



English Language Development Standards Implementation Update



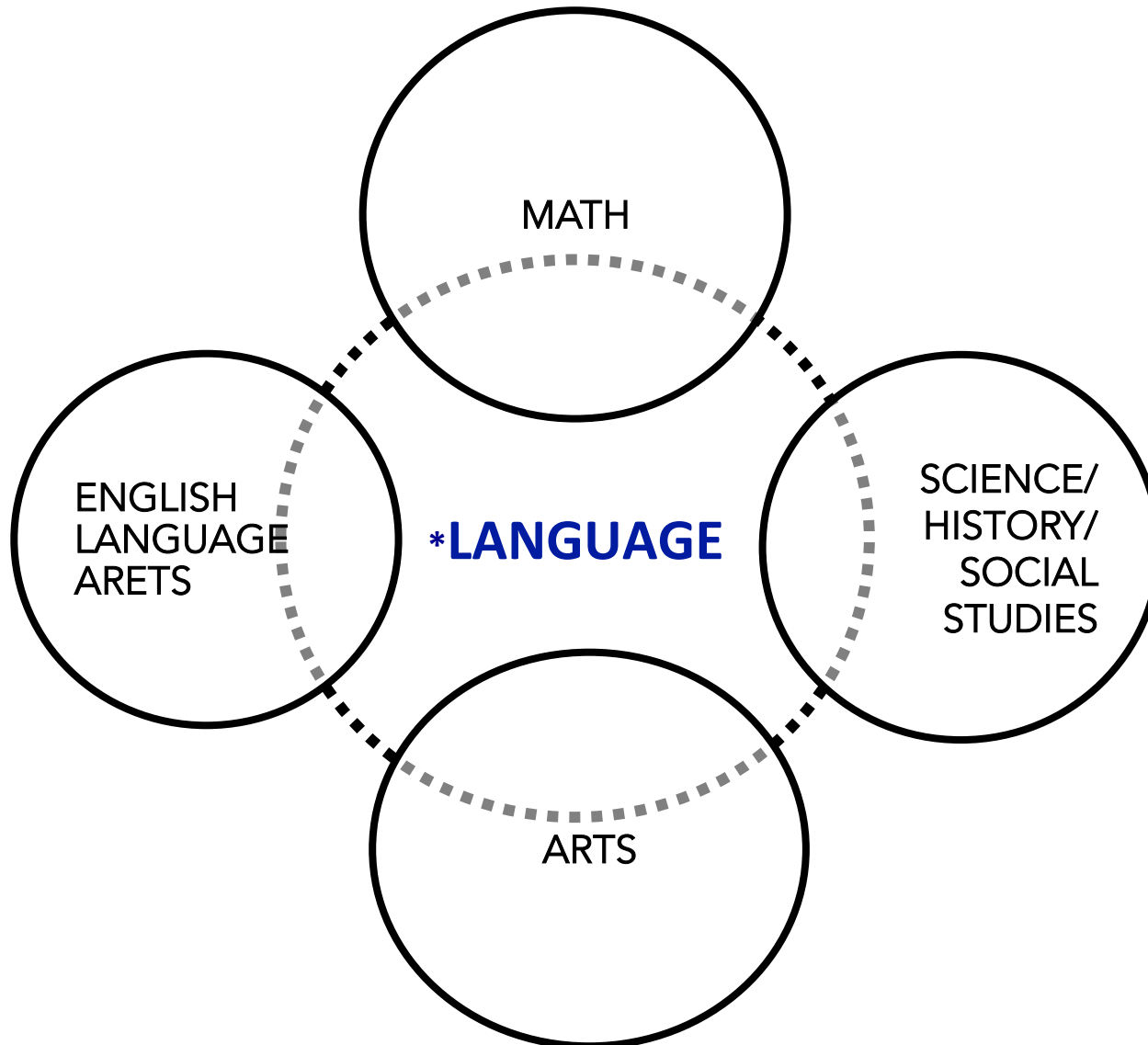
Improving Student Outcomes for English Learners

What are the challenges for English Learners?



What are the challenges of being an English Learner (EL) student?

NEW STATE STANDARDS PARADIGM: LANGUAGE IS CENTRAL TO ALL ACADEMIC AREAS



- Instructional Discourse
- Expressing and Understanding Discourse



Outcomes



Implement the ELD Standards in tandem with the CA Standards

- *Build district awareness, understanding and capacity*
- *Establish and expand collaboration with content instruction*
- *Develop foundational resources*
- *Align curriculum, instruction and assessment*

Preparing for Implementation...



STANFORD PARTNERSHIP

EL Teacher FELLOWSHIPS

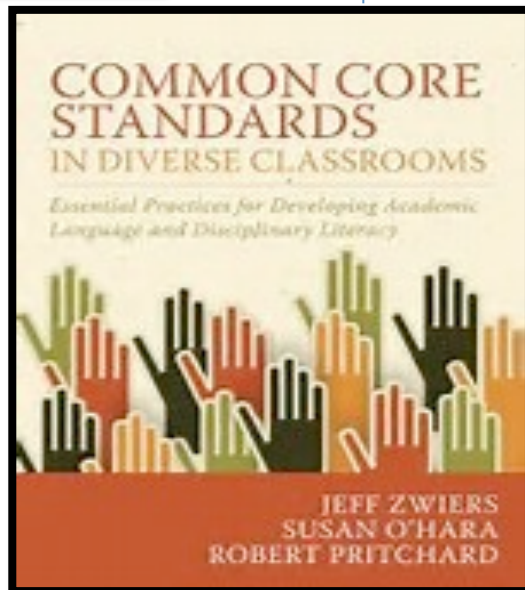
Focus on LANGUAGE

LESSON DEVELOPMENT

Understanding Language

Stanford University

Online



Los Angeles Unified School District MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT DESIGNATED ELD FRAME OF PRACTICE		
FOSTERING ACADEMIC INTERACTIONS <i>Academic Language Development</i>	USING COMPLEX TEXT <i>Direct Instruction of Linguistic Features</i>	FORTIFYING COMPLEX OUTPUT <i>Differentiated Instruction</i>
CLARIFYING / MODELING / GUIDING COMPLEX LANGUAGE		
<p>Modeling</p> <p>Teacher:</p> <ul style="list-style-type: none"> States the purpose of the lesson and the student-friendly ELD objective Models a Constructive Conversation Skill (Clarify, Clarify and Reiterate) using language models based on previously observed student conversations, master text, audio-tapes, etc. Establishes or reviews routines for Constructive Conversations (on Model/see model/ listening comprehension activity, Pro/Con/Drawers/Chewer) Models and clarifies oral routines necessary to make output understandable 	<p>Guiding</p> <p>Teacher:</p> <ul style="list-style-type: none"> Introduces and clarifies the lesson focus question Introduces and clarifies text language, vocabulary, and features of the text. Models how to read and use language from the text to think about the content. Guides ELD students to use language of the text to practice a named Constructive Conversation Skill (language, relevant, reflectively rich and challenging - CA ELD Standard: Appendix C) Provides opportunities for extended interactions using target academic language and disciplinary thinking Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (formative assessment of output skills) 	<p>Teacher:</p> <ul style="list-style-type: none"> Based on data, teacher: Provides opportunities to practice skills with text and linguistic supports to produce oral, written or multi-media messages Supports (small group or one-on-one) to students to clarify complex output and vocabulary usage or to target language skill development Provides collaborative oral/written work activities built on proficiency level and needed language skill development Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (formative assessment of output skills) <p>Wrap-up & Next Steps:</p> <p>Teacher:</p> <ul style="list-style-type: none"> Reviews and clarifies linguistic feature of the lesson's focus question Self-assess and reflect on ELD objective Confer/brain and introduce topic for next lesson Develops follow-up goal and expectations for future lessons



ELD Standards Implementation Plan

MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT
California English Language Development Standards (ELD) Implementation Plan

2013-2014 AWARENESS → 2014-2015 TRANSITION → 2015-2016 IMPLEMENTATION

Updated 9/15/15

2015-2016 ELD STANDARDS IMPLEMENTATION PLAN

Purpose: District-wide outcomes have been identified for this first year of implementation of the ELD Standards. These outcomes are designed to ensure equity and access for English Learners across the district as we build on a shared vision of inclusivity and collaboration to implement the ELD Standards in tandem with the CA Standards. Personnel and instructional resources will support implementation through instructional tools and professional development. It is essential that implementation of the ELD standards is grounded on the identified Essential Elements for Professional Development. In addition, guiding questions have been developed to guide and reflect on our progress. Lastly, as the State finalizes adoption of ELA/ELD instructional materials and transitions to a new language proficiency assessment for ELs, it is important to acknowledge time-line considerations that will continue to both inform and impact our work.

CENTRAL, LOCAL DISTRICT & SCHOOL OUTCOMES

CENTRAL, LOCAL DISTRICT & SCHOOL OUTCOMES

1. Strengthen teacher and staff knowledge of the ELD Standards and on-line learning opportunities
2. Build teacher and staff capacity to design Designated and Integrated ELD lessons, develop language & ELD objectives, use formative assessments, understand the High Impact Essential Practices, and embed the constructive conversation skills to foster academic student interactions
3. Develop teacher and staff capacity to identify how students progress in their language use and learning within the proficiency level continuum (emerging, expanding, bridging) as well as how to differentiate, scaffold and assess instruction
4. Build school capacity and support instructional delivery of MMED developed lessons:
 - Designated ELD START SMART lessons AND
 - Designated & Integrated ELD model lessons
5. Identify resources and materials to support implementation of the ELD standards and ensure that units/lessons are designed to develop student skills and abilities to:
 - Interact in meaningful ways through collaborative, interpretive and productive modes (ELD Standards, Part I) AND
 - Learn about how English works through structuring cohesive texts, expanding & enriching ideas, and connecting & condensing ideas (ELD Standards, Part II)

1. Strengthen teacher and staff knowledge of the ELD Standards and a Comprehensive ELD program through on-going professional development and on-line learning opportunities
2. Build teacher and staff capacity to design Designated and Integrated ELD lessons, develop language & ELD objectives, use formative assessments, understand the High Impact Essential Practices, and embed the constructive conversation skills to foster academic student interactions
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ELD Standards PD & Instructional Resources (MMED website)

- 15/16 Summer ELD Standards PD: Facilitator Notes, Power Points & Resources
- CA ELD Standards bound copy and Independent Study Guide
- K-12 grade level CA ELD Standards
- K-12 grade level ELD Standards Part II How English Works Matrix
- Elementary Designated ELD Frame of Practice: High Impact Essential Practices
- K-6 grade level Designated ELD Start Smart Lessons
- 6-12 grade level ELD Start Smart Lessons
- K-6 Designated & Integrated ELD Model Lessons
- K-6 Formative Assessments
- Secondary Designated & Integrated ELD Model Lessons
- Secondary LTEL Novel Units
- Secondary LTEL Thematic Units
- Fostering Academic Interactions Videos
- Constructive Conversation Norms Poster
- Constructive Conversation Skills Poster
- On-line learning opportunities
- Other: defined by local district and/or school

Personnel Resources

- MMED Central Instructional and Compliance Staff
- District Office EL Coordinators
- School TSP Advisor/EL Designee
- Title III Coaches
- ELD Teacher Fellows

Other Resources

- ELD Standards FAQ
- CDE: www.mydigitalchalkboard.org
- ELA/ELD Framework
- ELD Standards
- SBAC Digital Library- Formative Assessment Modules

Evidence of Implementation

- Classroom observations/ walkthroughs of Designated and Integrated ELD
- Instructional Units aligned to ELD Standards
- Teaching Learning Framework – focus on ELD Standards Implementation
- Use of Language and ELD objectives
- PLC instructional focus on ELD
- Use of at-a-glance ELD Standards and ELD Standards Part II How English Works Matrix during planning
- Title III Coaches- ELD Action Research project
- PD Sign-ins, agendas & evaluations
- OLAS (On-line Accountability System)
- Surveys
- Other: defined by each local district

Professional
 formative
 academic student
 proficiency level
 to develop
 condensing ideas



Key Differences: 2012 CA ELD Standards



1999 ELD Standards

Early Literacy Skills embedded in the ELD Standards

5 ELD proficiency levels

ELD standards as on "on ramp" to the ELD Standards

Standards and PLDs focusing on four isolated domains: listening, speaking, reading and writing as isolated domains



2012 CA ELD Standards

Foundational Literacy Skills aligned and applied appropriately depending on each EL's profile

3 ELP levels
Emerging, Expanding, Bridging

ELD standards working in tandem with ELA and other contents standards and seen as the "**diamond lane**" for **acceleration**

Standards and PLDs focusing on **modes of communication (collaborative, interpretive, and productive)**; and language knowledge awareness and use (interweaving S, L, R, W)





Key Shifts: 2012 CA ELD Standards

1999 ELD Standards

English as a set of rules

Grammar as syntax with discrete skills at the center

Language development focused on accuracy and grammatical correctness

Simplified texts and activities, often separate from content knowledge, as necessary for learning English

2012 CA ELD Standards

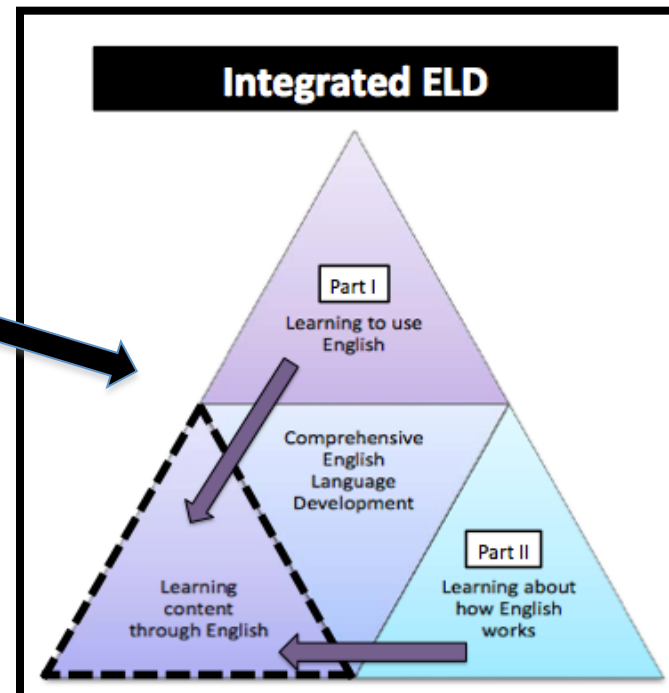
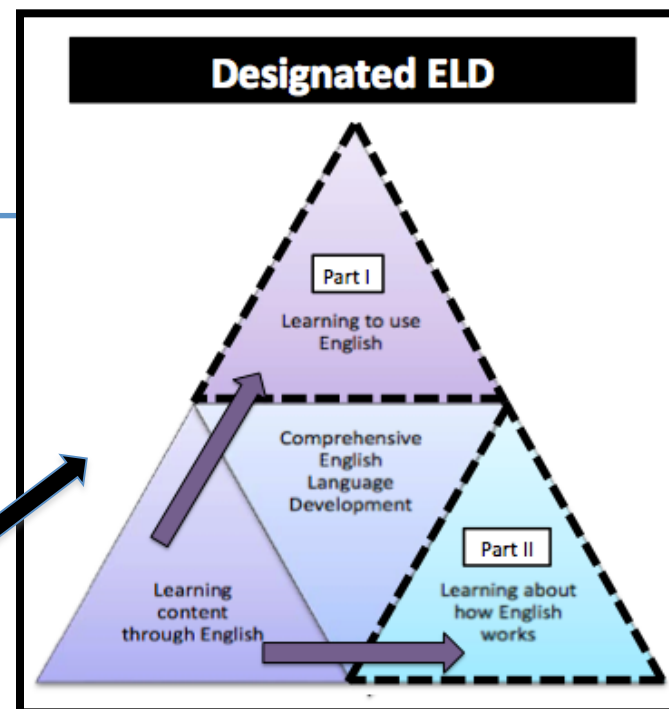
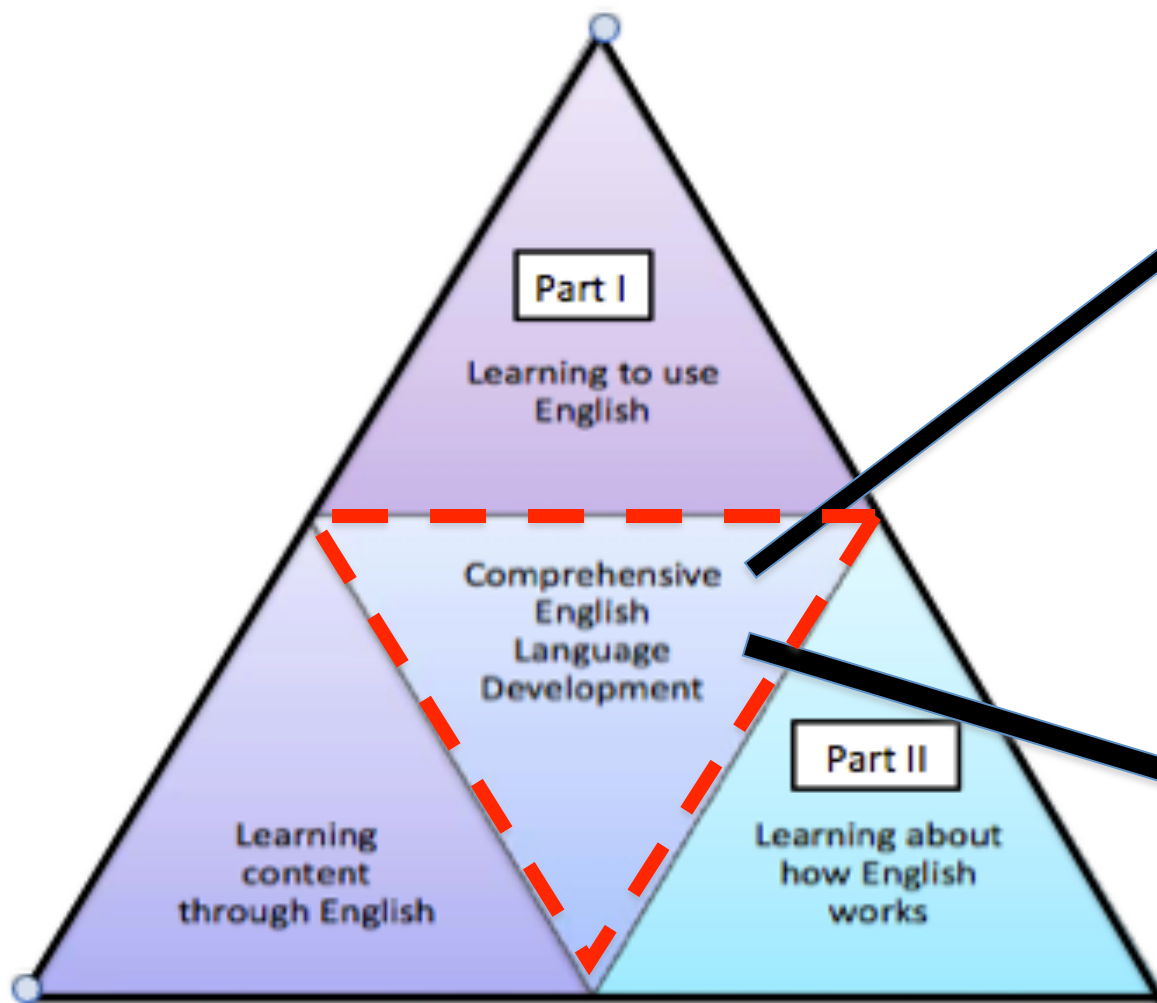
English viewed as a **meaning-making resource** with different language choices based on **audience, task, and purpose**

An expanded notion of grammar with **discourse, text structure, syntax, and vocabulary** addressed within meaningful contexts.

Language development focused on **interaction, collaboration, comprehension, and communication** with **strategic scaffolding** to guide linguistic choices

Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English

Comprehensive ELD





Applying Conversation Skills

"Teachers need to apprentice students in how to converse and use academic discourse in ways that build and deepen literacy and content understanding."

-Common Core Standards in Diverse Classrooms

Constructive Conversation Skills

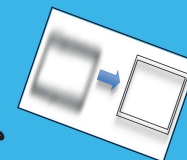
Creating

- Sharing our Ideas



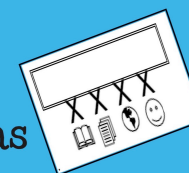
Clarifying

- Making our Ideas Clearer



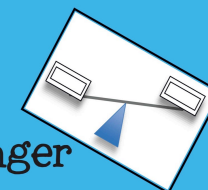
Fortifying

- Supporting our Ideas



Negotiating

- Making our Ideas Stronger

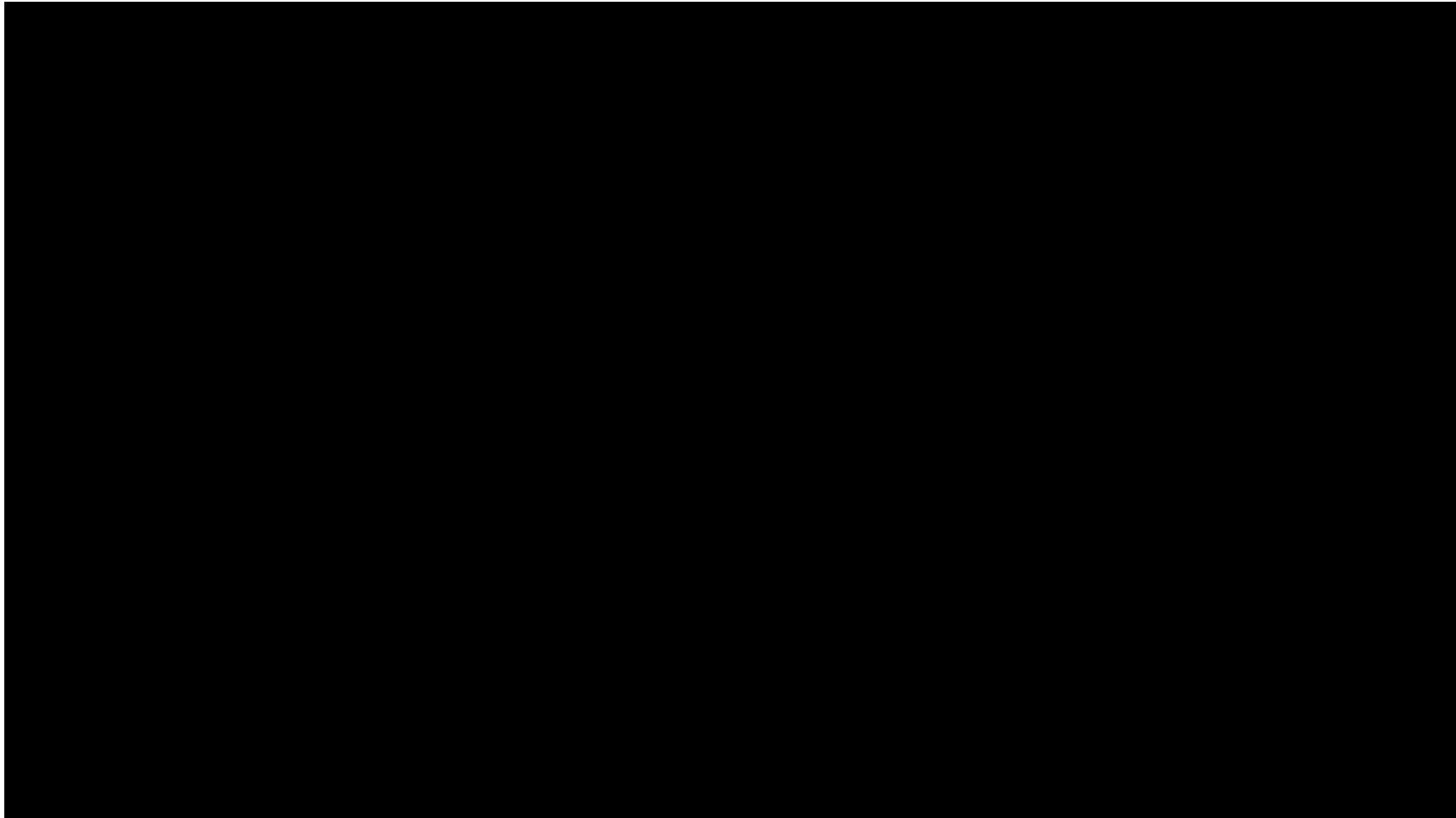


Luis Ochoa, Principal- Politi ES



1. Teachers learning about language research through the work of Jeff Zwiers
 - Teachers engaged in professional readings
 - Discussion and dialogue about language as a process
2. Professional Development about CA ELD Standards
 - Districts' Modules
 - Part 1 (Interacting in Meaningful Ways)
 - Part 2 (How English Works)
3. ELD & ELA
 - Connection between S & L throughout the instructional day
 - Designated and Integrated ELD
4. Video

Luis Ochoa, Principal- Politi ES



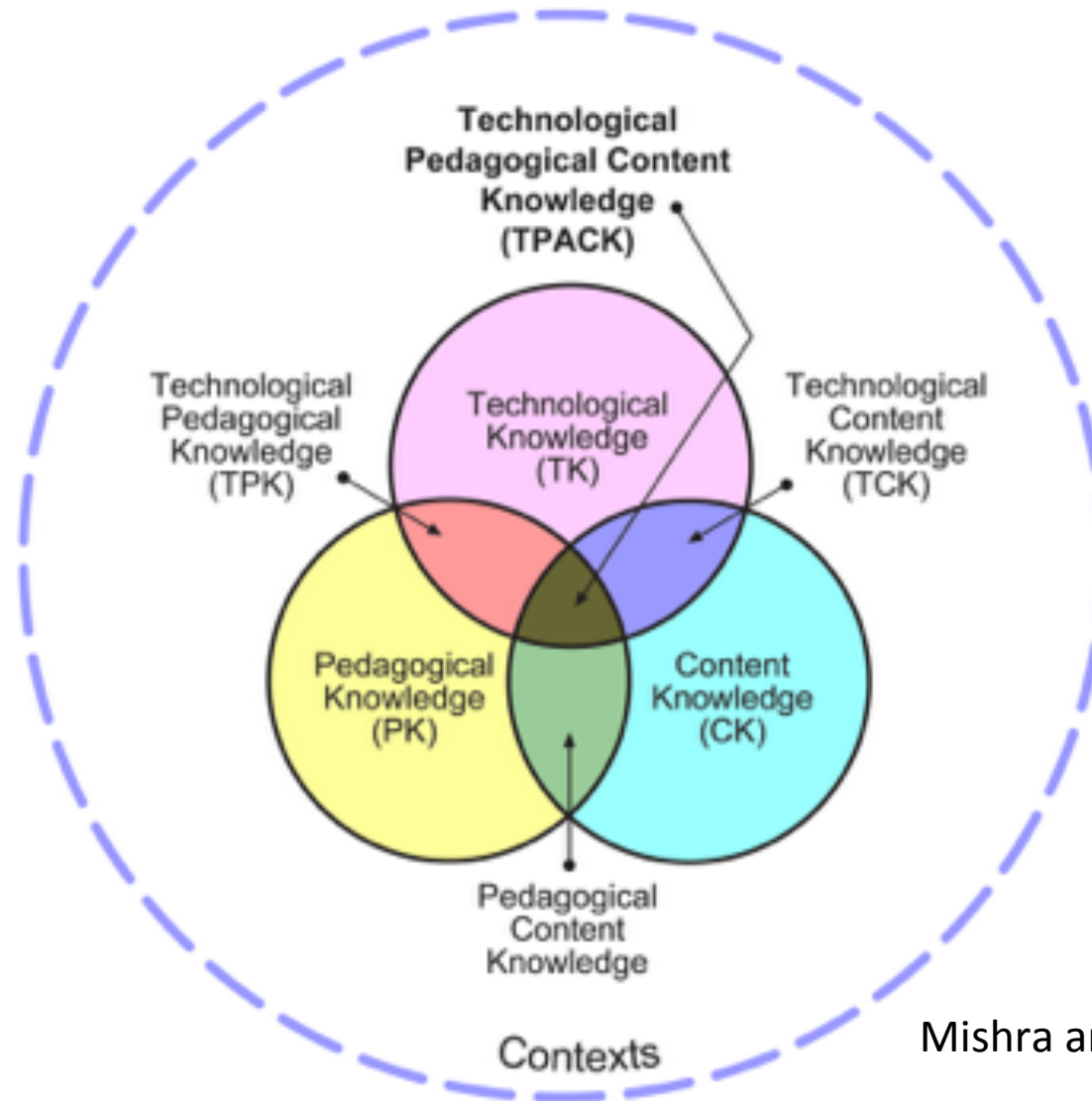
Leo Angulo, Principal- Griffin ES



ELD and Technology



Pedagogy Before Technology

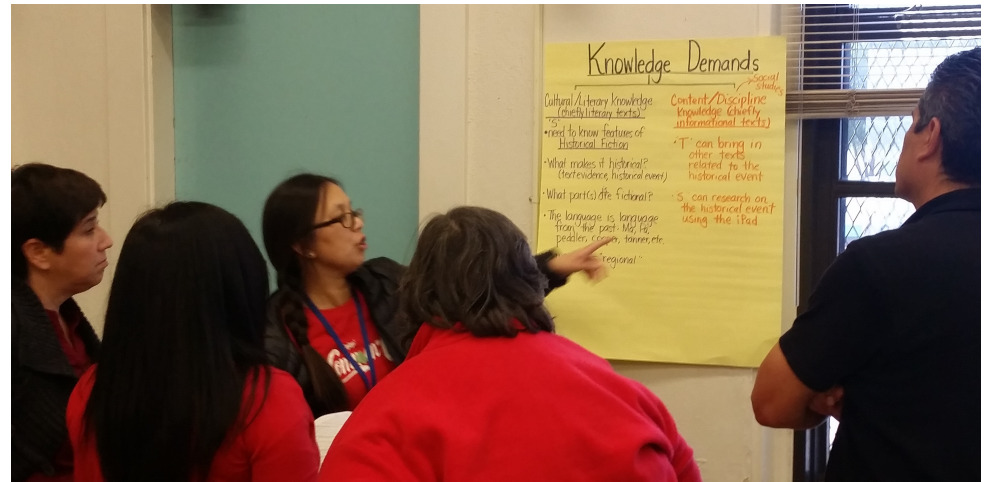


Mishra and Koehler

Supporting Comprehensive ELD



- Building CCSS Common Understanding
- Allocating Resources
- Promoting EL Fellowships & MOOCs
- Providing Digital Resources- ELA/ELD Framework
- Constructive Conversations/ Interactions
- Mentor Text- Zwiars
- Supporting ALL Learning



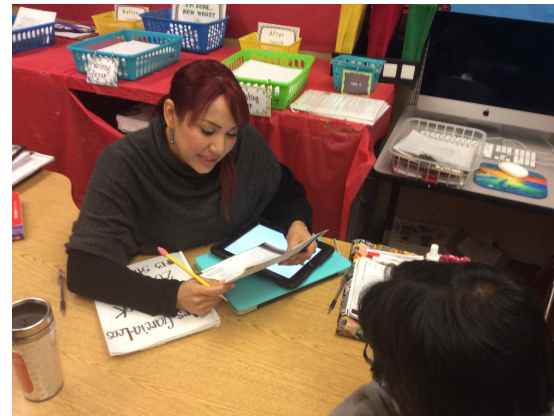
Applications Supporting Academic Language Development

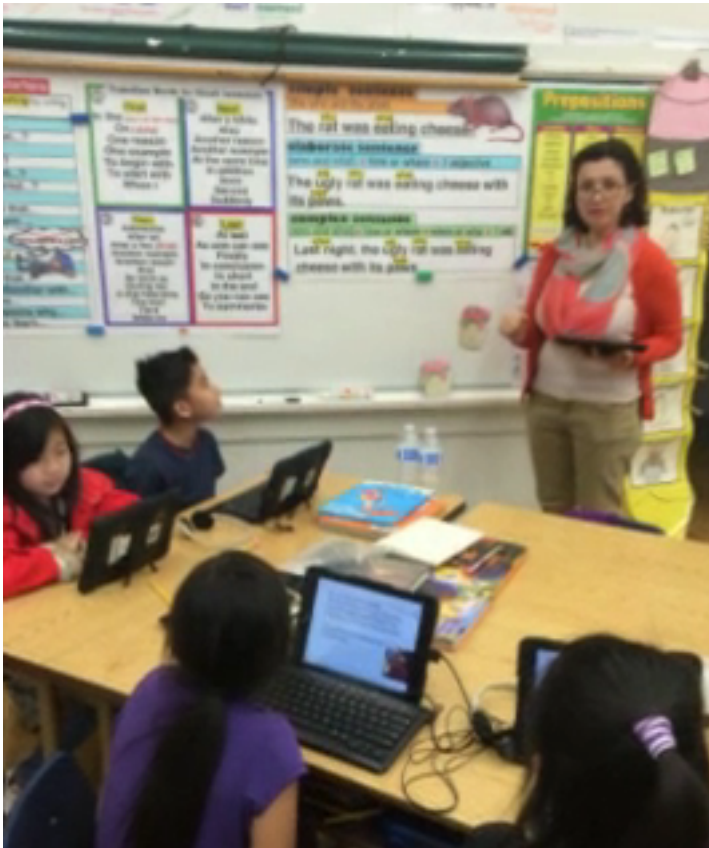
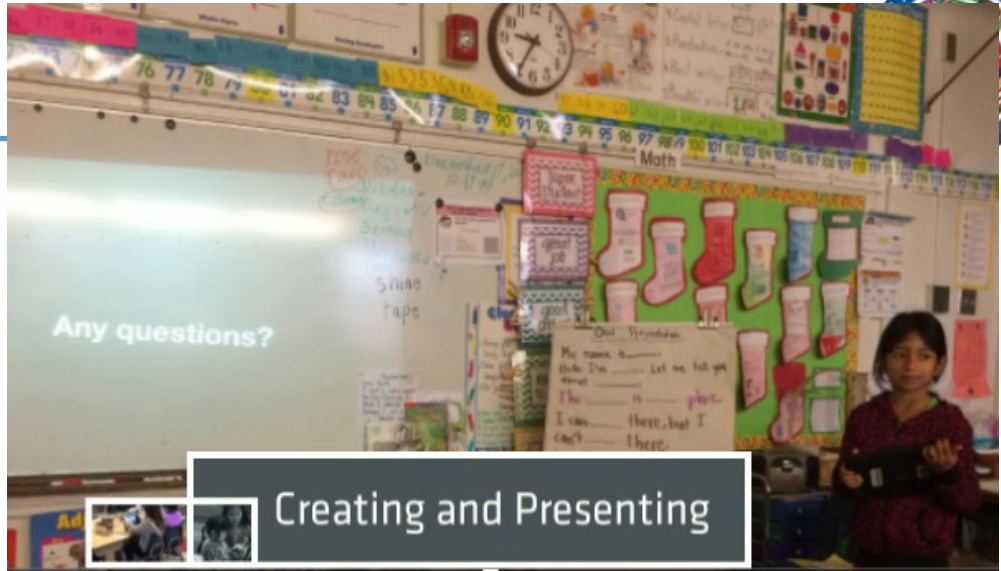


- Readworks
- Notability
- Pages, Keynote, iMovie
- Padlet
- Explain Everything
- IXL, Ticket to Read, Raz Kids
- Achieve3000 (pilot)
- Skitch
- Wevideo



Supporting Foundational Literacy Skills: CELDS Part III



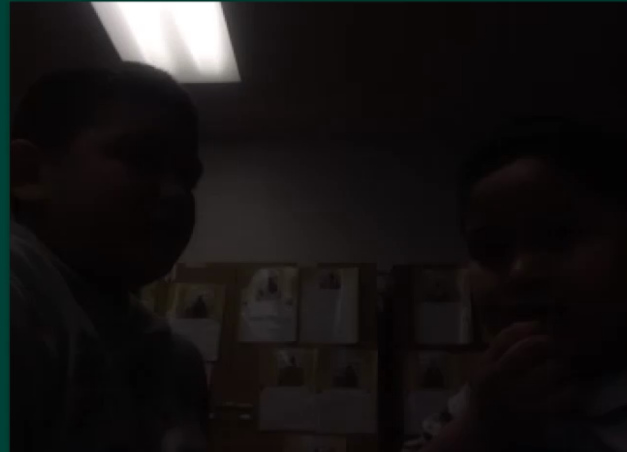


Tom: Jerry is this answer correct ?

Jerry:No let me show you how to do it the correct way.

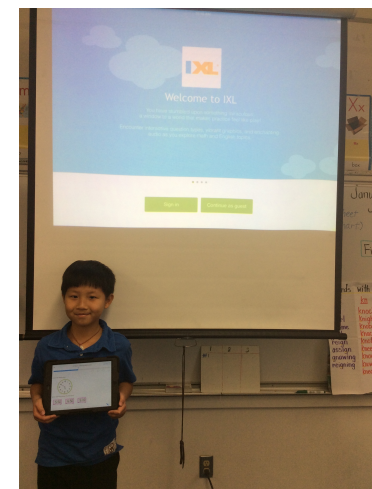
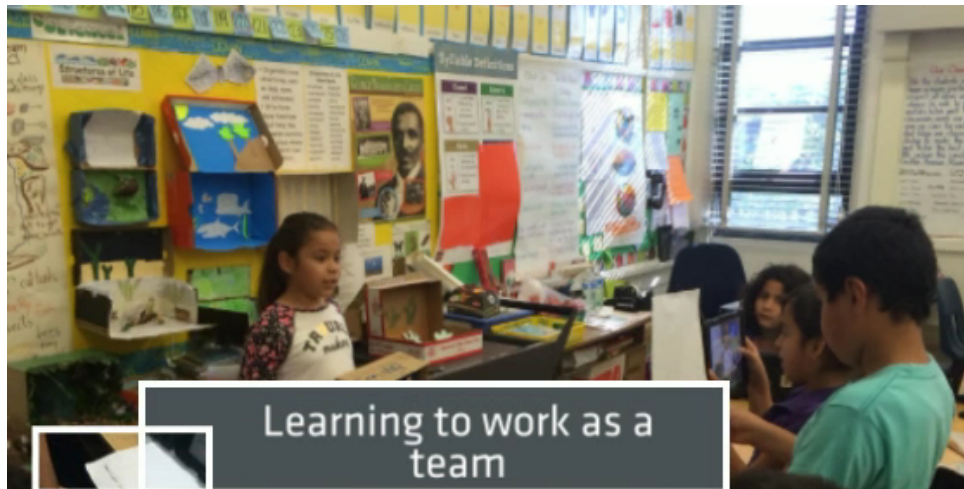
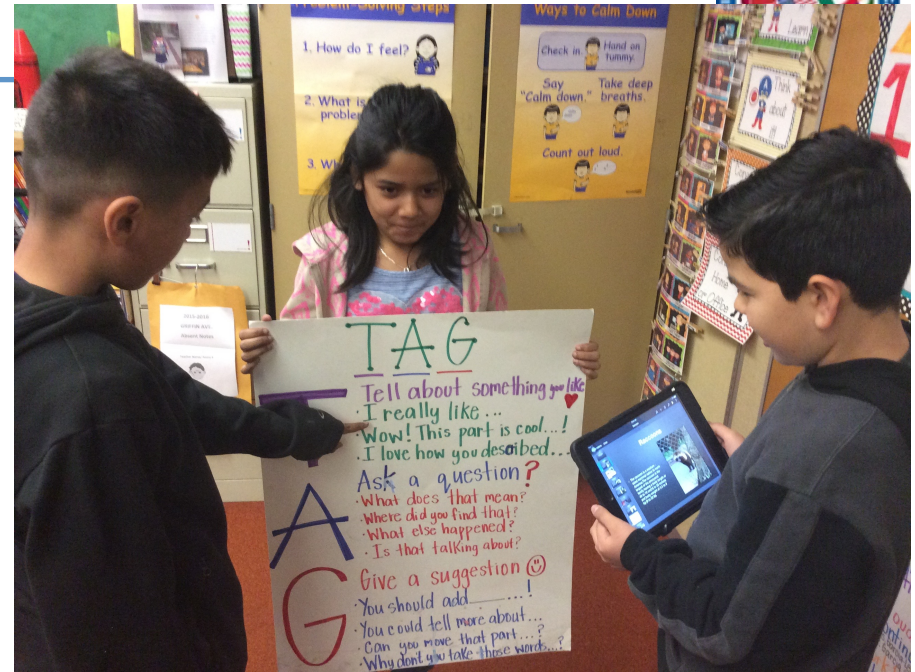
Tom: Back to the drawing board again.

Jerry:Ok let's go back and try it again.

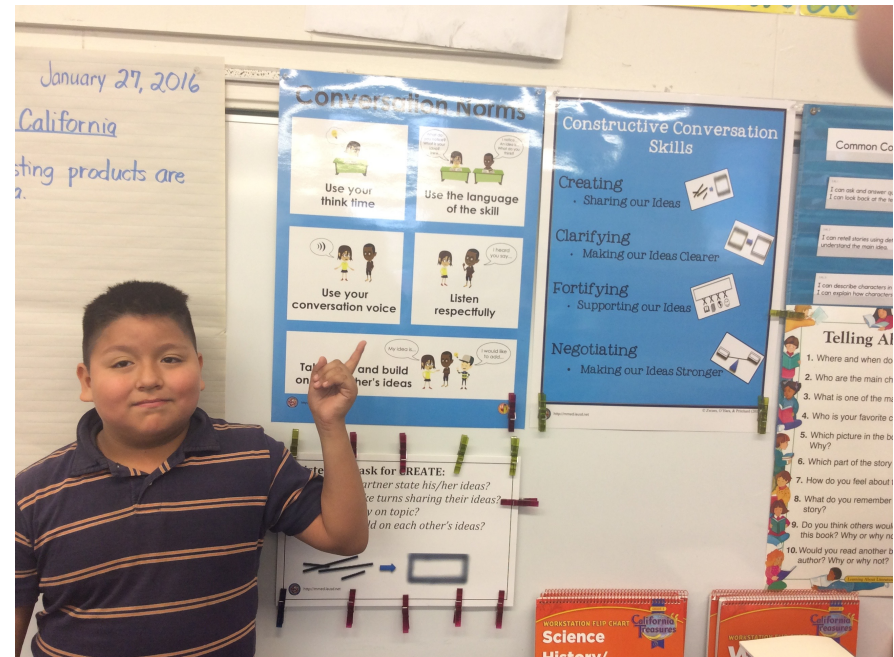


What question is being asked in this problem?

The question is asking how many tables can 83 people fit in picnic tables at the park that seat 6 people



ELD Instruction



Supporting Academic Language

