



Paraeducator Support for English Learners in Distance and Hybrid Learning



Izela R. Jacobo
MCal 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](#).

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.

Chat Box



**Time to check
into our
Chat Box**

Introductions: Please share your name, district, and grade levels you serve.

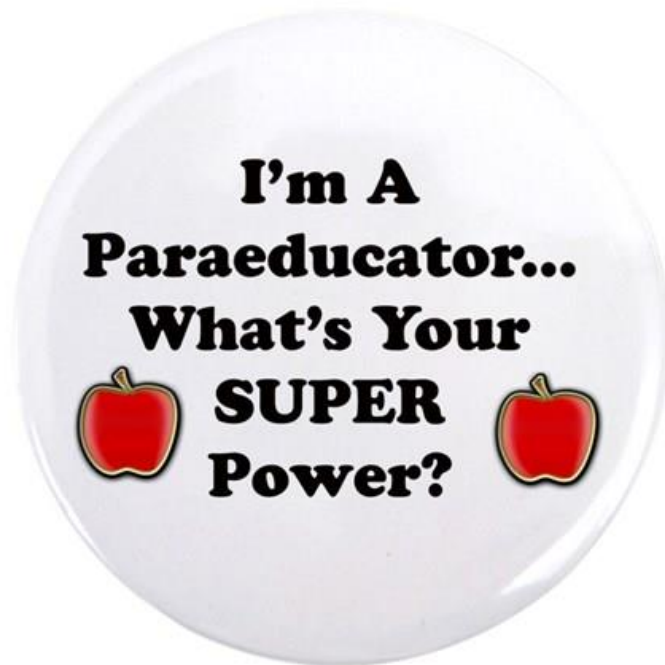


Image Source: [CafePress](#)

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

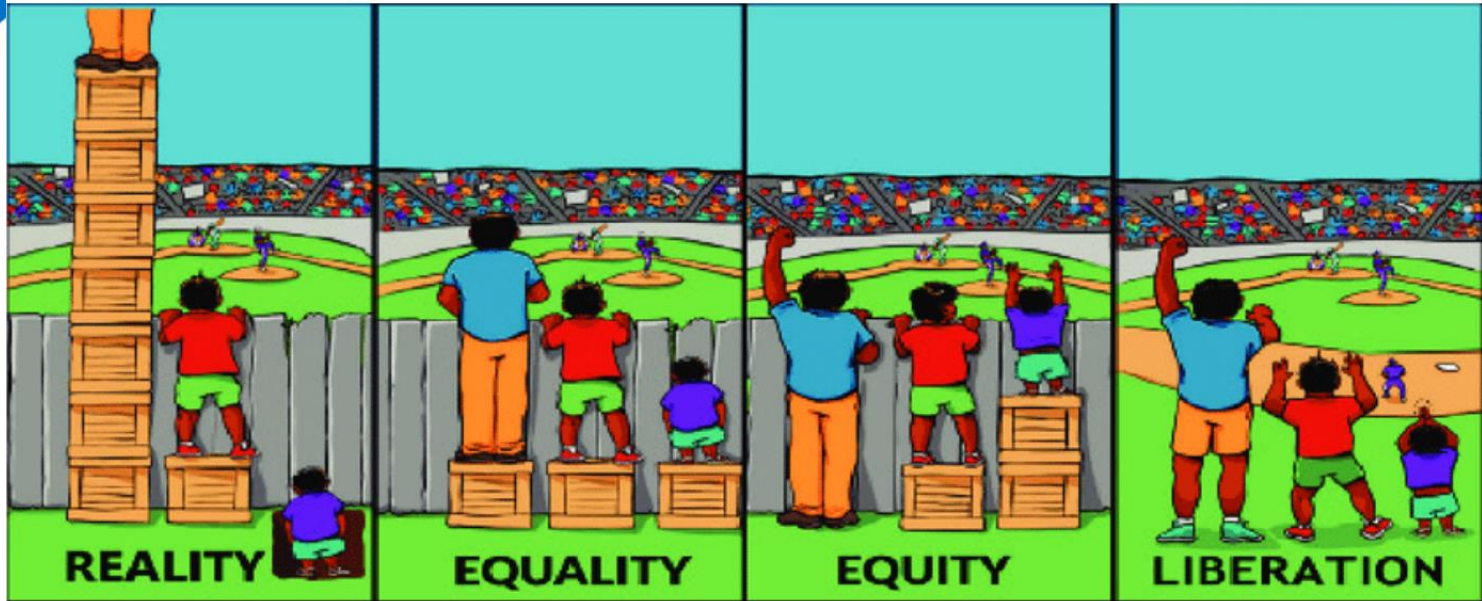
Provide equitable access to instruction for all students.

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

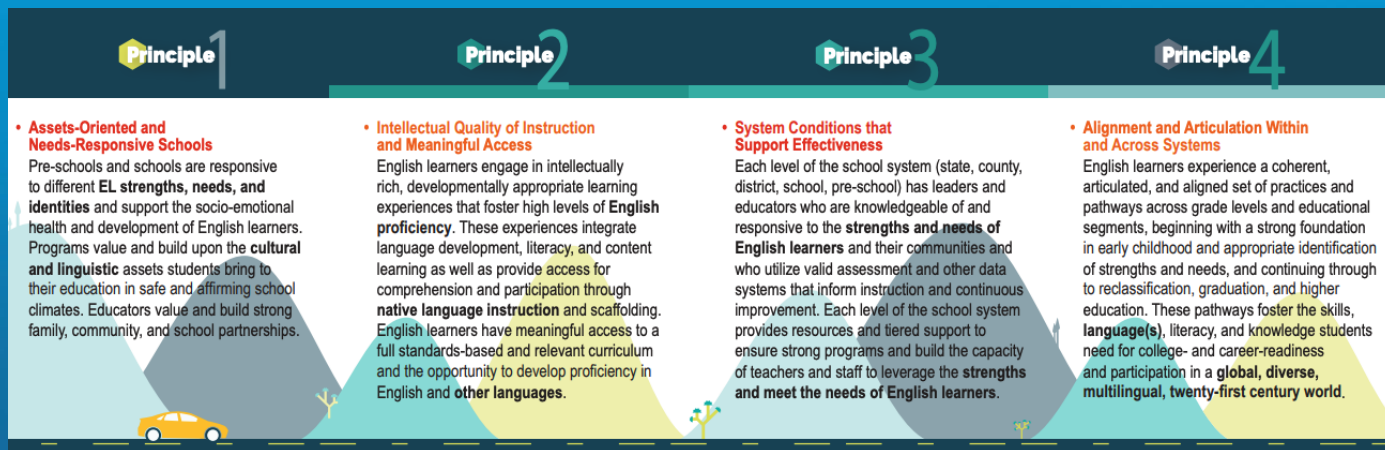
Making Equity a Reality



English Learner Roadmap

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

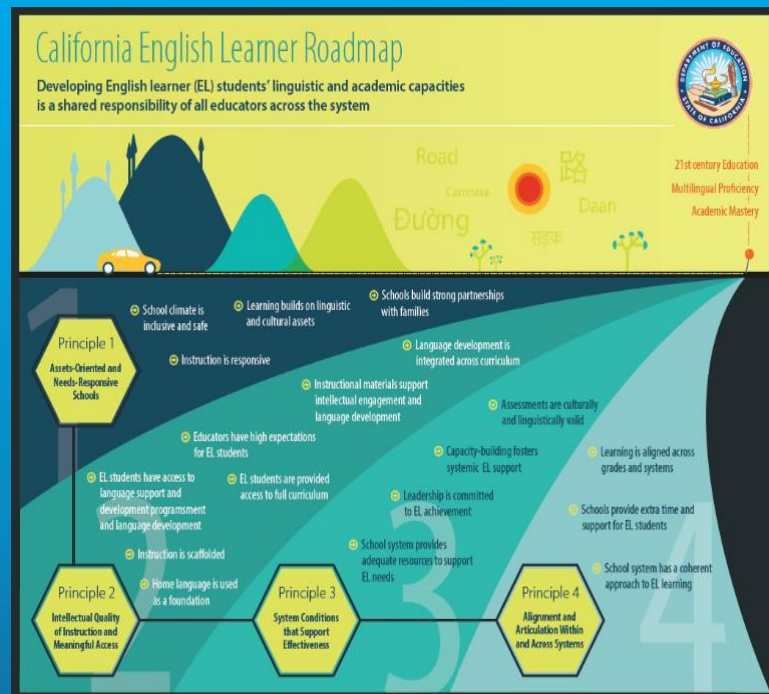




Getting to Know Your Students

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



Chat Box



Share a practice that you currently use to get to know your students



Know the Linguistic Needs of your English Learners



English Learner Typology

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

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

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

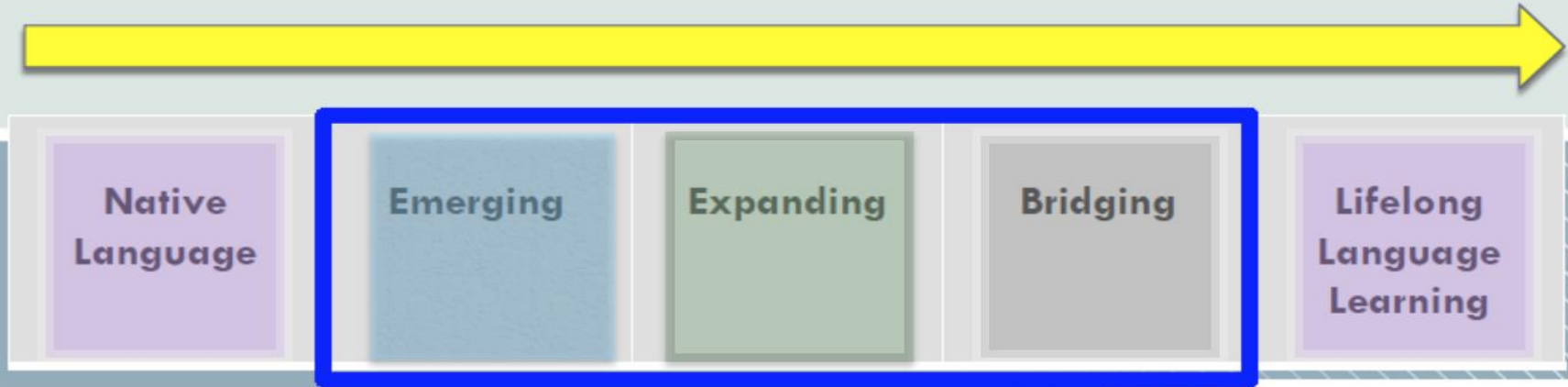
Focus on a Student

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?



Three English Language Proficiency Levels



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.

NEXT GENERATION ENGLISH LANGUAGE DEVELOPMENT STANDARDS
PROFICIENCY LEVEL DESCRIPTORS CONTINUUM K-12



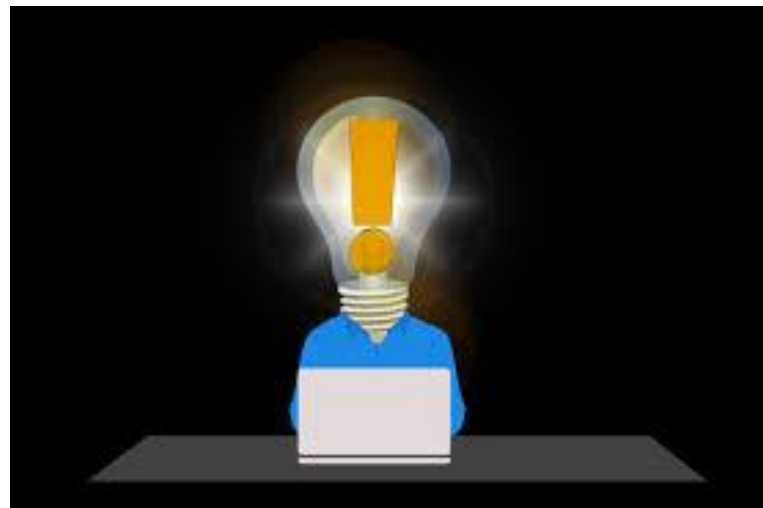
Mode of Communication

	Early Emerging	Exit Emerging	Early Expanding	Exit Expanding	Early Bridging	Exit Bridging
Collaborative	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Express a variety of personal needs and opinions, and respond to questions using short sentences; Initiate simple conversations on social and academic topics; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; Participate fully in both academic and non-academic settings requiring English;
Interpretive	<ul style="list-style-type: none"> Comprehend frequently-occurring words and basic 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; 	<ul style="list-style-type: none"> Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; Read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; Demonstrate understanding of words and phrases 	<ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> Comprehend detailed information with fewer contextual clues on unfamiliar topics; Read increasingly complex written material while relying on context and prior knowledge to obtain meaning from print; Read technical text on familiar topics supported by pictures or graphics; 	<ul style="list-style-type: none"> Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings; Read increasingly complex text at grade level; Read technical text supported by pictures or graphics; 	<ul style="list-style-type: none"> Comprehend concrete and abstract topics and recognize 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;
Productive	<ul style="list-style-type: none"> Produce learned words and phrases and use gestures to communicate basic needs; and Write familiar words and phrases related to everyday and academic topics. 	<ul style="list-style-type: none"> Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; Write basic personal information & short responses within structured contexts; Use learned vocabulary drawn from academic content areas. 	<ul style="list-style-type: none"> Produce sustained conversation with others on an expanding variety of general topics; and Write basic information and expanded responses in contextualized settings. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences. 	<ul style="list-style-type: none"> 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.

Focus on a Student

Think about the English learner you selected.

- What do you think the student's proficiency level might be?





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)

Chat Box



Are you currently supporting integrated and/or designated ELD?



Scaffolds

Instructional Scaffolds

Linguistic Supports

Equitable Collaborative Structures



<i>Scaffolding is...</i>	<i>Scaffolding is not...</i>
<ul style="list-style-type: none"> • Temporary support • Support that matures potential and is generative • A dynamic process that amplifies accessibility <p><i>*The purpose of scaffolding is to develop student autonomy!</i></p> <p><i>(WestEd, Quality Teaching for English Learners)</i></p>	<ul style="list-style-type: none"> • 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, Linqianti, 2015)



Differentiated Sentence Starters

EXAMPLES OF QUESTION AND SENTENCE STEMS BY LINGUISTIC FUNCTIONS AND LANGUAGE PROFICIENCY LEVELS			
LANGUAGE FUNCTIONS	Emerging	Expanding	Bridging
Expressing an idea/ Making a claim	<ul style="list-style-type: none">I think that ...My opinion is ...My idea is ...I noticed ...My answer is ...	<ul style="list-style-type: none">I believe that ...In my opinion, ...My claim is ...I observed ...My estimate is ...	<ul style="list-style-type: none">I believe the (theme / central idea) is ...I (claim / assert) that ...Once claim could be ...My (prediction/hypothesis) is ...Based on ... (estimate / predict) ...
Supporting an idea with evidence and/or reasoning	<ul style="list-style-type: none">I think that ... because ...My opinion is ... because ...An example from (the text / my life) is is an example of ...One reason is ...Another reason is ...	<ul style="list-style-type: none">I believe that ... because ...In my opinion, ... because ...For example, in the text it says ...These (facts / details) are significant because ...One piece of evidence is ...Another example is ...	<ul style="list-style-type: none">The author believes this because ...In my opinion, ... because ...As an illustration, ...One reason / piece of evidence is ...Another reason / piece of evidence is ...One example he uses to support his claim is ...The data (shows / illustrates) ...
Building on others' ideas	<ul style="list-style-type: none">That's a good idea.I understand.I agree/disagree.I also think that ...My opinion is different. I think ...	<ul style="list-style-type: none">I would like to add ...I agree / disagree with that point because ...I see it differently because ...My idea is related to ...'s idea ...In my experience, ...	<ul style="list-style-type: none">Build upon ...'s idea, I'd like to add ...Linking to your point ...Adding on to what ... side, ...Based on everything I have heard so far, I would say ...Even though ... I think ...
Clarifying ideas	<ul style="list-style-type: none">Please repeat that.I'm confused.What does (that / you) mean?Will you explain that again?Do you understand me? <ul style="list-style-type: none">What I mean is ...I think it means ...What I understand is ...An example is ...	<ul style="list-style-type: none">Can you repeat that please?What do you mean when you say ...?Can you say more about that?Why ...?In other words, are you saying ...?Does that make sense? <ul style="list-style-type: none">What I'm trying to say is ...I think it means ...It sounds like you think that ...In other words, you are saying ...For example, ...	<ul style="list-style-type: none">Could you repeat that again please?Can you clarify the part about ...?Can you elaborate on ...?Could you expand on ...?Is what I just said clear? <ul style="list-style-type: none">So far I understood that ...In other words, what I mean is ...To paraphrase, ...This is what I have understood so far... How well have I understood your point?The point here is that ...
Encouraging others to participate	<ul style="list-style-type: none">That's interesting.(name of person), what do you think?What is your opinion?Do we agree?	<ul style="list-style-type: none">That's an interesting idea. What does everyone else think?(name of person), what is your opinion?I'd like to hear ...'s opinion/idea.What's your conclusion?	<ul style="list-style-type: none">(name of person), that's a great point. Does anyone else have something to add?Does anyone else have a different view?We haven't heard from ... yet.Have we heard from everyone in the group?

Language Function

Supporting an idea with evidence

Emerging

*I think that ...
because ...*

*My opinion is ...
because ...*

*An example from
the text is ...*

Expanding

*I believe that ...
because ...*

*In my opinion, ...
because ...*

*For example, in
the text it says ...*

Bridging

*The author believes
this because ...*

*As an example, in
the text it states, "..."*

As an illustration, ...



EXAMPLES OF QUESTIONS DIFFERENTIATED BY LANGUAGE PROFICIENCY LEVEL					
LANGUAGE PROFICIENCY LEVELS	BLOOM'S TAXONOMY				
	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	CREATING
EMERGING Point to... Show me... Draw/diagram... Act out... Yes/no questions Either/or questions. Questions that require a one-word response, phrase or short sentence.	Who...? Where is...? Which one...? When did... happen? Can you name...? What is a...? Can you recall...? Can you sequence the pictures to...? Can you find...?	Can you put the pictures in order to show...? Which is the best answer? Which picture shows...? Which words show...? Which sentence tells the main idea? What is another word for...? Which sentence describes...?	Point to examples of...? How can you show...? What examples can you find to...? Organize... to show/solve...? Can you use... to...?	Can you list the parts...? What is the same as...? What is different? What is... used for? Is... related to...? How can you group...?	What can you change...? What will happen if...? Can you make...? Can you invent another character for the story? Draw a different ending for the story, use your dictionary to label. What if you can... what will you do...?
EXPANDING Questions that require a response using simple sentences, gradually moving towards expanded sentences and discourse.	Who were the main...? Can you describe...? Can you recall...? How would you define...?	How would you group...? Can you state/explain in your own words...? Can you explain what is happening...? What is meant by...? How would you summarize?	Can you give an example? How would you solve this using what you've learned? How would you show your understanding of...? What approach would you use to...? What other way would you plan to...?	Why do you think...? What conclusions can you draw...? What evidence can you find...? What inference can you make...? What is the relationship between...? What is the relationship between...? How would you compare/contrast...?	What changes would you make to solve...? What would happen if...? What would you do...? Can you elaborate on the reason...? Can you suggest a different...? What could be combined to improve (Change)...? What facts can you compile?
BRIDGING Questions that require a variety of sentence types and lengths, including extended responses.	How did... happen? Why did...? How would you show...? How would you describe...?	How would you classify the type of...? Could you state/interpret in your own words...? What facts/ideas show...? How would you explain...?	How would you illustrate? How would you use...? How would you show your understanding of...? What approach would you use to...? What elements would you choose to change...? How can you use what you have learned to develop...?	How is... related to...? Why do you think...? What conclusions can you draw...? What evidence can you find...? What inference can you make...? Can you identify the different parts...? What ideas justify...?	What changes would you make to solve...? How would you improve...? Elaborate on the reason...? Can you prepare an alternative...? How would you modify the plan...? Can you form a theory for...? Construct a model that would change...? Can you think of an original way to...?

Adapted from Fort Smith Public Schools Science Resources

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 ...?

Chat Box



What questions do you have about this linguistic support?

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.

Prepare for Next Session

Session 2 - February 16, 3:15-4:00 pm



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/1hKocsQCR57kZAqWDGxND2wIBm1REI_Mp/view?usp=sharing

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