B.E.L.I.E.F.
Blueprints for Effective Leadership and Instruction for our English Learners’ Future
Briefly introduce yourselves, then share:
What are some synonyms for or words you relate to belief?
Where can we find the B.E.L.I.E.F. Modules?

http://ccsesa.org/committees/cisc/cisc-public-resources/

Scroll down the resources and click on

BLUEPRINTS FOR EFFECTIVE LEADERSHIP AND INSTRUCTION FOR OUR ENGLISH LEARNERS’ FUTURE (B.E.L.I.E.F.)
Today’s Essential Question

How might the B.E.L.I.E.F. modules help facilitate leadership around a comprehensive ELD program?
Our Session Outcomes

Participants will:

• Explore B.E.L.I.E.F. Module content
• Gain an understanding of how B.E.L.I.E.F. might be used to lead a comprehensive ELD program
• Experience professional learning that can be transferred to your staffroom and the classroom
What Makes B.E.L.I.E.F. unique?

- Intended audience
- Approach
- Scope
- Needs of CA schools
- Customization & differentiation
- Transfer of practice
B.E.L.I.E.F. Modules

Blueprints for Effective Leadership and Instruction for our English Learners’ Futures

0. ELD Foundations
1. Integrated & Designated ELD
2. Systems for EL Programs
3. What ELD Looks & Sounds Like
4. Monitoring EL Progress
5. Continuous Refinement of EL Programs
6. Meeting Diverse Needs
In every module you will find...

1. Essential Question
2. Session/Section Outcomes
3. The Big Five of ELD
4. Reflection
You Are Here

- Module 0: Laying the Foundation
- Module 1: Framing the Context for Instruction
- Module 2: Building up the Frame
- Module 3: Constructing Instruction
- Module 4: Inspecting the Program
- Module 5: Walkthrough and Finishes
- Module 6: Personalizing the Program
Start Here:

Blueprints for Effective Leadership and Instruction for Our English Learners’ Futures (B.E.L.I.E.F.)

Self Pre-Assessment Tool

Directions:
Examine the Learning Targets for each module below and consider your understanding of the module objectives, listed as ‘Participants will...’ statements. Based on your responses, determine the modules to explore to best meet your needs.

Module 0: Laying the Foundation
This module will explore the foundations of a comprehensive ELD program. Please reflect on the following statements and rate your abilities in each area. Reflect upon your self-rating to determine if you will begin with this module.

Essential Questions: Why is ELD important? What is new in English language development?
Participants will:
☐ explain the shifts in ELD instruction in California’s ELA/ELD Framework.
☐ identify the components of a comprehensive ELD program.
☐ summarize key ideas about ELD instruction as described in the ELA/ELD Framework.

Module 1: Framing the Context for Instruction
This module will explore key components of integrated and designated ELD. Please reflect on the following...

...
You Are Here

- Module 0: Laying the Foundation
- Module 1: Framing the Context for Instruction
- Module 2: Building up the Frame
- Module 3: Constructing Instruction
- Module 4: Inspecting the Program
- Module 5: Walkthrough and Finishes
- Module 6: Personalizing the Program
Module 0:
Laying the Foundation

What’s new in ELD and why is it important?
Educational Imperatives

Moral Obligation
• Do we believe that all students can and will learn in our district/school?

Professional Obligation
• Provide equitable access to instruction for all students.

Legal Obligation
• “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education...”

*Lau v. Nichols, U.S. Supreme Court, 1974*
CA ELA/ELD Framework: Circles of Implementation

...the *ELA/ELD Framework* forms the basis for **remodeling** our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication

*CA ELA/ELD Framework* (2015), Ch. 1, Fig. 1.2
A Comprehensive Approach to ELD

... a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual ELs and a persistent belief that all ELs can achieve the highest levels of academic and linguistic excellence.

CA ELA/ELD Framework (2015), Ch. 2. p. 119
EL Roadmap

The Vision:

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

https://www.cde.ca.gov/sp/el/rm/roadmapinfosheet.asp
CA EL Roadmap: Four Principles

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems
B.E.L.I.E.F. Modules

Blueprints for Effective Leadership and Instruction for our English Learners’ Futures

Principle #1

1. Integrated & Designated ELD

Principle #2

2. Systems for EL Programs

Principle #2

3. What ELD Looks & Sounds Like

Principles #3, 4

4. Monitoring EL Progress

Principles #2, 3

5. Continuous Refinement of EL Programs

Principles #3, 4

6. Meeting Diverse Needs

Principles #1, 2, 3, 4
Module 3:
Constructing Instruction
What does high-quality Integrated/Designated English Language Development look and sound like?
Essential Questions
What is high-quality ELD?
What does an integrated ELD classroom look and sound like?
What does a designated ELD classroom look and sound like?
How can I support teachers in ELD implementation in both designated and integrated settings?

Session Outcomes
Participants will:
- describe a high-quality ELD lesson for both integrated and designated ELD.
- prepare to engage their staff in defining and implementing integrated and designated ELD.
- prepare to monitor and support high-quality implementation of ELD in their schools.
- prepare to provide feedback to their staff to refine services for English learners.
1. Standards for ELD are utilized in tandem with other standards across the disciplines for all English learners.
2. English learners are engaged in meaningful interaction & learning about how English works.
3. English language proficiency needs are targeted.
4. Daily comprehensive ELD instruction is provided for all ELs.
5. Supportive, respectful, culturally responsive context for learning is guaranteed.
So, how is Integrated ELD different than “just good instruction”?

Yes, it does require great teaching, *AND* our ELs need more specific language instruction.

Integrated ELD...
- Is focused on precise language goals in connection to content learning.
- Requires the teaching of ELD Standards.
- Occurs in all content areas.
  - It’s *not* ELD unless you’re teaching the ELD Standards.
What Do We See and Hear?

Link to Video Choices

- Each person at your table, select an ELD video and watch for 10 minutes: *Feel free to fast forward if needed.*
- Take notes using a T-chart.

Guiding Questions:
1. What language skills are being taught, modeled, and practiced?
2. How are students engaged in language production?
3. What strategies and scaffolds are being used?
4. How are students engaged in meaning making, language development, effective expression and content knowledge, and English foundational skills?
5. What ELD standards are being integrated into the lesson?
4th Grade Science

Integrated ELD
What Do We See and Hear?

**Link to Video Choices**

- Each person at your table, select an ELD video and watch for 10 minutes: *Feel free to fast forward if needed.*

- Take notes using a T-chart.

**Guiding Questions:**

1. What language skills are being taught, modeled, and practiced?
2. How are students engaged in language production?
3. What strategies and scaffolds are being used?
4. How are students engaged in meaning making, language development, effective expression and content knowledge, and English foundational skills?
5. What ELD standards are being integrated into the lesson?
## Essential Features of ELD

<table>
<thead>
<tr>
<th>Designated ELD</th>
<th>Integrated ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual Quality</td>
<td>1. Intellectual Quality</td>
</tr>
<tr>
<td>2. Academic English</td>
<td>2. Academic English</td>
</tr>
<tr>
<td>3. <strong>Extended Language Interaction</strong></td>
<td>3. <strong>Interactive and Engaging</strong></td>
</tr>
<tr>
<td>4. Focus on Meaning</td>
<td>4. Focus on Content Knowledge</td>
</tr>
<tr>
<td>5. Focus on Forms</td>
<td>5. Focus on Integration</td>
</tr>
<tr>
<td>6. Planned and Sequenced Events</td>
<td>6. Planned and Sequenced Events</td>
</tr>
<tr>
<td>7. Scaffolding</td>
<td>7. Scaffolding</td>
</tr>
<tr>
<td>10. Formative Assessment Practice</td>
<td>10. Formative Assessment Practice</td>
</tr>
</tbody>
</table>

---

2018 B.E.L.I.E.F. Module 3
## What Would We Include When Considering Designated ELD?

### Essential Features of Designated ELD Instruction

<table>
<thead>
<tr>
<th>Feature 1</th>
<th>Feature 2</th>
<th>Feature 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies</td>
<td>Resources</td>
<td>Evidence of Effective ELD Instruction</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Indirect Instruction</td>
<td>Formative Feedback</td>
</tr>
<tr>
<td>Assessment and Evaluation</td>
<td>Monitoring and Reporting</td>
<td>Adaptation and Adjustment</td>
</tr>
</tbody>
</table>

### Resources: Features of Integrated ELD Instruction

<table>
<thead>
<tr>
<th>Resource 1</th>
<th>Resource 2</th>
<th>Resource 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Technology</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Planning and Scheduling</td>
<td>Instructional Design</td>
<td>Collaboration and Communication</td>
</tr>
</tbody>
</table>

---

---

---
### Reflection - Module 3 Excerpt

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities and Strategies</th>
<th>Thoughts/Reflection</th>
<th>How will I use this new learning with my staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a high-quality ELD lesson for both integrated and designated ELD.</td>
<td>Collaborative Video Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Column Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Padlet (group synthesis)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essential Features with A/B partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 6: Personalizing the Program
How do we meet the diverse needs of English learners?
“The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.”

https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp
Module 6 Essential Questions

- How do we meet the diverse needs of English learners?
- How might we design a learning environment that works for every English learner?

How are we differentiating to address the distinct needs of subsets of English learners?

- Inquiry Topics -

Newcomers  Long-term English learners  EL students with disabilities (Fall 2018)  Other EL student groups
Meeting the Needs of Long Term English Learners
Long-term English Learners

Section Questions
- What are the characteristics of Long Term English Learners?
- What factors contribute to students becoming LTEls?
- What are the unique needs of LTEls and how can we address those needs?

Section Outcomes
Participants will:
- Define “Long Term English Learners” and describe their characteristics.
- Consider factors that may contribute to LTEL status.
- Identify the unique needs of LTEls and explore effective methods of meeting those needs.
Form groups of three and number off 1-3
Read the typology that corresponds to your number
Share typologies and discuss commonalities and differences
**Definition: Long-term English learner**

1. Enrolled in grades 6 to 12
2. Enrolled in a U.S. school for six or more years
3. Remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level
4. For students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

Also note: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

See Ed.Code 313.1
Who Are Our LTELs?

- Have distinct language issues
- Often want to attend college despite gaps in academic preparation
- Develop habits of non-engagement, passivity and invisibility in school
- Sometimes discouraged and tuned-out; at risk of dropping out

Meeting the Unique Needs of Long Term English Language Learners, Laurie Olsen, published by National Education Association
Meeting the Unique Needs of Long Term English Language Learners, Laurie Olsen, published by National Education Association
Consider all you’ve learned or re-learned about Long-term English learners, then:

- Join a discussion partner.

- Partner A & B take turns sharing a word or short phrase that reflect the characteristics of Long-term English learners
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Activities and Strategies</th>
<th>Thoughts/Reflection</th>
<th>How will I use this new learning with my staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore new B.E.L.I.E.F. Module 6 content</td>
<td>LTEL Typology Triad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Long-term English learners)</td>
<td>Rally Robin Debrief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Essential Question

How might the B.E.L.I.E.F. modules help facilitate leadership around a comprehensive ELD program?
I stopped believing for a little while this morning. Journey is gonna be so upset.

Don’t stop BELIEFIN’
Q & A
Contributing Authors

Kathy Condren, Madera County Office of Education
Cathy Cornejo, Riverside County Office of Education
Jorge Cuevas-Antillón, San Diego County Office of Education
Mathew Espinosa, Santa Clara County Office of Education
Karin Foster, Orange County Department of Education
Denise Harshman, Ed.D., Orange County Department of Education
Molly McCabe, Ed.D., Riverside County Office of Education
Jennifer McAuley, Mendocino County Office of Education
Pamela McGee, Fresno County Office of Education
Alesha M. Ramírez, Tulare County Office of Education
Sofia Sorensen, Santa Cruz County Office of Education
Pamela Spycher, WestEd
Yee Wan, Ed.D., Santa Clara County Office of Education
Armando Zúñiga, Loyola Marymount University-Center for Equity for English Learners

Special recognition to Lucy Pearson-Edwards, Lisa Gilbert & Charlene Stringham
Where can we find the B.E.L.I.E.F. Modules?

http://ccsesa.org/committees/cisc/cisc-public-resources/

Scroll down the resources and click on BLUEPRINTS FOR EFFECTIVE LEADERSHIP AND INSTRUCTION FOR OUR ENGLISH LEARNERS’ FUTURE (B.E.L.I.E.F.)