What Does English Learner Mean in TRUSD?

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English Learner Services Department
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Grades TK-6
New Hire Academy Week
Effective teachers are the most important factor contributing to student achievement.
Professional Learning Norms

- **Conversa**tio**n**: 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

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

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

<table>
<thead>
<tr>
<th>ELPAC Level</th>
<th>ELPAC Gauge</th>
<th>What Students Can Typically Do at Each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 4</strong></td>
<td>![Meter]</td>
<td>Students at this level have <strong>well developed</strong> English skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They can usually use English to learn new things in school and to interact in social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They may occasionally need help using English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELPAC Levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD Standards Proficiency Levels</strong></td>
<td><strong>Emerging</strong> Requires substantial linguistic support</td>
<td><strong>Expanding</strong> Requires moderate linguistic support</td>
<td><strong>Bridging</strong> Requires light linguistic support</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td>![Meter]</td>
<td>Students at this level are at a <strong>beginning stage</strong> of developing English skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They usually need help using English to learn new things at school and to interact in social situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They can often use English for simple communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL 1</strong></td>
<td>![Meter]</td>
<td>Students at this level are at a <strong>beginning stage</strong> of developing English skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They usually need substantial help using English to learn new things at school and to interact in social situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- They may know some English words and phrases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English learners (ELs)</strong>*</td>
<td>Student whose score on the ELPAC determines an English proficiency level and has not been reclassified</td>
</tr>
<tr>
<td><strong>Newcomers</strong></td>
<td>Student who has been in the US 12 months or less and is classified as an EL</td>
</tr>
<tr>
<td><strong>Immigrant</strong></td>
<td>Student who is between 3 and 21 and has not been attending school in the US for more than 3 years</td>
</tr>
<tr>
<td><strong>Refugee</strong></td>
<td>Student given special immigration status</td>
</tr>
</tbody>
</table>
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)
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

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exchanging information and ideas</td>
<td>Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
<td>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.</td>
</tr>
<tr>
<td>2. Interacting via written English</td>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
<td>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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

English Learner Services
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 ____.
<table>
<thead>
<tr>
<th><strong>SEE</strong></th>
<th><strong>THINK</strong></th>
<th><strong>WONDER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see, notice, or observe?</td>
<td>What do you think is happening?</td>
<td>What does the image make you wonder?</td>
</tr>
</tbody>
</table>
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 _____.

Think
What do you think is happening?
I wonder why _____.

The question I want to explore is _____.

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

What does the image make you wonder?
Time to reflect.

How could you utilize *See Think Wonder* in your classroom?
### Designated vs Integrated ELD

<table>
<thead>
<tr>
<th><strong>Designated</strong></th>
<th><strong>Integrated</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provided by a classroom teacher</td>
<td>● Provided by the classroom teacher</td>
</tr>
<tr>
<td>● During a <strong>protected</strong> time</td>
<td>● Throughout the day during whole class instruction</td>
</tr>
<tr>
<td>● Determined by student need</td>
<td>● Taught through the curriculum</td>
</tr>
<tr>
<td>● Develop language acquisition</td>
<td>● Helps ensure students strengthen their English language while learning</td>
</tr>
<tr>
<td>● Build into and from content instruction to develop critical language</td>
<td>content</td>
</tr>
<tr>
<td>● <em>CA ELD Standards</em> are used as the focal standards</td>
<td>● <em>CA ELD standards</em> are used in tandem with <em>CA Common Core Standards</em></td>
</tr>
</tbody>
</table>

*To prepare for....*

*In response to....*
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

KEEP CALM AND TAKE A BREAK

5:00
INTRODUCING
ELLEVATION
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
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

Elementary Google Classroom Codes

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison School</td>
<td>2rdam7u</td>
</tr>
<tr>
<td>Babcock Elementary</td>
<td>u7huzui</td>
</tr>
<tr>
<td>Castor Elementary</td>
<td>fwkz3fs</td>
</tr>
<tr>
<td>CCAA K-6</td>
<td>tk5h7z</td>
</tr>
<tr>
<td>Del Paso Heights Elementary</td>
<td>vutmkqf</td>
</tr>
<tr>
<td>Dry Creek Elementary</td>
<td>wftf6u</td>
</tr>
<tr>
<td>ELA Lesson Design Teachers</td>
<td>hp6h2rp</td>
</tr>
<tr>
<td>F.C. Joyce Elementary</td>
<td>gwexed2</td>
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<tr>
<td>Fairbanks Elementary</td>
<td>22xw3u</td>
</tr>
<tr>
<td>Foothill Oaks Elementary</td>
<td>74mv26m</td>
</tr>
<tr>
<td>Frontier Elementary</td>
<td>zw2432g</td>
</tr>
<tr>
<td>Garden Valley Elementary</td>
<td>umuruix</td>
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<tr>
<td>Haggwood Elementary</td>
<td>bd2xmqv</td>
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<tr>
<td>Harmon Johnson Elementary</td>
<td>dpourby</td>
</tr>
<tr>
<td>Hazel Strauch Elementary</td>
<td>qtf6gw</td>
</tr>
<tr>
<td>Hillsdale Elementary</td>
<td>e7s3ykd</td>
</tr>
<tr>
<td>Kohler Elementary</td>
<td>252vorai</td>
</tr>
<tr>
<td>Las Palmas</td>
<td>nwhkxpa</td>
</tr>
<tr>
<td>Madison Elementary</td>
<td>vtgtswh</td>
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<tr>
<td>Naranjo Elementary</td>
<td>smb2g4v</td>
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<tr>
<td>Northwood Elementary</td>
<td>7pvqwyw</td>
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<td>Oakdale Elementary</td>
<td>hyem2r2</td>
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<tr>
<td>Orchard Elementary</td>
<td>h6gd4u5</td>
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<tr>
<td>Pioneer Elementary</td>
<td>u7vduaz</td>
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<tr>
<td>Regency Park Elementary</td>
<td>6eyessh</td>
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<tr>
<td>Ridgepoint Elementary</td>
<td>dsy316f</td>
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<tr>
<td>Sierra View Elementary</td>
<td>2jnh7u</td>
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<tr>
<td>Smythe Academy TK-6</td>
<td>5gg4w4e</td>
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<tr>
<td>Village Elementary</td>
<td>xf4jtt</td>
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<tr>
<td>Westside Elementary</td>
<td>ankprhg</td>
</tr>
<tr>
<td>Woodlake Elementary</td>
<td>ygudkfe</td>
</tr>
<tr>
<td>Woodridge Elementary</td>
<td>fj3oxik</td>
</tr>
</tbody>
</table>
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**
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

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?

How will I know I learned it?
Thank You!

Beverly Weber, Teacher on Special Assignment
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TRUSD Instructional Resources