A Collaborative ELD Summer School Model
Focusing on LTELEs and Professional Learning

MARCH 28, 2018
ADRIENNE MACHADO, SUSD
CABE
KARIN LINN-NIEVES, SJCOE
Outcomes

To share our replicable demonstration ELD summer school model by addressing how to incorporate:

- professional learning designed to build teacher expertise and leadership to support English learners
- the integration of CCSS ELA and ELD Standards as modeled in the ELA/ELD Framework
- High-leverage literacy practices which accelerate language development and move students across the register continuum
Stockton USD

- LTEL population

  - Target Clientele

- ‘Units of Study’

- ELA/ELD Professional Learning
Collaboration

Multi-year Vision

Year 1

- Professional Learning
  - ELD Standards Institutes
    - ELD Standards + ELA/ELD Framework
    - Administrators & Coaches
  - Demonstration Summer School
    - ELD Standards + ELA/ELD Framework in action
    - Teachers & Coaches

Visitors: Administrators, Coaches, Teachers, Families
Purpose

Teachers learning how to target the specific language needs of Long-Term English Learners (plus those at-risk) + Students experiencing abundant, contextualized opportunities to improve their written and oral language skills using engaging content = Deep learning for both teachers and their students
Outcomes

Teachers:
- Gain a deeper understanding of effective instruction for ELs
- Implement new pedagogical practices applying the ELD standards
- Transfer summer learning into regular classroom practice
- Become instructional leaders to help with district implementation

Students:
- Experience rich instruction and joyful learning
- Find their voice through active participation
- Improve their speaking and writing by working with complex text
- Transfer summer learning into regular classroom practice
Shared Leadership

Logistics
• Site
• Transportation
• Breakfast & Lunch
• Students
  • Permission slips
• Teachers
• Materials

Content
• Topic
• Materials
• Units of Study
• Professional Learning
• Coaching
# Professional Learning

## Pre-service

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3 (1/2 day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teambuilding</td>
<td>Teambuilding</td>
<td>Teambuilding</td>
</tr>
<tr>
<td>Mindset</td>
<td>Unit of Study</td>
<td>Co-Teaching Models</td>
</tr>
<tr>
<td>LTEls</td>
<td>Teaching &amp; Learning Cycle</td>
<td>Day 1 Instruction &amp;</td>
</tr>
<tr>
<td>ELD Standards</td>
<td>Week 1 Instructional</td>
<td>Materials</td>
</tr>
<tr>
<td>ELA/ELD Framework</td>
<td>Sequence</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning Cycle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Month-at-a-Glance

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> We plan and prep for teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2:</strong> We plan &amp; co-prep with teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3:</strong> We co-plan &amp; teachers prep</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26</th>
<th>27</th>
<th>28</th>
<th>29</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4:</strong> Teachers plan &amp; prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OPEN HOUSE**
Text Organization Matrix (TOM)

Keystone Species Report
Professional Learning

Daily 12:30-2:30

Reflect on the day’s teaching and learning—“Successes and Approximations”

Review the upcoming day’s lesson sequence and materials

Model strategies

Plan with grade level team

Discuss Formative Assessment
  ◦ Look at student work
Professional Learning

Sample Agenda—June 23

- Check In
  - Celebratory moments, Visitors: today + tomorrow

- Friday Classroom Visits
  - 9:00-10:00 Teacher A
  - 10:30-11:30 Teacher B

- Anatomy Paragraphs
  - Gallery Walk using Language Analysis Framework

- Bringing the ELD Standards to Life
  - Part II Standards 3-4-5

- Collaborative Planning
  - Instructional Sequence # 3 Keystone Species
Teaching & Learning Cycle
An Apprenticeship Model for Writing

1. Building content knowledge of the topic
2. Learning about the language of text types
3. Jointly constructing texts
4. Independently constructing texts

Spycher & Linn-Nieves, 2014
The Teaching & Learning Cycle: Instructional Sequence #1

**Building content knowledge**
- Quickwrite
- Interactive KWL
- Signal Word + Vocabulary Chart
- Observation Charts
- Give One, Get One
- Video clips
- Pictorial Input
- Note-making
- Noodles
- Close Reading
- Poems/Songs/Chants
- Word Splash

**Learning about the language of text types**
- Text types
- Text Organization Matrix
- Note & Notice SPC
- Verb Charts
- Text Reconstruction
- Text Deconstruction
- Collaborative Sentence Reconstruction
- Running Dictation
- SPC-student generated
- Split Dictation

**Independent Writing**
- Journals
- Independent writing (sentences, paragraphs, poems...)
- Editing using LAF
- On demand writing
- Reflection

**Joint Construction**
- Joint construction of sentences
- Joint construction of paragraphs

1. Building content knowledge of the topic
2. Learning about the language of text types
3. Jointly constructing texts
4. Independently constructing texts

Collaboration + Formative Assessment
Building Content Knowledge of the Topic

Teaching & Learning Cycle - Stage 1

Noodles

Word Splash

Note-making
Learning About the Language of the Text Type

Teaching & Learning Cycle - Stage 2

Can-Have-Are Charts

Student-generated

Collaborative Sentence Reconstruction

Text-generated

Split Dictation

Sentence Unpacking
Jointly Constructing Texts

Teaching & Learning Cycle - Stage 3

A keystone species is a plant or animal that plays a very important role in the way its ecosystem works. Each species in an ecosystem depends on each other. If a keystone species dies, the ecosystem would be dramatically affected or may not exist any more.

There are many different interesting body parts on the bee. The sensitive, thin antennae have thousands of tiny sensors that help the bee detect the nectar dries up. The bee's tongue is long enough to reach into the hive's cells and lap up honey. The bee also has six legs with six parts each but it's one has a different role, for example, the forward legs clean the antennae. All bees have stingers except for the drone. They defend themselves by stingling at or which they die. In conclusion, a bee's anatomy is extremely complex.

The forager bees cross the tongue to transfer nectar into the hive. The bees use a special tongue to lap up honey. The tongue is long and very narrow. The bees also split the nectar dries up and rinse it in order to ripen the nectar. They flap their wings to the hive, the honey becomes easier to live with and now it is ready for the bees to eat.
Independently Writing Texts

Teaching & Learning Cycle - Stage 4

Journals

Reports

Can-Have-Are

Diamante Poems
Sample Instructional Day

Instructional Sequence # 1  Day Two

**Building Content Knowledge**
- Signal Word

**Teaching the Language of the Text Types**
- Text Puzzles from *Give One, Get One*

**Building Content Knowledge**
- Noodles from text
- Note-making - Add to TOM

**Teaching the Language of the Text Types**
- Collaborative Sentence Reconstruction
- Unpacking a sentence, Sentence Combining

**Jointly Constructing Texts**
- Using Noodles  *(Task: VIDEOCLIP at least 2 students to analyze during PL)*

**Independent Writing**
- Journals
Highlights

Weekly Partner Classes

Coaching Component

School Tours

**Demonstrations**
- One observes, then models for co-teacher

**2 Teachers**
- Coach each other

**Daily walkthroughs**
- “Just in time”
- Address during afternoon PL
Open House & Local Media
Pre and post
On Demand Writing

Sea Otters

Write what you know about sea otters.

Sea Otters

In the wild, sea otters are essential to their ecosystem. They feed on shellfish, crabs, and other sea creatures. They are known for their unique ability to store nuts in their cheek pouches to eat later. Sea otters are also known for their distinctive white fur, which is harvested for use in clothing and other goods. They are threatened by pollution and habitat loss, making conservation efforts crucial.

Bees

Write what you know about bees.

Bees

Bees are crucial for pollination, aiding in the reproduction of many plants. They are known for producing honey, which is a sweet, golden liquid produced by bees as a food source. Bees are also known for their sting, which is a defense mechanism against predators. Conservation efforts are necessary to protect bee populations, as they are threatened by habitat loss and pesticides.

Bees

These are the results of bees. They are important for pollination, which helps plants produce seeds and fruit. Bees also produce honey, a sweet and nutritious substance. It is important to protect bees and their habitats to ensure the continued existence of these important creatures.
Pre and post

Teachers

❖ **Current Practices:**
Sentences frames, TPR, pictures, SDAIE, frontload vocabulary, brainstorming, graphic organizers, choral reading, repetition, connect to prior knowledge, modeling

❖ **Want to know more:**
How to combat learned helplessness, how to make units interesting, how to quickly exit from ELD, how to motivate students, ELD standards, teaching writing, understand how kids become LTELs, what strategies to use and when

❖ 19/20 teachers rated these items “Greatly”
• Have you grown professionally?
• Are you better prepared to teach ELs?
• Has your knowledge of the ELA/ELD Framework and ELD Standards expanded?

❖ 20/20 could articulate
• what their students struggled with and had ideas of what to do about it
• specific ways each student’s language had improved...
Professional Learning

Follow Ups
October 31
Reunited 🎵
Teambuilder
Classroom Practice
ELPAC
Intro
TLC
1st grade vignette
Units of Study

December 14
Together at last! 🎵
Teambuilder
Classroom Practice
ELPAC
Write an item
TLC
3rd grade vignette
Units of Study

February 7
Last Dance 🎵
Teambuilder
Classroom Practice
ELPAC
SAP + WAI
TLC
Gibbons text
Units of Study

Units of Study
Spillover at Spanos
Lessons Learned

- Timeline
- Materials
- Strategy Overload
- Co-teaching
- Publicity
Next steps – Summer 2018

Expand to K-12
- Combine with Migrant
- 9-12 ELA/ELD Credit Recovery

New units of study

More students & teachers

Cadre of teacher leaders

ELPAC + NGSS
Thanks for joining us...come visit!

Adrienne Machado  
Director, Language Development Office  
Stockton USD  
amachado@stocktonusd.net

Karin Linn-Nieves,  
Director, Language & Literacy  
San Joaquin COE  
klinnnieves@sjcoe.net