What Does English Learner Mean in TRUSD?

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English Learner Services Department
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Grades 7-12
New Hire Academy Week
New Teacher Academy Course
Mentor Academy Course
Effective teachers are the most important factor contributing to student achievement.
NTS 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
- **Success:** Have a SUCCESSFUL DAY integrating your learning!
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
Today’s Norms

- We encourage you to turn on cameras if you’re comfortable
- Please feel free to turn off cameras during breaks
- Feel free to ask questions at any time
- Come ready to participate and have some fun!
Welcome to the Jungle

Three Little Birds

Under Pressure
The Many Benefits of Multilingualism!

- Global awareness
- Cognitive benefits
- Broadened 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?
Waterfall Chat

● What did you notice?
● What do these students bring to the classroom?
English Language Proficiency Assessment for California (ELPAC)

**Initial ELPAC**
- Given to K-12 students whose primary language is not English upon enrolling in a CA school
- Determines students’ English language proficiency
- Designates students as either English learner or English Proficient

**Summative ELPAC**
- Given annually to all English learners until reclassified as fluent English proficient
- Measures progress towards English proficiency

Assesses 4 domains: Listening, Speaking, Reading, and Writing
How are Students Scored on the ELPAC?

<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>ELD Standards Proficiency Levels</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>
</tbody>
</table>

Click Here to See Sample ELPAC Score Reports!

**What Students Can Do At Each Level**

**LEVEL 1**
(1150–1466)  
Beginning to Develop  
May know some English words and phrases.

**LEVEL 2**
(1467–1513)  
Somewhat Developed  
Can often use English to communicate simple ideas.

**LEVEL 3**
(1514–1559)  
Moderately Developed  
Can usually use English to learn new things in school.

**LEVEL 4**
(1560–1800)  
Well Developed  
Can consistently use English to learn new things in school.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Fluent English Proficient (IFEP)*</td>
<td>Student who met the criterion for English proficiency on the ELPAC when they initially took it.</td>
</tr>
<tr>
<td>Reclassified Fluent English Proficient (RFEP)*</td>
<td>Student who initially was an English Learner, but has since met the criterion to be proficient in English.</td>
</tr>
<tr>
<td>Long Term English Learner (LTEL)*</td>
<td>Student who has been in the US for 6+ years and is still classified as an English Learner</td>
</tr>
</tbody>
</table>
# ENGLISH LEARNER TYPOLOGIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>English learners (ELs)*</td>
<td>Student whose score on the ELPAC determines an English proficiency level and has not been reclassified</td>
</tr>
<tr>
<td>Newcomers</td>
<td>Student who has been in the US 12 months or less and is classified as an EL</td>
</tr>
<tr>
<td>Immigrant</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>Refugee</td>
<td>Student given special immigration status</td>
</tr>
</tbody>
</table>
Let’s Kahoot!

Match the definition with the correct EL Classification

www.kahoot.it code:
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*
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

- **Part I**
  Interacting in Meaningful Ways

- **Part II**
  Learning About How English Works

- **Part III**
  Using Foundational Literacy Skills
**ELD Standards**

**ELD Proficiency Level Continuum**

1. **Emerging**
   - **Exchanging information and ideas**
     Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.
   - **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.

2. **Expanding**
   - **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.
   - **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.

3. **Bridging**
   - **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.
   - **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.

Scaffolding reduces as proficiency level increases.
Time to Explore

For the next 10 minutes, select one of the following texts to explore:

- CA ELD Standards
- CA ELA/ELD Framework
- CA English Learner Roadmap
- Improving Education for Multilingual and English Learner Students
Stop and Jot

What do you want to remember about the text you explored?
Time for a break!
Stop and Jot

What do you want to remember about the text you explored?
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
Immersion

By Richard Levien

- What do you notice?
- What do you wonder?
Let’s Jam

What do you notice?
What do you wonder?
A Comprehensive Approach to ELD

ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.

-English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools (page 19)
Integrated ELD

- builds both content knowledge and academic English
- occurs throughout all content areas all day
- includes ELs and EOs
- is planned in tandem with CCSS, NGSS, and HSS standards

Designated ELD

- develops critical English language skills, knowledge, and abilities needed for content learning in English
- is a protected time during the school day
- may occur during a Designated ELD “block” AND/OR during small group instruction (with EL students only)
- is grouped by students’ English language needs (proficiency levels)

- occurs EVERY DAY
- planned using ELD standards
- prepares ELs to meet grade level achievement standards
- is carefully planned and scaffolded
- values and builds on primary language and culture

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- values and builds on primary language and culture
<table>
<thead>
<tr>
<th>Focus 5 EL Strategies</th>
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<tbody>
<tr>
<td><strong>Sentence/Text Unpacking</strong></td>
</tr>
<tr>
<td>- Use familiar text</td>
</tr>
<tr>
<td>- Focus on chunks within a sentence or text to understand meaning and learn about form</td>
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<tr>
<td>- Reconstruct sentence or text</td>
</tr>
<tr>
<td>- Domains: Reading, Speaking</td>
</tr>
<tr>
<td>- Examples: Notice and Wonder, analyze grade level text</td>
</tr>
</tbody>
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<thead>
<tr>
<th><strong>Thinking Routines</strong></th>
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<tbody>
<tr>
<td>- Use routines/protocols to teach metacognition</td>
</tr>
<tr>
<td>- Integrate within the day and across content</td>
</tr>
<tr>
<td>- Leads to active reasoning and inquiry</td>
</tr>
<tr>
<td>- Domains: Listening, Speaking</td>
</tr>
<tr>
<td>- Examples: See-Think-Wonder, Think-Puzzle-Explore</td>
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<th><strong>Visual Supports</strong></th>
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<tbody>
<tr>
<td>- Provide a different form of explanation</td>
</tr>
<tr>
<td>- Powerful way for students to access abstract ideas</td>
</tr>
<tr>
<td>- Domains: Reading, Writing</td>
</tr>
<tr>
<td>- Examples: drawings, manipulatives, graphic organizers, charts, SmartBoards, maps, timelines</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Collaborative Dialogue</strong></th>
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<tbody>
<tr>
<td>- Scaffold discussions so students develop reasoning and can make and support arguments</td>
</tr>
<tr>
<td>- Use in all classroom contexts (whole class, small group, and partner interactions)</td>
</tr>
<tr>
<td>- Domains: Listening, Speaking, Writing</td>
</tr>
<tr>
<td>- Examples: Think-Pair-Share, Inside/Outside Circle</td>
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<table>
<thead>
<tr>
<th><strong>Language Supports</strong></th>
</tr>
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<tbody>
<tr>
<td>- Provide vocabulary and structure support</td>
</tr>
<tr>
<td>- Differentiate support and change over time</td>
</tr>
<tr>
<td>- Keep posted so students have access</td>
</tr>
<tr>
<td>- Domains: Speaking, Reading, Writing</td>
</tr>
<tr>
<td>- Examples: sentence frames and word bank tables</td>
</tr>
</tbody>
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TwinRivers
English Learner Services
What are Thinking Routines?

As teachers, we must provide opportunities to...

plan prime and press for thinking!
See, Think, Wonder

1. What do you see?
2. What do you think?
3. What do you wonder?
I see ____. At first I noticed ___. Then I also noticed ___. Initially, I observed ___. Upon further observation, I noticed ___.

What do you see, notice, or observe?
What do you think about this image?

I think _____.

I think ____ because _____.

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

34
What does this image make you wonder?

I wonder ____ .

The question I want to explore is ____.

I wonder why _____. Additionally, I wonder _____.

Online Resources for Thinking Routines

**Project Zero**

Project Zero's Thinking Routine Toolbox

**Thinking Pathways**

Welcome to Thinking Pathways. This website is designed to provide educators with resources and strategies to promote higher-order thinking in the classroom. The site features a variety of tools and activities that can be used to engage students in critical thinking and problem-solving.

**Think! From the Middle**

Children must be taught to think, not how to think! - Margaret Mead

**Visible Thinking Routines**

Visible Thinking Routines is a collection of research-based routines and visual tools that help teachers and students explore and express their thinking. These routines are designed to foster deeper understanding, critical thinking, and reflection.
Integrated ELD is taught in a whole class setting. During designated ELD, content standards are secondary to ELD standards. Review your curriculum for designated and integrated ELD resources. Integrated ELD is taught throughout the day. Language develops through designated ELD instruction.
Break!

05:00

Time & Timers

![Cute kitten](image)
ELLEVATION

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCAA 7-12</td>
<td>qearitp</td>
</tr>
<tr>
<td>F.C. Joyce 7-8</td>
<td>7pztzqq</td>
</tr>
<tr>
<td>Foothill High School</td>
<td>euwobij</td>
</tr>
<tr>
<td>Foothill Ranch Middle School</td>
<td>5d6pxf</td>
</tr>
<tr>
<td>Grant High School</td>
<td>z3a3b7u</td>
</tr>
<tr>
<td>Highlands High School</td>
<td>x4t5isj</td>
</tr>
<tr>
<td>Keema High School</td>
<td>e63vypb</td>
</tr>
<tr>
<td>MLK Jr. Technology Academy</td>
<td>3pvcnet</td>
</tr>
<tr>
<td>Norwood Junior High School</td>
<td>ykdtmbt</td>
</tr>
<tr>
<td>Oakdale 7-8</td>
<td>jsmjfzn</td>
</tr>
<tr>
<td>Pacific High School</td>
<td>4ec25d4</td>
</tr>
<tr>
<td>Rio Linda High School</td>
<td>afx4k3v</td>
</tr>
<tr>
<td>Rio Linda Prep Academy</td>
<td>6tj4dtw</td>
</tr>
<tr>
<td>Rio Tierra Junior High School</td>
<td>3rus2hp</td>
</tr>
<tr>
<td>Smythe Academy 7-8</td>
<td>hugyoiy</td>
</tr>
<tr>
<td>Vista Nueva/NOVA</td>
<td>kk2xfq</td>
</tr>
<tr>
<td>Westside Prep 7-8</td>
<td>4t4ix3r</td>
</tr>
</tbody>
</table>
Time to Browse

Take 10 minutes to review the EL Google Classroom and EL Tips of the Week
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
- Language World - for phone interpreting support
- Interpreter & Translation Services Request Form
- Excel Interpreting Instructions
Please feel free to unmute and ask questions or type your wonderings in the chat box.
3-2-1 Exit Ticket

3 - new learnings from today’s session

2 - ways you can support English learners

1 - action you will take during the first week of school

Enter your response in the chat.
Revisiting Our Learning Intentions

Now you:

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
Thank You!

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