



## ***Office of Multilingual Curriculum and Programs Instructional Values & Promising Practices for English Learners***

### **Guiding Principles:**

- **High Expectations:** All ELs can achieve at high levels and graduate ready for college and career
- **Asset Based:** Students' home languages and cultures are tremendous assets
- **Shared Ownership:** All educators share responsibility and take ownership for student success

### **Instructional Values:**

We will...

- Sustain academic rigor
- Hold high expectations: high challenge, high supports
- Engage all students in quality interactions
- Sustain a language focus
- Develop and deliver quality lessons

The Office of Multilingual Curriculum and Programs (OMCP) has identified five instructional values adapted from West Ed's QTEL<sup>1</sup> and developed the Promising Practices<sup>2</sup> to support each value. The Instructional Values represent the pedagogical beliefs for teachers of English Learners, while the Promising Practices provide specific ways to implement the Instructional Value statements. Together they provide high impact on outcomes for English Language Learners (ELs). These five values are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESL) that support ELs. Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. For supports or suggestions in any of these areas, contact OMCP.

### ***Sustain Academic Rigor***

#### ***Are students developing a deep understanding of the ideas and themes central to the discipline?***

<b>Danielson Alignment</b>	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3e Demonstrating Flexibility and Responsiveness
<b>Promising Practices for Teachers of ELs</b>	<ul style="list-style-type: none"><li>● Integrate and connect central ideas and themes of the discipline over time in order to promote deep disciplinary knowledge</li><li>● Invite students to build increasingly complex explanations of disciplinary concepts and processes</li><li>● Engage students in higher order thinking through complex text, tasks, and talk</li></ul>
<b>Student Look-Fors</b>	1. Students are engaged in higher-order thinking tasks 2. Students are engaged in higher-order discussions with peers 3. Students are engaged with complex texts
<b>Research and rationale</b>	Learning concepts and analytical practices is conceived of as the integration of discrete understandings learned independently of language (Heritage, Walqui, Linquanti, 2016). Learning needs to take place in the student's zone of proximal development, more recently referred to as the construction zone. This metaphor refers to the area that lies beyond a student's ability to act on his or her own, where socially mediated learning prompts development. (Vygotsky, Newman Griffin, Cole, 1989). (Heritage, Walqui, Linquanti, 2016).

<b><i>Hold High Expectations</i></b> <b><i>Are all students supported in meeting grade-level standards?</i></b>	
<b>Danielson Alignment</b>	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 1f Designing Student Assessments 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 4c Communicating with Families
<b>Promising Practices for Teachers of ELs</b>	<ul style="list-style-type: none"> <li>Engage students in academic tasks that provide high challenge with high support</li> <li>Use WIDA Can Do Descriptors and Model Performance Indicators (MPIs) as a guide to develop appropriate scaffolds for academic tasks and activities</li> <li>Implement specific techniques to increase students' comprehension of complex input and support students' production of complex output (e.g. sensory, graphic, verbal/textual and interactive supports)</li> <li>Incorporate strategic use of L1 (first language) through translanguaging practices</li> <li>Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct</li> <li>Use rubrics and other tools to ensure criteria for quality work is clear for all</li> </ul>
<b>Student Look-Fors</b>	1. Students are engaged in academic tasks that provide high challenge with high support 2. Students are able to explain the expectation for the task at hand 3. Students have opportunities to monitor their progress, self-correct, and provide feedback to classmates
<b>Research and Rationale</b>	Learning truly happens only if it is ahead of development. In response to teacher's worries, we would say that development occurs precisely because teachers plan lessons beyond the students' ability to carry them out independently. The catch, of course, is that lessons be deliberately designed to present high support along with high challenge. (Heritage, Walqui, Linquanti, 2016).

<b><i>Engage Students in Quality Interactions</i></b> <b><i>Do students participate in <u>extended</u> interactions/discussions on academically relevant and challenging texts/topics/content?</i></b>	
<b>Danielson Alignment</b>	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques
<b>Promising Practices for Teachers of ELs</b>	<ul style="list-style-type: none"> <li>Structure tasks for extended interaction and discussion, in order for students to use language to co-construct knowledge and meaning</li> <li>Provide students with multiple opportunities to interact in deliberate and sustained conversations on academically relevant and challenging texts/topics/content</li> <li>Provide appropriate scaffolds for interactive tasks and activities such as sentence starters or formulaic expressions and word banks, that are removed or modified based on need</li> <li>Ensure all students to participate in discussion activities with multiple opportunities to provide corrective feedback</li> </ul>
<b>Student Look-Fors</b>	1. Students are engaged in structured tasks that invite extended interaction and discussion 2. Students have opportunities to interact in deliberate and sustained conversations on academically relevant and challenging texts/topics/content 3. Students are using appropriate scaffolds for interactive tasks and activities such as sentence starters or formulaic expressions and word banks
<b>Research and Rationale</b>	Conversation builds oral language, which is a foundation for reading and writing (Roskos, Tabors & Lenhart, 2009). ELs' vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Students develop abilities to communicate complex ideas when there are many opportunities for authentic interactions with others (Zwiers, O'Hara & Pritchard, 2014).

<b>Sustain a Language Focus</b> <i>Do students use academic language/discriminatory language in meaningful ways?</i>	
<b>Danielson Alignment</b>	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflection on Teaching
<b>Promising Practices for Teachers of ELs</b>	<ul style="list-style-type: none"> <li>Provide opportunities for students to become skilled in the use of the specific language of a discipline (e.g. the language of math, science, social studies, and language arts)</li> <li>Expect students to produce academic/discriminatory language both orally and in writing through <b>planned and purposeful guided practice</b></li> <li>Model and clarify academic/discriminatory language through the use of visuals, graphic organizers, gestures, formulaic expressions, etc.</li> <li>Explicitly teach both “brick” (e.g. key vocabulary and concepts) and “mortar” (e.g. signal words and phrases) language within the context of the discipline (Dutro, Moran, 2003)</li> </ul>
<b>Student Look-Fors</b>	1. Students are practicing and producing academic/discriminatory language orally 2. Students are practicing and producing academic/discriminatory language in writing 3. Students are learning the academic/discriminatory at the word, sentence, and discourse level
<b>Research and Rationale</b>	<p>ELs who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short &amp; Echevarria, 2005). Research shows that students should be explicitly taught, in context, the language skills they need to succeed in the classroom (Saunders &amp; Goldenberg, 2010). As ELs use more complex forms of language to accomplish interesting tasks, they learn more content and their language skills improve (Zwiers, O'Hara, &amp; Pritchard, 2014). ELs learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985). ELs benefit from many of the teaching practices that are effective for all students; however, these learners also require modifications to make instruction meaningful (August &amp; Shanahan, 2006, 2010). Students learning rigorous content in a language they do not speak or comprehend completely requires specialized teaching techniques to make the message understandable (Echevarria, Vogt &amp; Short, 2012). Students retain more language and content concepts when they create and communicate original messages (Swain, 1985; Walqui, 2006).</p>

<b>Develop Quality Unit &amp; Lesson Plans</b> <i>Are lessons designed to build language development and understanding of key concepts and central ideas?</i>	
<b>Danielson Alignment</b>	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3c Engaging Students in Learning 4a Reflecting on Teaching 4c Communicating with Families
<b>Promising Practices for Teachers of ELs</b>	<ul style="list-style-type: none"> <li>Design units for continuity and coherence</li> <li>Design lessons with opportunities for students to actively engage with academic content, language, and each other</li> <li>Build on students' lives and experiences and make connections between subject matter and students' reality</li> <li>Refer to the instructional objectives throughout the lesson so students know where they are headed and what is expected of them</li> <li>Check frequently for comprehension/understanding, using a variety of formal and informal assessment techniques, to assess and promote student learning of language and content</li> <li>Adjust instruction in response to assessment of student learning with the goal of students monitoring their own learning</li> </ul>
<b>Student Look-Fors</b>	1. Students can explain the key concepts and central ideas of the unit and lesson 2. Students are actively engaged with academic content, language, and each other

	<p>3. Students are involved in assessing their own learning 4. Students can connect the key concepts to their lives and experiences</p>
<b>Research and rationale</b>	ELs need multiple opportunities to see and hear modeling of the target language, to try and modify their language output, with teachers offering specific feedback that describes progress and focuses on areas for revision. (Zwiers, 2008). Using formative assessment on a regular basis has a strong effect on student learning, and can help raise achievement for below-grade level students while also benefiting all students. Students who are involved in assessing their own learning significantly outperform students who are not involved (Black and Wiliam, 1998). Numerous studies show that students perform better when their home culture and background knowledge are welcomed, respected and incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Gonzalez, Moll & Amanti, 2005; Nieto, 1999).

1 Walqi, Aida, and Leo van Lier. Scaffolding: The Academic Success of Adolescent English Language Learners. WestEd, 2010.

2 Adapted from Levine, L. N., Lukens, L. & Smallwood, B.A. (2013). The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12. For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.