

# Protocol for Introducing the Guidelines & Setting an Inquiry Focus:

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Jumping into the ELSF Guidelines for English Learners in ELA and Math

## **Reflections on [Taking the Pulse](#)**

(Provide time for participants to read over)

### Part I

- Highlight 1-2 questions that stand out to you
- Which ones are you not sure about?

### Part II

- Discuss with a partner:
  - Which would have the most impact on your teaching and students?
  - Which did you think you had clarity on, but recognize you need more growth in?

## **Who are my Students?**

- Review the selection from the ELSF Guidelines: "[Part 2–English Learners](#)"
- Idea: Use a Jigsaw strategy with each teacher partnership taking the lead on Emerging, Expanding, or Commanding English learners.
- What do we know about our Emerging, Expanding, Commanding English learners?
- How do your Emerging, Expanding, Commanding English learners access your curriculum and content?
- What don't we know? What might be missing in terms of supports for your English learners?
- Share out with PLC members

## **Digging into the Guidelines: finding your inquiry team focus**

- Provide opportunity to review the 15 guidelines.
- **Idea:** An active learning strategy to do this can be cutting out slips of paper for the 15 guidelines and having partners figure out where they go under each of the Five Focus Areas.
- Once your inquiry team has had a chance to examine the 15 guidelines and place them under the Five Focus Areas, consider what might be the Focus Area that is most salient for inquiry. Allow teachers to grapple with the guidelines and explore questions they have.

- **Idea:** Have team members notate those Guidelines that are clear with a green dot and those that seem ambiguous with a red dot. Use the materials to notate and discuss.
- Once you have a Focus Area selected, you might consider digging into the specifications and thinking if you have a path you might take related to the Focus Area selected
- Reflection Questions For Moving Forward:
  - You might ask for participants to write their answers down to the following questions on an Exit Ticket.
    - How does the Focus Area connect to your school's instructional goals for the year?
    - How do the specifications help you to think about what our goals should be for our Inquiry Team
    - “Ahah!” – jot down new knowledge that’s clear in your mind
    - “Huh?” – jot down any lingering questions for future discussion

