

P.A.C.E. Framework



The Personalized Academic Command of English (P.A.C.E.) Framework builds the capacity of educators to maximize academic achievement for English Learners. P.A.C.E. incorporates effective, evidence/research-based instructional strategies and digital tools to support students in mastering content and language. P.A.C.E. disrupts systems of inequality by promoting access to grade level standards for English Learners through supportive instruction while maintaining the integrity of the NCSCoS standards.

P.A.C.E. Principles



Meaningful Engagement

Educators will achieve high levels of engagement through deep discussions and student interactions.



Language and Content Integration

Educators will foster language development integrated with content learning, not in isolation.



High Challenge, Intentional Support

Educators will engage students in highly challenging, grade level instruction by focusing on rigor, tolerating ambiguity, and fostering productive struggle.



Amplify, Not Simplify

Educators will increase accessibility to content topics and standards through the use of language supports and refrain from simplifying the task which leads to reduced rigor and negative connotation of the student learning experience.



All Are Assets

Educators will create a culturally responsive classroom environment in which all students are recognized as assets. Educators will challenge systems and practices that are inequitable.



Reach Beyond the Classroom

Educators will build collaborative relationships with students' families and the community to meet students' needs.

Our Core Research



[Dear Colleague Letter](#)- US Department of Education, US Department of Justice

English Learner Toolkit- Chapter 4- US Department of Education

Understanding Language- Kenji Hakuta, Aída Walqui, Margaret Heritage

Building Equity: Policies and Practices to Empower All Learners- Dominique Smith, Nancy Frey, Ian Pumpian, Douglas Fisher

Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students - Zaretta Hammond

Scaffolding Language Scaffolding Learning - Pauline Gibbons

Scaffolding the Academic Success of Adolescent ELs- Aída Walqui, Leo Van Lier

Academic Conversations Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zwiers and Marie Crawford