Connecting to yesterday's keynote:
"Education always denotes change. If nothing changes, then nothing has been taught."
(Vygostky 1997)

OLA Updates:
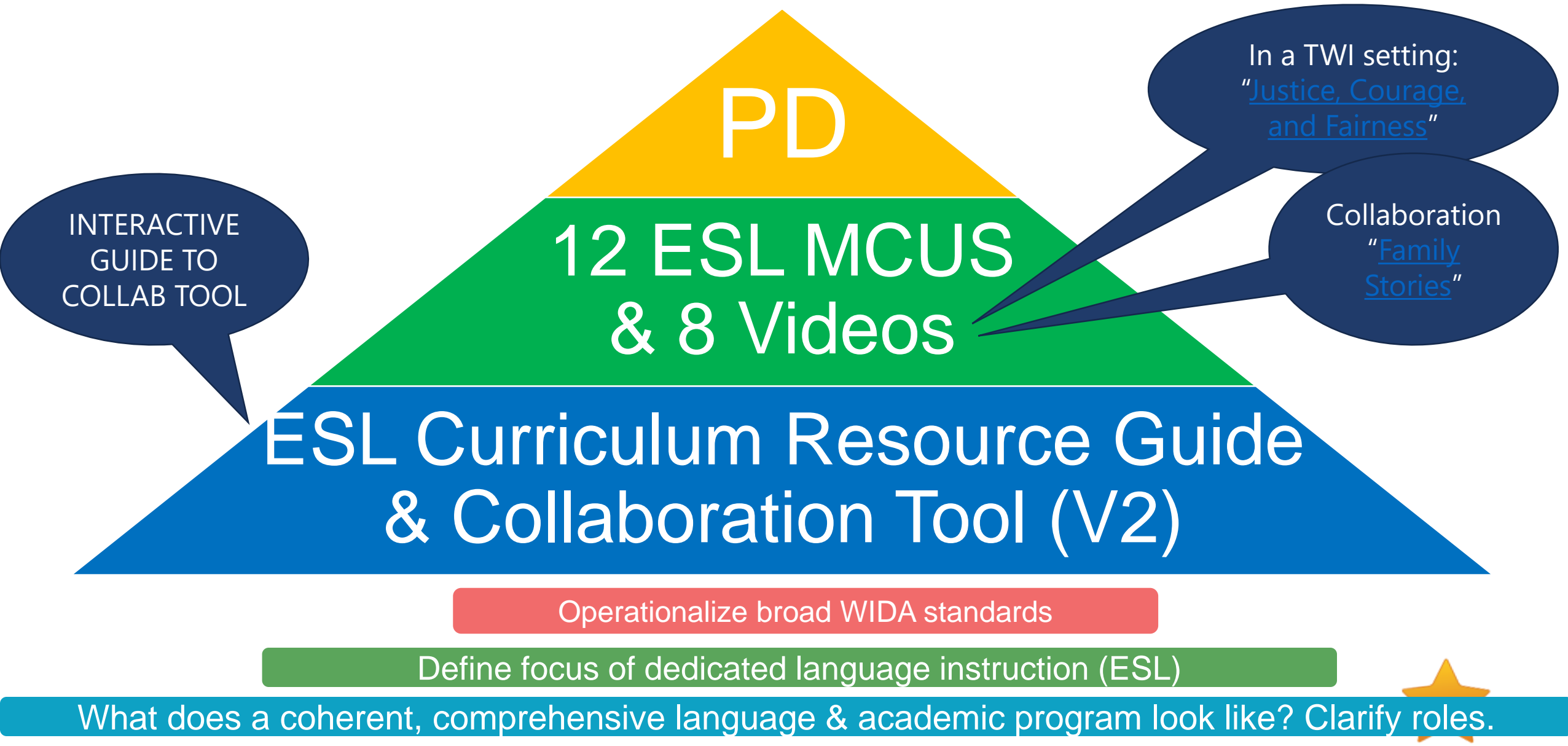# NGESL, SEI Programmatic Guidance, PD

MATSOL 2018

Fernanda Kray

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Image Credit: Portales Exhibition, Smithsonian

MA Next Generation ESL Curriculum Project: MCUs

PD

12 ESL MCUS & 8 Videos

ESL Curriculum Resource Guide & Collaboration Tool (V2)

In a TWI setting: "Justice, Courage, and Fairness"

Collaboration "Family Stories"

INTERACTIVE GUIDE TO COLLAB TOOL

Operationalize broad WIDA standards

Define focus of dedicated language instruction (ESL)

What does a coherent, comprehensive language & academic program look like? Clarify roles.

NGESL: Updated Collaboration Tool (V2)

Collaboration Tool

Content Area Connection: This unit will address the language of the following content area(s) or <u>WIDA Standard(s):</u> SIL ☐ LoLA ☐ LoMa ☐ LoSc ☐ LoSS ☐

Specific Academic Context: Language development for this ESL unit will be contextualized in the following substantive topic derived from **grade-level** units, themes, or cluster of standards:

_____

Key Academic Practices and/or Standards

*Key academic practices may be replaced with the **state standards** themselves.*

In **listening, speaking, reading, and writing** with **literary** and **informational** language…

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

Use evidence-based communication (with opinions, claims, concepts, arguments, or ideas)
- Paraphrase
- Analyze
- Summarize
- Challenge
- State (name) your own
- Support with reasoning and evidence

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

Take part in collaborative interactions
- Build on the ideas of others and articulate your own
- Request clarification
- Discuss key points

Language: Key Uses of Academic Language

Macro Functions

🔍 RECOUNT

🔍 EXPLAIN

🔍 ARGUE

🔍 DISCUSS

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

Micro Functions

Select micro functions according to need and context. Click on the links below for sample progressions

- Cause/effect
- Classify
- Compare/contrast
- Contradict/disagree
- Describe
- Elaborate
- Evaluate
- Identify/ name/label
- Inquire
- Justify
- Predict
- Sequence
- State opinion /claim
- Summarize

- *Insert any micro function as necessary*

Performance Definitions*: Language development is fluid and dynamic. Levels are not static, and can be different in different domains.

ELP 5	ELP 4	ELP 3	ELP 2	ELP 1
• Multiple complex sentences, presented in a cohesive and coherent manner. • Multiple phrases and clauses with patterns characteristic of specific content areas. • Academic, content-specific, and technical vocabulary.	• Expanded related ideas in connected discourse with a variety of sentences. • A variety of complex grammatical constructions with patterns characteristics of specific content areas. • Content-specific and some technical academic vocabulary.	• A series of extended sentences and related ideas. • Repetitive and some complex grammatical structures with patterns characteristics of specific content areas. • Some content-specific and academic vocabulary, including cognates.	• 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.	• Single words, phrases, or language chunks to represent ideas. • Phrase-level patterns and structures. • Everyday social, instructional, and content words and expressions.

Thinking Space 1: Develop unit-level Focus Language Goals (FLGs) in the context of grade-appropriate topics and standards. FLGs should always include at least a language FUNCTION and a KEY ACADEMIC PRACTICE or content STANDARD stem.
Below are adaptable "formulas" for creating FLGs to arrive at <u>UbD</u> unit Stage 1 goals.

Key Use (macro) + key academic practice
DISCUSS by building upon ideas of others and articulating your own claims.

Key Use (macro) + micro function + key academic practice
ARGUE by stating a claim supported with reasoning and evidence.

Key Use (macro) + state standard stem
RECOUNT to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (ELA-Literacy SL.6.3)

Key Use (macro) + micro function + key academic practice + substantive topic
EXPLAIN by describing cause and effect to participate in grade-appropriate exchanges of information about the role that human activities have played in causing the rise in global temperatures. (STE 8.MS-ESS3-5)

Write your FLG here:_____

_____

_____

MICRO FUNCTION: JUSTIFY to give reasons for an action, decision, choice, opinion, point of view, to prove a point, and/or convince others.

TASKS ASSOCIATED WITH FUNCTION: justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, refer, give/support your point of view, debate, defend, show, rationalize, think, convince, sway, etc.

KEY WORDS ASSOCIATED WITH FUNCTION: *critical, crucial, debatable, evidence, tone, thesis, include, preclude, irrelevant, relationship, criteria, rationale, because of, for this reason, due to, belief, support, evidence, furthermore, moreover, clearly, refer to, etc.*

I. COMMONLY EMBEDDED FORMS			II. SENTENCE FRAME EXAMPLES
Non-prescriptive, and when participating in grade-appropriate classroom activities			*Typical patterns, non-prescriptive; order is from more complex frames to less (see note at top of page)*

5 Justify showing independent control of English. Make a justification based upon a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary.

Discourse	Sentence	Word/Phrase
What is the amount of content-specific language that can be quickly processed or easily produced?	*How much information is packed within a sentence structure (clause) or sentence?*	*What is the range and specificity of words, phrases, and expressions used?*
• Make a justification based upon a complex sequences of events, ideas, opinions, and/or steps. Demonstrate stamina in receiving or providing an elaborated justification. • Justify using multiple paragraphs, chapters, and essays on grade-appropriate content-area text. • Justify using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events.	Justify using descriptive sentences characterized by wide variety of sophisticated sentence structures, including: • Verb forms such as passive voice and subjunctive. • Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers). • A wide range of idiomatic and unique sentence patterns characteristic of content-area justifications.	Justify using a wide vocabulary, including: • A larger proportion of vivid, less frequently occurring words and phrases. • Precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary; cognates; content-specific collocations; and figurative language. • Precise use of intensive pronouns. • Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity.

II. SENTENCE FRAME EXAMPLES

• Based on writing by author X, who is an expert in Y, I believe that…

• On top of it all, the compelling evidence to support this…

• X, which is perhaps the key fact, is the main reason why ___.

• One of the integral factors would have been _____.

• According to ___, _____; therefore, _____.

• As a result of _____, _____.

• From our perspective, the primary justification would be…

• In lieu of _____, the evidence supports…

• Indeed, _____.

• _____ will _____ due to _____.

• ____ can be justified by _____.

• It is significant to note _____, because _____.

• A point often overlooked is _____.

• _____; consequently _____.

• _____; thus we can see that _____.

• In my opinion, __ should ___ because ___.

• As _____ indicates, _____.

• It is apparent that _____.

NGESL: Collaboration Tool Guide

Collaboration in ESL Curriculum Planning

Massachusetts guidelines for English Learner Education (ELE) programs require that English Learners (ELs) receive both grade-level academic content and English as a Second Language (ESL) instruction that is aligned to both WIDA and the state curriculum frameworks. The Collaboration Tool can help language and content educators collaboratively develop ESL curriculum that is rooted in academic content, and addresses both WIDA *and* state standards.

How do I use this guide?

Use this guide to explore the Collaboration Tool in more detail. Be sure to have the tool in front of you for reference. This guide will walk you through how the Collaboration Tool can be used in ESL curriculum development, starting with Focus Language Goals.

What is a Focus Language Goal?

At the core of an ESL unit are Focus Language Goals (FLGs). The FLGs help to set the priorities for language-driven curriculum, instruction, and assessment that address both WIDA and state curriculum frameworks. When thoughtfully planned, FLGs reflect the essential next steps in the students' development of the English language, while also working toward the skills, knowledge, and analytical practices embedded in the content standards.

Using the Collaboration Tool, educators can develop FLGs that drive stage 1 of Understanding by Design curriculum planning.

WIDA Standards Framework

FLGs

State Curriculum Frameworks

ESL Unit
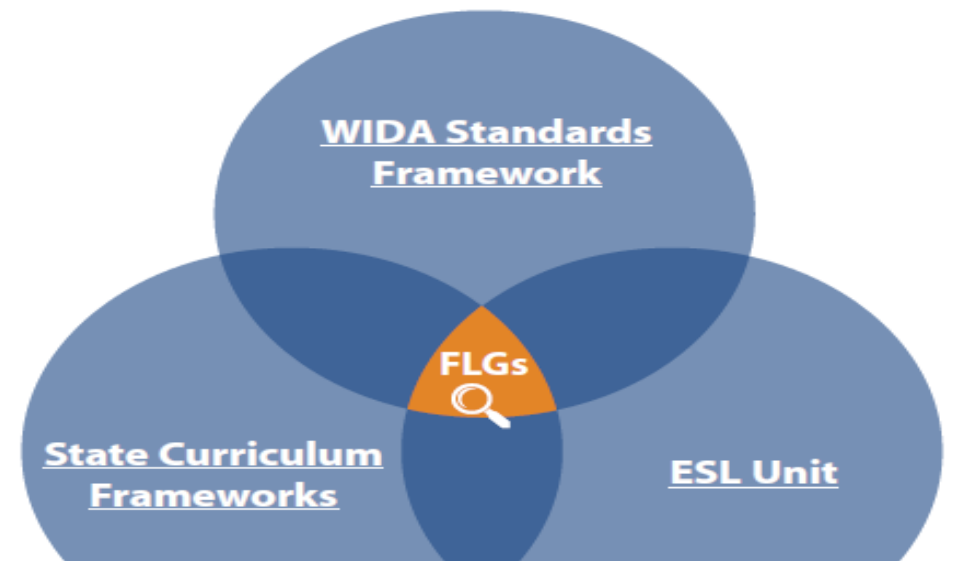
Professional Development

WIDA

- Classroom Action Research
- Collaboration
- Engaging ELs in Math
- Live webinar: the academic language of math
- Engaging ELs in Science
- Leading Schools
- Lesson Planning
- Scaffolding Language

MA-Developed

- Update and offer NGESL FacT
- Leadership w/ focus on collab
- Collab Tool & collab structures

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Pedagogy, Curriculum, & Policy for Multilingual Learners

New Massachusetts SEI Programmatic Guidance

What is the SEI Programmatic Guidance?

Focuses on offering districts a specific, practical, user-friendly, and applicable framework for developing, structuring, implementing, and optimizing SEI programs, and will include a strong collaboration component.
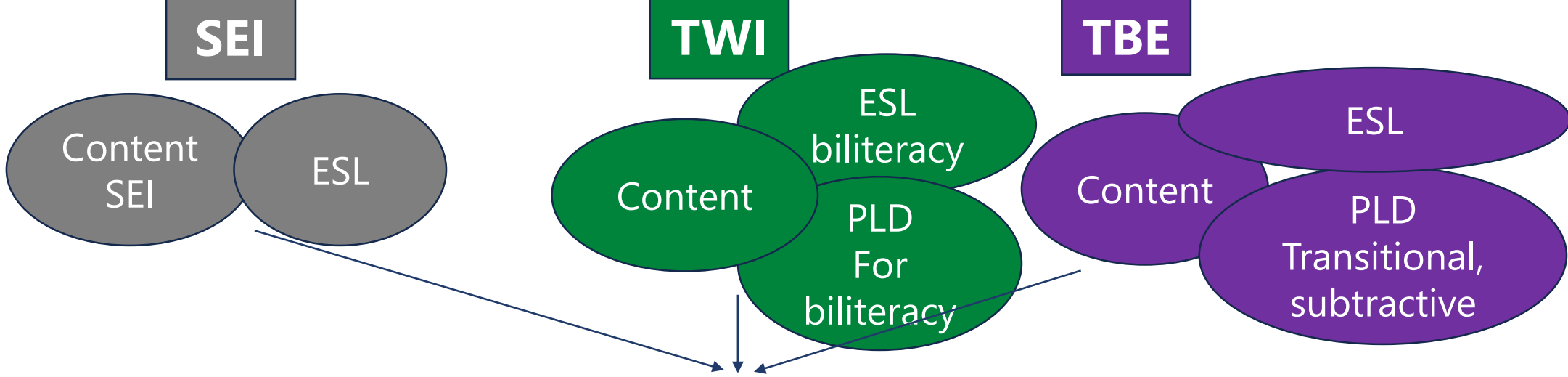

IT IS NOT:
Nuts and bolts of curriculum and instruction

OLA GUIDANCE ROADMAP

All Programs:
GIAPRE (should only contain what is common to all)

Remember that all programs must have a dedicated language "component" (ESL)

SEI

Content SEI

ESL

TWI

Content

ESL biliteracy

PLD For biliteracy

TBE

Content

ESL

PLD Transitional, subtractive

In each program, consider how you will serve each subpopulation:

Newcomers	SLIFE	EL/SWD	LTEL	GAT	?

Who developed this guidance, and based on what?

- Key Partners:

- Field-Based Working Group: superintendents, principals, directors, lead teachers, family liaison, parents, student panels. BU/ MATSOL, UMB, REL, CES. Low, mid, high incidence. Various regions.

- Foundation: survey, interviews, focus groups (PACs/TACs), student panels, data collected at state and local levels, research review and documentation.

Why?

- 93% of ELs currently in SEI Programs

- Increase clarity about program practices

- Increase coherence across programs and components

- Research-based, grounded in sound theory (Castaneda Prong 1)

- Links to curated existing and new resources

- If MA "leads the nation", this document compels and supports excellence, **equity**, and continuous improvements for our ELs.

SEI Programmatic Guidance

Primary Audience

- Decision-makers for implementation of SEI program (superintendents, principals, EL directors, coordinators, lead teachers and those making decisions)
- Secondary audiences

How might the guidance support your work? (Selections)

- Part I: Moving MA Forward for ELs (The Why)
  - Vision & context
- Part II: SEI Program Design Elements (The What)
  - Castañeda
  - Theory of Action for ELs
  - SEI Programmatic Framework
- Part III: Program Implementation (The How)
  - Continuous Program Improvement Cycle
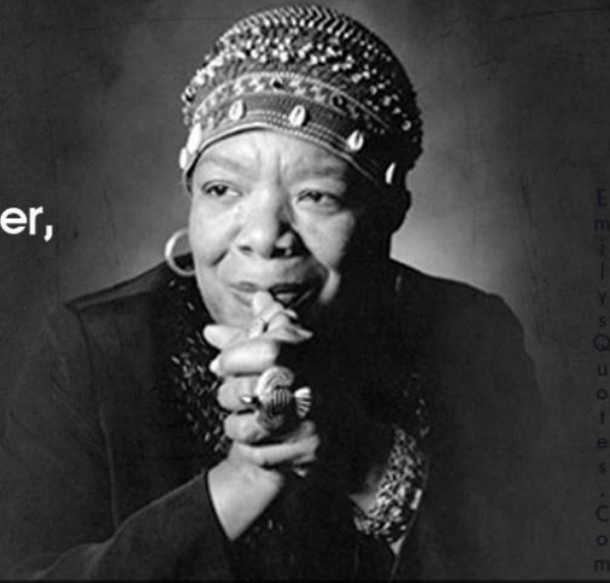 - Program Development Continuum

- What do effective districts and schools do?
- Scenarios
- Spotlight on collaboration
- Research summary
- Evidence-based principles of effective instruction
- Roles, responsibilities, competencies
- Resources

Questions?
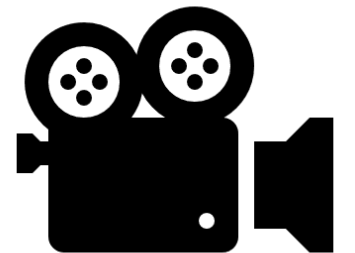
Do the best you can until you know better.

Then when you know better, do better.

-Maya Angelou

NGESL Resources

- Next Generation ESL MCU Curriculum Resource Guide

- Collaboration Tool

- Interactive Guide to the Collaboration Tool (under miscellaneous)

- 12 ESL Model Curriculum Units

- Instructional videos: units in action

- Facebook: Pedagogy, Curriculum, & Policy for Multilingual Learners

Mi corazón late en dos idiomas.

THANK YOU

Fernanda Kray, Language Acquisition Support Lead

☎ 781.338.3546   ✉ fkray@doe.mass.edu *(preferred)*

🖥🏠 www.doe.mass.edu   🏠 75 Pleasant Street, Malden, MA 02148

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WIDA Refreshed Instructional Framework Timeline

Establish IHE partnerships to ensure pre-service eds are exposed to refreshed standards framework in pedagogy and theory courses.

Encourage LEAs to expand connections with local IHEs to support in-service learning opportunities.

WIDA Proposed Timeline

- **Fall 2017**
  WIDA SEA ELD Standards Subcommittee ongoing review
- **Fall/Winter 2017**
  Various stakeholder feedback from teachers, LEAs, institutes of higher education, and nationally-recognized experts in language development
- **Winter 2017/Spring 2018**
  Public input and comment period followed by development and updates to various WIDA ELD Standards Framework-related materials
- **Fall 2018**
  Release of refreshed WIDA ELD Standards Framework
- **Fall 2019**
  Creation of professional learning support materials
- **Fall 2020**
  Implementation of refreshed ELD Standards Framework across consortium, including alignment with ACCESS for ELLs 2.0

State/Local Actions Around Communication & Implementation

Awareness Phase - 2018-2019

- Introduce refreshed ELD Standards Framework to stakeholders
- Plan systems of implementation
- Establish collaborations among stakeholders

Transition Phase - 2019-2020

- Build foundational resources
- Conduct local needs assessments and professional learning opportunities
- Expand collaborations among stakeholders

Implementation Phase - 2020-2021

- Expand professional learning support
- Align with curriculum, instruction and local assessment
- Integrate refreshed ELD Standards Framework into state/local systems

DESE UPDATES & ON THE RADAR: Fernanda Kray

- Massachusetts: Integrating ELD scaffolds directly into our content standards
  - new digital platform for standards
  - Build language scaffolds where the content teacher "lives"

How can we put together our best thinking for this?