Dual Language Learner Resource Guide



Best and Promising Practices for Supporting Young Dual Language Learners in California

English Learner Resource Guide

R Barnett

English Learner Resource Guide:

English Language Learner Resource Guide Jane Donnelly Hill, Kathleen Flynn, 2004 This resource guide will help rural school districts with a low incidence of English language learners ELLs develop the capacity to build and implement a comprehensive program that meets both the academic and language proficiency needs of ELLs Under Title III of the No Child Left Behind Act of 2001 ELLs must show increased academic achievement in content areas each year even as they are also learning English Low incidence districts therefore must seek creative means for delivering services to these students This guide will assist administrators and teachers in such districts create and provide necessary services The following are appended 1 ELL Advisory Committee Survey 2 ELLs Administrative Guide 3 ELLs Administrative Guide Identification of ELLs 4 Language Development Profile for ELLs and 5 Spanish Language Questionnaire **Learning Resource Guide** University of Texas at Austin. Film Library, 1986 Unlocking English Learners' Potential Diane Staehr Fenner, Sydney Snyder, 2017-05-16 Schools are not intentionally equitable places for English learners to achieve but they could be if the right system of support were put in place Diane Staehr Fenner and Sydney Snyder recommend just such a system Not only does it have significant potential for providing fuller access to the core curriculum it also provides a path for teachers to travel as they navigate the individual needs of students and support their learning journeys Douglas Fisher Coauthor of Visible Learning for Literacy A once in a generation text for assisting a new generation of students Content teachers and ESOL teachers take special note if you re looking for a single resource to help your English learners meet the same challenging content standards as their English proficient peers your search is complete Just dip into this toolbox of strategies examples templates and activities from EL authorities Diane Staehr Fenner and Sydney Snyder The best part Unlocking English Learners Potential supports teachers across all levels of experience The question is not if English learners can succeed in today s more rigorous classrooms but how Unlocking English Learners Potential is all about the how How to scaffold ELs instruction across content and grade levels How to promote ELs oral language development and academic language How to help ELs analyze text through close reading and text dependent questions How to build ELs background knowledge How to design and use formative assessment with ELs Along the way you ll build the collaboration advocacy and leadership skills that we all need if we re to fully support our English learners After all any one of us with at least one student acquiring English is now a teacher of ELs Evaluating ALL Teachers of English Learners and Students With Disabilities Diane Staehr Fenner, Peter Kozik, Ayanna Cooper, 2015-03-04 Unique Student Strengths and Needs Require Unique Teacher Evaluation Methods Teacher evaluation should never be used in a one size fits all manner especially when evaluating all teachers who work with English Learners ELs and students with disabilities Evaluations of all teachers who work with diverse learners require unique considerations Such considerations are precisely what you ll learn in this comprehensive action oriented book Backed by research and case studies the authors detail Four Principles for Inclusive Teacher Evaluation of diverse learners

compatible with the Danielson and Marzano frameworks Specialized look fors evaluators can use and adapt to recognize effective teaching of diverse learners Strategies for coaching teachers who need more support reaching diverse learners

Teaching English as a Second Language Angela Carrasquillo,1994 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company Resources in Education ,2001 Classroom Instruction That Works with English Language Learners Jane Hill, Kirsten B. Miller,2013 This all new edition strengthens your instructional planning and makes it easier to know when to use research based instructional strategies with ELL students in every grade level

Culturally Responsive Teaching for Multilingual Learners Sydney Snyder, Diane Staehr Fenner, 2021-01-25 What will you do to promote multilingual learners equity Our nation s moment of reckoning with the deficit view of multilingual learners has arrived The COVID 19 pandemic has further exposed and exacerbated long standing inequities that stand in the way of MLs access to effective instruction Recent events have also caused us to reflect on our place as educators within the intersection of race and language In this innovative book Sydney Snyder and Diane Staehr Fenner share practical replicable ways you can draw from students strengths and promote multilingual learners success within and beyond your own classroom walls In this book you ll find Practical and printable research based tools that guide you on how to implement culturally responsive teaching in your context Case studies and reflection exercises to help identify implicit bias in your work and mitigate deficit based thinking Authentic classroom video clips in each chapter to show you what culturally responsive teaching actually looks like in practice Hand drawn sketch note graphics that spotlight key concepts reinforce central themes and engage you with eye catching and memorable illustrations. There is no time like the present for you to reflect on your role in culturally responsive teaching and use new tools to build an even stronger school community that is inclusive of MLs No matter your role or where you are in your journey you can confront injustice by taking action steps to develop a climate in which all students backgrounds experiences and cultures are honored and educators families and communities work collaboratively to help MLs thrive We owe it to our students On demand book study Available now Authors Snyder and Staehr Fenner have created an on demand LMS book study for readers of Culturally Responsive Teaching for Multilingual Learners Tools for Equity available now from their company SupportEd The self paced book study works around your schedule and when you re done you ll earn a certificate for 20 hours of PD SupportEd can also customize the book study for specific district timelines cohorts and or needs upon request **Unlocking Multilingual Learners' Potential** Diane Staehr Fenner, Sydney Snyder, Meghan Gregoire-Smith, 2024-01-10 Bring classroom content to life for multilingual learners In this eagerly anticipated revision of their bestselling book authors Diane Staehr Fenner Sydney Snyder and Meghan Gregoire Smith share dynamic research backed strategies that every educator of multilingual learners MLs can add to their repertoire Including more of what educators loved from the first edition authentic classroom examples a wide variety of research based instructional strategies and practical tools to implement across grade levels and content areas this is the ultimate practical

guide to unlocking the potential of MLs in K 12 classrooms With fresh graphics and eye catching colors this thoroughly revised edition also includes Considerations for newcomers and students with interrupted or no formal education SLIFE An added chapter on building scaffolded instruction and peer learning opportunities into MLs academic reading and writing activities Additional opportunities for reflection and application A new unit planning template aligned with research based instructional practices including a completed example unit Situated within five core beliefs that frame the must haves for MLs equitable and excellent education Unlocking Multilingual Learners Potential is a guide to research based practices and a toolbox of strategies every educator can implement to make content accessible and increase language proficiency among MLs Fulfilling the Promise of Technologies for Teaching and Learning Kevin Rocap,1998

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