

Content Connections

English Language Development

This past year, BVSD teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.



Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does “Effective” look like in the classroom?	
Element a – Alignment	
Connect Learning Environment	<ul style="list-style-type: none"> Provides differentiated, yet meaningful and challenging learning opportunities for students based on: <ul style="list-style-type: none"> English proficiency level, ACCESS Scores, WIDA Can Do Descriptors Formative assessments to inform differentiation
Respond to Student Misconceptions	<ul style="list-style-type: none"> Provide opportunities to show/ask what they do and don’t understand through collaborative grouping strategies, talk moves, and formative assessments - exit tickets, reflections etc.. Re-teach in small groups or individual conferencing/tutoring Use assessments to drive future instruction and/or modify the upcoming lesson
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> Serves as support to schools regarding ELD issues Collaborates with grade level classroom/content teachers to support language needs of students Collaborates vertically with specialists, interventionists, and classroom teachers K-12 Obtains IEP goals for ELL students who have them Choose texts appropriate for the English proficiency level of students for ELD that are connected to content area standards Address academic functions throughout content areas (reflection, predicting, hypothesizing, analyzing etc...)
Prepare Student for Next Level	<ul style="list-style-type: none"> Plans lessons based on Colorado English Language Development Standards Build in scaffolds that will bridge current level with CLO

Element b – Literacy	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Delivers instruction that includes all domains of language (listening, speaking, reading, and writing) ● Ensures that literacy instruction is contextualized, some strategies might include whole to part instruction, and meaning based connected to the students’ lives and building/activating background knowledge through field trips, reading books, media and KWL. ● Demonstrated knowledge of Common Core standards and their relationship to language acquisition ● Incorporates knowledge of students’ WIDA levels to facilitate access to complex grade level texts. ● Develop academic vocabulary that students are likely to encounter across disciplines of study.
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Provides opportunities for students to transfer language skills (listening, speaking, reading and writing) across content areas ● Provides mentor texts and exemplars of student work ● Includes, discusses and teaches students to use rubrics for self- evaluation and to provide peer feedback
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Provides supports to math teachers when appropriate with: (this sounds as though ELD teachers need to meet with Math teachers outside of the ELD class which is not always possible) We should be held accountable for supporting students. Redundant - see Element A alignment / collaboration piece above ● Provides opportunities for students to make cross-curricular connections ● Uses Explicit language structures (form) and discourse expectations (functions in mathematics (compare, transitional, sum of, formula etc..) CLOs ● Contextualized mathematical and language skills at the sentence and discourse level ● Differentiated based on language and math proficiency levels ● Makes content accessible to students at varying levels of English proficiency
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Include CLO on numeracy and geometrical skills within the literature (i.e chronological order, sequence of events, processes, visualizing ...) ● Possesses knowledge of current math standards
Element d – Content	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Builds and/or activates students’ background knowledge ● Pre-assess to determine strengths and challenges or gaps, then use that info to create scaffolds ● Adjusts pacing to the and language needs of the students

<p>Explanations and Representations</p>	<ul style="list-style-type: none"> ● Explicitly teaches academic language, including vocabulary instruction, but also going beyond to develop academic language skills at the sentence and discourse level. ● Provides learning opportunities utilizing different modalities (learning styles) ● Differentiates based on language proficiency levels. ● Makes content accessible to students at varying levels of English proficiency.
<p>Inquiry Methods</p>	<ul style="list-style-type: none"> ● Develop metacognitive awareness of how language is used across disciplines and modalities, some strategies might include think- aloud, dialogue journals, and graphic organizers that support metacognition ● Provides opportunities for students to develop higher-order thinking skills through collaborative learning strategies ● Expects students to demonstrate ownership of their learning
<p>Element e – Connectedness</p>	
<p>Build Connections</p>	<ul style="list-style-type: none"> ● Explicitly teaches academic language across content areas. For instance, a teacher could teach the word “table” and help students understand the different ways it is used in different content areas (a table in mathematics is different than a table in geography, etc.). ● Explicitly teaches varying cultural perspectives across and within various academic disciplines. ● Uses culturally and linguistically relevant and diverse texts. ● Makes explicit connection to classroom/content ● Provides opportunities for students to make cross-cultural and cross-linguistic connections (L2 to L1), when applicable (cognates)
<p>Element f – Relevance</p>	
<p>Students Make Connections</p>	<ul style="list-style-type: none"> ● Builds on prior knowledge that includes previous lessons, cultural and linguistic knowledge, as well as community funds of knowledge. ● Makes learning relevant to students’ lives outside of school. ● Develops lessons that incorporate a compelling purpose - a reason for the students to learn.

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

<p>What does “Effective” look like in the classroom?</p>	
<p>Element a - Learning Environment</p>	
<p>Value Diverse Perspectives</p>	<ul style="list-style-type: none"> ● Values and promotes diversity beyond language (cultural, socio-economic, gender, etc.) ● Encourage student talk in the classroom, by providing ample response time, including wait time. ● Acknowledge the value of bilingualism. Allow for use of native language to access or clarify learning, when appropriate. ● Provide time for student voices to be heard: peer to peer talk, advocating for self, asking questions, reflection, speaking up regarding different point of view, debate.

Model Respect for Diversity	<ul style="list-style-type: none"> ● Highlights contributions of diverse individuals ● Promote and actively encourage sharing of cultural differences and life experiences. ● Values the heritage, story, and family culture of our students.
Conducive for Learning	<ul style="list-style-type: none"> ● Provides various scaffolds and supports for student successful participation in dialogue (i.e. resources on the wall, sentence stems, etc.) ● Uses the entire classroom as a resource for students ● Organizes classroom for different kinds of groupings, being aware of time needs. Norms for different groupings are provided/discussed. ● Posts students work and there is visible evidence of the learning and academic progress ● Makes resources available in the students' native language ● Hold high expectations for participation, including support when necessary. Class discussions with higher level thinking. Holding students accountable for their learning
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> ● Fosters an environment where students can take risks ● Establishes environment where all voices are welcomed and valued, with expectations that each student participates
Effective Student Interactions	<ul style="list-style-type: none"> ● Incorporates multiple opportunities for interaction ● Creates norms around feedback: talking, listening, conferencing ● Allowing opportunities for valuable discussion in native language ● Setting up opportunities for students to interact eg. talk time, students have the opportunity to talk 60% of the time ● Use purposeful collaborative learning structures
Respect for Differences	<ul style="list-style-type: none"> ● Incorporates an environment that embraces and affirms the diversity in the classroom (i.e., pictures, quotes, materials, resources, student work, etc. that represent the various gender, racial, linguistic, cultural, religious, ability, sexual orientation, gender identity and other identities) ● Provides materials that acknowledge students' cultures and abilities.
Positive Social Relationships	<ul style="list-style-type: none"> ● Models collaboration ● Models effective work ethics ● Encouraging a sense of warmth, safety, and inclusion.
Element c – Student's Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Utilizes a variety of questioning strategies ● Provides opportunities for different modalities in presentation/output of language (written, spoken, visual, kinesthetic, etc...) ● Purposefully using high level vocabulary and questioning skills found in Bloom's taxonomy.
Scaffold Questions	<ul style="list-style-type: none"> ● Provide academic language supports with visuals, realia, vocabulary, modeling, restating the question.
Wait Time	<ul style="list-style-type: none"> ● Provides appropriate wait time equitably

Flexible Grouping	<ul style="list-style-type: none"> Creates structures that allow students to interact with diverse groups of students, when appropriate.
Total Student Participation	<ul style="list-style-type: none"> Implements systems and protocols for all students to participate
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> Invites colleagues to meet to collaborate around planning instruction for ELLs Solicits additional input from the student, colleagues, specialists, family, and outside support organizations that know the child in order to better understand students' learning needs.
Differentiated Strategies	<ul style="list-style-type: none"> Differentiates learning and assessment opportunities for students based on language proficiency levels, interests, academic background, specific learning needs (IEP, 504, IIP) etc. Purposely plans cross-linguistic connections
Adapt Instructional Strategies	<ul style="list-style-type: none"> Adapts lessons to WIDA levels Uses WIDA Can-Do Descriptors, and ELD Standard Rubric
Challenge and Support Students	<ul style="list-style-type: none"> Instruction is challenging and based on Colorado Content Standards Hold high expectations of ELLs
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> Promotes and facilitates parent participation Supports and advocates for families
Coordinate Information	<ul style="list-style-type: none"> Collaborates with other teachers during conferences, report cards, grades, etc. Shares assessment data and language information with colleagues
Seek Services and Resources	<ul style="list-style-type: none"> Serves as support during MTSS and other conversations about language needs of students Researches resources and services that might help address the needs of students Communicates with counseling and administrators to address student needs
Frequent Family Communication	<ul style="list-style-type: none"> Communicates with families in a language and format they can understand on a regular basis Elicits input from families
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> Builds co-constructed classroom routines, norms and behaviors that are culturally and linguistically responsive Sets and reviews goals with individual students around language development and academic progress

Safe and Orderly Environment	<ul style="list-style-type: none"> ● Sets up clear and consistent expectations of students ● Implements classroom management skills ● Holds students accountable
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Understands cultural differences ● Relevant and consistent consequences that match the offense.
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Organizes lessons to maximize instructional time ● Ensures smooth and quick transitions

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Differentiates based on students’ summative and formative assessment results, including ACCESS scores, WIDA level, literacy scores, writing samples, and academic background in L1
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Uses different strategies of sheltering to build on students’ linguistic, social and cultural strengths and needs ● Collaborates with classroom teachers and interventionists (special ed., TAG, MTSS) to deliver appropriate instruction
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Models and supports both conversational language proficiency and academic language proficiency, based on WIDA levels and students’ cognitive development ● Provides comprehensible input that is just beyond student’s current level of proficiency as well as the opportunity to create meaningful output (Input +1, ZPD) ● Uses developmentally-appropriate pedagogy.
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Collaborates and consult with mainstream and content area teachers to modify and adapt assessments for English proficiency levels and cultural backgrounds ● Available to support content teachers to write (CLOs) Language objectives tied to the content objectives occurring in the content classroom ● Collaborates with content teachers to increase students’ participation in and ownership of learning within the classroom ● Develops effective two-way structures for communication with content teachers to maximize student social, emotional, and academic well-being
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Progress-monitors student learning to guide instruction (formative assessment, exit tickets, observations, running records, writing sample, writing rubrics, ELDPs)

<p>Encouraging Academic Risk</p>	<ul style="list-style-type: none"> ● Provides assessments which are meaningfully linked to student’s language proficiency as well as academic levels ● Provides opportunities to practice skills prior to assessment ● Provides models/exemplars to motivate students to take risks ● Allows students to demonstrate their learning in authentic / creative ways. ● Creates a growth mindset using constructive feedback, student self-evaluation, collaborative student-driven goal-setting
<p>Student Success</p>	<ul style="list-style-type: none"> ● Uses a body of evidence to make informed instructional decisions about students’ academic and linguistic needs, placement, and needed instruction
<p><u>Element c – Effective Practices</u></p>	
<p>Clear Lesson Objectives</p>	<ul style="list-style-type: none"> ● Plans lessons that include posted content and language objectives (CLO). The CLO addresses the language function, domain, language form, content and language supports ● Refers to CLOs throughout the lesson (beginning, middle and end)
<p>Create Authentic Discussion</p>	<ul style="list-style-type: none"> ● Uses scaffolds to include all students in authentic discussion ● Uses collaborative learning structures (talk moves, think-pair-share, etc.) to facilitate high levels of academic discourse among students ● Creates ownership and investment in learning by connecting to background knowledge, making cultural connections, setting a purpose, finding evidence
<p>Student Reflection on Learning</p>	<ul style="list-style-type: none"> ● Provides opportunity for reflection (exit tickets, student check-lists, turn-and-talk, personal journal, KWL)
<p>Varied Instructional Strategies</p>	<ul style="list-style-type: none"> ● Addresses all domains of language ● Uses visual scaffolds (realia, vocabulary charts, picture dictionary, anchor charts, etc.) ● Provides a variety of activities appropriately scaffold to age and language level of students ● Provides opportunities for students to use different modalities in their learning
<p><u>Element d – Technology</u></p>	
<p>Research Effective Technology Approaches</p>	<ul style="list-style-type: none"> ● Researches effectiveness of instructional technology approaches specifically for English language learners ● Engages in professional learning development in order to stay current on effective use of technology
<p>Develop Student Knowledge and Skills</p>	<ul style="list-style-type: none"> ● Provides students with opportunities to apply technology to facilitate learning
<p>Engaging and Motivating Experiences</p>	<ul style="list-style-type: none"> ● Uses technology that allows students to connect content to their lives and the world around them
<p>Digital Resources</p>	<ul style="list-style-type: none"> ● Provides digital resources/tools to support students’ linguistic development and academic achievement in the four language domains

Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Provides multiple opportunities to rehearse and practice academic language ● Develops lessons that are rigorous and appropriate for the language level of the students ● Strategically uses academic vocabulary and language structures to promote critical thinking and language acquisition
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Hold high expectations of students ● Provides opportunities for students to explore content and ideas from varying perspectives and world views ● Uses Bloom’s Taxonomy to promote higher-order thinking. ● Asks open-ended and evaluative questions. ● Uses cross-language connections when appropriate