Discover Successful Approaches to Designated ELD that Responds to YOUR Students Needs

Jennifer Clinkscales & Heather Skibbins
The Approach

**SEAL addresses English Learner needs at all levels** — practice, research, policy and advocacy — to create long-term systemic changes.

**PRACTICE**

We partner with schools over multiple years to train teachers in research-based pedagogy, spark cross-school collaboration, and build internal coaching and leadership capacity to support English Learners.

**RESEARCH**

We conduct research in classrooms, pilot new approaches, and publish insights to advance the field’s understanding of what works for English Learners.

**POLICY & ADVOCACY**

We engage district leaders, educators and other education stakeholders, using our research, practice, and analysis to connect them to opportunities to advocate for policies that centralize the needs of English Learners.
Our Impact

50,000 Students reached
1,600 Teachers trained

- 132 Preschool Classrooms
- 113 Elementary Schools
- 24 Preschool LEAs
- 24 School Districts

Preschool LEA
School District
SEAL’s Comprehensive Change Strategy

Student Achievement

Teacher professional development and collaboration

Family partnership

System (articulation, consistency)
How does ELD make you feel?
How do you formatively assess your dual language learners’ language levels and progress?
Scaffolding Language in a Bilingual Classroom

Dynamic relationship between Spanish Instruction, Integrated ELD, and Designated ELD
Formative Assessment Strategy: Oral Language Analysis (OLA)

Short-Cycle minute to minute daily weekly
Oral Language Analysis (OLA)

Purpose:
• Formative assessment
• Designated ELD source – “In Response To”
• Provide evidence of gaps in language production

Mechanism:
• Small group: 1-4 students
• Homogeneous English Learners
Step 1: Select the Artifact

Examples:
- Draw and Label
- Narrative
- Graphic Organizer
- Dialogic Read Aloud
Step 2: Craft Prompt

- **Open-ended** (allows for multiple responses)
- Drives towards **Enduring Understandings/Guiding Questions**
- Necessitates the use of **artifact as a resource**
- Elicits key **language function**
Step 2: Craft Prompt

Example

Thematic Unit: Westward Expansion

Artifact: Westward Expansion Overview

Language Function: Cause and Effect

Prompt: How did Westward Expansion affect different groups of people?
Step 3: Small Group Dictation

Reflect & take notes:
What is the teacher doing to gather dictation from each student?
How did Westward expansion affect different groups of people?

The westward expansion affected other people because of the Oregon Trail. Caused people to get there to claim their free land. The Trail of Tears. The affect was that some of them died on the trail and cried because their family members died and they left them behind and that’s why it’s called the Trail of Tears.

Andrew Jackson, and the one that wanted to take away the land for they can have more land and then the trail of tears began and Andrew Jackson moved the N.A. out, they made everything possible so they can leave.

Samantha

Edwin M.

Anthony Ortiz Gutierrez
Prompt: Describe what you see happening in the photo.

Describe what you see happening in the photo.

The lady are holding signs. They are marching. The black people are protesting. The people want the freedom. Lots of people are in the street. Activists are fighting for equal rights.

Jimmy

Yesenia

Mateo

Ana
Step 4: Analysis & Planning for D-ELD

*THE MOST IMPORTANT STEP!

Be thinking about:

What you see/hear teachers doing as they analyze the OLA

The role of the ELD standards
Step 4: Analysis & Planning for D-ELD

*THE MOST IMPORTANT STEP!

**Collaborate** with colleagues

**Celebrate** areas of student strength

**Look** for areas to deepen English proficiency

**Identify** key ELD standards

**Design** a series of mini-lessons for D-ELD
CA ELD Standards
Aligned to the Common Core ELA

LANGUAGE MODES
I. Interacting in Meaningful Ways
   - Collaborative
   - Productive
   - Interpretive

LANGUAGE PROCESSES
II. Learning How English Works
   - Structuring Cohesive Texts
   - Connecting and Condensing Ideas
   - Expanding and Enriching Ideas

Emerging
Expanding
Bridging

III. Using Foundational Literacy Skills
### Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts

#### Part III: Using Foundational Literacy Skills

<table>
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<th>Foundational literacy skills in an alphabetic writing system</th>
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<td>● Print concepts</td>
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<tr>
<td>● Phonological awareness</td>
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<tr>
<td>● Phonics and word recognition</td>
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<td>● Fluency</td>
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</table>

See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:

Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.

● Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).

● Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).
Opportunities for Cross Language Connections

Tell me about paleontologists and the tools they use.

They have hammers, brushes and un tornillo. The shovel of the paleontologist, they use for dig.

Escribe. The camera. He say, “cheese.”

He seeing a rock. He using computer to go get a note.

The brush for clean the rock.

Dulce David Américo

6/24/18
La llave de la maestra Lopez es dorada.
Los zapatos de David son fabulosos.
El cabello de Allison es largo.

Los fósiles de Mary Anning cambiaron el mundo.
Let’s practice!

1. Read the OLA
2. Notice areas of strengths, approximations and where we can deepen language.

Describe the characteristics of mallard ducks and what we can learn from them.

What do ducks eat? Ducks have beaks. The ducks do upending to find some food in water. Birds have feet to swim. Birds fly. Birds lay their eggs for they can be comfy and hatch. A duck have a beak to eat.

Jesus
Pamela
Nicole
<table>
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<th>Strengths</th>
<th>Approximations</th>
<th>Corrections/Transformations/Deepening Proficiency</th>
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<td>Vocabulary: doll, house</td>
<td>The use of pronoun “they”</td>
<td>Overuse of “and” and “for they can…”</td>
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<td>“The Westward Expansion affected other people because…” “The affect was that…” (reference the prompt directly)</td>
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<td>Condensing and combining ideas with expanded vocabulary</td>
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<th>ELD Standards</th>
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<td>Designated ELD</td>
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Formative Assessment

How did Westward expansion affect different groups of people?

The Westward expansion affected other people because of the Oregon Trail. Caused people to get there to claim their free land. The Trail of Tears. The affect was that some of them died on the trail and died because their family members died and they left them behind and that’s why it’s called the Trail of Tears. Andrew Jackson, and the one that wanted to take away the land. For they can have more land and then the Trail of Tears began and Andrew Jackson moved the N.A. out; they made everything possible so they can leave.
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<th>Oral Language Analysis - Planning Template</th>
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<tr>
<td><strong>Example:</strong> Vocabulary: doll, house</td>
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<td>● “The Westward Expansion affected other people because...” “The affect was that....”(reference the prompt directly)</td>
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<td><strong>Example:</strong> Her put the doll in the house.</td>
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| ● Overuse of “and”

**In response to**

| **Example:** She put the doll in the house. |
| ● Condensing and combining ideas with expanded vocabulary

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<td>I.C.10: Writing</td>
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<td>II.B.6. Connecting Ideas</td>
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<tr>
<td>Language Function: Cause and Effect</td>
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<tr>
<td>Search for sentences with combined ideas – hunt for connectors</td>
</tr>
<tr>
<td>Cut up sentence game with connector words (kids recombine sentences)</td>
</tr>
<tr>
<td>Students write one idea in a sentence.</td>
</tr>
<tr>
<td>Students work together to combine their sentences</td>
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6. Connecting ideas
Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*) or to make a concession (e.g., *She studied all night even though she wasn’t feeling well*).
Analyzing the OLA Collaborative Conversation

1. What are they doing well?
2. What grammatical aspects can you work on?
3. What are opportunities to enhance their language?
4. What are some opportunities for Cross Language Connections?
Final Share

Please share with the group:

I learned...

I feel inspired to...

I’m curious about...