



## **English Learner (EL) Resources for School Leaders**

DC PCSB is sharing the resources below to support schools in serving ELs. Schools are not required to read or implement any of the information listed below, this document is intended to be a helpful reference tool.

### **The Fundamentals**

The series of blog posts below outlines the basics of serving ELs. These articles provide a clear, concise foundation of knowledge about definitions, assessment, models of instruction, and policy, among other things.

- [Introduction to ELs and EL-related terms](#)
- [Who are ELs?](#)
- [Identifying ELs](#)
- [How Long Does it Take ELs to Learn English?](#)
- [EL Language Instruction Models](#)
- [Tests for ELs](#)
- [History of EL Policies in the USA](#)
- [English-Only Laws and ELs](#)
- [Recent Policy Shifts and ELs](#)
- [Preparing Educators to Work With ELs](#)

### **Toolkits and Best Practices**

The links below dive into more comprehensive guidance around ELs. These materials have been compiled from sources across the country, including the U.S. Department of Education, universities, and non-profit organizations.

- [Stanford courses on working with ELs](#): A series of free courses, papers, and other resources from the “Understanding Language” project in Stanford University’s Graduate School of Education. Many are designed to provide targeted professional development for teaching the Common Core to ELs.
- [Teaching At The Beginning videos on working with ELs in the early years](#) (summary [available here](#)): Demonstration videos illustrating best practices for working with ELs in early education settings.
- [Head Start on ELs](#): Contains a series of resources for EL policies and practices related to family engagement, assessment, instruction, and more.

- [New America](#) has published several case studies about the demographic changes and linguistic diversity of American schools, including an in depth look at Washington, DC. These reports discuss new, innovative practices happening across the country.
  - [San Antonio](#)
  - [David Douglas School District](#) (Oregon)
  - [Washington, DC](#)
- [Policy and practice resources from Colorín Colorado](#): Site with a wide array of resources related to ELs, including policy guidance, research, videos, expert interviews, and much more.
- [EL Toolkit, U.S. Department of Education](#): Guidance on schools' legal obligations to ELs. Includes questions and resources to help schools get into compliance.
- [Newcomer Toolkit, U.S. Department of Education](#): Guidance on schools' legal obligations to recently-arrived immigrant students. Provides resources and advice for meeting these obligations.
- [Education Connections: Teachers Working Together for EL Success](#): An online community for educators working with ELs. Includes videos and other teaching resources.
- [The Center for Applied Linguistics \(CAL\) resources for two-way dual immersion programs](#): CAL provides information about how immersion programs work. They also provide regular professional development opportunities.
- [National Clearinghouse for English Language Acquisition](#): Site governed by the U.S. Department of Education's Office of English Language Acquisition. Includes policy guidance, data on state EL performance, and more. Includes [a useful newsletter](#).
- [Mid-Atlantic Equity Consortium](#): A regional non-profit center for technical assistance and professional development opportunities related to "culturally, linguistically, and economically diverse learners."
- [White House Policy Statement on ELs](#): Recent guidance from the Obama Administration on how to serve ELs in early education settings.

### **Key Facts and Figures**

The figures, and supporting links, included below provide perspective on the scope of ELs across the country.

- [Around ⅓ of U.S. Head Start participants speak a non-English language at home.](#)
- [Between ¼ and ⅓ of U.S. students speak a language other than English at home.](#)
- [Around 1/9 of U.S. teachers speak a language other than English at home.](#)
- [Around 1/10 of U.S. K–12 students are formally classified as ELs.](#)
- [Around ½ of U.S. ELs are enrolled in the K–3 grades.](#)

## **Research**

The reports below provide insight into recent research relevant to ELs. Specifically, they provide background on language acquisition, program type, and quality of instruction.

- [Research suggests that there is no standard time for ELs to reach full English proficiency, but five to seven years is a general window.](#)
- [Recent research on how different instructional programs influence ELs' development.](#)
- [Research background on how and why ELs' linguistic development can vary.](#)
- [Research suggesting that quality implementation of instructional programs is key.](#)