

# Project CORE: Transforming Education for English Learners through Common Core State Standards

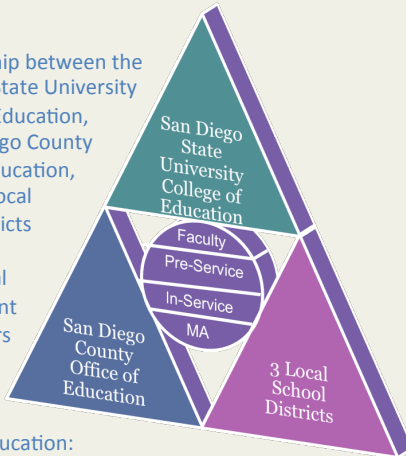
Cristina Alfaro, Ph.D.

Principal Investigator and Director, Project CORE

## INTRODUCTION

Project CORE is a multi-tiered professional development program, serving educators in a U.S.-Mexico border city, to ensure that the region's English learners have access to California's new Common Core State Standards (CCSS) and the opportunity to acquire twenty-first century, college- and career-readiness skills.

A partnership between the San Diego State University College of Education, the San Diego County Office of Education, and three local school districts provides professional development to educators of English learners at multiple levels of education: teacher education faculty, pre-service and in-service teachers, and Master's degree candidates.



## THREE GUIDING PRINCIPLES

- Stakeholders' knowledge, experience, values, and beliefs inform their ideology, interpretation, and delivery of the CCSS
- Teachers are intellectuals with the capacity to enact meaningful, research-based pedagogy for English and Dual Language Learners
- Authentic and critical dialogue among all stakeholders

For more information:  
<http://coe.sdsu.edu/projectcore/>



## 5-YEAR PROGRAM DESIGN

Project CORE is implemented in phases to gradually build educator capacity at multiple levels of education:

- Year 1 Provide teacher education faculty professional development (2 YR)
- Year 2 Provide pre-service teacher professional development (1 YR)  
Fund in-service teacher enrollment in Academic Literacy certificate program (1 YR)
- Year 3 Continue pre-service and in-service teacher programs with new cohorts (1 YR)
- Year 4 Continue pre-service and in-service teacher programs with new cohorts (1 YR)  
Fund Master's degree candidate enrollment in authorized program (2 YR)
- Year 5 Continue pre-service and in-service teacher programs with new cohorts (1 YR)



Authentic, critical dialogue among stakeholders



In-service teachers present their action research projects

Pre-service teachers analyze the Common Core en Español (middle)

Year 2 Pre-service teacher cohort

## KEY GOALS AND OUTCOMES (BY PARTICIPANT TYPE)

### TEACHER EDUCATION FACULTY

#### GOAL

Build university capacity to prepare pre-service and in-service teachers to improve instruction for English learners

#### OUTCOMES

- 1) Revise teacher education course syllabi to coordinate with the CCSS, California's new 2012 English Language Development Standards (2012 CA ELD Standards), and English learner education.
- 2) Develop a CCSS-aligned cognitive planning and lesson planning template

### PRE-SERVICE TEACHERS

#### GOAL

Increase the number of pre-service teachers prepared to design culturally and linguistically appropriate curriculum and assessments aligned with the Common Core Language Arts Standards (CCLAS)

#### OUTCOMES

- 1) Use and analyze the CCLAS, the CA ELD Standards, and the Common Core en Español
- 2) Design and implement a CCSS-aligned cognitive planning and lesson planning template
- 3) Design and implement instruction and assessments that are standards-based and differentiated by levels of language proficiency

### IN-SERVICE TEACHERS AND MA CANDIDATES

#### GOAL

Promote collaboration and build capacity with local school districts in designing high-quality professional development to improve instruction for English learners

#### OUTCOMES

- 1) Earn an Academic Literacy certificate or Master's degree focused on effective, CCSS-aligned instructional design for English learners in biliteracy and English-only school settings
- 2) Conduct action research related to differentiation of CCLAS by levels of language proficiency and cross-linguistic skills transference
- 3) Implement a trainer-of-trainers model of professional development in their area of study

## KEY PARTNERS

