

## REYNOLDS SCHOOL DISTRICT

# English Language Development Program Guide

## Introduction and Purpose

### **Reynolds School District Mission Statement**

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

### **Reynolds School District Vision Statement**

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

In alignment with the mission and vision of Reynolds School District (RSD), the Department of Multilingual Education (DOME) is committed to empowering multilingual learners to become global citizens who are linguistically, socially, and culturally equipped for success in school and beyond. We lead with equity, honor multilingualism, and meet the individual needs of multilingual learners by ensuring equitable access to engaging, high-quality, culturally and linguistically relevant, and rigorous instruction. We believe in an asset-based approach to student learning that incorporates students' social, cultural, and linguistic competencies and funds of knowledge.

RSD's DOME developed the following principles and vision in spring 2022 in collaboration with a designated workgroup representing Reynolds K–12 teachers and administrators, both core content and language development specialists, and our partners at Education Northwest. Our goal is to define RSD's core beliefs about the needs of multilingual learners, particularly students identified as English learners. The principles below provide guidance to ensure all district stakeholders are held accountable for the equitable education of multilingual learners throughout their RSD experience.

# Department of Multilingual Education (DOME) Guiding Principles

1. Reynolds multilingual learners engage in meaningful learning that values, harnesses, and develops their cultural and linguistic assets.
2. Reynolds multilingual learners develop language skills through scaffolded interaction with peers, strategic and explicit language instruction, and differentiated supports in content classes.
3. Reynolds educators hold high expectations for all students and deliver rigorous academic instruction.
4. Reynolds educators engage in a continuous cycle of teaching, learning, and assessment.
5. Reynolds School District provides a well-defined, well-implemented, evidence-based language learning model that includes English language development and dual language immersion.
6. Reynolds School District creates and implements policies and practices to ensure students have universal access to core instruction, support services, and enrichment opportunities.
7. Reynolds School District provides a clear and unified process for identifying student needs.
8. Reynolds School District provides educators with training and support to improve their ability to serve multilingual learners throughout the school day.
9. Partnerships between schools and families/caregivers are essential for student success.

# Department of Multilingual Education

## Vision

### Reynolds families and caregivers

- Bring multiple perspectives to broaden and influence student and educator learning
- Lend linguistic and cultural assets to strengthen the school and community
- Build partnerships with the school to promote engagement, inclusion, and belonging in their child's education



**All Reynolds staff ensure equitable education for multilingual learners in all classes and throughout the school day.**



### Reynolds multilingual learner students

- Engage in meaningful learning where their multilingualism and cultural assets are valued, harnessed, and developed
- Develop language through purposeful and scaffolded interactions with peers
- Actively participate in strategic and explicit language learning in all language and content classes
- Receive differentiated supports for grade level access in content classes
- Have opportunities to develop literacy in multiple languages, including their home language



### Reynolds School District

- Provides an evidence-based, well defined, and well implemented language learning model that includes English language development and dual language immersion
- Creates and implements policies and practices to ensure students have universal access to core instruction, support services, and enrichment opportunities
- Provides a clear and unified process for identifying student needs
- Provides educators with training and support to improve their ability to serve multilingual learners throughout the school day
- Partners with parents and families to engage with their child's education in a language they understand
- Hires, recruits, and retains educators who are committed to providing multifaceted instructional supports for all learners



### Reynolds educators

- Hold high expectations for all students and deliver rigorous academic instruction
- Engage in a continuous cycle of teaching, learning, and assessment
- Differentiate and scaffold academic language supports in all classes
- Celebrate and promote students' multilingualism and cultural assets
- Collaborate to support students' language development through focused language instruction
- Provide equitable access to rigorous grade level instruction for multilingual learners

# Historical context

For many years, RSD has served a linguistically diverse student population by supporting language learning and access to core content instruction through a variety of program models and instructional strategies. RSD students identified as English learners have benefited from designated English language development, integrated and sheltered practices, and a comprehensive dual language program.

In recent years, RSD has experienced a significant shift in multilingual student demographics. The district is committed to examining current practices to strengthen and improve services for all multilingual students. This guide is intended to serve all RSD educators as an internal reference and resource to align educational responsibilities and practices for multilingual students. For example:

- School administrators: Program planning, reference, research-based guidance
- English language development teachers: Roles and responsibilities clarity, instructional practices reference
- Classroom teachers: Roles and responsibilities clarity, instructional practices reference
- Support staff: Instructional practices reference, research-based guidance

## Defining Multilingual Learners in Reynolds School District

Multilingual learners are students who are simultaneously learning English and building on the valuable knowledge of their home language. Multilingual learners include emergent bilingual students, whether they are currently, were previously, or who may have never been classified as English learners. Harnessing multilingual learners' linguistic and cultural assets supports their own learning while also benefiting their monolingual English-speaking peers.

Multilingual students have a wide range of experiences, knowledge, assets, strengths, and needs. These include:

- **Heritage speakers** are multilingual learners who have a cultural connection to the language of their family or home, which they may have learned informally. English is typically their stronger language, and they may or may not be classified as English learners. Heritage speakers' linguistic assets can be harnessed to benefit their learning through dual or heritage language programs.

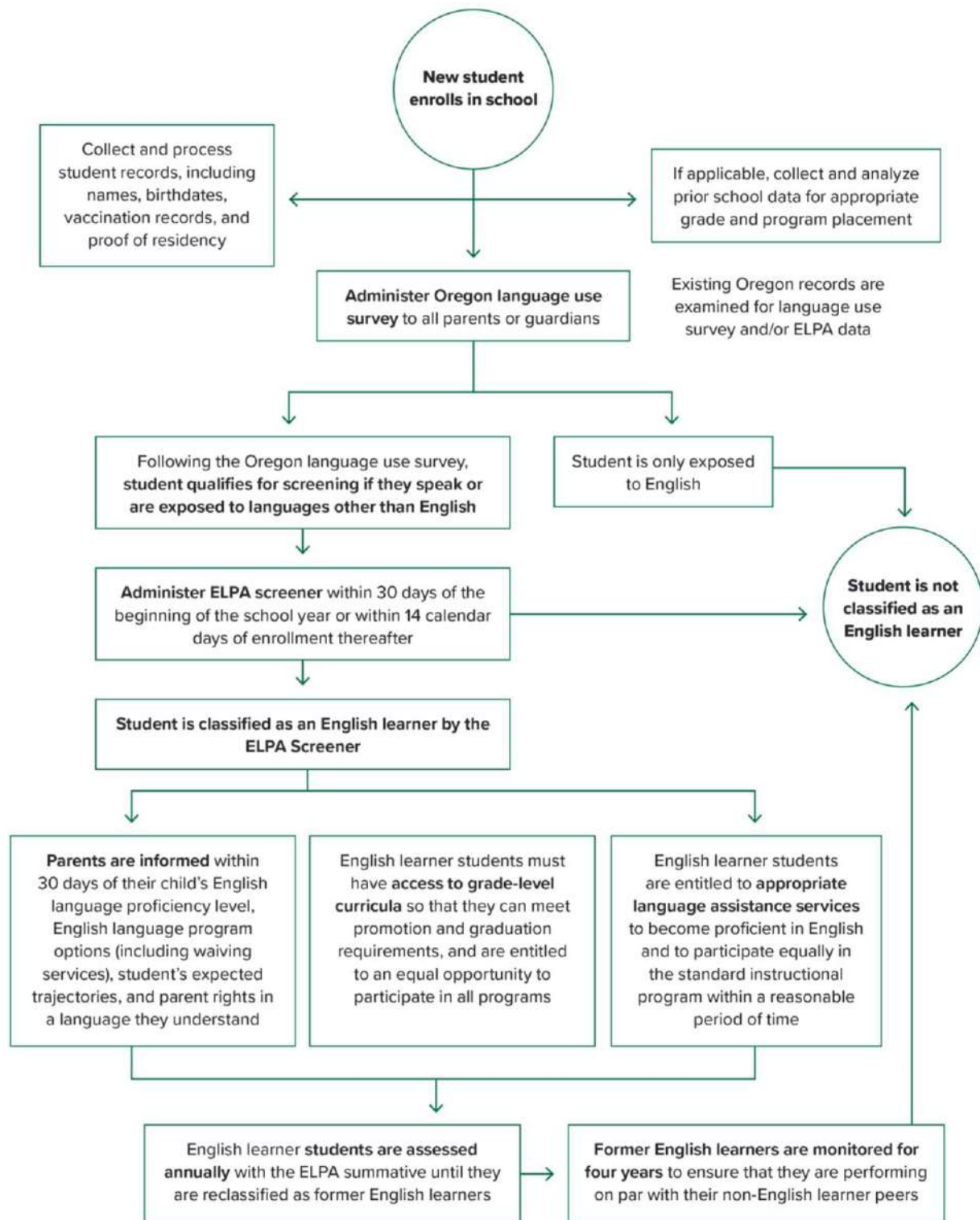
- **Simultaneous bilinguals** are students who learn English and their home language at the same time. Multilingual learners often acquire both languages at home and can build their literacy skills in dual language programs.
- **Sequential bilinguals** are students who learn one language before learning another. Multilingual learners classified as English learners are often sequential bilinguals, learning English after their home language. Some heritage speakers are sequential bilinguals, formally learning their home language after learning English.
- **Long-term English learners (LTELs)** are multilingual learners who have been classified as English learners for seven or more academic years. LTELs need targeted academic language supports that are different from those of their newcomer or former English learner peers and that leverage their social language assets and academic background to accelerate learning. A disproportionate number of multilingual learners who are designated LTEL are students who are dual identified as both English learners and students with disabilities.
- **Monitored students** are former English learners who have been reclassified. They are monitored by a team of educators for two years to determine additional academic and language supports they may need as they transition out of English learner services. These supports can include strategic interventions that provide specific instruction and tools for academic learning. Monitoring can include reviewing student academic progress through teacher observations, work samples, grades, and state assessment data.
- **Newcomers** are English learners born outside the United States who have been enrolled in U.S. schools for less than two academic years. Newcomers arrive with a wide range of experiences and preparation, including some with limited or interrupted formal education. Regardless of their academic preparation, many newcomers face challenges in accessing core content while developing English proficiency and benefit from specific newcomer supports.
- **Students with limited or interrupted formal education (SLIFE)**, also known as students with interrupted formal education (SIFE), are newcomers with significant gaps in formal education. Some of these students are refugees and may have had some of their schooling in refugee camps, while others may not have had access to formal education at all. Many of these students have experienced trauma due to war, violence, and displacement that affects their learning. Newcomer students' prior schooling has been identified as an important predictor of achievement. Therefore, it is very important that these students receive targeted and appropriate supports.

- **Dual-identified students**, also called English learner students with disabilities (ELSWD), are students who are classified as English learners and have an identified disability with either an individualized education program (IEP) or 504 plan. To provide appropriate supports, educators need to work together to accurately identify students' abilities and disabilities. Not receiving appropriate supports may have negative consequences on student learning.

[ELD Critical Data Process Matrix.docx](#)

[ELL CDP Planning Form Companion.docx](#)

# Identification Process



(Greenberg Motamedi, et al., 2021; National Center for English Language Acquisition, 2017; U.S. Department of Justice and Department of Education, 2015a, 2015b).

Additional support and registration information:

- If a student is identified as a recent arriver (two years or less in the U.S.), please refer to newcomer guidance.
- Home language survey is completed during online registration or via the registrar. Registrars are trained to support and guide families as they complete the survey. Families may access liaison support as needed.
- ELPA screener and subsequent notifications are the responsibility of the building ELD team.

Families, registrars, and liaisons can contact the DOME with any questions about student identification or services.

## Research on Content and Language Development

Recent shifts in language and learning standards have elevated expectations for both students and teachers. Given the “greater emphasis on content knowledge and language and literacy skills than the previous standards” and the fact that multilingual learners previously “had difficulty meeting states’ prior standards,” it is clear that “English learner students need additional help and teachers need a great deal of support” (Goldenberg, 2013, p. 5).

At the heart of these shifts is the expectation that multilingual learners must participate in the same engaging disciplinary practices as their peers (van Lier & Walqui, 2013). Teachers—as well as school and district leaders—must determine how to simultaneously attend to both disciplinary content and the associated language demands in their planning and instruction. Integrated English language development instruction is an effective and powerful model that addresses these shifts by engaging language and content teachers in designing learning that seamlessly weaves concepts, analytical practices, and language into a coherent experience (Heritage et al., 2015).

Equity of access to development of language skills and content knowledge are a priority and foundational premise of effective instruction. Multilingual learners develop language and content knowledge concurrently and a simultaneous approach to learning creates opportunities for students to leverage their linguistic and cognitive assets (National Academy of Science, Engineering, and Medicine, 2017).

A multilingual learning perspective is focused on culturally and linguistically responsive instructional practices, an asset-based mindset, and valuing students' home language use in the classroom. Integration of content and language provides students equitable access to instruction in the following ways:

- Attention to a multilingual perspective and asset-based mindset
- Inclusion of culturally and linguistically responsive instructional practices
- Incorporation of strategies for interaction that promote opportunity for social and academic discourse
- Consideration of the role of students' home language in instruction
- Alignment of English language proficiency standards to content curriculum standards
- Prioritization of simultaneous formative assessment and progress monitoring of both language and content

## Instructional Vision

Reynolds School District's vision for multilingual learners is to provide instruction that taps into their skills, empowers the learner and prepares them to graduate while preserving their bilingual/multilingual identities. We set and hold clear and high standards for multilingual learners, with varied ways for students to show what they have learned. Our teaching methods are flexible, engaging, and culturally relevant to help all multilingual learners succeed no matter their grade level, race, income, or address. In our ELD classrooms, we build bilingual readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive citizens.

## Approaches to Serving Multilingual Learners

By federal law, students classified as English learners must learn the same core content as their native English-speaking peers. At the same time, they must develop the academic language associated with the content they learn, in addition to social language to communicate with peers and navigate an English-dominant society. These students have a civil right to learn English and grade-level academic content without being segregated from their classmates.

In addition to explicit language instruction, a pedagogical approach to ELD programming can include sheltered instruction or integrated practices, both of which provide strategies for integration of language and content instruction and allow content to be accessible for all students, especially multilingual learners.

## Designated ELD

Designated ELD provides instruction focused on the Oregon English Language Proficiency Standards to support students classified as English learners as they develop the English language skills necessary to learn academic content. Instruction is provided during the regular school day through various models, including ELD instruction delivered during a designated time or through the English language portions of a bilingual or dual language program. The goal is to provide explicit ELD to all students classified as English learners.

Explicit language development is an interactive social process that occurs over time. A functional approach incorporates common patterns of language use associated with academic and social purposes. Explicit teaching of how language works can help multilingual learners expand what they can do with language and use their full linguistic repertoire to process and apply their learning. Students become continually aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts of increasing complexity (WIDA 2020).

Reynolds School District provides the following guidance for **designated ELD**:

- Elementary students receive 30 minutes of designated ELD 4–5 times weekly as a consistent district-wide practice. Schedules and program models may vary by school.
- Middle and high school students receive designated ELD through a dedicated class period. This may include enrollment in the Advancement Via Individual Determination (AVID) Excel program as a service option.

## Sheltered Instruction Strategies

Sheltered instruction is a set of practices with attention to all language domains (reading, writing, speaking, and listening) that provide students the opportunity for interaction, explicit instruction, and practice with language forms and functions. Teachers strategically employ scaffolds, supports, and linguistic strategies throughout the day to make content accessible and language visible. Sheltered instruction is not a language development delivery model in and of itself. Rather, these strategies should be a component of all heterogeneous core content classes where multilingual learners are present.

RSD is moving toward integrated practices for ELD. While sheltered instruction is an expected component for providing access to core instruction, on its own it doesn't meet Reynolds' requirements for a program service model to provide explicit language development.

[DOME Instructional Best Practices .docx \(sharepoint.com\)](#)

## Integrated ELD Instruction

In integrated ELD, educators teach language and content simultaneously by designing lessons focused on content standards with scaffolding that supports emergent multilingual students at their respective language proficiency levels. With integrated ELD, students experience explicit language development opportunities throughout the school day—not just in language classes. Guided by both language and content standards, students receive high-quality, embedded English language instruction while engaging in rigorous content area practice: reading, writing, speaking, and listening about meaningful current topics, themes, and events.

Content area and ELD teachers use English language proficiency standards to design integrated language and learning outcomes. The standards define what students should know and do by highlighting how language is used to access grade-appropriate texts and tasks. The standards also delineate how students interact with one another to construct meaning, use language to connect their ideas, and express their understanding of concepts.

Reynolds School District provides the following guidance for **integrated ELD**:

Educators integrating language and content instruction in mainstream or core courses must attend to scaffolding and differentiation, provide multiple entry points to lessons taking into account for various language proficiency levels, and incorporate formative assessment practice to monitor student learning toward intended outcomes. Newcomer and beginning English learner students, who tend to need more intensive support, may receive additional instruction in a separate ELD class.

## Dual Language Immersion

These programs seek to develop literacy in English and a partner language simultaneously. Students study academic subjects in both languages, and programs may extend into high school. Classes ideally include both native speakers of English and native speakers of the partner language. The goal is to develop biliteracy in English and the partner language and familiarity with the cultures connected to each language.

Reynolds School District currently provides dual language programming in grades K–5.

## Newcomer Pathways

### RSD Newcomer Guidance Document

Newcomer pathways provide programmatic access to learning specifically designed to meet the needs of students born outside the U.S. and enrolled in U.S. schools for less than two years. Students benefit from explicit language instruction and support tailored to the early stages of language acquisition and aligned to students' background and experiences and cognitive levels.

RSD provides a sequence at the secondary level which focuses on credit-bearing courses that give students access to a pathway to high school graduation.

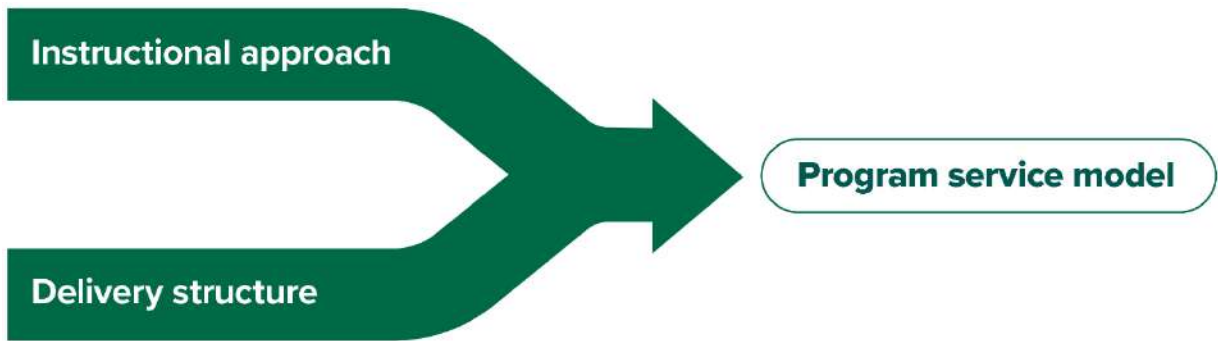
## English Learner Program Models

The research is clear on the need for English Language Development. A recent study found that “focused second-language instruction ... is more effective than conditions that do not provide second-language instruction ... Students who received focused second-language instruction made more than five times the gains of students who did not” (Saunders et al., 2013, p. 16). There are multiple program models that can facilitate this type of instruction, including programs that build biliteracy in English and a partner language and programs that focus exclusively on English language development.

A school's complete ELD program service model consists of an effective instructional approach delivered through a clearly articulated delivery structure. Both components are critical to program design, clarity of purpose, and delivery of effective student services. RSD uses a set of common definitions to define program service models, including push-in, pull-out, collaborative co-teaching, and newcomer pathways. More descriptions can be found at the link below:

[Reynolds DOME Definitions 090122.pdf](#)

# Structures to Support Implementation of ELD Services



| Instructional approach                                                 | Delivery structure                 | Program service model   |
|------------------------------------------------------------------------|------------------------------------|-------------------------|
| <i>Integrated content/language</i>                                     | <i>One-way bilingual classroom</i> | Dual language immersion |
| <i>Explicit language instruction</i>                                   | <i>Pull-out</i>                    | Designated ELD          |
| <i>Scaffolded language instruction</i>                                 | <i>Core content class</i>          | Integrated ELD          |
| <i>Explicit language instruction</i>                                   | <i>Class period</i>                | Designated ELD          |
| <i>Explicit language instruction &amp; Integrated content/language</i> | <i>Class period(s)</i>             | Newcomer pathway        |

## Collaborative Practices and the Teaching and Learning Cycle

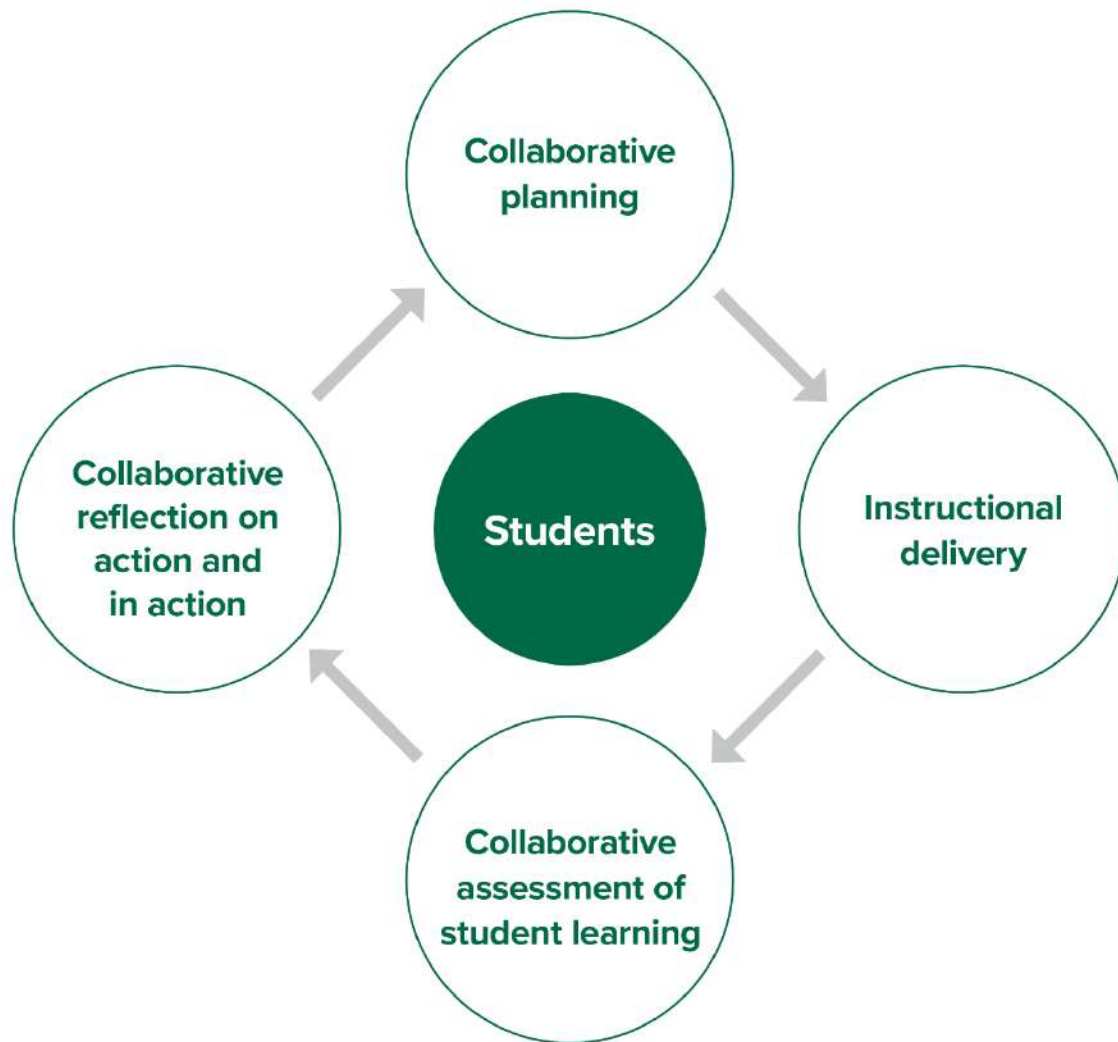
As stated in the Reynolds DOME guiding principles, all stakeholders must make an investment in the educational outcomes for multilingual learners. Collective teacher efficacy, driven by a group of teachers who share a belief in their ability to promote successful student outcomes, has a powerful effect on student achievement (Bandura, 1993; Hattie & Zierer, 2018). Teachers working collaboratively to influence student learning share higher expectations, achieve greater levels of planning and organization, and are more likely to try new ideas for instruction. In addition, as teachers build strong working relationships with their colleagues, they are more likely to reflect on their instruction and are more persistent and resilient when things don’t go smoothly. Collaborative

practices provide structure for integrating content and language instruction and coordination of expertise among language and content teachers in an intentionally focused way.

The teaching and learning cycle can be a collaborative and equal engagement of content teachers, language development specialists, and educators with expertise in both areas. The following elements describe a model based on two teachers working collaboratively:

- Planning brings together the expertise of content and language teachers who assume equal responsibility to plan for a lesson or unit that includes content standards, language standards, and scaffolds. This practice supports instruction for multilingual learners at various proficiency levels. Instruction planned by both teachers may or may not be delivered by both teachers.
- Instruction is delivered using a pre-planned model that specifies the roles of both the classroom or content teacher and the language development specialist during learning. Instructional delivery incorporates interaction structures that support language acquisition.
- Assessment includes the process of collecting and analyzing formative student data to inform instruction and meet student needs. Teachers work collectively and employ their expertise to adjust future instruction or provide additional student support as needed.
- Reflection involves professional dialogue around examination of data and instructional practices for the purpose of improved and effective partnerships and student learning.

## Collaborative Instructional Cycle



Source: Adapted from Honigsfeld & Dove, 2015.

### Collaborative Teaching Models

# Progress Monitoring of Language and Academic Goals

Assessment and monitoring of student progress over time should encompass growth in academic content knowledge as well as English language development and proficiency. Assessment practices should include both *formative assessment* that regularly guides adjustment of instruction and attention to student need, and *summative assessment* which measures student performance levels at a given point in time. Systematic progress monitoring for English language development in alignment with the summative ELPA21 (English Language Proficiency Assessment) is essential to ensure that students make adequate growth in language proficiency each year. Additional measures of assessment can be found in the table below:

## Assessment practices for monitoring language and core content learning

| Assessment Tool                                     | English/<br>Spanish | Elementary<br>(K–5) | Middle<br>School<br>(6–8) | High<br>School<br>(9–12) | Administration<br>Date(s) |
|-----------------------------------------------------|---------------------|---------------------|---------------------------|--------------------------|---------------------------|
| ELPA21 (Students identified<br>as English learners) | English             | X                   | X                         | X                        | Spring                    |
| DIBELS 8th edition                                  | English             | X                   |                           |                          | Fall/Winter/<br>Spring    |
| IDEL                                                | Spanish             | X<br>(K–3)          |                           |                          | Fall/Winter/<br>Spring    |
| World Language Assessment<br>(STAMP)                |                     |                     | X                         | X                        | Annual                    |
| STAR: Early Literacy/Numeracy                       | English/<br>Spanish | X<br>(K–1)          |                           |                          | Fall/Winter/<br>Spring    |
| STAR: Reading/Math                                  | English/<br>Spanish | X<br>(2–5)          | X<br>(Eng)                | X<br>(9–10)<br>(Eng)     | Fall/Winter/<br>Spring    |

Progress monitoring tools for English language proficiency are in development and will be added to this document when finalized.

# Resources for Families and Caregivers

## Family and Caregiver Activities: Supporting Young English Learners at Home

<https://ies.ed.gov/ncee/rel/Products/Resource/100653>

Learning together can be fun! These family and caregiver activities (FCAs) are designed to provide simple, fun activities families and caregivers can use with young English learner children at home to leverage cultural and linguistic assets and knowledge to strengthen language development in either the home language or English. The resources are based on the What Works Clearinghouse practice guide [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#) and are available in nine different languages.

These resources support educators in helping families and caregivers make the most of the activities:

- [Tool: Educators' Guide](#)  
Read the Educators' Guide to learn more about the activities as well as tips to help families and caregivers make the most out of them.
- [Video: Introductory Webinar](#)  
Watch a webinar that introduces the research behind the activities and provides suggestions for maximize learning and fun while families, caregivers, and children engage with the FCAs.
- [Video Collection: Activities in Action](#)  
See educators and families in action! View three videos that connect classroom instruction with use of the family and caregiver activities at home.

## Parent Guide for English Learners: Starting School in the United States

<https://ies.ed.gov/ncee/edlabs/regions/northwest/news/newcomer-guides.asp>

This guide provides answers to many questions newcomer families typically have about the U.S. school system. Specifically, the guide (available in [Arabic](#), [English](#), [Somali](#), and [Spanish](#)) offers research-based guidance on the registration process, how families can get involved in their children's education, the rights every student has under U.S. law, and more. We encourage schools, districts, and refugee agencies to provide a link to the guide on their website and print copies for newcomer families.

## English Learner Parent Orientation Video: English Language Learner Programs in New York State

<http://www.nysed.gov/bilingual-ed/parent-orientation-video-english-language-learner-ell-programs-new-york-state>

This video, which runs approximately twelve minutes, describes the English Language Learner identification and assessment process and outlines various available program options in detail. It also describes the differences between English as a New Language and the various Bilingual Education program models. The video is currently available in Arabic, Bengali, English, French, Haitian, Traditional Chinese, Simplified Chinese, Russian, Spanish, and Urdu.

## The Right Fit: Selecting an English Learning Program for Your Students

<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/relnw-072518.pdf>

This tool walks you through some important items to think about—what the law says, types of English learners, questions to ask when choosing a program, and the models most commonly used in Oregon.

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