Considerations for English Language Development (ELD) in Summit Learning

This brief includes an introduction to Foundations plus a theory of action guiding Summit Learning's approach to English Language Development. Also included is guidance for the level of support offered for each English proficiency level, and an explanation of Summit Learning's approach to encouraging students who are learning English along their path towards biliteracy.

The Summit Learning program establishes a learning environment which recognizes language learners' home languages and cultures as assets they bring to their education and to the learning community. This is the most effective environment in which to layer supportive, personalized instructional strategies. The Summit Learning Platform allows for a level of personalization that sets multilingual students up for academic success. In addition to meeting state specific compliance protocols for English Language Development, Summit Learning Schools are encouraged to implement a school-wide program which recognizes being multi-linguistic as an asset. Offering recognition in the form of an award like the State Seal of Biliteracy, builds positive mindsets such as self-efficacy and relevance of school for English Language Learners.

Foundations

Students come to Summit Learning from a variety of backgrounds. Some students enter Summit Learning with the prerequisite academic, linguistic, cognitive, physical, and/or social-behavioral skills necessary to fully engage with the Summit Learning Components (Projects/Concept Units, Self-Directed Learning, and Mentoring) to access and achieve commencement-level Outcomes (Cognitive Skills/Concepts, Content Knowledge, and Habits of Success). Other students enter at a disadvantage: their life experiences and existing skill set means the components alone are not sufficient to access and meet commencement-level Outcomes without additional supports. Foundations support is necessary to ensure that Summit Learning is equitable, accessible, and inclusive for all learners, and that our model closes opportunity gaps. Foundations support is provided throughout Summit Learning components, including:
- Project and Concept Unit classrooms in the form of scaffolded learning experiences
- Self-Directed Learning settings through coaching from teachers and mentors
- and through interventions offered outside of the Base Curriculum.
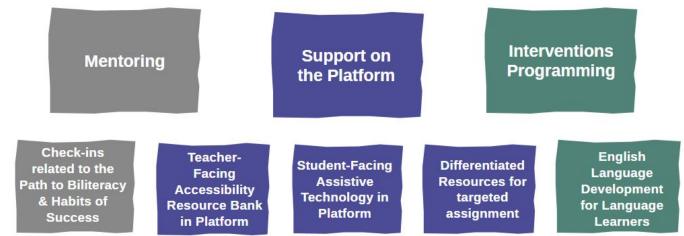
Theory of Action

Summit's Curriculum Accessibility team operates with a theory of action including the following components: We believe that **if** the following conditions are true...
- Students have **mentors** that support their language development needs
- Teachers explicitly use **instructional practices** to support language development with an emphasis on academic vocabulary acquisition
- Teachers and mentors **develop meaningful relationships that build habits** (mindset/belonging) with their students
- Students have an **accessible and rigorous curriculum** that builds language skills
- Students receive **interventions** that are targeted to their language proficiency level and shift their trajectory
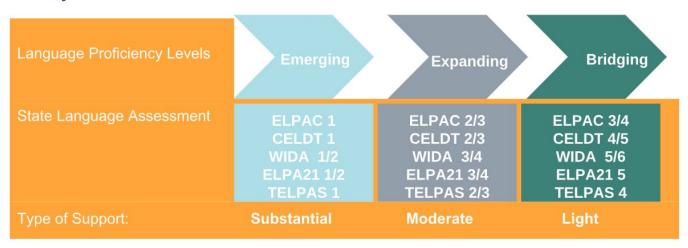
Then the gap in academic performance data between students who face academic challenges due to English Language Proficiency and their peers will close.

Supporting English Learners along the Path to Biliteracy

Summit Learning's approach to meeting the Foundations needs of our students as they are learning English manifests in three ways: through support on the Platform, through intervention and through Mentoring.

Mentoring

Support on the Platform

Interventions Programming

Check-ins related to the Path to Biliteracy & Habits of Success

Teacher-Facing Accessibility Resource Bank in Platform

Student-Facing Assistive Technology in Platform

Differentiated Resources for targeted assignment

English Language Development for Language Learners

Proficiency Level Definitions

Language Proficiency Levels	Emerging	Expanding	Bridging
State Language Assessment	ELPAC 1 CELDT 1 WIDA 1/2 ELPA21 1/2 TELPAS 1	ELPAC 2/3 CELDT 2/3 WIDA 3/4 ELPA21 3/4 TELPAS 2/3	ELPAC 3/4 CELDT 4/5 WIDA 5/6 ELPA21 5 TELPAS 4
Type of Support:	**Substantial**	**Moderate**	**Light**

Entrance and Exit criteria for an English Language Development program is defined by your school's state regulations. A state's Language Proficiency testing determines the English Proficiency Level of English language Learners and this information is used to provide data-driven instruction with an appropriate level of support. Due to the variety of proficiency-level descriptors used in assessments and standards across the nation, Summit Learning refers to three general categories of proficiency for the purpose of common language among our partner schools.

Emerging

Emergent Level of English Proficiency: English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging Level they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.
Students at the Emerging Level Require Substantial Support

Expanding Level of English Proficiency: As learners progress through the Expanding level they move from being able to refashion learned phrases in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the expanding level students can use English to learn and communicate about a range of topics and academic content areas. Students at the Expanding Level *Require Moderate Support*

Bridging Level of English Proficiency: As English learners progress through the Bridging level they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Over time, learners move towards being able to refine and enhance their English language competencies in a broader range of settings. Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students at the Bridging Level *Require Light Support*

Levels of English Language Development Support

English Language Development Support on the Platform
Projects & Concept Units In the work to support Foundations needs within the Summit Learning Program, the Base Curriculum, the Summit Learning Platform have intentional design features integrated that reduce barriers to access. **Self-Directed Learning** Students engage with content by self-directing their learning through individualized pathways. Self directed learning can happen in a Project/Concept unit setting or while students are completing focus areas at their own pace. Although some scaffolds are embedded within Focus Area resources, students with Foundations needs may require access to additional scaffolds that address Reading, Writing, Language, Math and Self-Directed Learning. There is an opportunity for students to be empowered to engage in the Self-Directed Learning Cycle using their language of choice, sites should articulate in their Language Development Program their vision related to the use of multilingual resources and assessments.
Emerging Level English Proficiency ● [Students can be marked as "EL"](#) for targeted assignment of differentiated resources during Focus Area work ● Consider Translation of Content assessments ● [Teachers use the Learners page](#) for targeted assignment of activities and workshops within Projects. ● Math teachers use Math Language Routines (embedded within Math Units) ● Access to the curriculum is increased by using Instructional strategies, tools and resources found in the [Accessibility Resource Bank](#). Some examples of strategies that can be accessed through the Bank include: ○ Conversation Support

- - Sentence Frames
  - Vocabulary Acquisition
  - Auditory/Verbal Processing Strategies
  - Equity of Voice
  - Reading Guides
  - Collaborative Approaches to Comprehension
  - Strategies for Building Background Knowledge
  - Guided Reading Lesson and Guided Writing Lesson Templates
  - Literacy Strategies in Mathematics
- Assistive technology, for accessing pronunciation, spelling, grammar, and vocabulary support, provide can be encouraged to provide substantial support.
- Systematically enabling a student with emerging English proficiency to use the language with which they are most familiar for expressive (writing & speaking) and receptive (reading & listening) needs results in levels of academic success, including achievement in literacy and other academic subjects, that are as high as and often better than that of ELLs in English-only programs (Genesee)
- In some cases a sites will elect to have students with an Emerging level of English engage in courses that have been adapted to allow students to work at a more reasonable pace. This customization allows for more time allotted to designated language instruction. In collaboration with a School Leaders and/or ELD Specialist, a teacher may choose to assign fewer checkpoints, and/or exempt the student from specific focus areas. These choices should be made with careful consideration to ensure that the student still has an equitable opportunity to develop all Cognitive Skills, Concepts, and Content in the course. *Note- Guidance for Modification found in Project Overviews, Checkpoints, Final products and Math Modified Blueprints is intended for students on a Modified Plan as specified by their IEP and will reduce the rigor of the course, therefore this guidance is **not** intended for students learning English.
- It may be that Emergent level students are not enrolled in certain courses (particularly those which do not require 4 years to meet graduation requirements) in order to allow for sufficient Designated Language instruction and/or course support. Scheduling options are possible that include inclusion in the 4 Base Curriculum Courses, Self Directed Learning Time and Designated Language Development.

Expanding Level English Proficiency
- ELs can be marked in the Platform to enable Focus Area support.
- Teachers can use the Learners Page for projects to easily assign differentiated resources and scaffolds that are embedded in the Base Curriculum and called out with the hand icon.
- Math teachers should pay careful consideration to the Math Language Routines embedded in Math Units
- Access to theBase Curriculum is improved by using Instructional strategies, tools and resources found in the [Accessibility Resource Bank](#).
- Teachers can also create additional customized resources for specific student needs, upload them, and assign them using the Summit Learning Platform.
- Assistive technology, for accessing translation, pronunciation, spelling, grammar, and vocabulary support, provide moderate support.

Bridging Level English Proficiency
- In order to receive the light support they require, teachers make use of existing personalized supports built within the Platform such as, using cognitive skill data to inform instruction, and utilizing planning and goal setting tools.
- Project teachers can continue to guide students to relevant resources by making use of the Learners page to deploy targeted resources and appropriate scaffolds.

- Allow the use of assistive technology as needed

English Language Development Support through Mentoring

Mentoring is a critical space for English Learners to develop their Habits of Success, particularly in the areas of Growth Mindset, Sense of Belonging, and Self Efficacy. Students being assigned a mentor that speaks their home language should be prioritized.

Emerging English Proficiency
Students build relationships in heterogenous mentor groups where their emerging biliteracy is recognized as an asset and they experience an environment in which they feel safe and encouraged to speak.

Expanding English Proficiency
Guidance for goal setting around earning recognition for their Biliteracy and relationship building cultivates positive mindsets and builds habits of success.

Bridging Proficiency
A relationship with a mentor and peers fosters a sense of academic belonging. The mentor helps cultivate Self Efficacy as the student learns to identify as having the skills of Biliteracy. Upon graduation the student is awarded recognition for their Biliteracy.

English Language Development in Structured English Immersion Models [Site Dependant]

Some Summit Learning schools have identified a designated time for interventions in Literacy and/or Language Development. This is an opportunity for English Language Learners to access designated language acquisition instruction.

Emerging and Expanding Level English Proficiency
Aside from the Base Curriculum, Emerging level students receive designated language instruction working with a language acquisition program off of the Platform (for example Emerging level students may have 4x45 min blocks and Expanding level students may have 2x45min blocks). This time may be scheduled during an intervention/flex/elective block or in place of some Self Directed Learning (SDL).

Bridging Level English Proficiency
Bridging students have a typical course schedule without Language Development intervention time.

Language Development through Bilingual and Dual Language Immersion Models [Site Dependant]

Some Summit Learning schools implement Bilingual or Dual Language Immersion language development Models. While the creation of multilingual curriculum is a heavy lift at the site or district level, it is possible to implement these approaches within the Summit Learning Program. The benefits of these language development models are well supported by research and the Summit Learning Curriculum team is interested in working with bilingual and dual language immersion schools to support them in forming community with one another. Reach out to your Success Manager for more information.

Resources for Further Exploration

[Accessibility Resource Bank](#)
[ELL Proficiency Levels information](#)

Research

https://www.colorincolorado.org/article/home-language-english-language-learners-most-valuable-resource