



MULTILINGUAL CALIFORNIA



Paraeducator Professional Learning Series

Topic: This FREE four-part online professional development series is a collaborative learning opportunity to support paraeducators, throughout the state, as they strive to reach their individual and collective professional goals, as integral members of a Local Educational Agency's English learner team. All content and networking opportunities will be grounded on the California English Learner Roadmap (ELR) Policy, guidance, and principles "intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners." CDE, 2020



Izela Jacobo

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05:00

1/24

Questions? Please contact us via email MCAPALLIANCE@GOCABE.ORG

MCAP Funded by the CDE EWIG In Partnership with:





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Key Reminders

1. This professional learning session is being recorded and will be available through the MCAP website.
2. Resources and a copy of this presentation will be made available on our MCAP website
3. Please complete sign in sheet (In the chat box)
4. Please complete the Survey at the end of this session.



Who is the Multilingual California Alliance?





MCAP Goals

- 1. Build capacity among school leaders to implement the EL Roadmap Policy & culturally and linguistically responsive practices.**
- 2. Support implementation of instructional practices** that effectively develop academic content knowledge, discipline-specific practices, **academic language, and multilingual and multiliterate proficiency.**
- 3. Create a multilingual collaborative state-wide network of experts to guide systems** that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners.
- 4. Identify and emphasizing high-quality models for professional development** regarding the EL Roadmap Policy.
- 5. Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.**





Paraeducator Professional Learning Webinar Series

Professional Learning Development Focus per Session:

Session 1: SEL EL Student Support Co-Creating thriving classrooms through the lens of Social Emotional Learning(SEL) and asset based pedagogy

Date: September 21, 2021 Time: 3:00 4:30 pm

Session 2: Meeting the needs of Dually Identified Students

Understanding the legal requirements, best practices, and resources to assist English learners with disabilities

Date: October 5, 2021 Time: 3:00 4:30 pm

Session 3:

Designated ELD Strategies Designated English Language Development (dELD) promising and effective practices

Date: November 16, 2021 Times: 3:00 4:30 pm

Session 4:

Integrated ELD Strategies Integrated English Language Development (iELD) promising and effective practices

Date: December 7, 2021 Time: 3:00 4:30 pm





Paraprofessional Professional Learning Series: Social Emotional Learning for English Learner Student Support



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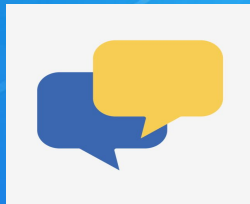




Meeting “Etiquette”



- Use the **chat box** to ask questions, offer suggestions, or just say hi!





Today's Learning Outcomes



- 1. Share Our Superpower**
- 2. Explain Our Why**
- 3. Define the Role of a Paraprofessional**
- 4. Discuss and Explain
Social Emotional Learning**
- 5. Explain and Practice
SEL Strategy: “What is in a Name?”**



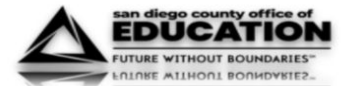
I'm a
Paraprofessional
what's your
 superpower?



Transforming lives through education



Image Source: The Mountaineer



Let's brag! Share your **superpowers** in the chat





The Why...



- Paraprofessionals play a key role in our schools and classrooms.
- The Paraprofessional Learning Series will share evidence-based practices and discuss triumphs and challenges as paraprofessionals implement programs for students.
- Participants will gain practical, ready to use strategies and increase their educational toolbelt for their own professional growth.
- Latest updates from the California Department of Education (CDE).

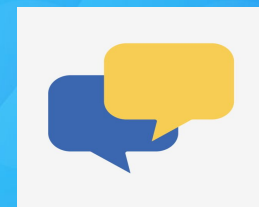


Waterfall Chat

What is your why?



Think about your response and on the count of three share your response in the chat box of why your work as a paraprofessional is important?





What is a paraprofessional?



Per the California Department of Education:

- Paraprofessionals, also known as paraeducators, teacher aides, or instructional aides, are an **important** component of California's education system. A paraprofessional includes an instructional aide as defined in subdivision (a) of California *Education Code (EC)* Section 45343 and a teacher aide as described in *EC* Section 45360.
- The term, “paraprofessional,” means an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education. The term, “paraprofessional,” also known as “paraeducator,” includes an education assistant and instructional assistant .

<https://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp>

What are some qualities that are important in a paraprofessional?

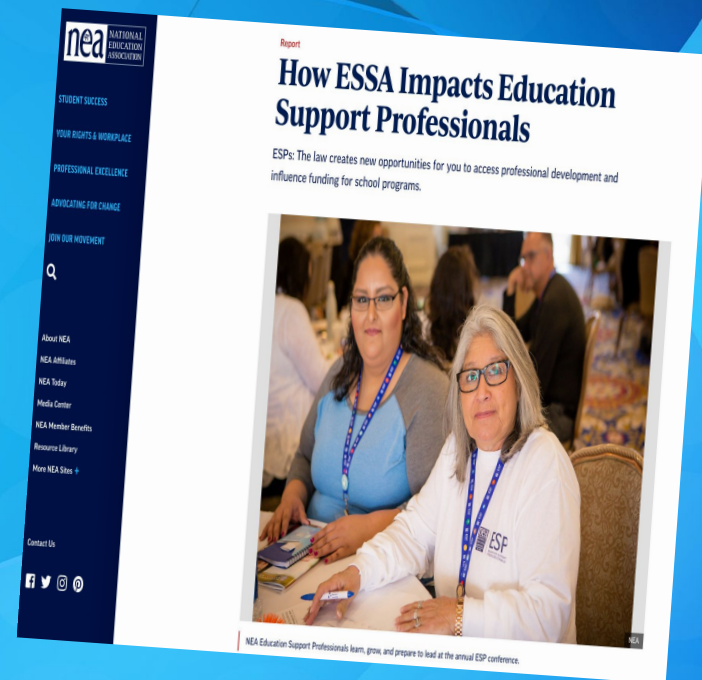
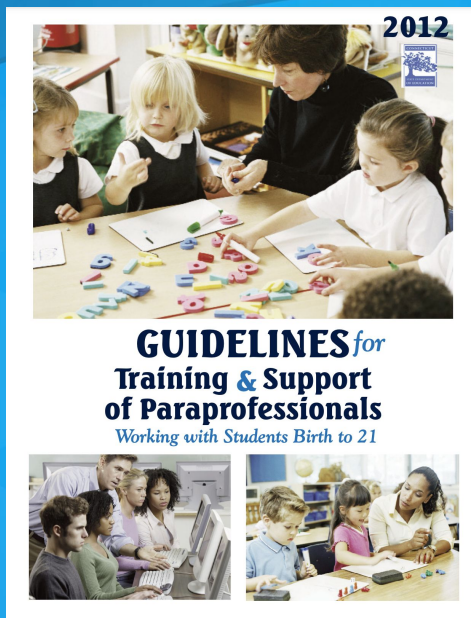
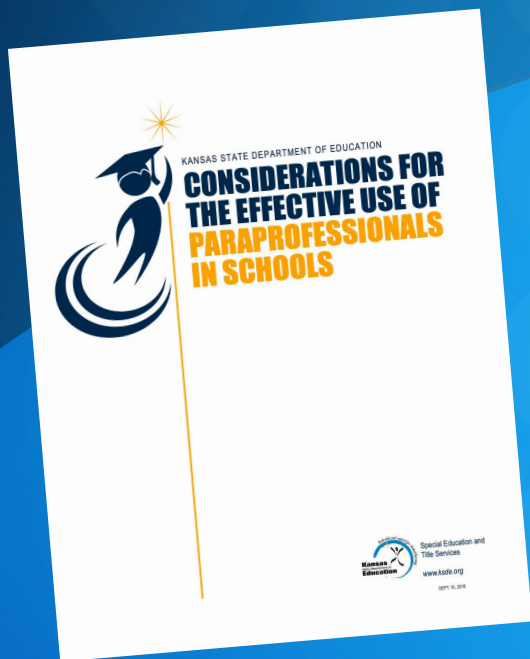
- Patience: You are dealing with children, some that are dealing with their own struggles which require extra care and attention
- Ability to multitask
- Reading and math skills
- Empathy
- Kindness
- Understanding
- Assertiveness



<https://www.brookseacademy.com/paraprofessionals-the-backbone-of-the-classroom/>



Resources



California Department of Education

<https://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp>

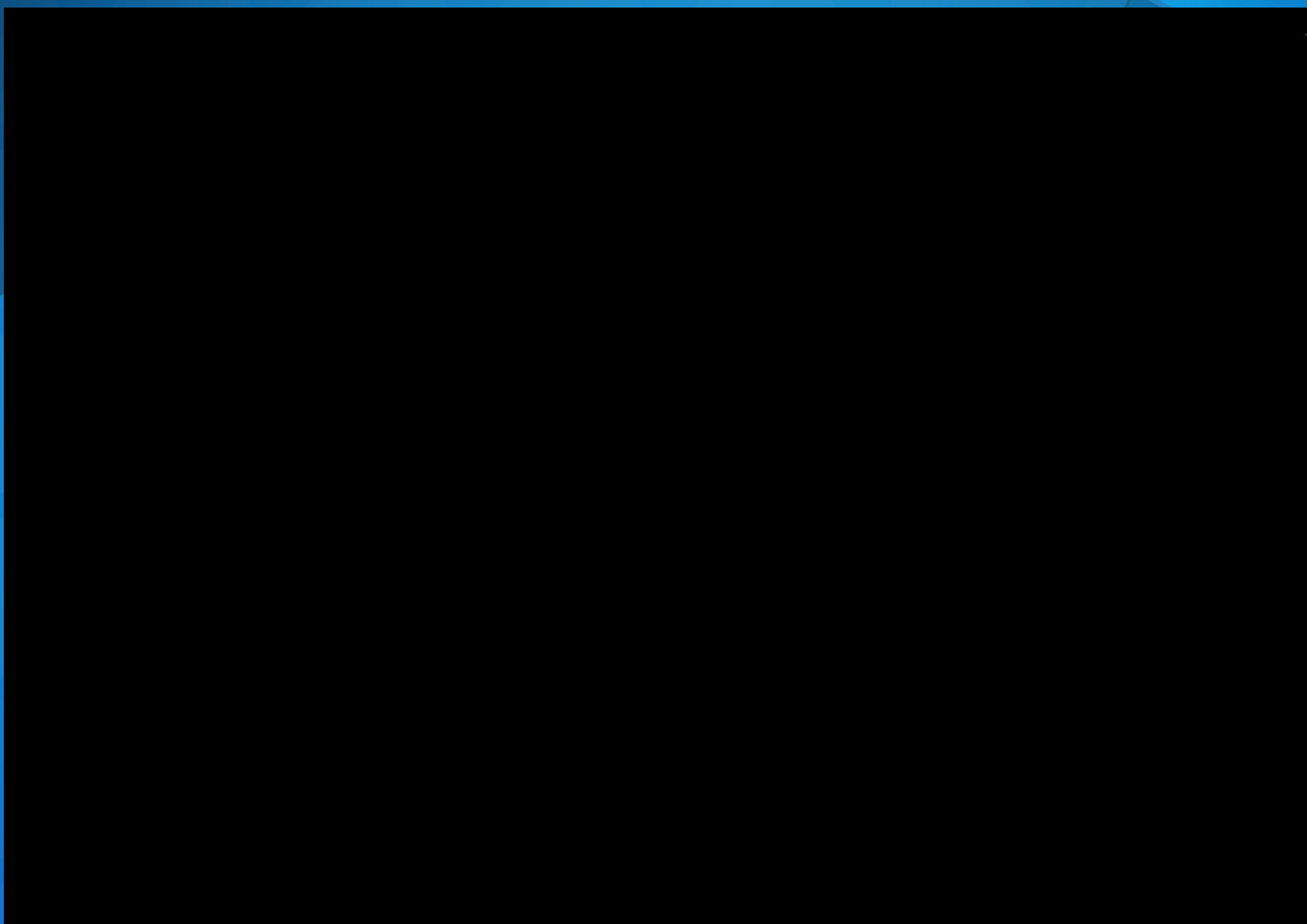
<https://www.cde.ca.gov/pd/ps/btpdpgrants.asp>

<https://ectacenter.org/>

Transforming lives through education



Video | A Day in the Life of a Paraeducator



From Montgomery County Public Schools in Maryland.
Hear from paraeducators in action and the educators who work with
and value them!

Transforming lives through education



Social Emotional Learning (SEL) and our English Learners



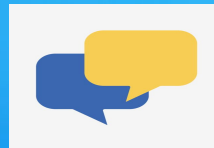
Reflection Time



What do you think of when you hear English Learner?



Type in the chat box your response.





California is home to a large and richly diverse student population...



- Of California's 6.2 million students, 1.1 million are English learners, and 2.6 million have a language other than English in their background.
- These numbers are even higher among California's youngest learners: roughly 60 percent of learners ages zero to eight have home languages other than English.
- 67 different languages represented
- 87% speak Spanish, followed by Vietnamese at just over two percent, followed by Mandarin, Arabic, and Filipino at less than 2%.



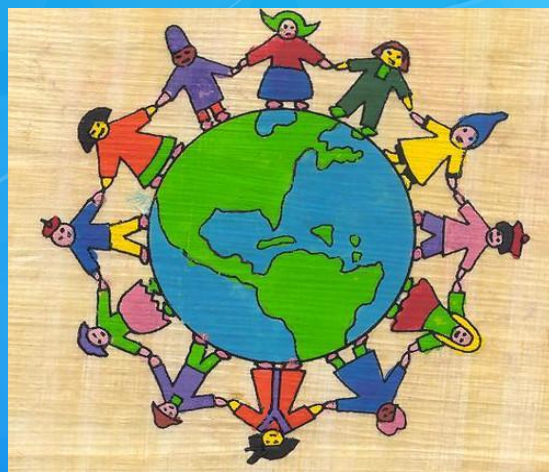


Do you know your students?



Reflection Question:

What do you know about the home language and culture of the students in your school?





California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



21st century Education
Multilingual Proficiency
Academic Mastery



Principle 1 Assets-Oriented and Needs-Responsive Schools

- School climate is inclusive and safe
- Learning builds on linguistic and cultural assets
- Schools build strong partnerships with families
- Instruction is responsive
- Language development is integrated across curriculum
- Instructional materials support intellectual engagement and language development
- Assessments are culturally and linguistically valid

Principle 2 Intellectual Quality of Instruction and Meaningful Access

- EL students have access to language support and development programming and language development
- Educators have high expectations for EL students
- EL students are provided access to full curriculum
- Instruction is scaffolded
- Home language is used as a foundation

Principle 3 System Conditions that Support Effectiveness

- Capacity-building fosters systemic EL support
- Leadership is committed to EL achievement
- School system provides adequate resources to support EL needs

Principle 4 Alignment and Articulation Within and Across Systems

- Learning is aligned across grades and systems
- Schools provide extra time and support for EL students
- School system has a coherent approach to EL learning



California's **Vision** for Emergent Bilingual Students



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.





California's **Mission** for Emergent Bilingual Students



California schools **affirm, welcome, and respond** to a diverse range of English learner (EL) strengths, needs, and identities. California schools **prepare** graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.





PRINCIPLE 1

Assets-Oriented And Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner strengths, needs and identities, and support their socio-emotional health and development; programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates; educators value and build strong family, community and school partnerships.

Read through the description of Principle #1

Reflect on the phrases that particularly stand out for you.

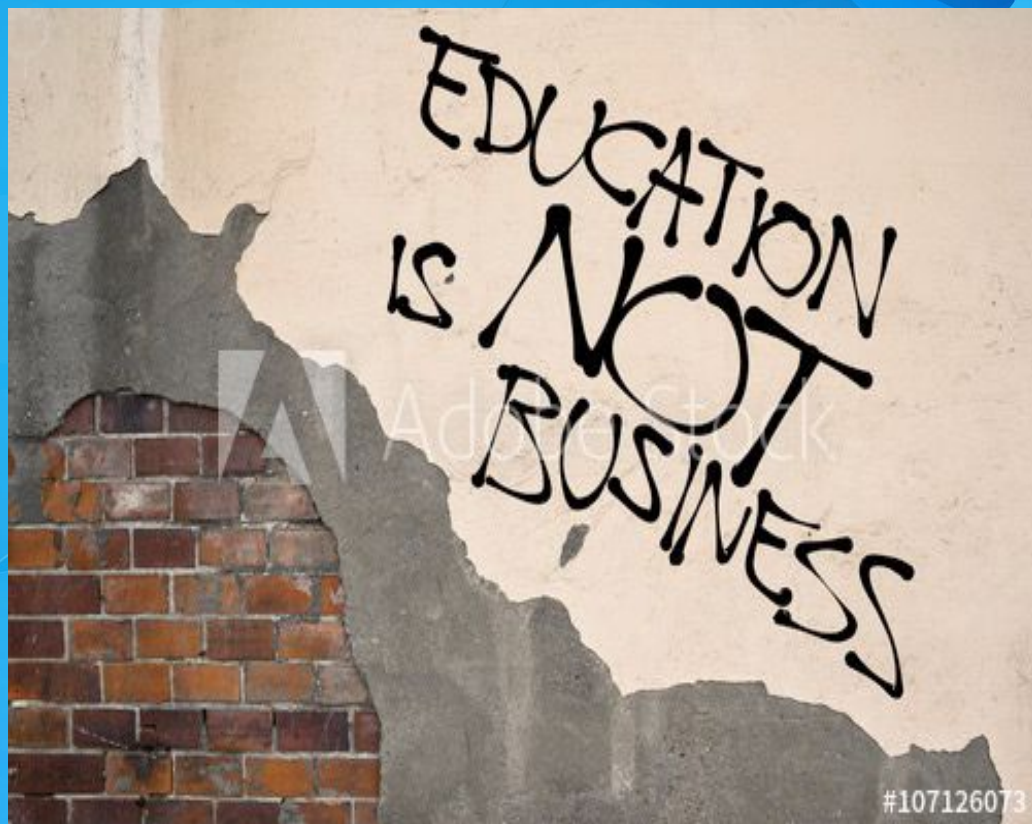
What seems particularly important to you in this Principle?



Principle #1: Assets-Oriented Schools



- Pre-schools and schools are responsive to different English Learners **STRENGTHS**, needs, and **IDENTITIES**, and support the social-emotional health and development of ELs.
- Programs value and build upon the **CULTURAL AND LINGUISTIC ASSETS** students bring to their education in safe and affirming school climates.
- Educators **VALUE** and build strong family, community, and school partnerships.





Asset-Based Instruction Calls for...

Cultural Proficiency

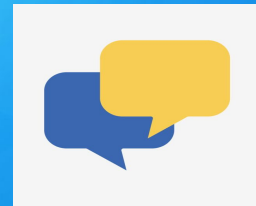
-Model for shifting culture of the classroom by identifying, embracing, and including students AND families' funds of knowledge and funds of language.



Waterfall Chat



Think about your response and on the count of three share your response in the chat box of **why is it important to include families and communities in the process of identifying and embracing students cultural and language assets.**

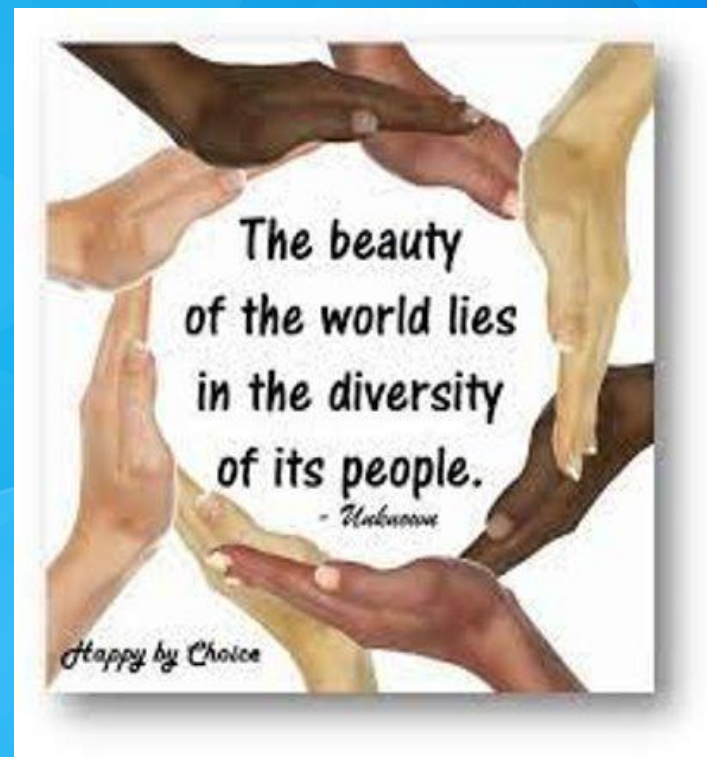




Reflection



We have an opportunity in this moment - with all the structural inequities - to center the experiences of culturally diverse young people by listening to them and ensuring that our decisions, actions and designs are informed by their voices, needs and aspirations.





SEL Strategy

Getting To Know Our Name Activity:

Objective:

Bring awareness of the importance of names and their rich family and cultural history

Inquiry Question:

Why are names important to people?

Activity: Partner Introduction

Have people interview each other in pairs. Each person will have three minutes to interview another person. Each person will have one minute to introduce his/her partner.

Suggested interview questions:

- Is there a story behind your name? What is it? For example, was your name given to honor someone?
- Who gave you your name?
- Where does your name originally come from?
- What does your name mean? For example, the name Yee in Chinese means friendship.
- What is something positive about you or your name that no one can forget?

Honoring Student Voices: As a group, discuss the reasons why names are important to people.

Extending Learning: Why is it important to pronounce others' names correctly?

Association for Bilingual Education and the Santa Clara County Office of Education (SCCOE), has been featured in the illustrative examples for Principle One: Assets-Oriented and Needs Responsive Schools of the English Learner Roadmap.

<https://www.mynamemyidentity.org/resources/Getting-to-Know-Our-Names-Week.pdf>

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PRONOUNCING STUDENT NAMES

HOW DO YOU HANDLE STUDENT NAMES YOU CAN'T PRONOUNCE?

1 "But I can't say that name."

Be humble. Ask for help. We ask our students all the time to do things they think they can't do. Model what you want them to do when they get to something they think they can't do. Ask for help, practice, repeat.

2 "I give them a nickname."

"It is endearing/easier/faster." (<--to you) Names carry our family values, cultures and dreams. Immigrant and students of color most often have names mispronounced. It can make students feel invisible. It can feel like a micro aggression or a racial superiority message. Imagine if you went to a business meeting and the entire time they called you by the wrong name. By the end of the meeting, how would you feel? Then you go to the next meeting, and they give you a different name you have to hear over and over. Our students have at least 4-7 teachers. To hear their names mispronounced that many times a day is difficult. Imagine if that many teachers also thought they had the right to RENAME you?

3 "They tell me it is ok or to call them ____."

There can be several reasons for this. First, they see YOU are uncomfortable and they are trying to make YOU feel more at ease. Since you are the adult, they are trying to respect you. In addition, this is often because they have given up after hearing no one even trying to say their name correctly. How to solve? Privately as an individual or as a whole class project, have them record themselves saying their name slowly a few times. Practice then try, try and try again.

4 "I just give them 'the American' version of their name."

See number 1 -3 combined. Our families took time to pick names important to THEM.

They say if you put someone in a huge crowd with a lot of noise and call their name, the person will hear it over any other clatter. Our names are the first words off our mother's lips to us. They ARE our identity.

NAMES MATTER

Let's learn to say our students' name correctly.
Let's respect all cultures, languages and families.

@leadingells



The Need for SEL



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Maya Angelou



“Do the best you can until you know better. Then when you know better, do better.”





“The Last Word”



Based on today’s network session, write in the chat a last word to summarize what you have learned, how you feel, etc. (only one word).





Closing



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



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How can MCAP help me get my bilingual credential?

BCOE, Future Educator Support:

- Provides guidance and assistance to aspiring teacher candidates
- Provides Individualized Pathway Plans
- Offers CBEST, CSET, and RICA support
- Online program that allows you to continue working
- For more information about our Innovation provided to MCAP

Partners: <https://mcap.gocabe.org/innovation-3-year-2-bilingual-teacher-pathway/>

- For more information on this program through BCOE:
<https://youtu.be/IL1ij-zdell>





Key Reminders

Session 2: Meeting the needs of Dually Identified Students

Understanding the **legal requirements, best practices, and resources** to assist English learners with disabilities

Date: October 5, 2021

Time: 3:00-4:30 pm

Survey Link: (In the chat box)

<https://www.surveymonkey.com/r/paraeducators1>





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Building the Pathway to Multilingualism along the EL Roadmap Policy



What is Multilingual California?	Social Media Campaigns	EL Roadmap in Action	Multilingual Language Services
County District Partners	Data on Multilingualism	Seal of Bilingualism	Become a Bilingual Teacher
Learning Continuity Plan	Dual Language Resources	View Past Webinar Recordings	

★ UPCOMING EVENTS ★

CABE RACIAL EQUITY SERIES - WINTER 2021
VIRTUAL ANNUAL CONFERENCE
MARCH 24, 2021

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EQUITY CONFERENCE 2021
January 19 to 22, 2021

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San Diego Dual Language Webinar Conference
January 29 to 30, 2021

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CABE 2021
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MARCH 24, 2021

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