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“Transforming Schools for English Learners is recommended for administrators who have not enrolled in specific courses for ELLs as the critical information for developing and enhancing programming and achievement is specific and can be used for district and school improvement initiatives.”

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The school leader sets expectations that all teachers (including life skills, music, art, technology, physical education) develop age and grade appropriate, standards-based content objectives for their lessons that are achievable by all ELs regardless of English language

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for School Leaders. There are also full
chapters on delivering high quality
content lessons to ELLs, the importance

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of parental engagement, and identifying
and working with ELLs with learning
differences, which includes a detailed
discussion of response to intervention.

Transforming Schools for English Learners: A Comprehensive ...

In this excerpt from Chapter 7 of
Transforming Schools for English

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Learners: A Comprehensive Framework for School Leaders, Debbie Zacarian presents a survey that will allow district teams and leaders to recognize trends around the identification of ELLs with disabilities. Note: This survey is also available as a PDF.

District Survey: Evaluation of ELLs

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considers the complex social and

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"This book provides school leaders with clear and constructive guidance on how to reenvision schools with growing numbers of English learners. Debbie Zacarian addresses the questions of leaders who realize that for schools that wish to succeed in the 21st century must rethink the organization, curriculum, analysis of data, assessments, and ...

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Dr. Megeara Glah Mabry is the Program Manager for the Transforming School LIFE program. As such, she oversees the integration and implementation of program components and works closely with school leaders to assess and revise school structures and practices to improve academic and social support for

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Transforming Classrooms, Schools, and
Lives examines the research on ELs'
learning, teaching, and assessment in

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STEM subjects and provides guidance on how to improve learning outcomes in STEM for these students. This report considers the complex social and academic use of language delineated in the new mathematics and science standards, the diversity of the population of ELs, and the integration of English as a second language instruction

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Report - Transforming Districts, Schools
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prioritizing Equity and Academic Success
for Multilingual Learners/English

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