Chapter Eleven

of the

English Language Arts/ English Language Development Framework

for California Public Schools
Kindergarten Through Grade Twelve

Adopted by the California State Board of Education, July 2014

Published by the California Department of Education
Sacramento, CA

Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

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In schools and districts across California, conversations among teachers and school leaders about the CA CCSS for ELA/Literacy and the CA ELD Standards are undergoing a shift. The questions heard early on around the state—"What are these standards?" "How do I teach them?" and "When will I be held accountable for them?"—have gradually given way to more informed questions—"What promise do these standards hold for our students?" "How can we best implement them?" and "How do we ensure that all our students succeed?" Implementing change can be difficult; it is a journey with some predictable passages and numerous challenges. Implementing change can also be renewing and invigorating, leading to improved teaching and learning and deepened commitment to common goals and resulting, ultimately, in powerful transformations in classrooms across California and in the lives of students.

The CA CCSS for ELA/Literacy and the CA ELD Standards represent significant changes for California educators and school systems, and they are accompanied by changes in standards for mathematics and science and in statewide assessment as well. As described throughout this

ELA/ELD Framework, the standards call for increases in many areas: text complexity; use of informational text; attention to literacy and ELD in all content areas; integrated and designated ELD; student collaboration and conversations; emphasis on academic language and language awareness; amount, variety, and rigor of student writing; use of textual evidence; research, analysis, evaluation, and strategic use of information; and integration of the strands of Reading, Writing, Speaking and Listening,[1] and Language in all curricular areas. Furthermore, implementation is occurring in a 21st century context, which requires teachers to appropriately incorporate ever shifting uses of technology into instruction, attend to students' abilities to think critically and use their creativity, and ensure that all students can communicate and collaborate in a global society that values multiple perspectives, languages, and world views. California's students are growing up in a global society in which multilingualism is highly valued, and the ability and disposition to collaborate effectively across cultures are essential for success.

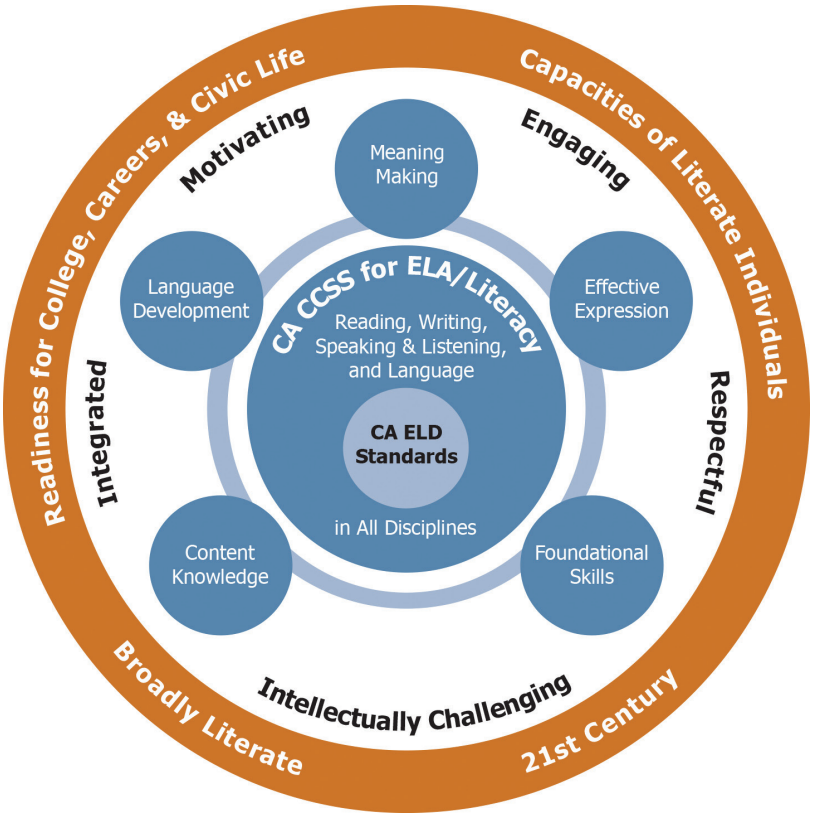
These emphases require that teachers, specialists, paraprofessionals, school and district leaders, and other school staff continuously acquire new and specialized knowledge and establish new ways of working together. These individuals, for example, need to collaborate across grade levels and departments to create new curriculum units; plan instruction to meet the needs of all students; create, adapt, and administer periodic assessments; design needed learning supports and interventions; teach together (or co-teach); examine student results; and analyze the effectiveness of instruction. Moreover, they need to reconsider school schedules and responsibilities so that attention to literary and informational texts is balanced and sufficient time is allocated to all content areas. For schools and districts with culturally, linguistically, and otherwise diverse populations, it also means that all educators need to examine their beliefs and attitudes toward students and their families and ensure that they approach all students with a positive disposition that both values the cultural resources and linguistic assets students bring to the classroom and supports them to add new perspectives and ways of using language to their repertoires.

For teachers and school leaders to create classroom instruction that is motivating, engaging, integrated, respectful, and intellectually challenging for students, they too should participate in a learning culture that has these same qualities

Given the challenges ahead, this chapter considers the systems within which educators and students can be supported to learn, grow, and thrive as the standards and their instructional supports are enacted. This chapter puts forth a vision of the school as a learning community in which all adults are engaged in the ongoing cycle of learning, reflecting on, and improving their own practice (Little 2006; Emerling and Gallimore 2013; Garmston and Zimmerman 2013; Learning Forward 2011). It addresses three critical components of effective implementation: **professional learning**, **leadership**, and **program supports**. These components are considered within a context of collaborative practice and effective adult learning. The goals, instructional context, and key themes put forward in this *ELA/ELD Framework* as necessary for the successful implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards for California's students also hold true for California's educators. (See figure 11.1.) For teachers and school leaders to create classroom instruction that is motivating, engaging, integrated, respectful, and intellectually challenging for students, they too should participate in a learning culture that has these same qualities.

1 As noted throughout this framework, speaking and listening should be broadly interpreted. Speaking and listening should include students who are deaf and hard of hearing using American Sign Language (ASL) as their primary language. Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

Figure 11.1. Circles of Implementation of ELA/Literacy and ELD Instruction



This adult learning environment mirrors the type of learning that this *ELA/ELD Framework* envisions for California classrooms: It motivates and engages teachers' efforts, integrates their learning, respects their knowledge and capabilities, and challenges their intellect. As students grapple with complex texts and concepts, persist through difficulties, and set their own goals for learning, so too do their teachers and leaders. The safe, nurturing, yet rigorous conditions needed to support the development of children and adolescents are also needed to support their teachers and leaders. Ensuring that California's students experience high-quality ELA/literacy and ELD instruction and achieve the standards requires specific and sustained attention to implementing the evidence-based practices described in this framework. This chapter describes the adult learning, leadership practices, and resources necessary for such implementation.

Implementing the *ELA/ELD Framework* Within a Collaborative and Learning Culture

Fixsen and Blase (2009) identify implementation as the "missing link" in the successful translation of evidence-based theories and models to practice. It is not enough to identify advanced standards, high-quality instructional materials, and effective instructional practices; school communities need to successfully establish and integrate multiple program components and *sustain* effective instructional practices in order to ensure high-quality teaching and learning experiences for all students. This requires that schools attend to the stages and components of implementation while also fostering a collaborative school culture that equally honors and engages students, educational professionals, parents and families, and community members.

***Professional learning** is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework.*

Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework (Killion and Hirsh 2013; Darling-Hammond, and others 2009).

Leadership in a collaborative and learning culture is distributed and shared; it is not limited to principals or other administrators and, in fact, promotes teacher leadership as a powerful means of establishing a healthy and collaborative school culture. Responsibility for student success is held in common and transcends departmental and grade-level boundaries (Garmston and Zimmerman 2013; Kruse and Louis 2009). Distributed leadership is closely connected to professional learning and includes professional collaborations, coaching, and data-driven decision-making, as well as opportunities for teachers to share their expertise in more formal ways. Teachers, for example, may present a new teaching technique they have implemented to their colleagues and share their reflections of the process.

Program supports include school and district infrastructure for specialist services, libraries and media centers, and extended learning opportunities for students. Other key program supports include communication and collaboration with parents and families and partnerships with community groups and other institutions.

Commitment to continuous improvement is yet another essential feature of successful implementation. Realizing California's bold vision for ELA/literacy and ELD instruction will take time, resources, and effort, and educators need to be strategic in their approach to implementation to ensure the highest outcomes for all students. By the same token, school and district leaders need to envision themselves first and foremost as responsible for ensuring that all classrooms are environments where each and every student thrives. This requires school and district leaders to position themselves as advocates for teacher learning, collaboration, and continuous reflection.

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To implement the high-quality programs envisioned in this *ELA/ELD Framework*, schools need to address the stages and core components of implementation (Fixsen and Blasé 2009; Fixsen, Naoom, Blasé, Friedman, and Wallace 2005). The stages of implementation include the phases that most organizations experience as they move to fully implement an innovation. These stages are "exploration, installation, initial implementation, full implementation, innovation, and sustainability" (2009, 2). The goal is sustainability, which takes time to achieve, even while schools feel the pressure to implement the CA CCSS for ELA/Literacy and CA ELD Standards immediately and in tandem. Rather, districts and schools need to carefully plan how to support school leaders and teachers as they move through the stages of implementation. Practically speaking, districts and schools need to assess the status of the implementation components they currently possess and identify those that need to be instituted to implement the CA CCSS for ELA/Literacy and the CA ELD Standards. The entire system needs to mobilize to plan how the implementation of the standards is initiated, implemented, and sustained and to deploy the needed resources to obtain the materials, provide the

professional learning, and create the instructional and assessment supports necessary for successful implementation.

Where does implementation begin? Knowing that implementation takes time and resources, what do district and school leaders, teachers, and other staff do first? What are the critical elements of implementation? Planning successful implementation depends first on assessing existing resources, systems, and professional knowledge and skill. These include, but are not limited to, the following:

- Systemwide elements (school and district):
  - Curriculum and instruction vision, goals, objectives, and plans
  - Instructional materials
  - Assessment systems and tools
  - School calendars and schedules
  - Intervention strategies and programs
  - Staffing for leadership, specialized programs, and coaching, including specialists, paraprofessionals, teacher librarians, coaches, and more
  - Time, space, and technology for deep professional learning and ongoing collaboration
  - Professional learning programs and collaborative structures
  - Data systems for leaders and teachers to track student academic and linguistic progress over time, for gathering demographic data (e.g., students' primary languages), and more
  - Fiscal and human resources
- Professional knowledge and skills (teachers, leaders, other school staff):
  - *Content*: knowledge of this *ELA/ELD Framework*, CA CCSS for ELA Literacy, and CA ELD Standards; understanding of content (including literature), literacy, linguistics, second language development, cultural and linguistic diversity, foundational skills, rhetoric, disciplinary literacy, and more
  - *Pedagogy*: equitable participation structures, collaborative conversations, culturally and linguistically responsive approaches, comprehension strategies, writing, research, technology, inquiry, direct instruction, collaborative learning, and more
  - *Dispositions*: regarding change, professional learning, planning, higher expectations, equity, and student capabilities
  - *Planning*: selecting appropriate texts and other materials; using standards to differentiate support; curriculum, assessments, interventions, schedules, units, lessons, and more
  - *Assessment*: understandings of formative assessment as part of instructional practice, analysis methods
  - *Leadership*: communication, organization, facilitation, advocacy, and more
  - *Collaboration*: planning units and lessons together, discussing how to refine instructional practice, peer observation, peer coaching, and more

While it is fairly straightforward to identify existing resources and systems, it may be more challenging to determine their current and, more importantly, projected effectiveness with new standards and expectations. Assessing professional knowledge and skills is both difficult and sensitive. School leaders and teachers should begin by identifying their individual and collective strengths and then a limited number of areas for future learning and collaboration. The aim is not to overwhelm individuals or systems but to focus on the next best steps for each person, group, and the school

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as a whole. Teachers will have multiple entry points, and professional learning should be tailored appropriately. One option may be to begin by reading and studying the introduction and first two chapters of this *ELA/ELD Framework* and facilitating collaborative conversations among faculty members. Another may be to use the key themes of the standards to organize examination of grade-level chapters. Many other options exist.

Critical to EL students' success in achieving the CA CCSS for ELA/Literacy is school and district commitment to ensuring that teachers understand how to effectively implement the CA ELD Standards. Districts and schools should not wait until teachers fully implement the CA CCSS for ELA/Literacy before introducing the CA ELD Standards. Instead, the CA ELD Standards should be viewed as an essential component of successful implementation of the CA CCSS for ELA/Literacy. In fact, the CA ELD Standards and their accompanying chapters and glossary (CDE 2014) are useful tools for supporting teachers to implement all content standards for their EL students. The remainder of this chapter provides information on the important qualities of professional learning, leadership, including professional collaboration, and program supports. A list of critical professional learning content is provided, and snapshots offer examples of professional learning and planning structures.

Successful implementation of this *ELA/ELD Framework* is dependent on the culture in which it is embedded. A collaborative and learning school culture is more than a contextual factor; it is the essential component and the vehicle for establishing common interest for school goals, enthusiasm for learning new content and pedagogy, commitment to group processes, and momentum for a range of organizational initiatives needed to implement the standards. Just as collaboration is important to increase student learning in the classroom, it is also critical for enhancing professional learning and fostering willingness among educators to risk new instructional approaches and ways of interacting professionally.

Professional Learning

Over the past decade, much has been written regarding the knowledge, skills, and dispositions necessary for effective teaching. Teachers are, above all, life-long learners. Ongoing learning is essential to effective teaching, and professional learning opportunities are crucial to gain and deepen professional knowledge and professional judgment in teachers (Mindich and Lieberman 2012). This means that intellectual interest and curiosity are necessary dispositions of all teachers. Over the course of a teaching career, teachers are likely to see many changes—changes in the needs of their learners, in expected outcomes, and in the knowledge valued by society. As a result, teaching practices are adapted and continually improved in a learning environment that values and maintains curiosity, flexibility, and innovation on the part of teachers and their students. For students to achieve the CA CCSS for ELA/Literacy and the CA ELD Standards, teachers need effective preparation and ongoing professional learning to support their own success as learners and, in turn, to support their students' learning.

Ongoing learning is essential to effective teaching, and professional learning opportunities are crucial to gain and deepen professional knowledge and professional judgment in teachers.

A report by State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence (2012), *Greatness by Design,* recognizes teaching as "our most important profession" and proposes a "Teaching and Leading Along a Career Continuum" (13) that includes the following trajectory:

1. Preparation with clinical practice to meet the needs of all students and demands of high standards
2. Induction that builds on preparation with formative assessment and regular coaching
3. Ongoing professional development that builds on induction and is focused on important content and embedded in collaborative professional learning
4. Formative and summative evaluation based on California Standards for the Teaching Profession that supports adult and child learning and provides multifaceted evidence and useful feedback
5. Leadership opportunities with recognition of accomplished practice and multiple roles for leadership

Initial Preparation and Induction

Initial preparation and induction provide the canvas for future professional learning and leadership. Excellent teacher-preparation programs underscore subject matter expertise and provide opportunities for teacher candidates to apply their learning of theory and pedagogy in real classrooms under the supervision of an experienced mentor (Lenski, Grisham, and Wold 2006; NCATE 2010). The career continuum proposed above begins during teacher preparation, but initial preparation programs and paths of entry to teaching may vary. Teaching expertise improves with ongoing professional learning, and teachers prepared in alternative certification programs may need additional professional learning. The *ELA/ELD Framework*, the CA CCSS for ELA/Literacy, the CA ELD Standards, the *Model School Library Standards* (CDE 2011) and other appropriate content standards should form an integral part of preparation programs.

Research on the impact of induction programs is generally positive. Ingersoll and Strong (2011) found that support and assistance for beginning teachers have a positive impact on teacher commitment and retention, teacher instructional practices, and student achievement. Quality induction programs increase the professional expertise of novice teachers and should form an integral part of all teachers' developing careers. Induction programs further advance the application of standards and effective practices from teacher preparation to the classroom. School districts, in particular, need to ensure that new teachers are supported through a planned program of support and assistance in their first years of teaching.

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Ongoing Professional Learning

Researchers have argued that teacher professional learning is the key to improving outcomes for students. In their report for the National Staff Development Council and Stanford University's Center for Opportunity Policy in Education, Wei, Darling-Hammond, and Adamson note, "Rigorous scientific studies have shown that when high-quality [professional learning] approaches are sustained by providing teachers with 50 or more hours of support *per year*, student test scores rise by an average of 21 percentage points" (2010, 1). International studies underscore the need for ongoing professional development (OECD 1998, 2005, 2009). They note that development of teachers beyond initial preparation can serve to update individuals' knowledge of subject matter (knowledge advances very rapidly), improve individuals' pedagogy in keeping with new standards and research-based teaching techniques, enable individuals and schools to apply changes in curricula or other aspects of teaching practice, exchange

information between educators and other groups (such as academics, community groups, various industries, and so forth), and help less-effective teachers become more effective.

Over the years, professional learning has had many names—professional development, staff development, and training—and has taken many forms—workshops, conferences, college courses, institutes, book study, lesson study, classroom observations and shadowing, coaching, conversations with colleagues, co-teaching, assessing student work, collaborative planning, action research, online learning, and more. Professional learning is the process in which education professionals—teachers, administrators, and others—actively learn (through critical analysis of practice, reflection on their own teaching, collaboration with colleagues, and other interactive tasks) the knowledge and skills needed to improve teaching, leading, and student learning. Professional learning can be formal or informal, but its goal is always to improve student learning and achievement. Darling-Hammond and others (2009, 5) also found that "collaborative approaches to professional learning can promote school change that extends beyond individual classrooms." The researchers note too (5) that effective professional learning:

Professional learning is the process in which education professionals—teachers, administrators, and others—actively learn (through critical analysis of practice, reflection on their own teaching, collaboration with colleagues, and other interactive tasks) the knowledge and skills needed to improve teaching, leading, and student learning. Professional learning can be formal or informal, but its goal is always to improve student learning and achievement.

- Is intensive, ongoing, and connected to practice
- Focuses on the teaching and learning of specific academic content
- Is connected to other school initiatives
- Builds strong working relationships among teachers

However, professional learning is particularly susceptible to budget fluctuations, and in their 2010 review, Wei, Darling-Hammond, and Adamson found that "teachers in the United States receive far less professional development, mentoring, and planning time than teachers in the world's high-achieving nations" (8). While the number of new teachers participating in induction programs has steadily increased over the years and there have been small increases in professional learning on the "content of the subjects taught, the uses of computers for instruction, reading instruction, and student discipline and classroom management," there has been a shift from programs of 9–16 hours to eight hours or fewer. In addition, "well under half of teachers reported access to professional development on teaching students with disabilities (42 percent) and teaching ELLs (27 percent)" (2–3).

The problem of inadequate, fragmented, or irrelevant teacher professional learning regarding ELs, in particular, warrants critical attention. As explained throughout this *ELA/ELD Framework*, ELs have language, literacy, and disciplinary literacy learning needs that require specialized instruction that many teachers have not yet mastered. However, according to the National Center for Education Statistics (cited in Wei, Darling-Hammond, and Adamson 2010, 62), only 12.5 percent of teachers have participated in more than eight hours of professional learning on how

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to work with ELs. In one study, teachers of ELs characterized their professional learning as poorly planned, executed by presenters with little experience or knowledge of ELs, not applicable to their course content, and outdated (Gándara, Maxwell-Jolly, and Driscoll 2005). In contrast, research reviews of effective professional learning for teachers of ELs suggest that this professional learning occurred over extended time (one to three years) and focused on hands-on practice, teaching methods that were immediately applicable to the classroom, and in-class lesson demonstrations with a teacher's own or a colleague's students (August and Shanahan 2006).

Components of Effective Professional Learning

Desimone identifies five research-based features of professional learning that are "critical to increasing teacher knowledge and skills and improving their practice, and which hold promise for increasing student achievement: (a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation [work in grade-level, departmental, and school teams]" (2009, 183). Desimone argues that the *content focus* of teacher learning is the most critical feature since multiple studies show a link between professional learning emphasizing academic subject knowledge and improved practice, as well as student achievement (Lee, and others 2008; Penuel, Gallagher, and Moorthy 2011; Vaughn, and others 2011). *Active learning* can take the form of various activities, including teachers observing others while they teach or being observed themselves, providing and receiving reflective feedback, analyzing student work with colleagues, or collaboratively planning lessons (Borko 2004; Lieberman and Pointer Mace 2008; Wilson and Berne 1999). *Coherence* refers to the extent to which the professional learning is aligned to local and state reform initiatives (including standards, assessments and the use of particular instructional materials), as well as to teachers' knowledge and beliefs. As mentioned previously, professional learning should be of sufficient *duration* (Yoon, and others 2007), including both the span of time and hours spent, to promote changes in teacher pedagogical and content knowledge, beliefs about and dispositions toward students, and observable instructional practice. *Collective participation* describes the settings for effective professional learning—settings in which educators learn and work collectively to improve outcomes for students. See the sections on shared leadership and responsibility and professional collaborations later in the chapter for more information on collective participation.

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Fogarty and Pete (2009, 32–34) name seven protocols for professional learning that are consistent with theories of adult learning (Knowles 1973; Zemke and Zemke 1981). These include the following:

1. Sustained professional learning: "It's not going away."
2. Job-embedded professional learning: "Help when I need it."
3. Collegial professional learning: "Someone to talk to."
4. Interactive professional learning: "It's not a 'sit and git.'"
5. Integrative professional learning: "Different strokes for different folks."
6. Practical professional learning: "I can use this."
7. Results-oriented professional learning: "The data tell us so."

As California implements this *ELA/ELD Framework,* standards for professional learning provide a useful tool for evaluating efforts to organize and facilitate professional learning for teachers and others. In 2011 the professional organization, Learning Forward (formerly the National Staff Development Council), revised its standards. The seven standards that follow in figure 11.2 describe the characteristics and conditions of effective, high-quality professional learning. The standards and related resources available at the Learning Forward Web site (http://learningforward.org/) should be consulted when designing programs of professional learning.

Figure 11.2. Learning Forward Standards for Professional Learning

Learning Communities	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Data	Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
Learning Designs	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
Outcomes	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Source
Learning Forward. 2011. *Standards for Professional Learning.* Oxford, OH: Learning Forward.

The qualities of effective professional learning are clear; the challenge for California educators is to create, disseminate, and implement programs of professional learning for the CA CCSS for ELA/Literacy, CA ELD Standards, and this *ELA/ELD Framework* that reflect these qualities. Ultimately, effective professional learning should mirror effective classroom instruction. The same kinds of active engagement with critical thinking and problem posing; collaborative discussions about intellectually stimulating and relevant topics; use of rigorous and appropriate texts; respect for diversity of cultures, languages, and perspectives; and other features found in effective classrooms should be found in professional learning sessions.

Schools and districts should begin by determining their assets and needs and then create short- and long-term plans (up to five or more years) for professional learning that build consistently over time but can also be adapted and refined as needed. Schools and districts consider where teachers are within their career trajectories and support them accordingly (CDE 2012). Beginning teachers and veteran teachers likely have different strengths and needs and, therefore, require differentiated support. In addition, teachers and other school professionals will likely move through the stages identified by Fixsen and Blase (2009) for organizations: "exploration, installation, initial implementation, full implementation, innovation, and sustainability." Educator effectiveness as described by the Learning Forward Standards includes dispositions, knowledge, and action. Translating knowledge into classroom action propels the process of implementation; teachers can be supported in that process by coaches, leaders, and other professional collaborations (discussed in subsequent sections of this chapter). Effective professional learning also parallels effective professional collaboration; teachers learn from one another as they also learn from specialists and coaches.

Sources of Professional Learning

Professional learning can be provided and facilitated by a variety of individuals and organizations, including school leaders, school districts, county offices of education, California Subject Matter Projects, local colleges and universities, technical assistance agencies, the California Department of Education, independent consultants, and most importantly, teachers themselves. Online Professional Learning Modules for the CA CCSS for ELA/Literacy and the CA ELD Standards are available on the Digital Chalkboard Web site (https://www.mydigitalchalkboard.org/) (CDE 2013) and are excellent tools for teachers to orient themselves to the standards. Schools and districts likely draw from a variety of sources to provide professional learning for their teachers; providing opportunities for professional collaboration and coaching is important to the long-term success of these offerings. School-based professional learning locates most of the learning at the school site and relies on coaches, teacher leaders, site administrators, and professional collaboration structures. Teacher leadership and structures for professional collaboration are discussed more fully later in this chapter.

Schools and districts likely draw from a variety of sources to provide professional learning for their teachers; providing opportunities for professional collaboration and coaching is important to the long-term success of these offerings.

The sources and locations of professional learning can be many; what is critical is that their selection be based on a comprehensive plan for professional learning coordinated at the district and school levels and informed by teachers and other staff. Districts and schools should consider the steps of implementation and the standards of professional learning outlined earlier in this chapter in designing a plan that addresses both immediate and long-term goals.

Critical Content for Professional Learning in ELA/Literacy and ELD

Although becoming familiar with the standards is a necessary component of initial professional learning, this *ELA/ELD Framework* provides a useful outline for the content of professional learning and collaboration. The CA CCSS for ELA/Literacy and the CA ELD Standards (chapter 1), the essential considerations in ELA/Literacy and ELD curriculum, instruction, and assessment (chapter 2), the content and pedagogy for each grade level/span (chapters 3-7), and the contents of the supporting chapters on assessment, access and equity, and 21st century learning (chapters 8-10) all provide important material for deep learning and discussion. The key themes of ELA/literacy and ELD instruction presented in this *ELA/ELD Framework*—Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills—provide a structure for organizing professional learning and collaboration within a comprehensive plan for implementation.

Given the wealth of information contained in this framework, a strategic review—tailored to the interests and needs of various readers—is recommended. The introduction and chapters 1 and 2 serve as an effective *overview* of the document; chapters 3–7 offer specific *grade-level and grade-span guidance*; and chapters 8–12 and the resources that follow provide in-depth information and advice regarding the *learning systems* required to successfully implement the standards.

Critical content for professional learning based on this *ELA/ELD Framework* is outlined briefly in figure 11.3.

Figure 11.3. Critical Content for Professional Learning

Establishing a Vision for California's Students • Develop the readiness for college, careers, and civic life • Attain the capacities of literate individuals • Become broadly literate • Acquire the skills for living and learning in the 21st century	***Understanding the Standards*** • CA CCSS for ELA/Literacy • CA ELD Standards • Model School Library Standards • Implementing science, history/social studies, career and technical education, and other standards in tandem	***Establishing the Context for Learning*** • Integrating the curricula • Motivating and engaging learners • Respecting learners' • Ensuring intellectual challenge
Enacting the Key Themes of ELA/Literacy and ELD Instruction • Meaning Making • Language Development • Effective Expression • Content Knowledge • Foundational Skills	***Addressing the Needs of Diverse Learners*** • Comprehensive English language development: integrated and designated ELD • Additive approaches to language and literacy development • Meeting the needs of students with disabilities and students experiencing difficulty • Meeting the needs of advanced learners and other populations	***Exploring Approaches to Teaching and Learning*** • Models of instruction • Culturally and linguistically responsive teaching • Supporting biliteracy and multilingualism • Supporting students strategically (including UDL and MTSS)
Sharing the Responsibility • Collaborating within and across grades, departments, and disciplines • Promoting teacher leadership • Partnering with community groups and higher education • Collaborating with parents	***Evaluating Teaching and Learning*** • Types and methods of assessment (formative, summative, rubrics, portfolios, diagnostic) • Cycles of assessment (short, medium, long) • Student involvement in assessment • Appropriate preparation for state assessments	***Integrating 21st Century Learning*** • Critical thinking skills • Creativity and innovation skills • Communication and collaboration skills • Global awareness and competence • Technology skills

Leadership

Skilled and inspirational leadership is essential to the successful implementation of the CA CCSS for ELA/Literacy and CA ELD Standards. Leadership, as conceptualized in this *ELA/ELD Framework*, is distributed among many individuals within a school and district. It is not confined to administrators but involves a range of individuals who lead important professional systems and practices. Effective leaders motivate, guide, support, and provide the necessary resources, including time and appropriate compensation, to teachers and others to accomplish the many goals and tasks associated with implementing a high-quality program. All leaders at the district and school levels are actively engaged in leading the implementation of this *ELA/ELD Framework* and related standards. Learning Forward describes leadership as the following:

> *Effective leaders motivate, guide, support, and provide the necessary resources, including time and appropriate compensation, to teachers and others to accomplish the many goals and tasks associated with implementing a high-quality program.*

> Leaders throughout the pre-K–12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.
>
> Leaders hold learning among their top priorities for students, staff, and themselves. Leaders recognize that universal high expectations for all students require ambitious improvements in curriculum, instruction, assessment, leadership practices, and support systems. . . . To engage in constructive conversations about the alignment of student and educator performance, leaders cultivate a culture based on the norms of high expectations, shared responsibility, mutual respect, and relational trust. . . . Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school, and school system goals. (2011)

In addition, leaders continually evaluate—both formally and informally—the success of program implementation and learning systems for students and adults. They listen carefully to faculty, staff, parents, students, and community members to learn what is viewed as important and effective. Leaders collaboratively guide curriculum and program planning, and they model commitment to their own continued learning and participate in professional learning with teachers, specialists, and school staff.

> *Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school, and school system goals.*

When designing school and district improvement and professional learning for teachers, the particular needs of the students in the school and district should be prioritized. Recent studies suggest that the needs of ELs are neglected in school improvement efforts. A report on School Improvement Grant (SIG) recipients (issued by the United States Department of Education's Institute of Education Sciences) showed that even in schools with high percentages of ELs, EL students are poorly represented in strategic reform efforts. The report, *Study of School Turnaround:*

A Focused Look at Schools Receiving School Improvement Grants That Have Large Percentages of English Language Learner Students (NCEE 2014), examined the depth to which 11 SIG schools (including schools in California) included targeted attention to the unique needs of EL students on six dimensions:

1. School improvement goals that explicitly target ELs
2. The use of disaggregated data for ELs or data on English proficiency to inform EL instruction
3. Extended learning time (ELT) targeted toward meeting EL students' needs
4. Instructional practices that open access to content or address socialization needs of ELs
5. Professional development for teachers on addressing EL needs
6. Targeted strategies for engaging EL parents

The authors of the report note that "although ELLs share some educational needs with other learners and may benefit from instructional supports that are directed to all students, ELLs also present distinctive sets of cultural and linguistic needs as language learners and, in some cases, as immigrants. Thus, to be academically successful, ELLs may require additional supports and services that would not be required for non-ELLs" (8-9). The authors recommend that the unique needs of ELs displayed in figure 11.4 be considered in any improvement efforts in schools and districts serving ELs.

Figure 11.4. Addressing the Unique Needs of English Learners

English language development and access to the academic curriculum	ELLs face the unique challenge of developing proficiency in English while simultaneously mastering grade-level academic content. Thus, in addition to learning social English, ELLs must develop the academic language and literacy skills needed to meaningfully access the grade-level curriculum. As ELLs are developing such skills, they require appropriate instructional modifications and supports to make academic content comprehensible. To improve ELL outcomes, schools might take actions to ensure that both ESL and content-area teachers are well prepared to employ effective instructional strategies that support ELLs' dual English language development and academic needs.
Culture and socialization needs	ELLs come from diverse cultural and linguistic backgrounds, and schools may be able to enhance ELLs' educational experiences by taking that diversity into account. For example, schools might strive to support ELLs' reading comprehension by choosing instructional texts with culturally-familiar content or by preparing ELLs with appropriate background knowledge when using texts with less familiar content. Furthermore, by fostering an appreciation for diversity within the school's culture, schools may help to facilitate ELLs' transition from home to school and make them feel valued for their cultural heritage and experiences.
Parent and family engagement	Parents and families play important roles in promoting positive student behavior and achievement, but language barriers and a lack of familiarity with the U.S. system of schooling may make it difficult for parents of ELLs to stay informed about their children's progress and become involved in school decisions and activities. Schools can take steps to ease obstacles to parent involvement by providing parent outreach supports, ensuring that school-related communications are disseminated in a language and mode that parents understand, and offering services such as ESL classes and workshops on navigating the school system.

Issues of isolation and segregation	Interactions with model English speakers can help facilitate ELLs' English language development, yet for ELLs who reside in linguistically-isolated households or communities, attend segregated schools, or participate in classes separately from English-proficient peers, access to model English speakers can be limited. To increase this access, schools might choose to incorporate more inclusive teaching practices, use more heterogeneous student groupings, create structured opportunities for ELLs to engage with English-proficient peers, and train ELLs and non-ELLs in strategies for productive peer-to-peer interactions.
Interruptions in schooling or limited formal schooling	Some ELLs have experienced interruptions in their schooling, or arrive in U.S. schools with limited prior schooling. Such students possess varying levels of literacy in their native language and may need intensive and accelerated learning supports to help prepare them to participate meaningfully in academic classrooms. Schools may look for ways to better assess and address these students' individualized learning needs and help them adjust to academic settings by offering short-term newcomer programs or other specialized strategies.
Exiting from ELL status	An important goal in serving ELLs is to help these students become proficient enough in English that they no longer require specialized supports to engage productively with academic content and can therefore exit from ELL status. Schools might use focused strategies to help ELLs—particularly those who have been in ELL status for many years—satisfy ELL exit criteria, which vary across states and districts but can include such factors as performance on the state English language proficiency assessment, performance on state content assessments, teacher recommendations, and classroom grades. Furthermore, once students transition out of ELL status, schools can continue to monitor their progress and provide tutoring, academic counseling, and other supports to former ELLs who need it.
High school completion	Adolescent ELLs face a limited time frame in which to develop English language and literacy skills, master academic content, and satisfy course requirements for graduation. Fitting in coursework that supports their English language development and acquisition of appropriately rigorous academic content can pose challenges. Schools can help mitigate those challenges by creating instructional supports that accelerate ELLs' acquisition of English and academic content, afford opportunities for credit recovery, allow flexible scheduling, or provide extended instructional time.

Source

Golden, Laura, Barbara Harris, Diana Mercado-Gardia, Andrea Boyle, Kerstin Carlson Le Floch, and Jennifer O'Day. 2014. *A Focused Look at Schools Receiving School Improvement Grants That Have High Percentages of English Language Learner Students (NCEE 2014-4014).* Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

These recommendations are consistent with those made throughout this *ELA/ELD Framework*. The recommendations in the figure address the unique needs of ELs in general; schools and districts should ensure that their improvement efforts also take into account the particular characteristics, backgrounds, and learning needs of their specific student population.

Shared Leadership and Responsibility

Research on effective professional learning (Desimone 2009) and on effective implementation, or change, (Fixsen and Blase 2009) points to collective participation and facilitative administrative action as important elements of success. *Collective participation* occurs when teachers in the same school, grade level, or department participate in the same professional learning. This collective participation has the potential to promote collaboration, discussion, and shared responsibility (Borko 2004; Darling-Hammond and Sykes 1999; Grossman, Wineburg, and Woolworth 2001; Lewis, Perry, and Murata 2006; Stoll and Louis 2007; Wilson and Berne 1999). Collective participation resonates with Wenger's (1998) social theory of learning, which suggests that learning, rather than being an individual process, is social and collective and that many people learn in communities of practice. Most researchers and reformers agree that communities of practice have the following characteristics:

> *Research on effective professional learning and on effective implementation, or change, points to collective participation and facilitative administrative action as important elements of success.* Collective participation *occurs when teachers in the same school, grade level, or department participate in the same professional learning.*

Teachers work together to

- Reflect on their practice, forming social and professional bonds
- Develop shared understandings about practice and work to refine particular effective practices
- Collaborate on problems of practice using evidence, such as student work and assessment data
- View their teaching from a critical stance, confront challenging topics (such as approaches they have tried but that have failed), and engage in difficult conversations (such as beliefs and attitudes about groups of students)
- Provide mutual support and mutual accountability
- Learn to deal constructively with conflict
- Focus on their improvement to achieve student improvement

Working together to create new program supports, examine student learning, and solve problems is the concrete path to shared responsibility and ownership for student learning outcomes. As goals and priorities are articulated by leaders and all school staff share in deciding next best steps, all teachers, specialists, administrators, and other staff need to assume leadership roles for implementing elements of the plan. These roles are carried out in collaborative settings designed to maximize trust and mutual support. The contributions and worth of every member of the team are honored, nurtured, and supported within a truly collaborative culture. Although conflicts may arise, leaders use effective strategies for leading collaborative work and establishing agreements for "how group members work together, think together, [and] work with conflicts" (Garmston and Zimmerman 2013) to arrive at resolution and creative solutions.

Simply stated, the talents and energies of every educator in a school are needed to accomplish the goals of the CA CCSS for ELA/Literacy and CA ELD Standards. Every member of the staff can lead some aspect of the work, and every individual can be a contributing member of one or more teams.

Professional Collaborations

There are many formal structures for teacher collaboration; they include professional learning communities, instructional rounds, cycles of inquiry, critical friends groups, and more. These communities of practice (Wenger 1998) use participatory, intentional, and active processes to learn, change, and affiliate. They typically involve protocols for reviewing student work, analyzing data, and observing one another in classrooms. Successful collaborations are marked by trust and respect, although not all interactions are easy.

Knowles' (1973) seminal research on adult learning points to adult learners' needs for independence, autonomy, and relevance to their specific setting. Team members' perceptions of the usefulness of the work are critical. Effective structures for professional collaboration bring the adults in a school together to work on shared concerns, needs, and strategies and build consensus and ownership for the groups' tasks and outcomes. Student data serve as the catalyst for action and further research in professional collaborations. Analysis of data leads to examination of instruction as well and is "systematically connected to cycles of planning and teaching related to specific learning needs" (Ermeling and Gallimore 2013, 45).

Effective structures for professional collaboration bring the adults in a school together to work on shared concerns, needs, and strategies and build consensus and ownership for the groups' tasks and outcomes.

Coaching is often an outgrowth or part of these collegial structures and can take many forms. It can be mentor, instructional, peer, or supervisory coaching. Wei, Darling-Hammond, and Adamson (2010) document the efficacy of coaching that includes modeling, observation, and feedback. They also note that coaching associated with student achievement gains is usually conducted as a part of a coherent school reform effort. Joyce and Showers first documented the impact of coaching in professional learning (1980, 2002) arguing that 90 percent of learners would transfer a new skill into their practice as a result of theory, demonstration, practice, corrective feedback, and job-embedded coaching. The challenge for most schools in implementing coaching is finding the resources to support it; districts and schools need to make hard decisions about resource allocation as they move forward. Creative solutions can be found in technology. For example, while it may be ideal for teachers to observe exemplary teaching in a face-to-face environment, videos of teaching can be used to simulate the experience followed by collaborative conversations about practice. Teachers and instructional coaches can also engage in online communities of practice to share ideas, ask questions, provide feedback on student work or lesson plans, and a variety of other tasks that are suitable for collaboration in virtual environments.

Creating collegial structures in schools is all the more important for successful implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards. Integrating ELA, ELD, and disciplinary literacy and ensuring that a designated time for ELD is used purposefully require that teachers collaborate frequently to assess student needs and accomplishments, analyze the results of formal and informal assessments . . .

Creating collegial structures in schools is all the more important for successful implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards. Integrating ELA, ELD, and disciplinary literacy and ensuring that a designated time for ELD is used purposefully require that teachers collaborate frequently to assess student needs and accomplishments, analyze the results of formal and informal assessments, and plan instruction, including multi-disciplinary units, for multiple settings. Collaboration among classroom teachers, specialists, counselors, and other support staff is especially critical in settings with ELs, SELs,

advanced learners, and students with disabilities. Sharing responsibility for student learning means that all teachers are responsible for meeting the needs of students and providing appropriate instruction. ELD instruction and literacy instruction do not occur in just one setting; they occur in all classrooms as well as in designated settings. A range of collegial structures, both formal and informal, should be instituted. They can include grade-level and department meetings, professional learning community meetings, critical friends groups of various sizes, student study teams, and more. Importantly, there should be cross-departmental and cross-specialty groups established to plan for various student groups and for specific instructional approaches.

Planning lessons and units together is an effective collaborative practice. When planning together, teachers should enact the principles and practices discussed throughout this framework. Lesson planning should incorporate the cultural, linguistic, and background experiences students bring to the classroom, the assessed needs of students, and anticipate year-end and unit goals. Unit planning is a complex process that requires teachers to simultaneously consider the specific instructional activities (e.g., hands-on investigations) students experience; the texts students read, interpret, and discuss; the big ideas and essential content understandings students acquire; the types of language students use in speaking and writing; the various tasks that support students to engage meaningfully with content, texts, and one another; the culminating tasks teachers guide their students to successfully perform; and, of course, the clusters of CA CCSS for ELA/Literacy, CA ELD Standards, and appropriate content standards that inform all of these considerations. Because of the intricate and complex nature of unit and lesson planning, clusters of standards should not be identified in isolation of discussions about specific texts, tasks, scaffolding techniques, and performance tasks. Rather, teachers' understandings of the standards should inform initial planning; as the planning process evolves, the clusters of standards actually in focus may shift because of the texts and tasks of units and lessons. The framing questions in figure 11.5 provide a tool for planning.

Figure 11.5. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them? • What are the learning targets for this lesson, and what should students be able to do at the end of the lesson? • Which clusters of CA CCSS for ELA/Literacy does this lesson address? • What background knowledge, skills, and experiences do my students have related to this lesson? • How complex are the texts and tasks? • How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills? • What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks? • How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	• What are the English language proficiency levels of my students? • Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels? • What language might be new for students and/or present challenges? • How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Teachers who participate in effective collaboration with their peers benefit by improving their knowledge and instructional practice, and they also have opportunities to exercise leadership and share in decision-making at the grade, department, and school levels (and often at the district level). Teachers in these settings are often able to pursue new paths for leadership beyond the traditional administrative routes. The Center for Teaching Quality (as cited in *Greatness by Design* 2012) suggests that rather than leave the classroom altogether, teachers should occupy new roles in which they split their time between leadership and teaching. Three alternate tracks are proposed: a mentor teacher track, a specialization track, and a hybrid teacher leader track. Opportunities for teachers to earn a reading specialist credential, teacher librarian credential, reading/language arts added authorization, or a Master's degree in reading, English language development, English language arts, or library and information science should be explored with local universities to support teachers who may wish to pursue specialization.

The two snapshots that follow offer examples of promising approaches to professional learning and collaboration. Snapshot 11.1 describes how a school might take initial steps to delve into this *ELA/ELD Framework* in ways that enact the principles for effective professional learning and collegial work discussed earlier in this chapter.

Snapshot 11.1. Using the *ELA/ELD Framework* as a Resource for Site-Based Professional Learning

King Elementary School's principal and teacher leaders (the leadership team) have been preparing year-long professional learning on the *ELA/ELD Framework* for the school's teachers and paraprofessionals. Prior to providing the professional learning, the leadership team participated in intensive professional learning on the *ELA/ELD Framework* so that they could better understand how to implement the CA CCSS for ELA/Literacy and CA ELD Standards in tandem. In the first session they provided to their faculty, they presented an overview of the framework and facilitated a conversation about how to begin integrating the vision and principles of the framework into existing practice. Today, the teacher leaders are facilitating collaborative conversations with their colleagues on the grade-span chapters, which all of the teachers have read prior to the session. The grade-level teams were asked to take notes as they were reading their grade-span chapters and to annotate the ELA and ELD vignettes in their grade-level section. As they discuss the vignettes, the teachers share what they have highlighted using the following questions:

- Which CA CCSS for ELA/Literacy and CA ELD standards are in action at different points in the vignettes?
- How are teachers collaborating with one another and with parents, administrators, and others?
- How are students interacting meaningfully with others and with content?
- How are students using language, and what types of new language are they developing?
- How does the teacher determine when students need additional support and how is the support provided?
- What is the role of content, and what is the role of language?
- How does this connect to your current practice?

Snapshot 11.1. Using the *ELA/ELD Framework* as a Resource for Site-Based Professional Learning (cont.)

An excerpt from the fourth grade teaching team's discussion and analysis of a vignette from their grade-level section follows.

Vignette 5.1 Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four	Fourth grade team's notes
Background: Mrs. Patel's class of 32 fourth graders write many different text types during the course of the school year. **Lesson Context:** At this point in the biography unit, Mrs. Patel's students are researching a California historical figure of their choice. Ultimately, students will individually write a biography on the person they selected and provide an oral presentation based on what they wrote. They research their person in small research groups with others who have selected the same person. They read books or articles and view multimedia about the person; discuss the findings they have recorded in their notes; and work together to draft, edit, and review their biographies and oral presentations. Texts are provided in both English and in the primary languages of students (when available) because Mrs. Patel knows that the knowledge students gain from reading in their primary language can be transferred to English and that their biliteracy is strengthened when they are able to read in both languages . . .	Lots of writing in this classroom **W.4.3** – Write narratives to develop real or imagined experiences or events . . . **W.4.4** – Produce clear and coherent writing **W.4.7** – Conduct short research projects Primary language support (scaffolding) and promoting biliteracy

After the grade-level discussions about the vignettes, each teaching team creates and presents a poster that captures the salient points of the vignettes (including the principal instructional approaches), which they use to report their findings to the rest of the staff. The principal then facilitates a discussion during which the staff come to a consensus on the instructional principles and practices they agree to implement in their classrooms in the coming month. The grade-level teacher leaders and the principal provide support to their colleagues during initial implementation, and they promote reflective conversations at grade-level collaboration meetings on practices that are working and practices that are still challenging. At the next professional learning session a month later, the staff shares successes and challenges, as well as student work they have gathered, to determine next steps.

Snapshot 11.2 provides an idea for how a district might plan for multi-year, districtwide professional learning on this *ELA/ELD Framework* in ways that build further on the principles for professional learning and collaboration.

Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning

Esperanza School District is in the third year of districtwide professional learning on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework*. The district's five-year plan includes professional learning for site and district leadership and professional learning staff (including instructional coaches) and all teachers and paraprofessionals, as well as collaborative work with parents and community groups. Each year, all educators in the district participate in deep professional learning that includes multi-day institutes and ongoing seminars for discussing the framework and standards, research and exemplary practices, collaborative work with job-alike colleagues, and reflection on practice. The first three years of the district's plan for multi-year comprehensive learning follows:

Esperanza School District Multi-Year Professional Learning Plan		
Year One	*Year Two*	*Year Three*
Instructional Leaders: All district and site administrators and professional learning staff receive professional learning on instructional leadership and participate alongside teachers in professional learning on the *ELA/ELD Framework.*	***Instructional Leaders:*** Instructional leaders begin serving as co-facilitators of after-school seminars, collegial coaching sessions, and PLCs; they continue to receive professional learning alongside teachers and district support for leadership.	***Instructional Leaders:*** Instructional leaders continue serving as facilitators of after school seminars and collegial coaching in collaboration with teacher leaders; they continue to receive professional learning alongside teachers and district support for leadership.
Teachers: All teachers begin year one of professional learning cycles on enacting pedagogy called for in the *ELA/ELD Framework*, refining existing units/ lessons, implementing new practices.	***Teacher Leaders:*** Selected grade-level/ department teacher leaders receive professional learning on teacher leadership. *Teachers:* All teachers continue with year two of professional learning, going deeper into the framework and related pedagogy and developing units and lessons.	***Teacher Leaders:*** Teacher leaders continue to receive professional learning on teacher leadership and begin to lead grade-level PLCs. *Teachers:* All teachers continue with year three of professional learning, going deeper into the framework and related pedagogy and developing and refining units and lessons.
Parents: District and site instructional leaders facilitate monthly meetings with parents on the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *ELA/ELD Framework.*	***Parents:*** Site instructional leaders facilitate monthly meetings with parents to discuss home and school practices to support student success with the CA CCSS for ELA/Literacy and the CA ELD Standards.	***Parents:*** Site instructional leaders and teacher leaders begin to co-facilitate monthly meetings with parents to support student success with the CA CCSS for ELA/Literacy and the CA ELD Standards.

Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning (cont.)

All teachers in the district participate in the district's model of professional learning cycles, which are initially facilitated by district and site instructional leadership and ultimately led by teacher leaders.

Esperanza School District Professional Learning Cycles

- Summer (multi-day and multi-year) institutes: All educators in the district participate in intensive professional learning on the *ELA/ELD Framework.*
- After school seminars (monthly x 8): All staff members at school sites meet to read and discuss professional articles, standards, framework chapters; view and discuss videos of instructional exemplars; collaboratively plan lessons in a guided format; and reflect on effectiveness of instructional practices.
- Collegial coaching (quarterly x 3, facilitated by site or district coach or the principal): Grade-level/department teams meet during the school day to observe model lessons taught by professional learning staff or principal, observe one another teach their own students and provide feedback, collaboratively plan lessons, discuss student work, and reflect on impact of instruction.
- Grade-level meetings (weekly, facilitated by teacher leaders): Grade-level/department teams meet to plan lessons, discuss successes and challenges, share resources, analyze student work, and make adjustments to instruction based on analyses and ongoing learning.

The district has also refined its approach to new teacher induction and has a parallel strand of support for teachers new to the district. In addition, online communities of practice connect grade- and discipline-alike teachers, as well as teacher leaders and instructional leaders, across the district. Esperanza's educators use the online community of practice to share resources, discuss successes and challenges, and problem solve. While the districtwide, multi-year comprehensive professional learning model requires investments of time and resources, district educators and parents note that the benefits of the model for student learning and teacher professional satisfaction are immeasurable.

Snapshots 11.1 and 11.2 show examples of teachers and other leaders reviewing student work to analyze the impact of instruction. As discussed in chapter 8, the skilled used of assessment to support student achievement is essential, and school leaders need to establish an effective system of assessment at both the district and school level. Figure 11.6 describes a process for conducting an inventory of the types and uses of assessments within assessment cycles.

Figure 11.6. Inventory of Types and Uses of Assessments

Refer to chapter 8, figure 8.5, to complete an assessment inventory for your school and district:

1. For each assessment cycle in figure 8.5, identify which type of assessment you, your school, or your district uses.
2. Does the assessment address ELA or ELD?
3. Which students are assessed?
4. Where are the assessment data stored? Who has access to the data?
5. For what purposes are assessments in each cycle used (e.g., guiding day-to-day instruction, informing professional learning, making placement decisions, monitoring progress, determining resource allocation)?

After the assessment inventory is completed, use these questions to guide your thinking/discussion about assessment use in your school/district:

1. What assessments do you use at your school to inform you about student achievement in ELA and ELD?
2. What does the information tell you about your students' strengths and needs?
3. What assessments guide day-to-day teaching and learning?
4. Which assessment methods are the most useful for your purposes? Why?
5. What other assessment data do you think you need to achieve a comprehensive system at your school and district?
6. Do you think you make effective use of the data from each assessment cycle?
7. How could you improve your use of data within each assessment cycle to make it more effective?
8. What support would school or district personnel need to make more effective use of assessment data in ELA and ELD?

Monitoring ELD Progress—A Shared Responsibility

Ensuring continuous and accelerated progress in ELD for EL students who are learning English as an additional language is a shared district and school responsibility. Establishing a well-designed plan for monitoring ELD progress ensures that all educators in the district, parents and community members, and students understand how the district is accountable for the linguistic and academic success of all ELs. Districts also need to ensure that former ELs (students who were once classified as ELs and who exited official EL status) continue to experience success as lifelong language learners. Developing and implementing a plan for monitoring ELD progress in collaboration with all stakeholders in the district is most successful when communication is open and transparent. Such a plan provides a systematic approach to ensure that timely and necessary actions are taken so that ELs do not "fall through the cracks."

The sample district plan in figure 11.7 outlines local accountability and responsibility for monitoring and supporting the ELD progress of ELs. The sample plan also addresses the lifelong language learning needs of former ELs (as signaled in the CA ELD Standards Proficiency Level Descriptors) so that they, too, continue to progress in their academic and linguistic development.

Figure 11.7. Sample Districtwide Plan for Monitoring ELD Progress

Millefleur District's ELD Progress Monitoring Plan[2]

District Leadership Responsibilities

1. Establish a clearly articulated and publicly available plan for monitoring ELD progress.
   - **Identify all EL and former EL students** in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments, district interim assessments, etc.
   - **Provide guidance to schools** for accelerated and intensive support to identified long-term English Learners and former ELs experiencing difficulty.
   - **Monitor EL student progress longitudinally**, determine appropriate timelines for language development (using state summative and local progress monitoring data), and act swiftly when ELs and former ELs appear to be *stalling* in their linguistic and/or academic progress.
   - **Document where ELs have been placed**, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to a–g coursework.
   - **Identify EL students who are potentially ready to reclassify as English proficient.**
   - **Communicate ELs' progress to parents and families** in a manner and setting that invites open discussion and collaboration.
2. Engage in internal accountability practices and provide continuous support to all schools to ensure ELD progress.
   - **Monitor schools frequently**, including classroom observations and debriefing meetings that promote dialogue, and provide formative feedback to site administrators, counselors, specialists, teacher leaders, and teachers.
   - **Work with schools to develop a clear plan for comprehensive ELD** that includes both integrated and designated ELD. Ensure schools are supported to continuously refine their comprehensive ELD program, based on student needs and a variety of data, including student perception surveys and parent feedback.
   - **Promote a culture of learning and continuous improvement** by providing sufficient time for professional learning and ongoing mentoring for all administrators, instructional coaches, teachers, specialists, counselors, and paraprofessionals.
     - In particular, ensure that all district educators understand the principles and practices in the *ELA/ELD Framework*, including formative assessment practices and interim assessments that are based on the CA ELD Standards, as well as how to use assessment results appropriately.
   - **Determine the adequacy of curricular materials** for meeting the needs of ELs, and make adjustments when needed.
   - **Ensure teachers have access to high-quality professional learning** that includes a variety of formative assessment practices for monitoring ELD progress and responding to identified learning needs throughout the year.

2 This sample plan is ideally integrated within a district's English Learner Master Plan, which addresses EL programs and services; family and community involvement; EL identification, placement, and reclassification; and policies regarding monitoring, evaluation, and accountability of EL instructional services related to the continued success of ELs and former ELs.

Millefleur District's ELD Progress Monitoring Plan (cont.)

School Leadership Responsibilities[3]

1. Ensure that all teachers understand the district's plan for monitoring ELD progress.
   - **Study and discuss as a staff the district ELD Progress Monitoring plan** (before the school year begins), and provide an open forum for continuous discussion.
   - **Encourage teachers** to implement new instructional and assessment practices and reflect on successes and challenges.
   - **Monitor successes and challenges**, and use this data to inform the district's refinement of the plan.
   - **Engage teachers in purposeful data analysis** for reflection on practice and programs (e.g., examining longitudinal ELA and ELD summative assessment scores to ensure ELs are progressing sufficiently, interim ELA and ELD assessment data, as well as student writing, observation data, and other sources of evidence of student learning). In addition, analyze data to identify students who appear to be ready to reclassify as English proficient and initiate a district-approved process for considering reclassification.
2. Promote a culture of learning for all teachers.
   - **Ensure all teachers receive substantive professional learning**, including on going coaching support, on the CA CCSS for ELA/Literacy and other content standards, the CA ELD Standards, and the *ELA/ELD Framework*.
   - **Ensure all teachers have time to meet in grade-level/ department teams** to plan instruction, discuss student work, reflect on successes and challenges, and learn from one another.
   - **Model being a leader and a learner simultaneously**.
3. Monitor the instructional services ELs receive.
   - **Ensure all ELs receive quality learning opportunities across the disciplines** (ELA, mathematics, science, history/social studies, technical subjects).
   - **Ensure all ELs receive both integrated and designated ELD**, provided in a way that best meets their instructional needs.
   - **Engage in continuous conversations** about instructional practice with teachers and instructional coaches, based on classroom observations.

Teacher Responsibilities

1. Promote a culture of learning for ELs.
   - **Use content standards, the CA ELD Standards, the *ELA/ELD Framework*** (as well as other high quality resources) to inform instructional planning.
   - **Work collaboratively with colleagues** to develop and refine lessons and units, evaluate student work, and reflect on instructional practice.
2. Continuously monitor ELs' progress.
   - **Use the district's ELD Progress Monitoring plan**, and provide useful feedback on refinements.
   - **Use primarily short-cycle formative assessment** to inform instructional practice.
   - **Use the CA ELD Standards to inform assessment practices** (see the section on assessment of ELD progress in chapter 8 of this *ELA/ELD Framework* for an example).
   - **Use interim/ benchmark and summative assessment results** (both content and ELD assessments) judiciously, appropriately, and strategically to complement (and not replace) formative assessment.

3 This includes site administrators, instructional coaches, education specialists, and teacher leaders.

Careful coordination of each level of responsibility (district, school, teacher, specialists) is essential to ensure the continuous linguistic and academic progress of all ELs. More guidance on assessing ELD progress is provided in chapter 8.

Program Supports

Districts and schools exist within the context of the community, and district and school professionals work with parents, families, community members, and organizations to create the structures necessary for effective schooling. Within the school, specific supports exist to sustain and augment classroom curriculum, instruction, and assessment.

Although the classroom is the hub of learning for all students in a school, other school supports are necessary to ensure student success.

Although the classroom is the hub of learning for all students in a school, other school supports are necessary to ensure student success. Five specific types of support—specialists and other staff, libraries and teacher librarians, expanded learning programs, parents and families, and partnerships—are discussed here. Beyond these five, many other forms of support exist within schools, including counseling, health services, extracurricular activities, technology centers, and more. What unifies all of these efforts is the goal to support effective first instruction and provide additional instructional services as needed.

Specialists and Other Staff

These individuals may be language development specialists, special education teachers/specialists, reading/language arts specialists, psychologists, speech and language specialists, or other support personnel. Their expertise is particularly important in analyzing student data and recommending effective instructional practices, and specialists serve as a resource to individual teachers and collaborative groups. They often lead processes such as student study teams or student success teams bringing many professionals and the family together to identify appropriate strategies, services, and interventions.

A coordinated plan of instruction for all students, regardless of the type of literacy needs they have, should be developed for the school, grade, and/or department. In many cases specialists and other school staff teach with classroom teachers, or co-teach, to support students within their classroom setting.

Classroom teachers and specialists work together to determine how to support students to read complex texts, contribute meaningfully to academic conversations, and produce argumentative, informative, and narrative writing. English learners, SELs, and students who are experiencing reading and writing difficulties may need additional services, such as diagnostic assessments, tutorials, small group instruction, and modified instruction. A coordinated plan of instruction for all students, regardless of the type of literacy needs they have, should be developed for the school, grade, and/or department. In many cases specialists and other school staff teach with classroom teachers, or co-teach, to support students within their classroom setting. See figure 11.8 for information on models of co-teaching.

Figure 11.8. Models of Co-Teaching

Co-Teaching Model	Description	Advantages
One Teach, One Observe	One teacher (either the general educator or specialist) provides instruction to the whole class or group while the other observes one or more specific students.	• Opportunity to observe student behavior and understanding of content in the classroom context
One Teach, One Assist	One teacher provides instruction while the other teacher assists students as needed.	• Individualized support is provided
Station Teaching	Each teacher provides instruction on different content at a station in the classroom. Students rotate from one to another. There may also be a station at which they work independently.	• Lower adult-student ratio • Increased student participation • Co-planning provides opportunity for professional learning
Parallel Teaching	Both teachers provide the same instruction at the same time to different groups of students.	• Lower adult-student ratio • Increased student participation • Increased opportunity to monitor understanding • Co-planning provides opportunity for professional learning
Supplemental Teaching	One teacher provides instruction to students working on grade level. The other teacher meets with a small group of students to provide remediation, enrichment, or re-teaching, as appropriate.	• Instruction addresses the needs of the learners
Alternative Teaching	Each teacher meets with a different group and presents the same information using different approaches based on the needs of the learners.	• Instruction addresses the needs of the learners • Instructional time is maximized
Team Teaching	Co-teachers share instruction. Both are actively involved in the lesson, each moving in and out of the lead role.	• Students benefit from the skills of both teachers • Co-planning provides opportunity for professional learning

Libraries and Teacher Librarians

Given the demands for independent reading and reading across the range of literary and informational texts in the CA CCSS for ELA/Literacy and the CA ELD Standards, library professionals are more important than ever to the success of students in achieving the standards. Teacher librarians have key responsibilities for building library collections that accomplish the following:

- Nurture students' love of literature and pursuit of knowledge
- Support instruction in all content areas
- Reflect the languages spoken by students and their families and those taught in biliteracy programs
- Represent and connect with the cultures and interests of all students and their families in positive and relevant ways
- Build students' technological and critical competencies

Given the demands for independent reading and reading across the range of literary and informational texts in the CA CCSS for ELA/Literacy and the CA ELD Standards, library professionals are more important than ever to the success of students in achieving the standards.

Teacher librarians are also key collaborators with classroom teachers on research projects and other inquiry-based learning. In addition, they coordinate with classroom teachers and other specialists to address the *Model School Library Standards* (http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf) (CDE 2011) in classroom and library instruction. Critically important for 21st century learners, students need to acquire information literacy skills in conjunction with their instruction in ELA, ELD, and disciplinary literacy. Information is defined by the Model School Library Standards as "words (printed or spoken), visual images (including photographs and artwork), and music" (2011, viii) and can be found in print, media, or digital format.

The Model School Library Standards include four overarching standards common across all grades accompanied by detailed standards for each grade, kindergarten through grade six, and for each span, grades seven and eight and grades nine through twelve. The four broad concepts or standards include the following:

1. Students access information.
2. Students evaluate information.
3. Students use information.
4. Students integrate information literacy skills into all areas of learning.

Given the interdisciplinary and integrated nature of curricula required by the CA CCSS for ELA/Literacy and the CA ELD Standards, the Model School Library Standards fit naturally into instruction at all grades.

Support for well-supplied and well-staffed libraries is difficult to achieve for many schools; however, obtaining adequate financial and personnel resources for school libraries is critically important.

Support for well-supplied and well-staffed libraries is difficult to achieve for many schools; however, obtaining adequate financial and personnel resources for school libraries is critically important. Providing a rich and wide selection of texts and other media in English and the primary language(s) of students and teaching information literacy to students are necessary if students are to achieve the standards and succeed in the 21st century. Close collaboration between teachers, administrators, specialists, and teacher librarians is essential

to ensure that all students see themselves represented in the texts in libraries (either print or digital) and that libraries promote respect for all types of diversity. (See chapters 2 and 9 of this *ELA/ELD Framework* for specific guidance on promoting cultural and linguistic diversity awareness.)

Expanded Learning Programs

Before school and after school programs both extend classroom learning and expand learning into areas not typically offered during the school day. Schools should take advantage of the rich opportunities for creative expression, active experiences, and positive interactions with literacy that these programs offer.

Before school and after school programs both extend classroom learning and expand learning into areas not typically offered during the school day. Schools should take advantage of the rich opportunities for creative expression, active experiences, and positive interactions with literacy that these programs offer. In addition, expanded learning programs can support students who experience difficulty completing homework, who need help with long-term projects, or who need additional instructional time and assistance. Coordinating literacy experiences between expanded day programs and regular classroom instruction is critically important; however, specific structures for communication and coordination need to be in place for that to occur. Classroom teachers, school administrators, and expanded learning staff work collaboratively to establish coordination and communication goals and structures. Extended or expanded learning programs offer students ways to succeed in a variety of settings: They are not a continuation of the school day but a complement to classroom instruction. Expanded learning programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, careers, and life.

Extended learning time is critical for ensuring that EL students participate in coursework in all content areas and also receive the specialized support they need to develop English as an additional language. Newcomer ELs especially benefit from extended learning. Some of the options for extending learning for ELs include after school programs, summer school and other programs provided during school vacations, and Saturday programs. The content of these extended day and year programs should be carefully coordinated with and support the academic and linguistic goals teachers have during the regular school day.

Parents and Families

Parents and families are each child's first teachers and their best supporters and resources. Involving parents and families in the literacy development of their sons and daughters and in the literacy life of the school can take many forms. Parents and families are the natural partners and allies for the teachers and specialists who teach their children on a day-to-day basis. Frequent and effective communication in person, at school, or through a home visit is the best means for learning about the young person and supporting the parents to help him or her. Communication via email, text, phone, newsletter, personal note, and school Web site is also important. Communicating in the family's primary language is essential, as is valuing the cultural resources and assets that the family brings.

Parents and families are the natural partners and allies for the teachers and specialists who teach their children on a day-to-day basis. Frequent and effective communication in person, at school, or through a home visit is the best means for learning about the young person and supporting the parents to help him or her.

The school and classroom teachers employ a variety of strategies for informing parents and families about the goals of ELA, ELD, and disciplinary literacy instruction and for engaging them in setting mutual goals for their student's progress. Parents are informed about classroom assignments and the role of homework in reinforcing previously taught material; they also are provided suggestions for supporting their students at home. Schools that have consistent approaches to homework and that provide ways for all parents to support their children with homework are in a better position to create positive school-parent relationships because when parents are able to take an active role in their child's education, they feel more connected to schools. Parents and family members should be personally invited to visit the classroom and volunteer in the school; when parents do visit and volunteer they need to be welcomed, made comfortable, and given tasks that make them feel like a part of the school community. The school should work with families and the community to increase the number of books in the homes, access to the community library, and other out-of-school literacy opportunities. Importantly, the concerns, hopes, and insights that parents and communities have should be solicited and be heard.

Schools should have systems in place for connecting families new to the U.S. to appropriate social services and community groups. For example, schools make sure that refugee families know where to find different types of support, whether from community groups, government services, or other organizations. Schools should acknowledge that the U.S. schooling system may be extremely unfamiliar to parents and families of some ELs. Schools support families and students not only by welcoming new families to the school but also by providing guidance to parents to navigate through the school system from entry through graduation and engaging parents as valuable partners in their child's education, regardless of their economic, cultural, linguistic, or educational backgrounds.

Several suggestions for parent and family involvement follow in figure 11.9.

Figure 11.9. Principles and Guidance for Parent Involvement

Principle	We need to . . .	We need to avoid . . .
Build parental self-efficacy	• Give specific ideas on how to help: - "Every 4–5 pages, stop reading and ask your child to tell you what has happened so far." • To the degree possible, help parents find support if they lack some of the skills or knowledge needed to participate. • Invite parents to participate by sharing their unique skills, knowledge, or histories with the class. For example: - Teaching words or phrases in languages other than English - Gardening - Musical talents - Technology skills	• Vague requests to work with students: - "Make sure your child understands what she reads." • Blame: - "They should know this stuff!" • Expectations that all parents should be involved in the same way (e.g., reading a book to the class, sewing costumes for the theatre production).

Principle	We need to . . .	We need to avoid . . .
Be respectful of competing demands	• Offer logistical support for at-school activities: - Arrange for bus transportation or some sort of travel voucher for public transportation - Provide child care for siblings - Provide meals if activities are held near a mealtime - Offer a variety of days and times for participation (i.e., days, evenings, weekends) • Provide off-site ways to get involved: - Home visits - Activities based in neighborhoods - Meetings by phone - Take-home activities - Communication logs	• To the extent possible, requests for involvement that are not mindful of competing demands: - Invitations for parents only, unless there is also on-site child care - One-time-only events - Events held only during regular working hours (during which family or friends are less likely to be able to help with transport and child care) - Events that conflict with mealtimes, bus pickup and dropoff times, and other events requiring parental supervision - Events that present only one way to participate (e.g., if a parent cannot attend workshops, not offering an alternative way to get the information)
Support positive role construction	• Work to create a shared definition of parent roles (which is not the same as convincing parents to take on our vision for their roles): - Share our expectations for parent involvement, and ask parents about theirs - Explain why we ask them to do certain things - Explain why they are uniquely suited to do certain things • Ask parents what they view as important in helping their students succeed, and add those things to your family involvement agenda whenever possible. • Be open and inviting to share our roles as teachers—truly seeing parents as partners. • Encourage parents to invite their peers to participate.	• Thinking that parents are disengaged or do not care about their children if they do not participate in specific ways. • Thinking of parental involvement as a one-way street (we tell them what to do).

Principle	We need to . . .	We need to avoid . . .
Provide sincere invitations to get involved	• Create inviting spaces for adults to make it clear that school is their place, too: - Appropriate-sized furniture - Adult lending libraries of parenting resources - Prominently posted pictures of students and families interacting at school - Welcoming environmental print, in multiple languages, if possible (e.g., "Welcome, parents! We're so glad you're here! Please stop and say hello in the office before joining your student in his or her classroom.") • Welcome new students and new families: - When a new student enrolls, include a welcome note to the student and his or her family members in a newsletter - Make a point of personally welcoming the family (e.g., "We're so glad that all three of you are joining our classroom [or school] family!") • Be sure that students have the chance to invite participation as well: - Provide students with a lending library of family activities that they can invite parents to engage with - Have students write invitations to such things as school performances	• Environments that make adults feel like intruders: - Child-sized seating options only - Environmental print sending the message that parents are not a part of the group (e.g., "ATTENTION: ALL PARENTS MUST CHECK IN AT THE OFFICE AND PICK UP A VISITORS' BADGE!!!")

Source

Adapted from

Roberts, Kathryn. 2013. "Partnering with Parents." In *Handbook of Effective Literacy Instruction*, edited by Barbara M. Taylor and Nell K. Duke, 572-589. New York: Guilford. Copyright Guilford Press. Reprinted with permission of the Guilford Press.

In addition, the National Parent Teacher Association has developed National Standards for Family-School Partnerships. They include the following:

- Standard 1: Welcoming all families into the school community
- Standard 2: Communicating effectively
- Standard 3: Supporting student success
- Standard 4: Speaking up for every child
- Standard 5: Sharing power
- Standard 6: Collaborating with community.

The organization's National Standards for Family-School Partnerships Assessment Guide provides several indicators for each of the standards. The indicators, presented in the form of a rubric, include examples for what good practice looks like at the emerging, progressing, and excelling levels. Figure 11.10 provides the rubric for one indicator of Standard 4.

Figure 11.10. One Indicator of Standard 4 of the National PTA Standards for Family-School Partnerships

Indicators	**Quality of Implementation**		
	Level 3 **Excelling** Highly functioning level of development and implementation	Level 2 **Progressing** Functioning level of development and implementation	Level 1 **Emerging** Limited level of development and implementation
Learning about resources	Guidance counselors, parent advocates, and teachers work with families to take advantage of resources and programs that support student success. They target families who may not know how to access these resources. *For example, they work with families whose children are underrepresented in advanced classes to encourage their sons and daughters to take higher-level courses.*	Meetings at school and in the community help families better understand students' options for extra academic support or enrichment. *For example, the PTA/parent group and school co-sponsor informational sessions on after-school and summer learning programs.*	The PTA/parent group helps develop and distribute information about available programs and resources, such as magnet programs in math, science, and Advanced Placement classes. *For example, the school and parent group create a school handbook with academic resources that is available in all languages spoken in the community.*

Source
National PTA. *National Standards for Family-School Partnerships Assessment Guide.*

Parents and families are essential partners in promoting literacy and language development for their children. Parents' desire for the best for their children should be consistently nurtured and regularly celebrated by schools and districts. Enlisting parent and family understanding and support of the CA CCSS for ELA/Literacy, the CA ELD Standards, and this *ELA/ELD Framework* are key. California's vision for its students can only be realized when it is shared by students' parents and families.

Partnerships

The larger community of cultural, ethnic, and social community groups; local businesses; local government; and service groups can be effective school partners. Soliciting funds should not be the only interaction the school has with these groups. These groups are often good sources for professional learning (e.g., cultural awareness, art and music), volunteers, field trips, publicity, and advocacy. Just as parents and families need to be valued and feel welcome in the school, so too do community agencies and businesses.

Local colleges and universities, professional organizations, technical assistance agencies, and public agencies can be good sources of expertise and professional learning for the school. Mentoring, tutoring, student teacher placement, and other specific opportunities to collaborate may be available. Strategic identification of services available from these groups and other partnership opportunities increases the support for the literacy goals of the school.

Building relationships and a shared vision for students' literacy goals with a broad range of individuals and organizations inside the school and school district and within the community and larger professional milieu may bring positive support to the school and its students.

Building relationships and a shared vision for students' literacy goals with a broad range of individuals and organizations inside the school and school district and within the community and larger professional milieu may bring positive support to the school and its students.

Conclusion

The professional learning, leadership, and program supports needed to successfully implement the CA CCSS for ELA/Literacy and CA ELD Standards are complex and many. The opportunities for increased student engagement and success, however, are great. Dedicated professionals supported by families and communities within a collaborative and learning culture have the potential to make these goals a reality for California's children and youth.

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