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.

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 Time: 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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Questions? Please contact us via email: MCAPALLIANCE@OCABE.ORG

Register Now
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?

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

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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, Multilingual Education and Global Achievement (MEGA)

Title III Specialist for Region 2, BCOE

Curriculum Coordinator, Multilingual Education

Curriculum Coordinator, Multilingual Education
Welcome please come in
Please put your Name and Role in the Chat box
I’m A Paraeducator... What’s Your SUPER Power?
Let’s brag! Which are some of the superpowers that students have shared they appreciate about you? Please share in the chat box.
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 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?
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”  “specialized knowledge”
“spoken English”  “written”  “novice”  “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…

Spycher and Linn-Nieves, 2014
“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
“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 ______.
Everyday language

Specialized 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)
Chickens

- Tail feathers
- Beak
- Crest
- Wing
- Feet
- Eggs
- "Oviparous"
- 8-12” tall
- Grain

Access to content
Chicken

- has
  - 2 feet
  - beak
  - wings
  - tail feathers

- is
  - oviparous

- can
  - fly

- eats
  - grain
<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural (2+)</th>
</tr>
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<tbody>
<tr>
<td>A chicken</td>
<td>A Chickens</td>
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<tr>
<td>has</td>
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<td>is</td>
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Anchor chart that explains how singular and plural changes the verb form.
Strategies to access content

Language to participate and talk about content
Strategies to access content

Language to participate and talk about content
Language to participate and talk about content.
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

What are Food Chains and Webs?

- Rabbit food chain
  - Lettuce
  - Eat
  - Rabbit

- Desert ecosystem
  - Eat
  - Desert ecosystem

- Mink
  - Eat
  - Mink

- Chipmunk
  - Eat
  - Nuts, berries

- Mouse
  - Eat
  - Nuts, berries

- Nut food chain
  - Eat
  - Nuts, berries

- Berries food web
  - Eat
  - Berries

- Mammal
  - Eat
  - Mammal

- Food chain
  - Eat
  - Food chain
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).
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?
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?
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
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
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&qid=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/lL1ij-zdelI
Thank you for attending today!