CONTEXTUAL ELD

A Partnership between Western Oregon University and Central School District

LEADERSHIP TEAM

- Western Oregon University
  - Dr. Maria Dantas-Whitney – Professor and Chair of Division of Teacher Education
  - Dr. Carmen Caceda – Assistant Professor of ESOL/Bilingual Education
  - Dr. Rob Troyer – Assistant Professor of Linguistics
- Central School District
  - Dr. Jannice Link-Jobe – Director of Federal Programs
  - Steve Tillery – IES Principal
  - Andy Kronser – ELL Specialist
  - Laura Zinck – District ELL Specialist

BRIEF HISTORY AND DESCRIPTION OF THIS PROJECT

- Conducted a review of ELL Student Performance
  - Lack of progress for subgroup on:
    - OAKS
    - ELPA
    - Internal Measures
  - Focused Approach Framework on its own not sufficient
    - No lasting, meaningful connection to the instruction in their classrooms.

THE DATA SHOW……..

- The percentage of ELL students making growth on ELPA has been decreasing:

  - 09-10   15.2%
  - 10-11   10.9%
  - 11-12   9.6%

THE DATA CONT......

- OAKS Reading Meets or Exceeds
  - 9/10 LEP = 39%   All Students=69%
  - 10/11 LEP = 37%   All Students=73%
  - 11/12 LEP = 19%   All Students = 60%

- OAKS Math Meets or Exceeds
  - 9/10   LEP = 43%   All Students = 65%
  - 10/11 LEP = 24%   All Students = 52%
  - 11/12 LEP = 20%   All Students = 50%

TRANSFORMATION BEGINS

- Review of current research

- Extensive conversations
  - Move to a Contextual ELD model

  - Continue current Transitional Bilingual program models

PARTNERSHIP WITH WOU

- Contacted by Western Oregon University
- Opportunity to participate in Grant: Project LUISA
- Planning Begins:
  - Met with WOU grant team
  - Development of Model
  - School selected for pilot
  - Schedules set
- Discussion of Secondary level implementation begins

PROJECT LUISA

⦿ Project LUISA: University/School Partnership Title II-A Grant

(*Language Understanding to Improve Student Achievement*)

⦿ Grant would fund:

- ESOL endorsement coursework (4 teachers)
- Professional Development activities related to serving the needs of ELLs

DEVELOPMENT OF PARTNERSHIP

- Need for relevance and congruence with district needs and goals
- Shared philosophy and vision:
  - Limitations of isolated ELD model
  - Benefits of contextualization of ELD within content
- Commitment from district leadership
  - Dedicated time for planning
  - Attendance and participation in all PD activities
  - Constant feedback & refinement

DEVELOPMENT OF PARTNERSHIP

- Pilot program:
  - Teachers & staff from one elementary school
  - Administrators and one teacher from each of the other buildings
  - Superintendent & other district-level administrators
- Grant offered:
  - Graduate credit for coursework at WOU
  - FTE for WOU faculty
  - Funds for subs
  - Textbooks
  - Software for class observations
  - Attendance at an annual conference on campus

DESIGN: GUIDING PRINCIPLES

- Building on existing ELD curriculum map and scope and sequence developed by district
- Coursework (winter)
  - Theoretical foundations and direct classroom applications
  - Study of forms/functions and their complexity
  - Capitalizing on teachers' expertise and practical knowledge
  - Community of learners
  - Time for work on lessons, materials, assessments
- Coaching (spring)
  - Ongoing modeling and support in the classroom by district personnel and WOU faculty

DESIGN: SCHEDULE OF ACTIVITIES

| Day, Date, Time	Topics
Fri, Jan 18 8:30-11:00am or 12:30-3:00pm	**Registration for credit (8-8:30am or 12-12:30pm)** Language functions and forms Teaching explicit language in context Grammar review **Read before session:** Long (1997), Larson-Freeman (2001), and Fillmore & Fillmore (2012)
Wed, Jan 23 4:30-6:30pm	Work session: bring class materials for task analysis and classifying language functions and forms
Fri, Feb 1 8:30-11:00am or 12:30-3:00pm	Designing contextualized language lessons and activities that are differentiated for ELLs ELD curriculum scope and sequence **Read before session:** Mize & Dantas-Whitney (2007), Brown (2007),
Wed, Feb 6 4:30-6:30pm	Work session: designing lessons Aligning classification and lessons with CCSS and ELD standards **Read before session:** Bunch, Kibler, & Pimentel (2012)
Fri, Feb 15 8:30-11:00am or 12:30-3:00pm	Infusing language instruction throughout daily content **Read before session:** Creese (2010), Russell (2012)
Wed, Feb 20 4:30-6:30pm	Implementing authentic formative assessment and progress monitoring **Read before session**: Welsh & Newman (2010), Lewis (2005)
Fri, Mar 1 8:30-11:00am or 12:30-3:00pm	Work session: designing assessments
Wed, Mar 6 4:30-6:30pm	Plans for continued professional development Sharing of charts, lessons, and assessments Teaching demonstrations / presentations

Project website: http://projectluisa.weebly.com

Three-Dimensional Grammar Framework

(Larsen-Freeman, 2001)

- In dealing with the complexity of grammar, three dimensions must concern us:

  - Form/Structure
  (Morphology & Syntax)
  - Meaning
  (Semantics)
  - Context-appropriate Use
 *(Pragmatics)*
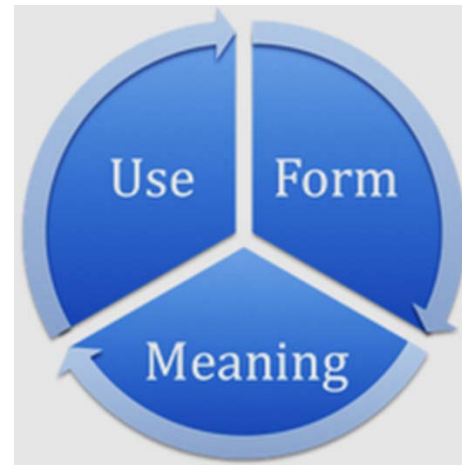
SESSION SNAPSHOT: INSTRUCTIONAL MODEL

ELD

- Teach **new language**
- Recycle/review/practice **familiar content**
- Use **ELP standards** to guide instruction
  - Forms and Functions
  - Differentiated instruction according to proficiency levels of ELL students
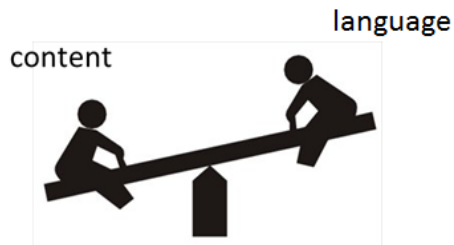
Content

- Teach **new content**
- Recycle/review/practice **familiar language**
- Use **content standards** to guide instruction
  - Literacy, Science, Social Studies, Math
  - "Sheltered strategies" used to make content accessible
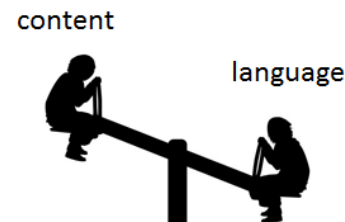
SESSION SNAPSHOTS

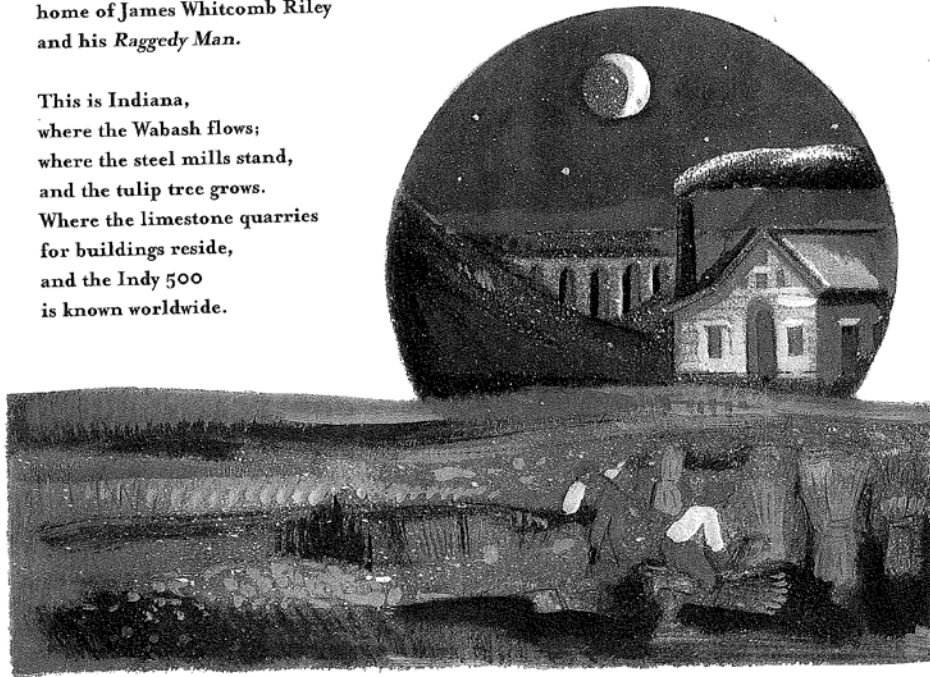# SESSION SNAPSHOT: PRACTICAL APPLICATIONS - ELEMENTARY

This Is Indiana

Rebecca Kai Dotlich

This is Indiana,
the place that I love—
with wide open spaces
and stars above.
It's a bountiful wheat,
sweet corn growing land;
home of James Whitcomb Riley
and his *Raggedy Man*.

This is Indiana,
where the Wabash flows;
where the steel mills stand,
and the tulip tree grows.
Where the limestone quarries
for buildings reside,
and the Indy 500
is known worldwide.

This is Indiana,
veined with fields and farms.
Scored with rivers and lakes,
paved with bridges and barns.
Embroidered with churches
on rich, fertile land—
in a homeland of Hoosiers,

and basketball fans!

SESSION SNAPSHOT: PRACTICAL APPLICATIONS – SECONDARY

- Finding the right "context"
  - Springboard is the only curriculum that is consistently offered to all students at any given grade level
  - May require some creative collaborations with other content areas in the future
  - Alignment with CCSS may reduce need to collaborate with other content areas

SESSION SNAPSHOT: PRACTICAL APPLICATIONS – SECONDARY CONT.

- Curricular Barriers:
  - Need for Frontloading of language
  - Background knowledge not easily acquired due to cultural interactions
  - Fast pace of lessons – makes depth and practice difficult
  - Larger class sizes
  - Homogeneous groups
  - Collaboration with Content Area Teachers

SESSION SNAPSHOT: PRACTICAL APPLICATIONS – SECONDARY CONT.

- 8th Grade Humor Unit
  - Forms:
    - Idioms - essential to understand "play on words"
    - Verb phrases
    - Prepositional phrases
    - Exaggeration – superlatives
  - Functions:
    - Literary Analysis
    - Describing
    - Compare/Contrast

COACHING

- Assisting with the integration of ELD lessons into students' homeroom classrooms.

- Coaching and mentoring all classroom teachers to modify current practices to better align to the specific needs of the English Language Learners in their classrooms.

- Helping to create assessments for reading, writing, listening, and speaking that effectively target the learning objectives for ELL students.

COACHING CONT.

- Curriculum Mapping to look for ways to integrate language forms and functions into their existing lessons and content areas.

- Push-in classroom support by coaches for ELL students.

PROFESSIONAL DEVELOPMENT

- Suggest teaching practices that provide the best fit for the needs of the ELL students.
- Modeling Sheltered Instruction techniques.
- Model ELPD lessons
- Co-Teach lessons
- Professional Development during staff meetings and after school times.

ONGOING DATA ANALYSIS

- Providing test data to teachers for analysis:
  - OAKS
  - ELPA
  - ADEPT
  - Woodcock-Munoz Language Survey
  - Common Formative and Summative classroom assessments
- Using data derived from intervention strategies to inform instruction.

HOW DOES THIS FIT IN WITH OTHER ELL STRATEGIES?

- **Focused Approach –** components woven into lesson plans and identification of forms and functions

- **GLAD** – a natural fit, incorporates learning language throughout the content lessons

- **Reciprocal Teaching** – focuses on academic Reading comprehension and building language skills for all students

- **SIOP** – already includes language objectives in planning and execution of lessons

- **Constructed Meaning** – strong focus on front loading and incorporating explicit language instruction into content instruction

WHAT DOES THAT MEAN?

- **Moving from** a stronger emphasis on discreet grammar and vocabulary with the ultimate goal of near native like control of language

- **Moving to** achieving the standards in Reading, Writing and Math while continuing to develop necessary language skills within specific content areas

CCSS – ELPA 21 AND BEYOND... WHAT DO WE KNOW NOW?

- New ELPD standards – tied to CCSS
- Recommendations found in <u>Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards</u> – Council of Chief State School Officers (2012)
- Emphasis on **language practices** necessary to meet rigorous demands of new CCSS and Next Generation Science Standards

CHALLENGES

- Initial Challenges:
  - Internalization of "blame"
  - Creating an environment of "Buy in"
  - Transitive nature of mandates
  - Implementation in a Bilingual classroom
- Current Challenges:
  - Creating district wide formative assessments
  - Expansion to other elementary schools
  - Expansion to secondary schools
  - Building in time for planning and review

HIGH EXPECTATIONS FOR THE FUTURE!

- Collection of data
- Ongoing Professional Development
- Continuing support from administration and WOU experts
- Increased teacher confidence in delivering Contextual ELD
- Teachers and students better prepared to meet the higher expectations of the Common Core State Standards
- Increased student performance!

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