

# Innovation Configuration for Evidence-Based Practices for English Learners Academic Instruction

| Essential Components   | Implementation Levels  |  |  |  |   |
|--|--|--|--|--|---|
|  | Level 0  | Level 1  | Level 2  | Level 3  | Rating  |
| <p>Instructions: Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria level from 0 to 3. Score and rate each item separately</p>   | <p>There is no evidence that the component is included in the syllabus, or the syllabus only mentions the component.</p> | <p>Must contain at least one of the following: reading, test, lecture/presentation, discussion, modeling/demonstration, or quiz.</p> | <p>Must contain at least one item from Level 1, plus at least one of the following: observation, project/activity, case study, or lesson plan study.</p> | <p>Must contain at least one item from Level 1 as well as at least one item from Level 2, plus at least one of the following: tutoring, small group student teaching, or whole group internship.</p> | <p>Rate each item as the number of the highest variation receiving an X under it.</p> |
| <p><b>Recommendation 1.0</b><br/> <b>Provide Students Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas</b></p>   |  |  |  |  |   |
| <p>1.1 - Provide designated time to develop English oral language proficiency as part of Tier 1 core instruction.</p> <p>1.2 - Provide sheltered instruction practices (e.g., comprehensible input, language objectives) to support student in content-area learning.</p> <p>1.3 - Use peer-supported instruction and learning for students to practice oral language during academic lessons.</p> <p>1.4 - Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.</p> |  |  |  |  |   |

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| <p><b>Recommendation 2.0</b><br/><b>Teach Vocabulary Across Content Areas</b></p>   |  |  |  |  |   |
| <p>2.1 - Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.</p> <p>2.2 - Teach high-utility academic words.</p> <p>2.3 - Teach word-learning strategies.</p>  |  |  |  |  |   |
| <p><b>Recommendation 3.0</b><br/><b>Provide Strategies for Parents of English Learners to Enhance the Effectiveness of Parent Involvement Activities</b></p>  |  |  |  |  |   |
| <p>3.1 - Consider transferability of literacy skills for student literate in first language.</p> <p>3.2 - Provide students with bilingual programs when possible (including intervention in language of instruction).</p> <p>3.3 - In English-only instruction, primary language support is useful.</p> |  |  |  |  |   |

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| <b>Recommendation 4.0</b><br><b>Provide Appropriate Interventions for English Learners Who Need Support Beyond Tier 1 Instruction</b>  |   |   |   |   |  |
| 4.1 - Provide targeted, small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs who have intensive need. The interventions should be either (a) developed specifically for ELs or (b) have been determined appropriate for ELs. Interventions should include both foundational skills (e.g., phonological awareness, decoding) and other literacy and language skills. |   |   |   |   |  |
| 4.2 - Ensure that interventions include specific strategies to meet the needs of ELs (e.g., oral language development, primary language support, peer support).  |   |   |   |   |  |
| <b>Recommendation 5.0</b><br><b>Implement Culturally Responsive Instruction (see IC on Culturally Responsive Pedagogy)</b>   |   |   |   |   |  |

## Monitoring Student Progress

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| <p><b>Recommendation 1.0</b><br/> <b>Implement Purposeful and Appropriate Assessment Practices, Taking Into Account English Learners' Primary Language, English-Language Proficiency, and Ongoing Linguistic and Academic Progress</b></p>   |  |  |  |  |   |
| <p>1.1a - Monitor students' primary language proficiency across tiers.</p> <p>1.1b - Monitor students' English-language proficiency across tiers.</p> <p>1.2 - Monitor students' progress in language of instruction.</p> <p>1.3 - Monitor students' progress after reclassification to English-proficient status.</p> |  |  |  |  |   |

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| <p><b>Recommendation 2.0</b><br/> <b>Use Curriculum-Based Measurement to Determine Risk and Monitor Progress Across Tiers With English Learners as Part of a School Site or District’s Comprehensive MTSS Model</b></p>  |  |  |  |  |   |
| <p>2.1 - Use tools with demonstrated validity and reliability for ELs to identify and monitor students' need for instructional support and possible special education evaluation.</p> <p>2.2 - Obtain additional formal and informal measures of student performance to clarify progress and ensure appropriate decision making.</p> <p>2.3 - Include additional procedures in universal screening and progress monitoring to ensure appropriate data collection involving ELs.</p> <p>2.4 - Build general and special educators' technical capacities to analyze data involving ELs for educational decision-making purposes.</p> |  |  |  |  |   |

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| <p><b>Recommendation 3.0</b><br/> <b>Employ an Ecological Approach When Evaluating English Learners' Possible Learning Difficulties and to Develop Appropriate and Culturally Responsive Supports</b></p>   |  |   |  |  |   |
| <p>3.1 - Consider multiple variables when explaining ELs' lack of progress.</p> <p>3.2 - Collaborate with qualified educational professionals.</p> <p>3.3 - Develop comparable peer profiles involving ELs within the school and district for the purpose of making decisions related to instruction, intervention, and referral for special education evaluation.</p> <p>3.4 - Monitor short- and long-term progress, and more frequently with ELs experiencing difficulty.</p> <p>3.5 - Support teacher judgment regarding the performance of ELs with multiple and consistent documented examples of progress over time.</p> |  |   |  |  |   |

Family-School Partnerships

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| <p><b>Recommendation 1.0</b><br/> <b>Develop Parent Involvement Programs That Are Carried Out in the Home Language, Are Sustained Over Time, and Are Responsive to the Cultural Experiences of the Families</b></p>   |  |   |  |  |   |
| <p>1.1 - Provide materials, informational letters, and communication with families in L1.</p> <p>1.2 - Whenever possible, have bilingual staff carry out parent meetings and trainings.</p> <p>1.3 - Provide accurate and supportive translation to promote parent involvement.</p> <p>1.4 - Consider the concerns, ideas, and cultural resources of parents.</p> <p>1.5 - Provide explicit information to parents about American schools (and especially about special education) as needed.</p> <p>1.6 - Promote parent-to-parent support group in L1 for parents of special-needs children</p> |  |   |  |  |   |

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| <b>Recommendation 2.0</b>   |   |   |   |   |  |
| <b>Understand the Out-Of-School Experiences of Children and How These May Differ From the Skills Demonstrated at School</b>   |   |   |   |   |  |
| 2.1 - Do not assume that there is no literacy use in the homes of low-income and immigrant families when daily book sharing is not a regular activity.<br><br>2.2 - Encourage L1 reading with children at home. |   |   |   |   |  |
| <b>Recommendation 3.0</b>   |   |   |   |   |  |
| <b>Provide Strategies for Parents English Learners to Enhance the Effectiveness of Parent Involvement Activities</b>  |   |   |   |   |  |
| 3.1 - Provide audio versions of books and vocabulary in English for families to use at home.<br><br>3.2 - Provide L1 materials for home use.  |   |   |   |   |  |