



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

Jennifer Clinkscales & Heather Skibbins





SEAL
Jennifer Clinkscales
Program Specialist



SEAL
Heather Skibbins
Associate Director

The Approach

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



PRACTICE

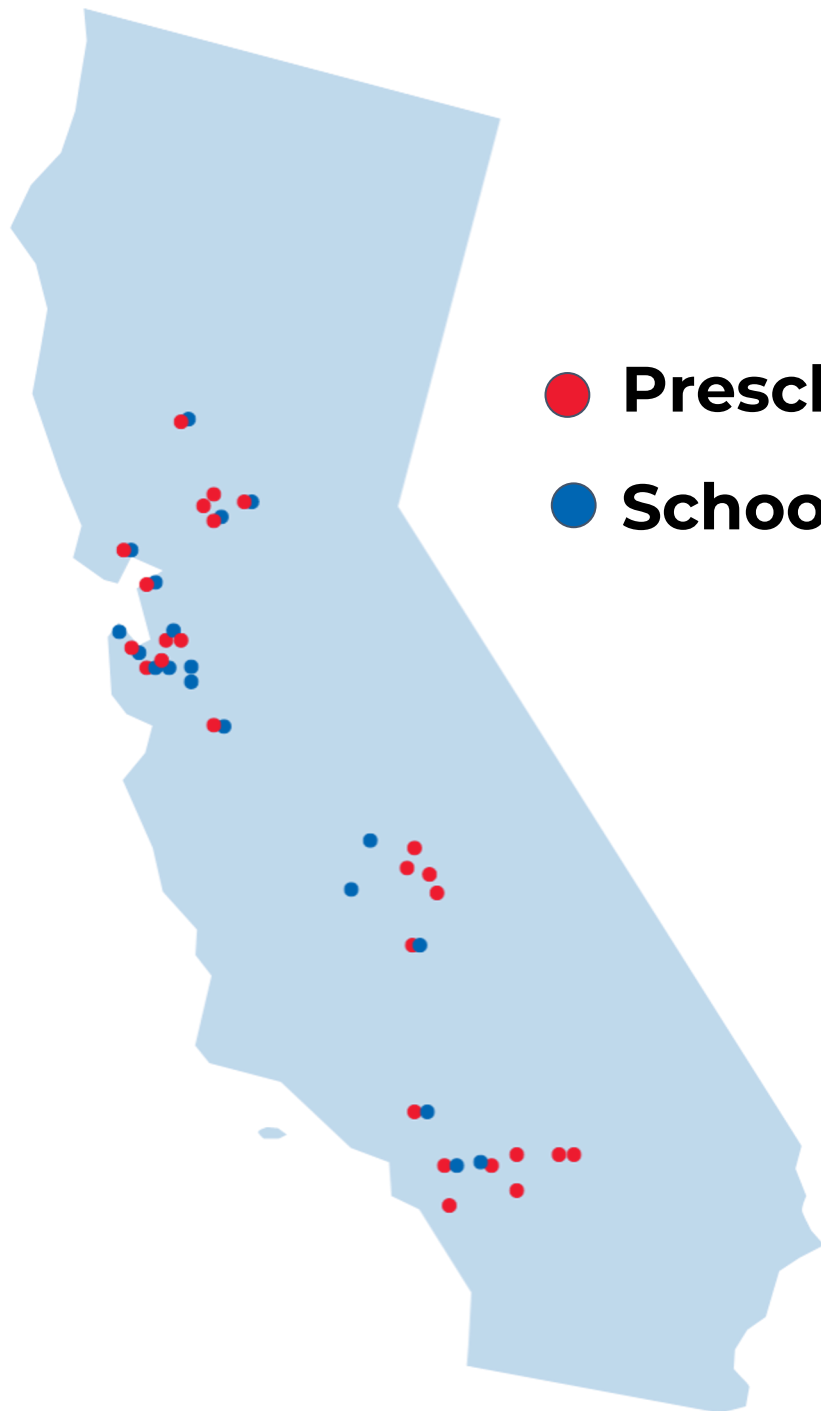
We partner with schools over multiple years to train teachers in research-based pedagogy, spark cross-school collaboration, and build internal coaching and leadership capacity to support English Learners.

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.



- **Preschool LEA**
- **School District**

Our Impact

50,000

Students reached

1,600

Teachers trained

132

Preschool
Classrooms

113

Elementary
Schools

24

Preschool
LEAs

24

School
Districts

SEAL's Comprehensive Change Strategy

Student
Achievement



Teacher
professional
development
and
collaboration

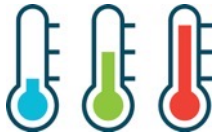


Family
partnership



System
(articulation,
consistency)





Temperature Check

How does ELD make you feel?

1



2



3



4



5



6



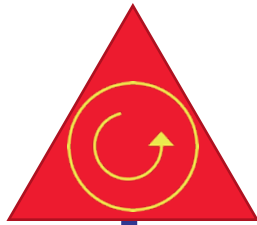
7



8



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

Integrated
Spanish

Integrated
ELD

Designated ELD

Short-Cycle
minute to minute
daily
weekly

Formative Assessment Strategy: Oral Language Analysis (OLA)



Oral Language Analysis (OLA)

Purpose:

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

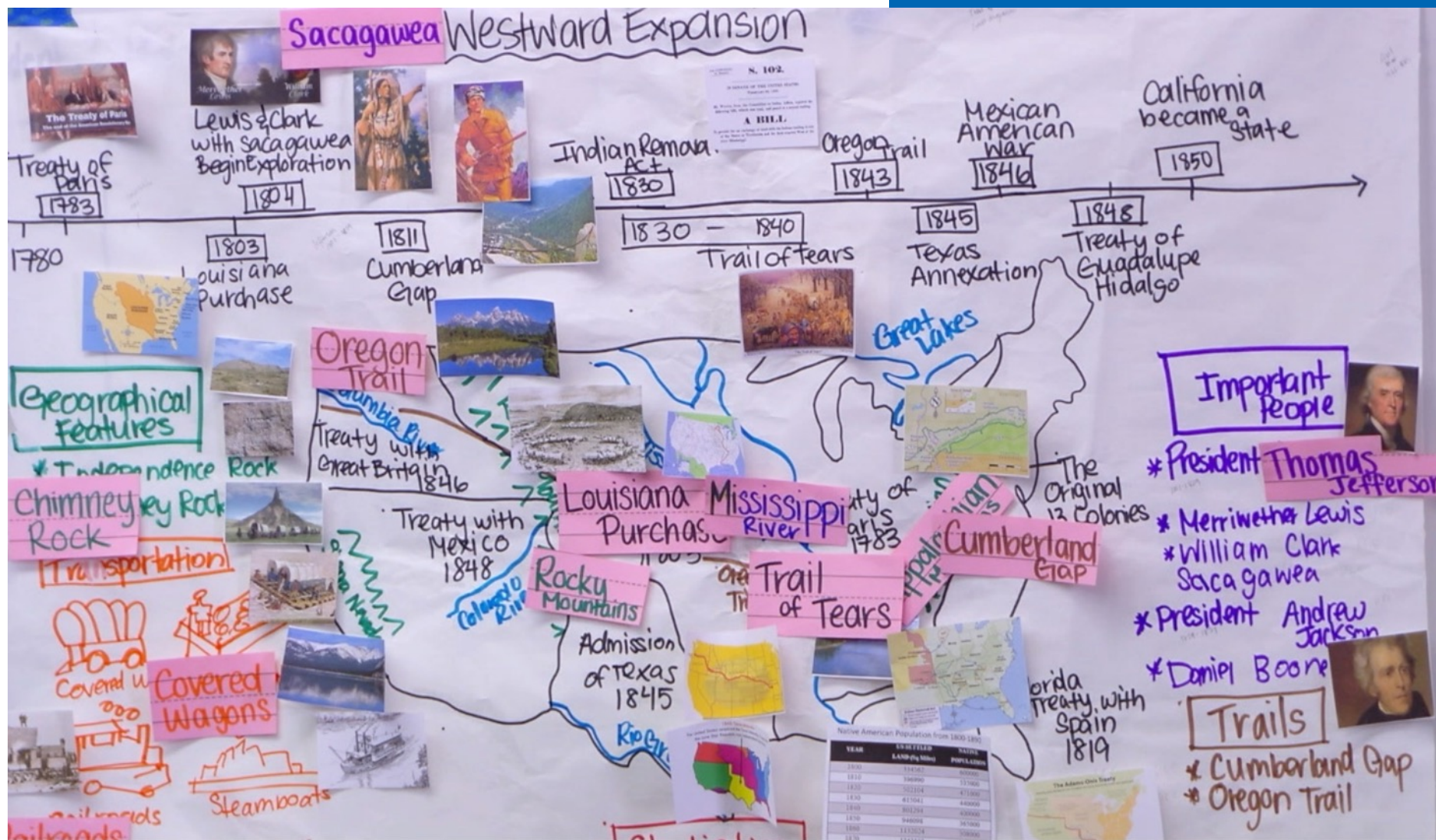
Mechanism:

- Small group: 1-4 students
- Homogeneous English Learners

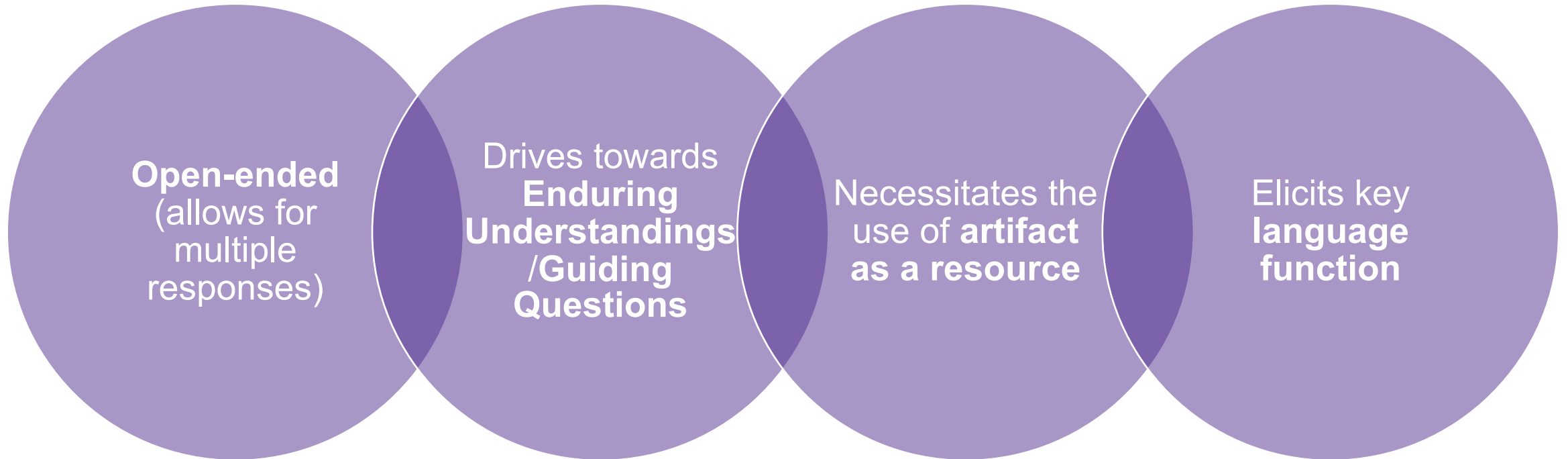
Step 1: Select the Artifact

Examples:

Draw and Label,
Narrative, Graphic
Organizer, Dialogic
Read Aloud



Step 2: Craft Prompt



Step 2: Craft Prompt

Example

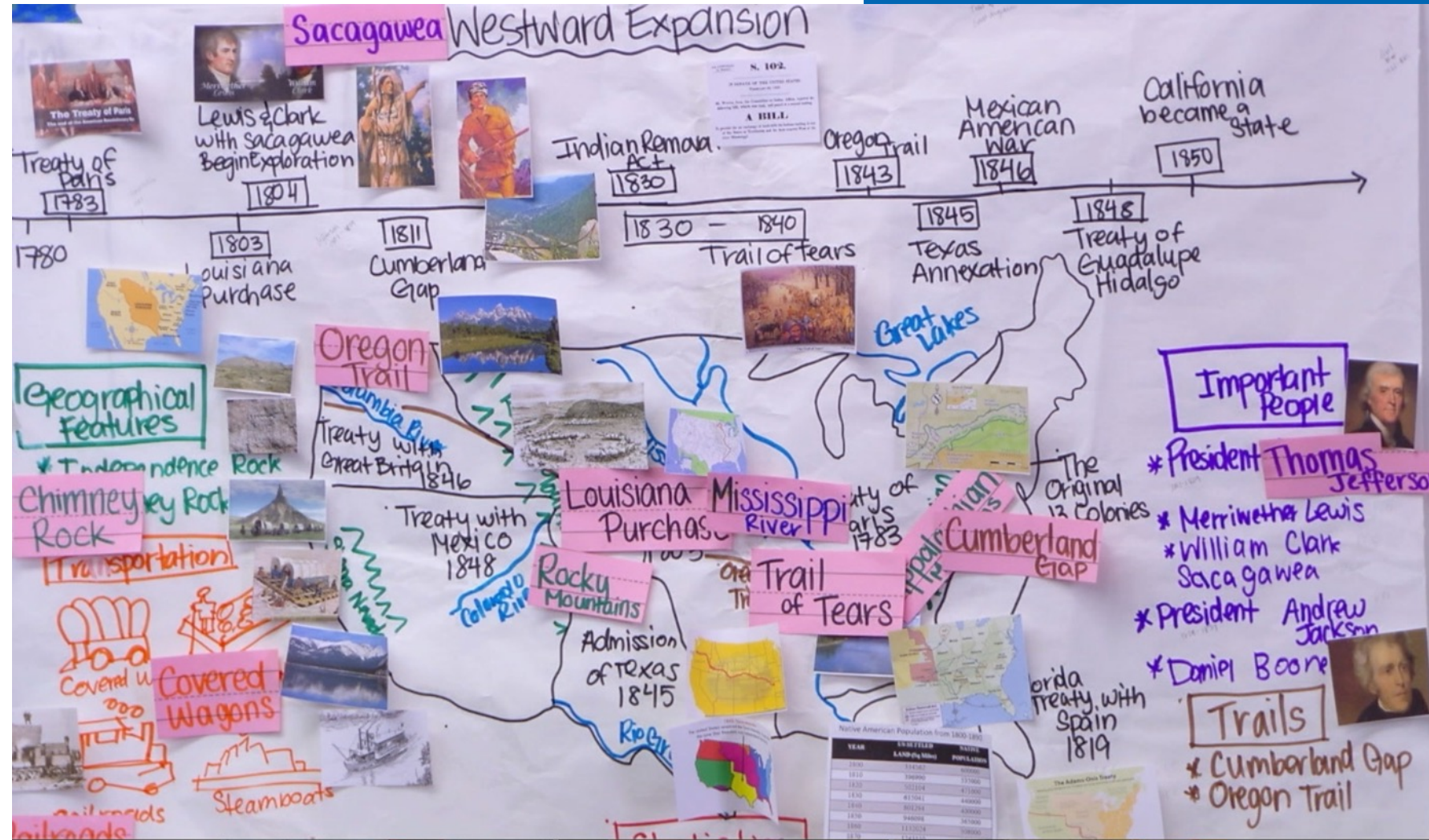
Thematic Unit:

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 ⁸⁻²⁰ affect
different groups of people?

The westward expansion affected other people because of the Oregon Trail. caused people to get ~~there~~ 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.



12/7/18

Describe what you see happening in the photo.

The lady are holding signs. ~~They~~

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

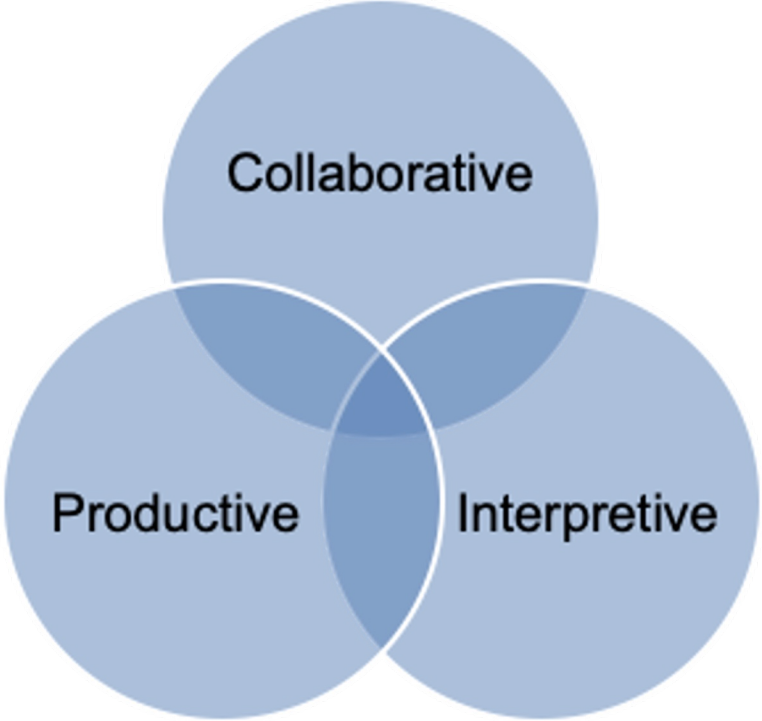
Identify key ELD standards

Design a series of mini-lessons for D-ELD

CA ELD Standards

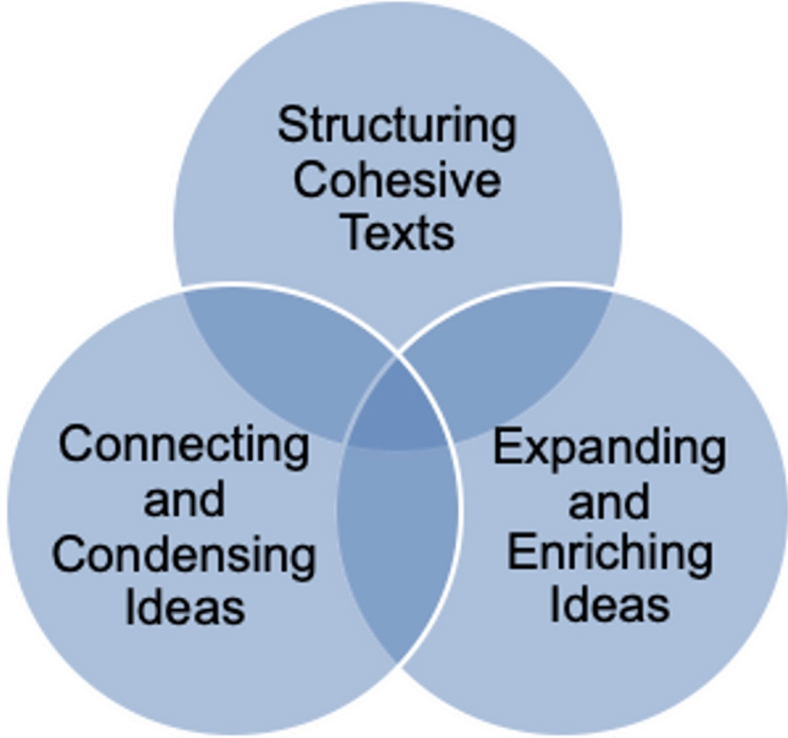
Aligned to the Common Core ELA

LANGUAGE MODES
I. Interacting in Meaningful Ways



Emerging

LANGUAGE PROCESSES
II. Learning How English Works



Expanding

Bridging

III. Using Foundational Literacy Skills

CA ELD Standards

Aligned to the Common Core ELA

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts

Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alpha-betic writing system

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

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 América

6/26/18

posesión

de  

La llave de la maestra Lopez es dorada.

Los zapatos de David son fabulosos.

El cabello de Alison es largo.

Los fósiles de Mary Anning cambiaron el mundo.

Possession

apostrophe '

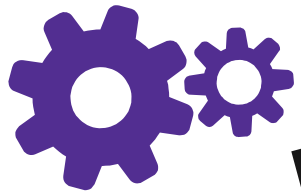
 's

Mrs. Lopez's key is gold.

David's shoes are fabulous.

Alison's hair is long.

Mary Anning's fossils changed the world



Let's
practice!

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

Describe the characteristics of 2/13/18
Mallard ducks and what we can
learn from them.

Whats 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

NICOLE

PAMELA



Oral Language Analysis - Planning Template

Strengths	Approximations	Corrections/Transformations/ Deepening Proficiency
<p>Example: Vocabulary: doll, house</p> <ul style="list-style-type: none"> ● The use of pronoun "they" ● "The Westward Expansion affected other people because..." "The affect was that..." (reference the prompt directly) 	<p>Example: Her put the doll in the house.</p> <ul style="list-style-type: none"> ● Overuse of "and" ● "for they can..." 	<p>Example: <u>She</u> put the doll in the house.</p> <ul style="list-style-type: none"> ● Condensing and combining ideas with expanded vocabulary ● "Para que" in Spanish, "so that", "in order to" in English.

	Emerging	Expanding	Bridging
ELD Standards	1		
Designated ELD			
Formative Assessment			

영→C

How did Westward expansion affect different groups of people?

The westward expansion affected other people because of the Oregon Trail. Caused people to get ~~their~~ 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.

Samantha
Edwin M

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	Emerging	Expanding	Bridging
ELD Standards	<p>I</p> <p>I.C.10: Writing</p> <p>II.B.6. Connecting Ideas</p> <p style="color: red; font-weight: bold; font-size: 1.2em;">Language Function: Cause and Effect</p>		
Designated ELD	<p>10. Writing</p> <p>a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Search for sentences with combined ideas – hunt for connectors</p> <p>Cut up sentence game with connector words (kids recombine sentences)</p> <p>Students write one idea in a sentence.</p> <p>Students work together to combine their sentences</p>	
Formative Assessment	<p>6. Connecting ideas</p> <p>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., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>		

Analyzing the OLA Collaborative Conversation



Final Share



Please share
with the group:



I learned...



I feel
inspired to...



I'm curious
about...





SEAL

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