English Language Development Program Model

The CLDE: English Language Development program uses the English as a Second Language model of Sheltered English Instruction to address the linguistic and academic needs of multilingual learners. In order for multilingual learners to participate meaningfully and equitably in educational programs, identified English Learners (EL) receive English Language Development (ELD) direct small group instruction, and academic language support within the general education classroom to meet their linguistic and academic needs.

Below is an outline of services and support that English learners (EL) receive in the program. English Language Development (ELD) teachers are responsible for advocating for the needs of identified English learners and working collaboratively with school leadership, classroom teachers, counselors, special educators, and parents to ensure that identified ELs receive the services that are listed below.

1. Highly qualified ELD teachers, support staff, and appropriate instructional materials.

2. English Language Development (ELD) Block/Class for NEP and LEP identified ELs, English Language Proficiency (ELP) direct language instruction for Newcomers.

    a. Elementary ELD Services-Daily Small Group Instruction (ELD), Co-Teaching with Sheltered Instruction.

    b. Secondary ELD Services- Scheduled ELD Class Period, Co-Teaching with Sheltered Instruction.

3. Academic Language Push-in Support. ELs cluster scheduled in the general education classroom for Academic Language Support in English/Language Arts, Math, Science and Social Studies.

4. Enrich: English Language Acquisition (EL) Plan updated annually with a goal to target the language and literacy needs of ELs. Monitored quarterly for NEP, LEP, FEPM1 and FEPM2 identified ELs.

5. ELD Curriculum: Language and Literacy Based Curriculum for NEP, LEP and LTEL identified ELs.

6. Assessment: WIDA Screener/W-APT Kindergarten, ACCESS for ELLs, ELD Curriculum Based Measures. WIDA Language Development Checklists and Formative Assessments.

7. Redesignation, Monitoring and Exit: Site-Based Multilingual Student Achievement (MSA) Teams (Administrator, ELD teacher, Content/Classroom Teacher, Special Education Teacher, and Counselors) collectively designate EL status based upon a Body of Evidence.

8. Infinite Campus ELD Services Tab: Documentation of Parent Notification/Permission, Assessment, Identification, Redesignation, Monitoring and Exit.

<u>Evidence-Based Sheltered English Instruction</u>

The CLDE: English Language Development program uses the SIOP Model as an approach for teachers to integrate content and language instruction for students learning through a new language. Teachers use evidence-based techniques to make the content concepts accessible and also develop the student's skills in the new language. English learners whose teachers are trained in implementing the SIOP Model perform better on academic writing assessments than students whose teachers have no exposure to the model (Echevarria, Short, & Powers, 2006).

Below is a list of effective sheltered instructional practices.

- Classroom teachers identify how language is used in different subjects and give students explicit instruction and practice with it.
- ELD Teachers advance students' English language development with curricula addressing language proficiency standards (WIDA), but also incorporating the types of texts, vocabulary, and tasks used in core subjects to prepare the students for success in the regular, English-medium classroom.
- Teachers make specific connections between the content being taught and the student's experiences and prior knowledge, and they focus on expanding the student's vocabulary base.
- Teachers make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support.
- Teachers help English learners articulate their emerging understanding of the content both orally and in writing, often with sentence starters and language frame scaffolds.
- Student language learning is promoted through social interaction and contextualised communication as teachers guide students to construct meaning and understand complex concepts from texts and classroom discourse (Vygotsky, 1978).
- Students are explicitly taught functional language skills, such as how to negotiate meaning, confirm information, describe, compare, and persuade.
- Through instructional conversations (Goldberg, 1992-93) and meaningful activities, students practice and apply their new language and content.
- Teachers consider their student's affective needs, cultural backgrounds and learning styles. They strive to create a non threatening environment where students feel comfortable taking risks with language.

Echevarría, J., Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English language learners: The SIOP model*. Pearson

*Below are descriptions of English as a Second Language Models of instruction, including ELD Classes, SIOP Sheltered Instruction, and Co-Teaching. (English Learners Guidebook, CDE, 2019).

English as a Second Language Models

Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion. This model works with students from any language background. Instruction is classroom based, delivered in English and adapted to the students' proficiency level. Focus is on content area curriculum. It incorporates contextual clues such as gestures and visual aids into instruction, as well as attention to the language demands of the topics and activities. These strategies are applicable in all environments where students are learning through their second language.

Supporting Factors	Challenges
May more easily serve student populations with a variety of native languages, as well as students who speak conversational English and fall into different English proficiency levels. Students are able to learn content and develop English language skills simultaneously.	May take more time for content area learning for students who are illiterate or in the low English proficiency levels. Does not account for literacy instruction or the beginning levels of language development Requires all teachers to use strategies to make instruction comprehensible.

ELD Classes- Traditionally known as "ESL" courses, they develop students' English language in reading, writing, listening, and speaking. Schools group students based on language proficiency and their academic needs. ELD courses should be taught by teachers with ESL teaching certificates who have strong working knowledge of English language arts standards.

Supporting Factors	Challenges
ELD classes develop student's language proficiency in all areas-reading, writing, listening, and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses.	Schools with small populations of ELs may need to group different proficiency levels together in one classroom; ELD teachers must be able to differentiate instruction. Districts and schools must develop policies that allow students to earn credit toward graduation through ELD courses. Schools must ensure that ELD teachers have access to research-based and appropriate materials for these courses.

The Sheltered Instruction Observation Protocol (SIOP)- The SIOP PD program was developed to help teachers make content material comprehensible to ELs. This model is the result of the work of Jana Echevarria, Maryellen Vogt and Deborah J. Short (2010). SIOP includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. The resources include an observation tool for administrators so they can support the systemic practice of sheltered instruction throughout the school.

Supporting Factors	Challenges
This model allows teachers and administrators to work collaboratively to develop school-wide practices that will improve the achievement of ELs. The SIOP can be implemented in classes with heterogeneous populations of ELs and native English speakers.	Teachers who first learn about the SIOP are often overwhelmed by the number of instructional components contained in the model. Administrators and coaches must help teachers to begin to implement the model through constant reflective practice. Administrators cannot use the SIOP as a simple checklist for observations, as it is rare that a single lesson will contain all the components. Again, the tool is best used as a vehicle for teacher reflection and change in meeting the needs of ELs.

Co-Teaching- Schools with sufficient FTE can pair ESL and content teachers to co-teach content courses. Collaboration leads to lesson planning and instruction tailored to both linguistic and academic needs of ELs. In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio.

Supporting Factors	Challenges
Two teachers in a classroom help meet the linguistic and academic needs of the EL population. Both teachers benefit from learning from one another: the content teacher learns about meeting linguistic needs and the ESL teacher learns more about the curriculum.	It is essential that common planning time is built into the schedule for the ESL and content teacher. Teachers must have a strong rapport with one another and dedication to working as equal partners. Schools should be selective in which courses are co-taught, focusing on the course where students will benefit most from the co-teaching model.