



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

LINKED LEARNING: BRIDGING ENGLISH LANGUAGE PROFICIENCY FOR ENGLISH LANGUAGE LEARNERS

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#LinkedLearning | #LLCON2018

WHAT IS LINKED LEARNING

- An **approach**, not a program
- About college **and** career
- For **all** students, regardless of achievement level

THE FOUR COMPONENTS

Linked Learning pathways prepare students for college, career, and life by integrating four core components:



+



+



+



Rigorous
Academics

Career
Technical
Training

Work-
based
Learning

Comprehensive
Support
Services

IMPLEMENTATION OF COMMON CORE STATE STANDARDS FOR COLLEGE AND CAREER READINESS

- With the re-authorization of the Elementary and Secondary Education Act (ESEA) in 2013, there was a shift from high stakes testing to the inclusion of college and career readiness standards for all students
- The College and Career Readiness anchor standards constitute the backbone of the CCSS and define the general, cross-disciplinary literacy expectations for students in preparation for college and the workforce
- The shift to include college and career readiness anchor standards is intended to bring coherence with the performance assessments described in the upcoming CCSS as they relate to students applying their knowledge and skills in response to complex real-world problems

COLLEGE AND CAREER READINESS

Knowledge and skills students should achieve in order to graduate from high school ready to succeed in entry-level, credit-bearing academic college courses and in workforce training programs



CHALLENGES OF ACHIEVING COLLEGE AND CAREER READINESS FOR LTEL?

- The impact on the LTEL student is that they have to achieve on two simultaneous paths of learning English and meeting the graduation requirements
- Oftentimes LTEL students lose engagement and interest when they are unable to access courses that lead toward college and career readiness (Olsen, 2010)



CHALLENGES OF ACHIEVING COLLEGE AND CAREER READINESS FOR LTEL?

- As ELL students progress through the prescribed four years of high school education toward meeting graduation requirements, they are enrolled in numerous ELD courses that limit their ability to participate in obtaining the CSU/UC graduation requirements and accessing College and Career Pathway Programs



WHAT IS A LONG TERM ENGLISH LEARNER

LTEL is defined as an English Learner who:

- (a) is enrolled in any of grades six to twelve;
- (b) has been enrolled in school in the United States for more than six years;
- (c) has remained at the same English Language Proficient (ELP) level for two or more consecutive years as determined by the CELDT and;
- (d) scores far below basic or below basic on the ELA standards-based achievement test or any successor test (California Department of Education, 2014a).

WHO ARE THE LTEL IN CALIFORNIA



In California, the majority (62.6%) of secondary school English Learners are LTEL (CDE: Dataquest, 2015).

CHALLENGES OF ACHIEVING COLLEGE AND CAREER READINESS FOR LTEL?

- Develop their proficiency in academic English quickly enough so that they can succeed in courses and on tests that are cognitively and academically demanding Lucas (2000);
- Motivation, persistence, and quantitative skills play important roles in the learning process Francis et al. (2006), Conley (2014)
- These courses can be college and career technical courses that integrate the acquisition of language with rigorous and relevant technical courses that engage students.

WHY IS THIS IMPORTANT?

- California has highest enrollment of all ELL in the nation at 22%
- LTEL make up 63% of the secondary English Language Learner student enrollment in California- (Grades 7-12)
- ELL students have the highest drop out rate compared to other subgroups

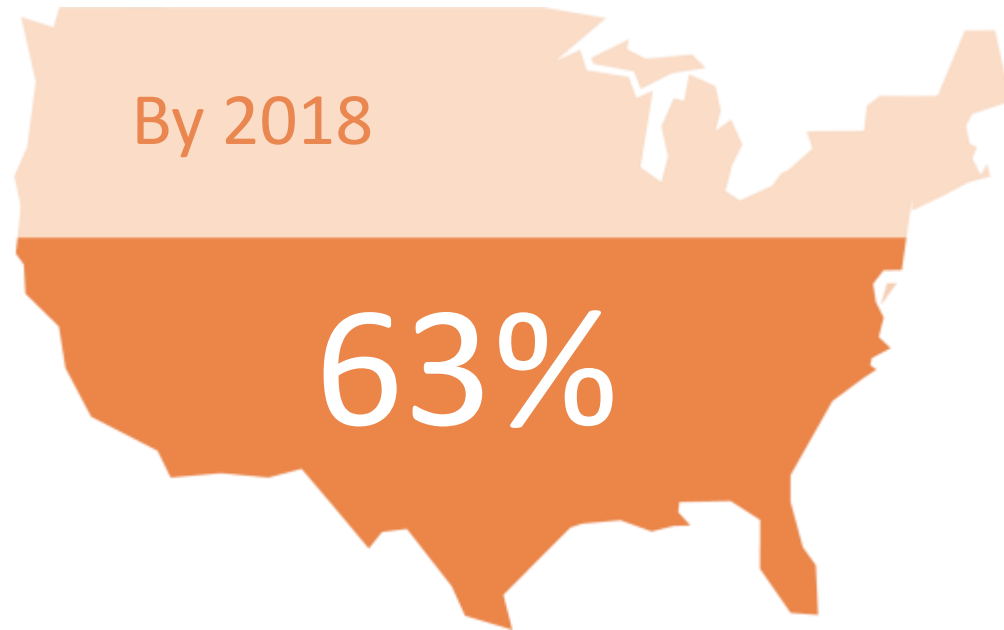
WHY LINKED LEARNING

California high school students who do not graduate in four years.



609,000

California youth, ages 16 to 24, are currently neither in school nor working.



of all jobs in the U.S. will require some education beyond high school

ACHIEVING EQUITY

+11.7

More credits

Latino students in certified pathways were **less likely to drop out** and **more likely to accumulate credits** than peers in traditional schools

+11.7

More credits

English learners in certified Linked Learning pathways **earn more credits** than peers in traditional schools

+1

College prep req

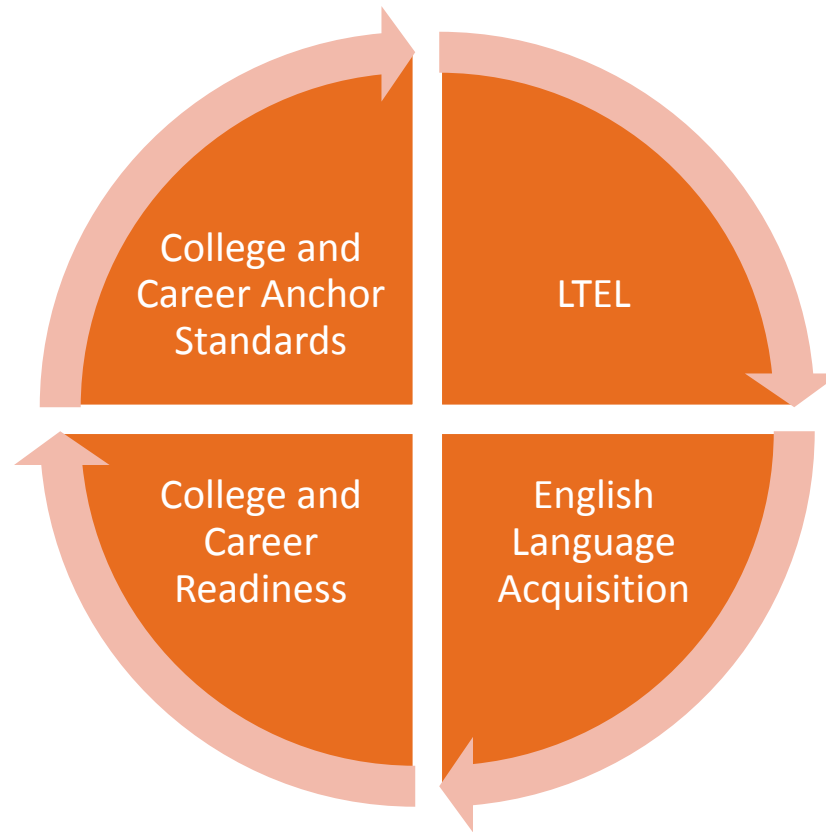
English learners in certified pathways **complete one more college prep requirement** than peers in traditional schools

How can the Linked Learning approach support access and equity for LTEL in becoming college and career ready?

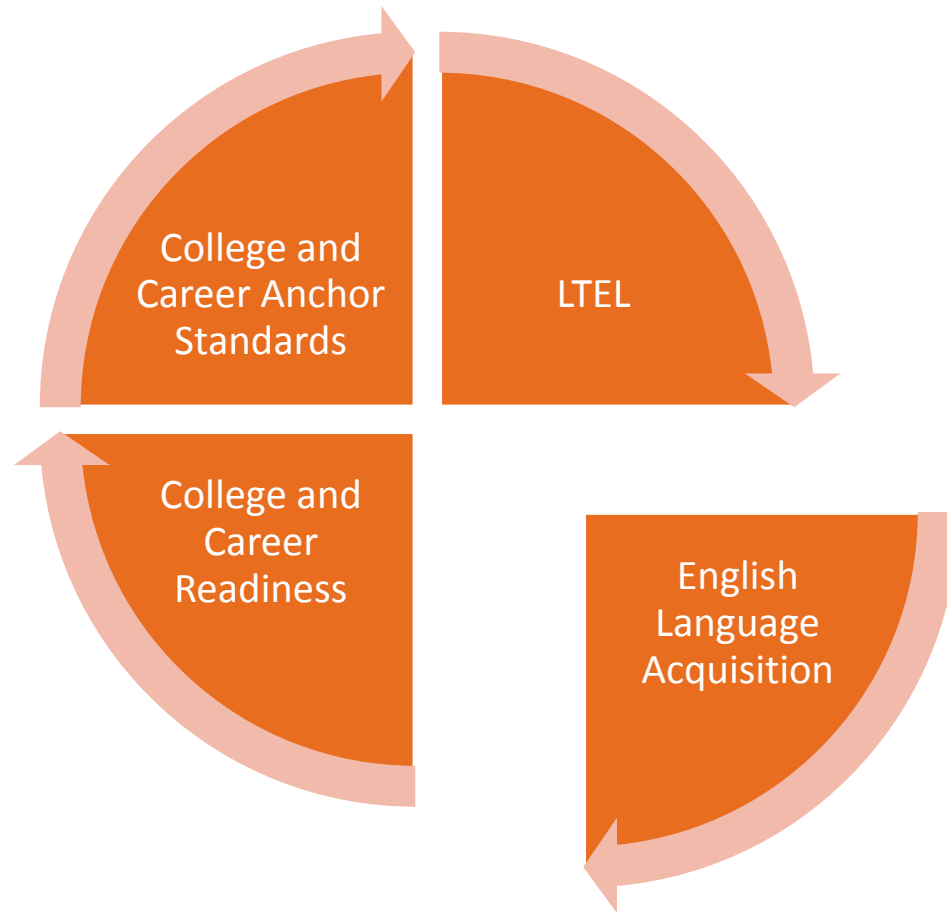
Creating the “links” of learning



Inter-dependence of readiness



Inter-dependence of readiness



California Department of Education- ELA and ELD merged standards... CDE, 2014

Impact of California Core State Standards

1. Language Intensive

1. English Language Arts and English Language Development Standards are merged

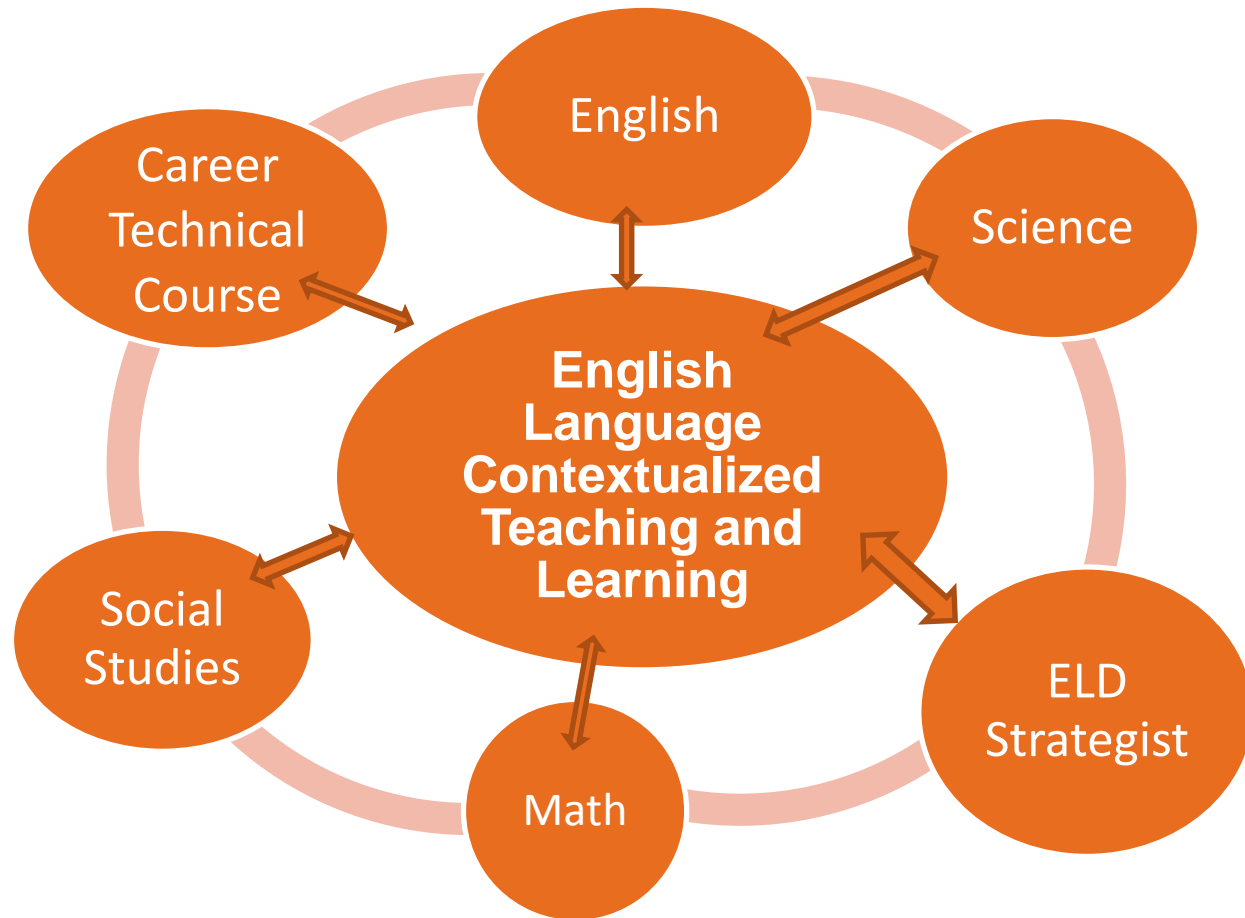
1. Language as Action

“All Teachers are language teachers”

CDE, 2014

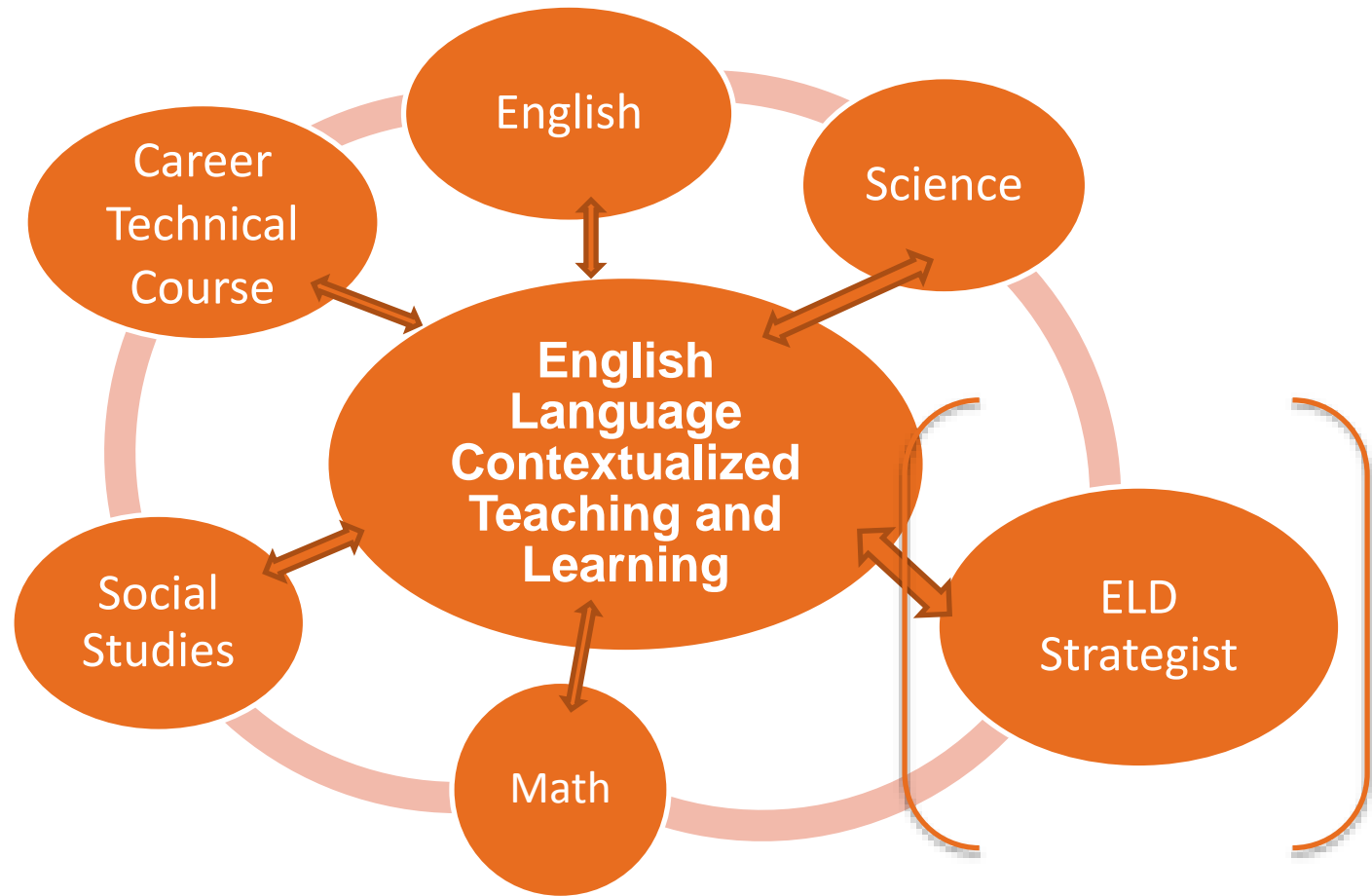
Focusing on English Language acquisition in a contextualized ELD teaching and learning model

THEORETICAL FRAMEWORK FOR CONTEXTUALIZED ELD TEACHING AND LEARNING



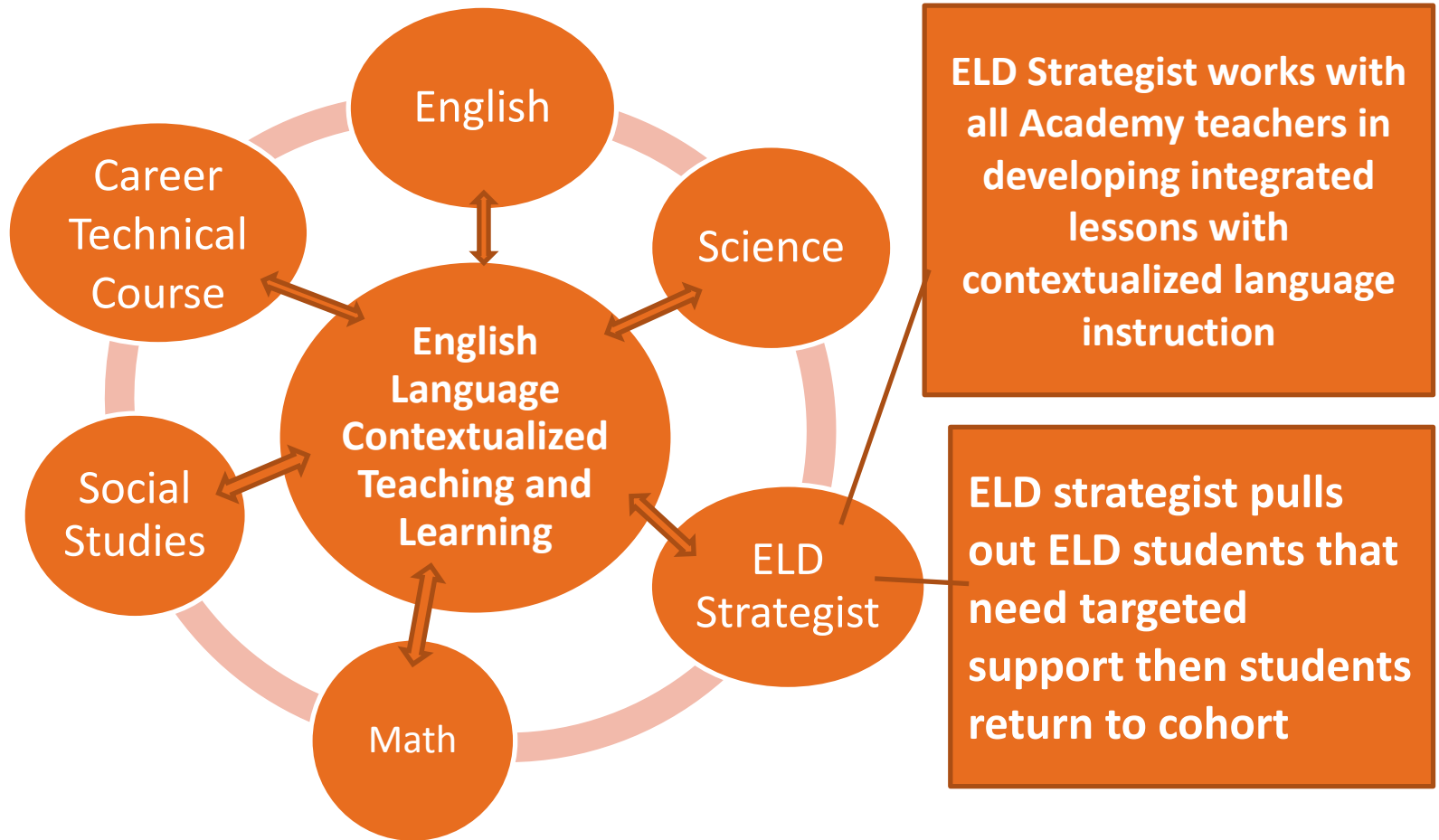
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THEORETICAL FRAMEWORK FOR CONTEXTUALIZED ELD TEACHING AND LEARNING



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ELD Strategist as a resource and coach to content teachers and ELL students



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SHIFTING THE ROLE OF THE ELD TEACHER/STRATEGIST

- Included in the cohort teaching team
- Provides designated and integrated language development strategies to teaching team
- Provides ELD inclusive pedagogy/practices
- Provides ELL students with targeted language support

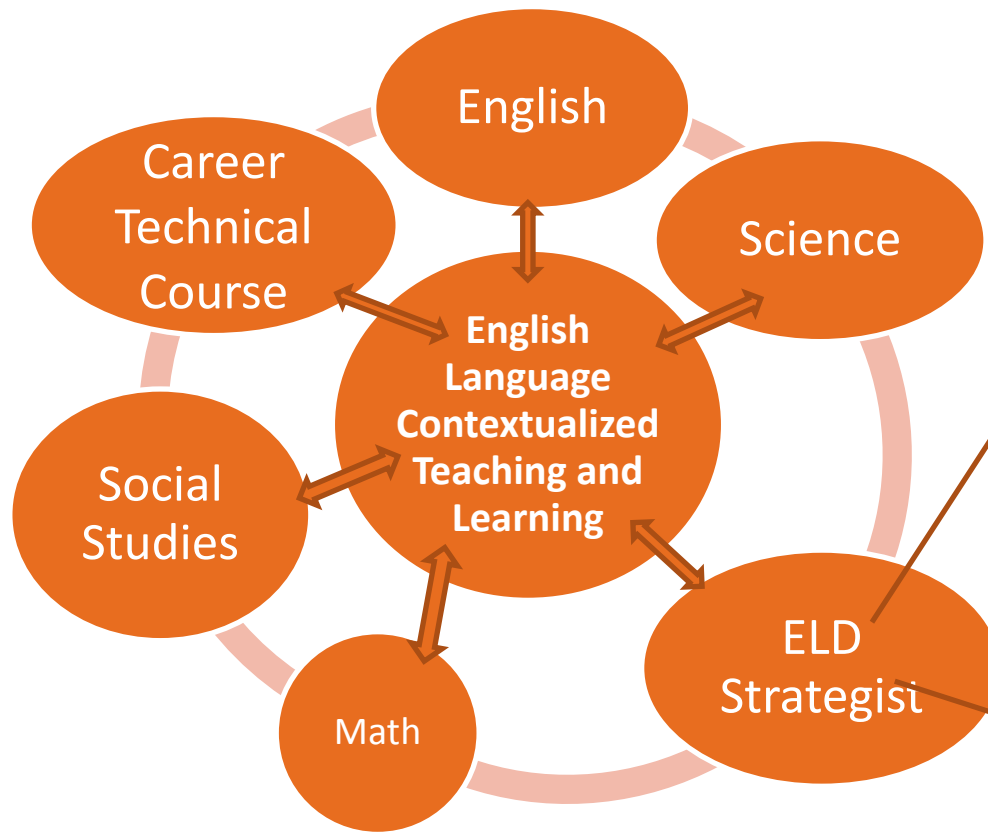
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All Teachers teach the content and technical standards in a contextualized format as they develop integrated lessons providing English Proficiency for ELD students



Framework for Contextualized Teaching and Learning to support English Language Learners in having access to College and Career Readiness and Preparedness Skills

All Teachers teach the content and technical standards in a contextualized format as they develop integrated lessons providing English Proficiency for ELD students



ELD Strategist works with all Academy teachers in developing integrated lessons with contextualized language instruction

ELD strategist pulls out ELD students that need targeted support then students return to cohort

HOW DO WE DESIGN ELD CONTEXTUALIZED LESSONS?

INTEGRATED UNIT DESIGN



Adapted from Connect Ed, Designing Multidisciplinary integrated curriculum units, 2010

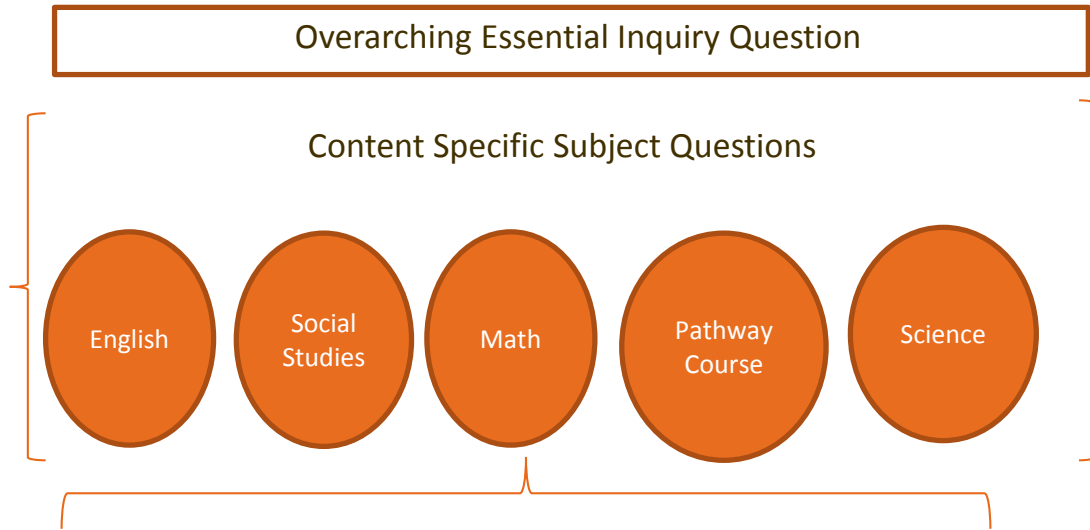
HOW TO INTEGRATE CONTEXTUALIZED ELD LANGUAGE STRATEGIES IN UNIT DESIGN

- The remainder of the presentation will focus on the following:
- How to identify ELD (integrated and designated) strategies
- How to overlay English language acquisition for ELL students

Integrating Language Development into Thematic Lessons/units

Content Areas

- English
- Social Studies
- Math
- Science
- Technical course
- ELD



CA ELA/ELD
State
Standards

- Making Meaning
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

Reviewing the essential inquiry question leads to content specific questions that build on language development to support ELL student knowledge base on the thematic lesson.

Key Principles of ELL Instruction

- 1** Introduction is focused on conceptual understanding and language competence
- 2** Instruction leverages home language and culture
- 3** Instruction is standards-aligned
- 4** Instruction takes into account English language proficiency levels
- 5** Instruction fosters ELL's autonomy
- 6** Instruction incorporates diagnostic tools and formative assessment

(Understanding Language, Stanford University, 2013)

Key Principle and ELA/ELD Framework

Key Principle for ELL instruction #1

Instruction is focused on conceptual understanding and language competence

Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem



California State Standards Themes Making meaning

“Interacting in **Meaningful Ways**, which focuses on *listening* actively, *reading closely* and *viewing critically*, evaluating how well writers and speakers use language, and analyzing how writers and speakers use vocabulary and other elements of language for specific purposes”

CDE ELA/ELD Framework

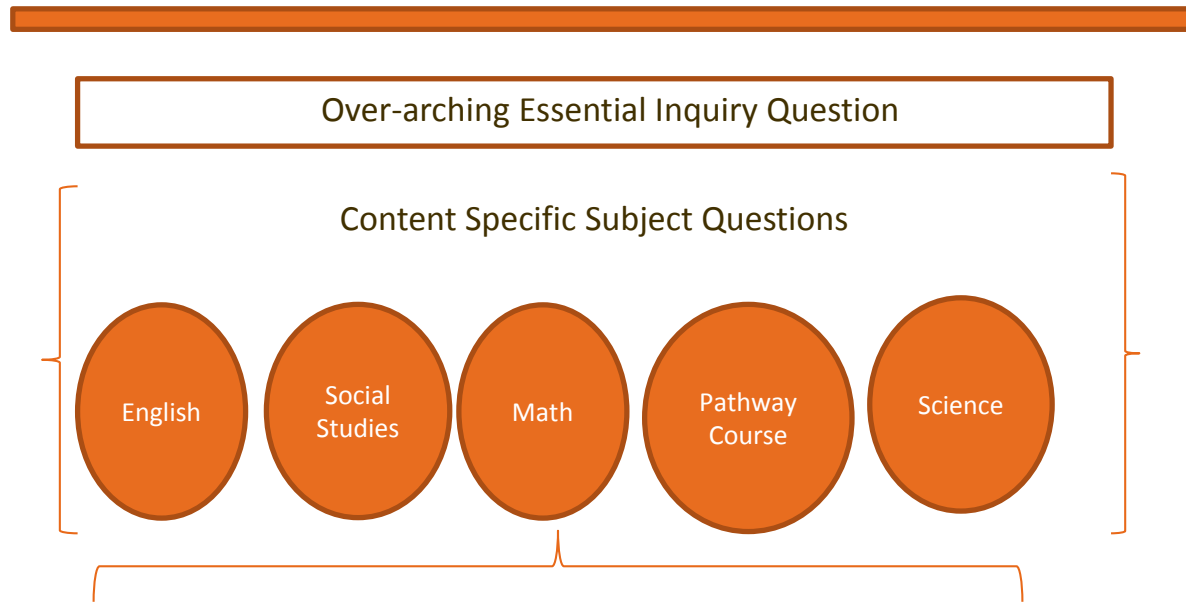
Engagement and Motivation

Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practice of each discipline

Integrating Language Development into Thematic Lessons/Units

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CA ELA/ELD State Standards Themes

- **Making Meaning**
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

Reviewing the essential inquiry question leads to content specific questions that build on language development to support ELL student knowledge base on the thematic lesson.

Unpacking 9th grade ELA/ELD

English learners express their ideas through writing and presenting (ELD. PI. 9-12, Standard 9-11) using a variety of grade-appropriate vocabulary (ELD PI.9-12.12).

What is your over-arching Essential Inquiry Question?

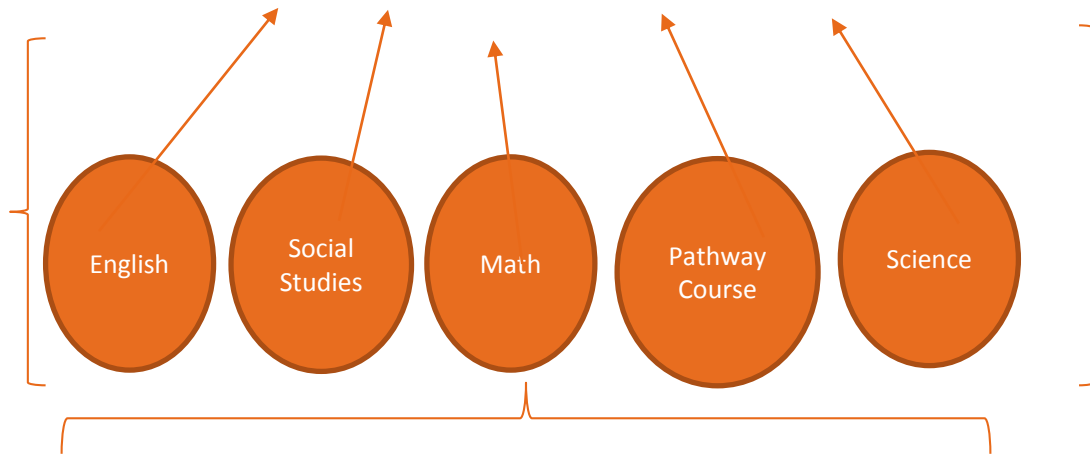
Unpacking the standards

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CA ELA/ELD State Standards Themes
Making Meaning

Interacting in **Meaningful Ways**, which focuses on **listening** actively, **reading closely** and **viewing critically**, evaluating how well writers and speakers use language, and analyzing how writers and speakers use vocabulary and other elements of language for specific purposes

Content Specific Subject Questions?



Reviewing the essential inquiry question leads to content specific questions that build on language development to support ELL student knowledge base on the thematic lesson.



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Thank you!

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