



Regional
Educational
Laboratory
at EDC

The **English Language Learners Alliance** collaborates with states, districts, and schools on the use of data to understand the diversity of their ELL populations and explore the programs and services that best meet their diverse needs.

SELECTED PROJECTS AND EVENTS

Activities to Increase Data Use

Survey: English Language Learner Program Survey for School Principals

REL Northeast & Islands developed a survey to gather information from principals and other administrators in the following areas: 1) understanding of school-level policies and practices for educating English learner students; 2) the types of professional development related to EL education that principals have received and would like to receive; 3) familiarity with state guidelines and standards for EL education; and 4) beliefs about the education of EL students. In fall 2014, the Connecticut Association of Schools administered the surveys as a part of developing targeted professional development offerings.

Applied Research Project

Patterns of English Learner Student Reclassification in New York City Public Schools

The study examined existing administrative data for seven cohorts of students who entered New York City public schools as English learners between 2003 and 2011. Approximately half of the students who entered kindergarten as English learners were reclassified within four years. English learners who entered in grade 6 or 7 took a year longer to become reclassified than those who entered in kindergarten. Students with higher levels of initial English proficiency took less time to become reclassified than students with lower levels. Students with specific learning disabilities took four years longer to become reclassified than students without disabilities, and students with speech or language impairments took two years longer to become reclassified than students without disabilities.

Bridge Event

Mathematical Thinking and Communication: Access for English Learner Students

Although many educators consider mathematics to be a “universal language” and assume that English learner students can do well in math independent of language, research shows that the ability to understand math and reason mathematically is closely linked to language proficiency. As a part of this webinar, participants engaged with visual representations and explored their use to support mathematical reasoning and communication for English learners, and learned strategies for promoting ELs’ language access and production through the mathematical work of the classroom.

ALLIANCE SUPPORT TEAM

Facilitator

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