

Framework for Teaching English Language Learners

Newberg School District students will graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st Century.

| | Systematic ELD | Advanced ELD | Constructing Meaning |
|--------------|---|---|---|
| Purpose | <p>Systematic ELD is taught K-5 during a designated English Language Development block of time.</p> <ul style="list-style-type: none"> ➤ The purpose of this daily explicit language instruction is to provide students the opportunity to learn and practice foundational language needed for acquisition of English. | <p>Advanced ELD is taught 6-12 during a designated English Language Development block of time.</p> <ul style="list-style-type: none"> ➤ The purpose of this daily explicit language instruction is to provide students the opportunity to learn language functions appropriate for rigorous grade-level tasks. | <p>Constructing Meaning is a K-12 process for planning and delivering explicit language instruction to support students learning grade-level content in English. Constructing Meaning is used in all content classes an English Learner may take.</p> <ul style="list-style-type: none"> ➤ The purpose is to provide content specific curriculum in a structured language with multiple entry points for student access. |
| Function | <p>During Systematic ELD instruction, English learners study how English works. They acquire a solid foundation by learning the language they:</p> <ul style="list-style-type: none"> ➤ Are not likely to learn outside of school or efficiently pick up on their own. ➤ Will not be explicitly taught in other subject areas. ➤ Need to be able to use every day for effective academic learning and classroom participation. | <p>Advanced ELD targets typically problematic forms of language (i.e., irregular verb forms, participles, and sentence combining)</p> <ul style="list-style-type: none"> ➤ Addresses advanced forms (i.e., dependent clauses, perfect tenses, precise vocabulary) ➤ Connects to academic core via grade-appropriate cognitive tasks ➤ Gives attention to building students' ability to organize ideas coherently ➤ This serves to fill existing gaps in language that prevent students from achieving full English proficiency. | <p>Constructing meaning is the bridge English learners need to apply language learned in ELD to their content classes.</p> <ul style="list-style-type: none"> ➤ The focus is on teaching the content-specific language that enables students to think, discuss, read, and write to the goals of the lesson. ➤ Content instruction is driven by the standards and competencies of a particular discipline. ➤ The content teacher's task is to identify the language that enables students to successfully engage in grade-level work. |
| Participants | <p><i>K-5 English Language Specialists or classroom teachers delivering ELD</i> will participate in five days of Systematic ELD during the course of the school year. This dedicated learning time is required to support the EL Achieve curriculum in the dedicated ELD block of instruction.</p> | <p><i>6-12 English Language Specialists or classroom teachers delivering ELD</i> will participate in three days of advanced ELD learning throughout the school year. This training is intended to compliment Constructing Meaning while focusing on language acquisition for secondary students.</p> | <p>Constructing Meaning is for <u>ALL</u> classroom teachers and EL specialists. These five days of professional learning are designed to support classroom teachers with knowledge and curriculum designed to deliver explicit language instruction to support grade-level content.</p> |



Connections to

NPS Framework for Effective 21st Century Teaching



DOMAIN: Professional Practice: Learner & Learning

Who are our students and what does each need to best learn?

What We Believe About Learning

- All learners are capable of success when individual dignity, cultural awareness, and the right conditions for learning exist.
- A healthy school environment is built upon the respect of each individual and the full participation of students, staff and parents.
- Learning happens when we provide a safe and productive learning environment where learning is shared through thinking, writing, speaking, discussing, listening, deconstructing, composing, inventing, and evaluating.
- Relevance, rigor, and relationships are the keys to motivation and engagement in learning.

Guiding Questions

- How are high expectations for all students consistently communicated?
- How is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?
- How are resources and/or specialists accessed to meet student need when those needs extend beyond teacher's current professional understanding or skill?
- How is understanding of students' needs and backgrounds demonstrated?
- How are tools of language development used to scaffold learning for diverse students?

"Look Fors"

- Learner Development
 - Teacher has high expectations for every student.
- Learner Differences
 - Lessons show evidence of differentiation
 - Teacher explicitly links new concepts to students' background and past learning.
 - Teacher utilizes appropriate and varied primary and supplemental materials and tools to support different learning styles and needs.
 - Teacher provides meaningful activities that integrate lesson concepts with language development opportunities for: reading, writing, listening, and speaking.

| Phase | Schools in this phase of implementation need to..... |
|--|--|
| <p><u>Planning</u> <i>Schools in the planning phase will begin the initiative the following semester or year.</i></p> | <ul style="list-style-type: none"> ➤ Discuss and analyze student achievement data to confirm need and articulate the purpose. This data should include FAST, MAP, classroom grades, credits earned, students on-track to graduate, and graduation rates. ➤ Create a sense of urgency at the school building with staff readings and discussions regarding race and equity. ➤ Identify key teacher leaders in the building to support the long-range investment in the work. |
| <p><u>Launching</u> <i>Schools in the launching phase will begin at least of initiative.</i></p> | <ul style="list-style-type: none"> ➤ Communicate the vision and plan with the entire staff. ➤ Participate in professional trainings and institutes. ➤ Ensure teachers have both time and support to practice new learning between and after trainings and institutes. ➤ Conduct regular walk-throughs celebrating success, provide coaching and feedback, and collect data for long-range planning. |
| <p><u>Sustaining</u> <i>Schools in the sustaining phase will be in the second year of initiative implementation.</i></p> | <ul style="list-style-type: none"> ➤ Adapt school-specific support systems for peer collaboration and coaching. ➤ Monitor practice and provide opportunities for teachers to collaborate, observe each other, and refine lessons. ➤ Use relevant data to gauge student progress, set instructional goals, and celebrate success with teams. ➤ Annually adjust site-level goals and evaluate progress towards goals. ➤ Sustain effective supports and continue to grow leadership. |

Constructing Meaning – Implementation Timeline

| Year | Planning | Launching | Sustaining Implementing |
|------------------|--|--|--|
| 2015-2016 | <p>All elementary schools are in the planning phase of implementation.</p> <ul style="list-style-type: none"> ➤ Edwards ➤ Mabel Rush ➤ Joan Austin ➤ Dundee ➤ Antonio Crater ➤ Ewing Young | <p>All secondary schools are in the launching phase of implementation.</p> <ul style="list-style-type: none"> ➤ Chehalem Valley Middle School ➤ Mountain View Middle School ➤ Newberg High School | <p>There are no schools in the sustaining phase of implementation this year.</p> |
| 2016-2017 | <p>Both schools are continuing to plan and develop a sense of urgency for the work.</p> <ul style="list-style-type: none"> ➤ Antonio Crater ➤ Ewing Young | <p>Launching elementary schools include:</p> <ul style="list-style-type: none"> ➤ Edwards ➤ Mabel Rush ➤ Joan Austin ➤ Dundee | <p>Secondary schools will begin sustaining implementation:</p> <ul style="list-style-type: none"> ➤ Chehalem Valley Middle School ➤ Mountain View Middle School ➤ Newberg High School |
| 2017-2018 | <p>All Newberg schools have moved out of planning.</p> | <p>Launching elementary schools include:</p> <ul style="list-style-type: none"> ➤ Antonio Crater ➤ Ewing Young | <p>Elementary schools will begin sustaining implementation:</p> <ul style="list-style-type: none"> ➤ Edwards ➤ Mabel Rush ➤ Joan Austin ➤ Dundee <p>Secondary schools will continue sustaining implementation:</p> <ul style="list-style-type: none"> ➤ Chehalem Valley Middle School ➤ Mountain View Middle School ➤ Newberg High School |