# E.L. Achieve's Approach

Our organization was built on a strong belief in the capacity of public education. As relentless advocates for the educational rights of English learners, we are committed to supporting districts in meeting the needs of their communities. Increasing English learner achievement requires a system-wide course of action. Our approach is rooted in multiple areas of educational theory, research, and practice, including effective literacy and content instruction, second language pedagogy and policy, trusting and caring school environments, academic optimism, and the science of implementation.

Along with effective, student-centered pedagogy in settings supported by purposeful leadership, English learners need opportunities for robust language learning. Our research-based and federally compliant blueprint illustrates how school systems can ensure English learners receive instruction for these two related, but distinct, purposes:

- Constructing Meaning Explicit support in acquiring the language to comprehend and express understanding of grade-level work (also referred to as integrated ELD).
- **Systematic ELD** Instruction in the English language as its own subject of study designed to grow students' proficiency (also referred to as dedicated or designated ELD).

# Strong Pedagogy

- Student-centered environment with abundant opportunities for talk
- Backward maps from large and small learning outcomes
- An instructional sequence that includes a gradual release of responsibility
- Ongoing assessment to inform teaching practices

#### Language Learning

- Blueprint for language instruction throughout the day: both Constructing Meaning (integrated) and Systematic (dedicated) ELD
- Vision for Explicit Language **Instruction**: Identify the functional (mortar) and conceptual (brick) language of academic and interpersonal tasks
  - Grow metalinguistic awareness and empower students to express the sophistication of their thinking

## Purposeful Leadership

- Shared vision across district, sites, and classrooms
- Belief that goals are attainable through collective and individual efficacy, academic emphasis, and trust
- Continually deepening knowledge to build capacity and take ownership of the work
  - Actions that lead to desired results

We collaborate with district leaders, site principals, and classroom teachers in gaining the knowledge, skills, and tools to be solidly prepared for the work of ensuring sustainable English learner academic achievement.

Our work is collective and continuous – with long-term collaborative planning, training, and implementation support. It moves beyond traditional professional development and requires a willingness to invest in ongoing teamwork. Partnering with districts, the E.L. Achieve team provides:

#### Planning through phases of implementation

To ensure successful, in-depth, district-wide use, the planning moves from establishing readiness and adopting a new initiative to a thoughtful launch and a clearly articulated vision for sustaining the work.

## ■ Comprehensive teacher institutes – in person and virtual

Throughout multiple institute sessions and fieldwork between sessions, teachers discover how to constructively build their students' language competence. They are equipped with the knowledge, skills, and tools to provide effective language instruction that meets and challenges students at their respective levels.

#### ■ **Instructional leader institutes** – in person and virtual

District and site administrators and coaches hone observation and facilitation skills, problem solve, and establish processes that ensure English learners receive adequate and appropriate language instruction. They gain straightforward tools to support, monitor, and evaluate the level and quality of English learner program implementation and student achievement.

## A Vision of Explicit Language Instruction

This student-centered approach to planning and teaching explicit language backward maps from meaningful gradeappropriate performance tasks. Instructional delivery is based on a gradual release model that builds receptive and expressive language by connecting thinking, reading, writing, listening, and speaking.

- Practical classroom tools and instructional materials including Support Kits, student tools to scaffold discussion and writing, a K-12 ELD curriculum, and Secondary Language Arts units.
- Ongoing capacity-building support in person and virtually for district, site, and classroom leaders to gain deep knowledge and take ownership of the work.