

“By providing supports and tools on effective instructional practices at the district level- including professional development, materials and resources, observational guidance, family outreach and engagement and fostering of cross functional collaboration - administrators and teachers of Boston Public School English Learners will integrate exemplary research-based practices to ensure independent, empowered, literate and globally proficient career and college-ready scholars. ”

If Educators ...	Then, English Learners will ...
<ul style="list-style-type: none"> ● Affirm the linguistic and cultural assets and funds of knowledge of our diverse students and use these strengths to bolster academic and socioemotional competence ● Integrate culturally responsive, high quality texts across a variety of informational and narrative genres ● Engage students across language domains - reading, writing, listening, and speaking, - differentiating and scaffolding instruction to meet students’ needs ● Provide high quality rigorous instructional materials that align with program and delivery models ● Connect materials to grade-level content and incorporate a contextualized approach to teaching foundational skills. ● Incorporate instructional shifts in all content areas as indicated by Common Core and WIDA standards ● Attend to the Multi-tiered Systems of Supports guidelines, with the majority of instruction of English learners at Tier 1 ● Practice ongoing formative and summative assessments to inform instruction ● Provide equitable materials, resources, facilities, and instruction to all students regardless of educational background, socioeconomic status and/ or disabilities ● Employ scaffolds for writing tasks with writing templates and sentence frames as support for development of expository and argumentative writing ● Instruction is directly linked and applicable to functional aspects of schooling, as well as language needs across the content areas ● Instruction has a functional/purposeful focus 	<ul style="list-style-type: none"> ● Accelerate academic achievement and the use of inter-disciplinary language at the word, sentence, and discourse level ● Gain control over many conventions of standard English grammar, usage, and mechanics as well as determine or clarify the meaning of grade-appropriate words encountered through listening and reading. ● Take task, purpose, and audience into consideration during writing ● Prepare and participate effectively in range of conversations and collaborations with diverse partners ● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. ● Advance and attain English language proficiency in all language domains (reading, listening, speaking, writing) ● Become critical, independent and creative thinkers ● Demonstrate 21st century skills needed for college and career readiness. ● Gain specific knowledge, skills and attitudes to demonstrate cross-cultural awareness and competency ● Fully engaged in academic discourse using discipline-specific and academic language of the content areas ● Have the specific knowledge, skills and attitudes to demonstrate cross-cultural awareness and competency. ● Demonstrate clear understandings of content-area materials ● Be able to self-assess the process of learning and thinking behind the learning ● Embrace cultural and linguistic differences ● Prepare, organize, and deliver engaging oral

<p>on use of language (appropriate to differentiate instruction based on language proficiency levels)</p> <ul style="list-style-type: none"> ● Ensure that ESL/ELD Courses are aligned to both the Common Core and ESL standards ● Language development takes place in an integrated manner within the appropriate grade level ● Provide equitable materials, resources, facilities, and instruction to all students-regardless of educational background, socioeconomic status and/ or disabilities- in order to make academic language and content accessible ● High-utility , cross-discipline academic language development is an instructional focus 	<p>presentation cross content areas</p> <ul style="list-style-type: none"> ● Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations ● Demonstrate research skills to: <ul style="list-style-type: none"> ○ Identify topics and formulate questions for productive inquiry ○ Identify appropriate methods and sources for research and evaluate critically the source they find ○ Use their chosen sources effectively in their writing and citing all sources appropriately
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OELL / District Support

Support BPS Educational Community on effective practices by providing professional learning opportunities in the following areas:

- Focused Language Study (FLS) strategies; A dedicated time for very targeted ELD which focuses on how English works.
- Discipline-specific and Academic Language Expansion (DALE) strategies; Instruction is in the context of grade-level content and focuses on deliberate language development through complex thought, texts, talk and task.
- 3 Ls Newcomer Strategies
- WIDA ELD Standards Professional Development
- ESL/ELD level standards to the Common Core.
- Targeted services and instructional programs for ELs
- Effective instructional methodologies and classroom practices.
- Professional Learning Communities
- Increasing Academic Discourse
- Seal of Biliteracy training

The District will provide tools to support the following:

- Implementation of effective ELD/ESL curriculum and instruction for ELs delivered in order to meet CCSS language demands
- Equitable access to bilingual programming for English Learners
- Supports for key EL student groups, such as Long-Term ELLs and ELLSWD and SLIFE

