



Starting with the End in Mind: Instruction and Assessment for English Language Learners

May 1, 2014

Introductions

Presenters:

- Christina Brown, Senior Director, Instruction and Assessment, CCE
- Sarah Ottow, Director, ELL Programming, CCE
- Allison Audet, History Teacher, Worcester Public Schools

About



CCE's Vision for Schools

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.



A CCE Program

- Partnership:
 - CCE
 - Worcester Public Schools
 - Cambridge College
- Intensive ESL Masters and Teaching License cohort model
- Inquiry framework to deepen classroom application of key learning
- High-rigor, asset-based approach to teaching ELLs

Logistics

Questions:

- Please use the chat box in the lower left-hand corner of the screen to ask questions. We will answer as many as we can throughout the presentation.
- We will have a few questions for you to answer in the chat box during the presentation to encourage interaction.

Materials posted:

- Webinar recordings, slides and other resources will be archived at <http://www.qualityperformanceassessment.org/webinars/>.
- All tools referenced in this webinar and in the QPA Guide are available on the QPA website for free with login.
- We will send follow up email when materials are posted.



Learning Objectives



Participants will:

- Develop a vision for instructional design and performance assessment that maintains high rigor for ELLs;
- Understand how to align curricular standards to appropriate linguistic tasks for different levels of English proficiency;
- Learn from one teacher's work that fosters metacognition, vocabulary development in all language domains, and encourages real-world application of skills and concepts.

Agenda

- **Webinar Overview**

Christina Brown, Center for Collaborative Education

- **Principles and Tools for Teaching ELLs**

Sarah Ottow, Center for Collaborative Education

- **A Teacher's Perspective on Instructional Design**

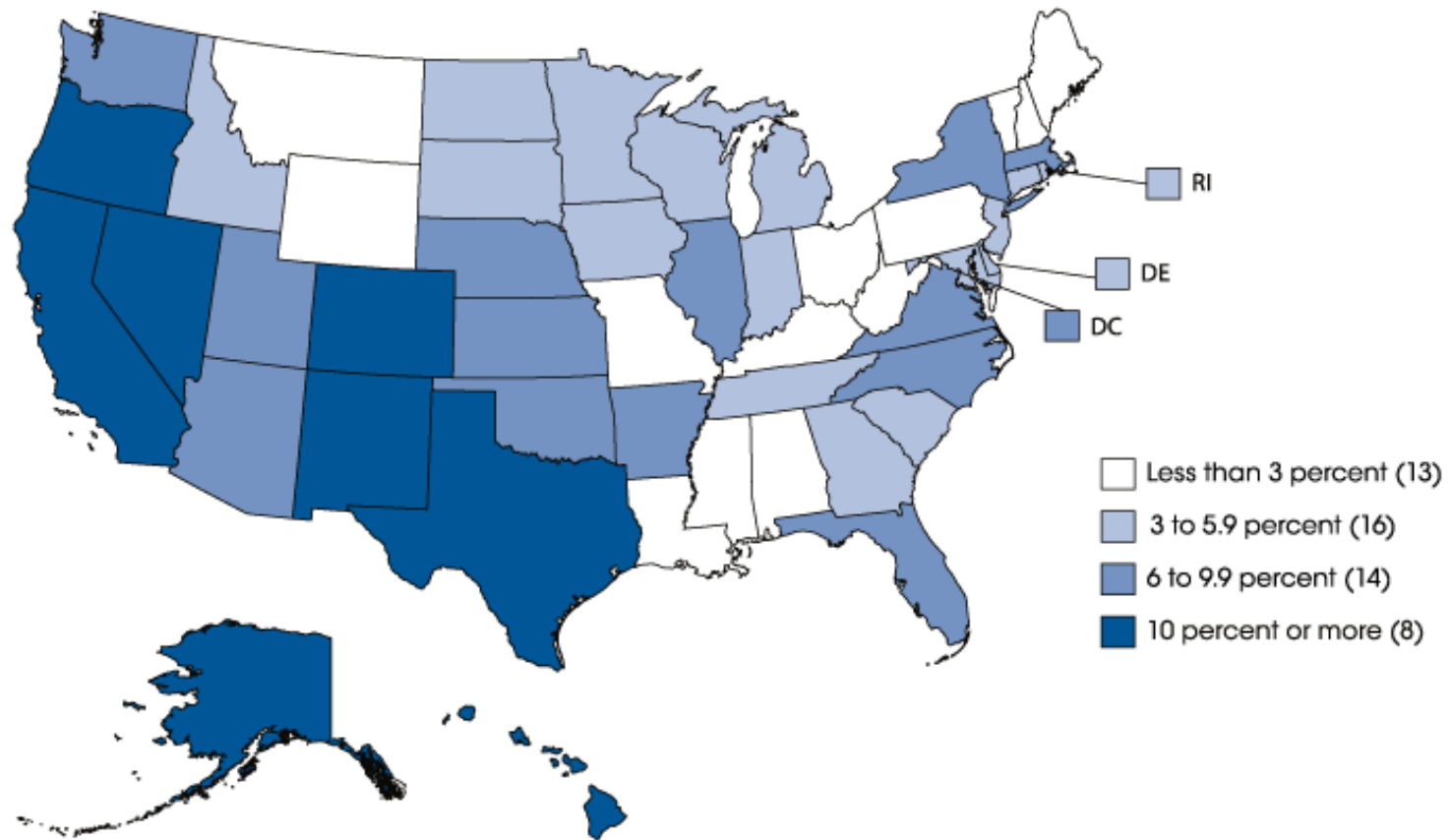
Allison Audet, History Teacher, Worcester Public Schools

- **Questions and Discussion**

- **Tools, Resources, and Closing**

The National Context

Figure 1. Percentage of public school students who are English language learners (ELL), by state: School year 2010-11



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency School Universe Survey," 2010-11. See *Digest of Education Statistics 2012*, table 47.

- As cited in The National Center for Education Statistics, https://nces.ed.gov/programs/coe/indicator_cgf.asp

What the Research Says



The Mauricio Gastón Institute for
Latino Community Development
and Public Policy



Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools

Miren Uriarte, Faye Karp, Laurie Gagnon, Rosann Tung, Sarah Rustan, Jie Chen,
Michael Berardino and Pamela Stazesky with Eileen de los Reyes and Antonieta Bolomey

EXECUTIVE SUMMARY | November 2011

The Reality for ELLs

- High level of drop outs
- High level of suspensions
- High level of being retained
- Issues with Special Education services
- A “culture of failure”

- Uriarte, Tung, Karp, et al. (2011)



What the Research Says



The Mauricio Gastón Institute for
Latino Community Development
and Public Policy



Learning from Consistently High Performing and Improving Schools for English Language Learners in Boston Public Schools

Rosann Tung, Miren Uriarte, Virginia Diez, Laurie Gagnon, and Pamela Stazesky
with Eileen de los Reyes and Antonieta Bolomey

EXECUTIVE SUMMARY | November 2011

What We Can Do

- Coherent, standards-based curriculum
- Explicit teaching of all aspects of English
- Opportunities to use English authentically
- Multiple forms of assessment



- Tung, Uriarte, Diez, et al. (2011)

The Opportunity Gap

“Despite the best efforts of America's educators to bring greater equity to our schools, too many children- especially low-income and minority children- are still denied the educational opportunities they need to succeed.”

Russlynn Ali
Assistant, Secretary for Civil Rights
U.S. Department of Education



- As cited in National Opportunity to Learn Campaign, www.otlcampaign.org

Starting with the “End in Mind”

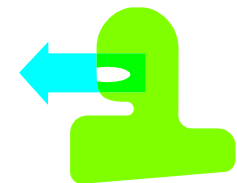


Common Core Shifts

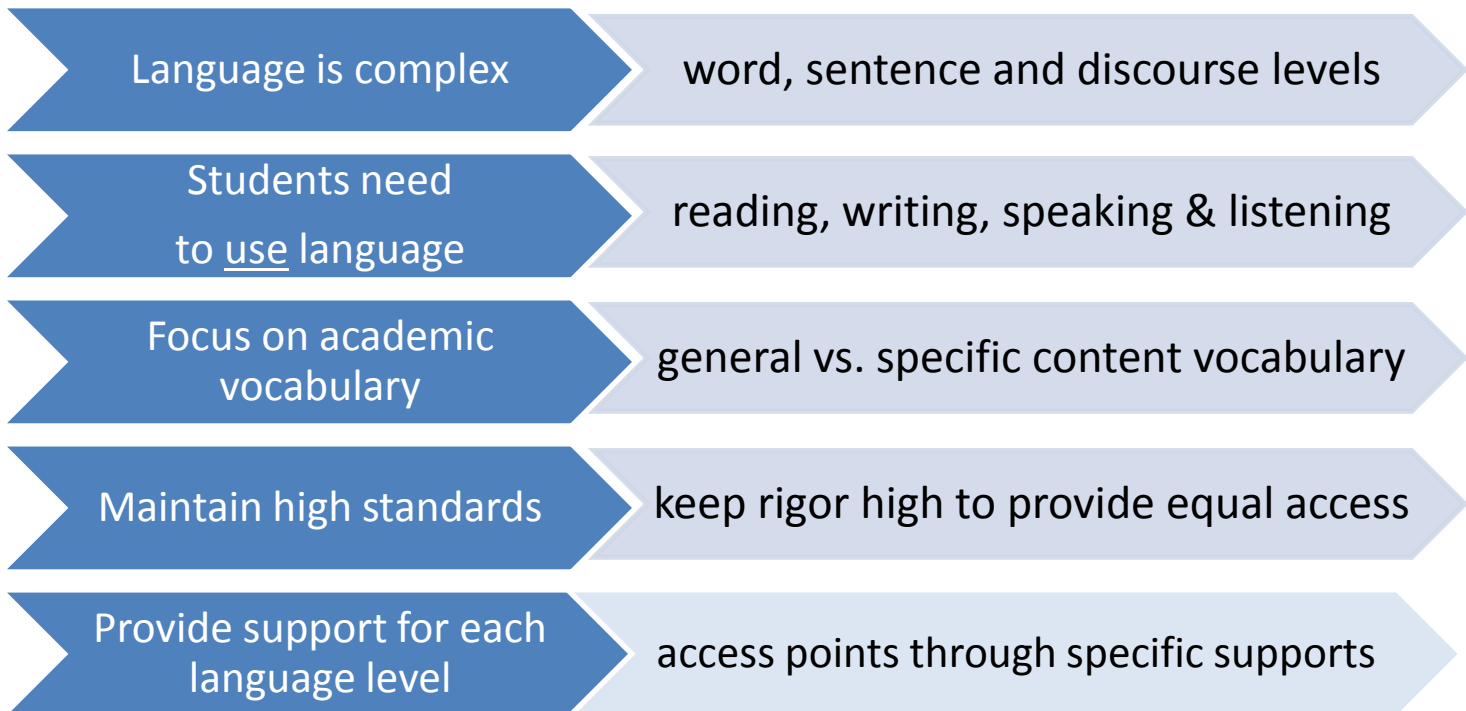
- Writing and reading for different tasks, purposes, and audiences
- Connecting reading, writing, speaking, & listening
- Academic language
- Reading and writing a wide variety of text types



All teachers are language teachers!

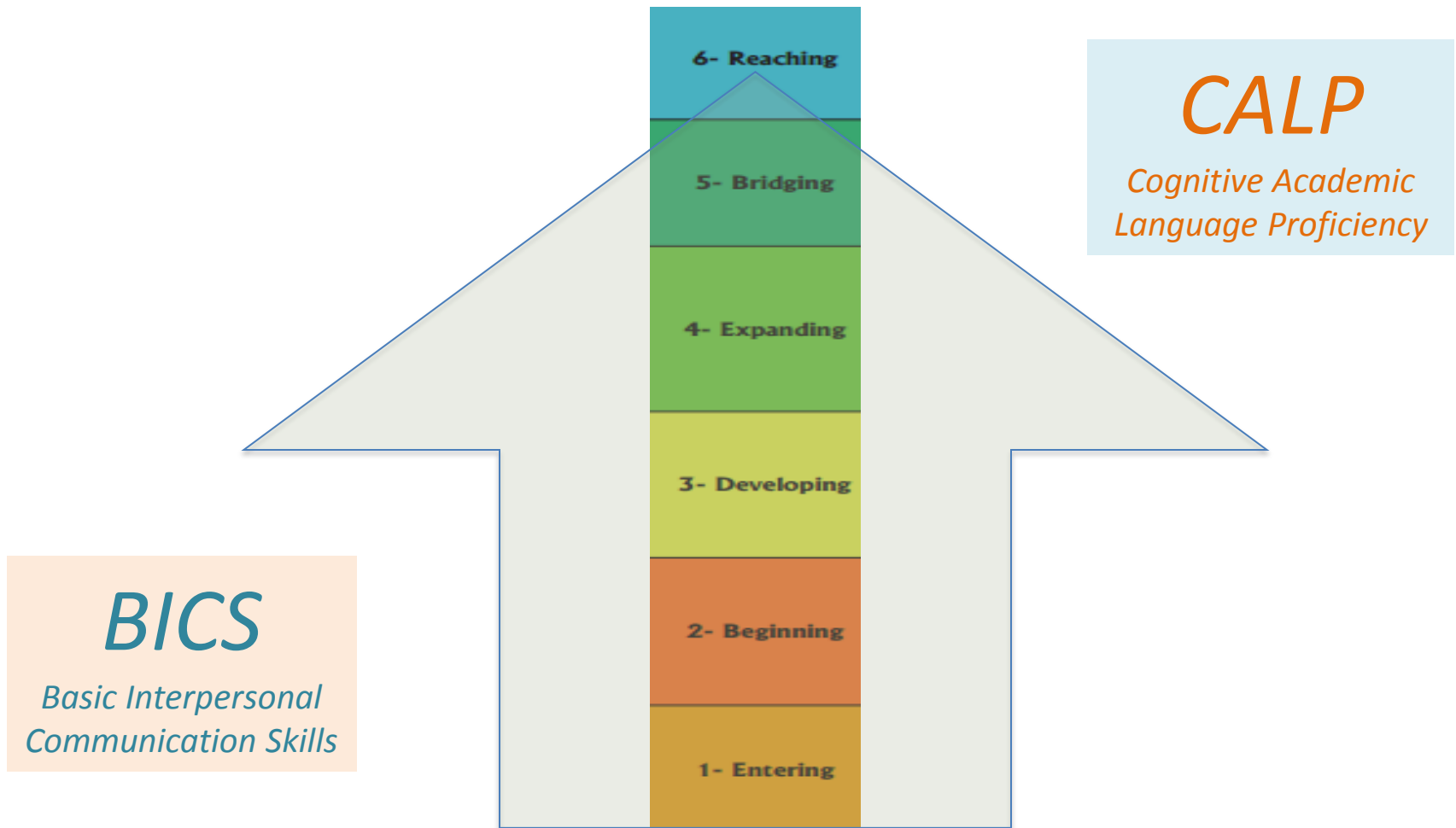


Key Principles



- From A. Audet, 2013; J. Abedi, 2010; M. Gottlieb, M. E. Cranley & A. Cammilleri, 2007; M. Gottlieb, 2006, www.wida.us

Language Proficiency Levels



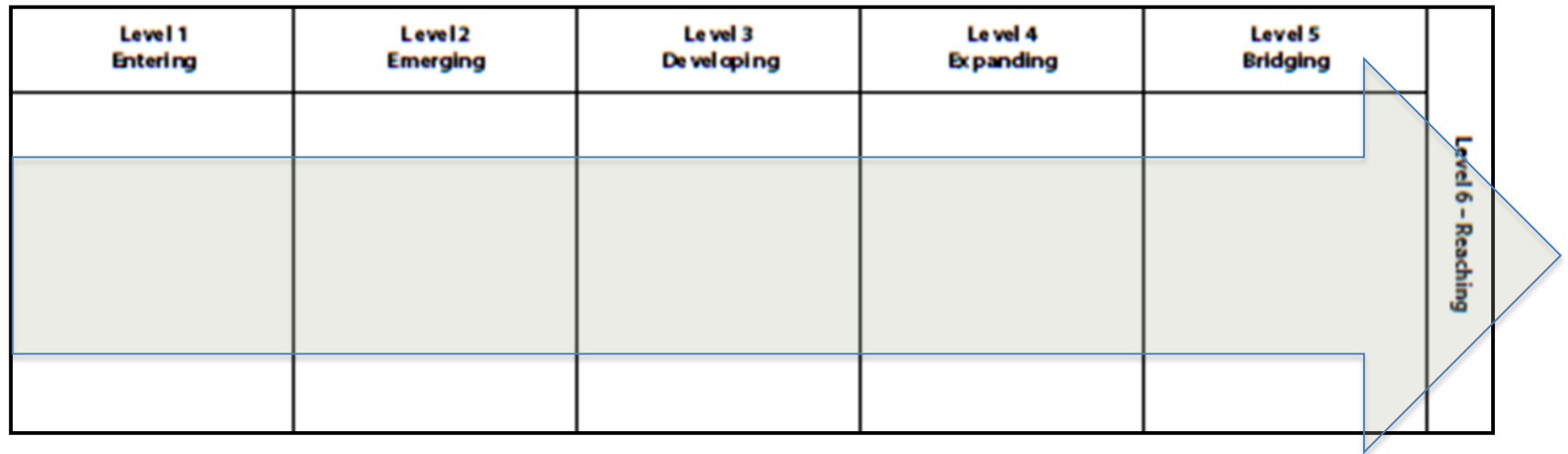
Reaching the Summit



Scaling the Rock Wall



Scaffolding



Scaffolding

	Level 1	Level 2	Level 3-4	Level 5-6
LEVEL OF SUPPORT	<ul style="list-style-type: none"> Text may be copied or adapted Consistent scaffolding 	<ul style="list-style-type: none"> Varying amount of text may be copied or adapted Frequent scaffolding 	<ul style="list-style-type: none"> All original text Occasional scaffolding 	<ul style="list-style-type: none"> All original text Minimal or no scaffolding
WIDA Performance Expectations for Writing and ELD Standards	<p>Scaffolds can include the following:</p> <p>SENSORY: realia, pictures, photos, diagrams, books, websites, films</p> <p>GRAPHIC: charts, tables, graphic organizers, word banks, pictures</p> <p>INTERACTIVE: pairs, partners, groups, LI</p>			

Kinds of Scaffolds

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

- From WIDA's Amplification of the English Language Development Standards

Ideas for Appropriate Scaffolding



Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	

http://www.wida.us/standards/CAN_DOs/

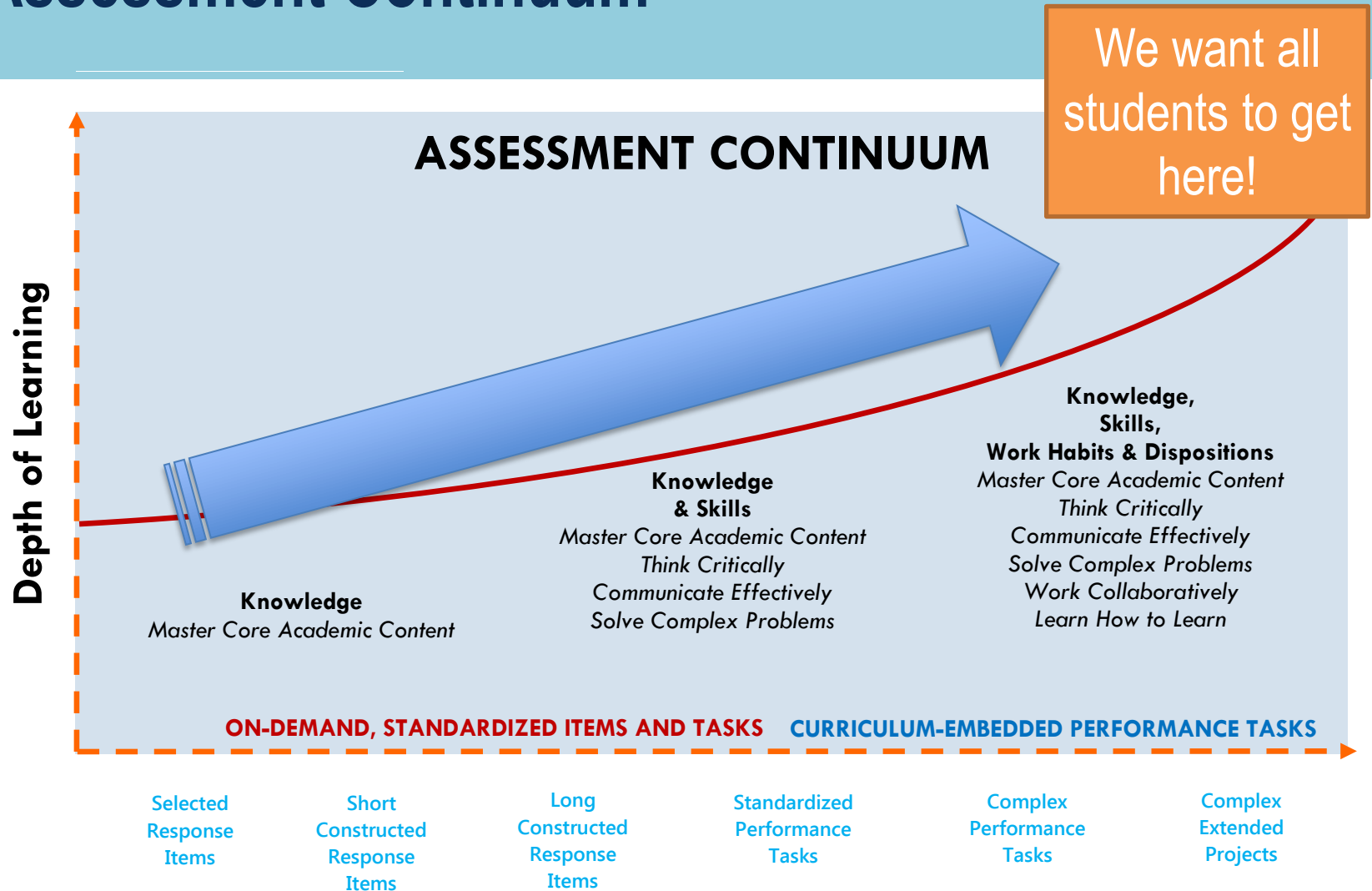
Example

Science Standard:

Understand how to interpret and represent the results of a science experiment

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
Label illustrations of questions and conclusions with a partner	Describe questions and conclusions using graphic organizers (cloze) with a partner	Describe in detail questions and conclusions using word banks	Organize language about questions and conclusions using graphic organizers (paragraph frame)	Summarize questions and conclusions	

Assessment Continuum



Source: Conley, D.T., & Darling-Hammond, L. (2013). *Creating systems of assessment for deeper learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education

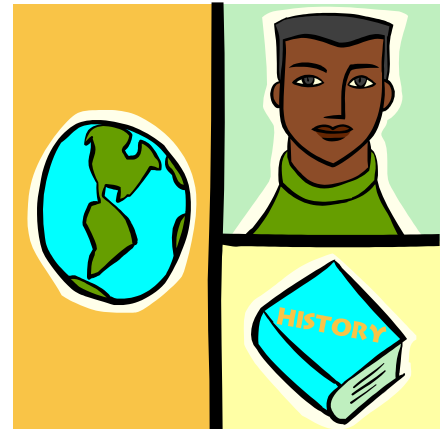
Perspectives of a Teacher Leader

- Allison Audet
Worcester Technical High School, US History Teacher



Planning, Teaching and Assessing: One Teacher's "Think Aloud"

1. Start with big ideas
2. Create student objectives
3. Make the material come alive
4. Celebrate knowledge



Step 1: Start with Big Ideas

- Look at MA curriculum frameworks based on the Common Core State Standards
- Consider prior and future learning
- Give students framework in the form of a reading guide

A Lesson: The Great Depression

United States History II- The Boom and the Bust Unit

In this unit, students will explore the “Roaring 20’s” and the Great Depression. Students will analyze the economic, social and political policies of the 20s that led to the Stock Market Crash (and the Great Depression). Students will see the transformation of the country from the optimism of the 1920s to the hopelessness of the Great Depression.

Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.

	What happened?	Who was involved?	Why did it happen?	What was the outcome?	Why is this important?	Your Reaction
the Boston police strike in 1919						
the Red Scare and Sacco and Vanzetti						
racial and ethnic tensions						
the Scopes Trial and the debate over Darwin's On the Origins of Species						
Prohibition						

A Lesson: The Great Depression

Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression.

<u>Cause</u>		<u>Effect (Consequence)</u>
Over speculation:	→ → → → → →	
Buying on Credit:	→ → → → → →	
Over production(farming):	→ → → → → →	
Over production (business):	→ → → → → →	
Government Policies:	→ → → → → →	

Describe the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman.

	John Maynard Keynes	Ludwig von Mises	F.A. Hayek	Milton Friedman
Economic Ideas				
Criticism of _____				
Writings/Works				
Influence/Impact				
Example:				

A Lesson: The Great Depression

Analyze the important policies, institutions, and personalities of the New Deal era.

THE PEOPLE!

	Who they were?	What they did? (during the Depression)	What impact did they have? (on the Depression)	Why were they important? Why do we study them?	Your reaction
President Herbert Hoover					
President Franklin D. Roosevelt					
Eleanor Roosevelt					
Huey Long					
Charles Coughlin					

The Policies

Please also refer to your "Alphabet Soup" Handout

Program	When it was created?	Why it was created?	Who created it?	What did it do?	What was the impact/Did it help? Why was it	Your Reaction

A Lesson: The Great Depression

Explain how the Great Depression and the New Deal affected American society.

Life During the Great Depression:
Challenges

Life during the Great Depression:
Survival Strategies

Impact of the New Deal on the
quality of life

What would you have done to
survive?

Impact on future voting patterns: Why did a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics” emerge?

Modified DBQ:

Claim: During the Great Depression there was an increase in the “importance of the federal government in establishing economic and social policies”

Evidence: _____

Interpretation _____

Step 2: Create Student Objectives

- What students need to know

- Content



What was life like during the Great Depression?

- Language



Describe what life was like during the Great Depression.

- Social language

- Academic language

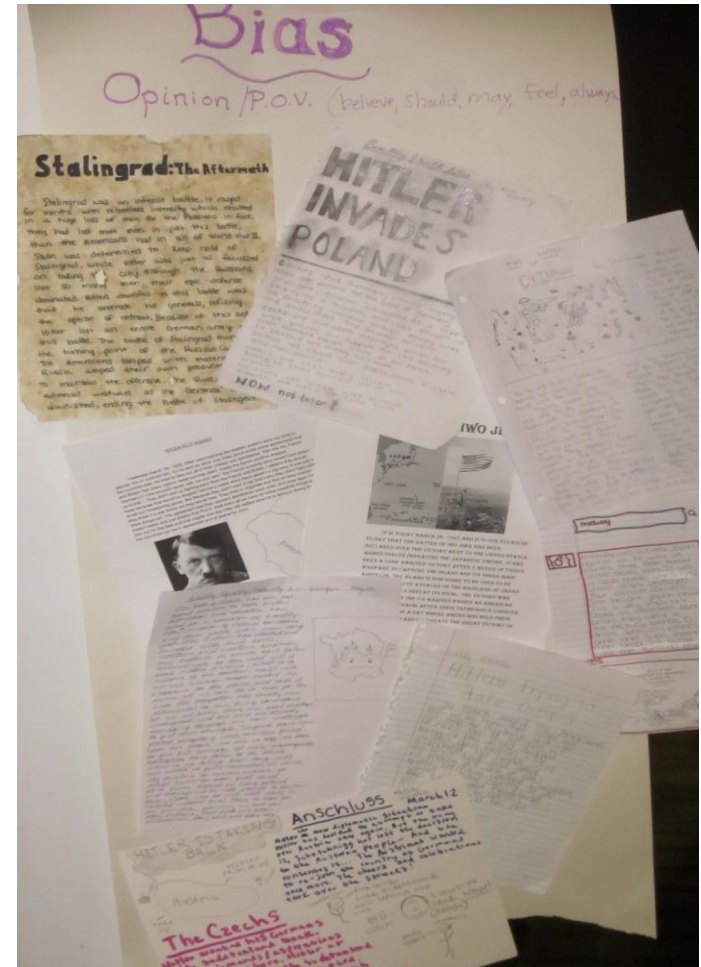
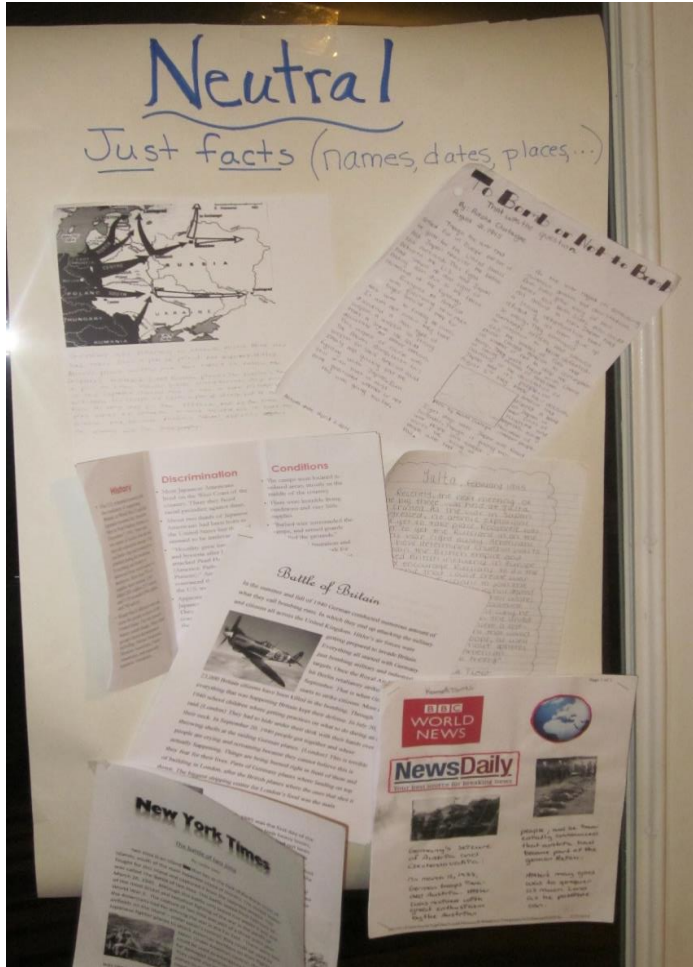
- What students need to be able to do

- Transfer skills



Analyze and synthesize a variety of print and non-print sources.

Neutral vs Bias



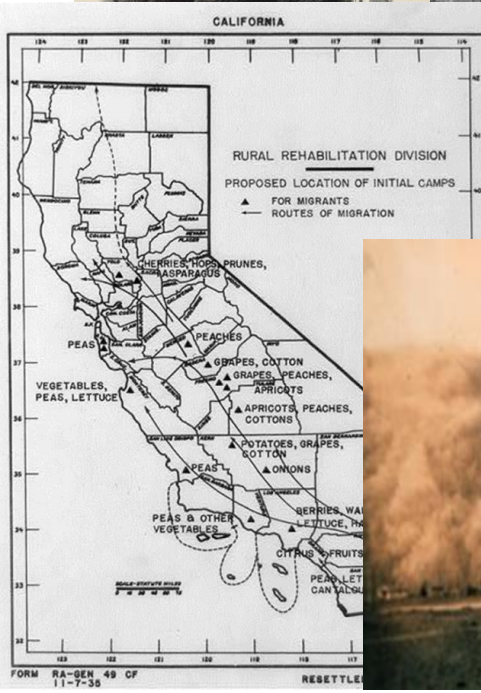
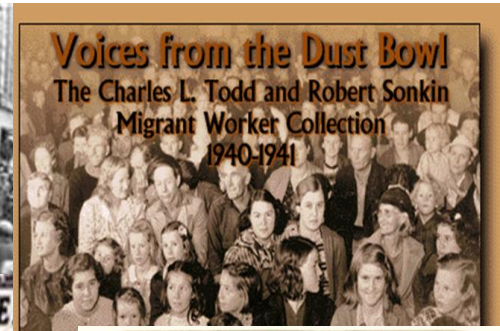
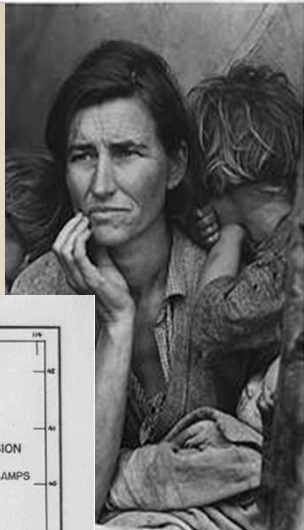
Step 3: Make the Material Come Alive

- Class profile: Who are my students?
 - Language level
 - Culture considerations
 - Learning styles
 - Special education
 - Other assets, other needs

Step 3: Make the Material Come Alive

- How do I make the lesson accessible to all learners?
 - Activate schema through mini-lessons
 - Consider Universal Design principles
 - Engagement through all four language domains
 - Consider cross-curricular connections
 - Implement necessary scaffolds

Step 3: Make the Material Come Alive



STOCKS COLLAPSE IN 16,410,030 SHARE BUT RALLY AT CLOSE CHEERS BROW BANKERS OPTIMISTIC, TO CONTINUE AID

LEADERS SEE FEAR WINNING
Point to 'Lifting Spells' in Trading as Sign of Buying Activity.

200 Shares Lose \$110,000,000 in Month
Slump in Full Exchange Line Nearly Larger

CRISIS RALLY VICTORIOUS
Landing Issues Begin From 4 to 14 Points in 15 Minutes.

INVESTMENT TRUSTS BUY
Large Banks Open as Market of Opening Start Third Week of Week.

ON FINANCIAL MARKET UP
Banks, Bonds, Unsettled.

Group	Points	Volume
Bank	16	1,000,000
Auto	15	1,000,000
Chemical	14	1,000,000
Food	13	1,000,000
Oil	12	1,000,000
Textile	11	1,000,000
Wool	10	1,000,000
Iron	9	1,000,000
Steel	8	1,000,000
Coal	7	1,000,000
Electric	6	1,000,000
Gas	5	1,000,000
Water	4	1,000,000
Telephone	3	1,000,000
Radio	2	1,000,000
Amusement	1	1,000,000

THE GREAT DUST STORM

On the 14th day of April of 1935, There struck the worst of dust-storms that ever filled the sky. You could see that dust storm coming, the cloud looked death-like black, and through our mighty nation it left a breadful track.

From Oklahoma City to the Arizona Line; From Dakota and Nebraska to the Lazy Rio Grande. It fell across our city like a curtain of black rolled down. We thought it was our Judgement, we thought it was our doom.

The radio reported - we listened with alarm-- The wild and windy action of this great mysterious storm, From Albuquerque and Clovis, and all New Mexico, they said it was the blackest that they had ever saw.

From old Dodge City, Kansas, the Dust had wrong their knoll, and a few more courages sleeping on top of old Rock Hill. From Denver, Colorado, they said it blew so thick strong, they thought that they could hold out, but didn't know how long.

Our relatives all were huddled into their Oil Boom shacks, the children they were crying as the whistled thru the cracks, the family it was crowded into their parlor room, they thought the Lord was coming, they thought it was their doom.

This storm took place at sundown and lasted thru the night, When we looked out next morning we saw a terrible sight, We saw outside our window where wheat fields they had grown, Was now a rippling ocean of dust the wind had blown.

It covered up our fences, it covered up our barns, It covered up our tractors in the wild and windy storm, We loaded our jalopies and piled our family in, We rattled down the highway to never come back again.

This is a song about the worst Duststorm in anybody's history book, and I was in what I claim the very center of it, the town of Pampa, Gray County, Texas, sixty miles north of Amarillo, along towards sundown on the afternoon of April 14, 1935. This is an original song. W.W. GUTHRIE, March 1940

Original lyric by Woody Guthrie. Courtesy of the Woody Guthrie Archives.



Scaffolding

Social Standard:

Describe what life was like during the Great Depression

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Label pictures of life in the Great Depression using a word bank with a partner		Describe what life was like in the Great Depression using sentence frames in a small group		Describe what life was like orally and/or textually independently	

Step 4: Celebrate Knowledge

- Formative assessments
 - cooperative groups, reading guide, brainstorms, “find a friend” to paraphrase key points, Think-Pair-Share, Think-Pair-Share-Square
- Summative performance tasks
 - Book, log, website, SnapChat, Twitter, memory box, scrapbook, cartoon

Step 4: Celebrate Knowledge



Starting with the “End in Mind”



Questions and Discussion



Reaching English Language Learners

- Poll Question:
What is one key strategy you want to explore or try out in your practice?



Tools: Language Scaffolding

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SCORING KEY: LANGUAGE	ACCESS LEVEL 1	ACCESS LEVEL 2	ACCESS LEVEL 3-4	ACCESS LEVEL 5-6

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
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Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

Tools: WIDA CAN-Dos

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

Tools: Allison's Reading Guide

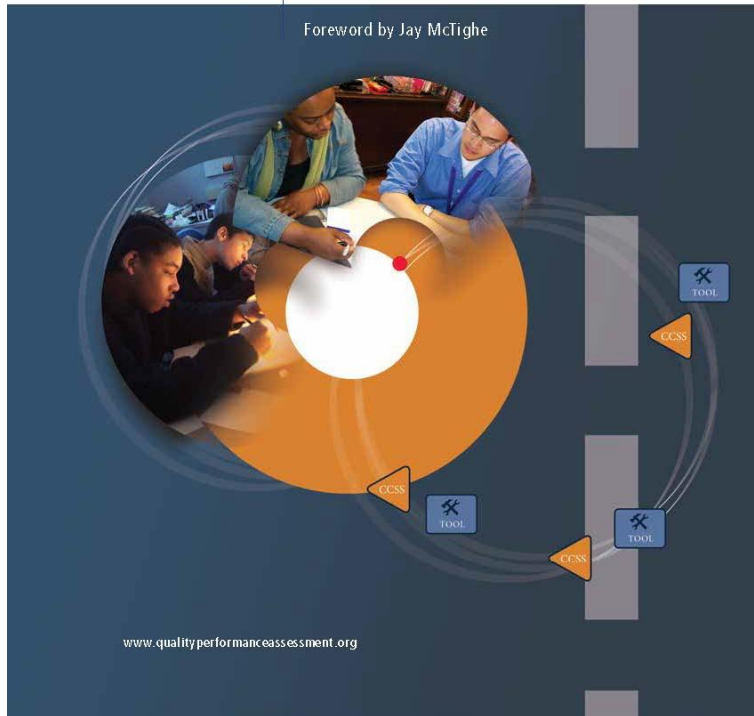
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Criticism of _____				
Writings/Works				
Influence/Impact				
Example:				

Tools: QPA Curriculum Planning Template



COMMON PERFORMANCE ASSESSMENT CURRICULUM PLANNING TEMPLATE

Purpose

To apply the QPA Framework to develop and implement a standards-based common performance assessment, ensuring that technical quality and collaboration are built into the process. When teachers collaborate to design, implement, and score performance assessments, they are more likely to achieve technical quality and increase student achievement.

Planning

- Use professional development time or planning time to meet as a common performance assessment team to complete the form.
- Bring resources, standards, and curriculum materials to the planning session and create an agenda, goals, and roles for each session so time can be most productive.
- Continue to work on the template together and individually to complete sections. Remember, the learning plan is for the individual teacher, as common does not mean "the same."

Process

Work collaboratively to complete each section of the form, balancing the need for a common task and rubric while embedding the task in the curriculum and culture of each teacher's classroom.

ALIGN	
Thematic unit or topic	Course/subject: Grade level: Teachers implementing common assessment:
Established goals (standards, 21st century skills, and school-specific goals)	
Essential questions to guide learning, build enduring understanding, and make relevant connections	
Students will know (content)	Students will be able to (skills)

Upcoming CCE Events

Digging Deeper into ELLs and Performance Assessment

Quality Performance Assessment Summer Institute July 14-17, 2014 in Boston, MA

School teachers, administrators and district professionals will work together as a team to learn the QPA framework, design common practices customized to their context, and establish shared accountability for results. The 4-day QPA Institute will offer three sessions created specifically for educators of ELLs. Each session will allow educators to share and problem-solve based on their specific context with the overarching goal of networking across schools and districts for the success of English learners.

Discounted lodging, PDPs and graduate credits available.

Register at www.qualityperformanceassessment.org

References and Resources

For more about ELL research:

- Tung, R. et al. (2011, Nov.). *Learning from Consistently High Performing and Improving Schools for English language Learners in Boston Public Schools*. Boston, MA: Center for Collaboration and The Mauricio Gastón Institute for Latino Community Development and Public Policy.
- Uriarte, M. et al. (2011, Nov.). *Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools*. Boston, MA: Center for Collaboration and The Mauricio Gastón Institute for Latino Community Development and Public Policy.
- Both studies available at: http://www.ccebos.org/research/publications_ell.html

References and Resources

For more about different types of language backgrounds of ELLs:

- Freeman, D. & Freeman, Y. (2004). Three Types of English Language Learners. *National Council of Teachers of English*, 9(4), 1-3. Retrieved from <http://stancock.iweb.bsu.edu/EDRDG610/typeells.pdf>.
- Menken, K & Kleyn, T. (2009). The Difficult Road for Long- Term English Learners. *Educational Leadership*, 66(7), 1-5. Retrieved from http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/The_Difficult_Road_for_Long-Term_English_Learners.aspx.

For more about the ELL population:

- Rennie Center for Education Research and Policy. (2013, Fall). *Closing the Gap for English Language Learners*. Cambridge, MA: Rennie Center for Education Research and Policy. Retrieved from <http://www.renniecenter.org/research/ClosingGapELLs.pdf>.
- The Progress of Education Reform. (2013). English Language Learners: A growing-yet-underserved- student population. *Education Commission of the States*. 14(6), 1-6. Retrieved from www.ecs.org/per.
- The National Center for Education Statistics.(2013). *Percentage of Public Schools Students who are English Language Learners by State*. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgf.asp.

References and Resources

For more about instructing ELLs:

- Long, S., Bell, D., & Brown, J. (2004). Learning from Children as Skillful Teachers of Their Peers. *National Council of Teachers of English*, 9(4), 5. Retrieved from <http://stancock.iweb.bsu.edu/EDRDG610/typeells.pdf>.
- Macdonald, E. & Brisk, M E. (2004). Planning for Writing: Defining Purpose, Audience, and Topic With English Language Learners. *National Council of Teachers of English*, 9(4) 3-4. Retrieved from <http://stancock.iweb.bsu.edu/EDRDG610/typeells.pdf>.
- Zwiers, J & Crawford, M. (2009). How to Start Academic Conversations: An innovative technique draws young English Language Learners in academic discussions. *Educational Leadership*, 70-73. Retrieved from <http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations.pdf>.
- Cummins, J. (1999). *BICS and CALP: Clarifying the Distinction*. Toronto: University of Toronto. Retrieved from <http://files.eric.ed.gov/fulltext/ED438551.pdf>.
- www.wida.us
- www.colorincolorado.org

References and Resources

For more about implementing performance assessments:

- Center for Collaborative Education. (2012). *Quality Performance Assessment: A Guide for Schools and Districts*. <http://www.amazon.com/Quality-Performance-Assessment-Schools-Districts/dp/0988311607/>

For more about the intersection of performance assessment and effective teaching practice:

- Conley, D.T., & Darling-Hammond, L. (2013). *Creating systems of assessment for deeper learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education. https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf
- Darling-Hammond, L. & Falk, B. (2013). *Teacher Learning Through Assessment, How Student-Performance Assessments Can Support Teacher Learning*. Washington, DC: Center for American Progress. <http://www.americanprogress.org/issues/education/report/2013/09/12/73978/teacher-learning-through-assessment/>
- Faxon-Mills, S., Hamilton, L., Rudnick, M. & Stecher, B. (2013). *New Assessments, Better Instruction? Designing Assessment Systems to Promote Instructional Improvement*. Washington, D.C.:Rand Corporation. www.rand.org

Contact Information

Center for Collaborative Education

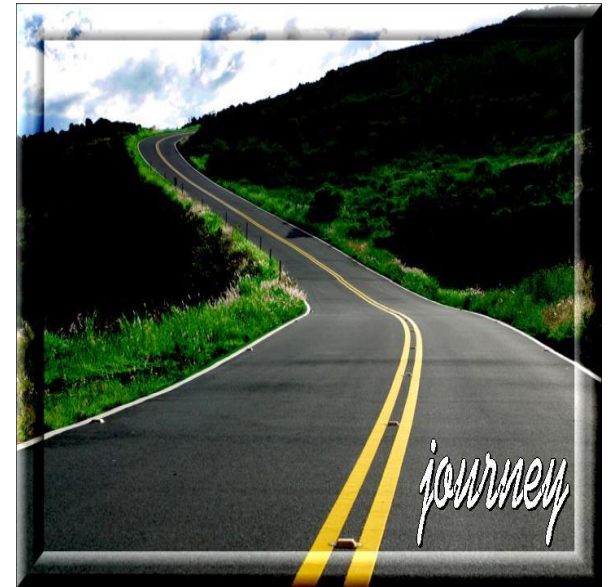
[Email: info@ccebos.org](mailto:info@ccebos.org)

Phone: (617) 421-0134

www.ccebos.org

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 www.facebook.com/centerforcollaborativeed



Closing



Please take the Feedback Survey

Click on link in chat box now!