EL Collaborative
January 26, 2015

Jenn Guerrero
EL Coordinator, SCOE
Agenda

- Focus on Instruction: Transition Improv
- Homework
- Accountability Institute Share Out
- Updates and Miscellaneous Goodies
- Considerations for English Learners Suspected & Identified with Learning Disabilities (Sharen Bertrando, SELPA Program Specialist)
- Homework
- Closure
Transition Improv

- Increases use of academic language
- Refines thinking about a topic
- Deepens content knowledge
- Supports the construction of viable arguments
- Encourages risk taking!
Transition Improv

1. A topic is chosen to discuss

2. Students are put into pairs and labeled A/B

3. Student A chooses to say either PRO! or CON! and then claps their hands

4. If Student A said PRO!, student B then gives reasons and explanations for PRO! using the sentence starters

5. Student A claps their hands and says CON! and Student B chooses a transition and begins giving CON! reasons, using the sentence frames
Choose a Topic

<table>
<thead>
<tr>
<th>Camping</th>
<th>Texting</th>
<th>Dogs</th>
<th>Facebook</th>
<th>Common Core</th>
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<tbody>
<tr>
<td>Reality TV</td>
<td>Shopping</td>
<td>Recycling</td>
<td>Walmart</td>
<td>Traveling</td>
</tr>
</tbody>
</table>

Hmmmm
PRO!
Sentence Starters
One advantage of... is...
For example.....
Another positive of .. is..
because....

CON!
Sentence Starters
In spite of the positives of...
A negative aspect of .... is ...
because...

Transitions
However...
On the other hand..
Then again...
YOUR TURN
Another Variation…

Similarities and Differences
**SIMILARITIES!**

Sentence Starters

- …is similar to … in that they both….
- A key aspect that they both share is …

**DIFFERENCES!**

Sentence Starters

- ……differs from…. in that…
- A significant difference is …..

**Transitions**

- However...
- On the other hand..
- Then again….
Transition Improv
Focus: Similar-Different

- Plant cells and animal cells
- Examining how another peer approaches and solves a math problem
- The Civil Rights Movement and Women’s Suffrage Movement
● How might you use this in your classroom?

● How would you modify this for your students?

● What challenges might you encounter with this strategy?
What are some Strategies for Facilitating Productive Classroom Discussions?
What the Research Says

Many Long Term English Learners have developed habits of non-engagement, passivity and invisibility in school. This is learned behavior.

Over years, non-participation becomes a habit.

Reparable Harm
- Make small groups of 3-4

- Work with people who you have not collaborated with yet in our meetings.

- Discuss the article. *Remember to consider ways in which some of the strategies mentioned could also be used in area content areas.*
Teacher Discourse Moves

- Waiting
- Inviting student participation
- Revoicing
- Asking Students to Revoice
- Probing a students’ thinking
- Creating opportunities to engage with another’s reasoning
OUUSD Teacher Talk Moves

You think:
Huh?? I didn’t understand that at all!

Useful move:
● Say more..
● Can you say more about that?
● Could you say that again?
● So let me see if I understand. Are you saying..?
Updates
CELDT Training

- There will be no changes to the CELDT in 15/16
- If someone has been trained in the last 2 years (13/14 and 14/15) they do not need to attend a training and instead can use the CELDT Moodle as a refresher. Otherwise they need to attend a training.
- More information on the Moodle will be available soon. Stay tuned!
<table>
<thead>
<tr>
<th>Date</th>
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<th>Location</th>
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<td>April 7</td>
<td>Tues.</td>
<td>Sacramento</td>
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<td>April 14</td>
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<td>Downey</td>
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<td>Thurs.</td>
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CELDT/ELPAC Update

- SBE voted to release RFP for the ELPAC
  - CELDT will be given again in 15/16
- CA will seek a waiver for 16-17 for full scale pilot
  - ELPAC fully operational in 17-18
Frameworks and Instructional Materials
## Schedule for Curriculum Framework Development and Adoption of K–8 Instructional Materials

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<tr>
<th>Calendar Year</th>
<th>2013</th>
<th>14</th>
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Above calendar is based upon current law as of January 1, 2014. All dates refer to year of final SBE action.

A = Adoption of K–8 Instructional Materials  
F = Curriculum Framework
<table>
<thead>
<tr>
<th>Program Type</th>
<th>Description</th>
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<tbody>
<tr>
<td>Program Type 1</td>
<td>Basic ELA (K–8)</td>
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<td>Program Type 2</td>
<td>Basic ELA/ELD (K–8)</td>
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<td>Program Type 3</td>
<td>Basic Biliteracy (K–8)</td>
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<td>Program Type 4</td>
<td>Intensive Intervention ELA (4–8)</td>
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<tr>
<td>Program Type 5</td>
<td>Specialized ELD (4–8)</td>
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</tbody>
</table>
Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD)
This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.
Miscellaneous
2014/2015 CELDT Analysis

Rick Phelan
Rphelan@scoe.org
Focus Areas for 2014-2105

- Instructional strategies to increase reclassification percentages
- Special Education and English Learners
- ELD instruction district wide
- Using EL assessment data to inform instruction
Professional Learning

Common Core for ELLs
Classroom Video Modules
Academic Language and Literacy in Every Subject (ALLIES)

Core Practices for Helping Secondary English Learners Surpass Common Core State Standards

- Fostering Academic Interactions
- Fortifying Academic Output

Monday, February 23, 2015
Thursday, March 19, 2015
Wednesday, April 22, 2015

Register by February 6th!!!
Considerations for English Learners Suspected & Identified with Learning Disabilities

Sharen Bertrando
SELPA Program Specialist
Homework

- Chose one or more Designated ELD Snapshots/Vignettes to read

- Use the guiding questions to frame your thinking

- Be prepared to share your thoughts, questions, and insights with your colleagues at our next meeting on March 17th
KEEP CALM AND SEE YOU SOON
EL Leadership Conference
February 3rd

Our Next EL Collaborative
March 17th