The Consortium
Alberta Professional Learning Consortium

Leading a Learning Community with EAL Learners

August 19, 2025

Session Description

Supporting every educator
in every classroom

Today's classrooms are increasingly diverse, often including English as an Additional Language (EAL) learners with varying levels of proficiency. Educational leaders play a pivotal role in designing programming and organizing instruction to meet the needs of all students. This session will focus on the essential role of instructional leaders in fostering inclusive classrooms. Participants will learn how to use learner profile data to inform effective organizational structures and explore. evidence-based instructional strategies that support diverse learners. Additionally, the session will provide guidance on classroom observation criteria to ensure consistent and effective teaching practices for all students.

Facilitator

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Calgary Board of Education

Alberta Education

Aspire Education Consulting

Agenda

- Role of Leaders
- Learner Data
- Evidence Based Strategies
- Teacher Observation Criteria

Learning Intentions

1. Understand the role of educational leaders in fostering inclusive learning communities.
2. Learn how to use learner profile data to meet the needs of EAL learners.
3. Explore evidence-based strategies to support diverse learners.
4. Develop observation criteria to ensure effective and inclusive teaching practices.

Role of Leaders

Getting to know you

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Respond in the chat:

Name

Role

EAL Learners at your school context

What are the considerations for your school context for building a learning community with EAL learners?

Role of Leaders

- Creating a supportive learning environment.
- Modeling inclusive practices.
- Promoting a shared vision for an inclusive learning community.

Creating a supportive learning environment

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- **Set the Tone for Inclusion**: Leaders establish the school's culture by prioritizing respect, equity, and belonging for all students. A supportive environment begins with leadership commitment to valuing diversity.
- **Build Teacher Capacity**: Leaders provide teachers with the resources, training, and guidance to understand and address the needs of EAL learners.
- **Ensure Accountability**: Leaders ensure that systems (e.g., policies, schedules, and resources) are aligned to support EAL learners effectively.
- **Advocate for Resources**: Leaders advocate for funding, staff, and programs that address the unique needs of EAL learners.

Creating a supportive learning environment

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- **Provide Professional Development**: Offer workshops and resources on EAL strategies, cultural competency, and language acquisition techniques.
- **Foster Collaboration**: Encourage co-teaching models where EAL specialists and classroom teachers work together.
- **Create Safe Spaces**: Promote classrooms where students feel safe to express themselves, take risks, and celebrate their cultural identities.
- **Monitor Progress**: Regularly review student performance and engagement data to ensure EAL learners are thriving.

Modeling inclusive practices.

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- **Lead by Example**: Leaders who model inclusive language and behavior set a standard for staff and students to follow.
- **Build Staff Confidence**: When leaders demonstrate inclusive practices, they normalize these behaviors, making them more accessible and easier for teachers to adopt.
- **Encourage Equity**: Leaders can spotlight the importance of treating all students fairly and equitably, ensuring every learner has access to high-quality instruction.
- **Foster a Culture of Learning**: By modeling inclusivity, leaders inspire curiosity and collaboration among staff and students.

Modeling inclusive practices.

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- **Demonstrate Inclusivity in Communication**: Use culturally responsive language in meetings, emails, and interactions.
- **Celebrate Diversity**: Organize and participate in events that honor the cultures and languages of EAL learners (e.g., multicultural fairs).
- **Support Differentiation**: Model differentiated instruction through professional development sessions or classroom visits.
- **Use Inclusive Decision-Making**: Involve diverse stakeholders (e.g., families of EAL learners, community members) in school decisions.

Promoting a shared vision for an inclusive learning community.

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- **Unify the Team**: A shared vision brings teachers, staff, and families together with a common purpose: to support every learner's success.
- **Align Goals and Practices**: Leaders ensure that policies, instruction, and resource allocation align with the vision of inclusivity.
- **Inspire Commitment**: A compelling vision motivates staff to prioritize inclusion and equity in their daily work.
- **Build Trust**: By clearly articulating and living the vision, leaders build trust among the school community, fostering collaboration and buy-in.

Promoting a shared vision for an inclusive learning community.

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- **Articulate the Vision**: Share the vision regularly in meetings, newsletters, and professional development sessions.
- Frame the vision in terms of shared values, such as equity, respect, and belonging.
- **Set Goals**: Develop measurable goals for inclusivity (e.g., increasing EAL student outcomes, teacher training participation).
- **Celebrate Successes**: Highlight teachers, students, and programs that exemplify the vision in action.
- **Engage Stakeholders**: Involve teachers, families, and students in refining and implementing the vision.

Reflection

Considering:

- Creating a supportive learning environment.
- Modeling inclusive practices.
- Promoting a shared vision for an inclusive learning community.

Which aspects are your strength?
Which one will you focus on for growth this year?
Share in chat

aplc.ca

Learner Profile Data

Why is gathering literacy data important?

Learner data is essential for making evidence-based decisions that improve teaching, learning, and overall student outcomes. It empowers school divisions to provide the best possible education for every student.

What do the educational researchers say?

Theorists: John Hattie

Focus: Evidence-based teaching and assessment.

Key Idea: Hattie's work on *Visible Learning* emphasizes the importance of **using data to understand what works in education**. He highlights the need for formative assessment and feedback, which rely on literacy **data to inform instruction**.

Quote: "Know thy impact." Hattie stresses that teachers must collect and analyze data to measure their influence on student learning outcomes.

Theorists: Richard Allington

Focus: Literacy instruction and struggling readers.

Key Idea: Allington advocates for ongoing assessment of literacy skills to identify struggling readers and provide targeted, high-quality instruction. He stresses the importance of using data to shape interventions that meet students' needs.

Works: *What Really Matters for Struggling Readers: Designing Research-Based Programs.*

Theorists: Douglas Fisher and Nancy Frey

Focus: Literacy as a foundation for learning.

Key Idea: Fisher and Frey recommend using **formative assessments and literacy data to design instructional scaffolding** that supports all learners. They highlight tools like **running records, comprehension checks, and writing samples** to guide instruction.

Works: *Visible Learning for Literacy* (with John Hattie) and *Assessment-Capable Visible Learners.*

Theorists: Timothy Shanahan

Focus: Evidence-based literacy practices.

Key Idea: Shanahan emphasizes using **data from literacy assessments to guide decisions about reading instruction**, particularly in early literacy. He supports a structured approach to teaching reading that includes **regular monitoring of student progress.**

Blog: Shanahan on Literacy.

Theorists: Caral Ann Tomlinson

Focus: Differentiated instruction.

Key Idea: Tomlinson encourages educators to use literacy **data to differentiate instruction based on individual learners' needs**. She believes that assessment **data can help teachers create more inclusive and personalized learning experiences**.

Works: *The Differentiated Classroom: Responding to the Needs of All Learners.*

Theorists: Michael Fullan

Focus: System-wide change in education.

Key Idea: Fullan emphasizes using data to drive school improvement and instructional practices. He believes **literacy data is vital for making informed decisions and building collaborative practices among educators.**

Works: *Leading in a Culture of Change* and *The Six Secrets of Change*.

Theorists: Dylan Wiliam

Focus: Data Should Inform Instruction, Not Just Measure It

Key Idea: Wiliam argues that the primary purpose of **data is to inform teaching practices and improve student learning**, not merely to serve as a measure of accountability. He emphasizes that **data should help teachers make better instructional decisions.**

Quote: *"Assessment is not about collecting data; it's about making better decisions."*

Common Themes Across Theorists

- Literacy data should guide instruction, interventions, and programming.
- Data should be gathered through formative and summative assessments.
- The focus should be on actionable data that improves student outcomes.
- Assessment practices must be meaningful, not just compliance-driven.
- These theorists and their work emphasize the importance of gathering literacy data to ensure decisions about instruction and programming are research-based, effective, and tailored to students' needs.

Reflection Survey: Evaluating Your School's Data-Gathering Plan

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Purpose: This survey aims to reflect on your school's data-gathering practices, identify strengths and gaps, and explore ways to improve how data informs instruction and programming.

REFLECTION:

Part 1: Data Collection Practices

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Notes:

1. **What types of data are gathered?**
   - In your classroom?
   - At your school?
   - For your school division?
2. **Who is responsible for gathering the data?**
   - Classroom teacher(s)
   - Administrators
   - Support staff (e.g., interventionists, counselors, etc.)
   - Others (please specify): _____
3. **What assessment tools are used to gather data?**
   - Standardized tests (e.g., provincial/state assessments)
   - Classroom-based assessments (e.g., quizzes, projects)
   - Formative assessments (e.g., exit tickets, observations)
   - Benchmarking tools (e.g., DIBELS, Fountas & Pinnell, MAP Growth)
   - Other tools (please specify): _____

REFLECTION:

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Part 2: Data Protocols and Processes

4. **How is the data captured?**
   - Digital tools (e.g., spreadsheets, software platforms)
   - Paper-based methods (e.g., anecdotal records, printed tests)
   - Other methods (please specify): _____

5. **Are there protocols or guidelines for gathering data in your school?**
   - Yes
   - No
   - If yes, briefly describe the protocols: _____

6. **How often is data collected?**
   - Weekly
   - Monthly
   - Quarterly
   - Annually
   - Other (please specify): _____

Notes

REFLECTION:

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Part 3: Data Use and Impact

7. Who has access to the data?

- Teachers
- Administrators
- Support staff
- Parents/guardians
- Students
- Other (please specify): _____

8. How is the data shared or communicated?

- Reports (e.g., progress reports, report cards)
- Digital platforms (e.g., student information systems, dashboards)
- Team meetings (e.g., professional learning communities, staff meetings)
- Conferences (e.g., parent-teacher conferences)
- Other methods (please specify): _____

9. How is the data used to inform instruction in your classroom?

- To plan lessons
- To differentiate instruction
- To provide interventions or enrichment
- To monitor progress
- Other (please specify): _____

Notes

REFLECTION:

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Part 3: Data Use and Impact

10. How is the data used at the school level?

- To identify trends or gaps in student performance
- To plan professional development
- To allocate resources (e.g., staffing, materials)
- To set school improvement goals
- Other (please specify): _____

11. How is the data used at the school division level?

- To monitor school performance
- To inform policies and programs
- To report to stakeholders (e.g., boards, governments, community)
- Other (please specify): _____

12. What challenges do you face when gathering or using data?

- Lack of time
- Limited training or tools
- Inconsistent data collection practices
- Difficulty interpreting or analyzing data
- Other (please specify): _____

Notes

REFLECTION:

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Part 4: Reflection and Suggestions

13. **What do you think works well in your school's current data-gathering plan?**

14. **What improvements would you recommend for your school's data-gathering plan?**

15. **What additional support or resources would help you use data more effectively?**

Notes

REFLECTION:

- What data does your school have?
- Age and grade
- Home language
- Course marks
- Past report cards
- Education codes
- Provincial assessment scores
- School based assessments
- Specialized assessments

What information could you collect if not already available?

- Reading: pre-reading (phonemic awareness, phonological awareness, letter recognition), decoding, comprehension.
- Writing ability
- Math ability
- Language proficiency
- Subject specific information

How will you share it?

- Spreadsheet
- Platform
- Student Information System

Sharing

- What data do you have already?
- Is it in an accessible format?
- Are folks using it?

- How is the data shared?
- How and when is the data analyzed?
- Is the data used as part of school protocols (RTI, resource meetings, grade team meetings, conferences, planning)

	ESL Listening	ESL Speaki	ESL Readir	ESL Writin	ESL Overa	Jerry Johns Decoding Independent Grade Level	Jerry Johns Comprehension Independent Grade Level	Writing Vocabulary	Writing Sentence Structure	MIPI Number Sense	MIPI Shape & Space	
						3	3	Approachi	Approachi	2110.00%	20	
	lp3	lp3	lp3	lp3	lp3	5	Out of country	Approachi	Approachi	52.6	60	
	lp4	lp4	lp4	lp4	lp4	6	6	Proficient	Approachi	63.2	80	
	lp3	lp3	lp2	lp2	lp2	1	1	Limited	Limited	15.8	60	
	lp2	lp2	lp2	lp1	lp2	2	2	Limited	Limited	36.8	40	
	lp3	lp3	lp3	lp3	lp3	5	3	Approachi	Proficient	78.9	80	
	lp3	lp3	lp3	lp2	lp2	2	1	Limited	Limited	0	40	
	lp3	lp3	lp2	lp2	lp2	3	3			31.6	40	
						6	6	Approachi	Approachi	63.2	80	
	lp5	lp5	lp5	lp5	lp5	5	5	Proficient	Proficient	57.9	80	
						5	6	Approachi	Approachi	63.2	80	
	lp4	lp4	lp4	lp5	lp4	5	4			42.1	60	
	lp2	lp2	lp4	lp1	lp2	5	4	Limited	Limited	0	-	
	lp3	lp3	lp3	lp3	lp3	5	6	Approachi	Approachi	68.4	60	
	lp4	lp5	lp4	lp4	lp4	8	7	Proficient	Proficient	73.7	60	
	lp2	lp2	lp3	lp2	lp2	3	3	Approachi	Limited	0	-	
	lp2	lp1	lp1	lp1	lp1	pre-primer	Cannot compreher	Limited	Limited	42.1	20	
	lp4	lp4	lp5	lp4	lp4	6	6	Proficient	Proficient	84.2	20	
	lp4	lp4	lp4	lp4	lp4	6	6	Proficient	Proficient	78.9	100	
						9	7	Proficient	Proficient	78.9	60	
	lp3	lp3	lp2	lp2	lp3	primer	1	Limited	Approachi	73.7	80	
	lp5	lp5	lp4	lp3	lp4	5	4	Approachi	Approachi	57.9	80	
	lp4	lp4	lp4	lp4	lp4	6	7	Proficient	Proficient	94.7	100	

F and P - September 2023 Independent Level Fiction	Instructional	Analysis	F and P - Winter/February 2024 Independent Level - Nonfiction	Analysis	F and P - Winter/February 2024 Instructional Level - Nonfiction	CAT 4 February 2024	Writing Assessment March 2024 Descriptor	Percentage
H	I		K		L	2.9-	Beginning	31%
O	P		Q		R	2.9-	Developing	44%
X	Y		Y		Z	5.2	Meeting	69%
T	U		U		V	5.2	Developing	50%
T	U		U		V	5.2	Developing	44%
K	L		M		N	2.9	Developing	44%
W	X		N/A (Left CIS)	Left CIS	N/A (Left CIS)	N/A	N/A	N/A
T	U		U		V	3.7	Meeting	56%
R	S		N/A (Left CIS)	Left CIS	N/A (Left CIS)	N/A	N/A	N/A
M	N		P		Q	3.6	Developing	50%
R	S		S		T	3.9	Developing	56%
D	E		I		J	4.1	Developing	38%
R	S		S		T	4.6	Meeting	69%
K	L		P		Q	3.1	Developing	56%
T	U		U		V	N/A - Away for CAT TEST	Meeting	63%
X	Y		Y		Z	6.9+	Meeting	81%
W	X		X		Y	6.9+	Meeting	63%
F	G		I		J	4.1	Developing	50%
N/A	N/A		J		K	3.2	Developing	38%

F and P - September 2023 Independent Level Fiction	Analysis	F and P - Winter/January 2024 Independent Level - Nonfiction	Analysis		Writing Assessment March 2024 Descriptor	Percentage	EAL Benchmark Proficiency Level Listening	EAL Benchmark Proficiency Level Speaking	EAL Benchmark Proficiency Level Reading	EAL Benchmark Proficiency Level Writing
J		N			meeting 3	75	3	3	3	2
G		J			meeting 3	75	1	1	2	1
H		N			meeting 3	75	1	2	3	
J		P			meeting 3	75	3	3	3	1
F		L			meeting 3	69	1	3	2	B
A		B		ELL	beginning 1	25	A	A	A	A
B		D		ELL	developing 2	50	B	B	B	B
B		H		ELL	developing 2.5	63	2	2	B	B
D		G		ELL	developing 2	50	1	1	B	B
G		J			developing 2	50	2	2	1	1
F		H		ELL	developing 2	50	B	B	B	B
E		M			meeting 3	75	2	1	1	1
I		L			developing 2.5	63	2	1	1	1
G		J			developing 2	56	1	1	1	1
AA		AA		ELL	beginning 1	25	A	A	A	A
H		K			meeting 3	75	3	3	2	2
		C		ELL	developing 2	50				

Grade 6

Gates Reading Comp Sept 2023	CAT 4 Reading Comp Feb 2024	CEFR September	CAT 4 Math Feb 2024
	7.9+	A2	7.8
2.3	4.1	A1	7.9+
	7.9+	B1	7.9+
	5.3	A2	7.9+
	7.9+	B1	7.9+
	4.5	A2	7.9+
	3.9	A1	5.2
	7.9+	A2	6
	7.9+	A2	7.9+
	6.5	A2	7.9+
3.5	3.9	A1	7.9+
	4.3	A1	7

Gates Reading Comp Sept 2023	CAT 4 Reading Comp Feb 2024	CEFR September	CAT 4 Math Feb 2024
	7.7	A2	7.9+
	7.9+	A2	7.9+
2.6	3.9	A1	7.8
2.6	3.9	A1	7.9+
	7.9+	A2	7.9+
	7.9+	A2	7.9+
	7.9+	A2	7
5.4	6.9	A2	7.9+
2.5	5.7	A2	7.9+
	7.9+	A2	7.9+
	6.1	A2	7.9+
3.5	3.9	A1	7.4

Grade 9

Gates Reading Comp Sept 2023	CAT 4 Reading Comp Feb 2024	CEFR September	CAT 4 Math Feb 2024	
	8.5		10.9+	
	6.9	A1	10.9+	
	10.9+	A2	10.9+	
8.6	9.2	B1	10.9+	
2.4	6.9	A2	10.9+	
	7.2	A2	10.9+	
	9.5	A2	10.9+	
	6.9	A2	10.9+	
	6.9	B1	10.9+	
	6.9		10.9+	
	9.5	A2	9.8	
	6.9	A2	9.3	

Gates Reading Comp Sept 2023	CAT 4 Reading Comp Feb 2024	CEFR September	CAT 4 Math Feb 2024
	10.9+	A2	10.9+
	10.2	A2	10.9+
	10.9+	A2	10.9+
	7.6	B1	10.9+
	6.9	A2	10.9+
	10.6	A2	10.9+
	9.9	A2	9.9
	9.2	A2	10.9+
	6.9	A2	10.9+
	10.9+	B1	10.9+
	10.2	B1	10.9+
	10.2	A2	10.9+

Grade 11

Gates Reading Comp Sept 2023	CAT 4 Reading Comp Feb 2024	CEFR September	CAT 4 Math Feb 2024
2 JJ	8.9		12.9
	12.9	A2/B2	12.9
	12.9	B1/B2	12.9
	12	B1/B2	12.9
	12.9	B1/B2	12.9
	8.9	A2/B1	12.9
4 JJ	10	A2/B1	12.9
	10	A2/B1	12.9
2 JJ	9.6	A2/B1	12.9
1 JJ	8.9		11.8
	12.5	A2/B2	12.9
	8.9	A2/B1	12.9

Gates Reading Comp Sept 2023	CAT 4 Reading Comp Feb 2024	CEFR September	CAT 4 Math Feb 2024
	12.5	A2/B1	12.9
	8.9	A1/B1	12.6
	10.3	A2/B1	12.1
	8.9	B1/B2	12.9
7 JJ	9.6	B1/B2	12.9
	12	A2/B2	12.3
	12.9	B1	12.9
	11.5	B1/B2	12.9
	8.9	A2/B1	9.9

Data Gathering Plan:
What data do you want to gather?

- Demographics (grade, age, codes)
- Pre-Reading (phonemic awareness, alphabet recognition, phonics)
- Reading (decoding, pseudo word decoding, comprehension)
- Pre-writing (mark making, grip, number and letter formation
- Writing (content, organization, hand-writing, spelling, grammar, punctuation, etc.)
- Math (number sense, problem solving, patterns, statistics, geometry)
- Affective (socio-emotional, supports, strategies, learning style, etc.)

Tools and Data Capture

- What tools will you use?
- What data do the tools generate?
- What data to capture ie. Grade level, percentiles, achievement scores, independent, instructional, levels, qualitative

- Name the tool
- Identify the data type that you want captured

Considerations for Data Management

- Class list – by hand
- Spread sheet
- Data programs
- Power School etc.

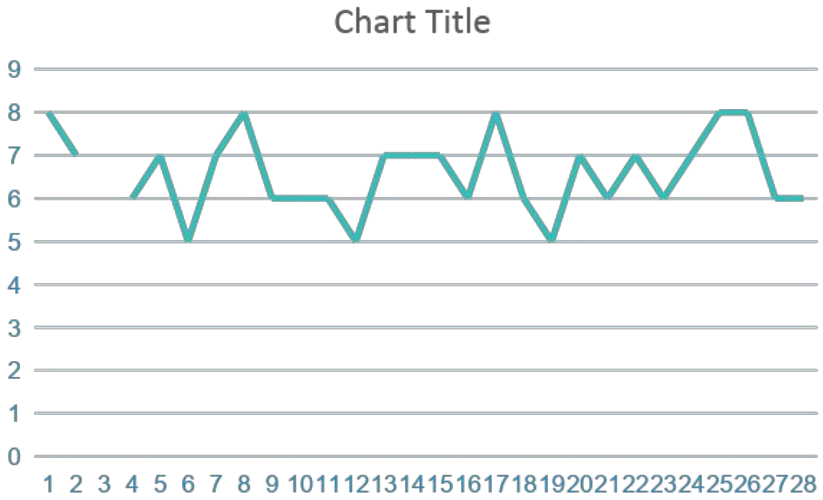
Sharing

Data Collection Practices
Data Protocols and Processes
Data Use and Impact
Reflection and Suggestions

Tips for Data Management

- Clear Structure and Organization (use tabs and create a dashboard)
- Document qualitative and quantitative data
- Colour Code
- Track Growth over time (use calculations)
- Validate Date
- Create Visuals
- Manage Privacy and Security

Compare 2 gr 9 classes: grade level reading scores



Data management

Training and Orientation

- **Provide Training:** Ensure all staff are comfortable with the spreadsheet platform (e.g., Google Sheets, Excel) and understand how to use shared features like filters, formulas, and conditional formatting.
- **Explain the Purpose:** Help teachers understand why the data is being collected and how it will inform instruction and decision-making. This fosters buy-in and ensures more accurate entries.

Data management

Clear Protocols for Collaboration

- **Set Deadlines:** Establish timelines for when data must be entered (e.g., "Assessments due by the 15th of each month").
- **Define Update Rules:** Clarify how updates should be made (e.g., whether to overwrite old data or add new columns for each assessment).
- **Communication Plan:** Create a system for resolving discrepancies or asking questions, such as a designated person to contact or a shared notes column for clarifications.

Data management

Consistent Data Entry Standards

- **Standardize Data Formats:** Set clear guidelines for entering data, such as:
  - How names are entered (e.g., "Last, First" or "First Last").
  - Date formats (e.g., DD/MM/YYYY or MM/DD/YYYY).
  - Numeric data entry (e.g., percentages vs raw scores).
  - Use of abbreviations (e.g., “N/A” for not applicable, “TBD” for to be determined).
- **Pre-Define Categories:** Use dropdown menus or validation rules for fields like assessment type, literacy levels, or intervention status to ensure consistency and reduce errors.

Data management

Communication and Collaboration

- **Regular Check-Ins:** Schedule time during staff meetings to discuss data collection, resolve issues, and update protocols as needed.
- **Promote Collaboration:** Encourage teachers to share insights on how they use data to inform instruction, which can motivate others to engage more meaningfully with the process.

Getting Started

Start Small and Build Over Time

- **Focus on Priority Areas:** Begin with a specific area of need, such as literacy, attendance, or behavior, rather than trying to collect data on everything at once.
- **Pilot the Process:** Test data collection methods with a small group of teachers, students, or grade levels to refine the process before scaling up.

Getting Started

Identify Key Data Types

- Determine the specific types of data to collect, such as:
- **Student Achievement Data:** Standardized test scores, reading levels, formative assessments, etc.
- **Behavioral Data:** Attendance, participation, or engagement metrics.
- **Demographic Data:** Information that may influence learning outcomes, such as language proficiency or socioeconomic status.
- **Intervention Data:** Records of targeted support provided and its outcomes.

Getting Started

Choose Tools and Systems

- **Assessment Tools:** Select tools that align with your school's goals, such as:
  - Diagnostic assessments (e.g., DIBELS, Fountas & Pinnell, MAP Growth).
  - Formative assessments (e.g., quizzes, running records).
  - Summative assessments (e.g., state or provincial tests).
- **Data Management Platforms:** Use systems to organize and analyze data efficiently, such as:
  - Spreadsheets (e.g., Google Sheets, Excel) for small-scale data.
  - Learning management systems (LMS) or student information systems (SIS) for larger datasets.
  - Specialized platforms (e.g., Illuminate, Educlimber) for tracking student progress.

Getting Started

Create Data Collection Protocols

- **Standardize Processes:** Develop clear, consistent guidelines for how data will be collected, recorded, and stored. Include:
  - Frequency of data collection (e.g., weekly, monthly, quarterly).
  - Who is responsible for gathering specific data.
  - How to input data (e.g., digital tools, paper forms).
- **Train Staff:** Provide professional development to ensure everyone understands the tools and protocols.

Getting Started

Assign Roles and Responsibilities

- **Data Collection Leads:** Identify who will gather and enter data (e.g., classroom teachers, interventionists).
- **Data Analysis Team:** Designate staff (e.g., literacy coaches, administrators) to analyze and interpret the data.
- **Data Users:** Ensure all stakeholders (e.g., teachers, counselors) know how they will use the data to inform their practice.

Getting Started

Focus on Data Quality

- **Accuracy:** Ensure data is entered correctly and consistently by using validation tools or dropdown menus where possible.
- **Timeliness:** Collect data regularly and in a timely manner to ensure it reflects current student progress.
- **Relevance:** Collect only the data that directly supports the school's goals to avoid overwhelming staff or gathering unnecessary information.

Getting Started

Analyze and Interpret Data

- **Look for Patterns:** Identify trends and patterns, such as which students are struggling or which instructional strategies are most effective.
- **Use Comparisons:** Compare current data to baseline levels to measure growth.
- **Engage in Collaborative Analysis:** Use professional learning communities (PLCs) or team meetings to review and interpret data collectively.

Getting Started

Use Data to Inform Action

- **Instructional Planning:** Help teachers use data to:
  - Differentiate instruction.
  - Group students for targeted interventions.
  - Focus on specific skills or standards.
- **Interventions:** Use data to identify students needing additional support and monitor the effectiveness of intervention programs.
- **Goal Setting:** Set measurable goals for individual students, classrooms, or the entire school based on data insights.

Getting Started

Communicate and Share Data

- **With Teachers:** Provide regular updates and reports to help teachers adjust their instruction.
- **With Parents:** Share meaningful and actionable data (e.g., progress toward reading goals) in an understandable format.
- **With Students:** Help students understand their own data to set personal learning goals and track their progress.

Getting Started

Monitor and Refine the Process

- **Review Regularly:** Periodically evaluate data collection practices to ensure they are effective and not overly burdensome.
- **Gather Feedback:** Ask staff for input on what is working well and what challenges they face.
- **Adjust as Needed:** Refine tools, protocols, or focus areas based on feedback and outcomes.

Starting Example:

- Begin by collecting **reading levels** and **progress monitoring data** on a small group of students using a simple spreadsheet.
- Train teachers to use a common assessment tool (e.g., running records) and have them meet monthly to discuss findings.
- Use data to identify students needing extra support and track their growth over the next quarter.
- By starting small, defining clear goals, and building capacity over time, schools can develop effective data collection systems that support teaching and learning.

Reflection

What data is your school already gathering?
What is your school doing well?
Can you improve: gathering,1 (base) documentation, analysis, or action plan, gathering 2(growth)
Pick one thing to focus on
Share in chat

Evidence Based Teaching Strategies

10 Effective Teaching Strategies

1. Building Background Knowledge
2. Explicit Language Instruction
3. Academic Language Development
4. Integrating Language with Content Instruction
5. Differentiation and Scaffolding
6. Oracy and Collaborative Learning
7. Visuals and Graphic Organizers
8. Culturally Responsive Teaching
9. Multilingual Strategies and Translanguaging
10. Culturally and Linguistically Responsive Assessment

Building Background Knowledge

Practice: Connecting new content to students' prior knowledge and experiences to enhance comprehension.

Krashen & Terrell (1983): Emphasized the importance of building background knowledge as part of comprehensible input.

Cummins & Early (2010): Suggested using identity texts and students' home languages to activate prior knowledge.

Source: Salmon, K. L. (2023)

Explicit Language Instruction

Practice: Teaching language explicitly alongside content to ensure academic language development.

Schleppegrell (2012, 2013): Advocated for explicit language instruction embedded in content areas with a focus on academic discourse.

Dutro & Moran (2003): Proposed the "Architectural Model," emphasizing functional language practice embedded in content.

Donnelly & Roe (2010): Supported the use of sentence frames and structured language practice for academic vocabulary.

Source: Salmon, K. L. (2023)

Academic Language Development

Practice: Developing both social (BICS) and academic language (CALP) to support EAL learners in achieving academic success.

Cummins (1979, 1981, 2008): Introduced the distinction between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency).

Beck et al. (2013): Proposed a tiered vocabulary approach, focusing on high-frequency academic and content-specific words.

Coelho (2004, 2012): Advocated for integrating language and content instruction, especially through thematic units.

Derewianka (2013): Highlighted the importance of teaching metalinguistic knowledge through meaningful content.

Source: Salmon, K. L. (2023)

Integrating Language with Content

Practice: Teaching language and academic content simultaneously through thematic or interdisciplinary units.

Coelho (2004, 2012): Advocated for integrating language and content instruction, especially through thematic units.

Derewianka (2013): Highlighted the importance of teaching metalinguistic knowledge through meaningful content.

Source: Salmon, K. L. (2023)

Differentiation and Scaffolding

Practice: Adapting instruction to meet the needs of learners at varying proficiency levels.

Vygotsky (1978): Zone of Proximal Development (ZPD)—learning occurs when scaffolding is provided to move students to the next stage.

Krashen & Terrell (1983): Comprehensible Input Theory—students learn best when input is slightly above their current level of understanding (i+1).

Source: Salmon, K. L. (2023)

Oracy and Collaborative Learning

Practice: Using structured opportunities for listening, speaking, and collaborative tasks to build language and social skills.

Mercer & Dawes (2018): Emphasized the role of oracy (speaking and listening) in developing communication and social confidence.

Alexander (2010, 2013): Advocated for dialogic teaching to stimulate thinking and collaborative interaction.

Gee (1996): Highlighted the importance of social interaction and discourse in language learning.

Source: Salmon, K. L. (2023)

Visuals and Graphic Organizers

Practice: Using visuals, realia, and graphic organizers to support comprehension and content organization.

Muniz (2015): Found that graphic organizers are effective when explicitly taught and modeled.

Hill & Flynn (2006): Promoted the use of visuals, graphic organizers, and pre-teaching vocabulary to support EAL learners.

Source: Salmon, K. L. (2023)

Culturally Responsive Teaching

Practice: Using students' cultures, experiences, and perspectives to create effective and inclusive teaching.

Gay (2002, 2015): Advocated for culturally responsive teaching to eliminate disparities and promote equity.

Ladson-Billings (1995): Proposed culturally relevant pedagogy to support cultural competence and sociopolitical awareness.

Paris & Alim (2017): Introduced Culturally Sustaining Pedagogy (CSP), which seeks to sustain students' linguistic and cultural diversity.

Source: Salmon, K. L. (2023)

Multilingual Strategies and Translanguaging

Practice: Encouraging students to use their entire linguistic repertoire (including their home languages) to learn English.

García & Li (2014): Developed the concept of translanguaging, which allows students to draw on all their linguistic resources.

Cummins (1981): Common Underlying Proficiency (CUP)—skills in one language can transfer to another.

Source: Salmon, K. L. (2023)

Culturally and Linguistically Responsive Assessment

Practice: Designing assessments that account for students' cultural and linguistic backgrounds to ensure fairness and accuracy.

Milnes & Cheng (2008): Highlighted the need for culturally competent assessments.

OECD (2015): Advocated for formative assessment practices tailored to the needs of immigrant and EAL learners.

Source: Salmon, K. L. (2023)

10 Effective Teaching Strategies

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Reflection:

Which of these strategies do you see more frequently?

Which strategies require teacher training and support to implement?

10 Effective Teaching Strategies

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10 Effective Teaching Strategies

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5 for initial focus

1. Integrating Language with Content Instruction
2. **Differentiation and Scaffolding**
3. Oracy and Collaborative Learning
4. Visuals and Graphic Organizers
5. **Culturally Responsive Teaching**

Teacher Observation Criteria

Teacher Observation Categories

Supporting every educator
in every classroom

1. Learning Intention
2. Language Intention
3. Use of Visuals
4. Use of Scaffolds
5. Differentiation
6. Effectiveness of Instruction
7. Collaborative Learning Opportunities
8. Alignment of Tasks with Learner Profiles (data, program, goals)
9. Assessment
10. Student Engagement
11. Teacher Engagement and Support

Optimal Learning Environment: EAL

Supporting every educator
in every classroom

Learning Intention

- Focuses on how clearly and consistently **learning goals** are stated, connected to tasks, and revisited throughout a lesson.
- At higher levels, goals are seamlessly integrated and deeply connected to all activities and discussions.

Language Intention

- Measures how well **language objectives** align with learning goals.
- Evaluates whether language intentions are explicitly taught, referenced, and reinforced meaningfully.

Optimal Learning Environment: EAL

Supporting every educator
in every classroom

Use of Visuals

- Assesses the integration of **visual aids** (e.g., anchor charts, word walls, images) to support comprehension.
- Higher levels emphasize culturally responsive visuals, dynamic use, and documentation of the learning process.

Use of Scaffolds

- Looks at the use of **supports** (e.g., word banks, sentence frames, graphic organizers) to make content accessible.
- Advanced levels focus on empowering learners to use scaffolds independently and tailoring them to tasks.

Optimal Learning Environment: EAL

Supporting every educator
in every classroom

Differentiation

- Examines how instruction, materials, and tasks are **adapted** to meet diverse learner needs.
- Proficient levels involve flexible grouping and varied resources, while exemplary levels emphasize learner-centered approaches.

Effectiveness of Instruction

- Evaluates how clear, engaging, and impactful the **teaching methods** are.
- Advanced levels involve innovative, engaging strategies that foster deep comprehension and active participation.

Optimal Learning Environment: EAL

Supporting every educator
in every classroom

Collaborative Learning Opportunities

- Measures how well **peer interactions** and teamwork are incorporated into the lesson.
- Higher levels emphasize meaningful, consistent collaboration that builds language skills and shared learning.

Alignment of Tasks with Learner Profiles

- Assesses how well tasks are **customized** to meet the needs, strengths, and goals of individual learners.
- Advanced levels involve deeply personalized tasks with diverse entry points for success.

Optimal Learning Environment: EAL

Supporting every educator
in every classroom

Assessment

- Focuses on the use of **formative and summative assessments** to provide feedback and guide learning.
- Higher levels feature dynamic, ongoing assessment with active learner involvement in self-assessment.

Student Engagement

- Evaluates how actively and consistently students are **engaged** during the learning cycle.
- At the highest levels, engagement reflects full investment, curiosity, and active participation in all phases.

Optimal Learning Environment: EAL

Supporting every educator
in every classroom

Teacher Engagement and Support

- Measures the teacher's **interaction** and support during tasks.
- Advanced levels involve purposeful teacher engagement, flexible grouping, and proactive support to empower learners.

Rubric: Optimal Learning Environment for Inclusive Classrooms with EAL Learners **DRAFT**

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Accomplished	5 - Exemplary
Learning Intention (TQS 3a •1, •6)					
Language Intention (TQS 3a •11; 4b, e, g)					
Use of Visuals (TQS 3a •10, 4g)					
Use of Scaffolds (TQS 3a •10, 4g)					
Differentiation (TQS 3a •, 3b, 3c)					
Effectiveness of Instruction (TQS 1; 3a •10, 11, 3b; 4a, e, f, h)					
Collaborative Learning Opportunities (TQS 1; 3a •9)					
Alignment of Tasks with Learner Profiles (TQS 3a •3, •4, •8, •11; 4b, c, d, e, g, h)					
Assessment (TQS 2; 3c, 4)					
Student Engagement (TQS 1; 3a •1; 4f, g, h)					
Teacher Engagement and Support (TQS 1; 2c, 2f; 3 a •3, •4, •5, •8)					

Observation / Reflection Notes

Rubric: Optimal Learning Environment for Inclusive Classrooms with EAL Learners **DRAFT**

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Accomplished	5 - Exemplary
Learning Intention	Learning intentions are visible in parts of the lesson and tasks.	Learning intentions are visible and connected to most tasks.	Learning intentions are clearly visible and consistently connected to lesson tasks.	Learning intentions are well-integrated, explicitly stated, and revisited throughout the lesson.	Learning intentions are seamlessly integrated, highly visible, and deeply connected to all tasks and discussions.
Language Intention	Language intentions are aligned with some learning intentions.	Language intentions are mostly aligned with learning intentions and occasionally referenced.	Language intentions are aligned with learning intentions and referenced during instruction.	Language intentions are clearly aligned, consistently referenced, and supported during key lesson moments.	Language intentions are fully aligned, explicitly taught, and reinforced throughout the lesson in meaningful ways.
Use of Visuals	Some visuals are present and support basic understanding of content. Limited or few visuals on classroom walls.	Visuals are used in key moments and help clarify concepts for learners. Visuals on classroom walls have minimal connection to content.	Visuals (e.g., anchor charts, word walls, images) are integrated and consistently support understanding. Student work is displayed and there is some documentation of the learning process.	A variety of culturally responsive visuals are thoughtfully incorporated to enhance comprehension and engagement. Student exemplars are displayed with reflections and the learning process is documented.	Visuals are expertly integrated, tailored to learner needs, and used dynamically to deepen understanding. Throughout the process of learning student exemplars are used to support feedback and reflection. The learning process is documented throughout the learning cycle.
Use of Scaffolds	Basic scaffolds (e.g., word banks) are available to support learning. Graphic organizers are used without instruction or support.	Scaffolds (e.g., generic visuals, sentence frames, word walls) are used to support understanding in specific tasks. There is some instruction on the use of graphic organizers.	Scaffolds (e.g., vocabulary supports (semantic clusters, clines), sentence frames, anchor charts) are consistently used to help learners access content. There is some modeling and support on the use of graphic organizers.	Scaffolds (e.g., variety of vocabulary supports, mentor texts, anchor charts, concept maps) are effectively integrated, providing meaningful support that fosters independence. Instruction, modeling, and support is provided to use graphic organizers effectively.	Scaffolds are expertly embedded, adaptable, and empower learners to apply skills independently and confidently. Students choose graphic organizers to suit the task and learning preferences.
Differentiation	Instruction and materials are somewhat varied during one phase of instruction to meet learner needs.	Instruction and materials are differentiated for some learners in two phases of instruction (i.e. content, process, product).	Instruction, resources, and tasks are consistently differentiated to support diverse learning needs throughout instruction.	Differentiation is skillfully applied through flexible grouping, offering multiple resources, tasks, and materials to meet all learner profiles.	Differentiation is highly effective, offering flexible, learner-centered instruction and resources that maximize growth for all learners.

Criteria	1 - Beginning	2 - Developing	3 - Proficient	4 - Accomplished	5 - Exemplary
Effectiveness of Instruction	Instruction supports basic comprehension and task completion.	Instruction is clear and accessible, with some opportunities for learner engagement.	Instruction is clear, engaging, and supports active participation and understanding.	Instruction is highly effective, fostering deep understanding and active engagement among learners.	Instruction is consistently engaging, innovative, and empowers learners to engage deeply with content and skills.
Collaborative Learning Opportunities	Collaborative opportunities are limited to occasional group tasks.	Collaborative opportunities are present and support basic peer interactions.	Collaborative tasks are integrated, encouraging meaningful peer interactions and shared learning.	Collaborative learning is consistently promoted, with tasks designed to foster teamwork, dialogue, and mutual support.	Collaborative learning is a core feature, with rich, meaningful opportunities for learners to work together, share knowledge, and build language skills.
Alignment of Tasks with Learner Profiles	Tasks are somewhat aligned with learner needs and content goals.	Most tasks are aligned with learner profiles and provide appropriate entry points.	Tasks are consistently aligned with learner profiles, offering multiple entry points for success.	Tasks are well-aligned, providing diverse, meaningful opportunities for learners to engage with content.	Tasks are expertly aligned, deeply personalized, and designed to meet the unique needs and strengths of every learner.
Assessment	Assessment is mainly summative and provides limited feedback to learners.	Assessment includes formative and summative components, with some feedback provided.	Assessment is varied (formative and summative), providing actionable feedback to support growth.	Assessment is well-integrated, with frequent formative checks and meaningful feedback to guide instruction.	Assessment is dynamic, ongoing, and deeply embedded, actively involving learners in self-assessment and growth.
Student Engagement	Engagement is observed during some phases of the learning cycle.	Engagement is present during key moments of the learning cycle.	Engagement is consistent across most phases of the learning cycle, with active participation.	Engagement is strong across the learning cycle, with learners demonstrating focus and curiosity.	Engagement is exemplary, with learners fully invested, curious, and actively participating in all phases of the learning cycle.
Teacher Engagement and Support	Teacher provides basic support during cooperative and independent tasks. Teacher is seated at their desk/table and students approach teacher. There may be a line up of students waiting for help.	Teacher provides regular support, checking in with learners during tasks. Teacher circulates to support students when students request help.	Teacher provides consistent support, offering guidance and feedback during cooperative and independent tasks. Teacher observes students and circulates, engaging in mini lessons and flexible grouping as needed.	Teacher engagement is high, with intentional support that fosters independence and collaboration. Teacher supports small groups of students intentionally and circulates to support, redirect, and flexibly groups students during the collaborative work time.	Teacher engagement is exemplary, with purposeful interactions that empower learners and maximize their success in all tasks. Teacher designs learning tasks with flexible grouping and provides intentional support to groups at various phases of instruction.

Survey

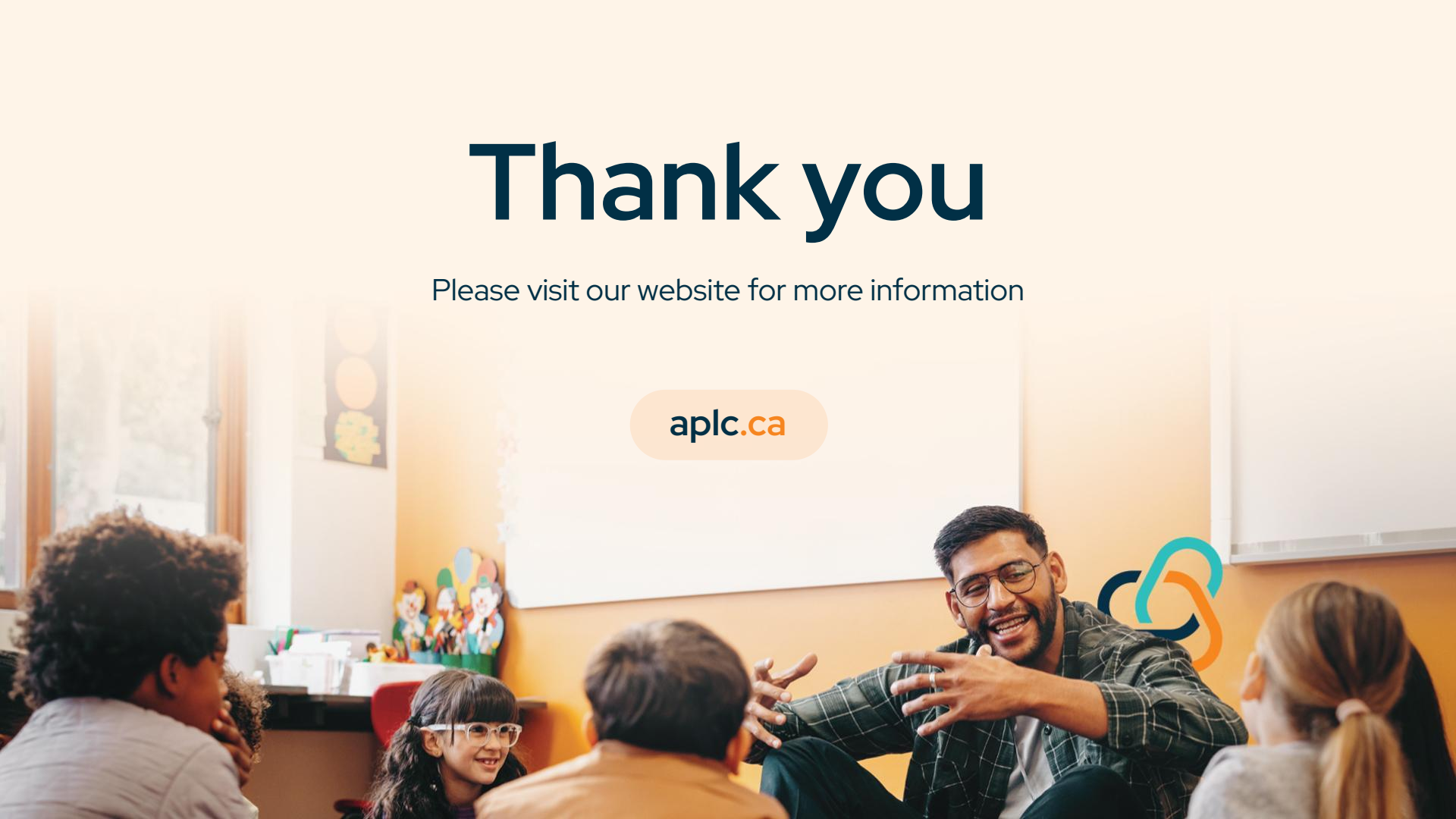
https://aplc.ca/survey/?id=15077

aplc.ca

Thank you

Please visit our website for more information

aplc.ca



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