Figure Collection

of the

English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve

Chapter 8 – Chapter 11

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Chapter 8 - Chapter 11

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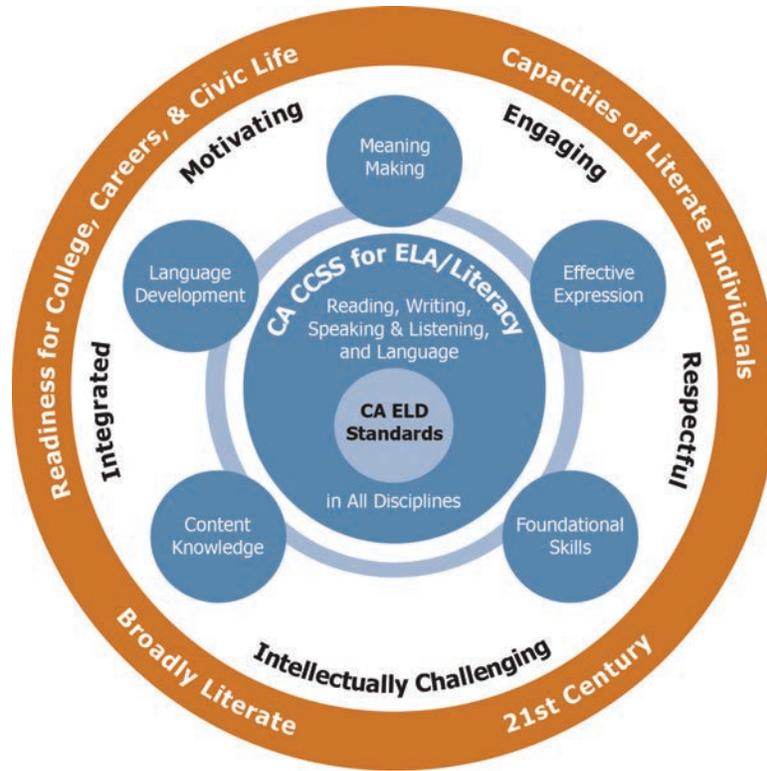
Figure 8.2. What is Formative Assessment?

What is formative assessment? Formative assessment is a *process* teachers and students use *during* instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is *not* a tool or an event, nor a bank of test items or performance tasks. Well-supported by research evidence, it improves students' learning in time to achieve intended instructional outcomes. Key features include:

4. **Clear lesson-learning goals and success criteria**, so students understand what they are aiming for;
5. **Evidence of learning** gathered during lessons to determine where students are relative to goals;
6. **A pedagogical response to evidence, including descriptive feedback**, that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?
7. **Peer- and self-assessment** to strengthen students' learning, efficacy, confidence, and autonomy;
8. **A collaborative classroom culture** where students and teachers are partners in learning.

Source

Linquanti, Robert. 2014. *Supporting Formative Assessment for Deeper Learning: A Primer for Policymakers.* Paper prepared for the Formative Assessment for Students and Teachers/State Collaborative on Assessment and Student Standards, 2. Washington, DC: Council of Chief State School Officers.

Figure 8.3. Key Dimensions of Assessment for Learning and Assessment of Learning

Assessment: A Process of Reasoning from Evidence to Inform Teaching and Learning			
Dimension	**Assessment *for* learning**	**Assessment *of* learning**	
Method	Formative Assessment Process	Classroom Summative/ Interim/Benchmark Assessment*	Large-Scale Summative Assessment
Main Purpose	Assist immediate learning (in the moment)	Measure student achievement or progress (may also inform future teaching and learning)	Evaluate educational programs and measure multi-year progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade level/ department/school	School/district/state
Priority for Instruction	High	Medium	Low
Proximity to Learning	In-the-midst	Middle-distance	Distant
Timing	*During* immediate instruction or sequence of lessons	*After* teaching-learning cycle → *between* units/ periodic	*End* of year/course
Participants	Teacher and Student (T-S/S-S/Self)	Student (may later include T-S in conference)	Student

*Assessment of learning may also be used for formative purposes *if* assessment evidence is used to shape future instruction. Such assessments include weekly quizzes; curriculum embedded within-unit tasks (e.g., oral presentations, writing projects, portfolios) or end-of-unit/culminating tasks; monthly writing samples, reading assessments (e.g., oral reading observation, periodic foundational skills assessments); and student reflections/self-assessments (e.g., rubric self-rating).

Source
Adapted from
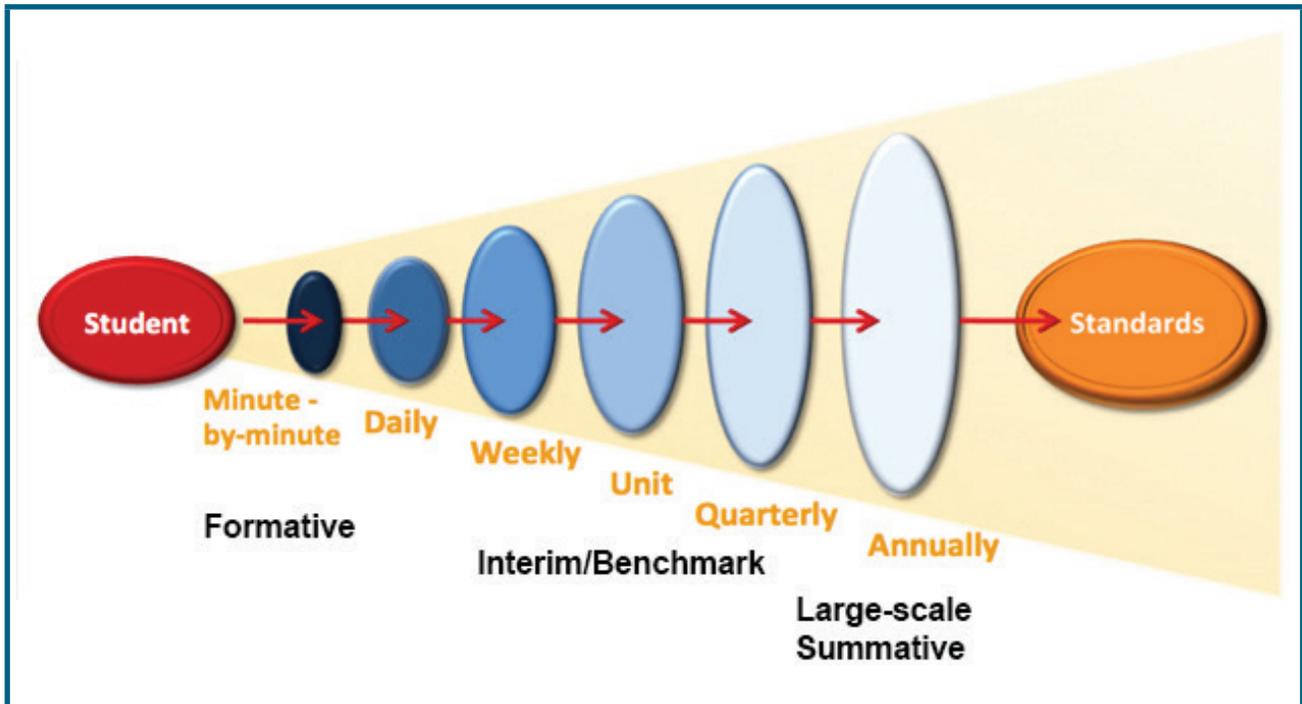Linquanti, Robert. 2014. *Supporting Formative Assessment for Deeper Learning: A Primer for Policymakers.* Paper prepared for the Formative Assessment for Students and Teachers/State Collaborative on Assessment and Student Standards, 2. Washington, DC: Council of Chief State School Officers.

Figure 8.4. Assessment Cycles by Purpose

Student → Standards

Minute-by-minute · Daily · Weekly · Unit · Quarterly · Annually

Formative

Interim/Benchmark

Large-scale Summative

Source

Adapted from

Herman, Joan L., and Margaret Heritage. 2007. *Moving from Piecemeal to Effective Formative Assessment Practice: Moving Pictures on the Road to Student Learning.* Paper presented at the Council of Chief State School Officers Assessment Conference, Nashville, TN.

Figure 8.5. Types and Uses of Assessments Within Assessment Cycles

Cycle	Methods	Information	Uses/Actions
Short			
Minute-by-Minute	• Observation • Questions (teachers and students) • Instructional tasks • Student discussions • Written work/representations	• Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding	• Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on "teachable moments")
Daily Lesson	Planned and placed strategically in the lesson: • Observation • Questions (teachers and students) • Instructional tasks • Student discussions • Written work/representations • Student self-reflection (e.g., quick write)	• Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding	• Continue with planned instruction • Instructional adjustments in this or the next lesson • Find out more • Feedback to class or individual students (oral or written)
Week	• Student discussions and work products • Student self-reflection (e.g., journaling)	• Students' current learning status relative to lesson learning goals (e.g., have students met the goal[s], are they nearly there?)	• Instructional planning for start of new week • Feedback to students (oral or written)

Cycle	Methods	Information	Uses/Actions
Medium			
End-of-Unit/Project	• Student work artifacts (e.g., portfolio, writing project, oral presentation) • Use of rubrics • Student self-reflection (e.g., short survey) • Other classroom summative assessments designed by teacher(s)	• Status of student learning relative to unit learning goals	• Grading • Reporting • Teacher reflection on effectiveness of planning and instruction • Teacher grade level/ departmental discussions of student work
Quarterly/Interim/ Benchmark	• Portfolio • Oral reading observation • Test	• Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated)	• Making within-year instructional decisions • Monitoring, reporting; grading; same-year adjustments to curriculum programs • Teacher reflection on effectiveness of planning and instruction • Readjusting professional learning priorities and resource decisions
Long			
Annual	• Smarter Balanced Summative Assessment • CELDT • Portfolio • District/school created test	• Status of student achievement with respect to standards (results aggregated and disaggregated)	• Judging students' overall learning • Gauging student, school, district, and state year-to-year progress • Monitoring, reporting and accountability • Classification and placement (e.g., ELs) • Certification • Adjustments to following year's instruction, curriculum, programs • Final grades • Professional learning prioritization and resource decisions • Teacher reflection (individual/grade level/ department) on overall effectiveness of planning and instruction

Figure 8.6. Essay Scoring Rubric

Dimensions	4	3	2	1
Ideas and Content	The essay has a clear thesis and supports it with evidence. Relevant comparisons between the paintings are made. Reasons for the similarities and differences are discussed in terms of the influence of one art movement on another.	The essay has a clear thesis. Comparisons between the art works are made. The discussion of influences might be thin.	An opinion is given. The support for it tends to be weak or inaccurate. May get off topic.	The thesis and support for it is buried, confused and/or unclear.
Organization	The paper has an interesting beginning, developed middle, and satisfying conclusion in an order that makes sense. Paragraphs are indented, have topic and closing sentences, and main ideas.	The paper has a beginning, middle and end in an order that makes sense. Paragraphs are indented; some have topic and closing sentences.	The paper has an attempt at a beginning and/or ending. Some ideas may seem out of order. Some problems with paragraphs.	There is no real beginning or ending. The ideas seem loosely strung together. Poor paragraph formatting.
Voice and Tone	The writing has a clear perspective, sophisticated style, and appropriate tone.	The style and tone are appropriate. The writer's perspective fades in and out.	The writer's perspective is obscure. The paper shows little awareness of audience and purpose.	The writing is flat, lacks a perspective, and uses an inappropriately formal or informal style and tone.
Word choice	The words used are descriptive but natural, varied and vivid.	The words used are correct, with a few attempts at vivid language.	The words used are ordinary. Some may sound forced or clichéd.	The same words are used repeatedly, some incorrectly.
Sentence Fluency	Sentences are clear, complete, begin in different ways, and vary in length.	Mostly well-constructed sentences. Some variety in beginnings and length.	Many poorly constructed sentences. Little variety in beginnings or length.	Incomplete, run-on and awkward sentences make the paper hard to read.
Conventions	Spelling, punctuation, capitalization, and grammar are correct. Only minor edits are needed.	Spelling, punctuation and capitalization are usually correct. Some problems with grammar.	There are enough errors to make the writing hard to read.	The writing is difficult to understand because of errors.

Source
Andrade, Heidi G. 2013. *Essay Scoring Rubric*. Unpublished document.

Figure 8.7. Language Analysis Framework for Writing

Language Analysis Framework for Writing				
Content Knowledge and Register	**Text Organization and Structure**	**Grammatical Structures**	**Vocabulary**	**Spelling and Punctuation**
Is the overall meaning clear? Are the big ideas there and are they accurate? Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge? Does the register of the writing match the audience?	Is the purpose (e.g., entertaining, persuading, explaining) getting across? Is the overall text organization appropriate for the text type? Are text connectives used effectively to create cohesion? Are pronouns and other language resources used for referring the reader backward or forward?	Are the verb types and tenses appropriate for the text type? Are noun phrases expanded appropriately in order to enrich the meaning of ideas? Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)? Are clauses combined and condensed appropriately to join ideas, show relationships between ideas, and create conciseness and precision?	Are general academic and domain-specific words used, and are they used accurately? Are a variety of words used (e.g., a range of words for "small": little, tiny, miniscule, microscopic)?	Are words spelled correctly? Is punctuation used appropriately?

Sources

From

Spycher, Pamela, and Karin Linn-Nieves. 2014. Reconstructing, Deconstructing, and Constructing Complex Texts. In *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5*, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press.

As adapted from

Derewianka, Beverly. 2011. *A New Grammar Companion for Teachers*. Sydney, NSW: Primary English. Teaching Association.

Gibbons, Pauline. 2009. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Portsmouth, NH: Heinemann.

Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 14 (4):238–254.

Figure 8.8. Student Annotated Writing Sample Using the CA ELD Standards

Susana's Text	Annotations
Bats Bats are important because they eat mosquitos, insects, mice, frogs and other small animals that could become pest in your house. Tey are also important because the spreed pollen and seeds and because of that more plants grow. If it werent for bats we wouldnt have all the food that we have now. There are over 1,200 speicies of bats. The largest bat is the flying fox and you could find it in Austrilia. 3 species of bats are bumble bee bat, fruit bat, and even vampire bats. Bat can be able to damage many plants. They dont suck blood like in horror movies. They drink it like little kittens. Tey are the only mamles that could fly. Bats are in danger because people are scered of them. They are scared of them that they burn there homes. There are less bats know than they use to be. In Austrilia flying foxes arc dieing of heat woues. In 15 years over 30,000 bats are dying because of us.	**Content and register:** • Big ideas and lots of informative details provided, mostly accurate information • Some information needs more clarity (bats aren't in danger just because people are scared of them) • *You, we, us* is used (less formal register) **Text structure and organization:** • Organized logically into three chunks (*why bats are important, species of bats, why bats are in danger*) • Some information doesn't seem to fit in the chunks (*bats damaging plants*) • Missing an introduction and conclusion, order may not be logical • Pronoun reference: *because of that* used accurately to condense and link to previous sentence (cohesion) • Could use more text connectives (cohesion) **Grammatical Structures** • Some appropriate clause combining to link ideas and show relationships • Some clause combining needs work (*They are scared . . . that they burn . . .*) and more could be used • Phrases could be expanded to include more details about where, when, etc.

Summary Notes and Next Steps:

Discuss with Susana:

• Ordering of the three chunks, need for introduction that foregrounds the chunks, conclusion that sums them up
• Review whether information in each chunk fits there and if ideas in each chunk could be expanded more
• Show where clauses are combined to show relationships between them (e.g., using *because*), and ask her to see where she could do the same to combine other clauses

Discuss with the class (based on patterns in other students' writing):

• how register shifts when *you, we, us* are used
• how connecting and condensing ideas (clause combining or other ways) creates relationships between ideas and reduces repetition (maybe a mini-lesson with examples from student writing we revise together)
• how to use text connectives (maybe revise a piece of writing together and add in text connectives where needed to create cohesion)

Vocabulary:
• Domain-specific (*mammals, species, pollen*) and general academic (*spread, damage*) vocabulary used accurately

Spelling and punctuation:
• Mostly accurate, with some approximations (*mamles, dieing*)

Source

Adapted from

Spycher, Pamela. 2007. "Academic Writing of English Learning Adolescents: Learning to Use 'Although.'" *Journal of Second Language Writing* 14 (4): 238–254.
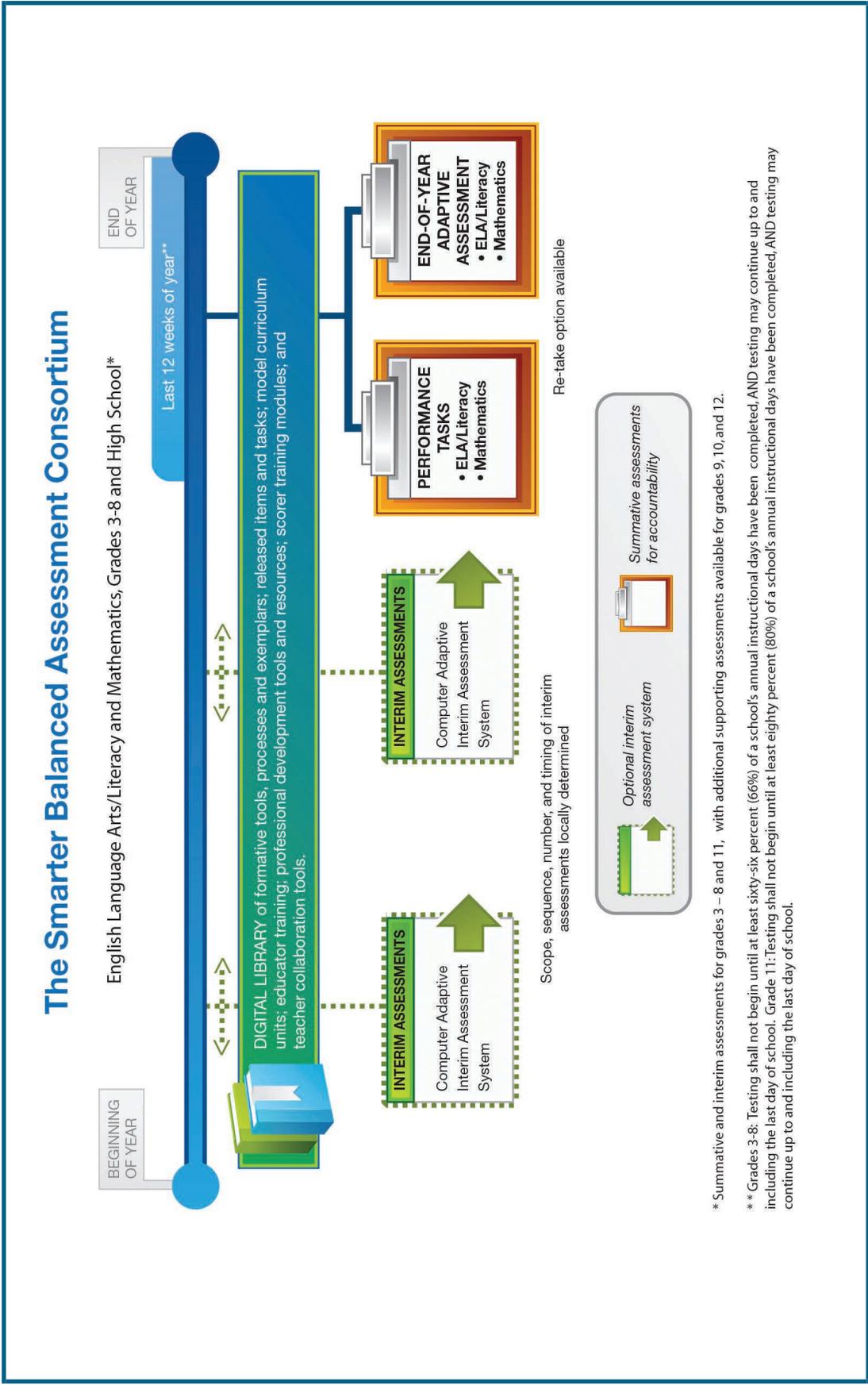
Student text from

Spycher, Pamela and Karin Linn-Nieves. 2014. "Reconstructing, Deconstructing, and Constructing Complex Texts." In *The Common Core State Standards in English Language Arts/Literacy for English Language Learners: Grades K–5*, edited by Pamela Spycher. Alexandria, Virginia: TESOL Press.

Figure 8.9. Grade Seven Collaborative Conversations Observation Notes

Collaborative Conversations Observation Notes			
English Language Development Level Continuum → Emerging → Expanding → Bridging →			Students said . . . (note students' names and comments)
CA ELD Standards in Focus:			
Exchanging Ideas Respectfully *(ELD.PI.7.1)*			
Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	
Supporting Opinions and Persuading Others *(ELD.PI.7.3)*			
Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., *I think . . ., Would you please repeat that?*) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (*I agree with X, but . . .*), and open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before*), and open responses.	
Connecting Ideas *(ELD.PII.7.6)*			
Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*; creating complex sentences using *because*).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., *After eating lunch, the students worked in groups while their teacher walked around the room*) or to evaluate an argument (e.g., *The author claims X, although there is a lack of evidence to support this claim*).	
Quick Observation Analysis			
Next steps			

Figure 8.10. Smarter Balanced Assessment Consortium System

The Smarter Balanced Assessment Consortium

English Language Arts/Literacy and Mathematics, Grades 3-8 and High School*

BEGINNING OF YEAR

END OF YEAR

Last 12 weeks of year**

DIGITAL LIBRARY of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

INTERIM ASSESSMENTS
Computer Adaptive Interim Assessment System

INTERIM ASSESSMENTS
Computer Adaptive Interim Assessment System

PERFORMANCE TASKS
• ELA/Literacy
• Mathematics

END-OF-YEAR ADAPTIVE ASSESSMENT
• ELA/Literacy
• Mathematics

Re-take option available

Scope, sequence, number, and timing of interim assessments locally determined

Optional interim assessment system

Summative assessments for accountability

* Summative and interim assessments for grades 3 – 8 and 11, with additional supporting assessments available for grades 9, 10, and 12.

** Grades 3-8: Testing shall not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed, AND testing may continue up to and including the last day of school. Grade 11: Testing shall not begin until at least eighty percent (80%) of a school's annual instructional days have been completed, AND testing may continue up to and including the last day of school.

Source
K–12 Center at Educational Testing Service. 2014. "The Smarter Balanced Assessment Consortium." Diagram created by Educational Testing Service.
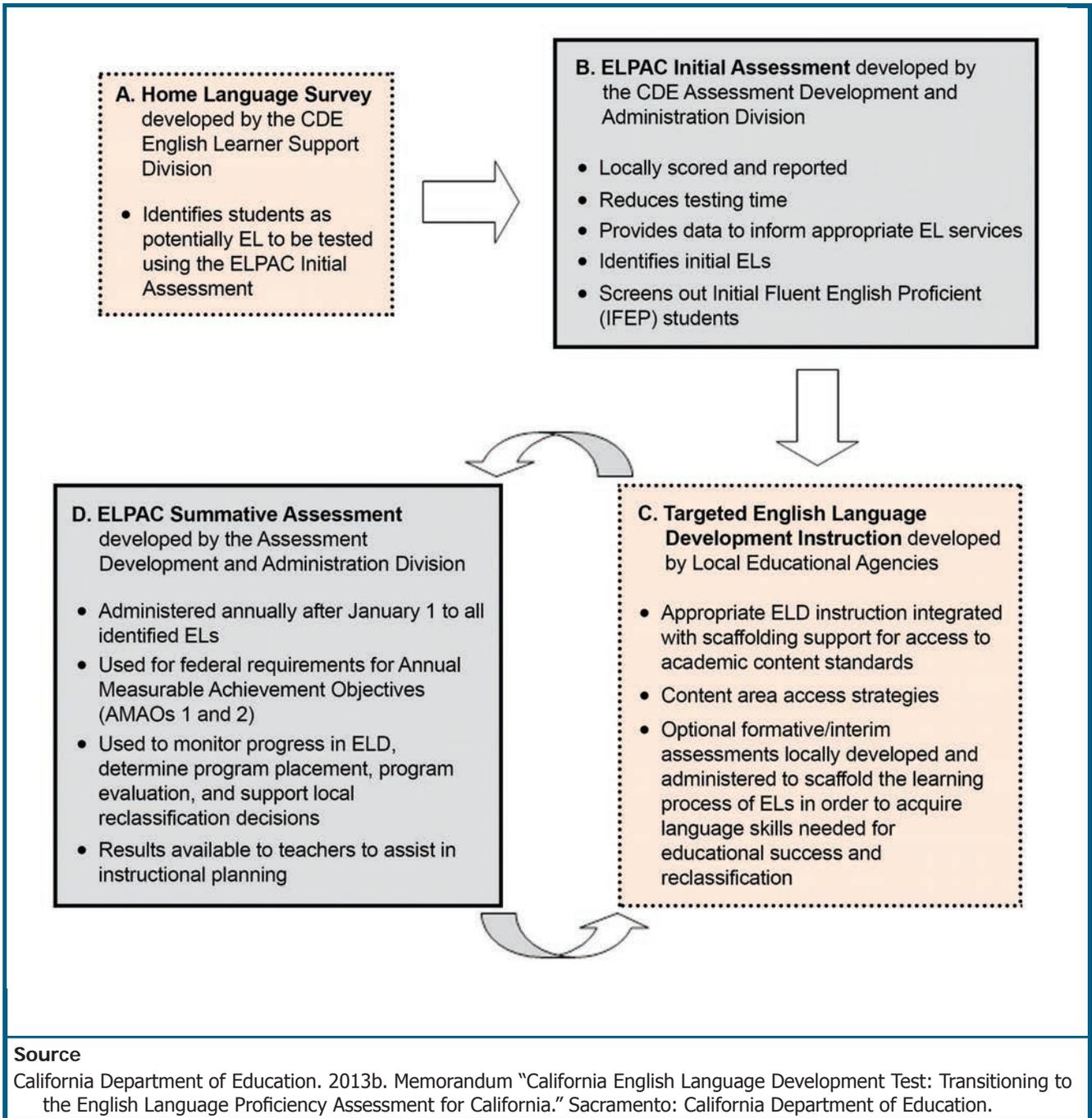
Figure 8.11. ELPAC Conceptual Model

A. Home Language Survey developed by the CDE English Learner Support Division

- Identifies students as potentially EL to be tested using the ELPAC Initial Assessment

B. ELPAC Initial Assessment developed by the CDE Assessment Development and Administration Division

- Locally scored and reported
- Reduces testing time
- Provides data to inform appropriate EL services
- Identifies initial ELs
- Screens out Initial Fluent English Proficient (IFEP) students

D. ELPAC Summative Assessment developed by the Assessment Development and Administration Division

- Administered annually after January 1 to all identified ELs
- Used for federal requirements for Annual Measurable Achievement Objectives (AMAOs 1 and 2)
- Used to monitor progress in ELD, determine program placement, program evaluation, and support local reclassification decisions
- Results available to teachers to assist in instructional planning

C. Targeted English Language Development Instruction developed by Local Educational Agencies

- Appropriate ELD instruction integrated with scaffolding support for access to academic content standards
- Content area access strategies
- Optional formative/interim assessments locally developed and administered to scaffold the learning process of ELs in order to acquire language skills needed for educational success and reclassification

Source

California Department of Education. 2013b. Memorandum "California English Language Development Test: Transitioning to the English Language Proficiency Assessment for California." Sacramento: California Department of Education.

Figure 8.12. Key Points in Technical Quality of Assessments: Long- and Medium-Cycle Assessments

Technical Quality	Key Points
Validity	• Assessments need to be valid for the intended purpose • The extent to which the information the assessment provides is accurate, adequate, and appropriate for a specific decision-making purpose • While people often refer to the "validity of a test," it is more correct to refer to the validity of the *interpretations* that can be made from the results of a test • No test is valid for all purposes
Reliability	• Consistency of the test results, repeatedly and over time • Results of a test are reliable if they are replicable (despite changes in test administration and scoring, e.g., time of administration or who scores a test) • Reliability is important because it is a necessary, but not sufficient, condition for validity. If assessment results are not consistent, then it is reasonable to conclude that the scores do not accurately measure what the test is intended to measure
Freedom from Bias	• Information or condition in an assessment that unfairly disadvantages a student or groups from showing their knowledge in the content • An assessment free from bias produces same scores for students at the same attainment level, despite students' demographics (e.g., gender, ethnicity, primary language) • Two forms of bias: (1) offensiveness – content offends or upsets particular subgroups, (2) unfair penalization – content more difficult for some students than others

Figure 8.13. Key Points in Technical Quality of Assessments: Short-Cycle Formative Assessment

- Evidence gathered by the teacher is aligned to specific student learning goals derived from standards
- Evidence gathered is timely and contains information that can inform teaching
- Validity of formative assessment mainly lies in the use of evidence: information gathered yields substantive insights to students' current learning status that will be used for pedagogical action in order to move students toward achieving learning goals
- Reliability pertains to gathering enough information (e.g., multiple sources) about student learning in order to make a reasonable, accurate judgment for subsequent instructional decisions
- To ensure freedom from bias, evidence gathering is personalized to students so all students have the opportunity to show where they are in their learning and have the prospect of moving forward from their current learning status.

Figure 9.1. Circles of Implementation of ELA/Literacy and ELD Instruction

Figure 9.2. *California* Education Code *Definition of Long-Term English Learner*

2013 California *Education Code* 313.1. a & b defines a long-term English learner as "an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test. In addition, the same California *Education Code* identifies English learners at risk of becoming long-term English learners as those EL students enrolled in any of grades 5 to 11, in schools in the United States for four years, and who score at the intermediate level or below on the state's annual English language development test the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test.

Figure 9.3. Instructional Characteristics in Programs for English Learners

Instructional Characteristics	Type of Program			
	Two-Way Immersion	Developmental Bilingual	Transitional Bilingual	Mainstream English-only
Literacy and Language Goals	Biliteracy in home language and English		Literacy in English and validation of home languages	
Typical Models	*Elementary:* Proportion of home language to English in instruction starts at 90/10 or 50/50 in Kindergarten to approximately 20/80 by fifth grade *Secondary:* Some content and home language (e.g., Spanish for Spanish speakers) coursework in home language	*Elementary and Secondary:* Proportion of home language to English varies with full transition to English varying depending on availability of the program at later grades	*Elementary:* Proportion of home language to English varies with full transition to English typically by the third or fourth grade	Mainstream English
Use of Home Language	Literacy in the home language taught across the disciplines		Strategic use of home language	
Use of English for ELA and Content Instruction	Literacy in English introduced sequentially or simultaneously, some content instruction in English			All literacy and content instruction in English
English Language Development (both integrated and designated ELD)	Occurs daily Careful scope and sequence designed to ensure students can decode fluently in English and engage meaningfully with grade-level texts in English by the late elementary grades Includes Parts I and II of the ELD Standards Includes instruction in foundational literacy skills (ELD Standards, Part III), where appropriate, based on the careful scope and sequence of the program			Occurs daily Includes Parts I and II of the ELD Standards Part III of the ELD Standards is addressed during ELA (some students, for example newcomer ELs, may need specialized attention during designated ELD)

Figure 9.4. Poverty and Classroom Engagement: Issues and Classroom Actions

Issue	Action
Health and Nutrition Students living in poverty generally are in poorer health and have poorer nutrition than their middle-class peers. Poor health and nutrition affect attention, cognition, and behavior.	Ensure students have daily opportunities for physical activity and that they and their families are aware of free and reduced lunch programs and medical, including mental health, services offered in the community.
Academic Language Students living in poverty generally have limited experience with the kind of language highly valued in school—academic language—than their middle-class peers. Academic language includes general academic and domain-specific vocabulary, discourse practices, and understandings about how different text types are structured.	Attend to academic language development in all areas of the curriculum and in classroom routines. As noted throughout this *ELA/ELD Framework*, academic language, which includes vocabulary, is a crucial component of ELA/literacy programs and disciplinary learning (as well as all aspects of life and learning). Provide rich language models, prompt and extend responses, and engage the student in discussions.
Effort Some students living in poverty may appear to lack effort at school. This might be due to lack of hope or optimism, depression, or learned helplessness.	Recognize the critical role that teachers and schools play in students' willingness to exert themselves academically. Strengthen relationships between the school and students.
Hope and the Growth Mind-Set Low socioeconomic status is related to low expectations and a vision of a negative future.	Ensure that students know that their futures and their abilities are not fixed. Provide high-quality feedback that is task-specific and actionable. Support students' beliefs in their potential (not their limitations) and the rewards of effort.
Cognition Students living in poverty often demonstrate lower academic achievement than their middle-class peers. They may have lower attention spans and other cognitive difficulties. This may result in problem behavior or giving up.	Break content into smaller, manageable components. Ensure that all students receive a rich, engaging, and intellectually stimulating curriculum. Encourage students and provide positive feedback.
Relationships Students living in poverty face considerable adversity, often in the form of disruptive or stressful home relationships. They may become mistrustful or disrespectful; they may be impulsive and respond inappropriately at school.	Ensure that adults at school are positive, caring, and respectful. Make expectations clear. Above all, treat students living in poverty, as well as their families, with dignity, and convey the attitude that all students are welcome and capable of achieving to the highest levels.
Distress Students living in poverty often live in acute chronic distress, which impacts brain development, academic success, and social competence. They may demonstrate aggressive and inappropriate behavior or exhibit passivity.	Recognize the cause of the behavior. Build positive and respectful relationships. Teach coping skills. Seek advice from other school or district professionals, when appropriate.
Source Summarized and adapted from Jensen, Eric. 2013. "How Poverty Affects Classroom Engagement." *Educational Leadership* 70 (8): 24–30.	

Figure 9.5. Excerpt from the NAGC's Statement on the CCSS and Gifted Education

Application of the Common Core State Standards for Gifted and Talented Students

Gifted and talented students learn more quickly and differently from their classmates. They come from every ethnic background and socioeconomic group and vary from their age peers and from other gifted students in the ways and rate at which they learn, and the domains in which they are gifted. These differences require modifications to curriculum and instruction, as well as to assessments, to ensure that these students are appropriately challenged. Too many advanced students languish in today's classrooms with little rigor and much repetition. With careful planning, the new standards offer the prospect of improving the classroom experience for high-ability students in significant ways; not only in how the new materials are developed and presented, but also the ways in which student knowledge is measured, leading to appropriate instructional decision-making.

In considering advanced students, grade-level standards will be inadequate in challenging them each day with new information. Gifted learners are well able to meet, and exceed, the core standards on a faster timetable than their age peers. Therefore, it is critical that curriculum is matched to student ability through a range of content acceleration strategies and that teachers are able to implement an array of differentiation strategies to supplement and extend the curriculum. These include a variety of flexible grouping strategies, creative and critical-thinking opportunities, and other approaches designed to add depth and complexity to the curriculum. Significantly, the professional development investment in these differentiation skills benefits the entire student spectrum. It is particularly important in schools without gifted and talented programs, often in low-income communities, where students are dependent on the regular classroom teacher to meet their needs.

Assessment is a critical component of teaching and learning and, therefore, teachers and other key personnel should be familiar with a range of student assessment tools to ensure that students are able to transfer and apply learned content. Assessments should also measure student knowledge of above grade-level standards in order to make instructional modifications necessary to ensure that advanced students are continuing to learn new material and concepts every day.

The new math and language arts standards provide an opportunity for advanced students to succeed, with the support of rigorous curriculum, teaching strategies to adjust the depth and complexity, and assessments that measure the true level of student knowledge. Standards and accompanying instructional materials that consider their needs will help gifted students and their classmates succeed.

Source

National Association for Gifted Children (NAGC). nd. *Application of Common Core State Standards for Gifted and Talented Students*. Washington, DC: Author.

Figure 9.6. CCSSO Statement About the Application of the CCSS to Students with Disabilities

Application to Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities—students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.34, 2004) . . . *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning—based on the principles of Universal Design for Learning (UDL)—which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005)—changes in materials or procedures—which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Source
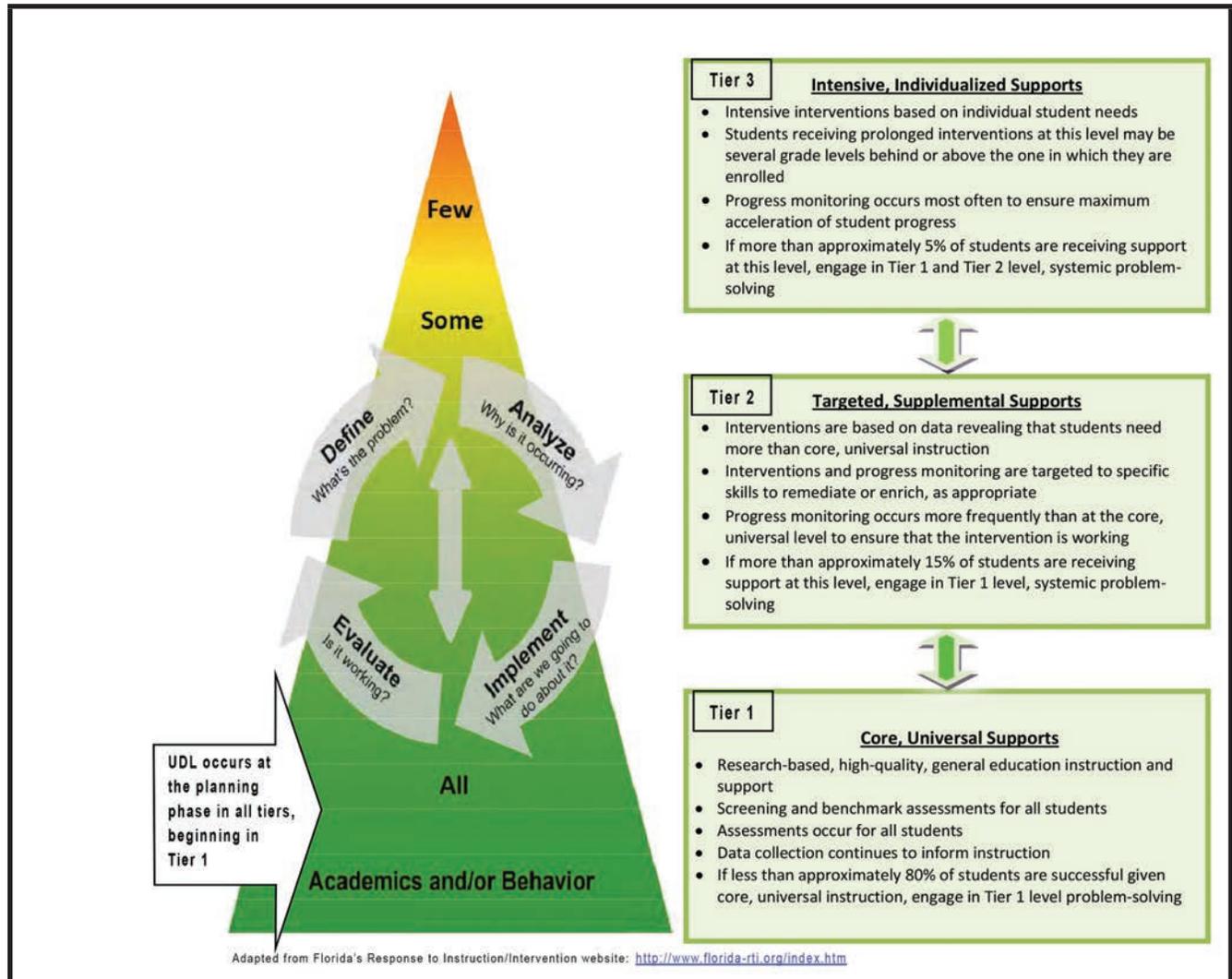Common Core State Standards Initiative. 2010. *Application to Students with Disabilities.*

Figure 9.7. Types of Accommodations for Students with Disabilities

Type of Accommodation	Examples
Changes in timing or scheduling	• Extended time (e.g., to allow for limited dexterity) • Frequent breaks (e.g., to avoid physical discomfort) • Dividing assignment over several sessions (e.g., to avoid eye strain or frustration)
Changes in setting/ environment	• Specialized furniture (e.g., adjustable height desk to allow for wheelchair) • Preferential seating (e.g., close to white board to support low vision or to be free from distractions) • Stabilization of instructional materials (e.g., book holder to support weak fine motor skills)
Changes in how the curriculum is presented	• Varied lesson presentation using multi-sensory techniques • Use of American Sign Language • Provision of audio and digital versions of texts • Provision of tactile resources, such as physical models and raised maps
Changes in how the student responds	• Uses large lined paper or computer for written work • Responds in Braille • Uses a recording device to record/playback questions, passages, and responses
Behavioral strategies	• Use of behavioral management techniques appropriate for the learner • Reinforcement of self-monitoring and self-recording of behaviors

Figure 9.8. UDL Principles and Guidelines

Principle *Provide multiple means of . . .*	Guidelines *Provide options for . . .*
I. Engagement	Self-Regulation Effort and Persistence Recruiting Interest
II. Representation	Comprehension Language, Mathematical Expressions, and Symbols Perception
III. Action and Expression	Executive Functions Expression and Communication Physical Action
Source CAST. 2013. *Universal Design for Learning Guidelines Version 2.0*. Wakefield, MA: Author.	

Figure 9.9. Multi-Tiered System of Supports (MTSS)

Tier 3 — **Intensive, Individualized Supports**
- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Tier 2 — **Targeted, Supplemental Supports**
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

Tier 1 — **Core, Universal Supports**
- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving

Few · Some · All · Academics and/or Behavior

Define — What's the problem? · Analyze — Why is it occurring? · Evaluate — Is it working? · Implement — What are we going to do about it?

UDL occurs at the planning phase in all tiers, beginning in Tier 1

Adapted from Florida's Response to Instruction/Intervention website: http://www.florida-rti.org/index.htm

Source

Adapted from

Florida's Positive Behavior Support Project. 2011. "Department of Education Implementing a Multi-Tiered System of Support for Behavior: A Practical Guide." Tampa, FL: University of South Florida.
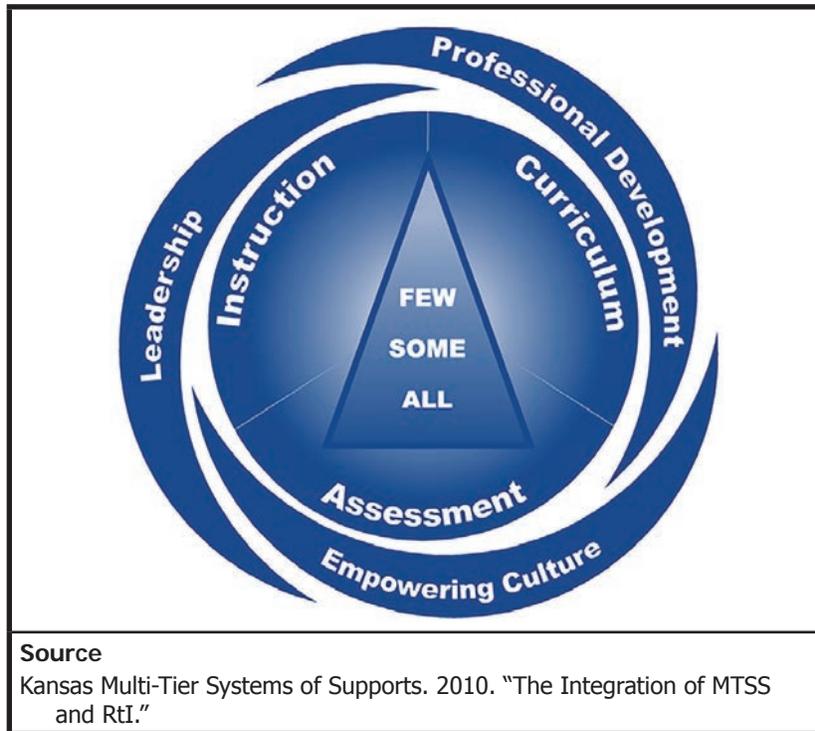
Figure 9.10. The Larger Context of MTSS

Source
Kansas Multi-Tier Systems of Supports. 2010. "The Integration of MTSS and RtI."

Figure 9.11. Culturally and Linguistically Responsive Teaching

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization.

Source

Los Angeles Unified School District. 2012. *LAUSD English Learner (EL) Master Plan*. Los Angeles Unified School District.

Figure 9.12. New Ways of Talking About Language

Instead of	Try this
Thinking in terms of • proper or improper • good or bad	**See language as** • appropriate or inappropriate • effective or ineffective in a specific setting
Talking about grammar as • right or wrong • correct or incorrect	**Talk about grammar as** • patterns • how language varies by setting and situation
Thinking that students • make mistakes or errors • have problems with plurals, possessives, tense, etc. • "left off" an -s, -'s, -ed	**See students as** • following the language patterns of their home language or home varieties of English • using grammatical patterns or vocabulary that is different from Standard English
Saying to students • "should be," "are supposed to," "need to correct"	**Invite students** • to *code-switch* (choose the type of language appropriate for the setting and situation)
Red notes in the margin • correcting students' language	**Lead students to** • compare and contrast language • build on existing knowledge and add new language (Standard English) • understand how to *code-switch* appropriately
Source Adapted from Wheeler, Rebecca S., and Rachel Swords. 2010. *Code-Switching Lessons: Grammar Strategies for Linguistically Diverse Writers,* 17. Portsmouth, NH: Heinemann	

Figure 9.13. Components of Four CA CCSS for ELA/Literacy

CA CCSS for ELA/Literacy	Among the components are the following:

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	• Isolate and pronounce
	  - initial sounds (phonemes) in spoken single-syllable words
	  - medial vowel sounds (phonemes) in spoken single-syllable words
	  - final sounds (phonemes) in spoken single-syllable words

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	• Identify an overall
	  - chronology text structure
	  - comparison text structure
	  - cause-effect text structure
	  - problem/solution text structure
	• Compare overall chronology and comparison text structures (and other combinations of overall text structures) of two or more texts
	• Contrast overall cause/effect and problem/solution text structures (and other combinations of overall text structures) of two or more texts

SL.2.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
a. Give, restate, and follow simple two-step directions.
	• Ask questions about
	  - details in a text read aloud
	  - information presented orally or through other media
	• Answer questions about
	  - details in a text read aloud
	  - information presented orally or through other media
	• Give simple two-step directions
	• Restate simple two-step directions
	• Follow simple two-step directions

WHST.9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Produce clear and coherent writing in which the
	  - development is appropriate to task, purpose, and audience
	  - organization is appropriate to task, purpose, and audience
	  - style is appropriate to task, purpose, and audience

Figure 9.14. Strategies for Supporting Learners' Engagement with Complex Text

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students **experiencing difficulties with reading may include . . .**
Background Knowledge	• Leveraging students' existing background knowledge	• Drawing on primary language and home culture to make connections with existing background knowledge • Developing students' awareness that their background knowledge may "live" in another language or culture	• Providing visual supports and think-alouds to aid in connecting new content to build background knowledge • Engaging in activities to activate students' relevant prior knowledge • Previewing introductory materials
Comprehension Strategies	• Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) • Providing multiple opportunities to employ learned comprehension strategies	• Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English	• Explicit modeling and discussion of strategies and opportunities for practice with guidance in meaningful contexts • Ensuring ample opportunities for success
Vocabulary	• Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time • Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered	• Explicitly teaching particular cognates and developing cognate awareness • Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, –dad, -ión, -ía, -encia) that have the English counterparts (–ty, -tion/-sion, -y, -ence/-ency)	• Integrating media to illustrate/define/explain domain-specific vocabulary (e.g. *erosion*, *tsunami*) • Planning for multiple opportunities to apply vocabulary knowledge • Building from informal to formal understanding

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students **experiencing difficulties with reading may include . . .**
Text Organization and Grammatical Structures	• Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension	• Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge • Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)	• Drawing attention to similarities and differences between the text organization, features, and structures of different text types
Discussions	• Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary	• Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary	• Strategically forming groups to best support students experiencing difficulty
Sequencing	• Systematically sequencing texts and tasks so that they build upon one another • Continuing to model close/analytical reading of complex texts during teacher read alouds while also ensuring students develop proficiency in reading complex texts themselves	• Focusing on the language demands of texts, particularly those that may be especially difficult for ELs • Carefully sequencing tasks to build understanding and effective use of the language in them	• Offering texts at students' readability levels that explain key ideas to build proficiency in reading in preparation for engaging students in more difficult text

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .	Additional, amplified, or differentiated support for students with learning disabilities or students **experiencing difficulties with reading may include** . . .
Rereading	• Rereading the text or selected passages to look for answers to questions or to clarify points of confusion	• Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) • Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading	• Strategically chunking and rereading text to maintain engagement, to construct and clarify ideas and organize them, and to provide many successful reading opportunities
Tools	• Teaching students to develop outlines, charts, diagrams, graphic organizers or other tools to summarize and synthesize content • Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence)	• Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently • Using the tools as a scaffold for discussions or writing	• Offering technology tools to develop outlines, charts, diagrams, or graphic organizers to summarize and synthesize content • Providing opportunities to collaboratively (with the teacher and with peers) develop and use tools
Writing	• Teaching students to return to the text as they write in response to the text and providing them with models and feedback	• Providing opportunities for students to talk about their ideas with a peer before (or after) writing • Providing written language models (e.g., charts of important words or powerful sentences) • Providing reference frames (e.g., sentence and text organization frames), as appropriate	• Using graphic organizers to help students organize their thoughts before writing • Allowing for students to express ideas with labeled drawings, diagrams, or graphic organizers

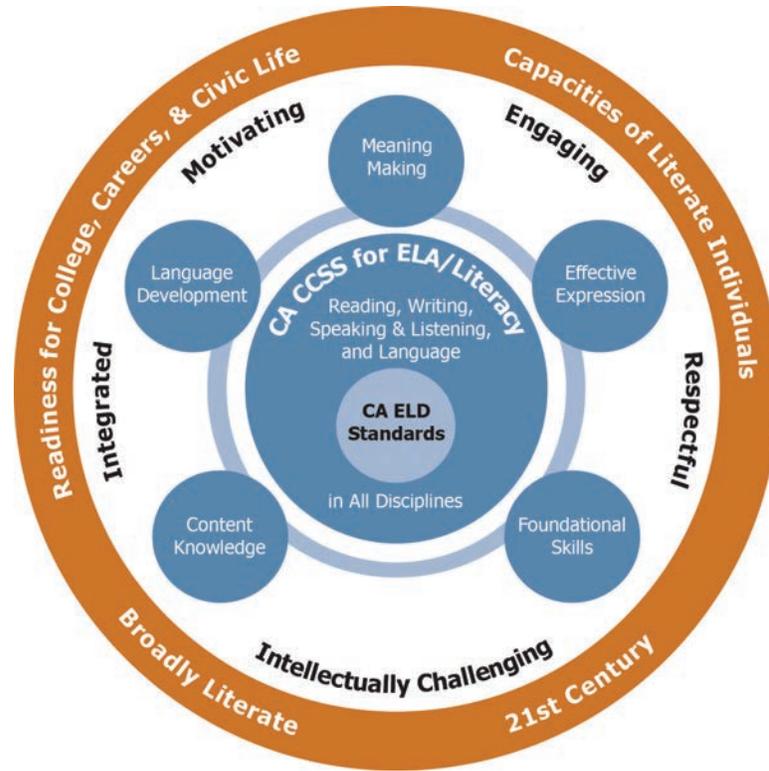**Figure 10.1. Circles of Implementation of ELA/Literacy and ELD Instruction**

Figure 10.2. Student Outcomes Identified by the Partnership for 21st Century Skills

Core Subjects and 21st Century Interdisciplinary Themes	Life and Career Skills	Learning and Innovation Skills (The "4Cs")	Information, Media, and Technology Skills
Themes include: • Global awareness • Financial, economic, business, and entrepreneurial literacy • Civic literacy • Health literacy • Environmental literacy	• Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility	• Creativity and innovation • Critical thinking and problem solving • Communication and collaboration	• Information literacy • Media literacy • Information, communications, and technology literacy

Figure 10.3. Competencies Identified by the Committee on Defining Deeper Learning and 21st Century Skills

Cognitive Competencies	Intrapersonal Competencies	Interpersonal Competencies
Cognitive Processes and Strategies Critical thinking, problem solving, analysis, reasoning, argumentation, interpretation, decision making, adaptive learning, executive function ***Knowledge*** Information literacy (research using evidence and recognizing bias in sources), information and communications technology literacy, oral and written communication, active listening[1] ***Creativity*** Creativity, innovation	***Intellectual Openness*** Flexibility, adaptability, artistic and cultural appreciation, personal and social responsibility (including cultural awareness and competence), appreciation for diversity, continuous learning, intellectual interest and curiosity ***Work Ethic/ Conscientiousness*** Initiative, self-direction, responsibility, perseverance, productivity, grit, Type 1 self-regulation (metacognitive skills, including forethought, performance, and self-reflection), professionalism/ethics, integrity, citizenship, career orientation ***Positive Core Self-Evaluation*** Type 2 self-regulation (self-monitoring, self-evaluation, self-reinforcement) physical and psychological health	***Teamwork and Collaboration*** Communication, collaboration, teamwork, cooperation, coordination, interpersonal skills, empathy/perspective taking, trust, service orientation, conflict resolution, negotiation ***Leadership*** Leadership, responsibility, assertive communication, self-presentation, social influence with others

Source

National Research Council. 2012. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, edited by James W. Pellegrino and Margaret L. Hilton. Committee on Defining Deeper Learning and 21st Century Skills. Washington, DC: The National Academies Press.

Figure 10.4. Alignment Between the Capacities of Literate Individuals and 21st Century Skills Identified by the Partnership for 21st Century Skills (P21), Committee on Defining Deeper Learning and 21st Century Skills (DL), and the CCSSO EdSteps Initiative and Asia Society Partnership for Global Learning (GL)

Capacities of Literate Individuals	21st Century Skills
They demonstrate independence.	Self-direction (P21; DL) Metacognition (DL) Executive function (DL)
They build strong content knowledge.	Core subjects (P21) Knowledge (DL) Investigate the world (GL)
They respond to the varying demands of audience, task, purpose, and discipline.	Critical thinking and problem solving (P21) Perspective taking (DL) Communicate ideas (GL)
They comprehend as well as critique.	Critical thinking (P21; DL) Analysis (DL) Reasoning (DL)
They value evidence.	Informational literacy (P21) Reasoning (DL) Argumentation (DL)
They use technology and digital media strategically and capably.	Information, media, and technology skills (P21) Information and communications technology literacy (DL)
They come to understand other perspectives and cultures.	Global awareness (P21) Social and cross-cultural skills (P21) Cultural awareness and competence (DL) Appreciation for diversity (DL) Investigate the world (GL) Recognize perspectives (GL)

Figure 10.5. Critical Thinking

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Source
Partnership for 21st Century Skills, The. 2009. *P21 Framework Definitions*, 4.

Figure 10.6. Selected CCR Anchor Standards of the CA CCSS for ELA/Literacy and Critical Principles of the CA ELD Standards that Demand Critical Thinking

CCR Anchor Standard: Reading

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCR Anchor Standard: Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor Standard: Speaking and Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCR Anchor Standard: Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CA ELD Standards Critical Principle: Part I - Collaborative

3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

CA ELD Standards Critical Principle: Part I - Interpretive

6. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area

7. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

CA ELD Standards Critical Principle: Part I - Productive

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

11. Justifying own arguments and evaluating others' arguments in writing

CA ELD Standards Critical Principle: Part II - Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline

Figure 10.7. Creativity and Innovation

Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others
- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Source
Partnership for 21st Century Skills, The. 2009. *P21 Framework Definitions*, 4.

Figure 10.8. Global Competences Aligned with CCR Anchor Standards of the CA CCSS for ELA/Literacy

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
Investigate the world beyond their immediate environment • Identify an issue, generate a question, and explain the significance of locally, regionally, and globally focused researchable questions • Use a variety of languages and domestic and international sources to identify and weigh relevant evidence in addressing a globally significant researchable question • Analyze, integrate, and synthesize evidence to construct coherent responses to globally significant researchable questions • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions	***Reading Anchor Standard 1***: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ***Reading Anchor Standard 2***: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ***Reading Anchor Standard 3***: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ***Reading Anchor Standard 6***: Assess how point of view or purpose shapes the content and style of a text. ***Reading Anchor Standard 8***: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ***Reading Anchor Standard 10***: Read and comprehend complex literary and informational texts independently and proficiently. ***Writing Anchor Standard 1***: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Writing Anchor Standard 4***: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***Writing Anchor Standard 7***: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ***Writing Anchor Standard 9:*** Draw evidence from literary or informational texts to support analysis, reflection, and research. ***Speaking and Listening Anchor Standard 2***: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ***Speaking and Listening Anchor Standard 3***: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ***Speaking and Listening Anchor Standard 5***: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ***ELD Standards Critical Principle: Part I - Productive, 11***: Justifying own arguments and evaluating others' arguments in writing

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
Recognize perspectives, others' and their own • Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective • Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives • Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge • Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives	***Reading Anchor Standard 6***: Assess how point of view or purpose shapes the content and style of a text. ***Reading Anchor Standard 9***: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ***Writing Anchor Standard 1***: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Writing Anchor Standard 4***: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***Writing Anchor Standard 6***: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ***Writing Anchor Standard 7***: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ***Writing Anchor Standard 8***: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ***Speaking and Listening Anchor Standard 1***: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ***Speaking and Listening Anchor Standard 2***: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ***Speaking and Listening Anchor Standard 3***: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ***Language Anchor Standard 3***: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ***ELD Standards Critical Principle: Part I - Interpretive, 8***: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
Communicate ideas effectively with diverse audiences • Recognize and express how diverse audiences may perceive different meanings from the same information and how that impacts communication • Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies • Select and use appropriate technology and media to communicate with diverse audiences • Reflect on how effective communication impacts understanding and collaboration in an interdependent world	***Writing Anchor Standard 1***: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Writing Anchor Standard 2***: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ***Writing Anchor Standard 4***: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***Writing Anchor Standard 7***: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ***Writing Anchor Standard 8***: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ***Writing Anchor Standard 10***: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ***Speaking and Listening Anchor Standard 1***: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ***Speaking and Listening Anchor Standard 4***: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ***Language Anchor Standard 3***: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ***ELD Standards Critical Principle: Part I - Collaborative, 1***: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Global Competence*	CCR Anchor Standard or CA ELD Standards Critical Principles
Take action • Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions • Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences • Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken • Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally	***Reading Anchor Standard 1***: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ***Writing Anchor Standard 1***: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***ELD Standards Critical Principle: Part I - Productive, 9***: Expressing information and ideas in formal oral presentations on academic topics ***ELD Standards Critical Principle: Part I - Productive, 11***: Justifying own arguments and evaluating others' arguments in writing ***ELD Standards Critical Principle: Part I - Productive, 12***: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Figure 10.9. CCR Anchor Standards and CA ELD Standards Critical Principles and Selected Grade-Level/Proficiency-Level Standards with Explicit Technology Components
(technology component in blue, bolded text)

Reading Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- *Grade-Level Example*: RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, **electronic menus**, **icons**) to locate key facts or information in a text efficiently.
- *Grade-Level Example*: RI.3.5 Use text features and **search tools** (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Reading Anchor Standard 7: Integrate and evaluate content presented in diverse **media** and formats, including visually and quantitatively, as well as in words.

- *Grade-Level Example*: RL.2.7 Use information gained from the illustrations and words in print or **digital text** to demonstrate understanding of its characters, setting, or plot.
- *Grade-Level Example*: RH.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and **media** (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Anchor Standard 6: Use **technology**, including the **Internet**, to produce and publish writing and to interact and collaborate with others.

- *Grade-Level Example*: W.K.6 With guidance and support from adults, explore a variety of **digital tools** to produce and publish writing, including in collaboration with peers.
- *Grade-Level Example*: W.7.6 Use **technology**, including the **Internet**, to produce and publish writing and **link to** and cite sources as well as to interact and collaborate with others, including **linking to** and citing sources.

Writing Anchor Standard 8: Gather relevant information from multiple print and **digital sources**, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- *Grade-Level Example*: W.3.8 Recall information from experiences or gather information from print and **digital sources**; take brief notes on sources and sort evidence into provided categories.
- *Grade-Level Example*: WHST.6.8 Gather relevant information from multiple print and **digital sources** (primary and secondary); **using search terms effectively**; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening Anchor Standard 2: Integrate and evaluate information presented in diverse **media** and formats, including visually, quantitatively, and orally.

- *Grade-Level Example*: SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other **media**.
- *Grade-Level Example*: SL.11–12.2 Integrate multiple sources of information presented in diverse formats and **media** (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- *Grade-Level Example*: SL.11–12.5 Make strategic use of **digital media** (e.g., **textual**, **graphical**, **audio**, **visual**, and **interactive elements**) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Speaking and Listening Anchor Standard 5: Make strategic use of **digital media** and visual displays of data to express information and enhance understanding of presentations.

- *Grade-Level Example*: SL.5.5 Include **multimedia components** (e.g., **graphics**, **sound**) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- *Grade-Level Example*: L.2.4e Use glossaries and beginning dictionaries, both print and **digital**, to determine or clarify the meaning of words and phrases in all content areas.
- *Grade-Level Example*: L.9–10.4c Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and **digital**, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

ELD Standards Critical Principle: Part I - Collaborative, **2**: Interacting with others in written English in various communicative forms (print, **communicative technology**, and **multimedia**)

- *Grade-Level Example*: Grade 3/Emerging: Collaborate with peers on joint writing projects of short informational and literary texts, using **technology** where appropriate for publishing, graphics, and the like.
- *Grade-Level Example*: Grade 8/Bridging: Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using **technology** when appropriate.

ELD Standards Critical Principle: Part I - Interpretive, **6**: Reading closely literary and informational texts and viewing **multimedia** to determine how meaning is conveyed explicitly and implicitly through language

- *Grade-Level Example*: Grade K/Expanding: Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of **multimedia** with moderate support.
- *Grade-Level Example*: Grade 7/Bridging: (a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of **multimedia** with light support.

ELD Standards Critical Principle: Part I - Productive, **10**: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate **technology**

- *Grade-Level Example*: Grade 2/Emerging: Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.
- *Grade-Level Example*: Grade 9–10/Expanding: (a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.

Figure 10.10. Selected 21st Century Skills and Literary and Informational Text Experiences

Students develop critical thinking when they
- Synthesize and organize text information
- Examine text closely to interpret information, draw conclusions, and evaluate an author's decisions about content and form
- Closely and critically examine visual aspects of a text, including illustrations, diagrams, and charts, for bias, perspective, aesthetic appeal, and representation
- Identify the author's perspectives, biases, and use of rhetoric
- Generate questions about the content, form, purposes or perspectives of a text
- Communicate with others to understand their points of view, ideas, and interpretations
- Identify real world local and global issues (e.g., social, economic, political, environmental) discussed in literary and informational text

Students develop creative thinking when they
- Develop dramatic, poetic, media, and visual responses to literary and informational text
- Engage in idea-generation activities, such as brainstorming
- Participate in activities that spark their curiosity about text or text topics
- Create presentations to share understandings of text
- Create Facebook pages, blogs, or tweets for characters or historical figures
- Generate research questions and procedures in response to text

Students develop communication and collaboration skills when they
- Present orally or in written, digital or visual form, both informally and formally, their responses to and understandings of a text selection
- Share understandings with one another and build on the ideas and interpretations of others
- Communicate in large and small groups about literary and informational text for a variety of purposes, including to inform, question, clarify, or persuade
- Elaborate on their own and others' ideas about texts
- Plan and organize individual and collaborative presentations to convey or extend text information, ideas, or themes with an audience in mind
- Discuss with peers different interpretations of text and reasons for those interpretations
- Interact in meaningful ways with peers of diverse backgrounds and discuss different and similar perspectives on issues

Students develop social and cross-cultural skills and global competence when they
- Interact with local and distant others to share responses to information, themes, characters, illustrations, and author's choices
- Collaborate with diverse partners to design and develop presentations or projects in response to literature
- Engage with literature that presents a range of world perspectives and experiences
- Respectfully and with an open mind discuss literature with peers from diverse backgrounds
- Capitalize on proficiency in languages other than English to communicate with global peers

Students develop technology skills when they
- Engage with digital and multimedia text
- Engage in additional investigation of topics in a text using technology, such as the Internet
- Use a variety of technologies, such as computers, tablets, projection systems, document cameras, and mp3 players or iPods, to share information from or responses to a text or to learn more about a topic or author
- Examine text carefully to locate and use pertinent information to support a position, justify an interpretation, or make a point

Source
Adapted from
Yopp, Hallie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students in Literary and Informational Text.* 6th ed., 5. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

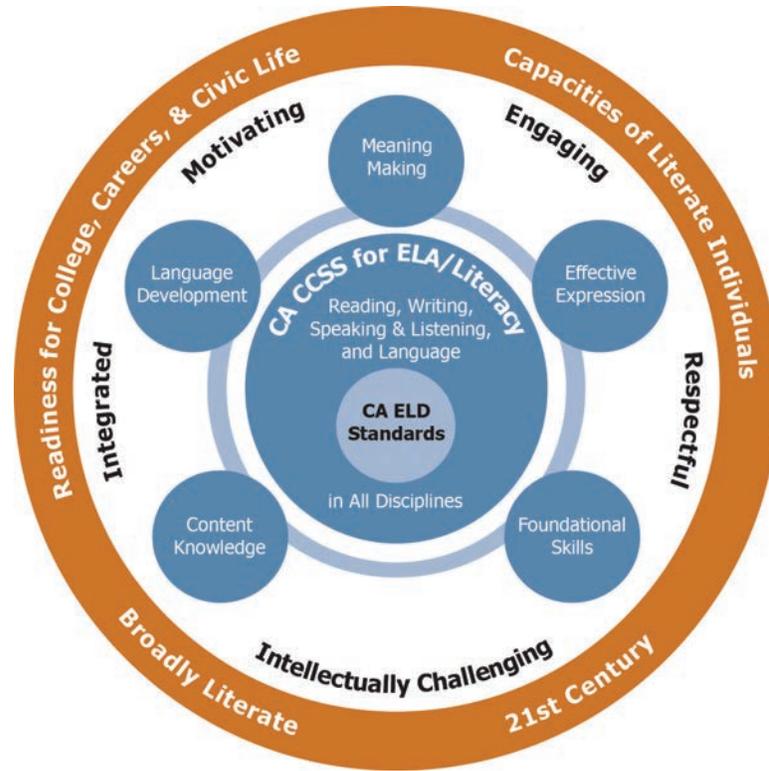**Figure 11.1. Circles of Implementation of ELA/Literacy and ELD Instruction**

Figure 11.2. Learning Forward Standards for Professional Learning

Learning Communities	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Data	Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
Learning Designs	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
Outcomes	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source
Learning Forward. 2011. *Standards for Professional Learning.* Oxford, OH: Learning Forward.

Figure 11.3. Critical Content for Professional Learning

Establishing a Vision for California's Students	**Understanding the Standards**	**Establishing the Context for Learning**
• Develop the readiness for college, careers, and civic life • Attain the capacities of literate individuals • Become broadly literate • Acquire the skills for living and learning in the 21st century	• CA CCSS for ELA/Literacy • CA ELD Standards • Model School Library Standards • Implementing science, history/social studies, career and technical education, and other standards in tandem	• Integrating the curricula • Motivating and engaging learners • Respecting learners' • Ensuring intellectual challenge
Enacting the Key Themes of ELA/Literacy and ELD Instruction	**Addressing the Needs of Diverse Learners**	**Exploring Approaches to Teaching and Learning**
• Meaning Making • Language Development • Effective Expression • Content Knowledge • Foundational Skills	• Comprehensive English language development: integrated and designated ELD • Additive approaches to language and literacy development • Meeting the needs of students with disabilities and students experiencing difficulty • Meeting the needs of advanced learners and other populations	• Models of instruction • Culturally and linguistically responsive teaching • Supporting biliteracy and multilingualism • Supporting students strategically (including UDL and MTSS)
Sharing the Responsibility	**Evaluating Teaching and Learning**	**Integrating 21st Century Learning**
• Collaborating within and across grades, departments, and disciplines • Promoting teacher leadership • Partnering with community groups and higher education • Collaborating with parents	• Types and methods of assessment (formative, summative, rubrics, portfolios, diagnostic) • Cycles of assessment (short, medium, long) • Student involvement in assessment • Appropriate preparation for state assessments	• Critical thinking skills • Creativity and innovation skills • Communication and collaboration skills • Global awareness and competence • Technology skills

Figure 11.4. Addressing the Unique Needs of English Learners

English language development and access to the academic curriculum	ELLs face the unique challenge of developing proficiency in English while simultaneously mastering grade-level academic content. Thus, in addition to learning social English, ELLs must develop the academic language and literacy skills needed to meaningfully access the grade-level curriculum. As ELLs are developing such skills, they require appropriate instructional modifications and supports to make academic content comprehensible. To improve ELL outcomes, schools might take actions to ensure that both ESL and content-area teachers are well prepared to employ effective instructional strategies that support ELLs' dual English language development and academic needs.
Culture and socialization needs	ELLs come from diverse cultural and linguistic backgrounds, and schools may be able to enhance ELLs' educational experiences by taking that diversity into account. For example, schools might strive to support ELLs' reading comprehension by choosing instructional texts with culturally-familiar content or by preparing ELLs with appropriate background knowledge when using texts with less familiar content. Furthermore, by fostering an appreciation for diversity within the school's culture, schools may help to facilitate ELLs' transition from home to school and make them feel valued for their cultural heritage and experiences.
Parent and family engagement	Parents and families play important roles in promoting positive student behavior and achievement, but language barriers and a lack of familiarity with the U.S. system of schooling may make it difficult for parents of ELLs to stay informed about their children's progress and become involved in school decisions and activities. Schools can take steps to ease obstacles to parent involvement by providing parent outreach supports, ensuring that school-related communications are disseminated in a language and mode that parents understand, and offering services such as ESL classes and workshops on navigating the school system.
Issues of isolation and segregation	Interactions with model English speakers can help facilitate ELLs' English language development, yet for ELLs who reside in linguistically-isolated households or communities, attend segregated schools, or participate in classes separately from English-proficient peers, access to model English speakers can be limited. To increase this access, schools might choose to incorporate more inclusive teaching practices, use more heterogeneous student groupings, create structured opportunities for ELLs to engage with English-proficient peers, and train ELLs and non-ELLs in strategies for productive peer-to-peer interactions.

Interruptions in schooling or limited formal schooling	Some ELLs have experienced interruptions in their schooling, or arrive in U.S. schools with limited prior schooling. Such students possess varying levels of literacy in their native language and may need intensive and accelerated learning supports to help prepare them to participate meaningfully in academic classrooms. Schools may look for ways to better assess and address these students' individualized learning needs and help them adjust to academic settings by offering short-term newcomer programs or other specialized strategies.
Exiting from ELL status	An important goal in serving ELLs is to help these students become proficient enough in English that they no longer require specialized supports to engage productively with academic content and can therefore exit from ELL status. Schools might use focused strategies to help ELLs—particularly those who have been in ELL status for many years—satisfy ELL exit criteria, which vary across states and districts but can include such factors as performance on the state English language proficiency assessment, performance on state content assessments, teacher recommendations, and classroom grades. Furthermore, once students transition out of ELL status, schools can continue to monitor their progress and provide tutoring, academic counseling, and other supports to former ELLs who need it.
High school completion	Adolescent ELLs face a limited time frame in which to develop English language and literacy skills, master academic content, and satisfy course requirements for graduation. Fitting in coursework that supports their English language development and acquisition of appropriately rigorous academic content can pose challenges. Schools can help mitigate those challenges by creating instructional supports that accelerate ELLs' acquisition of English and academic content, afford opportunities for credit recovery, allow flexible scheduling, or provide extended instructional time.

Source

Golden, Laura, Barbara Harris, Diana Mercado-Gardia, Andrea Boyle, Kerstin Carlson Le Floch, and Jennifer O'Day. 2014. *A Focused Look at Schools Receiving School Improvement Grants That Have High Percentages of English Language Learner Students (NCEE 2014-4014).* Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Figure 11.5. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Figure 11.6. Inventory of Types and Uses of Assessments

Refer to chapter 8, figure 8.5, to complete an assessment inventory for your school and district:

1. For each assessment cycle in figure 8.5, identify which type of assessment you, your school, or your district uses.

2. Does the assessment address ELA or ELD?

3. Which students are assessed?

4. Where are the assessment data stored? Who has access to the data?

5. For what purposes are assessments in each cycle used (e.g., guiding day-to-day instruction, informing professional learning, making placement decisions, monitoring progress, determining resource allocation)?

After the assessment inventory is completed, use these questions to guide your thinking/discussion about assessment use in your school/district:

1. What assessments do you use at your school to inform you about student achievement in ELA and ELD?

2. What does the information tell you about your students' strengths and needs?

3. What assessments guide day-to-day teaching and learning?

4. Which assessment methods are the most useful for your purposes? Why?

5. What other assessment data do you think you need to achieve a comprehensive system at your school and district?

6. Do you think you make effective use of the data from each assessment cycle?

7. How could you improve your use of data within each assessment cycle to make it more effective?

8. What support would school or district personnel need to make more effective use of assessment data in ELA and ELD?

Figure 11.7. Sample Districtwide Plan for Monitoring ELD Progress

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Millefleur District's ELD Progress Monitoring Plan[2]

District Leadership Responsibilities

1. Establish a clearly articulated and publicly available plan for monitoring ELD progress.
   - **Identify all EL and former EL students** in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments, district interim assessments, etc.
   - **Provide guidance to schools** for accelerated and intensive support to identified long-term English Learners and former ELs experiencing difficulty.
   - **Monitor EL student progress longitudinally,** determine appropriate timelines for language development (using state summative and local progress monitoring data), and act swiftly when ELs and former ELs appear to be *stalling* in their linguistic and/or academic progress.
   - **Document where ELs have been placed**, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to a–g coursework.
   - **Identify EL students who are potentially ready to reclassify as English proficient.**
   - **Communicate ELs' progress to parents and families** in a manner and setting that invites open discussion and collaboration.
2. Engage in internal accountability practices and provide continuous support to all schools to ensure ELD progress.
   - **Monitor schools frequently,** including classroom observations and debriefing meetings that promote dialogue, and provide formative feedback to site administrators, counselors, specialists, teacher leaders, and teachers.
   - **Work with schools to develop a clear plan for comprehensive ELD** that includes both integrated and designated ELD. Ensure schools are supported to continuously refine their comprehensive ELD program, based on student needs and a variety of data, including student perception surveys and parent feedback.
   - **Promote a culture of learning and continuous improvement** by providing sufficient time for professional learning and ongoing mentoring for all administrators, instructional coaches, teachers, specialists, counselors, and paraprofessionals.
     - In particular, ensure that all district educators understand the principles and practices in the *ELA/ELD Framework*, including formative assessment practices and interim assessments that are based on the CA ELD Standards, as well as how to use assessment results appropriately.
   - **Determine the adequacy of curricular materials** for meeting the needs of ELs, and make adjustments when needed.
   - **Ensure teachers have access to high-quality professional learning** that includes a variety of formative assessment practices for monitoring ELD progress and responding to identified learning needs throughout the year.

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2   This sample plan is ideally integrated within a district's English Learner Master Plan, which addresses EL programs and services; family and community involvement; EL identification, placement, and reclassification; and policies regarding monitoring, evaluation, and accountability of EL instructional services related to the continued success of ELs and former ELs.

Millefleur District's ELD Progress Monitoring Plan (cont.)

School Leadership Responsibilities[3]

1. Ensure that all teachers understand the district's plan for monitoring ELD progress.
   - **Study and discuss as a staff the district ELD Progress Monitoring plan** (before the school year begins), and provide an open forum for continuous discussion.
   - **Encourage teachers** to implement new instructional and assessment practices and reflect on successes and challenges.
   - **Monitor successes and challenges,** and use this data to inform the district's refinement of the plan.
   - **Engage teachers in purposeful data analysis** for reflection on practice and programs (e.g., examining longitudinal ELA and ELD summative assessment scores to ensure ELs are progressing sufficiently, interim ELA and ELD assessment data, as well as student writing, observation data, and other sources of evidence of student learning). In addition, analyze data to identify students who appear to be ready to reclassify as English proficient and initiate a district-approved process for considering reclassification.
2. Promote a culture of learning for all teachers.
   - **Ensure all teachers receive substantive professional learning,** including on going coaching support, on the CA CCSS for ELA/Literacy and other content standards, the CA ELD Standards, and the *ELA/ELD Framework*.
   - **Ensure all teachers have time to meet in grade-level/department teams** to plan instruction, discuss student work, reflect on successes and challenges, and learn from one another.
   - **Model being a leader and a learner simultaneously**.
3. Monitor the instructional services ELs receive.
   - **Ensure all ELs receive quality learning opportunities across the disciplines** (ELA, mathematics, science, history/social studies, technical subjects).
   - **Ensure all ELs receive both integrated and designated ELD,** provided in a way that best meets their instructional needs.
   - **Engage in continuous conversations** about instructional practice with teachers and instructional coaches, based on classroom observations.

Teacher Responsibilities

1. Promote a culture of learning for ELs.
   - **Use content standards, the CA ELD Standards, the *ELA/ELD Framework*** (as well as other high quality resources) to inform instructional planning.
   - **Work collaboratively with colleagues** to develop and refine lessons and units, evaluate student work, and reflect on instructional practice.
2. Continuously monitor ELs' progress.
   - **Use the district's ELD Progress Monitoring plan,** and provide useful feedback on refinements.
   - **Use primarily short-cycle formative assessment** to inform instructional practice.
   - **Use the CA ELD Standards to inform assessment practices** (see the section on assessment of ELD progress in chapter 8 of this *ELA/ELD Framework* for an example).
   - **Use interim/benchmark and summative assessment results** (both content and ELD assessments) judiciously, appropriately, and strategically to complement (and not replace) formative assessment.

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3 This includes site administrators, instructional coaches, education specialists, and teacher leaders.

Figure 11.8. Models of Co-Teaching

Co-Teaching Model	Description	Advantages
One Teach, One Observe	One teacher (either the general educator or specialist) provides instruction to the whole class or group while the other observes one or more specific students.	• Opportunity to observe student behavior and understanding of content in the classroom context
One Teach, One Assist	One teacher provides instruction while the other teacher assists students as needed.	• Individualized support is provided
Station Teaching	Each teacher provides instruction on different content at a station in the classroom. Students rotate from one to another. There may also be a station at which they work independently.	• Lower adult-student ratio • Increased student participation • Co-planning provides opportunity for professional learning
Parallel Teaching	Both teachers provide the same instruction at the same time to different groups of students.	• Lower adult-student ratio • Increased student participation • Increased opportunity to monitor understanding • Co-planning provides opportunity for professional learning
Supplemental Teaching	One teacher provides instruction to students working on grade level. The other teacher meets with a small group of students to provide remediation, enrichment, or re-teaching, as appropriate.	• Instruction addresses the needs of the learners
Alternative Teaching	Each teacher meets with a different group and presents the same information using different approaches based on the needs of the learners.	• Instruction addresses the needs of the learners • Instructional time is maximized
Team Teaching	Co-teachers share instruction. Both are actively involved in the lesson, each moving in and out of the lead role.	• Students benefit from the skills of both teachers • Co-planning provides opportunity for professional learning

Figure 11.9. Principles and Guidance for Parent Involvement

Principle	We need to . . .	We need to avoid . . .
Build parental self-efficacy	• Give specific ideas on how to help: - "Every 4–5 pages, stop reading and ask your child to tell you what has happened so far." • To the degree possible, help parents find support if they lack some of the skills or knowledge needed to participate. • Invite parents to participate by sharing their unique skills, knowledge, or histories with the class. For example: - Teaching words or phrases in languages other than English - Gardening - Musical talents - Technology skills	• Vague requests to work with students: - "Make sure your child understands what she reads." • Blame: - "They should know this stuff!" • Expectations that all parents should be involved in the same way (e.g., reading a book to the class, sewing costumes for the theatre production).
Be respectful of competing demands	• Offer logistical support for at-school activities: - Arrange for bus transportation or some sort of travel voucher for public transportation - Provide child care for siblings - Provide meals if activities are held near a mealtime - Offer a variety of days and times for participation (i.e., days, evenings, weekends) • Provide off-site ways to get involved: - Home visits - Activities based in neighborhoods - Meetings by phone - Take-home activities - Communication logs	• To the extent possible, requests for involvement that are not mindful of competing demands: - Invitations for parents only, unless there is also on-site child care - One-time-only events - Events held only during regular working hours (during which family or friends are less likely to be able to help with transport and child care) - Events that conflict with mealtimes, bus pickup and dropoff times, and other events requiring parental supervision - Events that present only one way to participate (e.g., if a parent cannot attend workshops, not offering an alternative way to get the information)

Principle	We need to . . .	We need to avoid . . .

Support positive role construction	• Work to create a shared definition of parent roles (which is not the same as convincing parents to take on our vision for their roles):
	  - Share our expectations for parent involvement, and ask parents about theirs
	  - Explain why we ask them to do certain things
	  - Explain why they are uniquely suited to do certain things
	• Ask parents what they view as important in helping their students succeed, and add those things to your family involvement agenda whenever possible.
	• Be open and inviting to share our roles as teachers—truly seeing parents as partners.
	• Encourage parents to invite their peers to participate.
		• Thinking that parents are disengaged or do not care about their children if they do not participate in specific ways.
		• Thinking of parental involvement as a one-way street (we tell them what to do).

Provide sincere invitations to get involved	• Create inviting spaces for adults to make it clear that school is their place, too:
	  - Appropriate-sized furniture
	  - Adult lending libraries of parenting resources
	  - Prominently posted pictures of students and families interacting at school
	  - Welcoming environmental print, in multiple languages, if possible (e.g., "Welcome, parents! We're so glad you're here! Please stop and say hello in the office before joining your student in his or her classroom.")
		• Environments that make adults feel like intruders:
		  - Child-sized seating options only
		  - Environmental print sending the message that parents are not a part of the group (e.g., "ATTENTION: ALL PARENTS MUST CHECK IN AT THE OFFICE AND PICK UP A VISITORS' BADGE!!!")

Principle	We need to . . .	We need to avoid . . .

Provide sincere invitations to get involved (cont.)	• Welcome new students and new families:
	  - When a new student enrolls, include a welcome note to the student and his or her family members in a newsletter
	  - Make a point of personally welcoming the family (e.g., "We're so glad that all three of you are joining our classroom [or school] family!")
	• Be sure that students have the chance to invite participation as well:
	  - Provide students with a lending library of family activities that they can invite parents to engage with
	  - Have students write invitations to such things as school performances	

Source

Adapted from

Roberts, Kathryn. 2013. "Partnering with Parents." In *Handbook of Effective Literacy Instruction*, edited by Barbara M. Taylor and Nell K. Duke, 572-589. New York: Guilford. Copyright Guilford Press. Reprinted with permission of the Guilford Press.

Figure 11.10. One Indicator of Standard 4 of the National PTA Standards for Family-School Partnerships

Indicators	Quality of Implementation		
	Level 3 **Excelling** Highly functioning level of development and implementation	Level 2 **Progressing** Functioning level of development and implementation	Level 1 **Emerging** Limited level of development and implementation
Learning about resources	Guidance counselors, parent advocates, and teachers work with families to take advantage of resources and programs that support student success. They target families who may not know how to access these resources. *For example, they work with families whose children are underrepresented in advanced classes to encourage their sons and daughters to take higher-level courses.*	Meetings at school and in the community help families better understand students' options for extra academic support or enrichment. *For example, the PTA/ parent group and school co-sponsor informational sessions on after-school and summer learning programs.*	The PTA/parent group helps develop and distribute information about available programs and resources, such as magnet programs in math, science, and Advanced Placement classes. *For example, the school and parent group create a school handbook with academic resources that is available in all languages spoken in the community.*

Source
National PTA. *National Standards for Family-School Partnerships Assessment Guide.*

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