



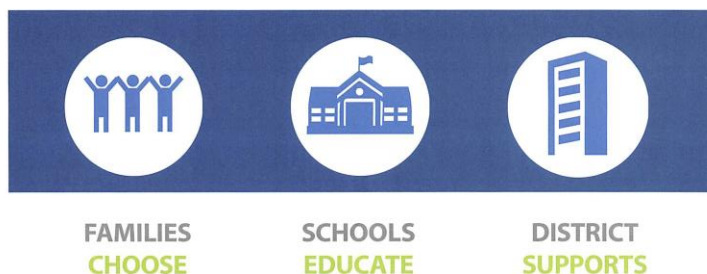
INSTRUCTIONAL FRAMEWORK FOR EDUCATING ENGLISH LEARNERS

MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

Fall 2018

Cleveland Metropolitan School District's Theory of Action

The "Portfolio" Strategy



The Cleveland Metropolitan School District (CMSD) believes that principals and their leadership teams are best positioned to drive college and career ready learning and to fulfill the ambitious student achievement goals of *The Cleveland Plan*.

Over the next two years, CMSD will systematically empower all school leadership teams to assume increasing responsibility for their instructional design and programming at their schools. By August 2019, all schools will be able to select instructional resources off a menu of options that they also help to create and that will expand and improve over time.

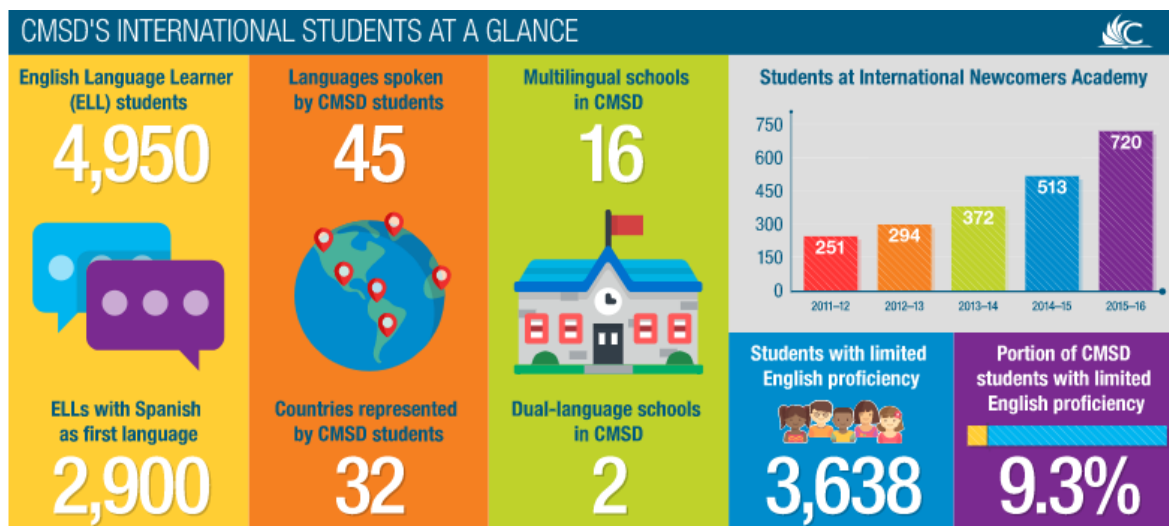
Supporting flexible implementation of a strong instructional core will require central office to align a number of its practices so that it can focus on holding schools accountable for outcomes and providing as needed support in utilizing these increased flexibilities. (CMSD, 2017)

MULTILINGUAL MULTICULTURAL EDUCATION THEORY OF ACTION

The Multilingual Multicultural Education Department (MMED) expects our English Learners (EL's) to successfully achieve academically and attain language proficiency. In order to build this expectation, we need to: (1) build district capacity to provide proper education to English Learners, (2) share

and guide schools to provide proper multilingual education programming, and (3) commit to monitoring student progress towards clear benchmarks and planned systems of prevention, intervention and extension via school and classroom visits, administrative and teacher coaching sessions, professional development, and compliance monitoring.

In essence, we need our schools to be able to clearly articulate how the three big ideas (building capacity, proper multilingual programming, monitoring student growth) will have an impact on the school and district report card.



Purpose of Instructional Framework

The purpose of this document is to define and clarify current standards based rigorous instruction for English Learners (EL's). It is also intended to provide guidance and insight focusing on cross-content English Language Arts (ELA) and English Language Development (ELD) as students approach and reach College and Career Readiness Standards. It also defines the inclusion of English Learners in CMSD's Theory of Action and Portfolio Strategy.

GOALS & EXPECTATIONS

These are recommended goals and high expectations for the education of EL's. Ohio's *College & Career Readiness Standards* have increased expectations that apply to all students, including English Learners who encounter challenges in learning English and also learning grade level content.

Schools must ensure instructional programs and services that achieve the following areas:

**Access to
Academic
Content**

Schools must make sure that EL's regardless of their language proficiency level (Lau Codes) are able to access, achieve rigorous grade level content.

**English
Language
Development
(ELD)**

Schools must make sure that EL's are acquiring advanced levels of English in order to have high levels of academic achievement.

Diversity of EL's in CMSD

School staff must take into account the various specific needs of their EL population in order to provide responsive and effective instructional services and programs. Some of those needs are:

Diverse Learners

EL's come in to our schools with multiple levels of English proficiency, academic attainment, and cultures.

Educators must take advantage of the academic knowledge that EL's already have and build upon those factors.

Approaches to ELD

Schools must define and implement a consensus of expectations for language development and intergration of ELA/ELD among teaching practices and across curriculum as defined in this framework.

Instructional Delivery Models

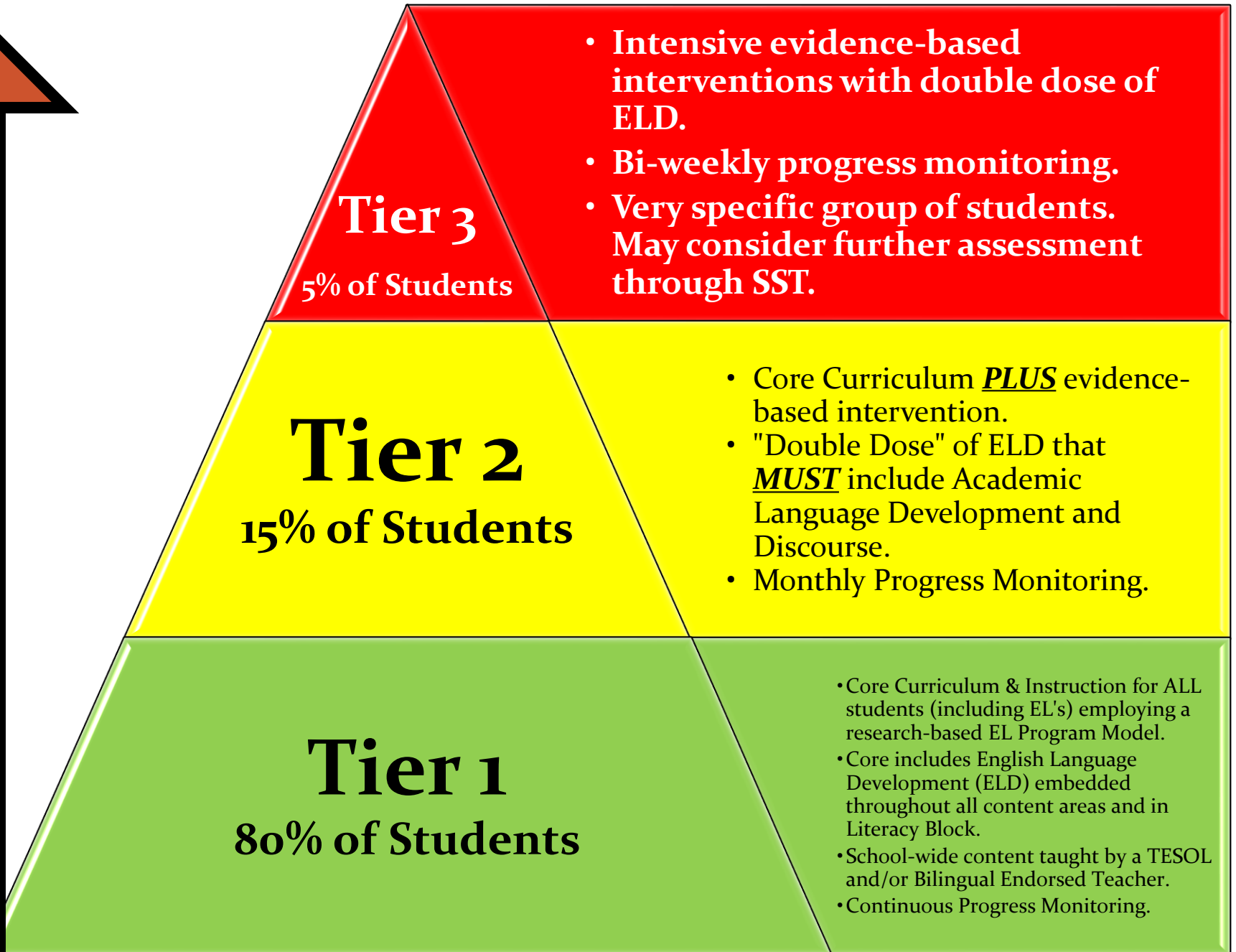
EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program.

Use of Native Language

The use of native language is extremely important since it clarifies and bridges any misunderstanding by making content comprehensible.

Response to Intervention EL's

Increased Intensity



Response to Intervention EL's - Other Considerations

Increased Intensity

Tier 3

- Individual and/or extremely small group (1-3 students).
- Intensive interventions inclusive of academic language development and discourse.
- More intensive progress monitoring.

Tier 2

- Small group instruction (3-5 students)
- Instruction must continue to be adapted to the student's language proficiency level and cultural/experiential background without "watering down" the content.
- Additional time for academic language development, vocabulary instruction, and language structures used within the intervention.

Tier 1

- English learners must be taught grade level, rigorous core curriculum with proper scaffolds in order to make content comprehensible.
- Student's native language is used strategically as a vehicle to comprehension, not simultaneous translation.
- Both content and language objectives MUST be included in order to teach both content and develop academic language
- Academic language discourse is planned and embedded in all lessons throughout the school day.

ELD Instructional Framework

ELD instruction and integration across content guarantee that EL's attain critical thinking, language, and academic skills to be successful across subject areas. There are two key components that work in conjunction to provide a comprehensive ELD approach:

Comprehensive ELD requires
FLS plus DALE



Focused Language Study (FLS)

- A dedicated time, where EL's are strategically grouped together to concentrate on the critical language EL's need for on-grade-level learning in English (language that their native English-Speaking peers typically already know) (CGCS, 2016)

Discipline-Specific Academic Language Expansion (DALE)

- Academic language instruction throughout the day and integrated across various content areas.
- Intentional focus on the content-specific language demands and academic languages that EL's, along with their native English speaking peers, must develop. (CGCS, 2016)

What Does FLS Look in a Classroom?

- FLS instruction focuses on how the English Language works in all four domains—listening, speaking, reading, and writing.
- Teachers explicitly teach elements that might be typically known to native English speakers and provide opportunities for students to practice English to develop an understanding of its sentence structures, grammatical conventions, and vocabulary.
- *Student Grouping:* Students may be grouped by similar English proficiency levels. However, rather than being isolated in a single level proficiency, it is best when students are grouped within a limited range of levels.
- *Designated Time:* A specified number of minutes (e.g., 30-60) may be allotted daily in elementary grades. At the secondary level, one or more class periods may be allotted either as stand-alone courses or in combination with ELA, depending upon students' English proficiency levels, instructional needs, and/or state guidelines.
- *Designated Instructional Focus:*
 - At the **elementary** level, instruction is best provided by a classroom teacher who knows the students and can provide a bridge between FLS and DALE, or by teachers providing FLS and DALE who collaborate and co-plan to bridge grade-level work with development and use of academic language throughout the day.
 - At the **secondary** level, instruction may be in designated ELD? ESL courses, or in self-contained or co-taught ELD/ESL and ELA courses that align to grade level ELA content.
- *FLS Teacher:* Instruction may be provided by a qualified ESL teacher (push-in, pull-out), classroom teacher (as a small group or ELA/ELD course), or co-teachers (each with a small group at similar language levels).

So What Does DALE Look Like in a Classroom?

- Language development is integrated seamlessly into content-area instruction.
- Instruction may be provided by a content-area teacher with specialized training to support language development or by a content-area teacher and ESL teacher planning and teaching together.
- Teachers explicitly teach and develop the language of the subject area. This may include vocabulary and/or the specific patterns, forms, or overall structures of language required for the task or expectations of the discipline.
- Teachers model, high-level English, and encourage students to respond and communicate their own thinking using discipline-specific language.
- Students participate in structured activities and tasks that require interaction with others and the use of increasingly complex language.
- Students extend and apply language skills and knowledge developed during Focused Language Study.

Elements of High Quality Teaching & Learning of English Learners (EL's)

For English Learners (EL's), the teaching and language development has to move beyond talk and consider the implementation of different modalities of teaching and learning. These elements are key for the academic success of EL's in CMSD.

Rigorous Tasks & Assignments

- Teachers must plan and execute rigorous tasks and assignments utilizing on grade level materials and resources to reflect high academic expectations. Classroom instruction should employ cognitively demanding tasks that trigger critical thinking, problem solving, and communication. Using all 4 language domains (Listening, Speaking, Reading, Writing) should be taught as important components to support EL understanding. Cognitive demand and productive struggle are extremely important in order to have students reach full language and content potential.

Productive Struggle

- Productive struggle is the balancing of *rigor with appropriate scaffolding*. This encourages critical thinking for EL's allows for content and language growth. Student mistakes cannot be viewed as failures, rather, they need to be viewed as teachable moments to expand their thinking. Scaffolding is key with productive struggle, but not to the point of "watering down" content for students.

Academic Language Development

- Content specific language (words, phrases, language structure) must be taught explicitly not only by the language arts educator, but also by content teachers. This involves having students participate in *discourse*, which is the involvement of academic conversations about the content being taught. When EL's engage in academic discourse that is intentional, they are able to master the technical-content based academic language required in school.

Strategic Scaffolding

- Scaffolding provides the necessary modifications for EL's to comprehend content. It is important for educators to understand that *scaffolding does not mean to "water down" the content*, rather it is to strategically plan for techniques that progress students towards understanding and gradually releasing them to perform independently.

Multiple Modes and Representations

- Classrooms that make use of multiple modes of communication and representations both in teacher preparation and instructional delivery. Written examples, visuals, discussions, etc., are all examples of various forms of representation that may be employed in classroom instruction to make content comprehensible for students.

REFERENCES:

CGCS (2016). A Framework for Re-envisioning Mathematics Instruction for English Language Learners. Washington, DC: Council of Great City Schools.

CGCS (2016). Re-envisioning English Language Arts and English Language Development for English Language Learners. Washington, DC: Council of Great City Schools.

CMSD (2017). Align Support Empower: Senior Leadership Toolkit. Cleveland, OH: Cleveland Metropolitan School District

Gibbons P. (2015). Scaffolding Language Scaffolding Learning. Portsmouth, NH: Heinemann