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VOLUME 3

CALIFORNIA ENGLISH LEARNER ROADMAP IMPLEMENTATION GUIDE AND TOOLKIT FOR ADMINISTRATORS

Ensuring the Intellectual Quality of Instruction and Meaningful Access for English Learners



WRITTEN BY Laurie Olsen, Ph.D.

WITH GRATITUDE for valuable input from Margarita Gonzalez-Amador, Charice Guerra, Martha Hernández, Lynn Friedman and Victoria Weiss

WITH APPRECIATION to SEAL (Sobrato Early Academic Language). Many of the perspectives and materials in this Toolkit related to ELD and to cross-language connections are based upon or adapted from work the author was engaged in as part of the SEAL team between 2014 and 2020.

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Californians Together is a statewide coalition of parents, teachers, administrators, board members and civil rights organizations. Our member organizations come together united around the goal of better educating California's almost 1.2 million English learners by improving California's schools and promoting equitable educational policy.

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INTRODUCTION

Administrators are the linchpin of implementation of the English Learner Roadmap. You are the leader who can articulate and make clear the importance of pursuing a path of improvement to better engage, educate, and include our dual-language learners/emergent bilinguals. You are the voice for the foundational values of equity and inclusion that are the bedrock of schools that embrace culturally and linguistically diverse students and communities. You are the ears and eyes to look across classrooms, grade levels, and schools to assess what is going on and to inform priorities. You are the reminder of the importance of home language and the benefits of bilingualism. You are the supporter for teachers and staff engaging in the hard work of refining practices. You monitor coherence and alignment, ensuring that programs effectively move English learners through the process of becoming English proficient and accessing the curriculum. You are the cheerleader and essential friend, able to leverage and manage the resources needed to support the work.

The English Learner Roadmap is a principles-based policy comprised of a vision, mission, and four inter-related research-based principles. This third Toolkit in the CA EL Roadmap Administrators Toolkit series focuses on Principle #2 of the CA EL Roadmap policy. It focuses on instruction, placement, and program—and on your role in being able to articulate the effective practices that ensure high-quality instruction and meaningful access for English learners. Similar to the first two Toolkits in the Administrators series (I: Leading Implementation of the EL Roadmap and II: Creating Assets-oriented and Needs-responsive Schools), this Toolkit focuses on your role in leading the charge for powerfully meeting the needs of English learners. The first two Toolkits are the foundation for leading the implementation of Principle #2.



This toolkit focuses on instruction, placement, and program—and on your role in being able to articulate the effective practices that ensure high-quality instruction and meaningful access for English learners.





Principle #2 involves the design and implementation of effective instruction and programs to provide access and effective language development. This objective requires curriculum choices that offer access to the full content and the design of programs, placements, and schedules that ensure needed supports and meaningful, equitable access for various typologies of English learners. It also embraces the inclusion of home language as a vehicle of affirming identities, supporting comprehension and participation, and nurturing dual-language competencies.

The role of administrators is to understand enough about second language acquisition, dual-language development, and the needs of English learners to recognize and support effective instruction and meaningful access. And because Principle #2 involves understanding the laws and formal guidance related to standards and ensuring access for ELs, the administrator's role also entails understanding the historical lapses and pitfalls in instruction and program design. They need to be aware of how these weaknesses have resulted in persistent barriers to educational access and success for English learners. And here's why: So they can interrupt those patterns.

Principle #2, Intellectual Quality of Instruction and Meaningful Access, delves into the heart of what is taught, how it is taught, and how we structure teaching and learning of both content and language. It is comprised of four related aspects of what it means to provide quality instruction and access:

- *Supporting and ensuring instruction and teaching based upon what is known about second language and dual-language development*
- *Designing programs, structures, and placement to ensure EL access to the full curriculum*
- *Ensuring standards-based and culturally and linguistically relevant curriculum*
- *Providing opportunities for ELs to develop dual-language proficiency in English and other languages*

This Toolkit approaches each of these separately. While the four aspects are clearly interrelated, a school might decide to focus on just one aspect at a time. The steps toward implementation include:

1. **Building *awareness* and a basic understanding of the EL Roadmap and the Principle**
2. **Engaging in making *shared meaning* of the implementation of the principle for practices and programs**
3. **Questioning and *assessing current practices and programs* through the lens of this principle**
4. ***Pinpointing and prioritizing* actions to enact the principle; and**
5. ***Making a plan* for providing ongoing support and necessary resources for implementation of the EL Roadmap.**

This Toolkit includes activities, reflections, and tools to support all five steps.

1 SECTION I: ABOUT PRINCIPLE #2

TEXT/READING: Principle #2 Intellectual Quality of Instruction and Meaningful Access

Read through the description of Principle #2 as it appears in the state EL Roadmap policy, highlighting or circling key phrases that particularly stand out for you.

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery.

C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for ELs as for all.

D. ELs are provided access to the full curriculum along with the provision of EL supports and services.

E. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is designed to high levels of literacy and proficiency along with English.

F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

G. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

REFLECTION: What seems most important about this Principle to you? What seems exciting? What do you think might be the greatest challenge for your school? What questions does it raise?

ACTIVITY: Making Meaning: Envisioning Principle #2 in Action

As an individual or in a small group, for each statement/sentence of Principle #2, imagine what would actually be going on in a school that is evidence of Principle #2 being enacted (Column 1). What would you see? What would you hear? Then imagine what would definitely NOT be going on (Column 2). What would it look like and sound like in a school if this Principle was clearly not being enacted? And finally, what would YOU (the administrator) be doing that would be evidence of working to see it enacted and/or to end practices that are counter to Principle #2 (Column 3)?

Evidence that Principle #2 is being enacted in a school	Evidence that Principle #2 is clearly NOT being enacted.	What would the administrator be doing to support implementation and end practices counter to Principle #2?
Example: Classrooms have many visuals supporting the comprehension of the content, and sentence frames and other supports for ELs to "find" the language to talk about the content.	*Example:* ***Elementary:*** *Daily schedules are focused almost exclusively on language arts and math—with little to no science, art, or social studies.* ***Secondary:*** *English learners in high school are enabled to take electives or fulfill some graduation requirements because their schedule is filled with ELD and remediation classes.*	*Example: Hold regular meetings with the counseling staff to review ELs' program schedules and monitor their progress toward graduation.*

ACTIVITY: In My Own Words: Articulating Principle #2

The principles of the English Learner Roadmap are written in general enough terms to apply to multiple roles and levels of the education system. What it means for an elementary school teacher in a classroom is different from the implications for a high school counselor working with a master schedule and distinct again from a parent seeking to ensure their child is getting the supports they need in school. It is important that leaders can articulate what Principle #2 means for all of those roles—so it can be communicated appropriately—and make sense of what it means for you as an administrator.

Reflect on Principle #2. *What does it ask of a school? What are its implications for teachers? For parents? For you? Then rewrite Principle #2 in administrator's terms and your own words.*

2 SECTION 2: CONTEXT AND BACKGROUND

RESOURCE: Law and Guidance—Administrators Need to Understand What is Required and Expected

The instruction and programmatic support that English learners need (as called for in Principle #2 of the EL Roadmap) is **grounded in federal civil rights law and court decisions governing equal educational opportunity, guided by state standards and frameworks, and informed by research.** These are, fortunately, aligned at this time in history. All school administrators need to understand the contributions and implications of each in order to lead and support effective practices. For this reason, this Toolkit includes a brief overview of the law, a summary of state documents and resources, and a review of the research—all as the foundational background to lead school improvement.

Equal Access: Federal Law Sets Obligation of Schools To Protect Equal Educational Access

At the most basic level, providing services to English learners is about equal access to an education. It is grounded in Equal Protection and Due Process provisions of federal and state civil rights law and court rulings establishing the obligation of schools to provide programs, supports and services that will overcome the language barriers to equal educational opportunity for students who are not proficient in English. Following the mandates of Title VI of the Civil Rights Act of 1964 outlawing discrimination on the basis of race and national origin, in 1970, the Federal Office of Civil Rights wrote:

> *"Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional programs to those students."*

When faced with the challenge presented by Chinese immigrant parents whose non-English speaking students were being placed in classes and instructed only in English, the U.S. Supreme Court ruled in Lau v. Nichols (1974)[1] that merely providing the same textbooks, teachers and facilities to English learners as provided for English-fluent students does not constitute equity, but rather effectively foreclosed them from equal access to an education:

> *"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.... Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in an educational program, he [or she] must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."*

1 United States Supreme Court, Lau v. Nichols, 414 U.S. 563 (1974).



In 1981, Castañeda v. Pickard[2] sought to determine what constitutes affirmative steps and appropriate relief. The court set three criteria: (a) the program must be "based on sound educational theory"; (b) the program must be "implemented effectively with resources for personnel, instructional materials, and space; and (c) after a trial period, the program must be proven effective in actually overcoming language barriers/handicaps." In their decision, the court went further to state:

> *"There is a duty to provide limited English speaking ability students with assistance in the other areas of the curriculum where their equal participation may be impaired because of deficits incurred during participation in the language remediation program."*

In other words, schools must do something to compensate for the fact that children tend to fall behind in other subjects until they learn English.

All in all, these federal laws and court cases require that schools TEACH ENGLISH as a second language until students reach sufficient proficiency to participate fully and meaningfully in an English-taught curriculum. And further, they require that schools must PROVIDE ACCESS to the full curriculum and programs that English-proficient students are receiving—which involves making that curriculum comprehensible and providing the scaffolding that enables English learners to engage and participate. Any educational gaps that might accrue while a student is learning English and may not fully access/comprehend the academic curriculum, must be "reparable" and addressed.

California State Law and Guidance

The California State Constitution broadly declares:

> *"No person in the state of California shall, on the basis of race, national origin, ethnic group identification, religion, age, sex, color disability, be unlawfully denied full and equal access to the benefits of, or be unlawfully subjected to discrimination under any program or activity that is conducted, operated or administered by the state or any state agency, or receives any financial assistance from the state."*

2 *United States Court of Appeals Fifth Circuit, August 17, 1978. Castañeda v. Pickard decision Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981).*

Education, and public schooling specifically, is one of the major responsibilities of the state. In California, the responsibility of schools to provide meaningful access for English learners is delineated through Education Code, adoption of state standards, issuance of guidance through state curriculum frameworks, teacher certification, and other educational laws.

ELD Standards: (2012) State Expectations of What Students Need to Master

In 2012, the State Board of Education approved and adopted a new set of English language development (ELD) standards for all pupils identified as English learners, to enable them to attain proficiency in English as needed for academic participation throughout the curriculum. The CA ELD Standards define the progression of language acquisition through three stages of proficiency and describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy).

The CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. However, the CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, they amplify the language knowledge, skills, and abilities of these standards, which are essential for ELs to fully participate and succeed in school. The standards reflect expectations of what ELs should know and be able to do with the English language in various contexts—and it is required that the standards drive curriculum and teaching throughout California schools. They are the basis for Designated ELD, and are to be used in tandem with content area standards throughout the curriculum in Integrated ELD. The CA ELD Standards, when used in tandem with state content standards, assist English learner students in building English proficiency, refining the academic use of English, and providing students access to subject area content by:

- *Setting clear developmental benchmarks that reflect ELs' English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;*
- *Providing teachers with a foundation for delivering rich instruction for ELs so that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards;*
- *Providing parents, guardians, families, and other caretakers with a tool for discussing learning progress so that they can continue to support their children's language and cognitive development at home;*
- *Providing curriculum developers with guidance on creating rigorous, linguistically, and academically rich curriculum and instructional materials for ELs;*
- *Providing a framework to guide ELD assessment;*
- *Ensuring that the ELD Standards are grade-level specific and affirming that each grade level's academic, language, and literacy demands are met.*



At the most basic level, providing services to English learners is about equal access to an education.

For more information: **https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf**

ELA/ELD Framework: (2014) State Guidance for Implementing Standards

In July 2014, the California State Board of Education approved and adopted a new English Language Arts/English Language Development Framework (ELA/ELD Framework). It provided a blueprint and guidance to educators, parents, and publishers to support the implementation of both the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards.

The framework is a massive and groundbreaking document that repositioned ELD and literacy as integrated and centrally relevant to participation, study, and mastery of all academic content. The framework:

- *Promotes an integrated and interdisciplinary approach to literacy and language instruction;*
- *Discusses literacy and language instruction in terms of five crosscutting themes (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills);*
- *Advocates for a range of reading in school and through organized independent reading;*
- *Positions cultural diversity, multilingualism, and biliteracy as valuable resources and assets;*
- *Applies to all content areas; presents numerous examples of a comprehensive approach to ELD, which includes both integrated and designated ELD; and*
- *Emphasizes the shared responsibility for literacy and language instruction among educators.*

The ELA/ELD Framework introduced and defined the concept that California's EL students should be provided comprehensive ELD, which includes both *integrated and designated* ELD instruction. Integrated ELD instruction occurs throughout the school day in every subject area by every teacher who has an EL student in the classroom. Designated and Integrated ELD have a symbiotic relationship in the development of language: Designated ELD provides targeted instruction addressing English learners' proficiency levels and language needs based on formative assessment and responding to the linguistic demands of academic content; Integrated ELD addresses language development within academic disciplinary contexts related to the academic tasks and content.

The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure that students strengthen their abilities to use academic English as they learn content through English. Designated ELD is provided to ELs during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Ideally, students are grouped for designated ELD by English language proficiency levels (i.e., Emerging, Expanding, Bridging). However, schools need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping.

For more information:
https://www.cde.ca.gov/ci/rl/cf/index.asp

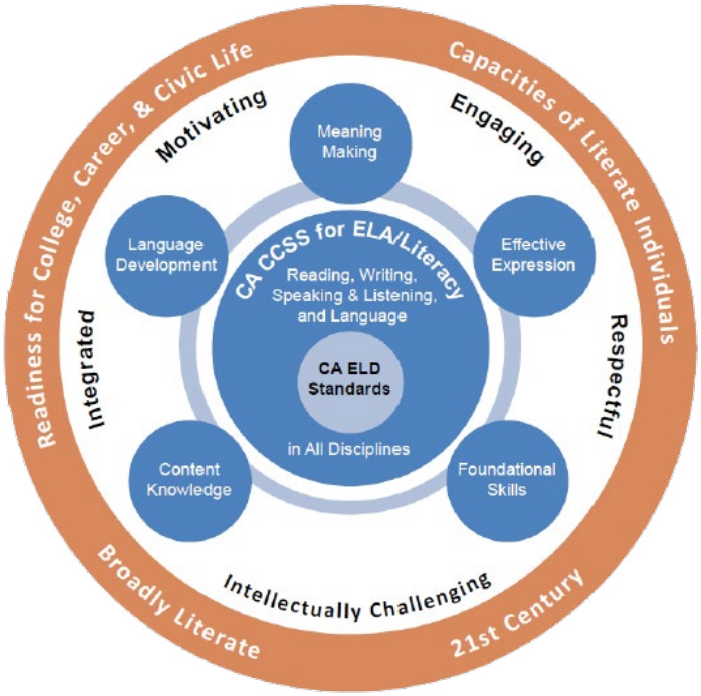


Figure 1.2, page 23 of Chapter 1 "Overview of Standards" in the CA ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter1.pdf



EdGE: (2016) State Mandate For Language Acquisition Programs—Including Bilingual/Dual-Language Options

The California Education for a Global Economy (CA EdGE) initiative was overwhelmingly adopted by the voters of California as Proposition 58 and became state law governing English learner education in July 2017. The purpose of the CA EdGE Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to participate in a global economy—including bilingual/dual-language programs. (EC Section 300[n].). EdGE did away with Proposition 227's restrictions on the use of students' primary language for instruction. This provided school districts and schools greater freedom to decide how to best meet the needs of their ELs—including through multilingual programs that have proven to be particularly effective in promoting English language and academic proficiency for ELs. The initiative also added the requirement for integrated and designated ELD to be provided as a minimum within any language acquisition program, and that language development should be happening across all content and curriculum."

> *"Language acquisition programs shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language." (EC Section 306[c]; 5 CCR sections 11300[d] and 11309[c].).*

This is the basis for the required Integrated and Designated ELD services. EdGE also specifies that language acquisition programs may include, but are not limited to, all of the following: Dual-Language Immersion, Transitional Bilingual, Developmental Bilingual, and Structured English Immersion (SEI)—thus explicitly allowing for bilingual and dual-language programs in addition to English-taught approaches.

For more information: **www.cde.ca.gov>edgefaq and www.cde.ca.gov>caedge.**

EL Roadmap: (2017) Overarching State EL Policy–A Vision, Mission and Principles For EL Programs and Services

In July 2017, the California State Board of Education unanimously adopted a new policy for English learners, the *California English Learner Roadmap: Educational Programs and Services for English learners*. This policy superseded the 1998 English learner policy which was based upon Proposition 227. The EL Roadmap set a new vision and mission for the schools, and was developed as an aspirational statement of what should be in place for the state's 1.2 million English learners. The comprehensive policy speaks to standards, curriculum frameworks, instruction, access, assessment, program design, and pathways, accountability/school improvement, educator quality and capacity, early childhood/preschool, social and family support services, and parent/community involvement.

As policy, the primary intended audiences are school districts and county offices of education. All educators are responsible for implementing the policy. The EL Roadmap sets a vision and mission for California schools that promises full and meaningful access and participation from early childhood through graduation from 12th grade, and results in attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages. It calls upon schools to affirm, welcome and respond to a diverse range

of English learners, and to prepare them with the linguistic, academic and social skills needed for college, career and civic participation in a global, diverse, and multilingual world. Four research-based principles are articulated to guide implementation: 1) assets-oriented and needs-responsive, 2) high intellectual quality of instruction and meaningful access, 3) creation of system conditions that will support effectiveness, and 4) alignment and articulation within and across the system.

Qualified Teachers: Defining the Skills, Competencies, Knowledge, and Credentials Needed to Teach English Learners

The California *Education Code* requires individuals to hold appropriate authorization prior to providing instructional services to English learners. The education code specifically states that

> *"... for these pupils (English learners) to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils' primary languages ..."*

The state requires teachers who are assigned to provide instruction to EL students to have the appropriate authorization for the EL services that they provide. Any teacher assigned to provide EL services, including Designated ELD or Integrated ELD or primary language to EL students, must therefore hold the appropriate credential or certificate. This is generally either the English Learner Authorization or a Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization. If teachers are assigned to provide primary language instruction, they should have a Bilingual Cross-cultural Language and Academic Development (BCLAD) authorization. If teachers provide Designated ELD or Integrated ELD, they should have a CLAD authorization or equivalent.

EL students identified in TK–12 public schools in California are required to receive services designed to meet their linguistic and academic needs *from authorized teachers.* All EL services must be provided by teachers authorized for such instruction until these students are reclassified as fluent English proficient. State law does not provide exemptions for a small or particular number of EL students in a class. It does not matter whether there is one student or all the students in a class requiring English learner services. The teacher must hold the appropriate basic and English learner authorization. For teachers in secondary schools, any teacher assigned to EL students will need an authorization for the instruction of EL students in addition to authorization in the content area of instruction. Through monitoring reviews, the CDE specifically oversees teachers assigned to core academic subjects, such as courses required for graduation and promotion.

For more information: **www.cde.ca.gov>elteachersfaq and www.ctc.ca.gov>educator-prep**



The EL Roadmap set a new vision and mission for the schools, and was developed as an aspirational statement of what should be in place for the state's 1.2 million English learners.

RESOURCE: Key Takeaways

- *ELD is legally required as the base program for English learners. A comprehensive program to serve English learners includes both explicit and dedicated curriculum for English Language Development (Designated ELD) that is aligned to the ELD standards and Integrated ELD, or language development strategies and comprehension strategies across the curriculum in all academic content courses.*
- *The use of home language supports in English instructed classrooms is strongly supported by research and called for in state guidance. And the benefit of dual-language development is well established and incorporated into California's vision for English learners.*
- *The integration of language development with content is supported by research and called for by state guidance. This means both attention to language development throughout the curriculum and responsiveness within Designated ELD to the linguistic demands of the academic program.*
- *All teachers of ELs require appropriate authorization.*
- *Opportunities to develop proficiency in multiple languages is an official aspect of California's vision for English learners and all students.*

REFLECTION: Considering My Familiarity

1. *How familiar am I with the ELD Standards—the expectations for students, how to read them, navigate them, and use them in support of my teachers and their planning?*
2. *How familiar am I with the CA ELA/ELD Framework and its vision and guidance for Integrated and Designated ELD?*
3. *How familiar am I with my districts' requirements for D-ELD?*
4. *How familiar am I with staffing requirements for EL programs and classes?*
5. *How well do I understand the bottom-line law, commitments, and legal rights to equal educational access for ELs?*
6. *How familiar am I with what instruction and pedagogy look like and sound like for various English learner typologies?*

MY QUESTIONS:

3 SECTION 3: DESIGNATED AND INTEGRATED ELD



TEXT/READING: Getting Clear on Integrated and Designated ELD

A comprehensive program to serve English learners includes explicit and dedicated "Designated ELD" curriculum focused on the ELD standards with attention to linguistic demands of other content area standards, and "Integrated ELD", or language development and comprehension strategies integrated into the teaching of all academic content focused on content standards but drawing upon the ELD Standards.

What is Designated ELD?

Designated ELD is a protected time during the regular school day when teachers use the CA ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

What Is Integrated ELD?

Integrated ELD occurs in all content courses (all disciplines, across the curriculum) as teachers use the CA *ELD Standards* in tandem with content standards to guide their lesson planning, support students during instruction, and evaluate student work. The focal standards for I-ELD are the content standards, and the purpose of the ELD Standards is to ensure that EL students are supported to participate in and be successful with core content learning. Previously used terms such as "sheltered instruction", "SDAIE", and "Content ELD" are incorporated into the more robust Integrated ELD definition.

Differences? The Relation?

Integrated ELD is focused on content with language support, while Designated ELD is focused on language skills using content for examples, application, relevance, and context. Integrated ELD focuses on supporting students to learn the language needed for subject-matter demands and participation during content instruction. Designated ELD Is no longer just a time to teach basic vocabulary and grammar, nor is it a time for the discrete and isolated practice of English—but is a daily designated ELD block of time that builds foundational knowledge of English in and through the content.

FAQs	Integrated ELD	Designated ELD
When?	Occurs in all content areas throughout the day.	A protected time during the regular school day.
Who teaches?	All teachers with EL students, authorized and well trained in both content and use of the ELD Standards.	In Secondary: Qualified teachers who are authorized and well trained in teaching ELD.
Student grouping?	EL students are integrated with proficient English speakers.	EL students are grouped, to the extent possible, by their ELP levels, and at times by "typology" (e.g., newcomer, LTEL) and where possible, through formative assessments to identify common language needs.
Standards used?	The content standards are the focus standards, with the CA ELD Standards used in tandem with relevant content standards to scaffold learning and support language use.	CA ELD Standards as the focal standards in ways that build into and from content instruction in response to the linguistic demands of the content.
Why?	Promoting the development of grade-level content knowledge and increasingly advanced levels of academic English. Also supporting the participation and engagement of ELs in learning activities related to acquiring content knowledge.	Promoting the development of proficiency of the English language, including critical English language skills needed for successful learning throughout the curriculum and (secondary) in content courses.

TEXT/READING: ELD is Different Now from What it Used to Be

California's vision and approach to ELD as articulated in the ELD Standards, the ELA/ELD Framework, and the EL Roadmap is comprehensive, nuanced, and calls upon all educators to address the language and access needs of English learners. For many years in California, prior to the adoption of the Common Core in 2010 and passage of the new ELD Standards in 2012, California state monitoring of services for English learners repeatedly found that ELD was a major area of non-compliance—it simply wasn't happening, or it wasn't producing results.

The primary English learner approach was steeped in the No Child Left Behind era focus on reading. ELD was conflated in many ways with reading intervention. As the National Literacy Panel on Language Minority Children and Youth reported, English learners need foundational reading skills, but they are far from sufficient to address the language needs of a second language learner. In the shadow of an English-only movement and the passage of Proposition 227, the crucial role of home language as part of the development of a second language was all but forgotten in ELD practices throughout the state. ELD instruction became further and further afield from the research base on second language development. The primary role of oral language development was barely addressed. The essential place of meaning-making as part of language development was largely lost. Educators felt increasing pressure to deliver ELD under No Child Left Behind's accountability hammers focusing on closing achievement gaps for subgroups (including English learners). Still, they were doing so without appropriate materials, practices, tools, or resources.

The adoption of the Common Core Language Arts Standards signaled a sea-change. Compared to previous English Language Arts standards, these new standards were stunning in the degree to which they realigned with the research on language development and a broader vision of language and its role in learning all other content areas. If English Language Development was going to be about supporting ELs to develop the English needed for academic engagement in the Common Core era, clearly, a revamp of the old ELD standards was needed.

The new ELD standards, followed by the combined ELA/ELD Framework, set the new direction for ELD. Rather than focusing on a narrow set of foundational reading skills and a lockstep progression of English skills, language development was now positioned as integrated in and across all academic content areas. Language is how those academic disciplines are learned, and the academic disciplines are the appropriate context in which to develop academic language.

The integration of language and content opened the door for the kind of support and intentional language development ELs need throughout the curriculum. The terms "Integrated" and "Designated" ELD were added to the terminology for how we understand ELD. Rather than follow a set scope and sequence of English skills along a set continuum from no English to proficiency, ELD was now to be aligned to student needs, and designed in preparation for and response to the language demands of the academic work in which students are engaged throughout the day. This is a powerful and nuanced understanding of language development. It is definitely aligned to the research on language development, but it is more complex to plan and deliver than the old "follow the fixed pacing plan in the Teachers Guide for ELD instruction" approach.

For teachers and administrators schooled in, practiced in, and—to some degree— traumatized by the NCLB years, the new standards represented a major shift and a heavy lift. Teachers not only have to come to grips with new standards, they also have to sort through and unlearn the discipline and beliefs about language and ELD pounded into place during the No Child Left Behind era. To pull off the new era of ELD and address the needs of ELs in an age of rigorous academic demands, teachers have needed support and guidance in making meaning of the standards, understanding the shifts from prior practices, looking at the linguistic demands of academic tasks and content, and learning how to actually use the standards to plan instruction responsively—in Designated ELD settings and for all teachers in the context of Integrated ELD throughout the curriculum.

The major shifts that school leaders have had to help teachers make, from the old era of ELD to this current era, include:

Shifts from THEN	→ To NOW
ELD as separate content area occurring only during ELD time.	Integrated ELD occurs throughout the curriculum plus Designated ELD as a targeted time for language instruction but related to linguistic demands of the rest of the curriculum.
ELD is the responsibility only of the ELD teacher.	ELD is the responsibility of all teachers of ELs.
ELD is a separate, independent content area with curriculum to move students along a set continuum of skills toward proficiency.	ELD is both a content area designed to support students' movement toward proficiency AND is designed to be responsive to student needs and linguistic demands they face in all their content areas. As a needs-responsive approach, teachers have to engage in ongoing formative assessment. As a content area responsive approach, the collaboration between content area teachers and ELD teachers is essential.
ELD standards written for grade spans.	ELD standards are now specific to each grade level, tightly aligned with grade-level ELA expectations.
ELD as a fixed scope and sequence of language development.	ELD as responsive to the language demands and assessed needs of students.
– Watered down or oversimplified education content while ELs are learning English; – Separate ELD portion of the day as primary (sometimes the only) language development support for ELs.	ELD is focused on providing access to complex grade-level content – and occurs throughout the day.
Discrete and often decontextualized language skills.	Emphasis on contextualized language and meaning-making, and application to current/relevant learning.



State guidance on the new ELD standards underscores the ways in which the use of the ELD standards differs from how previous standards were approached. Key among these distinctions is that although the CA ELD Standards are a powerful tool for supporting ELs' linguistic and academic development, they are insufficient when used in isolation and alone. As stated in the introduction of the ELD Standards, there are unintended and Inappropriate uses of the Standards:

- ***The CA ELD Standards are not to be used in isolation from the CA CCSS for ELA/Literacy and other content standards during academic content instruction.*** Instead, they are designed and should be used as a complement to the CA CCSS for ELA/Literacy and other academic content standards. It is fully expected that all ELs will receive high-quality instruction based on both the CA CCSS for ELA/Literacy and the CA ELD Standards.
- ***The CA ELD Standards are not to be used piecemeal at a given proficiency level.*** To be used appropriately and effectively, standards articulated in both "Part I: Interacting in Meaningful Ways" and "Part II: Learning About How English Works" should be used in tandem in strategic and purposeful ways.
- ***The CA ELD Standards do not provide an exhaustive list of all the linguistic processes and resources that ELs need to develop in order to be successful in school.*** This is especially the case with regard to disciplinary literacy. The CA ELD Standards do, however, provide descriptions of knowledge and skills that are essential and critical for development, which teachers and curriculum developers can both unpack and expand upon in order to provide a comprehensive instructional program for ELs.
- ***The CA ELD Standards are not a curriculum or a curriculum framework.*** The CA ELD Standards describe what ELs should be able to accomplish if they receive high-quality instruction with appropriate scaffolding and instructional materials. The standards do not name a teaching method or the instructional materials to use.

Furthermore, ***ELD is not a program***—it is a repertoire of instructional strategies teachers draw upon to make academic content accessible for English learners and to build the language students need to participate actively with the content. Some strategies are useful for English fluent students as well as for English learners, but Integrated ELD instruction is not "just good teaching." The instruction is differentiated, structured, paced, and delivered based upon the specific English proficiency levels of students. It involves specific language objectives as well as content objectives, an explicit focus on the academic language of the discipline, and specially adapted supplementary materials. English learners need, for example, much more repetition and redundancy beyond what native English speakers need. What might be sufficient to enable a fully proficient English-speaking student to understand a new idea may not provide the English learner with enough exposure or enough scaffolding or enough time or even enough explicit language development to succeed.



The CA ELD Standards are not a curriculum. They describe what ELs should be able to accomplish if they receive high-quality instruction with appropriate scaffolding and instructional materials. The standards do not name a teaching method or the instructional materials to use.

RESOURCE: What Administrators Need to Understand About How the ELD Standards are Structured

The ELD standards drive ELD curriculum and instruction for Designated ELD, and are to be used in tandem with academic content standards for planning scaffolding and supports for ELs during Integrated ELD throughout the curriculum. In your role as instructional leader, it is important to understand what the standards call for and how they are organized. There are three parts.

Part I: Interacting in Meaningful Ways focuses on the ability to engage in dialogue with others, to interpret written and spoken texts, and to create both oral and written texts.

Part II: Learning How English Works focuses on the structures, forms and rules of the English language, including how text is organized. This second part delves, for example, into how verbs and verb phrases, nouns and noun phrases, adjectives, and adverbs all serve to provide clarity, detail, and precision in expressing ideas—and how English is structured to condense and connect phrases.

Part III: Using Foundational Literacy Skills doesn't actually contain specific ELD Standards but refers back to the ELA Standards with a discussion of how teachers will need to consider particular background characteristics of their K-12 ELs (e.g., age, native language, native language writing system, schooling experience, and literacy experience and proficiency) when designing, teaching, and monitoring foundational English literacy skills.

An outline of the ELD Standards follows:

Part I: Interacting in Meaningful Ways

This section promotes ELs' abilities to interact in meaningful ways, so they acquire English and develop content knowledge simultaneously. It addresses the emphasis on dialogue and collaboration that is so central in the Common Core ELA Standards, and the strong research base on second language development that centralizes oral language.

A. Collaborative (engagement in discourse with others)

1. *Exchanging information/ideas via oral communication and conversations*
2. *Interacting via written English (print and multimedia)*
3. *Offering opinions and negotiating with/persuading others*
4. *Adapting language choices to various contexts*

B. Interpretive (comprehension and analysis of written and spoken texts)

1. *Listening actively and asking or answering questions about what was heard*
2. *Reading closely and explaining interpretations and ideas from reading*
3. *Evaluating how well writers and speakers use language to present or support ideas*
4. *Analyzing how writers use vocabulary and other language resources*

C. Productive (creation of oral presentations and written texts)

1. *Expressing information and ideas in oral presentations*
2. *Composing/writing literary and informational texts*
3. *Supporting opinions or justifying arguments and evaluating others' opinions or arguments*
4. *Selecting and applying varied and precise vocabulary and other language resources*

Part II: Learning About How English Works

This section focuses on key language processes and how English is structured within each. It is a bridge between mastering English grammar and structure one the one hand and the emphasis on understanding text structure and writing—key in enabling ELs to engage in academic work.

A. Structuring Cohesive Texts

1. *Understanding text structure and organization based on purpose, text type, and discipline*
2. *Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows*

B. Expanding & Enriching Ideas

1. *Using verbs and verb phrases to create precision and clarity in different text types*
2. *Using nouns and noun phrases to expand ideas and provide more detail*
3. *Modifying to add details to provide more information and create precision*

C. Connecting and Condensing

1. *Connecting ideas within sentences by combining clauses*
2. *Condensing ideas within sentences using a variety of language resources*

The ELD Standards speak to **three proficiency level stages** along the continuum toward English proficiency, identifying what ELs know and how well they can use English as they progress through the levels. These guide teachers in providing ELs with targeted instruction in English language development as well as in differentiating instruction in academic content areas. These levels depict the student's knowledge, skill, and abilities as they end and exit from **Emerging, Expanding,** and **Bridging** levels.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alludes to the transition to full engagement in grade-level academic tasks and activities in a variety of content areas. The highest level, Bridging, has been aligned with the CA Common Core State Standards in English Language Arts. This is an elevated and more academic proficiency level than was considered in prior ELD standards and assessments in California.

ELPAC reports provide information on student progress in each of the domains, as well as an overall score. The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English. Long Term English learners often plateau at Level 2.



ELPAC Level	What Students Can Typically Do at Each Level
LEVEL 4	Students at this level have **well-developed** English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3	Students at this level have **moderately developed** English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2	Students at this level have **somewhat developed** English skills. • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1	Students at this level are at a **beginning stage** of developing English skills. • They usually need substantial help using English to learn new things at school and to interact in a social situation

The Standards emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic as well as on the student's language proficiency. The Standards describe three general levels of support needed: **substantial, moderate, and light.**

ACTIVITY: How the ELD Standards Work—Differentiating Proficiency Levels within an ELD Standard

An example of how an ELD Standard explains differentiation across the proficiency levels follows in these First Grade, Seventh Grade, and Eleventh Grade iterations of ELD Standard Part I A 1 (Interacting in Multiple Ways—Collaborative—Exchanging information/ideas). Read the Standard, and consider the following:

- *Within each grade level, how do expectations change for students at the Emerging, the Expanding, and then the Bridging level? What remains the same?*
- *What are the implications for the teacher within a grade level in terms of how they might differentiate instruction, supports, and scaffolds to accommodate the different proficiency levels?*
- *Looking across the three grade levels provided below, how are expectations different for an Emerging EL at First Grade compared to an Emerging EL at Seventh or Eleventh Grade? What remains the same?*
- *How might this be important for an administrator in seeking to understand if ELD is being delivered appropriately for an EL student in a specific grade?*

PART I INTERACTING IN MULTIPLE WAYS: A. COLLABORATIVE

1. EXCHANGING INFORMATION AND IDEAS

FIRST GRADE

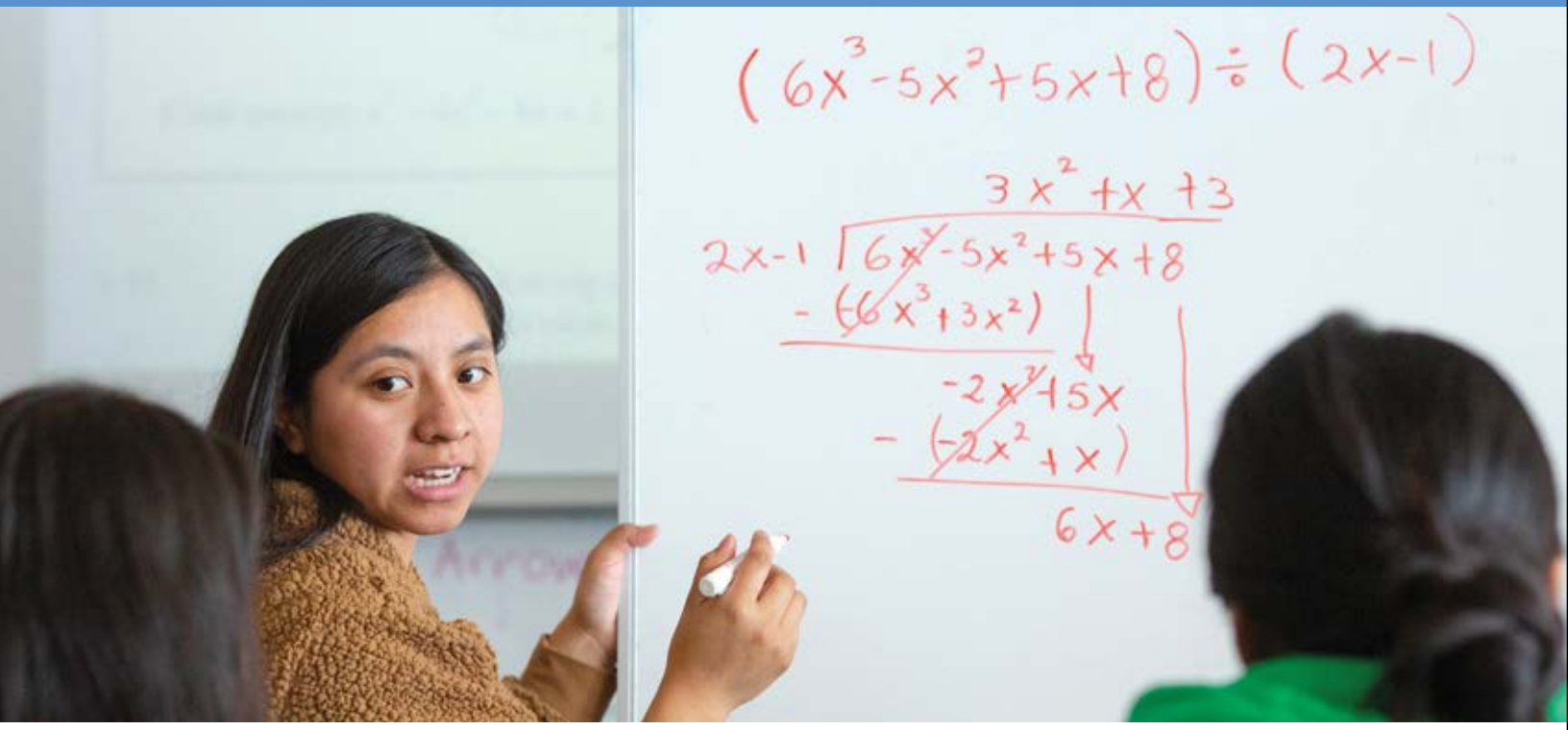
Emerging	Expanding	Bridging
Contribute to conversations and express ideas on familiar topics by asking and answering "yes-no" and "wh-" questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

SEVENTH GRADE

Emerging	Expanding	Bridging
Engage in conversational exchanges and express ideas on familiar topics by asking and answering questions "yes-no" and "wh-" questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

ELEVENTH—TWELFTH GRADE

Emerging	Expanding	Bridging
Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering questions "yes-no" and "wh-" questions and responding using phrases and short sentences.	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.



RESOURCE: Commonly Asked Questions About ELD

NOTE: *These answers are a combination of what state law requires and state guidance recommends, and draws from a research-based understanding of effective ELD. The reader is encouraged to also consult with their LEA's Master Plan for English learners that should further elucidate the district's approach to ELD.*

Are we required to provide Designated ELD for all English learners?

Yes. ELD is a required course of study for all English learners in California. During the regular day, differentiated ELD instruction, appropriate to the English proficiency level of each EL, must be provided even to ELs with ELPAC scores of 3s and 4s. Districts are to provide ELs with instruction using whatever ELD standards-aligned materials are deemed appropriate and are specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

How much time per day is required for Designated ELD? Is there a legal requirement for a specific number of minutes of ELD daily?

While ELD is required daily, the state does not require a specific number of minutes of ELD instruction for ELs. Furthermore, the California ELA/ELD Framework also does not suggest a specific amount of daily instructional minutes for ELD. Each district has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. These discretionary decisions should be based on EL student data and evidence to inform the appropriate amount of time that could benefit their students. The amount of time should also be responsive to the typology of EL (e.g., newcomers often need more intensive and longer blocks of ELD). The district should have a rationale for the scheduling and amount of ELD students are receiving that bears relation to progress in English and student need (Castañeda v. Pickard, 1981). This requires there be a sound theoretical rationale for what is being done, that implementation actually enacts that theoretical model, and that students are indeed progressing adequately toward English proficiency as needed to participate in the academic program. However, while the state does not require a minimum number of minutes, district policy and Master Plans for ELs may specify a required number of minutes.

What's the purpose of English Language Development and language support?

There are three key responsibilities for what must be provided for English learners in to ensure that language is not a barrier to equal educational opportunity, and to provide access to the academic curriculum and enable them to acquire academic English rapidly, efficiently, and effectively:

1. **We must provide ACCESS to the content:** This entails using a variety of strategies designed to make the content comprehensible (e.g., graphics, visuals, gestures, realia, hands-on experiences). These are planned for and built into instruction across the curriculum and throughout the day as part of the regular instruction—and they are called "Integrated ELD."

2. **We need to support ELs to develop the LANGUAGE they need to participate:** This entails providing language support through the use of graphic organizers, a focus on designated "language functions", differentiated sentence frames and sentence starters, and by explicit instruction to engage in academic discourse including a focus on academic vocabulary. These are planned for and built into instruction across the curriculum and throughout the day through Integrated ELD. The language functions and forms needed to participate are also practiced and focused upon in Designated ELD.

3. **We need to teach how English works:** This involves explicit instruction and focus on learning and mastering the structures and rules of how English works through content-based Designated ELD that focuses on grammatical structures, language functions, provides lots of oral practice and application. Instruction is geared to the language needs of ELs given their English proficiency level and assessed need, and is delivered through daily Designated ELD for students grouped by language need.

What is integrated ELD? What is Designated ELD, and what's the difference? If we are providing either Integrated or Designated ELD, do we need to provide the other as well?

Both integrated and designated ELD are to be provided daily to all English learners. Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers who have ELs in their classrooms to support comprehension of the academic content and to scaffold their participation in academic tasks. Designated ELD is provided to ELs by skilled teachers during a protected time during the regular school day designed to explicitly focus on learning English in response to student need (e.g., EL proficiency level and challenges of linguistic demands related to academic study). One does not substitute for the other, nor is one sufficient to address the language development and access needs of ELs. ELs need both Integrated and Designated ELD.

Are LEAs required to provide ELs with ELD appropriate to their English proficiency level?

During the regular day, ELD instruction appropriate to the English proficiency level and assessed need of each EL is to be provided by an authorized teacher until the student is reclassified as fluent English proficient. LEAs provide ELs with instruction using materials specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively. However, ELD is to be "needs-responsive." Other aspects of language need beyond formal English proficiency level might further inform grouping and instruction. For example, students with a very strong literacy level in their home language might be grouped together for ELD because they can draw upon the contrastive analysis in the learning of English. LTELs within or across classrooms could be flexibly grouped in small groups to work on commonly needed skills in literacy for part of the day. Or, there may be language needs identified through observation and formative assessment that might indicate a rationale for pulling a group of students struggling with the same aspects of English. English proficiency level is a key aspect of defining need, but is not the only basis for targeting and differentiating ELD.

How long should students stay in the same ELD level and group?

For small group instruction, students can and should be flexibly grouped based on the results of formative assessments indicating areas of student needs. It is essential to use the results of ongoing formative assessment to guide and tailor instruction and to understand students' background knowledge for the purpose of flexible grouping of students with common needs for targeted, cohesive instruction. Students can, and should, be regrouped based on formative assessment results to work on common areas of need. Flexible groupings should be fluid and change on an ongoing basis.

How soon in the school year should Designated ELD groups be created and the Designated ELD begin to be delivered?

Designated ELD should be delivered as part of an EL's schedule right from the start. ELs need the language support, and it is essential not to waste time in facilitating their progress toward English proficiency. The data upon which grouping decisions are made may be partial at the start of the school year—based on English proficiency levels from the prior school year, or whatever initial assessment has been done upon enrollment for a newcomer. With schedules designed to enable flexibility in movement between groups, ELs can be more appropriately grouped as more information becomes available. These initial groupings may well shift within the first few weeks or months of the school year as teachers are able to observe and assess student language needs and as additional ELPAC and formal assessment data become available.

In our dual-language program, there is already a designated English time and a designated time for the Target language. Do we also need to provide ELD? Won't that throw off our language allocation?

All English learners need Designated ELD that is targeted toward their English proficiency level and language needs. This remains true for all language program models, whether English-instructed or bilingual. In a two-way dual-language program, the English time is important not just for the academic learning in and of English but also for the opportunity to interact with English-fluent peers—an important benefit of a two-way program. However, this interaction does not take the place of Designated ELD. The English time where ELs are mixed with English fluent peers is Integrated ELD—with scaffolded support for ELs to comprehend, participate, interact and produce language as part of academic study alongside their English-fluent peers. Designated ELD should be provided in addition.

Are requirements for ELD different during distance learning?

The basic requirements remain the same. English learners must continue to receive designated ELD as part of their educational curriculum. Designated ELD is required as part of the regular school day in a specific time set aside. And teachers are expected to use strategies as part of Integrated ELD throughout the curriculum. LEAs have the flexibility to determine the curriculum used for ELD but should consider for distance learning how they will provide digital designated and integrated ELD components and specific materials that will need to be sent home. There are special resources listed on the CDE website for providing ELD via distance learning.



It is essential to use the results of ongoing formative assessment to guide and tailor instruction and to understand students' background knowledge for the purpose of flexible grouping of students with common needs for targeted ELD instruction.

TEXT/READING: Structuring Designated ELD

There is no one single approach to structuring and delivering Designated ELD that makes sense for all contexts. As long as the Designated ELD instruction is based upon the ELD Standards and is differentiated in response to the needs of the students, multiple delivery approaches work. The critical factors for elementary and secondary are the same:

- *Students as close as possible to having like-language needs should be clustered to receive the differentiated instruction aimed at addressing their specific place in developing English proficiency.*
- *Placement for ELD should allow for flexibility of movement as students are ready to progress to a higher level of proficiency.*
- *Designated ELD should be connected to and aligned with the linguistic demands of the academic content ELs are encountering throughout the curriculum.*
- *The teacher delivering ELD should have expertise in ELD and the conditions that support designing lessons responsive to academic content linguistic demands and to the level of English proficiency of the students.*

Additional scheduling practices to support ELs include:

- *Master schedules should include common planning time for grade-level teams that include experienced ELD teachers with content area teachers. Include periodic planning time for vertical articulation across grade levels or content areas.*
- *Ensure ELs get access to the required time per day of all content areas.*
- *Do not pull ELs out of art, music, or physical education to provide Designated ELD—these are important subjects for social and academic skills development, motivation, and engagement—and are an essential part of providing full access to the curriculum.*
- *For schools with small EL populations, cluster the few EL students together in classes with experienced EL authorized teachers.*
- *For secondary schools with large EL populations, consider having dually certified teachers with content area certification and full EL authorization.*

The implications of these within the structures of elementary and secondary schools differ somewhat.

ELEMENTARY

The numbers of English learners at different levels of proficiency within a class or a grade level, the competencies of available teachers authorized and prepared to teach ELD are prime factors in determining a delivery approach for any specific school. There are multiple ways Designated ELD can be structured within the school day. The essential principles are:

- *Designated ELD is specifically for students who are English learners.*
- *Students are grouped by language needs. Usually, this is their English proficiency level, but at times it may also be by native language proficiency/native language background or a particular area of language need.*
- *The focus must be on learning/mastering English and how it works, and the ELD standards must govern instruction/curriculum.*
- *Placement in an ELD grouping should be flexible, monitored, and adjusted based on formative assessment—moving students along the proficiency continuum as they are ready.*

Because there are so many different configurations of English learners from school site to site, and within a classroom and grade level, there is no one "best" way to structure how to deliver Designated ELD. There are trade-offs and important considerations in selecting one delivery approach over another.

Elementary School Designated ELD Delivery Models

Delivery Model	Benefits and Considerations
Self-contained classroom delivery/ Homeroom Model. Each classroom teacher provides small-group Designated ELD to their own English learners during the day, while non-ELs engage in independent literacy stations or small group work	Classroom teachers have the best sense of their students' language needs and of the language demands of the curriculum. This approach has the benefit of most directly responding to the needs of EL students in terms of preparing them for whole class activities and review, responding to their observed language needs, and connecting D-ELD to academic demands. This approach allows for the most fluidity and flexibility in accelerating students toward proficiency. This also makes sense where there are relatively small numbers of ELs in a classroom at the same level (4-6), handleable as a small group center. ELD instruction can be more timely, relevant, and responsive to the academic content and demands. When students remain within their classroom, there is more time on task and less time lost in transition. Instruction is more coherent for students. The teacher has the ability to pull small groups at various points throughout the day, rather than all at the same time. ***Considerations:*** Teachers need to understand and prepare for D-ELD for multiple levels of English proficiency and need. Each teacher has to plan for multiple levels of Designated ELD. It adds some complexity to the daily schedule. Teachers need skills in designing and managing students working in small groups and independently. Teachers need planning time.
Circling and clustering students across classrooms/ Schoolwide regrouping. (Schools/grade levels schedule a common block of time to provide D-ELD. Students are regrouped and shared across classrooms to group by proficiency level). In schools or grade levels with a significant concentration of English learners, and where there are several classrooms at a grade level, teachers can "swap" students to create concentrated clusters of ELs at the same or similar levels of English proficiency for delivery of Designated ELD.	This has the benefit of each teacher focusing attention and preparation on Designated ELD for a specific level. Each teacher only needs to plan for one proficiency level, making it easier and more likely that instruction will take place. Because all levels are receiving D-ELD at the same time, there is flexibility to move students as they are ready to move to a higher-level grouping. ***Considerations:*** This approach requires scheduling and coordination across classrooms. Because students are reshuffled, and there is movement between classrooms, instructional time is sacrificed for the transition. Valuable instructional time is lost in transitioning/traveling from one classroom to another. The teacher delivering D-ELD is less likely to be familiar with students' language needs than their classroom teacher. Adequate preparation of students for classroom instruction requires an extremely high level of teacher collaboration and coordination. For this to work optimally, there needs to be frequent communication and planning among the teachers.
ELD Teacher Specialist Push-In or Pull-Out An ELD teacher specialist either works with EL students within their classroom as a push-in, or pulls students out to deliver D-ELD.	The teacher delivering ELD is wholly focused on ELD as a specialist. Classroom teachers do not need to plan for and deliver a Designated ELD curriculum but would still be responsible for providing daily Integrated ELD to complement the Designated ELD practice provided by the specialist. However, cross-collaboration is needed for grading, conferencing, and reclassification conversations. ***Considerations:*** This model is more likely to result in ELs missing classroom activities and peer interaction. This model is often less likely to tightly connect D-ELD to the language demands of the classroom content and activities. For this to work optimally, there needs to be good communication and planning between classroom teachers and the ELD teacher specialist.

SECONDARY

In secondary schools, scheduling ELD and placing students most appropriately is complicated by the challenges of master scheduling an entire student body into the variety and combination of courses students need for access to the full curriculum pathways needed for graduation, college, and career. The numbers of ELs per grade level and per proficiency level, and the presence of students with specific types of ELD needs (e.g., Newcomers, Long Term English learners, Students with Interrupted Formal Education, SIFE) all impact the ability to create a full ELD class around specific needs.

The more diverse the EL population is (and the smaller the number of any particular EL group), the more challenging it can be to target a whole class toward specific needs. And then, the more imperative it is that the teacher assigned the class be knowledgeable and skilled at working with small groups and planning instruction that differentiates and targets specific needs. While this process can be particularly complex in the secondary context, strategic master scheduling to ensure EL students full access to the curriculum is a priority for equitable educational experiences.

Secondary School Designated ELD Delivery Models

Delivery Model	Benefits and Considerations
Designated ELD Class Period by Proficiency Level at each grade level: At each grade level, ELD classes are created for each Proficiency Level (i.e., 9th grade ELD Emerging, 9th grade ELD Expanding, 9th grade ELD Bridging).	Where the numbers permit, having a dedicated ELD class of students of the same proficiency level and grade level allows for directly addressing the types of linguistic challenges faced in their grade-level content courses. If the proficiency level ELD classes for a grade level are scheduled at the same time, students can move between the classes as they accelerate and are ready to take on higher levels of ELD.
Designated ELD Class Period by Proficiency Level for grade spans: Classes are created by proficiency level (i.e., Emerging, Expanding, Bridging) for grade spans (e.g., grades 9-10, grades 11-12)	Where there are not sufficient numbers to form a full class of a proficiency level at each grade level, preserving the proficiency level enables the teacher to focus on the level of skills and scaffolding students need. However, because the students are engaged with different grade-level content and tasks, the ELD teacher of these classes has to either create small groups within her ELD class to practice English skills within grade-level content demands, or engage in significant collaboration with teachers across grades by department to determine common themes and language functions that are needed.
Designated ELD Class Period by Grade level with Mixed Proficiency Levels:	Where there are not a sufficient number of students of a proficiency level at each grade level, the choice to create mixed level ELD per grade enables tight connection to the linguistic demands of the academic program. However, the teacher must be able to plan for the various proficiency levels—and work in small groups to provide targeted instruction. If the teacher remains clear and focused on the differing levels of need, this model can be advantageous in allowing students to flexibly move to higher level groupings where able and still have more scaffolding in other areas. It requires a teacher who really understands ELD and differentiation—and is not easy to plan.
0/7th Period	Elective offered during early or late extra period so that ELs can take their D-ELD during the "regular" school day and still have access to electives.
Designated ELD within Content Classes	Designated ELD delivered to small groups for pre- determined amount of time (according to individual needs) within content class setting by the content class teacher in collaboration with ELD specialist (push in) and possibly with paraprofessional support (eg., for newcomer ELs)

In addition to ELD classes by Proficiency Level and Grade level, in secondary schools offering specialty ELD for three groups with particular needs is a way to meet their needs more directly rather than mixing them into ELD for a general EL population:

Long Term English learners (LTEL):

All English learners require ELD, but the needs of Long Term English learners tend to be different from other ELs. LTELs are students who have been in US schools for 6+ years. LTELs may appear to be proficient because they typically have a strong command of language needed in most social contexts but have yet to demonstrate strong academic language in the classroom or on the ELPAC. Research shows that the longer an LTEL persists in EL status, the worse he or she tends to perform academically. LTELs are among the least likely ELs to graduate, complete A-G requirements, and read at grade level. LTELs tend to have significant deficits in reading and writing, weak academic language, and are often stuck at the Intermediate level of English proficiency.

Additionally, over years of struggling academically, they may have content gaps. Specific LTEL ELD courses are classes designed to explicitly address the language and literacy gaps that impede academic success for LTELs. These are not remediation or intervention courses designed for non ELs. They are specifically designed for second language students.

These targeted acceleration courses focus on academic language and literacy development and emphasize student engagement, expository text, goal setting, and empowering pedagogy. Key components include writing from evidence, vocabulary development, reading of increasingly complex texts, and text-based academic discussions. Ideally, LTEL classes are small, between 8 and 10 students, so that students receive targeted language instruction and progress toward reclassification at an accelerated pace. Designated ELD courses designed for LTELs are taken in addition to core ELA classes, not in not lieu of them. The specialized ELD course should be paired with clustering LTELs in their other courses so teachers can provide targeted scaffolding.

Newcomer Students:

Newcomer students in secondary schools are in a race against time to develop English proficiency (many from the basic Emerging Level) sufficiently to participate in rigorous middle and high school curriculum. They struggle to fit the needed ELD into their schedules and meet all the requirements for graduation and college preparation. Furthermore, Newcomer ELD should address additional language and cultural needs beyond what is provided in "regular" ELD classes. Newcomers benefit from basic cultural orientation and Survival English in addition to the thrust of the regular ELD standards. Double periods of ELD in the first six months to a year assist in laying the foundation of English as quickly as possible for participation in grade-level content courses.

Newcomer Students with Interrupted Formal Education (SIFE):

Newcomers may arrive with interruptions in their formal education due to war, conflict in their country of origin, migration, poverty, etc. With two or more years of education gaps or interruptions, Students with Interrupted Formal Education face large academic gaps to close, the need to learn English (including, often, foundational literacy skills in English), as well as dealing with the stresses of culture shock and post-traumatic stress. They may not be able to read or write in their native language, either. They may lack an understanding of the basic concepts of literacy and math, content knowledge, and critical thinking skills that their peers will have mastered. As part of their ELD program, SIFE students require instruction in the basic foundational concepts and skills necessary for academic success. This typically involves specially designed courses and blocks for a period of time before transitioning into a regular ELD sequence.

Typically, these specialty ELD classes benefit from smaller class sizes, and staffing commitments that allow for creating sections within a smaller than typical teacher/student ratio. Monitoring student progress and having criteria and systems for transitioning students into the regular ELD sequence is essential. In some cases, consolidating services across several schools within a district makes targeted services more possible—with one school serving as a Newcomer Center, for example.

TOOLS: WHAT TO LOOK FOR

Administrators and school leaders do not need to know how to implement a toolkit of effective instructional strategies for English learners, but they do need to recognize whether such instruction is occurring, to identify areas of strength and needed support, and to engage in informed dialogue with teachers about instruction. The following two Tools are designed to support you in focusing classroom observations on specific elements of quality instruction for English learners. The purpose is to build your understanding of the most effective practices and to develop your eye as a school leader seeking to gauge the appropriateness of instruction for English learners.

Note that tools and approaches for professional development for teachers, coaching, supervision, and teacher support will be addressed later as part of Principle #3 (System Conditions for Effective Implementation) in the EL Roadmap Administrators Toolkit Volume 4. Quality instruction in Integrated and Designated ELD settings share many characteristics and strategies related to supporting comprehension, building language, and facilitating meaningful participation for English learners. However, there are also some important differences due to the differences in purpose—with Integrated ELD engaging language development in tandem with content standards and Designated ELD being explicitly focused on language development. For this reason, two different tools are offered.



TOOL: What to Look For in Integrated ELD

Spend some time visiting and observing in classrooms at random times to explore the presence of Integrated ELD strategies. For each of the following characteristics of ELD instruction, reflect upon the prevalence in the classrooms in your school. Do you see it at all? Is there light implementation—in some classrooms, to some degree, or in just some departments and not others? Do you see it happening in many classrooms across departments and subjects? Is this a strength throughout your school? What questions do you have about ELD instruction?

Observations	I want to learn more about this	Notes
Standards-based and clear objectives: It is clear to students what the language objectives for the lesson are and what the content objectives are *(e.g., posted on the board, referenced by the teacher, noted by the students).*		
Teachers are able to describe the ELD standard(s) they are addressing in a particular lesson, and its relationship to the content standards/objectives.		
Purposeful grouping and supports for interaction: Students work in various types of groups (with partners in dyads, small groups, etc.) to complete academic tasks. The groups are fluid and change from time to time—sometimes homogeneous or heterogeneous by English proficiency level, sometimes defined by interests, etc.		
There are multiple opportunities for students to speak and listen, to build meaning, and to use language through interaction. Through shared learning activity, students engage in communication that is meaning-based and authentic.		
Lesson includes structured interaction and collaborative small-group work—with equity norms and scaffolds for participation.		

Observations	I want to learn more about this	Notes
Comprehension: Graphic organizers support comprehension of concepts, and students are engaged in using and creating graphic representations for organizing ideas.		
Visuals and context clues, manipulatives, realia, and tangible, hands-on activities bolster comprehension of the content. Teachers use a variety of context clues, demonstrations, and linguistic cues to help students understand new vocabulary and concepts.		
Language Intentionality: Attention is drawn to language—analyzing language and the ways it works in the context of each academic context. Discourse patterns, language forms and key phrases for engaging in academic talk about the subject are explicitly taught and practiced.		
Teacher encourages students to actively produce and elongate oral language.		
Teachers identify and teach essential vocabulary—using a variety of ways to elaborate on the meaning (synonyms, metaphors, amplification, etc.). Vocabulary previews identify and teach students essential words before they encounter them in text.		
Differentiated sentence frames and language supports are evident and accessible on the walls as resources for students—including, for example, a variety of differentiated sentence frames, cognate lists, language function walls, reference materials.		
Cross-language connections: Contrastive analysis, invitations to reflect on home language, and identification of cognates enable students to draw upon their home language to bolster comprehension and language development. Primary language reference books and dictionaries are available.		
Supportive climate: It appears to be a safe and low-anxiety environment for language learning and for ELs to take language risks.		
The teacher uses wait time after posing a prompt or question to an EL to enable students to gather their thoughts and consider how to express ideas. The teacher creates space and provides opportunities for oral rehearsal with a partner.		
Clear instructions and Checks for Comprehension: The teacher provides clear and explicit instructions and offers rubrics and models of what good-quality finished products will look like.		
There are frequent checks for comprehension and informal formative assessments leading to review, repetition, and practice as needed and incorporated into the lesson. Rephrasing, paraphrasing, amplifying concepts, and presenting information in a variety of ways helps students access the content.		

Observations	I want to learn more about this	Notes
Teachers structure and allow for multiple ways for students to show understanding and mastery.		
Students receive explicit and direct instruction in metacognitive tasks to understand how to approach new content and tasks.		
Making connections: The teacher taps students' prior knowledge. Strategies exist that systematically access and activate the students' prior knowledge to relate new concepts and course content to their lives. Students learn through making connections between what they already know and the new experiences, perspectives, and information they encounter. These strategies improve comprehension and engage students in learning.		



TOOL: What to Look For in Designated ELD

Spend some time visiting and observing Designated ELD instruction throughout your school. For each of the following characteristics of quality Designated ELD instruction, reflect upon the prevalence across the classrooms in your school. Do you see it at all? Is there light implementation—in some classrooms, to some degree, for some proficiency levels but not for others? Do you see it happening in many classrooms across grade levels and proficiency levels? Is this a strength throughout your school? What questions do you have about D-ELD instruction?

Observations	I'm not sure what this is.	Notes
ELD Standards-based and clear objectives: Teachers are able to describe the ELD standard(s) they are addressing in a particular lesson.		
The teacher can articulate why they chose that particular ELD standard or focus for this group of students at this time (i.e., the assessment that informed the lesson).		
It is clear to students what the language objectives for the lesson are (i.e., posted on the board, referenced by the teacher, noted by the students).		
Purposeful grouping: Students are grouped for D-ELD by English fluency levels and/or assessed language need.		
Interactive: Students work in various types of groups (with partners in dyads, small groups, etc.) to complete tasks.		
There are multiple opportunities for students to speak and listen, to build meaning, and use language through interaction.		
The lesson includes structured interaction and collaborative small-group work—with equity norms and scaffolds for participation.		

Observations	I want to learn more about this	Notes
Comprehension: Teachers use a variety of context clues, visuals, demonstrations, manipulatives, tangible hands-on activities, and linguistic cues to help students understand new vocabulary and linguistic concepts.		
Graphic organizers are used to represent the relationship between ideas and as a bolster for language learning.		
Language Intentionality: The teacher encourages students to actively produce and elongate oral language.		
The teacher arranges ample time, support, and direction for students to practice new language skills.		
The teacher models expressive and authentic English, amplifying a range of language choices.		
Differentiated sentence frames and language supports are evident and accessible on the walls as resources for students—including, for example, a variety of differentiated sentence frames, cognate lists, language function walls.		
Lessons respond to the language demands students face in academic tasks in the rest of their academic curricula.		
Cross-language Connections: The teacher shows proficiency in contrastive analysis, inviting students to reflect on the relationship between English and their home language, and to apply their knowledge of their home language to English vocabulary, forms, and function.		
Materials: The teacher has sufficient and appropriate materials to support the lesson.		
Supportive Climate: It appears to be a safe and low-anxiety environment for language learning and for ELs to take language risks.		
The teacher uses wait time after posing a prompt or question to an EL to enable students to gather their thoughts and consider how to express ideas. The teacher creates space and provides opportunities for oral rehearsal with student partners.		
Clear Instructions and Checks For Comprehension: The teacher provides clear and explicit instructions, and offers rubrics and models of what good-quality finished products will look like.		
There are frequent checks for comprehension and informal formative assessments leading to review, repetition, and practice as needed and incorporated into the lesson.		
Teachers structure and allow for multiple ways for students to show understanding and mastery.		

Observations	I'm not sure what this is.	Notes
Students receive explicit and direct instruction in metacognitive tasks to understand how to approach new language challenges and tasks.		
Making connections: The teacher taps the students' prior knowledge. They incorporate strategies that systematically access and activate students' prior knowledge in order to relate new concepts and course content to their lives. Students learn through making connections between what they already know and the new experiences, perspectives, and information they encounter. These strategies improve comprehension and engage students in learning.		

RESOURCE: ELD Class Scheduling and Placement in Secondary Schools

Within the complexity of master schedules, placing students into their ELD classes may result in locking English learners into the rest of their courses with other English learners. This can be a benefit if there is a shortage of teachers prepared to address the needs of English learners because it allows for teachers to recognize and respond to the scaffolding needed for their English learners with targeted Integrated ELD instruction. But this also raises serious concerns about tracking and segregating English learners from their English-fluent peers. Every effort must be made to avoid blocks of English learners spending all day across the curriculum with just other English learners. It can hamper their English development, create social segregation, and what some have called "the ESL Ghetto."

Many high schools have made it a principle of master scheduling to schedule their ELD classes and English learners first and then build the rest of the master schedule around this. English learners have the challenge of both developing their English and mastering grade-level courses needed in the pathway toward graduation and college readiness. Within the structure of the typical six- or seven-period day in a secondary school, fitting it all in is always complex. The needed (and *required*) ELD courses take up time in a students' schedule. In too many cases, this results in making it difficult or even impossible for English learners to access enrichment and elective courses. English learners have a right to access the full curriculum. Furthermore, for many students, elective courses are important to their engagement and motivation in school—and have tremendous value in their overall development. Secondary schools need to craft solutions to this challenge. Examples include:

- *Enabling English learners to have an extra period in the day.*
- *Utilizing Saturdays and summer course intensives to increase access to and movement toward English proficiency—especially in middle school and 9th-10th grades, freeing 11th and 12th-grade time that might have been needed for ELD.*
- *Partnerships with higher education to earn both high school and college credits simultaneously through dual enrollment for ELD and other courses (see Reading below).*
- *Providing primary language academic courses that have been A-G certified as a vehicle for satisfying academic course requirements for graduation—particularly useful for newcomers with strong literacy in their home language and a solid academic background.*
- *Creating career pathways that leverage students' bilingual skills, such as Interpreter pathway or a CTE course taught in a primary language such as Spanish for Medical Fields.*
- *Offering an optional fifth year alternative in high school for newcomer ELs.*

A basic guiding principle for approaching ELs' scheduling in high school should be that ELs benefit from acceleration rather than remediation. Time is of the essence for them. Whatever can be done to avoid wasting time, leverage opportunities through partnerships to earn credits, utilize native language resources, and do a powerful job of integrating language development with academic content, should be done.

Placement Implications for English learner Typologies

Meaningful access requires that students be placed in the classes, groupings, and programs that best meet their needs. There is no single English learner profile or typology. To accommodate the diversity of assets and needs and to ensure students are receiving the targeted support and instruction they need to move quickly toward English proficiency and access the grade-level core curriculum; schools need to have clear placement criteria and choices. While students should be looked at holistically in determining the best placements, the following chart offers guidance for the major typologies of English learners.

Type of English Learner	Placement and Program Implications
Newly arrived newcomers with strong prior academic background and literacy in their home language, as well as study skills.	• Academic course placement based on foreign language transcript analysis and/or L1 testing. • Intensive ELD with flexibility for accelerated movement through a sequence. • Primary language content course at an advanced academic level when possible. • Placement in advanced academic courses, with reference resources in L1 if instruction in English—or taught in L1. • Newcomer Class with Survival English and Cultural Orientation (one month to one semester). • Tutoring services available. • Strong Integrated ELD in content courses.
Newcomers at approximate grade level	• Newcomer Class with Survival English and Cultural Orientation (one month to one semester). • Double periods of ELD can be helpful in first year. • ELD pathway as sequence of ELD courses from emerging to bridging levels. • A primary language content course or native speaker course to accelerate credit accrual and support continued home language development. • Strong Integrated ELD in content courses.
Newcomers with interrupted formal education	• Newcomer Class with Survival English and Cultural Orientation (one month to one semester). • Intensive ELD—double periods can be helpful. • Primary language literacy development with small student/teacher ratio. • Planned pathway to graduation (may include a 5th or 6th- year option, partnership with adult education or community college, and extended time through summer programs, after school and evening programs. • Foundational Math, Foundational Literacy. • Strong Integrated ELD in content courses.
Long Term English learners	• Specialized ELD designed for LTEL (oral fluency in English, emphasis on academic language, contrastive analysis). • Placement in Native Speakers class, if possible, to foster L1 development. • Strong Integrated ELD in content courses.



TEXT/READING: Dual Enrollment Partnerships

English learners often lack access to grade-level content and A-G courses while in high school—either because their schedule is crowded due to time spent in ELD courses and/or because A-G courses don't accommodate the Integrated ELD needs of English learners. Less than a fifth of ELs in California complete A-G requirements in high school. They are also less likely to attend college following high school graduation. Of those who DO go to higher education, the vast majority enroll in community colleges, where they are less likely to transfer to four-year institutions than their English-proficient peers, and even if they do transfer, are less likely to complete a bachelor's degree. One solution to this problem of "time" and assuring preparation and transition to higher education is partnerships between community colleges and high schools with concurrent enrollment.

Some districts strongly committed to college preparation and transition support for English learners set an expectation that all students will complete at least one or two dual enrollment courses before high school graduation. Dual enrollment courses are offered during the regular school day—often on the high school campus. This eliminates transportation barriers and after-school conflicts, particularly for students with jobs and family responsibilities. This eases both scheduling constraints and provides opportunities to earn postsecondary credit.

One district has built dual enrollment into their Newcomer approach. Most newcomers take at least one dual enrollment course in math, ESL, or media studies through the community college prior to graduation. The dual enrollment math sequence satisfies college math requirements for business and STEM pathways and transfer-level statistics courses in the summer for students on a liberal arts pathway. Students have an extra class period during the school day to receive support with college assignments from high school teachers trained in Integrated ELD. The dual enrollment courses are a means of providing additional ELD (in community colleges, these courses are labeled ESL), as well as advanced college language courses in the primary language.

Dual enrollment requires strong coordination between the high school/district and community college system, and dedicated counseling support for students who need to manage the college enrollment process and build their plan for a college-going pathway. High school and college courses must be aligned to eliminate duplication and to accelerate English language proficiency. This strategy leads to the ELs' successful completion of freshman English composition in community colleges—a key transfer requirement—reducing unnecessary course-taking, and builds a coherent pathway to four-year college admission or transfer.

MOUNTAIN EMPIRE UNIFIED SCHOOL DISTRICT PARTNERSHIP WITH COMMUNITY COLLEGE

Mountain Empire Unified School District is a small, rural district close to San Diego and the Mexican border. The district's English learners, who comprised 28 percent of the student body in 2018–2019, are nearly all Spanish speakers. Mountain Empire replaced its prior English language development (ELD) courses with Cuyamaca College's course sequence and curriculum, allowing students to earn both high school and college credit at the same time. This rigorous dual enrollment model for English learners is delivered by high school teachers who became certified as adjunct college faculty and collaborated deeply with Cuyamaca's English as a second language (ESL) team. This innovative partnership model is leading to increased achievement for English learners and aiding their postsecondary transitions.

The Cuyamaca College ESL dual enrollment course sequence has three primary levels. The first two courses count toward A–G requirements, and all courses provide college credit at Cuyamaca College.

Course Title	Description	A–G	College Credits
ESL 50 + ESL 50 g	Beginner	Yes	9 units, non-transfer level
ESL 1 a/b + ESL 1 g	Intermediate	Yes	9 units, non-transfer level
ESL 2 a/b	Advanced	No	6 units, transfer level

The sequence follows an accordion model so that students can repeat a level with fresh content or skip to the next course if they have gained mastery. For example, students attaining proficiency at the end of ESL 1a will continue to ESL 2a. Students not attaining proficiency at the end of ESL 1a will move to ESL 1b, which covers the same learning objectives but with new books.

Each of the three primary courses may also be accompanied by companion, 3-unit grammar courses. The companion course is almost always utilized at the first level (ESL 50G) and less often at the higher two levels.

Unlike classes that focus primarily on reading and listening, the Mountain Empire Unified School District/Cuyamaca College curriculum balances these key skills with conversation and writing. The courses focus on authentic, compelling texts rather than textbooks to facilitate rigor and engagement. From non-fiction articles on growth mindset to classic literature such as Fahrenheit 451, the curriculum aims to challenge students in a way that creates excitement around conversation, writing, and the deeper meaning of the texts.

In an operational sense, the curricular approach is informed by the California Acceleration Projects' Five Principles of Acceleration:

1. ***Backward design from college-level courses;***
2. ***Relevant, thinking-oriented curriculum;***
3. ***Just-in-time remediation;***
4. ***Low-stakes, collaborative practice; and***
5. ***Support for student's affective needs.***

Case study is excerpted from "Designing Dual Enrollment to Reach English Learners: Boosting College Success for California Students." by Sam Finn, Sarah Hooker, Derek Nino. December 21, 2020. Jobs for the Future: Oakland, CA. www.jff.org



The instructional approach further incorporates well-established ESL methodology such as total physical response, a communicative approach, content-based learning, community learning, and student-centered learning.

While Mountain Empire Unified School District once used a combination of tests and writing samples for initial placement, it has now been found that students can better place themselves. Students use a survey for guided self-placement that involves evaluating writing samples to determine at which level they feel most comfortable working. This new method of placement has proven effective, relatively fast, and less anxiety-inducing.

The high school dual enrollment courses are college courses, so the high school faculty who teach them must also be college adjuncts. These teachers have trained with the Cuyamaca ESL faculty and exchanged pedagogical techniques. They remain employees of the school district while also receiving a stipend from the college.

The initial results of the model are extremely promising. During high school, students develop confidence with language at a faster pace and consequently, get more involved across their other content area classes. **The accelerated challenge of ESL for college credit may be helping to drive their exceptional high school graduation rates:**

2017
90.5%

2018
100%

2019
95.8%

Students from Mountain Empire Unified School District are now arriving at Cuyamaca College with more confidence, greater language skills, and a head start on college credits. Professors are noticing the difference in high school ESL preparation, particularly in writing.

4 SECTION 4: INTELLECTUAL QUALITY OF INSTRUCTION

Administrators need to understand, communicate, and support effective instruction based upon what is known about second language and dual-language development.

REFLECTION: The Intellectual Quality of Instruction

The "Intellectual Quality of Instruction" is a core principle of the EL Roadmap, called out explicitly and centrally to counter more than a century of unchecked low expectations for students who are not English speakers, who are immigrants, or who are students of color. There was a time when intelligence tests in English relegated vast numbers of English learners to classes for the "mentally retarded." During the "English-Only era" the accountability system was based on academic English only testing, and schools with large numbers of English learners were labeled low performing. And still to this day, there are prevalent attitudes that lack of proficiency in English is equated with lesser intelligence. These beliefs support a remediation mentality in school responses to English learners. Only what is done in English counts as knowledge and mastery.

Remediation programs and intervention courses have often crowded the schedules of English learners, precluding access to the full curriculum and college prep classes. Too often, teachers sought to avoid having too many English learners in their classes, fearing it would pull down the rigor and quality of instruction for others. The notion of addressing English learners' needs became synonymous with a "dumbed-down" or "watered-down" curriculum in many places. Withholding time for science and the arts and history became common practice—focusing instead on hours of English and reading instruction—and assuming the students couldn't be ready for the rest of the curriculum until they had attained full proficiency in English. Wisps of those attitudes and the legacy of those practices are part of the barrier to equal access and quality education for English learners.

The CA EL Roadmap calls for attention to the "intellectual quality of instruction" and calls upon YOU as a school leader to ensure it be done. What does that mean? Why do you think "intellectual quality" is explicitly called out in a policy governing the education of English learners? What specific traditions and historical practices might this be seeking to counter? What are the qualities and characteristics of a high intellectual quality of instruction? To what degree do you see this as a challenge for your school?

REFLECT:

TOOL/SELF-ASSESSMENT: My Current Understanding, My Questions

Offering high-quality instruction for English learners requires strategies that build the English language skills students need while simultaneously helping students embrace the academic program and participate meaningfully in the learning activities in the classroom. It requires a belief that English learners can engage in high-level intellectual work. To achieve these goals, schools need teachers who:

- *respect the linguistic and intellectual capacities of their English learners,*
- *are knowledgeable about the principles and practices of second language development and dual-language,*
- *are well versed in the standards and content they are teaching,*
- *understand the linguistic demands of the academic content and tasks*
- *have a toolbox of strategies to bring that knowledge/understanding to bear in teaching and supporting their English learner students.*

A supportive leader, therefore, needs to:

- *understand the basics of language development and the implications for quality instruction,*
- *recognize the undermining impacts of low expectations and the practices that relegate ELs to a "watered-down" education,*
- *understand the role and basic content of the ELD Standards,*
- *be able to articulate the characteristics of effective instruction for English learners, and engage teachers in dialogue about standards-based and research-based instruction*
- *be able to recognize effective strategies and teaching for English learners and assess the quality of instruction across classrooms.*
- *be knowledgeable about resources available to support and inform quality instruction for ELs*
- *ensure that the materials, resources, and conditions are present for delivering high- quality instruction to English learners.*



A supportive leader needs to understand the basics of language development and the implications for quality instruction of ELs, and recognize the undermining impacts of low expectations and the practices that relegate ELs to a "watered-down" education."

In preparing to lead the implementation of high-quality instruction for English learners, it is helpful to reflect upon the questions you have and where you feel there is learning to be done. The following reflection tool helps identify those areas to be pursued in your learning and development.

Am I...? Do I...?	I really need to develop my knowledge and skills	Um... I'm okay on this, but still have gaps and questions	Yup... I've got this!
I understand the basics of second language development and dual-language development—and the implications for quality instruction.			
I recognize the inequitable practices that reflect low expectations for ELs and the warning signs of watered-down curriculum.			
I understand the basic content of the ELD Standards and their role in guiding instruction.			
I can articulate the characteristics of effective instruction for English learners and engage teachers in dialogue about standards-based and research-based instruction.			
I recognize effective strategies and teaching specific to English learners and am able to assess the quality of Integrated and Designated instruction across classrooms.			
I understand the importance and relevance of where students are along the continuum of developing proficiency in English.			
I can provide informed guidance about grouping EL students for Designated ELD and placement.			
I am knowledgeable about resources available to support and inform quality instruction for ELs.			
I am aware of the conditions that must be present to support delivery of high-quality instruction for English learners.			

What questions do I have? (List my questions):

RESOURCE: What a School Leader Needs to Know About Second Language and Dual-language Development

English learners face a triple challenge. First, they need to learn a new language (English) sufficiently to participate in academic and social communication appropriate to life and the school curriculum. Second, they need access to the core curriculum while they are learning English, which requires scaffolding strategies (bolstered by home language supports) that enable them to participate in and master grade-level academic content in classes taught in English. Third, these dual-language learners face the challenge of developing bicultural identities and the language skills needed for participation in and across their multiple language/cultural worlds. School leaders need to ensure that all three are addressed – and for this, a basic understanding of language development is needed. Here are ten important things to understand about second-language and dual-language development that should inform instruction and program planning.

FOUNDATIONAL UNDERSTANDINGS RELATED TO PRINCIPLE #1

The first three are related to aspects of Principle #1 of the CA EL Roadmap (safe, affirming, welcoming schools).

1. *An affirming climate and respect for their home language and culture facilitates learning English.*
2. *English learners need a safe, low-anxiety environment that supports taking the risk of using a new language and enhances socio-emotional health.*
3. *Sociocultural factors have a deep impact on language learning.*

FOUNDATIONAL UNDERSTANDINGS RELATED TO PRINCIPLE #2

The next seven things to know about second-language and dual-language development directly underlie Principle #2.

4. *A new language is learned where there is a purpose and reason to understand and produce it.*
5. *Students need multiple opportunities to practice and use language in multiple contexts—including in academic contexts of various disciplines.*
6. *The quality, extent, and authenticity of the language students hear and are exposed to matters. To learn English well, English learners need exposure to rich expressive language and good English models.*
7. *Becoming proficient in a new language for academic purposes is a five- to seven-year process. Where a student is along that journey has implications for the kind of language support needed. What we deem as "proficiency" is age and context-dependent.*
8. *A person's first language and second language are interdependent. A strong home language is a foundation for a strong second language. The brain processes and builds language systems in relation to each other. The development of both home language and English simultaneously leads to solid cognitive, educational, and social benefits.*
9. *Language development occurs in four interrelated domains: listening, speaking, reading, and writing.*
10. *Language learning requires comprehensible input. Where language has meaning.*

Implications of Second Language Development for Classroom Practices

The following chart displays how each of these foundational understandings about language development has implications for teaching and classroom practice.

Foundational Understanding	Implications for Classroom Practices
A new language is learned where there is a purpose and reason to understand and produce it.	• The academic content being studied and the tasks and activities for learning should be designed to create an authentic need/motivation to participate in talking, understanding, and using language interactively. • The academic content is interesting and is presented in ways that support student engagement.
Students need many opportunities to practice and use language in multiple contexts.	• Throughout the curriculum and the day, students should be provided opportunities, scaffolds, and supports to use language actively (with emphasis on oral language). Time for these opportunities and practice during D-ELD is necessary but is not sufficient – it is needed in all classes. • Each curricular area/discipline should include structured interaction engaging students in speaking and listening and paying attention to the discipline-specific language in text and writing. • As a general rule, there should be more student talk than teacher talk. • Explicit attention should be paid to the varying language registers appropriate to different contexts and purposes.
The quality, extent, and authenticity of the language students hear and are exposed to matters. To learn English well, English learners need exposure to rich expressive language and good English models. (This is equally true in developing the home language or "target" language in a dual-language program.)	• The teacher's language modeling should be intentional, varied, and expressive. Teachers should be aware of the language functions and structures they want students to be learning, and use those frequently. • Teachers should avoid the temptation to "dumb down" or oversimplify the language they are using in a misguided effort to help ELs understand. "Amplification" involves the teacher saying things in multiple ways to provide varied models of language structures and vocabulary that can be used to express the same thing. • Literature and text selections should include pieces that have rich, expressive and beautiful language. Not all text given to students should be restricted to Lexile levels. • ELs need opportunities to interact with English-speaking peers—informally and in structured activities with equity norms and structures to support the interaction. • In dual-language contexts, native or near-native proficiency of the teacher in the Target language is important—as is a critical mass (at least 50%) of students who are speakers of the language.
Becoming proficient in a new language for academic purposes is a five to seven-year process. Where a student is along that journey has implications for the kind of language support needed. What we deem as "proficiency" is age and context-dependent.	• Designated ELD should be delivered to students grouped by language proficiency and need, addressing where those students are on the continuum toward proficiency. • Single sentence frames are not sufficient. Teachers should provide multiple sentence frames from simple to complex, providing students support for expressing things at their proficiency level and offering the models and choice to move toward more complexity and higher proficiency as ready. • Designated ELD should be designed in response to student needs. ELs should be provided the flexibility to move to "higher levels" of ELD as ready. • Alignment and coordination of ELD across proficiency levels and grade levels ensures continuity.

Foundational Understanding	Implications for Classroom Practices
A person's first language and second language are interdependent. A strong home language is a foundation for strong second language. The brain processes and builds language systems in relation to each other. The development of both home language and English simultaneously leads to strong cognitive, educational, and social benefits.	• Students should be encouraged to think about, share, and draw upon the vocabulary and ways of structuring their home language in relationship to English. Cross-language comparison should be a regular, explicit aspect of D-ELD and a common feature of I-ELD instruction. • Every classroom should provide opportunities for students to use home language resources (e.g., dictionaries, resource materials) and to utilize their home language for home-school connection activities and research. • Students should be encouraged to use their home language for small group brainstorming. • Teachers should be provided support to understand some basic contrastive analysis between the home languages of students and English so they can recognize approximations and support students in understanding the structures of English. • A climate of support for bilingualism and biliteracy should be evident in the behaviors, messages and on the walls of classrooms and the school.
Language development occurs in four interrelated domains: listening, speaking, reading, and writing. For ELs, an oral language foundation is essential. The more English learners speak and use English, the more rapidly they will become proficient.	• Students should be actively engaged with all four domains of language. • The development of oral language should be prominent—with ELs encouraged to speak formally and informally throughout the curriculum and day in and out of the classroom. • The interrelationship between domains should be emphasized (i.e., oral brainstorming and the spoken word lead to stronger writing; text is examined to illuminate writing).
Language learning requires comprehensible, variable inputs.	• Visuals, realia, and tangible objects are provided and displayed to support understanding of the content being learned. Labels accompany the visuals so students associate and learn the vocabulary in context. • The environment is language-rich. • Graphic organizers are used regularly to enable students to visualize the relationships of ideas and content. These graphic organizers are accompanied by an intentional focus on the language function they represent.
From Principle #1: **English learners need an affirming climate and respect for their home language and culture as well as support for learning English.**	• The classroom and school walls include welcoming signs in the languages of the student community. • Visuals on the walls reflect the cultures and languages of the students • Frequent positive messages about the benefits of bilingualism are reiterated. • The teacher celebrates students' abilities to speak English and their home language—and their growth as bilinguals.
From Principle #1: **English learners need a safe, affirming, low-anxiety environment that supports taking the risk of using a new language.**	• Students are celebrated for taking language risks. • Student language approximations and "errors" are embraced as part of language learning—and are viewed as formative assessment opportunities by teachers. • Classroom norms are developed, made explicit, and honored related to supporting each other and to inclusivity. • In addition to norms of inclusion and respect, teachers should actively encourage and support English learners, and use instructional strategies that enable an English learner to participate.
From Principle #1: **Sociocultural factors have a deep impact on language learning.**	• Students' names are respected and pronounced correctly. • Classroom activities engage students in exploring, respecting, and celebrating the diversity of the classroom and school community.

REFLECTION: The ELD Standards Essential Features of Instruction

Based on research, the CA ELD Standards outlines ten essential features of ELD instruction. Read through these features. Consider as you read these features whether you would recognize if this feature is being implemented in your school's classrooms.

1. ***Intellectual Quality:*** *Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.*
2. ***Academic English Focus:*** *Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.*
3. ***Extended Language Interaction:*** *Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening and speaking must be thoughtfully planned, purposeful, and not left to chance. As students progress along the ELD continuum, these activities must also increase in sophistication.*
4. ***Focus on Meaning:*** *Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.*
5. ***Focus on Forms:*** *In alignment with the meaning focus, instruction explicitly focuses on learning how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.*
6. ***Planned and Sequenced Events:*** *Lessons and units are carefully planned and sequenced to build language proficiency along with content knowledge strategically.*
7. ***Scaffolding:*** *Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.*
8. ***Clear Lesson Objectives:*** *Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.*
9. ***Corrective Feedback:*** *Teachers provide students with judiciously selected corrective feedback on language usage in transparent and meaningful ways to students. Overcorrection or arbitrary corrective feedback is avoided.*
10. ***Formative Assessment Practices:*** *Teachers frequently monitor student progress through informal observations and ongoing formal assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.*

REFLECT: How do these features reflect your understanding of the research on second language development? How does articulating these as expected features of ELD instruction support an academically and intellectually strong education for ELs? Do you recognize these features in the instruction in your school?

READ AND REFLECT: The Teacher Perspective—Indicators of Intellectual Quality of Instruction For ELs

In 2019, focus groups of elementary and secondary teachers collaborated to identify teaching characteristics that exemplify Principle #2 (Intellectual Quality of Instruction and Meaningful Access) of the CA EL Roadmap. These characteristics are incorporated in the ***CA EL Roadmap Teacher Toolkits***, which can be accessed through the link in the Appendix, Section VII, of this volume. These characteristics show teachers' perspectives on what should and would be happening in classrooms implementing Principle #2.

As you read through the indicators for your schools' levels (elementary or secondary), consider two things:

- *How well do you understand these indicators and are able to recognize them in practice?*
- *What questions do you have about these elements of effective pedagogy and instruction for ELs?*
- *How might your teachers articulate the characteristics of teaching that exemplify high intellectual quality of instruction and meaningful access for ELs?*

ELEMENTARY	SECONDARY
Language development integrated with content: • Interdisciplinary, thematic units are in place. • Language targets and content objectives are transparent. • Differentiated performance tasks and scaffolds for all content—based on ELD standards and formal assessments of ELs are being used. • D-ELD is planned in response to student need and preparation for language demands of the academic content are being studied.	**Language intentional teaching:** • Language and content objectives guide planning in all classes. • Assignments allow students to practice different modes of communication. • Active engagement in all four domains of language. • Language development occurs as part of meaning-making rather than in isolation. • The majority of instructional time is student talk rather than teacher talk. • Students are exposed to and engaged in rich and academic complex language throughout the day. • Students regularly engage in partner and small group discussions.
Active engagement/Critical Thinking and Inquiry Based Learning: • The teachers create hands-on activities and project-based, inquiry-based assignments. • Collaborative work and cooperative strategies with scaffolding for ELs are used. • Teachers use a variety of questioning styles including open-ended, high-level, and critical thinking questions—with scaffolds for responses. • Students are encouraged to question and investigate, look things up, dig deep for answers, and contribute to classroom learning.	**Active engagement in Discourse/Critical Thinking and Inquiry Based Learning:** • Teachers use a variety of questioning styles. • Meaningful project-based and inquiry- based assignments are present. • Collaborative work and cooperative learning prevail. • Interactive reflective journals capture ideas, musings, hopes and dreams. • Students are encouraged to question, explore, and investigate topics. • Student work is not formulaic or passive. • Performance tasks are challenging, connected to meaningful real-life contexts, relevant to students' lives, and aligned to students' interests.

ELEMENTARY	SECONDARY
Primary Language Resources and Opportunities: • Bilingualism is celebrated and affirmed. • Primary language instruction and support are used intentionally. • Students are encouraged to use home language for brainstorming and drafts. • Teacher uses primary language support to support comprehension and participation. • Primary language books and resources are accessible. • Cognate charts support cross-language connections. • Contrastive analysis builds metalinguistic awareness and cross-language connections.	**Primary Language Resources and Opportunities:** • Spaces for small group discussions/brainstorms/ projects are made available in-home languages. • Cognate charts and other supports enable cross-language connection. • Primary language books and resources are available to support content learning.
Classroom environment aids language and content learning: • Walls have many visuals and charts as resources and references. • Environment is print rich and language focused. • Color coding is strategically used to highlight specific parts of speech/language features. • Realia and hands-on materials related to content is accessible. • Learning centers are stocked with materials that support and reinforce content.	**Classroom Environment:** • Walls have many visuals and charts as resources and references. • Wall displays reflect students, their cultures, and communities. • Evidence of community building defines the classroom ambiance.
Scaffolds: • Variety of graduated academic sentence frames and starters are evident. • I do—we do—you do. Gradual release toward independent confidence. • Flexible groupings encourage social interactions and academic needs. • D-ELD is responsive to linguistic demands of content and student need.	**Scaffolds:** • Differentiated sentence frames, response frames and other supports are provided. • Multiple structured opportunities for small group student talk in chair groupings, table placement, etc. • Classrooms post charts of key vocabulary and language function patterns. • A consistent set of routine approaches is in place.
Quality and relevance of curriculum and materials: • Materials are standards-based, up-to-date, and inclusive with clear visuals and graphics to make content comprehensible. • Books and materials are inclusive and reflect the contributions of diverse groups. • The teacher creates time and openings for students to make personal connections to course/curricula content. • Teachers model and mentor texts to enhance comprehension and learning.	**Quality and relevance of curriculum and materials:** • Materials are standards-based, up to date, and inclusive with visuals and graphics that support content comprehensibility. • Literature is inclusive, reflects diverse groups, and incorporates students' heritages and lives. • Teachers create time and openings for students to make personal connections to material.

ELEMENTARY	SECONDARY
Quality of language and talk: • Teachers model, teach, and promote the use of academic and complex language to encourage students to elaborate using more complex language. • Students are actively engaged in producing language—more student talk than teacher talk. • Language structures related to key academic functions are explicitly taught. • Students regularly engage in partner and small group discussion.	**Quality of language and talk:** • Teachers model, teach, and promote the use of academic and complex language to encourage students to elaborate using more complex language. • Students are actively engaged in producing language—more student talk than teacher talk. • Language structures related to key academic functions are explicitly taught. • Students regularly engage in partner and small group discussion.
Student grouping and support: • Teachers use strategic and flexible grouping depending on the purpose and task. • Teachers regularly use small groups and rotation through centers where students engage in a variety of tasks—including collaborative work with peers, direct support from teacher, independent work, etc. • Formative assessment informs lesson planning and student grouping.	**Grouping and supports:** • I do—We do—You do: Gradual release toward independent confidence. • The teacher understands and uses the flexible grouping correctly. • Tutoring and drop-in help is regularly available. • D-ELD is responsive to student levels and needs. • LTELs and Newcomers are provided targeted language support. • Students are clustered/grouped by need for some tasks—heterogeneously for others.
Text engagement and print rich environments: • Mentor texts engage students in noticing, talking about, and appreciating good expressive writing and language. • Opportunities exist to engage with text in multiple languages. • Opportunities are in place to draw, dictate, and write about what students have learned, experienced, and know. • Books have visuals to build comprehensibility and background knowledge. • Reading engages comprehension strategies, deconstruction, and organization of text. • Cultural, ethnic, and class experiences of students are reflected in the literature and materials. • Student writing is published and celebrated.	**Student ownership and responsiveness:** • Student goal-setting discussed. • Students taught to self-assess learning. • Student autonomy, empowerment, and self-advocacy are encouraged. • Students develop independent voices through freedom of choice in topics and modes of expression.



ACTIVITY: A Closer Look at Practice

Numerous vignettes have been written describing illustrative cases of Integrated ELD—in the CA ELA/ELD Framework, in the CDE publication *Improving Education for Multilingual and English Learner Students: From Research to Practice,* and on the website Multilingual Learning Toolkit. (See Resource Section for linkages). Three of these are reprinted below. Each is an example of attending to both the academic content standards and utilizing the ELD Standards to scaffold comprehension, participation, and language development.

Read the vignettes below. Reflect upon:

- *The explicit language development occurring in the lesson (What is being emphasized and learned that is developing the language skills of ELs? How is this emphasis on language supporting ELs participation in content learning?)*
- *The way in which the academic content is made more comprehensible and participation in the content is bolstered by the language supports (How is this supporting the academic content instruction, engagement, and learning?)*
- *The process of teacher planning and reflection (including informal assessment) that informs lessons and instruction.*
- *The support, materials, and conditions that facilitate the teacher's instruction.*

VIGNETTE #1: FIRST GRADE

Grade 1. English Instructed Classroom

Reprinted from the Multilingual Learning Toolkit, http://www.multilinguallearningtoolkit.org/

Setting:

Ms. Chester had been worried about her English learners as she was planning the new Light and Sound thematic unit based on the rigorous Next Generation Science Standards. After collaborating with her grade-level team, she decided to create an environment in which students could do a lot of direct exploration and develop skills of investigation and observation. The goal was to provide tangible and visual support for comprehension, and also set up a real-life laboratory for developing the academic language of "compare & contrast." For the beginning of the unit, she would focus on light exploration, both natural and artificial, making observations of how we use them in our lives. Creating the environment was an important first step. She had fun assembling an "Inventor's Lab," supplying flashlights of different sizes, and bringing in a variety of materials, such as plastic wrap, wax paper, and cardboard (to demonstrate transparency, translucency, and opacity). She had color paddles and prisms (to explore what happens when light passes through color) and mirrors (to demonstrate reflection). Fabric from a black-out curtain became the "black box." Shadow puppets and a small spotlight encouraged playing with shadows. Three guiding questions were posted on the wall:

- **What are light waves?**
- **How can light be manipulated?**
- **How does light affect our daily lives**?

LESSON: Frontloading Vocabulary and Content at the Start of a Unit to Make It Comprehensible

The first graders were thrilled when they entered their classroom room to see an Inventor's Lab and many cool-looking objects to explore. Grinning, Ms. Chester called them to their group meeting area while brandishing her son's lit-up Star Wars Light Saber: ***"Welcome physicists! We are going to be studying LIGHT and how it impacts our lives."***

Launching right into the topic, Ms. Chester compared and contrasted the difference between natural light and artificial light—making efforts to make it comprehensible for her English learners by opening the shade and pointing to the light outside when she spoke of "natural light," and turning on and off the light switch in the classroom as she spoke of "artificial light." She set the class to work with buddies, intentionally pairing children who speak the same home languages together to generate lists of all the examples they could think of for natural light (the sun, stars, the moon) and examples of artificial light (lamps, flashlights, our phones when we turn them on, etc.).

Making the point that sources of light are all around, Ms. Chester read aloud "Black Out" by John Rocco, a beautifully illustrated book about the night the lights went out in the city when the faraway lights from the stars, and nearer candles and flashlights were all they had. She paused



Administrators and school leaders do not need to know how to implement a toolkit of effective instructional strategies for English learners, but they do need to recognize whether such instruction is occurring, to identify areas of strength and needed support, and to engage in informed dialogue with teachers about instruction.

at key words her English learners might not know (such as "shadows" and "dim") and showed some photographs and repeated the words. Students were prompted to share with a partner whether they had ever been in a black out or about a time they had to do things in the dark. Ms. Chester noted with satisfaction that two of her English learners felt free to speak in Spanish to each other, and she knelt by a recently arrived Arabic-speaking student to provide support and scaffolding for his sharing. When they were done, Ms. Chester announced,

> *"Your first assignment as physicists investigating light is to go home and take notice with your families of all of the ways light is important in your life, what the sources of that light are, and what you would do if you didn't have those sources of light. You can work with your families to write or draw all the things you can think of and find. I've included the directions in the languages you speak at home!"*

As the children put their Home School Connection instructions into their cubbies, she noticed the students looking longingly at the Inventor's Lab. As they returned to the carpet, she told them, "Tomorrow, investigations begin at our new centers!"

After lunch, Ms. Chester planned to pull a small group of English learners together in the Inventor's Lab so she could practice some of the vocabulary and phrases related to the objects and activities. She wanted to do two things: 1) Record any words with cognates (such as *transparente* for transparent, *translúcido* for translucent, etc.) on a nearby mini-easel, and (2) Work together to label items of interest (flashlight, black fabric, etc.) in their home languages using a different color marker. She'd plan to get to school early to check in with the schools' ELD Specialist TOSA to help identify additional cognates that might not be so apparent to her.

Ms. Chester figures that this extra ten minutes of Designated ELD time would ensure that these children would be able to participate with their peers in the upcoming lesson.





VIGNETTE #2: MIDDLE SCHOOL SCIENCE

Excerpted from: "Content and Language Instruction in Middle and High School." by Pamela Spycher, Maria Gonzalez-Howard, and Diane August. In CDE Improving Education for Multilingual and English learners: Research to Practice (2020).

Ms. Beacon was a science teacher in a middle school with a large ML and EL student population. One of her seventh-grade science classes comprised many EL students, most at the Emerging and Early Expanding levels of ELP. These students were all native Spanish speakers who had immigrated from various countries in Central and South America within the past few years. The remainder of the students in Ms. Beacon's class included more proficient EL students (i.e., those identified as at the Late Expanding and Early Bridging levels of ELP) and students for whom English was their native language. Furthermore, because of the breakdown of Ms. Beacon's teaching load, some of the students in this class had experienced her instruction the previous year in sixth-grade science. Ms. Beacon often used the heterogeneous nature of her class makeup to structure students for classroom tasks and activities strategically. For instance, students sat in small groups of four, whose composition the teacher changed depending on the task at hand, their grade level, and where students were on the continuum of English proficiency.

Lesson Context

A few months after the start of the school year, Ms. Beacon and her students engaged in a life science unit called Microbiome (Regents of the University of California 2013). This unit's learning objectives include students developing understandings about bacteria and other microorganisms that live on and in the human body. However, instead of simply being taught about these phenomena through more traditional means, such as lectures and predetermined, heavily scripted labs, Ms. Beacon's students collaboratively engaged in numerous investigations and activities to figure out these ideas themselves. The following lesson excerpts, which took place during the beginning of this unit, highlight some of the ways Ms. Beacon supported her EL students' science learning and ELD.

Lesson Excerpts

During the beginning of the Microbiome unit, students analyzed photographs to determine whether they could find evidence of microorganisms living on human bodies. One of the photographs they examined included an agar plate streak test, which enabled students to determine and make claims about the effect of antibiotics on certain bacteria. Before delving into the specifics of this particular photograph, Ms. Beacon thought to herself: "I want to first make sure all of my students relate to the topic we're exploring. This will help ensure the learning experience is meaningful to them and might also help my students who are less familiar with the English words used to explain this phenomenon." To help students see the relevancy of the topic, Ms. Beacon asked whether they had heard of antibiotics before and, if so, to explain what they knew about them. While waiting for students to respond, Ms. Beacon overheard Soledad, an EL student with Emerging ELP, whisper to Guadalupe, a more proficient EL student at her table, *"No entiendo lo que la maestra quiere que hagamos."* (I don't understand what the teacher wants us to do). Ms. Beacon then clarified to the class: "What do you know about antibiotics? *¿Qué saben sobre los antibióticos?* This is what we are talking about now. Please speak with the students at your table about your ideas."

Ms. Beacon gave students a few minutes to discuss ideas with their table groups. Then she called the class back together for a whole group share out. Students enthusiastically recounted stories of themselves or other family members being sick and needing to take medicine, like antibiotics, to get better. During this discussion, some students mentioned other home remedies their families used in addition to, or instead of, antibiotics. Ms. Beacon appreciated and encouraged connections between students' school and home experiences. This conversation increased students' interest in the unit's topic, evidenced by their excitement to start examining the photographs.

Ms. Beacon then briefly informed the class how the agar plate streak test had been conducted. Using a sample petri dish and a cotton swab, the teacher described—and gestured—how a scientist grazed the palm of her hand with a cotton swab and then rubbed this swab across the inside of a petri dish that contained agar, a polymer that supports the growth of microorganisms. ("A polymer is a substance, *una sustancia que ayuda a los microorganismos a crecer,"* she explained after seeing confusion on a few students' faces.) Then the scientist in the example added a few discs of penicillin, a type of antibiotic, to the petri dish, sealed it shut, and let it sit undisturbed for a few days. The photograph students examined was of this particular petri dish and its contents.

Ms. Beacon tasked students with analyzing the photograph with a partner, and discussing what they noticed and wondered about with their peer. During their partner discussion, the teacher prompted students to focus on ways to describe the visible colonies of bacteria on the petri dish (e.g., "What color are the bacteria?" "Where are the bacteria located on the dish?"). Afterward, Ms. Beacon asked students to individually write their observations in their science notebooks, which they had been using since the beginning of the school year. She reminded students to use any and all languages—"Please write in English, *o en español, como quieran,* however you would like!"—and urged them not to worry about using any particular types of words but instead focus on trying to get their initial ideas out. She also encouraged students to use drawings to express their thinking.

After a few minutes, the teacher had students share their observations about the agar plate streak test, encouraging them to ask their peers for clarification if they did not understand something someone said. To support students' conversations, Ms. Beacon projected the agar plate streak test photograph onto the whiteboard and had the students reference and point to the image when describing their observations. For instance, she asked Marco to use the projected photograph to explain what he meant by "bacteria around the dish." As students shared their ideas, the teacher wrote them onto the whiteboard. She encouraged the class to copy ideas and language they might not have into their science notebooks.

Ms. Beacon then thought to herself: "And an important practice in science is for students to engage in argument from evidence. I need them to use and consider their observations as evidence around a particular claim." Subsequently, she asked students to consider whether the lesson's guiding claim—"antibiotics kill bacteria"—was supported by the evidence they had from the agar plate streak test photograph. Before discussing this question as a whole class, Ms. Beacon had students pair up with a different peer to make sense of their observations and decide

whether they felt these observations justified the focal claim. While students talked with their partners, the teacher circulated through the room, occasionally stopping to work with particular groups of students. She then had student pairs share their ideas, which she again wrote onto the whiteboard. She used this opportunity to address and support students' writing. For instance, during this portion of the lesson, the following interchange took place:

Ms. Beacon: What claim can we make about how the penicillin affected the bacteria, and how do you know? What is your evidence?

Grace: They died.

Ms. Beacon: Who died? And how do you know?

Grace: The antibiotic killed them.

Fernando: Killed the bacteria.

Ms. Beacon: Okay, but remember that we want to express our argument as a complete idea that includes evidence—or how we know.

Grace: The antibiotic killed the bacteria, and we know this umm … ?

Fernando: Because of what Marco said.

Ms. Beacon: Yes, now we are making a claim and supporting it with evidence. And what is the evidence that Marco said?

Fernando: There was only bacteria around the dish. No bacteria by the antibiotic.

Ms. Beacon: Now, let's put all these ideas together!

The teacher then helped Grace, Fernando, and Marco reiterate their ideas in the form of complete sentences, which she transcribed onto the whiteboard for the whole class to see. Using these students' written arguments as a template, the teacher then asked other students to write complete claims, encouraging them to use their observations of the petri dish as evidence. After a few minutes, Ms. Beacon had student pairs write their arguments on paper, which they then taped around the room, and students engaged in a gallery walk—rotating around the room, reading each other's arguments, and giving feedback both on the content and on the writing itself. Student pairs were then able to examine their peers' feedback, and the lesson wrapped up with the whole class discussing all the students' answers to the guiding question. They talked about future investigations and activities they could conduct in upcoming lessons to further explore the idea of microorganisms living on and in the human body.





VIGNETTE #3: MIDDLE SCHOOL MATH

Excerpted from "Developing Discipline-Specific Language, Knowledge, and Skills in Middle School Math," by Pamela Spycher, Maria Gonzalez-Howard and Diane August. In CDE Improving Education for Multilingual and English learners: Research to Practice (2020).

Background

It was October, and fall weather had arrived. Ms. Soto's sixth-grade students at Valley Middle School had finally settled into classroom routines. Though students in her math class did not do very well on the previous year's state math test, she knew they were fully capable of achieving high standards if she provided them with sufficient support. Her goal was to support students in strengthening foundational mathematics skills and knowledge and developing new grade-level skills. Her class included native English speakers, ML students who were recently reclassified from EL status, and EL students at varying levels of ELP. Ms. Soto had deep content math knowledge and regularly collaborated with the ELD teacher to ensure she was sufficiently supporting her EL students.

Lesson Context

In Ms. Soto's class, students participated in inquiry- and team-based lessons. She typically began her lessons by asking students to answer a question, drawing on information they had learned in a previous lesson related to ratios. (For example: If Ashley uses six eggs to make an omelet for three family members, what is the ratio of eggs to people?) Ms. Soto also asked students to put this information into a ratio table. She invited students to work together in pairs or small groups to test out different ideas about the question and ratio table. She then brought the class back together to discuss what they learned in their groups and what it might mean about the question she had asked.

Among Ms. Soto's set of instructional materials that came with the program was a presentation deck (PowerPoint slides). Its purpose was to illustrate the concepts she was teaching, model solutions, display problems for students to solve, and show correct solutions so students could compare and reflect on their responses. There was also a student guide with corresponding interactive activities for students, such as peer problem solving and discussion. Ms. Soto often adapted the materials to include topics of high interest to her students, consulting with her grade-level team about issues they were hearing students talk about. Students also had glossaries of key mathematics and academic terms with definitions of the terms in English and Spanish with examples.

Because a number of students did not yet have computational automaticity, the class spent five minutes at the beginning of each lesson quickly completing and discussing sets of one- and two-digit multiplication and division problems they called "sprints." Ms. Soto observed that middle-grade students enjoyed competing with each other to see how many problems they could complete correctly in the five minutes allotted. As a result, students practiced at home and developed more mathematical fluency.

Lesson Excerpts

On this day, Ms. Soto was teaching a lesson on equivalent ratios that required students to use larger numbers than those in previous lessons. As students entered the class, they picked up their student guides. Ms. Soto began the lesson by grounding the day's learning in a real-world problem: figuring out how much of a specific ingredient is needed when cooking for large groups of people. For example, students might have baked a cake for their family with a parent or sibling, but what happens if they had to bake a cake for the whole class?

For this first cake problem, Ms. Soto guided the students as a class through the problem by asking them how many cups of flour it would take to bake a cake for 18 people if they had used two cups of flour to bake a cake for six people. She displayed images of different-sized cakes and cups of flour. She also created an anchor chart on chart paper by writing her "think aloud" problem-solving notes on it. Then she drew a ratio table to represent the ratio of cups of flour to cake size so that students could refer to it when they worked on similar problems later in the lesson.



Ms. Soto then explained the learning target for the lesson. She said that in this lesson, the numbers would become larger and larger, like the cake problem. Their goal for the lesson would be to use ratio tables and multiplication rather than repeated addition to solve problems with large numbers. She then posed another problem that used larger numbers and modeled the solution using ratio tables. Students were invited to work in pairs to figure out how many cups of flour it would take to bake a cake for 24 people or 30 people if they used two cups of flour for a cake for six people. She also asked students to be ready to explain how they figured out their answers.

The teacher understood the importance of developing students' academic language in the context of math instruction. At the beginning of the year, she had created a word wall with the mathematics terms used during lessons. She added a few words for this lesson, including "multiplicative," and briefly explained the meaning of the new words, highlighted the Spanish cognates, and then challenged the students to try to use the words during the unit. After ensuring students were clear about the task, Ms. Soto invited them to work in pairs or teams of three on a set of similar problems. She organized the groups so that students with stronger math abilities could support those with more emerging ones. She encouraged students to use both their home language and English to engage in the task to continue developing their multilingual math skills. She also reminded her EL students at the Emerging level of ELP to use their bilingual glossaries and Google Translate as needed.

Ms. Soto observed her students carefully as they worked together and stepped in as needed to provide support related to the mathematics concepts and calculations. She also helped students to explain their thinking by, for example, asking them to elaborate on their explanations, clarify what they said, or add to what other students said. She modeled the use of mathematics language as she recast (rephrased) what students said and challenged them to use the new mathematics language in their responses and explanations. She did not overly focus on grammatical accuracy or vocabulary since her main goal was to extend and refine students' mathematical reasoning. When there were misconceptions, she did not tell students the answer but instead asked them questions to guide their thinking.

At the end of the lesson, Ms. Soto asked students to use an "exit ticket"—to write a sentence or two reflecting on their math learning that day and their experience working in a team. Later, she reviewed the exit tickets to assess the students' learning progress and make decisions about how to structure upcoming lessons. She used a spreadsheet to keep track of students' performance so she could see growth over time and identify which students needed extra support. After this review, she decided to begin the next class with a review of the problems that were challenging for the whole class by asking teams who were more successful to model the thinking required to solve those problems. She then had students work in their triadic teams on new problems of the same type. As they did, she pulled small groups of students who experienced more challenges with the task in order to provide them with more support. For students who were still struggling, Ms. Soto used manipulatives to develop a conceptual understanding (red and black beans and egg cartons) to create tangible representations of equivalent ratios.

Teacher Reflection

Once a week, Ms. Soto met with her math department colleagues and the school's ELD and special education teachers. As they planned lessons together, they referred to both the mathematics standards and the CA ELD Standards to ensure they were supporting students in developing content and language simultaneously. They also analyzed student data and discussed their observation notes to best determine how to circle back to individual students who needed additional support in a timely manner and pull together small groups as often as needed.

RESOURCE: Effective ELD Practice Vignettes and Video Resources

There are numerous resources of written vignettes and videos exemplifying Integrated and Designated ELD. Reading, watching and reflecting upon these examples will help build an administrators' understanding of how language development can be fostered in and through content in Integrated ELD, and how Designated ELD can be planned in preparation for and response to the linguistic demands of academic study. The vignettes can also be a tool for dialogue with teachers about the characteristics of Integrated and Designated ELD.

California Department of Education Vignette Collection of the ELA/ELD Framework (CDE)
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf
A set of 24 vignettes excerpted from the California ELA/ELD Framework (Two per grade level, from Transitional Kindergarten through 11th grade) describing Integrated and Designated ELD lessons/practices.

ELA/ELD Framework Snapshots Collection
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf
A collection of 68 "snapshot" descriptions of classroom practices by grade level exemplifying aspects of the ELA/ELD Framework related to Integrated and Designated ELD and formative assessment.

ELD Video Series
www.cde.ca.gov › adminvideos
The Integrated and Designated ELD Video Series is a collection of videos of classroom instruction that demonstrate integrated and designated ELD. The collection is designed to assist educators through discussion and conversation, to identify the key features of each ELD setting. Each of the following subject area's content—English language arts (ELA), math, and science— is paired with both ELD settings for each grade level, transitional kindergarten through grade twelve. Site and district administrators can utilize this collection to design, implement, and enhance integrated and designated ELD instruction and the overall professional learning program.

ELD Video Series Guidance for Administrators
https://www.cde.ca.gov/sp/el/er/adminvideos.asp
The Integrated and Designated ELD Video Series is a collection of videos of classroom instruction that demonstrate integrated ELD instruction and designated ELD.

ELD Video Series Guidance for Teachers
https://www.cde.ca.gov/sp/el/er/teachervideos.asp
These videos compiled for the California Department of Education demonstrate integrated and designated ELD instruction provided to English learners in real classroom settings.

Implementation Support Videos—ELA/ELD Framework (Ca Department of Education)
https://www.cde.ca.gov/ci/rl/cf/isvideos.asp
Jan 26, 2021 These select videos support the related guidance in the ELA/ELD Framework. Grade Level: All.

SEAL Videos YouTube channel
videos.seal.org
https://www.youtube.com/channel/UCiQX9HWO-zybeQ-t2dFprQ
A series of videos for supporting language-intentional teaching in elementary grades, Integrated and Designated ELD and dual-language practices, and cross-language connections. The videos are made available for use in professional learning and to support the field in meeting the needs of English learners.

Multilingual Learning Toolkit: Resources for Supporting PreK-3rd Multilingual Children.
http://www.multilinguallearningtoolkit.org/
This website provides vignettes across the preschool through third grade span of language supportive and language intentional practices for dual-language learners/English learners.

Improving Education for Multilingual and English learners: Research to Practice California Department of Education, 2020.
https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf
Each chapter of this collection includes vignettes illustrating effective practices for multilingual and English learner students.

For more resources related to this topic, please see the Appendix, Section VII.

RESOURCE: What Does this Mean? Seven Terms Administrators Should Know

The vocabulary for talking about instruction is specialized—it's its own academic language. And the vocabulary that is used with regard to education for English learners is even more specialized. School leaders need to understand the key terminology in order to enter into dialogue with teachers and to read and make sense of the research literature on effective practices for ELs. Here are some key terms that may be helpful for you.

1 Academic English/Discipline-Specific Language

In academic content classes, students have to be able to understand the teacher's explanations, discuss what is being learned, read texts, and write about what they are learning. To study, learn, process, and produce knowledge in a discipline, students need to develop facility with the discourse patterns, language forms, vocabulary, and key phrases for that specific academic area. That means the academic language has to be taught, practiced, and used. Academic language is the language specific to learning academic content. It is different from the social language of communication, and it takes longer to learn.

Academic English is the language that specific disciplines and academic areas of focus used to impart new information, describe concepts and explain abstract ideas. It includes key vocabulary, but goes beyond vocabulary to include the ways in which language is used within each academic discipline—how things are organized, discussed, read, and written about. It incorporates the terms, metalinguistic skills, and discourse patterns a student needs in order to comprehend the text, to write, and to speak appropriately, as well as the thinking skills that enable students to analyze, compare, contrast, justify, describe, classify, debate, synthesize, and evaluate information within that discipline. Academic English is not picked up through normal social interaction. It needs to be intentionally and systematically developed through direct teaching, active reading in the academic area, and modeling.

The CA ELD Standards are designed to guide the development of academic language. And the ELA/ELD Framework is explicit about disciplinary literacy as a focus throughout the curriculum. This means that a comprehensive program for English learners has to include systematic academic language development—both in ELD classes and in the academic content classes. To teach academic English, teachers need to identify the language demands of the content they are teaching, clarify the language functions involved in the academic objectives and standards being taught, define language objectives for content lessons and units, and identify key vocabulary and the kind of reading or writing skills that will be required. They need to understand they have a role and responsibility for socializing students into what it means to think, talk and write like a member of their discipline, whether social studies, mathematics, science, etc.

2 Comprehensible Input

Comprehensible input is language input that listeners can understand despite not understanding all the words and language structures in it. It is a term first coined by linguist Stephen Krashen who posited that giving learners this kind of input helps them acquire language. It refers to intelligible language but just a little more advanced than the student's current ability to understand it. This means that the overall message of the language is understandable even though some words and grammatical structures might be unfamiliar.

Using strategies like using visuals and context clues, accompanying a word with gestures or actions, using language in the context of experiences and supported by tangible objects, providing relevant background information, so the new information builds on connections—all give meaning to the language.

Comprehensible input makes it possible for students to understand the essence of what is being said or presented to them. If we only use the language they already know, they won't grow in proficiency of the language, and it limits their content knowledge. Comprehensible input requires that teachers understand the level of their students, and plan instruction that stretches students with sufficient support so students can understand what is being said and presented and then make the language their own.



3 Cross Language Connections/Contrastive Analysis/ Transfer

Learners of a second language already have an established home language system. In addition to vocabulary in that language, the sounds (phonemes), forms, and structures of that system have already been established as how language works in their brain. When the brain encounters a second language, it is not a blank slate for language learning. There are underlying common understandings about language (i.e., purposes of language for communication) and proficiencies that underlie the two languages that form a basis for the new language. There are aspects of the two languages that are the same and do not need to be relearned—these language skills transfer. There are also aspects of the two languages that do not directly transfer. Some, considered "partial transfers," are similar across the two languages with some slight difference—like the use of the question mark punctuation in English (at the end of the question) and in Spanish (upside down at the start of a question in addition to placement at the end of the question). Or, while both Spanish and English use adjectives to describe nouns, the placement of the adjective in English is before the noun—but it is after the noun in Spanish. Some things look the same across two languages but actually are not pronounced the same nor mean the same—like the word "dime" in English and "dime" (pronounced dee-may for tell me) in Spanish. And then there are things that occur in one language that simply don't occur in another—like the use of tones in Mandarin, which don't occur in English.

Supporting ELs to think about the two languages in comparison to each other and to understand the structures of the two languages side-by-side helps them construct stronger language systems and proficiencies in both languages. This is "metalinguistic awareness." To some degree, this awareness develops naturally as the brain sorts through the development of the two language systems. But it can be greatly enhanced if teachers support students in becoming aware of cross-language connections, and approach the transfer intentionally and strategically—and if students are supported to become their own language detectives searching for the commonalities and differences among their languages. Spanish is by far the largest language group in California among English learners. Spanish and English are sister languages, sharing both Greek and Latin roots. They largely share phonology, orthography, morphology, semantics, syntax, and pragmatics. And because of the proximity of Mexico and Central America to the United States, some shared vocabulary has already developed. This is a rich basis for contrastive analysis.

Even if teachers do not know the ELs' home language, they can support students to build on their existing knowledge and proficiency in the home language as they approach learning English. Teachers can also learn about the languages through their own research into the language or by asking students about how languages differ and share commonalities.

4 Differentiation

Differentiation refers generally to planning instruction and support specific to the learning needs of students—understanding that students have different needs and are at different levels of development. For English learners, this involves understanding the continuum of proficiency levels in developing English. The ELPAC assessment places students along that continuum, providing important information to the classroom teacher. The ELD Standards describe the expectations and the scaffolding needed for students at each level. Teachers then need to gear instruction, assignments, scaffolds, and materials toward the appropriate level for their students. Within a classroom, as part of Integrated ELD, most often teachers have students at different levels of English proficiency—even among native English speakers. In these situations, instructional planning includes modifying lessons for the varying tiers and structuring and managing different levels of support. This might include providing

additional readings or different options for completing a related assignment, or providing a range of sentence starters and frames from simple to complex, or pulling small groups for targeted teacher-directed instruction and support.

5 Language Objectives

English learners are developing language and content knowledge. In Integrated ELD, teachers use both the ELD and content standards to plan instruction—and simultaneously plan around both language and content objectives. The language objectives, or language learning goals, may relate to student use of language structures correlated to the cognitive/language function. Some examples are: description, compare and contrast, and prediction when using academic vocabulary or producing specific types of writing. Language objectives are lesson objectives that specifically outline the type of language that students will need to learn and use to accomplish the lesson's goals. Quality language objectives complement the content knowledge and skills identified in content area standards and address the aspects of academic language that will be developed or reinforced during the teaching of grade-level content concepts. These objectives usually involve the four "domains" of language—speaking, listening, reading, and writing—but they can also include:

- *the language functions related to the topic of the lesson (e.g., justify, hypothesize)*
- *vocabulary essential to a student being able to fully participate in the lesson (e.g., axis, locate, graph)*
- *language learning strategies to aid in comprehension (e.g., questioning, making predictions).*

Example:

Content Standard	Content Objective	Language Objective
Students know that matter has three forms: solid, liquid, and gas.	Students will be able to distinguish between liquids, solids, and gases and provide an example of each.	Students will be able to **orally describe** characteristics of liquids, solids, and gases to a partner—using appropriate adjectives, and compare and contrast language structures.

The language objectives should be made explicit and written on the board for students to reference.

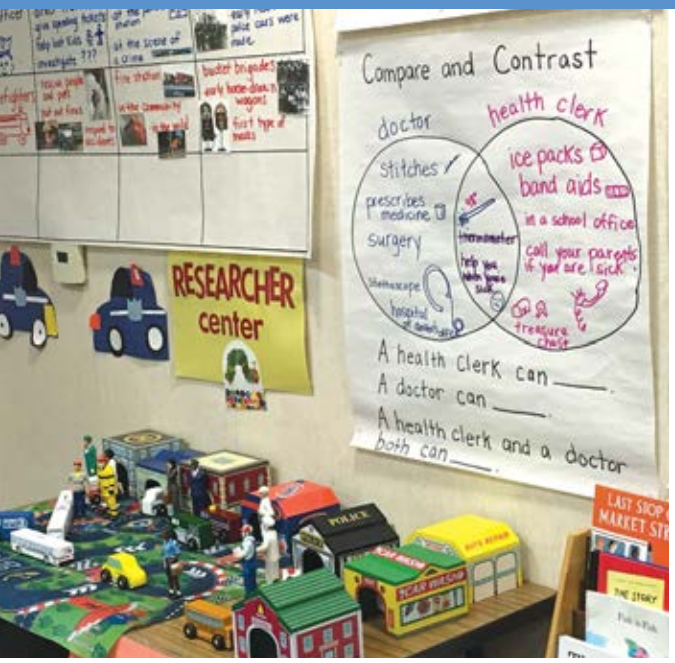
6 Language Functions and Forms

"What language do children need in order to engage in this learning activity?"

It is particularly essential for English learners for the instructor to teach how English explicitly works in relationship to each of the major language functions the students need to use in school. Susana Dutro (EL Achieve) has articulated a functional language approach organized around essential purposes for communication. She identifies the relationship between a language function and its forms (the syntax, sentence structure, grammar, and vocabulary students need in order to complete the functional task). Teaching these language forms, and how words are connected together in the English language system, is the work of English Language Development.

A language **function** refers to what students do with language as they engage with content and interact with others. Functions represent the active use of language for a specific purpose. Students use language functions to express ideas, communicate with others, and show understanding of content in an academic setting. Common language functions that are used across the curriculum include, for example, description, compare and contrast, sequencing, classification, persuasion, etc. Each language function has specific language forms, vocabulary, and patterns that have to be learned as part of using that language—particularly for academic purposes.

Language **forms** deal with the internal grammatical structure of words and phrases as well as the words themselves. When one compares *boy* and *boys*, for example, or *man* and *men*, one is considering the relationship



between different language **forms** or structures for denoting the plural. These are the language rules of a particular language system—how plurals are formed, for example. Language **forms** also include cross-curricular academic vocabulary—words or phrases frequently used across different content areas. These are sometimes called Tier II vocabulary—things like "synthesize" or "contrast" that might be used in science or social studies—compared to specific vocabulary words related to specific subjects or disciplines. Cross-curricular academic vocabulary words typically describe or are associated with academic processes and may include:

- *Verbs (e.g., hypothesize, analyze)*
- *Complex prepositions (e.g., in contrast to, as well as), and*
- *Nouns (e.g., comparison, conclusion, analysis)*

While *functions* address what we do with language, *forms* are the language structures and vocabulary that are used to support those functions—the ways in which language is structured and the words that are used in the process of that function. Language learners need to acquire both the **functions** (uses/purposes) and the **forms** (structures + cross-curricular vocabulary) that make up the English language to become proficient—and to actively engage with the language needed for academic study. This means that teachers also need to understand the language demands of a task as they relate to both **function** and **form** to best support students' language development. Often the language function is actually embedded in the content standards. For example, this Social Studies standard embeds two different language functions:

Content Standard, Social Studies 1.5	Language Function	Examples of Language Forms and Vocabulary Related to the Language Function
Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	**Description**	**Grammatical Aspects:** Adjectives, adjective phrases, adverbs. The verbs "to be," "to have." **Vocabulary:** Characteristics, similar, different, attributes, qualities, etc. **Sentence frames/forms:** "The characteristics of ___ include ___;" "The ___ can be identified by ____."
Students will compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	**Compare and Contrast**	**All of the language of description (above) plus:** **Grammatical aspects:** Comparatives, superlatives. **Vocabulary:** In contrast, in common, unique, distinguish between, etc. **Sentence frames/forms:** "Both ___ and ___ are…. However, they differ in that ____ is/has ____, but ___ does not."





7 Language Model

People learn a new language largely through interaction with users of that language—by listening to them, engaging with them, seeking to express oneself to them. The sounds that a language learner hears are what awaken awareness of the sound, rhythm, cadence of that language. And through interacting with a proficient speaker of that language, the new language develops meaning. The human brain is wired to acquire language in this way. This means that the language one is exposed to matters. In second language development, proficiency is greatly enhanced through exposure to strong, expressive language models—that is, people who are modeling the new language authentically.

For social purposes, this may be English-speaking peers or adults, people in the community—using English for social and informal purposes. This is why interaction between and among English learners and their English fluent peers is so important—not just for the social and equity benefits but also for the language learning benefits. For academic purposes, it is important that language models use the vocabulary, language functions and forms and modes of discourse appropriate to that academic study. Usually, this is the teacher. It requires intentionality and the teacher's recognition of their essential role in modeling the language and exposing students to how it is used.

8 Scaffolding

Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and proficiency, and ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor. Like a scaffold in construction sites, teachers construct and provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility for the learning over to the student.

When teachers scaffold instruction, they typically break up a learning experience, concept, or skill into discrete parts, and then give students the assistance they need to learn each part. In the CA ELD Standards, this is referred to as "strong" or "minimal," depending on the level of the student's English proficiency. For example, teachers may modify an excerpt of a longer text for ELs who are at lower levels of proficiency. They may ask them to read, or engage them in a discussion of the excerpt to improve their understanding of its purpose prior to a whole group discussion on the content. Or, they may pre-teach them the vocabulary they need to comprehend the text before assigning them the full reading.

ACTIVITY: Refining Our Lens—What's Wrong with this Picture? Applying a Second Language Development Lens

School leaders should carry a "second-language development" lens in reflecting on practices throughout the school. This means being attuned to the myriad clues and evidence that perhaps EL students are not being as well served as they should be instructionally. The ability to explain what may not be quite right is essential. The basic foundations of second language acquisition are important for informing how you structure ELD; and as what effective instruction should be. For each of the following scenarios, reflect upon what is of concern or problematic from the perspective of what you know about second language development. Try to articulate the concern and explain why it isn't appropriate practice for English learners. Explain what might be a stronger approach.

Elementary Scenarios:

1. You ask a teacher when you might come to her classroom to observe Designated ELD, and when it is typically scheduled in the day. The teacher responds, "Oh, I just do ELD all day."
2. Every time you visit a classroom, you notice that the students are mostly silent—engaged in writing and reading. Students are seated in rows facing the front of the room. The teacher tries to maintain a quiet classroom, discouraging students from speaking to each other.
3. You observe a class Circle Time. Students are directed to turn to a partner and discuss what the teacher has just presented. In many duos, you notice that only one student is doing all the talking.
4. It is Designated ELD time, and the teacher is presenting exciting material about the Tree Frog (part of the Rainforest Unit). The teacher notices that some of her students don't seem to be following what she is saying, so she translates for them into Spanish.
5. As students transition from a science lesson to Designated ELD time, the teacher explains to the children, "Okay, I know the biomimicry material was super interesting, but it's time now for ELD. So, switch your attention to learning English." She pulls out her ELD curriculum guide and proceeds to the next lesson in the ELD book, this one on practicing plural endings in English using the examples in the book about apples and oranges

Secondary Scenarios:

1. Every time you visit a classroom, you notice that the students in an ELD or ESL class are mostly silent, writing, and reading. Students are seated in rows facing the front of the room. The teacher tries to maintain a quiet classroom, discouraging students from speaking to each other. The teacher tells you, "I like to keep a tight ship, so it's a calm environment for learning."
2. Because of how ELD is scheduled, English learners end up scheduled all day long into classes with other English learners. As a result, they have little contact with English-fluent peers.
3. You notice in several classrooms that English learners are being constantly corrected for errors in their English in academic content classes (e.g., student work is marked with many corrections, students are being interrupted by the teacher to correct their English).
4. English learners at Emerging levels of English proficiency are placed into ELD classes. Those at Developing or Bridging levels are placed into mainstream English classes so they can receive credit for college admission.
5. You've dropped by an ELD classroom several times and observed for a good 20 minutes each time. The students are always in whole group instruction.

6. In a faculty meeting discussion of test scores and achievement concerns in the school, the issue of the underachievement of English learners is raised. Several content area teachers (social science and math) make comments such as: "The ELD classes have to do a better job of teaching them to read English, there is nothing I can do in my classes. I'm not a reading teacher and I'm not an ELD teacher!"
7. To encourage the use of English, a science teacher has made it a rule in their class that students will receive detention or referral to the office if they speak any other language in that class.

REFERENCE CHART: What's Wrong with this Picture?

Situation	A Second Language Development Perspective
ELEMENTARY	**ELEMENTARY**
You ask a teacher when you might come to her classroom to observe Designated ELD, and when it is typically scheduled in the day. The teacher responds: "Oh, I just do ELD all day."	Designated ELD should be a specific, clear portion of the day dedicated to providing instruction on the English language and addressing the ELD Standards. This is in addition to Integrated ELD which should be happening throughout content instruction, throughout the day.
Every time you visit a classroom, you notice that the students in an ELD class are mostly silent, writing and reading. The classroom is very quiet. Students are seated in rows facing the front of the room. The teacher tries to maintain a quiet classroom, discouraging students from speaking to each other.	Students are focused, and literacy skills are being emphasized. That is good. But the lack of interaction, and particularly the lack of active speaking and listening is of concern. Students are not being engaged in active use of the language in all four domains. This indicates a weakness in the language development program. The teacher may not understand the importance of active language use, of oral and listening skill development. Perhaps supplementary curriculum is needed.
You observe a class Circle Time. Students are directed to turn to a partner and discuss what the teacher has just presented. In many duos, you notice only one student is doing the talking, and the ELs are silent.	It is positive that the teacher is incorporating small group opportunities for students to talk, but students who may not have the language skills or for whom speaking is a risk in a new language are not benefiting. The teacher should focus on norms related to turn-taking, providing students wait time to get their thoughts together, modeling what a response might be, facilitating exchanges where an EL may be struggling to participate, and helping the whole class understand the characteristics of quality dialogue. Sentence starters could help. Intentional pairing that puts ELs of the same language together would enable discussion in their strongest language.
It is Designated ELD time, and the teacher is presenting exciting material about the Tree Frog (part of the Rainforest Unit). The teacher notices that some of the students don't seem to be following. The teacher translates for them into Spanish.	The main purpose during D-ELD is NOT presenting new academic content. Concurrent translation doesn't support students' learning the new language. Using strategies that combine visuals, explicit language development support both objectives during Integrated ELD—and may include some primary language references. During Designated ELD, however, the focus is on learning English.

Situation	A Second Language Development Perspective
ELEMENTARY	**ELEMENTARY**
As students transition from a science lesson to Designated ELD time, the teacher explains to the children, "Okay, I know the biomimicry material was super interesting, but it's time now for ELD. So, switch your attention to learning English." The teacher pulls out the ELD curriculum guide and proceeds to the next lesson in the ELD book, this one on practicing plural endings in English using the examples in the book about apples and oranges.	Designated ELD should be responsive to the linguistic demands of the material and standards being studied throughout the day. Furthermore, engagement with the content can be a bridge across languages—with both content knowledge and language being strengthened. D-ELD curriculum should build upon the content lessons.
SECONDARY	**SECONDARY**
English learners are scheduled all day into classes with other English learners. As a result, they have little contact with English-fluent peers.	The effort to group English learners by fluency level is generally positive—it shows understanding about scaffolding instruction. But through their isolation, English learners are lacking the English models they need, and are not getting the opportunity to use English interactively with peers in social or academic settings.
You notice in several classrooms that English learners are being constantly corrected for errors in their English in academic content classes (e.g., student work is marked with many corrections, students speaking in class are being interrupted by the teacher to correct their English).	While learning English, students will not speak like fluent English speakers. Situations in which they are constantly corrected for "errors" increase the *affective* filter, and students develop fear, reluctance, and anxiety about using English. Where the purpose of using language is to communicate content, corrections of the language that will interrupt the effort to communicate should be minimized.
English learners at the Emerging levels of English fluency are placed into ELD classes. Those who are at Developing or Bridging levels are placed into mainstream English classes so they can receive credit for college admission.	It is positive that there is awareness of college preparation for English learners, and that there are high expectations. However, English learners (especially those at the Intermediate level) need continuing language development support. They are likely to struggle and fail in mainstream classes without the targeted scaffolded support they need. Many of their language development needs will not be addressed in a mainstream class.
In a faculty meeting discussion of test scores and achievement concerns in the school, the issue of the underachievement of English learners is raised. Several content area teachers (social science and math) make comments such as: "The ELD teachers have to do a better job of teaching them to read English, there is nothing I can do in my classes. I'm not a reading teacher and I'm not an ELD teacher."	Faculty do not understand that language development needs to occur across the curriculum, and that every teacher and classroom with English learners has a role to play in supporting English language development.
To encourage the use of English, a science teacher has made it a rule in their class that students will receive detention or referral to the office if they speak any other language in class.	The teacher's intention to encourage students to use English is good. However, the approach denies English learners the important resource of being able to use their home language for clarification, to process information, and make meaning. The rule is also likely to add anxiety and tension to the classroom for students (activating the "affective filter") who are being silenced. It may result in resentment about the class overall.

REFERENCE CHART: Recognizing Blocked and Facilitated Access to Learning for ELs

English Learner Access To Learning	English Learner Access Blocked
1. The teacher taps prior knowledge to gain new knowledge; uses student experience to ground them in the concept they are learning.	1. The teacher expects all students to access new knowledge and concepts in the same way regardless of their English fluency level.
2. The teacher allows students to draw upon their primary language to bolster learning and to assist in learning English.	2. Students are scolded for using primary language to assist in understanding new concepts and new knowledge.
3. The teacher intentionally arranges group work.	3. The room is arranged in single rows without an opportunity for students to interact to clarify information for one another.
4. Graphic organizers, graphs, maps, pictures, charts and other visuals are used to clarify a concept.	4. There is no evidence of templates, maps, charts, and other visuals to make concepts more comprehensible.
5. The teacher provides models of student work, the writing process, and how to approach an assignment.	5. Written assignments contain unnecessarily complex language that makes it difficult for EL students to know what they need to do.
6. The teacher regularly uses comprehension check-ins through oral solicitation, student demonstration, or assessments.	6. The teacher lectures while students take notes on what the teacher is saying about the topic, but does not check whether EL students understand.
7. The teacher provides templates and prompts for assignments, geared to the specific English fluency level of the students, so they can participate and complete assignments.	7. Students are grouped randomly to complete an assignment without clear instructions on process and outcomes.
8. The teacher asks students to compile vocabulary lists of words they need help with (not limited to academic language only).	8. Students are expected to look up long vocabulary lists of words independently without connection to the content they are learning.
9. The teacher uses guided reading tools such as anticipatory guides, background information on the text, author, questioning techniques, and other metacognitive skills.	9. Silent reading is assigned without pre-reading activities such as text awareness—titles, bold headings, graphics, etc.
10. The teacher encourages students to articulate what they are learning, what they are being asked to do, and what the expected outcome needs to be.	10. Students are admonished for not listening closely enough to directions when they do not understand what they are supposed to be doing.



School leaders should carry a "second-language development" lens in reflecting on practices throughout the school. This means being attuned to the myriad clues and evidence that perhaps EL students are not being as well served as they should be instructionally. The ability to articulate what may not be quite right is essential for a leader."

REFLECTION: Responding To Challenges in ELD Implementation

Given your current awareness and understanding about the quality and comprehensiveness of Integrated and Designated ELD at your school, what do you consider the greatest gaps and challenges? Rank the following common challenges. Consider the possible responses suggested for your highly ranked challenges. Then select one of the challenges, and plan for what you will do to improve the situation.

Integrated ELD	Rank	Possible Responses
Generally, teachers are **not aware** of their responsibility/role in integrating language development into content instruction.		• Make this a drumbeat. Quote policy. • Be sure teachers have a picture of what this means (e.g., videos, observations, etc.)
Generally, content area teachers are **not familiar with the ELD Standards** or their relationship to planning academic content instruction.		• Be sure teachers have copies of the ELD Standards. Hold faculty sessions (by department, or focus on specific disciplines) examining the ELD Standards together • Provide examples of some content area lessons that draw upon the ELD standards to support EL participation
Generally, teachers **do not know how** to plan for integrated ELD in the course of teaching academic content.		• Have some teachers share how they use them to plan content instruction. • View videos, share, and examine sample lesson plans.
Generally, teachers **do not have a toolkit of instructional strategies** for scaffolding EL participation, comprehension and engagement.		• Provide professional development in EL scaffolding strategies. • View videos. • Offer chances to offer classes where strategies are being used.
Generally, teachers do not feel they have the appropriate **texts, materials, and supplies** needed to implement effective, Integrated ELD.		• Ask. Find out what teachers need, and find the resources to purchase what's needed.
Some teachers are **not willing** or do not think they should have to address the needs of English learners in content instruction.		• Express clear expectations. Quote the law/policy. • Make this part of a growth plan. • Offer support.
We do **not have an ELD Specialist**/ TOSA position to support our teachers in understanding, planning, and delivering Integrated ELD.		• Make funding this position a priority in planning the budget.
There is **insufficient or no collaborative planning** time for Designated ELD teachers to plan with content area teachers.		• Institute collaborative planning time.
Other:		

Designated ELD	Rank	Notes
Teachers of Designated ELD are **not sufficiently familiar with the ELD Standards** to use them to plan lessons.		• Be sure teachers have copies of the ELD Standards. • Provide coaching and professional learning support for examining the ELD Standards and using them for planning.
There is **insufficient or no collaborative planning** time for Designated ELD teachers to plan with content area teachers.		• Build this into the schedule of collaborative time. • Plan teacher schedules so there is shared planning time. Schedule some periods of D-ELD teachers explicitly to push into content classes to see what is being done. • D-ELD teachers should have copies of instructional materials from content courses.
Designated ELD is taught from the ELD program/book, and is **not responsive to the linguistic demands** ELs face in the rest of their academic study.		• Select ELD materials that align and respond to grade-level academic content standards. • Provide release time or extra time stipends for ELD teachers to spend time examining linguistic demands students face in the rest of the curriculum, and analyzing which ELD materials are helpful and what more is needed. • Watch videos/read vignettes to help teachers. • Understand what it looks like to design D-ELD in response to linguistic demands of content.
OTHER:		

MY PLAN:

READ AND REFLECT: Preschool, Transitional Kindergarten, Kindergarten—What does "Intellectual Quality" Mean for Our Youngest Learners?

The English Learner Roadmap envisions an aligned and comprehensive schooling system from preschool through high school graduation. In recent years, California has increasingly moved to invest in the early education parts of that system. As a result, more and more LEAs have preschool classrooms and programs, and Transitional Kindergarten is becoming a fixture of what was once a K-12 system. As schools and LEAs embrace the early childhood responsibility, attention to the pedagogy of quality early learning is essential. Principle #2 of the English learner Roadmap describes schooling in which English learners engage in "intellectually rich" learning experiences, are provided a rigorous curriculum, afforded high expectations, and given rigorous instructional materials that support high levels of intellectual engagement. And the Principle also clearly calls for "developmentally appropriate learning experiences." While the commitment to rigor too often has resulted in a tendency to "push down" academic practices from elementary grades into the primary grades and even into preschool, those tendencies are a far cry from what developmentally appropriate learning should be. So, what do "intellectually rich" learning experiences mean for our youngest students? What does it look like in a developmentally appropriate preschool or Transitional Kindergarten classroom?

Children are born eager to learn; they take delight in exploring their world and making connections. Young children's brains are wired for learning. Their young minds actively make sense of the world around them, seek meaning, acquire the language to engage with the world, and experiment and explore. They are developing language, absorbing culture, observing how the world interacts. In the first eight years of life, the brain grows faster than at any other period of life. Quality early education creates the environment and relationships to facilitate, honor, and nurture this learning. The degree to which early learning programs support children's delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practices foster young children's joyful learning. They support the natural process of exploring and making sense of the world and provide a strength-based, play-enhanced approach to innovative, engaged learning. This is intellectually rich!

The California Preschool Curriculum Framework lays out overarching Principles including (among others):

- *Relationships are central;*
- *Play is a primary context for learning;*
- *Learning is integrated;*
- *Intentional teaching enhances children's learning experiences;*
- *Individualization of learning includes all children; and,*
- *Responsiveness to culture and language supports children's learning.*

And, for dual-language learners, research and policy adds the need for attention to the development of the home language along with English. What, then, does a school leader need to understand about these aspects of what constitutes high quality, intellectually rich early grades education for English learners?

Relationships are Central

First, relationships matter. Relationships with others are at the very center of young children's lives. They depend on others for their survival and care, and they look to others to learn about the world and what it means to be human. Children learn through interactions with others, by observing what others do and say. Caring, respectful, affirming relationships are foundational to learning. Safe, affirming, caring relationships are the base from which

children engage with and explore their world. Quality early education that enables children to learn and thrive and prepares them for academic and social success must include an emphasis on building an affirming and safe environment for children; and establishing relationships that embrace the child's culture, family, and identity.

Furthermore, language is an essential component of relationships. Children learn far more than vocabulary. They learn about how language is used for different purposes, in other contexts, and within the cultural frames of their family and communities. They learn how words are used to express feelings and ideas. In a powerful language intensive early grades classroom, language is learned and practiced and is given meaning within relationships with peers and adults. An emphasis on interaction, conversation, on storytelling, on sharing ideas, and expressing feelings becomes the mechanism of language development AND an engine of developing socio-emotional health. This is true for all children, but particularly so for young dual language/English learners in settings where they are being exposed to and expected to function in a language other than their home language.

Children learn best where they feel safe, supported, and affirmed, where they are provided with support for developing social skills, and where they can engage respectfully with each other. Because early childhood education settings are often among children's first communities outside the home, the character of these communities is very influential in children's development. Through their interactions, children learn how to treat others and how they can expect to be treated. In developmentally appropriate practice, educators create and foster a community of learners. The role of the community is to provide a physical, emotional, and cognitive environment conducive to development and learning for each child. The foundation for the community is consistent, positive, caring relationships between educators and other adults and children, among children, among educators and colleagues, and between educators and families. Each member of the learning community is valued for what they bring to the community; all members are supported to consider and contribute to one another's well-being and learning.

Building self-identity and skills for social interaction and learning appropriate school behavior are major developmental tasks for young children. A safe, affirming environment helps children understand and respect differences, learn the vocabulary for social interaction, and value diversity. Classrooms that are focused on building strong, caring, and affirming relationships include the following:

Look for:

- *Pictures, posters, books, and realia that reflect the cultures and languages of students and their families;*
- *Explicit teaching of language for expressing feelings, supported by opportunities to problem solve and interact respectfully with peers;*
- *Facilitated discussions focusing on children's concerns, addressing social dynamics, and creating forums for talking about feelings, interests, problem solving, etc.;*
- *Focus on pro-social, inclusive behaviors by teaching, emphasizing, and acknowledging clear standards of respectful, supportive social behaviors, and norms;*
- *Regular extended two-way conversations between children and adults;*
- *Explicit emphasis is placed on the value of bilingualism, which supports the use of children's home language to talk about their identity, their families, and their culture;*
- *Children are invited, supported to share—and helped to develop the language to express their feelings, ideas, and needs;*
- *Classrooms are set up to support inquiry and hands-on engagement with content, and to support interaction and collaboration;*
- *Families are welcome in the classroom, and there is active two-way communication between staff and families. Teachers have and take time to build strong relationships with families.*

Play is the Primary Context For Learning

Second, recognize that children are active learners from birth—which means taking in and organizing information to make meaning of the world and constructing knowledge—through their relationships with others, interactions with the environment, observations and experiences. Play (e.g., self-directed, guided, solitary, parallel, social, cooperative, onlooker, object, fantasy, physical, constructive, and games with rules) facilitates young children's development and learning. They need daily, sustained opportunities for all types of play to develop their physical competence, explore and make sense of their world, learn how to interact with others, develop problem-solving abilities, and develop language. Even if not called "play," pedagogical approaches such as inquiry learning, project-based learning, making and tinkering, inventing and exploring, collaborative problem solving, constructivism and individual investigation—all share the understanding that young children learn through play. They need the autonomy and agency to interact with the world, to approach problems, make hypotheses and explore potential solutions—all in an environment that invites such interaction. They have an amazing capacity for complex thinking and are able to organize vast amounts of information into an increasingly complex system of knowledge. An effective curriculum builds on this capacity by engaging their active minds and nurturing their search for meaning and understanding. This is what intellectual rigor means for young children.

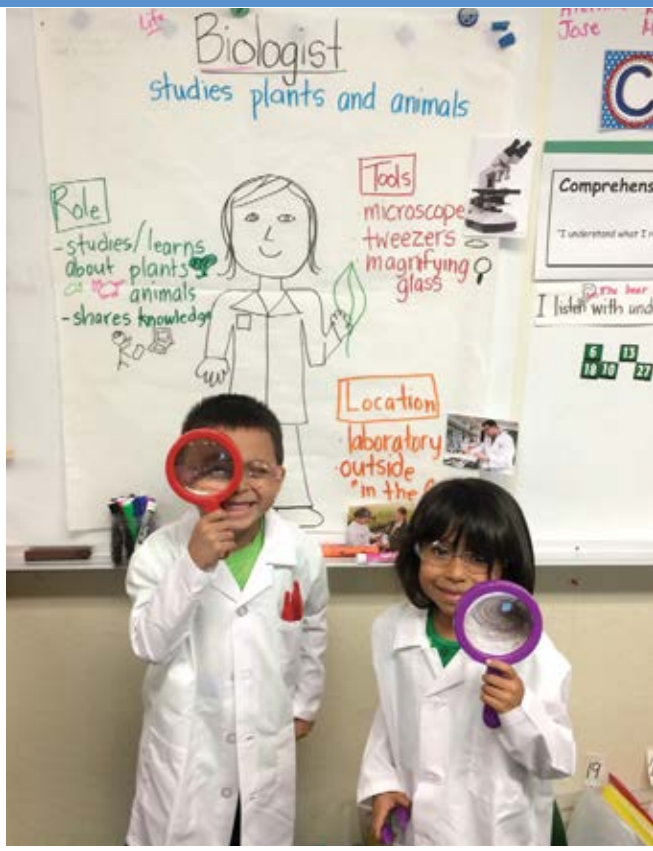
The role of teachers, then, is to create a content-rich, play and inquiry-based learning environment, with encouragement and support for children to explore—and to actively, intentionally surround children with a content-rich, affirming, language-rich context in which to explore. And so in a high-quality early education classroom, environment matters. It has to be planned, designed and stocked appropriately. Developmentally appropriate learning occurs when the environment is set up to nurture exploration Some people may see the environment as insignificant, but for early-education teachers, parents, and administrators, it is something that needs to be considered a high priority. It is the environment that invites curiosity, activates learning, and offers the building blocks for higher-level thinking.

This emphasis on play/inquiry/exploration and the environment is as true for kindergarten teachers as it is for preschool and TK teachers, although traditionally, preschool teachers have been more able to focus on play-based and informal interactions as opportunities for supportive language development, and have had more flexibility in shaping the curriculum and instruction than their primary grades colleagues. It is important that as the former K-12 system incorporates more and more early education classrooms, administrators and school leaders understand the hallmarks of quality early education that should be present in preschool, Transitional Kindergarten, and kindergarten.

Look for:

- *Activity centers with learning materials that children can manipulate, investigate, explore (e.g., art, blocks/manipulatives, dramatic play, books, games/puzzles, music, and movement, etc.);*
- *Projects that build upon children's emergent interests, or are teacher-initiated with open-ended pacing and opportunities to expand based upon children's innate curiosity;*
- *Thematic connections across types of activities and materials (see "Integrated Learning" section below);*
- *Dramatic play and fantasy play are fostered through the provision of costumes, realia, manipulatives and moveable materials—some of it reflective of the thematic projects and learning that is being taught;*
- *Children are able to make choices;*
- *Children are engaged in storytelling, creating their own narratives and sharing their versions of the world.*

Learning is Integrated



For young children, learning is integrated. They don't make a distinction between math, language, science, and music. Their exploration of the world and the meaning they are making about the world is based on using multiple ways of knowing and making connections. A hallmark of the "intellectual quality" of instruction is the degree to which it is designed to support children as active meaning-makers—and this requires curriculum integration. Their young minds are actively working to make meaning and to make connections. They experience the world and build knowledge in an integrated process of constantly gathering information and striving to make sense of it. An effective curriculum engages their active minds and nurtures their search for meaning in a dynamic and integrated process of encountering, investigating, and analyzing the world. All domains of child development—physical development, cognitive development, social and emotional development, linguistic development (including bilingual or multilingual development), and approaches to learning and what are considered the various disciplines—are important. Each supports and is supported by the others.

Proactively building children's conceptual and factual knowledge, including academic vocabulary and disciplinary knowledge, is essential because knowledge is the primary driver of comprehension. By constructing knowledge of the world in early childhood, educators are laying the critical foundation for all future learning. All subject matter can be taught in ways that are meaningful and engaging for each child. The world is endlessly fascinating to young children, and the notion that young children are not ready for the academic subject matter is a misunderstanding of developmentally appropriate practice. By all means, the topics and themes that comprise the curriculum should be meaty (exciting and important to know about) and made tangible and accessible through hands-on learning opportunities.

Intentional teaching strategies engage children in all domains through an integrated curriculum. In the primary grades (K, 1, 2), the curriculum and teaching pedagogy have increasingly prioritized cognitive learning, often at the expense of the physical, social, emotional, and linguistic development of young children. But to support the intellectual and healthy development of young children, a comprehensive curriculum and the interrelatedness of the developmental domains for young children is important for their well-being and success. Children learn in an integrated fashion that cuts across academic disciplines, subject areas, and areas of development.

Young children are driven to develop language. Language and cognition go hand in hand. Thinking and understanding are made possible through language—through having the words to codify thought. Intellectually rich early education classrooms are alive with language! Children learn through active, hands-on, play-based, project-based, inquiry-focused opportunities to engage with their world—and develop language as part of naming and exploring their world. Language and early literacy education are woven into all aspects of the school day. Everything that happens in a school day is an opportunity for language development. And, language development needs to be occurring across the curriculum. For young children, in particular, learning and language occur through making connections. Young children also develop language through play and social interactions. Language and content are deeply interconnected—the purpose of words is to label the world, talk about the world, describe the world, and share ideas. And so, children develop language most effectively in the context of authentic and hands-on content learning experiences where they are actively exploring and making sense of new terminology and concepts.



An integrated curriculum is a full curriculum—including and intertwining science, social studies, math, and the arts—in addition to the integration of intentional language focus and explicit and direct language arts instruction. Based on their knowledge of the Preschool Foundations or grade-level content standards and topics that are meaningful and engaging, teachers design the learning environment and its activities to promote subject area knowledge across all content areas as well as across all domains of development. By learning and hearing about topics, talking about and synthesizing what they are learning, and making observations, children develop fundamental vocabulary and conceptual understanding, and learn the structures and forms of language used to talk about specific content. Children learn the language of hypothesizing, observation, and description as they talk about ladybugs, the weather, planting seeds, community helpers, etc. Rather than relegating language development solely to a language arts instructional block or "letter of the week" lessons on a carpet, teachers focus on intentional language development as they engage children in learning academic content and as they create thematic connections across the curriculum. Teaching thematically enhances comprehension, increases opportunities for exposure to and use of language, and facilitates making connections to previous experience and knowledge.

Look for:

- *"Topics" and "themes" derived from content standards (Kindergarten, first grade), the Preschool Foundations or children's interests involve exploratory inquiry driven by key questions and children's wonderings. These themes engage science, math, the arts, and social studies perspectives—all with a focus on the language children need to talk about the topic.*
- *Visuals, realia, inquiry centers, dramatic play props support children in their own exploration and play related to the theme.*
- *Chants and songs involve children in producing the language of the topic.*
- *The vocabulary teachers use and model is specific and high-level expressive vocabulary that gives children the scientific and precise language related to the topic.*
- *Informational and narrative children's books are available in the home languages about the topic to support family engagement in reading with children about the theme.*
- *Read-alouds engage children with informational and narrative books related to the theme.*

Intentional Teaching and Individualization For ELs/DLLs Involves Language-Rich and Language Intentional Instruction and Environments

Language development is integrated with content instruction in classrooms, reflecting research, the California ELA/ELD Framework, and principles of quality early education. For dual-language learners, this of necessity has to include response to their multiple language worlds—their home language and English. Supporting their language development requires intentionality on the part of teachers—in how instruction is planned, interactions, and modeling. Because students learn language in large part by hearing it and through interaction with proficient users of the language, the teacher's role with young children is as a language model, language engager, and facilitator.

First, teachers need to be thoughtful about the language their children will need in order to participate, engage with and express their ideas related to what they are learning—in the academic and social realms. Second, teachers need to intentionally model rich, expressive language, use the vocabulary they want children to develop, invite and engage children to use their words, and create environments where terminology and concepts come to

life. This might be through the read-aloud book a teacher selects and models. In other words, teachers provide regular exposure to high-level, expressive, precise, and complex language through the books they select for read-alouds, the language they model, and the vocabulary they teach. Teaching strategies can help children understand how the language works and how to make it their own. Writing, drawing and dictation, and active engagement in oral language are centerpieces of a language-intentional high-quality classroom. Young children do absorb and acquire language just by listening. However, if they are not actually using and producing the language, it doesn't become a tool for their own uses and expression. Oral language should be a central focus in a high-quality early education classroom. This means teachers need to invite, support, and engage children in extended conversations—and create risk-free environments for the children to use both their emerging English and their home language.

Adults narrate what is happening, use language to describe and talk about what they see and are feeling, ask questions to engage children in talking about their ideas, engage in storytelling, and provide the vocabulary to label the world children are exploring.

In addition to oral language, early education classrooms should be text-rich environments, so children are engaged with books, learn to love books, develop awareness of the printed word, and come to see writing as a vehicle for their own expression. Children become proficient readers and writers when these skills are developed through exposure to a variety of written materials, genres, and meaningful text.

Look for:

- *Posters and other printed materials are visible and accessible in English and in the students' home languages. Materials around the room contain rich language. Objects are labeled, and children's work is prominently displayed.*
- *Delight in children's emerging linguistic proficiency in both languages, and celebration of their language engagement is expressed regularly and enthusiastically.*
- *Teachers model rich, expressive language, use the vocabulary they want children to develop, and actively invite and engage children in using their words to talk about ideas and feelings and learning.*
- *Books are selected for read-alouds that have expressive language, precise content-related language, beautiful language.*
- *Teachers talk with children about how language works, about bilingualism, and engage them in noticing and appreciating language.*

Responsiveness to Culture and Language Supports Children's Learning

Children's engagement and motivation to learn are increased when their social and learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods should build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings; and by embracing and affirming their language and culture. Culturally, linguistically responsive, and sustaining practices are essential in high-quality, "intellectually rich" early education classrooms.

First, this means that there is a commitment to building strong, home-and-school partnerships. Effective programs build strong home-school partnerships and support parents as a child's first teacher. Linguistic and cultural congruity between home and school supports children's development. Two-way partnerships between home and school are essential to creating that congruity—drawing upon the families' knowledge, expertise, and cultural capital as assets. While the educational involvement of families is important in children's lives throughout their schooling years, in the early years of development, family culture, home language, and family engagement are absolutely central for healthy development. Young children learn best in a safe, affirming environment that respects and integrates the home culture and language, recognizes the key role of a child's culture and language

in their development, and supports young children in bridging across and integrating home and school contexts.

Second, children should be able to feel themselves as part of a supportive, respectful, and affirming community in their classroom and school—with each child a valued member of the learning community. This means that children need to be supported to learn about and feel comfortable with human diversity, to explore similarities and differences, to treat each other with value, and to engage in building a learning community that is fair and inclusive.

Third, children should be able to see themselves in the curriculum, in the classroom, in the body of and building of knowledge as they learn about the world. Multilingualism and diverse cultures must be valued and visible—on the classroom walls, and in the learning materials and books. Family pictures and cultural items from children's homes should take their place in displays, along with a wealth of children's books representing the different cultures and languages of the children and families in the school. This is a fundamental issue of equity, inclusion, and social justice for all children.

For dual-language learners/English learners, there is an added element in quality early education supporting the language and identity development as children grow up in and across multiple language and cultural worlds. Between the ages of three and eight is a critical time for language development, for bilingual development, and during which the relationship to home language and culture is particularly vulnerable. Loss and rejection of home language is common as children absorb the attitudes of those around them about the status of English—learning shame about their family culture and language. They are increasingly immersed in the environment of English-instructed schooling. The window for developing native-like fluency in multiple languages is tied to the incredible brain development phase for language in those young years cited by some as the "linguistic genius" of young children. For both of these reasons, research and guidance have become increasingly coherent and insistent about the importance and benefits of supporting dual-language development for young children over the past decade and becoming one of the hallmarks of "intellectually rich" high-quality instruction for dual-language learners in early childhood education.

All DLLs are living in two-language worlds and learning through two languages. A child's home language is a crucial foundation for cognitive development, learning about the world, and emerging literacy. A child's home language matters. Support for the development of home language in addition to English is critical. All children have the capacity to learn two or more languages, and though some have worried that it might be at the detriment of learning English or might be confusing to children, the research is clear that simultaneous development of two or more languages can be done with no harm and has tremendous benefits.

The use and development of a student's home language and affirmation for home culture promotes a sense of belonging and connection to school, positively affects family relationships and inter-generational communication, increases confidence and motivation, and supports their academic achievement as they move through school. The best foundation for later literacy is a rich foundation of oral language—extensive vocabulary, experience with expressive language, active practice using language—this can often be more easily developed in the child's strongest language. The sophistication developed in their strongest language is transferred into the new language—English.

Furthermore, the span between the ages of three and seven is an optimal range for developing two or more languages, and an essential window for preventing language loss and language abandonment.

A quality, early childhood education approach for dual-language children sets a foundation of rich and complex linguistic skills in the home language while providing exposure to English. Studies have found that children have a more extended and complex vocabulary and language skills if their home language continues to progress throughout the three- to eight-year-old developmental phase.

California has set a vision of multilingualism for all children. Dual immersion/bilingual programs are the pathway toward biliteracy and the benefits that bilingualism accrues. And many programs begin in kindergarten.



Aligning preschool and Transitional Kindergarten (TK) with goals of bilingualism is a powerful start to the journey of dual-language proficiency. Dual-language programs in kindergarten need to align with preschool and TK to avoid a year's learning gap and home language loss. Ideally, all children would be provided an early education that supports development of the home language and of English. Where teachers are unable to provide instruction and care in the child's home language, they still have a responsibility and can support bilingualism and a child's connection to home language. The EL Roadmap has earmarked support for home language as one of the hallmarks of intellectual quality and meaningful access. This is what it can look like in early childhood classrooms in which teachers do not speak the home languages:

Look for:

- *Teachers learn key words and phrases in the children's home languages, use these regularly, continue to learn more phrases, and model being a proud language learner interested in the child's home language.*
- *Key vocabulary words in children's home languages related to the content being studied are taught to the whole class.*
- *Classroom objects and thematic realia are labeled in the children's home languages.*
- *Books are provided in the home languages and books that depict the children's cultural and linguistic backgrounds are visible in the classroom.*
- *Children's emerging bilingualism is celebrated.*

And in schools and classrooms with the staff capacity to teach to children's home language, they do so—ensuring equity in time and attention to the language that is not English, ensuring equity of materials. (For designated bilingual programs and dual immersion programs, see the section in this Toolkit on Bilingual Pedagogy on page _____).

The Role of Administrators in Supporting High-Quality Instruction in Early Education

Understanding the nature of how young children learn and the hallmark indicators of quality instruction that respect and nurture the intellectual drive of young children are essential for school leaders. And knowing how this differs from a more traditional model of "academic rigor" that is so prevalent in the K-12 system is a foundation upon which a school administrator can create the conditions and support needed for quality instruction to occur in preschool, TK, and kindergarten classrooms. To a large degree, the professional development and leadership opportunities and the professional literature for early education lives in a different world from what most K-12 administrators access.

It is important for our schools' leaders to embrace the early years of schooling and recognize the importance of a powerful early start to reach across that divide. Be the bridge that invites early childhood directors to the table. Be the learner who seeks out the substantial world of research and professional leadership resources on quality early education. Be the voice advocating for needed resources to support quality early education. And be the one who facilitates dialogue, coherence, alignment, and shared vision across the early education and primary grades in the service of EL/DLL student success.

NOTE: *Issues of alignment between preschool and K-12, coherence across P-3, and biliteracy pathways from early childhood to graduation are discussed in Toolkit #5 on Principle #4 of the EL Roadmap ("Alignment and Articulation").*

TO LEARN MORE:





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ORGANIZATIONS

California Preschool Instructional Network, *www.cpin.us*
A network of the California Department of Education's Early Learning and Care Division in collaboration with the Center for Child and Family Studies at WestEd and the Sacramento County Office of Education (SCOE). Through regional communities of practice (CP) and series of professional learning experiences, CPIN promotes promising practices in early learning, family engagement, and equity, and emphasizes a whole child approach. CPIN instructors provide research-based teaching and learning strategies that are age and developmentally appropriate and highlight inclusive practices and support for ALL children.

Early Care and Learning Division, California Department, *www.cde.ca.gov>cdd*
Provides leadership and support to the child development community, ensuring high quality early education programs. Supports and disseminates professional learning and training resources for quality early education.

Early Edge California, *www.earlyedgecalifornia.org*
A nonprofit organization that works statewide to expand high quality early learning opportunities for children 0—8. In addition to policy advocacy, Early Edge provides resources for teachers and parents to support quality early learning care and programs.

National P3 Center, *www.nationalp-3center.org*
The National P-3 Center provides leadership and professional learning opportunities, offers support and resources to guide effective implementation of P-3 policy and practice, and engages in innovative research and evaluation efforts to foster alignment and coherence across the early years of education and across the various educational systems serving children ages three to eight.

National Association for the Education of Young Children (NAEYC), *www.naeyc.org*
The national professional association for early childhood education. Issue field-shaping position papers, publish the magazine Young Children, sponsor a large national professional conference, and have many resources for educators.

SEAL, *www.seal.org*
A non-profit organization providing research, professional learning and support for leadership based upon the SEAL (Sobrato Early Academic Language) model, a powerful PK-5 EL focused approach to education rooted at the intersection of research and educational equity. Videos, webinars, professional learning, and technical assistance support for implementing the SEAL model support aligned programs, instruction and curriculum from preschool through elementary grades.

RESOURCE CHART: A Crosswalk—Principle #2 of the English Learner Roadmap and Early Childhood Practice

Principle #2: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning, and provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

The text of Principle #2 Elements	How the Early Childhood Field Expresses It
Language development occurs in and through content and is integrated across the curriculum, including Integrated ELD and Designated content-based ELD.	• Learning is integrated. The development of language occurs in and through interactions, activities and integrated curriculum. • All domains of development and all disciplinary content are addressed in a thematic curriculum.
Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery.	• Curriculum and instruction support and respond to the intellectual curiosity and drive of young minds. • Teachers use visuals, realia, modeling, purposeful language interactions, and facilitative support for DLL comprehension and participation. • Preschool Foundations are a resource for curriculum planning in addition to TK/Kindergarten standards.
Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for ELs as for all.	• Curriculum design, teaching, and learning are play-based and inquiry-centered.
ELs are provided access to the full curriculum along with a provision for EL supports and services.	• All children are invited and supported into participation and engagement. • The curriculum is integrated and includes science, math, language arts, arts, social studies content, and ways of knowing.
Students' home languages are understood as a means to access curriculum content, as a foundation for developing English, and are developed to high levels of literacy and proficiency along with English.	• Children's home languages are affirmed, welcomed and supported in the program. Bilingualism is celebrated and instruction incorporates home language. • Materials are available in-home languages, and families are encouraged and supported to maintain home language. • Opportunities to hear, use, and develop home languages are incorporated in the program.
Rigorous instructional materials support high levels of intellectual engagement, integrated language development and content learning. Opportunities for bilingual/biliterate engagement are appropriate to the program model.	• Narrative books are selected for expressive, beautiful language, inclusive and authentic portrayals of human and cultural diversity, and they are available in multiple languages. Informational text is selected for realistic visuals, precise language, and engaging story lines. • The classroom is equipped with hands-on manipulative materials that invite exploration and bring content alive.
English learners are provided choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	• There is a clear, well-articulated and implemented language program model designed to support English learners. It is aligned to the program models across grades.



ACTIVITY: Digging Deeper

Issues of instruction and curriculum are at the very heart of schooling. The degree to which the specific assets, needs, and challenges facing English learners are addressed in teaching is crucial to their academic success and ensuring access and equity. An effective administrator and advocacy-oriented school leader has to understand what good instruction and appropriate curriculum means for students overcoming the language barrier. Four aspects that are often not adequately addressed or misunderstood are highlighted in the following set of readings. These readings are research-based and written in an accessible style as a resource for your learning, and for you to share with others at your site as appropriate.

As you read these selections, consider using the strategy "Metacognitive Markers"—an instructional strategy useful in classrooms with English learners. This is a strategy in which the reader highlights, underlines, marks and/or annotates text for specific purposes as they read— using symbols, cues, or even color—to show what they're thinking in relation to the text. If you are sharing these readings with your staff, having them use Metacognitive Markers not only facilitates close reading, but also is a precursor to sharing and discussing the text afterward. Here are some Metacognitive Markers you might want to use:

- *Highlight any vocabulary you do not recognize/know and want to look up later.*
- *Mark with an "!" any ideas that surprise you.*
- *Mark with a "??" the things you don't quite understand and want to return to later or get help from others in understanding.*
- *Mark with quote marks "__ "any phrase or quote you want to share with others that seem particularly articulate or important.*
- *Mark a "+" next to any statement that you particularly agree with.*
- *Mark a "-" next to any statement that you particular disagree with.*

READING #1: The Foundational Role of Oral Language Development: Are they Talking?

It is far too common to walk into English Language Development classes and other academic content classes and see almost no support or focus on oral language development. In fact, in many classrooms, English learners have limited opportunities to speak. A national study found that English learners spend only 2% of their school day in academic talk (National Second Language Literacy Panel, 2003). Short responses, even one-word answers, are common. Teachers may not call upon English learners to speak, thinking that it might put an English learner on the spot when they do not have English skills. Or, teachers may worry that it takes too much class time and detracts from the focus and pace to pause for the time required for an English learner to put together an oral response.

The development of oral language is vital to the school success of English learners. They need to practice using the language, and they need to do so in the course of doing authentic academic tasks. Oral language is the foundation for literacy, and there is a positive relationship between English oral proficiency and English reading achievement. Learning to speak and listen in English is as important as learning to read and write. English learners should be actively engaged in language production throughout the curriculum. In short, they should be talking. Furthermore, if they are not talking, the class doesn't benefit from the ideas and contributions of the ELs – a loss to the class, and a form of silencing the voices of our EL students.

Oral language development Involves numerous aspects: fluency, vocabulary, pronunciation, comprehensibility, and grammar. Students need to hear English in varied contexts and receive support, practice, and instruction in all of these areas to become orally proficient. Productive oral language development requires teachers to shape the discourse in the classroom intentionally. This includes playing a role in getting students to amplify and extend their language, constructing high-quality questions that require language production in response, and shaping cooperative group activities that require speaking and listening to perform the academic tasks.

In her book Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom, Pauline Gibbons identifies a typical pattern of interaction in classrooms. A teacher asks a student a "display question" that the teacher knows the answer to—so called as it is designed for students to display their learning. The student responds in a single word or by repeating some piece of information. The teacher responds in some evaluative way. For example,

Teacher: Who is the main character in the story?
Student: Sally
Teacher: Right!

Gibbons labels this IRF (Initiation, Response, Feedback) or IRE (Initiation, Response, Evaluation). What is missing in this pattern is the opportunity for students to produce language. The teacher does far more talking than the student does. And for the student, a single word or single clause response doesn't encourage students to elaborate on language use, and misses an important opportunity for oral language development.

It is important that teachers working particularly with Expanding and Bridging-level English learners use questioning strategies that encourage increased oral language production. For example, "Tell me what you learned." "What did you find out?" "What did you find most interesting?" "What do you mean?" It is always important to provide enough "wait time" for an English learner to prepare their response.

Another way to encourage oral language and listening skills is to emphasize collaborative group work. When students are working together on a project, they hear more language and a greater variety of language and have a greater need to use the language. Gibbons also suggests that in such situations there is more "message redundancy"— that is, similar ideas will be expressed in a variety of different ways, which expands a student's language repertoire. It is important, of course, that the teacher has established norms, expectations, habits and routines related to scaffolding equitable participation and respectful collaborative work.

Another approach to promoting student oral language development is a strategy called Instructional Conversations (IC), developed by the Center for Research on Educational Diversity and Equity (CREDE). It is based on the understanding that thinking—and the ability to form, express, and exchange ideas—are best taught through dialogue, questioning, and sharing ideas and knowledge.

IC was designed to promote learning and language. An IC is instructional in intent and design but conversational in format. The instructional elements include: choice of thematic instructional focus, activation of a student's prior knowledge and schema, the direct teaching of a skill or concept, and encouraging students to use more complex language and expression. The conversational elements include: fewer "known answer" questions, a conversational response to student contributions, connecting what the student says to what others in the class are saying, creating a challenging but positive effective atmosphere, and supporting general participation including self-selected turns. The purpose is to explore ideas rather than to recall and process information. The teacher as the facilitator listens carefully, builds on what students say, and guides the students toward deeper thinking and comprehension. The teacher needs to prepare for such a dialogue by arranging the classroom to accommodate conversation, and defining a clear academic goal that will steer the conversation.

Indicators of instructional conversation:

- *The teacher arranges the classroom to accommodate conversation between the teacher and a group of students on a regular and frequent basis.*
- *The teacher ensures that student talk occurs at higher rates than teacher talk.*
- *The teacher ensures that all students are included in the conversation—and that classroom norms and behaviors are developed through support inclusion and equity.*
- *The teacher listens carefully to assess level of student understanding.*
- *The teacher assists learning through the conversation by questioning, restating, and encouraging.*

As a school leader, the simple and quickest lens for deciding whether or not a classroom is providing the language support ELs need is whether EL students are talking—and specifically, when EL students are not talking. That will tell you whether the students feel safe about taking language risks, whether they are supported and scaffolded to develop the language needed to talk about the content, whether the classroom climate is inclusive of ELs, and whether students are being given the essential opportunity to use and produce language.



The development of oral language is vital to the school success of English learners. They need to practice using the language, and they need to do so in the course of doing authentic academic tasks. Oral language is the foundation for literacy, and there is a positive relationship between English oral proficiency and English reading achievement. Learning to speak and listen in English is as important as learning to read and write. English learners should be actively engaged in language production throughout the curriculum.



READING #2: On High-Quality Materials and Curriculum for English Learners:

Standards describe what students are expected to learn. Research on effective instructional practices, state frameworks, and guidance documents describe how to teach. The English Learner Roadmap (Principles #1 and #2) call for attention and responsiveness to student needs as well as teaching approaches that embed language development and content teaching. Each of these has implications for the tools and materials teachers need. Providing high-quality materials is foundational. Assuring equity of materials is essential. Making certain materials are culturally responsive and inclusive is necessary. And supporting teachers to develop and use their capacity to adapt materials in response to student need is critical. As identified in the U.S. Supreme Court Lau v. Nichols ruling in 1974, textbooks and curriculum that are not designed and adapted to the needs of English learners contribute to foreclosing meaningful access:

> *"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.... Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in an educational program, he or she must already have acquired those basic skills, is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."*

The decision about investment in materials, curricular programs, and texts is one of the crucial steps in assuring access and appropriate schooling for English learners. It can be a major cost item, and the type of materials purchased (and policies related to their use) can foster or inhibit student responsive instruction. The administrator seeking to be supportive and helpful to their teachers, or concerned about how to ensure that standards are adequately covered, might move quite quickly to ask, "What program should I purchase?" Don't immediately go there! Slow down.

Many core materials do not address English learners at all. Materials on the market that address English learners can often be too simple or too disconnected from grade-level expectations—and unwittingly perpetuate the opportunity gap. They tend to focus on a paradigm of remediation and basic skills rather than scaffolding engagement in grade-level content and critical thinking. Overuse of simplified text, repeated use of simple



sentence frames, and minimal guidance to teachers on formative assessments and differentiation for English learners either relegate English learners to falling further behind—or dependence on the teacher to create materials.

Curricular materials have to strike a balance between maintaining high expectations related to engagement with grade-level content and critical thinking on the one hand, and ensuring that students can access and understand and participate in the content. They must be aligned to the ELD standards, and responsive to content standards. They have to be designed to facilitate differentiated supports, language intentionality, and responsiveness. And they have to support teachers across the curriculum in delivering Integrated ELD and addressing the language development needs of English learners.

For a while, California was gripped by an overreliance on published programs and fidelity to those programs. The notion was that curriculum had to be teacher-proof, and that equity depended on everyone following the pacing guide and directions in the Teachers Guide exactly. California no longer has state adopted programs, and the robust vision of student- responsive teaching in the ELA/ELD Framework and in the English Learner Roadmap are a far cry from that history. There is, simply, no one single "program" that is sufficient. Teachers have to be able to supplement and adapt what they are given in response to their students and to ensure that language development is aligned and intertwined with content delivery. Even with high-quality instructional materials, good teaching involves teaching "out of the box"—knowing their students, teaching responsively to their assets, needs, and interests. Your teachers, and their students, are at the heart of determining the needed set of materials—texts, visuals, realia, online resources, media—for teaching and learning.

The following should be considerations in planning for appropriate materials for your English learners. In discussion with teachers about what they need, consider these four major categories:

- *Texts, lots of text. For comprehensibility, texts need good quality visuals, graphic organizers, metacognitive markers, and other features that help an English learner build background knowledge and comprehension.*
- *Visuals, lots of visuals. Visuals, hands-on materials, realia and equipment to support inquiry and exploration and support making meaning of the content and the language.*
- *Home language resources. Sets of thematic books that address the content being learned should be supplemented with thematic books in the students' home languages. Reference and resource materials should also be available in the students' home languages.*
- *Authentic, inclusive, respectful content. Illustrations and text must be reflective of cultural diversity, non-biased, and inclusive of the multiple histories and contributions of the communities of students and families.*

If you are choosing a "program" or purchasing textbooks, consider whether they include the following elements. If they do not, you will need to supplement that area with additional materials needed for EL success:

- *Multiple opportunities, formats, and emphasis on oral language and interaction, with a variety of formats and prompts.*
- *Integration and interdependence of oral language, disciplinary writing, and text engagement.*
- *Graphic organizers utilized to support comprehension and analysis.*

- *High quality, realistic visuals to support comprehension.*
- *Visual consistency, labels, metacognitive markers.*
- *Language objectives are identified and align to the ELD Standards, differentiated by proficiency level.*
- *Gradual advance in the level of language practices, analytical skills, and conceptual understandings as a unit progresses.*
- *Discussion of differentiated grouping, with materials that support the different levels of English language proficiency.*
- *Identification of essential content vocabulary, with supports to engage and comprehend that vocabulary.*
- *Identification of the core language function(s) for the content, with sentence frames, vocabulary, and forms associated with that function(s)*
- *Content is inclusive, authentic, culturally sustaining.*
- *Teachers Guide and student materials reinforce and extend small group and differentiated engagement with content beyond the "whole class" formats.*
- *Focus on development of metacognitive strategies for learning content and language.*
- *Supports for cross-language connections, including cognate lists and cross-language examples*
- *Teachers Guide presents additional opportunities to pre-teach planned content, to check student understanding, to reteach and review material already taught, and for students to practice key skills and strategies.*
- *Guidance for teachers of English learners of major language groups on common grammatical errors in English and transfer relationships between those languages and English to support English dominant teachers who may misdiagnose cross-language interference as errors or as learning disabilities.*
- *Formative assessment strategies to inform "just-in-time" scaffolding and planning for ELD lessons, and feedback strategies to support the students' language development and content understanding.*

For bilingual and dual-language programs, the equity of materials across English and the target language sends a clear message about the relative value of those languages, and is essential to support the development of biliteracy. Materials in the target language should be of equally high quality, authentic to the language, and address the same grade level standards and content as materials in English.

In addition to purchased materials, teachers also need the supplies to create responsive and adapted learning materials that address the needs of their English learners to engage with the specific content being taught.

Materials are things. They only do their job in the hands of teachers who know how to use them and are focused with intentionality on the standards, content and language objectives of the lessons and are focused on their students. These are skills—to be learned and supported with professional development, with coaching, with opportunities for collaboration and reflection. It is the administrator's job to not only work with teachers to determine what materials are needed, but also to ensure the conditions and supports that enable teachers to use materials effectively.



There is no one single curriculum "program" that is sufficient. Teachers have to be able to supplement and adapt what they are given in response to their students and to ensure that language development is aligned and intertwined with content delivery. Even with high-quality instructional materials, good teaching involves teaching "out of the box"—knowing their students, teaching responsively to their assets, needs, and interests .

READING #3: The Essential Role of Formative Assessment in Student Responsive Teaching—What it is and what it isn't!

Formative assessment is a major component of responsive instruction. Its primary purpose is strengthening teaching and learning by informing teachers of what students know and can do, what they comprehend and what they don't. These assessments encourage the teacher to provide scaffolds, supports, and lessons that move students from where they are to where they need to go next. Formative assessment occurs as part of instruction—DURING instruction. It provides feedback and information about student learning minute-by-minute, day-to-day, and week-to-week, so teachers can continuously adapt instruction to meet students' specific needs and support progress. Formative assessments assist immediately, supporting the purpose of learning and teaching where it most helps: in the moment.

Formative assessment is different from common summative assessments designed and timed to provide information on student's current level of achievement after a period of learning has occurred. (Like report cards.) Those "summative" assessments (whether classroom-based, district-wide or statewide) are designed to determine whether students have attained a certain level of competency after a more or less extended period of instruction and learning—at the end of a unit, a quarter/semester, or year. Summative assessments go into the grade book, are used to benchmark the progress of individuals and groups, and are often aggregated into schoolwide or district-wide data. Decisions about student placement, instruction, curricula, interventions, grades, etc., flow from summative assessments. It is important that administrators are clear on the difference between summative and formative assessments. There is often confusion in schools about formative assessments—what they are and what they are not.

For English learners, formative assessment is focused on mastery of content, comprehension, and language use. The questions it seeks to answer for the reflective teacher might include:

- *Where are my students in relation to their learning goals for this lesson? (What gaps exist that suggest the need for review or different approaches to teaching this content? Is the learning sufficiently solid to build upon or accelerate my teaching of this content?)*
- *Do my English learners comprehend the content? (What scaffolds might I use to address gaps in comprehension? How might I better access their background knowledge or build more background knowledge?)*
- *In what ways are my English learners able to produce the language needed for participation in learning tasks and engaging with the content? (What do I hear in their language use or see in their writing related to mastery of the structures or vocabulary in English that might suggest the need for more intentional modeling and/or for Designated ELD lessons?)*



Formative assessment is a major component of responsive instruction. Its primary purpose is strengthening teaching and learning by informing teachers of what students know and can do, what they comprehend and what they don't. These assessments encourage the teacher to provide scaffolds, supports, and lessons that move students from where they are to where they need to go next. Formative assessment occurs as part of instruction—DURING instruction—minute-by-minute, day-to-day, and week-to-week, so teachers can continuously adapt instruction to meet students' specific needs and support progress.

Chart: Types and Uses of Assessments Within Assessment Cycles

Based on Figure 8.5 (page 827) of Chapter 8 of the CA ELA/ELD Framework

Cycle	Methods	Information	Uses/Actions
Minute by Minute	**Observation, Noticing** • Questions • Instructional Tasks • Student Discussions • Written work/ representations • Checks for comprehension	**Student's current learning status** • Relative difficulties and misunderstandings • Emerging or partially formed ideas • Full understanding • Uses of language • Comprehension regarding directions and content	**Keep going or stop and find out more** • Provide oral feedback • Adjust instructional moves in relation to student needs • Act on teachable moments and • Intentional modeling
Daily lessons	**Planned and placed strategically in the lesson including:** • Questions and prompts • Instructional tasks • Student discussions • Written work • Student self-reflection (e.g., quick write)	**Student's current learning status** • Relative difficulties and misunderstandings • Emerging or partially formed ideas • Full understanding, Uses of language • Comprehension regarding directions and content	**Continue with planned instruction** • Instructional adjustments in this or next lesson • Find out more • Intentional modeling • Feedback to class or individual students (oral or written)
Week to Week	**Student discussions and work products** • Individual pull aside for dictation or discussion • Check comprehension-Student self-reflection (e.g., journaling)	**Students' current learning status** • Relative to lesson learning goals	**Instructional D-ELD and I-ELD planning** • For start of new week (including intentional small group work to address specific needs) • Feedback to students (oral or written)

Example: Formative Assessment

Read the following example of formative assessment *(Source: Multilingual Learning Toolkit)*, and reflect upon both the method(s) being used by the teacher to 1) monitor and gauge the EL students' needs, and 2) inform the conclusions they make and the actions they plan in response.

- *How does the teacher come to conclusions about adapting instruction and next steps for instruction and support for her English learners?*
- *What might you look for, what might you see in classrooms that would be evidence of instruction based upon formative assessments?*
- *What kind of support might teachers need to teach this way?*



A FORMATIVE ASSESSMENT VIGNETTE

The Setting:

The third-grade Dual-language class is deep in a science-based unit on fossils, integrating language in and through science content. The teacher, Sra. López, wants to gauge how much content knowledge and how much descriptive language her students have absorbed in both Spanish and English. She has various strategies for engaging her students in formative [oral language] assessments, but is focused today on English. In listening to their conversations, she has noticed them struggling with some parts of English grammar that have been hard for her to capture. Today she will to listen to them and record their responses to a prompt about what the class has been studying.

The Lesson: Oral language Assessments

Throughout the day Sra. López pulls aside small groups of her English learner students to conduct an oral assessment. She records each student's responses in a different color so she can later go back and analyze what they have each said to design her student-responsive designated ELD. In this case, the prompt is: "Tell me about paleontologists and the tools they use."

> ***David wants to share first, he says:*** *"They have hammers, brushes, and un tornillo. The shovel of the paleontologist, they use for dig."*
>
> ***Manny speaks next:*** *"He have a hammer. He have a shovel. All for dig and get fossils. He learn history of the earth."*
>
> ***Elisa was next,*** *"The paleontologist have tools for to dig fosil to learn history of the earth of billones years. The brush of the paleontologist for clean the rock."*

There are several takeaways Sra. López notes: All three understood and responded to the prompt, seemed to have a reasonable grasp of the content, and knew about the tools a paleontologist uses. Two of the students also mentioned the purpose of the paleontologist—to dig up fossils and learn about the history of earth from a long time ago. She is pleased they grasped that level of the content knowledge. Turning then to look at the language aspects of the assessment, Sra. López notes that David and Elisa each used some Spanish words ("un tornillo" and "billones"), and she figured they could use some refresher on the English vocabulary. She also notes that they were struggling with the conjugation of the verb "to have" and makes a note to herself to focus on this more intentionally with them during designated ELD.

Sra. López notes in all three assessments several ways that her students were drawing upon their Spanish in constructing English sentences. First, she observed that David and Elisa had used the grammatically correct Spanish form of the possessive and applied it to English, substituting English vocabulary into the Spanish form as they spoke of "the shovel of the paleontologist" and "the brush of the paleontologist." It's an approximation that makes sense (that is, it is comprehensible), but she wanted her students to see how English and Spanish differ in how the possessive is structured. She also noted that all three of her students needed support with how to use the word "for" in relation to the verb, another approximation from how the sentence makes sense when translated directly into Spanish.

That afternoon Sra. López shares the dictation she had taken of her students with a fellow teacher to talk about how she might use this to plan her next week's instruction. She begins to sketch out a transfer lesson on possessives for her whole class and some specific work on irregular verbs (have/has) with her smaller designated ELD group. Unlike some other assessments she had administered this year and logged in her gradebook, she is excited by how straightforward this formative oral assessment has been, and she now had some very clear next steps to support her students with exactly what they need next.



READING #4: Home Language Support in the English Instructed Classroom

We now know that the home language of English learners plays a major role in the development of their socio-emotional health, academic identity, and overall educational success. The vision and mission of the English Learner Roadmap clearly set the direction that California schools will not only provide opportunities to develop proficiency in multiple languages, but will also affirm and welcome the diverse cultural and linguistic identities of English learners as we "prepare graduates with the linguistic competencies required for career and civic participation in a global, diverse and multilingual world." The EL Roadmap's research-based principles further describe what education in California schools should be, including the crucial role of a child's home language in their social-emotional and identity development, as well as the importance of home language in facilitating access to schooling, and strengthening academic development.

Principle #1 ("Assets-oriented and needs-responsive schools") links the inclusion and affirmation of the cultural and linguistic assets students bring to their education to goals of social-emotional health and the creation of affirming and inclusive schools. As one of the leading linguists in the field of second language development and bilingualism states: "It is hard to argue that we are teaching the whole child when school policy dictates that students leave their language and culture at the schoolhouse door" (Cummins, 2005). Principle #2 builds on this by bringing the issue of home language into the realm of instruction. Principle #2 also explicitly calls for native language scaffolding as an instructional approach for providing meaningful access, participation, and comprehension. Teachers cannot address the needs of English learners if they don't consider their culture and language and use that knowledge as a teaching tool. This guidance, this message, this policy, and the research are not just about bilingual and dual-language classrooms—it applies to all classrooms, to every classroom! The validation of a student's home language and the inclusion of strategies that enable students to utilize and build upon their home language is now a responsibility for every educator who works with language learners. But what does this mean? What does it look like to support home language in an English-instructed classroom where the teacher does not share the students' home languages? What is the role of an ELL student's home language in an English instructed classroom?



Inviting students' languages into the classroom:

A basic first component is to create a classroom climate in which students' languages are welcomed, invited, affirmed, and present. Each classroom should be a space where the use of multiple languages in learning activities occurs and is embraced as an asset.

- *Decorate the classroom walls, doors, hallways and include some greetings/messages in the home languages of the students.*
- *Ask about the student's home languages and inquire and talk about their culture.*
- *Invite students to share similarities and differences between the student's home language, and second language.*
- *Learn some phrases in the students' languages and use them as greetings and affirmations.*
- *Create opportunities for students to incorporate home language in projects, celebrations, lessons.*
- *Give students an opportunity to use home language in the classroom with others who share their home language—in small group discussions, pair-shares, project groups.*
- *Make primary language books, dictionaries, and resource books available. Give the students access to digital translators, English dictionaries, and reference materials.*
- *Promote education about diversity, equity, and tolerance within the community—including a focus on language diversity, linguicism, and language dynamics.*
- *Encourage parents and families to continue to speak and preserve language and culture at home—encourage students to value their home language and connection with family and heritage through that language.*
- *Celebrate and affirm students' bilingualism and uses of bilingualism.*

Integrating home language into instruction:

Beyond creating a climate and environment that invites students' languages into the classroom, teachers should integrate those home languages into instruction. This strategy fosters comprehensible input, facilitates comprehensible output, and encourages students to utilize the knowledge and linguistic resources they possess in and across both of their languages. Exercising their bilingual brains and accessing knowledge in both languages is a powerful support to academic learning and the path toward reaping the benefits of bilingualism. This might include the following:

- *To build understanding and comprehension, students can watch videos or read text in their home language on the subject and then report back to the full class on what they have learned.*
- *To assist in comprehension, provide dictionaries and resource reference materials in their home languages and enable students to use these to check on meaning, and then to discuss with students of their own home language the meaning.*
- *After the material has been presented (taught, read, experienced), provide some reflection time for students (quick writes, quiet reflection, etc.). Then pair them with another student who speaks the same home language to process what they have learned.*

- *For brainstorming or solution-generating projects, enable students to use whichever language(s) they feel most comfortable in using.*
- *If English learners are struggling with writing, allow them to switch and write in their home language to get their thoughts onto paper, and then switch back to English—similarly in preparing an oral presentation, allow students to work first in their home language.*
- *The teacher uses primary language support to enable comprehension and participation (where possible).*
- *Cognate charts support students making cross-language connections.*
- *The teacher seizes upon opportunities to engage with students in contrastive analysis to build metalinguistic awareness and help students build cross-language connections.*

Communicating the Message and Supporting Teachers

After decades of an English-only movement in California, many teachers in English-instructed classrooms have little knowledge about or understanding about how home language can be welcomed, utilized, and leveraged in an English-taught classroom. The notion that they could engage students' home languages in their classrooms and that it is an important and effective element in supporting participation and learning is relatively new for them. Some teachers may fear that supporting students in using their home language(s) will slow down their learning of English, but research shows that building on the home language and incorporating it into instruction can be a major source of support for learning academic content and language development.

A key role for school administrators is to make sure the message that students home languages belong in the classroom—all classrooms—is heard. Furthermore, it must be made clear that the utilization of home language is part of an effective, instructional toolkit for all teachers. Every teacher needs to learn about the benefits of bilingualism, how the dual-language brain works and develops, and the benefits of incorporating home language into instruction in all classrooms. Accompanying this with professional development in strategies ("how to do it"), coaching or resource personnel to support teachers in trying new approaches and key elements about the languages students speak, and instructional resources such as classroom materials in students' home languages are all essential.

Finally, classrooms are not islands. The availability of books in the school library in home languages related to key academic themes and content is essential. Librarians who can search for relevant materials and identify educational resources in those languages are important partners to classroom teachers. Building partnerships with community institutions that can be academic and learning resources for students in their home languages is the job of school leaders. Community relationships cannot be left to individual teachers to develop. All of these issues are the content of Principle #3 of the English Learner Roadmap "Systemic Conditions that Support Effectiveness" (see Toolkit Volume 4). While teachers can create a climate supportive of bilingualism and inclusiveness in their classrooms, they cannot effectively build students' home languages into the instructional and academic life of a school by themselves. This is a job for school leadership.



A key role for school administrators is to make sure the message that students home languages belong in the classroom—in all classrooms—is heard. It must be made clear that the utilization of home language is part of an effective, instructional toolkit for all teachers.



ACTIVITY: Observing EL Students to Build Understanding of Access

As administrators develop their toolkit of strategies to gauge the effectiveness of instruction and the degree of access provided to English learners in a school, a simple yet often very informative approach is the observation of students. Their degree of engagement and participation, and the activities in which they engage, can tell a lot about the responsiveness, quality, and appropriateness of instruction. Select just a few English learners to observe in a classroom. Find out their English proficiency levels and how they are generally doing academically by reviewing their latest ELPAC scores. If you can, sit through an entire class period observing just those few students. Note:

- *Are they talking?*
- *Are they actively using all four domains of language?*
- *Do they seem to understand what they are supposed to be doing?*
- *Are they participating and engaged?*

Watch their behavior for clues as to possible needs related to language development. It is important that neither teachers nor students are aware of which students you are observing.

Student Behaviors as Clues

Student Behavior	What it Might Signal	Questions to Ponder
Often asks friends for help to figure out what they are supposed to be doing.	• The teacher may not be giving comprehensible directions and explanations. • The student needs more scaffolding. Their friends may or may not have the right answers.	• What can be done to better scaffold directions/ instructions? • What systems might be put in place so English learners have a simple way to signal their need for help and get clarifications quickly?
Tunes out.	• The student may be mentally exhausted from trying to function in a language they haven't yet mastered. • The student may not comprehend what is being taught.	• What options can be created in a classroom that give ELs a rest from having to function only in English? • What activities could be designed that aren't wholly language-dependent? Are there opportunities for students to use their home language for some activities? • What could make the lesson more comprehensible?
Student doesn't try to participate or easily gives up.	• Signs of a discouraged learner. Instruction may need to be better scaffolded. • Perhaps the "affective" environment doesn't feel safe.	• What forms of encouragement, and recognition might be effective for the student? • What and how does the student get help when they do not understand? • What norms might be established to make the environment feel safer for a student who isn't fluent in the language?
Frequently looking around to see what others are doing.	• The student may not understand the teacher's directions and explanation and is seeking visual cues as to what they are supposed to be doing. • May not feel safe or comfortable asking questions.	• How well does the teacher model and demonstrate an activity or a finished student product? • What are the class dynamics when a student gets a "wrong" answer?
Pretend they know the answer, but try to avoid being asked a question.	• The student may be afraid to let on that they don't understand or have the answers. • The teacher may not be checking comprehension and may need more individual assessment. • The teacher may need to reassure English learners and pay attention to creating a climate where their "errors" are not highlighted. • More small group work may be indicated.	• How can the teacher make the climate safer for "not knowing"? • How can more situations of likely success be structured into the lesson? • Are there multiple formats / choices that can be offered for demonstrating mastery and knowledge.
Other behaviors:		

READ AND REFLECT: Seven Things School Leaders Can Do to Support Effective Instruction for English Learners

1. *Be sure teachers have copies of the English Language Development Standards and have opportunities for professional development and regular and ongoing collaborative time to co-plan based upon those standards.*
2. *Engage the whole faculty in dialogue and learning about basic conditions that facilitate or hinder language development.*
3. *Do a walk-through of classrooms in your school to observe the degree to which classrooms are print-rich environments and note the languages that are visible and available in print.*
4. *Be sure that you are on the mailing lists to receive information from the County Office of Education, California Association for Bilingual Education (CABE), California Association for Teachers of English to Speakers of Other Languages (CATESOL), Californians Together, SEAL, and other professional development resources and conferences. (For a list of organizations, resources and links, see Appendix page 128). Circulate this information to teachers and staff and encourage their participation in broader professional communities related to serving English learners.*
5. *Conduct regular Open Door meetings, student "focus groups," and dialogue sessions with English learners to check on their experiences and reflections on the school climate and environment for supporting students whose home languages are other than English.*
6. *Create a professional library in the school with seminal publications about instruction for English learners. (For publications you might consider, see Appendix pages 123).*
7. *Share readings related to language development and effective programs and instruction for ELs.*

As administrators develop their toolkit of strategies to gauge the effectiveness of instruction and the degree of access provided to English learners in a school, a simple yet often very informative approach is the observation of students. Their degree of engagement and participation, and the activities in which they engage, can tell a lot about the responsiveness, quality, and appropriateness of instruction.

SECTION 5:

5 RESEARCH BASED LANGUAGE SUPPORT/DEVELOPMENT PROGRAMS



Principle #2 of the English Learner Roadmap encompasses instruction, curriculum, access, and program—recognizing that good supportive teaching, intellectually rich curriculum, and placement into appropriate programs all are essential for English learner success. Instruction and curriculum are contained within programs that offer a structure of coherence needed for access. This section of the Toolkit focuses on program design, called out in the Principle #2 element: "English learners are provided choices of research-based language support/development programs....and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum".

Federal law and court cases have established the basic bottom-line goals of EL programs:

- *to teach English to levels of proficiency needed for academic participation and success (a process that can take five to seven years),*
- *to provide access to the curriculum while students are learning English without incurring irreparable deficits, and*
- *to scaffold equal participation.*

The Casteñada court case further established that whatever model and approach is being used in a district must be based on research, evidence, or theory that suggests it should overcome the language barrier to equal access—and be implemented with sufficient resources and conditions to be effective.

Fortunately, the field has amassed a sufficient theoretical base and actual research to inform decision-making with data. Luckily in California today, the policy, state guidance, and research are aligned around research-based and evidence-based practices and program design. In short, we know a lot about effective program models, and we have the legal responsibility and policy directive to implement them. Administrators need to understand the program models and know how to select the model that is most appropriate and effective for their school community. And then, they need to know how best to support the implementation required for successful outcomes.



RESOURCE: Language Acquisition Program Models

In California, language acquisition program models for English learners are defined in Education Code through the EdGE Initiative (see page 13).

> ***"Language acquisition programs"*** *are educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible, that provide instruction to these pupils on the state-adopted academic content and ELD standards through Integrated and Designated ELD, and that meet the requirements described in section 11309 of this subchapter. Language acquisition programs may include, but are not limited to, dual-language programs, transitional and developmental programs for English learners, and Structured English Immersion.*

It is up to the discretion of LEAs to determine which program models will be offered—with the caveat of a requirement to inform parents of programs and respond to requests for additional programs that may not currently be offered. (See Toolkit #1). District's English learner Master Plans define these programs, but any program provided by an LEA **must** be *"designed using evidence-based research and shall include both Designated and Integrated ELD."* The minimum (and often the default) is a Structured English Immersion program consisting solely of the Designated and Integrated ELD components *"for purposes of ensuring that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English."*

A Structured English Immersion program is one in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils who are learning English. It is currently the most common program in California. However, both research on effective programs for ELs and the vision of schooling for ELs described in the English Learner Roadmap call for something beyond Structured English Immersion. They call for programs that provide options for developing proficiency in multiple languages, for approaches that value and build upon the cultural and linguistic assets students bring to their education, and for programs that support whenever possible the development of bilingualism and biliteracy. For our state still marked by the scars of decades-long English-only policies and beliefs, it requires intention and planning to make a choice for and implement bilingual dual-language programs. State defined program model options include:

1. **Transitional bilingual programs.** These are designed for English learners that provide instruction to pupils that utilize English and a pupil's native language for literacy and academic instruction. They enable an English learner to achieve English proficiency and academic mastery of subject matter content and higher-order skills, including critical thinking, in order to meet state-adopted academic content standards. The use of the students' native language continues until the student has reached at least a "threshold" level of English proficiency. While these programs use home language, their purpose is transition to English instruction. Therefore, their duration tends to stop short of threshold levels of proficiency in the home language. Thus, they do not actually result in biliteracy or accrue the benefits of a full dual-language program.

2. **Developmental and Maintenance bilingual programs.** This is a form of dual-language biliteracy education designed for English learners that provides integrated language learning and academic instruction for English learners with the goals of high academic achievement, first and second language proficiency (biliteracy), and cross-cultural understanding. Students learn in and through both home language and English, and develop proficiency and literacy in both languages.



3. Dual-language immersion programs (two-way). These provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency (biliteracy), and cross-cultural understanding. Like Developmental and Maintenance Bilingual Programs, students learn in and through both English and a Target language, and develop proficiency and literacy in both languages.

Language Acquisition Program Models

Name	Goals	Description	Who For
Structured English Immersion	• English proficiency • Academic mastery of grade-level content	• Almost all classroom instruction is in English, scaffolded for EL comprehension and participation; • Continues until the student is reclassified as English proficient • Integrated and content-based Designated ELD	English learners usually mixed with English-fluent students except for Designated ELD
Transitional Bilingual	• English proficiency • Academic mastery of grade-level content	• Instruction to ELs utilizes English and a pupil's home language for literacy and academic instruction • Usually primary grades only, continuing until threshold level of English proficiency • Transition to all English in early exit is usually 2nd or 3rd grade – in late exit, it might be 4th or 5th grades • Integrated and content-based Designated ELD	English learners grouped by home language
Maintenance or Developmental Bilingual *(a form of dual-language education)*	• English proficiency • Native/home language proficiency • Biliteracy • Academic mastery of grade-level content	• Content and language instruction to ELs in both native language and in English; • Literacy development in both languages • Integrated and content-based —Designated ELD • Cultural emphasis of curriculum • Duration through elementary school to threshold proficiency in both languages—feeding into continuing pathways of biliteracy options • PK to graduation	English learners grouped by home language
Dual-language Two Way Immersion *The "dual" or "two way" refers to the two student populations*	• Cross-cultural competence • English proficiency • Native/home language proficiency • Biliteracy • Academic mastery of grade-level content • Cross-cultural competence • Integration	• Content and language instruction to ELs in both native language and in English; • Literacy development in both languages • Integrated and content-based Designated ELD • Cultural emphasis of curriculum • Duration through elementary school to threshold proficiency in both languages—feeding into continuing pathways of biliteracy options PK-graduation. • Various models for language allocation: 90:10, 50:50	• Minimum of half ELs and speakers of the Target language (other than English) • Maximum of half native English speakers learning the Target language

A description of the state's program options and goals for EL students is available on the California Department of Education (CDE) Language Acquisition Programs web page at **https://www.cde.ca.gov/sp/el/er/ch3.asp#link1.**

Dual-language programs in the early childhood education system are defined somewhat differently. The "Balanced English with Home Language Development" model simultaneously develops both languages. The "ELD with Home Language Support" model instructs primarily in English but affirms the child's home language and creates opportunities for a presence of and engagement with the home language as much as possible (CDE 2015a).

Proficient biliteracy is a high standard. It can take many years of consistent and articulated language development and the use of both languages for academic purposes to achieve this standard. Therefore, Developmental Bilingual and DL programs are designed as pathways across grade levels—with an early start and duration of at least five years. In the elementary grades, these programs constitute full instructional programs covering the same standards-based core curriculum taught to all students in the district. A primary difference among the models is the student population. Developmental or maintenance bilingual programs typically serve just EL students or former EL students who are native speakers of a language other than English (LOTE). They add English to students' language repertoires and build toward high levels of proficiency in both English and the home language. These programs are most appropriate in linguistically isolated schools where the vast majority of students are EL students of a single language group or where a scarcity of bilingual teachers prompts prioritizing EL students for slots in a bilingual classroom.

Two-way DL bilingual immersion programs serve both EL students and non-EL students by integrating EL students from a common language background (e.g., Spanish, Mandarin Chinese) and English-speaking students in the same classroom for academic instruction in both languages, with each serving as a model of native language for the other. The integration of communities is a major feature of DL and two-way immersion programs. The "two-way" refers to the two populations that are developing DL proficiency and learning with and from each other.

All effective dual-language/developmental bilingual programs also incorporate a cultural component in which the cultures and communities of the two languages are woven equitably into instruction. Desirable outcomes of these programs are not just language acquisition, but also multiculturalism—an appreciation for the cultures associated with partner languages and the people who speak those languages, as well as for the skills needed for bridging across cultures. In DL education, this is formalized as the "third goal" or "third pillar": sociocultural competence.

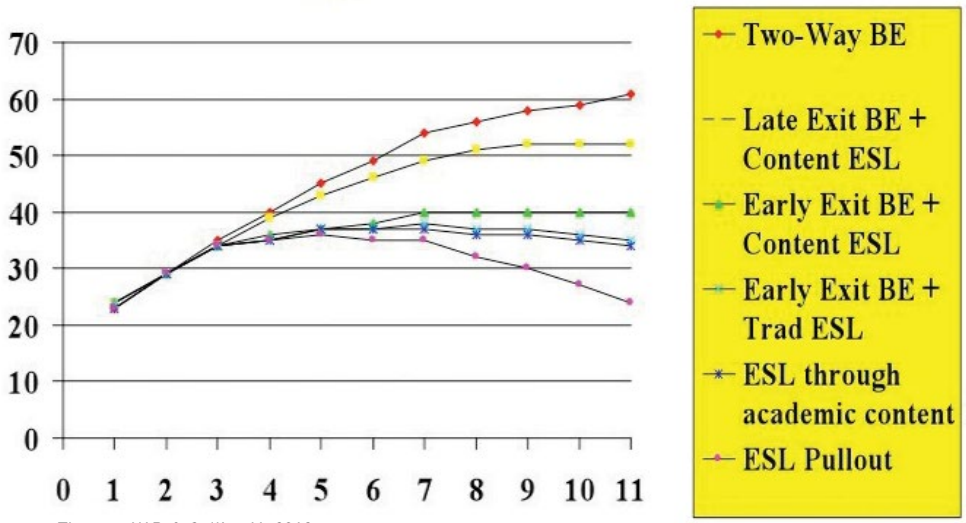
There are various other language learning program options for students who are fluent in English and seeking the enrichment of an additional language. They are not the focus of this Toolkit, though they also offer pathways and opportunities for students to develop multilingualism and are sometimes called dual-language programs. These include, but are not limited to, language immersion, foreign language, FLEX and FLES programs, and world language courses and programs. Heritage or native language programs are language development programs that are designed or tailored to address the needs of students who have a family background in or a cultural connection to a language of the program, though the students are not yet speakers of the language. These programs may also seek to rejuvenate an indigenous language, in addition to promoting bilingualism and biliteracy (with English). Indigenous communities commonly call this type of program a native language program. In some cases, this type of language program is designed to respond to the potential extinction of the language and culture of indigenous people.

Selecting a Model—Which Model is Best?

For an administrator/school leader, the first important consideration is selecting a program model that will be effective and matches your context, your community, and your students. Well-implemented, coherent, and

aligned programs of all of the language models listed above and using high quality instruction and a comprehensive full curriculum, can all be effective models for moving English learners to English proficiency and providing access to the curriculum especially when employing responsively differentiated support by typologies and need. Equal or better outcomes in terms of English proficiency are realized in well-implemented dual-language/biliteracy programs that are maintained at least through the elementary grades (these are the 1 way Dual and 2 way Dual programs on the chart)—and they have the substantial added benefits of literacy in two languages, cross-cultural competence, and, for English learners, connection to family language and culture. Structured English Immersion and Transitional Bilingual programs, because their focus is English proficiency and not biliteracy, may contribute to students' loss of or abandonment of home language over time. The most consistent and strongest outcomes are in two-way dual immersion programs. This is why some refer to two-way dual immersion programs as "the gold standard."

English Learners' Long Term English Reading Achievement by Program Model



Thomas, W.P. & Collier, V., 2012

Dual-language programs/biliteracy programs also vary in their language allocation model. Some are called 90:10 models—meaning in the initial year of the program 90% of the instructional time is in the "target language" (language other than English) and 10% in English, gradually shifting each year to more time spent in English until a 50:50 balance is reached, usually in 4th grade, and maintained thereafter. A 50:50 model starts and continues to allocate half of the instructional time in the target language and half in English.

Many researchers and experts recommend the 90:10 two-way dual-language immersion model. For some districts, that research is sufficient to prompt the selection of that model. However, there are valid reasons that would lead in some situations to selecting a 50:50 language allocation model instead, or that might lead to a one-way biliteracy program model over a two-way. There is no single best program for all contexts. The best program for any specific school and community is one that is a good match and can be well implemented. The selection of a program model should be made based on your community and district goals (the various models don't all have the same goals), your capacity to implement the model well (availability of trained staff with the language abilities needed), and your student population (numbers, composition and concentration of English learners of various language groups).

Guiding Questions for Selecting a Model

- ***Who is your student population?*** Two-way programs require a good balance of LOTE students and English-proficient students. Recommendations are that less than half but at least 25% are English-proficient students. If those demographics are not present, and the school or district cannot mount a recruitment strategy to attain that balance, the program will be less effective. Too many English proficient students without sufficient native speakers of the Target language would suggest implementing a one-way immersion program rather than two-way. A preponderance of English learners would call for a developmental bilingual language program.

- ***What is the capacity, and what are the priorities?*** With a shortage of credentialed bilingual teachers prepared to deliver a dual-language program, districts face the dilemma of who should benefit from enrollment in the program – who should get access to the few bilingual teachers. Schools may opt to use the few bilingual teachers they have in a Developmental Bilingual dual-language program to allow more EL students to be served. A short supply of bilingual teachers also prompts some sites and districts to mount 50:50 programs rather than 90:10 programs because in a 50:50 model, they can pair an English-only teacher with a bilingual teacher, and between them can cover two classrooms. This enables a site to maintain English-only teachers who otherwise would be displaced and moved to another site to make room for a dual-language program.

- ***What matters to parents and the community?*** Under Proposition 58/EdGE, districts are to provide opportunities for families of all students to request a multilingual program. If 20 or more students at a grade level or 30 or more students within a school (English learner and others) request a program, the district has 60 days to explore and respond regarding their ability to implement the program the families requested. If a district already has families requesting a program, their voices are essential as stakeholders in the process of determining the specific model. If the district or school does not yet have family input, it is essential to explore the appropriate mode as a first step. It is every district's responsibility to inform families of language acquisition program options, of their right to request a dual-language program.

- ***What are the goals?*** If biliteracy and the benefits of bilingualism are not important to your community, if affirmation of the students' language and culture are not important values, then a well-implemented Structured English Immersion program resulting in English proficiency is sufficient. However, embracing the vision and direction of the EL Roadmap, the benefits of biliteracy, and of an assets-oriented education that builds upon the cultural and linguistic assets of students means investing in building support for starting or expanding dual-language programs. While all dual-language programs aim for proficiency in two languages, additional goals may shape the choice of a specific DL program model. For example, the decision to implement a dual-language/two-way bilingual immersion program rather than a developmental bilingual program may be related to goals of racial/ethnic integration or bringing together cultural communities in the district. While a developmental bilingual program could serve the school's EL students well in terms of academic outcomes, it wouldn't achieve the social integration goals desired.



There are additional considerations in determining whether a 50:50 or a 90:10 program is the best match. Sometimes, programs that focus on less prevalent languages—and especially those languages that do not share an alphabet with English—may be influenced to choose a more balanced percentage of each language from the beginning. This strategy might be best when there's a more limited transfer between the two languages and there's a difficulty in accessing standards-based materials to teach content in the LOTE. Accountability testing, including pressures to show early and increased reclassification rates of English learners to English-proficient status can also result in pressure on schools to select a 50:50 model over a 90:10 model. Thoughtful and well-designed education campaigns about both 90:10 and 50:50 models—including student outcomes, short- and long-term benefits, and implementation challenges—are needed so that parents and families, community members, educators, and school board members can make informed decisions. Once the decision is made about which language allocation model to adopt, it is helpful to consider the benefits, opportunities, and challenges the model presents in order plan to implement in ways that maximize the opportunities and offset the downsides.

Benefits/Opportunities and Challenges of Various DL Language Allocation Models

From *Multilingual Programs & Pedagogy: What Teachers and Administrators Need to Know and Do,* Chapter 3 by L. Olsen et.al., in CDE book "Improving Education for Multilingual and English learners: Research to Practice" (2020)

Language Ratio	Benefits/Opportunities	Challenges
90:10	• Enhances status of the Target ("minoritized") language; • Fullest immersion in the LOTE; • Easier to plan for teachers than a 50:50; Stronger long-term outcomes in LOTE while providing equal outcomes in English. • Do not need full complement of curriculum materials in both languages in early grades.	• Educating parents and community that English outcomes take somewhat longer to develop than in a 50:50. • Requires teachers who are comfortable and proficient in the LOTE to be able to teach most of the day in the language.
80:20	• Enhances the status of Target (minoritized) language; • Strong immersion in LOTE; • Easier for teachers to plan than a 50:50; -Stronger long-term outcomes in LOTE than a 50:50 while providing equal outcomes in English; • For ELs in Developmental Bilingual programs living in linguistically isolated communities, provides additional time for ELD than a 90:10 while maintaining significant focus on the LOTE.	• Educating parents and community that English outcomes take somewhat longer to develop than in a 50:50 • Requires teachers who are comfortable and proficient in the LOTE to be able to teach most of the day in the language.
50:50	• In schools with shortages of bilingual teachers, a 50:50 model enables a bilingual authorized teacher to pair with a monolingual English-speaking teacher to share classrooms and serve two classrooms of students—and avoids displacement of staff. • Assuages nervousness about attention to English.	• Planning and delivery are more complex for teachers - requiring additional planning and collaboration time; • Grade level standards-based materials in both languages are needed; • Long term outcomes in LOTE may be somewhat compromised; • More challenging to equalize the status of the two languages and to maintain a true minimum of 50% in LOTE.

The Importance of Implementing the Model Well

Research on the effectiveness of these models is always related to the strength of their implementation. The Casteñada court decision specifically named the importance of selecting an approach with a theoretical or research base suggesting its effectiveness and the essential step of implementing that model well with the resources and conditions needed for success. And for language development programs, coherence, and consistency across grades and over years is particularly important. Development of language proficiency is a process that takes place over years. It can take five to seven years to develop academic proficiency in a new language. Consistency of approach, alignment across those years matters. Having an actual program model defines the parameters and components across grade levels that add up to a coherent and consistent language development education. Program models are research-based and built around an understanding of how language develops over time. For this reason, adherence to the model matters in terms of student outcomes.



A model cannot and does not just live on paper. It lives in the daily actions and life of a school. Too often, a program model exists on paper but isn't actually implemented with consistency that conforms to the model. It may be because teachers themselves don't share an understanding of the model, or because individual teachers make their own decisions about implementation, or it may not be monitored or thought important. It may also be because decisions are made about enrollment and placement that end up without the needed balance of students.

Knowing your model, being sure every teacher and staff person understands the model and their role in implementation, and ensuring that the conditions exist to support implementation are key roles of the school administrators.

Questions Every Dual-Language Teacher and Administrator Needs To Be Able To Answer with Clarity

- *What are the goals of our dual-language program?*
- *Which model are we implementing, and what is the language allocation per grade level?*
- *In what ways (if at all) is curriculum content divided into different languages?*
- *What curriculum are we using in each language and by content area?*
- *Who is our program designed to serve? And who actually are our students? (By language proficiency, language group, language history, typology)*
- *What student populations are served in my classroom?*
- *How and when are we teaching transfer?*

For our state still marked by the scars of decades-long English-only policies and beliefs, it requires intention and planning to make a choice for and implement bilingual dual-language programs.

REFLECTION: Problems in Model Implementation

For each of the following common scenarios, consider how it is problematic from the point of view of implementation of a consistent and coherent research-based program model. Reflect upon what a school administrator or leader committed to high-quality language development programs might do to resolve the problem.

	Scenarios
A	The 3rd grade teacher in a 90:10 dual-language model knows she is supposed to spend 60% of the day in the target language but feels the pressure of English accountability testing so she spends most of her day working with students in English getting them ready for the tests.
B	In a Structured English Immersion classroom, the teacher removes the resource materials in Spanish given to her by the librarian because she thinks home language materials are a crutch and that her students will be better off learning English if they are only surrounded by English.
C	In a 90:10 dual-language program 2nd grade classroom, 80% of the day should be devoted to learning in and through the target language. But school assemblies in English and enrichment activities taught by specialists who only speak English erode that time so that in actuality, less than 60% of the day is spent in the target language.
D	A middle school dual-language social studies class is supposed to be taught in Spanish, but the English social studies textbook is more current and has many more visual features—so the teacher opts to use the English textbook.
E	The demand for the Spanish-English dual-language two-way immersion program is very high among English fluent families—with little interest from Spanish speaking families, so enrollment in the kindergarten and first grade classes are about 80% native English speakers, 10% Spanish-English bilingual children, and 10% Spanish speaking English learners.

Notes on the role of administrators/schools in resolving problems in implementation:



REFLECTION: Our Own Program Models

Read through the program model descriptions in the EL Master Plan for your LEA. Are these reflective of the program models discussed above?

What is/are your current program model(s) at your site? How clear and coherent is the description in your school brochure, website, and materials?

REFLECTION: Where are We in Considering, Planning, and Implementing Opportunities for Dual-Language Development for Our English Learners?

This is the time, and this is the era for finally acting on what research has shown again and again, that dual-language approaches are effective and powerful for English learners—with advantages beyond what an English-only approach can provide. Reverberating throughout California's new generation of education policy in recent years has been a call for more opportunities for dual-language development, and more implementation of dual-language models. Yet the reality on the ground is still achingly far from giving life to that vision. It's important for every school administrator and leader in California to pause and consider where they and their school and community are moving toward increasing dual-language opportunities, and recognizing what might be the barriers to doing more. This reflection invites you to consider the challenges and what might next steps be.

Common Barriers	Is this an issue for us?	Possible responses
There doesn't seem to be any ***interest or demand*** for dual-language programs or bilingual approaches.		• Talk it up. Start and feed the conversation about the joys and benefits of DL programs. • Bring research on DL to all meetings about EL challenges and needs. • Plan exploratory visits with a group from your district to see DL programs.
EL families are not interested because they just want their children to learn English.		• Share the research on equal or superior benefits of DL education, including for English proficiency. • Show videos of successful DL programs and hear students and families talking about the impact.
Other issues take higher priority in our district, and top leadership doesn't have the ***interest or bandwidth*** to consider dual-language approaches.		• Consider an ad hoc exploratory committee. • Regularly share articles and research with leadership about DL education. • Slip them notices of superintendent symposiums on multilingual education.
Concerns about learning gaps and learning loss from the pandemic are focusing us on the essentials—English, math, reading—and dual-language for ELs is ***considered an enrichment luxury*** in comparison.		• DL education is a way to best leverage parent-school partnerships around learning for ELs. • Schooling in home language is most efficient response to learning gaps. • Good DL programs are an ANSWER to accelerating learning and closing gaps. • Keep the message on the table.
We don't have the ***bilingual teachers*** to be able to mount a program.		• Develop a district plan: identify bilingual teachers who need to obtain authorization; • Identify certified bilingual teachers who aren't teaching bilingually; develop a recruitment campaign. • Consider 50:50 models that can utilize English monolingual teachers in partnership with bilingual teachers.
Teachers are unwilling to teach in a bilingual or dual-language program because they perceive it as being extra work.		• It is extra work. • Consider bilingual teacher stipends. • Ensure there will be adequate materials, TOSAs/ coaches to support teachers, instructional assistants, planning and preparation time, etc.
OTHER:		

All of the responses require prepared advocacy. You need to have amassed your tools—copies of key articles, data charts, knowledge of resources, and your own voice. Check out the resources listed on pages 114-115 of this Toolkit for help in accessing data and materials. And spend some time considering your own thoughts. This is a moment to stop and assess:

Why are having more dual-language opportunities for your ELs important to you?

What do you need in order to be a prepared advocate for dual-language opportunities?

TEXT/READING: Implementation in the Classroom: Dual-Language Program Pedagogy and Instruction

While many of the characteristics of high-quality EL-responsive instruction discussed in sections above on Integrated and Designated ELD hold regardless of the program model, there are some additional aspects of teaching in biliteracy/dual-language contexts. Regardless of the model, all classrooms approach language development integrated with content knowledge, provide scaffolding to provide comprehensibility, and support participation when the language of instruction is not the students' home language. They emphasize oral language and discourse as a foundational element, and include well-designed and responsive integrated and designated ELD. What additional characteristics of effective instruction for dual-language/bilingual contexts does an administrator need to understand? What are the implications of these for the kind of guidance and support school leaders need to provide?

The goal of dual-language programs is literacy and proficiency in two languages—learning in and through both languages. Effective pedagogy involves the strategic use of the two languages. Learning builds upon what students know and have learned in one language to support high levels of literacy in the other and content learning, regardless of which language learning occurs first. Well-coordinated content instruction across the two languages allows the content learning to be a bridge. Students exercise the gift of working in and across two languages. It is not teaching the same thing in two different languages or developing two separate language capacities. All of this requires specific pedagogical practices and strategies.

Research-based pedagogical practices for DL/bilingual programs were highlighted in Chapter 3, "Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do," of the California Department of Education recent (2020) publication *Improving Education for Multilingual and English learner Students: Research*

to Practice. Based upon and excerpted from that chapter is the following summary of seven of these practices.

1. ***Establish clear language allocation and strategic separation of the languages.***
2. ***Actively affirm the status of the Language Other than English (LOTE), equalize the status of cultures, and build sociocultural competence.***
3. ***Provide all students with strategically coordinated and aligned literacy instruction in both languages—authentic to each language.***
4. ***Build cross-language connections, transfer and metalinguistic understanding.***
5. ***Promote opportunities for language choice, support bilingual identities and activate bilingualism.***
6. ***Integrate content with language and literacy development using content as a bridge across languages.***
7. ***Assess in both languages to inform instruction.***

An understanding with each of these prepares a school administrator to provide the conditions for high-quality instruction in DL/bilingual contexts, and engage in dialogue to support teachers as they seek to implement strong programs.

RESEARCH-BASED PRACTICE #1: Establish Clear Language Allocation and Strategic Separation of the Languages

Language is acquired and learned in large part by hearing it spoken with integrity and authenticity, and by being immersed in a context where the language has purpose and meaning for sufficient stretches of time to absorb its cadence, rhythm, sounds, pacing, patterns, structure, and vocabulary. This requires adequate exposure to the new language and using it interactively with proficient speakers of the language. In most "one-way" immersion programs in the initial years, the teacher serves as this model; in two-way immersion programs, peers also serve that role. Students need plentiful opportunities to produce the new language and process it, internalize its rules, discover how it works, try out vocabulary, and wrestle with expressing themselves and understanding others in authentic interactions with appropriate feedback.

Language separation is important so that students have such a context and immersive time in each language, during which the integrity and authenticity of that language holds, and they experience (sometimes challenging) functioning in that language. In order to create the conditions of DL immersion, language separation is intentional, protecting the time needed for each language. Specific instructional time is designated for each language—one language at a time—with no translation. Adults maintain the language of designation, and students are expected and supported to remain in the designated language. The languages may be separated by teacher as in team-teaching. One teacher speaks English and the other teaches in the LOTE; and they are often in different classrooms to support the creation of English and LOTE environments. They may be separated by time (alternating mornings and afternoons, or alternating by day), or by subject (designating one subject to be learned in English, and another in the LOTE), and alternating by semesters so students wrestle cognitively and acquire vocabulary and language in both languages in all subjects over time. Very young children (preschool, transitional kindergarten [TK], and kindergarten) should be allowed to express their needs and respond in the language (or mix of languages) in which they are most comfortable. They are utilizing all of their linguistic resources to communicate.



Reverberating throughout California's new generation of education policy in recent years has been a call for more opportunities for dual-language development, and more implementation of dual-language models. Yet the reality on the ground is still achingly far from giving life to that vision. It's important for every school administrator and leader in California to pause and consider where they and their school and community are in moving toward increasing dual-language opportunities, and recognizing what might be the barriers to doing more.

However, while there is an authenticity about using both languages, especially when speaking to others who are also bilingual, the disciplined separation of languages for purposes of language learning is an important condition in the DL classroom. Making it clear to students when each language is to be used by routinizing the language allocation across the day and week or signaling the change with some visual movement or symbol can be helpful. As students are learning foundational literacy skills, such as sound–text correspondence, it helps when the languages are visually separate as well. Students require maximum encouragement, scaffolding, and support, including think time and sufficient pauses between utterances, so that they can process, function with, use, and remain in the partner language. There are exceptions to the rigid separation of the two languages. One exception is during planned transfer instruction, in which cross-language connections engage students in comparing the two languages together to explore common and contrasting patterns. Another exception is strategically planned time for language choice and translanguaging.

RESEARCH-BASED PRACTICE #2: Actively Affirm the Status of the LOTE, Equalize the Status of Cultures, and Build Sociocultural Competence

The commitment to DL education is in itself a statement about the worth of languages beyond English. The benefits of DL classrooms (particularly two-way classrooms which bring together students whose languages and cultures are minoritized and students of the majority culture and language) are many. They include offering both the opportunity to and the urgent necessity of equalizing the status of languages, cultures, and communities in the context of a larger society in which equal status is far from a reality. Becoming proficiently bilingual involves engagement in understanding, bridging, and crossing cultures. This does not just happen automatically in classrooms where students from different language and cultural backgrounds are integrated for all or most of their instructional time. Cross-cultural understanding must be intentionally embedded in how language is taught and how relationships across language and cultural communities are fostered in the classroom.

Through affirmation, establishing norms, building collaboration, and daily interactions, students will form positive relationships with peers from different backgrounds and develop an appreciation and understanding of social and cultural differences. Equalizing the status of languages means elevating the status of students, communities, and cultures. Teachers who institute pedagogies of inclusion create equity-oriented structures, build students' skills of respectful collaboration, and support the equal participation of all students. Successful teachers intentionally celebrate bilingualism and promote the value of the LOTE. For example, since more attractive materials are usually available in English than in the LOTE, teachers and librarians could make special efforts to obtain equity and parity of materials across the two languages. DL programs have an explicit goal to build sociocultural competence, which includes understanding that language represents and encodes a culture, building knowledge about and respect for one's own culture in addition to other cultures and languages, and developing skills of bridging and moving in multiple-cultural worlds.

This has implications for curriculum content, such as ensuring that the literature, histories, and perspectives of multiple cultures are represented. It also calls for the consistent use of strategies to promote sociocultural competence, such as conflict resolution, community building, perspective-taking, empathy development, global competence, and intercultural understanding. Consistent efforts to support the building of friendships across language and cultural student groups—including their families—create opportunities for students to have authentic interactions across cultural realities.

RESEARCH-BASED PRACTICE #3: Provide All Students with Strategically Coordinated and Aligned Literacy Instruction in Both Languages—Authentic to Each Language

Because a major goal of DL programs is biliteracy, intentionality in how literacy will be developed in each language is essential. There are limited instructional minutes in a day, and schools must provide a full curriculum.



So, by strategically aligning and coordinating literacy instruction across the two languages, teachers can make the most efficient use of instructional time. This alignment can involve simultaneous or sequential literacy skills development, but it always builds across the two language systems.

Lack of alignment and coordination results in wasted time in school, often narrows the curriculum to make room for two literacy blocks, and can mean losing the opportunity to build metalinguistic cross-language connections that strengthen literacy. Explicit language arts for each language is based upon language-specific standards and is coordinated and carefully planned across the two languages. In DL programs, language arts instruction is provided in both languages, and the approach to instruction in each language needs to be authentic to that language and aligned to that language's standards, rather than approached identically.

Analysis of language arts standards and characteristics of each language is used to determine how the standards will be addressed through a consistent and comprehensive literacy approach that will include reading, writing, word study, and oral language in both languages. In a 90:10 or 80:20 DL program model, literacy instruction begins in the LOTE in large part because the vast majority of instructional minutes are devoted to that language, which establishes the importance of the minoritized language. This benefits EL students, with no downsides for English-speaking students. Literacy can be developed in both languages simultaneously but needs to be coordinated, so students are not repeating the same content and skills. Effective teachers carefully ensure that lessons are not repeated, and the same literature is not used in the two languages unless explicitly used for contrastive analysis. Dual literacy development works most powerfully with a coordinated approach across the two languages.

RESEARCH-BASED PRACTICE #4:
Build Cross-Language Connections, Transfer, and Metalinguistic Understanding

Being multilingual is more than just having proficiency in two (or more) separate languages. The multilingual brain makes connections across the languages, greatly facilitating awareness of how language works, bringing into focus the unique aspects of each language, and forming generalizable understandings of what is shared across the languages with resultant cognitive flexibility. Multilingual learners benefit from having two or more languages that interact and complement one another. There are universal literacy skills and concepts that transfer from one language to another.

Once something is learned in one of the languages, it generally applies to the other as well; it does not have to be relearned. Those that are not shared across the two languages clarify each language system. As students develop language, they are learning not just the vocabulary, but also how words and phrases have meaning, and how they are constructed and put together into sentences and longer stretches of language in each of their languages. Every language has regular structures and rules governing how this is done. Students internalize rules from their home language and then use those rules to generalize and apply them to new vocabulary and new linguistic tasks in a second language. This often works (particularly in Spanish and English), but sometimes it does not. The term approximation is used instead of error to highlight the fact that students are applying a familiar set of rules to a new language—a very reasonable thing to do—even though it might produce grammatically incorrect results in the second language. Language and literacy development across two languages is greatly enhanced when there is an intentional focus on supporting and teaching for transfer. Students are engaged in activities that cultivate their curiosity about how the two languages relate.

RESEARCH-BASED PRACTICE #5:
Promote Opportunities for Language Choice, Support Bilingual Identities, and Activate Bilingualism

Two goals of bilingual education are preparing students for participation in all of their linguistic contexts and supporting them in developing strong bilingual identities. This includes the right to make choices about how, when, with whom, and where they use their two languages. The importance of student language choice is a cornerstone of "translanguaging." In translanguaging, students use all of their linguistic resources with no artificial separation of the languages.

Increasingly, students in California schools already having some degree of bilingualism when they initially enroll. Their language practices and repertoire already incorporate aspects of multiple languages. A translanguaging approach in school enables students to draw upon their entire linguistic repertoire, grow, and be more complex and nuanced. If the goals are comprehension, engagement, and having a voice, then enabling students to use all of their linguistic resources provides a stronger foundation. A DL education honors the rights of bilingual individuals to make choices about their language and expression and includes designating time in school where there is freedom to make choices about their use of language and mix of languages. This enables students to use their entire linguistic repertoire (both languages) as a resource for learning and communication and as identity markers.

Translanguaging time may take the form of a "language choice" or "free language" time of the day. Such time is explicitly for bilingual engagement, with activities such as translation or interpretation, bilingual discussions, creative expression of or engagement with bilingual texts, or individual choice time for engaging in academic work in either or both languages. This further supports their emerging identities and language skills as bilinguals.

Teachers are sometimes concerned about opening up the option of language choice, fearing that students will revert to the easier choice of the language of status, namely English. And some are concerned that allowing students to mix their languages confuses and pollutes the structural integrity of each language. Certainly, paying attention to issues of language status and to protecting time for and maintaining a focus on the LOTE is always essential in a DL program. It is not, however, a matter of either/or—of translanguaging or language separation—nor one of bilingualism versus the integrity of each language. Both are important in developing proficient biliterate students and strong bilingual identities, enabling students to own their own voice and bilingualism.



A model cannot and does not just live on paper. It lives in the daily actions and life of a school. Knowing your model, being sure every teacher and staff person understands the model and their role in implementation, and ensuring that the conditions exist to support implementation are key roles of school administrators.

RESEARCH-BASED PRACTICE #6:
Integrate Content with Language and Literacy Development Using Content as a Bridge Across Languages

The California ELA/ELD Framework calls for integrating language development with content knowledge for all students. Principle Two of the CA EL Roadmap (CDE 2018) similarly calls for integrating language development, literacy, and content learning as part of assuring intellectual quality of instruction and meaningful access for English learners. Dual-language programs are dedicated to both mastery of grade-level content and development of high levels of biliteracy. And they are content-driven for an additional reason—the content serves as a bridge across languages. Knowledge developed in one language

supports content comprehension and language development in the second. Content gives language meaning and purpose.

Students access knowledge and content in and through two languages. This means that teachers need to plan strategically for the delivery of material in both of the program's languages and plan for how to use content as a bridge across languages. The knowledge gained in one language provides meaning and a foundation for continuing knowledge development in the other language. Teachers do not teach the same content twice in the two languages. Instead, effective teachers make informed choices about what content and strategies to use in which language, so that learning in one language actually builds on learning in the other and does not simply repeat it.

Because materials may be available in both languages addressing specific content and standards, DL teachers often end up creating their own materials, using a patchwork of curricular materials, or abandoning integrated design and working in one subject or discipline and language only in the given content area. In these situations, the benefits of transfer and of integrating content and language are compromised. Quality resources must be allocated for materials in all subjects across the two languages to support DL teacher. And collaboration and planning time should be provided to accomplish integration of content as well as connections across languages. Translation support, supplemental pay for extra hours, the support of resource teachers, and other mechanisms are needed to assist DL teachers in their additional role of preparing aligned materials in both languages.

RESEARCH-BASED PRACTICE #7:
Assess in Both Languages to Inform Instruction

In a DL program, students are acquiring skills and knowledge in two languages. Because the goal is proficiency in two languages, both language and academic development should be assessed in both languages so that teachers can respond to learning needs in a timely manner. Assessing only in English tells only half the story and can lead to needless concerns or overlook specific learning needs. DL education requires the use of multiple measures in both languages to assess students' progress toward meeting bilingualism and biliteracy goals, and meeting curricular and content-related goals. Teachers, schools, and districts benefit from a clear means of determining whether students are on an appropriate trajectory toward full linguistic and academic proficiency in both languages. And they also benefit from assessments of content knowledge that match the language of instruction.

Families benefit when they have information on normative expectations in biliteracy programs so they can monitor whether their children are receiving the language development in English and in the LOTE that will result in academic achievement and biliteracy. Teachers need DL assessments and a system of proficiency level reports and rubrics in all four domains of language—speaking, listening, reading, and writing—to inform their instruction. Within the classroom, teachers can use various formative assessments to gather information on student learning. Oral language and writing assessments that are sensitive to cross-language influences are particularly useful for informing DL instruction.

Together, these seven research-based practices inform pedagogy and practice as well as the structure of a day and week in a DL classroom. The structural implications include defined time by language (according to the chosen language allocation model) during which language arts and a designated focus on developing authentic proficiency in that language occur along with an academic study of curriculum content in the designated language. Designated ELD occurs as a specific, defined part of the English block. In addition, a DL week also has defined transfer and cross-language connection blocks and designated time for bilingualism and translanguaging.

WHAT TO LOOK FOR IN A BILINGUAL/DUAL-LANGUAGE PROGRAM

Administrators and school leaders do not need to know how to implement effective instructional strategies in dual-language contexts. But they do need to recognize whether such instruction is occurring, to identify areas of strength and needed support, and to engage in informed dialogue with teachers about the implementation of the language program model. The following Tool is similar to tools provided earlier in this Toolkit focusing on Integrated and Designated ELD. It is designed to support you in focusing classroom observations on specific elements of quality instruction and model implementation in a dual-language context. The purpose is to build your understanding of effective practice, and to develop your eye as a school leader seeking to gauge the appropriateness of instruction and coherent implementation of the program model. Note that tools and approaches for professional development for teachers, coaching, supervision, and teacher support will be addressed later as part of Principle #3 (System Conditions for Effective Implementation) in the EL Roadmap Administrators Toolkit Volume 4.

Spend some time visiting and observing in dual-language classrooms across the grade levels at random times. For each of the following characteristics of dual-language pedagogy, reflect upon the prevalence in the classrooms in your school. Do you see it at all? Is there light implementation—consistently across classrooms, in some classrooms, to some degree, not at all? What challenges to consistent and effective instruction and implementation of the model can you identify? What do you want/need to learn more about?

TOOL: What to Look for in a Bilingual/Dual-language Program Classroom

The Language Program Model: *(e.g., Two-way dual immersion)*_____

Language Allocation Model: *(e.g., 90:10, 50:50)* _____

Characteristics of Effective Bilingual/Dual-language Instruction	I want to learn more about this	Notes
Clear schedule and plan for language allocation. • Daily and weekly schedule clearly define activities by language		
Strategic separation of languages. • Clear notice (sign) which language is in use for this designated period. • Time is protected for designated language. • The teacher maintains language. • Teacher language use is authentic and high quality; students are supported to use and maintain designated language. • The language allocation is routinized across the day and week. • For early grades, languages in print are visually separate and distinguishable (e.g., color-coded, different sections of wall).		
Equalize status of languages/cultures. • Classroom walls visibly focus on and celebrate the culture of the Target language. • Norms emphasize building respectful relations and collaboration. • Curriculum content focuses on appreciation and understanding of social and cultural differences. • Study of language includes cultural component. • Equity-oriented structures support the equal participation of all students. • Bilingualism is celebrated and class promotes the value of the LOTE. • Equity and parity of materials between the two languages.		

Characteristics of Effective Bilingual/Dual-language Instruction	I want to learn more about this	Notes
Strategically coordinated and aligned literacy instruction. • Explicit language arts for each language is based upon language-specific standards. • Literacy instruction is coordinated and carefully planned across the two languages so that literacy skill lessons are not repeated and the same literature is not used in the two languages unless explicitly used for contrastive analysis.		
Cross language connections and transfer. • Teachers use "aha" and "just in time" moments of discovery to support students' knowledge of the relationship between their two languages. • When students apply "rules" from one language to the new language it is greeted as an approximation instead of error, and made explicit as a transfer lesson. • Intentional focus, activities, and transfer lessons build metalinguistic skills and understanding. • Student curiosity is cultivated in how the two languages relate.		
Language choice, bilingual identities and bilingualism. ***(Designated time allows students to choose which language they wish to use, and to mix languages.)*** • During these times, for brainstorming, for discussion, for expression, students are encouraged to use their entire linguistic repertoire (both languages) as a resource for learning and communication and as identity markers. • A focus during this time is on bilingual engagement, with activities such as translation or interpretation, bilingual discussions, creative expression of or engagement with bilingual texts, or individual choice time for engaging in academic work in either or both languages. • Texts include authors who use bilingualism in their writing. • The skill of bilingualism is celebrated.		
Integration of language and content—with content as bridge. • Knowledge developed in one language supports content comprehension and language development in the second. • Students access knowledge and content of a subject in and through both languages. • Teachers do not reteach the same exact content twice in the two languages. • Lessons are designed so learning in one language actually builds on learning in the other. • Materials on the topic/theme are available in both languages—but not simply translated versions of the same text (unless being used to study contrastive analysis of the two language systems or to focus on issues of translation).		
Assessments in both languages. • Language development and academic development are assessed in both languages. • Teachers use oral and writing formative assessments to explore cross-language influences.		

RESOURCE: Resources to Learn More about Effective Dual Language Programs

Quality multilingual education depends upon having knowledgeable, supportive, and skilled administrators who can serve as instructional leaders and work to create and protect the conditions for effective programs. Aligning curriculum across languages and preparing to teach in two languages takes more time and support than preparing to teach in just one language. The support of administrators to create this time, provide instructional coaches, and support purchasing and development of materials is a crucial element of effective programs *(to be discussed in greater depth in The EL Roadmap Administrators Toolkit #4)*. Valid dual-language assessments make the difference between thriving and struggling programs, and it is up to site and district administrators to ensure the assessments are available and paid attention to. Knowledgeable and supportive principals build a school- and community-wide climate supportive of bilingualism, and manage the logistics of scheduling and calendaring needed for effective dual-language program implementation.

To play this role, leaders need access to the considerable resources in the field of dual language education. Educators are invited to explore the resources below as they plan, expand, or improve their multilingual instruction and DL programs and seek guidance and opportunities for further professional learning:

- *The Association of Two-Way and Dual-language Education provides information on the ATDLE website at https://atdle.org*
- *The BUENO Center for Multicultural Education (BUENO: Bilinguals United for Education and New Opportunities) and Literacy Squared provides information on the BUENO website at https://www.colorado.edu>center>bueno*
- *The California Association for Bilingual Education (CABE) provides information on the CABE website at https://www.gocabe.org*
- *The California Department of Education provides information on its Multilingual Education web page at https://www.cde.ca.gov >specialized programs>English learners*
- *The Center for Applied Linguistics provides information on the CAL website at https://www.cal.org*
- *The Center for Equity for English learners provides information on the Loyola Marymount University website at https://soe.lmu.edu>center>ceel*
- *The Center for Teaching for Biliteracy provides information on the Center for Teaching for Biliteracy website at www.teachingforbiliteracy.com*

Some seminal publications are worthy references and good reading. They are listed here:

Beeman, K., and C. Urow. 2013. *Teaching for Biliteracy: Strengthening Bridges Between Languages.* Philadelphia, PA: Caslon, Inc.

Celic, C., and K. Seltzer. 2011. *Translanguaging: A CUNY-NYSIEB Guide for Educators.* New York, NY: CUNY-NYSIEB.

DePalma, R. 2010. *Language Use in the Two-Way Classroom: Lessons from a Spanish-English Bilingual Kindergarten.* Bristol, UK: Multilingual Matters.

Escamilla, K., S. Hopewell, S. Butvilofsky, W. Sparrow, L. Soltero-González, O. Ruiz-Figueroa, and M. Escamilla. 2013. *Biliteracy from the Start: Literacy Squared in Action.* Philadelphia, PA: Caslon Inc.

García, O., and L. Wei. 2014. *Translanguaging: Language, Bilingualism and Education.* New York, NY: Palgrave Macmillan.



Howard, E. R., K. J. Lindholm-Leary, D. Rogers, N. Olague, J. Medina, B. Kennedy, J. Sugarman, and D. Christian. 2018. *Guiding Principles for Dual-language Education.* 3rd ed. Washington, DC: Center for Applied Linguistics.

Lindholm-Leary, K. 2005. "Review of Research and Best Practices on Effective Features of Dual-language Education Programs." Center for Applied Linguistics.

Olsen, L. 2014. *Multiple Pathways to Biliteracy.* Long Beach, CA: Californians Together.

Thomas, W. P., and V. P. Collier. 2012. *Dual-language Education for a Transformed World.* Albuquerque, NM: Fuente Press.

Umansky, I. M., R. A. Valentino, and S. F. Reardon. 2016. "The Promise of Two- Language Education." *Educational Leadership* 73 (5): 10-17.

SECTION 6:
MOVING FORWARD WITH PRINCIPLE #2

Principle #2, "Intellectual Quality and Meaningful Access" is at the very heart of what it means to provide an equitable, effective education for English learners. All aspects of teaching and learning are included in this Principle. It is huge, and all aspects of Principle #2 are important—teaching, curriculum, program design, materials, dual-language opportunities. It is a monster to wrap your head around as a school leader, and it is essential. This Toolkit closes with a section on planning, although if a printed text could do so, it would start with creating a little time for you to take a deep breath. Therefore, this third Toolkit in the series is more about you and your learning.

REFLECTION: Taking Stock: Why is Principle #2 Important to Me, Our Schools, and Our Students?

Reflecting back on the sections of Principle #2 (Integrated and Designated ELD, the intellectual quality of instruction, issues of access, language development programs, dual-language opportunities), and what it means to create intellectual quality and meaningful access for English learners—preschool through high school graduation—try to articulate your response to the following:

- **What seems most essential to you personally about this Principle? What matters the most?**

- **Are there any key areas of need or improvement or urgency for your school that stood out to you as most important or highest priority?**

- **Are there any aspects of your school that you feel particularly proud about in terms of enacting the vision of Principle #2?**

ACTION: My Learning Plan

This Toolkit was designed to support you as a school leader and administrators in deepening your understanding and learning about research based programs and effective practice is for English learners. The actions related to building an infrastructure and systems in your school to implement all of this are part of Principle #3 of the EL Roadmap ("System Conditions for Effective Implementation"). Therefore, this Toolkit is more about you and your learning. Reflect back on what you read, encountered, and thought about as you worked through the Toolkit focusing on Principle #2.

Digging deeper — What aspects, if any, did you identify as a high priority for learning more—for reading about, discussing with colleagues, deepening your understanding?

Looking further — Some of the activities in the Toolkit led to observing what was going on in the classrooms of your school related to instruction and access. Which aspects, if any, seem important to you now to go back and spend more time observing to get a clearer sense of the status of current practices?

Exploring more widely — The topics covered in Principle #2 are far-ranging, including topics that have been politicized, issues that go to the values and visions of schooling for immigrant and English learners, new orientations for instruction and curriculum. Are there any of these that you really want a chance to just sit and talk with colleagues about their thoughts, their reactions? If so, list them here.

ACTION: My Personal Action Plan

While planning for instituting changes in the systems, the ways of doing things and infrastructure of your school in response to the EL Roadmap's vision of schooling will be part of Toolkit #4 (Principle #3: System Conditions for Effective Implementation). As you have worked through Toolkit #3, undoubtedly you have thought about things you want to do in response. This reflection is an opportunity to reflect on new things you want to do or say in response to Principle #2, things you may want to stop doing, and things that you know are important and already doing that you are energized and affirmed to continue to commit to do. Take notes on the template below:

Student Behaviors as Clues

NEW	STOP	CONTINUE
 New things I want to do or say in my commitment to intellectual quality and meaningful access for ELs (Principle #2).	 Things I want to stop doing that I had been doing but now consider less useful for assuring intellectual quality and meaningful access for ELs.	 Things I've been doing and saying that seem even more important now for continuing my commitment to intellectual quality and meaningful access for ELs.

ACTIVITY: Building Awareness: Talking Points and Key Messages

To acquaint your school community with Principle #2 of the English learner Roadmap, you as a school leader need to be able to articulate what it is and why it's important. Gather your notes and why you believe intellectual quality and meaningful access are important for you, your students, and your school. Gather your notes on key points from the readings and learnings. Go through the list of talking points and determine which seem most important to you. Then add your personal notes to the Talking Points (below) that describe the Principle and seem most relevant to what you want to communicate to your school and community.

Talking Points/Key Messages

- ☐ A comprehensive program to serve English learners includes both explicit and dedicated curriculum for English Language Development (Designated ELD) that is aligned to the ELD standards, and Integrated ELD, or language development strategies and comprehension strategies across the curriculum in all academic content courses. Integrated and Designated ELD are legally required for all English learners until reclassified as proficient in English.

- ☐ The use of an EL's home language in English instructed classrooms is strongly supported by research and called for in state guidance. A student's home language is an essential tool for learning—in all classrooms—and the development of home language along with English leads to significant benefits. The benefits of dual-language development and of programs leading to dual-language proficiency is well established in research and incorporated into California's vision for English learners. The development of both home language and English simultaneously leads to strong cognitive, educational, and social benefits. Opportunities to develop proficiency in multiple languages is an official aspect of California's vision for English learners and all students.

- ☐ The integration of language development with content is supported by research and called for by state guidance (including the ELA/ELD Framework and the EL Roadmap). This means attention to language development throughout the curriculum and in every classroom, and responsiveness within Designated ELD to the linguistic demands of the academic program.

- ☐ Meaningful access for English learners and their language development are the responsibility of all teachers—including the requirement of providing Integrated ELD in all content classes.

- ☐ Designated ELD is not a wholly separate subject matter—it is intended to be responsive to and in preparation for the linguistic demands students face in the rest of the curriculum. It is both its own content area designed to support students' movement toward English proficiency, AND is designed to be responsive to student needs and linguistic demands they face in all their content areas.

- ☐ Designated ELD should be designed and delivered to address the specific and different needs of ELs of various typologies: newcomers, students with interrupted formal education, LTELs, etc.

There is no single best program for all contexts. The best program for any specific school and community is one that is a good match and can be well implemented. The selection of a program model should be made based on your community and district goals, your capacity to implement the model well, and your student population.

- [ ] Curriculum and instruction for ELs must not be watered down or dumbed down, and is it not remediation. It should be intellectually rigorous (motivating, challenging, purposeful) with the supports and scaffolds that support comprehension, participation, engagement and success.
- [ ] The quality, extent, authenticity of the language students hear and are exposed to matters. To learn English well, English learners need exposure to rich language in the literature they read and good English models.
- [ ] We know what good instruction looks like, we know many instructional strategies that provide access and support for ELs, and we know what effective program models are. The issue is implementation—building capacity, ensuring conditions, acquiring appropriate materials, monitoring and supporting coherent and consistent implementation of the research-based models.
- [ ] To support quality instruction for EL, teachers need appropriate and specialized materials and supplies.
- [ ] High quality instruction for preschool dual-language learners/ELs holds relationships and interactions as central, is play- and inquiry-based, integrates language learning into and through everything in integrated thematic units, and occurs in content rich and language rich environments that are culturally and linguistically supportive and sustaining.
- [ ] Oral language is a linchpin of effective language development for ELs. This means students have to be talking, producing and using language, and engaged in discourse as a central feature of instruction.
- [ ] ELs need to be provided choices of research-based language support/development programs that are designed to overcome the language barrier and provide access to the curriculum. There are various models (Sheltered English Immersion, Transitional Bilingual, Biliteracy and Dual-language Immersion). All models include Integrated ELD and Designated ELD. The Biliteracy and dual-language program models produce equal or better outcomes in English and academic mastery, plus provide the additional advantage of proficiency in two languages. There is no one single "best" model that works for all contexts. Selection of program models has to match local goals, capacity, and demographics.
- [ ] Effective instruction and pedagogy in all EL classrooms share many features in common, but there are additional elements of effective pedagogy that matter in dual-language and bilingual classrooms: clear language allocation and strategic separation of languages, active efforts to equalize the status of languages and build sociocultural competence, strategic coordination and alignment of literacy instruction in both languages, an emphasis on building cross language connections and transfer, the promotion of language choice and bilingualism, integration of content with language and literacy using content as bridge across languages, and use of assessments in both languages.
- [ ] The vision of dual-language education is incorporated in California state policy and strongly supported by research, but the vast majority of English learner do not yet have access to such programs. All educators should be engaged in considering how to increase access to dual-language opportunities. This is the time!

Add other key talking points here:

ACTION: Engaging Others

Work with your ELR Implementation Team to determine who you are going to engage and in which formats and ways you will make meaning of Principle #2, generate dialogue about Principle #2 and build your shared understanding of the status of Principle #2 implementation at your site. Remember that this point in the process is the development of shared understanding—a precursor to planning, but not yet the planning itself. You are going slow now to go fast later. To be mindful of your reflections on supporting productive dialogue from Toolkit #1 in this series, consider what approach will make sense for which segments of your school community. Review the activities, readings, and tools in this Toolkit to determine which (if any) might be used with which groups.

PLANNING CHART: Which Activities Will I Use with My ELR Implementation Team and Others?

Purpose	Activities, Readings, Tools	ELR Team	Faculty/ Staff	Others
To build awareness about Principle #2 overall.	• Present with PPT, Talking Points and Why • Read text together and discuss • Share personal sense of importance about Principle #2			
To build awareness of the policy and legal context	• Present information on the policies and guidance that call for Principle #2			
To build understanding of Integrated and Designated ELD.	• Share the readings "Getting clear on Integrated and Designated ELD," "ELD is Different Now" and the resource "Commonly Asked Questions about ELD." • Discuss what ELD should be. • Invite others to use the Tools "What to Look for in Integrated ELD" and "What to Look for in Designated ELD" to get a sense of ELD in your school. • Debrief to clarify understandings about ELD and priorities for further learning.			
To raise understanding of what is called for in the intellectual quality of instruction for ELs.	• Share the readings "What School Leaders Need to Know about Second Language and DL Development" and the chart "Implications for Second Language Development for Classroom Practice". • Discuss "ahas" and questions. • Engage others in reading vignettes or using video vignettes to further the dialogue about effective instruction and intellectual quality for EL • Convene a group for Activity "Refining Our Lens: What's Wrong with this Picture?" • Share 1—4 of the Digging Deeper readings, using metacognitive markers, and facilitate dialogue about those issues.			

Purpose	Activities, Readings, Tools	ELR Team	Faculty/ Staff	Others
To generate dialogue about ELD at your site.	• Engage a group in the Pause, Reflect and Plan activity "Responding to Challenges in ELD" and develop a shared sense of some of the challenges in your school.			
To address the need to understand, align and embrace the early education years as the foundation of EL express.	• Engage preschool, TK and kindergarten educators in reading "Preschool, TK, Kindergarten -what does intellectual quality mean for our youngest learners?" and discuss implications.			
To raise awareness of the importance of program coherence and research-based implementation of programs.	• Discuss and clarify your own program models. • Convene a group to use the tool "Where are we in considering, planning and implementing opportunities for dual-language development for our ELs?" • Discuss current needs and barriers.			
To further learning.	• Engage with others in reviewing the Resource Links throughout the toolkit and in the final section, and distribute responsibility for finding out more about these resources, signing up for e-newsletters and briefs, and generally connecting you and your school to the field of effective instruction, powerful programs and meaningful access for ELs.			
OTHER:				



You are the leader who must articulate the importance of pursuing a path of improvement to better engage, educate, and include our dual-language learners/ emergent bilinguals. You are the voice for the foundational values of equity and inclusion that are the bedrock of schools that embrace culturally and linguistically diverse students and communities. You are the ears and eyes to look across classrooms, grade levels, and schools to assess what is going on and to inform priorities. You are the reminder of the importance of home language and the benefits of bilingualism. You are the supporter for teachers and staff engaging in the hard work of refining practices.

7 SECTION 7: APPENDIX – RESOURCES AND LINKS

STATE STANDARDS, FRAMEWORKS, AND GUIDANCE

ELA/ELD Framework Summary.
https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf
This document provides a 32-page overview of the ELA/ELD Framework, useful for providing an overall understanding of the content.

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve 2014
https://www.cde.ca.gov/ci/rl/cf/index.asp
The State Board of Education adopted the English Language Arts/English Language Development Framework on July 9, 2013, as guidance for implementation of the Common Core era standards adopted earlier by the state to Incorporate grade specific chapters speaking to the content and pedagogy of implementation. The 2014 ELA/ELD Framework supports and integrates the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). Classroom teachers of all grades and disciplines will find descriptions of grade-level ELA/literacy and ELD instruction across the content areas and examples of engaging teaching and assessment practices for ensuring the progress of the diverse students they serve. Language integrated in and through content is a major theme of the ELA/ELD Framework. The Framework serves as a key resource for the implementation of the EL Roadmap, Principle 2.

English Language Development Standards Kindergarten through Grade 12. 2012.
https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
Assembly Bill 124, signed into law on October 8, 2011, required the updating, revision, and alignment of the state's English language development (ELD) standards by grade level with the state's Common Core English language arts (ELA) standards. The standards are to guide curriculum and instruction for English learners.

Improving Education for Multilingual Learners and English learner Students: Research to Practice, CDE Press: Sacramento, CA 2020
https://www.cde.ca.gov/sp/el/er/documents/mleeducation/pdf
A collection of seven chapters summarizing research implications for practices aligned to the English learner Roadmap.

Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning
https://www.cde.ca.gov/sp/el/er/documents/fnl1516agmnteldstndab899.doc
A Supplementary Resource for educators implementing in tandem the California English Language Development Standards, the California Common Core State Standards for Mathematics, and the Next Generation Science Standards for California Public Schools. Helpful to support math and science teachers in planning for Integrated ELD.

PUBLICATIONS

California ELD Standards Companion, Grades K-2, 3-5, 6-8, 9-12. By Ivannia Soto, Linda Carstens, Jim Burke (Corwin Press, 2018)
These four grade-level specific volumes are teaching resources for making the critical link between the ELD Standards and the CCSS ELA Standards. Standard by standard, supporting teachers in integrating language development into day-to-day content instruction to support ELs.

Dual-language Learner Resource Guide
https://www.ccfc.ca.gov/pdf/partners/investments/DLL/DLL_Resource_Guide-January_2020.pdf
First 5 California's Dual-language Learner Resource Guide was designed to provide early learning programs that serve young dual-language learners (infants, toddlers, and preschoolers). The resources highlight evidence-based strategies to improve the quality of instructional practices and interactions with young dual-language learners, including partnering with families in this effort.

English Language Learners Day by Day, K-6, by Christina M. Celic
https://www.heinemann.com/products/e02682.aspx
Highlights what best practices look like on a day-to-day basis, starting day one, by drawing on a rich blend of research findings and classroom experiences.

English learners, Academic Literacy and Thinking: Learning in the Challenge Zone by Pauline Gibbons
In English learners, Academic Literacy, and Thinking, Pauline Gibbons presents an action-oriented approach that gives English learners high-level support to match our high expectations. Focusing on the upper elementary and middle grades of school, she shows how to plan rigorous, literacy-oriented, content-based instruction and illustrates what a high-challenge, high-support curriculum looks like in practice.

English learners in STEM subjects: Transforming classrooms, schools and lives. (National Academies Press, 2018)
https://www.nap.edu/catalog/25182/english-learners-in-stem-subjects-transforming-classrooms-schools-and-lives
Developed by a committee of practitioners, academics and policy makers, this consensus report reviews researching on the learning, teaching and assessment of ELs in science, technology, engineering and mathematics. This report asserts that language and STEM content are learned simultaneously and offers guidance for what California terms "Integrated ELD".

Guiding Principles for Dual-language Education—Third Edition.(2020). Center for Applied Linguistics, Dual-language Education of New Mexico and Santilana, USA: Washington D.C.
https://www.cal.org/resource-center/publications-products/guiding-principles-3
This volume has been used for over a decade by dual-language programs and educators across the United States as an effective tool for planning, self-reflection, and continual improvement. The third edition of this widely-used resource has been updated to reflect new knowledge, practices, and policies in the arena of dual-language education.

Making content comprehensible for English learners: The SIOP Model (4th edition) by Jana Echevarria, Mary Vogt and Deborah Short. 2017.
The SIOP model is a comprehensive, well-articulated model of instruction for all teachers to work with English learners. The book provides examples, lessons, instructional activities and techniques for teachers in K-12 classrooms.

Promoting the Educational Success of Children and Youth Learning English: Promising Futures. (2017) National Academies of Sciences, Engineering and Medicine. Washington D.C.
https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english
This comprehensive volume examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 should inform education policies and related practices that can result in better educational outcomes. The report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12

Scaffolding Language Scaffolding Language by Pauline Gibbons
https://www.heinemann.com/products/e05664.aspx
This resource helps teachers ensure that their English learners became full members of the school community with the language and content skills they need for success. Gibbons shows how the teaching of language can be integrated seamlessly with the teaching of content and how academic achievement can be boosted. Rich examples of classroom discourse illustrate exactly how the scaffolding process works, while activities to facilitate conversation and higher-level thinking put the latest research on second language learning into action.

Scaffolding the academic success of adolescent English language learners: a pedagogy of promise by Aida Walqui and Leo van Lier (2010)
https://www.wested.org/resources/scaffolding-the-academic-success-of-adolescent-english-language-learners-a-pedagogy-of-promise/
This publication is based on the Quality Teaching Initiative for English learners (QTEL) at WestEd. It includes classroom vignettes and detailed examples of classroom lessons that complement and demonstrate the five principles for quality instruction: 1) academic rigor, 2) high expectations, 3) quality interactions, 4) language focus, and 5) quality curriculum. The publication promotes self-reflection and a shared professional learning culture for teachers of secondary ELs.

Secondary School Courses Designed to Address the Language Needs and Academic Gaps of Long-Term English learners, Laurie Olsen, Californians Together
https://www.californianstogether.org/publications-2/
Provides guidance to districts and schools to modify curriculum or create new courses that address the unique language and academic gaps of Long Term English learners.

Unlocking Learning II: Science as a Lever for English learner Equity, Education Trust—West
Unlocking Learning: Science as a Lever for English learner Equity, lays out a blueprint for increasing access and achievement in science for California's English learners. The report concludes with district-level and state-level recommendations, along with a series of questions for community stakeholders to ask in their advocacy for closing English learner achievement gaps in science.

Unlocking Learning II: Using Math as a Lever for English learner Equity, Education Trust—West
https://west.edtrust.org/resource/unlocking-learning-ii-using-math-lever-english-learner-equity/#:~:text=Based%20on%20an%20in%2Ddepth,the%20potential%20of%20California's%20English
Second in a series exploring English learner equity in California schools, a new report from The Education Trust—West highlights how students learning English are faring in math classrooms across the state. Unlocking Learning II: Math as a Lever for English learner Equity provides real-world examples of schools and districts closing gaps for California's English learners. The report offers specific practice and policy recommendations at the school, district, and state level for how to best integrate math education with English language development and unlock the potential of California's English learners.

When learners speak two or more languages by Kathy Escamilla and Sue Hopewell. In D. Lapp & Fisher D. (eds) The Handbook of research on teaching the English language arts (3rd edition, pp. 17-21). Washington D.C.: National Council of Teachers of English.
https://www.routledgehandbooks.com/doi/10.4324/9780203839713.ch3
Describes the implementation of research based instructional practices for students who speak two or more languages - beginning with a shift in terminology from English Language Learners to emerging bilingual learners. The article focuses on quality instruction with consideration for students' unique strengths and needs.

TOOLS AND TOOLKITS

Federal Program Monitoring tool: Section on EL Instruction
https://www.cde.ca.gov/ta/cr/progrinst202122.asp.
This is the document outlining what federal/state monitoring looks for in the EL programs and services, and the evidence they collect to determine if the educational program provides meaningful access.

U.S. Department of Education, (2015) The English learner Toolkit. Washington D.C.
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf
The toolkit was published as a companion resource to support the "Dear Colleague Letter" published by the Office of Civil Rights outlining legal obligations of LEAs and SEAs to serve ELs. The Toolkit has 10 chapters including an overview of responsibilities, discussion of practices and policies, sample tools and resources.

Newcomer Tool Kit. USDOE (2017).
http://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
This publication of the Office of English Language Acquisition includes chapters about newcomers and their needs, how schools can support newcomers, creating welcoming environments, building partnerships with families, and providing high quality instruction for newcomer students.

Blueprints for Effective Leadership and Instruction for our English learners' Future (B.E.L.I.E.F.)
https://rcoe.learning.powerschool.com/mmccabe/b.e.l.i.e.f/cms_page/view
The seven B.E.L.I.E.F. modules are designed to support district and site administrators with implementation of both integrated and designated ELD. The modules include current ELD research; opportunities to deepen understanding of integrated and designated ELD; activities to analyze, reflect upon, and refine programs for English learners; and follow-up activities to use with staff to support implementation. B.E.L.I.E.F. is a comprehensive professional learning tool designed to increase efficacy, confidence, and capacity of leadership personnel in regard to meeting the needs of the English learner populations in schools, grounded in data, research, and the messages of the CA ELA/ELD Framework. Blueprints for Effective Leadership and Instruction for our English learners' Future (B.E.L.I.E.F.)

Breaking Down the Wall: Essential Shifts for English learners' Success by Margarita Espino Calderon, et. al. Corwin Press: Thousand Oaks, CA. 2020.
https://us.corwin.com/en-us/nam/breaking-down-the-wall/book262951
Nine chapters which serve as a call to action for teachers and administrators. This collaboration of authors provides robust context with an emphasis on engagement, achievement, and assets-oriented perspectives across the system.

The English Learner Toolkit of Strategies, 1st Ed., 2020
https://ccsesa.org/english-learner-toolkit-of-strategies/
The English learner Toolkit of Strategies (1st edition) is designed to provide TK-12 educators with twelve high-leverage strategies to increase the English proficiency of EL students. Published by the Curriculum and Instruction Steering of the California County Superintendents' Educational Services Association (CCSESA), the English learner Toolkit of Strategies (ELTS) is designed to be used in both Integrated and Designated English Language Development. The strategies address reading, writing, speaking and listening to prepare ELs for literacy in the 21st century. A checklist is included to help teachers identify the appropriate strategy for word/phrase, sentence/clause or text level understanding. A consistent template is used for ease of implementation. The template includes ideas for pre-planning, steps for strategy implementation, as well as examples of formative assessments, helpful figures, classroom snapshots and video lesson clips. The examples in the strategies are designed to provide clarity when working with students in either a Kindergarten—6th grade or 6th grade—12th grade setting.

California English learner Roadmap: An Elementary School Teacher Toolkit. Olsen, L. & Hernandez, M. (2019) Californians Together: Long Beach, CA.

California English learner Roadmap: A Middle School Teacher Toolkit. Olsen, L & Hernandez, M. (2019) Californians Together: Long Beach, CA

California English learner Roadmap: A High School Teacher Toolkit. Olsen, L & Hernandez, M. (2019) Californians Together: Long Beach, CA
https://www.californianstogether.org/english-learner-roadmap-toolkits/
The EL Roadmap Teacher Toolkits help to translate the ELR policy into practice through the lens of the classroom teacher. The tools are intended to give teachers tools to reflect on classroom practices and plan for implementation of the California English learner Roadmap in Integrated ELD, Designated ELD, Dual-language classrooms and across the curriculum.

The English learner Success Forum
www.elsuccessforum.org
The English learners Success Forum (ELSF) is a collaboration of researchers, teachers, district leaders, and funders focused on improving the quality and accessibility of instructional materials for English learners. Guidelines for reviewing and creating EL responsive materials are provided for ELA and Math. Resources provide illustrate activities and scaffolds that can be strategically built into lessons and units to deepen and accelerate English learners' content area learning over time.

First 5 California's Dual Language Learner Resource Guide
https://www.ccfc.ca.gov/partners/investments.html#dll
https://www.ccfc.ca.gov/pdf/partners/investments/DLL/DLL_Resource_Guide-January_2020.pdf
First 5 California's Dual Language Learner Resource Guide was designed in 2020 to provide guidance to early learning programs that serve young dual language learners (infants, toddlers, and preschoolers). The resources highlight evidence-based strategies to improve the quality of instructional practices and interactions with young dual language learners, including partnering with families in this effort.

English Language Learners Day by Day, K-6, by Christina M. Celic
Heinemann: Portsmouth, HN. 2009.
https://www.heinemann.com/products/e02682.aspx
This text highlights what best practices look like on a day-to-day basis, starting day one, by drawing upon a rich blend of research findings and classroom experiences.

English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone by Pauline Gibbons
Heinemann: Portsmouth, HN. 2009.
https://www.heinemann.com/products/e01203.aspx
In English Learners, Academic Literacy, and Thinking, Pauline Gibbons presents an action-oriented approach that gives English learners high-level support to match our high expectations. Focusing on the upper elementary and middle grades of school, she shows how to plan rigorous, literacy-oriented, content-based instruction and illustrates what a high-challenge, high-support curriculum looks like in practice.

English Learners in STEM Subjects: Transforming Classrooms, Schools and Lives
National Academies Press: Washington, D.C. 2018.
https://www.nap.edu/catalog/25182/english-learners-in-stem-subjects-transforming-classrooms-schools-and-lives
Developed by a committee of practitioners, academics and policy makers, this consensus report reviews research on the learning, teaching and assessment of ELs in science, technology, engineering and mathematics. This report asserts that language and STEM content are learned simultaneously and offers guidance for what California terms "Integrated ELD".

ELL Shadowing as a Catalyst for Change by Ivannia Soto, Corwin Press: Thousand Oaks, CA, 2012
https://us.corwin.com/en-us/nam/ell-shadowing-as-a-catalyst-for-change/book235529
This publication is the text for a process called ELL shadowing that helps educators experience the classroom from an English learners' point of view. Shadowing is a form of professional development. The book also includes specific strategies for adapting instruction to engage ELs, and provides supporting videos on a companion website.

VIDEOS

NOTE: For some of the videos below, you may have to copy-paste the link into your browser as it may not open "by itself."

Asi se Dice
http://bit.ly/SEALVideos_AsiSeDice
Presents a strategy for bilingual students in grades three and higher that engages them in working collaboratively in and across Spanish and English. (8 minutes).

Content Based Chants
http://bit.ly/SEALVideos_ContentBasedChants
Presents a strategy for building language in and through content in a 2nd grade Spanish Dual Immersion classroom.

Cross Language Connections in the Classroom
http://bit.ly/SEALVideos_CrossLanguageConnections
http://bit.ly/SEALVideos_ELD
Illustrates cross-language connections and metalinguistic awareness in the dual-language brain utilizing various strategies in grades Kindergarten through 3rd grade.

Designated ELD with Collaborative Practice: 2nd Grade Illustrates
http://bit.ly/SEALVideos_ DesignateD-ELDwithCollaborativePractice_2ndGrade
Integrated ELD and small group Designated ELD building upon thematic "Products and Services" social studies content in an English-taught 2nd grade classroom.

ELD Video Series Guidance for Administrators
https://www.cde.ca.gov/sp/el/er/adminvideos.asp
The Integrated and Designated ELD Video Series is a collection of videos of classroom instruction that demonstrate integrated ELD instruction and designated ELD.

ELD Video Series Guidance for Teachers
https://www.cde.ca.gov/sp/el/er/teachervideos.asp
These videos compiled for the California Department of Education demonstrate integrated and designated ELD instruction provided to English learners in real classroom settings.

Implementation Support Videos—ELA/ELD Framework (Ca Department of Education)
https://www.cde.ca.gov/ci/rl/cf/isvideos.asp
These select videos support the related guidance in the ELA/ELD Framework. Meaning Making. Grade Level: All. Meaning Making with Complex ..(need rest of the description from CDE website)

Integrated and Designated ELD: Kindergarten
http://bit.ly/SEALVideos_IntegratedandDesignateD-ELD_ Kindergarten
Illustrates Integrated ELD and small group Designated ELD building upon thematic "Push and Pull" science content in an English-taught Kindergarten.

Integrated and Designated: 2nd/3rd Grade
http://bit.ly/SEALVideos_ IntegratedandDesignateD-ELD_2nd-3rdGrade
Illustrates Integrated ELD and small group Designated ELD building upon thematic "Animal Adaptations in the Ocean Habitat" science content in a 2/3 Combination English-taught classroom.

Integrated and Designated ELD:4th Grade
http://bit.ly/ SEALVideos_IntegratedandDesignateD-ELD
4thGrade Illustrates Integrated ELD and small group Designated ELD building upon thematic "Government" content in a 4-grade classroom.

Oral Language Assessment
http://bit.ly/SEALVideos_OralLanguageAssessment
Demonstrates an approach to formative assessment based upon oral language and how it is used to plan for ELD.

Oral Language Assessment
http://bit.ly/SEALVideos_OralLanguageAssessment
Demonstrates an approach to formative assessment based upon oral language and how it is used to plan for ELD.

SEAL Videos YouTube channel
videos.seal.org
https://www.youtube.com/channel/UCiQX9HWO-zybeQ-t2tdFprQ
A series of videos for supporting language-intentional teaching in elementary grades, Integrated and Designated ELD and dual-language practices, and cross- language connections is available through SEAL. The videos are made available for use in professional learning and to support the field in meeting the needs of English learners and Dual-language Practices.

Sentence Patterning Chart
http://bit.ly/SEALVideos_SentencePatterningChart
Presents a strategy for building complex sentences and understanding the structure of language in a Kindergarten bilingual classroom.

The Dictado
http://bit.ly/SEALVideo_TheDictado
Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom.

Transfer & Designated ELD in a Spanish Bilingual Classroom
http://bit.ly/SEALVideos_TransferDesignateD-ELD_ BilingualClassroom
Illustrates a transfer lesson and Designated ELD connected to science content in a 2nd grade Spanish bilingual classroom.

RESOURCES, WEBSITES, ORGANIZATIONS

AVID—Advancement Via Individual Determination
https://www.avid.org/
AVID equips teachers and schools with what they need to help students who often will be the first in their families to attend college and are from groups traditionally underrepresented in higher education succeed on a path to college and career success. AVID offers a variety of classroom activities, lesson plans, professional learning videos, and articles that are relevant to students. AVID's professional learning focuses on Culturally Relevant Teaching, Academic Language and Literacy, and Digital Teaching and Learning.

A major component of the program is a one period elective class where students receive the additional academic, social, and emotional support they need to succeed in rigorous courses. AVID Excel is specifically for middle schools to address the needs of Long Term English learners by accelerating language acquisition, developing academic literacy, and placing them on a path to high school AVID and college-preparatory coursework. The elective provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills. AVID Excel can also be implemented to ensure that heritage language courses support full biliteracy, increase academic rigor, and provide a path to Advanced Placement language classes for EL students.

Be GLAD®
https://begladtraining.com/about
Be GLAD®, is a national organization providing professional development on the Guided Language Acquisition Design instructional model to states, districts, and schools promoting language acquisition, high academic achievement, and 21st century skills. Teachers are trained to modify the delivery of student instruction to promote academic language and literacy. The professional development offered focuses on improved pedagogy with consistent instructional routines while creating a school environment responsive to diversity with an inclusive learning environment. Be GLAD® helps to establish a project-based, student- centered curriculum process that is inquiry driven. This is a strong support for Integrated ELD.

CABE—Multilingual California Project
https://mcap.gocabe.org/
Presentation resources and professional learning opportunities from California Association for Bilingual Education and partners to support California's EL Roadmap policy. Funded by the Educator Workforce Investment Grant: English learner Roadmap Policy Implementation.

California Association for Bilingual Education (CABE)
www.gocabe.org
The California Association for Bilingual Education is a non-profit organization incorporated in 1976 to promote bilingual education and quality educational experiences for students in California. CABE has regional chapters, members and affiliates, along with partnerships with other state and national advocacy organizations working to promote equity and student achievement for students with diverse cultural, racial and linguistic backgrounds. The CABE website and the regional and annual conferences (including a focus on the role of administrators) are a major resource for supporting quality instruction and programs for English learners in the state.

California Educators Together
https://www.caeducatorstogether.org/
An online community and curated collection of resources for teachers, administrators, and specialist.

Californians Together—EL Roadmap Implementation for Systemic Excellence (EL RISE!)
https://www.californianstogether.org/el-rise/
Presentation resources and professional learning opportunities from integrated work between Californians Together, Loyola Marymount University's Center for Equity for English learners, and SEAL (Sobrato Early Academic Language) to support California's EL Roadmap policy. Funded by the Educator Workforce Investment Grant: English learner Roadmap Policy Implementation.

CATESOL
www.catesol.org
CATESOL, founded in 1969, is a nonprofit professional organization affiliated with the national TESOL (Teachers of English to Speakers of Other Languages) open to anyone concerned with the teaching of English as a second or foreign language, standard English as a second dialect, or bilingual education. Publications, advocacy and conferences support the field of ELD.

Colorin Colorado
www.colorincolorado.org
Colorín Colorado is the premier national website serving educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado has been providing free research-based information, activities, and advice to parents, schools, and communities around the country for more than a decade. It is an excellent source of short, informative articles and readings to share with families and teachers about effectively serving English learners. The site and materials are bilingual.

CSU Expository Reading and Writing Course
https://www2.calstate.edu/CAR/Pages/erwc.aspx
The ERWC (Expository Reading and Writing Course) is a college preparatory, rhetoric-based English language arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking.)

EL Achieve
www.elachieve.org
EL Achieve supports districts to implement system-wide approach to addressing the needs of English learners. The approach is rooted in multiple areas of educational theory, research, and practice, including effective literacy and content instruction, second language pedagogy and policy, trusting and caring school environments, academic optimism, and the science of implementation. Student-centered pedagogy and robust language learning are the focus of their "Constructing Meaning" Integrated ELD approach, and their Systematic ELD which is designated ELD.

Enhancing Learning with Authentic Communication, Jeff Zwiers
https://jeffzwiers.org/
Website includes resources that focus on the development of classroom instruction that fosters rich communication and productive academic conversations across disciplines and grade levels.

Multilingual Learning Toolkit: Resources for Supporting PreK-3rd Multilingual Children.
http://www.multilinguallearningtoolkit.org/
This new website of resources focuses specifically on the early years, preschool to 3rd grade, providing an introduction to supporting young Multilingual Learner (ML) students, and intended for educators of children from preschool to 3rd grade, particularly those who may have limited access to or opportunities to participate in training on how to support ML students. It describes the foundational principles and evidence-based strategies for instruction that are critical for teachers to know. It can be used by teachers to learn about evidence-based strategies, as well as by school or district administrators to understand how to support their teachers and inform decisions about training and resources to provide.

Project GLAD®
http://www.ocde.us/NTCProjectGLAD/Pages/default.aspx
As a model of professional learning, the Orange County Department of Education National Training Center (NTC) for the Project GLAD® (Guided Language Acquisition Design) model, is dedicated to building academic language and literacy for all students, especially English learner/emergent bilingual students. The model enhances teachers' design and delivery of standards- based instruction through an integrated approach with the intent of building language proficiency and academic comprehension. Project GLAD® classrooms promote an environment that respects and honors each child's voice, personal life experience, beliefs and values their culture. GLAD strategies are supports for Integrated ELD across the curriculum.

SEAL (Sobrato Early Academic Language Model)
seal.org
SEAL (Sobrato Early Academic Language) is a professional development and instructional model that builds the capacity of preschools and elementary schools to powerfully develop the language and literacy skills of English learner children within the context of integrated, standards-based, and joyful learning. They have created and make available a variety of resources for administrators and teachers on implementing Integrated ELD, Designated ELD, and dual-language instruction preschool through sixth grade, including a library of videos of research-based practices and instructional strategies (listed in the Video Resources section of this Resource List).

TCRWP Supports for English Language Learners
https://readingandwritingproject.org/resources/supports-for-multilingual-learners
Developed in partnership with voices from California educators, these resources offer connections between TCRWP Reading and Writing unit minilessons to support English learner students during workshops. This resource can be used by leaders to support whole school workshop implementation with the needs of EL students including practices to support linguistically diverse learners and suggestions for CA ELD Standards alignment.

Teachers College Reading and Writing Project
https://readingandwritingproject.org
The Teachers College Reading and Writing Project (TCRWP) was founded and is directed by Lucy Calkins. The organization has developed state-of-the-art tools and methods as well as professional development for teaching reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction. Lucy Calkins' 5-part reading and writing workshop framework offers a combination of whole-class, small-group, one-on-one instruction, and independent practice. The TCRWP has many free resources for teachers, coaches and administrators. They offer videos that provide an orientation to the Units of Study series for reading and writing as well as videos that show students and teachers at work in classrooms. There are documents to support the assessment of student growth, resources for implementation of reading and writing workshops and links to professional texts written by TCRWP staff. They have a FAQ available on their website.

The English Learner Roadmap. Resource Hub.
www.elroadmap.org
Tools and resources collected from major organizations across the field related to supporting implementation of the English learner Roadmap

The WRITE Institute
https://writeinstitute.sdcoe.net/
The Writing Redesigned for Innovative Teaching and Equity (WRITE) Institute, a national Academic Excellence model for professional learning supports schools and districts with systemic, K-12 literacy implementation in English and Spanish. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and dual-language learners. Through partnerships with schools, districts, and county offices, WRITE develops a network of leaders with a shared understanding around quality academic literacy instruction.

Thinking Maps
https://www.thinkingmaps.com/
Thinking Maps are consistent visual patterns linked directly to eight specific thought processes. Through visualization, concrete images of abstract thought are created. Students use visual patterns to work collaboratively for deeper comprehension in all content areas. They use the maps to analyze complex texts and think mathematically for conceptual understanding and problem solving. Thinking maps allow teachers to see the evidence of their students thinking and learning. In a school-wide implementation, Thinking Maps help establish a common language for learning and are particularly powerful for English learners for whom the visual scaffolding makes content more comprehensible and can be used consistently across language settings in bilingual and dual-language programs.

Understanding Language, Stanford Graduate School of Education
https://ell.stanford.edu/
Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that learning the language of each academic discipline is essential to learning content. Obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; engaging in argument from evidence—such language-rich performance expectations permeate the new Standards. This site offers educator resources, research papers, and access to online courses.

West-Ed
https://www.wested.org/area_of_work/english-language-learners/
West-Ed is a non-profit technical assistance organization with expertise related to practice and policy to accelerate achievement among English learners. They conduct research and evaluation studies, and provide professional development and other services that address the needs of students who must master academic content and English language simultaneously. Their approach recognizes that language is best learned in the context of rigorous academic content learning for students at all levels.

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The CA EL Roadmap calls for attention to the intellectual quality of instruction and calls upon YOU as a school leader to ensure it be done.



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CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS

FOR MORE INFORMATION ABOUT THE CALIFORNIA ENGLISH LEARNER ROADMAP IMPLEMENTATION GUIDE AND TOOLKIT FOR ADMINISTRATORS CONTACT:

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