

# MOVING FORWARD

## WITH COMMON CORE STATE STANDARDS

Fostering a Learning Culture for  
English Learners and Their Teachers

February 25, 2014

Hilton Irvine/Orange County Airport



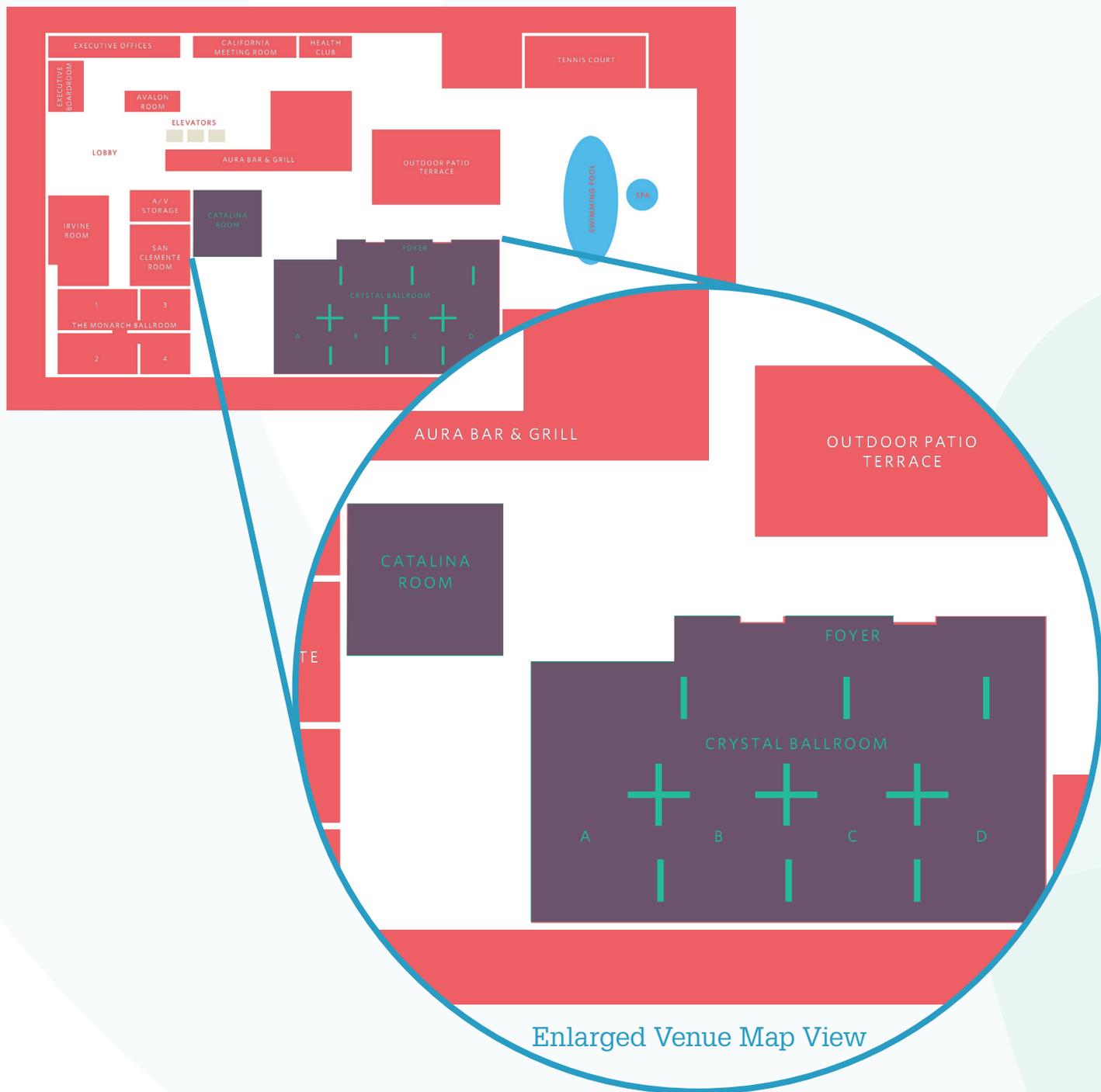
Conference materials may  
be downloaded at:

<https://wested.box.com/ccssel25>



CALIFORNIA  
EDUCATION  
PARTNERS

# Hilton Irvine/Orange County Airport Venue Map



Enlarged Venue Map View

Dear Participants:

Welcome to *Moving Forward with Common Core State Standards: Fostering a Learning Culture for English Learners and Their Teachers!* The Regional Educational Laboratory West at WestEd, California Collaborative on District Reform at AIR, and California Education Partners are pleased to continue their partnership in co-sponsoring this day-long symposium.

We are delighted to offer an opportunity for district and county teams to engage in rich discussion of pressing concerns and issues related to meeting the needs of English learners in the implementation of the Common Core State Standards.

We welcome back all of you who joined us for one or more of our preceding conferences:

- August 2012: *Collaborating for Success: Implementing the Common Core State Standards in California*
- June 2013: *Moving Forward: Common Core State Standards Implementation and Assessment*
- November 2013: *Moving Forward with Common Core State Standards: Harnessing the Power of Technology*

Today's event is an extension of some of the initial conversations and issues raised during those events, where district and county office leaders began talking about their needs in supporting English learners and their teachers to succeed with the new standards and assessments.

We look forward to a thoughtful series of conversations today as we dive deeper into these issues. We hope that you will leave the symposium having:

- Explored the latest research, resources, and promising practices to support English learners within the context of CCSS implementation;
- Learned about state-supported tools, frameworks, and professional learning modules, and how to access and incorporate them; and
- Connected with other district and county offices of education to share ideas and resources.

It is your feedback and ideas that have helped shape these events, so please fill out the feedback survey and share your thoughts and needs with us as you implement the Common Core State Standards. You are welcome to email us after the symposium at [relwestevents@wested.org](mailto:relwestevents@wested.org).

### **CCSS Symposium Planning Committee:**

- California Collaborative on District Reform at AIR: Mahala Archer, Jennifer O'Day
- California Education Partners: Natasha Hoehn
- REL West at WestEd: Mary Rauner, Meg Livingston Asensio, Lori Van Houten, Robert Linquanti, Pamela Spycher, Rachel Lagunoff, Melissa Josue, Marcelina Contreras

A very special thank you to California Education Partners for providing the food at this event!

# Agenda

TIME	ACTIVITY	LOCATION
8:30am—9:00am	Check-in and Networking Breakfast	Ballroom Foyer
9:00am—10:15am	<b>GENERAL SESSION</b>	Crystal Ballroom D
	<b>Welcome, Introductions, and Program Overview</b> <ul style="list-style-type: none"> <li>Natasha Hoehn, California Education Partners</li> </ul> <i>Changing Times, Changing Standards, Changing Teacher Expertise</i> <ul style="list-style-type: none"> <li>Aida Walqui, WestEd</li> </ul>	
10:15am—10:30am	Break and Move to Breakout Sessions	
10:30am—12:00pm	<b>SESSION I</b>	
	<i>Professional Learning at Your Fingertips: CDE's New English Language Development Standards Online Modules I—Getting Started</i>	Crystal Ballroom A1
	<i>2014 California ELA/ELD Curriculum Framework: Promoting a Culture of Learning for Teachers and Students</i>	Crystal Ballroom A2
	<i>Formative Assessment Practice with English Learners: What It Is and How Districts Can Foster It—Part I</i>	Crystal Ballroom B1
	<i>Six High-Leverage Practices for K-12 Content Writing</i>	Crystal Ballroom C1
12:00pm—12:45pm	Lunch	Catalina Ballroom
12:45pm—2:15pm	<b>SESSION II</b>	
	<i>Professional Learning at Your Fingertips: CDE's New English Language Development Standards Online Modules II—A Deeper Dive</i>	Crystal Ballroom A1
	<i>Bringing the New California ELA/ELD Curriculum Framework to Life: A Model for Professional Learning in a Culture of Learning</i>	Crystal Ballroom A2
	<i>Formative Assessment Practice with English Learners: What It Is and How Districts Can Foster It—Part II</i>	Crystal Ballroom B1
	<i>The Positive Effects of Promoting Student Talk for English Learners in STEM</i>	Crystal Ballroom C1
2:15pm—2:30pm	Break and Move to General Session	
2:30pm—3:30pm	<b>GENERAL SESSION</b>	Crystal Ballroom D
	<ul style="list-style-type: none"> <li>Table Discussions and Networking</li> <li>Closing Remarks and Feedback Survey</li> </ul>	
3:30pm	Adjourn	

# Session Descriptions

SESSION I: 10:30am—12:00pm

## **Professional Learning at Your Fingertips: CDE’s New English Language Development Standards Online Modules I—Getting Started**

The California English Language Development (CA ELD) Standards online professional learning modules (PLMs) are designed to help California educators understand the CA ELD Standards and how they can be used to guide instructional practice. Sessions I and II will provide an overview of the content, design, and professional learning approaches in each module. Participants will engage in a sample activity and discuss ideas for implementation in their local contexts. This session will focus on Module I, which provides an orientation to the CA ELD Standards, with concrete ideas for implementing them in different contexts.

- Elena Fajardo, English Learner Support Division, California Department of Education
- Marianne Justus, Comprehensive School Assistance Program, WestEd
- Carrie Roberts, Professional Learning Support Division, California Department of Education

## **2014 California ELA/ELD Curriculum Framework: Promoting a Culture of Learning for Teachers and Students**

The California Common Core State Standards, California ELD Standards, and 2014 California ELA/ELD Curriculum Framework represent California’s commitment to ensuring that all students are successful in school, can pursue their dreams, and contribute to the well-being of California and the global society. This session will provide an overview of the draft CA ELA/ELD Curriculum Framework and engage participants in a discussion about various aspects of the new framework that relate to the success of English learners, including implications for curriculum, instruction, integrated and designated ELD, assessment, and professional learning.

- Cynthia Gunderson, Curriculum Frameworks and Instructional Resource Division, California Department of Education
- Jo Ann Isken, Instructional Quality Commission, California Department of Education

## **Formative Assessment Practice with English Learners: What It Is and How Districts Can Foster It—Part I**

This session presents formative assessment as a pedagogical process to assist learning that occurs during instruction and actively involves teachers and students. Particular emphasis is placed on describing and illustrating (via video and other artifacts) classroom practices that foster students’ academic uses of language while they engage in disciplinary practices of different academic content areas. Key evidence-based strategies explored will include clarifying learning goals and success criteria; eliciting and interpreting real-time evidence of student learning; using descriptive feedback to guide learning; engaging students as active owners of their own learning and as resources to one another (peer- and self-assessment); and closing the gap between desired goals and current understanding using a collaborative classroom environment.

- Margaret Heritage, Center for Research on Evaluation, Standards, and Student Testing, UCLA
- Robert Linqanti, English Learner Evaluation and Accountability Support Program, WestEd
- Aida Walqui, Teacher Professional Development Program, WestEd

# Session Descriptions (continued)

## **Six High-Leverage Practices for K-12 Content Writing**

Participants will explore research-based writing practices in K-12 writing instruction. This session will provide examples of interactive, differentiated activities that foster first and second language writing across content areas. The session will be facilitated by presenters from Writing Reform and Innovation for Teaching Excellence (WRITE), a national academic-excellence model for sustained professional development in writing. WRITE prepares all students to write effectively and think critically, while also providing differentiated strategies to meet the needs of English learners and struggling writers.

- Kristen Blake, WRITE Institute, San Diego County Office of Education
- Julie Goldman, WRITE Institute, San Diego County Office of Education

## **SESSION II: 12:45pm—2:15pm**

### **Professional Learning at Your Fingertips: CDE's New English Language Development Standards Online Modules II—A Deeper Dive**

The California English Language Development (CA ELD) Standards online professional learning modules (PLMs) are designed to help California educators understand the CA ELD Standards and how they can be used to guide instructional practice. This session will focus on Module II, which provides deeper learning about implementing the CA ELD Standards in different contexts, including examples for implementing the CA ELD Standards in elementary, middle, and high school classrooms, in tandem with the Common Core State Standards for ELA/Literacy. Participants will engage in a sample activity and discuss ideas for implementation in their local contexts.

- Elena Fajardo, English Learner Support Division, California Department of Education
- Marianne Justus, Comprehensive School Assistance Program, WestEd
- Carrie Roberts, Professional Learning Support Division, California Department of Education

### **Bringing the New California ELA/ELD Curriculum Framework to Life: A Model for Professional Learning in a Culture of Learning**

This session will continue discussion of the new CA ELA/ELD Curriculum Framework and share ideas from recent professional learning where the draft framework was used to support teachers to implement powerful instruction for English learners. Presenters will propose a model for professional learning that promotes and fosters a learning culture, both within classrooms and among educators, and model an illustrative lesson from an interdisciplinary unit featured in the framework so that participants experience using the CA ELD Standards and the CCSS for ELA/Literacy for integrated and designated ELD.

- Maria Larios-Horton, English Language Support Services, Santa Barbara County Education Office

# Session Descriptions (continued)

## **Formative Assessment Practice with English Learners: What It Is and How Districts Can Foster It—Part II**

This session will focus on local policies, systems, and supports needed to promote and sustain formative assessment practices. Emphasis is placed on ensuring that: teacher professional learning approaches model good formative assessment practice; teacher evaluation systems value and support formative assessment for teachers and students; and teacher recruitment and induction practices value formative assessment expertise. Examples of how these approaches can be integrated with implementation of new college- and career-ready standards, corresponding ELD standards, and educator assessment literacy in order to foster a learning culture supportive of all students and teachers will be shared.

- Margaret Heritage, Center for Research on Evaluation, Standards, and Student Testing, UCLA
- Robert Linqanti, English Learner Evaluation and Accountability Support Program, WestEd
- Aida Walqui, Teacher Professional Development Program, WestEd

## **The Positive Effects of Promoting Student Talk for English Learners in STEM**

In this interactive session, participants will review the research showing the positive effects of promoting speaking and listening standards for ELs in STEM content. The presenters will share an observation tool that documents speaking and listening opportunities in classrooms. Participants will engage in a sample STEM lesson that incorporates speaking and listening standards.

- Terry Shanahan, California Science Project, University of California, Irvine
- Lauren Shea, California Science Project, University of California, Irvine

# Keynote Speaker



## Aída Walqui

As Director of the Teacher Professional Development Program at WestEd, Aída Walqui is responsible for two major national lines of work, *The Strategic Literacy Initiative*, and *Quality Teaching for English Learners*, both committed to supporting teacher learning throughout their careers, from recruitment and preservice through induction and life-long

learning. Previously, Walqui taught high school in Salinas, California, for six years, and she was an assistant professor in the Division of Education at the University of California, Santa Cruz, and in the School of Education at Stanford University, where she coordinated the Cross-Cultural, Linguistic, and Academic Development emphasis in the Stanford Teacher Education Program. She has also taught in other universities in Perú, México, and England.

Walqui has authored an ethnographic study of immigrant students in secondary schools in the United States; a book for teachers of Spanish as a second language in Andean countries; a book on the teaching of indigenous languages in intercultural, bilingual programs; two books for the study of Spanish for Spanish speakers in American schools; and a number of articles in journals and edited volumes. In 2010 she co-authored with Leo van Lier *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*, and a white paper on educational conceptualizations of language.

A member of several national and international teacher professional development advisory boards, Walqui is frequently invited to speak on teacher growth in school contexts characterized by cultural and linguistic diversity. She is one of the founding members of the Stanford University *Understanding Language* initiative, and co-wrote three of the seminal white papers that lay out a vision for the education of English language learners in an era of Common Core State Standards. (<http://ell.stanford.edu/publication/1-realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary>)

A native of Perú, Walqui received her Licenciatura in Literature from the Universidad Nacional Mayor de San Marcos in Lima. She holds an MA in sociolinguistics from Georgetown University, and a PhD in language, literacy, and culture from Stanford University.

# Presenter Biographies

*Mahala R. Archer* is a technical assistance consultant at American Institutes for Research (AIR). Currently, she is assisting districts in the transition to California's new school finance and planning system, directing AIR's work with the Regional Educational Laboratory West, and developing a set of profiles on promising turnaround practices in schools, districts, and states.

*Kristen Blake*, Coordinator for the WRITE Institute of the San Diego County Office of Education, manages elementary curriculum and training. She has over 20 years' experience in second language acquisition and educational technology.

*Matthew J. Doyle* is Executive Director for the Vista Unified School District. He primarily oversees curriculum and instruction for preschool through adult transition. His current emphasis is on leading the school district and community through a strategic planning process that will culminate in the Blueprint for Educational Excellence and Innovation.

*Elena Fajardo* is currently Administrator for the Language Policy and Leadership Office in the English Learner Support Division of the California Department of Education. Her office is responsible for the implementation of the English Language Development Standards, Title III grant awards, and Federal Program Monitoring activities, as well as other state initiatives for English learners. Fajardo has both site- and district-level administration and many years of classroom experience.

*Cynthia Gunderson* works as an Education Programs Consultant in the Curriculum Frameworks and Instructional Resource Division at the California Department of Education. Since 2010, her focus has been on the implementation of the CCSS for ELA/Literacy, and she is the lead consultant for revision of the 2014 English Language Arts/English Language Development Framework. Cynthia is also a part of California's State Leadership Team working on the development of the digital library for the Smarter Balanced Assessment Consortium.

*Julie Goldman*, Coordinator for the WRITE Institute of the San Diego County Office of Education, manages secondary curriculum and training. She has over 20 years' experience in second language writing.

*Margaret Heritage* is Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her current work at CRESST focuses on data use for school improvement, including formative assessment, and on teacher evaluation. Among her publications are two books: *Formative Assessment for Literacy and Academic Language* (2008), co-authored with Alison Bailey, and *Formative Assessment: Making It Happen in the Classroom* (2010).

*Natasha Hoehn* is President and Senior Partner of California Education Partners and Executive Director of the Silver Giving Foundation. Drawing on her varied background in education—as a teacher, policy analyst, communicator, advocate, and evaluator—she stewards numerous efforts to support strategic reform and engage civic leadership in California's public schools. Hoehn currently serves as chair of San Francisco's After School for All Council, and previously worked as an executive-on-loan to the San Francisco School Alliance.

# Presenter Biographies (continued)

*Joann Isken* currently serves as Chair of the English Language Arts/English Language Development Subject Matter Committee of the Instructional Quality Commission and led the revision of the ELA/ELD Framework. An educator for 25 years, Isken has been a principal, classroom teacher, and university instructor, and for the past three years has served as Assistant Superintendent of Instructional Services for the Lennox School District.

*Marianne Justus*, a Professional Development Provider in the Comprehensive School Assistance Program (CSAP) at WestEd, provides ongoing support to high-need schools throughout California and Arizona as part of CSAP's English Language and Literacy Acceleration (ELLA), a research-based professional development project that supports the improvement of academic literacy instruction for pre-K through 8th-grade students. She has also contributed to the California English Language Development (ELD) professional learning module for the California Department of Education.

*Carrie Roberts* is currently the administrator of the Literacy, History, and Arts Leadership Office in the Professional Learning Support Division at the California Department of Education. She has also worked as a teacher and reading specialist in the Eureka Union School District and the Natomas Unified School District.

*Maria Larios-Horton* is Director of English Learners Support Services for the Santa Barbara County Education Office and has been a member of CDE's Bilingual Coordinators Network since 2008. She has helped districts serve English learners through monthly EL Network meetings, Title III technical assistance, support for dual language programs, and professional learning. She has been a lead presenter of signature programs for the California Reading and Literature Project since 2005.

*Robert Linqunti* is Project Director for English Learner Evaluation and Accountability Support and Senior Research Associate for the California Comprehensive Center at WestEd. He co-leads the center's Common Core implementation support efforts with the California Department of Education, and serves on the Smarter Balanced Assessment Consortium EL Advisory Committee; the Council of Chief State School Officers (CCSSO) ELL Assessment Advisory Task Force; the national ELL Policy Working Group; and Stanford University's *Understanding Language* Initiative.

*Terry Shanahan* has served as Co-Director of the California Science Project at the University of California, Irvine since 1999 and has developed science curriculum with a special focus on English learner strategies since 2000. With her colleague, Lauren Shea, she has published several articles about the positive effect of intentional student talk strategies in supporting English learner achievement in science and math.

*Lauren M. Shea* is Co-Director of the California Science Project at the University of California, Irvine. As a former classroom teacher with a background in language and literacy development, she currently works with teachers to best integrate EL strategies in content. She also conducts research in this area.



## *The California Collaborative on District Reform*

The California Collaborative on District Reform, an initiative of the American Institutes for Research, aims to inform district-level efforts to improve instruction and outcomes for all students by bringing together researchers, practitioners, policymakers, and funders for ongoing dialogue and collective problem solving. The Collaborative engages in four primary activities: (1) building the knowledge base on effective district practice through meetings of members and sharing of research; (2) providing support for specific improvement efforts within and across districts through a set of special projects; (3) creating avenues to inform state policy grounded in both research and district practice, including targeted working groups and meetings; and (4) disseminating lessons from our work to other districts and stakeholders throughout California. Through these efforts, the Collaborative has developed and continues to develop a deeper knowledge base on district improvement strategies; stronger, ongoing connections and networks among California researchers, practitioners, policymakers, and funders; deeper partnerships among participating district leaders and their teams; and incorporation of the district perspective and district practitioner voice in the work of state policymakers, researchers, and funders. For more information about the Collaborative, its members, and its work, please visit [www.cacollaborative.org](http://www.cacollaborative.org).



## *California Education Partners*

California Education Partners is a nonprofit organization founded in 2011 that supports learning and collaboration between California's school districts and their partners to improve student success. Building on the most up-to-date research, expertise, and current advances in the field, we exist to help school districts across California partner with and learn from each other; to improve, innovate, and build internal capacity as learning organizations; and to design and implement programs and policies that advance student achievement in their respective districts and, potentially, in districts throughout California. The organization itself is not a delivery mechanism for quality and excellence and intentionally does not recreate or compete against competent systems or providers. Rather, we serve to identify, document, elevate, and broker the expertise that exists in districts and to provide the structure, support, and opportunity that lead to high-quality collaboration. Our current focal program is CORE, a collaboration of ten California school districts: Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana.

## *REL West at WestEd*

The Regional Educational Laboratory West (REL West) at WestEd, serving Arizona, California, Nevada, and Utah, is part of a national network of 10 RELs funded by the U.S. Department of Education's Institute of Education Sciences, whose mission is to provide research, analytic support, and resources that increase the use of high-quality data and evidence in education decision-making.

Most REL work is carried out in partnership with educators through REL West's eight regional research alliances. Alliances consist of multiple stakeholders, from schools and districts to states and other support partners, that share a common goal. REL West's role is to provide coordination, research, and analytic support.

Each REL West research alliance addresses one or more of four priorities that are critical to the region's education improvement efforts. These priorities reflect an ongoing and continuous needs assessment conducted to ensure that our work is meeting our constituents' needs to:

- Increase college and career readiness and success
- Strengthen educator effectiveness
- Accelerate achievement among English learners
- Enhance school climate and student achievement in low-performing schools

Current alliances include the California Office to Reform Education (CORE) Alliance, Community College Alliance on Career and Technical Education, Dropout Prevention Alliance for Utah Students with Disabilities, Educator Effectiveness Alliance, English Learner Alliance, Middle Grades School Climate Alliance, Nevada Education Research Alliance, and Silicon Valley Research Alliance. For more information on the alliances and REL West's work, please visit our website: [relwest.WestEd.org](http://relwest.WestEd.org).



Please take a few minutes to complete the feedback survey.

It is also available online at <https://www.surveymonkey.com/s/ccssel25>