A Collaborative ELD Summer School Model with Robust Professional Learning

MARCH 2019

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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 using science informational texts
Target Clientele
- TK-2 ELs
- 3-8 LTELs and At-risk for LTELs
- 9-12 LTELs and Newcomers

‘Units of Study’

ELA/ELD Professional Learning

TK-8 NGSS Environmental Literacy
# Collaboration: A Multi Year Vision

## Year 1
- **ELD Standards Institutes**
  - Administrators
- **Demonstration Summer School**
  - *Sea Otters (3-5)*
  - *Honeybees (6-8)*

## Year 2
- **ELD Standards Institutes**
  - Coaches
- **Demonstration Summer School**
  - *Wolves (TK-2)*
  - *Salmon (3-8)*
  - *Feminism (9-12)*
- Dual Programs
- Close Reading
- Writing Across Text Types
- Argument Writing
- HS ELD Unit of Study

## Year 3
- **ELD Standards Institutes**
  - Teachers
- **Demonstration Summer School**
  - *Fairy Tales +NGSS (TK-2)*
  - *Plastic Pollution (3-8)*
  - *ERWC (9-12)*
- Dual Programs
- Close Reading
- Writing Across Text Types
- Argument Writing
- HS ELD Unit of Study
- Interactive Read Alouds
  - *Cadillac Coaches Model*
- EL Task Force
- ELPAC in the Classroom
Purpose

Teachers learn how to target the specific language needs of their English learners + Students experience abundant, contextualized opportunities to improve their written and oral language skills using engaging science content = Deep learning for both teachers and their students
Learning Targets

**Teachers:**
- Gain a deeper understanding of effective instruction for ELs
- Implement new pedagogical practices applying the ELD standards to science informational text
- 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 science informational text
- Transfer summer learning into regular classroom practice
# Shared Leadership - Macro

## Logistics - SUSD
- Site
- Transportation
- Breakfast & Lunch
- Students
  - Permission slips
- Teachers
- Materials

## Content - SJCOE
- Topic
- Materials
- Units of Study
- Professional Learning
- Coaching
Shared Leadership - Micro

TK-2
Maria Lazaro - SUSD
Kathe Gonsalves - SJCOE

3-8
Adrienne Machado-SUSD
Karin Linn-Nieves - SJCOE

9-12
Erika Bracamontes - SUSD
Karin deVarennes – SJCOE

Wolves as a keystone species and stewardship
Interactive Read Alouds

Salmon as a keystone species and stewardship

We Should All Be Feminists
Professional Learning

3 Pre-service Days

DAY ONE AGENDA (Everyone)

Outcomes for summer school
  Teachers + Students

Introductions & Growth Mindset

ELA/ELD Framework & ELD Standards Overview

Teaching & Learning Cycle Overview
  Gibbons Text

Highlights from Summer 2017

Homework for June 2nd
Homework

Give it a go!
Try out something with students

Read
Wolves: *Wolf!* by Becky Bloom and *Wolves* by Michael George
Salmon: *Salmon* by Barbara Hodge + *The Life Cycle of a Salmon* by Bobbie Kalman
Feminism: *We Should All be Feminists* by Chimamanda Ngozi Adichie

◦ Wolves - C-1
◦ Salmon - A-2
◦ Feminism - LDO office upstairs
Graffiti Wall

Start familiarizing yourself with your topic by learning some facts

Wolves

Salmon

Feminism + Chimamanda Ngozi Adichie

Share your new information...
### 3-8 Month-at-a-Glance-ish

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<thead>
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<tbody>
<tr>
<td><strong>Week 1:</strong> We plan and prep for teachers</td>
<td><img src="image" alt="Description/Anatomy" /></td>
<td><img src="image" alt="Life Cycle" /></td>
<td><img src="image" alt="Human Impact" /></td>
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<td><strong>Week 2:</strong> We plans &amp; co-prep with teachers</td>
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<td><strong>Week 3:</strong> We co-plan &amp; teachers prep</td>
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<td>27  <strong>OPEN HOUSE</strong></td>
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<tr>
<td><strong>Week 4:</strong> Teachers plan &amp; prep</td>
<td><img src="image" alt="Human Impact" /></td>
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*Note: The table includes placeholders for various topics and activities.*
### 3-8 Text Organization Matrix (TOM)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Organization</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive Week 1</strong>&lt;br&gt;Write a descriptive paragraph about salmon: What are Salmon</td>
<td>General statement/classification statement&lt;br&gt;Facts/details about the topic (Whole to part)&lt;br&gt;Order not important</td>
<td>Densely packed sentences: long noun phrases&lt;br&gt;Verbs: timeless present tense&lt;br&gt;doing verbs (migrate, spawn)&lt;br&gt;Vocabulary: domain specific and general academic&lt;br&gt;Text connectives (that...)&lt;br&gt;Adverbials (adjectives + prepositional phrases)</td>
</tr>
<tr>
<td><strong>Explanatory Week 2</strong>&lt;br&gt;Write a sequential explanation of the salmon life cycle</td>
<td>Description&lt;br&gt;Sequential explanatory sequence&lt;br&gt;Chronological order</td>
<td>Densely packed sentences: long noun phrases&lt;br&gt;Verbs: timeless present&lt;br&gt;Sequential text connectives (First, Soon after, In the spring...)&lt;br&gt;Vocabulary: domain specific and general academic</td>
</tr>
<tr>
<td><strong>Explanatory Week 3</strong>&lt;br&gt;Write a causal explanation of the impact humans have on salmon</td>
<td>Description&lt;br&gt;Causal explanatory sequence&lt;br&gt;Cause/Effect</td>
<td>Densely packed sentences: long noun phrases&lt;br&gt;Verbs: timeless present&lt;br&gt;Causal text connectives (when, due to, so)&lt;br&gt;Vocabulary: domain specific and general academic&lt;br&gt;Nominalization: Verbs turned into nouns (destroy—destruction)</td>
</tr>
<tr>
<td><strong>Argument Week 4</strong>&lt;br&gt;Write a letter to the editor about how to save/protect salmon</td>
<td>Statement/claim&lt;br&gt;Supporting arguments&lt;br&gt;Details&lt;br&gt;Reaffirmation</td>
<td>Text connectives &amp; conjunctions (in addition, as a result, furthermore)&lt;br&gt;Modal verbs (can, should, must)&lt;br&gt;Evaluative language (necessary, deserve, safer)&lt;br&gt;Citation phrases (according to, states, found)</td>
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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
Teachers are at their best when they routinely collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties.
Our Motto

I embrace the imperfections and celebrate them.

Keisha

MISTAKES ARE PROOF THAT YOU ARE TRYING

imperfection is the new perfection

There's no need to be perfect to inspire others. Let others get inspired by how you deal with your imperfections.

www.livelifehappy.com

Mistakes are

Expected
Respected
Inspected
and Corrected
Turn & Talk

How similar or different is this from how summer school is set up in your district?
Sharing Our Work - Univisión

Niños de Stockton aprovechan el verano para practicar inglés

http://uni.vi/Ovma10172Mi
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, Week One

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

**Learning about the text type**
- Text types
- Text Organization Matrix
- Note & Notice SPC
- Verb Charts
- Text Deconstruction
- Collaborative Sentence Reconstruction
- Running Dictation
- Split Dictation
- Content Links

1. **Building content knowledge of the topic**
   - Collaboration + Formative Assessment

2. **Learning about the language of text types**

3. **Jointly constructing texts**

4. **Independently constructing texts**

**Independent Writing**
- On demand writing
- Journals
- Independent paragraph writing
- Editing using LAF

**Joint Construction**
- Joint construction of sentences
- Joint construction of paragraphs
Building Content Knowledge of the Topic
Teaching & Learning Cycle - Stage 1
TK-2 Wolves

Songs & Chants

Noodles (Notes + Doodles)

Key Vocabulary Chart

- **species**: A group of plants or animals that have many things in common
- **gray wolf**: A wolf with a smooth coat
- **canids**: There are two main species: the gray wolf and the red wolf
- **camouflage**: A way of hiding by looking like the natural background
- **red wolf**: The animal that is eaten by a predator
- **prey**: The animal that is eaten by a predator
- **ecosystem**: The gray wolf's ecosystem includes plants, animals, and other things in the forest or more
Building Content Knowledge of the Topic

Teaching & Learning Cycle - Stage 1
3-8 Salmon

Songs & Chants

Salmon Life Cycle Song

First I was an egg, I was petrified
In a gravel redd, 3,000 brothers by my side
It’s nice and safe here in the dark
‘Cause I’m just so sensitive
But I’ll grow stronger, gonna show you how to live
Gotta watch your back, lot of dangers here…
Like changing temperatures and silt and floods and predators we fear!
Gotta wait about 3 months and then I’ll hatch and grow
Into an alevin… I’m not just an embryo!

https://www.youtube.com/watch?v=qV30UZ9aF04

Noodles (Notes + Doodles)

Key Vocabulary Chart
Building Content Knowledge of the Topic

Teaching & Learning Cycle - Stage 1

9-12 Feminism

Pictorial Input Chart

Chimamanda Ngozi Adichie
Learning About the Language of the Text Type

Teaching & Learning Cycle - Stage 2
TK-2 Wolves

Collaborative Sentence Reconstruction

POS Pictorial

Can-Have-Are Chart

Author’s Purpose
Learning About the Language of the Text Type

Teaching & Learning Cycle - Stage 2
3-8 Salmon

Text Connectives

Split Dictation

Sentence Unpacking

Salmon are a _________ of fish. They live in North America, Europe, and Asia. _________ salmon migrate just two times in their lives. _________, they travel from the freshwater streams where they were born to the ocean. _________ as adults, they migrate back to their natal streams to have babies. _________ salmon travel hundreds or thousands of miles on these journeys.
Learning About the Language of the Text Type

Teaching & Learning Cycle - Stage 2
9-12 Feminism

Sentence Unpacking

Language Features of Argumentative Text

- **Feminism** may be motivated by the beliefs that feminist theories of patriarchy and disadvantages suffered by women in society are imperfect or exaggerated; that feminism as a movement encourages misandry and results in harm or oppression of men; or driven by gender oppression towards women’s rights. People who believe in equal rights for men and women might be partial, driven, or directed by the thought that feminist views shape men getting to do what they want.

Anti-feminists believe that women be or make believe about their lives.
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 an ecosystem works. Species depend on each other. If a keystone species dies, it would be dramatically or may not exist anymore.

Chimamanda Ngozi Adichie was born in Nigeria on September 30, 1977. Nigeria is a wealthy country. She attended school for medicine in Nigeria, then she immigrated to the US and graduated from school in Pennsylvania. She then practiced law and writing in Nigeria. She is a writer and a successful writer. Through her novel, she broke the gender stereotype. Finally, she is well-known as a novelist.

Salmon: Salmon are a keystone species that are an important part of life on Earth. Salmon are fish that can glide through the water because they have streamlined bodies. There are five main types of Pacific salmon: Chinook, Coho, Pink, Silver, and Sockeye. Kings and Chums. Salmon have red eyes and are strong, graceful fish. They live in cold rivers, where they lay eggs. When the eggs hatch, they enter the ocean. They return to the river where they reproduce. Finally, they return through the lifecycle again.
Independently Writing Texts

Teaching & Learning Cycle - Stage 4
Sample Instructional Sequence using the TLC
Grades 3-8 - Day 1

**Building Content Knowledge**
- Close Read

**Teaching the Language of the Text Types**
- Notice & Note (SPC)
- Split Dictation
- Can-Have-Are Chart

**Jointly Constructing Texts**
- Sentence Combining through Joint Construction

**Independent Writing**
- Journals
On demand writing – 3 weeks later...

- can leap up waterfalls
- have fins for swimming
- have backbones
- are strong
- are covered with scales
- glide through the water

Salmon can leap up waterfalls and have fins for swimming. Salmon have excellent vision but have no eyelids. Salmon have a yolk sac but have no eyelids. Salmon have backbones that are strong. Salmon can make a redd with their caudal fin, so they can lay 2,600 eggs. Salmon are covered with scales that protect their body. Salmon have fins for swimming that help them glide through the water. Salmon have sharp teeth and they...
Ponder & Process

How does this model compare to the curriculum, instruction and professional learning used during your summer school?

How does this type of instruction support English language and science content learning?
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
Sharing Our Work

Open House

Local Media

Published
Pre and post
On Demand Writing

Sea Otters

Write what you know about sea otters.

[Student's writing]

Bees

Write what you know about bees.

[Student's writing]
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Overall Improvement (Including: Purpose, Organization &amp; Structure, Expanding, Connecting and Condensing Ideas, Sophisticated Vocabulary, Spelling and Punctuation)</th>
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<td>53%</td>
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Result #1.
There was a significant rise in the frequency of **Language Acquisition Instructional Strategies** used when teachers receive **TLC Professional Learning and Support**.

Result #2.
There was a significant rise in the opportunities for **EL Oral Production and Writing** when their teachers receive **TLC Professional Learning and Support**.

Result #3.
There was significant rise in teachers’ perception of their **Effectiveness as an ELD Teacher** after receiving **TLC Professional Learning and Support**. White (2019).
Professional Learning

Follow Up Days

- What Kind of Teacher

- Summer School 2018

- EL Roadmap

- Teaching & Learning Cycle

- ELD Standards Part II

- Units of Study

- Reunion # 2 – December 13
Lessons Learned

- Timeline
- Materials
- Strategy Overload
- Co-teaching
- Full attendance
Next steps – June 2019

Create new units of study:

- TK-2 Fairy Tales + NGSS
- 3-8 Plastic Pollution + NGSS
  - Teaming up with Stockton’s Science Department
- 9-12 ERWC Module
- More explicit ELPAC links

Targeted teachers
- Coaches

Student tutors
- Reclassified

Add after school math
- Migrant students
  - Teaming up with SJCOE’s Math Department
Reflect & Respond

What are some takeaways that you can apply to your context?

Professional Learning

Enrichment Model

Units of Study

Complex Science Texts

ELD Standards

Focus on Writing

Collaboration + Language Awareness

LTDLs + At-risk

Demonstrations & Coaching

2 Teachers per Classroom
Thanks for joining us...come visit in June!

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