Santa Clara County Office of Education

ELA/ELD Framework Implementation Showcase

Wednesday
April 27, 2016
4:00-6:00
Welcome

Access for All

ELA/ELD Framework Implementation Showcase 2016

Jon R. Gundry
County Superintendent of Schools
Santa Clara County Office of Education
Recognition of Leadership
English Language Arts/English Language Development Framework Trailblazers
Recognition of Leadership

ELA/ELD Trailblazing Leader Award

Mr. José L. Manzo
Superintendent of Educational Services
Oak Grove School District
THE SHARED RESPONSIBILITY OF LEADING ELA/ELD INSTRUCTION
Setting the Stage: What Makes Change So Hard?
What’s on a Teacher’s Plate?

What are the top priorities of teachers at your school or district?
Goals, Context, and Themes of the CA CCSS for ELA/Literacy and the CA ELD Standards

SCCOE Multilingual Education Services
**Integrated ELD:**
All teachers with ELs in their classrooms use the CA ELD Standards *in tandem* with the CA CCSS for ELA/Literacy and other content standards.

**Designated ELD:** A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into* and *from* content instruction.
Both/And

“ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.”

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

Integrated + Designated
ELD Standards building into and from content instruction
Guiding Principles

- Schooling must help all students achieve their highest potential.
- The responsibility for learners’ literacy and language development is shared.
- ELA/ELD curricula must be well designed, comprehensive, and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.
Why an Integrated Approach?

Commonalities Among the Practices in Science, Mathematics and English Language Arts

M = Standards of Mathematical Practice
S = Science and Engineering Practices
E = Capacities of Literate Individuals in English Language Arts

M1: Make sense of problems and persevere in solving them
M2: Reason abstractly & quantitatively
M6: Attend to precision
M7: Look for & make use of structure
M8: Look for & make use of regularity in repeated reasoning

M3: Use appropriate tools strategically
M4: Model with mathematics

S1: Ask questions and define problems
S2: Develop & use models
S3: Plan & carry out investigations
S4: Analyze & interpret data
S5: Use mathematics & computational thinking
S6: Construct explanations & design solutions

E1: Demonstrate independence in reading complex texts, and writing and speaking about them
E2: Build a strong base of knowledge through content rich texts
E3: Obtain, synthesize, and report findings clearly and effectively in response to task and purpose
E4: Construct viable arguments and critique reasoning of others
E5: Read, write, and speak grounded in evidence
E6: Use technology & digital media strategically & capably
E7: Come to understand other perspectives and cultures through reading, listening, and collaborations
E8: Obtain, evaluate, & communicate information

ELA
Why the Slash?

- Content
- Language
- Literacy
Successful Leadership for Implementation (Ch. 11)

- Distributed, shared
- Recognizing effective professional development
- Hold learning as their top priority
- High expectations
- Continual evaluation
- Model commitment
Shared Responsibility
Distributed Leadership

Leaders

- Administrators
- Teachers & Certificated Staff
- Classified Staff
- Students
- Parents
- Community
# Implementation Considerations

<table>
<thead>
<tr>
<th>Vision, Mindset, &amp; Plan</th>
<th>Professional Learning</th>
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<tbody>
<tr>
<td>Assessment &amp; Data Systems: ELA &amp; ELD short, medium, &amp; long cycles</td>
<td>Scheduling &amp; Staffing</td>
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<tr>
<td>Instructional Materials</td>
<td>Intervention Programs</td>
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<tr>
<td>Resource Allocation</td>
<td>Professional Collaboration</td>
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Values for Educating English Learners

- Valuing Language and Culture as Assets
- Ensuring Equity in Intellectual Richness
- Building Content Knowledge & Language in Tandem
- Attending to Specific Language Learning Needs
- Integrating Domains of Communication
- Providing Appropriate Scaffolding
- Evaluating Progress Appropriately
- Sharing Responsibility

English Learners
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Instructional Leaders:</td>
<td>Instructional Leaders:</td>
<td>Instructional Leaders:</td>
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<tr>
<td>Teachers:</td>
<td>Teachers:</td>
<td>Teachers:</td>
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<td>Parents:</td>
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</table>
# Planning Professional Learning

![Figure 11.3. Critical Content for Professional Learning](image)

### Establishing a Vision for California’s Students
- Develop the readiness for college, careers, and civic life
- Attain the capacities of literate individuals
- Become broadly literate
- Acquire the skills for living and learning in the 21st century

### Understanding the Standards
- CA CCSS for ELA/Literacy
- CA ELD Standards
- Model School Library Standards
- Implementing science, history/social studies, career and technical education, and other standards in tandem

### Establishing the Context for Learning
- Integrating the curricula
- Motivating and engaging learners
- Respecting learners’
- Ensuring intellectual challenge

### Enacting the Key Themes of ELA/Literacy and ELD Instruction
- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

### Addressing the Needs of Diverse Learners
- Comprehensive English language development: integrated and designated ELD
- Additive approaches to language and literacy development
- Meeting the needs of students with disabilities and students experiencing difficulty
- Meeting the needs of advanced learners and other populations

### Exploring Approaches to Teaching and Learning
- Models of instruction
- Culturally and linguistically responsive teaching
- Supporting biliteracy and multilingualism
- Supporting students strategically (including UDL and MTSS)

### Sharing the Responsibility
- Collaborating within and across grades, departments, and disciplines
- Promoting teacher leadership
- Partnering with community groups and higher education
- Collaborating with parents

### Evaluating Teaching and Learning
- Types and methods of assessment (formative, summative, rubrics, portfolios, diagnostic)
- Cycles of assessment (short, medium, long)
- Student involvement in assessment
- Appropriate preparation for state assessments

### Integrating 21st Century Learning
- Critical thinking skills
- Creativity and innovation skills
- Communication and collaboration skills
- Global awareness and competence
- Technology skills
How well do you know the ELD Standards?

### Part I: Interacting In Meaningful Ways

<table>
<thead>
<tr>
<th>A. Collaborative (engagement in dialogue with others)</th>
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<tbody>
<tr>
<td>1. Exchanging information/ideas via oral communication and conversations</td>
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<tr>
<td>2. Interacting via written English (print and multimedia)</td>
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<tr>
<td>3. Offering opinions and negotiating with/persuading others</td>
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<tr>
<td>4. Adapting language choices to various contexts</td>
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<table>
<thead>
<tr>
<th>B. Interpretive (comprehension and analysis of written and spoken texts)</th>
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<tbody>
<tr>
<td>5. Listening actively and asking/answering questions about what was heard</td>
</tr>
<tr>
<td>6. Reading closely and explaining interpretations/ideas from reading</td>
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<tr>
<td>7. Evaluating how well writers and speakers use language to present or support ideas</td>
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<td>8. Analyzing how writers use vocabulary and other language resources</td>
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<table>
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<th>C. Productive (creation of oral presentations and written texts)</th>
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<tr>
<td>9. Expressing information and ideas in oral presentations</td>
</tr>
<tr>
<td>10. Composing/writing literary and informational texts</td>
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<tr>
<td>11. Supporting opinions or justifying arguments and evaluating others’ opinions or arguments</td>
</tr>
<tr>
<td>12. Selecting and applying varied and precise vocabulary and other language resources</td>
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### Part II: Learning About How English Works

<table>
<thead>
<tr>
<th>A. Structuring Cohesive Texts</th>
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<tbody>
<tr>
<td>1. Understanding text structure and organization based on purpose, text type, and discipline</td>
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<tr>
<td>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows</td>
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<table>
<thead>
<tr>
<th>B. Expanding &amp; Enriching Ideas</th>
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<tbody>
<tr>
<td>3. Using verbs and verb phrases to create precision and clarity in different text types</td>
</tr>
<tr>
<td>4. Using nouns and noun phrases to expand ideas and provide more detail</td>
</tr>
<tr>
<td>5. Modifying to add details to provide more information and create precision</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Connecting and Condensing Ideas</th>
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<tr>
<td>6. Connecting ideas within sentences by combining clauses</td>
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<tr>
<td>7. Condensing ideas within sentences using a variety of language resources</td>
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The Big Four – Coaching Focuses

Based on *Instructional Coaching* by Jim Knight

- Classroom Management (Context for Learning)
- Content (Standards)
- Instruction (Key Themes)
- Assessment
Materials Adoptions: Types of Programs (Ch. 12)

Program 1: English Language Arts Basic Program, K-8
Program 2: English Language Arts/English Language Development Basic Program, K-8
Program 3: Biliteracy Language Arts/English Language Development Basic Program, K-8
Program 4: Intensive Intervention Program in English Language Arts, 4-8
Program 5: Specialized Designated English Language Development Program, 4-8
### Scheduling Issues

#### Considerations for Grouping for Designated ELD

<table>
<thead>
<tr>
<th>Tailored to Student Characteristics</th>
<th>1. Newcomers</th>
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<tbody>
<tr>
<td></td>
<td>2. Normally-progressing ELs by proficiency level</td>
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<tr>
<td></td>
<td>3. Normally-progressing ELs by grade level</td>
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<tr>
<td></td>
<td>4. Stalled ELs (LTEL)</td>
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#### By Proficiency Level

- Emerging
- Expanding
- Bridging
- Continued Language Support (Reclassified)

#### By Grade Level

- Grade 10 Designated ELD
Phase One School
Focus: Professional Learning

These initial sessions focus on understanding key shifts in the Common Core Era and the 2014 CA ELA/ELD Framework.

Administrators:
- Participate in a three-day series on the ELA/ELD Framework to Guide Classroom Instruction (6 hours)
- Participate in a three-day series on the ELA/ELD Framework to Guide Classroom Instruction (6 hours)
- Attend overview of the Access for All system (1 – 3 hours)

At least 50% of the teachers at a site will:
- Participate in a three-day series on the ELA/ELD Framework to Guide Classroom Instruction (6 hours)
- Attend the Overview of the English Language Development (ELD) Standards Training (2 hours)
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Attend overview of the Access for All system (1 – 3 hours)*
- Be invited to send 1-2 representatives to participate in the Curriculum Leadership Council

Phase Two School
Focus: Teacher Collaboration

In phase two, teachers strengthen collaboration across content areas and integrate explicit English language development throughout the day as well as during designated ELD.

Administrators:
- Participate in a four-session Learning Circle Network series for administrators with an online collaboration and component (15 hours)
- Establish school structures to support teacher collaboration on a consistent basis
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)

At least 75% of the teachers at a site will:
- Participate in a four-session Learning Circle Network series with online collaboration (15 hours)
- Apply tools from the Integrated and Designated ELD Toolkit
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Attend overview of the Access for All system (1 – 3 hours)*
- Be invited to send 1-2 representatives to participate in the Curriculum Leadership Council

Phase Three School
Focus: Coaching Network

In phase three, schools continue to build instructional leadership and capacity with almost all teachers participating in coaching. Teachers will apply research-based practices for powerful instruction.

Administrators:
- Join the SCCOE Instructional Coaching Network
- Establish coaching support on a school-wide basis
- Establish school structures to support teacher collaboration on a consistent basis
- Co-plan teacher collaboration time with SCCOE experts
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)

At least 90% of the teachers at a site will:
- Participate in coaching
- Attend customized professional development tailored to the specific needs of their site (15 hours)
- Apply tools from the Integrated and Designated ELD Toolkit
- Engage in cycles of improvement on a school-wide basis
- Collect and analyze student achievement data
- Participate in an annual showcase at the SCCOE*
Panel Discussion

VOICES FROM THE FIELD: ELA/ELD FRAMEWORK IMPLEMENTATION ACROSS THE COUNTY
Panelist

- **Joseph McCreary**, Assistant Superintendent
  *Berryessa Union School District*

- **Stephanie Day**, Equity Coach & Gate Coordinator
  *Campbell Union Elementary School District*

- **Kathryn Thomas**, EL Content Specialist
  *Campbell Union High School District*

- **Cathy Baur**, Assist. Superintendent of Ed. Services
  *Mt. View-Whisman School District*
Panelist

• Paula Cornia, English Learner Administrator
  Oak Grove School District

• Alma Saucedo, ELD Curriculum Specialist
  Salinas Union High School District

• Sarah Tellez, Literacy & EL Support Services
  Sunnyvale School District
# Note Catcher

## ELA/ELD Framework

### Showcase Idea Collection

<table>
<thead>
<tr>
<th>New Ideas/Resources</th>
<th>Next Steps</th>
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<thead>
<tr>
<th>Networking Contacts</th>
<th>Lingering Questions</th>
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Poster Presentation: District Showcase
Closure: Final Thoughts