Purpose of Workshop

To share our designated ELD model incorporating:

- Professional learning to build capacity
- Integration of CCSS/ELA & ELD Standards as modeled in the ELA/ELD Framework
Problem of Inquiry
How do we train our teachers to integrate & apply the ELA/ELD Framework & ELD standards deeply?

Background
- **Our District**
  - 7,300 students & 400 certificated employees
  - 7 elementary schools (mostly K-8s), 1 high school
  - Approximately 1,450 ELs (about 20% of all students)

- **200 ELs in Summer School**
  - K-8 Newcomers & 6-8 LTEls

- **9 Summer School Teachers**
  - 1 experienced teaching ELD
Turn and Talk

In your experience, what does a typical Summer School Program look like?

K-8 Summer School Paradigm Shift

2013 ELD Summer School
- Published ELD curriculum
- 2 hour training
- No collaboration time
- Teach a.m.
- No coaching
- 5 days a week, 4 wks.

2015 ELD Summer School
- Unit of study using Foss Earth Science Kits
- 2 Day Institute & Daily PL
- Daily Collaboration
- Teach a.m., PL p.m.
- Daily coaching
- 4 days a week, 4 wks.
Key Component - Instructional Coach

- Full Time Coach
  - Joyce & Showers, 2002
- Roles:
  - Help develop curriculum
  - Facilitate daily professional learning (PL), collaboration & coaching cycle

Key Component – ELA/ELD Framework

- Hiring of an expert, engaged in enacting the framework
  - Karin Linn-Nieves, Director of Language & Literacy at San Joaquin County Office of Education
  - Provided 2 day Institute
  - Visited school & consulted with coach
Curriculum

- Science as the content with which to teach language development
- Teaching & Learning Cycle organization tool

1. Building Content Knowledge
2. Independently Constructing Text
3. Jointly Constructing Text
4. Learning the Language of the Text Types

Pauline Gibbons
Spycher & Linn-Nieves, 2014

Professional Learning

Institute
- ELD Standards
- ELA/ELD Framework
- High Leverage Literacy Practices
Daily PL specific to one practice or concept from Institute
Turn and Talk

- What do you do to get students to write independently?

High Leverage Literacy Practices

Organized by Teaching & Learning Cycle

1. Building Content Knowledge
2. Learning the Language of the Text Types
3. Jointly Constructing Text
4. Independently Constructing Text
Dialogue Journals

Not part of T&L Cycle, but…

- Daily
- Free Write
- No corrections
- Teacher modeled response

1. Building Content Knowledge

- Hands-on activities
- Close Reading with Noodles (Notes + Doodles)
- Pictorial Input
- Informational Matrix
- Planning for Vocabulary Instruction (from text-finding parts of speech in advance)
- Chants using academic vocabulary
- Vocabulary Development Routines
Hands-On Science Activities

Pictorial Input Charts
Informational Matrix & Charting

- Severe Weather Matrix
- Public Info Charts

Chants using Academic Vocabulary
2. Learning Language of Text Type

- Text Purpose, Organization, & Language Features
- Text Reconstruction (LTEIs) or Sentence Reconstruction
- Text Deconstruction
  - Text Analysis
  - Unpacking Sentences

Informational:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To describe, classify, categorize</td>
<td>To understand why or how something</td>
</tr>
<tr>
<td></td>
<td>information</td>
<td>happens</td>
</tr>
</tbody>
</table>

Organization:

- General statement/classification statement
- Facts & details (whole to part)
- Order not necessarily important

Language Features:

- Densely packed sentences: long noun phrases
- Verbs: timeless present, being/having verbs (is/are, have/had), doing verbs (forage, hunt)
- Vocabulary: domain specific & general academic

- Densely packed sentences: long noun phrases
- Verbs: timeless present, & passive voice (it was discovered)
- Casual/Sequential Connectives & Conjunctions (when, due to, so)
- Vocabulary: domain specific & general academic
Text Type Organization - Procedural

Yesterday, we explored weathering in part two of our investigation. First, we got granite and conglomerate rocks and put them in jars. After we shook the jars of rocks for two minutes, each last, we dumped out the jars and compared the rocks before and after. We found out about physical weathering because the rocks got weathered by (crushing, banging) against each other.

Sentence Patterning Chart

- Student Generated (once built up vocabulary)
Text Reconstruction

1. Read once: listen.
2. Read twice: listen & take notes.
3. Compare notes with a partner & add notes.
4. Read third time: add to your notes.
5. Reconstruct text with two sets of partners (4) using your combined notes.
6. Check & compare: discuss similarities & differences. Point out key language features.

The conditions of heat and moisture are extreme where hurricanes are forming. As the pressure falls rapidly, strong surface winds are formed as air is sucked in towards the center of the low. At the center, air speeds up and spirals upward. Massive amounts of water vapor in the rising air condense and form immense cumulonimbus clouds. As the water vapor condenses, vast amounts of heat are given out. This energy makes the air rise even faster and also increases the speed of the surface wind. They are one of the most destructive of nature’s severe storms.

Deconstructing Text

Informational Text

- **Long Noun Phrases**
  - The conditions of heat and moisture are extreme where hurricanes are forming. As the pressure falls rapidly, strong surface winds are formed as air is sucked in towards the center of the low. At the center, air speeds up and spirals upward. Massive amounts of water vapor in the rising air condense and form immense cumulonimbus clouds. As the water vapor condenses, vast amounts of heat are given out.

Sentence Unpacking

- **Focus on meaning**: Show students how to unpack the meanings in a complex sentence by writing a list of simple sentences below it that express the meanings of the sentence.
- **Focus on form**: Show students important features of the sentence (conjunctions connect, prep phrases add details, etc.)
Turn and Talk

- In what ways is this similar and different from how you approach teaching writing?

3. Jointly Constructing Text

- Recount a process
- Writing about a topic the class has learned about
  - Teacher acts as scribe
    - Draws attention to text type,
    - provides sentence starters,
    - reminds them of source information,
    - recasts everyday language into language of curriculum
  - Students collaborate & contribute

1. Building Content Knowledge
2. Learning the Language of the Text Types
3. Independently Constructing Text
Scaffolded Joint Construction

What is Soil?
This week, we learned about _______. First, we __________. Next, we _______. Then we _____. Finally, we ___________. Soil is composed of ___.

4. Independently Constructing Text
- Write an informational report (same topic studied)
- Co-write science report
Student Work - 1st Newcomer

Beginning of Summer

End of Summer

Student Work – 6th Newcomer

Beginning of Summer

End of Summer
Turn and Talk

☐ What Professional Learning did you attend recently and how supported did you feel in implementing it in your classroom?

A Typical Teacher Day

Teach & in-class support or observation
Lunch
Collaboration Time
Daily Schedule

8:00 – 12:00
- Teaching
- “Lab” for teachers

1:00 – 2:30
- Collaboration Time
  - Reflection
  - Data Analysis
  - Professional Learning
  - Collaborative Planning

Teaching 8:00 – 12:00
Observations or In-Class Support

- Coaching schedule
  - Observation
  - Modeling
  - Co-teaching

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Rm 103</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Rm 205</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Rm 202</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Rm 104</td>
</tr>
<tr>
<td>1:00-2:30</td>
<td>Teacher PL</td>
</tr>
</tbody>
</table>

- Observations & Feedback
  - Principal – wrote suggestions
  - Coach – pure support

During Teacher Lunch 12:15

- Principal & coach met to compare notes on observations
- Used notes as formative assessment to plan for PL
  - If we could add it that day, we did
  - If not, it was the plan for the next day
Whole Group PL Led by Coach 1:00

PL Topics

- Day 1: Language Census & Dialogue Journals
- Day 2: Analyzing Writing Pre-Tests
- Day 3: Student Talk & Collaborative Team Structure
- Day 4: Pictorial Input Charts & Chants/Songs
- Day 5: Information Matrix & Charts
- Day 6: Science PL
- Day 7: Informational Text Types & Lang. Features
- Day 8: Text Reconstruction (LTEs) & Modifications
PL Topics Continued

- Day 9: Text Deconstruction & Sentence Deconstruction
- Day 10: Unpacking Sentences
- Day 11: LTELs & At-Risk LTELs (Laurie Olsen)
- Day 12: Essential Features of Designated ELD
- Day 13: Framework Vignette Study (I-ELD/D-ELD)
- Day 14: Analysis of Pre- & Post-Writing Tests
- Day 15: Reflection & Next Steps for the Fall

Team Collaborative Planning 1:45
Collaborative Teams

<table>
<thead>
<tr>
<th>Grade Clusters (rising grades)</th>
<th>ELs</th>
<th>Teacher Team</th>
<th>Science Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st &amp; 2nd</td>
<td>Newcomer</td>
<td>2 teachers</td>
<td>Air &amp; Weather</td>
</tr>
<tr>
<td>3rd &amp; 4th</td>
<td>Newcomer</td>
<td>2 teachers</td>
<td>Pebbles, Sand &amp; Silt</td>
</tr>
<tr>
<td>5th &amp; 6th/7th/8th</td>
<td>Newcomer</td>
<td>2 teachers</td>
<td>Soils, Rocks, Landforms</td>
</tr>
<tr>
<td>6th 7th 8th</td>
<td>LTEL</td>
<td>3 teachers</td>
<td>Weather &amp; Water</td>
</tr>
</tbody>
</table>

1:1 Coaching Debrief 2:15

- 1:1 debrief of lesson observed
- Online interactive journal via google doc
Cycle of Continuous Learning

- PL & Next Steps
- Team Plan
- Teach
- Analyze Data / Reflect

Teaching & Learning Cycle

1. Building Content Knowledge
2. Learning About the Language of Text
3. Jointly Constructing Text

Reflection

Did we meet our goal of training our teachers to integrate & apply the ELA/ELD Framework & ELD standards deeply?
Capacity Building – Teacher Reflection

- Video 1

Capacity Building – Teacher Reflection

- Video 2
Last Thoughts

- Capacity building using this model can work
- Most challenging aspect was limited time
- Teachers were excited about their students’ progress over the summer, but we will formally be following student progress towards language proficiency using data for the next 3 years.
- By supporting our teachers learning, we are supporting our English learners to reach biliteracy.

Contact Information

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