ELL Program Road Maps

BEAVERTON
SCHOOL DISTRICT
THRIVE · CONTRIBUTE · EXCEL

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Introduction

In spring 2015, the Beaverton School District and Education Northwest convened a group of educators to explore the research on effective program models for serving English language learner students (ELLs). The project team ultimately identified six program models and related instructional practices that are supported by research. Based on these findings, the team has created a series of ELL Program Road Maps. The information and activities presented here are meant to be used *collaboratively*—with a full complement of school and community stakeholders—to choose the programs that are the best fit for your student population. The project team has now completed the research and development process and will be presenting the Road Maps to schools beginning in February 2016 (figure 1).

Figure 1. **Timeline for the Beaverton School District ELL Program Road Maps Project**

Research
Spring 2015

Development
October 2015 to
January 2016

Implementation
February 2016

Structure of the ELL Program Road Maps

This introductory document provides an overview of the six program models currently available in the Beaverton School District. It is intended to serve as an *initial step* in choosing the programs for your school. There are also individual Road Maps for each of the six models. Each guide was designed collaboratively by educators from Beaverton School District and experts at Education Northwest and is a blend of practice-based research and practical expertise that highlights the systems and structures of highly effective programs for serving ELLs.

All schools are required to choose, at a minimum, two program models to meet state and federal requirements—at least one that is designed to give ELL students access to core content and at least one that is designed to support their English language development. The table on the next page outlines the six available programs—three in each area.

Table 1. **Six ELL Program Model Options in the Beaverton School District**

Programs that provide access to core content	Programs that support English language development (ELD)
Sheltered instruction	Pull-out ELD
Newcomer programs for access to core	Newcomer programs for English language development
Two-way immersion	Collaborative coteaching (Push-in ELD)
	ELD class period

Each Road Map is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard et al., 2007):

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Educator Effectiveness & Professional Learning
6. Family & Community
7. Support & Resources

Although the organization of each Road Map is consistent, the content varies depending on the nature of the program. The Road Maps reflect a blend of contemporary ELL research and the expertise of educators from Beaverton School District and technical assistance providers from Education Northwest. In addition, each Road Map is backed by a reflective tool that includes a set of questions to guide school implementation teams, as well as an organizer for designing programs that match the best practice suggestions in each section.

The development of the Road Maps has been guided and informed by the Beaverton School District's core beliefs about educating ELL students.

Core Beliefs

As educators in the Beaverton School District, we believe that:

- **With proper learning conditions, English language learners will learn core content and develop English language proficiency to high levels in the Beaverton School District.** We commit to providing English language learners with appropriate program models and instructional practices; to supporting teachers, administrators, and others involved in teaching ELLs; and to holding ourselves accountable for maintaining a high-quality instructional program for ELLs.

- **Communicating in several languages and understanding different cultures are essential goals of education.** We commit to building a culture that embraces and cultivates multilingualism, multiliteracy, and multiculturalism.

- **English language learners must have access to high-level academic content, regardless of their English language proficiency.** We will provide access to higher level content for English language learners by providing students with high-level content materials and resources, and by supporting teachers in conveying high-level academic content and promoting English language acquisition for all ELLs.

- **English language learners are diverse and may require different supports—both to become proficient in English and to access high-level content.** We commit to understanding English language learners as individuals possessing both unique strengths and challenges related to succeeding in our educational system and we commit to providing them the support they need to be successful.

- **The district and the community share responsibility for ensuring the success of English language learners.** We commit to helping all teachers develop the knowledge and skills they need to support English language learners' English language and content acquisition. We must provide all administrative leaders and staff members, including counselors, psychologists, special education teachers, and school leaders, with appropriate professional learning opportunities aimed at supporting ELLs. Finally, the district and the Beaverton community should work in partnership to support the success of English language learners.

Which ELL Program Model Is Best for My School?

The following tables outline the six ELL programs selected by the project team in spring 2015. These models not only match the Oregon Department of Education's requirements but also reflect the Beaverton School District's core beliefs. As noted, schools must have (at minimum) two programs for ELLs—*one program that provides access to core content* (table 2) and *one program that supports English language development* (table 3). Schools *are not limited* to operating more than two programs and are encouraged to select the programs that best serve the needs of their ELL student population.

Student need, school demographics, and context should be heavily considered when selecting the appropriate English learner program models for your school. The guiding questions in the table below are designed to provoke discussion among colleagues to determine which program best fits your school's context, student need, and resources (e.g., number of ELL students, demographic trends, available FTE, space, bilingual staff, feedback from school families).

In collaboration with school stakeholders, use the tables below to identify the ELL programs that are most suited to your school's needs, and most appropriate for your school's vision for language programs. Please note that programs for newcomer ELLs will be established by district leadership and will not be an available program service model for all schools.

Table 2. Programs for Accessing Core Content Standards and Skills

	Dual Language	Sheltered instruction	Newcomer access to core
Guiding questions	*Do we have a critical number of students who speak the partner language?*	*Does my school ensure that all students, regardless of their language proficiency, have access to grade-level content area skills and standards?*	*Do we have the need to establish a short-term program to bridge newcomers into grade-level schooling?*
Goals	To develop biliteracy in English and the partner language, as well as attain academic achievement in both program languages.	To promote access to grade-level content area courses by using specialized teaching for ELL students to access content area standards and skills.	Support recently-arrived ELLs with social, emotional, linguistic, and academic programs to aid transition to school and life in the United States.

	Dual Language	Sheltered instruction	Newcomer access to core
School context	Classes of native English speakers and native speakers of the partner language are balanced with neither group making up more than two-thirds of the student population.	Sheltering protocols must be in place with any number of students in need of specialized support in content area access.	Newcomer programs make sense for schools experiencing a dramatic influx of recently-arrived immigrant students, many of whom may lack formal education in their native countries (Feinberg, 2002), especially at the secondary level.
Critical program components	• ELL students of same L1 background • Content delivered in L1 and L2—long-term program (K–12) (White, 2004) • Balanced groups of English language learners and native English speakers with no more than two-thirds of class comprised of one group	• Academic standards are the course focus; however, teachers should incorporate lessons on discipline-specific academic language • Teachers, irrespective of their discipline, have the expertise to adapt lessons, content, and skills to the language proficiency of particular English language learner students • Students, regardless of their language proficiency, have points of access into grade-level content	• Short-term program designed to ease students into school by providing academic, linguistic, and social support to recently immigrated students • Emotionally safe learning environment
Definition from the Oregon Department of Education	This is a program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, and the program lasts at least through elementary school. Many programs continue through high school. These programs use an immersion approach (maximizing the teacher's use of the target language during the target language instructional time) and enroll both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the student population. Because of this composition, these programs also emphasize cross-cultural awareness as a key goal of the program.	Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELLs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some sheltered instruction models include SIOP, GLAD, SDAIE, and CM. Classes using a sheltered instruction approach can be designed exclusively for ELLs or for a mixture of ELLs and non-ELLs.	Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, the students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs. ELLs receive their core instruction in this program. These programs exclusively enroll ELLs.

Source: Definitions cited from the Oregon Department of Education's website (Miller, 2015).

Table 3. **Programs for English Language Development (ELD)**

	Collaborative coteaching (Push-in ELD)	Pull-out ELD	ELD class period
Guiding questions	*Can our school reach all of our ELL students every day with integrated English language development through collaborative coteaching?*	*How do we reach all of our English language learners with specific, language-focused instruction? Is a daily pull-out class sufficient for the language development needs of all of the school's ELLs?*	*At the secondary level, how does English language development support students with the language they need for school success?*
Goals	The main goal is the development of English, not the student's first language.	The main goal is the development of English, not the student's first language. Pull-out ELD provides English language development in homogeneous groups, typically by grade and language proficiency.	The main goal is the development of English, not the student's first language. The ELD class period provides English language development, usually by grouping students by grade and language proficiency level.
School context	*Does your school have sufficient staffing to provide integrated ELD services for each of your English language learners every day?* *Does your master schedule support collaborative planning time between ELD specialists and classroom teachers?* Since ELLs are distributed in their mainstream class, teachers travel to students to provide ELD through content. An additional consideration is the required collaborative planning time for cooperating teachers.	Schools with small groups of ELL students may choose to offer pull-out services. Frequently delivered in small groups of students of similar language proficiency and grade, students are "pulled out" of their mainstream class to receive ELD services. Pull-out ELD is common in schools with low concentrations of ELLs, and consequently, low FTE for ELD support.	This is a common approach in middle schools and high schools. Schools with relatively low concentrations of ELLs might use the traditional ELD class period, in addition to sheltered support in other classes. Schools with higher concentrations of ELLs might consider integrated ELD like push-in.
Critical program components	• Collaborative planning time reliably built into the master schedule • Direct connection of ELD instruction to content-area studies/application • Offers specific, integrated language instruction every day in all four modalities	• ELD is offered as a separate, daily block of time (Saunders, Goldenberg, & Marcelletti, 2013) exercising each of the modalities of language with particular emphasis on listening and speaking with academic language • The most effective pull-out programs have direct connection to language and themes from other classes • Students miss some part of regular classroom instruction to receive specialized services	• At the secondary level, ELD classes prepare students for the academic language they need to be successful throughout the school day • ELD teachers work with content-area teachers to develop specific ELL supports in their classes • ELD class periods exercise each of the 4 modalities of language
Definition from the Oregon Department of Education	English language development provided within a student's mainstream or content-area classroom.	Student spends part of the day in a mainstream classroom, and is pulled out for a portion to receive ELD instruction. Pull-out services cannot coincide with content-area instruction.	ELLs receive their ELD instruction during a regular class period and also receive (elective) course credit for the class. This approach is more common in middle schools and high schools.

Definitions cited from the Oregon Department of Education's Definitions for English Learner Program Models, October, 2014.

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