

What Does English Learner Mean in TRUSD?



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Assignment

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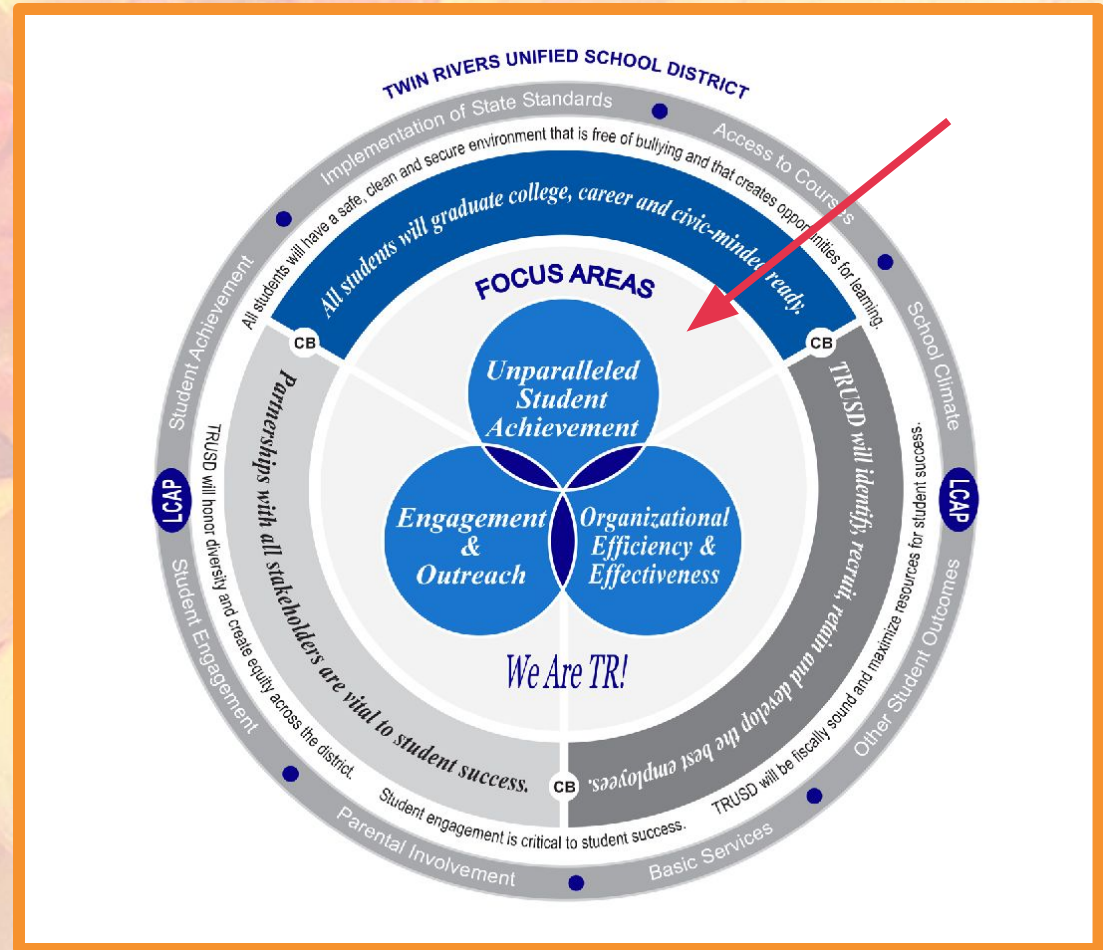
English Learner Services
Department
July 28, 2021

Grades TK-6
New Hire Academy Week



Our Place Within the TRUSD Strategic Framework

Effective teachers are the most important factor contributing to student achievement.



Professional Learning Norms

- **Conversation:** All voices are heard
- **Help:** Ask questions of yourself and others
- **Activity:** Engage fully with content and one another
- **Movement:** Take care of personal needs
- **Participation:** Open your thinking to diverse viewpoints
- **S:** Have a SUCCESSFUL DAY integrating your learning!

*Chat will be
saved*

Professional Learning Goals



What am I learning today?

Why am I learning it?

How will I know I learned it?

Learning Intentions

What am I learning today?

At the end of today's session you will:

1

Know the English learner typologies

2

Be familiar with the EL Google Classroom and resources

3

Understand your role in supporting English learners with integrated and designated instruction

Connector

On this sheep-scale, how do you feel today?

Type the number in the Chat Box.



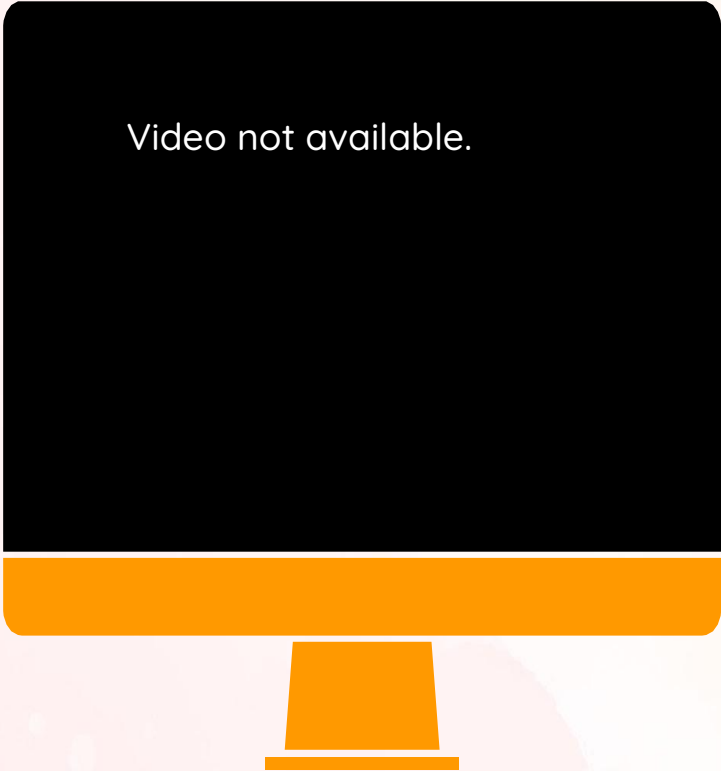
The many benefits of multilingualism!

- Global awareness
- Cognitive benefits
- Broaden employment opportunities

Why am I learning it?



Let's hear from our English Learner students...



Video not available.

What do you notice about these students' background knowledge?

What do they bring to the classroom?

Student Engagement Tip: Waterfall Chat

What did you notice? What background knowledge do these students bring into the classroom? What other skills do students bring?



DO NOT HIT SEND YET!

English Language Proficiency Assessment for California

ELPAC Initial

- Initial identification of students as EL
- Determines students' English language proficiency level


ELPAC Summative

- Given annually to all English learners
- Determines students' English language proficiency level



reading - writing - speaking - listening



ELPAC

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		<p>Students at this level have well developed English skills.</p> <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.

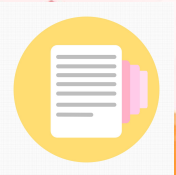
ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging —Requires substantial linguistic support	Expanding —Requires moderate linguistic support		Bridging —Requires light linguistic support

LEVEL 2		<p>Students at this level have some developed English skills.</p> <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		<p>Students at this level are at a beginning stage of developing English skills.</p> <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

Let's Jam!

Match the definition with the correct EL typology.

Follow the link in the Chat Box.



ENGLISH LEARNER TYPOLOGIES

Initial Fluent English Proficient (IFEP)*

Student who met the criterion for English proficiency on the ELPAC when they initially took it.

Reclassified Fluent English Proficient (RFEP)*

Student who initially was an English Learner, but has since met the criterion to be proficient in English.

Long Term English Learner (LTEL)*

Student who has been in the US for 6+ years and is still classified as an English Learner

ENGLISH LEARNER TYPOLOGIES

English learners (ELs)*

Student whose score on the ELPAC determines an English proficiency level and has not been reclassified

Newcomers

Student who has been in the US 12 months or less and is classified as an EL

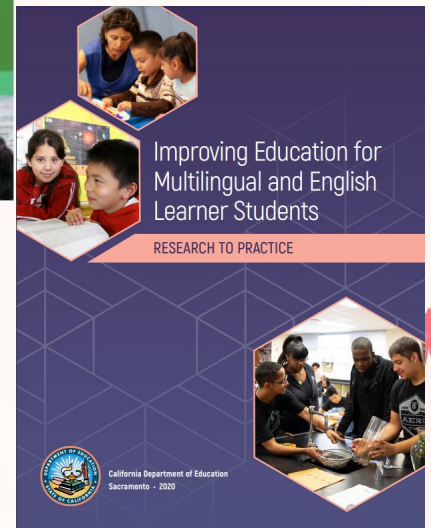
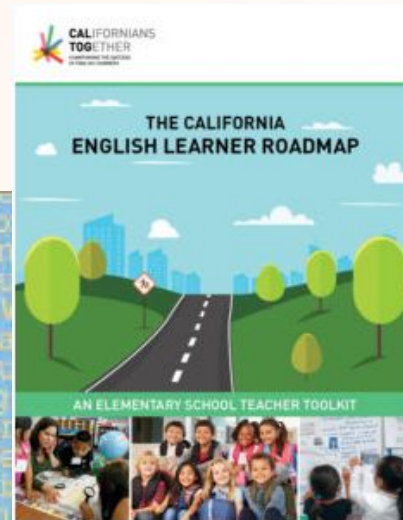
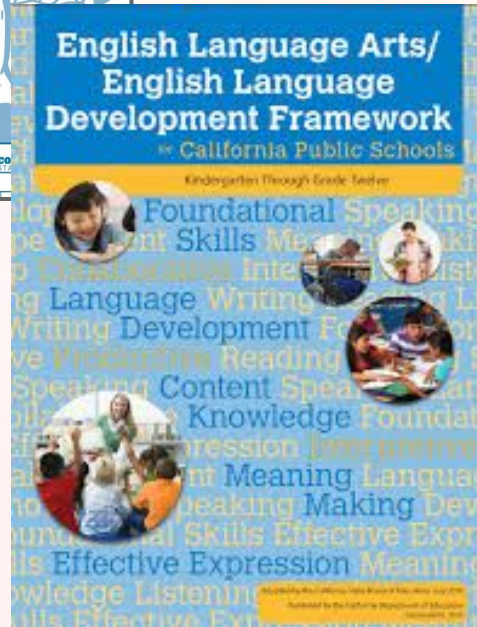
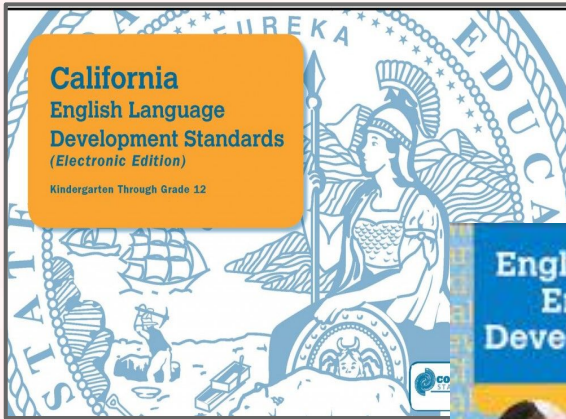
Immigrant

Student who is between 3 and 21 and has not been attending school in the US for more than 3 years

Refugee

Student given special immigration status

English Language Development in California



Ensuring Equity

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

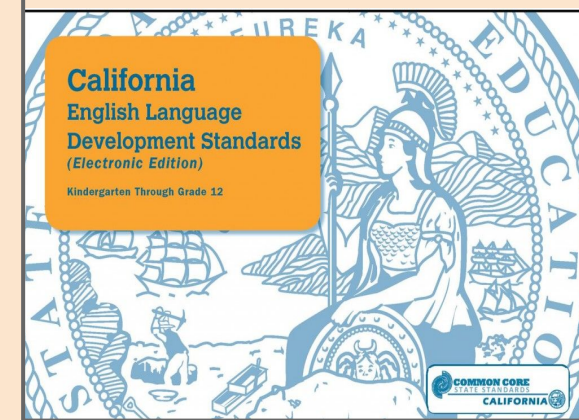
English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.

-California English Learner Roadmap

Time for a 10 Minute Break!



ELD Standards



Chapter 3 - The Standards

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts

- It's color coded
- Part I - cool colors
- Part II - warm colors
- Part III (see Chapter 6)

Part I: Interacting in Meaningful Ways	
A. Collaborative	<ol style="list-style-type: none">1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)3. Offering and supporting opinions and negotiating with others in communicative exchanges4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
B. Interpretive	<ol style="list-style-type: none">5. Listening actively to spoken English in a range of social and academic contexts6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
C. Productive	<ol style="list-style-type: none">9. Expressing information and ideas in formal oral presentations on academic topics10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology11. Supporting own opinions and evaluating others' opinions in speaking and writing12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
Part II: Learning About How English Works	
A. Structuring Cohesive Texts	<ol style="list-style-type: none">1. Understanding text structure2. Understanding cohesion
B. Expanding and Enriching Ideas	<ol style="list-style-type: none">3. Using verbs and verb phrases4. Using nouns and noun phrases5. Modifying to add details
C. Connecting and Condensing Ideas	<ol style="list-style-type: none">6. Connecting ideas7. Condensing ideas
Part III: Using Foundational Literacy Skills	



The ELD Standards consist of three parts...



Interacting in
Meaningful
Ways



Learning
About How
English Works



Using
Foundational
Literacy Skills

ELD Standards

Scaffolding reduces as proficiency level increases

ELD Proficiency Level Continuum		
→ Emerging →	→ Expanding →	→ Bridging →
<p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>



Focus 5 EL Strategies

Sentence/Text Unpacking



- Use familiar text
- Focus on chunks within a sentence or text to understand meaning and learn about form
- Reconstruct sentence or text
- **Domains:** Reading, Speaking
- *Examples:* Notice and Wonder, analyze grade level text

Thinking Routines

Thinking Routines



- Use routines/protocols to teach metacognition
- Integrate within the day and across content
- Leads to active reasoning and inquiry
- **Domains:** Listening, Speaking
- *Examples:* See-Think-Wonder; Think-Puzzle-Explore

Collaborative Dialogue



- Scaffold discussions so students develop reasoning and can make and support arguments
- Use in all classroom contexts (whole class, small group, and partner interactions)
- **Domains:** Listening, Speaking, Writing
- *Examples:* Think-Pair-Square Share; Inside/Outside Circle

Language Supports



- Provide vocabulary and structure support
- Differentiate support and change over time
- Keep posted so students have access
- **Domains:** Speaking, Reading, Writing
- *Examples:* sentence frames and word bank tables

Thinking Routine: *See - Think - Wonder*

SEE

What do you see, notice, or observe?



THINK

What do you think is happening?

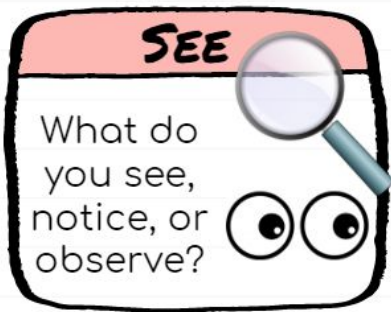


WONDER

What does the image make you wonder?



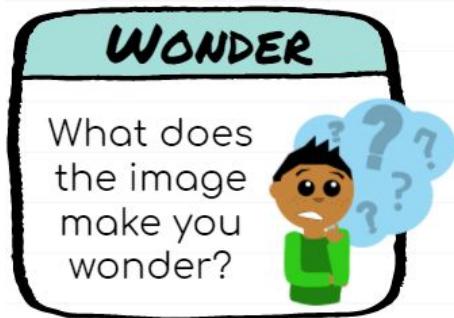
Teacher Demonstration



I see ____.



I think ____ because ____.




I wonder why the ____ were ____.
Additionally, I wonder ____.

Note-taking Page

SEE

What do you see, notice, or observe?




THINK

What do you think is happening?



WONDER


What does the image make you wonder?



Let's Try It!

SEE

What do you see, notice, or observe?




THINK

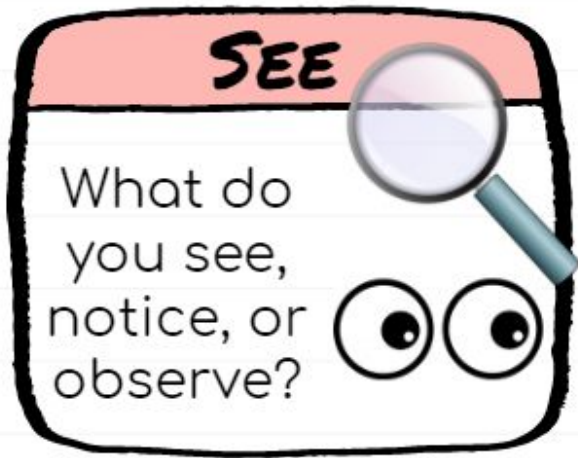
What do you think is happening?



WONDER

What does the image make you wonder?





I see ____.

At first I noticed ____. Then I also noticed ____.

Initially, I observed ____. Upon further observation, I noticed ____.



I think _____.

I think _____ because _____.

When I saw _____, it made me think _____. I also think _____.

WONDER

What does
the image
make you
wonder?



I wonder why ____.

The question I want to explore is ____.

I wonder why the ____ were _____. Additionally, I wonder _____.

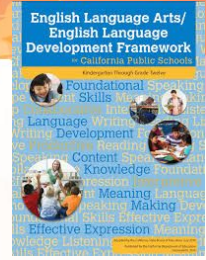
Chat Box

Time to reflect.

How could you
utilize *See Think
Wonder* in your
classroom?



Designated vs Integrated ELD



<i>Designated</i>	<i>Integrated</i>
<ul style="list-style-type: none">● Provided by a classroom teacher● During a <u>protected</u> time● Determined by student need● Develop language acquisition● Build into and from content instruction to develop critical language● <i>CA ELD Standards</i> are used as the focal standards	<ul style="list-style-type: none">● Provided by the classroom teacher● Throughout the day during whole class instruction● Taught through the curriculum● Helps ensure students strengthen their English language while learning content● <i>CA ELD standards</i> are used in tandem with <i>CA Common Core Standards</i>

To prepare for....

In response to....

Input/Output

How do you ask students to show what they know in the classroom?



+



+



+



Listening

Ability to receive and interpret messages

Speaking

Conveying information or expressing one's thoughts and feelings in spoken language

Reading

Decoding symbols in order to construct and derive meaning

Writing

Tool in human communication that represents language in symbols

Chat Box

**What did you
notice about
Input/Output?
What do you
wonder?**



Time for a Short Break





INTRODUCING ELLELEVATION




ELLEAVATION

- Ellevation is an online platform which supports compliance processes and offers instructional tools for English learners
- It can:
 - Identify EL students on class roster
 - Used for Reclassification and RFEP/EL Monitoring
- Log in through **TRUSD Apps > Learning Tools**



English Learner Services Department Educator Resources



HOME | ABOUT ▾ | STUDENTS & FAMILIES ▾ | ACADEMICS ▾ | OPERATIONS ▾ | COVID-19 | NEWS ▾ | BOARD MEETINGS

Home > Academics > English Learner Services > Educator Resources

- SCHOOLS
- STUDENT SERVICES
- EMPLOYMENT
- DISTRICT CALENDAR

English Learner Services
Dual Language Immersion (DLI)
Professional Development
Seal of Biliteracy
Interpreter & Translation Services
Supporting Newcomers
Refugee Student & Family Services
DELAC
Educator Resources

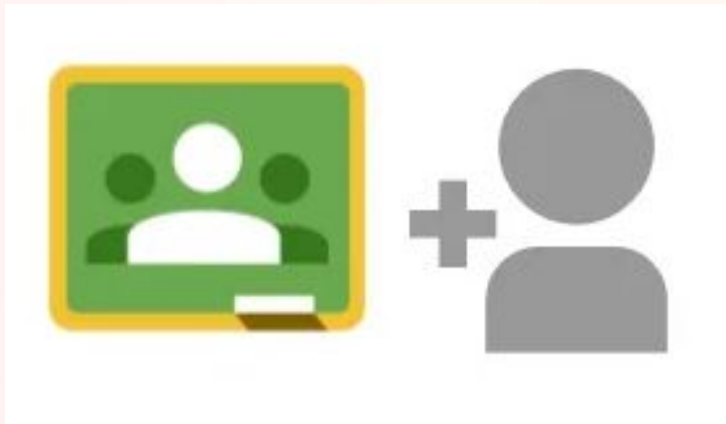
EDUCATOR RESOURCES

- The California English Learner Roadmap
- ELSD Standards
- ELA/ELD Framework
- Improving Education for Multilingual and English Learner Students
- California Practitioners' Guide for Educating English Learners with Disabilities
- What is Designated EL and Challenges faced by specific primary languages

ELSD Resources

- ELSD Distance Learning Resources
- ELD Choice Boards
- Translation and Communication Tools Hyperdoc
- Equity & Access

ELSD Google Classrooms



Las Palmas Elementary
Resources for English Learners (ELSD)

Stream Classwork People Grades

Las Palmas Elementary
Resources for English Learners (ELSD)
Class code: nwhkxpa

Meet link Generate Meet link

Select theme Upload photo

Elementary Google Classroom Codes

School Name	Class Code
Allison School	2rdam7u
Babcock Elementary	u7huzui
Castori Elementary	fwkz3f5
CCAA K-6	tk5hi7z
Del Paso Heights Elementary	vutmkqf
Dry Creek Elementary	wftvfus
ELA Lesson Design Teachers	hp6h2rp
F.C. Joyce Elementary	gwexed2
Fairbanks Elementary	22xcw3u
Foothill Oaks Elementary	74mv26m
Frontier Elementary	zw2432g
Garden Valley Elementary	urmuriu
Hagginwood Elementary	bd2xmqv
Harmon Johnson Elementary	dpourby
Hazel Strauch Elementary	qftf6gw
Hillsdale Elementary	e7s3ykd
Kohler Elementary	252voai
Las Palmas	nwhkxpa
Madison Elementary	vtgtshw
Noralto Elementary	smb2g4v
Northwood Elementary	7pvgtwv
Oakdale Elementary	hyem2z2
Orchard Elementary	h6gfd5
Pioneer Elementary	u7vduaz
Regency Park Elementary	6eyses
Ridgepoint Elementary	dsyi3f6
Sierra View Elementary	zjnuh7u
Smythe Academy TK-6	5qqgw4e
Village Elementary	xfx4jtt
Westside Elementary	ankprhg
Woodlake Elementary	ygudkfe
Woodridge Elementary	fj3oxik

Time to Browse

Take 10 minutes to review the
EL Google Classroom and EL
Tips of the Week

What do you notice?
What do you wonder?

Communicating with Families

We recommend using the following for translation support and communication with families and students:

- [Google Translate](#)
- [Talking Points](#)
- [Google Voice](#)
- [Translation Spreadsheet - for translating in multiple languages](#)
- [Interpreter & Translation Services Request Form](#)

Immediate Phone Interpreting Support:

- [Language World Services Instructions](#)
- [Excel Interpreting Instructions](#)

A logo for a Q&A session. The letters 'Q', '&', and 'A' are rendered in a colorful, multi-hued font. The 'Q' is primarily purple and blue, the ampersand is pink and red, and the 'A' is green and yellow. The logo is centered on a white rectangular background.

Q&A

Please feel free to unmute and ask questions or type your wonderings in the chat box.

Virtual Exit Ticket



Enter one of
your takeaways
in chat.

3 - 2 - 1

Reflect and note:

- 3** - ways you can utilize the ELLevation platform to support ELs
- 2** - new learnings from today's sessions
- 1** - action you will take during the first week of school

Revisiting Our Learning Intentions

How will I know I learned it?

Do you

1

Know the English learner typologies?

2

Have knowledge About the EL Google Classroom and resources?

3

Understand your role in supporting English learners with integrated and designated instruction?

Thank You!

Beverly Weber, Teacher on Special Assignment

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TRUSD Instructional Resources

