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A Groundbreaking Framework

for Raising Expectations and Instructional
Rigor for English Language Learners

Council of the Great City Schools

Hunt Institute| December 17, 2014

Council of the
Great City Schools

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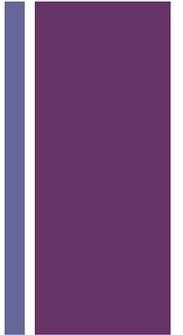
In this session, we will …

- Discuss the need for increased rigor & expectations for ELLs

- Become familiar with a new *ELD 2.0 Framework* that responds to this need

- Learn about related projects: Professional Development and Improving Instructional Materials

ELLs in the Council of the Great City Schools and in the Nation

CGCS: over 1.2 million English Language Learners (ELLs), or about 26 percent of the nation's total, and 400,000 teachers. (ELLs in America's Great City Schools, 2013)

The nation: 74% of schools in the nation enroll at least one ELL, ranging from 94% of schools in CA to 22% in Montana. (NCES 2011-12 SASS, U.S. Dept. of Education)

*The academic success of ELLs is critical
to the success of our urban school districts
and to the nation as a whole.*

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ELLs and Common Core: Challenge and Opportunity

- **Challenge** —additional strategic instructional shifts
  - ✓ In ELL programs and services
  - ✓ In expectations for ELLs

- **Opportunity** — rigorous new standards also apply to ELLs
  - ✓ Language figures prominently in new standards
  - ✓ Renewed commitment to equity for ELLs

Meeting the Challenge: Upgrade ELD to ELD 2.0

- **Upgraded Vision** – to accelerate academic English language development and access to rigorous, grade-level instruction in all content areas.

- **Upgraded Framework** - for raising expectations and instructional rigor for ELLs

Building ELD 2.0 — Embracing Diversity and Reaching Consensus

- **Diversity** of ELLs and educational settings:
  - ELLs are a diverse group
  - English Language Development is defined differently
  - Instructional delivery varies
  - Use of native language varies

Building ELD 2.0 — Embracing Diversity and Reaching Consensus
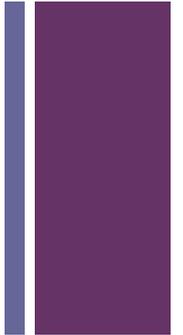
- **Consensus** around two overarching goals:
  - ELLs must achieve Common Core/new standards
  - ELLs must achieve high levels of English and academic language proficiency

Shared Responsibility

EVERYONE shares responsibility and takes ownership for developing discipline-specific content knowledge and academic language proficiency for ELLs.

Expectations for ELLs:
A Cornerstone of ELD 2.0

Theory of Action — Page 3

We believe –

ELLs are capable of engaging in complex thinking, reading, and engaging with complex text (reading and writing).
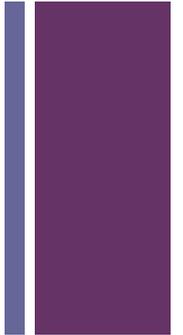
Classroom Examples: Elementary

Name_____ Date__10 2015__

Choose one new vocabulary word. Illustrate the word to show what it means and then use it in a sentence.

mutualism, search, (torment,) warn
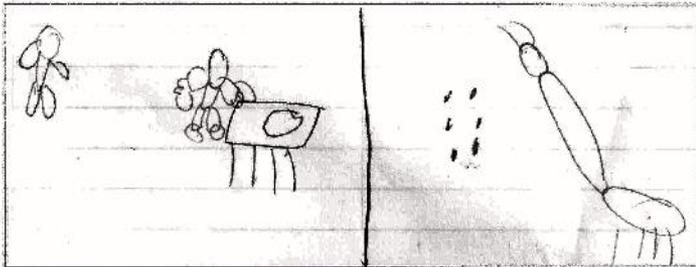
my broTher KeePS tormenting me when I am doing my work. The giraffe is tormented by The bugs.

Name_____ Date_____

Pick one animal partnership and explain why it is a symbiotic relationship.

| giraffe, oxpecker | plover, crocodile | ✓ |

The symbiotic relationsP about the Plover and Th crocodile is they both get what they want. The plover gets food and The crocodile gets clean teaThs. The plover warns the crocodile when danger is comeing. The crocodile will eat anything that can fit in it mouth but it will not eat The Plover.

1st Grade-ELD 2   2nd Grade-ELD 2

Expectations for ELLs:
A Cornerstone of ELD 2.0

Theory of Action — Page 3

We believe –

Teachers are best supported by instructional leaders who understand important shifts needed to engage ELLs in rigorous thinking, talk, and tasks anchored in complex, grade-level texts.

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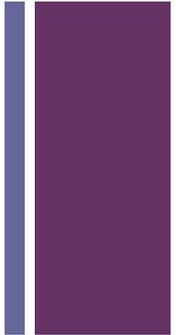
Expectations for ELLs:
A Cornerstone of ELD 2.0

Theory of Action — Page 3

We believe –

Effective ELD ensures that ELLs acquire the reasoning, language skills, and academic registers to be successful across the curriculum and **throughout the school day.**
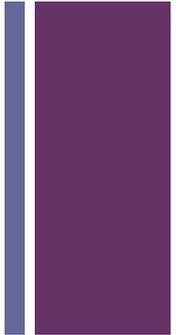
+ Essential Components of ELD 2.0
(Pages 4-6)

Focused Language Study (FLS) -

dedicated time when ELLs are grouped together to concentrate on specific elements of how the English language works (that their native English-speaking peers most likely already know)

+ Essential Components of ELD 2.0
(Pages 4-6)

Discipline-specific and Academic Language Expansion **(DALE)** -

ongoing and integrated into the different content areas that ELLs, along with their native English-speaking peers, must study throughout the school day

Focused Language Study
and
Discipline-specific
Academic Language Expansion
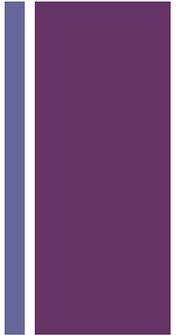
WHAT	&	HOW

(Page 6)

English Language Development 2.0

$$ELD = FLS* + DALE*$$

| Focused Language Study | Discipline-specific Academic Language Expansion |

*Essential component – regardless of program model

Systemic Supports:
Vital to Execute ELD 2.0

ELD 2.0

Instructional Practices

Instructional Materials

Supportive Leadership

Quality Professional Development

Strategic Selection Anchored in New Standards and ELL Criteria

Evaluating Instructional Materials: A User's Guide
p. 11
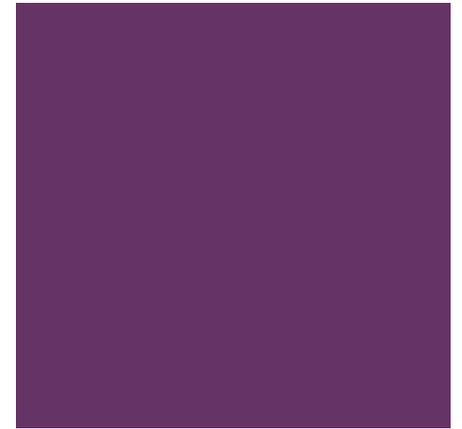
Steps before selecting instructional Materials for ELLs
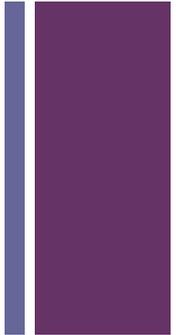
- Incorporate ELD 2.0 into the ELL instructional program

- Articulate ELA and ELD 2.0 instructional delivery for ELLs

- Examine the existing instructional materials for ELA and ELD

- Determine gaps in instructional materials for ELLs

A Framework for Raising Expectations and Instructional Rigor for English Language Learners

# Evaluation Tool
with ELL Considerations
pp. 14-20

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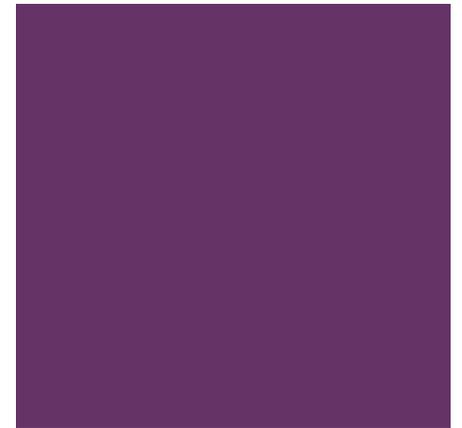
Step 2: Non-negotiable Criteria for ELL materials
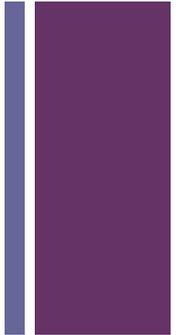
- Revolve around maintaining grade-level rigor, building knowledge and academic language

- Aim to identify materials that:
  - Provide ELLs with rigor in language development
  - Provide ELLs with access to grade-level content
  - Integrate scaffolding without compromising rigor or content
  - Provide ELLs access to complex text, connecting ESL and ELA, aligned to CCSS

- Additional considerations—PD, Intervention, and Technology

Three additional projects related to systemic support of ELD 2.0

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Spurring the Improvement of Instructional Materials for ELLs

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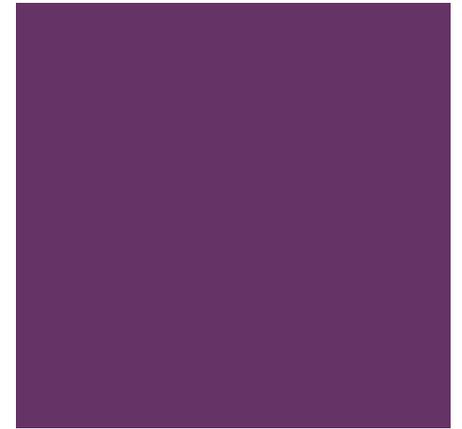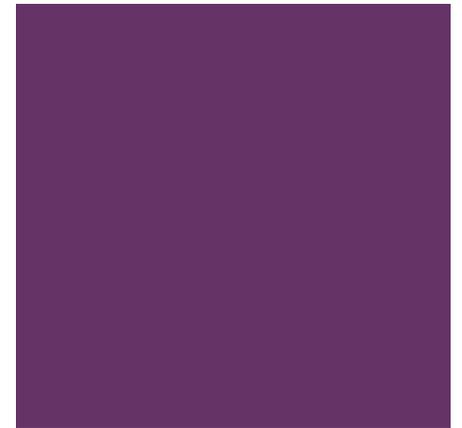
Spurring the Improvement of Instructional Materials for ELLs

- Funded by the Bill & Melinda Gates Foundation and the Televisa Foundation

- Call for Participation released in Spring, 2014

- 13 proposals received; 4 currently engaged in collaboration
  - Amplify
  - Benchmark Education
  - Houghton Mifflin Harcourt
  - National Geographic Learning

Spurring the Improvement of Instructional Materials for ELLs
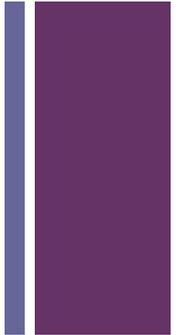
Good faith effort to evolve based on feedback:

- Selection of rich, grade-level complex texts (based on qualitative and quantitative factors)

- Vocabulary presented in the context of phrases and ideas, rather than as individual words

- Attention to scaffolding based on context and experiences as well as language proficiency

- Avoidance of language pointing to a compensatory/remedial approach

- Attention to cultural implications
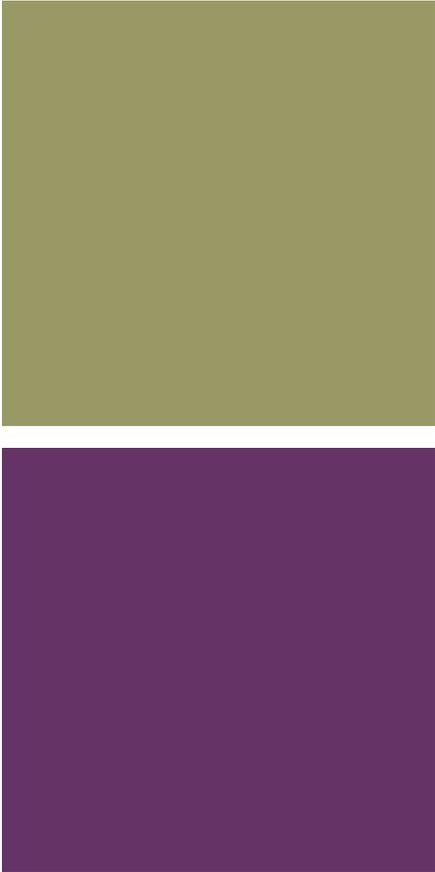
Planning the Creation of a Cyber-enabled Professional Development Tool for Teachers of High-needs Students

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The project

- Six month PLANNING grant
- Cyber-enabled PD Tool
- Teachers of "High-needs" Students
- CCSS Instructional Shifts & Increased Language Demands
- ELA/ELD and Mathematics
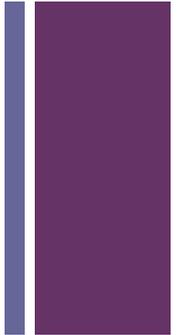
Public Service Announcement

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Spanish-speaking parents have a positive impressions of Common Core

Impressions of Common Core

73% positive impression of Common Core

Category	Spanish-speaking parents	English-speaking parents
Not aware	10%	10%
Not sure	10%	20%
Very negative		8%
Somewhat negative	7%	14%
Somewhat positive	39%	30%
Very positive	34%	18%

Spanish-speaking parents   English-speaking parents
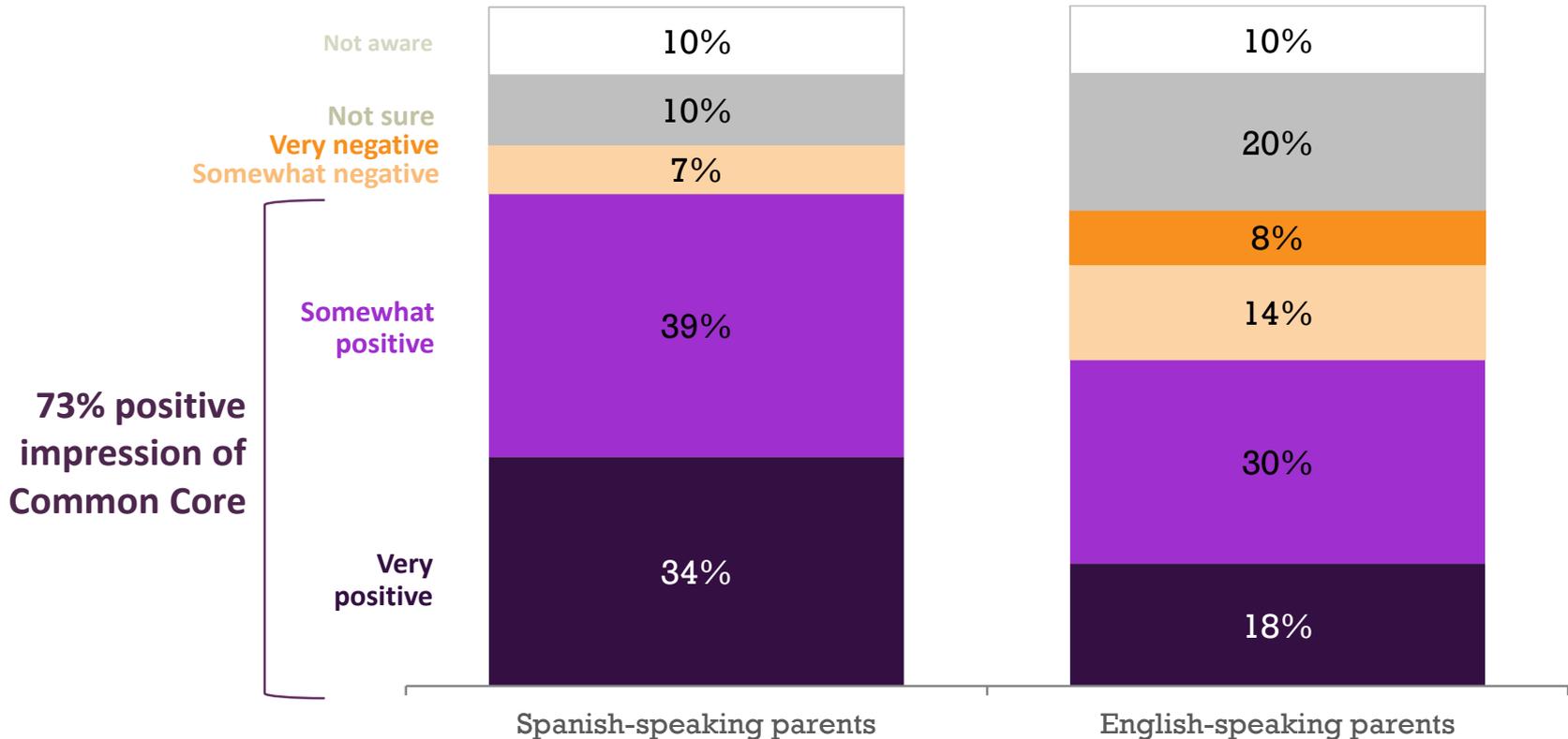
Q10. And from what you know about them, do you have a positive or negative impression of the Common Core standards?

Spanish-speaking parents prefer to receive Common Core information from their children's teachers
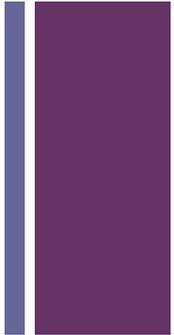
Prefer to Get Common Core Information from…

Legend:
- Spanish-speaking parents
- English-speaking parents

	Teachers	Other parents	No preference between parents or teachers
Spanish-speaking parents	94%	4%	2%
English-speaking parents	64%	8%	28%
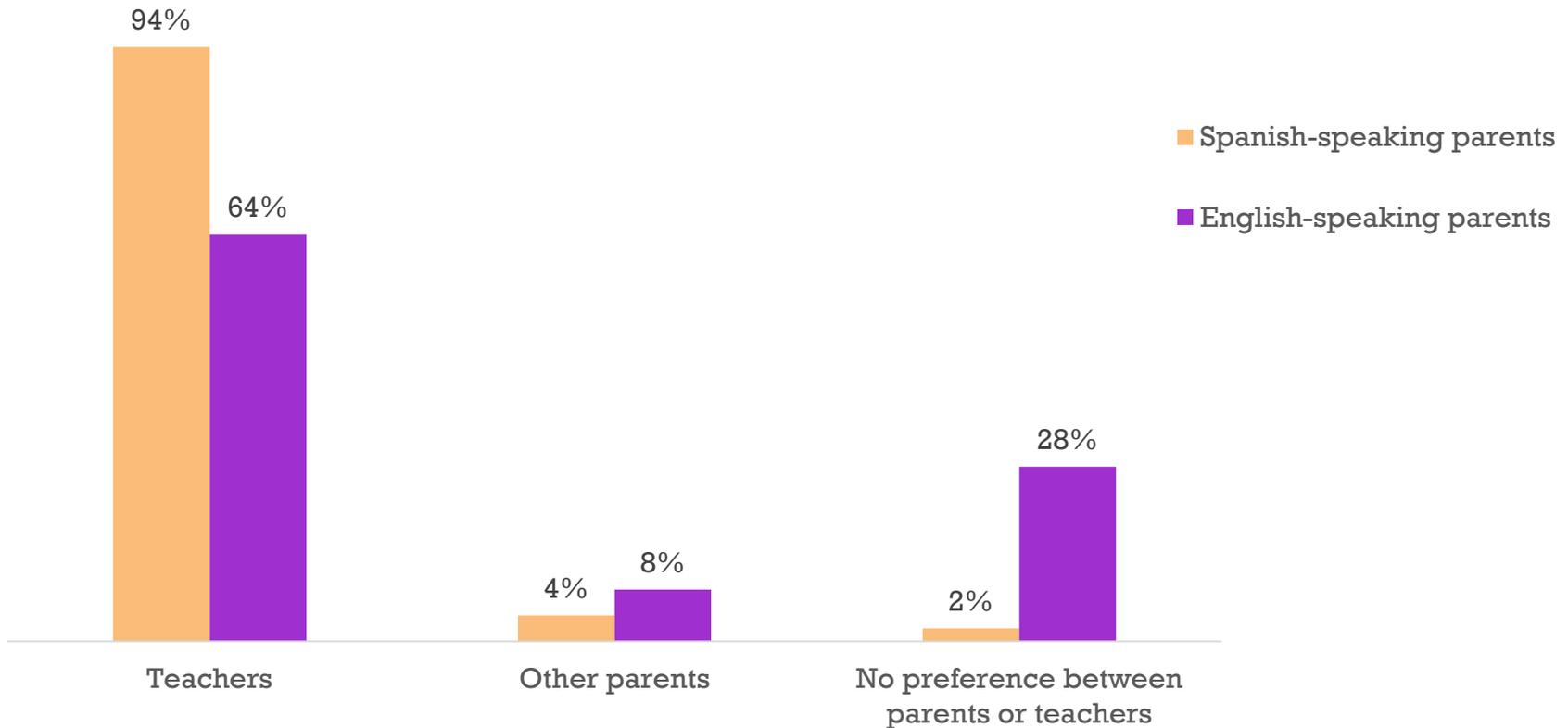
Q21A/B. In terms of **information** you may receive about your state's new academic standards (also known as Common Core standards), from whom would you prefer to receive information—teachers or other parents [rotated]?

Questions?
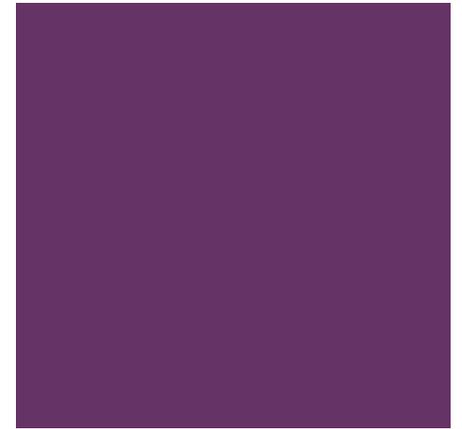
Thank you

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