

Professional Growth Plan #2
2013-2014
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Goal: *What does it look like to incorporate the WIDA English Language Development (ELD) standards to weekly lesson planning in Readers and Writers Workshops?*

For the second marking period, I continued to explore the WIDA ELD standards by participating in an additional PaTTan training and by presenting on this topic to the FACTS teachers with the ESL team. Following Principal Pheng's advice, I decided to focus on one writing minilesson a week to plug in a Model Performance Indicator (also called MPI; it is similar to a language objective). Surprisingly, I quickly adjusted to developing an MPI for each lesson I wrote. It took some getting used to, but adding this component to my lessons definitely helped me pay closer attention to the linguistic demands of the lessons. Every time I wrote a lesson plan, I started to ask myself, "*What support do our ESL students need to achieve this language objective?*" I suppose this is how I should be planning in the first place, but the act of listing an MPI at the top of my lesson plan served as a quick reminder to address language objectives in minilessons as well as individual conferences.

As I mentioned above, I participated in a PaTTan webinar on ESL progress monitoring within the WIDA ELD framework. There, the trainer showed specific examples as to how MPIs can be incorporated into one's instructional practice. One take-away I had was *less is more*. It was recommended to the participants that we select a single MPI per student and monitor his or her progress on that particular language goal for an entire marking period. Although I saw the benefit of developing an MPI for each lesson, I learned that it was not appropriate for daily or weekly lesson planning. This prompted me to revise my action plan slightly; I needed to select one MPI and stick with it for a longer stretch of time, rather than producing multiple MPIs without assessing them properly.

With this in mind, I decided to scale down my inquiry by focusing on one English language learner (PL) in 6th grade. This particular student had shared with me back in September that she wanted to raise her speaking score on the WIDA test this year, which happened to be much lower than the other three language domains. Based on our discussion of her WIDA scores, PL and I collaboratively developed a new MPI to address proper verb tense in her speech. We began by audio-recording our conversation for a few minutes, and we discussed the errors PL made in the recording. She now keeps a T chart where she collects past tense verbs, and she's encouraged to refer to the chart whenever we have a one-on-one session in my classroom.

For the next marking period, I would like to monitor PL's progress in her use of past tense verbs. Currently, I am keeping records of her progress in the form of anecdotal notes on Google Drive. I need to meet with my inquiry partners more regularly, so I could pick their brains a little. I would love to learn what they are doing to assess their students and how they are documenting their progress.

In addition, I would like to plan our next step to follow up with the staff on the WIDA ELD standards. Perhaps, we could share out what we will have learned from our individual inquiries as part of our ESOL PD next year. In any case, we need to decide as a team exactly how we want the teachers to incorporate the ELD standards (including MPIs) to their own teaching practice. Hopefully, we will have a clearer understanding of these standards at the end of the school year. I will most certainly continue with this professional growth plan for next year.