



## *Great Public Schools for Every Student*

### **Using ELL Strategies in the Classroom**

Educator demonstrates understanding of how to implement research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework

#### **Key Method**

The educator designs an instructional plan that features effective ELL strategies to improve instructional practices.

#### **Method Components**

Educators understand that effective research-based ELL strategies support:

- explicit skill instruction
- student-directed activities
- instructional strategies that enhance understanding
- opportunities to practice
- systematic student assessment
- a balanced curriculum either alone or in combination with other elements

#### **Supporting Research**

Bailey, A. (Ed.) (2007). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.

<https://people.ucsc.edu/~ktellez/bailey.pdf>

August, D., Staehr Fenner, D. & Snyder, S. (2014). *Scaffolding instruction for English language learners: A resource guide for ELA*.

<https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>

Stanford University. (2013, January). Key principles for ELL Instruction.

[http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references\\_0.pdf](http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf)

Council of Chief State School Officers [CCSSO]. (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*.

Washington, DC:

<https://www.ccsso.org/sites/default/files/2017-11/ELPD%20Framework%20Booklet-Final%20for%20web.pdf>

Lafond, S. (2012). Common Core and ELLs: Key shifts in language arts and literacy (Part II) {blogpost}.

<http://www.colorincolorado.org/article/51433/>

## Resources

Staehr Fenner, D. (2014, January 24). Text-dependent questions for ELLs [blog post]. The Teaching Channel and Understanding Language (2013)

<http://www.colorincolorado.org/blog/text-dependent-questions-ells-part-1>

August, D. (2013). College and career ready English language learners: Challenges, strengths, and strategies. Presented at National Association for Bilingual Education (NABE).

[http://www.colorincolorado.org/sites/default/files/2013/02/nabe-2013\\_diane-august.pdf](http://www.colorincolorado.org/sites/default/files/2013/02/nabe-2013_diane-august.pdf)

August, D., Staehr Fenner, D., & Snyder, S. (2014). Scaffolding instruction for English language learners: A resource for English language arts.

<https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>

August, D., Staehr Fenner, D., & Bright, A. (2014). Scaffolding instruction for English language learners: A resource guide for mathematics. (Read only the overview and material for the particular grade level if it aligns to the training session).

<https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>

TESOL International Association (2013, March). Overview of the Common Core State Standards Initiatives for ELLs. Alexandria, VA.

Wong Fillmore, L. (2012). Text Complexity, Common Core, and ELLs

<http://www.tesol.org/docs/advocacy/overview-of-common-core-state-standards-initiatives-for-ells-a-tesol-issue-brief-march-2013.pdf?sfvrsn=4>

## Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a "Passing" evaluation for Parts 1 and 3, and "Proficient" for each artifact for Part 2.

### Part 1. Overview Questions

350 word min 400 word max total for all three questions

Describe strategies for teaching academic language in support of content standards

In what ways do you collaborate with other educators to support ELL student learning and achievement within a standards-based curriculum?

Describe how you will implement strategies to support ELL student learning and achievement within a standards-based curriculum framework.

- **Passing:** Completely answers each of the three questions using personal examples and supporting evidence from previous collaborations and/or classroom lessons that clearly illustrates how to utilize research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework. Writing is organized and easy to understand.

400 word total for all three questions

In what ways do you collaborate with other educators to support ELL student learning and achievement within a standards-based curriculum?

- **Passing:** Completely answers each of the three questions using personal examples and supporting evidence from previous collaborations and/or classroom lessons that clearly illustrates how to utilize research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework. Writing is organized and easy to understand.

400 word total for all three questions

Describe how you will implement strategies to support ELL student learning and achievement within a standards-based curriculum framework

- **Passing:** Completely answers each of the three questions using personal examples and supporting evidence from previous collaborations and/or classroom lessons that clearly illustrates how to utilize research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework. Writing is organized and easy to understand.

## Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

### Artifact # 1: Lesson Plan

Develop a lesson plan supporting ELL students that reflects the integration of the following six strategies:

- Teach academic vocabulary
- Integrate English language instruction into lessons
- Structure opportunities to develop written language skills
- Provide opportunities to develop written language skills
- Capitalize on students’ home language skills and knowledge
- Provide small-group instruction to ELLs struggling with literacy and English language development

### Artifact # 2 Evidence of Implementation of Strategies

Demonstrate how you implemented the strategies from your lesson plan.

- Create a 2-10 minute video focusing on a portion of your lesson that identifies one of the six strategies you used to support your ELL learners; OR,
- Submit photos of strategies in use by you or by the students
- Create audio of small-group instruction
- Provide a document containing step-by-step details of the lesson and student responses (Could be a transcript from a video or audio recording)

\*If submitting a video or photos do not show children’s faces.

### Artifact #3: Lesson Analysis

An analysis of how your lesson plan achieved your objective of using research-based strategies to support ELL learning and achievement. This can be a recorded audio file (5-10 minutes) or written response (450-500 words).

null	Proficient	Basic	Developing
Artifact 1: Lesson Plan	The Plan explicitly includes six or more research-based strategies for supporting ELL students within a standards-based framework.	The Plan generally includes 3-4 research-based strategies for supporting ELL students within a standards-based framework.	The Plan briefly mentions or includes research-based strategies for supporting ELL students within a standards-based framework.
Artifact 2: Evidence of Implementation Strategies	Evidence explicitly identifies research-based strategies for supporting ELLs within a standards-based framework.	Evidence generally identifies research-based strategies for supporting ELLs within a standards-based framework.	Evidence superficially identifies research-based strategies for supporting ELLs within a standards-based framework.

Artifact 3: Lesson Analysis

Analysis explicitly defines how research-based strategies used met the objective of supporting ELL students’ academic achievement

Analysis generally defines how research-based strategies used met the objective of supporting ELL students’ academic achievement.

Analysis superficially defines how research-based strategies used met the objective of supporting ELL students’

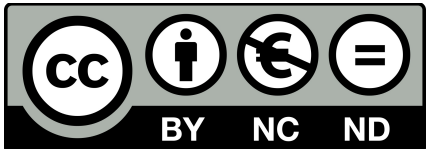
Reflection

800 word min -1000 word max

Submit a reflection focusing on what you learned in creating your ELL plan, identifying key strategies you used to support all students in accessing grade level content and an understanding of how to use state standards in the content areas to set instructional goals. Please make sure you address the following question:

Moving forward, how might what you have learned affect your practice?

- **Passing:** The educator reflects on using research teaching strategies for supporting ELLs within a standards-based framework for future daily lesson planning and instructional delivery.



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