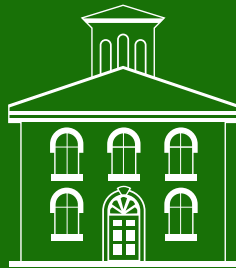


English Learner Program Review

December 1, 2020



Administration Building
7776 Lake Street
River Forest, Illinois 60305



River Forest
Public Schools

Tel: 708-771-8282
Fax: 708-771-8291

K-8 English Learner Program Review Goals

- Facilitate K-8 program alignment
- Review of quantitative and qualitative student data
- Implement best instructional practices for English learners
- Provide culturally and linguistically responsive, equity-based pedagogy
- Adopt high-quality, aligned instructional materials



Center for Applied Linguistics (CAL)

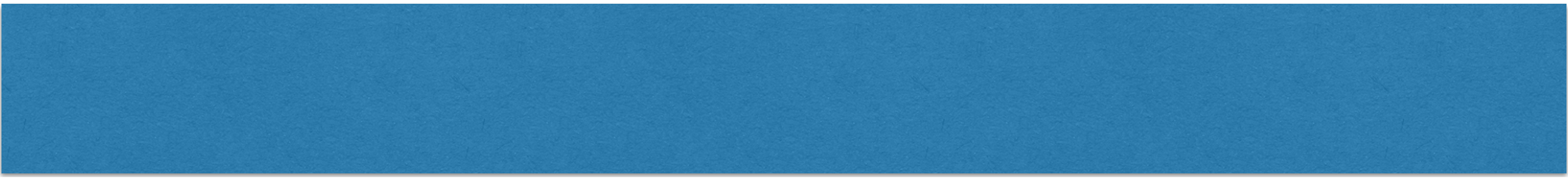
- Non-profit organization dedicated to the study of language and culture
- Recognized for excellence in understanding effective instruction of language learners from a range of languages and cultures
- Provides support with program design, research-based instruction, materials, assessment, and professional learning



CAL Guiding Research Question

“Are the policies and practices of the program representative of research-based, effective practices for the teaching and learning of EL students? Does the program align with the principals of effective instruction for EL’s as identified by CAL?”

CAL Principals for Effective English Learner Instruction

- 1. Value and build on the languages, experiences, and knowledge of each student to affirm their identity and bridge to new learning.*
 - 2. Use multiple tools and sources of information to observe student performance to inform teaching.*
 - 3. Involve every student in authentic, challenging, and engaging experiences that prompt critical thinking and relate to their experiences.*
 - 4. Develop all four language domains through meaningful, tasks-based content instruction.*
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CAL Principals for Effective English Learner Instruction

5. *Involve every student in academic interaction with peers who represent a variety of proficiency levels.*


6. *Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.*

7. *Engage and communicate with all stakeholders of student success, especially with students' families and communities.*

Review Process: Year One

- District provides CAL with information about current programming
- Review of relevant student data
- Focus group / 1:1 interviews

Review Process: Year Two

- Interviews with principals, classroom teachers, and families of English learners
 - Classroom / program observations
 - Professional learning for EL, special education, and classroom teachers
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Timeline and Next Steps

Timeline	Action/Objective
November	Provide CAL with relevant data, program descriptions, and District policy.
December	CAL conducts 1:1 interviews with Central Office, EL teachers, Special Education Teachers, and Assistant Principals
January	CAL conducts analysis and drafts report
February	Provide update regarding CAL recommendations to Board of Education

Q & A

