Virginia Department of Education

**English Learner Instruction:**

**Professional Development Pathways**

for All Educators of ELs

**

December 2019

**Table of Contents**

*Click on any of the section links below for direct navigation.*

[Introduction to the VA- ELI PD Framework](#_Introduction)

[Purpose and Suggested Uses](#_Purpose_&_Suggested)

[Goals and Implications](#_Goals_and_Implications)

[Design Background and Description](#_Design_Background_and)

[Organization & Elements](#_Organization_&_Elements)

[Logistics](#_Logistics)

[Conclusion](#_Conclusion)

Professional Learning Pathways

[Language Acquisition & Development](#_Language_Acquisition_&)

[Connecting to Culture](#_Connecting_to_Culture)

[Planning & Implementing Engaging Instruction](#_Planning_&_Implementing)

[Managing and Monitoring Instruction](#_Managing_and_Monitoring)

[Performance Indicators](#_Performance_Indicators_for_1)

# Note: All references cited include direct links within the document.

# Introduction

Research shows how important it is for professionals to continue learning – to become lifelong learners.  Educators who engage in lifelong learning set an example for their students because they practice what they teach. Effective educators support student development into lifelong learners as they share their own experiences of working through the learning process. This Virginia English Learner Instruction (ELI) Professional Development (VA-ELI PD) Framework is a guidance document designed to respond to requests for support for individual professional learning related to equitable instruction and best practice for English Learners (ELs).

## Purpose & Suggested Uses

The purpose of the VA-ELI PD framework is to support and increase quality teaching and learning in Virginia’s classrooms for ELs. The audience is any educator in Virginia working with an EL. This resource is intended to serve as a technical assistance and guidance document. The topics and strategies cross grade-levels and content areas. The VA-ELI PD framework provides:

* A support as educators craft individual professional growth plans with ideas for differentiated independent exploration connected to professional teaching standards, specific to teaching ELs;
* A guide for collaborative discussions between teacher peers about their equitable instructional practices for ELs; and
* Background on effective instructional practices for educational leaders and administrators to use as part of their coaching and feedback processes and systems.

## Goals and Implications

Professional development yields three levels of results: (a) educators learn new knowledge and skills…; (b) educators use what they learn to improve teaching and leadership; and (c) student learning and achievement increase because educators use what they learned… ([Mizell, 2010](https://learningforward.org/report/professional-development-matters/)).

The goals of the VA-ELI PD framework are:

* To guide EL educators in their individual professional growth journeys to resources, some of which outline research-informed strategies and techniques. The increased use of best practices provides ELs equitable opportunities to meet the goals and objectives of the Virginia Standards of Learning in all of the content areas.
* To help develop leaders who provide support and coaching for all of Virginia’s EL educators.

## Design Background and Description

To ensure a coherent system that supports educators across the entire professional continuum, professional learning should link to their experiences in preparation and induction, as well as to teaching standards and evaluation ([Learning Policy Institute, 2017](https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report)). Therefore, the VA-ELI PD framework is adapted from the Teaching English to Speakers of Other Languages (TESOL) International Association’s Professional Teaching Standards. TESOL is a major international source of information and resources for advancing the field in teaching excellence for ELs, whether through a general education classroom or during English language development instruction from an EL specialist. TESOL has published [Guidelines for Professional Teaching Standards](https://www.tesol.org/docs/default-source/papers-and-briefs/tesol-guidelines-for-developing-efl-professional-teaching-standards.pdf?sfvrsn=6&sfvrsn=6) as well as [Standards for Teacher Preparation Programs](https://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4&sfvrsn=4). The Educational Testing Service (ETS) has also aligned the PRAXIS II exam to TESOL’s Standards. This exam is required in Virginia to obtain an ESL-endorsement, either as part of an initial licensure program or for general education teachers to add an ESL endorsement to their current teaching license.

## Organization & Elements of Framework

### Domains

Domains are the general categories used to organize the VA-ELI PD framework, which is a common way to structure professional teaching standards. The VA-ELI PD framework highlights the knowledge and skills needed within the domains of:

1. Language: major theories and research related to the structure and acquisition of language to help ELs develop language and literacy and achieve in the content areas.
2. Culture: major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELs.
3. Planning & Implementing Engaging Instruction with evidence-based practices
   * analyzing language demands within content standards to set learning objectives
   * choosing, adapting, and preparing classroom resources and supports appropriate for ELs
   * teaching strategies for developing and integrating language skills
4. Managing and Monitoring Instruction with evidence-based practices (Connected to Assessment)
   * assessing teaching and learning (formatively and otherwise)
   * issues and concepts of assessment and use of standards-based procedures with ELs

### Teaching Standards

*Teaching or Pedagogical Standards* are the overarching sets of WHAT educators of ELs should know and/or be able to do. The TESOL Standards, as well as connections to Virginia’s Standards of Professional Practice and National Board Professional Teaching Standards, are referenced at the beginning of each Domain page. Each reference to the standards is hyperlinked to the original document for deeper analysis and description, as needed. There is usually not a one-to-one correspondence, so only the most connected standards are included.

### Pathways

*Professional Development Pathways* are self- assigned “levels” or placement on a continuum of depth of practice and intended to be part of individuated professional development planning. These pathways were constructed after analyzing different levels of related rating scales and with consideration to depth of knowledge of linguistics and language instruction. Educators should look over the topics within each pathway identify a possible pathway for their professional learning. The scale for this framework is additive, in that each higher level builds on the content from the previous. See the descriptors of each pathway below:

* **Emerging:** Related to initial learning; becoming aware
* **Expanding:** Applying new knowledge and try a new practice (increasing scope, depth, and/or frequency)
* **Enhancing:** Intensifying (increased depth, variety, and frequency), elevating others’ understanding, advocating

Each topic listed within the framework is a concept or strategy to explore as independent professional development. Each topic is hyperlinked to an example resource to support deeper learning. This list and the hyperlinked resources are not meant to be exhaustive, but to ignite learning and exploration. Some of the links in this document lead you to websites not associated with the Virginia Department of Education. VDOE does not necessarily endorse the views expressed or the data and facts presented on these external sites. VDOE does not endorse or recommend any commercial products, processes, or services. When resources refer to Common Core standards, the concepts should be adapted and aligned to Virginia’s Standards of Learning (SOL). The skills and concepts within VA’s SOLs, in many cases, have connections to those in the Common Core.

In addition, regardless on which pathway in the framework an EL educator is working, each is encouraged to collaborate with peers to deepen understanding of the topics and seek feedback on implementation of the ideas and practices. Collaborative planning and learning is an effective practice itself and, therefore, will not be covered in this framework explicitly.

### Performance Indicators

*Performance Indicators* support educators and leaders with ideas for HOW to teach ELs and any student learning the academic language of a content area. They are a compilation of information extracted from the VA Standards for Teacher Practice Key Elements, descriptions, and explanations that accompanied the sets of TESOL and National Board standards, as well as best practices listed in current research and literature. These are ways to demonstrate educator equitable instructional practice for ELs.

## Logistics

### Updates

This document will be reviewed frequently to ensure that all links are functioning and to incorporate any feedback gathered. If you find that a link is not working or would like to recommend another topic or resource, please contact [jessica.costa@doe.virginia.gov](mailto:jessica.costa@doe.virginia.gov).

## Conclusion

The importance of equity for EL education will continue to increase as Virginia’s EL population increases. A professional development framework that provides pathways for the continuous growth of EL educators will help Virginia schools meet the challenge of graduating students who are college and career ready in a globally competitive environment.

# Professional Learning Pathway: Domain 1

## Language Acquisition & Development

### TEACHING STANDARDS

| [TESOL](https://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4&sfvrsn=4) | [National Board: ENL](https://www.nbpts.org/wp-content/uploads/ECYA-ENL.pdf) | [VA PPT-ESL Standard(s) & Key Elements (KE)](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf) |
| --- | --- | --- |
| Domain 1 | IV & V | **1.** KEs 1, 2, 4 |

### TOPICS TO EXPLORE

**Emerging:**

* [Who is an EL?](https://wida.wisc.edu/resources/my-child-ell-1-what-does-it-mean-be-english-language-learner)
* [Proficiency levels (Productive)](https://wida.wisc.edu/resources/performance-definitions-expressive-domains)
* [Proficiency levels (Receptive)](https://wida.wisc.edu/resources/performance-definitions-receptive-domains)
* [Academic language](https://www.colorincolorado.org/academic-language)
* [4 domains of language](https://www.englishclub.com/learn-english/language-skills.htm)
* [Language development myths](https://www.messiah.edu/download/downloads/id/632/Common_Misconceptions_about_Language_Acquisition.pdf)
* [Creating student portraits](https://dcps.duvalschools.org/site/handlers/filedownload.ashx?moduleinstanceid=32017&dataid=38709&FileName=5.6_Student_Portrait_Checklist_and_Resources.pdf)
* [Caveats of translation methods, e.g. Google](https://blogs.transparent.com/language-news/2015/09/02/how-google-translate-works-and-why-it-doesnt-measure-up/)
* [Oracy](https://www.wested.org/wested-insights/supporting-english-learners-oral-language-development/?utm_source=e-bulletin&utm_medium=email&utm_campaign=2019-03-issue-1&mkt_tok=eyJpIjoiTXpNMVpERmhPVGRpTnpZeSIsInQiOiIzcmhCSGtUVzlKdzdRMnl3QVFaTVVDYXRGRlwvYVJzYk1WTEJGSDVUd1R0dlwvaEh5dnVoNDZuK0preGdiQWNSOE00ZFZ0Ums5bHl6MUJaVU5DWGc0TkF3aGdIYytLRXFZdVE4OTR0WE5KWjN4dDhFeVJoZklYSmJxdVRncnFET0QwIn0%3D)

**Expanding:**

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* [Translanguaging](https://www.youtube.com/watch?v=iNOtmn2UTzI)
* [Language and literacy](http://www.colorincolorado.org/article/fostering-literacy-development-english-language-learners)
* [Language and cognition](https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think)
* [Language and content](https://www.pearsoned.com/teaching-content-academic-language/)
* [Optimal learning environment](https://newteachercenter.org/wp-content/uploads/OLEFramework_1703_fulltext_prf3.pdf)
* [Role of grammar in a communicative classroom](https://prezi.com/orwj7v2c2hlc/the-place-of-grammar-in-communicative-language-teaching-the/)
* [Meaningful error correction](https://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2016/04/response_effective_strategies_for_ell_error_correction.html)
* [Teaching text structure](https://shanahanonliteracy.com/blog/should-we-teach-nonfiction-text-structure)
* [Language-rich classrooms](https://www.scholastic.com/teachers/blog-posts/genia-connell/12-steps-creating-language-rich-environment/)
* [Authentic/meaningful language use](https://languageseed.com/2012/02/24/the-key-to-learning-a-language-is-context/)

**Enhancing:**

* [Affective variables and filters](https://www.collaborativeclassroom.org/blog/lowering-the-affective-filter-for-english-language-learners-facilitates-successful-language-acquisition/)
* [Discourse features](https://busyteacher.org/10076-how-and-why-to-teach-discourse-markers.html)
* [Genre patterns](https://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Exploring-language/Pattern-of-Text-Genre)
* [Using L1 in an English only class](https://www.fluentu.com/blog/educator-english/english-only-classroom/)
* [Components of Language](https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-language/) (as a system)
* [Second language acquisition theories](https://www.sil.org/sites/default/files/files/theories_and_research_of_second_language_acquisition.pdf)
  + [Variations of language use](https://languageavenue.com/linguistics/sociolinguistics/language-variation/item/language-variation)

**Professional Learning Pathway: Domain 2**

## Connecting to Culture

### TEACHING STANDARDS

| [TESOL](https://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4&sfvrsn=4) | [National Board: ENL](https://www.nbpts.org/wp-content/uploads/ECYA-ENL.pdf) | [VA PPT-ESL Standard(s) & Key Elements (KE)](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf) |
| --- | --- | --- |
| Domain 2 | I, II, III | **1.** KEs 1, 7, 8; **5.** KEs 2, 3; **6.** KEs 3, 7 |

### TOPICS TO EXPLORE

**Emerging:**

* [Diversity of EL population](https://www2.ed.gov/datastory/el-characteristics/index.html)
* [Building relationships](https://www.edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html?cmp=eml-enl-tu-news3&M=58775471&U=3224692&UUID=809a40ae2b8298914cee139c62e45b6c)
* [Student identity](https://www.teachingchannel.org/blog/2018/04/25/power-of-story-ells-newcomers)
* [Funds of knowledge](http://www.k12.wa.us/MigrantBilingual/HomeVisitsToolkit/FundsofKnowledge.aspx)
* [Asset-based thinking](https://wida.wisc.edu/sites/default/files/resource/WIDA-CanDo-Philosophy.pdf)
* [ESL laws and policies](http://www.colorincolorado.org/guide/serving-english-learners-laws-policies-and-regulations)
* [Culture iceberg](https://www.languageandculture.com/cultural-iceberg)
* [Windows and mirrors](https://www.weareteachers.com/mirrors-and-windows/)
* [Welcoming school environments](https://getsupported.net/wp-content/uploads/Welcoming-Tool-Final_2-2.pdf)
* [Family communication](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)
* [Culture in the classroom](https://www.tolerance.org/culture-classroom)
* [Language and culture connections](https://www.languagemagazine.com/blurring-the-line-between-language-and-culture/)**Expanding:**
* [Teaching across cultures](https://www.education.udel.edu/wp-content/uploads/2013/01/CulturallyDiverseStudents.pdf)
* [Habits of mind](https://www.chsvt.org/wdp/Habits_of_Mind.pdf)
* [Cultural responsiveness](https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-6%20Moving%20Toward%20Cultural%20Responsiveness.pdf)
* [Teaching diverse students](https://www.education.udel.edu/wp-content/uploads/2013/01/CulturallyDiverseStudents.pdf)
* [CREDE Standards and Rubrics](https://manoa.hawaii.edu/coe/credenational/the-crede-five-standards-for-effective-pedagogy-and-learning/)
* [Teaching Tolerance Standards](https://www.tolerance.org/frameworks/social-justice-standards)
* [EL agency](https://www.kqed.org/mindshift/43376/how-to-cultivate-student-agency-in-english-language-learners)
* [Norms for inclusive classrooms](https://poorvucenter.yale.edu/ClassClimates)
* [Social-Emotional Learning](https://www.edutopia.org/article/5-ways-incorporate-sel-middle-school?utm_source=Edutopia+Newsletter&utm_campaign=276fdc00dd-EMAIL_CAMPAIGN_041019_enews_howaliteracy&utm_medium=email&utm_term=0_f72e8cc8c4-276fdc00dd-85128203)
* [Sociocultural variables](https://ies.ed.gov/topics/influences.asp)**Enhancing:**
* [Antibias curriculum](https://www.teachingforchange.org/anti-bias-education)
* [Evaluating materials for biases](https://www.k12.wa.us/sites/default/files/public/equity/pubdocs/washingtonmodelsfortheevaluationofbias.pdf)
* [Critical discourse](https://milnepublishing.geneseo.edu/steps-to-success/chapter/14-teacher-discourses-and-identities-understanding-your-teaching-self/)
* [Intersectionality](https://www.pbslearningmedia.org/resource/understanding-intersectionality-dolores/understanding-intersectionality-dolores/)
* [Self-reflection on biases](https://implicit.harvard.edu/implicit/takeatest.html)
* [Barriers to equity](https://education.indiana.edu/faculty/_docs/instructor-resources/Equitable%20and%20Inclusive%20Classrooms.pdf)
* [Linguicism](http://flathatnews.com/2009/03/20/70296/)
* [Talking with students about microaggressions](https://www.edutopia.org/article/look-implicit-bias-and-microaggressions?utm_source=Edutopia+Newsletter&utm_campaign=276fdc00dd-EMAIL_CAMPAIGN_041019_enews_howaliteracy&utm_medium=email&utm_term=0_f72e8cc8c4-276fdc00dd-85128203)

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**Professional Learning Pathway: Domain 3**

## Planning & Implementing Engaging Instruction

### TEACHING STANDARDS

| [TESOL](https://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4&sfvrsn=4) | [National Board: ENL](https://www.nbpts.org/wp-content/uploads/ECYA-ENL.pdf) | [VA PPT-ESL Standard(s) & Key Elements (KE)](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf) |
| --- | --- | --- |
| Domain 3 | I & VI | **1.** KEs 1, 3; **2**. KEs 1, 2; **3.**  KEs 1, 2, 3, 4. **5.** KE 1; **6.** KE 5 |

### TOPICS TO EXPLORE

**Emerging:**

* Standards ([SOLs](http://www.doe.virginia.gov/testing/sol/standards_docs/), [ELD](https://wida.wisc.edu/))
* [Language and content teaching](http://www.cal.org/twi/rgos/content.html)
* [Planning instruction](https://getsupported.net/wp-content/uploads/Scaffolded-Lesson-Planning-Checklist.pdf)
* [Using anchor charts](https://commoncorewritingacademy.com/2014/10/08/all-about-anchor-charts/)
* [Language supports](https://achievethecore.org/content/upload/ELL%20Supports%20for%20Writing%20and%20Discussion.pdf)
* [Teaching academic language](https://www.lexialearning.com/resources/white-papers/understanding-academic-language)
* [Activate EL’s prior knowledge](https://www.edutopia.org/article/activating-prior-knowledge-english-language-learners)
* [Comprehensible input](https://www.empoweringells.com/a27-comprehensible-input/)
* [Modeling (gradual release)](https://www.teachingchannel.org/video/modeling-strategy-getty)
* [Think Alouds](http://www.readingrockets.org/strategies/think_alouds)
* [GLAD strategies](http://www.ahisd.net/common/pages/UserFile.aspx?fileId=5074816)
* [QSSSA](https://seidlitzblog.org/2019/03/27/qsssa-more-than-turn-talk/#more-106)

**Expanding:**

* [CLIL (Content and Language Integrated Learning)](https://www.english.com/blog/content-and-language-integrated-learning/)
* [Engagement strategies](http://ez.cal.org/what-we-do/projects/project-excell/the-go-to-strategies)
* [Proficiency-oriented instruction](http://carla.umn.edu/articulation/MNAP_polia.html)
* [SIOP model of teaching](http://www.janaechevarria.com/?p=1212)
* [Writing language objectives from standards](http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners)
* [Grouping by language levels](http://www.colorincolorado.org/article/how-should-ells-be-grouped-instruction)
* [Creating assessment prompts](https://sites.google.com/site/gonewberncats/resouces/5-step-protocal/2-study-the-standard-s-and-or-element-s/assessment-prompts)
* [Academic discourse (talk moves)](https://www.teachingchannel.org/blog/2014/10/24/academic-discussions-and-english-language-learners-ousd)
* [TESOL Principles of Teaching](https://www.tesol.org/the-6-principles/)
* [Cooperative Learning](https://www.teachervision.com/professional-development/cooperative-learning)
* **Enhancing:**
* [EL collaboration](http://exclusive.multibriefs.com/content/the-4-cs-of-21st-century-learning-for-ells-collaboration/education)
* [Cross linguistics analysis with students (bridging)](https://www.teachingchannel.org/blog/2017/09/15/dual-language-classroom)
* [Mentor texts for writing](https://www.languagemagazine.com/2018/05/20/writing-by-example/)
* [Professional learning communities](https://ies.ed.gov/ncee/edlabs/regions/southwest/plc.asp)
* [Peer review](https://www.edutopia.org/blog/collaborative-peer-review-core-ells-larry-ferlazzo-katie-hull-sypnieski)
* [Integrated performance assessments](https://carla.umn.edu/assessment/vac/CreateUnit/p_2.html)

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# Professional Learning Pathway: Domain 4

## Managing and Monitoring Instruction

### TEACHING STANDARDS

| [TESOL](https://www.tesol.org/docs/default-source/advocacy/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-pdf).pdf?sfvrsn=4&sfvrsn=4) | [National Board: ENL](https://www.nbpts.org/wp-content/uploads/ECYA-ENL.pdf) | [VA PPT-ESL Standard(s) & Key Elements (KE)](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf) |
| --- | --- | --- |
| Domains 3 & 4 | I, VI, VII | **1.** KEs 1, 3; **2**. KEs 1, 2; **3.**  KEs 1, 2, 3, 4. **5.** KE 1; **6.** KE 5; **7.** KEs 1,2 |

### TOPICS TO EXPLORE

### **Emerging:**

* [Assessment literacy](https://www.assessmenteducation.org/wp-content/uploads/Assessment-Literacy-Definition.pdf) (types and purposes)
* [Informal assessments](http://www.ldonline.org/article/14318/)
* [Managing a language classroom](https://www.fluentu.com/blog/educator/language-classroom-management/)
* [Language feedback](https://www.fluentu.com/blog/educator/language-feedback/)
* [Formative assessments](https://www.wested.org/resources/focusing-formative-assessment-on-the-needs-of-english-language-learners/)

**Expanding:**

* [Triangulation (multiple measures)](https://www.nwea.org/blog/2015/multiple-measures-data-triangulation-balanced-assessment-approach/)
* [Peer walkthroughs](https://www.naesp.org/communicator-december-2014/walking-walk-4-effective-walkthrough-models)
* [Oral proficiency interviews](http://www.auburn.edu/~painepf/oralguide.pdf) and [audio recording](https://cooltoolsforschool.net/audio-tools/)
* [Writing conferences](https://www.edutopia.org/article/5-minute-writing-conferences)**Enhancing:**
* [Assessment challenges](https://www2.ed.gov/programs/racetothetop-assessment/bios/abedi-presentation.ppt)
* [Contingent response](http://info.teachstone.com/blog/what-s-contingent-responding-all-about-anyway)
* [EL data reporting](http://www.colorincolorado.org/article/creating-effective-data-reporting-system-ells)
* [National Board Certification](https://www.nbpts.org/)
* [Action research](http://teachersnetwork.org/ntol/howto/eslclass/research.htm)
* [Grading ELs](http://www.colorincolorado.org/blog/five-pillars-equitably-grading-ells)

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# Performance Indicators for Quality and Equitable EL Instruction

Educators can enhance ELs opportunities to successfully meet and exceed learning standards and expectations by incorporating ideas related to the topics included in the *Pathways.* The outline below lists specific, observable practices that are embedded within the *Pathways* and provide equitable opportunities for ELs to learn the language and content they need to achieve. These practices can be used as *Performance Indicators*. Teachers are empowered to look up additional information and resources for any of indicators included here.

1. Strategically Structure Lessons
   1. Make learning expectations clear (content AND language). Review those at the end of the lesson. Have students self-assess- Did they meet the expectations?
   2. Provide opportunity/ies for student interaction and academic conversation (speaking and listening). Use those to connect to and build background knowledge or to formatively assess student progress towards the expectations. Include supports, as needed (see *Supports* below).
   3. Include reading and writing tasks that move students towards the learning expectations.
2. Connect to students’ cultures, languages and interests
   1. Model respect for all cultures and address differences with interest
   2. Set, refer to, and reinforce norms for inclusive environments
   3. Include familiar references and artifacts representative of students’ backgrounds
3. Use a Variety of Supports, Materials, and Tasks\*
   1. To Provide Access to Content
      1. Interactive supports (e.g. peers. See “To engage students”, 3d)
      2. Visually and graphically supported materials (e.g. diagrams, graphic organizers)
      3. Anchor charts for content
   2. To Reinforce Language Expectations
      1. Anchor charts and guides for expected language use
      2. Word banks (with visual supports)
      3. Language frames
         1. Provide support for entering and extending conversations
         2. Expose students to a variety of academic language connected to goals
      4. Mentor texts
   3. To Collect Information on Student Language Use and Provide Responsive Feedback
      1. Performance tasks
      2. Audio recordings and interactions (iMovie, podcasts, Flipgrid, Audacity, narrated PowerPoints, Skype, Google Hangout, Storybook, etc.)
   4. To Engage Students in Multiple Language Domains and Authentic Language Use
      1. Cooperative learning structures and engagement strategies (e.g., reciprocal teaching)
      2. Academic Discourse and Talk Moves (students ask for clarity, build on ideas, push for each other’s thinking)
      3. Inquiry and performance-based assessments, co-construction of knowledge
      4. Critical thinking exercises with productive struggle

\*Support types can be combined as needed, and used during instruction and assessment