Alabama State Department of Education

Guidance for High-Quality Instruction and Assessment (HQIA) for English Learners

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Alabama State Department of Education

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Introduction and Purpose for this Guidance

The purpose of this document is to support and empower Alabama educators in serving English learners (ELs) with effective instructional practices that align with the *Alabama Framework for English Learner Success*. From 2015 to 2020, Alabama experienced an increase of 10,000 EL students. As of the 2023-24 school year, we serve over 47,500 ELs. As EL populations continue to increase, their access to high-quality education becomes even more urgent.

Our responsibility is to support them with **acquiring social and academic English** that will promote mastery of the content standards. Recognizing this need, we have developed Guidance for High-Quality Instruction and Assessment for English Learners to provide clear expectations, explicit instructional practices, and supporting resources for designing and implementing effective, evidence-based instruction for ELs. A central tenet underscoring this guidance is for English language development teachers and general education teachers, who provide daily instruction for ELs, to **honor and incorporate** children's home languages and cultures in classroom instruction as students learn English.

This guidance document will help equip educators with the knowledge and skills needed for implementing instructional practices that support **Alabama's Vision for EL Success:**

> *Alabama ELs will have equitable access to high-quality, rigorous instruction designed within a systematic framework built on values and respect for students' cultures and languages and a socially and emotionally supportive learning environment, empowering ELs to excel socially, academically, and linguistically and lead productive lives.*

How to Use the Guide

This Guidance for High-Quality Instruction and Assessment (HQIA) for ELs document is organized into the following four key sections:

- The first section is the Introduction, Purpose, and Vision, which includes a description of how to use this guidance document, the target audience, a description of the research and process used to identify HQIA criteria for ELs, and the alignment of the guidance document to the *Alabama Framework for EL Success.*

- The second section is the HQIA for ELs Protocol, which outlines and describes five evidence-based instructional criteria and "how-to" indicators for implementing the criteria. These criteria were identified in current and seminal research and vetted by stakeholders prior to being included in the protocol.

- The third section is the HQIA for ELs Toolkit, which offers a variety of resources to support teachers with the implementation of the HQIA Protocol. Examples for each criterion and how-to indicators are provided in the form of videos, blogs, and other illustrative resources to illustrate how teachers can implement instructional practices that assist in the development of academic literacy and language across all content areas.

- The fourth section is a brief description of the role of the Alabama State Department of Education's (ALSDE's) English Language Development Standards (WIDA Standards).

ALSDE will provide guidance through communication and dissemination to all districts on how to use this document. However, the two components, HQIA for ELs Protocol and HQIA for ELs Toolkit, will require more targeted and technical support from ALSDE Regional EL Coaches, including professional learning on using these two components for planning and delivering instruction for ELs.

This HQIA for ELs Guidance is not prescriptive; rather, your expertise and judgment as educators are honored and celebrated. As such, you are encouraged to come together as teams around the concepts, principles, and practices presented in this document in a thoughtful and deliberate way. Schools and districts have their own unique contexts, such as rural and urban; small, medium, and large populations; student and staff demographics; and culture. Educators will therefore identify the most appropriate and effective pathways for implementation. ALSDE considers these unique contexts in its planning and delivery of technical assistance and professional learning initiatives to best support districts and schools.

This guidance is designed to help educators feel comfortable attempting new teaching techniques and challenging themselves to reach past their comfort levels to enable students to grow and inspire educators to stretch beyond surface-level learning. The ALSDE encourages the use of this guidance with the shared goal of positive outcomes for educators and students.

Target Audience

For effective implementation of the *Alabama Framework for EL Success*, it is critical to engage all stakeholders. Stakeholders are individuals invested in improving student outcomes in all academic and content areas. They are important partners in developing the whole child and are critical for the successful implementation of HQIA practices. Table 1 summarizes the various stakeholders and roles for supporting ELs with instruction.

Table 1

Examples of Stakeholders and Their Role

Stakeholders	Role: Change Agents Who
EL Directors/ Coordinators	Have a district-wide focus on student achievement and the quality of instruction.
Curriculum and Instruction Directors	Have a district-wide focus on student achievement and the quality of instruction.
Principals/Assistant Principals	Have a school-wide focus on student achievement and effective implementation of the Alabama Framework and HQIA practices.
Classroom/Content Teachers	Directly organize students' learning experiences through the HQIA practices to improve student achievement.
English to Speakers of Other Languages (ESOL) Teachers/Coaches	Collaborate directly with teachers to organize students' learning experiences through the HQIA practices to improve student achievement.
Reading and Math Coaches	Collaborate directly with teachers to organize students' learning experiences through the HQIA practices to improve student achievement.
Special Education Teachers	Directly organize students' individualized learning experiences through the HQIA practices to improve student achievement.
Counselors	Help students meet their unique academic, social, and emotional needs.
Librarians	Foster a welcoming environment and provide resources tailored to students' needs.
Students	Take ownership of personal learning and participate in HQIA practices by goal setting and monitoring progress toward goals to reach their full potential.
Parents/guardians	Parents/guardians play an important role in the linguistic and academic development of their children. Parents/guardians collaborate with teachers and staff about their child's progress through the HQIA practices.

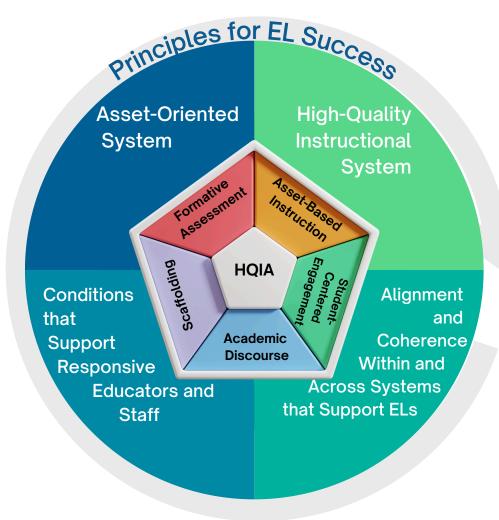## Research to Support Selection of Instructional Principles and Practices

Through the development of the goals and strategies outlined in the *Alabama Framework for EL Success,* stakeholders identified the need to define what HQIA for ELs looks like to enable teachers to implement these practices in the classroom and leaders to support implementation. With assistance from the Region 7 Comprehensive Center (R7CC) and the Regional Education Laboratory (REL) Southeast, ALSDE gathered, reviewed, and identified instructional principles and evidence-based instructional practices to support high-quality teaching and learning for ELs in the state of Alabama. This research base was used to support the development of the *Alabama Framework for EL Success* and the HQIA for ELs Protocol described in Section 2 of this guidance document (the research reviewed is listed in the references section at the end of this document and in the *Alabama Framework for EL Success*).

Alignment of the Alabama Framework for EL Success and the HQIA for ELs Protocol

The instructional principles of the *Alabama Framework for EL Success* serve as the foundation that informs every decision made for ELs. They describe the fundamental tenets that will be pervasively followed to realize the vision. Thus, the HQIA for ELs Protocol was built on these tenets. To conceptualize this relationship, Figure 1 illustrates the alignment of the HQIA for ELs Protocol and the *Alabama Framework for EL Success.*

Figure 1

Alignment between Alabama Framework for EL Success and the HQIA for ELs Protocol

This process is represented as:
- Asset-Oriented System: All educators and staff foster an inclusive mindset that values and affirms the cultures and languages of students and families.
- High-Quality Instructional System: All educators and staff provide ELs with equitable access to all programs.
- Conditions that Support Responsive Educators and Staff: All educators and staff are knowledgeable and responsive to EL needs and use data for continuous improvement.
- Alignment and Coherence Within and Across systems that Support ELs: All educators and staff provide ELs with learning experiences.

The arrow illustrates the ongoing, unfinished nature of this work. The five HQIA practices in the inner circle describe the protocol of cultural responsiveness within the principles. For those just beginning this work, these protocols can be used as steps in a process. Those further along in their journey see these protocols as recursive as they purposely seek out ways to deepen their beliefs, knowledge, practice, and impact over time.

ALSDE's High-Quality Instruction and Assessment for ELs Protocol

The Alabama State Department of Education (ALSDE) has developed a comprehensive protocol to ensure high-quality instruction and assessment for English Learners (ELs). This protocol includes five key criteria and indicators:

1. Asset-Based Instruction

Definition: Educators leverage cultural and linguistic differences of English learners (ELs) and their families as foundations for learning by designing and maximizing instructional resources that acknowledge, value, and celebrate these differences.

Indicators

1.1. Educators use evidence-based practices to help ELs connect and integrate ideas that take into consideration the ELs' home language, knowledge, and cultural assets.
1.2. Educators strategically use and build upon ELs' language proficiency, background knowledge, cultural experiences, and home language to support understanding of grade-level concepts.
1.3. Educators provide multimodal classroom resources and materials such as books, videos, and pictures that reflect ELs' cultures and native languages.
1.4. Educators connect curriculum to real-world problems and ask ELs to work with peers to problem-solve and find solutions.

2. Student-Centered Engagement

Definition: Educators integrate language and literacy development within all disciplines, building on ELs' strengths and experiences while promoting autonomy and supporting ELs' motivation for language learning in a variety of settings.

Indicators

2.1. Educators use scaffolded supports at various language proficiency levels to engage ELs and help develop autonomy around academic content, language, and literacy.
2.2. Educators implement practices that engage ELs to demonstrate independence in listening, speaking, reading, and writing.
2.3. Educators engage ELs in standards-aligned tasks that extend their thinking and employ higher-order thinking skills such as analysis, synthesis, and evaluation.
2.4. Educators engage ELs by helping them connect and integrate content concepts using their prior knowledge and future career interests.
2.5. Educators use both content and language goals and/or objectives to help ELs monitor and reflect on their own learning to promote learner autonomy.

3. Academic Discourse

Definition: Educators provide frequent opportunities for ELs to engage in sustained quality interactions with educators and peers around disciplinary content designed to share their knowledge, communicate understanding, and negotiate meaning.

Indicators

3.1. Educators teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

3.2. Educators provide multiple planned opportunities for ELs to engage in collaborative discussions with peers to communicate meaningful ideas and make connections between disciplinary concepts/ideas.

3.3. Educators use evidence-based strategies and activities that promote ELs' use of academic language within the four language domains (listening, speaking, reading, writing) to convey their discoveries to diverse partners and enhance their overall learning.

4. Scaffolding

Definition: Educators scaffold the teaching of language and content as ELs are learning by taking into account the student's English proficiency level, academic ability, and the language demands of the lesson. Teachers should work in ELs' zone of proximal development by scaffolding or providing the appropriate level of support the students need as they progress.

Indicators

4.1. Educators design rigorous, grade-level, and standards-aligned learning opportunities using appropriate guidance, modeling, and assistance.

4.2. Educators provide opportunities for ELs to engage in productive struggle and work within their "zone of proximal development."

4.3. Educators use formative assessment feedback to determine the appropriate level of support for ELs to make meaning and develop their understanding within specific disciplines.

4.4. Educators value and use ELs' background knowledge, home language, and previous experiences to help them make meaning and share ideas.

4.5. Educators design tasks that engage ELs in collaborative reasoning and meaningful interactions with both peers and teachers.

5. Formative Assessment

Definition: Educators use formative assessment as an ongoing process for evaluating EL learning in both language and content. Formative assessment provides teachers with real-time feedback necessary to adjust and refine instruction to better meet the needs of ELs.

Indicators

5.1. Educators collect multiple forms of evidence across different types of assessments that allow ELs to demonstrate their understanding and progress toward proficiency in grade-level standards and language proficiency.

5.2. Educators provide opportunities for ELs to set goals and monitor their progress for proficiency toward grade-level content and English language development standards.

5.3. Educators provide opportunities for ELs to develop metacognitive skills that enable them to monitor progress toward their goals and self-select learning strategies to determine next learning steps.

5.4. Educators provide opportunities for ELs to make adjustments in learning tactics and language use based on feedback received from peers or the teacher.

HQIA for ELs Toolkit:
Classroom Resources to Support Implementation

This toolkit includes a variety of materials and strategies to support teachers in creating an inclusive and supportive learning environment for ELs. The HQIA for ELs Toolkit serves as a starting point, providing educators with essential classroom resources to begin implementing HQIA for ELs. While not exhaustive, this toolkit offers a foundation of materials and strategies to help teachers create an inclusive and supportive learning environment for ELs.

▷ **Asset-Based Instruction**

Videos and Resources Exemplifying Asset-Based Instruction
All Grades

Making Classrooms More Inclusive for Multilingual Learners (HQIA 1.1, 1.2, 1.3, 2.1, 4.2, 4.4, 4.5)
This video clip explains why and how taking an asset-based approach to supporting students who are new to the English language can help them thrive. (Edutopia)

Elementary Resources

Word Parts and Cognates (Grades 2 and 3)
(HQIA 1.1)
This video demonstrates how a teacher uses her students' home language to support the development of academic vocabulary by teaching them about cognates. (0:00-3:52). (REL Southwest)

Culturally Responsive Teaching (Grade 2)
(HQIA 1.1, 1.2, 1.3)
This video demonstrates how a teacher uses cultural artifacts to help students make connections to new learning prior to reading a story. (Colorín Colorado)

Use Students' Home Language (Grade 5)
(HQIA 1.1)
This video shows a fifth-grade teacher working with newcomers to connect vowel sounds in Spanish to short vowel sounds in English. (4:52) (Colorín Colorado)

Secondary Resources

Academic Vocabulary Development (Grades 6-8)
(HQIA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3)
WIDA video contest winner, Andy Mizell bridges student learning by explicitly making connections between their lived experiences and the content being studied. Also, he provides them with multiple meaningful opportunities to use language as they engage with the content. (WIDA)

ENL New Arrival High School Students: Encouraging Communication in a New Language **(HQIA 1.1, 2.3, 4.1, 4.2, 4.4, 4.5)**
WIDA video content winner, Mindy Lewis-Hitch develops a grade-level, standards-based unit and provides her ninth graders with clear modeling and guided practice using game-type activities for Romeo and Juliet. (WIDA)

Culturally Responsive Teaching for Multilingual Learners: Tools for Equity: Video 3.1 Building on Students' Assets **(HQIA 1.1, 1.2, 1.4) (teacher interview)**
This video is part of a series of videos developed in conjunction with Snyder and Staehr Fenner's book Culturally Responsive Teaching for Multilingual Learners: Tools for Equity. In this video, a teacher demonstrates how she builds on students' assets in a co-taught high school social studies classroom. (Corwin)

Culturally Responsive Teaching for Multilingual Learners: Incorporating Cultural and Multicultural Resources in the Curriculum **(HQIA 1.3) (teacher interview)**
This video is part of a series of videos developed in conjunction with Snyder and Staehr Fenner's book Culturally Responsive Teaching for Multilingual Learners: Tools for Equity. In this video, a teacher demonstrates how he incorporates multicultural materials into a high school world languages classroom. (Corwin)

HQIA for ELs Toolkit: Classroom Resources to Support Implementation

Additional Resources

- Article: <u>Supporting Multilingual Students in the Early Grades</u> (Edutopia)
- Article: <u>Asset-Based Approach to Support ELL Success</u> (ASCD)
- Article: <u>3 Steps to Developing an Asset-Based Approach to Teaching</u> (Edutopia)
- Article: <u>Five ways to Build an Asset-Based Mindset in Education Partnerships</u> (EdWeek)
- Virtual Panel Discussion: <u>Asset-Based Approaches for Educating Multilingual Learners</u> (Center for Applied Linguistics)
- ELE Blueprint: Quick Reference Guide: <u>Classroom Level Asset Based Teaching and Learning</u> (MA DESE)
- Webinar: <u>Chapter 2: Asset-Based Pedagogy: Student, Family, and Community Engagement</u> (California Department of Education and Region 15 Comprehensive Center)
- <u>Bilingual Glossaries and Cognates</u> (NYU Steinhardt)

▷ Student-Centered Engagement

Videos and Resources Exemplifying Student-Centered Engagement

All Grades

Supporting English Language Learners through the Curriculum and Beyond (HQIA 2.1, 2.2, 2.3, 2.4)
Viewers are guided through four high-leverage approaches for supporting English learners (Language Dives, Conversation Cues, Levels of Support, and Diversity & Inclusion) across grade levels and disciplines. (EL Education)

MA DESE ESL Model Curriculum Unit: Weathering & Erosion (HQIA 2.1, 2.4, 2.5)
This video from the Massachusetts Department of Elementary and Secondary Education highlights the use of content and language objectives in an elementary science lesson on weathering and erosion. Students receive explicit instruction in content area studies while building academic vocabulary and English language proficiency.

Elementary Resources

Fostering Active Comprehension: Asking and Answering Questions (Grade 1) (HQIA 2.1, 2.2, 2.3, 2.4, 2.5) WIDA video contest winner, Shadia Salem, engages her students with authentic inquiry prior to reading a text. Students work in pairs practicing how to ask questions about the text. (WIDA)

Secondary Resources

Teaching Newcomer ELs: Four Powerful Vocabulary Practices (Middle School) (HQIA 2.1, 2.2, 2.4, 2.5) This video demonstrates classroom instruction around academic vocabulary that exemplifies student engagement in a variety of ways. (REL Northwest)

Supporting Students with Interrupted Formal Education (SIFE) with Developing Literacy: Literacy Centers for Multilingual Students (HQIA 2.1, 2.2, 2.3, 2.4, 2.5)
This video demonstrates how two high school teachers use centers to support SIFE. (Teaching Channel)

Additional Resources

- Infographic (all grades): Including Voice in Education: Addressing Equity Through Student and Family voice in Classroom Learning (REL Pacific)
- Learning Targets on Parade (ASCD) (HQIA 2.5). When daily learning targets add up to larger learning goals, instruction sticks.

▶ Academic Discourse

Videos and Resources Exemplifying Academic Discourse

Elementary Resources

Culturally Responsive Teaching for Multilingual Learners: Building a Collaborative Community in the Classroom (HQIA 3.2, 3.3)
This video is part of a series of videos developed in conjunction with Snyder and Staehr Fenner's book Culturally Responsive Teaching for Multilingual Learners: Tools for Equity. In this video, a kindergarten teacher demonstrates how she uses games to build a collaborative community in the classroom. (Corwin)

HQIA for ELs Toolkit: Classroom Resources to Support Implementation

Academic Conversation with ELLs (HQIA 3.2)
This video highlights the importance of engaging English learners in academic conversation to deepen understanding of content area material while building language proficiency skills. (The Teaching Channel)

Fortify Output with Writing Windows (HQIA 3.2, 3.3)
This video from Ellevation Education demonstrates use of Ellevation's Writing Windows activity in a secondary math class. Students practice multiple domains of language and engage in academic discourse with peers related to the day's lesson. (Ellevation Education)

Focus Lesson in Talk Moves in First Grade (HQIA 3.2, 3.3) This video from FCPS ISD Language Arts models how Talk Moves is modeled and incorporated into a first-grade classroom. Students receive explicit instruction in implementing Talk Moves and opportunities to practice with peers. (FCPS ISD Language Arts)

A Teaching Routine for Academic Vocabulary Grades PreK–1 (HQIA 3.1, 3.3)
This REL West video walks viewers through a three-step routine for teaching academic vocabulary to young students whose home language is not English. (REL West)

Academic Discourse in First Grade (HQIA 3.3)
This video shows academic discourse in first grade where a triad of students independently discusses a guided reading book. (FCPS ISD Language Arts)

Academic Discourse (Grade 3) (HQIA 3.2, 3.3)
In this video, a third-grade English learner student demonstrates his spoken academic English knowledge as he explains what renewable and nonrenewable resources are. (first 2 minutes) (Texas Education Agency)

Academic Discourse (Grade 4) (HQIA 3.2, 3.3)
In this video, a fourth-grade social studies teacher uses sentence stems to build on and enrich students' knowledge of English and maps while interacting with peers. (Texas Education Agency)

HQIA for ELs Toolkit: Classroom Resources to Support Implementation

[Academic Discourse (Grade 4)](#) (HQIA 3.2, 3.3)
In this video, a fourth-grade English learner student demonstrates her spoken academic English knowledge as she explains what renewable and nonrenewable resources are. (2:53–3:24) (Texas Education Agency)

Secondary Resources

[Culturally Responsive Teaching for Multilingual Learners: Using Jigsaw Activity with Multilingual Learners](#) (HQIA 3.2, 3.3)
This video is part of a series of videos developed in conjunction with Snyder and Staehr Fenner's book Culturally Responsive Teaching for Multilingual Learners: Tools for Equity. This video shows an ESL teacher using a jigsaw activity in a pull-out/dedicated ESL class to engage students in social studies content. (Corwin)

[Science with Integrated English Language Development: Ecological Problems](#) (HQIA 3.2, 3.3)
This video shows a Grade 11 and 12 teacher leading English learner students using academic language structures and vocabulary to present an ecological problem and the solution during an integrated English language development lesson in science. (CA DoE, 3:28)

[Teaching Newcomer English Learners: Four Powerful Vocabulary Practices](#) (HQIA 3.1)
This REL Northwest video provides examples of four evidence-based practices for teaching words intensively and intentionally across multiple days. (REL Northwest)

Additional Resources

- Article: [8 Strategies for Teaching Academic Language](#) (Edutopia)
- Article: [Academic Language and ELLs: What Teachers Need to Know](#) (Colorín Colorado)
- Video: [Sentence Starters to Encourage Academic Conversation](#) (Edutopia)
- Video: [A Simple Strategy to Get Students Talking About Math](#) (Edutopia)
- Podcast: [Highest Aspirations: Teaching Academic Language at the Discourse Level with Diane Staehr Fenner & Sydney Snyder](#)
- [Ellevation Education Youtube Channel: Search for Fortify Output](#)
- Video: [Pre-Teaching Vocabulary (Sixth, Seventh, and Eighth Grades: Newcomer Class)](#) (REL Southwest)

HQIA for ELs Toolkit: Classroom Resources to Support Implementation

- Video: Providing Review (Second/Third-Grade Combination Class) (REL Southwest)
- Video: Providing Review (Fourth-Grade Class) (REL Southwest)
- Video: Providing Review (Sixth, Seventh, Eighth Grades: Newcomer Class)
- Video: Word Parts and Cognates (All Grade Ranges) (REL Southwest)

▶ **Scaffolding**

Videos and Resources Exemplifying Scaffolding

Elementary Resources

A Teaching Routine for Academic Vocabulary in Grades PreK–1 (HQIA 4.1, 4.2, 4.5)
This video illustrates vocabulary instruction that scaffolds students' understanding of new academic vocabulary. Sentence frames, teacher modeling, and formative assessment practices are part of the teacher's lesson delivery. (REL West)

Secondary Resources

Scaffolding Literacy Instruction for English Language Learners (HQIA 4.1, 4.2, 4.4)
Caitlin LeClair, a seventh-grade social studies teacher at King Middle School in Portland, Maine, supports her students in reading complex texts—fiction and nonfiction—about South Sudan. LeClair supports her diverse group of learners by choosing compelling topics, working through a progression of increasingly complex texts, and providing scaffolding and support to build their skills as close readers. (EL Education)

Differentiating Instruction: A Guide for Teaching English-Language Learners (HQIA 4.1, 4.2, 4.4)
Veteran teachers Larry Ferlazzo and Katie Hull Synieski offer tips on differentiating instruction for English learners. By using techniques such as pairing up students and enhancing background knowledge, teachers can make a lesson accessible to every student in the class, regardless of language proficiency. "Not everybody will get the same exact text or use the same strategy," Hull Sypnieski explains, "but it's fair because you're meeting every student where they are." (Education Week)

Teacher Scaffolds Questions to Challenge Students and Check Comprehension (HQIA 4.1)
In this video, a teacher uses grade-level material to model reading for students and scaffolds questions to keep them engaged. (Colorín Colorado)

Additional Resources

- ELE Blueprint: Quick Reference Guide: Classroom Level Academic and Linguistic Supports (MA DESE)
- Jeff Zwiers Videos: These videos provide classroom examples of communication-based interactive learning.

▶ **Formative Assessment**

Videos and Resources Exemplifying Formative Assessment

Elementary Resources

Assessment for ELLs (Grade 3) (HQIA 5.1, 5.4)
This video illustrates the process educators use to monitor progress in student achievement using different levels of formative assessment practices. (Colorín Colorado)

Culturally Responsive Teaching for Multilingual Learners: Tools for Equity: Students Engaging in Self-Assessment (HQIA 5.2)
This video is part of a series of videos developed in conjunction with Snyder and Staehr Fenner's book Culturally Responsive Teaching for Multilingual Learners: Tools for Equity. In this video, a second-grade teacher demonstrates a process she uses for having students self-reflect on their own learning.
(Corwin)

[English Learner Students: Self and Peer Assessment in Narrative Writing at PS 16](#) (HQIA 5.2, 5.3, 5.4)
A small group of English learner students at PS 16 in Staten Island, self and peer assess around a writing task using a color-coded continuum for writing proficiency. (Core Collaborative)

[Grade 5 ELA-SS Designated ELD: Oral Language Analysis](#) (HQIA 5.1, 5.2, 5.3, 5.4)
Designed with teachers in mind, this video demonstrates an approach to formative assessment based upon oral language and how it is used to plan for English language development in a Grade 5 English language arts classroom with a social studies theme. (CA DoE)

[English Learners in STEM: Language Logs](#) (HQIA 5.1, 5.2, 5.3, 5.4)
In this video, an elementary school teacher demonstrates how he uses Language Logs as part of his formative assessment process. The purpose of the language log is to capture both the lesson's content and the language needed to understand it. It provides students with a way to record what they are learning for future reference. (Smithsonian Science Education Center)

Additional Resources

- Brief (all grades): [Focusing Formative Assessment on the Needs of English Language Learners](#) (WestEd)
- Webinar (all grades): [Formative Assessment Practices for English Learners in Distance Learning Environments](#) (R13CC)
- Module Brief (all grades): [Using formative Assessment to Help English Language Learners](#) (ASCD)
- Blog: [Do you check for understanding often enough with students?](#) (Edutopia)
- Presentation: [Considerations for Progress Monitoring for ELLs with Equity in Mind](#) (NYSED's Office of Bilingual Education and World Languages)
- Video: [Every Child Shines: Using Formative Assessment to Reflect on Children's Individual Knowledge and Skills](#) (HQIA 5.1, 5.2) (REL Southwest)

Role of ALSDE's English Language Development Standards: Connection to WIDA 2020 Framework

High-quality education for ELs is grounded within the instructional principles that serve as the foundation of the *Alabama Framework for EL Success* and standards-aligned curriculum and instruction. The high-quality, evidence-based instruction for ELs coincides with the teaching and learning expectations of the Course of Study and the WIDA English Language Development (ELD) Standards. For ELs to succeed academically and linguistically, they must develop content and language knowledge simultaneously. The ELD Standards Framework's focal point is for ELs to utilize social/academic language in the school setting and engage in academic discourse. ELD Standards state that ELs need to communicate information, ideas, and concepts necessary for academic success in all subject areas. To explore the WIDA standards, visit wida.wisc.edu.

Concluding Remarks

Experts on English language education agree that effective teaching is critical to student learning. Research also shows that certain school structures facilitate effective teaching. Effective instruction is nested in effective school structures.

As our number of ELs continues to grow in schools across the state, more and more of our teachers are discovering that they need professional learning opportunities to embed evidence-based teaching strategies for ELs for all classrooms. Elementary teachers recognize that they must provide explicit instruction that is standards-based and challenges ELs to prepare them for middle school and high school.

Teachers' knowledge about how children acquire languages, their grasp of when and how to maximize the use of the primary language spoken in the home, and their modeling of academic discourse in the first and second languages can have important effects on how children learn language and content. What these teachers need is to maximize classroom instruction that will enable them to provide these supports. Without more effective structures of support for teachers, we cannot expect better student outcomes.

Alabama is focused on changing the trajectory of ELs through our comprehensive system of supports. Our focus is data driven and is intended to close the achievement gap to allow ELs to thrive in all environments. With the implementation of High-Quality Instruction and Assessment (HQIA) for ELs, the ALSDE is committed to improving the knowledge of all educators for ELs. The HQIA Guidance described in this document emphasizes components that are researched-based and proven; when implemented effectively, the educational outcomes of ELs are positively impacted.

Disclaimer: The contents of this document were developed in collaboration with the Region 7 Comprehensive Center under a grant from the US Department of Education. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal government.

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