

CHAPTER 4



TOOLS AND RESOURCES FOR PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

This is the fourth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

KEY POINTS

- SEAs and LEAs must design and implement services and programs that enable ELs to attain both English proficiency and parity of participation in the standard instructional program, within a reasonable length of time.
- SEAs and LEAs must provide equal opportunities for EL students to meaningfully participate in curricular, co-curricular, and extracurricular programs and activities.
- SEAs must ensure that schools and LEAs use appropriate, reliable, and valid evaluations and testing methods to measure ELs' acquisition of English and core-content knowledge.



Meaningful access to the core curriculum (e.g. reading/language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time. Thus, both SEAs and LEAs have the dual obligations to not only provide programs that enable EL students to attain English proficiency, but also to provide support in other curricular areas that will ensure ELs have equal opportunities to participate in the curriculum. LEAs may use a curriculum that temporarily emphasizes English language acquisition over other subjects, but any interim academic deficits in other subjects must be remedied within a reasonable length of time. LEAs may also offer EL programs that include grade-level content instruction in the student's primary language. Additionally, for eligible ELs with

disabilities, special education and related services, and supplementary aids and services, as specified in their individualized education programs (IEPs), must be provided in conjunction with the general education curriculum and any EL services.

One measure of whether ELs are able to attain equal participation in the standard instructional program within a reasonable length of time is whether a beginner EL will be able to earn a regular high school diploma in four years. ELs in high school, like their never-EL peers, should also have the opportunity to be competitive in meeting college entrance requirements. According to the U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection (March 2014), while 69 percent of non-ELs have access to the full range of math and

You can access **Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs** at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

science courses, only 65 percent of ELs attend schools offering Algebra I, geometry, Algebra II, calculus, biology, chemistry, and physics.

When adapting instruction in the core curriculum, LEAs should provide EL services (e.g., bilingual, English as a Second Language [ESL], or other program of instruction) that are age appropriate and of equal rigor as non-EL instruction. Placing ELs in age-appropriate grade levels will provide meaningful access to programs designed to help ELs meet grade-level standards. Other factors LEAs may consider include determining if the curriculum reflects the experiences and perspectives of a variety of cultural and linguistic groups. Schools may also consider whether the school culture is inclusive of culturally and linguistically diverse (CLD) students in order to facilitate an effective learning environment for all students.

ELs are a heterogeneous group, diverse in ethnic and language backgrounds, socioeconomic status, education levels, and levels of English language proficiency (ELP). In order to effectively educate ELs, teachers must assess each student's academic and language-development needs and tailor their instruction accordingly. Teachers also need to closely monitor student progress. Schools and LEAs must use appropriate and reliable evaluations and testing methods to measure ELs' knowledge of core subjects. This includes assessing ELs in their primary languages when ELs receive content instruction in those languages. Additional information on monitoring the progress of ELs will be discussed in depth in Chapter 8 of this tool kit.

As noted earlier, if students develop academic gaps while focusing on English language acquisition, LEAs must provide compensatory and supplemental services to remedy those gaps. Provided that those services are offered during the instructional day, LEAs may also consider for example, ELs' access to summer programs that can provide extra support. Sacks (2014) studied one statewide effort to provide summer programs for ELs, and concluded that programs with a mix of academic instruction and enrichment activities diminished summer learning loss for ELs.

In addition to offering equal access to the core curriculum, LEAs have an obligation to provide ELs with equal opportunities to participate meaningfully in "all programs and activities . . . whether curricular, co-curricular, or extracurricular." (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January

2015). This includes the obligation to provide ELs with equal access to all school facilities—including computer labs, science labs, etc. It also includes pre-kindergarten, magnet, and career and technical education programs, as well as counseling services, online and distance learning opportunities, performing and visual arts, athletics, and extracurricular activities, such as clubs and honor societies. As the next section explores, LEAs must also provide ELs with equal access to Advanced Placement (AP), honors, and International Baccalaureate (IB) courses, and gifted and talented education (GATE) programs.

The following checklist is intended to assist with providing equal access to curricular and extracurricular programs. The checklist provides suggested questions only. Schools and LEAs should check with their SEA's policies and federal guidance to ensure compliance.

English Language Development (ELD)

- ★ Does ELD instruction prepare ELs to participate in the academic curriculum in English?
- ★ Is the ELD instruction tailored to and does it build upon students' levels of ELP?
- ★ Is there ongoing, systematic assessment of ELs' progress toward English proficiency?

Curricular and Extracurricular Programs

- ★ Do the EL programs provide access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to never-ELs, while also providing appropriate language assistance strategies in core instruction?
- ★ Are ELs integrated into the school's educational programs, extracurricular offerings, additional services, and student body?
- ★ Do ELs have equal access to all of the school's facilities (e.g., computer labs, science labs, cafeteria, gym, and library)?
- ★ Are ELs assessed in the core-content areas with appropriate and reliable evaluations and testing methods?
- ★ Do content assessments indicate that ELs are making academic progress while in the EL program, and that former ELs are performing comparably to that of their never-EL peers? If not, are timely services provided to ELs to accelerate academic progress? Are those services offered within the school day?

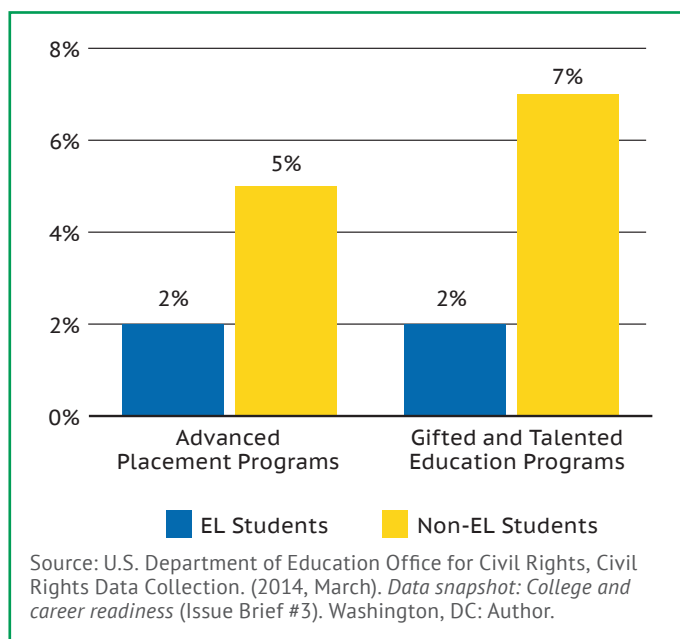
PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO ADVANCED COURSES AND GIFTED AND TALENTED PROGRAMS

KEY POINTS

- LEAs may not exclude ELs from GATE programs, or other specialized programs, such as AP, honors, and IB courses.
- LEAs must ensure that evaluation and testing procedures for GATE or other specialized programs do not screen out ELs because of their ELP levels.
- SEAs and LEAs should monitor the extent to which ELs and former ELs are referred for and participate in GATE programs and AP, honors, and IB courses, as compared to their never-EL peers.



In school year 2011–12, ELs represented 5 percent of high school students, yet only two percent of all students who were enrolled in at least one AP course. That same school year, ELs represented only 1 percent of the students receiving a qualifying score of three or above on an AP exam. As shown below, non-ELs participated in AP programs at a rate of two-and-a-half times that of ELs and in GATE programs at a rate of three-and-a-half times that of ELs (U.S. Department of Education, Office for Civil Rights, 2014).



LEAs should identify all students, including ELs, who can participate in GATE or other specialized courses such as AP, honors, or IB. Expanded access to rigorous coursework helps prepare students for success in college and careers. LEAs must ensure that their GATE admission policies and practices do not limit ELs' access to and participation in GATE. If an LEA believes there is an educational justification for requiring English proficiency in a particular GATE or other advanced program, it should consider whether a school could use a comparably effective policy or practice that would have a less adverse impact on EL students. Lastly, SEAs and LEAs should monitor the extent to which ELs and former ELs are referred for and participate in GATE programs and AP, honors, and IB courses, as compared to their never-EL peers.

A case study of one LEA (Harris, Plucker, Rapp, & Martínez, 2009) found that ELs are underrepresented in gifted and talented programs, and presented several barriers related to LEA referral and identification policies. The challenges included (1) a lack of clear guidance from the SEA on identifying students from underrepresented populations who may be gifted; (2) the frequent mobility among some ELs; (3) some teachers' belief that attaining ELP should occur before identifying ELs as gifted and talented; (4) assessment instruments that are not culturally appropriate; (5) a lack of professional development for general education teachers about the cultural backgrounds and histories of ELs; and (6) a lack of effective communication with EL parents.

To ensure that ELs have the opportunity to participate in GATE programs, LEAs should evaluate them using multiple assessment tools, methods (e.g., non-verbal assessments, such as drawing, matching, portfolios, performances, etc.), and contexts (e.g., in-school and out-of-school), so that ELs can demonstrate their knowledge without relying primarily on their ability to use English (Harris, Rapp, Martínez, & Plucker, 2007). LEAs should also consult various sources, such as teachers, parents, and others. School personnel evaluating ELs for GATE services should also strive to understand ELs' diverse cultural values because different cultures stress different gifts and talents.

Additionally, ELs who are gifted and have a disability—sometimes referred to as twice exceptional students—must be carefully monitored so that they can receive EL and special education services, and gifted curricula at their ability levels. Twice exceptional ELs should receive services consisting of GATE instruction, English language support, special education and related services and supplementary aids and services (as specified in their IEPs), and appropriate accommodations and case management.

The following checklist is intended to assist with providing equal access to advanced classes and GATE programs for ELs. The checklist provides suggested questions only. Schools and LEAs should check with their SEA's policies and federal guidance to ensure compliance.

- ★ Do GATE admission criteria apply equally to both ELs and their never-EL peers? Are criteria for ELs unwittingly or arbitrarily set higher (for example, admitting only students with “B” averages or higher, when grades may be affected by ELP levels)?
- ★ Are GATE evaluations and testing methods available in formats that do not depend on students' English language skills?
- ★ Do GATE evaluations include multiple sources, methods, and recommendations from both ESL teachers and general education teachers?
- ★ Do the school personnel making GATE program participation decisions have knowledge of ELs' cultures and backgrounds?
- ★ Do policies and processes enable ELs to access advanced classes and GATE programs for which ELP is not necessary for meaningful participation?
- ★ Do policies and processes ensure that advanced classes, GATE programs, and EL services are not scheduled at the same time?
- ★ Do SEAs and LEAs have a process and policy to monitor the rate at which ELs and former ELs are referred for and participate in GATE programs and AP, honors, and IB courses, as compared to their never-EL peers?



PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

TOOLS

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The following set of tools is intended to assist schools, LEAs, and SEAs in providing ELs with equal access to curricular and extra-curricular programs, advanced classes, and GATE programs. The tools provide information on how to access relevant school and district data, strategies for supporting ELs in meeting college- and career-ready standards and considerations in identifying and serving gifted ELs.

Tool #1, Data Collection, provides information on how to access and use the data on ELs from the Office for Civil Rights' Civil Rights Data Collection (CRDC).

Tool #2, Six Key Principles for Teaching English Learners, will help guide LEAs as they work to develop standard-aligned instruction for ELs.

Tool #3, English Learners and the College- and Career-Ready Standards, provides examples of resources, instructional strategies, coursework, etc., designed to help ELs meet college- and career-ready standards in language arts and mathematics.

Tool #4, Serving Gifted English Learners, includes policy recommendations for identifying and serving ELs who are gifted and talented.



TOOL #1

DATA COLLECTION

In analyzing school and LEA services to ELs, educators may begin with a review of the educational data available through multiple local, state, and national resources. One such resource is the CRDC website which provides data collected from schools and LEAs on key education and civil rights issues in our nation's public schools—including student enrollment and educational programs and services—and disaggregated by race/ethnicity, sex, EL status, and disability. The website presents this data using various reports and tools. It also provides school- and LEA-level summaries of the CRDC in its “Summary of Selected Facts” charts, and allows users to “drill down” into disaggregated data displays for all of the civil rights data from the 2011–12 school year for a school or LEA. The data can be an indicator of potential equity and opportunity gaps that may exist between ELs (or limited English proficient [LEP] students, as they are referred to here) and non-ELs. The data, however, does not disaggregate between ELs, former ELs, and never-ELs.

TIPS FOR FINDING CRDC DATA ON ENGLISH LEARNERS

The screenshot shows the ED.gov CIVIL RIGHTS Data Collection website. The left sidebar contains navigation links: School & District Search, Custom Charts & Detailed Data Tables, State and National Estimations, Additional Resources, FAQs/User Guide, Office for Civil Rights(OCR), and a section titled 'Do you know the CRDC includes data about...' with sub-links for Enrollment Demographics, Prekindergarten, Math & Science Courses, Advanced Placement, SAT/ACT, Discipline, School Expenditures, and Teacher Experience. A link for 'Looking for the 2013-14 CRDC?' is also present. The main content area features the 'CIVIL RIGHTS Data Collection' title, the Department of Education logo, and the tagline 'Wide-ranging education access and equity data collected from our nation's public schools.' Below this is a 'Quick Access' section with three main categories: '2009-10 & 2011-12 District or School Reports' (with sub-links for summaries and data access), 'Detailed Data Tables' (with sub-links for comparing data across schools and districts), and 'State and National Estimations' (with a sub-link for downloading data).

How to Obtain and Use the Data

To investigate a school's or LEA's EL and non-EL enrollment rates in Algebra I, AP, and GATE programs as well as other information on ELs, follow these steps:

1. Visit OCR's CRDC website at <http://ocrdata.ed.gov>.
2. Click on “School and District Search” on the left-hand navigation menu or on “2009–10 and 2011–12 LEA or School Reports” in the center of the page.

You can access **Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs** at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>.

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL #1: DATA COLLECTION (CONTINUED)

3. Click on “Find School(s)” or “Find District(s),” depending on your search.
 - To search for a school by name, enter its name into the “School Name” field, and click “School Search.” To focus on a particular state, select the state before clicking “School Search.”
 - To search for a district, click on the “Find District (s)” tab, enter the name into the “District Name” box, and click “District Search.”
 - Users can also search for a school or district by name, address, city, NCES ID, distance from zip code, state, or regional office. Please note that searches are limited to 200 results.
4. Search results will appear below the “Additional Search” options. Click the school or district link from the list of results. Clicking on the name of a school will take you to the “School Summary” page, while clicking on the name of a LEA will take you to the “District Summary” page.
5. The “Summary of Selected Facts” page displays overview information about the chosen school or district. Selected data are displayed in five categories: (1) Characteristics and Membership, (2) Staffing and Finance, (3) Pathways to College and Career Readiness, (4) College and Career Readiness, and (5) Discipline, Restraint/Seclusion, Harassment/Bullying.
6. To look into more detailed EL data, use the links in the light blue boxes called “Additional Profile Facts Available.” Users can choose to view the data as charts or tables (counts or percentages). OCR has compiled many pertinent EL facts into EL reports. Click on “English learner (EL) report” to review the main report, or on the plus sign to the left to view an expanded menu that includes “Total LEP students” or “LEP students enrolled in LEP programs” sub-reports.
 - The main report includes data on the following topics:
 - District characteristics
 - LEP enrollment, including race/ethnicity and proportions served in English Language Instruction Educational Programs and under the *Individuals With Disabilities Act (IDEA)*
 - Pathways to college- and career-readiness, including information on LEP enrollment in early childhood, advanced math and science, and AP classes; gifted and talented education programs; and SAT and ACT test taking
 - Discipline
 - The sub-reports compare overall enrollment to the race/ethnicity, sex, and disability status of total LEP students in the school or those enrolled in LEP programs.
 - For additional data on ELs with disabilities, click “Students With Disabilities (*IDEA*)” or “Students With Disabilities (504)” in the blue box on the right-hand side of the screen. At the bottom of the page are data comparing rates of all students with those of ELs in an LEA who are served under *IDEA* or *Section 504* of the *Rehabilitation Act of 1973*, as amended. Under “EDFacts *IDEA*” are data by type of disability.
7. Using the “Detailed Data Tables” under “Custom Chart & Detailed Data Tables” in the left-hand navigation menu of the homepage (or in the main menu in the center of the page) allows users to view and compare data across multiple years and schools. Users can access and customize detailed data tables.

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TOOL #2

SIX KEY PRINCIPLES FOR TEACHING ENGLISH LEARNERS

The Understanding Language District Engagement Subcommittee at Stanford University compiled the following principles from papers presented and discussions had at its January 2012 meeting. In developing these principles, the subcommittee drew directly from theory, research, and professional knowledge related to the education of ELs and the papers presented at the conference.

KEY PRINCIPLES FOR ENGLISH LEARNER INSTRUCTION

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that ELs meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, EL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS-aligned instruction for ELs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

- 1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- 2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** ELs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- 3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- 4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
- 5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

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TOOL #2: SIX KEY PRINCIPLES FOR TEACHING ENGLISH LEARNERS (CONTINUED)

- 6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

Source: Stanford University, Graduate School of Education, Understanding Language. (2013). *Key principles for ELL Instruction*. Stanford, CA: Author. Retrieved from http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf

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TOOL #3

ENGLISH LEARNERS AND THE COLLEGE- AND CAREER-READY STANDARDS

While the following tool is designed for states that have adopted the Common Core State Standards it may prove useful for any state in applying college- and career-ready standards to ELs. The National Governors Association Center for Best Practices and the Council of Chief State School Officers are the owners and developers of the Common Core State Standards. The resource below, and others, can be found on the <http://www.corestandards.org> website.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of ELP. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

English Language Arts

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet standards in language arts it is essential that they have access to:

- ★ Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- ★ Literacy-rich school environments where students are immersed in a variety of language experiences;

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TOOL #3: ENGLISH LEARNERS AND THE COLLEGE- AND CAREER-READY STANDARDS (CONTINUED)

- ★ Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- ★ Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- ★ Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- ★ Ongoing assessment and feedback to guide learning; and
- ★ Speakers of English who know the language well enough to provide ELLs with models and support.

Mathematics

ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELLs should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves more than vocabulary lessons. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English*.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics. Overall, research suggests that:

- ★ Language switching that can be swift, be highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem;
- ★ Instruction should ensure that ELLs understand the text of word problems before they attempt to solve them;
- ★ Instruction should include a focus on “mathematical discourse” and “academic language” because they are important for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically; this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and

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TOOL #3: ENGLISH LEARNERS AND THE COLLEGE- AND CAREER-READY STANDARDS (CONTINUED)

- ★ While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

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Source: Common Core State Standards Initiative. (n.d.). Application of Common Core State Standards for English language learners. Retrieved from <http://www.corestandards.org/assets/application-for-english-learners.pdf>

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TOOL # 4

SERVING GIFTED ENGLISH LEARNERS

The National Association for Gifted Children developed a position statement that includes four dimensions and recommendations for equitably identifying gifted students from culturally, linguistically, and socioeconomically diverse groups. The following excerpted recommendations may help SEAs and LEAs develop and implement practices for ELs who are gifted.

IDENTIFYING AND SERVING CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) GIFTED STUDENTS

Develop culturally sensitive identification protocols

- ★ NAGC recommends that states and school districts critically examine policies and practices related to identification to determine where and how diverse students are excluded from gifted programs.
- ★ To capture a holistic profile of all students, multiple criteria should be the norm. Qualitative and quantitative information gathered from families, teachers, and students should be part of the evaluative process.
- ★ All instruments used for screening and identification (e.g., checklists, referral forms, assessments) should be valid, reliable, and culturally and linguistically sensitive.

Ensure early and continuous access to high-end curriculum

- ★ Teachers should provide CLD [culturally and linguistically diverse] students with opportunities to be inspired and to demonstrate their giftedness. These opportunities should be provided early and continuously to ensure student success in gifted programs.
- ★ Institutions of Higher Education and school districts should utilize the National Gifted Education Standards for PreK-12 Professional Development and Using the Gifted Education Standards for University Teacher Preparation Programs as guides for developing coursework and opportunities for professional development.

Provide essential supports for CLD gifted students

- ★ Schools should create support programs to help gifted students from diverse backgrounds develop strong academic identities, learn coping strategies for dealing with negative peer pressure and discriminatory practices, and gain resiliency for responding to challenging life circumstances. Supportive programs should include opportunities to develop relationships with adults and college students from varied cultural groups across multiple domains.

Establish effective home, school, and community connections

- ★ School leadership and personnel should be proactive in building trusting, reciprocal relationships with diverse families and communities.
- ★ School personnel should enlist the support of local businesses and civic and faith-based organizations as partners in identifying and educating CLD gifted children and youth
- ★ Schools are also encouraged to present information to faculty, staff, families, and the community about cultural influences on giftedness and how giftedness may be manifested.

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TOOL #4: SERVING GIFTED ENGLISH LEARNERS (CONTINUED)

- ★ CLD parent support groups can be formed to help families of CLD students bond with each other and help schools enrich curriculum with information about unique cultural values.

Focus Research on Equity Issues

- ★ University, school district, private, and federal entities working in partnership should seek funding for research and demonstration projects related to equity issues.
- ★ Where best practices are currently in place, funding should be secured to ensure continuation of programming with consideration toward replicating such programs.

Source: National Association for Gifted Children (NAGC). (2011). *Identifying and serving culturally and linguistically diverse gifted students* (Position Statement). Washington, DC: Author. Retrieved from <http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>

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PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

RESOURCES

The U.S. Department of Education does not mandate or prescribe particular standards, curricula, lesson plans, assessments, or other instruments in this tool kit. This tool kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to resources does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided. All links included here were verified on June 10, 2015. The list of resources will be updated and revised in the future.

American Educational Research Association. (2004, Winter). *English language learners: Boosting academic achievement* (Research Points Vol. 2 Issue 1). Washington, DC: Author. Retrieved from <http://www.aera.net/Portals/38/docs/Publications/ENGLISH%20Language.pdf>

This article provides guidance on how to teach literacy to ELs most effectively. The author identifies four critical components of reading instruction for ELs: (1) phonics, (2) vocabulary, (3) comprehension, and (4) speech. Several recommendations intend to help policy makers provide literacy support to ELs.

August, D., Salend, S., Staehr Fenner, D., & Kozik, P. (2012, July). *The evaluation of educators in effective schools and classrooms for all learners* (Issue Brief). Washington, DC: E3TL Consortium. Retrieved from http://connectingthedots.aft.org/sites/aft/files/documents/i3_Grant-ELL-SWD_Working_Group-Shared_Values_Paper-FINAL-7-3-12.pdf

This issue brief discusses how to help all students experience success in general education classrooms. The authors base this discussion on four interrelated educational principles: (1) all learners and equal access; (2) individual strengths and challenges supporting diversity; (3) reflective, responsive, differentiated, and evidence-based practices; and (4) culture, community, and collaboration.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (NCEE). Retrieved from <http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=19>

This practice guide offers “educators specific, evidence-based recommendations that address the challenge of teaching ELs in the elementary and middle grades: building their ELP 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.”

Bermudez, A., & Marquez, J. (1998). Insights into gifted and talented English language learners. Retrieved from the Intercultural Development Research Association (IDRA) website: http://www.idra.org/IDRA_Newsletter/June_July_1998_Gifted_and_Talented_Students_Celebrating_25_Years_1973_-_1998/Insights_into_Gifted_and_Talented_English_Language_Learners/

This article discusses challenges in identifying gifted and talented ELs and strategies for doing so. The suggestions offered include guidelines to assist teachers and other school personnel in better serving these ELs.

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Blocher, R. L. (n.d.). Our most able learners from culturally and linguistically diverse backgrounds [Presentation]. Retrieved from <https://www.cosa.k12.or.us/downloads/profdev/State%20EL%20Conference/2013/Handouts/Rebecca%20Blocher.pdf>

This presentation identifies characteristics of gifted and talented children for both the general student population and ELs. Key strategies for identifying gifted ELs include (1) using assessment data that are gathered from multiple sources and include objective and subjective data, and professional and non-professional input on behavior; and (2) implementing identification practices that are early, specific, and on-going. This presentation recommends advocating for gifted and talented ELs, involving parents in the process, identifying cultural and linguistic differences, and inviting input from classroom and EL teachers.

Bunch, G. C., Kibler, A., & Pimentel, S. (2012). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Paper presentation at Understanding Language Conference, Stanford University School of Education, Stanford, CA. Retrieved from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf

This paper addresses literacy instruction of ELs as a shared responsibility among teachers across disciplines, as well as curriculum developers, textbook writers, assessment specialists, teacher educators, administrators, researchers, policy makers, and others. The authors focus on four areas emphasized by the CCSS—reading, writing, speaking, and listening, and overall language acquisition—and within each offer a new approach in language and literacy instruction.

Castellano, J. A. (1998). *Identifying and assessing gifted and talented bilingual Hispanic students* (ERIC Digest). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved from <http://files.eric.ed.gov/fulltext/ED423104.pdf>

This article addresses the issues in identifying and assessing gifted bilingual Hispanic students. It recommends the use of multiple criteria in the screening and identification process, including ethnographic, dynamic, and portfolio assessments; test scores; teacher observation; behavioral checklists; past school performance; parental interviews; writing samples; and input from the student's identified cultural group.

Coleman, R., & Goldenberg, C. (2012, February). The Common Core challenge for English language learners (ELLs). *Principal Leadership*, 12(6), 46-51. Retrieved from http://www.nassp.org/content/158/pl_feb12_goldenberg.pdf

This article focuses on the challenges of implementing CCSS with ELs. The authors provide suggested guidelines for school leaders and teachers to promote high levels of content and language learning for ELs through instruction in the content areas and promoting ELP.

Common Core State Standards Initiative. (n.d.). *Application of Common Core State Standards for English language learners*. Retrieved from <http://www.corestandards.org/assets/application-for-english-learners.pdf>

This document offers an overview of how the CCSS relate to ELs in ELA and mathematics. It highlights best practices for instruction and identifies current research on the topic.

Cook, H. G., Boals, T., & Lundberg, T. (2011, November). Academic achievement for English learners: What can we reasonably expect? *Kappan*, 93(3), 66-69. Retrieved from <https://www.wida.us/get.aspx?id=485>

This article discusses “the rate at which English learners acquire academic English, and the time needed for English learners to become English proficient.” The authors conclude that both language proficiency and academic content proficiency must be used in any definition of “English proficiency,” and that ELs do not all grow at the same rate.

Council of the Great City Schools. (2014, August). *A framework for raising expectations and instructional rigor for English language learners*. Washington, DC: Author. Retrieved from <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

This document outlines a framework for acquiring English and attaining content mastery across the grades in an era in which college- and career-ready standards require more reading in all subject areas. It also includes criteria by which school administrators and teachers can determine whether instructional materials being considered for implementation are appropriate for ELs and are consistent with the college- and career-ready standards.

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Council of Chief State School Officers. (2014, April).

English language proficiency (ELP) standards with correspondences to k–12 practices and Common Core State Standards. Washington, DC: Author. Retrieved from http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf

The ELP standards—developed for kindergarten and grades one, two to three, four to five, six to eight, and nine to 12—highlight the language knowledge and skills that allow EL students to succeed in ELA, as well as in literacy, mathematics, and science. The standards focus on a strategic set of language functions (“what students do with language to accomplish content-specific tasks”) and forms (“vocabulary, grammar, and discourse specific to a particular content area or discipline”).

Educational Testing Service (ETS). (2014, March).

Assessment Services Supporting English Learners through Technology systems (ASSETS). Princeton, New Jersey: Author. Retrieved from http://www.k12center.org/rsc/pdf/assets_handout_march_2014.pdf

This document summarizes ASSETS, a “next-generation, technology-based English language proficiency assessment system for English language learners in Grades 1–12,” and provides a timeline for its development and release. Based on the English language development (ELD) standards developed by the WIDA Consortium, ACCESS “will include a summative language proficiency assessment, an on-demand screener, classroom interim assessments, and foundations for formative assessment resources, as well as accompanying professional development materials.”

EngageNY. (2014). Scaffolding instruction for English language learners: Resource guides for English language arts and mathematics. Retrieved from the EngageNY website at <https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>

These resource guides for ELA and mathematics provide guidance on how to use the curricular materials on the EngageNY website. The site is maintained by the NY State Education Department to support the implementation of key aspects of the

New York State Board of Regents Reform Agenda. The resource guides provide additional “scaffolds” for ELs appropriate for their level of ELP.

Fultz, M., Lara-Alecio, R., Irby, B., & Tong, F. (2013).

The Hispanic bilingual gifted screening instrument: A validation study. *National Forum of Multicultural Issues Journal*, 10(1). Retrieved from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Fultz,%20Monica%20The%20Hispanic%20Bilingual%20Gifted%20Screening%20Instrument%20NFIJ%20V10%20N1%202013.pdf>

This study examined the Hispanic Bilingual Gifted Screening Instrument (HBGSI) and analyzed its reliability and its concurrent validity with the Bilingual Verbal Ability Test (BVAT). The authors found that the HBGSI shows substantial evidence of reliability and of concurrent validity, indicating that this tool may help schools identify those ELs who may be gifted and talented.

Harris, B., Rapp, K. E., Martinez, R. S., & Plucker, J. A. (2007, November).

Identifying English language learners for gifted and talented programs. *Roeper Review*, 29(5), 26-29. Retrieved from http://www.redorbit.com/news/education/1152658/identifying_english_language_learners_for_gifted_and_talented_programs/

This study reports the findings from a case study on the strategies used to identify gifted and talented (GT) ELs. The study collected data from staff, parents, students, and a review of district and state policies. Results revealed both theoretical and practical challenges for identifying GT.

Harris, B., Plucker, J. A., Rapp, K. E., & Martínez, R. S.

(2009). Identifying gifted and talented English language learners: A case study. *Journal for the Education of the Gifted*, 32(3), 368–393. Retrieved from <http://files.eric.ed.gov/fulltext/EJ835865.pdf>

This study reports the findings from a case study of an LEA's practices to identify ELs who may be gifted and talented. Data were collected from staff, parents, and students, and a review of district and state policies.

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Haynes, M. (2012, October). *The role of language and literacy in college- and career-ready standards: Rethinking policy and practice in support of English language learners* (Policy Brief). Washington, DC: Alliance for Excellent Education. Retrieved from <http://all4ed.org/wp-content/uploads/2013/06/LangAndLiteracyInStandardsELLS.pdf>

This policy brief describes (1) implementing new college- and career-ready standards for ELs; (2) understanding language acquisition among ELs; (3) aligning language proficiency and rigorous content standards for ELs; (4) analyzing language demands of the new standards; (5) changing the structure of secondary schools; and (6) changing state and local policies.

Kaplan, K. C., Lavadenz, M., & Armas, E. G. (2011, December). *Essential elements of effective practices for English learners* (Policy Brief No. 1). Long Beach, CA: Californians Together. Retrieved from Californians Together website: <http://www.californiantogether.org/docs/download.aspx?fileId=340>

This document synthesizes effective practices for ELs; presents four elements needed to implement programs for ELs, how to monitor teacher effectiveness; and program and policy recommendations. Recommendations include (1) district and state level policies, (2) alignment of targeted fiscal and human resources, and (3) teacher preparation and credential requirements.

King, K. A., Kozleski, E. B., & Lansdowne, K. (2009, May/June). Where are all the students of color in gifted education? *Principal*, 16-20. Alexandria, VA: National Association of Elementary School Principals. Retrieved from http://www.naesp.org/resources/2/Principal/2009/M-J_p16.pdf

This article explores how to improve the quality of learning opportunities, such as gifted education, for students who are culturally and linguistically diverse (CLD). Suggested strategies include retaining dually skilled teachers—those who are qualified to teach both gifted education and English-language learning—and enhancing criteria to identify and recruit students.

Koelsch, N. (2006, November). *Improving literacy outcomes for English language learners in high school: Considerations for states and districts in developing a coherent policy framework* (Research Brief). Washington, DC: National High School Center. Retrieved from http://betterhighschools.org/docs/NHSC_ImprovingLiteracy_010907.pdf

This brief addresses elements to consider when educating ELs at the secondary level: course offerings, overrepresentation of ELs in special education, graduation requirements, and professional learning for staff. The brief urges states and districts to “redesign literacy work for ELs in high school by moving from remediation to academic acceleration and enrichment.”

Mathews, M. S. (2009, September). English language learner students and gifted identification. Retrieved from <http://tip.duke.edu/node/921>

This post focuses on the underrepresentation of ELs in gifted education programs in the United States. The author states that there are multiple reasons for this but targets schools' identification procedures as a major one. He also discusses how a school's “underlying philosophy on gifted education” can be a hindrance to ELs accessing gifted programs, and encourages parents to ask questions of their child's school concerning these opportunities.

Moschkovich, J. (2012). *Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core*. Paper presentation at Understanding Language Conference, Stanford University, Stanford, CA. Retrieved from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/02-JMoschkovich%20Math%20FINAL_bound%20with%20appendix.pdf

This paper provides recommendations for developing mathematics programs for ELs that focus on improving mathematics instruction through language, professional development, and curriculum development.

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National Association for Gifted Children (NAGC). (2011). *Identifying and serving culturally and linguistically diverse gifted students* (Position Statement). Washington, DC: Author. Retrieved from <http://www.nagc.org.442elmp01.blackmesh.com/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>

This position statement paper proposes a “multi-dimensional paradigm shift from a deficit- to a strength-focused perspective” to meet the needs of CLD students in gifted education. Recommendations and best practices focus on (1) developing culturally sensitive identification protocols; (2) ensuring early and continuous access to high-rigor curricula; (3) providing essential support for CLD gifted students; (4) establishing home, school, and community connections; and (5) focusing research on equity issues.

National Association for Gifted Children (NAGC). (n.d.). Classroom instruction and teacher training for gifted students from diverse populations. Retrieved from <http://www.nagc.org/resources-publications/resources/timely-topics/ensuring-diverse-learner-participation-gifted-1>

This page on the NAGC website suggests the following four practices to promote equitable access and school success for underrepresented gifted students: (1) developing culturally sensitive identification protocols; (2) ensuring early and continuous access to high-end curriculum; (3) providing essential supports; (4) and establishing effective home, school, and community connections.

Oakes, A., & Maday, T. (2009, August 30). *Engaging Native American learners with rigor and cultural relevance* (Issue Brief). Washington, DC: Center for Comprehensive School Reform and Improvement. Retrieved from <http://files.eric.ed.gov/fulltext/ED507588.pdf>

This issue brief makes the case that a blend of strong instruction and cultural relevance can collaboratively boost lagging achievement among Native American students. The authors review educational challenges, research on instruction, and best-practice case studies with Native American students from California, Colorado, and New Mexico.

Olszewski-Kubilius, P., & Thomson, D. (2010, Fall). Gifted programming for poor or minority urban students: Issues and lessons learned. *Gifted Child Today*, 33(4), 58-64. Retrieved from http://www.davidsongifted.org/db/Articles_id_10670.aspx

This article presents research showing that successful programs for low-income or minority, gifted urban students are both multifaceted and flexible. It argues that effective programs must understand and build support within the family, school, and community. The article profiles two projects geared toward low-income or minority, gifted urban students, Project Excite and Project LIVE. These programs are designed to prepare talented minority students to enter existing programs for advanced learners.

Plucker, J., Giancola, J., Healey, G., Arndt, D., & Wang, C. (2015, March). *Equal talents, unequal opportunities: A report card on state support for academically talented low-income students*. Lansdowne, VA: Jack Kent Cooke Foundation. Retrieved from http://www.excellencegap.org/assets/files/JKCF_ETUO_Report.pdf

The authors of this report investigated state-level interventions designed to support “advanced learners” from low-income families. The study identifies state-level policies that support advanced learning, and highlights “disparities in educational outcomes of advanced learners from low-income families.” Also included are best practices that states may adopt, and “interventions that have the greatest efficacy.” The authors also rate each state based on its policies and the outcomes of high-ability, low-income students.

Plucker, J. A., Hardesty, J., & Burroughs, N. (n.d.) *Talent on the sidelines: Excellence gaps and America's persistent talent underclass*. Storrs, CT: University of Connecticut, Neag School of Education, Center for Education Policy Analysis. Retrieved from http://webdev.education.uconn.edu/static/sites/cepa/AG/excellence2013/Excellence-Gap-10-18-13_JP_LK.pdf

This report is a follow up to one released in 2010, *Mind the (Other) Gap*, which identified large gaps in academic achievement between low-income and minority students and their more affluent and white peers. The newer report reviews related studies since the 2010 report; examines data both on the relationship between minimum competency achievement gaps and excellence gaps and on the overall level of excellence in American schools; and provides recommendations for research, policy, and practice.

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Quinn, H., Lee, O., & Valdés, G. (n.d.). *Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know*. Paper presentation at Understanding Language Conference, Stanford University, Stanford, CA. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

This paper discusses challenges and opportunities for ELs as they are taught from the Next Generation Science Standards (NGSS). Topics include a focus on science and engineering practices, intersections between science practices and language learning, features of science language, supporting science and language learning for ELs, and general language support strategies.

Sacks, L. D. (2014). About time: A mixed-methods evaluation of the Massachusetts Gateway Cities summer academies for English language learners. *Dissertation Abstracts International: Section A. Humanities and Social Sciences*, 76(5). Retrieved from <http://search.proquest.com/docview/1645275090>

This abstract describes a dissertation at Harvard University that examined Massachusetts' Gateway Cities summer academies to determine their impact on ELs. The author found that the majority of the students followed in the programs retained or increased their English knowledge.

San Diego County Office of Education. (n.d.) Common Core en Español: State Standards Initiative Translation project. Retrieved from: <http://commoncore-espanol.com/>

This website provides resources for the CCSS in Spanish. It provides grade-by-grade translations of the standards as well as lists of books and resources for Spanish speakers.

Saunders, W., Goldenberg, C., & Marcelletti, M. (2013, Summer). English language development: Guidelines for instruction. *American Educator*. Washington, DC: American Federation of Teachers. Retrieved from https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

This article highlights individual studies and research syntheses that point to how educators might provide

effective ELD instruction. This instruction focuses specifically on helping ELs develop English language skills during a portion of the school day that is separate from the instruction of academic content that all students need to learn.

Slavin, R. E., & Cheung, A. (2004, July). *A synthesis of research on language of reading instruction for English language learners*. Retrieved from <http://files.eric.ed.gov/fulltext/ED483806.pdf>

This article compares the results of reading performances for ELs who received bilingual instruction with those who were in English-only programs. The authors compared a total of 18 programs and concluded that, although the number of programs identified was relatively small, the evidence "favors bilingual approaches, especially paired bilingual strategies that teach reading in the native language and English at different times each day."

Slavin, R. E., Madden, N., Calderón, M., Chamberlain, A., & Hennessy, M. (2010, January). *Reading and language outcomes of a five-year randomized evaluation of transitional bilingual education*. Retrieved from http://www.bestevidence.org/word/bilingual_education_Apr_22_2010.pdf

This paper compares the performances of Spanish-dominant students in the fifth year of either a transitional bilingual education (TBE) program or a structured English immersion (SEI) program. Student performances were measured based on various standardized assessments and the results varied. However, they suggest that Spanish-dominant students performed "equally well" whether enrolled in a TBE or an SEI program.

Southeast Asia Resource Action Center (SEARAC). (2013, September). *How will Common Core State Standards impact Southeast Asian American students?* (Fact Sheet). Washington, DC: Author. Retrieved from http://www.searac.org/sites/default/files/SEARAC_COMMONCORE_2013.pdf

This fact sheet discusses the CCSS, how they will impact Southeast Asian American students, and SEARAC's recommendations to policy makers to ensure that these students will benefit from Common Core implementation.

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Stanford University, Graduate School of Education, Understanding Language. (2013, January). *Key principles for ELL instruction*. Stanford, CA: Author. Retrieved from http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf

These principles gleaned from papers presented at the January 2012 Understanding Language Conference at Stanford University. The principles reflect “theory, research, and professional knowledge related to the education of ELs.” The principles may apply to any type of instruction “regardless of the grade, proficiency level or program type.”

Szymanski, T., & Shaff, T. (2013) Teacher perspectives regarding gifted diverse students. *Gifted Children*, 6(1). Retrieved from <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1055&context=giftedchildren>

This study examines teachers' perceptions of their preparedness to teach in multicultural settings, specifically working with “gifted Hispanic children.” The authors find that in the “absence of training,” teachers' perceptions of how to work with multicultural students vary. They conclude that “integrated trainings” are necessary to ensure that all students have access to these gifted programs.

TESOL International Association. (2013, March). *Overview of the Common Core State Standards initiatives for ELLs* (Issue Brief). Alexandria, VA: Author. Retrieved from <http://www.tesol.org/docs/advocacy/overview-of-common-core-state-standards-initiatives-for-ells-a-tesol-issue-brief-march-2013.pdf?sfvrsn=4>

This issue brief discusses the “initiatives now in place to address the needs of English language learners” in the CCSS. The authors discuss the development of the ELP standards and what is necessary to ensure that ELs are accessing the CCSS. They conclude that although a great deal of work is underway, “significant resources and professional development for teachers” is necessary for successful implementation of the CCSS.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory for the Central Region. (2011, June). *Compilation of abstracts: Effective teaching of American Indian students*. Retrieved from <http://www.niea.org/data/files/rel%20central%20american%20indian%20abstract%20compilation%202011.06.01.pdf>

REL Central, at the request of the National Indian Education Association (NIEA), compiled this review of 128 abstracts from research on the education of American Indian/Alaska Native youths. The research areas are broken down into the following categories: (1) language needs of native speakers, (2) the effects of family and community involvement, (3) alternate instructional techniques, (4) culturally responsive teaching, and (5) standards-based instruction.

U.S. Department of Education, Office for Civil Rights. (2014, October). *Dear colleague letter: Resource comparability*. [Guidance to ensure all students have equal access to educational resources]. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>

This document provides detailed and concrete information to educators on the standards set in *Title VI of the Civil Rights Act of 1964*, including information on the requirements for educational resources; how OCR investigates resource disparities; and what SEAs, LEAs, and schools can do to meet their obligations to all students. Under *Title VI*, SEAs, LEAs, and schools must not intentionally treat students differently based on race, color, or national origin in providing educational resources. In addition, they must not implement policies or practices that disproportionately affect students of a particular race, color, or national origin, absent a substantial justification. The law does not require that all students receive the exact same resources to have an equal chance to learn and achieve. It does, however, require that all students have equal access to comparable resources in light of their educational needs.

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division. (2015, January). *Dear colleague letter: English learner students and limited English proficient parents*.

Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under the civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under *Title VI of the Civil Rights Act of 1964* and the *Equal Educational Opportunities Act*, and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. The guidance also includes discussion of how SEAs and LEAs can implement their *Title III* grants and subgrants in a manner consistent with these civil rights obligations. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to SEA-, LEA-, and school-related information.

U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection (CRDC). (2014, March). *Data snapshot: College and career readiness* (Issue Brief #3). Washington, DC: Author. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf>

This brief provides a quick overview of data about the status of college and career readiness in schools. It addresses such areas as the growing opportunity gap in gifted and talented education for students of color, ELs, and students with disabilities. Information is also provided on access to English language programs and retention rates for these populations.

Valentino, R. A., & Reardon, S. F. (2014, March). *Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency*. Unpublished manuscript, Center for Education Policy Analysis, Graduate School of Education, Stanford University, Stanford, CA. Retrieved from http://cepa.stanford.edu/sites/default/files/Valentino_Reardon_EL%20Programs_14_0326_2.pdf

Researchers examined the effectiveness of different programs for ELs longitudinally and

between students of different ethnicities (Latino and Chinese). They found that in the short term, EL second graders in dual immersion programs scored below those in English immersion programs. However, in the long term, those in dual immersion programs scored substantially higher than students in English immersion. Looking at both ethnicities across program types, Chinese ELs achieved English acquisition faster than Latino ELs.

Vialpando, J., Yedlin, J., Linse, C., Harrington, M., & Cannon, G. (2005). *Educating English language learners: Implementing instructional practices*. Washington, DC: National Council of La Raza. Retrieved from http://www.nclr.org/images/uploads/publications/file_ELL_Guide_2_FNL.pdf

This publication aims to assist schools in developing their capacity to provide appropriate curricula, instruction, and assessment for ELs, and to increase educators' awareness of how to access relevant resources. This guide "is designed for teachers, academic coaches, staff developers, and school leaders" and provides "instructional strategies, techniques, and guidelines helpful for engaging ELs and other diverse learners."

Wolf, M. K., Shore, J. R., & Blood, I. (2014, January). *English Learner formative assessment (ELFA): A design framework*. Princeton, NJ: Educational Testing Service. Retrieved from https://www.ets.org/s/research/pdf/elfa_design_framework.pdf

English Learner Formative Assessment (ELFA) is "a classroom-based, formative assessment of academic reading comprehension for ELs in middle schools." In particular, the assessment is designed for use in classes that focus on English as a Second Language (ESL), ELD, or English Language Arts (ELA) to develop students' ELP. As an assessment tool, ELFA may be used to help ELs develop academic reading comprehension skills. This resource includes a set of academic reading comprehension assessments and accompanying materials to be used as part of daily instruction.

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

Yeager, D. S., & Walton, G. M. (2011, June). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81(2), 267–301. Retrieved from https://web.stanford.edu/~gwalton/home/Research_files/YeagerWalton2011.pdf

The authors studied interventions that target students' "psychology," such as "their beliefs that they have the potential to improve their intelligence or that they belong and are valued in school." The interventions can help students of all backgrounds focus on learning opportunities in schools and have the potential to address challenges, such as low student achievement levels among minority and disadvantaged students.

Zehler, A. M., Adger, C., Coburn, C., Arteagoitia, I., Williams, K., & Jacobson, L. (2008, June). *Preparing to serve English language learner students: School districts with emerging English language learner communities* (Issues & Answers Report, REL 2008–No. 049). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2008049front.pdf

This report may help school districts deal with newly enrolling or rapidly increasing numbers of ELs. It offers background information and experiences from districts that have faced similar challenges in providing services and infrastructure to support the success of these students. The appendixes provide links to resources; identify sources of expert guidance; and list for each state in the region the districts that enroll ELs, to support district sharing of experiences and information.

To access these and other relevant resources, and for additional information about ELs, please visit <http://www.nclia.ed.gov/>.