**CITATIONS/ENDNOTES**

**P2.B2.S\_Educators with High Standards**

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://ies.ed.gov/ncee/wwc/publications_reviews.aspx>

Castellon, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R., Zerkel, L. (2015). Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready. Carnegie Corporation of New York. Retrieved from <https://ell.stanford.edu/content/schools-learn>

Council of Chief State School Officers. (2019). Promoting Success for Teachers of English Learners Through Structured Observations. Retrieved from <https://ccsso.org/resource-library/promoting-success-teachers-english-learners-through-structured-observations-0>

Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO. Retrieved from <https://ccsso.org/sites/default/files/2017-11/ELPD%20Framework%20Booklet-Final%20for%20web.pdf>

Council of the Great City Schools. (2014). A framework for raising expectations and instructional rigor for English language learners. Retrieved from <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

Education Resource Strategies. (2017, April). Toolkit: Connected Professional Learning for Teachers. Retrieved from <https://www.erstrategies.org/toolkits/toolkit_connected_professional_learning_for_teachers>

Education Resource Strategies. (2017, April). Artifacts/Protocols for Frequent, Growth-Oriented Feedback. Retrieved from <https://www.erstrategies.org/toolkits/toolkit_connected_professional_learning_for_teachers>

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee>

Gottschalk, B. (2019, December). Holding High, Not Hurried, Expectations for ELLs. ASCD Education, (61) 12. Retrieved from [http://www.ascd.org/publications/newsletters/education-update/dec19/vol61/num12/Holding-High,-Not-Hurried,-Expectations-for-ELLs.aspx](http://www.ascd.org/publications/newsletters/education-update/dec19/vol61/num12/Holding-High%2C-Not-Hurried%2C-Expectations-for-ELLs.aspx)

Hanover Research. (2017). *Effective interventions for long-term English learners*. Arlington, VA: Hanover Research. Retrieved from <https://portal.ct.gov/-/media/SDE/ESSA%20Evidence%20Guides/Effective_Interventions_for_Long-Term_English_Learners>

Hinnant, J. B., O'Brien, M., & Ghazarian, S. R. (2009). The longitudinal relations of teacher expectations to achievement in the early school years. Journal of Educational Psychology, 101(3), 662.

Markos, A., Himmel, J. (2016, March). Using Sheltered Instruction to Support English Learners. Center for Applied Linguistics Practitioner Brief. Retrieved <http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>

Munguia, C. (2017). Principals Supporting Teachers in Providing Language Instruction to English Learners in Elementary School. *International Journal of Teacher Leadership*. Language Instruction, (92) 8, 1. Spring 2017. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1146817.pdf>

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. Retrieved from <https://doi.org/10.17226/24677>

Richards-Tutor, C., Aceves, T., & Reese, L. (2016). Evidence-based practices for English Learners (Document No. IC-18). Collaboration for Effective Educator, Development, Accountability, and Reform Center, University of Florida. Retrieved from <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

Rosenberg, D., Anderson, T. (2017). Frequent, Growth-Oriented Feedback at DC Public Schools: How DC Public Schools provides teachers frequent, real-time, growth-oriented feedback to connect professional learning to day-to-day instruction. Connected Professional Learning in Depth Case Study. Education Resource Strategies. Retrieved from <https://www.erstrategies.org/cms/files/3554-frequent-growth-oriented-feedback-at-dcps.pdf>

Teemant, A. (2015). Living Critical Sociocultural Theory in Classroom Practice. *MinneTESOL Journal* (31) 2. Retrieved from <http://minnetesoljournal.org/journal-archive/mtj-2015-2/living-critical-sociocultural-theory-in-classroom-practice/>

Umansky, Ilana, and Hanna Dumont. (2019). English Learner Labeling: How English Learner

Status Shapes Teacher Perceptions of Student Skills & the Moderating Role of Bilingual Instructional Settings. (EdWorkingPaper: 19-94). Annenberg Institute at Brown University. Retrieved from <http://www.edworkingpapers.com/ai19-94>

Understanding Language (2013). Key Principles for ELL Instruction. Stanford Graduate School of Education. Retrieved from <https://ell.stanford.edu/content/six-key-principles-ell-instruction>

WIDA. *ENL New Arrival High School Students: Encouraging Communication in a New Language*.

WIDA Standards in Action. WI: Board of Regents of the University of Wisconsin System. Retrieved from <https://wida.wisc.edu/teach/standards/in-action>