

Preparing Teachers for Multilingual Learners and Functional Illiteracy Problem

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AlphaBetter Visit to UCSD
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Agenda

- Introductions
- The California Context:
 - CA Teaching Performance Expectations (TPEs)
 - CA English Language Arts - ELD Framework & Standards
- Instructional Scaffolds & Participant Structures
 - Language Objectives
 - ELD Continuum
 - Video: Integrated & Designated ELD in 4th Grade
- Application to UCSD Bilingual Teacher Candidate Preparation
 - Collaborative Translanguaging Unit Plans
- Discussion and Questions

Cheryl Forbes

Director of Teacher Education/Lecturer in Bilingual Education

Biography

Education

Credentials

New Book

Cheryl Forbes earned her B.A. in Spanish at the University of Kansas and her M.A. and Ed.D. in Teaching and Learning at UCSD. She was a bilingual classroom and resource teacher in grades 1-6 for twelve years prior to joining the faculty in Education Studies in 1994. She serves as Director of Teacher Education at UCSD, overseeing activities in the preliminary preparation credential programs at EDS as well as collaborating in the oversight of advanced credential programs at UCSD Extension. Her teaching responsibilities at EDS have included courses in teaching the English learner and language arts methods as well as supervision of Bilingual Authorization candidates (Spanish). Currently she teaches courses within the first-year Ed.D./M.A. program for candidates in Teaching and Learning and bilingual methods for prospective elementary and secondary teachers working toward the Bilingual Authorization. Dr. Forbes serves as a member of the Board of Institutional Reviewers for the California Commission on Teacher Credentialing, and recently represented the University of California on the English Learner Authorizations Advisory Panel that conducted an extensive review and analysis of current teacher preparation standards leading to revisions in current practice that were adopted by the CCTC in 2012, including new credentials in Single Subject: World Language ELD and for English Learner Specialists. Her research interests center on language development and identity construction among bilingual children and youth, as well as the preparation of teachers for linguistically and culturally diverse settings.



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CA Teaching Performance Expectations (TPEs)

California Teaching Performance Expectations



Commission on Teacher Credentialing

**(TPEs) Adopted
June 2016**

Preliminary Multiple and Single Subject Credential Program Standards - Adopted December 2015

1. Engaging & Supporting All Students in Learning
2. Creating & Maintaining Effective Environments for Student Learning
3. Understanding & Organizing Subject Matter for Student Learning
4. Planning Instruction & Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as Professional Educator

TPEs Related to Teaching English Learners (sample)

- 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion (SEI)...
- 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners....
- 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

English Language Arts/ English Language Development Framework

for California Public Schools

Kindergarten Through Grade Twelve



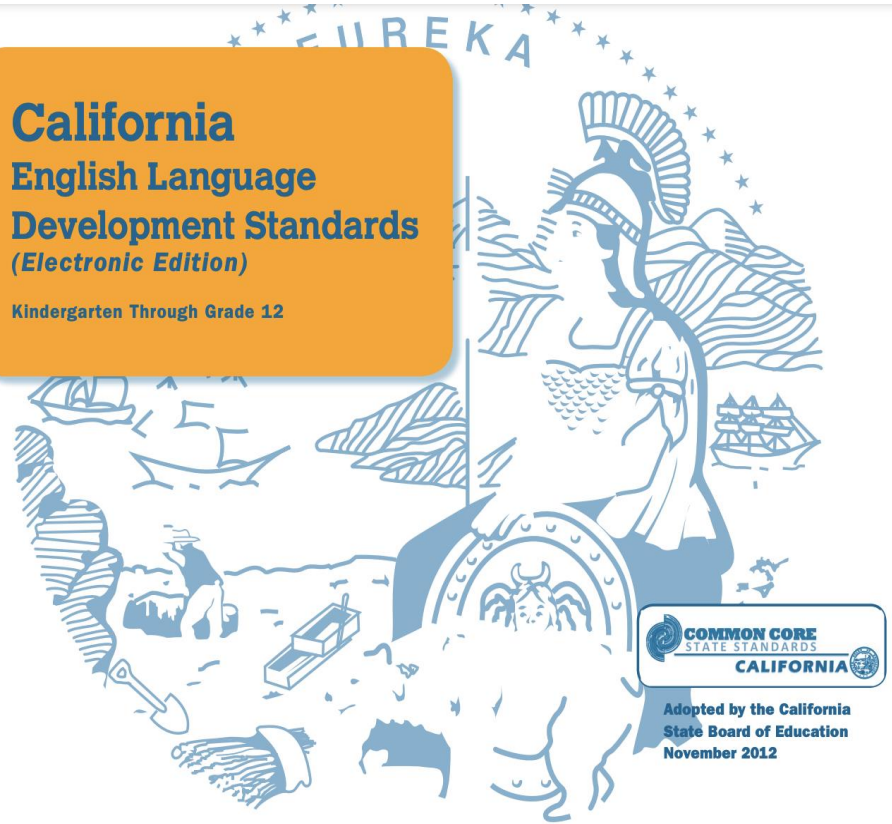
Foundational Speaking
Skills Meaningful
Collaborative Inter
Language Writing Reading Li
Writing Development Foundati
ve Productive Reading S
Speaking Content Speech Lan
Knowledge Foundati
Expression Interpretive
Meaning Language
Speaking Making Deve
Foundational Skills Effective Expre
Effective Expression Meaning
Knowledge Listening
Skills Effective Expression

Adopted by the California State Board of Education, July 2014

Published by the California Department of Education
Sacramento, 2015

California English Language Development Standards (Electronic Edition)

Kindergarten Through Grade 12



Adopted by the California
State Board of Education
November 2012

CA ELA/ELD Framework

Figure 2.17. Four Zones of Teaching and Learning

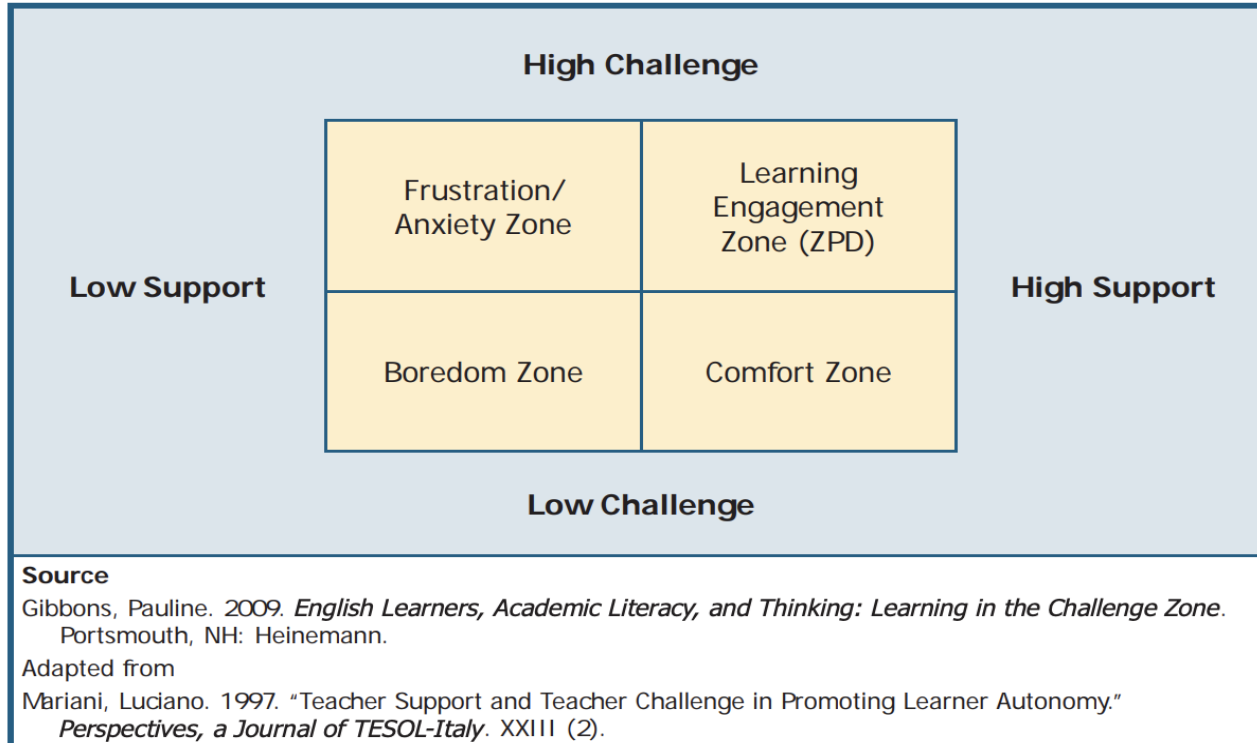
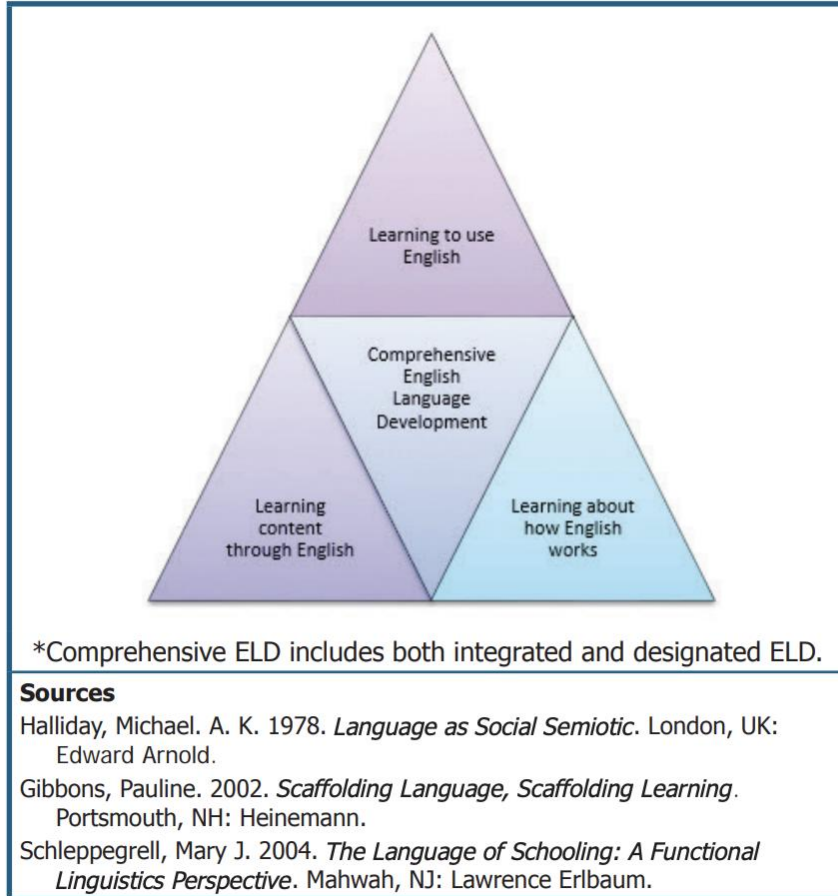


Figure 2.19. Three Interrelated Areas of Comprehensive ELD*



ELD in the Framework: A Dual Approach

Designated ELD

*Use the CA ELD standards “as the focal standards in ways that build **into and from content instruction**” in order to develop language essential to content learning in English.*

Integrated ELD

*ALL teachers with ELs in the classroom use CA ELD “**in tandem with** the focal CA [Standards] for ELA/literacy and other content standards.”*

processing and comprehending content

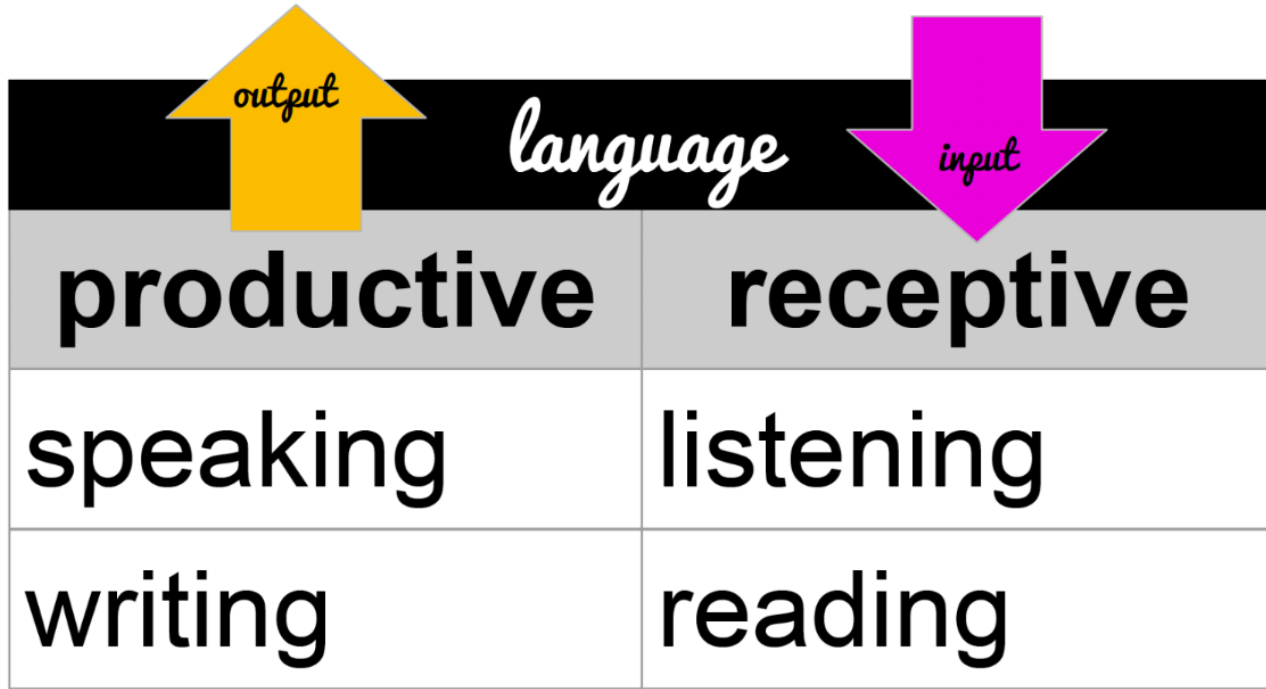
**INTEGRATED
ELD**

**DESIGNATED
ELD**

**learning about & practicing
a formal English register,
vocabulary, language
structures, grammar for
application**

BOTH/AND

Learning Mathematics in Every Classroom, Every Day



Leveraging Challenge and Support: Content & Language



Language Demands

Mathematics:

- Superlatives (ex. biggest)
- Words converted into numbers
- Complex words or phrases
- Infinitives (ex. to convert fractions . . .)
- Comparatives
- Adverbial clauses
- Negotiations in questions
- Word order
- Change in verbs to adjust to different tenses
- Mathematical symbols
- Reordering language to go from “question form” to “answer form”
- Language required to explain and elaborate
- Multiple meaning words

Language Functions



As part of meaning-making, this is the WHY of using language.

- What do students do with language as they engage with content and interact with others?
- How do students represent the active use of language for a particular everyday purpose?

In an academic setting, students use language functions in order to express ideas, communicate with others, and demonstrate their understanding of content.

Language Functions

Refer to
Language
Functions Handout

- Describe
- Compare & Contrast
- Cause & Effect
- Sequence
- Problem-Solution
- Express Opinions or Persuade (Thinking)
- Explain
- Classify & Categorize

Writing A Language Objective

Language objectives “articulate for learners the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards” (Echevarria, Vogt, and Short 2008).

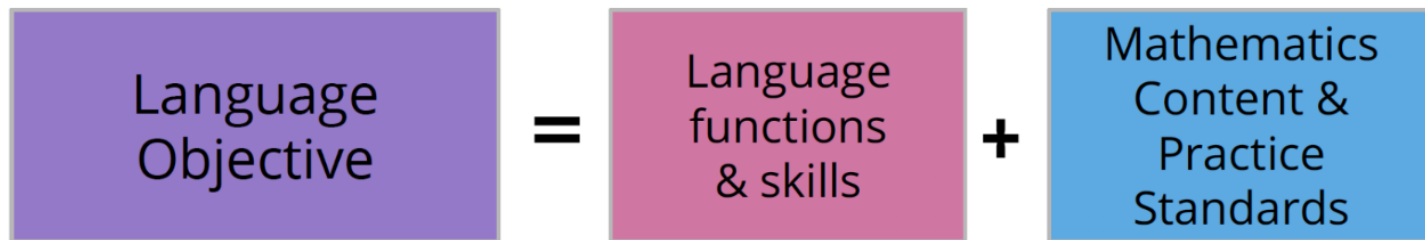
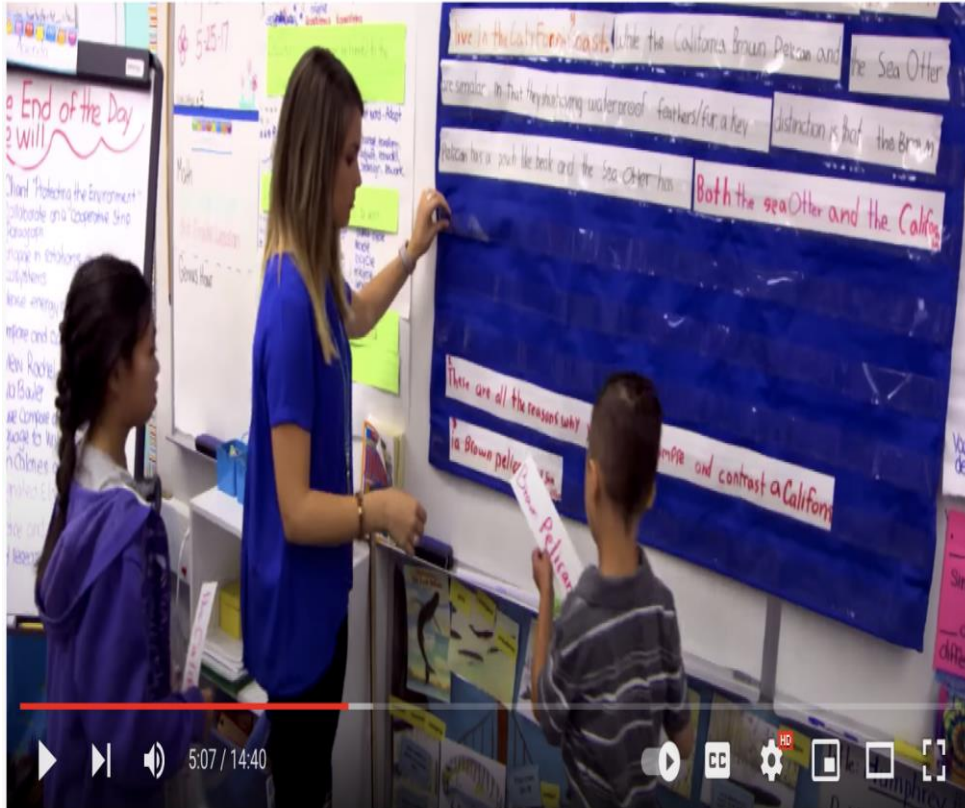


Figure 2.18. General Progression of the CA ELD Standards ELD Continuum

ELD Continuum				
Native Language	→Emerging →Expanding →Bridging →			Lifelong Language Learners
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

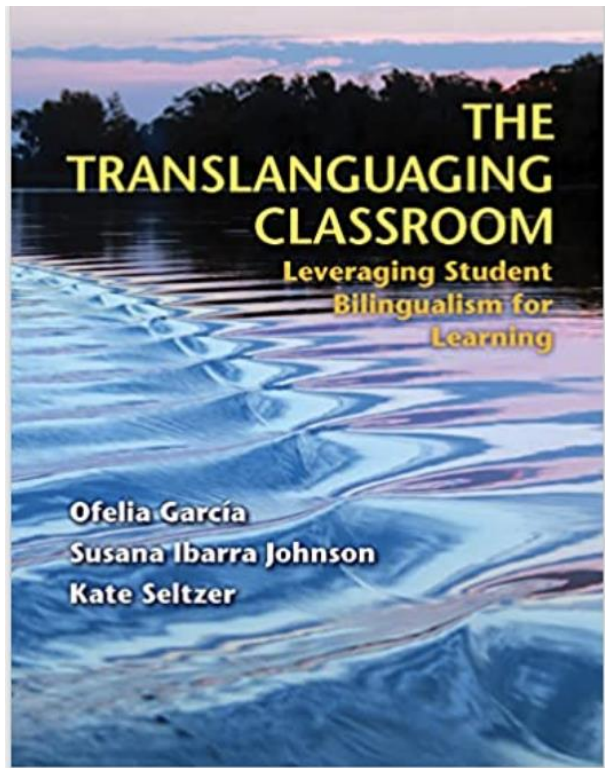
Integrated & Designated ELD: Primary Grade Video Example



Unit: Protecting Oceans, Grades 2-3 (7-9) years old)

Notice:

- What **language function(s)** are taught and practiced?
- What kind of **instructional activities** help students learn and practice language and content understandings?
- How/when/why does the teacher work with **small groups** in addition to the whole class?
- Any other questions or insights?



Transforming learning with *Translanguaging*

@TanKHuynh

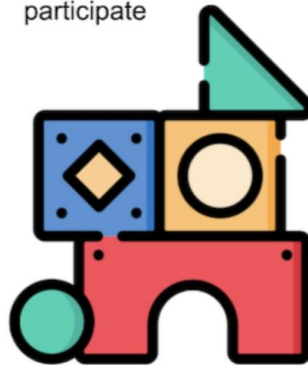
What

- **Mobilize** multiple languages to process content
- **Communicate** using multiple languages in the same sentence
- **Use** words, phrases, or sentences from another language to communicate



Why

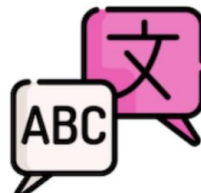
- **Support** students to be bilingual
- **Increase** students comprehension
- **Empower** students to participate



Adapted from Gini Roias. 2020

How

- **Invite** students to read / view home-language resources
- **Encourage** students to collaborate using their home languages
- **Display** home languages alongside English
- **Ask** families to read or tell stories in their home languages.



UCSD Bilingual Teacher Preparation Example

Collaborative Translanguaging Unit

Topic: Climate Change & Climate
Justice

Grade levels: TK-12 (ages 5-18)

Content areas: Elementary;
Secondary English language
arts; Mathematics; Science

Translanguaging Unit Planning Template EDS 352B Winter 2022

Group Members:

Essential Question(s) (from CA Environmental Principles & Concepts)		
Culminating Project		
Content Standards (ELA, Math, Science, &/or HSS)		
Context for Learning	<i>Who are your students in terms of their language proficiency levels in English and in their other language(s)? How will your language objectives be differentiated according to students' bilingual profiles?</i>	
Content and Language Objective(s)	Content Objectives	Language Performance Objectives General-Linguistic Language Specific
Translanguaging Objective(s)		
Other Assessments		
Texts For each text (written and audio/video), include: 1 - bibliographic information; 2- short synopsis (250 words max); 3 - how it will be used in the unit.	Texts in the Partner Language(s)* - [Should include both text and multimedia]	One Text In English* - may be <u>written or</u> audio-video)

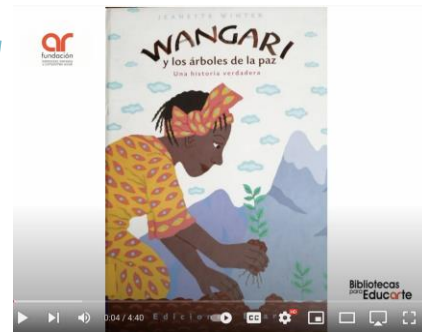
* **Each group member** must contribute TWO texts in their partner language (one written + one audio/visual) plus ONE text in English

Grade 1 Dual Language (Spanish/English)

Translanguaging Unit Planning Template EDS 352B Winter 2022

Group Members: Gabi Gjata, Jazmin Lopez, Natalie Matsuura, Jessica Muñoz
Grade: 1

Essential Question(s) (from CA Environmental Principles & Concepts)	How do we protect the environment we depend on? (Principles 1 & 2 from CA EEI) In what ways do we depend on the environment? (Principle 1) In what ways do we influence the environment (Principle 2)
Culminating Project	Design a poster promoting sustainability and what a protected environment looks like and showcase their projects to the class.
Content Standards (ELA, Math, Science, &/or HSS)	<p>NGSS 1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>HSS 1.2- Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p> <p>HSS 1.2.1- Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>CCSS.ELA-Literacy.RL.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CSS.ELA.Literacy.RL.1.7- Use illustrations and details in a story to describe its characters, setting, or events.</p>



Sustainability for kids (whiteboard ...
youtube.com



— This whiteboard animation explains sustainability in a simple way with a superhero (Ecoman) and a...

Secondary Multilingual Students Learning in English

Group Members: Lois, Becky, Edgar

Essential Question(s) (from CA Environmental Principles & Concepts)	Principle 2 Concept A Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.
Culminating Project	Statistical information, Argumentative Essays Research Paper, Portfolio of research Analyze statistical information to write a research paper for their own argument.
Content Standards (ELA, Math, Science, &/or HSS)	<p>http://www.corestandards.org/ELA-Literacy/W/9-10/ CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.MATH.CONTENT.HSF.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. CCSS.MATH.CONTENT.HSF.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context. CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.</p>



La urbanización presenta oportunidades y desafíos para avanzar hacia el desarrollo sostenible



Foto: Miguel Ángel Latorre, Flickr

América Latina es la región más urbanizada del mundo en desarrollo. Dos tercios de la pobla

En América Latina y el Caribe, las ciudades con un millón o más habitantes han aumentado de ocho en 1950 a 56 en 2010 y una de cada tres personas de la región vive en estas ciudades.



珍爱地球，保护环境。Cherish the earth and protect the environment



[illegible]