

# Vision for Multilingual Students

May 2020

## Overview of the Educational Theory of PVPA's Sheltered English Immersion Program

The **Guiding Principles of Language Development** at PVPA are taken from the World-class Instructional Design and Assessment ([WIDA](#)) Consortium. WIDA's Standards Framework contains five components illustrated in the diagram to the right. ([English Learner Framework](#)). The academic standards adopted by the Massachusetts Department of Elementary and Secondary Education (DESE) exemplify many of the language features of WIDA's standards framework, specifically:

- a focus on oral language development;
- literacy across the content areas;
- use of instructional supports; and
- attention to genre, text type, register, language forms and conventions.



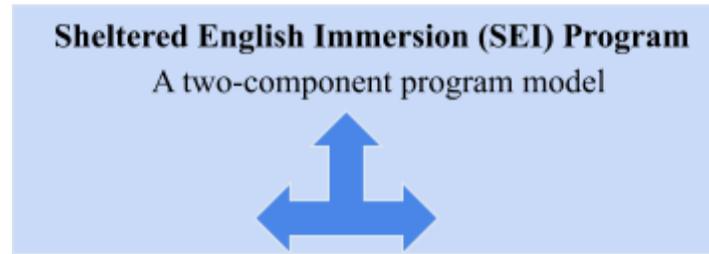
PVPA believes that ALL educators share responsibility for the success of English learners (ELs). Teachers and administrators must engage effectively with ELs and their families as well as value the linguistic and cultural assets they bring to the school ([DESE](#)). PVPA provides equitable access to meaningful, rigorous and creative learning opportunities that build on historically accumulated and culturally developed [funds of knowledge](#) brought from home. The academic, linguistic, social, and emotional supports needed are available at PVPA for ELs excel. They are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the materials and professional training to advance EL's academic and linguistic development simultaneously. By using a Sheltered English Immersion (SEI) model for instruction, SEI-endorsed teachers integrate content and language development into core academic courses that are taught to ALL students. This SEI model has educators and administrators across curricula collaborating to create success for ELs at PVPA.

In order for each EL to reach their fullest potential, PVPA acknowledges the importance of collaboration between the school and its community. PVPA provides the time for collaborations to take place between core academic teachers, Instructional Support Professional (ISPs), and ELE administrators. In addition, PVPA bilingual staff members assure that families are informed about the EL program and other general education initiatives. When Progress and Final Grade Report Cards are issued, a bilingual staff member contacts families to assure their comprehension and next steps. In the years to come, PVPA staff will pay special attention to including parent-guardians in the decision making process about hiring faculty, developing curriculum, and selecting assessment measures ([Peregoy & Boyle, Reading, Writing, and Learning in ESL: A](#)). In sum, PVPA believes that the role of educators is to craft instruction that builds upon the assets ELs bring from home. In doing so, all parties can participate in shaping the education of an increasingly rich and diverse student population.

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## Sheltered English Immersion (SEI) Model



### Sheltered Content Instruction (SCI)

Taught by content-area licensed and SEI-endorsed teacher

Access to grade-level content & development of discipline-specific academic language

Occurs throughout the day, and is designed for optimum EL engagement in content

### English as a Second Language (ESL)

Taught by ESL-licensed teacher

Additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language and literacy in the context of the [Frameworks](#)

Occurs for a specific amount of time each day or week, as determined by school, according to student need

Massachusetts law defines SEI as “an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English.”

The SEI program at PVPA at the middle and high school level has two components: Sheltered Content Instruction (SCI) and English as a Second Language (ESL). When a student is identified as an English Learner (EL), as determined by the ACCESS for ELLs 2.0 test, they are assigned a [SEI-endorsed](#) educator for their core academic classes, and academic support if applicable. Teachers adjust instruction in an inclusion model where ALL students can meaningfully engage with grade-level content to develop discipline-specific academic language. EL students receive extra assistance with ESL, typically during their study block.

The English Language Education (ELE) Coordinator works with core academic teachers and Instructional Support Professionals (ISPs) to highlight specific components of the WIDA frameworks to meet the needs of individual students in each discipline. ESL support is provided for ELs in a manner tailored to their individual needs. This additional support includes grammatical structures and context specific vocabulary needed to participate fully in core academic classes. The ELE Coordinator works collaboratively with core academic teachers to develop ESL Curriculum for the four core academic content areas (Math, History/Social Science, ELA and Science).