Teaching and Learning to Meet Student Needs

California Practitioners’ Guide for Educating English Learners with Disabilities
Deborah E. Montoya Ed. D
Lupita Olguin Rubio
Vanessa Lopez Mendoza

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Lupita Olguin-Rubio  
SELPA Coordinator  
(760) 312 - 6180  
lolguin@icoe.org

Dr. Deborah E. Montoya  
SELPA Senior Director  
(760) 312 - 6417  
dmontoya@icoe.org

Vanessa Lopez  
SELPA Coordinator  
(760) 312 - 6199  
vanessa.lopez@icoe.org
Students in LCFF Student Groups with IEPs, 2018–19

Low Income
- With IEPs: 13%
- Without IEPs: 87%

Foster Youth
- With IEPs: 28%
- Without IEPs: 72%

English Learner
- With IEPs: 28.6%
- Without IEPs: 71.4%

Source: CALPADS Fall 1
Who are ELs with Disabilities?

**English language learner(s) (ELL):** Students of a national-origin-minority who are limited in English language proficiency (United States Department of Education, Office for Civil Rights, 2016). The acronym ELL or ELLs, is used to refer to students whose home/native language is any language other than English, and who are in the process of learning academic English (CDE, 2015).

**Student(s) with a disability (SWD):** A student who has been formally identified as having a disability in one or more of the 13 disability categories as indicated in IDEA (IDEA, 2004). A SWD is a student whose disability adversely affects their learning, such that special education services and/or related services are required and necessary for the child to make educational progress (IDEA, 2004).
Languages Spoken by English Learners in California, 2017–18

Source: 2017–18 CALPADS
Who are ELs & SWD?

- SWD and ELLs are the fastest growing and lowest performing subgroup of students in California (Education Data Partnership, 2016).
- California Assessment of Student Performance and Progress (CAASPP) results for English/language arts and Mathematics demonstrate that the subgroups of ELLs and SWD respectively, continue to trail over 10 points behind their English only, nondisabled peers (CDE, 2017a).

41.9%ELs, Imperial County
Section 1- Identification of ELs, MTSS, and Pre-referral Interventions

Section 2- Pre-referral and Referral, Assessment, and IEP Process

Section 3- Educational Programs and Instructional Strategies

Section 4- Proposing Exit from Special Education Services

Section 5- Reclassification from EL Status
Please Note:

The guidance provided in the California Practitioners’ Guide for Educating English Learners with Disabilities is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory.

See California Education Code (EC) Section 33308.5.
“This chapter focuses on effective teaching and learning practices for English learners with disabilities, all aimed at ensuring that students have opportunities to make academic, English language, and social-emotional learning progress.”
Questions Addressed in This Chapter

For Teachers
• How can I best meet the unique academic, English language development, disability-related, and social-emotional learning needs of my students who are English learners with disabilities?

• How can I use my students’ individualized education program (IEP) goals to inform my instructional practice?

For Administrators
• How will I know if students who are English learners with disabilities are receiving the instruction they need?

• What does quality instruction for English learners with disabilities look like?

• How can I support my teachers to provide this instruction, and how will I know if their instruction is effective?
Focus on a Few Things
Critical Features of Teaching and Learning
Context for Learning:
- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually Challenging Context
Core Classroom Practices
You are here
Standards
Focused
Lesson
Planning
California educators share the belief that English learners with disabilities, like all students, are able to attain these content standards and that they will need specialized support to do so.
“All English learners with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD. **Both integrated and designated ELD are part of English learners’ core instruction**.”
You are here
Integrated and Designated ELD
Find x.
As a comprehensive approach to English Language Development, the ELA/ELD Framework for California Public Schools states:

“English learners 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.” (p. 119)
Integrated and Designated ELD

**Integrated ELD** is regular class time where teachers with ELs in their classrooms use the 2012 ELD Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

**Designated ELD** is a protected time during the regular school day when teachers use the 2012 ELD Standards as the focal standards. *This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.*
Integrated ELD:
- lesson driven by content demand with necessary language support in line w/ ELD standards
- all day long above & beyond D-ELD
- any and all standards
- content & language objectives
- ELD standards used in tandem w/ content standards

Designated ELD:
- language taught is connected to language needs in content areas
- ELD standards are focal standards
- language objective
- Development of English Language not dependent upon a “program”
- rigorous content
- qualified teacher across disciplines daily
- specified time of day; protected time
- ELs grouped by proficiency level
- address specific demands of proficiency levels

ELD standards support for ELs
ELD standards used in tandem w/ content standards
ELD
Disability
Related
Services
Figure 1.1.
Relationship of ELPAC Performance Levels and ELD Standards Proficiency Levels

<table>
<thead>
<tr>
<th>ELPAC Performance Level</th>
<th>ELD Standards Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: Minimally Developed</td>
<td>Emerging — requires substantial linguistic support</td>
</tr>
<tr>
<td>Level 2: Somewhat Developed</td>
<td>Expanding — requires moderate linguistic support</td>
</tr>
<tr>
<td>Level 3: Moderately Developed</td>
<td>Expanding and bridging — requires moderate to light linguistic support</td>
</tr>
<tr>
<td>Level 4: Well-Developed</td>
<td>Bridging — requires light linguistic support</td>
</tr>
</tbody>
</table>

Source: California Department of Education, ELPAC Academy PowerPoint (ELPAC Academy, Fall 2017).

Sec. 1. Chapter 1, pg. 22
Not to be confused with “language of instruction,” is always an option for English learners and can be used at any time to provide equal access to teaching and learning tasks.

Examples of primary language support include:
• explaining instructions for a learning task in the student’s primary language, as needed;

• providing a written translation for a learning task (e.g., a math problem-solving task);

• drawing students’ attention to cognates in their primary language; and

• inviting students to speak or write in their primary language, as appropriate to the learning task.
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#### Figure 7.11.
Types of Accommodations for English Learners with Disabilities

<table>
<thead>
<tr>
<th>Traditional Classrooms</th>
<th>UDL Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changes in timing or scheduling</strong></td>
<td>• Uses primary language in speaking and/or writing</td>
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<tr>
<td>• Extended time (e.g., to allow for limited dexterity; to allow students to use bilingual dictionaries and process information in primary language)</td>
<td>• Uses large lined paper or computer for written work</td>
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<td>• Frequent breaks (e.g., to avoid physical discomfort)</td>
<td>• Responds in braille</td>
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<td>• Dividing assignment over several sessions (e.g., to avoid eye strain or frustration)</td>
<td>• Uses a recording device to record or play back questions, passages, and responses</td>
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<tr>
<td><strong>Changes in setting or environment</strong></td>
<td>Behavioral strategies</td>
</tr>
<tr>
<td>• Specialized furniture (e.g., adjustable height desk to allow for wheelchair)</td>
<td>• Use of culturally responsive behavioral management techniques appropriate for the learner</td>
</tr>
<tr>
<td>• Preferential seating (e.g., close to white board to support low vision or to be free from distractions)</td>
<td>• Reinforce self-monitoring and self-recording of behaviors</td>
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<tr>
<td>• Stabilization of instructional materials (e.g., book holder to support weak fine motor skills)</td>
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<tr>
<td><strong>Changes in how the curriculum is presented</strong></td>
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<tr>
<td>• Varied lesson presentation using multisensory techniques (e.g., photos, graphics, real objects, videos)</td>
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<tr>
<td>• Use of student’s primary language (e.g., in a bilingual classroom setting or through the strategic use of the primary language in English medium classrooms)</td>
<td></td>
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<tr>
<td>• Use of culturally relevant and responsive curriculum and materials (e.g., culturally relevant books)</td>
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<tr>
<td>• Use of American Sign Language (ASL)</td>
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<tr>
<td>• Provision of audio and digital versions of texts</td>
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<tr>
<td>• Provision of tactile resources, such as physical models and raised maps</td>
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What does it look like?
Lesson Tuning Protocol

**Figure 7.12 (pg. 333)**

**Lesson Tuning Protocol**

**Purpose:** This is an opportunity to share ideas and collectively refine, or tune, a lesson, which contributes to everyone’s professional growth.

**Roles:** Each team member has the same role for each tuning session. Team members will switch roles at the next meeting.

- **Sharer:** Shares the lesson
- **Feedback Givers:**
  - Facilitator: Maintains focus on the task
  - Time-keeper: Keeps time and gives “times almost up” warnings
  - Recorder: Records notes

**Norms:**

1. Speak your truth
2. Listen carefully
3. Value different perspectives
4. Presume positive intent
5. Be compassionate and supportive

**Materials:** A copy of the lesson for each team member. The protocol.

**Protocol:** 45 min. session

- The Facilitator briefly reviews the protocol, schedule, and norms. (1 min.)

- The Sharer describes classroom context and individual case study students (including English learners with disabilities). (2 min.)

- The Sharer describes their lesson, including why they are doing it, what they hope students will learn, how they are supporting their case study students, what they anticipate happening during the lesson, and how they will know if the lesson accomplished its goals. (10 min.)
You are here
Focus on a Few Things
“...ensuring the academic success, linguistic progress, and social-emotional well-being of English learners with disabilities is a shared responsibility of all members of the school system. Working together with parents and families, school and district professionals can promote educational equity by ensuring that all English learners participate in the highest quality teaching and learning experiences.”

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Let’s Connect You to Resources

https://www.icoe.org/index.php/selpa/el-swd
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Tweet us at @el_swd

Phone us at 760.312.6419