

CHAPTER 3:

High-Quality Instruction for Newcomer Students

ABOUT THIS CHAPTER

High-quality education for newcomer students builds on their unique strengths and supports their development in ways that enable them to reach their full potential. Newcomers who need to develop English proficiency require instruction that addresses the simultaneous development of English proficiency and grade-level concepts and skills. This chapter includes guidelines for teaching newcomers and, in particular, principles for teaching English Learners (ELs); common misconceptions about teaching ELs; and a sample list of academic programs for newcomers. The guidelines in this chapter are useful for strengthening existing programs or creating new ones to ensure that all newcomers have access to ambitious, high-quality instruction.

Special Features

- **Discussion of the cultivation of global competencies among all students:** Exploration of the diverse, global perspectives that newcomers bring to the classroom, and how they can benefit all students.
- **Guidelines and principles for providing high-quality instruction to ELs:** Discussion that includes formative assessment and special education.
- **Ways to overcome four common misconceptions about newcomers:** Practices that can build the skills newcomers need to participate at school and in the community.
- **Program types and examples:** Examples of designated newcomer programs, and a chart with key attributes of dual language education programs, by program type.
- **Classroom tools:** Subject-specific teaching tools for newcomers, checklists for teachers in assessing classroom plans, and “teacher actions” for success.
- **School-wide tool:** Principles for encouraging successful integration and education for newcomers.
- **Professional reflection and discussion activity:** Instructions and handouts for professional learning communities or staff meetings. (The activity takes about an hour if participants read the chapter in advance.)
- **Resources:** Annotated references to resources cited in this chapter; relevant federal guidance, policy, and data; and other helpful resources on providing high-quality education to newcomer ELs.

Cultivating Global Competencies

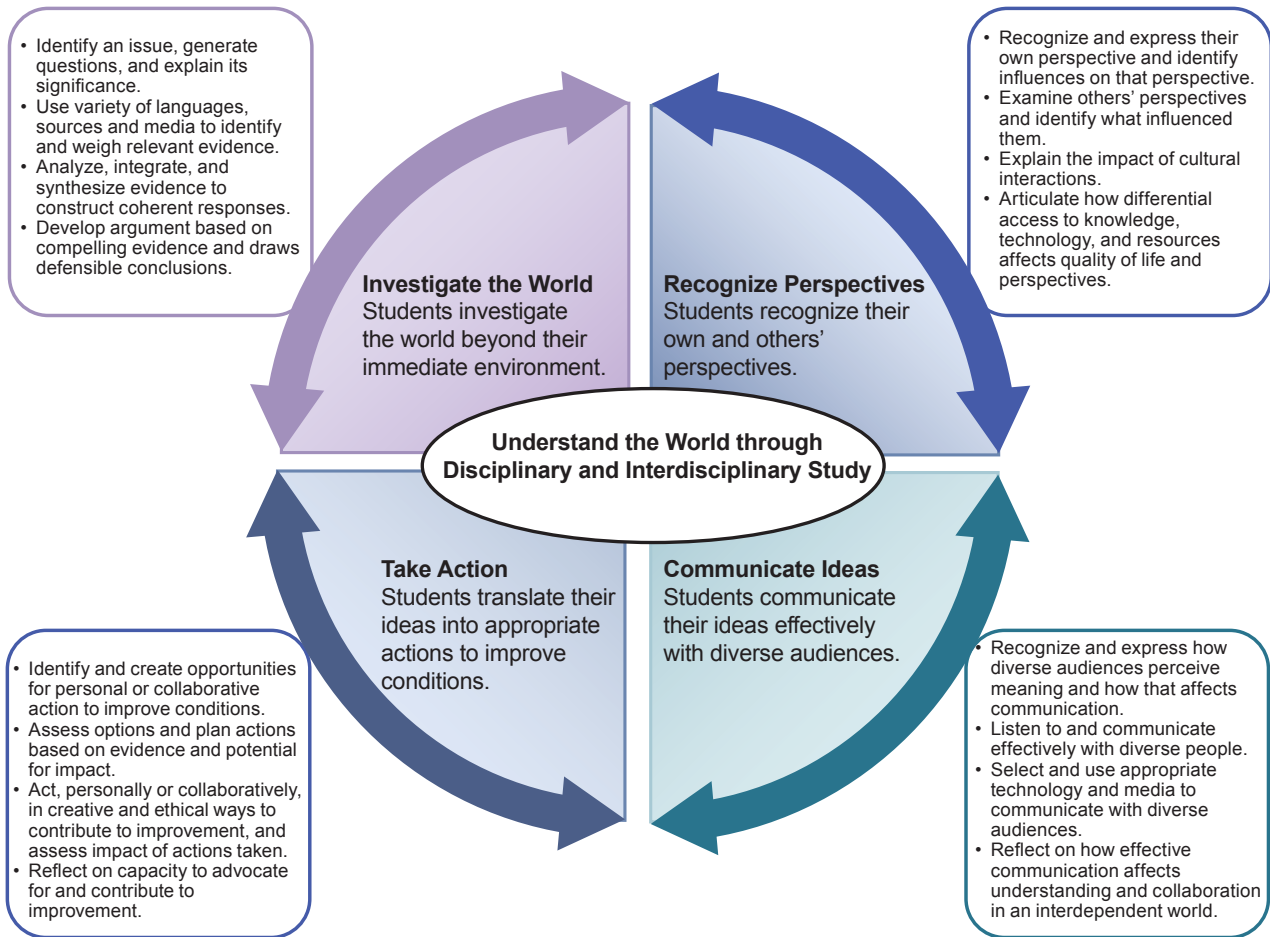
Newcomers bring a wealth of knowledge, experience, and a global perspective to their education in U.S. schools. Their cultural backgrounds, linguistic resources, and prior knowledge provide a foundation for new learning. When schools recognize these assets, and provide purposeful academic and social emotional supports and skill developments, they offer newcomers the opportunity to achieve at very high levels (White House Task Force on New Americans, 2015).

The global perspectives newcomers bring to U.S. classrooms—perspectives at least as diverse as the range of students' countries and cultures of origin—can also help all students understand and act on issues of global significance (Mansilla & Jackson, 2011). As newcomers enter classrooms in the United States, students can explore and use ideas, tools, methods, and languages in all content areas (mathematics, literature, history, science, and the arts) to learn about current events while learning 21st century skills as they apply to the world (Mansilla & Jackson, 2011).

The Global Competencies Matrix, on the following page, outlines four skill areas for students: (1) investigate the world beyond their immediate environment; (2) recognize perspectives, both others' and their own; (3) communicate ideas effectively with diverse audiences; and (4) take action to improve conditions. These skill areas will help all students—newcomers and U.S.-born students alike—in a world of increasing social, cultural, ethnic, linguistic, and religious diversity. Incorporating these diverse academic skills, cultures, and languages may create stronger and academically more inclusive classrooms and schools, while broadening the global competence of U.S.-born students (Mansilla & Jackson, 2011).



Global Competencies: 21st Century Skills Applied to the World



Source: Mansilla, V. B., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York, NY: Asia Society. Retrieved from the Council of Chief State School Officers website: [http://www.ccsso.org/Documents/GlobalCompetence-04_21_11%20\(2\).pdf](http://www.ccsso.org/Documents/GlobalCompetence-04_21_11%20(2).pdf)

Guidelines for Teaching English Learners and Newcomers

High-quality instruction for all students anticipates all students' potential and provides the supports they need to attain challenging academic goals. Educators can help students achieve at high levels and reach their potential by engaging them in rigorous, deep, and accelerated learning (Walqui & van Lier, 2010; Leseaux & Harris, 2015).

Many newcomers may arrive in the U.S. needing to learn English while also needing to learn academic content. Thus, high-quality education for newcomers is based in large part on quality teaching practices for ELs.

Perspectives about high-quality education for ELs that are grounded in sociocultural theories of learning often challenge common assumptions and practices (Gibbons, 2009; Lantolf & Thorne, 2006; and van Lier, 2004).

These perspectives provide a platform for (a) rethinking instruction for both newcomers and ELs, and (b) providing a high-quality education that is or does the following:

- **Is future-oriented and asset-oriented, with high expectations for success.** Teaching is focused on students' goals, rather than students' deficits. Thus, instruction should provide supports that help students develop new understandings and skills, understand complex concepts, think analytically, and communicate ideas effectively in both social and academic situations.
- **Provides students authentic opportunities to simultaneously develop language and discourse; analytic and problem-solving skills; and competency in academic subjects such as mathematics, science, and social studies.** Simultaneous development of these three areas will help students begin to develop their own agency¹ and autonomy² as learners and thinkers (Valdés, Kibler, & Walqui, 2014).
- **Provides rich opportunities to learn.** Educators ensure that (a) the curriculum is rich in content and connects disciplinary (subject-matter) practices and uses of language in that discipline; and (b) instruction intentionally scaffolds newcomer students' participation to enable them to access complex ideas and engage in rigorous analytic and problem-solving skills on level with their grade in school.
- **Reflects a cultural orientation.** Educators recognize and use the rich cognitive, cultural, and linguistic resources that newcomers bring to their classrooms. Recognizing that newcomer students arrive with valuable knowledge, skills, and language that frame their social, physical, and symbolic worlds (Walqui & van Lier, 2010), teachers use the assets to leverage student learning. High-quality instruction pays close attention to the language, academic experiences, and proficiencies of students.
- **Develops student autonomy and agency by fostering metacognition.** Educators help students become self-aware about their developing skills and knowledge, and they provide opportunities for students to apply their knowledge and skills in a variety of academic areas and in problem-solving settings. Ongoing assessment can provide feedback about how a student's conceptual, analytical, and language development is progressing.

Framing Principles

The Understanding Language District Engagement Subcommittee at Stanford University (2013) developed six key principles to encourage high-quality instruction for all students who need to learn English and meet rigorous, grade-level academic standards. The principles, presented here as published, are meant to help guide educators and administrators as they align instruction with standards.

1. **Instruction focuses on providing ELLs³ with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.

¹ Agency "is the ability to be proactive in determining one's life path and not just react to the surrounding circumstances." Agency also recognizes that individuals have some ability to influence and determine one's response to them (Ferland & Hull-Sypniewski, 2016). Retrieved from <http://ww2.kqed.org/mindshift/2016/04/04/how-to-cultivate-student-agency-in-english-language-learners/>

² Autonomy is encouraging students to independently apply learning to new challenges, in and out of school. <http://www.ascd.org/publications/books/sf115046/chapters/Problem-24.-There-is-no-plan-for-increasing-student-autonomy-and-transfer-of-learning.aspx>

³ The Understanding Language District Engagement Subcommittee at Stanford University uses the term English Language Learners (ELL). English Learner (EL) is the term preferred by the U.S. Department of Education and is used elsewhere in this document.

2. **Instruction leverages ELLs’ home language(s), cultural assets, and prior knowledge.** ELLs’ home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
3. **Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds. Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS [Common Core State Standards] and NGSS [Next Generation Science Standards].** Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
4. **Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and students’ home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
5. **Instruction fosters ELLs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.
6. **Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students’ learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

Key Thoughts

Both newcomers and ELs may learn concepts in each core subject through simultaneously engaging in subject-specific analytic practices and related language practices. Students should be encouraged in deliberately constructed, stimulating, and supportive ways to carry out tasks beyond what they can do independently. This repeated engagement apprentices⁴ them into being able to perform those academic practices independently, using appropriate academic language, over time. In guiding students in this way, it is important to focus on the following key concepts:

1. **Instruction in language is not separate from the learning of content.** As students learn new concepts and skills (for example, in mathematics or history) they learn the language. This idea runs counter to the idea proposed by traditional language acquisition curricula and programs, which assume that first students need to learn English, and then they can learn disciplinary content. That traditional view also holds that language learning is a linear and progressive (step by step, with increasing difficulty) process and that the learner should not move forward until the formal and structural aspects of language (grammar, roots and parts of words, vocabulary, sentence structures, parts of speech, and the like) are learned. Learning is not, however, a linear

⁴Apprenticing is a process through which students interact with others during various tasks and are provided with different pathways to develop both language and the literacy and academic practices (Walqui & van Lier, 2010).

process; learning a second language is complex, gradual, nonlinear, and dynamic. Thus, instruction that focuses solely on acquiring English is insufficient for newcomers.

2. **Pedagogical scaffolds (instructional supports) help students engage and learn rigorous, grade-level content and related uses of English** (Walqui, 2006; Goldenberg, 2008; Kareva & Echevarria, 2013). Such scaffolds include inviting students to make intellectual claims based on evidence in their experience, or providing academic and linguistic support for expressing ideas in different disciplines (e.g., describing their observations and proposing hypotheses in science, or explaining their solutions to mathematical problems) (Kibler, Valdés, & Walqui, 2014; van Lier & Walqui, 2010).

This kind of scaffolding supports students' learning through a deliberately constructed sequence of activities that leads to the targeted academic goals. Scaffolding does not mean simplifying tasks or academic expectations. On the contrary, it is about structuring engagement in activities that challenge students' thinking, and introducing big ideas in a way that is accessible and prepares them for more complex analysis of those ideas and texts. Providing the appropriate kind of support and the intellectual push required for students to work beyond their current competence builds their autonomy in the field of study.

3. **Higher-order academic learning requires scaffolding and conceptual, analytic, and linguistic development.** Newcomers bring a powerful learning platform, and have learned the everyday language practices of their families, communities, and culture through interactions with others (Heath, 1983). These skills, and the norms, values, and beliefs of their families and communities, constitute the basis of their linguistic and cultural worlds (van Lier, 2004).

As newcomers learn English and academic content, they apprentice into new, additional worlds and ways of expressing themselves that may take time and support. In the beginning they may not speak English accurately or correctly. They will achieve accuracy as they continue to communicate in places where their messages and contributions are valued. This process will help students feel valued and want to be part of the community that uses English in appropriate ways. Throughout the process, educators may wish to emphasize what is being communicated first, and then develop new, academic concepts and uses of language.

4. **Engagement and expression should evolve as students learn English.** Those who are learning English should be treated as capable, not as having limited intelligence (Leseaux & Harris, 2015). Both newcomers and ELs are intelligent, willing to learn, and are legitimate participants in classes; they can make partial sense of ideas and processes if invited to engage. Teachers can encourage better learning outcomes by providing opportunities for students to actively participate and interact with one another in relation to the subject matter (Haynes & Zacarian, 2010). The more students participate in diverse engagements around a theme, the clearer their understanding of ideas and relationships will become. Newcomers need support for tolerating ambiguity, making efforts to express themselves and to understand others. In these attempts, students may use phrases or words in their home language to get meaning across. Teachers need to understand that this use of the student's family language is appropriate and necessary.
5. **Prior knowledge should be tapped to activate and connect it to new learning.** It has been suggested that students build schemas (clusters of interrelated understandings) that increase content learning and language development simultaneously (Walqui, 2006). Moreover, knowing that their family and community culture(s) and language(s) are valued in school develops newcomers' confidence in their new schools, their teachers, and their own learning. Viewing newcomers as valued contributors to the school and community builds strong bridges between the unfamiliar world of school and students' home worlds, and strengthens new learning. (González, Moll, & Amanti, C., 2005).

6. **Student grouping should be purposeful for instruction, and should vary between homogeneous and heterogeneous groupings, depending on students' literacy and language skills** (Saunders, Goldenberg, & Marcellati, 2013). Heterogeneous groups provide students who are not strong English speakers with peer modeling and support. Homogeneous groups help teachers to pay close attention to students' needs related to the theme of the lesson, or the discipline-specific uses of English. In all circumstances, schools should carry out their chosen programs in the least segregative manner consistent with achieving the program's stated educational goals (U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division, 2015, January).
7. **Independent learning uses various metacognitive strategies for learning.** The ability to think about one's own thinking, and to identify and "own" new ideas or consciously use those ideas to determine how to proceed, is a key component of becoming an independent learner. Newcomers use metacognitive strategies to construct meaning from texts written or spoken in a new language. For example, a student may recall hearing peers say, "One possible solution to this problem is to..." in order to express a hypothesis. They then consciously decide to begin their participation in the same way. As they negotiate meaning when interacting with others, they may signal agreement in ways they have observed before. To write sequential reports, they learn to recognize the need to use connecting words such as *first*, *after that*, *meanwhile*, *simultaneously*, and *finally*. In this way they gain awareness of conventions used in written and visual literacies across a variety of academic situations (Stanford University, 2012). Providing students the strategies for engaging in academic dialogue with others (for asking questions and analyzing information) and giving them the tools to choose those strategies when needed is setting the stage for their autonomy and agency as learners. Newcomers need a range of supports to participate in grade-level disciplinary learning while learning a new language.

Formative Assessment

Formative assessment is an informal assessment process that helps provide students and teachers with ongoing feedback throughout a course of learning (Teaching Excellence in Adult Literacy, 2012). It is important to have formative assessment in all learning (Stiggins & DuFour, 2009). Educators should make sure that formative assessment practices are culturally appropriate. In working with newcomers and ELs, formative assessment will help teachers to

- understand that newcomers are a heterogeneous group, and that each student learns differently;
- continually assess achievement;
- obtain evidence of how students' thinking and language use evolve during the learning process;
- determine if students act on what they hear and see in real time;
- continually monitor the emergence of language and adapt to students' needs by designing new strategies that advance language learning; and
- observe student performance to change instruction while it is happening and provide feedback and support that allows the student to self-assess performance (Heritage, 2010).

Culturally-appropriate formative assessment will also help teachers discern whether an EL requires an evaluation to determine whether he or she has a disability and as a result requires special education or other aids and services under *IDEA* or *Section 504* (see Special Education Needs on the following page).

Using formative assessment also involves students in the process; it enhances their agency in the learning process and helps them self-monitor and determine if they need any type of support. This is an opportunity for teachers and students to collaborate in monitoring learning progress and planning and adjusting immediate learning accordingly. When students engage in formative assessment, they may

- analyze their performance against what they understand counts as optimal performance and begin to realize the distance between one and the other;
- plan future action to increasingly approximate the model;

- gain control of their own learning and identify what they see they must accomplish;
- provide opportunity for personal reflections; and
- receive timely information that is pivotal in developing subject-area knowledge, analytical skills, and language proficiency (Heritage, Walqui, & Linquanti, 2015).

Special Education Needs

The *Individuals with Disabilities Education Act* (IDEA) and *Section 504 of the Rehabilitation Act of 1973* (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA [local education agency] must evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services (which are special education and related services under IDEA or regular or special education and related aids and services under Section 504). Disability evaluations may not be delayed because of a student’s limited English language proficiency (ELP) or the student’s participation in a language instruction educational program (LIEP). Also, a student’s ELP cannot be the basis for determining that a student has a disability.

It is important for educators to accurately determine whether ELs are eligible for disability-related services. Researchers have identified four potential factors that may contribute to the misidentification of special education needs, and learning disabilities in particular, among students who are ELs: (1) the evaluating professional’s lack of knowledge of second-language development and disabilities, (2) poor instructional practices, (3) weak intervention strategies, and (4) inappropriate assessment tools (Sánchez, Parker, Akbayin, & McTigue, 2010).

Appropriate disability identification processes that evaluate the student’s disability-related educational needs and not the student’s English language skills will help school personnel to accurately identify students in need of disability-related services. In addition, LEAs must ensure that a student’s special education evaluation is provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information about what the student knows and can do, unless it is clearly not feasible to do so. Assessing whether a student has a disability in his or her native language or other mode of communication can help educators ascertain whether a need stems from lack of ELP and/or a student’s disability-related educational needs.

When an EL student is determined to be a child with a disability—as defined in IDEA, or an individual with a disability under the broader definition of disability in Section 504—the student’s EL and disability-related educational needs must be met. For EL students, in addition to the required IEP [Individualized Education Plan] team participants under IDEA, it is essential that the IEP team include participants who have knowledge of the student’s language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second-language acquisition and how to differentiate between the student’s needs stemming from a disability or lack of ELP.

In addition, under IDEA, the LEA must take whatever action is necessary to ensure that the student’s parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with limited English proficiency [LEP] or parents who are deaf. Under *Title VI of the Civil Rights Act of 1964*, and the *Equal Educational Opportunities Act*, for a LEP parent to have meaningful access to an IEP or Section 504 plan meeting, it also may be necessary to have the IEP, Section 504 plan, or related documents translated into the parent’s primary language.

Source: U.S. Department of Education, Office of English Language Acquisition. (2015, September). Tools and resources for addressing English learners with disabilities. In *English Learner tool kit* (chapter 6). Retrieved from <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

Common Misconceptions About Newcomers

Schools often need support in implementing educational practices. This may encompass recognizing and helping to shift schools' and educators' misconceptions about educating newcomers and ELs. Without consciously addressing misconceptions, schools may not develop specifically designed policies, procedures, and strategies to help newcomers learn content and language as rapidly as needed.

Below are four common misconceptions about educating newcomers, along with current practices that may help prepare newcomers to acquire the skills needed to actively participate in their education and community environments.

Misconceptions, Current Understandings, and Suggested Practices

MISCONCEPTION 1:

Newcomers must develop significant language proficiency prior to participating in disciplinary learning.

Current Understanding: Students learn language to do things in the world. To help students develop academic language, they need to participate in meaningful and authentic activities about academic ideas and concepts (van Lier & Walqui, 2012).

- Orient students to the different types of texts they use in school and how language is used in each content area.
- Help students use academic language to promote English language development and support academic learning.

Example: Provide newcomers with diverse types of text and help them understand different types of text (e.g., narratives, temporary expressions such as “first” and “later”) and content-specific language. This will help students create their own academic practices and language.

- Focus on how students use key phrases associated with the type of text, and convey meaning about the content through written, oral, visual, and symbolic texts, thus moving away from a focus on errors (such as verb tense and pronunciation). Initially, student efforts may be inaccurate, but proficiency will evolve.

Example: Observe students' written and oral expression, and support and check on their development over time. Also create opportunities for newcomers to use language in a variety of academic situations, both formal and informal, helping the student to increasingly use subject-specific English.

MISCONCEPTION 2:

Students need simplified content and language as they learn English.

Current Understanding: Simplified language decreases, rather than increases, meaning. Removing connections between sentences and paragraphs and using simple sentences, for example, reduces the content and meaning of a text. Instead, texts for newcomers should be amplified, not simplified (van Lier and Walqui, 2010).

Continued on next page

Misconceptions (continued)

Develop connections between sentences and paragraphs to help students navigate a text.

Example: Identify text that contains illustrative examples and connections in both sentences and paragraphs. These include embedding definitions, repeating and rewording key terms, and adding connections between sentences and paragraphs.

- Expose and invite students to participate in content-related English so they may respond when provided with metacognitive strategies.

MISCONCEPTION 3: Students can learn only one language at a time, and bilingualism is counterproductive. Use of a student's home language will negatively affect academic and language learning.

Current Understanding: Literacy in a student's first language positively affects the learning of a new language (August & Shanahan, 2006).

- Develop programs in which the student's first language supports learning a new language such as bilingual or dual language programs and classes (August & Shanahan, 2006).
- Help students learn English by using the home language as a tool for learning English and academic content (van Lier, 2004).

Examples:

- Provide amplified models of how to use English appropriately in academic contexts. In doing so, also accept the students' need to create and share meaning in their native language(s).
- Invite students to develop their native language by reading books in that language.

MISCONCEPTION 4: Not all educators working with ELs or newcomers need to be specially trained. If teachers speak English, they can teach English.

Current Understanding: Teachers need specialized knowledge to teach English and academic content to ELs, and to support the other needs of newcomers. Without pedagogical and socio-emotional supports for newcomers and ELs in particular, we will fail to support the attainment of ambitious futures by these students.

- Provide class teachers, administrators, curriculum specialists, and EL teachers with sustained and high-quality professional learning opportunities about strategies for supporting the academic content and language knowledge of newcomers.
- Focus professional learning on effective pedagogical and social emotional supports for newcomers.

Example: Enrich and contextualize academic language to increase its accessibility for EL and newcomer students, particularly in upper grades.

High-Quality Core Academic Programs for Newcomer Students

High-quality core academic programs for newcomers provide the support needed to participate in rigorous, grade-level academic learning. High-quality programs build on the newcomers' assets and provide supports for students to learn both English and academic content. All teachers and staff are responsible for the students' academic success and social emotional development. Programs for newcomers include both of the following:

- **Integrated programs** are designed to meet the needs of varied populations, including newcomers, children of immigrant families, and English-only students at the same time—and are usually dual or bilingual language programs that enroll newcomers, children of immigrants, and English-only students in varying combinations.
- **Designated programs** are designed specifically to meet the unique needs of newcomers enrolled in a district, and include newcomer centers and international schools that provide academic and social emotional support and development to students who attend until they transition to elementary or secondary schools within a district.

Dual Language, Integrated Programs

Two-way and one-way dual language programs may benefit ELs and newcomers because their home languages are used in teaching and learning. Using an EL's native language in a strong, supportive learning environment can build their confidence as learners, build English skills, and help them acquire academic content to become successful in school (Alanís & Rodríguez, 2008; Lindholm-Leary, 2001). In a randomized study of dual language outcomes in one large district, both ELs and native English speakers receiving dual language instruction (DLI) did better. However, when controlled (i.e., only students randomly assigned to DLI or not DLI), differences were observed in reading outcomes in grades 5 and 8 (Steele, Slater, Zamarro, Miler, Li, Burkhauser, & Bacon, 2015).



Key Attributes of Dual Language Education Programs, by Program Type

	Two-Way Dual Language Programs*	One-Way Dual Language Programs		
	Two-Way Immersion/ Dual Language Immersion	World Language Immersion Programs	Developmental Bilingual Education Programs	Heritage Language Immersion
Student Population Served	ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent)	Primarily English speakers; can include ELs and heritage speakers	ELs and former ELs only	Students whose families' heritage language is/was the partner language
Languages	English and the ELs' languages	English and a partner language	English and the ELs' home (partner) language	English and the heritage (partner) language
Staffing	One bilingual teacher, who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language
Time Allocation per Language	Primarily 50:50, or a combination that starts with more of the partner language (90:10, 80:20, and so on)			
Language of Academic Subjects	Varies by program			
Language Allocation	Language of instruction allocated by time, content area, or teacher			
Duration of Program	Throughout elementary school, with some programs continuing at the secondary level			
Size of Program	Strand or whole school			
*Two-way dual language programs, also known as two-way immersion or dual language immersion programs, serve a student population consisting of both ELs and non-ELs (ideally, 50 percent in each group, or a minimum of 33 percent).				

Source: Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015, December). *Dual language education programs: Current state policies and practices* (p. 24). Washington, DC: American Institutes for Research. Retrieved from https://ncl.ed.gov/files/rcd/TO20_DualLanguageRpt_508.pdf

Designated Core Academic Programs for Newcomers

High-quality designated programs for newcomers provide students with the academic and social emotional support and development students need to engage in rigorous, grade-level academic learning (Castellón et al., 2015). Designated programs such as newcomer centers and international schools enroll only newcomer students. Newcomer centers are the entry point for many students enrolled in districts with large numbers of newcomers. Students enroll in these programs until they are prepared to transition to a school in the district (typically no more than one year). In contrast, students at international schools usually remain in the school until they graduate. However, newcomer programs for international schools must be carried out in the least segregated manner possible, consistent with the program's educational goals (U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division, 2015, January, pp. 22–24).

The three programs described below illustrate components of high-quality core academic programs in specially designated schools for newcomer students. The descriptions include an elementary newcomer center in White Plains, New York; a secondary newcomer center in Arlington Heights, Illinois; and an international high school in Boston, Massachusetts.

Newcomer Center, White Plains, New York¹

The Newcomer Center values the cultural and linguistic resources that students bring to their education. Staff members believe that education should develop the academic and social emotional well-being of students, and that students learn best in a safe and comforting environment. Staff are committed to supporting students' content and language development. Teachers in grades one through six plan units for each grade level, as newcomers may enter the program at any point in these years. All units are content-based ESL. The curriculum integrates content-area concepts and state ESL standards. Students participate in English language arts (ELA), science, and social studies instruction; related mathematics concepts are integrated within grade level units. The ELA instruction engages students in interacting with high-quality texts, learning about text features and associated English language features, and writing instruction that builds within and across the grades. In social studies, students learn how to read maps, charts, timelines, and texts typical of the discipline. Science instruction focuses on recording and interpreting data. Students develop culminating projects in each unit.

District 214 Newcomer Center in Arlington Heights, Illinois²

The Newcomer Center (Center) meets the learning and acculturation needs of recently arrived high school students who are new to the English language. Students are at the beginning levels of English fluency and may be students with interrupted formal education (SIFE). The academic core program focuses on intensive English language and content instruction. Students enroll in a full academic program, consisting of a double block of English and math, social studies, physical education and health, and reading instruction, where Spanish-speaking students have a Spanish reading class and non-Spanish-speaking students have an English reading class. Enrollment is on a voluntary basis, and the length of time students attend the program depends

¹ Information for this description is based on information included on the White Plains District website at <http://www.whiteplainspublicschools.org> and in Boyson, B., Coltrane, B. & Short, D. (2002). *Proceedings of the First National Conference on the Education of Newcomer Centers*. Washington, DC: Center for Applied Linguistics. See <http://crede.berkeley.edu/pdf/newcomer.pdf>.

² Information about the District 214 Newcomer Center comes from the district's website at <http://www.d214.org/academics/ell/> and from Short, D., & Boyson, B. (2012). *Helping newcomer students succeed in high school and beyond: A report to the Carnegie Foundation*. Washington, DC: Center for Applied Linguistics. See https://www.carnegie.org/media/filer_public/ff/fd/ffda48e-4211-44c5-b4ef-86e8b50929d6/ccny_report_2012_helping.pdf.

on their individual needs. The focus of the academic core program is on ensuring that students are able to transition successfully to the full academic program at their high schools. The Center believes the experiences and diversity that students and their families bring with them are assets to the community. Educators and staff meet with families in their homes to connect them to community resources and adult school evening classes. Newcomer students participate in after-school programs that connect what they are learning at the Center with their culture, prior knowledge, and previous experiences. They also participate in home-school extracurricular sports and clubs.

Boston International High School and Newcomers Academy (BINcA)³

BINcA has a clear vision of excellence—students will graduate ready for success in college and careers. All students are immigrants and ELs. Newcomers who are identified as SIFE enter the Newcomers Academy. There they are enrolled in classes in their home language and they also learn English so they can transfer into 9th grade in one or two years. Students in the program are engaged in rigorous academic learning as they are learning English. One-fifth of a recent graduating class began as SIFE students. Now they are ready for college. What characterizes the core academic program that makes this school so successful? All teachers share responsibility for supporting students' learning of a rigorous college curriculum, focusing on developing all students' conceptual, analytical, and language practices throughout their education. Each student in the school has an adult mentor who speaks the student's home language, connects with the student's family, and checks in regularly with the student about his or her academic progress and well-being.

³Information about Boston International High School and Newcomers Academy is based on a case study developed in Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R., & Zerkel, L. (2015). *Schools to learn from: How six high schools graduate English language learners college and career ready*. Stanford, CA: Stanford Graduate School of Education. See <http://ell.stanford.edu/content/schools-learn>.

Key Elements of High-Quality Educational Programs for Newcomers

As described earlier in this chapter, and evidenced in these examples of outstanding dedicated newcomer programs, optimal academic programs for newcomer students share a number of elements and reflect the following key elements of effective instruction:

- clear mission of excellence in the education of newcomers that values the positive contributions to the school and community that newcomers bring;
- rich learning opportunities for newcomers that are rigorous and include grade-level content and literacy learning in English and newcomers' home languages whenever possible;
- agreed-upon educational pathways for students that promote coherence across grade levels or school settings;
- school adults directly supporting students' education and socio-emotional well-being, agency, and autonomy;
- regular check-ins with students, and efforts to connect families with needed services;
- program with an asset orientation that values newcomers' home languages, cultures, families, and experiences; and
- educators and staff who focus on continuous improvement of the core academic program with the goal of integrating rigorous academic and language learning to nurture and ripen newcomer students' potential.

Subject-Specific Teaching Strategies for Newcomer English Learners

Schools must provide ELs with access to the core curriculum in order to ensure they are able to meaningfully participate in the educational programs (U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division, 2015, January, p. 18). The links in the chart below provide strategies, by subject area, for helping newcomer ELs access academic content. Unless otherwise indicated, these resources can be used at all grade levels.

Teaching Civics and Social Studies

Lesson Plan on American Immigration for Middle School. From American Immigration Council website: <http://www.immigrationpolicy.org/category/lesson-plans/middle-school-lesson-plans>

Lesson Plan on American Immigration for Elementary School. From Kennedy Center website: http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/America_A_Home_for_Every_Culture#Preparation

Lesson Plan Ideas From The New Americans Series: Grades 7–12. From PBS website: http://www.pbs.org/independentlens/newamericans/foreducators_index.html

Library of Congress Lesson Plans on Immigration. From Library of Congress website: <http://www.loc.gov/teachers/classroommaterials/themes/immigration/lessonplans.htm>

Library of Congress Lesson Plan: “What is an American?,” Grades 9–12. From Library of Congress website: <http://www.loc.gov/teachers/classroommaterials/lessons/american/index.html>

Preparing Social Studies Lessons. From Colorín Colorado website: <http://www.colorincolorado.org/article/preparing-engaging-social-studies-lesson-english-language-learners>

Teaching Science

Strategies for Teaching Science. From The Sourcebook for Teaching Science webpage: <https://www.csun.edu/science/ref/language/teaching-ell.html>

National Science Teachers Association Strategies for Teaching Science. From NSTA website: <http://www.nsta.org/about/positions/ell.aspx>

Strategies for Teaching Science Vocabulary. From Learn NC website: <http://www.learnnc.org/lp/pages/7079>

Lesson and Materials for Teaching Science. From Your Dictionary website: <http://esl.yourdictionary.com/esl/esl-lessons-and-materials/tips-for-teaching-science-to-esl-students.html>

Helping English Learners Understand Science. From United Federation of Teachers website: <http://www.uft.org/teacher-teacher/helping-esl-students-science-class>

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Subject-Specific Teaching Strategies for Newcomer English Learners

Continued from previous page

Teaching Math

Ten Tips for Teaching Math. From Scholastic website:

<http://www.scholastic.com/teachers/article/10-ways-help-ells-succeed-math>

Academic Supports for Math. From Stanford University website:

http://ell.stanford.edu/teaching_resources/math

Tips for EL Math Instruction. From Colorín Colorado website:

<http://www.colorincolorado.org/article/math-instruction-english-language-learners>

EL Classroom Supports. From Education Development Center website:

<http://ltd.edc.org/supporting-english-learners-mathematics-classroom>

Teaching English Language Arts

English Language Arts (ELA) Instructional Ideas. From ASCD website:

<http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx>

Literacy Instruction for ELs. From Colorín Colorado website:

<http://www.colorincolorado.org/literacy-instruction-ells>

Research on Teaching Reading. From WETA website: <http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

Effective ELA Instruction for ELs in Elementary Grades. From Institute of Education Sciences website:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf

Checklist for Teaching for Global Competence

Teaching for global competence may allow newcomers to connect with their new classroom and for other students to connect with them. Creating lessons that focus on issues that are global in nature and allowing for analysis and investigation of these issues may assist in promoting a more inclusive classroom. The following is a checklist to use when thinking about teaching for global competence.

CRITERIA	COMMENTS FOR EDUCATORS
Have I selected a topic of local and global significance for this unit/project/visit/course?	
• Does the topic invite deep engagement?	
• Does the topic embody local and global significance?	
• Does the topic embody global significance?	
• Does the topic invite disciplinary and interdisciplinary grounding?	
Have I planned learning outcomes that are disciplinarily grounded and focused on global competence?	
• Do learning goals capture important knowledge and skills in one or more disciplines?	
• Do the selected learning outcomes capture relevant global competence?	
• Are learning goals shared with students and stakeholders?	
Have I planned performances of global competence for this unit/project/visit/course?	
• Do my performances of global competence involve using disciplinary and interdisciplinary knowledge and skill in novel situations?	
• Do my performances focus on targeted global competences?	
• Do my performances link local and global spheres?	
• Do my performances engage students' cognitive, social, and emotional development?	
• Do they invite a personal synthesis?	

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Checklist for Teaching for Global Competence

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CRITERIA	COMMENTS FOR EDUCATORS
Have I planned global competence–centered assessments for this unit/project/visit/course?	
<ul style="list-style-type: none"> • Is my assessment focused on global competence? 	
<ul style="list-style-type: none"> • How will I assess student work over time? 	
<ul style="list-style-type: none"> • How will my feedback be informative to my students? 	
<ul style="list-style-type: none"> • Who (in addition to me) will assess and offer feedback on students' work? 	

Source: Mansilla, V. B., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York, NY: Asia Society. Retrieved from the Council of Chief State School Officers (CCSSO) website: [http://www.ccsso.org/Documents/GlobalCompetence-04_21_11%20\(2\).pdf](http://www.ccsso.org/Documents/GlobalCompetence-04_21_11%20(2).pdf)

Sample Core Principles for Educating Newcomer ELs

The Internationals Network for Public Schools is a group of public high schools that work with newcomer students. The Internationals Network’s mission is to “provide quality education for recently arrived immigrants by growing and sustaining a strong national network of innovative International High Schools, while broadening our impact by sharing proven best practices and influencing policy for English learners on a national scale.” The Internationals schools base their pedagogical approach on the following five “core principles.”

Principle	Explanation
Heterogeneity and Collaboration	Heterogeneous schools and classrooms are collaborative structures that build on the strengths of each member of the school community to optimize learning.
Experiential Learning	Twenty-first century schools that expand beyond the four walls of the building motivate adolescents and enhance their capacity to successfully participate in modern society.
Language and Content Integration	Purposeful, language-rich, interdisciplinary, and experiential programs allow strong language skills to develop most effectively in context and emerge most naturally.
Localized Autonomy and Responsibility	Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
One Learning Model for All	Every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Source: Internationals Network for Public Schools. (n.d.) Internationals’ approach. Retrieved from <http://internationalsnps.org/about-us/internationals-approach/>

“Teach Me”: Instructional Practices That Support Newcomers’ Participation and Academic Success (Discussion Cards)

Purpose

K-12 school administrators and teachers can use the discussion cards provided with this activity in a staff meeting or professional learning community to seed a discussion about instructional practices that support newcomers’ participation and academic success.

Preparation for Activity

- A few days in advance, ask participants to read Chapter 3 of this tool kit.
- Make copies of the discussion cards included on the next page (one set for each group of four participants)

Time Required for Activity

1 hour

Instructions for Facilitator

1. Establish table groups with four participants at each table. In the center of each table, place a set of discussion cards, facedown. (Each table gets the same set of cards.)
2. Provide an overview of the activity. Participants will use what they learned from their reading of Chapter 3 about high-quality instruction for newcomer ELs to sort the cards into two categories: (1) presence of a feature of high-quality instruction with newcomers or (2) presence of a misconception about the education of newcomers. (It is helpful to write or post these two categories where all can see them.) Participants are to work collaboratively in their groups to decide whether a particular practice belongs in one category or the other.
3. Provide instructions for the process each group is to use. To begin the activity, one person in the group draws a discussion card from the deck and reads it aloud to the group. That person decides what category it belongs to and provides a rationale for that choice. The other group members can agree or disagree, and say why. The group must reach consensus about the choice before the card is placed face up on the table (in either category 1 or category 2). The next person draws another card, and the process continues. When all cards have been sorted, the group discusses recommendations about the changes in practice needed for the cards that do not align with high-quality instruction for ELs.
4. Have each group report out, and facilitate a whole-group discussion. Focus on recommended changes in practice, and ask for ideas on what teachers and administrators can do to support such practices in your school.

Discussion Cards for “Teach Me” Reflection and Discussion Activity

Copy a complete set of the following discussion cards on paper or cardstock for every four participants. You can add additional examples to this set if you wish.

A teacher gives her newcomer ELs a test on English grammar once a week to gauge their progress in learning English.

A sixth-grade teacher uses a second-grade text with her newcomers. She claims that the language is at the students' level and that if she gave them grade-level materials they would not understand texts.

A literacy coach walks into a teacher's classroom. The class has a mix of ELs who are newcomers, children of immigrants, and native speakers of English. All the students are engaged and animated, working on grade-level materials in activities that have them analyze texts and support the conclusions they draw from their reading. As the coach approaches a group, he notices that one student speaks in Spanish to another student while the rest of the group is working. He asks the other two students in the group what the Spanish-speaking students are doing. They say one student is a newcomer who had trouble understanding the assignment, and the other student is explaining what they are doing in the group. Before the coach leaves, he makes a note that students need to use English when they work in groups together.

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Discussion Cards

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In a lesson about human rights for high school newcomers, the teacher uses a jigsaw project that addresses the needs of four different types of students through four different texts. The tasks and requirements for each group reading a different text are the same. To complete the activity, students will all share collective findings with new partners and then apply expertise and newly gained knowledge to produce a poster that explains the characteristics of good speeches.

The teacher provides students with appropriate scientific language to assist students in discussing their observations of a science simulation.

Overall, the teacher in a class speaks about 30 percent of the time and the students talk to each other through carefully constructed activities 70 percent of the time.

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Discussion Cards

Continued from previous page

Most of the questions asked of newcomers about concepts or texts are factual and ask students to recall information.

A parent volunteers in an 80:20 ratio second-grade dual language program with ELs and Spanish learners. The parent, who is Spanish/English bilingual, notices that the academic learning in Spanish is at a lower level than she expected. Her child is learning Spanish, and she is concerned that he will be behind his peers in other second-grade classes.

Resources

Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos and Education*, 7(4), 305–319. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/15348430802143378>

This article showcases an elementary school that has been successful in creating a two-way dual language program with factors such as “pedagogical equity, qualified bilingual teachers, active parent–home collaboration, and knowledgeable leadership.”

Association of Latino Administrators and Superintendents. (2011, April 11). *English language learners: Incorporating technology into the academic achievement strategy* [White paper]. Retrieved from <http://alasedu.drupalgardens.com/sites/g/files/g1391221/f/201404/White%20Paper%20-%20English%20Language%20Learners%20-%20Incorporating%20Technology.pdf>

This paper discusses technology and ELs’ academic achievement.

August, D. & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum. Executive Summary retrieved from <http://www.bilingualeducation.org/pdfs/PROP2272.pdf>

This report discusses the findings of a panel created “to identify, assess, and synthesize research on the education of language-minority children and youth with regard to literacy attainment and to produce a comprehensive report on this literature.”

Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015, December). *Dual language education programs: Current state policies and practices*. Washington, DC: American Institutes for Research. Retrieved from https://ncela.ed.gov/files/rcd/TO20_DualLanguageRpt_508.pdf

This report presents an “analysis of relevant research and extant data related to dual language education policies and practices.”

Boyson, B. A., Coltrane, B., & Short, D. J. (Eds.). (2002). *Proceedings of the first National Conference for Educators of Newcomer Students*. Washington, DC: Center for Applied Linguistics. Retrieved from <http://crede.berkeley.edu/pdf/newcomer.pdf>

These proceedings provide information specific to the unique needs of newcomer students, including information from educators involved in teaching, program administration, research, and professional development for newcomer programs.

Breiset, L., (n.d.). Academic language and ELLs: What teachers need to know. Retrieved from Colorín Colorado website: <http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know>

This post gives an overview of academic language and provides classroom tips for teachers.

Burr, E., Haas, E., & Ferriere, K. (2015). *Identifying and supporting English Learner students with learning disabilities: Key issues in the literature and state practice* (REL 2015-086). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015086.pdf

This report presents a comprehensive study of identification and support practices across states. The report also addresses testing for ELs with disabilities and the types of accommodation practices that have proven to be successful.

Castellón, M., Cheuk, T., Greene, R., Mercado-Garcia, D., Santos, M., Skarin, R., & Zerkel, L. (2015, December). *Schools to learn from: How six high schools graduate English language learners college and career ready*. Stanford, CA: Stanford Graduate School of Education. Retrieved from <https://www.scribd.com/doc/299098696/Schools-to-Learn-From>

This document provides detailed case studies of secondary schools for newcomers that prepare students for college. It also provides a wealth of information about high-quality education for students with interrupted formal education (SIFE) and newcomer ELs.

Castro, D. C., García, E. E., & Markos, A. M. (2013, May). *Dual language learners: Research informing policy*. Chapel Hill, NC: The University of North Carolina, Frank Porter Graham Child Development Institute, Center for Early Care and Education—Dual Language Learners. Retrieved from <http://fpg.unc.edu/resources/dual-language-learners-research-informing-policy>

This report presents a conceptual framework to inform the development of dual language learners; current research on dual language learners' language and literacy; and research on the cognitive benefits of being bilingual.

Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle.

This book is a reference and resource guide for implementing, evaluating, administering, and maintaining dual language instruction programs.

Echevarría, J., & Short, D. J. (2011, November). *The SIOP Model: A professional development framework for a comprehensive school-wide intervention* (Brief). Retrieved from Center for Research on the Educational Achievement and Teaching of English language learners (CREATE) website: <http://www.cal.org/create/publications/briefs/professional-development-framework.html>

This brief presents research findings showing ways in which the Sheltered Instruction Observation Protocol (SIOP) model assists ELs in core content areas.

English Language Proficiency Assessment (ELPA) for the 21st Century. (n.d.). ELPA21 [Website]. Retrieved from <http://www.elpa21.org/>

This website discusses ELPA21, an assessment of English language for speakers of other languages that was developed under an Enhanced Assessment Instruments Grant (EAG) from the U.S. Department of Education.

Espinosa, L. M. (2013, November). *Early education for dual language learners: Promoting school readiness and early school success*. Washington, DC: Migration Policy Institute. Retrieved from <http://fcd-us.org/resources/early-education-dual-language-learners-promoting-school-readiness-and-early-school-success>

This report looks at young dual language learners and the type of early childhood education programs that best support them.

Ferlazzo, L., & Hull-Sypniewski, K. (2016, April 4). How to cultivate student agency in English language learners. Retrieved from MindShift website: <http://ww2.kqed.org/mindshift/2016/04/04/how-to-cultivate-student-agency-in-english-language-learners/>

This article provides tips and strategies for teachers to assist students in overcoming their socio-economic and linguistic challenges.

Finley, T. (2014, January 2). 8 strategies for teaching academic language. Retrieved from Edutopia website: <http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

This post discusses academic language and provides eight specific classroom strategies.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from <http://www.centeroninstruction.org/files/ELL2%2DNewcomers%2Epdf>

This guide provides research-based information about all aspects of instruction for newcomer students.

Gibbons, P. (2009). *English Learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.

This book discusses the curricular integration of subject content and second language acquisition. The author also outlines how to develop “intellectual quality” in curriculum and create challenging classrooms for all learners, including ELs.

Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann. Retrieved from http://assets.pearsonschool.com/asset_mgr/current/201511/gibbonschapter.pdf

This book provides a resource for elementary teachers of ELs, and includes generative examples of collaborative activities that can be used in the classroom.

Goldenberg, C. (2008, Summer). Teaching English language learners. *American Educator*. Washington, DC: American Federation of Teachers. Retrieved from <http://www.aft.org/sites/default/files/periodicals/goldenberg.pdf>

This article discusses the findings of two research studies concerning the instruction of ELs.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Authors present research and practices on improving education of Latino students by drawing on the resources of students' families and communities.

Haynes, J., & Zacarian, D. (2010). *Teaching English language learners: across the content areas*. Alexandria, VA: ASCD.

The authors offer strategies, tools, and tips to enable teachers to help ELs at all levels thrive in mainstream classrooms. This book addresses English language proficiency assessment, appropriate modifications for assignments and assessments at different stages of language development, engaging EL students, and communicating effectively with their parents.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge, UK: Cambridge University Press.

In this book, the author raises questions about the nature of language development, the effects of literacy on oral language habits, and the sources of communication problems in schools and workplaces.

Heritage, M. (2010, November). *Formative assessment and next-generation assessment systems: Are we losing an opportunity?* Retrieved from Council of Chief State School Officers website: http://www.ccsso.org/Resources/Publications/Formative_Assessment_and_Next-Generation_Assessment_Systems

This report argues that we are at risk of losing the promise that formative assessment holds for teaching and learning. The author contends that the core problem lies in the widespread false assumption that formative assessment is a particular kind of measurement instrument, rather than a process that is fundamental and indigenous to the practice of teaching and learning.

Heritage, M., Walqui, A., & Linqunti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Cambridge, MA: Harvard Education Press.

This book identifies shifts in instruction and policy that must take place in order for educators to successfully teach ELs in the context of the new Common Core State Standards. It provides concrete examples that allow educators to assess and re-adjust their strategies as necessary.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/twi/guidingprinciples.htm>

The authors include tools for setting up and implementing high-quality dual language programs. The report provides an in-depth and comprehensive review of every aspect of creating a dual language program.

Institute for Innovative Assessment. (n.d.). Projects. Retrieved from <http://iiasessment.wceruw.org/projects/>

The Institute for Innovative Assessment creates assessment tools for ELs in content areas.

Kibler, A., Valdés, G., & Walqui, A. (2014, September). What does standards-based educational reform mean for English language learner populations in primary and secondary schools? *TESOL Quarterly*, 48(3), 433–453.

The authors “intend for this paper to inform ... a group of key individuals in U.S. education that includes teachers, teacher-leaders, school principals, district administrators, and other K–12 educators who work primarily or exclusively with students labeled as ELLs.”

Lantolf, J. P., & Thorne, S.L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford, UK: Oxford University Press.

In this book, the authors present a sociocultural approach to second language development and theory-driven observations of lived activity focused on mediation and activity theory.

LEP.gov. (2016). Limited English proficiency (LEP): A federal interagency website. Retrieved from <http://www.lep.gov>

This site “acts as a clearinghouse, providing and linking to information, tools, and technical assistance regarding limited English proficiency and language services for federal agencies, recipients of federal funds, users of federal programs and federally assisted programs, and other stakeholders.”

Leseaux, N. K., & Harris, J. R. (2015). *Cultivating knowledge, building language: Literacy instruction for English Learners in elementary school*. Portsmouth, NH: Heinemann.

This book presents a knowledge-based approach to literacy instruction that supports young ELs’ development of academic content and vocabulary knowledge.

Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K–12*. Retrieved from Center for Applied Linguistics website: <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

There were 78 strategies chosen to provide resources to k-12 teachers and other school staff who work with a variety of students.

Li, N. (2013). Seeking best practices and meeting the needs of the English language learners: Using second language theories and integrating technology in teaching. *Journal of International Education Research*, 9(3), 217–222. Retrieved from <http://www.cluteinstitute.com/ojs/index.php/JIER/article/viewFile/7878/7937>

This article shows how technology, combined with second language (L2) theories, may be effective when working with ELs in classrooms.

Lindholm-Leary, K. J. (2001). *Dual language education*. Tonawanda, NY: Multilingual Matters

This book offers a conceptual basis for dual language education programs, and addresses issues of implementation. The author looks at language proficiency and achievement outcome measures, as well as other metrics of programs' impact, for 8,000 students from 20 schools.

Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory into Practice*, 51(4), 256–262.

The author presents research about the success of dual language education programs for student participants, both native English speakers and ELs—in terms of academic achievement and language learning—and also looks at challenges of design, implementation, and evaluation/assessment.

Mansilla, V. B., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York, NY: Asia Society. Retrieved from the Council of Chief State School Officers (CCSSO) website: [http://www.ccsso.org/Documents/GlobalCompetence-04_21_11%20\(2\).pdf](http://www.ccsso.org/Documents/GlobalCompetence-04_21_11%20(2).pdf)

The Asia Society Partnership for Global Learning and CCSSO's EdSteps Initiative produced this guide for providing today's students with 21st century skills. According to Harvard professor of cognition and education Howard Gardner, in the guide's preface, "...if we are to have a globe worth inhabiting, we must attend unflinchingly to the kinds of human beings that will inhabit it, and the ways in which they deal with one another under often trying circumstances. The authors here call for action..."

National Clearinghouse for English Language Acquisition. (n.d.). Featured topics: newcomers. Retrieved from <http://www.ncele.us/newcomers>

This webpage features resources specific to newcomers, including a section on "Elevating ELs" with briefs on programs for newcomers, academic supports for newcomers; and social emotional supports for newcomers; an annotated bibliography on educating newcomers; and links to government sources.

Park, M., & McHugh, M. (2014, June). *Immigrant parents and early childhood programs: Addressing barriers of literacy, culture, and systems knowledge*. Washington, DC: Migration Policy Institute. Retrieved from <http://www.migrationpolicy.org/research/immigrant-parents-early-childhood-programs-barriers>

The authors report on a study to determine the needs of immigrant parents of young preschool children across the areas of parent engagement and leadership in their children's education.

Regional Educational Laboratory West & WestEd. (2015). Webinar series: Effective practices for partnering with families of English Learner students in preschool and kindergarten. Retrieved from <https://relwest.wested.org/events/323>

The topics of these webinars include "Structuring Meaningful Home-School Partnerships with Families of Young English Learner (EL) Students" and "Building Capacity for School Success in Families of Young English Learner (EL) Students." There is also a resource collection that includes a discussion guide, videos, transcripts, power point presentations, and tips for facilitators. These can be accessed online at <https://relwest.wested.org/resources/209>.

Robertson, K. (2007). Connect students' background knowledge to content in the ELL classroom. Retrieved from <http://www.adlit.org/article/20827/>

This article discusses the use of EL students' background knowledge to assist in making classroom content more accessible.

Sánchez, M. T., Parker, C., Akbayin, B., & McTigue, A. (2010, February). *Processes and challenges in identifying learning disabilities among students who are English language learners in three New York State districts* (Issues & Answers Report, REL 2010–No. 085). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=116>

This study discusses the difficulty in assessing disabilities in ELs.

Saunders, W.M., Goldenberg, C., & Marcelletti, D. (2013, Summer). English language development: Guidelines for instruction. *American Educator*. Washington, DC: American Federation of Teachers. Retrieved from https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

This article highlights individual studies and research syntheses that point to how educators might provide effective English language development instruction. This instruction focuses specifically on helping ELs develop English language skills during a portion of the school day that is separate from the instruction of academic content that all students need to learn.

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.cal.org/resource-center/publications/helping-newcomer-students>

This guide was written for educators and policy makers in order to communicate promising practices for serving newcomers' educational and social needs.

Stanford University, Understanding Language District Engagement Subcommittee. (2012, May). Key principles for ELL instruction [Working draft]. Retrieved from the Council of Great City Schools website: <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/25/5-18%20%20Understanding%20Language%20ELL%20Principles.pdf>

This early draft of Understanding Language's "Key principles for ELL instruction" included somewhat different language, and presented the principles in a different order than the final version, but included with them sample actions for teachers, as well as for school and district leaders and administrators.

Stanford University, Understanding Language District Engagement Subcommittee. (2013, January). Key principles for ELL instruction. Retrieved from http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf

These principles were gleaned from papers presented at the January 2012 Understanding Language Conference at Stanford University. The principles include best practices for serving newcomers' educational and social needs. Resources collection includes a discussion guide, videos, transcripts, power point presentations, and tips for facilitators. These can be found at <https://relwest.wested.org/resources/209>.

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2015, October 1). *Effects of dual-language immersion on students' academic performance* (EDRE Working Paper No. 2015-09). Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2693337

Based on data from seven cohorts of language immersion lottery applicants in a large, urban school district, the study estimates the causal effects of immersion on students' test scores in reading, mathematics, and science, and on ELs' reclassification.

Stiggins, R. & DuFour, R. (2009). *Maximizing the Power of Formative Assessments*. Retrieved from <http://alaskacc.org/sites/alaskacc.org/files/Stiggins%20article.pdf>

The authors discuss how using formative assessments often helps teachers monitor students' understanding of content and develop alternative instructional strategies to improve mastery of content.

Teaching Excellence in Adult Literacy Center. (2012). Fact sheet: Formative assessment. Retrieved from <https://teal.ed.gov/tealguide/formativeassessment>

This webpage discusses formative assessment and how best to use it for instructional purposes.

University of North Carolina, Frank Porter Graham Child Development Institute, Center for Early Care and Education Research—Dual Language Learners (CECER). (n.d.). CECER [Website]. Retrieved from <http://cecerdll.fpg.unc.edu>

CECER's website describe its initiative, which targets immigrant children and children of immigrants who are dual language learners (from birth to age 5) and their families across settings. These settings include early care and education center-based programs, home-based and family child care providers, and Head Start and Early Head Start programs.

U.S. Department of Education. (2015, October 20). *Resource guide: Supporting undocumented youth*. Retrieved from <http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf>

This guide outlines strategies that educators can utilize to address the educational challenges of undocumented students at the secondary and post-secondary level.

U.S. Department of Education, Office for Civil Rights (OCR). (2015). Schools' civil rights obligations to English Learner students and limited English proficient parents. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

This list of resources includes information for students and parents, OCR guidance and resources for education officials about their obligations to EL students and LEP parents, and added resources with related information.

U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division. (2015, January). *Dear colleague letter: English Learner students and limited English proficient parents*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services.

U.S. Department of Education, Office of English Language Acquisition (OELA). (2015, September). Tools and resources for addressing English Learners with disabilities. In *English Learner tool kit* (chapter 6). Retrieved from <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

This tool kit provides resources for supporting administrators and teachers who think their newcomer students may qualify for special education screening and services.

U.S. Department of Education, Office of English Language Acquisition. (2015, December). *Dual language education programs: Current state policies and practices*. Retrieved from https://ncela.ed.gov/files/rcd/TO20DualLanguageRpt_508.pdf

This resource provides a comprehensive discussion of dual language programs, including current perspectives and practices in dual language education.

U.S. Department of Education, Office of English Language Acquisition. (2016). White House Task Force on New Americans educational and linguistic integration webinar series. Retrieved from <http://www2.ed.gov/about/offices/list/oela/webinars/new-americans/index.html>

This webpage located on the OELA website contains links to a series of videos: Webinar 1: America's Youngest Pioneers: Immigrant Children, Youth and Adults—What Does the Data Show?; Webinar 2: Creating Welcoming Schools; Webinar 3: Engaging Immigrant Parents and Families; Webinar 4: Dual-Language Learning; Webinar 5: Early Learning Opportunities; Webinar 6: Investing in Young Leaders; and Webinar 7: Pathways to Postsecondary Education and Career Training.

U.S. Department of Health and Human Services, Office of Refugee Resettlement. (n.d.). Office of Refugee Resettlement [Website]. Retrieved from <http://www.acf.hhs.gov/programs/orr>

This website and the office it represents offer a vast array of resources about refugees, including a directory of state services, sample documents, and information on unaccompanied child services, asylee eligibility for assistance and services, and refugee health.

Valdés, G., Kibler, A., & Walqui, A. (2014, March). *Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards*. Retrieved from TESOL International Association website: <http://www.tesol.org/docs/default-source/papers-and-briefs/professional-paper-26-march-2014.pdf?sfvrsn=4>

This report from TESOL (Teachers of English to Speakers of Other Languages) illustrates the challenges and possibilities in relation to the new standards for the ESL profession and the changing views it is having on teaching and English as a second language.

Valentino, R. A., & Reardon, S. F. (2014, March). *Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency*. Retrieved from Stanford Center for Education Policy Analysis website: http://cepa.stanford.edu/sites/default/files/Valentino_Reardon_EL_Programs_14_0326_2.pdf

This study investigated the differences in academic achievement trajectories from elementary through middle school in English immersion, transitional bilingual, developmental bilingual, and dual immersion programs.

van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Dordrecht, Netherlands: Kluwer Academic.

This book provides foundational theories for a sociocultural approach to learning in a second language. It provides relevant examples from across the educational span.

van Lier, L., & Walqui, A. (2012). *Language and the Common Core State Standards*. Retrieved from Stanford University, Graduate School of Education website: <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf>

This commissioned paper that analyzes the language development practices that do, and do not, prepare ELs for meeting rigorous standards for learning. It can serve as a tool for a discussion of disciplinary content and language practices and their implications for the education of ELs.

Wainwright, A. (n.d.). 7 biggest classroom technology trends and challenges. Retrieved from <http://www.securedgenetworks.com/blog/7-Biggest-Classroom-Technology-Trends-and-Challenges>

This article discusses current trends and challenges when using technology in the classroom.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180.

The article focuses on the sociocultural theory and instructional practices that promote high quality instruction for ELs, and includes a discussion of Lev Vygotsky's work and its application to teaching and learning that supports grade-level academic learning.

Walqui, A., & van Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners: A pedagogy of promise*. San Francisco, CA: WestEd.

The authors provide the theoretical foundation and deep and generative application of pedagogical scaffolding with teachers of ELs. It then focuses on the principles that sustain the Quality Teaching for English Learners professional development initiative at WestEd.

White House Task Force on New Americans. (2015, April 14). *Strengthening communities by welcoming all residents: A federal strategic action plan on immigrant & refugee integration*. Retrieved from https://www.whitehouse.gov/sites/default/files/docs/final_tf_newamericans_report_4-14-15_clean.pdf

This is a one-year progress report on an interagency effort to develop a coordinated federal strategy to better integrate new Americans into communities.

WIDA. (n.d.). ACCESS for ELLs 2.0 summative assessment. Retrieved from <https://www.wida.us/assessment/access20.aspx>

This webpage discusses options for assessing ELs using WIDA assessment tools.