Re-Envisioning ELD:
Raising Expectations & Instructional Rigor
in Secondary Grades

Woodburn School District
Diverse in Culture - Unified in Mission

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Re-Envisioning ELD: Raising Expectations and Instructional Rigor in 6 - 12

Presentation Outcomes

◆ *Deepen understanding of language proficiency.*

◆ *Share the Paradigm Shift in Secondary for Academic ELs*

◆ *Examine Raising Expectations -Theory of Action*

◆ *What Does it Take to Remove Barriers to English Learners Success?*

Woodburn School District
Diverse in Culture

" Woodburn School District is an outstanding multilingual school district, which motivates and empowers all students to succeed."

Woodburn School District
Diverse in Culture

◆ *5680 Students Grades K-12, 84% FRLP*

◆ *75% Hispanic, 10% Russian*

◆ *52% English Learners*

◆ *12% Special Ed, 9% TAG*

◆ *54% staff is multicultural*

Woodburn School District
Unified in Mission

Our promise is to engage, inspire, and prepare all students to learn and lead in a global society.

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Students Reclassified as FEP by grade band

◆ K - 5   =   154

◆ **6 – 8   =   591**

◆ **9 – 12   =   1111**

What do you observe about this data?

What do you wonder about based on the data?

What do you infer from the data?

Students Reclassified as **FEP** by grade band

◆ *I observe that…..* **(describes what you see)**

◆ *I wonder about….* **(clarifies, probes)**

◆ *I infer that…because…* **(states conclusions)**

Students Reclassified as FEP by grade band

5 minutes…

◆ K - 5   = 154   I observe that…..

◆ 6 – 8   = 591   I wonder about….
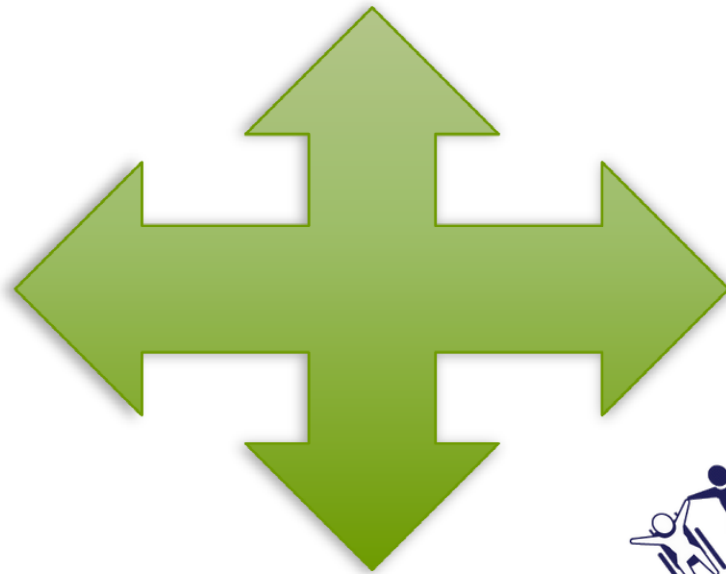
◆ 9 – 12   =1111   I infer that…because…

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Students Reclassified as **FEP** by grade band

5 minutes…

I *wonder about how do you define*

Fluent English Proficient?

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What does it mean to be proficient in English?

Fluent English Proficient **(FEP)** *may* mean fluency:

◆ to pass ELPA 21

◆ to pass SBAC ELA

◆ to be College and Career Ready

What does it mean to be proficient in English?

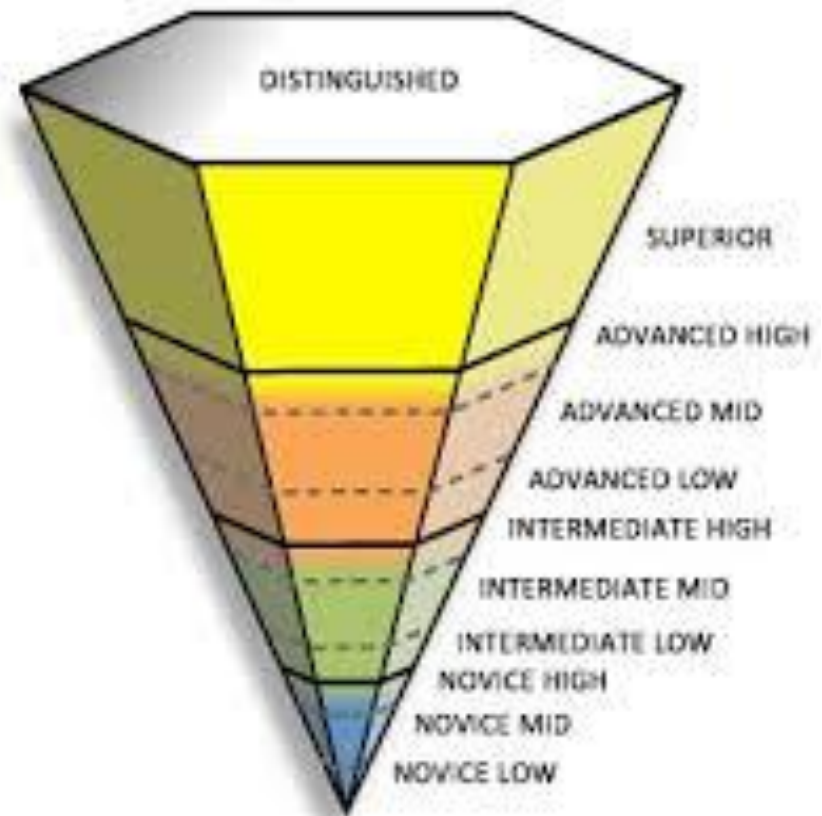ACTFL - Proficiency descriptors…

◆ Distinguished fluent speakers are able to _**use language skillfully, with accuracy, efficiency, and effectiveness.**_

◆ They produce highly sophisticated and tightly organized _**extended discourse for representational purposes.**_

◆ They can tailor language to a variety of audiences by _**adapting their speech & register in ways that are culturally authentic.**_

How many proficiency levels are there?

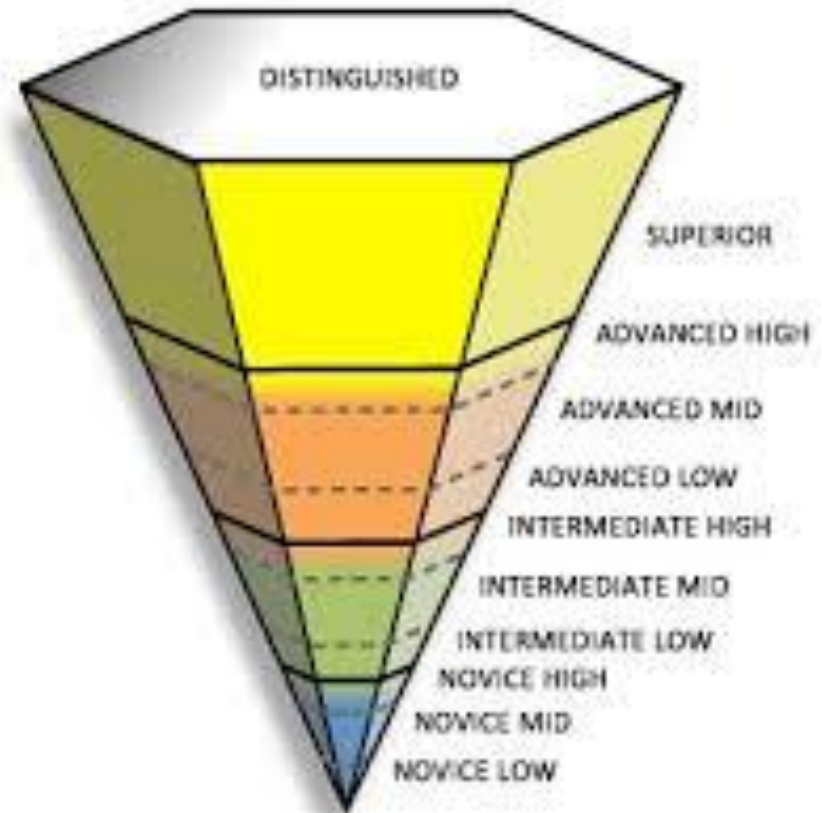## What does it mean to be proficient in English?

Language Proficiency Levels

DISTINGUISHED
SUPERIOR
ADVANCED HIGH
ADVANCED MID
ADVANCED LOW
INTERMEDIATE HIGH
INTERMEDIATE MID
INTERMEDIATE LOW
NOVICE HIGH
NOVICE MID
NOVICE LOW

ACTFL

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Language Proficiency Levels

Where on this scale is a student when he is reclassified as FEP?

Share opinion with elbow partner – 3 minutes…

DISTINGUISHED

SUPERIOR

ADVANCED HIGH

ADVANCED MID

ADVANCED LOW

INTERMEDIATE HIGH

INTERMEDIATE MID

INTERMEDIATE LOW

NOVICE HIGH

NOVICE MID

NOVICE LOW

ACTFL

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Fluent English Proficiency for Reclassification

R F E P

Distinguished

Superior

What does a student need to learn to grow from EA to Superior ?

E L L

ELPA 5 –
This test is not intended to measure grade level mastery of ELA content but rather to measure the student's readiness to receive grade level instruction delivered in English.
ODE-TAM 2014; pg. 41.

Early Advanced

Intermediate

E.I.

Novice

L.Heller-Mafrica, Ed.D   ELL Conference 3/11/15

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From R-FEP to
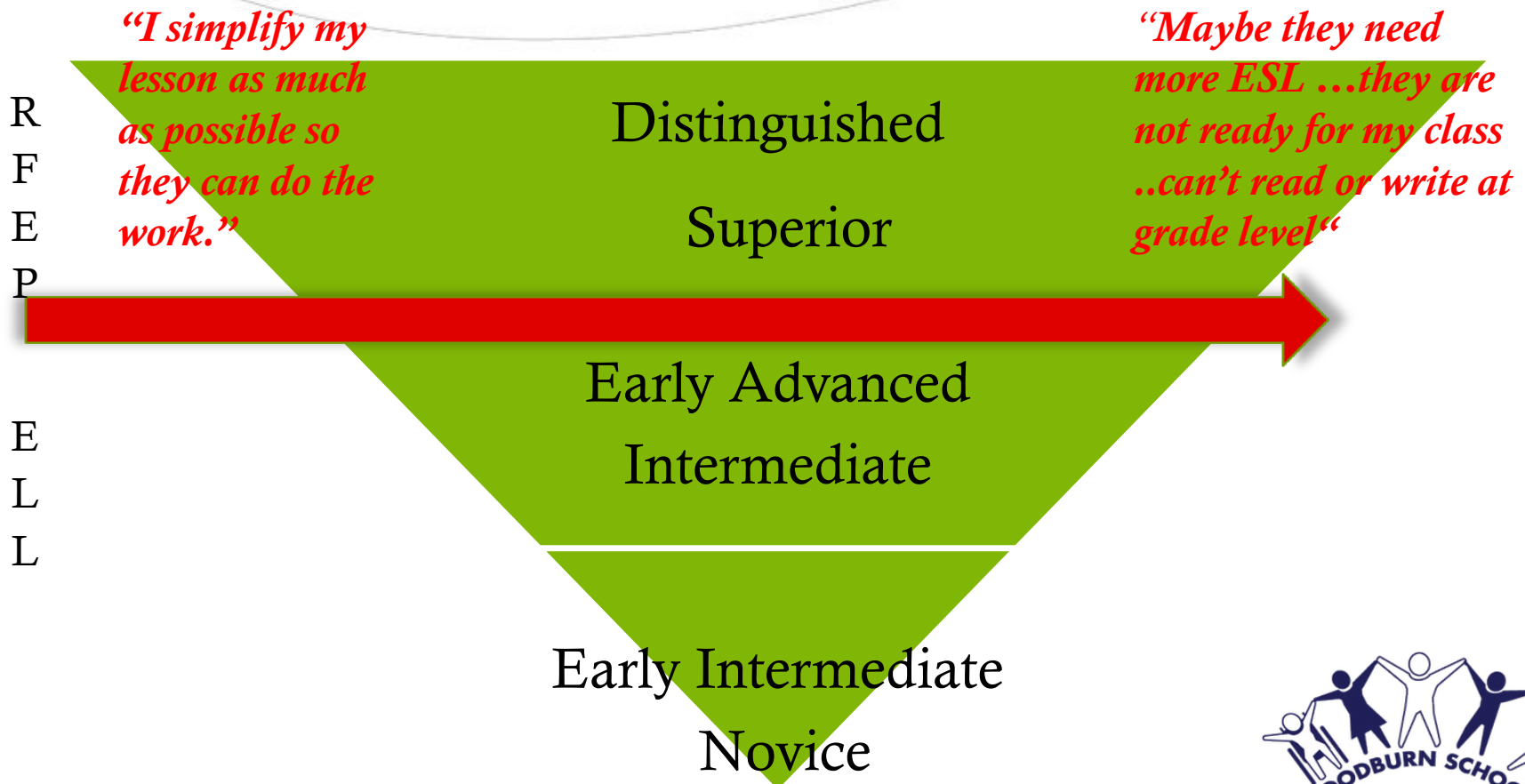# Academic English Learner
AEL

Elbow partners…   3 minutes…

What language skills does a student need to learn

to grow from Early Advanced (Level 5) to Superior
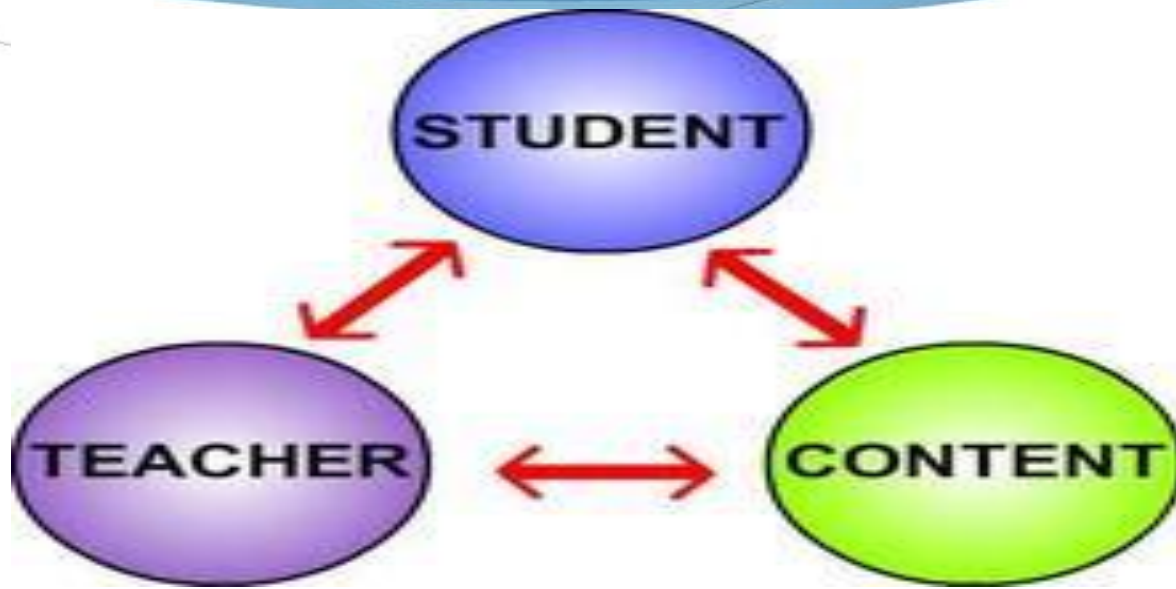
English Proficiency (9 / 10) level ?

How do we help him get there?

From R-FEP to Academic English Learner AEL

"I simplify my lesson as much as possible so they can do the work."

"Maybe they need more ESL …they are not ready for my class ..can't read or write at grade level"

R
F
E
P

Distinguished

Superior

Early Advanced

Intermediate

E
L
L

Early Intermediate

Novice

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Shifts in the Instructional Core

CCSS = New more rigorous content, therefore…

Shifts in the Instructional Core

THE INSTRUCTIONAL CORE

CONTENT

TASK
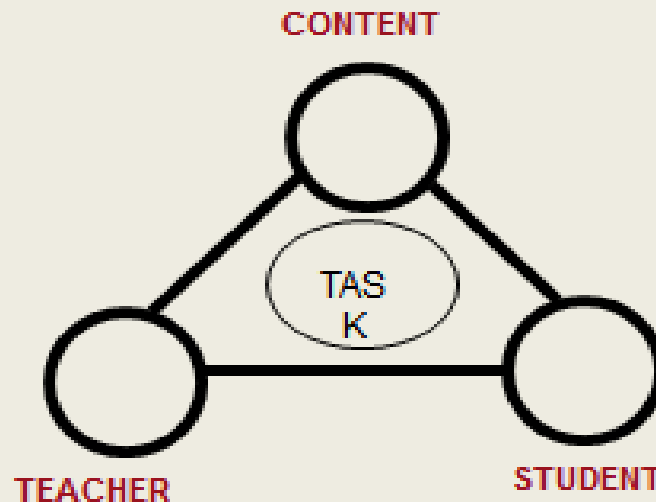
TEACHER   STUDENT

- Principle #1: Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.

- Principle #2: If you change one element of the instructional core, you have to change the other two.

- Principle #3: If you can't see it in the core, it's not there.

- Principle #4: Task predicts performance.

- Principle #5: The real accountability system is in the tasks that students are asked to do.

- Principle #6: We learn to do the work by doing the work.

- Principle #7: Description before analysis, analysis before prediction, prediction before evaluation.

Shifts for Teaching CCSS to ELs

The CCS challenge us to teach students much more than loosely connected pieces of knowledge and test-taking skills. An opportunity to shift from surface-level memorization models to cultivating cognitive and communicative skills in every student.

ALDNetwork.org 8 Essential Shifts for Teaching CCS to AELs.

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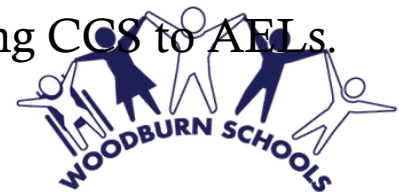
Shifts for Teaching CCSS to ELs

- 1. From Access to Ownership
- 2. From Pieces to Whole

- From focus on content only to equal emphasis on language, literacy.
- From Individual to collaborative

- From Playing School to Learning .
- From Direct to less Direct Teaching

- From Testing to Assessment and Beyond
- From Silos to Sustainable Systems

SH

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Shifts for Teaching CCSS to ELs

E
L
L

Need more grade level content based ELD

Need to Raise expectations CALP

Content-based

BICS + CALP

R
F
E
P

"Need more language instruction in content teaching

Need to increase Instructional Rigor

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Shifts for Teaching CCSS to ELs

ELD - OLD PARADIGM

◆ ELD prescribed by ELPA levels.

◆ ESL teachers are responsible for ELLs' ELD

◆ ELD focus on functions and forms

◆ BICS

ELD   2.0

◆ ELD to ensure access to *CCS, CCRS*

◆ **ELD throughout the school day**

◆ ELD anchored in grade level content, appropriately scaffold.

◆ Cognitive Task, Target Language Instruction & Application

Shifts for Teaching CCSS to ELs

ELD + Content

Content + ELD

Embedding grade level content in Focused language instruction – ELD 2.0

Embedding language instruction in discipline specific content teaching

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Re-Envisioning ELD:
Raising Expectations and Instructional Rigor in grades 6 - 12

❖ *Focused Language Study (ELD 2.0)*

➕ *Discipline-specific __and__ Academic Language Expansion.*

Framework Raising Expectations & Instructional Rigor for ELLs

Council of the Great City School

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Re-Envisioning ELD:
Raising Expectations and Instructional Rigor in grades 6 - 12

◆ Best Practices for curriculum – instruction - assessment that are aligned with the CCSS are emerging.

◆ Content teachers can learn to identify the language features that are associated with the expression of discipline specific concepts.

◆ Language teachers can share their expertise on language and benefit from the integration of grade level content.

Re-Envisioning ELD:
Raising Expectations and Instructional Rigor in grades 6 - 12

What kind of instructional

support is needed, and how is it to be

provided?

Expanded Learning Targets

By integrating :

Content . . .   (standard – based)

Language . . .   (cognitive function)

Student performance. . . (product)

Source: ELAchieve - - Refining Practice
Constructing Meaning 6 - 12

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Expanded Learning Targets

◆ **Content**: (standard – based)

◆ **Language** (cognitive function)

◆ **Student performance** (product)

Adapted from ELAchieve : Refining Our Practice; Constructing Meaning

◆ **Students will understand the five states of matter by comparing and contrasting the characteristics of each in a power point.**

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Expanded Learning Targets

1. **Content**: (standard – based)

2. **Language** (cognitive function)

3. **Student performance** (product)

Adapted from ELAchieve : Refining Our Practice; Constructing Meaning

➢ *Students will understand* *different forms of energy* *by comparing and* *contrasting their* *properties in a written* *essay.*

Expanded Learning Targets

1. What do you want students to know (*content goal*)?

2. What *language* do students need to accomplish the expected task?

   - *Explain/ describe?*
   - *Compare & Contrast?*
   - *Cause & Effect?*
   - *Elaborate/ support?*
   - *Sequence?*

3. What is the *student performance / product*?

Expanded Learning Targets

1. What do you want students to know (*content goal*)?

2. What *language* do students need to accomplish the expected task?

    - *Explain/ describe?*
    - *Compare & Contrast?*
    - *Cause & Effect?*
    - *Elaborate/ support?*
    - *Sequence?*

3. What is the *student performance / product*?

Expanded Learning Targets

◆ Refine the Learning Target for the lesson / unit that you are now teaching by including content, language, and product.
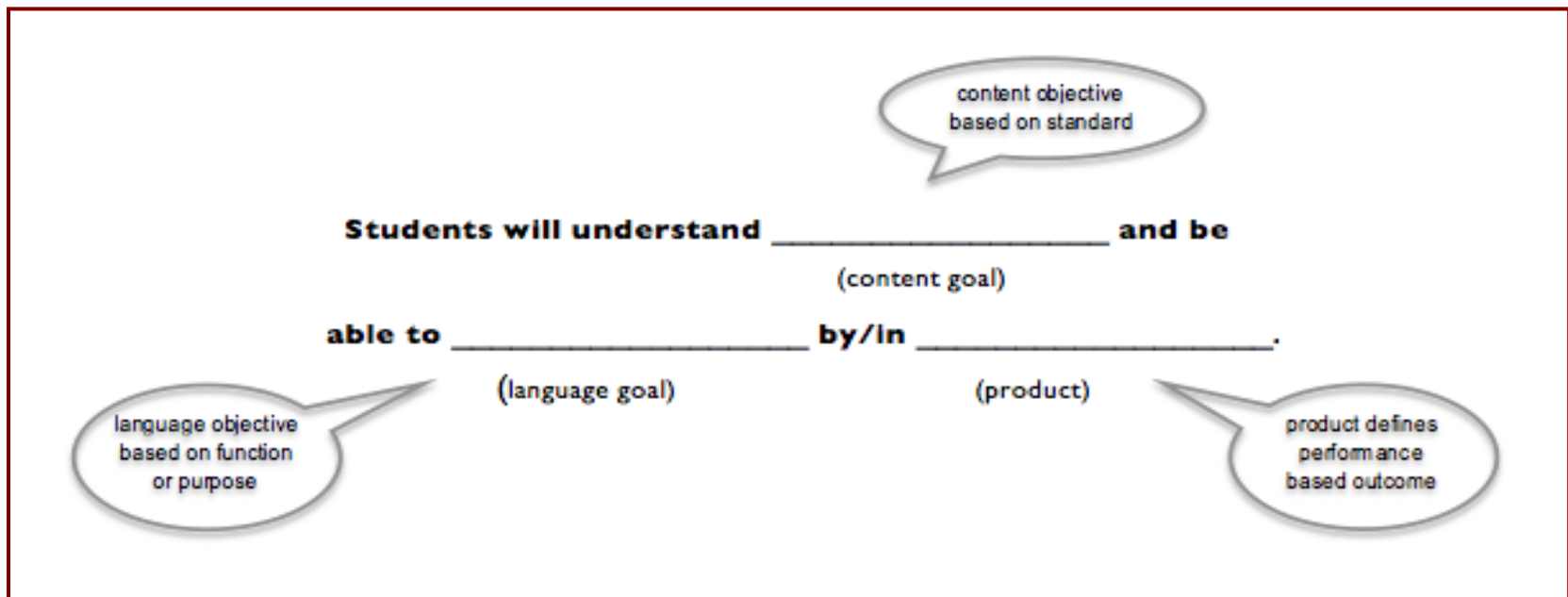
Raising Expectations & Instructional Rigor in 6 – 12

What does it take to remove barriers to EL's learning?

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What does it take to remove barriers to EL's learning?

❖ *"**Belief** that **ELs** will acquire the reasoning, language skills, and academic registers they need to be successful ."* Framework Raising Expectations & Instructional Rigor for ELLs -

Council of the Great City School

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What does it take to remove barriers to EL's learning?

Acquiring and developing <u>language proficiency</u> is a <u>multidimensional</u> process.

(*Thomas & Collier, 1997; Tharp & Gallimore, 1991; Goldenberg, 1991; Cummins, 1979, 1981, 1991, 2000; Valdezz, 2000; Scarcella, 2003; Lilly Wong, 2012; Zwiers, 2014)*

What does it take to remove barriers to EL's learning?

❖ *Teach students to notice the structure of the language in the materials they are reading in school.*

Tharp & Gallimore, 1991; Goldenberg, 1991.

What does it take to remove barriers to EL's learning?

◆ *The only way anyone learns the language of complex texts is by getting into complex texts.*

Lilly Wong Fillmore – UC Berkley

What does it take to remove barriers to EL's learning?

Complex Text

"Feline Tracks" Of all the larger predators, wildcats are the most likely to use the same trails again &again. In deep snow, their habitual routes become gully trails in which the feline tracks going to and coming from their hunting grounds are preserved, down out of the wind, away from blowing snow.
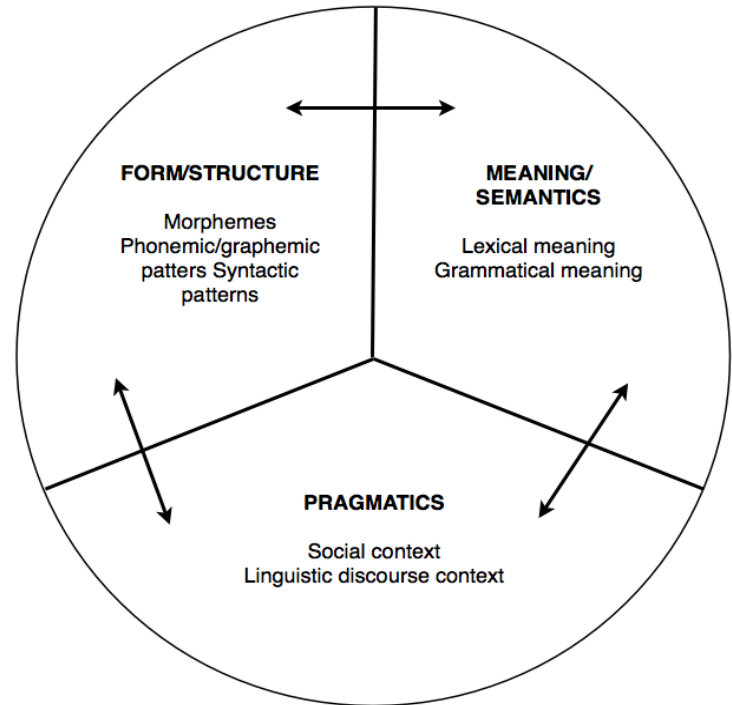
Simplified Text

◆ An animal made these tracks. What animal made them? Did you guess a wildcat? The wildcat is a big cat. It hunts small animals. Which way was it going? Was it today or a week ago? We can't tell. Wildcats use the same paths again and again. The paths are worn down.

What does it take to remove barriers to EL's learning?

❖ *Instructional conversations focus on relationship between language structure and meaning, and between form and function of complex text.*

Lilly Wong-Fillmore

FORM/STRUCTURE
Morphemes
Phonemic/graphemic
patters Syntactic
patterns

MEANING/ SEMANTICS
Lexical meaning
Grammatical meaning

PRAGMATICS
Social context
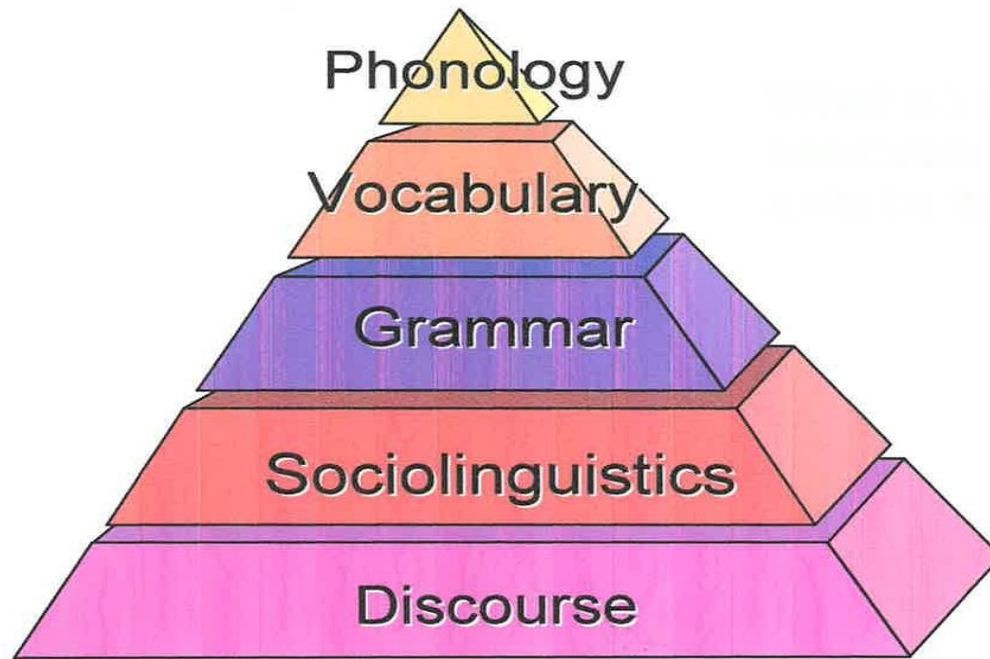Linguistic discourse context

Three Dimensional Grammar Framework

What does it take to remove barriers to EL's learning?

◆ *Engage students in Higher Order Thinking S*

◆ *Expect students to use academic language*

◆ *Teach the language needed to accomplish tasks*
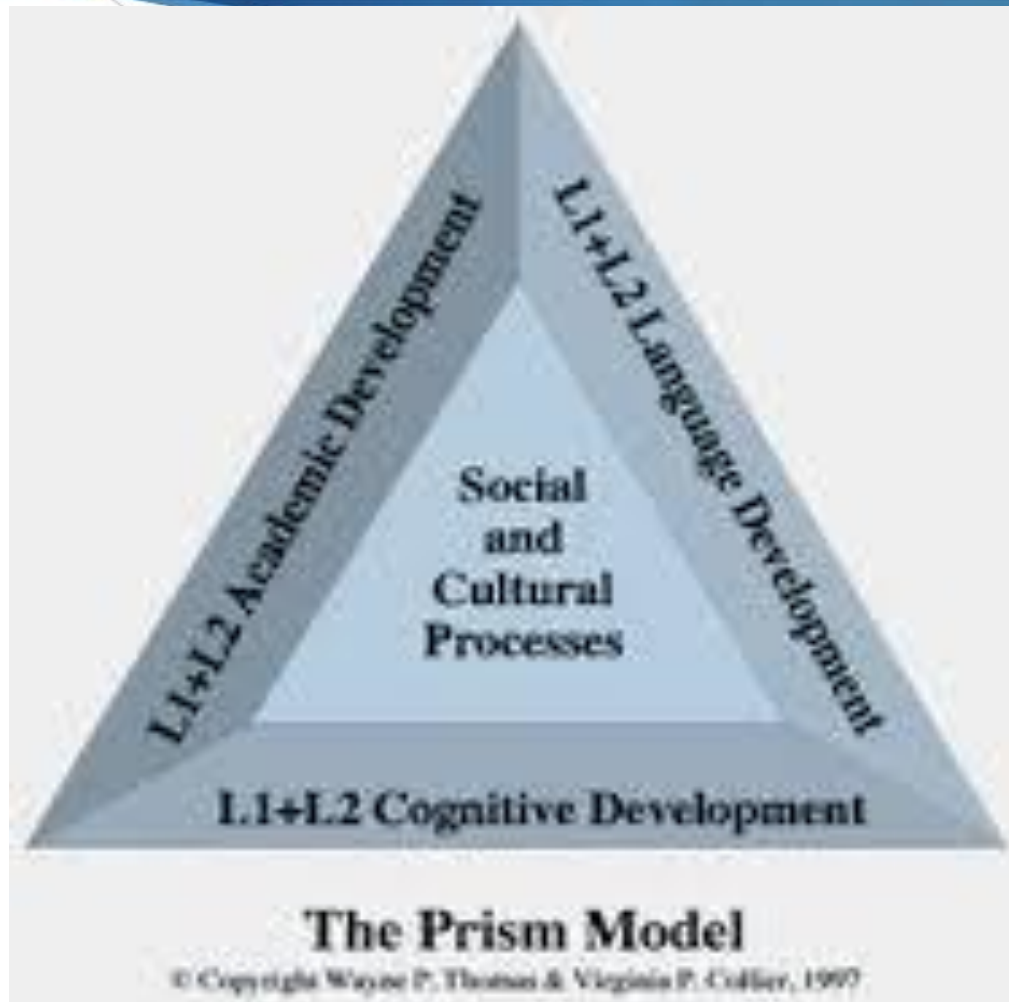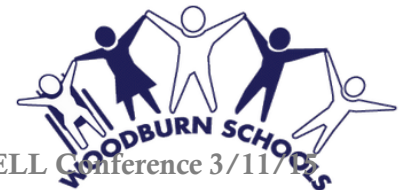
Robin Scarcella, UCI

Dimensions of Academic English

Source: UCI – Scarcella; Linguistic Components of Academic Language

What does it take to remove barriers to EL's learning?

The Prism Model
© Copyright Wayne P. Thomas & Virginia P. Collier, 1997

Language Development has four dimensions:

- Linguistic,

- Academic,
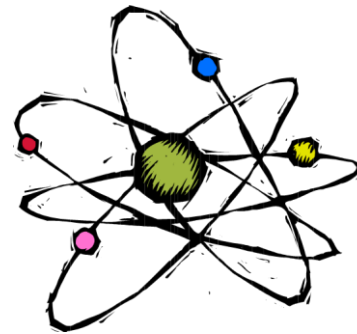
- Cognitive

- Socio-cultural

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◆ *Reframing Expectations*
   Yes they can.!!

◆ *Integration of grade-level content concepts*

Re-Envisioning ELD:
Raising Expectations and Instructional Rigor in grades 6 - 12

◆ *Language teachers* *can share their expertise on language and benefit from the integration of grade level content.*

◆ *Content teachers* *can learn to identify the language features that are associated with the expression of discipline specific concepts.*

Re-Envisioning ELD:
Raising Expectations and Instructional Rigor in grades 6 - 12

◆ *__Everyone__ including school leaders need __PD__ on language as an integral component of instruction.*
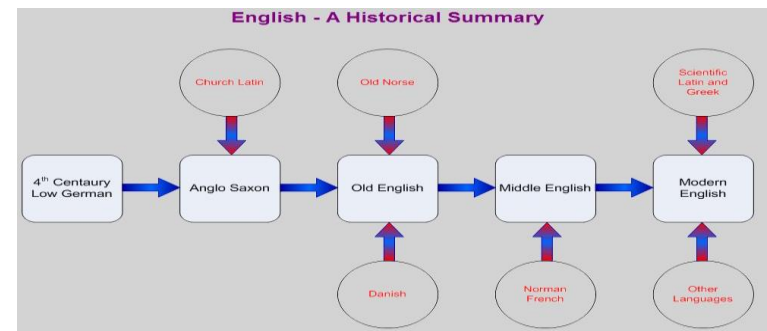
◆ *__Everyone__ needs PD on effective implementation of the CCSS for Els.*

REFERENCES

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Complex Academic Language. Academic Language Development Network
     http:llaldnetwork.org/academic-language

Why Complex Texts for English Learners. UC Berkeley –
http://programs.ccsso.org/projects/ELLCONF/Presentations/Lily%20wong%20fillmore.pdf

A Framework for Raising Expectations and Instructional Rigor for ELLs. Council of the Great City Schools   http://creativecommons.org/licenses/by-nd/4.0/

English Language Development 2.0   Council of the Great City Schools.
     http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf

Eight Essential Shifts for Teaching CCS to Academic English Learners
     http://aldnetwork.org/news/eight-essential-shifts-teaching-new-standards-academic-english-learners

Re-Envisioning ELD:
Raising Expectations and Instructional Rigor in grades 6 - 12

The roots of education are bitter, but the fruit is sweet.

Aristotle
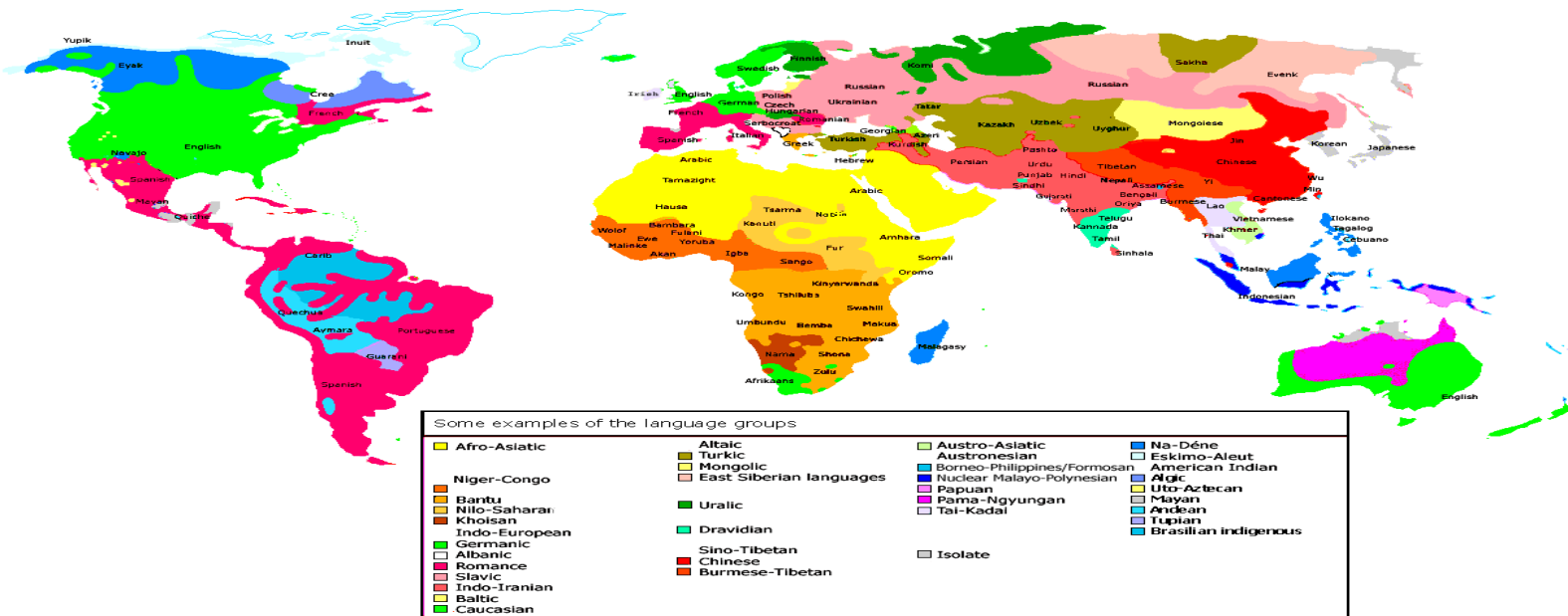
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