

# Reynolds Department of Multilingual Education (DOME) Guiding Principles

*These belief statements reflect the values of Reynolds School District staff members and guide the development, implementation, and support for the district's multilingual education programs. These principles were created by the Reynolds Article 26b ELD committee and taskforce in collaboration with Education Northwest, and informed by focus groups, interviews, and staff surveys conducted in fall 2019.*



# Department of Multilingual Education Vision

## Reynolds families and caregivers

- Bring multiple perspectives to broaden and influence student and educator learning
- Lend linguistic and cultural assets to strengthen the school and community
- Build partnerships with the school to promote engagement, inclusion, and belonging in their child's education



All Reynolds staff ensure equitable education for multilingual learners in all classes and throughout the school day.



## Reynolds multilingual learner students

- Engage in meaningful learning where their multilingualism and cultural assets are valued, harnessed, and developed
- Develop language through purposeful and scaffolded interactions with peers
- Actively participate in strategic and explicit language learning in all language and content classes
- Receive differentiated supports for grade level access in content classes
- Have opportunities to develop literacy in multiple languages, including their home language



## Reynolds School District

- Provides an evidence-based, well defined, and well implemented language learning model that includes English language development and dual language immersion
- Creates and implements policies and practices to ensure students have universal access to core instruction, support services, and enrichment opportunities
- Provides a clear and unified process for identifying student needs
- Provides educators with training and support to improve their ability to serve multilingual learners throughout the school day
- Partners with parents and families to engage with their child's education in a language they understand
- Hires, recruits, and retains educators who are committed to providing multifaceted instructional supports for all learners



## Reynolds educators

- Hold high expectations for all students and deliver rigorous academic instruction
- Engage in a continuous cycle of teaching, learning, and assessment
- Differentiate and scaffold academic language supports in all classes
- Celebrate and promote students' multilingualism and cultural assets
- Collaborate to support students' language development through focused language instruction
- Provide equitable access to rigorous grade level instruction for multilingual learners

# 1.

## Reynolds multilingual learners engage in meaningful learning that values, harnesses, and develops their cultural and linguistic assets



**Multilingual learners** benefit from a school culture that values the assets they bring to the classroom, school, and community. Multilingual learners engage in deeper learning when their cultural and linguistic backgrounds and experiences are reflected in and integrated into instruction, curricula, materials, and resources. Students have opportunities to develop literacy in multiple languages, including their home language.



**Families** bring multiple perspectives to broaden and influence student and educator learning and lend their linguistic and cultural assets to strengthen the school and community. They are empowered to support their children's development by fostering their cultural and linguistic identities.



**Educators** celebrate and promote students' multilingualism and cultural assets. They value the individual strengths that multilingual learners bring from their personal experiences, homes, and communities. All educators are equipped with the tools, knowledge, capacity, and data to support these diverse students by harnessing their entire linguistic repertoire. Educators collaborate with the district to select curriculum and materials that provide cultural content and diverse perspectives, leveraging, honoring, and building upon students' home languages.



**Reynolds School District** provides professional learning opportunities focused on cultural competency for all teachers and administrators to promote the connections and engagement that students need to acquire new knowledge. The district actively supports programs, such as dual language instruction and assessments in multiple languages, that build upon students' cultural and linguistic assets.

Barbian, E. (2017). *Rethinking bilingual education: Welcoming home languages in our classrooms*. Rethinking Schools.

Billings, E., & Walqui, A. (n.d.). *Dispelling the myth of "English only." Understanding the importance of the first language in second language learning*. New York State Education Department. [http://www.nysed.gov/common/nysed/files/dispelling\\_myth\\_rev-2.pdf](http://www.nysed.gov/common/nysed/files/dispelling_myth_rev-2.pdf)

## 2.

### Reynolds multilingual learners develop language skills through scaffolded interaction with peers, strategic and explicit language instruction, and differentiated supports in content classes



**Multilingual learners** develop language through language-rich lessons that are embedded in content throughout the school day, regardless of program model. They develop language through purposeful and scaffolded interactions with peers utilizing their entire linguistic repertoire. They actively participate in strategic and explicit language instruction and receive differentiated supports for grade-level access in all content classes.



**Families of multilingual learners** understand that children's language development occurs throughout the school day. They are empowered to reach out to classroom teachers if they have questions, suggestions, or concerns, and they understand how to reach out to translators and interpreters.



**Educators** support students' language development throughout the school day through purposeful and scaffolded interactions between peers. Educators engage students in strategic and explicit language instruction using differentiated supports to provide access to grade-level content. Educators make intentional efforts to ensure instruction and supports are culturally and linguistically relevant. They have the tools, knowledge, and capacity to incorporate language development in all lessons. They use time provided to collaborate with peers, plan and implement language-rich lessons, and reflect on student learning.



**Reynolds School District** provides all educators with access to professional learning on differentiated instructional strategies and scaffolding to build the tools, knowledge, and capacity to support learners at varying English language proficiency levels. The district also provides professional learning to all administrators to provide teachers with constructive feedback that guides their implementation of best practices for multilingual learners. The district ensures educators have time to collaborate, plan, and implement language-rich lessons and reflect on student learning with classroom, content, and ELD teachers across the district.

Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. National Clearinghouse for English Language Acquisition. <https://eric.ed.gov/?id=ED521360>

Bunch, G. C., Kibler, A., & Pimentel, S. (2013). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Stanford University. [https://ul.stanford.edu/sites/default/files/resource/2021-12/01\\_Bunch\\_Kibler\\_Pimentel\\_RealizingOpp%20in%20ELA\\_FINAL\\_0.pdf](https://ul.stanford.edu/sites/default/files/resource/2021-12/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf)

Honigsfield, A., & Dove, M. G. (2015). *Collaboration and co-teaching for English learners: A leader's guide*. Corwin Press.

# 3.

## Educators hold high expectations for all students and deliver rigorous academic instruction



**Multilingual learners** benefit from high expectations and rigorous instruction in both content and language learning. They have guaranteed access to targeted instruction of grade-level content. All students have access to in-school and extracurricular opportunities to expand their learning.



**Families of multilingual learners** support their children to meet high expectations for learning and empower their children to access opportunities to expand their learning.



**Educators** provide opportunities and supports for rigorous learning so that all students achieve their full potential. They provide access to core academic instruction by maintaining high expectations and providing strategic opportunities for language use and instruction. They encourage all students to access in-school and extracurricular opportunities to expand their learning.



**Reynolds School District** ensures that all students have access to rigorous academic instruction and opportunities to expand their learning. The district provides all educators with professional learning on instructional strategies for maintaining rigorous academic instruction.

Fenner, D. S. (2014). *Advocating for English learners: A guide for educators*. Corwin Press.

Singer, T. W. (2018). *EL excellence every day: The flip-to guide for differentiating academic literacy*. Corwin Press.

# 4.

## Reynolds educators engage in a continuous cycle of teaching, learning, and assessment



**Multilingual learners** benefit from instruction that is targeted, builds on their assets, and adapts to their learning needs. Students are engaged in content learning through meaningful instruction with rigorous and authentic learning opportunities.



**Families** engage with their children's teachers to best support learning at home and to provide feedback from the home perspective. They receive frequent communication about their children's progress.



**Educators** use a continuous instructional cycle of teaching and learning to identify opportunities and deliver instruction for language development and content learning. Educators support students through the intentional use of varied and strategic classroom structures, such as flexible and cooperative grouping, to address individual learning needs. Consistent use of formative assessment practices provides teachers with the opportunity to monitor students' progress with language acquisition and content learning based on proficiency level. They use timely, accurate, and relevant data to identify individual student strengths and needs, especially around English proficiency and content area instruction. Common, standards-based assessments clarify instructional goals, guide instruction, and allow for collaboration between language specialists and classroom teachers.



**Reynolds School District** provides all educators with access to professional learning, support, and time to engage in a continuous instructional cycle of teaching, learning, and assessment. The district supports assessments in multiple languages.

Ballantyne, K. G., Sanderman, A. R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. National Clearinghouse for English Language Acquisition. <https://eric.ed.gov/?id=ED521360>

Garcia, O., Johnson, S. I., & Seitzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon.

# 5.

## Reynolds School District provides a well-defined, well-implemented, evidence-based language learning model that includes English language development and dual language immersion



**Multilingual learners** benefit from well-defined English language development delivery models for explicit and strategic language instruction across grades and schools. Multilingual learners have access to content and language instruction every day in every classroom or instructional setting. Although not all schools serve students in the same way, a well-defined, evidence-based language learning model strategically meets the diverse needs of multilingual learners.



**Families of multilingual learners** can identify their children's English language development delivery model, understand its strengths and weaknesses, and access dual language immersion as appropriate. They support their children by actively engaging with educators to ensure that the model is successful for their children.



**Educators** understand their schools' language learning program model and use it to strategically meet the needs of their students through consistent and effective practices. They collaborate with peers to ensure the model is aligned within schools and across the district and is being implemented with fidelity.



**Reynolds School District** provides structure, clarity, and professional development on language learning program models, systems of learning, scheduling, materials, and effective classroom practices to ensure the effective and consistent implementation of program models districtwide.

Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English learners* (Document No. IC-18). Collaboration for Effective Educator, Development, Accountability, and Reform Center, University of Florida. <http://cedar.education.ufl.edu/tools/innovation-configurations/>

Saunders, W., Goldenberg, C., & Mercelletti, D. (2013). English language development: Guidelines for instruction. *American Educator*, 37(2), 13–25, 38–39. <http://eric.ed.gov/?id=EJ1014023>

## 6.

### Reynolds School District creates and implements policies and practices to ensure students have universal access to core instruction, support services, and enrichment opportunities



**Multilingual learners'** academic, language, and behavioral needs are met through support services and enrichment opportunities, including English language development, dual language programming, special education, and talented and gifted programs.



**Families of multilingual learners** engage with educators to ensure their children have access to core instruction and to identify appropriate support services and enrichment opportunities for their children.



**Educators** have access to professional development on providing core instruction, support services, and enrichment opportunities. Educators work with the district to identify appropriate staffing levels that ensure multilingual learners are adequately served and continue to progress. They ensure students and families are informed about available and appropriate supports and services.



**Reynolds School District** ensures multilingual learners are provided equitable and inclusive access to core instruction, support services, and enrichment programs—such as engineering and other electives—to meet their full potential regardless of their English language proficiency. Multilingual learners' needs are prioritized when developing master schedules, implementing multi-tiered systems of support, and creating rigorous and meaningful instructional experiences. The district allocates staffing appropriately to adequately serve multilingual learners and ensure they continue to progress. The district communicates to educators, students, and families about available and appropriate supports and services.

Curry, C. (2003). Universal design: Accessibility for all learners. *Education Leadership*, 61(2), 55–60.

Fenner, D. S. (2014). *Advocating for English learners: A guide for educators*. Corwin Press.



# 7.

## Reynolds School District provides a clear and unified process for identifying student needs



**Multilingual learners** benefit from a clear and unified process for identifying student academic, language, and behavioral needs. Students' unique needs are identified to provide appropriate immediate and long-term services.



**Families of multilingual learners** engage with educators to ensure their children's unique needs are identified.



**Educators** make a coordinated effort to identify and meet the academic, language, and behavioral needs of individual students. Educators collaborate to determine flexible and temporary intervention support prior to referral for additional services.



**Reynolds School District** provides multi-tiered systems of support and other response-to-intervention systems that identify and meet student needs and are culturally and linguistically responsive and equitable in delivery.

Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14–26.

Fenner, D. S. (2014). *Advocating for English learners: A guide for educators*. Corwin Press.

# 8.

## Reynolds School District provides educators with training and support to improve their ability to serve multilingual learners throughout the school day



**Multilingual learners** benefit from well-equipped and knowledgeable educators who collaborate to serve multilingual learners throughout the school day. All students are served by educators who are knowledgeable about effective practices in language acquisition, academic language development, and culturally and linguistically responsive practices.



**Families of multilingual learners** partner with educators and the district to provide feedback on how well their children's needs are being met.



**Educators** are prepared to support diverse learners with language and grade-level content instruction throughout the school day. Through ongoing professional learning, educators develop their skills to support students' language acquisition, provide culturally and linguistically relevant instruction, and implement best practices for serving multilingual learners.



**Reynolds School District** is committed to hiring, training, and retaining educators who reflect the racial, cultural, and linguistic backgrounds of their students. The district provides a comprehensive multilingual learner professional development plan that includes training for all staff members, both certified and classified, to create culturally and linguistically responsive schools. District and school leaders have the knowledge and expertise to assess implementation of best practices for multilingual learners, provide feedback to staff members, and determine future professional learning needs.

Barbian, E. (2017). Rethinking bilingual education: Welcoming home languages in our classrooms. Rethinking Schools.

Molle, D. (2014). *High quality professional development for English language learners*. [WIDA Research Report]. Wisconsin Center Education Research.

<https://wida.wisc.edu/sites/default/files/resource/Research-Report-High-Quality-PD-for-ELLs.pdf>

# 9.

## Partnerships between schools and families/caregivers are essential for student success



**Multilingual learners** benefit from strong partnerships between home and school that facilitate authentic family engagement in their learning.



**Families of multilingual learners** engage in home-school partnerships that build on their strengths and actively engage students and families in learning. Families and students are afforded easy and equitable access to translation services and enrichment opportunities.



**Educators** provide strategic support and outreach to engage students and families in learning. Supported by the district, educators build on community assets and provide opportunities for families to share their cultural and linguistic heritage and identities. Educators aim to communicate with families in diverse ways and in their home languages. Schools provide a welcoming atmosphere, and students' home languages and cultures are reflected in the school environment.



**Reynolds School District** ensures a well-rounded approach to serving students and families that addresses unique student needs. The district provides opportunities for parents and families to engage in their child's education in a language they understand and ensures easy access to interpreters and translation services.

Billings, E., & Walqui, A. (n.d.). *Dispelling the myth of "English only": Understanding the importance of the first language in second language learning*. New York State Education Department. [http://www.nysed.gov/common/nysed/files/dispelling\\_myth\\_rev-2.pdf](http://www.nysed.gov/common/nysed/files/dispelling_myth_rev-2.pdf)

Fenner, D. S. (2013). *Advocating for English learners: A guide for educators*. Corwin Press.