BUILDING INSTRUCTIONAL CAPACITY THROUGH HYBRID COURSE

Inaugural Courses:
Complex Thinking and Communication Across Content Areas

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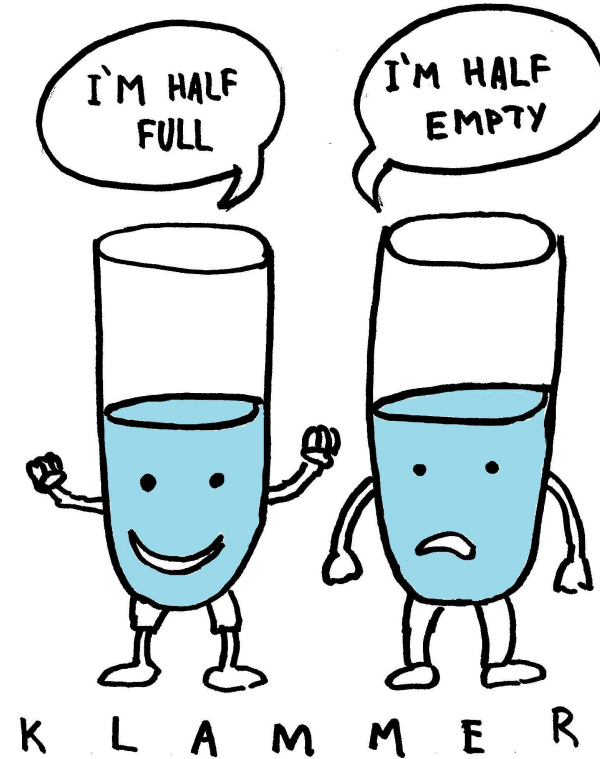
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CHALLENGES

- Changing prevailing mindsets

- Urgent need for professional development
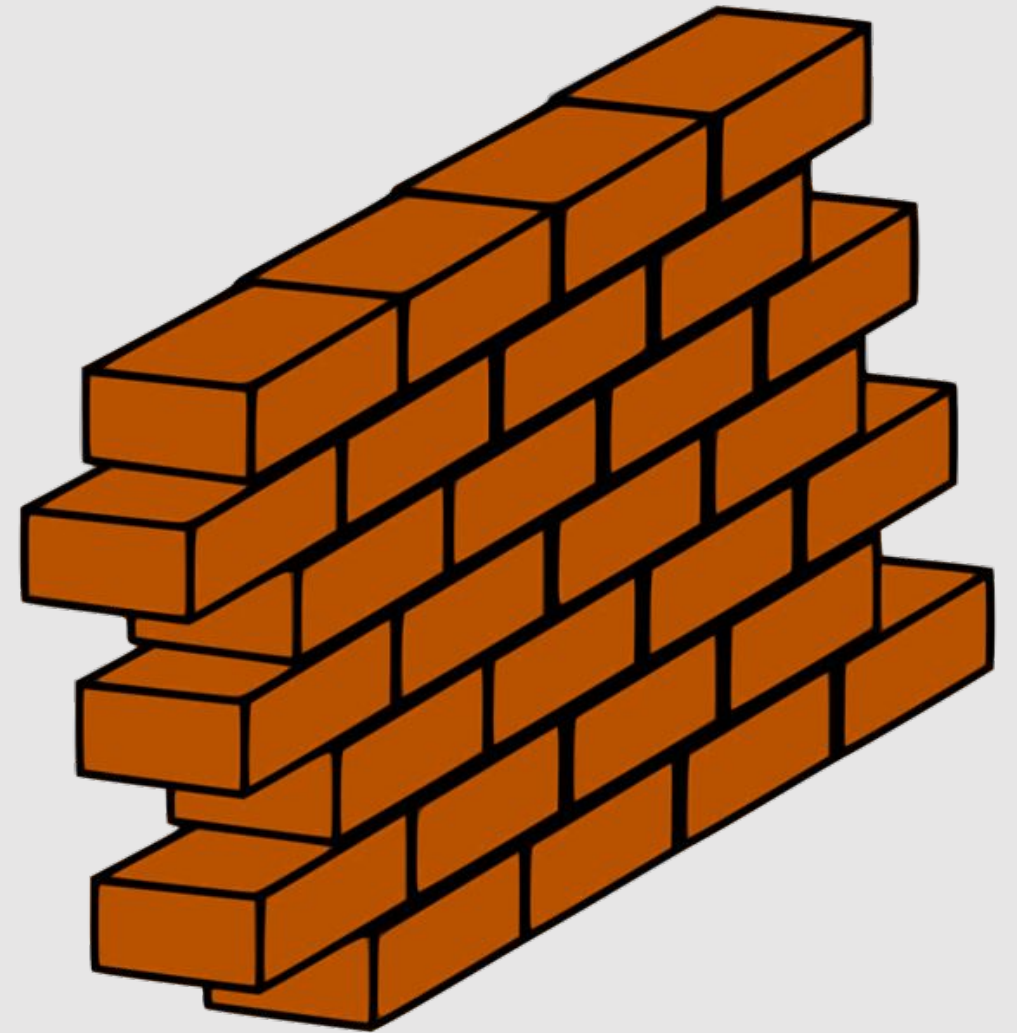
MOVE AWAY FROM DEFICIT THINKING....

"By definition, ELLs are 'not yet actually ready to access math and English-language content'."

Retrieved online February 13, 2015

ELL NEEDS NOT ADDRESSED IN PD

Figure 12. Percentage of curriculum directors reporting that specified topics related to special populations are evident in their district's CCSS professional development in ELA and math, 2013 (n=43)
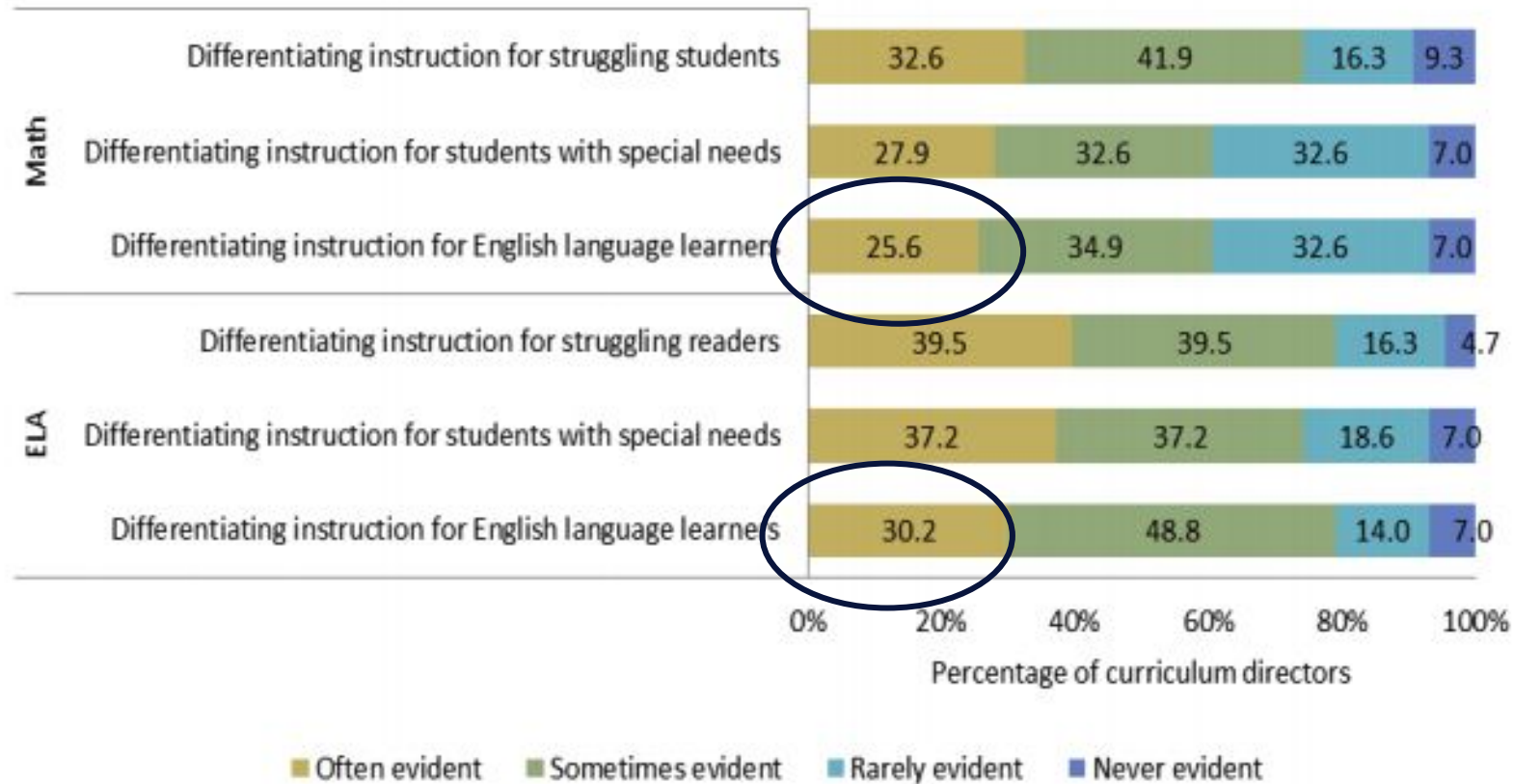
But...is it possible??

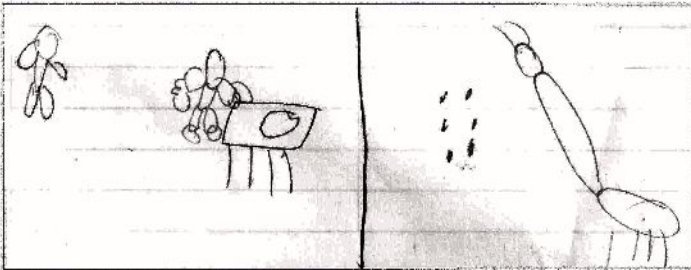What made us believe that we could move the field to use complex text when working with ELLs?

Young ELLs successfully engage with complex text as they explore the phenomenon of metamorphosis

It is possible!

Name_____ Date 10 20 13
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 wwant. 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.

FOUNDATIONS OF THE WORK

CGCS PROFESSIONAL LEARNING PLATFORM
JOINT PLANNING AND DESIGN: ACADEMIC EXPERTS AND COUNCIL DISTRICT PRACTITIONERS

Planning
- Helmsely Charitable Trust grant funded six-month planning period, CGCS brought together **experts and district practitioners (2015)**

Focus
- Experts and practitioners focused on **meeting the needs of ELLs and students performing below grade level** due to a variety of factors (low SES, over-exposure to remediation, and low expectations)

Consensus
- Instruction must **hold high expectations for such students**, and teachers must have capacity to help students master academic language in all content areas

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CONTRIBUTORS: ELA/ELD TEAM

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- **Harold Asturias, University of California, Berkeley**
- **Bill McCallum, University of Arizona**
- Liz Gamino, former Fresno USD
- Jennifer Yacoubian, Denver Schools
- Julio Moreno, San Francisco USD
- Alfreda Jernigan, Norfolk Public Schools
- Ryan Redd, Helmsley Charitable Trust
- Joseph Almeida, Math Teacher (MA)

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CONTRIBUTORS: DELIVERY TEAM

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- **Cathy O'Connor, Boston College**
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- Veronica Gallardo, Seattle Schools
- Ryan Kelsey, Helmsley Trust

- **Maryann Cucchiara, ELA Expert**
- Jenn Yacoubian, Denver
- Julio Moreno, SFUSD
- Genevieve Murray, Newark

2016: GUIDING PRINCIPLES

Live District Staff Facilitation is KEY

Content

- **Focus.** ELLs, students performing below grade level, and economically disadvantaged students are the focus of our work.

- **Opportunity for reflection.** An experience that provides a safe environment for reflecting on practice outside any formal/district-level evaluative protocols

Format

- **Connecting educators.** An experience that connects diverse educators across roles and content areas (e.g., teachers, instructional coaches, principals, district administrators)

- **Flexible yet coherent.** A design that is user-friendly, coherent, and modular that will work within the context of any adopted curriculum or district initiative

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ADULT LEARNING DESIGN: LEARNING CYCLE

Learn - Challenge of practice and strategy; experiences and video; interactive facilitation

Plan - Collaborative planning; implementation strategy

Apply – Implementation; data collection

Reflect - Review data; further planning

FEATURES OF INAUGURAL COURSES:

- **Facilitator supports**—
  - ✔ In person training of facilitators
  - ✔ facilitator notes and resources
  - ✔ consultation with course experts and CGCS

- Hosted on Canvas environment--
  - Strategic use of videos and professional readings
  - Teacher planning and implementation videos
  - Guides and template/tools to support planning

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INAUGURAL COURSES: COMPLEX THINKING AND COMMUNICATION

- **Foundations:** provides the common language and understanding for why ELLs need access to complex text and thinking in all content areas

- **Five in ELA/ELD pathway:** Helps educators **triangulate language, literacy, and content (3 Ls)**

- **Five in mathematics pathway:** focuses on the powerful classrooms, 8 mathematics practices, and specifically **addresses the language demands of mathematics**

- **Pilot 2017 and Launch 2018**

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INAUGURAL COURSES: COMPLEX THINKING AND COMMUNICATION

Inaugural Program: Ten Courses on Complex Communication and Thinking

DISTRICT ENROLLMENT

Cohort 1 (SY 2017-18)

- Charlotte-Mecklenburg*
- Guilford County
- Metro-Nashville
- NYC-District 25
- Oakland

Cohort 2 (SY 2018-19)

- Anchorage
- District of Columbia
- Philadelphia

Cohort 3 (SY 2019-20)

- Atlanta
- Buffalo
- Kansas City
- San Antonio

*Subscription expired

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QUALITY DISTRICT PD – MADE POSSIBLE BY DESIGN

- Build within District Context:
  - *Relevant to specific EL needs*
  - *Map on/align with district initiatives*
  - *Build upon strengths & work around constraints*
- District Ownership:
  - *Build district capacity - constructed and designed with District staff*
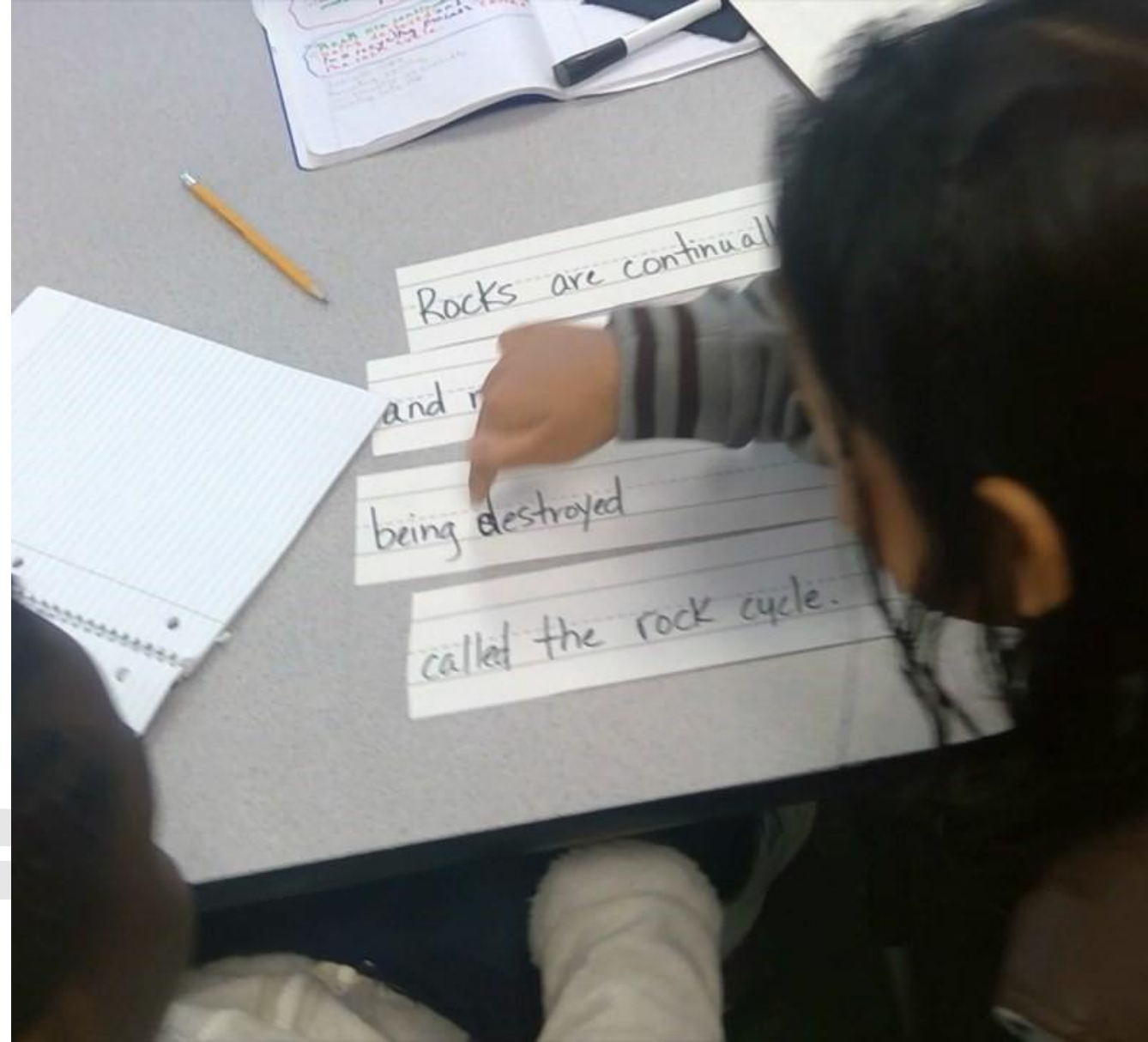 - *Leverage district talent - Led and facilitated by district staff*
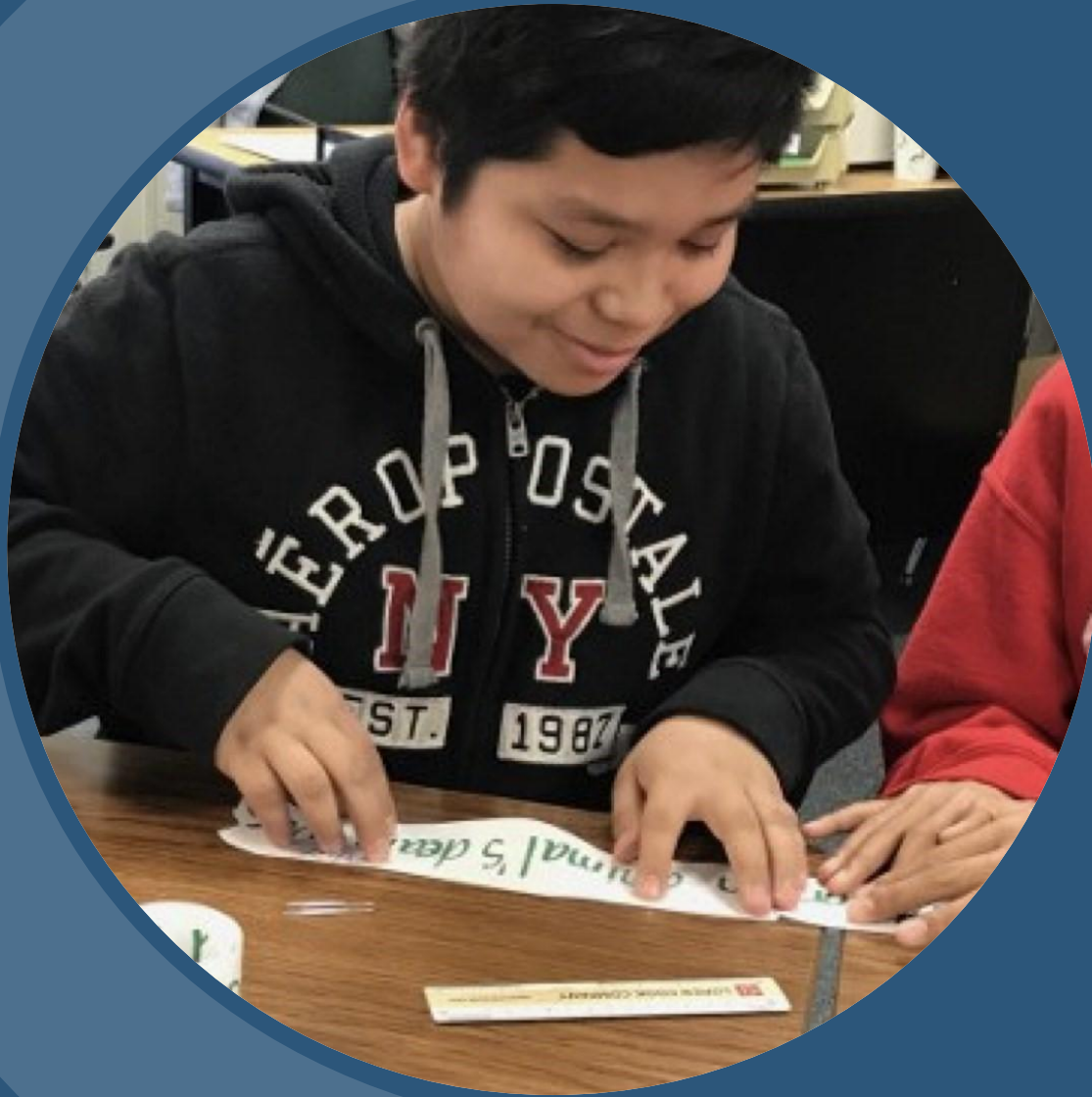
3LS FRAMEWORK IMPLEMENTATION

EL DEPARTMENT

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JUICY SENTENCE

This intentional process was much like orchestrating an unfolding symphony of sounds, each distinct section tuning to a common pitch, the team of conductors eliciting musical themes from the instrumentalists in collaborative harmony.

WHY?

- Reduce the number of Long Term English Learners

- Meet ESSA growth goals for our English Learners

2017-18 English Learner Data

Historical Exit Data for 11th Graders Entering in K or 1st Grade
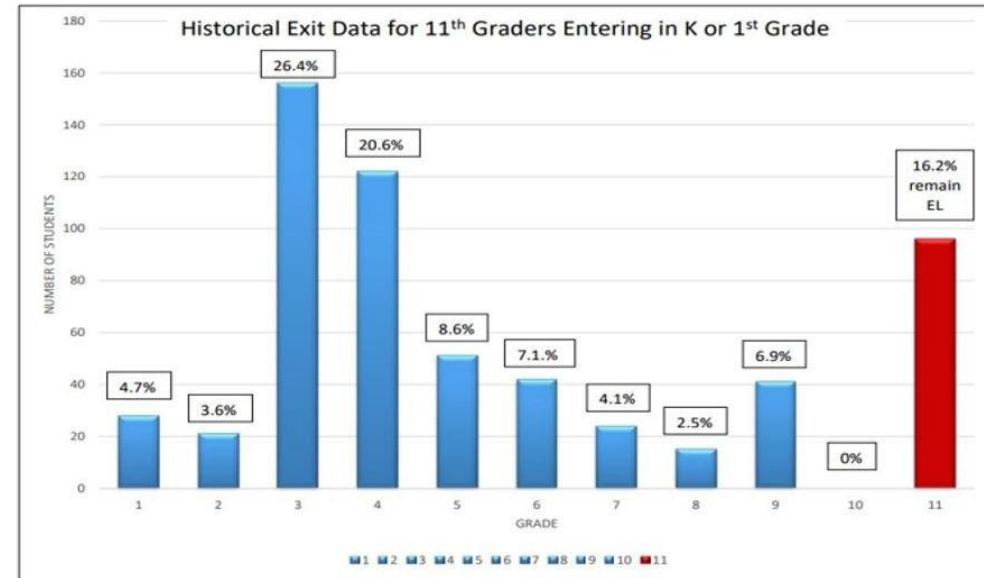
NCDPI ESSA Plan

Initial Score on the WIDA ACCESS for ELLs 2.0 ™	Number of Years Expected to Exit
1 - 1.9	5
2.0 - 2.9	4
3.0 - 3.9	3
4.0 - 4.7	2

OUR NEED

Increase our English Learners' daily rigorous interaction with complex and compelling text **across all grade levels**

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OUR GOAL

- Provide authentic, true to life content and language learning experiences to accelerate language acquisition.

- Differentiate tasks and resources for instruction and learning to hold ELs to high standards.

- Provide a culturally relevant and unbiased learning environment to allow students to have access to consistently outstanding learning opportunities.

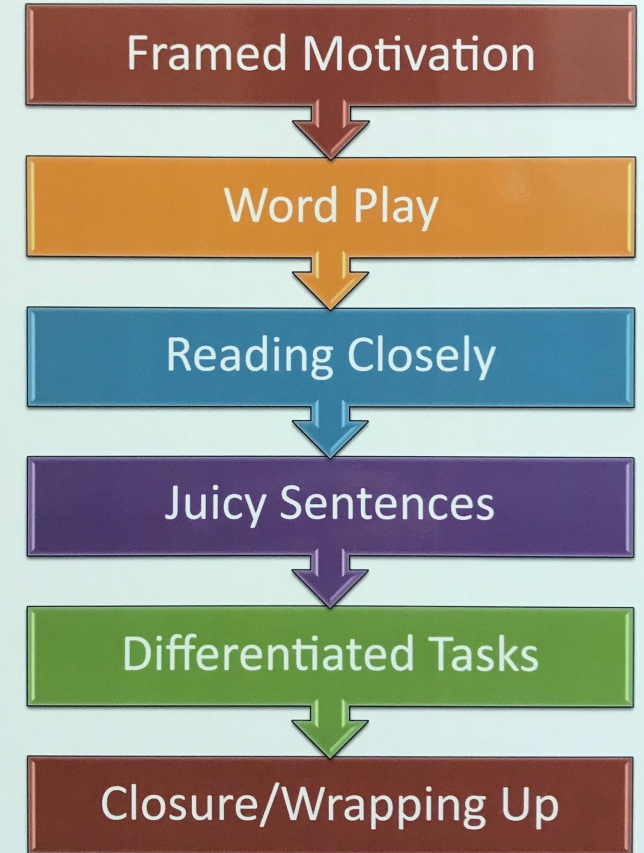- Provide all ELs access to challenging, grade-level work.

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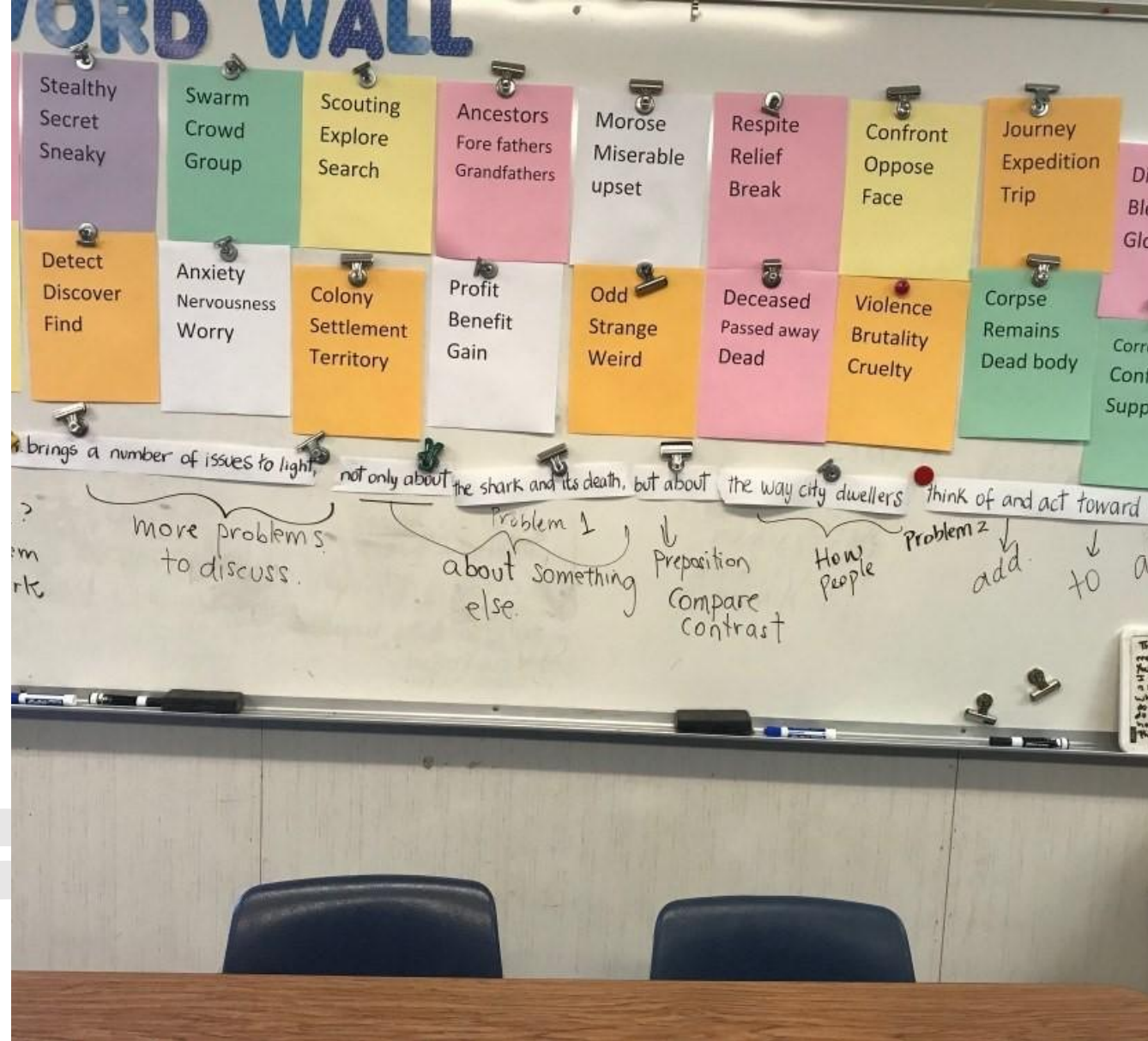
RAISING EXPECTATIONS AND OUTCOMES

The 3Ls Lesson Flow offers English Language Learners:
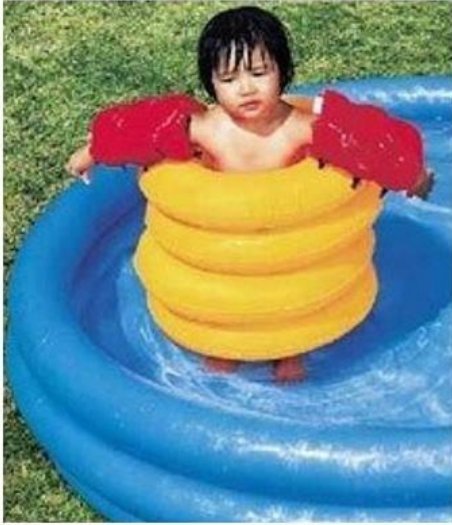
- a well structured and scaffolded approach to develop a comprehensive understanding of complex reading materials.

- a way to build knowledge by thematically bringing Science and Social Studies topics into the ELD class.

- a way to increase comprehension by focusing on more than just vocabulary, but also author's craft, as well as author's purpose.

The 3 Ls: Lesson Flow
Tied to an Essential Question

Framed Motivation

Word Play

Reading Closely

Juicy Sentences

Differentiated Tasks

Closure/Wrapping Up

MAKING IT HAPPEN

- Courses with content directly from experts via videos and professional readings
- The CGCS professional learning platform courses (the core foundation for our training)
  - Well structured
  - Lots of practical examples
  - Easily accessible resources and materials
- Face-to-face workshops for entire EL teaching staff
- Opportunities for remote collaboration using available tech tools
- A weekly newsletter to showcase implementation highlights

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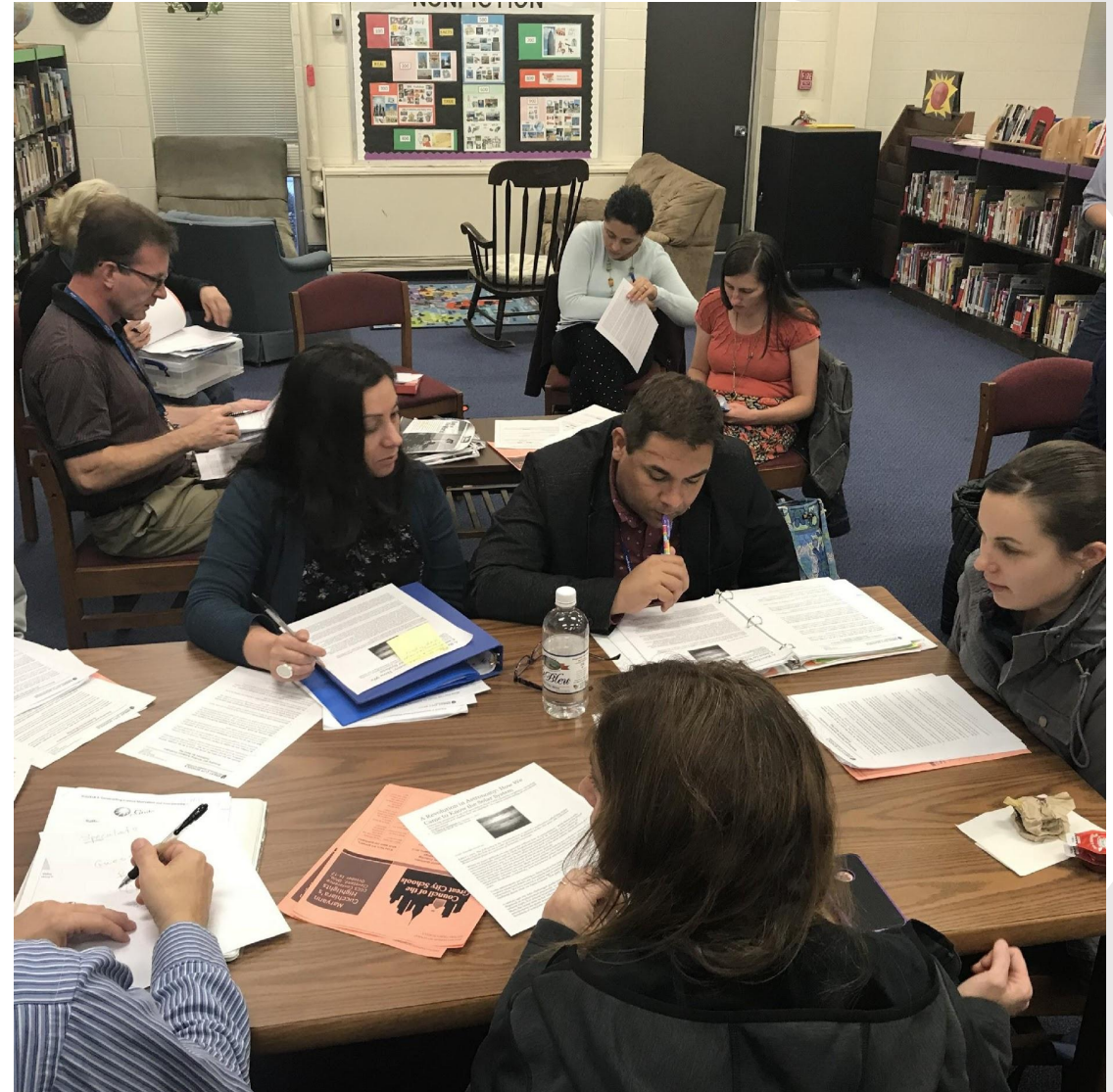
THE JOURNEY: FIRST YEAR OF IMPLEMENTATION

JUNE- AUGUST

- We developed and refined the compelling "why" of the PD modules developed by the Council of the Great City Schools (CGCS)

- We developed tasks and presenter's notes for the following modules: Foundations, English Language Development 1 (ELD 1), and English Language Development 2 (ELD 2). Also, In order to promote collaboration among teachers we created a blog.

JULY- AUGUST

Train the trainer sessions

- We identified ESL teachers that had ACCESS language proficiency growth for a three-year span. We trained six ESL teachers on the Foundations, ELD 1, and ELD 2 modules.

- As part of the train the trainers process, we worked on identifying complex and compelling texts based on the SCS and the criteria outlined in ELD 2. This included online research, visiting public libraries and book stores.

AUGUST

- An EL teacher leader was assigned with the task to train all new EL teachers on the ELD modules.

- We presented Foundations and ELD 1 to ESL teachers. Teachers were encouraged to use the blog to share their viewpoints and ideas.

SEPTEMBER - MAY

- We presented the remaining ELD modules at our monthly meetings.

- We also incorporated a weekly newsletter to highlight how teachers were implementing the framework.

- We also collected data to gauge buy-in from staff.

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IMPLEMENTATION AND DISTRICT SUPPORT
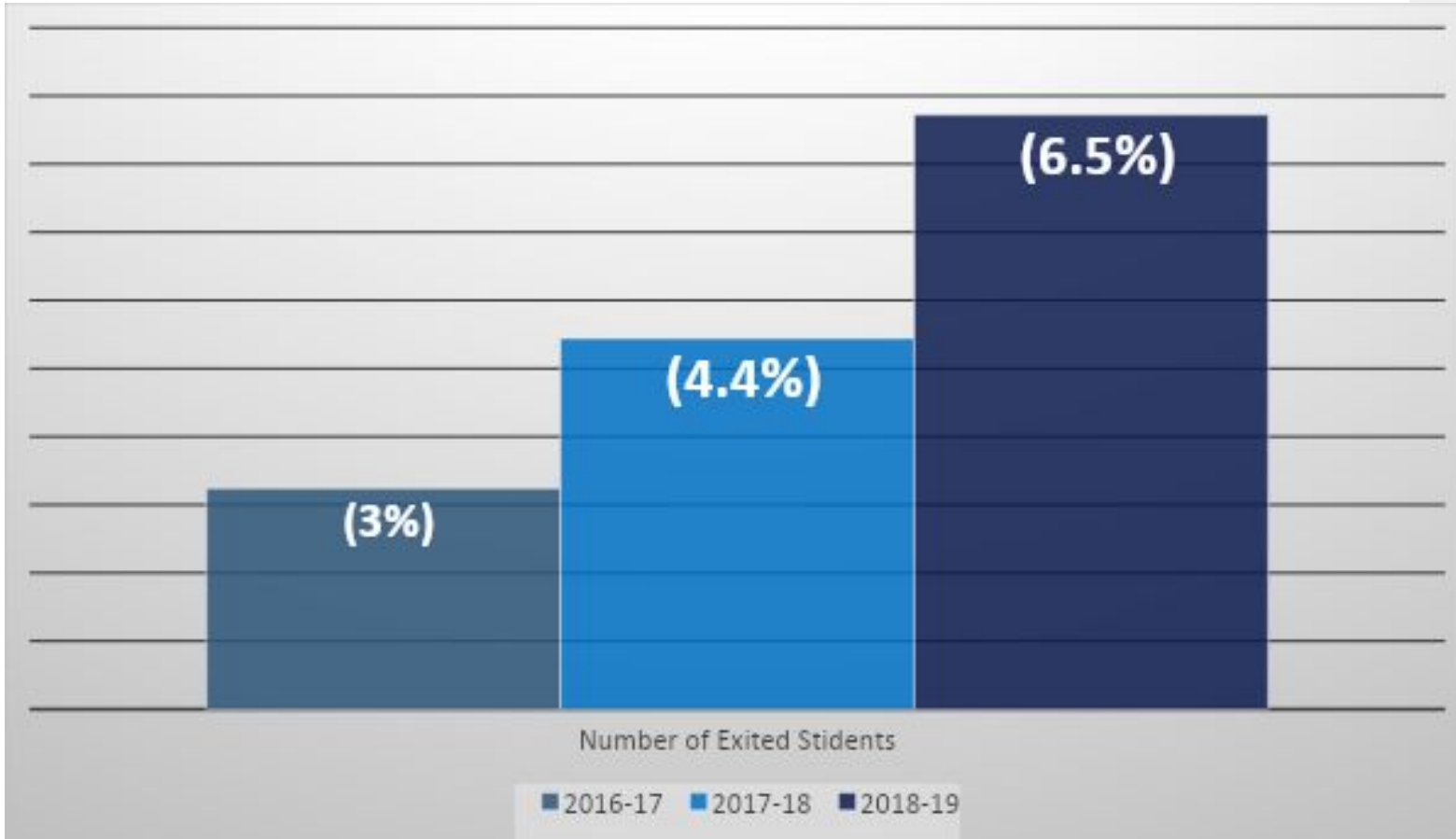

STRATEGIC PLAN

- Throughout the school year ELL Coordinators were tasked with providing coaching, feedback, support, and monitoring.

- We conducted school visits, helped with lesson plan development, participated in PLC meetings, and provided written feedback using an observation form.
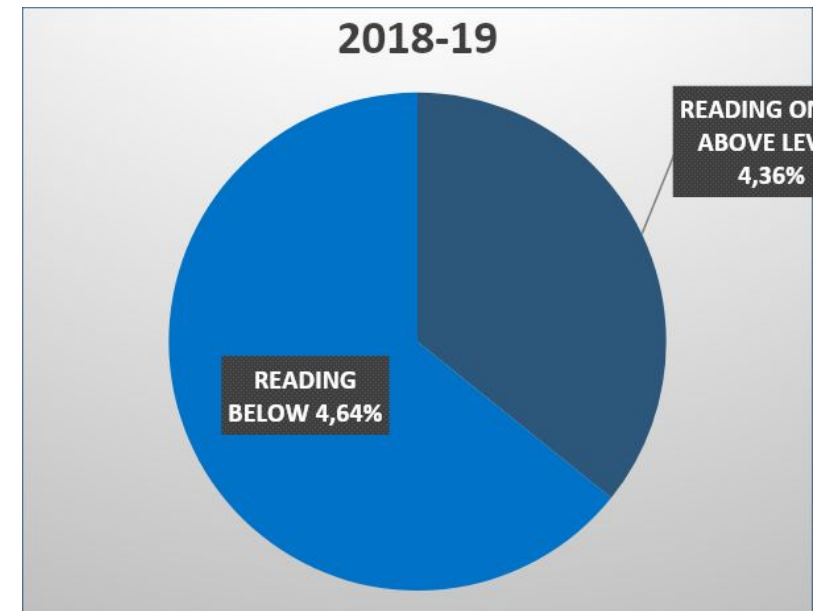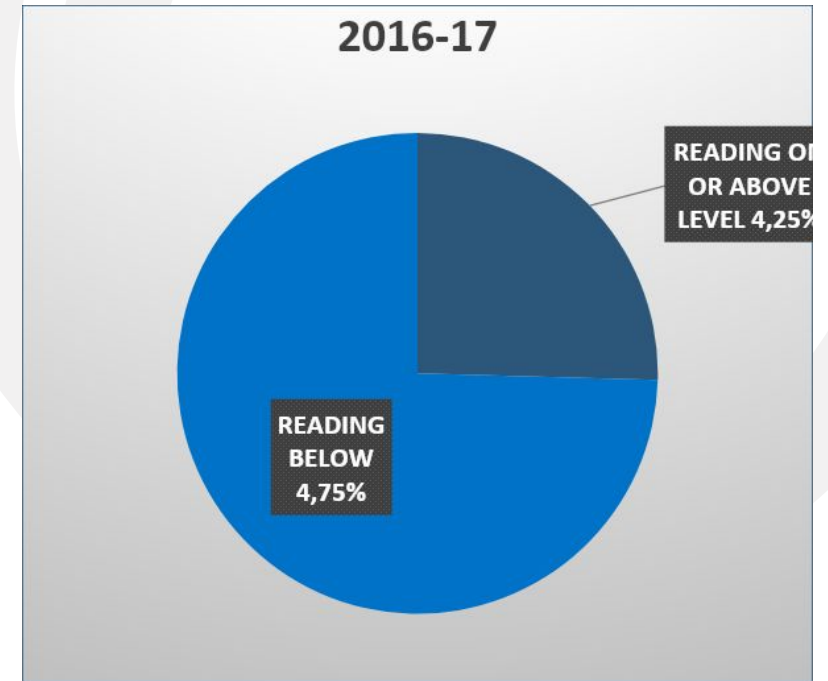

COACHING AND SUPPORT

WHERE WE STAND NOW

2016-17 – First year of assessment after the WIDA ACCESS re-standardization.
2017-18 – First year of 3Ls PD for EL staff with partial implementation.
2018-19 – First year of full implementation of 3Ls.

Bar chart labels: (3%), (4.4%), (6.5%)
Number of Exited Students
2016-17 2017-18 2018-19

2016-17
READING ON OR ABOVE LEVEL 4, 25%
READING BELOW 4, 75%

2018-19
READING ON ABOVE LEV 4, 36%
READING BELOW 4, 64%

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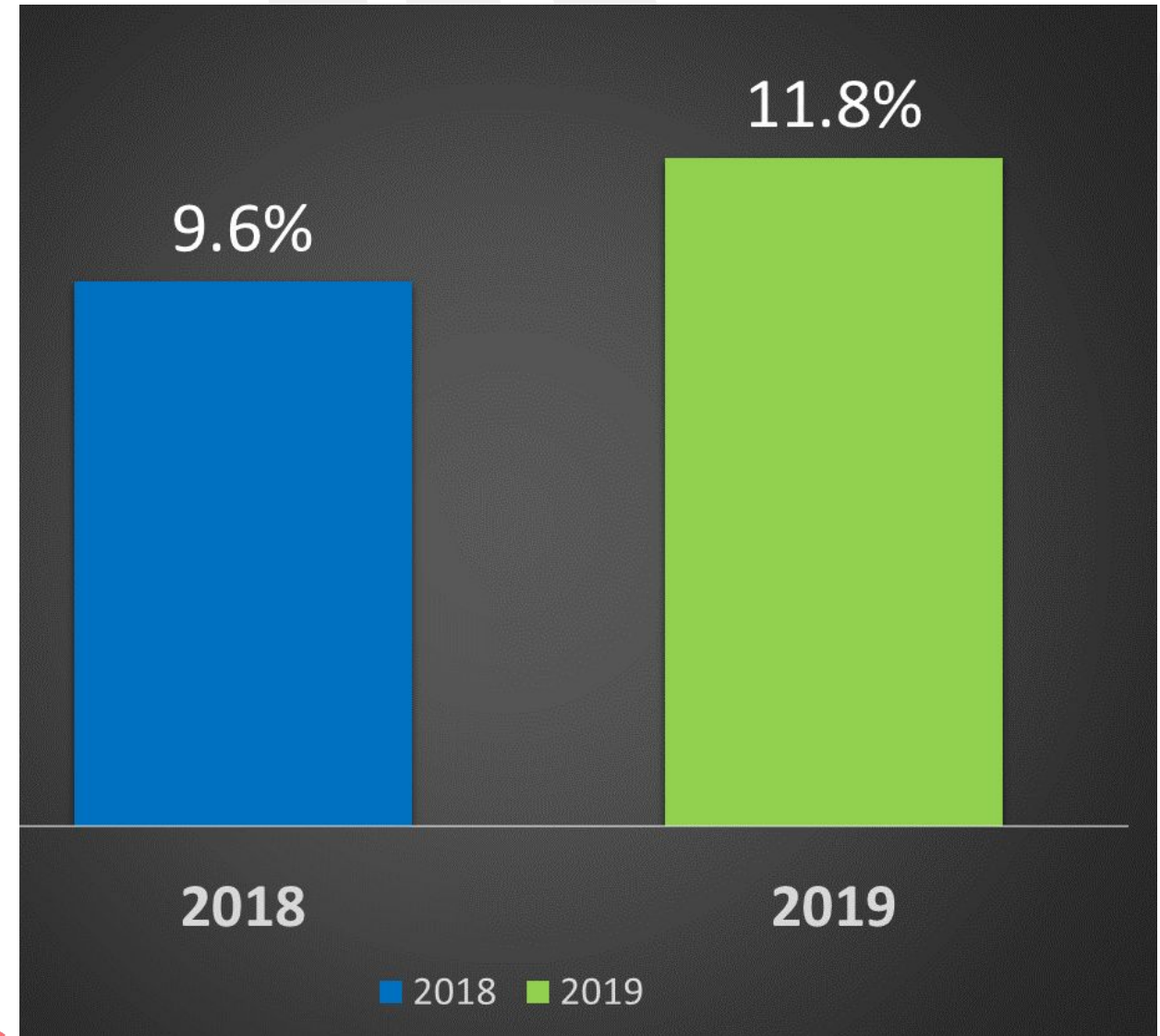**GREAT CITY SCHOOLS** PROFESSIONAL LEARNING PLATFORM

WHERE WE STAND NOW

PERCENTAGE ELS AT OR ABOVE GRADE LEVEL READING EOG

WHERE WE STAND NOW

PERCENTAGE ELS AT OR ABOVE GRADE
LEVEL ENGLISH II EOC
GRADE 10

9.6%

11.8%

2018

2019

■ 2018 ■ 2019

3LS LESSON IN ACTION

- Implementing the 3Ls framework has provided our teachers with opportunities to...
  - expose ELs to Tier 2 and Tier 3 vocabulary in a contextualized meaningful way, and
  - create lessons that are anchored in complex and compelling texts.

Videos of teachers in action

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PERSPECTIVES

FROM TEACHERS

- **Initial reservation**: "Students with low proficiency in the language cannot tackle complex text."

- **Change of mind**: "By increasing exposure to complex text with scaffolded support, students were able to meet the challenge."

- **My new-found view**: "Rather than bringing the materials I use to the students' levels, I now provide students with the tools and support to bring them to the level of the material."

FROM STUDENTS

- There has been an increase in student engagement and in written production.

View video of student

FROM ADMINISTRATORS

"Student engagement has increased in ELD and ELA classes, due to the collaboration between teachers."

FROM EL COACHES

"Despite the amount of work it takes, I would never go back to doing things the way we were."

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THANK YOU!

Council of Great City Schools

🖥 https://www.cgcs.org/Page/667

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Guilford County Schools

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