

Next Generation ESL: Model Curriculum Project

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EDUCATION
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Agenda

- ★ Castañeda, program development, & curriculum
- ★ MA & local control
- ★ ESL MCU in action
- ★ Next Generation ESL: MCU Project Roll out



New Can Do Descriptors: Key Uses Edition

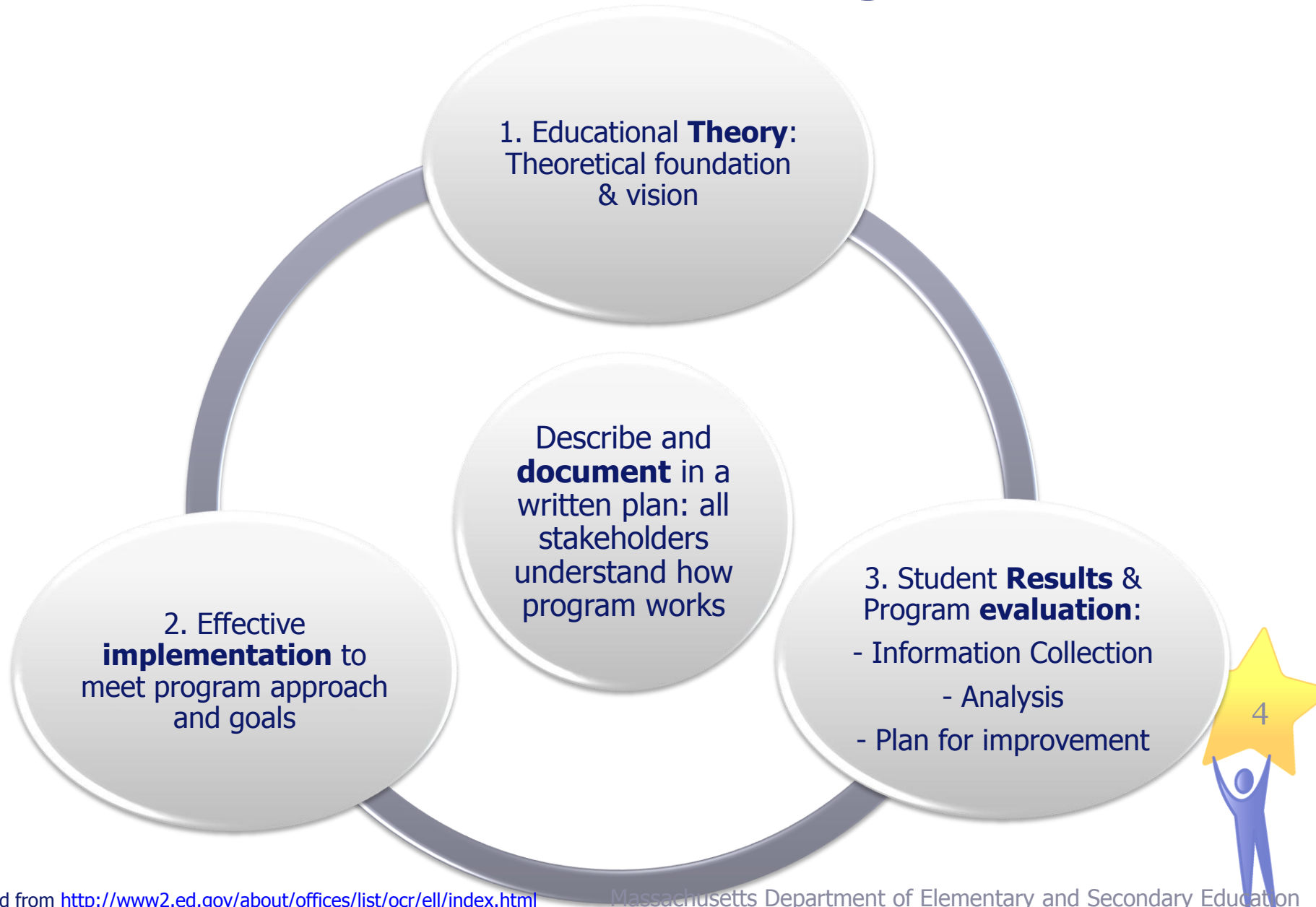
Key Uses of Academic Language

Four over-arching communicative purposes:

RECOUNT	→	R
EXPLAIN	→	E
ARGUE	→	A
DISCUSS	→	D



Castañeda's Three Prongs (Federal)



Program Development Continuum

Where is my district in the program development continuum?

Program
Evaluation

Implementation:
Resources, Equity, &
Fidelity

← Curriculum

Clear **communication** of
expectations and program
direction

Program Goals

reflect each district's particular circumstances,
attitudes, values, and program philosophy

Program Vision

Unique communities, populations, demographics
Unique resources: linguistic, academic, extracurricular, socio emotional, ...

Educational Theory

What do we mean by curriculum?

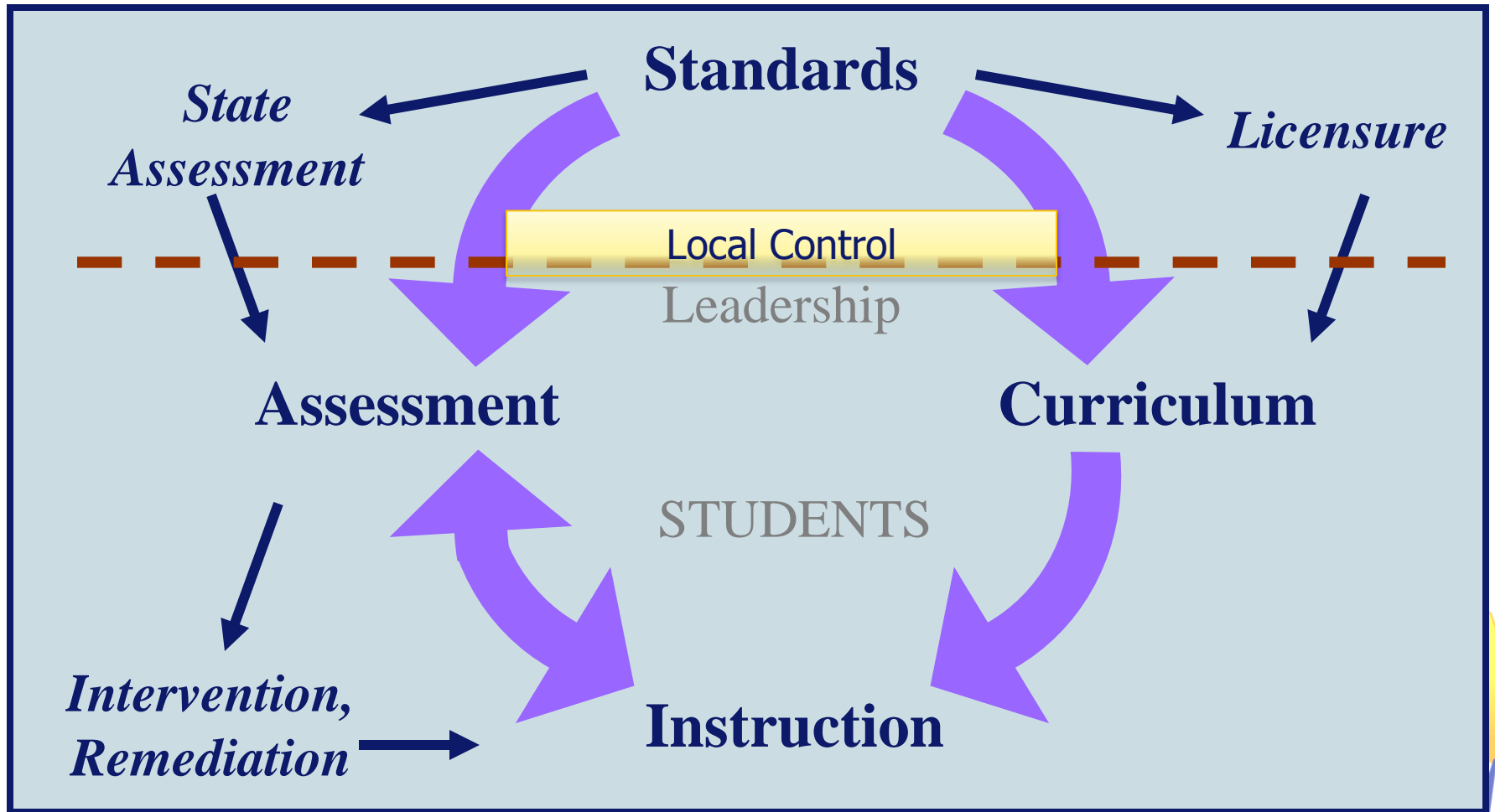
Documentation of:

- ★ **Key instructional processes** such as determining learners' needs in relationship to standards;
- ★ establishing **learning outcomes** to address students' needs;
- ★ designing and implementing **learning experiences** to help students achieve these outcomes;
- ★ the **evaluation** of learning experiences and student learning resulting from these processes.



A Standards-Based System

MA: State and district responsibilities



MA & Local Control

Unique communities

populations

demographics

attitudes

values

distinct philosophy

Program goals should reflect each district's particular circumstances

ESL MCUs are not a complete curriculum/answer for each district's particular, individual needs

Unique resources: linguistic

academic

extracurricular

socio-emotional

Variations in programs may be as diverse as the populations served by those districts.

What is the ESL MCU Project?



- ★ Clarification: **program** roles & responsibilities
- ★ Articulation: “**Next Generation ESL**”
- ★ Model thinking processes
- ★ Model units, Curriculum Resource Guide, PD
- ★ Tools, protocols, processes, and guidance to better operationalize **WIDA** in the MA context
- ★ Strategies for **prioritization** *(A lot to teach + limited time)*



How does ESL MCU help me?

★ **District NEEDS:**

- ★ Growing subgroup, achievement gap
- ★ Articulate a coherent, comprehensive language program
- ★ Clarify ESL & SCI roles & responsibilities
- ★ DOJ / OCR / CPR (curriculum)

★ **PROCESS:**

- ★ Framework for *collaborative* language curriculum design
- ★ Common language and direction
- ★ Current standards-based expectations & latest SLA research

★ **READINESS & SUPPORT:**

- ★ Tools and processes: Resource Guide, PD, ToT, PLC guidance, etc.



ESL MCU Project Rollout:

Model Thinking Processes

Resource Guide

- Challenges & solutions in ESL curriculum
- Definition of the Focus of ESL Instruction in MA
- Theory of Action
- ESL scenarios

- Continuous improvement cycle

- “how-to”: templates, tools, protocols, processes
- Strategies for prioritization: what is high-leverage language? How can I simultaneously teach language and analytic practices embed in academic standards? Which analytic practices?

- PLC
- Dually identified students
- Assessment (as, of, and for learning)
- Additional resources

ESL MCU Project Rollout:

Model Thinking Processes

14 ESL MCUs

- K-12
- Foundational Levels (ELP 1-low 3)
- UbD
- Focus Language Goals (Collaboration tool: WIDA + MA Frameworks / contextualized language + analytic practice)
- Connect to content, but driver is language
- Social justice and critical stance
- Unit and lesson template, unit rubric
- Design tools and processes

ESL MCU Project Rollout:

Model Thinking Processes

ESL MCU Facilitator Training (ESL MCU FacT)

- Curriculum development teams
- Build a cadre, develop and sustain capacity
- State-sponsored & vendors
- 4 day in-person training, + 3 virtual follow-up sessions
- Registration restricted to the region

FacT Pilot	FacT 1	FacT 2	FacT 3	FacT 4	FacT 5
WestEd	GB/South	GB/Central	GB/ North	West	Central
Jun 27-30 +	July 26-29+	Aug 1-4+	July 11-14+	Aug 15-18+	Fall
Vendors + 6 teams	15 teams (45)	15 teams	15 teams	8 teams	8 teams

Year 1, state-sponsored: 67 teams of 3

Collaboration Tool (Handout)

Strategic Language

This unit will address the following WIDA standards (SIL, LoLA, LoSS, LoSc, LoMa):
The context for language development for this ESL unit is the following (grade-level content unit, topic, theme, or cluster of standards):

LANGUAGE

Key Uses of Academic Language (macro functions)	Micro Functions ↓ Micro functions can be mixed or created according to need and context. Click on HYPER LINKS for sample progressions.
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READ

RECOUNT

EXPLAIN

ARGUE

DISCUSS

"Discuss" points to the importance of the oral, interactive component of all the academic practices.

Key Academic Practice

Content: Key Academic Practices & Standards

Content: Key Academic Practices & Standards

Engage in listening, speaking, reading, and writing with literary and informational language:

* Key Academic Practices may be replaced with the state standards themselves.

ENGAGE with COMPLEX ACADEMIC LANGUAGE:

- Participate in grade-appropriate exchanges of information
- Produce clear and coherent language in which the development, organization, and style are appropriate to task, purpose, and audience
- Support analyses of a range of complex texts with evidence
- Use English structures to communicate context specific messages

EVIDENCE-BASED COMMUNICATION – with opinions, claims, concepts, arguments, or ideas:

- Paraphrase
- Analyze
- Summarize
- Challenge
- State (name) one's own
- Support with reasoning and evidence

RESEARCH:

- Plan and carry out inquiries
- Evaluate sources
- Build and present knowledge through research by integrating, comparing, and synthesizing ideas
- Communicate research findings

COLLABORATIVE INTERACTIONS:

- Build upon the ideas of others and articulate your own
- Request clarification
- Discuss key points
- Problem solve / apply to other situations

Performance Definitions

Language development is fluid and dynamic. Levels are not static, and can be different in different

ELP 1	ELP 2	ELP 3	ELP 4
<ul style="list-style-type: none"> Single words, phrases, or language chunks to represent ideas. Phrase-level patterns and structures. Everyday social, instructional, and content words and expressions 	<ul style="list-style-type: none"> Emerging presentation of ideas in phrases or short sentences. Repetitive, formulaic grammatical structures across specific content areas. General social, instructional, and content words and expressions, including cognates 	<ul style="list-style-type: none"> A series of extended sentences and related ideas. Repetitive and some complex grammatical structures with patterns characteristic of specific content areas. Some content-specific and academic vocabulary, including cognates 	<ul style="list-style-type: none"> Expanded related ideas connected discourse with variety of sentences. A variety of complex grammatical constructions characteristic of specific content areas. Content-specific and technical academic vocabulary

THINKING SPACE: CREATE FOCUS LANGUAGE GOALS IN THE CONTEXT OF GRADE-APPROPRIATE TO

Flexible Formula - Examples of how to create UbD unit Stage 1 goals (adapt to your

Language Focus Goal must always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE

- Key Use (Macro) + key academic practice
- Key Use (Macro) + Micro function + key academic practice
- Key Use (Macro) + CC STEM
- Key Use (Macro) + Micro function + key academic practice + content connection

Collaboratively create contextualized Focus Language Goals for the unit:

Simultaneous teaching of language and analytic practices

Example: One ESL MCU

Packet page 7

- ★ Grade band: 6-8
- ★ ELP 1-2 & SLIFE
- ★ WIDA: LoSS
- ★ Content Connection: GR 7 SS MCU: Model UN: Access to Clean Water

- ★ Create Focus Language Goals: driving language demands of the unit?
 - ★ Key uses of language (macro functions) & micro functions
 - ★ Key academic practices

- ★ ESL = systematic, explicit, and sustained language development within the context of the MA Frameworks.



Content MCU CEPA (*Curriculum Embedded Performance Assessment*):

- ★ Analyze and **DISCUSS** the critical global issue of access to clean water.
- ★ **ARGUE** on the issue.
- ★ Negotiate and **collaborate** to create resolutions that **take action to solve the issue of access to clean water.**
- ★ Can you protect **human rights**? At what cost?
- ★ **Is access to clean water a human right?**

ESL Unit Focus Language Goals:

G.1 **DISCUSS** by **stating opinions/claims** about a substantive topic.

G.2 **EXPLAIN** by **discussing causes and effects** to create evidence-based claims.

Conviction, Belief, and Pride

Handout p9: What in the video illustrates the Next-Generation ESL Philosophy?



Brockton Public Schools: Meghan Brennan & Nina West

https://www.youtube.com/watch?v=hD3PI-ZYB30&index=2&list=PLTuqmiQ9ssqvX_Yjra4nBfqQPwc4auUBu

CEPA + Social Justice



Teach to Lead...

- ★ Support development of the Good (global) Citizen: all students deserve a voice in the decision-making processes of democracy.

Access to the Language of power?

Language-rich classrooms, rigor, CCR

- ★ “All students wield the language of power to engage intellectual communities in shaping decision-making for our world.”
- ★ “The human condition is the heart of it all” Juan Felipe Herrera – first Latino poet Laureate in the U.S.



We ask for your commitment to this work:

- ★ See this work as necessary and urgent
- ★ Bring it back to your colleagues
- ★ Talk about it in your professional circles

Consider:

- ★ What are the implications of this for my work?



Questions or Comments?

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Please click on the links below for more information on:

- ★ [ELL Curriculum & Instruction](#)
- ★ State-sponsored [professional development](#) for educators of ELLs





RESERVE SLIDES





ESL Model Curriculum Units

Grade Band	WIDA Standard	The Language of...
GR K ELP 1/2	SIL	How Do I Feel?
GR K ELP 2/3	LoMa	Lang of Addition and Subtraction
GR 1-2 ELP1/2	LoSS	Justice, Courage, and Fairness
GR 1-2 ELP 2/3	LoSc	Animals and the Places Where They Live
GR 1-2 ELP 2/3	SIL	Working Together
GR 3-5 ELP 1/2	LoSc	Weathering and Erosion
GR 3-5 ELP 1/2	LoSS	Historical Perspective
GR 3-5 ELP 2/3	LoLA	Newspaper Reporting
GR 6-8 ELP 1/2	LoSS	Access to Clean Water
GR 6-8 ELP 1/2	LoLa	Personal Narrative
GR 6-8 ELP 2/3	LoMa	Using Data to Advocate for Change
GR 9-12 ELP ½	SIL	Causes and Effects in Civil Rights
GR 9-12 ELP 2/3	LoLA	Exploring Topics in Women’s Rights
GR 9-12 ELP 2/3	LoLA	Art of the Persuasive Speech



What can I do now?

- ★ Clear program vision
- ★ Build teacher capacity with principles of good curriculum design
- ★ Backward design (UbD)
- ★ Clarity of language objectives (lesson, unit, ELP level, program)
- ★ Sequencing of instruction – within and across units and ELP levels
- ★ Continuous, contingent feedback based on student evidence
- ★ Multiple, measurable assessments: language growth
- ★ Calibration with Performance Definitions
- ★ PLCs
- ★ Increase cross-disciplinary collaboration
- ★ Etc. (*i.e., building strong teaching best practices!*)



Pre-conditions & Necessary Structures

What can I do now? PD/PLC/CPT:

- ★ District Collaborations & Networks / Collaboratives & Groups
- ★ Updated research on SLA (practical aspects SFL)
- ★ Key Uses
- ★ CCSS & Key Academic Practices
- ★ Literacy
- ★ Simultaneous development of language & concepts and analytical practices embedded in the Frameworks
- ★ Collaboration time language/content teachers
- ★ *More* than a superficial knowledge of UbD
 - ★ Clear goals, alignment, transferability, sequencing
- ★ Formative Assessment: *Contingent* pedagogy and *actionable* feedback
 - ★ *Nuanced* Scaffolding
 - ★ *Calibrated* differentiation



Context: Participants

Commissioner's priority

Planning Committee, Writing Teams, Pilot Classrooms:

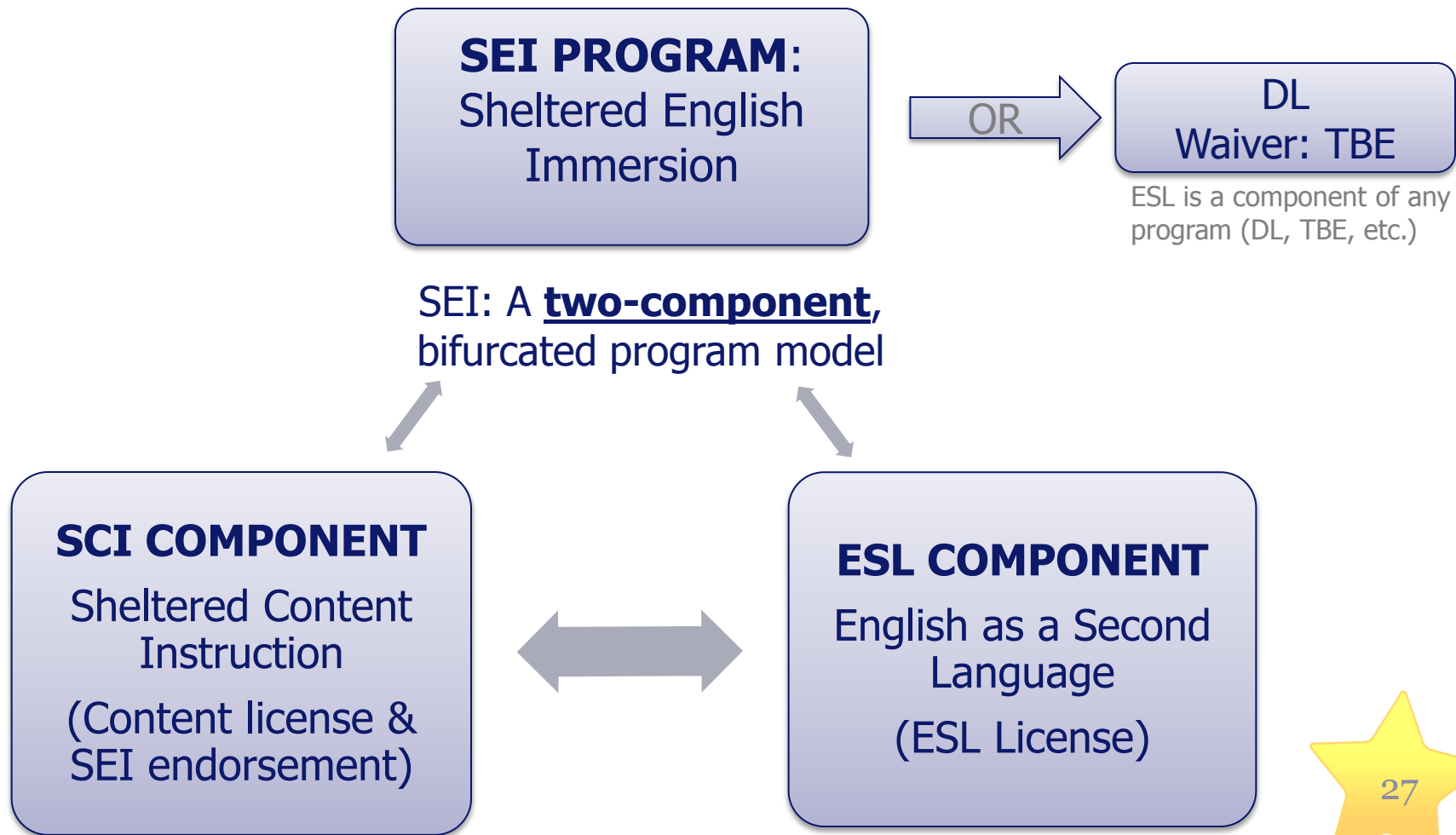
- ★ Over 30 districts
- ★ ESL & Content Collaboration
- ★ SPED + Higher Ed Lens

Partnerships:

- ★ MATSOL
- ★ Northeast Comprehensive Center (NCC)/ WestEd
- ★ WIDA
- ★ **Consultants:** CAST, McTighe, Dutro, Shafer-Wilner, Uccelli, Serpa, etc.



MA Context: Program (Q2/71a)



MA Context: Program



≠ program components
≠ primary purposes

Districts must **acknowledge** that:
Both contribute to an ELL's academic success
Both necessary for a comprehensive program model
Language development happens in all classrooms

Districts must **support**:
Program coherence and cross-disciplinary collaboration are essential



ELLs need...

- ❖ Close-knit relationships between language development & content
- ❖ Articulated, coherent, comprehensive language program

**Core Content:
SCI**

Access to grade-level content & development of discipline-specific academic language



**Language:
ESL**

Systematic, explicit, sustained, language instruction in the context of the Frameworks



Long Term Agenda of Collaboration at Every Level

Massachusetts Department of Elementary and Secondary Education

