

English Language Development:



Document Guide



ELD: Continuous Improvement





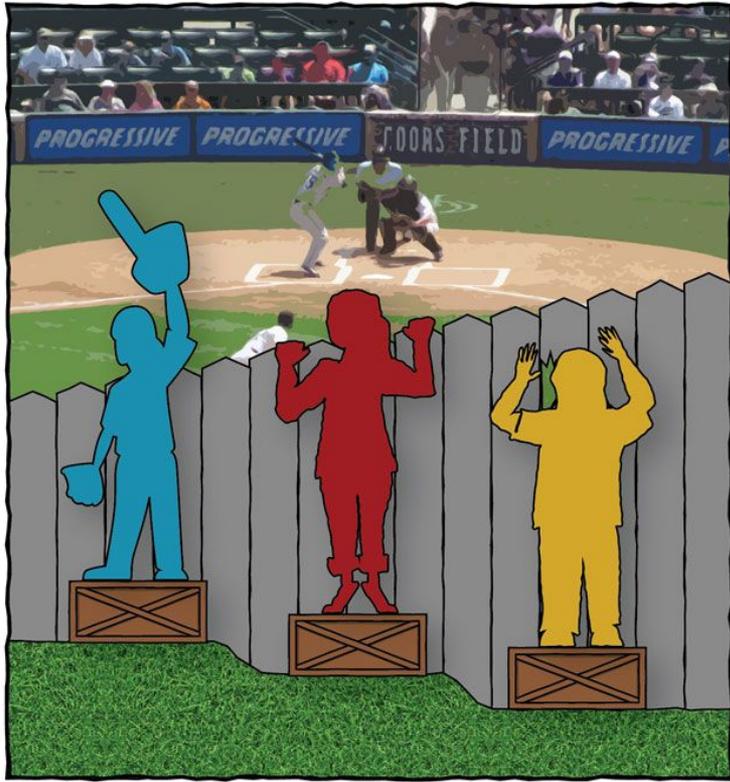
Institutional Oppression Multilingual Learners



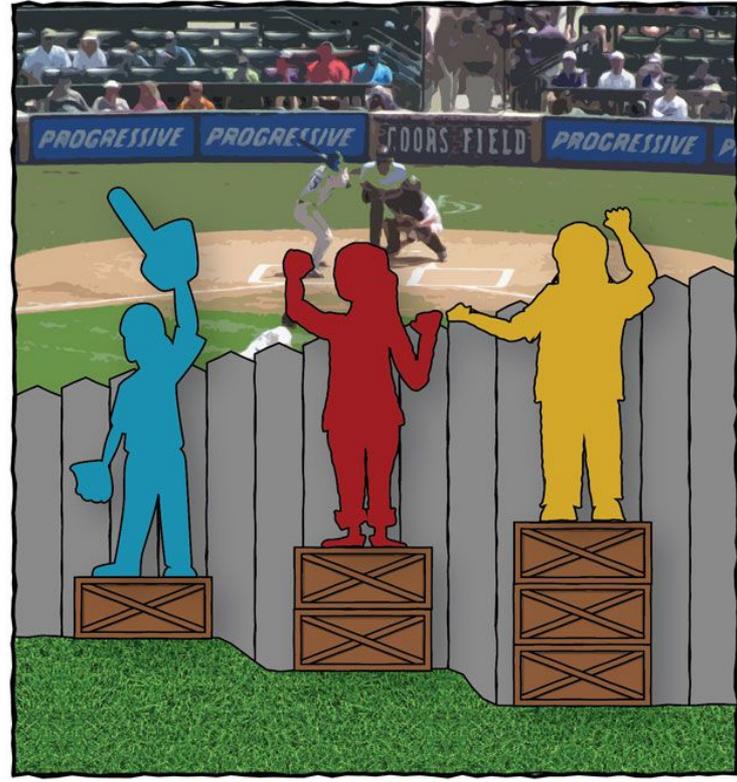
Institutional Oppression Multilingual Learners







EQUALITY



EQUITY









Can you think of a time when you have heard a student

Why Systems Focus?

Why Systems Focus?

Institutional Oppression Multilingual Learners



Requirements for Bilingual Programming

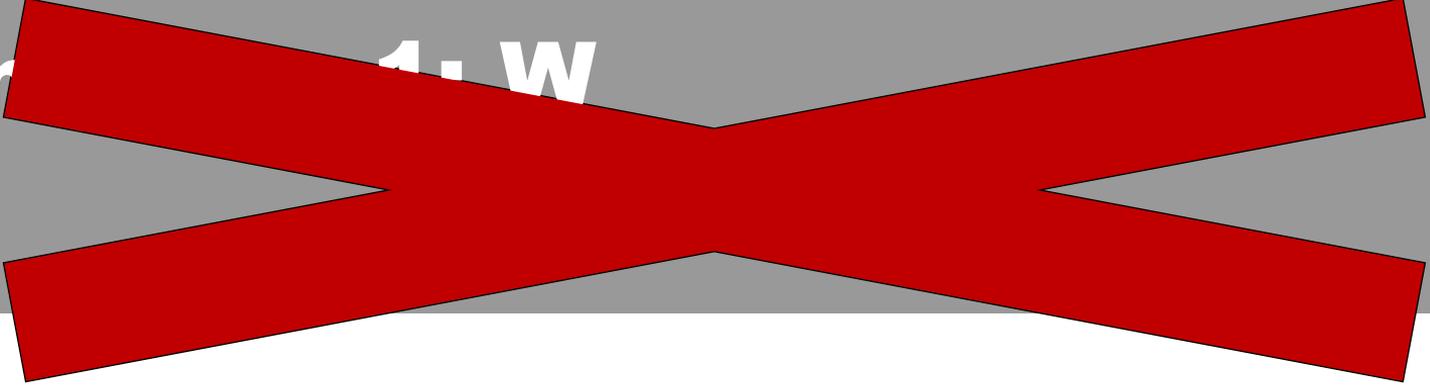




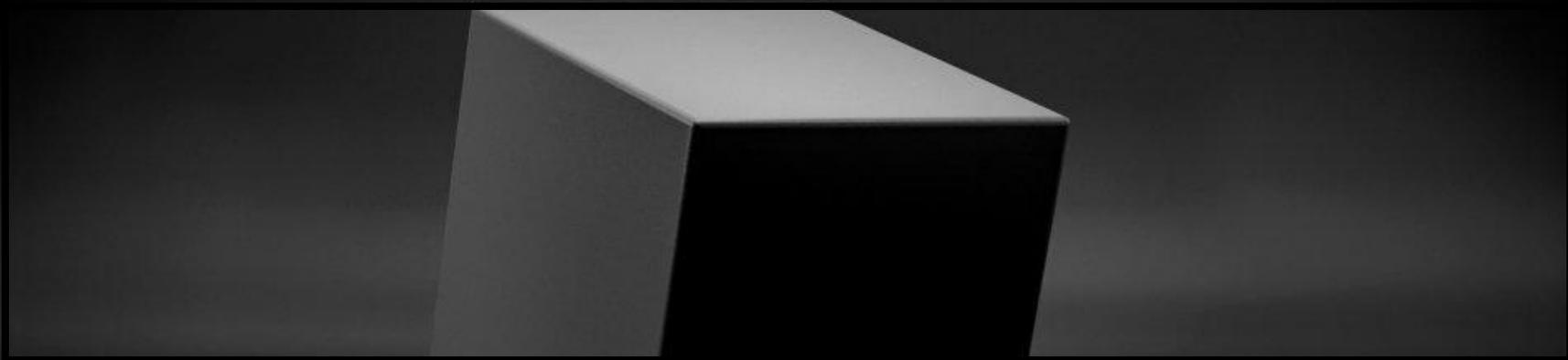
Assumption 1: W

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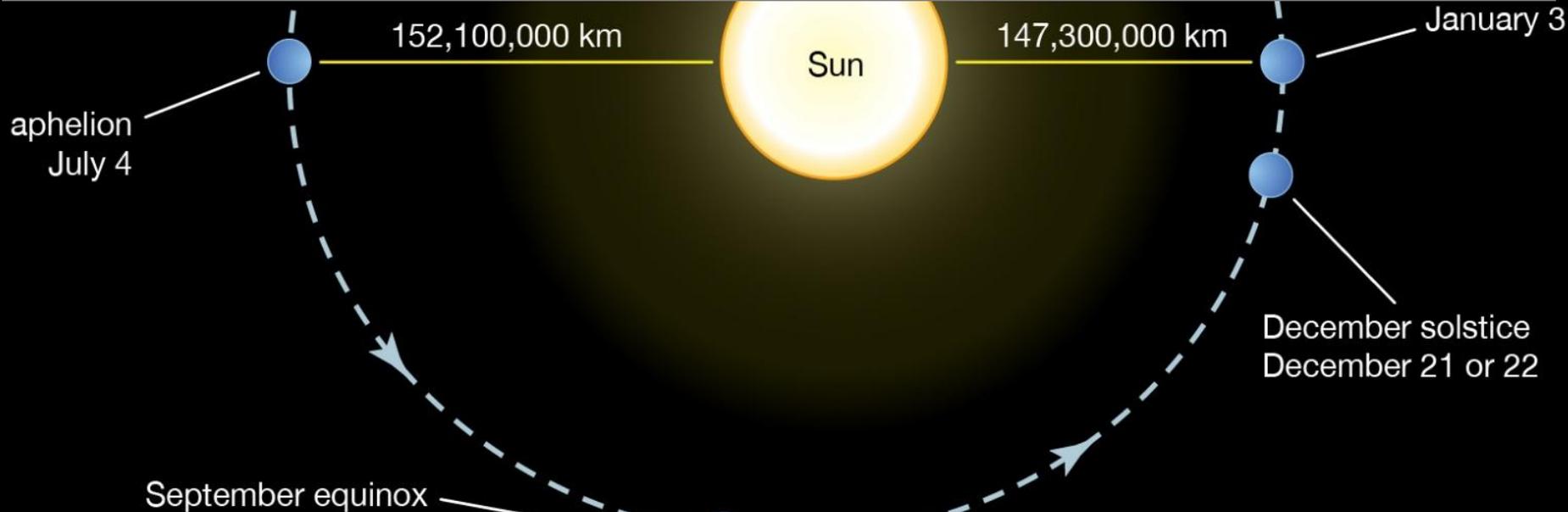


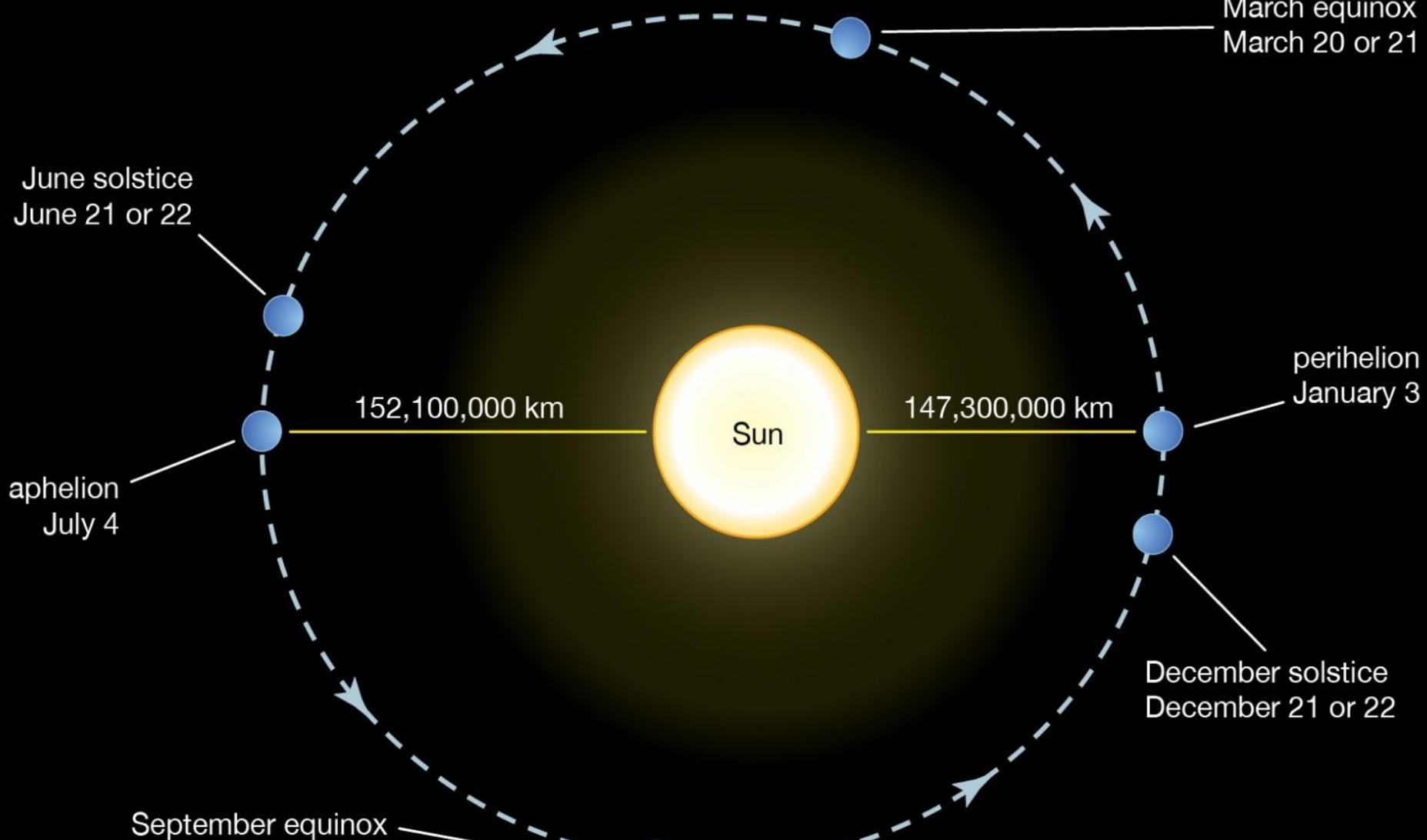


Assumption 4: Sc

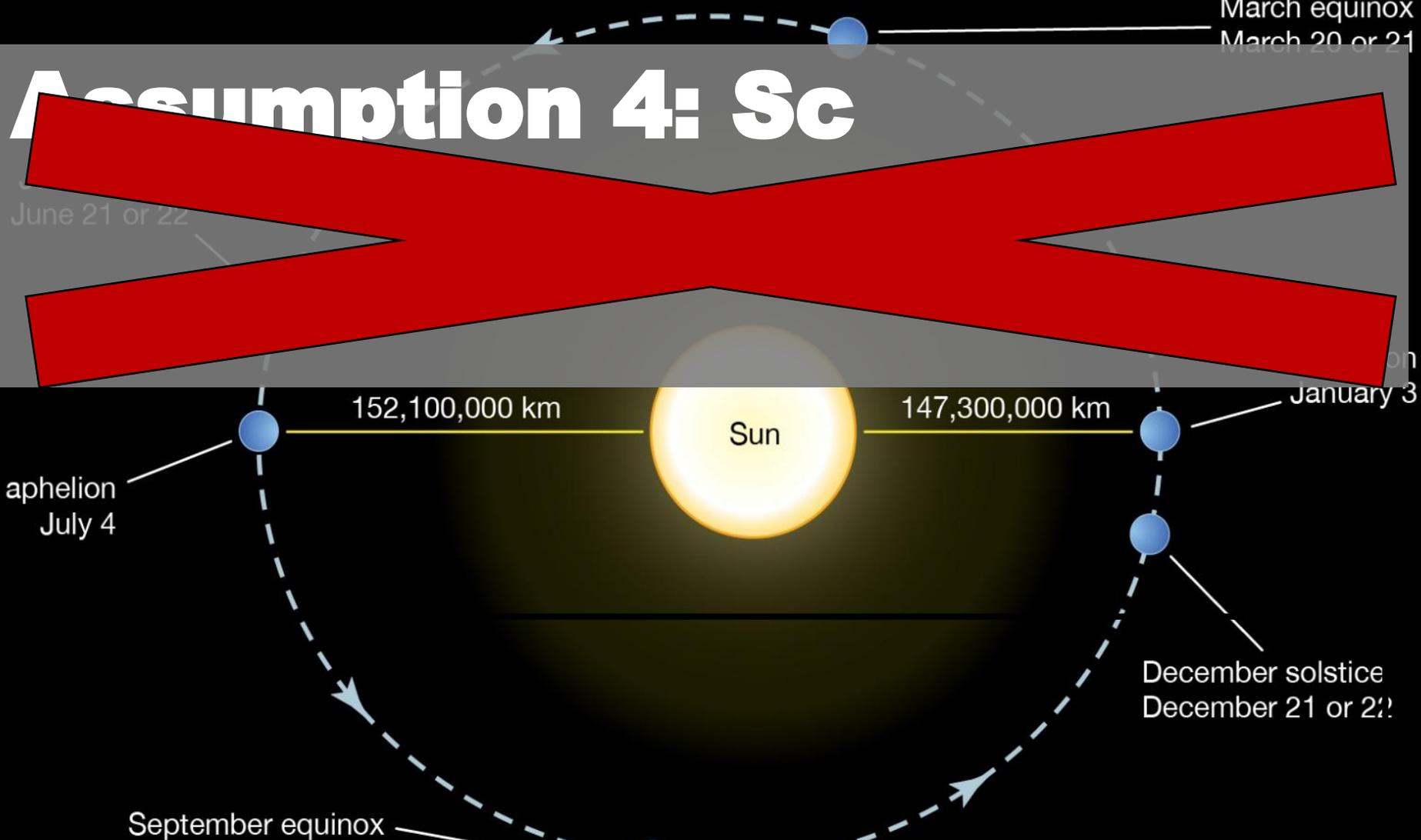
June solstice
June 21 or 22

March equinox
March 20 or 21





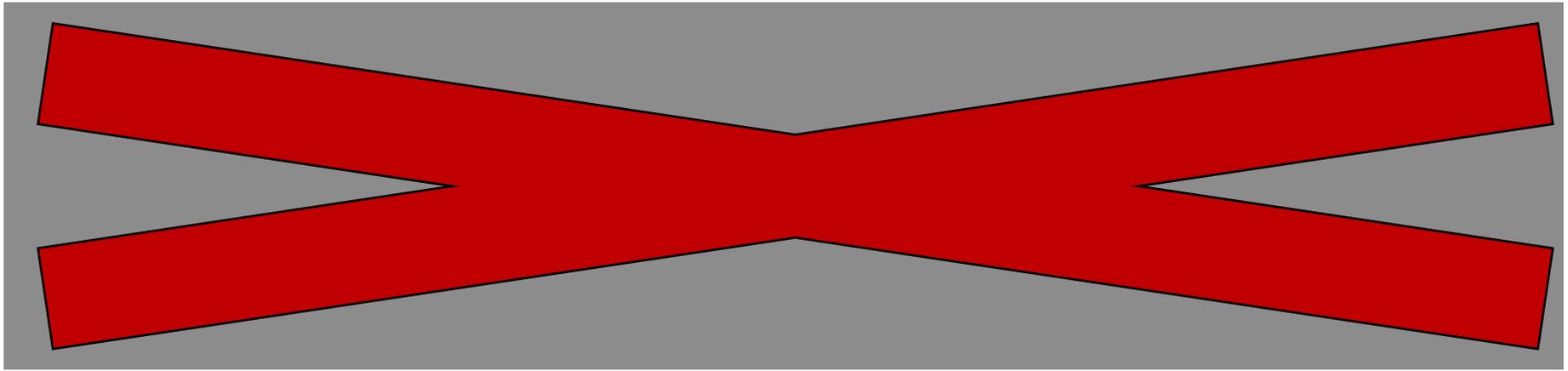
Assumption 4: Sc







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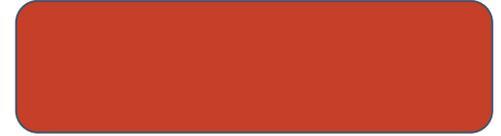
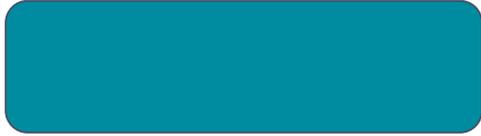
Unifying Principles For Implementation Focus

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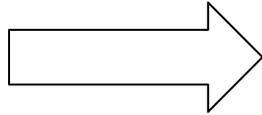
60-Day Program Improvement Cycle



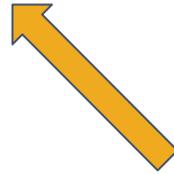
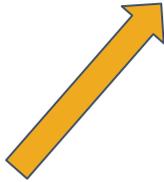
60-Day Program Improvement Cycle



Practice Selection



Practice Selection



Practice Selection

Indicators: ICEL/RIOT

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Key Domains of Learning		
I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Indicators: ICEL/RIOT



Potential Sources of Information	
R	Review of historical records and products
I	Interview of key stakeholders
O	Observe performance in real time functional settings
T	Test student through careful use of appropriately matched measurement technologies



	Domain	Variables	Review	Interview	Observe	Test
<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Instruction</h1>	<p>Instruction is how curriculum is taught. How content is presented to students can vary in many different ways: Level of Instruction Rate of Instruction Presentation of Instruction</p> <p>Is the curriculum being differentiated to meet the needs of the learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> instructional techniques presentation style clarity of instruction questioning feedback technique cooperative learning use of graphic organizers instructional conversations development of academic language/ vocabulary 	<p>Group/System</p> <ul style="list-style-type: none"> Instructional decision making regarding selection and use of materials Use of progress monitoring Explicit Instruction Differentiated Instruction Sequencing of lesson designs to promote success Use of a variety of practice and application activities Pace and presentation of new content Block of time allotted per subject <p>Individual</p> <ul style="list-style-type: none"> Instructional decision making regarding placement of the student in groups Use of progress monitoring Communication of expectations and criteria for success Differentiated Instruction Direct instruction with explanations and cues Use of a variety of practice and application activities Pace and presentation of new content 	<ul style="list-style-type: none"> Unit/Lessons Plans Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements Benchmarks / standards Assignments (calculate % of assign turned in, average amount-% of assignments completed), Length/time required to complete assignments 	<p>Stakeholders about:</p> <ul style="list-style-type: none"> Effective teaching practices Instructional decision making regarding choice of materials, placement of students, instructional strategies Sequencing/pacing of instruction Choice of screening, diagnostic and formative assessments Product methods (e.g. dictation, oral retell, paper pencil, projects) Grouping structures used Accommodations/ modifications used Reinforcement management/ engagement strategies Allowable repetition for mastery/ understanding Who is providing the supplemental/ intensive instruction Use of supportive technology Student/group performance compared to peers Patterns of performance errors/ behavior Setting(s) where behavior is problematic Significance of academic, speech, social, task or motor difficulties Onset and duration of problem Consistency from day to day, subject to subject Interference with personal, interpersonal, and academic adjustment Performance using different modes of expression (e.g. verbal, written, kinesthetic) Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors-academic and/or behavioral Philosophical orientation of curriculum (e.g. whole language, phonics) Expectations of district for pacing/coverage of curriculum 	<ul style="list-style-type: none"> Teachers' instructional styles/preferred styles of presenting Clarity of instructions/ directions Effective teaching practices Communication of benchmarks/expectations and criteria for success How new information is presented Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc. How teachers gain/ maintain student attention Academic engaged time Transitions Large group instruction Small group instruction Independent work time Group work time Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols) Time on task External supports necessary to sustain engagement 	<p>Classroom environment survey</p> <p>Develop checklists on effective instruction</p> <p>"Things to Look For" and "Ask About"</p>

























	1) Description of Behavior	2) What will this build upon or replace?	3) How can behavior be measured?	4) What individuals, or groups of adults will enact the behaviors?	5) Specific adult behavior goal for full implementation	6) How will feedback be collected?
Adult Behavior 1						
Adult Behavior 2						



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Adult Behavior 2						



T Program Evaluation

Thanks to all these folks!