Paraeducator Support for English Learners in Distance and Hybrid Learning

Izela R. Jacobo
MCaP Lead, San Diego County Office of Education

Wednesday, February 10th, & Tuesday, February 16th, 2021
Alma Castro, Ed.D.
Directora de Multilingual California Project (MCAP)
California Association for Bilingual Education (CABE)
alma@gocabe.org

Website: www.multilingualcalifornia.org
Email: mcapalliance@gmail.org
Facebook: Multilingual California Project Alliance
Instagram: @mcapalliance
Twitter: @mcapalliance
Paraeducator Series

Part 1

Supporting English Learners in Distance and Hybrid Learning Contexts

Izela Jacobo
Izela.jacobo@sdcoe.net
Multilingual Education & Global Achievement Department,
San Diego County Office of Education
Please note:

This professional learning session is being recorded & will be provided via the [MCAP website](http://mcapwebsite.com).
Making the most out of our time together ...

use the chat box to ask questions; Be specific.

Actively participate.

Be flexible.

Focus on positive possibilities.

Source: Makelt Solutions

This Network meeting is being recorded for participants unable to attend today.
Introductions: Please share your name, district, and grade levels you serve.
I’m A Paraeducator...
What’s Your SUPER Power?
Let’s brag! Share your superpowers in the chat box ...
Today’s Learning Outcomes

Participants will:

1. Reflect on our professional and moral obligation to provide and support high-quality ELD instruction (Integrated and Designated ELD) that promotes educational equity for ELs
2. Explore the Proficiency Level Descriptors and how they can help us to get to know our students’ linguistic needs
3. Enhance your toolkit of tools to support differentiated language development instruction by proficiency level
Making Equity a Reality

Moral Obligation
Do we believe that all students can and will learn in our district/school?

Professional Obligation
Provide equitable access to instruction for all students.

Legal Obligation
“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum…for students who do not understand English are effectively foreclosed from any meaningful education…”

Lau v. Nichols, U.S. Supreme Court, 1974
Making Equity a Reality

Interaction Institute for Social change. Artist: Angus Maguire based on the original work of Craig Froehler
CA Vision for English Learners:
English learners fully and meaningfully access and participate in a 21st 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. 

(CA EL Roadmap)
Teacher-Paraeducator
Maximizing Collaboration

• Connecting
• Communicating
• Collaborating
Getting to Know Your Students
EL Roadmap: Principle #1
Assets-Oriented and Needs-Responsive Schools
Knowing Your Students

- Names (and correct pronunciation)
- Strengths
- Interests
- Dreams
- Academic Level
- Language Level
- _________ (... add more)
Students’ Challenges During COVID-19 Crisis

- Food insecurity
- Unsafe home/living environment
- Job/Home responsibilities (unsafe work environment)
- Many distractions in the home
- Depression and/or substance abuse
- Limited technology, books, resources
- Limited English language skills
Share a practice that you currently use to get to know your students

Time to check into our Chat Box
Know the Linguistic Needs of your English Learners
# English Learner Typology

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native U.S.-born ELs</td>
<td>ELs who are U.S. born citizens</td>
</tr>
<tr>
<td>Foreign-born ELs</td>
<td>ELs who were born outside of the U.S.</td>
</tr>
<tr>
<td>Newcomer ELs</td>
<td>ELs who have been in the U.S. for 1 or 2 years</td>
</tr>
<tr>
<td>Highly-schooled Newcomer ELs</td>
<td>ELs who have been in the U.S. for 1 to 2 years, but who attained a high quality education in their primary language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with interrupted formal education</td>
<td>Students who had limited to no access to school in their home country or whose education was interrupted.</td>
</tr>
<tr>
<td>Transnational ELs</td>
<td>ELs who frequently travel between the U.S. and their home country</td>
</tr>
<tr>
<td>Long-term English Learners (LTELs)</td>
<td>Students who remain classified as EL for 5 years or longer</td>
</tr>
<tr>
<td>Reclassified English language learners (RFEPs)</td>
<td>Former ELs who have met their state’s linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.</td>
</tr>
</tbody>
</table>

*Supporting English learners in the Classroom: Best Practices for Distinguishing Language Acquisition from Learning Disabilities* by Esparza and Brown, 2019
Focus on a Student

Think about an English learner student you support.

- What type(s) of English learner is the student?
- What are his/her strengths and needs in terms of language and literacy?
Students come to school with a wide range of home language resources to be tapped.

Students who reach proficiency continue to build breadth, depth, and complexity in their language use in a wide variety of contexts.
<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>Collaborative</th>
<th>Interactive</th>
<th>Productive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express basic personal and safety needs and respond to questions on social and academic topics with gestures and words or short phrases; Use basic social conventions to participate in conversations;</td>
<td>Express basic personal and safety needs and respond to questions on social and academic topics with phrases and short sentences; Participate in simple, face-to-face conversations with peers and others;</td>
<td>Comprehend frequently-occurring words and phrases in immediate physical concrete surroundings; Follow classroom routines and schedules; Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; Comprehend familiar words, phrases, and questions drawn from content areas;</td>
<td>Produce learned words and phrases and use gestures to communicate basic needs; and Write familiar words and phrases related to everyday and academic topics.</td>
</tr>
<tr>
<td>Express a variety of personal needs and opinions, and respond to questions using short sentences; Initiate simple conversations on social and academic topics;</td>
<td>Express more complex feelings, needs, and opinions using extended oral and written production; Participate actively in all content areas with moderate to light support as appropriate; Participate actively in non-academic settings requiring English;</td>
<td>Comprehend information on familiar topics in contextualized settings; Independently read a variety of grade-appropriate simplified print; Read more complex text supported by graphics or pictures; Comprehend main ideas and basic concepts in content areas;</td>
<td>Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; Write basic personal information &amp; short responses within structured contexts; Use learned vocabulary drawn from academic content areas.</td>
</tr>
<tr>
<td>Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse; Initiate and sustain dialogue on a variety of grade-level academic and social topics;</td>
<td>Produce, initiate, and sustain spontaneous language interactions using circumlocution when needed; Write to meet most social and academic needs through the recombination of learned vocabulary and structures with support.</td>
<td>Comprehend concrete and abstract topics and language subtleties in a variety of communicative settings; Read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas;</td>
<td>Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.</td>
</tr>
</tbody>
</table>
Focus on a Student

Think about the English learner you selected.

- What do you think the student’s proficiency level might be?
Integrated and Designated ELD Instruction
Integrated ELD Instruction

ELD throughout the day and across the disciplines-- CA ELD Standards are used *in tandem with* ELA and content standards to support English learners’ linguistic and academic progress.

*CA ELA/ELD Framework*
Designated ELD Instruction

A protected ELD time during the regular school day to support ELs in developing the language needed for success in academic tasks across the content areas--

CA ELD Standards are used as the focal standards in ways that build into and from content instruction. CA ELA/ELD Framework
Three Components that English Learners Need during ELD Instruction

**Access to Content**
- Visuals
- Total Physical Response
- Realia
- Labeling
- Repetition & review

**The Language to Participate**
- Language Purposes (i.e., sequence, compare/contrast, cause/effect)
- Key Words & Phrases related to the Task

**Knowledge of How English Works**
- Condensing Ideas
- Expanding Ideas
- Verb & Verb Phrases

Adapted from Sobrato Early Academic Language (SEAL)
Are you currently supporting integrated and/or designated ELD?
Scaffolds

Instructional Scaffolds  Linguistic Supports

Equitable Collaborative Structures

**Scaffolding is...**
- Temporary support
- Support that matures potential and is generative
- A dynamic process that amplifies accessibility

*The purpose of scaffolding is to develop student autonomy!*

*(WestEd, Quality Teaching for English Learners)*

**Scaffolding is not...**
- Any assistance that helps students get the work done
- A rigid structure
- Simplifying academic expectations or tasks

“Supports specifically designed to advance student learning/participation and to increase learner autonomy”

*(Heritage, Walqui, Linquanti, 2015)*
Differentiated Sentence Starters

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting an idea with evidence</td>
<td>I think that … because …</td>
<td>I believe that … because …</td>
<td>The author believes this because …</td>
</tr>
<tr>
<td>Supporting an idea with evidence</td>
<td>My opinion is … because …</td>
<td>In my opinion, … because …</td>
<td>As an example, in the text it states, “…”</td>
</tr>
<tr>
<td>Supporting an idea with evidence</td>
<td>An example from the text is …</td>
<td>For example, in the text it says …</td>
<td>As an illustration, …</td>
</tr>
</tbody>
</table>
Leveled Questioning

UNDERSTANDING

Emerging
- Which words show…?
- Which sentence tells the main idea?
- Which is the best answer?

Expanding
- Can you explain what is happening…?
- What is meant by…?
- How would you summarize…?

Bridging
- Could you state/interpret in your own words…?
- What facts/ideas show…?
- How would you explain …?
What questions do you have about this linguistic support?

Time to check into our Chat Box
Project ACCESS-Grant Program, SDSU

Opportunity to receive financial support, advising, and professional development while pursuing a teaching credential. Access focused support on your pathway to become a teacher with online coursework, affordable tuition, and individualized support.
Use the linguistic supports you learned today with your students. Be prepared to share your experience during the next session.
Closing

MAY YOU BE PROUD
OF THE WORK YOU DO
THE PERSON YOU ARE
AND THE DIFFERENCE
YOU MAKE
Additional Resources:

Tool 1:  https://drive.google.com/file/d/1hKocsQCR57kZAqWDGxND2wIBm1REl_Mp/view?usp=sharing

Tool 2:  https://drive.google.com/file/d/1BerB1ueh_Og3IUJGCfbYDHosqDu_Baa0/view?usp=sharing