PARCC, Common Core & ELs:

Staying the course for long-term success
Welcome & Introductions

Sentence Frame Introductions

My name is _______. I am a __________ (school role). I am here because ____________ and I think “staying the course..” in the title means:

Thumbs-up if....
Session objectives

- Participants will review the “nuts and bolts” of PARCC and CCSS, including accessibility and accommodations features for ELs.
- Participants will analyze and discuss a variety of research-based best practices for English Learners in various instructional settings (bilingual, ESL, general education, grades K-12) and how they align to Common Core State Standards and increase academic achievement.
Agenda

Part 1: “Nuts & bolts” of PARCC and CCSS (20 min)

Part 2: Effective teaching strategies that lead to positive outcomes for ELs. (40 min)

Part 3: Some thoughts on advocacy, wrap-up, Q&A. (15 min)
“Nuts & Bolts” of PARCC & CCSS

PART I
About PARCC

- 13 PARCC states educating over 12 million students K-12.
- K-12 assessments in ELA and Math.
- Computer-based (with paper option).
- Performance Based Assessment (PBA) and End of Year Assessment (EOY).
- More immediate results to guide teaching.
- [http://www.isbe.state.il.us/assessment/parcc.htm](http://www.isbe.state.il.us/assessment/parcc.htm)
- [http://www.parcconline.org/](http://www.parcconline.org/)
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
PARCC: Accessibility and Accommodations

- **Accessibility**: Assessment features that are available to all students
- **Accommodations**: Testing modifications allowable for special populations, such as English Learners (*including those who have waived services*) and/or students with IEPs or 504 plans.
<table>
<thead>
<tr>
<th>Computer Administration</th>
<th>Paper Administration</th>
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<tbody>
<tr>
<td>Audio Amplification</td>
<td>Auditory Aids</td>
</tr>
<tr>
<td>Blank Paper</td>
<td>Blank Paper</td>
</tr>
<tr>
<td>Eliminate Answer Choices</td>
<td>Visual Aids/Organizers</td>
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<tr>
<td>Flag Items for Review</td>
<td>Visual Aids/Organizers</td>
</tr>
<tr>
<td>General Administration Direction Clarified</td>
<td>General Administration Direction Clarified</td>
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<tr>
<td>General Administration Directions Read</td>
<td>General Administration Directions Read</td>
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<tr>
<td>Aloud and Repeated</td>
<td>Aloud and Repeated</td>
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<tr>
<td>Highlighter Tool</td>
<td>External Highlighter</td>
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<tr>
<td>Headphones or Noise Buffers</td>
<td>Auditory Aids</td>
</tr>
<tr>
<td>Line Reader</td>
<td>Visual Aids/Organizers</td>
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<tr>
<td>Magnification/Enlargement Device</td>
<td>Magnification/Enlargement Device</td>
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<tr>
<td>Screen Enlargement Tool</td>
<td>Large Print Test</td>
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<tr>
<td>Pop-Up Glossary</td>
<td>Glossary in footnotes</td>
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<tr>
<td>Redirect Student to Test</td>
<td>Redirect Student to Test</td>
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<tr>
<td>Spell Checker</td>
<td>Spell Checker</td>
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<tr>
<td>Writing Tools</td>
<td>Writing Tools</td>
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Accessibility Features Identified in Advance

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<tr>
<th>Accessibility Features Identified in Advance</th>
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<tr>
<td>Background/Font Color Contrast</td>
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<tr>
<td>Text-to-Speech for Mathematics</td>
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<tr>
<td>Answer Masking</td>
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</tbody>
</table>
Accommodations for ELs

- Presentation
- Response
- Timing and Scheduling
- Setting
Effective Accommodations for ELS:

1. Reduce the linguistic load necessary to access the content of the curriculum or assessment;
2. Retain that which is measured by the test, without altering the test itself;
3. Address the unique linguistic and socio-cultural needs of an EL by reducing the effects of English language skills on the student’s overall performance on the assessment.
Transadaptation Policy

- PARCC will develop transadaptations of its *mathematics assessments* into Spanish.
- Additional transadaptation in languages other than English will be completed by states wanting to use these.
Guidance on Selecting Accommodations for English Learners

When selecting accommodations for ELs consider

1. Level of English language proficiency (ELP) on the state ELP test
   - Beginning, Intermediate, or Advanced

2. Literacy development in the native language
   - Native language literacy
   - Interrupted schooling/literacy background

3. Background factors that impact effective accommodations use
   - Grade/age
   - Affective filter (i.e., level of student anxiety/comfort with English)
   - Time in U.S. schools
# Accommodations for English Learners

- **Highly recommended** for use by ELs at this English language proficiency level
- **Recommended** for use by ELs at this English language proficiency level
- **May not be appropriate** for students at this ELP level

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ Native Language Word-to-Word Dictionary (ELA/Literacy &amp; Mathematics)</td>
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<tr>
<td>Test Directions clarified by test administrator in student’s Native Language (ELA/Literacy &amp; Mathematics)</td>
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<tr>
<td>Scribe or Speech-to-Text: Responses Dictated for Mathematics assessment in English (Mathematics)</td>
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<tr>
<td>Extended Time (ELA/Literacy and Mathematics)</td>
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Accommodations for ELs

- 7a: Extended Time
- 7b: General Administration Directions Clarified in Student’s Native Language
- 7c: General Administration Directions Read Aloud and Repeated as Needed in Student’s Native Language
- 7d: Speech-to-Text (Human Scribe) Responses Dictated for the Mathematics Assessment in English
- 7e: Word-to-Word Dictionary English/Native Language
- 7f: Translation of General Test Administration Directions
- 7g: Transadaptation of Mathematics Assessment into Spanish
Remember:

For accommodations to be effective, students should be familiar with them and they should be utilized regularly during daily instruction and assessment.
SO, YOU WERE EDUCATED IN THE PUBLIC SCHOOL SYSTEM—WHAT DOES THAT QUALIFY YOU TO DO?

IS THAT A MULTIPLE CHOICE, TRUE-FALSE OR FILL-IN-THE-BLANK QUESTION?
About CCSS

- Adopted in 40 states.
- ELA and Math standards.
- Establish *what* should be taught, but not *how*.
- Emphasis on applying knowledge to real world situations.
- [http://www.isbe.net/common_core/](http://www.isbe.net/common_core/)
“6 Ways the Common Core is Good for Students” - NEA Today, March 2013

1. Common Core puts creativity back in the classroom.
2. Common Core gives students a deep dive.
3. Common Core ratchets up rigor.
4. Common Core is collaborative.
5. Common Core advances equity.

http://neatoday.org/2013/05/10/six-ways-the-common-core-is-good-for-students/
<table>
<thead>
<tr>
<th>WIDA Standards</th>
<th>CCSS</th>
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<tbody>
<tr>
<td>Academic Language Development</td>
<td>Academic achievement</td>
</tr>
<tr>
<td>Language-based</td>
<td>Content-based</td>
</tr>
<tr>
<td>Reflective of the varying stages of second language acquisition</td>
<td>Reflective of conceptual development</td>
</tr>
<tr>
<td>Representative of social and academic language contexts</td>
<td>Representative of the school’s academic curriculum outcomes</td>
</tr>
</tbody>
</table>
Common Core en Español

This translated and linguistically augmented version of the CCSS is important because it establishes a guide for equitable assessment and curriculum development.

http://commoncore-espanol.com
and not what they already know—to discern when particular children or activities warrant more or less attention.

niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Conceptos de lo impreso

1. Demuestran comprensión de la organización y características básicas de los materiales impresos.

a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (¿?), exclamación (!), y guión largo para abrir y cerrar un diálogo.

Acentuación

b. Reconocen que el acento escrito (acento ortográfico) es una marca que se llama tilde.
The World-Class Instructional Design and Assessment (WIDA) Standards Framework

WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.

WIDA’s framework for language development standards
33 WIDA states represent over 1,000,000 ELLS
**Example Context for Language Use:**
Students decide with peers the types of energy transfers that occur in various situations from everyday life (e.g., glow sticks, thunderstorms, simple engines) to demonstrate the conservation of energy.

**Cognitive Function:**
Students at all levels of English language proficiency will ANALYZE energy transfer.

**STRAND**

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING</strong></td>
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<tr>
<td>State how energy transfers using visual supports (e.g., “heat,” “light,” “sound”)</td>
<td>Give examples of how energy transfers using sentence frames and graphic supports</td>
<td>Describe how energy transfers using sentence frames and graphic supports (e.g., “_____ energy is transferred. _____ energy is stored.”)</td>
<td>Compare and Energy transfers using graphic supports</td>
<td>Discuss how energy transfers using graphic supports</td>
</tr>
</tbody>
</table>
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy.
4. USO Y ESTRUCTURA DEL LENGUAJE: APLICAR CONOCIMIENTOS DE LA Función Y ESTRUCTURA DE LA LENGUA ESPAÑOLA PARA COMUNICARSE EFICAZMENTE.

Fundamento: La base esencial de las disciplinas lingüísticas españolas es el lenguaje. El lenguaje existe en muchas variaciones, y la habilidad de hacer buen uso de él suele ser una fuente de poder, respeto y éxito financiero. No obstante, si los estudiantes no son conscientes de cómo funciona el lenguaje, es posible que no puedan utilizarlo eficazmente.

### A. USAR LA GRAMÁTICA, PUNTUACIÓN Y MAYÚSCULAS CORRECTAMENTE

<table>
<thead>
<tr>
<th>PRIMARIA INICIAL</th>
<th>PRIMARIA AVANZADA</th>
<th>ENSEÑANZA MEDIA</th>
<th>ENSEÑANZA MEDIA SUPERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A.1a Usar los tiempos verbales correctos para indicar el orden relativo de acontecimientos.</td>
<td>4.A.2a Usar los tiempos verbales correctos para indicar el orden relativo de acontecimientos.</td>
<td>4.A.3a Usar los tiempos verbales correctos para indicar el orden relativo de acontecimientos.</td>
<td>4.A.4a Usar los tiempos verbales correctos para indicar el orden relativo de acontecimientos.</td>
</tr>
<tr>
<td>4.A.1b Usar el orden de las palabras y la puntuación en español correctamente para distinguir las oraciones declarativas, interogativas, exclamativas y mandatorias.</td>
<td>4.A.2b Utilizar correctamente la puntuación en oraciones diversas (p.ej., compuestas, interrogativas y diálogo).</td>
<td>4.A.3b Emplear correctamente las convenciones de mayúsculas y las reglas de puntuación.</td>
<td>4.A.4b Usar correctamente la puntuación en oraciones complejas, incluso el uso apropiado del diálogo, citas, dos puntos, guiones, rayas, elipses y texto en bastardilla.</td>
</tr>
<tr>
<td>4.A.1c Comenzar a usar la ortografía española correctamente.</td>
<td>4.A.2c Usar correctamente la ortografía española, incluso acentos y diéresis.</td>
<td>4.A.3c Usar correctamente la ortografía y los signos diacríticos y usar estrategias eficaces para la ortografía y la acentuación de palabras desconocidas.</td>
<td></td>
</tr>
<tr>
<td>4.A.1d Emplear principios de concordancia relacionados con el número, género y caso.</td>
<td>4.A.2d Emplear principios de concordancia relacionados con el número, género y caso.</td>
<td>4.A.3d Emplear principios de concordancia relacionados con el número, género y caso.</td>
<td>4.A.4d Emplear principios de concordancia relacionados con el número, género y caso.</td>
</tr>
<tr>
<td>4.A.1e Al nivel apropiado para el grado, reconocer errores comunes de hablantes cuya lengua materna es el español al usarlo y saber cómo y cuándo corregirlos.</td>
<td>4.A.2e Al nivel apropiado para el grado, reconocer errores comunes de hablantes cuya lengua materna es el español al usarlo y saber cómo y cuándo corregirlos.</td>
<td>4.A.3e Al nivel apropiado para el grado, reconocer errores comunes de hablantes cuya lengua materna es el español al usarlo y saber cómo y cuándo corregirlos.</td>
<td>4.A.4e Al nivel apropiado para el grado, reconocer errores comunes de hablantes cuya lengua materna es el español al usarlo y saber cómo y cuándo corregirlos.</td>
</tr>
<tr>
<td>4.A.1f Aplicar el uso apropiado del tú y el Ud. en la comunicación escrita y oral (p.ej. escritura de cartas).</td>
<td>4.A.2f Diferenciar entre el tú y el Ud. y aplicar su uso correctamente en comunicación oral y escrita (p.ej., escritura de cartas, exposiciones orales).</td>
<td>4.A.3f Hacer las selecciones apropiadas al hablar y escribir, como el lenguaje formal e informal, teniendo en cuenta el propósito y contexto de la comunicación.</td>
<td>4.A.4f Identificar el uso de distintas formas del tú y el Ud. (como vosotros) en los países de habla hispana.</td>
</tr>
<tr>
<td>4.A.1g Consultar diccionarios pictográficos, diccionarios, glosarios y otras fuentes para encontrar el significado de las palabras.</td>
<td>4.A.2g Consultar diccionarios terminológicos e ideológicos y otras fuentes para encontrar y comparar definiciones, esoger sinónimos y deletrear palabras correctamente.</td>
<td>4.A.3g Consultar diccionarios terminológicos e ideológicos, manuales y otros textos gramaticales al seleccionar palabras, frases y expresiones a ser usadas en exposiciones orales y escritas.</td>
<td>4.A.4g Examinar el origen, la historia, denotación, connotación y uso de las palabras y frases españolas, consultando diccionarios terminológicos e ideológicos, manuales, medios electrónicos y otras fuentes de información.</td>
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</table>
Spanish Language Development Standards (2013)

... are a resource for planning and implementing language instruction and assessment for emergent bilinguals who are learning academic content in Spanish.

SLD Standards in Action

The SLD standards can be put to action in classrooms, schools, and districts by using them to:

- create student profiles that include information on language use
- establish targets and objectives for language instruction and assessment
- identify means of assessing of language targets and objectives
- develop activities and tasks that focus on language development
- differentiate the language of instruction, activities, and assessments that focus on content
- discuss language development of students
- reflect on instruction, curriculum, and assessment programs and models
- collaborate with other educators and establish roles and responsibilities
# Spanish Language Development Standards

## ESTÁNDAR 2 DLE: El lenguaje de las artes de lengua

### CONEXIÓN:
Common Core Standards for English Language Arts: Language (Grade 5), Vocabulary Acquisition and Use: CCSS.ELA-Literacy.L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Estándares WIDA del Español. World-class Instructional Design and Assessment (2006): 2. Escritura. 2. A. 2f. Crear documentos para comunicar información adquirida a audiencias específicas con propósitos determinados en situaciones diversas (cronometradas y sin cronómetros en la escuela, y en el hogar.)

### EJEMPLO DEL CONTEXTO PARA EL USO DEL LENGUAJE:
Los estudiantes crean una crónica sobre la vida del estudiante basándose en diversos modelos y en sus experiencias personales para compartirlos con compañeros de grados menores.

### FUNCIÓN COGNOSCÍTIVA:
Los estudiantes en todos los niveles de desempeño del español CREAN composiciones originales.

<table>
<thead>
<tr>
<th></th>
<th>Nivel de entrada 1</th>
<th>Nivel emergente 2</th>
<th>Nivel de desarrollo 3</th>
<th>Nivel de extensión 4</th>
<th>Nivel de transformación 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESCRIBIR</strong></td>
<td>Créer y etiquetar crónicas personales gráficas empleando lenguaje figurado y usando bancos de palabras ilustrados</td>
<td>Créer crónicas personales ilustradas empleando lenguaje figurado usando organizadores gráficos y bancos de palabras ilustrados</td>
<td>Describir crónicas personales ilustradas empleando lenguaje figurado usando organizadores gráficos y bancos de palabras ilustrados</td>
<td>Narrar crónicas personales empleando lenguaje figurado y usando organizadores gráficos</td>
<td>Redactar crónicas personales empleando lenguaje figurado</td>
</tr>
</tbody>
</table>
| ** LENGUAJE TEMÁTICO:** Los estudiantes en todos los niveles de desempeño del español aprenen palabras y expresiones tales como: sínfil, metáfora, personificación, e imágenes sensoriales.
The Standards

English Language Development Standards

Spanish Language Development Standards

Spanish Language Arts Standards

CCSS

CCSSñ

Academic language

What anchors student learning?
Academic Language is the Crosswalk between Language & Content Standards
Effective Teaching Practices for ELs

Part II
Research on ELL Shadowing

Morrison Elementary School in Norwalk, CA

Teachers shadowed ELLs and recorded notes every 5 minutes on the students use of academic language.

Findings:
ELLs used academic language only 2% of the day.

Solution: Teachers learned 3 strategies:
- Think/pair/share
- Reciprocal teaching
- Frayer model

ELLs made remarkable gains on state assessments in 2 years.

Some might contend these strategies are simply best practices that can help all learners. But Gonzalez explains that the consequences of not using them are particularly "devastating for a second-language learner."

http://www.edweek.org/tsb/articles/2011/10/13/01shadowing.h05.html
Cooperative Learning

Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product…” Ted Panitz (1996) “A Definition of Collaborative Vs. Cooperative Learning”
Greater Retention for all Learners

People retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say
- 90% of what they say as they do or teach something.

Think - Pair - Share:

What are some cooperative learning structures you have used or are familiar with?

How do you scaffold them for ELs?

# Cooperative Learning Structures

<table>
<thead>
<tr>
<th>Cooperative Learning Structures</th>
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<tbody>
<tr>
<td><strong>1. Agreement Circles</strong></td>
<td>Students stand in a large circle, then step to the center in proportion to their agreement with a statement by a student or teacher.</td>
</tr>
<tr>
<td><strong>2. Blind Sequencing</strong></td>
<td>Students sequence all pieces without peeking at the pieces of teammates.</td>
</tr>
<tr>
<td><strong>3. Circle-the-Sage</strong></td>
<td>Students who know, stand to become sages; teammates gather around a different sage to learn. Students return to teams to compare notes.</td>
</tr>
<tr>
<td><strong>4. Gainers</strong></td>
<td>Students pick a corner, write its number, go there, and interact with others with some corner advice in a Rally Robin or Time Pair Share.</td>
</tr>
<tr>
<td><strong>5. Fun-N-Rick</strong></td>
<td>Place higher level thinking Q cards, M-tacks, O-picks; #2 answers, #4 praises. Students then note a related.</td>
</tr>
</tbody>
</table>
| **6. Find My Rule** | The teacher places items in a frame (two boxes, tyme, or a line). Students reduce the rule.  
- Two Box Introduction  
- What’s My Line  
- Check My Line |
| **7. Find Someone Who** | Students circle, finding others who can contribute to their worksheet.  
- People Hunt: Students circle, finding others who match their own characteristics  
- Fact Bingo: Find Someone Who played bingo worksheet |
| **8. Find the Riddle** | Teammates try to determine which of three statements is a lie.  
- Fact or Fiction: Teammates try to determine if a statement is true or false. |
| **9. Flashcard Game** | Flashcards is pairs, rounds, progressing from many to no class. |
| **10. Formstoria** | Students stand together as a class to form shapes. |
| **11. Four S Brainstorming** | Solvers, Synergy Guru, Sergeant Support, and the Speed Captain play their roles before they quickly generate many ideas which are recorded by the Synergy Guru.  
- ThinkPad Brainstorming: No roles. Students generate items on thinkpad slips, announcing them to teammates and placing them in the center of the table. |
| **12. Idea Spinner** | Spin a yarn or "Ask a Question" or "Quiz Me a Riddle. "  
- Students: Evaluate, Explain, or Predict. |
| **13. Inside/Outside Circle** | Students circle, students in center circle rotate to face a partner to answer the teacher’s question on those of the partner. |
| **14. Jigsaw Problem Solving** | Students have a part of the answer or a clue, teachers must put their ideas together to solve the problem. |
| **15. Line Up** | Students line up by characteristics, estimates, values, or assigned items.  
- Value Line: Students line up as they agree or disagree with a value statement.  
- Folded or Split Line Up: Students fold the line up and split it to indicate with someone with a different point of view, characteristic, or estimate. |
| **16. Lyrical Lesson** | Students write and/or sing songs based on curriculum, often to familiar tunes. |
| **17. Match Mine** | Recorders arrange objects to match those of Sender whose objects are hidden by a barrier.  
- Build What-I-Write: Recorder constructs what Sender has described in writing. |
| **18. Mix-Freezer-Group** | Students form groups of a specific size, hoping not to land in "Last and Found. " |
| **19. Mix-Pair-Discuss** | Students pair with classmates, to discuss a question raised by the picker of the card. |
| **20. Mix-Up-Match** | Students mix, then find partners with the matching card.  
- Snowball: Students toss crumpled papers over imaginary volley net, stop, pick up a snowball, then find the person with the matching "snowball." |
| **21. Numbered Heads Together** | Students and partners make up the answer, a number is called, the student with the number responds.  
- Numbered Heads Together: Students make up the answer, a number is called, the student with the number responds.  
- Traveling Heads Together: Students are Numbered Heads travel to new teams to share responses. |
| **22. One Stray** | The teacher calls a number: student with that number "stray" to join another team, often to share.  
- Two Strays: Two students stray to another team, often to share and to listen.  
- Three Stray: Three students stray to another team, often to listen to the one who stayed to explain a project. |
| **23. Pairs Check** | Students work in pairs each doing a problem and receiving coaching and praise from their partner. Then pairs check and celebrate after every two problems. |
| **24. Pairs Compare** | Pairs generate ideas or answers, compare their answers with another pair, and then see if working together they can come up with additional responses not either pair alone had. |
| **25. Paragraph Passport** | Students can share their own ideas only after they accurately paraphrase the person who spoke before them. |
| **26. Partners** | Partners work to prepare a presentation, then present to the other pair in their team. |
| **27. Poems for Two Voices** | Partners alternate reading "A" and "B" lines of a poem, and read "AB" lines together in unison. |
| **28. Q-Spinner** | Students generate questions from one of 36 question prompts produced by spinners. |
| **29. RallyRobin** | Students in pairs take turns talking.  
- RallyTalk: Partners toss a ball (paper was) while doing RallyRobin. |
| **30. RallyTable** | Students in pairs take turns writing, drawing, pasting, (2 crayons, 2 pencils per team)  
- Pass-N-Prize: Students in pairs take turns writing and hand their paper to the next person only after receiving praise. |
Spencer Kagan’s Structural Approach to Cooperative Learning

http://www.kaganonline.com

This approach teaches multiple ways to structure student interaction, each with a specific name. Hence, giving directions is simplified. Many outstanding resources are available.
BIG Ideas = Understandings

Essential truths that give meaning to the topic
Start with CCSS and develop a sentence that starts….

“I want students to understand THAT…” (not HOW… or WHY… or WHAT)

– Multiplication is another way to do addition.
– People migrate to meet basic needs.
– All cultures contain the same elements.
– Entropy and enthalpy are competing forces in the natural world.
– Voice reflects the author.

**They provide learners with mental schemas or templates that help make sense of all the details that threaten to overwhelm.
Graphic Organizers

- Importance of modeling!
- Less is more
- Select common graphic organizers across content areas, grade levels, school-wide
- Apply in multiple contexts
- Student-created
HOTS

- Higher Order Thinking Skills
- Bloom’s Taxonomy
- Higher level questioning - QAR (Question Answer Relationships)

- [http://www.readingrockets.org/article/how-increase-higher-order-thinking](http://www.readingrockets.org/article/how-increase-higher-order-thinking)
- [https://esl-methods.wikispaces.com/](https://esl-methods.wikispaces.com/)
Common Core: Jack has a cat and Jill has a pail of water. If Billy has $5.00, how many figs will his dog eat? Write your constructed response using a bar graph.
Cummins’ Quadrants

- **Cognitively demanding (challenging)**
  - **High context** (relates to learner’s experiences)
  - **Abstract** (concepts hard to relate to real experience)

- **Cognitively undemanding (not challenging)**
  - **A**
  - **B**
  - **C**
  - **D**
## Relationship Between Bloom’s Taxonomy and the Stages of Second Language Acquisition

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy</th>
<th>Stages of Second Language Acquisition</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Preproduction</td>
</tr>
<tr>
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<td>Early Production</td>
</tr>
<tr>
<td>Application</td>
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<td>Intermediate</td>
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<tr>
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Relationship Between Bloom’s Taxonomy and the Stages of Second Language Acquisition (cont.)
**Concept Attainment**

What concept is being defined by these examples and non-examples?

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Students are assessed in English and in L1, when possible.

What is the impact of these two statements? Which is more true of your classroom or school?
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Which statement best reflects your current practice? Which is better for ELs?
Students are assessed in English and in L1, when possible.

Assessment is going and is integrated into classroom instruction.

All assessments are given in the form of multiple choice tests and quizzes at the end of the unit.

Assessments are differentiated to meet the needs of ELs. Students may have choice in how they are assessed.

All students take the same assessments. Assessments are not differentiated for language proficiency.

What is the impact of these two statements on teacher instruction and assessment of EL students?
Students are assessed in English and in L1, when possible.

Students are assessed in English only.

Assessment is going and is integrated into classroom instruction.

All assessments are given in the form of multiple choice tests and quizzes at the end of the unit.

Assessments are differentiated to meet the needs of ELs. Students may have choice in how they are assessed.

All students take the same assessments. Assessments are not differentiated for language proficiency.

Students set goals and engage regularly in self-assessment to reflect upon their progress.

The teacher sets goals for the class. Progress is measured by performance on quizzes and tests.

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**Linguistically Responsive Assessment Practices**

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Classroom Assessment Practices

- Standardized vs. teacher-created/classroom-based
- Formative (assessment for learning) vs. summative (assessment of learning)
- Content learning vs. language learning
- Collection of quantitative vs. qualitative data
 Authentic Assessment Strategies for ELs

- Portfolios
- Rubrics/checklists to evaluate student work
- Exit cards/slips
- Learning logs/journals
- Writing samples
- Cloze tests or quizzes
- Story or information retelling
Resources for Assessment

- [http://lfonetwork.uoregon.edu/linguafolio-jr/](http://lfonetwork.uoregon.edu/linguafolio-jr/)
- [http://rubistar.4teachers.org/](http://rubistar.4teachers.org/)
"I wish a politician with no teaching experience would just come in and tell me how to teach," said no teacher ever.
Advocacy 101

- Be part of the solution
- Stay informed
- Reference research
- Give concrete examples
- Bring in an ‘expert’
- Share resources
- Listen respectfully
- Ask questions “Can you explain what you mean by________.”
- Show empathy
Advocacy for ELs: PARCC & CCSS

- Provide appropriate accommodations.
- Provide high quality instruction that leads to high levels of learning for ELs.
- Collect assessment data that paints a true picture of what ELs know and can do, as well as how they are progressing.
- Don’t abandon programs that have a solid research base (case in point: bilingual education).
Questions?

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Lindsey Rose - rosel@district65.net