THINK THROUGH LEARNING:
DEVELOPING EFFECTIVE BILINGUAL AND BICULTURAL CURRICULUM, INSTRUCTION, AND ASSESSMENT

California Association for Bilingual Education
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Sacramento, CA

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Jessica Heyman, M.A./M.S.Ed.
Objectives for Today...

1. Develop common understandings of the interrelationship between curriculum, instruction, and assessment.

2. Describe the *Think Through Learning* planning framework and its application in bilingual and bicultural curriculum, instruction, and assessment development.

3. Describe structures and processes for integrating differentiated bilingual and intercultural learning experiences.

4. Evaluate how schools can implement the planning framework in their unique educational settings.
How do you define the terms curriculum, instruction, and assessment?
### Definitions from Literature

<table>
<thead>
<tr>
<th><strong>WHAT</strong></th>
<th><strong>HOW</strong></th>
<th><strong>HOW DO WE KNOW</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>“The explicit and comprehensive plan developed to honor a framework based on content and performance standards.”</td>
<td>(Wiggins &amp; McTighe, 2006, p. 340)</td>
</tr>
<tr>
<td></td>
<td>“A description of the content taught, the amount of time spent teaching it, and the assessments aligned to it.”</td>
<td>(English, 1980, pp. 558-559)</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>“The means by which learning will be achieved.”</td>
<td>(Coddin, 2007, para. 1)</td>
</tr>
<tr>
<td></td>
<td>“The array of teaching and learning strategies we use to design curriculum experiences that promote student learning of the curriculum.”</td>
<td>(Baldanza, 2016, para. 10)</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>“The process of gathering evidence of student learning to inform instructional decisions.”</td>
<td>(Stiggins &amp; Chappuis, 2008, p. 5)</td>
</tr>
<tr>
<td></td>
<td>“Techniques used to analyze student accomplishment against specific goals and criteria.”</td>
<td>(Wiggins &amp; McTighe, 2006, p. 337)</td>
</tr>
</tbody>
</table>
### Objective 1

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>My school’s process for planning...</td>
</tr>
<tr>
<td>What do we do well when planning...</td>
</tr>
<tr>
<td>What challenges do we encounter when planning...</td>
</tr>
</tbody>
</table>
Why Do We Need A Planning Framework?

• To create standards-aligned units that are developed around clear learning targets that integrate language and cultural learning outcomes
• To ensure that unit assessments (both formative and summative) provide timely, valid, and reliable information for stakeholders
• To provide direction and personalized differentiation for the daily bilingual and intercultural learning experiences that occur within the classroom
How does this illustrate bilingual and bicultural CIA planning without a comprehensive framework/system?
Influences from Research


- **Assessment Reform Group.** (2002). *Assessment for learning: Research-based principles to guide classroom practice.* Cambridge, England: Cambridge University, School of Education.


- **Marzano, R.** (2009). *Designing and teaching learning goals and objectives.* Bloomington, IN: Marzano Research Laboratory.


An Overview

C1. Prioritize Content Standards & Determine Unit Big Ideas

C2. Establish Clear Learning Targets

C3. Develop a Chunked Progression of Targets

C4. Create Summative Assessments

C5. Plan & Deliver Lesson Cycles

C6. Reflect

Think Through Learning Framework

An Overview

A

• Determine content standards and outcomes (e.g. language, culture, character education)

B

• Create YAAGS that chunk content standards into units

C

Per Unit

Whole-Year
First Steps…

A
• Determine content standards and learning outcomes (e.g. language, culture, character education)

B
• Create Year-at-a-Glance documents that chunk content standards and learning outcomes into units

Whole-Year Tasks
A

• Determine content standards and learning outcomes (e.g. language, culture, character education)

B

• Create Year-at-a-Glance documents that chunk content standards and learning outcomes into units

Where do your language and cultural learning outcomes come from?
How do students develop cultural competency?

**Culture:** An integrated pattern of human behavior that includes thoughts, communications, actions, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships, and expected behaviors of a racial, ethnic, religious or social group.


Derived from Weaver, Gary (1986)
III. Curriculum Standard

3.1.1 Have great interest in learning characters. Cultivate the habit to learn characters independently in daily life.

3.1.1（L）（a）Capable of learning characters through the methods learned. Learn characters independently.

3.1.1（L）（b）Capable of learning characters based on the specific language environment.

3.1.2 Learn and write frequently used characters.

3.1.2（L）（a）Know about 400 frequently used characters, capable of reading the pronunciation properly and strengthen the learning of characters in reading.

三、课程标准

3.1.1 对学习汉字有浓厚的兴趣，养成在日常生活中自主识字的习惯。

3.1.1（L）（a）能运用学习过的识字方法，自主识字。

3.1.1（L）（b）能结合具体语言环境自主识字。

3.1.2 认识并能书写常用汉字。

3.1.2（L）（a）认识常用汉字 400 个，能读准字音，在阅读中巩固识字。

3.1.2（L）（b）会写常用汉字 600 个，能读准字音，认清字形，理解意思，正确书写，学会运用。
<table>
<thead>
<tr>
<th>AERO (informed by NYSS)</th>
<th>Chinese</th>
<th>Local Standards</th>
</tr>
</thead>
</table>
| 6.5f Explain what citizenship is | 我们的国家13: 知道自己是中华人民共和国的公民，初步了解自己拥有的基本权利和义务。知道我国颁布的与少年儿童有关的法律、法规，学习运用法律保护自己，形成初步的民主法制意识。
Our country life 13: knows that it is a citizen of People's Republic of China and has a preliminary understanding of its basic rights and obligations. We know the laws and regulations related to children and children promulgated in our country, and learn to use the law to protect themselves, and to form a primary consciousness of democratic and legal system. | Define the basic rights of citizenship according to the UN Declaration of Human Rights
Explain what citizenship is based on established definitions in the UN Declaration of Human Rights |
| 6.5a Identify issues involving rights, roles, and responsibilities of individuals in relation to broader society | 我们的社区生活9: 了解在公共生活中存在不同的社会群体，各种群体享有同等的公民权利，应互相尊重，平等相待，不歧视，不抱有偏见。
Our community life 9: understand that there are different social groups in public life, and all groups enjoy equal civil rights. They should respect each other, treat each other equally, do not discriminate, and have no prejudice. | Define and contrast prejudice and discrimination
Explain different causes of prejudice and discrimination among groups: ethnicity, race, gender, culture, geography |
| 2.5b Explain varied causes and effects of conflict and cooperation among individuals, groups, societies, and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. | 我们的社区生活8: 体会社会对老年人和残疾人等弱势群体的关怀。对弱势人群有同情心和爱心，要有尊重和平等的观念，并愿意尽力帮助他们。积极参与力所能及的社会公益活动。
Our community life 8: understands the concern of the society for the elderly and the disabled. There is compassion and love for the disadvantaged. We should have a sense of respect and equality, and are willing to do their best to help them. Actively participate in the social public welfare activities that can be achieved. | Describe historical or current examples of prejudice and discrimination around the world
Explain the effects of prejudice and discrimination among groups: decreased freedom/rights and unfair treatment |
<p>| 6.5c Identify community leaders, local and national government officials, and world leaders | | Describe actions people can take to support social change: educate others (create public awareness), write letters, engage in community service |</p>
<table>
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Do you have the foundation for developing a comprehensive school-wide bilingual and bicultural curriculum including:

- a. Content standards (e.g. CCSS, NGSS) and learning outcomes (e.g. language, culture, character education)
- b. Year-at-a-glance documents (chunked content standards)

<table>
<thead>
<tr>
<th>If no, what steps need to be taken to put these in place?</th>
<th>If yes, how are they used in your school?</th>
</tr>
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<tbody>
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</table>
Unit Cycle

C1. Prioritize Content Standards & Determine Unit Big Ideas
C2. Establish Clear Learning Targets
C3. Develop a Chunked Progression of Targets
C4. Create Summative Assessments
C5. Plan & Deliver Lesson Cycles
C6. Reflect

Unit Tasks

An Overview
C1. Prioritize Content Standards & Determine Unit Big Ideas

What is involved in prioritizing standards?

- **Readiness** (necessary to master)
- **Endurance** (lasting value)
- **Assessed** (on upcoming summative assessment)
- **Leverage** (transferability to other content)

(Ainsworth, 2013; Many & Horrell, 2014; Reeves, 2013)
C1. Prioritize Content Standards & Determine Unit Big Ideas

What are Big Ideas?

“a concept, theme, or issue that gives meaning and connection to discrete facts and skills.”

(Wiggins & McTighe, 2006, p. 5)
### 6.5f Explain what citizenship is

**Central Idea**

*Citizenship is a basic human rights that all people have a responsibility to protect*

**Lines of Inquiry**

- Fundamental rights of citizens
- Prejudice and discrimination
- Ways to take action to protect rights for all

**Related Concepts (Academic Vocabulary)**

- Citizenship
- Human rights
- Equality
- Prejudice
- Discrimination

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### 6.5a Identify issues involving rights, roles, and responsibilities of individuals in relation to broader society

- Our country knows that it is a citizen of People's Republic of China and has a preliminary understanding of its basic rights and obligations. We know the laws and regulations related to children and children promulgated in our country, and learn to use the law to protect themselves, and to form a primary consciousness of democratic and legal system.

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### 2.5b Explain varied causes and effects of conflict and cooperation among individuals, groups, societies, and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.

- Our community life understands that there are different social groups in public life, and all groups enjoy equal civil rights. They should respect each other, treat each other equally, do not discriminate, and have no prejudice.

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### 6.5c Identify community leaders, local and national government officials, and world leaders

- There is compassion and love for the disadvantaged. We should have a sense of respect and equality, and are willing to do our best to help them. Actively participate in the social public welfare activities that can be achieved.
Establish Clear Learning Targets

How can we make learning clear to students?

John Hattie
Teacher clarity = .75 effect size

How do you know your differentiation strategies are meeting students’ needs?
Establish Clear Learning Targets

What are learning targets?

Statements about what students should know, understand, and be able to do to master the content standard

Why identify learning targets?

Identifying learning targets allows teachers to:

- Break down complex standards
- Develop a sequence for organizing learning opportunities
- Select appropriate assessment methods/tools

(Chappuis, Stiggins, Chappuis & Arter, 2004; Erickson, 2007)
C2.

Establish Clear Learning Targets

Learning targets help **scaffold** learning toward standard mastery.

John Hattie
Scaffolding = .82 effect size
C2. Establish Clear Learning Targets

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

- Contrast two or more characters, etc.
- Compare two or more characters, etc.
- Identify differences between two or more characters, etc.
- Identify similarities of two or more characters, etc.
- Identify specific details that describe characters, etc.
- Define the terms compare and contrast.

(Chappuis, Stiggins, Chappuis & Arter, 2004)
C2. Establish Clear Learning Targets

**RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

**LANGUAGE SKILLS**
C3.

Develop a Chunked Progression of Targets

What is a learning progression?

The arrangement and chunking of learning targets that allow students to build knowledge and skills in a logical and systematic way.

“Stages of understanding or skill that lead to fully developed declarative or procedural objectives” (Marzano, 2013, p. 82).

“A carefully sequenced set of building blocks that students must master en route to a more distant curricular aim” (Popham, 2007, p. 83).
Learning progressions include:

- Learning targets
- Estimated days required for mastery

Develop a Chunked Progression of Targets

<table>
<thead>
<tr>
<th>Target 1</th>
<th>2 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 2</td>
<td>1 Day</td>
</tr>
<tr>
<td>Target 3</td>
<td>2 Days</td>
</tr>
</tbody>
</table>
Now that we know what we want students to know and be able to do...

...how do we know that they know what we want them to know?
Assessments that provide evidence of student achievement for the purpose of making a judgment about (or certifying) student learning

(Chappuis, Stiggins, Chappuis & Arter, 2004)

What do we summatively assess?

• Knowledge and skills (standards)
• Conceptual understanding
When to summatively assess:
- At the conclusion of a lesson cycle
- At the conclusion of a unit
Formatively Assessing Learning Targets

Standard

1. Learning Target 1. Formative Assessment
2. Learning Target 2. Formative Assessment
3. Learning Target 3. Formative Assessment
4. Learning Target 4. Formative Assessment

Lesson Cycle Summative Assessment
**Assessment Examples**

**Standard:** L.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

<table>
<thead>
<tr>
<th>Define:</th>
<th>Identify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• literal language</td>
<td>• literal words and phrases</td>
</tr>
<tr>
<td>• nonliteral language</td>
<td>• nonliteral words and phrases</td>
</tr>
</tbody>
</table>

| Determine the meaning of literal and nonliteral words and phrases as they are used in a text | Students are provided greeting cards with nonliteral phrases on the front. Using strategies for determining the meaning of non-literal words and phrases learned in class, students illustrate the nonliteral message on the front and write and illustrate the literal message on the inside of the card. |
| Distinguish literal from non-literal language | Students are provided sentence stems and asked to complete them using both literal and nonliteral language. |

**Summative:** Students annotate a text by identifying, determining the meaning of, and illustrating literal and nonliteral words and phrases.
C4. Create Summative Assessments

Lesson Cycle

- Target 1: 2 Days
- Target 2: 1 Day
- Target 3: 2 Days

Summative Assessment

Lesson Cycle

- Target 1: 3 Days
- Target 2: 1 Day
- Target 3: 2 Days

Summative Assessment

Lesson Cycle

- Target 1: 1 Day
- Target 2: 1 Day
- Target 3: 2 Days

Summative Assessment

Lesson Cycle

- Target 1: 2 Days
- Target 2: 1 Day
- Target 3: 2 Days

Summative Assessment

Unit

Summative Assessment
What are lesson cycles?

The collection of learning experiences in which students engage as they master content standards.
This section should occur at many points in the framework:

- During the prioritization and clarification of learning targets
- During assessment creation and administration
- During the creation and facilitation of lesson cycles
- After the completion of a unit

Purpose
To promote improvement to the instructional program as a whole
C6. Reflect

- What content standards and program- or mission-related goal(s) did this unit address?
- What thought-provoking questions fostered inquiry, meaning-making, and transfer?
- Was there tight alignment across goals, assessments, and learning?
- What are Learners able to do with the content?

- What facts and basic concepts are students now able to recall and use long-term?
- What discrete skills and processes are students now able to use, with good judgment and on their own?
- Did assessments provide valid evidence of the goals?
- What additional evidence do I need to collect to determine whether goals were achieved?

Adapted from “14 Questions Teachers Should Ask Themselves about that Lesson Plan” (Wiggins, 2016)
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Where does consideration of language and intercultural learning happen in your CIA planning process?</td>
<td></td>
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<tr>
<td>Who is involved in planning language and intercultural learning integration into your CIA?</td>
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<tr>
<td>How are language and culture integrated into your CIA planning and delivery: seamlessly, superficially, or somewhere in between?</td>
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“Think Through Learning” Framework

A

- Determine content standards and outcomes (e.g. language, culture, character education)

B

- Create YAGS that chunk content standards into units

C

C1. Prioritize Content Standards & Determine Unit Big Ideas
C2. Establish Clear Learning Targets
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"Think Through Learning" Framework

**Bilingual Lens**

**A**
- Determine content standards and outcomes (e.g., language, culture, character education)

**B**
- Create YAAGS that chunk content standards into units

**C**
- Prioritize Content Standards & Determine Unit Big Ideas
- Establish Clear Learning Targets
- Develop a Chunked Progression of Targets
- Create Summative Assessments
- Plan & Deliver Lesson Cycles
- Reflect

**Language & Culture**

**Lang. #1**

**Lang. #2**
Option 1: Practical Steps for Language and Culture Integration during Unit Planning

**Phase 1**

- **Step 1**
  - Small group UOI refinement

- **Step 2**
  - C/E Learning Target/Progression Creation

- **Step 3**
  - Summative Assessment Development

**Phase 1 Attendees (Example):**

  1 Chinese Teacher, 1 English Teacher, Instructional Support Staff

**Phase 2**

- **C5**
  - Division Lesson Cycle Development

**Phase 2 Attendees:**

  Grade Level Division Teams (Chinese/English)

**Phase 3**

- **C6**
  - Data Analysis & Reflection

**Phase 3 Attendees:**

  All Grade Level Teachers
Option 2: Practical Steps for Language and Culture Integration during Unit Planning

Phase 1
- Step 1: UOI refinement
- C1
  - UOI refinement
- Step 2: C/E Learning Target/Progression Creation
- C2 & C3
- Step 3: Summative Assessment Development

Phase 2
- C5
  - Division Lesson Cycle Development

Phase 3
- C6
  - Data Analysis & Reflection

Phase 1 Attendees (Example):
Whole Team Planning

Phase 2 Attendees:
- Grade Level Division Teams (Chinese/English)

Phase 3 Attendees:
All Grade Level Teachers
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Clear Standards</th>
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<tbody>
<tr>
<td></td>
<td>Language, Culture Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td>YAAGs</td>
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<tr>
<td></td>
<td>Big Ideas for each unit</td>
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<tr>
<td></td>
<td>Clear Learning Targets</td>
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<tr>
<td></td>
<td>Chunked Progression of Targets</td>
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<td>Reflection</td>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Learning Process aligned with content standards and learning targets</td>
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<tr>
<td></td>
<td>Differentiation</td>
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