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

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

05:00
1/24

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.

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Who is the Multilingual California Alliance?

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The Multilingual California Project is a 3-year grant funded by the California Department of Education-Educator Workforce Investment Grant Program (EWIG)

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.**

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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

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Paraprofessional Professional Learning Series:

Meeting the needs of Dually Identified Students

MULTILINGUAL CALIFORNIA

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Today's Learning Outcomes

1. Background, Identification and our legal and ethical obligations to English Learners
2. Culturally and Linguistically Responsive and Sustaining Pedagogy
3. Paraprofessional-Teacher Partnerships
4. Linguistically appropriate IEP goals
5. Consider ways to support instruction for ELs with Disabilities

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English Learner Identification and Supports

Our Legal Obligation to ELs

English Learners/Emergent Bilinguals are required by law to have access to:

- Broad and comprehensive curriculum
- English Language Development (ELD)
  - Integrated – means instruction in which the ELD standards are used in conjunction with the academic standards
  - Designated – instruction provided during a time set aside in the regular school day to focused on ELD standards to gain English language skills necessary to access the academic content 5CCR 11300 [a]

"For individual's whose native language is other than English, linguistically appropriate goals, objectives, programs, and services shall be included in the IEP contents." E. C. 56345

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Our Ethical Obligation to English Learners

Provide quality instruction that includes best teaching practices, research-based interventions, and ongoing progress monitoring in order to avoid over-identification and under-identification of English learners for special education services.

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Student Identification Process

Student Enrollment & Registration

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents and guardians most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

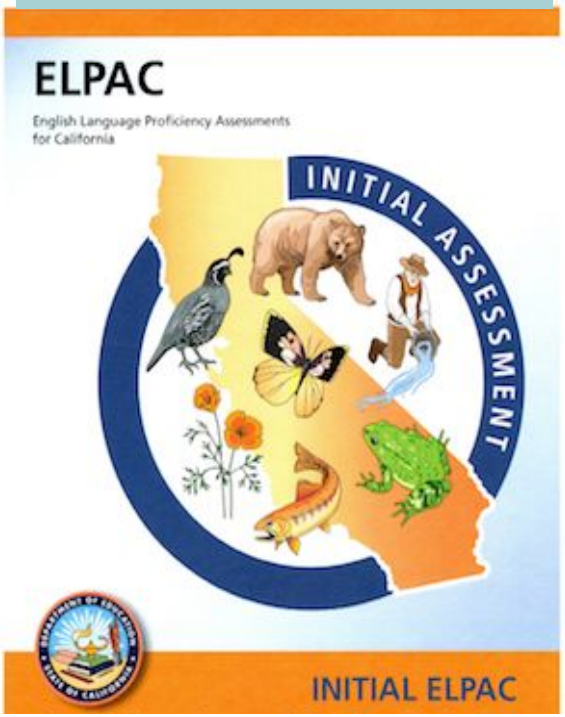
Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

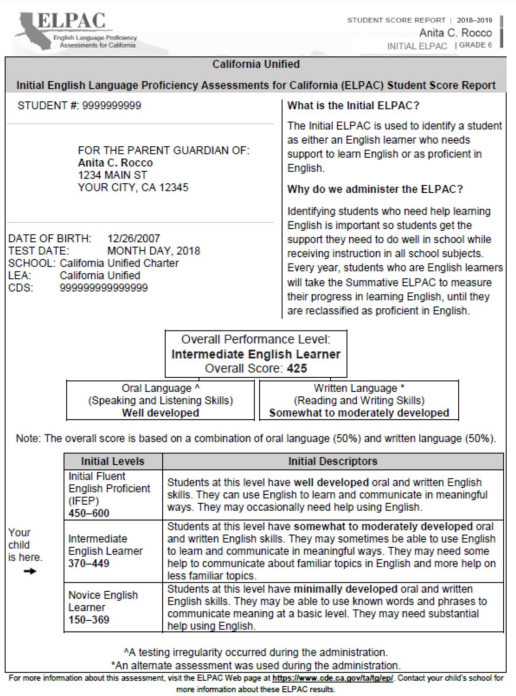
Date _____

California Department of Education Form HLS, Revised July 2020

English Language Proficiency Assessment for California



Student Initial ELPAC Score Report



ELPAC — English Language Proficiency Assessments for California

STUDENT SCORE REPORT | 2018–2019
Anita C. Rocco
INITIAL ELPAC | GRADE 6

California Unified

Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report

STUDENT #: 9999999999

FOR THE PARENT GUARDIAN OF:
Anita C. Rocco
1234 MAIN ST
YOUR CITY, CA 12345

DATE OF BIRTH: 12/26/2007
TEST DATE: MONTH DAY, 2018
SCHOOL: California Unified Charter
LEA: California Unified
CDS: 99999999999999

What is the Initial ELPAC?

The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

Why do we administer the ELPAC?

Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.

Overall Performance Level:
Intermediate English Learner
Overall Score: **425**

Oral Language ^ (Speaking and Listening Skills)	Written Language * (Reading and Writing Skills)
Well developed	**Somewhat to moderately developed**

Note: The overall score is based on a combination of oral language (50%) and written language (50%).

	Initial Levels	Initial Descriptors
	Initial Fluent English Proficient (IFEP) 450–600	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Your child is here. →	Intermediate English Learner 370–449	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
	Novice English Learner 150–369	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

^A testing irregularity occurred during the administration.
*An alternate assessment was used during the administration.

For more information about this assessment, visit the ELPAC Web page at https://www.cde.ca.gov/ta/tg/ep/. Contact your child's school for more information about these ELPAC results.

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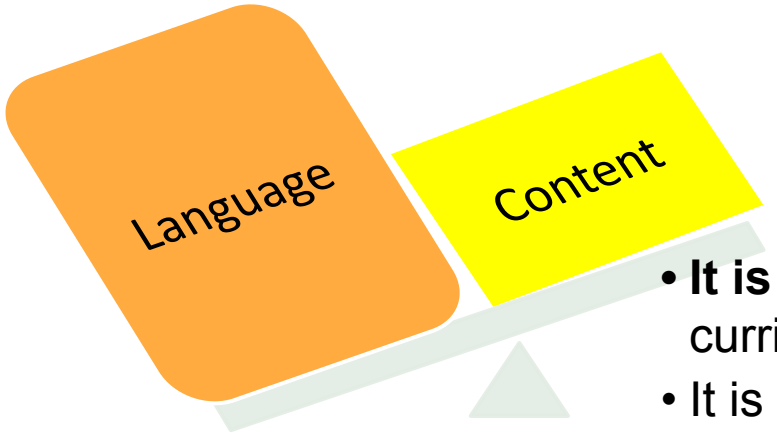
English Language Development

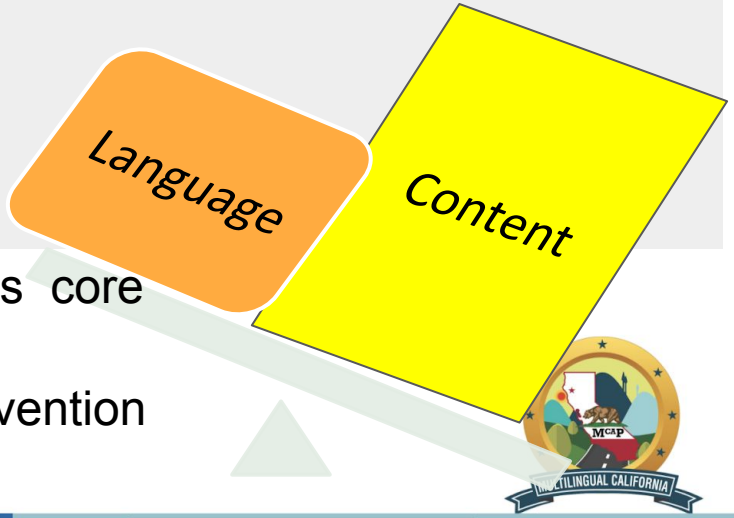
Develop students' English proficiency targeting ELD Standards

Designated ELD Instruction



Provide meaningful access to grade-level academic content instruction

Integrated ELD Instruction



- **It is** part of an ELs core curriculum
- It is **NOT** an intervention

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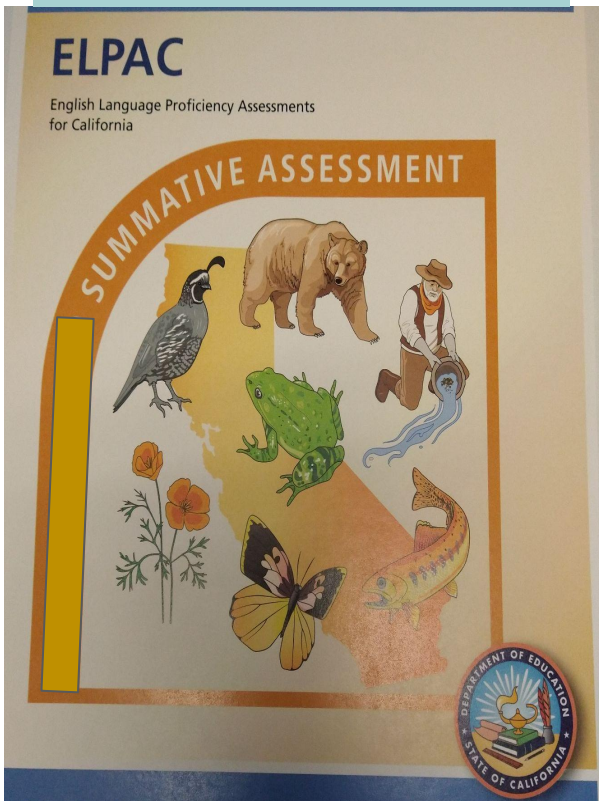
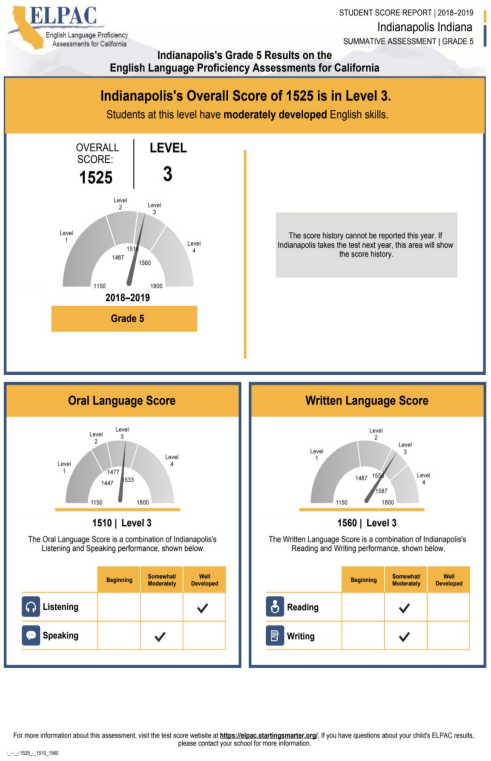
English Language Proficiency Assessment for California



Student Summative ELPAC Score Report



Student Enrollment & Registration

CDE Reclassification Criteria

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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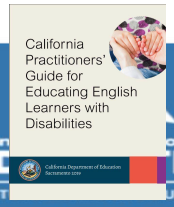
Reclassification

- Reclassification (or redesignation) is the process LEAs use to determine whether or not an English learner student has acquired sufficient English skills to successfully engage in classroom learning of the core academic curriculum taught in English, and to be accurately assessed in academic subject matter using English, without specialized English learner services and supports.

- When English learner students demonstrate that they have acquired the necessary English skills to be academically successful without this specialized support, they are reclassified as fluent English proficient (RFEP).

- Page 375



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ELD Progression Timeline

Years in U.S. Schools	Emerging (B)	Expanding (EI)/(I)	Bridging (EA)/(A)	RFEP
1	Emerging →			
2		Expanding →		
3		Expanding →		Reclassification
4			Bridging	
5			Bridging	
6	*Long-term English Learner if not reclassified by end of 6th year*			

Waterfall Chat:

Chat about something that you just learned or post a question the information you just received.

1. **Think** about your response
2. On the count of three share your response in the chat

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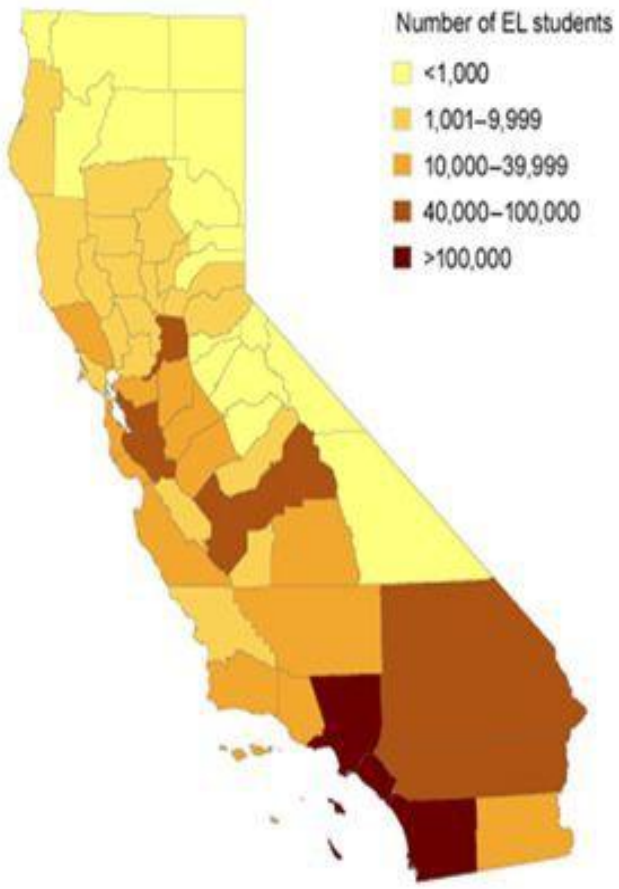
Who are our ELs with Disabilities?



- SWD and ELs are the fastest growing and lowest performing subgroup of students in California (Education Data Partnership, 2016).
- California Assessment of Student Performance and Progress (CAASPP) results for English/language arts and Mathematics demonstrate that the subgroups of ELs and SWD respectively, continue to trail over 10 points behind their English only, nondisabled peers (CDE, 2017a).

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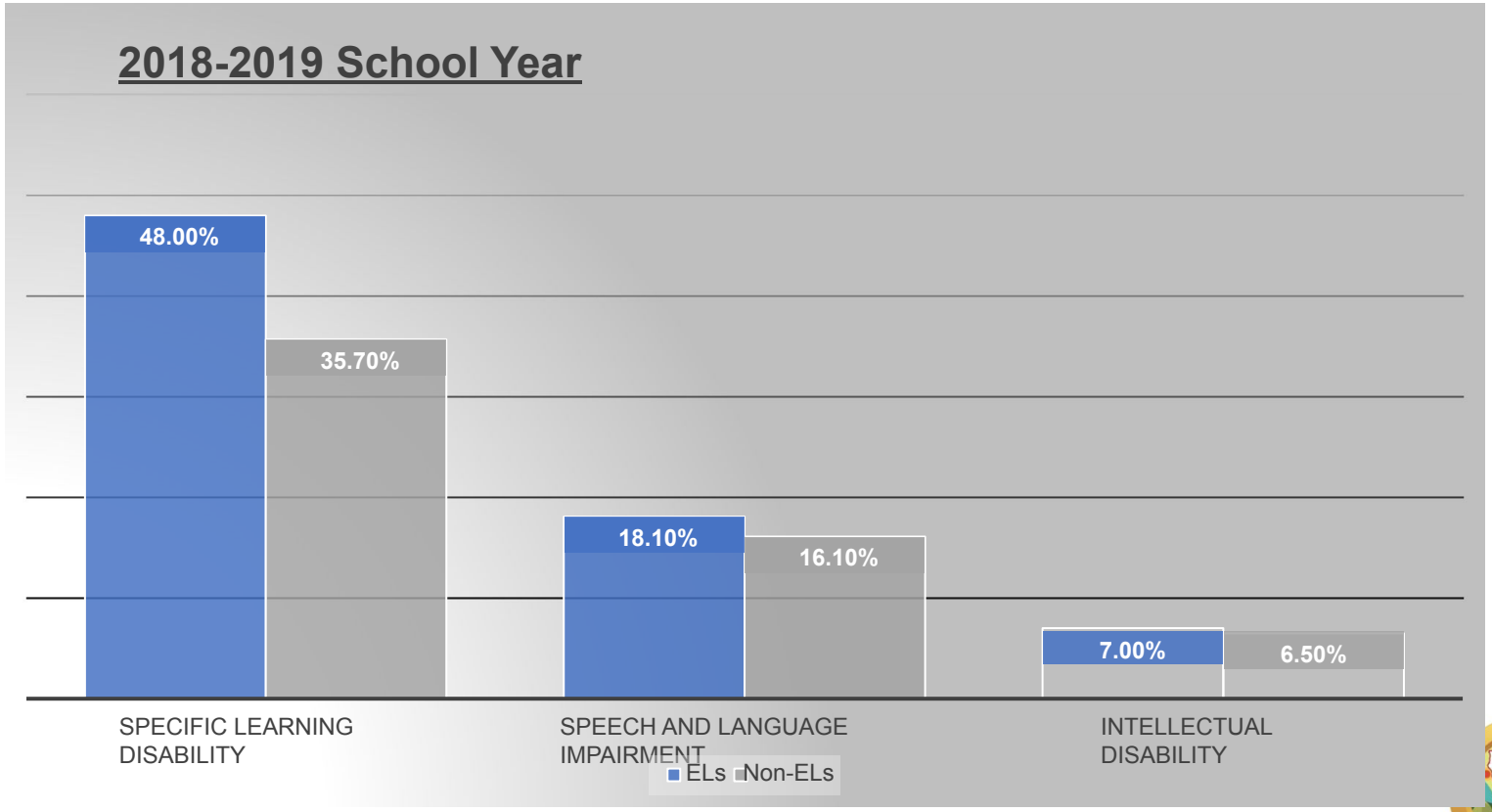
Disability Category and EL Status



Office of English Language Acquisition: ELs with Disabilities: December 2020

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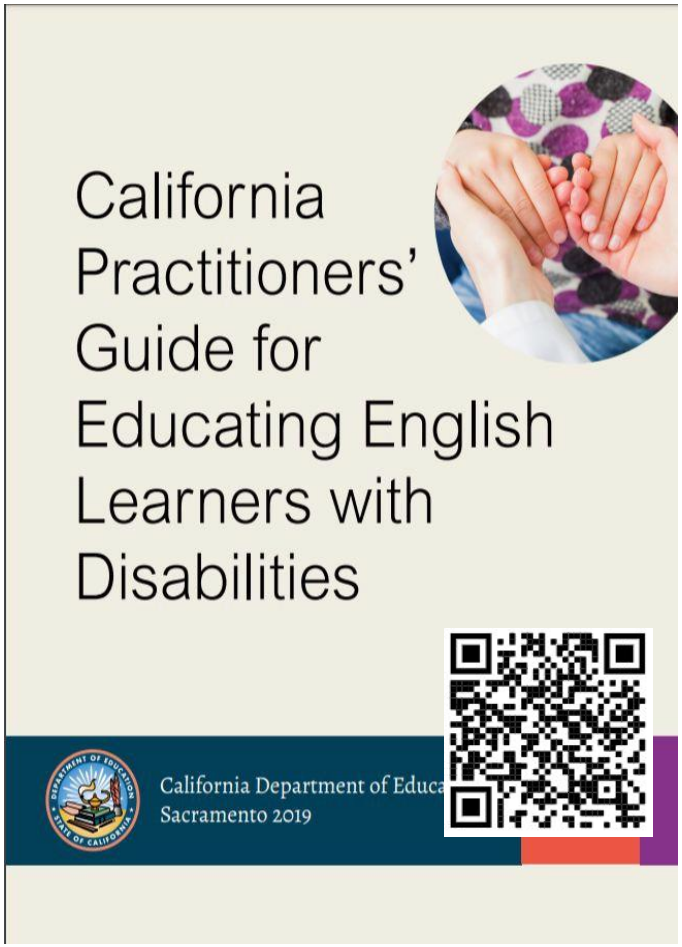
Resource



Focus on:

Section 3: Educational Programs and Instructional Strategies

Section 5: Reclassification from EL Status

https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

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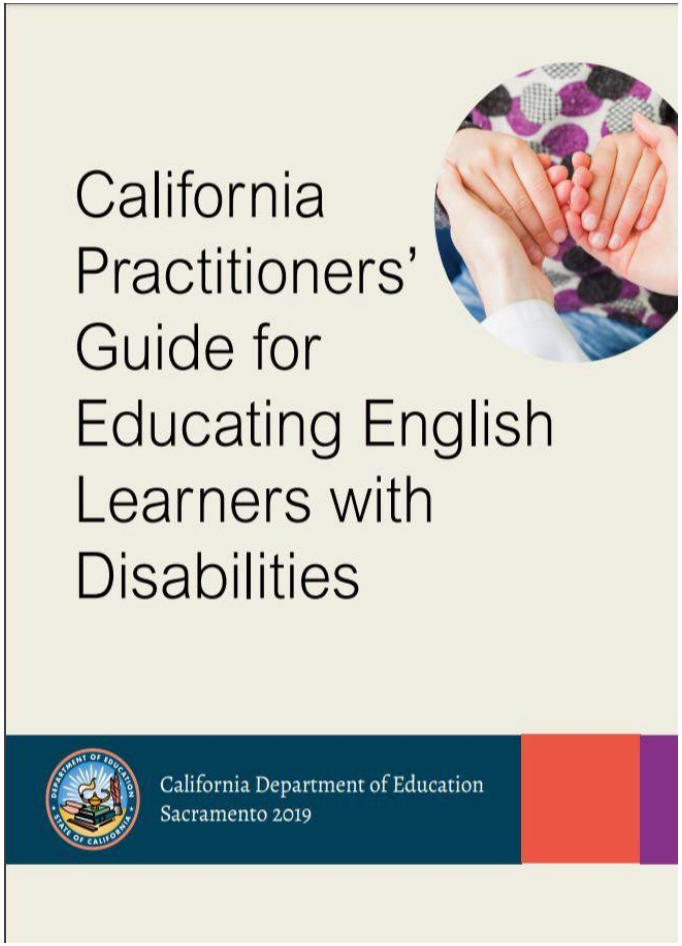
Learning Task:



https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

- Download the PDF of the Practitioner's Guide,
- Explore the *Contents* (aka Table of Contents, starting on pg. 5),
- Identify a *Section* that caught your eye, and you might go back to explore on your own,
- Share the *Section* you selected and share it in the *Chat Box*.

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Culturally and Linguistically Responsive and Sustaining Pedagogy

[California Practitioner's Guide](), (Chapter 6, page 300-304)

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The Multilingual California Project is a 3-year grant funded by the California Department of Education-Educator Workforce Investment Grant Program (EWIG)

Culturally and Linguistically Responsive and Sustaining Pedagogy

Cultural proficiency and competency are at the heart of establishing effective classroom contexts for learning.

English learners with disabilities bring to the classroom a wealth of cultural, linguistic, familial, community, and individual assets that should be valued, respected, and leveraged for school learning.

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Culturally and Linguistically Responsive and Sustaining Pedagogy

- Families of dually identified students may have faced stigmas for having a child with disabilities, or may avoid the label of disability and disability services due to fear of stigmatization.
- When the school system lacks the cultural competency and cultural proficiency to communicate effectively and meaningfully with families, positive family-school partnerships are hindered, and therefore effective services to English learners with disabilities are undermined.

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Culturally and Linguistically Responsive and Sustaining Pedagogy

What can educators do to support students?

- develop culturally sensitive interpersonal awareness and skills;
- take the time to understand the diverse cultures in the classroom and the experiences families may have had prior to arriving in and while in the United States;
- be aware of the cultural perspectives parents and families may have about children with disabilities; and
- provide culturally sensitive counseling or peer support groups for parents and families so that they have someone to talk to who understands their particular cultural perspectives

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Some tangible culturally and linguistically sustaining pedagogical practices include (but are far from limited to):

- using an ethnic studies curriculum;
- using culturally relevant literature and informational texts;
- using students' cultural backgrounds as the basis for selecting academic topics of study;
- emphasizing social justice topics;
- promoting multilingualism; and
- inviting students to use their primary language in learning tasks.

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Culturally and Linguistically Responsive and Sustaining Pedagogy

Break Out Room Activity- 10 minutes

Please discuss with others in the break out room the information in the previous slide (Figure 7.2). The link to this document is provided for you in the chat.

Discuss how your school site meets the recommendations listed for classrooms that exhibit culturally and linguistically responsive settings.

Are there other practices that you would recommend that are not listed?

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Paraprofessional-Teacher Partnerships

CISC Newcomer Group
Module I:
Paraprofessional-Teacher Partnerships

Newcomer Workgroup
CISC

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The Multilingual California Project is a 3-year grant funded by the California Department of Education-Educator Workforce Investment Grant Program (EWIG)

Effective Communication Protocols

What are the communication protocols established at your site?

- What is your role? What are your responsibilities?
- What are the management and instruction expectations of the teacher(s) you support?
- How do you contribute to the communication protocols established by your team?

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Communication

Collaborate with teacher to establish effective communication protocols

- Pre-plan sessions with teacher(s) prior to delivering lessons,
- Discuss best practices with teacher(s) as it relates to communication with students,
- Schedule time to meet with student(s),
- Communicate student progress to the classroom/core content teacher(s).

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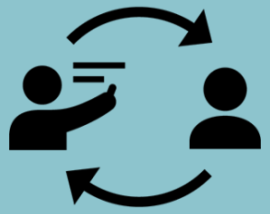

Breakout Group: Communication

How do you currently collaborate with the teacher(s) you support to ensure effective communication?

How might you improve your collaboration with the teacher(s) you support to ensure effective communication?

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Supporting with Linguistically Appropriate IEP Goals

Multi-Tiered System of Supports (MTSS)

- Focus is on quality teaching and learning for ALL students in all content areas using standards-based and research-based instruction

- This includes comprehensive ELD for Els.

- Includes appropriate assessments (screening, diagnostic, formative and progress monitoring) to inform decisions.

- Provides for necessary supplemental and intensive instruction for students underperforming and at-risk.

- Endorses universal design for learning (UDL)

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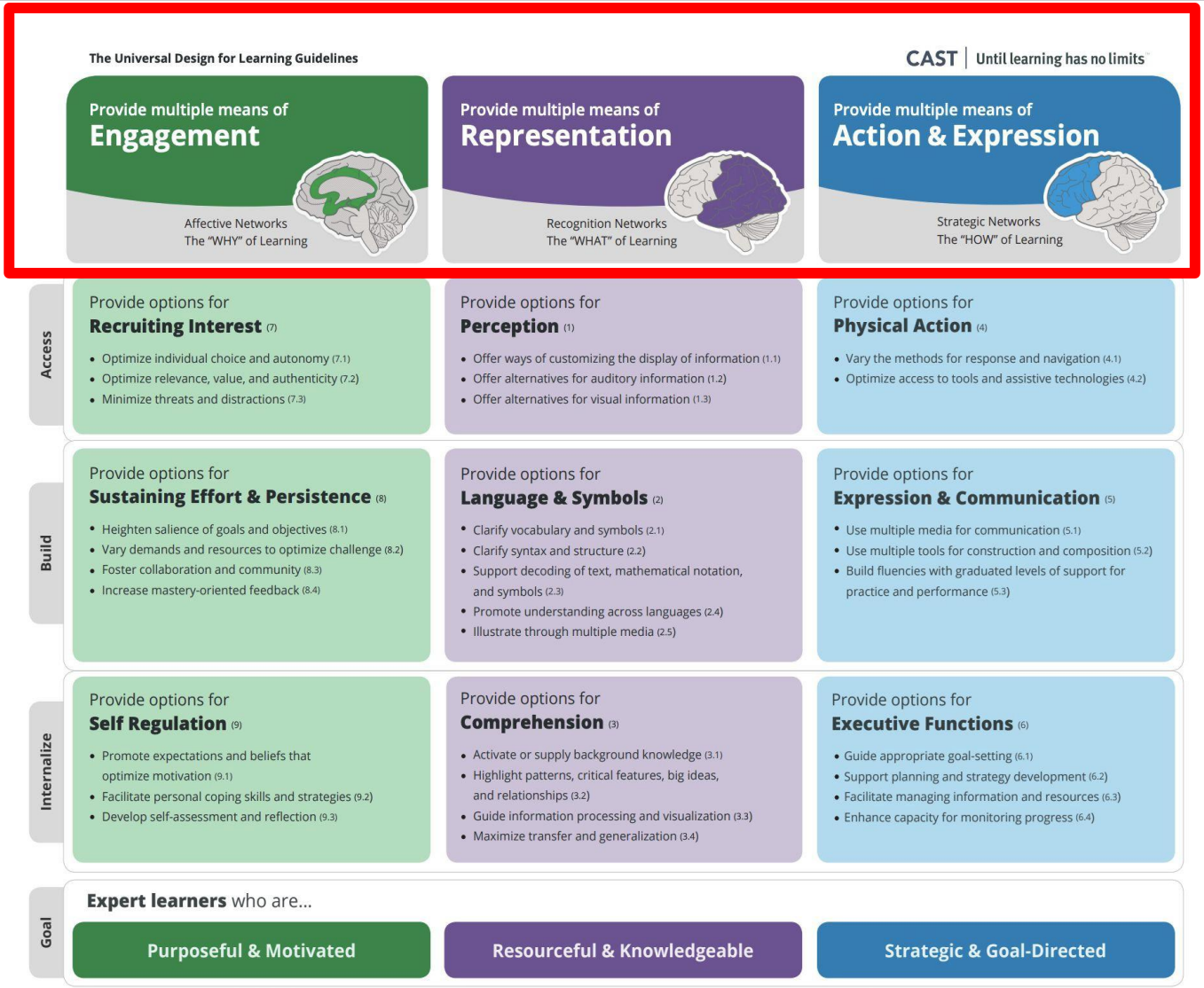
UDL is an approach to building instructior that is accessible for all learners. It aims to give all students an equal opportunity to access and make steady progress toward California grade level content standards regardless of the students' language acquisition levels, disability, or other learning needs.



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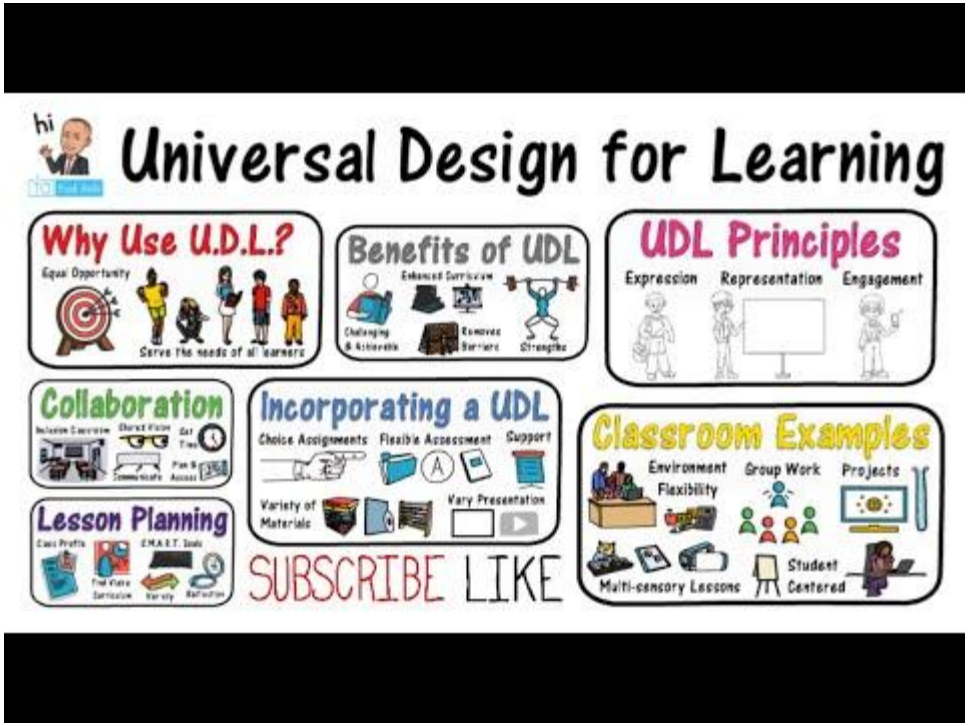
UDL Video



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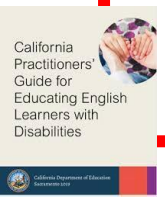
Traditional vs. Inclusive Classrooms

- Teaching is a one-size fits all approach.
  - –
- Differentiation is for specific students only.
  - –
- The teacher decides how the material is taught.
  - –
- The classroom has a fixed physical set up.
  - –
- There is only one way to complete an assignment or assess student progress and learning.
  - –
- Grades are the only way to measure performance.



p.309

- Teaching focuses on both the content and in what ways using many approaches to reach a diverse range of learners.
  - –
- Differentiation is for all students with the goal of providing access to rich learning.
  - –
- The teacher confers with students, providing student choice when possible, and facilitates how students will learn.
  - –
- The classroom has a flexible set up, and both teacher and students have multiple options.
  - –
- There are multiple options for students to demonstrate their learning; ways that are not limited by narrow understanding of standards.
  - –
- Students are given continuous and meaningful feedback on their learning and progress through formative assessment processes and other assessment methods.
  - –
- Students set their learning goals with the teacher and reflect on their learning periodically.

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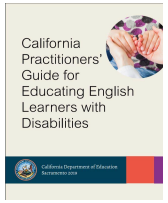
RECOMMENDED TEACHING AND LEARNING STRATEGIES TO SUPPORT ENGLISH LEARNERS WITH DISABILITIES

- LEVERAGING BACKGROUND KNOWLEDGE
- SCAFFOLDING COMPREHENSION OF COMPLEX TEXTS
- FOSTERING VOCABULARY DEVELOPMENT
- SCAFFOLDING WRITING AND LANGUAGE AWARENESS
- COLLABORATIVE DISCUSSIONS
- SEQUENCING LEARNING TASKS



The California Practitioners' Guide for Educating English Learners with Disabilities pages 322-326

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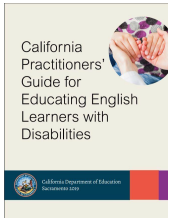
Primary Language Support

Primary language support, not to be confused with “language of instruction,” is always an option for English learners and can be used at any time to provide equal access to teaching and learning tasks.

Examples of primary language support include:

- explaining instructions for a learning task in the student’s primary language, as needed;
- providing a written translation for a learning task (e.g., a math problem-solving task);
- drawing students’ attention to cognates in their primary language;
- inviting students to speak or write in their primary language, as appropriate to the learning task.



Page 321

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ELPAC& Accessibility

For Tk-12 students, the IEP Team annually determines:

1. If ELPAC will be administered with or without accessibility tools (i.e. universal supports, designated embedded and/or non-embedded supports, and/or accommodations

AND/ OR

2. If an Domains of the ELPAC will be exempted (omitted)

OR

3. If the use of a locally agreed upon Alternate assessment of English language proficiency is most appropriate, in whole or in part.

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2020–21 California Student Assessment Accessibility for the Computer-Based English Language Proficiency Assessments for California

ELPAC English Language Proficiency Assessments for California

Unless noted in parentheses, resources may be used in all domains: Listening (L), Speaking (S), Reading (R), and Writing (W).

Resources Available to All Students

Universal Tools

Embedded

- Breaks
- Digital notepad
- Expandable items
- Expandable passages
- Highlighter
- Keyboard navigation
- Line reader (grades 3–12)
- Mark for review (grades 3–12)
- Scratch paper
- Strikethrough (grades 3–12)
- Writing tools (grades 3–12)
- Zoom

Non-Embedded

- Breaks
- Highlighter (grades 2–12)
- Line reader
- Mark for review (grades 2–12)
- Oral clarification of test directions by the test examiner in English
- Scratch paper
- Strikethrough (grades 3–12)
- Test Navigation Assistant

Designated Supports

Embedded

- Color contrast
- Masking
- Mouse pointer (size and color)
- Pause or replay audio (L, S)
- Streamline
- Turn off any universal tool

Non-Embedded

- Amplification
- American Sign Language or Manually Coded English
- Color contrast
- Color overlay
- Designated Interface Assistant
- Magnification
- Masking
- Medical supports (e.g., glucose monitor)
- Noise buffers
- Pause or replay audio (L, S)
- Print on demand
- Read aloud for items (W)
- Separate setting
- Simplified test directions
- Translated test directions

Please add in the chat what supports have you assisted with?

Resources Available to Students with an Active Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded

- American Sign Language or Manually Coded English
- Audio transcript (includes braille transcript)
- Braille (embossed and refreshable)
- Closed captioning
- Text-to-speech (L, S, W)

Non-Embedded

- Alternate response options
- American Sign Language or Manually Coded English
- Audio transcript (includes braille transcript)
- Braille (embossed and refreshable)
- Breaks
- Scribe
- Speech-to-text

Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request in the Test Operations Management System on behalf of a student with a disability, prior to administering the online ELPAC.

Domain Exemptions

The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain. To indicate the use of a domain exemption, follow the directions in the test administration manual.

Refer to the Accessibility Resources Matrix web page at https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp for additional information.

California Department of Education
October 2020

MCAP MULTILINGUAL CALIFORNIA

Break Out Room Activity- 10 minutes

Supports & Accommodations

Discuss how you have assisted with Supports and Accommodations at your site.

Share your success & challenges.

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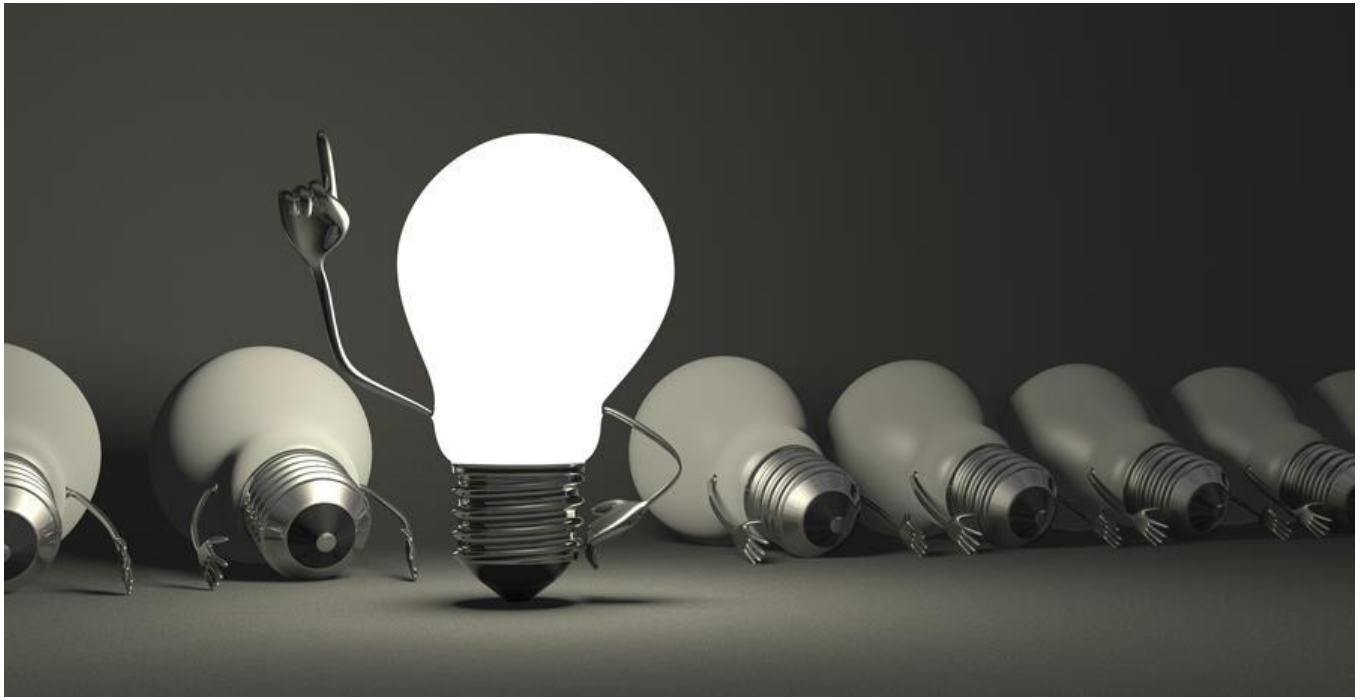
What is Your “A-Ha” Moment? Please share via the chat box.



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Twice the Load…

English Language Learners have twice the cognitive load — they have to learn:

A new language, AND

Learn new content simultaneously.

Sweller, J (June 1988). "Cognitive load during problem solving: Effects on learning". *Cognitive Science*. **12** (2):257285. doi:10.1207/s15516709cog1202_4.

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THANK YOU!

MULTILINGUAL CALIFORNIA

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Key Reminders

Session 3: Designated ELD Strategies

Designated English language development (dELD) strategies and promising practices.

Date: November 16, 2021

Time: 3:00-4:30 pm

Survey Link: (In the chat box)

https://www.surveymonkey.com/r/paraeducators2

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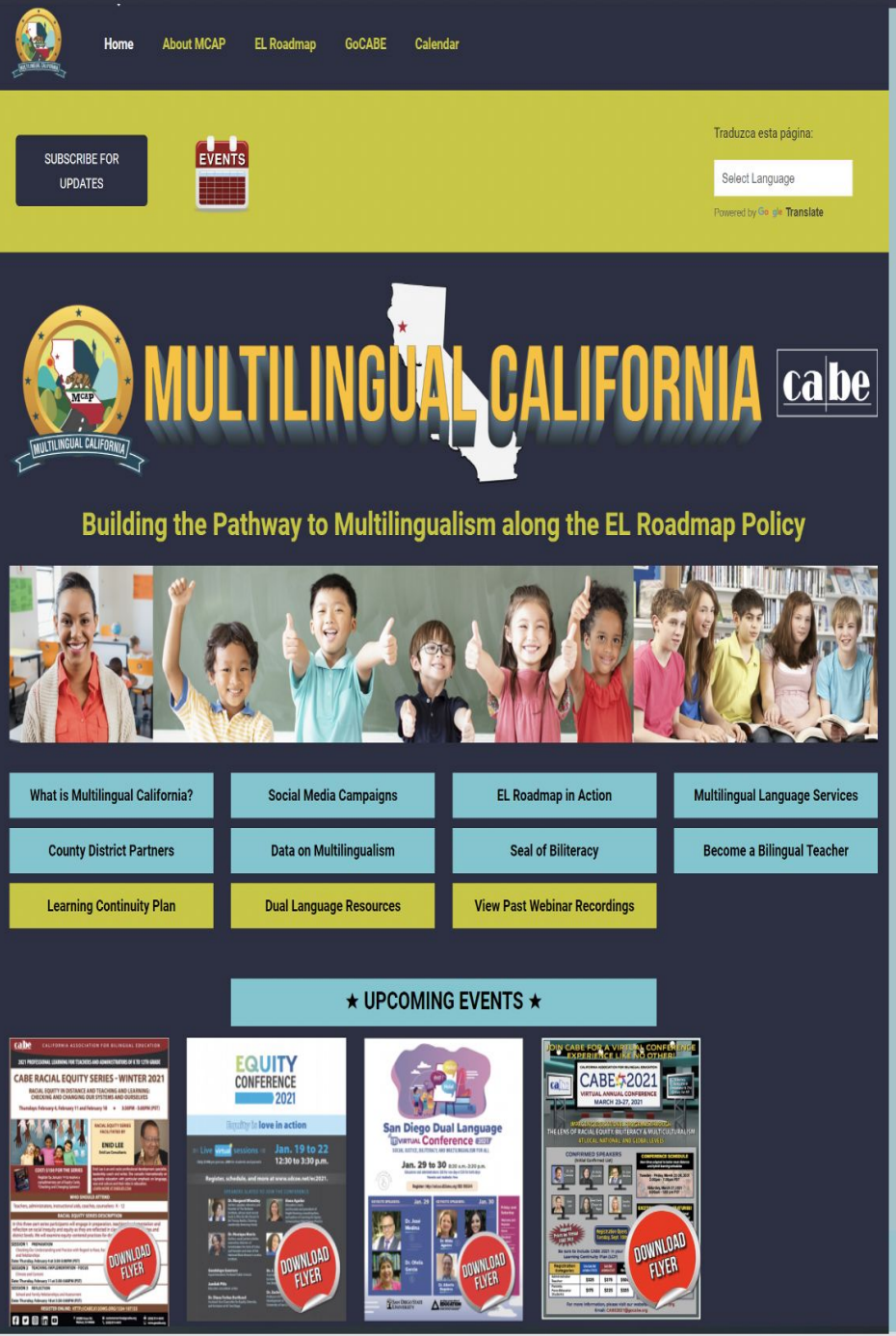

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