PROJECT CORE
Transforming Education for English Learners through Common Core State Standards

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History with Top-Down Educational Policy tells us that students who benefit least are children from poverty, immigrants, and English Learners.
Rolling Out the Common Core Standards for English Learners

- A large majority of students expected to meet the CCSS are ELLs.

- ELLs have the challenge of learning academic content, and oral and written language skills simultaneously.

- **Support for ELLs is beyond the scope of the standards.**

- Ancillary document with general guidelines for applying the standards.
English Language Learner Typologies

Bilingual
Some Spoken English
No Spoken English
• Primary Language Literacy
• Ethnic Background/Dialect
• Quality of Prior Schooling
• Socioeconomic Status
Access, Equity and Urgency

- **Context:** Community—student background (Culture/Language)
- **Rigor:** Establish and require clearer, deeper and fewer standards
- **Support:** Provide integrated, customized supports to ensure everyone is successful
- **Accountability:** Use student performance data to measure success in real time (formative and summative)
- **Alignment:** Align research-based practices to support key goals
Background

- [http://coe.sdsu.edu/projectcore/](http://coe.sdsu.edu/projectcore/)
- Five year professional development grant
- Funded by the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA).
- Currently in Year 3

Partners
- University
- County Office of Education
- Local School Districts
Context

- **Common Core State Standards**

- **Growing Population of English Learners**

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<tr>
<td>Nation</td>
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<tr>
<td>San Diego Unified District</td>
<td>26%</td>
</tr>
<tr>
<td>San Ysidro District</td>
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</tr>
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</table>
U.S. Student Demographics

Yesterday (1991)
- 6% EL
- 94% Non-EL

Today (2013)
- 10% EL
- 90% Non-EL

Tomorrow (2025)
- 20% EL
- 80% Non-EL
California Student Demographics (2012-2013)

ELs in CA
- EL: 78%
- Non-EL: 22%

CA ELs by Language
- Spanish: 15%
- Other: 85%

http://www.ed-data.k12.ca.us
S.D. County Student Demographics (2012-2013)

ELs in S.D. County
- EL: 22%
- Non-EL: 78%

S.D. County ELs by Language
- Spanish: 18%
- Other: 82%

http://www.ed-data.k12.ca.us
Statement of the Problem

- Currently 30-40% of incoming freshman are in need of remedial courses in reading, writing, and math.
- 63% of projected job opening for 2018 will require at least some college education (Zygouris-Coe, 2012, p.35).
- Goal of CCSS: “By 2025, 80% of high school graduates will be college ready without need for remedial work.”
Need

Professional development for educators at multiple levels

- College of Education Faculty
- Current Teachers
- Future Teachers
Transforming Education for English Learners through Common Core State Standards

Triangular Collaborative Model of Professional Development
Common Core State Standards
Enacted in the Classroom

- Students engage with complex text (informational and expository) within and across all content areas.
- Students produce opinions, provide evidence and support opinions with explanations (CCSS W. 4.1).
Sample Learning Activity

- Grade 4, English Language Arts
- Unit on migration
- Peer-editing of an opinion essay about an informational text
  - In your opinion, what was the best route for Forty-niners to migrate to CA during the Gold Rush of 1849?
- Checklists and worksheets used to scaffold peer dialogue after essays were exchanged
Research Questions

- How can teacher education programs ensure that pre-service and in-service teachers graduate with the requisite knowledge and skills to provide English Learners access to the CCSS?
- How can Colleges of Education support in-service teachers’ and local education agencies’ efforts to implement the CCSS and the new CA ELD Standards?
- What processes are College of Education faculties engaging in order to revise syllabi to meet California’s new Common Core State Standards (CCSS) and ELD Standards?
Purpose

- Teacher education faculty all over the country must prepare pre-service and in-service teachers to **provide** a fast growing student population of English Learners with the opportunity to access California’s new **Common Core State Standards** and to acquire 21\textsuperscript{st} century, college- and career-readiness skills.
Participants

Departments
- Policy Studies in Language and Cross-Cultural Education
- Teacher Education (Imperial Valley Campus)
- Special Education
- Education Technology
- School of Teacher Education

Content Areas
- Math
- (Bi)Literacy and Language Arts
- ELD and SDAIE
- Language Assessment
- Multicultural Education
- Special Education
- Social Studies
- Field Experience
- Education Technology
Method: Syllabus Revision Process

- **Planning**
  - Specialized professional development for faculty

- **Revision**
  - Syllabus Revision Rubric

- **Submission**
  - Submit original, revised with track changes, planning documents to review committee

- **Review**
  - Lead faculty score syllabi using Syllabus Revision Rubric
  - Substantive feedback
Results: Faculty Professional Development

Faculty Knowledge of CCSS Shifts

Pre-Test ($M=2.44$) vs. Post-Test ($M=3.13$)

- Expert
- Proficient
- Competent
- Basic
- Novice
Results: Faculty Professional Development

Faculty Knowledge of CA 2012 ELD Standards (Research and Knowledge Base)

Pre-Test ($M=2.83$) vs. Post-Test ($M=3.40$)
Results: Faculty Professional Development

Faculty Knowledge of CA 2012 ELD Standards
(Proficiency Level Descriptors)

Pre-Test ($M=2.22$)  Post-Test ($M=3.13$)

- Expert
- Proficient
- Competent
- Basic
- Novice
Instrument: Syllabus Revision Rubric

**Measures:**
- Coordination of syllabus with CCSS and CA 2012 ELD Standards
- How the syllabus addresses English Learner education and creating their access to the CCSS

**Main criteria:**
1. Course description and objectives
2. Course format and content
3. Course materials and resources
4. Assignments
5. Assessments
6. Overall Coherence
Sample Syllabus Revision Process

- EDTEC 572 Technologies for Course Delivery
  - Cohort of Masters in Educational Technology program for K-12 teachers in California
Did not address how course relates to:
- California state-adopted academic content standards
- Meeting the needs of culturally and linguistically diverse learners
- Students’ student-teaching contexts
Planning

- I can strengthen coordination of my course with the CA CCSS, the 2012 CA ELD Standards and the education of ELLs by...

“...developing goals, instructional materials, and assignments that are directly related to the standards...and revising the existent grading rubrics to reflect the integration of standards of ELLs and CA CCSS [sic].”
Activities and assignments are designed to be relevant to teaching in the K-12 settings. Consistent with the California CCSS and the CA ELD Standards, this course encourages you to create instructional units and training materials related to the development of literacy for learning across the content areas. This course will also address how to design instructional materials for learners from diverse linguistic and cultural backgrounds, for instance, English language learners.” (emphasis added).
“To meet criteria 4: Incorporate CCSS more explicitly into course assignments. Reference this link for technology connection in CCSS: http://commoncore.fcoe.org/subject/technology”
 Reviewed and Feedback

Assessments
(Recommended Change)

- “Scored satisfactory on assessments but, remember, one major shift found in the CCSS and CA ELD Standards 2012 is multi-modal assessments (refer to p. 5 of Syllabus Revision Rubric).”

- Unsolicited participant response to feedback: “Thank you! I further revised the assessment, to be multi-modal. This is reflected in the format of the final project they submit…”
Final project: “Media used in this project can be in any format: Online, blended, mobile, or paper binders for Face-to-face instructions. Students should choose the media based on the learners served. You may also develop the instructional material in another language (such as Spanish or Mandarin), if that is what they teach to the audience…” (emphasis added).
Second Revision (cont.)

Assessments (Recommended Change)

- Addition to the Final Project grading criteria/rubric: “Does your project conform to Common Core State Standards and 2012 CA ELD Standards?” Teaching method, assessment, and media you chose should all conform to the above standards. For more, please see links in “Resources to help you.”
Analysis

- Participants very responsive to support

“This was by far one of the most rigorous processes I have undertaken when preparing for the opening of the semester in taking a second look at my syllabus to ensure its relevance to the latest educational reforms.”

Pedro, Faculty Participant
Analysis

- Evidence of revision
  - 1 to 2 major shifts of CCSS taught explicitly
  - 1 to 2 major shifts of CCSS modeled
Analysis

- Key indicators of excellent coordination
  - Use of Common Core-aligned lesson planning template
    - Focus on differentiation of instruction and assessments by levels of language proficiency and cross-linguistic transference
  - Use of multi-modal assessments
    - Productive, collaborative and interpretive modes of communication
Findings

- CCSS, 2012 CA ELD Standards is strategically embedded throughout course content and design, not supplementary to original course content
- CCSS/ELD Standards interconnected, interrelated throughout course syllabi
- Renewed personal/professional connection with course content and purpose
Next Steps

- Survey to CSU Colleges of Education
  - Awareness
  - Planning
  - Implementation
Recommendations for the Field of Teacher Preparation

- College-wide professional development on CCSS and principles of English Learner education
  - Opportunity to initiate or strengthen collaboration with educators in the field who are serving English language learners
Recommendations for the Field of Teacher Preparation

- Principles of English Learner education addressed in depth and breadth in all teacher preparation programs
- Does each program have a coherent course sequence that ensures every graduate will possess the knowledge, skills, and ideological clarity to serve English learners well?
Conclusion

- It is critically important for coursework to connect to student teaching experience and students’ prospective teaching contexts
Equity and Access to Common Core

A biliteracy approach for preservice teachers

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Determine the effectiveness of Project CORE at preparing preservice teachers to teach CCSS to diverse student populations
Teacher effectiveness is a strong predictor of student achievement (Darling-Hammond & Berry, 2006)

ELs and other diverse learners have less access to qualified teachers (Gandara, 2010)
THE PROBLEM (cont.)

Lack of research regarding teacher preparation for the CCSS & its impact on teacher quality and effectiveness for ELs and other diverse populations
How effectively does Project CORE prepare preservice teachers to teach the CCSS to ELs and other diverse populations?
<table>
<thead>
<tr>
<th>INSTITUTE FOCI</th>
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<tbody>
<tr>
<td>1</td>
<td>COMMON CORE STATE STANDARDS Shifts and Architecture</td>
</tr>
<tr>
<td>2</td>
<td>COMMON CORE EN ESPANOL Framework for Biliteracy</td>
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<td>3</td>
<td>CA ELD Standards 2012 Shifts and Architecture – A Closer Look</td>
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<td>4</td>
<td>MULTICULTURAL LITERATURE Bilingual storytelling for the the Common Core</td>
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<td>5</td>
<td>CURRICULUM INTEGRATION WITH ELD Unit and lesson planning</td>
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<td>6</td>
<td>ASSESSMENT FOR BILITERACY Writing in L1 &amp; L2</td>
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<tr>
<td>7</td>
<td>FRAMEWORK FOR BILITERACY Language Structure and Transference</td>
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MIXED-METHODS

Quantitative:
- pre/post tests
- Evaluations after each institute

Qualitative:
- open-ended survey & evaluation questions
- interviews
- focus groups
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<th>CHARACTERISTIC</th>
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<tr>
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<td>High (9-12)</td>
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<tr>
<td>Math</td>
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“Before attending these institutes I had no knowledge of the CCSS and the purpose behind them. Now I feel aware of what the CCSS consist of, how to access and read them, and how to implement them in my lesson plans.”
“The institutes taught me to teach ELs by including the student’s background and knowledge and how I should adapt the CCSS to my students’ needs.”

RESULTS:

Improved capacity to teach ELs
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<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Post-test</th>
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<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Total</td>
<td>50.03</td>
<td>10.44</td>
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Alignment of content for single subject teachers is weak.

"Please differentiate more across the different subject matters AND grade levels. Single subject feels neglected."

"Single Subject needs more applications specific to content area."
WEAKNESS:

Practical Application

“I would have liked more hands on, more practice in building lesson plans using the CCSS.”

“More practice in lesson planning specifically for the new CCSS and the new ELD standards would be great.”
Project CORE effectively prepares pre-service teachers to teach the CCSS to English learners; however, additional work needs to be done to adequately service the single-subject participants and add more hands-on learning opportunities.
Project CORE institutes reconfirmed pre-service teachers’ commitment to becoming critical and reflective practitioners.
NEXT STEPS

Completer follow-up to determine Project CORE's impact upon schools in our community

Placing preservice teachers with cooperating teachers who have graduated from Project CORE's inservice teacher program

Redesigning single-subject component
PREPARING EFFECTIVE TEACHERS OF ENGLISH LEARNERS

In-Service Teacher Professional Development

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Professional Development for In-Service Teachers

- Dual Language for Academic Literacy Certificate
- English Language Development for Academic Literacy Certificate
Program of Study

1) **Foundations of Critical (Bi)Literacy Development**

2) **Curriculum Development for Urban School Communities**

3) **Language Assessment and Development**

4) **Teaching in Diverse Communities OR Teaching in a Dual Language Setting**
Research Question

What pedagogical foundations build in-service teacher capacity to create access to the CCSS for English Learners?
Methods

- Review of key research literature
  - Teacher professional development on Common Core implementation

- Quantitative analysis
  - Pre-/post- survey

- Qualitative analysis
  - Open response questionnaire (post- survey)
  - Professional development artifacts
## Approach to Data Collection

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Theme</th>
<th>Data Collection Approach</th>
<th>Supporting Source</th>
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</table>
| What pedagogical foundations build in-service teacher capacity to create access to the CCSS for English Learners? | Teacher preparedness in the context of top-down education reform | • Survey  
• Literature review | Darling-Hammond (1999); WestEd, “Willing but not yet ready” (Feb. 2012) |
| Teacher professional development for improving English Learner students’ achievement | Teacher professional development for improving English Learner students’ achievement | • Survey  
• Professional development artifacts | Rodriguez & Alanis (2011); Casteel & Ballantyne (2010) |
**Instrument: Survey**

- **Pre-/Post- Survey**
  - 8-item semantic differential-type
    - “With regards to the mathematics content of the CCSS, I feel…”
    - 1 = completely unfamiliar and 5 = completely familiar
  - 8 Likert-type
    - “I know the different between California state standards and the Common Core State Standards.”
    - 1 = completely disagree and 5 = completely agree
  - Open response
    - “How has your participation in Project CORE impacted your ability to teach the CCSS to ELLs and other CLD learners?”
Data Analysis: Survey

- “My participation in Project CORE has opened up my eyes to the differences from CCSS and CC en Español. I have gained the ability to analyze the standards in its entirety and be able to understand them.”
Data Analysis: Survey

- “[I needed more] breaking down of the standards by grade level and understanding how each grade level is interrelated”

- “[I] obtained strategies and resources that I can take back to the classroom/school site and implement [and] gained further knowledge in the area of dual language.”
• “To clearly articulate, verbally and in writing, an evolving ideological orientation regarding critical pedagogy and its implications for democratic education as it pertains to Culturally and Linguistically Diverse students” (Course objective; original emphasis).
Data Analysis: Professional Development Artifact (Course Syllabus)

- “…students will be identifying and developing their own collaborative action projects that promote democratic schooling and connect CCSS and curriculum with families and community” (Course syllabus description).
How does the use of annotation support 4th graders in a Dual Language program as they write responses to literature?

From the abstract: “Results from the study suggest that annotating is a skill that requires explicitly guided teaching and that students need the opportunity to repeatedly practice this new skill in order to see an increase of text-based evidence in their writing.”
Data Analysis: Professional Development Artifact (Action Research)

- What is the impact of incorporating Native Spanish Speaking Student’s Culture into Spanish Language Instruction in a 90/10 Dual Language Program?

- From the abstract: “Findings include recommendations to support and encourage teachers to be more flexible in their curriculum and instruction to allow for the discovery of culturally relevant and engaging topics alongside their students.”
### Research Question

What pedagogical foundations build in-service teacher capacity to create access to the CCSS for English Learners?

### Theme

- Teacher preparedness in the context of top-down education reform

- Teacher professional development for improving English Learner students’ achievement

### Findings

- Focus on integration of academic content and English language development
  - Curriculum development for academic biliteracy

- Empowerment and activism through Teacher-Scholar identity development
  - Action research
  - Community of learners
Conclusion

- Ongoing support and resources needed to design and implement curriculum focused on integration of CCSS-aligned academic content, English language development, and Spanish language development.

- Conducting action research builds confidence and professional expertise.

- Belonging to a community of learners provides support and pathways.
Next Steps

- Conducting a completer survey to understand the impact of the professional development program on teacher effectiveness

- Recruitment for the MA program, the final rung of our capacity-building ladder

- Online certificate programs for teachers nation wide, launching this Fall 2014!
Discussant

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