

Abstract

Our proposed development project, *English Learner Professional Learning (ELPL): Improving Learning Experiences for English Learners and Their Teachers*, addresses absolute priority 4, **Improving Academic Outcomes for English Learners (ELs), subpart (a)**. ELPL aims to *improve academic and English language outcomes for ELs* by developing and implementing a blended professional learning model in which teachers and instructional coaches supporting them learn effective EL instructional strategies, are able to extend and hone new knowledge and skills online and in communities of practice, and receive support from district leadership to ensure sustainability of improvements.

Through face-to-face and online sessions, educators in six California elementary schools in two districts (Fairfield-Suisun and Sacramento) will become skilled in instructional approaches that simultaneously accelerate ELs' subject-matter learning and English language development (ELD), as called for in new college and career readiness standards and California's new ELD standards. Foundational ELPL content will be drawn from three research-based, EL-specific resources developed by ELPL team members.

ELPL will focus on effective instruction for elementary-school ELs in *academic literacy*, *content knowledge*, and *discourse practices* across the disciplines. As educators build knowledge and become skilled in implementing new strategies, we expect to see improvement in ELs' reading comprehension, speaking and listening abilities, oral and written production of English, and understanding of content. Project activities will be conducted with our partner districts, and Rockman et al. will provide external evaluation. The project will involve approximately 3,000 students, including an estimated 1,500 ELs.