

# MOVING FORWARD

## WITH COMMON CORE STATE STANDARDS

Fostering a Learning Culture for  
English Learners and Their Teachers

February 26, 2014

Hilton Oakland Airport



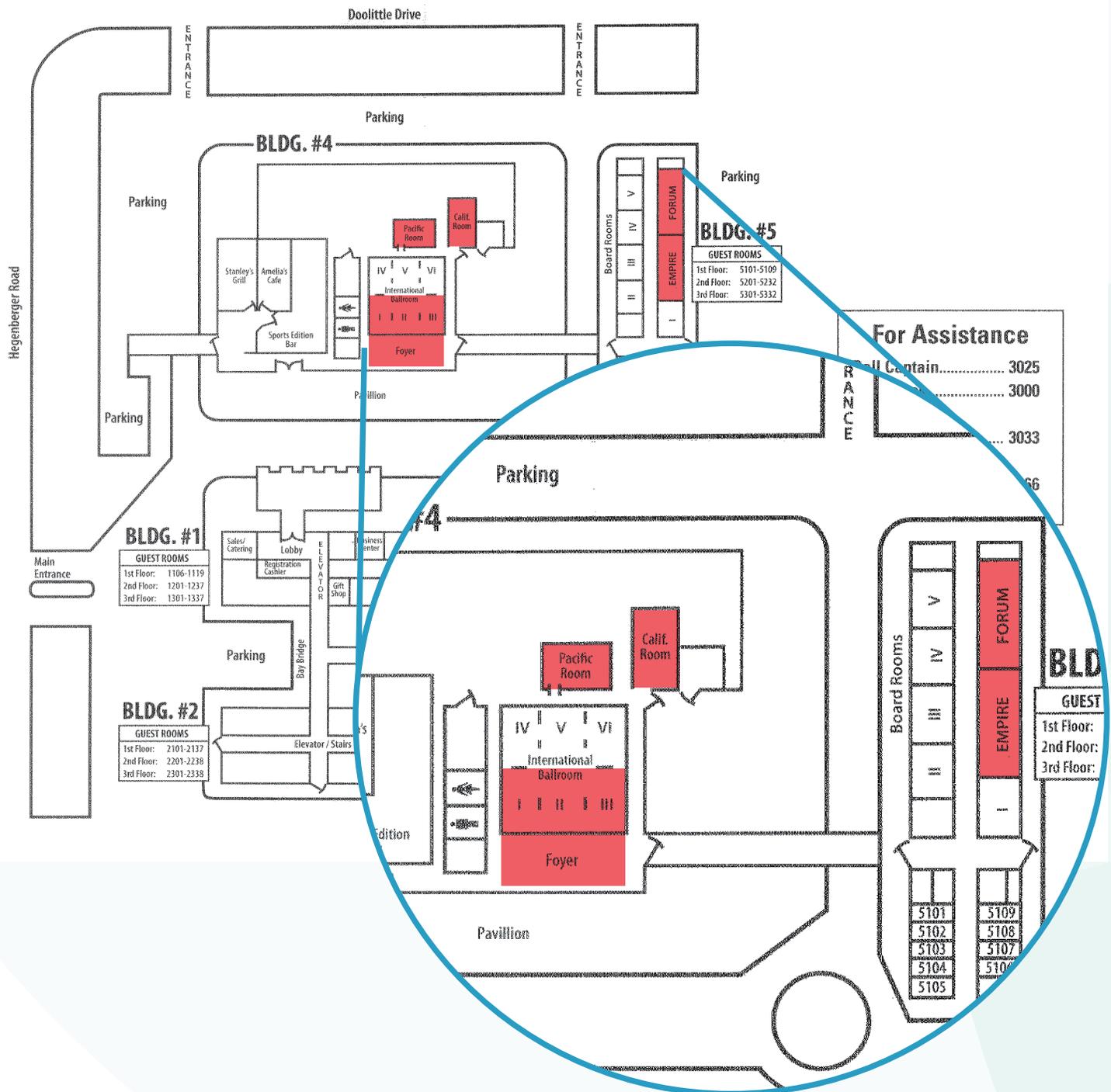
Conference materials may  
be downloaded at:

<https://wested.box.com/ccssel26>



CALIFORNIA  
EDUCATION  
PARTNERS

# Hilton Oakland Airport Venue Map



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 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>	International I, II, III
	<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>	Pacific
	<i>2014 California ELA/ELD Curriculum Framework: Promoting a Culture of Learning for Teachers and Students</i>	California
	<i>Formative Assessment Practice with English Learners: What It Is and How Districts Can Foster It—Part I</i>	Forum
	<i>Improving Access to CCSS and STEM for English Learners</i>	Empire
12:00pm—12:45pm	Lunch	International I, II, III
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>	Pacific
	<i>Bringing the New California ELA/ELD Curriculum Framework to Life: A Model for Professional Learning in a Culture of Learning</i>	California
	<i>Formative Assessment Practice with English Learners: What It Is and How Districts Can Foster It—Part II</i>	Forum
	<i>District Planning for ELs and Their Teachers</i>	Empire
2:15pm—2:30pm	Break and Move to General Session	
2:30pm—3:30pm	<b>GENERAL SESSION</b>	International I, II, III
	<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.

- Karen Cadiero-Kaplan, English Learner Support Division, California Department of Education
- Rachel Lagunoff, 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.

- Kristen Cruz Allen, Curriculum Frameworks Unit, California Department of Education
- Bill Honig, Instructional Quality Commission, California Department of Education
- Pamela Spycher, California Comprehensive Center, WestEd

## **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.

- Robert Linqanti, English Learner Evaluation and Accountability Support Program, WestEd
- Aida Walqui, Teacher Professional Development Program, WestEd

# Session Descriptions (continued)

## **Improving Access to CCSS and STEM for English Learners**

This session will present current information on science discourse and research PK-12 to more effectively assist English language learner students to meet the literacy across the curriculum requirement of the CCSS. The session will include suggestions for professional development as well as general teaching practices.

- Diane August, American Institutes for Research
- Sara Dozier, Integrated Middle School Science Partnership
- Dawn O'Connor, Integrated Middle School Science Partnership and Alameda 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.

- Karen Cadiero-Kaplan, English Learner Support Division, California Department of Education
- Rachel Lagunoff, 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 on 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, Santa Barbara County Education Office
- Pamela Spycher, California Comprehensive Center, WestEd

# 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

- Robert Linquanti, English Learner Evaluation and Accountability Support Program, WestEd
- Aida Walqui, Teacher Professional Development Program, WestEd

## **District Planning for ELs and Their Teachers**

In light of recent reforms in California, new state finance and accountability policies (LCFF/LCAP), new standards and frameworks, and new assessments, districts have an opportunity to re-envision programming for English learners and the teachers who serve them. Districts have approached this challenge in different and innovative ways. This session will offer district leaders the opportunity to hear from practitioners regarding their process, successes, and lessons learned when planning and implementing comprehensive programs to foster a learning culture for English learners and their teachers.

- Mahala Archer, American Institutes for Research
- Matt Doyle, Vista Unified School District
- Maria Santos, Oakland Unified School District

# 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.

*Diane August* is a managing director at American Institutes for Research (AIR) and is responsible for directing the English language learner (ELL) work for the Education Program. Her area of expertise is the development of science and literacy in second-language learners in grades PK-12. Currently, she is assisting several states and districts in implementing the Common Core State Standards for ELLs.

*Karen Cadiero-Kaplan* is Director of the English Learner Support Division in the California Department of Education. She is a professor of Education from San Diego State University and former chair of the Department of Policy Studies in Language and Cross-Cultural Education. She is past President of the California Association of Teachers of English to Speakers of Other Languages (CATESOL) and Californians Together.

*Kristen Cruz Allen* currently serves as the administrator of the Curriculum Frameworks unit at the California Department of Education. She supervised the recent update of the mathematics and English language arts/English language development frameworks based on the Common Core State Standards. She is also a member of California's State Leadership Team, working on development of the digital library for the Smarter Balanced Assessment Consortium.

*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.

*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.

*Sara Dozier* is a Science Coordinator for the Integrated Middle School Science Partnership. Her focus is working with teachers and administrators to create sustained, engaging, and responsive professional learning opportunities to support educators as they explore the new challenges and opportunities associated with the Common Core State Standards and Next Generation Science Standards.

*Bill Honig* is Chair of the Instructional Quality Commission of the California Department of Education. He was Superintendent of Public Instruction in California from 1983-1993 and has been the president of the Consortium for Reaching Excellence since 1995. He is the author of *Teaching Our Children to Read* (2nd edition) and a co-author of *The Teaching Reading Sourcebook* (2nd edition).

## Presenter Biographies (continued)

*Rachel Lagunoff* is a Senior Program Associate in WestEd's Comprehensive School Assistance Program. She supports schools, districts, and states in implementing content standards and assessments, with special emphasis on K-12 and adult English language development and English language arts. She is a co-developer of the California English language development standards as well as the California Department of Education's online professional learning modules on the standards.

*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.

*Maria Santos* is Deputy Superintendent for Instruction, Leadership, and Equity in Action for the Oakland Unified School District. She has designed and developed strategic initiatives and resources for nonprofit organizations that provide state and national support, and previously served in senior administrative positions in the New York City Department of Education and San Francisco Unified School District.

*Dawn O'Connor* serves as Project Director and Co-Principal Investigator for the Integrated Middle School Science (IMSS) Partnership and as the Science Director for Alameda County Office of Education. IMSS supports teachers from partnering districts by providing content professional development from California State University, East Bay science faculty; mentoring and developing teacher leaders; and supporting professional learning communities through the lesson study process and in-district PD days.

*Pamela Spycher*, a Senior Research Associate at WestEd, was a lead writer of the California 2012 English Language Development (ELD) Standards and of the new California ELA/ELD Curriculum Framework, as well as project director for the California 2012 ELD Standards online professional learning modules. She recently edited the book *The Common Core State Standards in English Language Arts for English Language Learners: Grades K-5* (available in 2014 from TESOL Press).

*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.



## *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/ccssel26>