EL Collaborative

March 12, 2019

bit.ly/ELC1617

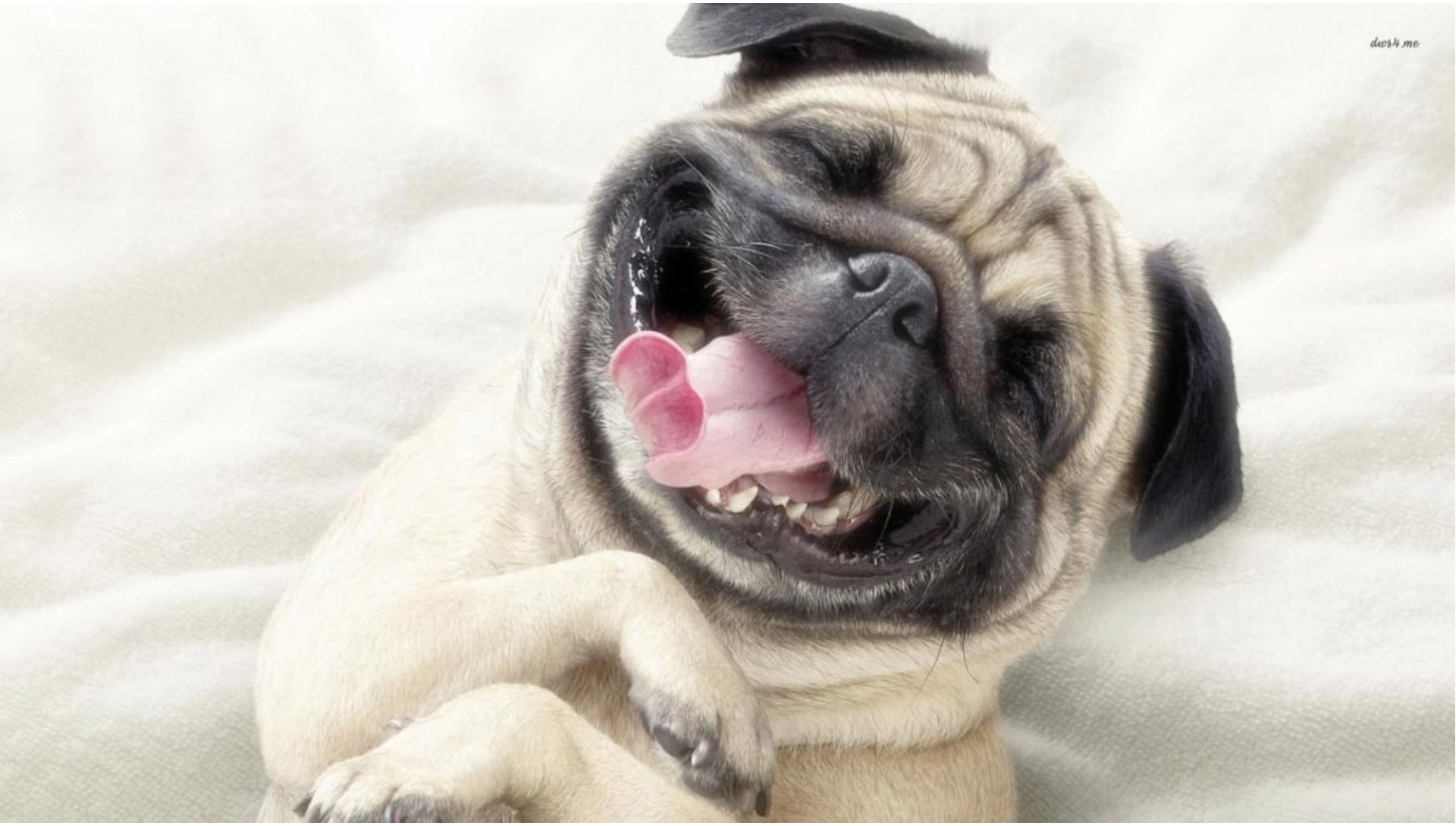
Jenn Guerrero
EL Program Coordinator | SCOE

Sonoma County
Office of Education

Welcome,

I'm so glad you're here.

Spring Break!



Today

- ❏ Focus on Instruction: *Question Starts*
- ❏ Miscellaneous goodies

Break

- ❏ SCARF: Five Social Threats
- ❏ Comparison of Language Differences Versus Disabilities
- ❏ Updates
- ❏ Closure

Focus on
Instruction
Question Starts

VISIBLE THINKING

PZ
PROJECT ZERO

Cultivate students' thinking skills and dispositions while deepening content learning.

Curiosity

&

Concern for truth and understanding

Visible Thinking

1. Brainstorm a list of at least 12 questions about the topic, concept or object. Use these question-starts to help you think of interesting questions:

- *Why...?*
- *How would it be different if...?*
- *What are the reasons...?*
- *Suppose that...?*
- *What if...?*
- *What if we knew...?*
- *What is the purpose of...?*
- *What would change if...?*

2. Review the brainstormed list and star the questions that seem most interesting. Then, select one or more of the starred questions to discuss for a few moments.

3. Reflect: What new ideas do you have about the topic, concept or object that you didn't have before?

See here

The Future of Work

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

Miscellaneous Goodies

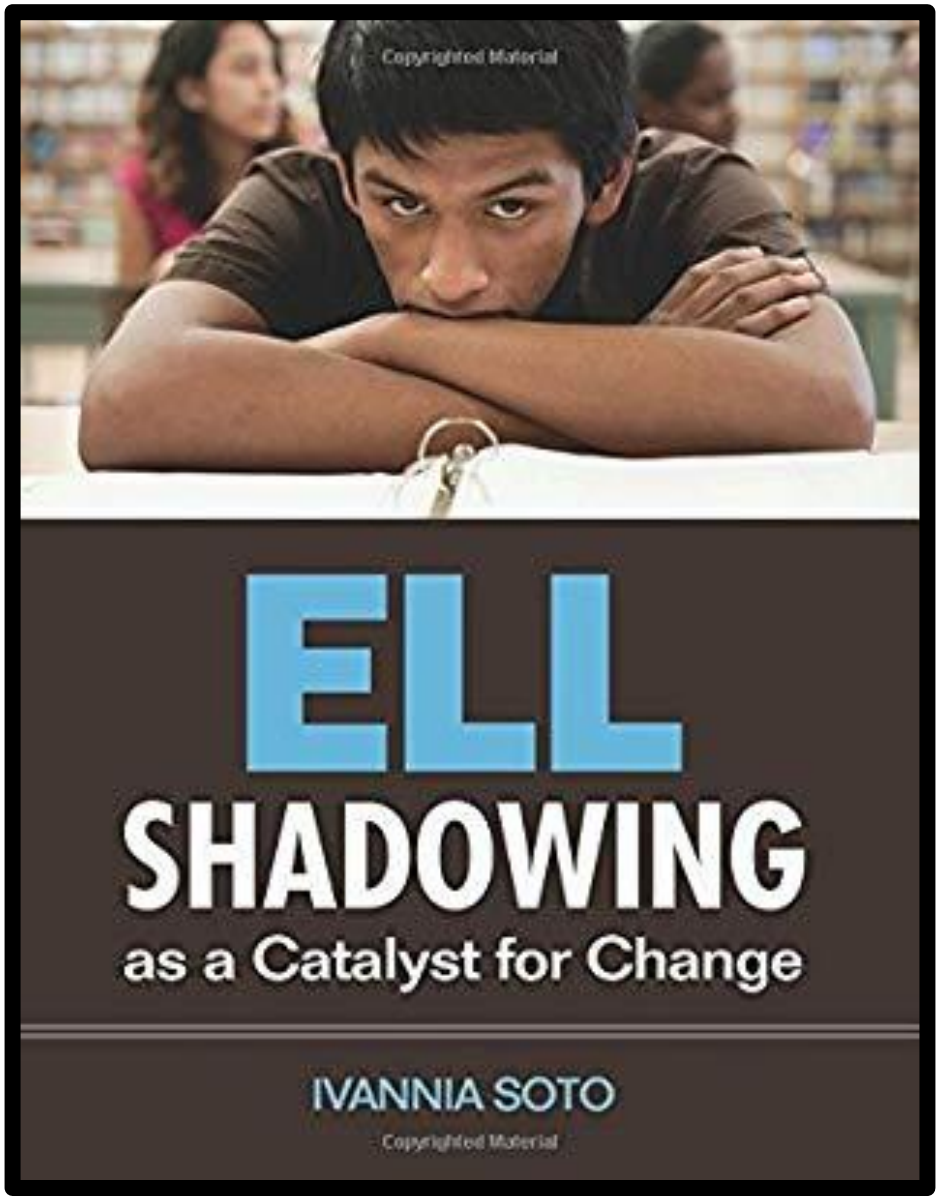
Sonoma County
Office of Education

Tony Thurmond
State Superintendent of Public Instruction

Superintendent Thurmond is a former Assemblymember, and was a social worker who worked in nonprofits and education. He served on the West Contra Costa County School Board and as a member of the Richmond City Council.

Linda Darling Hammond

New president of the CA State Board of Education


Copyrighted Material
ELL
SHADOWING
as a Catalyst for Change
IVANNIA SOTO
Copyrighted Material

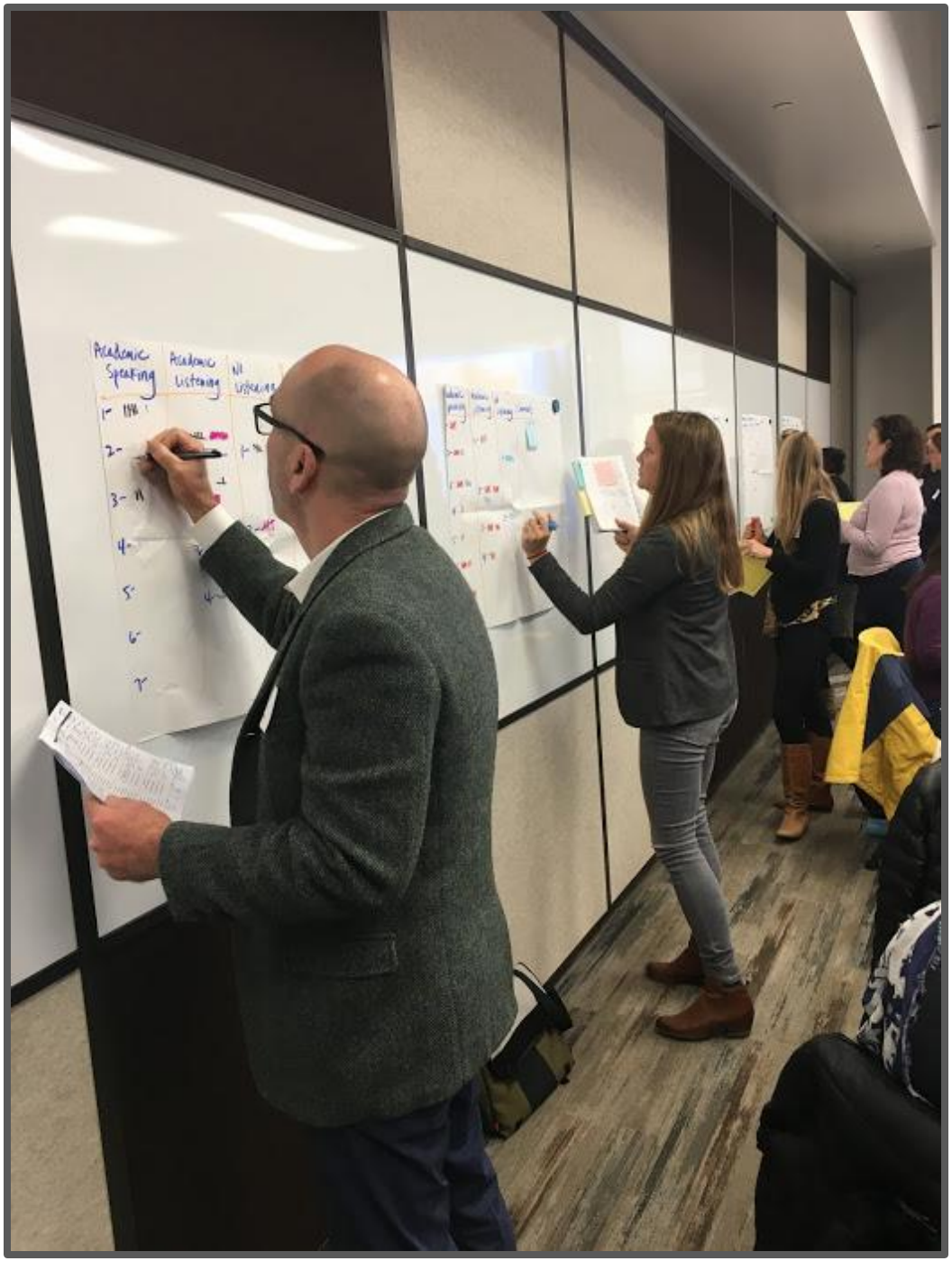
Here

English Learner Shadow Study Observation Form

Student:_____ **School:**_____ **ELD Level:**_____

Gender:_____ **Grade Level:**_____ **Years in US Schools:**_____ **Years in district:**_____

Time	Specific Student Activity/Location of student 5 minute intervals	Academic Speaking (check one)	Academic Listening 1-way or 2-way (check one)	Student is not listening (check one)	Comments
		☐ Student to Student- ***1*** ☐ Student To Teacher-***2*** ☐ Student to Small Group-***3*** ☐ Student to Whole Class-***4*** ☐ Teacher to Student-***5*** ☐ Teacher to Small Group- ***6*** ☐ Teacher to Whole Class- ***7***	1 way or two way ☐ Student listening mostly to Student- ***1*** ☐ Student listening mostly to Teacher-***2*** ☐ Student listening mostly to Small Group-***3*** ☐ Student listening to mostly Whole Class-***4***	☐ Reading or writing silently-1 ☐ Student is off task-2	

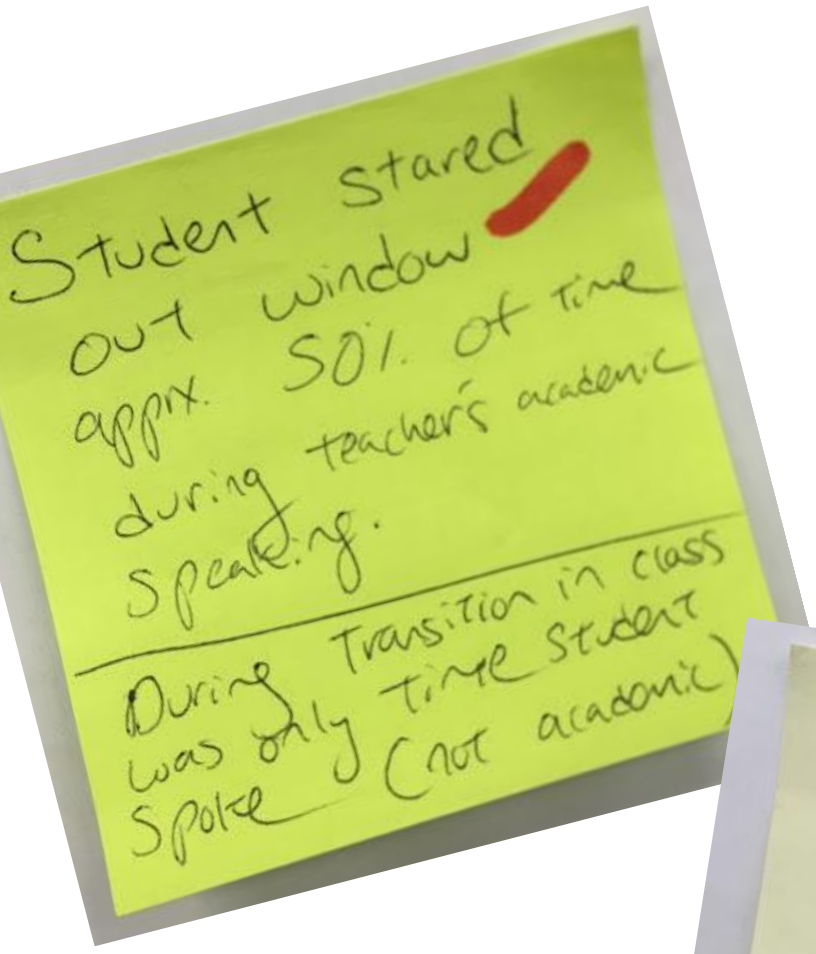

Academic Speaking
Academic Listening

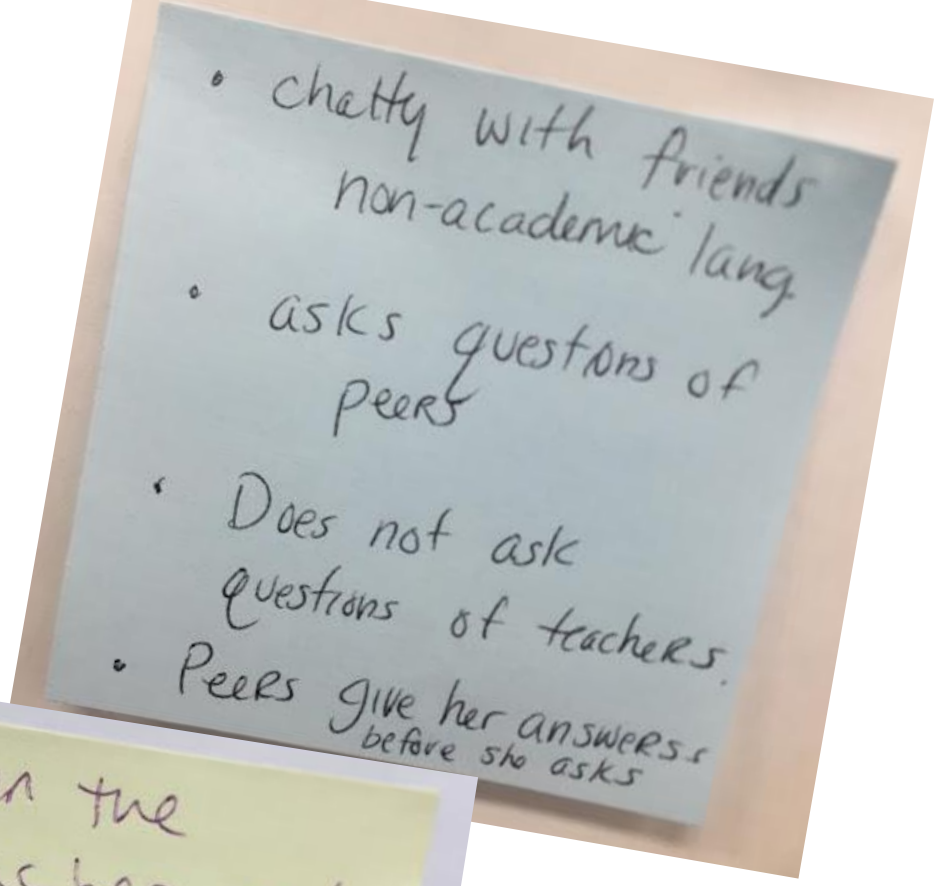
Tally results:

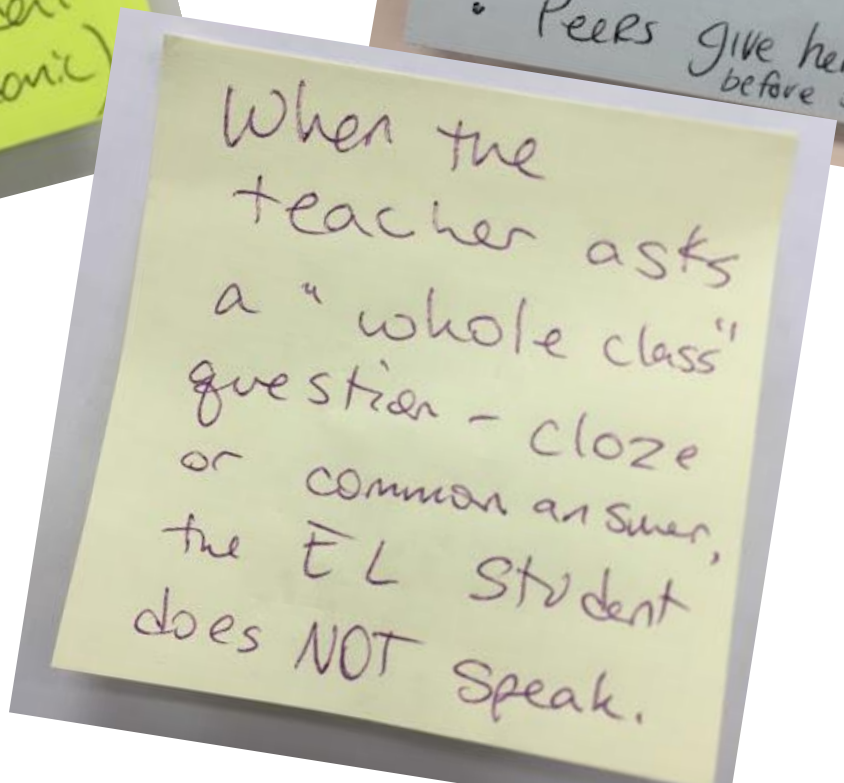
Academic speaking: Dominated by Teacher to student

Academic listening: Also dominated by students listening to teacher

No listening: Dominated by students reading/writing silently


Student stared out window approx. 50% of time during teacher's academic speaking.
During Transition in class was only time student spoke (not academic)


• chatty with friends non-academic lang
• asks questions of peers
• Does not ask questions of teachers.
• Peers give her answers before she asks

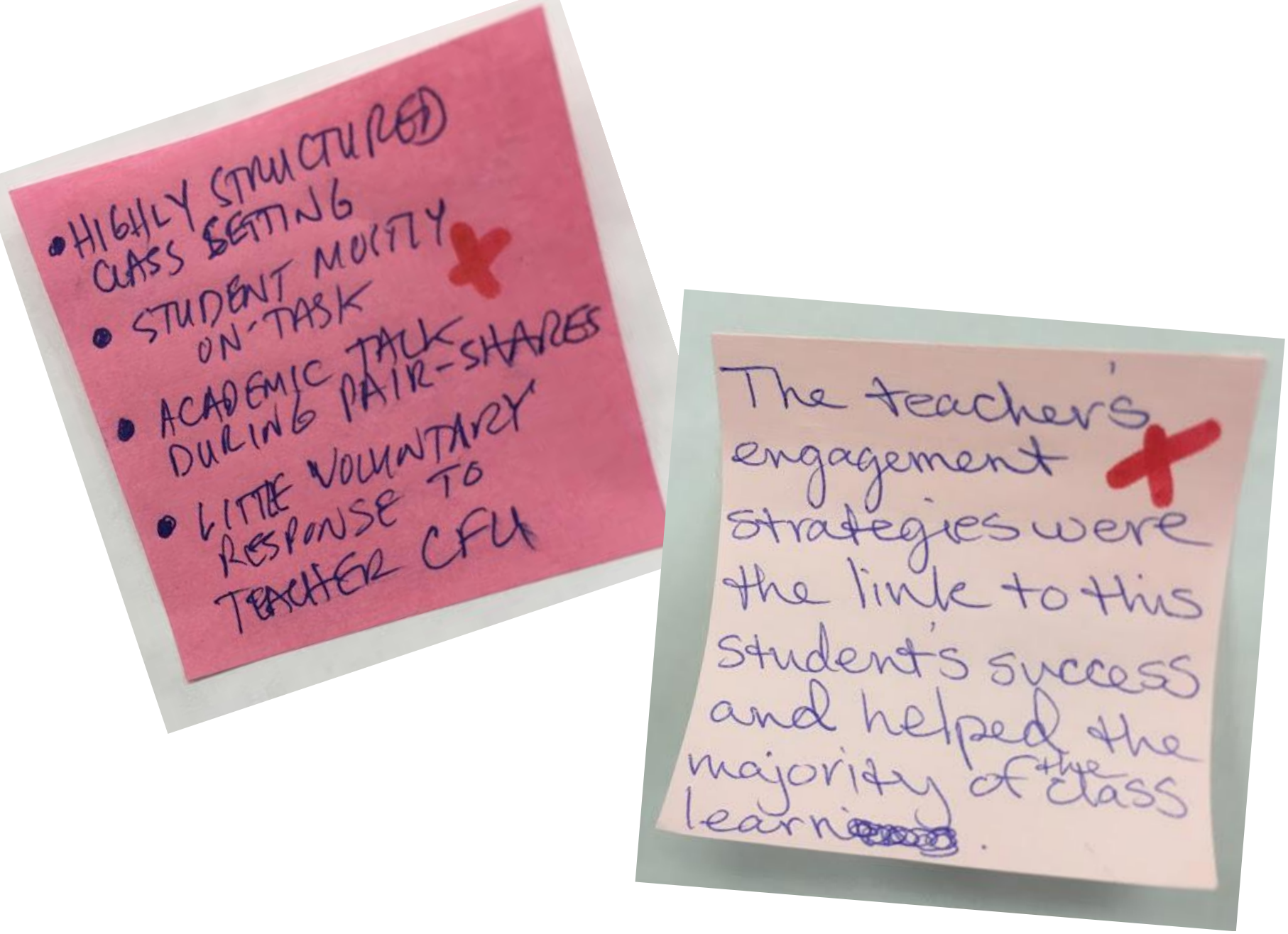

When the teacher asks a "whole class" question - cloze or common answer, the EL student does NOT speak.

"Heart wrenching"

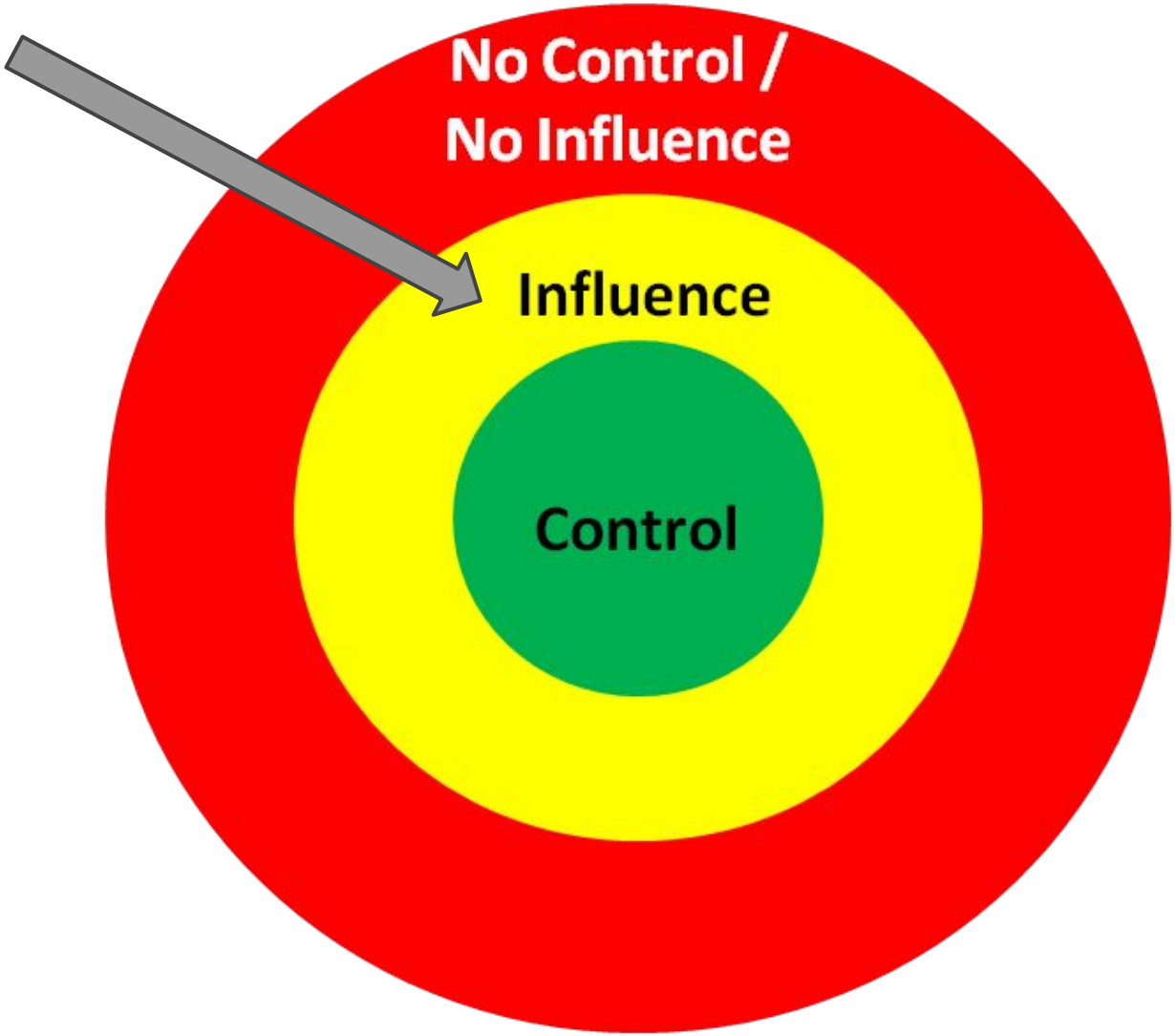
Sonoma County administrator

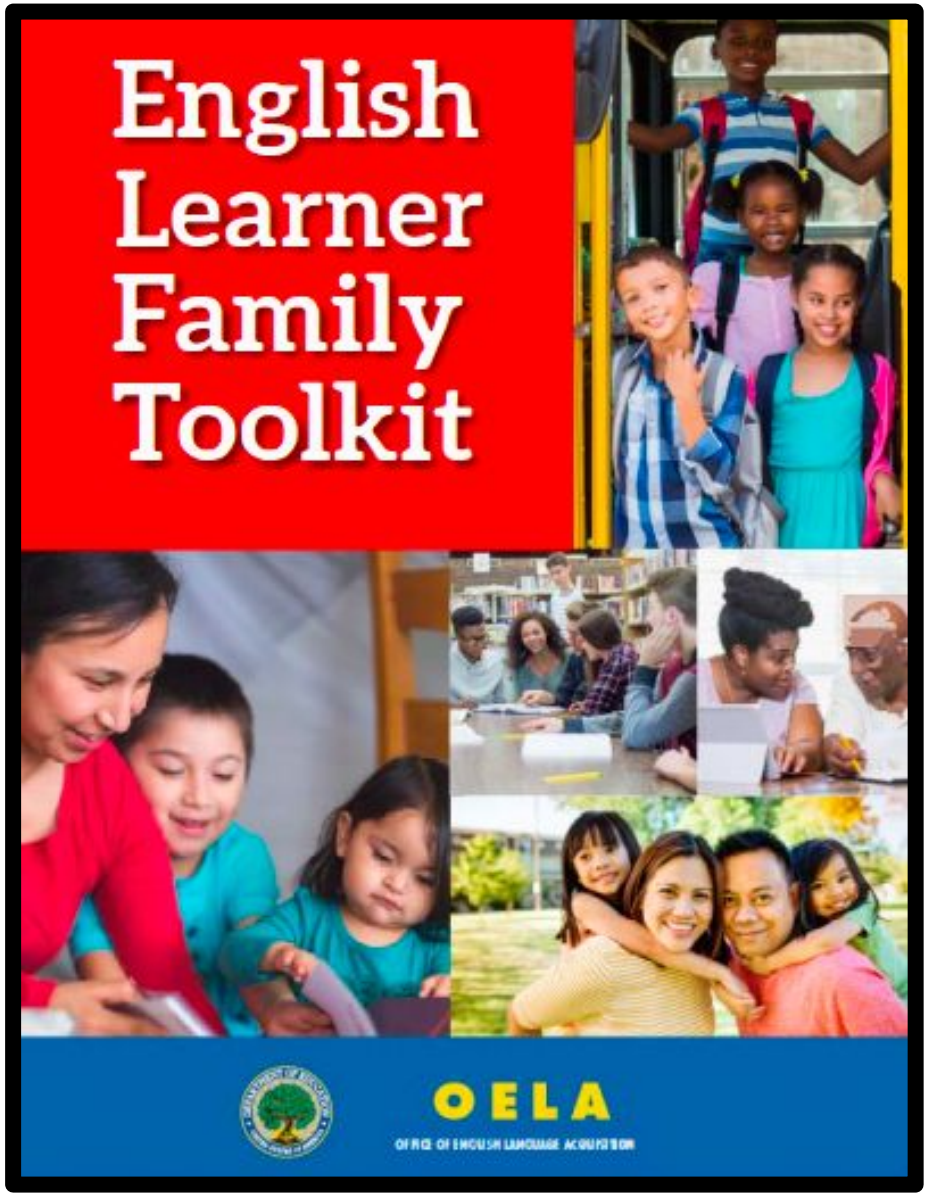
"Eye opening"

Sonoma County teacher


• HIGHLY STRUCTURED CLASS SETTING
• STUDENT MOBILITY
• ACADEMIC TALK DURING PAIR-SHARES
• LITTLE VOLUNTARY RESPONSE TO TEACHER CFU
The teacher's engagement strategies were the link to this student's success and helped the majority of the class learn.

Our Sphere of Influence





[The English Learner Family Toolkit]

1. Enrolling Your Child in School
2. Attending School in the United States
3. Obtaining Services for English Learners
4. Finding Additional Services for Your Child
5. Keeping Your Child Safe and Healthy in School
6. Helping Your Child With Schoolwork at Home

The New York Times

Free online access

- Also available in Spanish and Mandarin
- The Learning Network- lesson plans and writing prompts to news quizzes, student contests and more — all based on the articles, essays, images, videos and graphics published on nytimes.com

English/Spanish Glossary

A tool for translating and interpreting the most commonly used words and phrases in District documents, Board meetings, IEP meetings, expulsion hearings, and a variety of other meetings that involve District officials and the community.

Reclassification Infographic for Parents of English Learners

Professional Learning Opportunities

Sonoma County
Office of Education

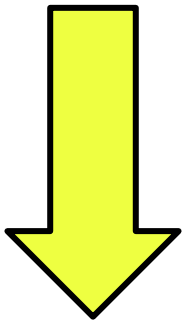
- Building Equity for English Learners in the Content Areas
  June 17-19

- Supporting English Learners in Mathematics
  June 12-14

- Early Language and Literacy (TK-1)
  June 24-28

Register here

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



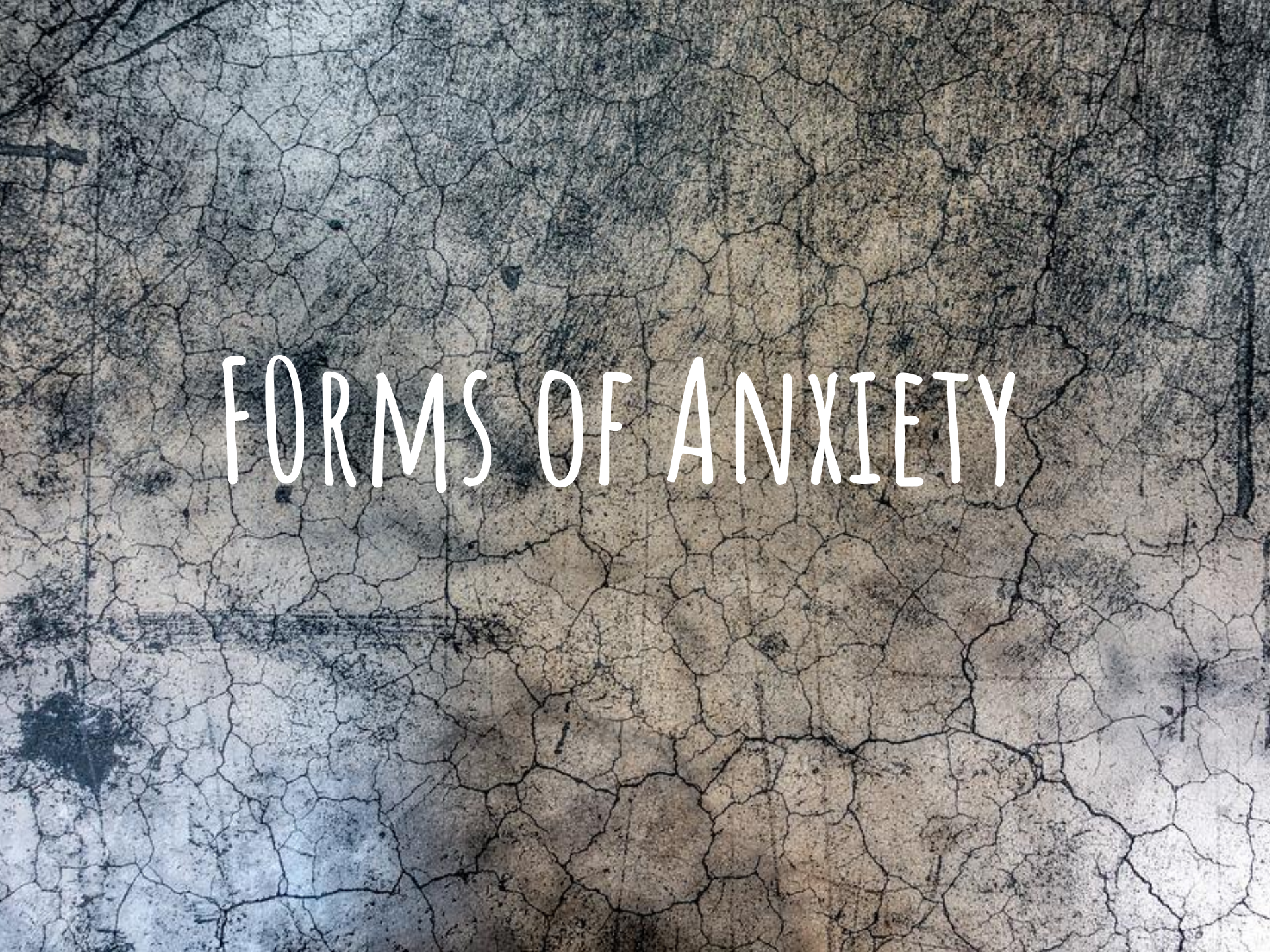
One conference for all Title programs

(stay tuned)

SCARF: Five Social Threats

NATIONAL
EQUITY
PROJECT

We believe that **every child** has the right to a quality education, and we support people to become the leaders who make good on that promise.


Forms of Anxiety

Acceptance Anxiety

- Will I be accepted, liked, wanted?
- Or will I be rejected, disliked, unwanted?

Orientation Anxiety

- Will I understand what is going on?
- Will I be able to make sense of this situation so that I can find some kind of identity within it?

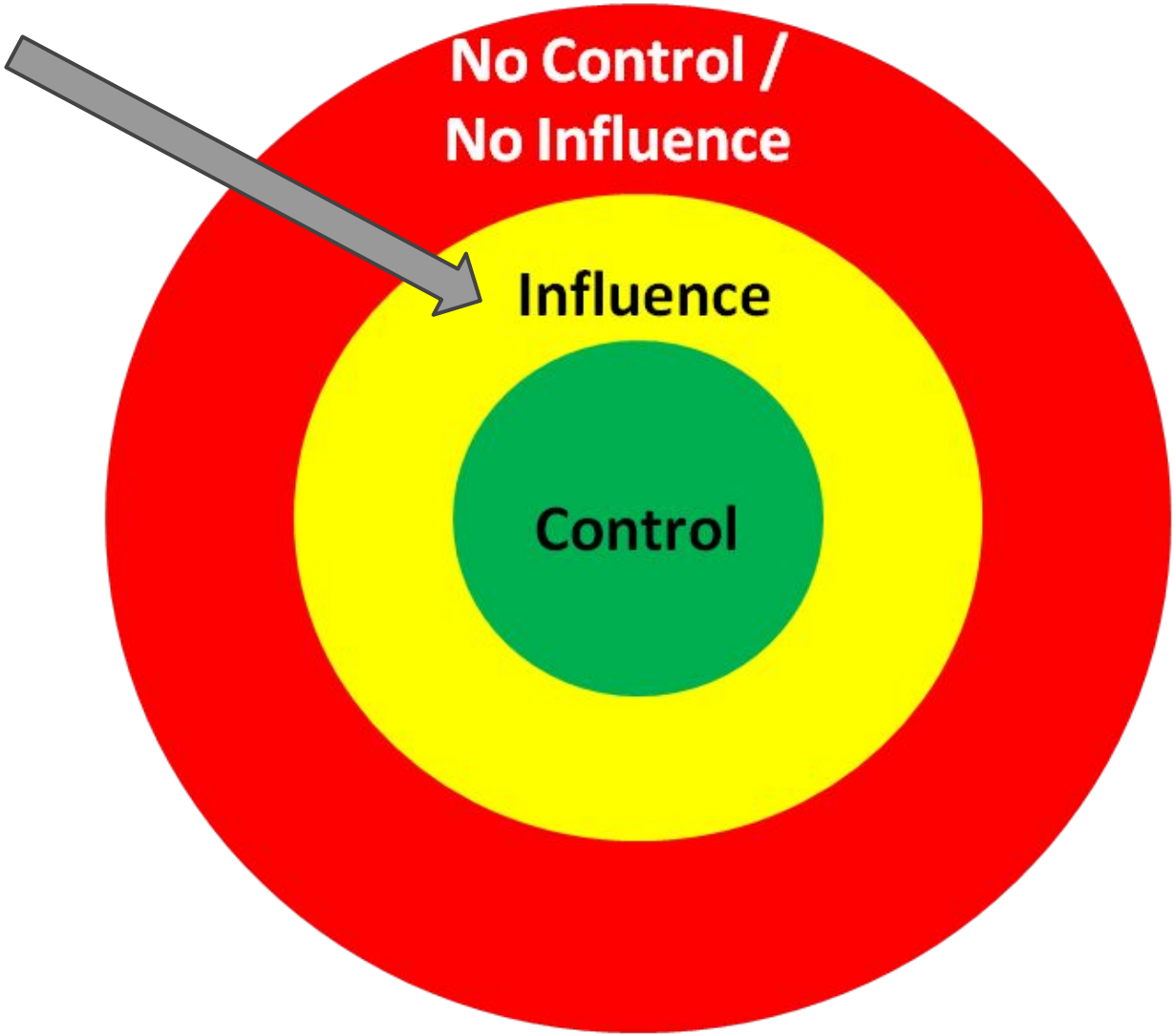
Performance Anxiety

- Will I be able to do what I have come to learn?
- Will I be competent or incompetent?
- Will I be able to control the situation to meet my needs?

NORMAL

Foster a SAFE SPACE to learn and take risks

Our Sphere of Influence



Status

Certainty

Autonomy

Relatedness

Fairness

What might you see and hear in a **classroom** if the elements of SCARF were in place?

What might you see and hear in a **staff meeting/PLC/etc.**, if the elements of SCARF were in place?

Where might you use this new information?

Who might you share this with?

Sonoma County
Office of Education

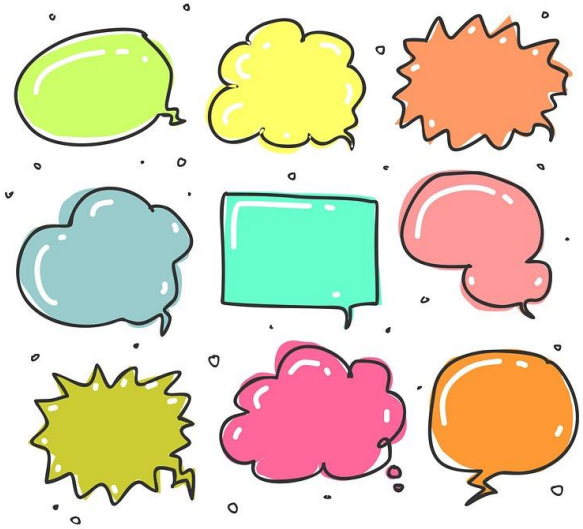
Comparison of Language Differences Versus Disabilities

Jarice Butterfield Ph.D.

Identification

Instruction

Reclassification



What aligns with what you already knew?

What is new information for you?

What questions do you have?

What might you do with this information?

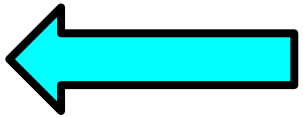
Who might you share it with?

Sonoma County
Office of Education

Sonoma County
Office of Education

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

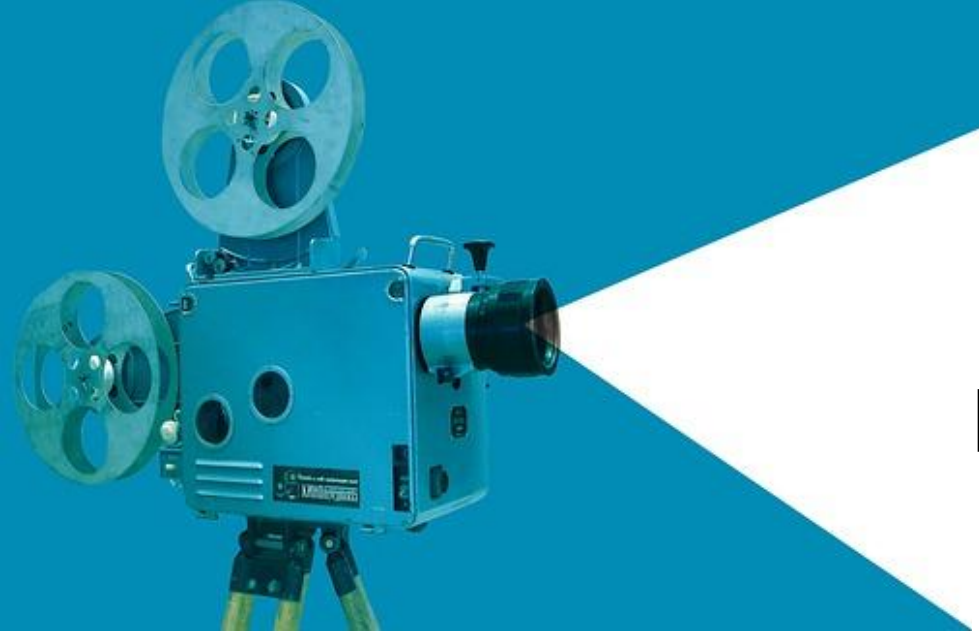
The California Practitioners' Guide for Educating English Learners with Disabilities

- Provide guidance to general and special education educators
- TK-12
- Help appropriately identify and support ELs who may require special education and related services and English learners who have disabilities
- July 2019 

TONY THURMOND
State Superintendent
of Public Instruction

Contents of the Guide

- The guide addresses 14 required topics that are included in *EC* Section 56305
- Has five sections comprising nine chapters and an appendix
- Addresses requirements that are specific to students identified as both English learners and SWDs
- Provides guidance informing processes for pre-referral, referral, assessment, providing instruction, and reclassification



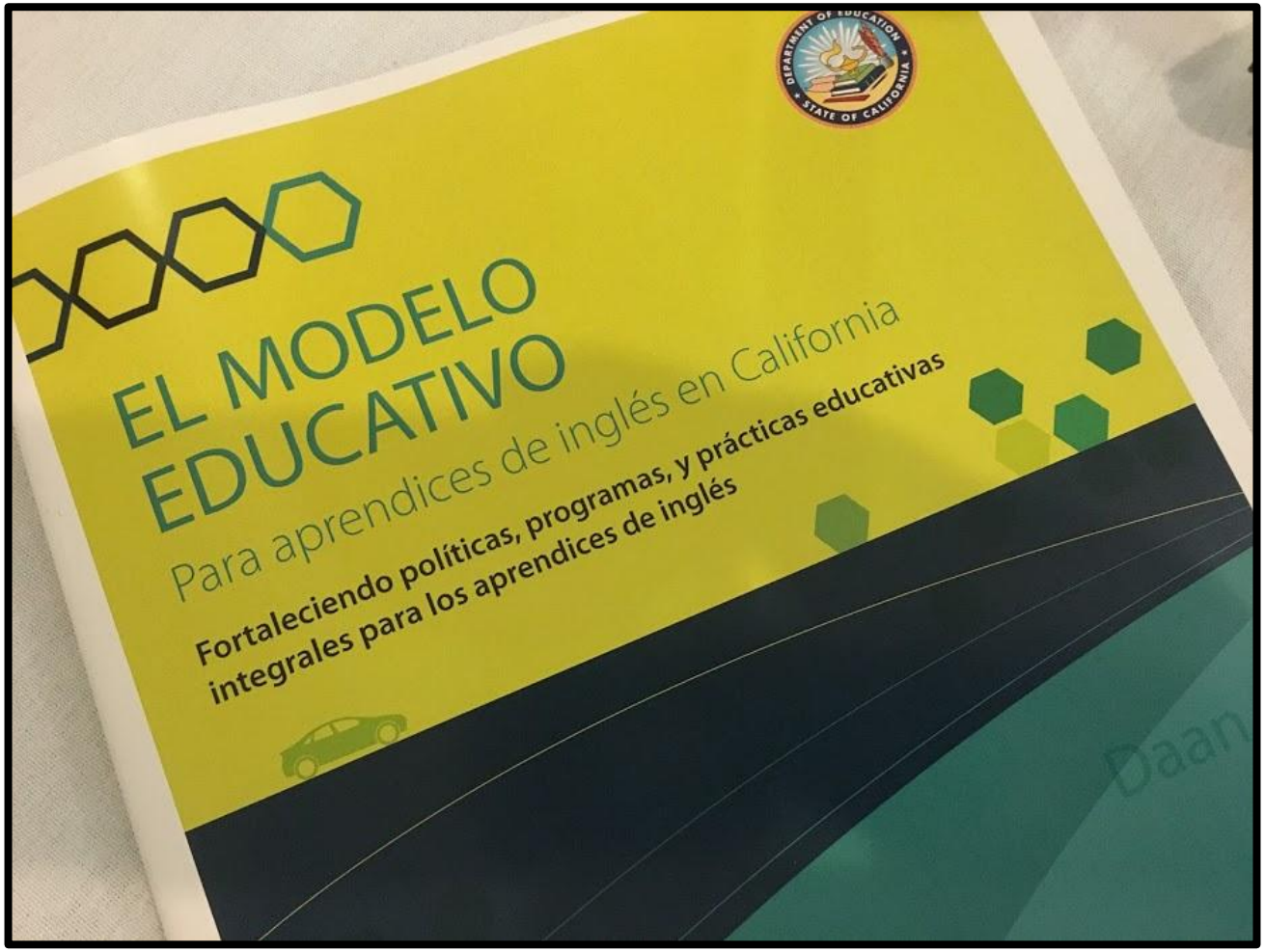
ELD Video Project:

Designated and Integrated ELD

WestEd

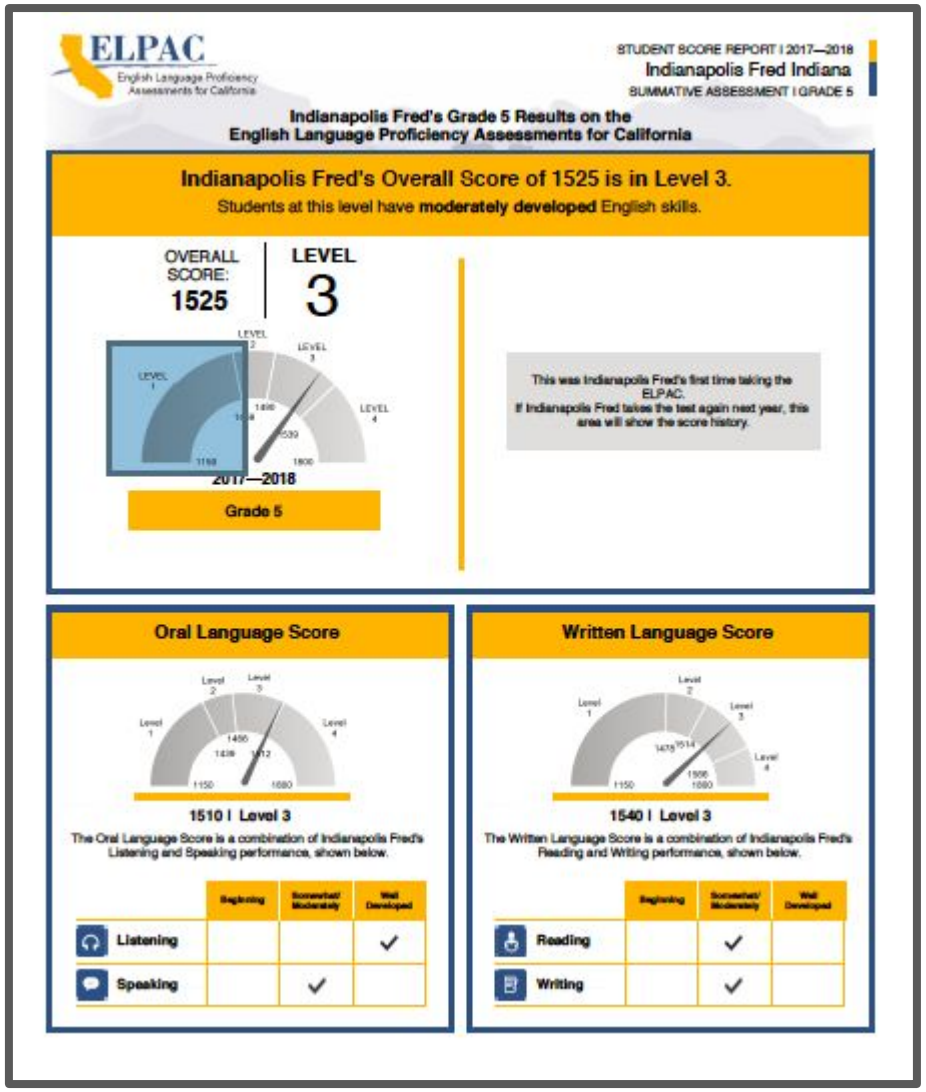
WestEd.org

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA



The EL Roadmap in Spanish!

Reclassification FAQs



ELPAC
English Language Proficiency Assessments for California

STUDENT SCORE REPORT | 2017—2018
Indianapolis Fred Indiana
SUMMATIVE ASSESSMENT | GRADE 5

Indianapolis Fred's Grade 5 Results on the English Language Proficiency Assessments for California

Indianapolis Fred's Overall Score of 1525 is in Level 3.
Students at this level have **moderately developed** English skills.

OVERALL SCORE: 1525 | LEVEL 3

LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4

2017—2018
Grade 5

This was Indianapolis Fred's first time taking the ELPAC.
If Indianapolis Fred takes the test again next year, this area will show the score history.

Oral Language Score

1510 | Level 3

The Oral Language Score is a combination of Indianapolis Fred's Listening and Speaking performance, shown below.

	Beginning	Somewhat/ Moderately	Well Developed
Listening			✓
Speaking		✓	

Written Language Score

1540 | Level 3

The Written Language Score is a combination of Indianapolis Fred's Reading and Writing performance, shown below.

	Beginning	Somewhat/ Moderately	Well Developed
Reading		✓	
Writing		✓	

Student Score Reports will be available in

- Spanish
- Traditional Chinese
- Vietnamese
- Tagalog

Changes to the Secure Destruction Process

- LEAS will locally destroy their ELPAC materials
- Electronic certification

There will now be an optional preliminary scoring guide in TOMS

In March 2019, the CDE will recommend that the SBE approve the **current** Initial ELPAC threshold scores.

This recommendation is based on information from the Initial ELPAC Threshold Score Review Study.

Domain Exemption Scenarios

Scenario	Oral Scale: Listening Bubble	Oral Scale: Speaking Bubble	Written Scale: Reading Bubble	Written Scale: Writing Bubble	Scoring Result: Oral	Scoring Result: Written	Scoring Result: Overall
1	None	None	None	None	Score produced	Score produced	Score produced
2	Domain Exemption	Domain Exemption	Domain Exemption	Domain Exemption	No score produced	No score produced	No score produced
3	Domain Exemption	None	None	None	Calculated	Score produced	Score produced
4	Domain Exemption	Domain Exemption	None	None	No score produced	Score produced	No score produced
5	Domain Exemption	Domain Exemption	Domain Exemption	None	No score produced	Calculated	No score produced
6	None	Domain Exemption	None	None	Calculated	Score produced	Score produced

Computer-Based (CB) ELPAC Transition Timeline

	2018-2019	2019-2020	2020-2021
Initial	PPT	PPT Fall 2019- CB Field Test	July 1, 2020- Operational CB Initial
Summative	PPT	Fall 2019- CB Field Test February 1, 2020- Operational CB Summative	Continuing operational CB Summative

PPT = Paper Pencil Test *CB = Computer Based*

CB ELPAC Field Test

- What is the purpose?
  - Item-level statistics
  - Mode Comparability Study
- Who can participate?
  - LEAs with 20 per grade/grade span or more initial fluent English proficient students or English learners (ELs) in grades K–12
- How can LEAs participate?
  - Contact Sacramento County Office of Education by phone at 916-228-3301 or by email at elpac@scoe.net

Usability Pilot

- Teacher examiner and researcher will work to determine the usability of the platform and items
- April 2019

The Speaking Domain will be delivered one-on-one between the test examiner and student.

Computer-Based Alternate ELPAC

- For the students with the most significant disabilities
- Once developed LEAS will no longer need to locally find one
- July 2021- Operational Initial alternate ELPAC
- February 2022- Operational Summative alternate ELPAC

Computer-based Alternate ELPAC Transition Timeline

May 2019	• Proposed HLTD presented to the SBE
January 2020	• Pilot test and cognitive labs
May 2020	• Proposed test blueprints to the SBE
January–March 2021	• Statewide operational field test
July 2021	• Operational Initial Alternate ELPAC
February 2022	• Operational Summative Alternate ELPAC

CA School Dashboard

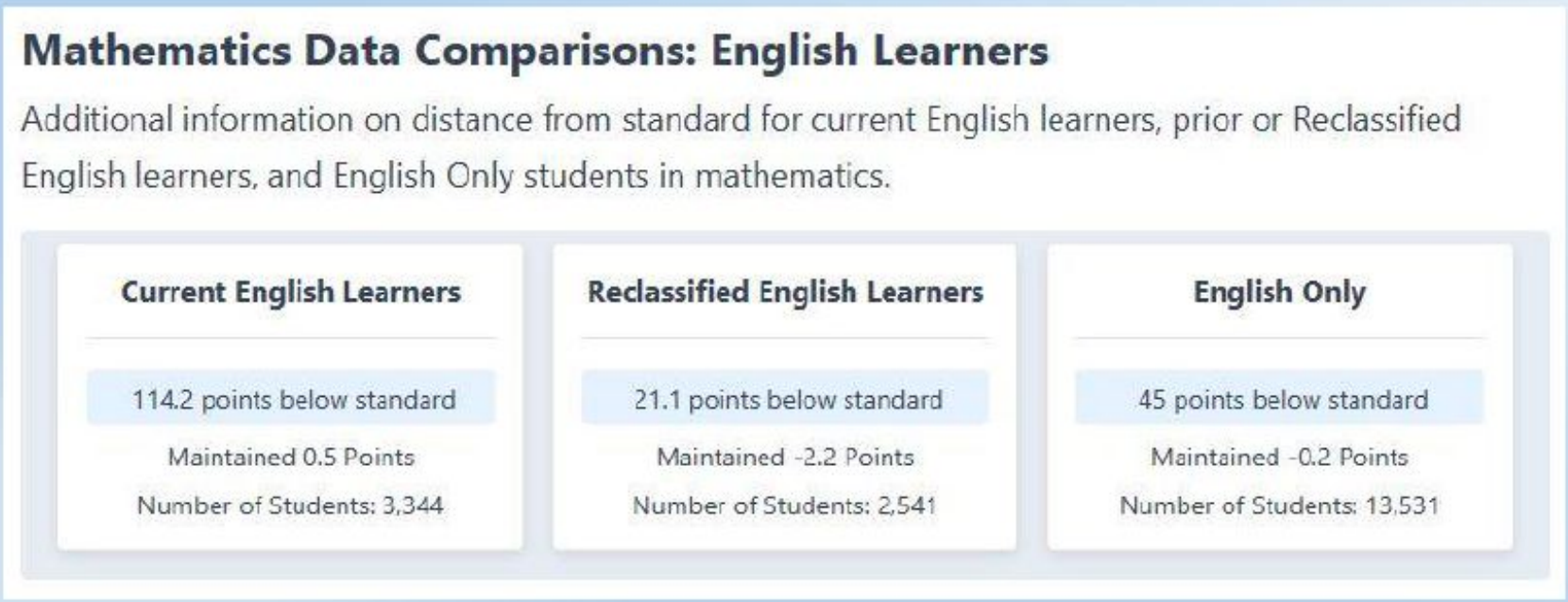
The EL Student Group in the Dashboard

Although Status and Change cannot currently be reported for the ELPI, Status and Change will continue to be reported and disaggregated for the English Learner student group for other State Indicators in the 2018 Dashboard, including:

- Chronic Absenteeism
- Academic Indicator (English language arts/literacy and mathematics)
- College/Career
- Suspension Rate
- Graduation Rate

EL Comparison on Academic Indicator

The Dashboard includes comparisons for the academic indicator (i.e., mathematics and English language arts) of current ELs, RFEPs, and English Only students.



English Learner Progress Indicator (ELPI)

Fall 2019

- Only have status (because we now have two years of ELPAC data)

Fall 2020

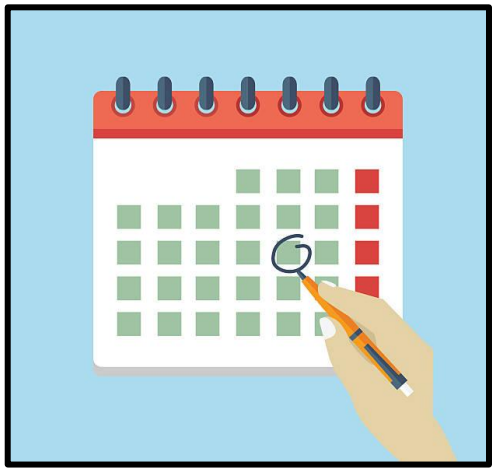
- Status AND change = color (because we will have three years of ELPAC data)

CA Spanish Assessment

- Measures Spanish reading language arts
- Results to evaluate their programs at local level
- Can be used for State Seal of Biliteracy
- Grades 3-12
- Listening Reading Writing
- Aligns with CCSS en español
- Computer based
- Administration window is April 1- July 15
- Practice tests available

Tuesday, May 14

EL Collaborative 2019-2020



September 17, 2019

November 14, 2019

January 28, 2020

March 24, 2020

May 12, 2020

“Smile, breathe, and go slowly.”
~ Thich Nhat Hanh