

Promising Practices to Support English Learner Students

This document was developed by the Regional Educational Laboratory (REL) Southwest English Learners Partnership, a collaboration between REL Southwest and the New Mexico Public Education Department (NMPED),¹ a collaboration by educators in New Mexico.

¹ For more on the partnership, see <https://ies.ed.gov/ncee/edlabs/regions/southwest/>.



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Dedication to New Mexico educators

Dear New Mexico educators,

This document and its accompanying guide, *Using Promising Practices to Support English Learner Students: A Continuous Improvement Approach*, were inspired by the tens of thousands of New Mexico students who are learning English as an additional language and whose diverse linguistic and cultural heritages and abundant knowledge enrich our scholastic environment immeasurably, and by the deep commitment of educators like you, who are focused on meeting the needs of these students and nurturing their academic growth and sociocultural development. The New Mexico Public Education Department, in partnership with the U.S. Department of Education's REL Southwest, dedicates this guide to you, as educators, and has developed it with your needs and those of your students at its center.

In developing this document, we and your fellow New Mexico educators who piloted and supported this work have been steadfast in our commitment to creating a resource that will enable you and your colleagues to optimally serve the state's English learner students. This document invites you to participate in a process intended to promote a deeper understanding of your district's and your school's systems for serving English learner students and to help you test and adopt promising practices that may lead to equitable education outcomes for English learner students in your classrooms, schools, and districts.

With deep respect and appreciation,

The Development Team

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Introduction

This document contains promising practices and links to publicly available online resources that support their implementation. It is for use by district, site, and teacher leaders who want to reflect on, evaluate, or enhance aspects of their practices and programs for English learner students.

Development of *Promising Practices to Support English Learner Students*

This document was developed as an enhancement to an existing tool, titled [the Serving English Learners Monitoring Checklist](#), created by the New Mexico Public Education Department (NMPED). The original tool was created by NMPED to address federal and state policies on ensuring equal educational opportunities for English learner students and was intended to accompany [the Serving English Learners Technical Assistance Manual](#). The original tool was designed to focus attention on critical components of program design and implementation.

This document is designed to enhance the Checklist, particularly focusing on elements in Section V (“Information on EL Programs and/or Services”). Broadly speaking, these enhancements take the following two forms:

1. Suggested promising practices to strengthen English learner instruction and educational programs and services.
2. Suggested professional learning resources related to these practices.

The suggested promising practices that follow have been grouped into four focus areas, each of which is aligned to specific items on the Checklist. Table 1 shows the four focus areas, their associated subcategories, and aligned items from the original checklist.

Table 1. Focus areas, sub-categories, and aligned checklist items

Focus area	Focus sub-categories	Checklist items
Equity, access, and engagement	<ul style="list-style-type: none"> • Cultural competency • Student access to integrated and active learning • Family and community engagement 	<p>36. What percent of English learner parents have refused English learner programs and/or services, and what reasons have parents given?</p> <p>43. Are there written guidelines and procedures included in the English learner program and/or service to ensure that ESL/ELD services are provided to all English learner students?</p> <p>44. How are staff trained to ensure that English learner students are appropriately served by all relevant services for which the student qualifies?</p>
Instructional programs	<ul style="list-style-type: none"> • Preparing to implement quality instructional programs • Implementing quality instructional programs 	<p>33. What are the English learner programs and/or services, including instructional materials, that the school/district provides for English learners?</p> <p>34. How does this program and/or services address English language proficiency?</p> <p>35. How does this program and/or services address academic achievement of ELs?</p> <p>37. Is the educational approach chosen by the district/school recognized as an effective program?</p> <p>38. What is the rationale/research to support the district's decisions for the program and/or services, including instructional materials, selected and implemented?</p> <p>45. If a pull-out ESL program is being implemented, is there a written curriculum with scope and sequence for ESL/ELD instruction?</p> <p>46. What steps have been taken to ensure that such a curriculum meets the needs of EL students?</p> <p>49. Are adequate and appropriate instructional resources, which include sufficient quantities of resources at the appropriate English proficiency and grade levels as well as technology, available for EL student use in classrooms, libraries, and labs?</p>

Focus area	Focus sub-categories	Checklist items
Instructional practices	<ul style="list-style-type: none"> Professional learning and collaboration Supporting student learning and collaboration 	<p>33. What are the English learner programs and/or services that the school/district provides for English learners?</p> <p>38. What is the rationale/research to support the district's decisions for the prioritized instructional practices selected and implemented?</p> <p>39. How does the district ensure appropriate implementation of the selected program and/or services?</p> <p>47. Has relevant staff been adequately trained to effectively deliver classroom instruction based on the adopted curriculum and program goals?</p> <p>48. How is the impact of such training measured?</p>
Evaluating progress	<ul style="list-style-type: none"> Professional learning and progress monitoring 	<p>40. Do the district have a measurable growth target for English language proficiency?</p> <p>41. What are the mechanisms for tracking progress of students' English language proficiency?</p> <p>42. How do the district and its schools adjust programmatic and instructional decision-making when district/schools/students are not meeting growth targets within a reasonable length of time?</p> <p>50. What is the impact of the instructional resources used? The process for their evaluation? How is their impact measured?</p>

Using *Promising Practices to Support English Learner Students*

The promising practices on the following pages are aligned to the four focus areas: Equity, Access, and Engagement; Instructional Programs; Instructional Practices; and Evaluating Progress. These promising practices may help educators—teachers, instructional coaches, and site and district leaders—improve programs and services for English learner students. How districts and schools implement the practices in these lists will depend largely on district and school need and context. Following the lists of promising practices are tables that include each practice from the lists, aligned to linked resources—including articles, videos, frameworks, and tools—to learn more about and support implementation of the promising practices. The resources are also included, with full attribution, in the Resources section.

The NMPED and REL Southwest collaborated to enhance the original checklist, using a continuous improvement approach, with three pilot districts. The testing phase of helping educators in these three districts make changes in practice grounded in this document underscored the value of using a disciplined continuous improvement approach. That experience led to the development of a guide to lead districts and schools through using this document to implement changes in practice. The guide, *Using Promising Practices to Support English Learner Students: A Continuous Improvement Approach*, provides a step-by-step process for deciding on, making, and testing a change in practice. That process starts with educators developing greater understanding about the particular education needs of their English learner students, then using this document to identify which high-level promising practice(s) might best meet those needs in their particular contexts. An identified practice is then tested through quick Plan-Do-Study-Act (PDSA) cycles, in which a change is piloted, results are analyzed, and, based on those results, the change is adopted and scaled, adapted and tested again, or abandoned in favor of an alternative change to test.

This *Promising Practices to Support English Learner Students* document is intended to be used in conjunction with the guide, *Using Promising Practices to Support English Learner Students: A Continuous Improvement Approach*. A district or school using the original checklist to understand more about how adequately it is serving English learner students might identify areas in Section V of the checklist with a lower rating, or areas that it lacks supporting evidence of. That district or school could then use the guide to inform implementation of promising practices from this document.

Suggested leader and teacher practices

Equity, access, and engagement

These practices are intended for use by district leaders, site leaders, and teacher leaders who want to reflect on, evaluate, or enhance their system's English learner practices related to **access to inclusive, equitable, and culturally responsive programs and services, including engaging with parents and community partners.**

The practices in this focus area share a general aim to ensure that students have full and equitable access to quality programs and services that:

- See that all students are appropriately served by all relevant services for which the students qualify.
- Include adequate and appropriate resources, including quality grade-level instructional materials and technology.
- Prioritize culturally and linguistically responsive engagement with families and communities.

Cultural competency

Suggested leader practices²

- Engage in and provide professional learning focused on:
 - Cultural competence, social justice, and equity literacy, including reflecting on beliefs and addressing implicit bias.
 - Social-emotional support to newcomer English learner students whose transition to U.S. schools may involve trauma—for example, separation from family.
- Cultivate a nurturing school environment where all students' families are perceived as valued members of the school and broader community.

² Table 2 includes aligned, linked resources for each leader practice related to cultural competency.

Suggested teacher practices³

- [Engage in, and help plan and lead, professional learning focused on:](#)
 - Cultural competence, social justice, and equity literacy, including reflecting on beliefs and addressing implicit bias.
 - Social-emotional support to newcomer English learner students whose transition to U.S. schools may involve trauma—for example, separation from family.
- [Collaborate with colleagues to identify/develop and implement classroom activities that promote positive school-family partnerships and cross-cultural understanding.](#)
- [Participate in or initiate crucial conversations with colleagues concerning harmful beliefs about and attitudes toward English learner students and their families and inequitable practices.](#)
- [Learn about students' and their families' cultures, languages, home and community experiences, and prior experiences, and make positive connections to them in the classroom.](#)
- [Prioritize integrating students' home languages and cultures and topics of interest to students' families and the local community—for example, social justice issues affecting students' communities.](#)
- [Use instructional materials that are culturally and linguistically relevant, responsive, and sustaining for all represented cultural and linguistic groups in the school or classroom.](#)
- [Provide opportunities for English learner students to interact with adults in their home language.](#)

³ Table 3 includes aligned, linked resources for each teacher practice related to cultural competency.

Student access to integrated and active learning

Suggested leader practices⁴

- [Engage in and provide professional learning focused on students with disabilities and gifted students, with a particular focus on English learner students with disabilities and those who are gifted.](#)
- [Monitor all English learner students' schedules to ensure that they have access to the core content curriculum, with English language development \(ELD\) integrated into learning tasks, and also a protected time for specialized, designated ELD that meets their specific language learning needs; make adjustments to student schedules and master schedules as needed.](#)
- [Ensure that English learner students, including newcomer English learner students and English learner students with disabilities, are integrated in schools and classrooms with students who are more proficient in English.](#)

Suggested teacher practices⁵

- [Engage in, and help plan and lead, professional learning focused on students with disabilities.](#)
- [Integrate ELD into content learning tasks for all English learner students and provide designated ELD that is differentiated by students' English language learning needs.](#)
- [Ensure that English learner students are integrated into learning tasks by differentiating learning, providing scaffolding, and promoting an inclusive-minded learning environment.](#)

⁴ Table 4 includes aligned, linked resources for each leader practice related to student access to integrated and active learning.

⁵ Table 5 includes aligned, linked resources for each teacher practice related to student access to integrated and active learning.

Family and community engagement

Suggested leader practices⁶

- [Model and foster high expectations and respect for all students, their families, and their communities.](#)
- [Structure, support, and sustain a welcoming school environment for all families.](#)
- [Provide adult education programs for families of English learner students and orientation programs for families new to the United States.](#)
- [Establish district- and school-level parent advisory committees for families of English learner students.](#)
- [Invite families and community organizations to participate in or lead school activities, including those that build cross-cultural understanding and cultural competency.](#)
- [Cultivate safe, inclusive, and welcoming school environments where students, families, teachers, administrators, support staff, and community members feel connected and work in partnership.](#)

Suggested teacher practice⁷

- [Invite families of English learner students to participate meaningfully in school activities.](#)

⁶ Table 6 includes aligned, linked resources for each leader practice related to family and community engagement.

⁷ Table 7 includes aligned, linked resources for the teacher practice related to family and community engagement.

Instructional programs

These practices are intended for use by district leaders, site leaders, and teacher leaders who want to reflect on, evaluate, or enhance their systems' English learner practices related to **selecting, developing, and enhancing the quality of the instructional program for English learners, including an emphasis on cultural and linguistic responsiveness and comprehensive English language development (ELD)**. NMPED defines "culturally and linguistically responsive (CLR)" as "validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts."⁸

All of the practices in this focus area share a general aim to ensure that students participate in instructional programs that:

- Emphasize culturally and linguistically responsive instruction (CLRI), instructional materials, and support services.
- Prioritize a comprehensive core curriculum, including access to English language arts (ELA), science, mathematics, history/social studies, and the arts.
- Integrate language and literacy learning with content instruction in all content areas and provide designated ELD instruction that supports content learning.

Preparing to implement quality instructional programs

Suggested leader practices⁹

- Engage in and provide for teachers' high-quality professional learning focused on:
 - Using/enhancing district-adopted instructional materials and effective instruction for English learners and culturally and linguistically diverse students.
 - Cultivating a culture of learning school- and district-wide.

⁸ See NMPED's *Culturally and Linguistically Responsive Guidance Handbook* (2020) for a complete definition.

⁹ Table 8 includes aligned, linked resources for each leader practice related to preparing to implement quality instructional programs.

- Identify evidence-based instructional materials (or enhance existing ones) that:
 - Align with and capitalize on students' home language, knowledge, and cultural assets.
 - Are intellectually rich and of high interest to students.
 - Integrate language and literacy learning with content learning in all core content areas.
 - Provide designated ELD instruction for English learner students at "Emerging" through "Advanced" levels of English language proficiency.
 - Dedicate ample time to small-group discussions and oral language development.
 - Encourage collaborative and peer-assisted learning opportunities.
- Ensure that there are opportunities for intervention support—in a range of content areas—for those learners who need additional support.

*Suggested teacher practices*¹⁰

- Engage in, plan, and lead professional learning focused on:
 - Culturally and linguistically responsive instruction.
 - High-leverage, standards-based instructional strategies that are effective for English learners and culturally and linguistically diverse students.
- Learn the components of instructional materials in order to understand their strengths and weaknesses.
- Plan with and enhance instructional materials so that they:
 - Are culturally and linguistically responsive.
 - Are interactive and include ample opportunities for extended student discussions.

¹⁰ Table 9 includes aligned, linked resources for each teacher practice related to preparing to implement quality instructional programs.

- Promote student inquiry and critical thinking.
- Integrate language and literacy learning with content learning.

Implementing quality instructional programs

*Suggested leader practices*¹¹

- [Participate in professional learning that improves leadership skills regarding English learner student achievement.](#)
- [Monitor and support teachers' use of high-quality instructional materials and high-leverage instructional practices and provide curriculum-aligned professional learning opportunities that are job-embedded and based on teacher needs.](#)
- [Monitor student data to evaluate the impact of the instructional program and make evidence-based improvement decisions.](#)

*Suggested teacher practices*¹²

- [Participate in professional learning focused on improving learning outcomes for English learners.](#)
- [Implement planned instruction, observe students, gather student work, and use evidence of student learning to inform instructional decisions.](#)
- [Collaborate with teacher colleagues to try out new strategies, analyze student work, plan lessons and units, and reflect on practice.](#)
- [Visit other classrooms or schools that exemplify CLRI, access to core content, and designated ELD.](#)

¹¹ Table 10 includes aligned, linked resources for each leader practice related to implementing quality instructional programs.

¹² Table 11 includes aligned, linked resources for each teacher practice related to implementing quality instructional programs.

Instructional practices

These practices are intended for use by district leaders, site leaders, and teacher leaders who want to reflect on, evaluate, or enhance their system's English learner practices related to **implementing promising instructional practices**.

The practices in this focus area share an aim to ensure that students engage in quality instruction across the content areas that:

- Is attentive to students' cultures and languages and grounded in the principles of CLRI.
- Supports the simultaneous development of content knowledge and academic English and integrates ELD standards with content standards.
- Is engaging and interactive and integrates reading, writing, speaking, and listening in learning tasks.
- Scaffolds academic speaking and writing competencies through, for example, frequent collaborative conversations about complex texts, explicit instruction in discipline-specific and general academic language, and structured opportunities to develop writing skills.

Professional learning and collaboration for implementing instructional practices

*Suggested leader practices*¹³

- Work collectively with staff to create and achieve an English learner-focused district vision and mission.
- Lead efforts to plan, facilitate, and participate in professional learning related to CLRI and evidence-based instructional practices focused on English learners.
- Lead efforts to build the capacity of instructional coaches and teacher leaders to facilitate professional learning activities.
- Provide teachers with the time and support to collaborate in communities of practice to improve instruction.

¹³ Table 12 includes aligned, linked resources for each leader practice related to professional learning and collaboration on instructional practices.

- In middle and high schools, establish opportunities for teachers from multiple disciplines and specialists (for example, ELD and special education) to work together to plan and refine instruction.
- Provide timely, specific, and useful feedback regarding the use of evidence-based instructional practices, using structured protocols and tools.

*Suggested teacher practices*¹⁴

- Participate in activities to achieve (and possibly create) an English learner-focused district vision and mission.
- Fully engage in professional learning opportunities and actively apply learning to classroom practice.
- Collaborate with other teachers in communities of practice to plan instruction, integrate new instructional practices, analyze evidence of student learning, reflect on practice, and enhance instructional practice and/or materials.
- Collaborate with CLRI, ELD, and special education specialists to ensure that instruction is appropriately designed and implemented based on specific student learning needs.
- Develop teacher leadership by, for example, inviting other teachers to observe in the classroom and/or facilitating professional learning activities (communities of practice) when possible.

Using instructional practices to support student learning & collaboration

*Suggested leader practices*¹⁵

- Demonstrate and maintain the expectation that English learner students' success is a shared responsibility.
- Monitor English learner students' content learning in all disciplines, and provide ongoing support for teachers, based on students' needs.

¹⁴ Table 13 includes aligned, linked resources for each teacher practice related to professional learning and collaboration around instructional practices.

¹⁵ Table 14 includes aligned, linked resources for each leader practice related to using instructional practices to support student learning and collaboration.

- Monitor student schedules and scheduling practices to ensure that English learner students are in heterogeneous classrooms and have full access to a comprehensive curriculum, including ELA, mathematics, science, history/social science, and the arts.

*Suggested teacher practices*¹⁶

- Prioritize culturally relevant topics and materials, and encourage students to use their cultural and linguistic assets in learning tasks.
- Engage students by having clear learning goals, connecting classroom learning to the real world, and giving students choices in what they read/research/learn/do.
- Scaffold learning tasks based on student learning needs using a range of techniques.
- Provide opportunities for English learner students to interact with peers who are more proficient in English, including through peer-assisted learning.
- Integrate collaborative conversations into content instruction, including extended discussions around complex texts and topics.
- Provide explicit instruction on reading comprehension strategies, discussion and writing skills, and vocabulary knowledge.

¹⁶ Table 15 includes aligned, linked resources for each teacher practice related to using instructional practices to support student learning and collaboration.

Evaluating progress

These practices are intended for use by district leaders, site leaders, and teacher leaders who want to reflect on, evaluate, or enhance their systems' English learner practices related to **monitoring, assessing, and evaluating progress of students with the aim of better outcomes for students who are English learners.**

The practices in the evaluating progress focus area are grounded in the principle that students' learning is positively influenced when:

- Teachers closely monitor English learner student progress in content learning and language development and adjust instruction, based on evidence, including information gained through their relationships with students' families.
- Leaders measure the impact of professional learning and instructional materials and make evidence-based adjustments.
- Teachers and leaders engage in systematic, ongoing reflection on their practice in an effort to improve outcomes for English learner students.
- Students are empowered to have a voice in their own learning and learning goals.

Professional learning and progress monitoring to support evaluating progress

*Suggested leader practices*¹⁷

- Model reflective practices at site and district leadership levels by engaging in continuous improvement processes.
- Develop an understanding of the components and purposes of a comprehensive system of assessment (e.g., how, when, and why to use the formative assessment process, and summative assessments in the medium and long term).
- Lead efforts to provide high-quality professional learning for teachers focused on evidence-based assessment practices and appropriate use of assessment tools, particularly with respect to English learners.
- Engage teacher leaders to plan, lead, and participate in professional learning related to evidence-based assessment practices.

¹⁷ Table 16 includes aligned, linked resources for each leader practice related to professional learning and progress monitoring to support evaluating progress.

- [Provide teachers time to collaborate for gathering, analyzing, and using evidence of student learning from a variety of sources to improve teaching and learning.](#)
- [Lead efforts to monitor English learner students' progress toward measurable English language proficiency growth targets, and make adjustments as needed.](#)
- [Visit classrooms to determine the impact of professional learning on classroom practices.](#)
- [Maintain systems for initial and ongoing assessment of ELs' English language and literacy abilities, and provide ongoing support for teachers, based on students' needs.](#)

*Suggested teacher practices*¹⁸

- [Participate in professional learning to develop proficiency with formative assessment and interim assessment, particularly with respect to English learners.](#)
- [Collaborate with other teachers to gather and analyze evidence of student learning and interpret this evidence against intended learning goals to refine instruction.](#)
- [Set professional practice goals and use evidence of student learning to measure progress toward these goals.](#)
- [Monitor student learning, especially through formative assessment practices, and use evidence of student learning from a variety of sources to guide instructional decision making.](#)
- [Make learning goals and expectations clear to students—for example, by using success criteria.](#)
- [Teach students to establish their own learning goals and to measure and reflect on these goals over time.](#)
- [Provide students with specific and timely feedback on their learning that is relevant to learning goals and student needs.](#)
- [Use a variety of ways to monitor student progress, including interviewing or surveying students and partnering with families and communities to gather information.](#)

¹⁸ Table 17 includes aligned, linked resources for each teacher practice related to professional learning and progress monitoring for evaluating progress.

Practice tables with aligned linked resources

Table 2. Suggested leader practices for cultural competency

Suggested leader practices	Resources to support implementation
<p>Engage in and provide professional learning focused on:</p> <ul style="list-style-type: none"> Cultural competence, social justice, and equity literacy, including reflecting on beliefs and addressing implicit bias. Social-emotional support to newcomer English learner students whose transition to U.S. schools may involve trauma—for example, separation from family. 	<ul style="list-style-type: none"> Best Practices in Engaging Diverse Families, 2016, Hanover Research (report) Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, NMPED, n.d. (brief framework) Supporting Schoolwide Culturally Responsive Practice, 2020, Edutopia Culturally and Linguistically Responsive Instruction Equity-Based Framework for Achieving Integrated Schooling, n.d., A joint creation from the four Equity Assistance Centers Integrating Language Into Early Childhood Education, 2020, National Clearinghouse for English Language Acquisition (NCELA) with Manhattan Strategy Group (report) Newcomer Tool Kit, 2017, U.S. Department of Education Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Education Sciences

Suggested leader practices

Cultivate a nurturing school environment where all students' families are perceived as valued members of the school and broader community.

Resources to support implementation

- [A Framework for Family-School Partnerships in New Mexico, n.d. A collaboration between NMPED and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, NMPED, n.d., \(brief framework\)](#)
- [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
- [Equity-Based Framework for Achieving Integrated Schooling, n.d., A joint creation from the four Equity Assistance Centers](#)
- [Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education, 2008, Regional Educational Laboratory Central \(study\)](#)
- [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education](#)
- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences](#)

Table 3. Suggested teacher practices for cultural competency

Suggested teacher practices	Resources to support implementation
<p>Engage in, and help plan and lead, professional learning focused on:</p> <ul style="list-style-type: none"> • Cultural competence, social justice, and equity literacy, including reflecting on beliefs and addressing implicit bias. • Social-emotional support to newcomer English learner students whose transition to U.S. schools may involve trauma—for example, separation from family. 	<ul style="list-style-type: none"> • Best Practices in Engaging Diverse Families, 2016, Hanover Research (report) • Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED (brief framework) • Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED • Equity-Based Framework for Achieving Integrated Schooling, n.d., A joint creation from the four Equity Assistance Centers • Integrating Language Into Early Childhood Education, 2020, National Clearinghouse for English Language Acquisition (NCELA) with Manhattan Strategy Group (report) • Newcomer Tool Kit, 2017, U.S. Department of Education • Supporting Schoolwide Culturally Responsive Practice, 2020, Edutopia • Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences

Suggested teacher practices

Collaborate with colleagues to identify/develop and implement classroom activities that promote positive school-family partnerships and cross-cultural understanding.

Resources to support implementation

- [A Framework for Family-School Partnerships in New Mexico, 2013, A collaboration between NMPED and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University](#)
- [Best Practices in Engaging Diverse Families, 2016, Hanover Research \(report\)](#)
- [Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press](#)
- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED \(brief framework\)](#)
- [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
- [Equity-Based Framework for Achieving Integrated Schooling, n.d., A joint creation from the four Equity Assistance Centers](#)
- [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences](#)

Suggested teacher practices

Participate in or initiate crucial conversations with colleagues concerning harmful beliefs about and attitudes toward English learner students and their families and inequitable practices.

Learn about students' and their families' cultures, languages, home and community experiences, and prior experiences, and make positive connections to them in the classroom.

Resources to support implementation

- [Best Practices in Engaging Diverse Families, 2016, Hanover Research \(report\)](#)
 - [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
 - [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, NMPED, n.d., \(brief framework\)](#)
 - [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
 - [Equity-Based Framework for Achieving Integrated Schooling, n.d., A joint creation from the four Equity Assistance Centers](#)
 - [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
 - [Supporting Schoolwide Culturally Responsive Practice, 2020, Edutopia](#)
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- [Best Practices in Engaging Diverse Families, 2016, Hanover Research \(report\)](#)
 - [Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press](#)
 - [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
 - [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED \(brief framework\)](#)
 - [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
 - [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
 - [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education](#)
 - [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences](#)

Suggested teacher practices

Prioritize integrating students' home languages and cultures and topics of interest to students' families and the local community—for example, social justice issues affecting students' communities.

Use instructional materials that are culturally and linguistically relevant, responsive, and sustaining for all represented cultural and linguistic groups in the school or classroom.

Provide opportunities for English learner students to interact with adults in their home language.

Resources to support implementation

- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED \(brief framework\)](#)
- [Integrating Language Into Early Childhood Education, 2020, National Clearinghouse for English Language Acquisition with Manhattan Strategy Group \(report\)](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education](#)

- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED \(brief framework\)](#)
- [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
- [Native People and the Land, 2021, National Museum of the American Indian \(teaching poster with activities\)](#)
- [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences](#)

- [Closing the Gap: Creating Equity in the Classroom, 2017, Hanover Research \(research brief\)](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, NMPED, n.d., \(brief framework\)](#)
- [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences](#)

Table 4. Suggested leader practices for student access to integrated and active learning

Suggested leader practices	Resources to support implementation
<p>Engage in and provide professional learning focused on students with disabilities and gifted students, with a particular focus on English learner students with disabilities and those who are gifted.</p>	<ul style="list-style-type: none"> • <u>Tools and Resources for Addressing English Learners with Disabilities (Chapter 6 of the English Learner Toolkit)</u>, 2016, Office of English Language Acquisition (OELA)
<p>Monitor all English learner students' schedules to ensure that they have access to the core content curriculum, with ELD integrated into learning tasks, and also a protected time for specialized, designated ELD that meets their specific language learning needs; make adjustments to student schedules and master schedules as needed.</p>	<ul style="list-style-type: none"> • <u>Integrating Language While Teaching Mathematics, 2021, National Clearinghouse for English Language Acquisition (report)</u> • <u>Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd</u> <ul style="list-style-type: none"> • <u>Integrating ELD into Elementary Settings – ELA, Science, Social Studies</u> • <u>Integrating ELD into Secondary ELA and Social Studies</u> • <u>Integrating ELD into Elementary Math Settings</u> • <u>Integrating ELD into Secondary Mathematics</u> • <u>Integrating ELD into Secondary Science</u>
<p>Ensure that English learner students, including newcomer English learner students and English learner students with disabilities, are integrated in schools and classrooms with students who are more proficient in English.</p>	<ul style="list-style-type: none"> • <u>Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd</u>

Table 5. Suggested teacher practices for student access to integrated and active learning

Suggested teacher practices	Resources to support implementation
Engage in, and help plan and lead, professional learning focused on students with disabilities.	<ul style="list-style-type: none"> • Tools and Resources for Addressing English Learners with Disabilities (Chapter 6 of the English Learner Toolkit), 2016, Office of English Language Acquisition (OELA)
Integrate ELD into content learning tasks for all English learner students and provide designated ELD that is differentiated by students' English language learning needs.	<ul style="list-style-type: none"> • Integrating Language While Teaching Mathematics, 2021, National Clearinghouse for English Language Acquisition (report) • Joyful Reading and Writing with Young Children, IES (video series) • Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd <ul style="list-style-type: none"> • Supporting Elementary English Learners at the Entering and Emerging Levels of Proficiency through Designated ELD • Supporting Secondary English Learners at the Entering and Emerging Levels of Proficiency through Designated ELD • Supporting Elementary English Learners at the Developing and Expanding Levels of Proficiency through Designated ELD • Supporting Secondary English Learners at the Developing and Expanding Levels of Proficiency through Designated ELD • Integrating ELD into Elementary Settings – ELA, Science, Social Studies • Integrating ELD into Secondary ELA and Social Studies • Integrating ELD into Elementary Math Settings • Integrating ELD into Secondary Mathematics • Integrating ELD into Secondary Science • WIDA Self-Paced Webinars, 2021, WIDA

Suggested teacher practices

Ensure that English learner students are integrated into learning tasks by differentiating learning, providing scaffolding, and promoting an inclusive-minded learning environment.

Resources to support implementation

- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Joyful Reading and Writing with Young Children, IES \(video series\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)
 - [Supporting Elementary English Learners at the Entering and Emerging Levels of Proficiency through Designated ELD](#)
 - [Supporting Secondary English Learners at the Entering and Emerging Levels of Proficiency through Designated ELD](#)
 - [Supporting Elementary English Learners at the Developing and Expanding Levels of Proficiency through Designated ELD](#)
 - [Supporting Secondary English Learners at the Developing and Expanding Levels of Proficiency through Designated ELD](#)
 - [Integrating ELD into Elementary Settings – ELA, Science, Social Studies](#)
 - [Integrating ELD into Secondary ELA and Social Studies](#)
 - [Integrating ELD into Elementary Math Settings](#)
 - [Integrating ELD into Secondary Mathematics](#)
 - [Integrating ELD into Secondary Science](#)
- [WIDA Self-Paced Webinars, 2021, WIDA](#)

Table 6. Suggested leader practices for family and community engagement

Suggested leader practices	Resources to support implementation
Model and foster high expectations and respect for all students, their families, and their communities.	<ul style="list-style-type: none">• A Framework for Family-School Partnerships in New Mexico, 2013, A collaboration between New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University• Best Practices in Engaging Diverse Families, 2016, Hanover Research (report)• Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press• Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education, 2008, Regional Educational Laboratory, Central, (study)• Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education, n.d., Global Family Research Project (report)• Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education

Suggested leader practices

Structure, support, and sustain a welcoming school environment for all families.

Resources to support implementation

- [A Framework for Family-School Partnerships in New Mexico, 2013, A collaboration between New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University](#)
- [Best Practices in Engaging Diverse Families, 2016, Hanover Research \(report\)](#)
- [Closing the Gap: Creating Equity in the Classroom, 2017, Hanover Research \(research brief\)](#)
- [Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press](#)
- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education, 2008, Regional Educational Laboratory, Central, \(study\)](#)
- Examples of research-based mission and vision statements from other education agencies
 - [Blueprint for English Language Learner/Multilingual Learner Success, n.d., New York State Educational Department](#)
 - [California English Learner Roadmap, 2020, California Department of Education](#)
 - [WIDA Guiding Principles of Language Development, 2019, WIDA Consortium](#)
- [Improving Instruction for English Learners Through Accessibility Decision Making \(Improving Instruction\): Parent-Educator Toolkit, 2021, National Center on Educational Outcomes](#)
- [Key Principles for ELL Instruction, 2013, Understanding Language; Language, Literacy, and Learning in the Content Areas, Stanford University](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education](#)
- [Teaching Diverse Learners: Families and Communities, 2021, The Education Alliance at Brown University \(website\)](#)

Suggested leader practices

Provide adult education programs for families of English learner students and orientation programs for families new to the United States.

Establish district- and school-level parent advisory committees for families of English learner students.

Invite families and community organizations to participate in or lead school activities, including those that build cross-cultural understanding and cultural competency.

Resources to support implementation

- [A Framework for Family-School Partnerships in New Mexico, 2013, A collaboration between New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University](#)
- [Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press](#)
- [Newcomer Tool Kit, 2017, U.S. Department of Education](#)
- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences](#)
- [Joining Together to Create a Bold Vision for Next Generation Family Engagement: Engaging Families to Transform Education, n.d., Global Family Research Project \(report\)](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education](#)
- [Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press](#)
- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education, 2008, Regional Educational Laboratory, Central, \(study\)](#)
- [Teaching Diverse Learners: Families and Communities, 2021, The Education Alliance at Brown University \(website\)](#)

Suggested leader practices

Cultivate safe, inclusive, and welcoming school environments where students, families, teachers, administrators, support staff, and community members feel connected and work in partnership.

Resources to support implementation

- [A Framework for Family-School Partnerships in New Mexico, 2013, A collaboration between New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University](#)
- [Closing the Gap: Creating Equity in the Classroom, 2017, Hanover Research \(research brief\)](#)
- [Community and Family Toolkit: Engaging the Families of English Learners in Classrooms, Schools, and Communities, 2018, TESOL Press](#)
- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education, 2008, Regional Educational Laboratory, Central, \(study\)](#)
- [Improving Instruction for English Learners Through Accessibility Decision Making \(Improving Instruction\): Parent-Educator Toolkit, 2021, National Center on Educational Outcomes](#)
- [Joining Together to Create a Bold Vision for Next Generation Family Engagement: Engaging Families to Transform Education, n.d., Global Family Research Project \(report\)](#)
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, 2013, SEDL, in collaboration with the U.S. Department of Education](#)
- [Teaching Diverse Learners: Families and Communities, 2021, The Education Alliance at Brown University \(website\)](#)

Table 7. Suggested teacher practice for family and community engagement

Suggested teacher practice	Resources to support implementation
Invite families of English learner students to participate meaningfully in school activities.	<ul style="list-style-type: none"> • <u>A Framework for Family-School Partnerships in New Mexico, 2013, A collaboration between New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations at New Mexico Highlands University</u> • <u>Closing the Gap: Creating Equity in the Classroom, 2017, Hanover Research (research brief)</u> • <u>Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED</u> • <u>English Language Development Instructional Framework (ELDIF), 2019, NMPED</u> • <u>Examining American Indian Perspectives in the Central Region on Parent Involvement in Children's Education, 2008, Regional Educational Laboratory, Central (study)</u> • <u>Improving Instruction for English Learners Through Accessibility Decision Making (Improving Instruction): Parent-Educator Toolkit, 2021, National Center on Educational Outcomes</u> • <u>Teaching Diverse Learners: Families and Communities, 2021, The Education Alliance at Brown University (website)</u> • <u>Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools, 2021, Institute of Educational Sciences</u>

Table 8. Suggested leader practices for preparing to implement quality instructional programs

Suggested leader practices	Resources to support implementation
Engage in and provide for teachers' high-quality professional learning focused on: <ul style="list-style-type: none">• Using/enhancing district-adopted instructional materials and effective instruction for English learners and culturally and linguistically diverse students.• Cultivating a culture of learning school- and district-wide.	<ul style="list-style-type: none">• Re-envisioning English Language Arts and English Language Development for English Language Learners, 2017, Council of the Great City Schools (report)• Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd<ul style="list-style-type: none">• Formative Assessment Practices for English Learners in Distance Learning Environments• WIDA Self-pace Webinars, 2021, WIDA• World-Readiness Standards for Learning Languages, n.d., ACTFL (matrix)

Suggested leader practices**Identify evidence-based instructional materials (or enhance existing ones) that:**

- Align with and capitalize on students' home language, knowledge, and cultural assets.
- Are intellectually rich and of high interest to students.
- Integrate language and literacy learning with content learning in all core content areas.
- Provide designated English learner instruction for English learner students at emerging through advanced levels of English language proficiency.
- Dedicate ample time to small-group discussions and oral language development.
- Encourage collaborative and peer-assisted learning opportunities.

Ensure that there are opportunities for intervention support—in a range of content areas—for those learners who need additional support.**Resources to support implementation**

- [Re-envisioning English Language Arts and English Language Development for English Language Learners, 2017, Council of the Great City Schools \(report\)](#)

- [The English Language Development Instructional Framework \(ELDIF\), 2019, NMPED](#)
- [Tools and Resources for Addressing English Learners with Disabilities \(Chapter 6 of the English Learner Toolkit\), 2016, Office of English Language Acquisition \(OELA\)](#)

Table 9. Suggested teacher practices for preparing to implement quality instructional programs

Suggested teacher practices	Resources to support implementation
<p>Engage in, plan, and lead professional learning focused on:</p> <ul style="list-style-type: none"> • Culturally and linguistically responsive instruction. • High-leverage, standards-based instructional strategies that are effective for English learners and culturally and linguistically diverse students. 	<ul style="list-style-type: none"> • 10 Key Policies and Practices for Teaching English Language Learners With Strong Evidence of Effectiveness From High-Quality Research, 2018, University of Texas at Austin/Meadows Center for Preventing Educational Risk (booklet) • Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED • Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED (brief framework) • A Model for Bilingual Teaching—Sobrato Early Academic Language (SEAL), 2019, The Sobrato Organization (video) • WIDA Self-pace Webinars, 2021, WIDA
<p>Learn the components of instructional materials in order to understand their strengths and weaknesses.</p>	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Re-envisioning English Language Arts and English Language Development for English Language Learners, 2017, Council of the Great City Schools (report)
<p>Plan with and enhance instructional materials so that they:</p> <ul style="list-style-type: none"> • Are culturally and linguistically responsive. • Are interactive and include ample opportunities for extended student discussions. • Promote student inquiry and critical thinking. • Integrate language and literacy learning with content learning. 	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Re-envisioning English Language Arts and English Language Development for English Language Learners, 2017, Council of the Great City Schools (report)

Table 10. Suggested leader practices for implementing quality instructional programs

Suggested leader practices	Resources to support implementation
Participate in professional learning that improves leadership skills regarding English learner student achievement.	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Equity Literacy for All, 2015, Educational Leadership (article)
Monitor and support teachers' use of high-quality instructional materials and high-leverage instructional practices and provide curriculum-aligned professional learning opportunities that are job-embedded and based on teacher needs.	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED • Equity Literacy for All, 2015, Education Leadership (article) • Promoting Success for Teachers of English Learners Through Structured Observations, 2021, American Institutes of Research (report and guidance tools) • Tools and Resources for Addressing English Learners with Disabilities (Chapter 6 of the English Learner Toolkit), 2016, Office of English Language Acquisition (OELA)
Monitor student data to evaluate the impact of the instructional program and make evidence-based improvement decisions.	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED

Table 11. Suggested teacher practices for implementing quality instructional programs

Suggested teacher practices	Resources to support implementation
Participate in professional learning focused on improving learning outcomes for English learners.	<ul style="list-style-type: none"> • Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd • WIDA Self-pace Webinars, 2021, WIDA
Implement planned instruction, observe students, gather student work, and use evidence of student learning to inform instructional decisions.	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Equity Literacy for All, 2015, Education Leadership (article) • Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, University of Texas at Austin/Meadows Center for Preventing Educational Risk (planning tool) • The Lesson Study Process, 2010, Center for the Collaborative Classroom (video)
Collaborate with teacher colleagues to try out new strategies, analyze student work, plan lessons and units, and reflect on practice.	<ul style="list-style-type: none"> • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Equity Literacy for All, 2015, Education Leadership (article) • Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (planning tool) • Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Education Sciences (IES) at the U.S. Department of Education (practice guide)
Visit other classrooms or schools that exemplify CLRI, access to core content, and designated ELD.	<ul style="list-style-type: none"> • Encouraging Classroom Visits and Peer Observations (Responsive Classroom)(article) • First Classroom Visits (developed by Paula Evans), n.d., School Reform Initiative • With Peer Visits, Teachers See for Themselves How to Improve Practice," 2019, Trinkle (case study)

Table 12. Suggested leader practices to support *professional learning & collaboration on instructional practices*

Suggested leader practices	Resources to support implementation
Work collectively with staff to create and achieve an English learner-focused district vision and mission.	<ul style="list-style-type: none">• Examples of research-based mission and vision statements from other education agencies— These documents are examples of research-based English learner vision and mission statements that other states and districts have developed.<ul style="list-style-type: none">• Blueprint for English Language Learner/Multilingual Lerner Success, n.d., New York State Educational Department• California English Learner Roadmap, 2020, California Department of Education• WIDA Guiding Principles of Language Development, 2019, WIDA Consortium• Key Principles for ELL Instruction, 2013, Understanding Language; Language, Literacy, and Learning in the Content Areas, Stanford University

Suggested leader practices

Lead efforts to plan, facilitate, and participate in professional learning related to CLRI and evidence-based instructional practices focused on English learners.

Lead efforts to build the capacity of instructional coaches and teacher leaders to facilitate professional learning activities.

Resources to support implementation

- [10 Key Policies and Practices for Teaching English Language Learners With Strong Evidence of Effectiveness From High-Quality Research, 2018, University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(booklet\)](#)
- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED \(brief framework\)](#)
- [English Language Development Instructional Framework \(ELDIF\), 2019, NMPED](#)
- [Facilitating Instructional Change, 2007, University of Texas at Austin/Meadows Center for Preventing Educational Risk \(tool\)](#)
- [Mathematical Thinking: Supports for English Language Learners, 2018, Learning and Teaching Division at the Educational Development Center \(mathematics tasks\)](#)
- [Supporting Schoolwide Culturally Responsive Practice, 2020, Edutopia \(video\)](#)
- [Teacher Collaboration: Spreading Best Practices School-Wide, 2015, Edutopia \(video\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)
- [WIDA Self-pace Webinars, 2021, WIDA](#)
- [Developing Educator Expertise to Work with Adolescent English Learners Module 2 – The Language We Use to Talk About English Learners and Our Work, n.d., WestEd](#)
- [Facilitating Instructional Change, 2007, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(tool\)](#)
- [Supporting Schoolwide Culturally Responsive Practice, 2020, Edutopia \(video\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)
- [WIDA Self-pace Webinars, 2021, WIDA](#)

Suggested leader practices

Provide teachers with the time and support to collaborate in communities of practice to improve instruction.

In middle and high schools, establish opportunities for teachers from multiple disciplines and specialists (for example, ELD and special education) to work together to plan and refine instruction.

Resources to support implementation

- [Facilitating Instructional Change, 2007, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(tool\)](#)
 - [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
 - [The Lesson Study Process, 2010, Center for the Collaborative Classroom \(video\)](#)
 - [Teacher Collaboration: Spreading Best Practices School-Wide, 2015, Edutopia, \(video\)](#)
-
- [The English Language Development Instructional Framework \(ELDIF\), 2019, NMPED](#)
 - [Mathematical Thinking: Supports for English Language Learners, 2018, Learning and Teaching Division at the Educational Development Center \(mathematics tasks\)](#)
 - [Tools and Resources for Addressing English Learners with Disabilities \(Chapter 6 of the English Learner Toolkit\), 2016, Office of English Language Acquisition \(OELA\)](#)
 - [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)
 - [Integrating ELD into Elementary Settings – ELA, Science, Social Studies](#)
 - [Integrating ELD into Secondary ELA and Social Studies](#)
 - [Integrating ELD into Elementary Math Settings](#)
 - [Integrating ELD into Secondary Mathematics](#)
 - [Integrating ELD into Secondary Science](#)
 - [WIDA Self-pace Webinars, 2021, WIDA](#)

Suggested leader practices

Provide timely, specific, and useful feedback regarding the use of evidence-based instructional practices, using structured protocols and tools.

Resources to support implementation

- [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
- [Promoting Success for Teachers of English Learners Through Structured Observations, 2021, American Institutes of Research \(report and guidance tools\)](#)

Table 13. Suggested teacher practices to support *professional learning & collaboration on instructional practices*

Suggested teacher practices	Resources to support implementation
Participate in activities to achieve (and possibly create) an English learner-focused district vision and mission.	<ul style="list-style-type: none"> • Facilitating Instructional Change, 2007, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (tool)
Fully engage in professional learning opportunities and actively apply learning to classroom practice.	<ul style="list-style-type: none"> • Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED • Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED (brief framework) • Facilitating Instructional Change, 2007, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (tool) • Mathematical Thinking: Supports for English Language Learners, 2018, Learning and Teaching Division at the Educational Development Center (mathematics tasks) • Teacher Collaboration: Spreading Best Practices School-Wide, 2015, Edutopia, (video) • Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd • WIDA Self-pace Webinars, 2021, WIDA
Collaborate with other teachers in communities of practice to plan instruction, integrate new instructional practices, analyze evidence of student learning, reflect on practice, and enhance instructional practice and/or materials.	<ul style="list-style-type: none"> • Facilitating Instructional Change, 2007, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (tool) • Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (planning tool) • The Lesson Study Process, 2010, Center for the Collaborative Classroom (video) • Teacher Collaboration: Spreading Best Practices School-Wide, 2015, Edutopia, (video)

Suggested teacher practices

Collaborate with CLRI, ELD, and special education specialists to ensure that instruction is appropriately designed and implemented based on specific student learning needs.

Develop teacher leadership by, for example, inviting other teachers to observe in the classroom and/or facilitating professional learning activities (communities of practice) when possible.

Resources to support implementation

- [Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED](#)
- [Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED \(brief framework\)](#)
- [The English Language Development Instructional Framework \(ELDIF\), 2019, NMPED](#)
- [Facilitating Instructional Change, 2007, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(tool\)](#)
- [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
- [Teacher Collaboration: Spreading Best Practices School-Wide, 2015, Edutopia, \(video\)](#)
- [The Lesson Study Process, 2010, Center for the Collaborative Classroom \(video\)](#)
- [Tools and Resources for Addressing English Learners with Disabilities \(Chapter 6 of the English Learner Toolkit\), 2016, Office of English Language Acquisition \(OELA\)](#)

Table 14. Suggested leader practices to support student learning and collaboration through instructional practices

Suggested leader practices	Resources to support implementation
<p>Demonstrate and maintain the expectation that English learner students' success is a shared responsibility.</p>	<ul style="list-style-type: none"> • New Mexico Statewide Literacy Framework, 2018, NMPED • Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd <ul style="list-style-type: none"> • Integrating ELD into Elementary Settings – ELA, Science, Social Studies • Integrating ELD into Secondary ELA and Social Studies • Integrating ELD into Elementary Math Settings • Integrating ELD into Secondary Mathematics • Integrating ELD into Secondary Science
<p>Monitor English learner students' content learning in all disciplines, and provide ongoing support for teachers, based on students' needs.</p>	<ul style="list-style-type: none"> • Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED • New Mexico Statewide Literacy Framework, 2018, NMPED • Promoting Success for Teachers of English Learners Through Structured Observations, 2021, American Institutes of Research (report and guidance tools) • Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd

Suggested leader practices

Monitor student schedules and scheduling practices to ensure that English learner students are in heterogeneous classrooms and have full access to a comprehensive curriculum, including ELA, mathematics, science, history/social science, and the arts.

Resources to support implementation

- [Integrating Language While Teaching Mathematics, 2021, National Clearinghouse for English Language Acquisition \(report\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)
 - [Integrating ELD into Elementary Settings – ELA, Science, Social Studies](#)
 - [Integrating ELD into Secondary ELA and Social Studies](#)
 - [Integrating ELD into Elementary Math Settings](#)
 - [Integrating ELD into Secondary Mathematics](#)
 - [Integrating ELD into Secondary Science](#)

Table 15. Suggested teacher practices to support *student learning and collaboration through instructional practices*

Suggested teacher practices	Resources to support implementation
<p>Prioritize culturally relevant topics and materials, and encourage students to use their cultural and linguistic assets in learning tasks.</p>	<ul style="list-style-type: none"> • Closing the Gap: Creating Equity in the Classroom, 2017, Hanover Research (research brief) • Culturally and Linguistically Responsive Guidance Handbook, 2020, NMPED • Culturally and Linguistically Responsive Instruction for American Indian English Learners in New Mexico, n.d., NMPED (brief framework) • Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED • Joyful Reading and Writing with Young Children, IES (video series) • Supporting Schoolwide Culturally Responsive Practice, 2020, Edutopia (video)
<p>Engage students by having clear learning goals, connecting classroom learning to the real world, and giving students choices in what they read/research/learn/do.</p>	<ul style="list-style-type: none"> • Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED • The English Language Development Instructional Framework (ELDIF), 2019, NMPED • Joyful Reading and Writing with Young Children, IES (video series) • Read. Inquire. Write., 2021, Regents of the University of Michigan (curriculum) • Teaching Students to Examine Craft Moves and Author's Intent in Mentor Persuasive Essay in Order to Support Revision (video)

Suggested teacher practices

Scaffold learning tasks based on student learning needs using a range of techniques.

Resources to support implementation

- [10 Key Policies and Practices for Teaching English Language Learners With Strong Evidence of Effectiveness From High-Quality Research, 2018, University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(booklet\)](#)
- [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
- [Integrated and Designated ELD: Kindergarten, 2018, Sobrato Early Academic Language \(SEAL\)](#)
- [Integrating Language While Teaching Mathematics, 2021, National Clearinghouse for English Language Acquisition \(report\)](#)
- [Number Talk: 7th Grade Math: What's the Savings? n.d., Inside Mathematics \(video\)](#)
- [Read. Inquire. Write., 2021, University of Michigan \(curriculum\)](#)
- [Scaffolding Writing Through the "Teaching and Learning Cycle," 2017, Leading with Learning: Systemically Transforming Teaching for English Learners at WestEd \(white paper\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)

Provide opportunities for English learner students to interact with peers who are more proficient in English, including through peer-assisted learning.

- [10 Key Policies and Practices for Teaching English Language Learners With Strong Evidence of Effectiveness From High-Quality Research, 2018, University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(booklet\)](#)
- [Encouraging Academic Conversations With Talk Moves, 2018, Edutopia \(video\)](#)
- [Integrating Language While Teaching Mathematics, 2021, National Clearinghouse for English Language Acquisition \(report\)](#)
- [Joyful Reading and Writing with Young Children, IES \(video series\)](#)
- [Scaffolding Writing Through the "Teaching and Learning Cycle," 2017, Leading with Learning: Systemically Transforming Teaching for English Learners, at WestEd \(white paper\)](#)

Suggested teacher practices

Integrate collaborative conversations into content instruction, including extended discussions around complex texts and topics.

Resources to support implementation

- [10 Key Policies and Practices for Teaching English Language Learners With Strong Evidence of Effectiveness From High-Quality Research, 2018, University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(booklet\)](#)
- [Encouraging Academic Conversations With Talk Moves, 2018, Edutopia \(video\)](#)
- [Integrated and Designated ELD: Kindergarten, 2018, SEAL–Sobrato Early Academic Language \(video\)](#)
- [Integrating Language While Teaching Mathematics, 2021, National Clearinghouse for English Language Acquisition \(report\)](#)
- [Number Talk: 7th Grade Math: What's the Savings? Inside Mathematics, \(video\)](#)
- [Scaffolding Writing Through the "Teaching and Learning Cycle," 2017, Leading with Learning: Systemically Transforming Teaching for English Learners, at WestEd \(white paper\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)
- [WIDA Self-pace Webinars, 2021, WIDA](#)

Provide explicit instruction on reading comprehension strategies, discussion and writing skills, and vocabulary knowledge.

- [10 Key Policies and Practices for Teaching English Language Learners With Strong Evidence of Effectiveness From High-Quality Research, 2018, University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(booklet\)](#)
- [Encouraging Academic Conversations With Talk Moves, 2018, Edutopia \(video\)](#)
- [Joyful Reading and Writing with Young Children, IES \(video series\)](#)
- [Read. Inquire. Write., 2021, University of Michigan \(curriculum\)](#)
- [Scaffolding Writing Through the "Teaching and Learning Cycle," 2017, Leading with Learning: Systemically Transforming Teaching for English Learners, at WestEd \(white paper\)](#)
- [Webinar Series: Supporting Multilingual and English Learners, 2020, Region 13 Comprehensive Center at WestEd](#)

Table 16. Suggested leader practices for evaluating student progress through engaging in professional learning and progress monitoring

Suggested leader practices	Resources to support implementation
Model reflective practices at site and district leadership levels by engaging in continuous improvement processes.	<ul style="list-style-type: none"> • NM DASH Resource Library, n.d., NMPED • Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences (IES) at the U.S. Department of Education (practice guide)
Develop an understanding of the components and purposes of a comprehensive system of assessment (e.g., how, when, and why to use the formative assessment process, and summative assessments in the medium and long term).	<ul style="list-style-type: none"> • Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd (paper) • Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services (Chapter 8 of the English Learner Toolkit), 2016, the Office of English Language Acquisition (OELA) • Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences (IES) at the U.S. Department of Education (practice guide)
Lead efforts to provide high-quality professional learning for teachers focused on evidence-based assessment practices and appropriate use of assessment tools, particularly with respect to English learners.	<ul style="list-style-type: none"> • Assessments Designed to Measure Students' Progress in English Language Development • Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd (paper) • Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (planning tool) • NM DASH Resource Library, n.d., NMPED • Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services (Chapter 8 of the English Learner Toolkit), 2016, the Office of English Language Acquisition (OELA) • Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences (IES) at the U.S. Department of Education (practice guide)

Suggested leader practices

Engage teacher leaders to plan, lead, and participate in professional learning related to evidence-based assessment practices.

Provide teachers time to collaborate for gathering, analyzing, and using evidence of student learning from a variety of sources to improve teaching and learning.

Lead efforts to monitor English learner students' progress toward measurable English language proficiency growth targets, and make adjustments as needed.

Resources to support implementation

- [Assessments designed to measure students' progress in English language development, 2021, WIDA](#)
- [Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd \(paper\)](#)
- [NM DASH Resource Library, n.d., NMPED](#)
- [Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services \(Chapter 8 of the English Learner Toolkit\), 2016, the Office of English Language Acquisition \(OELA\)](#)
- [Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences \(IES\) at the U.S. Department of Education \(practice guide\)](#)
- [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
- [The Lesson Study Process, 2010, Center for the Collaborative Classroom \(video\)](#)
- [Assessments designed to measure students' progress in English language development, 2021, WIDA](#)
- [Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd \(paper\)](#)
- [Integrating Language Into Early Childhood Education, 2020, National Clearinghouse for English Language Acquisition with Manhattan Strategy Group \(report\)](#)
- [Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services \(Chapter 8 of the English Learner Toolkit\), 2016, the Office of English Language Acquisition \(OELA\)](#)

Suggested leader practices

Visit classrooms to determine the impact of professional learning on classroom practices.

Maintain systems for initial and ongoing assessment of English learners' English language and literacy abilities, and provide ongoing support for teachers, based on students' needs.

Resources to support implementation

- [Encouraging Classroom Visits and Peer Observation \(Responsive Classroom\) \(article\)](#)
- [First Classroom Visits, School Reform Initiative, developed by Paula Evans \(protocol\)](#)
- [Peer Visits \(Learning Forward\) \(case study\)](#)
- [Promoting Success for Teachers of English Learners Through Structured Observations, 2021, American Institutes of Research \(report and guidance tools\)](#)
- [Assessments designed to measure students' progress in English language development, 2021, WIDA](#)
- [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/ The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
- [New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, 2017, NMPED](#)
- [Promoting Success for Teachers of English Learners Through Structured Observations, 2021, American Institutes of Research \(report and guidance tools\)](#)
- [Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services \(Chapter 8 of the English Learner Toolkit\), 2016, the Office of English Language Acquisition \(OELA\)](#)

Table 17. Suggested teacher practices for *evaluating student progress through engaging in professional learning and progress monitoring*

Suggested teacher practices	Resources to support implementation
<p>Participate in professional learning to develop proficiency with formative assessment and interim assessment, particularly with respect to English learners.</p>	<ul style="list-style-type: none"> • Assessments designed to measure students' progress in English language development, 2021, WIDA • Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd (paper) • NM DASH Resource Library, n.d., NMPED • Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services (Chapter 8 of the English Learner Toolkit), 2016, the Office of English Language Acquisition (OELA) • Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences (IES) at the U.S. Department of Education (practice guide)
<p>Collaborate with other teachers to gather and analyze evidence of student learning and interpret this evidence against intended learning goals to refine instruction.</p>	<ul style="list-style-type: none"> • Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd (paper) • Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk (planning tool) • The Lesson Study Process, 2010, Center for the Collaborative Classroom (video) • Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences (IES) at the U.S. Department of Education (practice guide)

Suggested teacher practices

Set professional practice goals and use evidence of student learning to measure progress toward these goals.

Resources to support implementation

- [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
- [The Lesson Study Process, 2010, Center for the Collaborative Classroom \(video\)](#)
- [Planning Instruction and Tracking Progress, 2006, Florida Center for Reading Research, Florida State University \(website with links to planning documents for K-3 literacy\)](#)
- [Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services \(Chapter 8 of the English Learner Toolkit\), 2016, the Office of English Language Acquisition \(OELA\)](#)
- [Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences \(IES\) at the U.S. Department of Education \(practice guide\)](#)

Suggested teacher practices

Monitor student learning, especially through formative assessment practices, and use evidence of student learning from a variety of sources to guide instructional decision making.

Make learning goals and expectations clear to students—for example, by using success criteria.

Teach students to establish their own learning goals and to measure and reflect on these goals over time.

Resources to support implementation

- [Assessments designed to measure students' progress in English language development, 2021, WIDA](#)
- [Focusing Formative Assessment on the Needs of English Learners, 2014, WestEd \(paper\)](#)
- [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
- [Integrating Language Into Early Childhood Education, 2020, National Clearinghouse for English Language Acquisition with Manhattan Strategy Group \(report\)](#)
- [The Lesson Study Process, 2010, Center for the Collaborative Classroom \(video\)](#)
- [Planning Instruction and Tracking Progress, 2006, Florida Center for Reading Research, Florida State University \(website with links to planning documents for K-3 literacy\)](#)
- [Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services \(Chapter 8 of the English Learner Toolkit\), 2016, the Office of English Language Acquisition \(OELA\)](#)
- [Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences \(IES\) at the U.S. Department of Education \(practice guide\)](#)
- [First Grade #3 - Shared Reading Experience, 2014, Teachers College Reading and Writing Project \(video\)](#)
- [Using a Learning Progression to Help Students Work Towards Clear Goals as they Lift the Level of Their Information Writing \(K-2\), 2012, Teachers College Reading and Writing Project \(video\)](#)

Suggested teacher practices

Provide students with specific and timely feedback on their learning that is relevant to learning goals and student needs.

Use a variety of ways to monitor student progress, including interviewing or surveying students and partnering with families and communities to gather information.

Resources to support implementation

- [Using Student Achievement Data to Support Instructional Decision Making, 2009, Institute of Educational Sciences \(IES\) at the U.S. Department of Education \(practice guide\)](#)
- [Elevate NM Domains with Culturally and Linguistically Responsive Practices Highlighted, 2020, NMPED](#)
- [Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners, 2016, The University of Texas at Austin/The Meadows Center for Preventing Educational Risk \(planning tool\)](#)
- [Planning Instruction and Tracking Progress, 2006, Florida Center for Reading Research, Florida State University \(website with links to planning documents for K-3 literacy\)](#)
- [Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services \(Chapter 8 of the English Learner Toolkit\), 2016, the Office of English Language Acquisition \(OELA\)](#)

Resources

Resources specific to New Mexico

Across all resources and focus areas in this document, users are encouraged to link their learning and thinking to initiatives and resources that are already in place across the state and the nation. To support this effort, a list of relevant resources adopted or developed by NMPED or the U.S. Department of Education is provided below. Where appropriate, these resources are also embedded in the individual focus areas in the tables that precede this section.

- [The English Language Development Instructional Framework \(2019\), NMPED](#)
- [National Clearinghouse for English Language Acquisition searchable resource library](#)
- [New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act \(2017\), NMPED](#)
- [New Mexico Statewide Literacy Framework \(2018\), NMPED](#)
- [NMDASH Log-in Portal, NMPED](#)
- [NMDASH Resource Library, NMPED](#)
- [NMPED Resources for English learners, NMPED](#)
- [Teacher Toolbox, NMPED](#)
- [Planning for Safe Schools in New Mexico \(2017\), NMPED](#)
- [Strategic Plan 2017-2020 Kids First, New Mexico Wins, NMPED](#)
- [WIDA K-12 English Language Development Standards](#)
- [WIDA Can-Do Descriptors](#)
- [WIDA Resource Library](#)
- [WIDA E-learning site](#)

References for all resources

Each of the following resources was vetted by a committee of New Mexico educators in the winter and spring of 2019, or by REL Southwest subject matter experts in the summer of 2021. Resources are listed in alphabetical order, by author.

These resources are intended to be used to clarify and deepen understanding of how the suggested teacher and leader practices might be implemented. In the context of the guide, *Using Promising Practices to Support English Learner Students: A Continuous Improvement Approach*, these resources may help improvement teams identify change ideas to test.

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- National Museum of the American Indian. (2021). *Native people and the land: The A:Shiwi (Zuni)*. <https://americanindian.si.edu/nk360/resources/Native-People-and-the-Land-The-AShiwi-Zuni-People.cshtml>
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Evidence base

The teacher and leader suggested practices described in this document are based on several rigorous reviews of English learner research published in the past decade. These include a 2017 consensus study report by the National Academies of Sciences, Engineering, and Medicine (NASEM, 2017); a 2018 consensus study on English learners in science, technology, engineering, and mathematics (STEM) subjects (NASEM, 2018); a 2013 review of research on ELD instruction (Saunders et al., 2013); and two IES practice guides (Baker et al., 2014; Gersten et al., 2014). Across these five resources, individuals with expertise in English learner research, instruction, and policy, as well as in research and evaluation methods and design, collaborated to review the available literature and develop consensus recommendations on best practices for effective English learner education. Each group of experts reviewed between 50 and 150 publications to develop its recommendations.

While the suggested practices in this enhanced checklist are research based, some may not specifically meet evidence-related requirements as defined under the Every Student Succeeds Act (ESSA), the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA). To understand more about the levels of evidence defined within ESSA, see the video [*Understanding the ESSA Tiers of Evidence*](#), prepared by the Regional Educational Laboratory (REL) Midwest at the American Institutes of Research (AIR) (IES, 2019).

It is important to note that the 2019/2020 pilot implementation of this document, *Promising Practices to Support English Learner Students*, follows an evidence-based improvement methodology, and one suggested use of this document is using continuous improvement grounded in evidence in the local context.

Specific notes on the recommendations and practices, by focus area, follow.

Equity, access, and engagement

Across the five reviews, there is some evidence that supports the effectiveness of programs designed to offer learning opportunities that are age- and grade-level-appropriate, are culturally and linguistically responsive, and involve social-emotional support and family engagement. Some individual studies of effective programs that were not included in these summaries (e.g., Castellón et al., 2015) can also provide additional promising evidence on specific practices regarding access and equity. Together, these reviews offer evidence in support of certain programmatic practices aimed at access and equity. These practices include capitalizing on students' home language and cultural assets (NASEM, 2017); providing supportive individuals to assist

students and families, such as bilingual school staff (Castellón et al., 2015; NASEM, 2017); creating inviting and accessible environments for families and soliciting their feedback (NASEM, 2017); developing positive beliefs of student capacity and high expectations among students and staff (Castellón et al., 2015; NASEM, 2017); delivering rigorous, scaffolded, standards-based learning opportunities to English learners (Baker et al., 2014); and using community partnerships to provide extracurricular opportunities specific to English learners (Castellón et al., 2015).

Instructional programs

There is consensus in the research literature that English learner students should be experiencing consistent opportunities for designated English instruction and regularly participating in diverse instructional programs that focus on integrated English language skills across academic subjects and content areas. More specifically, there is summarized evidence to support small-group instruction in English language development (Baker et al., 2014; Gersten et al., 2007; NASEM, 2017; Saunders et al., 2013) and peer-to-peer assisted learning opportunities (Gersten et al., 2007; NASEM, 2017, 2018) as effective programmatic structures. In addition to this supported instruction, however, the evidence suggests that students should not be segregated by language proficiency for the rest of the school day (Saunders et al., 2013).

Evidence-based program design elements include fostering the use of target languages across content areas (NASEM, 2017, 2018); incorporating program elements that capitalize on students' home language and cultural assets (NASEM, 2017); providing regular, structured opportunities to develop written language skills (Baker et al., 2014); and incorporating language development into varied content-area instruction (Baker et al., 2014; NASEM, 2018). Finally, the evidence suggests that overall prioritization of English language development programs by schools and districts is associated with higher levels of achievement for participating students (Saunders et al., 2013). Given the importance of these instructional practices, the need for high-quality professional learning to support teachers' ongoing development in these areas is also emphasized throughout the aforementioned recommendations.

Instructional practices

In addition to the practices highlighted earlier in relation to instructional programs, the reviews provide further guidance on specific classroom-level practices that have been shown to support English learners' development and achievement. Three of the five major reviews cited (Baker et al., 2014; Gersten et al., 2007; NASEM, 2017) recommend the use of small-group instruction for struggling readers. All five reviews recommend the explicit instruction of academic language, including discipline-specific language uses and key language and literacy components such as vocabulary. All five reviews also emphasize the importance of providing English learners with opportunities to develop their oral language, particularly through peer-to-peer interactions with other students (Baker et al., 2014; Gersten et al., 2007; NASEM, 2017, 2018; Saunders et al., 2013).

Evaluating progress

Specific data-use practices that are reflected in the reviews include the use of formative assessment practices (Gersten et al., 2007), progress monitoring (NASEM, 2017), and feedback to students (Saunders et al., 2013; NASEM, 2017). In addition to these English learner-specific practices, there is also evidence supporting the use of student achievement data to bolster instructional decision-making more generally. The 2009 practice guide on this topic, housed in the What Works Clearinghouse (Hamilton et al., 2009), put forth five evidence- and theory-based recommendations on this topic, many of which are reflected in this document (e.g., “Make data part of an ongoing cycle of instructional improvement”).

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