



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

KEYNOTE PRESENTATION

THE SHARED RESPONSIBILITY OF LEADING ELA/ELD INSTRUCTION



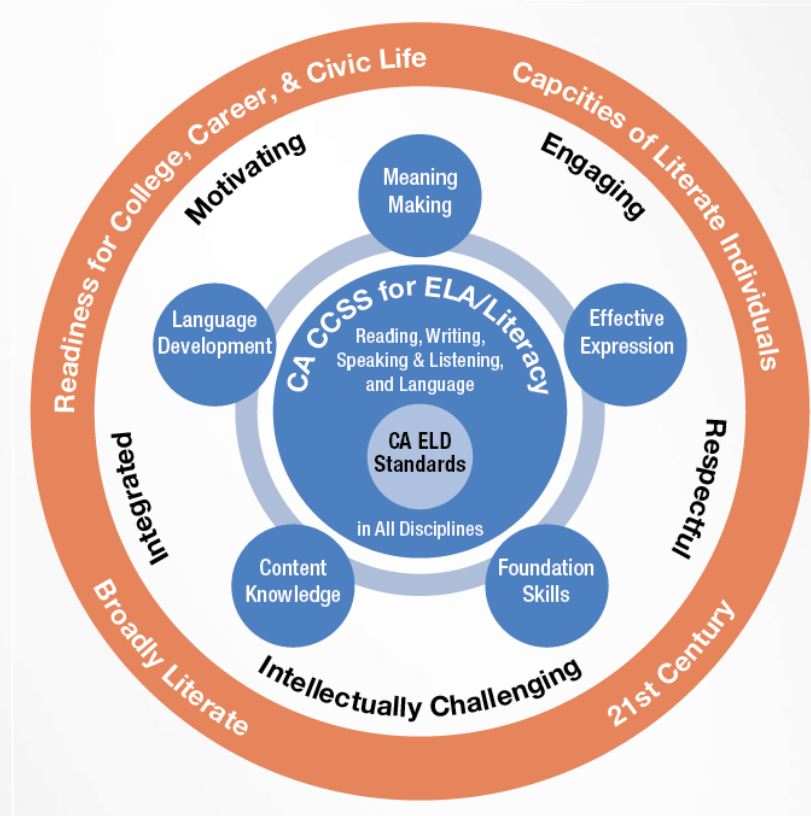
Setting the Stage: What Makes Change So Hard?



What's on a Teacher's Plate?



Goals, Context, and Themes of the CA CCSS for ELA/Literacy and the CA ELD Standards





TOM TORLAKSON
State Superintendent
of Public Instruction

Integrated & Designated ELD: Working in Tandem

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



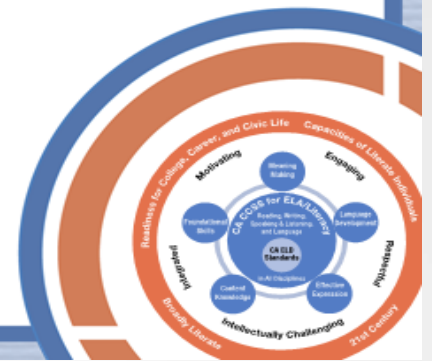


**ELD
Standards
building into
and from
content
instruction**

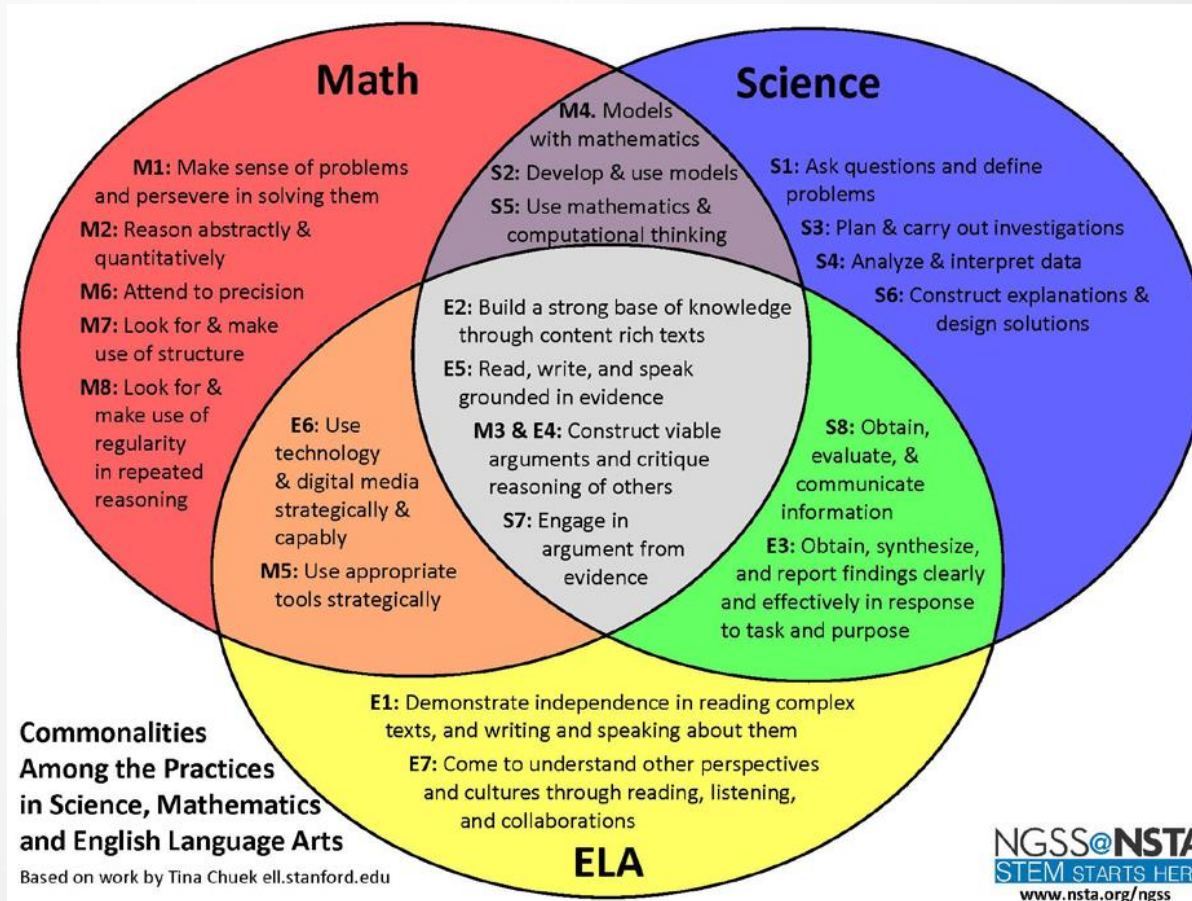
Guiding Principles

- 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.

10 | © 2014 CCSESA | CISC



Why an Integrated Approach?

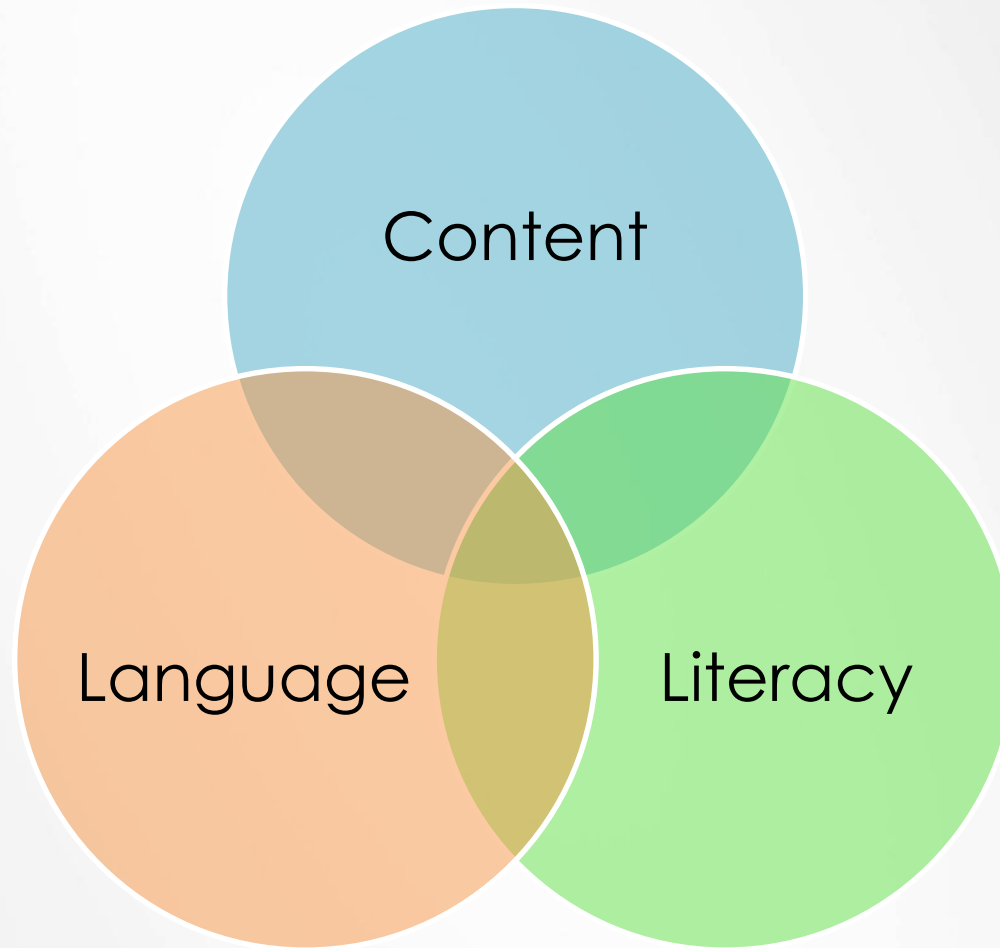


M = Standards of Mathematical Practice

S = Science and Engineering Practices

E = Capacities of Literate Individuals in English Language Arts

Why the Slash?

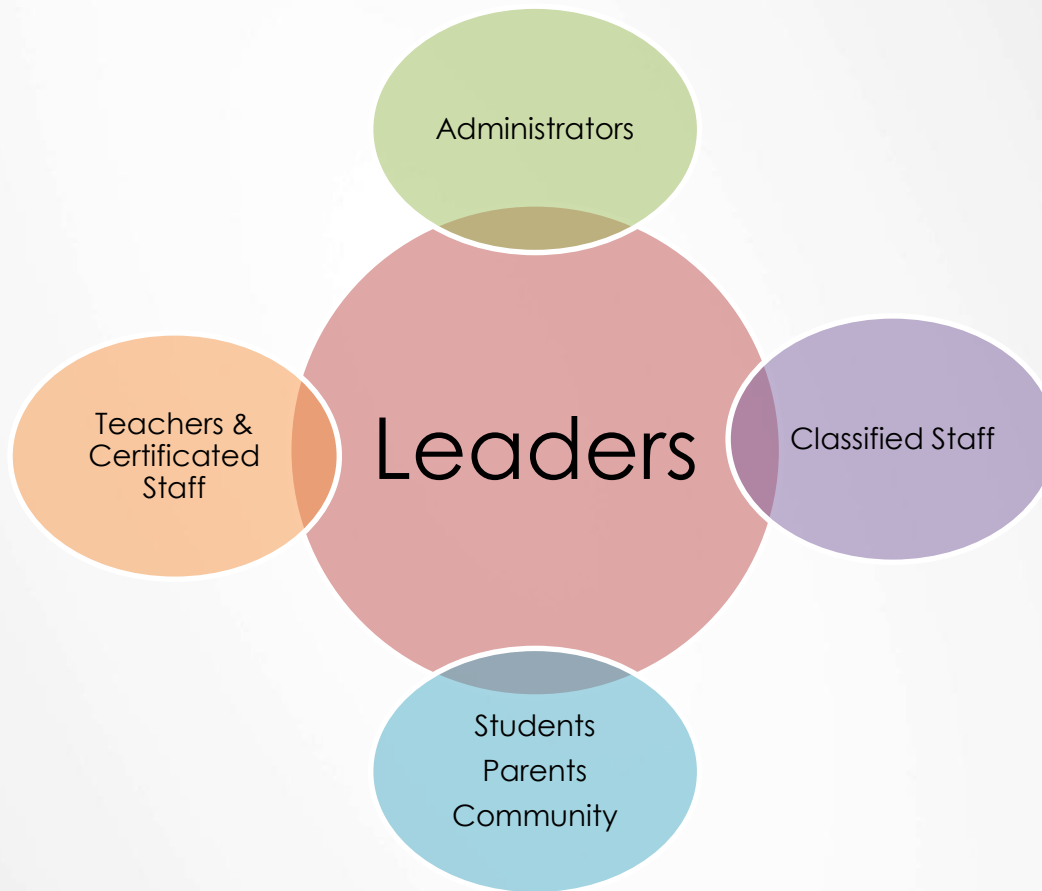


Successful Leadership for Implementation (Ch. 11)

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



Shared Responsibility Distributed Leadership

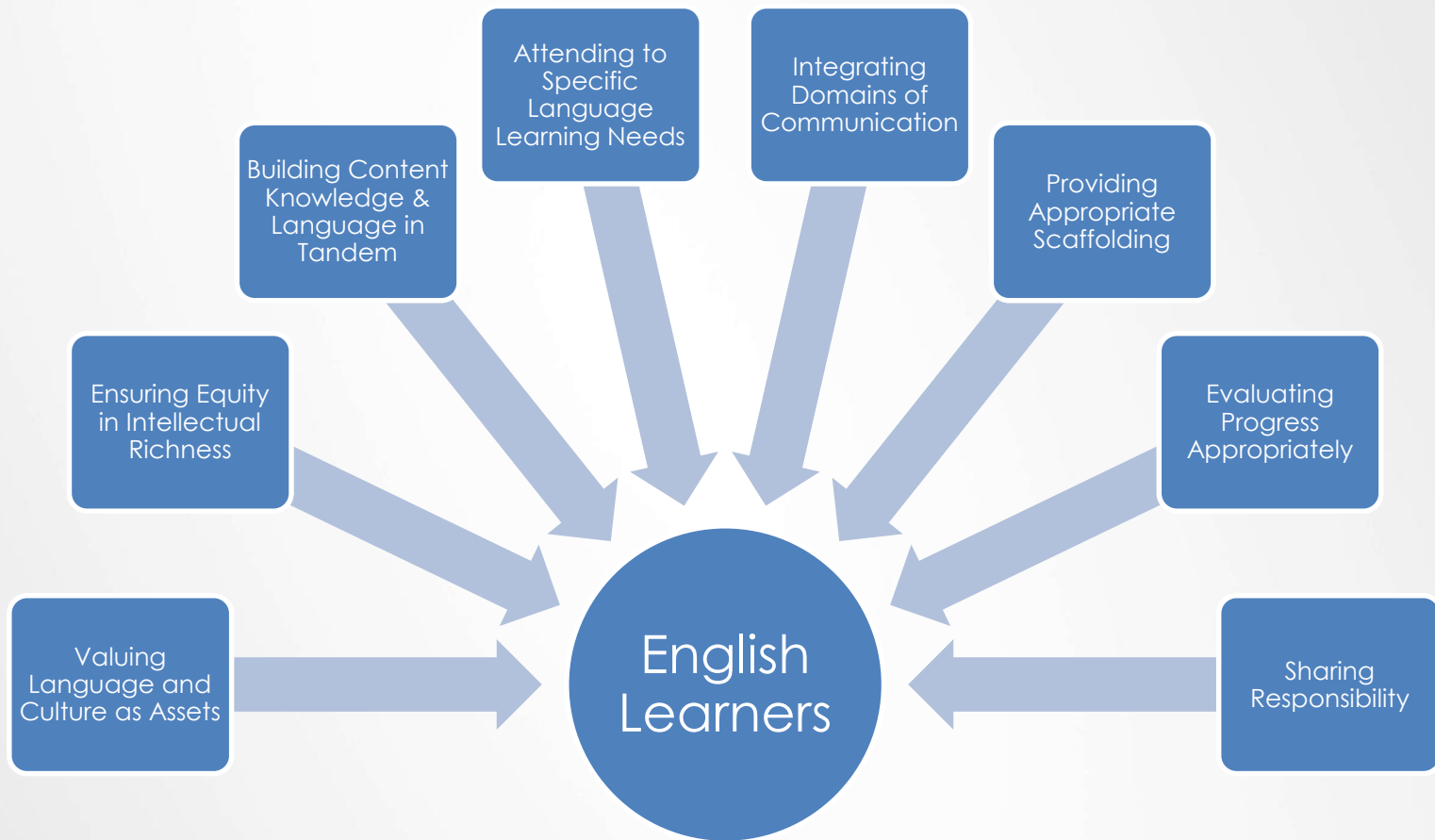


Implementation Considerations

Vision, Mindset, & Plan	Professional Learning
Assessment & Data Systems: ELA & ELD short, medium, & long cycles	Scheduling & Staffing
Instructional Materials	Intervention Programs
Resource Allocation	Professional Collaboration



Values for Educating English Learners



Planning

Three-Year Plan for the ELA/ELD Framework

Year 1	Year 2	Year 3
Instructional Leaders:	Instructional Leaders:	Instructional Leaders:
		Teachers:
	Teachers:	
Teachers:		
Parents:	Parents:	Parents:



Planning Professional Learning

Figure 11.3. Critical Content for Professional Learning

<p><i>Establishing a Vision for California's Students</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Understanding the Standards</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Establishing the Context for Learning</i></p> <ul style="list-style-type: none"> • Integrating the curricula • Motivating and engaging learners • Respecting learners' • Ensuring intellectual challenge
<p><i>Enacting the Key Themes of ELA/Literacy and ELD Instruction</i></p> <ul style="list-style-type: none"> • Meaning Making • Language Development • Effective Expression • Content Knowledge • Foundational Skills 	<p><i>Addressing the Needs of Diverse Learners</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Exploring Approaches to Teaching and Learning</i></p> <ul style="list-style-type: none"> • Models of instruction • Culturally and linguistically responsive teaching • Supporting biliteracy and multilingualism • Supporting students strategically (including UDL and MTSS)
<p><i>Sharing the Responsibility</i></p> <ul style="list-style-type: none"> • Collaborating within and across grades, departments, and disciplines • Promoting teacher leadership • Partnering with community groups and higher education • Collaborating with parents 	<p><i>Evaluating Teaching and Learning</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Integrating 21st Century Learning</i></p> <ul style="list-style-type: none"> • 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

A. Collaborative (engagement in dialogue with others)

1. Exchanging information/ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with/persuading others
4. Adapting language choices to various contexts

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations/ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources

C. Productive (creation of oral presentations and written texts)

9. Expressing information and ideas in oral presentations
10. Composing/writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding & Enriching Ideas

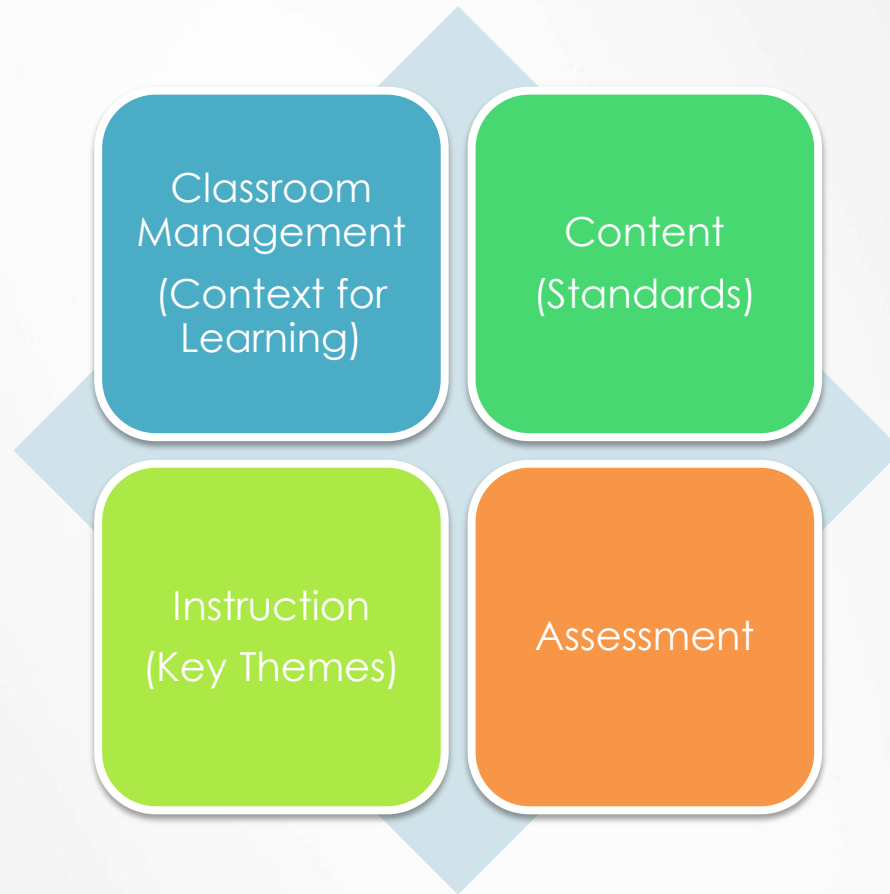
3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

The Big Four – Coaching Focuses

Based on
*Instructional
Coaching* by
Jim Knight



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

Tailored to Student Characteristics	1. Newcomers
	2. Normally-progressing ELs by proficiency level
	3. Normally-progressing ELs by grade level
	4. Stalled ELs (LTEL)
By Proficiency Level	Emerging
	Expanding
	Bridging
	Continued Language Support (Reclassified)
By Grade Level	Grade 10 Designated ELD



Access for All



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:

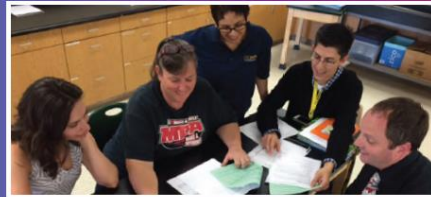
- Participate in a three-day series on the ELA/ELD Framework to Guide Classroom Instruction (18 hours)
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Attend overview of the Access for All system (1 – 3 hours)

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 (18 hours)
- Attend the Overview of the English Language Development (ELD) Standards Training (6 hours)
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Complete individual field work based on the results of the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (5 hours)*
- 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

Notes

- * Optional
- SCCOE will present recognition at the local school board meeting when schools complete each phase.
- A Memorandum of Understanding will be established based on the technical assistance needed.



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
- 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 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

Expectations of Professional Learning per Phase

- Phase One** 2012 ELD Standards - 6 hours
- 2014 ELA/ELD Framework - 18 hours (2 Continuing Education Units will be available)
- Phase Two** Learning Circle Network - 15 hours (1 Continuing Education Unit will be available)
- Phase Three** Customized professional learning based on specific needs at the site - 15 hours (1 Continuing Education Unit will be available)



Phase Three School

Focus: Coaching Network

In phase three, school sites 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
- Participate in an annual showcase at the SCCOE
- 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*
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)



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	
<u>New Ideas/Resources:</u>	<u>Next Steps:</u>	
<u>Networking Contacts:</u>	<u>Lingering Questions:</u>	

Poster Presentation: District Showcase



Closure: Final Thoughts



Survey:

https://www.surveymonkey.com/r/Showcase_2016

