A Demonstration ELD Summer School Model focusing on LTELs and professional learning

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CISC

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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
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>
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<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; Materials</td>
</tr>
<tr>
<td>ELD Standards</td>
<td>Week 1 Instructional Sequence</td>
<td></td>
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<tr>
<td>ELA/ELD Framework</td>
<td></td>
<td></td>
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<tr>
<td>Teaching &amp; Learning Cycle</td>
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</tbody>
</table>
# Month-at-a-Glance

<table>
<thead>
<tr>
<th>Week 1: We plan and prep for teachers</th>
<th>Week 2: We plan &amp; co-prep with teachers</th>
<th>Week 3: We co-plan &amp; teachers prep</th>
<th>Week 4: Teachers plan &amp; prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
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</table>

- **General Information**
- **Anatomy**
- **Keystone/Ecosystem**
- **Human Impact/Stewardship**

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**OPEN HOUSE**

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## Text Organization Matrix (TOM)

### Keystone Species Report

<table>
<thead>
<tr>
<th>General Information</th>
<th>Anatomical Features That Help Species Survive</th>
<th>Keystone Species and Role in Ecosystem</th>
<th>Human Impact and Stewardship</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Enhydra lutris</em></td>
<td>body cylindrical, moves in water with ease,</td>
<td><em>A sea otter is a Keystone species</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>drog body on land.</td>
<td>without sea otters, the sea otters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>leoogle ears, huge lungs, help from oxygen</td>
<td>travel and take over the ecosystem.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sensitive whiskers help from smell</td>
<td>*Sea otters play a big role in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are the smallest mammals in cold waters of</td>
<td>keeping the edge forest healthy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Pacific Ocean, off the coasts of U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>arm have 35 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 species</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>They have one baby or 2 twins.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sea otters are a keystone species without sea otters, the sea otters travel and take over the ecosystem. *Sea otters play a big role in keeping the edge forest healthy.*
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

1. Building content knowledge of the topic
   - 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

2. Learning about the language of text types
   - Collaboration + Formative Assessment

Independent Writing

3. Jointly constructing texts
   - Journals
   - Independent writing (sentences, paragraphs, poems...)
   - Editing using LAF
   - On demand writing
   - Reflection

4. Independently constructing texts
   - Journals
   - Independent writing (sentences, paragraphs, poems...)
   - Editing using LAF
   - On demand writing
   - Reflection

Joint Construction

3. Jointly constructing texts
   - Joint construction of sentences
   - Joint construction of paragraphs

Learning about the text type

- Text types
- Text Organization Matrix
- Note & Notice SPC
- Verb Charts
- Text Reconstruction
- Text Deconstruction
- Collaborative Sentence Reconstruction
- Running Dictation
- SPC-student generated
- Split Dictation

Unit of study: Keystone species
Text Type: Informational
Writing goal(s): Gen info paragraph
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

Collaborative Sentence Reconstruction

Split Dictation

Student-generated

Text-generated

Sentence Unpacking
Jointly Constructing Texts

Teaching & Learning Cycle - Stage 3
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

<table>
<thead>
<tr>
<th>Weekly Partner Classes</th>
<th>Coaching Component</th>
<th>School Tours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Demonstrations</strong></td>
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<tr>
<td></td>
<td>• One observes, then models for co-teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2 Teachers</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Coach each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Daily walkthroughs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Just in time”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Address during afternoon PL</td>
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</tbody>
</table>
Open House & Local Media

Welcome Families of our Sea Otter Experts!
- Ask your child to show you:
  - The Room: Signal Words, Observation Charts, TOMs, Notice & Note, Sea Otter Anatomy, Posters, Our Paragraphs, Life Cycle
  - Your Journal: All of your Sea Otter information
  - Your Commercial
Pre and post
On Demand Writing

Sea Otters

I learned about sea otters that are native to northwestern North America. They live along the coast of British Columbia, Alaska, and parts of Russia. Sea otters are one of the largest species of otters and are excellent swimmers. They are not very fast on land, but they can swim up to 28 miles per hour. Sea otters live in the Northern Pacific Ocean in shallow coastal waters. They give birth to their pups. Every adult in the scientific name that means the sea otter has a long tail that helps them hold on the water. They are built like the otters of the help of the

Bees

Write what you know about bees.

Sea Otters
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
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...
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!

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