# LANGUAGE EDUCATION NETWORK

**December 11, 2020**

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Presenter: Dr. Carlos Pagán, Director, Literacy and Language Support, SBCEO

# BILINGUAL COORDINATORS NETWORK (BCN)

## UPDATES

**https://www.sbceo.org/Page/177**

# CALPADS INFORMATION

**Follow-up**

**(a) If a pupil is classified as EO pursuant to section 11518.5(b), but the LEA has an indication that the pupil's primary or native language is not English and the pupil is unable to perform ordinary classroom work in English, the LEA may collect and review evidence as described in subdivisions (d)(3) and (d)(4).** Based upon this review, the LEA shall determine whether the pupil shall be administered the initial assessment in order to determine the pupil's classification. At least 10 calendar days prior to administration of the initial assessment, the LEA shall notify the pupil's parent or guardian in writing that the pupil will be assessed. If the LEA administers the initial assessment and if the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. The LEA shall notify the pupil's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The pupil's parent or guardian shall be entitled to request that the LEA review its determination following the procedure described in subdivision (c).

# OBSERVATION PROTOCOL FOR TEACHERS OF ENGLISH LEARNERS (OPTEL)

**Update**

# Observation Protocol for Teachers of English Learners

## Assembly Bill 1808

- December 31, 2022
- Evaluate student's English language proficiency during academic content learning
- All proficiency levels
- Students with IEPs
- All K-12 teachers (including content)
- Can be used as a formative assessment
- IHEs to train teachers new to profession

# Observation Protocol for Teachers of English Learners (OPTEL)

Student Name:

Grade Level:

IEP: Yes No

504 Plan: Yes No

ELPAC Level:

*This document fulfills requirements in EC 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.*

**Description of Receptive Skills: Listening and Reading Comprehension (Select one level from the choices below)**

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

- **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)** The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with **substantial** teacher support can the student construct meaning while or after listening to or reading grade-level complex texts. The student **rarely** appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.
- **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)** The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **moderate** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers. The student **sometimes** appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.
- **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)** The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **light** teacher support, the student can construct meaning while or after listening to or reading abstract grade-level complex texts at a level of parity with English proficient grade-level peers. The student **often** appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.
- **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)** The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With **minimal** teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers. The student **consistently** comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

**Instructional Setting in which the student was observed** *(Choose all that apply)*:

English Language Arts/Literacy English Language Development Mathematics Science History/Social Science

Other:

**Interaction Type** *(Choose all that apply)*:

Whole Group (one-to-many) Small Group (one-to-group) Pairs (one-to-one) Other:

**What did you consider that led you to mark this level?** You may attach supporting documentation.

DRAFT

| Description of Expressive Skills: Speaking and Writing (Select one level from the choices below) |
|---|
| K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7 |
| ☐ **Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)** The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with **substantial** teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary. The student **rarely** expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.<br>☐ **Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)** The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With **moderate** teacher support, the student **sometimes** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers. The student **sometimes** expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.<br>☐ **Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)** The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With **light** teacher support, the student **often** uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers. The student **often** expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.<br>☐ **Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student **consistently** uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers. The student **consistently** expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so. |
| **Instructional Setting in which the student was observed** *(Choose all that apply)*:<br>☐ English Language Arts/Literacy ☐ English Language Development ☐ Mathematics ☐ Science ☐ History/Social Science<br>☐ Other:<br>**Interaction Type** *(Choose all that apply)*:<br>☐ Whole Group (one-to-many) ☐ Small Group (one-to-group) ☐ Pairs (one-to-one) ☐ Other:<br>**What did you consider that led you to mark this level?** You may attach supporting documentation. |

*The section below is **required** to document parent consultation occurred regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).*

I, (enter name) _____, agree ☐/disagree ☐ *(check one)* the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Signature: _____ Title: _____ Date: _____

I, (parent name) _____, was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient.

Parent/Guardian Signature: _____ Date: _____

# ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

## Updates

# Topics

- What We Know
- What We Do Not Know
- Plans for Testing
- What We Are Working On
- How We Can Work Together

# What We Know

- California is still required to assess students in 2020–21 in CAASPP and ELPAC.
- Physical Fitness Test is suspended while a study is in progress.
- National Assessment of Educational Progress 2021 postponed to 2022.

# What We Do Not Know

- Spread and impact of COVID-19
- LEAs learning models in coming months
- Influence of new Biden administration on testing requirements

# Plans for Testing - ELPAC

- Initial and Summative ELPACs will continue to be available through in person testing, remote testing, and paper and pencil testing.

- CDE and ETS are recommending a delay in the Alternate ELPAC Operational Field Test. Confirmation coming soon.

# Contact Information

- For CAASPP, send an email to caaspp@cde.ca.gov
- For ELPAC, send an email to elpac@cde.ca.gov

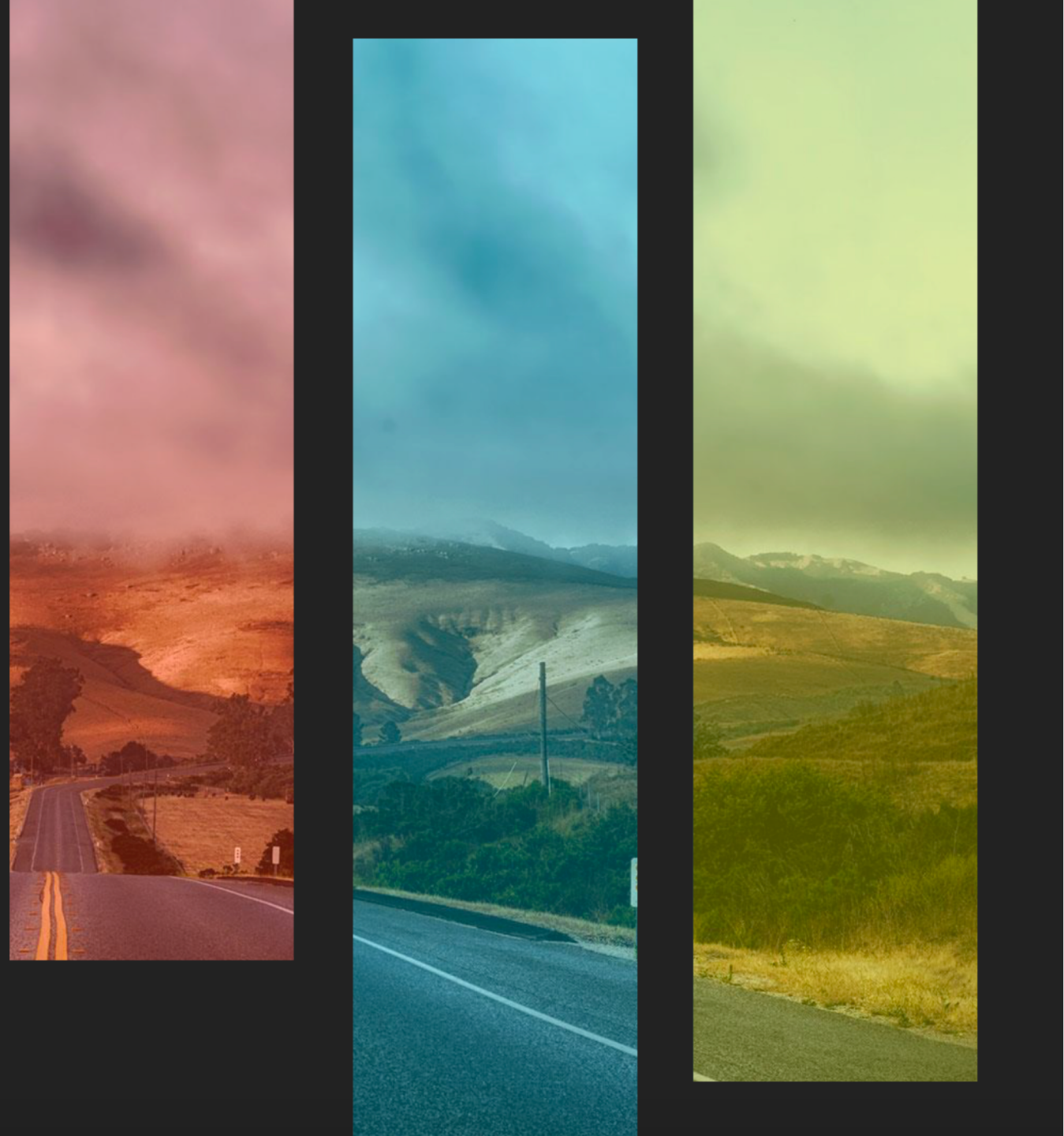
To sign up for the Assessment Spotlight, send a blank email message to subscribe-caaspp@mlist.cde.ca.gov.

# DUAL ENROLLMENT FOR ENGLISH LEARNERS

**Job for the Future (JFF)**

# PROMISING PRACTICES

*Findings from interviews with expert practitioners*



ACCESS AND SUCCESS IN DUAL ENROLLMENT

# PROMISING PRACTICES FOR SPECIAL POPULATIONS

- Expectation of college course-taking for all students
- Intentional outreach
- High-capacity counselors act as champions
- Dual enrollment integrated into the school day



JFF

ACCESS AND SUCCESS IN DUAL ENROLLMENT

# PROMISING PRACTICES FOR ENGLISH LEARNERS

- Provide additional academic supports
- Promote dual enrollment in aligned, high-value pathways while students are still learning English.
- Bring college ESL courses into high schools—and make these courses count for both high school and college credit.



JFF

# PROFESSIONAL LEARNING OPPORTUNITIES & RESOURCES

# Integrated and Designated English Language Development (ELD) Transitional Kindergarten Through Grade Twelve Video Series



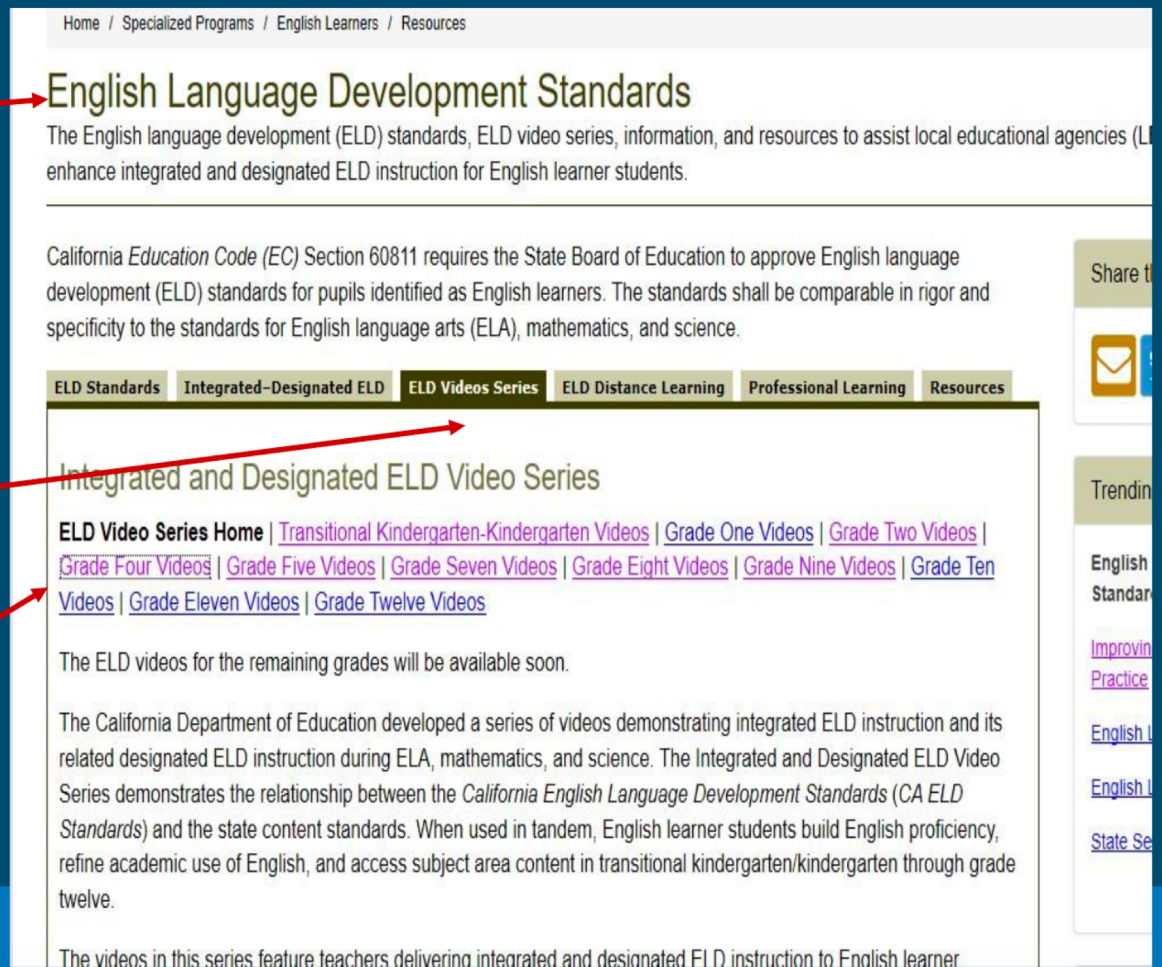
# ELD Video Series

- Collection of videos
- Demonstrate integrated and designated ELD instruction
- 21 CDE produced videos
- 21 Curated videos
- Accompanying resources
- Guidance



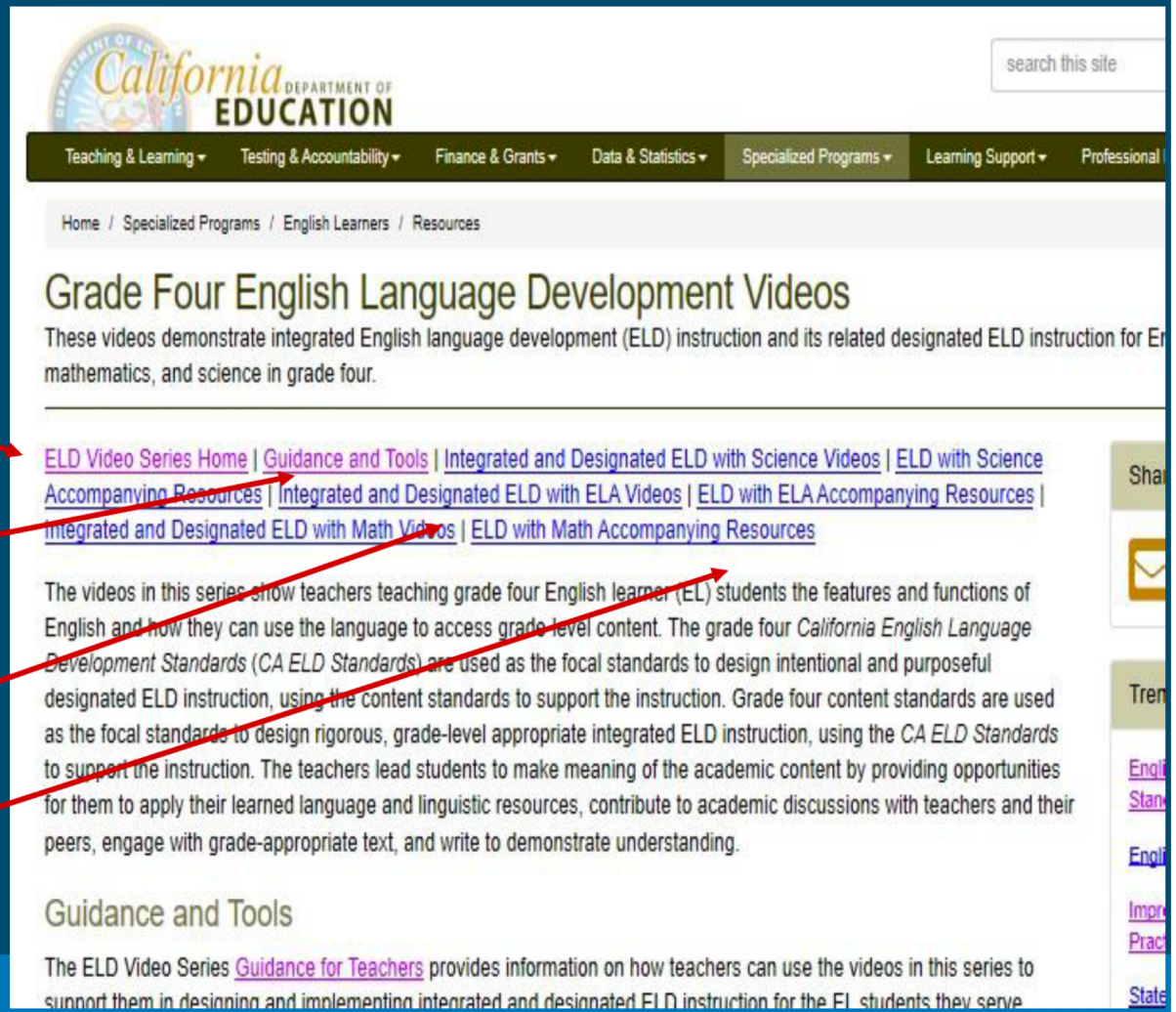
# Where are the ELD Videos Located?

- Visit the CDE ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp
- Click the **ELD Video Series** tab
- Links to ELD videos by grade level



# ELD Videos Web Page

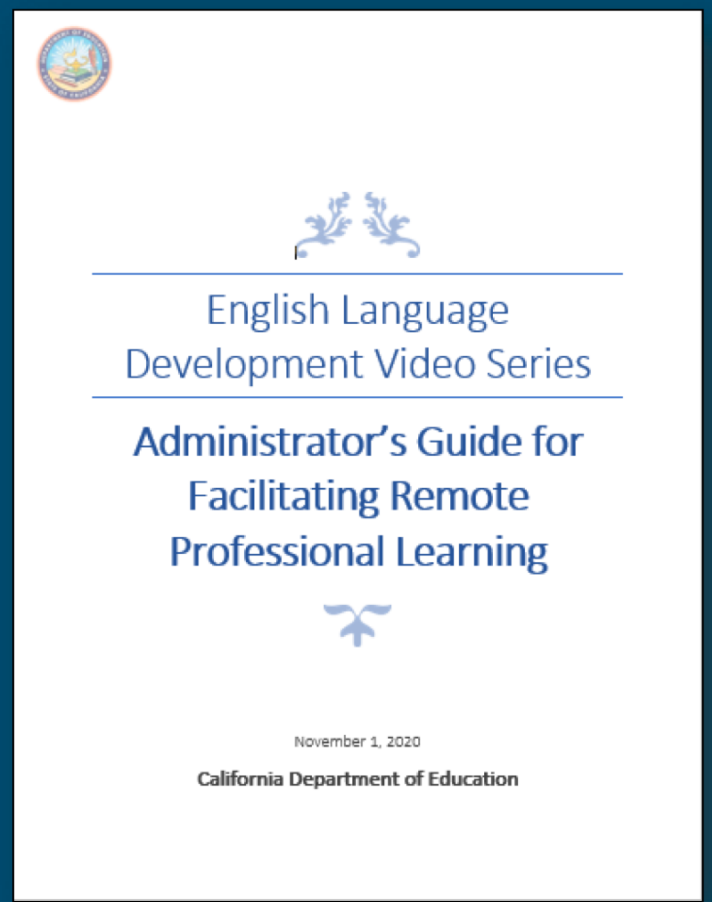
- Anchor Links to web page contents
- ELD Video Series Home
- Guidance and Tools
- Integrated and designated ELD videos
- Accompanying Resources



# ELD Video Series Professional Learning Guide

*ELD Video Series: Administrator's Guide for Facilitating Remote Professional Learning*

- Available with the materials for today's meeting
- Will be posted with the ELD video series



# English Language Development Video Series

# Administrator's Guide for Facilitating Remote Professional Learning

November 1, 2020

**California Department of Education**

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# Upcoming Webinars

- January 19, 2021
- February 2, 2021
- February 23, 2021
- March 9, 2021
- March 30, 2021



California Department of Education

**Integrated and Designated English Language Development Video Series**

Webinar Series

The Language Policy and Leadership Office in the Multilingual Support Division will host a series of webinars on the **Integrated and Designated English Language Development (ELD) Video Series**. The webinars are designed to support educators in using the ELD Videos Series in professional learning settings.

**Integrated and Designated ELD Video Series Webinar Dates and Times**

**January 19, 2020**: ELD Video Series Overview, 3:30–4:30 p.m.

**February 2, 2021**: Engaging in Professional Learning Using Grades Nine Through Twelve ELD Videos, 3:30–4:30 p.m.

**February 23, 2021**: Engaging in Professional Learning Using Grades Seven Through Eight ELD Videos, 3:30–4:30 p.m.

**March 9, 2021**: Engaging in Professional Learning Using Grades Four Through Six ELD Videos, 3:30–4:30 p.m.

**March 30, 2021**: Engaging in Professional Learning using Transitional Kindergarten/Kindergarten–Grade Three ELD Videos, 3:30–4:30 p.m.

Information regarding the ELD Video Series and webinars is available on the California Department of Education ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp#video.

https://www.cde.ca.gov/sp/el/er/eldstandards.asp#video

padlet

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# Comprehensive English Language Development (ELD) Resources for LEAs

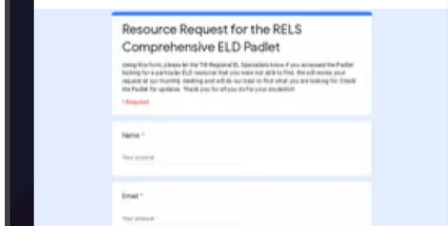
Created by the California Regional English Learner Specialists - https://www.cde.ca.gov/sp/el/t3/coeleadscontactlist13.asp

## Legend for Color Coding

Resources for Distance Learning

Resources for Hybrid Instruction

Google Form - Request for Additional ELD Resources on Padlet




Resource Request for the RELS Compre...
Using this form, please let the TIII Region...
google docs

## ELD Guidance

Tony Thurmond ELD Guidance Letter to the field




Designated and Integrated ELD - Letters ...
Dear County and District Superintendent...
ca

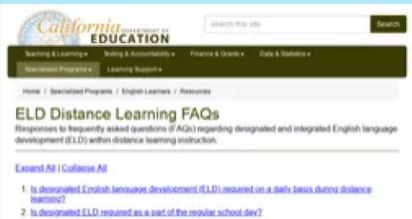



colleague-el-201501
PDF document

## ELD COVID-19 Guidance

ELD Distance Learning FAQs

Responses to frequently asked questions (FAQs) regarding designated and integrated English language development (ELD) within distance learning instruction.




ELD Distance Learning FAQs
Is designated English language develop...
ca

CISC ELA/ELD Subcommittee Distance and Blended Learning Resources

## Integrated ELD

English Learner Toolkit of Strategies




3 10 2020 Toolkit331 3
PDF document
padlet drive

Teaching Multilingual Learners Online in the California Context




## Designated ELD (Elementary)

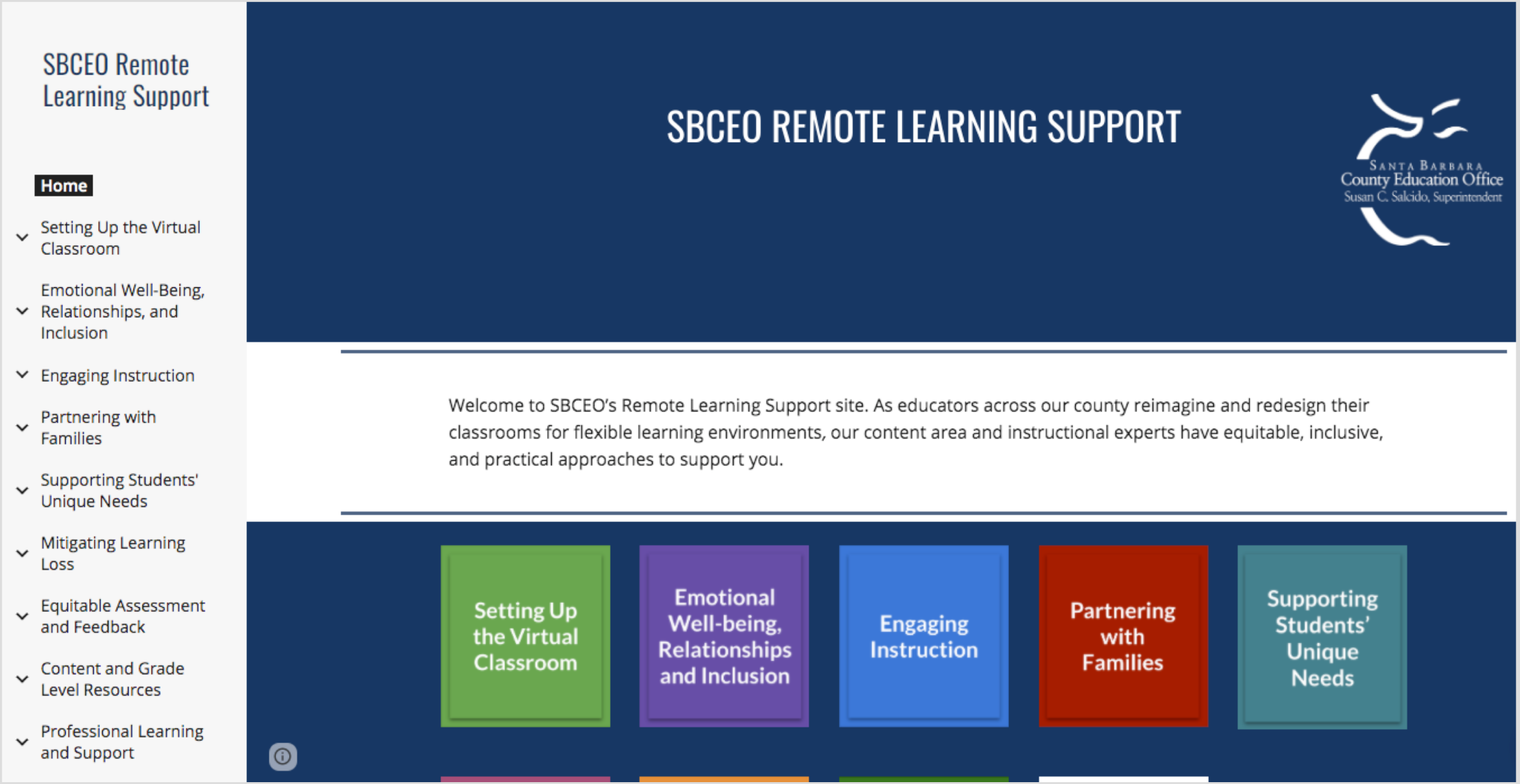
English Learner Toolkit of Strategies




3 10 2020 Toolkit331 3
PDF document
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Implementation Support Videos

A Compilation of Videos Aligned with the ELA/ELD Framework.




https://tinyurl.com/sbceoremote

# Important CDE Listservs

Send a blank email to:

- **Assessment Spotlight:** subscribe-caaspp@mlist.cde.ca.gov
- **Local Control Funding Formula:** join-LCFF-list@mlist.cde.ca.gov
- **COVID-19 Updates from the CDE:** join-covid19-update@mlist.cde.ca.gov
- **State and Federal Program Directors:** join-state-and-federal-programs-directors@mlist.cde.ca.gov
- **English Learner Updates:** join-english-learner-updates@mlist.cde.ca.gov




**NEXT MEETING: JANUARY 29, 2021**