

Collaborating to Support English Learners (ELs) Webinar

Participant Guide: Understanding the Resources

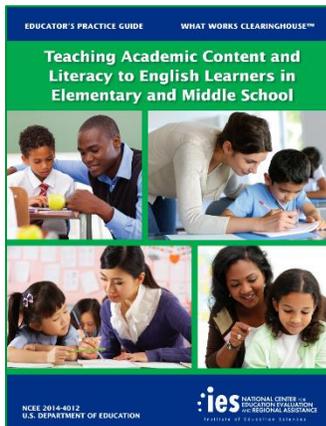
This document is a participant guide to the resources introduced in the Collaborating to Support English Learners (ELs) webinar.

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press.

Link: <https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

Description: *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* examines how evidence based on research relevant to the development of dual language learners (DLLs) and ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs and ELs from birth to Grade 12.

For more information on practices related to the integration of language and content, see Chapter 8.

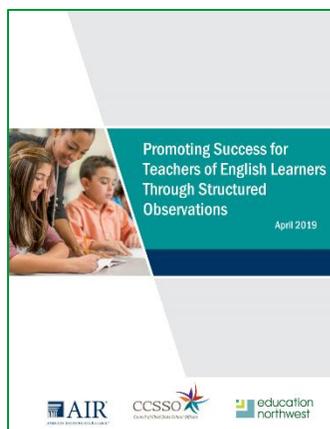


Educator's Practice Guide, What Works Clearinghouse: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Link: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/english_learners_pg_040114.pdf

Description: The goal of this practice guide is to offer educators specific, evidence-based recommendations that address the challenge of teaching ELs in the elementary and middle grades: building their English language proficiency while simultaneously building literacy, numeracy skills, and content knowledge of social studies and science. The guide provides practical and coherent information on critical topics related to literacy instruction for ELs and is based on the best available evidence as judged by the authors.

For more information on practices related to the integration of language and content, see Recommendations 1–4 on pages 13–68.



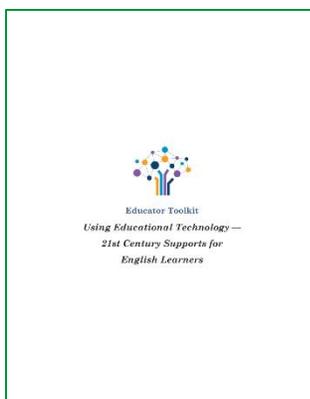
Promoting Success for Teachers of English Learners Through Structured Observations

Link: <https://ccsso.org/sites/default/files/2019-04/Promoting%20Success%20for%20Teachers%20of%20English%20Learners%20Through%20Structured%20Observations.pdf>

Description: One way to ensure that all students have equitable access to well-prepared, effective teachers is to establish evidence-based systems that clearly articulate the competencies a teacher must possess to be successful in educating all students to high standards and that encourage, guide, and support teachers as they work to improve their knowledge base and instructional practices.

The tools are designed to support teachers with ELs in their classrooms as well as other educators (e.g., principals, supervisors, coordinators, and coaches) who are tasked with supporting these teachers. The tools do not alter the domains, components, or critical attributes that constitute the Danielson Framework and Marzano Focused Evaluation Model; however, they add critical attributes for ELs and exemplars of effective practice for ELs in the form of resources, examples, and exhibits.

*For more information, see *Competencies That Well-Prepared Teachers of ELs Demonstrate* on pages 9–10.*

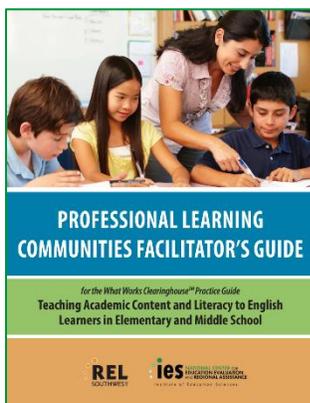


Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners

Link: <https://tech.ed.gov/edtech-english-learner-toolkits/educators/>

Description: This toolkit is for all educators—including teachers and administrators—who want to use technology to help their ELs gain proficiency in English and meet academic goals. In choosing to use technology, educators should recognize the supports offered and the constraints of any technology in the context of their own students and their needs. The toolkit offers five guiding principles for educators to apply in exploring new ways of working with and supporting their ELs through technology, starting with recognizing their students’ unique needs and thinking through to the best technologies to help meet those needs.

For more information on the five guiding principles for educators to apply in exploring new ways of working with and supporting their ELs through technology, see pages 2–21.



REL Southwest: Professional Learning Communities Facilitator’s Guide

Link: https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf

Description: This facilitator’s guide is designed to assist professional learning communities (PLCs) in applying evidence-based strategies to help K–8 ELs acquire the language and literacy skills needed to succeed academically. Through this collaborative learning experience, educators will expand their knowledge base as they read, discuss, share, and apply the key ideas and strategies presented in the What Works Clearinghouse practice guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*. The knowledge and resources provided will assist educators in meeting ELs’ instructional needs and the rigorous requirements of state college and career readiness standards.

For more information on how to set up PLCs, read the introductory section of this guide. This guide also contains several example handouts on how to incorporate the recommendations found in the guide.