

Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

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.

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
A. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated English language development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework pages 891–892).	Connections between language development and content are not evident. Designated ELD is not fully implemented and may not be responsive to the linguistic demands of the content.	Language development occurs inconsistently in and through content and is inconsistently integrated across the curriculum. Designated ELD is inconsistently connected to content.	Language development occurs in and through content. Designated ELD is responsive to the linguistic demands of the content.	Language development occurs consistently in and through the full content and is integrated across the full curriculum—in addition to strong content-based designated ELD.	Connections:
B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.	Evidence of curriculum’s basis in the standards may be absent. Instructional scaffolding for comprehension, participation, and mastery is not evident.	School provides standards-based, rigorous, and intellectually engaging curriculum with incomplete instructional scaffolding for comprehension, participation, and mastery.	School provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery.	School provides standards-based, rigorous, and intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery.	Connections:

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<p>C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.</p>	<p>Teaching and learning is teacher-centered and evidence of student engagement, inquiry, and critical thinking may not be evident. School holds low expectations for English learners in comparison to other student groups.</p>	<p>Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking, but with low expectations for English learners in comparison to other student groups.</p>	<p>Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with high expectations for English learners.</p>	<p>Teaching and learning frequently and effectively emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students.</p>	<p>Connections:</p>
<p>D. English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.</p>	<p>English learners are provided partial access to the curriculum with minimal or no provision of EL supports and services.</p>	<p>English learners are provided access to some curriculum with inconsistent or weak provision of EL supports and services.</p>	<p>English learners are provided meaningful access to core curriculum along with provision of EL supports and services. English learners have access to all A–G requirements.</p>	<p>English learners are provided meaningful access to the full curriculum across content areas along with provision of EL supports and services. English learners have access to all A–G requirements and the full college and career preparatory curriculum. English learners have equal access to gifted and talented programs and courses and are proportionately identified as gifted and talented as compared with English only students.</p>	<p>Connections:</p>

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<p>E. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.</p>	<p>Students' home language is viewed as irrelevant to or a detriment to accessing curriculum content and is neither addressed nor developed.</p>	<p>Students' home language is understood as a means to access curriculum content and as a foundation for developing English, but is not developed to high levels of literacy and proficiency along with English.</p>	<p>Students' home language is utilized as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.</p>	<p>Students' home language is valued and embraced as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English and other languages.</p>	<p>Connections:</p>
<p>F. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.</p>	<p>Instructional materials support low levels of intellectual engagement and do not provide opportunities for integrated language development and content learning. Instructional materials provide minimal or no opportunities for bilingual/biliterate engagement appropriate to the program model.</p>	<p>Instructional materials support low levels of intellectual engagement and provide minimal opportunities for integrated language development and content learning. Instructional materials provide some opportunities for bilingual/biliterate engagement appropriate to the program model.</p>	<p>Instructional materials support high levels of intellectual engagement, integrated language development, and content learning. Instructional materials provide opportunities for bilingual/biliterate engagement appropriate to the program model.</p>	<p>Instructional materials support high levels of intellectual engagement, integrated language development, and content learning. Instructional materials provide many opportunities for bilingual/biliterate engagement appropriate to the program model.</p>	<p>Connections:</p>

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation	Connection to LCAP and other local planning
<p>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 language barriers and provide access to the curriculum.</p>	<p>Families of English learners are provided no choices of research-based language support/development programs and are not enrolled in programs designed for language learning that provide access to the curriculum.</p>	<p>Families of English learners are provided choices of research-based language support/development programs that are intended to support language learning and to provide access to the curriculum.</p>	<p>Families of English learners are provided choices of research-based language support/development programs that successfully support language learning and provide access to the full curriculum.</p>	<p>All families of English learners are provided choices of research-based language support/development programs that successfully support language learning and provide access to the full curriculum. Options are available in multiple languages. Families have a voice in program development.</p>	<p>Connections:</p>

Self-Reflection: What questions do this principle and its elements raise?