ELL Program Road Maps

BEAVERTON
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Contents

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With the introduction of new standards for core content and English language proficiency, teaching and learning for English language learners (ELLs) has shifted dramatically over the last few years. ELLs 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. It is designed to serve as a best practice guide for effectively implementing a pull-out English language development (ELD) program in an elementary setting.

Like most districts around the country, Beaverton serves its heaviest concentrations of ELLs in the primary grades. Pull-out ELD is one of the most common programs for serving these students, especially in schools with low concentrations of ELLs. Although much has shifted in the ELL field, there are four important principles based on the research about effective instruction for ELLs. These principles are adapted from "English Language Development: Guidelines for Instruction" (Saunders, Goldenberg, & Marcelletti, 2013) and *English Language Tool Kit for State and Local Education Agencies* (SEAs and LEAs) (U.S. Department of Education, 2015).

1. Standards-aligned instruction and best instructional practices for ELLs are rigorous, grade-level appropriate, and provide deliberate and appropriate scaffolds. Such programs should include:
   - Clear goals and objectives
   - Appropriate and challenging material
   - Well-designed instruction and instructional routines
   - Clear instruction and supportive guidance as learners engage with new skills
   - Effective modeling of skills, strategies, and procedures
   - Active student engagement and participation
   - Informative feedback to learners
   - Application of new learning and transfer of that learning to new situations
   - Practice and periodic review
   - Structured, focused interactions with other students
   - Opportunities for students to describe their reasoning, share explanations, make conjectures, justify conclusions, argue for evidence, and negotiate meaning from complex texts
   - Frequent assessments, with reteaching as needed
   - Well-established classroom routines and behavior norms

2. ELLs require additional instructional supports, including:
   - Focused ELD instruction, sheltered instruction (for example, SIOP and GLAD strategies)
   - Building on student experiences and familiar content (then adding on material that will broaden and deepen students' knowledge)
   - Providing students with necessary background knowledge
   - Using graphic organizers (tables, web diagrams, Venn diagrams) to organize information and clarify concepts
   - Making instruction and learning tasks extremely clear
   - Using pictures, demonstrations, and real-life objects
   - Providing repeated practice with scaffolds (gestures, visual cues)
   - Giving additional practice and time for discussion of key concepts
   - Designating language and content objective for each lesson
   - Using sentence frames and models to help students talk about academic content
   - Providing instruction differentiated by students' English language proficiency

3. The home language can be used to promote academic development, such as:
   - Use cognates (words with shared meanings that have common etymological roots)
   - Provide instruction that leverages ELLs' home language(s), cultural assets, and prior knowledge
   - Elicit vocabulary from the student in his/her home language
   - Encourage families to support native language literacy at home

4. ELLs need early and ample opportunities to develop proficiency in English, including:
   - Ensuring ELD is a school and districtwide priority
   - Providing daily focused ELD instruction
   - Offering ELD instruction that explicitly teaches forms of English and emphasizes academic language, as well as conversational language

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

It is important to consider the student demographics of your school before choosing an ELD pull-out model. This model is most successful for students who are unable to access core content even with scaffolding and supports in the classroom due to their low level of English language proficiency.

Purpose

The main goal of an ELD pull-out program is the development of English language proficiency. It is designed to help ELLs learn and acquire English to an advanced level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English. It is a separate, daily block of time that is devoted to targeted, intensive language lessons (Saunders et al., 2013). In pull-out programs, students leave their mainstream classroom for pull-out services at a time *when core-content instruction is not taking place*. In this model, ELLs are carefully grouped by language proficiency and individual learning needs for ELD instruction. However, the students *should not be segregated by language proficiency throughout the rest of the day.* It is important that ELLs have continued support throughout the school day in the form of sheltered instruction or additional push-in support from ELD teachers.

This model is more common in elementary schools, and it bears mentioning that the instructional space and resources should be comparable to mainstream settings throughout the building (Zacarian & Haynes, 2012). For a pull-out model to be effective, it should be based on student needs, with more supports and resources allocated to students with lower profiles. Students new to the country will need a separate ELD time that may be longer than other pull-out groups. Groups should be frequently monitored for growth, and as students' language skills improve the ability to access classroom content, supports should then shift to being provided in the classroom via a coteaching model (Zacarian & Haynes, 2012). One scheduling consideration for the pull-out model is that students will eventually progress to higher levels of English language proficiency. For these students, a coteaching model would be more appropriate for their learning needs, as the coteaching model keeps students integrated in their mainstream class.

Pull-Out ELD Programs at a Glance

Strengths	Challenges	Implementation considerations
Successful for students unable to access core content due to low level of English language proficiency.	A significant amount of collaboration time needed between ELD teacher and classroom teacher.	A consistent time per week of collaboration/planning time to facilitate common assessments, promote cultural relevance, and connect background knowledge.

Strengths	Challenges	Implementation considerations
Aligned to state content language standards.	Creation of a master schedule that allows for flexibility.	Flexible master schedule to minimize impact of lost class time.
Small group with focused attention on students' language needs according to the student's individual profile.	Difficult for administrator to monitor and enforce core instruction not occurring during ELD instruction.	Flexibility to accommodate fluctuating numbers of students.
Students connect culturally with other students with similar needs and backgrounds.	Long-term consequences of ELL students missing classes such as science/social studies. Academic language could be missing.	Must have ability to clearly articulate model to families.
Increased time for oral practice through academic discussion.	Possible social implications of leaving mainstream class.	Grade-level curriculum map available.
Environment promotes low affective filter (increasing students' willingness to take risks).	Potential for adding additional expectations to an already heavy content load. Difficulty transferring skills from pull out to classroom.	Language strand of Common Core State Standards overlaps with ELP Standards and should be taught so that all students are receiving language instruction at the same time.
Flexibility to adapt curriculum that reflects students' backgrounds and cultures.	Potential for increased staffing allocation and a need for space in the building that is free from distractions.	Pull-out instruction must be needs based with sufficient supports and resources allocated to students with lower profiles.
Students receive targeted instruction that meets their individual needs.	Providing interventions to dually identified students while limiting removal from mainstream class.	Individual plan for students with dual identification to minimize time out of the classroom.

Grade-level considerations

Elementary School

When planning the master schedule, it is critical that pull-out services do not coincide with content area instruction and that classroom teachers have a clear understanding of what will be taught when ELLs are in pull-out ELD. ELD teachers will need a consistent allocation of collaboration time with classroom teachers to integrate the ELP Standards and the Common Core State Standards.

Questions to guide collaboration:
1. What common academic language will be used by the classroom teacher and the ELD teacher (for example, "juicy words" vs. adjectives)?
2. What language structures or sentence frames will be used as scaffolds?
3. What skills do we expect the students to transfer from ELD into the classroom and how will those skills be demonstrated and assessed?
4. Which ELP standard complements the Common Core Language Standard?
5. How can core content be connected to students' cultural backgrounds?

Please refer to the Support and Resources section for further information on collaboration.

Curriculum

The curriculum of an ELD pull-out program provides the teacher's plan for instruction in order for student learning to occur. Often, curriculum is confused with instructional materials. The intent of this section is not to focus on the instructional materials, but rather on the teacher's specific curricular plan for leading student learning.

The ELD pull-out program must be aligned to state content and language standards. It is critical for ELD teachers to have a deep understanding of the ELP Standards and how they overlap with the Common Core State Standards and the Next Generation Science Standards.

Organization of the ELP Standards in Relation to Participation in Content-Area Practices (CCSSO, 2014)

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Standards 1–7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA and literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3. Speak and write about grade-appropriate complex literary and informational texts and topics	
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5. Conduct research and evaluate and communicate findings to answer questions or solve problems	
6. Analyze and critique the arguments of others orally and in writing	
7. Adapt language choices to purpose, task, and audience when speaking and writing	
8. Determine the meaning of words and phrases in oral presentations and literary and informational text	Standards 8–10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.
9. Create clear and coherent grade-appropriate speech and text	
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing	

For the teacher to be effective in connecting the Common Core and language standards, there needs to be sufficient and consistent planning and collaboration time with classroom teachers and ELL specialists. *The ELP Standards illuminate the social and academic uses of language inherent in—and needed to fully access—the new, language-rich college and career-readiness content standards.*

There is a movement in the reformulation of pedagogy for ELL students, which involves a series of shifts in the design of learning materials and pedagogical approaches. Understanding and implementing these pedagogical shifts is pivotal to success in the education of future generations of ELLs (Heritage, Walqui, & Linquanti, 2015). ELD teachers need to understand how to apply the ELP Standards to their planning and instruction by focusing on the critical language, knowledge about language, and skills using language that are found in college- and career-readiness standards and are necessary for the ELLs to be successful in school. The ELP Standards focus on the language needed to access college and career-readiness standards in English language arts (ELA) and literacy, mathematics, and science rather than supporting ELLs' development of English proficiency in a manner that is decontextualized from the mainstream curriculum.

Grade-level considerations

Elementary School

When distributing staff and resources among grade levels, it will be important to keep in mind that the primary grades will likely have higher numbers of students and those students' profiles will likely be lower. As a result, there needs to be flexibility to accommodate fluctuating numbers of students. Depending on the school demographics, schools with high concentrations of ELLs in the lower grades might create a set of supports by coupling pull-out programming with collaborative push-in supports between ELD teachers and classroom teachers. This collaboration is a critical component to an effective pull-out program. Strategically allocating personnel and providing ongoing opportunities for collaborative learning and development greatly increases ELL student achievement, (York-Barr, Ghere, & Sommerness, 2007) and a greater sense of shared responsibility and accountability for all students (Honigsfeld & Dove, 2014).

Often, it is difficult to decide what to teach while ELLs are out of the classroom to ensure that they do not miss core-content instruction. In addition, the instruction that happens in the classroom while non-ELLs remain needs to be carefully planned to ensure it is a valuable use of learning time. Classroom teachers may need support from their administrators regarding what to teach and how to maximize instruction while ELL students are out of the classroom so that learning outcomes are equitable.

Curriculum (cont'd)

With a shift to new standards comes a reformulation of practice as it relates to planning. How do teachers support ELLs as they simultaneously negotiate the academic language and analytical demands of content aligned to 21st century standards? The shifts outlined below are an introduction to some of the changes we must consider in curriculum.

Shifts in ELD Curriculum

From …	To …
Seeing language acquisition as an individual process	Understanding it as a social process of apprenticeship
Seeing language acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity	Understanding that acquisition occurs in nonlinear and complex ways
Using simple or simplified texts	Using complex, amplified texts

Source: Adapted from Heritage et al., 2015, p. 24, table 2.1.

The ELP Standards are interrelated and can be used separately or in combination. Standards 8–10 specifically relate to the language forms and functions required in academic tasks related to standards 1–7. ELD teachers bring their expertise of microlinguistic features found in standards 8–10 as they support standards 1–7. They know the language demands of the academic practices and as a result can scaffold and differentiate instruction for all levels of ELLs. This is why collaboration is so important—there must be *a genuine collaborative effort between the ELD teacher and the grade-level team at each school to develop effective, grade-appropriate curriculum for ELD instruction.*

Cultural relevance is an underlying component of student engagement. Cooperative planning teams should take careful note of their students' cultural backgrounds when designing curriculum.
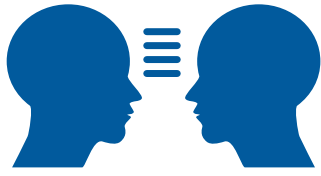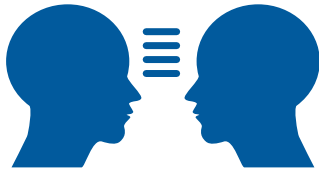
Instruction

There is a large body of research to support the direct link between high-quality instruction and positive student outcomes. It doesn't matter how good the planning is if the implementation through instruction is weak. One of the pillars of high-quality instruction is the reciprocal interaction model—genuine interaction between teacher and student that fosters critical thinking, promotes student agency, and emphasizes student learning over factual recall (Howard et al., 2007). Reciprocal instruction looks and feels more like facilitation than actual instruction. Teachers create the space for students to engage one another, *learn cooperatively, and respond dynamically* to problems and projects developed by the teacher.

Another pillar of high-quality instruction is the way teachers facilitate student discourse—and learning—through collaboration. 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). When thinking about learning as a social construct, it shifts the teacher's role to one of facilitator—the guide in the room who creates *"invitations"* for students to *apprentice themselves in the content, analytical practices, and language of the discipline* (Heritage et al., 2015). The

invitations described by Heritage, Walqui, and Linquanti are essential to language development, as they offer the time and space for students to experiment with language while negotiating class content.

Best practices show that the ELD instruction should emphasize academic language as well as conversational language, and explicitly teach forms of English and multimodal grammar. Furthermore, ELD instruction should incorporate complex, amplified texts to support the teaching of reading, writing, listening, and speaking (Heritage et al., 2015). This recommendation is a dramatic shift from previous practice. Here, grade-level text with scaffolded text enhancement (e.g., headings and subheadings, highlighted vocabulary terms, images) and reading scaffolds raise the expectations for ELLs by prioritizing grade-appropriate skills and the language required to meet those high expectations.

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 doesn't have to be formal—simply listening to how students are using language to express their understanding of class content will reveal much about how and where to adjust instruction.

Instruction (cont'd)

Shifts in ELD Instruction

From …	To …
Conceptualizing language in terms of structures or functions	Understanding language as action
Emphasizing discrete structural features of language	Showing how language is purposeful and patterned
Lessons focused on individual ideas or texts	Cluster of lessons centered on texts that are interconnected by purpose or theme
Activities that preteach content	Activities that scaffold students' development and autonomy as learners
Establishing separate objectives for language and content learning	Establishing objectives that integrate language and content learning
Teaching traditional grammar	Teaching multimodal grammar (being able to examine the various forms of communication and their intentions to respond appropriately)

Source: Adapted from Heritage et al., 2015, p. 24, table 2.1.

Transfer of skills from the pull-out setting into the classroom has proven to be a great challenge for this program model. "Deeper learning is achieved when students are supported to link ideas into constellations of understandings that are interrelated" (Hakuta & Hakuta, 2015). During instruction, ELLs need to be explicitly taught how to apply and generalize the skills and concepts learned in ELD pull-out in the mainstream classroom setting. If this connection is not made, students will view learning as isolated banks of knowledge. It makes it very difficult for ELLs to interrelate their understandings from each setting. Sternberg and Frensch (1993) have found that if students are not taught the skill of applying new information, then it is much less likely they will be able transfer their learning from one context to another. In addition, there is vast educational research that has found student learning is improved when students are given opportunities to connect new content to prior knowledge. This transfer of learning is facilitated when the ELL specialists and classroom teachers collaborate to plan instruction, use common language, and incorporate graphic organizers during instruction.

Grade-level considerations

Elementary School

We need to be cautious about adding content and work to the school day of a beginning- to early-intermediate–level ELL student during the pull-out period and cognizant of the amount of time the student is away from his/her mainstream classroom. The traditional approach has been to teach ELLs language in ELD and to teach content in the mainstream classroom. However, research has shown that there is little conceptual learning that does not involve language learning and little language learning that does not include conceptual and analytical skills (Hakuta & Hakuta, 2015). In order to avoid a lack of learning transfer, consistent and meaningful collaboration time between the classroom teacher and the ELL specialist is critical. To facilitate this collaboration time, additional staffing may be necessary.

Assessment & Accountability

What do student data, both formative and summative, reveal about students' depth of mastery of content standards, literacy, and language features of each language of instruction? 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. However, this is only true if the assessments are aligned to content and language standards.

The 10 ELP Standards highlight a strategic set of language functions (what students *do* with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) that are needed by ELLs as they develop competence in the practices associated with English language arts, mathematics, and science (Bunch, Kibler, & Pimentel, 2013, CCSSO, 2012; Lee, Quinn, & Valdés, 2013; Moschkovich, 2012; van Lier & Walqui, 2012).

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An ELP level does not identify a student (e.g., "level 1 student"), but rather

identifies what a student knows and can do at a particular stage of English language development. To better understand how students are progressing in the specific modalities of language (receptive, productive, and interactive), teachers might consult the Alternate Organization of the ELP Standards on page 5 of the English Language Proficiency Standards (CCSSO, 2014).

Assessment should be carried out in consistent and systematic ways. Teachers must account for the time they need to design common assessments, both summative and formative. In addition, teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and collaboration between the ELD teacher and the classroom teacher. Within this partnership, there should be discrete protocols to ensure that teachers are responding to student needs expressed on formative and summative assessments. Whether this protocol is conducted through regular professional learning communities or through periodic inservice activities, student assessment data can inform careful planning of future units to ensure that all students are reaching grade-level targets in each language of instruction.

Shifts in ELD Instruction

From …	To …
Using tests designed by others	Using formative assessment

Source: Adapted from Heritage et al., 2015, p. 24, table 2.1.

Grade-level considerations

Elementary School
Programs will need to plan for regularly scheduled meeting times in which ELD teachers, classroom teachers, and administrators analyze multiple sources of ELL student achievement data to determine instructional needs and program effectiveness.

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 be openly and honestly reflective about 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.

Research has shown that ongoing and consistent collaboration among teachers has a significant positive impact on student achievement. In order to sustain a collaborative model, it is imperative to develop trusting relationships and an environment in which taking risks is encouraged and unsuccessful attempts at something new are not punished but viewed as opportunities to learn (York-Barr et al., 2007).

The integration of language and content is a central theme to the pedagogical shifts introduced earlier in this document. At the heart of contemporary shifts in ELL practices lies the need for both ELD and mainstream educators to connect and discuss the interplay between language and content. Hakuta and Hakuta (2015) describe the integration of language and content with a cyclops metaphor. Instead of treating language and content instruction in separate silos, the new ELP Standards compel mainstream and ELD teachers to develop an integrated understanding of language and content standards.

Mr. Language

Mr. Content

Mr. Language and Content

Family & Community

It is the school's responsibility to empower families. Families that speak a language other than English at home may need extra support as they may lack knowledge of the U.S. school system and the language to communicate with teachers. In order for the partnership to evolve, schools need to get all families involved and engaged. There is an abundance of research that has found students with involved parents—regardless of family income or background—are more likely to earn higher grades and test scores, attend school regularly, show improved behavior, graduate, and go on to postsecondary education (Henderson & Mapp, 2002).

Beaverton School District's Volunteerism and Engagement Plan (2011–2015) is supported by the work of Dr. Joyce Epstein's framework of family engagement. Her model of six types of parent involvement has helped schools nationwide develop effective school and family partnership programs. The six types are:

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support.
4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision making: Include parents in school decisions, developing parent leaders and representatives.
6. Collaborating with communities: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Grade-level considerations

Elementary School

Program planners must find ample opportunities to communicate to families the purpose and vision of the school's language program. Families are critical stakeholders in this process and their buy-in to the program mitigates future challenges, such as student attrition, that are especially common as coursework becomes more difficult beyond elementary school.

Another factor to communicate is the process of language development. Students will need time to develop academic language proficiency, and as such, state assessments may not reveal all that students know and are able to do.

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, pg. 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.

As students develop their language skills in English, their educational needs will evolve. As such, the availability of support and resources will need to be dynamic. Students with lower levels of English language proficiency require greater levels of support.

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

Elementary School
Access to ELL language programs is critically important, especially when reaching students from language minority and low-income backgrounds. Program access is a critical theme—families must understand what the program is and how it will benefit their child. Program planners must take these additional costs into consideration.

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			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	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 an instructional focus on English language development and multiculturalism	• Does the program establish a clear vision that considers the perspectives of all stakeholders (e.g., students, families, community partners, teachers, administrators)?						
	• 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	• Do staff and systems welcome, support, and provide whole-child services to ELL students 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 planning support the program vision?						
	• Does program leadership respond when implementation veers away from the program's vision?						
	• 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.	• Does the program vision reflect the values of the school, and community and purpose of the program?						
• Goals align with the program's vision • The program articulates vertically through grades and iterates horizontally across grades	• Does the program have a set of short-term and midterm goals to realize its vision?						
• Instruction is guided by an evolving scope and sequence that is developmentally, linguistically, and culturally appropriate	• 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.	• Does best-practice research guide teaching and learning?						
• Principles of second language development • Effective instructional methodologies and classroom practices	• Does the curriculum promote the families' language and culture in the school and community?						
• Belief in and commitment to second language acquisition theory	• Do teachers and all program staff understand and apply the principles of second language development?						
Master Schedule Students participating in pull-out ELD cannot miss core instruction. As a result, 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 as they progress in language skills?						
	• Is the master schedule created to ensure pull-out ELD instruction does not occur during core content instruction?						

Curriculum 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
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?						
	• Does the curriculum offer opportunities for language development across content areas?						
	• Do teachers on the same grade team collaboratively design and implement curriculum?						
	• Do teachers collaboratively compare and contrast outcomes?						
	• Does the curriculum offer opportunities to develop language, literacy, and content knowledge simultaneously?						

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
Depth Deep curriculum provides opportunities for students to engage concepts, skills, and language associated with rigorous, compelling 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?						
Thematic Integration The themes integrate language, content, and analytical practices in culturally relevant units of study. • Coherence throughout the year—unit themes complement one another • Cross-curricular coherence—unit themes connect across content and language	• Do the unit themes connect to: – Previous learning – Future learning – Other subjects						
Enrichment vs. Remediation Pull-out programs are built to enrich, not remediate. 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 Pull-out ELD programs 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. Pull-out ELD programs: • 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 in English? • Does the teacher create integrated opportunities for independent practice of language, literacy, and academic skills?						
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 and the partner language. • 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 | | | Next steps | Timeline | |
		Already in place	Not evident	Potential areas to develop	Action items	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.	• Do teachers have a system for collecting formative assessment data? • Do teachers create multiple opportunities for students to show what they know and are able to do in English? • 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 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 pull-out ELD programs must be aligned to language standards and measure growth in language proficiency.	• In terms of student progress, 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 pull-out ELD program embed multiple measures of student progress? • Do assessments measure progress in content standards, literacy, and language development?						
Assesses Content & Language How are students progressing in each of the 10 ELP Standards? Schools and ELL program staff should use multiple indicators of growth to determine how students are progressing in their language development.	• Does the pull-out ELD program assess individual student progress in the four language domains of listening, speaking, reading, and writing? • 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 pull-out ELD program. Teams of teachers and administrators analyze formative and summative assessment data to understand how students are performing relative to standards.	• Do student formative and summative assessment data reveal student depth of mastery of the ELP Standards?						
	• 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.	• Is there a protocol for analyzing, interpreting, and acting 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 specific 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.	• Does the school provide opportunities to build teacher capacity in assessment literacy?						
	• Are there data protocols in place to guide analysis and interpretation of student data?						

Educator Effectiveness & Professional Learning Reflective Tool

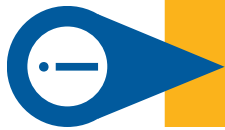| Program considerations	Guiding questions	Current status			Next steps	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Teacher Certification & Preparation Effective, fully credentialed teachers are trained on English language 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?						
Professional Learning The pull-out 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?						
	• Are teachers involved 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?						
	• 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.	• Are systems in place to enable learning walks to occur with minimal impact to teaching and learning?						
	• Are the professional expectations and purpose of learning walks communicated to staff?						
	• Is there a system in place for teachers and administrators to follow up after conducting learning walks?						
	• Are norms in place for guiding rounds of learning walks?						

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
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 collaboration meetings guided by common professional norms and student-focused protocols?						
	• Does school leadership establish collaborative expectations for collaboration meetings?						
	• Does school leadership establish expectations for and coach collaboration norms and protocols?						

Family & Community 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
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? • 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 a variety of accessible opportunities for families and community members to 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? • Do families know which staff are bilingual? • 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 support families with education and culturally relevant strategies for supporting literacy and language development at home? • 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 multiliteracy.	• 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	Timeline	
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Final evaluation date
Equitable Allocation of Resources Given that equality isn't equity—the local school board, district, and school staff understand how to distribute resources to equitably fund the ELD program.	• Does the school district, the 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, and school and district leadership have a robust plan for recruiting and retaining highly effective staff 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?						

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