MCaP MULTILINGUAL CALIFORNIA

ca|be

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
Coordinator, Multilingual Education and Global Achievement (MEGA) SDCOE

Holly Harding
Title III Specialist for Region 2, BCOE

RoseMary Hyder
Curriculum Coordinator, Multilingual Education SBCSS

Victor Portillo
Curriculum Coordinator, Multilingual Education SBCSS

05:00
1/24

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

MCaP Funded by the CDE EWIG In Partnership with:

Key Reminders

1. **This professional learning session is being recorded and will be available through the <u>MCAP website</u>.**
2. **Resources and a copy of this presentation will be made available on our <u>MCAP website</u>**
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?

M^CAP 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

Image Source: **CafePress**

Let's brag! Which are some of the superpowers **that students love about you? Please share in the chat box …**
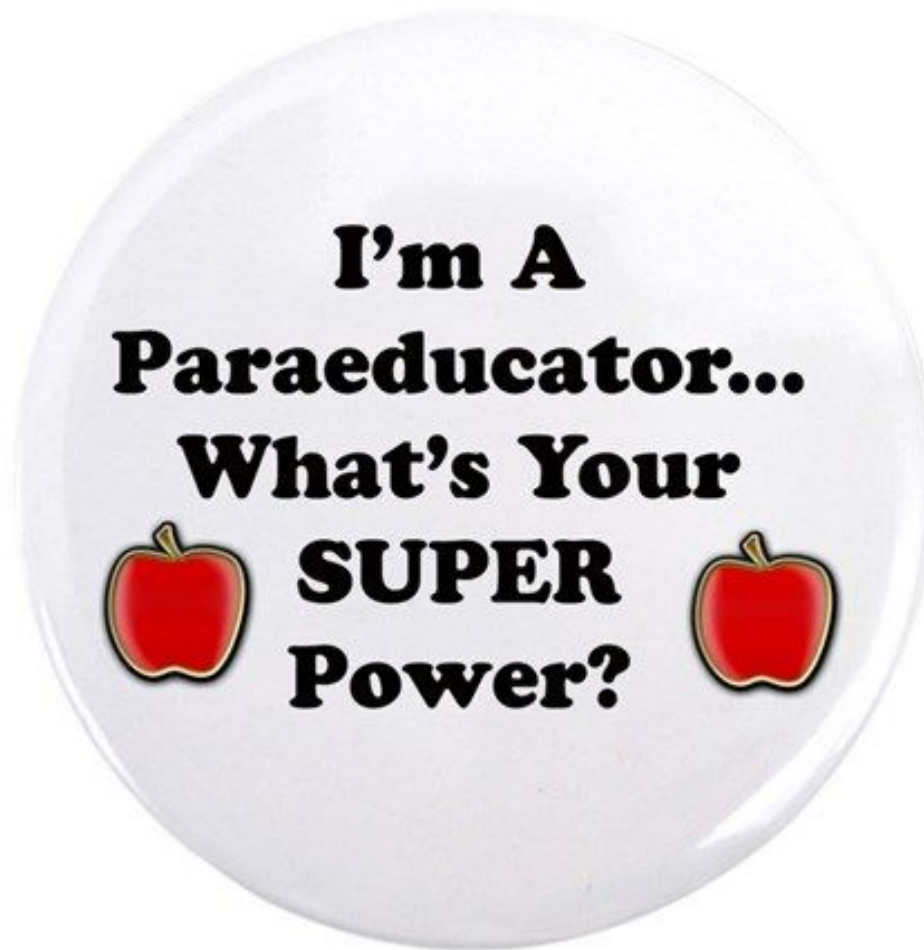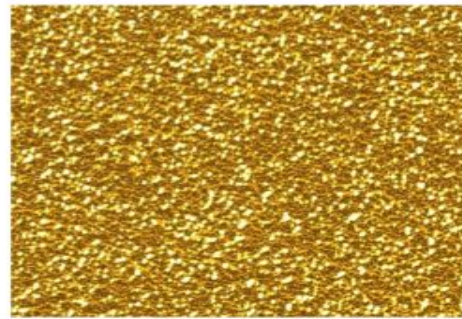
Today's Learning Outcomes

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 to support differentiated language development instruction by proficiency level

SUCCESS FOLLOWS WHEN YOU DEFINE WHAT INSPIRES YOU

MOTIVATES YOU AND FIRES YOU UP!

• •

WHAT'S YOUR WHY?

English Learner Policy and Guidance

Moral Obligation

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

Professional Obligation
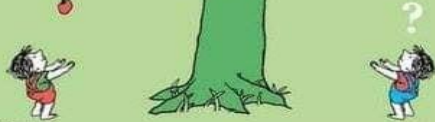
Provide equitable access to instruction for all students.

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…"

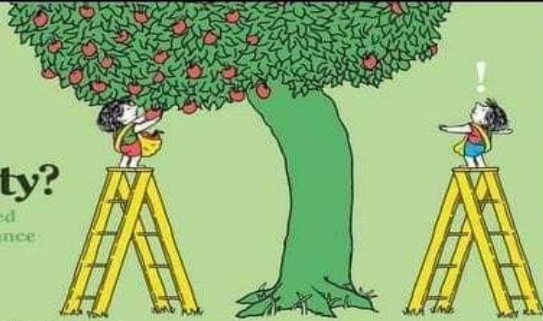*Lau v. Nichols, U.S. Supreme Court, 1974*
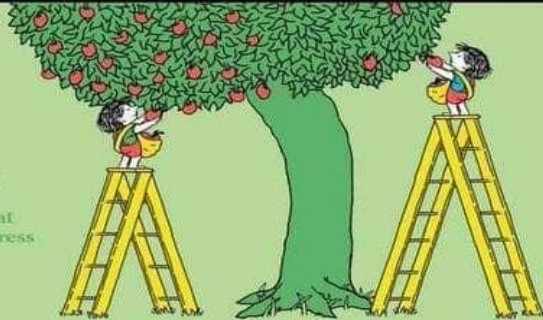
Making Equity a Reality

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)*

Principle 1

- **Assets-Oriented and Needs-Responsive Schools**
Pre-schools and schools are responsive to different **EL strengths, needs, and identities** and support the socio-emotional health and development of English learners. 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.

Principle 2

- **Intellectual Quality of Instruction and Meaningful Access**
English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of **English proficiency**. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through **native language instruction** and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and **other languages**.

Principle 3

- **System Conditions that Support Effectiveness**
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the **strengths and needs of English learners** and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths and meet the needs of English learners**.

Principle 4

- **Alignment and Articulation Within and Across Systems**
English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, **language(s)**, literacy, and knowledge students need for college- and career-readiness and participation in a **global, diverse, multilingual, twenty-first century world**.

English Learner Typology

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

san diego county office of
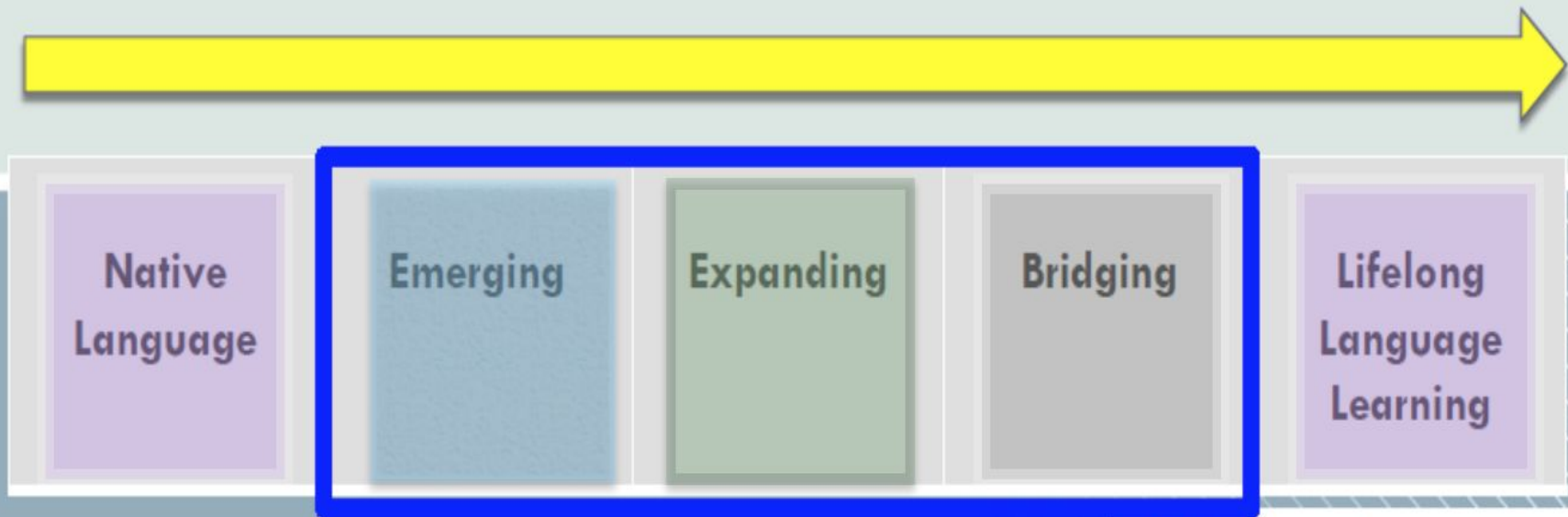**EDUCATION**
FUTURE WITHOUT BOUNDARIES

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

Native Language — Emerging — Expanding — Bridging — Lifelong Language Learning

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.

PROFICIENCY LEVEL DESCRIPTORS CONTINUUM K-12

Mode of Communication

	Early Emerging	Exit Emerging	Early Expanding	Exit Expanding	Early Bridging	Exit Bridging
Collaborative	• 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;	• 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;	• Express a variety of personal needs and opinions, and respond to questions using short sentences; • Initiate simple conversations on social and academic topics;	• 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;	• 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;	• 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	• 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;	• 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	• 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;	• 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;	• 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;	• 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	• Produce learned words and phrases and use gestures to communicate basic needs; and • Write familiar words and phrases related to everyday and academic topics.	• 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.	• Produce sustained conversation with others on an expanding variety of general topics; and • Write basic information and expanded responses in contextualized settings.	• 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.	• 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.	• 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?

Enhance your Toolkit

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)

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES

Academic Language

Academic language gives students ways to participate in the content they're learning.

Language functions are what students **DO.**

Language demands (vocabulary, syntax and discourse) are the tools students **USE** to participate in the content they are learning.

What is a Language Function?

A *language function* explains why someone says something. Language functions require specific *language forms*.

For example, seeking information is a **language function**. Some of the **language forms** needed to perform this language function are action verbs and prepositions.

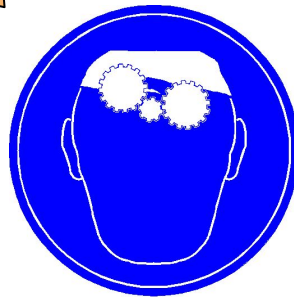*Who _____?, Where did it happen?, When did it happen?, Where did you find that?, How do you do that?*

ColorinColorado.org with permission from Sarah Clyne © 2006

Why Focus on Language Functions?

- Asking and responding to questions
- Describing people, places and things
- Expressing feelings and emotions
- Expressing preferences and opinions
- Comparing and contrasting
- Expressing cause and effect
- Telling or retelling stories
- Summarizing texts

Step 1. Identify the language function.

a. Consider the key content standard.

b. Think about the language tasks that students need to complete (the verbs of the standard).

How will students participate in the content?
What are we asking students to do?

Step 2. Identify the language demands.

a. Consider the language students will use to engage with the content during the lesson.

b. Identify the language demands (vocabulary, discourse, syntax) students will work with.

Let's try it!

CCSS.ELD.PII.1.6.Ex.

==Describe== ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., ==setting==, main idea) in greater ==detail== based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.

CCSS.ELA.Literacy.RL.1.3.

==Describe== characters, ==settings==, and major events in a story, using key ==details==.

Step 3. Determine what students will need to produce to be active participants in the learning.

a. Identify the scaffolds you'll provide (graphic organizers, sentence frames, etc.).

Here is a fantastic tool for your consideration!

SEAL

Language Functions, Graphic Organizers and Designated ELD

For Step 3, refer to the tool ...

- Select a graphic organizer
- Select inherent academic language
- Select grammatical aspects (language forms)
- Identify scaffolds (Prompts/questions and /or sentence frames)

Collaborative Practice: Your turn!

CCSS.ELD.PI.4.6.Ex.

Describe ideas, phenomena (e.g. volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support.

CCSS.ELA.Literacy.W.4.3.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    c. Use a variety of transitional words and phrases to manage the sequence of events.

Collaborative Practice: Your turn!

Step 3

- Select a graphic organizer
- Select inherent academic language
- Select grammatical aspects (language forms)
- Identify scaffolds (Prompts/questions and /or sentence frames)

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES

Let's use our new tool ...

SEAL

Language Functions, Graphic Organizers and Designated ELD

YOU DID IT

Paraprofessional-Teacher Partnerships

Paraprofessional-Teacher Partnerships

**CISC Newcomer Group
Module I:
Paraprofessional-Teacher
Partnerships**

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),

How do you and the teacher(s) you support leverage tools, resources and materials to support student learning?

- Which tools, resources, and materials do you use to support student learning?
- How and when do you collaborate to effectively plan and deliver instruction?

Collaboration
Teacher and paraprofessional collaborate to effectively support the student and deliver the lesson

Teacher Role	**Paraprofessional Role**
• What tools, resources, and materials will the teacher utilize to deliver instruction with a particular class and/or throughout the day?	• What tools, resources, and materials is the paraprofessional familiar with and use to assist the teacher with a particular class and/or group throughout the day?
• How will the teacher use these tools, resources, and materials?	• How will the paraprofessional use these tools, resources, and materials?
• How will the teacher and paraprofessional work together to evaluate and select tools, resources, and materials?	• How will the paraprofessional provide feedback to the teacher as it pertains to the effectiveness of tools, resources, and materials used during the lesson?

How do you currently collaborate with the teacher(s) you support to effectively support students, and to plan and deliver instruction?

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/lL1ij-zdelI

Key Reminders

Session 4: Integrated ELD

Integrated English Language Development (iELD) promising and effective practices

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

Survey Link: (In the chat box)
https://www.surveymonkey.com/r/paraeducators1