Properly Identifying English Learners in an Ever-Changing Accountability System

Patricia Karlin
Antonio Mora
Outcomes

Participants will:
1) Understand the importance of having a process for identifying ELs from an assets perspective.
2) Explore their process and reflect on areas of strength and next steps for improvement.
Immersion Video

Yes - yes, it's important.
California English Learner Roadmap

Developing English learner (EL) students’ linguistic and academic capacities is a shared responsibility of all educators across the system.

Principle 1: Assets-Oriented and Needs-Responsive Schools
- School climate is inclusive and safe
- Instruction is responsive
- Language development is integrated across curriculum
- Instructional materials support intellectual engagement and language development
- Assessments are culturally and linguistically valid
- Capacity-building fosters systemic EL support
- Learning is aligned across grades and systems
- Schools provide extra time and support for EL students
- School system has a coherent approach to EL learning

Principle 2: Intellectual Quality of Instruction and Meaningful Access
- Educators have high expectations for EL students
- EL students have access to language support and development programs and language development
- Instruction is scaffolded
- Home language is used as a foundation

Principle 3: System Conditions that Support Effectiveness
- Instruction is responsive
- Language development is integrated across curriculum
- Instructional materials support intellectual engagement and language development
- Assessments are culturally and linguistically valid
- Capacity-building fosters systemic EL support
- Learning is aligned across grades and systems
- Schools provide extra time and support for EL students
- School system has a coherent approach to EL learning

Principle 4: Alignment and Articulation Within and Across Systems
- School climate is inclusive and safe
- Instruction is responsive
- Language development is integrated across curriculum
- Instructional materials support intellectual engagement and language development
- Assessments are culturally and linguistically valid
- Capacity-building fosters systemic EL support
- Learning is aligned across grades and systems
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- School system has a coherent approach to EL learning
EL Roadmap Video
English Learner Roadmap

Principle 1

Assets-Oriented And Needs-Responsive
Values for Educating Language Learners

1. Valuing Language and Culture as Assets
2. Ensuring Equity in Intellectual Richness
3. Building Content Knowledge and Language in Tandem
4. Attending to Specific Language Needs
5. Integrating Domains of Communication
6. Providing Appropriate Scaffolding
7. Evaluating Progress Appropriately
8. Sharing the Responsibility

(Anstrom, and others 2010; Genesee, and others 2006; George Washington University Center for Equity and Excellence in Education 2009; Understanding Language 2013)
"Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn’t on motivation but on improving their brainpower and information processing skills."

- Zaretta Hammond in Education Week Teacher
My Name, My Identity Campaign

https://www.mynamemyidentity.org/
Process Mapping

“If you can’t describe what you are doing as a process, then you don’t know what you are doing.”

--W. Edwards Deming

What is our common practice?
Process Mapping

**What it is:** A visual representation of the steps that come together to produce a particular outcome.

**Why we use it:** Makes the implicit visible & fosters shared understanding of current practice that can then be analyzed and improved.
Sample of an EL “Profile”:
Chula Vista School District

Chula Vista Elementary School District
Student Language Profile

Grade: ; Room: ; Lang Class: ELs only; Instructional Program: All Students; Entry Range: -

<table>
<thead>
<tr>
<th>School: XXXXX</th>
<th>Room: XXX</th>
<th>Teacher: XXXXX</th>
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<tbody>
<tr>
<td>Student ID</td>
<td>Name</td>
<td>Grade Gender</td>
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<tr>
<td>XXXX</td>
<td>XXXX, XXXX</td>
<td>5 F Y White</td>
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<tr>
<td>1st CA Enroll:</td>
<td>1st US Enroll:</td>
<td>District Entry:</td>
</tr>
<tr>
<td>XXXX</td>
<td>XXXX</td>
<td>Comm Lang: English</td>
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<tr>
<td>Language</td>
<td>Lang Class</td>
<td>Inst Program</td>
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<tr>
<td>Spanish</td>
<td>EL</td>
<td>SEI</td>
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<td>Initial LAS English:</td>
<td>Initial LAS Foreign:</td>
<td>X XXXXX</td>
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<td>Foreign Reading:</td>
<td>Foreign Writing:</td>
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<table>
<thead>
<tr>
<th>ELPAC Level</th>
<th>Assess Type</th>
<th>Listening</th>
<th>Speaking</th>
<th>Oral PL</th>
<th>Oral SS</th>
<th>Reading</th>
<th>Writing</th>
<th>Written PL</th>
<th>Written SS</th>
<th>Overall PL</th>
<th>Overall SS</th>
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<td>2017-18</td>
<td>Summative</td>
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<td>3</td>
<td>3</td>
<td>1504</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>Lan/Spk PL</th>
<th>Lan/B pk SS</th>
<th>Listen PL</th>
<th>Listen SS</th>
<th>Spoke PL</th>
<th>Spoke SS</th>
<th>Read PL</th>
<th>Read d SS</th>
<th>Write PL</th>
<th>Write SS</th>
<th>Overall SS</th>
<th>Progress</th>
<th>Expected</th>
<th>vs Actual</th>
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<td>2013-14i</td>
<td>3</td>
<td>440</td>
<td>3</td>
<td>437</td>
<td>3</td>
<td>344</td>
<td>2</td>
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<td>428</td>
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<td>2014-15</td>
<td>4</td>
<td>491</td>
<td>4</td>
<td>479</td>
<td>3</td>
<td>356</td>
<td>5</td>
<td>458</td>
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<td>479</td>
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<td>2015-16</td>
<td>5</td>
<td>560</td>
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<td>489</td>
<td>4</td>
<td>488</td>
<td>4</td>
<td>509</td>
<td>5</td>
<td>521</td>
<td>1</td>
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<tr>
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<td>4</td>
<td>489</td>
<td>4</td>
<td>534</td>
<td>3</td>
<td>496</td>
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<td>520</td>
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<td>-2</td>
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<table>
<thead>
<tr>
<th>CAASPP Level</th>
<th>E/LA AL-SS</th>
<th>Read</th>
<th>Write</th>
<th>Listen</th>
<th>Inquiry</th>
<th>Math AL-SS</th>
<th>Problem Solving</th>
<th>Concepts</th>
<th>Communication</th>
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<td>2017-18</td>
<td>4-2501</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3-2489</td>
<td>3</td>
<td>2</td>
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</table>
Prototyping a “PELP”: Personalized English Learner Plan

- Would require detailed examples of each level

<table>
<thead>
<tr>
<th>English Learners Can...</th>
<th>EMERGING Early</th>
<th>EMERGING Exit</th>
<th>EXPANDING Early</th>
<th>EXPANDING Exit</th>
<th>BRIDGING Early</th>
<th>BRIDGING Exit</th>
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<tbody>
<tr>
<td><strong>Collaborative</strong></td>
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<tr>
<td>● Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases.</td>
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<td>● Use basic social conventions to participate in conversations.</td>
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<tr>
<td><strong>Examples</strong></td>
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<tr>
<td>Point, act, mimic</td>
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<tr>
<td>“Get off” “What’s it?” “Go!” “Grunt” “Umm” “My!” “No!”</td>
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<tr>
<td>Yes/No? What? Maybe?</td>
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<td>“Okey” “Alright” “Ok”</td>
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<tr>
<td>“Please” “Thanks” “You?” “Me!” “They” “Here” “Oh” “There” “Oh”</td>
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<tr>
<td>“Have you seen?” “I saw” “I’ve seen” “I will” “I will see”</td>
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<td>“I am...” “I have...” “I did...” “I did this” “I did that”</td>
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<td><strong>Feeling/Adjective</strong></td>
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<td>“Is she...” “Verb-ing?” “She was...” “Verb-ing” “She is...” “Verb-ing”</td>
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<td>“We are...” “Verb-ing” “We are...” “Verb-ing” “We are...” “Verb-ing”</td>
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<td><strong>Adjective</strong></td>
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<td>... “Adjective verb” “Adjective”</td>
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<td>“The” “The plural noun” “NOUN” “Adjective” “Adjective”</td>
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<td>“Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing” “Verb-ing”</td>
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<td><strong>Simple Sentences</strong></td>
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<td>Phrase w/other common verbs - progressive</td>
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<td>Short Sentences w/simple present tense</td>
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<td>Simple Compound Sentences</td>
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<td><strong>Complex Sentences</strong></td>
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<td>Short Compound Sentences</td>
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<td><em>These are the easiest to solve.</em></td>
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**Note:** The table and examples provide a structured approach to understanding the levels of English proficiency. Each level builds upon the previous one, incorporating more complex grammatical structures and vocabulary. The goal is to facilitate effective communication and encourage ongoing learning in both academic and non-academic settings.
EL Responsive Planning

Interim (Quarterly)

“PELP”:
- Include a profile
- Individualized
- Driven by Proficiency Level Descriptors
- Examined every three months

Weekly/Daily

“Profile + Snapshot”:
- Include a profile
- Individualized
- Driven by specific English Language Development standards
- Examined at least weekly
Process Map Mechanics

Arrows show the direction/flow of the process

Start of the process → Step in the process → Decision Point (Y/N)

Yes → Step in the process

No → End of the process

Select Boundaries for the process

Close all loops. Make sure every path takes you to another step in the process.
Mapping your Process

- Using the “Process Map Mechanics” handout; roughly map out your school/district/charter’s process for English learner support
DATA
“A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.”
Why Is the Use of Data Important?

- Conduct a quick partner conversation
- What rationale do you have for why and how we collect and analyze data?
Types of Data

Quantitative
- Academic Information
- Testing
- Demographics
- Actions

Qualitative
- Observations
- Interviews
- Surveys
Multilingual Education and Global Achievement Dashboard - Demo

SESSION:
“Effectively Analyzing English Learner and Multilingual Student Progress”

DATE / TIME:
Friday, March 22 / 1:30pm - 4:30pm

LOCATION:
Renaissance Long Beach - Pike 2
Reflective Questions

What do we have in place within our system to identify and support English Learners?

What are our areas of growth?

What strengths can we build on?

What supports are needed both internally and externally?
This issue of *Focus on English Learners* draws on the research base from the California English Learner Roadmap and the English Language Arts/English Language Development Framework to explore central components to comprehensive English language development (ELD) instruction: integrated and designated ELD.
Issue 1: Knowing Your Students

Issue 2: ELPAC

Issue 3: Research-based Instructional Practices for Writing
Resources

- Focus on English Learners
- EL Roadmap (English)
- EL Roadmap (Spanish)
- EL Roadmap Palm Card (English)
- EL Roadmap Palm Card (Spanish)
Contact Information

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