

# Llano ISD ELL Initiative 2009-2011



**Dennis Hill, Llano ISD Superintendent**

## **Region XIII Professional Development Proposal**

*Customized for Llano ISD*

### **Goals:**

- Develop a district-wide support plan for improving achievement for English learners.
- Identify and develop a core group of ESL and sheltered instruction trained teachers at Llano ISD.
- Support implementation of ELPS-based ESL and sheltered instruction initiative through administrative support, professional development for core sheltered teachers, and classroom-based field support.
- Establish a plan to increase parental involvement of Hispanic/LEP students' parents

### **Phase I (Aug. – May)**

- Data collection and item analysis
- Determine staffing, certification needs
- Identify core pod ESL/sheltered instruction teachers
- Conduct a compliance review
- Data analysis of student performance LEP and non-LEP
- Establish accelerated and graduation plans
- Determine point of contact for ESL initiative

### **Phase II (Jan. – Aug.)**

#### **Professional Development for teachers:**

Provide training in Sheltered Instruction, ESL Academy and the ELPS Toolkit training Collaborate with central office staff and campus administrators to provide focused follow up trainings (1-2 hours) to review ELPS Toolkit components and provide implementation support:

- Classroom Environment that Supports Academic Language
- Sentence Stems
- Language objectives
- Vocabulary building
- Student interaction
- Assessment
- Lesson Planning

**Administrative Training and Support (Jan. – May)**

- Provide support for implementation of initiative in form of observation tools and walk-through checklists that correspond to the training components for teacher professional development listed above.
- Work with administrators to adjust trainings and coordinated support based on monthly administrative walk through data results.

**Parental Involvement Program Development and Support (Jan. – Aug.)**

- Select sub-committee members
- Plan outreach program
- Establish communication plan for parent out-reach
- Develop structure and activities for regular parent meetings
- Identify staff member(s) to plan and oversee program and act as parent liaison

**Phase III (Sept., 2010 – May, 2011)**

**Continuing Professional Development to support implementation**

**Development of administrative walk-through protocol**

**Classroom Support for Teachers with Instruction**

- Coordinate with ESL Coordinator and Director to provide classroom support in the form of observations, conferences and modeling of strategies for identified core sheltered teachers
- Identify model teachers and conduct videotaping to document use of effective strategies for future training opportunities.
- Shadowing selected LEP students to evaluate results of professional development
- Utilizing instructional coaches to model and support instructional staff

**Implement parental involvement program**

- Develop a relationship with parents that would include one or two face to face meetings with parents for the remainder of the semester. Letting them know that we are available and there for them and that they have resources and what our plans are for the fall. Make sure that Spanish translators are there.
- Begin having bilingual bulletin boards, place where notices are published in both languages to increase communication.
- Examine Title I Parental Involvement Policy to see what is there to build upon. Investigate board policy regarding parental involvement.

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# Workshop Title

## **Instructional Strategies for Conceptual Teaching of Whole Number Operations (Gr. 3-5)**

FA0812569 November 6-7, 2008

**You will receive the book:** Young Mathematicians at Work : Constructing Number Sense, Addition, and Subtraction, Vol. 1 by Catherine Twomey Fosnot, Maarten Dolk, Antonia Cameron

**Audience:** This workshop targets teachers in Grades 3-5 including ELL and special education teachers, as well as special education and intervention teachers in Grades 6-7

This workshop focuses on multiple ways to teach addition, subtraction, multiplication, and division of whole numbers. Participants will explore concrete, graphical, pictorial and multiple strategies/methods that support our base ten system for each operation. Teachers will begin by experiencing operations with concrete and pictorial representations bridging to development and understanding of the common algorithm. Participants will learn specific strategies to teach these concepts to a diversity of learner styles, including English Language Learners. Participants will receive Young Mathematicians at Work: Constructing Multiplication and Division, Volume 2 or Young Mathematicians at Work: Constructing Number Sense, Addition and Subtraction, Volume 1 and will learn how to incorporate these instructional strategies into CSCOPE or their current curriculum. This is a two-day workshop.

## **Conceptual Development of Fractional Parts (Gr. 3-5)**

SP0912570 January 28-29, 2009

**You will receive the book:** Young Mathematicians at Work : Constructing Fractions, Decimals, and Percents, Vol. 3 by Catherine Twomey Fosnot, Maarten Dolk, Maarten Dolk

**Audience:** This workshop targets teachers in Grades 3-5 including ELL and special education teachers, as well as special education and intervention teachers in Grades 6-7

This workshop focuses on the development of conceptual understanding of fractions through real-life, hands-on experiences. Participants will explore multiple representations of fractions and how to use them to develop a conceptual understanding of fractions prior to teaching operations. Teachers will learn to use questioning to deepen inquiry, analyze student work to gauge understanding, and use that knowledge to provide appropriate instruction. Participants will learn specific strategies to teach these concepts to a diversity of learner styles, including English Language Learners. Participants will receive Young Mathematicians at Work: Constructing Fractions, Decimals, and Percents, Volume 3 or Teaching Student-Centered Mathematics, Grades 3-5, Volume 2. Teachers will learn how to incorporate these instructional strategies into CSCOPE or their current curriculum. This is a two-day workshop.

## **Instructional Strategies for Conceptual Teaching of Fraction and Decimal Operations (Gr. 4-7)**

FA0812571 November 19-20, 2008

**You will receive the book:** Young Mathematicians at Work : Constructing Fractions, Decimals, and Percents, Vol. 3 by Catherine Twomey Fosnot, Maarten Dolk, Maarten Dolk

**Audience:** This workshop targets teachers in Grades 4-7 including ELL and special education teachers, as well as special education and intervention teachers in Grades 4-8

## **Instructional Strategies for Conceptual Teaching of Percents (Gr. 4-7)**

SP0912572 February 25-26, 2009

**You will receive the book:** Young Mathematicians at Work : Constructing Fractions, Decimals, and Percents, Vol. 3 by Catherine Twomey Fosnot, Maarten Dolk, Maarten Dolk

**Audience:** This workshop targets teachers in Grades 4-7, including ELL and special education teachers, as well as special education and intervention teachers in Grades 4-8

This workshop focuses on the development of the concept of percentage for students in grades 4-7. Participants will learn how to connect percents to fraction and decimal understanding, and use concrete and pictorial models to set up calculations. They will learn how to incorporate these instructional strategies into CSCOPE or their current curriculum. Participants will learn specific strategies to teach these concepts to a diversity of learner styles, including English Language Learners. Participants will receive Young Mathematicians at Work: Constructing Fractions, Decimals, and Percents, Volume 3 or Teaching Student-Centered Mathematics, Grades 5-8. This is a two-day workshop.

## **REGISTRATION AND CONTACT INFORMATION**

Register online at <http://ecampus.esc13.net> or for more information, contact Carol Gautier at 512.919.5148 or [carol.gautier@esc13.txed.net](mailto:carol.gautier@esc13.txed.net).