

# TEN ELEMENTS of Next-Gen English Language Learning

Almost five million students in the public education system are English Language Learners (ELLs).

A landscape analysis of tools and products as well as interviews with teachers, edleaders and researchers led to the creation of 10 Elements of Next-Gen English Language Learning.



**Next-Gen Teacher Professional Development**  
Create opportunities for high-quality teacher professional development.



**Data to Inform Instruction**  
Connect high-powered digital tools with professional learning for teachers.



**Next-Gen Digital Tools**  
Encourage investment in tools at various stages of development and in various types of supports.



**Personalized Learning**  
Adopt personalized learning to ensure that specific student groups have specific supports.



**Strong Culture**  
Create a strong school culture utilizing a strengths-based approach for all learners.



**Bilingual & Biliterate Programs**  
Consider bilingual, biliterate and dual language programs including bilingual pre-K and kindergarten.



**Blended Learning**  
Move towards blended learning with high-quality tools to support all learners.



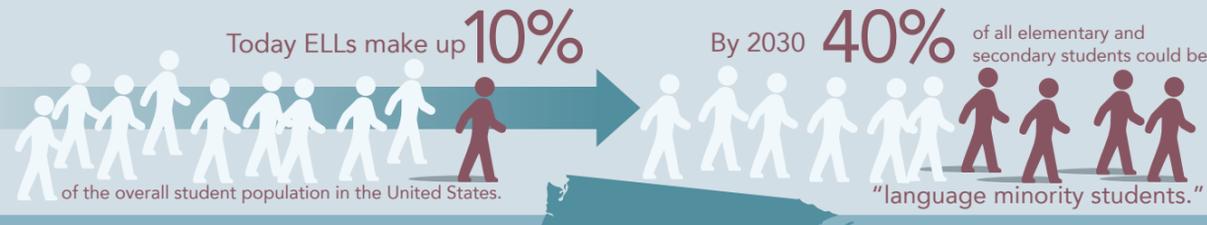
**Alternate Assessments & Credit for Proficiency**  
Develop formative and alternate assessments such as performance-based assessments and competency-based progressions.



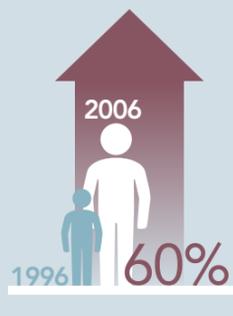
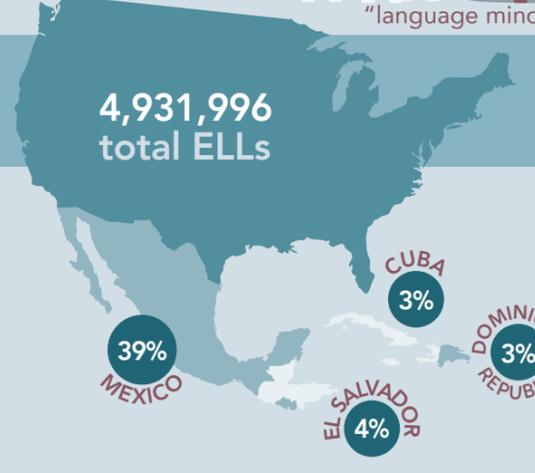
**Next-Gen Project-Based Learning**  
Utilize high engagement strategies, such as project-based learning, that utilize relevant applications for learning language.



**Family & Community Engagement**  
Encourage the development and application of tools that inspire and allow for strong parental and community involvement.



## WHO ARE ENGLISH LANGUAGE LEARNERS?

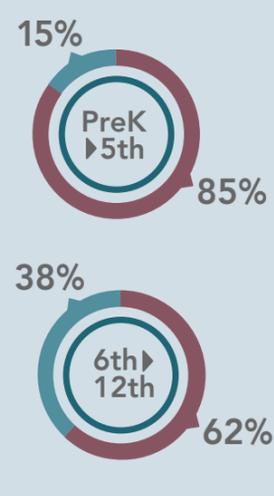


The number of ELLs increase according to the US Department of Education's Biennial Report to Congress 2004 to 2006.

### TOP COUNTRIES OF ORIGIN



Contrary to common assumptions, the English Language Learner student population is comprised predominantly of native-born U.S. citizens. Ratios of **native-born** to **foreign-born** ELLs are as follows:



## SELECTING STANDARDS-ALIGNED MATERIALS

When selecting instructional materials, administrators and educators should confirm that materials have been designed and validated for use with ELLs, align with state standards and establish high expectations.

Non-negotiable requirements when designing materials for ELLs include:

- ✓ Rigor in language development
- ✓ Access to grade-level instructional content
- ✓ Scaffolding for ELLs without compromising rigor or content
- ✓ Access to text that increases in complexity

Reaching all of America's students includes meeting the needs of diverse learners that possess a wide variety of skills, backgrounds, cultures and family supports. Supporting ELLs, and ultimately all students, involves multiple strategies, professional learning and environmental support. It also means providing next-gen and technological tools that can support language acquisition.