

# **English Learner Program Update**

**December 8, 2015**  
**Teaching and Learning**  
**Educational Services**

# Summary of Topics

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- Rationale for English Learner program revision
- Overview of program goals
- Overview of systemic change in progress and program implementation
- Summary of ELD/Literacy Coach work
- Summary of Professional Development in progress

# Rationale

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- Statewide focus on our dual obligation to English Learners
  - State Board of Education adopted the ELA/ELD framework on July 9 ,2014. California is the first state to take this step. The framework forges a unique and unifying path between two interrelated sets of standards (CCSS ELA and ELD) to address the language needs of all students.
  - On September 18, 2015, State Superintendent Tom Torlakson and State Board of Education President Michael Kirst sent all LEAs a joint letter reiterating our dual obligation to provide designated and integrated ELD services to ELs.
- Commitment to Professional Development
  - It is critical to provide teachers with high-quality PD to build collective capacity to improve outcomes for students.
  - Research also shows that PD is not sufficient without continuous follow-up support.

# Rationale

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- Program Improvement (PI):
  - One of the contributing factors to AUSD's current PI status is a gap in achievement for English Learners (ELs).
- Previous context
  - A 2014-15 program evaluation revealed widely varying levels of implementation across school sites and numerous instances of ELs who were not receiving the required targeted instruction.

# Local Control Funding Formula (LCFF) Requirements for English Learners (ELs)

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## Increase and Improve Services for ELs

- EL Access to CCSS and ELD Standards
- ELs making progress to English Language Proficiency
- EL Reclassification Rates
- Coherent research-based EL programs
- Long-term EL services, newcomer services, teacher PD, college prep course access, parent education
- Full implementation of program options in EL master plan

# Three-Year Program Goals (2015-16 to 2017-18)

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- Every student will receive both Integrated and Designated ELD aligned to the CA ELA/ELD framework and other content standards
- English Learner outcomes will improve as demonstrated by CAASPP results and other academic indicators
- All teachers will receive training to support their delivery of appropriate Integrated and Designated ELD instruction
- Cadre of ELD/Literacy Coaches will work through a defined coaching model to increase the coherence of the ELD instructional model and directly support classroom teachers in implementation

# Systemic Change in Progress

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## The End Goal:

**All English Learners in AUSD will receive both Integrated and Designated ELD**

- Each elementary school has developed a three-year implementation plan.
- Each secondary school has developed a two-year implementation plan.

# Critical Instruction for English Learners

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We have a dual obligation to ELs:

- Provide meaningful access to grade-level academic content via appropriate instruction (Integrated ELD)
- Develop students' academic English language proficiency (Designated ELD)

# Designated English Language Development (ELD)

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Dedicated time during regular school day in which ELD standards and EL proficiency levels guide instruction to develop critical language ELs need for content learning in English

- A solid English language foundation to fully engage in range of academic and real life situations
- Instruction organized by English proficiency level that follows a continuum of linguistic skills
- An emphasis on oral and written language in rigorous and relevant tasks
- Ample opportunities for structured and purposeful interaction and collaboration

# **Integrated English Language Development (ELD)**

Process in which all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the content standards:

- Explicit instruction to support ELs in understanding and using the language necessary for grade-level work
- Accelerated instruction that emphasizes critical literacy skills and sophisticated academic language
- Tools for analyzing the linguistic demands of complex text and tasks
- Ample opportunities for structured and purposeful interaction and collaboration

# Program Implementation

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Beginning in August 2015 Literacy/ELD Coaches (Teachers on Special Assignment (TSAs)) were deployed across the district to support the districtwide transition to systemic Designated and Integrated ELD instruction:

- **Elementary:** 10.5 FTE distributed across 10 sites (FTE allocated based on EL count with each site having a minimum of .5 FTE)
- **Secondary:** 3 FTE across 6 sites (FTE distributed based on EL count)

# Role of ELD/Literacy Coaches

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Ongoing ELD/Literacy Coach work will include but is not limited to:

- Direct coaching support in implementing Designated and Integrated ELD
- Development and facilitation of PD (site-based and districtwide)
- Facilitation of ELAC; participation in DELAC
- Participation in SSTs and IEPs involving English Learners
- Coordination of site CELDT administration, reclassification monitoring, and placement support

# Key Work of Coaches to Date

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## Collaboration

- Coaches are collaborating with teachers, administrators, counselors, Special Education department, and parents to improve teaching and learning
- Coaches collaborate together to improve their own practice

## Coaching

- Coaches are holding planning sessions for all teachers that are attending EL PD
- Coaches are working with teachers to support the implementation of both Integrated and Designated ELD

## Increase of Content Knowledge

- Coaches have been attending IBD training, Bay Sci training, and Alameda County training to support Integrated ELD

# Key Work of Coaches to Date

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## Professional Development

- Every elementary site has received three hours of professional development on Integrated and Designated ELD.
- AHS, EJSHS, and LMS have received site-specific training on Integrated ELD.
- Coaches facilitated a three hour professional development session on Mindset for secondary teachers across the district. This training is based on the work of Dr. Carol Dweck, whose research has demonstrated the powerful impact a growth mindset can have on teaching and learning.
- WMS has received a site-specific training focused on mindset.
- Coaches continue to deliver professional development during staff meetings.

## CELDT

- Coaches supported all aspects of the CELDT including but not limited to: coordinating schedules, administration of CELDT, scoring, and appropriate placement of students.

# Professional Development

Name of Training	Number of Participants	Time-Frame
Elementary Systematic (Designated) ELD Cohort I	31 participants	Complete
Elementary Systematic (Designated) ELD Cohort II	37 participants	Fall/Winter 2015-16
Constructing Meaning (Integrated) Cohort I	22 participants	Fall/Winter 2015-16
Secondary Systematic (Designated) ELD Cohort I	25 participants to date	Winter/Spring 2016
Elementary Systematic (Designated) ELD Cohort III	18 participants to date	Winter/Spring 2016

- Additional cohorts will be trained throughout 2016-17 and 2017-18
- Training capacity will expand as more internal trainers are certified
- Staff will work with teachers and site administrators to identify additional training opportunities including available summer dates

# Q & A

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