

EVIDENCE-BASED PRACTICES FOR LANGUAGE LEARNERS

1. Value Home Culture and Language as Assets Language learners' home culture and language are valued as assets and taken into consideration when designing instruction that builds upon the students' prior knowledge and is culturally responsive and meaningful.	2. Provide Rigorous Instruction and Hold High Expectations Language learners receive rigorous, standards-aligned instruction with abundant opportunities to engage in intellectually rich tasks, and they are held to the same high expectations of learning established for all students.
3. Use Appropriate Scaffolding Rigorous academic learning for language learners includes appropriate scaffolds to support students as they engage in challenging intellectual tasks. Scaffolds are purposeful, flexible, and future oriented.	4. Integrate Content and Language Language learners engage in integrated learning that is designed to build content knowledge, disciplinary practices, and academic language, while developing proficiency in the domains of reading, writing, speaking, and listening, across all the disciplines.
5. Consider Language Learning Needs Language learners receive instruction that builds on their prior knowledge and reflects their language proficiency levels.	6. Provide Opportunities for Collaboration and Extended Discourse Language learners are provided abundant opportunities to engage in carefully structured, well-supported collaborative learning and to practice and develop extended discourse about academic content using disciplinary language.
7. Employ Formative Assessment Teachers continuously employ formative assessment to evaluate academic language, content knowledge, and participation in disciplinary practices, using it to inform instruction and provide feedback. Self-assessment encourages students' responsibility and commitment to learning.	8. Explicitly Teach Metacognitive and Metalinguistic Skills Teachers explicitly teach metacognitive and metalinguistic strategies to empower their students to reflect on, and be in charge of, their own learning.

REFERENCES

EL Roadmap Principles, California Department of Education (2017)
Values for Educating ELs (California ELA/ELD Framework, CDE)
 Walqui, A. and van Lier, L. (2010), *Scaffolding the Academic Success of Adolescent English Learners: A Pedagogy of Promise*, WestEd (2010)
Principles for Educating Language Learners (Understanding Language Initiative, Stanford University)