

Programs, Policies, and Co-Teaching

ELM Institute Resources:

This is a dynamic list of resources for teachers who work with English learners. Please check back frequently for additions and updates. Several resources fit into multiple categories and, as a result, are listed in more than one location.

If you have resources that you believe would fit well on this list, please email them to Amy Stolpestad at astolpestad01@hamline.edu.

- [A Team Approach to Equitable EL Instruction](#) (podcast)
- [Latino Parent Voices: What Our Families Need Now](#) (resource website) - The nation's most comprehensive study of COVID-19 impacts on Latino communities and how policy makers should respond.
- [Addressing Learning Loss with Assessment Data, Teacher Input and Effective Workflows \(podcast\)](#) - How are school districts implementing remote, in person and hybrid models all at the same time? What impact is this having on teachers, students and families they serve, particularly as it pertains to educational equity? What are some ways we can effectively identify and mitigate learning loss among English learners? We discuss these questions and much more with Rowena Mak, District Coordinator, Services for English Learners at Saddleback Valley Unified School District in California.
- [School Climate Changes EL Success Rates \(article\)](#) - Ohio's Cleveland Partnership for English Learner Success has prioritized identifying English learner student and school characteristics associated with student achievement and language proficiency and completed a study examining means and percentages of student and school characteristics and English learner student achievement in grades 3-8 from school years 2011/12 through 2016/17.
- [Co-Planning and Co-Teaching for English Learners \(video\)](#) - In this edition of Whiteboard Wednesday, Steve Safronas shares tips and strategies on co-planning and co-teaching.
- [A Conceptual Framework for EL Program Management and Instruction with Adam Howard](#) (Podcast)
- [How to Choose a Co-Teaching Model](#) (article) - Knowing the pros and cons of the six models of co-teaching can help teachers determine which one is best for a given lesson.

- [Supporting Immigrants in Schools](#) (resource guide and video series) - The Supporting Immigrants in Schools Video Series and Resource Guide have been made possible by generous funding from the New York State Education Department.
- [Co-planning, Co-teaching, and Collaboration for EL Instruction with Andrea Honigsfeld and Maria Dove](#) (podcast)
- [Understanding the Civil Rights of English Learners with Dr. Ayanna Cooper](#) (podcast)
- [New Study Examines the Impact of Different Language Models on DLLs' Language Development](#) (article) - A growing body of research suggests that DLLs' academic and language development is well supported by dual language programs that provide instruction in English and the home language with the goal of bilingualism and biliteracy.
- [Avoiding Civil Rights Violations: Staffing and Supporting EL Programs. What's This Year's Professional Learning Plan?](#) (blog) - This blog is dedicated to one of my favorite topics, professional learning for the education of English learners (ELs). How many or how few of you have had at least one professional learning session, thus far, focused on supporting ELs? Regardless of your answer, it's not too late to start or continue those conversations. All staff members, from the bus drivers to the school leadership team, must engage in learning opportunities about the ELs they are responsible for.
- [Do teachers have biased academic perceptions of their English learner students?](#) (article) - Increasingly, attention is turning toward understanding not what's going wrong among these students, but instead what's going wrong with how schools educate, support, and empower these students. In the last few years, several studies have emerged documenting that simply being classified as an EL student in school can have a direct, negative impact on students' test scores, graduation, and college-going.
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