



High-Quality Instruction for English Learners (HQI)

Metro Nashville’s English Learners (ELs) are ultimately held accountable to the same goals and objectives as their native English-speaking peers. With this in mind, high-quality instruction for ELs must be accelerated and strategically scaffolded, rather than slowed-down or watered-down. Grade-level content must be made more accessible, not “easier”, in order to ensure that ELs acquire the grade-level competencies they require to achieve academic success.

All teachers of ELs – whether in the context of ELD service time with an EL-certified teacher, i.e., ELA/ELD sheltered block, ELD Focus block, ELD 1, ELD 2, or Co-Teaching – are expected to implement the following high-leverage practices.

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| <p>EL Practice 1: Grade-Level Tasks</p> <p>English Learners across all proficiency levels are engaged in grade-level tasks, reflecting the <i>WIDA Can-Do Philosophy</i>.</p> |
| <p>EL Practice 2: Contextualized/Integrated Language Development</p> <p>Language objectives are clearly identified; language development is consistently contextualized & integrated, attending to content-specific registers (vocabulary, structures, and discourse) as appropriate.</p> |
| <p>EL Practice 3: Academic Conversations</p> <p>English Learners are given regular opportunities to engage in academic conversations that are directly tied to the instructional focus/objectives.</p> |
| <p>EL Practice 4: Complex & Compelling Text</p> <p>English Learners are working regularly within complex & compelling text.</p> |
| <p>EL Practice 5: Assets-Oriented Instruction</p> <p>Instruction for English Learners is assets-oriented, acknowledging – and building upon – what students already know.</p> |
| <p>EL Practice 6: Balance of Language Modalities</p> <p>ELs are regularly engaged in instruction & tasks that develop a balance of both receptive & productive language.</p> |
| <p>EL Practice 7: Strategic Assessments</p> <p>Formative and summative assessments are strategically calibrated to allow English Learners to demonstrate progress/mastery according to their level of language proficiency.</p> |
| <p>EL Practice 8: Culturally Responsive Practices</p> <p>Instruction for English Learners is culturally relevant and responsive, and free of negative misconceptions, low expectations, or stereotypes.</p> |

| EL Practice 1: Grade-Level Tasks | |
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| <input type="checkbox"/> Yes – there is evidence that ELs are given opportunities to master the same grade-level standards as Non-EL peers, with strategic/differentiated scaffolding to support students at varying levels of language proficiency. | <input type="checkbox"/> No – ELs are given overly-simplified or watered-down texts and tasks. <input type="checkbox"/> Not Observed |
| EL Practice 2: Contextualized/Integrated Language Development | |
| <input type="checkbox"/> Yes – language objectives are clearly identified; new language is consistently developed in the context of content, within phrases and/or sentences that are situated within grade-level readings. | <input type="checkbox"/> No – language objectives are not clear; new vocabulary & skills are often taught in isolation, word-by-word, or disconnected from grade-level content. <input type="checkbox"/> Not Observed |
| EL Practice 3: Academic Conversations | |
| <input type="checkbox"/> Yes – there is evidence that ELs are provided with opportunities and models/sentence frames to elaborate/clarify, build on ideas, support ideas with examples, paraphrase, and synthesize – all related to grade level standards and content. | <input type="checkbox"/> No – ELs are often silent, or disengaged from classroom conversations. <input type="checkbox"/> Not Observed |
| EL Practice 4: Complex & Compelling Text | |
| <input type="checkbox"/> Yes – there is evidence that ELs are highly engaged with interesting texts that are well worth reading and discussing, and are allowed safe space to engage in <i>productive struggle</i> with particularly complex passages. | <input type="checkbox"/> No – ELs are mostly given simplified texts that are neither grade-level nor age-appropriate. <input type="checkbox"/> Not Observed |
| EL Practice 5: Assets-Oriented Instruction | |
| <input type="checkbox"/> Yes – the teacher consistently employs strategies to activate prior knowledge and build on assets (language, culture, experiences), unleashing the rich potential that ELs bring to the classroom. | <input type="checkbox"/> No – there appears to be little/no attempt to uncover or connect to ELs’ prior knowledge and/or experiences. <input type="checkbox"/> Not Observed |
| EL Practice 6: Balance of Language Modalities | |
| <input type="checkbox"/> Yes – ELs are actively engaged in authentic/real world tasks that balance regular opportunities to listen, read, speak, and write. | <input type="checkbox"/> No – there appears to be a clear imbalance, favoring one or more modes. <input type="checkbox"/> Not Observed |
| EL Practice 7: Strategic Assessments | |
| <input type="checkbox"/> Yes – there is evidence that assessment accommodations are made (without sacrificing or compromising grade-level rigor) so that all ELs may demonstrate grade-level standards/content mastery. | <input type="checkbox"/> No – ELs are provided with no accommodations (in process or product) to allow for demonstration of progress/mastery. <input type="checkbox"/> Not Observed |
| EL Practice 8: Culturally Responsive Practices | |
| <input type="checkbox"/> Yes – there is evidence that ELs’ cultures & languages are valued and respected; texts are deliberately chosen to reflect the diversity of the student population. | <input type="checkbox"/> No – There is little/no evidence that the cultures and language backgrounds of ELs are acknowledged or taken into account. <input type="checkbox"/> Not Observed |