

Classroom Elements of Effective Practices for English Learners

	BEGINNING	IN PROGRESS	COMPREHENSIVE	EXEMPLARY	COMMENTS
VISION / LEADERSHIP					
<i>The classroom values the cultural and linguistic diversity of students and reflects the school's vision for English learners.</i>					
EL students are supported in reaching high standards through words, actions, curricula, and activities.					
Students understand expectations and are supported in gaining full academic and linguistic proficiency.					
Students value being bilingual and bicultural.					
Students' home language is used to link family, culture, and learning.					
ASSESSMENT / DATA					
<i>The specific and unique needs of EL students are understood and curriculum/instruction is tailored accordingly.</i>					
Student progress is monitored regularly using a variety of assessment methods and tools.					
Student performance data is utilized to make recommendations for intervention and specialist services.					
Student performance data is utilized to make daily instructional decisions.					
INSTRUCTIONAL PLANNING					
<i>There is a clear instructional plan for English Learners that is consistently implemented.</i>					
Curriculum and instructional practices are articulated across and between grade levels.					▶

<i>Classroom Elements of Effective Practices for English Learners continued</i>	BEGINNING	IN PROGRESS	COMPREHENSIVE	EXEMPLARY	COMMENTS
Instruction is paced throughout the school year to ensure student achievement of essential standards in all core areas.					
Time is provided to implement the “plan-do-reflect” instructional improvement cycle.					

ELD INSTRUCTION

EL students are making progress toward full English language proficiency.

Student progress toward full English proficiency is monitored using the ELD standards and district ELD benchmarks.					
Every EL student receives daily ELD instruction at their identified proficiency level.					
ELD lessons incorporate listening, speaking, reading, writing, and appropriate materials.					
Specific feedback on student progress in English language skills is provided.					

ACADEMIC CONTENT INSTRUCTION

Instruction is designed to enhance student understanding and promote academic achievement in the core content areas.

Students understand the content and language objectives for each lesson.					
Students interact in various groupings guided by teachers.					
Students’ past learnings and personal experiences link to new information.					
Students practice targeted vocabulary, content skills, and language structures through a variety of strategies.					
Students’ native language is used strategically to promote language and content proficiency.					
Students are supported in taking risks both academically and linguistically.					▶

<i>Classroom Elements of Effective Practices for English Learners</i> <i>continued</i>	BEGINNING	IN PROGRESS	COMPREHENSIVE	EXEMPLARY	COMMENTS
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I N T E R V E N T I O N

Additional resources and learning time are provided for students who need it.

Extra instruction, practice, and review for students having difficulty is provided in class.					
Appropriate referrals to specialists are made.					
The instructional staff works collaboratively to communicate student needs and successes.					
Additional resources are available to adapt the curriculum to meet the needs of EL students.					
Students who need additional out-of-class instruction (tutorial, before/after school program) receive it.					

P A R E N T / C O M M U N I T Y I N V O L V E M E N T

EL parent and community involvement in the classroom is actively encouraged.

Parents of EL students are encouraged to contribute to the classroom.					
Classroom updates are provided in the primary language of the family.					
Parents are informed about and understand their child's progress relative to content and ELD standards.					

