###

**Common Abbreviations**

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ACCESS ACCESS for ELs (Annual Assessment)

CCR College and Career Readiness

CEPA Curriculum Embedded Performance Assessment

CPT Common Planning Time

DESE Massachusetts Department of Elementary and Secondary Education

EL English Learner

ELE English Learner Education

ELBAC English Learner Bilingual Advisory Council (State)

ELP English Language Proficiency

ELPAC English Learner Parent Advisory Council (Local)

ESL English as a Second Language

ESL MCU ESL Model Curriculum Unit

ESSA Every Student Succeeds Act

FacT Facilitator Training (for Next Generation ESL Curriculum)

FLG Focus Language Goal

LOOK ACT Language Opportunity for our Kids Act of 2017

MTSS Multi-Tiered System of Support

NIRN National Implementation Science Research Network

NGESL Next Generation ESL

OLA Office of Language Acquisition at DESE

PLC Professional Learning Community

SEI Sheltered English Immersion

SEL Social and Emotional Learning

SLIFE Students with Interrupted or Limited Formal Education

TBE Transitional Bilingual Education

TFM Tiered Focus Monitoring

TWI Two-Way Immersion

UbD Understanding by Design

UDL Universal Design for Learning

VOCAL Views of Climate and Learning Survey

WIDA World Class Instructional Design and Assessment

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### Glossary of Terms and Concepts

**Asset-based Approaches vs. Deficit-Based Approaches**

Asset based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

**Assessment**

* ***Annual Assessment-ACCESS for ELs***

The annual statewide assessment of ELs’ English language development and growth.

* ***Interim Assessment***

Periodic assessment of language growth and/or academic learning, typically at a unit level. *Curriculum-Embedded Performance Assessment (CEPA)* is a unit-level, interim performance assessment for students to demonstrate their attainment of the learning goals against specific evaluative criteria for a unit of instruction, and to apply their learning to new real-world contexts and scenarios.

* ***Formative Assessment and Contingent Pedagogy for ELs***

When teachers pay close attention to students’ developing language…they can take contingent [or in-the-moment, responsive] action in the form of scaffolding or feedback to support ELs’ language and subject matter learning. The degree to which teachers are able to engage in this contingent practice is dependent on their understanding of *formative assessment* as an integral component of pedagogy, their knowledge of content and, importantly, their pedagogical language knowledge.” The teacher gets continuous “feedback from formative assessment evidence while learning is developing, and uses the information *both* to make changes in teaching, *and* to provide feedback to the students about how they can move their own learning forward. In this way, the teachers’ pedagogical response—instructional adjustments or direct provision of feedback—[is] contingent upon the evidence obtained.” From Heritage, Linquanti, & Walqui (2013)

**Cultural Proficiency**

Behaving in ways and enacting policies that lead to bias-free environments that are respectful of diverse backgrounds, strengths and challenges.

**Cultural Responsiveness**

Cultural responsiveness means educators and the system actively draw on diverse backgrounds, strengths and challenges to deepen learning. Educators adapt instruction to incorporate strategies that connect to and value each student.

**Culturally Sustaining**

Seeking to foster and explicitly support students' diverse backgrounds, identities, strengths and challenges. Connecting present learning to histories of racial, ethnic, and linguistic communities and to the histories of neighborhoods and cities they are a part of. This is the highest level of cultural responsiveness on the Massachusetts Cultural Responsiveness Continuum.

**Curriculum**

Expanding access to high-quality, standards-aligned curricular materials can significantly improve student outcomes, especially when teachers have the professional learning opportunities they need to make the most of those materials. The Center for Instructional Support at DESE is committed to ensuring that all students in Massachusetts enjoy the many benefits of a strong curriculum.

The Office for Language Acquisition (OLA) which is part of the office of instructional support, has provided models, professional learning, process guides, tools, and videos to support curriculum with specific considerations for English learners.

* **Curricular Materials**

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum.

* **Taught Curriculum**

A **curriculum** is a sequence of student learning experiences teachers facilitate using curricular materials as a foundation (not a script!); also called enacted or taught curriculum.

**ELE Programs**

English learner education (ELE) programs offered in Massachusetts for English learners. All districts that enroll any number of ELs must plan, articulate, and implement an educational program and approach(es) designed to meet the academic and language development needs of all of its ELs. Any such program must provide ELs with both systematic, explicit, and sustained development of English as a Second Language (ESL), and meaningful participation in the district's general educational program.

* **Dual Language Education Program**

A DLE or TWI (Two-Way Immersion) program is a model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and ELs from a single language background. DLE or TWI programs are additive bilingual programs because all students develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and the instruction is in two languages throughout the program. From a program design perspective, DLE or TWI programs should begin in the early grades (PreK-K) and may continue through the secondary level.

* **Transitional Bilingual Education Program**

The goal of Transitional Bilingual Education (TBE) is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms. Although teachers use the home language for instructional purposes, the transitional nature of the program does not support the further development of the students' home language. Districts can initiate TBE programs at any level, including middle and high school.

* **Sheltered English Immersion Program**

Massachusetts [law](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section2) defines SEI as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English."

**ELPAC**

English learner parent advisory councils are made up of parents and legal guardians of English learners. ELPAC duties include but are not limited to:

* Creating by-laws (rules) regarding officers and operational procedures;
* Advising the school district, school committee, and board of trustees on matters related to English learners;
* Meeting regularly with school or district leaders to participate in the planning and development of programs to improve educational opportunities for English learners;
* Advising the district or school on any new proposed language acquisition programs;
* Reviewing district and school improvement plans as they relate to English learners; and
* Meeting at least annually with the school committee or school council.

**OLA**

The Office of Language Acquisition (OLA) is part of the Center for Instructional Support at the Department of Elementary and Secondary Education. OLA provides leadership and support designed to increase the capacity of educators in Massachusetts public schools to provide an excellent education to English learners (ELs) and foreign language students in Massachusetts. OLA also coordinates state EL initiatives and EL policy development.

**Scaffold**

Vygotsky’s concept of **scaffolding** is closely related to the concept of the Zone of Proximal Development. Scaffolding refers to the temporary support given to a student that enables the student to perform a task until such time that the student can perform this task independently. Scaffolding entails changing the quality and quantity of support provided to a student in the course of a teaching cycle. The teacher adjusts the level of guidance in order to fit the student’s current level of performance. This ties closely to the skill of contingent pedagogy and formative assessment. For English learner scaffolding the teacher must be able to monitor and understand, in the moment of teaching, the process by which students are making meaning of what is being taught, and their development and comprehension of language of learning in the moment.

**Seal for Biliteracy**

The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation.

**SLIFE**

Students with Limited or Interrupted Formal Education (SLIFE) are English learners ages 8-21 years old. who have experienced interrupted education or have limited formal education prior to enrolling in the district. SLIFE usually come from a home in which a language other than English is spoken, have gaps in their education from their home country, and are at least two grade levels behind in reading and mathematics. They may have attended school in the U.S. but can have gaps in language and literacy due to ineffective or missing instruction. They are often at risk for dropping out of school and may need intensive support.

**Translanguaging**

Translanguaging is defined by linguists as the process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn.