Common Core Teaching Strategies for EL Students: Models for High School Mathematics and Science

Dottie Desfosses

Champions for Leadership

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Santa Clara County Office of Education

Professional Goals

- Vision for a Common Core Resource Center

- Strengthen Leadership Skills

- Understand the SCCOE

- Develop Interpersonal Skills

Project Goals

- Create resources/ and new models for teachers and English Learners (EL) to better understand core content areas

- Implement resources/ and new models to test and revise their effectiveness with all EL students

- Analyze Outcomes

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Accomplishments

- Attended
  - CFL seminars
  - *A Look at Learning* 5-day Institute
  - Specialized EL Strategy Workshops
  - Algebra Forum Conference
- Conducted research:
  - Common core standards
  - EL instruction
  - Assessment, including data analysis

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Steps

- Evaluated CCSS information and existing models
- Created *A.L.L.* lesson plans incorporating research based best practices:
  - Planning guide/lesson plan objectives
  - Rubric for assessments/Sentence Frames
  - Specially Designed Academic Instruction in English (SDAIE) strategies

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Steps

- Modeled lessons for teacher and students
- Analyzed data from implementation
- Revised lesson strategies

Student EL Reflection Card

Student Reflection

1. I feel strongly that I can relate well to coordinate graphs.

2. I feel strongly that I can explain coordinate graphs to others.

3. I believe I can apply coordinate graphs to real world examples.

Student Reflection

1. I feel strongly that I can relate well to coordinate graphs.

2. I feel strongly that I can explain coordinate graphs to others.

3. I believe I can apply coordinate graphs to real world examples.

Student Reflection

1. I feel somewhat strong that I can relate well to coordinate graphs.

2. I feel somewhat strong that I can explain coordinate graphs to others.

3. I believe I can somewhat apply coordinate graphs to real world examples.

Student Reflection

1. I do not feel strongly that I can relate well to coordinate graphs.

2. I do not feel strongly that I can explain coordinate graphs to others.

3. I do not believe that I can apply coordinate graphs to real world examples.

Student Feedback

Formative Assessment

I know this concept/term very well and can explain it to others.

I have heard about this concept/term; but I am not ready to provide an explanation.

I need to learn more about this concept/term.

Sentence Frames

CELDT Level: Beginning – Use subject/content specific academic words

Coordinate Planes and Ordered Pairs (Part B)

To plot the point_____ on the coordinate plane, first move ____unit(s) to the _____ of zero on the x-axis, then move____unit(s) _____on the y-axis, from zero, or the origin. The point will be where x is ____ and y is _____ intersect each other. Next, mark the point. Then, write the _____ next to each point on the graph.

CELDT Level: Early Intermediate – Use subject/content specific academic words

Coordinate Planes and Ordered Pairs (Part E)

To _____the point _____ on the _____ plane, first move ____unit(s) to the _____ of zero on the ____-axis, then move ____ unit(s) _____ on the -axis from zero, or the origin. The point will be at the intersection of where x is ____and y is ____. Next, mark the point. Then, write the _____ next to each point on the graph.

Success

- Created Differentiated Sentence Frames for EL Students

- Created Core Content Lessons for Math and Science

- New Leader for Math and Science

- Have Inspired Other Teachers to Reflect on Student Learning and Current Teaching Strategies

Key Learnings

- New Focus on Core Lesson Approach

- Outcomes of Lesson Planning Met Content and Language Objectives

- Strong EL Strategies That Can Help to Support Teachers

- A Beginning Place to Continue to Develop Lessons For Common Core

Next Steps

- Continue to Develop Core Content Lessons to Support EL Students and Teachers in Math and Science
- Develop Teacher and Student Access To Lessons and EL Strategies in the Classroom Through Technology Resources
- Continue to Model EL Content Lessons to Teachers and Students in the Classroom
- Continue to Evaluate Latest Research for Common Core and Formative Assessment Practices

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