

## What job roles are in the audience today?

- a. K–12 public or charter school teachers
- b. K–12 public or charter school administrators
- c. University faculty
- d. Evaluator or researcher
- e. Other



# Certificate of Completion

- You can receive a Certificate of Completion if you complete at least 90% of this webinar
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Office of English Language Acquisition



# English Learners in Secondary Schools: Trajectories, Transition Points, and Promising Practices

U.S. Department of Education | April 21, 2021



@ASKNCELA1



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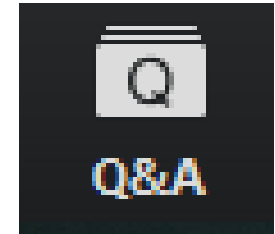
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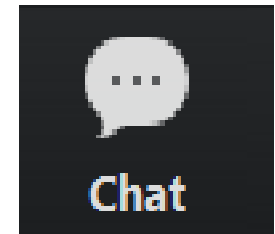
#ELsPath2Graduation

# How to Take Part in This Webinar

- Click the “Q&A” button to ask **content questions** at any point.



- Click the “Chat” button to ask **technical questions** at any point.



- A PDF of the presentation and the recording will be made available shortly after the webinar at <https://ncela.ed.gov/Webinars>.

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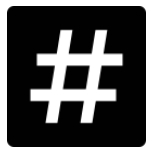
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# Opening & Welcome



**Dr. Supreet Anand**  
Deputy Director,  
OELA



**Dr. Aída Walqui**  
WestED



**Dr. Karen Thompson**  
Oregon State University



**Dr. Ilana Umansky**  
University of Oregon

# Agenda



- Opening and Welcome
- Panel Discussion
- Q&A
- NCELA Resources



# Resources for Equitable Practices



## **English Learner “Dear Colleague” Letter — Guidance to Ensure Equal Opportunities for English Learners**

<https://www.justice.gov/crt/guidance-ensure-equal-opportunities-english-learner-students>

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

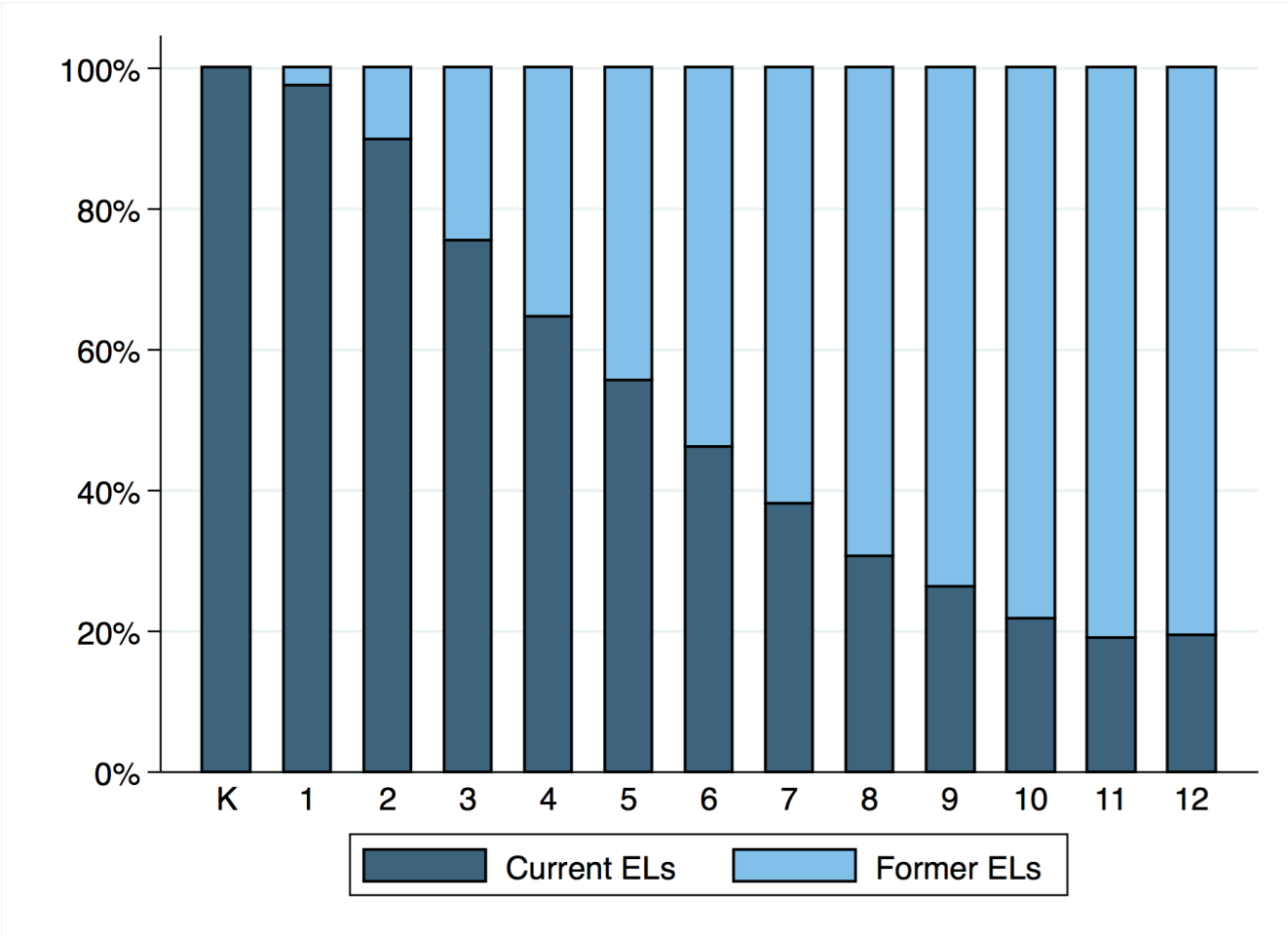
## **IES-NCER Research and Development Center**

[National Research and Development Center to Improve Education for Secondary English Learners](#)





# Among 2017-18 Oregon students ever classified as English learners, the proportion who are currently classified as ELs and the proportion who were formerly classified ELs, by grade



For more on understanding outcomes for students currently and formerly classified as English learners, see this [policy brief](#).

# Oregon four-year adjusted cohort graduation rates, by language proficiency group, 2019-20

Language proficiency group	Four-year graduation rate	Adjusted cohort size
Former English learner students	86%	6,532
Classified as English learners any time in high school	65%	2,175
Ever classified as English learners (current + former)	81%	8,707
Never classified as English learners	83%	36,972





- Course failure
- Repeated courses
- Missing core content areas in schedule
- Incomplete schedules
- Disproportionate placement in remedial and/or non-credit bearing classes
- Slow progress toward credits required for graduation
- Chronic absenteeism and/or disengagement

*These are warning signs and offer an opportunity for intervention*



# Forms of EL course tracking



## Leveled

- E.g. honors, remedial.



## Exclusionary

- E.g. ELA, math, electives.

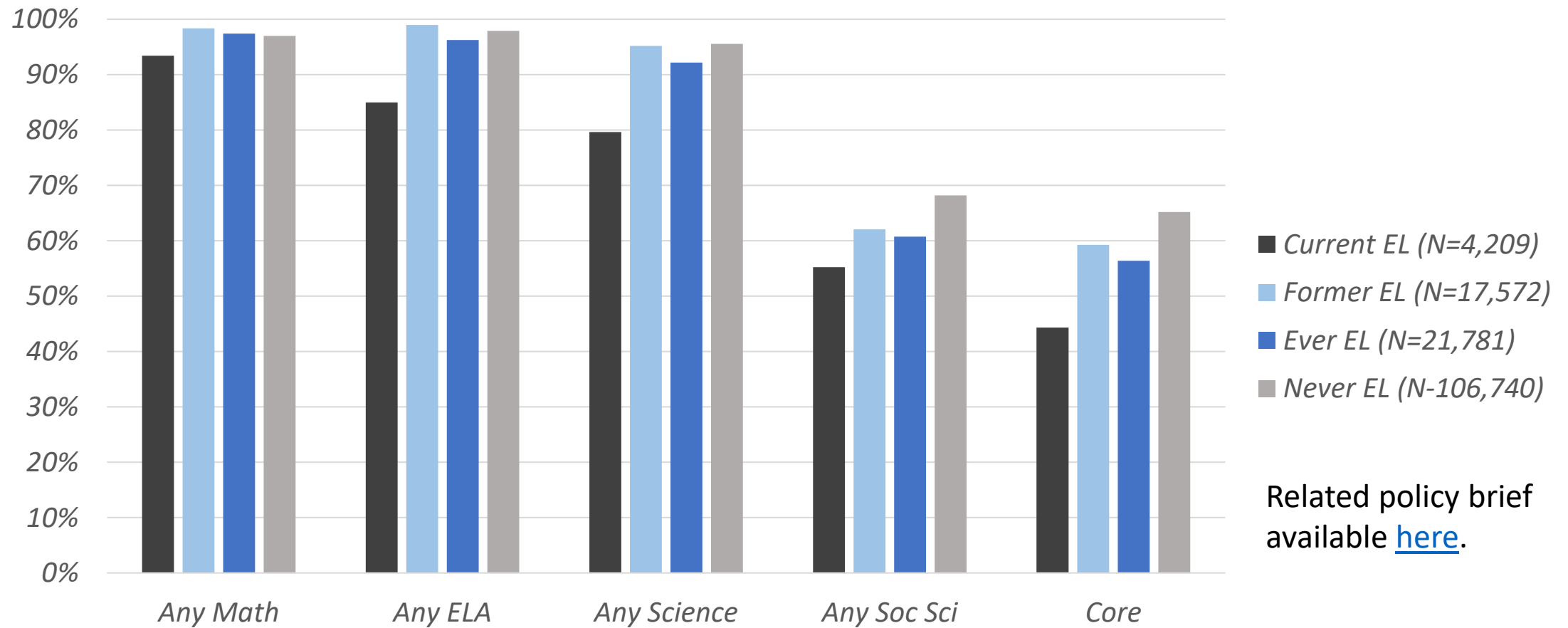


## Parallel

- E.g. sheltered, bilingual.







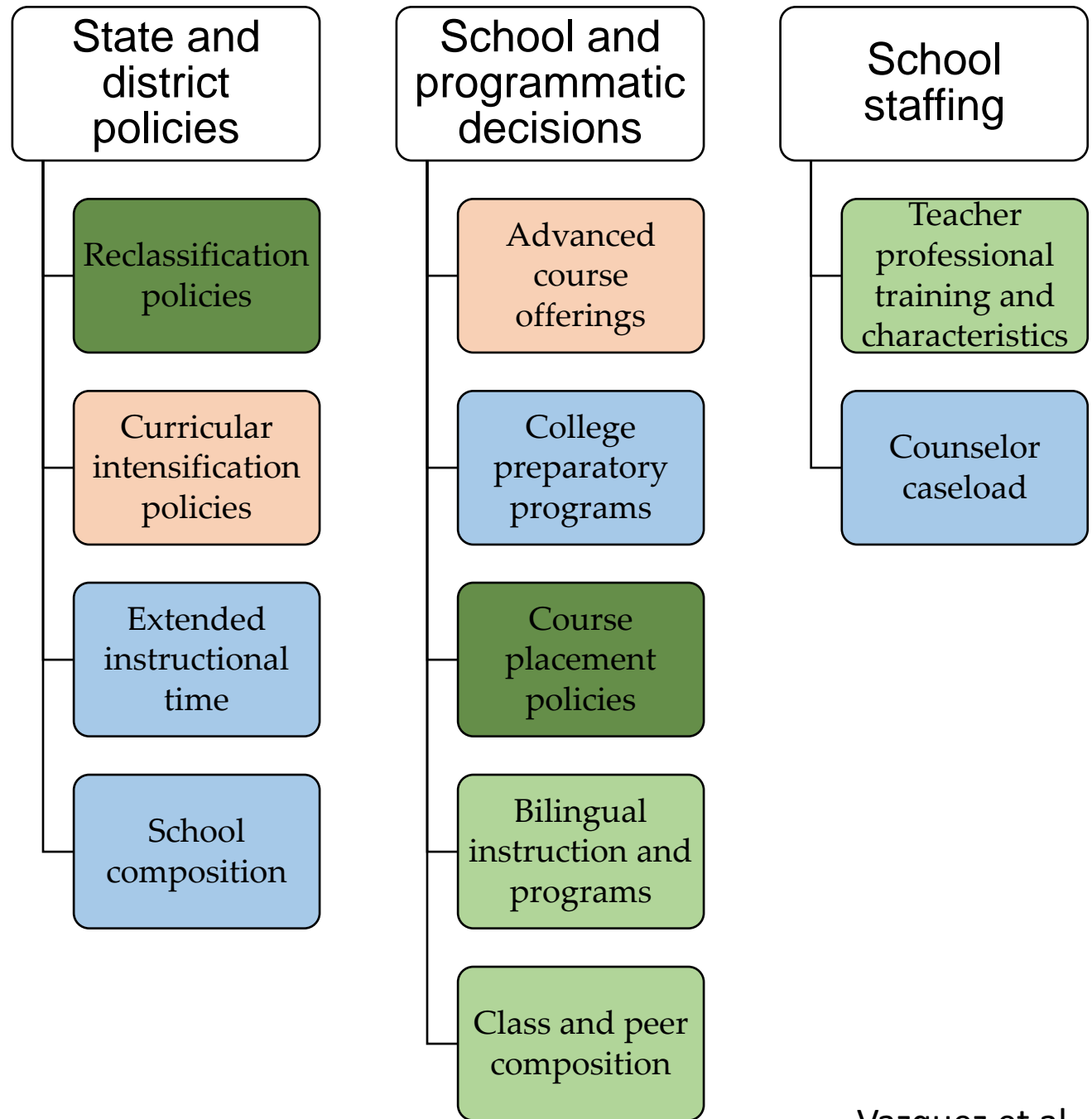
# Percentage of 9th graders enrolled in content area courses, by language proficiency classification (2013-14 through 2015-16)



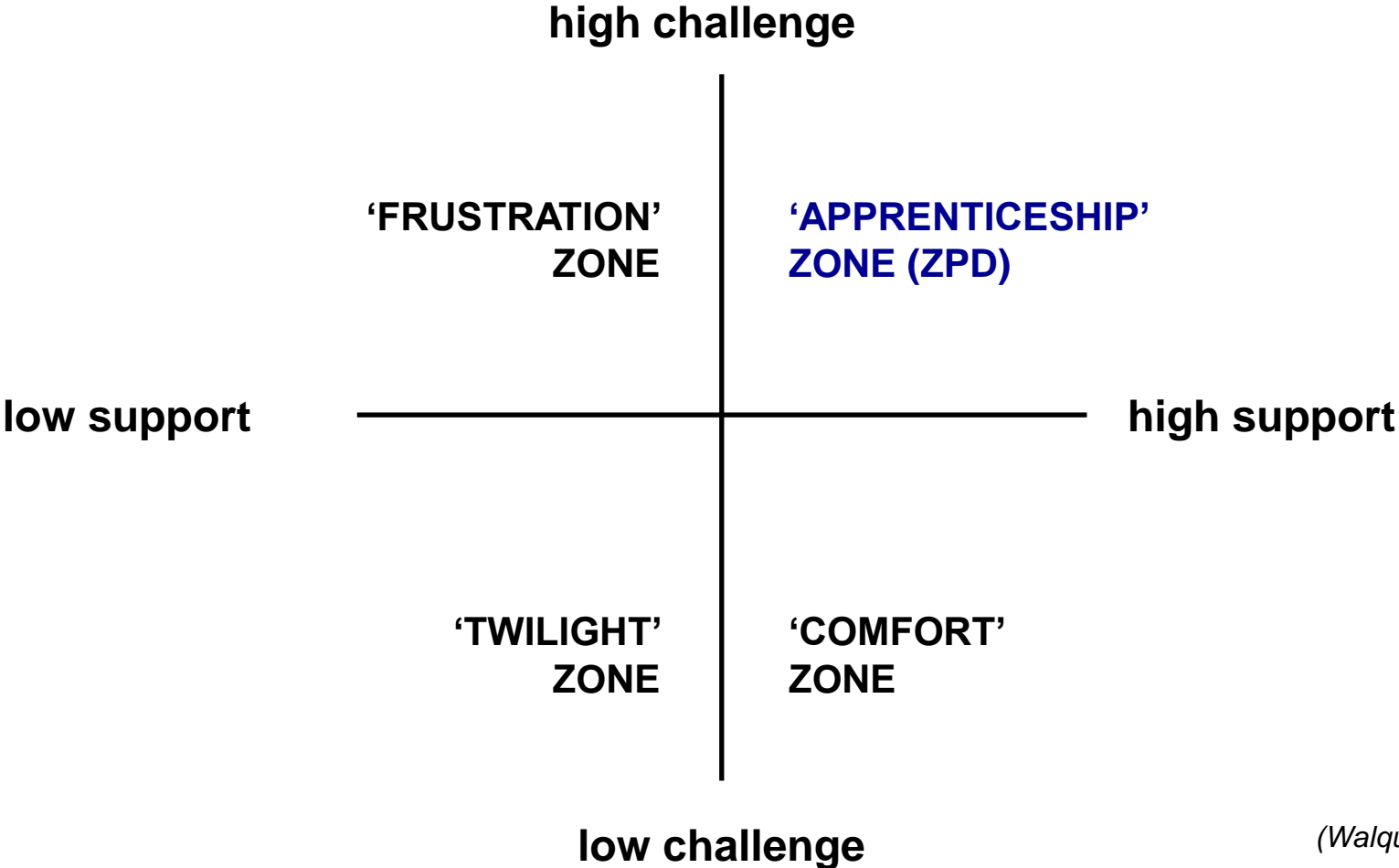
Related policy brief available [here](#).



-  Evidence suggests lever can work to increase course access for students classified as English learners
-  Evidence suggests lever can work to improve educational outcomes (other than course access) for students classified as English learners
-  Evidence suggests lever can work to increase course access for other underserved students
-  Theory suggests the lever could work to improve course access students classified as English learners, but evidence is lacking or missing



# A high challenge/high support pedagogy



*(Walqui, 2007, adapted from Mariani, 1997 and Gibbons, 2009)*





# Additional Resources

<https://education.oregonstate.edu/odeosu-english-language-learner-partnership-research-symposium>



**Oregon State University**  
College of Education

ABOUT   ACADEMICS   RESEARCH   LICENSURE AND PLACEMENT   ECAMPUS   OSU-CASCADES

[Home](#)

## ODE/OSU English Language Learner Partnership Research Symposium

On December 18, 2019, Oregon State University and the Oregon Department of Education hosted the ODE/OSU English Language Learner Partnership Research Symposium at the OSU Portland Center.

Six policy briefs presented during the symposium are available below.

More information about the ODE/OSU ELL Partnership is available via the [Partnership website](#).

We also held two webinars to discuss these policy briefs. Recordings of each webinar are linked here:

Webinar #1: [Better Understanding Outcomes and Opportunities for Multilingual Students](#)

Webinar #2: [Meeting the Needs of All Multilingual Students: Research about Newcomers and ELs with Disabilities](#)

For questions, please contact Karen Thompson: [karen.thompson@oregonstate.edu](mailto:karen.thompson@oregonstate.edu)

**Better Understanding Outcomes for English Learners by Reporting Information about Current, Former, Ever, and Never ELs**

Reporting about outcomes for EL students is often misleading because typically it contains no information about how former ELs are faring in school. Learn about the insights Oregon has gained by analyzing data for multilingual students in new ways.

[Policy Brief](#)

**Timeframes for Students to Exit English Learner Services**

How long does it take for ELs to become proficient in English and exit EL services? In what situations might students need a longer timeframe? Learn how our answers to these questions have informed Oregon's education policy.

[Policy Brief](#)





National Research & Development Center to Improve  
**EDUCATION FOR SECONDARY ENGLISH LEARNERS**  
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## How State, District, and School Levers Can Improve the Course Access of Students Classified as English Learners in Secondary Schools

MANUEL VAZQUEZ CANO • ILANA M. UMANSKY • KAREN D. THOMPSON

Nationally, students who are classified as English Learners graduate from high school and enroll in postsecondary education at lower rates compared to students who are not classified as English Learners.<sup>1</sup> One important factor that influences high school graduation and postsecondary readiness is course access. Just like any student, students classified as English Learners need to participate in rigorous courses that cover a wide range of content and provide the appropriate credit needed for graduation and postsecondary access. Course access serves two critical purposes. First and most fundamentally, students who cannot access a specific course, subject area, or track level do

not have the opportunity to learn that content in school. Second, and equally as important, courses function as gatekeepers for advanced content, graduation, and college enrollment. Course access is, therefore, a basic element of *opportunity to learn*. Prior literature has found that students classified as English Learners in secondary settings often do not have access to the same courses as students who are not classified as English Learners, creating a critical barrier in opportunity to learn.<sup>2</sup>

It is important for educators and policymakers to be aware of levers that can increase opportunities to learn for students classified as English

[https://www.elrdcenter.wested.org/  
improve-course-access-of-els](https://www.elrdcenter.wested.org/improve-course-access-of-els)



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## SUPPORTING ADOLESCENT ENGLISH LEARNERS IN DISTANCE LEARNING

# What Can Teachers Do?

AÍDA WALQUI

Focused on the role of teachers, this brief is part of a series from the National Research and Development Center to Improve Education for Secondary English Learners that articulates concrete actions that teachers, leaders, parents, and policymakers can undertake to ensure that adolescent English Learners develop substantive and generative knowledge and skills in distance learning environments. This brief builds on literature about distance learning in general and about English Learners' distance learning in particular. Specifically, it draws on evidence-based studies on distance learning in secondary schools carried out before the pandemic, mostly in credit-recovery settings (Heinrich & Darling-Aduana, 2019); evidence-based practices from in-person instruction with English Learners (Baker et al., 2014; Walqui & Bunch, 2019); well-reasoned scholarship; guidance documents developed by a variety of state and national organizations, including the Council of Great City Schools [CGCS] (Uro et al., 2020), English Learner Success Forum [ELSF] (ELSF, 2020), Learning Policy Institute [LPI] (Darling-Hammond et

al., 2020), and Policy Analysis for California Education [PACE] (Myung et al., 2020); and proposals, experiences, and opinions of students and teachers engaged in distance learning (Community Design Partners, 2020).

Teachers operate in a multilayered, nested, ecological system in which all aspects and layers of the system interact and affect each other. Because teachers' actions do not occur in isolation, this brief first presents important aspects of the nested system in which teachers work, including district responsibilities and school roles (Table 1). After providing a high-level summary of what quality learning experiences look like, this brief explores the features of quality learning for English Learners in middle and high school in particular and describes how to operationalize these features. Because the quality of students' learning opportunities relies on teacher expertise, and expertise includes an understanding of the theoretical framework that underlies practice, this document touches on the theoretical and evidence-based stances that support the recommendations for teacher

[https://www.elrdcenter.wested.org/  
resources-what-can-teachers-do](https://www.elrdcenter.wested.org/resources-what-can-teachers-do)



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## SUPPORTING ADOLESCENT ENGLISH LEARNERS IN DISTANCE LEARNING

# What Can School and District Leaders Do?

HAIWEN CHU

Focused on the role of school and district leaders, this brief is part of a series from the National Research and Development Center to Improve Education for Secondary English Learners that articulates concrete actions that teachers, leaders, parents, and policymakers can undertake to ensure that adolescent English Learners develop substantive and generative knowledge and skills in distance learning environments. This brief builds on literature on distance learning in general and on distance learning with English Learners in particular. It draws on empirical studies on distance or online learning in secondary schools carried out before the pandemic, mostly in credit-recovery settings (Heppen et al., 2017; Heinrich & Darling-Aduana, 2019); evidence-based practices from in-person instruction with English Learners (Baker et al., 2014; Walqui & Bunch, 2019); well-reasoned scholarship; guidance

documents posted by a variety of state and national organizations, including the Council of Great City Schools (Uro et al., 2020), English Learner Success Forum (2020), Learning Policy Institute (Darling-Hammond et al., 2020), and Policy Analysis for California Education (Myung et al., 2020); and proposals, experiences, and opinions of students and teachers engaged in distal learning (Community Design Partners, August 2020).

School and district leaders operate in a multi-layered, nested, ecological system in which all aspects and layers of the system interact and affect each other. Because school and district leaders' actions influence all of the other layers of the system, the brief first presents important aspects of this nested system, outlining district responsibilities and school roles that relate to what school and district leaders can do to

[https://www.elrdcenter.wested.org/  
resources-what-can-leaders-do](https://www.elrdcenter.wested.org/resources-what-can-leaders-do)

# National Clearinghouse for English Language Acquisition (NCELA) Resources

# Resources: New NCELA Webpage

## NEW: Ensuring Continuity Of Learning And Operations



The Office of English Language Acquisition (OELA), knows how important it is that districts and schools have access to resources that recognize the unique learning profiles and needs of English learners in order to facilitate their education during unplanned school closures.

These resources are intended for school personnel and institutions of higher education to improve distance learning and the support of English learners and their families during school closures. All resources are free. Additional resources will be added, please check back periodically. To submit resources for consideration, please complete the Remote Learning Resources Submission Form below.

<https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations>





# Additional OELA Resources



NCELA Website: <https://ncela.ed.gov/>

OELA Brief: [Integrating Language While Teaching Math](#)

OELA Brief: [Integrating Language While Teaching Science](#)

OELA Podcast: [Supporting ELs With Interrupted Formal Education: Research And Practices From The Field – Parts 1 and 2](#)

Fact Sheet: [High School Graduation Rates for English Learners](#)

Fact Sheet: [Career and College Readiness for English Learners](#)





## NCELA

**Melissa Escalante**

Management and Program Analyst, OELA

[Melissa.Escalante@ed.gov](mailto:Melissa.Escalante@ed.gov)

202-401-1407

Thank you!

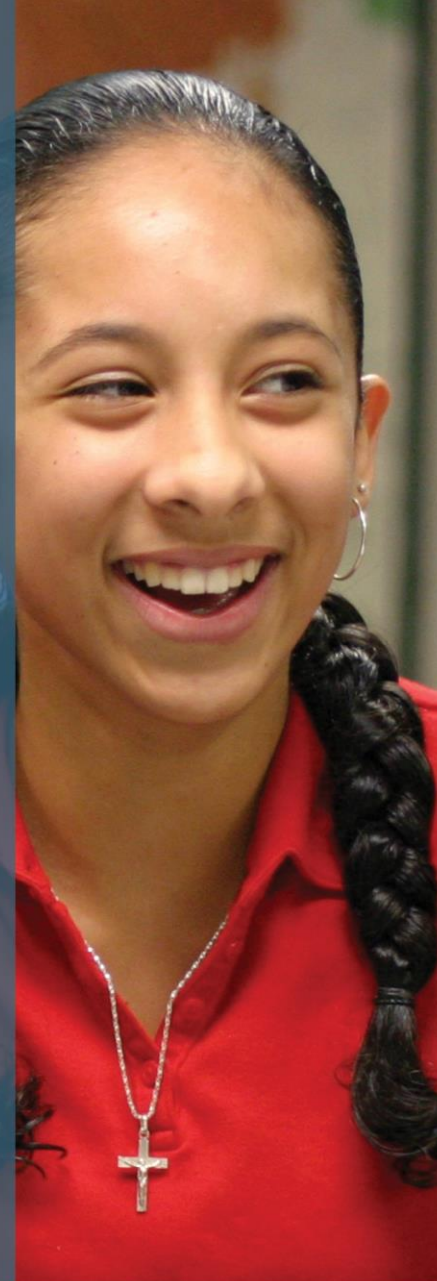


# April is National Bilingual/Multilingual Learner Advocacy Month

Now is the time to reaffirm, celebrate, and advocate for educational and social equity for our English Learners.

They bring to school vast talents and immense potential. Their talents and potential need to keep developing to contribute to a multilingual and intercultural future for American society.

English Learners have lived through complex life experiences, understand multiple perspectives, and are good problem solvers—all resources to value and build on.



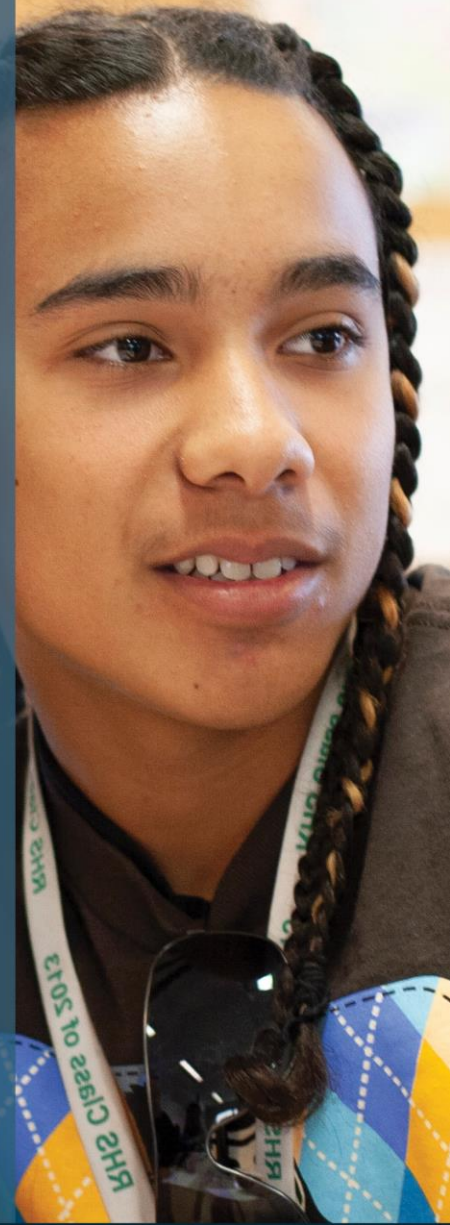
# April is National Bilingual/Multilingual Learner Advocacy Month

Now is the time to reaffirm, celebrate, and stand up for educational and social equity for our English Learners.

In the classroom and in school we need to:

- \* build on their strengths
- \* challenge and support them
- \* offer them powerful, enticing, and generative opportunities to learn.
- \* support them to become articulate in multiple languages.
- \* build their intellectual and social futures

All of which will contribute to a vibrant future in a multilingual and intercultural America.





# April is National Bilingual/Multilingual Learner Advocacy Month

Now is the time to reaffirm, celebrate, and stand up for educational and social equity for our English Learners. Advocacy for our English Learners means that as educators, we:

- \* look at our students and treat them every day as the immensely capable human beings that they are
- \* promote healthy, welcoming, respectful environments for them, and their communities in school, in society, in the country
- \* demonstrate with our work every day what it means to offer students quality opportunities to learn
- \* seek to continue developing their multilingualism and their possibility to interact with others in symmetrical, enriching ways

We can do it! Our students, our communities, and our country deserve it.



# April is National Bilingual/Multilingual Learner Advocacy Month

This is the time to reaffirm, celebrate, and stand up for educational and social equity for our English Learners. Multilingualism offers many advantages:

- \* Cognitive flexibility
- \* Creativity and problem-solving
- \* Appreciation of diverse points of view
- \* Facility for metacognition
- \* Metalinguistic dexterity
- \* Later on in life, delay of the onset of Alzheimer's

We want these talents cultivated and developed, not just for English Learners, but for all students.



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