DON'T BLAME THE ELD TEACHERS

IF THE PREDOMINANT ELD PARADIGM IS INADEQUATE
AND
FAILING OUR ELL STUDENTS !

Two Comparison Studies:

Focusing on the paradigms
that drive & influence
our attempts to design effective & successful E.L.D. programs.

Presentation & research compiled by *Mr. Virgil Ruiz*, M.Ed., 2016

What is "a Paradigm" ?

- "a framework containing the basic assumptions, ways of thinking, and methodology that are **commonly accepted** by members of a *scientific community*."

- "such a cognitive framework shared by members of *any discipline* or *group*"

Is there such a thing as *a Wrong Paradigm* in a scientific or educational community?

The Old Paradigm = *the prevailing attitude & way of doing things*
The New Paradigm = A better way to explain & to do things

In the movie, *"Concussion"*, the N.F.L. (the National Football League) & their doctors ignored, ridiculed, then persecuted *Dr. Bennet Omalu* , when he discovered *a new disease paradigm , C.T.E.,* which explained symptoms of head injuries, in football, that have had, & are having, tragic & long-term health consequences for football players and their families.

Dr. Bennet Omalu, (played by *Will Smith* in the movie *Concussion*), was a Nigerian immigrant, who took on one of America's biggest multi-billion dollar industries, & was later justified & recognized for his contributions; but not after a long haul of ridicule, marginalization, discrimination, and retaliation.

Warning: Challenging a paradigm can be detrimental to your career & health.

" Wrong is wrong
even if everyone is doing it,

Right is right
Even if no one is doing it. "

Quote by :   Augustine of Hippo

Is there such a thing as *a Wrong Paradigm* in a scientific or educational community?

It's not wrong 'per se', but it is *the prevailing attitude & way of doing things*
The New Paradigm = A better way to explain & to do things

In Astoria, Oregon's educational community of the past century, **public school educators** promoted the idea that immigrant parents, mainly from Finnish, Norwegian, & Yugoslavian fisherman's families, should stop speaking their native tongue, from their mother countries, to their own children, (i.e. to speak broken English to their children), so that their children may learn English, and assimilate, more quickly, into the schools and into American society. * A few states in the U.S., & many communities, still believe that *"English Only"* is the best language policy! *Not* so much from racist policies, but from the Old Scientific Paradigm; they theorized that the brain has a limited capacity to learn 2 languages at the same time! *

So What's the Urgency?
A commonly occurring phenomena of the "old" Paradigm

A high percentage of ELLs "are considered *long-term learners* of the [English] **language** — those who *haven't* made significant progress toward English proficiency. [*ELL*] *Students* long stuck in English-learner classes ", [stuck at an Early Intermediate level by 4th grade, or stuck at an Intermediate level by Middle School or High School], " are *less* likely to graduate and attend college.   **Students who are *not* proficient in English by the time they leave *elementary school* often struggle to become so later, research has shown.**   So, by the time an *English-learner* enrolls in the middle or high schools, the odds could already be stacked against him or her."

So Why the Urgency?
What's the problem with the old Paradigm?

- With all our efforts, **we've hardly made a dent in *the achievement gap.***

- **We also haven't made a lot of progress in closing "the *'30 million word gap'*:** the *research-backed* idea that children who grow up in poverty come to school having heard 30 million *fewer spoken words* than their peers **from middle-class or upper-class homes** putting them at a sharp disadvantage in terms of their language skills**."**

- **"This gap is even wider when students grow up in *non-English speaking* households."** We have "to do something dramatic to close it"

What can close the achievement-gap & the 30-million-word-gap?

That's the 30 million dollar question this presentation will address**.**

The burden of Equity
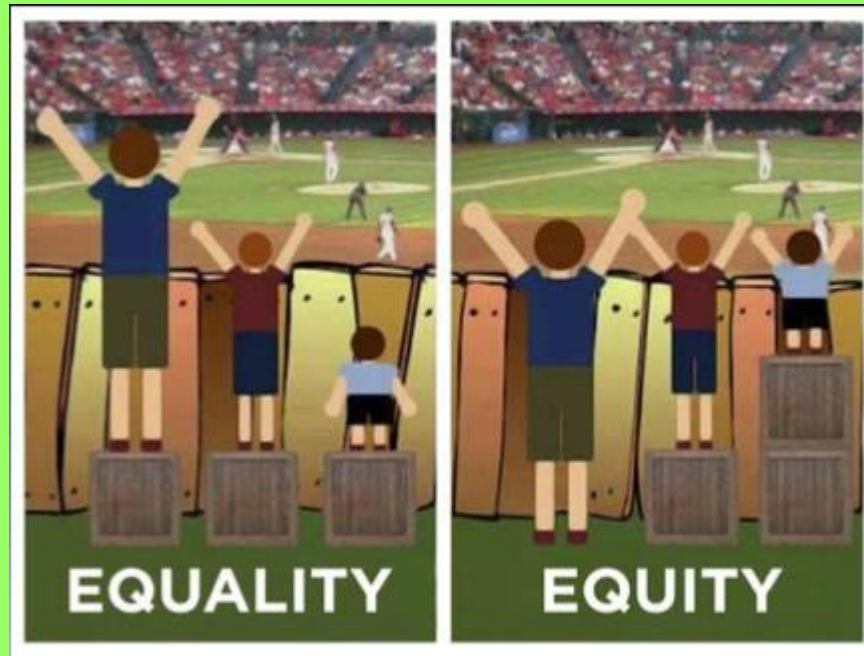
The Burden of Equity
for children of poverty & ELLs

"Whatever measures school leaders take to close the 30 million word gap, understanding the full nature of the challenge is an important first step."

"**We blame** *schools and teachers* **for why we can't close the achievement gap, but nobody has recognized until recently that the gap exists** *before* **children get to kindergarten,**" Napa County's *Nemko* said.   And the earlier school systems can intervene, the better their chances of giving *all* **children** a chance to succeed."

From the article: *"Closing the 30 Million Word Gap"* :
Dennis Pierce,   February 22nd, 2016

The Paradigm of Research & Science
Neuro-Science, Early Childhood Development, Brain Research, … etc.

"We have made little progress on what we call the achievement gap. And I truly believe that *until* we address education as it should be, in a ***scientific and biological way***—because learning begins at day one—then we're ***never*** going to move the needle. We're remedial rather than preventative. And that's the larger issue." 		*Dana Suskind*, head of the Pediatric Cochlear Implantation Program, at the University of Chicago,

Researcher *Kimberly Noble*, in 2015, published new research suggesting a strong correlation between family income and how a child's brain develops.

Possible Solutions for Realizing Equity?
A Personal Anecdote :

How did I, knowing *no* English in 1st grade, manage to graduate from Stanford University?

- ▫ I was a newcomer from Mexico, an ELL student in the era before there were ELD programs. (early to mid 1970's)
- ▫ I could *not* read English fluently in 3rd, 4th, & 5th grades.
- ▫ At Stanford University, I was still "catching-up", in reading & writing, to my mainstream peers, in *both* English **and** Spanish! (Evidence that Language acquisition is a life-long process, not a cut-and-dry 5 to 7 year estimate.)
- ▫ I managed to catch-up, (to acquire 30 million *more* words in my vocabulary), by high-interest, wide voluntary reading!
- ▫ First, my mother taught me to read in Spanish …, then I began with comic books, then slowly graduated to Jack London adventure novels, then science fiction, then Jules Vern novels, then Sherlock Holmes, then Edgar Allen Poe, then more comics. I could never comprehend Shakespeare, though.

A recent *closing-the-gap*-anecdote
from a newcomer student in my ELD classroom,
& my recommendation for how your ELLs and your poverty students
can dramatically close the gap.

"Closing the 30 million word gap"
BY *DENNIS PIERCE ,*   February 22nd, 2016
"To cancel the effects of poverty, school systems are extending literacy programs to the larger community"

Dennis Pierce provides an excellent synopsis of several community reading programs that have been implemented by school districts in Napa County & Los Angeles Unified School District in the state of *California*, in Weslaco & Houston, in the state of *Texas*, and Orange & Broward Counties in the state of *Florida*.

Pick-up a copy of this PDF that I've provided at this session, or in a few weeks, go on-line to download the PDF on the COSA website for this conference, (the COSA State English Language Learners Alliance Conference) :

Audio Books?   MyOn ?

Come on! That's Cheating ! That's just being lazy !

From the article   **"Closing the 30 million word gap"**   BY *DENNIS PIERCE*

"*Proficient reading is predicated on having a large vocabulary,* … and "*it's through repeated exposure to spoken, sophisticated words that you build vocabulary.*"   Listening to audio books can increase the frequency that kids are getting this exposure, both in the classroom and at home. … many parents aren't reading to their children because they aren't fluent in English themselves, or because they work multiple jobs and don't have the time.   But "*if you can't read to your children often enough, someone has to,* …"

More insights on how I "closed the gap"

- **I was** *"hooked"* **on reading**; fully engaged & focused on text, because of books in the areas of my interests.

- I spent hours outside of the 8 to 4 school day, reading subjects that were of interest to me, such as comics, Gothic & Medieval Architecture, sci-fi & adventure novels!   Of course, I couldn't grasp some complex text or understand arcane vocabulary, but it wasn't for my lack of effort. My high-interest in certain themes/ genre / subjects / kept me plugging-away, reading & learning like a sponge.

- **I learned English** *grammar,* **spelling, and** *complex sentence-structures,* as if by osmosis, **without having to open a single grammar or spelling book, or w/o taking one single ELD class.**

More insights on how I "closed the gap"

- As a very important consequence and bonus of my high-interest reading, **I learned tons of content-area knowledge,** which *E.D. Hirsch and Robert Pondiscio, 2010,* say is ***the* key to reading, academic achievement, and to doing well on standardized tests.** see PDF titled, *E.D. Hirsch*, that I've provided

- If I could catch-up and close the *30 million word gap*, during an era where there weren't many audio books, (for listening to & learning the correct pronunciation & intonation of the English language), can you imagine how much faster I could have "caught-up", & closed the gap, with today's technology?

E.D. Hirsch and Robert Pondiscio, 2010

"As nearly any elementary schoolteacher can attest, it is possible to decode skillfully *yet* struggle with comprehension."

"Research also tells us that familiarity with **domain knowledge** *increases* fluency, broadens vocabulary (you can pick up words in context), and enables deeper reading and listening comprehension."

"*Poor readers* with *high* **content knowledge** outperformed *good readers* with *low* **content knowledge**. Such findings should challenge our very idea of who is or is not good reader…"

"The *more* **domain knowledge** our children receive, the more capable they will become as readers."

What's the problem with the "Old" ELD Paradigm?

- Content & Language are kept apart, at least conceptually, where at most content-area teachers & ELD specialists collaborate & share vocabulary-building &/or grammar-skill instruction.

- In a new era demanding integrated-ELD, where all teachers are responsible for a students' language acquisition, the Old ELD Paradigm is out-of-step and insufficient for instructing our ELLs.

Metaphor : **Get** *a new horse* **or** *a new tractor* ?
Pivot / shift towards a *new* **ELD paradigm !**

546   Part Four • Pathophysiology

WHIP THE HORSE

UNLOAD THE WAGON

SLOW THE HORSE

GET A NEW HORSE
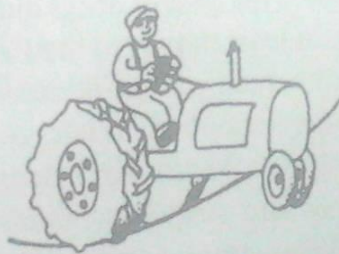
GET A TRACTOR

HEAL THE HORSE

We *don't* have to *re-invent the wheel*
two Oregon school districts

**have already implemented & piloted
2 different & successful ELD Programs**

that show us the way !

- During the second-half of this presentation we will discuss and elaborate some of the key details of these districts' ELD Programs:

- David Douglas School District

- Reynolds School District

But first *the Big Picture*
about the paradigms that drive
ELD instruction & curriculum

What do you see?
By shifting perspective you might see an
old woman or a young woman.

Does the *on-line entry,* below, represent
A Typical Teacher's Paradigm?
A Paradigm for Pragmatists

"Whether *Common Core*, Next Gen or other new standards, we need to stop looking at and relooking at standards.   And we need to stop relying on workshops from the state and district.   **The best professional learning that is happening is teachers working together on lessons, assignments & looking at student work.**   This could be face-to-face in lesson studies, through organizations like the Literacy Design Collaborative, or social media. That's where the real learning about pedagogy is happening."   dsb, Feb. 4, 2016

The Research Paradigm

Where clear and objective evidence is demanded
for policy & programmatic changes
Conclusions, below, drawn by *William Saunders* & *Claude Goldenberg*, 2008

"…the field of *ELD Instruction* **has been driven forward largely by theory**.

The result is a large body of accepted practice based on theory that has yet to be fully supported by research. …"

"… *No* such research base exists. …"

" …**This does** *not* **necessarily mean that teachers are engaged in** *"wrong"* **practices but,** rather, that the standard wisdom of the field needs to be examined further through the lens of research. …"

William Saunders & Claude Goldenberg, 2008
The Research Paradigm ; borrowed from the medical field

"*Saunders & O'Brien* are very cautious about the conclusions they reach, **noting the near absence of research on *the effects of ELD instruction* on ELs in the U.S. .**"

 "… In sum, we have a relatively small body of research to guide the design and delivery of K–12 ELD instruction**.**"

"… **very few studies** [from the literature on ELLs] **actually examine the effects of instruction on language learning.**"

"Most of the other [ELD] research that exists involved college-age and adult learners, primarily studying a foreign language.**"**

"… using existing research to identify effective guidelines for ELD instruction is problematic "

conclusion drawn by: *Claude Goldenberg*, Stanford University **and** *William Saunders*, UCLA and Pearson Achievement Solutions 11/19/2008

"The scarcity of research directly based on the population of interest [ELLs] leads to some interesting questions, such as:

[1] whether it is better to use research based on different types of students (e.g., adults learning a second language)   *or*

[2] to say there is *no* research on a particular issue   (e.g., whether it is effective to teach specific grammatical forms)."

The First ELLs' Battle for Equity

Resulted in educators pushing for bilingual education as a way to give ELLs access to the curriculum

"Since the *Lau v. Nichols decision* of 1974, which affirmed that ELs were guaranteed *a "meaningful education",* - **the majority of EL studies conducted in the U.S.** – at least those that studied student outcomes – **focused primarily on evaluating some form of** *bilingual* or *English immersion programs.*"

"The explicit or implicit intent of many of these studies was to estimate the extent to which *programs of a specific design* could produce achievement levels among ELs that matched native English-speaking students …"

"Many of the programs involved in these studies included ELD instruction, **but** … sought to measure the effects of the *[Bilingual vs English-Immersion] program* overall **rather than estimate the effects of the ELD instructional component on English language acquisition.**" *William Saunders & Claude Goldenberg,* 2008

The Civil Rights Paradigm
used as a justification for
Mainstreaming Special Education students   ???

"The decision had nothing to do with finances, *Silberberg* [Superintendent] and *Pierucci* [Special Services Director] said."

"Special education for every district is an issue. It costs a lot of transport kids, and it gets very expensive, but it **in *no way* drove the decision**. It's not what convinced us to go this way. All the districts have done this," *Silberberg* said."

"*Silberberg* said **'the move had more to do with civil rights'.**"

From the newspaper article: **Mainstreaming Effort Prompts Outcry From Teachers,** by *Harold Pierce,* **The Bakersfield Californian**/TNS | February 12, 2016

Can the Civil Rights Paradigm result in a policy that is not serving students well?   (Similar to the "Two-Cyclops" problem in ELD?)

The Legal & Federal Paradigm Gutted?
Do most educators consider this "good" news?

"In December, Obama signed [ESSA, Every Student Succeeds Act] an overhaul of the No Child Left Behind education law that says **the federal government** *can't* **mandate** *or* **give states incentives to adopt or maintain any particular set of academic standards."**

La. governor ends Common Core lawsuit , The Associated Press (2/4)

**Without the Civil Rights & Equity Paradigm,
No one would be at this ELLs conference**

- ☐ ODE link to module 1 Video

"Freedom to Talk"

by Kenji & Luis Hakuta

The History & Background of ELD Policy,
from the Civil Rights Movement,

to the Lau Supreme Court decision,

to the current policies of today.

We'll be viewing the last 3 minutes, out of 13 & ½ minute video module, from O.D.E.

The Old E.L.D. Paradigm :
and "The Two-Cyclops Problem"

"**Policy** has served to *separate* content from **language**"

"I've used *the metaphor* of the two cylops problem, in characterizing how **policy has served to *separate* content from language** and thereby failing to see depth in the subject."

(Quote by *Dr. Kenji Hakuta*)

1st Cyclops: Grammar-based, *scope & sequence*-,
content-less E.L.D.,
during a separate ELD time.

2nd Cyclops: Content time only,
or at best sheltered content where
content usually trumps language
during content area instruction.

The Old E.L.D. Paradigm :
"The First Cyclops"= *Explicit & systematic* ELD
"*Failing to see the depth of the problem*"

- "ELD in a dedicated instructional block …"
- "ELD as vertical slice in the curriculum – a [separate] content area …"   (Dutro, 2006)
- "Districts & schools have a *dual obligation* **in the instruction of ELLs**.

They must provide *ELD*, at each child's level of English proficiency *and* they must ensure *meaningful access to grade-level academic content*."   (Dutro, 2006)

The Old E.L.D. Paradigm :
"The First Cyclops"= Explicit & Systematic ELD
"*Failing to see* the depth of *the problem*"

(from E.L. Achieve website)

"*Systematic ELD* **is** teaching *language* that :

- "ELLs are *not* **likely to learn outside of school** or efficiently pick up on their own."

- "ELLs will *not* explicitly **learn in other subject areas**."

- "ELLs need to use for effective *academic learning*, classroom participation, and real life purposes."

There is nothing wrong with Susana Dutros' ELD framework

- Remember that Susana Dutros first introduced *"Systematic ELD: Scope & Sequence"* as a framework, **not** as an ELD curriculum.

- The problem is that, most of the time and for most school districts, Content & ELD are not integrated.

- The last half of this presentation contains a comparison study of two Oregon school districts that have integrated their ELD !

Will there ever be a "Shift" away from the Old E.L.D. Paradigm of Two Cyclops viewing ELD & Academic Content Separately ?

Susana Dutro & Lori Helman, founders of *E.L. Achieve* & C.M., ("Constructing Meaning"), argue for **both an ESL pull-out model**, together with "explicit language for content" in the classroom, **because** they say, Content-ELD "does *not* provide sufficient language instruction to ensure a solid foundation because it does *not* follow **a scope & sequence of language skills** and may leave gaps in language knowledge."

Please note: *Dutro & Helman* make teaching a scope & sequence of language skills, *the sine qua non* of ELD, which is an assertion that many researchers, linguists, & educators, take issue with, as I will show in the next few slides.

The Old E.L.D. Paradigm :
"The Second Cyclops" = Content Areas
"*Failing to see* the depth of *the problem*"

Note: Conclusions drawn from Bilingual Education Research *not* from the effects of the ELD Instructional component!

"*Early Dual Language Programs* were grounded on the assumption that **students would learn** the [English] language **through content instruction** in English and interactions *with native English-speaking peers*.   Later research pointing to the importance of scaffolded language, …However, a significant number of English Learners do **not** develop **native-like proficiency.**   Students [ELLs] need not only scaffolded support during content instruction, **but also** "formal instruction in the second language".

(Guiding Principles for Dual Language Education http://www.cal.org/twi/guidingprinciples.htm), 2007)

"The Two-Cyclops Problem"

Lip service was paid to "communicative competence", but *functions & forms* was hijacked, by a grammar- & discrete-skill focus; undermining the stated purpose:

Example: "… the purpose [of ELD] … increasing students' *communicative competence* in speaking, listening, reading, writing and thinking." (Dutro, 2006)

Contrary to the stated purpose, a renewed focus on form; a grammar- & discrete-skill focus, sidesteps the communicative & conversational self-repairing aspects of our ELL students' natural language acquisition process ! In practice, most ELD teachers demand "immediate, forced production, by learners, [ELLs], of "*native-like sentences*", [as the previous slide suggested].

The New Paradigm vs. The Old Paradigm
Communicative method vs. grammar method

- Most of today's ELD teaching & learning is: grammar focused, systematic-, sequential-linear-, & *discrete-skill* E.L.D.

- An example of how *discrete-skill teaching* is ***not*** the best way to learn for English language learners: U-tube @ _____
(A "*micro-level* linguistic feature"; the correct pronunciation of "*nein*" = "*nine*")

- The demand to create grammatically correct utterances, has dominated ELD teaching for the past 8 years, in most places.

The New Paradigm vs. The Old Paradigm
Communicative method vs. Grammar & discrete-skill method
Will the pendulum swing back again?

"… exposure & interaction might help promote fluency & communicative competence, but they are *not* sufficient for native-like accuracy …"

(from Saunders & Goldenburg, **2008**)

Will the Common Core Step Up Schools' Focus on Grammar?

" …there's some thought that grammar is making a comeback—along with perennial debates about how best to teach it.   "*We are asking kids to dive into complex texts and understand them, so we need to teach them how to read complex sentences,*" said Chris Hayes, a veteran elementary teacher in Washoe County, Nev.   And that requires deep knowledge of grammar.   Published Online: February 23, 2016, By Liana Heitin

The Old Paradigm :
Oversimplifying the process of Language Acquisition
E.L.D.'s "scope & sequence" ?

- The best linguists in the world, say that we *don't* learn a new language very well by focusing primarily on the discrete-skills of grammar.

- The concept of learning language skills in a sequential-linear manner is a gross oversimplification of the natural acquisition of any language, & is *not* what ELLs really need.

- Quotes from the world's most re-known & best-selling linguist, (Reknown MIT linguist *Steven Pinker*)

Proceedings of the Natural Academy of Sciences

"Children are exposed to vast quantities of data exhibiting the key structural features of their language. Are these structural features acquired from the data or are **they imposed** on the data **by learners**?"

"We identify *a piece of grammatical knowledge* that is *systematic* within an individual speaker **but** varies unpredictably across a population of speakers of ostensibly a single language.   Further, parents' knowledge in this domain does *not* predict children's knowledge."

"The independence of parents' and children's knowledge indicates that the relevant *grammatical structures* **are** *not* **acquired from experience, but** are **supplied by learners.** This dissociation between the grammatical knowledge of children and their parents **demonstrates that children actively construct grammatical knowledge** from highly ambiguous evidence."

"Endogenous sources of variation in *language acquisition*"

Chung-hye Han[a], Julien Musolino & Jeffrey Lidz

In the study published in **the journal PNAS**, researchers found:

"*Language learning* is **not** a passive process in which children simply absorb and copy their parents. … Instead, children actively construct their language using a combination of their experience and their innate language-making capacity."

"Perhaps one of the oldest debates in the cognitive sciences centers on whether children have an *inborn faculty of language.* … Evidence for its existence comes from *the richness of the system that language users come to have* **as compared to** *the finite set of sentences that any one learner is exposed to.*"

The Old Paradigm :

Gross Oversimplification of the *Language Acquisition Process*

"Where methodology is concerned, there is *no* **reason** to assume that presenting the target language as a series of *discrete* linguistic or socio-linguistic teaching points is the best **or even a way** to get learners to synthesize the parts into a coherent whole … **this is what most teaching methods do assume.** It is **reflected in the demand for immediate, forced production by the learners, of *native-like* sentences,** from the earliest stages of instruction, and the prescription of teacher "correction" for anything less."

Research & assertion made by : *Kenneth Hylthenstam & Manfred Pienemann*

The Old Paradigm in Math Instruction:
"It's common knowledge, Schools were built on *the Factory Model*"

Closing the Factory:
Productive Struggle and   the New Math Model
From a webinar by LearnBop, hosted by *Education Week*

"... schools were built on *a factory model*, where students were prepared for rote jobs that didn't require innovation, critical thinking, or creative problem solving.   But students today need cognitive challenges, *not* tasks or memorization.

Using various techniques, teachers can help students see that hard work *and incorrect answers*—the "*productive struggle*" **crucial to real knowledge** *acquisition*—represent **steps** on the path **toward mastery,** *rather than seeing them as signs of failure.*"

Cindy Bryant, director of learning, *LearnBop*; former member of *NCTM's* board of directors; former Presidential Awardee; and former head of *K-12 math* for the state of Missouri

John Carver, superintendent, Howard-Winneshiek Community School District, Cresco, Iowa, and co-chair of the *STEM* Advisory Council's Broadband Committee

Ross Kasun, superintendent, Freehold Township School District, Monmouth County, N.J.

Moderator:

Zacc Dukowitz, school services specialist, LearnBop

Is going back to "Old School" the New Paradigm? No!

- Thematic Integration ?
- Content-based ELD ?
- Unit Themes of Dinosaurs, Seasons, Mammals, etc.?
- A language focus, but in the service of learning Content ?
- Reading & Writing Integration ?

These are tried & true practices & *great* classroom strategies, *but* CONTENT seems to always trump E.L.D. , so what's the solution?

"Content Trumps Language Learning" (___ & ___, 2012)

QUOTE THE RESEARCH BY RESEARCHERS "_____ & ___"

- But, what about *modals* ?   Should, could, would, etc. ...
- And what about *contractions* ? Can't, won't, don't, etc. ...
- And *irregular verbs* ? Fought, caught, taught, drank, etc...
- And what about *prepositions* ? In, under, behind, on, between the book shelf & the window, next to, near, ? , etc...

When do we teach these *discrete skills* in a content-based E.L.D. Program?

The solution is a compromise

between the old & the new E.L.D. paradigms !

What **should** *E.L.D.* look like?

"*Language development* occurs *in* subject area classrooms, when *teachers* carefully scaffold language and content learning, and where *students* work and talk together."

"*ELLs* learn language as they engage in meaningful content-rich activities (*projects, presentations, investigations*), that encourage language growth through *perception, interaction, planning, research, discussion, argument and co-construction of* academic products."

(From the "*Challenges...*" paper, by Kenji Hakuta, María Santos & Zhihui Fang)

Solving the "_two cylops problem_"
Seeing the depth of the problem

"I've started using **MOOCs (Massive Open Online Courses)** as a tool for collaboration.

… as an instrument to disseminate our work around the Common Core, and to support states and districts struggling with professional development and Common Core implementation."

"I'm also using it as **a way to collaborate** with friends and colleagues who share the passion to illuminate _the exquisite connections_ between content and language."

quote by: **Kenji Hakuta**

A Seminal Paper

"Challenges and Opportunities for Language Learning in the Context of Common Core State Standards and Next Generation Science Standards"

By Kenji Hakuta,   María Santos &   Zhihui Fang

Dr. Kenji Hakuta is the endowed chair Lee L. Jacks Professor at Stanford University's Graduate School of Education. His areas of teaching and research are in the education of English Language Learners, second language acquisition, education policy and practice, and research methods, & a consultant for O.D.E., (Oregon Department of Education).

Professor Hakuta and his colleagues have written the seminal paper above, which will be made available to the session's participants, at the end of this session.

What should *E.L.D.* look like?
the Next Generation Science Standards
Let's take a close look at NGSS

- http://www.nextgenscience.org/4e-energy

Please note from this one example of the **NGSS**, a 4th grade *NGSS* on "Energy", where *language* is **deeply** embedded, with the *content* ;

showing that there are some good things about the standards movement:

1.) The Standards focus on **content**,

2.) The Standards focus on **language** skills!

"Stated standards take me out of my corner, my community, even my state, and remind me what kids out there in the wide world are doing."

Quote by **Barbara Stengel** ,
Professor at Vanderbilt University's *Peabody College of Education*

The **Next Generation Science Standards**, which are largely based on the 2011 Academies report A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas."

"The standards outline key scientific ideas and practices that *all* **students** should learn by the time they graduate from high school, and they entail *shifting away from memorization of facts and information* presented by teachers *to student-led investigations* and *in-depth examination of core ideas*."

Sustained professional learning opportunities are needed to help science teachers teach new science standards, according to a new report

"Closing the gap between the vision of teaching science exemplified in the NGSS and current instruction in many schools will require creating a system of policies and practices that support individual and collective teachers' needs, allowing them to deepen their own expertise, while challenging their students to learn, enjoy, and appreciate science." said Suzanne Wilson, committee chair and Neag Endowed Professor of Teacher Education at the University of Connecticut.

Road blocks?
or Opportunities?

"…many teachers are left without the experience needed to enhance the science and engineering courses they teach, … **This issue is particularly pronounced in *elementary schools* and in schools that serve a high percentage of *low-income students.***

"While *high school teachers* **have more access** to relevant professional development opportunities, *middle and elementary school teachers* **have less**. The situation is especially difficult for teachers in schools that serve high percentages of low-income students …"

"*Epistemological Linguistics*"

recent research by *Dr. Kenji Hakuta*
co-authored (w/ *Rebecca Greene*)

"The paper makes the point that the current state of education creates a unique environment in which the "*use-inspired*" *research* creates conditions for good innovative work around **language & content** …"

Question:

What makes *"Epistemological Linguistics"* distinct from "*Applied Linguistics" where the real-life solutions are in education* ?

Answer: Because Epistemology is defined by the theory of knowledge, especially with regard to its methods, validity, and scope, & because Epistemology is the investigation of what distinguishes justified belief from opinion, therefore *Epistemological Linguistics* goes much deeper in analyzing policy changes, than the pragmatic solutions and the programmatic considerations of applied linguistics.

Please turn to your partner(s) at your table & take 2 minutes to discuss:

- With what do you *agree* with, of the information on the previous slides?
- With what do you *disagree* with of the information on the previous slides?
- If you have no opinion *yet*, on these issues, please discuss **a positive** *and* a **negative experience** that you've had personally, with regard to *learning* a *new* language, where the methodology that the teacher used was immersion, with no sheltered instruction.

The Best Way The Functional Ideal
Requires a Paradigm Shift

Credit Michael E. Gerber

"For a [school district] to act great requires it to think in a significantly different way about what it does and how it does it than most [school districts] are prepared to do."

"… where **they start is *not* with how to do it, but with the question, *"What is the best thing to do?"***

"To make a promise [an unwritten contract to produce results] and to accept full responsibility for the delivery of that promise – **requires *control*.**

The kind of *control* that only a *process-oriented* [school district] can hope to exercise."

Metaphor : Get *a new horse*? or *a new tractor* ?
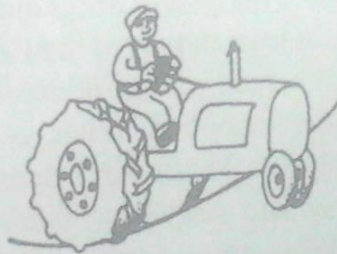# Pivot towards a new ELD paradigm!

"How to Fix Failing Schools.
And How *Not* To."

From the book: *"<u>Improbable Scholars</u>"*
by ***David L. Kirp,***
a professor of public policy, at the University of California Berkeley.

(the *Newark* School System   vs   *Union City* Schools).
Disruptive Change w/ Charismatic Leaders?
or   "*Continuous Improvement*" ?

Professor David L. Kirp, compared the experience of **two failing urban school systems,** w/students who are mostly **poor minority and immigrant children.**

"*Improbable Scholars*"

A book by David L. Kirp,
a professor of public policy at the University of California Berkeley.

"In 2009, the political odd couple of *Chris Christie*, the Republican governor-elect of New Jersey, & *Cory Booker*, Newark's *charismatic* mayor, … persuaded *Mark Zuckerberg*, Facebook's chief executive, to invest $100 million in their grand experiment.

"…[They were] convinced that *the Newark [school] system* could be reinvented in just five years, in part **by closing underperforming schools, encouraging charter schools and weakening teacher tenure.**

The mayor enthused, *"We can flip a whole city .. and create a national model!"*   …   [but]

No one expected a national model out of *Union City*.

"*Improbable Scholars*"
book by David L. Kirp,
a professor of public policy at the University of California Berkeley.

"*Newark's* big mistake was … that school officials placed their faith in the idea of *disruptive change* and *charismatic leaders*.   Slow-and-steady was anathema to Mr. Booker and Mr. Christie, who had big dreams for *Newark*.   But … the politicians' optimism was misplaced. What went wrong had as much to do with their *top-down approach* as with the proposals themselves.   … consultants gobbled up more than $20 million in fees."

v.s.

"*Union City* adopted the opposite approach, embracing the idea of **gradual change** and working within existing structures."   (from the book, " Improbable Scholars")

- "*English Learners* are initially taught in their own language, mainly *Spanish*, and then gradually shifted to English. The system started hiring more teachers who spoke Spanish **or** had E.S.L. training."

- "To get students more excited about **reading**, the schools became *word-soaked environments*, *with tons of reading* and *daily writing assignments* linked even to subjects like art and science that traditionally don't require much writing."

- "Teachers **rethought** *skill-and-drill instruction*, instead emphasizing *hands-on learning* and *group projects*."

- "Recent changes include … a STEM-focused elementary school."

The Best Way = The Functional Ideal Requires a Paradigm Shift

Credit Michael E. Gerber

- ▫ "The *best way* is always the way which eliminates *the Primary Frustration* experienced by any one of the four Primary Influencers of a [school district]." [i.e. students, parents, school teachers + administrators, and state & Federal reps.]

- ▫ "*The Primary Frustration* is the *negative experience* most commonly complained about concerning someone's interaction with a [school district]."

"It's not difficult to find out what the Primary Frustration is."

"Just ask 100 people [students, parents, teachers + administrators, state + Federal reps.] … it is in these responses that one finds .. the *best way*.

Making a Difference
by Eliminating *the Primary Frustration*

Ask your colleagues, to share the *Primary Frustration(s)* of an ELD Program that you've seen, or of ELD Programs in general, then discuss the positive impact that would happen, if those school districts eliminated *the Primary Frustration(s)* normally experienced by most people who interact with, & within, school districts.

"Obviously it would have a positive impact on everyone involved and it would *set* their [school districts] *apart*."

"Well, that's what *process-oriented* [school districts] are all about; inventing an unobvious way to do the obvious, every single time."

(Representatives from two successful school districts can tell you that there's **no need to** *re-invent the wheel* !)

There's a better way than whipping a dead-tired horse !
"**Most** [school districts] **are** *people- oriented*
rather than *process-oriented.*"
Credit : Michael E. Gerber

▫ "***People-oriented*** *[school districts]* focus their attention on *who* is doing the work; **depending on the** *"good"* **people** to produce results."
("Where good = is defined as experienced, self-motivated, successful people, [depending on "them"] to produce good results; someone is always shouting, " *Find me someone who knows how to get the job done !"*)

▫ "***Process-oriented*** *[school districts]* focus their attention on whether the *right* work is being done, and more importantly, *if* the right work is being done how it is being done; **depending on** *good processes* to produce results."
("Where good = is defined as the process's ability to produce the very best results in the hands of inexperienced (or less experienced) people than other [school districts] need to produce the same results.")

The most successful school districts

intentionally recruit *top talent* to build a great team capable of making winners of all involved, **SO** …

An example of a school district's *Vision Statement*

"We believe that a high-quality, well-rounded educational experience is rigorous, culturally relevant, engaging and healthful.   It incorporates new technology and new approaches to instruction and learning.   It nurtures the whole child, with opportunities for music and world languages and hands-on learning.   **It requires high quality, effective teachers, administrators and support staff.**   It builds on strong relationships and shared responsibility with students, family and community."

Every School District Recruits Top Talent,
so What's the Dif ' between *people*-oriented
vs. *process*-oriented school districts?"

Credit : Michael E. Gerber

"When something goes wrong in a *people-oriented* [school district] someone invariably asks the question,

   "What's wrong with Jack [or Mary] ?"

"It's a *sine qua non* that someone is always letting the [school district] down."

   "If the definition of *good people* is people who produce good results, logic would tells us that when people fail to produce good results, they're not good people."

   "*NOT* a cheery position to be in."

Every District recruits top talent, So What's the Dif' ?
people- oriented rather than
process-oriented school districts."
Credit : Michael E. Gerber

"When something goes wrong, in a true *process-oriented* [school district],* the question that invariably gets asked first is:

"*What's wrong with the process* ?"

"*Jack* [& Mary] *aren't* the problem, *the process* is the problem !"

"A *process-oriented [school district]* knows that the discovery of a better way to do something is significantly more empowering than finding a better person to do it. …A better process can be liberating … It has the power of turning ordinary people into extraordinary people."

"Most [school districts] are *people- oriented* rather than *process-oriented.*"

Credit : Michael E. Gerber

"… if you're what would be categorized on the job as *a "best person"* this whole [process-oriented] concept may offend you, … but the good news is that *a great process* in the hands of a great person is a wonder to behold!"

- ▣ Witness Seahawks quarterback *Russel Wilson* & a football.

- ▣ Witness *Joe Montana* and Coach Walsh's offense for the San Francisco 49ers?

- ▣ "Witness *Beethoven's* Fifth Symphony & conductor *Leonard Bernstein.*"

- ▣ Witness the Warriors', Steph Curry & a basketball.

"Witness a star at anything, & you'll understand … Every great person uses a great process."

There's a better way
than whipping a dead-tired horse !
"Most [school districts] are *people- oriented*
rather than *process-oriented*."
Credit : Michael E. Gerber

"For a process to be liberating it must liberate everyone" – [the teachers, administrators, the students, the parents, the state reps.]

"- because *they* [successful school districts] possess *a process* that works, *their* [school districts] are perceived to work better than most."

There's *Not* One Best Way

credit Michael E. Gerber

"Great [school districts] differentiate themselves **not** by the people who work for them, but by *the process* through which these people produce a predictable result each and every time. … The *best way* is discovered by answering the following questions:

1.) What one thing would people, [the key stakeholders], most like us to do for them that we and [other school districts] can't currently do?

2.) Has anyone ever tried to do this thing?

3.) If yes, why did they fail?

4.) What would it mean to us if we could do it?

5.) Why can't we do it?

6.) What would be the best way to do it?

7.) How much would it cost us to be able to do it the *best way*?

8.) Is it worth the cost? If yes, what would be the impact …"

There's *Not* One Best Way
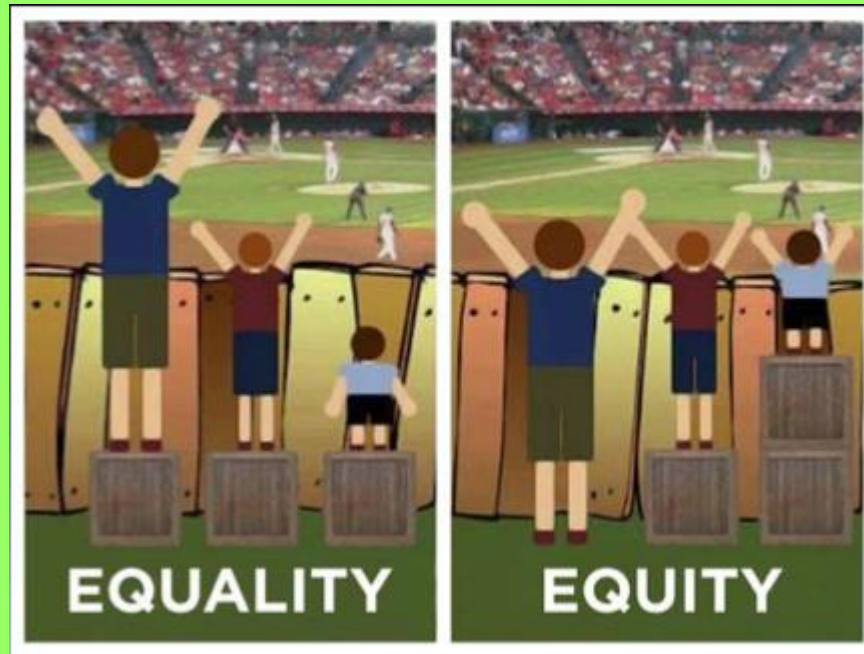## The *Newark* School System vs *Union City* Schools
Another Comparative Study of Two School Districts

"No one expected a national model out of *Union City*. Without the [same] resources [that were] given to *Newark*, … [$100 million from Facebook's Mark Zuckerberg],

Questions posed in the N. Y. Times opinion article, of Jan. 10th, 2016, of **the huge challenges** facing *the Union City School District* :

"How could *English Learners*, three-quarters of the students, become fluent in English? and

How could youngsters, many of whom came from homes where books were rarities, be turned into adept readers? "

The burden of Equity

There's *Not* One Best Way
The *Newark* School System vs *Union City* Schools

"*…Newark*, despite huge infusions of money & outside talent, has struggled by comparison … [to] *Union City*, which opted for *homegrown gradualism*, today is regarded as a poster child for good urban education."

"What explains the difference? … There's *no* miracle cure for what ails public education."

"What business gurus label *"continuous improvement"*, and the rest of us call *slow-and-steady*, wins the race."

Union City did *not* place their faith in the idea of *disruptive change* and *charismatic leaders*.

Improving & aligning your your E.L.D. Curriculum
is analogous to improving your school's Tier 1 Core Curriculum !

- Despite great teachers, good instruction, & the best practices within the old ELD paradigm, it's still the same old failing ELD paradigm. *"Turning on the lights and give the bogeyman a name".* (Credit the dialogue in the movie "Concussion".)

- Why *can't* we close *"the achievement gap",* in spite of our Herculean efforts to do so ?

- We didn't discover this "bogeyman", it was *the white elephant* in the room, that we all complained about.

- If you advocate for a *process-oriented* ELD paradigm shift, it may upset some people. (See next slide)

The New Paradigm vs. The Old Paradigm
Communicative method vs. Grammar discrete-skill method

"One of the all-pervasive challenges for the shift towards *the New ELD Paradigm* is that many established & powerful politicians, text book publishers , educators, parents, college professors, school administrators, & even your next-door neighbor, will insist that grammar-discrete skill method is "the best" way to teach a language, and they will say this with all the sincerity and dogmatism of someone whose family has always voted for a certain political party, or with the faith of a person who thinks his or her religion should never be questioned or criticized."

"So, will we be forever stuck with *the two-cyclops* viewing content & language learning? " (quote by Virgil Ruiz)

On December 10, 2015, President Obama signed **the Every Student Succeeds Act (ESSA),** …

- "One of the biggest complaints about NCLB was the *test-and-punish nature of the law* -- the high-stakes consequences attached to student standardized test scores.

- *NCLB* **unintentionally** incentivized **a focus on test prep** *and* **the narrowing of the curriculum** in some schools, as well as the over-testing of students in some places."

- "ESSA could change that. …"

The Every Student Succeeds Act (ESSA)

"… The law decouples high-stakes decisions and statewide testing."

"*Adequate yearly progress*" **has been eliminated, along with the sanctions -- including possible school closure** -- associated with it.

"Also eliminated: the federal role in teacher evaluation, meaning that states no longer have to include standardized assessment scores in them."

Critical Question:
Is the *New ELD Paradigm* the Old *Sink or Swim*?
No! Two Oregon school districts have already
successfully implemented the new ELD Paradigm !

▫ Comparing key & essential aspects
of two Oregon school districts that
have shifted to the new E.L.D.
Paradigm, with much success.

  ▪ 1.)   Reynolds School District
                        &
    2.)   David Douglas School District

How can two completely *different* ELD Programs be so successful & effective?

- *Reynolds School District* uses G.L.A.D., (Guided Language Acquisition Development), in their integrated ELD content instruction, while

- *David Douglas School District* uses Susana Dutro's *functions & forms* in ELD content instruction.

- What are the key components that makes these distinct ELD Programs so successful and effective?

David Douglas School District's
ELD Program Model

"… *David Douglas* [School District] is one of the largest Systematic ELD districts in the state.   They use Dutro's materials during their language block.   I have had discussions with members of the team who created the model. *Form and Function* drives their instruction.   … They use sheltered strategies in *content instruction*, but *form and function* is the basis for *ELD instruction*."

Question: So what does *David Douglas School District* have, that's missing from most ELD Programs, & what makes their ELLs so successful?

Possible Answer: David Douglas shifted from the old ELD paradigm, to implement & use the new ELD paradigm's focus on an integrated curriculum model, w/ content area teacher + ELD specialist teacher collaboration integrating Language & Content!

Credit for the following Power point slides (# 82 – # 92)
Are courtesy of
David Douglas School District's Slide Presentation :
Devlin, K. and Koskela, B. (2015).
"From Elementary ESL Pull-out to Language for All"
"ELD Program Visitation Days",   *February 24, 2015,   March 31, 2015*
[Power Point slides].   Retrieved from:
https://sites.google.com/a/oregonlearning.org/equity-unit-
updates/home/ode-education-equity-unit-update-for-april-2-
2015/odeeducationequityunitupdateforapril22015

Credit for the following Power point slides (# 93 - # 104)
Are courtesy of *Reynold's School District's*
on-line *Prezi* Presentation,
Smith, L. (2015).
"ELP Standards and Action Plans"
"A Pilot Project in Reynolds School District"
[Power Point slides].   Retrieved from:
https://prezi.com/pyihjfdtinkp/copy-of-glad-action-plan-prezi/

From *Elementary ESL Pullout* to "*Language For All*"

David Douglas ELD Program Model of Delivery

- "I will gain an awareness of **the *David Douglas ELD Program Model*** of Delivery – specifically the Elementary *Language for All* model.

- I will learn about the key components and steps to consider during a language program model change.

- I will observe a language lesson at an elementary school.

- I will collaborate and network with fellow colleagues to explore and share language instruction and practices."

What is David Douglas' elementary ELD Program model of delivery?

- 30 minutes dedicated language block
- Walk to language for *all* students
- Focus on ELP Standards (forms and functions), **tied to classroom content**
- Proficiency based groups **(including native English speakers)**
- Taught by classroom teachers
- **Supported by Language Development Specialists/coaches** and instructional assistants

Why did David Douglas School District change the model?

- High numbers of ELLs
- **ELD disconnected from classroom content**
- *All* **learners** need *academic English*
- *Pull out* **problematic for ELLs and classroom teachers**
- Supports and provides framework for *explicit language instruction* **embedded throughout the day**

David Douglas S. D.'s Training for Classroom Teachers

- E.L. Achieve Key Trainer Team (2009)
- Initial 3 day Systematic ELD Training for two buildings with highest ELL numbers (2009-2011)
- Initial 3 day all remaining Elementary Classroom Teachers, **Speech Pathologists and Building Principals** (Spring 2012)
- Curriculum Training for Systematic ELD Kits (Fall 2012)
- Focused PLT (Fall 2012)
- Ongoing PD at the building level (annually)
- Fall and Winter Language Support Days (annually)
- **Plus Project GLAD** ☺

David Douglas S. D.'s Hiring and Training for Language Development Specialists

- Hired new Coaching Specialists (March 2012)
- LDS Team Meetings - weekly @ District Level
- Language Development Specialist coaching training from in-district lead coach (2012-2013)
- Kathy Norwood School Coaching Training (2013-2015)
- Modified MOOC – ELP Standards and Constructive Conversations (April/May 2015)

David Douglas S. D.'s Ongoing Classroom Support

- Daily in classroom support from instructional assistants
- *Initial presence* **of coaches during language block**
- ELD GLT meetings with LDS twice a month
- **Language Focused PLT Cycle**
- Additional release time allocated strategically throughout the year

David Douglas S. D.'s
Integrated Curriculum

- Art of Getting Along Systematic ELD kit to launch the year.

- Houghton Mifflin aligned, proficiency leveled maps with language function and forms.   (2012-2013).

- LDS team created **ELD maps aligned to ODE Functions and Forward Thinking and Academic Success Skills.**   (2013-2014)

Reflections from a Classroom Teacher
The Strengths of the David Douglas Model

- Launching with *Art Of Getting Along Kit*
- **Collaborating** with LDS and GLT
- **Co-teaching, in class support** from LDS
- **Integrating** Speech services
- **Students taking more risks when they have language to support their thinking.**
- **Improvements in *student writing*, *speaking* and *engagement*.**

Beyond *the Language Block* in **Math**

$5 \rightarrow$ sum
- add
- plus
- in all
- all together
- total
- and

$6 \rightarrow$ product
- multiply
- times
- by
- equal groups
- each / per
- in all
- twice
- area $\frac{2}{\times}\boxed{\frac{6}{3}}$
- multiple

- Subtraction -
- difference
- left over
- less than
- fewer than
- subtract
- remains
- take away

★ how ★
★ many ★
★ more ?★

5 is $\boxed{2 \text{ more}}$ than 3
$5 - 3 = 2$

÷ Division ÷
$20 \div 5 = 4$ ← quotient
↑ dividend ↗ divisor
- divide
- equally
- share
- each
- divided by
- goes into
- split
- half

5
$4\,\overline{)\,20}$

The _____ of the _____ problem is _____.
(answer)
sum
difference
product
quotient

addition
subtraction
multiplication
division

e operation I will use is _____
additi
subtr
mult
divi

use I see the word(s) _____

Beyond the Language Block
Students' *Academic Language* during *Math* time

- *Language observations* by *the District Math Coach* after modeling *math lessons* in classrooms:

- the 1st grade students who were able to respond to my questions with complete sentences using part of my question as their stem.   [a syntax rule in English grammar]

- the 3rd grade students who respectfully agreed, disagreed, and built upon each others ideas using *academic language.*

- the 5th grade students who shared their solution pathways using *academic language.*

Change in Practice = Change how we engage students

Leadership	Commitment	Equity

Leadership
- Common vision:
  - District
  - Principal
  - Coaching
  - GLT/Staff
- Coaching:
  - Whole-Staff
  - GLT
  - Individual
- PLT/PLC guidance

Commitment
- District support
- Time for GLTs & coaches to collaborate
- Staffing
- Training for support staff
- Monitoring & feedback
- Professional Learning is embedded into instructional day

Equity
- **Equity for ALL students**
  - **Inclusive practice**
  - **No loss of core instruction**
- **ELD is connected to core curriculum**
- Proficiency-based ELD: **Collaborative effort between classroom teacher & language coach**
- Cohesive instructional system for kids; **not fragmented/separate system**

Reynold School District's
Paradigm Shift
Towards *Language Teaching* in a *Content-Integrated ELD* Model

ELD Action Plan

East Multnomah County spanning 5 municipalities

11 Elementary Schools, 3 MS, 1 Comprehensive HS

7 Elementary Schools with all 4 indicators of impact (mobility, poverty, ELL, Languages)

Home Languages Spoken: 70

Most Common Home Languages:

English, Spanish, Vietnamese, Russian

White: 39%, Hispanic: 38%, Black: 8%, Asian: 7%, Multiracial: 5%, Indian: 1%, Pacific Islander: 1% "

ELP Standards and Action Plans
A *Pilot Project* in *Reynolds School District*

- **Reynold's S. D.'s GLAD Action Plan**

- Participants will learn about *the Reynolds School district's* implementation **to connect** *the teaching of ELP Standards* to our *sheltered instruction* though *Project GLAD*

View this Prezi on-line presentation
created by representatives from the
Reynolds School District
on how they rolled-out implementation of
their *integrated curriculum model*

- Reynolds School District

- Click on   the link   above:

Reynold School District's *Shift* in *Language Teaching* : Content-Integrated ELD Model

"A student-centered program that engages in culturally-relevant **English Language Development**, focusing on **language as action**, with explicit *content-integrated instruction* delivered through collaborative teaching models.

Shifts in Language Teaching :
Content-Integrated Instruction

- ▣ Science & Social Studies Content

- ▣ Integrated Literacy

- ▣ ELP Standards in Grade-Level Curriculum Maps

Shifts in Language Teaching: Collaborative Models

- Push-in Model in all k – 5 schools & one middle school this year.

- ELD Specialists work with grade-level PLCs.

- ELD Specialists are part of Unit Design Teams.

Shifts in Language Teaching : Language as Action

- Task-based practices.

- Performance tasks are part of Assessments Systems.

- Action Plans promote Community-based Learning.

Task Analysis Backward Plan
by theme / grade / ELP Standard
Backward-mapping!

- Part of the task

- Main Language Functions

- Language Forms (Standards #8 & # 10)

   Tier II / Tier III vocabulary

   [Sentence] Structures

   Formative Assessment

Standard-based Rubric for Action Plan Task

- Standard # 1:   Student can ….
- Standard # 2:   Student can …
- Standard # 3:   Student can …
- Standard # 4:   Student can …
- Standard # 5:   Student can …

ELP Standards Integration Tool
for Action Plans
Within an Integrated Thematic Unit

#1: Standards Design

ELP Standard(s) : Standards 5: Conduct research & evaluate & communicate to answer questions or solve problems.

- ▣ **I can statements :**
  - ▪ I can do research
  - ▪ I can decide what my research means
  - ▪ I can share my findings to answer questions & to solve problems.

  CCSS Writing Genre : Informational / Explanatory

  Integrated Thematic Unit Topic : Toys that Go!

  Grade Level : Kinder

  21st Century Skill Focus: Creativity /Communication

Focus on Sheltered Instruction Through Project G.L.A.D.

- Investing in teachers, not in a Program.
- High-level instructional strategies to engage all learners.
- Cooperative, visual, literacy-rich instruction.
- Units developed by *Reynold School District* teachers.
- Extensive follow-up and coaching.

ELP Standards + Action Plans = 20ᵗʰ Century Learning !

◻ Focus on Specific ELP Standards 2 – 6

◻ Match to curriculum maps

A Compromise between the Old Paradigm & the New Paradigm !
Key Components

- Backward-mapping the teaching & learning of ELD *Functions & Forms* from the *Common Core State Standards*, **but** focusing on the communicative method!

- Extensive & frequent Classroom Collaboration & teaming between the ELD teacher and the Content/Homeroom teacher.

- An effective *push-in model* that doesn't turn the ELD teacher/specialist into a "glorified" Instructional Assistant.

Will Every Student Succeeds Act, (ESSA), result in the *integration* of the public school curriculum?

With A.Y.P., (*"adequate yearly progress"*), eliminated and with the de-incentivizing of the:

1.) focus on test preparation,
2.) **narrowing of the curriculum**,
3.) decrease in over-testing of students,

Will this create the conditions for the New ELD Paradigm to flourish?

The elimination of teaching to the test, (for ELLs an ELPA test that contained narrow, discrete-skill criteria), *may* allow for the possibilities of a more *integrated curriculum* and for more *authentic assessment* measures !

An information *silo* is an insular management system *incapable* of reciprocal operation with other, *related* information systems.
Information *silo* occurs whenever a data system is incompatible or *not integrated with other data systems.*

© Peter D. Freeman

How to Get Rid of Silos

- **Avoid Labels:** Identify and group students for interventions based on the specific skills they need. Assign teachers based on their ability to improve those skills.

- **Collaboration Is Key:** Set up professional-development systems to encourage teachers specializing in general education, English-learners, gifted learners, and those with disabilities to find common strategies.

- **Blend Funding Streams:** Don't assume there's not flexibility in state and federal rules when it comes to supporting student learning. Document and justify what you're doing.

Joining Forces: Getting Rid of Silos
Tapping Teacher Specialists to Serve All Students

"**Steve Sandoval**,   Executive Director of Special Services, *Adams County District 50,* Westminster, Colo., created an *"interventionist framework"* out of frustration that his district's talented education specialists were isolated by separate certifications, regulations, and funding streams. *The framework* helps to "cross-pollinate" teachers of special education, **English-language learners,** and gifted students, to identify common strategies and target interventions for all students.

The approach has **helped dramatically raise student achievement** in the district during a time of demographic change, and has helped make possible *Adams District 50's* switch from traditional grade levels to a competency-based-leveling system.

"Educator Collaboration
Keeps all Students Involved at Portland Elementary"
Oregonian news article, Dec. 11, 2015 :

- "*Portland Public Schools* is one of multiple districts in the metro-area implementing co-teaching techniques."

- "*Beaverton schools* also has some co-teaching teams and the district is considering expanding the practice for ELLs, said district spokeswoman Athena Vadnals."

- "In *Hillsboro [School district],* almost all schools have at least one co-teaching group, district student services executive director Elaine Fox said in an e-mail, …"

- "We see co-teaching as an inclusion strategy that is a component of our districtwide *equity and social justice work,*" … [Elaine Fox] said."

Examples of key strategies for the new ELD paradigm.

- ▫ **"Practical *Co-Teaching Strategies* to Effectively Support your ELLs in *Inclusive Classrooms*";** a *Seminar* presented by **Kathy Perez,** outstanding teacher, author, and national presenter.

- ▫ **"ELD Models and *Strategies for Co-Teaching"***

"With inclusion on the rise, ELD and Classroom teachers are sharing classrooms more than ever and becoming effective co-teaching partners. Bring your team, co-teacher or just yourself and learn the models for co-teaching. Understand when and how to use each model for *effective instruction to second language learners* **and** *low language at risk students.* Find out which strategies are best associated with each model and create make and take activities so you can use them in the classroom the next day! **Engaging, robust** *English acquisition* **happens throughout the day when ELD and Classroom teachers team up to enrich each lesson with rigorous language instruction."**

"Educator Collaboration

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- "*Beaverton schools* also has some **co-teaching teams** and the district is considering **expanding the practice for ELLs**, said district spokeswoman Athena Vadnals."

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- **"We see co-teaching as an inclusion strategy that is a component of our districtwide** *equity and social justice work,"* … [Elaine Fox] said."

Q & A: Questions & Answers Discussion time

- I will moderate the discussion.
- Pass out research articles and handouts I've prepared ahead of time, regarding the contentions made in this presentation.

- Any requests, questions, and/or criticisms that *can't* be answered or addressed by me at this time, should be directed to me:

  vruiz@fgsd.k12.or.us

I will try to answer any question by e-mail, or phone call, if preferred, or refer you to someone who can answer your question.

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