Reaching for the Framework

Learn how one high school district is reshaping their EL Program to become more aligned to the ELA/ELD Framework.

Jose Aguirre
Irene Martinez Sanchez
Jen Rasmussen
Linda Vivo
Jamie Lee, Ed.D.
Who are we?
Jamie Lee, Ed.D., Orange Glen High School

World Traveler, Polyglot, Exchange Student Host
Linda Vivo, San Pasqual High School

- SDSU - Spanish, Social Science, Chicanx Studies, BCLAD
- 15 years as an educator - Spanish, World History, U.S. History, AVID Teacher and Coordinator, ELD, Biology Cluster Collab, SE Math 2 Collab
- EL TOSA
Irene Martinez Sanchez, San Pasqual High School

ELD Teacher - EL TOSA at San Pasqual High School

20 years classroom practitioner

30 plus years in public education as a:

- Parent / Grandparent
- Bilingual Aide
- Noon Duty Aide
- Mini Corps Migrant Tutor
- Mini Corps Recruiter
Jose Aguirre,  
Orange Glen High School

- Bilingual Instructional Assistant (BIA)
- Assistant Wrestling Coach (JV & Girls)
- After School Boxing coach
- B.S. Health Science from CSU-San Marcos
- Obtaining Teaching Credential through SDSU with an emphasis in Science
Jennifer Elbert- Rasmussen  
San Pasqual High School  

- Math 1 Collab Teacher, ELD 1 Attendance Supervisor  
- 23 years EUHSD experience  
- EL Program Research Facilitator (SDCOE), Parent Involvement Coordinator, Music, Spanish, EL, Math, HiSet, career goals and exploration teacher  
- M.A.T.L.(Masters in Teaching Languages), MA(Education), BA (Spanish and International Relations)  
- Immigrant family community programs organizer  
- Bluegrass musician  
- Mom!  
- Passionate about helping student have a successful future
1) Select 3 important events from your life:
   a) One (1) from your past,
   b) One (1) from your present,
   c) One (1) aspiration for your future.
2) Fist pump around the round until music stops, then share one event using a complete sentence.
3) Repeat two (2) more times.
Who are our students?
ESCONDIDO UNION HIGH

Student Population
Explore information about this district’s student population.

Over 250 graduates earning SSB in 2018

46 languages represented

LEARN MORE
Enrollment
7,467
View More Information

LEARN MORE
Socioeconomically Disadvantaged
72%

LEARN MORE
English Learners
15.9%

LEARN MORE
Foster Youth
0.3%

(Emerging Multilinguals)

(Resilient Overcomer)
Emerging Multilinguals (English Learners) in EUHSD 2018-2019

- 4-year monitoring requirement
- ELs are 30% newcomer and 70% LTEL
What are our structures?
EUHSD Network of Support for English Learners (ELs) Enrolled in ELD: Integrated ELD (iELD), Designated ELD (dELD), and other Support Staff

**iELD Social Science Teacher**
Provides instructional supports for English Learners to access the core curriculum. Works collaboratively with dELD and iELD teachers to support shared students.

**iELD Science Teacher**
Provides instructional supports for English Learners to access the core curriculum. Works collaboratively with dELD and iELD teachers to support shared students.

**Bilingual Instructional Assistants (BIAs)**
Support students in iELD science, iELD social science, and dELD courses and communicate to assigned teachers about student progress.

**Counselors**
Ensures students are placed correctly and helps with support and communication for and about English Learners. Monitors ELs and RFEPEs (within the last 4 years) through Elevation.

**ELD 1, 2, & 3 Teacher**
Provides designated English language development instruction. Works collaboratively with iELD teachers to support shared students.

**Collab Sheltered Math**
Provides instructional supports for English Learners to access the core curriculum. Works collaboratively with dELD and iELD teachers to support shared students.

**Bilingual Assessment Technicians (BATs)**
Intakes newcomer students and assists in monitoring ELs’ progress through Elevation. Reaches out to and is available for teachers to discuss and document student progress as necessary.

**Other Support Staff**
The English Learner Specialist, Assistant Principal over ELs, Academic Dean, and Instructional Coaches/TOSAs are all available for additional student and teacher support.

**iELD Electives/Other Teachers**
Provides instructional supports for English Learners to access the core curriculum. Works collaboratively with dELD and iELD teachers to support shared students.

**Health**

**Math**
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.
**Past**
- ELD 1-2-3-4
- ELD Seminar
- ELD and ELA Paring
- Sheltered Classes
- ELTEL and NewComers

**Present**
- ELD 1-2-3
- ELD 2-3 & Clusters
- ELD Math Literacy
- Sheltered Math
- ~6 BIAs per site
- DRS Meetings
- Cluster Lesson Study in Content
- Standards Based Grading Piloting
- Language Acquisition Program
- Standards Driven Curriculum in process

**Future**
- Standard Based Curriculum
- Standard based Grading
- Full inclusion in Cluster Classes
- Standard Aligned Assessments
- Collaboration ELD and Cluster program
Cluster Program Rationale for the Work

Emerging Multilinguals (aka English Learners or ELs) at all English proficiency levels and all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.

California ELA/ELD Framework
Content “Cluster” Program

● Goal
  ○ Equitable access for Newcomers to content courses toward A-G and high school graduation completion

● Organization
  ○ ELD Designated Levels 2 and 3
  ○ Social Science and Science
  ○ Proportionally reduced class sizes

● Support
  ○ Bilingual Instructional Assistants (BIA)
  ○ DSC Professional Learning
  ○ EL TOSA
Content “Cluster” Program

Program Description

- Small teachable clusters (8-10 sts) of newcomer English Learners are placed into these courses alongside with English speaking peers
- Regular core content courses in Social Science, Science and in some cases, Health.
- Common targets for language development that can be reinforced throughout the curriculum.

Placement Criteria

Criteria:
- Enrolled in ELD 2 or 3
- Been in the US at least, or close to, a full year (No 1 year newcomers)
- SIFE students placed thoughtfully according to appropriate level

Course

- ELD Cluster in the Core (Sheltered instruction)
- Funding: LCAP Supplemental/Concentration for reduced class size and the teacher.
Example: Social Science
Language Objective: Students will be able to justify opinions with sufficient, detailed and relevant textual evidence. (ELD Standard: Part I.C.11)
Content “Cluster” Program: Preliminary Findings

Passing Core A-G Courses with C or better
What are our services, supports, and programs?
New Program Models

- SIFE Electives
  - Language and Culture
  - ELD Math Literacy

- Math I & Math II

SIFE Class sizes = 12-15 average
In addition to ELD 1 courses

Math SE Class sizes = Up to 30
ELD 1 & 2
“Students with 2 or more years of Interrupted Formal Education”
SIFE - Language and Culture

- Developed by ELD team at San Pasqual High School after assessing transitional needs of students
- Gives students extra English practice in a variety of contexts
- Allows students time to practice strategies and structures from different content areas to prepare them for future classes
- Addresses need for students to understand school setting and new cultural norms

Teacher-Created
Student-Driven
More time to adjust to U.S. school
Culture-Centered
SIFE - Language and Culture - Cultural Norms

- Overtly teachers new cultural norms while respecting and honoring the cultural norms of the students heritage and background

- Examples
  - Comparisons of Time
  - Comparisons of academic grades
  - Comparisons of register and different types of communication
  - Slang
1. Students will be able to use educational related technology (E-mail, attachments, google docs, portfolios, power points, student view, social media, etc.)
2. Students will be aware of cultural norms and how to apply them in a variety of situations and places
3. Students will acquire skills for personal and educational future short and long term planning and goals
4. Students will understand and navigate educational and community programs and resources available to them.
5. Students will acquire communication skills to make meaning and express needs in target language with music, mindfulness, language exchanges, current events
6. Students will explore content area topics via experiments labs and field trips to support Academic Language.
SIFE (ELD) Math Literacy

- Small Classroom Setting
- Math Teacher uses Math I book as a guide and supplemental materials
- Skills are taught to prepare students for Math 1 the following year
- Math 1 Collab teachers and SIFE Math teacher collaborate for investigations

Quadratic Formula

\[ x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \]
SIFE (ELD) Math Literacy

- Placement
  - Student academic history
  - Math placement test
  - Math 1 teacher assessments
  - SIFE criteria

- Placement Team: Math 1 collaborative teachers, counselor, SIFE Math teacher, and district personnel help guide any changes and adjustments to placement
Math Collab(oration): Past

- Previous ELD students had a 75-85% failure rate
- May have passed General Math class (Elective Credit) but would not make it to graduation
- Math + Math Support double block
- Newcomers and LTEL’s
Math Collab(oration) Now

- Now for our Newcomer ELD students we have a 92.5% passing rate
- Newcomer students from Various countries and linguistic backgrounds
- Math 1 Collab, Math 2 Collab offered currently for Newcomers
Math Collab(oration) Now

- Math teacher, ELD teacher (aka. Language Specialist), and Bilingual Instructional Aide
- Teachers must be Flexible
- ELD Teacher slows math teacher down and helps with language and math scaffolding
- Two teachers gives time to help students with challenges (social-cultural)
- Gives time for small group remediation
## Sample Cluster
### Student Schedule

<table>
<thead>
<tr>
<th>Per</th>
<th>Term</th>
<th>Section ID</th>
<th>Course</th>
<th>Teacher</th>
<th>Room</th>
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<tbody>
<tr>
<td>2S</td>
<td>2S</td>
<td>2525-21</td>
<td>2525 - AEROBICS</td>
<td>Brown, L.</td>
<td>G5</td>
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<td>2</td>
<td>2S</td>
<td>2258-01</td>
<td>2258 - MATH 2 B (P) (SE)</td>
<td>Prieto Prieto, T.</td>
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<td>5</td>
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<td>6</td>
<td>2S</td>
<td>3419-SE10</td>
<td>3419 - WORLD HISTORY B P</td>
<td>Graeber, J.</td>
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</tbody>
</table>
Bilingual Instructional Assistants (BIAs)

Strategies to Support Students in a Classroom Environment

“Draft Purpose: BIAs increase the success of our Emergent Multilingual Students/English Learners by supporting their learning of content and language, as well as providing social/emotional support as needed; they foster independence in students through the gradual release of supports”
**Past**
- 1 BIA per site
- On-the-job training
- No follow-up during the year

**Present**
- Approx 6 BIAs per site
- Full, half, and summer day trainings at the district
- HOLA Training
- BIA TOSA
- Monthly Formal Meetings
- Participate as ELPAC Administrators
- Placement is co-created

**Future**
- Formalize protocols
- Add more hours and flexible schedules
- Prep-time for Cluster Teachers and BIAs
# How to Purposefully Incorporate Bilingual Aides Into Our Lessons

## Teacher’s Responsibilities to the Bilingual Aide
- Communicate overview of unit lessons
- Communicate overview of day’s lesson with detailed instructions for aide (during warm-up? Beginning of class...)
- Communicate any changes to lessons

## Bilingual Aide’s Responsibilities to the Teacher
- Communicate any change in their schedule
- Communicate any concerns (academic, health, social-emotional...) about Multilinguals with teacher
- Follow instructions with fidelity and ask for clarification when confused
- Does not deviate from instructions or add personal commentary

## Teacher’s Responsibilities to the Emerging Multilinguals
- Create meaningful, relevant, and rigorous lessons that will progressively lead to student learning of standards
- Incorporate language objectives into lessons
- Embrace and capitalize on L1s
- Provide valuable and efficient scaffolds
- Purposefully incorporate bilingual aides into lessons
- Set norms and expectations that foster an inclusive environment

## Bilingual Aide’s Responsibilities to the Emerging Multilinguals
- Convey to understanding of teacher’s routines and expectations
- Work as a bridge between teacher and Emerging Multilinguals, school and Emerging Multilinguals
- Demonstrate patience and positive attitudes
- Help foster an inclusive environment

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For more information on this handout, visit our CABE page to download documents.
# EUHSDLearns
# EUHSDTeam
# EmergingMultilinguals

## How are Bilingual Instructional Assistants Supported?

### Example of BIA Schedules

<table>
<thead>
<tr>
<th>BIA</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
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<tbody>
<tr>
<td>Gloria Damian</td>
<td>US History 912</td>
<td>Math 2 SE 205</td>
<td>ELD 1 Rasmussen</td>
<td>Ems Gov Phillip</td>
<td>SpEd/Glaude</td>
<td>ELD 1 Rasmussen</td>
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<tr>
<td>6-hour LCAP 8:20-12</td>
<td>Anderson</td>
<td>Viro-Prieto (no Th)</td>
<td>Rasmussen</td>
<td>Phillip</td>
<td></td>
<td>Rasmussen</td>
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<tr>
<td>Emily Arias</td>
<td>Wild Hist Crim</td>
<td>Wild Hist Crim</td>
<td>ELD 2 Viro</td>
<td>ELD 3 Viro (Th only)</td>
<td>ELD 2 Viro</td>
<td>ELD 1 Rasmussen</td>
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<tr>
<td>Adrian Garcia</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>3.5-hour Title III</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>9:20-1:30 M-W,F</td>
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<tr>
<td>9:20-1:30 T</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9:20-1:30 W</td>
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<tr>
<td>Rosalla Sanchez</td>
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<td>3.5-hour Title III</td>
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<tr>
<td>9:20-1:30 M-F</td>
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<td>9:20-1:30 T</td>
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<td>9:20-1:30 W</td>
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<tr>
<td>Christian Martinez</td>
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<tr>
<td>3.5-hour LCAP 7:30-11</td>
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<tr>
<td>Diana Jaco</td>
<td>Math 1 109</td>
<td>Lang &amp; Cult 313</td>
<td>ELD 1 Rasmussen</td>
<td>ELD 1 Rasmussen</td>
<td>ELD 1 Rasmussen</td>
<td>ELD 3 313 Sanchez</td>
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<tr>
<td>3.5-hour Title III</td>
<td>Duran/Rasmussen</td>
<td>8:20-12 (M-W, Fr)</td>
<td>8:20-12:30 (Th)</td>
<td>8:20-12:30 (Th)</td>
<td>8:20-12:30 (Th)</td>
<td>8:20-12:30 (Th)</td>
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**SPHS Semester B 2018 – 2019**
**Incorporate Bilingual Instructional Assistants into Lessons for Emerging Multilingual/English Learner Students**

<table>
<thead>
<tr>
<th>Whole Class Strategies</th>
<th>Group Strategies</th>
<th>One on one strategies</th>
</tr>
</thead>
</table>
| ● BIA takes notes DURING lesson.  
  ○ Model of proper use of English Language writing  
  ○ Immediate model of how to document learning using notes  
● BIA Checks for Understanding  
  ○ BIA can correct, direct, or provide immediate clarification if needed | ● Stations-- Same topic different activity  
● Support of EMs in Contributing to Group Work  
● Guided practice of the skills taught by the teacher. | ● Extended skill practice  
● Re-reading material for comprehension  
● Organization  
● Reviewing Assessment |
EL TOSAs

EL TOSAs...

- Add their own flavor to the support for the teachers at each site.
- Act as a liaison between the district and sites, and help keep the progress of our English Learners at the forefront of everyone’s instruction.
Student Goal: Students will learn English through exploration of your own culture and identity

Teacher Goal: Teachers will facilitate language acquisition through engaging students in learning about their own culture and exploring their personal identity.
Summer Language Academy

#EUHSDLearns fun for everyone!
Future Growth & Goals

Need for Designated (dELD) for non-Newcomers or LTELs
- Higher Level Math Cluster (Math 3 or Math 4)
- Transitional programs for students exiting ELD to ensure academic language support
- Student led parent teacher conferences → lead to deeper parent engagement
- Continued administrative support for lower cluster class sizes
- Collaborative work between ELD and cluster programs to ensure students are learning language in content and are supported to further generalize the language in other contexts
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Jen Rasmussen - jrasmussen@euhsd.org
Irene Martinez Sanchez - isanchez@euhsd.org
Jamie Lee - jlee@euhsd.org