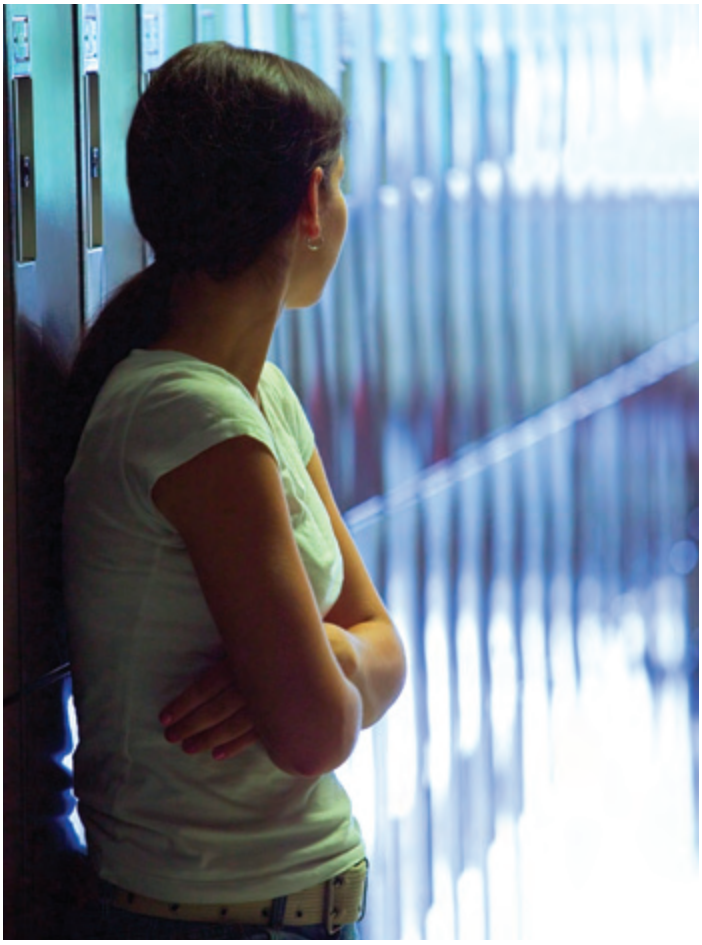

Helping Newcomer Students Succeed in Secondary Schools and Beyond

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CAL

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A Report to Carnegie Corporation of New York

CAL
CENTER FOR APPLIED LINGUISTICS

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Finally, we salute the newcomer students who come to the United States knowing very little about the school system and the society, yet strive hard, learn well, and look toward the future.

Executive Summary

As a nation, we have started to make some progress in serving underperforming students in secondary schools through targeted interventions, such as small-school approaches and reforming "high school dropout factory" schools (Alliance for Excellent Education, 2011). Many of these interventions, however, have not focused specifically on English language learners (Advocates for Children of New York & Asian American Legal Defense and Education Fund, 2009). Yet, English language learners are the fastest growing student group in the preK–12 school population, and compared with their non-English-language-learner counterparts, they have struggled to succeed in school.

Adolescent students who are newly arrived immigrants and who need to learn English are among the most vulnerable subgroups of English language learners, especially those with gaps in their educational backgrounds. They are held to the same accountability standards as native English speakers while they are just beginning to develop their proficiency in academic English and are simultaneously studying core content areas. With their low levels of literacy in English, these adolescent newcomers are not prepared for secondary level texts and assignments. New to the country and the language, they face acculturation issues too, making engagement with their schools, peers, and teachers challenging. When one considers the likelihood of these students succeeding in traditional school settings, it is difficult to be optimistic.

However, a number of school districts around the United States have tried to address the challenges and pressures on these students by developing and implementing newcomer programs. We have defined these as *specialized academic environments that serve newly arrived, immigrant English language learners for a limited period of time* and have found through our research that the main goals of these programs are the following:

- Help students acquire beginning English skills
- Provide some instruction in core content areas
- Guide students' acculturation to the school system in the United States
- Develop or strengthen students' native language literacy skills

Helping Newcomer Students Succeed in Secondary Schools and Beyond has been written for educators and policy makers in order to focus attention on these newcomer adolescent English language learners at the middle and high school grades and to communicate promising practices for serving their educational and social needs. The report is based on a 3-year national research study, Exemplary Programs for Newcomer English Language Learners at the Secondary Level, conducted by the Center for Applied Linguistics on behalf of the Carnegie Corporation of New York. This research project consisted of a national survey of secondary school newcomer programs; compilation of program profiles into an online, searchable database; and case studies of 10 of these programs, selected for their exemplary practices.

The findings in this report will show that there is no one set model for a newcomer program. Middle and high school newcomer students exhibit a variety of characteristics and thus programs must be carefully designed to meet their needs. Besides newcomers' different native languages and countries of origin, the differences in their literacy skills and educational backgrounds prove to be the most important factors for a newcomer program's design. This report explains how the characteristics of newcomer students interact with program goals to determine an appropriate design for a newcomer program.

After students complete a newcomer program, they typically make the transition to their school's regular language support program that may have ESL or English language development and sheltered content or bilingual content classes. (Students in full, 4-year newcomer high schools are an exception.) The courses established in the newcomer program therefore should act as on-ramps to the broader educational program. For example, many programs in our

research study offer courses that focus on developing the students' basic English and academic literacy skills, acculturation to U.S. schooling, and fundamental subject area knowledge to prepare them for the regular school program.

Our case study investigation has revealed several aspects of newcomer programs that are working well, including the following:

- Flexible scheduling of courses and students
- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents and reading interventions adapted for English language learners
- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support (e.g., after school, Saturday, and summer programs)
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school programs or beyond high school

However, a number of policies and issues were also raised by many of the newcomer programs as potential inhibitors to student success, such as

- Family reunification and student experiences with trauma and posttraumatic stress disorder
- No Child Left Behind accountability measures
- Special education services
- High school graduation credits
- Postsecondary options

Helping Newcomer Students Succeed in Secondary Schools and Beyond addresses the successes, challenges, and day-to-day implementation of newcomer programs, drawing from information provided by the programs that participated in the national survey and those that served as case study sites. After describing the variety among newcomer students and their educational settings in Chapter 1, Chapter 2 presents an analysis of the student demographics, instructional and assessment practices, program design features, staffing, and transition measures as represented by the 63 programs in our database. Chapter 3 offers an inside look at the promising practices we found at the case study sites, which represent urban, suburban, and rural locations; ESL and bilingual language instruction; and three location types—programs within a school, separate-site programs, and whole-school programs. Chapter 4 highlights the connections between the newcomer programs, parents, and the broader community in which they are located. Chapter 5 examines student performance at the case study sites and recommends procedures to evaluate program success, and Chapter 6 highlights key policies and issues that have affected newcomer programs and makes recommendations for the future. Resources for educators interested in creating or refining a newcomer program are found throughout the chapters and appendices.

Adolescent newcomer students are at risk in our middle and high schools, and districts across the United States have been looking for better program models to serve them. This report shows how successful newcomer programs develop students' academic English literacy skills, provide access to the content courses that lead to college and career readiness, and guide students' acculturation to U.S. schools and their eventual participation in civic life and the global economy.

1 Newcomer English Language Learners and Specialized Programs That Serve Them

This report, *Helping Newcomer Students Succeed in Secondary Schools and Beyond,* has been written for educators and policy makers in order to focus attention on a subset of English language learners—those who are newcomers to schools in the United States at the middle and high school grades—and to communicate promising practices for serving their educational and social needs. The report is based on a 3-year national research study, Exemplary Programs for Newcomer English Language Learners at the Secondary Level, conducted by the Center for Applied Linguistics on behalf of the Carnegie Corporation of New York. This research project consisted of a national survey of secondary school newcomer programs and case studies of 10 of these programs, selected for their exemplary practices. The project goals were to

- Identify exemplary programs for newcomer English language learners in middle and high school,
- Better understand the multiple approaches that programs use to support students' academic achievement and strengthen their educational and economic opportunities and civic integration, and
- Disseminate findings on effective practices and policies.

The project used the following definition of a newcomer program: *A specialized academic environment that serves newly arrived, immigrant English language learners for a limited period of time.* We have found through the research that this definition varies by program, however, according to the newcomer student population and educational backgrounds, district resources, and educational policies. Newcomer courses, while part of a district's ESL or bilingual program, are typically different from the first level of ESL instruction, often known as ESL 1. They focus on developing basic English skills, initial academic literacy, and acculturation to U.S. schooling; they may introduce subject area knowledge as well. After students complete a newcomer program, they make the transition to their school's regular language support program that may have ESL, English language development, sheltered content, and/or bilingual education classes.

Background

It is well known that English language learners are the fastest growing segment of the preK–12 student population. From 1998–1999 to 2008–2009, the English language learner preK–12 population grew 51% while total preK-12 enrollment, which includes English language learners, grew only 7.2%. In 2008–2009, over 5.3 million students (11%) out of a total enrollment of close to 49.5 million students were identified as English language learners (National Clearinghouse for English Language Acquisition [NCELA], 2011). The percentage is likely higher, perhaps doubled, when we consider English language learners who have exited language support programs but are still developing proficiency in academic English.

Compared with their non-English language learner counterparts, English language learners have struggled to succeed in school, particularly on content area achievement measures and in terms of high school graduation (Figures 1.1 and 1.2). On the National Assessment for Educational Progress Grade 8 exams for reading, English language learners perform poorly: 74% performed Below Basic, compared with only 22% of non-English language learners. The data are even more striking when you consider that only 3% of English language learners scored Proficient in reading and 0% scored Advanced, while 34% of non-English language learners were Proficient and 3% Advanced (National Center for Education Statistics, 2009b). The pattern for performance in Grade 8 mathematics was not much different: 72% of English language learners performed Below Basic compared with 25% of non-English language learners. Further, only 6% of English language learners performed at Proficient or Advanced levels while 43% of non-English language learners reached those higher levels (National Center for Education Statistics, 2009a).

Although we do not have national statistics on the graduation rate of English language learners, we know that African-American and Hispanic students graduate at lower rates than White and Asian American students do (Alliance for

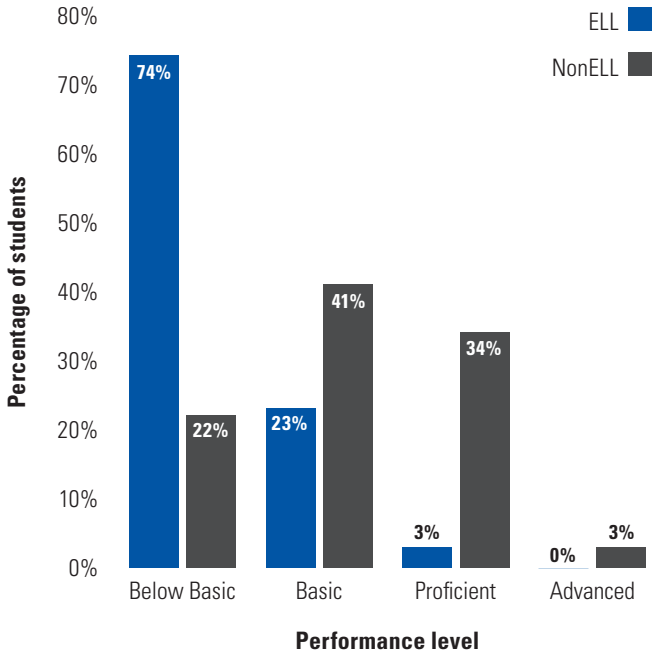

Figure 1.1. Performance on the Grade 8 National Assessment for Educational Progress 2009 reading exam.

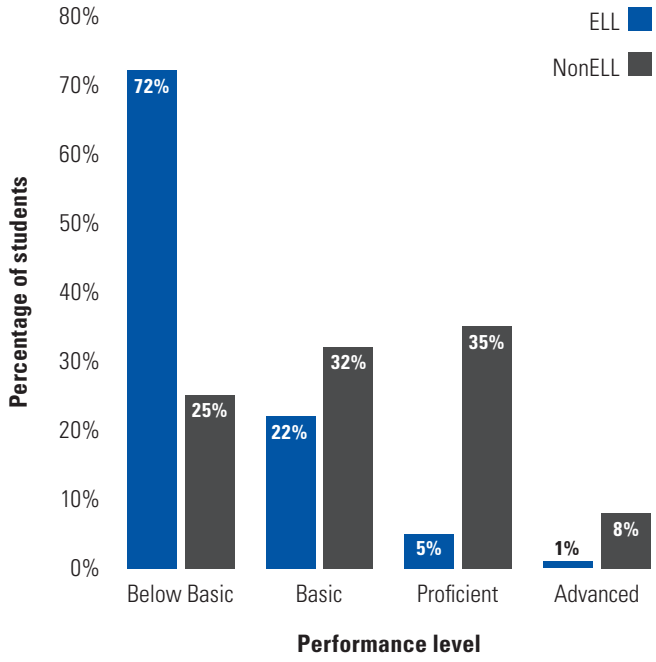

Figure 1.2. Performance on the Grade 8 National Assessment for Educational Progress 2009 mathematics exam.

Excellent Education, 2010). The graduation rate for English language learners in New York City is 40.3% as compared with 75.3% for non-English learners (New York State Education Department, 2011). For the 2004 cohort of ninth graders in New York City, 32.6% of English language learners dropped out by 2010, as compared to 16.9% of non-English learners (New York City Department of Education, 2011). A constellation of factors seem to play a role in why students do not graduate, including weak academic literacy skills, being underprepared for high school-level work and textbooks, and not being engaged in schooling (Alliance for Excellent Education, 2010).

Newcomer English Language Learners

There is a wide range of English language learners in our schools. Among these diverse learners are those who are born in the United States, but do not speak much English until they enter prekindergarten, kindergarten, or Grade 1; those who are newly arrived immigrants and need ESL instruction and may enter at any grade level according to age and schooling background; and those who are long-term English language learners and have been in language support programs for 6 years or more. According to data examined in 2004–2005, 56% of U.S. middle and high school English language learners were born in the United States, while 44% were foreign born (Capps et al., 2005).

Our research study focused on the newly arrived immigrant students at the middle and high school levels. These students need to learn English and catch up on subject area knowledge; academic literacy development is a particular problem. Not only do these newcomers have to master complex course content, usually with incomplete background knowledge and little understanding of the way that U.S. schools are structured and operate, but they have fewer years to master the English language than do students who enter at elementary grades. Research has shown us that English language learners need 4–7 years to reach the average academic performance of native English speakers (Collier, 1987; Hakuta, Butler, & Witt, 2000; Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002), so time is critical. In addition, the secondary level newcomers are enrolling at an age beyond which literacy instruction is usually provided to students and most teachers are not prepared to teach initial components of literacy, like phonics and fluency.

Table 1.1. Types of Newcomer Students

	First language literacy	**Grade level content knowledge**	**English literacy development** (compared to other newcomers)
Literate (full schooling)	Yes	Yes	Faster
Literate (partial schooling)	Yes	No	Average
Students with interrupted formal education (SIFE)	No	No	Slower at first

Note: Late entrant newcomers can fit any of the above categories.

When one considers the likelihood of these students succeeding in traditional school settings, it is difficult to be optimistic. It should be understood that adolescent newcomer English language learners are just beginning to develop their proficiency in academic English while simultaneously studying core content areas through English. Thus, these newcomers are performing double the work of native English speakers in the country's middle and high schools, and often without the benefit of academic literacy and grade-level schooling in their first language to draw from (Short & Fitzsimmons, 2007). By definition, they have low levels of literacy in English and thus are not prepared for secondary level texts and assignments, and it is hard for the high school newcomers to accrue many core credits for courses taken in their first year. New to the country and the language, all newcomers face acculturation issues, making engagement with their schools, peers, and teachers challenging.

Moreover, the newly arrived students are being held to the same accountability standards as their native English-speaking peers. They must participate in rigorous, standards-based curricula and high-stakes assessments before they master the language of instruction (Short & Boyson, 2004). Middle schoolers must take tests of mathematics the year they arrive and tests of reading after 1 year in U.S. schools. High schoolers must take tests of mathematics and reading at least once in Grades 9–12. This is the minimum assessment practice. Most middle schoolers also face science tests in Grades 7 or 8 and high schoolers must pass graduation tests in more subjects to receive a diploma.

The challenges and pressures are many and this is one reason that newcomer programs have been implemented in many school districts around the United States. We have found that the main goals of these programs are the following:

- Help students acquire beginning English skills
- Provide some instruction in core content areas
- Guide students' acculturation to the school system in the United States
- Develop or strengthen students' native language literacy skills

This report will show, however, that there is no one set model for a newcomer program, just like there is no one set description of a newcomer student. In fact, middle and high school newcomer students exhibit a variety of characteristics and thus programs must be carefully designed to meet their needs. Besides newcomers' different native languages and countries of origin, the differences in their literacy skills and educational backgrounds prove to be the most important factors for a newcomer program's design. Furthermore, some newly arrived students are immigrants and others are refugees. In our research, we found that programs served one or more of the following four categories of learners (Table 1.1):

a. *Literate, on-level newcomers:* Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level.
b. *Literate, partially schooled newcomers:* Students with native language literacy skills and some academic schooling.

c. *Newcomer students with interrupted education:* Students with disrupted or weak educational backgrounds and below-grade-level or no literacy in their own native language.
d. *Late-entrant immigrant newcomers:* Students who enter after first quarter or semester.

Newcomer students in the International Schools come from more than 90 countries, and speak more than 52 languages. They are adolescents who are in transition to a new country, new culture, and new language. Our students are often used to school systems in other countries, with different customs and cultural norms. Some of our students were at grade level in the countries, and read and write their own languages well. Others have been out of school for months or years, a result of the political turmoil, wars, and upheavals that engulf large parts of the globe. A very small number may have never, or almost never, attended school.

—Internationals Network for Public Schools

Middle and high school students in the third group—those with disrupted or weak educational backgrounds and below-grade-level literacy in their own native language—are most at risk of educational failure because they have to learn English and overcome educational gaps in their knowledge base before studying the required content courses for high school graduation. Even though the first and second groups, the literate newcomers, benefit from native language literacy skills and fewer educational gaps, these two groups of adolescent newcomer students need time to learn academic English and become accustomed to school routines and expectations in the United States. The fourth group may consist of students from any of the first three categories. Programs designed to serve this particular group are usually shorter term and seek to teach basic English skills and acculturation to U.S. schooling quickly so students can enter the regular ESL program. It should also be noted that some newcomers, like other students, may have need of special education services or may merit participation in gifted and talented programs.

The Educational Landscape

As a nation, we have started to make some progress in serving underperforming students in secondary schools through targeted interventions, such as small-school approaches and reforming "high school dropout factory" schools (Alliance for Excellent Education, 2011). Many of these interventions, however, have not focused specifically on English language learners (Advocates for Children of New York & Asian American Legal Defense and Education Fund, 2009). Yet, since the implementation of the No Child Left Behind Act (NCLB), in 2002, school districts have been held accountable for the achievement of English language learners, a designated subgroup for which data needed to be disaggregated and analyzed. This federal policy has put pressure on schools to improve services to English language learners in terms of instruction, curricula, teacher quality, and resources so they develop their English language skills and achieve academically.

The results have been mixed for newcomer programs. When we conducted the first national survey of newcomer programs from 1996 to 2001 (funded by the U.S. Department of Education for the Center for Research on Education, Diversity & Excellence), we found 115 programs operating at 196 sites in 29 states plus the District of Columbia (Boyson & Short, 2003). Seventy-five percent of the programs had opened in the 1990s, when the economy was stronger than present day and NCLB had not yet been enacted. When we began our new survey in 2008, we contacted the programs that had been part of our former database and found that many no longer existed. Separate-site programs,[1] for example, were particularly hard hit: These programs, which only served newcomers for 1 year or so, could not make adequate yearly progress (AYP) because their students were always at the lowest levels of English proficiency. Some states, such as California, Arizona, and Massachusetts, have limited the time English language learners can be in language support programs and, as a result, programs have closed. Budget constraints due to the economic downturn of 2008 was another reason for shuttering some programs.

NCLB has had some positive effects. For example, more attention has been paid to providing educational

opportunities to all English language learners and monitoring their progress. Some new English language proficiency tests (such as ACCESS for ELLs [WIDA Consortium, 2005–2011]) are better able to identify newcomer-level students and their academic language skills across various subject areas. Such diagnostic information allows programs to place students appropriately and target instruction effectively. Some states, such as New York, have allocated funding for grants to schools and districts for providing services to students with interrupted formal education (SIFE) (Advocates for Children of New York, 2010). While a number of the older newcomer programs closed in the past 10 years, we found that new ones were established—60% of the programs in our 2011 database began operation in the 2000s.

Still, the design and implementation of newcomer programs has not been without debate. Some educators have been concerned about the isolation of the newcomer students from the main student body and the small number of native-English-speaking role models they might interact with.[2] Sometimes the available funding limits the supports the students receive, resulting in their not having multiple science classes or after-school sports, for example. Other challenges include arranging the extra busing to a newcomer program and finding capable teachers of adolescent newcomers.

The Research Study on Secondary School Newcomer Programs

For our research study of newcomer programs nationwide, we chose to focus on this subgroup of English language learners in secondary school, who are particularly vulnerable to academic failure, and the programs that specifically serve them, in order to uncover promising practices that could be shared with other school districts confronting similar challenges. In doing so, our study addressed the following research questions:

1. Which newcomer programs lead to academic success for students new to U.S. schools and new to the English language? What evidence of success do they have?
2. What pathways and transition strategies have been enacted at exemplary programs to support newcomer students moving from middle school to high school and from high school to a postsecondary option, such as employment or further academic studies?
3. What designs are in place to link the newcomer school programs with the social services agencies and how are the practices implemented?
4. What barriers restrict students' access to social services or postsecondary options?

In order to answer these questions, we undertook the following tasks:

- Conduct a national survey of middle and high school newcomer programs
- Develop and post online a searchable database with program profiles
- Select and visit 10 programs as case studies
- Analyze the data and disseminate findings

National Survey of Middle and High School Newcomer Programs

We developed a survey to identify middle and high school newcomer programs and gather information about the program design, policies, student population, instructional and assessment practices, staffing, materials, funding sources, and evidence of effectiveness (Appendix A). Through various venues (e.g., Web postings, electronic lists, conference presentations), we invited programs across the United States to complete the survey from 2008 to 2009. This was not a random sampling but a targeted search for sites that would meet the research definition of a newcomer program. Those that were interested in participating in the survey were able to send the data to CAL via an online form, electronic Word file, hard copy, or phone interview. Follow-up phone calls and e-mails were made to clarify information. In a number of cases, the survey respondents did not have a newcomer program that matched the research definition and were not included in the study. In 2011, we used a similar process to ask programs to update their information.

Not all programs that matched the newcomer program definition agreed to participate in the survey, and others that

had participated in 2008 or 2009 did not provide information for the update. Their reasons reflect in part the nature of conducting research in schools in the current educational context. The most common reason for nonparticipation was lack of time. A number of programs explained they did not have time to complete the survey because of required tasks and paperwork associated with testing and other accountability measures. The second most common reason was that programs wished to avoid calling attention to the specialized services they offered newcomer students. Some program staff were concerned about budget cuts and others about anti-immigrant sentiment in their state or community. Finally, some programs closed down between the time of the survey and the update, from 2008–2009 to 2011.

Database of Program Profiles

We designed an online, searchable database with profiles of the participating programs that met the research definition. The database, available at www.cal.org/newcomerdb, is a resource for educators, administrators, and policy makers interested in developing or refining a program. Profiles can be searched using several categories, such as program name, state, school level, language instructional model (ESL or bilingual), length of enrollment, home countries of the students, and more. The database became operational in early 2010 and we updated this database in 2011 for all the programs that submitted new information. Some programs, as noted, did not submit updates and so all online profiles indicate the year for which the information has been provided.

Appendix B lists the 63 programs in the 2011 database. Organized by state, the list shows the school level of the program (e.g., middle or high school) and the program site model (e.g., program within a school). These distinctions are explained in more detail in Chapter 2.

Case Studies

Using the information gathered from the program survey, we identified potential sites for case studies. Several criteria were factored into the selection process, including the following:

- Years in operation: We sought to study only well-established programs (i.e., those with more than 4 years in operation)
- Evidence of student success: We sought programs that examined student performance and could show student growth over time
- Diversity: We sought a range of programs that reflected diversity in terms of language instructional model (ESL or bilingual), student demographics (single ethnic/language group or multiple language groups), location (urban, suburban, or rural; traditional or new immigration state), grade levels served (middle school, high school, or combined middle and high), and site location (program within a school, separate site, or whole school).

Unfortunately, several selected programs declined to participate in the case study process and one ceased to operate between the time of selection and the time scheduled for the visit. As a result, we then approached the next best candidates to fill the slots (e.g., if a suburban, bilingual, middle school program was unable to participate, we found another). A brief list of all programs participating in the case study portion of our research is provided in Table 1.2.

The case studies were conducted in the 2009–2010 and 2010–2011 school years. Case study investigation included interviews with key school personnel (e.g., principals, teachers, counselors, family liaisons, social workers), observations in classrooms and during after-school activities, and review of documents (e.g., lists of student native languages and countries of origins, course offerings and sample student schedules, student performance results, lists of partners and extracurricular activities). For some high school programs, we held focus groups with students. We also interviewed some service providers and partners, such as staff at refugee resettlement agencies and community organizations. Most of these activities occurred on site at each school. Some interviews (e.g., with community partners) occurred later by phone and some documents were reviewed after the visits. We produced individual case study reports for each program.

Data Analysis

We conducted two types of data analysis. First, we used the updated database to compare and analyze data across the surveyed programs to produce an

Table 1.2. Newcomer Case Study Sites

Program name	City	State	Year established	Year visited	Years in operation[a]
Programs within a school					
Salina Intermediate Literacy Newcomer Center	Dearborn	MI	2005	Fall 2010	5
ESL Teen Literacy Center (middle school)	Omaha	NE	2000	Spring 2010	10
Port of Entry Program, Union City High School	Union City	NJ	1999	Spring 2010	11
Separate-site programs					
The Newcomer Center, Township H.S. District 214	Arlington Heights	IL	2002	Spring 2010	8
ESL Teen Literacy Center (high school)	Omaha	NE	2000	Spring 2010	10
Academy for New Americans, I.S. 235	Long Island City	NY	1996	Winter 2011	15
International Newcomer Academy	Fort Worth	TX	1993	Fall 2010	17
Intensive English Program, Dayton Learning Center	Dayton	VA	2000	Spring 2010	10
Whole-school programs					
High School of World Cultures	Bronx	NY	1999	Spring 2010	11
The International High School at Lafayette	Brooklyn	NY	2005	Fall 2010	5
Columbus Global Academy	Columbus	OH	1999	Spring 2010	11

[a] Years in operation is calculated as of the time of the site visit.

overall picture of these programs in the United States at present. Second, we examined our case study reports to compare the 10 programs and identify exemplary practices and strategic approaches that programs utilize to support student language and academic growth and their transitions to regular school programs or beyond high school. We also compared concerns across programs and looked for commonalities as well as solutions to problems that could be applied elsewhere. We examined the links between social service agencies and school programs for students and their families, including factors that facilitate or limit connections. We also determined trends in educational policies for this student population. This report is the culmination of this work.

Helping Newcomer Students Succeed in Secondary Schools and Beyond

Many districts across the country have an increasing need to implement effective educational programs that serve language minority students who are recent arrivals

to the United States and who have no or low native language literacy, no English literacy, and/or interrupted educational backgrounds. Some recently published books and reports are now available to help programs that are just starting out (Custodio, 2011; DeCapua & Marshall, 2011; DeCapua, Smathers, & Tang, 2009; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). We hope to contribute to the effort through the publication of our research findings in this report.

This report details how newcomer programs develop students' academic English literacy skills, provide access to the content courses that lead to postsecondary opportunities, and guide students' acculturation to U.S. schools and civic participation. More specifically, Chapter 2 presents the national picture as represented by the programs in our database. Chapter 3 offers an inside look at the case studies and reveals the promising practices we discovered through that investigation. Chapter 4 highlights the connections between the newcomer programs, parents, and the broader community in which they are located, drawing from both the database and the case studies. Chapter 5 examines student performance at the case study sites and ways to evaluate program success, and Chapter 6 revisits key policies and issues that have affected newcomer programs, acknowledges program accomplishments, and makes recommendations for the future.

[1] A separate-site program is not part of a particular school, nor a whole school. Usually the newcomers who attend come from several zoned schools in the district. In the early years of the implementation of NCLB, these programs were sometimes treated as schools for accountability purposes.

[2] Partly in response to this, all programs inform parents of the option to place their children into the newcomer program during enrollment and obtain their permission for their children to attend.

2 Findings From the National Survey of Secondary Newcomer Programs

This chapter discusses the analyses we conducted from 2008 to 2011 on the data collected through the national survey of middle and high school programs. As noted in Chapter 1, the data were compiled into an online, searchable database and program profiles are available to interested educators and policy makers at www.cal.org/newcomerdb. Here we provide descriptive information about the 63 programs in the database in 2011 including their designs, course offerings, instructional and assessment practices, funding sources, community connections, and more. In our discussion here, we compare some of the data in the current newcomer study to our earlier study of newcomer programs for the Center for Research on Education, Diversity & Excellence (CREDE), completed in 2001 (Boyson & Short, 2003).

There are several things to keep in mind when considering the data analyses in this chapter. As noted in Chapter 1, the sample of programs was not random. We identified potential programs and invited them to participate in the survey. We also posted open invitations for programs we did not know about to participate. Not all programs that were in operation agreed to be part of the research study and not all that completed the survey met the research definition for inclusion. Most of the programs submitted their data in 2008–2009 but some were added to the database afterwards. We asked all programs to update their data in 2011, but some did not and some had closed. Based on our experience with the prior newcomer study and our current analyses, we believe the programs in the database are representative of all the middle and high school programs around the United States, but want to be clear that the database does not include all such programs.

The 2011 database, which we analyzed for this report, contains 63 programs for 10,899 secondary newcomer students in 24 states (see Table 2.1). This is just over half of the number of newcomer programs (115) that were listed in the 2000–2001 database (Boyson & Short, 2003). Thirty percent of the current programs are located in only two states, New York (10 programs, 16%) and Texas (9 programs, 14%). This result is not unexpected as New York and Texas are traditional immigration ports of entry. In the 2000–2001 database, these two states housed over 28% of the programs (Boyson & Short, 2003), a similar percentage.

Over the past decade, the list of states that have newcomer programs has changed. Thirteen of the states with newcomer programs in 2000—Alaska, Connecticut, Florida, Georgia, Maryland, Missouri, Nevada, New Mexico, Pennsylvania, Utah, Washington, Wisconsin, and the District of Columbia—did not have any programs (or chose not to participate) in 2011. Seven states—Arkansas, Kentucky, North Dakota, Rhode Island, South Carolina, Tennessee, and Wyoming—did not report newcomer programs in 2000–2001 but had programs in 2011. The interesting thing about this particular group of seven states is that, with the exception of Rhode Island, they represent what demographers now refer to as "new destination" states; immigrants might arrive in the United States at the traditional ports of entry but they settle in nontraditional states.

Table 2.1 shows the specific states that reported newcomer programs in 2011 and the school level of the programs. Almost half of the programs are high school sites and more than one quarter are middle school sites. One fifth of the programs serve a combination of middle and high school students in the same program. A few more have separate programs for middle school students and for high school students.

Commonalities Among Newcomer Programs

Before we delve into the variability among the newcomer programs, it may be helpful to point out what they have in common. Most programs incorporate principles from the English as a second language (ESL), sheltered content instruction, and bilingual education research for curriculum, instruction, and assessment. Most newcomer classes employ strategies for

Table 2.1. States Reporting Newcomer Programs and Their School Levels

States	Programs	Middle school site[a]	High school site[b]	Middle and high school site[c]	Both middle and high school sites[d]
Arkansas	1		1		
California	5	2	2	1	
Colorado	1	1			
Iowa	1			1	
Illinois	2	1	1		
Kansas	1		1		
Kentucky	1	1			
Massachusetts	2	1	1		
Michigan	4	2	1	1	
Minnesota	1		1		
Nebraska	3	1	2		
New Jersey	2		1	1	
New York	10	1	8	1	
North Carolina	5	1	2	2	
North Dakota	1	1			
Ohio	1			1	
Oklahoma	1		1		
Oregon	3	2	1		
Rhode Island	1		1		
South Carolina	1		1		
Tennessee	2			2	
Texas	9	3	1	1	4
Virginia	4	1	2	1	
Wyoming	1		1		
Totals	**63**	**18 (29%)**	**29 (46%)**	**12 (19%)**	**4 (6%)**
Number of students[e]	**10,899**	**675 (6%)**	**7,999 (73%)**	**2,225 (20%)**	

[a] Most middle school sites serve students in Grades 6–8 but a few serve Grades 7–8.

[b] Some of the high school sites have programs for Grades 9–12 while others focus on Grade 9 alone.

[c] Combined middle and high school programs have middle and high school students at the same location, although some courses may differ by school level.

[d] Programs with both middle and high school locations separate the student groups. In a few instances, the district program may be implemented differently at the different locations.

[e] Newcomer programs enroll students as they arrive throughout the school year. Students may also exit the program before the end of the school year. Consequently, the exact number of students enrolled at any given time may vary. The student numbers in this table and subsequent tables represent those provided by the programs and listed in the 2011 database.

improving adolescent literacy and for integrating language and content instruction. Teachers receive targeted professional development for working with newcomers and, to the extent possible, a student's course schedule is flexible. Many try to provide extra learning time and monitor student performance data. All programs aim to help students acclimate to school and their local environments and to connect students and families to outside services. How they enact these services and practices may vary, as this chapter will reveal.

> The safe atmosphere in which the students can learn and be comfortable is obvious upon the first visit.
>
> *—ELL Newcomer Center at Tates Creek Middle School, Lexington, Kentucky*

Newcomer Students

Program Definitions of Newcomer Students

According to the definitions provided by survey respondents, a newcomer student is generally one who is new to the English language, the United States, and our school system, and is within 1 year of arrival, although this time frame varies from less than 6 months in the United States in a small number of programs to less than 4 years in the United States in some of the 4-year newcomer high schools. Other defining characteristics include interrupted formal schooling, little to no native language literacy, age, and grade level.

Program Entry Criteria

In all districts, it is important to identify newcomer students early in the school enrollment process. In approximately half of the programs that participated in our survey, this takes place at the district intake or registration center. Some parents and children find out about a local newcomer program through the media or by word of mouth through friends, former newcomer students, and family members. In many cases, enrollment of refugee newcomers is often facilitated by staff from the refugee resettlement agency. During registration, students and parents complete a home language survey. If they indicate that they speak a language other than English in the home, their English language ability is assessed. If it is determined that students have had no education or interrupted formal schooling, an evaluation of their academic skills in the native language is conducted when possible.

A student's immigrant status as a recent arrival to the United States is the most common criterion for entrance into a newcomer program, as indicated by 89% of the programs. Seventy-three percent of participating programs also rely on the results of the English language proficiency assessment that students take at registration: A student who scores below a certain benchmark is given the option of entering the newcomer program. Thirteen percent of the programs only enroll students with limited English proficiency and interrupted formal schooling or academic performance that is at least 2 years below grade level. Programs also use referrals and recommendations by principals, teachers, or guidance counselors from the home school (i.e., the school that an English language learner would otherwise attend were he/she not enrolled in a newcomer program), and parents to determine placement into newcomer programs.

Once a student is considered eligible, letters are sent to parents in their own language, if possible, to inform them about the newcomer program. Students may enter the programs midterm or midyear and parents must give permission for their children to be enrolled.

Program Exit Criteria

Most of the surveyed newcomer programs individualize instruction to meet the students' educational needs as they are best able given their resources, personnel, time, and course offerings. Many programs indicated that they primarily allow student readiness to determine when students should the transition out of the newcomer program. But the operational definition of *readiness* varies from site to site. For some, it occurs when students reach a certain score or proficiency level on a reading test or ESL assessment; for others, it is based on multiple factors, including teacher recommendations and evaluation of student acculturation levels and performance in class. For students with interrupted schooling, literacy and basic math tests are used to determine the grade level at which students are functioning at the time of exit.

A number of programs exit students when they have completed the full program, whether it is only 1 year long, 1 year plus

summer, or 4 years of high school. But even among similar program designs there is variability. One 1-year program may exit all students at the end of the school year, but another might allow students who make rapid progress to leave after the first semester. Other 1-year programs may allow students who arrive in the second semester to stay through the following school year or enroll them in a summer program.

The maximum length of stay across the programs ranges from 4 weeks in a summer-only program to one semester (this occurs only in a small number of programs) to eight semesters or more in full 4-year high schools. Most of the programs—even those identified as 1-year-only programs—allow students to remain for three or four semesters if their prior lack of education warrants it.

Newcomer Student Demographics

At the time of our analyses, 10,899 students were enrolled in the 63 newcomer programs in the database compared with slightly more than 14,500 served in the 115 programs in the 2000 survey. In 2010–2011, high school-only sites served about 73% of the students. The students in the secondary newcomer programs ranged in age from 10 to 21 years. Middle-school-only sites served about 6% of the students, while programs that included both high school and middle school grades enrolled approximately 20% of the students. Eight of the programs reported serving elementary school newcomers as well as those at the secondary level; however, the focus of this study and report is the middle-school- and high-school-age students.

The students in the participating secondary programs were reported as being from more than 90 countries and speaking more than 55 languages or dialects. The languages that were most common across the programs were Spanish (in 90% of the programs), Arabic (38%), Mandarin (19%), French (17%), and Karen and Vietnamese (both 14%). A number of programs reported that they had refugee students, exclusively or in addition to immigrants. Around 96% of the newcomer programs serve some students with interrupted formal education (known as SIFE); nearly one third of all the students enrolled across the programs had interrupted formal schooling. Over 90% of the students across programs qualified for the free/reduced lunch program.

Newcomer Students' Country of Origin

The following 59 countries were identified across programs as being the top five represented by their respective newcomer populations:

- Albania
- Bangladesh
- Belarus
- Bhutan
- Bolivia
- Brazil
- Burundi
- Cameroon
- Cape Verde
- China
- Colombia
- Congo
- Costa Rica
- Cuba
- Democratic Republic of Congo
- Dominican Republic
- Ecuador
- El Salvador
- Ethiopia
- Gabon
- Gambia
- Germany
- Guatemala
- Haiti
- Honduras
- India
- Iran
- Iraq
- Jamaica
- Japan
- Korea
- Laos
- Lebanon
- Liberia
- Marshall Islands
- Mauritania
- Mexico
- Myanmar (Burma)
- Nepal
- Norway
- Pakistan
- Palestine
- Peru
- Poland
- Puerto Rico
- Russia
- Rwanda
- Senegal
- Somalia
- Sudan
- Tanzania
- Thailand
- Togo
- Uganda
- Ukraine
- Uzbekistan
- Venezuela
- Vietnam
- Yemen

Type of Community

Of the 63 programs in the current newcomer database, 33 (52%) identified themselves as located in urban metropolitan areas, 21 (33%) in suburban areas, and 9 (14%) in rural communities. This is a change from the earlier survey when 76% of the programs were in urban metropolitan areas, 17% in suburbs, and 7% in rural communities. This trend mirrors the movement from traditional immigration states to nontraditional ones, with movement from urban to suburban settings.

Newcomer Students' Native Languages

The following languages were identified across programs as being the top five home languages of their newcomer students:

- African tribal dialects
- Albanian
- Amharic
- Arabic
- Bengali
- Berber
- Burmese
- Central American Indian
- Chin
- Chinese dialects
- Creole
- Farsi
- Filipino
- French
- Fulani
- German
- Gujarati
- Haitian Creole
- Hindi
- Jamaican English
- Japanese
- Karen
- Karenni
- Kirundi
- Korean
- Kurdish
- Laotian
- Lingala
- Mandarin
- Mandinka
- Marshallese
- Montagnard
- Nepali
- Nonstandard English dialects
- Norwegian
- Nuer
- Oromo
- Persian
- Polish
- Portuguese
- Portuguese Creole (Cape Verde)
- Russian
- Somali
- Somali dialects
- Spanish
- Swahili
- Tajik
- Tarascan/Tarasco
- Tegrina
- Telegu
- Ukrainian
- Urdu
- Vietnamese
- Wolof

Newcomer Programs as Distinct from Regular ESL

Most newcomer programs enroll students for a limited period of time, for 1 to 2 years, and then transition the students to the regular language support program (ESL or bilingual). Fourteen percent of the newcomer programs in our survey, however, are full middle schools or high schools and as such offer all ESL levels and content courses typical of other schools in the district, but sometimes add a lower level of ESL and foundational content courses for preliterate students.

Newcomer programs differ from regular language support programs (i.e., ESL or bilingual) in a number of ways. One way is by the entry criteria. For students to be placed in a newcomer program, they must score at a lower level on the English language assessment than the ESL 1 students. Another difference is related to the newcomer courses and scheduling. Newcomer students may have more periods of ESL, for example, than students in the regular ESL program. The newcomer courses have a stronger focus on literacy development and provide more explicit instruction in social uses of English. In some of these programs, the first ESL course that newcomers take is at a basic level, below a traditional ESL 1. A third distinction depends on the students' educational backgrounds. In some programs, students with limited formal schooling enter the newcomer program, while those with grade level schooling enter the regular ESL or bilingual program.

We found some additional variability in the surveyed programs. For some sites, the newcomer ESL course serves as ESL 1 in the district. When these students transition from the newcomer program into the regular ESL program, they may be placed in ESL 1 or 2, depending on their language assessment scores. For other sites (about 10% of all the programs surveyed), newcomers and ESL level 1 students are together in the same language classes because of lower enrollment, budget constraints, or other factors. Consequently, the teachers differentiate instruction for the newcomers and ESL 1 students, often with the help of an instructional assistant and by using different curricular materials.

Newcomer Program Design Features

The sections that follow focus on the characteristics that distinguish the various secondary newcomer programs. Program design features are decisions programs make as they build their model and include program site model, language instruction model, length of daily program, length of program enrollment, grade levels served, class size, and funding sources.

Program Site Model

The location of the newcomer program within the school district is one of the first issues that must be resolved when a program is in the early stages of development. For some

Table 2.2. Site Models and the Newcomer Student Population in 2011

	Program		Students	
	n	Percent	*n*	Percent
Program within a school	38	60	2,679	25
Separate site	15	24	1,435	13
Whole school	10	16	6,785	62
Totals	**63**	**100**	**10,899**	**100**

programs, the location has changed over time, depending on the number of students served from year to year, where the students live in the community, and the availability of space, transportation, and other resources within the district. Within these communities, there are three basic site location options, as 1) a program within a school, 2) a separate site from the home school(s), and 3) a whole school in itself (this occurs primarily in 4-year high schools that specialize in serving newcomer students through to graduation). Table 2.2 shows the three site locations and the number of students served in each model.

Program within a school

The most common site location, found in 38 of the 63 programs (60%), is the newcomer program within a larger school setting. Students in the program-within-a-school model receive a full day (76%), a half day (16%), or less than a half day (8%) of newcomer course instruction in their home school or designated attendance area school. In many programs the newcomer students have opportunities to interact with the mainstream students for part of the day in classes such as art and physical education or during organized activities. At least three of these programs serve students from home schools other than the one where the program is located. Upon exiting from the newcomer program, many of these students return to their own home schools while others remain at the school where the program is housed to continue their studies in regular language support programs, such as ESL or bilingual classes.

Although this is the most frequently employed site model, only about 25% of the students across the 63 programs are served in this type of program. This can partially be explained by the location itself, which limits the number of students that can participate. Whole schools, which cover all grades of that school level, obviously can serve more students at a time.

Separate site

The separate-site model, found in 15 programs (24%), is less common than the program-within-a-school model. In the separate-site model, districts or counties use a separate facility to house the newcomer program in order to serve a larger number of the area schools and pool limited resources more effectively. Of the separate-site programs participating in our survey, nine operate for the full day, including the three that serve the largest numbers of students for this model. The other six programs operate for less than a full day and transport the students to their home schools for the remainder of the time.

This model serves approximately 13% of all the newcomer students enrolled in the programs in our database but with wide variability in student body size, ranging from as few as 10 students in one program to as many as 425 students in the largest. Sixty percent of the separate-site programs are combination middle school and high school sites, serving two thirds of the separate-site students.

The length of enrollment is for 1 year in 53% of the separate-site programs. One is a 4-week summer-only program, and the remainder offer 1-year or more-than-1-year options, depending on the student's academic background and prior literacy development. One program (operated by a community organization, not the school district) offers 5 hours of after-school services year-round with some additional evening activities for newcomers and their families.

Whole school

There are 10 whole-school programs in our database, comprising 16% of the programs overall. In this model, students enter the program, usually at the lowest grade of the school level, and remain at the site until a) promotion from middle to high school or b) graduation. Although they represent the smallest percentage of program locations, whole-school model programs serve the majority of the newcomer students (62%). Seven of these programs are full, 4-year high schools designed specifically for high-school-age newcomer students, generally from 14 to 21 years of age. One of the whole-school programs is a full middle school, and one houses both a middle school and a

Which Programs Have the Most Newcomer English Language Learners?

Dallas English Language Institutes (TX)	Program within a school	1,124
Newcomers High School (NY)	Whole-school program	930
Columbus Global Academy (OH)	Whole-school program	497
International Newcomer Academy (TX)	Separate-site program	425
Multicultural High School (NY)	Whole-school program	424
Brooklyn International High School (NY)	Whole-school program	410

high school. The final whole-school program profile in our database represents a network of high schools, namely the Internationals Network. This network profile describes 14 International High School sites, although three of these have their individual school profiles in the database and are therefore counted as part of the seven schools, mentioned above, that are full 4-year high schools. Two of the 14 are in California and the remaining 12 are located throughout the boroughs of New York City.

The 4-year high schools provide students with a quality education and incorporate career and college planning opportunities as well as all required courses for graduation in their design. Most offer internships and the opportunity to take Advanced Placement or college-level courses through partnerships with colleges in the communities. Students may remain in most of these programs for 5 or 6 years to graduate if they are unable to complete the graduation requirements in 4 years.

Language Instructional Model

Newcomer programs select the type of language instructional model they will offer based on students' needs, the resources they can provide, and the type of program students will move into upon exiting the newcomer program. The bulk of the programs (89%) are ESL programs. Only 11% of programs are bilingual (i.e., students have some content classes offered in their native language and an ESL class) and all of these are Spanish-English. Interestingly, 32% of ESL programs offer native language classes too, where students study language arts and/or literacy in their native language. These programs report that native language literacy development is beneficial for students, particularly for those who have had interrupted formal education or who lack native language literacy skills. The extent to which bilingual programs or native language classes in ESL programs may be offered depends on the native languages represented by the student body and the availability of instructional resources and personnel, such as bilingual teachers and paraprofessionals, who could provide the instruction.

A number of programs distinguish between literate and nonliterate students with appropriate instructional options for both groups. About one third of the programs focus primarily on literacy, and many of the students become literate for the first time in English rather than in their native language when resources for that language are not available in the district.

Length of Daily Program

The length of the school day in the surveyed newcomer programs varies according to available resources and the students being served. Table 2.3 indicates the number and percentage of students served in the following categories: full day, more than half day, half day, less than half day, and after school.

Full-day schedules are implemented in 70% of the programs and serve 90% of the students across the sites. A few programs (6%) utilize a more-than-half-day schedule, meaning newcomer classes are offered in three of four block periods or five of seven periods. Eleven programs (17%) have a specialized half day of instruction for newcomers, whereas others (5%) offer one to two course periods, less than a half day. One program (2%) operates for 5 hours as an after-school program only.

A number of programs combine classes during the regular school day with after-school classes or with before- and after-school tutoring sessions. Saturday classes are also

Table 2.3. Length of Daily Program and Newcomer Student Population in 2011

	Program		Students	
	n	Percent	*n*	Percent
Full day	44	70	9,825	90
More than half day	4	6	172	2
Half day	11	17	823	8
Less than half day	3	5	33	< 0.1
After school	1	2	46	< 0.1
Totals	**63**	**100**	**10,899**	**100**

Table 2.4. Length of Enrollment and Newcomer Student Population in 2011

	Program		Students	
	n	Percent	*n*	Percent
Less than 1 year	3	5	69	1
1 year	23	36	1,231	11
1-year and more-than-1-year options	18	29	2,579	24
More than 1 year	19	30	7,020	64
Totals	**63**	**100**	**10,899**	**100**

available to students in some locations. Some schools offer a combination of these options that students can access according to their individual needs.

Length of Program Enrollment

Programs that allow more than one option for length of enrollment generally determine this length on an individual student basis by considering when a student enters the program (e.g., at the beginning of the school year or midyear) and his or her educational background. Most programs set a maximum time that students may remain in the program, but students may exit earlier if they demonstrate the progress necessary for them to succeed in regular ESL or bilingual classes. Table 2.4 shows the average length of time that students remain in newcomer programs and the number and percentage of students served by the programs in each category.

Three of the programs offer services for less than 1 school year. Two of them are 1-semester programs and the third is a 4-week summer program. One school year is the maximum stay for 36% of the programs while 1-year or more-than-1-year options account for 59% of the programs. Some of the longer programs were designed especially to accommodate the students who lack formal schooling in their native language and need more time to close achievement gaps. Other longer programs represent the whole-school model programs.

The majority of the students (64%) are enrolled in more-than-1-year programs. An additional 24% of the students are enrolled in programs that offer 1-year or more-than-1-year options, depending on student needs, for a total of 88% of students who may remain in a newcomer program for more than 1 year. Eleven percent of the students are enrolled in programs identified as 1-year programs and 1% of students are in programs that last less than 1 year.

Grade Level Served

The grade levels served in each program vary according to the program design and students' needs. Middle school programs generally assign students to Grade 6, 7, or 8, but may offer curricula for one or more classes that draw from a combination of grades, such as Newcomer Science, which covers some life and physical science topics.

High school programs that are whole-school programs instruct students in Grades 9–12. Students are placed according to the number of credits they have. Although most newcomers have no credits upon entry, a few come with transcripts from their own countries and can receive credit for comparable courses. Some non-whole-school high school programs deliver a ninth-grade or pre-ninth-grade curricula to all the newcomers. In a number of programs, students are assigned to some content classes by grade level and to other classes by their language proficiency levels.

Class Size

Newcomer programs often consider small class size a very important feature. This is especially true for the programs that serve preliterate students or those with low literacy levels in their native language. Forty-five percent of the programs reported that their average class size was fewer than 15 students. Forty percent have an average of 15 to 24 students. Only 9% of the programs had an average class size of 25 students or more. The largest average class size was 34 students, and this was in the largest 4-year

high school, which enrolls over 900 students. Only 3% of the students in this high school have interrupted formal schooling or low native language literacy, so the larger class size in this program may be less problematic.

Funding Sources

The majority of the newcomer programs receive funds from more than one source. Of the programs participating in our survey, 91% utilize some federal funding (e.g., Title I, Title II, Title III, Emergency Immigrant funds), mostly in combination with funds from other sources. Only 3% of the programs receive federal funding alone, while 53% receive a combination of federal, state, and district funds. Eight percent reported funding from district and/or private sources only, and some of these programs serve large numbers of students.

Table 2.5. Type of Instruction in Newcomer Programs in 2011

Type of instruction	Number of programs	Percent
English language courses	63	100
Native language literacy	16	25
Content instruction	61	97
via sheltered instruction	42	67
via native language instruction	2	3
via both sheltered and native language instruction	17	27
Cross-cultural/Orientation to the United States	43	68
Reading intervention	35	56
School study skills	34	54
Career/Vocational	9	14

Instruction and Assessment

The courses that newcomer programs provide are generally specialized and distinct from the regular language support programs in the school or district. The program goals—to orient the new arrivals to the U.S. culture and school system and to help bridge the gap between the educational system in the students' native countries and U.S. schools—determine the kinds of courses that are offered. Newcomer instruction may include intensive English language learning and literacy development, reading interventions, native language learning, content area courses, study skills, cross-cultural orientation, career planning, and more. Table 2.5 shows courses that are offered across many of the programs.

Languages of Instruction

English is primarily used for instruction in language and content courses. Some courses are taught in the students' native languages when enough students in a program speak the same language and teachers who also speak the language are available to provide instruction. Spanish is the most common language used for the bilingual content courses. Other languages include Arabic, Vietnamese, French, Swahili, and Burmese. Support in languages other than English is provided through teachers and paraprofessional educators who speak the students' native languages.

Some programs offer a foreign language course to students as well, usually Spanish and/or French. A few programs offer Spanish language arts and literacy.

English Language and Literacy Development

All 63 of the newcomer programs that responded to our survey provide intensive English language instruction for their students through ESL, English language development (ELD), or English language arts courses. Nearly half (46%) of the programs use only English in their instruction, 30% use English and Spanish, and 25% use English with native language support. Approximately 27% of the students across the 63 programs had a history of interrupted formal schooling. Although newcomer students at the secondary level are beyond the expected age for initial literacy development, a number of students may become literate for the first time, either in their native language or in English, during their stay in the newcomer program. In order to address the students' varying literacy needs, a wide range of strategies and techniques are employed by the instructors to

develop native language skills as far as possible along with English language literacy.

Literacy practices

All of the programs in our survey acknowledged the need to develop students' academic literacy skills as soon as possible. The approach each program chooses to take depends on the native language literacy levels of its students. For example, all programs make sure the students know the Roman alphabet and phonemes of English, and they incorporate decoding and fluency instruction as part of their basic literacy curriculum. Perhaps the most important component of a literacy program for newcomer students is the building up of their vocabulary knowledge: Students need to learn classroom- and school-based words, general academic and subject-specific words, and word parts, such as prefixes and suffixes. Activities such as participating in word study, creating word walls in the classroom, practicing word attack skills, creating picture cards, and drafting personal dictionaries were all reported by programs as effective for intensive vocabulary development.

For students developing their literacy skills for the first time, instruction begins with the basics. First, students are introduced to the alphabet, including vowel sounds, letter-sound correspondence, phonemic awareness, phonics, and syllables. Books are introduced early in emergent literacy instruction to demonstrate book orientation and voice-print matching. Wordless picture books and picture walks are used to promote vocabulary, speaking, and writing. Depending on a student's native language, stage of literacy development, and the resources available, the initial literacy instruction may be provided one on one with the instructor for part of the day. Students coming into a program from different languages and backgrounds often need an individualized literacy plan. When possible, primary language literacy development and support is provided.

After students have acquired the basics, explicit comprehension strategy instruction and balanced literacy practices are implemented, most commonly by using guided reading groups and leveled readers. Surveyed programs reported using other techniques as well, such as choral reading, interactive read-alouds, echo reading, partner reading, reciprocal reading, and shared reading techniques to empower students to take control of their own learning. All the programs also promote reading instruction across the curriculum. Students develop expository reading skills in their content courses and engage in literature-based instruction and novel analysis in their language classes.

Teachers stress the importance of reading many books both inside and outside of school. As silent, independent reading is practiced more frequently in the classroom, students are encouraged to read books of personal interest; some programs have students take books home for pleasure reading or content reinforcement. Program instructors teach students to use the school library, and, in some programs, teachers help students apply for library cards at their local public library so that they may check out books on their own. Most programs promote reading in the native language as well as in English both at home or after school in book clubs.

> Books must be rich in cultural detail in order to help students build a partnership with their new community so they have the ability to communicate in common and predictable contexts.
>
> *—Secondary Newcomer Program, Carrollton-Farmers Branch, Texas*

Most literacy development/reading classrooms have smaller class sizes and are set up for small-group instruction with the teacher, work stations or learning centers, and collaborative student group work. The classrooms are equipped with age-appropriate literacy materials at a variety of levels that will give the newcomers an opportunity to learn grade-level content as they learn language and literacy skills. Teachers use both commercial products and teacher-made materials. Besides textbooks and leveled readers, teachers use flash cards, visuals (picture cards, photos, etc.), word walls, picture dictionaries (in English and the native language, where available), grammar and vocabulary practice books, audio books, and more. Teachers also incorporate authentic materials such as environmental print and newspaper and magazine articles in lessons. Technology is present in most classrooms and students learn to use interactive computer software, such as ELLIS and Rosetta Stone, for language practice. A number of teachers use technology tools (e.g., interactive whiteboards), to enhance their

Learning Resources Used by Newcomer Programs

Below are examples of publications and programs used by the 63 programs for older, emergent readers and underschooled students:

Language Learning and Reading Programs

- *Champion of Ideas* (Ballard & Tighe)
- *Edge Fundamentals* (National Geographic School Publishing)
- *Inside the U.S.A.* (National Geographic School Publishing)
- *Keys to Learning* (Pearson Longman)
- *Reading Basics* (National Geographic School Publishing)
- *Reading Expeditions* (National Geographic School Publishing)
- *Reading Street* (Scott Foresman)
- *Shining Star* (Pearson Longman)
- *Soar to Success* (Houghton Mifflin Harcourt)

Subject Area Textbooks

- *ACCESS Math* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS Science* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS American History* (Great Source/Houghton Mifflin Harcourt)

Intervention Materials

- *FAST Math* (developed by Fairfax County, VA; available at www.ncela.gwu.edu/faqs/view/13)
- *Finish Line for ELLs:* English Proficiency Practice (Continental Press)
- *Grammar Sense* series (Oxford University Press)
- *Reading Navigator* (Jamestown, Glencoe McGraw-Hill)
- *RIGOR (Reading Instructional Goals for Older Readers)* (Benchmark Education)
- Algebra readiness materials (Teacher Created Materials Publishing)

Readers

- *Personal Stories* series (Linmore Press)
- *Scholastic* leveled readers (Scholastic)
- *Science Readers* (Teacher Created Materials Publishing)

Online Learning

- ALEKS (Assessment and Learning in Knowledge Spaces)
- Reading A-Z (leveled reader)

Software Programs

- *ELLIS* (Pearson)
- *Rosetta Stone* (online language learning software)
- *System 44* (Scholastic)

Reference

- *Oxford Picture Dictionary* (Oxford University Press)
- *Oxford Picture Dictionary in the Content Areas* (Oxford University Press)

presentations in the classroom with visuals, graphics, audio files, video clips, and more.

As with reading instruction, writing instruction across programs begins with the basics, such as tactile letter formation and handwriting in print and cursive. These are especially important skills to work on with newcomers with interrupted formal education. All students receive instruction for spelling and mechanics (e.g., capitalization), sentence construction, and paragraph construction. Many programs try to advance students to the proficiency level at which they can respond, at least briefly, to writing prompts. Process writing activities emphasize prewriting tasks, such as generating charts, graphs, and thinking maps, and introduce the basics of editing. Programs explained that students participate in a variety of writing assignments across the curriculum, including journal writing, interactive writing, shared writing, language experience summaries, personal stories, script writing, e-mails, blogs, and recipes. They often create their compositions in the school's computer lab or in the regular classroom using mobilized laptop computers as well as the traditional pen and paper.

None of the programs teaches reading and writing in isolation. In accordance with research-based practices (Cloud, Genesee, & Hamayan, 2009; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Ivey & Broaddus, 2007; Saunders & Goldenberg, 2010; Short & Fitzsimmons, 2007), teachers integrate reading, writing, speaking, and listening. Newcomer programs that participated in our survey reported that the following student activities, among others, were used in class to integrate the four language skills:

- Recite oral chants aloud; students compose and recite their own chants related to specific projects
- Write scripts and perform dramas and role-plays
- Converse with classmates for pair and group work that includes reading and writing tasks to analyze and discuss printed materials
- Collaborate on projects

- Listen to audio books on CD-ROMs or to podcasts and follow along with the accompanying text in English or a native language
- Conduct science experiments and present findings orally
- Debate solutions to a historical conflict or environmental problem

Reading intervention courses

With a high percentage of programs serving at least some students with interrupted or no formal schooling before arriving in the United States, it is not surprising that over half of the programs (56%) provide reading intervention classes. High-interest, age-appropriate materials are necessary for secondary-level students who are experiencing literacy for the first time in any language. A number of literacy materials for both reading and writing are employed across the 63 surveyed programs along with other materials for developing listening and speaking skills and basic content knowledge (see "Learning Resources" box on page 19). In recent years, content area leveled readers have become available in print and online.

Content Area Courses

Most of the programs (97%) that participated in our survey offer one or more courses in the content areas. Content course options depend primarily on the type of program, the length of the daily schedule, student need, and the availability of resources. Table 2.5 reveals that in 67% of programs, the content instruction is delivered through sheltered instruction in English. Programs mentioned that teachers use approaches such as the *Sheltered Instruction Observation Protocol* (*SIOP*) *Model* and *Quality Teaching for English Learners* (*QTEL*) to teach content to the newcomers. In effective sheltered instruction classes, students develop their English language skills while learning important grade level content through specialized strategies and techniques that make the lessons comprehensible (Echevarria, Vogt, & Short, 2008).

In 3% of programs content courses are provided only through native language instruction. However, 27% of programs deliver some content through sheltered instruction and the same or different content through native language instruction. Programs that provide both types of instruction generally provide native language instruction to Spanish-speaking students and sheltered instruction to students from a wide range of other language backgrounds.

Whole-school programs that are middle schools or high schools offer all of the content courses that students need in order to complete grade level course requirements and/or graduation requirements. Other programs of shorter duration generally offer a limited number of content courses—specifically, those in which students with limited English proficiency are more likely to succeed. Mathematics is the most common content course, offered through sheltered instruction in 81% of the programs and through native language instruction in 19% of the programs. The other core content classes—science, social studies, and language arts—are offered in over 70% of the programs. One course option in 21% of the programs is language arts in the native language. Other courses include reading and writing, health, physical education, life and social skills, computers, art, foreign languages, and more.

Cross-Cultural Orientation

Orienting students to the United States and its school system is an important role for the newcomer programs. DeCapua and Marshall (2011) state that a major shift is required for students without formal education and for those with interrupted formal schooling to think of "the printed word as resource and literacy as an essential skill—a requisite to success for them in their new formal educational setting" (p. 25). Acculturation is offered in all 63 programs participating in our survey, although it is accomplished in a number of ways. In 68% of the programs, students take a class specifically designed for this purpose. In other programs a service (e.g., workshop) is offered to the students and their families at the time of enrollment and periodically throughout the school year, providing opportunities to develop cultural literacy in the community. Field trips and clubs are other ways programs support cross-cultural orientation. Programs not only assist students' understanding of U.S. culture but place value on the students' cultures as well, building on the strengths the students bring from their native countries. In the newcomer programs, differences among students of diverse backgrounds are seen as an asset, and the students are encouraged to value their native languages and cultures.

School Study Skills

Fifty-four percent of the programs we surveyed offer courses in school study skills to enhance the students' classroom participation. Because many students in newcomer programs come from cultures in which the customary educational practices differ widely from those in the United States, these courses provide students with tools that will help them make effective use of their time and resources in U.S. school setting. Volunteering to speak aloud, giving an opinion, collaborating with peers on a group project, developing critical thinking skills, participating in experiential learning, and assessing one's own work and that of one's peers are integral skills students need in order to become successful in their academic courses. Yet these skills are often new to students who come from educational backgrounds that emphasize rote learning and memorization of facts. Therefore, programs must take the time to teach these skills explicitly and provide practice in the classroom.

Instructional Support

Some programs offer additional support systems to promote the students' language and content knowledge. Eighty-three percent of the programs surveyed offer tutoring or academic intervention services before school, after school, during the school day, and/or on Saturdays. Special education services are offered in 63% of the programs, and 22% of programs provide course options for gifted and talented students. In 33% of the newcomer programs surveyed, students have access to other services including college preparatory support, bilingual services, sports, summer school, and field trips. Forty-six percent of the programs noted that they utilize Title I funding for instructional support.

Career Orientation

A number of programs provide work internships for students at the high school level to help them develop practical skills that may lead them toward career choices. In 14% of the programs that participated in our survey, students may take a course in career or vocational orientation to receive information about job opportunities. This training is important for students who are over-age for their grade (i.e., by 2 years or more) and may not have enough time to finish high school or for those who may not select to pursue postsecondary educational options. Career counseling is provided in 37% of programs.

Credits for High School Courses

In all of the newcomer high schools, students receive credits toward graduation for the courses they take. Many of the students graduate from these schools after 4 years of study, but some of the programs allow students a 5th or 6th year to complete their graduation credits and pass mandated assessments, depending on the student's age. Taking into account the limited time that high school newcomers have to accumulate credits for graduation, most of the smaller programs that serve high school students have also implemented courses for which the students may receive graduation credits in the core content areas and elective credits. The courses that were listed most often as receiving core credit are math, social studies, science, English language arts, and ESL. Courses that most often receive elective credit are physical education, ESL, and math. Credit policies for ESL classes, however, vary by state. Some states, such as Virginia and Texas, will give English language arts (core) credit for certain levels of ESL if the curriculum is aligned to state English language arts standards. Others only give elective credit.

Over 70% of the programs that serve high school students also offer school or district credit recovery programs. These specialized plans help students acquire credits by taking exams, completing computer-based courses, or attending courses in extended-day, Saturday, and summer programs. Although many newcomer programs (or their schools or districts) offer credit recovery opportunities, a number of programs reported that newcomer students often do not participate because of their low-level English language skills.

Student Assessment

The 63 programs that participated in our survey reported a variety of reasons for assessing the students: placement in the newcomer program, monitoring progress, determining achievement, meeting federal or state accountability requirements, and determining readiness for program exit. In the 2010–2011 academic year, over 80 standardized tests were used across the 63 programs to determine newcomer students' English language skills and achievement in the content areas. As a result of the No Child Left Behind Act, many states have developed their own standards-based tests to assess students' content knowledge and English language proficiency. Consequently, the newcomer programs rely less on commercially developed language tests than they did in the past.

Students are often required to take the state tests in the content areas before they have learned English. The high-stakes tests therefore are more often a test of their English knowledge than their content knowledge or skills (Menken, 2008). Middle school newcomer students generally take math tests the year they arrive and reading tests after just 1 year in the United States. Some have to take a science test as well. High school students generally have a little more time before they are required to take the tests. Unfortunately, although it is permissible under No Child Left Behind legislation, few states have developed native language tests to measure students' content area knowledge. Assessing newcomer students' content knowledge in English before they are proficient in that language is problematic for many programs because most of the standardized tests that states use have been designed for, and normalized on, native English speakers who have spent their educational careers in U.S. schools. Thus, not only are newcomers at a disadvantage but psychometricians point out that the tests are not valid and therefore are unlikely to accurately measure what students know and can do (Abedi, 2002). Some students may also take tests in their native language or linguistically accommodated tests. See the box on this page for an abbreviated list of assessments used by newcomer programs in 2010–2011 and http://www.cal.org/projects/newcomer.html for a full list of assessments.

Besides standardized assessments, the programs employ a large number of informal assessments to measure the students' ESL and content knowledge, such as teacher-made and textbook tests, journal writing, writing samples scored with rubrics, portfolios, projects, oral presentations, informal reading and writing tasks in native languages, oral interviews with teachers, grade-level math assessments, and more. Progress reports and class grades are used to make decisions about transitions between language proficiency levels and about exit from the newcomer program.

Standardized Assessments Used by Newcomer Programs

The list below shows the standardized assessments that were reported by the 63 newcomer programs for placement, progress monitoring, or exit from the program, in order of frequency.

- IDEA Oral Language Proficiency Tests (IPT; English and Spanish)
- ACCESS for ELLs
- WIDA-ACCESS Placement Test (W-APT)
- Woodcock-Muñoz Language Survey (English and Spanish), which includes an oral language proficiency test
- Language Assessment Scales (LAS) and LAS Links (English and Spanish)
- Texas English Language Proficiency Assessment of Skills (TELPAS), TELPAS released tests, and TELPAS Linguistically Accommodated Test (TELPAS LAT)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- Measures of Academic Progress (MAP)
- English Language Development Assessment (ELDA)
- New York State Regents (NYS Regents)
- Language Assessment Battery—Revised (LAB-R; English and Spanish)
- Texas Assessment of Knowledge and Skills (TAKS), Released TAKS, and TAKS Linguistically Accommodated Test (TAKS LAT)

Staffing and Professional Development

Newcomer program staffing most frequently consists of an administrator, teachers, and guidance counselors. The larger the student body, the greater the number of staff involved in meeting the students' diverse needs. In some smaller programs, a teacher acts as program administrator as well, and the students are served by the guidance counselors at the home school (if at a separate site program) or the counselors in the main school (if in a program within a school). Some programs employ paraprofessionals, especially when students in the program represent a wide range of native languages or have limited formal schooling. Other staff sometimes include parent liaisons and social workers. In 98% of the programs (all but one), at least one staff member in each program spoke one or more of the students' native languages. When available, bilingual staff who are familiar with the students' languages and cultures are preferred hires. They are an important resource and can play a special role in the lives of the students and their families.

Administration

The administrators' role in the newcomer program is crucial to effective implementation and maintenance.

Administrators may be located in district offices, but more often they work at the newcomer school site and are involved in the daily lives of the students and teachers, offering their support in addition to completing their administrative tasks. Some administrators are also instructors for newcomer classes. They often provide guidance in designing schedules and help students with their individual program plans. About half of the programs that participated in our survey employ one or more full-time administrators, and about one third of the programs have one or more part-time administrators. Although some of the programs with fewer than 30 students employ administrators part-time, all the programs that do not have any administrator (about 14%) enrolled fewer than 30 students.

Teaching Staff

Administrators in charge of newcomer programs carefully select their instructional personnel, recruiting teachers and paraprofessionals who are experienced in their area of expertise and who desire to work with newly arrived adolescents. Nearly 80% of the programs require ESL endorsement or certification of their teachers. Programs that offer content area courses for high school credit and graduation require teachers to be certified in the areas they teach. Other criteria programs listed for teachers include fluency in a language other than English, cross-cultural experiences, training in sheltered instruction methodologies for teaching content, and a strong foundation in second language acquisition.

Large programs, such as the 4-year high schools, hire as many as 67 full-time teachers. Many of the students' native languages are spoken among the teaching staff in these schools. The smallest programs have as few as one part-time teacher. Nearly half of the programs in our survey reported staffing two to five teachers, either full-time, part-time, or a combination of full-time and part-time. Resource teachers provide services in about 25% of the programs. Often, these services are related to special education services. Other positions noted include lead ESL teacher, reading specialist, music teacher, SIOP coach, and literacy coach.

Paraprofessional Support

Bilingual paraprofessionals provide important instructional assistance in many newcomer programs. They often serve as role models for students who arrive in the United States with no formal education or with interrupted schooling. Using the students' native languages, they help to bridge the gap between the students' cultural backgrounds and the U.S. culture and school system. In 56% of the programs, between one and three paraprofessionals assist with the instruction, and in an additional 17% of programs, more than three paraprofessionals are employed. Across programs, some of the languages they speak in addition to English include Albanian, Arabic, Bengali, Cantonese, Filipino, French, German, Haitian Creole, Italian, Mandarin, Marshallese, Pashto, Portuguese, Romanian, Russian, Somali, Spanish, Swahili, Urdu, and Vietnamese.

Guidance Counselors

Most of the programs involve guidance counselors in the newcomer students' adjustment to school life. Guidance counselors assist with the students' schedules and help students make the transition from the newcomer program to other language support programs. Counselors in 4-year newcomer high schools provide guidance in college and career planning for graduating students. About 25% of the newcomer programs in our survey have their own guidance counselors, but the majority of the programs rely on the regular school counselors to provide this service for the newcomer students as for other students. Students in smaller, full-day, separate-site programs, however, have more difficulty accessing guidance services.

Parent Liaisons and Social Workers

Close to one half of the programs in our survey have a parent/family liaison position or social worker dedicated to serving the newcomer students and their families. The tasks these staff perform may vary, but their main purpose is to facilitate communication among the schools, the families, and social services providers available to newcomer families. Communication is accomplished by translating correspondence into the parents' languages, by acting as interpreters or bringing trained interpreters into conversations with parents when needed, and by contacting families to share information, including home visits. Parent liaisons and social workers assess families' basic needs and refer parents to the appropriate social services in the community.

Throughout the year, the social worker or parent liaison plans meetings and/or workshops aimed at helping parents make the transition to U.S. culture. When families arrive, the social worker may introduce parents to teachers, give them a tour of the campus, and provide them with the school calendar. At the meetings held during the school year, topics of interest to parents of adolescent children are presented, sometimes with guest speakers. Transportation may be an issue in some locations, and the programs often help parents attend meetings by providing them with transportation or with complimentary passes for public transportation. Programs typically hold special events throughout the year or around holidays to highlight aspects of the students' cultures and to showcase student performances.

Professional Development

Providing program staff with appropriate, ongoing professional development is an important priority across the newcomer programs in our survey. Most of the programs have regular meetings, whether weekly, bimonthly, several times per semester, or several times per year for different types of professional development.

Some professional development is held within the newcomer program. That is, staff members may lead their own team meetings to develop curricula, draft assessments, or examine student data, or they may share instructional practices at faculty meetings. Sometimes district personnel provide workshops for the newcomer staff. Other professional development takes place outside of the program. Newcomer program staff may help train regular content teachers on issues regarding English language learners or they may attend state or national conferences or workshops. Some ongoing workshops are held for specific types of professional development. For example, slightly more than one fourth of the programs stated that their teachers had participated in training on the SIOP Model to learn strategies that integrate language learning with the content curricula.

A number of programs in our survey mentioned that they identify a professional development topic to focus on each year; others reported a wide variety of topics that are presented at professional development meetings. Many of these topics relate to instructional practices, such as differentiated instruction, vocabulary and literacy development, special education interventions, sheltered instruction, dual language instruction, thematic units, co-teaching, learning strategies, and the use of technology. Assessment was another major focus; administering specific assessments, scoring, interpreting and analyzing results to inform teaching, and developing instruments for program evaluation were all named by surveyed programs as topics of professional development. Other topics address curriculum development, such as collaborative planning, team teaching, and infusing new standards. Remaining topics reported by several programs include mentoring new teachers, assessing the emotional and social well being of students, and making parent and community connections.

Transition Measures

The largest number of newcomer students across all programs in our survey are in the 4-year high schools, and they generally stay until they graduate from the program. In some of these schools, however, ninth graders may elect to transfer to another high school at the end of 1 year in the program. Newcomer students not participating in whole-school models must make the transition from the newcomer program to another school program, usually one that will continue some type of language support. In more than 76% of newcomer programs, students transition into ESL programs; in14% of the programs, students transition into mainstream classes, and in 3% students transition into bilingual programs.

The newcomer programs participating in our survey reported diverse efforts to make the students' exit from the newcomer program successful, including training all mainstream teachers on ESL methods, frequent monitoring and support of students, and holding meetings between the newcomer program staff and the receiving school staff to discuss the students' needs. For high school newcomers who transfer to another high school in a system like New York City, where there are many options, the students may first attend a high school fair to help them select a school that can best meet their needs and interests.

Students in Home Schools

Most of the surveyed newcomer programs are within a school, and the school that houses them is the home school for the students. Some of the separate-site programs are

half-day programs and the students attend their home schools for the remainder of the day. In these cases, the transition process is generally gradual. Students who are in the home schools for at least part of the day may already take some of their classes with mainstream students. In some schools, the newcomer classes and the regular ESL or sheltered content classes are taught by some of the same teachers, who will then be familiar to the students when they make the transition out of the newcomer program. In some programs, teaching assistants are assigned to mainstream or sheltered classes in order to provide support to any former newcomer students enrolled in those classes. Transition teams that consist of newcomer teachers, regular ESL teachers, guidance counselors, and others maintain communication about the students to monitor their adjustment to the new program.

> When students are excelling in the Language Academy (LA) classes and their English reaches a level of proficiency where the student may be successful in a sheltered [content] class, the student may be moved from the LA setting into a specific sheltered class, yet stay in the LA for the remainder of his/her classes.
>
> *—Language Academy, Springdale Public Schools, Arkansas*

Students Moving to Home Schools

Less than 15% of the newcomer programs that participated in our survey serve students who will transition to a school at a location different from that of the newcomer program. These are primarily the separate-site programs, although a few of the programs within a school that serve students from across the district also face this situation. For the students who must move to a new school, a formal process is generally in place to help them make the transition. Frequently, the newcomer staff arrange and accompany the newcomer students on a visit to the home school. During the visit, the students meet some of the staff, who provide orientation and conduct them on a tour of the school. Some programs give newcomer students the opportunity to shadow a former newcomer student for 1 day at the home school. When possible, guidance counselors enroll transferring newcomer students in classes with a former newcomer student who speaks the same native language so that the new student may receive assistance in adjusting to the new school environment.

Guidance counselors in some of the home schools assist with the transition, providing the newcomer staff with the students' class schedules, locker assignments, bus schedules, and other important information. They may come to the newcomer program site before the transition and spend time with the individual students, providing assistance with the enrollment process and answering questions the students may have. Sometimes they meet with the students at the home school on their first day for similar reasons. In many programs, the staff involve the newcomer students' parents in the process; they might send information home or host a meeting at school, perhaps to help with a high school selection process.

Students in Whole-School Programs

The main goal for whole-school newcomer programs is to provide all the instruction and support that students need to either complete middle school or graduate from high school. For those leaving the middle school program to attend high school, some of the transition strategies the staff use are similar to those listed above for students moving to home schools. For those graduating from high school, staff focus on the students' postsecondary options. High schoolers often receive career orientation and an introduction to the world of work through courses and internships that help them make the transition out of high school. Some programs offer college advising and SAT preparation, help with college and financial aid applications, or offer opportunities for students to take college courses before they complete high school. Newcomer programs also plan special events, such as college visits, college nights at the school, or presentations by newcomer graduates who return to the high school to share their postgraduation experiences with the high school seniors.

Monitoring Exited Students

Just as most school districts monitor the performance of all their English language learners while they are receiving English language services and for up to 2 years after they have exited an ESL program, newcomer programs monitor the performance of their enrolled students as well as those who have exited to some extent using grades,

report cards, standardized test scores, attendance records, anecdotal teacher observations, and assessments of student classroom work. Some newcomer programs we surveyed reported that a number of former newcomer students still need extra learning time in order to catch up to their peers. To meet this need, most of the newcomer programs have implemented a summer session lasting from 1 to 6 weeks, and many home schools have before-school, after-school, and/or extended-day programs available to all students. Additionally, some schools offer Saturday academies for academic reinforcement or enrichment and teachers volunteer to tutor students during lunch. These are some of the most frequently offered services, but a wide range of other services that offer students extra learning time were also reported.

Connecting Families and Social Capital Networks

Newcomer programs actively promote family involvement in school life and seek to support newcomer families as much as possible. They may arrange family events, invite parents to school meetings, or assist families in contacting social and health services. We report general findings from the surveyed programs in the database here and provide more details in Chapter 4.

Educational Services for Newcomer Families

Many of the newcomer programs we surveyed try to connect parents with educational opportunities. For example, they may provide adult education classes on site or direct parents to classes in the district or community. Sixty percent of programs provide parents with orientation to U.S. culture (e.g., holidays, parenting expectations), and 22% offer orientation to U.S. schools (e.g., student schedules, handling absences, school lunch options). Native language literacy and family literacy classes are offered in 50% of the programs. Twenty-one percent of the programs offer adult ESL courses, 37% offer adult basic education, and 40% offer GED courses. Other assistance includes bilingual and translation services, family workshops and meetings, and young adult ESL classes for older newcomers.

Social Services for Newcomer Families

A high priority in most of the programs we surveyed (90%) is to offer social services to the newcomer students and their families. Many do this through referrals to outside social agencies, including refugee resettlement agencies; some do so within the program itself. Some newcomer programs have a social worker on staff who helps facilitate communication between the families and the social agencies, and at least 60% of the programs in our survey connect families to health and counseling services. Some programs also offer health screening on site and assist parents with the paperwork for health insurance for children. To ensure that students are provided with basic necessities, programs connect families with food banks and clothing distribution centers and provide free and reduced-price school lunches and free school uniforms to qualifying students.

Other services that social service agencies provide to families are job referrals and job training, housing assistance and help for the homeless, assistance with utilities, family intervention and parenting classes, legal services, immigration services, preschool and day care programs, transportation, and training in financial management and in technology with access to computers. Some agencies offer services to students outside of school including youth academic services, recreational activities, youth dance and choir, summer programs, and college or postsecondary referrals.

Making Families Aware of Social Services

The newcomer programs that offer social services to families have multiple ways of letting parents know about these services. The first connection is often made at the intake/registration center: While their children are being assessed, parents are informed about local services. If a family has refugee or asylee status, the refugee resettlement agency is the first point of contact, and local community organizations or churches may be in touch with the family even before they register their children for school.

At the program site, newcomer program staff, such as parent coordinators, teachers, nurses, social workers, and guidance counselors, tell students and their families about services available to them and make referrals. This is accomplished in a variety of ways, including holding orientation meetings, sharing information via parent-teacher

conferences and classroom presentations, and showing informational videos to newcomer families. Parents learn of services by word of mouth and from bilingual parent networks that are active in some programs. Other methods of notification reported by the surveyed programs include mailing letters to parents in English and the parents' native languages, providing monthly calendars marked with specific events, distributing multicultural brochures and fliers, placing notices in local newspapers, calling homes directly using the district automated calling systems, and broadcasting information through websites and other multimedia, such as district cable television and radio programs, sometimes in the students' native languages.

Making Social Service Groups Aware of Newcomer Programs

About 63% of the surveyed newcomer programs have methods for letting social service groups know about their program. District intake/registration centers may contact agencies, but very often, a member of the newcomer program staff or the home school staff makes the agencies aware of the newcomers and their needs. This staff member is typically the parent coordinator, community liaison, or social worker, but teachers, paraprofessionals, and other staff may also inform social agencies of the program. At times, social services agencies visit the newcomer site to attend meetings of community partners. In addition to these direct contacts, newcomer programs use a variety of indirect means, including letters, phone calls, fliers, e-mails, and high school handbooks. Some programs reported that the district office may inform social services of the newcomer programs through direct contact, newsletters, or the district website.

Additionally, the refugee service organizations network with other social services and community agencies. In particular, if a new refugee group arrives that the schools and communities are not familiar with, such as the Iraqi and Kurdish refugees in the early 2000s, the resettlement agencies will mount a campaign for information dissemination on aspects of the refugee lives including their language and cultural backgrounds.

Newcomer Program Partnerships

A general finding from our survey of 63 newcomer programs is that larger programs and those with refugee populations have the greatest number of community partnerships, although some of the smaller programs also have significant community connections. Among the programs overall, 11% listed more than five partnerships, 37% listed two to five partnerships, 25% listed one partnership, and 27% listed none or noted they are in the planning stages. A number of programs that do not have specific newcomer partnerships still benefit from partnerships that serve all of the students in the home school or the district where they are located.

A large variety of community organizations are partners with newcomer programs, such as libraries, local museums, county health departments, transit authorities, youth and family services, and sports clubs. These groups range from large businesses to private foundations to nonprofit organizations. A few examples are illustrative.

- The Nashville Pencil Foundation provides backpacks and school supplies, health and hygiene supplies, and volunteer tutors to the International Newcomer Academy in Nashville, Tennessee, and Kids Rock provided 20 guitars for students' music classes.
- The Carrollton, Texas, program and its nearby community formed a group called Cultural Ambassadors, consisting of parents and local residents who speak the students' native languages. When a new family moves into the community, an ambassador who speaks the language becomes the contact for a family, assisting with cultural orientation and other needs.
- In West Bloomfield, Missouri, local families formed an international family support group, the Lone Pine International Club. The club is community based, but the district informs new families of the club, and newcomer program teachers and students attend many of its functions.
- The Society of Hispanic Professionals volunteers at The ESL Academy in Raleigh, North Carolina, and helped develop an ESL club at one of the sites.
- African Community Center supports programs in and out of school, including parent classes at Merrill Middle School in Denver, Colorado. Lutheran Family Services supports newcomer families with housing and health services and the Jewish Family Services supports families by making social-emotional counseling available.

- The Emmaus Intervention Project represents a unique situation. It is a separate-site, after-school newcomer program run by an urban, multicultural community center. It serves recent immigrants and refugees from middle and high schools in the Albany, New York, district and provides English language instruction for students and parents, job search help, a food pantry and hot meals, clothing distribution, transportation, counseling, and spiritual care. It has partners too, such as the State University of New York at Albany, St. Rose College, the United States Committee on Immigrants and Refugees, the Troy Conference Board of Global Ministries, and the Retired Senior Volunteer Professionals group.

Conclusion

Our database is representative of the specialized programs that educate adolescents who are newly arrived to the United States, but it is not comprehensive. We know that other programs exist, including those that for one reason or another chose not to participate in our research survey. Nonetheless, we can make some general observations about the newcomer students and the program models represented in our research.

All of the programs have academic and social goals for the newcomer students. To meet them, all programs provide some type of daily English as a second language instruction to the students and most also offer instruction in at least one content area. The program-within-a-school model, the most common site model, serves far fewer students nationwide than do the separate-site and whole-school programs. Most of the newcomer students are in whole-school program models, although that program type reflects only 16% of the programs. Most students are in full-day programs and may remain in the newcomer program for more than 1 school year. This gives them time to develop English skills and either catch up on the content curricula or study foundational courses they need before moving on to grade-level instruction. The majority of the newcomer students are native Spanish speakers in ESL programs. Nearly all of the programs serve some students who have low literacy or interrupted formal education in their native language, although as a group they constitute only about one third of the students overall.

The most striking finding in the review of the database is that programs are very diverse but flexible. Program administrators have designed and implemented their programs and hired staff with the specific needs of their newcomer students in mind. The programs offer a range of courses, provide extra learning time, plan for the transition process, and care for the families as well as the students through many creative partnerships with local community organizations and social service agencies.

3 A Look Inside the Case Study Programs

When a school district decides to create a newcomer program, it has to consider many details. First, each program must decide which students to serve and then set educational goals for them and build the program design to meet those goals. Chief among the program design decisions are whether it will use an ESL or bilingual instructional model, where to locate the program, which courses to offer, which staff to hire, how long students will remain in the program, and how they will transition out of the program.

As Chapter 2 revealed, the programs that participated in our survey are quite varied in their responses to these decisions areas and to many other factors that must be addressed before a newcomer program can open its doors. Furthermore, many programs evolve over time, improving their design in response to student performance and level of success upon their transition to a regular school program, university, or workplace.

This chapter focuses on those major decision areas through an exploration of 10 programs chosen for in-depth case study. As mentioned in Chapter 1, we selected these 10 case study sites because they are well established, have had success in meeting their programmatic goals, and represent a diversity of design features and locations. Their participation has allowed our research team a more detailed look at how various programs function, where their challenges lie, and where they have found success. Our intent is not to describe each program in turn (summary descriptions of each program can be found in Appendix C) but to share exemplary practices at the sites and their programmatic choices. Commonalities across programs and distinguishing characteristics are explained, as are state and local policies that affect the programs.

To make this chapter useful to programs in the planning stage or those considering modifications to existing programs, we have organized the discussion by topic (e.g., course scheduling, staffing), and within most topics programs are discussed in groups by their site model (i.e., program within a school, separate-site program, and whole-school program). In many cases the program site model has a significant effect on the topic, such as transition strategies when students exit the newcomer program; in others, it is less of a factor.

The Newcomer Case Study Programs

As Table 3.1 shows, the programs we visited are in eight states. One is in a rural community, two are suburban, and the rest have urban/metropolitan locations. Two are middle school sites, four are high school sites, and three serve middle and high school students. The tenth site, the ESL Teen Literacy Centers, serves middle and high school students but through different program models as shown in the table. The middle school program operates at two sites and the high school program at one. At times, we discuss that program as one entity when the practices are the same across the sites and at other times we will consider the school levels separately.

Three case study sites are classified as programs within a school because they are housed in an established school with other programs and students attend them as their home school. In the middle school ESL Teen Literacy Centers, however, some of the students attend although they live in areas zoned for other middle schools (the district provides transportation for these learners). Five case study sites are considered separate-site programs, meaning they are relatively free-standing, not linked to a particular school, and either not offering the grades and curriculum of a whole school or not having the students stay long enough to complete all the grades in a school. Three of the case study sites are whole schools. Students typically enter at the lowest grade and stay in the school, which provides all the courses needed for promotion or graduation. In the particular case of the Columbus Global Academy, which has a middle school and a high school, students who

Table 3.1. Overview of Newcomer Case Study Programs

School/Program	City and state	Type of community	School level	Grades served	Number students
Programs within a school					
Salina Intermediate, Literacy Newcomer Center	Dearborn, MI	Suburban	MS	6–8	65
ESL Teen Literacy Center (middle school)	Omaha, NE (two sites)	Urban	MS	7–8	14
Port of Entry	Union City, NJ	Urban	HS	9	45
Separate-site programs					
Newcomer Center, H.S. District 214	Arlington Heights, IL	Suburban	HS	9–12	40
ESL Teen Literacy Center (high school)	Omaha, NE	Urban	HS	9–12	35
Academy for New Americans, IS 235	Long Island City, NY	Urban	MS	6–8	170
International Newcomer Academy	Fort Worth, TX	Urban	MS & HS	6–9	425
Intensive English Program, Dayton Learning Center	Dayton, VA	Rural	MS & HS	6–12	18
Whole-school programs					
High School of World Cultures	Bronx, NY	Urban	HS	9–12	300
International High School at Lafayette	Brooklyn, NY	Urban	HS	9–12	340
Columbus Global Academy	Columbus, OH	Urban	MS & HS	6–12	497

Note. ESL=English as a second language; HS=high school; MS=middle school
[a]Indicates the percentage of the student population within the program that have a background of interrupted formal education (SIFE).
[b]The most commonly spoken native language(s) among the newcomer student body.

complete the middle school usually go on to regular high schools in the Columbus district. Those who still need extra support may stay at Columbus Global Academy, which was given district approval to grant high school diplomas in the 2010–2011 school year.

The size of the student population ranges widely across these programs. The Intensive English Program at the Dayton Learning Center had 18 students in the 2010–2011 school year, while the Columbus Global Academy had 497. Not surprisingly, the whole-school programs, which include several grade levels, have the largest number of students. All of the programs accept new students during the school year, if space is available. Sometimes, the transient nature of the newly arrived families results in students moving away during the year as well.

All of the programs have some students with interrupted formal education (known as SIFE). One hundred percent of the students at the ESL Teen Literacy Centers have limited formal schooling and three other sites, Salina Intermediate, Port of Entry, and Columbus Global Academy, have 50% or more of their population with no or limited educational backgrounds. These students, as one might expect, are not ready for grade-level content courses.

The bilingual Port of Entry program at Union City High School and the dual language program at the High School of World Cultures enroll native Spanish speakers. The High School of World Cultures also has some English speakers who have participated in dual language programs prior to high school. Salina Intermediate's Literacy Newcomer Center serves only native Arabic speakers, and most of them are

% SIFE[a]	Top languages[b]	Language instructional model	Length of day	Length of stay
70%	Arabic	ESL	Full day	1–4 semesters
100%	Somali, Nuer, Karen	ESL	Full day	3–4 semesters
50%	Spanish	Bilingual (Spanish)	Full day	4 semesters
25%	Spanish, Polish, Gujatari	ESL	Full day	2 semesters
100%	Somali, Nuer, Karen	ESL	Full day (half day for students in transition)	3–6 semesters
10%	Spanish, Chinese, Bengali	ESL and Bilingual (Spanish)	Full day	2–3 semesters
23%	Spanish, Nepali, Swahili	ESL	Full day	1–4 semesters
20%	Spanish, Russian, Hindi	ESL	Half day	2–4 semesters
40%	Spanish, French, Bengali	Dual language (English-Spanish)	Full day	4–5 years
15%	Spanish, Haitian Creole, Russian	ESL	Full day	4–5 years
60%	Somali, Spanish, Mai Mai	ESL	Full day	2–5 years (HS may stay to graduate)

from Yemen. The other programs have multilingual student populations. All have a large number of Spanish speakers, but Columbus Global Academy has more Somali speakers than any other language. The International Newcomer Academy, the ESL Teen Literacy Centers, and the Academy for New Americans have a sizeable number of speakers of less commonly taught languages, such as Nuer, Karen, Nepali, Swahili, and Bengali.

Newcomer Students: Entry and Exit Criteria

All the case study programs began by defining the students they would serve, determining how long students would remain in the program, and setting the criteria by which students would exit. These decisions are tied to the program goals, which range from accelerating English language development so students can partake of the regular ESL program (as at the Intensive English Program at the Dayton Learning Center) to granting a high school diploma (as at the International High School at Lafayette, the High School of World Cultures, and now the Columbus Global Academy). Table 3.2 shows the entry and exit criteria for the students.

In five cases, the programs specify that students have to have been in the United States for 1 year or less for entrance; others refer to new arrivals without a set time frame. Each of the 10 programs identifies newcomers as students who need to learn English and who score at the lowest level on

Table 3.2. Case Study Programs' Entry and Exit Criteria for Newcomer Students

Program	Entry criteria	Exit criteria
Programs within a school		
Salina Intermediate Literacy Newcomer Center	English learners in the United States for less than 1 year, with zero or low English proficiency, and a score of 4 or 5 on the English Language Proficiency Assessment (ELPA)	Students are recommended for exit based on scores on state tests, teacher recommendation, and achievement of a Direct Reading Assessment (DRA) level of 12 or higher. There is a maximum of 2 years at the center.
ESL Teen Literacy Center (middle school)	New arrivals of middle school age who have interrupted or limited formal schooling	Students exit when they reach approximately a third-grade reading level in English. Some eighth graders may move to the high school ESL Teen Literacy Center.
Port of Entry	Individuals of high school age with little to no basic skills in their native language, interrupted or no education, below basic level scores in mathematics and native language proficiency, and limited to no English speaking skills	Students exit after passing all classes required of ninth-grade students, with teacher recommendation.
Separate-site programs		
Newcomer Center, H.S. District 214	Recent arrivals to the United States at a beginning level of English fluency and possible gaps in their formal education. Intake assessments include WIDA-ACCESS Placement Test (W-APT), a district reading test (Diagnostic On-Line Reading Assessment [DORA]), an oral interview (Student Oral Language Observation Matrix [SOLOM]), and writing sample.	Towards each semester's end, staff meet weekly to discuss student progress and evaluate candidates for transition, considering student work, participation, level of acculturation, social and academic language skills, and motivation to transition to the home school. Students generally stay for two semesters.
ESL Teen Literacy Center (high school)	New arrivals to the United States of high school age who have interrupted or limited formal schooling	Students exit when they reach approximately a third-grade reading level in English and master skills on the school's readiness checklist.
Academy for New Americans	An immigrant student from a non-English-speaking country with less than 1 year in the United States	Students exit with teacher recommendations upon the completion of 1 year of the program. Some students who arrive in the second semester may stay for the following school year.
International Newcomer Academy	An immigrant student in Grades 6–9, in the United States for up to 1 year, who does not speak English and has a score of A or B on English Oral Language Proficiency Test. After October 1, students are enrolled for noncredit to finish the semester until the new semester begins in January.	Most students exit after two semesters of instruction. Preliterate students can remain for four semesters. Students demonstrating accelerated language and content knowledge can exit after one semester with the Language Proficiency Assessment Committee's (LPAC) approval.
Intensive English Program, Dayton Learning Center	A non-English-speaking student who is new to the school system and scored in the nonfluent category on the IDEA Oral Language Proficiency Tests (IPT) or level 1 on the W-APT for middle school or levels 1–2 for high school	Teachers consider student performance in content classes at home schools and scores on assessments such as the Stanford Diagnostic Reading Test, IPT, and ACCESS for ELLs, plus mastery on a checklist of life skills, a personal interview, and a writing task.

Whole-school programs		
High School of World Cultures	Non-English speakers and non-Spanish speakers in the United States for less than 1 year who want to learn Spanish and English. This school also accepts students who have been in the country longer; specifically, 1) students in junior high dual language programs; 2) immigrant students in public or private schools to continue English and Spanish; and 3) students in private or public school in eighth grade who are fluent in English and would like to learn Spanish.	The High School of World Cultures is a 4-year high school, so students need to meet New York State graduation requirements (i.e., amass 44 credits, pass 5 New York State Regent exams) to receive a diploma.
International High School at Lafayette	Students in the United States for 4 years or fewer who speak very little English. Some have had interrupted formal education.	This is a 4-year high school, so students need to meet New York State graduation requirements (i.e., amass 44 credits, pass 5 New York State Regent exams) to receive a diploma. They must also successfully present their graduation portfolio.
Columbus Global Academy	A student who scores at the beginning level on the placement test with less than 1 year in the United States	Most middle school students stay until the end of eighth grade. Staff meet with high school students at the end of 10th grade to see if they want to leave. In the past about 50% have left and 50% have stayed. This percentage may change now that the school can grant high school diplomas.

an ESL proficiency assessment. Two, the ESL Teen Literacy Centers and Port of Entry, are specially designed for students with limited formal schooling. All the others accept these students too, and some, such as the International Newcomer Academy, the Academy for New Americans, and the International High School at Lafayette, offer such students different courses and/or a longer enrollment time.

Two of the full high schools also enroll students beyond the newcomer or beginning level of English. These schools, the High School of World Cultures and the International High School at Lafayette, accept students who may have been in the United States for longer periods of time, up to 4 years in the case of the International High School at Lafayette, and who want to remain at the school for their entire high school career. Both schools benefit from two New York City school district policies: One policy has promoted the development of smaller, specialized high schools in the past 10 years, such as these sites; and the other allows students to choose their high school anywhere in the five boroughs and apply for enrollment. Most, but not all, students come from the same boroughs where the case study schools are located. As a result, students new to the United States or New York City might attend the High School of World Cultures or the International High School at Lafayette with students who attended a wide variety of New York City middle schools but who are still not proficient in English. All students in these programs are nonnative speakers of English, but not all need be at the beginning level. In fact, the principals at both sites mentioned that having some students who know some English facilitates the learning process in the classes, particularly in the ninth grade. Furthermore, because students remain in the schools for all of their high school years, the upper class students have higher levels of English language proficiency. Newcomers therefore have language models among peers with more advanced English skills.

The presence of more advanced English speakers among the students in upper grades is a valuable feature of the Columbus Global Academy's design as well. While the program only accepts students at the beginning level for entry, they do allow students to remain for all of their middle or high school years. One interesting thing about the Columbus Global Academy is its evolution over the past decade. It started in 1999 at two separate sites, known as Welcome Centers, one for middle school students and the other for high school students. It grew to three separate sites (one middle and two high) in 2002. The high school sites combined and moved to a former school building in 2008.

Newcomer vs. Beginner

In the past, many districts organized their English language learners into three levels of proficiency and could not easily discriminate between different categories of beginners. Those involved with newcomer programs tried to distinguish among beginners (Short & Boyson, 2004), developing their own tests, using a battery of extant measures, and examining the educational histories of their students. Since 2004–2005, the consortium of states that utilize the ACCESS for ELLs test (WIDA Consortium, 2005–2011) as their English language proficiency assessment have been able to distinguish between newcomers and beginners more readily. The diagnostic test associated with ACCESS, known as the WIDA-ACCESS Placement Test (W-APT), places students into one of six levels of English proficiency. Level 1 is the newcomer level and Level 2 is the beginner. Nineteen programs in our database are in states with ACCESS testing, including three of our case study sites: Port of Entry (Union City, NJ), Intensive English Program, Dayton Learning Center (Dayton, VA), and the Newcomer Center, District 214 (Arlington Heights, IL).

Then in 2009 the middle school program joined to create the current Grades 6–12 program. Renamed "Columbus Global Academy," it was still considered a separate-site program because students were officially enrolled in their home schools. Then in the 2010–2011 school year, the program received "school" status from the district and was able to grant high school diplomas for students who chose to remain in the program for all of their high school years. As noted in Table 3.2, in the past about half the students went to home schools after tenth grade. The assistant principal anticipates that now more will opt to remain.

For the programs within a school and separate-site programs, the students are all beginners, and often, but not always, below the traditional first level of ESL (some newcomers have studied some English in their home countries). Enrollment for newcomer students is much shorter in these programs than at the whole-school programs. The separate-site programs educate the students for 1 year, with an exception at some locations for certain students such as those who enter with interrupted formal schooling, those who are preliterate, or those who arrive during the second semester of the school year. In these two types of programs, students may not have advanced English speakers among their classmates and so rely on the teachers and extracurricular activities that might involve English-speaking students to provide language models. The programs within a school, however, have often structured the school day for some interaction with advanced or native English speakers through electives, lunch, and advisory periods.

While the enrollment of beginning learners of English is a commonality across the programs, there are some other distinctions among the student bodies. Some of the programs have a high percentage of refugee students. At the middle and high school ESL Teen Literacy Centers, close to 100% of the students are newly arrived refugees, as are 40% of the students at the International Newcomer Academy. As the director for the International Newcomer Academy explained, the academy's student body changes frequently. When there is trouble in the world, the staff know they will get a new group of students. Refugees are prevalent at the Columbus Global Academy too, constituting approximately 60% of the students body, although a large number of them arrive in Columbus as a result of secondary migration. That is, they settle first in another U.S. city but move to Columbus to join the growing refugee community there.

Language Instructional Models

Along with identifying the students it will serve, every newcomer program must decide on its instructional approach. Will it design courses around an ESL model (which would likely include sheltered content instruction as well) or a bilingual model? For most of our case study programs, the student body and the district philosophy guided the decision of which language instructional model to use. Seven of the programs we visited for the case studies have an ESL design and six of them also offer sheltered content classes. These programs have, for the most part, multilingual student bodies and English becomes a common language for all. The Salina Intermediate program is an exception in that all of its students are Arabic speakers. Although the program has an ESL design and sheltered courses are offered, Arabic is widely used in newcomer content classrooms for explanation and clarification. As the teachers explained to us, many of the students have a strong oral language

tradition and have attended schools in their home countries that rely on teacher lecture and student memorization. As a result, these students have strong listening comprehension skills in their native language. Particularly in the first quarter of the year, the newcomer teachers build from this, explaining new content topics in Arabic but then incorporating hands-on activities, vocabulary, and reading and writing tasks in English.

The programs that opt for a bilingual model have students who speak the same language and have bilingual teachers and other resources available. The Port of Entry program staff knew they would be preparing students to transition to the existing bilingual program at Union City High School. Given that the Port of Entry served Spanish-speaking students with low literacy and interrupted education, it fit with the overall district plan to create a bilingual Port of Entry program.

The High School of World Cultures evolved over time into the dual language high school it is today. In 1996, it was a separate-site newcomer program where students remained for 1 to 2 years before transferring to another New York City high school. Given a directive at the district level, the High School of World Cultures became a full, 4-year high school in 1999. Over time, the staff and students decided to promote full bilingualism among the students and redesigned the school as a dual language high school in 2008.

The Academy for New Americans, incorporates both ESL and bilingual instruction to accommodate the needs and interests of the students. The Spanish-speaking students receive math, science, and social studies instruction through Spanish, and the non-Spanish-speaking students receive that content area instruction through English. All students have 10 periods of ESL per week scheduled by their proficiency levels, not their native language.

Course Scheduling

The programs we examined for the case studies had specific educational goals for their students. They identified what they wanted the students to have learned by the time they left the program and worked backwards to develop courses that would lead students to those goals, given the amount of time they would remain in the program. At first glance this process seems straightforward, but a hallmark of the programs we visited was their flexibility. Many of the programs have revised their initial course offerings over time to better accommodate the educational and literacy backgrounds of the students who enter and to better prepare them for courses they will take once they transition out of the newcomer setting. In some cases, students' backgrounds have necessitated changes in course offerings, such as when older, preliterate learners from Mexico became more common at the International Newcomer Academy or when Eastern European and Asian students who were nearly on grade level entered the Newcomer Center in District 214.

Programs Within a School

The programs within a school that we studied offered full-day course loads for the newcomers, with ESL, math, social studies, and science as the main classes. However, students often have access to other resources in the school building, which allows those who are more advanced in a certain subject to take one or two classes outside the newcomer program. In general, programs within a school are designed to provide newcomer students with opportunities to interact with native English speakers or students in the ESL or bilingual programs during electives, at lunch, and where available, in after-school clubs or sports.

The Salina Intermediate Literacy Newcomer Center uses a partial block schedule for sixth- through eighth-grade newcomers. In the year we visited, three full-time teachers were part of the newcomer program and additional staff supported the students in other courses. The sixth graders were together in one cohort and the seventh and eighth graders in another. Students had one literacy block with an ESL/social studies content focus and another literacy block with a math and science focus, on alternating days. These blocks lasted approximately 90 minutes and the teachers used the SIOP Model (Echevarria, Vogt, & Short, 2008) as their instructional approach for integrating ESL with the content areas (see Appendix D for the district SIOP lesson plan template). To round out the school day students also had a computer class that integrated reading language arts for one 45-minute period and physical education or an elective, also for one period. Because the principal analyzes

student performance throughout the year, he creates an intervention plan for each student and assigns those who need more literacy support a reading intervention course as an elective. That class includes small-group instruction and individualized computer-based learning. In some cases, the newcomers were mixed with non-newcomer students who needed reading support as well.

The middle school ESL Teen Literacy Centers operate with self-contained classes for the seventh- and eighth-grade newcomers. One of the middle schools has two teachers: one teaches math and science, the other social studies and ESL. The other middle school site has one teacher, who teaches most of the core subjects and ESL. The teachers use a sheltered instruction approach for the content classes. The program includes a block (two periods) for reading/English language arts, a block for science, one period for social studies, one period for mathematics, and two periods for electives and physical education; students have a tutoring/resource class in their schedules as well. A few newcomers who enter the program in seventh grade are able to take some regular school courses in eighth grade if their English skills and content knowledge level have progressed enough.

The Port of Entry course schedule includes the core subjects taught in Spanish along with an ESL class. Designed for students with interrupted education, the classes build the subject area background knowledge and also cover the ninth-grade curriculum. For that reason, a number of the students stay for 2 years in this program. The newcomers have two periods of ESL daily and one period each for math, science, and social studies in Spanish. They also have one period of Spanish language arts, which further develops their native language skills and, as the program director explained, helps them transfer literacy knowledge learned in their first language to the literacy skills they need in English. Port of Entry students also take health class and electives, such as Technology/Career Exploration and Junior ROTC (Reserve Officers' Training Corps).

Separate-Site Programs

The separate-site programs enroll students for a limited period of time, usually 1 year, and design their master schedule around the needs of the students. To the extent possible, courses are offered to facilitate the students' eventual transition to the home school by improving the students' social and academic English skills, filling in content area gaps, and developing their study skills.

The Intensive English Program at the Dayton Learning Center has the least complicated schedule. Students attend the ESL block for 2 hours and are in their home schools the remainder of the day. In the 2009–2010 school year, one class of high school students and one class of seventh- and eighth-grade middle school students attended the program in the morning. Another class, sixth-grade middle school students, attended in the afternoon. While at the home school, high school newcomers have a double block for math (usually Algebra 1, part 1) and one block for an elective, such as Keyboarding first semester and Computer Applications second semester. Only a few have physical education because that course includes a health component which requires a higher level of literacy than most newcomers have at that point in time. Middle school students have math, physical education, and electives. All middle and high school newcomers also have an ESL Resource period at their home schools to help them with their mainstream coursework.

All of the classes at the Intensive English Program of the Dayton Learning Center initially focus on conversational English and beginning reading. However, as the students make progress during the year, their teachers present content-based ESL lessons so students learn the vocabulary and language of math, social studies, and science. Middle school students remain in the Intensive English Program for 1 year or less, depending on their progress and whether new arrivals need spots in the program, which is designed to serve only 10 students at a time. Most high school students remain for the full year, although those with limited formal schooling may remain for up to 2 years. The instruction in the high school class that we observed was differentiated by student proficiency level and educational background. Students worked in learning stations and also had technology support for English language development through Rosetta Stone (which is supplied free of charge to the district). The middle school classes included some whole-class instruction and some differentiated reading instruction by level.

The full-day high school ESL Teen Literacy Center program is geared to students with interrupted education and the courses focus on basic literacy and numeracy. The courses have subject area names, like math and social studies, but the curricula offer basic skills to build foundational knowledge for the students. The students, like in the Dayton Intensive English Program, rotate among learning stations for part of the day. Their classes are English language arts, mathematics, reading workshop, physical education, art/music, and vocational support/career exploration. They also have one period for science and social studies wherein the subject alternates by quarter. The more advanced students who are making the transition to a mainstream high school would have literacy class in the morning at the ESL Teen Literacy Center and take math and other classes at the high school in the afternoon.

Some programs, such as the Newcomer Center in Township H.S. District 214, offer courses that mirror what students would get in high school but are adjusted to their proficiency levels. At this site, students have two periods of ESL, two periods of math (different levels according to student ability), one period of social science, and one period of physical education. The seventh period of their schedule is a reading tutorial: Spanish-speaking students have a Spanish reading class; non-Spanish-speaking students have an English reading class. Science is the only core subject that is not available. Students typically remain for 1 year or 1 year plus a summer program.

There are two types of newcomer students served at the International Newcomer Academy, literate and preliterate English language learners, as well as two school levels, middle and high school, comprising four different groups of students. Each group participates in a separately designed program targeting its educational needs. Classes for preliterate learners (known as PELL) are held in the morning and focus on math and literacy skill development. These students are then paired with the literate English language learners for their afternoon classes. Middle school preliterate students have Basic ESL, ESL/Reading, and Basic Math or Math (pre-algebra) each day, plus Basic Science and Basic Social Studies on alternate days. They also have physical education or art. Middle school students with some educational background and literacy skills have ESL, ESL/Reading, Pre-algebra, Science, Social Studies, and Physical Education or Art. The high school courses for the students with educational backgrounds follow a ninth-grade curriculum and include ESL, ESL/Reading, World Geography, Algebra I (two periods per day), and ESL Science. The high school schedules for the preliterate English language learners include Introduction to ESL, Introduction to Reading, Basic Math, Problem Solving, PELL ESL, and Keyboarding.

Because the International Newcomer Academy is the sole site for Beginning ESL in the district, it is important to strengthen the students' language skills while at the site. Preliterate students may stay in the program for 2 years.

Literacy Instruction Through Learning Stations at the High School ESL Teen Literacy Center

Staff at the high school ESL Teen Literacy Center found that traditional instructional practices, such as teacher explanation and whole-class group practice, did not meet the literacy needs of their students who have no or very limited formal education. A former kindergarten teacher, Ms. Glasrud, was hired to develop a learning center approach. As a result, teachers now identify gaps in the students' educational backgrounds and select corresponding topics for instruction from Omaha Public Schools' K–5 curriculum. They introduce new concepts through small-group guided reading time, and the students practice or apply this new knowledge at learning stations. Two paraprofessionals support the students along with the teachers. One group works with the teacher and the remaining students are divided among the stations where task cards tell or show the students what they need to do. A paraprofessional guides the students in the tasks at some stations (e.g., phonics). The tasks at the learning stations differ according to the degree of the students' English proficiency level. Students with little to no oral ability in English are placed in the Level A group, and students with some oral ability in English are placed in Level B.

Sample Schedule

8:30 a.m.–9:30 a.m.	Level A:	Guided Reading Time and Literacy Stations
	Level B:	Spelling, Phonics, and Reading Coach Stations
9:30 a.m.–10:30 a.m.	Level A:	Phonics and Writing stations
	Level B:	Math and Science/Social Studies Centers
10:30 a.m.–11:30 a.m.	Level A:	Math and Science/Social Studies Centers
	Level B:	Guided Reading Time and Literacy Stations

When the students exit the program, they are enrolled in the Intermediate ESL class at the Language Center (as the ESL program in Fort Worth is known) in their new school. The middle school students have sheltered content courses in addition to the ESL courses in the Language Center, just as the high school students do at their schools as they follow the tenth-grade curriculum.

The Academy for New Americans program has a sophisticated master schedule that allows for two language instruction tracks, ESL and bilingual. This program has been in operation for 15 years, and the schedule has evolved over the years to offer flexibility that meets the needs of the immigrant students. Some of these students are on grade level in their home countries, some have studied English before, and others are students with interrupted formal education; therefore, the course options need to accommodate the different educational and literacy levels of the newcomers.

Students receive all core content courses appropriate for their grade, but each grade level has multiple sections, organized by proficiency and language of content instruction. In 2010–2011, eighth grade had four sections: 801 for more advanced ESL, 802 for more advanced bilingual, 803 for less advanced bilingual, and 804 for less advanced ESL; seventh grade had three sections: 701 ESL, 702 more advanced bilingual, and 703 less advanced bilingual; and sixth grade had two sections: 601 ESL and 602 bilingual. The students in each section follow the same schedule for all grade-level classes except for ESL, at which time the students regroup by English proficiency. This means that all sections in one grade must have ESL at the same time; and in the ESL classes, Spanish speakers have class with non-Spanish speakers. Content instruction is delivered in English (sheltered instruction) or Spanish (bilingual).

Figures 3.1 and 3.2 (pp. 40–41) show the master schedules from the first semester of the 2010–2011 school year at the Academy for New Americans. Students have two periods of ESL each day plus additional language lab (or language arts for eighth graders) two or three periods per week. They receive 90 minutes of ESL instruction daily; 75 minutes of mathematics in Spanish with 15 minutes of mathematics vocabulary development in English or 90 minutes of mathematics using ESL methodology; 45 minutes of science; and 45 minutes of social studies. Additionally, all students attend computer literacy and physical education classes. Two different levels of math are offered in both the Spanish and the ESL tracks. At the end of each day, students have a 30-minute study hall/tutorial, usually with their homeroom teachers. This extended period is due to an agreement between the New York City teacher union and the New York City Department of Education that increased the number of contact hours between teachers and students.

The master schedule at the Academy for New Americans, while quite complicated, is designed with the needs of the sections in mind, as well as the needs of the human resources (i.e., teachers). In a relatively small program such as this one, which staffs just 14 teachers, not all students across sections and grades have the same number of course periods per week. The decision to offer one course or another is based in part on the state testing program that requires eighth graders to take high-stakes tests in mathematics and science, and those in the United States for more than 1 year to take language arts as well.

An additional class for students with interrupted formal education (SIFE) has been provided in recent years with funding from a New York City education grant. These funds have typically been disbursed by the second quarter of the school year and have allowed the Academy for New Americans to pull these students from their cohort group (the less advanced ESL sections in each grade) and provide three periods of intensive English and content background building classes each day.

Whole-School Programs

The whole-school programs have had to plan a pathway of courses for their students who enter and remain throughout all of the middle or high school years. The high school programs, in particular, have had to ensure that all the courses required for graduation are offered and be mindful of the state tests mandated for a diploma.

The High School of World Cultures is the only dual language program among our case sites. It introduced the dual language model in 2008 with ninth graders and has added one grade per year. The 300 students at this school are expected to develop proficiency in both English and Spanish

as a result of instruction and prepare for high school graduation. One method that the High School of World Cultures uses for ensuring bilingualism is switching the language of instruction for the core content classes each year. So, for example, ninth graders take two periods of English language arts/ESL and one period each of ESL Writing, social studies, math, and computers, all in English. They have one period each of math, science, and Spanish language arts in Spanish. In 10th grade, courses and languages switch: Students take language arts, social studies and an elective in Spanish as well as language arts, science, math in English. The switch occurs again in 11th grade, and then again in 12th. The 12th graders also have an elective course geared to college readiness, whose teacher helps with college visits, applications, scholarship opportunities, and the like.

Because the students remain at the school for 4 years, their proficiency in both languages grows. The High School of World Cultures offers four levels of English, ESL 1–4, and uses sheltered instruction methods, such as the SIOP Model, in the content classes. Furthermore, in New York, students may take a translated version of four of the five Regents exams (mandated graduation tests) in one of five languages, Spanish being one. The students thus have the option to take some of the mathematics, science, and history exams in Spanish or English. The English Regents, however, must be taken in English.

Like the High School of World Cultures, the International High School at Lafayette must offer all courses required for graduation in New York State. Unlike the High School of World Cultures, however, the International High School at Lafayette is part of a broader consortium of similar schools, the Internationals Network. These schools share a teaching and learning philosophy that includes integrated language and content instruction and student internships.

In the 2010–2011 school year, the International High School at Lafayette had 330 students placed on four teams. The teams are designed to promote interdisciplinary, collaborative work. Two of the teams are made up of a mix of 9th and 10th graders, and the students are subdivided into four cohort classes. Each team has approximately five teachers (math, science, social studies, language arts, arts). Students remain on the same team for both 9th and 10th grades. A third team has 11th graders subdivided into two cohorts. The final team has 12th graders and they are divided into three cohort classes with a smaller class size and flex schedule to help them prepare to take the New York Regents Exams.

All students take math, English/ESL, social studies, science, drama or art, and physical education in lengthened periods (60+ minutes). The classes are organized heterogeneously so that students with varied English proficiencies are in classes together, English is the lingua franca, and teachers integrate language instruction into all the content areas. As noted, students in Grades 9 and 10 are placed together on teams so the ninth graders may be socialized by peers (i.e., the tenth graders) who have more experience at the school, and they may in turn act as the peer mentors and language models for the new ninth graders the following year. In order to do this successfully, the staff of the International High School at Lafayette have designed a 2-year curriculum for each subject based on the state standards for the 9th and 10th grades so that students do not repeat topics. The classes are also based on experiential learning and projects that enhance interdisciplinary study.

The Internationals approach requires 11th-grade students to work as interns, but the work is linked to their academics and helps them with career research, social language skills, self-confidence, and more. Teachers identify and develop relationships at the internship sites, which for students of this program are in Brooklyn and Manhattan, and the students must earn the positions by creating resumes and preparing for and conducting interviews. The internships take place during school hours—for 4 days, the students attend classes for the first two periods in the morning and the rest of the day is devoted to the internship. The internship takes place over a period of 12 weeks with a total of 144 hours. They write a blog entry every day and at the end of the internship they complete a written project or research paper.

The teachers on the 11th- and 12th-grade teams help prepare students for the Regents Exams with a literacy- and project-based approach. Some students who have failed to pass any of the Regents Exams are scheduled into targeted intervention (elective) courses 2 days per week, in which instruction focuses on teaching comprehension skills, writing skills, and thinking skills.

Class: Section 801: More advanced ESL (8th grade)

Student's name: _____

Time periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period One 8:00 a.m.–8:45 a.m.	Computer Literacy Room 416	Computer Literacy Room 413	Math Room 451	Math Room 451	Math Room 451
Period Two 8:47 a.m.–9:32 a.m.	Science Room 402	Science Room 402	Math Room 451	Math Room 451	Math Room 451
Period Three 9:34 a.m.–10:19 a.m.	Social Studies Room 438	Social Studies Room 444	Science Room 402	Science Room 402	Science Room 402
Period Four 10:21 a.m.–11:06 a.m.	Language Arts Room 438	Language Arts Room 438	Social Studies Room 444	Social Studies Room 444	Social Studies Room 444
Period Five 11:08 a.m.–11:53 a.m.	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438
Period Six 11:55 a.m.–12:40 p.m.	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438
Period Seven 12:42 p.m.–1:27 p.m.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period Eight 1:30 p.m.–2:15 p.m.	Gym	Gym	Math Lab Room 451	Math Lab Room 451	Math Lab Room 451
Extended Period					

Figure 3.1. Academy for New Americans Class Schedule for Eighth-Grade ESL Program

Given a growing number of students with interrupted formal education, the International High School at Lafayette added specialized language courses for them. In these classes, the students are introduced to basic English skills. The classes are also project based, in keeping with the Internationals approach, but have specialized curricula to improve the students' beginning English language skills.

The Columbus Global Academy is the case study site with the largest student population (497) and serves the most grade levels. The master schedule offers a wide range of courses to meet the different educational backgrounds, abilities, and proficiency levels of the students and the full complement of courses to complete middle school or high school. The ESL program for students includes a component for native language support. The program was previously known as the Welcome Center and was a separate-site program, housed in several different buildings over time. Most recently, there were two middle school sites, and one high school, but now Grades 6–12 are located in one building.

Students' schedules are first determined by their English proficiency and reading levels. They are considered beginner (Level C), intermediate (Level B), or advanced (Level A). Middle school newcomers are in self-contained classes and typically have a double period each of ESL and math, a single period each of science and social studies, and a single period of unified arts, which is an elective. Eighth graders at Level A, however, follow the eighth-grade core curriculum. Some eighth graders with advanced skills can earn high school credits for Health, PC Applications, Spanish, Physical Education, Algebra, and/or Physical Science.

Class: Section 702: More advanced bilingual (7th grade)

Student's name: _____

Time periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period One 8:00 a.m.–8:45 a.m.	E.S.L. Room 446	E.S.L. Room 446	E.S.L. Room 446	E.S.L. Room 446	E.S.L. Room 446
Period Two 8:47 a.m.–9:32 a.m.	E.S.L. Room 446	E.S.L. Room 446	Math Room 416	Math Room 416	Math Room 416
Period Three 9:34 a.m.–10:19 a.m.	Math Room 416	Math Room 416	E.S.L. Room 446	E.S.L. Room 446	E.S.L. Room 446
Period Four 10:21 a.m.–11:06 a.m.	Language Arts Room 446	Language Arts Room 446	Social Studies Room 444	Social Studies Room 444	Social Studies Room 444
Period Five 11:08 a.m.–11:53 a.m.	Science Room 402	Science Room 402	Math Room 416	Math Room 416	Math Room 416
Period Six 11:55 a.m.–12:40 p.m.	Gym	Gym	Science Room 402	Science Room 402	Science Room 402
Period Seven 12:42 p.m.–1:27 p.m.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period Eight 1:30 p.m.–2:15 p.m.	Social Studies Room 444	Social Studies Room 444	Computer Literacy Room 438	Computer Literacy Room 438	Computer Literacy Room 438
Extended Period					

Figure 3.2. Academy for New Americans Class Schedule for Seventh-Grade Bilingual Program

High school newcomers are scheduled by language proficiency and credits earned. For the high school students with interrupted or no education and who are over-age for their grade level, such as many of the Somali refugees, Columbus Global Academy has created a specialized pathway to help them reach graduation and encourage them to stay in school (see Figure 3.3, p. 43). The program offers a pre-ninth-grade level with a special curriculum for the students to acquire basic skills, such as arithmetic, the English alphabet, social and academic vocabulary, initial reading skills, and the like. Some students stay in the pre-ninth grade for 2 years.[1] They would then enter the appropriate courses for their 9th- and 10th-grade years, including a double period of ESL and single periods of math, science, and social studies. These students would take required 11th-grade courses in the fall semester of the next year (e.g., ESL 11, Chemistry) and 12th-grade courses in the spring semester of that same school year (e.g., ESL 12, Government). In this manner, many of the students could move through high school in 5 years. High school students with more literacy skills or who test out of ESL (i.e., pass the Ohio Test of English Language Acquisition) take grade-level classes delivered through sheltered instruction.

In order to graduate, students must pass all the required courses, pass five tests in the Ohio graduation assessment program (state mandate), and complete 120 hours of career preparation (i.e., internships; district mandate). Students begin taking the tests in 10th grade and the program staff provide extra tutoring. If they fail, they may retake the tests several more times. Students generally start interning or doing community service in 10th grade and add hours each year. The career preparation need not take place at the same location each year. Furthermore, students can usually have time credited if they have part-time jobs.

Internationals Network

The mission of the Internationals Network is to provide quality education for recently arrived immigrant students by developing and sustaining small, public high schools based on a particular approach. The International Network's educational model promotes the teaching of interdisciplinary academic content in learner-centered environments where students with various English language proficiency levels and a variety of native languages interact. Classes at the high schools in the Internationals Network are designed so students learn collaboratively in small groups with students of other cultures and languages, building on the knowledge and strengths they bring to the classrooms. Classrooms are organized around academic projects that foster active student use of and growth in English language skills. This pedagogical approach, called the Internationals Approach, is based upon five major tenets:

1. *Heterogeneity and collaboration:* Heterogeneous and collaborative learning structures that build on the strengths of every individual member of the school community to optimize learning
2. *Experiential learning:* Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society
3. *Language and content integration:* Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study
4. *Localized autonomy and responsibility:* Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential
5. *One learning model for all:* All learners, faculty and students, experiencing the same learning model maximizes their ability to support each other

International high schools work to form close-knit, supportive communities for students who may feel displaced after moving from another country and who are unfamiliar with American language and culture. Students are continually encouraged to celebrate their cultural and linguistic individuality.

International schools have a required internship program through which students work somewhere as an intern, in a way that is linked to their academics. During or after the internship, students compile a written project or research paper. The internship opportunity helps students with career research.

As of the 2010–2011 school year, 14 international high schools had been opened. Twelve were in New York City in all boroughs except Staten Island and two were in northern California, in Oakland and San Francisco.

Extended Learning Time

All of the programs we visited acknowledged that most newcomer students need time beyond the regular school day to learn English and the content subjects. This is especially important for high school newcomers who have relatively few years to develop academic English proficiency, take all the courses required for graduation, and pass mandated high school exams. To the extent that the programs have the resources, they have established after-school programs, Saturday school and summer school opportunities, and other options that extend the learning time. At some sites, particularly programs within a school, the newcomer students can join regular ESL or mainstream students in after-school learning activities. For example, Port of Entry students can be part of the Union City High School Hispanic student mentoring program, and the students at the high school ESL Teen Literacy Center are encouraged to join the district ESL Saturday school.

In recent years, budget constraints unfortunately have eliminated separate newcomer summer school classes, as at the Intensive English Program at the Dayton Learning Center, or cut staffing or instructional time at some programs, but in those cases, the newcomer students are often encouraged to attend other district options, such as regular ESL summer school. Transportation is also a limiting factor for some of the programs, particularly separate-site programs. District busing schedules are complicated, and when newcomer students who attend the program live all over the district, a single bus for after-school activities can rarely suffice. In some cases, newcomer students take a regular bus to their home schools in the morning, and then get on another bus to be transported to the newcomer center. At the end of the school day, the reverse happens. However, it can be problematic if a student stays after school and thus cannot catch the bus back to the home school at the end of the day.

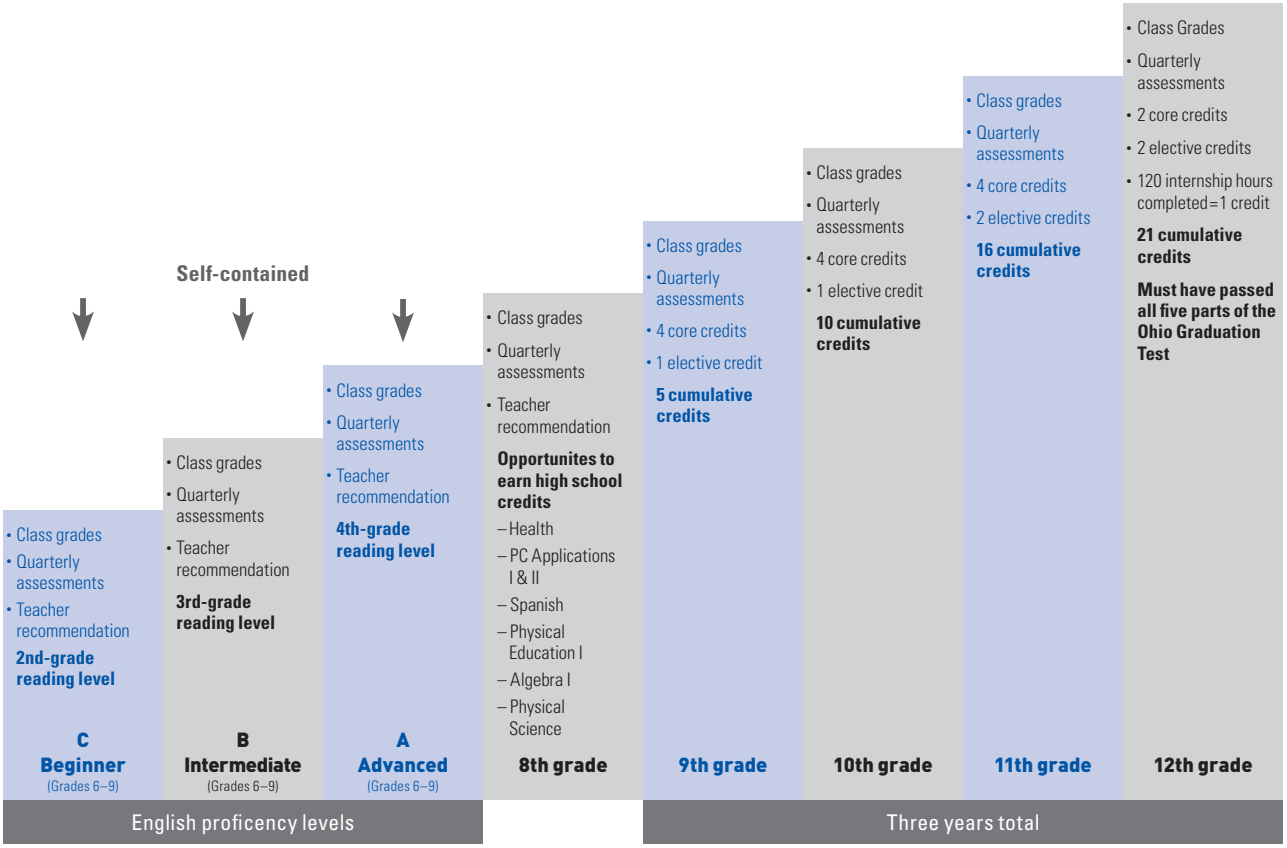

Figure 3.3. Columbus Global Academy's steps to graduation.

Source. Courtesy of Kerri Gonzalez.

Programs in locations where students use public transportation to and from school, such as in New York City, have more flexibility. Students can catch the subway to school and arrive early to take advantage of before-school tutoring, for example, or stay late for after-school courses. Public transportation facilitates Saturday school and summer school attendance as well.

Read "Extended Learning Time at the High School of World Cultures" on page 44 to learn about the wide range of extended learning opportunities available to newcomer students at that particular school.

When all the students live within walking distance, as is the case with the Salina Intermediate Literacy Newcomer Center, extended learning options are also more feasible. One teacher and one paraprofessional regularly stay after school to help students with homework. The school sponsors an after-school program in the community center, which is attached to the school, where students have access to computers for homework support and high school students come several days per week for tutoring. A summer school program is offered 4 hours per day, 8:30 a.m. to 12:30 p.m., for 6 weeks.

A number of programs use grant funds to support extended learning time. Some of these funds finance transportation and teacher time, as in the case of the Explorers Club, which is funded through a New York State Department of Education SIFE grant, at the International High School at Lafayette for new-to-the-school students and those with interrupted schooling. In this club, several teachers accompany 10–15 students on Saturday field trips, which are aligned to a teacher-developed activity booklets. Students receive free Metro cards for three trips per day: from their home to the group's meeting point, on to the field trip location, and finally back home. Several programs, such as the Academy for New Americans, Salina, and the International Newcomer Academy, received the federally funded 21st Century Learning Center grants to set up academic enrichment programs. The program at the Academy for New Americans, in fact, has grants from multiple sources: federal, state, and local. These support after-school tutoring and classes in art, drama, language development, math, and sports, as well as a Saturday School. Most of the students participate in one of these programs at least 2 days per week.

Extended Learning Time at the High School of World Cultures

The High School of World Cultures has created extensive opportunities for students to extend their learning time beyond the regular school day. The school provides students with the following services: PM School, Saturday Academy, vacation institutes, summer school, tutoring, clubs, and sports. The principal and teachers examine student performance on benchmark exams and quarterly grades to recommend students attend some of these programs. Students may also choose to attend on their own.

PM School
PM School is offered for 2 hours after school, Monday through Thursday. One class meets Monday and Wednesday; another, Tuesday and Thursday. Students may take one or two classes. The aim is to give the students every opportunity to develop their English skills and earn the required credits to graduate and attain a diploma. Types of classes include 1) courses needed for graduation that some students have failed and must retake; 2) Regents exam preparation classes (which may be held during the few weeks leading up to the exam administration); 3) SIFE classes (for students with interrupted formal education) held 2 days per week: one day focuses on writing and listening, the other day on Rosetta Stone, a computerized language learning program; and 4) classes to clarify information for dual language students (i.e., information that they might not have understood during the regular day). Students in PM school receive a snack, similar to a bag lunch. New York State SIFE grants help fund the PM program for students with interrupted formal education. The Charles Haven Foundation helps funds the PM program for dual language students.

Saturday Academy
The year-round Saturday Academy is for students who need preparation for the New York State Regents exams. Four teachers work at the academy, which lasts from 8:00 a.m. to 12:30 p.m.

Vacation Institutes
The school offers courses during winter and spring breaks. For example, over the winter break, students may enroll in classes where they review and study strategies for the Regents exams they will take in January. It is run as a tutorial and is usually held for 4 days from 9 a.m. to 12 p.m.

Summer School
A 6-week summer school is held from the beginning of July through mid-August. A variety of courses are offered, such as credit recovery courses (for students who have failed a course) and Regents preparation. Juniors and seniors who are preparing for college are very strongly encouraged, but not required, to attend. Students receive lunch while in summer school. The teaching staff changes throughout the summer.

Tutoring
There are two shifts for the teachers at this school: Some work periods 1–8 and others work periods 2–9. This schedule opens up time for tutoring students before and after school. Students and teachers arrange to meet.

Clubs
Several clubs are available to students. One is the social studies club that meets every Friday to plan community service efforts. There is also a dual language club and a culture club.

Sports
As a small school, the High School of World Cultures would find it difficult to field sports teams alone. However, because it is based at the James Monroe Campus, which houses other small schools as well, students from the High School of World Cultures can join campus-wide teams as long as they have at least a 65% grade point average. Some students go to PM School for 45 minutes, then go to sports practice and complete additional PM work at home.

Staffing

The success of the newcomer programs is not just in the program design and course offerings. It is in the staff as well. In most of the case study sites, the principals were able to choose their staff and usually included a teacher committee in the application review and interview process. Staff may include principals, teachers, paraprofessionals, guidance counselors, parent coordinators/liaisons, social workers, and school nurses. Some of the larger programs, like the Columbus Global Academy, have all of these.

Not surprisingly, the number of teachers in the newcomer programs is proportional to the number of students. Of the 10 case study sites, the Intensive English Program at Dayton has the smallest staff with one full-time and one part-time teacher. There were also part-time tutors (like teaching assistants) and a family liaison but budget cuts eliminated those positions. The Columbus Global Academy has the most teachers, more than 40, plus other staff as described above. In some programs within a school, staff work part-time in the newcomer program, as at the middle school ESL Teen Literacy Centers, and part-time in the

regular general education or ESL program. Programs reported this as an effective use of personnel resources.

When asked about the characteristics desired in newcomer teachers, the administrators listed the following qualifications:

- Collaborative and hard-working
- Has lived abroad and is sensitive to and interested in other cultures
- Has studied or speaks a second language
- Can integrate language and content learning
- Has an ESL or bilingual endorsement or certification

Most of the case study sites had many experienced teachers on staff. At the Academy for New Americans, for example, 13 of the 14 teachers have taught for more than 10 years; three teachers (along with the principal and two school aides) have been with the school since it opened 15 years earlier. The International High School at Lafayette was a contrast: of their 21 teachers, only one had 10 years of teaching experience; most had less than 5 years' experience, and half were first-year teachers upon hiring.

Seven of the case study programs also have one or two teaching assistants or paraprofessionals to support the teachers and newcomer students in class. These individuals usually speak at least one of the students' native languages and have experience as teachers (some in their home countries) or are teachers in training. The International High School at Lafayette and the Columbus Global Academy have a special education teaching assistant, which is unusual among the programs. The International Newcomer Academy has six assistants across the middle and high school levels. The situation at the Columbus Global Academy is more remarkable: the program has 30 bilingual assistants and, surprisingly, an administrative staff member explained, "Finding these staff has not been difficult; they come to the school." These bilingual assistants are matched carefully with teachers in the self-contained classrooms with the students at the lowest proficiency levels. There are generally two assistants per self-contained classroom, and some have strengths in different subject areas or bring social skills in their relationships with students of various cultural backgrounds.

Administrators also look for variety among staff in terms of the languages they speak. Having a multilingual, multicultural staff is considered a plus by all. Many of the principals and teachers rely on the parent coordinators and social workers to make connections among the students, parents, and community (see Chapter 4 for a detailed description of these connections). The larger programs (Academy for New Americans, High School of World Cultures, International High School at Lafayette, International Newcomer Academy) have designated guidance counselors to help the students too. Columbus Global Academy has a graduation coach who helps keep the students on track to graduation, monitors the courses they have taken and need to take as well as the high school state tests they have passed, and helps place and record their hours for career preparation.

One issue raised by some of the smaller programs was replacing staff. Finding the right individuals to work with adolescent newcomers can be challenging. In the Port of Entry program, for example, the teacher who had taught science moved away and the administration could not find a replacement for several years. As a result, the students did not have science as part of their ninth-grade curriculum.

Transitions

Effective newcomer programs consider the transition process for students during the initial design stage of the program. They want the transition to be as seamless as possible to reduce student anxiety about leaving the program, but more importantly to ensure that the academic and social-emotional support many of the students need continues. A number of factors play a role in whether the academic path for the students is smooth or rocky, including whether students go to a new school or remain in the same one. The following list shows the key questions that programs consider as they plan for student transitions:

- How will students acclimate to the new environment (building, students, staff, transportation)?
- Does the transition site have appropriate courses for the former newcomer students?

- Are the staff at the new site prepared to teach former newcomer students, particularly those with interrupted educational backgrounds?
- What pathway and multi-year schedule is planned for the students to make it through high school and graduate?
- What credits do students carry with them upon leaving the newcomer program?
- What options are available for older learners (e.g., students age 17 years or older with no or few ninth-grade credits)?
- What support is available at the new high school site for the students to prepare for postsecondary opportunities?

Programs Within a School

Transitions are fairly straightforward and relatively easy for students in programs within a school, as at Port of Entry, Salina Intermediate, and the middle school ESL Teen Literacy Center programs. Students are familiar with the building and have usually already interacted with the mainstream students in the cafeteria, after school, in gym or elective courses. They may ride the bus with other students or walk. Often, some of the teachers in the newcomer programs also teach in the regular program. That is, the newcomer ESL teacher may also teach ESL 1 or the newcomer pre-algebra teacher may teach sheltered algebra. Thus, when the students move to the next level class they are often already comfortable with the teachers' instructional practices. In the case of the Salina Intermediate Literacy Newcomer Center, even if the students do have any of the same teachers, they usually have several teachers who also teach using the SIOP Model approach and so they are accustomed to lesson routines and expectations. Another way Salina Intermediate eases the transition is to creatively utilize bilingual resource teachers who are provided by the district. Two such teachers work on site in classrooms; for some periods they push in to help teachers differentiate instruction, and for other periods they teach transitional classes, such as sheltered social studies, language arts, and science.

As noted in Chapter 2, a few programs in our database are programs within a school structurally but also enroll some newcomer students from other attendance area schools who then have to transition back to their zoned school. These students, while needing to get to know the home school staff and students, will have had opportunities in the newcomer program to interact with non-newcomer students in some of the ways described above.

The transition process for eighth graders is similar across the program models because most move on to a new environment in a high school, like all eighth graders in a district. At Omaha's middle school ESL Teen Literacy Center, teachers assess the eighth graders' readiness. Those who are not ready to exit into the ESL program at the high school may go on to the high school ESL Teen Literacy Center for 1 more year of newcomer support. A different situation happens at Salina Intermediate. There, most of the eighth-grade newcomers attend one high school that is at the other end of the district. This means they take a bus to school for the first time, and at a considerable distance. In the spring, the high school bilingual teachers come to meet the eighth-grade students, but these teachers have not had much professional development to work with newcomers and the high school does not have a dedicated counselor for this group of students. As a result, the principal of Salina Intermediate works with the high school guidance department to hand schedule all the eighth-grade newcomers.

Separate-Site Programs

Students at half-day, separate-site programs, such as the Intensive English Program at Dayton Learning Center, face a transition process similar to that of the students enrolled at programs within a school. Half of the day they are in their regular school and the other half at the newcomer program. Once the transition takes place (based on student test scores, teacher recommendation, and for high school students, mastering key life and study skills [see Appendix E]), little changes structurally, except that students stay at the regular school all day. Of course, eighth-grade newcomers will transition to a high school just like all the eighth graders, newcomer or not.

For full-day, separate-site programs, transitions are much more complicated, particularly if the students might move on to a number of different schools. For example, the high school ESL Teen Literacy Center generally sends students to one of four high schools. Newcomer Center of District 214 sends students to four of the six district high schools (i.e., those with ESL programs). International Newcomer Academy sends students to one of the nine high schools and three middle schools in Fort Worth with Language Centers.

Academy for New Americans could potentially send its eighth graders to any high school in New York because the city allows student choice through an application process. Even the sixth and seventh graders might attend more than five middle schools in the Long Island City/Queens area. The Columbus Global Academy, up until the 2010–2011 school year, typically sent 50% of its high school students to many of the other high schools in the city.

The case study sites approach the transition process in different ways. The staff at the high school ESL Teen Literacy Center do not have much interaction with the staff at the high schools the students will attend and rely on the ESL teachers to acclimate the students to the schools. However, the program does build in a transition period for students. Students who reach the highest newcomer ESL level (C) and have met the readiness criteria (see Appendix F) may remain at the center for the morning and go to their new high school for the afternoon. During the transition period, the staff members at the newcomer program and the receiving high schools coordinate to set student schedules. For example, they may schedule literacy classes at the newcomer site and math and physical education at the new high school.

The Academy for New Americans and the International Newcomer Academy primarily rely on in-house staff to prepare students for the move to another school. At Academy for New Americans, the guidance counselor meets with each class to discuss expectations. With sixth and seventh graders, he talks about their zoned schools, other middle schools with dual language programs, and charter school options in the city. An administrator from IS 145 (a school in the same area that a large number of Academy for New Americans students will attend) comes to newcomer program to speak to the sixth and seventh graders about the bilingual/ESL academy and other academies in that school.

The Academy for New Americans guidance counselor devotes significant time to helping eighth graders with the high school selection and application process. He holds several group meetings for parents about the high school open enrollment process, gives presentations in all the eighth-grade classes for high school and career exploration, and sends information letters home. He also gives students practice applications (which he reviews and returns with feedback) and takes eighth graders to several of the open houses held by high schools and encourages them to attend other open houses at specific high schools of interest. Some parents set up one-on-one meetings with him.

The administration and teachers at the International Newcomer Academy are actively involved in helping the students make the transition into the middle and high school Language Centers. It begins when the high-school-age students enroll and the guidance counselors develop Academic Learning Plans, 4- or 5-year pathways to graduation that list courses the students would take each year. The actual transition is somewhat complicated by the fact that only nine high schools and three middle schools have Language Centers, yet not all students live in the attendance areas of those sites. Staff must therefore determine which center is appropriate, given each student's address. The International Newcomer Academy principal works with the principals of the receiving schools and the counselors to plan trips to the schools for visits before the students transfer. In addition, because the lead teachers at the Language Center of the receiving schools meet with the International Newcomer Academy lead teachers monthly, they are able to share information about specific students, including the Academic Learning Plans.

Strategies to Ease the Transition from the Newcomer Program to the Regular Program

- Take field trips to the new school to help students become accustomed to the physical layout and meet some staff
- Have newcomers shadow students, particularly former newcomer students, in the new school for 1 or 2 days
- Schedule students for half day at the newcomer program and half day at the high school for one semester or 1 year
- Hand schedule the newcomer students into their courses
- Offer targeted professional development for the receiving teachers, particularly if students have significant educational gaps
- Hold meetings between the staffs of the two schools in advance of the transition in order to share academic and other relevant information about the students
- Ensure feedback and communication between newcomer staff and receiving staff, sharing ideas for instructional practices and monitoring former newcomer students' progress

When International Newcomer Academy students transfer, they are provided with a folder that includes their transcript, Academic Learning Plan, report card, information from the receiving school, and the rules of the receiving school. The lead teacher of the language center receives the students' reports. If students are fluent in Spanish, they may receive foreign language credit in Spanish. Students who are 17 or older may be eligible for Success High School, an alternative program for students who are older than most students at their grade level. These students may opt to attend Success because of its special sensitivity to the needs of older learners and its accelerated credit program.

Over the years, the Newcomer Center in District 214 has carefully designed a process that smoothes the transition for its students. Currently, four Newcomer Center 214 teachers are designated as liaison to one of the four high schools with ESL programs in the district. Throughout the school year, the Newcomer Center 214 staff make an effort to connect the newcomers with their home schools through school dances, athletic events, sports, and clubs at their home schools. Meetings with parents are also scheduled as needed to discuss the new schools. As the end of a semester approaches, the following steps are taken:

1. Newcomer staff meet weekly to discuss student progress and evaluate potential candidates for transition. They consider the students' performance, work product, class participation, level of acculturation, social and academic language development, and motivation while at newcomer program and collect feedback from all of the teachers.
2. All transitioning students visit their home schools with the newcomer staff liaison and are given a tour by home school personnel. They meet the teaching staff for English language learners. Some students may shadow a former newcomer student for 1 day.
3. The Newcomer Center staff prepare student transition profiles (see Figure 3.4) for those students that are ready for transition. These profiles include math and ESL placement recommendations.
4. A transition conference call is set up with the guidance counselor and lead ESL teacher at each of the four high school campuses to discuss social, academic, and other needs of each transitioning Newcomer Center student. The profiles are sent to the receiving schools.
5. During the conference calls, newcomer staff try to give the counselor and ESL teacher at the receiving school a strong sense of the students with candid discussions of their strengths, weaknesses, interests, and concerns. They discuss the credits students will receive for the courses taken at the Newcomer Center and the course schedule students will get at the high school, including electives. They discuss possible clubs, sports, or groups the students might be encouraged to join.
6. Also during these calls, the staff of the receiving high school discuss the progress of former Newcomer Center students, especially those who transitioned the prior semester or those who are graduating. The Newcomer Center has planned a more extensive monitoring process that will provide the newcomer staff electronic copies of exited students' progress and grade reports.
7. Prior to the start of the semester, the receiving high school's ESL counselors give the Newcomer Center staff the transitioning students' schedules, locker assignments, and bus information to share in advance with the students.

Whole-School Programs

The transition situation at the whole-school programs takes a different focus. The goal in these programs is to transition the students via graduation either to college, a technical or trade school, or a job. Ensuring graduation is the prime goal. Supporting the students' choices after graduation is the second goal.

Most of the high school programs among our case study sites (including the separate-site and programs within a school) enroll students in the ninth grade. Exceptions occur if students have come with transcripts from their home countries with courses that can be given enough credits to qualify for 10th-grade status. Some students even enter with enough credits to begin in 11th grade, and the principals consider these situations on a case-by-case basis. In most instances, however, the principals will encourage the student to enter as a 10th grader in order to have more time to develop academic English and prepare for the rigorous standards in content areas. Because

Sanjah Puri

ID 55443 DOB 9/3/1994
Start Date 10/28/2009

	Pre	Post
Writing:	10	12
Dora/Lexile:	below 250	275
Currently in Math:	462/63	
Continue in Math:	464/65	

Academic:
High reading comprehension skills but weaker in writing
Does not speak in class unless prompted
Had prior schooling in India

Social:
Respects teachers and classmates
Was homesick the first semester

Other:
Lives with mother, father, and two siblings; father was in U.S. for 3 years before rest of family came
Enjoys the computer
Played cricket, might try baseball

Figure 3.4. Sample student transition profile from the Newcomer Center of District 214.

Note. The student name is a pseudonym and some information has been modified to protect the student's privacy.

in many of the newcomer programs, the students will be the first in their families to attend college, this extra time helps students and families become more knowledgeable of the expectations and challenges of college enrollment.

Some key postsecondary transition strategies at the high schools include the following:

College

- Guidance counselor or other staff take students on college field trips, usually a community college and a 4-year institution.
- Students participate in College Now program in which they take a college course each semester and receive college credit.
- Seniors take one elective course focused on college preparation. The teacher works with students on identifying potential colleges, writing and submitting college applications, writing and submitting financial aid packages, weighing options once accepted, and the like. The elective teacher or the guidance counselor may spend a class period or two discussing expected behaviors at college and study skills tips.
- Former graduates return and speak to seniors.

Workplace

- The newcomer program or home school sponsors internships. Students work part-time and attend school part-time. At school they have support for getting the internship, debrief on the work situation each week, and may have an academic task, such as a writing project or an oral presentation at the end of the internship time.
- An elective or ESL class helps students write resumes, complete job applications, and practice for interviews.

- The newcomer program helps older students transfer to an alternative career academy in the district or associated with the district. For example, some Dayton intensive English students go to the Massanutten Technical Center.

Some programs expressed the concern that former students who begin their studies at the college or university do not always find the support system to help guide them through the course selection, time management, and the like. The emotional support may also be lacking. Several of the newcomer high school teachers explained that they have heard of a number of graduates who dropped out of college in the first year due to the lack of academic and emotional support. To address this concern, staff at the High School of World Cultures offer college advising to assist students with the transition to college life and the real world.

Conclusion

Many of the programs we visited have evolved over time. We selected programs that had been in operation for 4–5 years—enough time to become established in the district and have a stable funding source. The changes that the case study programs underwent were primarily geared toward improvement—ways to make the newcomer program better for the students and the delivery of instruction more effective. Certain aspects of the program changes mirror other changes in schools across the United States, such as the increased use of technology in the classroom.

These programs have experienced significant success in meeting their academic and social goals for the newcomer students. Smaller, shorter term programs had more modest goals than the full high schools but all were monitoring their students and reevaluating their program designs as needed. Many factors come into play in order for a newcomer program to function well, but dedicated staff and a desire to meet the students' needs are two of the more critically important.

College Now at the International High School at Lafayette

College Now is a free program in which the 17 City University of New York colleges partner with various New York City public high schools to offer students academic courses for credit (up to 14 college credits may be earned by qualifying students before high school graduation), campus tours, and scholarship opportunities in order to prepare high school students for the upcoming college years. The textbooks and classes are free to the students. At the International High School at Lafayette, the program meets before school and was in its 4th year of operation at the time of our site visit. The International High School staff teach the courses as adjunct faculty of Kingsborough Community College. Typically two or three different courses are offered in one semester with 20–30 students per class. The procedure is as follows:

- Students express interest in participating in 10th, 11th, or 12th grade. They gather teacher recommendations and a portfolio of work. Five spots are offered to top 10th graders for the spring semester, and the remaining spots are for juniors and seniors, for fall and spring semesters.
- After selecting the students who will participate, teachers determine which class is best for each student who can take one course per semester. First they assign students to either a basic writing course (noncredit) or the Student Development course (two credits).
- During the following years they can take other courses each semester, although those who took Basic Writing need to take Student Development next.
- Only those who start in 10th grade can obtain the maximum 14 credits by the end of the senior year (two credits for Student Development and then three credits each for four more courses).
- Students give presentations about their College Now experiences during school.
- Two to three 11th graders from the College Now pool are selected to conduct research and work on the Intel Science Competition. This requires two courses. Not all the students who start this specialization complete the competition.

[1] During the 2011–2012 school year, the district asked the Columbus Global Academy to reduce the newcomer students' time in the pre-ninth-grade program to one year.

4 Connections Among Newcomer Programs, Families, and Community and Social Institutions

We found that the newcomer programs we visited and many of those in our database have a comprehensive view of educating newcomer children. Their actions go above and beyond providing appropriate instruction in class to caring for the students and their families and making connections to the community and social institutions. The community in which a newcomer program is located often plays an important role in providing services for both the programs and the students and their families.

This chapter highlights the strategies and connections that newcomer programs use to bring the families and particularly the parents into the educational community of the school and to help them access the services that are available in their neighborhoods and cities. We add to the general information provided in Chapter 2 about the 63 surveyed programs' parental outreach and community partnerships with some specific examples from those programs and more details from our case study subjects. Overall, we found that programs have formed close partnerships with community organizations, city and county social service agencies, local hospitals and other health care institutions, and more. Many programs have grants from private foundations and support from large and small businesses to provide extracurricular activities. Moreover, programs have hired staff, such as parent liaisons and social workers, to specifically address the needs of the newcomer students and their families.

Connecting With Newcomer Parents

Calls for parents to be involved in the education of their children have been prevalent in U.S. schools for more than a decade. Most of the efforts have assumed that the parents are products of U.S. schools themselves and know how the system works. But that assumption does not hold true for the parents of newcomer students. Some may have studied in schools and universities in their home countries, some may have an elementary school education only, and some may never have had any schooling. Few, if any, know about secondary schools in the United States. Telling parents to get involved is not a simple matter; showing them what school is like and how to get involved are critical first steps in reaching a parents-as-partners goal.

The newcomer programs that participated in our survey report a wide number of strategies that they employ to engage parents. As we noted in Chapter 2, one third have a parent/family liaison and/or a social worker on staff. More than half provide orientation to the United States and/or conduct parental outreach through translated school newsletters, bilingual PTA meetings, and special school events. The programs hire bilingual staff who can communicate with parents; in some of the larger school districts, programs can tap into an interpreter/translator pool for face-to-face or telephone conferencing. Many newcomer programs offer opportunities to parents to further their own education through adult ESL classes, computer classes, GED classes, and so on.

> The Parent Liaison is the 911 for families.
>
> *—Columbus Global Academy parent liaison*

Many of our case study sites have staff who work directly with parents, alternatively called parent liaison, family coordinator, and the like. Others have social workers who connect with students and families in lieu of or in addition to the parent liaison. In some cases, the guidance counselor takes on the responsibilities for connecting the parents to the school and to social services. The larger programs, like the Columbus Global Academy and the International High School at Lafayette, have access to all three types of specialists (counselor, parent liaison, and social worker) as well as additional district personnel, such as school psychologists. The parent liaisons and

Effective Strategies Used by Case Study Programs for Newcomer Parent Involvement

- Hire a parent/family liaison
- Offer on-site adult ESL classes
- Conduct an orientation day
- Prepare a translated packet of key information
- Show a video about the school
- Conduct parent walk-throughs of classrooms
- Hold bilingual parent meetings and other special events
- Invite guest speakers of interest (e.g., firefighter, nurse, public librarian, immigration specialist) to parent workshops and PTA meetings
- Publish and translate parent newsletters
- Train a cadre of parent volunteers who would welcome new families, help in school, and provide other forms of orientation to the school and community

social workers are not always full-time employees and may serve the entire school, not just the newcomer program. Table 4.1 lists some of the responsibilities of parent/family liaisons and social workers. Clearly some of the functions overlap, and in sites where both positions exist, the staff members and administrators establish the division of responsibilities.

The programs also realize that logistics must be considered for parental involvement as well. A number of programs hold some meetings during the day and others at night to accommodate different work schedules that parents might have. For example, the principal at Salina Intermediate holds monthly principal-parent forums in the morning hours but also leads four nighttime meetings each year. The parent coordinator at the High School of World Cultures will send home materials in the native language and is available to talk with parents by phone if they cannot attend one of the parent workshops held by the school. Transportation to a program site can also be a problem. The programs in New York City are able to provide complimentary subway and bus passes to parents so they can attend functions at the school. The school nurses at Columbus Global Academy will sometimes disseminate information to parents through the local cable public access channel.

Teach Parents About Their Children's School

When asked what type of information newcomer parents need in order to learn about the program, school, and school system, our case study sites offered many suggestions. The topics range from school or district policies to the students' daily school life to expectations for parental involvement. According to our study, newcomer programs recommend parents receive information about the following:

- Course schedules (child will have more than one teacher and more than one classroom)
- Physical layout of the school
- Homework
- Attendance policy (mandatory, phone call and note when child is sick)
- Discipline policy
- Immunization policy
- Dress code, winter clothing, physical education uniforms
- Cafeteria options
- Subsidized lunch applications
- Transportation to school
- Back to School Night
- Progress reports, report cards
- Parent-teacher conferences
- After-school clubs and sports
- Special education services
- Summer school
- The role of guidance counselors and other nonteaching staff

In most cases, the newcomer programs spend time explaining to parents how schooling in the United States differs from schooling in their own countries, discussing topics such as co-ed classes, collaborative group projects, testing, graduation requirements, and more. Potential cultural misunderstandings, such as the role of guidance counselors and social workers, the offering of special education services, and expectations for student behavior are addressed explicitly. (See "Addressing Cross-Cultural Differences" on page 54 for a process at Columbus Global Academy.)

All of the programs try to make the parents feel comfortable coming to or contacting the school. The parent

Table 4.1. Responsibilities of Parent/Family Liaisons and Social Workers

Responsibilities of parent/family liaisons	Responsibilities of social workers
• Act as school contact for family (e.g., interpret cross-cultural information, assess family needs, explain school policies) • Assist with registration • Conduct home visits • Interpret at parent-teacher conferences, school meetings, and other school events • Translate school communications, including newsletters • Conduct parent workshops; invite guest speakers • Connect families with adult education services • Lead adult ESL classes • Connect families with social services • Connect families with health services • Maintain a clothing closet with donated coats and other clothing families might need • Work with staff to establish student support groups • Present workshops to staff on cultural differences and parent communication	• Connect families with social services (e.g., housing, jobs, food assistance) • Connect families with health and mental health services and child health insurance • Conduct home visits • Assess students for health and mental health needs • Lead student support groups (e.g., family reunification, depression, conflict resolution, pregnancy prevention, young mothers) • Provide one-on-one counseling for students • Provide family counseling • Liaise with refugee resettlement groups • Liaise with migrant education program • Liaise with homeless shelters where some newcomer families live

liaison, principal, and other staff let parents know which staff members speak their native language and explain how they can reach their children's teachers. Holding special events like a family Thanksgiving night or an international dance night allows parents to come to school and enjoy themselves in a no-pressure situation. For example, the teachers at the International Newcomer Academy invite parents to family nights at the school and take the opportunity to share the students' progress reports. The parent group is divided in two, and while one group listens to a guest speaker (such as a health service provider), the other meets with the teachers and discusses their children's performance at school. The home-school liaison/social worker at the Intensive English Program at the Dayton Learning Center facilitated newcomer families' participation in their No Child Offline program by taking computers that schools no longer used into the newcomer family homes, providing free dial-up internet service, and showing parents how to access information online about the school district and to monitor their children's grades. The principal of the Salina program takes parents on walk-throughs. He pointed out that many of his students' parents had never been inside an American school and did not know what a classroom looked like. Rather than a simple tour of the building, he takes parents into their children's classes for 5 to 10 minutes so they can get a sense of what the teachers and students do. Even if they do not speak the language, they see the interaction and participation of their children, student work on the walls, and the learning resources available.

Teachers report that they can better explain how parents can be advocates for their children's learning—from monitoring homework time (even if the parents can not assist with tasks) to encouraging reading every night in the native language or English—once the parents have a better understanding of what school is like.

> The Language Development Resource Teacher fills the role of family liaison, taking away the language barrier for parents of Spanish-speaking students. Her goal is to empower parents not just resolve problems.
>
> *—Newcomer Center, Pasadena Unifed School District, California*

Some of the programs have succeeded in bringing parents into the school as volunteers. At the Academy for New Americans, for example, some parents who attend the adult ESL classes three mornings per week become volunteer buddies for new parents who arrive during the school year. The principal at Salina has built trust with parents through a monthly principal-parent forum, and he has encouraged

Addressing Cross-Cultural Differences

One challenge that many of the programs described was addressing cultural taboos against special education services and mental health counseling. In some cultures, special needs children just stay at home. Seeking therapy to counter depression or posttraumatic stress is unknown in other cultures. In order to help families receive the help they need, the Columbus Global Academy undertakes the following procedures:

The school nurses accompany family liaisons on home visits to explain to the newcomer family the services that are available. In this way, they develop trust and parents become more willing to listen to them, get the necessary help, and send their children to school. When parents of special education students see the progress their children make, they are greatly encouraged.

The school psychologist works with the special education team (i.e., speech pathologist, physical therapist, occupational therapist) to meet with a family and evaluate a child for disabilities. If a child is identified as needing intervention, the intervention assistance team works together to provide it, whether academic or behavioral. Sometimes the psychologists work with parents on the weekends if they are not available during the week.

Sometimes school staff seek out the leader in the cultural community for help in making connections with parents that will allow them to accept help and seek services for mental health. Parents often have more confidence in the local leaders and will listen to them more readily.

If parents are unwilling to seek help, sometimes reality helps them to make the decision. If a serious incident happens, they are then willing to seek help and the school staff connect them to resources.

some parents to participate in the School Improvement Plan process. Parents also participate on school leadership teams at the International High School at Lafayette.

Teach Parents About School Transitions

Parents may become comfortable with the newcomer program but feel some anxiety about moving to a new school when their children's time at the program ends. In some cases, as mentioned in Chapter 3, the students remain at the school, such as in programs within a school or whole-school programs, so this transition process occurs relatively smoothly. But when students move from full-day, separate site programs to their home school or from eighth grade to a new high school, it can lead to apprehension for the parents as well as their children. At some of our case study sites, such as the Academy for New Americans, guidance counselors help ease such concerns by meeting with the parents of eighth graders to explain the transition process and help with high school selection.

Postsecondary options for high school newcomers is another area in which parents can become more informed and involved. Parents are concerned about their children getting into college or getting jobs, and some have questions about immigration status. At the High School of World Cultures, the principal meets with each student and parent in their first year at the school to explain what it takes to graduate from high school and what it takes to go on to college. Teachers and counselors at several of our case study sites meet with parents of 11th- or 12th-graders to discuss college and the financial aid application processes. Sometimes, parents and the parent liaison meet one-on-one, typically at the school, to discuss goals for their children or ask questions such as "What would college life be like for my daughter?"

Teach Parents About Opportunities for Themselves

A few of our case study sites offer adult ESL classes within the building that may be taught by program staff or district personnel. For example, at Salina and the Academy for New Americans, the adult ESL classes are held in the mornings so that parents may drop their children off at school and stay for class. At the Salina Intermediate Literacy Newcomer Center, the principal is sensitive to cultural norms, particularly for recently arrived families from Yemen, where men and women are often separated in public. Therefore, during our visit in the fall of the 2010–2011 school year, two adult ESL classes were held exclusively for women and another class was for men. Computer labs are also sometimes made available to the parents during certain times of the day. At the International High School at Lafayette, some teachers teach English classes for the parents after school from 5:00 p.m. to 7:00 p.m., twice a week.

Other programs direct parents to adult education services within the school district. For example, the staff at the Intensive English Program encourage parents to enroll in Skyline Literacy, a nonprofit, community-based adult

education program in which tutors help parents learn conversational, reading, and writing skills in English. At Newcomer Center 214, the staff visit all the families of newcomer students and assess their needs. As appropriate, they refer families to the home-school liaison who also conducts a home visit and connects families to services such as food stamps, clothing, and education (e.g., adult ESL, Spanish GED). She follows up with each family minimally once per month and informs Newcomers Center 214 staff of pertinent information. Based on her experience, she recommends the following topics for parents to learn about:

- Family budgeting
- Setting educational and personal goals for themselves and their children
- Using critical thinking skills for child rearing in the United States
- Self-assessing job skills and interests
- Entrepreneurship

Linking Programs, Homes, and Community Resources

Newcomer programs access the social capital of their communities for two main reasons. The first is to enhance the educational opportunities for the students and sometimes their teachers. This may involve bringing guest instructors to the school for several lessons or units, particularly for art and theater which tend to be underfunded subjects, or for operating extracurricular clubs. In the cases of the high schools, establishing partnerships with local colleges and universities or job sites are also a common means of achieving this goal. The second reason is to link families to social services. By helping the families become acclimated to the United States and helping them meet the basic needs for food, clothing, housing, and jobs, the programs realize that their students will be better able to learn and more successful in school. We also found among our case study sites that other community links are utilized, even if they are not called a partnership per se. For example, some organizations provide special guest speakers for newcomer program events. Others are on call for health and mental health services. City and county social service agencies are frequent referrals.

Partnerships are formed in a variety of ways. Sometimes an administrator or teacher makes a personal connection with an agency. Sometimes community groups contact the schools and offer their services. In the case of refugee resettlement agencies, such as Catholic Charities at the International Newcomer Academy in Fort Worth, and ethnic organizations, such as the Arab Community Center for Economic and Social Services in Dearborn and the Southern Sudan Community Association in Omaha, the newcomer families may have already been welcomed by the group before the children enroll in the schools. In some cases, the main partner—such as Community Education in District 214 working with Newcomer Center 214—is a group with a strong interest and capability in working with schools and families in the district and offers a broad array of educational and social services.

Our case study programs have developed a wide range of partnerships. We describe some representative ones in the sections below and also present key partners and their activities in Table 4.2.

Partnerships With an Educational Focus

The most prevalent type of connection in the newcomer programs is with institutions of higher learning and with other educational organizations. These partnerships typically supplement the regular academic offerings in the program. In Chapter 3, we described the College Now program available at the International High School at Lafayette. Also at this school is a Network for Teaching Entrepreneurship (NFTE) program that teaches entrepreneurship by having students create small businesses. One of the school's teachers is trained by the NFTE organization and teaches a class for 8–10 weeks. Every student receives $20, and student pairs pool their money to operate their own business. NFTE holds local competitions. Another good example comes from the International Newcomer Academy, which partners with providers of supplemental educational services that recruit students for tutoring. When parents agree to receive services, the school provides computers for the tutoring at the school.

Arts organizations are frequent partners with schools in New York City. Theater Moves, for example, sponsors a teacher in residence once a week for 12 weeks at

Table 4.2. Examples of Partnerships With Newcomer Case Study Programs

School/Program	Key community partner(s)	Partnership activities
Programs within a school		
Salina Intermediate Literacy Newcomer Center	Arab Community Center for Economic and Social Services (ACCESS)	Provides social services for families, including immigration assistance, job referrals, food and shelter, health services, ESL education opportunities, parenting support, and youth academic services. Runs after-school and summer programs.
ESL Teen Literacy Center (middle school)	Southern Sudan Community Association	Welcomes refugee families and helps enroll their children in school. Provides some training to teachers about refugee groups.
Port of Entry	North Hudson Community Action Corporation	Operates a pediatric clinic, which opened in 2011, in the Union City High School for the newcomer program, the home school, and the community.
Separate-site programs		
Newcomer Center, H.S. District 214	District 214 Community Education Program	Offers adult education, English classes for adults, GED courses, Spanish GED courses, and citizenship classes. Helps with family matters, such as low-cost health care and access to food pantries.
	Outward Bound	Enrolls some newcomer students in its summer adventure program.
ESL Teen Literacy Center (high school)	Southern Sudan Community Association	Welcomes refugee families and helps enroll their children in school. Provides some training to teachers about refugee groups.
Academy for New Americans, IS 235	City Lore	Integrates art into the social studies classroom by sponsoring a visiting artist. Students visit museums, create art work, connect to historical periods, and write in journals.
	Queens Theater in the Park	Two actors/artists work with about 20–25 seventh and eighth graders on Saturday afternoons, March through June, to write and perform a play at a park in Queens. Five city schools participate each year, and each school designs its own play.
International Newcomer Academy	Catholic Charities	Offers interpretation and translation services at school site. Provides orientation about the school system (e.g., attendance, busing, cafeteria options) to parents in their native languages at the apartment complexes where the families live. Arranges student access to paid and volunteer tutors; some work in schools, some in homes. Presents workshops to staff on cultural orientation and new refugee populations, including why and how they came, trauma issues, educational backgrounds, and more. Networks with two other refugee service groups in area.
	Family Counseling Center	With guidance counselor referral, provides counseling services to address cases related to posttraumatic stress disorder and other more complex student and family needs.

Intensive English, Dayton Learning Center	Rosetta Stone	Provides free subscriptions to Rosetta Stone software because the program was initially developed in a town nearby.
	Skyline Literacy	Tutors parents to learn English, reading, and writing.
Whole-school programs		
High School of World Cultures	Hunter College	Offers professional development to teachers to improve math and science instruction and trains students who excel to be paid math/science tutors.
	Charles Haven Foundation	Helps fund the after-school program (known as PM School) for dual language students.
International High School at Lafayette	The Guidance Center of Brooklyn	Provides social workers to the program 3 days per week, mostly to address mental health issues for students and their families. They screen all students routinely using a survey. They make sure students are signed up for insurance if needed. Social workers meet with four to five students each day they are on-site.
	New York Cares	One of the science teachers runs a service learning club with NY Cares. Students do monthly coat drives, for example.
	French Embassy	Provides native language support in French heritage language for Francophone students. Supports teachers with project-based learning in their French classes, runs art and music contests, and hosts a summer program. Took students on a trip to Montreal in Summer 2010 and found travel grants.
Columbus Global Academy	Federal Bureau of Investigation (FBI)	Runs a junior FBI program for students.
	Ohio State University eye clinic and LensCrafters	OSU medical students conduct vision check-ups for students, and LensCrafters gives free eyeglasses once per year.
	St. Vincent's Hospital and Rosemount Center	Offer mental health services and counseling for students and families.

the International High School at Lafayette to teach the students in the drama class on one of the 9th- and 10th-grade teams to write and perform skits. The Manhattan New Music Project complements the projects of the visual arts teacher at the International High School for the other 9th- and 10th-grade team. Queens Theater in the Park funds two actors/artists to work with five middle schools, including the Academy for New Americans. Students work on Saturday afternoons for about 4 months, writing and rehearsing a play and building the sets. The program culminates with a student performance in The Queens Theater in the Park with parent and community audiences.

The case study newcomer programs also have partnerships that benefit the newcomer teachers. For example, through a National Science Foundation grant, Hunter College helps students develop math and science skills by providing professional development to their teachers. Some teachers at the High School of World Cultures (and also New World High School teachers, another program in our database, but not the subject of a case study) attend workshops in classroom organization techniques, delivery of instruction, item and data analysis, and developing interventions. Students at both schools who have done well on the content area New York State Regents Exams may become paid peer tutors at their

schools, receiving Hunter College training on effective tutoring strategies.

Partnerships With a Social Service and Health Focus

Many of the partnerships aimed at helping students and families center around health and social services. Newcomer programs link up with hospitals, clinics, counseling centers, job centers, food banks, housing assistance groups, and more. Having a community clinic in the school helps the Columbus Global Academy identify student health needs and connect them to local services. For example, if indicated from the nurse's exam, students who are enrolling in Columbus Global Academy receive vouchers for free chest X-rays at Children's Hospital to check for tuberculosis. A mobile dental clinic comes to the school twice a year as well. Medical students at the Ohio State University eye clinic perform eye exams once a year and Lenscrafters provides free eyeglasses to those in need. Local hospitals and agencies, such as St. Vincent's and Rosemount respectively, provide mental heath counseling.

Partnerships With Refugee Resettlement Agencies

Refugee resettlement organizations, religious groups, and community ethnic organizations are active in 27% of the programs in our database, offering services for the area refugees and immigrants (see box on this page). These groups assist newcomers with food and clothes, housing, orientation to the United States culture, and health needs, including counseling and caring for their social and emotional well-being in and out of school. Some also offer tutoring services for students and parents.

Staff at the International Newcomer Academy pointed out benefits they experience as a result of the partnership with the refugee resettlement agencies. They report that the partnership accomplishes the following:

- Provides a conduit for incoming families to learn about schools the children will attend
- Provides information on refugee children through U.S. Catholic Conference of Bishops
- Has access to a statewide database and contact with the families
- Helps students adjust to U.S. schools
- Helps with tutoring of preliterate English language learners
- Provides ongoing communication with school instructional staff and assists in connecting staff with refugee community
- Assists with family employment
- Through case managers who are from the refugees' cultures, serves as a complete reference to help newcomer families know what their benefits are and adjust to United States
- Directs education services workshops (e.g., how to teach English to refugees)

Refugee Resettlement, Religious, and Ethnic Organizations That Help Newcomer Families

The organizations listed below were most frequently identified by programs that participated in our survey as helping the newcomer families. Note some of the local affiliates may have a slightly different name depending on the region. For example, Lutheran Immigration and Refugee Services is known as Lutheran Family Services in some locations.

- Arab Community Center for Economic and Social Services
- Church World Service
- United States Conference of Catholic Bishops/Catholic Charities
- Episcopal Migration Ministries
- Hebrew Immigrant Aid Society
- International Rescue Committee
- Immigration and Refugee Services of America
- Kentucky Refugee Ministry
- Kurdish Human Rights Watch
- Lutheran Immigration and Refugee Services
- Southern Sudan Community Association
- United Methodist Family Services
- U.S. Committee for Refugees and Immigrants
- World Relief

Conclusion

Programs that participated in our survey and in our case studies have found many creative ways to serve newcomers and their families. The connections begin at the program level, where staff help parents understand the U.S.

school system and their local community and seek to help families meet basic needs through relationships with social service agencies. The program staff welcome parents to the schools, show them how to get involved with their children's education, and encourage them to take advantage of educational opportunities for themselves.

The relationships with outside agencies assist in both the educational and social realms. The partnership activities supplement what can be offered through the school itself, fill gaps in knowledge or cross-cultural understanding, and provide expertise not necessarily available within the program or school system. Programs and families benefit from the networks that are tapped and many of the community-based organizations are able to fulfill their missions. What is more unique among newcomer programs than among most schools is the emphasis on helping the whole child and his or her family. Recognizing the pressing needs of these new arrivals and finding services for them serve to orient the students and their families to their new lives and allow the students to focus on school matters once basic needs are met.

5 Monitoring Programs for Success

All educational programs, whether they are designed for a specific group of students, such as newcomer English language learners or gifted and talented children, or for the general student population, should measure their effectiveness in meeting academic and other goals. That is the purpose of a program evaluation. Most programs can be improved; therefore, it is important to conduct regular program evaluations whereby the data collected can be examined and affect positive changes to curricula, course options, or myriad other areas. In the current educational climate, district superintendents, school board members, and the public want to know that their tax dollars are being well spent. When hard budget decisions must be made if finances become tight, having proof that a program works can only strengthen its position.

In this chapter, we describe the type of program evaluation activities reported by the 63 programs in our database. We also provide an overview of program evaluations that have taken place at five of the case study sites, sharing how their effective use of data has helped them maintain and improve their programs. Finally, we offer suggestions for setting up a data system that can collect information about the newcomer students and their teachers and sample analyses that might be conducted using the data.

Program Evaluation in the Newcomer Database

When we conducted our first survey of newcomer programs from 1996–2000, we had hoped to find strong evidence of success. Instead we found that most newcomer programs were not being evaluated in significant ways. We asked questions such as "How do you know the program is working?" and "How do you know the newcomer program is better than an alternative, such as placing students into the regular ESL program?" and most programs had no definitive answer because they did not investigate how students who exited their program performed in school after they had made the transition. Those that did some examination primarily mentioned having pre- and post-test results of an ESL proficiency test to show that students had improved their language skills while in the newcomer program, but little other student assessment took place. Teachers held meetings and attended retreats to talk about improving program design, but the conversations, as reported to us, tended to be unsystematic. Mostly we received anecdotal comments from teachers and administrators about the benefits of the program.

As we began this new survey, we sought more concrete results measuring the success of the programs. The accountability measures of the No Child Left Behind Act had been in place for more than 5 years and we hoped programs were collecting and analyzing data. Overall, however, we found mixed results. No Child Left Behind, as we mentioned in Chapter 1, led to the closing of some programs because newcomer students could not make proficiency benchmarks on tests written in English, the language they were just beginning to learn. New computer systems that have been installed to collate and track student data are rarely designed to tag newcomer students separately from ESL students so that their performance in school could be monitored over many years in and out of the newcomer, ESL/bilingual, and mainstream programs. Even in programs where data were being collected, time and funding for in-depth and longitudinal analyses were difficult to obtain.

Nine of the 63 programs (14%) in the newcomer database stated that they had not conducted any program evaluations. Two of the nine programs had been in operation for only 1–2 years and stated they were planning to have evaluations in the future. Another 14% of programs conduct only informal evaluations during which the newcomer program staff or the ESL staff, which includes the newcomer teachers, discuss the effectiveness of curricula, classroom materials, assessments, and other aspects of the newcomer program.

Twenty percent of programs listed a combination of informal and formal measures that they use to evaluate their programs, including teacher and/or student surveys, classroom observations, teacher evaluations, teacher recommendations, and staff retreats to discuss program issues. Most of these programs examine student performance through informal assessments, such as student progress reports, portfolios, exit interviews, classroom assessments, and end-of-course and benchmark exams, as well as through some formal assessments, such as state-mandated tests. Some programs monitor students' social and cultural adjustment and consider how well the program is helping them in those areas. Some programs compare the newcomer students' test scores with those of the regular English language learner population and mainstream students in the district.

The remaining 51% of programs reported using formal measures to evaluate their programs, such as student test scores, grades, attendance, course completion, dropout rates, graduation rates, and college acceptance rates. The last three items were factors in high school program reviews. A number of programs stated that they monitor exited students for a time, while they are still English language learners (or up to 2 years beyond exit from ESL), and a few programs pointed out that their districts use specific instruments for formal program evaluations, some on a yearly basis.

Very few programs indicated that they track the performance of exited students who move on to a number of different schools, middle school students who go on to high school, or any of their students if the program has high levels of student mobility (e.g., 25% or more newcomers leave the school system within a year or two). By far, the biggest obstacle to rigorous, long-term evaluations was time and money.

Program Evaluations at Case Study Sites

Some of the programs that conduct evaluation in a more formal way were among our case study subjects. In this section we briefly describe some of the formal and formative evaluations that have occurred. We consider our three case study sites in New York City first because the New York City Department of Education provides data collection and analysis services to the programs. The subsequent two examples, the International Newcomer Academy and the Salina Intermediate Literacy Newcomer Center, show how programs have conducted in-house evaluations.

Case Study Programs in New York City

The two whole-school, high school programs in New York City, the International High School at Lafayette and the High School of World Cultures, have several factors in their favor when it comes to program evaluation:

1. For the most part, newcomer students enter their programs as 9th graders and remain through 12th grade. As a result, it is relatively easy to keep track of their progress.
2. The New York City district accountability system collects and stores a large amount of data about each student in each school and research analysts for the city's Department of Education examine and report on the data. This system-wide support offers yearly feedback to schools on their performance via School Progress Reports. Included in the analyses are consideration of state test scores, course completion rates, and other measures. For high schools, this includes the Regents exams, graduation rates, types of courses completed, and types of diplomas students receive. The school environment is also measured with attendance rates and results of a school survey that is given to parents, teachers, and students to rate academic expectations, school safety, communication, and engagement.
3. When the New York City district accountability system issues yearly school progress cards and rates a school on several indicators (i.e., student progress, student performance, and school environment), it also describes the results in terms of peer schools. In other words, a given school is compared with other schools with similar student demographics as well as compared with the entire district. These matched peer comparisons more fairly represent how the school is performing and carry more weight in determining the school's score. This is not a perfect situation and the newcomer program is not conducting an evaluation based on its own criteria for success, but the progress cards offer one means for examining program performance.

4. The New York City system also conducts regular Quality Reviews (i.e., program evaluations) that it shares with the school. Schools are on a 4-year cycle, unless they have persistent low achievement. These reviews rate a school's performance on five quality indicators related to a) gathering and using data, b) planning and setting goals, c) aligning instructional strategies to the goals, d) aligning capacity to the goals, and e) monitoring and revising school plans and practices.
5. Although the New York City Department of Education is required to report on how a high school is meeting federal benchmarks, such as reporting the 4-year graduation cohort, the city also reports on high schools' 5-year and 6-year graduation rates for state accountability. A 5- or 6-year graduation plan is more reasonable for high schools with high numbers of newcomer students.

High School of World Cultures

In terms of the NYC system's performance and accountability process, the High School of World Cultures was rated an "A" school on the 2009–2010 School Progress Report, the highest rating. It has received an "A" rating for the past 2 years (2008–2009 and 2009–2010; results are not yet available for 2010–2011), moving up from a B rating the 2 years before. On its last Quality Review (which was completed in 2008), the High School of World Cultures received a "Well Developed" rating for each of the five quality indicators listed above. "Well Developed" was the second highest rating at that time; "Outstanding" was the highest. The 4-year graduation rate for this school was 79% in the 2009–2010 academic year. This was higher than the New York City high school average of 65% and the city average for English language learners of 46%. The attendance rate at the High School for World Cultures was 92%, compared with the New York City high school daily average of 87% in 2009–2010.

Within the school, the staff evaluate the program formatively. The principal hired a computer programmer to design software that met the school's data collection and analysis needs. With teacher input, a grading policy was established and collected in the software (e.g., grades, classroom test scores, homework, courses for graduation, Regents exam scores, attendance). The software has color coding to indicate if students are passing or failing and both teachers and students have access to these data. The computer program also provides suggestions for interventions regarding attendance issues and instruction. The administrators and teachers regularly review the data and make adjustments in their instruction to reach higher standards. In fact, noticing that students were failing and had low graduation rates in the past led to the creation of the current dual language program that began in 2008. Twice each year, the teachers and administrators discuss the strengths and weaknesses of the program at weekend retreats. They also use interim assessment data to evaluate the program's progress, monitor student performance, and plan for the upcoming year. They identify students at risk for not being promoted a grade or for not graduating on time and target them for summer school.

> Children first. No excuses. High expectations.
>
> —*High School of World Cultures' motto*

International High School at Lafayette

The International High School at Lafayette was rated an "A" school on the 2008–2009 School Progress Report but was rated a "C" school on the 2009–2010 School Progress Report. That rating reflects a low score on the student performance indicator that measures the school's success in graduating students. As a relatively new school, the International High School does not have a 6-year graduation rate as other more established schools do. Although it had a 46% 4-year graduation rate (matching the city's rate for English language learners), it had an 86% 5-year graduation rate. The low 4-year rate can be explained in large part by setbacks the school faced in securing a permanent location. When the school opened in 2005, it was not in the expected location near Kingsborough Community College. Instead, for 3 years it was in the Canarsie neighborhood, which is not an immigrant community and so the school struggled with student recruitment and retainment. On its last Quality Review (completed in 2009), this school received an overall rating of "Well Developed." Four of the five quality indicators were rated "Well Developed;" the fifth, planning and setting goals,

was "Proficient," the next best rating. The report praised the school's team structure and teacher collaboration as well as its high attendance rate. (Note that in 2009, the Quality Review reports dropped "Outstanding" as a rating, making "Well Developed" the highest rating, and revised the third indicator from "aligning instructional strategies to the goals" to "developing coherent and instructional organizational strategies.") The school attendance rate was 90% in 2009–2010, which was above the city's high school average rate.

The teaming approach at the International High School at Lafayette facilitates formative evaluations of the program. Students participate in English and math benchmark assessments three times per year and the principal and teachers on the teams examine student performance each marking period. They prepare a Scholarship Report noting the number of students who are passing and failing each course, and the teachers adjust instruction as indicated. The school holds a Portfolio Day each year when all seniors orally present the work they have been selecting for their portfolios since ninth grade. This process is not only a requirement for graduation but it also allows the teachers to monitor the students' developing academic language proficiency and content knowledge. Teachers are observed by the principals during classroom walk-throughs and more formal evaluations. Peers also observe one another from time to time. After each observation, teachers receive quality feedback on their instructional practices.

Academy for New Americans

Even though the Academy for New Americans is not a whole-school program, the factors in the numbered list provided earlier (all but factor 1) still apply: for New York City accountability purposes, this school is measured like other middle schools. The major distinction is that students do not remain in the program for all 3 years of middle school—the majority exit after 1 school year. This factor affects the school's ability to monitor student progress after they have made the transition. However, within the program, evaluations regularly take place.

In terms of New York City's performance and accountability process, Academy for New Americans is rated an "A" school on the School Progress Report. It has received an A rating for the past 3 years (2007–2008, 2008–2009, and 2009–2010).[1] The program has kept its top rating despite New York City's raised benchmark for middle schools during the 2009–2010 school year. On its last Quality Review (which was completed in 2008), it received a "Well Developed" overall rating and as the rating for each of the five quality indicators listed above. The Quality Review report noted that the students' performance on math and science are better than those of other middle schools with similar English language learner populations. The school attendance rate is over 97%, higher than New York City's combined elementary and middle school average of 93%.

Because most of the students are at the school for 1 year only, the school evaluates student performance primarily within the program. They use a wide variety of data to monitor student progress and adjust instruction, including pre- and post-language assessments, benchmark assessments in mathematics and English language arts three times a year and in ESL twice a year, report cards, and monthly skills assessments. They look at results of state tests and adjust instruction and course curricula as needed in subsequent years. The principal also conducts teacher evaluations through classroom observations and gives feedback regarding instructional practices and professional development opportunities.

Case Study Programs in Other States

International Newcomer Academy

Most of the other case study sites have less district-wide support for program evaluation than the New York City programs do. For example, Fort Worth Independent School District has an extensive database system that stores background information, assessment data, and program information for all students with limited English proficiency, including the newcomers at the International Newcomer Academy, and allows for monitoring of these students. Although the data could be disaggregated and examined in various ways, little analysis of newcomer student performance is done. At present, the Fort Worth Independent School District Accountability and Data Quality Office prepares an annual evaluation of the bilingual/ESL program. The International Newcomer Academy is part of that, but an evaluation of the program alone has not taken place. Because all of the students who test into

ESL 1 are served at the International Newcomer Academy, it would be possible to examine their academic success over time if resources were made available to do so. Further, the performance of the preliterate English language learners could be compared with that of the regular ESL 1 students.

Within the International Newcomer Academy program, however, the staff regularly examine the students' performance and their own instructional practices. The newcomer students are exempted from many of the state tests, so more informal measures are considered. Teachers set program goals and benchmarks for the students (e.g., 70% of the high school literate English language learners will meet two-thirds of the science objectives) and checks that the benchmarks are met on curriculum-based assessments. If needed, teachers plan instructional interventions. In the past, the program had a separate literacy class for all preliterate English language learners, but otherwise all newcomers were mixed for content classes. The in-program evaluation process led the staff to develop the current structure of four groups (middle and high school preliterate English language learners and middle and high school literate English language learners) and their specialized course schedules.

Some International Newcomer Academy staff also participate in classroom "learning walks." Several classes are identified for the walks and a specific focus is set, such as observing "accountable talk, cooperative learning, and clear expectations." Selected program staff and representatives of the district bilingual/ESL program conduct the walks, usually spending 10–15 minutes in each classroom, and an extensive debrief is held with the observed teachers afterwards. A subsequent planning meeting focuses on the findings from these walks in order to recommend professional development follow-up.

Finally, the International Newcomer Academy also tracks attendance data, and in 2009–2010, the program had a 95% attendance rate for high school and 97% rate for middle school.

Salina Intermediate Literacy Newcomer Center

Salina Intermediate Literacy Newcomer Center has evaluated its program within the full school's evaluation process, which is conducted by the principal. He regularly analyzes student data (including state test scores, benchmark assessments, English language proficiency scores, reading and writing scores) and identifies students who are not making expected progress, including newcomers. The principal speaks with students individually about their grades and helps them set learning goals. He then develops an intervention plan with teacher input for each of these students and sets aside an intervention period in their daily schedules. For many students, the intervention period is partly spent in the computer lab using SuccessMaker, a computer program that supplements the students' regular math and reading instruction and tracks their individual progress. Some students have small-group or one-to-one reading instruction with a teacher during this period as well. In 2009–2010 for the first time, the school made adequate yearly progress (AYP) in mathematics and English language arts using the safe harbor calculation (which means the school reduced by 10% the number of students who did not reach the proficient level). The Salina students have an attendance rate of more than 90%, which is a higher average than the district overall.

Another way that Salina adjusts all programs at its school is through the School Improvement Plan process. Each year, all schools in the district write a school improvement plan to present to the superintendent and the cabinet members. At Salina, the teachers and parents give input for the plan through a committee. One positive change has been the inclusion of an advanced math (Algebra) course for eighth graders (it was previously the only middle school in the district that did not offer advanced math). Once the school improvement plan has been approved at the district level, all teachers and students read and sign it. The principal credits this process with a school-wide focus on achieving high goals for all students in the school, including those in the newcomer center.

How to Evaluate Newcomer Programs

In order for newcomer programs to have evidence of their effectiveness in meeting student learning goals and to have data that can be used to refine and improve their program, we strongly recommend a systematic program evaluation each year or two. Such a process would examine formal

and informal assessment measures, looking at student and teacher performance, course offerings, entry and exit criteria, and so forth. Such an evaluation would be similar to a typical program evaluation but with a focus on the newcomer students' achievement over the long term—in and after exiting the program—along with their acculturation to the U.S. school system.

The steps to establishing a useful evaluation process include a) setting up a data system that can capture the relevant information needed for later analysis; b) recording baseline data about the students' educational background, native language literacy skills, English language proficiency, and content knowledge if available; and c) recording information about the students' performance and attendance while in the newcomer program and after exit, including information about graduation or drop out status. The goal is to set up a database to track information about the newcomer students longitudinally so analyses can be done after they have spent time in the newcomer program and in the regular school programs.

Set Up the Data System and Record Baseline Data

The following recommendations will help programs set up a data system to collect and analyze information about their students' performance. New categories may need to be added to an existing database. Baseline information about the students needs to be recorded when they enter the program.

- Create a code for newcomer students. Tag all newcomer student records upon entry into the program in order to track their progress later. In other words, create an additional code in the district data system that will show which students are or were in the newcomer program. The code must be permanent so programs will be able to find their former students once they have exited the newcomer program.
- Create a code to distinguish between preliterate students or students with interrupted formal education and other newcomer students. This should be a separate category in the database or linked to the newcomer student tag.
- Record each student's date of entry into the program. Add categories to record their dates of exit from the newcomer program and from the language support (e.g., ESL) program. Some future analyses may want to look at how long it took students to move through the newcomer or language support programs or compare the progress of various newcomer groups (e.g., those with interrupted formal education and those without native language literacy skills).
- Record the initial language proficiency scores of all newcomers, based on whichever assessment is used. One important goal of all newcomer programs is improving the students' English language skills. Having the initial assessment recorded provides the baseline for future comparison. In many cases, this initial assessment will occur during intake and registration.
- Include a category to record the number of years that the newcomer has attended U.S. schools. For most students this number is likely to be zero, but some newcomer families may have been in the United States before and left for several years. Some of the children may have been in U.S. schools for a year or two, perhaps during the elementary grades. These students with a partial U.S. education may exhibit some different patterns in terms of adjustment, literacy development, and academic achievement.
- Include a category to record the number of years that the newcomer has had in schools outside of the United States. We know from our surveys and interviews that, in general, teachers see a distinction between newcomer students who have had no years of schooling, some years of partial schooling, and grade-level equivalent years of schooling. In analyzing the data on the effectiveness of the program, it may be helpful to disaggregate data by the educational backgrounds of the students. Those with literacy skills may make faster progress in school than those without, for example.
- Create categories to record other educational information available, such as initial mathematics scores or native language literacy levels, that may be part of the intake/registration process. Because districts measure student performance using a wide range of tools and across several subjects, any assessments besides ESL proficiency that are given during registration should be recorded as baseline information for future analyses.

- Be sure to tag all students who qualify for the newcomer program even if they do not attend. Some districts have newcomer students who do not attend the newcomer program for some reason (e.g., the parents do not choose the option, the program is full). It is useful to tag these students in order to later compare them with those who have studied in the newcomer program. Therefore, the initial language proficiency scores and entry dates of those students are needed too. It may turn out that these non-newcomer-program students all start at higher ESL proficiency levels and stronger educational backgrounds. Having this information at hand will allow the analyses to be more robust.
- Identify the type of performance data that your superintendent, school board, or outside funder would welcome in order to make budget decisions. As the data collection system is set up, it is important to get feedback from the decision makers as to what they would consider valuable data. If decisions will be made about sustaining the program, having such data and analyses already prepared can smooth the budget process.
- Add a category to record student participation in extended learning opportunities, if the program plans any. If the newcomer program intends to offer after-school courses or Saturday school, for example, it is important to keep track of student participation in these learning opportunities. More time spent studying academic English and content is associated with deeper learning and may speed up the language acquisition process. In future analyses, it may be worthwhile to compare newcomers who participated in extended learning time with those who have not.

Collect Data While Students Are in Newcomer Program and After Exit

The following items are additional types of data to collect and store in the student accountability system while students are in the newcomer program and after they exit. Most of these will be collected automatically as part of the regular assessment process in the district. Provided there is a tag on the newcomer students, the data should be relatively easy to retrieve when analyses take place. One suggestion is not to eliminate students from the database who move to another district or who drop out. Sometimes the families move back, as staff at Salina Intermediate Literacy Newcomer Center informed us. Also an analysis that examines which students remain in school and which drop out might be worthwhile in the future. Some of the data below may not apply to current newcomer students (e.g., middle school newcomers will not have a graduation item) but would be valuable for examination over the long term.

- Yearly English language proficiency scores
- High-stakes achievement test scores, such as reading, math, science, end-of-course tests, and high school exit exams
- Date of exit for the newcomer program and separate date of exit from ESL/language support services
- Attendance while in the newcomer program as well as in the program into which the student transitioned afterwards (because student absenteeism is correlated with student achievement, it is important to know if newcomer students have a high number of absences)
- Course completion (particularly for core courses required for high school graduation)
- Grade point average
- Grade retention (if any)
- Disciplinary actions (e.g., suspensions, if any)
- Special education status (if appropriate)
- Graduation status, including the number of years in high school before graduation and whether high school exit exams affect the graduation eligibility
- Dropout status
- Additional learning time that students took advantage of, such as summer school or Saturday school
- If in a bilingual program, data from second language proficiency tests and achievement tests taken in a second language (e.g., a New York State Regents exam taken in Spanish or Mandarin)
- College acceptance rates
- Postsecondary information (e.g., whether the students enrolled in a 2-year or 4-year college or a technical school or directly entered the workforce)
- Teacher certification or endorsements in ESL/bilingual areas and content areas
- Teacher observation results
- Additional data requested by the superintendent or school board

Analyze Data

The following list, while not exhaustive, reflects the types of analyses that might be undertaken by the newcomer program or the school district. While the newcomer students are receiving ESL services, they might be compared with other English language learners who have not been in the newcomer program. Once the former newcomers stop receiving ESL services, their performance might be compared with all students, as suits the design (e.g., by grade level, within a subject). Some data might be examined in conjunction with outside researchers, such as professors at local universities or private research institutions.

Determine the length of time it takes the students to move up each proficiency level and to exit English language learner support. This type of analysis can be done within the newcomer student body and with comparison students. Among newcomers, determine how it long it takes them to move up each level. Disaggregate data by preliterate/underschooled and literate/schooled newcomers. Comparing newcomer students' progress with non-newcomer English language learners can also be done, waiting for the newcomer and non-newcomer English language learners to be at the same level of proficiency and marking growth from that point.

Compare the progress of newcomers with comparison English language learners over time. A variety of measures could be examined such as grade point average, graduation rates, dropout rates, college acceptance rates, achievement test scores, and so forth. This type of analysis would require longitudinal data and probably track students across different schools. Do fewer newcomer or former newcomer students drop out, for example, than other English language learners? Does it matter if they enter as newcomers in elementary, middle, or high school?

Examine students who have exited ESL services as two separate subgroups. This type of analysis can address whether a newcomer program can make a difference as a foundation for the language support services. Separate the pool of students who have exited ESL or bilingual services into former English language learners who attended the newcomer program and those who did not. Compare their achievement in terms of language development and performance on subject area measures.

Examine attendance data. Programs have reported to us that newcomer students have equal or better attendance rates than the school or district average. If these anecdotal accounts are borne out by data analysis, the newcomer program can demonstrate some of the value it offers the school system. Programs can also look for attendance patterns (such as extended absences) and their impact on newcomer student achievement. If possible, disaggregate data by students with good and poor attendance rates and examine achievement separately.

Examine the progress of other English language learners, such as their language attainment, particularly in the first and second proficiency levels of ESL services. This type of analysis can determine whether a newcomer program helps all English language learners at the lower proficiency levels make progress. For example, one research question might be: Are the students in ESL 1 doing better because the newcomers have separate classes? When Newcomer Center in Township H.S. District 214, which is a separate-site program, looked at the district data on English language learners, staff found that instruction was more coherent and English language proficiency of ESL level 1 and 2 students improved because there were no "newcomer" arrivals at their classes at the home schools. The newcomers' arrival was buffered at the center causing far fewer interruptions at the level 1 classes in the home schools.

Examine historical data for comparisons. Analyzing the impact of the newcomer program can also be done in situations where there is no matched comparison group. In such cases, historical data may be used. For example, the program may ask whether the graduation rate for English language learners has improved since the newcomer program came into existence and would compare the rates of newcomers who went through the program with those who from earlier years who did not.

Analyze the rate by which students retake key exit exams. Newcomer programs often seek to give students some extra time to learn English, build up subject area knowledge, and become adjusted to U.S. school policies and practices. One benefit of the program might be that students pass mandated exams more readily than students who did not participate in a newcomer program. Some questions to consider are the

following: Do newcomer students retake high school exit exams on average, for instance, more or less than non-newcomer English language learners? More or less than native English speakers? Consider the length of time that the newcomers have been learning English when interpreting the results.

Examine whether teacher certifications and experience affect the performance of newcomer students. Compare content teachers who have ESL certifications or endorsements with content teachers who do not. These types of analyses try to ascertain whether teachers with certain types of background knowledge and experience can make a difference when instructing newcomers. Results might indicate whether more professional development could benefit newcomer teachers and which topics might be worth devoting time to. Results might also lead program or district administrators to consider how to provide professional development more broadly, perhaps to teachers who receive the newcomer students after they exit the program.

Analyze the relationship between teacher instructional practices (as measured by observation results) and student performance. The broad question in this type of analysis is whether good instructional practices make a difference for newcomer students. Are the newcomer students of teachers who implement the program's recommended instructional practices performing better than students whose teachers do not? It is important to recognize that this type of analysis can be complicated if newcomer students have both effective and not-so-effective teachers in several courses each day. Therefore, it might be better to focus on one content area at a time, such as math, and investigate the impact of that content area's instruction on performance. This type of analysis can be linked to some targeted professional development a newcomer program undertakes in order to determine whether targeted professional development has had a positive impact on teacher practice and student achievement.

Interpret Program Evaluation Results

As with any program evaluation, the results of a newcomer program review need to be interpreted carefully and short-term and long-term adjustments should be considered. Results of the data analyses might lead to changing the criteria for students to exit the newcomer program, for instance, or to offering two types of course schedules based on student educational background and literacy levels (as done at the Academy for New Americans, the International Newcomer Academy, Columbus Global Academy, and the International High School at Lafayette). The data might indicate what topics the newcomer teachers (or the teachers who receive the newcomer students upon exit) might benefit from if targeted professional development were provided, perhaps in content area literacy or mathematics. If students have high levels of absenteeism and poor achievement, substantial efforts to improve attendance may be advisable.

Conclusion

To ensure the continued relevance and quality of a newcomer program, periodic program evaluation is essential. Change is inevitable—different types of newcomers arrive, new standards and assessments are implemented. Programs need to respond to change, but also check that their adjustments are effective. Regular program evaluations will help ensure they are. Further, it is important for administrators and teachers to prove the value of the program with data that policy makers regard highly. When a district faces economic constraints and tough decisions are to be made, positive evaluations will serve the newcomer program well.

[1] The Academy for New Americans reports that it also received an A rating on the School Progress Report for 2010–2011.

6 Challenges, Accomplishments, and Recommendations for Newcomer Programs

All of the newcomer programs that participated in our survey reported that they confront challenges in designing and implementing their programs. Some challenges are logistical (e.g., finding a site for the program), some programmatic (e.g., staffing, course offerings), and some are related to the students' social and emotional well-being (e.g., family reunification, health problems). Some challenges occur when a new group of students arrives that the program was not designed for, such as students with interrupted educational backgrounds or learners age 17 or older. Some challenges are imposed from outside the district, such as the introduction of the Common Core Standards and the anticipated changes to the curricula and student assessments.

The newcomer programs we surveyed are also proud of their many accomplishments. They have seen their programs grow and students advance in English language proficiency and content knowledge. They have watched newcomers graduate from high school and move on to college. They have formed partnerships with community organizations, local colleges, hospitals, and clinics. They have helped the students and their families adjust to their new lives in the United States.

In this chapter we examine some of the more common challenges and issues that the 63 programs in our database had—and in particular the 10 case study subjects—and, where possible, offer some solutions. We also explore features that the programs reported were working well. We conclude with some recommendations for newcomer programs that are applicable for those currently in operation and those in the planning stages.

Issues and Challenges Reported by Newcomer Program Staff

Besides the obvious challenges of not knowing English and struggling to learn the curricula taught in the new language, newcomer students experience a range of personal and family issues that affect their well-being and their ability to make progress in school. We know that social and economic factors affect students' learning, such as poverty, lack of stable housing, poor nutrition, and limited or no access to health care (Dianda, 2008; Suárez-Orozco & Suárez-Orozco, 2007). Newcomer programs are concerned with the whole child and so strive to provide services to them and their families. Some issues discussed here are more programmatic in nature. Many of these challenges surround the newcomers' transition process, whether to a new school or to postsecondary opportunities. Others relate to programs' resource allocations.

The key issues raised by many of the newcomer programs are listed below and are discussed in turn:

- Family reunification
- Student experiences with trauma and posttraumatic stress disorder
- No Child Left Behind accountability measures
- Staffing and English language development in bilingual newcomer programs
- Special education services
- High school graduation credits
- Postsecondary options

Family Reunification

One frequently occurring issue that we heard from staff in several of our case study sites concerned family reunification. The counselor at the Academy for New Americans explained that some students experience emotional problems when they have been separated for long periods of time from their parents and then are reunited. In a number of cases, both parents or one parent has come to the United States first while the child remained in the home country in the care of a relative for several years. Arriving as an adolescent, the child does not always accept the authority of the "stranger" parent(s). The parents, too, need to get to know their child again. Sometimes the child misbehaves in school or at home; sometimes he or she tries

to manipulate the parent(s). This particular issue was raised not only at the Academy for New Americans but also at the High School of World Cultures, the International High School at Lafayette, and the Port of Entry program where it was also mentioned that some students arrive and find themselves living with one parent and a previously unknown stepparent and may have new stepsiblings. Staff at the Newcomer Center 214 noted that sometimes the newly arrived students live with an older sibling or aunt/uncle who needs to learn how to be a parent guardian. Family reunification is also an issue at Salina Intermediate Literacy Newcomer Center but a bit less problematic because even though the fathers tend to arrive first, they keep in touch with the family back in Yemen, often traveling home several times before moving the family to Michigan.

The counselors and social workers at all of these programs had several strategies for helping students and families with reunification issues. Sometimes they met face to face with the family members (at school or in the home) to try to resolve problems. Sometimes they held group counseling sessions for the students at school. Guest speakers from the health services might speak about the topic at parent meetings. In some more serious cases, the staff connect the families with community agencies that may help.

Trauma and Posttraumatic Stress Disorder

Some of the newcomer students, both immigrants and refugees, have experienced trauma and other serious stresses while leaving their countries and traveling to the United States. Some lived in war-torn areas, some experienced violence and abuse, some were detained, and some walked hundreds of miles to reach refugee camps. Some suffered from malnutrition and disease and did not receive proper health care.

Connecting students and families with health care services is relatively easy, particularly in the urban sites where many community organizations exist. Forming partnerships with health services, such as the Columbus Global Academy's connection with the dental school at Ohio State University, requires effort but yields positive results. School nurses and school clinics often act as first responders to health concerns and also have a role in teaching newcomers about hygiene, nutrition, and the like.

The newcomer staff try to identify students who may have posttraumatic stress disorder and call in professionals from the mental health care agencies to diagnose and help treat the students. They may encourage students and/or families to participate in outpatient counseling or support groups at the school site. However, several programs mentioned the cultural stigma attached to acknowledging mental health problems and seeking help. Newcomer staff sometimes recruit leaders from the refugee or immigrant community who have lived in the United States for many years to carefully explain to the student and his/her family the benefits of mental health care and try to convince parents to approve treatment or counseling. Several of the counselors, social workers, and parent liaisons at the newcomer programs emphasized the importance of building trust with the families. The social worker at the Newcomer Center 214 cautioned that it might be difficult to ensure that families will follow up after initial visits to medical facilities.

No Child Left Behind Accountability Measures

On the newcomer program survey, we asked about the impact of the No Child Left Behind (NCLB) legislation on newcomer students and programs. Responses were varied (see Figure 6.1). Of the 56 programs that responded to the question, 21% reported that NCLB had little or no effect on the program, and 32% found NCLB requirements helpful. Programs that reported positive effects of NCLB gave three main reasons (in order of frequency):

- Schools and districts are held accountable through mandated testing for advancing the academic literacy of English language learners and giving them access to the core curriculum. According to some programs, the testing has also helped to increase expectations for all students.
- There is an increased awareness of the English language learner population and a focus on helping them succeed, which was the impetus for the creation of some newcomer programs and is what has led to differentiated instruction. Some programs reported that their students meet the English Language Arts standards and the criteria to exit the newcomer program more quickly. Other programs have seen a steady growth in meeting adequate yearly progress proficiency benchmarks.

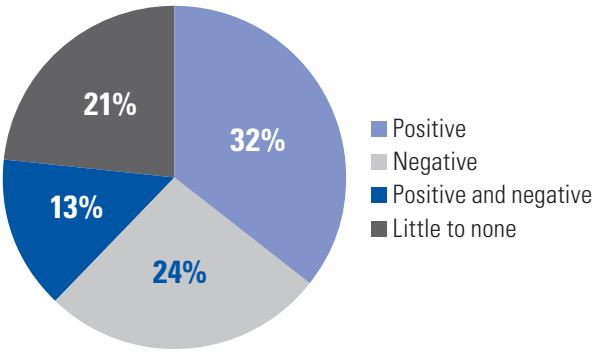

Figure 6.1. Reported effects of the No Child Left Behind Act on newcomer programs.

- The increase in funding through Title I and Title III has provided resources, expanded the number of classes and services offered, increased professional development opportunities, allowed for after-school programs, and more.

Twenty-four percent of programs found NCLB requirements restrictive or problematic. The greatest negative impact has been in demands of the high-stakes testing. One teacher at the Academy for New Americans in New York commented, "The greatest challenge is to prepare students to make the progress needed for the tests, especially eighth graders, who need to complete 3 years of middle school science in 1 year." Testing can be particularly problematic for older students who arrive in the United States with interrupted or no previous formal schooling and no English skills. When students are not ready to take these standardized tests after just 1 year in the country, they often become discouraged and a number of them drop out of school. Principals have expressed a reluctance to have older newcomer students in their school because of the potential within this subpopulation for dropping out, the consequences of which lowers a school's performance status. Some programs saw the increased funding as limited, much of it being spent on the increased test administration and test preparation, which further detracted from important instruction the students needed to receive.

Thirteen percent of programs found both positive and negative aspects to NCLB. For example, the director of the Intensive English Program at the Dayton Learning Center noted that expecting the English language learners to achieve to the level of native English speakers has been a challenge: "Raising expectations is a double-edged sword. On the one hand, students are motivated to rise to those expectations. On the other hand, expecting the newcomer students to pass a test as English speakers do is truly unrealistic. Having available an alternate assessment may be the compromise between raising expectations with realistic, attainable results."

English Language Development and Staffing in Bilingual Programs

Many of the newcomer programs that offer bilingual classes expressed their commitment to additive bilingualism and biliteracy, although their program structures did not always conform to that goal. Depending on the type of program, there may not be enough time for newcomer students to develop academic literacy in both the home language and English. Sometimes the press for English prevails because of state testing constraints. In other cases, it was reported that students who remain in the bilingual program for their high school years do not develop strong English skills. They can pass the content courses taught in their native language, but too much of the daily instruction is in that language and the program has not implemented a schedule of coursework to move the newcomers to an advanced level of ESL or full proficiency. Another challenge arises in the smaller programs. When one bilingual teacher leaves, especially during the school year, it can be hard to find a qualified replacement.

One strategy some of the bilingual newcomer programs have implemented is moving to a dual language program. In this model, some of the students' courses are delivered through the second language and others through English. At the High School of World Cultures, the courses and the language each one is taught in switch each year. In other programs, they may remain the same over several years. Some programs maintain a 50-50 ratio for instructional use of the language while others begin with a higher ratio of the target language and increase use of English over time. In some cases, the newcomer program lasts for 3 or 4 years and the dual language model can be implemented "in house." In shorter term programs, such as at the Academy for New Americans, the students may make the transition into a bilingual or dual language program at the receiving school.

Comments About the Impact of NCLB

"NCLB has increased the amount of testing that has to be done annually (and, along with it, the amount of training for teachers and others related to the testing). Since much of the cost for the testing and training cannot be paid for through Title III, that means that local funds have to absorb the cost, thus adding to the strain on an already overburdened local budget. Additionally, the amount of time that has to be set aside for the testing has resulted in decreased instructional time."

—International Newcomer Academy, Fort Worth, TX

"It has had a positive impact on our AYP proficiency as we have seen a steady growth pattern over the past 3 years."

—Salina Intermediate Literacy Newcomer Center, Dearborn, MI

"NCLB causes an immense amount of stress on students who are learning English and are obligated to take state exams after less than 1 year's education in the United States."

—Academy for New Americans, Long Island City, NY

"The core of our program remains intact. However, the required disaggregation of data for the government has proven useful to us in designing instruction and lessons. State accountability (New York State Regents) has actually had a more significant effect than NCLB."

—International High School at Lafayette, Brooklyn, NY

"Those who immigrate as adolescents into high school have great difficulty with the state exams required for graduation and often feel hopeless about graduation and future prospects."

—ELI Program, Dallas, TX

"NCLB has placed pressure on districts and students to ensure newcomer students graduate from high school in 4 years. It affects how instruction is delivered. NCLB has also created a 'voice' for this subgroup of students."

—Jenks High School Newcomer Program, Jenks, OK

"There has been a negative impact. There is no provision for limited formal schooling students in NCLB."

—ESL Teen Literacy Center, High School, Omaha, NE

"It (NCLB) has helped us develop a tailored, focused program that meets the individual students' needs. However, the testing requirements are not aligned with what research says about second language acquisition."

—ExcELL, Irving, TX

"Increased funding has helped us expand the number of classes offered and accountability has helped our students perform better on standardized tests."

—Port of Entry, Union City, NJ

Special Education Services

Identifying English language learners for special education services has historically been a challenge for all programs that serve limited English proficient students. For newcomer programs that enroll students for the first time, it is problematic if the students do not speak English or Spanish, languages in which assessments are generally available, and a time-sensitive issue because the process of coming to a new country, whether it was a traumatic journey or not, can create the false impression of a learning disability as the students struggle to become accustomed to their new environment and deal with emotions, such as homesickness. Programs reported that they want to give students time to settle in before initiating the eligibility process. However, in the case of one-year programs, this means that the process of determining a student's need for special education services may not begin until the student exits the newcomer program. This can lead to a long delay in providing specialized services to students who should have an individualized education plan (IEP).

Further complicating the provision of special education services to newcomer students are staffing issues and cultural stigmas. Many newcomer programs have tight budgets and few have a full-time or part-time special educator or paraprofessional on staff. Among our case study sites, only the International High School at Lafayette and the Columbus Global Academy had a special education staff member, a paraprofessional. Some of the programs within a school, such as Port of Entry, have access to special education staff in the main school but the students rarely

Special Needs and Newcomer Collaboration

At the Port of Entry program, the special needs teacher who is part of the Union City High School staff visits Port of Entry classes with his class so that the newcomers mentor the special needs students. This boosts the self-esteem of the newcomer students and fosters collaborative learning with the special needs students. This is not done on a regular basis but is generally practiced every 2 or 3 weeks.

are in special education classes. In some programs, special education teachers co-teach in the newcomer classrooms to provide support to identified students.

The cultural stigma surrounding special education is similar to that of mental health services. In some countries, children with moderate to severe learning disabilities are kept home, never receiving an education. In the case of refugee families, resettlement agencies usually provide orientation to school regulations and parental rights and try to intercede when cultural misunderstandings about special education arise. In other cases, home visits by newcomer staff sometimes help bridge the gaps in understanding, and enlisting another immigrant family whose child has received services to discuss the benefits can be helpful.

High School Graduation Credits

Enabling students to acquire credits for graduation is a pressing issue for high school programs and may be moderated or exacerbated by state education policies. Because NCLB requires districts to report on 4-year graduation rates, schools face considerable pressure to ensure the graduation of most ninth graders after 4 years. Newcomers who enter ninth grade with no English, low literacy skills in their native language, and/or interrupted educational backgrounds and who need to learn English in order to access the core curricula required for graduation credit, are unlikely to meet the 4-year deadline without serious investment in extended learning time. Students in Omaha, NE, public schools, for example, need 49 total credits to graduate. At the high school ESL Teen Literacy Center, students can earn approximately 17 elective credits. However, the newcomer program staff mentioned that because of their education gaps, when students transition to the regular high school, they might have to take many of the remaining required classes twice before they earn a passing grade. It can take them several years to reach just a fourth-grade education level. Thus, there is an ongoing major concern that students will "age out" and reach age 21 before they earn enough required course credits to graduate. And even though the Omaha school district has a credit recovery program, it is computer-based and requires a higher degree of literacy than their newcomer students typically have.

One option that programs have, besides offering bilingual content classes for students who are literate in their native language, as the Port of Entry program does, is to create a pre-ninth grade program, as at the Columbus Global Academy. In this way, students with limited formal schooling have 1 or 2 years to catch up and learn English so they are better prepared for high school curricula when they are officially ninth graders. Programs confronting this problem may also want to look at the strategies used by the High School of World Cultures for extended learning time (e.g., PM school, Saturday school, vacation institutes, summer school) and the International High School at Lafayette for course scheduling (e.g., combined 9th- and 10th-grade teams, special intervention classes for upper class students, separate SIFE literacy classes [for students with interrupted educational backgrounds]).

Other potential solutions lie within the state education policy. For one, states could provide core credit rather than elective credit for certain levels of ESL courses, if they are aligned to the English language arts standards, as Virginia does. For another, the state departments of education may measure high school success not just by a 4-year graduation rate but also by 5- and 6-year rates, as Texas and New York do. These states recognize that not only limited-English-proficient high schoolers may need more than 4 years' time to meet requirements but others, such as special education students and those with severe illness or juvenile justice problems, may need additional time too. Rather than promote a policy that leads students to drop out if they have not acquired the expected amount of credits in the first 2 years of high school, programs work with the students, as at the International Newcomer Academy, to design a 5- or 6-year program of study that will lead to graduation.

A third solution would be for a state to request a waiver to the 4-year graduation rate from the U.S. Department of Education, which has offered the waiver process since 2008 so states can report 5- or 6-year graduation rates. Surprisingly however, as of Spring 2011, only seven states have requested waivers for 5-year cohorts (Alabama, Massachusetts, Michigan, Mississippi, North Carolina, Vermont, Washington). Two of those seven also have waivers for 6-year cohorts (Michigan, Vermont). Only one of our case study sites is in a waiver state (Michigan). While the waiver does not affect the students at Salina Intermediate Literacy Newcomer Center directly (because it is a middle school program), it does provide some time for them to meet graduation requirements when they move on to high school. Of all the programs in the database, we have 11 programs in three states with waivers, seven of which serve high school students.

Postsecondary Options

What a student will do after high school graduation is a question that many parents and educators raise. For many newcomer students, the answer is complicated. Newcomer English language learners are often poor and usually the first in their family to consider going to college. They are not familiar with the college pipeline process and are uninformed about how life in college will differ from life in high school. Furthermore, for those with undocumented status, college options are narrowed. Some states have passed the Dream Act, which allows undocumented immigrant students to attend college or university in their state of residence at in-state tuition rates under certain conditions, but many states have not. Because out-of-state tuition rates may be prohibitive, some students attend community colleges. Some students who have access to college worry about finding work afterwards, if they do not have a green card or social security number. The question marks about their futures can sometimes engender a perceived lack of motivation among high school newcomers or lead them to drop out of school.

Some programs are able to address the college pipeline challenge through college preparation classes that high school seniors take, as at the High School of World Cultures, or the support of a graduation coach, as at the Columbus Global Academy. The College Now program at the International High School at Lafayette gives students experience with college-level courses. Many programs reported that guidance counselors help newcomer students navigate the college selection process with local campus visits, college tours, and college nights. They guide students through the college and financial aid applications.

Newcomer programs also help students who choose work instead of college after high school. The Intensive English Program at Dayton, for example, makes connections for the students at the Massanutten Technical Center. Other programs have some vocational course options that newcomers or former newcomers can enroll in. Some programs, such as the International High School at Lafayette, have all students participate in work internships, no matter what postsecondary path they will take.

What's Working Well in Newcomer Programs

On the newcomer survey, we asked participants to describe aspects of their programs that are working especially well. Nearly all of the 63 programs responded. The top three aspects mentioned most frequently related to instruction, small community environments, and staffing. The following is a summary of the comments.

District support and funding was a highlight for some newcomer programs. Others mentioned school principals who appreciated having a program that would address the specific needs of students with interrupted formal schooling in a way that allows greater freedom in designing and implementing lessons for the educated newcomers. The teachers' expertise, dedication, collaboration, multicultural acceptance, and communication were valued as essential to the success of many programs.

Many viewed the small community setting as a nurturing environment for students to become oriented to the United States and the school system while building confidence in their social skills and use of a new language. Both students and their families find safety, support, and security with staff who are sympathetic and can guide them to the most

appropriate resources and services to meet their needs. The services provided by paraprofessionals contribute to increased connections with the students' families and bridges between the students' native languages and English instruction. Some programs mentioned that parental involvement was a strong component.

> We have some of the highest LEP [limited English proficient] state exam scores and graduation rates in our district, which gives our newcomers hope. We have some bilingual teachers in our school, and offer the online courses in Spanish with a teacher in the room, which eases learning stress and difficulty. Our ESL teachers for the newcomers' first 3 years are experienced, well trained, and love their work, as do many of the sheltered teachers who receive our newcomers next.
>
> —*English Language Institute, Dallas, Texas*

The majority of comments related to the differentiated instruction that newcomer students receive in these types of programs, which, although serving newcomers as a group, must meet the needs of students with a wide variety of educational, cultural, and language backgrounds. Small class size and individualized instruction were praised as essential to students acquiring, perhaps for the first time, practical and academic English language and literacy skills and native language literacy. A number of programs reported the advantage that these small classes provided in accelerating the students' learning. Mainstream and sheltered classroom teachers noted that the newcomers who had experienced newcomer curricula with specialized materials were better prepared for the curriculum they taught than other English language learners. Flexibility of block scheduling was seen as an enormous plus in some programs. Survey respondents also noted that the literacy strategies the teachers were using, along with sheltered content and language instruction and high expectations for their students, were making a positive difference in the students' educational progress.

Some of the programs mentioned specific materials or curricula that are working well, including FAST Math, Rosetta Stone, National Geographic School Publishing/ Hampton Brown's *Inside the USA* and *Edge Fundamentals* (see box on page 19). Having specialized courses such as Newcomer Science and Newcomer Social Studies was beneficial because their curricula allowed teachers to build the students' foundational knowledge in such subjects. Leveling students by language proficiency rather than by grade level worked well in a number of programs. Others mentioned the advantages of having learning centers and technology in the classroom. Afterschool programs, summer school, and Saturday tutorials with family literacy events were also seen as positive. Field trips, sports opportunities, clubs, student internships, and partnerships with community organizations were noted as activities that enhanced the students' educational experiences. Collaboration with institutions of higher learning was considered a boon in a number of high school programs.

Additional aspects that programs said were working well related to testing and test preparation, identification and placement of students at intake, high attendance rates, successful transition to regular ESL programs and mainstream classes, high graduation rates, college acceptance rates, and low dropout rates. Several pointed out that former newcomer students received recognition in high school for their outstanding achievements. Two of the programs noted special honors they had received. The High School of World Cultures was included as one of the best high schools in the United States in a *U.S. News and World Report* article, an important and rare achievement for a newcomer school. The Newark International Newcomer Student Center was designated a Bilingual/ESL New Jersey Model Program Resource Center of Excellence for the 2010–2012 award period.

Recommendations for Newcomer Programs

Based on our research in this study, we make the following set of recommendations for middle and high school newcomer programs. Existing programs may already be implementing many of these suggestions. New programs or programs under development may want to consider them as they revise

or finalize their plans. A number of these recommendations are drawn from the issues and challenges discussed in this chapter. Others, such as those related to instruction and transitions, have been referred to in other chapters of this report. Several of them complement recommendations made for adolescent students who are struggling readers or at risk for high school dropout (Carnegie Council on Advancing Adolescent Literacy, 2010; Dianda, 2008; National Association of Secondary School Principals, 2005; Torgesen et. al., 2007).

- Set academic and social goals for the students and build a program to meet them.
- Define entry criteria and exit criteria for your students.
- Develop a separate literacy course or set of courses for students with interrupted educational backgrounds if program has both preliterate and literate newcomers.
- Provide content-based ESL and sheltered instruction or bilingual courses.
- Use technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress).
- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible.
- Provide extra learning time through after-school, summer school, Saturday school, and/or vacation institutes.
- Hire a parent liaison and/or social worker to connect families to the community and address the students' nonacademic needs (e.g., social and economic factors that affect students' learning).
- Engage parents by teaching them about schooling in the United States and showing them how to be involved in their children's education.
- Plan support groups and activities to address family reunification issues.
- Make connections in the community for health and mental health services.
- Make connections in the community for career exploration, work experience, and internships for high school newcomers.
- Smooth the transition process for students exiting the newcomer program (e.g., classroom and school visits, field trips, student mentors, auditing a course, cross-program teacher meetings).

Advice for New Teachers of Newcomer Students

New teachers need to know how to develop language through content, how to use repetition, how to spiral information, and how to engage students in language practice.

New teachers need time to learn and grow.

New teachers need models of good teaching—they need to observe others.

New teachers need help developing graphics and other visuals to support instruction.

—Coaches at the International High School at Lafayette

- Work on postsecondary options for high school newcomers (e.g., connect with community colleges and trade schools, explore scholarship options, provide career education).
- Continue to recruit and retain teachers who are specifically trained to teach newcomers and have ESL or bilingual credentials/endorsements. Provide ongoing professional development to them.
- Provide professional development for teachers who receive newcomers after they exit the program.
- Work with the department in charge of special education to design an eligibility process for newcomers suspected of having special education issues so that they can be diagnosed and provided with an IEP (individualized education plan) within 1 year of enrollment.
- Collect student data and conduct regular program evaluations.
- Advocate for your state to request a waiver of the 4-year graduation cohort requirement under NCLB to allow for 5- or 6-year graduation cohorts.

Conclusion

An increasing need in many districts across the country is to develop an understanding about effective ways to serve language minority students who are recent arrivals to the United States and who have no or low native language literacy, no English literacy, and/or interrupted educational backgrounds. ESL and bilingual programs have

not always been able to meet the needs of these newcomer students successfully, because most of these models in middle and high schools are predicated on older students having literacy skills in their native language. Without literacy, students have not had ready access to the core curricula and instructional materials. Without access to the curricula, these students will not develop the knowledge and skills needed for educational and economic success. Without academic success, these immigrant students will not fully participate or integrate in our society. Academic achievement is the currency of mobility and helps reduce racial, ethnic, and socioeconomic gaps.

The deck seems stacked against the middle and high school newcomers with limited time to learn English, pressure to perform in English on high-stakes tests before English is fully mastered, and the need to take and pass required courses for graduation. The newcomer students face significant demands to reach grade-level performance so they can graduate from high school while they are adjusting to life in a new country. Yet, as the programs described in this report reveal, with proper courses, scheduling, instruction, community supports, and transition practices, the students can and do thrive. As the motto of the Academy for New Americans states, a newcomer program gives students "a passport to a new beginning."

A Passport to a New Beginning

—Academy for New Americans motto

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Appendix A: Newcomer Program Survey

Exemplary Programs for Newcomer English Language Learners in Middle Schools and High Schools

2008–2009 Newcomer Program Survey

This survey is for secondary schools (serving Grades 6–12). However, if your district also has a separate elementary program (serving up to Grade 5), please submit a separate form.

Location and Contact Information

Program Name: _____

Program Address: _____

Program Phone Number: _____ Fax: _____

Email: _____ Web site: _____

Which best describes your community? ☐ Urban/metropolitan ☐ Suburban ☐ Rural

Which best describes your program? ☐ Native language literacy ☐ Bilingual ☐ ESL

Contact Person's Name and Title: _____

Contact Person's Address (if different from above): _____

Contact Person's Phone (if different from above): _____

Note: If the person filling out the survey is different from person above, please provide the following

Name: _____ Title/Affiliation: _____

Email: _____ Phone: _____

Newcomer Program Background

Year the **newcomer** program started: _____

How does the program define a "**newcomer**" student? _____

Please describe your **newcomer** program (e.g., goals, program design). Send us your abstract, a program description, or other literature about your program. If possible, email them as an attachment.

Site Model (Please check all that best apply to your **newcomer** program.)

Type of Program

☐ Whole school (e.g., Grades 6–8 or 9–12)

☐ Program-within-a-school

☐ Separate site from home school(s)

Length of Day

☐ Full-day program

☐ Half-day program (# of class periods: _____)

☐ Less than half-day program (# of class periods: _____)

☐ After-school program (# of hours: _____)

☐ Other: (Please describe: _____)

Length of Program

☐ Summer program (# of weeks: _____)
☐ Less than 1 semester (# of weeks: _____)
☐ 1-semester program
☐ 1-year program
☐ More than 1-year program (# of semesters: _____)
☐ Year-round program
☐ Other: (Please describe: _____)
☐ 1-year plus summer program

Home School(s)

Is there one home school or more associated with the program; that is, a school students attend when not in the **newcomer** program or will attend upon exit from the program? ☐ Yes ☐ No

If the answer is Yes, please provide the following information:

☐ Serves one home school only ☐ Serves more than one home school (# of schools: _____)

Name(s) of the home school(s): _____

Newcomer Program Features

☐ Middle school ☐ High school ☐ Combination middle and **high school** ☐ Other grades served: _____

What are the criteria for students to be included in the **newcomer** program?

How do families of **newcomer** students learn about the program?

If the **newcomer** program does not serve all eligible students, how are students selected for the program?

If all eligible students do not enter the **newcomer** program, what other language support programs are available to them in the district?

How do you differentiate the **newcomer** program from first level of the regular English as a second language (e.g., ESL 1) classes?

Maximum stay for students in **newcomer** program (# of semesters: _____) OR (# of weeks: _____)

Average length of stay (# of semesters: _____) OR (# of weeks: _____)
Average class size (# of students: _____)
Can students enter in mid-year or mid-session? ☐ Yes ☐ No

Types of Funding

What are the funding sources for the **newcomer** program? (Check all that apply and list specific funds.)

☐ Federal: _____

☐ State: _____

☐ District: _____

☐ Private: _____

☐ Tuition: _____

☐ Other: _____

Newcomer Student Demographics

Number of students in **newcomer** program (2008–09 school year): _____

Number of countries represented in the **newcomer** program: _____

The top 5 countries with the most representation:

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Number of non-English languages represented in **newcomer** student population: _____

The top 5 languages represented:

1. _____ 2. _____ 3. _____

4. _____ 5. _____

The **newcomer** students are assigned from

☐ One school ☐ More than one school ☐ An in-take/assessment center

Age range of **newcomer** students: _____

Percentage of **newcomer** students receiving free or reduced lunch: _____ %

Have the types of students served by the **newcomer** program changed over time? ☐ Yes ☐ No

If yes, please explain.

What percentage of students in your **newcomer** program have had interrupted formal schooling? _____ %

If possible, distinguish those with 1 or 2 years interrupted _____ %; those with 3 years or more _____ %

What percentage of students in your **newcomer** program have a low level of literacy in their native language? _____ %

Instruction

Which language or languages are used for instruction? _____

What types of courses does the **newcomer** program provide? Check **all** that apply.

☐ Sheltered content in English (Check **all** that apply below.)

_____ math _____ language arts

_____ science _____ health

_____ social studies _____ other: _____

☐ Content instruction in native language(s) (Check **all** that apply below.)

_____ math _____ language arts

_____ science _____ health

_____ social studies _____ other: _____

☐ ESL or English language development ☐ Reading intervention

☐ Native language literacy ☐ Native language arts

☐ Cross-cultural/orientation to the United States ☐ School/study skills

☐ Career/vocational education/apprenticeships ☐ Other courses: _____

Please describe a typical **newcomer** student schedule (e.g., which classes, how many periods): _____

_____

Literacy Development

What kinds of literacy development practices are used with the **newcomer** students?

What literacy materials do you use?

Credits

List the type of graduation credits **high school** students receive for the **newcomer** program courses.

Courses for Elective credit:

Courses for Core content credit:

Assessment

Placement Measures

For placement, what assessment instruments does your program use to measure **newcomer** students'

Reading skills?

English language proficiency?

Content knowledge (e.g., math or science skills)?

How is the information from the placement assessments used (e.g., to inform instruction)?

Progress Measures

What assessment instruments does your program use to measure **newcomer** students' progress in

Reading skills?

English language proficiency?

Content knowledge? (Please specify test by subject)

Achievement Measures

Are your **newcomer** students required to take the state standards tests? If so, which ones?

Do the **newcomer** students' scores count in the school's accountability profile? If yes, please explain.

Besides testing, how are **newcomer** students assessed?

Newcomer Program Evaluation

Do you evaluate your **newcomer** program? If so, how?

Would you be able to share the evaluation data with this research study?

Student Transition and Monitoring

How does your program decide when students are ready for transition out of the **newcomer** program (e.g., what are the exit criteria)?

What kind of program do students exit into? ☐ ESL ☐ Bilingual ☐ Mainstream

If some students leave **high school** after the **newcomer** program, what do they enter? (Check **all** that apply.)

☐ GED ☐ Technical or Trade School ☐ Adult Basic Education ☐ Community College

☐ 4-yr college or university ☐ No school/Find a job ☐ Other: _____

What measures (if any) are taken to facilitate **newcomer** students' transition into another program (e.g., visits to regular ESL bilingual/mainstream classrooms, orientation) or into the home school?

Are students tagged as **newcomer**s in your school accountability database?

Do you monitor exited **newcomer** students? If so, how?

After students exit the **newcomer** program, do you check on student achievement, one, two or three years later? Please explain.

If you are a **high school** program, can you determine whether students who were in your **newcomer** program stay in school and graduate? If so, how?

If you are a **high school** program, do you offer a different program path (e.g., 5-year plan) for students to develop their English skills and get enough credits to graduate? If so, please describe.

Do you have credit recovery or online learning courses in your district that **high school newcomer** students could participate in, if not at first, then later on? If so, please explain.

Do you offer exited **newcomer** students' additional time for learning (e.g., summer school program, Saturday school, extra period before or after school)? If so, please describe.

Who helps the exited **newcomer** students negotiate the transitions, either to the regular program or to postsecondary options?

Newcomer Program Staff and Professional Development

Please fill in the appropriate information about your **newcomer** program's staff:

Total # of teachers in the **newcomer** program: *full time:* _____ *part time:* _____ .

of **newcomer** teachers with bilingual education certification: _____

of **newcomer** teachers with ESL certification or equivalent: _____

of **newcomer** teachers with certification in a content area: _____

of **newcomer** teachers who speak languages other than English: _____

Please indicate the languages these teachers speak: _____

	Full-time (in **newcomer** program)	*Part-time* (in **newcomer** program)
# of Program Administrators/Coordinators:	_____	_____
# of Bilingual aides/Paraprofessionals:	_____	_____
Please indicate languages spoken:	_____	_____
# of Monolingual aides/Paraprofessionals:	_____	_____
Please indicate languages spoken:	_____	_____
# of Resource teacher(s) for **newcomer**s:	_____	_____
Position(s):	_____	_____

Does the **newcomer** program have its own guidance counselor(s)? ☐ Yes ☐ No If yes, how many? _____

If not, are regular school counselors available to the **newcomer**s? ☐ Yes ☐ No If yes, how many? _____

Are any counselors for **newcomer** students bilingual? ☐ Yes ☐ No

If yes, which languages do they speak? _____

Does the **newcomer** program have its own social worker or family liaison? ☐ Yes ☐ No If so, please describe the responsibilities involved.

Total **newcomer** staff who are proficient in at least one of the students' native languages: _____

How are staff selected for your **newcomer** program?

Do teachers need to meet specific criteria (e.g., ESL endorsement)? If so, please list:

Specific Professional Development for Newcomer Program Staff

What topics, issues, strategies are covered?

Who participates?

Who provides it and how often?

Other Services (Please check **all** categories in the table below that apply.)

Which types of ancillary services are offered to students in the **newcomer** program?

- ☐ Title I
- ☐ Special education
- ☐ Gifted and talented
- ☐ Health (physical)
- ☐ Health (mental)
- ☐ Day care
- ☐ Legal
- ☐ Career counseling
- ☐ Tutoring
- ☐ Other: _____

Which services are offered to others associated with the **newcomer** program (e.g., parents)?

- ☐ Parent outreach
- ☐ Orientation to USA
- ☐ Orientation to US schools
- ☐ Native language literacy courses
- ☐ Adult basic education
- ☐ Adult ESL courses
- ☐ Family literacy
- ☐ GED
- ☐ Information sharing with community organizations
- ☐ Other: _____

Social Capital Networks that Support Education

Has the **newcomer** program established partnerships with community? If so, please list your partners and the purpose of the partnership.

What types of social services are available to **newcomer** students and their families (e.g., health, job referral, refugee services)? Please be specific.

Through what methods are **newcomer** families made aware of these social services?

Through what methods are the social service agencies made aware of the **newcomer** program?

Conclusion

Tell about aspects of your **newcomer** program that are working especially well.

What has been the impact of NCLB on your program?

Thank you for assisting us in this research initiative. Please provide other comments or information you consider important about your **newcomer** program. (Attach or send extra material, as needed.)

Place a check mark in the box if you would like to be on our email list. ☐

Appendix B: Secondary School Newcomer Programs in CAL's 2011 Database

Program	City	State	Site model	Program level
Language Academy, Springdale Public Schools	Springdale	AR	Program within a school	High school
New Comers ELD 1, Toro Canyon Middle School	Thermal	CA	Program within a school	Middle school
Newcomer Academy	Redwood City	CA	Separate site	Middle school (and Grades 3–5)
Newcomer Center	Pasadena	CA	Program within a school	Combination middle and high school
Oakland International High School	Oakland	CA	Whole school	High school
San Diego New Arrival Center	San Diego	CA	Program within a school	High school
Newcomer Centers, Merrill Middle School	Denver	CO	Program within a school	Middle school
ESL Orientation Center	Sioux City	IA	Separate site	Both middle and high school
Newcomer Center	Arlington Heights	IL	Separate site	High school
Nichols Newcomers	Evanston	IL	Program within a school	Middle school
Wichita High School East, ESOL	Wichita	KS	Program within a school	High school
ELL Newcomer Center at Tates Creek Middle School	Lexington	KY	Program within a school	Middle school
Grade 4–7 Newcomer Program	Marlborough	MA	Program within a school	Middle school (and Grades 4–5)
Newly Arrived Program, High School Learning Center	Lawrence	MA	Separate site	High school
Lee High School and Lee Middle School ELL Newcomers	Wyoming	MI	Program within a school	Combination middle and high school
Salina Intermediate Newcomer Center	Dearborn	MI	Program within a school	Middle school (and Grades 4–5)
Walled Lake Central High School	Walled Lake	MI	Program within a school	High school
West Hills Middle School ESL Newcomer Program	West Bloomfield	MI	Program within a school	Middle school
ISD 196 Newcomer Academy	Eagan	MN	Separate site	High school
ESL Academy	Raleigh	NC	Program within a school	High school
Gaston County Schools – Newcomers' Center	Gastonia	NC	Separate site	Middle school (and Grades 1–5)
Guilford County Newcomers School	Greensboro	NC	Separate site	Combination middle and high school
Newcomer Center	Chapel Hill	NC	Both program within a school and separate site	High school
Newcomer Center	Hendersonville	NC	Separate site	Combination middle and high school

Program	City	State	Site model	Program level
Cheney Middle School Newcomer Program	West Fargo	ND	Program within a school	Middle school (and elementary)
ESL Teen Literacy Center (Beveridge Magnet and Lewis and Clark Middle Schools)	Omaha	NE	Both program within a school and separate site	Middle school
ESL Teen Literacy Center (high school)	Omaha	NE	Separate site	High school
Schuyler Central High School	Schuyler	NE	Program within a school	High school
Newark International Newcomer Student Center	Newark	NJ	Separate site	Combination middle and high school
Port of Entry Program, Union City H.S.	Union City	NJ	Program within a school	High school
Brooklyn International High School	Brooklyn	NY	Whole school	High school
Emmaus Intervention Project	Albany	NY	Separate site	Combination middle and high school (and Grades K–5)
High School of World Cultures	Bronx	NY	Whole school	High school
I.S. 235, Academy for New Americans	Long Island City	NY	Separate site	Middle school
International High School at Lafayette	Brooklyn	NY	Whole school	High school
Internationals Network for Public Schools	New York	NY	Whole school	High school
Multicultural High School	Brooklyn	NY	Whole school	High school
New World High School	Bronx	NY	Whole school	High school
Newcomers High School	Long Island City	NY	Whole school	High school
Urban Assembly New York Harbor School	New York	NY	Program within a school	High school
Columbus Global Academy 6-12	Columbus	OH	Whole school	Combination middle and high school
Jenks High School & Jenks Freshman Academy Newcomer Program	Jenks	OK	Program within a school	High school
ELD Newcomer Program, Hamlin Middle School	Springfield	OR	Program within a school	Middle school
Liberty Welcome Center	Hillsboro	OR	Program within a school	High school
Newcomer 7-8, Centennial Middle School	Portland	OR	Program within a school	Middle school
Pawtucket School Department Limited Formal Schooling Program	Pawtucket	RI	Program within a school	High school: Grades 9 and 10 only
Richland Northeast High School Newcomer Center	Columbia	SC	Program within a school	High school
International Center (Hamblen County Schools)	Morristown	TN	Separate site	Combination middle and high school (and Grades 4–5)
International Newcomer Academy	Nashville	TN	Separate site	Combination middle and high school (and Grade 5)

Program	City	State	Site model	Program level
Burbank M. S. Recent Arrival Program–Dos Ventanas Hacia el Mundo	Houston	TX	Program within a school	Middle school
English Language Institute, W. H. Adamson High School	Dallas	TX	Program within a school	High school
ExcELL	Irving	TX	Both program within a school and separate site	Both middle and high school
International Newcomer Academy	Fort Worth	TX	Separate site	Combination middle and high school
Katy Independent School Newcomer Centers	Katy	TX	Program within a school	Both middle and high school
Las Americas Middle School	Houston	TX	Whole school	Middle school
Lewisville Newcomer Program	Lewisville	TX	Program within a school	Both middle and high school
New Arrival Center, Schultz Junior High	Waller	TX	Program within a school	Middle school
Secondary Newcomer Program, Carrollton-Farmers Branch	Carrollton	TX	Program within a school	Both middle and high school
Harrisonburg City Schools 5-8 Newcomer Program	Harrisonburg	VA	Program within a school	Middle school (and Grade 5)
Harrisonburg High School Newcomer Program	Harrisonburg	VA	Program within a school	High school
Intensive English, Dayton Learning Center	Dayton	VA	Separate site	Both middle and high school
Newcomer ESOL	Winchester	VA	Program within a school	High school
Jackson Hole High School	Jackson	WY	Program within a school	High school

Appendix C: Case Study Program Descriptions

This appendix introduces the newcomer programs that were the subjects of the case study component of our research. The descriptions present each program's design, students, and staff during the times of our visits in the 2009-2010 school year or the 2010-2011 school year. The profiles are organized alphabetically by name and explain the program site model, program goals, student background, language instructional model, typical courses offered, staffing, transition practices, community partnerships, and some program successes. More specific details about the programs are found in Chapters 3 and 4 and online at www.cal.org/newcomerdb.

Academy for New Americans, Intermediate School 235

30-14 30th St.
Long Island City, NY 11102
Principal: Dr. Carmen Rivera

The Academy for New Americans, Intermediate School 235, is a 1-year, full-day, separate-site program designed to assist newcomer adolescents and their families in adapting successfully to their new environment and coping effectively with the many challenges that accompany immigration to New York City. The staff prepare the middle school newcomers for the transition to other schools and integration into the U.S. society. These goals are reflected in their motto, "A passport to a new beginning." The Academy provides an array of educational, counseling, and other services on a transitional basis to help meet the linguistic, instructional, and other needs of the students in Grades 6–8 and their families.

Many students are from South America and Mexico and a growing number are from Bangladesh. Although all the newcomers are English language learners, some are students with interrupted formal education (SIFE) and some have had grade-level schooling in their home countries. The major languages represented in the student population include Spanish, Bengali, Mandarin, Arabic, Hindi, French, Greek, and Russian.

The school offers two main language instructional models—a full Spanish bilingual program and an ESL content program. Depending on the size and makeup of the student population any given year, the staff group students into two, three, or four cohorts at each grade level (6, 7, 8). One or two cohorts are bilingual Spanish and one or two are ESL content. In an effort to serve more than just the Spanish-speaking population, Mandarin speakers may be scheduled into a Mandarin math class. (There are not enough Mandarin-speaking students and teachers to mount a full bilingual program for this language.) All students receive intensive ESL instruction for two periods per day that is organized by their English proficiency level rather than native language background. They also have two periods of mathematics, one period of social studies, and one of science. During the week, they attend technology, music, and physical education classes as well. Students with interrupted formal education (SIFE) have several periods of intensive English language and literacy development classes each day for part of the school year and on Saturdays. Extended learning time is available after school and through a Saturday Academy at the Academy for New Americans. The newcomer students may also attend summer school at the school.

In 2010-2011, the Academy had 14 teachers, all qualified bilingual content area and ESL teachers who encourage bilingual proficiency and biculturalism. Some of the staff have worked at the school since it was established in 1996 (the two aides, the principal, and three of the teachers) and 13 of the 14 teachers have worked there for at least 10 years. Everyone on staff is bilingual or trilingual, speaking English and other languages, such as Spanish, Bengali, Hindi, Mandarin, and Russian. During the 2010-2011 school year, the school had a full-time guidance counselor for the first time. The school also has a part-time social worker and a part-time parent liaison.

Students exit the program with teacher recommendations and the completion of 1 year, as per the mandate of the New York City Department of Education. Some students who enter the second semester may remain for the next school year. The social worker and guidance counselor work closely as a team with the parent coordinator to support the newcomer students and their families through the transitional process. This includes arranging orientations and school visits, and sometimes an administrator from a zoned middle school comes to speak with the students. Eighth graders go to high schools and the sixth and seventh graders attend their zoned middle schools.

The parent coordinator and guidance counselor refer families as needed to community agencies that assist in health care, housing, immigration issues, and more. The parent liaison holds adult ESL classes for parents in the mornings and eight additional workshops throughout the year. Community partners include cultural arts groups, such as City Lore and Queens Theater in the Park, that encourage students to explore art and drama.

The staff at the Academy for New Americans are pleased with the success of their students in terms of English language development, native language development, and academic achievement. As a small school, they have carefully crafted their course schedule to meet the students' academic and cross-cultural needs. Students and families want to be at the Academy for New Americans. They are happy, safe, well behaved, and have high attendance rates. There are no cultural conflicts and no displays of prejudice. Tolerance is taught by example and through class instruction.

Columbus Global Academy 6–12

2001 Hamilton Ave.
Columbus, OH 43211
Assistant Principal: Dr. Brenda Custodio

The Columbus Global Academy is a full-day, whole-school program that enrolls newcomers from 44 area schools in the city of Columbus, Ohio, in Grades 6–12. Its ESL instructional design also includes a component for native language support. In the past, the program was a separate-site program housed in three buildings—one for middle school and two for high school. Now Grades 6–12 are located in one spacious building, accommodating close to 500 students. As of the 2010–2011 school year, Columbus Global Academy offers the full set of high school courses that a student would need to graduate (core and elective), so high school students have the option of remaining at the school until graduation and receiving a diploma. Columbus Global Academy also offers the full complement of middle school courses.

Approximately half of Columbus Global Academy's student population has refugee status, mainly from secondary migration. Most are Somalis and some are Somali Bantus, who generally have had less prior schooling than the typical ethnic Somali. Other student groups including Iraqis, Burmese, and Bhutanese who typically arrive with some prior educational background. African countries, such as Senegal and Guinea, are represented among the students as are Caribbean and South American countries, such as the Dominican Republic and Colombia.

In order to accommodate a wide range of student educational backgrounds, the Columbus Global Academy has developed an extensive program of studies so that students can develop their English proficiency skills and also complete all the courses needed for middle school or high school. Students are identified by four English proficiency levels: (1) Self-contained (for students with interrupted formal schooling); (2) Level C (beginner—up to a second-grade reading level); (3) Level B (intermediate—up to a third-grade reading level); and (4) Level A (advanced—up to a fourth-grade reading level).

To the extent possible, the Columbus Global Academy offers content area and ESL courses in these proficiency levels by grade level in middle school, self-contained classes. These classes include a double period of ESL and math, plus one period of science, social studies, and an elective. Eighth graders who are at Level A follow the eighth-grade core curriculum.

High school newcomers are scheduled by language proficiency and credits earned. For high school students with considerable educational gaps, the program offers a pre-ninth-grade level with a special curriculum focused on basic skills, such as arithmetic, ESL, and initial reading. At the 9th and 10th grades, students take grade-level courses, including a double period of ESL and single periods of math, science, and social studies. Students can take required 11th-grade courses in the fall semester of the next year (e.g., ESL 11, Chemistry) and 12th-grade courses in the spring semester of that same school year (e.g., ESL 12, Government). In this manner, many of the students could move through high school in 5 years.

Additional learning supports are also available. The program has a Reading Clinic for low-level students who are pulled from different classes (to avoid missing the same class each time) three times per week for a 42-minute period. Reading tutors, including some retired teachers, teach these classes with a ratio of five students per tutor. Middle and high school newcomers may also enroll in several programs open to all English language learners: a summer school program, a Saturday program for test preparation, and an after-school program. The Columbus Global Academy itself offers a 5-hour, after-school program.

Staff include one principal, two assistant principals, 40 teachers, approximately 30 bilingual instructional assistants, and five part-time reading clinic tutors. The program also has its own guidance counselor, school psychologist, two full-time nurses, and graduation coach. Four curriculum coaches assist in mentoring new teachers, and although they serve the ESL programs throughout the district, they are housed at the Columbus Global Academy. Similarly, three social workers support all the ESL families in the district but spend considerable time helping the newcomer families. There is also a district community liaison who supports the Columbus Global Academy part of the time.

Students may remain in the program for 3 or more years. Students who complete the middle school usually go on to regular high schools in the Columbus district; however, those who still need extra support may stay in the program. Staff meet with high school students at the end of Grade 10 to ask if they want to leave the newcomer program to attend regular high schools. In the past, about half of the students left. However, with newly acquired permission to grant high school diplomas, it is probable that more students will remain at the Columbus Global Academy to graduate. The counselor and graduation coach assist students (i.e., the middle schoolers who leave after completion of 8th grade and the high schoolers who choose to leave after 10th grade) with the transition to high school.

Family services personnel at the Columbus Global Academy (i.e., the social workers and community liaison) make connections with community services and inform the parents of these services through direct communication with the students and a newsletter. The program offers extensive health services with two full-time nurses, periodic dental care, and health van services. The program also has many community health partners, including Ohio State University eye clinic and St. Vincent's Hospital, to provide services for students and their families.

Aspects of the program that have been working well are the focus on students' reading development, developing a pathway of high school courses for graduation, and offering test preparation classes. The large, multilingual staff speak many of the students' native languages and dedicate a great deal of their free time (e.g., lunch, after school) to tutoring the students and preparing them for state testing. The pre-ninth-grade level has made a difference in keeping older students in school and on the path to high school graduation.

ESL Teen Literacy Center Program (Middle School)

Beveridge Magnet Middle School
1616 S. 120th St.
Omaha, NE 68144

Lewis and Clark Middle School
6901 Burt St.
Omaha, NE 68144

Coordinator of ESL and Migrant Education: Ms. Susan Mayberger

The ESL Teen Literacy Center middle school program is a full-day program within a school that provides intensive English language, literacy, and numeracy instruction to middle-school-age newcomers in Grades 7 and 8. The first site opened at Beveridge Magnet Middle School in 2000, and the second site opened at Lewis and Clark Middle School in 2010-2011. Newcomer students zoned for 10 middle schools might attend the newcomer program at one of these two sites, if they meet the criteria. The program seeks to provide intensive instruction in core subjects and physical education as well as an introduction to music and arts. At the end of eighth grade, students transition to a traditional high school or to the high school ESL Teen Literacy Center.

The middle school ESL Teen Literacy Center program is designed for English language learners who are functioning at or below a third grade level in their native language. Most of the students in the program are refugees. In the past, the students were primarily from Sudan, but in the 2009-2010 school year, the student group was more diverse with refugees from Somalia, Burma, and Sudan and immigrants from Guatemala and Mexico. All the students have experienced interrupted formal schooling.

The ESL Teen Literacy Center program operates with self-contained classes for the seventh- and eighth-grade newcomers. The program includes a block (two periods) for reading/English language arts, a block for science, one period for social studies, one period for mathematics, and two periods for electives and physical education; students have a tutoring/resource class in their schedules as well. The teachers use a sheltered instruction approach for the content classes. Extended learning time includes two summer school sessions (3 weeks each). Before- and after-school support is also available at the middle schools.

The program at Beveridge has two full-time teachers (one teaches math and science, the other social studies and ESL), while the program at Lewis and Clark has one teacher (as of 2010-2011), who teaches most of the core subjects and ESL. The program has a part-time administrator and the schools have guidance counselors.

When students reach a third-grade reading level in English, they exit the program. If this happens before the end of eighth grade, the students enter the regular ESL program and may stay at one of the two sites or return to their zoned schools. Often students stay in the program for all of the middle school years and at the end of eighth grade move on to the regular ESL program at one of the district high schools. If at the end of eighth grade they have not attained a third-grade reading level, most move on to the high school ESL Teen Literacy Center.

The middle school ESL Teen Literacy Center program does not have a social worker or family liaison. However, there are district bilingual liaisons (Spanish and other languages) who are shared across schools. The district-based social worker provides counseling to students as needed. Two local refugee resettlement agencies provide additional family support.

The middle school sites report that the small class sizes have been successful, allowing teachers to individualize instruction and accelerate students' learning as quickly as possible. Learning language through the content areas has assisted the students in gaining academic vocabulary, while exposing them to content standards and guided reading instruction has allowed students to gain access to instructional level reading materials. The program also sponsors a take-home book program that encourages students to read independently and explore both fiction and nonfiction text.

ESL Teen Literacy Center Program (High School)

High School Program
1616 S. 120th St.
Omaha, NE 68144
Coordinator of ESL & Migrant Education: Ms. Susan Mayberger

The high school ESL Teen Literacy Center is a separate-site, full-day program that provides intensive English language, literacy, and numeracy instruction to high-school-age English language learners. Because most newcomers arrive with little prior education, the ESL Teen Literacy Center offers skill development at the level needed by the students (e.g., writing their names, doing basic arithmetic, beginning literacy skills, developing some content area knowledge) prior to their entering the regular high school setting. The program maintains small class sizes in order to individualize intensive instruction in core subjects and physical education as well as to introduce students to music and arts. Staff try to accelerate students as quickly as they are able and integrate job awareness and preparation into the curriculum. Most students remain in the program for 2–3 years.

The high school ESL Teen Literacy Center program is designed for English language learners who are functioning at or below a third-grade level in their native language. Most of the students in the program are refugees. In the past, the students were primarily from Sudan but in the 2009-2010 school year, the student group was more diverse with refugees from Somalia, Burma, and Sudan and immigrants from Guatemala and Mexico. All the students have experienced interrupted formal schooling.

The high school newcomers take classes for basic skills in English language arts, mathematics, reading workshop, science, and social studies (each for two quarters of the school year); physical education; art/music; and vocational support/career exploration. The students rotate among learning stations for part of the day. The more advanced students who are making the transition to a regular high school would have literacy class in the morning at the ESL Teen Literacy Center and take math and other classes at the high school in the afternoon. Extended learning time includes two summer school sessions (3 weeks each).

The high school ESL Teen Literacy Center has three full-time teachers and one paraprofessional. There is a part-time administrator for the program as well.

When students at the ESL Teen Literacy Center high school program reach a third-grade reading level and meet the criteria on the readiness checklist (Appendix F), they transition to the mainstream high school, first on a half-day basis and then full-time as they experience success. One semester of transition is provided, with students attending ESL Teen Literacy Center in the morning and a high school site in the afternoon. This transition process is also available for some students who had been in the eighth grade ESL Teen Literacy program the

prior year. ESL staff at the center and at each high school site, in cooperation with bilingual liaisons at the high school sites, help with transitions.

The high school ESL Teen Literacy Center program does not have a social worker or family liaison. However, there are bilingual liaisons who speak Spanish at most high schools. The district also has bilingual liaisons who speak less common languages and are shared across schools. There is also a certified social worker in the district who provides counseling to students as needed. Two local refugee resettlement agencies provide additional family support. Some other partnerships include a tutor/mentor program with Creighton University and counseling through Methodist Health Services.

Students at the high school ESL Teen Literacy Center are experiencing success with the basic skills curriculum, and the learning center approach has improved the teachers' ability to individualize instruction in small class settings. The half-day transition structure provides critical support for the students as they begin their enrollment in the district high schools.

High School of World Cultures

1300 Boynton Ave., Suite 434
Bronx, NY 10472
Principal: Dr. Ramon Namnun

The High School of World Cultures is a former 1–2 year newcomer program that started in 1996, but became a full 4-year high school in 1999. It shares space at the James Monroe High School campus in the Bronx with four other small schools. It was redesigned in 2008 as a dual language high school. It started with one dual language cohort in the ninth grade and has grown over the years. Most students remain at the school for 4 years. The goal of the program is to help students acquire innovative and challenging age-appropriate academic skills that prepare them to be truly bilingual members of the global society. This is accomplished by offering Spanish language arts and by providing instruction in science and math in both Spanish and English.

The High School of World Cultures accepts new arrivals as well as students who have been in the United States, including (a) students from middle school dual language programs who want to continue in high school, (b) educated immigrant students who want to continue and enhance their English and Spanish, (c) non-English speakers and non-Spanish speakers who recently arrived in the country and want to learn Spanish and English at the same time, and (d) eighth graders who are fluent in English and would like to learn Spanish. Many of the immigrant students arrive from the Dominican Republic; a few are from Honduras, Ecuador, Mexico, and Bangladesh. Some students have had an interrupted formal education.

The primary way the school promotes bilingualism is through a program of study that includes all courses needed for graduation in New York. Dual language ninth graders, for example, take two periods of English language arts/ESL and one period each of ESL Writing, social studies, math, and computers, all in English. They have one period each of math, science, and Spanish language arts in Spanish. In 10th grade, courses and languages switch: Students take language arts, social studies, and an elective in Spanish as well as language arts, science, and math in English. The switch occurs again in 11th grade, and then again in 12th. The 12th graders also have an elective course geared to college readiness. Because the students remain at the school for 4 years, their proficiency in both languages grows. The school offers four levels of English, ESL 1–4, and uses sheltered instruction methods, such as the SIOP Model, in the content classes.

In the 2009-2010 school year, the High School of World Cultures had one principal, two assistant principals, and more than 20 teachers. Many of the staff were bilingual; most spoke Spanish and English but some spoke English and other languages, such as Russian, Armenian, Arabic, and French. Many had lived overseas and had an elementary school teaching background, which the administration finds beneficial for the students with limited formal schooling. All teachers of ESL or sheltered content classes had ESL training. The school has a full-time guidance counselor and a parent coordinator who is also a trained social worker.

A key feature of the program is extended learning time. In order to help students acquire academic English, complete all the courses required for graduation, and pass the rigorous high school New York State Regents exams, the administration and staff have organized multiple opportunities for students to study beyond the regular school day. Their

after-school program, called PM School, is offered 4 days each week for 2 hours. Informal tutoring is available before and after school. Saturday Academy is held to prepare students for the Regents throughout the school year. "Vacation institutes" are available during 1-week school breaks. Summer school is offered for 6 weeks from July through August. Students may choose to attend these opportunities themselves, and the principal and teachers examine student performance on benchmark exams and quarterly grades to recommend which students should attend.

Ensuring graduation is key to successful transitions for students at this high school—whether that transition is to college or work. The program of study and the extended learning time support this graduation goal. Besides the 12th-grade college readiness class, the staff at the school offer college advising, college visits, help with applications, and SAT test preparation to assist students with the transition to college life and the real world. The guidance counselor and the senior advisor assist the newcomer students with transitions and postsecondary options.

The parent coordinator organizes monthly Parent Association meetings to make parents aware of the various social services available in New York City for health, housing, and employment. The parent coordinator and the counselor reach out to the social service agencies to make them aware of the newcomer families and inquire regularly with these agencies to see what resources are available. One partner, Hunter College, helps students develop math and science skills through a grant in which faculty provide professional development to the teachers at the High School of World Cultures.

The school is dedicated to providing a supportive and nurturing environment in which students acquire strong English skills while accumulating credits in all the content areas. It has been named one of the best high schools in America, according to *US News and World Report*. Committed staff work with the families to meet students' needs and with students to help them maintain their cultural identity, take pride in their cultural roots, and raise their self-esteem. With a graduation rate of 79% in 2009, which was higher than the New York City average, the High School of World Cultures is achieving its goals to challenge the students, help them meet academic standards, become bilingual, and be prepared for success in the 21st century.

Intensive English, Dayton Learning Center

280 Mill St.
Dayton, VA 22821
Director: Dr. Charlette McQuilkin

The Dayton Learning Center Intensive English program is a half-day, separate-site program for eligible middle school and high school students from eight county schools in a rural area of Virginia. It is located in a building that also houses the alternative high school program, not one of the regular middle or high schools. The staff consider this program to be a safe, comfortable environment for the middle and high school students who are new to Rockingham County and the United States to become accustomed to U.S. schools. They have designed the program to build a foundation for English language learners to participate successfully in school, both socially and academically.

The newcomer students at the Intensive English program are primarily from Mexico and are below grade level in their schooling backgrounds. Some are from migrant families. Older learners were more numerous in the program in the past and a separate half-day GED program was available to them, but fewer older learners attended in the 2009-2010 school year and none signed up for the GED program.

Newcomer students attend their home schools for a half day and the Dayton Learning Center for the other half of the day, where they have approximately 2 hours of class. The district provides bussing between the two schools as needed. During the 2009-2010 school year, the year of the research site visit, the school held two middle school class sessions, one for Grades 7–8 in the morning and one for Grade 6 in the afternoon, and one high school class session in the morning. Class size is 10 students per class. The 2-hour time block of Intensive English focuses initially on conversational English and beginning reading. However, as the students make progress, they receive content-based ESL instruction, during which they are taught the vocabulary and language of math, social studies, and science. Summer school is available in the district for all English language learners, including newcomers. Self-contained support may be provided to newcomers who choose to attend summer school.

In 2009-2010, the instructional staff included one middle school teacher and one high school teacher. A family liaison worked part-time with the program as well.

In deciding when students are ready to exit the program, staff look at student performance in the newcomer classes at the Dayton Learning Center and in the content area classes in their home schools along with scores on assessments such as the Stanford Diagnostic Reading test, the Idea Proficiency Test (IPT), and the *ACCESS for ELLs* test. The high school teacher also monitors students using the life skills and study skills checklists described in Chapter 3 [and shown in Appendix E]. Students generally attend the program for two semesters but may remain for up to four. Some middle school students exit after one semester.

Because students attend their home school for a half day, the transition process is relatively smooth. The school counselors and the resource teachers for English language learners in each of the high schools and middle schools assist the students with attendance at the home school for a full day. The staff make a strong attempt to keep the English language learners in the high schools and not have them drop out. These students may stay in school until they are able to qualify for a diploma or reach 22 years of age.

The Intensive English program partners with the Migrant Education program, the local Regional Library, and the Big Brothers Big Sisters program. Social services are available from the local health department and other social service agencies. The school counselors, the school nurses, and the family liaison link the families to the community social services and make the local social service agencies aware of the Intensive English program.

The International High School at Lafayette

2630 Benson Ave.
Brooklyn, NY 11214
Principal: Mr. Michael Soet

The International High School at Lafayette is a full 4-year high school and is one of 14 schools in the Internationals Network. The mission of these international high schools is to provide quality education for recently arrived immigrant students in small, public high schools through the Internationals' educational model. Courses are designed to be interdisciplinary and project-based, where students explore academic content in learner-centered environments. All classes are organized heterogeneously so that students with varied English proficiencies are in classes together. In that way, teamwork within the classes helps the less-proficient and newly arrived students socialize to school and learn English. The school is organized into four teams: two of the teams are a mix of 9th and 10th graders, and 11th and 12th each graders have their own teams. Most students enter the International High School at Lafayette in ninth grade and remain for all 4 high school years. It is currently located at the Lafayette High School campus in Brooklyn, along with four other small schools.

The International High School at Lafayette enrolls students who have been in the United States for 4 years or less and speak very little English. They may have attended eighth grade in a New York City school or be newly arrived to the city. They represent about 50 different countries of origin and speak close to 30 different languages with Spanish, Haitian Creole, Russian, Chinese dialects, and Urdu being the most common. Some students have had an interrupted formal education. More than half have been separated from one or both parents during their family's immigration to the United States.

As a full high school in New York City, the International High School at Lafayette offers all the courses required for graduation. For the most part, English is learned through the content classes, although some specialized literacy classes are provided to students with interrupted formal education. All students take math, English language arts/ESL, social studies, science, art or drama, and physical education classes. Ninth and 10th graders have two advisory periods and 11th and 12th graders have two elective periods. Teachers develop the interdisciplinary curricula that are based on the state standards. Eleventh graders also participate in a 12-week internship for 4 days each week that is linked to their academics and helps them with career research and social language skills. Selected 12th graders may be scheduled into project-based, literacy courses intended to prepare them for the required high school Regents exams.

During the 2010-2011 school year, staff included a principal and assistant principal, more than 20 teachers, one special education paraprofessional, one guidance counselor, and two social workers. The staff were relatively young; most had taught for 5 years or less. They were multilingual, speaking

many of the languages reflected in the diverse student body, such as Spanish, Italian, French, Haitian Creole, Arabic, Mandarin, and Cantonese.

The International High School at Lafayette offers a wide range of extended learning time opportunities to help the students learn English and acquire the credits needed for high school graduation. This time includes before- and after-school homework help sessions as well as Saturday and summer programs. In addition, many students participate in College Now, a partnership with Kingsborough Community College that enables students to take some college courses before high school graduation.

The College Now program is one way the staff help the students with the transition beyond high school. The 11th-grade internship is another. In general, the entire staff, including the guidance department, helps students determine postsecondary options that best suit their interests and needs. The key to these options is the high school diploma.

The program has two social workers who make the newcomers and their families aware of the social services available in New York City and make referrals to outside agencies that provide help with immigration status issues, health care, housing, and mental health. The school has many partnerships with local cultural organizations (for music, art and drama services), mentoring programs, advocacy groups, and more.

There are many positive elements in the program at the International High School at Lafayette. The language development approach is effective with an overall spirit of cooperation and respect among the students. The addition of separate literacy courses has been beneficial to the low-literacy and preliterate students. The internships help prepare students for life beyond school, letting them explore possible careers and giving them self-confidence and an opportunity to interact with native-English-speaking adults. The graduation and college acceptance rates have been increasing.

International Newcomer Academy

7060 Camp Bowie Blvd.
Fort Worth, TX 76116
Director, Secondary ESL: Ms. Genna Edmonds (2010–2011 school year)
Principal: Mr. Carlos Ayala (2010–2011 school year)

The International Newcomer Academy is a full-day, separate-site program serving students in Grades 6–9. Students generally remain in the program for 1 year before attending their zoned middle or high schools. Preliterate students may remain for 2 years. The goals of the school are to a) orient students to U.S. schools, b) develop basic communicative/academic oral and written English proficiency, and c) continue/develop knowledge and skills in the core content areas so that students can make a successful transition to the next component of the secondary ESL program, the Language Centers at the zoned middle and high school campuses. Beginning level ESL courses are offered at the International Newcomer Academy, and the next ESL level, Intermediate I, is offered at the Language Centers.

Many of the students are refugees, although the countries of origin have changed repeatedly since the school began operation in 1993. During the year of the research site visit, the school had more students from Iraq, Burundi, Nepal, and Burma than it had in the past. They had a decrease in the number of middle school students from Mexico but an increase in the number students from Mexico older than age 17. In recent years, the school has also had an increase in preliterate students.

The program offers different course schedules to middle and high schoolers and to educated and preliterate students. Middle and high school students who have been to school regularly in their countries take ESL, reading, math (as per grade and ability), science, social studies or World Geography, and physical education and/or art. The preliterate students take basic levels of ESL, reading, science, and social studies, basic or regular math, and art, keyboarding, or physical education, according to their grade level and abilities. The International Newcomer Academy has a Summer Enrichment Program as well as Saturday Enrichment Days throughout the school year.

The Fort Worth Independent School District offers both 4-year and 5-year plans for newcomer students entering at Grade 9 that include district summer school courses, which are provided

at no cost to newcomer students. Four-year plans usually apply to those students identified as having been educated in their home countries upon entry, while 5-year plans apply to students who are identified as preliterate. The district also provides credit-by-exam (CBE) options.

Staff at the International Newcomer Academy includes one principal, two assistant principals, 24 high school teachers, 20 middle school teachers, one instructional specialist who supports curriculum development, 6 instructional assistants, and 2 guidance counselors. A few of the teachers attended the International Newcomer Academy as students and have returned to teach. The teachers are organized into instructional teams.

Transition support includes guided visits to zoned middle and high schools with orientation activities provided by the home school. The staffs at the International Newcomer Academy and the receiving school work collaboratively to ensure a smooth transition for the students to the new school. Guidance counselors at the International Newcomer Academy and lead teachers in the Language Centers at the new schools help the transferring students with scheduling and planning for postsecondary opportunities.

The families of students in the program have access to many social services through partnerships with refugee resettlement agencies, such as Catholic Charities, and other local groups, such as the Fort Worth Library and United Way. The resettlement agency and newcomer program staff help make connections so families can access assistance with health services, clothing, food, management of money, and jobs. Through the Fort Worth school district's Adopt a School project, the International Newcomer Academy has a partnership with Modular Design, a company that provides student incentives for good grades and attendance and for participation in the Accelerated Reading Program.

Many aspects of the program are working well to provide needed services. Assessment screening allows staff to place newly enrolled students in appropriate classes, targeted for both educated and preliterate newcomers. The beginning level ESL for Grades 6–9 stabilizes the district Language Center programs on middle and high school campuses, allowing them to concentrate on students at higher levels of language proficiency. The staff is committed to the program and often shares with other district teachers how to use special methods to teach content to students who speak little to no English. The International Newcomer Academy has had strong and productive collaborations with community agencies and refugee resettlement agencies to provide for students and families. As a result of the support offered by the staff, parents, community, and district, the school has exceeded its goal of helping students acquire English proficiency. On the 2008 TELPAS, 48% of the students at the school met the expected standard, and 52% exceeded the standard with 22% exceeding the standard by more than two or more levels.

Newcomer Center 214

2121 S. Goebbert Rd.
Arlington Heights, IL 60005
Director of Newcomer Center and District ELL Program: Mr. Norman Kane
Newcomer Center Coordinator: Mr. Mario Perez

Newcomer Center 214 is a 1-year, full-day, separate-site program serving six district high schools in a suburb of Chicago. The center is the initial site for immigrant students who come to Township High School District 214 and is designed to meet their learning and acculturation needs. It provides a flexible program of instruction combining comprehensive diagnostic and placement assessment, intensive English language and content instruction, and counseling with a strong emphasis on helping students make the transition to their home high schools. Students generally remain in this program for two semesters.

In years past, about 75% of the students came from Mexico. Now Mexican students comprise about 50% of the population, with the other 50% coming from Eastern European and Asian countries. Fewer students have limited formal education than in the past; more have been coming with on-grade-level schooling.

All newcomers take two periods of ESL (one reading, one writing), one reading tutorial class (available in English or Spanish), two periods of math (different levels are available according to student ability), one period of social science, and one period of physical education. Science is not offered. Students receive high school credit for all courses taken and passed.

In the 2009-2010 school year, the instructional staff included two full-time teachers, one part-time teacher, the full-time coordinator (who also taught social studies), and one instructional assistant. A family liaison works part-time

with the program as well. Guidance counselors are based at the students' home high schools.

The program, considered a separate site, is physically located at an alternative high school campus in the district. The Newcomer Center shares the cafeteria and gymnasium with the other high school. If students require special education services, it is provided by staff from their neighborhood home high school.

Students typically remain at the Newcomer Center for 1 year. Newcomer staff meet weekly to discuss student progress and evaluate potential candidates for transition as the end of the semester approaches. They consider the body of work the students have produced while attending the program and collect feedback from all the teachers in such areas as participation, level of acculturation, social and academic language, and motivation to transition to their home school. The Newcomer Center staff hold transition meetings with the staff at the home schools to discuss the individual transition needs of each student. Meetings with parents are also planned as needed. Once the newcomers transition to the home school, they can attend until they are 21 years old, assuming they are working towards graduation and are in good standing.

All transitioning students visit their home schools with a staff member from the Newcomer Center and are given a tour by home school personnel. Prior to making the transition, home school ESL counselors provide the Newcomer staff with the transitioning students' schedules, locker assignments, and bus information. Some students visit their home school for a day to shadow a former Newcomer student in order to get a feel for the culture of the home school. Throughout the school year, the Newcomer staff make an effort to connect students with their home schools through school dances, athletic events, sports, and clubs at their home schools.

Community Education in District 214 provides information on local organizations to newcomer families that help with matters such as low-cost health care, English classes for adults, Spanish GED, GED, citizenship classes, and access to food pantries. Newcomer staff members interview families and students to assess their needs during the intake appointment and Newcomer Center orientation. A home-school liaison hired by Community Education conducts informal visits to families identified as needing services by Newcomer staff members. Community Education shares contact information of appropriate services in the area and connects the family to these services directly or indirectly with the assistance of Newcomer staff members.

The small community environment at the Newcomer Center lends itself to connecting with newly arrived international students at a critical time in their lives. Staff do an exemplary job of providing a bridge to the American high school experience to their students. The students' language growth and acculturation while in the program is something the staff are very proud of, and it translates in a quantifiable way in state assessments.

Port of Entry Program, Union City High School

2500 Kennedy Blvd.
Union City, NJ 07087
Bilingual At-Risk Leader: Mr. Christopher Abbato

The Port of Entry program at Union City High School is a full-day, bilingual program within a school in an urban setting. The primary instructional focus of the program is to teach students English while helping them acquire basic academic skills and concepts in the content areas through their native language so they will be able to transition to and perform successfully in the regular high school setting. The curriculum is provided with accommodations and students have self-contained classrooms.

Almost all of the students at the Port of Entry program are native Spanish speakers. More than half are from the Dominican Republic; others are from Central and South America. Close to half of the students have missed at least 1 year of schooling. Most students in the program have low literacy in Spanish and little to no English skills. They enter as ninth graders.

The program tries to set class sizes at 12 students. It follows a ninth-grade curriculum and offers daily courses of one period each in math, science, world history, Spanish, career exploration/technology, and physical education or Junior ROTC. ESL instruction is provided through a daily double period. Content area classes are taught in Spanish. The program has low, medium, and high sections and students are placed by ability levels (using English and math skills as the

main criteria). Depending on their skills, they might have a medium-level ESL class but a high level math class. All ESL classes are scheduled to occur at the same time in order to facilitate scheduling flexibility. The Union City High School has an extended day program after school for tutoring that newcomer students may attend. The high school also offers a 4-week summer program for ESL, social studies, science, and math that Port of Entry students are very strongly encouraged to attend before they enter 10th grade.

During the 2009-2010 school year, three teachers comprised the instructional staff of the Port of Entry program. Besides the Bilingual At-Risk Leader, the staff included two half-time social workers to support students and reach out to families. A community liaison worker for the high school also provided communication with Port of Entry parents.

Students generally remain in this program for up to four semesters. Students exit the program when they complete and pass all classes required of ninth-grade students and are recommended for transition by their teachers. The process is smooth because the newcomer program is part of the high school and students have taken physical education with the general population. They transition into the regular bilingual program at the high school and are supported by the Bilingual At-Risk Leader.

The program does not have partners itself but connects with local agencies through the high school. One such partner is the North Hudson Community Action Corporation, which opened a medical clinic in the high school in June 2010 that is also available to the public. Employment and health services referrals are available for newcomer families.

As a result of the Port of Entry program, students become familiar with the rules and regulations of a structured school environment, receive a firm academic foundation, and develop English language proficiency. Many graduate from high school. Through acculturation, students become functioning, productive members of the local community and society in general.

Salina Intermediate Literacy Newcomer Center

2623 Salina St.
Dearborn, MI 48120
Principal: Mr. Majed Fadlallah (2010-2011 school year)

This newcomer program is a full-day, program-within-a-school model that provides students with intensive instruction at their English proficiency level while using Arabic, their native language, to assist in English language acquisition. It also helps students understand the public education system in the United States. Students receive block periods of instruction in self-contained classrooms at Salina Intermediate School in Grades 6–8. The goals of the program are (a) to assist students and their families in adjusting to the new U.S. culture while maintaining their own home culture; (b) to accelerate their English language acquisition; (c) to provide integrated content and language instruction using the SIOP Model; and (d) to assist students in their transition to the mainstream setting. Students generally remain in the program from 1 to 2 years. There is also a self-contained newcomer classroom for students in Grades 4 and 5 at this 4–8 campus.

The newcomer center offers a sheltered environment in order to provide students a supportive period in a comfortable setting upon entering the country. It is located in a suburban setting and students are in their neighborhood school. Ninety-seven percent of the students are from Yemen and 70% have had interrupted schooling.

The typical student schedule includes a literacy block with a content focus in social studies, a literacy block with a content focus in mathematics and science, a computer intervention class, and physical education or another elective in the general education program. Most of the teachers use the SIOP Model of instruction. Extended learning time is also available after school and during the summer.

During the 2010-2011 school year, the newcomer program instructional staff included three full-time teachers and one instructional assistant. Some other teachers at the school teach one or two courses (e.g., reading intervention) to newcomer students. Salina Intermediate School, which houses Salina Intermediate Literacy Newcomer Center, has a community/parent liaison who is available to all families, including those in the newcomer program.

Student data is closely examined at Salina Intermediate School, not just within the newcomer program. Students who are not performing well are placed in reading or math intervention classes, which involve small-group instruction and computer programs.

The newcomer students regularly mix with mainstream students in classes like physical education while they are in the newcomer program. Gradually, students make the transition into the traditional ESL program, as they are ready (for example, with a Developmental Reading Assessment [DRA] test score of 12), usually after 1.5 to 2 years. Newcomer teachers and the ESL transitional teams assist the students in making a smooth transition.

The Salina Intermediate Literacy Newcomer Center has a long-standing partnership with the Arab Community Center for Economic and Social Services (ACCESS) organization. ACCESS provides social services for families, including help with immigration, job referrals, food and shelter, health care needs, ESL instruction, parenting, and youth academic services. The ACCESS facility is in very close proximity to the school. A community liaison works with the students and their families to introduce them to these services.

The newcomer center provides the newly arrived students with a secure, self-contained environment that affords them the time to acquire English language skills while at the same time learning about school processes in the United States. The highly qualified faculty work with the newcomers to provide them with the best learning opportunities. The parent liaison and principal have made strong efforts to engage parents in the school community and have been sensitive to the cultural norms (e.g., separating men and women in meetings) of the newcomer population. Parent classroom walk-throughs, adult ESL classes, parent newsletters, and parent meetings are all successful activities that have been implemented.

Appendix D: Dearborn SIOP Lesson Plan Template

SIOP Lesson Plan

Dearborn (MI) Public Schools
(modified from Echevarria, Vogt, & Short, 2008)

Date: _____

Grade: _____

Subject: _____

Unit: _____

1. Lesson Preparation:

Content Objective:
Language Objective:
Supplemental Materials:

2. Building Background:	**Lesson Sequence:**
3. Comprehensible Input:	
4. Strategies:	
5. Interaction:	
6. Practice & Application:	
7. Lesson Delivery:	
8. Review & Assessment:	

Appendix E: Life and Study Skills Checklists

Intensive English Program at Dayton Learning Center

Life skills	No basis to assess	Needs more exposure	Satisfactory	Very satisfactory
1. Able to identify numbers, clock times, simple computation, math symbols.				
2. Able to express minimum of eight feelings—happy, sad, angry, scared, hungry, thirsty, etc.				
3. Able to express some medical situations—headache, stomachache, sore throat, toothache, temperature, cut, 911 emergency.				
4. Identify major body parts.				
5. Able to name days of the week, months of the year, seasons.				
6. Able to name school places and items—gym, cafeteria, library, classroom, locker, book, paper, pencil, chalkboard, etc.				
7. Able to identify basic clothing, sizes, colors.				
8. Identify names of coins, their value, simple computation, making change.				
9. Able to use location words—on, in, over, under, between, next to, behind, in front of.				
10. Able to use some basic descriptive words—pretty, ugly, tall, short, young, old, big, little.				
11. Able to identify family—father, mother, brother, sister, uncle, aunt, cousin, son, daughter, wife, husband, grandfather.				
12. Identify occupations—where they work, what they do. Understand expectations and responsibilities of employment (high school only).				
13. Recognize weather words—sunny, rainy, cloudy, cold, hot, windy, snowy.				
14. Able to express likes and dislikes.				
15. Understand basic opposite terms.				
16. Identify basic forms of transportation—car, truck, bus, airplane, train, boat, motorcycle.				
17. Recognize household items and rooms in the home.				
18. Recognize and identify important indoor and outdoor signs.				
19. Identify places in the community and what we do there.				
20. Able to follow and understand basic directions.				
21. Able to speak and write about senses with simple sentences. Able to describe things you sense.				
22. Follow teacher's directions—circle, complete the sentence, choose, fill in the blank, listen, underline, etc.				

Life skills	No basis to assess	Needs more exposure	Satisfactory	Very satisfactory
23. Identify basic shapes—circle, square, triangle, rectangle.				
24. Able to give personal identification information.				
25. Identify basic food and food groups.				

Study skills	No basis to assess	Needs more exposure	Satisfactory	Very satisfactory
1. Recognize basic vocabulary, including high-frequency spelling list for Grades 1–3, able to read and use basic vocabulary in a meaningful way.				
2. Understand and use correctly basic verbs—simple present and simple past.				
3. Able to speak, read, and write simple sentences. Able to ask and write simple questions.				
4. Understand simple punctuation—period, comma, and question mark.				
5. Able to understand and answer who, what, where, when, and why.				
6. Understand when to use capital letters—first letter of sentence, proper names, proper places, titles.				
7. Demonstrate basic understanding of contractions.				
8. Sequence—able to read very simple story and sequence the order of events.				
9. Understand alphabetical order.				
10. Understand agreement of subject and verb, although frequent mistakes are made in this area.				
11. Able to use subject pronouns correctly.				
12. Identify categories—which items belong, which items do not belong.				
13. Choose the main idea in a simple text.				

Appendix F: Readiness Checklist

High School ESL Teen Literacy Center Checklist for 2009–2010

Study Habits:

☐ I follow teacher directions with a positive attitude.
☐ I complete my homework on time.
☐ I work positively with other students.

Math:

Math facts (Time Tests)

☐ Add and subtract to 20
☐ Multiply and divide by 12s

Double and Triple Digit

☐ Add and subtract with regrouping
☐ Multiply
☐ Divide

Decimals

☐ Add and subtract
☐ Multiple with double and triple digits
☐ Divide with double and triple digits

Fractions

☐ Convert fractions to decimals and decimals to fractions
☐ Reduce fractions
☐ Rewrite mixed numerals to improper fractions and improper fractions to mixed numerals
☐ Add and subtract with mixed numerals
☐ Multiply with mixed numerals
☐ Divide with mixed numerals

☐ Tell time to one minute on a traditional clock
☐ Make change with coins and one and five dollar bills
☐ Measure length, volume, and weight using standard and metric measures

Reading:

☐ State the sounds of letters and blends with 100% accuracy
☐ Read 375 sight words with 95% accuracy
☐ Read 110 phrases with 95% accuracy
☐ Benchmark Test (at Independent Level) to Level L with correct comprehension (for transition for one-half day) to Level Q (for full day)

Writing:

☐ Spell 375 sight word with 90% accuracy
☐ Write a paragraph with capital letters and periods (independently)

ESL Teen Literacy Center Readiness Checklist for 2011–2012

Goal: Enter Home High School Full Time

Life Skills

- Following instructions (first time & with a positive attitude)
- Working cooperatively with others
- Completing homework
- Accepting corrective feedback
- Accepting NO
- Listening appropriately
- Using self control
- Keeping out of fights
- Responding to teasing
- Avoiding trouble with others
- Dealing with someone else's anger
- Understanding the feelings of others
- Expressing your feelings
- Dealing with an accusation
- Dealing with embarrassment
- Disagreeing appropriately
- Giving a compliment

Reading

- Uses **phonemic awareness** to sound out multisyllabic words, with no prompting.
- Can independently identify and use in context 220 **sight words**.
- Demonstrates an **independent reading level of level M** (with proficient fluency and comprehension) according to the Fountas and Pinnell Benchmark reading test.
- Identifies basic **story elements** of a fiction text when engaging in a story retell (oral or written).
- Accesses **text features** to aid with comprehension (e.g., table of contents, glossary, index, maps, charts, headings, diagrams, types of print, captions, labels).
- Identifies main **text structures** (e.g., descriptive, compare/contrast, sequential, argument/persuasion) of nonfiction text and uses a graphic organizer to determine the key information/ideas.
- Applies **reading strategies** to aid comprehension (e.g., previewing, self-questioning, making connections, visualizing, monitoring meaning/clarifying, summarizing, and evaluating).
- Demonstrates comprehension of common **prefixes and suffixes**.
- Demonstrates an understanding of **synonyms and antonyms**.

Writing

- Write a **five-paragraph expository essay** including an introduction, three body paragraphs, and a conclusion.
- Each paragraph should include a **main idea with supporting details**.
- The entire essay should include **proper paragraph mechanics**.
- Use a **graphic organizer** (e.g., a Venn diagram, chart) to organize factual information.
- **Take notes** that are organized and systematic (after reading a text).

Science

Please Note:

The number of Science learning objectives that the student must demonstrate proficiency on is dependent on the following:

1) Student's entrance into the program.
2) 9th grade Science standards.

With targeted language support, the students will be provided exposure to and demonstrate an understanding of the following learning objectives:

Inquiry, the Nature of Science, and Technology

- Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.
- Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.

Physical Sciences

- Students will investigate and describe matter in terms of its structure, composition, and conservation.
- Students will investigate and describe the nature of field forces and their interactions with matter.
- Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.

Life Sciences

- Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.
- Students will describe the molecular basis of reproduction and heredity.
- Students will describe on a molecular level the cycling of matter and the flow of energy between organisms and their environment.
- Students will describe the theory of biological evolution.

Earth and Space Sciences

- Students will investigate and describe the known universe.
- Students will investigate the relationship among Earth's structure, systems, and processes.
- Students will describe the relationship among sources of energy and their effects on Earth's systems.
- Students will explain the history and evolution of Earth.

Social Studies

With targeted language support, the students will have exposure to and demonstrate knowledge of the following:

- Native American Indians, European explorers, and American colonists societies' ways of life, values, and beliefs
- The 13 colonies
- Basic functions of a legislative branch
- Concept of a representative democracy
- Roles and responsibilities of the U.S. Executive Branch
- The U.S. Constitution and the Bill of Rights; specifically the First Amendment
- Events and people who were a part of the American Revolutionary War
- The forced movement of the Cherokee Nation; its cause and effects
- The U.S. territorial acquisitions
- Natural resources in specific territories of the U.S.
- The impact of slavery on the United States' history
- United Nations' Declaration of Human Rights
- Causes of the American Civil War

- Political and social divides of the North and the South
- Economic resources of the North and the South during the U.S. Civil War
- President Lincoln's Second Inaugural Address
- The 10th, 13th, 14th, 15th Amendments

Math

Math Facts

- Add and subtract to 20
- Multiply and divide by 12s

Computation

- Utilize estimation and the four operations to solve problems with whole numbers, decimals, and fractions
- Up to three digit computation for whole numbers and decimals to the thousandths place
- Convert fractions to decimals and decimals to fractions
- Simplify fractions (reduce to lowest terms & write improper fractions as mixed numbers and mixed numbers as improper fractions)

Number Sense

- Read, write (in digits, words, and expanded form), round, order, and compare whole numbers, decimals, and fractions

Measurement

- Use linear measurement and demonstrate telling time and simple money transactions
- Count mixed collection of coins and bills to $20.00
- Calculate and count change back to $20.00
- Use decimal notation and the dollar symbol for money
- Tell time to the nearest minute
- Calculate elapsed time
- Estimate and measure length, area, perimeter, volume, and weight using standard and metric units

Patterns, Functions & Algebra

- Use and interpret variables, mathematical symbols and properties to write and simplify expressions and sentences (equations)
- Identify proper value to replace a variable in an open sentence
- Identify the proper relationship between two sides of a sentence
- Extend a given number pattern

Data Analysis

- Read charts, tables, and graphs to gain information

Word Problems

- Draw an accurate picture to represent the problem
- Utilize a variety of strategies to successfully solve various word problems
- Apply mathematics to solve relevant, real world problems

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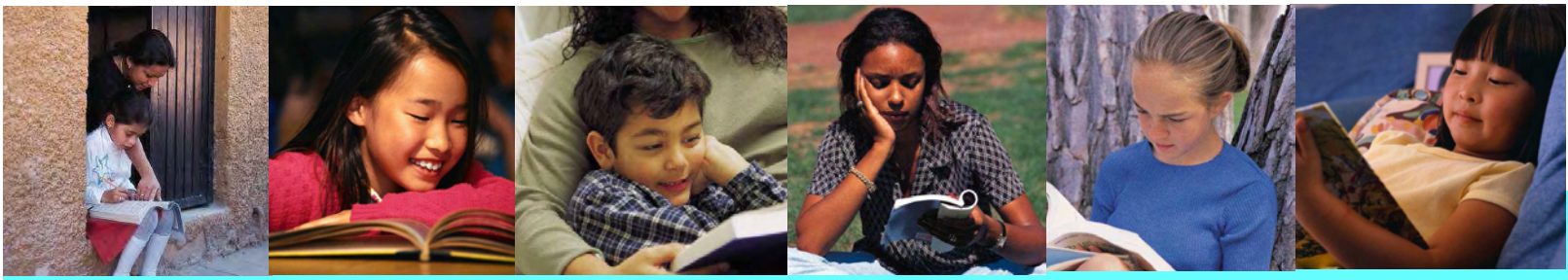
WHAT TEACHERS SHOULD KNOW ABOUT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

A Report to Washington State



November 2008

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What Teachers Should Know About Instruction for English Language Learners

A Report to Washington State

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November 2008

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WHAT TEACHERS SHOULD KNOW ABOUT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS
A Report to Washington State

Executive Summary

The purpose of this report is to inform Washington state legislators and other policymakers about educational research findings on effective instructional practices for English language learners (ELLs). In turn, this may influence training for teachers at both the preservice (teacher preparation) and inservice (on-the-job professional development) levels.

This report responds to a direct request made in 2007 by the Washington state legislature (SB 5481). One piece of that multifaceted legislation requested that the Northwest Regional Educational Laboratory (NWREL) conduct a literature review and consult with nationally recognized experts to address the following questions:

1. What should mainstream classroom teachers know ("foundational competencies") in order to work effectively with ELLs?
2. How should ELL specialists and mainstream classroom teachers work together for the benefit of their ELLs?

This report addresses these questions by reviewing existing research, assessing the strength of its evidence, and summarizing it in language that makes sense to legislators and other policymakers.

Rigorous research studies on effective instruction for ELLs are, unfortunately, all too rare. Many questions remain that cannot be answered as definitively as policymakers and educators might wish. Nevertheless, we were able to identify a series of 14 key principles that teachers of ELLs should know. These principles are "big ideas" or concepts about second language acquisition and the academic challenges ELLs face. Following each principle, we lay out the instructional implications that stem from it; that is, what teachers should do in their classrooms to support their ELLs.

The first five principles apply to all teachers, regardless of what grade or subject area they teach. Additional principles apply to teachers of particular subject areas: language arts, mathematics, social studies, and science.

WHAT ALL TEACHERS SHOULD KNOW

Principle 1: ELLs move through different stages as they acquire English proficiency and, at all stages, need comprehensible input.

Beginning ELLs typically understand a little but may not speak very much. These students face different challenges than those with intermediate level skills, who may be able to communicate interpersonally but lack specific vocabulary. Regardless of students' proficiency levels, they need "comprehensible input" or information that is conveyed in a manner that ensures they can understand, even if they do not know every word. For example, for some students, that might mean communication through gestures or pictures; for other students, it might mean conveying new ideas with reference to terms already learned.

Teachers should:

- Scaffold their instruction and assignments and provide multiple representations of concepts
- Promote student interaction that is structured and supported

Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks.

The language used in everyday communication is distinct from the language used in classroom discourse. It is all too easy to misinterpret a student's ability to communicate with classmates on the playground or in the lunchroom—that is, a student's facility with conversational English—as an ability to understand English in any setting, whether in chemistry labs or historical debates.

Teachers should:

- Provide explicit instruction in the use of academic language
- Provide multi-faceted and intensive vocabulary instruction with a focus on academically useful words

Principle 3: ELLs need instruction that will allow them to meet state content standards.

It takes multiple years (perhaps as many as five to seven) for ELLs to learn English to a level of proficiency high enough to perform on par with their native English-speaking peers. ELLs therefore cannot wait until they are fluent in English to learn grade-level content. Instead, they must continue to develop their math and reading skills as well as their knowledge of social studies and science, even while learning English. This can happen through a variety of program models.

Teachers should:

- Provide bilingual instruction when feasible, which leads to better reading and content area outcomes
- In English-language instructional settings, permit and promote primary language supports
- In English-language instructional settings, use sheltered instruction strategies[1] to combine content area learning with academic language acquisition

Principle 4: ELLs have background knowledge and home cultures that sometimes differ from the U.S. mainstream.

It is all too easy for educators to see the "gaps" in the knowledge of new immigrant children who have never heard of Abraham Lincoln or old-growth forests. In fact, ELLs bring just as much background knowledge as any other student, but it is often knowledge of different histories, cultures, and places and not the background knowledge expected by schools and texts in the U.S.

Teachers should:

- Use culturally compatible instruction to build a bridge between home and school
- Make the norms and expectations of the classroom clear and explicit

[1] In sheltered instruction, ELLs learn the mainstream curriculum but often work with modified materials and extra supports to accommodate their linguistic needs. The term "sheltered" is used to indicate that this creates a more learner-friendly environment for the students (Brown, 2007).

- Activate existing background knowledge and build new background knowledge to increase comprehension

Principle 5: Assessments measure language proficiency as well as actual content knowledge.

Oral or written assessments inevitably measure ELLs' English skills as well as, or even more than, the content being tested. It is easy for English-language difficulties to obscure what students actually know.

Teachers should:

- Use testing accommodations as appropriate

WHAT LANGUAGE ARTS TEACHERS SHOULD KNOW

Principle 6: The same basic approach to learning to read and write applies to ELLs and non-ELLs, but ELLs need additional instructional supports.

There is substantial research available on good literacy instruction for students in general. Up to a point, these same findings are also applicable for ELLs. However, ELLs need additional supports, both when they are first learning to read, and later on as they develop more advanced reading and writing skills.

Teachers should:

- Provide opportunities for additional work in English oral language development
- Ensure that adolescent ELLs receive ongoing literacy instruction and supports
- Provide explicit instruction in writing for academic purposes

Principle 7: Many literacy skills transfer across languages.

Despite tremendous variation, many languages use some of the same sounds we use in English. Sometimes, they represent them using the same letters, and even when they do not use the same letters, many still work with the alphabetic principle that letters represent sounds. Also, since English draws from multiple language traditions, some important vocabulary words are similar to related words in other languages (especially, but not only, Spanish). Students can generally transfer knowledge they have in their own language about sounds, letters, and vocabulary quite easily to the task of learning English. This is easiest to do when languages are similar (such as English and Spanish), but transfer is also possible across languages as different as English and Korean. Building on this transfer saves instructional time—teachers do not have to spend time teaching students who already read in Spanish the idea that letters represent sounds.

Teachers should:

- Use primary language literacy as a starting place for English literacy instruction
- If feasible, teach students to read in their primary language as well as in English

WHAT MATHEMATICS TEACHERS SHOULD KNOW

Principle 8: Mathematics has its own language and representational system, and ELLs struggle to understand math concepts in this language.

Mathematics has its own language that includes distinct terminology, syntax, and symbols. It uses some words (for example,

"root," or "set") differently than they are used in standard, conversational English. It also phrases problems and solutions in a content-specific way that can be confusing for students learning English.

Teachers should:

- Provide explicit instruction on how to read and use mathematical terms, syntax, and symbols
- Use concrete materials, which help develop mathematical understanding when linked to the concepts they represent

Principle 9: Mathematic word problems are particularly challenging for ELLs.

Applying math generally means reading a word problem and figuring out the underlying mathematical principles before solving it. While the words used might seem simple, they are part of complex phrases that are particularly challenging to those still learning English. A single misunderstanding can lead students to a logical but incorrect solution. Even when ELLs know the math, they may struggle with the way a question is framed.

Teachers should:

- Provide opportunities for ELLs to explain their strategies for reaching solutions

WHAT SOCIAL STUDIES TEACHERS SHOULD KNOW

Principle 10: The density and complexity of social science textbooks and other texts can be particularly challenging for ELLs.

Especially for adolescents, social studies texts tend to be longer and denser than those in other content areas. Furthermore, students are often expected to read primary texts, which may include formal and/or archaic language.

Teachers should:

- Use texts that are adapted without oversimplifying the concepts they convey
- Use graphic organizers and other visual tools to help make sense of complex information

Principle 11: Some ELLs bring background knowledge that differs from what is assumed in textbooks.

As noted in Principle 4, ELLs do not lack background knowledge, but rather lack some of the specific background knowledge that is typically assumed in many courses and texts. This is especially true in social studies, which as a field concerns itself with culture and social life. In the U.S., it often focuses on the culture and social life of this country, which may not be familiar to all ELLs, and even when the focus is global studies, it is viewed through a specifically American lens.

Teachers should:

- Activate existing background knowledge and build new background knowledge to increase comprehension of social studies texts

Principle 12: Social studies courses require sophisticated and subject-specific uses of language.

Students need to learn to debate, analyze, persuade, compare, and contrast in a range of speaking and writing assignments. Each of these styles demands the use of particular types of vocabulary and syntax that are different from everyday conversation.

Teachers should:

- Scaffold social studies assignments to build ELLs' ability to make complex arguments in content appropriate ways

WHAT SCIENCE TEACHERS SHOULD KNOW

Principle 13: Science inquiry poses particular linguistic challenges for ELLs.

Like other content areas, science has content-specific meanings of words and ways of using language. When these are unfamiliar to students learning English, they can interfere with the learning of science.

Teachers should:

- Include hands-on, collaborative inquiry, which helps ELLs clarify concepts and provides practice in using language in scientific ways
- Build English language and literacy development into science lessons for ELLs

Principle 14: The norms and practices of science may or may not align with the cultural norms of ELLs.

The core of science education in the U.S. centers on inquiry—questioning, predicting, hypothesizing, and testing. These norms may not align with the cultures of some ELLs, who, for example, are sometimes raised to respect the authority of adults and therefore may be reluctant to question the teacher or text.

Teachers should:

- Incorporate ELLs' cultural "funds of knowledge" into science instruction
- Make the norms and expectations of science inquiry clear and explicit to help ELLs bridge cultural differences

TEACHER PREPARATION AND TEACHER PROFESSIONAL DEVELOPMENT

Teachers are prepared for their careers during their preservice education at colleges and universities. The honing of their skills occurs over many years, both on-the-job as they gain experience with students, and in professional development opportunities, where they learn new strategies and reflect on the effectiveness of their practice. Both in preservice education and in their later professional development, teachers need training in how to work effectively with ELLs.

The expert Advisory Panel convened in support of this report unanimously agreed that the principles identified here should all be introduced to teachers during their preservice education. To the degree possible, some exposure to the specific instructional practices teachers can use would also be helpful at that point.

However, it is during professional development that practicing teachers can gain the most from being exposed to the instructional strategies and practices highlighted under each principle. Some of the practices can and should be conveyed during the induction period (typically the first year or two of teaching), but they are likely to be most

effective once teachers are working regularly with ELLs and have a clear understanding of the challenges their students face.

ELL SPECIALISTS AND MAINSTREAM CLASSROOM TEACHERS

The other major question raised in the legislation calling for this report asked how ELL specialists can best work with mainstream classroom teachers to support ELLs. In fact, there are multiple roles that ELL specialists can play in schools, including:

- Providing sheltered instruction in the content areas
- Supporting instruction within the mainstream classroom
- Teaching English language development in a newcomer program
- Providing English language development to students in a separate classroom (pull-out support)
- Serving as a coach to mainstream teachers
- Supervising the work of instructional aides, who provide English language development to students in a separate classroom

Currently there is no research available to support the superiority of any particular role—although we do know that pull-out support for ELLs is the least effective model of teaching English and content knowledge. Regardless of the role ELL specialists play in schools, ELLs benefit most when there is time for collaboration between the specialist and the mainstream teachers. This helps to ensure that ELLs receive coherent instruction that builds their English language proficiency at the same time that it builds their knowledge of language arts, mathematics, social studies and science. Within the report, we are able to provide a few suggestions, based on existing research, about ways to enhance the use of ELL specialists in at least some of these roles.

BEYOND THE PRINCIPLES OF GOOD INSTRUCTION

It is important to recall that even the most highly qualified and dedicated teacher cannot, alone, ensure that ELLs get what they need to be successful. More is needed: namely, an educational system that supports ELLs and supports the teachers who are charged with educating them.

The high-quality instruction described in this report is only possible in a larger context in which:

- Schools have adequate curricular materials, sufficient staffing, and functional facilities
- Teachers have access to high-quality professional development followed up by ongoing support
- Students and their families, regardless of their national, linguistic, or cultural background, feel welcome and cared for in their schools

TABLE OF CONTENTS

ACKNOWLEDGMENTS

No report comes together in a vacuum. In addition to the authors of this report, many other people contributed to making it possible.

First and foremost, we would like to thank our six Advisory Panel members, who were more than gracious with their time, expertise, and feedback. We were extremely lucky to have advisors who are such eminent leaders in the field. We appreciate their commitment to taking on this role, in addition to their other responsibilities, to help ensure that Washington state provides the best possible instruction to its English language learners.

The work of identifying and gathering the research and other literature that fed into this report could not have been accomplished without NWREL's excellent librarians, Linda Fitch and Lisa Todd. They displayed remarkable patience with our ongoing and often time-pressured requests; for this, we are extremely grateful.

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We particularly would like to thank Dawn Scruggs, who edited and formatted this report. She was incredibly flexible as we worked to the last minute to meet our deadlines, and created a cataloguing system for the research and literature we reviewed. Dawn also helped organize the Advisory Panel meetings, along with Ann Rader.

Finally, we thank the Washington state legislature for envisioning this work, and for their commitment to improving education for the English language learners in their state.

INTRODUCTION

Purpose of this report

The purpose of this report is to inform Washington state legislators and other policymakers about educational research findings on effective instructional practices for English language learners (ELLs). In turn, this may influence training for teachers at both the preservice (teacher preparation) and inservice (on-the-job professional development) levels.

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2. How should ELL specialists and mainstream classroom teachers work together for the benefit of their ELLs?

This report is designed to address these questions by reviewing existing research, assessing the strength of its evidence, and summarizing it in language that makes sense to legislators, other policymakers, and educators.

Why is the education of ELLs an important issue?

The education of ELLs is particularly pressing at this time because of the high rates of immigration and growth of the non-English speaking population, the challenges posed by the *No Child Left Behind* (NCLB) Act of 2001, and insufficient levels of teacher preparation to work with ELLs.

Over the past two decades, the U.S. has experienced the second largest wave of immigration in its history. This has brought large numbers of ELLs into American schools. In Washington state, this rapid influx of non-English-speaking immigrants is unprecedented. As Washington schools do not have a history of teaching ELLs, they are now faced for the first time with the challenge of providing a solid education to students who are linguistically and culturally unlike most of their teachers, as well as unlike the students most teachers were trained to teach.

Of the over one million K–12 students served in Washington schools, about eight percent were served by the state Transitional Bilingual Instructional Program (TBIP) during the 2005–2006 school year, the most recent year for which data are available (Malagon & DeLeeuw, 2008). This represents a growth of 47 percent between the 1994–1995 and 2004–2005 school years. During that same period, overall student enrollment in the state increased just one percent (NCELA, 2006).

While this growth has not occurred at the same rate across all school districts, it has affected many; 191 of 297 Washington districts now serve students eligible for TBIP services. The largest numbers of immigrants are concentrated in the I-5 corridor on the west side of the state, and in many rural areas on the east side of the Cascades, particularly in the Yakima Valley. On the east side, the predominant primary language is Spanish. On the west side, there is a much broader mix of up to 190 languages. The most common language on the west side is also Spanish; this is followed by Russian, Ukrainian,

Vietnamese, Korean, Somali, Tagalog, Cambodian, and Punjabi (Malagon & DeLeeuw, 2008).

At the same time that Washington schools are experiencing a rapid increase in their ELL populations, they also face pressures from the federal school accountability system. NCLB requires schools to ensure that 100 percent of students meet state standards in reading and mathematics by 2014. This includes any ELL who has been in the country for a year, even if that student is not yet proficient in English. Schools and districts have struggled in their efforts to bring ELLs up to these standards in so short a time. ELLs in Washington consistently achieve at lower levels than their native English-speaking peers, and have higher dropout rates (Ireland, 2008; OSPI, 2008).

What are the practices currently used in Washington to work with ELLs? There is no single answer to that question. Schools and districts use the supplemental state Transitional Bilingual Instructional Program (TBIP) and federal Title III dollars they receive for their ELLs in many different ways. The most common program models are the pull-out model, in which ELLs are "pulled" out of their mainstream classes several times a week, and sheltered instruction, in which ELLs have focused language development while taking the regular curriculum in English. Less common is instruction in ELLs' primary language (both dual language and one-way bilingual programs); about nine percent of ELLs in Washington receive such instruction.

This report was requested to help remedy the problem of insufficient teacher preparation to meet the needs of ELLs. According to OSPI, English language instruction for ELLs is provided most often by instructional aides rather than by certified teachers (Malagon & DeLeeuw, 2008). In addition, a recent review of the state's TBIP program found that the gap between teacher preparation and what schools intended to deliver to their ELLs was large (Deussen & Greenberg-Motamedi, 2008). This under-preparation was true for mainstream classroom teachers as well as for some ELL specialists.

How we addressed the questions

To identify the key competencies that teachers should possess, NWREL staff gathered, reviewed, and summarized published research on ELL instruction. We looked in particular for research that provided solid evidence of the effectiveness of particular practices. We also convened a panel of nationally recognized scholars with expertise in ELL instruction to advise us in our literature search and the translation of research findings into this report. (These activities are described in greater detail in Appendices 1 and 2.)

Based on our review of the literature, we identified 14 key principles that teachers working with ELLs should know. Principles are "big ideas" or concepts about second language acquisition and the sorts of academic challenges ELLs face. Following each principle, we laid out the instructional implications that stem from it; that is, descriptions of what teachers should do in the classroom to support their ELLs.

For each implication, we weighed the level of the evidence available to support it. While in an ideal world, each instructional implication would have multiple rigorous research studies behind it, such evidence is not always available. Thus we distinguished among implications that were supported by "strong," "moderate," or "suggestive" research. We hope that this helps policymakers, professional developers, and school staff members understand the relative strength and demonstrated effectiveness of each instructional practice. For the rubric used to

sort the existing research into one of these three levels, see Appendix 2.

We should add that when evidence is described as "moderate" or "suggestive" rather than "strong," this does *not* mean that the practice is less effective than other practices, but only that there is no research currently available fully demonstrating its effectiveness. Fortunately, there is a growing body of research underway utilizing rigorous methodologies. Results from these studies will help inform educators about the effectiveness of these practices in the coming years.

Organization of this report

This report has two major subsections.

What teachers should know about instructing ELLs

The first, and longer, portion of this report addresses the question, "What should teachers know to work with ELLs?" It begins by identifying what all teachers, regardless of their grade level or content area, should know about effective instruction for ELLs. It then addresses each of the core content areas (language arts, mathematics, science and social studies) separately, summarizing research specific to them and how content area teachers can support their students.

This subsection has the following organizational structure:

- The description of key **principles**, which are broad concepts about English language acquisition, or what might be challenging for ELLs about instruction, materials, or assessments.
- Under each principle, the **instructional implications** stemming from those principles, which describe what teachers should do in the classroom.
- For each implication, a description of the level of **evidence** supporting that implication, using the criteria described above.

How ELL specialists should work with mainstream classroom teachers

The second, and shorter, portion of the report centers on the question, "How should ELL specialists and mainstream classroom teachers work together to benefit their ELL students?" The body of research available to address this question is far smaller and thinner than that on effective instruction. To the degree that the role of the ELL specialist is examined at all, it is often in the larger context of an evaluation of program models, or perhaps a qualitative study of the work of particular ELL specialists.

Consequently, we were unable to provide principles and implications in this portion of the report. Instead, we described the different roles ELL specialists tend to take in schools; the types of situations in which that role might be most applicable; what is known, if anything, about the effectiveness of using ELL specialists' expertise in that way; and finally, what recommendations researchers offer to maximize the value of each particular approach. The primary and overarching theme of this portion of the report is that ELL specialists and mainstream classroom teachers need time and opportunity to collaborate.

Using this report to help teachers to work with English language learners

The legislation requesting this report specifically asked which teacher competencies should be addressed in preservice education and which in professional development for inservice teachers. In consultation with our Advisory Panel, we determined that:

- In general, all of the **principles** identified in this report should be taught in **preservice**

- **Instructional implications** describe the practices that should be used, and while these can be introduced in preservice, they should be reinforced and developed during on-going **professional development,** so that inservice teachers can apply them and adapt them to the specific needs of their students

Current teacher preservice programs seldom prepare future teachers to work with ELLs. Menken & Antunez (2001) collected survey data nationally on coursework required of teachers in preservice, and they concluded that few mainstream teacher education programs nationally required even one course addressing ELL issues.

New teachers go through an induction period, designed to orient and support them as they begin their careers. While the type of training and support provided them varies considerably across districts, the induction period may be an especially important time to further develop teachers' knowledge and skills related to ELLs. This is especially important as many new and inexperienced teachers are assigned the highest number of ELLs, despite the fact that they are often not trained in their preservice programs in how to work with these students (R. Bongolan, personal communication, August 20, 2008). New teachers who work with ELLs, therefore, need to be targeted and shown what works for ELLs in their contexts.

High-quality professional development consists of training that is ongoing, job embedded and relevant to the needs of teachers and students. In the past, training in working with ELLs in Washington state has often been optional, one topic among many that teachers could choose to learn about. If it is left as an optional topic, not all teachers who work with ELLs will be exposed to the knowledge and skills they should know. Some states, such as California or Texas, require all teachers to obtain a certain number of hours of ELL-related professional development for recertification; this is one strategy for ensuring that all teachers have some familiarity with the knowledge and skills that help them be effective with their ELLs. Such an approach requires substantial allocations of funding and time to make it possible for teachers to fulfill the requirement.

Cautions about the use and interpretation of this report

Like any review of research, our report has limitations, and things that it cannot accomplish. We want to make these limitations clear and caution both policymakers and educators to use the report with these limitations in mind.

1. No review of current research can fully answer questions about how teachers should work with ELLs to ensure the highest possible academic outcomes.

   The current research base on instruction for ELLs is limited. While there are many articles and books available that propose practices designed to benefit ELLs, there are few experimental or quasi-experimental studies that test how well these practices really work. In this report, we have chosen to err on the side of caution. Rather than simply recommend practices that appear to make sense but have no empirical evidence behind them, we have tried to make it very clear which practices have strong evidence behind them, versus those where evidence is moderate or suggestive. At times this means that we provide fewer recommendations than some educators might wish for, but the caution is meant to prevent the promotion of practices that may later be shown to be ineffective.

2. Not all practices described are equally relevant for every student in the highly diverse population of ELLs.

   The diversity among ELLs makes blanket recommendations difficult. The ages at which students immigrate to the United States, their levels of primary and English language proficiency, their prior academic preparation, and their socio-economic and cultural backgrounds all vary tremendously. The majority of ELLs begin school in the U.S. in the primary grades; however, a substantial proportion start school later on, in middle and high school, when students are already expected to have English literacy and to be able to digest more complex content. We trust that future research will be able to provide better guidance about which practices are most helpful for which types of students.

3. Excellent classroom instruction alone is not sufficient to ensure that ELLs have a successful educational experience.

   While this report has focused, as requested, on what the research shows teachers can do to make ELL instruction more meaningful, teachers cannot by themselves fully meet the needs of ELLs. This requires effort at multiple levels, not just in the classroom but at the school, district, state, and even national levels.

   Other necessary conditions for effective ELL instruction include adequate funding for staffing and the professional development of administrators, teachers, and instructional aides; coherent systems to identify, assess and place students; thoughtfully constructed curricular materials that help build students' language proficiency while teaching them the content they need to meet standards; and of course, systems of coherent standards to which all students, including ELLs, are held, along with well-constructed assessments that fairly assess progress toward meeting standards. This report does not explore these larger systemic requirements.

4. This report is not a guide to implementation.

   Because this report is intended to inform policymakers about effective educational practices, the descriptions provided are often general overviews, with only the main idea of principles and instructional approaches. By itself, this report does not provide the level of detail required to create a course for preservice teachers or a professional development program for current teachers. We have, however, provided references to ensure that faculty and professional development or technical assistance providers can locate the sources of the information contained in this report.

Despite these caveats, we hope this report will help inform policymakers and educators about what teachers should know and be able to do in order to best support the growing population of students who must develop proficiency in English while also meeting standards in all the content areas.

WHAT ALL TEACHERS SHOULD KNOW: Principles of Language Acquisition & Instructional Support for English Language Learners

Like other students, English Language Learners (ELLs) need good instruction. This includes high standards, clear goals and learning objectives, a content-rich curriculum, clear and well-paced instruction, opportunities for practice and application, appropriate feedback, frequent progress-monitoring and reteaching as needed, and opportunities for student interaction (see, for example, Goldenberg, 2008).

At the same time, simply expecting good instruction to meet the needs of ELLs is not realistic. This is because, by itself, good instruction does not provide ELLs with the English language development they require to build proficiency. Nor does it ensure access to "comprehensible input," or information that is conveyed in a manner so that ELLs can understand most of it, even if they do not know every word (Krashen, 1981).

In addition to good instruction, ELLs need modifications and supports, which vary depending on their language proficiency, literacy background, and prior level of education. The specifics of these modifications and supports are outlined in the following section, and include principles and instructional implications that apply across the content areas, to all teachers and classrooms with ELLs.

Research Base

Rigorous research studies on effective instruction for ELLs are, unfortunately, all too rare. There remain many questions that cannot be answered as definitively as policymakers and educators might wish. Most of the research that is available focuses on language acquisition and, to some degree, literacy. Research on what helps ELLs in science has been growing recently, but there is still little published in the fields of math, social studies and language arts for adolescent learners. Nevertheless, from the existing research base, we were able to identify a series of five key principles that all teachers of ELLs should know, and an additional nine that apply to content area teachers. The good news is that this is a growing area of interest for researchers, and many important studies are currently underway. In a few years, reviews such as this one may have a broader base from which to draw.

Principle 1: ELLs move through different stages as they acquire English proficiency and, at all stages, need comprehensible input.

Just as children move through stages as they develop their primary language, starting by babbling, beginning to use single words, then putting words together in two- and three-word phrases as they gradually move toward fluent sentences, ELLs also move through stages as they develop their English proficiency. This description of the stages, from Krashen and Terrell (1983), has been widely adopted by professionals in the field:

- **Pre-production:** Students are new to English and generally not yet able to communicate in the language. Approximate time frame: 0-6 months.
- **Early production:** Students speak in simple words or phrases and understand more than they can produce (though comprehension is still limited). Approximate time frame: 6-12 months.

- **Speech emergence:** Students begin to communicate using sentences in English, though with some grammatical and pronunciation errors. Students understand spoken English, sometimes needing visual or physical supports in addition to language. Approximate time frame: 1-3 years.
- **Intermediate fluency:** Students have excellent comprehension and make few grammatical errors. Approximate time frame: 3-5 years.
- **Advanced fluency:** Students use English to express a wide range of thoughts and feelings. Grammar is increasingly comparable to same-age native-speaking peers. Approximate time frame: 5-7 years.

These time frames are broad estimates, and they can vary depending on factors such as whether students speak one or multiple languages at home, how old they are when they start to learn English, their level of prior education, and their level of primary language literacy, as well as on individual differences. Thus no one student's trajectory will be exactly like another's. In fact, because of the many variables that affect how rapidly students learn English, experts caution against making assumptions based on the length of time students have been in the U.S.

Teachers also need to know that because of the difference between receptive (listening and reading) and productive (speaking and writing) language, ELLs may understand considerably more than what they can express in English (Lesaux, Lipka, & Siegel, 2006), and may learn a great deal before they are ready to speak and write, especially in the early stages (Krashen & Terrell, 1983, 1996).

At all the stages, ELLs need access to comprehensible input so they can learn. Comprehensible input is a concept first described by Krashen (1981); he argued that ELLs learn English when they are presented with messages just above their current proficiency level (so if a student is at level *i*, then the information presented to them should be at level $i + 1$). Comprehensible input is packaged in vocabulary ELLs recognize, supported by pictures and objects, and/or connected to things they have previously learned in their own language. All of these things help ensure that students can understand the meaning of what is being taught.

Instructional Implication: Teachers should scaffold their instruction and assignments and provide multiple representations of concepts.

Scaffolding is one way to provide comprehensible input. When teachers scaffold instruction, they engage in the gradual release of responsibility from themselves to the students. A widely-known example of this is the "I do it, we do it, you do it" approach, in which the teacher first demonstrates a skill, then does it with the students, then withdraws as students do it themselves. Another example is the multi-step task or problem in which the teacher first moves through all steps with the students, then moves through the initial steps, but has the students take the last step or two unassisted, then repeats the process, each time relinquishing involvement at an earlier stage. Many teachers are already familiar with scaffolding, because it is a technique that can be helpful for all students, native English speakers or ELLs. The difference is that it may be necessary for teachers to use scaffolding more often in classrooms with many ELLs.

Walqui (2006) described a range of ways in which teachers can effectively scaffold instruction for their ELLs:

- **Modeling:** providing students with clear examples of the work that is requested of them, or demonstrating

how to think through a problem ("think alouds")

- **Bridging:** connecting new material to prior learning
- **Schema building:** organizing information into interconnected clusters (for example, using advance organizers, "walking through" texts looking at subheadings, or graphic organizers)
- **Re-presenting text:** translating text from one genre into another. For example, short stories or historical essays can be transformed into personal narratives or dramatic sketches
- **Developing metacognition:** teaching students to monitor their own understanding and use particular strategies to help build understanding

Use of multiple representations is another way to provide comprehensible input. The idea behind multiple representations is that the cognitive process is aided when multiple forms of communication are utilized. This helps ELLs connect words with meaning by utilizing nonverbal clues and representations of ideas, thereby providing opportunities for comprehension without mastery of English. Multiple representations include these supports to language-based instruction:

- **Graphic organizers:** diagrams that help students identify main ideas and identify how those ideas are related
- **Realia:** real-life objects or photographs of real-life objects
- **Manipulatives:** physical objects (i.e., blocks, tiles, beans, or models) that can be operated by hand to aid in learning

These supports all help ELLs understand and make sense of lessons, despite linguistic challenges.

Evidence: There is moderate evidence supporting the practice of scaffolded instruction for ELLs. Certainly there is research evidence that scaffolding is beneficial to students in general (Kuhn et al, 2006; Zydney, 2005), but these investigations were not conducted specifically with ELLs. Scaffolding is a component of the Sheltered Intervention Observation Protocol (SIOP) model (described under Principle 3 of this report), which has been shown to have a positive effect on ELLs' expository writing. However, since scaffolding is just one component of the model, it is not possible to distinguish whether it was scaffolding or another component of the model that was effective for ELLs (Echevarria, Short & Powers, 2006).[2]

The theoretical underpinnings of scaffolding are described in Walqui (2006). For descriptions and examples of what scaffolding looks like in the classroom, see Zwiers (2008).

There is strong evidence that multiple representations help ELLs. Research studies, some of which include descriptions of the practices used, include Behr, Lesh, Post, & Silver (1983); Echevarria, Short, & Powers (2006); Lee, Dekator, Hart, Cuevas & Enders (2005); Lee & Fradd (1998); Sowell (1989); Wenglinsky (2000).

For more discussion on the stages of language development, see Crawford & Krashen (2007); Gunderson (1991); and Peregoy & Boyle (2001).

[2] Several research studies examining the impact of the SIOP model are underway and will provide additional understanding of the supports that work for ELLs within the next few years (August, 2007; Short, Himmel, Echevarria & Richards, 2007).

Instructional Implication: Teachers should promote student interaction that is structured and supported.

Interactive instruction is an approach to teaching that relies heavily on discussion and sharing among participants. Students learn from interacting with other learners and from their teachers to develop social skills and abilities, organize their thoughts, and develop rational arguments. For ELLs, interactive approaches are a valuable addition to other types of instruction. Interactive strategies provide ELLs with important opportunities to verbalize their thinking strategies and learn from the thinking of others.

Interactive strategies shown to have positive effects with ELLs include:

- **Peer-assisted learning** opportunities, such as partner work in which students of different abilities are paired together to work on academic tasks. For example, a stronger reader and a weaker reader may be paired together to partner-read a story, alternating pages.
- **Cooperative learning,** which uses small groups so that students work together to maximize their own and each other's learning. Cooperative learning groups can be used across all content areas, and are especially conducive with ELLs when the groups are small and heterogeneous (students with varying levels of English language ability and content knowledge). Some research shows that this approach is particularly beneficial for ELLs in the grades two through six.
- **Instructional conversations**, in which students explore their ideas orally with the teacher and other students, addressing open-ended questions rather than those that have a single correct answer. This method has been shown to increase comprehension for ELLs in the upper elementary grades (Saunders & Goldenberg, 1999).
- **Inquiry-based methods**, which include asking questions; planning and conducting investigations; using appropriate tools and techniques to gather data; thinking critically about relationships between evidence and explanation; and constructing and analyzing alternative explanations.

Because opportunities for interaction in the classroom are inherently less controlled than traditional teacher-based instruction, many studies note that the key to effective implementation is to ensure that interaction is somewhat "structured" to ensure that students stay on task.

Evidence: There is strong evidence that interactive strategies are valuable for ELLs, with the caveat that they are not used in isolation and are somewhat structured. For the benefits of interactive approaches for ELLs, see Adamson (1993); Cheung & Slavin (2005); Garcia & Godina (2004); Genesee, Lindholm-Leary, Saunders & Christian (2006); and Slavin & Cheung (2005).

For information on instructional conversations, see Saunders & Goldenberg (2007) and Saunders & Goldenberg (1999). Peer-assisted learning is covered in Almagauer (2005); Gersten, Baker, Shanahan, Linan-Thompson, Collins & Scarcella (2007); and Saenz, Fuchs, & Fuchs (2005). For more on the use of inquiry, see Klentschy, Hedges & Weisbaum (2007); and Lee, Deaktor, Hart, Cuevas, & Enders (2005).

Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks.

Professionals in the field of second language acquisition make a distinction between conversational and academic language. The former is the first type of language acquired by second language learners, and is used in face-to-face interactions where meaning can often be inferred, in part, from contextual cues. This is the type of language children use to communicate with each other on the playground and, informally, within the classroom.

On the other hand, academic English is the language students must use to participate in content-rich discourse. It demands a more complex and specific vocabulary, as well as different syntactical forms—for example, more use of passive and conditional constructions, such as "studies were undertaken…" and "if you were to add X, you would get Y…" (Cummins, 1984; Scarcella 2003). Academic language tends to depend less on context and rely instead on very precise references. Thus instead of pointing to an object and saying "that one," students must specify "in the five texts published prior to the onset of the Civil War…" Students need academic language in order to read abstracts, to pull out the main ideas from lectures, to write critiques and summaries, to read or create annotated bibliographies, and to speak and write using the appropriate vocabulary and constructions typical of each discipline. Acquiring this necessary academic language may take about five to seven years (Cummins, 1984), though this estimate varies a great deal depending on the context in which students live and study (Scarcella, 2003).

It is all too easy for teachers to misinterpret a student's ability to communicate with classmates on the playground or in the lunchroom—that is, their facility with conversational English—as an ability to understand English in any setting, whether in chemistry labs or historical debates. In fact, the linguistic and cognitive demands of the different settings are quite distinct. This is true for all students, but especially pertinent to ELLs whose English language development lags behind their native English-speaking peers.

It is also important to note that there is not a firm line between conversational and academic language. Instead, the development of academic language is an ongoing process that runs along a continuum. Even when a student tests out of eligibility for Bilingual services—level 4 on the Washington Language Proficiency Test (WLPT)—that student continues to be an English language learner and may need support from mainstream teachers for the ongoing development of academic language.

Instructional Implication: Teachers should provide explicit instruction in the use of academic language.

There are certain common components of the language used in professional and academic texts that are fully teachable (Scarcella, 2003). Some of these are basic grammatical structures, such as the passive voice and how to use verb tense in conditional clauses; these things are probably best taught by language arts or ELL specialists.

But there are many other facets of language use that should be taught by all teachers, regardless of their subject area. For example, students need to learn how to structure arguments in term papers, how to use quotations, how to switch verb tenses

effectively, and how to condense arguments. Students need to know, within each academic subject, what exactly is expected in a paper, what conventions are used in order to write "objectively," and how alternative perspectives should be acknowledged.

ELLs need to learn how to vary language appropriately with the audience and how to address different people appropriately. They need to adjust their use of language to fit a wide range of functions: signaling cause and effect, hypothesizing, generalizing, comparing, contrasting, making formal requests. These are things teachers can both explain and model.

Evidence: Evidence that providing explicit instruction in academic language benefits ELLs is suggestive. Scarcella's (2003) work on academic language and the grammatical, sociocultural, and cognitive components of it that need development is a theoretical framework designed to help educators think about their work with ELLs. In that sense, it is not something that can be rigorously "proven" and we are unable to say that there is strong evidence supporting the teaching of exactly all the components mentioned above. There is widespread agreement in the field of second language acquisition, however, that academic language does need to be taught, and these components provide teachers with a starting place for working with their ELLs.

For more information about what students need to learn about academic language in various disciplines, see: Geertz (1988) and Scarcella (2003).

Instructional Implication: Teachers should provide multi-faceted and intensive vocabulary instruction with a focus on academically useful words.

Students learning English face a vast vocabulary challenge. Not only do they enter the classroom knowing fewer words than native English speakers, but they also know less about their meanings and the contexts in which it may be appropriate to use a word. Multi-faceted, intensive vocabulary development can help ELLs overcome this gap. This involves explicit instruction of vocabulary beyond what is provided in the regular classroom, greatly accelerating the number of words students learn. In turn, this aids comprehension; when ELLs learn more words, it reduces the cognitive load associated with making meaning. With broader, deeper vocabularies, ELLs spend less time struggling to access the meaning of a word or phrase and more time understanding, formulating ideas, and communicating.

Vocabulary instruction is, therefore, critical for ELLs and should be part of instruction across content areas, not just something that is relegated to language arts. This is especially important because the use of language differs across content areas, and ELLs need support to use language correctly in each content area.

As teachers think about building the vocabulary of ELLs, they have to make choices about which words deserve time and attention in the classroom, and how to teach them.

Which words to teach. There are several resources that can help teachers determine which words deserve instructional time. One influential and widely-used classification scheme categorizes words into three tiers, based on how they are used and how easy they are to teach (Beck, McKeown, & Kucan, 2002). Teachers often use this classification scheme to select vocabulary for all students,

and it may also be helpful for deciding which words to focus on with ELLs.

- **Tier 1** words are typically **already known by native English speakers** and are some of the first words that ELLs use, including labels for things ("table," "house") and common verbs ("find," "answer," "come").
- **Tier 2** words are **widely used across a range of topics** and express concepts that students may already understand, even if they cannot explain them. Examples include "power," "express," "dependent."
- **Tier 3** words are often **specific to particular fields** and are used much less commonly. Examples include "photosynthesis," "peninsula," "hyperbole."

Generally speaking, teachers are encouraged to teach Tier 2 words to all students (Beck, McKeown & Kucan, 2002; Beck, McKeown & Omanson, 1987). ELLs, particularly at the earlier stages of language acquisition, sometimes need support with Tier 1 words and everyday idioms ("hungry as a horse") as well.

Another classification scheme, the Five Vocabularies of School, groups words into five levels, based upon their use and function in the classroom (Hiebert, 2008, adapted from Calfee & Drum, 1981).

1. Words for school tasks (capitalization, verb, abbreviation)
2. Content-specific words (cytoplasm, tectonic plate, photosynthesis)
3. General academic words (approach, locate, maintain)
4. Literary words (rasping, rumpus, valise)
5. Core words (the, of, is, other, children)

There is a growing awareness among ELL researchers that a focus on high-frequency, general academic words benefits students (Hiebert, 2008; Snow, 2008). While students may learn content-specific words in the context of, for example, a science lesson (photosynthesis), or literary words in the context of reading literature, there has been less emphasis on teaching general academic words that will be useful to students across content areas and are not part of conversational language. Hiebert (2008) also noted that teachers often fail to define words used for school tasks; there are relatively few of these, but they are important to students' daily lives.

For students in high school, the Academic Word List, or AWL, may help to guide teachers in the selection of academically useful vocabulary (Coxhead, 2000). The AWL identifies words that fall outside the most frequently used 2,000 English words, but appear frequently in academic texts in the arts, commerce, law, and the sciences. Although it was developed for college, the list can be used at the high school level to set vocabulary goals for ELLs and to identify words from classroom texts that would be most useful for ELLs to learn.

How to teach vocabulary. While direct instruction in vocabulary is both possible and helpful, there are real limits to how many words students can learn in this way. For that reason, leading researchers in this field suggest multiple approaches to teaching vocabulary.

As a starting point, many of the vocabulary practices developed for monolingual English-speaking students are also effective with ELLs (see the works of Beck et al. (2002), Graves (2006), and Stahl & Fairbanks (1986), for example). These apply to elementary as well as secondary settings and include

- Actively involving students (partner work, oral language practice)
- Providing multiple exposures

- Teaching word analysis and word attack techniques
- Providing rich language experiences including
  - Wide-ranging discussions
  - Read-alouds in the primary grades
  - Conversations on academic topics
  - Wide and frequent reading for students in the upper grades
- Teaching word learning strategies (use of context, knowledge of word parts, word relationships, and dictionary use)
- Fostering word consciousness, or an awareness of, and interest in, words and their meanings

While the list above covers a range of practices that have been shown to be helpful to both native speakers and ELLs, there are some additional practices that can be especially helpful to ELLs. These include

- Teaching students about multiple meanings of the same words (i.e. polysemic terms, such as "bank," which can mean a financial institution but can also mean rely on, as in "you can bank on it")
- Repetition, review, and reinforcement (such as pre-teaching key words and then conducting language activities afterwards, or reinforcing vocabulary words throughout the school day in different subject areas and contexts)
- Using visuals (including "realia," or real-life objects) and graphic organizers to help convey meaning

Depending on the linguistic background of their students, teachers can also build ELLs' English vocabularies by working with **shared cognates**, or words across two languages that descend from the same, recognizable root. It is helpful for teachers to know that

- The frequency of overlap varies substantially by language. Due to the strong influence of Latin on English, Spanish and English share a large number of cognate pairs (e.g., telephone/telefono, sum/suma, experiment/experimento). Russian also shares some cognates with English (sister/siestra, student/student, democracy/democratzia). However, Vietnamese has almost none.
- Many shared cognates are general purpose, high-frequency words ("Tier 2" or "general academic" words on the frameworks described above) that arise in a variety of contexts. Knowledge of these words can substantially enrich a student's vocabulary and ability to perform at school.
- Students will not always be able to recognize shared cognates. For this reason, it helps to have teacher instruction in this area.[3] Some research indicates that the ability to recognize cognates develops with age, accelerating in grades 4 through 8 (August, Carlo, Dressler, & Snow, 2005).
- Teachers and students should also beware of false cognates (for example, English "rest" and Spanish "restar", meaning to subtract, or "assist" and "asistir," which means to attend). However, the existence of false cognates should not prevent teachers from drawing upon knowledge of cognates; false cognates are much less common than cognates.

Evidence: Evidence behind multi-faceted and intensive vocabulary instruction for ELLs is strong. Although research does not yet fully identify exactly *which* vocabulary practices specific to ELLs are the most effective, it is clear that vocabulary should be targeted in an

[3] One suggestion is to have a list of shared cognates in certain languages, which may be helpful to teachers, although there is no quantitative research to substantiate it.

ongoing manner. This is the conclusion of a major research summary, two experimental studies that were conducted specifically with ELLs, a review of experimental studies of reading programs that included ELLs and non-ELLs alike, and a large body of research with students in general.

The current evidence regarding which words to teach is growing, but does not always provide completely clear guidance. There are at present no empirical studies behind the "tiers" of words or vocabularies of school described above; we included them because they are widely used and provide a useful and available framework for making distinctions among the many words teachers could choose from. The words on the AWL correspond to words that show up frequently in academic texts, but for now at least, there are no studies of vocabulary programs using the AWL that indicate that teaching these words leads to better student outcomes. Because the AWL was created for college students, it is probably applicable to high school students but has limited utility for students at lower grades.

There is a large body of research on methods of vocabulary instruction (such as word learning strategies and building word consciousness) with native English speakers that has explored some of the techniques that might be useful for ELLs as well, and this provides some starting points.[4]

More information on vocabulary research can be found in August & Shanahan (2006); August, Carlo, Dressler, & Snow (2005); Carlo, August, McLaughlin, Snow, Dressler, Lippman, Lively, & White (2004); Cheung & Slavin (2005); Gersten, Baker, Shanahan, Linan-Thompson, Collins, & Scaracella (2007); and Short & Fitzsimmons (2007).

[4] An intervention for middle school, Word Generation, developed by the Strategic Education Research Partnership under Catherine Snow (Harvard Graduate School of Education) is currently being evaluated for use with ELL populations.

For research on the number of words students can learn via direct instruction (note that this research was conducted with native English speakers only), see Carlo et al. (2004) and Stahl & Fairbanks (1986).

Alverman (2000) covers the use of conversations on academic topics for intermediate grade students. Beck, McKeown, & Kucan (2002), Graves (2006), and Kuhn & Stahl (1998) write about use of context, while knowledge of word parts and dictionary use is covered in Graves (2004), Graves, Juel, & Graves (2004), and Stahl & Fairbanks (1986).

See Scott & Nagy (2004) on word consciousness. For more information on shared cognates and their instructional use, see August, Carlo, Dressler, & Snow (2005). Coxhead (2000) describes the creation and content of the AWL. On the Five Vocabularies of School, see Hiebert (2008).

Principle 3: ELLs need instruction that will allow them to meet state content standards.

Instruction for ELLs, as for all students, should be based on rigorous academic standards. Each content area has academic standards, put together by national-level organizations that specify what students should be able to know and to do.[5] These standards are well specified and represent expert consensus of what students need to know. Washington, like other states, has set its own standards built on the national standards framework. These are the Essential Academic Learning Requirements (EALRs), which apply to all content areas and describe the learning standards for K-10, and the

[5] The International Reading Association and the National Council of Teachers of English language arts standards; the National Council of Teachers of Mathematics standards; the National Research Council science standards; and the National Council of Social Studies standards.

Grade-Level Expectations (GLEs), which provide concrete details for instruction in K-10. They are assessed annually in literacy and math, while the other content areas are forthcoming.

In an era of accountability, content standards play a central role in curriculum, instruction and assessment; this holds true for ELLs, as it does for native English-speakers. Unfortunately, the low English proficiency level of many ELLs is frequently used as a gauge of their ability and knowledge. ELLs are often placed in less rigorous instruction (or placed in courses which do not prepare them for higher education), which isolates them from their mainstream peers. Teachers sometimes lower their expectations about what ELLs can achieve, and do not believe that ELLs can meet high standards (Callahan, 2005). Consequently, they make instruction or assignments easier for ELLs or ask them less demanding questions than they pose for native-speaking students (Verplaetse, 1998).

Watering down instruction for ELLs does not help them achieve academically or prepare them to be constructive citizens after they leave school. Teachers need to know that ELLs should be held to high standards, and that they are capable of achieving them. What ELLs need is the appropriate support that allows them to continue to build the necessary content knowledge even as they are developing their proficiency in English.

There are different ways in which districts and schools can provide this support. One way is to provide instruction in both ELLs' primary language and English, until students develop sufficient English proficiency to transfer to English-language content classes.

Alternatively, when primary language instruction is not an option, students can develop their content knowledge and English language proficiency simultaneously, through sheltered instruction. Sheltered instruction is instruction in English that provides additional supports to ELLs in vocabulary, language development and background knowledge. Regardless of the model chosen, researchers emphasize the importance of its coherence and continuity in a way that benefits the progression of ELLs' English language acquisition and content learning (Garcia & Godina, 2004, for example).

Instructional Implication: Teachers should provide bilingual instruction when feasible.

Bilingual instruction teaches students in both their primary language and in English. Bilingual instruction can be delivered via different models and varies in the proportion of each day spent using the primary language and English, and the time and pace at which students transition into solely English-only language instruction. Common models include:

- **Two-way bilingual/dual-language programs**: ELL students and native English-speaking students are integrated in the same classroom, where they are all taught in both English and another language.
- **Transitional bilingual programs**: Students are taught to read first in their primary language, then in English. These programs can be *early-exit*, where the transition to English is made within the first three years of elementary school, or *late-exit*, where the transition to English is made by the end of elementary school.
- **Paired bilingual or alternative immersion**: Students are taught to read in their primary language and English at the same time (though in different class periods, to avoid confusion).

When it is done well, bilingual education results in outcomes for ELLs that are consistently, though modestly, better than

other instructional models.[6] ELLs instructed in two languages have, on average, better academic achievement across content areas in *both* the primary and second languages than ELLs who are taught solely in English. These academic benefits include literacy but extend to their achievement in other content areas as well.

Evidence: The evidence that bilingual education leads to literacy and content outcomes that are moderately better than other program models is strong, and supported by the findings from several research syntheses conducted over the past two decades.

Slavin and Cheung's (2005) review of 17 experimental studies concluded that existing evidence favors bilingual approaches, particularly those that combine English and primary language instruction, but teach them at different times of the day. The National Literacy Panel review concluded that ELLs instructed in their primary language, as well as in English, perform better on English reading measures, on average, than ELLs instructed only in English. They found that this held true at both the elementary and the secondary level; however, most of the studies they reviewed were studies of Spanish-speakers (August & Shanahan, 2006). Other earlier meta-analyses came to similar conclusions, favoring bilingual approaches: Greene (1997), Rolstad, Mahoney & Glass (2005), and Willig (1985).

Because the research on bilingual education covers such a wide variety of programs that are not necessarily comparable, there is less agreement about exactly what bilingual instruction should look like. Some argue that the existing evidence is in favor of combining English and primary language instruction, but teach them at different times of the day (Slavin & Cheung, 2005). Others conclude that longer exposure to bilingual literacy instruction is better, and that its benefit is delayed; it is not until the later elementary grades (third and onwards) that these ELLs in bilingual education catch up with or surpass ELLs in English-only instruction (Genesee et al., 2006).

For a description of effective two-way bilingual programs, see Howard & Sugarman (2007). Genesee (1999) describes different models of providing primary language instruction to ELLs, along with the types of settings and teacher preparation needed to support the different models. For a highly readable discussion of the different meta-analyses cited, see Goldenberg (2008).

Instructional Implication: In English-language instructional settings, teachers should permit and promote primary language supports.

When schools are unable to provide a full instructional program in students' primary language, it is still possible to provide primary language support. This could include the following:

- Repetition of directions or clarification in students' primary language during or after class
- Providing a "preview" of a lesson (for example, the main story line of a play they will later read) in their primary language
- Offering translations of individual words
- Allowing students to read texts in translation

[6] As in any area of teaching and learning, the quality of bilingual programs makes a difference (Cheung & Slavin, 2005; Genesee et al., 2006). To have a high-quality bilingual program, teachers who instruct in students' primary language must have mastery of academic language, in addition to conversational skills, in that language. The school also needs to have appropriate instructional and assessment materials.

- Permitting students to use their primary language to write about or discuss concepts
- Providing dictionaries
- Encouraging collaboration with students who speak the same language
- Code-switching (for example, switching between English and Spanish when discussing a text)

While these supports are beneficial, teachers need to be attuned to potentially negative consequences of over-reliance on a simultaneous mixture of English and primary language explanations. These include potentially inaccurate translations (from peers, for example) or a tendency on the part of the student to wait for the explanation in the primary language and not attempt to understand the discussion in English. One way to avoid these pitfalls is to provide students with preview/review in their primary language, but keep the lesson itself in English. Lesson preview has the added benefit of providing background knowledge that may facilitate lesson comprehension. If a lesson is later reviewed, the teacher or assistant can use the primary language to check on student understanding of the content. Likewise, teachers need to ensure that encouraging code-switching does not allow the student with lower English proficiency to avoid English entirely.

Evidence: Research provides suggestive evidence that when done well, primary language support is beneficial to ELLs (August & Shanahan, 2006). In one intervention, teachers previewed difficult vocabulary in the students' primary language (Spanish) before a lesson and then reviewed the same material in Spanish after the English-language lesson. This provided better comprehension outcomes for students than only reading the book in English, probably because it increased the amount of comprehensible input when the story was read in English. This approach also yielded better outcomes than reading the book in English and providing simultaneous Spanish translation.

See Goldenberg (2008) for a description of the use of preview/review in students' primary language. A full description of the experiment using primary language previewing is provided in Ulanoff & Pucci (1999).

Instructional Implication: In English-language instructional settings, teachers should use sheltered instruction strategies to combine content area learning with academic language acquisition.

In English-language instructional settings, sheltered instruction is an approach to teaching academic content to ELLs in ways that make the content understandable at the same time as developing students' academic English. The goal of sheltered instruction is to make grade-level content accessible to students even if they are not fully fluent in English.

Sheltered instruction can go by many other names. One commonly used acronym is SDAIE, or Specially Designed Academic Instruction in English. Also, there are several different models of sheltered instruction which are widely used and commonly referred to by their own acronyms, including SIOP (Sheltered Instruction Observation Protocol, Echevarria & Short, 2001; Echevarria, Vogt, & Short, 2007), Project GLAD (Guided Language Acquisition Design, Brechtel, 2008), ExC-ELL (Expediting Comprehension to English Language Learners, Caldéron, 2007) and CALLA (Cognitive Academic Language Learning Approach, Chamot & O'Malley, 1986, 1987, 1989).

These models all differ in what they emphasize (for example, SDAIE emphasizes making content accessible, while SIOP tries to

balance this with building academic language at the same time). Still, they overlap in important ways. Common threads across three or more of the approaches include:

- Explicit, direct teaching of vocabulary
- Explicit modeling by the teacher (including "think alouds" in which teachers demonstrate exactly how they think through a problem or task)
- High levels of student social interaction, with each other and with the teacher
- Explicit instruction in learning strategies (metacognition) and opportunities to practice using those strategies
- Linkages to students' background and prior experience
- The use of a variety of assessments, both formal and informal, to measure student learning in both content and language

These and other components of sheltered instructional models are instructional features that many teachers may already know and use. They are modifications that can be used with a wide variety of curricula and programs, so districts need not abandon adopted curricula and teachers do not need to learn a completely new way of teaching. At the same time, teachers *do* need comprehensive training in how to apply these skills in a thoughtful manner consistent with ELLs' language acquisition needs.

The different approaches to sheltered instruction all combine a series of components. For example, SIOP lists 30 different items across eight broad domains that should be included in a lesson, ranging from planning with explicit language and content objectives, to adaptation of text, to informal classroom assessment. Many of the individual components are based on research that establishes the effectiveness of the particular component. In some cases, there is no conclusive research that the component is specifically effective with ELLs, but it is known to be an effective practice with students in general.

Evidence: At this stage, evidence supporting sheltered instruction should be considered moderate. To date, there has been little research published that documents the level of effectiveness of different sheltered instruction approaches with all their components used in combination. One quasi-experimental study of SIOP in three districts found a positive impact of the program on middle school students' expository writing.[7]

An analysis of findings from five evaluations of the CALLA model found that it contributed to increased content knowledge, improved English language proficiency, and enhanced use of learning strategies; while these studies tended to lack appropriate comparison groups, the findings in combination are suggestive.

The creators of Project GLAD have a range of evaluation materials available, including a six-year study of GLAD in one school district (Ben, n.d.). However, in the absence of any peer-reviewed research, there is currently insufficient evidence to conclude that this is a proven effective model.

For the quasi-experimental study of SIOP, see Echevarria, Short & Powers (2006); for a teacher-oriented description of the model, see Echevarria, Vogt, & Short (2007). For the

[7] Additional studies with more rigorous methodologies are currently underway, including several under the auspices of the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), which look at the impact of the SIOP model on science and language learning (August, Mazrun, Powell & Lombard, 2007; Short, Himmel, Echevarria, & Richards, 2007).

summary of the five evaluations of CALLA, see Chamot (2007).

Principle 4: ELLs have background knowledge and home cultures that sometimes differ from the U.S. mainstream.

Many ELLs come from families that have recently immigrated into the U.S. Others who have lived in the U.S. for many years live within communities that speak languages other than English and maintain their own cultural traditions. ELLs may therefore arrive at school with background knowledge and cultural experiences that differ from that of their English-speaking classmates. Depending on their time in the U.S., their exposure to mainstream popular culture, and any prior education in another country, ELLs may not know about some of the topics their peers do. Names, events or customs mentioned in curricular materials may be entirely alien to ELLs (for example, Martin Luther King, the Fourth of July, ice cream trucks, the Civil War).

Again, depending on their background, ELLs may have cultural values, patterns of social interactions, and expectations of school that differ from the U.S. mainstream. For some students, this means there may be a world of difference between their life at home and their life at school, including differences in:

- Definitions and uses of literacy
- Beliefs about teaching practices
- Beliefs about the value of education
- Roles for parents versus teachers
- Roles for adults versus children
- Ways of engaging and interacting with others
- Ideas about what constitutes "knowledge"

(August & Shanahan, 2006; Garcia & Godina, 2004; Snow, Burns & Griffin, 1998; Valdés, 1996).

These differences can lead to misunderstandings that create obstacles to student learning. For example, some ELLs may come from backgrounds in which the authority of adults is unquestioned; they therefore may be reluctant to ask questions of the teacher, to challenge the ideas put forth in texts, or to engage in inquiry-based instruction. In another example, although some ELLs' families place an extremely high value on education, the adults may not participate in school activities (as considered desirable by school staff) because they defer decision-making about school to their children's teachers, or because they are uncomfortable with their own English language skills. Teachers may mistakenly interpret this as a lack of parental interest in their children's education.

It is important to note that cultural differences are relative, and do not mean that the home cultures of ELLs are lacking in education or sophistication, or that ELLs are somehow deprived and can succeed in school only if these deficiencies are corrected. ELLs hail from a rich tapestry of cultural and familial backgrounds; many have experienced things monolingual English-speaking students have not. Conversely, many ELLs may not have experienced things considered "typical" for children in the U.S. These variations of experience can bring value and richness to the classroom.

Instructional Implication: Teachers should use culturally compatible instruction to build a bridge between home and school.

"Culturally compatible instruction" is a term used to describe instruction that is aware of and incorporates the language and cultural backgrounds of students in the classroom,

seeing them as resources rather than as deficits. Culturally compatible instruction creates an environment in which ELLs are comfortable drawing upon their prior knowledge and sharing previous experiences in the classroom. In turn, this builds a bridge between home and school, creating "cultural congruence" between these two worlds and abating the types of confusion or alienation that can adversely impact student performance. Without this connection between school and their life at home, ELLs are more likely to disengage (Lee & Luykx, 2006).

How do teachers provide culturally compatible instruction? Some instructional interventions and programs explicitly include cultural compatibility as one of their guiding principles. For example, the program Science for All (SfA) (discussed under Principle 14 of this report) deliberately creates opportunities for ELLs to draw upon their home language and cultural resources in the science classroom. SfA teachers build ELLs' abilities to work collaboratively, use their observation skills and tap into their desire to learn from those with expert knowledge (Lee, Dekator, Enders, & Lambert, 2008). Another way to make a classroom culturally compatible might include using culturally-relevant and culturally familiar texts (Jimenez, 1997). Other possibilities include using examples and analogies drawn from ELLs' lives, and incorporation of perspectives from multiple cultures (Au & Kawakami, 1994; Gay, 2000).

Perhaps most importantly, culturally compatible instruction rests on teachers' ability to be open to other cultures. Ideally, teachers should know something about the backgrounds of the students in their classroom. However, teachers do not have to become experts in the cultural and linguistic backgrounds of all student groups in their classroom; rather, it may be sufficient for teachers to be open, willing to recognize the resources their ELLs bring, instead of only seeing what they are lacking (Ladson-Billings, 1994, 1995).

Evidence: The evidence behind culturally compatible instruction is moderate. A long history of research with nonmainstream students in the U.S., although not necessarily ELLs, has supported culturally compatible instruction (Au & Jordan, 1981; Au, Crowell, Jordan, Sloat, Speidel, Klein, et al., 1986; Au & Kawakami, 1994; Doherty, Hilberg, Pinal, Tharpe, 2003; Gay, 2000; Tharp & Gallimore, 1988). More specific to ELLs, cultural congruence is one of the features of SfA, which had positive effects on student achievement; however, since it was one of many features of the program, it is not possible to tease out whether it was this aspect of the program that made it successful.

Jimenez (1997) found that when ELLs were given culturally familiar texts and a supportive environment, they were better able to discuss the texts in ways similar to successful readers, including integrating prior knowledge of the topic and drawing conclusions. However, this study had a very small sample, no comparison group, and its results should be interpreted with caution.

For a discussion of theories of school failure among ELLs and "cultural differences" versus "cultural deprivation," see Valdés (1996). For additional information on culturally compatible instruction, see Au et al. (1986); Au & Jordan (1981); Au & Kawakami (1994); Doherty, Hilberg, Pinal, Tharpe (2003); Gay (2000); Tharp & Gallimore (1988). For examples of strategies teachers can use to get to know their students' backgrounds, see Zwiers (2008).

For more on SfA, see: Lee, Deaktor, Enders, & Lambert (2008); Lee, Deaktor, Hart, Cuevas, & Enders (2005). For research by Lee and her colleagues demonstrating that effective instruction for ELLs can be enhanced by

cultural congruence, see Lee (2002, 2005); Lee & Fradd (1998).

Instructional Implication: Teachers should activate existing background knowledge and build new background knowledge to increase comprehension.

There is a clear relationship between background knowledge—information already acquired through past experience or formal instruction—and comprehension of new material. This is relevant at all instructional levels, and becomes particularly evident in middle and high school as texts become more complex and information-rich. Having background knowledge helps reduce the amount of "figuring out" that students have to do while reading, reducing their cognitive load and freeing them to concentrate more on making overall meaning. Students who lack sufficient background knowledge or are unable to activate this knowledge may struggle to access meaning, participate in class, and progress academically.

Teachers can increase student engagement and improve comprehension by helping their ELLs construct a schema (Kamil, 2003; Meltzer & Hamann, 2004). This is a mental structure that organizes information, so that new information can be connected to what a student already knows. Teachers can do this in two ways: by activating background knowledge that exists or by building new background knowledge.

Activating existing background knowledge can be done using strategies such as:

- Helping students see links between texts and their own experiences ("text-to-self" connections)
- Asking student to draw from earlier readings or past learning in order to link to new material ("text-to-text" connections)
- Providing vocabulary that helps students see that they do know about the topic, though what they learned earlier was in another language

Sometimes students genuinely lack prior knowledge related to a given topic, and part of the teacher's job is to build enough background knowledge so that the new lesson makes sense to ELLs. Some strategies for doing this include:

- Showing short video clips to give students a sense of time or place
- Taking students out of the classroom (field trips)
- Providing a demonstration, by the teacher or a guest

Evidence: The evidence that building background knowledge helps ELLs is moderate. Decades of linguistics research in second language acquisition has investigated and documented the contribution of background knowledge to comprehension (as summarized in Bernhardt, 2005). The National Reading Panel (2000) found strong evidence that sufficient background information to comprehend is essential to successful reading for students in general. For ELLs in particular, August & Shanahan's (2006) meta-analysis recommends that background knowledge is "targeted intensively" in an ongoing manner.

For examples of strategies to activate or build background knowledge, see Meltzer & Hamann (2004) and Short & Fitzsimmons (2007).

Instructional Implication: Teachers should make the norms and expectations of the classroom clear and explicit.

When there are differences between ELLs' home cultures and that of the classroom, teachers can help by making the norms and

expectations of the classroom clear and explicit. This might include describing the expectations for behavior, conveying that questions are encouraged, and explaining how and when to ask questions.
By making connections to classroom norms that align with students' home cultures, and explaining instances where they do not align, teachers help create "cultural congruence" between school and home. Without such explanations, students may become frustrated or not understand how to participate successfully, ultimately risking reduced student engagement in learning and even withdrawal.

Evidence: The evidence behind making the norms and expectations of the classroom clear and explicit is moderate. There are no rigorous studies that test this particular instructional technique. However, differences in norms and expectations do exist (see Lee and Luykx, 2006, for a synthesis of research in science education). August and Shanahan's (2006) research summary concluded that bridging home-school differences in interaction can enhance student engagement and level of participation in the classroom.

Principle 5: Assessments measure English language proficiency as well as content knowledge.

Students who have difficulty communicating in English often know more about the content area being assessed than they are able to demonstrate on conventional written tests. Previous research has demonstrated a link between English proficiency and performance on content-area assessments. In fact, the more linguistically challenging a test is, the larger the performance gap between ELLs and native English speakers (Abedi, Lord & Hofstetter, 1998; Abedi, Lord, Hofstetter & Baker, 2000; Abedi, Lord & Plummer, 1997; Pennock-Roman, 2006).

Instructional Implication: Teachers should use testing accommodations, as appropriate.

It sometimes may make sense to provide testing accommodations or alternative forms of assessment for ELLs. **Accommodations** are changes to the test administration procedures, such as the amount of time allocated for responses, the use of special equipment or materials, or the place where the test is taken. **Alternative assessments** make changes to the test format itself, such as replacing a written test with an oral one.

In many instances states, not teachers, decide what accommodations are acceptable; this is particularly true about accommodations during high-stakes state assessments. But it is also possible for teachers to permit accommodations or alternative assessments within the classroom so that students can demonstrate their content knowledge.

While there are many types of testing accommodations and multiple forms of alternative assessments, relatively little is known at this time about how helpful they are. The only accommodation that has consistently been shown to help ELLs is the use of English dictionaries or glossaries. Some other accommodations (extended time, bilingual or primary language versions of the assessment, bilingual dictionaries or glossaries) may be helpful for some students. At this time, however, there is no definitive evidence to say in what circumstances they are effective. Some researchers argue that effectiveness probably depends both on student test-taking skills as well as on the teaching and testing contexts. Future research may provide more guidance about which accommodations are most useful to which students in which settings.

Francis, Rivera, Lesaux, Kieffer, & Rivera (2006b) noted that any accommodations used in state testing should match accommodations

students have already used in the classroom, so that students are accustomed to successfully using that accommodation. Put another way: if accommodations are available to students during state tests, teachers should give students opportunities to practice using those accommodations during classroom testing.

There are also numerous types of alternative assessments, but as current research cannot demonstrate that they are effective, we are unable to recommend any specific alternatives.

Evidence: There is moderate evidence that some testing accommodations are helpful, at least to some ELLs. Francis et al. (2006b) conducted a review of testing accommodations. In their review, they created a list of accommodations that they deemed to be "linguistically appropriate," that is, there was reason to believe the accommodations might be effective and valid. They then conducted a meta-analysis of all the research available at the time on the actual demonstrated effectiveness and validity of the accommodations. They found research on only a few of the items on their list (those we mentioned above), and that research showed that many accommodations were effective in some cases but not in others.

For a description of the many types of accommodations different states allow for their high stakes assessments, see Rivera, Collum, Willner & Sia (2006).

WHAT CONTENT AREA TEACHERS SHOULD KNOW

The four content areas covered in this section of our report (language arts, mathematics, social studies and science) each have their own discipline-specific features, and each poses its own challenges to ELLs. For each of these four content areas, we briefly note the challenges for ELLs as well as the depth and breadth of the research base for that content area. We then present key principles and instructional implications for each content area.

Language Arts for English Language Learners

As described earlier in this report, the process of acquiring a second language can be arduous, requiring multiple years to achieve academic proficiency. Language arts is the instructional time set aside for the development of all four language domains: reading, writing, listening, and speaking. Since ELLs lag behind their native English-speaking peers in these areas, they will need ongoing, additional instruction or supports. This becomes particularly salient in middle and high school, when the focus of much language arts instruction shifts to the analysis of literature.

The Research Base

The language arts section of this report is informed primarily by two recent research reviews that compiled existing studies about literacy, oral language, and academic achievement for ELLs:

1. *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (August & Shanahan, eds., 2006), which examined 293 empirical studies published through 2004.
2. *Educating English Language Learners* (Genesee, Lindholm-Leary, Saunders, & Christian, 2006), which reviewed approximately 200 quantitative studies published through 2003.

Although it is still developing, the research base in language arts and literacy for ELLs is more extensive than other content areas. This section, therefore, draws upon the two reviews above as well as findings from a host of other studies. Since the two resources above summarized research conducted through 2003/2004, we focused on reviewing additional works published from that point through the present.

Principle 6: The same basic approach to learning to read and write applies to ELLs and non-ELLs, but ELLs need additional instructional supports.

In recent years, a growing body of research has established the importance of providing all students with systematic and explicit instruction in what are called "the five components" of reading (National Reading Panel, 2000). These are:

- **Phonemic awareness:** the knowledge of the sounds of a language
- **Phonics:** the knowledge of how written letters map onto the sounds of a language
- **Fluency:** the ability to read accurately, at a pace that facilitates comprehension
- **Vocabulary:** the knowledge of word meanings and word parts
- **Comprehension:** the ability to understand the explicit and implicit ideas communicated in text

While systematic instruction in these five components is also helpful for ELLs, its effect is smaller than for native English speakers. ELLs need these five components and then more (August & Shanahan, 2006).

This "more" is comprised of additional instructional supports for ELLs, such as oral language development, intensive and multi-faceted vocabulary work, and ongoing supports for adolescent ELLs. These supports, whether in the regular classroom or an intervention, are not always the same for ELLs as for struggling native English speakers; there are pronounced differences between these two groups. For example, native English-speaking students who struggle in reading usually have a basic command of oral English, know multiple meanings of words, and understand many American cultural and historical references (See examples from Short & Fitzsimmons, 2007, p. 9), while ELLs may need assistance in these areas. This contradicts the often-heard sentiments that "it's just good teaching" or "all our students are low-language, and what works for our struggling native English speakers works for our ELLs too."

Instructional Implication: Teachers should provide opportunities for additional work in English oral language development.

Oral language is the system by which we communicate through speaking and listening. Sounds are organized into structure and create meaning. In school, oral language facility is central to participation in classroom discourse; students need to be able to verbally respond to questions, express themselves, and communicate their ideas. Children learn oral language in their native tongue through practice with speaking and listening; as they develop, their ability to express and understand becomes more sophisticated.

While instruction in speaking comes under the umbrella of language arts, its application crosses all content areas. Even native English speakers need some instruction in oral language, particularly as students progress to more complex analyses and discussions in middle and high school. As one expert in the field noted, "It's not just about being able to speak, it's about being able to speak like an historian and sound like a scientist" (D. Short, personal communication, August 20, 2008).

In order to "speak like an historian and sound like a scientist," ELLs require additional practice and instruction in oral English language development beyond what is provided in most existing reading programs, which are designed for native English speakers. Little is known about exactly how oral language practice should be structured, whether it should be a stand-alone block or integrated into language arts class. This is a widely acknowledged research gap.

Evidence: The evidence behind oral language development is strong. Most researchers agree that ELLs require additional oral English language development beyond what is provided in most reading programs, and that they need ample practice using it in the classroom. This is supported by two research summaries (August & Shanahan, 2006; Gersten & Baker, 2000), as well as two large-scale experimental studies that found ELLs made comprehension gains as a result of additional oral language instruction (Pollard-Durorola, Mathes, Vaughn, Cardenas-Hagan, & Linan-Thompson, 2006; Vaughn, Cirino, Linan-Thompson, Mathes, Carlson, Hagan, et al., 2006).

Much less is known about how oral language development should be structured. However, one recent study found support for institutionalizing a stand-alone English language development block in kindergarten, both in bilingual and English immersion settings, rather than incorporating it into

existing literacy instruction (Saunders, Foorman & Carlson, 2006). The researchers also proposed that oral language development should focus on academic language, rather than basic communication skills. This study included a comparison group and had a large sample size; however, it is only one study and its results should be interpreted with caution.

For more discussion of oral language development, see August & Shanahan (2006); Gersten & Baker (2000); Pollard-Durorola et al. (2006); Vaughn et al. (2006). The kindergarten English language development block is described in Saunders, Foorman & Carlson (2006).

Instructional Implication: Teachers should ensure that adolescent ELLs receive ongoing literacy instruction and supports.

Unlike in elementary school, in middle and high school, literacy is seldom taught as a stand-alone subject. Students are expected to already have developed basic literacy skills and apply them to reading in the content areas (as summarized by the commonly heard refrain that adolescent literacy is about "reading to learn, rather than learning to read"). In language arts classes, the focus in the upper grades shifts from developing basic literacy skills to reading and interpreting literature. This literature often includes archaic language (for example Shakespeare's *Hamlet*, or Hawthorne's *The Scarlet Letter*) or different genres such as poetry and literary analysis.

This shift is particularly problematic for those adolescent ELLs who are still learning to read (as well as listen, speak, and write) in English. Because of the amount of time it takes to develop the level of English language proficiency necessary to perform at grade-level (as described under Principle 1 of this report), many adolescent ELLs fall into this category. Adolescent ELLs therefore require continued instructional time devoted specifically to developing literacy.

The amount of time and type of instruction will vary based upon students' English language proficiency. Adolescent ELLs are a remarkably diverse group, one that spans those who were born in the U.S. and began English literacy instruction in kindergarten, to those whose families just moved here and are not literate in their primary language, let alone English. Accordingly, their needs will differ.

Adolescent ELLs who are not literate in their primary language may require explicit instruction in the five components of reading, beginning with brief instruction in phonemic awareness and then moving on to phonics, vocabulary, comprehension, and fluency. This instruction should be provided with materials that are age-appropriate (teaching early phonics with age-appropriate materials rather than those created for kindergarten students, for example).

Adolescent ELLs who already have literacy in their primary language but not English will need support developing English oral language and literacy. Instruction should use these students' primary language literacy as a starting point for instruction (see Principle 7 of this report). Again, instruction should be provided as much as possible with materials that are age-appropriate.

Adolescent ELLs who already have basic English literacy will also need continued literacy supports to shift into the higher levels of English proficiency that will help them digest the more complex, content-rich texts encountered in middle and high school. Because of the amount of time this takes, teachers should be aware that even those adolescent ELLs with basic English literacy skills do not yet have the level of proficiency in English needed to perform academically.

Evidence: The specific approaches to supporting adolescent ELLs presented here are based upon the recommendations of experts in the field, not on experimental studies. Therefore, the evidence can be considered only suggestive at this point.

More information on strategies to support adolescent ELLs can be found in Garcia & Godina (2004); Short & Fitzsimmons (2007); Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, et al. (2007).

Instructional Implication: Teachers should provide explicit instruction in writing for academic purposes.

Students need to develop polished writing skills for a number of reasons. Writing makes one's thinking and reasoning visible; this is an important skill in academic settings and many workplaces. Starting in middle school, expository writing is part of many standardized high-stakes tests in many states, including the Washington Assessment of Student Learning (WASL).

Explicit instruction in writing benefits ELLs, just as it does native English speakers (August & Shanahan, 2006). However, instruction in writing is often not explicit; instead, many teachers expect students to automatically transfer what they know from reading into writing. This is problematic for all students, as proficiency in reading does not guarantee proficiency in writing. It poses a particular challenge to ELLs, who have less experience and practice with English than their native English speaking peers.

The Sheltered Instruction Observation Protocol (SIOP) model, with its multiple supports for simultaneous academic language and content knowledge development, has been shown to have a positive affect on middle school ELLs' academic writing (see Principle 3 of this report for more information on SIOP). Beyond this study, there is a dearth of research that specifically examines how ELLs learn to write in English. In its absence, there are two other bodies of research to draw upon: what we know about writing for second language learners (for example, for English speakers learning to write in French or Spanish), and what we know about writing for adolescent students in general.

Based on research on how students learn to write in a second language, teachers can:

- Teach genre directly to students, including identification of the specific genres they will need for academic purposes
- Include planning for writing in the instruction
- Have a clear, consistent feedback policy that includes teacher feedback on preliminary drafts and allows students time to review and to ask questions to ensure understanding
- Show students the relevant features of a variety of authentic texts, such as word choice, structure, and style
- Target error correction to focus on just a few types of errors at any given time

(Education Alliance, 2005).

Additional guidance comes from a recent meta-analysis of research on adolescent writing. Though it was not specific to ELLs, *Writing Next* recommended 11 components that should be included in a strong writing program:

- **Writing strategies:** teaching students strategies for planning, revising, and editing
- **Summarization:** explicitly and systematically teaching students how to summarize texts
- **Collaborative writing:** students working together to plan, draft, revise, and edit their compositions

- **Specific product goals:** assigning students specific, reachable goals
- **Word processing:** using computers and word processors as instructional supports
- **Sentence combining:** teaching students to construct more complex, sophisticated sentences
- **Prewriting:** engaging students in activities designed to help them generate or organize ideas for their composition
- **Inquiry activities:** engaging students in analyzing immediate, concrete data to help them develop ideas and content for a writing task
- **Process writing approach**: creating a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing
- **Study of models:** providing students with opportunities to read, analyze, and emulate models of good writing
- **Writing for content learning:** using writing as a tool for learning content material

(Graham & Perin, 2007).

There are two caveats to this list of elements. First, as the report authors note, even all of the components in combination do not constitute a full writing curriculum, though each of them individually has good evidence that they improve student writing. Second, the research yielding this list was conducted with a general student population, not specifically a population of ELLs. However, as a foundation for understanding good writing instruction, this list may provide a reasonable starting point with ELLs.

Evidence: The evidence for writing instruction as outlined above for ELLs is moderate. There is evidence from a quasi-experimental study that middle school ELLs whose teachers implemented SIOP performed better on an expository writing task than a comparison group (Echevarria, Short & Powers, 2006). Additional studies of SIOP are underway.

Although it was not specifically conducted with ELLs, *Writing Next* only drew on rigorous research and included a meta-analysis. The Education Alliance report is less methodologically rigorous, including qualitative studies and theoretical works in addition to quantitative studies.

For information on the quasi-experimental study of SIOP, see Echevarria, Short & Powers (2006). For reviews of writing instruction among English-speaking students, see Education Alliance (2005) and Graham & Perin (2007).

Principle 7: Many literacy skills transfer across languages.

ELLs may come to school with some level of literacy skills in their primary language. At the elementary level, students may know the sounds of their language (phonemes), how letters (graphemes) represent those sounds, and they may be able to decode in their primary language. Adolescents might have these basic skills or more, varying greatly depending upon their prior education. Often these skills or the principles behind them transfer across languages. Aspects of literacy that have been shown to transfer across languages include phonological awareness, alphabetic knowledge, and some vocabulary.

- **Phonological awareness** is the ability to distinguish units of speech, such as syllables and phonemes, and understand that individual sounds can be combined in different ways to make words. This holds true regardless of how similar the languages are; it

applies to English-Chinese as readily as English-Spanish, because phonological awareness does not depend on written language.

- **Alphabetic knowledge** includes letter shape recognition, letter name knowledge, letter sound knowledge, as well as the ability to name and print those letters. This applies more readily across languages that use the same alphabet, so transfer is more limited between English and languages that use different scripts (for example, Russian, Arabic, or Korean).
- Some **vocabulary knowledge** also transfers. S*hared cognates* are words that descend from the same, recognizable root, as described under Principle 2 of this report.

Instructional Implication: Teachers should use primary language literacy as a starting place for English literacy instruction.

ELLs' primary language skills can be built upon in regular classroom instruction and interventions. English literacy instruction that focuses on transferring students' existing literacy skills eliminates the extra work and wasted time of starting ELLs off with rudimentary instruction in skills they already have.

ELLs who are literate in their primary language have an advantage when learning English, compared to ELLs who are not already literate. English literacy instruction can, therefore, be more targeted for ELLs with primary language skills, "emphasizing those skills not yet obtained through the primary language while paying less attention to easily transferrable skills already mastered" (August & Shanahan, 2006, p. 357).

Teachers can provide more targeted instruction for ELLs with primary language literacy in a variety of ways. These include:

- Knowing what literacy skills ELLs have in their primary language is valuable so teachers can help them transfer those skills (Garcia & Godina, 2004; Goldenberg, 2008). This might mean using valid and reliable primary language assessments, when these are available. Other times, observations of students and/or consultations with parents may help provide this information.
- Helping ELLs transfer phonological awareness skills. This might mean helping students with specific phonemes or combinations of phonemes that exist in English but not their primary language. Teachers can also explicitly point out places where phonics knowledge does <u>not</u> directly transfer (for example, a Spanish speaker would need to learn that in English, double l ("ll") is pronounced as /l/, not /y/ as in Spanish).
- Working with shared cognates, or words that descend from the same, recognizable root (see Principle 2 of this report for more information about shared cognates.) Students will not always be able to recognize shared cognates, so it helps to have teacher instruction in this area.

Evidence: The evidence behind using ELLs' primary language literacy as a starting point for English language instruction is strong, particularly for Spanish speakers. It is supported by two research summaries, one of which focused solely on Spanish speakers. However, other researchers have found evidence that knowledge of sounds and word structures transfers across languages as different as English and Chinese (Wang, Cheng, & Chen, 2006; Wang, Park, & Lee, 2006).

For more discussion of cross-linguistic transfer of literacy skills, see August & Shanahan (2006); Garcia & Godina (2004); Genesee et al.

(2006); Goldenberg (2008); Wang, Cheng, & Chen (2006); Wang, Park, & Lee (2006).

Instructional Implication: Teachers should promote bilingual literacy instruction, if feasible.

Continued support of literacy and language development in ELLs' primary language enhances, rather than detracts from, their English literacy acquisition. Students taught to read in both their primary language and English do better on reading measures than those taught only in English.

Literacy instruction in students' primary language can take many forms. Programs differ greatly in the proportion and amount of time in primary versus English language instruction, whether there is subsequent or simultaneous instruction in English, and the number of years that students are taught in their primary language. The instructional implications under Principle 3 of this report provide more information about language of instruction and description of different program models.

Evidence: The evidence that literacy instruction in both students' primary language and English has a positive effect on English language acquisition and reading outcomes is strong. Several research syntheses have come to this conclusion. (See also Principle 3 of this report.)

For syntheses of studies on language of instruction, see August & Shanahan (2006); Genesee et al. (2006); Greene (1997); Rolstad, Mahoney, & Glass (2005); Slavin & Cheung (2005); Willig (1985).

See Proctor, August, Carlo, & Snow (2006) for an example of how a strong knowledge of Spanish vocabulary can boost ELLs' English comprehension. Shanahan & Beck (2006, Chapter 15 of the August & Shanahan review) describe a number of studies of instructional practices, including a number that make use of primary language.

Mathematics for English Language Learners

Despite the belief in mathematics as a "universal language," there are, in fact, many unique language challenges for non-native English speakers learning mathematics. Math has both a specialized vocabulary and also uses more general vocabulary, but with meanings specific to mathematics; the latter may be especially confusing to ELLs. Variations in the representation of mathematical relationships may also pose a challenge. ELLs may struggle with word problems and with conveying what they do know clearly and accurately. Good instruction can help with these challenges. In fact, good instruction makes an enormous difference. Overall student performance in mathematics is influenced just as much by classroom practices and teacher characteristics as it is by the background of students (Wenglinsky, 2000). In other words, it matters what teachers do in the classroom.

Research Base

Currently, there is little rigorous research on mathematics instruction for ELLs. However, a recent review concluded that there is currently no evidence to suggest that ELLs learn math any differently than do native English speakers, with the exception of the additional language challenges (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a). Accordingly, the findings of the National Mathematics Advisory Panel (2008) report can form a basis for delivering what we know to be effective instruction for all students. ELLs need additional modifications, although we are just learning what some of those might be.

Because of the lack of rigorous research on mathematics instruction for ELLs, this section was informed by a review of literature beyond our original inclusion criteria, to include qualitative studies and program evaluations.

Principle 8: Mathematics has its own language and representational system, and ELLs struggle to understand mathematical concepts in this language.

The distinction made earlier in this report between conversational and academic language is relevant in mathematics as well. Mathematical academic language has a variety of features that are important for students to know so they can acquire new knowledge and skills, develop deeper understanding, and communicate their understanding to others. Some of the discipline-specific uses of language include:

- **Terminology** specific to the discipline of mathematics, including
  - General academic vocabulary ("combine," "describe")
  - Technical academic vocabulary ("hypotenuse," "parabola")
  - Everyday language with specialized mathematical meanings ("table,""times," "set")

  (Halliday, 1978; Khisty, 1995; Slavit & Ernst-Slavit, 2007).

- **Distinct syntax** that expresses language patterns and grammatical structures specific to mathematics (Slavit & Ernst-Slavit, 2007). Many students, including ELLs, often experience difficulties when they read and write mathematical sentences because they attempt to translate literally, symbol for word, laying out symbols in the same order words appear. A typical linear translation of an algebraic phrase can produce erroneous responses if approached in this way. For example, the algebraic phrase "the number a is five less than the number b" is often translated into "a=5-b," when it should be "a=b-5" (Clement, 1982).

- **Mathematical symbols**, or established characters used to indicate a mathematical relation or operation. ELLs may struggle with the multiple ways to refer to an operation in English. For example, even if ELLs know the meaning of the "+" symbol, they may not know all of the English language terms that can be used with it ("plus" "added to" "and"). Another challenge for ELLs, especially new arrivals, is the cultural variations in the use of some symbols. For instance, students who have already begun learning mathematics in a number of Spanish-speaking countries have learned to put the divisor and dividend in the reverse positions when writing division problems. They generally use a period rather than a comma to show place value (ten thousand is written as 10.000) and a comma instead of a decimal point (Slavit & Ernst-Slavit, 2007).

Instructional Implication: Teachers should provide explicit instruction on how to read and use mathematical terms, syntax, and symbols.

Teachers can explicitly teach ELLs the language of mathematics and give them opportunities to practice expressing their mathematical ideas. Teachers can also help ELLs by anticipating their language needs and working with them to identify misperceptions. This might include:

- Explaining how everyday and mathematical meanings differ
- Regularly asking students to explain their solutions, orally and/or in writing, to check for understanding and to identify sources of mistakes
- Providing opportunities for ELLs to speak mathematically with others by employing structured, heterogeneous, or peer-assisted learning groups
- Teaching the symbol conventions used in the U.S.

Evidence: There is suggestive evidence that explicitly teaching mathematical language leads to better outcomes for K-8 ELLs. There has been one pilot evaluation of a curriculum designed to support academic language development in mathematics for ELLs and teach them to use mathematical vocabulary and symbols. It found positive gains for sixth-grade students whose teachers used the curriculum and for ELLs in particular. Although it had an experimental design, this pilot evaluation is only one piece of evidence; there also were limitations to the measure it used to assess ELL math gains.[8]

For more about this study, see Heller, Curtis, Rebe-Hesketh, & Verboncoeur (2007).

For more on the use of language in mathematics, see Khisty (1995). For practical descriptions of how teachers can assist their ELLs with the language of mathematics, see Slavit and Ernst-Slavit (2007).

[8] An experimental study of this program, *Math Pathways and Pitfalls,* with a focus on its effect for ELLs, is currently underway.

Instructional Implication: Teachers should use concrete materials, which help develop mathematical understanding when linked to the concepts they represent.

When ELLs are exposed to multiple representations of a mathematical concept, they have more opportunities to create connections and develop understanding (see the instructional implications under Principle 1 of this report). In mathematics, this includes the use of concrete materials, or "manipulatives" (physical objects such as blocks, tiles, or beans that can be manipulated to aid in learning).

Employing manipulatives in the mathematics classroom allows communication that goes beyond spoken and written communication. In turn, this may facilitate student access to information in mathematics without full knowledge of the English language.

Manipulatives can be viewed as a bridge that connects objects with mathematical concepts. The use of manipulatives alone is not sufficient; instead, teachers must facilitate the development of meaning. The value of manipulatives is, therefore, in how the teacher incorporates them into the lesson and how meaningful they are to the concept at hand. Some strategies for teachers include:

- Pre-planning to anticipate obstacles and minimize distractions
- Linking materials to the vocabulary for a particular lesson
- Allowing students opportunities for discussing their experiences and understanding

Evidence: There is moderate evidence that the use of concrete materials is effective with all students; however, to date there is no research evidence specifically with ELLs. A meta-analysis found that the long-term use of manipulatives led to higher student achievement in mathematics (Wenglinsky,

2000). A few additional researchers have found that the use of concrete materials aids the development of student understanding of operations and fractions; and, ultimately, that hands-on learning activities lead to higher academic achievement in mathematics (Behr, Lesh, Post, & Silver, 1983; Sowell, 1989).

Principle 9: Mathematic word problems are particularly challenging for ELLs.

Word problems require students to read and comprehend English sentences that often do not follow the patterns typical of everyday language. The linguistic demands of algebra are particularly intense because solving problems requires translating language into algebraic expressions (Driscoll, 1999, cited in Lager, 2006). The linguistic complexity of word problems has been shown to be related to low academic achievement for ELLs (Martiniello, 2008).

While the individual words used in a problem might seem simple, they are part of complex phrases that are particularly challenging to those still learning English (Francis et al., 2006a). For example, long multi-clausal sentences, uncommon proper nouns, modal verbs and an embedded adjectival phrase combined to make the question: "To win a game, Tamika must spin an even number on a spinner identical to the one shown below. Are Tamika's chances of spinning an even number certain, likely, unlikely, or impossible?" A single misunderstanding can lead students to create a logical but incorrect solution.

The following features of word problems pose difficulties for ELLs (Slavit & Ernst-Slavit, 2007):

- **Logical connectors** that signal similarity, contradiction, cause/effect, reason/result, chronological sequence, or logical sequence ("if... then," "if and only if," "because," "that is," "for example," "such that," "but," "consequently," "either... or").
- **Comparative structures** ("greater than," "less than," "n times as much as")
- **Prepositions** ("divided by," "three through nine," "two into four")
- **Passive voice** ("what might be," "how much could")
- **References of variables** distinguish between the number of things, not the things themselves, for example: *There are five times as many apples as oranges* (the correct equation is 5o = a, not 5a = o); *Three times a number is two more than two times the number* ("number" refers to the same number both times); *If the first number is two times the other, find the number* (what do *first number, the other,* and *the number* refer to?)

Some word problems include low-frequency words (words that are used seldom and thus are less recognizable to ELLs), and this affects their overall comprehension. Research has demonstrated that in order for text comprehension to occur, about 90 to 95 percent of the words in a given passage must be known to the reader (Carver, 1994; Nagy & Scott, 2000). ELLs may spend more time decoding the low-frequency words in a word problem than comprehending and strategizing a solution (Lager, 2006).

Instructional Implication: Teachers should provide opportunities for ELLs to explain their strategies for reaching solutions.

It is evident that ELLs require support in solving word problems (Francis et al., 2006a). However, there is very little research that examines what exactly this support might look like. One practice that has been shown to help students with word problem solving skills is Cognitively Guided Instruction (CGI),

an approach to mathematics for K-6 (Carpenter, Fennema, Peteson, Chiang, & Loef, 1989; Fennema, Franke, Carpenter, & Carey, 1993). This approach is based on the premise that students bring an intuitive knowledge of mathematics to school, that mathematics instruction should emphasize problem-solving skills, and that students should explain their strategies for finding solutions. Although not specifically designed for ELLs, CGI has been used by teachers of ELLs to instruct them in complex word problems.

Evidence: The evidence that ELLs benefit from explaining their solutions to problems, such as in CGI, is moderate. Two quasi-experimental studies have found that students whose teachers were trained in CGI performed better on word problems than those whose teachers were not. However, these studies were not conducted specifically with ELLs. A recent qualitative study looked at the use of CGI with eight Hispanic students, and concluded that access to primary language and culture was essential to helping students make sense of word problems. Due to the very small sample size and research design, however, these results are not definitive about the efficacy of CGI with ELLs.

For more about language in mathematics that affects the learning of algebra, see Lager (2006). For descriptions about how word problems are difficult for ELLs in particular, see Francis et al. (2006a). For more on text comprehension, see Carver (1994); Nagy & Scott (2000).

For more on CGI, see Carpenter, Fennema, Peterson, Chiang, & Loef (1989); Marshall, Musanti, & Celedon-Pattichis (2007); Villaesenor & Kepner (1993).

Social Studies for English Language Learners

Two aspects of social studies can pose particular challenges to students learning English:

- Linguistic demands
- Assumptions of background knowledge that ELLs may not have

While all texts pose linguistic demands, history and civics books may be especially challenging, with dense texts and/or primary source materials that may be written in archaic styles. Furthermore, because part of the task in social studies is often to question the author (who is writing this, and what point of view is represented), students have to grapple not only with general meaning, but with understanding why authors used particular words or phrases—something that demands a high level of sophistication. Despite these demands, teachers seldom teach students about how language is used in social studies. Even ELL specialists working in sheltered instruction classes tend to devote far more attention to content than to language (Short, 2000).

The other challenge inherent in social studies classes is the vast amount of background knowledge students are expected to bring with them to class. Generally, the concepts taught and background expected in history and other social sciences expand as students mature. In the primary grades, texts and units tend to focus on topics closely connected to students' immediate world (families, neighborhoods, holidays, work). By the intermediate grades, texts and units become substantially more complex, and the concepts are less closely related to students' own lives (colonial history, pioneers, space exploration). In high school, students draw on what they learned about in previous years to explain complex topics such as the rise and fall of

imperial powers and the development of democracy. Students who arrive in the U.S. as adolescents are at a particular disadvantage, as they lack the background knowledge they are presumed to have acquired in the fourth through eighth grades.

The Research Base

At present, the research base on effective social studies instruction for ELLs is extremely small. While there are descriptions of practices that, logically, seem to offer reasonable supports to students learning English, these have not been put to the kind of rigorous testing needed to be sure that the practices are effective. For that reason, this section either draws off what we have learned in other content areas that would apply to the kinds of challenges that show up in this content area, or it describes practices that are promising but have not been completely tested, and therefore, the evidence behind them is described as merely "suggestive." Studies of instructional interventions in social studies for ELLs are underway and may yield more definitive information in the future.[9]

Principle 10: The density and complexity of social science textbooks and other texts can be particularly challenging for ELLs.

Textbooks in the social sciences have features that can make them challenging for all students, but particularly so for students who are learning English. First and foremost is the density of many of these books. Often, courses demand that students cover centuries of history. In order to ensure complete coverage, textbooks are both long and full of detailed pieces of information. Sometimes this information appears only once and is never touched upon again, a practice termed "mentioning" by critics of social studies textbooks (Apple & Christian-Smith, 1991).

Furthermore, these same textbooks often use complex syntax, such as long sentences with multiple dependent clauses, that is very different from conversational English (Brown, 2007). The frequent use of passive voice can confuse students about who took what actions ("the laws were passed unanimously…"). In addition, some of the very textbook features that are supposed to help students may simply confuse those who do not know how to interpret headings, sidebars, and graphs (Short & Fitzsimmons, 2007).

Older students are also likely to encounter historical or primary source documents. Some of these use archaic language, and the use of multiple verb tenses is common (Dong, 2005). While reading such texts is often difficult for all students, it may present an even greater challenge to ELLs.

Instructional Implication: Teachers should use texts that are adapted without oversimplifying the concepts they convey.

Teachers can adapt text to make it more comprehensible to ELLs. Adapting text reduces what is called the cognitive load (the demand on working memory during reading or instruction). When students do not have to work as hard to understand each word, they are better able to focus on the overall meaning of the content.

Reducing cognitive load is not the same thing as simplifying material. Instead, it may involve the removal of extraneous material so students can focus on what is truly important. For example, rather than assigning 10 pages out of a social studies chapter, a teacher may

[9] For example, an intervention for middle school social studies, developed by researchers at the University of Texas at Austin under the auspices of Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), is currently being studied (Vaughn, Martinez, Linan-Thomas, Reutebuch, Francis & Carlson, 2008).

assign only a page or two, and go over those pages in greater depth. Alternatively, a teacher or team of teachers may rewrite text, focusing on the primary ideas, perhaps with simplified vocabulary.

Other strategies for adapting text to make it more accessible to ELLs are presented in the SIOP model of sheltered instruction. These include audio taping of the text and allowing students to listen as they follow along in their books, or providing students with textbooks that already have the main ideas and key vocabulary highlighted by the teacher or another knowledgeable person ahead of time.

Evidence: The research evidence supporting the use of simplified text is suggestive. There are many publications describing various uses of simplified text, and they make strong arguments that cutting extraneous material helps students comprehend the main content, but at present there are no rigorous scientific studies that test the impact on students. We also do not know about the relative effectiveness of the different strategies for adapting text.

The SIOP model, one of the approaches to sheltered instruction described earlier in this report, does incorporate the use of adapted text into its delivery of instruction. That model showed promising writing outcomes in a quasi-experimental study involving middle school students at six schools.

On SIOP outcomes, see Echevarria, Short & Powers (2006). There are other rigorous studies in progress which may yield additional evidence.[10] For a description of the use of adapted text and other related strategies in SIOP, see Echevarria, Vogt & Short (2007). For other descriptions of the use of adapted text, texts from lower grades and other strategies to reduce cognitive load in social studies, see Brown (2007), and Szpara and Ahmad (2006).

Instructional Implication: Teachers should use graphic organizers and other visual tools to help make sense of complex information.

Because social studies texts are often dense, students can easily get lost, mistaking details for main ideas and vice versa. Teachers can help by providing ELLs with tools to depict the interrelationship between events or ideas.

Graphic organizers are diagrams that help students identify main ideas and identify how those ideas are related (see also the discussion of multiple representations under Principle 1 of this report). Concept maps, one type of graphic organizer, can be helpful for students who struggle with the difference between main ideas and supporting details. Venn diagrams can help students see what two or more documents or ideas have in common. Timelines are another form of graphic organizers that help to clarify chronologies. For students who need more support with challenging text, teachers can provide explicit outlines ahead of time, and as students read, they can compare the text to the outline to check their progress and link what they read to the main ideas in the outline (Brown, 2007).

While all students can benefit from the additional clarity provided by a timeline or a concept map, these tools can be especially valuable to ELLs because they edit out complex language in order to focus specifically on one aspect of the lesson.

Evidence: The evidence for the effectiveness of graphic organizers with ELLs is suggestive. While they are widely recommended in the literature on ELL instruction, and many texts describe their use, there is no scientific

[10] Additional research into the use of graphic organizers, as well as other supportive features of sheltered instruction in seventh-grade social studies classrooms is currently underway, but results are not yet available (Vaughn et al, 2008).

evidence to show how much impact they have. Like adapted text, the use of graphic organizers and visual supplements are components of the SIOP model, but the many variations described here were not tested.

For a description of concept mapping and the use of text outlines, see Brown (2007). Echevarria, Vogt, & Short (2007) also provide multiple examples of the use of graphic organizers to make content more accessible. See Szpara and Ahmad (2006) for a description of other graphic organizers.

Principle 11: Some ELLs bring background knowledge that differs from what is assumed in textbooks.

History classes require students to identify key participants and events and to explain the relationship among them. Civics classes ask students to read and write about the workings of government institutions. These tasks are particularly hard when students lack knowledge of the context in which events occurred or have not grown up hearing about Congress, the courts, and the President. While not all ELLs lack this type of background knowledge, some do, especially many older immigrant students. This lack matters because research has shown that background knowledge affects reading comprehension (Bernhardt, 2005). The instructional implication under Principle 4 of this report is therefore particularly important for teachers of social studies.

ELLs do not arrive at school without any background knowledge; instead, they simply bring knowledge different from that presumed by the authors of U.S. textbooks (Brown, 2007). A ninth-grade student, for example, is presumed to have been exposed to all the information embedded in state content standards for grade K-8, but the new immigrant student may never have heard of many of the people or topics (colonial times, George Washington, construction of the railroad, Oregon Trail, Abraham Lincoln, Reconstruction, and World War I, to name just a few).

Instructional Implication: Teachers should activate existing background knowledge and build new background knowledge to increase comprehension.

There are many ways teachers can activate the existing background knowledge of their ELLs and use this to help them understand new material. In fact, social studies may be the most applicable place for ELLs' prior experiences to be brought into lessons. For example, students can be asked to talk or write about government institutions in their home country, which can then serve as a basis for comparison to the U.S. institutions. Students' own experiences of immigration can serve as a bridge to understanding the reasons behind immigration at the turn of the twentieth century.

Providing connections between students' own background experiences and what is happening in class is important because of the "affective filter," an impediment to learning caused by negative emotional responses (Krashen, 2003); when students are confused, frustrated, or feel left out, the affective filter can prevent them from learning the material.

When students lack specific pieces of background knowledge, such as images of pioneers in covered wagons or the bombing of Pearl Harbor, teachers can build this prior to new lesson units in a number of ways. Films (or clips from films) help to construct some of the images that already exist in the minds of many students who have grown up in the U.S.; sometimes photographs can do the same. Demonstrations and field experiences are other ways to build background knowledge.

Evidence: The evidence that developing background knowledge increases comprehension for ELLs is strong. As noted earlier in this report, several decades of research have provided evidence for the contribution of background knowledge to comprehension for all students. For ELLs in particular, August & Shanahan's (2006) meta-analysis recommends that background knowledge is "targeted intensively" in an ongoing manner; two other recent reports that draw on expert opinion both recommend building and cultivating background knowledge.

For a summary of the research on the importance of background knowledge for comprehension generally, see Bernhardt (2005) and the National Reading Panel report (2000). For the reports summarizing expert opinion, see Short & Fitzsimmons' (2007) report on adolescent ELLs and Meltzer & Hamann's (2004) study of adolescent literacy.

Principle 12: Social studies requires sophisticated and subject-specific uses of language.

To be successful in social science, students need to do more than read challenging texts. They also have to produce language (speak and write) in ways that often differ substantially from conversational use. Assignments in social studies often ask students, for example, to use language to defend a point of view, discuss issues, listen, debate, synthesize, and extrapolate. For this, ELLs need more than a list of relevant vocabulary words. They also need to be confident in the use of connecting words, dependent clauses, and various forms of past tense (such as simple past, past perfect, or past perfect progressive). They need to know how to choose among words with similar meanings and how to construct appropriate phrases around those words ("even though he left early…" "despite his early departure…").

Instructional Implication: Teachers should scaffold social studies assignments to build ELLs' ability to make complex arguments in content appropriate ways.

To build students' ability to write essays and make complex arguments, teachers can scaffold writing assignments for their ELLs (see Principle 1 of this report for more discussion of scaffolding). Specifically, teachers can provide their ELLs with the appropriate kinds of connecting language for the type of essay they are supposed to write. For example, when learning to compare and contrast events or perspectives, teachers can provide comparative language structures ("on the one hand… while on the other hand…" "although the first does x, the second does not…"). For descriptive writing about a historic event, other types of connectors may become more important (first, next, two years later…). Teachers may also need to teach appropriate use of verb tense for different types of writing (Dong, 2006).

For social studies teachers who have learned to focus closely on content, it can be difficult to learn to teach about language as well. However, one study of a project that taught preservice teachers to teach language and content at the same time found that with adequate support, even at the preservice level, teachers can learn to weave language components into their content-focused lessons.

Evidence: Research evidence for the use of scaffolded writing assignments is suggestive. Certainly there is research evidence that scaffolding is beneficial to students in general, but there are no investigations specifically with ELLs. Discussions of scaffolding with ELLs tend to be descriptive, rather than studies of effectiveness. While scaffolded

instruction is a component of the SIOP model, the scaffolding of writing assignments as described here was not part of the SIOP intervention tested.

For a general description of scaffolding, see Bruner (1983); Walqui (2006) describes specific examples of scaffolding for ELLs. On the use of scaffolding in SIOP, see Echevarria, Vogt, & Short (2007), and for the effectiveness study, see Echevarria, Short, & Powers (2006). On training preservice teachers to create and implement language goals into their planning of social studies lessons, see Bigelow & Ranney (2001).

Science for English Language Learners

The study of science involves inquiry into the natural world and the detection of patterns across events. As with the other content areas, science has its own language as well as unique ways of using that language. This can be particularly challenging for non-native English speakers who may struggle to apply science-specific vocabulary, as well as learn the language of scientific functions such as describing, identifying, classifying, and predicting. In addition, the varied cultural and linguistic backgrounds of ELLs may be sometimes different from the norms and practices of science.

The Research Base

The body of research about the instruction of ELLs in science is small but growing. There are studies from two projects that provide the most rigorous evidence currently available in this field. Both of these programs combined comprehensive science curriculum and ongoing teacher professional development to provide science instruction that met national science education standards:

1. *Science for All* (SfA) and the current *Promoting Science among English Language Learners* (P-SELL)[11] combined scientific inquiry, English language and literacy development, and home language and culture. Results from longitudinal research revealed statistically significant gains in student achievement on all measures of science and literacy in grades 3, 4 and 5 (Lee, Deaktor, Enders, & Lambert, 2008; Lee, Deaktor, Hart, Cuevas, & Enders, 2005; Lee, Maerten-Rivera, Penfield, LeRoy, & Secada, 2008; Lee, Mahotiere, Salinas, Penfield, & Maerten-Rivera, in press).
2. *Scaffolded Guided Inquiry* (SGI) investigated the impact of training teachers to deliver scaffolded instruction in scientific inquiry to fifth-grade students, many of whom were Spanish-speaking ELLs. A series of randomized experiments showed that SGI in combination with Full Option Science System (FOSS) kits yielded significantly better achievement outcomes in science than traditional textbooks or FOSS kits alone (Vanosdall, Klentschy, Hedges, & Weisbaum, 2007).

Like most studies, these were not without limitations. Both projects incorporated many materials and strategies simultaneously, and so the specific impact of each material or strategy cannot be determined. Additionally, both studies come from elementary settings, and while similar results might be obtained in middle and high schools, the SfA/P-SELL and SGI approaches have not been tested at those levels.

These two research programs form much of the basis for the principles and instructional

[11] P-SELL, developed by Okhee Lee (University of Miami) and funded by the National Science Foundation, is a comprehensive program that builds upon SfA.

implications highlighted in this section. In addition, Lee (2005) conducted an extensive review of literature on science education with ELLs, and her findings also contributed to this summary.[12]

Principle 13: Science inquiry poses particular linguistic challenges to ELLs.

People have an inherent common-sense understanding of how the world works, recognizing and distinguishing, for example, different sounds, light levels, textures, or weather variations. Science goes beyond this common-sense understanding of natural phenomena and uses a variety of tools to document patterns and test explanations of those patterns. For students to really learn about science, they first need to learn to conduct the inquiries that yield information about the patterns and their relationships. They also need to learn to effectively and accurately communicate findings from their inquiry, using the language and structure conventions accepted in the field.

While learning how to conduct inquiry and how to communicate findings can pose a challenge to any student, it can be especially difficult for ELLs, who have to meet these demands while simultaneously learning the language of instruction. That is, they have to learn to read and write scientific English at the same time as they learn to read and write everyday English.

[12] Quality English and Science Teaching (QuEST), developed by Diane August under the auspices of CREATE, is an intervention for teaching science to ELLs that is currently being evaluated (August, Mazrum, Powell, & Lombard, 2007).

Instructional Implication: Teachers should include hands-on, collaborative inquiry, which helps ELLs clarify concepts and provides practice in using language in scientific ways.

There is wide consensus in the field of science education that it is not sufficient to teach students the "facts" of science; they also need to learn how to collect evidence in order to construct and test hypotheses. Promoting this learning through hands-on, collaborative participation in scientific inquiry is beneficial for all students, but particularly for ELLs because it provides opportunities to develop understanding that transcend linguistic challenges.

- **Hands-on** work provides concrete meaning to otherwise abstract concepts. Especially for students who do not have prior background knowledge in a specific topic, this concrete meaning is valuable. Also, hands-on activities make it easier to participate in class even without a high level of proficiency in English.
- **Collaborative** inquiry encourages ELLs to communicate their content understanding with their peers in a variety of ways, including gestures, conversation, pictures, graphs, and text. This means that students learning English are less dependent on formal mastery of English and, thus, the linguistic burden on ELLs is lessened. It also provides an authentic context in which science language acquisition can be fostered. Furthermore, it allows ELLs to engage in professional scientific practice, which is characterized by a high degree of collaborative research.
- Finally, the task of **inquiry** itself pushes ELLs to use science process skills (observing, measuring, inferring, predicting) and at the same time use language in academically sophisticated

ways (describing, classifying, sequencing, interpreting).

What hands-on collaborative inquiry looks like in the classroom varies tremendously, depending on grade level and topic. It includes primary grade students conducting basic observations, as well as older students working together on chemistry experiments.

In order for hands-on, collaborative inquiry to help students work together on scientific investigations, it must be carefully orchestrated (Rosebery, Warren, & Conant, 1992); it is not enough to assign a general project and let students go on their own. Typically, teacher guidance may be extensive and explicit early on, while the teacher can then gradually scale-back the assistance. The level of assistance and rate of scaling back will depend largely on students' backgrounds and needs.

Evidence: There is moderate research evidence supporting the use of hands-on, collaborative science inquiry with ELLs. Both the SfA/P-SELL and SGI projects strongly emphasized this approach to teaching science. Their study results found that inquiry-based science instruction increased ELLs' ability to design and carry out their science investigations and heightened their science and literacy achievement. However, because the SfA/P-SELL and SGI projects incorporated many other strategies simultaneously, specific impact of hands-on collaborative activities cannot be determined.

For studies of projects that incorporate hands-on collaborative inquiry, see Amaral, Garrison, & Klentschy (2002); Lee, (2002); Lee et al., (2005); Vanosdall et al., (2007).
For case studies and descriptions of hands-on collaborative inquiry used in K-8 classrooms, see: Douglas, Klentschy & Worth (2006).

Instructional Implication: Teachers should build English language and literacy development into science lessons for ELLs.

Language supports during science instruction for ELLs can go beyond simply providing students with a list of technical terms connected to the current unit. In addition, teachers can call attention to words that allow students to make precise descriptions, such as positional words (above, below, inside, outside), comparative terms (high, higher, highest), and affixes ("in" for increase or inflate and "de" for decrease or deflate). Lessons can start with introductions to key vocabulary and include opportunities for students to practice the vocabulary in a variety of contexts.

Other types of support for language development within science classes include having students write paragraphs describing scientific processes they have engaged in, reading trade books relevant to the science topics being studied, and participating in shared reading or writing about science. In the SGI project that used scaffolded guided inquiry with FOSS kits, students conducted an "inventory" of each kit before using it, giving them the chance to learn the names and functions of all the materials they would be using in subsequent work.

Evidence: There is moderate evidence supporting the inclusion of English language development within science lessons, since over time such interventions did demonstrate student achievement gains in both science and literacy (Amaral et al., 2002; Lee et al., 2005).

The professional development provided to teachers and its impact on teachers in the first year is described in Hart & Lee (2003).

Principle 14: The norms and practices of science may or may not align with the cultural norms of ELLs.

Placing inquiry at the center of science education means that students are expected to ask questions, challenge ideas, and test hypotheses in the classroom. They are supposed to work together to build knowledge that comes from repeated observations and analyses. At times these expectations may mesh easily with the cultures of some ELLs. For example, some ELLs bring well-developed observation skills and an understanding of systems and connectedness. Others may bring a strong desire to learn new things from those with more "expert" knowledge. These cultural experiences can be leveraged to foster science learning, especially when teachers are attuned to this possibility.

At the same time, other cultural experiences of ELLs are sometimes in conflict with the norms and practices of science. For example, if students come from a culture that is extremely social and group-oriented, they may shy away from competitive or individual demonstrations of knowledge which are often required in science class. If they come from a culture in which respecting authority is highly valued, it may be difficult for them to challenge ideas and propose alternative hypotheses. For these reasons, the implications under Principle 4 of this report are particularly salient for science teachers.

Instructional Implication: Teachers should incorporate ELLs' cultural "funds of knowledge" into science instruction.

Teachers can help ELLs make use of their cultural background where it aligns to science norms and understand and learn the aspects of science that are different from their culture. This approach helps create what is called "cultural congruence," an alignment of classroom and student culture. Research across multiple content areas has suggested that cultural congruence leads to better student learning (for example, Au & Kawkami, 1994; Gay, 2000; Tharp & Gallimore, 1988). At the same time, those working to design programs that attempt to balance the teaching of science inquiry with respect for students' home culture acknowledge that this is challenging: "The aim is to encourage students to inquire and question without devaluing the norms of their homes and communities, so that students gradually learn to cross cultural borders" (Lee & Luykx, 2006, p. 77).

There are multiple ways that teachers can incorporate students' home culture into the classroom in order to increase cultural congruence. Some examples include:

- Incorporating brainstorming activities, narrative vignettes, and trade books helps widen the range of ideas and perspectives brought into classroom discussion
- Bringing in students' knowledge from another setting into the science classroom helps to validate their knowledge and invites comparisons
- Using both metric and customary (English) units of measurement incorporates a system some students may know from living in other countries and helps all students understand the relationship between the two measurement systems

Evidence: The evidence supporting the inclusion of ELL's linguistic and cultural experiences into science lessons is moderate. The SfA/P-SELL project explicitly created opportunities for ELLs to draw upon their home language and cultural resources. In a quasi-experimental study of this project, participating students demonstrated statistically significant achievement gains in

science and literacy. However, since this project included multiple components, it is not possible to tease out the specific contribution of this aspect of the project.

For research on project impact, see Ku, Bravo, & Garcia, 2004; Lee et al., 2005; Lee, Deaktor, et al., 2008; Lee, Maerten-Rivera, et al., 2008.

On making use of cultural norms that promote the learning of science, see Warren, Ballenger, Ogonowski, Rosebery, & Hudicourt-Barnes (2001).

Instructional Implication: Teachers should make the norms and expectations of science inquiry clear and explicit to help ELLs bridge cultural differences.

In instances when the norms of science classrooms and those of students' home culture are not already aligned, it can be helpful for teachers to provide students with explicit explanations of science norms. Such explicit instruction is essential in order for students to acquire the "rules" of science which, ultimately, they are held accountable for, whether they have been taught these rules or not (Lee, 2002). Without such explanations, students may become frustrated or not understand how to participate successfully, ultimately risking reduced engagement in learning and even withdrawal.

For example, science teachers must formally articulate the norms and practices of inquiry which may seem "natural" to them as teachers because they have been socialized into the Western scientific tradition which places great value on inquiry and questioning. If a student comes from a culture in which adult authority is respected and unquestioned, they may be hesitant to engage in inquiry-based science where questioning adult knowledge is encouraged (see the literature review in Lee, 2002).

Some students' home cultures include ways of interacting that encourage them to accept pronouncements from authority figures, such as teachers or textbooks. One way that teachers can encourage a shared sense of scientific authority in the classroom is to ask questions such as "What do you think?" or "How do you know?" rather than by giving students the answers or referring to a page in the text. The SfA/P-SELL project worked from the presumption that when students justified their own reasoning, they developed deeper scientific understanding (Luykx & Lee, 2007).

Evidence: There is moderate evidence supporting the explicit instruction in norms and practices in science. In studies of the SfA/P-SELL and SGI programs, students who received explicit instruction in the norms and practices of science learned these norms and were able to engage in the practice of science, made significant gains in science achievement, and outperformed the control or comparison groups. However, these studies could not isolate the effects of teaching science norms and practices from the rest of the program components.

For more on the research into effectiveness see Lee et al. (2005); Lee, Deaktor, et al. (2008); Lee & Fradd (1998); Lee, Maerten-Rivera, et al. (2008); Rosebery et al.(1992); Vanosdall et al. (2007).

On student hesitation to engage in inquiry-based science lessons where questioning adult knowledge is encouraged, see the literature review in Lee (2002).

For an example of a science lesson and analysis of how it made use of students' prior cultural and linguistic knowledge, see Luykx & Lee (2007).

HOW ELL SPECIALISTS CAN SUPPORT MAINSTREAM CLASSROOM TEACHERS

ELL specialists are teachers with specific responsibilities for assisting ELLs in the development of English language proficiency. They usually work in English-language instructional settings and thus differ from bilingual specialists, who teach in programs that make use of students' primary language. Because there is a shortage of certificated teachers with ELL endorsements, the position of ELL specialist teacher in Washington is often (about 30 percent of the time) filled by individuals who lack the ELL or bilingual endorsement and instead develop expertise on the job (Deussen & Greenberg-Motamedi, 2008).

Since there is no single way to utilize the services of ELL specialists in a school, one of the questions posed by the Washington legislature when funding this project was:

> How should ELL specialists and mainstream classroom teachers work together for the benefit of their English language learners?

There are multiple ways in which ELL specialists can and do work together with mainstream classroom teachers, including:

- Providing sheltered instruction in the content areas
- Supporting instruction within the mainstream classroom
- Teaching English language development in a newcomer program
- Providing English language development to students in a separate classroom (pull-out support)
- Serving as a coach to mainstream teachers
- Supervising the work of instructional aides, who provide English language development to students in a separate classroom

Although there are research findings that particular ELL program models yield better long-term academic outcomes for students (Thomas & Collier 2002; see also Principle 3 of this report), ELL specialists can be used in different ways in each of these models. There is no research which has empirically compared the effectiveness of particular uses of ELL specialists. Instead, most literature in this area describes how ELL specialists and regular classroom teachers work together or makes suggestions about enhancing their work (for example, see Genesee, 1999).

One theme that did consistently emerge from this literature is that ELLs are best served when time is protected so that ELL specialists and mainstream teachers can collaborate in meaningful ways to deliver coherent, supportive instruction. Unfortunately, there is too often a lack of connection between what ELLs are taught in English language development and what they are taught in content or mainstream classrooms (Garcia & Godina, 2004). Regardless of the role of the ELL specialists, collaboration between them and mainstream teachers ensures that these two strands are connected rather than separated.

For each of the roles in the bulleted list above, this section of the report describes what that role looks like, setting(s) it might fit, what is known about its effectiveness, and what researchers currently recommend for this role. It is important to note that these recommendations do not have the same strength of research behind them as those in the first part of this report and simply

represent the literature available at the present, which is primarily descriptive.

ELL specialist as provider of sheltered instruction

What it looks like: In sheltered instruction models, ELL specialists might instruct a content area class on their own or in partnership with a content area teacher.

Likely to be used when: Sheltered instruction may be used when students come from multiple language backgrounds and primary language instruction is not feasible. Middle schools and high schools may serve ELLs who have beginning or intermediate English proficiency, but need to learn content.

Effectiveness: Sheltered instruction has some promising initial research behind it, but results from experimental studies are pending (see Principle 3 of this report for more information). There is no research to indicate whether a partnership between a content-area teacher and an ELL specialist is more or less effective than ELL specialists or content specialists teaching a sheltered class on their own.

What researchers are currently recommending for this role: ELL specialists providing sheltered instruction should be working in the context of a coherent sheltered instruction program that includes high-quality training for all teachers. To ensure that students have both solid content and language development instruction, ELL specialists should have content area expertise in addition to their English language development expertise, or they should partner with a teacher who has that content area expertise.

ELL specialist as provider of support within the mainstream classroom

What it looks like: ELL specialist support within the mainstream classroom looks very different across schools, depending upon how it is implemented. In some instances, the mainstream teacher remains the primary teacher and the ELL specialist provides small group instruction to ELLs to help them with specific vocabulary, background knowledge, or other student needs (sometimes this is known as "push-in" support, to distinguish it from instances in which students are "pulled out" of the regular classroom). In such cases, the ELL specialist often moves to different classrooms over the course of the day or the week. Less commonly, ELL specialists might be permanent co-instructors in the classroom, team teaching in partnership with a content-area teacher—this approach then may look very much like a partnership to provide sheltered instruction. ELL specialists working in this way also have the opportunity to share pedagogical strategies that the mainstream teacher can use to work with ELLs.

Likely to be used when: Bringing ELL specialists into mainstream classrooms as support tends to be the approach in schools that have ELLs at many different levels in many classrooms, and/or when schools are invested in keeping ELLs in their mainstream classrooms as much as possible. It is more likely to fit situations in which ELLs already have a basic level of communication skills in English.

Effectiveness: We know very little about the effectiveness of using the ELL specialist as a support in the mainstream classroom—something all the more complicated to study because of the various forms this approach can take. In one study of the team-teaching approach, two cohorts of elementary students registered good gains in reading and math after their ELL and mainstream teachers had collaborated as long-term partners. Team

teachers planned in pairs as well as with grade-level teams, and each pair of mainstream teachers and ELL specialists shared whole group, small group, monitoring and tutoring responsibilities within the classroom. However, because there was no comparison group and some confounding factors, the positive student outcomes cannot be attributed with certainty to the team teaching, rather than to something else happening in that school (York-Barr, Ghere, & Sommerness, 2007).

What researchers are currently recommending for this role: The kinds of school supports necessary to build close partnerships include strong support from the principal and time for collaborative planning. In addition, teachers noted it was helpful to be explicit about roles, such as who teaches what segments, who leads particular units, and who provides what supports (Davison, 2006;York-Barr et al, 2007).

ELL specialist as instructor of English language development in a newcomer program

What it looks like: Newcomer programs are an instructional approach for new immigrant students, designed to help build beginning English language skills and core academic skills and knowledge. These programs are also intended to help new ELLs acculturate to the school system in the U.S. (Genessee, 1999). The actual organization of newcomer programs varies based on the linguistic and educational backgrounds of students, as well as the size of the population. Sometimes a newcomer program occupies one or more classrooms within a school; other times all the newcomers in a district are brought together in a single building dedicated solely to that purpose. ELLs are eventually "mainstreamed" from these programs after achieving a certain level of English language proficiency. Some of these variations are described in Genesee (1999).

Likely to be used when: Newcomer models are often established for new immigrants, ages 12-21, who have low levels of English proficiency and perhaps low levels of primary language literacy or prior schooling and, as a consequence, need specialized instruction. Newcomer models may also exist in elementary schools. There must be enough new immigrant students to warrant setting up a program.

Effectiveness: While no research establishes the effectiveness of using ELL specialists in this role compared to other roles, the literature does discuss characteristics of more effective newcomer programs. Effective programs should have an articulated plan to move students through the language and content courses of the newcomer program and into regular programs in the district (Genesee, 1999).

What researchers are currently recommending for this role: Instruction should be adjusted to students' levels, rather than follow an establish curriculum that automatically provides the same instruction to all newcomers. ELL specialists in newcomer programs should assess students in both English language proficiency and content area knowledge, as their academic skills tend to vary widely (Francis, Rivera, Lesaux, Kieffer & Rivera, 2006b).

Researchers suggest that schools recruit and select staff for newcomer programs based upon:

- Experience working with recent immigrants
- Knowledge of literacy skills development
- Ability to integrate language and content instruction

- Knowledge of second-language acquisition
- Familiarity with students' first languages and cultures (Genesee, 1999).

ELL specialist as provider of pull-out instruction

What it looks like: In pull-out models, students leave their mainstream classrooms for one or more periods a day to work specifically on English language development. Students typically receive one or two years of pull-out instruction, and too often this is not coordinated with instruction in the mainstream classroom. Also, during the other periods of the day, instruction in the mainstream classrooms is not adapted in any way to accommodate ELLs' needs (Garcia & Godina, 2004).

Likely to be used when: Pull-out English language development courses are most likely to be the choice of a school or district in which the population of ELLs is small and scattered across many grade levels. It may also be the choice when fairly small numbers of high school ELLs have low levels of English proficiency and need to spend part of the school day working solely on English language development.

Effectiveness: Of all the program models to deliver instruction to ELLs, the pull-out model is the least effective (Thomas & Collier, 2002). Yet at the same time, it is the most common way for adolescent ELLs to receive instruction in English, and most of the time pull-out classes are not coordinated with instruction in students' content area classes. Furthermore, too often such classes focus on conversational English, not the academic English students need to succeed in school (Garcia & Godina, 2004).

What researchers are currently recommending for this role: It is essential that mainstream and ELL classroom teachers take the time to collaborate to strengthen pull-out models. This ensures that English language development supports content instruction. Some research has found the lowest levels of student achievement in programs that were characterized by extensive separation from the mainstream classroom and little or no collaboration between ELL and content teachers (Thomas & Collier, 1997).

ELL specialist as coach for mainstream teachers

What it looks like: In this approach, teachers receive a basic introduction to the topic of ELL instruction and then receive help from coaches to implement what they learned within their classroom. Coaches may plan or co-teach lessons with teachers, or they may model the instructional approaches teachers are learning about. Sometimes they observe teachers and later provide constructive feedback.

Likely to be used when: Using ELL specialists to help build the capacity of mainstream teachers through coaching makes the most sense when there are some ELLs or former ELLs in most teachers' classes. In such a setting, a single specialist might be able to influence many more classrooms. It can also be appropriate when students come from multiple linguistic and cultural backgrounds and vary a great deal in prior educational, as it can be more challenging to provide a single program model that fits all students' needs.

Effectiveness: The use of coaches has grown exponentially in recent years, and as a method of providing individualized, on-the-job support to teachers, this approach holds great promise. At present, however, there are no rigorous studies which demonstrate the effectiveness of coaching compared to other approaches to teacher professional

development or other uses of ELL specialists' time.

What researchers are currently recommending for this role: Researchers believe there are several things that help making coaching more effective: training the coaches in both the content and in working with adult learners, making sure teachers know and understand the role of the coach, defining their responsibilities, and building trust with teachers. However, research in this area is still emerging.

ELL specialist as supervisor of instructional aides

What it looks like: In a variation of the pull-out model described above, instructional aides provide all or most of the English language development instruction to ELLs, while an ELL specialist supervises their work, makes decisions about materials and activities, and may also provide professional development to instructional aides. Often this model is used when two or more schools share a single ELL specialist.

Likely to be used when: When schools have small ELL populations, they sometimes decide to share an ELL specialist position across two or more schools. This specialist then coordinates and supervises the work of instructional aides, who are responsible for the majority of instruction.

Effectiveness: At present, there is no research on this approach.

What researchers are currently recommending for this role: Although this is a common approach, there is a dearth of literature describing it or its effectiveness. It is likely that here, as in all models, collaboration with the mainstream classroom helps to build a more coherent curriculum for students.

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APPENDIX 1: ADVISORY PANEL

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APPENDIX 2: METHODOLOGY

Scope of work

In 2007, the Washington state legislature charged NWREL with conducting a literature review and consulting with nationally recognized experts to address the following questions:

1. What should regular classroom teachers know ("foundational competencies") in order to work effectively with English language learners (ELLs)?
2. How should English as a second language (ESL) teachers and mainstream classroom teachers work together for the benefit of their ELLs?

To carry out this work, NWREL conducted a review of published research in ELL instruction, and convened an advisory panel of experts in ELL instruction. Each of these is described in more detail below.

Advisory Panel

In December 2007, NWREL invited a group of nationally recognized scholars and researchers of English language learner instruction to participate in an Advisory Panel to guide NWREL in accomplishing the work of this report. Members were invited based upon their expertise in ELL issues broadly, as well as their specific areas of research and knowledge, with the goal of balancing the panel across content areas.

Two meetings with the Advisory Panel and NWREL staff members were held. The first meeting on April 22, 2008 acquainted members to the project scope and intended use of the report, solicited input on the direction of the literature search, and asked panelists for feedback on an early draft. The second meeting on August 20, 2008 focused on panelist feedback on a second draft of the report, with particular attention to the principles and instructional implications derived from the research base.

In addition, Advisory Panel members provided essential guidance, resources, and feedback to NWREL staff members between and after these meetings via e-mail and telephone. A list of Advisory Panel members, along with other meeting participants, is provided in Appendix 1.

Research Summary

The first stage of the research summary was to conduct a literature search gathering published research on ELL instruction. This began with the establishment of inclusion criteria, or guidelines used to first screen and then either retain or exclude resources. To ensure that the research summary included only solid research, parameters for inclusion were set as follows:

1. **Source:** The research was published in a peer-reviewed journal or an edited book. This included syntheses and meta-analyses of previously published research.
2. **Methods:** The research methodology was experimental, quasi-experimental, or correlational with statistical controls. There was some connection to student outcomes. Meta-analyses and summaries of these types of research were also included.
3. **Locale:** The research was conducted with students learning English in the United States.

4. **Sample:** The students in the study were in grades K-12, and the sample size was large enough that the study could be generalizable to the larger population (i.e. no single case studies were included; a sample size of three would also be considered too small).

Searches were conducted by NWREL library staff members of several key databases (such as the ERIC/EBSCO interface, Education Full Text/Wilson, PsychInfo/OvidSP, and Multisearch: Education) utilizing key terms, combining those specifying the group of interest (such as "English language learners" or "English as a second language") with content terms (such as "science" or "literacy"). After NWREL library staff members identified materials, the report authors then screened them to determine if they met the inclusion criteria outlined above.

However, due to the limited amount of research on ELLs in some content areas, it was sometimes necessary to expand the inclusion criteria to include additional works, such as qualitative studies or program evaluations. In addition, NWREL included materials that were recommended by members of the Advisory Panel. When materials that did not meet the inclusion criteria are included, it is clearly explicated in the report so the reader can distinguish between the highest quality research, and other, less rigorous research.

Strength of Research

Throughout this report, the research supporting each instructional implication is referred to as "strong," "moderate," or "suggestive." We hope that this helps policymakers, professional developers, and school staff members understand the relative strength and demonstrated effectiveness of each instructional practice, from those that have solid evidence as working with ELLs, to those that have some evidence but are less proven.

We used the following rubric to sort the existing research into one of these three levels:

Strong
- One or more meta-analysis, research summary or synthesis
- Multiple rigorous studies with similar results

Moderate
- One rigorous study
- One or more rigorous studies that test multiple components, where the impact of individual components cannot be isolated
- Multiple studies that include student outcomes but may lack appropriate comparison groups or have other limitations
- Strong evidence with general student populations, but not yet tested specifically with ELLs

Suggestive
- Strong descriptive studies
- One or two studies that include student outcomes but may lack comparison groups or have other limitations
- Expert consensus

APPENDIX 3:
SUMMARY OF OTHER WORK FOR SENATE BILL 5841

This review of the research on effective instructional practices serves as the interim report to the Washington state legislature, as requested by SB 5841 in 2007.

That same bill requested two additional pieces of work:

- A field study documenting the instructional programs and practices currently being used to instruct ELLs by districts in the consortium in and around the Yakima Valley (south-central Washington)
- Evaluation of the projects undertaken by the five multi-language districts which received demonstration grants under the same legislation

This appendix reports briefly on these pieces of work, which are currently on-going. The findings from both pieces will be presented in the final report, due December 1, 2009.

Field study of instructional programs and practices in south-central Washington

Superintendents from 14 districts in south-central Washington have come together in recent years to discuss, among other topics, the academic needs and challenges of the many ELLs they serve. These districts are Bickleton, Grandview, Granger, Mabton, Mt. Adams, Prosser, Royal, Sunnyside, Toppenish, Wahluke, Wapato, Yakama Nation, Yakima and Zillah.

Superintendents from the consortium requested that the Washington state legislature include a provision in SB 5841 for a field study to document the programs and practices currently being used to work with ELLs in those districts. This information can be used as a baseline from which to make decisions about program changes or teacher professional development in order to enhance the education of ELLs.

The Northwest Regional Educational Laboratory (NWREL) is currently conducting this field study. The research addresses nine questions, within and across districts:

1. How are districts structuring the education of their ELLs?
2. How are districts assessing their ELLs?
3. How do districts staff their approach to working with ELLs?
4. How are districts using their ELL specialists?
5. What professional development related to ELLs have district teachers participated in over the past five years?
6. What practices to support their ELLs are classroom teachers using on a regular basis?
7. What other initiatives (interventions, summer school programs, family outreach efforts) targeting ELL students are going on at the district?
8. Overall, and by district, what trends are visible in student achievement, as measured by the WASL and WLPT, over the past five years?

9. How does student achievement in each of the districts compare to statewide achievement levels predicted by poverty levels?

A variety of data collection procedures are being used to address the nine questions. These include:

- Short phone interviews with district superintendents
- Surveys of principals
- Surveys of ELL specialists
- Surveys of regular classroom teachers
- Observations in randomly selected classrooms (at least 18 per school)
- WASL and WLPT data
- Document review

The classroom observation component is the most labor-intensive component of this work. They began in March 2008 with the two-day training of nine site visitors. They were trained in use of the Sheltered Instructional Observation Protocol (SIOP) to observe classrooms and rate teachers' use of 30 different practices. In April and May 2008, the site visitors conducted observations in five districts (Grandview, Mabton, Prosser, Sunnyside, and Zillah; these were the five districts that expressed interest in beginning the data collection last spring). In each participating district, site visitors observed classes at two schools. Two visitors spent two entire days at each school and generally observed 18 classes over those two days. For two classes, the two visitors observed together and rated separately. This allowed us to examine inter-rater reliability on the SIOP ratings.

Site visits are continuing in fall 2008. A second training for site visitors was conducted in September 2008, with eight of the original site visitors as well as five new ones. Meanwhile, instrument development and other data collection efforts continue. The complete evaluation plan is available upon request from the principal investigator, Dr. Theresa Deussen: deussent@nwrel.org.

Evaluation of demonstration project grantees

The legislation provided funding for districts that serve ELL populations from multiple language backgrounds to implement demonstration grants. Ten districts applied, and the five with the highest-rated proposals were funded: Camas, Federal Way, Fife, Spokane and Tukwila.

The evaluation questions include the same nine questions used for the field study in south-central Washington (listed above). In addition, the evaluation raises the question:

10. When districts or schools are not able to implement research-based practices, what obstacles contribute to this?

Districts first received their funding in winter 2008 and began implementing their projects in the winter and spring. Data collection for the evaluation of both the implementation and impact of those projects was postponed until the 2008/2009 school year, so that schools would have time to get the projects fully in place. Interviews with the grant coordinators began in October 2008. Site visits, with classroom observations using the same SIOP protocol, will take place in the winter of 2009. Those observations will be conducted by some of the same site visitors trained in September 2008. Other data collection will occur during the winter and spring of 2009.

1–1 *TOP OF THE CHART:*
The 500 Most Frequently Used English Words (in ranked order)

1-25

the	in	he	as	at
of	is	was	with	be
and	you	for	his	this
a	that	on	they	have
to	it	are	I	from

26-50

or	but	we	there	she
one	not	when	use	do
had	what	your	an	how
by	all	can	each	their
word	were	said	which	if

51-75

will	many	some	him	two
up	then	her	into	more
other	them	would	time	write
about	these	make	has	go
out	so	like	look	see

76-100

number	my	call	find	get
no	than	who	long	come
way	first	oil	down	made
could	water	its	day	may
people	been	now	did	part

101-125

over	little	live	very	name
new	work	me	after	good
sound	know	back	thing	sentence
take	place	give	our	man
only	year	most	just	think

126-150

say	much	mean	boy	also
great	before	old	follow	around

126-150 (*continued*)

where	line	any	came	form
help	right	same	want	three
through	too	tell	show	small

151-175

set	well	such	ask	land
put	large	because	went	different
end	must	turn	men	home
does	big	here	read	us
another	even	why	need	move

176-200

try	change	away	letter	still
kind	off	animal	mother	learn
hand	play	house	answer	should
picture	spell	point	found	American
again	air	page	study	world

201-225

high	between	last	never	light
every	own	school	start	thought
near	below	father	city	head
add	country	keep	earth	under
food	plant	tree	eye	story

226-250

saw	along	next	life	together
left	might	hard	always	got
don't	close	open	those	group
few	something	example	both	often
while	seem	begin	paper	run

251-275

important	car	sea	four	hear
until	mile	began	carry	stop
children	night	grow	state	without
side	walk	took	once	second
feet	white	river	book	later

276-300

miss	watch	let	cut	song
idea	far	above	young	being
enough	Indian	girl	talk	leave
eat	real	sometimes	soon	family
face	almost	mountain	list	it's

301-325

body	questions	horse	knew	usually
music	fish	birds	since	didn't
color	area	problem	ever	friends
stand	mark	complete	piece	easy
sun	dog	room	told	heard

326-350

order	top	short	hours	measure
red	ship	better	black	remember
door	across	best	products	early
sure	today	however	happened	waves
become	during	low	whole	reached

351-375

listen	fast	five	true	table
wind	several	step	hundred	north
rock	hold	morning	against	slowly
space	himself	passed	pattern	money
covered	toward	vowel	numeral	map

376-400

farm	cold	sing	town	field
pulled	cried	war	I'll	travel
draw	plan	ground	unit	wood
voice	notice	fall	figure	fire
seen	south	king	certain	upon

401-425

done	fly	correct	shown	front
English	gave	oh	minutes	feel
road	box	quickly	strong	fact
half	finally	person	verb	inches
ten	wait	became	stars	street

426-450

decided	building	rest	stay	less
contain	ocean	carefully	green	machine
course	class	scientists	known	base
surface	note	inside	island	ago
produce	nothing	wheels	week	stood

451-475

plane	boat	warm	though	yes
system	game	common	language	clear
behind	force	bring	shape	equation

451-475 (*continued*)

ran	brought	explain	deep	yet
round	understand	dry	thousands	government

476-500

filled	object	power	dark	fine
heat	am	cannot	ball	pair
full	rule	able	material	circle
hot	among	six	special	include
check	noun	size	heavy	built

1–15 *A FIVE-WAY TIE: Idioms Across Five Languages*

English	Spanish	French	German	Chinese
all right	bien	c'est bien	zufrieden sein	ānrán wúyàng
at once	enseguida	tout de suit	gleich	lìkè
be in the way	estorbar	être de trop	im Wege sein	fáng ài
big deal	gran cosa	grande chose	grosse Sache	míng-ren
call up	llamar	téléphoner	anrufen	dǎ diàn-huà
catch on	darse cuenta	y être	berstehen	líjiě
cross out	tachar	barrer	ausstreichen	huà héngxiàn chuānguò
do over	rehacer	refaire	wiederholen	zuò zài
dream up	soñar	rêver	aufdenken	píngkōng xiǎngchū
drop out	dejar de asistir	quitter	verlassen	tuìchū
figure out	razonar	calculer	herausfinden	líjiě
fill out	llenar	remplir	ausfüllen	biàndà
fool around	perder el tiempo	perdre son temps	Unsinn machen	yóudàng
get better	mejorar	aller mieux	besser werden	fùyuán
get off	apearse	descendre	aussteigen	xià
get on	montarse	monter	einsteigen	zài chuán shàng
get sick	enfermarse	tomber malade	krank werden	gǎn-mào
get up	levantarse	se lever	aufstehen	qǐlai
hand in	presentar	remettre	einreichen	yíjiāo
knock it off	dejar de	cesser immédiatemente	aufhoren	tíngzhǐ
let go of	soltar	lâcher	freilassen	shìfàng
lie down	acostarse	s'étendre	sich hinlegen	tǎng-xià
look at	mirar	regarder	ansehen	kàn
look for	buscar	chercher	suchen	zhǎo
make believe	pretender	prétendre	vortauschen	jiǎzhuāng
make sense	ser lógico	être logique	verständig sein	yǒu yìyì
never mind	no importa	peu importe	schon gut	méiguānxi
on purpose	a proposito	exprès	absichtlich	gùyìde
on the whole	en general	en somme	im Allgemeinen	zǒngde lài kàn
out of order	descompuesto	ne pas fonctionner	ausser Betrieb	chū cùzhàng
over and over	repetidamente	sans cesse	immer wieder	fǎnfù
pick out	seleccionar	choiser	aussuchen	tiāo
put away	guardar	ranger	weglegen	fànghǎo
put off	aplazar	remettre	aufschieben	tuīchí
put on	ponerse	mettre	aufsetzen	chuānshàng
right away	inmediatamente	immédiatement	sofort	mǎ-shàng
run errands	hacer mandados	faire des courses	Besorgungen machen	gàn chāshi
sit down	sentarse	s'asseoir	sich hinsetzen	zuòxià
stand up	ponerse de pie	se mettre debout	aufstehen	zhàn-qi-lái

English	Spanish	French	German	Chinese
take off	quitarse	enlever	ausziehen	qǐfēi
take over	encargarse de	se charger de	übernehmen	jiēren zhí wù
take turns	alternar	alterner	absechseln	lúnliú zuò mǒushì
talk over	discutir	discuter	beschprechen	shāng liàng
think over	pensar	réfléchir	überlegen	zǐxì kǎolù
throw away	botar	jeter	wegwerfen	làngfèidiào
tired out	exhausto	n'en pouvoir plus	übermüdet	píjuàn
try on	probarse	essayer	anprobieren	shi-chuān
try out	probar	essayer	jemanden halten für	shi-yan
wear out	gastarse	user	abgetragen	shǐ mǒurén jīnpí-lìjìn

1–19 *TWO FOR ONE: English/Spanish Cognates*

English	Spanish
abdomen	abdomen
abhor	aborrercer
abort	abortar
absolute	absoluto
absorb	absorber
absorbent	absorbente
abstract	abstracto
absurd	absurdo
acceleration	aceleración
accent	acento
accessory	accesorio
accident	accidente
accidental	accidental
accompany	acompañar
acid	ácido
acre	acre
active	activo
actor	actor
actress	actriz
adhere	adherirse
adhesion	adhesión
administer	administrar
adminstration	administración
admiration	admiración
admire	admirar
admission	admisión
adolescent	adolescente
adore	adorar
adult	adulto
adverb	adverbio
adversary	adversario
adverse	adverso
affirm	afirmar
affirmative	afirmativo
agility	agilidad
agony	agonía
agriculture	agricultura
allergy	alergia
alphabet	alfabeto
alter	alterar
ambiguous	ambiguo
ambition	ambición
ample	amplio

English	Spanish
anatomy	anatomía
animal	animal
annual	anual
April	abril
arid	árido
arrogant	arrogante
assembly	asamblea
attraction	atracción
austere	austero
authority	autoridad
balance	balanza
bank	banco
bar	barra
billion	billón
biography	biografía
biology	biología
block	bloque
brutal	brutal
calcium	calcio
calendar	calendario
calm	calma
cancel	cancelar
candle	candela
canoe	canoa
capital	capital
captain	capitán
carpenter	carpintero
category	categoría

English	Spanish
central	central
character	carácter
characteristic	característico
chocolate	chocolate
circulation	circulación
circumstance	circunstancia
clinic	clínica
colony	colonia
comic	cómico
commercial	comercial
concise	conciso
confidence	confidencia
conflict	conflicto
constant	constante
construction	construcción
credit	crédito
crystal	cristal
culture	cultura
defend	defender
democracy	democracia
department	departmento
destruction	destrucción
determine	determinar
direction	dirección
director	director
dormitory	dormitorio
economy	economia
education	educación
energy	energía
excellence	excelencia
exhibition	exhibición
extreme	extremo
factor	factor
fault	falta
fragile	frágil
fragment	fragmento
friction	fricción
function	función
gallon	galón
gas	gas
general	general
gradual	gradual
habit	hábito
history	historia
honor	honrar
horror	horror
hospital	hospital
human	humano
hysterical	histérico
idea	idea
idol	ídolo
illegal	ilegal
illusion	ilusión
imagine	imaginar
impressive	impresionante
inclination	inclinación
index	índice
individual	individuo
insect	insecto
intense	intenso
invent	inventar
involve	envolver
journal	jornal
kerosene	kerosina
labor	labor
laboratory	laboratorio
legal	legal
license	licencia
literature	literatura
magnetic	magnético
magnificent	magnífico
mania	manía
manual	manual
manuscript	manuscrito
mark	marca
mathematics	matemáticas
matrix	matriz
melon	melón
mercury	mercurio
mineral	mineral
minute	minuto
model	modelo
molecule	molécula
moral	moral
morbid	mórbido
motor	motor
music	música
national	nacional
natural	natural
notice	noticia
number	número
object	objetar
observe	observar
offensive	ofensivo

5–3 *PROBLEM ENGLISH SOUNDS FOR SPEAKERS OF OTHER LANGUAGES*

Native language	Problem English sounds
Chinese	b ch d dg f g j l m n ng ō sh *s* th *th* v z l-clusters r-clusters
French	ā ch ē h j ng oo oy s th *th* *s* shwa
Greek	aw b d ē g i j m n ng oo r *s* w y z shwa end clusters
Italian	a ar dg h i ng th *th* v shwa l-clusters end clusters
Japanese	dg f h i l th *th* oo r sh *s* v w shwa l-clusters r-clusters
Korean	b l ō ow p r sh t *th* l-clusters r-clusters
Spanish	b d dg h j m n ng r sh t th v w y z s-clusters end clusters
Urdu	ā a d ē e f n ng s sh t th *th*
Vietnamese	ā ē k l ng p r sh *s* y l-clusters r-clusters

5–4 *PROBLEM ENGLISH CONTRASTS FOR SPEAKERS OF OTHER LANGUAGES*

Problem Contrast	Chinese	French	Greek	Italian	Japanese	Korean	Spanish	Urdu	Vietnamese
ā/a			x	x	x	x		x	
ā/e			x	x	x	x	x	x	x
a/e	x		x	x	x	x	x	x	x
a/o	x	x	x	x	x	x	x	x	x
a/u	x		x	x	x		x	x	
ē/i	x	x	x	x	x	x	x	x	x
e/u	x		x	x			x	x	
ō/o	x		x	x	x		x	x	x
o/aw	x		x		x	x	x	x	x
o/u	x		x	x	x		x		x
u/ōō	x	x	x	x			x	x	x
u/oo	x		x		x		x		x
u/aw	x		x	x	x	x	x	x	
ōō/oo	x	x		x		x	x	x	
b/p	x					x	x		x
b/v			x		x	x	x		
ch/j				x		x	x		x
ch/sh	x	x	x		x	x	x		x
d/*th*	x			x	x	x	x	x	x
f/th				x		x	x	x	x
l/r	x				x	x	x		x
n/ng	x	x	x	x	x		x	x	
s/sh			x	x	x	x	x		x
s/th	x	x		x	x	x	x	x	x
s/z	x		x	x		x	x		x
sh/th				x	x	x	x	x	x
t/th	x			x	x	x	x	x	x
th/*th*	x	x		x	x	x	x	x	x
th/z	x	x	x	x	x	x	x	x	x