

**Towards effective, language-rich, joyful schools  
for English Learners in the P3 years:  
*The role of elementary school site leadership***

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***National Association of Elementary Principals***

***April 17, 2023***

# To support you in building strong, effective, coherent P3 education for English Learners

- Basic *understandings* about ELLs as the foundation for P3 education
- Four *key principles* to guide your work as school leaders in strengthening the quality and effectiveness of P3 instruction and services for ELLs
- A *lens* for supporting effective, language-rich instruction P3
- *Tools and resources* for learning more

# *Terminology (for clarity)*

**English Learners (ELs)**

**English Language Learners (ELLs)**

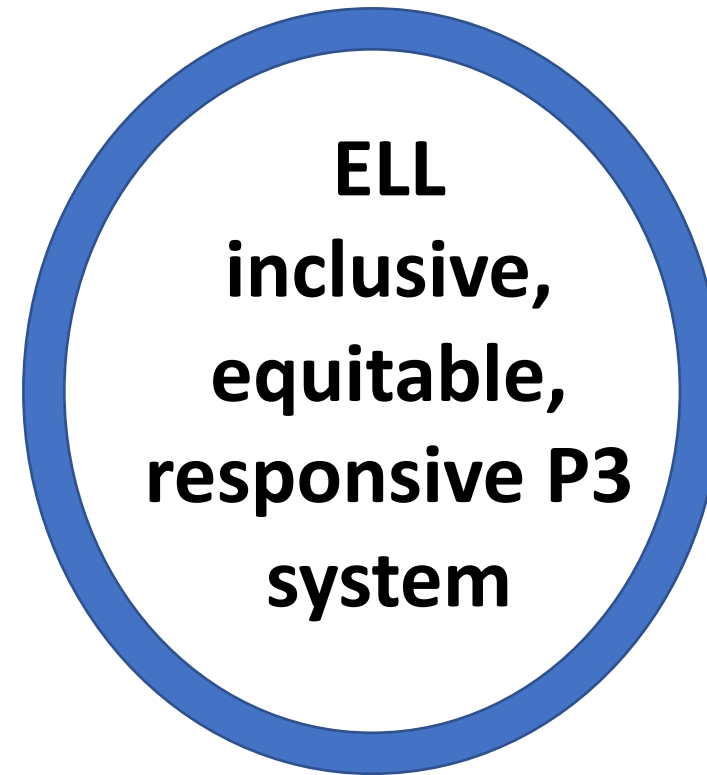
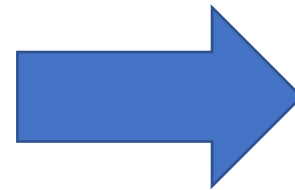
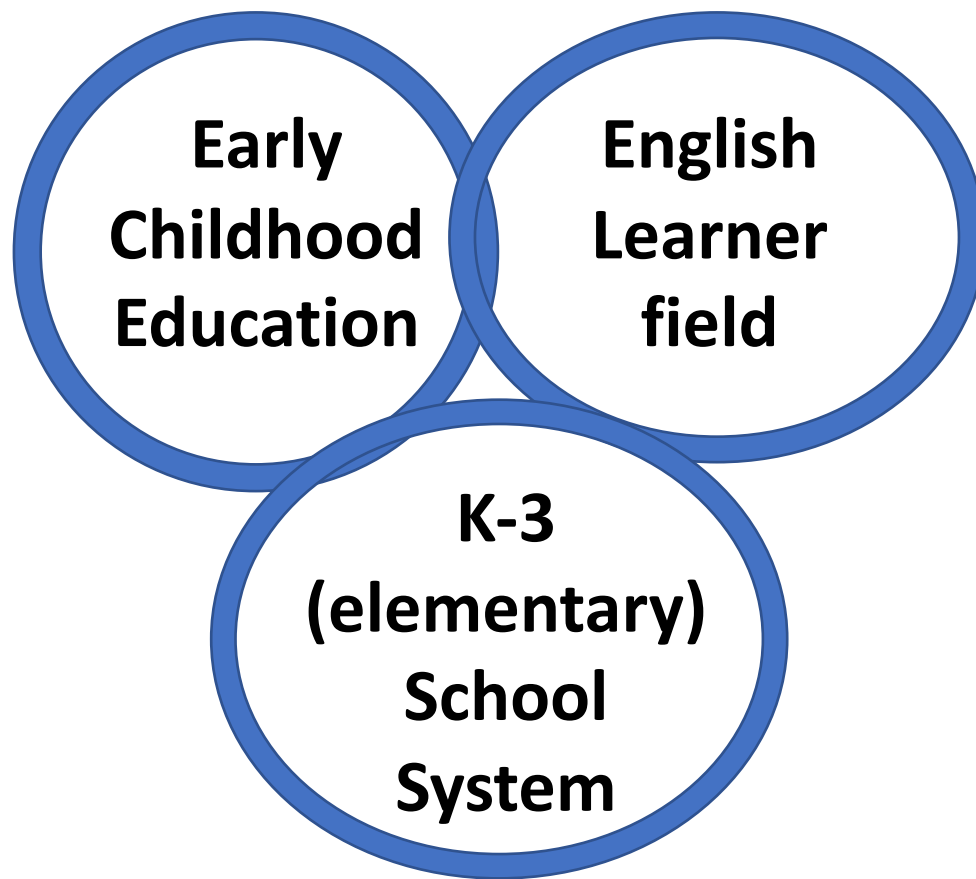
**Dual language learners (DLLs)**

**Multilingual  
Learners (MLLs)**

*Heritage language learners  
Language “minority” students*

*Emergent Bilinguals (EBs)  
Emergent Multilingual Learners*

# *From siloed & separate to an integrated P3 system*



Developmentally appropriate

Aligned

Support for transitions

Based upon understanding of dual language brain and language development for ELLs

Culturally sustaining

## ***ELLs are a significant and growing population among the children to be served in P3***

- 33% of all U.S. children 0 -8 have at least one parent with a language other than English
- 32% of all U.S. children ages 5 – 8 have at least one parent with a language other than English
- Over half of these are low-income (*family income below 200% of federal poverty level*)
- English learners are a growing percentage of students in K-12 – more than one in 10
- Gaps in educational outcomes for ELLs have been persistent for decades





Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center.

## 1974: Lau v. Nichols Supreme Court Decision

*“There is **no equality** of treatment merely by providing students with the **same** facilities, textbooks, teachers and curriculum...for **students who do not understand English** are thereby effectively foreclosed from any meaningful education...”*

*Lau v. Nichols, Supreme Court*

# 1978 Castañeda v. Pickard Three Tests

- Based on **sound research or educational theory** suggesting it's an effective approach to addressing the **specific** language and access needs of English learners
- Implemented effectively with **resources** and conditions needed
- After trial period, **proven effective in overcoming language barriers for ELLs** to equal educational participation and opportunity



# Three responsibilities...

## Teach English

Develop proficiency in English sufficient for full participation and access

## Support Equal Participation

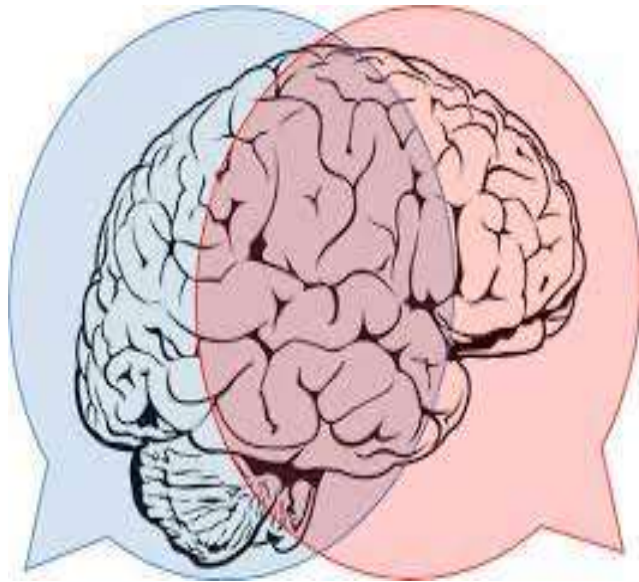
Language support for active, equal participation in learning and the life of the classroom

## Ensure Meaningful Access

The full content, curriculum and program

*Based upon research, theory and knowledge about what will be effective for second language development, dual language development, cultural and linguistic inclusion, "scaffolding" and support for comprehension and participation for YOUR students!*

# Eight Key understandings



*One brain – two languages*

1

0-8 is crucial for ML language development

2

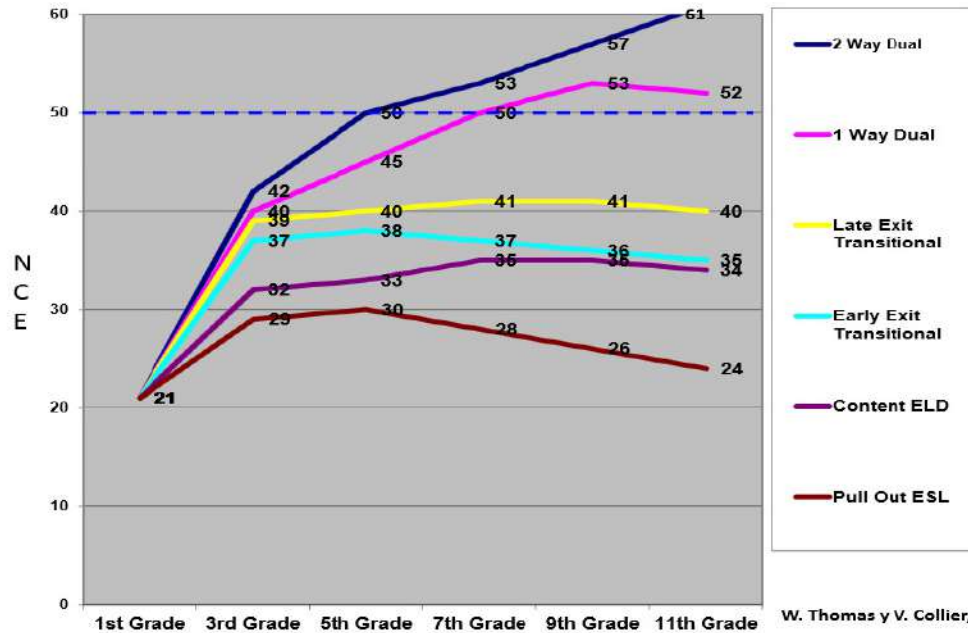
Capacity to learn more than 1 language

3

Bilingual is different from monolingual development



# English Learners' Long-Term Achievement by Program Model



6

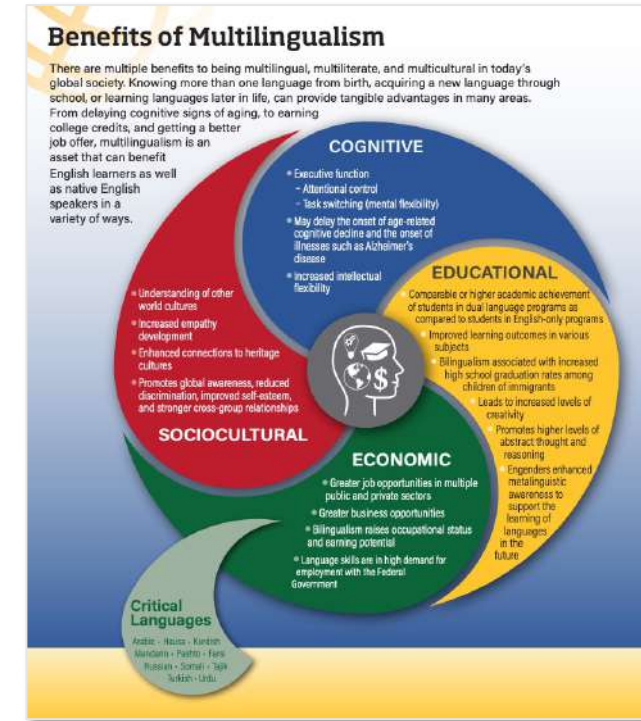
Bilingualism is an asset – and a necessity for ELLs

5

Proficiency in second language takes a long time (4 -7 years)

4

Home language facilitates English



7

**There is  
tremendous  
diversity within  
the ELL  
population**

- Language background
- Newcomers
- US born children of immigrants
- Nationality, Ethnicity
- Refugees
- Economic resources



**ENGLISH  
ONLY**

8

**Challenge of  
language, cultural  
status – and history  
of exclusion**

# Eight Key understandings

Bilingual is different from Monolingual Development

Capacity to learn more than one language

0-8 is crucial for MLL development

Bilingualism is an asset – and a necessity

Home language facilitates English

There is tremendous diversity within the ELL population

Proficiency in second language takes a long time (5-7 years)

Challenge of language, cultural status – and history of exclusion

.... and a matter of civil rights and law

## Pause and reflect:

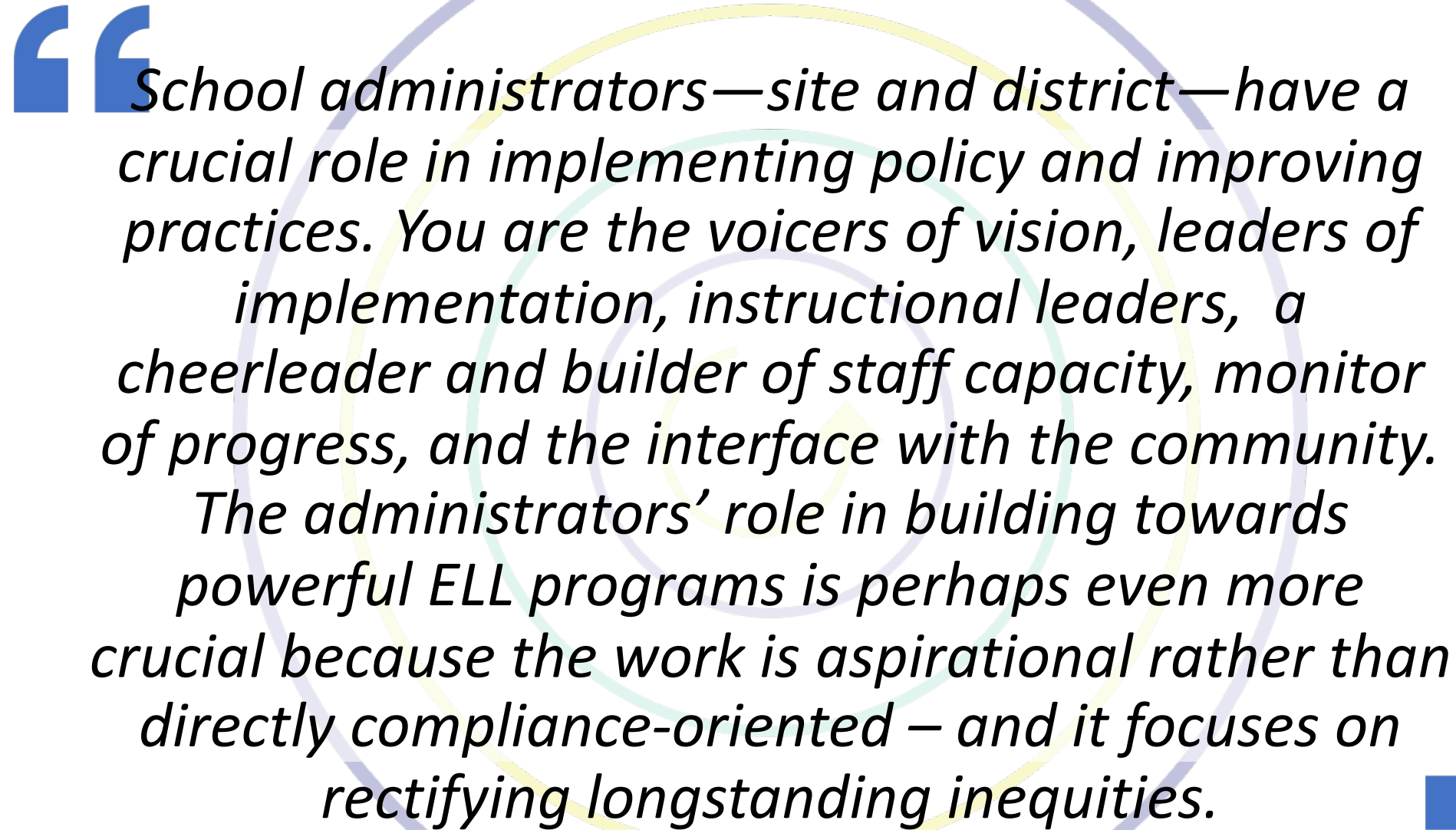
- How are these understandings relevant to your school?
- How well are these basics understood by the teachers in your school?
- In what ways is it helpful to you as a site leader to focus on (*review, refresh, reflect*) these basic understandings?
- Which of these, if any, seem particularly challenging to consider when you think of your school?
- Which of these understandings do you want to learn more about?



Questions????



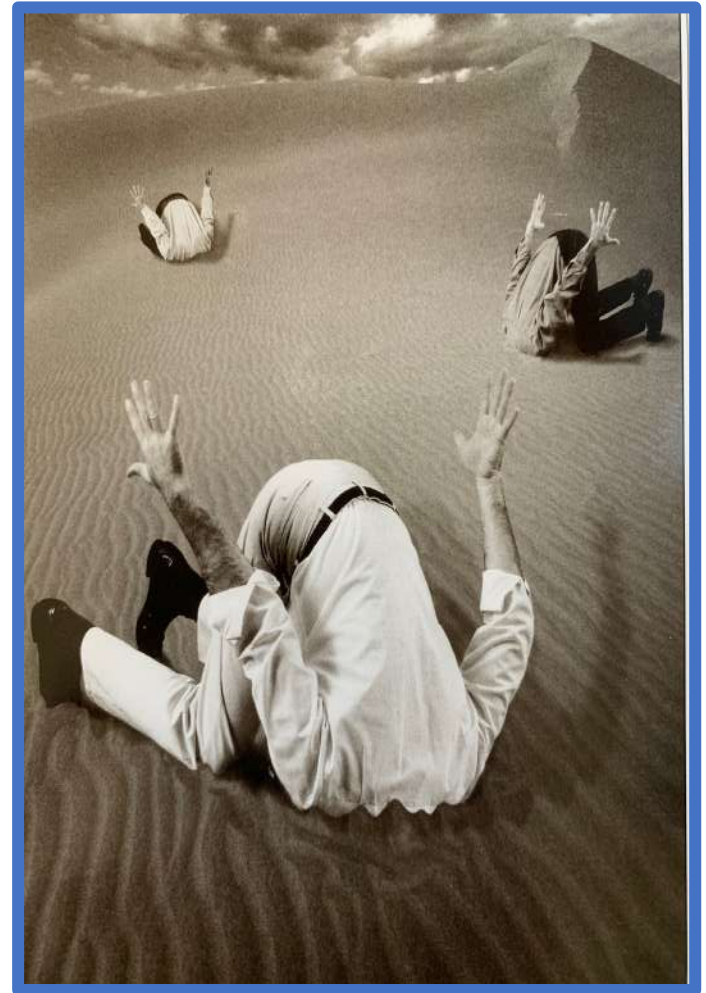
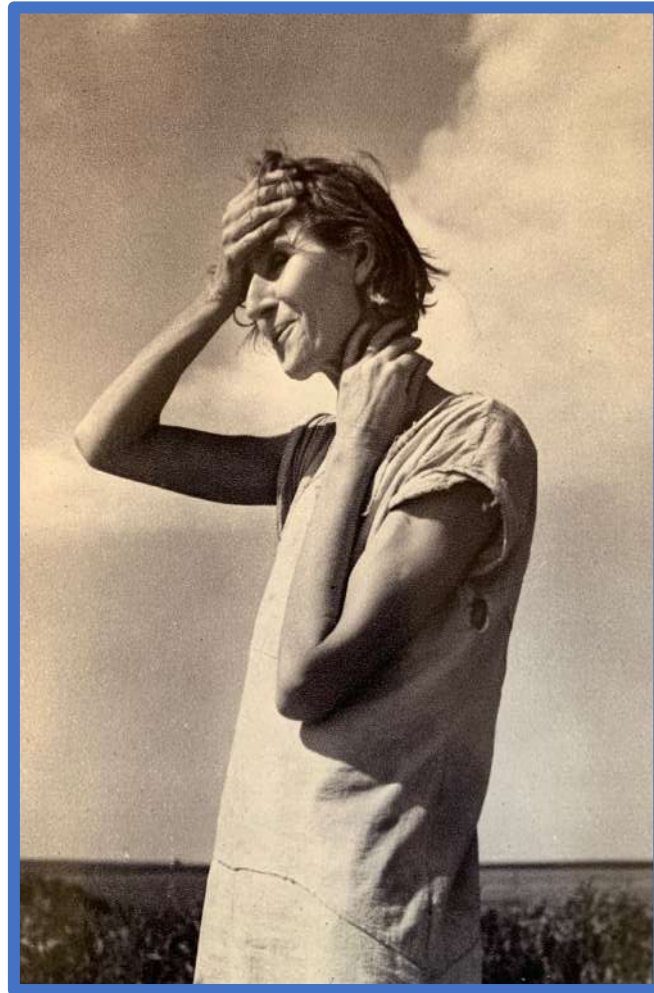
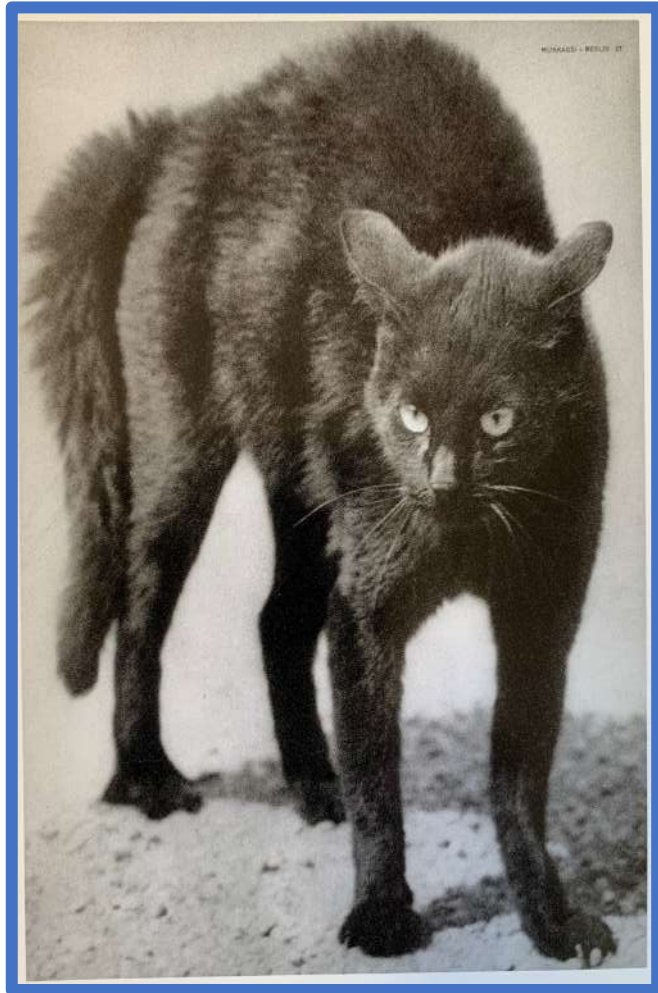
Comments!



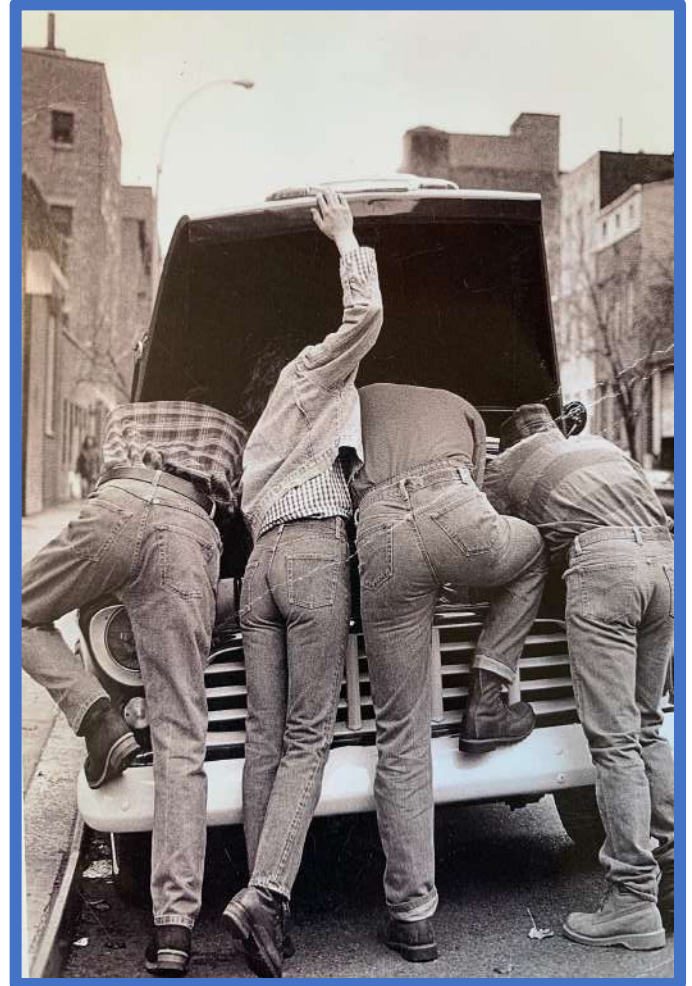
*“ School administrators—site and district—have a crucial role in implementing policy and improving practices. You are the voicers of vision, leaders of implementation, instructional leaders, a cheerleader and builder of staff capacity, monitor of progress, and the interface with the community. The administrators’ role in building towards powerful ELL programs is perhaps even more crucial because the work is aspirational rather than directly compliance-oriented – and it focuses on rectifying longstanding inequities.*

*”*

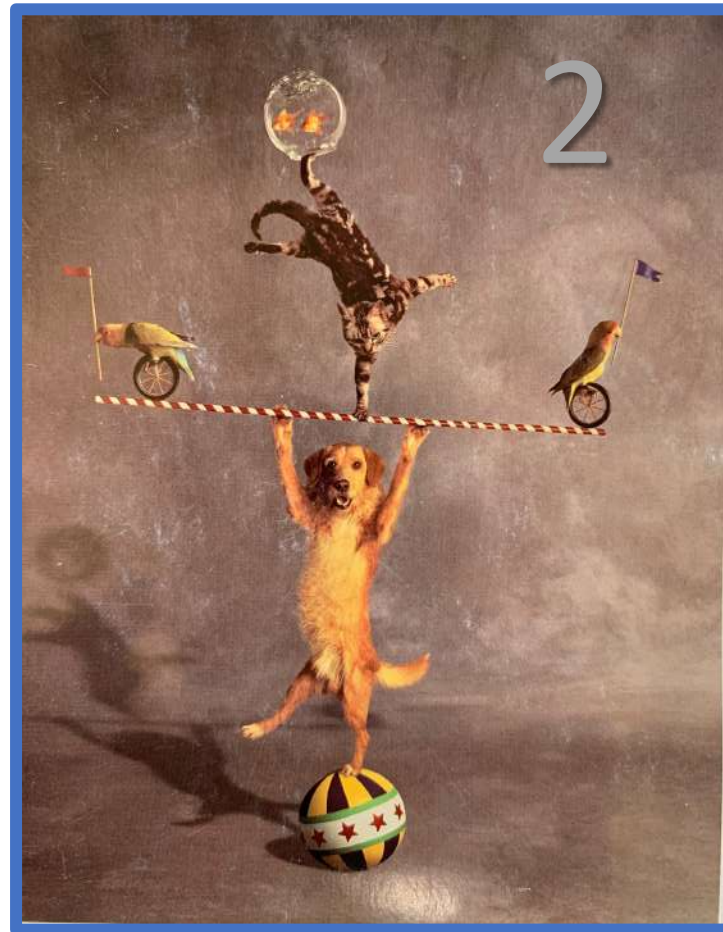
Change evokes human reactions & emotions....







How are you feeling about leading implementation of improvements in EL practices at your school?



Share in the Chat.....

Adjectives, descriptors about the  
“mood”/“climate” in your school for  
tackling improvements to better serve  
ELLs.....

And about how you are feeling about  
leading an improvement effort focused  
on ELLs



From the 2017 comprehensive & visionary California state EL policy

Four research-based principles to guide local programs, policies and planning for English learner success

**Principle 1**  
Assets-Oriented and Needs-Responsive Schools

- ⊕ School climate is inclusive and safe
- ⊕ Learning builds on linguistic and cultural assets
- ⊕ Schools build strong partnerships with families
- ⊕ Instruction is responsive
- ⊕ Language development is integrated across curriculum

**Principle 2**  
Intellectual Quality of Instruction and Meaningful Access

- ⊕ EL students have access to language support and development programs and language development
- ⊕ Educators have high expectations for EL students
- ⊕ EL students are provided access to full curriculum
- ⊕ Instruction is scaffolded
- ⊕ Home language is used as a foundation

**Principle 3**  
System Conditions that Support Effectiveness

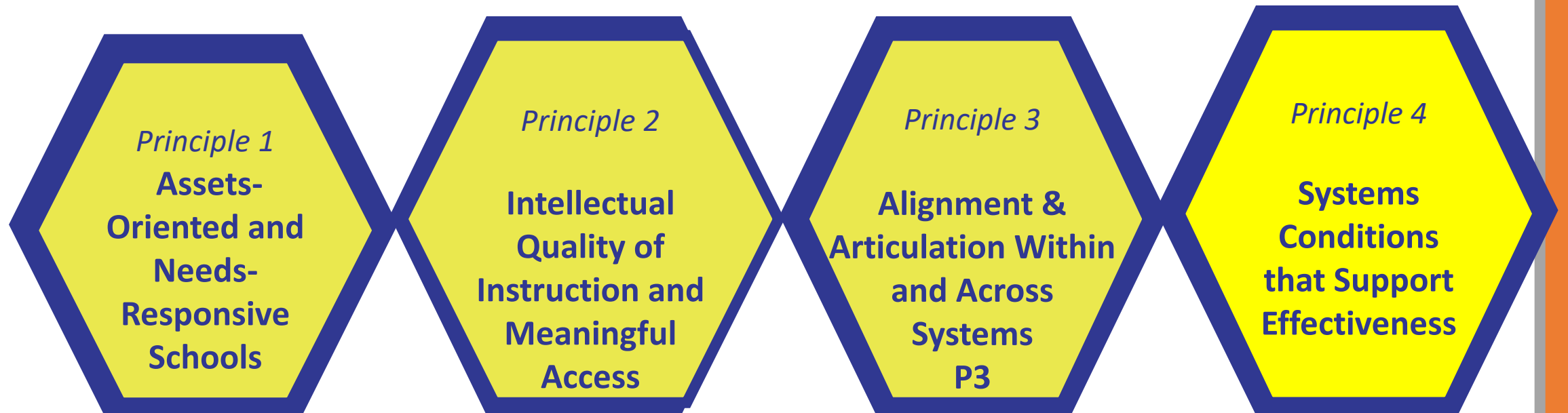
- ⊕ Instructional materials support intellectual engagement and language development
- ⊕ Assessments are culturally and linguistically valid
- ⊕ Capacity-building fosters systemic EL support
- ⊕ Leadership is committed to EL achievement
- ⊕ School system provides adequate resources to support EL needs

**Principle 4**  
Alignment and Articulation Within and Across Systems

- ⊕ Learning is aligned across grades and systems
- ⊕ Schools provide extra time and support for EL students
- ⊕ School system has a coherent approach to EL learning

# Four Principles

interconnected • research based



# A resource for you.... Toolkits for administrators





**CREATE AN ASSET-BASED, CULTURALLY  
AND LINGUISTICALLY AFFIRMING  
INCLUSIVE AND SAFE ENVIRONMENT  
FOR ELLs IN THE SCHOOL**



English learners need an affirming climate and respect for their home language and culture as well as support for learning English.

English learners need a safe, low-anxiety environment that supports taking the risk of using a new language and enhances socio-emotional health.





**We know our English Learners**  
*(pages 13-32. Toolkit 2)*

**We value diverse languages  
and cultures as assets for  
student learning and enriching  
for our community**

*(pages 34 – 44. Toolkit 2)*

*Principle 1*  
**Assets-Oriented  
Responsive Schools**

**Our school is safe, affirming,  
and inclusive**  
*(pages 45-54. Toolkit 2)*

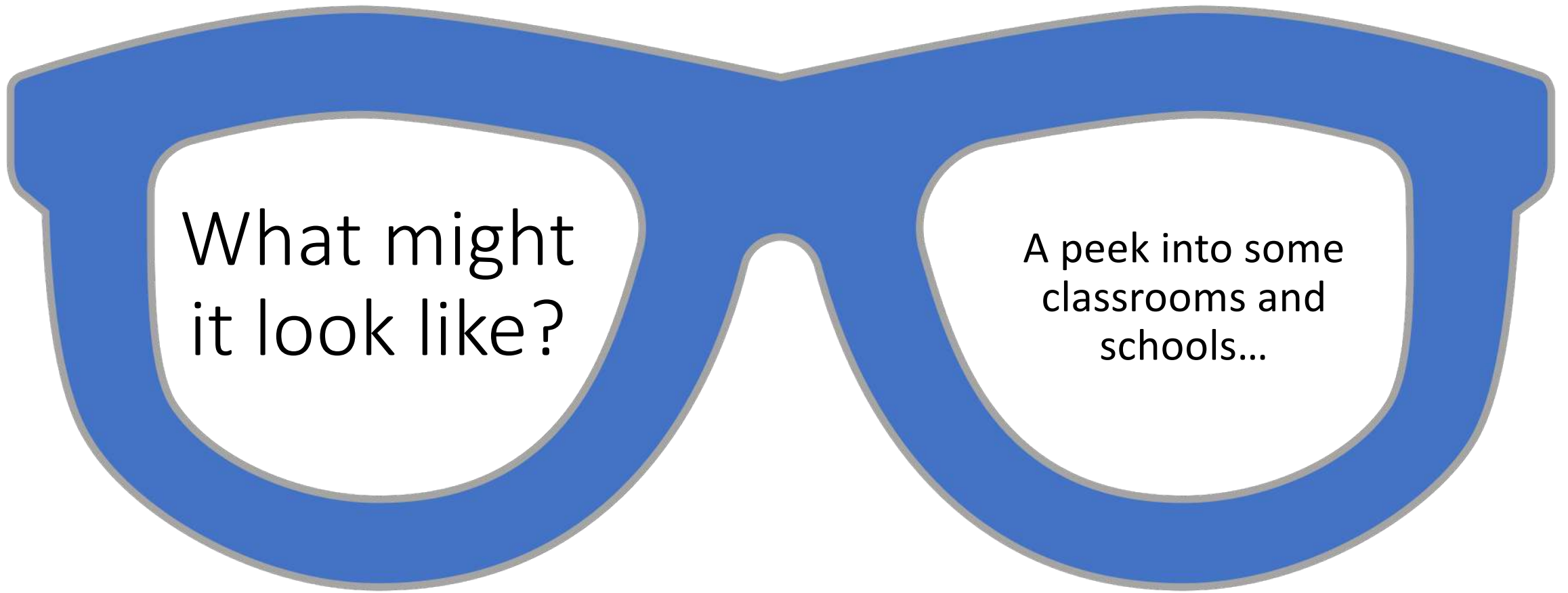
**We build strong family,  
parent, community  
partnerships.**

*(pages 59-71. Toolkit 2)*

# Tip for Leadership

Honoring home language and cultures starts in the front office, echoes throughout the hallways and campus of a school, is driven home in the classroom, and dwells always in the attitudes and utterances of the people in the school community.





What might  
it look like?

A peek into some  
classrooms and  
schools...

How/why is this important?

In what ways does it impact students' and families'  
sense of belonging and connection to school?

A display on  
the door of  
a first grade  
classroom:



Esta es la historia de mi nombre

~ Ixchel ~

El nombre de Ixchel es Maya  
y quiere decir Diosa de la Luna  
a ella le pedian las mujeres  
con problemas en el embarazo o  
no podian embarazarse.



i can translate for my abuelos

Puede comprender a su familia cuando visite México

You could help someone who is hurt if they don't speak any english.

For better jobs

Porque es maravilloso ser bilingüe

Ser bilingüe te ayuda a conseguir un mejor trabajo

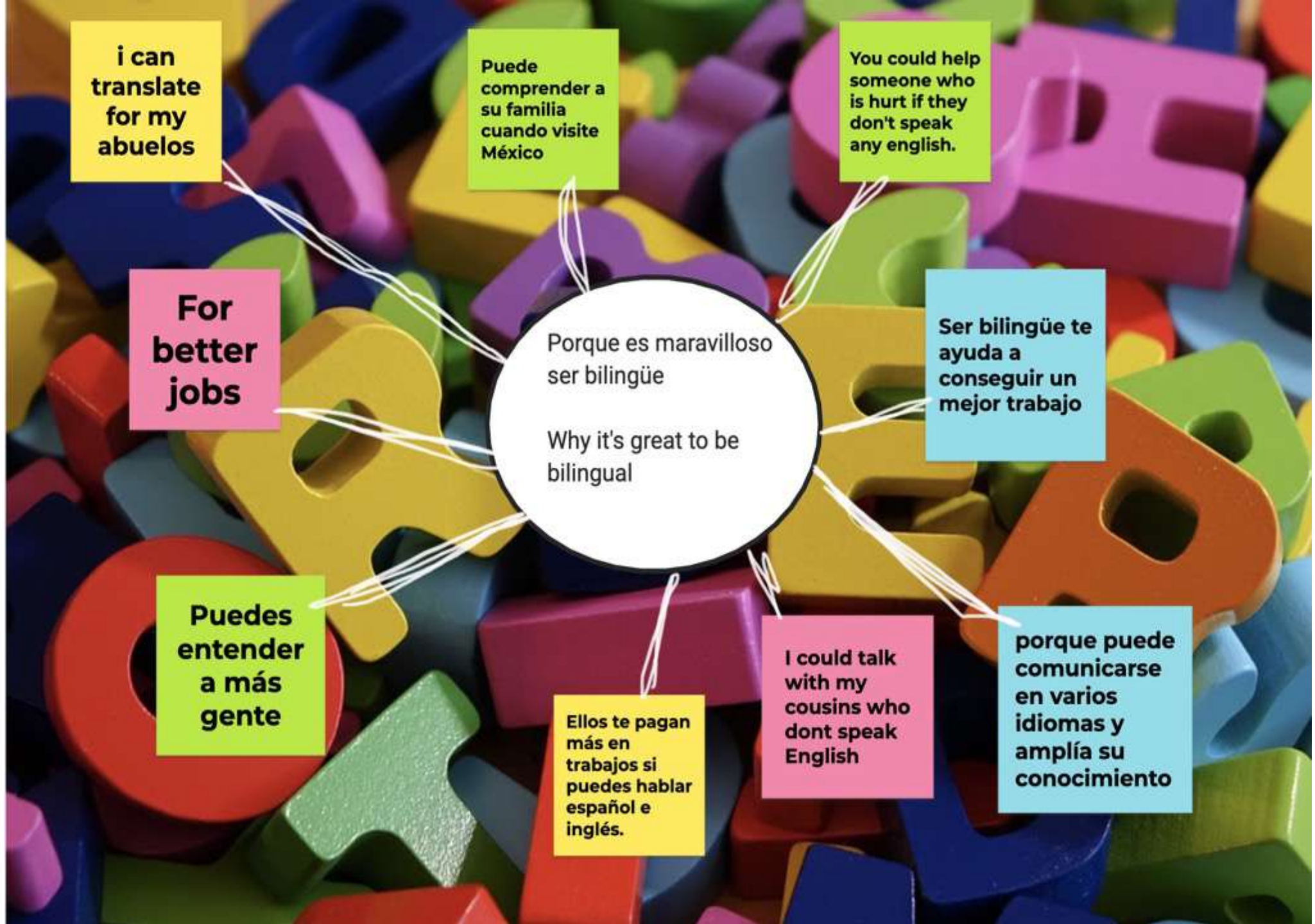
Why it's great to be bilingual

Puedes entender a más gente

Ellos te pagan más en trabajos si puedes hablar español e inglés.

I could talk with my cousins who dont speak English

porque puede comunicarse en varios idiomas y amplía su conocimiento





Proud Speaker Of English Learning Spanish

Proud Speaker Of English Spanish

Proud Speaker Of English Filipino

Proud Speaker Of Spanish English

Proud Speaker Of English Vietnamese

Proud Speaker Of English Spanish

Proud Speaker Of English

Proud Speaker Of English Filipino Spanish

Proud Speaker Of English Spanish (Vietnam)

Proud Speaker

Proud Speaker Of English Learning Spanish

**JULIANNA**

This is me!  
My name is Julianna Espurzo  
My eyes are as brown as a chocolate bar. My nose is as small as a cherry. My skin color is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. I'm as tall as a shelf. I'm as fast as a cheetah. My lips are as pink as a raspberry!

**EMILY**

This is me!  
My name is Emily  
My eyes are as blue as the sky. My nose is as small as a cherry. My skin color is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. I'm as tall as a shelf. I'm as fast as a cheetah. My lips are as pink as a raspberry!

**IKENNA**

This is me!  
My name is Ikenna  
My eyes are as blue as the sky. My nose is as small as a cherry. My skin color is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. I'm as tall as a shelf. I'm as fast as a cheetah. My lips are as pink as a raspberry!

JULIANNA

JULIANNA

IKENNA

**EMILY**

This is me!  
My name is Emily  
My eyes are as blue as the sky. My nose is as small as a cherry. My skin color is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. I'm as tall as a shelf. I'm as fast as a cheetah. My lips are as pink as a raspberry!

**TIM PHAM**

This is me!  
My name is Tim Pham  
My eyes are as blue as the sky. My nose is as small as a cherry. My skin color is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. I'm as tall as a shelf. I'm as fast as a cheetah. My lips are as pink as a raspberry!

TIM PHAM

**LINDSAY**

This is me!  
My name is Lindsay  
My eyes are as blue as the sky. My nose is as small as a cherry. My skin color is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. I'm as tall as a shelf. I'm as fast as a cheetah. My lips are as pink as a raspberry!

LINDSAY

**TIM PHAM**

Proud Speaker

**EMILY**

Proud Speaker Of English Learning Spanish

**EMILY**

Proud Speaker Of English Filipino Spanish

**LINDSAY**

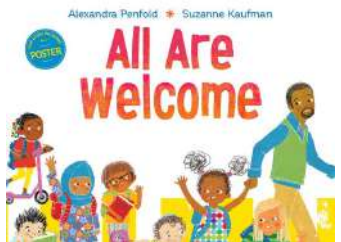
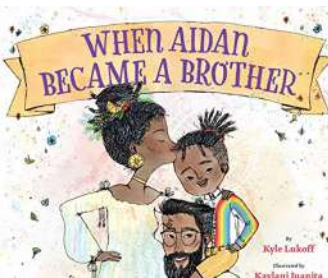
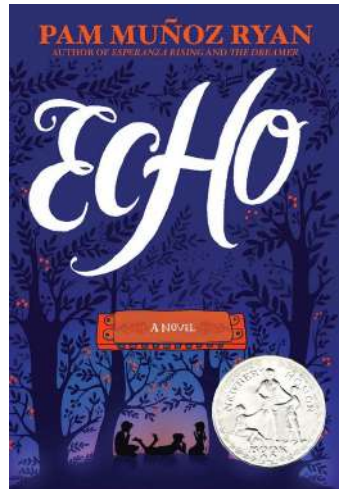
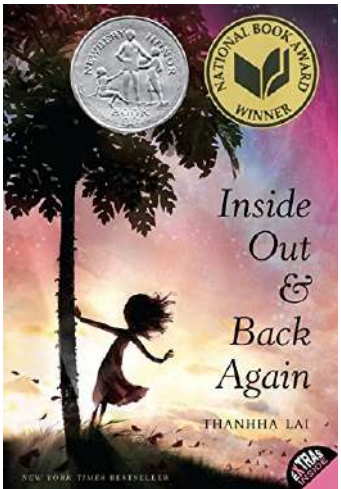
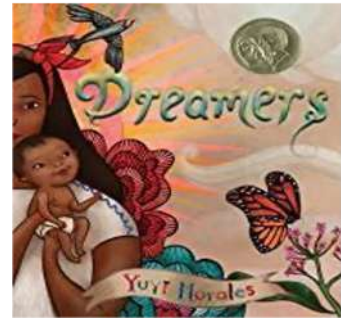
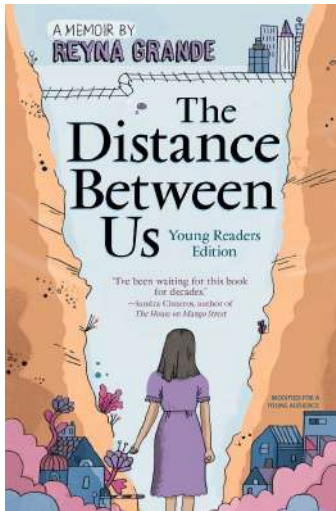
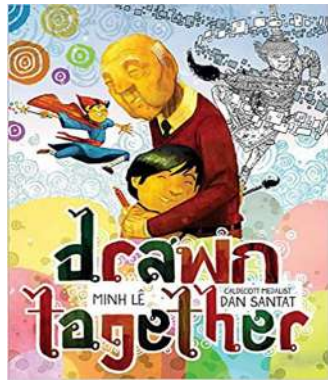
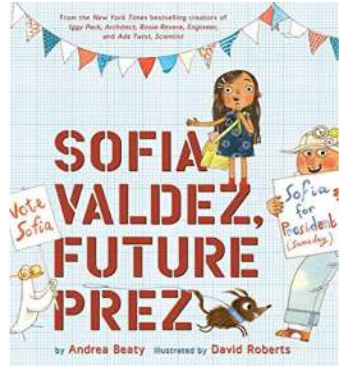
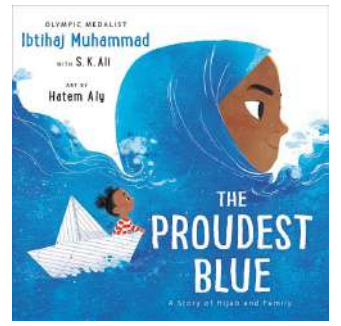
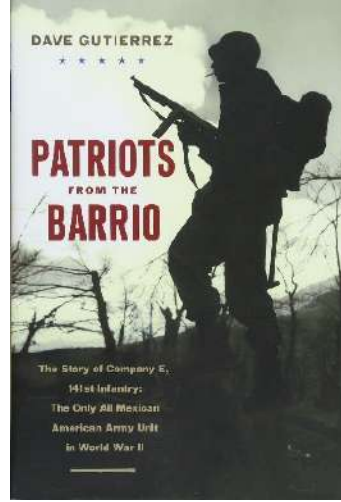
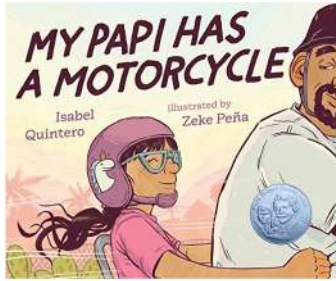
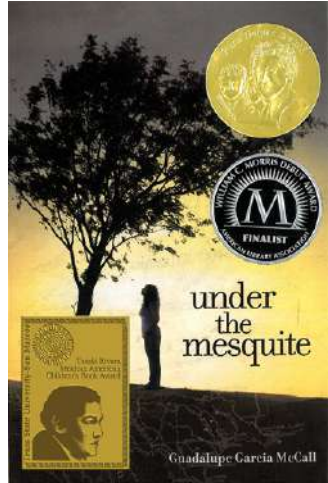
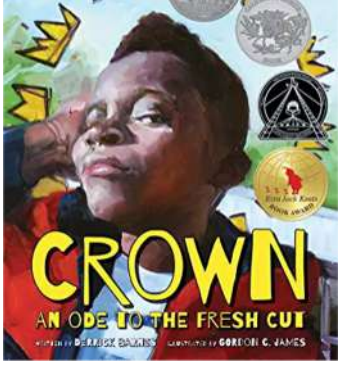
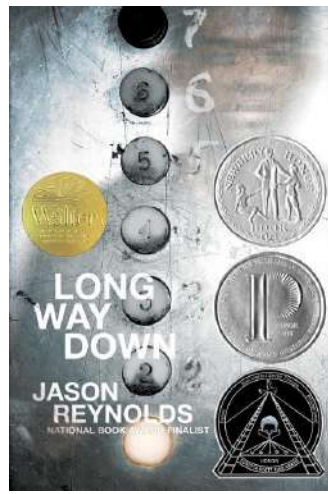
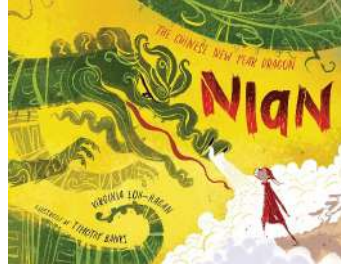
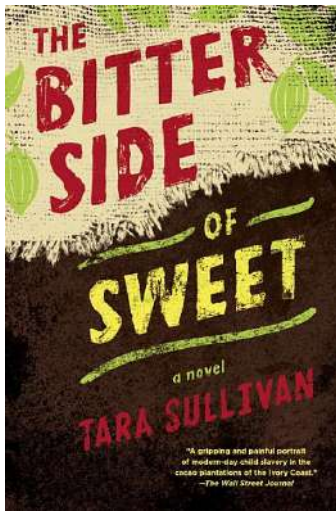
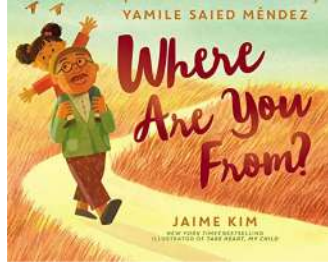
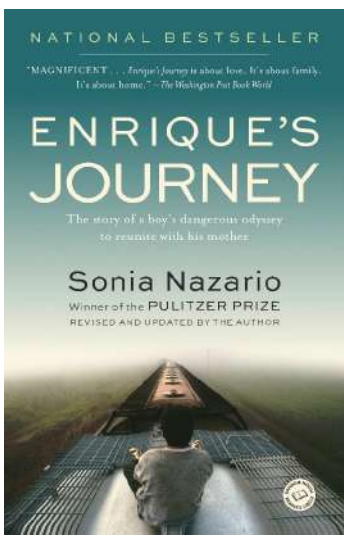
Proud Speaker Of English

**LINDSAY**

Proud Speaker Of English Spanish (Vietnam)

**KAE L**

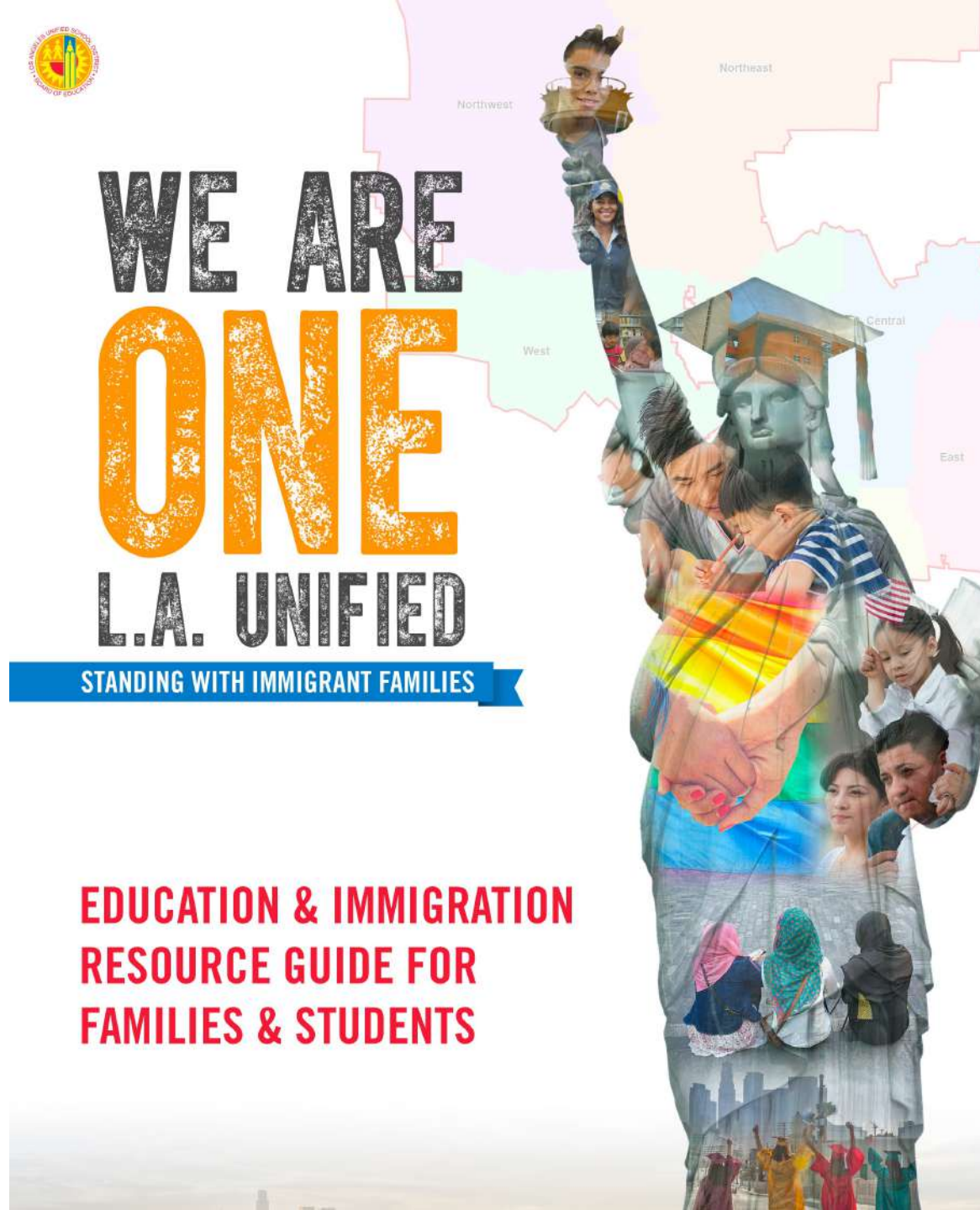
Proud Speaker







**Formal statements and campaigns standing with and protecting immigrant families**



*See pages 45 – 54 in Toolkit 2 for tools and resources*

**Resources and supports for immigrant families and students**

# Assets- Oriented Schools

## Actions

- Staff have information and have time/take time to know their students and families
- Languages are visible on campus
- Names correctly pronounced
- Books reflect diversity
- Formal statement/vision re: valuing cultural and linguistic diversity
- Celebrate bilingualism
- Strong reciprocal family-school partnerships with immigrant/EL parents
- Staffing to support family connection and support
- Staff dialogues about ELs are characterized by assets language and paradigm – not deficiency
- Schools are safe sites for undocumented (Plyler rights)

## Toolkit #2 Resources

- *Reading:* “Loss of Family Languages – should educators be concerned?” and “The Importance of Affirming Home Language” Pg. 36-38
- *Reading:* “English Learners are not only English Learners – the Diversity Within” pg. 13-15
- *Resource Chart:* “Barriers/Challenges for EL Parent Engagement” pages 60 – 61
- *Tool:* “An Assessment: Strong Family-School Partnerships” g. 64 -67

*To know what is going on with EL students means taking a hard look at whether they experience school as a welcoming and empowering institution or one that devalues their language, culture and family.*

*Do I know (do WE know) how our  
ELL students and families  
experience our school?  
HOW do we know?*





**PROVIDE INTELLECTUALLY RICH AND  
RELEVANT CURRICULUM AND  
INSTRUCTION –**

**AND ENSURE MEANINGFUL ACCESS**

*“English learners engage in **intellectually rich**, **developmentally appropriate** learning experiences that foster high levels of English proficiency. These experiences **integrate language development, literacy development and content learning** as well as provide access for **comprehension and participation** through scaffolding and home language support/development. English learners have **meaningful access** to the full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”*

# Build language!



## Second language development

A new language is learned where there is a purpose and reason to understand and produce it.

Students need many opportunities to practice and use language in multiple contexts.

## What to look for in a classroom:

Interesting, engaging topics to learn about and talk about

Positive relationships and multiple forms of student interaction

Structured activities requiring talking and listening throughout the day and curriculum

Multiple formats for student talk (1:1, small group, play, presentations, etc.)



## Second Language Development

The quality, extent, and authenticity of the language students hear and are exposed to matters. To learn English well, English learners need exposure to rich language and good English models

An "affective filter" can prevent language processing in the second language.

## What to look for in a classroom

Teachers use expressive and complex language and vocabulary

The books students are being read include complex and expressive language

Sentence frames students are offered as support range from simple to complex

Encouragement for ELLs

Supportive norms

Provision of time, patience

## Second language development

Becoming proficient in a new language for academic purposes is a five to seven-year process. Where a student is along that journey has implications for the kind of language support needed.

## What to look for in a classroom

Differentiated scaffolds, prompts, sentence frames and performance tasks.

Flexible student groupings that enable teacher to focus on language needs.

Teacher able to explain how instruction, scaffolding and support accommodates students at different levels of proficiency and language need.

**\* Designated ESL/ELD**



A lens on  
language  
development

# Language

Speaking and listening

- *Words/Vocabulary* - to name and talk about their world
- *Language Practices* — purposes, routines, register
- *Language Production* — pronunciation, fluency
- *Language Structures & functions*  
— how language works and is put together

What  
language  
capacities do  
students need  
to develop?

What do we  
mean by  
language  
development?

## What you should see and hear...

T Modeling expressive language

T Narrating

A lot of student talk (ELLs included)

Conversations (frequent, structured)

Teach vocabulary

Chanting and singing

Phonemic awareness activities (PK-1)

Naming/labeling

Questioning and prompting

Cross language connections

Language function focus

Support for translanguaging and L1

Structures & support for discourse

***A Language-rich environment***

# Language





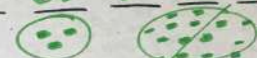
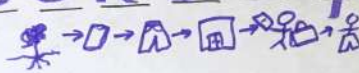
*(listening and speaking)*

- *Words/Vocabulary*
- *Language Practices*
- *Language Production*
- *Language Structures & functions*

Glimpses of what you might see:

Teaching vocabulary (in context) related to the content being studied

**Vocabulary in Context**

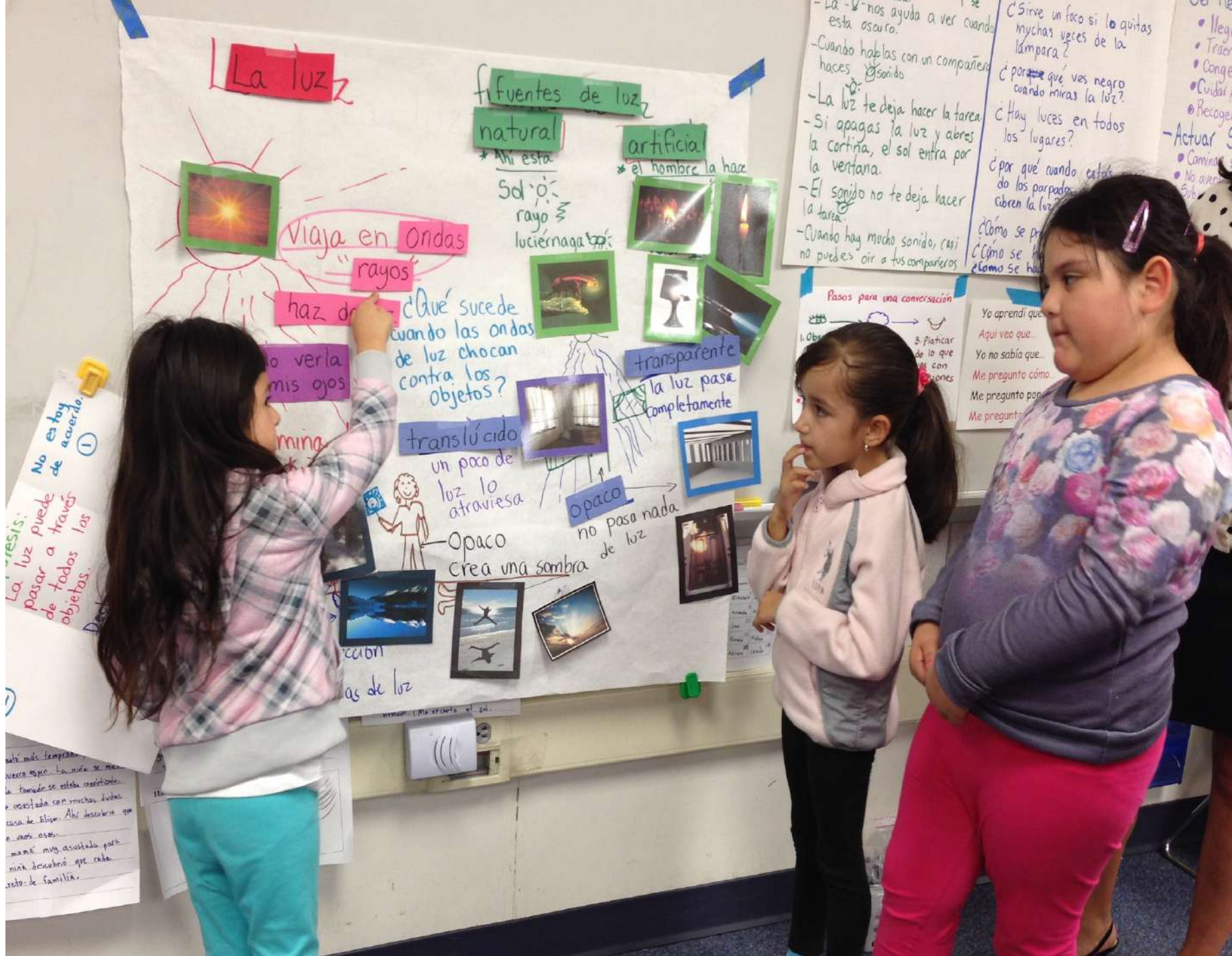
Word	Final Meaning	Language Arts Extensions
<b>goods</b> n.  H: 5 NH: 16 H: 1 NH: 14	products grown or made to sell and buy [things you buy] At Target, Azaan bought many different kinds of <b>goods</b> , like clothing, food and books.	synonyms: • products • things • items 100/ words Steed understood book COOK weed took
<b>agriculture</b> n.  H: 10 NH: 11	the cultivating of soil, producing of crops, and the raising of livestock [Farming] Looking at the rows of corn and the cows grazing, Justin could see the land was being used for <b>agriculture</b> .	words with /cher/spelled -ture picture creature features nature
<b>producer</b> n.  H: 10 NH: 11	someone or something that grows or makes goods or products [the grower or maker] Kimberly learned that Mexico was the largest <b>producer</b> of avocados in the world.	produce - make products - goods production
<b>rural</b> adj.  H: 2 NH: 20	relating to the country instead of the city [out in the country] As Simon drove farther away from the city and out into the country, the land became more <b>rural</b> .	antonym: urban
<b>scarce</b> adj.  H: 14 NH: 5	small in amount or number :: [hard to find] Fresh vegetables were <b>scarce</b> during the drought and hard for Paloma to find in grocery stores.	Antonym: abundant
<b>economy</b> n.  H: NH:	the way in which goods and services are made, sold, bought, used in an area [the making, selling, buying and using of goods+services] Cristian could tell that the <b>economy</b> in San Rafael was being made sold bought and used.	Related words: • economics • economical • economist



Structured  
small group  
talk  
*(like “think,  
pair share”)*



Conversations centered on hands-on, tangible, experiences.... with exciting, interesting things to name and label and talk about



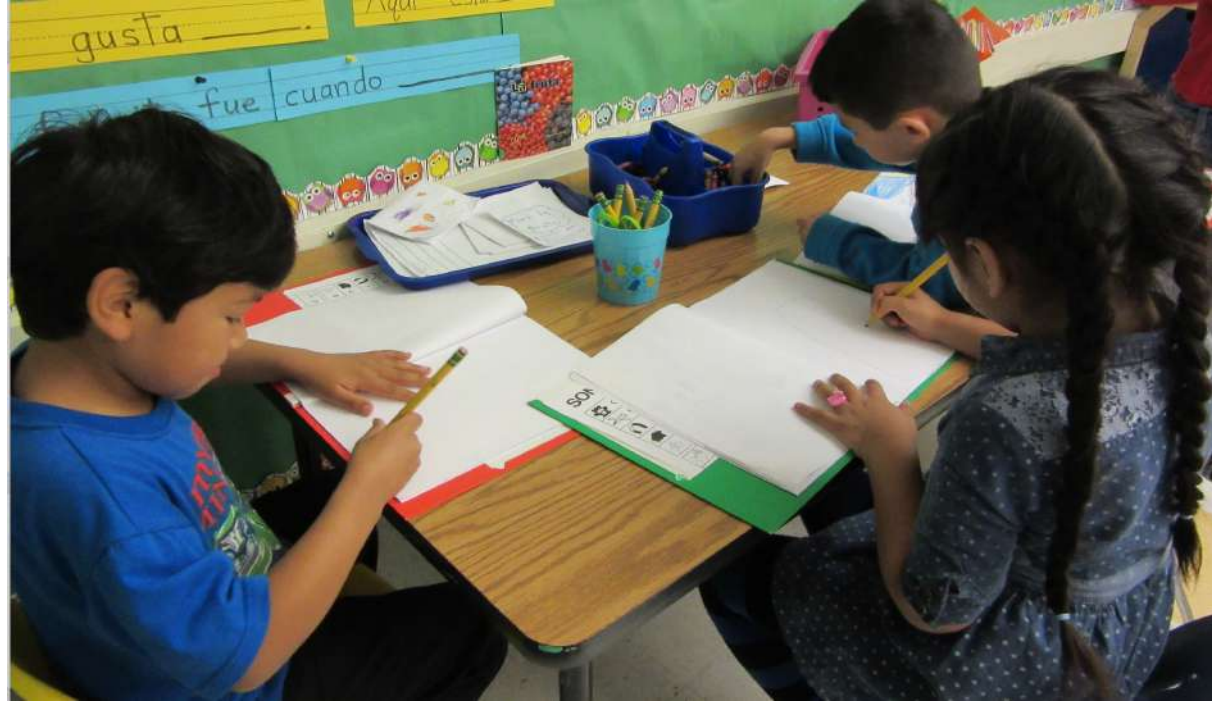
Collaborative conversations where students are engaged in making meaning



# *In home language and in English – for all their language & cultural worlds*

- Partnerships with families to support and encourage development of expressive, complex, authentic home language
- Pervasive school-wide and classroom messages about supporting and affirming bilingualism
- Teacher strategies for supporting and leveraging a child's home language even when not teaching in that language
- Building strong dual language programs and bilingual program options

# Build Literacy!



# Literacy

*(Language in print form)*

*Reading AND writing*

**Engagement** *(interest, purpose, connection to self, motivation, multiple uses)*

**Awareness** *(letters represent sounds, how text works, reading/writing reciprocity)*

**Skills** *(phonological awareness, concepts of print, decoding & phonics, word/letter recognition, writing mechanics, comprehension and meaning making, morphology)*

*What are the components of literacy that students need to master P3 to become proficient and engaged readers and writers?*



Free access to interesting books... including books in the home language!



# Frequent interactive read-alouds



Hearing books

Noticing text structure

Talking about books

Coming to understand the multiple purposes of books

Enjoying books

Developing vocabulary from books

Systematic  
approach to  
teaching  
foundational skills

Small groups  
based on  
formative  
assessments and  
need

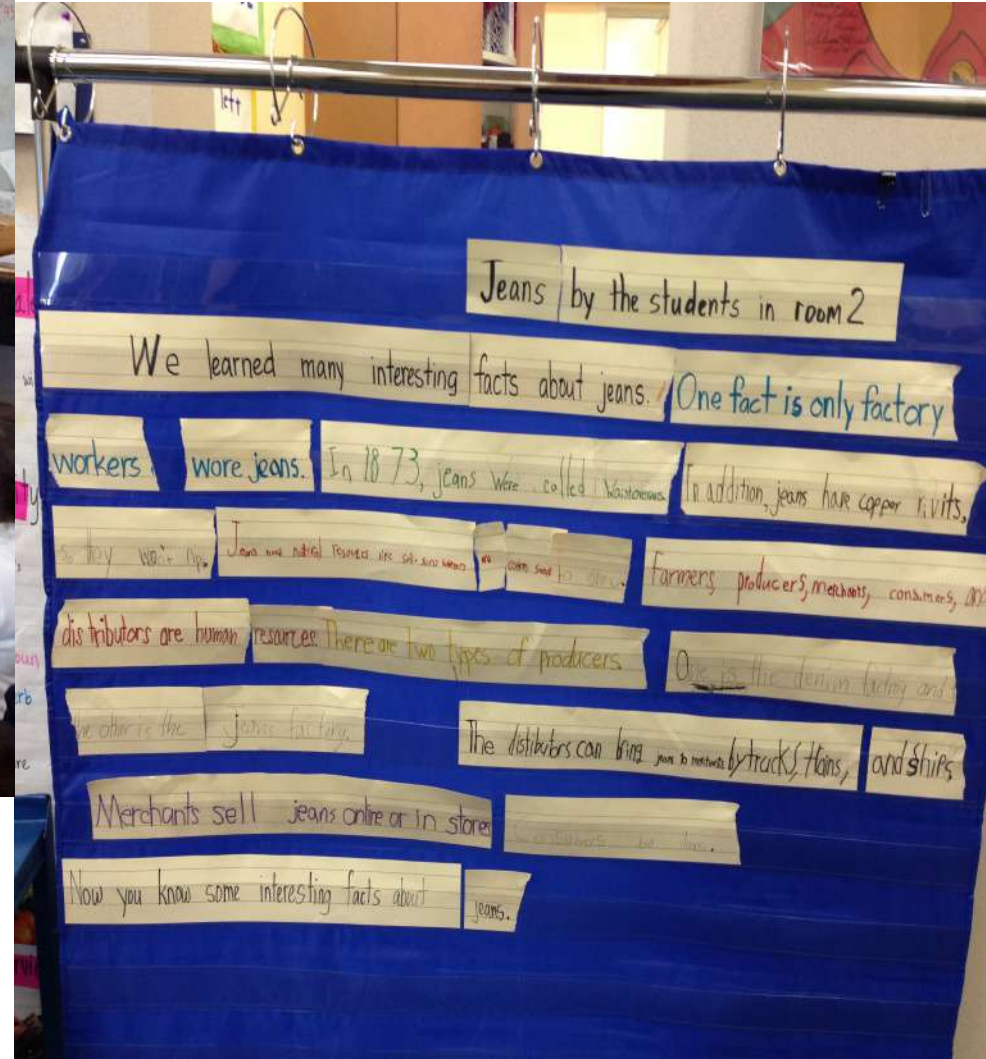
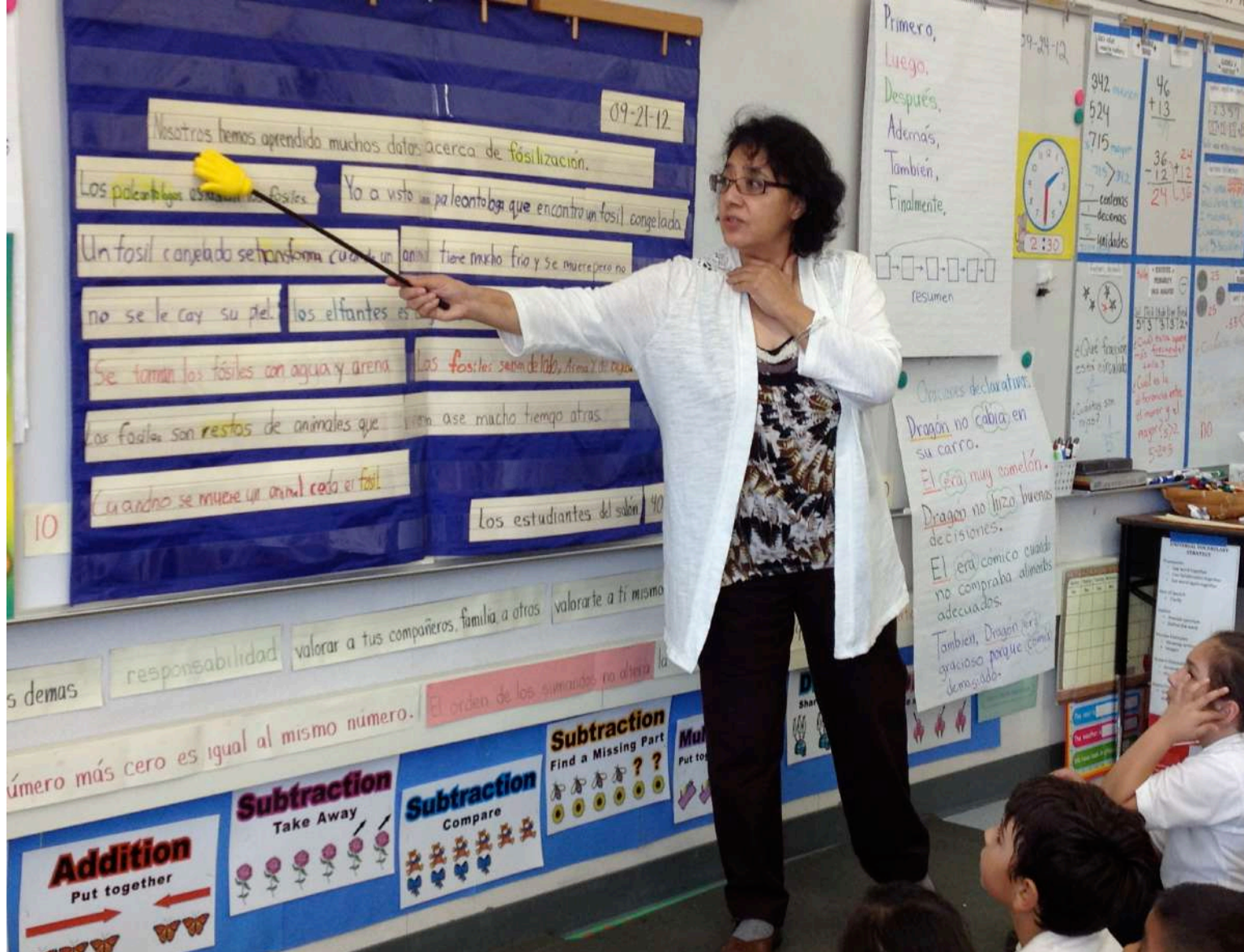


# Independent Reading and writing



*Note relevant text*

# Collaborative writing and editing



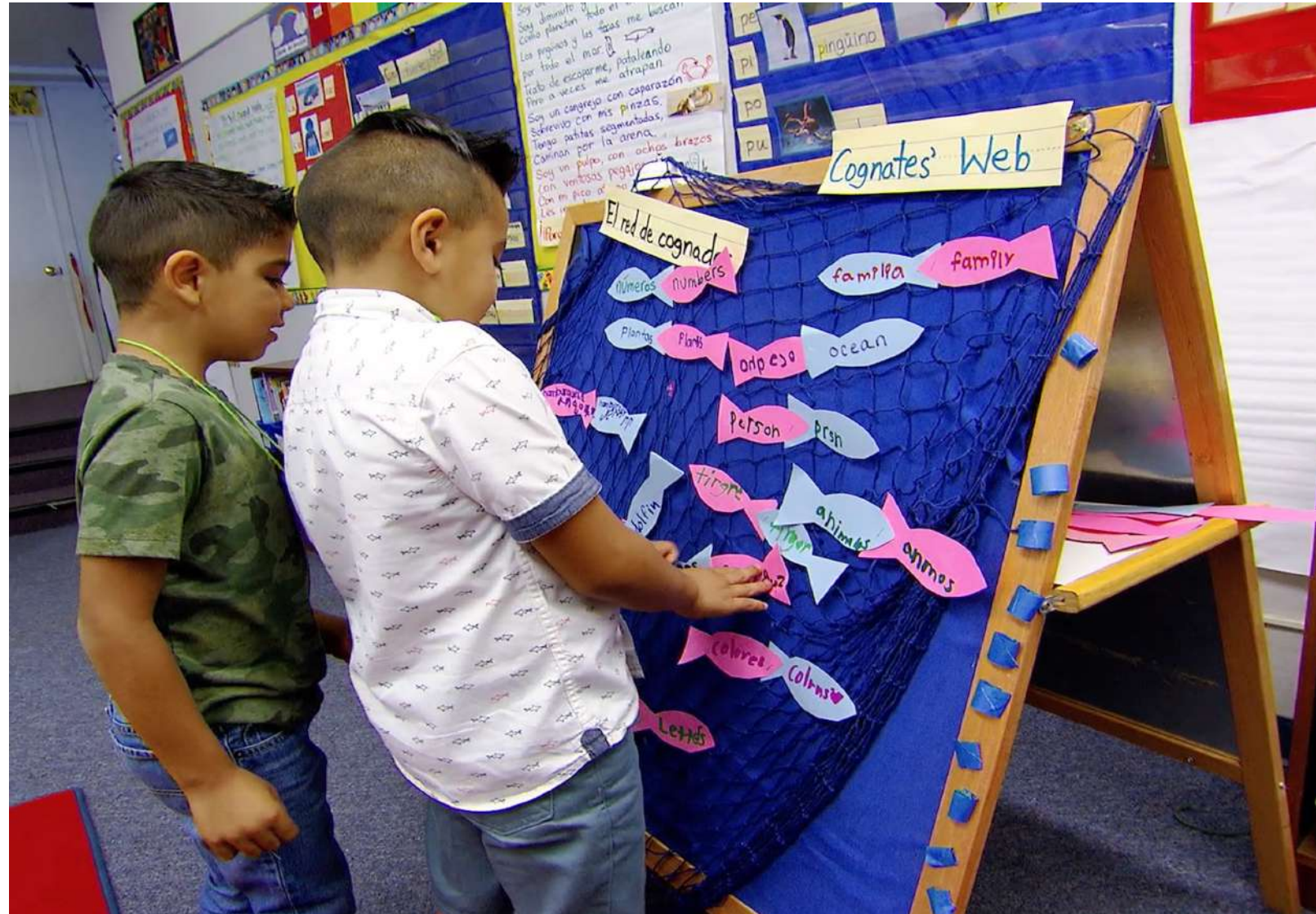


adjectives describe ☺☹☹☹☹	noun ⊗ ⊠ ○ ×	verbs action	adverbs how	prepositional phrases where? when?
smart ☺ hard-working dirty hot ☹☹ intelligent patient tired ☹☹ careful scientific precise lucky ☺ adventurous	geologists	dig ⊗ discover find (fossils) kneel ⊗ study ⊗ learn examine ☺ clean brush read compare	well often carefully slowly quickly excitedly patiently scientifically * early * tomorrow * here * there	below the ground under the microscope above their discovery in the dirt in their laboratory near the fossils inside caves in the field with other paleontologists at a dig at their museum

That geologist is the \_\_\_\_\_.

**A focus on complex sentence structures and how English works!**

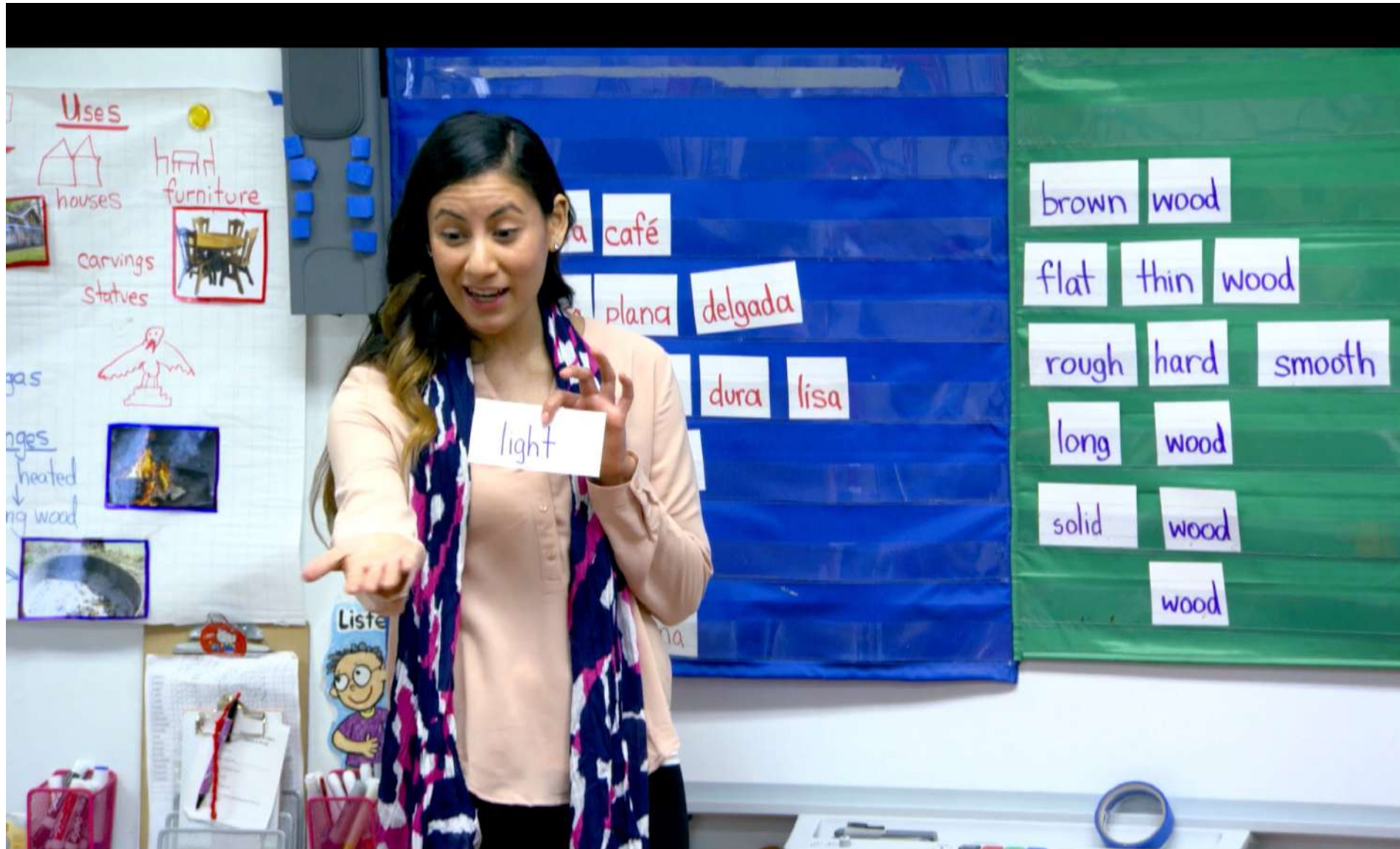
# Leveraging home language in Cross language connections: word level



Talking about how language is structured and text complexity in home language as well



# Cross-language connections! How language works



# A comprehensive ELL supportive effective Literacy Model

Precursor Skills  
(preschool) →

- PRECURSOR Skills and Conditions**  
(for 3 and 4 year olds, some 5 year olds –, in both home language and English)
- Oral language and vocabulary development
    - Phonological awareness
    - Memory and visual recall
  - Print access and active engagement with books and text
  - Early concepts of print and purposes of print (written and read)
    - Early attentiveness to print, beginning letter knowledge

Essential  
Elements of  
Literacy  
Instruction →

Essential ELEMENTS of Literacy Instruction (K+)	
<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Letter knowledge and alphabet</li> <li>• Phonics and Decoding (word recognition)</li> <li>• Concepts of print</li> <li>• Fluency</li> </ul>	<p><b>Essential Literacy Components</b></p> <ul style="list-style-type: none"> <li>• Oral language development</li> <li>• Vocabulary (and background knowledge) across content areas</li> <li>• Comprehension and meaning-making</li> <li>• Cross language connections &amp; Metalinguistic Development</li> <li>• Writing</li> <li>• Print immersion/access and Active Engagement with Text</li> </ul>

Essential  
Contexts for  
Literacy  
Development →

- Essential CONTEXTS for Effective Literacy Development**
- English language development: How English works (for ELs)
  - Integrated Content knowledge and Language/Literacy through thematic instruction
    - Language-rich, print-immersive and content-rich learning environment
      - High quality and culturally inclusive relevant materials
    - Safe and affirming assets-based relationships and classroom/school cultures
      - Embrace of home language and affirmation of bilingualism (for ELs)
      - Differentiated instruction based on formative assessments

# Content

- *What they learn (knowledge of natural world and the social world – the content standards.)*
- *How they learn (inquiry, dramatic play, mimicry, investigation, observation, connections, collaboration, trial and error, construction, research, practice, realia and visuals, explanations, from experts, reading books/media)*

**In and across both of their languages – from home and school**

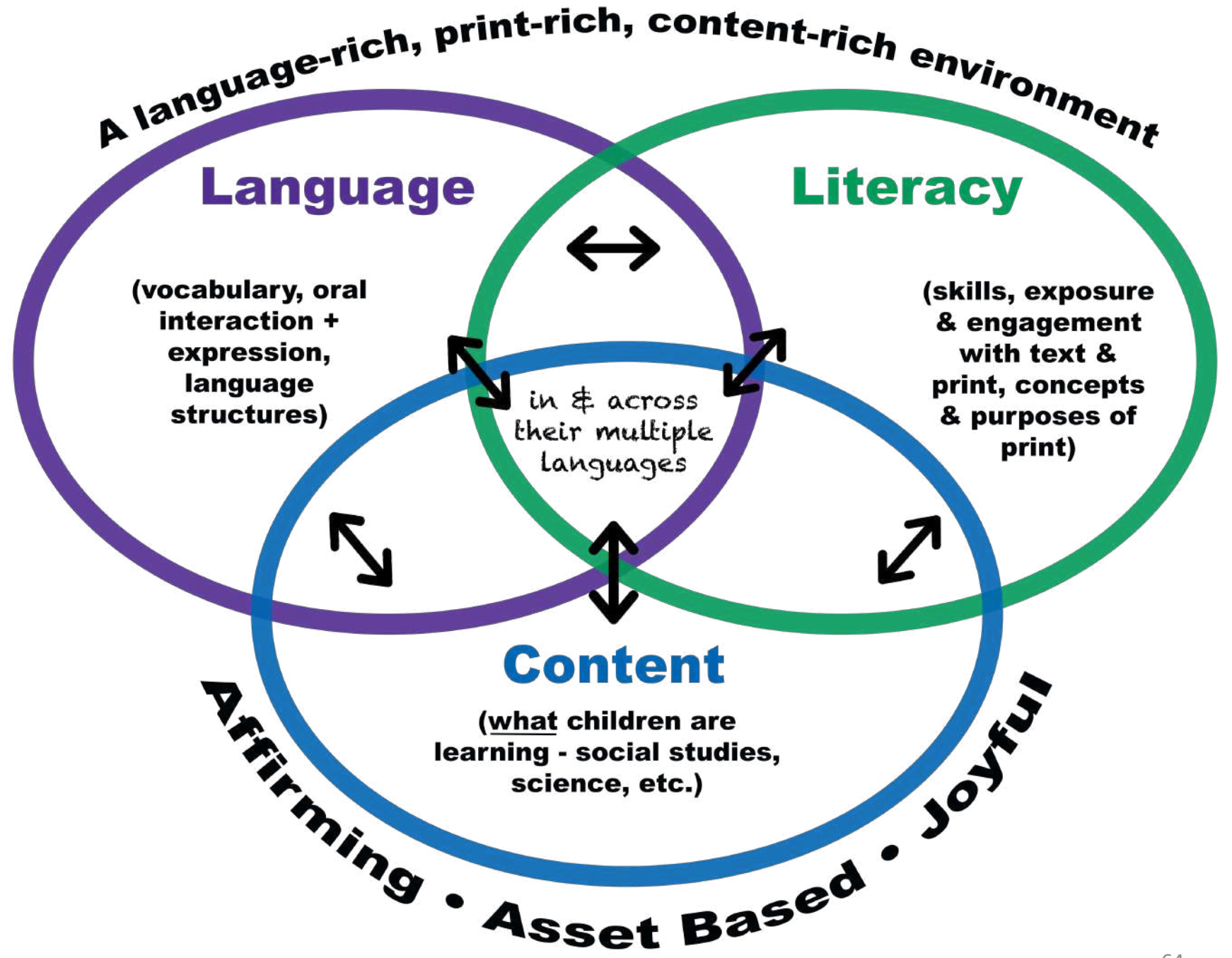
**The essential trifecta!**

**the integration of**

**language, literacy and content**

An integrated,  
interactive  
approach

Each domain  
supports, depends  
upon, and bolsters  
the others –  
creating a more  
**powerful** and  
**efficient** approach





# SCIENCE CONTENT “Fossils”

How is language  
learning involved?

How is literacy  
involved?

How might the way  
in which they are  
learning about fossils  
support language  
development?  
Literacy  
development?



# Where in the day – and which curriculum?

Language Arts Block	Content Blocks (social studies, science)	Designated ESL
<p>Language Arts standards rule and oral language and literacy skills are focus</p>	<p>Content standards rule and focus is the content standards</p>	<p>ESL standards rule</p>
<p>Texts draw upon/utilize the vocabulary and content from CONTENT being learned</p>	<p>Integrated explicit language development –using ESL supportive strategies to facilitate participation and comprehension (“scaffolding”)</p>	<p>Designated ESL is planned in response to and preparation for engagement in content (e.g., language functions, language engagement)</p>
<p>Use ESL supportive strategies to facilitate participation and comprehension</p>	<p>Language and literacy skills are utilized, practiced and given purpose during this time</p>	<p>Differentiated by EL proficiency level and formative assessments of need</p>
<p>Cross language connections; L1/L2 leverage</p>	<p>Cross language connections; L1/L2 leverage</p>	<p>Cross language connections; L1/L2 leverage – including potential specific Transfer time</p>
	<p>Home language resources in L1</p>	

# Key takeaways

- A comprehensive program of **English as Second Language (ESL)** is required by law and is absolutely needed by ELs (*be sure ESL is happening, is geared to proficiency levels and needs, and is responsive to the language demands throughout the curriculum*) and must be supplemented with language development and support throughout the curriculum
- There must be a robust emphasis on **oral language development**, a comprehensive ELL responsive approach to **literacy development**, and strategies throughout all **content** to ensure comprehension, participation and access.
- **Integration** of language with content is strongly supported by research (*if you want to be sure ELs are getting what they need, you have to look at all areas of curriculum and instruction*)
- Teachers need **multiple strategies** for scaffolding comprehension and participation and building ELL's language.
- Leveraging **home language** in all classrooms is powerful and is strongly supported by research

# Quality of Instruction and Access

## Toolkit #3 Resources

- *Resource: “What does this mean? Seven Terms Administrators should know” pg. 59 -63*
- *Activity: A Closer Look at Practice (vignettes). Pg. 50 – 52*
- *Reading and Chart: “What a School Leader Needs to Know about Second Language Development”. Pgs. 43-45*
- *Resource: “Effective ESL/ELD Practice Vignettes and Video Resources” pg. 58*
- *Read and Reflect: “Preschool, Kindergarten: What does Intellectual Quality mean for our youngest learners?” pg. 70 - 79*

# ROLE OF ADMINISTRATOR AND LEADER

- Understand basic language development and the implications for the learning environment and curriculum
- Recognize and combat the undermining impacts of low expectations and deficiency paradigms
- Recognize the role and content of the state ESL/ELD Standards – and be sure your teachers are using them
- Be able to articulate the characteristics of effective instruction for ELs
- Engage teachers in dialogue about instruction for ELs that supports comprehension, participation and language learning
- Recognize effective strategies and assess the quality of instruction across classrooms
- Know about resources available to support and inform quality instruction for ELs
- Ensure the materials and conditions are present for delivering high quality instruction for English learners.

Reflect –  
and post in the chat  
box:

*Which aspects of “language-rich” instruction and “language-literacy-content” integration seem most urgent to build skills and awareness about among your staff P-3?*

*What is strong and effective in the instructional practices P3 at your school to support ELLs?*



**CREATE COHERENCE, ALIGNMENT AND  
ARTICULATION ACROSS SEGMENTS,  
GRADE LEVELS AND CLASSROOMS**

*“Understanding the nature of how young children learn and the hallmark indicators of quality instruction that respect and nurture the intellectual drive of young children are essential for school leaders. And knowing how this differs from a more traditional model of “academic rigor” that is so prevalent in the K-6 system is a foundation upon which school administrators can create the conditions and supports for effective early education for ELLs. Embrace the early years of schooling. Reach across the divide. Be the bridge that invites early childhood staff to the table. Be the learner who seeks out the substantial world of professional resources on quality early education. Be the voice advocating for needed resources for quality early education. Be the one who facilitated coherence and shared vision across the early education and primary grades in the service of ELL success.”*



# Articulation P3

- Developmentally appropriate!
- Understand the early childhood precursors and foundations that lead to later academic success
- Avoid “push-down” academic approaches into the preschool years
- Works towards alignment and coherence in approach to ELL language development and embrace of home language
- Pay particular attention to supporting transitions and building bridges across preschool and Kindergarten
- Support for families in transitioning from preschool to Kindergarten
- Reconsider kindergarten as the Bridge

# Preschool, Kinder “Intellectual Quality”

## Toolkit 3: Pages 70 - 79



- Relationships are central
- Play is the primary context for learning
- Learning is integrated
- Intentional focus for ELLs/DLLs involves language-rich and language intentional instruction and environments
- Responsiveness to culture and language supports children’s learning
- Families are essential partners
- Home language must be invited, supported, present and developed



*Example:*  
Instructional  
alignment  
P-elementary





# 12 High Leverage Pedagogical Practices

*Articulated across grade levels, but differentiated for developmental appropriateness and to align with grade level standards*

1. Complex, Academic Vocabulary Development.
2. Structured Oral Interaction and Academic Discourse.
3. Exposure to Rich Literature and High-Level Informational Text.
4. Purposeful, Interactive Engagement with Text
5. Authentic Writing.
6. Dramatic Play and Inquiry based Learning
7. Graphic Organizers and Visuals.
8. Continuous Checks for Comprehension.
9. Collaborative Practice and Skills of Teamwork.
10. Cross language connections (transfer)
11. Language Development Through Arts Infusion.
12. The World in the Classroom.

English (ESL)  
*with home  
language  
support*

Transitional  
Bilingual  
Program

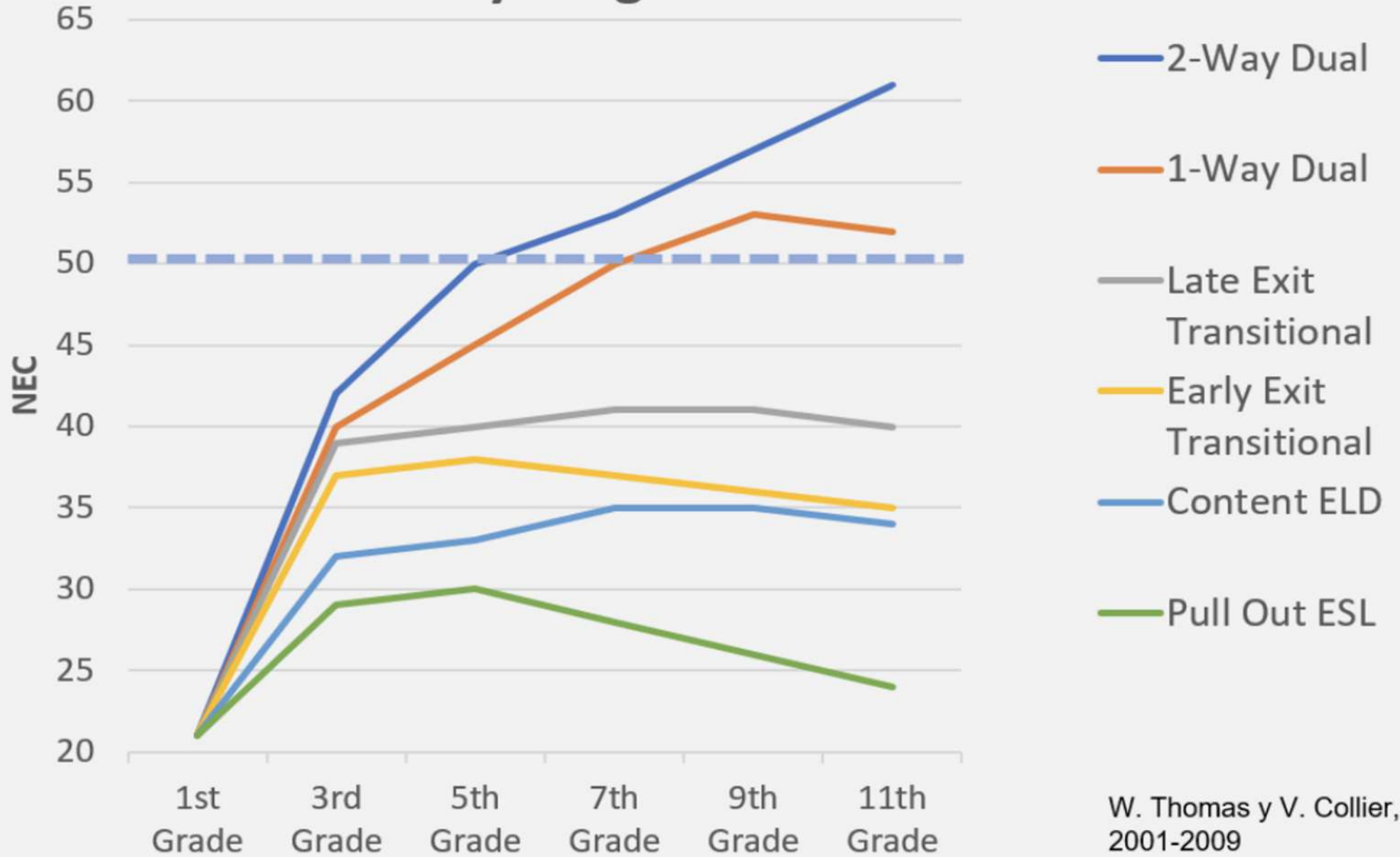
Dual language/  
Biliteracy  
program  
(1 or 2 way)

Articulated language program pathways across grades are built and implemented for ELLs to attain English proficiency and biliteracy.

**Coherent,  
aligned  
Language  
Program  
Pathways**

English reading achievement by language program model

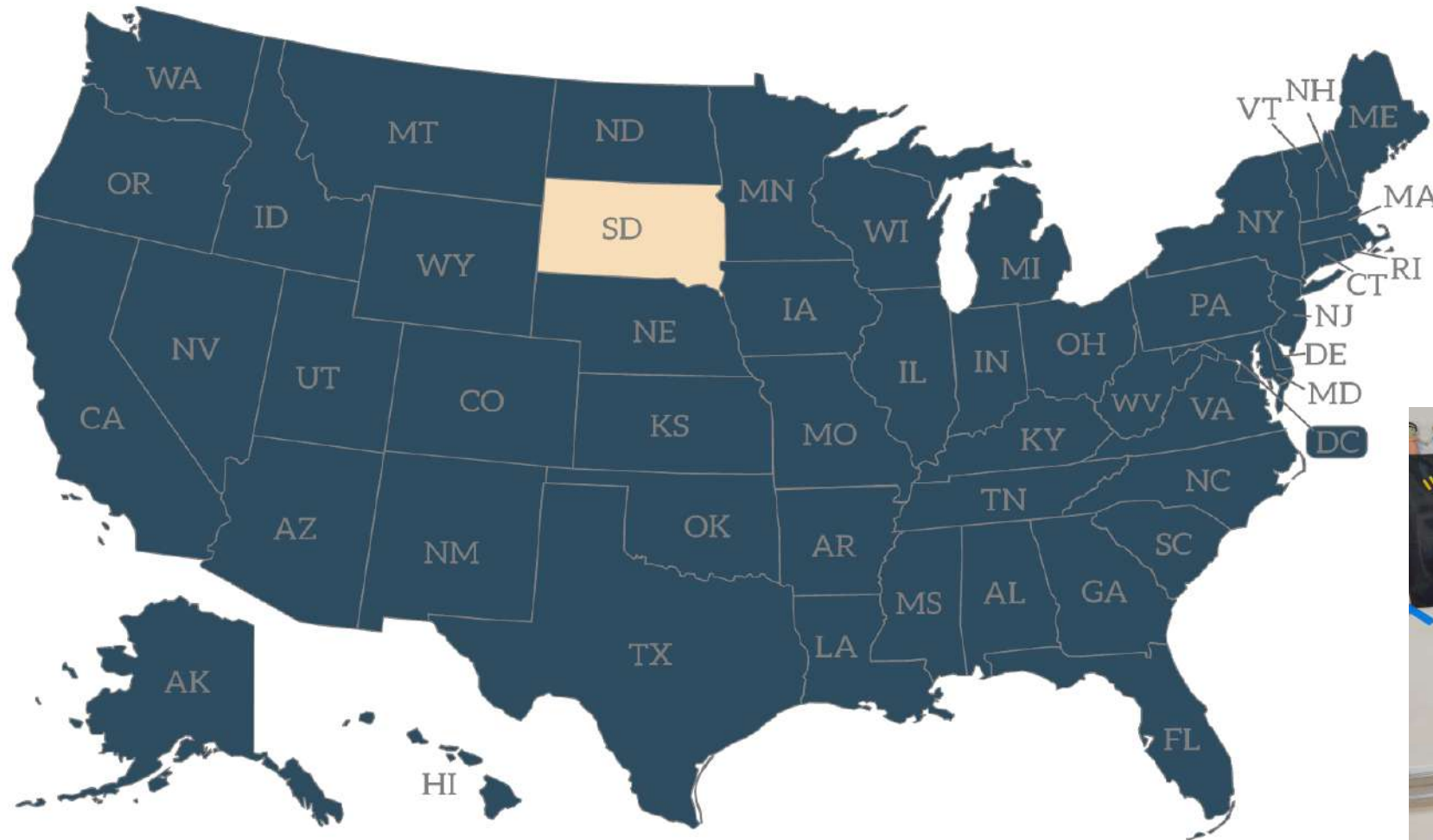
# English Learners' Long-Term Achievement by Program Model



# All the way to biliteracy!

## State Laws Regarding the Seal of Biliteracy

● Approved State Seal   ● Under Consideration   ● Early Stages   ● No Seal of Biliteracy, Yet!





**BUILD THE CONDITIONS FOR EFFECTIVE  
IMPLEMENTATION**

**MAKE IT POSSIBLE TO GET FROM HERE TO  
THERE**



# Supports: Make it possible!

- Professional learning, collaboration and support
  - Time for collaboration and planning
  - Facilitation and coaching
  - Grade level and cross-grade, school wide learning
- Assessment, data and monitoring
  - Valid, reliable, linguistically appropriate assessments
  - Use of formative assessments to inform and adapt instruction
  - Progress monitoring (*prevent Long Term English Learners*)
- Appropriate materials
  - Resource materials and libraries in multiple languages
  - “Authentic literature
  - High level expressive language, high quality informational texts with graphics/visuals



Centralize and  
integrate  
MLLs/ELLs/DLLs

Centralize and integrate ELLs in a system of  
shared responsibility

Maintain the visibility of and attention to  
the needs and assets of ELLs through  
advocacy-oriented and equity-focused  
leadership



Equity-focused  
and Advocacy  
Oriented  
Leadership



Look for and encourage the joy in learning!

The joy and satisfaction of teaching!

The gift of diversity in the classroom!

Your voice and leadership matter!

**Why does this matter to you?  
Let it be known!**

**Thank you for your work and leadership!**

Laurie Olsen  
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