

# What Does English Learner Mean in TRUSD?



**Timothy Tibbs, Student  
Learning Coach**

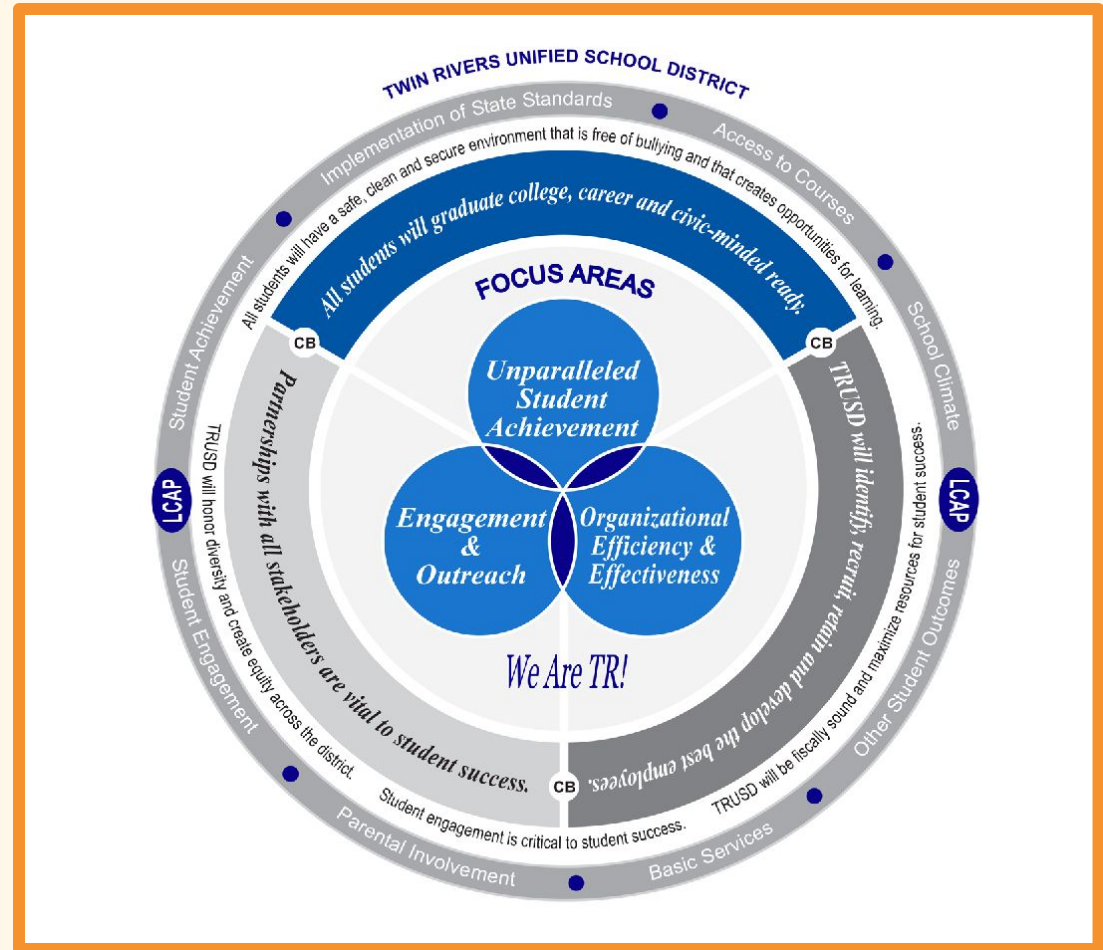
**Tangie Crates, Student  
Learning Coach**

**English Learner Services  
Department  
July 28, 2021**

**Grades 7-12  
New Hire Academy Week  
New Teacher Academy Course  
Mentor Academy Course**

# Our Place Within the TRUSD Strategic Framework

*Effective teachers  
are the most  
important factor  
contributing to  
student  
achievement.*



## *NTS Professional Learning Norms*

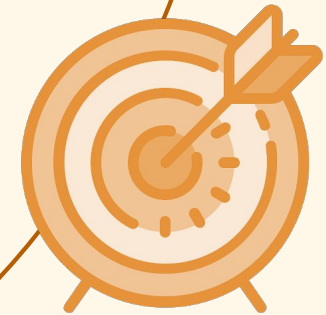
- Conversation: *All voices are heard*
- Help: *Ask questions of yourself and others*
- Activity: *Engage fully with content and one another*
- Movement: *Take care of personal needs*
- Participation: *Open your thinking to diverse viewpoints*
- Success: *Have a SUCCESSFUL DAY integrating your learning!*

# Professional Learning Goals

What am I learning today?

Why am I learning it?

How will I know I learned it?



# Learning Intentions

At the end of today's session you will:

1

Know the English learner typologies

2

Be familiar with the EL Google Classroom and resources

3

Understand your role in supporting English learners with integrated and designated instruction



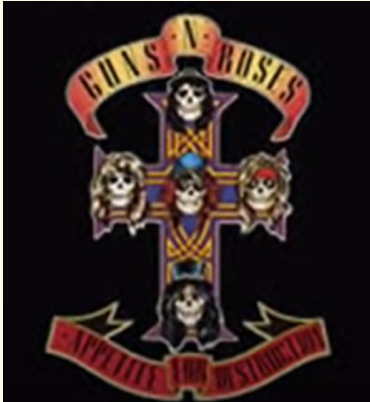
# Today's Norms

- We encourage you to turn on cameras if you're comfortable
- Please feel free to turn off cameras during breaks
- Feel free to ask questions at any time
- Come ready to participate and have some fun!



# Connector

Which song best describes how you feel about the new school year?



*Welcome  
to the  
Jungle*



*Three  
Little  
Birds*



*Under  
Pressure*



# The Many Benefits of Multilingualism!

Why am I learning it?

- **Global awareness**
- **Cognitive benefits**
- **Broadened employment opportunities**





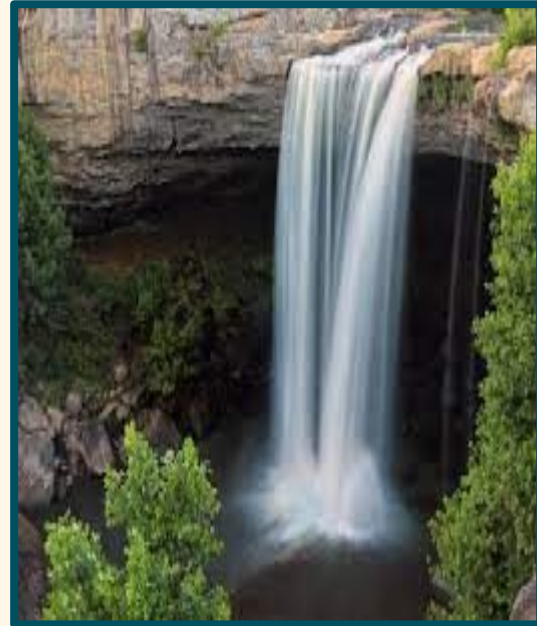
## Let's hear from our English learner students...

- What do you notice about these students' background knowledge?
- What do they bring to the classroom?



# Waterfall Chat

- What did you notice?
- What do these students bring to the classroom?



**DO NOT HIT SEND YET!**



# English Language Proficiency Assessment for California (ELPAC)

## Initial ELPAC

- Given to K-12 students whose primary language is not English upon enrolling in a CA school
- Determines students' English language proficiency
- Designates students as either English learner or English Proficient

## Summative ELPAC

- Given annually to all English learners until reclassified as fluent English proficient
- Measures progress towards English proficiency

**Assesses  
4  
domains:  
Listening,  
Speaking,  
Reading,  
and  
Writing**

# How are Students Scored on the ELPAC?

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	<b>Emerging</b> —Requires substantial linguistic support	<b>Expanding</b> —Requires moderate linguistic support		<b>Bridging</b> —Requires light linguistic support

[Click Here to See Sample ELPAC Score Reports!](#)

## What Students Can Do At Each Level



### LEVEL 1

(1150–1466)

**Beginning to Develop**

May know some English words and phrases.

### LEVEL 2

(1467–1513)

**Somewhat Developed**

Can often use English to communicate simple ideas.

### LEVEL 3

(1514–1559)

**Moderately Developed**

Can usually use English to learn new things in school.

### LEVEL 4

(1560–1800)

**Well Developed**

Can consistently use English to learn new things in school.

# ENGLISH LEARNER TYPOLOGIES

## **Initial Fluent English Proficient (IFEP)\***

Student who met the criterion for English proficiency on the ELPAC when they initially took it.

## **Reclassified Fluent English Proficient (RFEP)\***

Student who initially was an English Learner, but has since met the criterion to be proficient in English.

## **Long Term English Learner (LTEL)\***

Student who has been in the US for 6+ years and is still classified as an English Learner

# ENGLISH LEARNER TYPOLOGIES

## **English learners (ELs)\***

Student whose score on the ELPAC determines an English proficiency level and has not been reclassified

## **Newcomers**

Student who has been in the US 12 months or less and is classified as an EL

## **Immigrant**

Student who is between 3 and 21 and has not been attending school in the US for more than 3 years

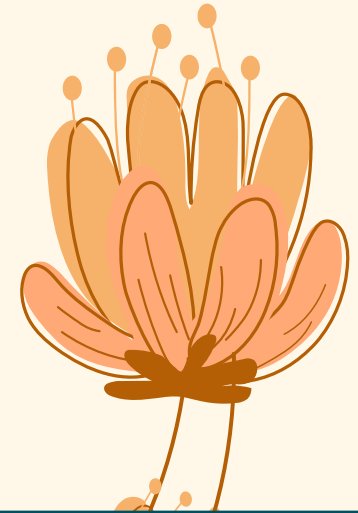
## **Refugee**

Student given special immigration status



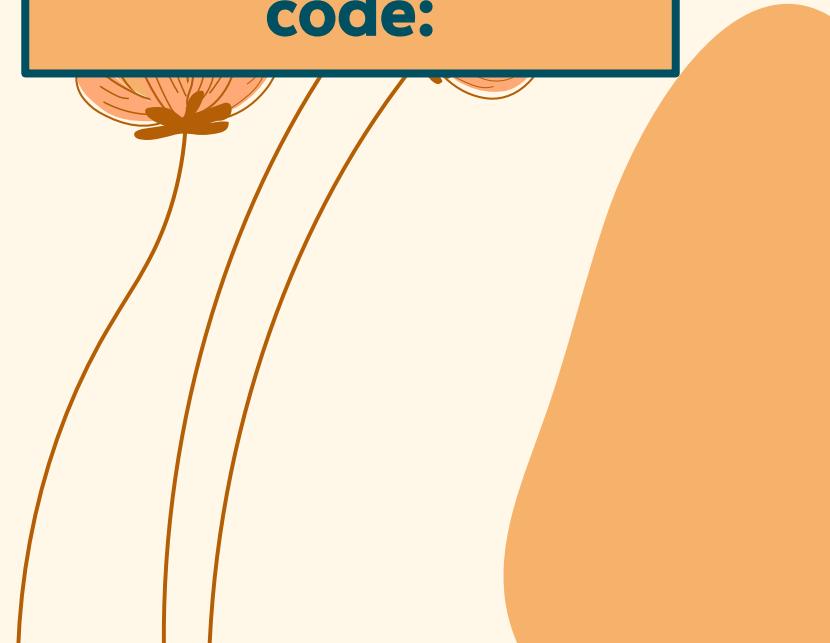
**Let's**

**Kahoot!**

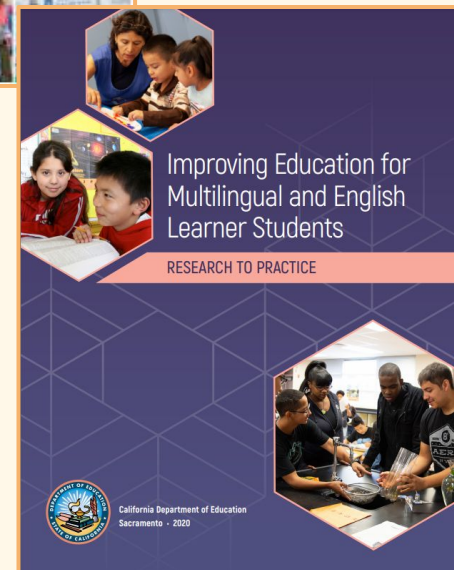
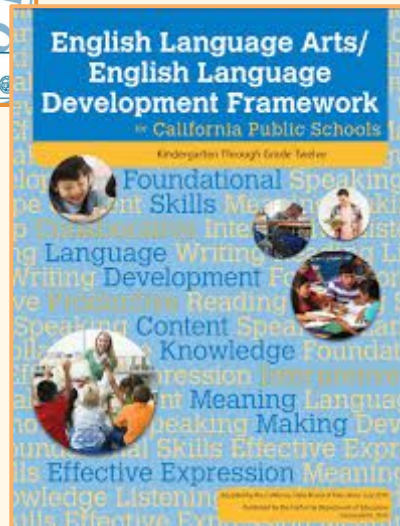
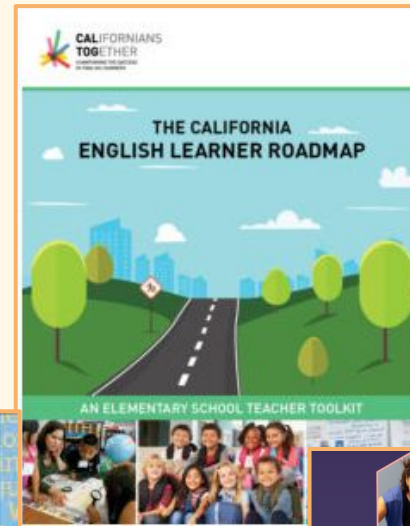
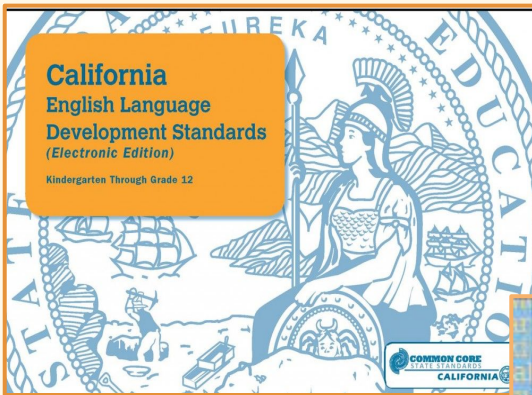


**Match the  
definition with  
the correct EL  
Classification**

**[www.kahoot.it](http://www.kahoot.it)  
code:**



# English Language Development in California





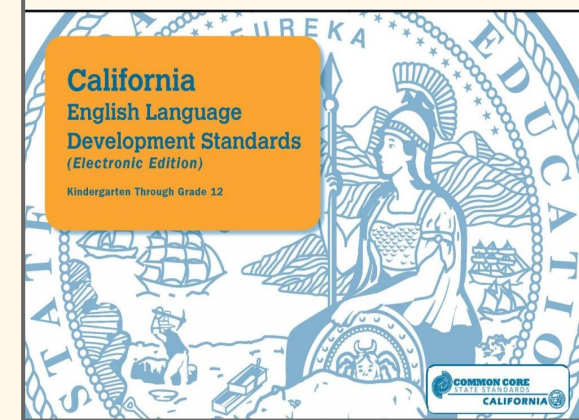
# Ensuring Equity

English learners fully and meaningfully **access** and **participate** in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of **English proficiency**, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.

***-California English Learner Roadmap***

# ELD Standards



## Chapter 3 – The Standards

### Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts

- It's color coded
- **Part I - cool colors**
- **Part II - warm colors**
- **Part III (see Chapter 6)**

Part I: Interacting in Meaningful Ways	
<b>A. Collaborative</b>	<ol style="list-style-type: none"><li>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</li><li>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</li><li>3. Offering and supporting opinions and negotiating with others in communicative exchanges</li><li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li></ol>
<b>B. Interpretive</b>	<ol style="list-style-type: none"><li>5. Listening actively to spoken English in a range of social and academic contexts</li><li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li><li>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</li><li>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</li></ol>
<b>C. Productive</b>	<ol style="list-style-type: none"><li>9. Expressing information and ideas in formal oral presentations on academic topics</li><li>10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li><li>11. Supporting own opinions and evaluating others' opinions in speaking and writing</li><li>12. Selecting and applying various and precise vocabulary and language structures to effectively convey ideas</li></ol>
Part II: Learning About How English Works	
<b>A. Structuring Cohesive Texts</b>	<ol style="list-style-type: none"><li>1. Understanding text structure</li><li>2. Understanding cohesion</li></ol>
<b>B. Expanding and Enriching Ideas</b>	<ol style="list-style-type: none"><li>3. Using verbs and verb phrases</li><li>4. Using nouns and noun phrases</li><li>5. Modifying to add details</li></ol>
<b>C. Connecting and Condensing Ideas</b>	<ol style="list-style-type: none"><li>6. Connecting ideas</li><li>7. Condensing ideas</li></ol>
Part III: Using Foundational Literacy Skills	

# The ELD Standards Consist of three parts



**Part I**  
**Interacting**  
**in**  
**Meaningful**  
**Ways**



**Part II**  
**Learning**  
**About How**  
**English**  
**Works**



**Part III**  
**Using**  
**Foundational**  
**Literacy**  
**Skills**



# ELD Standards

Scaffolding reduces as proficiency level increases

ELD Proficiency Level Continuum		
→ Emerging →	→ Expanding →	→ Bridging →
<p><b>1. Exchanging information and ideas</b> Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p><b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p><b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>

# Time to Explore

For the next 10 minutes, select one of the following texts to explore:

- CA ELD Standards
- CA ELA/ELD Framework
- CA English Learner Roadmap
- Improving Education for Multilingual and English Learner Students





# Stop and Jot

What do you  
want to  
remember about  
the text you  
explored?



**Time for a  
break!**





# Stop and Jot

What do you  
want to  
remember about  
the text you  
explored?





# Input/Output

How do you ask students to show what they know in the classroom?



+



+



+



## Listening

Ability to receive and interpret messages

## Speaking

Conveying information or expressing one's thoughts and feelings in spoken language

## Reading

Decoding symbols in order to construct and derive meaning

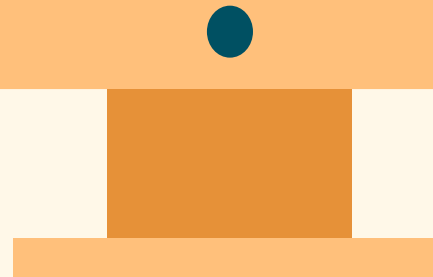
## Writing

Tool in human communication that represents language in symbols

# *Immersion*

By Richard Levien

- What do you notice?
- What do you wonder?



# Let's Jam

What do you notice?  
What do you wonder?



# A Comprehensive Approach to ELD

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.

-English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools (page 19)

# Integrated ELD

# Designated ELD



**-builds both content knowledge and academic English**

**-occurs throughout all content areas all day**

**-includes ELs and EOs**

**-is planned in tandem with CCSS, NGSS, and HSS standards**

**-occurs EVERY DAY**

**-planned using ELD standards**

**-prepares ELs to meet grade level achievement standards**

**-is carefully planned and scaffolded**

**-values and builds on primary language and culture**

**-develops critical English language skills, knowledge, and abilities needed for content learning in English**

**-is a protected time during the school day**

**-may occur during a Designated ELD “block” AND/OR during small group instruction (with EL students only)**

**-is grouped by students’ English language needs (proficiency levels)**



## Focus 5 EL Strategies

### Sentence/Text Unpacking



- Use familiar text
- Focus on chunks within a sentence or text to understand meaning and learn about form
- Reconstruct sentence or text
- Domains: Reading, Speaking
- Examples: *Notice and Wonder*, *analyze grade level text*

### Thinking Routines



- Use routines/protocols to teach metacognition
- Integrate within the day and across content
- Leads to active reasoning and inquiry
- Domains: Listening, Speaking
- Examples: *See-Think-Wonder*, *Think-Puzzle-Explore*

### Visual Supports



- Provide a different form of explanation
- Powerful way for students to access abstract ideas
- Domains: Reading, Writing
- Examples: *drawings*, *manipulatives*, *graphic organizers*, *charts*, *SmartBoards*, *maps*, *timelines*

### Collaborative Dialogue



- Scaffold discussions so students develop reasoning and can make and support arguments
- Use in all classroom contexts (whole class, small group, and partner interactions)
- Domains: Listening, Speaking, Writing
- Examples: *Think-Pair-Square Share*, *Inside/Outside Circle*

### Language Supports



- Provide vocabulary and structure support
- Differentiate support and change over time
- Keep posted so students have access
- Domains: Speaking, Reading, Writing
- Examples: *sentence frames and word bank tables*

# What are Thinking Routines?

As teachers, we must provide opportunities to...



plan



prime

and press



for thinking!

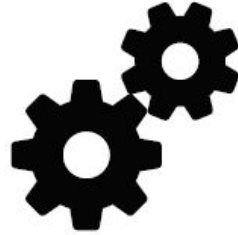
# See, Think, Wonder

1



What do  
you see?

2



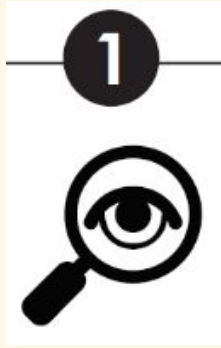
What do  
you think?

3



What do  
you  
wonder?





What do you see, notice, or observe?



I see \_\_\_\_.

At first I noticed \_\_\_\_. Then I also noticed \_\_\_\_.

Initially, I observed \_\_\_\_. Upon further observation, I noticed \_\_\_\_.

2



What do you think about this image?



I think \_\_\_\_.

I think \_\_\_\_ because \_\_\_\_.

When I saw \_\_\_\_, it made me think \_\_\_\_\_. I also think \_\_\_\_\_.

3



What does this image make you wonder?

I wonder \_\_\_\_\_.

The question I want to explore is \_\_\_\_\_.

I wonder why \_\_\_\_\_. Additionally, I wonder \_\_\_\_\_.

# Online Resources for Thinking Routines

## Project Zero

[PROJECT ZERO](#)
[Who We Are](#)
[Topics](#)
[Projects](#)
[Resources](#)
[Professional Development](#)

### Project Zero's Thinking Routine Toolbox

Welcome to Project Zero's Thinking Routines Toolbox. This toolbox highlights Thinking Routines developed across a number of research projects at PZ. A vast array of PZ's work has explored the development of thinking, the concept of thinking dispositions, and the many ways routines can be used to support student learning and thinking across age groups, disciplines, ideals, complexities, and populations. Thinking Routines originated in PZ's Visible Thinking research initiative. Over the years, researchers enhanced and expanded upon the original routines, and new projects developed new routines. Some of the larger PZ research projects focused on enhancing thinking include Artful Thinking, Cultures of Thinking, Agency by Design, PZ Connect, and Interdisciplinary & Global Studies. To learn more about PZ Thinking Routines and their background, watch this video introduction and read more about PZ's initial Visible Thinking research.

The Toolbox organizes the Thinking Routines into categories that describe the types of thinking the routines help to facilitate. Some routines appear in more than one category, and some routines have different versions that offer modifications for specific age groups or more specific conceptual challenges. When clicking on a routine in the Toolbox, a separate page opens with links to the downloadable PDF of the routine. All routines use a common PZ template describing the purpose of the routine, offering potential applications for the routine, and often providing suggestions for its use and tips for getting started. The PZ research project responsible for developing the routine is noted at the bottom of each page along with the copyright and licensing information and guidance about how to reference the routine. We invite and encourage educators to share their experiences using the routines! Each routine has a #hashtag listed just above the reference information. Jump in and get started!

- CORE THINKING ROUTINES
- POSSIBILITIES & ANALOGIES
- PERSPECTIVES, CONTROVERSIES & DILEMMAS
- OBJECTS & SYSTEMS
- PERSPECTIVE TAKING
- WITH ART OR OBJECTS
- DIGGING DEEPER INTO IDEAS
- SYNTHESIZING & EXPLORING IDEAS
- INTRODUCING & EXPLORING IDEAS

## Thinking Pathways

### THINKING PATHWAYS

[HOME](#)
[THINKING ROUTINES](#)
[CULTURES OF THINKING](#)
[INQUIRY-BASED LEARNING](#)

[VISIBLE LEARNING](#)
[UNITS OF WORK](#)
[THINKING PATHWAYS BLOG](#)
[SPEAKER](#)
[CONTACT](#)

# WELCOME

[ABOUT ME / CONTACT](#)
[ACKNOWLEDGEMENT OF SOURCES](#)

To develop **understanding** of a topic or subject area, one has to experience and engage in **Authentic Intellectual Activity** That means solving problems, making decisions, and developing new understanding using methods and tools (Ritchhart, Church & Morrison, 2011). Exploring a range of **Thinking Pathways** allows teachers and students to move beyond surface learning that focuses on the memorisation of knowledge and facts, to more deep and reflective learning that is focused on developing **understanding** through more active and constructive processes.

## Think! From the Middle

[Think!](#)  
 From the Middle  
 Rochester Community Schools

[HOME](#)
[TEACHER TOOLBOX](#)
[PROFESSIONAL RESOURCES](#)
[OUR JOURNEY](#)

Children must be taught how to think, not what to think. - Margaret Mead

# THINKING ROUTINES

The following resources and thinking routines are from the Visible Thinking research of Ron Ritchhart and Howard Project Zero and are available at [www.visiblethinking.org](http://www.visiblethinking.org).

**A CULTURAL PRACTICE**  
 Do you know how **THINKING** is only one aspect of a **Culture of Thinking Classroom**? Click here to find out more about the other forest!

Click here to read...  
 Stories from Oakland County Classrooms about how thinking routines are being used.

"I'm planning on carrying the thinking routines with me to high school. They help me understand what I read or learn."  
 -8th Grade Reader Student

[visible\\_thinking\\_routines\\_om\\_2013\\_mh3mkd](#)  
 Download File

[visible\\_thinking\\_routines\\_om\\_2013\\_mh3mkd](#)  
 Download File

powered by: weebly

## Visible Thinking Routines

# VISIBLE THINKING ROUTINES

Red Light, Yellow Light  
 Step Inside  
 Circle of Viewpoints  
 See-Think-Wonder  
 Micro Lab  
 I Used to Think... Now I Think...  
 Zoom In  
 Claim-Support-Question  
 Think-Puzzle-Explore  
 Chalk Talk  
 Sentence Phrase Word  
 Compass Points  
 Readlines  
 CSI  
 6-3-3-3-3 Concept Map  
 Connect Extend Challenge  
 3-2-1 Bridge  
 The 4 C's  
 Tug-of-War  
 Explanation Game  
 Zoom In  
 Claim-Support-Question  
 Think-Puzzle-Explore  
 Chalk Talk  
 Sentence Phrase Word  
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 6-3-3-3-3 Concept Map  
 Connect Extend Challenge  
 3-2-1 Bridge  
 The 4 C's  
 Tug-of-War  
 Explanation Game

Made with **thinklink.**

LEARN MORE

## Word Bank

content

curriculum

throughout

whole class

acquisition

# Team Cloze Reading Review

Integrated ELD is taught in a whole  
class setting. During designated ELD,  
content standards are secondary to ELD  
standards. Review your curriculum for  
designated and integrated ELD  
resources. Integrated ELD is taught throughout  
the day. Language acquisition develops  
through designated ELD instruction.

# Break!




# ELLEAVATION

- Ellevation is an online platform which supports compliance processes and offers instructional tools for English learners
- It can:
  - a. Identify EL students on class roster
  - b. Used for Reclassification and RFEP/EL Monitoring
- Log in through **TRUSD Apps > Learning Tools**

# English Learner Services Department Educator Resources





HOME | ABOUT ▾ | STUDENTS & FAMILIES ▾ | ACADEMICS ▾ | OPERATIONS ▾ | COVID-19 | NEWS ▾ | BOARD MEETINGS

Home > Academics > English Learner Services > Educator Resources

- SCHOOLS
- STUDENT SERVICES
- EMPLOYMENT
- DISTRICT CALENDAR

English Learner Services
Dual Language Immersion (DLI)
Professional Development
Seal of Biliteracy
Interpreter & Translation Services
Supporting Newcomers
Refugee Student & Family Services
DELAC
<b>Educator Resources</b>

## EDUCATOR RESOURCES

- The California English Learner Roadmap
- ELSD Standards
- ELA/ELD Framework
- Improving Education for Multilingual and English Learner Students
- California Practitioners' Guide for Educating English Learners with Disabilities
- What is Designated EL and Challenges faced by specific primary languages

### ELSD Resources

- ELSD Distance Learning Resources
- ELD Choice Boards
- Translation and Communication Tools Hyperdoc
- Equity & Access





# ELSD Google Classrooms

## Secondary Google Classroom Codes

School Name	Class Code
CCAA 7-12	qeartp
F.C. Joyce 7-8	7pztzqq
Foothill High School	euwobj
Foothill Ranch Middle School	5d6pxf
Grant High School	z3a3b7u
Highlands High School	x4t5isj
Keema High School	e63vypb
MLK Jr. Technology Academy	3pcvnet
Norwood Junior High School	ykdtmbt
Oakdale 7-8	jsmjfzn
Pacific High School	4ec25d4
Rio Linda High School	afx4k3v
Rio Linda Prep Academy	6tj4dtw
Rio Tierra Junior High School	3rus2hp
Smythe Academy 7-8	hugyoiy
Vista Nueva/NOVA	kk2xfqq
Westside Prep 7-8	4t4ix3r



# Time to Browse

Take 10 minutes to review the EL  
Google Classroom and EL Tips of  
the Week

# Communicating with Families

We recommend using the following for translation support and communication with families and students:

- [Google Translate](#)
- [Talking Points](#)
- [Google Voice](#)
- [Translation Spreadsheet - for translating in multiple languages](#)
- [Language World - for phone interpreting support](#)
- [Interpreter & Translation Services Request Form](#)
- [Excel Interpreting Instructions](#)

# Q&A

Please feel free to unmute and ask questions or type your wonderings in the chat box.



## 3-2-1 Exit Ticket



# 3-2-1

3 - new learnings from today's session

2 - ways you can support English learners

1 - action you will take during the first week of school

# Revisiting Our Learning Intentions

Now you:

1

Know the  
English learner  
typologies

2

Be familiar  
with the EL  
Google  
Classroom and  
resources

3

Understand  
your role in  
supporting  
English learners  
with integrated  
and designated  
instruction



# Thank You!

Timothy Tibbs, Student Learning Coach

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