ELL Program Road Maps

BEAVERTON
SCHOOL DISTRICT
THRIVE • CONTRIBUTE • EXCEL

January 2016

Contents

Research Foundation

With the introduction of new standards for core content and English language proficiency (ELP), teaching and learning for English language learners (ELLs) has shifted dramatically in recent years. ELLs continue to lag behind their mainstream peers by most achievement measures, and educators throughout Beaverton School District are faced with the daunting challenge of shifting their practice to keep pace with evolving standards, student needs, and 21st century literacies. This document is an ELL Program Road Map, developed collaboratively by educators from Beaverton School District and technical assistance experts from Education Northwest.

This Road Map for English Language Development (ELD) delivered through a class period is designed to serve as a best-practice guide for *effectively implementing services for ELLs at the secondary level.* Its content is a blend of practice-based research and expertise from district educators with the intention of highlighting systems and structures of highly effective programs for serving ELLs.

ELD class periods provide specified time for ELLs to acquire academic language in English based on individual student need. An ELD class period dedicates resources to support a student's progression to a high level of language acquisition with a certified ELD teacher who has designed a curriculum based on the ELP Standards tied to a developmentally appropriate scope and sequence for learning. The ELD class period prepares students with the specific academic language and literacy required to access content and succeed in mainstream classes.

Guiding Principles

This document is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007):

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

In the pages to follow, each guiding principle will be detailed to provide specific suggestions for best practice. In the accompanying reflective tool, each guiding principle is further supported with reflective questions and an organizer for planning.

Program Structure

The ELD class period is designed with an intentional scope and sequence aligned to the state ELP Standards, progressing learners through the five language proficiency levels. With a recent shift to new standards, ELD delivered in a traditional class period should support students with academic language development. To ensure that students are learning the specific language they need for school success, it is imperative that ELD teachers and mainstream teachers *have regular time to collaboratively plan units.* As a result, students will have scaffolded language support throughout their school day.

Research on ELD supports the implementation of separate, daily blocks of time devoted exclusively to ELD instruction (Saunders, Goldenberg, & Marcelleti, 2013, p.17). "There is ample evidence that providing ELD instruction, in some form, is more beneficial than not providing it." Explicit language instruction leads to improved language outcomes over an exposure approach. Research also suggests that grouping students by language proficiency level for ELD instruction is preferred (no more than two proficiency levels per class). However, outside of ELD periods, students should be mixed heterogeneously in the mainstream (Saunders et al., 2013). A study of 1,200 students in 85 classrooms in southern California and Texas found the positive effects of the explicit ELD instructional time, concluding that "ELLs who are provided with a separate ELD instructional block outperformed ELLs whose teachers tried to integrate ELD in the language arts block" (Saunders et al., 2013).

Grade-level considerations

Elementary School

An ELD class period is a time in which schoolwide language development occurs. This is especially helpful for any school in need of additional language instruction. Strategies that support language development for ELLs also work for low-performing students. An ELD class period is a protected time in which students do not miss other content-area instruction. The class period model works especially well with schools that have a separate language block for all students (for example Walk to Language). The recommendations below outline best practice for delivering ELD services through class periods at the elementary level:

- Students in K–3 bands need minimal transitions and smallest group sizes, grouping students by profile when possible.
- ELD teachers should work with level 1 and 2 students.

The new ELP Standards illustrate the specific overlap between sets of college and career-readiness standards (NGSS and CCSS). This overlap should be used to drive planning conversations between ELD teachers and mainstream teachers. Systematically, the program should prioritize teacher collaboration to ensure that the ELD period targets the language and literacy instruction that will benefit students throughout their school day.

ELD class periods at this level can also coincide with an additional ELD model for collaborative coteaching and sheltered instructional strategies (in which the homeroom teacher is a highly qualified, ESOL-endorsed, or ELD teacher).

Middle School

It is recommended that ELD class periods in the middle school be based on ELP level, not grade level. Classes have no more than two proficiency levels per class (Saunders et al., 2013). Classes should focus on preparing ELLs with the language and literacy skills they will need in high school. ELD and mainstream teachers should guide their collaboration with the correspondences between the grades 6–8 ELP Standards and the Common Core State Standards for the subject.

High School

Placement is based on ELP level, not grade level. The new ELP Standards illustrate the specific overlap between sets of college and career-readiness standards (NGSS and CCSS). This overlap should be used to drive master schedule planning conversations between ELD teachers and mainstream teachers. Systematically, the program should prioritize teacher collaboration to ensure that the ELD class period targets the language and literacy instruction that will benefit students throughout their school day.

Curriculum

Much like the curriculum used in other academic programs, an ELD class period must be aligned to state content and language standards. The added complexity comes from the need to identify the target language and literacy skills within the curriculum. For this task, page 33 of the ELP Standards can be a helpful tool to identify overlap of key academic practices, which then illustrate the type of language that must be emphasized in the ELD class period (see Bibliography).

A program with an ELD-specific scope and sequence that spirals through the levels of language acquisition must be part of the district materials adoption cycle. Funding should be set aside to update both technology and curriculum adoptions, as well as consumable materials.

## Grade-level considerations

Elementary School

ELD class period curriculum is aligned to the state standards and district learning targets. It should also align to the mainstream classroom curriculum with a secondary tier of objectives to support what students are learning in other areas. This will allow for more authentic and meaningful lessons (e.g., a learning target ELP standard with a secondary tier of content). The curriculum, developed by teachers as a scope and sequence, should call out specific language development opportunities in content that support students throughout their school day. The curriculum should contain scaffolds that are easily differentiated by teachers depending on the language proficiency level of the class. A specific ELD program with a scope and sequence is preferred for the ELD class period. Participation in the adoption cycle will solidify the ELD curriculum in elementary school.

Middle School

ELD class period curriculum is aligned to the state standards and district learning targets. Ideally, the ELD teacher collaborates with the mainstream teacher to plan units of study. The middle school curriculum will prepare the students for continued success in high school. Participation in the adoption cycle will solidify the ELD curriculum in middle school.

High School

ELD class period curriculum is aligned to the state standards and district learning targets. A specific program with a scope and sequence is preferred. Participation in the adoption cycle will solidify the ELD curriculum in high school. High school curriculum will continue the gains in proficiency made in middle school.
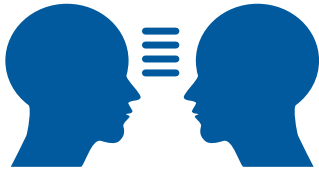
Instruction

There is a large body of evidence to support the direct link between high-quality instruction and positive student outcomes. It doesn't matter how great the planning process is if the implementation through instruction is weak. Teachers create the space for students to engage one another, learn cooperatively, and respond dynamically to problems and projects developed by the teacher (Howard et al., 2007).

The way teachers *facilitate student discourse and learning through collaboration* is an example of best practice. The interstudent discourse required to collaborate creates the optimal space for negotiating new content and language for meaning. Lev Vygotsky wrote of the value of engaging students in their *zone of proximal development,* defined as "the area beyond what the learner can do independently, but where actions can be accomplished with the assistance of more able others" (Vygotsky, 1978). This shifts the teacher's role to one of facilitator. The invitations described by Heritage, Walqui, & Linquanti (2015) are essential to language development, as they offer the time and space for students to *experiment with language while negotiating class content.*

Grade-level considerations

Elementary School

ELD class periods will engage students in rigorous academic tasks that require multimodal language use for applied academic purposes. Scaffolding and differentiation are essential instructional considerations for any learner, but even more so when each class contains so many developing language learners. With relatively few years in the program, ELLs engaging content in English will benefit from specific instructional scaffolding differentiated to their level of language proficiency.

Middle School

As students further develop language proficiency in English, teachers in the middle school ELD class periods will continue to engage students in rigorous academic tasks that require multimodal language use for applied academic purposes regardless of the complexity of the content. With language in action, students will develop their academic language building on what they have learned in elementary school and preparing them for high school.

High School

As students further develop language proficiency in English, teachers in grades 9–12 will do well to engage students in rigorous academic tasks that require multimodal language use for applied academic purposes.
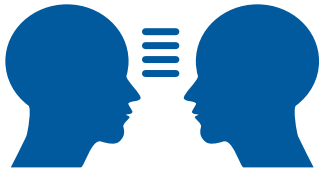
Instruction (cont'd)

Finally, teachers must account for the specific needs of all learners during instruction. In both planning and implementation, a *feedback loop* of formative assessment information will help teachers adjust their planning and instruction to student need. *Formative assessment does not have to be formal*—simply listening and analyzing how students are using language to express their understanding of class content will reveal much about how and where to adjust instruction.

Assessment & Accountability

Assessment is a foundational component of the feedback loop between teacher and student, as it illustrates what a *student knows and is able to do with language, literacy, and content.* Student data, both formative and summative, reveal the depth and breadth toward mastery of ELP standards.

Inherent in the notion of "consistent and systematic" assessment (Howard et al., 2007), *program planners must account for the time teachers need to design common assessments, both summative and formative.* In addition, all teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and discrete protocols to ensure that teachers are responding to student needs expressed on formative and summative assessments. Whether program planners include this protocol through regular professional learning communities or through periodic inservice activities, student assessment data should inform planning of future units to ensure that all students are reaching grade-level targets.

Grade-level considerations

Elementary School

Common time for designing, analyzing, and interpreting common assessments is a scarce commodity in any school setting. School master schedules should prioritize regular teacher collaboration early in the master scheduling process. Elementary programs should minimize transitions for students, dedicating teachers to particular cohorts. This will allow systems for teacher collaboration to flourish, in addition to supporting the learning environment for students.

Middle School and High School

Common time for designing, analyzing, and interpreting common assessments is a scarce commodity in any school setting. School master schedules should prioritize regular teacher collaboration early in the master scheduling process. Secondary programs must match ELL students with a certified ELD teacher who is cognizant of the unique characteristics of ELLs.

Educator Effectiveness & Professional Learning

Students benefit most from great teachers and high-quality instruction. Darling-Hammond (2000) found that "the proportion of well-qualified teachers was by far the most important determinant of student achievement at all grade levels" irrespective of the particular need of specific student groups. One important marker of teacher quality is the ability to openly and honestly reflect on practice. Reflection and commitment to professional growth are two chief factors that ensure teachers are not only high quality, but will also continue to improve over time.

Grade-level considerations

All Grade Levels

Given the importance of high-quality teachers, program planners will have to account for both the type of professional learning that all teachers should have and the specific type that ELD teachers require. Focused learning walks or peer observation protocols can extend professional learning and collegiality. In addition, *focused professional discussion of contemporary language research will ensure that all staff members understand the language development process.*

Family & Community

ELLs depend on active support from families and the greater community. The program's vision must reflect the values and needs of the families and the community it serves, embracing, guiding, and serving families through all phases of the ELD program from enrollment through monitoring status. In order for families and the community to fully embrace the program's vision, the implementation team—and the entire school staff—must work to educate all stakeholders in the intricacies of ELL programs. This mutual understanding of the language development process, as well as the ins and outs of ELD programs, will encourage families to become program partners.

Beaverton School District's Volunteerism and Engagement Plan (2011–2015) provides a framework for parent engagement (see the Bibliography).

Grade-level considerations

Elementary School

Program planners must find ample opportunities to communicate the purpose and vision of the school's ELD programs to school staff, families, and communities. Families are critical stakeholders in the success of each learner and mitigate future challenges. As academic language advances and coursework becomes more difficult beyond elementary school the likelihood of long-term ELLs being on track to graduate in four years decreases dramatically.

Students will need time to develop academic language proficiency in a supportive and nurturing environment that provides wraparound services. This factor is particularly important as students prepare to transition to middle school.

Middle School and High School

The community liaison and ELL counselor are essential in building the bridge between school, home, and the community. ELL family night is an opportunity to connect with families, clarify program structure, and provide needed resources and guidance.

The transition from middle school to high school gives the program planners (at both levels) an opportunity to connect with current ELLs and to introduce the program to new families. Ensuring ELLs have equitable access to all classes and afterschool activities is critical.

Support & Resources

All stakeholders must understand the complexities of developing ELL programs. Beaverton School District must commit over the long term and ensure that "appropriate and equitable resources are allocated to the program to meet the content standards, vision, and goals of the program" (Howard et al., 2007, p. 38). The process of developing ELL programs must be thoughtful, informed, and iterative. It involves reaching out to a variety of stakeholder groups, conducting research on program design options, visiting existing programs, seeking funding sources not only for staffing the program but also for transporting students and obtaining specialized resources, and pulling together all the information into a program design that fits the goals of the district and the needs of the students.

The Welcome Center will work collaboratively with individual school teams to allocate resources to buildings based on a combination of data points to include demographics of the school, ELL population, and the design of the program model chosen for the building. Additional support needed to effectively carry out the program model should be discussed with the Welcome Center staff.

Grade-level considerations

All Grade Levels

The recommendations outlined in this section describe some of the features of ELD that have budgetary considerations. The ELD class period focuses on the four domains through the ELP Standards by grade level and proficiency level. Appropriate and specific curriculum for the ELD class period—with an intentional scope and sequence to ensure vertical alignment as students progress through these levels—is critical. Access to technology to create self-motivation and student engagement should be provided for all class period groups. Collaboration time with mainstream teachers should be allocated to complement the language development process. *Schoolwide, ongoing professional development to address specific needs of ELLs must be included in schools' professional growth goals.*

Reflective Tool

This tool is designed to support both the implementation of new ELL programs and existing programs. This document is intended to be used collaboratively with a school-based implementation team comprised of teachers and school leadership, as well as other members of the school community. For grade-specific considerations, please consult the Guiding Principles descriptors on the preceding pages.

As a team, use the guiding questions in the following organizer to facilitate discussion and guide reflection on your school's program of choice to serve ELL students. Through careful analysis and rich discussion, take stock of each program consideration to determine whether it is (1) already in place, (2) not evident, or (3) a potential area to develop. Based on these determinations, the team can use the features under "Next Steps" to plan for short, and midterm solutions, as well as prioritize immediate action items. When planning, teams might consider the SMART Goal framework, delegating tasks as necessary for program success.

Program sustainability. To ensure that the program is healthy in years to come, this guide can serve as a reflective tool to guide an evaluation of your school's ELL program. As your school's implementation team completes its analysis, please consider the following questions:

1. How will the implementation team know when it has reached its program vision?
2. How will the team respond when it has met its program goals?
3. How and when will the implementation team return to this document to execute the plan?

Connections. How do your team's plans connect to other school programs, other district programs, and the school district's vision for the future?

Program Structure Reflective Tool

Program considerations	Guiding questions	Current status			Action items	Next steps — Timeline	
		Already in place	Not evident	Potential areas to develop		Interim check-in date	Final evaluation date
Program Vision The program has a cohesive shared vision and a set of goals that establish: • High expectations for all students • Commitment to a rigorous instructional focus • Research foundation (continuous and ongoing)	• In your building, is there a dedicated facilitator managing the program vision?						
	• Does the program follow best practices for English language development?						
School Environment The district, school, and community embrace the program and provide: • A safe, orderly environment • A warm, caring community • Awareness of the diverse needs of students of different linguistic and cultural backgrounds	• How will staff and systems welcome, support, and provide whole child services to ELL and families?						
	• Does the school environment project the values established by the program's vision?						
School Leadership The implementation team and school principal lead the program towards its vision and goals. • Advocate for the program • Coordinate the program based on planning • Design and facilitate professional learning and promote staff cohesion • Ensure equitable allocation of funds	• Does program leadership respond when implementation veers away from the program's vision?						
	• Is the ELD teacher a member of the scheduling committee?						
	• Are the program's goals clearly articulated to all stakeholders?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Ongoing Planning With an eye for sustainability, the program guides implementation through careful planning. • Goals align with the program's vision • The program articulates vertically through grades and iterates horizontally across grades • Instruction is guided by an evolving scope and sequence that is developmentally, linguistically, and culturally appropriate	• Is there dedicated collaboration time across grade-level bands and departments?						
	• Does the program have a set of short-term and midterm goals to realize its vision?						
	• Does the program account for alignment to state standards and the ELP Standards?						
Language Development The program is founded on principles that are supported by research and best practice. • Principles of second language development • Effective instructional methodologies and classroom practices • Belief in and commitment to second language acquisition theory	• Does best-practice research guide teaching and learning?						
	• Are mainstream teachers provided ongoing professional learning to support ELLs in mainstream classes?						
	• Do teachers and all program staff understand and apply the principles of second language development?						
Master Schedule Master schedules must protect specific blocks of time for ELD, while simultaneously ensuring that ELLs do not miss core content instruction. Additionally, the master schedule must provide time for teacher collaboration.	• Does the master schedule facilitate consistent teacher collaboration?						
	• Does the master schedule allow for flexible grouping based on students' needs?						
	• Does the master schedule allow for all ELLs of varying profiles to attend an ELD class period(s) appropriate to their level of language proficiency?						

Curriculum Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
						Timeline	
Cultural Relevance Curriculum levers relevant themes and topics as vehicles to engage students in standards-aligned learning. • Curriculum weaves culturally relevant content with grade-appropriate skills and language standards • Unit themes promote connections and cross-cultural exchange	• Does the curriculum reflect the values of the student's home community?						
	• Does the curriculum offer an authentic, unassuming, perspective of student culture?						
	• Does the curriculum incorporate regular opportunities to practice language through academic discourse?						
Alignment Curriculum provides a plan for student learning aligned horizontally across one grade level and vertically across previous and subsequent grades. • Curriculum at each grade level details what students must know and be able to do by the end of each grade • Each grade's expectations articulate to the next grade level	• Does the curriculum align to grade-appropriate content standards and district learning targets?						
	• Does the curriculum offer opportunities for language development across content areas?						
	• Does the curriculum offer opportunities to develop language, literacy, and content knowledge simultaneously?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Depth Deep curriculum provides opportunities for students to engage with rigorous, compelling concepts, skills, and language work in multiple contexts. Deep curriculum encourages connections across contexts, and embeds skills and language development. • Provides cooperative learning opportunities to extend critical thinking into collaborative space • Includes appropriate scaffolds and differentiated supports so all students can access rigorous, engaging learning	• Does the curriculum encourage higher order thinking?						
	• Does the curriculum account for diverse learners?						
	• Does the curriculum enrich the student learning experience?						
	• Does the curriculum embed authentic skills and academic language development?						
	• Does the curriculum incorporate appropriate scaffolds for students to access deep concepts?						
Enrichment vs. Remediation Curricular planning must: • Challenge students with deep critical thinking • Promote literacy development • Promote academic language development	• Does the curriculum enrich the student learning experience?						
	• Does the curriculum push students to extend and apply their learning across contexts?						
	• Does the curriculum extend opportunities to build language and literacy skills within complex content?						

Instruction Reflective Tool

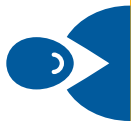| Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Integrating Language, Content, & Analytical Practices The ELD program must attend to language development expressed in the English Language Proficiency (ELP) Standards while simultaneously developing the academic language that students will need in content-area classes. • Weave language and literacy into compelling content that students need for school success • Create many opportunities for students to use English to negotiate class content	• Do teachers foster critical thinking and meaningful student discourse? • Does the teacher create invitations for students to apprentice themselves in the language, content, and analytical practices specific to the class context?						
Multimodal Exposure to Academic Language Through Content As a core principle of language development, students must exercise all four modalities (listening, speaking, reading, and writing) as they develop English. • Teachers weave language development tasks into class content • Teachers recognize language structures in English and provide explicit language development instruction	• Do teachers create the opportunity for students to engage class content through each of the modalities in English? • Do listening and speaking complement reading and writing tasks? • Do teachers embed language development within class content?						

Program considerations	Guiding questions	Current status			Action items	Next steps	
		Already in place	Not evident	Potential areas to develop		Timeline	
						Interim check-in date	Final evaluation date
Formative Assessment Ongoing formative assessment creates a feedback loop between teacher and student. Multiple sources of input from students will indicate how to best support students in language, literacy, and content. Formative assessment doesn't have to be formal—careful attention to student output reveals much about the depth of mastery of language, literacy, and content standards.	• What does student output reveal about what they know and are able to do in English? • Do teachers create multiple opportunities for students to show growth toward mastery of learning targets? • Do teachers use formative assessment data to reflect on their practice? • Do teachers share these data with colleagues in learning teams?						
Flexible Grouping & Cooperative Learning Cooperative learning creates the space for students to engage and discuss class content, while exercising academic language in English. Flexible grouping strategies enable teachers to structure groups heterogeneously or homogeneously to support a particular instructional focus. • Heterogeneous groups leverage student strengths as models in English • Teachers might employ homogeneous groups (by language profile or language background) to differentiate language and content skills for particular student groups	• Do students engage cooperatively to solve complex problems while exercising academic language structures? • Do teachers have a system to flexibly arrange students based on instructional priorities and student needs?						
Culturally Responsive Instruction Teachers engage students by designing instruction that integrates students' cultural, linguistic, and academic funds of knowledge.	• Do teachers treat students' cultural, linguistic, and academic experiences as assets for learning?						

Assessment & Accountability Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Monitors Program Effectiveness Assessments, implemented in "consistent and systematic ways," reveal much about how students negotiate content in English. Assessments for ELD must be aligned to language standards and measure growth in language proficiency.	• Do teachers and program staff monitor student growth to determine if the program is reaching its goals (e.g., AMAO targets)?						
Includes Multiple Measures Multiple points of input create a deeper, clearer picture of how students are progressing in language, literacy, and content in English. Multiple assessments of learning standards paint a more accurate picture of what students know and are able to do with language.	• Does the ELD program embed multiple measures of student progress?						
	• Do assessments measure progress in content standards, literacy, and language development in both languages of instruction?						
Assesses Academic Content & Language How are students progressing in each of the 10 ELP Standards? Schools and ELL program staff use multiple indicators of growth to determine how students are progressing in their language development.	• Does the ELD program assess individual student progress in language, literacy, and content in English?						
	• Does the program communicate this information to other stakeholders like mainstream teachers and families?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Data Analysis The school disaggregates student data to understand how to support each student in the ELD program. Teams of teachers and administrators analyze formative and summative assessment data to understand how students are performing relative to standards.	• What do student formative and summative assessment data reveal about students' depth of mastery of the content standards, language, and literacy features?						
	• Do teachers and school data teams disaggregate student data to learn more about how ELLs fare in content, language, and literacy?						
Data Inform Programmatic & Instructional Decisions Teachers follow a formative assessment cycle to inform instructional decisions. Student performance relative to standards supports teachers in planning instruction best suited to their students' needs.	• How do teachers, administrators, and ELL program staff act on conclusions drawn from student data?						
	• Are the results used to inform planning and instruction?						
Assessment Literacy The school commits to building capacity in assessment literacy. Teachers know how to design performance tasks linked to language and content standards. The school provides further professional learning to analyze and interpret results and determine how the results can inform future instructional decisions.	• What types of professional learning will build teacher capacity in assessment literacy?						
	• What types of data protocols are in place to guide analysis and interpretation of student data?						

Educator Effectiveness & Professional Learning Reflective Tool

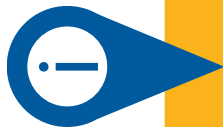| Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Teacher Certification & Preparation Effective, fully credentialed teachers are trained on English language development pedagogy and high-leverage practices for serving ELLs.	• Are teachers prepared with a deep understanding of English language development?						
	• Are teachers prepared with effective pedagogy and strategies for serving ELLs?						
Expertise in Language Development Teachers in ELD programs are experts in developing language while simultaneously teaching content, skills, and literacy in the language of instruction. Given the complexity of this role, teachers must have preparation and continued professional learning. Additionally, ELD teachers have regular opportunities to lead colleagues in discussions on how to support ELLs in the mainstream classroom.	• Is professional learning in second language development offered and encouraged by the school?						
	• Do teachers collaborate to share best practices in language development?						
	• Are language development strategies shared schoolwide?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Professional Learning The ELD program establishes priorities for professional learning. Professional learning priorities are developed collaboratively and transparently with staff, and are part of the program's commitment to continual improvement.	• Are there clear priorities for professional learning?						
	• What role do teachers have in establishing priorities for professional learning?						
	• Does the professional learning contribute to continual improvement?						
	• Does the program provide sustained follow-up to concepts presented in professional development time?						
	• How does the program incorporate concepts from professional development into professional expectations?						
Learning Walks & Professional Reflection Focused learning walks are a core professional learning tool. Rounds of observations are focused through defined instructional lenses with the purpose of exchanging best practice. Learning walks are accepted as a professional norm and as an opportunity for personal and professional growth.	• What systems are in place to enable learning walks to occur with minimal impact on teaching and learning?						
	• What are the professional expectations of learning walks?						
	• How are teachers and administrators expected to follow up after conducting learning walks?						
	• What norms are in place for guiding rounds of learning walks?						
Professional Collaboration The program enables, encourages, and expects professional collaboration through horizontal (within grade levels) or vertical (across grade levels) learning teams.	• Does the master schedule create the space for professional collaboration?						
	• Are PLTs guided by common professional norms and student-focused protocols?						
	• Does school leadership establish collaborative expectations for PLTs?						
	• Does school leadership establish expectations for and coach PLT norms and protocols?						

Family & Community Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
						Timeline	
Home/School Collaboration The school actively communicates the value of English language development through strong connections to family and community partners. The school embodies the values of multiculturalism and projects the importance of multiliteracy, serving as a community center to exchange culture, language, and the value of education.	• Does the school encourage collaboration with family and community partners?						
	• Does the school project and communicate its values to family and community partners?						
	• What role does the school, and its values, play in the community?						
	• Are families of diverse backgrounds represented on a school or program advisory board (PTA, PTO, PAC)?						
Home & Community Contribution Families, community members, and community-based organizations are empowered to contribute their strengths to the school community. The school community values the contributions of diverse voices that are representative of the school community.	• Does the school create opportunities for families and community members to actively contribute?						
	• Does the school value the strengths families and community members can offer the school and language program?						
School Environment The school establishes a welcoming atmosphere for all members of the school community. Each staff person understands their responsibility for projecting the warm, accepting atmosphere that makes families and students feel welcome and supported.	• Does the school project a welcoming atmosphere to students, families, and community members?						
	• Does the atmosphere communicate the school's values?						
	• What are the expectations of all staff members to communicate these values and perpetuate the welcoming atmosphere?						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
School-Based Parent/Community Liaisons The school commits a family liaison to communicate the program's vision and foster advocacy for the program. Additionally, the family liaison serves as a critical conduit of information and cultural exchange between home and school.	• Does the school create a personal bridge between families, the community, and the school? • Does the school-family liaison reflect and communicate the values of the school?						
Communication The school and ELD program projects a clear vision into the community to promote the importance of language development and the value of multi-literacy.	• Does the program use multiple modes of communication to message its values to the community around the school?						

Support & Resources Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline	
						Interim check-in date	Final evaluation date
Equitable Allocation of Resources Equality isn't equity—the local school board, district, and school staff understand the how to distribute resources to equitably fund the program.	• Does the school district, local school board, school, and district leadership plan for allocating resources to support ELL students?						
	• Does program leadership commit adequate funds to achieve the program's intended outcomes?						
Human Resources The local school board, school, and district leadership have a robust plan for recruiting and retaining highly effective staff members that embrace and reflect the values of the ELD program.	• Does the district have a dependable pipeline of highly qualified ELD teachers?						
	• Does the district have a strategy for retaining highly qualified teachers?						
	• Does the district equitably distribute highly qualified teachers where needed?						

Bibliography

References

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1). Retrieved from http://epaa.asu.edu/ojs/article/view/392

Heritage, M., Walqui, A., & Linquanti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom.* Cambridge, MA: Harvard Education Press.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Retrieved from Center for Applied Linguistics website: http://www.cal.org/twi/Guiding_Principles.pdf

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator, 37*(2), 13–25, 38–39. Retrieved from https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Resources

Bardack, S. (2010). *Common ELL terms and definitions.* Retrieved from American Institutes for Research website: http://www.air.org/resource/common-ell-terms-and-definitions

Burke, A., & Rodriguez-Mojica, C. (2015). *Informed decisions: Recommendations from Beaverton School District's review of program models and instructional strategies for English language learners.* Retrieved from Education Northwest Google Drive file: https://drive.google.com/a/educationnorthwest.org/file/d/0B-M-2w0V8AjRN3lRT0QwZkgwTFk/view?pref=2&pli=1

Council of Chief State School Officers. (2014). *English Language Proficiency (ELP) Standards with correspondences to K–12 practices and Common Core State Standards.* Retrieved from Oregon Department of Education website: http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf

U.S. Department of Education, Office of English Language Acquisition, National Clearinghouse for English Language Acquisition. (2015). *English Learner Tool Kit for state and local education agencies* (SEAs and LEAs). Retrieved from http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Wheeler, M. (2011). *Beaverton School District Volunteerism & Engagement Plan 2011–2015.* Retrieved from Beaverton School District website: https://www.beaverton.k12.or.us/about-us/CIP/Vol_Engagement%202011_2015%20Plan_Final%20Web.pdf