

Our Approach to Creating Effective Systems for English Learners

Our organization was built on the premise that increasing English learner achievement requires a system-wide approach.

Along with **strong pedagogy** and **purposeful leadership**, English learners need opportunities for robust **language learning**.

Our research-based and federally compliant model illustrates how school systems can structure the day to ensure English learners receive explicit language instruction for these two related, but distinct, purposes:

- **Constructing Meaning** – Explicit support in acquiring the language needed to comprehend and express understanding of grade-level work. This is also referred to as integrated ELD.
- **Systematic ELD** – Instruction in the English language as its own subject of study designed to grow students' proficiency in English. This is also referred to as dedicated or designated ELD.

We collaborate with district leaders, site principals, and classroom teachers in gaining the skills, knowledge, and tools to be solidly prepared for the work of ensuring sustainable English learner academic achievement.

Our focus is on work that is collective and continuous – with long-term collaborative planning, training, and implementation support. This model is not a quick fix. It moves beyond traditional professional development and requires a willingness to invest in ongoing teamwork.

Partnering with districts, the E.L. Achieve team provides:

- **Planning through phases of implementation**
To ensure successful, in-depth, district-wide use, the planning moves from establishing readiness and adopting a new initiative to a thoughtful launch and clearly articulated vision for sustaining the work.
- **Comprehensive teacher institutes**
In five session days, and in fieldwork between sessions, teachers discover how to constructively build their students' language competence. They are equipped with the knowledge, skills, and tools to provide effective language instruction that meets and challenges students at their respective levels.
- **Administrator trainings**
District and site administrators have three additional days set aside for honing observation and facilitation skills, problem solving, and establishing processes that ensure English learners receive adequate and appropriate language instruction. They gain straightforward tools to design, support, monitor, and evaluate the level and quality of English learner program implementation and student achievement.
- **Practical classroom tools and instructional materials** including *Support Kits*, student tools to scaffold discussion and writing, a K–6 ELD curriculum, and Secondary Language Arts units.
- **Ongoing capacity-building support** – in person and virtually – for district, site, and classroom leaders to gain deep knowledge and take ownership of the work.

