

Best Practices in English Language Development

Big Ideas	Developing	Effective	Highly Effective
<p>Establishes predictable English Language Development structure</p>	<ul style="list-style-type: none"> Teacher frequently implements English Language Development components in target language, including: <ul style="list-style-type: none"> Oral language development. Reading and writing. Language development to support content instruction. Clearly defined content and language objectives are posted. Teacher occasionally incorporates a variety of techniques and/or strategies to promote language use (e.g., language experience approach, preview review, visuals, realia). 	<ul style="list-style-type: none"> Teacher regularly implements English Language Development components in target language, including: <ul style="list-style-type: none"> Clearly defined content and language objectives articulated at beginning of lesson and revisited at end of lesson. Daily oral language development tasks that tap prior knowledge, build background, and/or develop language students need to meaningfully participate. Planned mini-lessons based on students' language and literacy needs as determined by observation. Independent work time for an extended period where students read independently or discuss books with response partners. Frequently incorporated techniques and/or strategies to promote language use (e.g., language experience approach, preview review, visuals, realia) 	<ul style="list-style-type: none"> Teacher implements the two-period ELD block in target language daily, including: <ul style="list-style-type: none"> Clearly defined content and language objectives articulated at beginning of lesson and revisited at end of lesson. Focused, appropriate mini-lessons that introduce and/or support literacy and/or language development to support content instruction. Lessons address identified standards and meet students' needs as determined by ongoing observation and assessment. Independent work time for an extended period where students read independently or with partners and discuss books with response partners or groups and write weekly literature responses. Hands-on tasks designed to create a language-rich environment with multiple opportunities to hear and use language in all four areas: listening, speaking, reading, and writing (extended discourse). Consistently incorporated techniques and/or strategies to promote language use (e.g., language experience approach, preview review, visuals, realia)

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<p>Sets up rich, literate classroom environment</p>	<p>Classroom Library</p> <ul style="list-style-type: none"> • Students can access a variety of books and materials. • Books are organized by levels or genres. • Interactions are mostly teacher-dominated with some student opportunities to talk about or question lesson concepts. <p>Classroom Arrangement</p> <ul style="list-style-type: none"> • Students' desks are organized to allow some student interaction. • Classroom arrangement emphasizes teacher-directed instruction. <p>Classroom Displays</p> <ul style="list-style-type: none"> • Some charts and rubrics, generally teacher-developed, are posted or accessible. • Classrooms and hallways display some student work. • Language objectives are posted. 	<p>Classroom Library</p> <ul style="list-style-type: none"> • Students can access a variety of books and reading materials representing various topics of interest, genres, and authors. • Books are effectively sorted and labeled in a way students understand; students can easily access appropriately leveled books. • Teacher provides frequent opportunities for interaction and discussion between teacher and students and amongst students. <p>Classroom Arrangement</p> <ul style="list-style-type: none"> • Classroom has large space identified for whole group gatherings. • Classroom arrangement reflects mix of teacher- and student-directed interactions. • More than one interaction structure and/or cooperative grouping exists. <p>Classroom Displays</p> <ul style="list-style-type: none"> • Students occasionally refer to posted class-developed charts and rubrics. • Some students refer to charts and rubrics when working independently. • Classrooms and hallways display some student work. • Language objective are posted and articulated. 	<p>Classroom Library</p> <ul style="list-style-type: none"> • Students can access a wide collection of culturally diverse books representing various topics and genres. • Books and reading materials, appropriate to students' needs and interests, are available to support science and social studies instruction. • Books are effectively sorted and labeled so students can explain, maintain, and use the library independently. Books are arranged attractively and invitingly. • Teacher provides frequent opportunities for interaction and discussion between teacher and students and amongst students to encourage elaborated responses about lesson concepts, allowing sufficient wait for time for student responses and clarifying key concepts. <p>Classroom Arrangement</p> <ul style="list-style-type: none"> • Classroom arrangement accommodates a variety of student groupings (i.e., whole group, small groups, partners, independent work). • Classroom arrangement emphasizes student interactions. • Teacher encourages productive, accountable talk by having areas and times available for students to work together. <p>Classroom Displays</p> <ul style="list-style-type: none"> • Students refer to class-developed charts, examples, and rubrics with appropriate visuals. • Teacher and students often refer to relevant, easy-to-read displays during discussions. • Classrooms and hallways routinely display student work to provide literacy opportunities and learning examples and to celebrate students' accomplishments. Displays change regularly. • Language objectives are posted, articulated, and reviewed at lesson closure.

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<p>Organizes assessments of and for learning</p>	<p>Assessment of Learning</p> <ul style="list-style-type: none"> Teacher conducts and reviews pre- and post-individual and/or group oral language, reading, and writing assessment data (e.g., LAS-O, end-of-course exams, ITBS, SRI, DRA/QRI, placement tests, writing samples). Teacher keeps assessment folders to monitor student progress. <p>Assessment for Learning <i>Student Conferences</i></p> <ul style="list-style-type: none"> Teachers meet individual students occasionally to determine if they have appropriate independent reading books. Teacher sets goals for students. <p>Rubrics</p> <ul style="list-style-type: none"> Teacher occasionally uses student-created rubrics that describe quality for students. 	<p>Assessment of Learning</p> <ul style="list-style-type: none"> Teacher conducts, reviews, and uses pre- and post-individual and group oral language, reading, and writing assessment data to inform instruction (e.g., LAS-O, end-of-course exams, ITBS, SRI, DRA/QRI, placement tests, writing samples). Teacher keeps assessment folders to monitor students progress and uses data in student conferences to set learning goals. <p>Assessment for Learning <i>Student Conferences</i></p> <ul style="list-style-type: none"> Reading conferences include some of the following activities: <ul style="list-style-type: none"> Listening and/or taking running records as students read aloud to identify reading skills and strategies. Assisting students' reading by prompting for strategies. Assessing comprehension as students retell their stories. Involve students in setting goals for their own learning. Identifying books for independent reading. Providing descriptive feedback to students. <p>Rubrics</p> <ul style="list-style-type: none"> Teacher frequently uses student-created rubrics that describe quality for students and are written in student-friendly language. 	<p>Assessment of Learning</p> <ul style="list-style-type: none"> Teacher conducts, reviews, and uses pre-, post-, and ongoing (progress monitoring) individual and group oral language, reading, and writing assessment data to inform instruction (e.g., LAS-O, end-of-course exams, ITBS, SRI, DRA/QRI, placement tests, writing samples). Teacher keeps assessment folders to monitor student progress and encourage self-assessment and uses data in student conferences to set learning goals and communicate with parents. <p>Assessment for Learning <i>Student Conferences</i></p> <ul style="list-style-type: none"> During frequent individual student conferences, teacher: <ul style="list-style-type: none"> Collects information about students' attitudes and interests as readers, comprehension and ability to self-monitor, and reading strategies and skills. Identifies one or two teaching points for focus, considering previous observations and reading conferences. Teaches to teaching points by demonstrating, providing guided practice, or supporting independent efforts. Involves students in assessing, tracking, setting goals, and communicating about their own learning. Links conference and goals to students' independent reading. Teacher consistently provides descriptive feedback to students. <p>Rubrics</p> <ul style="list-style-type: none"> Teacher consistently uses student-created rubrics that describe quality for students at each level, are aligned to standards, and are written in student-friendly language and format.

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<p>Sets up comprehensive classroom instruction model</p>	<p>Building Background Knowledge</p> <ul style="list-style-type: none"> Teacher loosely links concepts to students' background experiences and between past learning and new concepts. <p>Comprehensible Input</p> <ul style="list-style-type: none"> Speech is sometimes appropriate for students' proficiency level. Teacher sometimes uses a variety of techniques to make content concepts clear. <p>Instructional Strategies</p> <ul style="list-style-type: none"> Teacher uses a few strategies from district-recommended professional books (e.g., advanced organizers, academic language scaffolding, TPR, leveled questions, reciprocal reading, LEA). 	<p>Building Background Knowledge</p> <ul style="list-style-type: none"> Teacher explicitly links concepts to students' background experiences or between past learnings and new concepts. <p>Comprehensible Input</p> <ul style="list-style-type: none"> Speech is appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners). Teacher uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language). <p>Instructional Strategies</p> <ul style="list-style-type: none"> Teacher frequently uses strategies from district-recommended professional books (e.g., advanced organizers, academic language scaffolding, TPR, leveled questions, reciprocal reading, LEA). 	<p>Building Background Knowledge</p> <ul style="list-style-type: none"> Teacher explicitly links concepts to students' background experiences and between past learning and new concepts. <p>Comprehensible Input</p> <ul style="list-style-type: none"> Speech is appropriate for students' proficiency level as indicated by assessment data and observations (e.g., teacher matches rate, enunciation, structure to students' proficiency levels). Teacher uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language). <p>Instructional Strategies</p> <ul style="list-style-type: none"> Teacher consistently uses strategies from district-recommended professional books (e.g., advanced organizers, academic language scaffolding, TPR, leveled questions, reciprocal reading, LEA).

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	<p>Mini-Lessons</p> <ul style="list-style-type: none"> Teacher frequently does mini-lessons, mainly using one adopted district curriculum/textbook. Teacher incorporates some sheltered instructional techniques (SIOP). 	<p>Mini-Lessons</p> <ul style="list-style-type: none"> Teacher provides daily mini-lessons, using adopted district curriculum/text-books and other materials (e.g., shared reading materials) to address comprehension and other reading strategies. Teacher incorporates some sheltered instructional techniques (SIOP). Mini-lessons usually include: <ul style="list-style-type: none"> Connections to previous learning. Intended student learning. Explicit demonstration, think aloud, or explanation. Extended student language and modeled correct language use. Active student involvement, with significant opportunities for accountable talk and a balance of linguistic turn-taking. Individual conferences or small reading groups. 	<p>Mini-Lessons</p> <ul style="list-style-type: none"> Daily related mini-lessons are part of a coordinated instructional focus, rather than fragmented and unrelated, based on standards and assessed student needs. Teacher incorporates sheltered instructional techniques (SIOP). Mini-lessons may address: <ul style="list-style-type: none"> Comprehension strategies. Other reading strategies and reading components (e.g., word work, fluency, vocabulary; may use shared reading materials). Genres (e.g., fiction, nonfiction, poetry). Author studies. Mini-lessons always include: <ul style="list-style-type: none"> Connections to previous learning. Explicitly stated intended student learning. Explicit demonstration, think aloud, or explanation. Active student involvement, with significant opportunities for accountable talk and extended discourse to practice different functions of language and reflecting a balance of linguistic turn-taking. Extended student language and modeled correct language use. Student sharing linked to mini-lesson instructional focus. Individual conferences or small reading groups where teacher meets students frequently to ensure they engage in meaningful oral language and literacy experiences.