

Evidence-Based Practices for English Learners Academic Instruction

Essential Components	Implementation Levels				
Instructions: Place an X under the appropriate implementation level for each item. Score and rate each item separately.	Level 0	Level 1	Level 2	Level 3	Rating
	I never see evidence of this practice.	I seldom see evidence of this practice.	I sometimes see evidence of this practice.	I always see evidence of this practice.	Average rating for the items.
Recommendation 1.0 Provide Students Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas					
<p>1.1 - Provide designated time to develop English oral language proficiency as part of 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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Recommendation 2.0 Teach Vocabulary Across Content Areas					
2.1 - Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.					
2.2 - Teach high-utility academic words.					
2.3 - Teach word-learning strategies.					
Recommendation 3.0 Provide Appropriate Instruction for English Learners Who Need Additional Support					
3.1 - Provide explicit instruction for ELs					
3.2 Differentiate instruction to address the language and content area needs of ELs					
3.3 - Ensure that instruction includes specific strategies to meet the needs of ELs (e.g., oral language development, primary language support, peer support).					

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Recommendation 4.0 Assess ELs Ongoing Linguistic and Academic Progress in Native Language and English					
<p>4.1 - Monitor students' primary language proficiencies.</p> <p>4.2 - Monitor students' English-language proficiency.</p> <p>4.3 - Monitor students' progress in language of instruction.</p> <p>4.4 - Monitor students' progress after redesignation to English-proficient status.</p>					

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Recommendation 5.0 Evaluate English Learners' Possible Learning Difficulties					
<p>5.1 - Consider multiple variables when explaining ELs' lack of progress.</p> <p>5.2 - Collaborate with qualified educational professionals.</p> <p>5.3 - Develop comparable peer profiles involving ELs within the school and district for the purpose of making decisions related to instruction.</p> <p>5.4 - Monitor short- and long-term progress, and more frequently with ELs experiencing difficulty.</p>					

Adapted from Richards-Tutor, C., Aceves, T., & Reese, L. (2016). Evidence-based practices for English Learners (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>