

# Developing Language for Success

EL PD August 2017



# Meet Karen- A Madera Success Story!

- Madison Elementary School K-3
- Sierra Vista 4-6
- MLK 7-8
- Madera South High School 9-12
- Reclassified as Fluent English Proficient 9th grade
- CSU Monterey Bay 2017 Graduate major: Human Communications-Concentration in Media Studies & Journalism
- 2017 Summer Internship @ Fusion (english companion to Univision) focusing on the Central Valley- health and justice issues with a two day training in Miami
- Admitted to Master's Program @ Cal State Northridge in the Fall of 2017



# Norms

- Honor Time Commitments
- Consider perspectives of others
- Participate and contribute fully
- No sidebar conversations
- Silence or turn off cell phones

# Purpose:

- Review proficiency level descriptors
- Review differences between Designated and Integrated ELD
- MUSD Expectations for EL Student Achievement & Instruction
- Model Engagement Strategies including the power of adding music
- Make Connections with CORE Curriculum Resources
- EL Strategies & Resources Handbook

# Proficiency Level Descriptors (PLDs)

**Stages of ELD that English learners are expected to progress through as they gain increasing proficiency in English as a new language.**

## Emerging

Students at this level learn to use English for immediate needs. They are beginning to understand academic language and vocabulary.



## Expanding

Students at this level are increasing their English skills in more contexts. They learn more vocabulary and language structures.



## Bridging

Students at this level continue to learn to apply a range of higher level skills, similar to native speakers.



# Four Corners Activity!

- **Think...**How would you describe your own comfort level with EL strategies?
- On a Post-it, **write** your PLD level
  - Emerging
  - Expanding
  - Bridging
  - Or even RFEP!
- **Share (listen and speak)** with your elbow partner why you chose this level.
- Stand up and categorize yourselves into one of the PLD corners by **reading** each other's post-its.



# Designated ELD vs. Integrated ELD

Kagan Structure - Heads together...bottoms up!



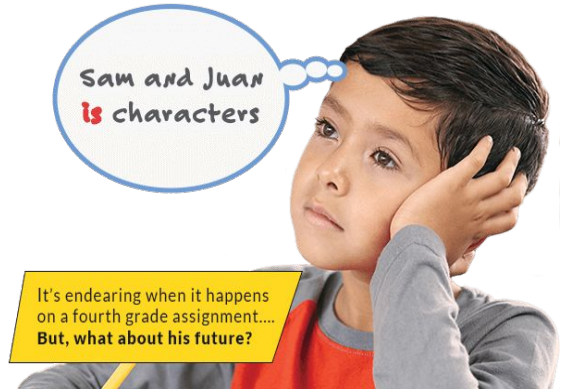
With your group, use a treemap to discuss and categorize lesson components as Designated ELD, Integrated ELD , or Both

Designated ELD	BOTH	Integrated ELD
_____	_____	_____
_____	_____	_____



# Designated & Integrated ELD Expectations

- **Designated ELD**
  - 45 mins daily
  - **Students grouped by Language Levels**
    - Deployment-Preferred model of ELD instruction
- **Integrated ELD**
  - all day throughout all content area subjects





# Both/And...NOT...Or

“ELs at all English proficiency levels and at all ages require  
both integrated ELD and specialized attention to  
their particular language learning needs, or designated ELD.”

(p. 119 of the ELA/ELD Frameworks & Addressed in a letter by Tom Torlakson on Sept. 18, 2015)

Tom Torlakson  
&  
ELA/ELD Frameworks

# Essential features of **Designated** vs **Integrated** ELD

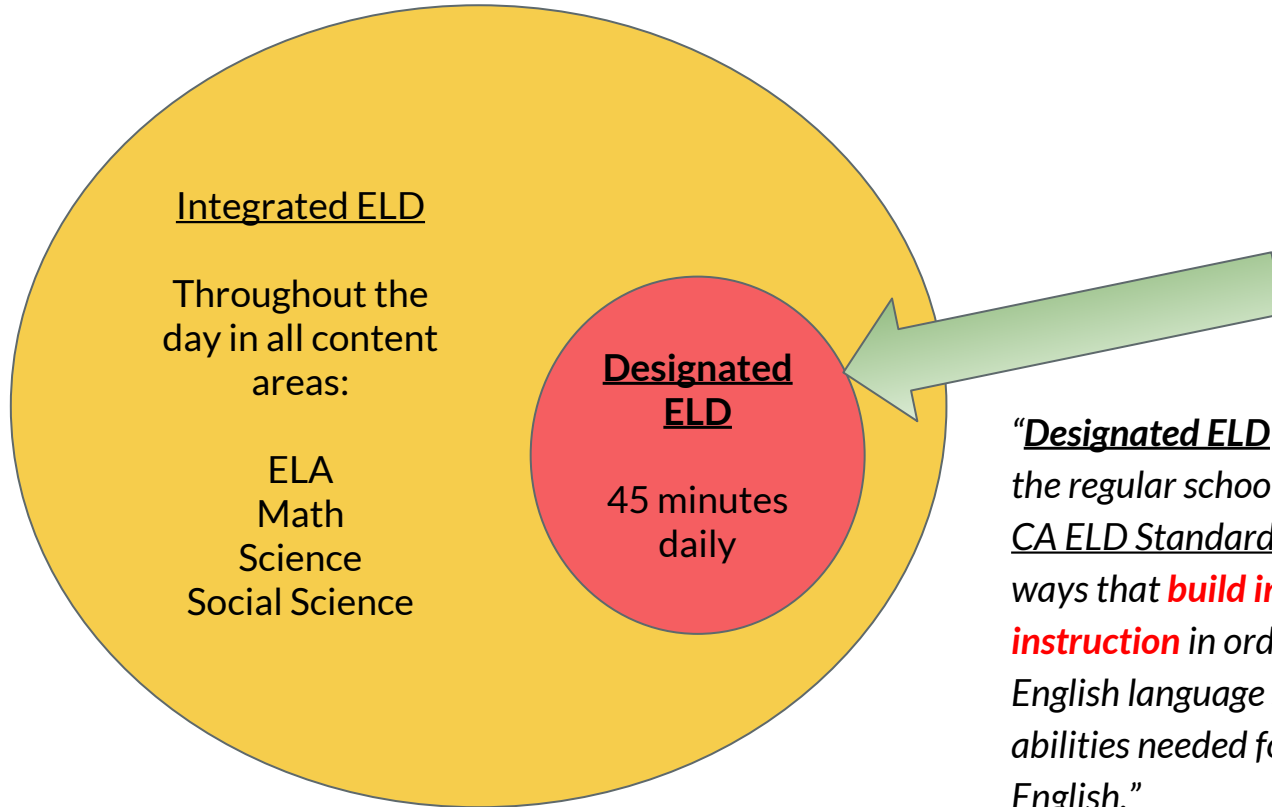
## Designated ELD

1. Intellectual Quality
2. Academic English
- 3. Extended Language Interaction**
- 4. Focus on Meaning**
- 5. Focus on Language Structure**
6. Planned and Sequenced Events
7. Scaffolding
8. Clear Lesson Objective
9. Corrective Feedback
10. Formative Assessment Practice

## Integrated ELD

1. Intellectual Quality
2. Academic English
- 3. Interactive and Engaging**
- 4. Focus on Content Knowledge**
- 5. Focus on Integration**
6. Planned and Sequenced Events
7. Scaffolding
8. Clear Lesson Objective
9. Corrective Feedback
10. Formative Assessment Practice

# Instructional Day at a glance

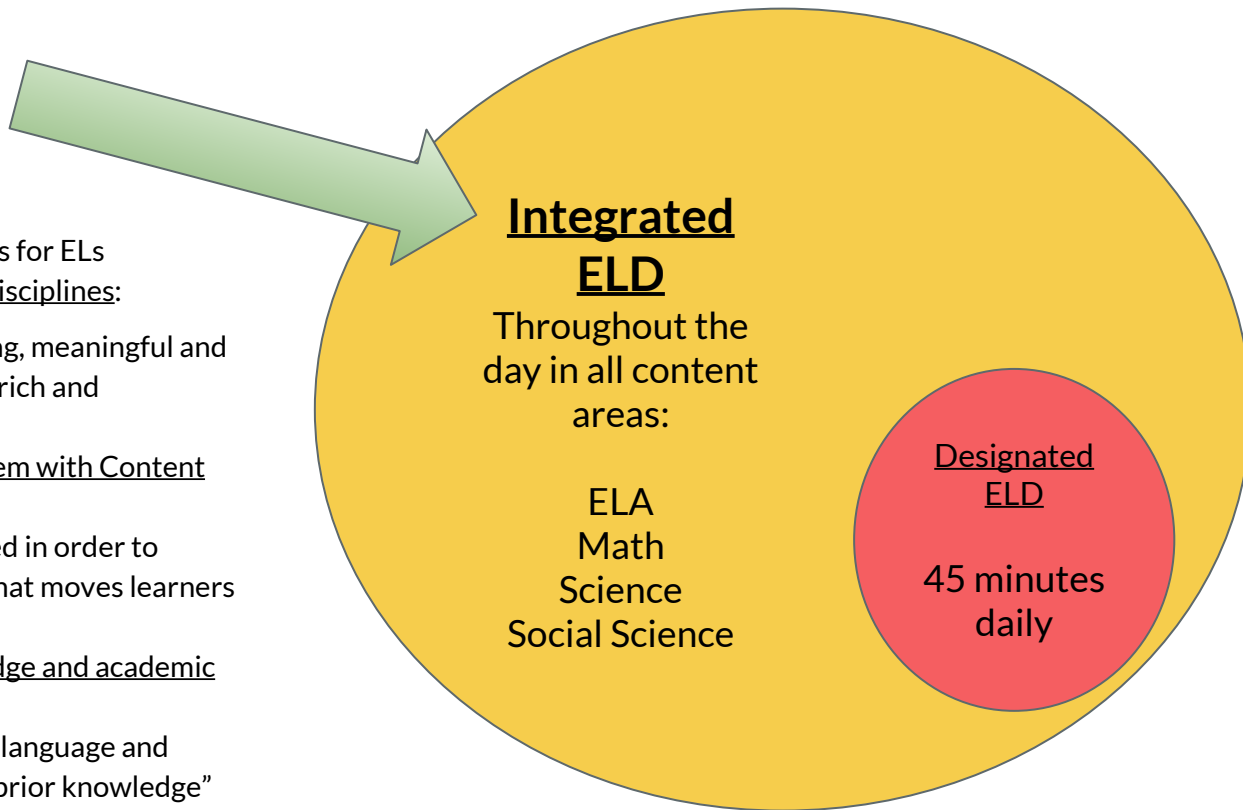


*"Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that **build into and from content instruction** in order to develop critical English language skills, knowledge, and abilities needed for content learning in English."*

# Instructional Day at a glance

“Effective instructional experiences for ELs  
throughout the day and across the disciplines:

- ❖ Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- ❖ Use ELD Standards in tandem with Content Standards
- ❖ Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- ❖ Build both content knowledge and academic English
- ❖ Value and build on primary language and culture and other forms of prior knowledge”



# Why is ELD Important...?



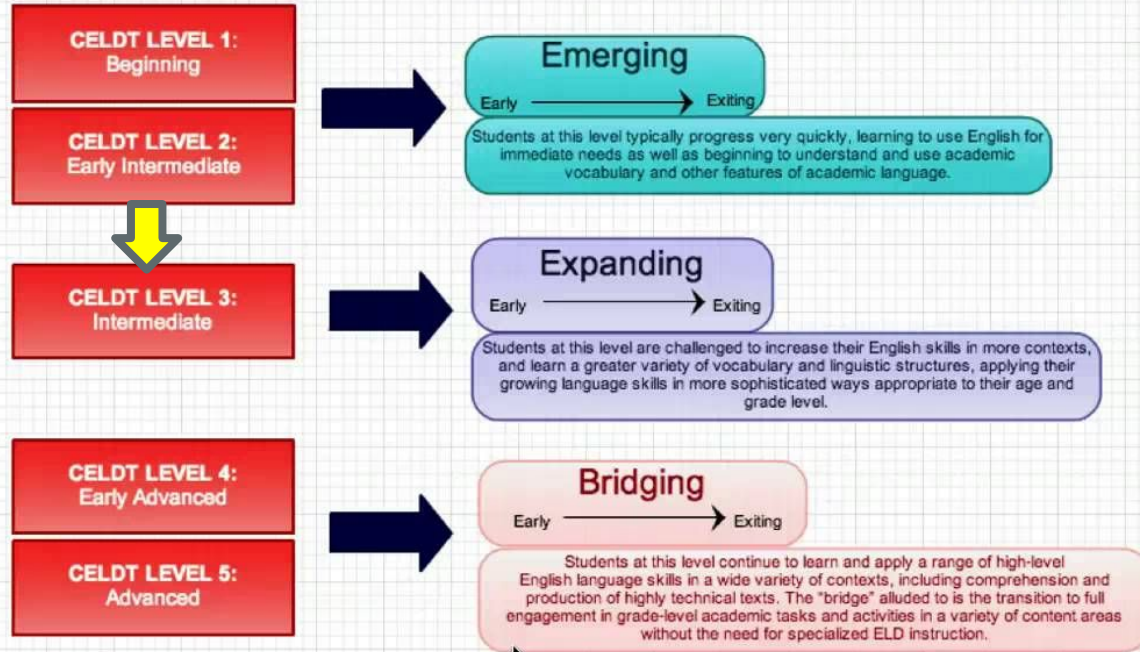
As demonstrated here...  
because, learning the  
English Language is Hard!

**“It’s not ELD unless you are teaching  
the ELD standards”**

**B.E.L.I.E.F. Modules**

# EL Proficiency Levels

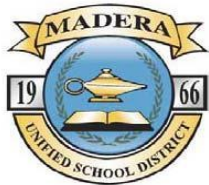
## ELD Proficiency Levels and Descriptors Overview



ELs at **all levels** of English language proficiency **fully participate** in grade level tasks in all content areas with **varying degrees of scaffolding** in order to develop both content knowledge and English.

# MUSD English Learner Principles

Every Day,  
In Every Subject,  
Capturing All Opportunities,  
Designed for ELs but Essentially  
BENEFITING ALL MUSD Students!



## MUSD English Learner Principles

~~~~~  
Our program is designed to accelerate the English Language Development of all English Learners. It is driven by a set of five language principles.

### 1. Learning Objective with a Language Focus

Each ELD lesson is driven by a specific language objective.

### 2. 70/30 Student Talk

Students will produce their way to higher levels of English Language Proficiency.

### 3. Complete Sentences

Teachers and students will speak in complete sentences.

### 4. Error Correction

Teachers will consistently correct language errors.

### 5. PUSH!

Teachers will push students to a level of productive discomfort to accelerate English Language learning.



# Core Curriculum Components

## Benchmark Advance- Grades K/1

- Designated ELD daily lesson guides & plans
- ELD Assessment Rubrics
- Think Frames

## Wonders- Grades 2-6

- Designated ELD daily lesson guides & plans
- Level Up
- ELD Assessment Teacher Resource book
  - Rubrics to address Listening, Speaking, Reading & Writing included
  - Shape system in curriculum to identify suggested activities for different proficiency levels
- Oral Language Sentence Frames
- Language Transfer Handbook

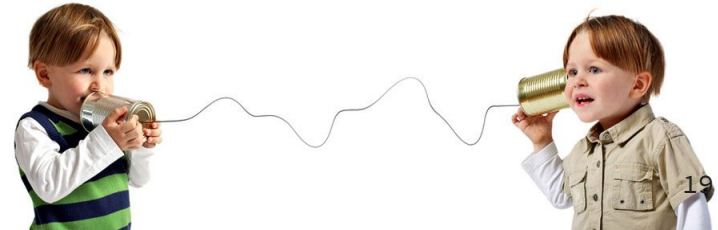
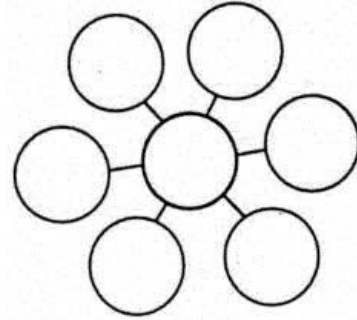
Like Milk-

Instruction  
must be  
packaged &  
designed...to  
meet specific  
needs



# Some Top Engagement Strategies

- Music
- Movement
- Writing
- Games
- Interaction
- Visuals
- Realia
- Role Play
- Story Telling
- Graphic Organizers
- Meet & Greet
- Humor



# Designated vs. Integrated ELD answers



| <u>Designated ELD</u>                                              | <u>BOTH</u>                            | <u>Integrated ELD</u>                                                                             |
|--------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| Specified time of the day;<br>protected time                       | ELD standards daily                    | Lesson driven by content demand, with<br>necessary language support<br>in line with ELD standards |
| ELD are focal standards                                            | Developing the language of learning    | All day long, above & beyond<br>Designated ELD                                                    |
| Address specific demands<br>of proficiency levels                  | Not dependent upon a "program"         | Any/All students                                                                                  |
| Language taught is connected to<br>language needs in content areas | Rigorous content<br>across disciplines | Content & Language<br>Objectives                                                                  |
| ELs grouped by<br>proficiency level                                | Support for ELs                        | ELD standards used in tandem<br>with content standards                                            |
| Language objective                                                 | Qualified teacher                      |                                                                                                   |

# EL Achievement Status Form “Data Chat Form”

- Review with students 2x a year  
(Beginning and Middle of year)
- Who can review this form with the students?
  - Teachers, TSAs or EL Contact for site
- Use this form at parent conferences or when meeting with parents. (translated version available)

| Madera Unified School District<br>English Learner Achievement Status<br>"Data Chat Form"<br>Grades 3-12 |                                                                                                                                               |                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name:                                                                                                   |                                                                                                                                               | School:                                                                                                                                                                                   |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                               |
| Teacher:                                                                                                |                                                                                                                                               | Grade:                                                                                                                                                                                    | ID#:                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                               |
| Here are the scores I currently have and the Criteria I need to meet:                                   |                                                                                                                                               |                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                               |
| 1.                                                                                                      | <b>CELDT</b><br><br>Overall Score _____<br><u>Language Domains</u><br>Listening: _____<br>Speaking: _____<br>Reading: _____<br>Writing: _____ | <b>My Scores:</b><br><br>_____<br>_____<br>_____<br>_____<br>_____                                                                                                                        | <b>Scores I Need:</b><br><br><u>Overall score</u><br>4 OR 5<br><br><b>AND</b><br><u>Language Domains</u><br>Intermediate (3) or above                                                                                                                 | <u>CELDT Score Definitions:</u><br><br>1 = Beginner<br>2 = Early Intermediate<br>3 = Intermediate<br>4 = <i>Early Advanced</i><br>5 = <i>Advanced</i>                                                                                                                                                                                                                                         |
| 2.                                                                                                      | <b>District Determined English Language Arts Assessment of Basic Skills</b><br><br>(ONE of the following CA EL test/criteria)                 | <b>My Score:</b><br><u>CAASPP ELA Level</u><br>_____<br><br><b>OR</b><br><u>SRI Lexile Score</u><br>_____                                                                                 | <b>Scores I Need:</b><br><u>CAASPP ELA Level</u><br>3 or 4<br><br><b>OR</b><br><u>SRI Lexile Score</u><br>Lexile cut-off vary by grade level                                                                                                          | <u>Score Definitions:</u><br><u>CAASPP Achievement</u><br>3= <i>Standard Met</i><br>4= <i>Standard Exceeded</i><br><br><u>SRI Required Lexile Score</u><br>3 <sup>rd</sup> = 500+<br>4 <sup>th</sup> = 600+<br>5 <sup>th</sup> = 700+<br>6 <sup>th</sup> = 800+<br>7 <sup>th</sup> = 850+<br>8 <sup>th</sup> = 900+<br>9 <sup>th</sup> = 1000+<br>10 <sup>th</sup> - 12 <sup>th</sup> = 1025+ |
| 3.                                                                                                      | <b>Academic Progress/Teacher Evaluation</b>                                                                                                   | <b>My Score:</b><br><u>Academic Progress</u><br>ELA Spring _____ Fall _____<br>ELD Spring _____ Fall _____<br><br><b>AND</b><br>(required grade) _____<br><u>Language Matrix</u><br>_____ | <b>Scores I Need:</b><br><u>Academic Progress in English and EL</u><br>Grade = C<br>for the last 2 consecutive semesters<br><br><b>AND</b><br>(required for grades K-8)<br><u>Language Matrix</u><br>Overall Proficiency level of Expanding or Higher | <u>Academic Progress:</u><br>Must receive a grade of better in the following English and/or ELD<br><br><u>Language Matrix:</u><br>To calibrate: An overall proficiency level match column that has the MC behaviors observed. Also consider the level of student must be given to this level.                                                                                                 |

**Every** student deserves  
a *great* teacher, not by  
chance, but by **design**.

# District Support



- Language Matrices Training- August/September 2017
- District Academic Coaches:
  - ELA/ELD                      K/2- Suzanne Dudney; 3-6- Liz Saldivar
  - Mathematics                K/2- Heather Unger; 3-6- Megan Kitt
  - Science                        K/2- Elizabeth Alexander; 3-6- Linda Tolladay

# Top 10 ways to support your ELs

1. **Recognize the anxiety** ELs may be feeling and ask them how they are feeling
2. Realize your **Sphere of influence** to make positive changes for ELs
3. **Model empathy for ELs** not only in our classrooms but with our colleagues
4. **Collaborate strategically with colleagues** to support ELs
5. Use & give **Tools and Guidance** to serve ELs
6. **Start Engaging in Dialogue** with colleagues who may not be as open to supporting ELs
7. As you engage in Dialogue with colleagues **understand their perspective** on educating ELs (even if you don't agree). Openness will help develop their trust
8. Serve as a support to colleagues on a **socioeconomic level** (refer back to #5)
9. **Recognize and acknowledge other teacher's expertise** you just might make their day!
10. Reflect on and **focus on the successes** you have supporting ELs and the teachers who work with them

<http://getsupported.net/supported-top-10-ways-support-english-learners-2017/>



# Final Thoughts...



**“Thank you for never giving up on me!”**  
~Karen Orduña Cruz

Thank you!



**WE BELIEVE**  
**= MADERA UNIFIED**

The Children Are Our Future. Teach Them Well and Let Them Lead the Way!