

Additional Resources

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# Additional Resources

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## 7.1 Additional Resources

Below you will find a list of resources that are referenced throughout Next Generation ESL MCU Resource Guide. They are organized under the following categories:

* [Policy and regulations](#_Policy_and_Regulations)
* [Massachusetts state standards and other resources related to ELP standards](#_Massachusetts_State_Standards)
* [WIDA](#WIDA)
* [Curriculum development process](#CurrDevProc)
* [Instructional tips](#_Instructional_Tips)
* [Professional Learning](#_Professional_Learning)

### 7.1.1 Policy and Regulations

* [English Learner Tool Kit](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)  
  On January 7, 2015, the U.S. Departments of Education and Justice issued a [Dear Colleague Letter](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)that outlined legal obligations to ELs under civil rights laws**.**

The English Learner Tool Kit helps state and local education agencies help ELs by fulfilling these obligations. The kit has 10 chapters (one for each section of the letter), and contains an overview, sample tools, and resources**.**

* [Guidance on Programming for ELs in Massachusetts](http://www.doe.mass.edu/ele/guidance/)

This guidance from the Massachusetts Department of Education and Laws covers programming for ELs, including assessment, placement, and reclassification of ELs. The page also has a section on relevant laws, both federal and state.

* [Rethinking Equity and Teaching for English Language Learners](http://www.doe.mass.edu/retell/)

The RETELL initiative represents a commitment to address the persistent gap in academic proficiency experienced by ELs. At the heart of this initiative are training and licensure requirements for the SEI endorsement, which core academic teachers of ELs and principals/assistant principals and supervisors/directors who supervise or evaluate such teachers must obtain.

* Further guidance for the education of ELs in Massachusetts, including regarding SLIFE students, coordinated program review procedures, and TWI programs, can be found [here](http://www.doe.mass.edu/ele/guidance/).

### 7.1.2 Massachusetts State Standards

* [Massachusetts Curriculum Frameworks](http://www.doe.mass.edu/frameworks/current.html)  
  This page presents ESE’s current curriculum frameworks.
* [English Language Development (ELD) Standards](https://wida.wisc.edu/teach/standards/eld)  
  This page presents WIDA’s current English language development standards.

Other resources related to English language development standards:

* [Relationships and Convergences](https://ell.stanford.edu/sites/default/files/VennDiagram_practices_v11%208-30-13%20color.pdf)

This Venn diagram, created by Tina Cheuk with Stanford University’s Understanding Language, synthesizes key academic practices from four documents:

* + *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.*
  + *Common Core State Standards for Mathematics.*
  + *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.*
  + *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards.*
* [Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards](https://ccsso.org/resource-library/english-language-proficiency-development-elpd-framework)The Framework’s purpose is to communicate to EL stakeholders the language practices that all ELs must acquire in order to successfully master the CCSS and NGSS and for second language acquisition more generally.
* [Common European Framework of Reference for Languages: Learning, Teaching, Assessment](https://www.coe.int/en/web/common-european-framework-reference-languages)

This document provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc., across Europe. It comprehensively describes what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency that allow learners’ progress to be measured at each stage of learning and on a life-long basis. It is used in Europe but also in other continents, and is now available in 40 languages.

* [ELPA21 English Language Development Standards](http://www.elpa21.org/elp-standards)  
  Like WIDA, ELPA21 is a consortium of states that has developed its own set of ELP standards and assessment system. ELPA 21 professional development modules can be found [here](http://www.elpa21.org/standards-initiatives/professional-development).
* [Proficiency Level Descriptors for English Language Proficiency Standards](http://www.esu13.org/vimages/shared/vnews/stories/5787c1562e517/Levels%20of%20Language%20Acquisition%20and%20Expectations.pdf)

From the document: “The purpose of this document is to complement, rather than replace, the [CCSSO] ELP Standards. This document provides summary definitions and more detailed descriptions of what ELLs’ language forms might look like as ELLs gain proficiency with the strategic set of language functions outlined in the ELP Standards.

Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the PLDs are situated.”

* [Unpacking the Common Core Activity](https://www.isbe.net/Documents/ELA_common_core_standards.pdf)  
  This tool is intended to help educators analyze the Common Core ELA standards.



### 7.1.3 WIDA

The resources below were created by WIDA, a non-profit cooperative consortium of 38 states whose purpose is to develop standards and assessments that meet and exceed the goals of current federal educational regulations and promote educational equity for ELs. Massachusetts has been a WIDA member since 2012.

* [WIDA Performance Definitions](http://www.doe.mass.edu/ell/curriculum/definitions.pdf)

According to WIDA (2009a, p. 3), the Performance Definitions “provide a concise, global overview of language expectations for each level of English language proficiency.” They can be viewed as a slice of a language development trajectory that can help educators set language learning goals and objectives, plan instruction, and assessment. The Performance Definitions provide criteria by which to gauge and shape expectations of each of the stages of language proficiency, but it is important to remember that these stages are socially constructed and therefore a sample projection, not always representative of what a real student’s trajectory may look like. Educators should use the Performance Definitions to inform planning of instruction, but also focus on the variable trajectory of language development rather than to think of the divisions of levels as static markers.

* [K–12 Can Do Descriptors, Key Uses Edition](https://wida.wisc.edu/sites/default/files/resource/Can-Do-Descriptors-Key-Uses-K-12-FAQs.pdf)

From the website: “The K–12 Can Do Descriptors, Key Uses Edition highlights what language learners can do at various stages of language development as they meaningfully participate in the CCR standards.”

* [Essential Actions: A Handbook for Implementing WIDA’s Framework for English Language Development Standards](https://wida.wisc.edu/sites/default/files/resource/Essential-Actions-Handbook.pdf)

From the document: “This handbook…describes and illustrates the standards-referenced components and elements of language learning within WIDA’s standards framework…The overall purpose of this handbook is to promote collaboration, mutual understanding, and use of language development standards among all educators who work with ELLs.”

[Academic Language](https://wida.wisc.edu/sites/default/files/resource/Features-of-Academic-Language.pdf)

From the website: “Everything WIDA does revolves around the significance of academic language and how to empower language learners to reach for success.” This website includes guiding documents, and academic references.

* [Educator Resources](https://wida.wisc.edu/resources)

A variety of resources for educators serving ELs including Focus Bulletins, RTI2, and professional learning modules.



### 7.1.4 Curriculum Development Process

The following resources are aligned to the curriculum development process for the next generation ESL MCUs.

* [Understanding by Design](http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx)

On this website, ASCD provides guidance and resources on UbD. Readers may choose different tabs to explore resources about UbD: an overview, books, articles, DVDs, online learning, events, experts, and more.

* [UDL Guidelines](http://www.udlcenter.org/aboutudl/udlguidelines)

From the website: “The UDL Guidelines, an articulation of the UDL framework, can assist anyone who plans lessons/units of study or develops curricula (goals, methods, materials, and assessments) to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. They can also help educators identify the barriers found in existing curricula. However, to fully understand these Guidelines one must first understand [what UDL is](http://www.udlcenter.org/aboutudl/whatisudl).”

* [Model Curriculum Units](http://www.doe.mass.edu/ele/instruction/mcu/)

As part of a Race to the Top grant, ESE has developed over 100 MCUs. These units are intended to help educators with implementation of the Massachusetts Curriculum Frameworks. They were created by teams of teachers from across the Commonwealth, with guidance and support from ESE curriculum and content specialists. All MCUs use the UbD process developed by Grant Wiggins and Jay McTighe. The site includes links to MCUs, videos of the MCUs in action, and other resources and supports for implementing the MCUs.

Language objectives:

* [Linguistic Scaffolds for Writing Effective Language Objectives](http://www.colorincolorado.org/search/node/language%20objectives)

This document is available at [*Best Practices for ELLs*](http://www.nwresd.org/ell-and-migrant-ed.html), a website created by teachers and administrators from the Northwest Regional Educational Service District.

Formative assessment:

* [Formative Assessment as Contingent Teaching and Learning: Perspectives on Assessment as and for Language Learning in the Content Areas](http://ell.stanford.edu/content/formative-assessment-contingent-teaching-and-learning-aera-2013)

This paper first defines formative assessment and discusses how its practice is implemented in the classroom by both teachers and students. Then, the authors explore developing teacher expertise to engage in formative assessment in the education of ELLs in an era of new standards. Lastly, the authors examine how educational policymakers can foster use of formative assessment practice by teachers of ELLs.

* [Focusing Formative Assessment on the Needs of English Language Learners](https://www.wested.org/resources/focusing-formative-assessment-on-the-needs-of-english-language-learners/)

From the report: “In this paper, we examine how formative assessment can enhance the teaching and learning of ELL students in particular. We highlight the opportunities and challenges inherent in integrating formative assessment into instruction for ELL students in the era of the Common Core and other ‘next generation’ standards.

We argue that in order to use formative assessment effectively with this student population, teachers must attend simultaneously to the students’ needs both in learning content and skills *and* in developing the English required to express their learning.”

* [Language Functions and Forms: A Brief Summary](http://prodev.elpa21.org/module2/module2/resources/LanguageFunctionsForms.pdf)  
  This document is part of ELPA21’s online modules, developed by Understanding Language and teachers from the state of Washington. It provides a brief history of language functions and forms and explains the difference between the two.

### 7.1.5 Instructional Tips

* [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K–12](http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies)  
  From the website of this Center for Applied Linguistics publication: “The 78 strategies selected were modeled and discussed with the teachers during the practitioner-oriented courses. The *GO TO Strategies* was designed to be used as a resource by K–12 general education and content-area teachers with English language learners (ELLs) in their classrooms, ELL teachers, special education teachers, principals and other supervisors overseeing the instruction of diverse groups of students in North Kansas City Schools and for professional development of these educators.”
* [Meeting Students’ Need Through Scaffolding](https://www.engageny.org/sites/default/files/resource/attachments/scaffolding_student_needs.pdf)   
  Provided by Engage NY, this document lists suggested scaffolds and supports for ELs and students with disabilities, including front-end scaffolding and back-end scaffolding.
* [Releasing Responsibility](http://fisherandfrey.com/uploads/posts/Release_EL.pdf)  
  This article focuses on the gradual release of responsibility model and how it can benefit all students.
* [Curriculum as Window and Mirror](http://nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf)  
  This paper addresses sociocultural considerations, exploring the need for a curriculum to reflect and reveal most accurately both a multicultural world and the student herself or himself.
* [Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI2) for English Language Learners: Connecting to WIDA Standards, Assessments, and Other Resources](https://www.uab.edu/education/esl/images/WIDA_RtI2_forELLs.pdf)

From the document: “This guide provides some ideas for educators to create their own professional development activities to support RtI2 implementation in their local contexts. School systems are encouraged to build on existing strengths, including the expertise of their staff across disciplines (e.g., bilingual/ESL, general education, special education) in developing these activities.”

### 7.1.6 Professional Learning

* [What Is a Professional Learning Community?](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx)

This article from ASCD attempts to clarify and define the PLC model and how it can be used in school reform efforts.

* [NSRF Protocols and Activities](http://www.nsrfharmony.org/) (this website now requires that you have an account to access data)

This page, from the National School Reform Faculty, provides a wealth of protocols—structured processes and guidelines that promote meaningful and efficient communication, problem-solving, and learning.

* [National Implementation Research Network](http://nirn.fpg.unc.edu/)

From this website (a useful resource on continuous improvement): “The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.” The site provides free online modules, lessons, tools, and resources for educators interested in learning more about implementation science and the role that improvement cycles play in scaling up innovations.

* [PLC Modules](http://plcexpansionproject.weebly.com/plc-modules.html)

From the website: “Establishing and strengthening effective instructional teams is challenging work. For that reason, the PLC Guidance document provides examples and frameworks to help inform the work of teachers, school leaders, and district leaders, based on prevailing research on PLCs. A crucial component of the guide includes these modules. These modules are supported by a [Tool] Kit containing resources (articles, protocols, videos, etc.…) to support the work of establishing effective PLCs in participating schools and districts.”

* Organizations and websites with pre-established protocols and other tools to support PLCs:
* [Center for Collaborative Education](http://www.cce.org)
* [School Reform Initiative](http://www.schoolreforminitiative.org)
* [National School Reform Faculty](http://www.nsrfharmony.org) (this website now requires that you have an account to access data)

## 7.2 Glossary

### 7.2.1 Abbreviations

CAST Center for Applied Special Technology

CCR college and career readiness

CCSS Common Core State Standards

CEPA Curriculum Embedded Performance Assessment

CPT common planning time

DDM district-determined measure

EL (ELL) English learner

ELA English language arts

ELD English language development

ELE English learner education

ELP English language proficiency

ELPD English Language Proficiency Development (Standards)

ESE Massachusetts Department of Elementary and Secondary Education

ESL English as a second language

FacT facilitator training

FAPE free and appropriate public education

FLG Focus Language Goal

HSS history/social studies

LEA language experience approach

LoLA Language of Language Arts

LoMa Language of Mathematics

LoSc Language of Science

LoSS Language of Social Studies

LRE least restrictive environment

MATSOL Massachusetts Association of Teachers of Speakers of Other Languages

MCU model curriculum unit Model Performance Indicators

MPI Model Performance Indicators

NIRN National Implementation Research Network

OLA Office of English Language Acquisition and Academic Achievement

PLC professional learning community

PSA public service announcement

RETELL Rethinking Equity and Teaching for English Language Learners

RTI Response to Intervention

SEI sheltered English immersion

SCI sheltered content instruction

SIL Social and Instructional Language

SLIFE students with interrupted or limited formal education

STEM science, technology/engineering, and mathematics

TBE Transitional Bilingual Education

TPR total physical response

TWI Two-Way Immersion

UbD Understanding by Design

UDL Universal Design for Learning

### 7.2.2 Terms/Concepts

*Contingent pedagogy:* From Heritage, Linquanti, & Walqui (2013): “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 ELLs’ 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.”

*ELP level:* WIDA English Language Proficiency Level

*Embedded language function:* The language functions that live within standards, goals, or other texts.

*First language support:* use of the student’s first language to support instruction.

*L1:* student’s first language

*Professional learning community (PLC):* A PLC is a structured, sustained collaborative process where educators regularly meet to share expertise and develop specific areas of practice. For more information on PLCs, see Section 7.1.6, “[Professional Learning](#_Professional_Learning).”

*Reciprocal teaching:* Refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting (Reading Rockets, n.d.).

*Scaffold:* “Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. Once students are able to complete or master the task, the scaffolding is gradually removed or fades away—the responsibility of learning shifts from the instructor to the student” (Faculty Development and Instructional Design Center, n.d.). For more information on scaffolding, see Section 7.1.5, “[Instructional Tips](#_Instructional_Tips).”

*Sheltered content instruction (SCI):* SCI is one of two program components of sheltered English immersion. It includes approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. SCI must be taught by qualified content area teachers.[[1]](#footnote-1) It must be based on district-level content area curricula, aligned to the Massachusetts Curriculum Frameworks and integrating components of the WIDA ELD Standards. Entering, emerging, and some developing students (ACCESS levels 1, 2 and 3, *Foundational*) will find this instruction more challenging than students at the *Transitional* levels of English proficiency (i.e., developing, expanding, and reaching—ACCESS levels 3, 4, and 5).

Therefore, districts can group *Foundational* students together and provide more support during SCI (i.e., SCI delivered by an ESL teacher with an appropriate content area license, or co-teaching between an ESL teacher and a sheltered content area teacher).

*Sheltered English immersion (SEI):* In Massachusetts, SEI is an instructional program consisting of two components: SCI and ESL. For more information on SEI, see ESE’s [*Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners*](http://www.doe.mass.edu/ele/guidance/?section=guidance)

### 7.2.3 Activities

Click on each link for general information about some activities that appear in the next generation ESL MCUs. Additionally, The Center for Applied Linguistics’ “[GO TO Strategies](http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies)” booklet provides a wealth of activities, strategies, and scaffolds.

*[Accountable talk](https://kb.edu.hku.hk/approaches_accountable_talk/)*

[*Anchor chart*](https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf)

[*Anticipation guide*](http://www.readingrockets.org/strategies/anticipation_guide)

[*Cloze exercise*](https://www.gallaudet.edu/tutorial-and-instructional-programs/english-center/reading-english-as-second-language)

*Divide and slide:* This is a partner sharing activity. The class divides into two lines. Partners face each other and share. One line remains in place while the other one line slides to the right after each pair speaks, and then the process repeats.

*Equity sticks:* Each student’s name or number is written on a stick (or on an index card or other material). The teacher calls on students according to the stick that he/she randomly selects. Equity sticks are meant to increase engagement, enhance student ownership of the learning process, and ensure that all students in a classroom are called.

[*Exit ticket*](http://www.readingrockets.org/strategies/exit_slips)

*Foldable:* Three-dimensional organizers that can take many forms. Foldables help students with tasks such as memorizing, remembering, organizing, and reviewing. For more information, see [Nancy Frey’s “Hands On” Doesn’t Mean “Minds Off”: Using Foldables™ to Promote Content Learning](http://www.boostconference.org/workshop_pdf/Hands%20On%20Doesn't%20Mean%20Minds%20Off-Foldables.pdf).

*Formative assessment (see Section 4.3.2)*

[*Gallery walk*](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk)

*Graphic organizer:* A visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task.

[*Jigsaw*](http://www.washoeschools.net/cms/lib08/NV01912265/Centricity/Domain/228/Instructional%20Strategies%20List%20July%202015.pdf): A cooperative learning strategy that enables each student of a group to specialize in one aspect of a topic or one part of a reading or other task. Students meet with members from other groups who are assigned the same aspect and, after mastering the material, return to the “home” group and teach the material to their group members. With this strategy, each student in the “home” group holds a piece of the topic’s puzzle and work together to create the whole jigsaw. The strategy is often used in other instructional situations for team-building or quickly managing a large task in a short time.

[*Know–want to know–learned*](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html)

[*Partner reading*](http://www.readingrockets.org/strategies/partner_reading)

[*Semantic map*](http://www.readingrockets.org/article/connecting-word-meanings-through-semantic-mapping)

[*Sentence/paragraph frame*](http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf)

[*Sentence starter*](http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf)

[*Storyboard*](https://www.facinghistory.org/resource-library/teaching-strategies/storyboard)

[*T-chart*](http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf)

[*Think-aloud*](http://www.readingrockets.org/strategies/think_alouds)

[*Think-pair-share*](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html)

[*Total physical response*](http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf)

[*Turn-and-talk*](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html)*:* See *think-pair-share*.

*Vocabulary quilt:* This strategy helps activate background knowledge and allows students to use their existing resources to connect with the target vocabulary. The vocabulary quilt becomes a tool that students can use throughout instruction. For specific procedures, see Table I in “[Promoting Vocabulary Learning for English Learners](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1145&context=teachlearnfacpub)” (Wessels, 2011).

[*Word bank*](http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf)

[*Word wall*](http://www.readingrockets.org/strategies/word_walls)



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### 7.3.2 Additional Resources Focused on Social Justice and Critical Stance in Curriculum, Instruction, and Assessment

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1. Under ESE regulations adopted in June 2012, starting on July 1, 2016, core academic teachers (including pre-school teachers) in public schools who are assigned to teach ELs must have an SEI endorsement or must earn the endorsement within one year of the assignment. 603 CMR §§7.15(9)(b)1 and 14.07(3); The following teachers are “core academic teachers” for purposes of providing SEI instruction: teachers of students with moderate disabilities; teachers of students with severe disabilities; subject-area teachers in English, reading, language arts, mathematics, science, civics and government, economics, history, or geography; and early childhood and elementary teachers who teach such content. Core academic teachers of ELLs at Commonwealth charter schools are not required to hold an educator license but they are subject to the same SEI endorsement requirements as core academic teachers of ELLs in other public schools. [↑](#footnote-ref-1)