Effective Understanding of
Designated ELD and Integrated ELD
through Collaboration and Interaction

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Agenda

● **Expectations**

● **ELD Standards Overview and Activity**
  Table Groups place Language of the ELD Standards “cards” under appropriate Communicative Mode (Collaborative, Interpretive, and Productive) and Proficiency Strand (Emerging, Expanding, Bridging).

● **Designated ELD and Integrated ELD**
  Sorting Activity to identify the Key Features

● **Teacher Voices (video)**
  Teachers share how they get to know their EL Students

● **Interviews with Long Term ELs (video)**

● **“Juan’s Journey with Designated ELD and Integrated ELD” (video)**

● **Strategies to support ELs and Long Term ELs**

● **Reflection with Q & A**
Expectations

- Our goal is to provide a practical and personalized understanding of Designated ELD and Integrated ELD through Collaboration and Interaction.
Antelope Valley Union High School District 2016-17
Total EL Enrollment: 2,313

Source: CDE DataQuest - June 6, 2016

Office of Student Support & Intervention, AVUHSD

Source: CDE DataQuest - June 6, 2016
## Long Term ELs 2016-17
### Antelope Valley UHSD

<table>
<thead>
<tr>
<th>Sites</th>
<th>Total Enrollment</th>
<th>Number of ELs per school site</th>
<th>Percentage of ELs among all students</th>
<th>LTEls per school site</th>
<th>Percentage of LTEls per school site</th>
<th>ELs Redesignated (RFEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antelope Valley HS</td>
<td>1821</td>
<td>283</td>
<td>15.5%</td>
<td>239</td>
<td>84%</td>
<td>66 (24.5%)</td>
</tr>
<tr>
<td>Desert Winds HS</td>
<td>747</td>
<td>60</td>
<td>1%</td>
<td>59</td>
<td>98%</td>
<td>4 (3.2%)</td>
</tr>
<tr>
<td>Eastside HS</td>
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<td>10.9%</td>
<td>224</td>
<td>88%</td>
<td>44 (18.8%)</td>
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<tr>
<td>Highland HS</td>
<td>2931</td>
<td>265</td>
<td>9%</td>
<td>206</td>
<td>78%</td>
<td>38 (15%)</td>
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<tr>
<td>Knight HS</td>
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<td>322</td>
<td>83%</td>
<td>33 (7.8%)</td>
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<tr>
<td>Lancaster HS</td>
<td>2307</td>
<td>148</td>
<td>6.4%</td>
<td>114</td>
<td>77%</td>
<td>32 (19.2%)</td>
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<tr>
<td>Littlerock HS</td>
<td>1537</td>
<td>265</td>
<td>17.2%</td>
<td>183</td>
<td>69%</td>
<td>38 (14.4%)</td>
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<tr>
<td>Palmdale HS</td>
<td>2688</td>
<td>388</td>
<td>14.4%</td>
<td>296</td>
<td>76%</td>
<td>82 (18.1%)</td>
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<tr>
<td>Quartz Hill HS</td>
<td>3063</td>
<td>87</td>
<td>2.8%</td>
<td>66</td>
<td>76%</td>
<td>10 (1.2%)</td>
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<tr>
<td>Phoenix HS</td>
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<td>10</td>
<td>12.3%</td>
<td>10</td>
<td>100%</td>
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<tr>
<td>R. Rex Parris HS</td>
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<td>18.1%</td>
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<td>100%</td>
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<tr>
<td>On Site Continuation</td>
<td>481</td>
<td>71</td>
<td>15%</td>
<td>71</td>
<td>100%</td>
<td>0</td>
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<tr>
<td>SOAR High School</td>
<td>403</td>
<td>4</td>
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<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Number</strong></td>
<td><strong>22064</strong></td>
<td><strong>2312</strong></td>
<td><strong>10.5%</strong></td>
<td><strong>1879</strong></td>
<td><strong>81%</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

Source: CDE DataQuest - June 6, 2016
### ELD Proficiency Levels:

**Emerging**

1. **Exchanging information/ideas**
   Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.

**Expanding**

1. **Exchanging information/ideas**
   Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.

**Bridging**

1. **Exchanging information/ideas**
   Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

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**ELD Proficiency Levels**

- **Beginning**
- **Early Intermediate**
- **Intermediate**
- **Early Advanced**
- **Advanced**
Progression of Language Development in Three Modes of Communication

- **Collaborative**
  - Workshop:
  - Listening & Speaking

- **Interpretive**
  - Interpretive Workshop
  - Reading Comprehension

- **Productive**
  - Productive Workshop
  - Writing focus
Activity

Place the ELD mini-cards (Language of the Standards) in the appropriate Communicative Mode (color): **Collaborative, Interpretive, and Productive**

**Section 1:** 2-page “At a Glance” overview

**Section 2:** Grade level standards by proficiency levels
Activity Scenarios

• EL Student Scenario is based on the ELD Standards

• Each scenario features a focus English Learner student engaged in an activity based on a Communicative Mode from the ELD Standards.

• TASK: After reading each scenario, choose the correct:

A. Communicative Mode
   ➢ Collaborative   Interpretive   Productive

A. English Language Proficiency Level
   ➢ Emerging       Expanding      Bridging

Strands - Language of the Standards (Refer to your ELD Standards)
In her English 9 class, Geena (who is a Long-Term EL) writes a response for a task elicited from the story, *The Most Dangerous Game*. Her teacher asks students to write a Survival Guide about the island in the story. The task requires students to write informational text that describes the island and possible dangers.

Frustrated with her teacher’s directions and expectations, Geena writes short informational descriptive sentences and struggles to write the first paragraph. While the teacher briefly stops at Geena’s desk to remind her to use key vocabulary and appropriate text organization, Geena nods quietly, as if she understands. However, she continues to write short sentences that are not informational text and does not appear motivated with the task.

A. What **Communicative Mode** describes this scenario?

B. Identify Geena’s **Proficiency Level** and the **Language of the Standards** for this scenario?
Diana is a 12th grade English Learner student. She arrived in the United States from El Salvador, three years ago. She was in the Early Intermediate ELD class during 10th grade, and has made significant academic progress. The EL Coordinator and Guidance Dept. agree she may need a 5th year in order to meet graduation requirements. She is currently enrolled in a grade level English 12 class.

In her English 12 class, Diana sits in the outer-circle of a Socratic Seminar. She observes her classmates in the inner circle communicate with confidence, cite evidence from the text, and respond with spontaneous conversations. When she rotates to the inner-circle, Diana overcomes her nervousness to participate, and provides counter-arguments with appropriate use of academic vocabulary. While she cannot negotiate or persuade others with open-responses and a variety of learned phrases, she speaks with a growing number of learned phrases, such as “I see your point, but…..”

A. Which **Communicative Mode** best describes Diana’s participation during the Socratic Seminar?

B. Identify Diana’s **Proficiency Level** and the **Language of the Standards** that best define her participation during the Socratic Seminar.
What is Designated ELD?

Designated ELD is provided by skilled teachers during the regular school day for ELs at a targeted time, based on English language proficiency levels and English language learning needs.

California Department of Education (2014) Chapter 2
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

Source: Magdalena Ruz Gonzalez, “Integrated ELD and Designated ELD: Both not Or,” 2015, LACOE
Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs.

California Department of Education (2014), Overview of the Standards English Language Arts/English Language Development Framework for California Public Schools:

Source: Magdalena Ruz Gonzalez, “Integrated ELD and Designated ELD: Both not Or,” 2015, LACOE
Designated ELD

Designated ELD is provided during the regular school day for ELs at a targeted time, based on English language proficiency levels and English language learning needs.

Integrated ELD

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs.

Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction.

California Department of Education (2014), Overview of the Standards English Language Arts/English Language Development Framework for California Public Schools:
What does the ELA/ELD Framework say?

“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

Source: Magdalena Ruz Gonzalez, “Integrated ELD and Designated ELD: Both not Or,” 2015, LACOE
# Sorting Activity

**Designated ELD and Integrated ELD**

<table>
<thead>
<tr>
<th>Features of Designated ELD Class</th>
<th>Features of Designated &amp; Integrated</th>
<th>Features of Integrated ELD Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Office of Student Support & Intervention, AVUHSD
Key Features of Designated ELD and Integrated ELD

Figure 2.23 Essential Features of Designated ELD Instruction

1. Intellectual Quality: Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.

2. Academic English Focus: Students’ proficiency with academic English and Literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards is the main focus of instruction.

3. Extended Language Interaction: Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.

4. Focus on Meaning: Instruction predominately focuses on meaning, connecting language demands of ELA and other content areas, and identifies the language of tasks and tasks critical for understanding meaning.

5. Focus on Forms: Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.

6. Planned and Sequence Events: Lessons and units and carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.

7. Scaffolding: Teachers contextualize language instruction, build on background knowledge and provide the appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.

8. Clear Lesson Objective: Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.

9. Corrective Feedback: Teachers provide students with judiciously selected corrective feedback in language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

10. Formative Assessment Practices: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

Essential Features of Integrated ELD Instruction

1. Interactive and Engaging: Provide opportunities to learn by collaborating with peers to read texts, talk about texts, and engage in meaningful interactions with peers, such as locating interesting information together. (p. 63)

2. Meaningful and Relevant: Make literary experiences more relevant to students’ interests, everyday life, and important current events. (p. 63)

3. Intellectually-Rich and Challenging: Promote higher-order thinking skills and interdisciplinary approaches that integrate the use of technologies, inquiry, and problem-based learning. (p. 60)

4. Build on Prior Knowledge: Linking what a student is learning or saying to previous or prior knowledge to learning to come (preview). (p. 103)

5. Scaffolding: Teachers contextualize language instruction, build on background knowledge and provide the appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time. (p. 117)

6. Focus on Content Knowledge and Academic English: Content teachers with ELA in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and their own content standards. (p. 106)

7. Value Primary Language: Primary language is a valuable resource that enhances learning of English through cross-language transfer of language and literacy skills. (p. 105)

The ELD/ELD Framework was adopted by the California State Board of Education on July 16, 2014. The ELD/ELD Framework © 2014 by the California Department of Education, Chapter 2, Page 117, Figure 2.23.
# Key Features of Designated ELD

<table>
<thead>
<tr>
<th>Feature</th>
<th>Sample Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive and Engaging</td>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td></td>
<td>Partner Teacher</td>
</tr>
<tr>
<td></td>
<td>30 Second Speech</td>
</tr>
<tr>
<td></td>
<td>Give One-Get One</td>
</tr>
<tr>
<td>Meaningful and Relevant</td>
<td>Journal Prompt Discussion</td>
</tr>
<tr>
<td></td>
<td>News/Web articles</td>
</tr>
<tr>
<td></td>
<td>Project Based Learning</td>
</tr>
<tr>
<td>Intellectually Rich and Challenging</td>
<td>Primary Source Documents</td>
</tr>
<tr>
<td></td>
<td>Original Text with Adapted Text</td>
</tr>
<tr>
<td>Build on Prior Knowledge</td>
<td>KWL Charts</td>
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<tr>
<td></td>
<td>Short video clips</td>
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<td></td>
<td>Guest speakers</td>
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<td></td>
<td>Jigsaw reading</td>
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<td>Intentional Scaffolding</td>
<td>Audio &amp; Visual Supports</td>
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<td></td>
<td>Graphic Organizers</td>
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<tr>
<td></td>
<td>Customized Sentence</td>
</tr>
<tr>
<td></td>
<td>Writing Frames</td>
</tr>
<tr>
<td>Focus on Content Knowledge and Academic English</td>
<td>ELD Standards are part of learning objectives for lessons</td>
</tr>
<tr>
<td>Value of Primary Language</td>
<td>Primary language supports are utilized when necessary</td>
</tr>
</tbody>
</table>
“Effective instructional experiences for ELs throughout the day and across the disciplines:”

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Quality</td>
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<tr>
<td>Extended Language Interaction</td>
<td>Students have ample opportunities to communicate in English. Opportunities for listening and speaking are thoughtfully planned.</td>
</tr>
<tr>
<td>Focus on Meaning</td>
<td>Instruction predominantly focuses on meaning, connecting language demands of ELA and other content areas.</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Teachers contextualize language instruction, build on background knowledge and provide the appropriate levels of scaffolding.</td>
</tr>
<tr>
<td>Clear Lesson Objective</td>
<td>Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.</td>
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A. What **Communicative Mode** describes this scenario?

B. Identify Geena’s **Proficiency Level** and the **Language of the Standards** for this scenario?

C. During **Designated ELD**, what **instructional guidance** would you offer the teacher to support Geena?
ELD Standards

Scenario #3

Diana is a 12th grade English Learner student. She arrived in the United States from El Salvador, three years ago. She was in the Early Intermediate ELD class during 10th grade, and has made significant academic progress. The EL Coordinator and Guidance Dept. agree she may need a 5th year in order to meet graduation requirements. She is currently enrolled in a grade level English 12 class.

In her English 12 class, Diana sits in the outer-circle of a Socratic Seminar. She observes her classmates in the inner circle communicate with confidence, cite evidence from the text, and respond with spontaneous conversations. When she rotates to the inner-circle, Diana overcomes her nervousness to participate, and provides counter-arguments with appropriate use of academic vocabulary. While she cannot negotiate or persuade others with open-responses and a variety of learned phrases, she speaks with a growing number of learned phrases, such as “I see your point, but….”

A. Which **Communicative Mode** best describes Diana’s participation during the Socratic Seminar?

B. Identify Diana’s **Proficiency Level** and the **Language of the Standards** that best define her participation during the Socratic Seminar.

C. How would **Integrated ELD** strategies benefit Diana? What **instructional guidance** would you offer the teacher?
Teacher Voices: Understanding English Learners and Integrated ELD

Partner Work:

● How do you get to know your EL students?

● Identify Key Features of Integrated ELD (handout)
  ◦ Refer to your handout as you watch the video.
Long Term ELs

**LTEL** is defined \([EC\ 313.1(a)]\) as an **EL**:  
• Six or more years in the US school system  
• English language proficiency level remains the same for two or more consecutive years, based on the CELDT exam.  
• Scores Far Below Basic (FBB) or Below Basic (BB) on the English-language arts (ELA) standards-based assessment.
Interviews with Long Term ELs

How can Integrated ELD support Long Term English Learners?

Office of Student Support & Intervention, AVUHSD
Juan Orellana’s Background

• Age: 16
• Country of Origin: El Salvador
• Initial Year in USA: 5/8/2014
• Length of Time in US School: 2 years
• Grade: 11

• CELDT Level: Beginning
  • Listening: Beginning
  • Speaking: Beginning
  • Reading: Beginning
  • Writing: Beginning

• Lexile: Beginning Reader (0)

Office of Student Support & Intervention, AVUHSD
Juan’s Journey with Designated ELD and Integrated ELD
Strategies

● Explaining
  ◦ Show and Tell
  ◦ Visual Aids
  ◦ Repeat verbatim before rephrasing
  ◦ Avoid giving instructions “in the air”

● Examples
  ◦ Modeling
  ◦ Peer Review
  ◦ Share non-examples
  ◦ Visual Aids (color coded)

Reflect -- how do you explain assignments and give examples in your class? What tools are needed to implement these strategies to the next level?

Basic, but our students need it!

Office of Student Support & Intervention, AVUHSD

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Building Relationships

● Capturing Kids’ Hearts
  ◦ Greeting at the door
  ◦ Good Things
  ◦ Launches
  ◦ Affirmations

● “Cordial Nosiness”
  ◦ -Federico Apodaca

● Student Background
  ◦ Native country
  ◦ Time in the USA
  ◦ Interests
  ◦ Family background

● Mindful of stepping on cultural toes.
  ◦ -Shawna Clark
Session Evaluation and Reflection

https://goo.gl/LpqYqD

Thank you for your participation!
Acknowledgements

Federico Apodaca  Algebra, Palmdale High School, AVUHSD

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Henry Cardenas  U.S. History, Palmdale High School, AVUHSD

Shawna Clark  Agriculture and Biology, Palmdale High School, AVUHSD

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                                                “Integrated ELD and Designated ELD: Both not Or,” 2015

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