Making the CCSS Accessible for English Language Learners Using the 2012 California ELD Standards

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Agenda

- Introduction
- Project CORE: SDSU-COE Faculty Program
- Practice with 2012 CA ELD Standards
- Lunch
- Faculty Syllabus Revision
Outcomes For Today

- Purpose and goals of 2012 CA ELD Standards
- Key pedagogical shifts in ELD instruction
- Theoretical Foundations for English Language Learner instruction
- Architecture of new ELD Standards
  - Organization of Proficiency Level Descriptors (PLDs)
  - ELD Standards Organization and Alignment to CCSS
- Resources
- Begin Syllabus Revision Process
Clock Appointments

- Find three colleagues that you either don’t know or seldom engage with in conversation.

- Take your clock appointment sheet and schedule the following appointments:
  - 12 o’clock
  - 3 o’clock
  - 6 o’clock

- During our work together today you will be directed to find your appointments and engage in brief conversations.
Introduction
U.S. Student Demographics

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

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

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

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

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

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
S.D. County Student Demographics (2011-2012)

S.D. ELs by Language

- Arabic: 82%
- Chaldean: 3%
- Japanese: 2%
- Korean: 2%
- Mandarin: 2%
- Somali: 2%
- Spanish: 0%
- Tagalog: 1%
- Vietnamese: 1%
- Other: 1%
- N=115,605

Source: Dataquest
L.A. County Student Demographics
(2012-2013)

ELs in L.A. County
- EL
- Non-EL

L.A. County ELs by Language
- Spanish
- Mandarin
- Other

http://www.ed-data.k12.ca.us
The story of Moises

Ten-year-old Moises has just immigrated to California from Mexico. He doesn't speak English, but he's good at math, so he hopes to do well on his first math test in the USA.

Award Winning Immigration Video

http://www.mediathatmattersfest.org/watch/9/immersion
Partner Activity: 12 o’clock appointment

1) What does this teacher need to know and be able to do to make the math content accessible for English Learners?

2) What supports could the content teacher have structured to assist Moises in accessing mathematics?
What did you observe?
Moises in the Classroom

Factors Inhibiting Student Learning

- Little to no proficiency in language of instruction
- Classroom environment
- Lack of effective scaffolding
- Limited opportunity for oral language production
- False cognate ("blocks")
- English-only assessment

Factors Supporting Student Learning

- Grade-level content knowledge in primary language
- Primary language literacy
- Teacher body language
- Language broker (unassigned)
- Visual aides (stick-figure drawing)
- Personal Spanish-English dictionary
- Initiative to ask for HELP

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Action Required

- What are Colleges of Education doing to prepare teachers to teach English Learners well?
- What are Colleges of Education and Local Education Agencies doing to build strategic partnerships for creating access to the rigor of the CCSS for English Learners?
Project CORE:
SDSU-COE Faculty Program
Project CORE

- [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
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 21st century, college- and career-readiness skills.
Identifying the Need (cont.)

- California TPE 13: Professional Growth
  - Candidates must graduate with the knowledge and skills to:
    - Evaluate their pedagogy in light of state-adopted academic content standards
    - Engage in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.
    - Improve their teaching practices
    - Increase their teaching effectiveness using reflection and feedback
Building College of Education Capacity

1) **Specialized professional development** for teacher education faculty on English Learner education
   - Awareness
   - Planning
   - Implement

2) **Syllabus revision process** coordinates teacher education courses with CCSS and 2012 CA ELD Standards
   - Syllabus Revision Rubric
   - Planning, Revision, Submission
   - Review of Revised Syllabi
Specialized Professional Development for Teacher Education Faculty

- **Year 1**
  - Collaborator’s Retreat (Jan. 6, 2012)
  - Annual Conference (Feb. 10, 2012)
    Laurie Olsen, author of *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners*, delivers the keynote address at Project CORE’s first annual conference.
  - Faculty Workshop #1 (May 18, 2012)
    Major shifts of the Common Core State Standards.

- **Year 2**
  - Annual Conference (Oct. 26, 2012)
    Kenji Hakuta of Stanford University’s Understanding Language Initiative delivers the keynote address at Project CORE’s second annual conference. Support from Karen Cadiero-Kaplan, Director of the California Department of Education English Learner Support Division, helped draw over 300 educators from every level of California education to the event.
  - Faculty Workshop #2 (February 22, 2013)
    In-depth scaffold on alignment of CA ELD Standards 2012 and Common Core Language Arts Standards. Faculty begin revising syllabi.

- **Year 3**
  - End Syllabus Revision Process (August, 2013)
“Let’s keep coming together to shape the future of education in our country”  
(Alejandra, Faculty Participant).
Common Core State Standards: Access for English Learners
Rolling Out the CCSS for English Language Learners

- English Language Learners (ELLs) have to do “double the work”

- Support for ELLs is beyond the scope of the standards

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“The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English Language Learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.”
Handout: NY Engage
English Language Arts Major Shifts

- Shift 1: PK-5 Balancing Informational & Literary Texts
- Shift 2: 6-12 Knowledge in the Disciplines
- Shift 3: Staircase of Complexity
- Shift 4: Text-based Answers
- Shift 5: Writing from Sources
- Shift 6: Academic Vocabulary
Handout: Mathematics Major Shifts

- Shift 1: Focus
- Shift 2: Coherence
- Shift 3: Fluency
- Shift 4: Deep Understanding
- Shift 5: Application
- Shift 6: Dual Intensity

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Gradual Increase of Complexity

- Requires vertical articulation of the expectations set for each grade-level
- Handout: Practice with Vertical Articulation
Common Core 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

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English Language Learner Typologies

- Bilingual
- Some Spoken English
- No Spoken English

• Native language literacy
• Quality of prior schooling
• Socioeconomic status
Partner Activity:
3 o’clock appointment

1) Why is it important to consider student background-typologies?

2) How does this impact a teacher’s planning and instruction?
2012 CA ELD Standards
Key Shifts from 1999 to 2012
ELD Standards (Appx. B)

English as a set of rules

- English as a meaning-making resource
- Different language choices
  - Topic
  - Audience
  - Task
  - Purpose
Key Shifts 1999-2012

Language development focused on accuracy and grammatical correctness

- Language development focused on …
  - Interaction
  - Collaboration
  - Comprehension
  - Communication

- With strategic **scaffolding** to guide appropriate linguistic choices
Key Shifts 1999-2012

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

- Complex texts and intellectually challenging activities
- Focused on content knowledge building as critical and essential for learning academic English
Theoretical Foundations & Overview

Appendix C: Theoretical Foundations (pp. 1-8)

1. Overview—Interacting in Meaningful Ways (pp. 1-2)
2. Scaffolding—Developing Academic English (pp. 3-5)
3. The Importance of Vocabulary—Conclusion (pp. 6-8)

Overview of PLDs (pp. 5-13)

- All read pp. 5-13
- Pp. 8-13 focus on one of the following
  - Emerging
  - Expanding
  - Bridging
Proficiency Levels
Emerging

- Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- ELs enter the emerging level having limited receptive & productive English skills.

- At exit ELs have basic English communication skills in social & academic contexts.
Proficiency Levels
Expanding

- Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age & grade level.

- EL enter able to refashion learned material in English for immediate communication & learning needs.

- At exit EL communicate about a range of topics & academic content areas in more complex, cognitively demanding situations & engage in creative use of English.
Proficiency Levels
Bridging

- The “bridge” alluded to is the transition to full engagement in grade-level academic tasks & activities in a variety of content areas without the need for specialized ELD instruction.

- Students at the bridging level continue to learn & apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

- At exit, EL can communicate effectively with various audiences on a wide range of familiar & new topics to meet academic demands in a variety of disciplines.
Practice with Proficiency Level Descriptors

- Turn to page 3 of Grade 4 ELD Standards
- See left hand column for alignment to Common Core Language Arts Standards (SL.4.1, CCLAS, p. 29)

Analysis: A. Collaborative, Strand 1
- What key words and phrases signal increasing proficiency toward the Bridging state of English language development?
- What key words and phrases signal extent of support need at each state of the continuum?

Grade 4 Video—A. Collaborative, Strand 1
- Worksheet
Analysis: Exchanging Information and Ideas (A. Collaborative, Strand 1)

Marcos

- Ask and respond to yes-no and wh-questions using short phrases (Emerging):

  “But did it say in the text?”

Javier

- Sustained dialogue; Building on responses; Useful feedback (Bridging):

  “Yes, it did say in the text, but they [the author] didn’t put it in their opinion and thesis statement.”

  “I think this explanation should be their topic sentence, and then their topic sentence should be their explanation. That would be a good idea...”

  Academic language: “support,” “opinion,” “topic sentence,” “evidence,” “explanation”
Syllabus Revision
+ Websites of Interest

- http://coe.sdsu.edu/projectcore/
- http://ell.stanford.edu/teaching_resources/math

**Brokers of Expertise**

- BOE’s professional learning modules are “the product of collaborative efforts between the California Department of Education and content and professional learning experts throughout California to help educators transition to the Common Core State Standards.” Find mixed-media, interactive professional development in important areas such as the 2012 CA ELD Standards and ELA integration or CCSS Literacy in Science.

**WestEd**

- A nonprofit, public research and development agency that played an instrumental role in the development of the 2012 CA ELD Standards. One of several areas of work, WestEd’s English Language Learner page is particularly robust. Find research and policy papers for multiple audiences and across the disciplines.
Syllabus Revision Process

- Planning
  - Peer Support Workshops

- 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

“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).
Revision Using the Syllabus Revision Rubric

- Measures coordination of syllabus with CCSS and CA 2012 ELD Standards across six main criteria (see pp. 4-6 of Syllabus Revision Rubric)
  - Course description and objectives
  - Course format and content
  - Course materials and resources
  - Assignments
  - Assessments
  - Overall Coherence

- Measures extent to which the syllabus addresses the education of English Learners and how to create their access to the CCSS

“Begin to identify, through reflection and analysis, aspects of my syllabus where I can strengthen coordination of my course with the CA CCSS, the CA ELD Standards, and the education of ELLs” (Objective stated on the Syllabus Revision Planning Document for Faculty Participant).
“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” (EDTEC 572: Technologies for Course Delivery Syllabus).
Course Description and Objectives (cont.)

Provides students with a list of expected learning outcomes related to CCSS and ELs

“The instructional package needs to conform to the California Common Core State Standards and CA ELD Standards... You should choose the media based on the learners served. You may also develop the instructional material in another language (such as Spanish or Mandarin)... The assessment you include in the instruction should conform to the Common Core Standard (EDTEC 572 Technologies for Course Delivery Syllabus).
Course Format and Content

Provides students with a clear schedule of course activities and events that focus on English language development, CCSS and ELs.

"Goals and Key Components of Effective Language Arts Instructions, Common Core Standards & California’s Content Standards & Frameworks” (TE 933 Skills in Teaching Reading in Secondary School).
Course Format and Content (cont.)

Provides students with a clear schedule of course activities and events that focus on English language development, CCSS and ELs

"Topics: (1) Reading Comprehension Strategies; (2) Close Reading; (3) Critical Reading

Purpose of reading
a). Key ideas & details – cite strong textual evidence to support analysis of texts
b). Structure of text: Determine the meaning of words, phrases as used in texts.
c). Integration of knowledge and ideas from multiple sources.

Assigned Readings: RLAF (p. 225 – 247)"

(TE 933 Skills in Teaching Reading in Secondary School)
Assignments

“Lesson Plan Presentation (October 23)
With a partner, you will be required to plan a lesson using the PLC MS Biliteracy Lesson Plan Template, which can be downloaded from Blackboard. You should identify the appropriate common core standard and identify how you will address the needs of ELD students depending on their language development level. Thought should be given to how you would promote collaboration, interpretation of the concept and method in which students will produce their understanding. This assignment will be due on October 17 and presented at different times throughout the semester after we have discussed and explored lesson planning, reviewed teaching strategies, and covered how to teach the concept…” (PLC 910 Teaching Mathematics to Bilingual Elementary Students).
Partner Activity: 6 o’clock appointment

1) Share with your partner an idea of how you can revise your syllabus based on CCSS and ELD Standards.
Next Steps: After Revision

- Submission
  - Original syllabus
  - Revised syllabus with track changes
  - Planning documents

- A team of lead faculty in the SDSU College of Education used The Rubric to review and score revised syllabi on a 21 point scale
  - 3 points possible for turning in required materials
  - 18 possible points for six main criteria (Basic = 1 point; Satisfactory = 2 points; Excellent = 3 points)
  - Below 16 points and/or with comments in the “Required Changes” section required re-submission
  - Provided substantive feedback
“While your syllabus clearly and consistently embodies the major shifts of CCSS (e.g. gradual increase of complexity was very apparent! And, also, we liked your use of one of the CCSS standards), you could more clearly address terminology and concepts related to CA ELD Standards 2012 and English Learner education. That your class is not a methods course, could explain why more explicit detail about effective teaching strategies for ELs, specifically differentiation based on language proficiency levels is not included. However, the absence of these very important concepts accounts for your scores of basic in criteria 4 (assignments) and satisfactory in criteria 6 (overall coherence)” (ED 451 Introduction to Multicultural Education).
“To meet criteria 1: you mention CC en Español but not CCSS or CA ELD Standards 2012. We suggest a class session dedicated to unpacking the relationship between the CC en Español, the CCSS, and the CA ELD Standards 2012. For example: Why is the CC en Español not a direct translation of the CCSS?...It is important for students to very specifically look at the issue of cross-linguistic transference of L1 to L2 (Spanish to English and English to Spanish)” (DLE 532 Lecto-Escritura en Español).

Also, please remove incorrect reference to previous CA standards from objective 4 (p. 2) and replace with CCSS.

To meet criteria 2: your content is very focused on dual language learners, which is great (!), but, again, you must explicitly announce where and how your course coordinates with the CCSS. One suggestion would be to articulate within your syllabus where students will encounter the CCSS. For the lesson planning assignment: Will students have to use the CCSS (perhaps, via CC en Español) and/or the CA ELD Standards? For the Group Work shop Presentation: Will you assign appendices or sections of the CCSS and/or the CA ELD Standards. For starters, we highly suggest Appendix B of the CA ELD Standards and Appendix A of the CCSS.

To meet criteria 4: Your syllabus must reflect how you plan to address the topic of language proficiency levels. We see an opportunity for a discussion surrounding differentiation of instruction and assessments by language proficiency levels in the lesson plan assignment. Perhaps it would help to create a course calendar that shows, for each class period, the main topic, the assigned readings, and guiding questions that will be addressed in class.

To meet criteria 6: If you meet the above, you will meet criteria 6.
Resources

- Lesson Planning Templates
  - Use of a Common Core aligned lesson planning template, with focus on differentiated instruction
- ELD Planning Support Document
- Elements of a Common Core Unit Plan
- A Tool for Scaffolding Instruction
- Depth of Knowledge
- Language Magazine Article
Your Time to Plan!
Our Suggestion

Group yourselves by discipline

- **15 minutes: Collaborative Resource Quest**
  - Working together and using the resources provided, find one resource that you want to share with your students *in class*

- **30 minutes: Begin Syllabus Revision**
  - Where in your course schedule will you integrate your Resource Quest findings?
    - What concepts and skills must happen before you introduce the selected resource?
    - What scaffolding strategies will you model when introducing the selected resource?
Thank you

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