



2018-19 ELPAC Academy

Post-Training Report



**October
2018**



Introduction

The 2018–19 ELPAC Academy was designed and delivered with the goal of equipping California educators with the knowledge and tools necessary to understand the relationship between the English Language Proficiency Assessments for California (ELPAC), the 2012 California English Language Development (ELD) standards, and classroom instruction. This report provides information about the nine ELPAC Academy sessions held in Sacramento, Clovis, Los Angeles, Riverside, and San Diego during August and September 2018. The ELPAC Academy was a valuable professional development opportunity for classroom practitioners on how to use the ELPAC to improve teaching and learning. Topics covered in the ELPAC Academy included:

- ELPAC and 2012 ELD standards overview
- Deconstructing ELPAC task types
- Accessibility 101

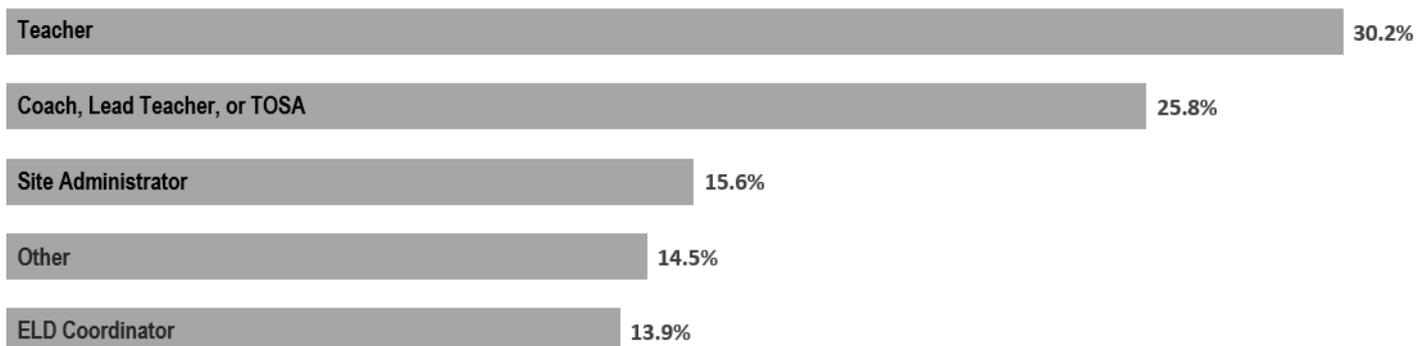
Summary of Participants

1131 total registered attendees

The ELPAC Academy was designed as a professional learning opportunity for classroom practitioners. While the attendees were a mix of teachers, administrators, coordinators and others, the majority of them had a clear connection to the classroom.

71% of attendees had a direct link to classroom instruction.

30.2% were teachers and 25.8% were coaches, lead teachers, or TOSAs, and 15.6% were site administrators.



60% response rate

Upon completing an ELPAC Academy session, participants received an email with a link to a feedback survey. 677 of attendees responded to the survey for a response rate of 60%.

Additional participant information is illustrated in Appendix A, Figures 1 through 4.

Findings

Trainers Were Knowledgeable and Locations Were Conducive to Learning

- **83.8%** said that the trainers were knowledgeable and responsive.
- **80.2%** said that the training location was convenient, comfortable and conducive to learning.

The presenters were amazing. So knowledgeable and able to explain complicated topics very simply.

– Participant in Clovis

Training Materials Supported Learning

- **80.2%** said that the training materials supported their learning.

The PowerPoint and Notetaking guide are beautiful.

I love all the graphics!

– Participant in Sacramento

The ELPAC Academy was a Valuable Professional Learning Opportunity

- **86.5%** said that the ELPAC Academy was a valuable professional development opportunity.
- **93.5%** said that they understood how the ELPAC tasks types and how they related to classroom instruction.
- **90.3%** said that they could describe the alignment between the ELPAC task types and the 2012 ELD Standards.
- **89.5%** said that they understood how to select accessibility resources for all California assessments in an equitable manner.

This is the best training I have been to in a long time.

This is exactly what I needed!

– Participant in LA

Additional detail illustrated in Appendix A, Figure 5.

Participant Suggestions

In addition to answering a number of questions, participants made suggestions about topics to include in future ELPAC Academy sessions. Common suggestions were:

- Reclassification
- Classroom lessons
- How the ELD standards relate to the Common Core State Standards

All participant responses to open ended questions, including suggested topics for future trainings, are listed in Appendix B.

Summary and Recommendations

In summary, most of the feedback received from the CAST Academy participants was positive and provided helpful suggestions on what topics to cover in future trainings. Those suggestions included:

- An in depth look into classroom instruction, specifically on how to prepare students for the rigors of the assessment
- More on how to use item types to create interim assessments in the classroom, specifically around scoring
- A deeper dive on accessibility, specifically how designated supports should be selected for English learners on the CAASPP assessments

Based on the comments and suggestions provided by the survey respondents, the SCOE puts forth the following recommendations for future educator trainings:

- Continue to offer a separate professional development opportunity specifically designed for classroom practitioners
- Focus on creating opportunities for participants to hear from their peers about the assessment-related LEA successes, challenges and best practices
- Create opportunities for hands-on exploration of the item types and how they relate to the classroom

A complete list of all participant comments and suggestions is available in Appendix B.

Appendix A

Figure 1. Attendee responses by location

At most training locations, over half of the attendees respond to the survey. These locations are called out with striped bars.

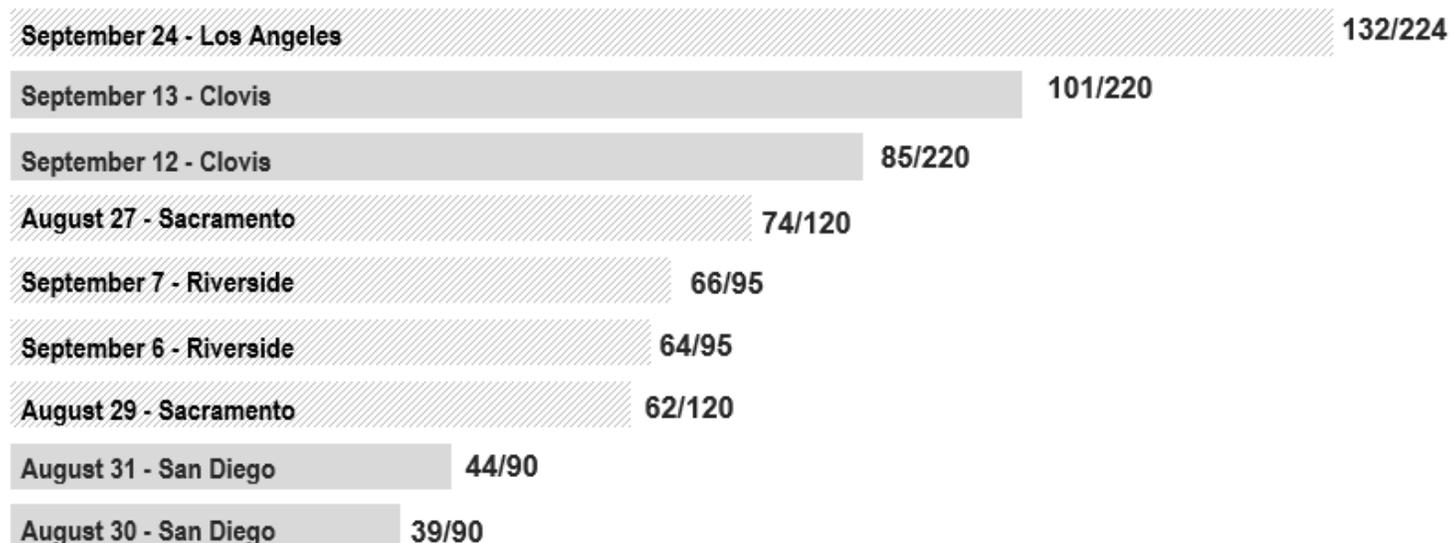


Figure 2. Attendee years in position

Almost half (45.9%) of the survey respondents had been in their position less than three years. This is shown with striped bars.

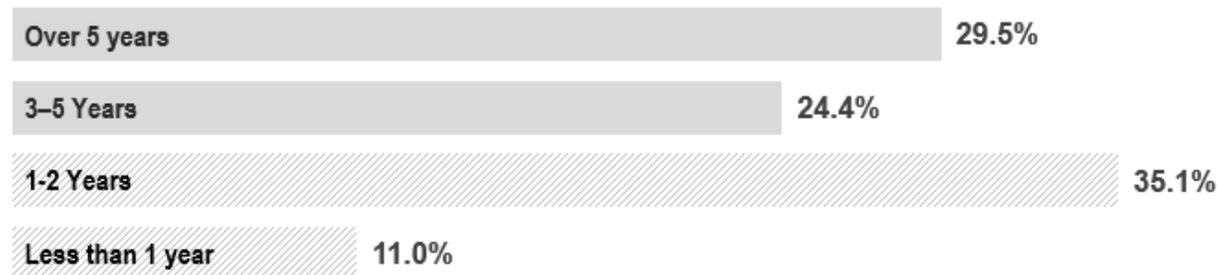
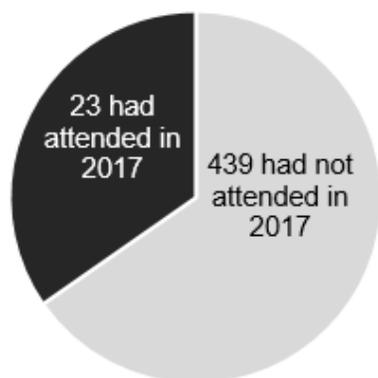


Figure 3. Returning attendees



64.8% of survey respondents **had not** attended an ELPAC Academy in 2017.

This includes locally held ELPAC Academies.

Figure 4. How attendees heard about the ELPAC Academy

Word of mouth was the reason almost 400 attendees registered for the ELPAC Academy in 2018. This is shown with the top bar.

Word of mouth was the reason almost 400 attendees registered for the ELPAC Academy in 2018

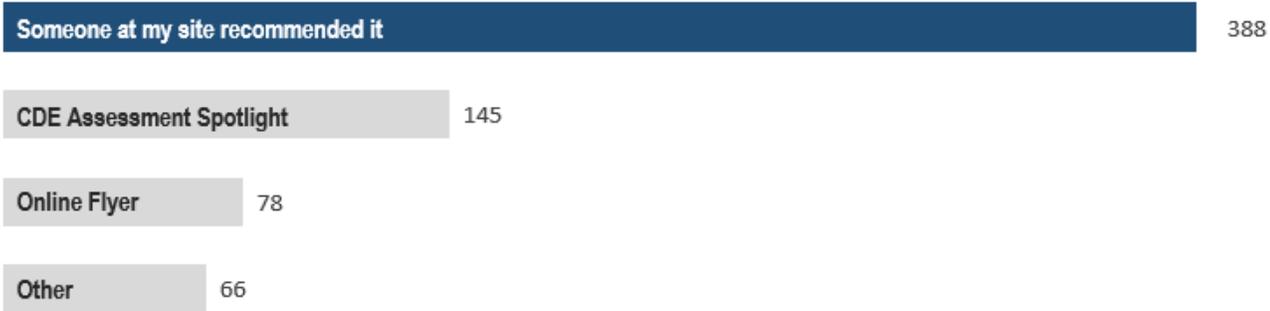
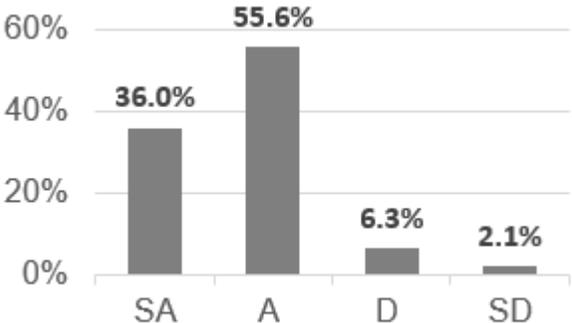
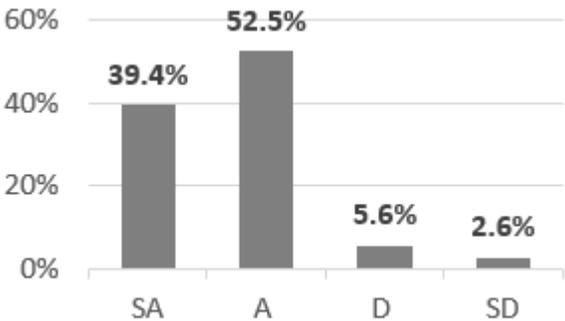


Figure 5. Participants Strongly Agreed (SA), Agreed (A), Disagreed (D), or Strongly Disagreed (SD) to the following statements

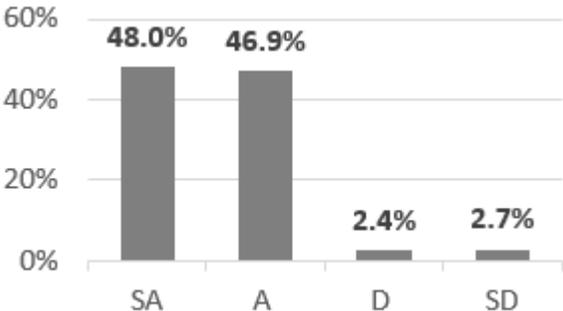
I understand how to select accessibility resources for all California assessments in an equitable manner.



I can describe the alignment between the ELPAC task types and the 2012 ELD Standards.



I understand the ELPAC tasks types and how they relate to classroom instruction.



The ELPAC Academy was a valuable professional development opportunity.

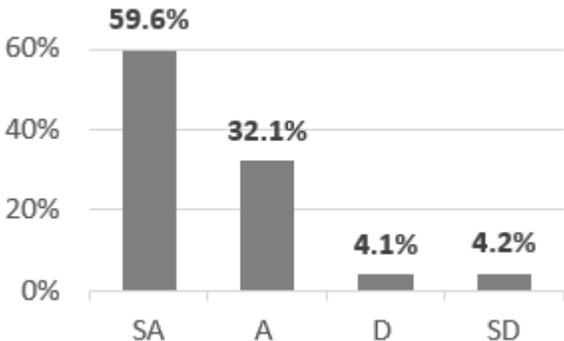
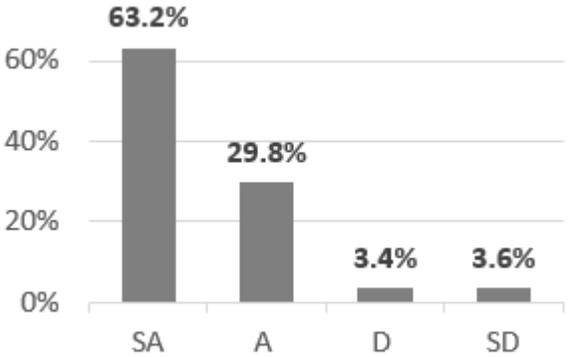
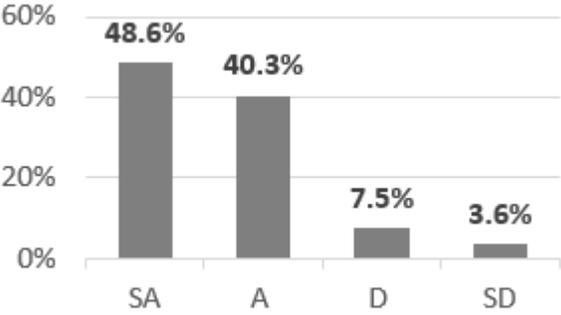


Figure 5 (cont'd). Participants Strongly Agreed (SA), Agreed (A), Disagreed (D), or Strongly Disagreed (SD) to the following statements

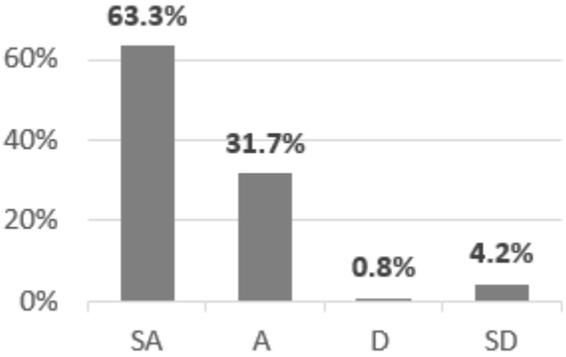
ELPAC Academy training materials supported my learning.



The ELPAC Academy training location was convenient, comfortable and conducive to learning.



ELPAC Academy trainers were knowledgeable and responsive to my questions.



Appendix B

The comments listed below are verbatim feedback provided by the survey respondents. They have not been changed or edited in any way in order to maintain the integrity of the feedback.

In the future, what topics would you be interested in exploring?

Reclassification

- A workshop about Reclassification of ELs
- ELPAC and reclassification
- Reclassification and ELPAC
- Reclassification and Guidelines
- Reclassification and strategies that help students get there.
- Reclassification criteria
- Reclassification criteria supplemental resources. Anything that will help ELL students
- Reclassification criteria alternative reclassification criteria for special ed, focusing on strategies that would help us teach the ELPAC tasks
- I would like to have more information on the topic of reclassification of EL students based on the testing results along with the local measures.
- Language survey criteria, more on reclassification criteria outside of ELPAC results, scoring.
- Monitoring and reclassifying students with disabilities (alternate)
- Once the guidelines for redesignation come through, I would like to walk through those with the experts
- State-wide Reclassification Criteria

Accessibility

- In test accommodations, I would love access to supplemental assessments we may use for IEP students if we needed to sub out different sections.
- Perhaps a training just on Accessibility alone would be useful. Thank you!
- Allowing a section of the training in actually accessing the resources would be very beneficial.
- Detailed instruction on accommodations and test settings
- EL SPED supports
- Further exploration on applying the Accessibility Resources for all assessments.
- Guidance on reclassification and example for tracking EL progress. ELD folders and recommendation on how to track EL progress year to year.
- How to help special needs students.
- I would enjoy a longer training on Accommodations.
- I would like to know more about accommodations for students with special needs.
- More on accessibility.
- More on accommodations.
- This was perfect! More time on accessibility section would be awesome! Possibly consider training accessibility earlier in the training as it's truly an anchor for support instruction.
- Universal and Designated Accommodations

Classroom Instruction

- Development of ELPAC correlation to the classroom and use of assessment results
- A more in depth look at the ELPAC Task Types in a grade span focus. Generally, teachers look at their specific grade and that is the view they take on for everything, but I think both points of view are necessary: the looking glass and the bird's eye view.
- A video overview of a sample task from the current ELPAC and how a teacher incorporated the ELD and ELA standards. What did the lesson look like?
- Activities and resources to use in the classroom to best support ELs in being successful for ELPAC.
- Activities, games, resources for classroom teachers to use immediately
- Actually using resources with kids in everyday teaching/learning
- Additional teacher - practice in writing cross-curricular lessons that include trackers from other discipline areas. A collaborative approach to ELD
- Aligning instruction to the ELPAC results
- An actual lesson incorporating the standard and strategies with a pilot test
- Approach to planning and linking to effective instructional practices to scaffold learning for English Learners being the focus and as a benefit the connect to assessment rather than the assessment taking the lead.
- Classroom demonstrations integrating standards with ELA
- Classroom examples
- Classroom Implications is always helpful and needed
- Classroom Instructions that align with ELD standards and ELPAC.
- Classroom Strategies to support students on the ELPAC
- Compiling a database/clearinghouse of Exceptional Des. & Int. ELD lesson plan samples, forms, resources, ideas, videos, etc... for districts to refer to throughout the state of California.
- Continue topics that will help support teachers support EL students, and aligning classroom curriculum to ELPAC tasks.
- Continuing to dive deeper into the connection between the ELD standards, the ELPAC and how instruction in the classroom can further develop language for our ELLs.
- Curriculums aligned to ELPAC for our Emerging students
- Designated ELD - how to do it well and what others are doing
- Designated ELD instructional strategies
- Developing Benchmark exams aligned to the ELPAC. Exploring task types and best practices for preparing students, setting classroom routines to support students.
- Developing ELD Units, Lesson Planning, and implementing instructional or SDAI strategies
- ELPAC and other strategies for teaching newcomer high school students.
- For teachers- more ELD training that they can embed in their day to day practices. All our students could benefit even though they are EO.
- Formative assessment types as it relates to English Learners and instruction.
- From the placement of unpacking, then designing what that looks like in the classroom.
- Fine-tune use of data to inform planning and implementation of specific key pedagogical practices in classroom instruction.
- grade-span specific suggestions/models for designated ELD time & curricular resources
- Helping teachers and coaches see the difference of just handing teachers ready-made ELPAC task practice items instead of looking at the task meaningfully to direct their teaching.
- How to "lightly support" "moderately support" the different levels.
- How to create lessons which incorporate the task types into them.
- How to teach EL standards - lesson examples
- How to teach ELs in your classroom

- How to use meet needs of ELs in Math.
- How to use the ELD standards for instruction rather than relying on ELPAC practice tests as an instructional crutch.
- I wanted more classroom components to the ELPAC. The practice test was discussed, but it would have been beneficial, more relevant to discuss/give time for production of actual class plans or lessons to do related to the task types. There was only a brief breakdown of a task type, and from that my group generated lesson ideas. THAT should have been a significant chunk of the time. Especially relating it to designated versus integrated time at the middle school and elementary school. Also separating the grades would have been helpful. A training/topic on how to integrate ELD into core content areas WOULD be something I would recommend to middle school colleagues.
- I would like more planned ready to use resources to share with teachers at my site. We understand the task types, but other than the practice tests, I don" know of any other resources out there. Coming up with these is one more thing we are putting on teachers' plates.
- I would like to see additional time spent on creating additional formative assessments aligned to standards using the steps we learned at the academy.
- I'd like to re-visit the standards to learn more how they relate to lesson planning and teaching.
- Instructional materials available to teach ELD.
- Instructional practices for teachers to support English Language Acquisition.
- Instructional Practices that support English Learners
- Integrated and designated ELD lessons
- Integrated ELD tasks that go with current content standards
- Integrating ELPAC tasks into an independent studies program effectively
- Integrating sample tasks with content.
- Integrating science and social studies into the ELD Designated curriculum.
- Integration of technology in ELD standards.
- Mapping the ELA standard and the ELD supports directly related to that standard (by level)
- More about activities and strategies that teachers can incorporate to better prepare their students for the ELPAC.
- More about classroom application and how to share/instruct teachers to use task types to guide instruction
- More specific ways to create formative and interim assessments in alignment with the ELPAC
- More strategies for implementing the ELAPC standards in the classroom.
- More strategies to help ELL students with content areas in the classroom -training on the legal requirements for supporting ELL students (especially as far as documentation and services offered)
- Possibly more strategies that both EL and Core Teachers can incorporate into their daily lessons that would support and help students prepare for the content and types of questions on the ELPAC. We were given a few good ones. More would be appreciated. Thanks.
- Programs/Curriculum that has been used successfully to support EL (especially LTELs) in the classroom.
- Scaffolding strategies to use for the different proficiency levels of students.
- Science and math activities that support ELPAC tasks
- Specific lessons that would help students pass the test.
- Supplemental resource material to assist in classroom instruction. Also, how to assist students in an independent study classroom model.

Miscellaneous

- Administering the ELPAC.
- Alignment between ELD standards and math practices
- Alternate Assessments to the ELPAC
- Analyzing ELPAC Summative results (Scale Scores) to inform instruction and to improve the school's program.
- Best practices for digging in to Summative results along with guidance for how results of analysis can impact teaching.
- Best practices in designated / integrated instruction. What does designated support for integrated instruction look like at the secondary level
- Better explanation of ELPAC to ELD standards and more teaching materials for students to practice the ELPAC.
- Break down of how things are scored for the ELPAC- especially the knowledge of how spelling, grammar and punctuation work in the Writing portions of the test
- Connecting state adopted curriculum to task types
- Constructing Performance Tasks based on ELPAC task types
- Creating Interim assessments based on ELD standards
- Detailed data information. How the scores are tabulated and then averaged together.
- Dual Designated EL's, and correction of classification errors process
- ELD Instructional Strategies to be used across all content areas.
- ELPAC for dummies
- Explaining reports to parents, reclassification criteria recommended by the state, and examples of Designated and Integrated ELD.
- Having cross-curricular training would be more helpful to take back to our staff.
- How best to group students for Designated ELD based on ELPAC scores.
- How to actually administer the assessment. There was a lot of confusion last year in regards to the audio portion that still hasn't really been cleared up.
- How to Explain the Reports Thoroughly to Teachers
- How to implement designated ELD time for gen ed class (with no separate ELD pull-out program)
- How to incorporate the ELD standards within the core content classes
- How to interpret scores and share that information to teachers, parents, and students.
- How to more easily navigate student reports, and other TOMS items like using the LST. How to get data and scores more quickly from our feeder Elementary school districts for our new incoming 7th graders.
- How to plan designated instruction in a way that is beneficial to all students in my classroom, so as to not neglect other learners during their school time instruction.
- How to provide the integrated and designated support in the classroom when you have 30+ students. State standard for determining RFEP
- I enjoyed all the topics
- I liked all the topics.
- I LOVED the ELPAC Task Type Deconstruction Activity, and would like to explore it further for each task type (especially SAP), to develop lessons for D-ELD and I-ELD.
- I want to know more about what to do with students who speak Zero English.
I wish that the clearly knowledgeable trainers had actually explained what it takes for a student to "pass" the ELPAC and be eligible to exit ELD coursework
- I would be interested in seeing data from the 17-18 ELPAC assessments and a possible comparison to CELDT.

- I would like more information on whether it's possible to do a more fine-grained analysis of students' skills based on their ELPAC results. It's not much to go on if all I have is a scale score for each domain--what kinds of questions are they messing up on? Which standards are they struggling with? That's what I'd like to know, in order to plan for further instruction.
- What addressing the language demands of the writing portion might look like in various content areas
- Samples of how teachers/districts use the template provided; perhaps in a "Resources" section. Seeing the lesson on paper and then a video of its implementation.