From the Top: Superintendents as Advocates for All Children!

Superintendent ELL Institute
December 12, 2016
Laura C. Morana, Acting Chief Academic Officer
Think about an ELL student in your district who “symbolically” will be with you today!
Through this, equity is ACHIEVED…
Division of Teaching and Learning

- Early Childhood Education Birth-Grade 3 & Family Engagement
- Academics Grades 4-12 & Research Development
- Amistad Commission
- Italian-American Commission
- Ed. Technology and Innovation
- New Jersey Student Learning Standards
- Teaching and Learning Support/Fiscal Management
- Career Readiness
College and Career Ready…
Division of Teaching and Learning will sharpen its focus on student learning via two overarching goals.

1. Increasing the percentage of students meeting or exceeding grade level literacy.

2. Increasing percentage of students prepared for post-secondary engagement.

Strategically coordinated system of innovation and support will be established to promote a Birth – Post Secondary Readiness Continuum.
The Superintendency: Challenges and Rewards

Priority Student Learning

- Federal
- State
- District
- School
Interaction EFFECTS …..

External Factors
- Policies/Resources
- Linguistic
- Social/Cultural

School Factors
- Leadership capacity
- Teacher capacity
- Infrastructure Capacity
Steps for Beginning the JOURNEY

Clear Vision
Effective Leadership
High-Quality Teaching
Rigorous & Viable Curriculum
Ongoing Assessment of Student Learning
Use and Analysis of Data
Comprehensive Professional Development
Orderly and Safe Environment
Extended Learning Opportunities
Strong Home-School-Community
Sharpening Our Focus on Student Learning

CCSS - NJCCCS
Curriculum
Instructional Planning and Design
Assessment of Student Learning
Instructional Strategies
Activity: Think-Pair-Share

What is the current state of the instructional program in your district, with focus on ELLs?

Highlights

Challenges
Vehicle
New Jersey Student Learning Standards

- Academic Standards define what a student should know and be able to do at a specified grade; standards are not curriculum, textbooks, or lesson plans.
  - Focus on multiple approaches to learning to read
  - Clarification of standards through examples
  - Coherence across grade levels

- New Jersey has a rich history of academic standards
Major Revisions
K-12 English Language Arts

- There was a re-assignment of standards. **Reading Literature Standards 4.9 and 5.9** were switched.

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<th>Current</th>
<th>Revised</th>
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<td>RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
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Major Revisions: K-12 English Language Arts

• Reading Literature Standard 1, grades 9-10, was revised to include the statement “including determining where the text leaves matters uncertain.”

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<td><strong>RL.9-10.1</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>RL.9-10.1</strong> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</td>
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Major Revisions:
K-12 English language arts

- College and Career Ready Anchor Writing Standard 7 was revised as recommended across grade levels. Influenced by the recommendations of the Association of School Librarians, the sub-committee added “an inquiry-based research process.”

- CCRA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
Establishing Learning Environments for ELLs

• Welcoming and Supportive
• Strategically Organized
• Cooperative and Collaborative
• Includes the Family as a Partner
• Maximizes Community Resources
Does your district’s code of conduct support your school in serving all students equitably?
Critical Questions:
What are the strengths and where is the district still struggling to improve?

How might policies and practices be related to specific student outcomes?

Does your district provide sufficient disciplinary interventions?

Are the consequences in the discipline data appropriate interventions for the highest occurring incidents?

How do the disciplinary incidents by sub-groups compare to the district’s overall composition?

Are there any disparities? What might account for these disparities?
Closing Activity: Think-Pair-Share

What steps will you take to improve the instructional delivery system for all students, with focus on ELLs?

NEXT ACTIONABLE STEPS
Resources

• Literary Terms & Devices in English for Language Arts
  
  [link]

• A Second Set of Eyes and Ears Observation Protocol Boosts Skills for Teachers of Ell Students
  
  [link]

• Costa’s Levels of Inquiry
  
  [link]

• Distinguishing Language Acquisition from Learning Disabilities - 2-09-2010 - Dr. Leonard Baca, founder and Director of the BUENO Center for Multicultural Education at the University of Colorado at Boulder.
  
  [link]

• Newcomer Toolkit
  
  [link]
Resources

• **Increasing Graduation Rates and College Attendance for ELL Students** - 11-10-2009 - Dr. Pedro Noguera, Professor on the Department of Teaching and Learning at NYU and the Executive Director of the Metropolitan Center for Urban Education and the co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS).

• Technology in English Language Learners

• **Adolescent Literacy Development: Strategies for Advancing Academic Listening, Note-Taking, Reading and Writing** - 4-01-2011 - Dr. Nancy Cloud, Professor & Coordinator of the M.Ed. in TESOL Program in the Feinstein School of Education and Human Development at Rhode Island College

• **Building Cultural & Linguistic Bridges for ELLs & SELs in Mainstream Classrooms** - 3-5-2011 - Ivannia Soto-Hinmann - Associate Professor of Education at Whittier College where she specializes in language acquisition, Systemic Reform for ELLs, secondary literacy and urban education.

Contact Information

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