Quick Reference Guide: Classroom Level Educators with High Standards for English Learners

Hold High Expectations Based on Beliefs of English Learners Ability to Succeed

Educators hold the same expectations for all students and demonstrate the belief that all ELs can meet or exceed grade-level standards with the right supports and scaffolds in place.

Massachusetts vision for English Learner (EL) success and academic vision promote access to excellent education for all students. In practice this means educators maintain high standards for curriculum, instruction, assessment for all learners, including ELs. They recognize that language development does not happen in isolation but rather throughout the entire day across programs and that all EL

Long term agenda for collaboration for EL success

Sheltered Content Instruction (SCI)
Taught by content-area licensed and SEI-endorsed teacher

Access to grade-level content & development of discipline-specific academic language

Occurs throughout the day, and is designed for optimum EL engagement in content

English as a Second Language (ESL)
Taught by ESL-licensed teacher

Additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language and literacy in the context of the Frameworks

Occurs for a specific amount of time each day or week, as determined by school, according to student need

educators are responsible for supporting ELs in understanding content and achieving academically. Educators also collaborate with peers and district and school leaders to support ELs because they believe in ELs' ability to succeed, share responsibility for EL success, and recognize the need for collaboration to meet the varied needs of ELs when it comes to rigorous instruction, social emotional learning, and preparation for college, career and civic participation.

Maintaining high expectations for all learners involves considering whether an EL is behind grade level and developing scaffolds and supports to help the student acquire knowledge, skills, and academic language needed to master the grade-appropriate standards by leveraging strengths and attending to English language proficiency.

Build on Linguistic and Academic Skills Through Instruction and Practice

Educators provide instruction and active practice opportunities for ELs that build their linguistic and academic skills continually. Educators use strategies such as the Teaching and Learning Cycle to promote active EL engagement and skills development. In practice this means providing meaningful opportunities to practice language and relevant scaffolds to ensure ELs are successful in these interactions. It also involves careful instructional planning, which starts with consideration of the end goals, introduction of concept, analytic practice, knowledge, and/or skill using modeling, then providing guided practice, joint construction, and independent practice opportunities. These include strategies such as collaborative student work, academic conversations, and performance-based tasks. Educators also assess students throughout to check for understanding and provide reinforcement as needed. They incorporate authentic contexts and provides ample opportunities for practice and to demonstrate learning. In addition, educators discuss language and thinking processes related to language and content development to promote active engagement with the learning process. In this way

Scaffolding Writing Through the "Teaching and Learning Cycle", p. 4

effective educators of ELs build academic and linguistic skills coherently through curriculum, instruction, and assessment.
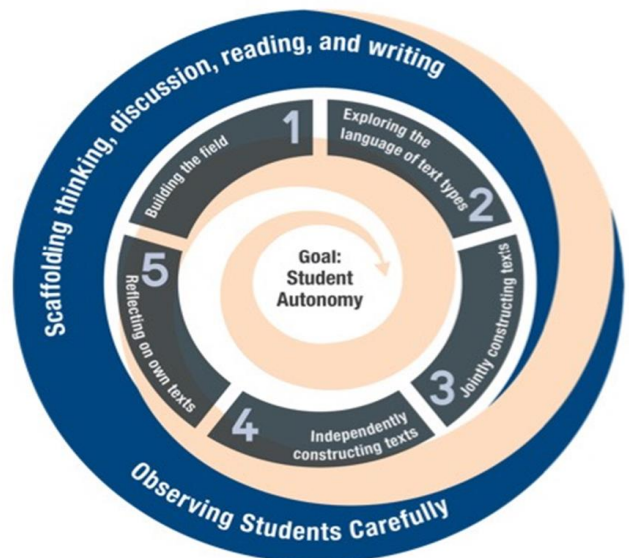
🎬 Actions-at-a-Glance: Educators with High Standards

- Plan rigorous, grade-appropriate curriculum, instruction, and assessments to ensure that ELs gain the skills, knowledge, and habits of mind needed for future success
- Maintain a *can-do* philosophy based on a shared belief that all students can achieve or exceed the rigorous expectations of grade level standards with the right supports and scaffolds
- Collaborate with colleagues to plan and develop curriculum, instruction and assessment around content concepts, essential skills, and analytic practices required to achieve the Massachusetts Curriculum Frameworks and WIDA English Language Development standards
- Analyze grade level standards to identify embedded academic language and the core targets of the standards
- Proactively consider the language development needs of ELs in advance of teaching new lessons to identify lesson language objectives and unit language goals
- Consider and identify appropriate entry points for ELs to engage with content and language standards based on their English language proficiency levels and expected benchmarks
- Select and use a variety of grade-level materials, texts, and resources that are culturally responsive and challenge ELs with appropriately complex text
- Determine appropriate supports and scaffolds ELs will need, building on what ELs can already do and the assets they bring
- Design instruction to promote self-directed, autonomous ELs who actively engage in the learning process and provide opportunities, support, and guidance around to monitor one's own learning

Planning Resources

DESE Practical Tools and Resources

Next Generation ESL: Model Curriculum Units illustrate ESL curriculum units with high standards and appropriate scaffolds and supports. Resources include videos showcasing the units in action in classrooms across the state.

Academic Vision highlights the Massachusetts vision for all learners, including ELs, and provides videos showcasing standards-based learning.

Massachusetts Model System for Educator Evaluation: Classroom Teacher Rubric showcases expectations for effective educators that can be used for self-reflection. Standard 1 and 2 focus on instruction and effectively teaching all students.

The Collaboration Tool provides a guide content and language teachers can use to support collaborative planning discussions that draw on the expertise of each teacher. It includes prompts for shared responsibility in planning rigorous, grade and level appropriate curriculum, instruction and assessment for their common English learners.

The Interactive Collaboration Tool Guide presents how to use the Collaboration Tool in curriculum development.

DESE Guidance

Standards of Effective Teaching Practice highlight expectations for teacher practice. Standards 1 and 2 provide guidance around what effective instructional practices look like including use of appropriate supports and scaffolds to assist ELs in achieving grade level standards.

Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide provides guidance and support of developing NGESL Curriculum that is rigorous, authentic, contextualized practice with language development (see the Theory of Action and Key Characteristics p. 10-12, Definition of the Focus of ESL Instruction p. 17-19- and the Discussion of the Collaboration Tool and creating Focus Language Goals p. 41-70).

Guidance on Accelerating Students Who Are Behind Grade Level provides suggestions and examples for supporting students in meeting grade level standards.

Guidance for Sheltered English Immersion (SEI) Programs explores the importance of collaboration between content and language experts and a discussion of how academic skill and English language development happens throughout a student's day (see p. 8-12).

CURRICULUM & INSTRUCTION

EDUCATOR EFFECTIVENESS

Federal Resources

[Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#) provides recommendations for effective instruction of ELs.

[Teaching academic content and literacy to English learners in elementary and middle school](#) provides evidence-based recommendations for teaching ELs in a way that supports literacy development and language acquisition as a foundation for content area achievement.

[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide](#) provides evidence-based recommendations for K-6 EL literacy instruction.

Other Featured Resources

[A framework for raising expectations and instructional rigor for English language learners](#) provides suggestions for instructional models, guidance on selecting high-quality, rigorous, grade and level appropriate instructional materials that promote language acquisition.

[Standards in Action](#) provides a collection of videos showcasing examples of EL instruction that supports content and language learning.

[Focus on Differentiation Part I](#) and [Focus on Differentiation Part II](#) explore ways to differentiate instruction to address ELs varied needs while maintaining high standards for all.

[Video Playlist: Engaging ELLs in Academic Conversations](#) showcases ways to create meaningful, rigorous, authentic practice with language development.

[Scaffolding Writing Through the "Teaching and Learning Cycle"](#) presents ways to use the Teaching and Learning Cycle as a an approach for EL writing into instruction. It incorporates rich academic discussions, critical thinking tasks, and language development.

[JeffZiwers.org](#) provides videos, tools and best practices for implementing academic conversations and promote EL language development in the classroom.

[Deliberative discourse idealized and realized: Accountable Talk® in the classroom and in civic life](#) provides examples for promoting engagement with academic discourse as a way to promote content and language development.

[Accountable Talk ® Sourcebook: For Classroom Conversation that Works](#) presents ways to promote active language practice in the classroom as a support for content and language learning.

[High-leverage principles of effective instruction for English learners](#) provides evidence-based practices to support ELs.