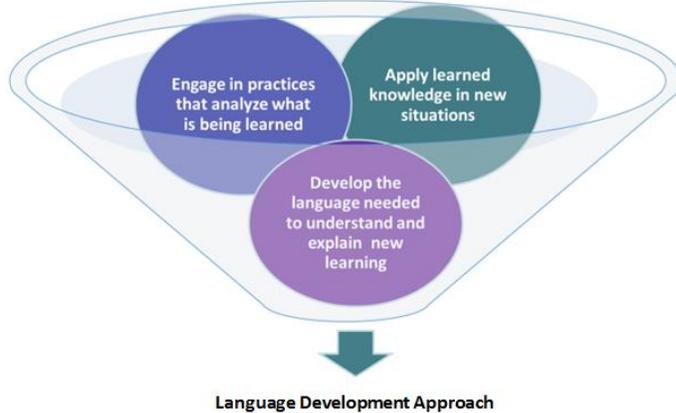


The purpose of this guide is to provide an overview of the English Language Learner Professional Learning Plan. Clark County School District recognizes the need to fundamentally shift our approach on how English Language Learners (ELLs) are educated. ELLs have the challenge of learning content while also learning English at the same time. Instruction in all content-area classes needs to create multiple, well-scaffolded opportunities that simultaneously:

- develop conceptual understandings of core concepts
- engage students in key analytical practices
- develop the academic language needed for these practices

This approach for planning and delivering quality instruction for English Language Learners is CCSD's **Language Development Approach**.



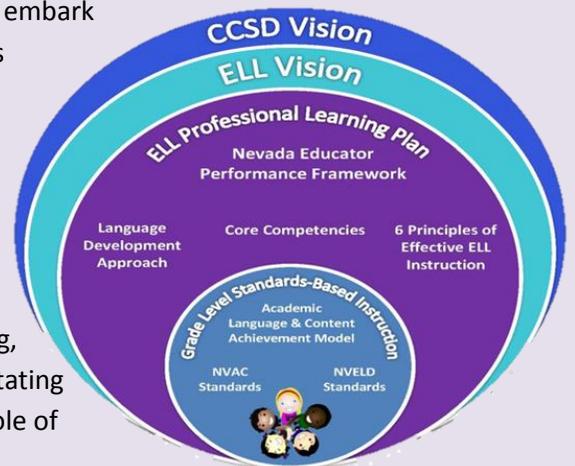
**CCSD's Vision for English Language Learners**

In partnership with families and communities, the Clark County School District empowers all English Language Learners by providing high quality, rigorous, engaging instruction in a supportive and safe learning environment that values their cultural and linguistic diversity so that they graduate college and career ready as bi-literate, productive, and global-minded citizens.

Table of Contents	
Instructional Implications.....	2
Professional Learning Plan.....	3
Site-Based Responsibilities.....	4
Implementation.....	5
Frequently Asked Questions.....	6

English Language Learner Division  
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The **ELL Professional Learning Plan** describes how all CCSD educators will embark in this systemic change. The professional learning sessions outlined in this plan will propel educators in planning and delivering strategic, quality instruction. Conceptual change will be key in teaching content and language simultaneously, but it will also be pertinent to the professional development of teachers and administrators. Educators will not only learn different instructional strategies, but also change their mindset about the *meaning* of teaching. Educators will learn how to leverage students' culture, first language, and prior experiences to ensure engaging, active learning of all students. This shift will transform teaching into facilitating learning, rather than managing learning. This approach will change the role of educators from "sage on the stage" to "guide on the side."



### Academic Language and Content Achievement (ALCA) Model

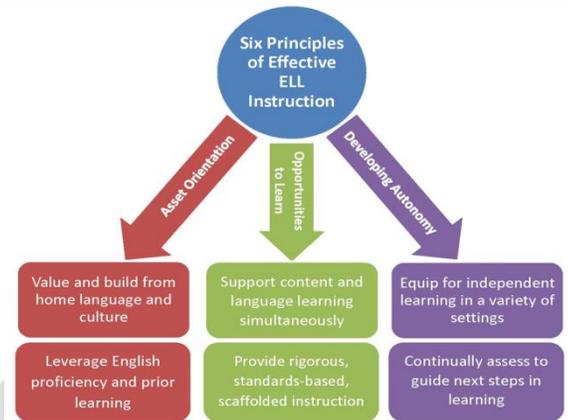
To ensure instruction for ELLs is based on the Language Development Approach, all CCSD schools will implement the Academic Language and Content Achievement (ALCA) Model which is designed to:

- maximize grade level, standards-based (Tier I) instruction
- reinforce teachers' application of the Nevada Academic Content Standards (NVACS) and the English Language Development Standards
- support the **Nevada Educator Performance Framework** by creating conceptual change in teaching and learning

# SIX PRINCIPLES OF EFFECTIVE ELL INSTRUCTION AND INSTRUCTIONAL IMPLICATIONS

The Language Development Approach is grounded in the **Six Principles of Effective ELL Instruction** (Understanding Language, 2013). These principles are organized into three domains: **Asset Orientation**, **Opportunities to Learn**, and **Developing Autonomy**.

Three key instructional implications for all CCSD teachers flow directly from the Six Principles of Effective ELL Instruction with further implications for the leaders who support teachers.



## Instructional Implications

**1) All teachers are responsible for teaching English Language Learners, and all instructional leaders are responsible for supporting improved instructional practices.** (NEPF Std. 1, Ind. 2; Std. 2, Ind. 2 and 3; Std. 3, Ind. 3 and 4)

Each content area or discipline has specific ways of using language to

- reason or develop arguments;
- explain ideas and cite evidence;
- comprehend and produce texts that communicate conceptual understandings and interconnections between concepts; and
- engage in analytic practices.

In fact, the NVACS in reading/language arts, math, and science explicitly call for these uses of language. All teachers are, therefore, responsible for apprenticing ELLs in these practices and academic uses of language through active engagement in learning opportunities in content areas, and all instructional leaders must support them in doing so.

**2) All teachers need to support student engagement in academic discourse using language in sustained, content-specific ways. All instructional leaders need to recognize and support such language uses.** (NEPF Std. 1, Ind. 4; Std. 2, Ind. 1; Std. 3, Ind. 1, 2 and 4; Std. 4, Ind. 2, 3 and 4)

English Language Learners need multiple opportunities to participate in sustained interactions with teachers and peers that require

- subject matter-specific ways of using language to communicate understanding;
- negotiate meaning; and
- collaborate in the development and presentation of meaningful performances and products.

This need has substantial implications for how teachers plan lessons, select and design materials, gather and respond to evidence of learning, and invite and support students to participate. It also has significant implications for how instructional leaders observe classroom interactions and provide feedback to teachers.

**3) Learning academic content and language simultaneously requires all teachers to help students actively engage in well-scaffolded learning opportunities that are generative, engage students in monitoring their own learning, and promote learner autonomy. All instructional leaders need to actively promote these practices.** (NEPF Std. 1, Ind. 1 and 3; Std. 2, Ind. 2, 3 and 4; Std. 3, Ind. 2; Std. 4, Ind. 1, 2 and 3; Std. 5, Ind. 1 and 5)

Lessons need to include:

- Support-for engaging English Language Learners in rigorous content learning that is beyond what students can currently accomplish on their own;
- Language scaffolds-for engaging in sustained content-based interactions and co-construction of knowledge;
- Activities-purposefully selected and sequenced so that ELLs can participate fully in grade-level learning; and
- Formative assessments-for guiding students' development of knowledge and application of practices to novel situations, and that move students toward autonomy through timely feedback and metacognitive development.

## PROFESSIONAL LEARNING PLAN IMPLEMENTATION

### Year 1: Overview-A Master Plan for ELL Success (2016-2017)

All educators will complete an initial, 1 hour professional learning session focused on building an understanding of, and commitment to, the core components of the *ELL Master Plan* via a Saba (Centra) session offered by the ELL Division (Fall 2016) covering the following topics:

- Vision for ELLs
- 5 Strategic Objectives
- Language Development Approach grounded in the Six Principles of Effective ELL Instruction
- Core Competencies for teachers and leaders
- Instructional Models
- English Language Development Standards & Assessment Results: Identification, Classification, Monitoring Progress, Reclassification

### Years 1-5 Academic Language and Content Achievement Model (ALCA-M)

The Academic Language and Content Achievement Model (ALCA-M) will be rolled out to all schools in stages using a cohort group strategy and virtual learning model in order to maximize resources and ensure optimal coverage in schools with the highest need.

**Who:** Year 1 Cohort A, Year 2 Cohort B, Year 3 Cohort C

**When:** Site-based decision (Site-Based Collaboration Time, PLCs, department meetings, etc.)

**Time Commitment:** 3 years of 16 sessions each year (64 minutes X 2 per month for 8 months)

### 5 Year Overview

	<b>Asset Orientation</b> Building a schoolwide/classroom learning culture that acknowledges and leverages students' cultural assets and prior knowledge	<b>Opportunities to Learn</b> Supporting students' academic language, literacy, and content development <i>simultaneously</i>	<b>Developing Autonomy</b> Fostering student autonomy through scaffolding, formative feedback, and metacognition; Moving students toward self-assessment and mastery	<b>Refining and Expanding School/Classroom Practices</b> Continuously improving the learning by refining and expanding school/ classroom practices
Year 1	Cohort A			
Year 2	Cohort B			
Year 3	Cohort C			
Year 4		Cohort A		
Year 5		Cohort B		
Year 6		Cohort C		

**How:** Virtual Orientation to Professional Learning

1. Site-based Instructional Leadership Team (ILT) consisting of site-based administrators, teacher leaders, and/or the ELL SSA will attend a 1 hour monthly webinar to review content, agenda and facilitator materials that will be utilized by the team the following month at their schools to present to staff.
2. An on-line forum for the ILT will be available for reciprocal learning and to answer questions.
3. Content will be shared via a recorded Saba (Centra) session that the ILT will use to deliver the content to their staff.
4. ILT will facilitate the activities for each of the two monthly 64 minute sessions: session 1 to deliver content, session 2 to debrief on classroom application.
5. An on-line forum for the ILT will be available to identify successes and gather feedback.

**The ELL Division will develop and facilitate the webinars, monitor and maintain on-line forum, and will be available for on-site support and consultation.**

## SITE-BASED RESPONSIBILITIES

### Site-based Administrators Responsibilities

To ensure systemic change in how we serve and support our ELLs, responsibilities for site-based administrators include:

- Designating a site-based Instructional Leadership Team (ILT) consisting of administrators, teacher leaders and/or ELL SSA that will assist in delivering ELL professional learning
- Delivering Professional Learning for staff
- Supporting teachers through observations, feedback and coaching
- Strengthening instructional practices through the ALCA Model
- Ensuring NVACS and NEPF alignment to professional learning
- Including an ELL focus in School Performance Plan
- Cultivating community and family engagement

### Site-based Instructional Leadership Team Responsibilities

Administrators, teacher leaders, and ELL SSA will facilitate professional learning by using both virtual content and differentiated face-to-face activities including the following:

- School and classroom culture and learning
- Building and supporting academic conceptual understandings
- Engaging students in analytical practices
- Developing academic language needed to understand and explain new learning
- Assessing language uses and providing timely and specific feedback
- Implementing learning strategies
- Long-range planning of curricula and lessons/units
- Opportunities for continuously improving and extending practice

### Core Competencies for Educators

To ensure systemic change in the way we serve and support our ELLs, all teachers of ELLs will understand and be prepared to implement the ALCA Model and teach using the Six Principles of Effective ELL Instruction. Educators need to develop and apply 9 Core Competencies which constitute the essential skills for effective grade level, standards-based instruction across all content areas (Understanding Language, 2013).

1. Design and implement rigorous academic instruction focused on central ideas that are interconnected.
2. Simultaneously develop ELLs' conceptual understandings, analytical practices, and academic language needed to engage in grade-level discourse and content learning.
3. Apprentice students into the academic practices of content areas through scaffolding that is deliberately constructed, temporary, and intentional in developing ELLs' potential and autonomy.
4. Leverage ELLs' experiences, perspectives, strengths, needs, home language(s), cultural assets, prior knowledge, and English proficiency to accelerate academic content and language learning.
5. Choose culturally responsive instructional materials and texts (books, articles, advertisements, videos, and oral texts) that develop deep conceptual foundations, reflective practice, and the academic language forms and structures authors/speakers use to accomplish specific purposes and effects.
6. Implement lessons and design tasks that provide well-structured entry points to actively engage in learning that culminates in accomplished performances and products.
7. Employ formative assessment practices to gather evidence and guide (for both teacher and students) productive next steps to support simultaneous learning of conceptual understandings, analytical practices, and academic language development in content area learning.
8. Model and foster cross-cultural understanding and communication among students, and build their capacity to recognize and navigate multiple cultural perspectives and norms.
9. Provide and foster comprehensive practices around student interests, aspirations, and academic achievement that build partnerships with families.

# THE PROFESSIONAL LEARNING PLAN COURSE OF STUDY – AT A GLANCE

Theme	Session Title	Outcomes and Activities	Essential Questions
<b>Asset Orientation</b>	Building a Schoolwide/Classroom Culture for Learning that Celebrates Students’ Cultural Assets and Prior Knowledge	<ul style="list-style-type: none"> <li>Participants will construct a shared understanding of the importance of collaboration for ELLs academic success</li> <li>Explore the meaning of cultural practices as it pertains to ELLs</li> <li>Understand the process of second language acquisition and the knowledge, skills, and abilities that describe language proficiency</li> <li>Apply a language-based analysis to various lessons</li> </ul>	<ul style="list-style-type: none"> <li>In an ideal situation, what would staff collaboration look like at your school? At your grade level? Within your content area?</li> <li>What are the key components of second language acquisition? What essential classroom practices support language acquisition?</li> <li>How can we help ensure that ELLs of different language development levels are exposed to rigorous and challenging content?</li> </ul>
<b>Opportunities to Learn</b>	Supporting Students’ Academic Language and Literacy Development	<ul style="list-style-type: none"> <li>Explore the organization and structure of the WIDA English development standards</li> <li>Compose language objectives that can guide instruction and assessment for language</li> <li>Increase awareness of the importance of monitoring students’ academic language development through formative assessment</li> <li>Distinguish between assessing content and assessing language knowledge and skills</li> <li>Identify strategies for providing feedback to students regarding their language development</li> </ul>	<ul style="list-style-type: none"> <li>How can we support students’ academic language development given they have varying levels of proficiency across each domain and progress at different rates?</li> <li>What is the relationship between performance indicators (language tasks), language objectives, and content objectives?</li> <li>What does assessing language look like?</li> <li>How can teachers link students’ out-of-school literacy practices to school-based literacy practices?</li> </ul>
<b>Developing Autonomy</b>	Long-term Planning for ELL Student Success	<ul style="list-style-type: none"> <li>Discuss next steps in terms of building an ELL-responsive learning environment at your school and/or classroom</li> <li>Define and give examples of the three types of learning strategies: metacognitive, cognitive, and social</li> <li>Describe scaffolding approaches</li> </ul>	<ul style="list-style-type: none"> <li>Why and how do we teach our students learning strategies?</li> <li>What are some strategies for helping students gain access to challenging grade-level material?</li> <li>How can we use our peers to help us grow professionally?</li> <li>What does an ELL-responsive learning environment look like at your school? In your classroom?</li> <li>How do we build such an environment at our school? In our classroom?</li> </ul>
	Moving from Aspiration to Mastery	<ul style="list-style-type: none"> <li>Examine data from WIDA/ W-APT to identify areas that will improve student results</li> <li>Engage participants in learning strategies that facilitate content mastery</li> <li>Build a practice of culture walkthroughs and peer observations</li> </ul>	<ul style="list-style-type: none"> <li>What do educational practices look like if we are achieving our purpose, goals, and expectations for ELLs?</li> <li>How do we ensure equitable access to high quality instruction?</li> </ul>
	Living the Learning by Refining and Expanding School/Classroom Practices	<ul style="list-style-type: none"> <li>Examine and evaluate whether the systems, structures, and strategies in place in the school/classroom increase instructional expertise and improve student achievement in ELLs</li> <li>Reconcile the urgency to act now to improve quality learning with the understanding that building the necessary expertise takes time</li> <li>Calibrate understanding of best instructional practices for ELLs across content domains</li> </ul>	<ul style="list-style-type: none"> <li>How can our community partners and parents contribute to ELL student success?</li> <li>On whom do we rely to help us achieve our purpose, goals, and expectations for ELL student success?</li> <li>How do we ensure our investment in the selection and use of programs achieves the purpose, goals, and expectations for ELLs?</li> </ul>

## FREQUENTLY ASKED QUESTIONS

The following information is provided to explain frequently asked questions regarding cohort designations, professional learning, and ELL Division support.

### Cohort Designation

1. **How is each school's cohort determined?** *The cohorts will be determined based on ELL population and approval by ELL Division Assistant Superintendent and Performance Zone Assistant Chief.*
2. **Are schools with high ELL student population almost guaranteed to be Cohort A?** *The ELL population will be one of the determining factors however; final cohort designation is based on approval by ELL Division Assistant Superintendent and Performance Zone Assistant Chief.*
3. **What is the reason behind training schools using a cohort-group strategy?** *The ELL Professional Learning Plan will be executed in stages using a cohort group strategy and blended learning model in order to maximize resources and ensure optimal coverage in schools with the highest need.*

### Professional Learning

4. **What if I am a new teacher to CCSD and have missed one or more sessions?**
  - *Through on-boarding, new teachers will be provided an overview of the ELL Master Plan and will have an opportunity to complete modified blended learning sessions.*
  - *After the start of the school year, new teachers will receive site-based support to complete modified blended learning sessions already completed at assigned school site.*
  - *Beginning in year 2, opportunities for make-up sessions will be offered outside the licensed employee's contracted work day to earn contact units toward their professional growth plan.*
5. **What if I transfer to a school that has already received one or more sessions of the ELL training and I have not yet participated in any training sessions?**
  - *Teachers that transfer to another school will receive the current cohort group training along with school staff.*
  - *Teachers that transfer to a school will receive site-based support to complete modified blended learning sessions already completed at their school site.*
  - *Opportunities for make-up sessions will be offered outside the licensed employee's contracted work day to earn contact units toward their professional growth plan.*
6. **What if I transfer to a school that is beginning their training and I have already completed those sessions in a former school?**
  - *In an attempt to build capacity at schools, you may be asked to co-facilitate the sessions along with other members of the Site-Based Instructional Leadership Team.*
  - *In an attempt to build capacity districtwide, you may be invited to co-facilitate during additional opportunities for make-up sessions that will be offered outside the licensed employee's contracted work day to earn contact units toward your professional growth plan.*

### ELL Division Support

7. **How will my school be supported?**

*All schools regardless of identified cohort will receive the following supports and services from the ELL Division:*

  - *ELL Master Plan Overview*
  - *Allocated hours for school designated ELL Student Success Advocate (SSA)*
  - *Title III Funding*
  - *Web-based Instructional Programs such as Imagine Learning and Reading Horizons*
  - *Ongoing, needs-based professional learning opportunities for ELL SSA*
  - *Consultative services as requested*
8. **What other opportunities will be provided to participate in professional learning activities for contact units?**
  - *Opportunities for professional learning will be offered outside the licensed employee's contracted work day to earn contact units toward their professional growth plan.*
  - *Starting Summer 2017 Professional Learning Institutes will be offered allowing schools to receive in-depth training on the essential components of the Master Plan including: engaging language and content learning experiences, deepening academic discourse in classrooms, and integrating and refining academic discussions focused on discourse and analytical practices.*
9. **Will sessions attended during Summer Professional Learning Institutes result in any type of certificate?**
  - *Upon completion of 90 hours (three 5-day Institutes -Level 1, Level 2, Level 3), teachers will earn the Academic Language & Content Achievement Certificate (ALCA-C).*
  - *Pending collaboration with higher education institutes, teachers may apply the 90-hour certificate toward TESOL/ELAD endorsement.*