



**Implementation Resources:
PK-12 NS Standards for the Preparation of Teachers of ESL**






GLOSSARY

CONCEPT	DEFINITION	RELEVANT RESOURCES
Academic Conversations	Conversations where students use their knowledge and language to build up valuable ideas in an academic setting. In practice this means educators help students go from simply choosing answers to posing questions, exploring different points of view, and building meanings with others (Source: Zwiers, 2019).	 Supporting language learners with meaningful oral language development opportunities
Academic Language	Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—i.e., the language used in classroom lessons, books, tests, and assignments, and the language in which students are expected to learn and achieve fluency. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. It is important to note that the term “academic language” can be problematic, as it has historically valued White Mainstream English over other equally valid language systems, including African American (Black) English. It is necessary to understand that this term cannot be separated from issues of privilege and power with our educational systems.	 Read this article about the important role that academic language plays in teachers’ classrooms and students' ability to fully participate in classroom activities and assignments.

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Agency	An individual's ability to make choices and take an active role in their life. It requires being able to set a course of action based on one's identity, knowledge, skills, values, and being able to adjust this course as needed. Students who act with agency set goals based on their chosen course of action, initiate action toward those goals, and reflect on progress. These skills may be based on a student's belief that they can act with agency or self-efficacy (Source: Nagaoka, Fargington, Ehrlich et al, 2015).	 Listen to this EdCast on promoting engagement.
Asset-Based	Approaches that intentionally build on the strengths and capacities that learners and educators bring to school, including their languages, cultures, and experiences, and leverage them for achievement and success. In contrast, deficit-based approaches highlight problems and inadequacies of students and educators.	 Explore an evidence based framework for coaching new teachers in culturally relevant pedagogy. 
Code-Switching	Code switching is when a speaker alternates between two or more languages (or dialects or varieties of language) in one conversation. Switching between languages is a communicative option available to a bilingual member of a speech community, just as switching between styles or dialects is an option for the monolingual speaker. The term "code switching" has expanded to encapsulate any situation in which speakers find themselves switching from one accepted vocabulary, cadence, style, or set of rules to another. Code switching occurs naturally in second- or foreign-language classrooms, and it can be used beneficially in many classroom activities. Owlcation	 Short video providing the distinction between Code-Switching and Translanguaging
Content-Language Objectives (CLO)	A description of what students will learn during the lesson (ie. the Content Objective) combined with how students will use language to demonstrate mastery of the material (ie. the Language Objective). The Language Objective is designed to be in	 Watch targeted video about teachers' use of content and teacher's use of content and language

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	service of the Content Objective (Source: English Learners Success Forum Glossary).	objectives to support multilinguals.
Culturally Responsive	<p>Cultural responsiveness requires individuals to be culturally competent. This competency is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our [world] a tapestry that culturally responsive leaders need to continuously support minoritized students through examination of assumptions about race and culture. Further, they argue that as demographics continue to shift, so should practice that responds to student needs, understanding that it is “deleterious for students to have their cultural identities rejected in school and unacknowledged as integral to student learning” (Khalifa, Gooden, & Davis, 2016).</p>	 Watch this short video on being responsive to home language and culture.
Disciplinary Literacy	<p>Disciplinary literacy refers to the specialized literacy practices of a particular disciplinary domain or area (e.g. mathematics, English, ESL, world language, biology). These practices include the ways that scholars identify, evaluate, use, and produce the wide range of texts and information or data sources typical of their particular discipline, including the specialized reading, writing, and communication practices used to analyze, produce, and share information. Disciplinary literacy also includes specialized vocabularies and communication norms that shift across purposes and audiences authentic to the discipline. Some scholars include ways of thinking about text and communication as a part of disciplinary literacy.</p>	<p>Explore document Disciplinary Literacy Essentials - Beyond “the Core” to see what the ten Essential Instructional Practices might look like in secondary, World & Heritage Languages courses.</p> <p> Preview grade level specific videos on literacy instruction for ELLs</p>

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English Language Development	Instruction that is designed with the express purpose of supporting ELs with the development of their English reading, writing, speaking, and listening skills (Source: English Learners Success Forum Glossary).	Explore the resources available for the English Language Development standards Michigan teachers are required to align to in planning and delivering instruction to ELs.
Equitable Learning Environment	<p>An equitable learning environment is one where:</p> <ul style="list-style-type: none">-Students receive accommodations based on their unique circumstances.-Every student has equal access to learning.-Students are treated equitably by the learning community.-The learning environment is responsive to dynamics that impact learning.-Students receive what they need to develop to their full academic and social potential.-Cultural, spiritual, and ethnic values and practices are acknowledged, honored, and respected.	The BELE Framework outline approaches at the state, district, school, classroom, and community level that provide equitable learning environments for all.
Equitable Teaching	"Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals'	 Learn about evidence-based practices for teaching all students equitably : A guide on Culturally Responsive Practices from the Equity

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	experiences of those spaces, and influence course and curriculum design.” (University of Michigan Center for Research on Learning and Teaching, 2016).	Assistance Center at Education Northwest  Explore strategies for discussing race, equity, and identity in the art of practice for equitable teaching.
Diglossia	Diglossia is a situation in which two distinct varieties of a language are spoken within the same speech community. Bilingual diglossia is a type of diglossia in which one language variety is used for writing and another for speech. When people are bidialectal, they can use two dialects of the same language, based on their surroundings or different contexts where they use one or the other language variety. (ThoughtCo.)	 Watch this short video describing Diglossia with examples
Formal vs. Informal Language	The level of formality with which a person speaks, writes, or interacts. Different social situations and relationships may call for different registers - or levels of formality. For example, students may use informal language when they are building their understanding of a new concept with their peers, and then transition to formal language when they are presenting their work to the class (Source: English Learners Success Forum Glossary).	 Explore tools and resources from Center for American Progress for meeting the needs of English Learners.
Formative Assessment	Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self directed learners. Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment: Clarifying learning goals and success criteria within a broader progression	 Watch this short video on how formative assessment differs from other types of assessments.  This six minute video provides examples of the formative assessment process.

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	of learning; Eliciting and analyzing evidence of student thinking; Engaging in self-assessment and peer feedback; Providing actionable feedback; and Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.	
Foundational Reading Skills	Essential reading skills which are prerequisites to reading comprehension. These skills include the alphabetic principle, phonemic awareness, phonics, fluency, spelling, and vocabulary (Source: English Learners Success Forum Glossary).	 Explore the resources and embedded video: Pre-Reading Activities for ELLs Colorín Colorado (colorincolorado.org)
Heteroglossia	Heteroglossia is the coexistence of distinct linguistic varieties, styles of discourse, or points of view within a single language.	 Short video for Background and applications of Heteroglossia
Interlanguage	An interlanguage is a transitional grammar that is created by L2 learners and that incorporates forms from an individual's L1 during the acquisition of an L2. ex: An English speaker learning French may misplace adjectives until s/he has learned the grammatical position. *une blanche maison (influence of L1) vs. une maison blanche (target form in French) a white house a house white	 Listen to take away a simplified explanation, summary, and discussion of the concept of "interlanguage." What is it? What are its origins? And what are some remaining questions?
Language Families	Language families are groups of languages said to be "genetically" related on the basis of having a common ancestor, or protolanguage. Such languages share several features and vocabulary items, although these similarities are hardly apparent when comparing two languages as seemingly distinct as say, English and Hindi (both of the Indo-European family).	 Preview the presentation on Language Families of the World.

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Modeling	Modeling is the teaching practice of demonstrating a process for students in order to show them how it is done. Effective modeling involves breaking down complex practices into steps when helpful; questioning learners about what they are seeing; thinking out loud; and engaging students in dialogue about the practice or process once demonstrated.	 Watch short video on modeling as a teaching strategy: modeling!
Modalities (or modes of communication)	The manner by which communication takes place. Current ELD standards identify three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities.	 Teaching through multiple modalities.  Fostering Metacognitive skills or independent learning.
Multilingual Learners	Students who regularly interact with and use several languages. The term encompasses a variety of student groups including dual-language learners, newcomers, students with interrupted formal schooling, long-term ELs, ELs with disabilities, gifted and talented ELs, heritage language learners, and students who speak non-dominant/non-standard and indigenous varieties of English (Source: WIDA English language development standards framework, 2020 edition).	 Explore dual language learners early childhood resources
Professional Learning Community (PLC)	A structured, sustained collaborative process where groups of educators regularly meet to share expertise and work collaboratively to improve teaching skills and the academic performance of students (Source: Glossary of Education Reform).	 Learn about PLCs, and explore protocols and resources for developing PLCs focused on English Learner education  Watch for PLC resources to support ELs
Protocol	An agreed upon set of guidelines and steps used to structure professional conversations or learning experiences. They help ensure	 Watch for an example of how a PLC

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	<p>meeting, planning or collaboration time is used more purposefully and productively. When everyone understands and agrees to using a protocol, participants can work more effectively individually and as a team. (Source: Glossary of Education Reform and EL Education).</p>	<p>uses data protocols to support improvement</p>
Scaffolding	<p>A way of teaching in which the teacher provides support in the form of modeling, prompts, direct explanations, and targeted questions – offering a teacher-guided approach to build independent knowledge or skill. As students begin to acquire mastery of targeted objectives, direct supports are reduced, and the learning becomes more student-guided and independent. Scaffolding is key to effective instruction and helps students develop new knowledge and skills when they are challenged. As scaffolds are removed students can become more independent learners. It is important, however, for teachers to use scaffolds strategically so as to appropriately challenge students and engage them in productive struggle.</p>	<p> Watch this video on scaffolding for English Learners.</p>
Student Assets	<p>Strengths or funds of knowledge students and their families that can contribute to students' learning. These strengths come from cultural and linguistic backgrounds, previous academic and life experiences, etc. They include, among others: knowledge of different cultures and languages, daily routines (budgeting, childcare, maintenance/repairs, etc.), skills for developing social networks to gather and exchange resources, career-specific skills, and knowledge (engineering, management, etc.), as well as traditions, moral knowledge, and ethics (Source: Moll et al, 1992).</p>	<p> Watch Luis Moll describing funds of knowledge</p>
Syntax	<p>The set of rules that determine the arrangement of words and phrases to create well-formed sentences.</p>	<p> Short clip - What is syntax?</p>

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Talk Moves	Scaffolded discourse questions and strategies designed to encourage productive student discussion.	 Watch for examples! Encourage academic conversations with talk moves
Tiered Vocabulary	<p>Tier 1: These are the common, everyday words that most children enter school knowing already and do not typically involve explicit instruction.</p> <p>Tier 2: This tier consists of words that are used across the content areas and are important for students to know and understand. Included here are process words like analyze and evaluate that students will need to access and understand content; to participate effectively in discussion, writing, and problem solving; and to apply their understanding outside the classroom. These are words to own for the rest of life.</p> <p>Tier 3: This tier consists of content specific vocabulary—the words that are often defined in textbooks or glossaries. These words are part of the disciplinary literacy (of mathematics, of science, of technology, etc.) and often convey precise and nuanced concepts and information. Year to year, these terms build and extend the breadth and depth of students' knowledge in and understanding of a subject, and students are unlikely to learn these terms by absorbing them in day-to-day life.</p>	 Watch tutorial on teaching tiered vocabulary.
Translanguaging	The translanguaging lens represents a paradigm shift from the teaching of English language to employing emergent bilinguals' fluid language practices in support of their English learning, thereby giving them more agency and transforming the role of English teachers and students (García, 2014). Additionally, a translanguaging lens further	 Watch video for evidence-based recent shifts in second language acquisition methodology relevant to translanguaging practice.

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	challenges the hegemony of English and teaches emergent bilinguals in more socially just and meaningful ways.	
Visual Literacy	The ability to analyze, interpret, and make meaning from information presented in the form of an image, or other visual representation. Images, graphics, and other visual representations are used to convey meaning across multiple disciplines. Students need instruction and support to learn the disciplinary, analytical skills of visual literacy.	 Interview: Teaching Visual Literacy and Communications- Edutopia

Additional Resources:

- [Teaching students from EALD backgrounds \(literacyinsecondaryschools.com\)](#)
- [Raising the Bar for Dyslexia Screening for Multilingual and Bidialectal Learners \(youtube.com\)](#)
- [Introducing the Multilingual Learning Toolkit: Resources for Supporting PreK - 3rd Multilingual Children - Early Edge California](#)
- [When Your School Community Is Impacted by a Global Crisis | Colorín Colorado \(colorincolorado.org\)](#)