Before we start, please complete the following

1) the individual “ELD Standards” prior knowledge rating (pink paper)
2) put your first name on 4 colored dots and rate yourself on each of the four charts around the room

*Please make sure all of your tablemates complete both tasks.*
Internet Access

Network: SDCOE_Guests
User: SDCOE
Password: BingCrosby!
AGENDA

- Welcome and Introductions
- ELD Standards - Prior Knowledge
- Review of Institute #2
- ELD Standards: Critical Understandings
- Rubric for ELD Instruction
- Lesson Analyses
- Evaluation and Snowstorm
- Special Presentation for DLE Student Teachers
Moving Forward - Making Connections

Common Core English Language Arts/Literacy Standards
adopted August 2010

English Language Development Standards
adopted November 2012

Common Core en Español & CaCCSS en Español
developed 2012
California ELD Standards

Project CORE: December 5, 2014
Expected Outcomes

● Use Proficiency Level Descriptors to determine EL proficiency level
● Identify appropriate ELD standards for instruction to assist an EL
● Recognize how both Part I and Part II of the ELD standards are used for planning instruction
● Apply a rubric for evaluating integrated/designated ELD lessons
En preparación para la dinámica líneas de comunicación

¿Por qué es importante tener una versión de los estándares Common Core en Español?

¿Por qué se le aumentó a los estándares en español? ¿Cuál es su significado? De un ejemplo.

Identifique maneras en como se puede promover la transferencia lingüística.

Identifique como el instituto previo, sobre Common Core en Español y transferencia lingüística, influyó su práctica.
All learning that occurs is influenced to a great extent by previously learned concepts.

Thorndike first advanced the notion that skills from one task would transfer to another task as long as the **critical features** of the second task were like those of the first task.
¿Por qué es importante tener una versión de los estándares Common Core en Español?

¿Por qué se le aumentó a los estándares en español? ¿Cuál es su significado? De un ejemplo.

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Identifique como el instituto previo, sobre Common Core en Español y transferencia lingüística, influyó su práctica.
Values for Educating English Learners

Introduction, p. 16, ELA/ELD Framework, California Department of Education
Adopted on July 9, 2014.
Values for Educating English Learners

1. Which value MOST aligns to your values?
2. Which value needs to be better addressed in your professional situation? Why?
3. What are some examples of any of these values per your experiences or observations?
Proficiency Level Descriptors

Practice
Let’s Practice

- Need the multi-colored PLDs & Proficiency Levels Organizer
- Identify a partner
- You will be viewing an English learner
- Take notes to make an initial determination of his proficiency level in the following categories:
  - Collaborative
  - Productive
  - Metalinguistic Awareness
  - Accuracy of Production
- Prior to viewing the video of EL, will view an EO student
## Proficiency Level Descriptors for California English Language Development Standards

### Knowledge of Language

<table>
<thead>
<tr>
<th>Level</th>
<th>Emerging</th>
<th>Unsophisticated</th>
<th>Proficient</th>
<th>Proficient Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### English Language Development: Proficiency Level Continuum

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
<th>Emerging</th>
<th>Unsophisticated</th>
<th>Proficient</th>
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<td>Listening</td>
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</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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</tr>
</tbody>
</table>

### Sample Descriptors

- **Emerging**: Basic understanding of language concepts and structures. Ability to identify and produce simple sentences and questions.
- **Unsophisticated**: Basic proficiency in using language to express simple ideas and provide basic information.
- **Proficient**: Advanced proficiency in using language to express complex ideas and provide detailed information.
- **Proficient Level 2**: Mastery of language to express sophisticated ideas and provide comprehensive information.

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### Additional Resources

- **San Diego Office of Education**
- **Office of English Language Acquisition and Language Development**
- **OCDE English Language Development Standards**

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**October 19, 2012**

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**37**
With your partner, determine the student’s proficiency level in the following categories:

- **Collaborative**
- **Productive**
- **Accuracy of Production**
- **Metalinguistic Awareness**
## Determining Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>Collaborative</th>
<th>Productive</th>
<th>Accuracy of Production</th>
<th>Metalinguistic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcos</td>
<td></td>
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</tr>
</tbody>
</table>
Table discussion:
Discuss Marcos’ proficiency levels for each category, citing evidence from the PLDs.
Assisting Marcos

Target a Knowledge of Language descriptor from pp 12-13 that Marcos needs to develop next.

Select a Part II standard that could teach him to develop that proficiency.

Link to gr. 8 ELD Standards: http://goo.gl/jNy9cq
What is the connection?

PLDs - Mustard-colored section contains:

“Knowledge of Language”

- Metalinguistic Awareness

Section 1 and 2, Part II - Learning About How English Works

“Language Processes”

A. Structuring Cohesive Texts
B. Expanding and Enriching Ideas
C. Connecting and Condensing Ideas
Designated and Integrated ELD

With your partner, sort the statements.

<table>
<thead>
<tr>
<th>Designated ELD</th>
<th>Both</th>
<th>Integrated ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Rubric for Analysis of English Language Development Instruction
Understanding the ELD Rubric

- Read the rubric individually.
- Mark any terms/concepts that need clarification or elaboration.
- Discuss any terms that you have identified with your tablemates.
Choose a Vignette Grade Level

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Identifying Vignettes

**Elementary:**
Read both designated and integrated vignettes for your grade level

**Secondary:**
Select either a designated or integrated vignette for your grade level
ELD Vignettes: Primary Elementary

GRADE K

- Vignette 3.3 (integrated ELD)* - Page 123 of 185 [3.75 pp]
- Vignette 3.4 (designated ELD) - Page 127 of 185 [3.25 pp]

GRADE 1

- Vignette 3.5 (integrated ELD)* - Page 165 of 185 [4.5 pp]
- Vignette 3.6 (designated ELD) - Page 170 of 185 [3.75 pp]

GRADE 2

- Vignette 4.1 (integrated ELD)* - Page 74 of 131 [3.75 pp]
- Vignette 4.2 (designated ELD) - Page 78 of 131 [3.5 pp]
ELD Vignettes: Upper Elementary

GRADE 3
- Vignette 4.3 (integrated ELD) - Page 118 of 131 [3.75 pp]
- Vignette 4.4 (designated ELD)* - Page 122 of 131 [3.5 pp]

GRADE 4
- Vignette 5.1 (integrated ELD) - Page 80 of 137 [4.25 pp]
- Vignette 5.2 (designated ELD)* - Page 85 of 137 [3.25 pp]

GRADE 5
- Vignette 5.3 (integrated ELD) - Page 122 of 137 [4.25 pp]
- Vignette 5.4 (designated ELD) - Page 127 of 137 [3.25 pp]
ELD Vignettes: Middle School

GRADE 6
- Vignette 6.1 (integrated ELD)* - Page 87 of 180 [5.75 pp]
- Vignette 6.2 (designated ELD) - Page 93 of 180 [3.75 pp]

GRADE 7
- Vignette 6.4 (designated ELD) - Page 125 of 180 [5.5 pp]

GRADE 8
- Vignette 6.5 (integrated ELD)* - Page 158 of 180 [6.5 pp]
- Vignette 6.6 (designated ELD) - Page 166 of 180 [5.5 pp]
ELD Vignette: High School

GRADE 10
- Vignette 7.1 (integrated ELD)* - Page 106 of 180 [9.5 pp]
- Vignette 7.2 (designated ELD) - Page 116 of 180 [7 pp]

GRADE 11
- Vignette 7.3 (integrated ELD)* - Page 155 of 180 [8.75 pp]
- Vignette 7.4 (designated ELD) - Page 164 of 180 [6.25 pp]
Vignette - Task 1

- Highlight examples in the vignette which exemplify the use of Part I and Part II of the ELD Standards
Vignette - Task 2

- Reread the vignette.
- Use the ELD rubric to rate the elements in the vignette.
Vignette - Task 3

- Debrief Tasks 1 and 2 with a grade-alike partner
- List strengths of the lesson on chart paper
Form a group of four: Find a set of partners at least 4 grade levels higher or lower than your grade level
Select an idea from your vignette you would like to try in your classroom. Explain why that idea makes sense for your students.
For Next Time

1) Select and read another vignette.
2) Identify elements of the vignette you would like to emulate for your instructional planning on February 13.
Revisit Knowledge Rating

Complete the “End of Institute” column and rate your knowledge.

Please leave the completed document on your table.
It’s Snowing in San Diego!

Please complete the following sentence:

- *Based on today’s learning, I plan to* ....

Please write neatly, as someone else will be reading what you write.

When you are done, please look up.
Special Presentation for DLE Student Teachers