

English Language Development Instructional Model (1.7.2015)

Purpose:

- To establish equitable instructional practices that connects the resources, standards, and assessments to accelerate student learning
- APS Instructional Models provide content instruction that is differentiated by language proficiency levels in order to teach students the academic language necessary to engage in grade level standards

Equitable English Language Development (ELD) Instruction

ELD is a dedicated instructional block that is driven by English language proficiency levels. This block of instructional time is taught by an LDE Endorsed or Certified teacher. The goal is to move students from one proficiency level to the next. ELD instruction builds a solid foundation in English by teaching language that English Learners:

- are not likely to learn outside of school or efficiently pick up on their own
- will not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real life purposes.

Elements of Instruction	Language Proficiency Levels	Oral Language Production	Language Objectives	Building Language Competence	Meta-Linguistic Awareness	Ongoing Assessment
Best Practices	Identify patterns of language (oral and written) that are specific to each language proficiency level (WIDA) in order to design ELD instruction	Model and practice target language Emphasis on frequent opportunities for student talk using Structured Language Practice (SLP) routines <i>Structured student talk comprises 50% of ELD instructional time</i>	Establish authentic language objectives that are relevant to both grade and language proficiency level	Teach high leverage language patterns and vocabulary useful in a range of contexts Students practice flexible use of language	Show students how they can apply language to range of topics	Backwards design authentic language learning experiences Adjust instruction in response to student needs
	Instructional Sequence: <ul style="list-style-type: none"> • Setting the context for learning (“Bringing Language to Life”) • Modeling and Practice of target language (I do/We do) • Practicing the Language (You do together/You do) • Wrap up (closure) 					
Core Resources	E.L.Achieve -Systematic ELD <ul style="list-style-type: none"> • Elementary Handbook K-5 • Secondary Handbook 6-12 E.L.Achieve Systematic ELD Institute – 3 Day Institute <i>Mandatory attendance</i>					
Supplemental Resources	E.L.Achieve – Systematic ELD Instruction Units K-6 Hampton Brown / National Geographic <ul style="list-style-type: none"> • Edge – Level Fundamentals (ELD 1 Literacy) • Inside the USA (ELD 1 Literacy) WIDA – Performance Definitions of Language Proficiency Levels WIDA – Speaking and Writing Rubrics WIDA – Supports (Graphic, Sensory, and Interactive)					
Assessments	W-APT (WIDA ACCESS Placement Test) E.L.Achieve - Systematic ELD: <ul style="list-style-type: none"> • Express Placement (Language levels 1-2) • Gap Finder (Language levels 3-5) Use of target language for progress monitoring (Systematic E.L.Achieve)					

Implementation Phases

The best practices implemented by teachers at each phase are foundational and build on each other to produce rigorous and relevant instruction at each phase.

<p style="text-align: center;">Phase I</p> <p>Implementation Band 1:</p> <p>Evidence of the instructional sequence using summative data:</p> <ul style="list-style-type: none"> • Use of ACCESS data to plan for instruction • Teacher models and students practice the target language (I do /we do) • Students have multiple opportunities to practice target language together and independently (you do together / you do) • Structured Language Practice routines (SLPs) are used consistently • Wrap up (closure) 	<p style="text-align: center;">Phase II</p> <p>Implementation Band 2:</p> <p>Evidence of the instructional sequence using formative and summative data:</p> <ul style="list-style-type: none"> • Use of both ACCESS data and ongoing formative data to plan for instruction • Teacher models and students practice authentic use of target language (I do/ we do) • Students have multiple opportunities to practice target language with timely feedback (you do together/ you do) • Structure Language Practice routines are used consistently and effectively • Opportunity is provided for students to connect target language to multiple contexts (wrap up/ closure) • Use of Systematic E.L.Achieve Refining our Practice rubrics to refine instruction 	<p style="text-align: center;">Phase III</p> <p>Implementation Band 3:</p> <p>Evidence of the instructional sequence using formative and summative data:</p> <ul style="list-style-type: none"> • Use of multiple forms of data to plan for instruction • Use of Systematic E.L.Achieve Refining our Practice rubrics to refine instructional • Appropriate adjustments of the instructional sequence are made in order to ensure that student needs are being met
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