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### **Limited Circulation Document**

This product contains preliminary data and analysis, which were prepared by REL Northwest for use by research alliance members. Though the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution due to its preliminary nature. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U. S. government.

The U.S. Department of Education has approved this product for distribution only to members of the Oregon Leadership Network and the Road Map Project.

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## District English Learner Program Rubric

The rubric is organized into eight sections (A-H). Topics in the rubric were identified from research on how districts support instructional improvement and from research concerning resource needs for educating non-English speaking students. The rubric focuses on organizing and managing EL programs at the district level. The rubric does not address day-to-day choices teachers make in preparing lessons or delivering instruction to ELs. Uses for the rubric include the following:

- Benchmark progress over time
- Identify areas in which the district is doing well and areas in which the district needs to improve its program for ELs
- Inform discussion of priorities for action
- Inform development of finer grained assessments of strengths and weaknesses
- Structure discussion of EL programs with the school board, state education agencies, ESDs, and other districts
- Inform communication to the community about district EL programs

Ways to complete the rubric:

1. **GROUP CONSENSUS.** Administrators responsible for ELL programs complete the rubric together as a group, discussing each item and selecting a rating by consensus.
2. **INDIVIDUAL REVIEW.** District-level staff members with responsibility for the English language learner program complete the rubric independently. This approach may be more convenient for engaging a larger number of key staff, as individuals complete the rubric on their own time.

There are 69 items in the rubric. You should allow at least 20-30 minutes to complete it. Each section of the rubric has between four and 14 items. You can complete it all at once, or select specific sections to complete. If you are completing the rubric by consensus, you will likely need additional time for discussion. Your answers are confidential--all responses will be summarized to the district in a report without any individual names. If you find any questions unclear, please make a note in the comments field.

## District English Learner Program Rubric

### A. Administrative functions and processes

		Low	Moderate	High
<b>A1</b>	<b>Identifying needs of ELs and allocating resources to address those needs</b>	District does not identify needs of ELs and does not allocate resources to meet those needs.	District identifies needs of ELs but does not allocate resources to meet those needs.	District identifies needs of ELs and allocates resources to meet those needs.
<b>A2</b>	<b>Analyzing the district program for continuous improvement</b>	Curriculum, instruction, and assessment for ELs are not analyzed or discussed at the district level.	Curriculum, instruction, and assessment for ELs are analyzed and discussed at the district level only after problems arise.	Curriculum, instruction, and assessment for ELs are analyzed and discussed regularly at the district level.
<b>A3</b>	<b>Analyzing school-level programs for continuous improvement</b>	Curriculum, instruction, and assessment for ELs are not analyzed and discussed at the school level.	Curriculum, instruction, and assessment for ELs are analyzed and discussed at some schools or only after problems arise.	Curriculum, instruction, and assessment for ELs are analyzed and discussed regularly at all schools.
<b>A4</b>	<b>Obtaining input from teachers, administrators, and other staff members about standards of practice concerning instruction and assessment of ELs</b>	District and school staff members do not provide input on standards of practice concerning instruction or assessment of ELs.	District and school staff members provide input about standards of practice concerning instruction of ELs.	District and school staff members provide input about standards of practice concerning instruction and assessment of ELs.
<b>A5</b>	<b>Evaluating the quality of evidence concerning research that will be used to inform decisions about district EL programs</b>	District adopts curriculum, instruction, and assessment practices for ELs without considering the quality of the evidence concerning them.	District considers quality of evidence in decisions about curriculum, instruction, and assessment practices for ELs, but quality of evidence is not evaluated consistently and comprehensively.	District regularly consults high-quality research when making decisions about curriculum and instruction and assessment practices for ELs.

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>A6</b>	<b>Including information and guidance from state agencies, universities, and other sources in planning the EL program</b>	Guidance from outside sources is adopted without considering district needs and capacity.	Guidance from outside sources is adopted with some consideration of district needs and capacity.	Guidance from outside sources is adopted after comprehensive analysis of district needs and capacity.
<b>A7</b>	<b>Encouraging and supporting cross-school networks of teachers and administrators focusing on ELs</b>	District does not encourage cross-school networks focusing on ELs and does not provide resources for developing and maintaining these networks.	District encourages cross-school networks focusing on ELs, but does not provide resources for developing and maintaining cross-school networks.	District encourages cross-school networks and provides resources for developing and maintaining cross-school networks.
<b>A8</b>	<b>Learning about EL issues, topics, and practices from other districts</b>	Learning from other districts concerning EL issues, topics, and practices is entirely at the initiative of individual staff members.	District encourages learning from other districts concerning EL issues, topics, and practices, but does not support it administratively.	District provides administrative support for learning from other districts concerning EL issues, topics, and practices.
<b>A9</b>	<b>Including the EL program administrator on the district management team</b>	Administrator for the district EL program is not part of the district management team.	Administrator for the district EL program reports to, but is not part of the district management team.	Administrator for the district EL program is part of the district management team.
<b>A10</b>	<b>Ensuring that the EL program administrator has experience with instruction of ELs</b>	Administrator responsible for the district EL program has never taught ELs and is not trained to teach ELs (i.e., EL certification, graduate work, or EL-specific training in GLAD or SIOP).	Administrator responsible for the district EL program has taught ELs or is trained to teach ELs (i.e., EL certification, graduate work, or EL-specific training in GLAD or SIOP).	Administrator responsible for the district EL program has taught ELs and is trained to teach ELs (i.e., EL certification, graduate work, or EL-specific training in GLAD or SIOP).

## B. Instruction and instructional materials for ELs

		Low	Moderate	High
<b>B1</b>	<b>Developing a long-term strategy for the continuous improvement of curriculum and instruction of ELs</b>	District does not have a long-term plan for improving curriculum and instruction for ELs.	District has long-term plan for improving curriculum and instruction for ELs but the plan does not identify measurable goals.	District has long-term plan with measurable goals for improving curriculum and instruction for ELs.
<b>B2</b>	<b>Adopting instructional materials and instructional frameworks (i.e. GLAD or Constructing Meaning) for ELs</b>	District has not adopted instructional materials or instructional frameworks for ELs.	District has adopted instructional materials or instructional frameworks for ELs, but not both.	District has adopted instructional materials and instructional frameworks for ELs.
<b>B3</b>	<b>Providing ELs with grade-appropriate instructional materials at their level of English proficiency</b>	District does not provide ELs with grade-appropriate materials at their level of English proficiency in any core subjects.	District provides ELs with grade-appropriate materials at their level of English proficiency in some core subjects.	District provides ELs with grade-appropriate materials at their level of English proficiency in all core subjects.
<b>B4</b>	<b>Providing ELs access to honors, TAG, or other advanced courses</b>	District does not have a plan for increasing EL participation in honors, TAG, or other advanced courses, and does not analyze course participation data.	District has a plan to increase EL participation in honors, TAG, or other advanced courses but does not analyze course participation data.	District has a plan to increase EL participation in honors, TAG, or other advanced courses and analyzes course participation data.
<b>B5</b>	<b>Providing access to library materials that are culturally relevant and available in languages other than English</b>	No schools have library materials that are culturally relevant and available in languages other than English.	Some schools have library materials, including culturally relevant materials, available in languages other than English.	All schools have library materials, including culturally relevant materials, available in languages other than English.
<b>B6</b>	<b>Providing access to computer resources, such as hardware (computers and tablets) and software (apps) specific to needs of ELs</b>	No district computer used by students has resources specific to the needs of ELs.	Computers with resources specific to the needs of ELs are available to some ELs.	Computers with resources specific to the needs of ELs are available to all ELs.

## C. Developing systems to meet ELs' unique social and academic needs

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>C1</b>	<b>Identifying ELs for special education</b>	District has not examined participation of ELs in special education.	District examines participation of ELs in special education or has guidelines for avoiding over- and under- identification of ELs for special education.	District systematically examines participation of ELs in special education and has guidelines for avoiding over- and under- identification of ELs for special education.
<b>C2</b>	<b>Addressing socioeconomic factors that affect achievement of ELs (e.g., family income, immigration status, parent education, transportation, and mobility).</b>	District does not analyze socioeconomic factors related to ELs' achievement.	District analyzes socioeconomic factors related to ELs' achievement but does not use the results to make changes to services for ELs.	District analyzes socioeconomic factors related to ELs' achievement and uses the results to make changes to services for ELs.
<b>C3</b>	<b>Supporting subgroups of ELs (e.g., males and females, newcomers, Students with Interrupted Formal Education , long-term ELs, dually-identified students, and ELs grouped by home language)</b>	District does not provide support for specific subgroups of ELs.	District provides support for some subgroups of ELs.	District provides support tailored to all subgroups of ELs.
<b>C4</b>	<b>Establishing a district program for newcomer ELs</b>	District provides no support specific to newcomers.	District support for newcomers is limited to providing instructional materials.	District has comprehensive program for newcomers including specific program goals, instructional resources, and PD for teachers and administrators.
<b>C5</b>	<b>Evaluating students' foreign transcripts and using them in decisions about initial placement</b>	District does not evaluate and accredit students' foreign transcripts for purposes of initial course placement.	District has designated a person to evaluate and provide credits for foreign transcripts, but does not have guidelines for using results in course placement decisions.	District has designated a person to evaluate and provide credit for foreign transcripts and has guidelines for using results in course placement decisions.

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>C6</b>	<b>Recognizing linguistic, social, and cultural assets of newcomers</b>	Newcomers are assessed only for knowledge of English.	Newcomers are assessed for knowledge of English and history of prior schooling.	Newcomers are assessed for competency in English and in first language, cultural knowledge, history of schooling, and knowledge of academic content.
<b>C7</b>	<b>Supporting newcomers' mastery of both English and content</b>	District support for newcomers focuses exclusively on English language skills.	District program for newcomers provides limited core content.	District program for newcomers provides content in all core subjects.
<b>C8</b>	<b>Supporting literacy for ELs with limited or interrupted formal education</b>	District does not provide materials for supporting literacy of newcomer ELs.	District provides materials for supporting literacy of EL students with limited or interrupted formal education, but they may be designed for much younger students.	District provides grade-appropriate materials for supporting literacy of EL students with limited or interrupted formal education.
<b>C9</b>	<b>Supporting numeracy for ELs with limited or interrupted formal education</b>	District does not provide numeracy materials for newcomer ELs.	District provides numeracy materials for ELs with limited or interrupted formal education, but they may be designed for much younger students.	District provides grade-appropriate numeracy materials for ELs with limited or interrupted formal education
<b>C10</b>	<b>Supporting newcomer ELs through transitions</b>	District provides no support for newcomers' transition into new schools, college, or workplace.	District supports only newcomers' move to new schools.	District has comprehensive plan for supporting newcomers' transitions into new schools, college, and the workplace.

## D. Recruiting, retaining, and monitoring teachers and administrators

		Low	Moderate	High
<b>D1</b>	<b>Recruiting teachers who are effective with ELs</b>	District recruitment plan does not prioritize teachers who demonstrate effectiveness with ELs.	District recruitment plan prioritizes teachers who demonstrate effectiveness with ELs, but does not identify criteria for effectiveness.	District recruitment plan prioritizes teachers who demonstrate effectiveness with ELs and identifies criteria for effectiveness.
<b>D2</b>	<b>Recruiting teachers with bilingual/ESOL certification</b>	District recruitment plan does not prioritize hiring teachers with bilingual/ESOL certification.	District recruitment plan prioritizes hiring elementary teachers with bilingual/ESOL certification.	District recruitment plan prioritizes hiring elementary and secondary teachers with bilingual/ESOL certification.
<b>D3</b>	<b>Monitoring teachers' effectiveness with ELs and using results in determining professional development</b>	District does not monitor effectiveness of teachers with ELs.	District monitors effectiveness of teachers with ELs, but does not use results in determining professional development.	District monitors effectiveness of teachers with ELs and uses results in determining professional development.
<b>D4</b>	<b>Retaining teachers with demonstrated effectiveness with ELs</b>	District does not offer incentives for retaining teachers who demonstrate effectiveness in teaching ELs.	District offers minimal incentives to retain teachers who demonstrate effectiveness with ELs.	District offers substantial incentives to retain teachers who demonstrate effectiveness with ELs.
<b>D5</b>	<b>Recruiting administrators who are effective with ELs</b>	District recruitment plan does not prioritize administrators who demonstrate effectiveness with ELs.	District recruitment plan prioritizes administrators who demonstrate effectiveness with ELs but does not identify criteria for effectiveness.	District recruitment plan prioritizes administrators who demonstrate effectiveness with ELs and identifies criteria for effectiveness.
<b>D6</b>	<b>Monitoring administrators' leadership of the school program for ELs</b>	District does not monitor administrators' leadership of school programs for ELs.	District monitors elementary administrators' leadership of school programs for ELs.	District monitors elementary and secondary administrators' leadership of school programs for ELs.
<b>D7</b>	<b>Retaining administrators who demonstrated effective instructional leadership for teaching ELs</b>	District does not offer incentives for retaining administrators who demonstrate effective instructional leadership for teaching ELs.	District offers minimal incentives to retain administrators who demonstrate effective instructional leadership for teaching ELs.	District offers substantial incentives to retain administrators who demonstrate effective instructional leadership for teaching ELs.

## E. Assessing, analyzing, and reporting implementation and outcomes

		Low	Moderate	High
E1	<b>Assessing the English language proficiency of ELs</b>	District uses only state assessment to monitor ELs' English language skills and uses results in planning.	District uses state and local assessments to monitor ELs' English language skills but does not use results of local assessments in planning.	District uses state and local assessments to monitor ELs' English language skills and uses results of both in planning.
E2	<b>Providing ELs multiple opportunities to demonstrate growth in the ELP Standards through a robust multiple measures system</b>	District relies solely on English Language Proficiency Assessment (ELPA) to measure language proficiency. Reclassification decisions rely entirely on ELPA results.	The district uses multiple measures of language proficiency (i.e. performance tasks). Local assessments inform reclassification, but reclassification may be implemented inconsistently across the district.	The district uses multiple measures of language proficiency (i.e. performance task). Local assessments inform reclassification consistently across the district.
E3	<b>Examining progress of subgroups of ELs (e.g., males and females, newcomers, students with interrupted formal education, long-term ELs, dually-identified students, and ELs grouped by home language)</b>	Progress of ELs is not analyzed and reported by subgroup.	Progress is analyzed and reported for some subgroups of ELs.	Progress is analyzed and reported for all subgroups of ELs.
E4	<b>Evaluating fidelity of implementation of curriculum, instruction, and assessment for ELs</b>	District does not evaluate fidelity of implementation of curriculum, instruction, and assessment for ELs.	District evaluates fidelity of implementation of curriculum, instruction, and assessment for ELs only when problems arise.	District continually evaluates fidelity of implementation of curriculum, instruction, and assessment for ELs.
E5	<b>Evaluating and reporting implementation of curriculum, instruction, and assessment for ELs</b>	Implementation of curriculum, instruction, and assessment for ELs is not evaluated or reported.	Implementation of curriculum, instruction, and assessment for ELs is partially evaluated and reported.	Implementation of curriculum, instruction, and assessment for ELs is comprehensively evaluated and reported.

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>E6</b>	<b>Reporting reading and mathematics achievement results for current, monitored (i.e., exited EL services within the previous two years), and former ELs</b>	Proficiency on state tests of reading and mathematics is reported for current but not monitored ELs.	Proficiency on state tests of reading and mathematics is reported for current ELs and monitored ELs.	Proficiency on state tests of reading and mathematics is reported for current, monitored, and former ELs (i.e., exited EL services more than two years previously).
<b>E7</b>	<b>Reporting course participation and completion data for current, monitored, and former ELs</b>	Course enrollment and completion are reported for ELs, but results are not disaggregated by current and monitored ELs.	Course enrollment and completion are reported for ELs. Results are disaggregated by current and monitored ELs.	Course enrollment and completion are reported systematically for ELs. Results are disaggregated by current, monitored, and former (exited) ELs.
<b>E8</b>	<b>Examining patterns of reclassification</b>	District does not examine rates of reclassification or time to reclassification.	District examines rates of reclassification but not time to reclassification.	District examines rates of reclassification and time to reclassification
<b>E9</b>	<b>Examining patterns of reclassification for subgroups of ELs (e.g., males and females, newcomers, students with interrupted formal education, long-term ELs, dually-identified students, and ELs grouped by home language)</b>	District does not examine rates of reclassification or time to reclassification for subgroups of ELs.	District examines either rates of reclassification or time to reclassification for subgroups of ELs, but not both.	District examines rates of reclassification and time to reclassification for subgroups of ELs.
<b>E10</b>	<b>Monitoring progress of former (exited) ELs</b>	ELs who exit EL services as Fluent English Proficient (FEP) are not monitored for the required two years.	ELs who exit EL services as FEP are monitored for the required two years, but are not monitored after that.	ELs who exit EL services as FEP are monitored for more than two years after they exited.
<b>E11</b>	<b>Reporting progress of former (exited) ELs</b>	Progress of ELs who exit EL services as Fluent English Proficient (FEP) is not reported separately.	Progress of ELs who exit EL services as FEP is reported separately for two years after they exited.	Progress of ELs who exit EL services as FEP is reported separately for more than two years after they exited.

## F. Professional learning for improving outcomes for ELs

		Low	Moderate	High
<b>F1</b>	<b>Identifying priorities for PD related to instructing ELs</b>	District has not identified priorities for PD at all school levels and does not evaluate the impact of PD.	District has identified priorities for PD at all school levels but does not evaluate the impact of PD.	District has identified priorities for PD at all school levels and evaluates the impact of PD.
<b>F2</b>	<b>Providing continual professional development (PD) in teaching ELs to ELD teachers</b>	District does not provide continual PD in teaching ELs to ELD teachers with.	District provides continual PD in teaching ELs to ELD teachers in elementary schools or secondary schools, but not both.	District provides continual PD in teaching ELs to elementary and secondary ELD teachers..
<b>F3</b>	<b>Providing continual professional development in teaching ELs to classroom teachers</b>	District does not provide continual PD in teaching ELs to classroom teachers.	District provides continual PD in teaching ELs to elementary or secondary classroom teachers, but not both.	District provides continual PD in teaching ELs to elementary and secondary school classroom teachers.
<b>F4</b>	<b>Training classroom teachers to use assessments to monitor ELs' English language skills</b>	District does not provide training to classroom teachers in assessing ELs' English language skills.	District provides training in assessing ELs' English language skills to elementary or secondary classroom teachers, but not both.	District provides training in assessing ELs' English language skills to elementary and secondary classroom teachers.
<b>F5</b>	<b>Training classroom teachers to use results of formative assessments of ELs' English language skills in lesson planning</b>	District does not train classroom teachers to use formative assessment results of ELs' English language skills in lesson planning.	District provides training on using formative assessment results of ELs' English language skills in lesson planning to elementary or secondary classroom teachers, but not both.	District provides training to elementary and secondary classroom teachers to use formative assessment results of ELs' English language skills in lesson planning.
<b>F6</b>	<b>Providing PD to ELD teachers in integrating content instruction into ELD instruction</b>	District does not provide PD to ELD teachers in integrating content instruction into ELD instruction.	District provides PD to elementary or secondary ELD teachers in integrating content instruction into ELD instruction.	District provides PD to elementary and secondary ELD teachers in integrating content instruction into ELD instruction.

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>F7</b>	<b>Training ELD specialists and instructional assistants to use assessments to monitor ELs' English language skills</b>	District does not provide training for ELD specialists and instructional assistants in assessing ELs' English language skills.	District provides training for either ELD specialists or instructional assistants in assessing ELs' English language skills.	District provides training for ELD specialists and instructional assistants in assessing ELs' English language skills.
<b>F8</b>	<b>Providing PD on collaboration between ELD teachers and classroom teachers</b>	District does not provide PD on collaboration between ELD teachers and classroom teachers.	District provides PD on collaboration between ELD teachers and classroom teachers at elementary or secondary levels, but not both.	District provides PD on collaboration between ELD teachers and classroom teachers at elementary and secondary levels.
<b>F9</b>	<b>Providing PD for administrators on acquiring another language</b>	District does not provide PD for administrators on acquiring another language.	District provides PD for elementary or secondary administrators on acquiring another language.	District provides PD for elementary and secondary administrators on acquiring another language.
<b>F10</b>	<b>Providing PD for administrators on effective practices for newcomer ELs</b>	District does not provide PD for administrators on what works for newcomers.	District provides PD for elementary or secondary administrators on what works for newcomers.	District provides PD for elementary and secondary administrators on what works for newcomers.
<b>F11</b>	<b>Providing PD for administrators on identifying areas of the school program that need improvement</b>	District does not provide PD for administrators on identifying areas of the school program that need improvement.	District provides PD for elementary or secondary administrators on identifying areas of the school program that need improvement.	District provides PD for elementary and secondary administrators on identifying areas of the school program that need improvement.
<b>F12</b>	<b>Providing teachers with coaches regarding teaching ELs</b>	District does not provide teachers with coaches regarding teaching ELs.	District provides teachers in either elementary or secondary schools (but not both) with coaches regarding teaching ELs.	District provides teachers in both elementary and secondary schools with coaches regarding teaching ELs.
<b>F13</b>	<b>Providing coaches to administrators regarding monitoring instruction of ELs</b>	District does not provide administrators with coaches for monitoring instruction of ELs.	District provides coaches for monitoring instruction of ELs to administrators in elementary or secondary schools.	District provides coaches for monitoring instruction of ELs to administrators in elementary and secondary schools.

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>F14</b>	<b>Sharing learning about challenges and successes in teaching ELs</b>	District does not share lessons learned by teachers and administrators regarding teaching ELs.	District sometimes shares lessons learned by teachers and administrators regarding teaching ELs.	District systematically shares lessons learned by teachers and administrators regarding teaching ELs.

## G. Adapting and scaling up programs and practices for ELs

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>G1</b>	<b>Piloting promising programs/practices for ELs</b>	Promising programs/practices are not piloted in the district before they are adopted districtwide.	Promising programs/practices are sometimes piloted in the district but results do not inform district implementation.	Promising programs/practices are always piloted in the district and results inform district implementation.
<b>G2</b>	<b>Adapting new programs and practices for ELs to the district's context</b>	New programs and practices for ELs are adopted without modifying them for the district context.	District context is considered to some degree when new programs and practices for ELs are adopted.	New programs and practices for ELs are adapted to the district context.
<b>G3</b>	<b>Balancing district direction with input from school stakeholders adopting new programs/practices</b>	Plans for adopting new programs/processes do not include input from school stakeholders.	Plans for adopting new programs/processes sometimes incorporate input from school stakeholders.	Plans for adopting new programs/processes consistently balance district direction with input from school stakeholders.
<b>G4</b>	<b>Planning for scaling up effective programs/practices for ELs</b>	District has no plan for scaling up effective programs/practices for ELs.	District has a plan for scaling up effective programs/ practices for ELs across schools, but it does not include implementation measures or monitoring at the district level.	District has a comprehensive plan for scaling up effective programs/practices for ELs across schools, including implementation measures and monitoring at the district level.

## H. Engaging parents of ELs

		Low	Moderate	High
H1	<b>Assigning staff responsibility for engaging parents of ELs in supporting their children's learning at home</b>	No district-level staff member is tasked with engaging parents of ELs in supporting their children's learning at home.	A district-level staff member is tasked with engaging parents of ELs in supporting their children's learning at home, but this responsibility is less than half of the staff member's time.	A district-level staff member is tasked with engaging parents of ELs in supporting their children's learning at home and this responsibility is at least half of the staff member's time.
H2	<b>Providing materials and other resources to parents of ELs in supporting their children's learning at home</b>	District does not provide materials or resources to parents of ELs for supporting their children's learning at home.	District provides materials and resources to parents of ELs in elementary school for supporting their children's learning at home.	District provides materials and resources to parents of ELs in elementary and secondary school for supporting their children's learning at home.
H3	<b>Supporting communication with Spanish-speaking parents</b>	District does not support communicating with Spanish-speaking parents in Spanish via paper, phone, in person, or computer.	District supports communicating with Spanish-speaking parents of elementary students in Spanish via paper, phone, in person, or computer.	District supports communicating with Spanish-speaking parents of elementary and secondary students in Spanish via paper, phone, in person, or computer.
H4	<b>Supporting communication with parents speaking languages other than Spanish</b>	District does not support communicating with parents speaking languages other than Spanish in their home language via paper, phone, in person, or computer.	District supports communicating with parents speaking languages other than Spanish in their home language via paper, phone, in person, or computer at either elementary or secondary schools.	District supports communicating with elementary and secondary school parents speaking languages other than Spanish in their home language via paper, phone, in person, or computer.
H5	<b>Providing opportunities for parents of ELs to learn about and engage with the school system</b>	District does not provide opportunities for parents of ELs to learn about and engage with the school system.	District provides sporadic opportunities for parents of ELs to learn about and engage with the school system, but does not provide support (e.g., scheduling, child care, access to bilingual staff).	District provides ongoing opportunities for parents of ELs to learn about and engage with the school system and supports their participation.

		<b>Low</b>	<b>Moderate</b>	<b>High</b>
<b>H6</b>	<b>Developing policy for involving parents of ELs</b>	District has no specific policy for involving parents of ELs.	District has specific policy for involving parents of ELs but it does not identify criteria for effectiveness and does not require reporting progress.	District has specific policy for involving parents of ELs that identifies criteria for effectiveness and requires reporting progress.
<b>H7</b>	<b>Providing PD for administrators on involving parents of ELs</b>	District does not provide PD for administrators on involving parents of ELs.	District provides PD for elementary administrators on involving parents of ELs.	District provides PD for elementary and secondary administrators on involving parents of EL.

### Resources

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., et al. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (Educator's Practice Guide, NCEE 2014-4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. <http://eric.ed.gov/?id=ED544783>
- Martinez-Wenzl, M. T. (2014). *Listo para el colegio? Examining college readiness among newcomer Latino immigrants* (Doctoral dissertation, University of California, Los Angeles, 2014). Retrieved from ProQuest Dissertations and Theses. (Publication No. UMI 3626175).
- Rumberger, R., & Gándara, P. (2015). Resource needs for educating linguistic minority students. In H. F. Ladd & E. B. Fiske (Eds.), *Handbook of research in education finance and policy* (Second edition) (pp. 585–606). New York, NY: Routledge.
- Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/resource-center/publications/helping-newcomer-students>
- Sykes, G., O'Day, J., & Ford, T. G. (2009). The district role in instructional improvement. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), *Handbook of education policy research* (pp. 767–784). New York, NY: Routledge. <http://eric.ed.gov/?id=ED523047>

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