Using ELL Strategies in the Classroom

Competency

Educator demonstrates an 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
- curriculum and classroom environment that honors and reflects the lives of students.

Supporting Rationale and Research

August, D. (2013). “College and career ready English language learners: Challenges, strengths,and strategies.” Colorado Ed Initiative, Paper presented at National Association for Bilingual Education (NABE) Conference, Lake Buena Vista, FL., 2013, https://drive.google.com/file/d/1oevtHvorqZREQEbpeU45Yr0SuPS_S9pu/view?usp=sharing

Bailey, Alison L. (Ed.). “The language demands of school: Putting academic English to the test.” New Haven, CT: Yale University Press, University of California Santa Clara, 2007, https://drive.google.com/file/d/1aLJZ1z5Jn610kUB4LQcOXHOSp6-FExWF/view?usp=sharing

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"Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards." Council of Chief State School Officers [CCSSO], 2012,
Washington, DC:
https://www.ccsso.org/sites/default/files/2017-11/ELPD%20Framework%20Booklet-Final%20for%20web.pdf

WIDA English Language Developments (ELD) Standards Frameworks
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

Ferlazzo, Larry. (2021). Thirteen Instructional Strategies for supporting ELL Newcomers, Thirteen Instructional Strategies for Supporting ELL Newcomers (Opinion) (edweek.org)

Lafond, Susan. "Common Core and ELLs: Key shifts in language arts and literacy (PartII){blogpost}.'WETA,2012,
http://www.colorincolorado.org/article/51433/

"Key principles for ELL Instruction." Stanford University, January, 2013,
https://ul.stanford.edu/sites/default/files/resource/2021-03/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf

Resources

College and career ready English language learners: Challenges, strengths, and strategies

Scaffolding Instruction for English Learners: A Q&A with Diane Staehr Fenner | Education.com

Curriculum Models for English language learners: A resource guide for mathematics

Curriculum Models for English language learners: A resource for English language arts

Teaching Academic Vocabulary to English Learners: A Q&A with Sydney Snyder - SupportEd

Text-dependent questions for ELLs

Overview of the Common Core State Standards Initiatives for ELLs

Submission Guidelines and Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

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Part 1. Overview Questions (Provides Context)

350 - 400 words

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.

Describe how you create a classroom environment that cultivates an appreciation of diversity.

Passing: Completely answers each of the four questions using personal examples and supporting evidence from previous collaborations and/or classroom lessons that clearly illustrate 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/Evidence

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

Artifact #1: ELL Planning Template
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: Video presentation
A 10 to 15-minute video focusing on a portion of your lesson that identifies one of the six strategies you used to support your ELL learners. (Do not show student's faces).

Artifact #3: Analysis of ELL Lesson Plan
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** a written response (400 - 500 words).

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Part 2. Rubric

	Proficient	Basic	Developing
Artifact #1: ELL Planning Template	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: Video presentation	Video explicitly identifies research-based strategies for supporting ELLs within a standards-based framework.	Video generally identifies research-based strategies for supporting ELLs within a standards-based framework.	Video superficially identifies research-based strategies for supporting ELLs within a standards-based framework.
Artifact #3: Analysis of ELL Lesson Plan	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'

Part 3. Reflection

800 - 1000 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

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? How will you continue to embrace students' cultures and language while learning new material?

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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