Getting to the Core

Common Core
Focus on Preparing the Learner

CLAS Training

December 14, 2012

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Meeting Norms

Getting to the Core

- Assume Positive Intent
- Honor time (start and end on time)
- Electronic Devices (check at breaks)
- Stick to agenda – parking lot for individual concerns
- Avoid side conversations
- Value divergent ideas
- Vary your seating – be open to getting to know others in your Learning Support Pathway Team

SAUSD's Mission and Vision

Getting to the Core

Success

Achievement

United

Service

Dedication

Our Success, Our Passion

In August 2012, the Santa Ana Unified School District Board of Education approved our new Vision and Mission Statements as part of the Seven Building Blocks to SAUSD's success. These statements align with the national direction and our implementation of the Common Core State Standards. They reflect SAUSD's path to providing a world-class education to ensure that our students are college and career ready and prepared to assume their role as a part of the global citizenry.

Vision Statement

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Mission Statement

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

Santa Ana Unified School District

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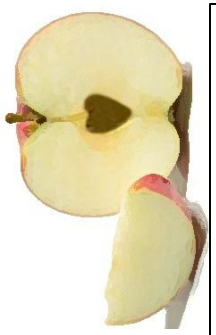
Foundation of the 7 C's



Getting to the Core

The Seven Building Blocks to SAUSD Success

Preparing All Students to be College and Career Ready

Clear Focus on Learning
Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

Comprehensive Accountability
Assess student learning to inform practice and monitor implementation of best practices.

Climate
Ensure safety of students and staff, and build trusting relationships that are driven by the core values of respect, responsibility, and results.

Capital
Effectively and efficiently align fiscal, physical and personnel resources to support and ensure student learning.

Respect

Results

Responsibility

Santa Ana Unified School District
Office of the Superintendent

Communication
Develop, define and deepen understanding of the District's vision internally and with our community through the creation of a unified message, including avenues for two way communication.

Community and Parent Involvement
Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups and community leaders.

Commitment and Capacity
Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

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Getting to the Core

Common Core Shifts for ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text,** both literary and informational
3. Regular practice with **complex text** and its **academic language**

Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus
2. **Coherence: Think** across grades, and **link** to major topics within grades
3. **Rigor**: In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

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Getting to the Core

82%

What does this mean to you?

Hold High Expectations in teaching English Language Learners

Getting to the Core

- Engage both students and teachers in the development of their own expertise
  - Belief that all members of class community can achieve
  - Climate of mutual respect that contributes to the achievement of all
- Have clear criteria for high expectations
  - There is explicit criteria for what constitutes quality performance
  - It is clear to students that it is necessary to take risks and work hard to master challenging academic work

Hold High Expectations in teaching English Language Learners

Getting to the Core

- Engage students in tasks that are high challenge and high support
  - Tasks are academically challenging and engaging
  - **Scaffolds are provided to facilitate student engagement in intellectual tasks**
  - Varied entry points are provided for instructional tasks
  - Apprenticeship and increased participation over time

Three Parts of the Instructional Sequence

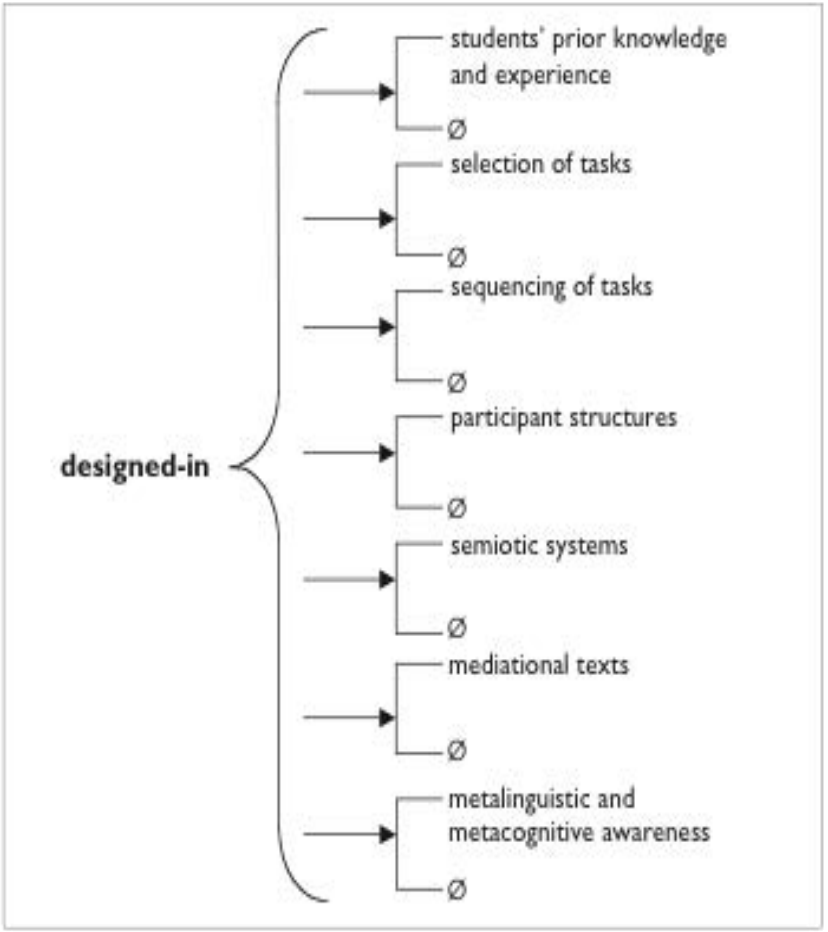
Getting to the Core

- Preparing the Learner—How will I support my students by preparing them for this new learning?
- Interacting—How will I support my students in interacting with this new learning?
- Transferring/Extending—How will I support my students in transferring/extending this new learning?

Types of Scaffolds—Macro Scaffolds

Getting to the Core

- Macro scaffolding (designed in)—classroom organization, syllabus, classroom goals, selection or sequencing of text
- The structure only exists to enable the unexpected, the unpredictable to occur



Types of Scaffolds— Micro Scaffolds

Getting to the Core

- Micro scaffolding is contingent or responsive to student needs
- It is moment-to-moment interaction such as chunking of text, or recapping of (summarizing) student words
- It is something that happens on the spot when a learner says or does something that foreshadows a new development or promising direction

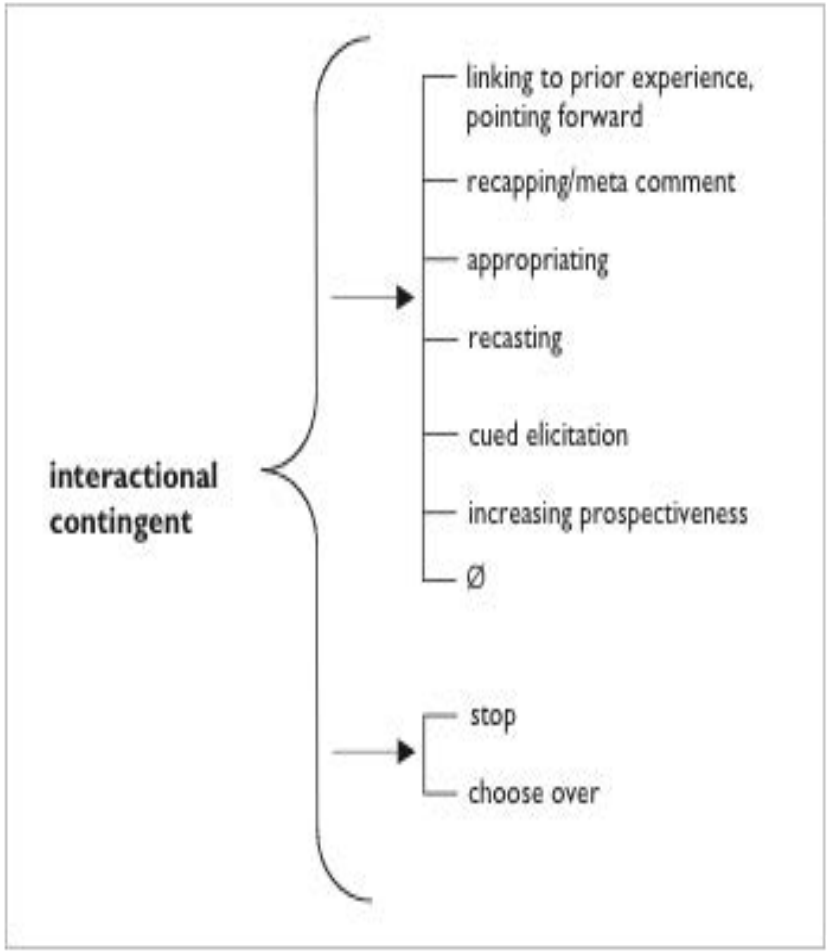


Figure 2: Interactional scaffolding

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ZPD: Expanding the Construct

Getting to the Core

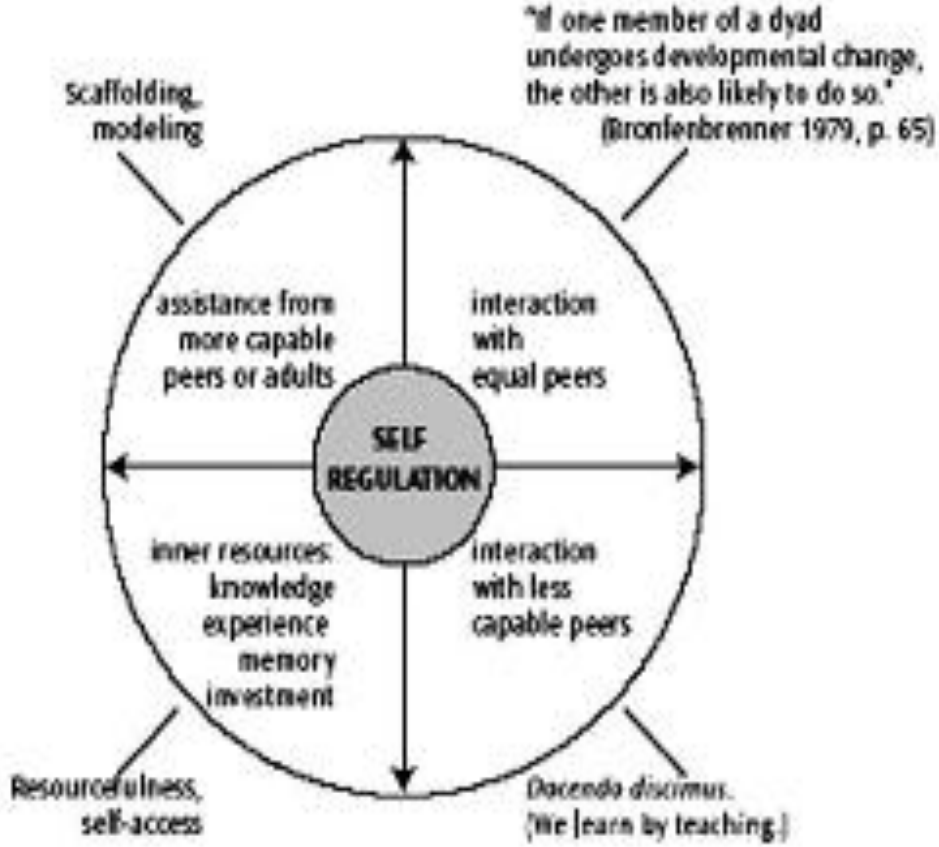

Figure 1 Expanded ZPD (van Lier, 2004)

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Types of Scaffolds

Getting to the Core

- Form groups of 4
- Determine who will read each section
- For each section, be prepared to address the following prompts for your group:
  - Provide a short definition
  - How can it be used in the classroom?
  - What is one of the benefits of this scaffold for an English Learner?
  - Identify one way that you have seen this scaffold used in your school

Scaffolding Instruction for English Language Learners: A Conceptual Framework

Aída Walqui
Teacher Professional Development Program, West Ed, USA

Adolescent students learning academic subject matter in a new language face a number of challenges, both local and global in nature, as they negotiate the linguistic, academic and social world of schooling. Making a case for a pedagogy of rigour and hope, the author presents a model of scaffolding that emphasises the interactive social nature of learning and the contingent, collaborative nature of support and development. Drawing on Sociocultural Theory, as well as a large body of empirical research on effective practices with second language learners, the author examines the use of specific types of scaffolding to promote linguistic and academic development. The model, developed by the author, conceives of scaffolding as both structure and process, weaving together several levels of pedagogical support, from macro-level planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold.

Keywords: second language learners, English Language Learners, scaffolding, sociocultural theory

The linguistic landscape of American schools is changing rapidly. In the decade between 1992 and 2002, the enrolment of English Language Learners (ELLs) grew by 84% while the total K-12 population grew by only 10%. ELLs are no longer exclusively new immigrants to the USA. In middle and high schools, 57% of them represent the second or third generation of immigrants to the USA (Batalova & Fix, 2005). Although these adolescents have been educated exclusively in US schools, they are still learning English, failing academically and dropping out of school in large numbers (Fry, 2003; Ruiz de Velasco & Fix, 2000).

There is an urgent need to turn around this situation. In this paper I present a pedagogy of rigour and hope. I maintain that it is possible for second language learners to develop deep disciplinary knowledge and engage in challenging academic activities if teachers know how to support them pedagogically to achieve their potential. While the focus of the paper is on secondary English Language Learners learning via the medium of English, the ideas presented here also apply to elementary schooling and to the teaching of academic courses in students' native languages.

Education never takes place in a vacuum but is deeply embedded in a sociocultural milieu. Thus learning is a matter not only of cognitive development but also of shared social practices. The cognitive and the social go hand in hand in classroom learning. The primary process by which learning takes place is *interaction*, more specifically, an engagement with other learners

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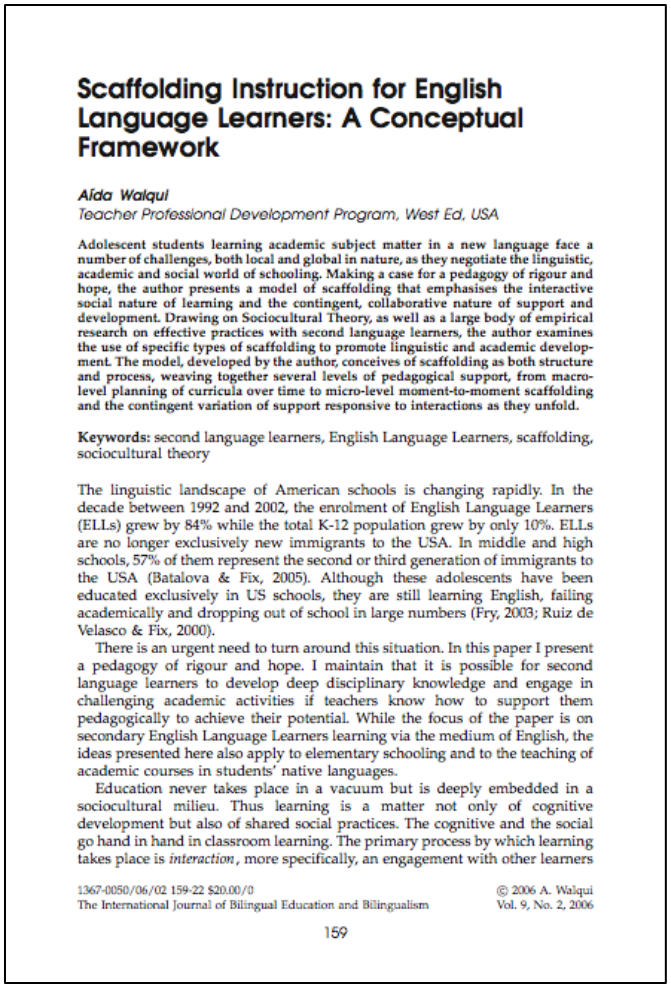
Types of Scaffolds

Getting to the Core

- Modeling & Bridging—Pages 170-173
- Contextualizing & Schema Building—Page 173-174
- Re-presenting text—Pages 174-176
- Developing Metacognition—Pages 176-177



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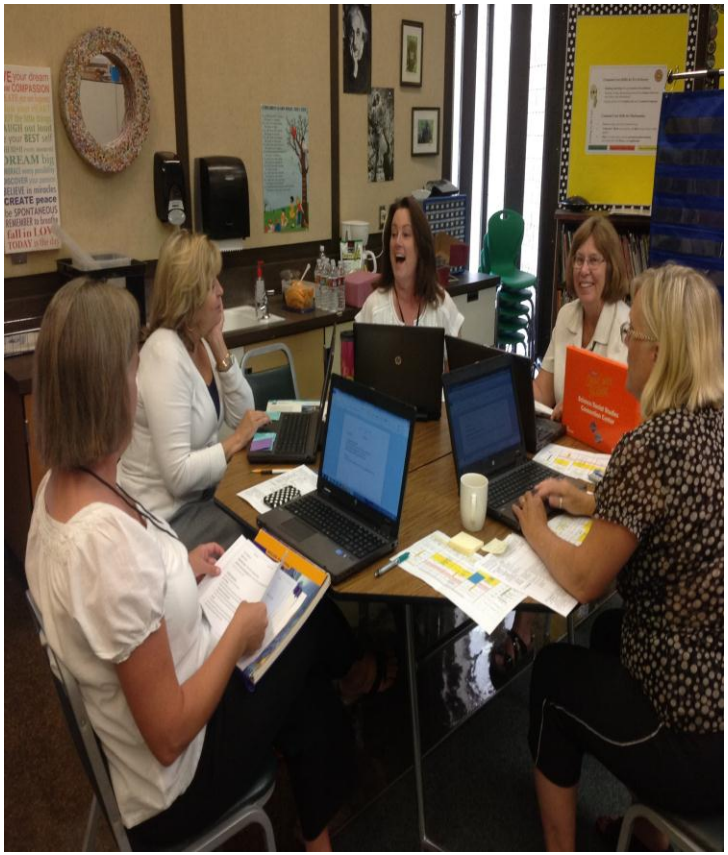
The Santa Ana Way

Getting to the Core



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Pretest of the Unit of Study

Getting to the Core

Essential Academic Language:	**Tier II:** competition for resources cause, effect because, since, as a result, consequently, so, therefore, in order to sequence/summary first, so, finally, in summary, in short	**Tier III:** adapt(ation) environmental change, environment, community, territory, (sub) urb(an), relocate, habitat, species, ecosystem, camouflaged population
What pre-assessment will be given? 1. Quick write: What are some specific traits or adaptations animals have that help them survive in their environment?		**How will pre-assessment guide instruction?** Pre-assessment will be used to 1. Determine if students have adequate knowledge about animal traits, adaptations, and habitats to understand how changes in an environment would affect those animals. If students do not have the requisite knowledge, additional reading or study will be required. Use "preparing the learner lesson A" 2. Analyze what academic language students use, avoid, or misuse when writing about the topic. Teacher will incorporate needed language into lessons to scaffold speaking, writing, listening, and reading. If students need pre-teaching in academic language, use "preparing the learner lesson A", providing plenty of oral practice.
may improve an organism's chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.		**Assessment of Standards** (include formative and summative) **F:** Answering and asking questions in pairs and small groups during and after the reading of *Can We Save the Peregrine Falcon* and *Urban Roosts* **F:** Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon **F:** Work in collaborative groups to create a tree map for *Urban Roosts* begun as a class that shows characteristics of birds and adaptations to city life **F:** Students research Orange County wildlife in collaborative groups, and create a public service announcement to inform the public about the animal **S:** Students write an informative essay based on two pieces of text

8. What should teachers know about their students' knowledge prior to beginning the unit.? How will this assessment help the teacher to differentiate instruction?

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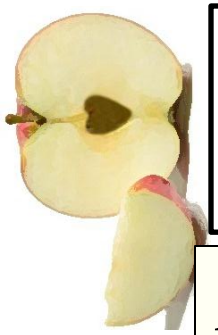
Preparing the Learner Lessons



Teach fundamental skills students need to participate in the unit lessons.

Getting to the Core

A. Adaptations and cause and effect language

B. Summary

C. Collaborative Discussions

A. Text Sets of Building Complexity

Lesson 1

9. Through teacher observation and pre-test results, consider which preparing the learner lessons are necessary

10. "Learning to Read" Foundational Skills must continue to be taught throughout the unit. Usually you will continue with the green section of OCR, but sometimes new skills will be added that match the lesson text.

11. Note the variety of lesson delivery methods throughout the lesson.

12. Begin a lesson by setting the purpose, tapping into prior knowledge which builds motivation.

13. The lesson sequence begins here. Follow it step by step. Read it carefully prior to instruction. If clarification is needed ask others or review webinar.

Pre-teaching Considerations	If needed show video or read a text to introduce the concept of animal adaptations. One possibility is *Animal Adaptations* on Discovery Education. http://player.discoveryeducation.com/index.cfm?guidAssetId=9A25C757-C698-4FE5-992A-016762B816C5&blnFromSearch=1&productcode=US Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. Students know examples of diverse life forms in different environments. Students understand the concept of cause and effect Other: Facility in the use of Thinking Maps, trained in routines and procedures for partner and small group conversations and collaborative work.
CCSS Foundational Standards (K-5 only)	Continue with Green Section of Open Court Reading
Lesson Delivery	
Instructional Methods	**Check method(s) used in the lesson:** ☒ Modeling ☒ Guided Practice ☒ Collaboration ☒ Independent Practice ☐ Guided Inquiry ☒ Reflection
Lesson Opening	**Prior Knowledge, Context, and Motivation:** 1. **Quick write:** What are some specific traits or adaptations animals have that help them survive in their environment? After writing, partner share. 2. **Think-Pair-Share:** What are things that happen that can change an environment or habitat where animal live (if students need an example, give them one such as a fire or flood)? 3. Students share out and teacher builds a Circle Map with their responses
Lesson Sequence	1. Draw tree map with heading "**environmental changes**" and the categories "**natural**" and "**human-induced**". Define these terms on the tree map (caused by nature, caused by humans). Have students engage in Think-Pair-Share (TPS) to determine where the items brainstormed earlier would go on the tree map. Call on students to
	Differentiated Instruction: **English Learners:** Additional step-asides to define vocabulary

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