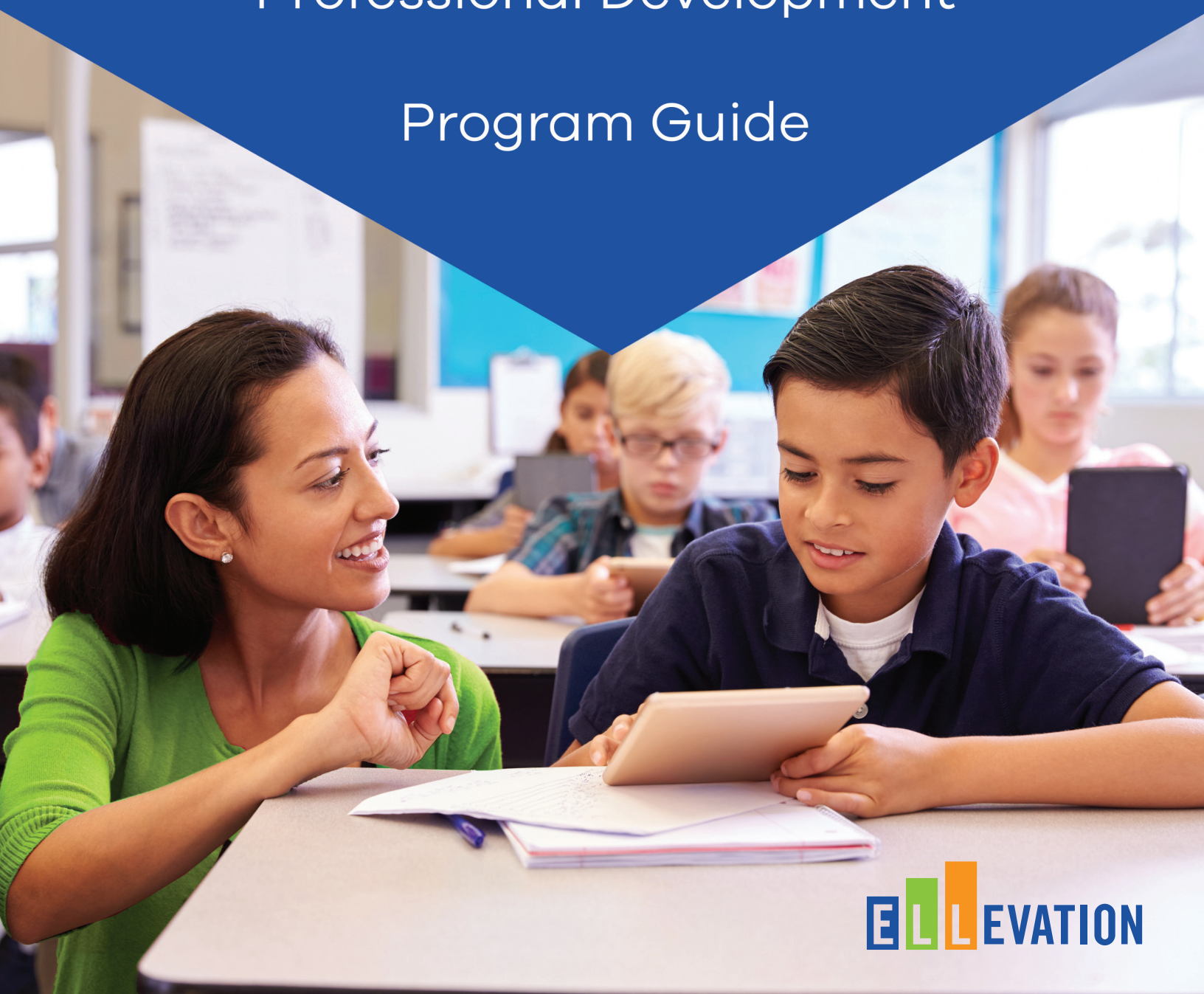


# What if EVERY teacher could meet the needs of multilingual learners?

Ellevation Strategies  
Professional Development

Program Guide



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**Ellevation** is dedicated to providing solutions for districts to help multilingual learners achieve their highest aspirations.



We currently serve over 1,100 partner districts in nearly every state and support over 2 million students across the country. Ellevation is the only program management solution for multilingual learners that goes beyond compliance and impacts instruction in every classroom based on a set of core beliefs and values:

- Linguistic and cultural diversity are assets, not barriers.
- All educators deserve world-class software that is responsive to their needs.
- With the right training, support, and tools for effective instruction, teachers can make an enormous impact on even the most under-served students.
- Every student in America deserves an opportunity to achieve their highest aspirations.

**“I truly believe Ellevation has a critical focus on English Learner achievement. It ensures ease of use for teachers and administrators and provides access data to better understand the instructional needs of their students.”**

Title III Director - Oklahoma

**“...it has markedly improved my work life! It is the first product of this type that is truly designed for ELs and those who work with ELs. No more bandaids to make it work!”**

Ellevation Customer

# Letter from our CEO



Imagine a classroom where linguistically diverse students are actively engaged in academic conversation. Picture a group of teachers enthusiastically discussing techniques to reach their Newcomers. And consider the value of having a professional learning solution that helps you and the district achieve the important goals you have set. Ellevation is focused on making scenarios like these the standard. We are dedicated to ensuring that classrooms are places where all learners' voices are heard, teachers deliver meaningful instruction, and all students can succeed regardless of their birthplace, background, or language proficiency.

Ellevation Strategies provides sustained, job-embedded, results-oriented professional development that helps every educator develop the capacity and skills to advance the language acquisition and content mastery of multilingual learners.

Ellevation was initially conceived in 2006 by an EL Coordinator. The inspiration for creating Ellevation grew out of the frustration that many EL professionals like her experience every day; namely, overwhelming administrative burdens that divert attention away from student instruction and few resources to support instruction. Today, with our focus still rooted in the experience of educators, we develop solutions that simplify administrative obligations, save time, and enable the delivery of more effective instruction so that multilingual students can thrive in school and beyond.

The Ellevation team brings a diverse array of experiences and expertise to the work. In fact, many of our current employees are former EL teachers, administrators, and English learners. We are fortunate to serve over 1,100 school districts across the country and have team members in many of those same neighborhoods. We are ready to support you and your teams.

We hope this Program Guide provides a helpful introduction to Ellevation Strategies, our professional learning solution that will help you prepare all classroom teachers to skillfully and confidently meet the instructional needs of multilingual learners.

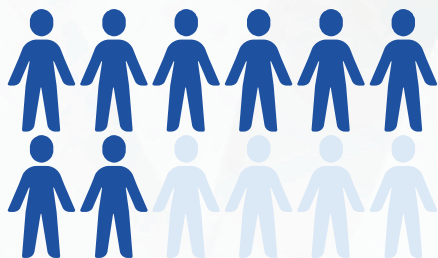
Sincerely,

Jordan Meranus

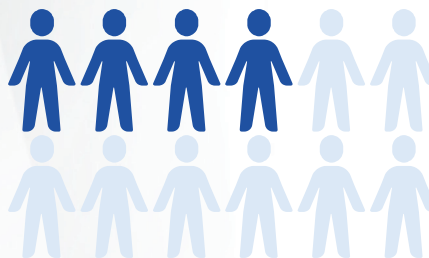
## The Challenge



Multilingual learners represent the fastest growing sub-group of students in our K-12 classrooms. Nearly two-thirds of all teachers will have at least one multilingual learner in their classroom—but less than half of those teachers have taken any courses on instructing multilingual learners.<sup>1</sup>



2/3 of all teachers have at least one multilingual learner in their classroom



Fewer than half of those have taken any courses on instructing multilingual learners

As this diverse group of students continues to grow, how can we best prepare teachers to build language proficiency and make content rigorous yet accessible? How can school districts best recognize the unique assets of multilingual learners while also meeting their social, emotional, and instructional needs?

<sup>1</sup>Melissa Lazarín, J. F. P. (2021, June 10). Rebuilding the U.S. education system for the nation's English learners. migrationpolicy.org. Retrieved January 19, 2022, from <https://www.migrationpolicy.org/news/pandemic-investment-rebuilding-education-english-learners>

## The Solution: Ellevation Strategies



**School districts can transform educators' capacity  
to meet the needs of multilingual learners.**

Ellevation Strategies is an online professional learning tool that prepares educators to support multilingual learners with a combination of:

- **actionable data**
- **effective instructional activities**
- **classroom-based application**

Through a diverse offering of research-based professional learning modules and instructional activities, educators have access to curated tools to help students acquire language and master academic content at exactly the right moment.

With access to the right resources, every teacher who works with multilingual learners can create a classroom that fosters authentic learning, regardless of the student's proficiency in English. By understanding key principles of language acquisition and integrating best practices into planning, instruction, and assessment, all teachers can become better prepared to meet the complex needs of multilingual learners.

# Here's how Ellevation Strategies can help you:



## **1. Build expertise in serving multilingual learners.**

Ellevation Strategies offers a catalog of professional learning modules that cover a range of topics specific to student subgroups, like newcomers or LTELs, and related to relevant language practices, like building background or fostering interactions. The professional learning modules in Ellevation Strategies advance an educator's knowledge of critical pedagogy, core concepts, and key vocabulary related to multilingual learners. If you have a dedicated Dual Language program, need Spanish transadaptations, or want to elevate cultural competency, we have modules to meet those needs.

## **2. Use student data to differentiate instruction.**

Unlike other professional development programs, Ellevation Strategies provides educators with data specific to the students in their classrooms. Easy-to-understand dashboards and teacher-friendly descriptors guide educators to understand and apply data to help them better differentiate instruction.

## **3. Provide best-practice teaching activities.**

Ellevation Strategies provides educators with instructional activities that improve their ability to make content accessible to multilingual learners while engaging all students. Our instructional activities offer everything an educator needs: clear instructions, downloadable resources, support suggestions, demonstration videos, and more.

## **4. Scale resources in a flexible, on-going, and cost-effective way.**

The online professional learning modules in Ellevation Strategies can be completed independently by teachers or collaboratively in existing structures like PLCs. Districts can easily integrate the modules with their professional development calendar, meet distinct campus goals, and prepare teachers wherever and whenever needed.

## **5. Track progress, provide follow-up support and certificates.**

With Ellevation Strategies, district and school leaders can easily track educators' progress. You'll see module completion data and be able to review educator responses. With insights into your educators' learning progress, you'll see if they're better prepared to meaningfully work with multilingual learners, making it easier to design further support.

# Research-based and Created with Leaders in Language Education



## Deliver research-based professional learning modules that meet all ESSA PD standards.

The modules and instructional activities in Ellevation Strategies were built upon the most relevant research and best practices of English Language Development. They were designed to meet all of ESSA's professional development criteria, ensuring that teachers are provided with sustained (not just stand-alone, 1-day, or short-term workshops), job-embedded, intensive, data-driven, collaborative, and classroom-focused support.

We are proud to note that Ellevation Strategies has earned two product certifications from Digital Promise. These certifications serve as a reliable signal to school administrators, educators, and families who are looking for evidence of rigorous, research-based educational technology products.

### Research-Based Design



The Research-Based Design product certification confirms a link between research on how students learn and our product's design.

### Learner Variability



The Learner Variability product certification from Digital Promise demonstrates an understanding of and commitment to supporting learner variability.

The strong research base and meaningful content of Ellevation Strategies was created in collaboration with top experts in the field of language learning and instruction.



**Tim Boals, Ph.D., Executive Director of WIDA**

Dr. Boals holds a Ph.D. in curriculum from the University of Wisconsin-Madison with an emphasis in the education of English learners. He is an educational linguist and founder of the WIDA Consortium. His background includes language education, educational policy for ELs, and Spanish language and literature.



**Jana Echevarria, Ph.D., Professor Emerita at California State University, Long Beach**

A founding researcher of the SIOP® Model, Dr. Echevarria's research focuses on effective instruction for English learners, including those with learning disabilities. Her publications include over 50 books, book chapters, and journal articles.



**John Seidlitz, Founder and CEO of Seidlitz Education**

John Seidlitz is an independent educational consultant and the author of numerous books and resources on improving academic achievement for ELs. Mr. Seidlitz has been a member of the SIOP® National faculty and guest lecturer for many regional and national language development conferences.



**Jeff Zwiers, Ed.D., Senior Researcher at the Stanford Graduate School of Education, Director of PD for Understanding Language/SCALE**

Dr. Zwiers has consulted for national and international projects that promote literacy, lesson design, and formative assessment practices. He has written articles and books on literacy, cognition, discourse, and academic language.



**Dr. José Medina, Founder and Chief Educational Advocate for Dr. José Medina: Educational Solutions**

Dr. Medina served as Research Scientist and Director of Dual Language and Bilingual Education at the Center for Applied Linguistics (CAL) in Washington, DC. Dr. Medina is a co-author of the third edition of the widely-used *Guiding Principles for Dual Language Education*.



**Dr. Sonia W. Soltero, Professor and Chair of the Department of Leadership, Language, and Curriculum and former Director of the Bilingual-Bicultural Education Graduate Program at DePaul University in Chicago**

Dr. Soltero has numerous publications on bilingual education, English learners, and Latino education, including three books, the latest two titled *Dual Language Education: Program Design and Implementation* and *Schoolwide Approaches to Educating ELLs*.

**“Ellevation Strategies reflects best practices for ELs and are research-based. The strategies are presented in a practical, teacher-friendly way so that they can be used effectively during instruction in any grade level. The instructional activities include the elements necessary to improve both language acquisition and content learning, and they address the unique needs, struggles, and gaps in instruction that often affect ELs.”**

Dr. Jana Echevarria, co-author of SIOP®

## Professional Learning Modules at a Glance



Each professional learning module is made up of three parts:



Provides teachers with the knowledge they need to better understand key concepts, relevant pedagogy, and student data.

Guides teachers to select an instructional activity and add it to an upcoming lesson.

Cements the use of the new instructional activity through classroom observations and notes on student learning.

# What to Expect: Completing the Modules



**Time:** Educators will spend about one hour of total seat time working with the professional learning modules in Ellevation. Outside of the module, all teachers will implement an instructional activity offline with their students.

**Implementation:** Teachers can complete modules asynchronously and independently or collaboratively in groups such as PLCs or during other designated PD time. Your district or school can create a personalized approach that best fits your goals, calendar, and PD structures.

**Module Topics:** Modules cover a range of relevant topics. Some are focused on student subgroups, like newcomers or LTELs, while others target the language practices that advance student learning, like fostering interactions or building background. Also, if you have a dedicated Dual Language program or want to elevate cultural competency, we have modules to meet those needs. [See a catalog of modules in the appendix.](#)

“Ellevation and the tools within provide us with an excellent meeting place to address instructional needs, student progress over time, interventions, instructional strategies and any view we would like to have on an individual student or groups of students. It informs our practice and allows us to be collaborative when making decisions which impact the outcomes for our English Learners.”

ESL/Multilingual Services Director - Alabama

## How a Module Works

The modules in Ellevation Strategies provide teachers with relevant and impactful professional learning through three distinct parts: Learn, Teach, and Reflect. Informed by research and designed with best practices in mind, each module ensures educators gain confidence and new skills in a structured, meaningful way.

### Part 1: Learn

The Learn part of each module has three components where teachers build a strong foundation in understanding their students and the needs of multilingual learners through video, data, and pedagogy articles.


#### A. Video

To begin each module, a brief video provides information about the concept and pedagogy. The videos include classroom demonstrations and real student examples with which teachers can make connections to their own classrooms. The videos are further enriched by commentary from leading experts in language education.

Ellevation

### Create Pathways Towards Success for LTELs

Long-term English learners (LTELs) are secondary grade students who are struggling academically and have been enrolled in US schools for six or more years. In this video, you'll hear from Dr. Margarita Calderón, former Professor Emerita and Senior Research Scientist at Johns Hopkins University and author of several publications about multilingual education. She'll share how to better support the academic needs of your LTELs through vocabulary development and the scaffolding of grade-level content.



## B. Data

For the next component of Learn, teachers will review data specifically for the students in their classes. Teachers access pre-configured dashboards directly related to the topic of the module. For example, for the module Fortify Student Speaking Output, the dashboard will be populated with students' speaking scores.



While reviewing their student data, teachers will also see descriptions of how students progress from one level to the next. These descriptors enable teachers to make sense of the data, enabling them to better scaffold instruction and guide students through the stages of language development.

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### Part 1b: View Your Student Data

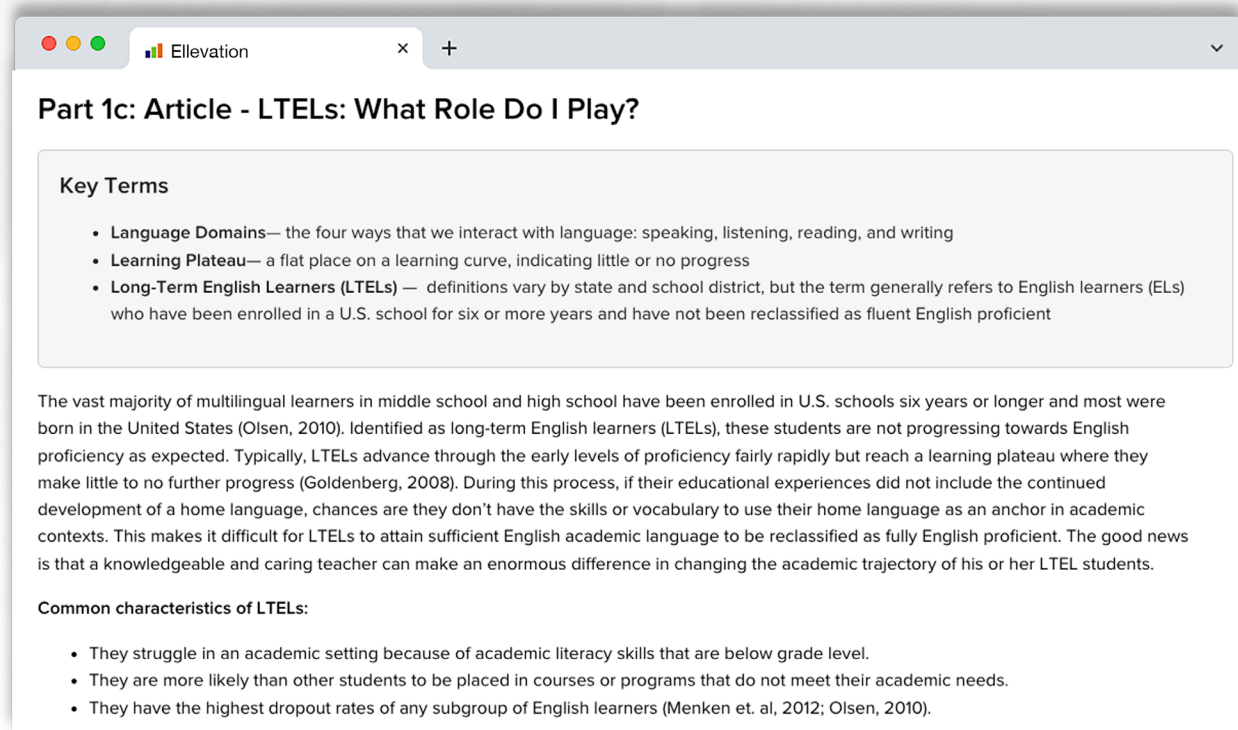
**How Do I Know My Students' Academic Needs?**  
Analyze data to inform instruction and create opportunities for students to achieve success.

**Data Dashboard Insights**  
The levels you see in the data are derived from your students' most recent English Language Proficiency Assessment. This test is administered annually and assesses students in reading, writing, listening, and speaking at their grade level. These are known as the four domains of language.

- Multilingual Learners (MLLs):** These are students who have developed or are developing proficiency in both English and one or more other languages, which may be their home language. Because of their highly varied relationships with English, they are also referred to as English learners (ELs).
- Speaking Levels:** Developing speaking skills allow multilingual learners to communicate with others and express their thoughts and ideas. Speaking proficiency levels provide an understanding of the students' abilities to use language with a level of accuracy.
- Reading Levels:** Proficiency in reading demonstrates an ability to decode in order to read a text and make meaning of what is read. Knowing reading proficiency levels help guide grade-level instruction and determine which scaffolds best support language development.
- Both **speaking** and **reading proficiency level** are indicators of challenges and success with academic vocabulary.
- Home Language:** This is the language which students are exposed to in their home and use as their primary means of communication. It identifies them with their community and their culture. Making connections between their language and the English language assists in the transfer of knowledge.

### C. Article

In the final component of the Learn section, teachers will read a brief yet rich research-based article that addresses pedagogy and best practices directly tied to the module topic. Additionally, to build a common language among educators, articles include clearly defined key terms and provide concrete things to watch out for, helping teachers better adjust their classroom techniques.



**Part 1c: Article - LTELs: What Role Do I Play?**

**Key Terms**

- **Language Domains**— the four ways that we interact with language: speaking, listening, reading, and writing
- **Learning Plateau**— a flat place on a learning curve, indicating little or no progress
- **Long-Term English Learners (LTELs)** — definitions vary by state and school district, but the term generally refers to English learners (ELs) who have been enrolled in a U.S. school for six or more years and have not been reclassified as fluent English proficient

The vast majority of multilingual learners in middle school and high school have been enrolled in U.S. schools six years or longer and most were born in the United States (Olsen, 2010). Identified as long-term English learners (LTELs), these students are not progressing towards English proficiency as expected. Typically, LTELs advance through the early levels of proficiency fairly rapidly but reach a learning plateau where they make little to no further progress (Goldenberg, 2008). During this process, if their educational experiences did not include the continued development of a home language, chances are they don't have the skills or vocabulary to use their home language as an anchor in academic contexts. This makes it difficult for LTELs to attain sufficient English academic language to be reclassified as fully English proficient. The good news is that a knowledgeable and caring teacher can make an enormous difference in changing the academic trajectory of his or her LTEL students.

**Common characteristics of LTELs:**

- They struggle in an academic setting because of academic literacy skills that are below grade level.
- They are more likely than other students to be placed in courses or programs that do not meet their academic needs.
- They have the highest dropout rates of any subgroup of English learners (Menken et. al, 2012; Olsen, 2010).

**“Ellevation Strategies has selected and clarified the most powerful teaching strategies for integrating content learning and language development for a wide range of students. Rather than ‘watering down’ learning, rigor, and engagement, these strategies challenge English learners and their classmates to think and use language in authentic ways across disciplines.”**

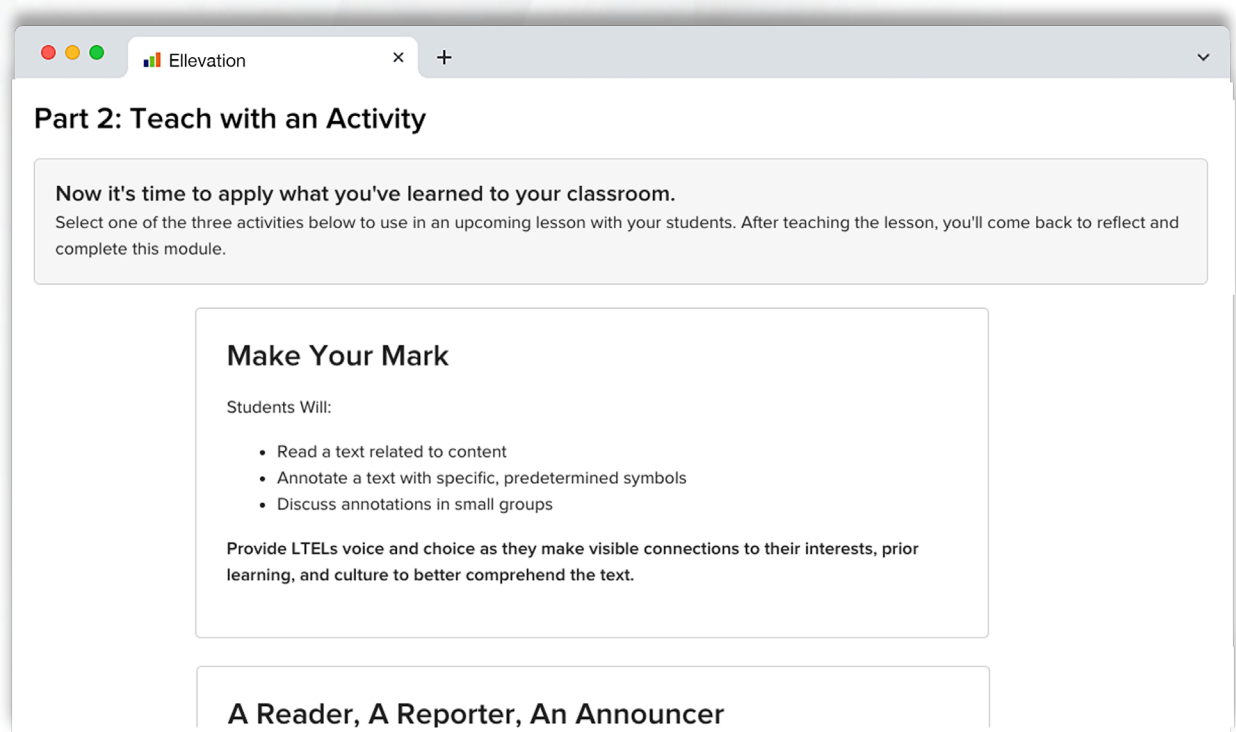
Dr. Jeff Zwiers

## Part 2: Teach

With a foundation in student data and essential knowledge, the Teach part of an Ellevation Strategies module provides educators with instructional activities that improve their ability to make content accessible to multilingual learners while engaging all students.

Each module offers three activities specifically curated to connect to the topic. Within each of our instructional activities, teachers will find everything they need for success: clear directions, downloadable resources, support suggestions, demonstration videos, and more.

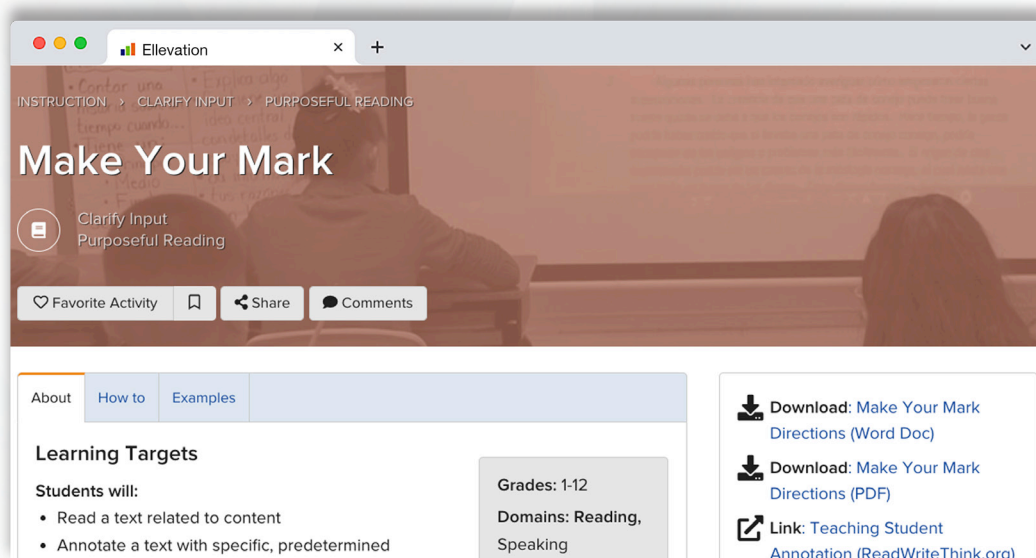
After selecting and planning their lesson with the instructional activity, teachers are prompted to write a brief summary of their lesson plan and commit to teaching using the activity in one of their upcoming lessons. With new knowledge, a better understanding of their students, and a practical activity, teachers log out of Ellevation with a focus on applying it all to classroom instruction.



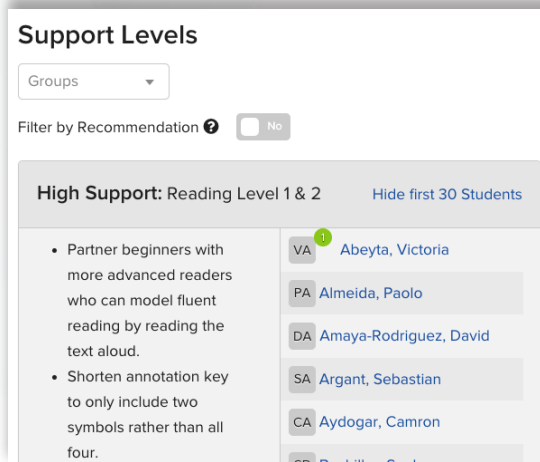
## Instructional Activities

Teachers will learn new instructional activities within the context of the professional learning modules. Additionally, teachers will have access to those activities and over 100 others via our library. Teachers can explore and find instructional activities that engage students in a variety of ways.

The activities provide teachers with everything they need to know to incorporate the activity into any upcoming lesson to improve instruction and outcomes: in-depth instructions, videos and downloads including graphic organizers, support suggestions based on student data, and more. Each activity, including the graphic organizers, has been professionally translated into Spanish.



Our activities provide practical ways to differentiate instruction for specific students across all content areas. Our support suggestions, based on student proficiency levels, help teachers group students and scaffold instruction, providing actionable tips for specific students. We also include several concrete examples of how activities can be used in different grade levels and content areas. Through use of these activities, teachers will improve their practice, support language development while teaching grade-level academic content, and create classrooms that ensure every student succeeds.



For administrators and other instructional leaders: Within Ellevation Strategies, district and school leaders can easily track educators' progress. You can see module completion data and review educator responses to verify that educators have understood the content and applied it to their instruction. With insights into your educators' learning progress, you'll see if they're better prepared to meaningfully work with multilingual learners, making it easier to design further support.

For teachers: Upon submitting their reflection and finishing a module, educators receive completion certificates that can be used in various ways: to document professional development hours, serve as evidence for recertification, and more.

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Manage Professional Learning > Fortify Student Output with Classroom Chatter

## Fortify Student Output with Classroom Chatter

8 assignments

Name	Started	Completed
Sharry, Colleen	October 26, 2021	--
Petzinger, Eva	October 29, 2021	--
Jean, Alyssa	October 29, 2021	--
Medrano-Arroyo, Sandra	November 1, 2021	--
Dugger, Anamika	November 5, 2021	--
Lengle, Autumn	December 16, 2021	--
Tryba, Yoshi	November 17, 2021	November 17, 2021
Filiberto, Erika	December 14, 2021	--

1-8 of 8
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### Anamika Dugger

Started on: 11/5/2021

In progress

#### Part 1a: Video Introduction and Overview

As students move from beginning to advanced levels, list some supports that can be provided to continue developing speaking proficiency.

Beginning supports -- wait time, vocabulary lists, opportunities for repetition of language intermediate -- sentence stems (also useful in beginning stages), practice in small groups, word banks (maybe fewer definitions than beg.) Advanced -- modeling expectations, sentence frames (more open/flexible than stems), structured conversation using academic language

#### 1b: View Your Student Data

Briefly summarize how this data aligns with your students' speaking production in class as if you were to share it with a colleague.

Speaking scores are significantly lower than what I expected based on 1-on-1 meetings with students, but when it comes to in-class speaking production, they are

# For Dual Language, All Bilingual Programs, and English Only Programs



The modules and instructional activities in Ellevation Strategies support a wide range of programs, from dual language to English only.

Type of Program	How Ellevation Strategies Strengthens Your Program
<b>Dual Language</b>	<p>Prepare dual language teachers with modules specifically designed to meet the needs and goals of dual language programs and strengthen all three pillars: Biliteracy, Cultural Competency, and Academic Success.</p> <p>Via our library, teachers will also have access to over 100 instructional activities transadapted into Spanish. The activities include Spanish versions of all graphic organizers. Your teachers will be able to plan meaningful lessons in both languages, build biliteracy, develop socio-cultural competency, and bridge your program's two target languages.</p>
<b>Bilingual</b>	<p>Support any bilingual teacher with modules on biliteracy and cultural competency to enrich any bilingual program. Provide them with over 100 transadapted instructional activities and graphic organizers to ensure they are reaching all their students in both English and Spanish.</p>
<b>English Only</b>	<p>We understand that not all districts or schools offer bilingual programs or native language support. However, as more linguistically diverse students join your classroom, help your educators with content that focuses on embracing cultural diversity that welcomes all students and the language they bring.</p>

# Implementation



**ONBOARD**



**PLAN**



**LAUNCH**



**ENGAGE**

Ellevation provides a phased approach to implementation, fully guided by a supporting team of education and language learning experts who understand the importance of ensuring that Ellevation Strategies connects to ongoing initiatives at the district and campus levels.

From our initial consultation, through a series of strategic touchpoints, and finally to post-launch ongoing support, our implementation process is based on proven methodology to ensure a long-standing and successful partnership.

## **Onboard Phase**

We'll start by conducting a kickoff meeting with key stakeholders, including leads from your EL team, Curriculum & Instruction, Professional Development, and site administrators. The goal of this meeting is to provide the tools you need to successfully launch Ellevation Strategies in your district or school.

During kickoff you will receive and begin to fill out your Ellevation Strategies Impact Plan. This document will be your core planning tool for rollout.

## **Plan Phase**

Using your Impact Plan, you'll set SMART goals and a clear rollout timeline that includes communication, professional learning, and expectations for educator engagement. Your Ellevation Partner Success team will support you along the way.

## **Launch Phase**

During launch, we offer experiential professional service options for your instructional leaders and educators to build their expertise and confidence around Ellevation Strategies.

## **Engage Phase**

Post-launch, we continue to support your engagement with touchpoints to assess and reflect on progress and make any adjustments to optimize your district success. We offer a range of ongoing support options, including opportunities to invest in additional professional services if needed.

**“Ellevation Strategies equip teachers with specific approaches they can use to effectively facilitate academic conversation and writing in content-area classrooms. Ellevation is particularly helpful in allowing mainstream classroom teachers to target instruction to the needs of their English learners by efficiently connecting particular content-area topics to the language levels of their students.”**

**John Seidlitz**

## Ongoing Support Throughout the School Year



Our ongoing support structure includes a variety of synchronous and asynchronous offerings to ensure your district deepens its engagement and impact using Ellevation Strategies throughout the academic year:

### **Instructor-led Online Learning Sessions:**

- Webinars for educators on ways to use Ellevation Strategies in the classroom
- Working Sessions for admins and specialists on how to support teachers using Strategies
- Virtual Gatherings for district teams to learn and exchange best practices with other districts using Ellevation

### **Self-Serve Online Resources:**

- Resource Center for on-demand how-to articles and videos
- Downloadable materials to support ongoing use, such as Turnaround Training presentations and Facilitation Guides

### **Partner Success and Product Support Teams:**

- Dedicated Partner Success Manager who will support you with regularly scheduled touchpoints and reminders throughout the year
- Ellevation Product Support to help solve key questions and challenges

### **Technology and Integration**

- Ellevation Strategies is a web application accessible from computers and tablets. There is nothing to install and no IT to manage. Integration with a district's SIS keeps classrooms current with student data and rosters. The application requires an internet connection. It is network friendly and has a low impact on network bandwidth.

## Appendix - Catalog of Modules

Module Name and Description	Professional Learning Outcomes
<p><b>Introduction to Multilingual Learners</b></p> <p>Multilingual learners (MLLs) developing social and academic English proficiency have incredible strengths and potential that are assets to a classroom environment. Educators can take a number of steps to maximize language and content learning opportunities for multilingual learners to best support their success.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• List the various levels of language acquisition and language needs at each level</li> <li>• View which of your students are multilingual learners and examine their language proficiency levels</li> <li>• Identify ways to differentiate grade-level instruction based on language needs within each domain</li> <li>• Select and teach with an activity that will increase students' meaningful engagement within a specific language domain</li> </ul>
<p><b>Introduction to Newcomers</b></p> <p>Newcomers are a distinct and fast-growing subgroup of multilingual learners, and they face unique social and cultural challenges. Every educator can create a welcoming environment to support sociocultural competence, and help students achieve emotional, social, and linguistic success.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Describe characteristics and unique challenges newcomers face</li> <li>• Identify newcomers in your class and their countries of origin</li> <li>• Explain the importance of creating a welcoming environment in your classroom</li> <li>• Select and teach with an activity that supports newcomers' sociocultural competence or linguistic progress</li> </ul>
<p><b>Fortify Student Speaking Output</b></p> <p>Multilingual learners are often quick to develop the ability to communicate socially but need explicit instruction to learn academic structures of the language. Educators can provide multiple opportunities for students to strengthen their academic speaking proficiency in every class, every day.</p>	<p>In completing this module, educators will:</p> <ul style="list-style-type: none"> <li>• List some supports that can be provided to continue developing speaking proficiency</li> <li>• View and summarize student data related to speaking development</li> <li>• Identify new ways to provide meaningful speaking practice in content areas</li> <li>• Select and teach with an activity to elicit stronger and clearer speaking from students</li> </ul>

**“The modules are succinct. It’s smart and created in a way that reflects how a teacher would actually use it.”**

Stacie Williamson, Principal at Canyon Elementary School

<p><b>Activate Background Knowledge through Demonstrations and Experiences</b></p> <p>Activating background knowledge allows culturally and linguistically diverse students to connect prior learning with a new concept. Educators benefit from gaining a deeper understanding of the difference between activating knowledge and building background in order to create meaningful language and content learning opportunities</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Describe why it is important for teachers to consider cultural references during instruction</li> <li>• View which of your students are multilingual learners and examine their language proficiency levels</li> <li>• Identify strategies that support activating background</li> <li>• Select and teach with an activity that helps activate background and connect to prior experiences</li> </ul>
<p><b>Introduction to Long-Term English Learners</b></p> <p>Long-term English learners (LTELs) are students who have been struggling academically for six or more years. While their level of social English is highly proficient and they often succeed with strong bicultural skills, their academic instructional needs have remained unmet. Gain an understanding of how to address their academic needs and increase opportunities for success.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Name factors that contribute to the challenges that long-term English learners (LTELs) face</li> <li>• Identify LTELs in your class and assess their strengths and challenge areas</li> <li>• Describe routines and strategies that improve students' academic English proficiency</li> <li>• Select and teach with an activity that supports LTELs' specific language needs</li> </ul>
<p><b>Foster Interactions with Academic Conversations</b></p> <p>Academic conversations provide authentic opportunities for multilingual learners to interact while increasing language and content development. Educators benefit from understanding the importance of incorporating these interactions into their practice to build student confidence and skill.</p>	<p>In completing this module, educators will:</p> <ul style="list-style-type: none"> <li>• Describe two conversation moves that increase language development</li> <li>• Identify which students need additional support in the domains of speaking and listening</li> <li>• List ways to support academic conversations in your classroom</li> <li>• Select and teach with an activity that supports authentic academic conversations</li> </ul>
<p><b>Develop Academic Language with Weighted Words</b></p> <p>Academic language has three dimensions: words and phrases, sentences, and the overall discourse and message. The word/phrase dimension adds precision to communication. Multilingual learners require explicit instruction of words and phrases in every subject every day. Educators can embed high-impact strategies into their instruction to develop strong academic language.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• List practices for effective instruction at the word and phrase dimension</li> <li>• Identify which students would benefit from explicit instruction of words and phrases</li> <li>• Record 2-3 strategies that support the intentional teaching of specific high-utility terms with word-learning strategies</li> <li>• Select and teach with an activity to introduce new words and phrases and word-learning strategies</li> </ul>

<p><b>Introduction to Dual Language Programs</b></p> <p>Dual language immersion programs involve teaching grade-level content in two languages to two groups of students, with the goal of all students acquiring a second language. Become familiar with the research behind this instructional program, its benefits, and the three goals that define an effective program.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Explain the three goals of dual language programs</li> <li>• View your students' EL status and examine their native languages</li> <li>• List the benefits of a dual language program</li> <li>• Select and teach with an activity that ties to dual language program goals</li> </ul>
<p><b>Developing Cultural Competency by Elevating Cultural Identity</b></p> <p>Cultural competency is valuing differences regardless of race, ethnicity, and socioeconomic status. Multilingual learners thrive in settings that welcome cultural differences as opportunities to create connections. Become versed in how to celebrate students' cultural assets to ensure they feel pride for their identity.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Define cultural competency</li> <li>• View and identify which students are English learners and their countries of origin</li> <li>• Describe how developing cultural competency responds to the cultural needs of multilingual learners</li> <li>• Select and teach with an activity that celebrates students' cultural identities</li> </ul>
<p><b>Advance Biliteracy through Authentic Word Study</b></p> <p>Word study in an immersion setting allows multilingual students to analyze the structure of words in two languages. Educators can build their biliteracy teaching toolkit to create a culturally print-rich environment which examines similarities and differences between two languages.</p>	<p>In completing the module, educators will:</p> <ul style="list-style-type: none"> <li>• Explain why explicit teaching of discrete word-study skills is needed to develop reading fluency</li> <li>• View and identify which of your two-way immersion students are native speakers and non-native speakers</li> <li>• Describe how student writing helps determine what word-study skills to teach to multilingual learners</li> <li>• Justify why word-study skills must be authentic to the language being acquired</li> <li>• Select and teach with an activity that supports word study in the language of instruction</li> </ul>
<p><b>Assess Language and Learning using Quick Checks</b></p> <p>Assessments provide educators with the opportunity to adjust their instructional practices but it should also allow multilingual learners to demonstrate their gains in language and content learning. Build upon your existing knowledge of assessments to gain a clearer understanding of your students' language development.</p>	<p>In completing the modules, educators will:</p> <ul style="list-style-type: none"> <li>• Explain why assessing language development is so important</li> <li>• View overall English proficiency data for your multilingual students</li> <li>• Outline ways to informally assess language proficiency in an ongoing way based on English proficiency levels</li> <li>• Select and teach with an activity that allows students to demonstrate their instructional and linguistic needs</li> </ul>

<p><b>Clarify Input with Supported Lesson Delivery</b></p> <p>Multilingual learners require specific teaching modifications to ensure full comprehension of a lesson's content and work towards academic success. Educators can build a repertoire of strategies to ensure content as well as language is comprehensible to multilingual learners during instruction.</p>	<p>In completing the modules, educators will:</p> <ul style="list-style-type: none"> <li>• Explain why clarifying input is so important when planning lessons for multilingual learners</li> <li>• View and identify the listening levels for your students as it relates to their overall English language proficiency</li> <li>• Identify strategies for presenting content information in ways that multilingual learners comprehend</li> <li>• Select and teach with an activity that focuses on comprehensible input</li> </ul>
<p><b>Introduction to SIFE Students</b></p> <p>Students with limited formal education face unique issues such as post-traumatic stress, acculturation struggles, and the need for intensive literacy and content instruction. Uncover ways to meet their social and emotional needs and prepare them for academic success.</p>	<p>In completing the modules, educators will:</p> <ul style="list-style-type: none"> <li>• Describe what determines the classification of SIFE and the diversity that exists among SIFE students</li> <li>• View which of your students are SIFE students and identify how long they've been in the United States school system</li> <li>• Understand the specific academic, social, emotional, and cultural needs of SIFE students</li> <li>• Review strategies that support SIFE students academically, socially, and culturally</li> <li>• Select and teach with an activity that supports SIFE's acculturation or linguistic progress</li> </ul>

Additional new modules to come.

**“Our teachers already know what content to teach, but Ellevation Strategies now supports them with the how and equips every teacher with the tools they need to bring all levels of EL into any lesson. Ellevation has allowed our department to have a huge impact on teachers and students across the district.”**

Academic Coordinator - California