

Margarita Calderón & Associates

ExC-ELLerating Language & Literacy for All Learners

PERSONALIZED LEARNING AND ExC-ELL – HOW THEY CONNECT

As teachers and administrators implement ExC-ELL, they want to know how ExC-ELL interacts with Personalized Learning. We see both models interacting effectively as highlighted below.

P.L. Philosophy

At its core, with or without technology, personalized learning involves building a learning environment that is responsive to students' strengths, needs, and interests. There are academic and social-emotional pieces of this work carried on by many staff within a school, from teachers to librarians to school psychologists. Many PL districts list their PL Mission as empowering students to make meaningful contributions to the world. Also, at its core, PL tailors student's strengths, needs, interests and instruction so as to help students become critical and creative thinkers with the life skills of communication, creative problem solving, collaboration and a collegial work ethic to contribute for the betterment of society.

ExC-ELL Philosophy

The mission of Expediting Comprehension for English Language Learners (ExC-ELL™) is to prepare all teachers, administrators, counselors, librarians, and specialists in a school to address the academic language, literacy, content and social-emotional needs of English Learners/Newcomers and all other students in the school. Instruction is tailored to the immediate comprehension, vocabulary and writing needs taken directly from the lesson and content of the day. Technology can be a choice after the English Learners have been taught the key vocabulary, reading comprehension and writing strategies to approach the technology and other independent work.

PERSONAL LEARNING	ExC-ELL	ExC-ELL Instructional Strategies
<ul style="list-style-type: none">• Student Reflection and Ownership - encourages a focus on metacognitive strategies for learning and prompts students to pursue their passions and ownership of their work	<ul style="list-style-type: none">• Students learn the vocabulary to reflect and develop metacognitive strategies as they practice listening, speaking, reading and writing in all subjects. Teachers provide prompts and scaffolds to help develop ownership	<ul style="list-style-type: none">• Preteaching vocabulary with the 7 Steps• Partner Reading with Summarization• Class Debriefing• Circle Summaries• Question Formulation with Numbered Heads• RAFT• Rip n Rite• Write Around• Self-editing and revising written work
<ul style="list-style-type: none">• Data-Driven Decisions - allow teachers and students to understand	<ul style="list-style-type: none">• Data-Driven Decisions are made with specific data on ELs' learning	<ul style="list-style-type: none">• Performance assessments for collecting student responses during Vocabulary

and act on their strengths and needs	progressions and an observation protocol	Step 6, Partner Reading and Summarization, questions they formulate, discourse responses during Numbered Heads Together and their writing products.
<ul style="list-style-type: none"> Targeted Instruction - provides a critical structure for teachers and students to problem-solve with one another and meet individual learning goals 	<ul style="list-style-type: none"> Targeted instruction provides 12 components that teachers can use to develop basic skills for learning to apply academic English to problem-solving and meet their individual learning goals 	<ul style="list-style-type: none"> The Framework takes teachers and students from basic language and literacy development in pairs and teams of four for problem solving, then with gradual release to apply all skills and strategies individually
<ul style="list-style-type: none"> Flexible Content and Tools - creates a mix of resources responsive to student needs and interests that allows for differentiated path, pace and performance tasks in learning 	<ul style="list-style-type: none"> Teachers have the flexibility and tools to apply ExC-ELL components to any subject with any printed or online text or resources. Teachers learn strategies for addressing the diverse educational backgrounds of ELs and their English proficiency levels 	<ul style="list-style-type: none"> By following the framework, teachers and students are able to allow for differentiation and yet keeping pace with Non-ELs in their classrooms.

ExC-ELL Flexibility

As Newcomers enter classrooms or as existing ELs develop their knowledge and understanding, the resources they have for learning can be adapted. Teachers and students can choose materials that are flexible, allowing for a differentiated path, pace, or performance tasks. Teachers keep track of ELs’ learning progressions and help them advance according to their needs. The learning progressions of all ELs must be reported to the State and Federal departments of education on a yearly basis. Therefore, the district and school support systems are also prepared to offer assistance for implementing and integrating ExC-ELL instruction into existing models such as Personalized Learning or blended instruction.

Although being able to solve authentic, challenging problems, and depth of complexity is also at the heart of student learning in ExC-ELL, this cannot occur without explicitly teaching the

language, modeling the reading and thinking processes, and using a common grade-level mentor text to learn close reading strategies, and use as a pattern for their emerging writing conventions. Fortunately, the creativity, critical thinking also emerges as ELs work with more capable peers in the general education classrooms. ExC-ELL was developed at the request of the Carnegie Corporation of New York and the U.S. Department of Education to address the need for all content teachers to be prepared to teach ELs in their classrooms along with the rest of the students.

The ExC-ELL instructional strategies are highly interactive and help accelerate academic language learning for all students. ExC-ELL Cooperative Learning strategies and collaborative activities applied to project-based learning or any learning model enable the development of social-emotional skills as they work with peers to dive deeply into a topic of interest in activities such as Partner Reading combined with Oral Summarization and Formulating Questions in tandem with Numbered Heads Together and whole class debriefing. ELs use their creativity during writing activities such as Rip-n-'Rite, Write-Around, Ratiocination, Cut & Grow. All 12 instructional components are set up to expect and encourage 100% participation in the class, generate ample discussion during debriefing and reflection. The ExC-ELL model promotes higher levels of EL achievement when teachers provide a myriad of high-interest resources which empower and inspire them to excel in their learning.

Results So Far:

While ExC-ELL is implemented in thousands of classrooms throughout the U.S. and in 5 other countries, many Divisions in Virginia are also implementing it. In Loudoun County, administrator teams and 177 teachers from 4 schools in Loudoun County have been trained. By next year, all teachers in those schools will have been trained. Moreover, 6 teachers from two schools have been trained and vetted by Dr. Margarita Calderón to be District Support Cadre team members thus enabling them to support and train even more teachers in LCPS. Through structured interviews, classroom observations, and coaching reports, we find that teachers feel more effective in teaching and reaching English Learners since they started ExC-ELL. Students report that they prefer this type of active learning. Data will continue to be collected on the quality of implementation, teacher, student and administrator perceptions, and student academic gains.