

# A Deeper Dive into the California English Language Development Standards

## Professional Learning Module

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### Facilitators' Guide



Developed in Collaboration with WestEd



## Overview

The California English Language Development (CA ELD) Standards online professional learning modules (PLMs) were designed to help California educators understand the CA ELD Standards and how they can be used to guide instructional practice. The PLMs also provide guidance on using the CA ELD Standards in tandem with the California Common Core State Standards for English Language Arts and Literacy in Science, History/Social Science, and Technical Subjects (CA CCSS for ELA/Literacy) and other content standards. *A Deeper Dive into the CA ELD Standards* has the following objectives:

- ✓ Provide deeper learning about implementing the CA ELD Standards in different contexts
- ✓ Provide examples for implementing the CA ELD Standards in elementary, middle, and high school classrooms in a variety of content areas
- ✓ Provide guidance on implementing the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy
- ✓ Provide opportunities to apply learning and reflect on instructional practice
- ✓ Provide options for networking and collaboration between teachers

This facilitators' guide provides ideas for using *A Deeper Dive into the CA ELD Standards* in professional learning. The online module itself is structured for facilitated learning, and this guide offers extension activities for engaging educators in deeper learning and collaborative practice.

***In order to use this facilitators' guide effectively, it is critical to become completely familiar with the materials in each of the module's units:***

- **Unit 1:** California's Vision for Educating English Learners
- **Unit 2:** Implementing the CA ELD Standards in Pre-K–2
- **Unit 3:** Implementing the CA ELD Standards in 3–5
- **Unit 4:** Implementing the CA ELD Standards in 6–8
- **Unit 5:** Implementing the CA ELD Standards in 9–12
- **Unit 6:** Fostering a Learning Culture as a Shared Responsibility

*NOTE: Units 2–5 are grade-specific. You may choose the most appropriate unit(s) for your purposes. Units 1 and 6 are designed for all audiences.*

## Audiences

The ideas shared here are useful for a variety of educators (including teacher leaders, instructional coaches, and administrators) charged with leading professional learning at their schools, districts, county offices, or other venues. The tasks are flexible so that they can be adapted to local contexts.

## Formats

There are many ways the materials in this module can be used. Here are three possible formats for enhancing the learning experience:

1. **Online Only:** You can use the materials in the module along with the extension tasks in this facilitators' guide in a variety of online-only formats. For example, you may wish to provide a linked series of webinars using some of the materials and ask participants to delve deeper into the units in between these webinars. You can also design your own MOOC (Massive Open Online Course) using the materials.
2. **Face-to-Face Only:** You can also use the materials in this module for live, in-person professional learning or incorporate parts of it into existing coursework. The module contains many ideas for discussions about instructional practice and for collaborative planning, and the PowerPoint slide bank, videos, and other media can be used to present new learning.
3. **Blended Learning:** This module is ideal for blended learning. For example, you may wish to use a "flipped format" where participants complete sections of the module units prior to live discussions (in a grade-level team or department meeting, for example). School or district staff in charge of professional learning can strategically select sections of a unit to offer the group in order to facilitate powerful discussion about the tasks face-to-face. This format uses online time for learning new content and face-to-face time for deeper discussions about teaching and learning and for collaborative planning.

## **Materials, Supplies, and Equipment**

For in-person professional learning workshops, preparation may include the following:

### **Print in advance:**

- This facilitators' guide
- CA CCSS for ELA/Literacy grade-level standards relevant for the participants
- CA ELD grade-level standards relevant for the participants
- CA ELD Standards appendices (as relevant)
- Other materials as called for (see details in Extension Activities below)

### **Prepare in advance:**

- Table supplies (e.g. pens, pencils, highlighters, self-stick notes)
- Chart paper (optional)
- Chart markers (optional)
- Computer
- LCD projector
- Speakers for video
- Internet connection to link to YouTube, if needed
- Remote responders (optional)

### **Technology considerations:**

- Verify Internet connection, browser settings, and compatibility
- Verify access to Brokers of Expertise Web site and videos
- Verify access to YouTube, if needed
- Test remote responders, if used

### **Ask participants to bring:**

- Curriculum materials and lesson plans they currently use

## Professional Learning Cycle

The online module is structured using a “Professional Learning Cycle” design, and the same cycle is used to frame this facilitators’ guide, with extension activities provided in relevant phases. The professional learning cycle includes the following phases:

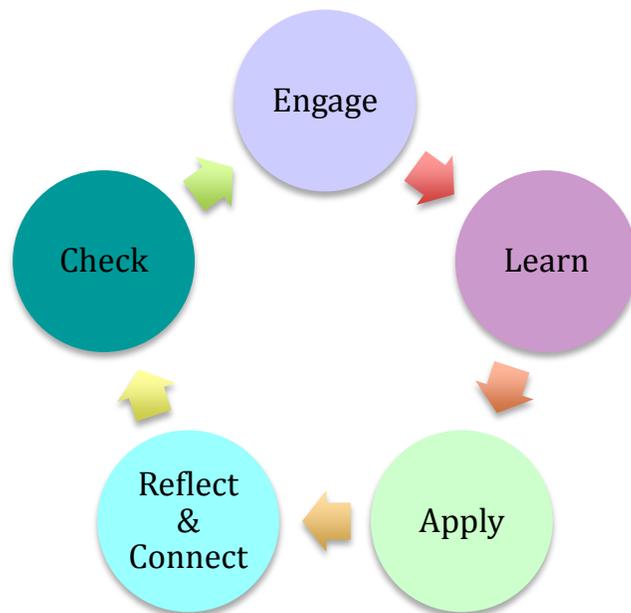
**Engage:** Prepare for deeper learning by seeing a classroom or professional learning example

**Learn:** View a tutorial or a video

**Apply:** Apply your learning to your own practice

**Reflect and Connect:** Engage with colleagues online or face-to-face

**Check:** Check your understanding



Two additional phases are included in this module for expanding understandings:

**Extend:** Extend your understandings with additional readings or videos

**21<sup>st</sup> Century Learning:** View these videos to gain perspective and generate ideas for individual consideration and group discussion

## Extension Activities

### Unit 1: California's Vision for Educating English Learners

**What this unit is about:** In this unit, participants will learn about creating learning environments where English learners thrive. The California State Board of Education outlined California's vision for all students:

*All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.” – California State Board of Education, 2012*

In order to achieve this vision for English learners, we need to continually strive to provide a world-class education that ensures our English learner students are not only college and career ready but also prepared to pursue their dreams and participate in the rich cultural life of our state and the global community.

#### Learning Objectives for Unit 1:

- ✓ California's vision for educating English learners
- ✓ How the CA ELD Standards can help create rich teaching and learning environments
- ✓ The relationship between integrated and designated ELD

#### **ENGAGE** (*Time needed: 15 minutes*):

Have participants watch one or more of the videos provided, which show types of learning environments where English learners thrive. Choose the video that best matches your participants' teaching situation and context. As participants watch, ask them to think about how English learners are engaged in meaningful interaction and developing awareness of how language works.

After viewing, ask them to discuss the following question with a partner or small group:

*How were the students interacting meaningfully, developing content knowledge, and using English? How does this type of environment support English learners to thrive with learning?*

**LEARN — Part 1:** (*Time needed: 45 minutes – 3 hours, depending on format.*)

### **California’s Vision for Educating English Learners (5-part tutorial)**

**Overview:** This five-part tutorial explains California’s vision for educating English learners and how to create learning environments where English learners thrive. The tutorial parts can be used flexibly in a variety of formats (see below).

Part 1: Tutorial Overview and the Capacities of Literate Individuals

Part 2: California’s Values for Educating English Learners

Part 3: Scaffolding English Learners’ Academic and Language Development

Part 4: Using the CA ELD Standards in Integrated and Designated ELD

Part 5: An Instructional Example: Text Reconstruction

**Materials:** Participants will need to have a copy of Handouts #1, #2, and #3 (downloadable from the online module), as well as their grade level/grade span CA ELD Standards.

#### **Options for using the five-part tutorial:**

**Format #1:** Ask participants to view one or more parts of the tutorial on their own or with a colleague prior to meeting and to bring their viewing notes to a face-to-face or online meeting (e.g., staff meeting, ongoing professional learning session). Use the notes to promote conversations that delve deeper into one or more of the topics.

**Format #2:** Show one or more parts of the five-part tutorial in professional learning (e.g., you could show Part 1 one day, Part 2 another day, and so on, or you could show Parts 1–5 the same day). Have participants take notes during and/or after viewing, and use these notes and the handouts as a basis for conversations that delve deeper into one or more of the topics.

**Format #3:** Use the tutorials as the basis for developing professional learning adapted to your particular context. For example, you may want to expand on one or another part of the tutorial to provide deeper learning for participants. You may also want to model the text reconstruction task in Part 5. To do this, choose a text that best matches your context (e.g., elementary/middle school/high school), and use the “Text Reconstruction” procedure provided in Part 5 of the tutorial. You may also wish use the “Bats” text excerpt provided below, which is referenced in the tutorial example.

## Bats

### What Are Bats?

Bats are mammals, animals that have live babies, are warm-blooded, and usually have hair or fur on their bodies. There are over 1,200 bat species, or different kinds of bats, in the world. For example, there are fruit bats, tiny bumblebee bats, and even vampire bats. Bats make up about one-fifth of all mammal species, and they're the only mammals that can fly. They use their extremely long fingers and a wing membrane stretched between them to fly. The bat's wing resembles, or looks like, the human hand.

### Why Are Bats Important?

Bats are extremely important to the health of our natural world, and they help people in many ways. Most bats, about 70% of them, eat insects. These bats hunt and eat many insects that are harmful to people, like mosquitoes or insects that destroy the food growing in fields and on trees. A single little brown bat can eat up to 1,000 insects in a single hour.

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

## LEARN — Part II: (Time needed: 60 minutes)

The following excerpts from the *California English Language Arts – English Language Development Curriculum Framework* elaborate on the five-part tutorial (above).

### Excerpt #1

Chapter 1: Introduction to the Framework — *California's Children and Youth*

### Excerpt #2

Chapter 3: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment — *English Language Development*

### Excerpt #2

Chapter 3: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment — *Valuing and Respecting Diversity*

These excerpts can be read and discussed in a variety of flexible formats. Ideas for using the excerpts are provided below:

**Format #1:** Have participants use the following note-taking guide (or one you create with questions tailored to your group) as they read one of the excerpts. Then, ask them to use their notes in a small group or partner discussion, either face-to-face or online.

CA ELA/ELD Curriculum Framework Excerpts Note-taking Guide	
What are the most important ideas from this excerpt?	Which ideas are new or different for you?
Which ideas affirm what you are already doing?	Which ideas would you like to explore further? Why?

**Format #2:** Facilitate an expert group jigsaw for reading all three excerpts, using the note-taking guide in Format #1.

### Expert Group Jigsaw: CA ELA/ELD Curriculum Framework Excerpts

**1. Read *independently* and take notes using the note-taking guide (20 minutes):**

- Person #1 reads “Chapter 1: Introduction to the Framework – *California’s Children and Youth*”
- Person #2 reads “Chapter 3: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment – *English Language Development*”
- Person #3 reads “Chapter 3: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment – *Valuing and Respecting Diversity*”

*Note to facilitator: You’ll need to assign each participant a number (1–3) to match their excerpt. You may want to have participants start in their “expert groups,” which means that you’ll need to number tables (one-third of the tables are #1, one-third are #2, and one-third are #3). Alternatively, you can have participants number off individually and start in mixed groups, then convene in their expert groups for step 2.*

**2. Talk *within* your expert groups (people with the same number as you) (15 minutes):**

- Discuss your notes
- Add new ideas to your note-taking guide
- Discuss implications, ideas, questions
- Come to a consensus about things you’ll share in your mixed groups

**3. Talk in *mixed* groups (15 minutes):**

- Share your expert group’s findings
- Listen and take notes while others share
- Discuss implications, ideas, questions

**4. Report back to your expert group (10 minutes):**

- Go back to your expert group
- Compare your notes from what you learned in your mixed groups

**APPLY** (*Time needed: 15 minutes to provide an overview of the task*)

Now it's time for participants to apply their learning to their instructional practice. In order to create learning environments where English learners thrive, we must be learners in our own classrooms. This includes getting to know our students better, including their cultural and linguistic backgrounds, their hopes and aspirations, and their strengths and areas for growth. This is a task that participants will need to do with an actual student during the school day, so participants will review how to get to know one of their students in one session (Session 1) and then share what they found in another session at least a week later (Session 2 is in the REFLECT AND CONNECT phase).

**Session 1:** Make a handout of the “Getting to Know Our Students” task for each participant. Provide an overview of the task and ask participants to identify a student to interview and observe.

### Getting to Know Our Students

Here's a way to get to know one or more of your English learners a little better in order to create a learning environment where they can thrive.

#### Step 1: Collect Information

- Talk with your student, and use these questions as a start:
  - ✓ *What language did you learn to speak first?*
  - ✓ *How long have you been in the United States? Where were you born?*
  - ✓ *What language(s) do you speak with your family?*
  - ✓ *What do you like to do after school or on the weekends?*
  - ✓ *What kinds of activities do you like to do with your family and friends?*
  - ✓ *What do you like most about school? What do you **not** like so much?*
  - ✓ *What do teachers do that helps you to learn? What do they do that makes it hard for you to learn?*
  - ✓ *What do you want your teacher(s) to know about you?*
  - ✓ *What do you want to be when you're an adult? Where would you like to live?*
  
- Observe your student interact with others and consider the following:
  - ✓ *How does s/he interact with others in school (e.g., as a leader, a facilitator, good listener, etc.)?*
  - ✓ *What types of academic and social activities does s/he seem most confident about? Which ones seem challenging?*
  - ✓ *What is his/her overall English language proficiency level (emerging, expanding, bridging) in each of the communicative modes (collaborative, interpretive, productive)? (You'll need to get into your grade-level for this.)*

## **Step 2: Describe Your Focal Student**

Use the data you gathered (and any other information you have) and write at least one paragraph describing your student's interests, strengths (in terms of academics, social interaction, and language), and areas where you'll focus instructional attention. Use as many details as you can so that your colleagues get a rich portrait of your student. Note how you'll continue to connect with this student throughout the school year in order to monitor school progress and establish a positive relationship.

**REFLECT AND CONNECT** (*Time needed: Estimated 1–3 hours for completing the task and for Session 2*):

**Session 2:** Ask participants to share their student description, as well as any student work they wish to share, in small groups. You may want to use the following ideas to promote discussion:

- Read your description of your focal student, and discuss what you learned about her or him.
- Did anything surprise you?
- How might knowing more about your student guide your instructional practice?
- How might knowing more about your student inform your use of the CA ELD Standards?

You may also wish to have participants bring their observations of their focal student, along with student work, to monthly or quarterly sessions where you can facilitate ongoing discussions on how the student is growing as a learner, as well as how participants have refined their teaching as a result of knowing more about their focal student.

**CHECK** (*Time needed: 15–20 minutes*)

Use the following task as a wrap up to this unit. Be sure to point out that this task, as well as other collaborative learning tasks participants have engaged in, can also be used in their own classrooms.

### **Collaborative Summarizing:**

**Step 1:** Have participants work in small groups, and give them 10 minutes to create a poster. The poster must contain a concise summary in *20 words or fewer* for one of the following prompts:

1. *What are the features of learning environments where English learners thrive?*
2. *Why is English language development an important component of a learning environment where English learners thrive?*
3. *How can teachers support English learners to recognize their primary language and culture as resources?*

Have participants refer to their learning materials from this unit as a guide, and ask them to include on their posters visuals and examples that elaborate on the concise summaries.

**Step 2:** Have each group orally present their posters in a “whip around,” where they quickly read their summary and briefly explain their visuals and examples.

**EXTEND** (*Time needed: 20 minutes – 1 hour, depending on the resource selected*)

You may wish to have participants extend their understandings by reading one of the print resources or viewing the Ted Talk in this phase of Unit 1. Brief descriptions of these extension resources are provided below.

**“Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners”**

Despite many years in our schools, many English learners in middle and high school are still not English proficient and experience challenges with academic content instruction. Read this report to learn about principles and promising approaches for school districts to meet the needs of English Learners more effectively.

**“Exploring Language and Meaning in Complex Texts”**

Read this article by national expert Mary Schleppegrell to learn how teachers can work with students to explore complex texts to understand the meanings the texts present while at the same time learning more about language itself. Schleppegrell shares strategies for helping students see grammar as a meaning-making resource and not just as a set of rules for being “correct” in language use.

**“Boyd Varty: What I learned from Nelson Mandela”**

Watch this Ted Talk as Boyd Varty, a wildlife activist, teaches us about the African term “Ubuntu” (defined as “I am, because of you”) as he shares stories of animals, humans, and the importance of a collective spirit and shared responsibility. Varty dedicates the talk to President Nelson Mandela, and encourages us to walk the road that Mandela paved.

## **21<sup>st</sup> CENTURY LEARNING** (*Time needed: 25 minutes*)

If there's time, or as a blended learning activity, have participants watch and discuss the Ted Talk below:

### **Ted Talk: Kirin Bir Sethi: Kids, Take Charge**

In this talk, Kiran Bir Sethi shows how her Riverside School in India teaches kids life's most valuable lesson: "I can." Watch her students take local issues into their own hands, lead other young people, and educate their parents.

Afterward, facilitate a discussion about what the ideas in the talk mean for your participants' context. Some sample questions to stimulate discussion include:

1. *How did the Riverside School consciously and intentionally "infect" students with the "I can" bug?*
2. *How can the "I can" mind set be fostered in our schools? In our own classrooms?*

## Units 2–5: Implementing the CA ELD Standards in Pre-K through 12<sup>th</sup> Grade

**What these units are about:** In these units, participants will learn about how to engage English learners in rich content instruction — with integrated ELD — while they develop academic and everyday English. They'll also learn about how to focus more intensively on English learners' language learning needs in designated ELD. The following units are tailored to participants' grade spans:

**Unit 2:** Implementing the CA ELD Standards in Pre-K through Grade 2

**Unit 3:** Implementing the CA ELD Standards in Grades 3–5

**Unit 4:** Implementing the CA ELD Standards in Grades 6–8

**Unit 5:** Implementing the CA ELD Standards in Grades 9–12

The units can be used for specific grade levels or grade spans. However, the resources in the units can also be combined for professional learning in mixed groups (e.g., K–5, 6–12).

**ENGAGE** (*Time needed: 10–15 minutes*):

Teachers need to establish positive learning environments where English learners at all English language proficiency levels feel encouraged as learners, can take risks, and know their ideas are valued. Show the appropriate video from the ENGAGE phase of units 2–5.

Afterward, ask participants to discuss (in partners or small groups) the following questions:

- *How did the teacher encourage English learners to participate in the learning task?*
- *How did the teacher build a positive learning environment?*

**LEARN — Part I** (*Time needed: 30 minutes*)

English learners at all levels of English language proficiency (Emerging, Expanding, Bridging) can use language in meaningful and relevant ways across the content areas. In integrated ELD, the CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to promote intellectually and linguistically rich learning.

Show one or more of the media pieces in the LEARN phase in units 2–5. Choose the media that's most appropriate for your group. Ask participants to take notes, using the viewing guide below, as they watch:

<b>Media Viewing Guide</b>	
How does the instruction support language and literacy development for English learners?	Which CA ELD Standards and CA CCSS for ELA/Literacy do you see in action?
How might the teacher provide scaffolding for English learners at different English language proficiency levels?	What instructional practices might you try out in your own classroom, and how might you adjust them to meet the needs of your English learners?
Additional thoughts:	

Ask participants to discuss and expand on their viewing notes in pairs or small groups. (Note that participants will need their CA CCSS for ELA/Literacy and their CA ELD Standards to refer to during their discussions.) Then, debrief with the whole group.

**LEARN — Part II** (*Time needed: Estimated 3 hours*)

Now it’s time for participants to read excerpts from the CA ELA-ELD Curriculum Framework in order to discuss examples of the CA CCSS for ELA/Literacy and the CA ELD Standards in action. The two vignettes in the reading illustrate the relationship between integrated ELD and designated ELD and show how the ELA and ELD standards work in tandem. The following procedure is one way to provide structured reading and collaborative conversations about the vignettes, but you can adapt the task to meet your needs:

## ELA/ELD in Action: Vignettes of Instruction

**Step 1 — Prepare:** Select and download the appropriate vignettes for your group, as well as the ELA and ELD Vignette Note-taking Guides provided in this phase of the module. Make separate handouts for the first section of the reading (the beginning through the end of Vignette #1) and the second section of the reading (Designated ELD Vignette through the end).

**Step 2 — Individual Reading:** Have participants sit with their grade level/grade span colleagues. Provide them with the ELA in Action Note-taking Guide and the first section of the reading. They will need about 20 minutes to read the first section, mark up their texts with questions and ideas, and jot down some notes in their note-taking guide (they must have notes in their note-taking guide for the next step).

**Step 3 — Collaborative Conversations:** Have participants discuss their notes in small groups (ideally, no more than five people). They will need 10–15 minutes to do this.

**Step 4 — Synthesis of Ideas:** Have participants create a poster, which they will use to report out to the other groups, on their reading and discussion. You may wish to require the following poster elements: the learning target for the lesson; the larger context for the lesson (e.g., the unit goals, what students are learning outside of the lesson); the instructional approaches and strategies the teacher uses; the role of scaffolding; the role of formative assessment practices; the role of collaboration (among students and between teachers). Participants will need 15–20 minutes for this step.

**Step 5 — Oral Presentations:** Have the participants designate one or more group members to explain their poster to the whole group and answer any clarification questions the group may have. Those listening should take notes on the poster explanations in order to capture ideas that are relevant for their own instructional practice. This part will take about 20 minutes, depending on the group size.

**Step 6 — Repeat for Designated ELD:** Repeat steps 2–5 for the Designated ELD Vignette, only this time, ask participants to articulate what the “bridge” between the two lessons is (you can provide them with a handout of a bridge on a piece of paper). Have them place the Designated ELD poster next to the ELA poster with the bridge above the two, linking them. Be sure to have them say what the bridge is when they report out (Step 5).

After participants have completed the task, ask them to debrief with their grade level/grade span-alike group, and then ask a few people to share out to the whole group. You may want to use these questions to get the conversations going:

- *What new things did you learn?*
- *What affirmed what you're already doing?*
- *What instructional approach will you try out as a result of reading and discussing these vignettes?*

**APPLY** (*Time needed: 2 hours*)

In Unit 1, participants were asked to get to know one (or more) of their English learners a little better. Now it's time for them to deepen their learning by applying what they learned in this unit to create an instructional plan. Ask participants to come to the session with the following materials:

- Their grade-level CA ELD Standards and CA CCSS for ELA/Literacy, as well as any other content standards they may need (e.g., science, history/social science)
- Their notes on their focal student
- Their notes and the examples from the ENGAGE and LEARN sections in this unit (e.g., the vignettes note-taking guides and the vignettes themselves)
- Their instructional materials (e.g., books, lesson plans, unit outlines) for upcoming units

Review the “Framing Questions for Lesson Planning” from the vignettes participants read in the LEARN phase. Provide time for participants to discuss the framing questions and to ensure they have a chance to ask you clarifying questions. You may also wish to provide them with a lesson or unit planning template. An example is provided below:

## Lesson Planning Template

**Lesson Plan Title:** \_\_\_\_\_

**End of Unit Performance Task(s):** \_\_\_\_\_

**Time Needed:** \_\_\_\_\_ **Grade/Content Area(s):** \_\_\_\_\_

### Pre-Lesson Planning

Content Focus	Language Focus
Learning target:	Text Organization and Structure:
Text Type/Genre:	Grammatical features:
Text and Other Materials:	Vocabulary: Domain-specific: General academic:
Focal Standards Addressed	Scaffolding/Formative Assessment Practices
CA CCSS for ELA/Literacy:	Planned Scaffolding:
CA ELD (Parts I and II):	Formative Assessment Opportunities:
Content:	

### Lesson Sequence

Phase	Details (Steps, tasks, scaffolds, estimated time, etc.)
<b>I. Focus students on the learning</b> Setting the purpose, linking to background knowledge	
<b>II. Lesson Body</b> Instructional approaches appropriate for the lesson content	
<b>III. Check for understanding</b> Dedicated time (in addition to ongoing monitoring and scaffolding)	
<b>IV. Closure</b> Reminding students of the purpose of the lesson, explaining what comes next	

**REFLECT AND CONNECT** (*Time needed: Estimated 30-45 minutes*):

For the next session, ask participants to bring evidence of what they tried out, based on the planning session above. For evidence of student learning, participants might bring one or more of the following:

- student writing or other work
- their observation notes from students' collaborative conversations
- a photograph or short video clip from the lesson depicting a powerful moment of learning
- a *present.me* to share their teaching tip with others (<https://present.me/>)
- other creative depictions of the lesson or sequence of lessons

Before participants share with one another, have them individually reflect on how things went. Then they can use their notes in their conversations. You may wish to use the following template for this:

Reflection Notes	
Briefly describe the lesson or sequence of lessons you tried out. What types of evidence of student learning did you bring?	
What worked well for you?	What was challenging for you?
What worked well for your students (especially your focal student)?	What was challenging for your students (especially your focal student)?
If you did not have a chance to try out something new ... <ul style="list-style-type: none"><li>• What prevented you from doing so?</li><li>• What would you still like to try out, and what additional support do you need?</li></ul>	

Provide participants with time to discuss how the lesson(s) went with their colleagues and to explore ideas for refinement and extension. You may also wish to provide additional time for lesson or unit planning at this time.

**CHECK** (*Time needed: 15 minutes*):

This is a brief check of participants' understanding of the knowledge in this unit, which you can use to clarify understandings and tailor future learning. Choose one of the following scenarios, and ask participants to briefly jot down their notes before sharing with a partner or small group:

1. *You are a mentor for a new teacher at your school. How would you communicate to this teacher some of the ideas from this unit and from the CA ELD Standards to ensure all of the new teacher's English learners engage with intellectually rich content while they develop English?*
2. *Your grade-level colleague tells you that she's not sure what it means to teach designated ELD that "builds into and from" content instruction. Using the learning from this module and the companion "Getting Started..." module, the CA ELD Standards, and other sources, explain to your colleague what you think it means.*

After the partner/small group conversations, briefly debrief with the whole group, and chart their ideas so that the learning is visible.

## Unit 6: Fostering a Learning Culture as a Shared Responsibility

### What this unit is about:

*How can we foster a learning culture as we implement the CA ELD standards in tandem with the CA CCSS for ELA/Literacy?* Teachers need to establish a learning culture for their students *while* working within a learning culture themselves. This means cultivating new habits-of-mind and practices, and learning to collaborate and support one another in new ways. This unit highlights principles, practices, and tools that teachers, instructional leaders, and those responsible for leading professional learning can use to continually strengthen teaching and learning as a shared responsibility.

### Learning Objectives for Unit 6:

- ✓ How to engage with colleagues in deep, collegial conversations about teaching and learning
- ✓ How fostering a “growth mindset” can have enormous, positive effects on teaching and learning
- ✓ How a simple framework on fundamentals of learning can help foster effective classroom practices for English learners
- ✓ How quickly surveying students’ sense of academic efficacy and eagerness to learn can strengthen formative assessment practices (assessment *for* learning) and drive learning forward

### **ENGAGE** (*Time needed: 15 minutes*):

Have participants watch the video in this phase of Unit 6 to see how one teacher and instructional leader engages other school leaders in a culture of learning. Afterward, have participants discuss the following questions:

1. *How does Sarah “shift the cognitive load to the learner” — whether it’s the students in her classroom or administrators and fellow teachers in her professional learning session?*
2. *How does the collaborative learning Sarah employs in professional learning support educators’ understandings and ability to use these same practices?*

**LEARN — Part I** (Time needed: 30 minutes):

Show participants the Unit 6 LEARN tutorial, which addresses some key approaches to fostering a learning culture and how these principles can work together as we engage with the CA ELD Standards and the CA CCSS for ELA/Literacy. Have participants take notes as they watch, using the guiding questions below:

1. *What does it mean to foster a learning culture?*
2. *In what ways do we support or inhibit a learning culture among EL students and among adults at our school or district?*

Alternatively, you may wish to use the information in the tutorial to create your own presentation.

**LEARN — Part II** (*Time needed: Estimated 30–60 minutes, depending on format selected*)

The four print resources provided in the LEARN section (following the tutorial) discuss aspects of instructional practice and inquiry that support English learners in engaging productively with content and developing academic uses of English. These resources can be used flexibly to promote discussion and action. You will need to download the resources you choose to use, along with the reflection and discussion questions that go along with them prior to facilitating your session.

**Format #1:** You may wish to have participants read one of the resources and respond to the reflection questions provided in the module before coming to the session. You can use the session time to delve into a deep discussion about the resource.

**Format #2:** You may wish to conduct an “expert group jigsaw” during the session where participants read different (short) parts of one of the resources and become experts on that part so they can share with experts who read other parts. First, have the participants sit with their colleagues who read the same part as they did so they can discuss their notes and come to a consensus on what they will share with their other colleagues who did not read that part. Next, have them convene in mixed groups so they can each share the salient points from their part. Finally, have them reconvene in their expert groups so they can share what they learned in their mixed groups. (See an example of an “expert group jigsaw” earlier in this facilitators’ guide for more detail.)

**Format #3:** You may wish to facilitate a combination of Formats #1 and #2 by having participants read one of the four resources provided and answer the reflection questions ahead of time (or you can have them read and answer during the session). During the session, conduct an expert group jigsaw (see Format #2 above for a short description).

**APPLY** (*Time needed: 15–30 minutes, depending on the number of task options selected and time needed for discussing and planning for the task*):

In the LEARN phase of this unit, participants had the opportunity to view a tutorial and delve into one or more of the print resources with ideas and tools for fostering a learning culture for English learners and between teachers. Now it's time for them to apply these tools in their school or district context.

Choose one of the following application tasks, depending on the resource(s) participants read and discussed in the LEARN–Part II phase of this unit. In this session, you will discuss the task and provide participants with time to plan how and when they will complete the task.

**Task Option #1: Fundamentals of Learning (From the Common Core State Standards to Teaching and Learning in the Classroom):**

1. Review the indicators of what the fundamentals of learning might look like in classroom practice (see Resource 2, Heritage et al., pp. 7–10).
2. As an individual or in a study group, reflect on your current practice in either integrated or designated ELD instruction.
3. Use these indicators to consider (and, if appropriate, discuss) what you think you currently do well and what areas of practice might need to be strengthened.

**Task Option #2: Leading Deep Conversations in Collaborative Inquiry Groups:**

1. Review the Sample Question Sets for Framing Deeper Conversations in Teacher Inquiry Groups (Resource 1, Nelson et al., pp. 4-5) to support or deepen your conversation on these indicators.
2. With a trusted partner or in an existing collaborative learning group, try out one or more of these questions sets, adapting them as needed, for one or more of the following:
  - examining instructional practices in integrated or designated ELD;
  - discussing learning expectations for English learner work;
  - identifying patterns in English learner work;
  - connecting English learner work to instructional practice;
  - examining classroom assessment practices with English learners.
3. Reflect on the benefits and challenges these kinds of questions produce on your group discussion.

**Task Option #3: Mind-Sets and Equitable Education:**

1. Look back on the notes and reflections you made on your focal English learner from Unit 1, and on the instructional practices that you engaged with in your grade level unit (K–2, 3–5, 6–8, or 9–12).
2. Look for evidence indicating the kind of mindset (growth or fixed) your focal English learner was operating under. Think also about your own mindset as you were observing this focal student.
3. Try incorporating into your instructional practices with English learners one or more of the sample messages that can promote a growth mindset (see Resource 3, Dweck, p.3) and take notes on their responses.
4. Reflect on the experience.

**Task Option #4: Assessing Students' Affect Related to Assessment for Learning (An Introduction for Teachers):**

1. Review the Affective Assessment Inventory for your grade level (Resource 4, Stiggins & Popham, pp.6-8), and the six strategies of classroom practice (pp.4–5) that strengthen academic efficacy, eagerness to learn, clarity of learning targets, and feedback on progress.
2. Pilot the appropriate inventory with your students, following the directions for administering and scoring (pp. 3–4).
3. Compare results for English learner and non-English learner students. (Consider comparing results for reclassified former English learners, monolingual English and Initial Fluent English Proficient [I-FEP] students.)
4. Reflect on these results, and consider trying out one or more of the six classroom practice strategies.

NOTE: If participants read more than one of the articles, consider using the highlighted practices and tools *in combination* (e.g., use the deep conversation question sets to facilitate a discussion on affective inventory results; employ growth mindset messages while using the classroom practice strategies for assessment for learning, etc.)

## **REFLECT AND CONNECT** (*Time needed: 30 minutes*):

At the next session, have participants bring their notes and evidence from the task they implemented from the APPLY section. Use the following prompts to promote discussion:

- Describe what you learned in using the chosen principle, practice, or tool for fostering a learning culture for English learners and for your fellow teachers.
- Did anything surprise you?
- How will this information guide your instructional practice?
- How will this information guide your collaborative work with colleagues?

Optional: Participants may wish to share insights in one or more of the following creative ways:

- Make a video about their experiences exploring one or more of the tools.
- Make a “present me” to share their experience/plan with others. (See <https://present.me/>.)
- Present about their experience at a staff meeting, regional network event, or other venue.

## **CHECK** (*Time needed: 30 minutes*):

Use the following questions as a wrap up so that participants can check their own understandings of the principles, practices, and resources shared in Unit 6. Have participants individually write their response to the questions first and then share their ideas in small groups. As they share, listen in on their conversations so that you can clarify any misunderstandings when you debrief.

1. *Why are collegial dialogues about our instructional practice more challenging and more productive than congenial conversations?*
2. *How do the fundamentals of learning support the disciplinary practices and academic uses of language found in the CCSS and ELD standards?*
3. *In what ways can a growth mindset be particularly powerful for English learners?*
4. *How can clarifying learning goals and strengthening feedback on progress contribute to English learners’ academic efficacy and eagerness to learn?*

**EXTEND** (*Time needed: 5 minutes*):

The principles, practices, and tools provided in this unit are meant to stimulate participants' interest and spur further exploration. As they develop a learning culture, there are many more resources available to extend and support their learning. Provide a brief overview of the EXTEND resources available in this phase of Unit 6 so that participants know what they are and where to find them when they're ready.

**21<sup>st</sup> CENTURY LEARNING** (*Time needed: 10 minutes*):

If there's time, or as a blended learning activity, have participants watch and discuss the Ted Talk below:

**Ted Talk: Geoff Mulgan: A Short Intro to the Studio School**

Life and work in the 21st century requires all of us — teachers and students — to cultivate an approach to learning that involves critical thinking, communication, collaboration, and creativity. In this Ted Talk, Geoff Mulgan describes the Studio School, a new kind of school in the United Kingdom where small teams of teens learn by working on projects that are, as Mulgan puts it, "for real."

After showing the video, facilitate a discussion about it. Some sample questions to stimulate discussion include:

1. *How might the Studio School concept look in our classrooms and schools?*
2. *How might the Studio School approach benefit academic progress and language development for English learners?*