



PROFESSIONAL LEARNING COMMUNITY
FACILITATORS' GUIDE FOR DISCUSSION

English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom

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Background to the Development of This Guide: WestEd's Evaluation of the Math in Common Initiative

This Facilitators' Guide was initially developed by WestEd as part of a series of evaluation reports for the Math in Common® initiative. The first version of this guide, created in November 2016, was Volume 7 of the evaluation report series.

Math in Common is a five-year initiative, funded by the S. D. Bechtel, Jr. Foundation, that supports a network of 10 California school districts as they are implementing the Common Core State Standards in Mathematics (CCSS-M) across grades K–8. Math in Common grants have been awarded to the school districts of Dinuba, Elk Grove, Garden Grove, Long Beach, Oakland, Oceanside, Sacramento City, San Francisco, Sanger, and Santa Ana.

WestEd is providing developmental evaluation services over the course of the initiative. The evaluation plan is designed principally to provide relevant and timely information to help each of the Math in Common districts meet its implementation objectives. The overall evaluation centers around four themes that capture the major areas of work and focus in the districts as well as the primary indicators of change and growth. These themes are:

- » Shifts in teachers' instructional approaches related to the CCSS-M in grades K–8
- » Changes in students' proficiency in mathematics, measured against the CCSS-M
- » Change management processes at the school district level, including district leadership, organizational design, and management systems that specifically support and/or maintain investments in CCSS-M implementation
- » The development and sustainability of the Math in Common community of practice

Together, the Math in Common districts are part of a community of practice in which they share their progress and successes as well as their challenges and lessons learned about supports needed for CCSS-M implementation. Learning for district representatives is supported by WestEd team members who provide technical assistance related to goal setting and gathering evidence of implementation progress (e.g., by advising on data collection instruments, conducting independent data analyses, participating in team meetings to support leadership reflection). An additional organizational partner, California Education Partners, works with the community of practice by offering time, tools, and expertise for education leaders to work together to advance student success in mathematics. California Education Partners organizes Leadership Convenings three times per year, summer Principal Institutes, and workshops.



Facilitators' Guide Overview

In the 2016/17 school year, the Math in Common community of practice undertook a strand of work focused on English language learners (ELLs), students from other subpopulations, and mathematics education, considering how district structures could be strengthened to support learning for all students.

As part of this work, WestEd distributed *English Language Learners and the New Standards*, a book by three WestEd colleagues and experts in the field (Margaret Heritage, Aida Walqui, and Robert Liguanti), and distributed an initial draft of this Facilitators' Guide for reading and discussing the book in a professional learning community (PLC).

English Language Learners and the New Standards presents a clear vision and practical suggestions for helping teachers engage ELLs in simultaneously learning subject-area content, analytical practices, and language. This guide is intended to help district-level or site-level math teams use the book to refine their shared understandings of ELLs' needs and take action to improve policy and classroom practice accordingly.

This guide is organized for discussions within PLCs. You might distribute the guide along with copies of *English Language Learners and the New Standards* to grade- or department-level teacher teams or site administrator PLCs, or you might convene an informal discussion group to include district math administrators and other district staff — anyone who may benefit from reading and thinking collaboratively about your district's approach to educating ELLs in mathematics. We have organized the guide on the assumption that one chapter will be discussed per meeting.

As a part of the original strand of work for Math in Common, we hosted a series of webinars with each author of the book. These engaging and informative discussions, aimed at an audience of district math administrators, are archived at <https://www.wested.org/math-in-common-webinars/>. We hope your PLC will find these webinars to be as helpful as the Math in Common community did!

Process Overview

This guide is intended for the facilitators of professional learning communities (PLCs). Its primary purpose is to support in-person PLC meetings. The guide is organized into six segments, each focusing on a different chapter of *English Language Learners and the New Standards* and each providing activities to engage your PLC participants before, during, and after a PLC meeting focused on the ideas in that chapter.

We have organized your PLC's reading, discussion, and application of each chapter into three phases:

- » **Preparing to Discuss:** Focus Questions & Taking the Pulse
- » **Interacting with the Chapter:** Discussing Reactions & Sharing Understandings
- » **Extending into Practice:** Identifying Actions & Developing Plans



Preparing to Discuss

As PLC participants read the chapter, they should keep in mind the provided **focus questions**. These questions will launch PLC discussions of the chapter.

After reading the chapter, participants should undertake the suggested activity for **taking the pulse** of the current practice in the PLC's school/district.



Interacting with the Chapter

Have participants begin the in-person PLC meeting by **discussing reactions** to the focus questions and pulse-taking preparatory work.

Then, for deepening and **sharing understandings**, have participants collaboratively complete the provided interactive activity focused on key ideas in the chapter.



Extending into Practice

Based upon shared understandings, guide the participants to begin **identifying actions** to drive current practice more toward shared goals for the district.

Then have participants conclude the session by **developing plans** for who will carry actions into practice before the next meeting of the PLC.

Reading Guide for Chapter 1

ELLs and the New Standards: Meeting the Goals of College and Career Readiness

This chapter highlights the urgency of meeting the varied needs of diverse groups of English language learners (ELLs) in the context of new college- and career-readiness standards. It illustrates, through an extended vignette, the importance of providing ELLs with opportunities to learn disciplinary content knowledge, analytical practices, and language simultaneously.



Preparing to Discuss

Provide participants with the following instructions as they prepare to read the text.

Focus Questions: As you read the chapter, keep the following questions in mind.

- » What are the conceptual understandings, analytic practices, and language that students are learning?
- » How do these learning opportunities support ELLs in particular?
- » How does the teacher collect evidence of learning and respond to that evidence?

Taking the Pulse: To sustain a focus on ELLs in your district, use the dimensions listed in the text (pp. 4–5) to develop a portrait of “Who are ELLs?” in your district or school site(s). Obtain information to address the following dimensions:

- » Time in the United States
- » Experience of formal schooling
- » Language status
- » Exposure to English
- » Ethnic heritage

Take into account the heterogeneity that may exist within the district or school site(s).



Interacting with the Chapter

Discussing Reactions: Focus on Conceptual Understanding, Analytical Practices, and Language

Lead an opening discussion of participants' reactions to the reading. Draw their focus toward three themes: conceptual understanding, analytical practices, and language. Organize participants into pairs or small groups to discuss their responses to the focus questions. In addition, ask participants to share the demographic profile of ELLs that they collected in the Taking the Pulse task.

Sharing Understandings (Jigsaw Project)

The purpose of this activity is to develop a deeper understanding of how conceptual, analytic, and language practices are connected during different phases of instruction. Lead participants in an activity in which they will become experts on one of four sections of the vignette about Ms. Cardenas's class.

Begin the session in Base Groups of four individuals. Have each member of a Base Group select a letter: A, B, C, or D. These letters designate their Expert Groups, which correspond to the following passages in the chapter:

- A. Preparation and developing questions (pp. 8–9)
- B. Categorizing questions (pp. 9–10)
- C. Research and synthesis (pp. 11–13)
- D. Product and presentation (pp. 13–16)

Have participants move to sit with their Expert Groups to reread their section, focusing on these questions:

- » What are the conceptual understandings that students are developing?
- » In what analytical practices are students engaged?
- » How are students developing language?
- » How does the teacher weave these conceptual, analytical, and language practices together?
- » How does the teacher collect evidence of learning and respond to that evidence?

Have individuals respond to these questions, recording their responses on the Individual Matrix handout. After some time for participants to think individually, ask each Expert Group to discuss each of these questions and reach a consensus about the most important ideas to concisely bring back to each Base Group. Each Expert Group should record its consensus on the Expert Matrix handout.

Have the Experts return to their Base Groups to then take turns reporting out while others in the group record the most important ideas.



Extending into Practice

Identifying Actions

This action-planning activity extends understandings developed about Ms. Cardenas's class. Ask participants to reflect on that activity and discuss the following questions:

- » Consider the instruction and learning opportunities provided to ELLs in Ms. Cardenas's class. How is the kind of instruction and learning that is described different from current practice in the district or school site(s)?
- » In what ways do these practices recognize the heterogeneity of ELLs across the district?
- » What changes in teacher practice will be necessary to enact the vision of instruction in this chapter?
- » What professional learning experiences will best support these changes?

Organize participants into small groups to identify two or three next steps to shift practice around to better support the learning of ELLs. Have participants share out these next steps to the whole group and create a shared list of actions that could be undertaken.

Developing Plans

Form small action teams of two to four participants. Invite action teams to select two or three actions from the shared list of next steps to implement before the next PLC session. Ask teams to set up specific plans for when to check in about practices and to make adjustments.



Jigsaw Project: Individual Matrix

Group _____

| FOCUS QUESTIONS | MY RESPONSES |
|---|--------------|
| What are the conceptual understandings that students are developing? | |
| In what analytical practices are students engaged? | |
| How are students developing language? | |
| How does the teacher weave these conceptual, analytical, and language practices together? | |
| How does the teacher collect evidence of learning and respond to that evidence? | |

Jigsaw Project: Expert Matrix

| | A) PREPARATION & DEVELOPING QUESTIONS | B) CATEGORIZING QUESTIONS | C) RESEARCH & SYNTHESIS | D) PRODUCT & PRESENTATION |
|---|---------------------------------------|---------------------------|-------------------------|---------------------------|
| What are the conceptual understandings that students are developing? | | | | |
| In what analytical practices are students engaged? | | | | |
| How are students developing language? | | | | |
| How does the teacher weave these conceptual, analytical, and language practices together? | | | | |
| How does the teacher collect evidence of learning and respond to that evidence? | | | | |



Reading Guide for Chapter 2

Changing Times, Changing Teacher Expertise: Pedagogical Shifts That Support Ambitious Learning for ELLs

"In this chapter we focus on the reformulation of practice that embraces the simultaneous development of ELLs' content knowledge and language proficiency. The chapter begins with a discussion of the language-related shifts in instruction that stem from the standards and from recent developments in theory. These shifts are illustrated through detailed examples of classroom practice, showing how the task of successfully educating ELLs for deeper learning . . . can be accomplished." (pp. 19–20)



Preparing to Discuss

Provide participants with the following instructions as they prepare to read the text.

Focus Questions: As you read the chapter, keep the following questions in mind:

- » Which of the shifts discussed in the chapter do you think will be easier to undertake in your district? Why?
- » Which ones do you think will be more difficult? Why?

Taking the Pulse: Select one of the 10 shifts in the chapter. Consider where you would place your district's current practice on the continuum as defined by this shift. Provide specific examples and evidence to support your placement.



Interacting with the Chapter

Discussing Reactions: Focus on Evidence and Feedback

Lead an opening discussion of participants' reactions to the reading. Organize participants into pairs or small groups to discuss their responses to the focus questions. In addition, invite participants to share where they place current practice in their district with regard to a selected shift.



Sharing Understandings (Sorting Activity)

The purpose of this sorting activity is to facilitate a conversation and consensus around the state of current practice in the district. This shared understanding of current practice will guide action planning.

The chapter articulates 10 pedagogical shifts that are necessary for ELLs to participate fully in ambitious instruction. Make a set of Shift Cards (using the handout provided) for each group of four in the PLC. These cards include the 10 shifts listed below.

| FROM . . . | TO . . . |
|--|---|
| seeing language acquisition as an individual process | understanding it as a social process of apprenticeship |
| conceptualizing language in terms of structures or functions | understanding language as action |
| seeing language acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity | understanding that acquisition occurs in non-linear and complex ways |
| emphasizing discrete structural features of language | showing how language is purposeful and patterned |
| teaching lessons focused on individual ideas or texts | teaching clusters of lessons centered on texts that are interconnected by purpose or by theme |
| leading activities that pre-teach content | leading activities that scaffold students' development and autonomy as learners |
| establishing separate objectives for language and content learning | establishing objectives that integrate language and content learning |
| using simple or simplified texts | using complex, amplified texts |
| teaching traditional grammar | teaching multimodal grammar |
| using tests designed by others | using formative assessment |

Organize participants into groups of four. Distribute a set of Shift Cards to each group. Have small groups take turns to discuss each of the shifts. On each turn, a participant should take a card, read the shift, and propose to the group where the district's current practice is with regard to this shift. Have group members sort shifts according to degree of priority, and then according to degree of difficulty.



Extending into Practice

Identifying Actions

This action-planning activity extends the sorting activity. Invite participants to look back on the result of the sorting activity and discuss the following questions:

- » Which shifts are high-priority and could be enacted more easily?
- » Which shifts are high-priority but will be more difficult to enact?



Ask participants, in small groups, to identify two or three next steps to shift pedagogical practice to better support the learning of ELLs. The groups will then share out these next steps to the whole group and create a shared list of actions that could be undertaken.

Developing Plans

Form small action teams of two to four participants. Invite action teams to select two or three actions from the shared list of next steps to implement before the next PLC session. Ask teams to set up specific plans for when to check in about practices and to make adjustments.



Shift Cards

| FROM . . . | TO . . . |
|--|--|
| seeing language acquisition as an individual process | understanding it as a social process of apprenticeship |
| conceptualizing language in terms of structures or functions | understanding language as action |
| seeing language acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity | understanding that acquisition occurs in non-linear and complex ways |
| emphasizing discrete structural features of language | showing how language is purposeful and patterned |



| FROM . . . | TO . . . |
|--|---|
| teaching lessons focused on individual ideas or texts | teaching clusters of lessons centered on texts that are interconnected by purpose or by theme |
| leading activities that pre-teach content | leading activities that scaffold students' development and autonomy as learners |
| establishing separate objectives for language and content learning | establishing objectives that integrate language and content learning |
| using simple or simplified texts | using complex, amplified texts |



| FROM . . . | TO . . . |
|------------------------------|-----------------------------|
| teaching traditional grammar | teaching multimodal grammar |

| FROM . . . | TO . . . |
|--------------------------------|----------------------------|
| using tests designed by others | using formative assessment |

Reading Guide for Chapter 3

From Theory to Practice: Examining Assumptions about Language Acquisition, Learners, Learning, and Teaching

"Most teachers think of themselves as practitioners rather than theoreticians, but nearly all teachers' practice is guided by theory. . . . This chapter discusses theories that have traditionally shaped teachers' pedagogical practices for ELLs, and describes their benefits and limitations. This chapter brings us up to date about recent developments in second-language acquisition that challenge deep-seated assumptions of language teaching, and that ground the idea of reformulated practice to support ELLs in meeting college and career ready standards." (p. 20)



Preparing to Discuss

Provide participants with the following instructions as they prepare to read the text.

Focus Questions: As you read the chapter, keep the following questions in mind:

- » What practices that reflect outdated theories still guide the opportunities that teachers offer ELLs for learning?
- » What professional learning experiences are needed to catalyze teachers' growth past these long-standing theories and practices?

Taking the Pulse: Consider the theories that undergird current practice in the district. What does the model for instruction within the district reflect in terms of the theories described in the chapter? In particular, focus on potential answers to the questions that guide "theories of second-language acquisition" (p. 60):

- » How is language defined?
- » What is the goal of L2 learning?
- » How does language develop?
- » What develops and in what sequence?
- » How is language best presented and practiced?



Interacting with the Chapter

Discussing Reactions: Focus on Language and Learning

Lead an opening discussion of participants' reactions to the reading. Organize participants into pairs or small groups to discuss their responses to the focus questions.

Sharing Understandings (Compare-and-Contrast Matrix)

The purpose of this task is to deepen understanding of theories of second-language acquisition and to understand the implications of those theories for mathematics instruction for ELLs.

The chapter outlines many approaches within theoretical categories:

Formal Theories

- » Grammar-Translation Method (p. 61)
- » Audio-lingualism (pp. 61–64)

Cognitive Theories

- » Natural Approach (pp. 65–67)
- » Learning Strategy Theory (pp. 67–68)

Functional Theories

- » English for Specific Purposes (pp. 73–74)
- » Communicative Language Teaching (pp. 74–75)
- » Systemic Functional Linguistics Approaches (pp. 75–77)

Organize participants into pairs. Guide each pair to select two approaches that come from different theoretical categories. Ask participants to reread the relevant sections and answer the Taking the Pulse questions for each approach by filling out the Compare-and-Contrast Matrix handout.

After participants have done this activity for two existing approaches, have them revisit how they answered the Taking the Pulse questions about current practice in the district and reflect on the district's current practice in light of these established approaches.



Extending into Practice

Identifying Actions

This action-planning activity extends understandings of the theories that undergird current practice. Ask participants to look back at the questions on the Compare-and-Contrast Matrix and then answer the following questions:

- » In what areas should district practice shift?
- » What current understandings do practitioners have that need to be brought to the surface?
- » What professional learning experiences will catalyze the necessary shifts?

Guide participants to work in small groups to identify two or three next steps to shift the theoretical foundations for practice in order to offer ambitious learning opportunities for ELLs. Then have the groups share out these next steps to the whole group and create a shared list of actions that could be undertaken.

Developing Plans

Form small action teams of two to four participants. Invite action teams to select two or three actions from the shared list of next steps to implement before the next PLC session. Ask teams to set up specific plans for when to check in about practice and to make adjustments.



Compare-and-Contrast Matrix

| | APPROACH 1: | APPROACH 2: | CURRENT PRACTICE IN DISTRICT |
|---|-------------|-------------|------------------------------|
| How is language defined? | | | |
| What is the goal of L2 learning? | | | |
| How does language develop? | | | |
| What develops and in what sequence? | | | |
| How is language best presented and practiced? | | | |



Reading Guide for Chapter 4

The Role of Formative Assessment: Putting Content, Analytical Practices, and Language Together

"[T]his chapter addresses assessment integrated into instruction – formative assessment. Through examples of practice, we show how teachers can collect evidence of language and content learning through classroom talk and other means, engage in contingent pedagogy based on the evidence obtained, and involve students in assessment through self- and peer assessment, all in the service of simultaneously learning content, analytical practices, and language." (p. 20)



Preparing to Discuss

Provide participants with the following instructions as they prepare to read the text.

Focus Questions: As you read the chapter, keep the following questions in mind:

- » What sources of evidence are important for formative assessment?
- » What is the purpose of feedback, and what features make it effective?
- » How can teachers respond to formative assessment evidence?

Taking the Pulse: Reflect on how colleagues understand formative assessment. Evaluate the extent to which their beliefs and actions are in line with the proposition that assessment is "a pedagogical decision-making process, not a measurement process" (p. 88). Have a conversation with three to five participants and ask them about their understandings of formative assessment and whether they agree with the aforementioned quote.



Interacting with the Chapter

Discussing Reactions: Focus on Evidence and Feedback

The opening discussion of reactions to the reading will focus on two aspects: evidence and feedback. Ask participants to form pairs or small groups and to discuss their responses to the focus questions, with an emphasis on the connections to evidence and feedback. Also ask participants to report on the beliefs and understandings that their colleagues expressed to them about formative assessment.



Sharing Understandings (Jigsaw Project): Connecting Elements of Formative Assessment

This activity enables participants to dig deeply into the meaning of different sections of the chapter, with the purpose of synthesizing understandings. For this purpose, have participants work in groups to become experts on one of the four elements of formative assessment.

Guide participants to begin the session in Base Groups of four individuals. Have each member of each Base Group select a letter: A, B, C, or D. These letters designate their Expert Groups, which correspond to the following passages in the chapter:

- A. Sharing learning goals and success criteria (pp. 90–93)
- B. Using classroom talk as a source of evidence (pp. 93–99)
- C. Giving feedback to move learning forward (pp. 99–103)
- D. Involving students through self-assessment and peer assessment (pp. 103–107)

Invite participants to sit in their Expert Groups to reread their section with a focus on the following questions:

- » What are key actions that teachers need to take?
- » What are students engaged in doing?
- » How are the teacher and student actions in this section different from current practice?
- » What professional learning experiences would help teachers change their practice to align with this section?

Reproduce and provide copies of the Individual Matrix and Expert Matrix for each participant. Have individuals respond to these questions, recording their ideas on the Individual Matrix handout. After some time for participants to think individually, ask each Expert Group to discuss each of these questions and reach a consensus about the most important ideas to concisely bring back to their Base Groups. Have groups fill out this expert consensus on the Expert Matrix handout.

Ask Experts to then return to their Base Groups. Direct Experts to take turns reporting out as others record the most important ideas.



Extending into Practice

Identifying Actions

This action-planning activity extends shared understandings of the four elements of formative assessment:

- » Sharing learning goals and success criteria
- » Using classroom talk as a source of evidence
- » Giving feedback to move learning forward
- » Involving students through self-assessment and peer assessment

Have participants reflect on the site's/district's work with formative assessment as supported by Math in Common activities.

- » Which of these elements are already emphasized in current practice?
- » Which elements have not been addressed or require greater exploration by teachers?

Have participants work in small groups to identify two or three next steps to better support educators' abilities to engage in formative assessment to support the learning of ELLs. Then have the groups share out these next steps to the whole group and create a shared list of actions that could be undertaken.

Developing Plans

Form small action teams of two to four participants. Invite action teams to select two or three actions from the shared list of next steps to implement before the next PLC session. Ask teams to set up specific plans for when to check in about practice and to make adjustments.



Jigsaw Project: Individual Matrix

Group _____

| QUESTION | MY RESPONSE |
|--|-------------|
| What are key actions that teachers need to take? | |
| What are students engaged in doing? | |
| How are the teacher and student actions in this section different from current practice? | |
| What professional learning experiences would help teachers change their practice to align with this section? | |

Jigsaw Project: Expert Matrix

| | A) SHARING LEARNING GOALS AND SUCCESS CRITERIA | B) USING CLASSROOM TALK AS A SOURCE OF EVIDENCE | C) GIVING FEEDBACK TO MOVE LEARNING FORWARD | D) INVOLVING STUDENTS THROUGH SELF-ASSESSMENT AND PEER ASSESSMENT |
|--|--|---|---|---|
| What are key actions that teachers need to take? | | | | |
| What are students engaged in doing? | | | | |
| How are the teacher and student actions in this section different from current practice? | | | | |
| What professional learning experiences would help teachers change their practice to align with this section? | | | | |



Reading Guide for Chapter 5

The Role of Summative Assessment: Key Leverage Points and Stress Points in Assessing ELLs

"Beginning with a discussion of how students enter and exit the status of ELL, this chapter focuses on assessments that have a significant impact on ELLs and elaborates on the caution that educators need to take when using the assessments. The chapter also presents some innovations in assessment for ELLs that have the potential to mitigate some of the problems discussed . . . with respect to assessing ELL students." (p. 20)



Preparing to Discuss

Provide participants with the following instructions as they prepare to read the text.

Focus Questions: As you read the chapter, keep the following questions in mind:

- » What are the different purposes of assessment, and how are these purposes enacted?
- » What special considerations need to be undertaken concerning ELLs and assessment?
- » How do assessments inform decisions and actions that affect ELLs?

Taking the Pulse: Review current summative and interim/benchmark assessments in your district.

- » How are they developed or selected?
- » What learning goals do they cover?
- » How are results used? What processes exist for applying results to practice?
- » How are ELLs included? What assessments do ELLs take? Are ELLs analyzed as a subgroup?

Collect and bring an example of an interim/benchmark assessment that is used in the district.



Interacting with the Chapter

Discussing Reactions: Focus on Purposes and Consequences

Lead an opening discussion of participants' reactions to the reading. Draw their focus toward the purposes and consequences of assessment. Organize participants into pairs or small groups to discuss their responses to the focus questions. Also, ask participants to share their reviews of existing interim/benchmark assessments and any collected examples.

Sharing Understandings (Sorting Task): Current Practices with Interim/Benchmark Assessments

The purpose of the Sorting Task is to facilitate a conversation and consensus around the state of current practice in the district/school. This shared understanding of current practice will guide action planning.

The chapter identifies multiple actions that teachers can take, based upon interim/benchmark results. These actions include:

- » Determine progress between time points
- » Identify students in need of additional support
- » Readjust professional learning priorities and resource decisions
- » Continue or readjust improvement strategies
- » Guide and formatively evaluate curricula and programs
- » Identify promising practices
- » Aggregate results to examine trends in performance
- » Disaggregate results to examine performance of specific subgroups (e.g., ELLs)
- » Report performance to parents
- » Predict outcomes on high-stakes assessments

These actions are provided on the Action Cards handout. For each group of four, copy and cut out a set of Action Cards.

The list of actions is a menu of options, not all of which can be done at once, and not all of them may be a priority of the district or school. The sorting task is organized by two dimensions: priority and frequency.

Organize participants into groups of three or four. Provide each group with a set of cards. Then, have each person in the group, one person at a time, draw a card and read it aloud, then make an initial assessment about the following questions:

1. Is this action currently a high priority within the district?
2. Is this action currently being enacted with high frequency within the district?

Have each group then discuss where the action belongs, in terms of its priority and frequency, providing evidence, examples, and reasons. It is important for participants to understand that not all actions are high-priority or high-frequency.



Extending into Practice

Identifying Actions

This action-planning activity extends the shared sorting of current practice. Have participants look back on the result of the Sorting Task and discuss the following questions:

- » Which actions occur with higher frequency than they should?
- » Which actions are high-priority but low-frequency?
- » Which actions should become a higher priority? What specific support will teachers need to shift actions into practice?

Have participants work in small groups to identify two or three next steps to shift practice around interim/benchmark assessments to better support the learning of ELLs. Then have the groups share out these next steps to the whole group and create a shared list of actions that could be undertaken.

Developing Plans

Form small action teams of two to four participants. Invite action teams to select two or three actions from the shared list of next steps to implement before the next PLC session. Ask teams to set up specific plans for when to check in about practice and to make adjustments.



Action Cards

Identify students in need of additional support

Aggregate results to examine trends in performance

Readjust professional learning priorities and resource decisions

Disaggregate results to examine performance of specific subgroups (e.g., ELLs)

Continue or readjust improvement strategies

Report performance to parents

Guide and formatively evaluate curricula and programs

Predict outcomes on high-stakes assessments

Determine progress between time points

Identify promising practices

Reading Guide for Chapter 6

The Role of Policy: Fostering a Learning Culture for ELLs and Their Teachers

"The final chapter considers the role that policy plays in the education of ELLs. It suggests ways in which educators can both respond to and influence policy to meet the goals of the college and career ready standards for ELLs. The chapter also describes how educators can inform policies that support a learning culture for ELLs and their teachers." (p. 21)



Preparing to Discuss

Provide participants with the following instructions as they prepare to read the text.

Focus Questions: As you read the chapter, keep the following questions in mind:

- » How can policy be used to foster a culture of learning for students and teachers in schools?
- » How can policy cultivate schools' and districts' intellectual resources to develop a professional culture that "center[s] on problems of instructional practice" (p. 137)?
- » How can policy leverage pedagogical resources to strengthen teachers' instructional capacity and to benefit students?

Taking the Pulse: Reflect on whether and how specific policies implemented in your district or school site are synchronous with the notion that schools must cultivate human, social, and decisional capital that together support professional capital, which is essential for developing and/or strengthening a learning culture for all students and their teachers (pp. 138–139).

- » Step 1: Identify and investigate the implementation of one specific policy at your school site or in your district.
- » Step 2: Analyze its strengths and gaps in supporting human, social, and decisional capital.



Interacting with the Chapter

Discussing Reactions: Focus on Professional Capital

Lead an opening discussion of participants' reactions to the reading. Draw their focus to the role of policies in shaping teaching and learning. Organize participants into pairs or small groups to discuss their responses to the focus questions.

Sharing Understandings (Collaborative Poster): A Focus on Policy to Strengthen Pedagogy and Assessment for ELLs and Their Teachers

This activity enables participants to dig deeply into three areas in which teachers and school/district leaders can make an impact through policy. The goal is to synthesize understandings as they relate to school/district policies that impact mathematics instruction and assessment for ELLs and professional learning for their teachers. For this purpose, have participants work in groups of four as they select and examine one of three areas of policy: Professional Learning (pp. 141–143), Assessment Literacy (pp. 144–146), and Teacher Evaluation (pp. 146–148).

Guide participants to reread their selected section identified above and respond to the following questions in relation to the policy area:

- » What are strengths of existing site/district practices?
- » What are needs that the site/district must explicitly address?
- » What new knowledge or systems need to be put in place?

Ask groups to then complete a poster with an agreed-upon image (the image may combine several proposed pictures), a quote, and/or an original phrase that summarizes the gist of the group's discussion, as well as places where elements from these categories may be found within their own site/district.

Guide groups to complete the poster in four colors, with each team member using only one color. Inform groups that the poster must display the four colors and artists will sign their names on the poster with their assigned colors.



Extending into Practice

Identifying Actions

This action-planning activity extends shared understandings of professional capital, as examined in the Taking the Pulse task, including:

- » Human capital
- » Social capital
- » Decisional capital

Have participants reflect on the ways in which the policy that they selected for the Taking the Pulse task might be altered to be more supportive of the human, social, and decisional capital at the school site/district. Then have them work in small groups to outline two or three next steps that would strengthen this policy to better support the human, social, and decisional capital at the school site/district.

Developing Plans

Have participants work in pairs to discuss their site's/district's plan for math-related professional learning as supported by Math in Common. Have them use the following questions as a guide:

- » How does professional learning address the instruction of ELLs?
- » What opportunities are offered for math specialists and ELL specialists to collaborate?
- » How could professional learning offerings better focus on ELLs?

Have each pair outline two or three next steps in modifying professional learning offerings so that the offerings better support educators' abilities to attend to ELLs' strengths and needs in math. Have each pair then share out next steps with the larger group.

Then have participants form small action teams of two to four participants. Invite action teams to select two or three actions from the shared list of next steps to implement before the next PLC session. Ask teams to set up specific plans for when to check in about practice and to make adjustments.





Facilitator's Notes

Please see <https://www.wested.org/math-in-common-webinars/> for a series of webinars with the book's authors.