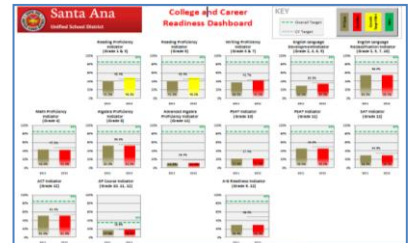




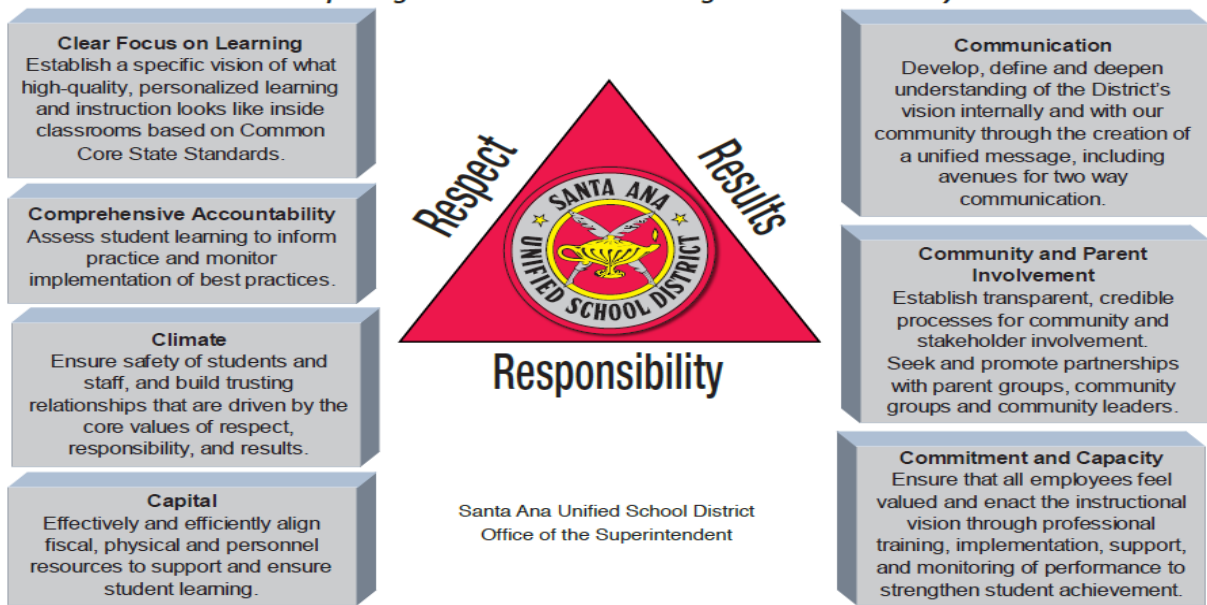
Santa Ana Unified School District
Getting to the Core
English Learner Common Core Update

Superior Standards **Supportive School Climate** **Successful Students**

Currently, the Santa Ana Unified School District (SAUSD) has developed a theory of action to prepare all students to be College and Career Ready. The District has established seven building blocks of success referred to as the (7) C's. These blocks of success are used in all departments and across all schools and grade levels to serve as a lens by which we determine our direction and measure our success. With 82% of our students English Language Learners or redesignated fluent speakers, each instructional decision considers the unique needs of our students. The focus on English Learners is purposefully and intentionally demonstrated throughout the Common Core Implementation process. SAUSD believes that by developing a comprehensive accountability system, student learning will be assessed to inform practice and monitor implementation of best practices. SAUSD has developed a data dashboard to dynamically communicate district and school progress for meeting college and career readiness indicators and measures. Site administrators, district administrators, and support staff have been provided professional development that integrates assessment with common core implementation and links to KPI measures. A district-wide site instructional review team protocol has been developed to ensure consistent, district-wide monitoring. The Common Core State Standards (CCSS) build upon the current district focus by ensuring that there is a Clear Focus on Learning to prepare all students to be College and Career Ready through a world-class education.



The Seven Building Blocks to SAUSD Success
Preparing All Students to be College and Career Ready

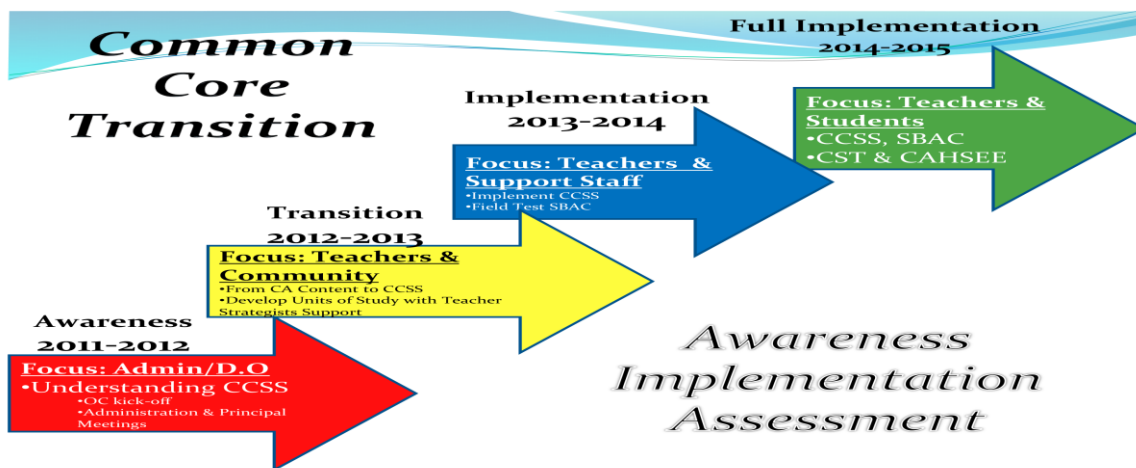
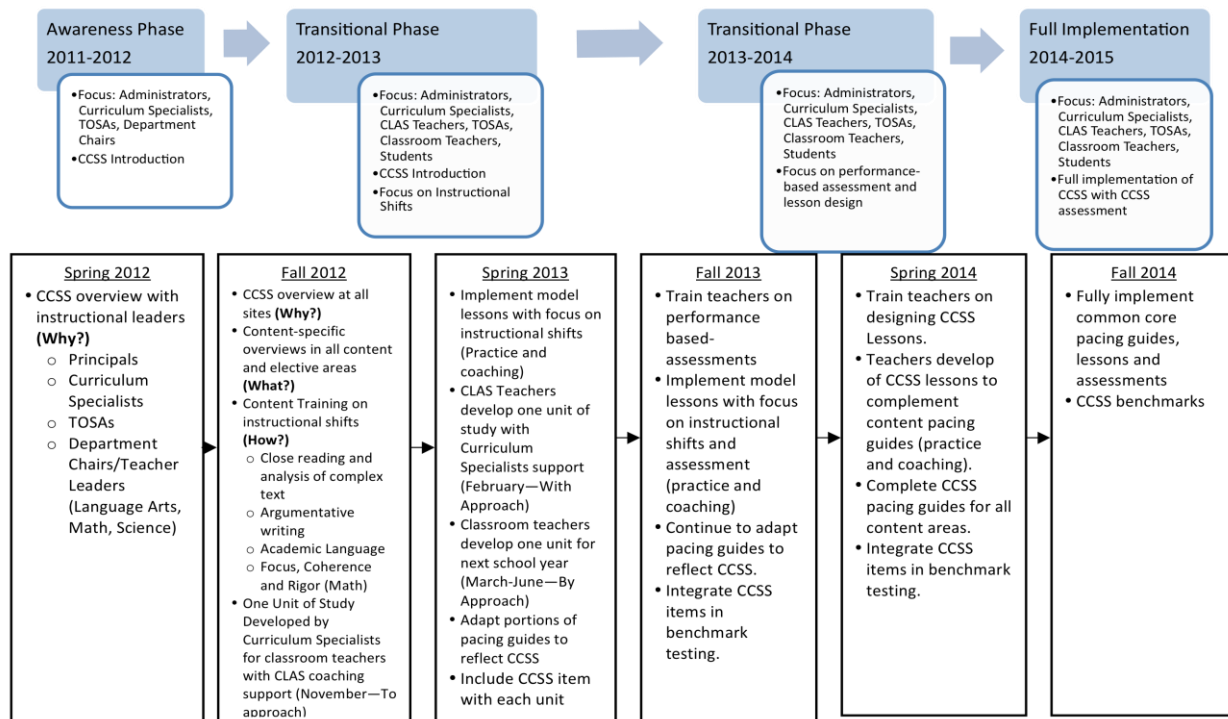


Specific implementation of the Common Core State Standards (CCSS) began through a District based Common Core Task Force planning team. This team worked to develop a four-year plan targeting full implementation of CCSS during the 2014-2015 school year. The two transitional phase years 2012-2013/2013-2014; mirror the CCSS methodology of staircase tasks in order to build capacity.



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SAUSD Common Core State Standards (CCSS) Transition Plan August, 2012



Building Capacity

Our method of building capacity is based on research by Joyce and Showers and Linda Darling Hammond, which emphasize consistent and targeted support through a gradual release of responsibility. The Certificated Learning and Achievement Specialists (CLAS teachers), curriculum specialists and administration will support the implementation of the units through strategic and continuous bi-weekly professional development. The 2012-2013 school year began with every teacher in SAUSD learning about the history, foundational tenets and key instructional shifts of the Common Core. The common experience provided a shared focus among the staff and encouraged the use of common instructional language. During the fall of 2012, teachers are learning and applying specific key instructional strategies found within the units of study to prepare them for the implementation of the first unit in November.

Our CLAS teachers, who are teacher strategists, provide job embedded peer-to-peer personalized support to each teacher at their site. Our model illustrates a systematic, strategic implementation that promotes teacher learning through demonstration lessons with complex text, side-by-side teaching and modeling with follow-up coaching.

<p>Year 1 CLAS Expectations</p> <ul style="list-style-type: none"> •Build sustained relationships •Facilitate the district vision and structure for implementation of Common Core •Introduce units of study modeling instructional shifts that improve student learning 	<p>Year 1 Clear Focus on Learning</p> <ul style="list-style-type: none"> •Model instructional shifts •Model Common Core instructional units highlighting cross-curricular connections 	<p>Year 1 Commitment and Capacity</p> <ul style="list-style-type: none"> •Provide support to site during site level professional development •Provide side-by-side coaching with identified classroom teachers •Support identified grade level/content specific teams 	<p>Year 1 Comprehensive Accountability</p> <ul style="list-style-type: none"> •Assist with unit embedded performance based assessments (pre/post) •Assist with analyzing of student performance through school-wide Key Performance Indicators (KPI)
<p>Year 2 CLAS Expectations</p> <ul style="list-style-type: none"> •Expand relationships into coaching role •Expand capacity to facilitate site level implementation of Common Core •Assist teachers in creating CCSS units and lessons to increase student learning 	<p>Year 2 Clear Focus on Learning</p> <ul style="list-style-type: none"> •Assist with full implementation of district-wide instructional strategies •Model Common Core instructional shifts highlighting College and Career Readiness (CCR) anchor standards 	<p>Year 2 Commitment and Capacity</p> <ul style="list-style-type: none"> •Provide support to site during site level professional development •Provide side-by-side coaching to classroom teachers •Support grade level/content specific teams 	<p>Year 2 Comprehensive Accountability</p> <ul style="list-style-type: none"> •Assist with pilot of implementation of computer based performance assessments •Assist with analyzing of student performance through student sub group Key Performance Indicators (KPI)
<p>Year 3 CLAS Expectations</p> <ul style="list-style-type: none"> •Develop a core team of teacher leaders to support full implementation •Effectively transition to full implementation of Common Core •Assist with unit and lesson implementation for Smarter Balanced Assessments 	<p>Year 3 Clear Focus on Learning</p> <ul style="list-style-type: none"> •Assist with full implementation of district-wide instructional strategies •Focus on cross-curricular connections for College and Career Readiness (CCR) anchor standards 	<p>Year 3 Commitment and Capacity</p> <ul style="list-style-type: none"> •Provide support to site during site level professional development •Provide side-by-side coaching to classroom teachers •Support grade level/content specific teams 	<p>Year 3 Comprehensive Accountability</p> <ul style="list-style-type: none"> •Assist with implementation of high stakes Common Core assessments •Assist with analyzing of student performance through grade level/course specific Key Performance Indicators (KPI)

Beginning in the fall of 2012, district and site administration began site instructional reviews at all sites outlining the upcoming instructional shifts and matching current District practices and initiatives to specific shifts. (Thinking Maps, Academic Language, language and content objectives, Cognitively Guided Instruction, GLAD strategies, Multi-tiered Systems of Support) The site review provided for individualized coaching and professional development for each school site. Initial units of study were rolled out to all students in October 2012 using District created units and lessons.

Administrator Training:

In order to ensure that the site administration is a skilled and knowledgeable instructional leader, site administration will receive on-going professional development focusing on Common Core instructional shifts, leadership development and change theory.

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Staff Development Calendar

Month	Topics	Admin	CLAS	Teachers	Classroom Evidence
August – September	Unwrapping Common Core State Standards (Deconstruction): Cognitive Coaching (CLAS only)	Sept 11 *Sept 25	Sept 7	Site-based Commonalities of CCSS w/ current standards/ identify instructional shifts	
September	21 st Century Learning Skills Close Read Big Idea Essential Questions	Sept 20	Sept 21 Sept 28	Site-based Focus: Close Read based on Big Idea & Essential Questions	Objectives clearly stated and visible Close Read Strategy being used
October	Units of Study	Oct 18 *Oct 23	Oct 5 Oct 19 Oct 26	Site-based Focus: Units of Study Student Collab models	Objectives visibly aligned with instruction- Collaboration models
November	Units of Study	Nov 8	Nov 2 Nov 16 Nov 30	Units of Study	Teachers implementing Units of Study
December	Formative and Summative Assessments 21 st Century Learning/Collaboration/Critical Thinking/Communication/Text	Dec 13	Aug 7-9 (D. Lapp) Dec. 7	Site-based training: Text dependent questioning/ Training and practice with complex text Student Collaboration models	Teachers implementing Units of Study Students beginning to use text to argue short answer teacher created prompts (ELA) in collaborative groups/Critical Thinking
January	Dependent Questions 21 st Century Learning Skills/Collaboration/communication/Critical Thinking	Jan 31	Jan 11 Jan 18 Jan 25	Site based training: Concept/ Context/ Functional language	Academic language displayed in classroom and student work samples
February-March	Academic Vocabulary/Concept/ Content/Functional	Feb 21	Feb 1 Feb 15	Site-based training: basal alignment focusing on text dependent questions	Student Collaboration discussions/ student writing samples
March-May	Discussion and Writing based on text dependent question Creation of Lesson & Unit Plans 21 st Century Learning	Mar 31 Apr 18	Mar 1 Mar 15 Mar 22 Mar 29 Apr 12 Apr 19 Apr 26 May 3	Site-based teacher groups create unit/lesson plan for implementation, 2013-2014	Units including text aligned w/ CCSS and cross-curricular integrated informational text
June				Have the knowledge, resources and practice to implement a Unit of Study aligned to CCSS beginning school year 2013=2014	Students using 21 st Century Learning skills/Collaboration/Communication/Critical Thinking/ Creativity/ Student reading/ writing/ speaking samples emphasize CCSS instructional shifts

District Support Capacity:

A restructuring of the Educational Services division began in September of 2011 to create a system of support that leverages support services to sites through a coordinated effort. The CLAS teacher is serving as the primary conduit of teacher coaching while Educational Services creates the curricular and support framework for the implementation. Specific attention has been given to coordination within Educational Services division to improve capacity of the division. The team is focused on expanding to a PK-12 alignment of curriculum and services.

Curriculum:

A key component of our four-year implementation plan is the development of our Common Core units of study using our current curriculum. The development of units of study and corresponding individual lessons began in the spring of 2012. Through the combined efforts of curriculum specialists, teacher leaders and Educational Services staff; units of study were developed in the spring and summer of 2012 and piloted during the summer extended learning program. These units of study were also evaluated by seven stakeholder groups including: The Council of Great City School, SAUSD Common Core Task Force, CLAS focus group, West Ed, Understanding Language Project, teachers piloting the units of study and the curriculum specialists. The units were revised to reflect the input/feedback from all stakeholders.

The units of study will provide the teachers with a context in which to fluidly use high leverage instructional strategies throughout the P-12 continuum that have shown success in accelerating achievement with English Learners including:

- **Thinking Maps**—Students have visual patterns to work collaboratively for deeper comprehension in all content areas at all grade levels. Students use Thinking Maps for organizational structure and to think critically such as compare and contrast, cause and effect and analogies
- **Linguistic Frames**—Provides EL students with a language support that helps address the two features of text that are most predictive of student difficulty—syntax and vocabulary
- **GLAD Strategies**—Visual supports with multiple opportunities to discuss the topic using academic language in a collaborative setting through chants, visual depictions with labels and explanations of cognitively demanding content
- **Language and Content Objectives/Expectations**—To frame the lesson so the students know what they are expected to learn and engage in. The language objectives reflect California’s Next Generation English Language Development Standards’ three communication modes of interpretative, collaborative and productive and the three newly established proficiency levels
- **Depth and Complexity Thinking Icons**—Allow students to use icons to stimulate higher level thinking such as seeing patterns, ethical issues and multiple perspectives

The units of study move from abstract notions of theme to content rich and widely applicable topics that contain 5 keys elements included to address our English Learners:

1. **Responsive lessons that are meant to “Prepare the Learner”** through
 - a. background information and academic language that a student may need to know for an interdisciplinary unit
 - b. practice the rules of collaboration necessary to work effectively with partners and groups as they will in 21st Century careers
 - c. prepare the students for close reads with complex texts through text sets

2. **Close Reads with Complex Text including Text Dependent Questions**
 - a. Requires students to use evidence from the text to support their claim
 - b. Provide opportunities to practice speaking and listening
 - c. Appropriate scaffolding so all students can understand what is being asked
 - d. Check in questions at tricky or key points in the text
 - e. Includes multiple readings
 - f. Engaged discussions alone will not make better readers unless the text is the center of the discussion

3. **All lessons and culminating activity link back to a big idea and essential questions to**
 - a. provide context to students' learning
 - b. learn concrete knowledge applicable the real-world situations/contexts

4. **High focus on academic language through Tier II (general academic words) and Tier III (specific to a domain or field of study) words**
 - a. Tier II words can be most frequently occurring members of the word family such as analyze, constitute, establish, involve
 - b. Tier II words generally are not explicitly taught but can be difficult to access through context cues
 - c. Tier III are low frequency of use, often limited to special, specific domains such as igneous, metamorphic, Revolutionary War, economics
 - d. High School students need sufficient academic/meaningful language to read texts

5. **Differentiation at both the unit and lesson level**
 - a. Apprenticeship model that takes the students through a sequence of tasks from preparing the learner, interacting with the text and extending the learning
 - b. Scaffolds help English Learners access grade level appropriate text
 - c. Addresses both macro scaffolding (designed in)—classroom organization, classroom goals, selection and sequencing of text
 - d. Addresses micro scaffolding which is contingent or responsive to student needs such as chunking of text, recapping (summarizing) student words
 - e. Gradual release of responsibility to the students “To-With-By”

Performance Indicators:

Throughout the school years, student learning will be assessed to inform practice and monitor implementation of best practices and Common Core. SAUSD developed a data dashboard to dynamically communicate district and school progress for meeting college and career readiness indicators and measures. Specific performances indicators on rate of the acquisition of English language proficiency, years in program and redesignation will ensure that long term English Learners receive responsive support.

An emphasis on formative assessments will take on new prominence, as teachers will be required to personalize teaching. The ability of teachers to analyze data and more importantly know how to use the assessments to effectively scaffold student learning will be vital to English Learners' learning. Part of these formative assessments are performance based assessments and End-of-Course exams.