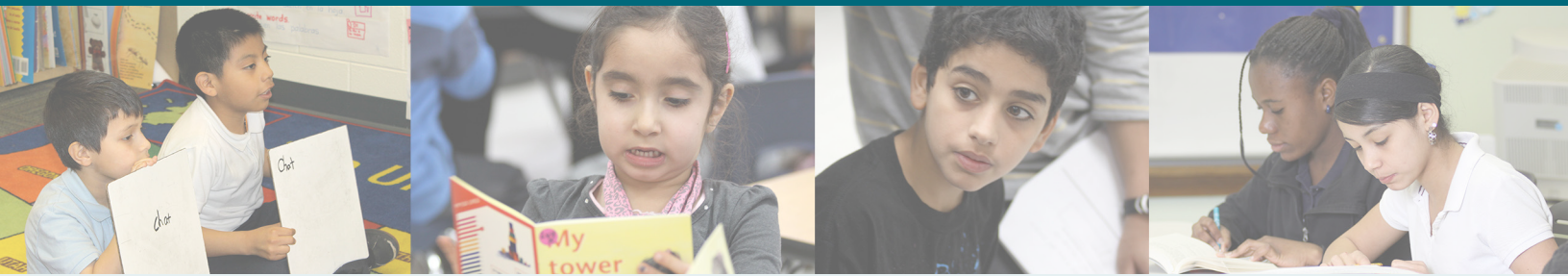


Advancing Equity: A Strategic Vision for English Learners



MTESOL



MICHIGAN
Department of **Education**

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Purpose



The purpose of this living document is to guide Michigan’s schools on how to foster an educational environment that promotes the well-being and the building of knowledge of our state’s English learners (ELs), from early childhood through twelfth grade (P-12).

In this document, the term English learner (EL) is synonymous with terms such as English language learner (ELL), Limited English Proficient (LEP), and English as a Second Language (ESL) student. Other terms have been used to describe such students and their progress in acquiring English language development; these include Newcomer, Multilingual Learner, Emergent Bilingual, and Former English learner (FEL). Additionally, other terms—such as undocumented immigrants, refugees, and asylum seekers—have at times been used to describe portions of this student group by identifying a political designation. Refer to this document’s glossary for specific definitions of each of these and other terms.

EL is the Michigan Department of Education’s (MDE) preferred term for these students. EL is used as a general term within this document; it encompasses students across the entire English language learning continuum.

MDE celebrates the diversity and rich cultural backgrounds that our students bring to the classroom. We recognize the important social and economic contributions that ELs and their families make to Michigan. Thus, the beliefs, goals, and objectives outlined in this guidance promote an educational system that improves the quality of the education system for ELs.

The four goals of this document are:

- **Goal 1:** Engage every English learner in high-quality instruction and assessment, designated to meet individual needs
- **Goal 2:** Foster high-quality educators of English learners
- **Goal 3:** Engage the community and public to support English learners
- **Goal 4:** Refine effective programming for English learners through intentional analysis of data

These goals will promote improvement and learning by supporting teachers in designing and implementing curriculum that supports language proficiency development; in parent and community engagement by encouraging LEAs to implement strategies that value all families; and in continuous improvement by promoting systems that include effective EL program supports with connections to higher education, assessment systems, as well as data collection and use.

Advancing Equity: A Strategic Vision for English Learners is the result of strengthened internal collaboration at MDE, which has led to improved inter-agency work as well as to national collaboration opportunities on how to better meet the needs of ELs. The ideas reflect the current national research related to the education of ELs. Throughout the document, you will find direct connections to current peer-reviewed research.

Please join MDE in our efforts by sharing this document with colleagues and using it as a foundation from which to guide education improvement for our ELs.

GUIDING PRINCIPLE 1

WE BELIEVE English learners deserve high-quality instruction and assessments designed to meet individual needs.

Goal #1

Engage every English learner in high-quality instruction and assessment, designed to meet individual needs

GUIDING PRINCIPLE 2

WE BELIEVE English learners have a fundamental right to be educated by high-quality educators.

Goal #2

Foster high-quality educators of English learners

GUIDING PRINCIPLE 3

WE BELIEVE strong partnerships are essential.

Goal #3

Engage the community and public to support English learners

GUIDING PRINCIPLE 4

WE BELIEVE intentional data analysis supports effective programming and equitable outcomes for English learners.

Goal #4

Refine effective programming for English learners through intentional analysis of data

GUIDING PRINCIPLE

1

WE BELIEVE

English learners deserve high-quality instruction and assessments designed to meet individual needs.

Goal #1

Engage every English learner in high-quality instruction and assessment, designed to meet individual needs



Objective 1.1

Close opportunity gaps for ELs—for example, Dual Language Learners (DLLs), Newcomers, Long-Term English Learners (LTELs), Students with Limited Interrupted Formal Education (SLIFE), ELs with disabilities, and those identified as gifted and talented—by ensuring that instruction for ELs is appropriately aligned with college- and career-ready standards and assessments

Strategies

<p>a. Use appropriate accommodation, designated supports, interventions, and scaffolding for ELs</p>	<p>b. Provide direct instruction in English to all ELs according to their proficiency level needs, utilizing the WIDA English Language Development (ELD) Standards</p>	<p>c. Deliver evidence-based content area instruction with effective instructional strategies for ELs such as Sheltered Instruction Observation Protocol (SIOP)</p>	
<p>d. Deliver evidence-based literacy instruction to ELs (such as Essential Literacy Practices)</p>	<p>e. Apply culturally responsive practices</p>	<p>f. Provide language supports for Pre-K dual language learners (DLLs) to increase kindergarten readiness</p>	<p>g. Deliver evidence-based instructional practices to ELs that develop academic language and literacy skills including appropriate supports, accommodations, and interventions for ELs during instruction and assessment</p>

Objective 1.2

Implement evidence-based programs focused on meeting students' language and content needs

Strategies

<p>a. Ensure proper identification of ELs for participation in the continuum of services offered by the local EL program as well as proper exit from EL status</p>	<p>b. Establish protocols to meet the needs of ELs who either have no school records or whose records demonstrate gaps in formal education</p>	<p>c. Apply assessment literacy practices to guide appropriate instruction for ELs</p>	<p>d. Align appropriate interventions for long-term EL students and coordinate services to address the needs of the whole child (e.g. EL and Special Education services)</p>
<p>e. Identify and provide supports for newcomer ELs to assist with the transition to Michigan schools</p>	<p>f. Administer annual English language proficiency assessment to all identified ELs</p>	<p>g. Provide educators of ELs with collaborative opportunities to review evidenced-based resources and evaluate the effectiveness of standards-aligned curriculum and assessments appropriate for ELs</p>	<p>h. Expand dual language immersion and bilingual learning from pre-K through twelfth grade to teach literacy in the students' native and second language where possible</p>

Objective
1.3

Increase high school graduation rates of ELs and former ELs

Strategies

<p>a. Appropriately place high school ELs in the continuum of courses and services to ensure eligibility for a timely graduation</p>	<p>b. Provide alternative pathways toward graduation (for example, reduce seat-time waivers, utilize personal curriculum planning)</p>	<p>c. Create protocols and resources to identify potential risk factors and early warning indicators (attendance, behavior, course performance) that may delay or prevent high school graduation for ELs</p>
<p>d. Honor and recognize students who demonstrate high levels of proficiency in English and at least one additional language by awarding the Michigan Seal of Biliteracy</p>	<p>e. Develop career pathways and mentor partnerships through exploratory experiences, making connections with former ELs with postsecondary work/college experiences, hosting visitors from different career fields, exposing students to CTE opportunities, career camps, and extended day opportunities</p>	



GUIDING PRINCIPLE **2**

WE BELIEVE

English learners have a fundamental right to be educated by high-quality educators.



Goal #2

Foster high-quality educators of English learners

Objective 2.1

Strengthen the knowledge base for currently practicing educators and leaders in building capacity to meet the unique needs of diverse ELs (DLLs, Newcomers, LTELs, SLIFE, ELs with disabilities, and those identified as gifted and talented)

Strategies

a. Provide ongoing professional learning on evidence-based instructional practices for ELs that develop their English proficiency, academic language, and literacy skills, including appropriate supports (such as ELD practices) and accommodations for ELs during instruction and assessment

b. Provide models of structured and intentional collaboration among administrators, all EL educators, and content teachers

c. Provide ongoing professional learning on assessment systems (diagnostic, formative, and summative) so that educators design and differentiate appropriate instruction for ELs

d. Promote opportunities for educators and support staff of ELs to engage in mentoring, coaching, and professional learning activities, and ensure a system to train mentors and coaches of educators of ELs is in place

e. Provide ongoing professional learning to foster cultural competence and to support culturally responsive practices

f. Promote educator participation in EL-focused degrees and/or endorsement programs to increase the number of ESL or Bilingual education endorsed teachers

g. Provide educators, including school counselors, with focused training on interpreting international transcripts and protocols for enrollment of immigrant students

h. Promote and deliver content-specific professional learning that integrates evidence-based practices to support ELs, including appropriate supports and accommodations during instruction and assessment

i. Coordinate structured and intentional collaboration with statewide education organizations (such as IHES, MABE, MITESOL, GELN)

j. Promote the intentional professional learning of administrators to enable meaningful interaction with staff and cultivate high-quality EL programs



Objective 2.2

Ensure candidates in educator preparation programs are prepared to meet the unique needs of ELs

Strategies

<p>a. Provide models of structured and intentional collaboration, mentorship, and coaching for educator preparation program candidates and pre-service educators</p>	<p>b. Increase EL-focused questions and/or content within all state-mandated teacher certification tests</p>	<p>c. Increase collaboration among ISDs, IHEs, and LEAs to increase awareness of the Seal of Biliteracy</p>	<p>d. Expand the flexibility of graduate coursework offered for teachers to add ESL or Bilingual Education endorsements</p>
<p>e. Coordinate with statewide leadership organizations (e.g., MITESOL, MABE) to offer specific learning opportunities for educator preparation program candidates</p>	<p>f. Expand opportunities for undergraduate teacher candidates in Michigan IHEs to complete coursework required for ESL or Bilingual Education endorsements</p>	<p>g. Expand partnership opportunities to address critical shortage endorsements specifically for the ESL and Bilingual Education endorsements (for example, National Professional Development Grants)</p>	



**GUIDING
PRINCIPLE 3**

WE BELIEVE

strong
partnerships are
essential.



Goal #3

Engage the community and public
to support English learners

Objective 3.1

Increase knowledge and understanding of the assets that Michigan's multilingual and multicultural population contributes to our economy, society, and educational system

Strategies

a. Engage advocacy groups to champion the assets of ELs

b. Build cultural competence to address implicit bias and promote equitable practices for ELs

c. Promote and celebrate multilingualism at school, community, and state events

d. Collaborate with educational, governmental, public sector, business, and industry groups to inform public policy and resource investment in Michigan's ELs

e. Connect with local, regional, and national businesses and industries located in Michigan to promote language skills as crucial 21st century workplace skills (for example, the Michigan Seal of Biliteracy)



Objective 3.2

Promote engagement with families of ELs

Strategies

a. Provide resources, materials, and staff (such as a family liaison) to communicate in culturally responsive and comprehensible ways (translated resources) with EL families

b. Provide information regarding adult education and family literacy programs that can improve academic and language skills

c. Provide structured opportunities for parents of ELs to provide feedback to schools and state agencies on EL policies, programs, and practices

Objective 3.3

Increase partnerships with community organizations and state agencies to respond to needs of EL families

Strategies

a. Establish committees comprised of various state and regional agencies to develop recommendations for policies and practices that address the comprehensive perspectives of the EL population

b. Develop a resource bank that highlights the range of state and regional services available to families in the pre-school through post-secondary P-20 system (such as educational, health, social-emotional, nutrition, employment, and industry training services)



GUIDING PRINCIPLE **4**

WE BELIEVE

intentional
data analysis
supports effective
programming
and equitable
outcomes for
English learners.



Goal #4

Refine effective programming
for English learners through
intentional analysis of data

Objective 4.1

Increase the accessibility, comprehensibility, and transparency of EL data for all stakeholders

Strategies

a. Enhance the scope, quality, and integration of data systems to track outcomes based on differentiated groups of ELs, such as Long-Term English Learners (LTELs), Students with Limited or Interrupted Formal Education (SLIFE), Former English Learners (FELs), or ELs with disabilities

b. Disseminate comprehensible EL data through existing public facing platforms (Parent Dashboards, EL Dashboard, and state/LEA websites)



Objective 4.2

Increase the use of EL data to drive decision-making

Strategies

a. Establish a system to monitor ELs and former ELs, K-12 and post-secondary, to evaluate current systems of support (for example, college admission, completion)

b. Include EL educators in data cycle review meetings, PLC meetings, and school leadership teams

c. Integrate EL data work into the Michigan Continuous Improvement Process (MiCIP) and provide resources to help educators interpret EL data to make data-driven decisions

d. Support the development and evaluation of LEA and ISD comprehensive planning for ELs, which include measurable objective, evidence-based strategies, and coordination of services across funding sources



EL Visioning Plan References

References provided by:

Madeline Mavrogordato & Nancy Duchesneau
Michigan State University



Goal 1: Engage every English learner in high-quality instruction and assessment, designed to meet individual needs

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Objective 1.1: Close opportunity gaps for ELs—DLLs, Newcomers, LTELs, SLIFE, ELs with disabilities, and those identified as gifted and talented—by ensuring that instruction for ELs is appropriately aligned with college- and career-ready standards and assessments

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- Freeman, Y. S., & Freeman, D. E. (2002). Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners. *Journal of Adolescent & Adult Literacy*, 46(2), 191.

Strategy a: Use appropriate accommodation, designated supports, interventions, and scaffolding for ELs

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.

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- Gándara, P. C., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, MA: Harvard University Press.

Strategy b: Provide direct instruction in English to all ELs according to their proficiency level needs utilizing the WIDA English Language Development (ELD) Standards

Strategy c: Deliver evidence-based content area instruction with effective instructional strategies for ELs (such as SIOP)

- Lee, O., & Buxton, C. A. (2013). Integrating science and English proficiency for English language learners. *Theory Into Practice, 52*(1), 36-42.
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- Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., ... & Hairrell, A. (2016). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading & Writing Quarterly, 32*(3), 199-222.
- Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A. M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology, 109*(1), 22.

Strategy d: Deliver evidence-based literacy instruction to ELs (such as Essential Literacy Practices)

- August, D., McCardle, P., & Shanahan, T. (2014). Developing literacy in English language learners: Findings from a review of the experimental research. *School Psychology Review, 43*(4), 490-498.
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- Kibler, A. K., Walqui, A., & Bunch, G. C. (2015). Transformational opportunities: Language and literacy instruction for English language learners in the Common Core era in the United States. *TESOL Journal, 6*(1), 9-35.
- Lesaux, N. K. (2012). Reading and reading instruction for children from low-income and non-English-speaking households. *The Future of Children, 22*(2), 73-88.

Strategy e: Apply culturally responsive practices

- Trifiro, A. J. (2017). Transforming teachers' practice through professional development: culturally sustaining pedagogical changes in support of English language learners In C. Coulter & M. Jimenez-Silva (Ed.), *Culturally sustaining and revitalizing pedagogies: Language, culture, and power* (pp. 269-287). Bingley, UK: Emerald Publishing Limited.
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- DeCapua, A. & Marshall, H. W. (2015). Reframing the conversation about students with limited or interrupted formal education: From achievement gap to cultural dissonance. *NASSP Bulletin*, 99(4), 356-370.

Strategy f: Provide language supports for Pre-K dual language learners (DLLs) to increase kindergarten readiness

- Baker, M., & Páez, M. (2018). The language of the classroom: Dual language learners in Head Start, public pre-k, and private preschool programs. Retrieved from <https://www.migrationpolicy.org/research/language-classroom-dual-language-learners-head-start-public-pre-k-and-private-preschool>
- Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R. (2012). Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. *Early Childhood Research Quarterly*, 27(2), 188-197.
- Gottfried, M. A. (2017). ELL school readiness and pre-kindergarten care. *Educational Policy*, 31(1), 39-72.

Strategy g: Deliver evidence-based instructional practices to ELs that develop academic language and literacy skills including appropriate supports, accommodations, and interventions or ELs during instruction and assessment

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Objective 1.2: Implement evidence-based programs focused on meeting students' language and content needs

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- Russell, F. A. (2012). A culture of collaboration: Meeting the instructional needs of adolescent English language learners. *TESOL Journal*, 3(3), 445-468.
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Strategy a: Ensure proper identification of ELs for participation in the continuum of services offered by the local EL program as well as proper exit from EL status

- Mavrogordato, M., & White, R. S. (2017). Reclassification variation: How policy implementation guides the process of exiting students from English learner status. *Educational Evaluation and Policy Analysis*, 39(2), 281-310.
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Strategy b: Establish protocols to meet the needs of ELs who either have no school records or whose records demonstrate gaps in formal education

- DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing school failure: Alternative Education for Children and Youth*, 55(1), 35-41.
- Potochnick, S. (2018). The academic adaptation of immigrant students with interrupted schooling. *American Educational Research Journal*, 55(4), 859-892.

Strategy c: Apply assessment literacy practices to guide appropriate instruction for ELs

- Abedi, J. & Gándara, P. (2006). Performance of English Language Learners as a subgroup in large scale assessment: Interaction of research and policy. *Educational Measurement: Issues and Practice*, 25, 36-46.

Strategy d: Align appropriate interventions for long-term EL students and coordinate services to address the needs of the whole child (such as EL and Special Education services)

- Kangas, S. E. N. (2018). Why working apart doesn't work at all: Special Education and English learner teacher collaborations. *Intervention in School and Clinic*, 102(1), 5-21.
- Menken, K., & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism*, 13(4), 399-417.
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- Thompson, K. D. (2015). Questioning the long-term English learner label: How categorization can blind us to students' abilities. *Teachers College Record*, 117(12), n12.

Strategy e: Identify and provide supports for newcomer ELs to assist with the transition to Michigan schools

- Fránquiz, M. E., & Salinas, C. (2013). Knowing English is not enough! Cultivating academic literacies among high school newcomers. *The High School Journal*, 96(4), 339-357.
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Strategy f: Administer annual English language proficiency assessment to all identified ELs

- Abedi, J. (2004). The no child left behind act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33(1), 4-14.
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Strategy g: Provide educators of ELs with collaborative opportunities to review evidence-based resources and evaluate the effectiveness of standards-aligned curriculum and assessments appropriate for ELs

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- Martin-Beltran, M., & Peercy, M. M. (2014). Collaboration to teach English language learners: Opportunities for shared teacher learning. *Teachers and Teaching*, 20(6), 721-737.

Strategy h: Expand dual language immersion and bilingual learning from pre-K through twelfth grade to teach literacy in the students' native and second language where possible

- Baker, M., & Páez, M. (2018). The language of the classroom: Dual language learners in Head Start, public pre-k, and private preschool programs. Retrieved from <https://www.migrationpolicy.org/research/language-classroom-dual-language-learners-head-start-public-pre-k-and-private-preschool>
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Objective 1.3: Increase high school graduation rates of ELs and former ELs

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Strategy a: Appropriately place high school ELs in the continuum of courses and services to ensure eligibility for a timely graduation

- Callahan, R. M. & Shifrer, D. (2016). Equitable access for secondary English learner students: Course taking as evidence of EL program effectiveness. *Educational Administration Quarterly*, 52(3), 463-496.
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Strategy b: Provide alternative pathways toward graduation (for example, reduce seat-time waivers, utilize personal curriculum planning)

- Meo, G. (2008). Curriculum planning for all learners: Applying universal design for learning (UDL) to a high school reading comprehension program. *Preventing School Failure: Alternative Education for Children and Youth*, 52(2), 21-30.
- Tyler, J. H., & Lofstrom, M. (2009). Finishing high school: Alternative pathways and dropout recovery. *The Future of Children*, 19(1), 77-103.

Strategy c: Create protocols and resources to identify potential risk factors and early warning indicators (attendance, behavior, course performance) that may delay or prevent high school graduation for ELs

- Balfanz, R., Herzog, L., & MacIver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223-235.
- Boone, J. H. (2013). ¡Ya me fui! When English learners consider leaving school. *Education and Urban Society*, 45(4), 415-439.
- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-214.

Strategy d: Honor and recognize students who demonstrate high levels of proficiency in English and at least one additional language by awarding the Michigan Seal of Biliteracy

- Davin, K. J., Heineke, A. J., & Egnatz, L. (2018). The Seal of Biliteracy: Successes and challenges to implementation. *Foreign Language Annals*, 51(2), 275-289.
- Heineke, A. J., Davin, K. J., & Bedford, A. (2018). The Seal of Biliteracy: Considering equity and access for English learners. *Education Policy Analysis Archives*, 26(99).
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. National Academies Press.

Strategy e: Develop career pathways and mentor partnerships through exploratory experiences, making connections with former ELs with postsecondary work/college experiences, hosting visitors from different career fields, exposing students to CTE opportunities, career camps, and extended day opportunities

- Hernández-Gantes, V. M., & Blank, W. (2008). *Teaching English language learners in career and technical education programs*. New York, NY: Routledge.
- Huerta-Macias, A. G. (2003). Meeting the challenge of adult education: A bilingual approach to literacy and career development. *Journal of Adolescent & Adult Literacy*, 47(3), 218.
- Jocson, K. M. (2018). "I want to do more and change things": Reframing CTE toward possibilities in urban education. *Urban Education*, 53(5), 640-667.

Goal 2: Foster high-quality educators of English learners

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.
- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-214.
- Hiatt, J. E. & Fairbairn, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.

Objective 2.1: Strengthen the knowledge base for currently practicing educators and leaders in building capacity to meet the unique needs of diverse ELs (DLLs, Newcomers, LTELs, SLIFE, ELs with disabilities, and those identified as gifted and talented)

- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-214.

- Hiatt, J. E. & Fairbairn, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.
- Mavrogordato, M., & White, R. S. (forthcoming). Leveraging Policy Implementation for Social Justice: How School Leaders Shape Educational Opportunity When Implementing Policy for English learners. *Educational Administration Quarterly*.

Strategy a: Provide ongoing professional learning on evidence-based instructional practices for ELs that develop their English proficiency, academic language, and literacy skills, including appropriate supports (such as ELD practices) and accommodations for ELs during instruction and assessment

- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-214.
- Hiatt, J. E. & Fairbairn, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.
- Shea, L. M., Sandholtz, J. H., & Shanahan, T. B. (2018). We are all talking: A whole-school approach to professional development for teachers of English learners. *Professional Development in Education*, 44(2), 190-208.

Strategy b: Provide models of structured and intentional collaboration among administrators, all EL educators, and content teachers

- Hiatt, J. E. & Fairbairn, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.
- Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.
- Peercy, M. M., Martin-Beltrán, M., Silverman, R. D., & Nunn, S. J. (2015). “Can I Ask a Question?” ESOL and Mainstream Teachers Engaging in Distributed and Distributive Learning to Support English Language Learners’ Text Comprehension. *Teacher Education Quarterly*, 42(4), 33-58.
- Shea, L. M., Sandholtz, J. H., & Shanahan, T. B. (2018). We are all talking: A whole-school approach to professional development for teachers of English learners. *Professional Development in Education*, 44(2), 190-208.

Strategy c: Provide ongoing professional learning on assessment systems (diagnostic, formative, and summative) so that educators design and differentiate appropriate instruction for ELs

- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-214.
- Hiatt, J. E. & Fairbairn, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.

Strategy d: Promote opportunities for educators and support staff of ELs to engage in mentoring, coaching, and professional learning activities, and ensure a system to train mentors and coaches of educators of ELs is in place

- Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 103-127.
- Casteel, C.J. & Ballantyne, K.G. (Eds.). (2010). *Professional Development in Action: Improving Teaching for English learners*. Washington, DC: National Clearinghouse for English Language Acquisition. Retrieved from http://www.ncele.gwu.edu/files/uploads/3/PD_in_Action.pdf
- Shea, L. M., Sandholtz, J. H., & Shanahan, T. B. (2018). We are all talking: A whole-school approach to professional development for teachers of English learners. *Professional Development in Education*, 44(2), 190-208.
- Ware, P. & Benschoter, J. (2010). Sheltered instruction for teachers of English language learners: The promise of online mentoring. *Middle School Journal*, 42(3), 46-54.

Strategy e: Provide ongoing professional learning to foster cultural competence and to support culturally responsive practices

- DeCapua, A. (2016). Reaching students with limited or interrupted formal education through culturally responsive teaching: Reaching students with limited/interrupted education. *Language and Linguistics Compass*, 10(5), 225-237.
- Hiatt, J. E. & Fairbairn, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.

Strategy f: Promote educator participation in EL-focused degrees and/or endorsement programs to increase the number of ESL or Bilingual education endorsed teachers

- Daniel, S. M. & Pray, L. (2017). Learning to teach English language learners: A study of elementary school teachers' sense-making in an ELL endorsement program. *TESOL Quarterly*, 51(4), 787-819.
- López, F., Scanlan, M., & Gundrum, B. (2013). Preparing teachers of English language learners: Empirical evidence and policy implications. *Education Policy Analysis Archives*, 21(20).
- Waxman, H. C., & Téllez, K. (Eds) (2006). *Preparing quality teachers for English language learners: An overview of the critical issues*. New York, NY: Routledge.

Strategy g: Provide educators, including school counselors, with focused training on interpreting international transcripts and protocols for enrollment of immigrant students

- Cook, A., Pérusse, R., & Rojas, E. D. (2012). Increasing academic achievement and college-going rates for Latina/o English language learners: A survey of school counselor interventions. *The Journal of Counselor Preparation and Supervision*, 4(2), 2.
- Custodio, B., & O'Loughlin, J. B. (2017). *Students with interrupted formal education: Bridging where they are and what they need*. Thousand Oaks, CA: Corwin Press.

- DeCapua, A., & Marshall, H. W. (2011). Reaching ELLs at risk: Instruction for students with limited or interrupted formal education. *Preventing school failure: Alternative education for children and youth*, 55(1), 35-41.
- Hos, R. (2016). The lives, aspirations, and needs of refugee and immigrant students with interrupted formal education (SIFE) in a secondary newcomer program. *Urban Education*, 1-24.

Strategy h: Promote and deliver content-specific professional learning that integrates evidence-based practices to support ELs, including appropriate supports and accommodations during instruction and assessment

- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-214.
- Hiatt, J. E. & Fairbarin, S. B. (2018). Improving the focus of English learner professional development for in-service teachers. *NASSP Bulletin*, 102(3), 228-263.

Strategy i: Coordinate structured and intentional collaboration with statewide education organizations (such as IHEs, MABE, MITESOL, GELN)

- Peter, L., Markham, P., & Frey, B. B. (2012). Preparing teachers for success with English language learners: Challenges and opportunities for university TESOL educators. *The Teacher Educator*, 47(4), 302-327.
- Yuan, R. & Lee, I. (2015). Action research facilitated by university-school collaboration. *ELT Journal*, 69(1), 1-10.

Strategy j: Promote the intentional professional learning of administrators to enable meaningful interaction with staff and cultivate high-quality EL programs

Objective 2.2: Ensure candidates in educator preparation programs are prepared to meet the unique needs of ELs

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.
- Zhang, J. & Peltari, C. (2014). Exploring the emotions and needs of English language learners: Facilitating pre-service and in-service teachers' recognition of the tasks facing language learners. *Journal of Multilingual and Multicultural Development*, 35(2), 179-194.

Strategy a: Provide models of structured and intentional collaboration, mentorship, and coaching for educator preparation program candidates and pre-service educators

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.
- Daniel, S. M. (2014). Learning to educate English language learners in pre-service elementary practicums. *Teacher Education Quarterly*, 41(2), 5-28.

Strategy b: Increase EL-focused questions and/or content within all state-mandated teacher certification tests

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.

Strategy c: Increase collaboration among ISDs, IHEs, and LEAs to increase awareness of the Seal of Biliteracy

- O'Rourke, P., Zhou, Q., & Rottman, I. (2016). Prioritization of K-12 world language education in the United States: State requirements for high school graduation. *Foreign Language Annals*, 49(4), 789-800.

Strategy d: Expand the flexibility of graduate coursework offered for teachers to add ESL or Bilingual Education endorsements

- Daniel, S. M. & Pray, L. (2017). Learning to teach English language learners: A study of elementary school teachers' sense-making in an ELL endorsement program. *TESOL Quarterly*, 51(4), 787-819.
- Hansen-Thomas, H., Grosso Richins, L., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs with English-language learners. *Professional Development in Education*, 42(2), 308-324.

Strategy e: Coordinate with statewide leadership organizations (such as MITESOL, MABE) to offer specific learning opportunities for educator preparation program candidates

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.

Strategy f: Expand opportunities for undergraduate teacher candidates in Michigan IHEs to complete coursework required for ESL or Bilingual Education endorsements

- Daniel, S. M. & Pray, L. (2017). Learning to teach English language learners: A study of elementary school teachers' sense-making in an ELL endorsement program. *TESOL Quarterly*, 51(4), 787-819.

Strategy g: Expand partnership opportunities to address critical shortage endorsements specifically for the ESL and Bilingual Education endorsements (for example, Marshall Plan and National Professional Development Grants)

- Uro, G., & Barrio, A. (2013). *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*. Washington, DC: Council of the Great City Schools. Retrieved from <https://files.eric.ed.gov/fulltext/ED543305.pdf>
- Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Goal 3: Engage the community and public to support English learners

- Baquedano-López, P., Alexander, R. A., & Hernández, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149-182.

Objective 3.1: Increase knowledge and understanding of the assets that Michigan's multilingual and multicultural population contributes to our economy, society, and educational system

- Trifiro, A. J. (2017). Transforming teachers' practice through professional development: culturally sustaining pedagogical changes in support of English language learners In C. Coulter & M. Jimenez-Silva (Ed.), *Culturally sustaining and revitalizing pedagogies: Language, culture, and power* (pp. 269-287). Bingley, UK: Emerald Publishing Limited.

Strategy a: Engage advocacy groups to champion the assets of ELs

- Fenner, D. S. (2013). *Advocating for English learners*. Thousand Oaks, CA: Corwin Press.
- National Education Association. (2015). *How educators can advocate for English language learners: All in!*. Washington, DC: Author. Retrieved from http://www.colorincolorado.org/sites/default/files/ELL_AdvocacyGuide2015.pdf

Strategy b: Build cultural competence to address implicit bias and promote equitable practices for ELs

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.
- He, Y. (2013). Developing teachers' cultural competence: Application of appreciative inquiry in ESL teacher education. *Teacher Development*, 17(1), 55-71.
- Trifiro, A. J. (2017). Transforming teachers' practice through professional development: culturally sustaining pedagogical changes in support of English language learners In C. Coulter & M. Jimenez-Silva (Ed.), *Culturally sustaining and revitalizing pedagogies: Language, culture, and power* (pp. 269-287). Bingley, UK: Emerald Publishing Limited.

Strategy c: Promote and celebrate multilingualism at school, community, and state events

- Bunch, G. C. (2013). Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era. *Review of Research in Education*, 37(1), 298-341.
- García, O., Johnson, S. I., Seltzer, K., & Valdés, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon.
- Trifiro, A. J. (2017). Transforming teachers' practice through professional development: culturally sustaining pedagogical changes in support of English language learners In C. Coulter & M. Jimenez-Silva (Ed.), *Culturally sustaining and revitalizing pedagogies: Language, culture, and power* (pp. 269-287). Bingley, UK: Emerald Publishing Limited.

Strategy d: Collaborate with educational, governmental, public sector, business, and industry groups to inform public policy and resource investment in Michigan’s ELs

- Bennett, J. V. & Thompson, H. C. (2011). Changing district priorities for school-business collaboration: Superintendent agency and capacity for institutionalization. *Educational Administration Quarterly*, 47(5), 826-868.

Strategy e: Connect with local regional, and national businesses and industries located in Michigan to promote language skills as crucial 21st century workplace skills (for example, the Michigan Seal of Biliteracy)

- Bennett, J. V. & Thompson, H. C. (2011). Changing district priorities for school-business collaboration: Superintendent agency and capacity for institutionalization. *Educational Administration Quarterly*, 47(5), 826-868.
- O’Rourke, P., Zhou, Q., & Rottman, I. (2016). Prioritization of K-12 world language education in the United States: State requirements for high school graduation. *Foreign Language Annals*, 49(4), 789-800.

Objective 3.2: Promote engagement with families of ELs

- Jiménez-Castellanos, O., Ochoa, A. M., & Olivos, E. M. (2016). Operationalizing transformative parent engagement in Latino school communities: A case study. *Journal of Latino/Latin American Studies*, 8(1), 93-107.
- Li, G. (2012). Literacy engagement through online and offline communities outside school: English language learners’ development as readers and writers. *Theory Into Practice*, 51(4), 312-318.
- Lowenhaupt, R. (2014). School access and participation: Family engagement practices in the new Latino diaspora. *Education and Urban Society*, 46(5), 522-547.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

Strategy a: Provide resources, materials, and staff (such as a family liaison) to communicate in culturally responsive and comprehensible ways (translated resources) with EL families

- Auerbach, S., & Collier, S. (2012). Bringing high stakes from the classroom to the parent center: Lessons from an intervention program for immigrant families. *Teachers College Record*, 114(3), n3.
- Good, M. E., Masewicz, S., & Vogel, L. (2010). Latino English language learners: Bridging achievement and cultural gaps between schools and families. *Journal of Latinos and Education*, 9(4), 321-339.
- Haneda, M. & Alexander, M. (2015). ESL teacher advocacy beyond the classroom. *Teaching and Teacher Education*, 49, 149-158.

Strategy b: Provide information regarding adult education and family literacy programs that can improve academic and language skills

- Auerbach, S., & Collier, S. (2012). Bringing high stakes from the classroom to the parent center: Lessons from an intervention program for immigrant families. *Teachers College Record*, 114(3), n3.

- Cassidy, J., Garcia, R., Tejeda-Delgado, C., Garrett, S. D., Martinez-Garcia, C., & Hinojosa, R. V. (2004). A learner-centered family literacy project for Latino parents and caregivers. *Journal of Adolescent & Adult Literacy*, 47(6), 478-488.
- Li, G. (2012). Literacy engagement through online and offline communities outside school: English language learners' development as readers and writers. *Theory Into Practice*, 51(4), 312-318.
- Pete, J. K. (2016). A library's role in the success of adult English learners. *Journal of Adult Education*, 45(1), 1-6.

Strategy c: Provide structured opportunities for parents of ELs to provide feedback to schools and state agencies on EL policies, programs, and practices

- Haneda, M. & Alexander, M. (2015). ESL teacher advocacy beyond the classroom. *Teaching and Teacher Education*, 49, 149-158.
- Whitaker, M., & Hoover-Dempsey, K. (2013). School influences on parents' role beliefs. *The Elementary School Journal*, 114(1), 73-99.

Objective 3.3: Increase partnerships with community organizations and state agencies to respond to needs of EL families

- Auerbach, S. (Ed.). (2012). *School leadership for authentic family and community partnerships: Research perspectives for transforming practice*. New York, NY: Routledge.
- Bryan, J., & Henry, L. (2012). A model for building school–family–community partnerships: Principles and process. *Journal of Counseling & development*, 90(4), 408-420.
- Vera, E. M., Israel, M. S., Coyle, L., Cross, J., Knight-Lynn, L., Moallem, I., ... & Goldberger, N. (2012). Exploring the Educational Involvement of Parents of English learners. *School Community Journal*, 22(2), 183-202.

Strategy a: Establish committees comprised of various state and regional agencies to develop recommendations for policies and practices that address the comprehensive perspectives of the EL population

- Hill, J. D., & Flynn, K. (2004). English language learner resource guide: A guide for rural districts with a low incidence of ELLs. Regional Educational Laboratory. Retrieved from <https://files.eric.ed.gov/fulltext/ED484542.pdf>
- Linqanti, R., & Bailey, A. L. (2014). Reprising the Home Language Survey: Summary of a National Working Session on Policies, Practices, and Tools for Identifying Potential English learners. Washington, DC: Council of Chief State School Officers. Retrieved from <https://files.eric.ed.gov/fulltext/ED565756.pdf>
- Linqanti, R., & Cook, H. G. (2013). Toward a "Common Definition of English learner": A Brief Defining Policy and Technical Issues and Opportunities for State Assessment Consortia. Washington, DC: Council of Chief State School Officers. Retrieved from <https://files.eric.ed.gov/fulltext/ED542705.pdf>
- Wixom, M. A. (2015). ECS and National Experts Examine: State-Level English language learner Policies. Denver, CO: Education Commission of the States. Retrieved from <https://files.eric.ed.gov/fulltext/ED561942.pdf>

Strategy b: Develop a resource bank that highlights the range of state and regional services available to families in the pre-school through post-secondary P-20 system (such as educational, social-emotional, health, nutrition, employment/industry training services)

- Katz, V. S. (2014). *Kids in the middle: How children of immigrants negotiate community interactions for their families*. New Brunswick, NJ: Rutgers University Press.
- Poza, L., Brooks, M. D., & Valdés, G. (2014). “Entre Familia”: Immigrant Parents’ Strategies for Involvement in Children’s Schooling. *School Community Journal*, 24(1), 119-148.

Goal 4: Refine effective programming for English learners through intentional analysis of data

- Artiles, A. J., Rueda, R., Salazar, J. J., & Higuera, I. (2005). Within-group diversity in minority disproportionate representation: English language learners in urban school districts. *Exceptional children*, 71(3), 283-300.
- Helal, S., Li, J., Liu, L., Ebrahimie, E., Dawson, S., & Murray, D. J. (2018). Identifying key factors of student academic performance by subgroup discovery. *International Journal of Data Science and Analytics*, 1-19.
- Mavrogordato, M., & Harris, J. (2017). Eligiendo Escuelas: English learners and access to school choice. *Educational Policy*, 31(6), 801-829.
- Saunders, W. M., & Marcelletti, D. J. (2013). The gap that can’t go away: The catch-22 of reclassification in monitoring the progress of English learners. *Educational Evaluation and Policy Analysis*, 35(2), 139-156.

Objective 4.1: Increase the accessibility, comprehensibility, and transparency of EL data for all stakeholders

- Flores, S. M., Park, T. J., Viano, S. L., & Coca, V. M. (2018). State policy and the educational outcomes and English learner and immigrant students: Three administrative data stories. *American Behavioral Scientist*, 61(14), 1824-1844.
- Hopkins, M., Thompson, K. D., Linqunti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101-108.
- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education*. Santa Monica, CA: RAND Corporation.

Strategy a: Enhance the scope, quality, and integration of data systems to track outcomes based on differentiated groups of ELs (LTEL, SLIFE, FEL, ELs w/disabilities)

- Helal, S., Li, J., Liu, L., Ebrahimie, E., Dawson, S., & Murray, D. J. (2018). Identifying key factors of student academic performance by subgroup discovery. *International Journal of Data Science and Analytics*, 1-19.

Strategy b: Disseminate comprehensible EL data through existing public facing platforms (Parent dashboards, EL dashboard, and state/LEA websites)

- Jacobsen, R., Snyder, J. W., & Saultz, A. (2014). Informing or shaping public opinion? The influence of school accountability data format on public perceptions of school quality. *American Journal of Education*, 121, 1-27.

Objective 4.2: Increase the use of EL data to drive decision-making

- Flores, S. M., Park, T. J., Viano, S. L., & Coca, V. M. (2018). State policy and the educational outcomes and English learner and immigrant students: Three administrative data stories. *American Behavioral Scientist*, 61(14), 1824-1844.
- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education*. Santa Monica, CA: RAND Corporation.

Strategy a: Establish a system to monitor ELs and former ELs, K-12 and post-secondary, to evaluate current systems of support (for example, college admission, completion)

- Flores, S. M., Park, T. J., Viano, S. L., & Coca, V. M. (2018). State policy and the educational outcomes and English learner and immigrant students: Three administrative data stories. *American Behavioral Scientist*, 61(14), 1824-1844.

Strategy b: Include EL educators in data cycle review meetings, PLC meetings, and school leadership teams

- Bertrand, M., & Marsh, J. A. (2015). Teachers' sensemaking of data and implications for equity. *American Educational Research Journal*, 52(5), 861-893.
- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education*. Santa Monica, CA: RAND Corporation.

Strategy c: Integrate EL data work into the Michigan Continuous Improvement Process (MiCIP) and provide resources to help educators interpret EL data to make data-driven decisions

- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education*. Santa Monica, CA: RAND Corporation.

Strategy d: Support the development and evaluation of LEA and ISD comprehensive planning for ELs, which include measurable objective, evidence-based strategies, and coordination of services across funding sources.

- Elfers, A. M., & Stritikus, T. (2014). How school and district leaders support classroom teachers' work with English language learners. *Educational Administration Quarterly*, 50(2), 305-344.
- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education*. Santa Monica, CA: RAND Corporation.

Glossary



Career and Technical Education (CTE) – the practice of teaching skills-based careers to students in middle school, high school, and post-secondary institutions

Dual Language Learner (DLL) – a learner who is developing proficiency in English as well as an additional language; primarily used with pre-school students but can be generalized to all students who are developing additional languages

Emergent or Emerging Bilingual – a student who is able to understand and express themselves in more than one language (focus on the benefits of multilingualism instead of on a deficit model of labeling); students identified as English learners would also be emergent/emerging bilinguals

English as a Second Language (ESL) – a previously identified EL student who has met the state requirements for proficiency in English; historically referred to as Former Limited English Proficient (FLEP)

English Language Development (ELD) - instruction designed specifically for English learners to help them with English language acquisition across content areas (such as math, science) in the domains of listening, speaking, reading, and writing

English language learner (ELL) – see definition for English learner

English learner (EL) – current federally recognized term adopted by MDE for students whose native or primary language is other than English and who are in the process of acquiring English as an additional language; replaces the historic federally recognized terms “Limited English Proficient (LEP)” and “English language learner (ELL)”

Former English learner (FEL) – a previously identified EL student who has met the state requirements for proficiency in English; historically referred to as Former Limited English Proficient (FLEP)

General Education Leadership Network (GELN) – a network that provides leadership and direction focused on teaching and learning among Michigan’s ISDs/RESAs

Immigrant – individuals aged 3 through 21 years who were not born in the United States and have not been attending one or more schools in any state for more than three full academic years

Institute of Higher Education (IHE) – types of institutions that offer post-high school level of education, such as college-level courses; includes

career and technical colleges, vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications

Intermediate School District (ISD) – a government agency, usually organized at the county or multi-county level, that assists a local school district in providing programs and services; also known as RESAs or by other similar titles

Limited English Proficient (LEP) – historic term used to identify EL students - see definition for English learner

Local Educational Agency (LEA) – as defined in Elementary and Secondary Education Act (ESEA): a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for (a) public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, (b) or for a combination of school districts or counties that are recognized in a state as an administrative agency for its public elementary schools or secondary schools

Long-Term English learner (LTEL) – an English learner who has received instructional support for more than five years and has not yet met the state’s requirements for English proficiency

Michigan Association for Bilingual Education (MABE) – a nonprofit organization that encourages and promotes multilingual education in Michigan, so all children might participate in expanded education opportunities

Michigan Association of Intermediate School Administrators (MAISA) – an organization of superintendents and administrators representing the 56 Intermediate School Districts (ISDs) in Michigan; provides leadership development,

collaborative structures, project management, and collective and customized support for the work of its members

Michigan Continuous Improvement Process (MICIP) – the pathway for districts to improve student outcomes by assessing whole child needs, to develop plans and coordinate funds

Michigan Department of Education (MDE) – the state agency that oversees public education in Michigan

Michigan Seal of Biliteracy – an honor bestowed on graduating seniors to recognize advanced levels of proficiency in English and at least one additional language in the areas of listening, speaking, reading, and writing

Michigan Teachers of English to Speakers of Other Languages (MITESOL) – the state affiliate of TESOL International; composed of professionals involved in teaching students for whom English is a second or additional language (ESL)

Multi-Tiered System of Supports (MTSS) – a comprehensive framework for a collection of research-based strategies designed to meet the individual needs and assets of the whole child

Multilingual Learner (MLL) – a student who is able to understand and express themselves in more than one language; students identified as English learners would also be multilingual learners

Newcomer Program – separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional interventions (such as English language development programs or mainstream classrooms with supplemental ESL instruction)

Pre-K-12 (P-12) – pre-kindergarten through twelfth grade education

Professional Learning Community (PLC) – an ongoing process of educators working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

Regional Educational Service Agency (RESA) – see Intermediate School District (ISD)

Sheltered Instruction Observation Protocol (SIOP) – an instructional approach to aid teachers in providing comprehensible input for ELs for content learning and English language acquisition

State Education Agency (SEA) – a state agency that oversees public education in a state

Students with Limited or Interrupted Formal Education (SLIFE) – English learner students who enter schools with limited literacy skills, a history of interrupted schooling, and socio-emotional needs due to family separation, trauma, and/or adaptation to a new community; these students may also be referred to as SIFE

Teachers of English to Speakers of Other Languages (TESOL) – the largest professional organization for teachers of English as a second or foreign language

Whole School, Whole Community, Whole Child (WSCC) – a student-centered model that emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices

WIDA – a member-based organization of states, territories, and federal agencies; dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 ELs

