

The EL Collaborative

September 22, 2017

bit.ly/ELC1617

Jenn Guerrero

EL Program Coordinator, SCOE



Sonoma County
Office of Education

你好

HALLO

안녕

HOLA

नमस्ते

CIAO

γεια

HELLO

こんにちは

привет

BONJOUR

مرحبا

OLÁ







Find Someone Who...



Jenn Guerrero

- Passionate Educator
- Mom
- Runner
- Goofball

Agenda



- Housekeeping
- Focus on Instruction
- Professional Learning Opportunities
- Miscellaneous Goodies

BREAK

- Academic Mindsets
- Updates
- Resource Alert
- Closure

Housekeeping



Stay Updated

Stay Connected

Impact the lives of
English Learners



YOU ARE THE VOICE



The Staples

- Focus on Instruction
- Updates
- Miscellaneous Goodies
- Professional Learning Opportunities





ELC Communication



1. Email

(from Jenn Guerrero or Christine Vasquez)



***2.** EL News Page scoe.org/elnews

(a notice in your email from SCOEE CS)



Jenn Guerrero

@ELSCOE

Sonoma County Office of Education, English Learner Coordinator. I firmly believe in the limitless potential of EVERY child.

Joined March 2013

108 Photos and videos



Tweets **1,255** Following **1,174** Followers **884** Likes **307** Lists **0** Moments **0**

Tweets **Tweets & replies** Media



Jenn Guerrero @ELSCOE · Sep 19

Sonoma COE, county board of supervisors and counsel, to hold free DACA renewal clinics #proud @SCOESonoma



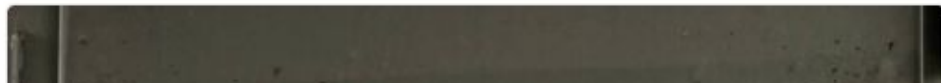
Sonoma County to hold free DACA renewal clinics
Dreamers whose DACA is set to expire by March 5 have until Oct. 5 to apply for a two-year renewal.
pressdemocrat.com

4 5



Jenn Guerrero @ELSCOE · Sep 14

What a strong and powerful message. #yes @SRCSchools





The Language Lens

scoe.org/elblog

Bring a Device





Focus on Instruction:
3-2-1 Bridge



3 thoughts

2 questions

1 visual

Intentionally Sparse

3-2-1 Bridge

1. **The teacher introduces a topic, idea, question, etc.**
2. Students do the first *3-2-1 Bridge* on their own
3. **Students share their thinking with a partner**
4. The teacher provides a text, visual, clip, sound byte, experience, etc. that addresses the topic
5. **Students do the second *3-2-1 Bridge* on their own**
6. Students share their new thinking with a partner
7. **The whole class engages in a discussion on the topic**

Language

Complete the first 3-2-1 Bridge



“I Came Here to Learn”

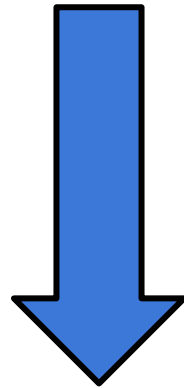
Language

Complete the second 3-2-1 Bridge

Consider...



- How would you have modified this for ELs?
- What scaffolds would you have built in?
- How might you use this in your setting?
- What questions do you have?
- Or... ?!



Think | Pair | Share

(Mutters under breath.. *been there, done that*)

Newcomers

Journey

Immigrants

Immigration

Hope

Empathy

Bilingualism



Professional Learning Opportunities





SCOE EL Leadership Conference

January 12th

[Register here](#)



Call for Presenters

(Do it!!)

2017 Accountability Leadership Institute

Accountability Leadership Institute
for English Learner, Immigrant,
and Migrant Student Programs



December 4-5

Los Angeles, California

Registration Deadline: November 9th

[Register Here](#)

Foundations for Young Learners: English Language Development



Who:

TK and Kindergarten Teachers

What:

Participants will learn research-based strategies to support the English language development of young learners.

When:

October 17

[Register here](#)

Making for Young Learners: Supporting Language and Literacy for All Students

Free

Who:

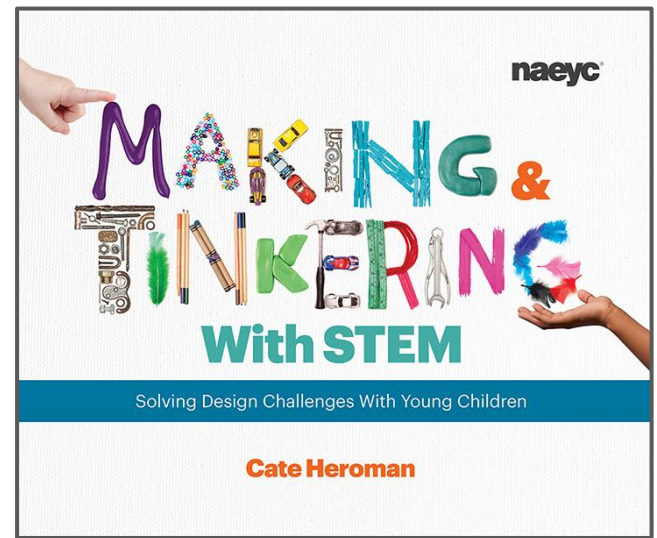
Preschool and TK Teachers

What:

Participants will learn about the ways in which maker education and STEAM education can be utilized as a powerful tool to develop language and literacy in young learners.

When:

November 30th



[Register here](#)

A large, dense collection of miscellaneous items is displayed on a white surface. The items include various toys such as action figures, dolls, and vehicles; electronics like a Game Boy Advance and a portable DVD player; and household goods such as a silver tray, a pair of sunglasses, and a pair of black boots. A central white box with a black border contains the text "Miscellaneous Goodies".

Miscellaneous Goodies

iREAD Grant



Criteria include:

- Program increases the number of days per week parents or other family members read to their children
- Families and children receiving support may not typically have access to books or literacy training
- Key staff implementing the program have experience working with families

Deadline to apply: October 6th

English Learner Leadership & Legacy Initiative

The goal of this initiative is to develop a new generation of strong, well-informed, skilled, courageous and activist leaders to build and sustain the movement for educational equity and excellence for English Learners.



California Association for Bilingual Education



Have you...

- Worked on a piece of legislation as part of an advocacy campaign?
- Given advocacy testimony before a public body?
- Given informational testimony before a public body?
- Have personally met with a school board member, legislator or other decider to advocate my position as part of an advocacy campaign?

INSPIRED.



DACA

- Deferred Action for Childhood Arrivals (DACA) is a kind of administrative relief from deportation.
- The purpose of DACA is to protect eligible immigrant youth who came to the United States when they were children from deportation.
- DACA gives young undocumented immigrants:
 - 1) protection from deportation
 - 2) a work permit
- The program expires after two years, subject to renewal.
- There are approximately 6,000 DACA-eligible youths who reside in Sonoma County

- The DACA program will end on March 5, 2018
- Effective immediately, the Department of Homeland Security will not accept new applicants for the program. The roughly 800,000 people who are currently protected under the program won't see their status change immediately, but could be vulnerable to deportation if Congress does not pass a law by March granting them protection.
- The six-month delay was intended to give Congress enough time to replace the program with a permanent legislative solution

[LEARN MORE HERE](#)

COME, TALK TO IMMIGRATION LAWYERS, RECEIVE INFORMATION, AND KNOW YOUR RIGHTS

Thursday September 14, 6-7:30pm
Altimira Middle School
7805 Arnold Dr., Sonoma
Hosted by Supervisor Susan Gorin

Saturday, September 23, 2017, 1 – 4 pm
Cook Middle School
2480 Sebastopol Road, Santa Rosa
Hosted by County Superintendent Steven Herrington

Wednesday, September 20, 6-7:30pm
Lucchesi Community Center
320 N. McDowell Blvd., Petaluma
Hosted by Supervisor David Rabbitt

Thursday, September 28, 6-7:30pm
Kawana Springs Elementary
2121 Moraga Dr., Santa Rosa
Hosted by Supervisor Shirlee Zane

For more information, please visit <http://sonomacounty.ca.gov/CAO/Immigration-Initiative/> or email immigration@sonoma-county.org. Thank you to the Immigration Legal Resource Center for their support!

PROUD



Academic Mindsets

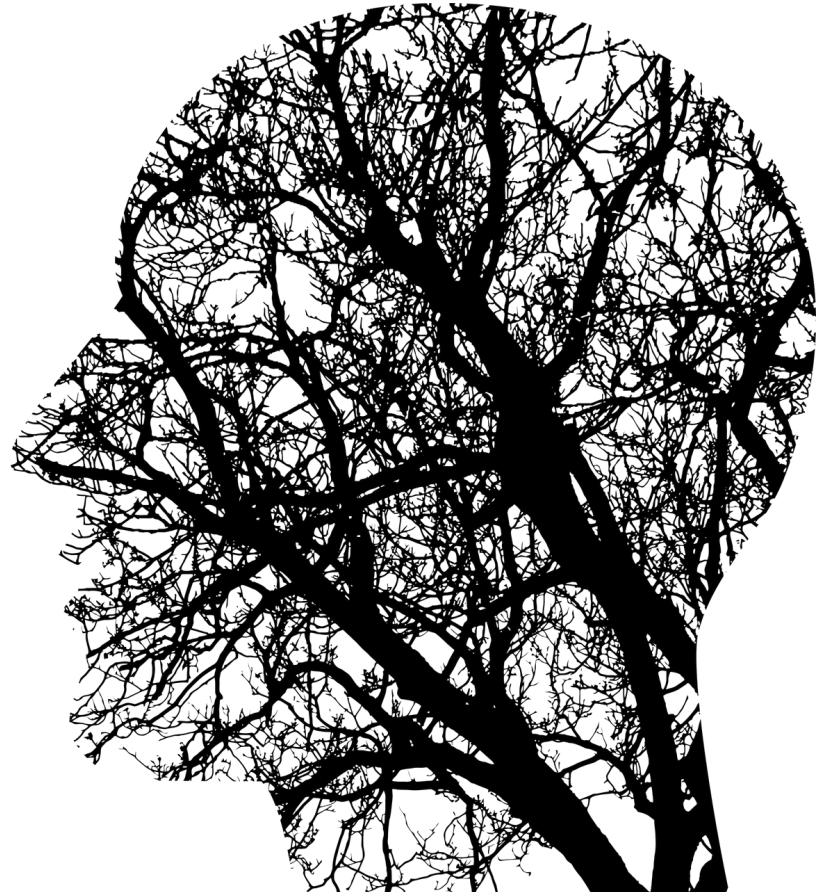




NATIONAL
EQUITY
PROJECT

EACH CHILD RECEIVES WHAT HE OR SHE NEEDS
TO DEVELOP TO HIS OR HER
FULL ACADEMIC AND SOCIAL POTENTIAL.

- **Where do you feel resistance from your students?**
- **What challenges you?**
- **What resonates with you?**
- **What questions do you have?**



- 1. I belong in this academic community.**
- 2. My ability and competence grow with effort.**
- 3. I can succeed at this.**
- 4. This work has value for me.**

Long Term English Learners

- enrolled in U.S. schools for six years or more
- stalled in progressing towards English proficiency
- struggling academically

For many years, Long Term English Learners are able to “hang in” with school, despite academic struggles and falling further behind. Most are amazingly resilient and optimistic, believing they are on the path to graduation, college, and the future they want.

Over time, however, some Long Term English Learners have become convinced they simply can’t do it, and are wearied of not understanding and doing poorly. Interviews with students indicate that this begins around fifth grade.

By high school, this group has disengaged. By this point in their schooling, they have internalized a sense of failure, and no longer see themselves as belonging in school. They may come to school; they may not. Many drop out.

What are you going to do
with this information?



Updates



A yellow silhouette of the state of California is positioned on the left side of the page, partially overlapping the 'E' of the acronym.

ELPAC

English Language Proficiency
Assessments for California

Transitioning to ELPAC

Fall 2017 (17-18 SY)	Spring 2018 (17-18 SY)	Fall 2018 (18-19 SY)	Spring 2019 (18-19 SY)
CELDT- Initial	CELDT- Initial ELPAC- Summative	ELPAC- Initial	ELPAC- Summative



Do We Administer the
CELDT or the ELPAC in
2017-2018?

Two Separate Assessments

Initial Assessment (given at any point in the year)

- an initial identification of students as English learners
- locally scored

Summative Assessment (window: Feb 1- May 31)

- an annual summative assessment to measure a student's progress in learning English and to identify the student's English language proficiency level
- Sent in, results in approximately 6-8 weeks

Upcoming ELPAC Trainings at SCOPE

1. ELPAC Summative
Assessment (SA) Training

2. The ELPAC Academy

ELPAC

Summative Assessment (SA)

Training



ELPAC SA Trainings

The CDE-sponsored statewide trainings will take place from October 24 through December 13, 2017. The tentative schedule is shown below.

TOM TORLAKSON
State Superintendent
of Public Instruction

Date	Day	Location	Date	Day	Location
Oct. 24	Tues.	Sacramento	Nov. 16	Thurs.	Merced
Oct. 26	Thurs.	Redding	Nov. 17	Fri.	Modesto-TBD
Oct. 31	Tues.	San Diego	Nov. 28	Tues.	Burbank
Nov. 1	Wed.	Montebello	Nov. 29	Wed.	Costa Mesa
Nov. 2	Thurs.	Burbank	Nov. 30	Thurs.	Torrance
Nov. 3	Fri.	Santa Barbara	Dec. 1	Fri.	Pomona
Nov. 6	Mon.	Monterey	Dec. 5	Tues.	Anaheim
Nov. 7	Tues.	San Jose	Dec. 6	Wed.	Escondido-TBD
Nov. 8	Wed.	Redwood City	Dec. 7	Thurs.	Palm Springs
Nov. 9	Thurs.	Santa Rosa	Dec. 8	Fri.	Riverside
Nov. 14	Tues.	Bakersfield-TBD	Dec. 12	Tues.	Concord
Nov. 15	Wed.	Clovis-TBD	Dec. 13	Wed.	Sacramento





- Only the LEA ELPAC Coordinator can register participants for the SA training
- The registration page can only be accessed with the secure access code provided in the e-mail to the LEA ELPAC Coordinator
- Registration is available online only via the [registration page](#)

ELPAC *ACADEMY*

IMPLICATIONS FOR CLASSROOM INSTRUCTION AND STUDENT LEARNING

ELPAC ACADEMY

IMPLICATIONS FOR CLASSROOM INSTRUCTION AND STUDENT LEARNING

- How the ELPAC task types connect to the California 2012 English language development standards and classroom instruction
- How educators play a critical role in advancing the English proficiency of English Learners
- How to develop formative and interim assessments based on the ELPAC task types

All Educators

October 12, 2017	Sacramento County Office of Education
October 17, 2017	Santa Clara County Office of Education
November 3, 2017	Los Angeles County Office of Education

County Offices of Education (train-the-trainers)

October 6, 2017	San Diego County Office of Education
October 11, 2017	Sacramento County Office of Education

save the
date!

January 19th



ELPAC Initial Assessment (IA) Training
Wednesday, May 23 at SCOE



- **The ELPAC Overview Video**
 - **ELPAC Practice Tests**

ELPAC Practice Tests



The ELPAC Practice Tests will:

- Provide examples of the Listening, Speaking, Reading, and Writing task types that are administered at each grade/grade span (K, 1, 2, 3–5, 6–8, 9–10, and 11–12).
- Provide a sense of how the 2012 English Language Development Standards are assessed on the ELPAC.
- Be readily available so that students, parents, teachers, other educators, and other interested members of the public can easily obtain them.
- The ELPAC Practice Tests will be posted on www.ELPAC.org by October 30.

ELPAC Practice Test Features

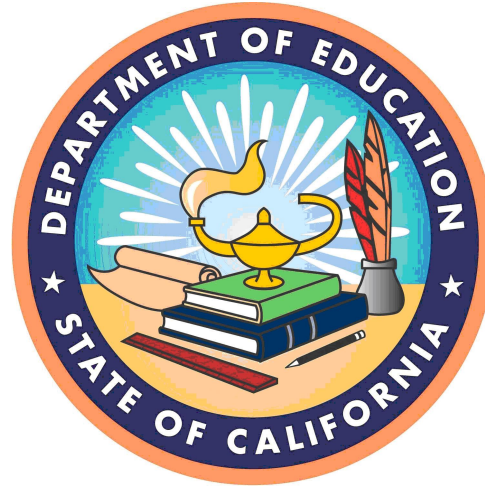


Language Domain	Features
Listening	<ul style="list-style-type: none">• Listening items will include scripts that can be read aloud. No audio recordings will be developed to accompany the practice tests.• Listening stimuli (and items) will represent the general style and alignment to standards found on the ELPAC.• Listening items will be accompanied by a key of correct responses.
Speaking	<ul style="list-style-type: none">• Speaking items will be accompanied by their corresponding rubrics, which describe the criteria for performance at each score point.• Speaking items will not be accompanied by scripts or recordings of sample responses.
Reading	<ul style="list-style-type: none">• Reading passages (and items) will represent the general style and alignment to standards found on the ELPAC.• Reading items will be accompanied by a key of correct responses.
Writing	<ul style="list-style-type: none">• Writing items will be followed by write-on-lines that are the same length as the write-on-lines in operational tests.• Writing items will be accompanied by their corresponding rubrics, which describe the criteria for performance at each score point. Writing items will not be accompanied by sample responses.
For All Domains	<ul style="list-style-type: none">• Information about the standard(s) which the task type is designed to assess will be included.



ELPAC Domain
Information Sheets

New!



Parent Guide to Understanding the ELPAC



THE ELPAC UPDATE

Send a blank e-mail to
subscribe-elpac@mlist.cde.ca.gov



ELPAC.org

****EL NEWS PAGE!****



2017 Bilingual Coordinators Meeting

Moving Forward with the English Language Proficiency Assessments for California

Traci Albee, Administrator
English Language Proficiency and Spanish Assessments for
California



TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Guidelines for Reclassification

The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

- 1. English language proficiency**
- 2. Teacher evaluation**
- 3. Parental opinion/consultation**
- 4. Academic content assessment**

- ❑ CDE will analyze ELPAC spring 2018 data before issuing new guidance
- ❑ New guidance unlikely to be available before summer 2018
- ❑ State Reclassification Legislation pending until 2018-2019



Blue
(Highest)

Green

Yellow

Orange

Red
(Lowest)

English Learner Progress Indicator

“ELPI”

ELPI Update (Cont.)

The data used for Fall 2017 Dashboard will include current data.

Dashboard Release	CELDT Data	RFEP* Data
March	2014-15	2013-14
Fall 2017	2016-17	2015-16

*Reclassified Fluent English Proficient

A large teal circle is centered on the page. Inside the circle, the text "BRACE YOURSELF" is written in white, bold, uppercase letters. Below the text are three white dots.

**BRACE
YOURSELF**

...

Attachment 1: Proposed Revised ELPI Formula

Annual CELDT Test Takers Who Increased at least 1 CELDT Level

Plus

Annual CELDT Test Takers Who Maintained English Proficiency in the Early Advanced/ Advanced CELDT Levels

Plus

ELs Who Were Reclassified in the Prior Year

Plus

*LTEL CELDT Test Takers Who Increased at Least 1 CELDT Level
(new criteria)*

Divided by

Total Number of Annual CELDT Test Takers in the Current Year ***plus***

ELs Who Were Reclassified in the Prior Year



English Learner Road Map

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in **welcoming, understanding, and educating** the diverse population of students who are English learners attending California public schools.

Four Principles

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

BILINGUAL TEACHER PROFESSIONAL DEVELOPMENT PROGRAM (BTPDP)

- ❑ Increase the number of teachers with bilingual authorizations teaching in bilingual language programs
- ❑ AB 99
- ❑ The bill appropriated **\$5,000,000** from the General Fund to the State Superintendent of Public Instruction (SSPI) to be available through the 2019–20 fiscal year for the BTPDP.

WHO?!

- ❑ Teachers who already have bilingual authorization and are teaching in English settings
- ❑ Teachers who are fluent in a language other than English who seek bilingual authorization
- ❑ Bilingual classified staff who could work towards a teaching certificate with bilingual authorization

RESOURCE ALERT!





Sanger Learns



Multilingual &
Multicultural Department

EL Collaborative 2017-2018



- Tuesday, November 14
- Tuesday, January 23
- Tuesday, March 13
- Tuesday, May 8

What's Working?!

An opportunity to share your successes
(and challenges) with your colleagues



**KEEP
YOUR
HEAD
UP..**

**KEEP
YOUR
HEART
STRONG**

THANK YOU!