WORK-BASED LEARNING THAT WORKS FOR ENGLISH LEARNERS: A MULTIFACETED APPROACH

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VIRGINIA DEPARTMENT OF EDUCATION

SESSION GOALS

Participants will explore

- strategies and resources to scaffold instruction and HQWBL experiences for English Learners.

- ways to inform and engage multilingual families.

- tools to support employers who hire English Learners.

VDOE Disclaimer

Reference within this presentation to any specific commercial or non-commercial or non-commercial product, process, or service by trade name, trademark, manufacturer or otherwise does not constitute or imply endorsement, recommendation, or favoring by the Virginia Department of Education.

ENGLISH LEARNERS IN VIRGINIA

In the Commonwealth of Virginia in 2022, there was a total of 128,939 English Learners.

Languages Spoken in Virginia Schools

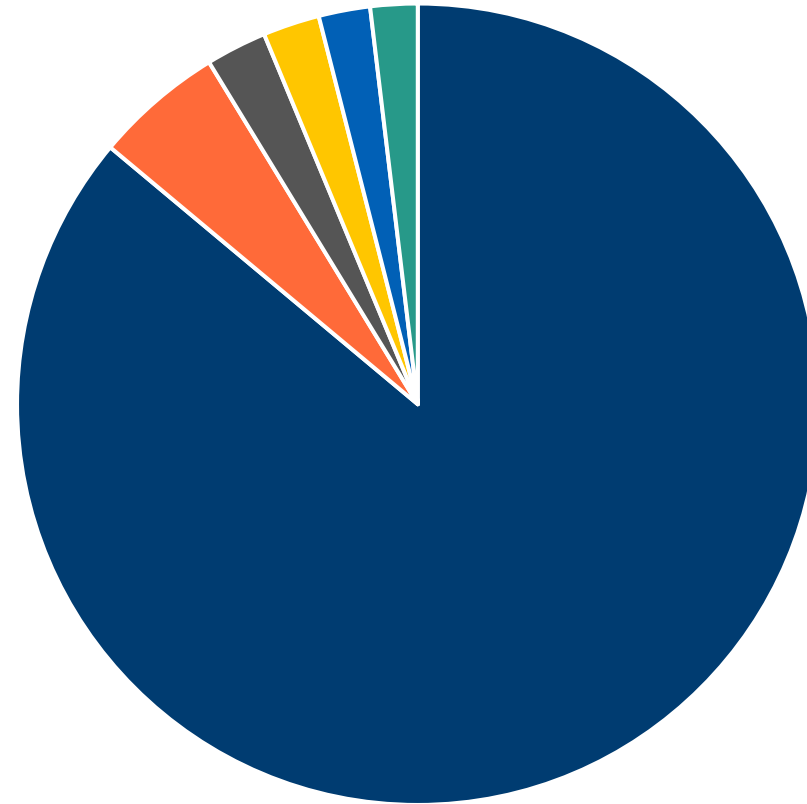Spanish = 90,684
Arabic = 5,479
Dari = 2,589
Urdu = 2,409
Pashto, Northern = 2,187
Amharic = 2,003
Total = 271

FEDERAL DEFINITION OF ENGLISH LEARNERS IN ESSA

A student

- who is aged 3 through 21; (Enrolled in K-12);

- who is enrolled or preparing to enroll in elementary school or secondary school;

- who was not born in the United States **or** whose native language is a language other than English;

    A. who is a Native American or Alaska Native, or native resident of outlying areas; and
    B. who comes from an environment where a language other than English has had significant impact on the individual's level of English proficiency;
       OR
    A. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

FEDERAL DEFINITION OF ENGLISH LEARNER IN ESSA (2)

AND

(D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

- the ability to meet the challenging state academic standards;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

[ESSA, Sec. 8101 (20)]

TERMINOLOGY

English Learner (refer to Federal definition)
- EL, ELL, ESL, ESOL

Multilingual Learner refers to all children and youth who are, or have been, consistently exposed to multiple languages

English Language Development (ELD) is instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English - previously referred to as ESL or ESOL

WIDA ELD Standards Framework, 2020 edition

TYPES OF ENGLISH LEARNERS

- **Born in the United States**

- **Newcomer**: born outside of the United States and have been in US schools for one year or less

- **Refugee/Asylee**: An EL who is forced to leave their homeland

- **SLIFE**: Students with Limited or Interrupted Schooling

- **LTEL**: Long-term English Learners are students who have been receiving EL services for more than five years

- **Dually Identified**: Students who have been identified as English Learners and students with a special needs

ENGLISH LEARNERS

- come from many different countries, including the United States

- may or may not be proficient in their first language or home language

- may or may not have literacy skills in their first language or home language

- may or may not have had limited or interrupted formal education

- may or may not have experienced trauma

- may or may not have parents/family who speak a language other than English at home

- may or may not live with someone other than their parents/families

- may or may not know more than two languages

- may or may not have a special education needs

THINGS TO CONSIDER

- Using first language or home language supports may not always be the best scaffold. However, there are many other scaffolds and strategies that support the English language development of ELs.

- English Learners bring valuable knowledge and experiences with them to school; even though they may not be able to tell you everything they know.

- BUILD RELATIONSHIPS!

INSTRUCTION

Support for English Learners in a Work-based Learning Program

LAYER…

A branch or shoot of a plant that roots while still attached to the parent plant

KNOW WHAT THEY KNOW

WIDA | ACCESS for ELLs®
English Language Proficiency Test

Patel, Maria
Birth Date: | Grade: 06
Tier: A
District ID: WS99999 | State ID: 12123127
School: WIDA Use Only - Sample School
District: WIDA Use Only - Sample Distric
State: WS

Individual Student Report 2022

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	1.0	132
Speaking	1.2	173
Reading	1.1	200
Writing	3.0	301
Oral Language 50% Listening + 50% Speaking	1.1	153
Literacy 50% Reading + 50% Writing	1.6	251
Comprehension 70% Reading + 30% Listening	1.1	180
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1.4	221

*Overall score is calculated only when all four domains have been assessed. NA: Not available
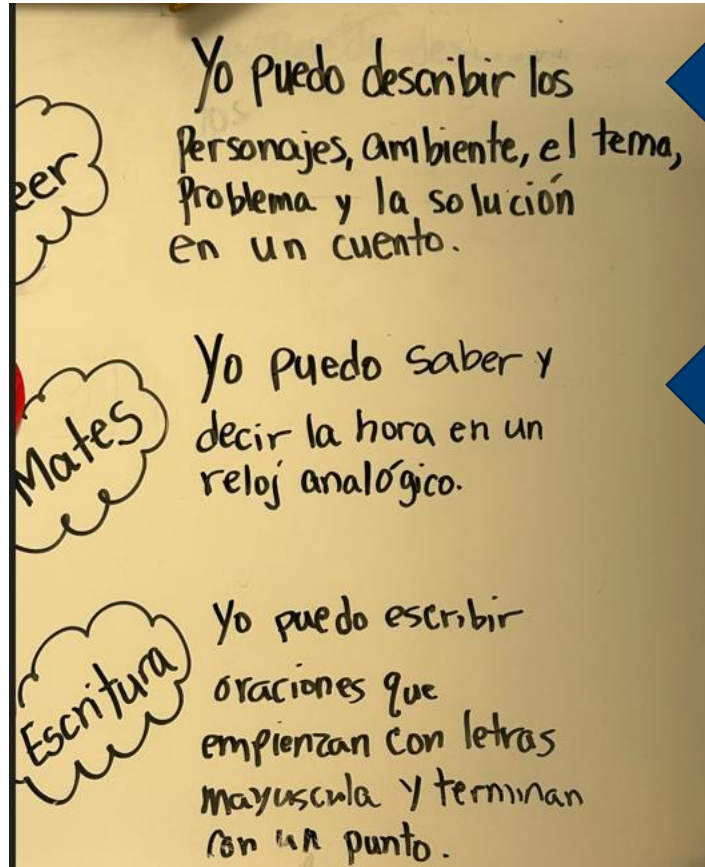
What does the WIDA ACCESS for ELLs Score Report tell us?

Domain	Proficiency Level	Students at this level generally can...
Listening	1	understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example: • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures, or illustrations • Follow one-step oral directions • Show agreement or disagreement with oral statements
Speaking	1	communicate orally in English using gestures and language that may contain a few words, for example: • Ask and answer simple questions about what, when, or where something happened • Name familiar objects, people, and pictures • Show how to solve problems using words and gestures • Express personal preferences
Reading	1	understand written texts that include visuals and may contain a few words or phrases in English, for example: • Interpret information from graphs, charts, and other visual information • Comprehend short text with illustrations and simple and familiar language • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

SUM-ISR

9-145050-000001-05522

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CONTENT STANDARDS & LANGUAGE OBJECTIVES

Yo puedo describir los personajes, ambiente, el tema, problema y la solución en un cuento.

Yo puedo saber y decir la hora en un reloj analógico.

Yo puedo escribir oraciones que empiezan con letras mayúscula y terminan con un punto.

Frases para conversar

Vamos a tratar otra cosa — Let's try something else.

¿Y si añadimos ...? — What if we add?

¿Y si sacamos ...? — What if we take away ...?

Yo no recomiendo eso — I don't recommend that.

Yo quiero — I want...

Yo pienso (que) — I think (that)...

Yo tengo que — I have to...

- I can use **adjectives** to **orally** describe....

- I can read the time on a clock **using a sentence frame.** *It is _____ o'clock*
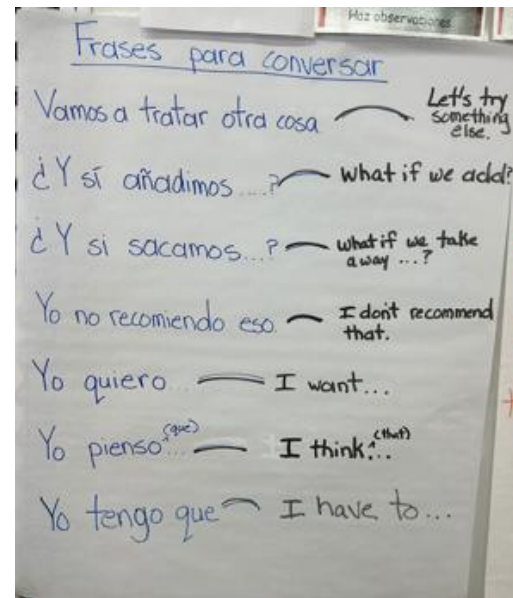
WIDA ELD Standards Framework, 2020 Edition
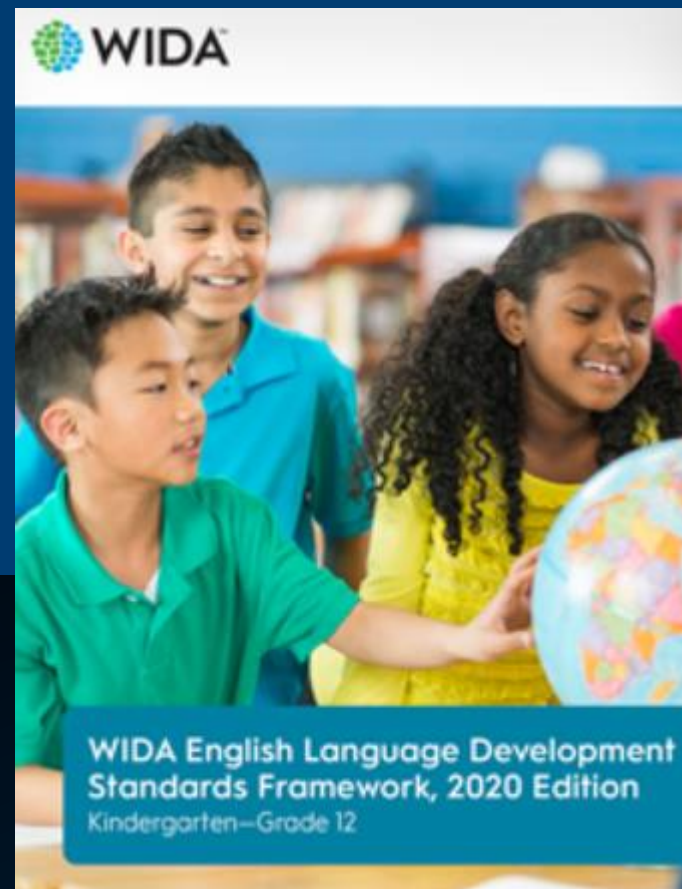
WIDA English Language Development Standards Framework, 2020 Edition
Kindergarten—Grade 12

EL Teacher Toolkit | Virginia Department of Education January 2020

Upper Elementary and Secondary Student Scholar Sheet: Connecting Ideas and Using Academic Language

This chart is intended to help create language targets and supports based on Virginia's Standards of Learning (SOL). These are only starting points. Teachers and students are encouraged to add to these with their own, authentic language that supports academic speaking and writing.

Example Function	Example Expressions	Example Structures and Language Frames
• Compare and Contrast	alike, also, although, alternatively, although, and, as well as, but, connects to, contrary to, conversely, despite, differ/difference/different, difference/similarity between, equally, even though, however, in common, instead, like, likewise, neither/nor, nevertheless, on the other hand, opposed to, rather, same, similarly to, unlike, versus, while, whereas	• One similarity/difference between___and ___ • Both___and____are/have/can___. • ___ and___ differ in a variety of ways.
• Sequence • Order • Arrange	afterward, as soon as, at last, at that time, at the same time as, at which point, awhile, before, begin, concurrently, daily, during, eventually, finally, first, following that, immediately, in anticipation, initially, last, later, meanwhile, next, ongoing, over time, preceding, precipitate, previously, prior to, simultaneously, sometime later, sometimes, subsequently, then, the onset of, to begin, to start, ultimately, when, while	• In the time between_____and_____. • First,____. / Next,____. /Then,____/ After that, • ___came before___. /___happened just after
• Classify • Sort • Categorize	according to, arrange, attribute(s), behavior(s), belongs to/in, category, characteristic(s), correlate(s) to, features(s), fits into, group, organize/organized by, properties, quality (qualities), trait(s)	• The classification is based on _____. • I sorted these objects by___. • ___ belongs to category___.
• [Identify] Cause and Effect	accordingly, as a result, based on, because, caused by, consequently, correlates to, effect/affect, factors contributed to the outcome, for that reason, if/then, in order to, led to, makes, one reason for, resulted in, since, so, therefore, this is why, thus, was the result of	• If___, then___. • ___ in order to___. • ___ is a cause/effect/result of_____.
• Predict • Make Inferences • Draw Conclusions	assume, based on, conclude, determine, due to, estimate, expect, guess, implies, infer, in light of, predict/prediction, speculate, suppose, surmise, suspect, therefore, thus	• I infer ___ based on ___. • Due to the fact that ___, I conclude___. • Given____, I surmise that___.
• Justify/Defend Position • Persuade/Argue • Explain Reasoning • *Also see Evaluate*	according to, advantages outweigh disadvantages, appeal to, argue/argument, based on, belief, claim, clearly, convince, definitely, disadvantage, due to, evidence, feel, following careful scrutiny, for this reason, furthermore, influence, obligation to, obvious that, in my opinion, my interpretation is, opponents would argue, outweigh, must, perception, perspective, prefer, proposition, should, shows, support, the benefits are obvious, the facts suggest that, think, urge	• The evidence points to____. • ___suggest____, while___argue(s) that___. • The advantages of___clearly outweigh the disadvantages.
• Evaluate • Critique	advantage/disadvantage, after analysis or inspection, agree, apparent, assessment, bad, benefit, best, better, challenge, consideration, criteria, disagree, estimation, favorable, further, greater than, inspection, interpretation, judgment, less than, negative, obvious, positive, unfavorable, valuable, value, worse than, worst, worth	• After analyzing____, it is apparent that___. • Considering____, it is obvious that___. • ____is more valuable than___because___.

Main Sources: *WIDA workshop materials* (Costa, 2018); *Academic Language Function Toolkit* (Sweetwater Union High School District from Kinsella, 2010)

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EL Teacher Toolkit | Virginia Department of Education January 2020

Virginia Department of Education
English Learner (EL) Teacher Toolkit
For all Educators of ELs

Please Visit the VDOE's English Learner Education Webpage for Additional Resources.

EL Teacher Toolkit | Virginia Department of Education January 2020

Primary Student Scholar Sheet: Connecting Ideas and Using Academic Language

This chart is intended to help create language targets and supports based on Virginia's Standards of Learning (SOL). These are only starting points. Teachers and students are encouraged to add to these with their own, authentic language that supports academic speaking and writing.

Example Function	Example Structures and Language Frames
• Compare and Contrast	• ___ and ___ are the same/different. • Both__and___are/have/can__. Additional expressions: alike, also, and, as well as, but, like, similar
• Sequence • Order • Arrange	• First,___. / Next,___. / Then,__ / After that, _____ / Finally, ___. • ___ came before___. / ____ happened after_____. Additional expressions: afterward, as soon as, at the same time, awhile, before, begin, during, last, later
• Classify • Sort • Categorize	• I organized these objects by ___. • ___ belongs to category ___. Additional expressions: according to, arrange, attribute(s), group
• [Identify] Cause and Effect	• If___, then___. • ___ is a cause/effect/result of ____. Additional expressions: based on, because, caused by, effect/affect, since, so, therefore, this is why, ___ will happen if
• Predict • Make Inferences • Draw Conclusions	• I infer___. I predict that ___ will happen. / My prediction is ___. Additional expressions: guess, think
• Justify • Persuade • Explain Reasoning	• In my opinion___. • I chose this because ___. Additional expressions: reason(s) why
• Evaluate • Critique	• I agree/disagree because _____. • ____ is better than ___ because ___. Additional expressions: agree/disagree, bad, best, better

Main Sources: *WIDA workshop materials* (Costa, 2018); *Academic Language Function Toolkit* (Sweetwater Union High School District from Kinsella, 2010)

STRATEGY: VISUALS AND GRAPHIC ORGANIZERS
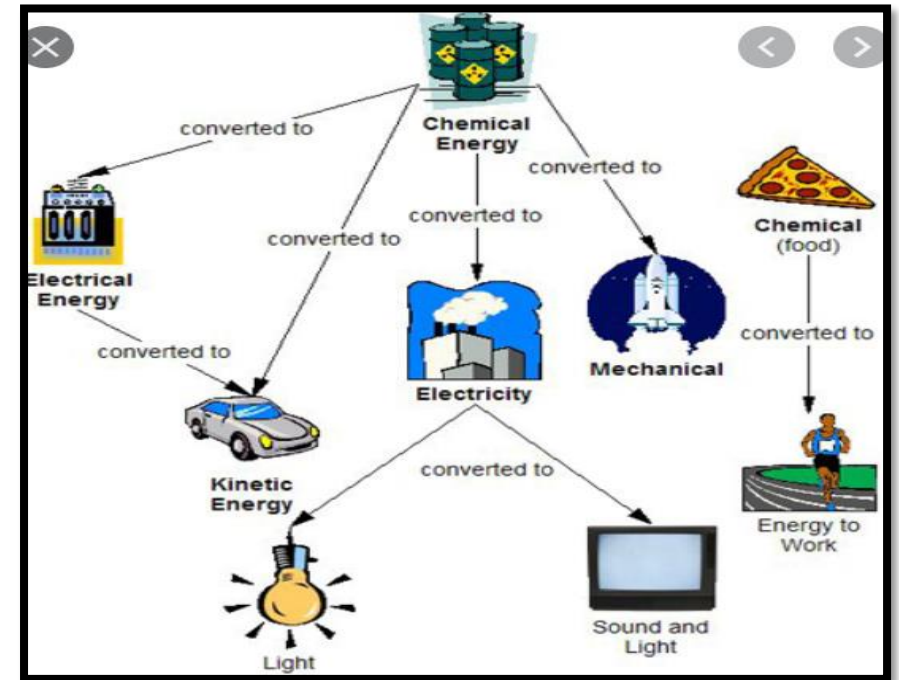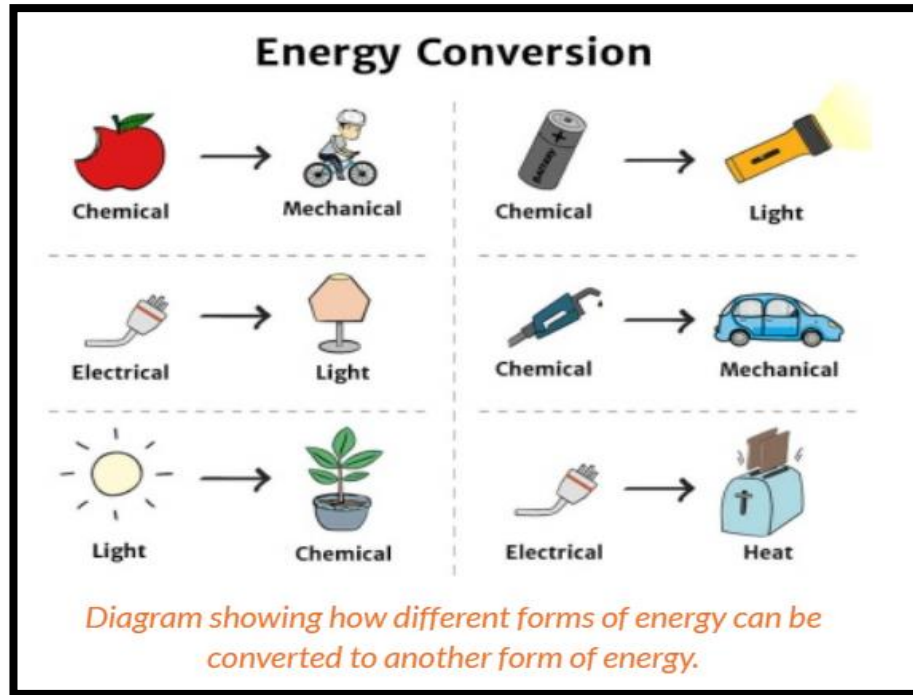
Energy Conversion is when one form of energy transforms into another.

- For instance ...

- Another example is...

- ___ energy can be converted to ___ energy, which ....

There are multiple ways that one form of energy converts to another form.

CHOOSING SCAFFOLDS & SUPPORTS

A scaffold is a *temporary* support a teacher provides to a student that enables the student to perform a task he or she would not be able to perform alone (Pauline Gibbons, 2015).

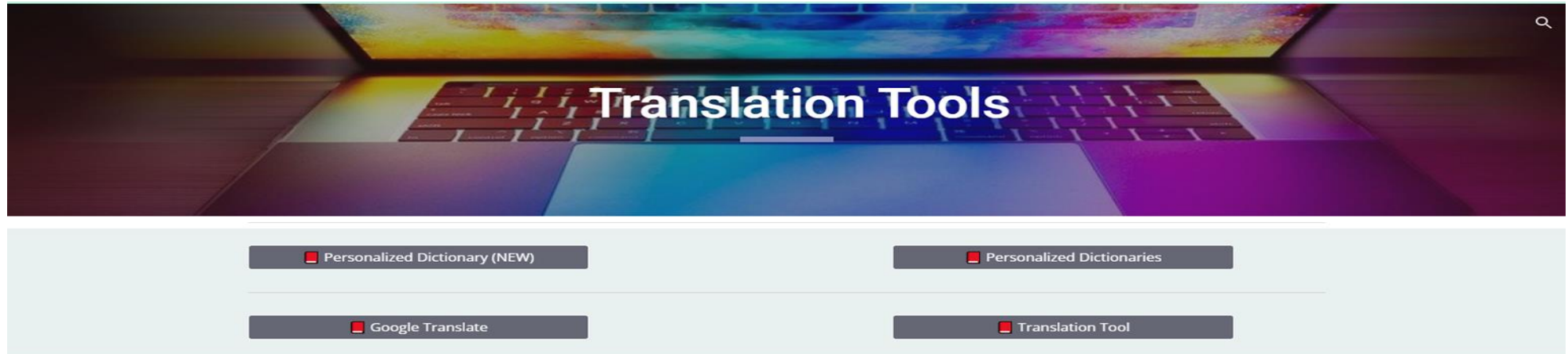| Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (websites) or software programs • In the native language (L1) • With mentors

MULTILINGUAL CONTENT DICTIONARIES

https://steinhardt.nyu.edu/metrocenter/language-rbern/education/glossaries-ells-mlls-accommodations

PERSONALIZED DICTIONARIES

https://sites.google.com/view/ell20/translation-tools

FREE GOOGLE ADD-ONS

- Grammarly
- Google Keep (digital post-it notes)
- Read & Write
- Google Translate- look at the document, website, image function
- Google Dictionary
- Smallpdf (creates editable pdfs)
- Screencastify (record your screen)
- Edpuzzle (create interactive lessons)
- Jamboard (create a virtual whiteboard)
- Nod (gauge interactions with emojis)
- Just Read

ESL Tech Toolkit

FAMILIES

Connecting with and Engaging Families of Multilingual Learners

SUGGESTIONS FOR ENGAGING FAMILIES

- Schedule information sessions at various times of the day to accommodate work schedules.
- Create a virtual stage for those who can't attend in person.
- Develop informational videos in multiple languages.
- Provide an interpreter.
- Offer childcare.
- Include food.
- Go to them instead of having them come to you.

https://ncela.ed.gov/educator-support/toolkits/family-toolkit
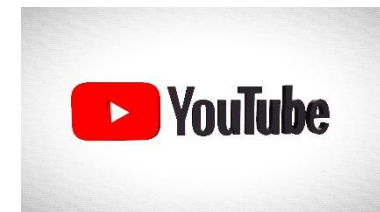
Communicating with Families

Top 10 Free Language Translation Apps

https://www.daytranslations.com/blog/top-10-free-language-translation-apps/

EMPLOYERS

Supporting English Learners in a Work Environment

NOTES FOR EMPLOYERS

1
Make learning visible.

2
Consider the *language* the students need to complete the task.

3
Speak slowly and clearly.

4
Repeat and rephrase **important** information.

5
Model expectations and tasks.

6
Let the other students in the class serve as ambassadors of support.
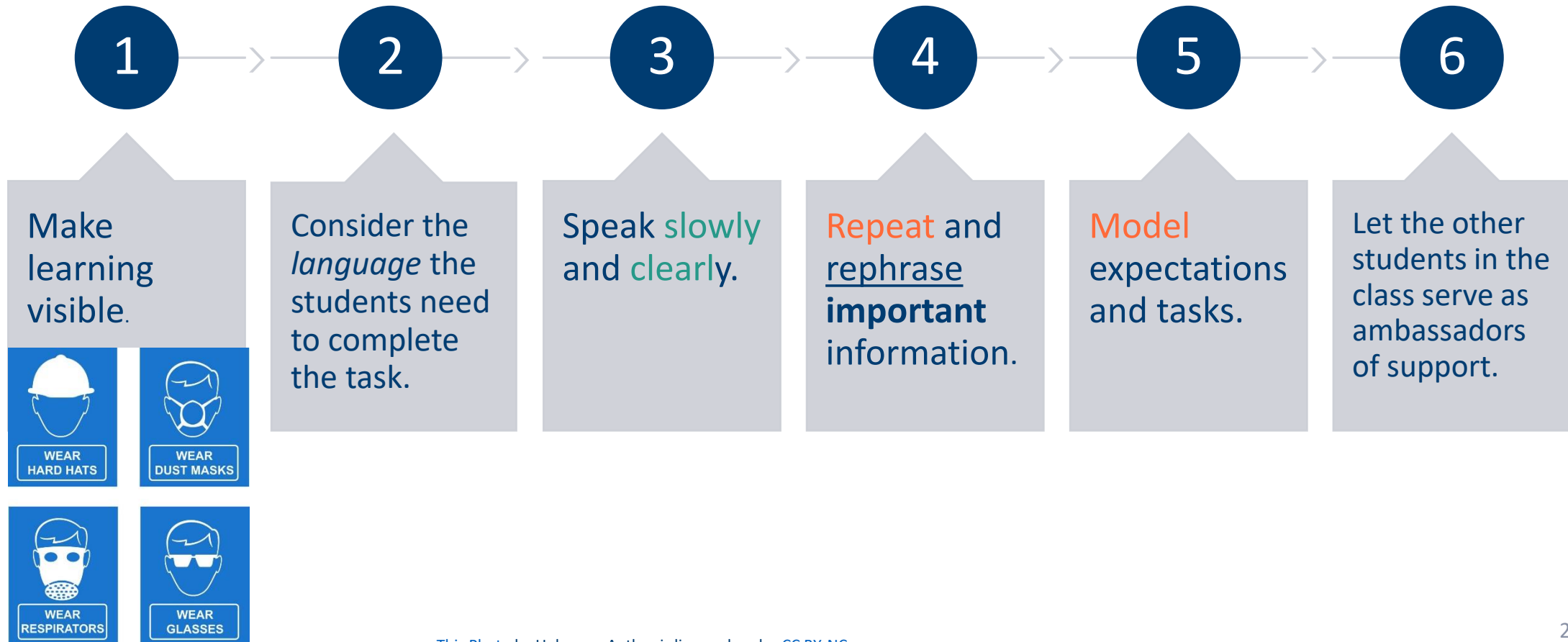
FINAL NOTES

- Be patient … English Learners come with varying levels of English proficiency.

- Smile … even if you don't speak the same language, everyone understands a smile.

- Learn how to say the student's and family member's names.

ENGLISH LEARNER CENTRAL CANVAS COURSE

https://virginialearning.catalog.instructure.com/courses/english-learner-central

Upcoming Professional Learning

Tools to Support Secondary English Learners in Interpreting, Discussing, and Constructing Informational Text

Workshop with Dr. Kate Kinsella

August 2, 2023 & August 3, 2023
8:00 a.m. – 3:00 p.m.

Massanutten Technical Center

[Registration Link](#)

QUESTIONS?

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