



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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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

Questions? Please contact us via email MCAPALLIANCE@GO.CABE.ORG

[Register Now](#)

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 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

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

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

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Session 4:

You are here!

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: English Learner Student Support



Coordinator,
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and Global
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Curriculum
Coordinator,
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Education



Curriculum
Coordinator,
Multilingual
Education



A rustic wooden sign with a dark green chalkboard center is hanging from a dark wooden post. The sign is held up by two strands of light-colored twine. The background is a warm, out-of-focus interior with wooden beams and a window.

Welcome
please
Come In

PLEASE PUT YOUR
NAME AND ROLE IN
THE CHAT BOX



**I'm A
Paraeducator...
What's Your
SUPER
Power?**



Today's Learning Objectives

Participants will:

1. Reflect on how we support **high-quality Integrated ELD instruction** that promotes educational equity for ELs
2. Explore strategies that can help us to meet our students' linguistic needs during Integrated ELD
3. Revisit some of our Socio-Emotional Behaviors that were presented in our series

Social Emotional Behaviors



Before we begin...

Focus on a student who you know

Think about an English learner you support

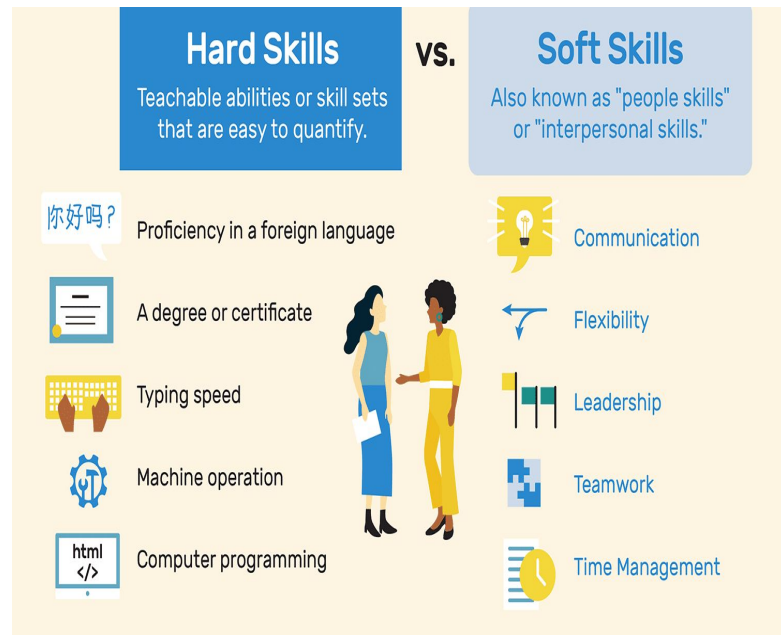
- What are their strengths and needs?
- What type of English learner are they?
 - Newcomer? -Long Term English Learner?

Socio-Emotional Connections with Students

SEB IS HELPFUL TO BOTH CHILDREN AND ADULTS,
INCREASING SELF-AWARENESS, ACADEMIC
ACHIEVEMENT, AND POSITIVE BEHAVIORS BOTH IN AND
OUT OF THE CLASSROOM.

This [article](https://www.edutopia.org/article/3-sel-practices-teachers-can-use-every-day) from Edutopia is a great resource
for ideas and references on Social Emotional
Learning (SEL).

<https://www.edutopia.org/article/3-sel-practices-teachers-can-use-every-day>



Know Your Students

- Names (correct pronunciation)
- Strengths
- Interests
- Dreams
- Academic Level
- Language Level
- What else is unique to this child?
- What is their story?

Name: _____ Date: _____

SWING
education

T-shirt About ME

Writing Activity

The T-shirt template has the following sections:

- Left Sleeve:** In school I enjoy: _____
- Right Sleeve:** I'm allergic to: _____
- Upper Left Chest:** I feel happy when: _____
- Upper Right Chest:** If I were a superhero I would be: _____
My superpower would be: _____
- Lower Left Chest:** Fact 1 about me: _____
- Lower Right Chest:** Fact 2 about me: _____
- Center Chest:** I feel sad when: _____
My TOP 3 goals this year: _____
Full Name: _____
I may need some support from/in... _____
- Bottom Left:** I can make the world better by: _____
- Bottom Center:** Fact 3 about me: _____
I wonder if... _____
- Bottom Right:** Fact 4 about me: _____
I aim to... _____



Icebreaker Activity

The completed T-shirt template has the following information written on it:

- Left Sleeve:** In school I enjoy: Reading new stories.
- Right Sleeve:** I'm allergic to: _____
- Upper Left Chest:** I feel happy when: I get to see my friends at recess.
- Upper Right Chest:** If I were a superhero I would be: Sam the Super Kid.
My superpower would be: Standing up to bullies.
- Lower Left Chest:** Fact 1 about me: I love bugs.
- Lower Right Chest:** Fact 2 about me: _____
- Center Chest:** I feel sad when: when I miss the bell and am late for school.
My TOP 3 goals this year: Make friends.
Learn my times tables.
Get an A on my spelling quiz.
- Bottom Left:** I can make the world better by: _____
- Bottom Center:** Fact 3 about me: _____
I wonder if... _____
- Bottom Right:** Fact 4 about me: _____
I aim to... _____

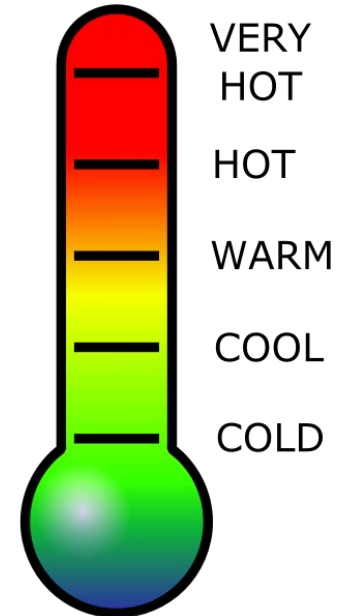
Welcoming or inclusion activities

Rather than jumping right into instruction, starting with brief routines and rituals provides us with interactive experiences that give everyone a voice and connects the community of learners. This can look like:

Morning Meetings

Personal welcome or handshake/high five

Mood Meter



Engaging Strategies

There are many SEL opportunities throughout learning experiences where learners are naturally engaged both individually and with their peers. As educators, we often use engaging strategies like breakout rooms/small group discussions, wait time, brain breaks, jigsaw, etc. However, we still need to be explicit with SEB. This can look like:

Movement breaks

Feedback Journals

Walk and Talk



Optimistic Closure

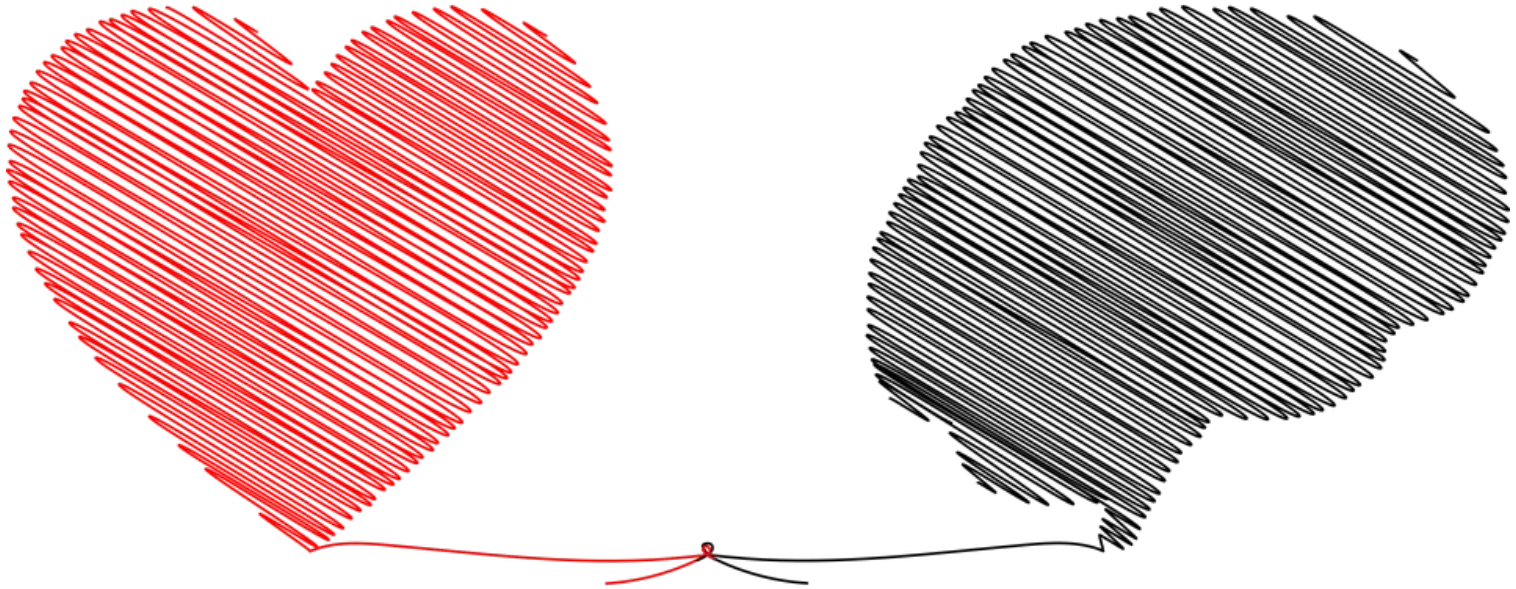
The name of this practice often leads to the misconception that we need to end on a happy note. The reality is that what is most important about this practice is the **intentional** and **authentic** reflection and **understanding of the learning experience**. This allows us to both collectively and individually appreciate what we have accomplished and anticipate what comes next. This can look like:

Preview/Review

Exit Ticket



First, know your students...then the business of teaching begins.





ELPAC TASK TYPES

What are your experiences with ELPAC?

During the last session, we talked about language forms and functions. Pause here and think about how knowing about forms and functions can help students with ELPAC?



ELPAC domains include a unique set of task types that students complete. Each domain is important for students to practice during Integrated and Designated ELD.



Listening Domain



Speaking Domain



Reading Domain



Writing Domain

Domain Information Sheets



You can find Domain Information Sheets here:

- <https://www.elpac.org/resources/>

The Register Continuum

“everyday knowledge”

“spoken English” “novice”

“specialized knowledge”

“written” “expert”



“Bats go after people...”

“and they have sharp teeth for to drink blood”

“and...what do you call these?”

“yeah, fangs”

“they fly”

“and I seen them at night”

One species of bat feeds on the blood of large mammals. This is the common vampire bat, which lives only in Latin America and is probably best known for feeding on the blood of cattle.

Unfortunately, while trying to control vampire bat populations, farmers have...

Student Language Sample

“When I, when I started building my structure, uh, I mess it up. But when I kept on doing it and tried to fix it, fix it, it became close what I wanted, but not much. And uh, and now, and when, when we did the earthquake um, test number one, my, mine, mine fall to ground but it don’t, it didn’t took any damage and it was fine. I just have to fix, when I picked it up, eh, one of my toothpicks just fell, fell off when I picked it up right here and this is how my structure became after I started, I started building it.”

-Efrain, age 8

Blue highlight- words the student knows and can use

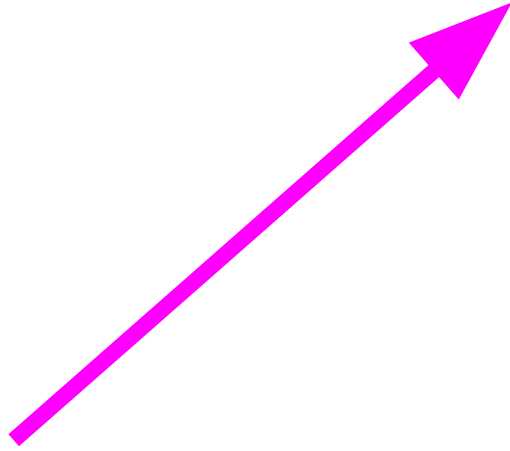
Yellow highlight- words I want to help the student build upon

“When I, when I started building my **structure**, uh, I mess it up. But when I kept on doing it and tried to fix it, fix it, it became close what I wanted, but not **much**. And uh, and now, and when, when we did the **earthquake** um, test number one, my, mine, mine fall to ground but it don’t, it didn’t took any **damage** and it was fine. I just have to fix, when I picked it up, eh, one of my toothpicks just fell, fell off when I picked it up **right here** and this is how my structure **became** after I started, I started **building** it.” -Efrain, 8

When I started my **structure**, at first it _____. When I did the **earthquake** test, there was no **damage**, one of my toothpicks fell when I picked it up at _____. I was **building** my structure and this is how _____.

SPECIALIZED LANGUAGE

EVERYDAY LANGUAGE



How can targeted Integrated ELD instruction help our students move from a place of everyday language to specialized use of language?



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)

Three types of support that benefit English Learners

Strategies to access

content- the vocabulary that is unique to that content area ie: science, math, history.

Examples:

bioaccumulation,
quantitative,
gentrification

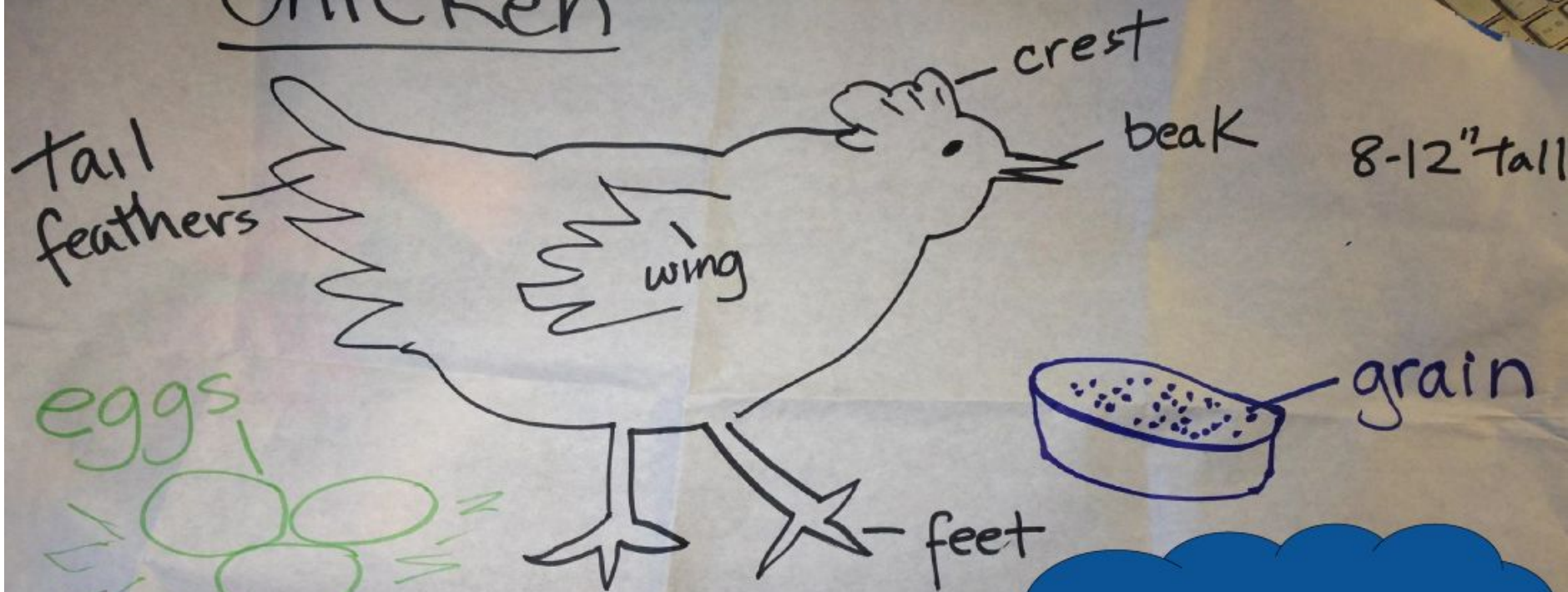
Language to participate and talk about content- connection words and the “glue” that helps students put sentences and paragraphs together appropriately.

Examples: transition words, genre specific words (sequence, cause & effect), pronouns

Understanding of How English Works- the rules that help students to form sentences and phrases that are linguistically accurate.

Examples: understanding syntax, verb tense and connecting and condensing ideas (paragraph level)

Chicken



eggs
"oviparous"



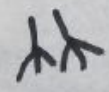
Access to content

Chicken



has

2 feet



beak



wings



tail feathers



is

oviparous

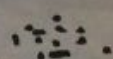


can

fly

eats

grain



Language
to participate and talk
about content

(1) Singular



A chicken

has


is

can

eats

lays

plural (2+)

A chickens 

have

are

can

eat

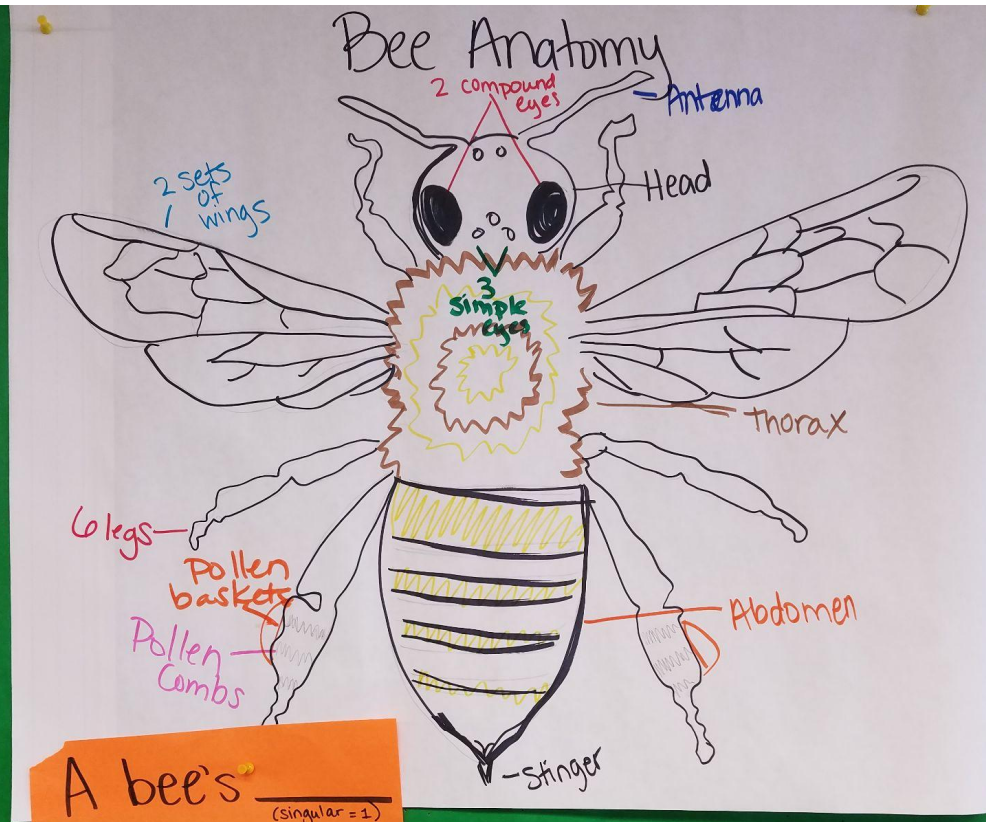
lay

Anchor chart that
explains how
singular and plural
changes the verb
form

How English
works

Strategies
to access
content

Language to
participate
and talk
about
content



A bee's _____
(singular = 1)
helps it _____.

A bee's _____
(plural = 2+)
help it _____.



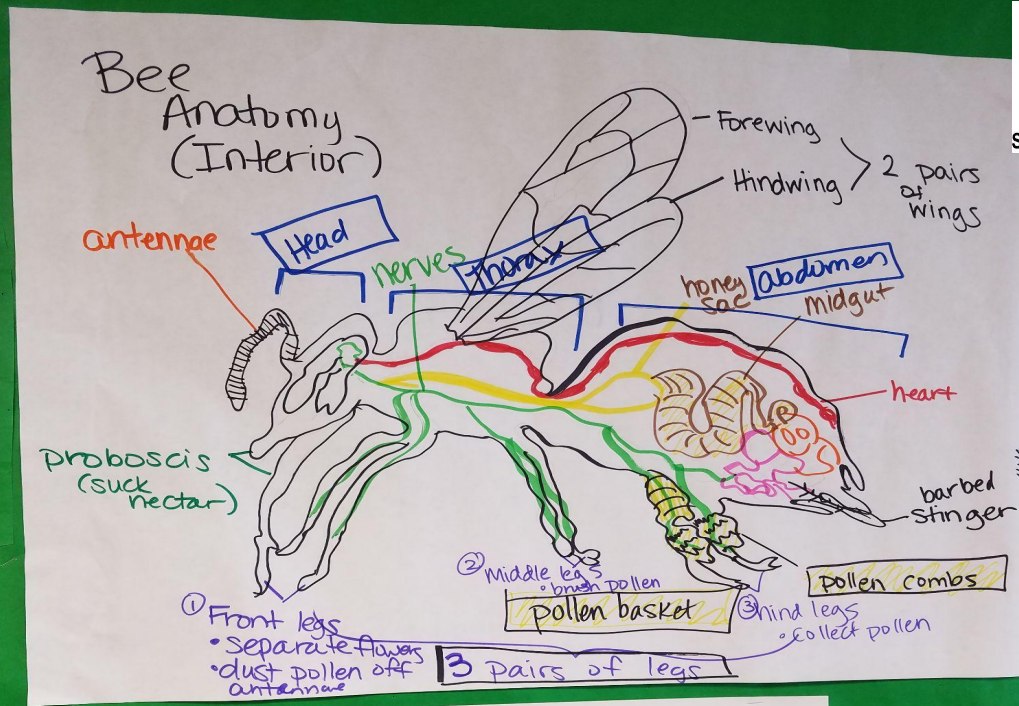
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Can

fly
sting
fight
walk
pollin
produ

Strategies to access content



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Language to participate and talk about content

A bee's body part helps it to action.

A bee can action because of its body part.

Its body part is important because it action.

Language
to
participate
and talk
about
content



Can

fly
sting
fight
walk
pollinate
produce food
sleep
reproduce
dance
survive

Bees
have

2 pairs of wings
6 legs
mouth →
a hive
antennae
head
thorax
abdomen
compound eyes
pollen basket

are

fast
small
strong
important
efficient
valuable
responsible
light
slow
careful
lazy



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disappearing is the same.



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Bees

can

have

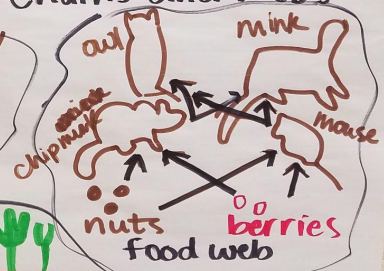
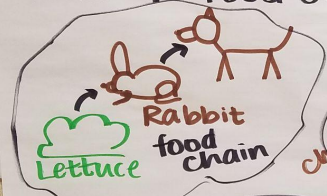
are

fly in the air.
pollinate and
produce the food
we eat
make honey.










stingers to
protect themselves.
a queen to lead
them.
Wings and
legs.

helpful for
the environment
pollinators that
pollinate flowers

What are Food Chains and Webs?



Another example of how to link content language (vocabulary) to meaning making (what the word means) and language use (how to use the word in a sentence).

antennae antennas	one pair of slender moveable organs on the head of an insect/animal		Bees have antennae on their heads to sense things.
secrete	to produce and give off an internal substance		Bees secrete pheromones to communicate with other bees.
brood	A family of small animals or children		A group of puppies is a brood.
cluster	a number of similar things growing, collected, or grouped together		There is a cluster of bees over the nectar cell.
barb	pointy thorns that stick out of something		The barbs on the wire keep prisoners from escaping.
producer produce	Something or someone who makes things for others		A bee is a producer because it produces honey.
grassland	ecosystem that's flat with low-covering plants		Bees can live ecosystems that are grasslands.
extinct extinct	a species is completely died out, does not exist		Extinct dinosaurs died out millions of years ago.
pesticide to kill	a spray of chemicals that keeps pests off crops		The farmer's spray pesticide on their crops to kill insects.



San Joaquin County Office of Education

Remember this tool from session 3?



**Language Functions, Graphic Organizers
and Designated ELD**



- Return to the SEAL tool introduced in our last session (link in chat).
- Talk with your colleagues about how you might use the tools from the “Description” function to support students as they access the language from the charts that were just shared.

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),





Collaboration

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

Teacher Role

- What tools, resources, and materials will the teacher utilize to deliver instruction with a particular class and/or throughout the day?
- How will the teacher use these tools, resources, and materials?
- How will the teacher and paraprofessional work together to evaluate and select tools, resources, and materials?

Paraprofessional Role

- 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 paraprofessional use these 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?





Addressing **Content Knowledge and Delivery** of Integrated ELD Lessons

How do we integrate BOTH language AND content area instruction to ensure student success?

- How and when do you and the teacher(s) you support learn about the profiles of the students you serve?
- How do you integrate language development to content instruction?
- Which approaches and groupings do you use to maximize student engagement?





Content Knowledge & Delivery

Understand the profiles and needs of your students

Teachers and paraprofessionals:

- Collect and understand data surrounding students in order to build the “[big picture](#)”
- Provide time to [build community](#) and create a welcoming, safe and thriving environment
- Build upon their assets and [funds of knowledge](#)





Content Knowledge & Delivery

Understand how language development is optimized throughout content instruction

- Consider how students are asked to read, write, think, reason, and engage with language within academic disciplines/fields:
 - [Math](#)
 - [History](#)
 - [Science](#)
- Identify [Language Objectives](#) for the lesson to appropriately support students with language demands
- Provide students with multiple opportunities to [read, write, listen, and speak](#) in academic English about content area concepts and ideas
- Provide [primary language support](#) as needed





Content Knowledge & Delivery

Apply the appropriate approaches and grouping to maximize student engagement

- Understand district or site initiatives and focus (Guided Reading, Close Reading, Project GLAD etc.)
- Utilize approaches or tools appropriate [for the different grade levels](#)
- Apply management and/or routines expected for small group and one-on-one tutorials to maximize student engagement and [language development](#)
- Understanding of students' conceptions of the subject and the learning and support implications





Breakout Group

Content Knowledge & Delivery

- How do you and the teacher(s) you support integrate BOTH language AND content area instruction to ensure student success?
- Scan through the additional resources on each section. Identify one that you would like to share with the teacher(s) you are working with.



*Let's wrap
it up!*



Ongoing Professional Learning

ELD Standards- Professional Learning Modules through CDE- “CCSS English Language Learners”- two available modules

<https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996>

Archived recordings of the California Department of Education Improving Education for Multilingual and English Learner Students: Research to Practice Webinar Series are available on the WestEd website at

https://www.wested.org/wested_event/improving-education-for-multilingual-and-english-learner-students-webinar-series/. This webinar series was designed to engage and support educators in incorporating the publication in professional learning settings.

Archived recordings of the California Department of Education Integrated and Designated English Language Development Video Series webinars are available on the WestEd website at

https://www.wested.org/wested_event/webinar-series-integrated-designated-eld-video-series/. These webinars were designed to engage and support educators in incorporating the Integrated and Designated ELD Videos Series into professional learning settings.

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>





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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 Bilingualty

Become a Bilingual Teacher

Learning Continuity Plan

Dual Language Resources

View Past Webinar Recordings

★ UPCOMING EVENTS ★



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Thank you for attending today!

