Boosting Success for 21st Century Learners Webinar Series

Using the ELD 2.0 Framework to Improve Instructional Programs for ELLs

In this webinar you will learn about the Framework for Raising Expectations and Instructional Rigor for English Learners and how the School District of Philadelphia has used this framework, dubbed ELD 2.0, to clarify the goals and re-design their instructional program for ELLs.

Disclaimer

The Mid-Atlantic Equity Center is committed to the sharing of information regarding issues of equity in education. The contents of this practitioner brief were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.
The Mid-Atlantic Equity Center

The Center is one of ten equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964. The Center provides technical assistance and training to school districts in the areas of:

• Race
• Gender
• National Origin/English Language Learning
In this session, we will ...

- **Discuss** the need for increased rigor & expectations for ELLs
- **Become familiar** with a new *ELD 2.0 Framework* that responds to this need
- **Learn** about ELL Considerations for selecting ELA Instructional Materials

ELLs in the Council of the Great City Schools and in the Nation

CGCS: over 1.2 million English Language Learners (ELLs), or about 26 percent of the nation’s total, and 400,000 teachers. (ELLs in America’s Great City Schools, 2013)

*The academic success of ELLs is critical to the success of our urban school districts and to the nation as a whole.*
ELLs in Mid-Atlantic Districts

<table>
<thead>
<tr>
<th>State</th>
<th>Percent of Schools with at least 1 ELL</th>
<th>ELLs as Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>70%</td>
<td>5%</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>NCES reporting standards not met</td>
<td></td>
</tr>
<tr>
<td>Maryland</td>
<td>NCES reporting standards not met</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>72%</td>
<td>4%</td>
</tr>
<tr>
<td>Virginia</td>
<td>76%</td>
<td>6%</td>
</tr>
<tr>
<td>West Virginia</td>
<td>38%</td>
<td>.7%</td>
</tr>
</tbody>
</table>


What does successful Implementation of the Common Core mean?

That it works for ELLs too!
Meeting the Challenge: Upgrade ELD to ELD 2.0

- **Upgraded Vision** to accelerate academic English language development and access to rigorous, grade-level instruction in all content areas
- **Upgraded Framework** for raising expectations and instructional rigor for ELLs

Building ELD 2.0 — Embracing Diversity and Reaching Consensus

- **Diversity** of ELLs and educational settings:
  - ELLs are a diverse group
  - English Language Development is defined differently
  - Instructional delivery varies
  - Use of native language varies
Building ELD 2.0 — Embracing Diversity and Reaching Consensus

- **Consensus** around two overarching goals:
  - ELLs must achieve Common Core/new standards
  - ELLs must achieve high levels of English and academic language proficiency

**Shared Responsibility**
EVERYONE shares responsibility and takes ownership for developing discipline-specific content knowledge and academic language proficiency for ELLs.

Expectations for ELLs:
A Cornerstone of ELD 2.0

**Theory of Action** — Page 3

**We believe** —

ELLs are capable of engaging in complex thinking, reading, and engaging with complex text (reading and writing).
Expectations for ELLs: A Cornerstone of ELD 2.0

**Theory of Action — Page 3**

We believe –

Teachers are best supported by instructional leaders who understand important shifts needed to engage ELLs in rigorous thinking, talk, and tasks anchored in complex, grade-level texts.

Effective ELD ensures that ELLs acquire the reasoning, language skills, and academic registers to be successful across the curriculum and throughout the school day.
Dispelling any doubts...

Kindergarten classroom with ELLs—some with only six months in the school:
http://vimeo.com/47315992

Elementary Classroom Examples

1st Grade-ELD 2

Name: [Name]
Date: 10/2013

Choose one new vocabulary word. Illustrate the word to show what it means and then use it in a sentence.

[Image of a student's work with a word and a drawing]

2nd Grade-ELD 2

Name: [Name]
Date: [Date]

Pick one animal partnership and explain why it is a symbiotic relationship.

- giraffe, oxpecker
- plover, crocodile

The symbiotic relationship of a giraffe and oxpecker is that the giraffe's height helps the oxpecker to feed on bugs and ticks. The oxpecker also keeps parasites off the giraffe.

The symbiotic relationship of a plover and crocodile is that the plover warns the crocodile when danger is coming. The crocodile will not attack anything that can fit in its mouth but it will not eat the plover.
**ELD = FLS* + DALE***

*Focused Language Study*

*Discipline-specific Academic Language Expansion*

*Essential component – regardless of program model*

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**Essential Components of ELD 2.0**

(Pages 4-6)

**Focused Language Study (FLS)**

Dedicated time when ELLs are grouped together to concentrate on specific elements of how the English language works (that their native English-speaking peers most likely already know)
**Essential Components of ELD 2.0**
(Pages 4-6)

*Discipline-specific and Academic Language Expansion (DALE)*

Ongoing and integrated into the different content areas that ELLs, along with their native English-speaking peers, must study throughout the school day

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**Focused Language Study and Discipline-specific Academic Language Expansion**

<table>
<thead>
<tr>
<th>WHAT</th>
<th>&amp;</th>
<th>HOW</th>
</tr>
</thead>
</table>

*(Page 6)*
Systemic Supports: Vital to Execute ELD 2.0

ELD 2.0

- Instructional Practices
- Instructional Materials
- Supportive Leadership
- Quality Professional Development
- Strategic Selection Anchored in New Standards and ELL Criteria

Philadelphia: A District Perspective
ELD 2.0 in Philadelphia: Changing Conceptions

**Shifts for Educating English Language Learners**

<table>
<thead>
<tr>
<th>Old</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate ESOL Silos</td>
<td>Collaboration between ESOL Teacher and Grade/Content Teacher</td>
</tr>
<tr>
<td>Simplified Instruction &amp; Coursework</td>
<td>Rigorous Academic Programming</td>
</tr>
<tr>
<td>Lecture with Call &amp; Response</td>
<td>Students Engaged in Academic Discussions</td>
</tr>
</tbody>
</table>

ELD 2.0 in Philadelphia: Reframing Goals

**Old**
The goal of the instructional programs for ELLs in the School District of Philadelphia is to ensure that students acquire academic English language proficiency and are able to participate in age-appropriate academic content that is aligned to state standards.

**New**

**Goal 1**
*Access to the PA Core.* ELLs across all levels of language proficiency are able to fully engage in rigorous grade-level content and meet grade-level standards.

**Goal 2**
*English Language Development.* ELLs will develop academic English through *Focused Language Study* as well as *Discipline-specific and Academic Language Expansion.*
ELD 2.0 in Philadelphia: Getting on the Same Page

Using the Framework to examine current program models:

- ESOL (150+ schools)
- Dual Language (6 schools)
- Newcomer Learning Academy

What are the best instructional practices to support these models?
Do we need to revise/update some of our models?

ELD 2.0 in Philadelphia: Getting on the Same Page

Coming to consensus on instructional practices needed to support Focused Language Study (FLS) and Discipline-specific Academic Language Expansion (DALE)
## ELD 2.0 Implementation in Philadelphia

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
</table>
| 2014-15 | - Reframe goals  
- Educate district leadership  
- Reflect and learn through online course  
- Revise and update curriculum and programming |
| 2015-16 | - Develop and implement comprehensive PD plan  
- Revise and update curriculum and programming  
- Fine-tune coaching support |
| 2016-17 | - Revise and implement comprehensive PD plan  
- Evaluate and revise curriculum, programming, and coaching support |

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### So what are the implications for instructional materials for ELLs?
Before evaluating new instructional materials for ELLs ...

1. Articulate your philosophy and program model for ELLs
2. Examine current instructional materials for ELA and ELD
3. Determine gaps/next steps

Evaluating Instructional Materials: A User’s Guide
p. 11
Overarching Considerations
p. 12

Non-Negotiable Criteria

Aim to identify materials that:

- Provide ELLs with rigor in language development
- Provide ELLs with access to grade-level content
- Integrate scaffolding without compromising rigor or content
- Provide ELLs with access to complex text, connecting ESL and ELA, anchored in CCSS
Compare the following

- Two versions of the legend of “Johnny Appleseed” – an American folk hero.
- Which version is more likely to be chosen for instruction with ELLs?

Wong-Fillmore
Participant Poll

Which text do you predict is more likely to be used with ELLs?
1. Text 1.1
2. Text 1.2

Which version is more likely to be used with ELLs?

Using the “chat” function, please text in your rationale...

Wong-Fillmore
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>¶1</td>
<td>A man named Johnny Appleseed lived long ago. His real name was John Chapman. Why did people call him Johnny Appleseed? Let’s read the story to find out.</td>
</tr>
<tr>
<td>¶1</td>
<td>You’ve probably heard about the legendary “Johnny Appleseed” who, according to story and song, spread his apple seeds all over the nation. Did you know there really was a “Johnny Appleseed”? His name was Jonathan Chapman.</td>
</tr>
<tr>
<td>¶2</td>
<td>Johnny Appleseed was born in Massachusetts. He walked west across the country. He carried a sack of apple seeds. He planted seeds in Illinois, Indiana, Kentucky, Pennsylvania and Ohio.</td>
</tr>
<tr>
<td></td>
<td>Born in Massachusetts on September 26, 1775, Chapman earned his nickname because he planted small orchards and individual apple trees during his travels as he walked across 100,000 square miles of Midwestern wilderness and prairie. He was a genuine and dedicated professional nurseryman.</td>
</tr>
</tbody>
</table>

- Features of the complex language used in this text (which give it its character):
  - Informational density (many ideas packed into phrases, clauses, sentences.)
  - Devices for backgrounding information that may already be known to some readers; devices for foregrounding new and important information;
  - The use of adverbial clauses & phrases to situate events in time and place, and relating contingent information: e.g., purpose, reasons, conditions, and causes.

  E.g., sentence beginning “Born in Mass...” ending in “Midwestern wilderness and prairie.”
  Old or known information (e.g., “You’ve probably heard about the legendary Johnny...”) fronted; new information or the most important events in narratives placed at the end of clauses (“spread his apple seeds...”).
  E.g., “Chapman earned his nickname because he planted small orchards and individual apple trees during his travels as he...”
ELLs working with complex text:

**What’s the problem?**

- Their access to texts like Johnny Appleseed 1.2 that reveals how academic English works is severely limited because they are thought to be too difficult
- Simplified materials make the task of learning English far more difficult
- ELL instruction is not true to the target language demands

**What’s the solution?**

- High expectations for ELLs
- Explicit instruction to engage with complex texts, deconstructing it to discover how English works and builds students linguistic repertoire
- Grade-level materials that provide upward spiraling complexity aligned to the Common Core

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### Participant Poll

Which text more closely resembles a selection from your high-stakes test?

1. Text 1.1
2. Text 1.2
Range and Quality of Texts, p. 15

Section II: Alignment Criteria (ELL considerations are non-negotiable)
1. Range and Quality of Tests

1a) Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening, and speaking about topics under study.

1b) Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for their quality as being worthy of especially careful reading.

1c) In grades 3-5, literacy programs shift the balance of texts and instructional time to 50 percent literature/50 percent informational high-quality text. In grades 6-12 ELA materials include substantial attention to high-quality nonfiction.

1d) A large majority of texts included in instructional materials reflect the text

1f) Materials integrate culturally responsive, high quality texts that tap into student assets to deepen understanding and expand knowledge.

1g) Texts include sections where text complexity (both qualitative and quantitative) is called out or highlighted, with specific emphasis on linguistic or structural complexity.

1h) Materials include annotated deconstruction of text that reveals the linguistic complexity and the richness of the language with regard to syntax and use of literary devices across genres, registers, and content.
Attention to phrases, not only words

Additional Considerations
p. 22-25
Philadelphia: A District Perspective

Materials Evaluation in Philadelphia

Choosing Materials for Dual Language Programs, p. 15

<table>
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<th>Section II: Alignment Criteria (ELL considerations are non-negotiable)</th>
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<tbody>
<tr>
<td>1. Range and Quality of Texts</td>
</tr>
<tr>
<td>Materials reflect the distribution of text types and genres required by the standards.</td>
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<tr>
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Materials Evaluation in Philadelphia

Selecting Intervention Materials, p. 12

Confirm that materials have been designed and validated for use with ELLs.

Publishers often indicate that their materials have been developed with ELLs in mind or for specific use in programs for ELLs. A series of names of writers and/or researchers may be mentioned as having collaborated, but in order for schools and districts to confidently rely on these claims, there is a need for greater transparency on the following:

- Which researchers were included in the design phase of materials, and what was/is their level of involvement (authors, reviewers of drafts, commissioned papers, research)?
- Who are the writers of the instructional materials, and what is their expertise on second language development?
- What is the evidence that the publisher's materials have been validated for use with ELLs? (Were ELLs included in the Beta-testing or pilots? In what districts? Is the typology of the ELLs specified? Was research conducted to confirm the intended design?)

Questions?

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Boosting Success for 21st Century Learners: Equitable Practices for High Achievement

Save the Date!

The 2015 Annual Conference Features
Strategies for Creating Positive School Climate and Addressing the Needs of English Learners

Keynote Speakers

Dr. Tyrone Howard Faculty Director, Division of Urban Schooling, the Graduate School of Education and Information Studies at UCLA, Director, Black Male Institute, and author of "Why Race and Culture Matters in Schools: Closing the Achievement Gap in America’s Classrooms"

Dr. Beatriz Arias, Vice President, and Chief Development Officer, Center for Applied Linguistics; Associate Professor Emerita, Division of Curriculum and Instruction, Mary Lou Fulton College of Education, Arizona State University; and author of "Academic Language in Second Language Learning"

Wednesday, May 6, 2014, 8:00AM—4:00PM
The Conference Center at the Maritime Institute
Baltimore, MD. More details to come
www.maec.org/conference