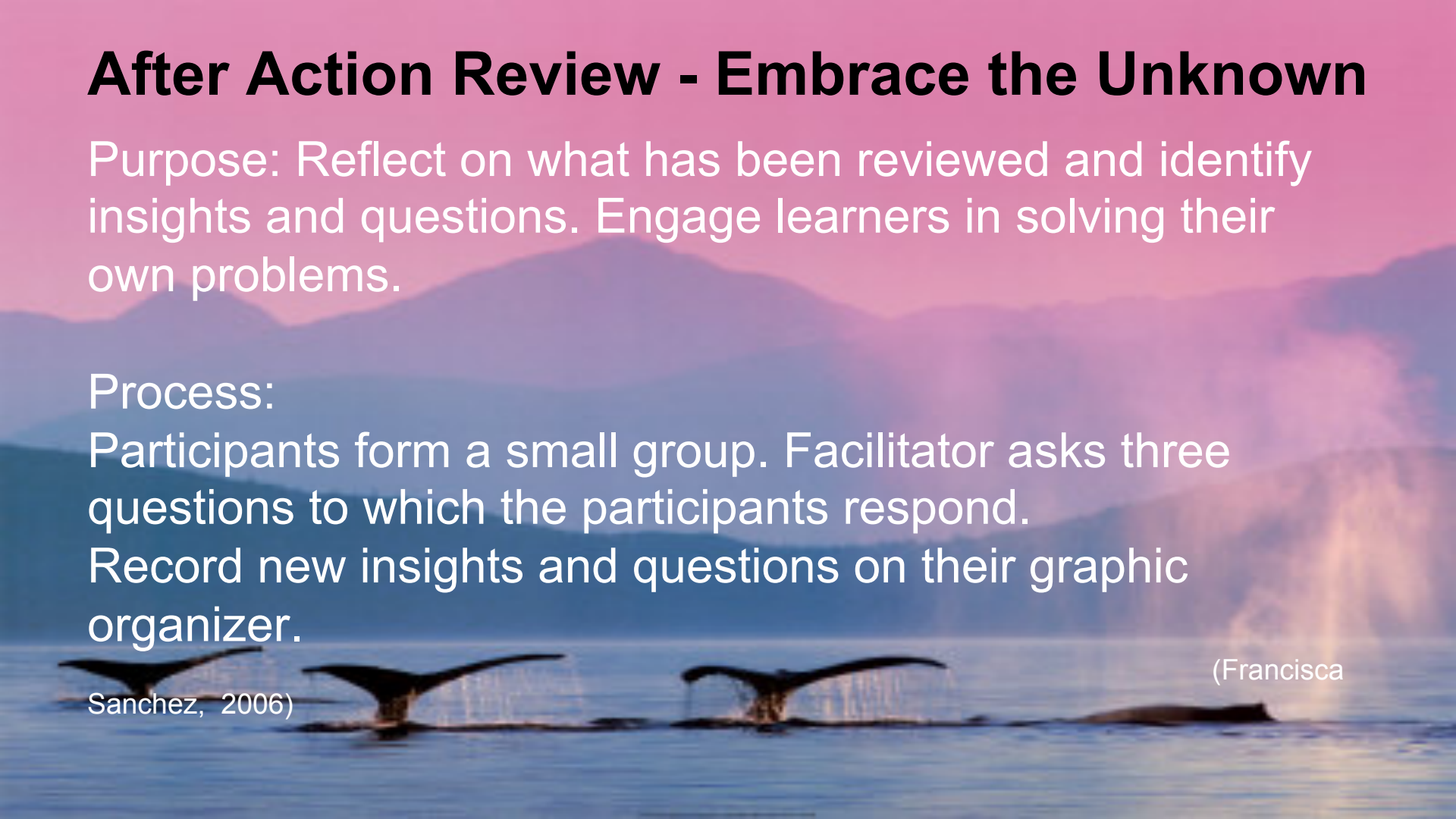
Process:

Participants form a small group. Facilitator asks three questions to which the participants respond.

Record new insights and questions on their graphic organizer.

(Sanchez, 2006)

(Francisca



Questions: After-Action Review

1. What did we review today?
2. What might we take with us that will enhance our future work?
3. What boundary will we actually be willing to cross and push based on our review of today's topic? (What are we going to do?)



Swim - Around Survey - Revisit

Looking at the questions that you still have, did any of those get answered today?

If you still have some questions...

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Learning Targets

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A FLUKE!

Helps move the whale forward

Unique to each whale

Lobtailing for communication

Thank you!

A photograph of a whale's tail fluke (caudal peduncle) breaking the surface of the ocean. The fluke is dark and curved, with a large amount of water splashing over its edges. The background is a warm, orange-hued sky, suggesting a sunset or sunrise. The water is dark blue with some ripples. The text 'Thank you!' is overlaid in white on the fluke.