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| **CA English Learner Roadmap Principle 2 Element Alignment Tool** | | |
| **Principle #2: Intellectual Quality of Instruction and Meaningful Access** English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages. | | |
| **Element** | **Questions based on essential features of designated ELD and EL FPM Instrument (EL 14)** | **Evidence/Notes** |
| **A**. Language development occurs in and through subject matter learning and is **integrated** across the curriculum, including integrated English language development (ELD) and **designated ELD** (per the English Language Arts (ELA)/ELD Framework pages 891–892). | **Academic English Focus**: How does the district/teaching staff ensure that teachers’ instruction is based on the CA ELD Standards and the CA CCSS for ELA / Literacy?  **English Learner Federal Program Monitoring Instrument:**  How does the district ensure and what evidence is there that the district conducts an evaluation of whether your district’s comprehensive ELD program has been implemented effectively and whether adjustments are needed to assist EL students in overcoming language barriers within a reasonable amount of time? |  |
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| **Element** | **Questions based on essential features of designated ELD and EL FPM Instrument (EL 14)** | **Evidence/Notes** |
| **B**. Students are provided a rigorous, **intellectually rich, standards-based curriculum** with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. | **Intellectual Quality:** How do the core curriculum and the instructional materials support high levels of intellectual engagement?  **Scaffolding**: How does the district/teaching staff ensure and what evidence is there that teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on different levels of English language.  **Focus on Meaning:** How does the district/teaching staff ensure and what evidence is there that instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas?  **Formative Assessment Practices**: How does the district ensure and what evidence is there thatteachers frequently monitor student progress through informal observations and ongoing formative assessment practices?  **Corrective Feedback**: How does the district ensure and what evidence is there that teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students?  **English Learner Federal Program Monitoring Instrument:**  How does the district ensure and what evidence is there that the district has locally-adopted core ELD curriculum and supplemental instructional materials for all courses in which EL students are enrolled? |  |
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| **Element** | **Questions based on essential features of designated ELD and EL FPM Instrument (EL 14)** | **Evidence/Notes** |
| **C**. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas. | **Extended Language Interaction**: How does the district ensure and what evidence is there that extended language interaction between students, including ample opportunities for students to communicate in meaningful ways in English, is central to instruction?  **Focus on Forms**: What evidence is there that teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each content area?  **Corrective Feedback**: How does the district ensure and what evidence is there that teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students? |  |
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| **D**. English learners are provided **access to the full curriculum** along with the provision of appropriate EL supports and services. | **Scaffolding**: How does the district/teaching staff ensure and what evidence is there that teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on different levels of English language.  **English Learner Federal Program Monitoring Instrument:** When and how do you provide ELD to ELs with disabilities? |  |
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| **E**. Students’ **home language** is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. | What evidence do you have that the home language is understood as a means to access subject matter as a foundation for learning English and where possible, developed to high levels of proficiency? |  |
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| **Element** | **Questions based on essential features of designated ELD and EL FPM Instrument (EL 14)** | **Evidence/Notes** |
| **F**. Rigorous **instructional materials** support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model. | **English Learner Federal Program Monitoring Instrument:**  How does the district ensure and what evidence is there that your district has locally-adopted core ELD curriculum and supplemental instructional materials for all courses in which EL students are enrolled?  How does the core curriculum and the instructional materials support high levels of intellectual engagement?  **Scaffolding**: How does the district/teaching staff ensure and what evidence is there that teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on different levels of English language.  **Planned and Sequenced Events:** How does the district/teaching staff ensure and what evidence is there that lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge? |  |
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| **G**. English learners are provided choices of **research-based language support/development programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum. | **English Learner Federal Program Monitoring Instrument:**  What evidence is there that describes the district’s designated ELD programs, including course sequence, for all grades, transitional kindergarten through grade twelve (TK–12), and all ELP levels?  What evidence does the district have that ELD course descriptions meet the needs of the various EL typologies (e.g. newcomers, LTELS)?  How does the district ensure and what evidence is there that all English learners are enrolled in a designated ELD course?  What are your district guidelines for ELD Instruction? (minimum number of daily minutes)?  What is the district’s criteria for course placement and expected objectives to progress into the next course or level?  How does the district ensure and what evidence is there that ELD classes are included in the daily or master schedule? |  |
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