Introductions

Presenters:

- Christina Brown, Senior Director, Instruction and Assessment, CCE
- Sarah Ottow, Director, ELL Programming, CCE
- Allison Audet, History Teacher, Worcester Public Schools
About CCE’s Vision for Schools

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.

A CCE Program

- Partnership:
  - CCE
  - Worcester Public Schools
  - Cambridge College
- Intensive ESL Masters and Teaching License cohort model
- Inquiry framework to deepen classroom application of key learning
- High-rigor, asset-based approach to teaching ELLs
Logistics

Questions:
- Please use the chat box in the lower left-hand corner of the screen to ask questions. We will answer as many as we can throughout the presentation.
- We will have a few questions for you to answer in the chat box during the presentation to encourage interaction.

Materials posted:
- Webinar recordings, slides and other resources will be archived at http://www.qualityperformanceassessment.org/webinars/.
- All tools referenced in this webinar and in the QPA Guide are available on the QPA website for free with login.
- We will send follow up email when materials are posted.
Learning Objectives

Participants will:

- Develop a vision for instructional design and performance assessment that maintains high rigor for ELLs;
- Understand how to align curricular standards to appropriate linguistic tasks for different levels of English proficiency;
- Learn from one teacher’s work that fosters metacognition, vocabulary development in all language domains, and encourages real-world application of skills and concepts.
Agenda

- **Webinar Overview**
  Christina Brown, Center for Collaborative Education

- **Principles and Tools for Teaching ELLs**
  Sarah Ottow, Center for Collaborative Education

- **A Teacher’s Perspective on Instructional Design**
  Allison Audet, History Teacher, Worcester Public Schools

- **Questions and Discussion**

- **Tools, Resources, and Closing**
The National Context

Figure 1. Percentage of public school students who are English language learners (ELL), by state: School year 2010-11

What the Research Says

Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools

Miren Uriarte, Faye Karp, Laurie Gagnon, Rosann Tung, Sarah Rustan, Jie Chen, Michael Berardino and Pamela Stazesky with Eileen de los Reyes and Antonieta Bolomey
The Reality for ELLs

- High level of drop outs
- High level of suspensions
- High level of being retained
- Issues with Special Education services
- A “culture of failure”

- Uriarte, Tung, Karp, et al. (2011)
What the Research Says
What We Can Do

- Coherent, standards-based curriculum
- Explicit teaching of all aspects of English
- Opportunities to use English authentically
- Multiple forms of assessment

- Tung, Uriarte, Diez, et al. (2011)
The Opportunity Gap

“Despite the best efforts of America's educators to bring greater equity to our schools, too many children- especially low-income and minority children- are still denied the educational opportunities they need to succeed.”

Russlynn Ali
Assistant, Secretary for Civil Rights
U.S. Department of Education

Starting with the “End in Mind”
Common Core Shifts

- Writing and reading for different tasks, purposes, and audiences
- Connecting reading, writing, speaking, & listening
- Academic language
- Reading and writing a wide variety of text types

All teachers are language teachers!
Key Principles

- Language is complex: word, sentence and discourse levels
- Students need to use language: reading, writing, speaking & listening
- Focus on academic vocabulary: general vs. specific content vocabulary
- Maintain high standards: keep rigor high to provide equal access
- Provide support for each language level: access points through specific supports

Language Proficiency Levels

Reaching the Summit
Scaling the Rock Wall
Scaffolding

<table>
<thead>
<tr>
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<th>Level 4</th>
<th>Level 5</th>
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Level 6 - Reaching
# Scaffolding

<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3-4</th>
<th>Level 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Performance Expectations for Writing and ELD Standards</td>
<td>Text may be copied or adapted</td>
<td>Varying amount of text may be copied or adapted</td>
<td>All original text</td>
<td>All original text</td>
</tr>
<tr>
<td></td>
<td>Consistent scaffolding</td>
<td>Frequent scaffolding</td>
<td>Occasional scaffolding</td>
<td>Minimal or no scaffolding</td>
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Scaffolds can include the following:

- **SENSORY**: realia, pictures, photos, diagrams, books, websites, films
- **GRAPHIC**: charts, tables, graphic organizers, word banks, pictures
- **INTERACTIVE**: pairs, partners, groups, LI
# Kinds of Scaffolds

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<tr>
<th>Sensory Supports</th>
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<tr>
<td>Models &amp; figures</td>
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- From WIDA's Amplification of the English Language Development Standards
Ideas for Appropriate Scaffolding

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

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<th>Level 6 - Reaching</th>
</tr>
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<tbody>
<tr>
<td>Match visual representations to words/phrases</td>
<td>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</td>
<td>Apply multiple meanings of words/phrases to social and academic contexts</td>
<td>Compare/contrast authors’ points of view, characters, information, or events</td>
<td>Interpret grade-level literature</td>
<td>Interpret grade-level literature</td>
</tr>
<tr>
<td>Read everyday signs, symbols, schedules, and school-related words/phrases</td>
<td>Classify or organize information presented in visuals or graphs</td>
<td>Identify topic sentences or main ideas and details in paragraphs</td>
<td>Synthesize grade-level expository text</td>
<td>Synthesize grade-level expository text</td>
<td>Synthesize grade-level expository text</td>
</tr>
<tr>
<td>Respond to WH-questions related to illustrated text</td>
<td>Follow multi-step instructions supported by visuals or data</td>
<td>Answer questions about explicit information in texts</td>
<td>Draw conclusions from different sources of informational text</td>
<td>Draw conclusions from different sources of informational text</td>
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</tr>
<tr>
<td>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</td>
<td>Match sentence-level descriptions to visual representations</td>
<td>Differentiate between fact and opinion in text</td>
<td>Infer significance of data or information in grade-level material</td>
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<tr>
<td></td>
<td>Compare content-related features in visuals and graphics</td>
<td>Evaluate usefulness of data or information supported visually or graphically</td>
<td>Identify evidence of bias and credibility of source</td>
<td>Identify evidence of bias and credibility of source</td>
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<tr>
<td></td>
<td>Locate main ideas in a series of related sentences</td>
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http://www.wida.us/standards/CAN_DOs/
Science Standard:
Understand how to interpret and represent the results of a science experiment

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</tr>
<tr>
<td>Label illustrations of questions and conclusions with a partner</td>
<td>Describe questions and conclusions using graphic organizers (cloze) with a partner</td>
<td>Describe in detail questions and conclusions using word banks</td>
<td>Organize language about questions and conclusions using graphic organizers (paragraph frame)</td>
<td>Summarize questions and conclusions</td>
</tr>
</tbody>
</table>

Example
We want all students to get here!

Perspectives of a Teacher Leader

 Allison Audet
Worcester Technical High School, US History Teacher
Planning, Teaching and Assessing: One Teacher’s “Think Aloud”

1. Start with big ideas
2. Create student objectives
3. Make the material come alive
4. Celebrate knowledge
Step 1: Start with Big Ideas

- Look at MA curriculum frameworks based on the Common Core State Standards
- Consider prior and future learning
- Give students framework in the form of a reading guide
A Lesson: The Great Depression

United States History II - The Boom and the Bust Unit

In this unit, students will explore the “Roaring 20’s” and the Great Depression. Students will analyze the economic, social and political policies of the 20s that led to the Stock Market Crash (and the Great Depression). Students will see the transformation of the country from the optimism of the 1920s to the hopelessness of the Great Depression.

Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.

<table>
<thead>
<tr>
<th>What happened?</th>
<th>Who was involved?</th>
<th>Why did it happen?</th>
<th>What was the outcome?</th>
<th>Why is this important?</th>
<th>Your Reaction</th>
</tr>
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<tbody>
<tr>
<td>the Boston police strike in 1919</td>
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<tr>
<td>the Red Scare and Sacco and Vanzetti</td>
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<tr>
<td>racial and ethnic tensions</td>
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<tr>
<td>the Scopes Trial and the debate over Darwin’s On the Origins of Species</td>
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<tr>
<td>Prohibition</td>
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A Lesson: The Great Depression

Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression.

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<td>Criticism of ______</td>
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</table>
A Lesson: The Great Depression

Analyze the important policies, institutions, and personalities of the New Deal era.

**THE PEOPLE!**

<table>
<thead>
<tr>
<th>Who they were?</th>
<th>What they did? (during the Depression)</th>
<th>What impact did they have? (on the Depression)</th>
<th>Why were they important? Why do we study them?</th>
<th>Your reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Herbert Hoover</td>
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<tr>
<td>President Franklin D. Roosevelt</td>
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<td>Eleanor Roosevelt</td>
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<td>Huey Long</td>
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<tr>
<td>Charles Coughlin</td>
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The Policies
Please also refer to your “Alphabet Soup” Handout

<table>
<thead>
<tr>
<th>Program</th>
<th>When it was created?</th>
<th>Why it was created?</th>
<th>Who created it?</th>
<th>What did it do?</th>
<th>What was the impact/Did it help? Why was it</th>
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A Lesson: The Great Depression

Explain how the Great Depression and the New Deal affected American society.

Life During the Great Depression: Challenges

Life during the Great Depression: Survival Strategies

Impact of the New Deal on the quality of life

What would you have done to survive?

Impact on future voting patterns: Why did a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics emerge?

Modified DBQ:

Claim: During the Great Depression there was an increase in the “importance of the federal government in establishing economic and social policies”

Evidence: ______________________________________________________

Interpretation ___________________________________________________
Step 2: Create Student Objectives

- What students need to know
  - Content
  - Language
    - Social language
    - Academic language

- What students need to be able to do
  - Transfer skills

What was life like during the Great Depression?
Describe what life was like during the Great Depression.
Analyze and synthesize a variety of print and non-print sources.
Neutral vs Bias

Neutral
Just facts (names, dates, places...)

Bias
Opinion/pov. (believe, should, may, feel, alone)

Stalingrad: The Aftermath
Hitler Invades Poland

Battle of Britain

New York Times

NewsDaily
Step 3: Make the Material Come Alive

- Class profile: Who are my students?
  - Language level
  - Culture considerations
  - Learning styles
  - Special education
  - Other assets, other needs
How do I make the lesson accessible to all learners?

- Activate schema through mini-lessons
- Consider Universal Design principles
- Engagement through all four language domains
- Consider cross-curricular connections
- Implement necessary scaffolds
Step 3: Make the Material Come Alive
**Social Standard:**
Describe what life was like during the Great Depression

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- Label pictures of life in the Great Depression using a word bank with a partner
- Describe what life was like in the Great Depression using sentence frames in a small group
- Describe what life was life orally and/or textually independently
Step 4: Celebrate Knowledge

- **Formative assessments**
  - cooperative groups, reading guide, brainstorms, “find a friend” to paraphrase key points, Think-Pair-Share, Think-Pair-Share-Square

- **Summative performance tasks**
  - Book, log, website, SnapChat, Twitter, memory box, scrapbook, cartoon
Step 4: Celebrate Knowledge
Starting with the “End in Mind”
Questions and Discussion
Poll Question:
What is one key strategy you want to explore or try out in your practice?
# Tools: Language Scaffolding

<table>
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<tr>
<th>LEVEL OF SUPPORT</th>
<th>ACCESS LEVEL 1</th>
<th>ACCESS LEVEL 2</th>
<th>ACCESS LEVEL 3-4</th>
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Scaffolds can include the following:

**SENSORY:** realia, pictures, photos, diagrams, books, websites, films  
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Tools: WIDA CAN-Dos

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Tools: Allison’s Reading Guide

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Tools: QPA Curriculum Planning Template

**Quality Performance Assessment:**
A Guide for Schools and Districts
By Center for Collaborative Education

Foreword by Jay McTighe

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### COMMON PERFORMANCE ASSESSMENT CURRICULUM PLANNING TEMPLATE

**Purpose**

To apply the QPA framework to develop and implement a standards-based common performance assessment, ensuring that technical quality and collaboratives are built into the process. When teachers collaborate to design, implement, and score performance assessments, they are more likely to achieve technical quality and increase student achievement.

**Planning**

- Use professional development time or planning time to meet as a common performance assessment team to complete the form.
- Bring resources, standards, and curriculum materials to the planning session and create an agenda, goals, and roles for each session so tasks can be most productive.
- Continue to work on the template together and individually to complete sections. Remember, the learning plan is for the individual teacher, as common does not mean "the same."

**Process**

Work collaboratively to complete each section of the form, balancing the need for a common task and rubric while embedding the task in the curriculum and culture of each teacher’s classroom.

<table>
<thead>
<tr>
<th><strong>ALIGN</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thematic unit or topic:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course/s: subject:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grade level:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher(s) implementing common assessment:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Established goals (standards, 21st century skills, and school-specific goals):** |  |

| **Essential questions to guide learning, build enduring understanding, and make relevant connections:** |  |

| **Students will know (content):** | **Students will be able to (skills):** |

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Upcoming CCE Events

Digging Deeper into ELLs and Performance Assessment

Quality Performance Assessment Summer Institute
July 14-17, 2014 in Boston, MA

School teachers, administrators and district professionals will work together as a team to learn the QPA framework, design common practices customized to their context, and establish shared accountability for results. The 4-day QPA Institute will offer three sessions created specifically for educators of ELLs. Each session will allow educators to share and problem-solve based on their specific context with the overarching goal of networking across schools and districts for the success of English learners.

Discounted lodging, PDPs and graduate credits available.

Register at [www.qualityperformanceassessment.org](http://www.qualityperformanceassessment.org)
For more about ELL research:


- Both studies available at: [http://www.ccebos.org/research/publications_ell.html](http://www.ccebos.org/research/publications_ell.html)
References and Resources

For more about different types of language backgrounds of ELLs:


For more about the ELL population:


References and Resources

For more about instructing ELLs:


- www.wida.us

- www.colorincolorado.org
References and Resources

For more about implementing performance assessments:

For more about the intersection of performance assessment and effective teaching practice:
Contact Information

Center for Collaborative Education

Email: info@ccebos.org
Phone: (617) 421-0134
www.ccebos.org

@cceboston

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