



## Priority area 2 **Systems, instruction, and assessment improvements**

Multilingual students designated as English learners have a civil right to grade level content instruction and high quality language development support.<sup>1</sup> To authentically honor these rights, education systems must implement research based instruction in integrated settings that make content accessible,<sup>2</sup> use assessments that accurately measure multilingual learners' content knowledge and linguistic progress,<sup>3</sup> and fine tune systems to provide equitable learning opportunities for college and career readiness.<sup>4</sup> This priority area aims to build strong foundations and continued support for multilingual learners designated as English learners by promoting instructional practices informed by research, adopting assessments that honor students' prior knowledge, and removing barriers to learning opportunities, especially for students most impacted by the current system. There are multiple ways administrators and educators can advance this priority area.

### **Goal 1. Coordinate and align state systems and programs (Title I-A, Title III, English learner outcomes, Integrated Guidance, literacy initiatives) to ensure a unified approach to effectively serving students designated as English learners.**

#### **Administrators**

- Examine outcome data for different groups of multilingual students (e.g., newcomers, long-term English learners, English learner students with limited or interrupted formal education, English learner students with disabilities) and align services to meet their unique needs
- Develop comprehensive, research-informed English learner/multilingual learner district plans

### **Goal 2. Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities.**

#### **Educators and administrators**

- Know, understand, and implement research-based literacy supports for multilingual learners
- Know, understand, and advocate for effective programming such as dual language for multilingual learners
- Advocate for high-quality culturally and linguistically responsive curricula



## **Administrators**

- Share instructional resources and provide professional learning on best practices in instruction for students designated as English learners

## **Goal 3. Assessment practices reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring.**

### **Educators and administrators**

- Participate in professional learning opportunities focused on formative assessment practices for multilingual learners

### **Administrators**

- Ensure consistent identification processes for English learner students, including American Indian and Alaska Native students eligible for English learner services, at the building or district level
- Examine school- or district-level assessment practices and implement best practices in formative assessments for multilingual learners

## **Goal 4. Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career-connected learning opportunities, and enrichment opportunities.**

### **Administrators**

- Analyze the participation rates of English learner-designated students in grade-level courses, accelerated learning, advanced courses, and career-connected learning opportunities to identify needs
- Implement targeted strategies that increase access to grade-level academic courses, accelerated learning, advanced courses, and career-connected learning opportunities

## **Goal 5. Newcomers and students with limited or interrupted formal education are welcomed and integrated into Oregon schools and provided with the academic and social and emotional learning support they need to succeed.**

### **Educators and administrators**

- Create warm, welcoming environments for newcomer students
- Provide academic and social and emotional supports for newcomer students

### **Administrators**

- Plan for and implement schoolwide systems to welcome, register, and support newcomer students
- Develop defined policies for evaluating students' non-U.S. school experiences, awarding credits, and deciding on grade and course placement

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## References

<sup>1</sup> Office of Civil Rights (2020). *Schools' civil rights obligations to English learner students and limited English proficient parents*. U.S. Department of Education. <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>

<sup>2</sup> Greenberg Motamedi, J., Vazquez Cano, M., Ghandi, E., & Holmgren, M. (2019). *English language development minutes, models, and outcomes: Beaverton School District*. Education Northwest. <https://educationnorthwest.org/sites/default/files/resources/beaverton-minutes-models-outcomes-report.pdf>

<sup>3</sup> Sanchez, S. V., Rodriguez, B. J., Soto-Huerta, M. E., Villarreal, F. C., Guerra, N. S., & Flores, B. B. (2013). A case for multidimensional bilingual assessment. *Language Assessment Quarterly*, 10(2), 160-177. <https://doi.org/10.1080/15434303.2013.769544>

<sup>4</sup> Vazquez Cano, M., Umansky, I. M., & Thompson, K. (2021). *How state, district, and school levers can improve the course access of students classified as English learners in secondary schools*. National Research and Development Center to Improve Education for Secondary English Learners. <https://files.eric.ed.gov/fulltext/ED621364.pdf>