

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*).

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 grade-appropriate 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.

