




Supporting English Learners (EL)

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- High-Quality Classroom Instruction & Curriculum** All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
- Assessment, Data Analysis, & Action** All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
- Wellness** All students will have an equal opportunity to learn in a culturally responsive, physically, and emotionally safe environment.
- Parent, Family & Community Partnerships** All students will benefit from programs and services designed to inform and involve family and community partners.

Outcomes

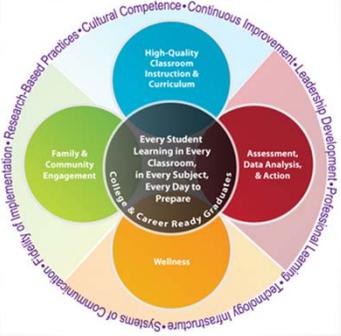
- Highlight the characteristics of our English Learner Population.
- Gain insight into Designated and Integrated ELD Instruction.
- Begin to develop an understanding of the dual needs of an English Learner with a disability.




The Ultimate Goal

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** and **English** knowledge.

The Diversity of EGUSD EL Students

88 different languages




Elk Grove Unified School District

Approximately 1 in every 3 students in Elk Grove Unified School District is an English Learner (EL) or was an EL.

Factors

- Length of time in US
- Culture shock, need for orientation
- Family separation
- Home language and relationship to home language
- Immigration experience
- Culture, nationality

Overview to the new CA ELD Standards

Overview of the Proficiency Level Descriptors (PLD's)

Native Language	Emerging	Expanding	Bridging	Lifelong Language Learner
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Native Language:
Students come to school with a wide range of language resources to be tapped.

Lifelong Language Learning:
Students who reach proficiency in English must continue to build breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

Need for Explicit Attention for ELs

- One in four California students are English Learners.
- English Learners face specific barriers to participation and access and have diverse language needs.
- Most general school improvement efforts in the past have inadequately addressed the achievement gap for English Learners.

ELs come to California schools...

- from all over the world
- from within California
- with a range of cultural and linguistic backgrounds
- experiences with formal schooling
- proficiency with native language and English literacy
- migrant status
- other experiences in the home, school and community.

All of these factors inform how educators must support ELs to achieve school success.

Biliterate Students

In California, biliteracy is valued, and the primary languages that ELs bring to school are considered important resources, valuable in their own right and as a base from which to develop English as an additional language.

Chapter 9 of the ELA/ELD Framework p893

Structured Student Interaction

4 % of English learners' day was spent in oral engagement.

2 % of English learners' day was spent engaging in "academic talk."

• ~Arreaga-Mayer & Perdomo-Rivera, 1996



Both/And

"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."

California Department of Education (2014)
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve

Integrated + Designated



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ELD Instruction

"All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this section, ELD instruction will be described first generally and then in terms of using the CA ELD standards in two ways:

1. Integrated ELD; and
2. Designated ELD."

California Department of Education (2014)
adapted from English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve



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Key Features of Integrated ELD

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

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- 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

California Department of Education (2014)
English Language Arts/English Language Development Framework
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Integrated and Designated Language Development: Working in Tandem

Integrated ELD:
All teachers with English learners in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.





Designated ELD:
A protected time where teachers use the CA ELD Standards as the focal standards in ways that **build into and from content instruction.**



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Designated ELD

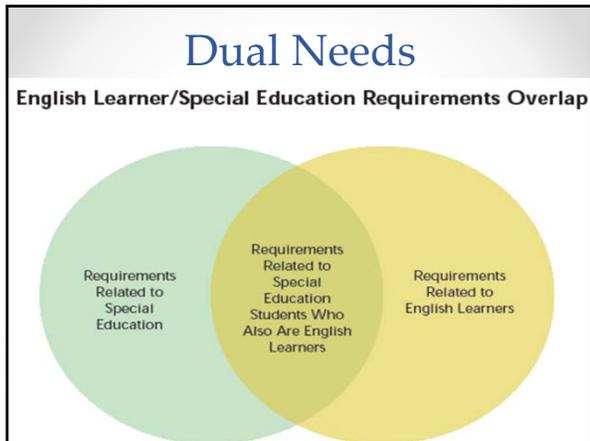
*"Teachers use the CA ELD Standards as the focal standards in ways that **build into and from content instruction** in order to develop critical English language skills, knowledge, and abilities needed for content learning in English."*

*"During this **protected** time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language."*

California Department of Education (2014)
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve



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- ### English Learner Support and Special Education Division Collaboration Project Assembly Bill 2785
- Manual- best practices on how to best identify and serve English learners with disabilities (completed by July 2018)
 - Guidance for
 - Identifying
 - Referral processes
 - Assessments
 - Development of individualized education programs for English learners.

- ## Secondary Language Acquisition vs Disability
- Some of the behaviors manifested by children with learning disabilities are also typical characteristics of children learning a second language.
- difficulty with phonological awareness,
 - delayed acquisition of sound-symbol correspondence,
 - difficulty with following directions or processing challenging language,
 - difficulty remembering sight words or retelling a story in logical or correct sequence,
 - a low tolerance for frustration.

- ## IEP
- Initials and Triennial assessment
 - Goals and Objectives that are Linguistically Appropriate
 - Statewide Assessment
 - All Assessments including CELDT or ELPAC
 - Translations with BTAs

