



**PORTLAND PUBLIC SCHOOLS**

# Integrated English Language Development (ELD) Instruction

PPS is implementing integrated ELD instruction for middle school grades to provide inclusive, equitable access to core content and to improve linguistic and academic outcomes for emergent bilingual (EB) students.



The Office of Teaching and Learning is committed to working with school administrators and teacher teams to phase in quality integrated ELD. This model offers greater opportunities throughout the instructional day for students to be supported with language development; English language proficiency (ELP) standards and language practices are taught simultaneously within the core curriculum. Therefore, language instruction is better situated to promote academic language attainment, moving students from a more basic proficiency level to one commensurate with their grade level. The integrated ELD model also gives EB students access to an additional elective, ensuring equitable course enrollment.

## **WHO IS PARTICIPATING?**

Middle school students participating in integrated ELD classrooms include native English speakers, ever-EB students, newcomers, students with interrupted formal education, students with disabilities and students identified for talented and gifted programs. Integrated ELD benefits all students, regardless of their English learner status.

Each school will take approximately three years to implement, monitor and sustain this evidence-based model of supporting students. *This transition does not eliminate the ELD class period for newcomer students and students who continue to perform at the emerging level.* These students will still need a separate ELD class period.

### **COHORT 1: 2019–21**

- 1. Beaumont Middle School**
- 2. Bridger K–8**
- 3. Cesar Chavez K–8**
- 4. George Middle School**
- 5. Lent K–8**

## WHAT ARE THE INSTRUCTIONAL DELIVERY MODELS FOR THE PPS INTEGRATED ELD PROGRAM?

In integrated ELD, EB students are served in two collaborative ways. The first is to have two certified educators—a content specialist and a language specialist—interacting directly with students through **co-teaching**. The second is to have two certified educators working collaboratively to support language and content instruction through a **consultation** process.



## HOW DO WE BUILD PROFESSIONAL CAPACITY?

In addition to staffing considerations, ongoing professional learning is essential for growing an integrated ELD program. It is important to focus on relationship building, offer protocols for tough conversations and model effective co-teaching relationships (Honigsfeld & Dove, 2016)<sup>1</sup>. Also critical is specific training on lesson design, including integration and coordination of language and content based on PPS' *core curriculum*, and purposeful talk structures. Partner teachers have the opportunity to learn from one another, as well as learn how to integrate language and skills support into the context of the disciplinary lessons. Continued professional learning will focus on co-planning, co-instruction, co-assessment, peer observations and reflection.

## HOW TO BEGIN

**To ensure successful implementation, administrators can support the following integrated ELD practices:**

- 1. Establish a commitment to schoolwide collaboration.**
- 2. Determine collaborative partnerships** between content and ELD teachers (see PPS' Integrated ELD Program Guide).
- 3. Identify a regular and common planning time** for collaborative planning beyond the individual planning time in the master schedule.
- 4. Establish partnership agreements** (norms, classroom management, routines, etc.).
- 5. Clarify specific student needs** to determine areas of focus for instruction by sharing and analyzing formal and informal data.
- 6. Identify content and language standards** that will be embedded in the lessons.
- 7. If co-teaching, determine the model(s) and roles to start**, varying roles (particularly in the beginning) to establish parity in the eyes of students.

<sup>1</sup>Honigsfeld, A., & Dove, M. G. (2015/16). Co-teaching ELLs: Riding a tandem bike. *Education Leadership*, 73(4), 56–60

## WHAT SHOULD I SEE IN AN INTEGRATED ELD CLASSROOM?

**Key observable actions and instructional strategies in an integrated ELD classroom that provide all students the PPS *core content* curriculum:**

- A classroom environment that is socially, culturally and linguistically responsive to student need
- Use of engagement strategies supporting student involvement in their own learning
- Varied co-teaching configurations
- Cooperative and varied group structures
- Scaffolded instruction that meets the needs of all learners
- Intentional language use by teachers and students
- Comprehensible input strategies for more accessible content learning
- Explicit and intentional opportunities for use of home language(s)
- Explicit attention to and opportunity for the use of multiple domains of language (listening, speaking, reading and writing)
- Formative assessment to inform teaching and learning

## HOW SCHOOLS CAN SUPPORT A QUALITY INTEGRATED ELD PROGRAM

- Submit a plan and/or schedule that includes designated—and ongoing—co-planning time for each of the co-teaching and/or consulting teams
- Ensure all members of the school team, including teachers and administrators, in addition to PLC collaboration attend required professional development in both the *core content* and *integrated ELD* to build their skills and grow their capacity
- Collect and monitor evidence of language progress in all four domains, and within the instructional planning, identify what evidence will be collected to demonstrate students are on track
- Set student goals for language proficiency progress and reclassification within existing improvement plans
- Plan for reciprocal and ongoing communication with families about students' progress in collaboration with school administrators and the ELD/content teacher
- Provide an ELD class period to newcomer students/recent arrivers or students who continue to perform at the emerging level
- Engage ELD educators' expertise to review individual student data to determine whether integrated ELD alone may serve each student's unique needs
- Plan and prepare school-level implementation with designated content and ELD teacher(s) and assign a two-in-one block of ELD and content instruction (per state program requirements)

## CONTACTS

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