ENGLISH LANGUAGE LEARNERS AND HIGH SCHOOL REFORM CONFERENCE PROCEEDINGS



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Council Of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a bipartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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ISBN# 1-884037-88-7

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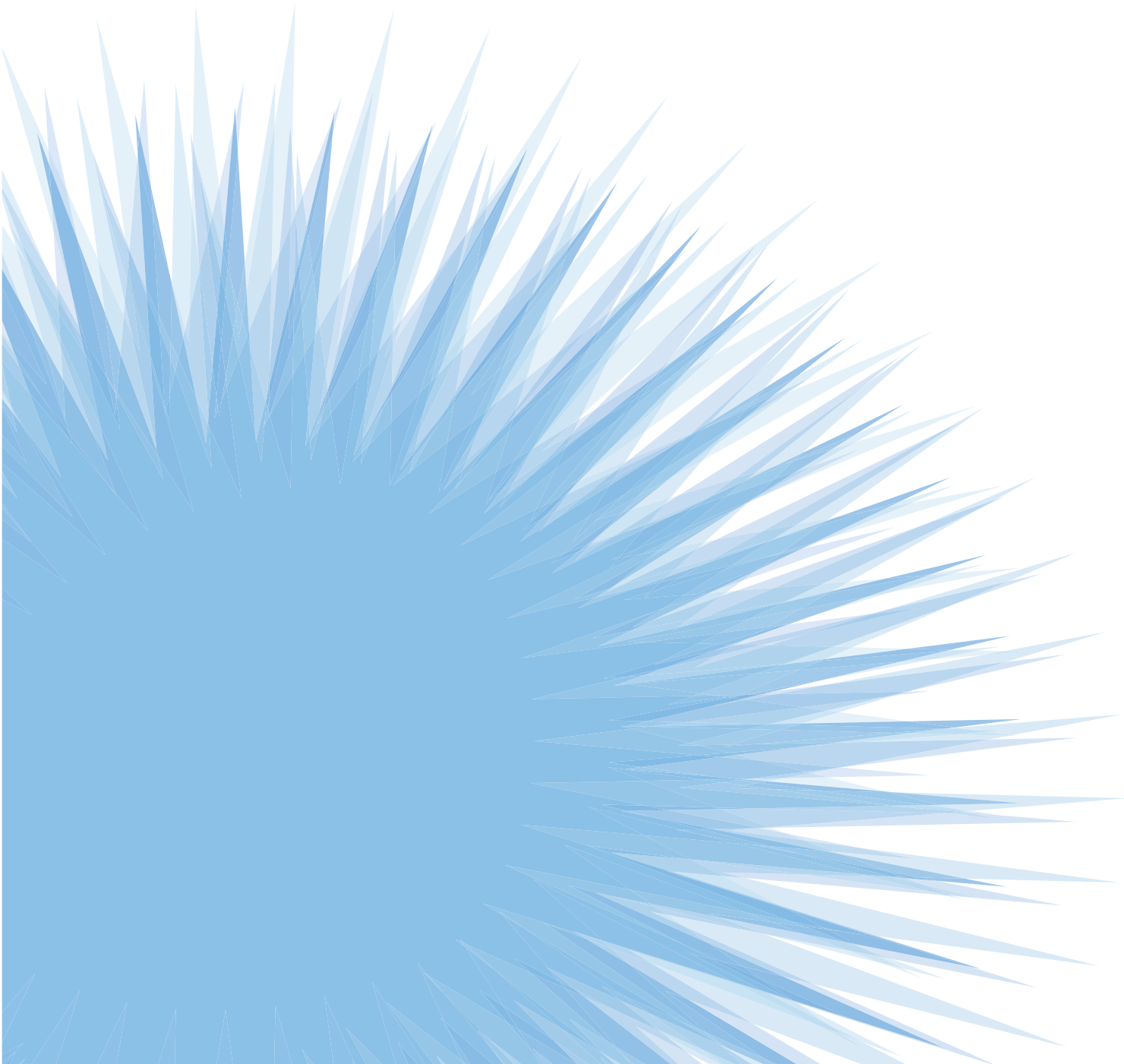
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JANUARY 2004





Acknowledgements

This publication was made possible by a grant from the Carnegie Corporation of New York to the Council of Chief State School Officers for the Immigrant Students and Secondary School Reform Project October 2001–December 2003. The Council is grateful for the foundation's support.

We acknowledge the support of Sharon Saez of the Educational Policy Leadership Institute of Educational Testing Service, Anthony Colon of the National Council of La Raza, and Naomi Housman of the National High School Alliance for their help in the development and implementation of the national conference, *Integrating English Language Learners in High School Reform*, October 20–22, 2003, in Miami, Florida.

We give special thanks to the conference presenters and facilitators for sharing their expertise. Please note that a few of the presenters listed on the agenda were unable to attend the meeting due to illness or unforeseen circumstances, and therefore, their remarks are not captured within this proceedings document. We also give thanks to the conference participants for their attendance, thoughtful questions, and eagerness, even after our conference, to continue the exploration and discussions that are necessary to build education systems that meet the needs of secondary English language learners.

Over the two-year span of the project, the following people made significant contributions as advisory committee members and participants in conference planning sessions:

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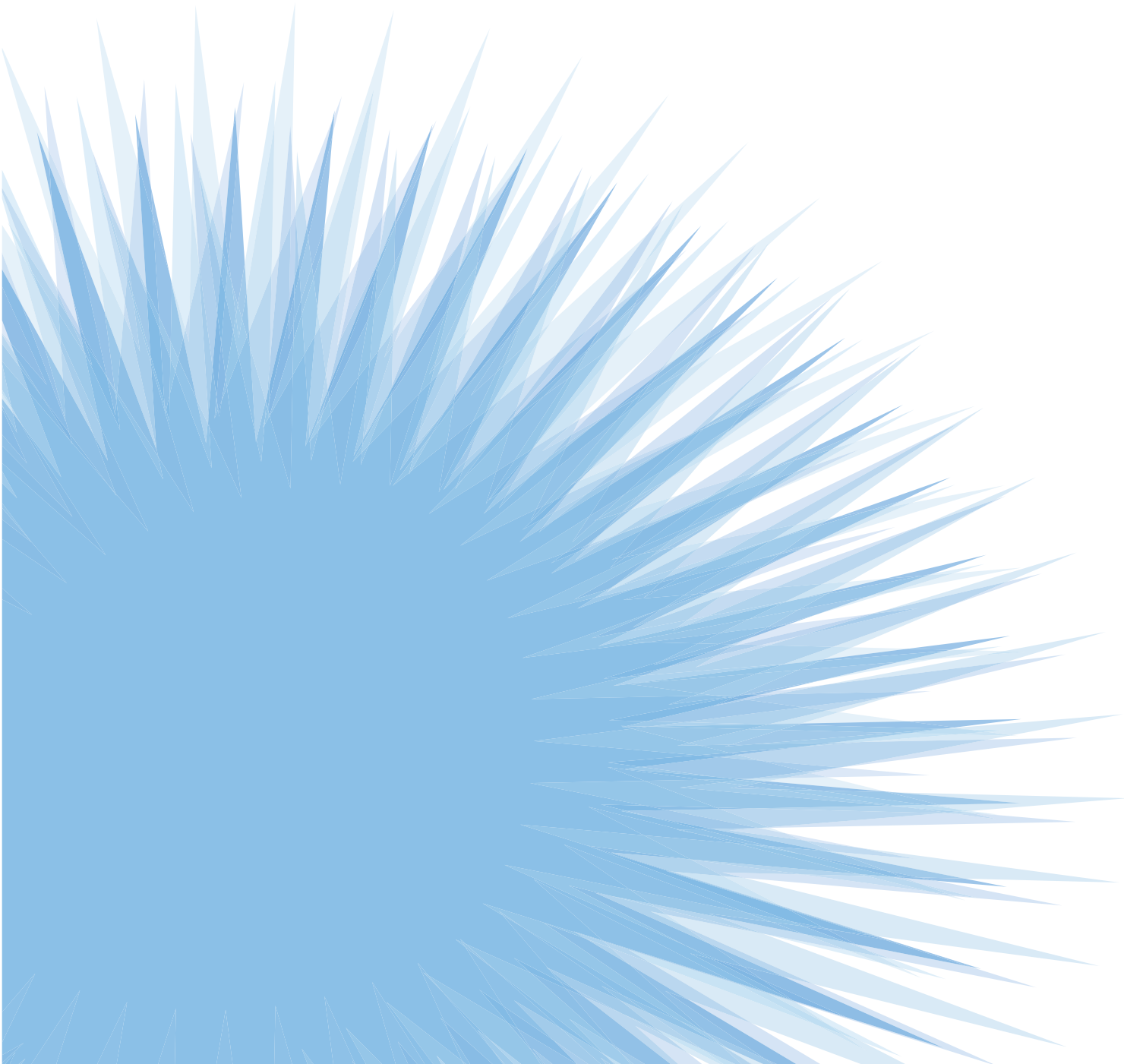
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This report documents the work of the Immigrant Students and Secondary School Reform Project housed within the Council of Chief State School Officers' High-Poverty Schools Initiative. In addition, the report identifies outcomes of the first national meeting, Integrating English Language Learners in High School Reform, and provides recommendations for action by state education agencies to enhance school and district efforts in implementing school improvement.

Project Background

In 1995, the Council of Chief State School Officers (CCSSO) launched the High-Poverty Schools Initiative. It focuses on building the capacity of state education agency officials and their local partners to implement various federal education programs aimed at improving outcomes for students in high-poverty schools. The overall initiative goal is to strengthen state leadership by ensuring that students in high-poverty schools gain the knowledge and skills necessary for sustained success through the effective implementation of the No Child Left Behind Act and other federal and state programs. State education agencies are responsible for helping build local capacity to implement the requirements of these laws. To meet these requirements, state agency officials need to be equipped with essential knowledge and skills to work with high-poverty districts and schools. The High-Poverty Schools Initiative has several program activities that are sustained through national meetings, issues-specific networks, brokering technical assistance, and publications, all of which are designed to assist state and local educators working on a range of school reform efforts.

The High-Poverty Schools Initiative consists of several projects: Extended Learning and Development Opportunities, English Language Learners, Secondary/Middle School Reform, Special Education, and the State Support Team Network.

The Immigrant Students and Secondary Schools Reform Project, funded by the Carnegie Corporation of New York, is one of the English Language Learners and Secondary/Middle School Reform projects. Its objective is to strengthen the capacity of state education agencies and districts to improve delivery of educational services to English language learners (ELLs) enrolled in high schools undergoing reform. To achieve this objective, CCSSO has undertaken the following tasks:

- Developed and administered a survey of states and school districts that are supported by the Carnegie Corporation's Schools for a New Society (SNS) Initiative. The survey elicited information regarding state policies and practices focused on general high school reform and services provided to high school Limited English Proficient (LEP) students.
- Researched and prepared a policy paper documenting the findings of the survey questionnaire.
- Developed a compendium of successful programs and approaches for the education of ELLs in secondary schools.
- Prepared an ELL resource manual for elementary and secondary levels.
- Planned and convened one national meeting of state/district/school teams focusing on overall high school reform and services provided to English language learners.

- Prepared this proceedings report of the national meeting.
- Developed a national listserv of ELL students and high school reform.

National Meeting

The first national meeting, *Integrating English Language Learners in High School Reform*, was held in Miami, Florida on October 20–22, 2003. It was conducted in collaboration with the Educational Policy Leadership Institute of the Educational Testing Service, National Council of La Raza, and the National High School Alliance. The meeting's focus was to converge the parallel conversations about high school reform and English language learners that have been occurring in states, districts, and policy organizations throughout the country. As secondary school reforms are implemented, it is crucial that the needs of English language learners be considered. Educators and experts from both sides of this issue were given the opportunity to integrate their work so that all students will be able to reap the academic benefits of inclusive reforms. Finally, this meeting provided participants the opportunity to learn jointly about how to develop and implement linguistically and culturally inclusive comprehensive reform plans at the school, district, and state levels.

In preparation for the national meeting, the Advisory Committee discussed the goal of the SNS Initiative: To achieve successful secondary school outcomes for all students. In order to achieve this goal, reform efforts must be structured around the following three arenas:

1 School level—by redesigning large high schools and creating new schools, creating opportunities for on-site professional development, providing students with real world experiences, providing relationships, relevance and academic rigor

2 District level—by implementing leadership training and strategic planning, aligning internal resources, and building relationships with institutions of higher learning and other external entities

3 Community level—by building community demand for excellent schools, engaging in conversations regarding bond initiatives and other forms of community support, fostering support at both the political and grassroots level, and supplying assistance in the form of student internships and training

The major topics identified by the Advisory Committee for the national meeting and addressed in this report include the following:

- Demographics of the English language learner population
- Academic literacy development
- Professional development for both secondary ESL and content area teachers
- Data-based decision making
- Parent and community involvement at the high school level
- State approaches to reforming high schools
- District approaches to reforming high schools
- School approaches that foster ELL achievement
- High school reform models that build ELL-responsive environments

Meeting Sessions

The meeting was comprised of plenary presentations, concurrent sessions, team consultation and planning sessions, job-alike planning sessions, and panels.

Plenary Presentations and Concurrent Sessions Expert consultants who have been actively engaged in supporting English language learners and high school reforms shared best practices.

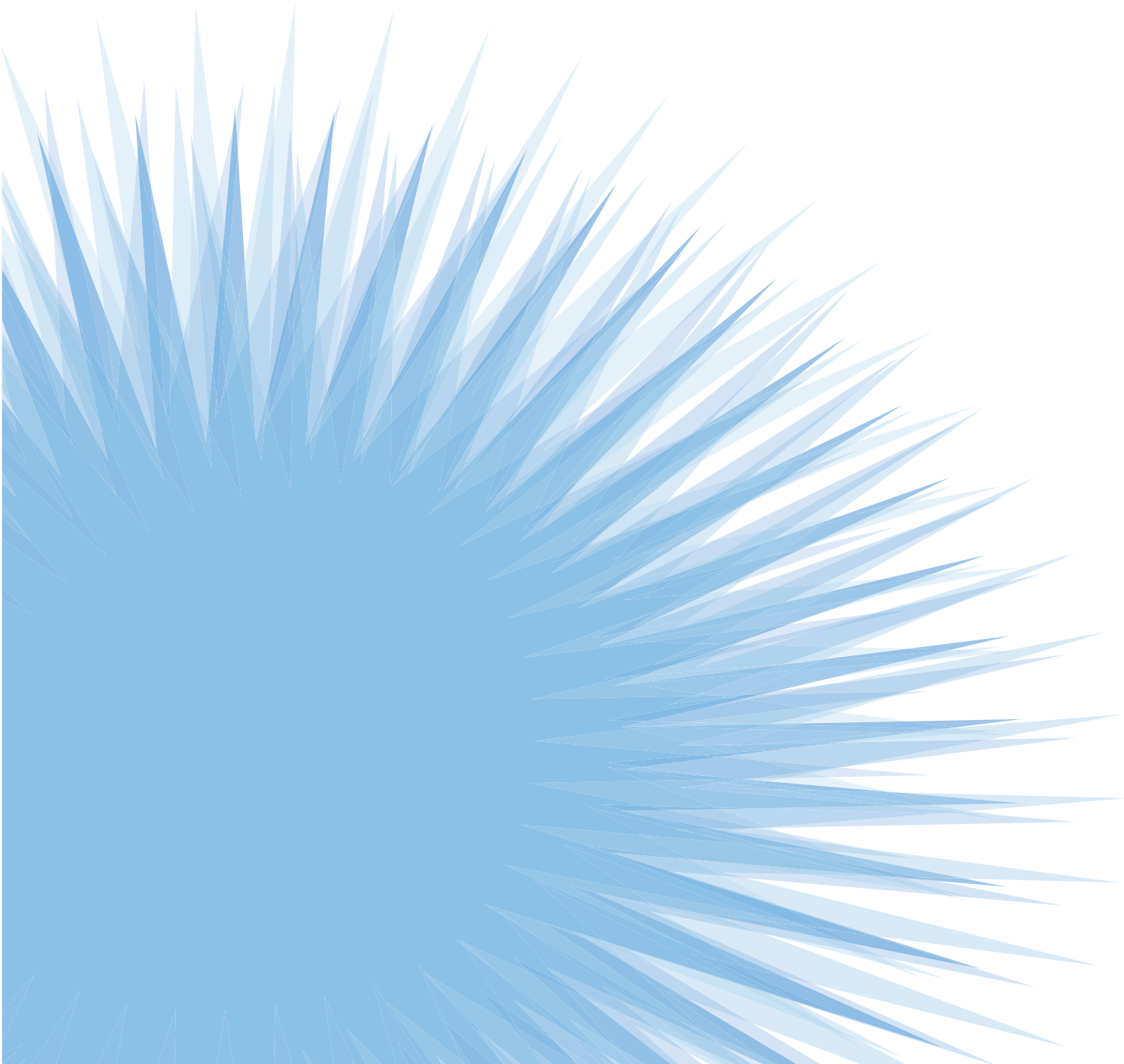
Team Consultation Sessions Consultation sessions provided opportunities for state team members to meet with both the experts and their own colleagues to raise concerns, identify barriers, and engage in problem-solving discussions focused on the topics addressed.

Team Planning Sessions Team planning sessions provided an opportunity for team members to continue to talk about their specific systems, points made by the experts, and points raised during the consultation sessions. These sessions also provided team members time to discuss future work they would undertake in their home states to improve their systems.

Job-alike Planning Sessions Job-alike sessions gave school, district, and state practitioners the chance to meet in independent groups to discuss the challenges and successes of serving high school ELLs in their given capacity. Practitioners were challenged to articulate how information gleaned from the meeting sessions could be applied in their daily work.

Panels Panelists discussed the role of state education agencies and local education agencies in supporting high school reform initiatives. Representatives from states and districts that have approached reform on state-wide or district-wide levels spoke about how agencies can either enhance or inhibit reform. Challenges to and solutions for improving state and district services for English language learners at the high school level were reviewed.

The following sections of this document summarize key findings and recommendations offered during presentations, panels, and consultation and planning sessions at this national meeting. There is a separate section for each topic discussed at the meeting. The terms English language learner (ELL) and Limited English Proficient (LEP) will be used interchangeably throughout this document. Appendix A contains the meeting agenda and Appendix B contains the presenters' biographies. All resources from the presentations and other relevant CCSSO publications are available at www.ccsso.org.



Diana Lam, the Deputy Chancellor for Teaching and Learning of the New York City Department of Education, opened the meeting by articulating how to frame the issue of the education of secondary level ELLs in the context of broader high school reform so that the issue is not an isolated discussion. Through outlining the system-wide reorganization that New York City schools are undergoing, she discussed both the need to integrate English language learners in high school reform efforts and the possible means for doing so. This provided state, district, and school representatives with a framework for evaluating their current reform efforts.

High School Reform in New York City

"In New York City, as well as across the nation, school reform is urgent, daunting and controversial," Diana Lam stated passionately as she opened her keynote address. "Innovative thinking is required so that new schools can be created and traditional schools can be transformed in order to meet the needs of all students. Our goal is to engage our 1.1 million young people in thoughtfulness, and we cannot do that without being thoughtful ourselves…. We must re-make the system as a whole to help teachers and students as individuals," declared Lam.

Lam explained that in January 2003, New York City began to make historic changes to its educational system. "We were all challenged to step out of the old traditional structures and step into a new era in which teaching and learning are the focus of our *Children First* initiative in New York City." One of the first reorganization tasks was to address the diversity among secondary schools. A great emphasis was placed on creating a system that considered all student populations, including English language learners. In order for positive outcomes to become systemic, however, the system had to be transformed.

State and District Inclusion

If states and districts are working in isolation, it is difficult for any areas of excellence to be generalized. To remedy this issue, New York City has developed various strategies to ensure that core skills and values are developed citywide, and that all educators will have a common language with which to discuss best teaching practices across programs.

Core Instructional Approach

A core instructional approach for all schools was implemented as well as a literacy and mathematics curriculum that will serve to unify all grades from pre-kindergarten to grade twelve.

Prescribed Curriculum

New York City Department of Education staff consciously decided not to employ a prescribed curriculum because they want the students to achieve at high standards as a result of learning the most challenging and rigorous programs possible. A prescriptive approach removes a teacher's ability

to think spontaneously and teach to the moment. "We also have the confidence, and not too many people do, that our teachers in New York City, with an appropriate support system, will be able to teach to high standards," Lam asserted.

ESSENTIAL ELEMENTS TO REFORM

Lam believes there are three essential elements to successful school improvement.

1. Instructional Leadership
2. Helping Teachers and Students Grow
3. Maximizing Growth

Instructional Leadership

Lam described the most effective type of leadership as one that is able to focus on instructional issues. She envisioned a system of schools dedicated to the improvement of teaching and learning.

Streamlined Districts One of the goals was to streamline the number of community districts. The forty-two different districts have been consolidated into ten instructional regions. This has been cost effective, and savings have been used to meet classroom needs.

System-wide Cohesiveness Despite obvious cost advantages, the primary purpose of streamlining has been to allow schools to fully dedicate themselves to the improvement of teaching and learning. Cohesiveness is essential in a school system as large as New York City Public Schools.

Focus on Teaching and Learning Currently, instructional leaders are focusing solely on teaching and learning. The heads of the ten regions, regional superintendents, work closely with Lam only on instructional issues. Then, each regional superintendent works very closely with ten to twelve local instructional superintendents. Finally, each local instructional superintendent works closely with ten to twelve schools and principals.

Bonus Structure A bonus structure may be implemented for the local instructional superintendents. The structure may have specific targets for special education and English language learners. Lam believes this is the only way that students in special education, gifted and talented, and English language learner programs will be completely aligned with the Children First Initiative.

Operations Centers Six operations centers function throughout the city in order to deal with budgets, human resources tasks, transportation, and grievances. This restructuring has freed instructional leaders from dealing with daily operations that can consume all of their time. These centers remove distractions and allow educational leaders to focus on improving teaching for all students.

Lam clarified, "What I was trying to do is to create what Lauren Resnick called the 'nested learning community.' Where every group was small enough that you could have a conversation, and every group was small enough that you could really focus, so that the job would not be as daunting as it may have appeared. Now, regional superintendents [have the support structure] to lead cohesively."

Helping Teachers and Students Grow

Lam indicated that professional development for teachers is another area that is important to reform. Specific recommendations were made that connect the ELL agenda to the instructional agenda for all children in New York City. This is significant as English language learners represent 14 percent of the total student population in New York City. "In fact, in terms of that 1.1 million students, 37 percent of them are of Hispanic origin, by far the largest minority group in New York City," stated Lam. A major characteristic of this new ELL plan is that instruction drives the changes recommended.

Professional Development Currently, teachers in New York City are allowed at least 50 minutes of professional development a week. In order to use this time most constructively, some regions have arranged for educators to meet for 100 minutes every two weeks. Secondary teachers can use this significant amount of time to discuss student achievements, to ask questions about program requirements, or to collaborate in interdisciplinary curriculum planning.

Literacy and Mathematics Coaches Every New York City Public school has either two coaches or the services of master teachers in both literacy and mathematics. These coaches and master teachers are not exempt from providing services to bilingual and ELL classrooms.

ELL Coaches In addition to the literacy and mathematics coaches, the New York City Department of Education has committed to training 107 additional coaches specifically to address the needs of ELL teachers and students.

Parent Coordinators Every school has a parent coordinator this year so that parents are represented in the education process.

Bilingual/ESL Teacher Leadership Academy A Bilingual/ESL Teacher Leadership Academy has been created to train all secondary teachers and coaches. Lam explained, "Our aim is to embrace the reality of our schools. The English language learners of today will become the mainstream students of tomorrow."

Carnegie Units Lam advocated the elimination of the Carnegie Unit measurement system because it locks all students into taking a number of credits in a limited amount of time. If a state or district is standards-based, then the Carnegie Unit system is obsolete. Carnegie Units are disadvantageous to ELLs because ELLs need more instructional time to learn a second language along with the required content knowledge.

Maximizing Growth

Finally, Lam discussed the need to replicate successful instructional models in order to transform low performing schools. For instance, New York City has been on the forefront of the small schools movement. They currently have approximately seventy-one small schools, and they received a Gates Foundation grant that will allow them to create an additional 200 small schools in the next five years. There are a number of different small schools models. Some schools are built from scratch while other schools have been incubated and then opened on their own.

Small Schools Movement Lam emphasized the principles that surround the vision of small schools such as personalization, rigor, interdisciplinary curriculum, youth and character development, and community service.

She also noted the importance of career and technical education as a component of the small schools movement in secondary school reform.

Lam admits that there are problems that must be addressed with small schools, but she feels that New York City is doing a good job tackling them. For example, the issue of an undemanding curriculum used to be a concern. Instead of simply accepting that learning is happening, however, New York City is holding small schools accountable for the rigor and standards of their curriculum.

Another issue is that English language learners are usually never considered during the development of the small schools model. They are always added as an afterthought, which means that the model rarely, if ever, accommodates the very specific needs of ELLs. Queens International, however, was the first small school in New York that was created around the needs of ELLs. Other schools have since been created with attention to these needs, such as the International High School, and Lam plans to create more small schools for ELLs in the future.

Lam concludes, "What we have learned from the small schools movement is that collaboration and interconnections are critical to the success of small schools."

All of the programs described above should be viewed as components of a cohesive reform effort for New York City to improve its low-performing schools.

The English language learner demographics are central to the meeting focus as there has been a marked increase over the past twenty years in the school age population of students who speak a language other than English at home. Indicators of the educational performance of ELL students were described, as well as No Child Left Behind legislation and its implications for secondary ELLs.

The Nation's School Age Population: Language Characteristics and Future Growth

Richard Fry, Senior Research Associate at the Pew Hispanic Center, discussed the dramatic trends that have taken place in the past among our nation's youth and those that we can expect to take place in the future. Fry began his presentation by using United States Census Data to illuminate the changes in the youth population between 1980–2000.

U.S. Census Data 1980–2000

In 1980, there were about 48 million youth between the ages of 5–19.

- 9 percent of the nation's youth were Hispanic.
- 5 million youth spoke a family language (a language other than English) at home.
- 1.9 million students were English language learners.

In 2000, there were about 5 million more children between the ages of 5–19 than in 1980.

- 1.9 million of the additional 5 million were born outside of the United States.
- 4.5 million of the additional 5 million were Hispanic.

In 2000, there were 53 million youth between the ages of 5–19.

- 16 percent of the nation's youth were Hispanic.
- 10 million youth spoke a family language at home.
- 85 percent of the students speaking a family language were speaking one of the following languages: Spanish, French, Vietnamese, Chinese, German, Korean, Arabic, Russian, Tagalog, and Hmong.
- 69 percent of the students speaking a family language were speaking Spanish.

English Language Learner Statistics

Three and a half million youth know a second language, but do not possess the highest levels of English oral proficiency. These students are considered English language learners. They constitute approximately 7 percent of the nation's youth.

- 2.3 million English language learners are Hispanic. Sixty-nine percent are of Mexican origin.
- 400,000 English language learners are Asian.

Next, Fry broke down the percentages of students speaking a family language by state. He mentioned that 43 percent of students in California speak a family language at home as opposed to only 2 percent of the students in West Virginia.

He discussed the percentage of ELLs across the states. According to U.S. Census Data, the following states have the largest percentages of students between the ages of 5–19 who speak another language and do not speak English "very well."

- California- 16 percent
- Texas-12 percent
- Arizona- 11 percent
- New Mexico-10 percent
- Nevada-9 percent

Predictions for the Year 2020

- There will be 6 million more youth between the ages of 5–19 compared to the year 2000.
- There will be 8 million more children of immigrants.
- Native-born children of native parents will decrease in number from 49 million to 47 million.
- Native-born children of immigrants will grow by about 7 million.

Fry concluded by restating that the number of ELLs of Asian and Hispanic origin will continue to grow. These demographics are essential to all educators and to all current and future reform efforts.

More information is available at www.pewhispanic.org.

Leveraging High School Reform Through No Child Left Behind (NCLB)

Gail Schwartz, Director of the Discretionary Programs and Innovation Group at the Office of Vocational and Adult Education for the U.S. Department of Education, clarified the direction in which the Department of Education is moving regarding high school reform initiatives.

The Focus

According to Schwartz, the momentum for high school improvement continues to build at the Department of Education. She emphasized the need to focus our efforts on children who are at-risk while still cultivating high expectations for all students. Therefore, it is imperative that the U.S. Department of Education staff and all educators understand in more detail the types of issues that specific populations, such as English language learners, are facing.

The recent High School Leadership Summit held on October 8, 2003, in Washington, D.C. was convened to discuss the issue of high school excellence. Schwartz presented several of Secretary Rod Paige's comments on the Department of Education's focus for reforming high schools:

The Challenge

- *The number of children who leave our educational system unprepared is staggering. By the time they reach twelfth grade, only one in six African Americans and one in five Hispanics can read proficiently. Math scores are even worse: only 3 percent of African American and 4 percent of Hispanic students are testing at the proficient level.*
- *We can document this disparity. Last month, there were many "good news" stories about the national jump in the latest SAT scores. The headlines read: "Student scores on the SAT rise to all-time high." Yes, this is some welcome news, but if we delve a little deeper, another story unfolds—one that didn't make headlines or copy. Even as the headlines herald the rise in SAT scores, closer observation reveals that the scores for African American SAT test-takers didn't go up. In fact, they remained flat. And Hispanic students' scores actually went down as compared to previous years.*

Key Themes for Reform

The Department of Education's agenda for reform will focus on four key themes:

1 Setting high expectations and accountability for results
2 Creating options and engaging students
3 Fostering world quality teaching and school leadership
4 Making smooth transitions into postsecondary education, training, and careers

- *The need for structural reforms like block scheduling has often been overemphasized. Too often, structural reforms minimize or overlook the need for improving the quality of instruction. We must pay attention to factors like time on task, opportunities to practice, providing quality feedback, and using meaningful assessments of student achievement.*

The following examples are Department of Education programs which are aimed at improving opportunities for students enrolled in the high schools.

State Scholars Initiative

We know that the foundation for academic success begins early in life, which helps explain the focus of the No Child Left Behind Act. However, we also know that many of the gains made early in school are lost in high school.

- *That is why, a little over a year ago, President Bush announced the State Scholars Initiative. He said, "We've got to aim higher. We need to challenge every student."*
- *Modeled after the successful program in Texas, these State Scholars programs bring 8th graders together with leaders in the business community. These business leaders mentor students and encourage them to take tough classes that will prepare them for success after high school.*
- *The focus of this effort is not on the already high-achieving students. Rather, the focus is on raising the aspirations of students who are in danger of slipping though the cracks.*

- *Last year the State Scholars Initiative was piloted in six states: Arkansas, Tennessee, Oklahoma, Indiana, Maryland, and Rhode Island. This year the U.S. Department of Education awarded the Center for State Scholars an additional $2.4 million to double participation in the Initiative.*
- *Six additional states are being invited to join after competing in a highly selective process: Kentucky, Connecticut, Washington, New Mexico, Mississippi, and New Jersey.*

Advanced Placement Programs

At the high school level, nothing exemplifies the need for challenging curriculum better than programs like Advanced Placement.

- *In recent years, our nation has made great progress in making sure our low-income students have access to Advanced Placement classes and assessments. In just the past four years, the number of AP tests taken by low-income students has risen 64 percent.*

Overall High School Improvement

Schwartz added that balance is needed when dealing with reform. Specific aspects of reform are like different pieces of a mosaic. For example, the idea of small learning communities needs to be addressed in the greater context of overall high school improvement at any given school.

Office of Vocational and Adult Education (OVAE) Initiatives

- Coordinating the High School Leadership Summit
- Creating and releasing web-based materials, high school resources, and issue related briefs. These materials will be updated on a continual basis.
- Organizing high school leadership institutes to be held in the spring of 2004
- Continuing to invest in scientific research on adolescent literacy, math achievement, and other high school improvement issues.
- Constructing "What Works" guides under the direction of the What Works Clearinghouse
- Supporting the proposed Secondary and Technical Education Excellence Act which will produce and sustain effective strategies between high schools and colleges for integrated academic and vocational technical programs
- Providing information and technical assistance strategies to assist state and local efforts in high school improvement

Schwartz concluded by saying that high school improvement is always a work in progress. The Department of Education will continue to seek input from practitioners and experts in the ESL/bilingual education field in order to facilitate significant changes in the nation's high schools.

More information is available at www.ed.gov/about/offices/list/ovae.

RIGOROUS LITERACY DEVELOPMENT WITH ENGLISH LANGUAGE LEARNERS IN HIGH SCHOOL: WHAT ARE THE PREREQUISITES?

Past reforms focused on English language learners have usually taken place in elementary schools. As a result, most of the development in terms of ELL programs, materials, and research on best practices focused on younger learners. Due to the increasing numbers of older ELL students, current high school reform movements cannot afford to ignore this growing population. Instead, English learners must be at the core of school improvement plans, and reform ideas must be aligned in order to make academic literacy possible for all students.

Prerequisites for Implementing Rich Literacy Development

Aida Walqui, Director of the Teacher Professional Development Program at WestEd, framed the following concurrent sessions by exploring some of the prerequisites that high school teachers and students need in order to teach and learn rigorous subject matter content, academic skills, and English as a second language. She artfully interwove her research with her perspective as a practitioner, having been a high school social studies teacher in Salinas, California, where she taught children with low literacy backgrounds. Video clips were used to illustrate best practices and to help participants reflect on the best conditions for promoting successful English language learners' academic performance.

1 Understand the complexities embedded in the work:

- ELLs are not a monolithic group. They vary by social status, previous academic achievement, generation in the United States, immigration status, language proficiency, educational continuity in the United States, etc.
- ELLs' potential and abilities are limitless, vary by context, and respond differently to various types of support, as Lauren Resnick says, "socialization of intelligence."

According to Walqui, "First-generation students still have the dream intact." They have arrived in a new country, and they believe that they can learn and succeed in the United States' educational system. In contrast, second and third generation students may have attended schools from kindergarten, but they may have given up the dream as they enter high school unable to read or speak English *and* unable to speak their family language because of the lack of expertise of their teachers. It is the student's point of reference that makes a difference. Recent immigrants compare themselves to the friends and relatives they left behind in their homelands, and in this comparison their current situation is better. Who are the second-generation students comparing themselves to? The answer is to a mainstream population idealized by advertisements. When second-generation students compare others to themselves, they do not necessarily see positive pictures, and in school they are not challenged or supported. As a result of these negative educational experiences, many English language learners are angry at the system, and are ready to give up. Teachers and administrators need to be prepared to deal with these issues in the classroom.

Walqui cautioned that reform can never be thought of in terms of "one size fits all." The incredible variety in student groups, including English language learners, must be taken into

account. Good teaching is geared toward students' interests, talents, and prior knowledge. "So it is a matter of knowing where these strengths reside [with students]; where we need to get them, and then being able to very judiciously and deliberately trace the route that will indeed accelerate their development from where they are to where they need to go. Good teaching and learning is always situated in the particular," Walqui affirmed. It is absurd to think that the same pedagogical methods will work in the same way for all students.

Educational Supports

Walqui asserted that English language learners have infinite potential if they are provided with the appropriate supports. She referred to the work of Lauren Resnick and the Institute for Learning because it has presented the first challenging and rigorous overall reform model for both elementary and secondary schools. Resnick believes that English language learners need to be at the center of reform and should not be added as an afterthought. Walqui mentioned the importance of other reform models such as the Coalition of Essential Schools founded by Ted Sizer, but added that for many years ELLs were not included in these programs. Now, the number of ELLs has grown so large that programs can no longer ignore this population of students.

Walqui referred to Lauren Resnick's work on the socialization of intelligence. Nobody is born intelligent, but intelligence is taught in subtle and very explicit ways. She explained that this notion frames the idea that educators can convince students to become the best they can be by supporting them and explicitly showing them the appropriate skills and ways of speaking and manipulating ideas. Walqui explained, "It has to do with socializing these students into what it is to be social scientists, into what it is to be mathematicians — how mathematicians talk, how mathematicians think, how mathematicians act, and what rules they as a community respect." Students will be successful in academics if they do not need to give up their identities, but instead they have skills, understandings, and complex language to add. In this way students can challenge, and actually repackaged ideas in a slightly different way, as they appropriate them and can now claim them as their own.

Another way teachers can support students is by modeling. Sophisticated language use is taught when educators apprentice students into practices that are novel to them, but are not threatening. Reading with depth is taught when educators share their literary experiences. Walqui adds, "We are mirrors of our students in whatever position we happen to be, so that is why Lauren Resnick is so important because she has put this issue centrally in the educational arena."

2 Build structures that will make it possible for teachers to develop their expertise in working with rigor and flexibility with English language learners through:

- True collegial environments at the school site
- Sustained, long-term opportunities to grow professionally (in the same way in which students apprentice, teachers and teacher professional developers need opportunities to apprentice)

It is essential to build the structures that make it possible for teachers to develop their expertise. When dealing with these structures, it is imperative that reformers remember that structures will be ineffective unless the capacities of the people who are going to fill in those structures are built into the process. Walqui cites the negative effects that a school district in southern California faced after

implementing a reform without telling teachers in advance or preparing them for the challenge. Teachers found out the day they reported to class after a holiday that all freshmen classes in the district's high schools would have small learning communities. The result was that the teachers were angry, felt unprepared, made numerous complaints about the situation, and in effect made the reform's success impossible.

Therefore, Walqui explained that reform must be well thought out and planned carefully in advance of implementation. It is better to start small and implement an idea slowly in order to build a collegial environment rather than suffer dissension when disgruntled educators feel they have no voice in the process.

Peer Evaluation

Another practice that Walqui mentioned as having promise was the institution of teacher peer evaluation processes such as one that takes place at International High School at La Guardia Community College in New York City. She explained how teachers who share the same two groups of students throughout the day support and evaluate each other. She presented a video clip that illustrated teachers having the opportunity to share what they had done during an academic year, which allowed them to open up a conversation with their colleagues that focused on their educational beliefs. This provided a truly collegial work environment with mutual respect for varying attitudes about education. Walqui quoted a conversation about professional development that she had with the principal and pioneer of International High School. He noted, "Every conversation teachers have in our school is an instance of professional development." This attitude reflects the importance of having informal and formal sustained opportunities available for teachers to grow professionally at the school and outside of it.

Professional Development Apprenticeship Model

Walqui also presented a model of Professional Development Apprenticeship. Teachers learn in the same way their students do, thus professional development needs to take this into account. In this example, the key participants were team members from WestEd, the Professional Development Team (PDT) from the New York City district, and Teachers in Apprenticeship (TIA) at New York City school sites. PDT members take on a number of different roles during the four phases of this model.

1 Participate as learners
2 Observe and reflect
3 Implement with coaching
4 Implement with consultation

PHASE 1	Team members from WestEd increase the knowledge base of the PDT and its capacity to support teachers by conducting in-depth, one-week long professional development with many practical exemplars, such as videos, of what the model should look like.
PHASE 2	The PDT develops multiple levels of knowledge and skills through participation/observation in a school and analysis of WestEd's professional development with NYC teachers (5 days). Then, at the end of each professional development day, there is reflection about what happened during the day.
PHASE 3	The PDT delivers selected Teacher Professional Development tools and processes in schools with WestEd support, mentoring, and coaching.
PHASE 4	The PDT supports TIAs in providing rigorous academic language and content knowledge to secondary English language learners with WestEd consultation (using video and teleconferencing among other media).

Walqui advised that this model not only takes time, but also takes money. If reformers are committed to excellence in education, however, an investment in professional development is indispensable.

3 Change the traditional way in which the acquisition of language and knowledge has been defined in schools

- Build academic rigor in the curriculum
- Reconsider grouping of ELLs in classes; focus on the power of heterogeneity
- Engage teachers in disciplinary language awareness activities

Rigorous Curriculum

"There is no such thing as language learning that is devoid of conceptual learning," Walqui explained. She highlighted the importance of connecting knowledge, thinking, and language when creating a rigorous curriculum. Reformers must remain committed to high thinking and the active use of knowledge. Curriculum should be organized around central ideas in the discipline that are most important; organized around a knowledge core about concepts and structures that are substantive, but also generative; and organized around English language learners and their scaffolding needs with regard to particular concepts.

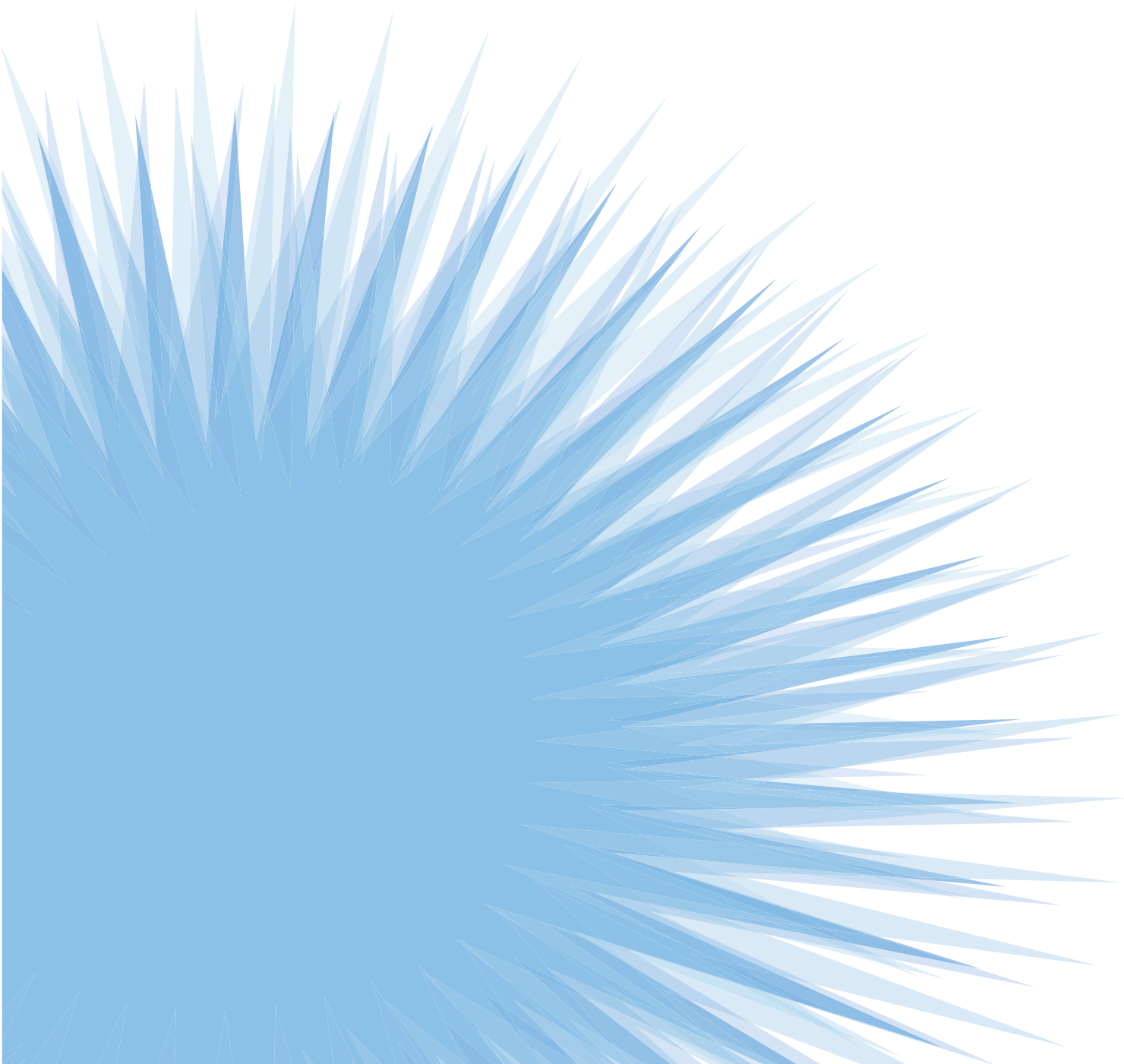
Legitimate Participation

Walqui advised educators to evolve from notions that simplification works for ELLs in secondary schools. "Simplifying input is the worst way of condemning students to very poor models of English," she explained. Instead, she advocated amplifying content while providing appropriate supports.

English language learners need legitimate opportunities for participation in the classroom. Educators and community members need to have high expectations for ELLs if they are to become productive members of society in the future. Walqui used a video clip to illustrate that knowledgeable teachers are integral to the success of ELLs. The video demonstrated how a teacher used normally paced speech and sophisticated vocabulary with ELLs in order to create a realistic classroom atmosphere. This teacher also amplified, rather than simplified his linguistic input and consequently provided a high level of support for his students. The students were challenged and worked hard to meet the rigorous classroom requirements.

Walqui concluded by saying that many excellent teachers are working in isolation right now. She explained that we, as educators and policymakers, need to "make these islands of excellence quickly become archipelagoes and soon be the whole map. That is our job."

More information is available at www.wested.org.



DEVELOPING the CAPACITY of TEACHERS to WORK with SECONDARY ELL STUDENTS

Professional Development is an essential component for the growth of educators. It is particularly important for teachers of high school English language learners, who must be equipped with strategies and methods to address the diverse needs of their students. Often, secondary content teachers are left out of the process, as they do not solely teach ELLs. Clearly, rigorous professional development activities will teach all educators ELL best practices in order to provide an environment that will allow all students to be successful in the classroom.

Secondary Teachers of English Language Learners: Achieving Results (STELLAR)

Rain Bongolan, Coordinator of English Learner Instruction at the New Teacher Center at University of California, Santa Cruz, and Diana Gomez, teacher at Watsonville High School in Pajaro Valley Unified School District, discussed how the New Teacher Center's induction model has provided a professional development foundation for a range of educators dedicated to the acceleration of English learner achievement.

Background Information

The New Teacher Center (NTC) at UCSC is a national resource focused on teacher and administrator induction. NTC has a demonstrable record of achievement with long-term new teacher retention rates as high as 95 percent compared to a nationwide dropout rate of nearly 50 percent. The NTC induction programs help novice educators become skilled professionals by teaching them to maintain a strategic focus on student learning and classroom instruction through the guidance of highly trained and supported mentors.

The Instructional Partners of English Language Learners Institutes were funded by the state of California to begin a wave of professional development efforts focused on serving teachers of ELLs, especially in regards to the recently adopted English Language Development-English Language Arts standards. The Institutes were created with the idea that they would build teacher awareness of the instructional pathways that match ELL English language acquisition levels to English Language Arts standard indicators. The goal is to prepare teachers to make the rigorous English standards more accessible to those acquiring a second language.

Defining the Challenges

Bongolan opened her presentation by asking participants two questions:

- What successes or challenges regarding professional development have you experienced with secondary teachers of ELLs?
- What challenges or possibilities have you discovered related to attracting and keeping quality teachers in our secondary learning communities?

The participants responded by describing a few of their challenges:

- Implementing professional development that is imbedded in real practice.
- Ensuring collaboration with ELL teachers and content teachers that is necessary for meeting the needs of secondary English language learners.
- Requiring ELL teachers to complete paperwork and document decisions to the point where this leaves little time for teaching.
- Placing new teachers in low performing schools and having a high teacher turnaround for the neediest students.

ELEMENTS OF THE NTC Model

1 **Intensives:** Common learning of curriculum, instruction, and assessment

2 **Peer Coaching:** Ongoing collaboration regarding observation, planning, and assessment

3 **Action Research Project:** Year-long inquiry of application of strategies and assessment of student achievement

Comprehensive Instruction

Bongolan discussed the importance of a comprehensive instructional English Language Development program. She compared content standards against the English language development standards, and she provided criteria—such as active learning, primary language foundation, and planning for cross-cultural interactions—for resource teachers and principals to evaluate when they assess teachers.

Bongolan described six key strategies for teachers of ELL students:

1 **Meaning-based Context for Learning** The transfer of new concepts and related skills is accelerated when *first* presented within meaningful, authentic contexts, followed by standard or academic language usage and forms.

2 **Connections to Prior Knowledge or Life Experience** The transfer of new concepts and related skills is accelerated when they are linked to familiar contexts.

3 **Expert Modeling and Metacognition** Learning new concepts, related skills, and academic language is accelerated when presented via expert modeling, direct instruction, and ongoing metacognition about the learning process.

4 **Guided Interaction** The transfer of new concepts and related skills is accelerated with ample practice. Meaningful interaction with peers and an expert guide allows for authentic language practice. Visuals and graphic representations that cluster essential concepts are essential to focus the interaction and related task.

5 **Vocabulary and Language Development** Instruction should help students relate new vocabulary to their background knowledge.

6 **Graphic Organizers** Information, graphically organized, draws attention to essential concepts.

Reflections of an NTC Participant

Bongolan showed a video that illustrated some of the work done at NTC before she introduced Diana Gomez, a participant in the NTC program. Gomez explained that she became involved in the NTC program because of her experience as an English language learner who did not acquire the skills necessary for postsecondary education and entered college with an eighth grade writing level. Her educational experience has motivated her to ensure that her ELL students are receiving a challenging, rigorous curriculum that will adequately prepare them to go to college.

Gomez described the research project that she completed as part of the NTC program. She identified the math skills that students lacked, then focused her teaching on those areas.

Research Project Focus Gomez focused her project on the attributes her students lacked, such as basic arithmetic skills, self-confidence, and the ability to be independent learners.

Research Question How does the use of rubrics in cooperative interactions support ELLs' understanding of the academic language of math?

Research Method Gomez explained that she created a rubric to apply to her teaching in order to boost the enthusiasm and build the skills that would enable students to perform better in mathematics. Gomez formatted the rubric so that students could organize, evaluate, and structure their work in an independent manner. Students could identify specific criteria and ask themselves if their work met the criteria, needed improvements to meet the criteria, or needed to be redone in order to meet the criteria.

Gomez modeled the use of the rubrics with students before asking them to complete the rubrics on their own. She did this by asking students to complete three math problems before taking out their rubrics. Upon completion of the math problems, she would look at each problem to see how it matched the rubric. The class would discuss appropriate answers that would qualify for each section of the rubric. Next, Gomez instructed students to complete the rubrics with a peer. Students worked together to check each other's work and compare the rubrics.

Gomez concluded by stating the importance of the action research project and her coach in her development as a professional. She explained that the motivation her coach provided was essential to her success. Working with her coach enabled her to better understand the culture of her school and to further explore her students' work to identify their strengths and weaknesses.

NTC Induction Model

Bongolan continued by asking participants to brainstorm ways in which professional development plans can be strengthened to support novice teachers of English language learners. She emphasized the importance of paying attention to induction as ELLs are often instructed by new teachers or under-prepared teachers.

In order to implement this full support model, mentors are taught mentoring skills and are trained in other pedagogy that focuses on teaching ELL and special education students. Once they are appropriately trained, mentors complete many tasks including the following:

- Work with 15 teachers
- Meet with these teachers two hours a week while they are teaching to observe and give feedback, after school to plan instruction, or to coach them through a project
- Provide self-assessments for beginning teachers to assess themselves and collaboratively with their advisor as beginning, emerging, applying, integrating, or innovative in six domains of teacher skills and abilities. These are known as "California Standards for the Teacher Profession," which are similar to the National Board performance standards.
- Work with teachers to analyze student work per the ELD Standards in relation to English Language Arts Standards.
- Teach teachers how to analyze and give feedback to one another

Bongolan concluded by stating that the NTC is trying to inculcate a culture of peer coaching and support in the education system of California and across the country. "This aspect of 'professionalizing the profession' is critical in the next decade as a massive wave of new teachers must be recruited and retained in the profession currently poised to retire the last major influx of teachers from over 30 years ago. With highly-skilled mentoring, teachers of students of culturally and linguistically diverse backgrounds can be provided with the type of high quality instruction necessary for equitable access and participation in academically accelerated and demanding work environments."

■ ■ ■ ■ More information is available at www.newteachercenter.org.

Miami-Dade County Summer Institute for Secondary ESOL Teachers

Joanne Urrutia, Administrative Director, Addea Dontino, Supervisor, and Rosy Ugalde, Supervisor of the Division of Bilingual Education and World Languages, described Miami-Dade's progress in the area of language arts instruction for English language learners at the secondary level in the past five years.

Background Information

The presenters provided an overview of Miami-Dade demographics:

- Miami-Dade County Public Schools is the fourth largest school district in the United States.
- 57 percent of the population in Miami-Dade County is Hispanic.
- 80 percent of the ELL students are Hispanic.
- The second language majority is Haitian-Creole.

Urrutia, Dontino, and Ugalde explained that Florida legislation regarding English language learners drove their curriculum reform efforts. The Consent Decree of Florida, which stipulates that Limited English Proficient (LEP) students are entitled to equal access (equal in amount, sequence, and scope) to instruction in English as that provided to non-LEP students, has been in effect for ten years or more.

To meet the requirements of the decree, Florida Department of Education staff needed to take measures to ensure that LEP students had access to high-level academic courses like mathematics, science, and social studies. When the state of Florida conducted its audit, however, they found that the English as a Second Language (ESOL) courses were not equal in scope and sequence to the language arts courses that all other students in Florida were taking. Therefore, the entire curriculum had to be restructured. Teacher focus groups were brought in to evaluate the ESOL courses at the secondary school level.

Challenges

- Alignment of English language arts and ESOL curricula
- Teacher endorsement: In the state of Florida, ESOL teachers are certified to teach second language strategies. Although the teachers have the knowledge, skill, and certification to teach ESOL, they may not have the required knowledge and/or certification to teach the content of language arts.

Finding Solutions Through Project Bridges

After six months of planning, obtaining permission from principals, and dealing with scheduling concerns, three high schools were selected to participate in a pilot study of Project Bridges. The purpose of the pilot was to integrate the language arts department and the ESOL departments for the entire school year in a practical, useful way that better promoted teacher collaboration and student achievement. The language arts teachers knew very little about second language strategies and the ESOL teachers knew very little about the language arts curriculum, but monthly meetings were held to discuss these issues.

Urrutia, Dontino, and Ugalde explained that Project Bridges provided further insight to the district's problems. The following opportunities arose through the project:

- Review of the curriculum and implementation models
- Development of new courses and instructional materials
- New staff development

Curriculum Reform

Rosy Ugalde explained that Project Bridges paved the way for curriculum reform efforts that reflected student achievement of not only English language proficiency, but also English language arts proficiency, in alignment with Florida state standards. Given this opportunity, Miami-Dade staff evaluated and revised the curriculum to promote comprehensible instruction, the acquisition of literacy, and academic achievement.

- The secondary ESOL competency-based curriculum was revised to reflect grade level language arts/English curriculum, placement, and coursework. English language learners are now expected to meet higher standards and expectations in language arts/English through the ESOL curriculum.

- Implementation models were created to provide scheduling options for schools and administrators to successfully restructure and implement the language arts through ESOL curriculum.
- The curriculum was created to teach students of varying English proficiency levels, language arts content through literature-based classes. For this class period, students were grouped by grade level regardless of language proficiency, and they were taught the grade level language arts curriculum with modifications.
- There was a shift from communicative language development materials to grade-level content equivalent materials, which are more in depth, literature-based, and the equivalent to the standard language arts through English curriculum at the high school and middle school levels.
- The students now use the same books that the regular content language arts students are using, which allows for a continuum of instruction when they transition out of ESOL.
- A second hour of ESOL, in which students are grouped by English language proficiency, served as the language development course.
- Professional development was focused on providing instructional support and training specific to the implementation of the language arts through ESOL for administrative and instructional staff. "This was not only about teaching ESOL teachers how to teach literature to the students; this is about the changing of a culture at a school site," explained Ugalde.

Language Arts Through ESOL Academy

In 1999, the summer academy was created to continue the professional development that had started with Project Bridges. The academy was designed to support teachers as they faced the challenge of strengthening their ability to provide an integrated language arts curriculum that addressed the state's standards and mandates. The strategies needed to meet the LEP students' learning needs were the primary focus. The academy also provided training and curriculum support and networking opportunities for ESOL teachers.

Program Objectives

- To define literary genres
- To demonstrate strategies and techniques for teaching different kinds of literary styles
- To enhance lessons for literature study and for language acquisition
- To demonstrate an understanding of district-wide instructional strategies for reading achievement
- To explain the elements of the writing process and the strategies for teaching writing

Program Areas

The academy is organized around thematic topics for teaching language arts content. Teachers review instructional materials on the literary genres during workshops on literary areas such as drama and poetry, including the classics such as Shakespeare, research writing, historical literature, or mythology.

In addition, academy participants learn strategies in the following areas for instructing secondary English language learners in assessment, reading, writing, technology, classroom management, examination of the competency based curriculum, and instruction on writing lesson plans.

Program Components

- Each academy lasts for eight days and has a central theme.
- In February or March, teachers who will act as academy instructors are pulled out of the classroom for 3–5 days of initial planning.
- Academy instructors must delineate all aspects of their planned instruction, indicating the kind of strategies that will be used to address reading or writing in the language arts through ESOL curriculum.
- Participants are sorted into crews, and a rotating schedule is planned to avoid the repetition of activities and to continuously engage participants in instruction.
- Facilitators are assigned to crews for the entire academy to help participants maximize their experience.
- Publishers, who have done state adoptions for literature, grammar, and composition, and ESOL for middle or senior high school curriculum, are invited to attend.
- Curriculum packets are distributed detailing information on reading strategies, note-taking strategies, and vocabulary activities. Also, the curriculum is examined to distinguish the requirements for the different ESOL levels.
- Guest speakers discuss significant topics such as second language acquisition, reading strategies, ESOL strategies, and integrating culture.
- Academy participation is limited to 150 per year with new teachers having priority. A careful screening process is used since so many teachers apply.
- Teachers are paid a $100 per day stipend.
- The project is supported by Title II and Title III funds.

Future Goals

- To include more teachers
- To invite a greater number and variety of guest speakers
- To include bilingual curriculum teachers in a parallel program
- To provide more direct interventions in low performing high schools

More information is available at www.dadeschools.net.

Academic Language Development: SIOP Model

Colleen Moore, Sheltered Instruction Observation Protocol (SIOP) Trainer from La Joya, Texas, obtained her Master's degree in teaching English as a second language and taught ESL at the secondary level, the university level, and to adults. Subsequently, she provided professional development, mainly at the high school level, in the capacity of serving teachers who instructed ELLs. In this position, she was able to integrate ESL and SIOP using technology.

Academic Language Development and literacy skills are critical areas for English language Learners. Often, there are disparities between the interpersonal communication skills and the academic language production of ELLs. Although students may be verbally responsive in class, they may not be able to read and write at the appropriate grade level. Consequently, teachers must provide language supports in order to assist ELLs in achieving full comprehension of academic texts. By learning specific teaching strategies, teachers can enable their students to achieve literacy.

Background Information

To begin her presentation, Moore polled the participants as to how they would rate their familiarity with second language acquisition, sheltered instruction, and their knowledge base of the needs of ELLs in the educational system. Most audience members rated themselves as the following:

- Middle of the scale for familiarity with second language acquisition
- Middle to the low end of the scale for familiarity with sheltered instruction
- High end of the scale for their knowledge base of the needs of ELLs in the educational system

Moore discussed the importance of addressing the academic language needs of second language learners. She added that No Child Left Behind legislation is beneficial to ELLs as it requires students to develop not only English proficiency, but also academic competence in English, which can be addressed through sheltered instruction.

Moore referred to the National ESL Standards for PreK–12 students that were developed by TESOL, and highlighted Goal 2: To use English to achieve academically in all content areas. Moore explained that the intent of the goal is for ELLs to use English to obtain, process, construct and provide subject matter information in spoken and written form. In other words, ELLs should be able to do more than just converse in English; they should be able to participate in the school system and be successful in all academic arenas.

Defining Sheltered Instruction

Moore prompted the participants to create their own definitions of sheltered instruction and describe what it looks like in the classroom. Sample participant definitions included the following:

- *In its context, it means you have differentiated learners in your classroom that come from various levels of ELL acquisition. So sheltered instruction is to modify the practices that you are using in the classroom so that you are reaching all ELL youngsters, and not watering down the curriculum. You're not speaking faster. You are just modifying it with differentiated instruction, pedagogy, and methodology.*
- *Instruction driven by English with other language support that is scaffolded. This means that you break down the instruction for different populations of English learners so that it is different for somebody who is coming into the classroom who is not literate in their own language, versus somebody who has been in this country for a long time and is at a different level.*

- *It is a combination or a balance of teaching English language and content simultaneously. In each lesson you have language objectives or language goals simultaneous to content goals with lots of support, if available, in the home language, using lots of clues, body language, and pictures to modify it for the different levels of learners.*

Moore presented definitions for sheltered instruction that were obtained from the following source:

Short, D., Hudec, J. & Echevarria, J. (2002). Using the SIOP model: Professional development manual for sheltered instruction. Washington, DC: Center for Applied Linguistics.

- *A means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development.*
- *The practice of highlighting key language features and incorporating strategies that make the content comprehensible to students.*
- *An approach that can extend the time students have for getting language support services while giving them a jump start on the content subjects they need for graduation.*

SIOP Model Development

Moore shared information on how the sheltered instruction observation protocol, SIOP, was developed and what the researchers found in terms of the impact for implementation. She showed a video that contained information from the researchers about the implementation process:

- *For five years, the Center for Research on Education, Diversity, & Excellence (CREDE) Research Project worked with teachers to create and test an effective model of sheltered instruction. Drawing on best practice and research literature, the collaborating teachers and research staff developed, implemented, and revised the Sheltered Instruction Observation Protocol.*
- *A study of the effects of the SIOP model showed that students who were in classes with teachers who were trained in the SIOP model performed better than similar students in classes with teachers who were not trained in the model.*

Components of the SIOP Model

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Moore explained that SIOP is not a silver bullet answer to all reform needs. A comprehensive program must be designed for serving language learners across the board. High school administrators need to decide what courses will be available to students, the course sequence, the proficiency level identification process, the individual student needs assessment, and the identification process for immigrant or native born students.

Moore concluded by describing four different professional development initiatives that she has been involved with in the Region I South Texas area.

1 Comprehensible Content Academy

2 Content Strategies for LEP Students

3 ESL Strategist Project

4 Integrating Technology with SIOP

Comprehensible Content Academy This sustained professional development project targeted high schools with high populations of students with limited English proficiency and low socio-economic status.

- Teams of 2–5 content teachers from eight high schools were invited to participate in the project.
- Teachers received 3–4 days of intensive training on the SIOP model in June and a follow-up session within the first month of school.
- Teachers implemented SIOP in their classrooms and received support through classroom observations and feedback sessions with trainers once a semester.
- Mid-year follow-up training was based on needs identified by trainers and teachers during fall observations.

Content Strategies for LEP Students This five-day academy for secondary content teachers includes all-day training sessions approximately once a month.

- Teachers are introduced to the SIOP model and then practice implementation in the classroom.
- At each subsequent training session, teachers share their experiences and questions, explore SIOP components in depth, and work together on SIOP-based lesson plans.
- Also included in the academy is a one-day conference featuring "best practice" sessions that secondary teachers of ELLs can use immediately in their own teaching.

ESL Strategist Project This project is modeled after a successful program for District Behavior Strategists, created by Judy Hollinger and Terri McGinnis, Behavior Specialists at Region One Education Service Center. The goal is to develop district-level expertise in an intensive, long-term model that goes beyond the "Train the Trainer" approach. For the ESL Strategist Project, districts identify staff that possess a base knowledge of effective practices for serving LEP students.

- These participants, in district teams of 2–5 members including teachers and administrators, commit to a full year of professional development designed like a graduate level course.
- Participants attend training sessions, complete readings and application problems for homework, and prepare portfolios of their work.
- The first component of the ESL Strategist training is the SIOP model, preparing them to implement and showcase SIOP in their classrooms and provide training and assistance to their colleagues in its use as well.
- Participants from United Independent School District in Laredo, Texas, have developed their own SIOP training manual and are already conducting training at secondary campuses in their district.

Integrating Technology with SIOP Secondary campus teams of content teachers attend a series of five SIOP training sessions over the course of the school year.

- These sessions model classroom expectations—from posting and discussing the Content and Language Objectives to the use of hands-on materials and interactive activities to the meaningful integration of instructional technology.
- Teachers experience these modeled teaching strategies and then reflect on the process of learning—for themselves and for application with their own students in the classroom.
- Teachers use real student data to identify the different needs of their students and keep reflective journals to track their own implementation of SIOP and its impact on their students.

Question & Answer Session

Question: Years ago, sheltered instruction occurred when ELLs were in an environment or setting where they didn't have to compete with native English-speaking peers who were getting instruction meant for native English speakers. ELLs were being sheltered from this competition and given accommodations. Their needs were met, and content was being taught as well as basic language, but this was done separately. Is this separation still something that goes along with this model, or is the "sheltered" part really not the focus anymore?

Colleen Moore: One of the important distinctions that the researchers make in the SIOP model is that they are referring to sheltered instruction as an instructional approach, not as a placement. I am

glad you asked this question up front, because this is not advocating, it is not saying in what type of classroom students have to be, who their classmates are or are not; it is simply an approach to instruction that can be used in a lot of different contexts. We used to think of sheltered instruction as a placement or a class name. This approach is a teaching strategy that can be used in different contexts.

Question: How can the SIOP model be used, and in what kinds of contexts?

Colleen Moore: As you are looking at the different kinds of schooling situations across the country, the approach of the SIOP model can be used in a lot of different situations, and it doesn't necessarily recommend any particular setting over another. You can have the traditional setup that was discussed earlier where you have second language learners in a classroom dedicated to them—where all the learners in the classroom are ELLs and the teacher is teaching specifically to that audience. The SIOP model is a good guide and evaluation tool to make sure that the instruction in that setting is appropriate for the students. SIOP can also be used in mainstream classes or classes that mix English language learners with native speakers of English. That is the case in most of our secondary schools in the region where I work. The SIOP model can assure teachers that they are meeting the needs of their English language learners, along with the needs of all the other students in their classroom.

Question: Is SIOP referring to just the instrument, or is there training and professional development involved?

Colleen Moore: In my experience of using SIOP, it was a professional development endeavor. Originally the researchers were looking for a measurement tool, and what grew out of that was a tool for teachers to use to improve their instruction. Along with that comes the training. That is what the SIOP has become; it is now a resource for professional development.

■ ■ ■ ■ More information is available at www.siopinstitute.net.

Reading Apprenticeship: Disciplinary Literacies for English Language Learners

Randall Smith, WestEd Consultant, Tucson Unified School District, provided an overview of the components of the Strategic Literacy Initiative (SLI) program.

Overview of Reading Apprenticeship Approach

The SLI at WestEd is a professional development and research program focusing on improving adolescent literacy and increasing the achievement of culturally diverse urban middle and high school students who may not have been academically successful. The program centerpiece is an inquiry-based professional development program based on the Reading Apprenticeship framework. The framework helps students become better readers by:

- Engaging students in more reading and making the reading processes, strategies, knowledge, motivation, and understanding visible to teachers and students.
- Helping students gain insights into their own reading processes as a means of gaining control over these processes.
- Helping students develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of texts from various disciplines.
- Making the teacher's discipline-based reading processes and knowledge visible to students.

Since 1995, researchers at the Strategic Literacy Initiative at WestEd have worked with several hundred middle and high school social studies, math, English, and science teachers in a research and professional development program focused on "apprenticing" students to reading in those disciplines. In this way, students can become engaged and confident readers of challenging academic texts. The teachers with whom they work are concerned about the gap between students' reading abilities and the expected standards. Helping teachers become more aware of the literacies they bring to their subject expertise can open up powerful resources for teachers and students' learning. Researchers at WestEd have written about apprenticing urban youth through science literacy. This study examines how teachers not only work at the level of master teachers, but also embrace reading apprenticeship. This apprenticeship approach to teaching does not change the way one teaches or what one teaches, it changes the way teachers think while teaching.

Reading Apprenticeship: Tucson Unified School District

Smith used the example of schools in the Tucson Unified School District, where teachers have used the reading apprenticeship approach. Implementation has lead to improvements in student performance and in student experiences in the classroom. Smith focused on two of the four schools that have the highest minority populations – Pueblo High School and Choya High School. In the context of these two schools, some demographic characteristics as well as the success of the reading apprenticeship approach are outlined below.

- Both schools are close to 80 percent Hispanic. The other 20 percent are equal parts Anglo-African American, Native American, and Asian.
- ELLs are 90 percent Hispanic and Spanish-speaking; the other 10 percent speak different Asian languages. At both schools, the percentage of students who met the standards for passing on AIMS, the test currently being used in Arizona as an exit exam for high school, has risen. The test is for reading, writing, and math, and no student is exempt from taking it.
- Improvements at these two schools have happened during a two-year period when teachers were being trained in the reading apprenticeship program. At Pueblo, teachers are in their second year of working with reading apprenticeship; and at Choya, teachers are in their third year. Choya was in its second year as a failing school and became a test case for reading apprenticeship because it was the first high school in southern Arizona that was being threatened with being taken over by the state. Choya's percentage of ELLs as officially reported is very low, because most parents do not want their students in ESL classes. With the reading apprenticeship approach, ELLs are not the focus; the focus is on every student in the class.
- There is a glimmer of hope in that the school rankings that came out this year show a one-year

growth (OYG), and this is significant. The faculties of these two schools agreed that reading apprenticeship has made the difference. Now about 57 percent of the students meet the writing standard; and yet three years ago, virtually none of them did. Thus, Choya has made huge leaps forward; Pueblo has made less so.

- The writing component of the reading apprenticeship strategy is really about teaching reading logs and showing teachers how to read like a writer and write like a reader (John Graves' idea). There is anecdotal evidence to show that students with teachers practicing reading apprenticeship have improved tremendously in other classes. That's how we start reading apprenticeship, helping teachers remember what kind of reader they are now and how they got to be that way.

Components of the Reading Apprenticeship Framework

In classrooms that use the reading apprenticeship approach, teachers reconceptualize subject-area learning as an apprenticeship in discipline-based practices of thinking, talking, reading, and writing. The process of reading is very situational, and very particular. Thus, the curriculum includes more than just what we read; it includes how we read, and why we read in the ways we do.

Dimensions of Classroom Life

To help teachers construct this conception of reading in the subject areas, there is an instructional framework derived from the literature. The framework involves teachers integrating four interacting dimensions of classroom life that support reading development. These dimensions are woven into subject-area teaching through "metacognitive conversations"– investigations into the thinking processes that students and teachers employ as they read. The dimensions are: social, personal, cognitive, and knowledge-building.

- The social dimension involves developing a sense of safety in the classroom and making good use of peer interactions. This is not to say that it becomes a social hour; it is to say that we need to recognize how kids learn. Students learn from listening, but also from talking to each other and discovering things on their own. It does not matter whether it is within an English literature or chemistry class. Through ongoing conversations rooted in text, students learn to ask critical questions about content, purpose, and perspective. A valuable resource when talking to teachers about this is Applebee's AFTE book, *Curriculum is Conversation*.
- The personal dimension involves students expressing an interest in exploring new aspects of their own identities. It involves supported independent reading, and responding to metacognitive prompts in reading logs, which deepens students' thinking about their own reading processes.
- The cognitive dimension emphasizes group discussion on when and why particular cognitive strategies are useful. It involves using metacognitive techniques and conversations that include "talking to the text" – not just talking about what the text says, but talking about how meaning is made, how that meaning is being generated in one's mind, and why one is reading that text in the first place.
- The knowledge-building dimension involves identifying and expanding the knowledge students bring to the text, including knowledge about text structure, topics and content, word structure and meaning, and discourse patterns and signals.

Classroom Activities

- Reading Log: In an AP chemistry class, students learn how to keep a reading log. For example, a reading log in a science class has to do with the reading that a student brings in and shares with other students from the newspaper and magazines. Over the course of the years, one student developed a preference for reading science texts, and he explained that he wanted to become an engineer as a result. Instead of dropping out in his sophomore year as he had planned, he changed his mind when he was encouraged and challenged by his teachers and peers to keep a reading log in his AP chemistry class.
- Talking to the Text: A teacher gives students a page of the textbook that has been photocopied so they can write in the margins. This is called "talking to the text," which is a type of think-aloud, except that thoughts are recorded on the page itself. In addition, the team-reading session is used to enable classmates to share their confusions and understandings and sort out different ways of making sense of print in the context of the class.

National Institutes for Reading Apprenticeship

Using an article in the Phi Delta Kappa journal that was written by two of his colleagues at WestEd, Smith presented a brief discussion of the key components of SLI in the context of the National Institutes for Reading Apprenticeship. The text commonly used in the Institute is a WestEd publication called *Understanding Reading* by Ruth Schoenbach. Designed originally to improve urban high school students' reading performance, this program now focuses on building the capacity of both teachers and schools to improve student learning. The goals of these National Institutes are:

- Creating an environment for passionate teaching and the improvement of practice
- Making small but systematic changes in teaching
- Getting buy-in from the teachers to look at themselves as teachers and as readers and learners, and then to see how that becomes the model for students in the classroom
- Changing the teaching methodology, not necessarily the curriculum
- Reaching those students who are the least interested or least motivated to learn or be taught
- Helping subject teachers become reading teachers in whatever subject they are teaching— that is, a math teacher should be the expert in reading math; and a science teacher should be the expert in reading science. A subject teacher should be the one modeling how to read that subject or genres within the subject.
- Learning to show students that teachers are struggling readers too at certain times
- Arming teachers with information about how reading works, and providing teachers guidance and training in learning to move students along from being emergent readers to becoming independent readers who can read on their own, while learning whatever he/she needs to from the curriculum.

The key activities for teachers and staff developers at these institutes are highlighted below:

- Teachers volunteer for eight days: five days in the summer and three days in a refresher follow-up course in February. The five-day session is very intense. First, teachers articulate their personal reading histories so that they better understand themselves as readers. Then teachers talk about the four dimensions of classroom life, which they discuss through the rest of the week.

- Teachers inquire into their own and others' reading processes: What does it mean to "unpack" the text? Why are we reading this? How are we making sense of this text? Teachers need to understand from the very beginning that every student in the room is going to look at the exact same text in a very personal and different way.
- Teachers investigate students' reading strengths and needs through the use of student case study videos. Teachers learn to watch the process of how students react, what they do, and what they say to each other. None of the video cases are rehearsed or practiced; they are all real-life classroom situations.
- Teachers learn about powerful classroom practices and instruction resources that support reading improvement across content areas. Teachers spend time at the Institute reading professional literature on effective classroom practices.
- Teachers share classroom practice, including student work. They reflect on and refine the ongoing implementation of the reading apprenticeship framework in classes, schools, or districts.

More information is available at www.wested.org.

PARENT AND COMMUNITY INVOLVEMENT: BUILDING LEADERSHIP AND CAPACITY

Parent involvement is integral to the success of all students. Due to a variety of factors such as inflexible work schedules and language barriers, however, parents of English language learners are often not included in the educational process. This is unfortunate, as parent participation can have an unparalleled effect on the achievements of ELLs in the classroom. Obviously, involving immigrant parents in their children's education is a necessary component for the successful integration of ELLs into the American educational system.

Parent Empowerment Practices that Work

David Valladolid is the former chief operating officer and current president of PIQE. He is responsible for program operations, design, and evaluation. He also serves as liaison with the Board of Directors and chief spokesperson. Patricia Mayer-Ochoa, vice president of PIQE Program Development, taught elementary school for fourteen years prior to joining PIQE. She has a Master's degree in psychology and currently is responsible for program quality within each region of PIQE. The purpose of their presentation was to describe The Parent Institute for Quality Education (PIQE), a community based nonprofit organization aimed at educational reform by involving parents in their children's education.

Program History

PIQE has worked with parents, especially low-income parents, for sixteen years in an attempt to support critical reform measures in the educational system. "If you do not have families involved, your attempts and objectives will fall short," stated Valladolid.

PIQE originated as a result of Superintendent Dr. Thomas Payzant's work in San Diego. In an effort to address the educational crisis that the Latino community was facing, Dr. Payzant created several advisory committees that focused on the concerns of Mexican American, African American, Asian American, and Native American community members. Monthly meetings were held to investigate, research, and examine every aspect of education as it related to children.

When it became apparent that no major changes were occurring, Reverend Vahac Mardirosian became involved and suggested using much of the research and many of the educational principles developed by Dr. Alberto Ochoa from the School of Education at San Diego State University. These principles focused on listening to the voices of parents.

Sherman Elementary School was selected as a site to conduct parent focus groups. It was ranked 109 out of 109 elementary schools in San Diego. Ninety-nine percent of the students were Latino, and 75–80 percent were below the 25th percentile in state testing. There was a significant information exchange at Sherman Elementary School. Parents asked school and district staff several questions regarding how to navigate their children's school system including the following:

- How do I understand a CDBS score?
- How do I understand what a GPA is?
- What is a four-year plan?
- What are A through G courses?

The information was then shared with every school in California and beyond. Most parents needed this information in order for them to play a meaningful role in the education of their children. Having this knowledge allowed parents to be meaningful and effective partners with the school.

Mission and Vision

PIQE's mission is to bring schools, parents, and the business community together as equal partners in the education of every child. The program's vision is for a community in which parents and teachers collaborate to transform each child's educational environment, both at home and at school, so that all children can achieve their greatest academic potential.

Philosophy

PIQE's staff works with and is inspired by the following four components of the program's philosophy:

- All parents love their children and want a better future for them.
- Every child can learn and deserves the opportunity to attend college and complete a college education.
- Parents and teachers need to work together to ensure the educational success of every child.
- For children, learning is a natural process that parents and teachers can facilitate.

Objectives

To encourage and support parents of elementary, middle, and high school children who take a participatory role in assisting their children to:

- Support a home learning environment
- Navigate the school system
- Collaborate with teachers, counselors, and principals
- Encourage attendance beginning in kindergarten
- Support a child's emotional and social development

Parent Involvement Model

The model includes five essential steps for empowerment.

1 Connecting parents to the child
2 Connecting parents to the school and university community
3 Connecting parents to the decision making school committees
4 Conducting action research by parents to impact policy
5 Electing parents to Boards of Education

Program Components

PIQE has three essential program components: a traditional nine-week parent program that covers grades K–12, a follow-up program, and a teacher workshop.

1 Nine-week Program

The nine-week program is differentiated for parents of elementary and secondary students. It includes a planning session, six core weekly classes, a principal's dialogue, and a diploma celebration.

Planning Session This first session is used to collect information from the parents to incorporate into the six core classes that follow. The planning session is designed to do three things:

- Raise the level of concern: Statistics are discussed that indicate that as many as 75 percent of Latino children and poor children are below grade level by the third and fourth grades
- Distribute information: Answer parent questions regarding the educational system
- Ask parents for a commitment: They will come for the next eight weeks, attend the classes, and be involved at home and in their children's school

Curriculum At the secondary level, the parents' curriculum includes classes on adolescence, positive communication to enhance self-esteem, motivating teenagers to read, obstacles to school success, how the school system functions at the secondary level, and the road to college. These topics were created based on the issues most frequently raised by parents.

2 Follow-up Program

The follow-up program is a coach's program where parents call other parents in their class to reinforce the PIQE objectives. They inform them of activities in the school and present the school with a monthly report of the issues that were discussed in those phone calls.

3 Teacher Workshop

The teacher workshop is designed to foster an educational environment that respects parents as equal partners. The six-hour Saturday workshop has graduated close to 300 teachers.

Star Steps to College

The National Center for Education completed a study on first-time college bound students of mostly immigrant families. They created the following five steps for success, which PIQE promotes to parents and students in the form of a star graphic:

- Decision: Choose college
- Develop four year plan to complete requirements
- Study for and take necessary tests: PSAT, SAT, ACT
- Maintain a high GPA
- Complete college and financial aid applications

Effective Practices to Engage Diverse Families

- Focus on building relationships
- Recognize and address barriers
- Embrace partnership and share power
- Openly deal with class and cultural differences

PIQE has found that parents are more likely to become involved when they have a basic understanding that they should be involved in the educational process. Once they feel invited by the school and their children, they need to be made aware that they are capable of making significant contributions.

Bridging class and cultural differences is also essential for parental involvement. Families should be encouraged to share their cultural traditions in small, friendly settings. Families should share their education stories and expectations for their children.

Building social and political connections is also important for parents. Families should be consulted about policies and involved in action research. Access to school administration and staff should be facilitated so that families can be involved in the decision-making.

PIQE Results

- More than 325,000 parents have graduated since October 1987 from 1,300 elementary, middle, and high schools in California.
- The Program has been taught in 14 languages.
- The curriculum is translated into 8 languages.

Program Evaluation and Elements of Success

Several program evaluations have been conducted including the following:

- A study conducted by Susan Bonoff in Los Angeles Unified School District (LAUSD), 2000–2002, found that when PIQE's GEAR UP program, a discretionary grant program designed to increase the number of low-income students who are prepared to enter in postsecondary education, was combined with the College: Making It Happen program, student SAT9 scores increased 13–14 points.
- Dr. Janet Chrispeels of the Gevirtz Research Center at University of California, Santa Barbara found that PIQE classes alter parents' beliefs, attitudes, knowledge, and practices.
- Dr. Shari Golan of the Stanford Research Institute found that PIQE practices of using case studies raises parents' awareness of their rights to be involved with their children's education.

Valladolid explained that program evaluations have honed in on PIQE's four elements of success. First, there must be support by the school system. If the principal does not support the idea, then it cannot be mandated. Second, there is a very detailed implementation of program stages. Third, PIQE implements a community model versus an institutional approach. An institutional approach does not work due to the extensive hours that are involved for implementation. Finally, sound fiscal management is essential.

PIQE's Proven Strategies

- Marketing: Parents recruiting parents
- Culturally Relevant: Facilitators reflect the parents' cultural background
- Quality Control: Detailed implementation of the program
- Follow-up: "…there is no secret to parent involvement. It's just consistent follow up, follow up, follow up," explained Valladolid.

Program Funding

Valladolid described the contributors and donors who have helped PIQE over the years. PIQE has raised close to 30–40 million in the last sixteen years. PIQE asks the schools to pay half of the program costs for parents. The cost ranges from $120 to $160 per parent, depending on the demographics of the state. Currently, they are working on individual campaigns to try to reach out to the professional community to sponsor a parent.

San Diego Case Study: Year-long Parent Involvement Program

This program was designed to discover the long-term effects of PIQE involvement. Instead of conducting a nine-week program, they worked in San Diego High School for the entire year.

Components

- Focus groups with parents, teachers, and students were used to identify school issues; thirty-two lessons were then created for the Parent Institute.
- Twenty-five teachers from San Diego High School volunteered to be involved in the Teacher Workshop.
- The nine-week program was held three times with the parents from San Diego High School. Approximately 300 graduated.
- PIQE became a part of the advisory to the administration.
- PIQE used school resources to buy resources to assist with academics.

Participant Reflections

Mayer-Ochoa concluded the meeting session by asking the participants to reflect upon any thought-provoking ideas that they had during the presentation. Participants identified the following reasons, needs, and outcomes of parent involvement:

Reasons We need to find successful ways to teach immigrant populations, and more importantly, we want our students to go to college, not jail: *On this point, Valladolid cited a study that released statistics on the college population increase between 1982–2002. The college population increased 22 percent while the prison population increased 400 percent during that time.*

Needs The political will needs to exist to change parents' role in educating their children. Institutional support at the school and district levels needs to be

developed for this to occur. The focus should be on parent preparation as well as teacher preparation. Schools need to take steps to provide what parents value, such as explanations of student data, face-to-face communications, and cultural outreach.

Outcomes Quality education for all children has a number of benefits for schools, communities, and society. First, youth will be better prepared to contribute to society by being competent members of the work force. Second, there will be an overall improvement in the quality of life and well being of families. Finally, there will be an increase in civic participation by young people who are highly educated.

More information is available at www.piqe.org.

DISTRICT-WIDE APPROACHES TO HIGH SCHOOL REFORM

District leadership is essential to informing the work of schools in the process of high school reform and ensuring that all reform efforts address the needs of secondary English language learners. For these reasons, representatives from three districts were invited to present on how the needs of ELLs have been and will be addressed through their district-wide reform efforts.

Sacramento City Unified School Disctrict

Suanna Gilman-Ponce, director of the Multilingual Education Department of Sacramento City Unified School District (USD), began her presentation with demographic information on Sacramento City USD.

Demographics

- Sacramento City is the fifteenth largest school district in the state of California.
- 49,000 students are enrolled.
- The population is equally disbursed among White, Latino, African American, and Asian students.
- There are approximately 15,000 English language learners in the district, and approximately 3,000 enrolled at the high school level.
- The major languages spoken are Spanish, Hmong, Vietnamese, Russian, Mien, and Cantonese.
- The second largest Hmong population in California and the largest Mien population in California are enrolled.

Education for the 21st Century

Sacramento City USD's reform effort, E-21—Education for the 21st Century—is categorized into five areas:

- Comprehensive high schools reorganized into small learning communities
- Block schedules at some schools
- Advisement/Advocacy period for all students
- Site facilitators
- Individual learning plans

Gilman-Ponce explained that Sacramento City USD is in its second full year of reform. Four comprehensive high schools have been reorganized into small learning communities. There are four small charter schools with 50–250 students. There is one continuation high school with 263 students, sixty-one of whom are ELLs. Continuation high schools are an alternative to comprehensive high schools in that they provide students with a way to continue their education when failed by the traditional high school system.

Integrating English Language Learners

English learners are acknowledged as an important group throughout the reform process. An English Learner Task Force was created during the planning process to make recommendations. Efforts have been made to reach out to parents and students while planning reform activities.

English Learner Task Force Recommendations

- Create smaller learning communities for English learners
- Provide more time for students to learn English and meet graduation requirements
- Drive instruction through individual learning plans with multiple supports
- Use the primary language for instruction

E-21 Reflections

- Establish non-negotiables that should be a part of every restructuring plan and support full understanding of them
- Structure more professional development related to English learners during the planning process for various groups
- Establish benchmarks for inclusion and monitor progress

More information is available at www.scusd.edu.

Boston Public Schools

Nydia Mendez, director of the Office of Language Learning and Support of the Boston Public Schools, opened her presentation with demographic information on Boston Public Schools, a school system that has maintained bilingual education in spite of the legislative changes caused by the ballot initiative Question 2.

Demographics

- 62,400 students are enrolled in 136 schools.
- 48 percent of the students are African American; 28 percent of the students are Hispanic; 14 percent of the students are White; 9 percent of the students are Asian.
- 13,000 students are considered limited English proficient (LEP).
- The major languages spoken are Spanish, Haitian, Chinese, Vietnamese, Somali, Portuguese, and Albanian.
- 55 percent of LEP students are in mainstream classes.
- 45 percent of LEP students are in English language learner programs.

Reform Highlights: 1996–2001

- Mendez provided an overview of the significant changes that have occurred in the last decade:
- District restructured into K–12 clusters to create seamless connections between grade levels
- Central offices restructured into teams
- New citywide learning standards and new curricula aligned to them
- New accountability system to assess school progress and inform instruction
- Increased use of technology to support instruction
- Student assignment: improved family access to schools near home
- All inclusive and comprehensive professional development plan: improved training and retaining of mainstream teachers and former bilingual and ESL staff

Whole School Improvement Theory of Action

Whole school improvement focuses reform efforts on the entire school, and concentrates on improving professional development in classrooms. "Coaches" work directly with teachers, while data and formative assessments are used to gauge the progress of both teachers and students. The "essentials" guide the improvement process.

District Reform Essentials

Reforming the education system to meet the needs of English language learners has not been peripheral to the district's reform agenda; instead, it has been at the core of school improvement efforts and of strategies for the acceleration of student learning and outcomes.

- Focus on literacy and mathematics
- Use student work and data to drive instruction
- Create a targeted professional development plan
- Learn and use best teaching practices
- Align resources—people, time, money—with instructional focus
- Engage family and community

Challenges and Outcomes

High school reform has resulted in a few challenging, unresolved issues in small school design and policies for ensuring student access and equity. The fact that these issues are being addressed is a positive outcome. Data estimating that 69.6 percent of Boston high school graduates went on to college in 2000 shows that progress is being made.

More information on Boston Public Schools is available at www.boston.k12.ma.us.

New York City: Bronx Borough

Olivia Ifill-Lynch, Local Instructional Superintendent for Region II in the New York City Department of Education, discussed the process of improving schools in the Bronx, which at one point in time had the lowest graduation rate, 40 percent, of all the boroughs.

Ifill-Lynch explained that the process began with meetings at a local high school, Morris High School, where students, educators, parents, and representatives of community organizations came together to discuss the best method for delivering instruction. Nine small schools were opened as a result. Two of the small schools focused on English language learners. Bronx International enrolled 100 percent ELLs and Marble Hill School for International Studies enrolled 50 percent ELLs.

Although Bronx International and Marble Hill School for International Studies specifically targeted ELLs for their student population, all of the small schools enrolled ELL students. Therefore, the needs of ELLs, such as language acquisition instructional strategies, were integral parts of both professional and curriculum development across the schools. Professional development on ELL needs and on differentiated instruction was provided for teachers by the individual schools and by the district.

Small Schools

Ifill-Lynch concluded by stating that changes to the traditional school model helped to make the small schools movement in the Bronx a success for English language learners.
Block schedules allowed teachers more time to support ELLs.
Small class size allowed teachers to target individual student needs.
Social and academic advisories were created to support ELLs in the educational system.
Teacher schedules were organized to facilitate collaboration with curriculum design and instruction.
Curricular decisions were based on student mastery and achievement of essential skills.

More information is available at www.nycboe.net.

Question and Answer Session

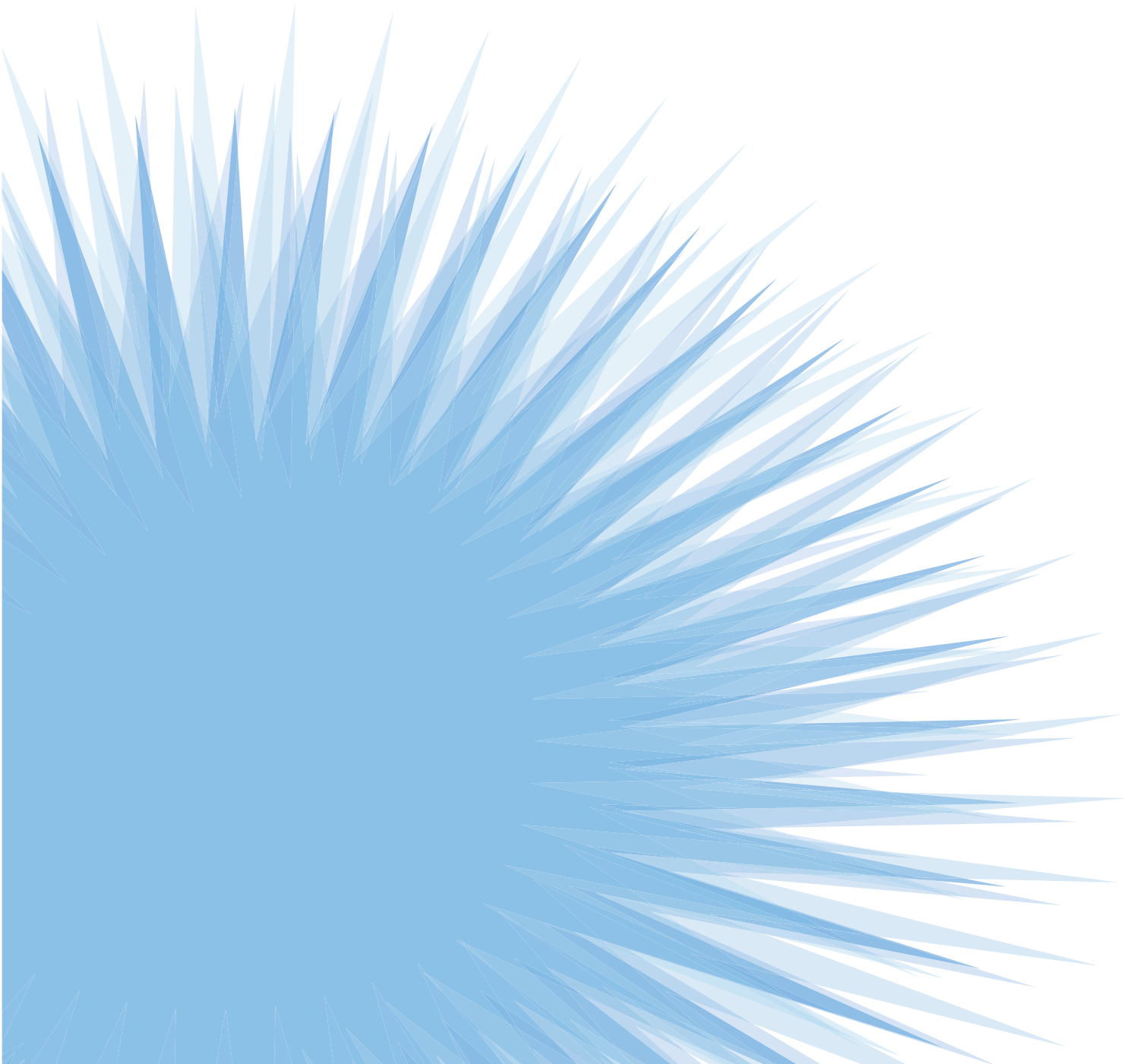
Panel Question: One of the things that we worry about in Oakland Unified as we form our small schools is segregating our ELL students. Listening to the panelists talking about the separate places where ELLs are placed, such as the small schools in Boston, New York, and Sacramento, I wonder how you would respond to the concerns about segregating these kids.

Suanna Gilman-Ponce: It is always important to make a distinction in terms of segregation and define what that really is. It has been my experience with the Office of Civil Rights that if the district has pedagogical reasons for putting students together to enhance their learning opportunities, and criteria for when students no longer need to be in that particular setting, then that kind of strategic grouping of students is acceptable. It is when students are placed in settings with loose criteria and without a good pedagogical reason that the issue of segregation comes up. Sacramento has a very diverse population, so sometimes the only group that is not included in a small learning community, for example, at Hiram Johnson High School, is the white population that speaks only English. The population within that small learning community actually reflects much of the diversity of the city. I think grouping students has to be approached for strategic purposes. When it is done that way, and is explained to both the students and the parents, it is not a problem for us.

Nydia Mendez: In Boston, we have operated under the main concept of access to learning opportunities. I do not subscribe to inclusion of ELL students in mainstream classes for the sake of inclusion or for the fear that we are segregating students. Students should be in ESL/bilingual programs with rigorous curricula and trained teachers and then gradually mainstreamed. There are some school models in which ELLs are placed in a cluster that has a "sister cluster" so that as students acquire language proficiently, they can move fluidly into the mainstream sister cluster. This is a magnificent way of attending to rigor and access.

Olivia Ifil-Lynch: I do not think that segregation of ELL students is an issue. We have thirty-one new small high schools and programs in the Bronx, and only two of them are directly focused on English language learners. A closer analysis of our concept of small schools shows that the instruction and the way the schools are organized is not a way in which student grouping is the total focus of the school. The focus is really rigorous learning and simultaneous language acquisition. Also, as I mentioned before, we have implemented the campus model where the students are always participating in activities/projects across schools.

Comment (Aida Walqui): I would just like to add that we need to be very careful with words. Segregation means differential separation so as to give differential treatment to people for social purposes. It always entails a group that is in control trying to put other groups out of place and really impeding their access to power. What we are talking about here is precisely the opposite. A student is much more segregated in a class where he is drowning, not able to understand, and not being provided with the support to succeed. That is segregation. I think we need to be clear with language— especially us, who are the ones who are going to explain the various programs for ELL students to other educators. Some students go to private schools that are elitist. Nobody ever exclaims, "Why do these kids get to go to elite private schools? That is segregation." Nobody is saying that. Why? Because these students are part of groups in power. So why should we buy into that kind of mentality of considering the separation of students as segregation? I think we need to be very, very clear about this.



LEARNING ENVIRONMENTS FOCUSED ON FOSTERING ELL ACHIEVEMENT: SCHOOL-WIDE APPROACHES

As school districts around the country engage in the process of reforming high schools, a key challenge has been to develop effective models to meet the needs of English language learners. Programs must be designed to take into account the varied needs of ELLs as a whole group and also the assorted differences of students who are newcomers or who have not previously received formal education.

Project New Beginning: A Newcomer Program for Newly-Arrived Adolescents at the Crossroads of Literacy and Academia

Melina Castillo, Bilingual Curriculum Supervisor of the Division of Bilingual Education and World Languages, and Eduardo F. Gomez-Naval, teacher in Miami-Dade County Public Schools, describe the goals, placement process, curriculum, and instruction of Project New Beginning, a newcomer program.

Background Information

Miami-Dade Demographics

- More than 370,000 students are enrolled in Miami-Dade County Public Schools.
- 58 percent of the students are Hispanic.
- 29 percent of the students are African American.
- 10 percent of the students are White non-Hispanics
- 60,000 students, 16 percent of the total school population, are considered limited English proficient (LEP).
- More than 60 percent of the total school population has a home language other than English.

Newcomer Programs

- Castillo explained that a directory of secondary newcomer programs is available through the Center for Applied Linguistics (CAL). Based on a year 2000 survey, thirty states report having secondary newcomer programs. The 115 programs operate in 196 sites, which means that some programs have multiple locations within a district.
- 74 middle school sites were reported.
- 105 high school sites were reported.
- 17 middle/high school sites were reported.

Castillo described several of the issues that arise when educating newcomer students. Often, newcomers lack basic skills and literacy in their native language, which makes it extremely difficult for them to become proficient in another language. Also, students need to adapt to a new school environment. Many students come from countries with very few students per grade level. When they come to the United States, however, they are enrolled in schools that serve thousands of students.

Castillo explained that newcomer curricula should be intensive and relative to students' lives. Furthermore, native language literacy must be addressed during the school day.

Project New Beginning Program

Project New Beginning is designed to address the needs of students who have been identified as entering Miami-Dade County Public Schools with limited English proficiency and with limited or no prior school experience. Students come from the following countries: Haiti, El Salvador, Dominican Republic, Cuba, Colombia, Nicaragua, Honduras, Argentina, Mexico, and Venezuela.

Program Schools

Project New Beginning is implemented at seven school sites. Five participating middle schools include: Jose Marti Middle, Allapattah Middle, Paul Bell Middle, Horace Mann Middle, and Miami Edison Middle. Two participating senior high schools include Miami Edison Senior and Miami Jackson Senior.

Program Goals

1 To develop social and academic skills
2 To develop the necessary literacy skills
3 To impact the high failure and dropout rate among students with this type of problem and to enable them to meet grade promotion and graduation standards
4 To limit the number of inappropriate referrals for multidisciplinary evaluation and placement into exceptional student education (ESE) programs.
5 To develop a more positive self-image
6 To increase biliteracy skills

Program Criteria

Students are admitted to Project New Beginning if they:

- Are Limited English proficient
- Are between the ages of 11–17 usually
- Attend middle or high school
- Have been out of school for two years of more, or they have never been in school

Program Components

Students take two English classes: Language Arts/English Through ESOL and Developmental Language Arts. Language Arts/English Through ESOL addresses the literacy component of English, while Developmental Language Arts deals with oral language development by integrating skills like listening, speaking, reading, and writing. Basic skills and content areas are taught in students' home language.

The first half of the year is mainly literacy building type of instruction. Towards the end of the year, however, more grade-level appropriate types of content materials are introduced.

Individualized learning plans are created for each student. A pre-assessment of required skills is performed in order to maximize the student's time in school. Students are grouped based on similar academic skills.

Instructional Materials

Materials are focused on literacy, language, and content development. Teachers and program staff create the wide variety of materials. The materials are sequential in terms of both language and content development, and they are relevant to students' lives.

Student Challenges

Castillo discussed the numerous challenges that students face upon entering the U.S. educational system. Often, students have very little time to learn all of the content they have missed. They not only have a lack of school experiences, but they also have a lack of social experiences. Furthermore, they have virtually no scholastic background. It is also much harder to motivate the older students to want to stay in school. Finally, students need to be exposed to and learn to successfully navigate grade level instruction as well as ESL.

Teacher Challenges

Castillo added that teachers and administrators have to deal with many challenges as well. For instance, there are very few age-appropriate resources available for students who are working below grade level. Furthermore, many teachers lack the experience and the instructional strategies that are necessary to successfully teach students who lack literacy and academic skills in their home language.

Paul Bell Middle School

Eduardo Gomez-Naval, who teaches two periods of ESL and two periods of math in the newcomer program at Paul Bell Middle School, provided meeting participants with insights into how Project New Beginning is implemented at a school site.

Paul Bell Middle School is seven years old with 1200 students currently in attendance. Newcomer students are in self-contained or semi-contained classes; yet, they are allowed to participate in all of the activities with other students in the school. Gomez-Naval discussed the challenges and successes of the program.

Challenges

1 Social skills: Many students have limited school exposure, which has restricted their exposure to other students.

2 Varying academic levels: Students are grouped together as newcomers, but they possess a range of different academic skills.

3 Low-literacy skills: Gomez-Naval attempts to incorporate language arts in Spanish while teaching math to his students.

Successes

1 Small classroom setting: It is easier to observe and identify academic or linguistic problems in this setting.

2 Tracking student performance: Eight 6th grade students were tracked to gather data once they left the program in 1998.

- Students stayed in regular ESL programs between six to nine semesters; the average was six semesters.
- Six of the students have exited ESL programs and are in all English classes.
- Most of the students are now eleventh graders.
- One student is still in ESL classes.
- One student moved to an exceptional student education (ESE) program
- Grades are average or below average, especially in content classes.
- Absences are at a minimum. Some average one a month.

Recommendations for Program Implementation

Castillo concluded the presentation with recommendations for educators and areas for continued improvement in the implementation of newcomer programs.

1 Identify students as early as possible. Students who have been in the United States for longer than one year are no longer eligible for Project New Beginning.

2 Involve parents as soon as possible in the education process.

3 Motivate the students. They often have low self-esteem since they know that they are not performing like other students in the school.

4 Collaborate with ESE teachers to get more strategies and tools for students to use.

Areas of Continuous Improvement

Identification, testing, and placement

Communication and service to students and their parents

Teacher training in the areas of literacy, language development, and content knowledge

Question & Answer Session

Question: Are these students in the same classroom all day?

Melina Castillo: They are self-contained as a group of 15–20 students, but they move from class to class together.

Question: How long are the students in the program?

Melina Castillo: Students are in the program from one year to two years depending on their needs. If we extend their participation for the second year, it is because the student truly need the extra time.

Question: How many languages do you teach?

Melina Castillo: For Project New Beginning, we teach curriculum in two languages: Haitian-Creole and Spanish.

Question: What do you do with very small student groups that speak a language other than Spanish or Haitian-Creole?

Melina Castillo: Every school has an ESL program, so the students you refer to stay in classes with the regular ESL population. We have what we call the multilingual team, which consists of tutors who come to the school to help students once or twice a week for several hours in their native languages. We have tutors who speak a variety of languages such as Russian, Portuguese, Tagalog, Japanese, and Chinese.

Question: What services do the districts provide for groups of students with languages in common?

Melina Castillo: Every middle school and high school has a home language assistance program. If a school has fifteen ELL students who speak the same native language, the school needs to provide assistance in the different content areas. During the day the student may be sent to a person who speaks the same home language to get assistance, regardless of the student's ESL level. Students who are not in bilingual curriculum content (BCC) classes in Spanish or Creole are able to get assistance from the home languages assistance program person, who may be a teacher's aide or a full-time teacher.

Question: How do you train staff?

Melina Castillo: I conduct yearly training in the form of staff development sessions, once in the fall and once in the spring. For these sessions, I bring in both ESL teachers and content area teachers. Together we look at materials, ways of incorporating content language into the instruction of ESL, and ways of incorporating language strategies into the teaching of content, which is just as important even though teachers are instructing in the students' native language. Unfortunately, at the senior high school level I only have two Project New Beginning programs for the whole county, and my staff is constantly moving around. I constantly go to these two high schools to help out.

Question: Do you transfer ELL students to schools with Project New Beginning?

Melina Castillo: It is an open policy across the regions. We have six access centers in the six regions. If a student qualifies for Project New Beginning, we ask for permission to transfer the student to a school that has the program. Then, when the student exits Project New Beginning, he or she has to go back to the home school. Depending on where the student lives, we offer transportation service within a reasonable distance.

Question: How many students do you have in your programs?

Melina Castillo: I have the most students in the high schools. In Jackson High School I have less than ten students right now. In Miami Edison High School, I have about fifteen or twenty students already, but by the end of the year I have the bulk of students in these two high schools.

Question: Are you able to track the students?

Melina Castillo: I am starting to do that now. As a matter of fact, Gomez-Naval will have information on students he has been tracking since he started his program at Paul Bell Middle School. Paul Bell is almost exclusively an academy model, where students come in from other surrounding schools. Horace Mann Middle and Edison Middle are in-house. Allapattah Middle and Jose Marti Middle are mainly academy. At Miami Edison Senior most of the students are from in-house. At Miami Jackson, both the in-house model and academy model exist.

Question: Who is accountable if the students are only in the program for one year?

Melina Castillo: If a student went to Miami Edison Senior for one year of Project New Beginning and staff felt he made as much progress as he was going to make in the program, the student would then be transferred to another school that would then be held accountable. The student would not necessarily exit the ESL program altogether, just the New Beginning program. When the student is in the ESL program at the incoming school, he usually may move up linguistically by grade levels. We notify the parents that when the student is first transferred out of Project New Beginning there is a great chance that he will be retained for one year. School is almost a thirteen-year program because students have to stay an extra year because of the lapse in time for Project New Beginning.

Question: What types of materials do you use with newcomers?

Melina Castillo: We use a variety of materials. Teachers teach word by word with basic dictionaries and literacy books like the introductory *English Yes!* books from Jamestown publishers. Native language is taught through the content area materials. Even though we are dealing with new beginners, these students have to earn the credits they need while they are in the program. Students cannot be taught at the low literacy level all year long. The wide variety of literacy level materials that we have is mostly in English. Since the program is intensive and fast, a teacher can go from the beginning of the year using Pictionary-type activities to more literature-based materials at the end of the year. For students with low literacy, I use *High Point Basic*, a very good program for newcomers.

Question: How do you develop literacy in content areas like science?

Melina Castillo: We develop the literacy especially in English classes, but also through content classes in their native language. A science teacher teaches students literacy in Spanish through science. We are trying to cover as much as possible for students during their time in the program, including content that can count for high school credits. A student's schedule would be comprised of two blocks of English, two blocks of math in his native language, a block of science, and a block of social studies in the native language. Four blocks of the child's instructional courses are in the native language. There are usually two hours per block, and the order of the blocks may switch depending on the day of the week.

Question: Do you have a parent outreach program?

Melina Castillo: Currently that is one thing that Project New Beginning staff have left up to the individual school. For the overall district, Miami-Dade has the Bilingual Parent Outreach Program. Our office has a cadre of three people, who work with fifteen to twenty teacher aides, and conduct teacher workshops and parent workshops at the different schools. The workshops deal with everything from the immigration process to the report card process. Workshops also help parents with math and reading activities at home.

More information on Project New Beginning is available at www.dadeschools.net.

The International Partnership Model and High School Reform for ELLs

Claire Sylvan, Director, International Partnership Schools; William Ling, Assistant Director, International Partnership Schools; and Shael Polakow-Suransky, Principal, Bronx International High School, described the unique qualities and promising practices of the international high school model. Sylvan, Ling, and Polakow-Suransky provided a comprehensive description of their experiences building and leading international high schools.

International Partnership History

Sylvan began the presentation by providing a brief history of the International Partnership Schools. In 1985, La Guardia Community College realized that it had growing numbers of immigrant students who were not fully prepared to take on the college curriculum. The staff decided to conduct an experiment with the New York City Board of Education to discover the best method of educating English language learners in New York City high schools. A proposal was sent to the Board of Education, where Eric Nadelstern was working as a staff developer in the Office of Bilingual Education. The proposal was refined and LaGuardia International High School became the first international partnership school.

The International Partnership

Success with ELLs from various backgrounds compares favorably with selective schools.

- International partnership schools have over 90 percent success rate on every major criterion in terms of high school graduation, course pass rates, and college acceptance rates.
- The drop out rate is under 5 percent.
- Outcomes compare favorably with the most selective New York public schools, such as Bronx High School of Science or Stuyvesant, which accept the top New York City Public School students.
- Students who are English language learners and have been in the country less than four years are eligible for admittance into international partnership schools.

International partnership schools share a common philosophy and a common set of organizational structures. Students work in collaborative groups, classes, and clusters. Teachers work

individually and in groups to design curricula. The curricula are aligned with state requirements, but teachers shape them to meet the needs of students they see in front of them every day. The schools, teachers, and students have autonomy with responsibility.

The International Partnership teachers and principals form different schools collaborating. They have a responsibility to teach each other. For example, some staff development stretches across all four schools. The leading practitioners in those schools, who address project-based instruction, assessment, graduation requirements, and portfolio items, conduct the presentations. Ling added that involving faculty as professionals is essential in building successful reforms.

Bronx International High School

Polakow-Suransky explained the factors that enable the international model to work in the context of the larger school reform process.

- Morris High School, where Bronx International High School is located, is a school of 1,700 students.
- In 2001 when the process began, Morris High had taken in a class of about 600 students, and approximately 10 percent of them graduated.
- Approximately 25 percent of the school population was English language learners.
- Students represented over twenty different language groups from thirty different countries.
- Bronx International was the first of thirty-one new schools to be created in New York City and the first small school at Morris High.
- The team structure at Bronx International, designed to support the needs of ELLs, has been replicated in many of the new schools across the Bronx.

Cooperative Learning

Part of the vision of the international model is to put students from different language groups together, because then the language of instruction and the language of social engagement among the students become common. For English language learners, there is the added benefit that engagement in collaborative work requires language use, whether it is using their native language to support other students translating and doing projects in the same language, or whether it is using English when collaborating across languages. "We believe that students learn most from each other in high school," stated Polakow-Suransky.

Professional Responsibility

International Partnership schools focus on developing teachers as intellectuals by allowing them to control their professional work. Teachers are given decision-making power over what they are going to teach, how they are going to teach it, when they are going to teach it, and how they are going to structure support for themselves and for their students. There is a remarkable level of investment because teachers see themselves as accountable for their students' progress.

One of the essential features is the idea of team structure combined with teacher autonomy. International Partnership teachers are not organized in traditional high school departments where conversations only occur among same subject-area teachers. Rather, teachers are organized in

interdisciplinary teams, so they are accountable for their content, but the first place of accountability is within the team. The teams are also intended to model for students the pedagogy of collaboration, accountability for each other's learning, and support of each other's development.

- The primary responsibility of a team is to move its seventy-five students forward.
- Teachers have three hours of professional development built into their schedule each week. To support curriculum development, preparation and planning times overlap so that teachers can meet both within their discipline and with their team.
- The teachers teach 75 students a week instead of the average 150 that teachers see in a traditional high school format. As a result, International Partnership teachers can individualize their curriculum significantly to meet the needs of their students.

Integrated Language Development

Polakow-Suransky highlighted the International Language Development Approach. The goal is to make sure that every single experience that students have in school supports their language development. Historically, students have been served either in traditional ESL or traditional bilingual programs, which provide services in a separated, segmented space. Once students leave ESL class, they go back into the regular content-area classes, where teachers have no skills to support their language development in the content areas. The International Language Development Approach ensures that ESL approaches are integrated into all of the content classes, because every area of curriculum in the school has a language development component.

Developing native language skills is encouraged even if teachers do not speak all of the languages represented in the student population. Furthermore, educators recognize that children develop their language skills at different speeds. In order to meet these needs, a lot of intensive work is dedicated to creating a flexible, differentiated curriculum that can address different language levels. Significant resources are necessary to provide teachers adequate planning time and professional development. Polakow-Suransky added, "If you are doing this as part of a new school reform effort, the key is to use funding to support the professional development around curriculum writing. Teachers coming from a content area need to learn to implement ESL strategies, and all teachers need to learn how to write curriculum that is differentiated and has multiple entry points."

Portfolios and Assessments

New York State's required Regents exams dictated that portfolios be limited in their scope in the International Partnership. Portfolios continue to be valued as a powerful resource for English language learners as they allow students the opportunity to publicly present and defend their work, which increases their investment in their work.

Portfolios

The portfolio contains the following parts:

- A literary essay
- A math project
- A science lab report on a project

- A research paper for social studies
- A project written in the native language of the student
- A creative piece, like a poem, drawing, or a piece of music describing its personal meaning to the student
- A resume
- A student evaluation discussing students' high school career, future plans, and major influences

Assessments

- In the first 2–3 years, assessment is focused on growth.
- Teachers are encouraged to move kids on a spectrum from dependent to independent learners and from growth to mastery.
- Students will have to meet state required mastery standards, but before they do so, they need to demonstrate steady growth in their language skills and their "habits of mind" (see Q&A session for details).

Junior Institute

- Junior institute exit requirements have been established.
- Students have a key task in each of the four major content areas.
- Students are given a description of each of those tasks and a rubric for the task, which guides evaluation.
- Students who meet the criteria in each of these four subject areas are able to move on to the next level in school, which is the senior institute.

Senior Institute

- In the senior institute, students study more intensely around the content language exams.
- There is a shift from language development to the beginning and intermediate phases of academic literacy, where students are prepared to work with primary source documents and other challenging print sources.

Small Schools as Partners

Sylvan, Ling, and Polakow-Suransky reminded participants of the critical need for small schools on campus to see themselves as partners in the context of a larger school reform effort. They warned of the danger of relationships becoming difficult and destructive when a large school is broken into small schools. To guard against this, they advocated building strong communication in the school community and sharing best practices across schools. They explained that Bronx New Century schools are united by a focus on academic rigor, a focus on personalization, and a focus on real world learning.

What Magazine

Sylvan, Ling, and Polakow-Suransky shared information on a project that was completed as a campus. Students created a magazine that was printed by Time, Inc, called *What* magazine. Students from the five schools all worked together as a magazine staff. Media professionals came in and trained students on design software. Students also had support in getting ads for the magazine, developing the contents and layout, and getting artists.

The following excerpt is from the editor of this magazine, a new English language learner who came to the United States two years ago:

> *"We are forty-five articulate teenagers from the Bronx. We are 14, 15, 16, 17, and 18. We are the Morris High School campus, Bronx International, Bronx Leadership, School for Excellence, High School for Violin and Dance, and Morris High School. We speak Bombara, Creole, English, Esse, French, Thai, Hausa, Mandingo, Spanish, Temna, Twi. We like fashion, writing, designing, taking pictures, illustrating, proving our talents. We have learned to create, to articulate, to defend, to act. Together we are working on a project that we believe in for our meaningful careers and better futures. We refuse to be ignored. We want to be heard. We want all teens to join us in voicing our opinions about the problems we face in our communities, schools, and cities. We want all teens to join us in shouting about our achievements and triumphs. We are critical thinkers. We are friends united. We are beautiful. And this is our magazine."*

Question & Answer Session

Question: Morris High School had 1700 hundred students; did you downsize?

Answer: We phased in the new schools over a three-year period. Bronx International started first with seventy-five students, and Morris still took in its regular ninth grade class that first year. The second year, three other small schools started. Morris took in less students that year than it normally did, but it also lost fewer students than it normally did, so the actual size of the overall school remained constant. The third year, which is this year, a fifth school started, and now the incoming class is pretty much steady at 400 students. The actual school enrollment has gone up by about 100 this year because of population growth in the Bronx. Morris High School, the original school that is being phased out, is still part of the building. It now has 11th and 12th graders only. Next year it will have 12th graders only, and by the end of that year Morris will cease to exist and there will just be the five schools. It has been a gradual process that has been envisioned to last three to four years depending on the progress of the students in the original school. It is not easy to manage that kind of transition. I think the key to it is that the superintendency was very, very clear with the administration and staff of Morris that the reason this school was being phased out was not because the teachers, leaders, or students were failing, but because the structure that the school was based on could not succeed for the students we were serving. We needed everyone in that campus to be part of re-envisioning it, and it unleashed a lot of energy. Many of the Morris staff have become part of the new schools, while others have chosen to leave. That is part of the process.

Question: What about sports teams?

Answer: We share a campus sports team. We have shared resources, like the *What* magazine, to build specialized extracurricular activities. The key in the redesign is for the instructional and operational pieces to be autonomous. In terms of extracurricular activities and some professional development, there is no reason not to share the resources of several schools. The community that exists in the building is a real advantage. Our goal is that every staff member sees other schools as resources, not as competitors.

Question: Could you explain the phrase "habits of mind"?

Answer: That phrase comes originally from Debbie Meier and her work in the Coalition of Essential Schools. It involves thinking about ways we want students to look deeply at academic work. An example of a habit of mind could be looking at evidence. We want to teach our students that when they make a statement, whether it is in English class or in social studies class, they need to have evidence to back up their opinion. Do they have the skills to find the evidence from the text or from other resources? Many skills within tasks are what we call habits of mind.

Question: Your graduation rate is over 90 percent. Do students come in only in ninth grade?

Answer: If a kid comes in the eleventh grade, we tell him that we have never graduated anyone in one year. We cannot graduate kids in a year because our portfolio is more challenging than the Regents. We view it as a four- to seven- year model. We graduated one student at age 21. We are up front with the students that we expect it will take them longer to graduate.

Question: How are assessments conducted? How do you give grades?

Answer: Assessments are conducted through portfolios and teams, but this has always been a point of contention, and we do give grades. There is a portfolio process; as they move along, we see the levels they are working at. At each level there are exit points. We expect our students to be able not just to write, but also to speak. Our kids go through defense of their projects, like PhDs. Nobody takes a standardized exam to get his or her PhD. The portfolio evaluates students over time and has been extremely successful. We are compelled to give the Regents exams. The Regents are not hard for our students because we have such high levels. The portfolio process prepares them in an in-depth way for the Regents.

Question: Are the New York state standards embedded in the portfolios?

Answer: We organized the New York state and New York City standards. Then we asked teachers to look at the standards and figure out what they had to do to meet those standards. Teachers then reviewed the curriculum and the projects they already had and modified them to meet all the standards.

Question: In New York State, are there course requirements and Carnegie units?

Answer: Yes. We gave the units to teachers who embedded them in interdisciplinary courses. Students have to pass the whole year to get the four credits they need. It is a culture change. We translate the course requirements behind the scenes so students do not know they are taking History 101.

Question: How do you organize the 75 to 1 student teacher ratio?

Answer: Each teacher has 3 classes of 25 students for 70 minutes. We play with the schedule and work the different periods into the longer sessions.

Question: Since you are integrating the content areas, how are you responding to highly qualified certification requirements?

Answer: Our teachers are licensed and content certified, and the team structure allows teachers to support each other in the language development aspect.

More information is available at www.nycboe.net.

Digital Classroom Model: Integrating Educational Technology and Instruction

Mike Suntag, John Tarnuzzer, and Anne Sandagata, administrators of the Connecticut Regional Vocational Technical Schools, and Jose Rios-Nino, an instructor at the Wright Regional Vocational-Technical School, discussed the performance of the Digital Classroom Model at the pilot high school, Wright Tech.

The purpose of the presentation was to describe the creation and implementation of the systemic reform model, the Digital Classroom Model. This model integrates technology and instruction and guarantees improved outcomes for disadvantaged schools and students, including English language learners. Suntag began the presentation with a brief history of the project.

Background Information

Connecticut Regional Vocational Technical School System (CT RVTS)

- The Connecticut Regional Vocational Technical School System operates seventeen regional grades 9–12 high schools.
- More than 11,304 students are served.
- In addition to offering a comprehensive academic high school degree, the regional vocational technical schools provide technology and trade education.
- Twenty-four distinct trade areas are offered by the school system.

Wright Regional Vocational Technical School (RVTS)

- Wright Tech is a vocational technical school that is located in Stamford, Connecticut.
- 445 students attend the school.
- It is a cross between a comprehensive high school and a trade and vocational school.
- It was the lowest performing school in a system of seventeen high schools across the state of Connecticut.

PHILOSOPHY

The philosophy of the Digital Classroom Model was to create a student-centered project-based learning environment for students.

Digital Classroom Design

Dr. George Cicchetti, consultant for the Connecticut Distance Learning Consortium (CTDLC), formed a partnership with CT RVTS to create a "Teaching with Technology Toolkit" for teachers. The toolkit focuses on the following elements: an online professional development course on the design of the model, learning units for a digital classroom environment, and a follow up and delivery model; follow up coaching for teachers around that model to implement it; and a template that was based on the instructional framework that would make it easy for teachers to use in their classroom.

The training course Dr. Cicchetti designed, "Designing Web-Based Learning Units" employs David Janssen's "Good Models of Teaching with Technology" (GMOTT) as a framework. Each Web-based learning unit contains these essential elements:

- Alignment with Connecticut framework, curricular goals and standards, and national trade standards when appropriate.
- Clear rubrics and indicators of success for students.
- Strategies to meet the needs of all learners, including English language learners and those with special needs.

Learning Unit Strategies

Each Web-based learning unit contains these strategies:

- Active Learning—The learning activities use virtual and/or real manipulative materials.
- Constructive Learning—Students construct their own understanding, building on what they already know.
- Authentic Learning—Learning is situated in real world problems or tasks and connects learners to the world around them.
- Cooperative Learning—Students work in groups with specific tasks or assigned roles.
- Intentional/Reflective Learning—Students are encouraged to generate their own questions and explain their problem-solving strategies.
- Constructive Reading and Process Writing strategies with scaffolding
- Planned Dialogue Center activities for the class

Database of Learning Units

CTDLC created a customized online database for teachers to access learning units by typing in keywords. The searchable database provides abstracts and downloadable versions of learning units as Word documents. Suntag demonstrated the use of the online database and discussed its features:

1 A published Web-based learning unit begins with a core topic and an essential question or questions. The objectives of the unit are then aligned with the CT Framework, curricular goals and standards, or a trade Standard and they become part of the abstract.

2 Each unit begins with an introduction. The goal is to engage students with a meaningful, real world problem or with a connection to real world events.

3 The unit contains a statement of instructional objectives or projects that students will complete. The objectives must require higher-order thinking such as creating, analyzing, and solving.

4 An "Activate and Develop Background Knowledge" section follows. The goal is to activate and develop prerequisite background knowledge in order to complete the activities.

5 The learning activities are the central part of the unit. Strategies, links, and scaffolding are provided for students so they may complete the objectives.

6 Rubrics are provided for assessing the products.

Portfolio System

Suntag explained that a web-based electronic portfolio system was developed next. Every student was entered into the system so that student work could be published by and made accessible to teachers and administrators. He demonstrated the system's use and shared samples of student work at Wright Tech.

Classroom Organization

Suntag and Jose Rios-Nino used a video clip to demonstrate the seating arrangements and classroom organization used by a teacher who was implementing the model.

- Teacher and students sit together at tables.
- 25–30 computers are located around the room.
- A class agenda is handed out to students.
- A KWL chart, comprised of three columns of what children *Know*, *Want to Know* and have *Learned*, is completed.
- Students search the Internet to answer their questions about the topic.
- Students share answers about the topic.

Suntag explained that the focus is on students being responsible for their own learning. Students need to construct their own knowledge by doing research and working in ways that are applicable to real-world situations.

Expected Outcomes

Suntag cited that 80 percent of the students who come to Wright Tech are below intervention levels in English, reading, and math skills. This means that students are below basic skill level on the Connecticut Mastery Test (CMT) and the Connecticut Assessment Performance Test (CAPT). About a year and a half after model implementation, the following outcomes are apparent:

- Approximately 27 percent of students have moved out of the intervention levels.
- Failing grades have decreased by 50 percent.
- Suspensions have decreased by 82 percent.
- Detentions have decreased by 35 percent.
- Attendance has increased at Wright Tech.

Suntag concluded the presentation with a discussion of the positive outcomes that have resulted from this reform effort at Wright Tech. Connecticut Regional Vocational Technical System currently has six Title I schools in its system, and it has started to implement the Digital Classroom model as a district agenda for improving the outcomes of students, including ELLs, in Title I schools.

Question & Answer Session

Question: Historically, isn't there a gap between academic instructors and trade instructors?

Mike Suntag: The professional development that we provided was done in an integrated fashion. We trained academic teachers and trade and shop teachers together. As a result, they began to understand that what each teacher was doing was very good. For example, a shop teacher in carpentry understood that the math teacher could reinforce the math concepts that his kids had to deal with in the trade classes and vice versa. We embedded reading, writing, and critical-thinking strategies across all the curricula via the learning unit template. This eased the gap that had historically been in our system between academic instructors and trade instructors, who did not have formal training as teachers. Instead, trade instructors had field experience and a few college courses. The integrated workshops heightened trade instructors' ability to teach well, and helped academic teachers to start thinking that their academic instruction ought to be more like trade instruction, or good coaching and facilitation.

John Tarnuzzer: As we get deeper into this reform effort, we have started seeing connections that we did not see before. For instance, there is a direct link between cognitive apprenticeship and an actual apprenticeship program. What students are doing in a trade area is what we told our academic teachers they should start doing, i.e., encourage students to be the subject matter expert. For example, teachers should not teach English, but instead have an English shop. In the trade areas, instructors intuitively knew that they had to give a little bit of theory, and then they had to give students projects. We took from the trade model, and said "now let's have an English shop, a social studies shop, and a math shop." In other words, let us change the nature of the way the classroom is run. The trade classes and academic content classes are actually very much the same now.

Question: How do students enroll in Wright Tech?

Anne Sandagata: Students apply. Entrance criteria include scores in the seventh and eighth grade, test scores, attendance, and an interview score. Next, students are ranked, and then the school accepts as many as they can based on the capacity of the building.

Question: How do students choose trade areas?

Mike Suntag: Students go through a three-phase exploratory process. Every single freshman goes through each trade area for three days. Then they select three trades to experience for ten days. Then students choose permanent trade areas based on their experiences.

John Tarnuzzer: I think it is important to note Wright Tech is being measured like any other comprehensive high school. We have about ninety-one days with students in academic classes and ninety-one days with them in trade classes, but we are measured as if we are a comprehensive high school with full academic time. Students are coming from dozens of sending schools in each region, and we are still making progress with these kids based on the reform model that we have put in place. There is a familiar perception of vocational technical schools that students who cannot handle the rigors of academics will be placed in trade. It is a disservice to those kids, and what we are seeing now is that those students are exceeding our expectations in a lot of areas. It is kind of putting vocational technical high schools on the map in Connecticut — people are now looking at us as leaders in this area.

Participant Reflection

One participant commented on the similar characteristics between the Digital Classroom Model and sheltered instruction. She added that using an experience model like the Digital Classroom Model allows ELLs with varying skill levels to have access to grade-level academic content while building their English language development through discussion and dialogue. Suntag added that students do not need to begin with all of the same academic skills. The key to the instruction is Internet access to an enormous amount of information, which allows for many types of inquiries at all different levels.

More information is available at www.cttech.org.

Successful Miami Comprehensive Schools

The primary representatives from three successful Miami comprehensive schools included George A. Núñez, Principal, Dr. Michael M. Krop Senior High School, Nick Jac Angelo, Assistant Principal, Hialeah Senior High School, and Ideal Garcia, Assistant Principal, G. Holmes Braddock Senior High School. Their integrated presentation highlighted three high schools that have been successful in providing excellent English development and effective academic programs for ELLs.

Many instructional programs contribute to the academic success of English language learners. Miami-Dade County Public Schools, the fourth largest school district in the nation, is the main port of entry for many immigrant students from Central and South America. With forty years of experience with ELL students, the district continues to revamp and enhance instructional programs in an effort to meet their needs.

Dr. Michael M. Krop Senior High School

Principal Núñez provided a demographic profile of students at Michael Krop Senior High School, showing that in the ninth grade there are over 1,400 students about 18 percent of whom (254 students) are LEP. In tenth grade there are 1,100 students with 18 percent or 203, that are LEP. In eleventh grade there are over 900 students with 153, or 17 percent of whom are LEP. In twelfth grade there are 785 seniors with 16 percent or 124 that are LEP student. Thus, there are about 4,200 students, 734 of whom are LEP students, which comprises about 17 percent of the student population. Some specific district and individual school efforts to serve ESOL students were highlighted:

- Every English language learner (ELL) is identified and placed at the appropriate ESOL level.
- Any adjustment needed in a schedule is done by the end of the second week of school.
- Every ELL receives two language classes: a developmental English class at ESOL level, and a Language Arts through ESOL class at grade level.
- At the beginning of each school year, every ELL in the 9th and 10th grades takes a sample Florida Comprehensive Assessment Test (FCAT), which provides teachers with information on students' weaknesses early in the year so that they can help students master the skills needed to meet state standards and pass the FCAT.
- In addition to district-level assistance, the school offers FCAT assistance every day after school and on Saturdays. ELLs are encouraged to attend the tutoring sessions in both reading and math.
- The ESOL department works in conjunction with the Language Arts department. Teachers share ideas, strategies, and materials.
- As mandated by state law, ELLs are entitled to the same services regular students receive.

Hialeah Senior High School

Assistant Principal Jac Angelo discussed how schools have been reformed into academies and how they have incorporated ELL students into these academies.

Hialeah Senior High School is part of the Coalition of Essential Schools. It is a participant of the High-Schools-That-Work reform model. Over a period of years, gradual reform has been taking place. Some key features of this school include the following:

- The school serves a diverse suburban population. Eight years ago there were approximately 2,500 students. Today, there are approximately 4,200.
- Hialeah High School is 91 percent Hispanic, with a large LEP population. From 1997–2001 LEP enrollment increased over 30 percent. The projected LEP enrollment for 2003-2004 is 700 students.
- This is a full service school, which provides auxiliary services to the school and community, including social workers, dental care, nursing, medical assistance, and counseling.
- This school has been given special commendation by the Southern Association of Colleges and Schools as a national model for curriculum reform and student academic achievement.
- The Miami-Dade County public schools have also identified Hialeah Senior High School as a model for other senior high schools that have incorporated the academy model.

Academies at Hialeah High School

- Academies operate with academy leaders and a department chair. Thus, a student might be in an academy, but the English Chair and the academy leaders all work collaboratively in order to provide a very intense and challenging academic program for students.
- The academies at Hialeah Senior High School are designed to inform the students about professional and educational opportunities as they move through the four-year curriculum.
- Academies provide comprehensive instruction to prepare our students for immediate entry-level positions and/or college professional careers.
- There are five academies that make up Hialeah Senior High School. Originally, there was one academy—the aviation magnet academy. Over a period of time, four additional academies were added that include business management and entrepreneurship, health and human services, liberal arts, and a technical arts academy.
- The five academies allow all students to interface with teachers from many different department levels. A student who has a math teacher in the academy that he is assigned to might also have an English teacher that he is going to work with from year to year. Thus, it gives the opportunity to create small learning communities, which is part of a school reform model that is especially necessary as the school has over 4200 students and numbers are still growing.

Academy Objectives

- Prepare students for the Florida Gold Seal Scholarship. This is an effort on the part of the Florida legislature to provide scholarship opportunities for students.
- Prepare students for entry to post-secondary education.
- Provide students with leadership skills as they enter the curriculum. The leadership program is called Freshman Focus, with the idea being that when students graduate they will have skills that will allow them to function in the community.

Academy Goals

- Prepare students to enter university/college or a career with a future focus. Students prepare for licensing in various academic and technical areas as well. Students can receive a state certification upon completion of a daycare program. This gives seniors and juniors the hands-on opportunity to work with children who are four to six years old.
- Provide students with an opportunity for clinical learning. In the health and human services program, there is a nursing assistant component through which students visit area hospitals and obtain a state certification upon completion.
- Provide students with professional experiences and opportunities through work experience, internships, shadowing, and mentoring programs for their future endeavor.
- Expose students to technology and advanced opportunities, especially in the Miami community, which is a technological center for Latin America.

School To Career Initiative

Maria Farno, a guidance counselor, spoke in more detail about the impact of how a counselor works with these students in order to schedule classes appropriately. She presented highlights of the "school-to-career" initiative that promotes ten key practices found in the high-schools-that-work model:

- Some key practices are maintaining intellectual focus; setting higher goals; and participating in real world applications; creating a challenging program; and integrating content among the content areas. A guidance and counseling system that involves parents and students and educates students in the different areas that they can choose from is provided.
- The "school-to-career" program begins with an exploratory component in the ninth grade. Students take a class that focuses on career assessment, character and self-esteem building, test-taking skills, and critical thinking skills, which enables them to begin their career portfolio.
- LEP students take traditional academic courses that also emphasize applied context and job readiness skills. ESOL students take BCC (Bilingual Curriculum Content) courses in the first two years.
- Students upgrade their portfolios in the tenth and eleventh grade while focusing on class electives within their pre-selected academy.
- Tech Prep/SCANS skills are incorporated into all the subject areas.
- Students in their senior year are offered opportunities for shadowing, internship, and field experiences through their academy. There is an Honors Senior Seminar, which allows students to work in the community within the academy they have chosen.
- Seventh period internships and service learning projects add additional field experiences for students to explore possible future careers. There is also a very active work experience program that provides on-the-job training for all students—both ESOL and regular students.

Block Scheduling and Extended Seventh Period

- Block scheduling is one of the greatest assets of the school-to-career program. The schedule involves 100-minute blocks on alternate A and B days. Thus, a student has periods 1, 3, and 5 on A day. On B day, periods 2, 4, and 6.
- This schedule provides more time for the teacher to concentrate on real-world type projects. Students complete labs and practice test simulations. All types of hands-on work are more feasible with 100-minute versus a 50-minute class.
- The primary objective of the seventh period is targeted at helping students pass the FCAT. About 99 percent of our ESOL students are involved in a seventh period class for reading.

Success of the ESOL Program

Jorge Cisneros, ESOL Department Chair, spoke about the success of the ESOL program in the last five years:

- Approximately 180 LEP students comprise the senior class, where 55 percent have completed all graduation requirements.
- Based on exit interviews and follow-up efforts, 75 percent of the yearly graduates attend a college program or a university.

- In 2002, twelve of those ESOL students received academic scholarships to local colleges or universities. Two students who exited the ESOL program in tenth grade are now at Harvard University.
- LEP students participated actively in various extracurricular activities. Many were star players in baseball, wrestling, and football. Last year, one student placed first in an essay contest. Students assume very active roles in student government, drama club, the National Honor Society, and other extracurriculars.
- Numerous LEP students have passed Advanced Placement exams in Spanish, literature, language, and math.
- Every year, approximately thirty students who are not seniors exit the LEP Program.

G. Holmes Braddock Senior High School

Background information was provided by Assistant Principal Garcia, who oversees the ESOL Department at G. Holmes Braddock Senior High School. There are approximately 4,900 students in attendance for the 2003–2004 school year. Ten percent of the student population is ESOL. Similar to Hialeah High, Braddock High School has an Hispanic population of approximately 90 percent.

Braddock Emphasis on Technology

Sylvia Velasquez, who has been the ESOL department chairperson for thirteen years and is now the ESOL program specialist, discussed the program that she helped design to address problems that high school ESOL students were having. The program specifically provides better and equal academic opportunities. The highlights of this program are presented below:

- The program began with three language arts classes for ESOL students—Language Arts through ESOL, ESOL, and an additional class that at that time was optional for different schools to offer.
- In addition, students had access to many bilingual curriculum content (BCC) classes. Schools offered a wide array of classes including world history, algebra I and II, anatomy, physiology, and chemistry.
- Staff had the opportunity to create the third English language class. The third period of English was designed as a computer lab class with approximately fifty computers. There were approximately seventy-five students in a classroom with three teachers. In that period, all the skills the students were learning in their English and ESOL classes were reinforced.
- Currently, with support from the Division of Bilingual Programs and World Languages, there are three computer labs designated for use by ESOL students only. The school has three stationary labs and a portable, wireless lab.
- ESOL students, regardless of their level, begin with a vocabulary enrichment computer program called Compass Learning. Students not only see the word, they listen to the word. They listen to the words in context. They can repeat those words as many times as they want to. In addition, students can say the words, tape themselves, and then listen to themselves.
- Students are provided assistance for improving their reading and math skills. There are online resources for preparing for the FCAT. The students can access the FCAT Explorer anywhere. It is available for third, fifth, sixth, eighth, and tenth grades. Moreover, a teacher has access to whatever the students are doing online.

- Access to Learn is a program for reading, math, algebra, and science for grades 2–12. Students have their own access codes and can go online for these lessons either from the classroom or from their homes.
- There is much communication between the language arts program and the ESOL departments. Students, regardless of their ESOL level, must do research. For example, before reading a novel or short story, students are asked to go online, research the author, and look at the critiques with guidance from the teacher.
- In writing through technology, there is an emphasis on the entire writing process for students ranging from level 1 through level 4. Students learn to do the pre-writing activities that lead to publishing. Student activities range from writing research papers to publishing newsletters and newspapers.

ESOL Summer School

A special summer school program was created to meet certain other needs, such as the needs of an ESOL student when he arrives in a new country and community, adapts to new cultures, and takes ownership of his new community. In this program, any student can participate as long as he or she is in the ESOL program.

- There are forty students in the classroom for the entire summer period. It is a project-based cooperative learning class.
- There is an emphasis on oral development and reading. Students are asked to read about the history of Miami and then taken on field trips to the historical sites of Miami. Also, every student writes a book in English and/or their home language.

At Braddock, students are not being taught to survive but to excel. Among ESOL seniors, 88 percent have completed graduation requirements. ESOL students are currently enrolled with full scholarships at Florida State University, University of Florida, University of Miami, Florida International University, Georgia Institute of Technology, and Harvard University. This does not include local colleges. Many students have become teachers, and some of them have become ESOL teachers.

Question & Answer Session

Question: What do you mean by "language additive"?

Answer: In Hialeah Senior, which has the academies, we have a very strong Spanish program. Unfortunately, in Braddock High School, the foreign language is an elective and competes with all the other electives. Yet, the school board of Miami-Dade County has a strategic goal to graduate bilingual and biliterate students. We do offer native language, particularly Spanish, in kindergarten through twelfth grade. We have a major emphasis on maintaining their native language both in speaking and writing. Hialeah has a very high passage of the AP Spanish. We do have a program called the Extended Foreign Language, which means that we try to give students three courses in English, content area classes, and Spanish language classes to maintain their Spanish. At Hialeah Senior, we offer literature-based Spanish and French classes to many of our ESOL students. We offer it not only during the day, but we offer it as a seventh period as well. We have a very high participation rate.

Thus, students do not lose their first language, and they continue to gain literacy. Our pass rate in our AP literature was 100 percent. Many of the test-takers were LEP students.

Question: In your efforts to move students from high school to career, are some of the student placements ones in which students are promoting their language and bilingual skills? Are some of those school-to-work connections involving companies and industries that work with Latin America so that the students are able to utilize their bilingual skills in that setting?

Answer: We do not have to make a major effort because in almost any industry or job related activity here, students will need to use both languages. We do not think about it because it is just part of our daily life in Miami. The issue is convincing the parents that their children need to learn Spanish. Many parents say, "Well, they know Spanish already; they need to learn English." Convincing the parents is a major hurdle.

More information is available at www.dadeschools.net.

First Things First and English Language Learners

Steve Amstutz, principal of Lee High School in Houston, Texas, described the reform initiative that he is involved with called First Things First. It is a comprehensive reform framework aimed at middle schools and high schools, which is focused on raising students' academic performance to the levels required for post-secondary education and high quality employment. In the context of Lee High School, ELL student achievement has improved since the implementation of First Things First.

First Things First

First Things First was developed by James P. Connell and the nonprofit organization Institute for Research and Reform in Education (IRRE). IRRE works in forty high school and middle schools across the country. The majority of students are on free or reduced lunch, and 70 percent of the students are students of color in the high schools which they attend. IRRE is working in the following urban areas:

- Kansas City, KS (twenty-eight elementary, eight middle and five high schools)
- Kansas City, MO (all four comprehensive high schools and one magnet high school)
- Riverview Gardens, MO (one large urban high school and two middle schools
- Houston, TX (three large high schools and four middle schools)
- New Orleans, LA (ten large high schools)

COMPONENTS OF THE FIRST THINGS FIRST REFORM FRAMEWORK

There are three main components of the First Things First Reform Framework:

1 Expected Outcomes 2 Critical Features 3 Strategies

Expected Outcomes

For Students

- Graduate from high school
- Academic performance at all grade levels
- Academic performance that prepares for post-secondary education and high quality employment

For Schools and Districts

- Change relationships that exist in a school (students and teachers, teachers and parents, teachers and teachers)
- Improve quality of teaching and learning
- Focus all resources on teaching and learning

Critical Features

For Students

- Provide continuity of care for ELL students
- Increase instructional time and lower student to adult ratios in language arts and math
- Set high, clear, and fair academic and conduct standards. Provide enriched and diverse opportunities: to learn, to perform, and to be recognized

For Adults

- Equip, empower and expect all staff to improve instruction
- Institute flexible allocation of available resources: people, facilities, time, and money
- Ensure collective responsibility for student outcomes

Strategies

Small Learning Communities (SLC)

- High Schools have 250–325 9th through 12th grade students in SLCs that last all four years.
- Middle Schools have 180–250 6th through 8th grade students in SLCs that last all three years. Communities are thematic, meaning that students are tracked by their interests, not abilities; the same academic standards are used in all communities; students are placed by student and teacher choice (including Special Education and ESL); placement in transitional communities (such as the Newcomers Program for beginning and intermediate ESL students and the Opportunity Center for third and fourth year freshmen for rapid credit recovery) is optional.
- Common planning time for staff is available at least three hours per week for structured dialogue on instructional improvement and effects on student work; information exchange on individual student progress; tracking and responding to SLC student outcome data; and other SLC business.

- There is a collective responsibility demonstrated through key indicators of student progress being available for each student and SLC; through targets that are set with the results communicated to SLC staff, students, and families; and through action strategies that are developed to meet individual and SLC targets.

Family Advocate System

- The system is a proven way to strengthen parent involvement. Parents feel confident that their children are known well by the adults in the school and parents know their role in supporting their children's success.
- A commitment is made by all professional and other qualified staff to work with students and their families. Staff members work with 15–20 students and their families as long as they are in the schools to ensure academic success for students.
- Structured training and ongoing support for all professional staff is provided.
- Staff members find and use one-on-one time with students effectively and monitor student progress with an academic and behavioral profile.
- Staff members establish regular and productive communication with parents and conduct effective family conferences.
- Staff members work with colleagues to ensure each student's success.

Instructional Improvement

- Work with all teachers to improve instruction through active engagement and alignment of standards, curriculum, assessment and reform efforts
- Academic rigor of teaching and curriculum
- Provide students more instructional time for those who need it, along with attention to specific learning needs

Lee High School plus First Things First

Given the demographics of Lee High School, English language learning is not a program at the end of the hall. It is the responsibility of the entire school. All content teachers teach ELLs and form a transition-oriented community. It is their job to prepare kids to move quickly into those other communities that are more theme-based. The pupil/teacher ratio for English classes at Lee, particularly in ninth and tenth grade, is about 13 to 1.

Lee High School Demographics

- As of October 2003, Lee High School has 2100 students enrolled.
- The students speak forty different languages and come from seventy-two different countries as first generation immigrants.
- Three out of four students speak a language other than English as their first language.
- 870 students are identified as having limited English proficiency.
- In the fall of 2003, 205 students had been in the United States for less than one calendar year and

125 of those students were ninth graders who were three or more years over age and who had interrupted schooling.
- Ninety-one percent of the students qualify for free or reduced lunch.

Redefining Traditions To Create a Student-Centered Environment

The homecoming game is a soccer game since seventy-one of the students' home countries do not play football. Certain sports such as football and baseball have been dropped school-wide due to lack of appeal to students, and wrestling was added as a school sport. More importantly, school funds are directed at activities that will engage and support students socially and academically.

Lee High School Strategies

Small Learning Communities (SLCs)

The conversion of Lee High School from a large, comprehensive high school to semi-autonomous, self-contained smaller learning communities, took place all at once. There was no phase-in process. The SLCs are thematic, four-year college preparatory programs, and all communities contain mixed grade levels.
- 210–250 students are enrolled in each community
- Students are not placed by ability level
- Each SLC has about 10–12 teachers
- There are ten SLCs that have themes created out of student interest: Applied Engineering and Trades; Business Computer Applications; English Language Institute; Health and Human Services; Humanities; Law and Justice; Media Technology; Performing Arts; Sports, Fitness, and Training; and Visual Arts.

Family Advocacy

Every student has an adult advocate who is a liaison between the school and the family. The adult advocate is the one who is responsible for checking with the student's teachers to verify academic progress before communicating with the family.
- Each adult advocate works with 12–20 students.
- Time is allotted to meet with advocates every week during school time.
- Each adult advocate must meet with each student's family outside of the school day.

College Center

Two full-time staff members work to help kids get into college. They have become experts in college admissions, grants, loans, and scholarships for undocumented students. Lee graduates are attending colleges such as the University of Oklahoma, Prairie A&M, and Sam Houston.

Community Advisory Councils

Councils are convened to obtain community feedback on how to prepare students for post high school work opportunities and to solicit community assistance with students' making connections from high school to the adult work world.

Lee High School Indicators of Success

- Enrollment stayed mostly steady for the last three years.
- Incidents resulting in a suspension fell dramatically. Before SLCs were implemented, 2,000 school days were lost.
- In the first year, the number of days lost to suspension fell to 1,000.

Question & Answer Session

Question: Can students jump from theme to theme? Often students don't know what they want their studies to focus on at that age.

Steve Amstutz: Great question. One of the big pushbacks we had was "how do you ask incoming ninth graders what they want to learn? They don't know." Yet they know exactly what their interests are, but they do not know what they want their career to be. That is a different question. And we said we are not doing career preparation—we are using themes to teach content.

Question: Do you have any problems with too many students wanting the same theme?

Steve Amstutz: I cannot place all the girls who want performing arts. There are too many. Media technology catches kids' attention right away. It is popular because students want to work on computers. Students submit their top three theme choices. Last year almost all ninth graders got their first choice, but there is also some competition. The law and justice theme has been struggling. The L&J staff know that if they do not start attracting more kids they are going to have to make some changes or even go "out of business". We told them that they are not going to lose their jobs, they are just going to have rethink what interests kids.

Question: How do teachers get assigned to learning communities?

Steve Amstutz: Initially, we divided them up by looking at their interests and certifications. Then, we tried to make sure that every community had some equitable distribution of resources. We made sure that we did not have all the veterans in one community and all the rookies in another. We also wanted the men and women to be somehow balanced by gender and race. First Things First helped us by asking me to rate every teacher "bad", "average," or "good" because they wanted to make sure that we did not put all the good teachers in one community and all the bad teachers in another. Now the communities interview, select, and hire their teacher replacements on their own. It is not uncommon that I meet the person after they are hired.

Question: What is the English language institute?

Steve Amstutz: The English language institute is our transition community. This is where our students who are brand-new to the United States spend about one year. The community is almost entirely ninth graders; however, as you know, we have students who come in from other countries begin their experience with credits, so they may be coming in as a sophomore or a junior—but they

are coming in with very little English. A community is never a barrier to giving students what they need. If a student needs AP English 4, just because it is not part of his particular SLC does not mean that we do not offer it. We try to stay within the community as much as we possibly can, but it is not a hard and fast barrier, and it is never a barrier when it conflicts with the student's actual needs.

Question: How do you deal with language issues when teachers and parents meet?

Steve Amstutz: It is always tough. When a family knows that the school is trying genuinely to communicate and that we care, it forgives a lot of bad grammar on our part. We use a lot of community translators. There is a convent of Vietnamese nuns that help us with French, and we have a large Muslim community to draw from. We use students if we are not dealing with sensitive information. Then, we look for adults who can help us translate. Also, it is part of our teacher recruiting process—finding teachers who speak more languages.

More information about *First Things First* is available at www.irre.org.

RIGOROUS LITERACY DEVELOPMENT WITH ENGLISH LANGUAGE LEARNERS IN HIGH SCHOOL: WHAT ARE THE PREREQUISITES? CONTINUED...

Walqui continued from the previous day's session with her discussion of the prerequisites that are necessary for high school teachers and students to teach and learn rigorous content, academic skills, and English as a second language. She used a video clip from a social studies class to illustrate the importance of academic language. She also discussed some of the salient issues facing educators in the field of English language learners that emerged from the concurrent sessions the previous day.

What is Academic Literacy?

Academic literacy in a particular domain or discipline involves two dimensions:

- Knowledge of the content of a domain
- Knowledge of its rhetorical process—the ways in which content is structured, organized, discussed, read, or written.

Content

For each dimension, there is a continuum from naïve to expert understandings:

- The novice tends to see everyday entities as decontextualized bits of knowledge.
- As one progresses, the intermediate begins to contextualize, enabling one to understand the logic that makes one fact follow another.
- The expert sees abstract entities contextualized through the integrative structure, logic, and principles of a domain.

Rhetorical Processes

- Novices operate with "an everyday understanding of texts as autonomous repositories of knowledge." (Geisler, 1994)
- Experts read and write in ways that manipulate textual objects at more abstract levels to enact valued disciplinary acts of explanation or argument.

Academic Literacy within a Domain

Walqui provided an example of developing academic literacy in history. First she defined history as:

- An interpretive, constructive, analytic, and dialogic process
- A discipline concerned with both knowledge of the past and the acts of constructing that knowledge
- Four areas of historical content:
  1. Events
  2. Structures (large systems or institutions such as government)
  3. Themes (interpretive patterns present across events or structures, such as tensions between power and freedom)
  4. Metasystems (disciplinary methods of inquiry, interpretation, and argument such as synthesis and perspective taking)

From Bailyn, 1994; Leinhardt, Stanton and Virji, 1994; Wineburg and Wilson, 1991.

Walqui showed a video example from a class where the teacher was scaffolding students' ability to understand and "manipulate" the Fourteenth Amendment to demonstrate ELLs using academic literacy in history. The clip was from a social studies class of 11th and 12th graders at the International High School in October 2002. Students in the clip are constructing and presenting dialogues, debating the perspectives of southern Democrats and northerners. Their teacher has asked the students to use the tools of historians to question issues and put themselves in positions that they do not necessarily agree with.

To reason, read, write, and participate in historical conversations, students need to:

- Critically analyze and interpret events, institutions, structures, and metasystems of inquiry and argument
- Move from mindless memorization of facts to mindful manipulation of information (McCarthy, Young, and Leinhardt, 1998)
- Move from "knowledge about" to "reasoning with" historical content
- Work based on text, a variety of text types, and textual artifacts
- Work based on the location, analysis, evaluation, and production of texts

Walqui stated that this kind of work is certainly the kind that English language learners can accomplish.

Key Issues from this Meeting and Beyond

Then Walqui summarized the key issues from her first day and a half of the three-day meeting. Issues were presented in three categories: Reaffirmation, Strengths to Build On, and Tensions that Still Exist.

Reaffirmation

- "This is, in my memory, the first event where so many of us have come together to really talk about the issues of secondary English language learners. I hope it is followed by many other such events because, indeed, these meetings are very important. I think the fact that this event exists and that we are focusing it on English learners in secondary schools is a great sign that we are moving forward."
- "Another great sign that we are moving forward is the fact that litigation alone is not moving us. There are pieces of legislation that although they bring with them their own tensions, at the same time present us with opportunities to advance. I think that certainly the No Child Left Behind Act and its requirement to disaggregate data is moving people to finally begin to consider what is happening to our English learners. Also, our systems are responding to bring quality education, or at least bring some education to our English learners; for example, some high school reform movements such as the International Partnerships are actually making the education of English learners the central focus of reform."
- "One of the most important signs that we are moving forward is the fact that repeatedly through this day and a half, we have heard the notion that teacher professional development needs to be an ongoing, supporting, lifelong activity. As times change, teachers need to change. As we know, the only permanent thing is change."

- "A good sign is that a much more nuanced perception of English learners is emerging. Now that we have documented with videos what our students are really capable of, I feel like we have proof. We have videos to show to teachers visions of what is really possible, if only we work together in getting there."

Strengths to Build On

- "The success of the Parent Institute for Quality Education is very impressive. I think we are all very moved by the excellent work that they are doing. We just hope it expands and is built into absolutely every school program."
- "Collaboration is also being initiated between subject-matter specialists. This thought was triggered mainly by the Miami-Dade presentation that I sat in yesterday, because to me, ESL is a subject matter. It is a specialization. What do we mean when we say, "Well, the problem is ESL teachers who don't have a specialty"? They do. They have a subject matter; it is ESL. If we teach ESL, we need to know how English works, how English develops, what are some of the things that enhance the development of English as a second language, and what constrains it. We need to have knowledge of the students so that we know their strengths. We also need to have knowledge of their communities, and knowledge of the self as teacher."
- "We need to spread the notion that heterogeneity is powerful if we can conceptualize instruction that really supports it. Eric Nadelstern said once again, "Students learn better from each other." We need to arrange and engage the diverse levels of ELL students, who have diverse talents and knowledge about different backgrounds so that they can truly help each other advance."
- "We need to use college campus models to guide the creation of schools and the learning processes of English learners."

Tensions

- "First, there are issues of terminology. There are some differences that in the end do not really make much of a difference. For example, you call them ESOL students; we call them English learners. What is preferable is not to use this idea of "a language other than English." What is a language other than English? That makes it sound like English is the norm. If we say a non-English language, what it presents is a very hegemonic view of English. We have the world of languages divided between English and non-English. I think that although there are tensions at the moment nationally about once again becoming hegemonic powers in the world, we need to certainly avoid those temptations."
- "We should not confuse what is a second language and what is a foreign language. A second language is a language that you need to learn in order to make it in the society where you are living. It is absolutely mandatory, and it is typically acquired by minorities. In contrast, a foreign language is a language you do not really need — the icing on the cake to your education. Learning a second language and learning a foreign language are very different sociological processes. Fishman calls the development of one as leading to "elite" bilingualism, and the other to "folk bilingualism". Results of these different processes produce in Guadalupe Valdés' terms "elective" and "circumstantial" bilinguals. This difference has not been clearly present throughout our meeting."

- "I am also concerned about the low demand that is placed on students in general. In one of the frameworks and standards that was distributed yesterday, for example, students at the novice level in writing are asked to write a paragraph summarizing information from a graphic organizer. As far as I am concerned, the graphic organizer already summarizes the information. We are asking students to summarize a summary. Even worse, why ask them to write just one paragraph? If students can write one paragraph, why not have them write twenty paragraphs? The fact is that I have seen students writing extensively, full of mistakes, but full of wonderful ideas too. I would also say that part of placing high demands on our students includes placing high supports for our students."
- "I am worried about having heard two or three times the notion that we give our English learners simplified texts. They read a different version of *Romeo and Juliet*. Also, we simplify by replacing polysyllabic words with monosyllabic words. Does that work for our students? No. Instead, we need to provide amplifications—not just any amplification, however, but amplifications that are catered to the listener or to the reader."
- "There are also misconceptions of what academic language is. No, it is not just vocabulary. It is more than vocabulary; it is the structures and the practices. If we just focus on vocabulary, we are not leading our students to where they should be. We may be giving students isolated bits, but not the ways of constructing the bits into coherent wholes."
- "Lack of rigor in ESL courses is also an issue. Many years ago, we talked about the hidden agenda of ESL. How much longer do some students need in order to graduate from high school? I think it is a question that needs to be explored. It is a question that needs to be resolved. What can we do about students who have no literacy skills? Once again, I think we have wonderful models from campaigns in many, many parts of the world. Still, they all begin with what the student knows and therefore, they are not really "one size fits all solutions." They are very situated and they are very specific. They can be done in one semester. Teachers can run a student from zero levels of literacy into fourth grade reading levels if they know what they are doing, but this achievement takes a lot of deliberate, rigorous design."
- "The final encompassing question is how do we really read culture? When we talk about culture, we need to talk about the practices and the things we do every day as a collective group working in education. I think that this meeting has helped us think through these very difficult issues of reculturing ourselves, rethinking our expectations, rebuilding our norms, reculturing our mini-communities, reculturing our meso-communities, and then going the whole way into reculturing our macro-communities."

DATA-BASED DECISION MAKING TOOLS AND PROCESSES FOR SECONDARY ELL SUCCESS

Data-based analyses are essential to high school improvement efforts. For this reason, three groups that work intensely with student data were invited to present in concurrent sessions on data-based decision making. The groups each provided a unique perspective on data interpretation as a point of departure for the creation of better secondary learning environments for English language learners.

Data analysis is important to school reform because it helps educators to find what is actually broken in a school before beginning to help fix it. It is important that educators at multiple levels have access to and an understanding of data, so that they can engage in appropriate school reform planning.

Domains of data allow us to analyze information to determine problem areas, and then to consider how to design intervention and instruction accordingly. The needs of ELLs may go overlooked in the school, but by compartmentalizing information, educators can hone instruction on targeted instructional areas for very specific groups of students. By concentrating on data such as student demographics, assessments, and attendance, educators can gain practical information to enhance teaching and learning for English language learners.

Lost in Translation: Assessment and the Opportunity to Learn Through the Grow Network

David Coleman, the chief executive officer of the Grow Network, an education company founded in 2000 with a mission to transform assessment results into instructional tools for teachers, principals, and parents, described a new role for assessment. He proposed that participants use assessment as an opportunity to learn to use data in new ways that allow educators to make informed decisions that provide support and remediation for students.

The Grow Network has created the Grow Report in an effort to make standardized test results easier to understand for educators and parents. The Grow Report for teachers offers detailed analysis of a class's overall performance in relation to state and local standards and individual skills. Since the 2000–2001 school year, the Grow Network has reported on the math and reading performance of more than 450,000 students in 3rd to 8th grades, and now collaborates with many districts and states, including New York City public schools, Chicago public schools, the California Department of Education, and the New Jersey Department of Education.

The Grow Network makes data useful for instructional action through an integrated system of reports and instructional tools:

1 Score reports that are NCLB compliant, clear, intuitive, and invite the question, "What can I do to help my students grow?"

2 Web tools that are quick, easy, and give access to grade, class, and student-level performance

3 Instructional materials that build teacher understanding of the standards and suggest teaching strategies tailored to the data
4 Professional development that educates users and solicits feedback for ongoing improvement
5 Printed reports, which use the moment of reporting to engage parents, teachers, principals, and students.
- For districts: re-rostered reports for teachers and principals
- For states: grade-level teachers and instructional specialists
- For parents: individual student reports at the state and/or district level given to parents

Coleman explained that translation and community linkages provoke opportunities for collective action, and linking data to thoughtful action requires very different tools for teachers, school leaders, and parents. For example, based on findings in the Grow Class Report, instructional materials are suggested to address the diverse needs of ELLs. Teachers can analyze performance scores and access recommended lessons to promote the acquisition of grade-level literacy skills. Also, parents can access, in either English or Spanish, a website that contains topics covered at school as well as practice activities for students.

Coleman concluded by stating that instructional tools must respond to assessment results and take specific errors seriously. Assessment must move beyond being a generic tool to become a standard-specific resource for ELL students.

More information on the Grow Network is available at www.GrowNetwork.org.

eScholar: Using a Data Warehouse in High School Reform

Ron Streeter, vice president of Decision Support Systems, presented on how eScholar's data warehouse helps over 700 school districts use data to inform instruction. eScholar gathers school district data into a single location and makes that data accessible to authorized users for easy analysis.

Use of a data warehouse allows for different information, often found on multiple computers in multiple formats with varying degrees of accuracy, to be standardized. This data includes information on attendance, grades, demographics, test scores, program participation, and economic status. Standardization is important as it allows for data to be combined in different ways to answer questions and provide comparisons.

eScholar is a service and a tool that enables districts to understand and use data for decision-making. Historically, states have collected data from districts, without giving districts much back in return. With the emergence of the No Child Left Behind Act, districts are required not only to provide data for accountability purposes, but also to use those data for driving instruction. The eScholar programs allow educators to assess what is occurring school-wide at many different levels.

One of the areas that is a major concern for schools is assessment data. Streeter showed the workshop participants how to use the eScholar vista program to analyze performance on state

assessments by student demographics. He demonstrated how to dissect and analyze data to create reports on ELL and former ELL students.

More information on eScholar is available at www.escholar.com.

The Bay Area Coalition for Equitable Schools (BayCES)

Daphannie Stephens is a Project Manager at BayCES, a national organization that partners with twenty-eight schools in four districts to promote high student achievement for low income students, students of color, and second language learners. Alicia Romero is the Literacy Coordinator for Small Autonomous Schools in the Oakland Unified School District.

Stephens and Romero described the BayCES Theory of Action: If we build the will, skill, knowledge, capacity, and emotional support of leaders across roles and groups, then they will take action and make change toward high student achievement and educational equity in their local contexts.

BayCES uses inquiry as a means of coaching and as a tool with all member schools to help teachers examine broad school-wide patterns of inequitable student achievement and take action to change existing patterns. BayCES uses the following three types of inquiry:

- School Inquiry, which focuses on surfacing patterns of achievement and equity.
- Collaborative Inquiry, which focuses on program change.
- Practitioner Inquiry, which focuses on improving one's own practice.

Stephens and Romero showed workshop participants the process of analyzing data to identify inequitable patterns that require teachers to take action. Once teachers have identified a specific problem, they create a theory of action; they set goals, gather and analyze data in an attempt to address the issue; and they create a plan of action, which contains quantifiable indicators of progress towards the goal.

More information on BayCES is available at www.bayces.org.

JOB-ALIKE PLANNING SESSIONS

Job-alike sessions provided opportunities for school, district, and state practitioners to meet as independent groups to discuss the challenges and successes of serving high school ELLs in their given capacity. Practitioners were challenged to articulate how information gleaned from the meeting sessions could be applied in their daily work. The matrix below reflects the challenges and successes outlined by state, district, and school representatives during job-alike planning sessions.

Challenges

School and District

- Building administrative awareness of secondary ELL issues at school and district levels
- Building instructional staff and community awareness
- The power of the ESOL department and location of this office within the larger district framework/structure
- Principals becoming instructional leaders at school site—change role and free schedule to do so
- Changing district organizational structure for cross-collaboration and establishing lines of authority and responsibility
- Schools with small numbers of ELLs
- Budgets and how they are allocated across the districts
- Teacher unions and flexibility permitted by contracts
- Reconceptualizing professional development needs across districts
- Reorient school/district culture to view parents as resources
- Create a structure to have all stakeholders (parents, teachers, and districts) at the table for reform discussions
- Create stability by institutionalizing change

State

- Cultivating culture within the state education agency (SEA) to educate colleagues on ELL and high school reform issues
- Integrating ESL departmental issues/needs into SEA, just as ESL should be integrated into content instruction
- Trainer of trainers model for sheltered content instruction may not be effective
- Programs exist in isolation in some small districts that have a lack of school space
- Need for professional development training for all content area teachers
- Difficulties in being included in high school reform discussions at SEA
- Implementing professional development and meeting requirements for highly qualified teachers
- Must review data and processes in schools—get schools to function first

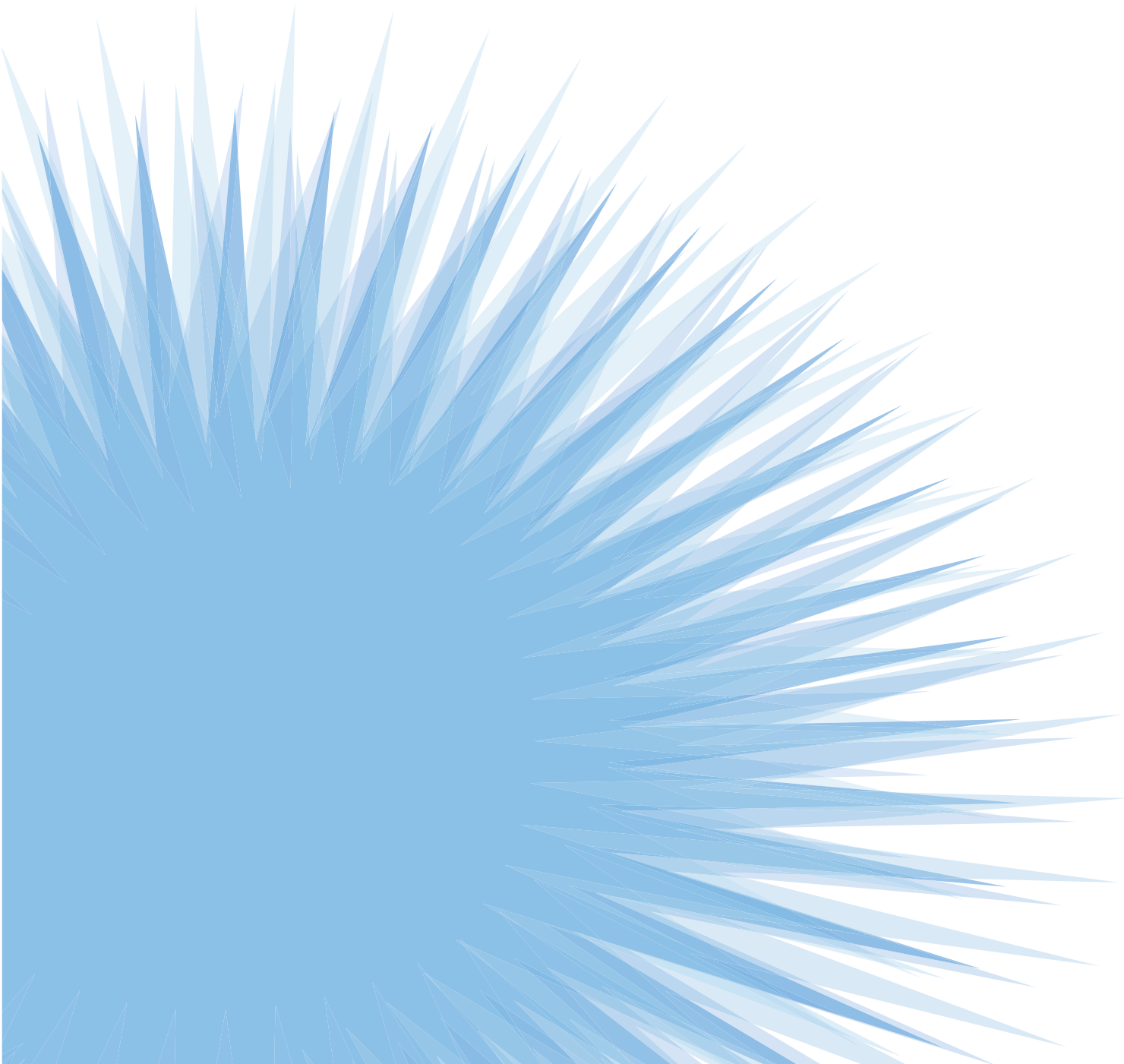
Successes and Solutions

School and District

- Authentic parent and community involvement to articulate vision of schools with instructional staff and principal
- Parent involvement at beginning of projects instead of as an afterthought
- Consistent follow-up with parents to build parent relationships
- Decentralized, yet centralized high schools
- Placing all curriculum and instruction and content area departments in one committee
- Institutionalizing of sustainability
- Gaining support from the superintendent for principle ELL initiatives

State

- Developing products and resources that will impact ELL education in high schools
- Sharing and using high school models from other states
- Using consolidated planning (from No Child Left Behind Act) to bring together different groups to discuss ELL needs: gathering representatives from multiple initiatives within the SEA to allow collaboration and interoffice dialogue
- Implementing statewide tools to assist teachers in improving instruction; providing rubrics that help teachers transform, and comparing the performance of teachers using such tools



STATE APPROACHES TO HIGH SCHOOL REFORM

State leadership is essential to informing the process of high school reform and ensuring that such reforms address the needs of English language learners. For this reason, representatives from two states were invited to present on the role of the state education agency in supporting high school reform initiatives and on their experiences implementing statewide reforms.

Connecticut Department of Education

Mike Suntag is the Educational Technology and Grants Management Consultant for the Connecticut State Department of Education-Regional Vocational-Technical School System and is one of the primary architects of the Digital Classroom Instructional System. He has served as a high school English teacher, district grants manager, assistant principal, State Department Technology Consultant, and educational liaison to the Annie E. Casey Foundation's New Futures Initiative. Suntag began his presentation with an overview of Connecticut's high school system.

Overall State Education Agency (SEA) Approach to High Schools

- The State Department of Education School System is a Regional Vocational-Technical School System comprised of seventeen high schools across the state of Connecticut. This system is, in a sense, both a state agency and a school system. The superintendent reports to the Commissioner of Education in Connecticut and is financially supported through legislative appropriations funneled to the state department of education, then to the school system. These vocational-technical schools draw from public schools in each region of the state; consequently, each high school may have several sending districts. Because it is a system for grades 9–12, there is not complete K–12 continuity and curriculum. The system is diverse in terms of student characteristics, and urban and rural regions of the state. There are six high schools in urban areas, which have high levels of poverty, minority representation, and linguistic diversity.
- The high schools adhere to the requirements that every comprehensive high school must meet, and at the same time, provide their students with the skills and the abilities to get jobs upon graduation from high school or go to college. The schools offer their students approximately ninety-one days of academic subject time, and ninety-one days of trade-related experience.
- Accountability for student performance is determined by the Connecticut Mastery tests until the eighth grade, and then by the CAP performance tests, which are taken by every tenth grader. The CAP test has always been a high-stakes test and has now been realigned with the No Child Left Behind requirements and the state's new graduation requirements for high school seniors.

Instructional Philosophy

Phillip Schlechty of the Center for Leadership and School Reform Organization in Kentucky, said educators should stand at the exit at the school at the end of the school day and watch students coming out to gauge what is happening in a school. One will see students bumping into each other, joking, rushing to the buses, full of life and energy. Then, after a few minutes, teachers come out of

the doors stooped over, walking slowly, carrying bags of materials to work on at home, hardly able to get to their cars, almost too tired to turn the key in the ignition.

What is wrong with this picture? The problem is that teachers are doing all the work and the students are not working as hard as they should.

A very bright student at Wright Tech High School in Stanford, Connecticut, said in an interview that he learned a long time ago that if he waited long enough and did not say anything, the teacher would give him the answer. This was an ELL student who is now a senior and has been transformed into a school leader because of changes in the school structure.

The Connecticut school system has come a long way in reversing the perception that students enrolled in vocational technical education cannot succeed academically, and consequently, end up in trade schools. Connecticut has created a system that starts with the belief that the interaction between a child and a teacher in the classroom is at the center of learning.

Instructional Approach

- The SEA provides each of the seventeen high schools with supports (data, strategic planning processes) and a user-friendly tool that helps them move forward in the instructional practices. This tool is the Digital Classroom Instructional System. Each Web-based learning unit contains the essential elements: alignment with Connecticut framework, curricular goals and standards, and national trade standards when appropriate; clear rubrics and indicators of success for students; and strategies to meet the needs of all learners, including English language learners and those with special needs. This model fosters the creation of a community of learners at each school through collaborative efforts.
- The teacher should not have the central position in a classroom. Students need to learn skills that will help them find information necessary for solving problems on their own. Some of these students are going out into a world that has treated them very badly, and into unstable economic situations. If students do not have the skills to be continuous learners, to find information that they need, to understand that information, to apply it in solving their own problems, and to work with others to solve problems or create a product, we as educators are not doing our job. Therefore, all of the focus is on the work that educators are designing for students. Teachers become work designers.
- The structure aims to get students invested in the construction of their own knowledge, to work collaboratively with each other, to converse around that work, and to become accountable for their own learning. It is only when they encounter a problem that cannot be resolved by the team that students seek assistance from the teacher.
- Teachers have been transformed into facilitators and coaches. Students have become invested in their own learning through dialogue, collaborative efforts, and working on constructive products.
- The overall instructional approach is inclusive of all students—ELL, disadvantaged, advanced, and students with disabilities. There is evidence of improvement in the academic achievement of all students, and in particular, the hardest to change population such as the Title I eligible students.
- The instructional plan is based on sound research that has existed for a long time. It is put together in the format called the Digital Learning System. Teachers are trained in how to apply

this approach in the classroom. Essentially, the staff has taken the trade vocational concept and integrated it into the instructional design. Consequently, in every content class [English, social studies, and English as a second language] students take what they have learned, apply it, and generate a product at the end of the course. The use of technology is central to this work.

- There are no more student desks in these schools. There are dialogue tables around which students work together with teachers as teams. Three sides of the classrooms are made up of student computer stations. Teachers follow a format through digital learning units focused on literacy. It is based on the best research on scaffolding for literacy, for writing, for critical thinking, for thinking out loud and processing, and for discussing.
- The instructional approach does not work with a traditional 45-minute period schedule. Teachers need 80–110 minute blocks of time to meet the instructional goals.
- Instruction is multidisciplinary. The structure and schedule were devised to allow teachers to set aside time to meet together across discipline areas. Teachers cannot operate in the ESL pull-out fashion.
- Support personnel come together to help teachers design student work by showing them how to embed vocational skills into the core content areas.
- Student work is reviewed to determine whether the work designed for students gets students to the desired outcomes. If it does not, then teachers and support personnel have to redesign the work.
- Student assessment is based on the work produced and what it says about how the whole system is aligned with the outcomes that the staff hopes to achieve for the students. Connecticut believes that this approach is working for their children.

More information is available at www.cttech.org.

California Department of Education

James Greco currently works within the Middle and High School Improvement Office of the School Improvement Division, California Department of Education. Prior to this position, Greco held several positions in the field of education, including teacher of early childhood education through graduate level classes, site and district administrator, ELD teacher, and program manager for regional, county, and state education offices. His work at the state level includes three years in the Bilingual Education Office. Greco presented an overview of the structures that are in place in California to support English language learners in high school reform, and some of the tools and resources that support the education of English language learners.

Demographic Profile of California's ELL Population

California is one of the top five states in English language learner enrollment. Based on the California language census report, there has been an increase in ELL student enrollment of 40,000 since last year. The total number of ELL students enrolled is about 1.6 million students out of more than six million students in grades K–12. Only 60 percent of all students in the system are considered English-only.

- There are approximately 14.9 percent former ELL students who have been classified as fluent English speakers. This category includes those who are initially identified as fluent English speakers as well as those who are re-designated fluent English speakers. If these English proficient students are combined with those identified as having "a background in a language other than English," then students who have a second language make up close to 40 percent of the student population in this state. Therefore, by their sheer numbers, ELLs should be in the center of the educational reform debate in California.
- Approximately 26 percent of students are English learners.
- Eighty-four percent of ELLs speak Spanish. Thirty percent of the Spanish-speaking ELLs are enrolled in secondary grades 7–12.
- The next largest language group is Vietnamese (2.3 percent).
- The majority of students are born in California, although there are a significant number (269,000) of immigrant students, mostly of Mexican origin, the largest cultural linguistic subgroup.
- Approximately 20 percent of the ELL student population is enrolled in grades 9, 10, 11 and 12, and this reflects students in about 1,100 public high schools. There are 1,148 public high schools, not counting continuation schools and alternative education.

Policy Levers that Drive the System

Content Standards California has an educational philosophy and belief that lies beneath the policies and procedures of the system. A key policy driver is the content standards in the core academic areas, in career technical education, and in English language development.

Assessments There are state assessments in all content areas. In particular, there is an English language development test that is designed to measure how well students are progressing with their language development in English.

Content Frameworks There are content frameworks and grade span documents. These are tools or "pillars" underneath "the house" that help sustain it. Specifically, the department has published three grade span documents: Elementary Makes the Grade, Taking Center Stage, and Aiming High. All of these documents do a good job of addressing English language learners, particularly Aiming High, because it devotes a specific chapter to the topic of academic literacy. Although academic literacy is for all students, it is of particular importance to English language learners. The chapter was rewritten with input from the California Language Policy Unit, formerly the Bilingual Education Office. [Participants were referred to the California Department of Education's website for copies of Aiming High, a toolkit, California's educational standards, the master plan for the state, and other tools and resources. In addition, participants received a CD with a toolkit that supports high school reform and improvement in a standards-based system.]

Accountability Another important driver in the state is the "Public School Accountability Act," which is the state accountability system. One of the components is the scholastic audit, where teams go into schools that are underperforming over consecutive years and observe classrooms. The objective is to identify the problems and assist schools in drafting a plan for addressing the problems. Once the problems have been identified, a joint intervention agreement is made between the school community (superintendent, teachers, and parents) and the state.

Overall State Education Agency (SEA) Approach to High Schools

Shift in Focus Staffs want to change the conversation about high school education from a discussion focused on post-secondary education or careers, which predetermine what students would do after the 12th grade, to a discussion that opens doors. The staffs are now asking questions such as: "What are you going to be doing with your lives after 12th grade? What choices do you want to make? What has been done in the educational system to help you make a choice?" This type of system invites students in, rather than showing them the door.

Research-Based Principles Staff continue to examine research and data, questioning how they can offer the field tools, guides, effective models, and information about "how-to processes." California advocates cross-discipline collaboration in creating such products.

Small Personalized Learning Environments California has the largest number of grant recipients for the federal small learning communities program. Twenty-eight grants have been recently awarded—sixteen planning and twelve implementation grants. There are several school reform designs operating in California, such as America's Choice, High Schools that Work, Coalition of Essential Schools, and Talent Development. Schools using these models and initiatives are doing well based on state assessments.

Are all these schools exemplars? The academic performance index shows that in California, out of the 1,148 high schools there are 287 that have met growth targets as a school and for all significant subgroups. That is approximately 20 percent of all the high schools in the state. This is far from where we wish to be, but it is a pool of schools that the others can look at to see what they should be doing.

Maximizing Instructional Time Educators are looking at maximizing instruction through flexible scheduling, alternative scheduling, Saturday schools and other options. SEA staff hopes to become more actively engaged in advocating the use of the tools produced by the staff and advocating various ways of showing local educators examples of flexible scheduling, alternative scheduling, and other options that work well.

Strong Partnerships with Postsecondary Education The staff believes in articulation not just with the middle grades, but beyond. Wraparound tutorials are part of the strategy, as well as community partnerships. The school system is receiving support from the Bill and Melinda Gates Foundation and the Carnegie Corporation of New York. Other corporations are coming in, looking, helping, and providing assistance, whether fiscal or technical.

Focus on Developing Academic Literacy for Student Success Developing academic literacy is most important for ELL students. Unfortunately in California, not all the new teachers have an understanding of sheltered instruction or what scaffolding looks like.

Review of Research on Career and Technical Education Staff explore how scaffolding has been used in this area. In addition, work-based learning and project-based learning are viable approaches in deepening student understanding at the high school level. Several of California's initiatives promote the blending of high school academics and career technical, especially Partnership Academies, Specialized Secondary Programs, and High Schools for the 21st Century.

Use of Data In the school improvement unit of the SEA, the staff promotes the use of different types of data. With the onset of the No Child Left Behind Act there is a great amount of data available to schools and districts. One is the school accountability report card that must be posted on the Web.

High School Initiatives

California is one of the lucky recipients of a high school reform state grant. There are five high schools in the program. Most of these schools have a very high percentage of English language learners at their site. One of the schools, Edison, in Stockton, is using America's Choice. Others are using a variety of models to do a five-year comprehensive plan to improve academic performance for all students and have data to show that all students are making progress and succeeding.

With the Early College High School Initiative, the state is partnering with the community college system and the Bill and Melinda Gates Foundation to implement the High School Pupil Success Act, actual legislation.

High School Reform and ELL Students

There are structures at the California Department of Education to support English learners, such as bilingual teacher training, community-based English tutoring, and the English language acquisition program with English language and intensive literacy classes. In addition, there are two-way immersion programs. One hundred and thirty-three of the dual immersion programs have been selected and posted on the CA Department of Education website as model programs. Out of the 133 dual immersion programs, only two are at the high school level. Thus, high school exemplars are few.

Structures for Support to Schools

- The County Superintendent's Educational Service Association serves a particular region. The state has been divided into eleven regions.
- Curriculum instruction steering committees that provide input to the department and to the state board
- Regional high school support advisories
- Regional systems of support to low performing schools—the majority of those low performing schools are the schools with the highest numbers of English language learners
- Bilingual County Coordinator's Network
- Elementary Principal's Roundtable, Middle Level Network, and Ed Net (which is an association of a variety of providers and associations, including the Association of California School Administrators and California League of High Schools and Middle Schools)—all work with the Middle and High School Improvement Office of the SEA.

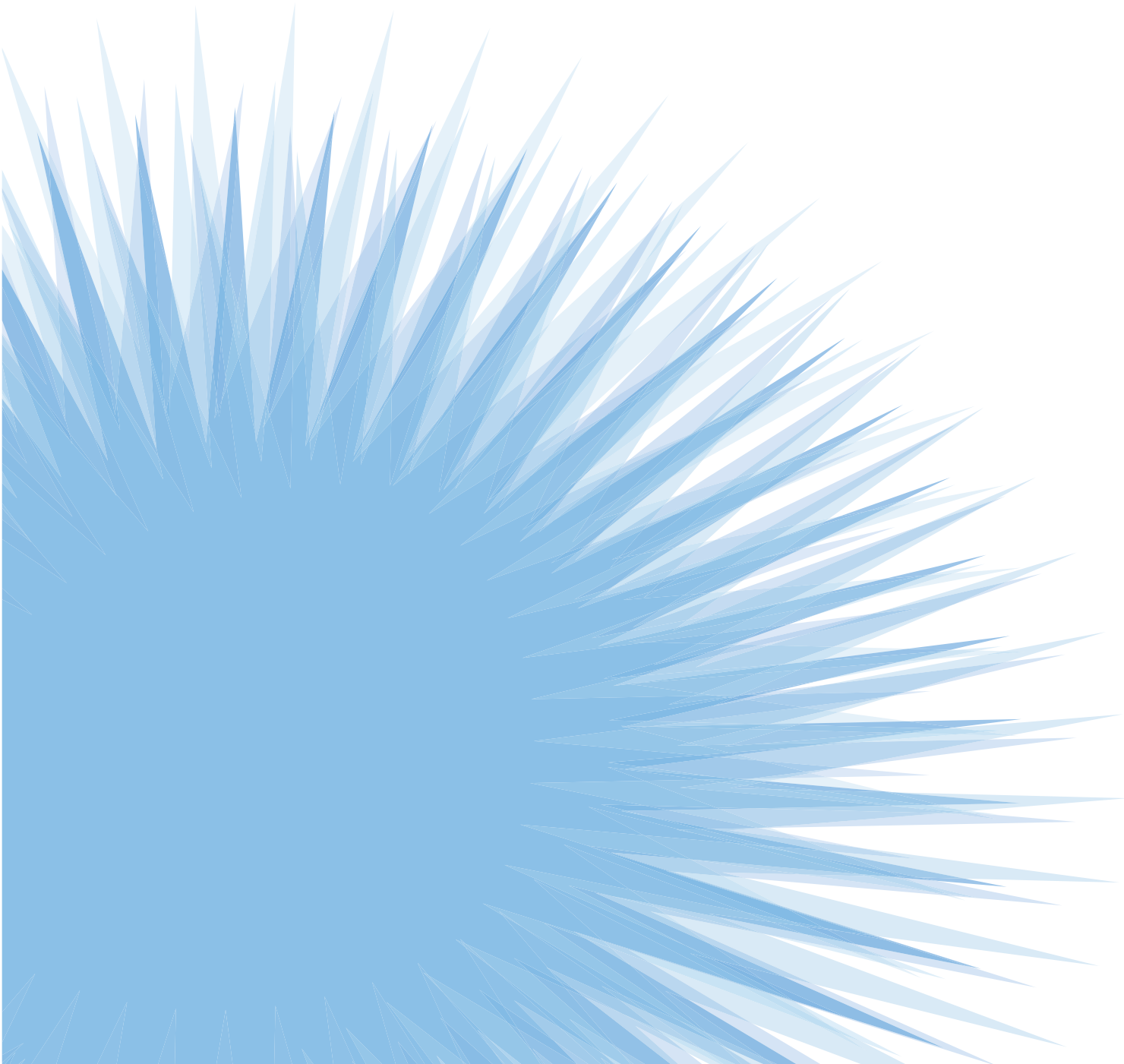
Structure of the SEA

In California the state superintendent of public instruction is an elected official, not an appointed official. The governor and legislators, elected officials, have input into policy in California. The California secretary for education who is a gubernatorial appointee, the state board of education appointed by the Governor and the legislators make education policy. The state education agency is organized into four main branches: assessment accountability; curriculum and instruction; finance, technology, and administration; and school and district operations.

Within this structure are units that support formal communication to promote improvement, such as grade span offices and cross-branch resource committees. The school improvement office is trying to establish mechanisms for keeping cross-department staff informed of activities that cut across the various branches. The school improvement office also works with external technical assistance and research groups.

The informal, and the most powerful, communication within the state education agency takes place in the hallway, at dinner, through self-selected professional learning groups, data research, resource sharing, and analysis. These are all important ways of SEA staff informing one another of the work. Listserves are also a means of keeping abreast of developments.

■ ■ ■ ■ More information can be found at www.cde.ca.gov/el.



THE SUCCESSES AND CHALLENGES OF USING HIGH SCHOOL REFORM MODELS TO BUILD ELL-RESPONISVE LEARNING ENVIRONMENTS

The high school reform panel, sponsored by the National High School Alliance, was a central component of the last day of the meeting. The panelists, representing national high school reform model organizations, were asked to discuss their approach to school-wide improvement, and to draw from their experiences implementing their models in high schools and/or districts with significant populations of English language learners. The following panelists participated:

Panelists

Daphannie Stevens Program Manager, Bay Area Coalition for Equitable Schools and the *National Coalition of Essential Schools*

Kathy Lesley Senior Associate, National Center on Education and the Economy, *America's Choice High School*

Judith Murphy Deputy Director, Chicago High School Redesign Initiative, *Cristo Rey Network*

Steve Amstutz Principal, Lee High School, *First Things First*

Leo Jones Director of Technical Assistance, John Hopkins University, *Talent Development High Schools*

John Nori Director, School Leadership Services, National Association of Secondary School Principals, *Breaking Ranks*

Moderator

Monica Martinez Founder and advisor to the National High School Alliance, as well as the director of outreach, moderated the panel for the National Clearinghouse for Comprehensive School Reform

National High School Alliance

Naomi Housman, coordinator of the National High School Alliance, introduced the session and provided a brief overview of the HS Alliance.

- The HS Alliance is a partnership of over forty organizations committed to significantly improving outcomes for high school-aged youth.
- The partnership represents a diversity of perspectives and strategic approaches to high school-aged youth, including those focused on youth development, school reform, career technical education, and youth and community engagement.
- The HS Alliance was initiated in 1999, and is supported by funds from the Bill & Melinda Gates Foundation, the W.K. Kellogg Foundation, and the Carnegie Corporation of New York.

Setting the Context

The moderator, Monica Martinez, set the context for the panel discussion by describing the purpose of comprehensive school reform: "In talking about comprehensive school reform, we understand it to mean a coherent school-wide and system-wide effort that results in improved teaching and learning for all students. To accomplish this goal, there need to be school-wide changes that affect all kids, all teachers, all parents, all counselors, and all staff. In this system, there is agreement about the vision and unity of purpose. It is not a system in which special programs have different goals and expectations. Moreover, it is not a pullout program. It is a system in which the parts are working in tandem together and not against each other."

What follows is a summary of the overview Martinez provided of the major model "types," identifying the components that are common and distinct across the national high school reform models.

School Reform Models

1 Homegrown or Alternative Reform Models

A homegrown model is one that developed within the school system and is not implemented outside of the site in which it originated.

2 Externally Developed Reform Models

External models are imported from outside of the school system by people who are doing a national marketing campaign. Within the models, there are three forms: process models, whole school models, and skill and content-area models.

- The process models are models that enable schools to focus on problem solving through staff and community collaboration and networking among schools. They engage the school staff and the community to determine school priorities, values, and approaches to teaching and learning, but they do not prescribe a plan of action or solutions to the problems encountered. Process model developers come to the school and work with staff to encourage change and development of structures that facilitate long-term school improvement. An example of such a model is the Coalition of Essential Schools.
- Whole school models attempt to focus changes in the structures within the school as a means of meeting the school reform objective. Therefore, they help schools to establish the governance, academic, and social support structures within a school. In addition, they provide schools with comprehensive tools and materials such as curriculum material and resources. Examples of this type of model are the Talent Development Model, First Things First, and America's Choice.
- Skill and content-area models focus on particular content or skill areas such as literacy development, math, and other content areas. Often these are described as curriculum models because they provide teaching and learning strategies for specific subject areas and related skills. Examples of this type of model are the FAME Reading Program and Direct Instruction.

High School Reform Models

The following models have been designed specifically for high schools: AVID, Coalition of Essential Schools, First Things First, High Schools that Work, Talent Development, and America's Choice.

Other models often used at the high school level include ATLAS Communities, Community for Learning, Expeditionary Learning Outward Bound, and Venture's Initiative and Focus Comprehensive Reform System.

Summary of High School Reform Models (as represented by panelists)

Reform Model	Goal	Structure	Curriculum	External Technical Assistance
Coalition of Essential Schools Daphannie Stephens www.bayces.org	To create a school that is personalized and emphasizes critical thinking	Ten common principles around which schools and communities design a school	Incorporate project-based learning and traditional coursework	Teachers serve as coaches to one another
First Things First Steve Amstutz www.irre.org	To change relationships between students and teachers and to improve instruction with the goal of improving student achievement to prepare for jobs and higher education	Schools divided into small leaning communities (SLCs). Every student has a family advocate who stays with them for four years	In math and reading the class size is reduced to 15:1	Consultants for developing curriculum, parental involvement, scheduling, and finding additional funding for the program
Talent Development Leo Jones www.csos.jhu.edu/tdhs	To prepare all students to succeed in a high standards curriculum and in their future careers	Uses academies to provide personalized learning and support	A common core curriculum is used. Ninth graders with weak preparation take strategic reading and transition math classes	Training prior to implementation, follow-up coaching and technical assistance, course materials, networking with other TD schools, and semiannual implementation reviews
America's Choice Kathy Lesley www.ncee.org	To prepare every student to graduate ready to do rigorous college-level course work	Upper and lower divisions focus on college preparation	Focus on basic skills and knowledge in ninth & tenth grades and early college programs in eleventh & twelfth grades	Teachers and principals work with coaches and cluster leaders, as well as with each other in study groups
Cristo Rey Network Judith Murphy www.cristoreynetwork.org	To advance the human and intellectual capacities, as well as promote the religious and cultural heritage of all the families it serves	Rigorous coursework, an innovative work-study program, and high expectations for all students	Dual-language, college prepatory	Provides technical assistance in developing schools

Common Elements across Models

- Rigorous academic curriculum
- Common core curriculum
- High expectations for all students
- Small learning environments or personalized learning experiences
- Seek to build strong relationships between teachers, other adults, and students
- Involve families and communities in decision making for individual students and for the school

Moderated Panel Discussion

Since many meeting participants were actively engaged in high school reform efforts in their schools and districts, the Council of Chief State School Officers invited the panelists to describe the components of their high school reform models. There was no attempt to promote one model over another. The HS Alliance structured the panel discussion around a set of questions that asked the panelists to address their respective model's theory of action; effective strategies for ELL students; role in addressing school climate and vision; and role in building school capacity for improvement. Although questions were posed to all panelists, each panelist did not always answer the question. The following excerpts represent highlights from this engaging discussion between the moderator, panelists, and meeting participants.

Moderator: What is your hope and goal when you are initiating implementation in a school that has a significant number of English language learners?

Daphannie Stephens (Coalition of Essential Schools): I would like to take a moment to elaborate on the definition for the Coalition of Essential Schools. CES is a principle-based reform model. The three key principles are personalization, equity, and intellectual vibrancy. Although project-based learning is emphasized, the habits of mind are probably more along the lines of our curriculum guide.

I also think that when it comes to external technical assistance, it is important to note the distinction between the national office and the nineteen regional centers that work with the Coalition. The national office, in terms of external technical assistance, publishes resources and holds the national conferences, and is in the process of setting up mentor schools.

I work with one of the regional CES offices, BAYCES, and we work on projects such as Leading for Equity, Achievement, and Democracy (LEAD). We have a Tier I credential/LEAD program with California State University, Hayward, which is run by Joel Baum and Dr. Gloria Rodriguez, who train the kinds of principals and administrators that we would like to see in schools.

We also have incubation professional development to help new schools open and to provide data based inquiry training, leading for equity training, and onsite coaching. We have also worked with the Strategic Literacy Initiative Project (SLIP) with WestEd. The regional centers offer more technical assistance than the national umbrella, and that is an important distinction.

The theory of action when working with schools with a significant ELL population is that schools will provide instruction that supports students to achieve literacy in their home language and English through CES. Many of our schools provide both English immersion and bilingual

approaches. We are comfortable with either of these approaches as long as within that framework, there is an emphasis on learning English, and the school also provides opportunities to live, work, and play in their home language as well.

We want to tailor our offerings to the needs of individual students and small groups of students. We want to focus on teaching that has to do with grappling with real world issues, creating projects that have uses in the world, which typically require the use of language in action and students interacting with one another and their teachers in authentic work.

I think the best example of this kind of work has been represented at this conference with the International High Schools, Manhattan International, and Bronx International. There, students are interacting with each other on multiple levels. There are project-oriented activities requiring extended contact with adults in a work environment.

Kathy Lesley (America's Choice): Some of the things that Daphannie spoke about on the national level are the same things that we are doing with America's Choice. I am going to focus on a goal of America's Choice that is significant to the ELL student population. Our goal is to make certain that every student, particularly our ELL students, graduates from high school qualified to do college level work without remediation.

America's Choice school design is a comprehensive standards-based school reform design resulting from an extensive study of the best educational practices in the United States as well as abroad. We work directly with schools to help our students meet standards. We have a literacy program that incorporates instruction in writing, speaking, and listening, and recognizes the unique needs of our English language learners. We are discovering that our ELL students are responding well to our literacy program. Our approach to mathematics combines the teaching of the most important math concepts with problem solving and basic skills.

America's Choice offers multiple safety nets for students including tutoring, cross-age tutoring, extending the school day, and access to community programs. We believe in stronger teacher and student relationships that address the need for more personalization and smaller learning communities.

The Planning for Results System is a system that we use that guides the implementation of our design and measures the ongoing progress of our students. This management system requires constant analysis of student performance data. Such analysis then provides us with the opportunity for the basis of ongoing adjustments in our instructional programs as we work with schools. Lastly, we have a focus on community parent outreach.

Judy Murphy (Cristo Rey Network): I am the founding principal at Cristo Rey Jesuit High School in Chicago. We never meant for our school to be a model. Then after two years, we thought somebody might want to replicate what we were doing and created the Cristo Rey Network. Four Cristo Rey model schools have been formed since we started in 1996, and seven more are scheduled to open next year. The schools are located from coast to coast.

In 1996, the goal of the Jesuits was to start an educational project in the Pilsen/Little Village area of Chicago to keep students from dropping out of school. The Jesuits surveyed people in the parish and found that the level of education that they felt most needed improvement was high school. People felt that when they sent their kids to high school, they lost them. Therefore, we

looked at the statistics and descriptions of what was occurring in the schools that students were attending, and at the research about what works in high schools across the country, particularly for students who are language minority or central city residents.

Our primary sources for guidance came to us through a rolling Curriculum Steering Committee that I worked with from January 1996 until we opened in September 1996. I started with contacting the Office of Language and Culture in the Chicago public schools, and people were happy to help and recommend others as resources.

Primarily, we used *Breaking Ranks* as a foundation and as a study book for our faculty. The Curriculum Steering Committee devised a description of the type of teachers that we should look for and hire. The description was just short of being able to walk on water, and we did not find all of the traits in most people, but we found some of them in everybody.

We wanted teachers who were willing to do high school in a new way – a way that would break down the barriers between departments. We did not even have departments — just a committee for the whole school. We wanted staff to be bilingual or to have had some bicultural experience. We did not find that, but at least we got people who knew that was the norm. We did hire a number of people who were either native born Hispanics or Spanish speakers who had experiences in a number of Spanish-speaking countries.

We received a lot of help from the Illinois Resource Center. They came in and taught us a lot about language acquisition. We concentrated on reform suggestions, language acquisition as fundamental to curriculum development, and Jim Cummins' article on empowering minority student as the third philosophical underpinning.

Our question was, 'how will we fund the school?' As you know, schools that are tuition-driven are having trouble these days. A consultant who was working with the Jesuits suggested that we find a work program or develop a work program, so we approached corporate businesses in Chicago to find out if they would hire our students.

When they said 'yes,' we had to figure out how to implement the work program. At this point it looks like this: each of our students is a member of a four-student team that covers a full-time, entry-level clerical job in corporate offices downtown, generally. Now that has spread to other areas. We did not want blue-collar work; we wanted white-collar work. Also, each of the positions earns $25,000, and there is a series of contracts between the parents and the school, the students and the school, and the school and the businesses. The school, besides being the school, is an employment agency, so we contract for work and form work teams for students to share jobs.

Then, we created a work preparedness resource that is given to the schools to be replicated around the country. Developing the work program gave us the opportunity to develop a dual language curriculum and to develop a school the way that we wanted to so that kids would not drop out. We wanted to pay a lot of attention to the identity of the students, and therefore, created a school that is both family-centered and culturally sensitive.

At this point, a dual language curriculum gives equal prestige to both languages throughout the school; students are welcome to use either language. There are situations, however, where they are required to do the work either in Spanish or in English, depending on the class.

Originally our goal was to affirm identity. Our curricular goal is that the graduating students have academic and professional language skills in both Spanish and English. We also wanted to teach the courses in both languages so that they have to use both languages. Since 1998, every student who has graduated has also passed the Spanish language AP test, and about two-thirds of them in the last several years have passed the Spanish literature AP test. We are developing new ways to approach English AP. The things that have been slower to develop are math/science instruction and English. Those subjects need a lot of attention now.

We had a number of businesses calling us by Christmas of the first year of implementation to thank us for the opportunity we were giving them by having our students work for them. We discovered that our students were successful when they were regularly in attendance, on time, able to listen to directions and ask questions when they did not understand. Students could participate successfully in a team; they saw themselves as part of a larger group, and they could take responsibility for following through on things that they were assigned; they could multi-task.

These skills were the mirror image of what makes them successful in the classroom, particularly when we were encouraging the use of cooperative learning. We do not have desks in the school either; it is tables and chairs as several people have mentioned.

The statistics demonstrate success. Students are graduating successfully; they are going onto college and do not drop out. The challenge we find now is that after students are in college for a year, they do not know how to navigate to get the help they need to stay there. Therefore, a position has been added at the school to be a liaison with alumni.

Steve Amstutz (First Things First): First Things First is a whole school reform model from the Institute for Research and Reform in Education (IRRE). If Jim Connell were here, he would gladly point out that the research in the title does precede the reform, and that is not an accidental arrangement of words in the title of the organization.

First Things First seeks as its primary outcome to graduate students from high school; however, not just to graduate them, but to make sure they are prepared for post-secondary learning and high quality employment.

In accomplishing the primary outcome, there are several key goals. One of the primary goals is changing the nature of relationships between children and teachers, teachers and teachers, and teachers and families. We recognize that while we often treat the family as very important in the elementary school years, we often almost deliberately exclude them from the educational process of their children once they become older. We are trying to change this. We also focus on teaching and learning because learning does not get better if teaching does not get better. Finally, the third goal is to focus all the resources, all the energy, and all the time on the first two things. Often, that third goal is just as hard as the first two.

We seek to accomplish those goals through three key structures. The first is family advocacy, where every student has an adult in the school who is their family advocate. The key word there is "family." It is that person's responsibility to be the liaison between the family and the school for the entire time that the child is in high school, whether that is four, five, six, or, on occasion, seven years, and to make sure that the family has a comfortable connection to the school. We found this to

be an incredibly important strategy for not only children, but also for families who are learning English to be able to access the educational system with someone who they know and trust.

Another component is the small learning community, which created the continuity of care for children where the teachers know the children well, the children know their teachers well, and families and parents know the teachers as well. We think a lot more work is accomplished when those relationships are strong.

Last is the teaching and learning component. There is never enough time for professional development or to reflect on our practice and have meaningful conversations about what we are doing in our classrooms. It is clearly one of the areas we strive to improve.

Leo Jones (Talent Development): I am from the Center for Social Organization of Schools at Johns Hopkins University. I am delighted to be here because I think your gathering here demonstrates precisely why public education is, in my view, the preeminent social justice issue of our times because of the convergence of such issues as language, culture, and ethnicity.

The Talent Development High Schools model was designed in 1994 by Johns Hopkins University and Howard University researchers under a grant from the U.S. Department of Education, called CRESPAR, which stands for the Center for Research on the Education of Students Placed At Risk. When we talk about students placed at risk, we are talking about academic failure and dropping out.

I guess I would quibble with the characterization of Talent Development as a prescriptive model, because I think that overlooks the fact that whenever we go to work at a district or a school, we end up working very closely with the faculty to customize the Talent Development model to fit the needs of the people in the building. For that reason, we insist upon one year of strict planning, in order to put all of the reforms in place. We think that kind of intentional process not only results in better structures in the school, but it also results in more buy-in from the staff who are going to be responsible for implementing the changes later on.

There are four basic parts of Talent Development. There are organizational reforms where we reorganize schools into smaller learning communities, one of them being for freshmen only, called the Ninth Grade Success Academy. We put a lot of emphasis on developing the ninth grade components because it is a make-or-break year. Upper grade students are organized into career academies because we want to bridge the relevance gap — we want to make sure that students understand that there is a connection between the things that we are asking them to do in school and what is going to happen with the rest of their lives.

We also have an onsite after-hours alternative program, Twilight School, because there are invariably students who, for reasons not always under their control, simply do not fit well into the standard traditional day curriculum. We provide a lot of personal attention in a still smaller school setting onsite after hours until we can help students to solve the problems that have kept them from being successful in the day curriculum.

We further personalize the school environment by organizing everyone into multi-disciplinary teacher teams, which are not only good for the student, but also good for the teachers. For so long, teaching has been kind of a lone-wolf profession, particularly at the high school level where we only divide disciplines for convenience sake.

The instructional curriculum reforms we provide are what we call transition courses for those students who come to the ninth grade performing at two or more levels below grade level expectation. Those students need additional help to meet high standards. We are all for high standards, but we have to provide teachers with the 'how' in order to be able to meet them. Standards are the 'what'. We could all agree that by the end of our gathering here today everybody will be able to throw a 90-mile per hour fastball, and we have set a standard. We have not told anyone how we are going to do that, so we need to provide the 'how'. How are we going to help students placed at risk to make the leap from where they are, which in some cases is very low academic proficiency, to where they need to be?

Finally, professional development makes it all come together. There are three levels that include an initial training and follow-up training onsite that are provided by Johns Hopkins staff. In addition, we identify and train curriculum coaches in mathematics, social studies, and English language arts, who remain in the school full-time to work with teachers who are implementing the program. We think that is really what it takes to make sure that all the wonderful things we talk about in professional development actually make it into the classroom.

We believe that every single student can achieve given the appropriate resources and methods. It is our job to see that they get those. Our approach is not different for ELL students. Hopefully, as our discussion progresses, I will be able to talk to you about the specific challenges that we see as we go into schools with significant populations of ELL students. I am thinking particularly of Edison/ Fareira High School in Philadelphia, which has been with Talent Development now for four years, and has increased its graduation rate. They have had a very large increase in the number of ELL students from less than 50 percent to 68 percent in that four-year period.

John Nori (Breaking Ranks): *Breaking Ranks* is not a model; it was never intended to be a model. In 1996, it was intended at its inception to be a set of principles created by principals, teachers, students, and other practitioners to talk about what needs to happen to change America's high schools. The subtitle of *Breaking Ranks* is *Changing an American Institution*.

The title *Breaking Ranks* comes from the concept that one of the hardest things to change in education in the United States is high schools. As a high school principal, one of the things that I often thought about, talked about, and looked for were ways to crack what I called the culture code.

Peter Holly, one of the gurus in high school reform back in the mid-90s, said that if you do not change the culture of a school, you do not change anything. Culture is the hardest thing to change because we are the culture. I would think that if I asked you to write down two or three icons of your high school education, we would see a lot more congruity than we would see divergence in terms of the way people in this country think about high school education.

Breaking Ranks was designed to take a look at what needs to change and how it needs to change. When the first commission met and wrote, educators came up with eighty-two recommendations. The most infamous or famous would be flexible scheduling. Think of all the schools that you know where a flexible schedule was put in place. It could be done anywhere from what I think of as 'the right way,' with lots of professional development and input from faculty, community, and students, to the other end of the spectrum where the principal announces to

teachers on the first day back to school that classes are going to be 90 minutes long this year. *Breaking Ranks* recommendations began to be implemented in a piecemeal fashion.

We have spent a lot of time at National Association of Secondary School Principals (NASSP) the last couple of years, talking about what we need to do as a follow up. In 2002, NASSP came out with *What the Research Shows: Breaking Ranks in Action.* This is simply a review of the literature that talks about how various pieces of research support the concepts in *Breaking Ranks*. This chapter-by-chapter reference to the original book is available on our website www.principals.org.

The most compelling research cited in the book is the literate leadership research. You heard Jim Greco talk this morning about a recent leadership study. Leadership study after leadership study says that if you do not have good leadership in the school, good reform is not going to happen. It is as simple as that. NASSP defines principal leadership as collaborative leadership coming from the principal or with the principal engaging others in the school in the leadership role.

In February 2004, NASSP will release *Breaking Ranks™ II: Strategies for Leading High School Change*. The purpose of *Breaking Ranks™ II* is to create a document that pulls together the concepts of the first book and provides a roadmap for practitioners. Instead of 82 recommendations, we focus on 31 recommendations. Instead of nine purposes of high school, we narrow that down to seven strategies for implementation. Three core areas are the focus: collaborative leadership, personalization of environment, and curriculum instruction and assessment. Everything flows under those three pieces. It is not research; it is not a model; it is not designed to stand on its own necessarily, but it is designed to stimulate and direct thinking.

In fact, I have distributed some handouts, one of which is called *Break Through High Schools*, a separate project we are doing for the Gates Foundation. We are looking for schools for parts two and three of *Break Through High Schools*. We are looking for high poverty, high minority, and high achievement schools that are at least 50 percent minority, 50 percent poverty, and 90 percent college-going. Here is the catch: we are looking for schools with a 90 percent four-year cohort graduation rate, which are hard to find. Most of the schools that are illustrated in our first monograph are schools that select a portion of the student body from qualified applicants. However, we recognize that comprehensive schools are where we need to be focused, and so we are looking for those in year two. We are also finding that the four-year cohort graduation rate is hard to document because most states do not keep that data, and they are just starting to as a result of NCLB.

The publication of *Breaking Ranks™ II* is coupled with two very critical pieces that are in process. One is a leadership-training module that we are developing in collaboration with Educational Testing Service. The module will have multiple parts and will be focused on getting principal-thinking aligned with the goals in *Breaking Ranks.* We find that as we attempt to align thinking we pull from the work of all these people I am sitting at the table with.

In the publication of that module or simultaneous with the publication of that module, we are working on an agreement for technical assistance. Again, not because we want to become a model and a service provider, but because we want to help guide the thinking as people go into the process of reforming high schools.

Finally, we went after a grant, and thanks to the Gates Foundation we will be sending *Breaking Ranks™ II* to every principal in private, public, and charter schools in the United States.

Moderator: What is your key strategy for working with English language learners?

Leo Jones (Talent Development): The first thing that we try to do is include the small group of people, who are directly involved with English language learners, with the rest of the school community. What we generally find is that there is an office somewhere on the third floor and nobody else goes there but teachers who are teaching ESL or teachers who are teaching bilingual education. One of the things that we try to do is reincorporate them into the community.

We also want to move the school staff from thinking that the job of dealing with English language learners is strictly the province of this one small group of people and make it the job of the entire school to move English language learners forward. This is a cultural change as we have already discussed. When educators ask what we are going to do for English language learners, my response is always 'what do you do for English language learners?' What we find is that in many of the schools in which we work where there are a large number of students placed at risk, do not have the resources or staffing to meet the needs of the students who are there.

Our goal is to facilitate change in the course of whole school reform. For example, if the goal of the school is to start moving larger numbers of students out of bilingual programs and into English language classes, then we try to support that effort by gathering data that they can use as a basis of reflective practices because, quite often, no one in the building can tell you how many students have been successfully moved from bilingual education to English language classes, or how many students have progressed at what rate through ESL courses.

Steve Amstutz (First Things First): I want to reiterate what was just said. Some time ago, we decided in our country that separate was not equal; yet, it is exactly what we do in most of our high schools with second language learners or students learning English. It is common in schools to find that the ESL department is on the third floor or out in a temporary building, which was the condition at my high school.

The first thing that we do in culture change is change the notion that these students belong to someone else and that they are someone else's responsibility. Changed relationships have helped greatly. If I am responsible for children who I know and know well, then whether they are learning a second language, have a learning disability, or come from a family of low income, the temporary characteristics of that child then become the impetus for action.

My teaching and learning inquiry in my desire to learn and my desire to serve my children better stems out of the fact that I care about them in a very different way then I did when they were anonymous. We are finding out that this is the case in classroom after classroom and in small learning community after small learning community. It is Deborah Meier's notion that you behave differently when you have a child in your head then when you have a child in your heart. That is part of that important cultural change that we are working on in changing the nature of relationships.

Judy Murphy (Cristo Rey Network): We chose to formulate a dual language curriculum for everybody, which meant that teachers needed to create curriculum. We also used an understanding or a growing understanding of how language is acquired across the curriculum.

When we started, we had no space for teachers to have offices, so we ended up putting a number of desks in what had been the janitor's storeroom in the basement. Teachers started to develop what we now call 'planning' by seeing what was on each other's desks. They would figure out how to do cross-discipline thematic work that way. When we did finally build a new building, we kept that notion and took two classroom size spaces for the teachers to have their workroom so that they can still stumble over and learn from each other. This is a strategy that we recommend to places that are replicating our model so that the collaboration is intentional and unending.

Daphannie Stephens (Coalition of Essential Schools): I just have to take a moment to mention North Kansas City High School because they have done a wonderful job around their strategy for working with ELL students. The ELL staff has taken on the responsibility to work with non-ELL staff within subject area classrooms — the ESL staff is actually going to the classrooms and supporting teachers in developing ESL strategies and working side by side with them.

Moderator: When you all begin working with a school, what kind of school climate culture are you usually coming into with regard to the school's vision and sense of who is responsible for raising the achievement and meeting the needs of English language learners? How can you help schools take ownership and responsibility for the success of their English language learners?

Daphannie Stephens (Coalition of Essential Schools): I think that in order to answer this question I have to go back and add to what Leo and John said earlier, in that this relates to a school's buy-in for a strategy. CES takes a lot of time to make sure that schools understand what our process is, what our beliefs and principles are, and to make sure that schools can write a vision statement aligning with our understanding before we begin the work.

This also links back to the role of leadership at a school. It is important to note that those two things are essential to improvement. If there is not strong leadership in a school and there is not buy-in to a particular reform model, then you are going to have problems before you even step onto the campus.

At CES, we believe that schools can actualize the principles we use in many different ways on their campus, so we do not prescribe one way of including ELL students. We do focus, however, on helping teachers and administrators take a look at the facts and data of what is going on at their school, because a lot of times people are not aware of what is happening.

Before we begin any conversation, we take a look at what is really happening at the school, not anecdotal data, but the facts and numbers. We ask questions like how are ELL students achieving? What are the differences among language and racial groups? Are ELL students typically corded off into lower track courses? How much involvement in the school is there on the part of parents of ELL students? What are absenteeism and dropout rates for ELL students? At what rates are ELLs graduating and entering college?

Within a framework of clear understanding of the ways the school is currently serving or underserving ELL students, we help schools develop plans for addressing any inequities that have arisen by ensuring that ELL students receive an academically rigorous education and the personalization that they need to succeed.

I also think that at the BayCES office, we experience this in two different ways. We work with two different types of reform. One is new small school development, which is the birthing of a brand-new school where we get to hire its entire staff. We also work with large comprehensive high schools that are breaking down. We affectionately call this 'forced reform'. It is an important distinction, because when we work with new small schools that are brand new, development staff usually have many great, innovative, research-based ideas, and they are looking for some help to get them going. These are schools where they already have a school climate, a vision, and a sense of who is responsible for taking on this work.

In forced reform settings, this is not the case because you have people questioning what you are going to do. They want us to bring the vision and to come fix the school. At BayCES, we will support working with a content-area specialist on English language development with a specialist who can come onsite and ramp up the capacity of teachers to take on this work. We also realize that it is a capacity issue. An example of this would be Academic Literacy Assessment System (ALAS), which is a fabulous program.

Kathy Lesley (America's Choice): I agree with Daphannie, and I think that our work is very similar. I would like to build on what she said in terms of being inclusive and building those partnerships. We do not have the silver bullet and we need to work in collaboration with one another.

I think that the most important thing is that we must bring our ELL teachers and leaders in a school to the table to make sure that they are included—they need to be part of our leadership team. I think the one thing that we must remember as we are trying to create a professional learning community is that we are all learners here, and we have to build on one another's strengths.

Moderator Addressing Meeting Participants: What advice do you have for the model developers?

Kathy Mullen: When you come into a school do you at least take the time to look at the inventory of the administrative structure? What I am struggling with right now is the notion of universal leadership versus silo leadership. At a time when we are looking to reform schools, we still have an administrative structure that supports the notion that 'ELL kids are your kids because you are the ESL/bilingual program director.' The culture never seems to shift. Do you look at the whole administration in terms of redefining roles in support of your program designs?

Leo Jones: I think what you are talking about points out the necessity of capacity- building exercises with the leaders in the building and in the district. Unless they get retrained, they will not change. Our organizational reforms are actually intended to decentralize the decision making process in the schools. By dividing the schools into smaller learning communities and putting an administrator in charge of each one of those, our goal is to have the principal delegate the authority for a lot of the building management functions in particular. Therefore, the principal can actually be the head of curriculum and instruction, which is a luxury that most principals simply do not have. This means changing the style of organization and administration in the school, however.

Kathy Lesley: I think that our biggest challenge as model developers is when you go into schools and the leadership team is not intact. We have to spend a lot of time working with the leadership team to get them to be more inclusive and to distribute leadership across the school culture. The principal cannot do everything. We have lots of fine teachers who are good teacher-leaders who need to take on some of those roles and responsibilities.

Daphannie Stephens (Coalition of Essential Schools): When CES tries to go in and break down a school, we want collaborative decision making. We want shared responsibility by looking at whole school data. I also think that at BAYCES we have gone so far as to create another credentialing program for administrators through a brand-new curriculum. Principals need to be trained in a whole different way to approach problems. We also went to the district level and asked for the pressure to complete paperwork and managerial tasks to shift from the principal to other staff members.

Comment (Aida Walqui): As we think of working with the model and the wonderful teachers that do exist there, we need to go one step further and ask ourselves 'are they truly the model teachers that we want to work with, and do they truly display the kinds of characteristics we want for the new schools.' There is this perception that a group of wonderful teachers exists at the school, but sometimes these are perceptions that have been informed by very asymmetrical decisions about what goes on in the school. When I was teaching in high school about fifteen years ago, it used to be the case that I would continuously be offered a position to teach in the mainstream. Actually, I keep encountering these same comments from wonderful bilingual/ESL teachers here and there, but they happen to be the minority. What I mean is there may be a broader core of good teachers that have never been recognized by the power structure at the school. Bringing everybody to the table is not as easily done when we have already worked in a system where there are very strong perceptions that those coming to the table are still inferior. There is some sort of condescension in the dialogue that needs to be rethought and prepared for, because otherwise, we have no collaboration. It has always been the burden of minority teachers to adapt to the others. I think the burden needs to be equally shared.

Comment (Tony Colon): This is along the same lines. My comment is sort of a concern and caution that I experience every time I go to conferences and we talk about the different reform models. My experience has been that there are very few models, and I mean that respectfully, very few models that have been designed with ELLs in mind. That, I submit to you, makes a big difference because we do not translate models, and it is very difficult to adapt models. It always makes me wonder why we do not design the model with ELLs in mind. Why do developers have to adapt the model to us? It usually does not work. One of the ways models can be changed is to be more inclusive of people of color when creating the designs.

Leo Jones (Talent Development): I wanted to respond if I can very briefly to what Tony said. As consumers of models that have been developed by all kinds of organizations, we ought to inquire whether or not the model developer is itself a learning organization. If the model has not evolved since it began, then you should keep looking. What we plan on doing is learning from the people who implement the model, because they are the ones who become the experts. One of the things that drives my own participation in this whole process of school reform is that so many of the

students who are the supposed targets of all of this wonderful reform look like me. What I see myself doing is helping to distill what pure researchers have come up with into something that really works on the human level. When researching models, you ought to look at: Who is implementing? Has the program evolved? Have the developers learned from the people who have been working with the model? The answers may suggest that the model developers have actually embraced these people as colleagues, which addresses exactly the kinds of issues that Tony mentioned he is sensitive to.

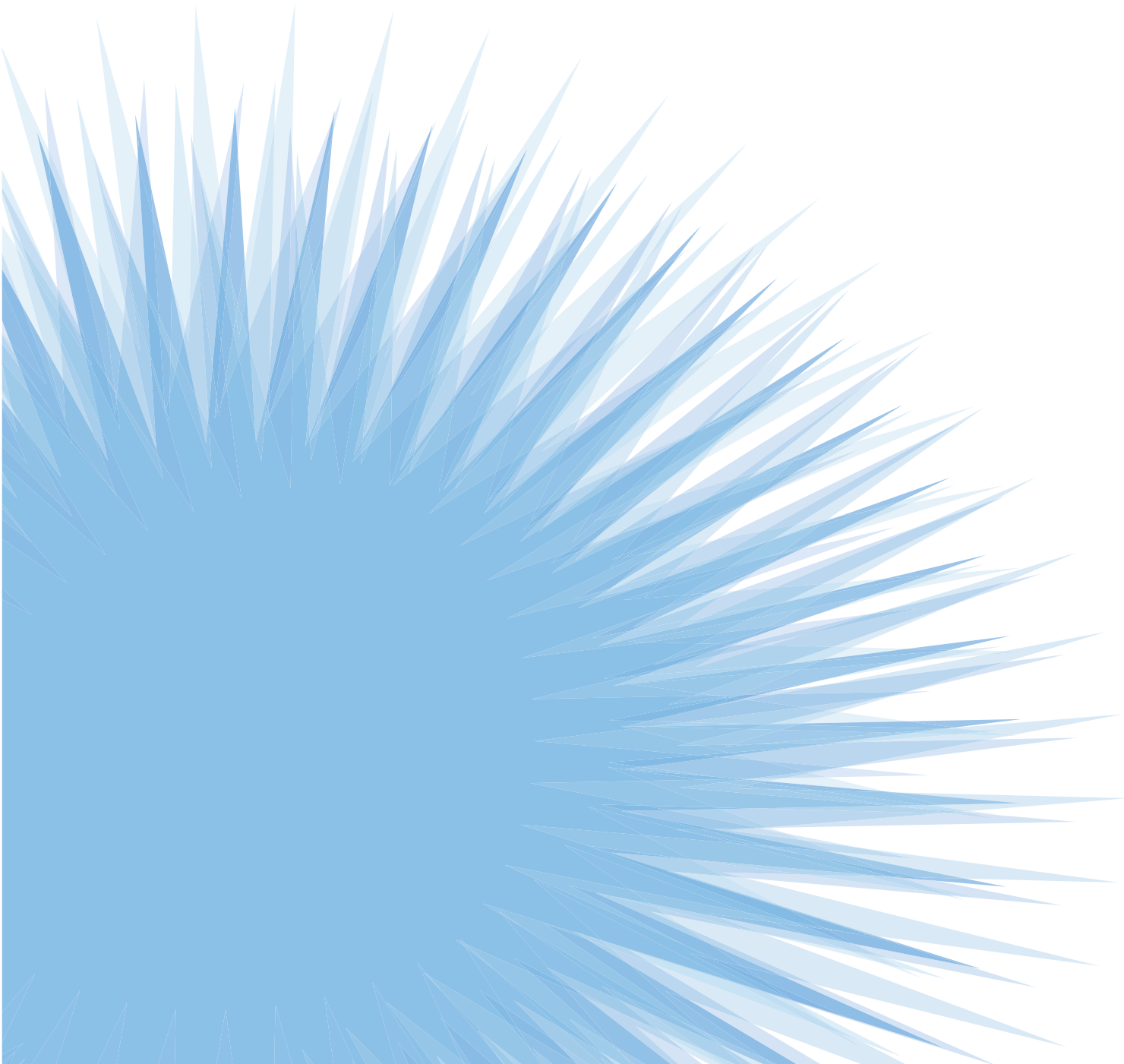
Comment: I think that my comment goes to the model developers who are here today and also to everyone else who has influence over professional development for school leaders. Much has been said at this conference about empowering teachers with knowledge and with opportunities to affect what happens in classrooms, but I think one of the things that I have heard is that without the leadership buy-in you do not get reform off the ground. The level of knowledge among school leaders around the issues of English learners, the needs, the gifts, the programs, the kind of instructional pedagogy that works, is in my experience extremely low.

There is a threshold of knowledge that needs to be built into leadership capacity-building that I would advocate for everyone here to work on and make sure that it is included in principals' credentials. There is a body of knowledge about English learners that is well researched that needs to be part of every syllabus for school administrator training.

Comment (Raj Balu): I am from Chicago Public Schools, and we have been working in bilingual education for thirty to forty years. In our high schools, we have some successful strategies that we have implemented for bringing bilingual educators into the mainstream education. Ten years ago, we had a bilingual department in each of the high schools. We abolished that first. Now, we have the ESL teacher in the English department, and the bilingual chemistry or science teacher in the science department. Then, the school has a bilingual lead teacher who manages the kinds of interactions that are necessary in terms of the English language learners' issues. That approach works very well and ends up bringing the ESL/bilingual teachers to the mainstream.

Another approach that we have is called quota-funded teachers and supplemental teachers. If a school has thirty or more students of the same language background, then there should be a quota teacher on staff using tax funds. If that quota-funded teacher has to be hired, and if there is a sufficient number of students in that language, then that teacher has to have the ability to speak in English and the students' home language and the subject area certification. Together, the school builds the capacity in terms of having a sufficient number of teachers who are qualified both in the subject area and the language area.

More information is available at www.hsalliance.org.



The first national conference on English language learners and high school reform offered an exciting opportunity for state, district, and school staff to learn about best practices and reform models that may enhance their current programs for secondary English language learner students. With approximately 150 participants in attendance, each at various stages of their high school reform process, it was challenging to address the specific interests of all those present. With this humble acknowledgement, the Council of Chief State School Officers set out to address the topics identified by practitioners as most pressing, including how to provide professional development for both ESL teachers and content area teachers, incorporate successful parent involvement strategies, and develop a system of multiple programs and approaches that address the diversity of backgrounds, skills, and needs of secondary ELL students. As a result of this rich, collaborative experience, observations were made by regional teams during the team planning sessions for future action at the a) state; b) district; and c) local school levels.

As states and districts forge ahead with the planning and implementation of high school reform efforts, it is our hope that they and their technical assistance providers will take a close look at the strengths to build on and areas of tension presented by Aida Walqui on the second day of the conference and the final recommendations generated by regional team discussions on the third day of the conference. It is important that all those involved with the reform process become experts in the issues of educating secondary ELLs so that providing the needed supports becomes a shared responsibility, not one exclusive to the ESL/bilingual department staff.

The low demand for student performance and the simplification of materials for ELLs were among the tensions mentioned by Aida Walqui. She emphasized the importance of having high expectations for ELL students and providing the appropriate supports for students as reform measures are structured. Regional team members also recommended that states and districts work proactively to include ELLs in all reform efforts from the beginning. Under no circumstances should ELLs be viewed as ancillaries to the reform process. In order to meet the needs of ELLs, they must be considered at the onset of school improvement.

An analysis of the conference evaluations indicates that participants found the meeting topics beneficial, as they considered issues confronting the states, the districts, and the schools, and gained information from experts on these issues. Furthermore, participants found it highly useful to learn and gather ideas on similar issues from other state and district representatives. Often, these ideas had a high potential for usefulness in their own reform efforts.

Finally, participants expressed interest in convening an annual meeting focused on ELLs in America's high schools. Due to the lack of scientifically-based research on this topic, programs presented at this October 2003 conference shared mostly qualitative data with some external evaluations. Future conferences would allow for some presenters to share data on outcomes of ELLs involved in their programs over time,

and for new programs to be showcased. The Council of Chief State School Officers encourages others to conduct and disseminate research on best practices for secondary ELLs and for high school reform, as they are topics of interest that are inherently intertwined and highly relevant to educators today. In addition to this proceedings document, other publications focused on secondary ELLs can be found at www.ccsso.org.

Recommendations for Future Action

Future Action at the State Level

To effectively lead reforms, the state must:

- Articulate a vision for the success of ELL high school students
- Work proactively to change the perception of programs for English language learners (ELL) as ancillary
- Deem the inclusion of ELLs as "non-negotiable" from the beginning of all reform efforts
- Ensure that the professional preparation of teachers and administrators provides knowledge of ELL needs, including second language acquisition strategies and use of native language resources. This is necessary in order for ELLs to meet rigorous state standards and graduation requirements.
- Provide technical assistance to schools and districts as they develop and implement high school reform plans
- Target technical assistance toward high schools struggling to meet the needs of ELL students, many of which have been identified as "in need of improvement"
- Make schools and districts explicitly aware of the state resources available to assist them in educating ELL students
- Encourage districts to maximize their resources for technical assistance/professional development purposes by identifying resources from the range of funding streams available to districts

To garner support for high school reform, the state must invite representatives from all stakeholder groups to contribute to reform planning.

- Schools and district leaders should advise in curriculum development
- Higher education should contribute to professional development programs and should help address academic expectations for graduating students
- The state education agency should provide leadership, resources, and assistance in replicating/adapting successful models.
- The state legislature should encourage public understanding and support for reform efforts
- Community and business leaders should provide resources and input to ensure that reforms reflect community needs and desires

To devise plans that encourage high achievement for ELLs, the state must:

- Include experts in both secondary education and in ELL and immigrant student education on high school reform committees

- Provide a model for collaboration among those involved with the education of ELLs and "mainstream" students. The school improvement office, Title I, Title III, special education, and other important offices within the SEA must work in unison to bring about high student achievement—just as mainstream and ESL classroom teachers are encouraged to collaborate for the success of ELL students

Future Action at the District Level

Districts must support teaching and learning among all students.

- District personnel should serve as liaisons between schools and the state to ensure that state initiatives are implemented effectively for the success of all students, including English language learners.
- Districts should extend school services and allow resources to reach schools directly in order to provide additional programs and support for ELL students.
- Districts should consider structural reorganizations in order to support high school reforms.
- Districts should publicize successes with ELLs and reinforce the state vision that moves ELL needs from the periphery to the center of educational goals.

Districts must provide, at a minimum, the following resources:

- Data analyses
- Multidisciplinary teams to support schools
- Training for district personnel and campus administrators to ensure that instructional services for ELLs are appropriate, rigorous, and effective
- Timely evaluations of instructional reforms and outcomes for all student groups

Future Action at the School Level

Schools must educate educators.

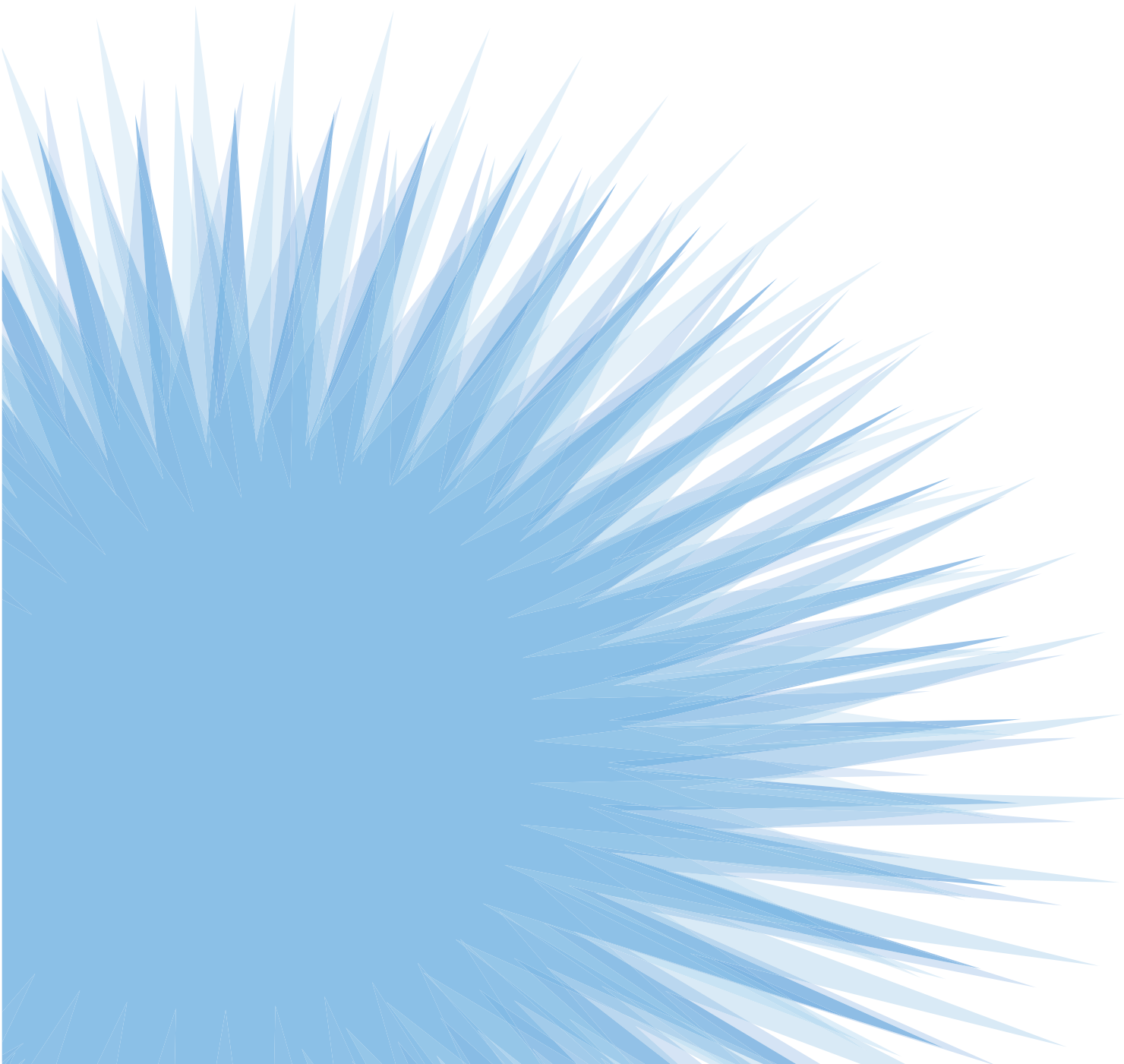
- Schools should ensure that all content area teachers who have second language learners in their content area classes receive in-depth training in appropriate educational strategies for second language learners.
- Schools should empower their administrators to be instructional leaders.

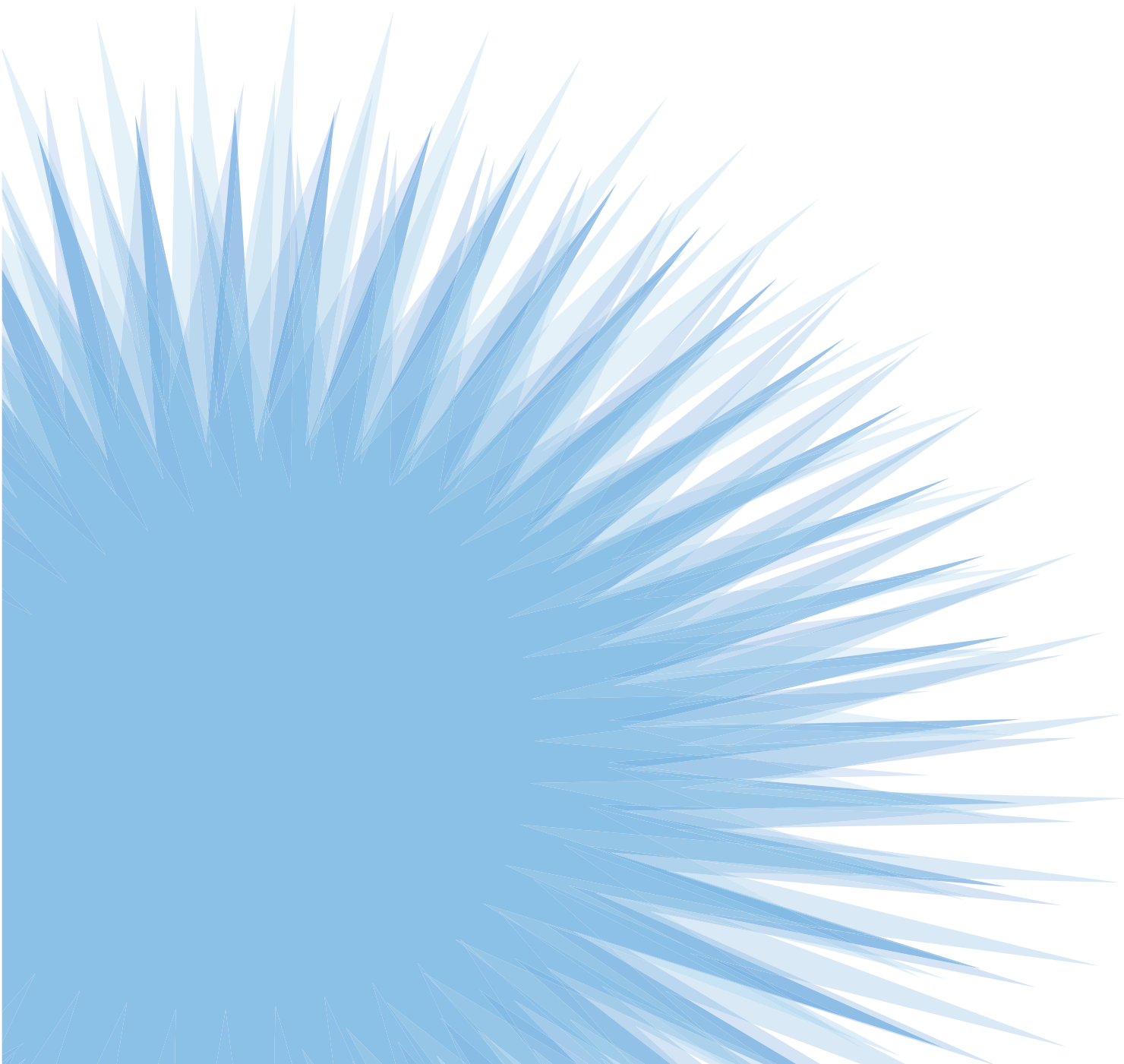
For reforms to be effective, school cultures must be changed.

- School culture should promote positive attitudes toward all student groups, including English language learners and immigrants.
- School culture should foster an "equal-level playing field" and quality educational access for all students.
- School culture should promote collaboration and interaction among teachers and a sense of shared responsibility among faculty for the success of all students.

Schools must have flexibility to respond to student needs.

- Schools should use multiple approaches and student-centered goals to provide ELLs with the skills necessary to meet graduation requirements.
- Schools should work with families to align school and family expectations for student success.
- Schools should take advantage of district data by encouraging teachers to jointly devise instructional plans to meet ELL student needs.





Immigrant Students and Secondary School Reform Project

Integrating English Language Learners in High School Reform

A national meeting sponsored by the
Council of Chief State School Officers
in collaboration with
Educational Testing Service,
National Council of La Raza, and
National High School Alliance

Expected Outcomes:

1 Development of peer networks and joint planning teams that will be the basis of future action on high school reforms that support high achievement for English language learners.

2 Increased capacity of state, district, and school decisionmakers to strategically plan high school reform policies that support best practices for English language learners.

Monday, October 20, 2003

8:30–8:45

Biscayne Ballroom — **Welcome and Introduction**
Julia Lara, Deputy Executive Director,
Council of Chief State School Officers

8:45–9:15

Biscayne Ballroom — **Keynote Address**
Diana Lam, Deputy Chancellor for Teaching & Learning,
New York City Department of Education

9:15–10:30

Biscayne Ballroom — **Setting the Context**

**The Nation's School Age Population:
Language Characteristics and Future Growth**
Richard Fry, Senior Research Associate, Pew Hispanic Center

Leveraging High School Reform through No Child Left Behind (NCLB)
Gail Schwartz, Office of Vocational and Adult Education,
U.S. Department of Education

10:45–12:00

Biscayne Ballroom

Rigorous Literacy Development with English Language eLearners in High School: What Are the Prerequisites?

Aida Walqui, Director of Teacher Professional Development Program, WestEd

12:00–12:45

Schools for a New Society Initiative

Catherine Pino, Deputy Director, Urban High Schools Initiative, Carnegie Corporation of New York

12:45–2:15

Concurrent Sessions: Developing the Capacity of Teachers to Work with Secondary ELL Students

Bay Room

Secondary Teachers of English Language Learners: Achieving Results (STELLAR)

Rain Bongolan, Coordinator, English Learner Instruction, New Teacher Center at University of California, Santa Cruz

Diana Gomez, Watsonville High School, Pajaro Valley Unified School District

Peacock Park

Miami-Dade County Summer Institute for Secondary ESOL Teachers

Joanne Urrutia, Administrative Director, Division of Bilingual Education and World Languages

Addea P. Dontino, Supervisor, Division of Bilingual Education and World Languages

Rosy M. Ugalde, Supervisor, Division of Bilingual Education and World Languages

Grove A

Developing Academic Language: Using the SIOP Model

Colleen Moore, SIOP Trainer, La Joya, Texas

Grove B

Developing Academic Language: Strategic Literacy Model

Randall Smith, Consultant, Tucson Unified School District

2:15–3:45

Repeat of Previous Concurrent Sessions

4:00–5:15

Biscayne Ballroom

Parent and Community Involvement: Building Leadership and Capacity
Parent Empowerment Practices That Work

David Valladolid, President & CEO,
Parent Institute for Quality Education

Patricia Mayer-Ochoa, Vice President of Program Development,
Parent Institute for Quality Education

5:45–6:45

Networking Reception on Terrace Patio (weather permitting)

Tuesday, October 21, 2003

8:30–10:00

Biscayne Ballroom

General Session: District-Wide Approaches to High School Reform

Facilitator: Sharon Saez, Educational Testing Services (ETS)

Suanna Gilman-Ponce, Director of Multilingual Education Department,
Sacramento Unified School District

Nydia Mendez, Director, Office of Language Learning and Support,
Boston Public Schools

Olivia Ifill-Lynch, Local Instructional Superintendent for Region II,
New York City Department of Education

10:15–11:45

Learning Environments Focused on Fostering ELL Achievement: Concurrent Sessions on School-Wide Approaches

Bay Room

Project New Beginning: A Newcomer Program for Newly-Arrived Adolescents at the Crossroads of Literacy and Academia

Melina Castillo, Bilingual Curriculum Supervisor, Division of Bilingual Education and World Languages

Eduardo F. Gomez-Naval, Teacher, Miami-Dade County Public Schools

Peacock Park

The International Partnership Model and High School Reform for ELLs

William Ling, Assistant Director, International Partnership Schools

Shael Polakow-Suransky, Bronx International High School

Claire Sylvan, Director, International Partnership Schools

Grove A

Digital Classroom Model: Integrating Educational Technology and Instruction

Mike Suntag, The Connecticut Regional Vocational Technical Schools

Jose Rios-Ninos, Instructor, Wright Regional Vocational-Technical School, Stamford, CT

Biscayne Ballroom

Successful Miami Comprehensive Schools

George A. Núñez, Principal, Dr. Michael M. Krop Senior High School

Lorenzo Ladaga, Principal, Hialeah Senior High School

Ideal Garcia, Assistant Principal, G. Holmes Braddock Senior High School

Grove B

First Things First and English Language Learners

Steve Amstutz, Principal, Lee High School, Houston, Texas

11:45–12:45

Biscayne Ballroom

Lunch: Key Issues to Remember

Aida Walqui, Director of Teacher Professional Development Program, WestEd

12:45–2:15

Team Consultation Sessions

Peacock Park — **Group 1**

Discussion Facilitator: Julia Lara, Deputy Executive Director, CCSSO

Scribe: Barbara Carolino, Senior Project Associate, CCSSO

Resource: Shael Polakow-Suransky, Bronx International High School

Rain Bongolan, Coordinator, English Learner Instruction, New Teacher Center

Grove A — **Group 2**

Discussion Facilitator: Nydia Mendez, Boston Public Schools

Scribe: Shelley Spaulding, Research Associate, CCSSO

Resource: Jose Rios-Ninos, Instructor, Wright Regional Vocational-Technical School

Joanne Urrutia, Administrative Director, Division of Bilingual Education and World Languages

Biscayne Ballroom — **Group 3**

Discussion Facilitator: Maria Seidner, Consultant, MS Associates

Scribe: Tracy Runfola, Research Assistant, CCSSO

Resource: George A. Nunez, Principal, Dr. Michael M. Krop Senior High School

Lorenzo Ladaga, Principal, Hialeah Senior High School

Ideal Garcia, Principal, Braddock Senior High School

Colleen Moore, SIOP Trainer, La Joya, Texas

Grove B — **Group 4**

Discussion Facilitator: Naomi Housman, Coordinator, National High School Alliance

Scribe: Nina Frant, Program Assistant, National High School Alliance

Resource: Melinda Castillo, Supervisor, Division of Bilingual Education and World Languages

Steve Amstutz, Principal, Lee High School, Houston, Texas

Randall Smith, Consultant, Tucson Unified School District

2:30–3:00

Biscayne Ballroom — **Group Reports**

Facilitator: Julia Lara, Deputy Executive Director, CCSSO

Facilitators from the four groups will report on their issues and potential solutions their groups discussed.

3:00–4:30

Concurrent Sessions on Data-Based Decision Making Tools and Processes for Secondary ELL Success

Bay Room — **The Grow Network**

David Coleman, Chief Executive Officer

Nirvani Budhram, Professional Development and Client Management Specialist

Peacock Park — **EScholar**

Ron Streeter, Vice President, Decision Support Systems

Grove A — **The Bay Area Coalition for Equitable Schools (BayCES)**

Daphannie Stephens, Project Manager, Leadership for Inquiry School Network

Alicia Romero, Oakland Unified School District

4:30–5:30

Job Alike Planning Sessions

Bay Room — **School Practitioners**

Facilitator: Shael Polakow-Suransky, Bronx International High School

Scribe: Jacqueline Vialpando, National Council of La Raza

Peacock Park — **District Practitioners**

Facilitators: Peggy McCleod, National Association of Bilingual Education and Nydia Mendez, Director, Office of Language Learning and Support, Boston Public Schools

Scribe: Maria Seidner, Consultant, MS Associates

Grove A — **State Practitioners**

Facilitators: Jim Greco, School Improvement Division, California Department of Education and Erlinda Archuleta, Colorado Department of Education

Scribe: Julia Lara, Deputy Executive Director, CCSSO

Grove B — **National Policy Organizations**

Facilitators: Naomi Housman, Coordinator, National High School Alliance and Monica Martinez, Director of Outreach for the National Clearinghouse on Comprehensive School Reform at the Institute for Educational Leadership

Scribe: Barbara Carolino, Senior Project Associate, CCSSO

Wednesday, October 22, 2003

8:30–10:00

General Session: State Approaches to High School Reform

Facilitator: Maria Seidner, Consultant, MS Associates

Mike Suntag, The Connecticut Regional Vocational Technical Schools

Jim Greco, School Improvement Division,
California Department of Education

10:15–12:00

The Successes and Challenges of Using High School Reform Models to Build ELL-Responsive Learning Environments

Panel Moderator: Monica Martinez, Director of Outreach for the National Clearinghouse on Comprehensive School Reform at the Institute for Educational Leadership

Panelists:
Maria Waltemeyer, Talent Development High Schools,
Director of Technical Assistance, John Hopkins University

Daphannie Stevens, National Coalition of Essential Schools,
Program Manager, BayCES

Kathy Lesley, America's Choice High School, Senior Associate,
National Center on Education in the Economy

Judith Murphy, Cristo Rey Network, Deputy Director,
Chicago High School Redesign Initiative

John Nori, Breaking Ranks, Director, School Leadership Services,
National Association of Secondary School Principals

12:45–2:00

Team Planning Sessions

Participants will have the opportunity to meet as a state team comprised of school, district and state representatives, as well as community partners to discuss and articulate their next steps and technical assistance needs. Teams will report out in the following session. A worksheet located in your meeting binder may serve as guide and should be turned in to CCSSO staff to inform our proceedings document.

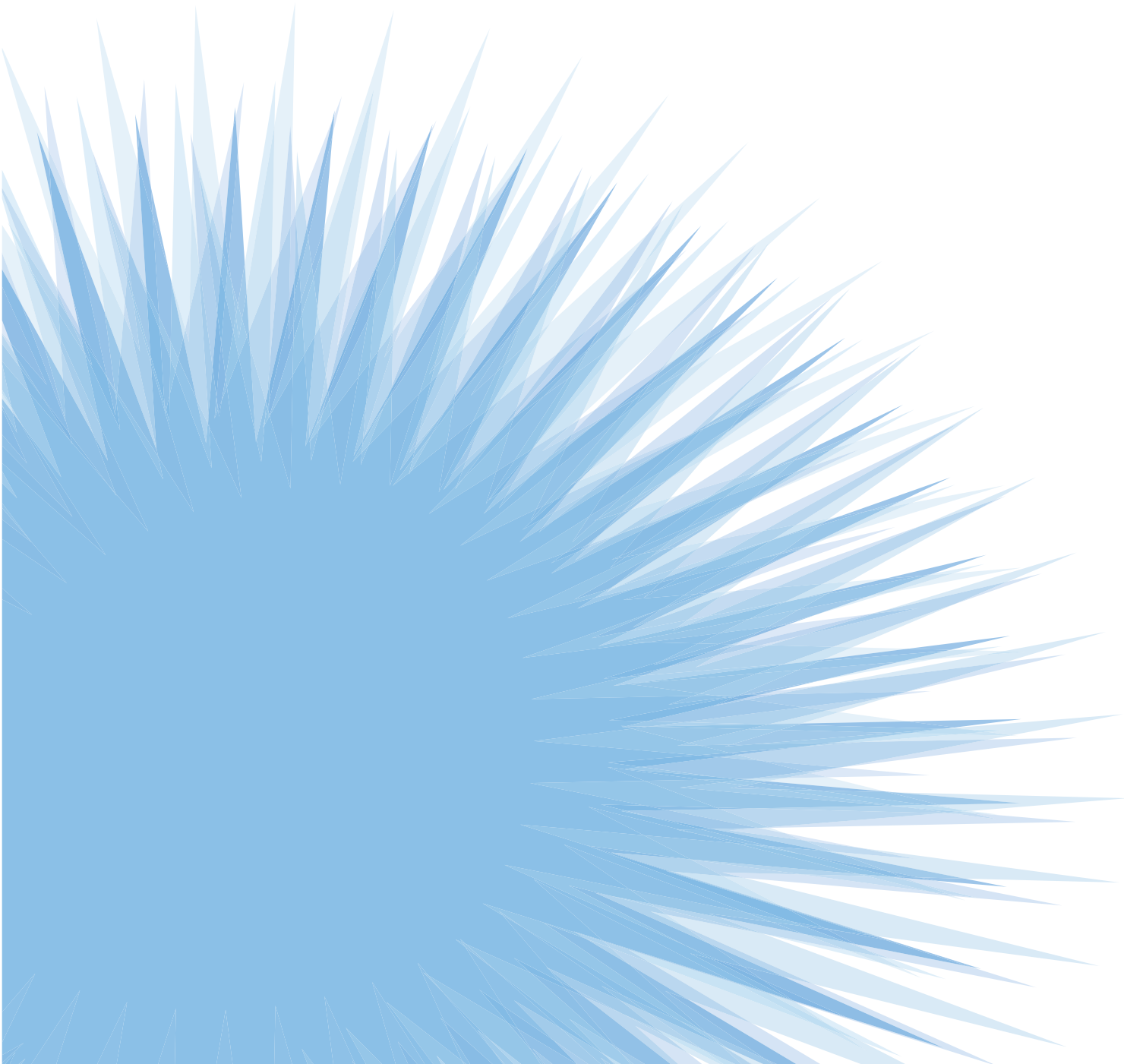
2:00–3:00

Team Reports, Next Steps & Closing Remarks

Julia Lara, Deputy Executive Director, CCSSO

Catherine Pino, Deputy Director, Urban High Schools Initiative, Carnegie Corporation of New York

3:00 Adjourn



Speaker Biographies

Steve Amstutz, Principal, Lee High School, Houston, Texas

Steve Amstutz is the principal of Lee High School in Houston, Texas. Mr. Amstutz started his career in education as an elementary school teacher. He served as a principal in elementary education for ten years before becoming the principal of Lee High School five years ago. While that was his first experience at the high school level, after less than a year Mr. Amstutz saw the need for deep change if his school had any hope of successfully serving Lee's highly diverse student population. He sought help with the change process and found First Things First, which embodied the concepts he was looking to put in place in the school. Mr. Amstutz's second year as principal was the planning year for the reform; Lee is now in its third year of First Things First implementation.

Mr. Amstutz earned his undergraduate degree from Wheaton College, Wheaton, Illinois, and his master's degree in educational leadership from the University of Houston.

Rain S. Bongolan, Codirector, Instructional Partners of English Language Learners, University of California Santa Cruz New Teacher Center

A classroom teacher for over twenty years, Ms. Bongolan is the Coordinator of English Learner Instruction for the New Teacher Center at UCSC. Ms. Bongolan was the director of one of California's twenty-four English learner Professional Development Institutes. As a new teacher advisor, she has shared her teaching and mentoring expertise for eight years in secondary schools with predominantly English learner populations. Her background in content area literacy and reading instruction has contributed to developing the pedagogical knowledge of a range of secondary teachers through ongoing professional development collaborations, or via presentations at literacy conferences. She has taught secondary English learner methodology classes at UCSC. Ms. Bongolan has coauthored a resource for beginning teachers: *Keys to the Secondary Classroom* (Corwin Press).

David Coleman, Chief Executive Officer, The Grow Network

David Coleman is the Chief Executive Officer for The Grow Network. He was born and raised in New York City, where he attended public school throughout K–12. In college, Mr. Coleman founded the Branch Program, which became the largest community service program at Yale University, and taught an intensive reading course for economically disadvantaged students as part of the Ulysses S. Grant program. He graduated summa cum laude with highest honors from Yale, where he earned a B.A. in Philosophy. Based on his work in the New Haven community, Mr. Coleman received a Rhodes Scholarship, which he used to study the philosophy of learning as well as English literature. During his time in England, he earned an M.A. in Ancient Philosophy with honors from Cambridge University and an M.A. in English Literature, First Class, from Oxford. For the next five years, Mr. Coleman led the pro bono education work at McKinsey & Company, where he helped the New York City Board of Education with instructional matters such as the Principal Performance Review and data reporting for performance measurement. While a consultant, Mr. Coleman also gained considerable technology management experience as a leader of McKinsey's

Business-to-Business Electronic Commerce Practice, working on building large-scale applications for financial institutions. Mr. Coleman's role at the Grow Network has been to ensure that the Grow Network exceeds expectations for the educators and parents it serves, in systems as diverse as New York City, Chicago, and California.

Melina E. Castillo, Bilingual Curriculum Supervisor, Division of Bilingual Education and World Languages

Melina E. Castillo, Ed.D., is a bilingual curriculum supervisor for the Miami-Dade County Public Schools, Division of Bilingual Education and World Languages. She coordinates the Project New Beginning Program (for students with limited/interrupted schooling experience) at various middle and senior high schools in the county. She is also the district coordinator of the Close Up Program for new Americans. Dr. Castillo has been an educator for the past seventeen years and has taught students from kindergarten to university levels.

Dr. Castillo is actively involved in local, national, and international ESOL and bilingual organizations. She earned her master's degree in TESOL from the University of Miami and her doctorate in education from NOVA Southeastern University. Both learning experiences have inspired in her a profound interest in teaching teachers and being a learned voice in curriculum development that is both learner-appropriate and learner-centered. In her words, curriculum is the "kaleidoscope" of teaching – every time you look through it there is something as special, as different, as vibrant, and as unique, much like our teachers and students. Dr. Castillo prides herself in her dedication to her profession, her colleagues, her students, and their futures.

Addea P. Dontino, District Supervisor for Secondary Schools, Miami-Dade County Public Schools, Division of Bilingual Education and World Languages

Addea P. Dontino is currently District Supervisor for Secondary Schools in the Division of Bilingual Education and World Languages in Miami-Dade County Public Schools. She has been involved in education since the early 1970s, when she started her career in education teaching senior high school English in public schools in upstate New York. She has taught middle school English/Language Arts and ESOL in private, parochial, and public schools in Florida.

She is an alumnus of Syracuse University, Syracuse, New York, with a B.A. in English and Education and has earned her master's in TESOL, as well as an Educational Leadership certification, from NOVA Southeastern University, Fort Lauderdale, Florida.

Ms. Dontino has extensive knowledge in the areas of curriculum writing. She brings to us many years of experience related to the use of technology to assist language learning in the areas of English and ESOL curriculum. In addition, she has served as a writer and supervisor in the areas of curriculum and staff development on numerous projects for the Division of Bilingual Education and World Languages. Addea has served on state assessment committees, and has presented at local, state, and national conferences, including Florida Association for Computer Educators (F.A.C.E.), National Association for Bilingual Education (N.A.B.E.) and National School Board Association (N.S.B.A.). Deeply committed to the success of ESOL students, she serves as codirector of the Language Arts/English Through ESOL Summer Academy in hopes that the support provided by the

Division of Bilingual Education and World Languages through such endeavors will only further the success of teachers and ultimately the achievement of LEP students throughout Miami-Dade County Public Schools.

Richard Fry, Senior Research Associate, Pew Hispanic Center

Richard Fry is a demographic economist with expertise in the analysis of established U.S. education, labor markets, and language data sets. He pursues an empirical research agenda on Latino educational outcomes and oversees the Pew Hispanic Center's contracted research projects in these areas.

Mr. Fry contributes leading analyses on the languages abilities of Hispanic Americans, examining both Spanish language abilities as well as English proficiencies. His research has been published in numerous journals, including the *American Economic Review*, *Industrial and Labor Relations Review* and *Contemporary Economic Policy.*

At the Pew Hispanic Center, Mr. Fry recently authored *Hispanic Youth Dropping Out of U.S. Schools*, an analysis revealing the diverse characteristics of teenage Latino high school dropouts and the prospects for successful K–12 intervention with these youth. Mr. Fry is currently engaged in bringing new data sources to bear on the extent and dimensions of bilingualism of Hispanic adults.

Suanna Gilman-Ponce, Director, Multilingual Education Department, Sacramento City Unified School District

Suanna Gilman-Ponce has participated in bilingual education all of her life, having attended bilingual elementary and high schools in Mexico. She began teaching in a bilingual classroom in 1973 and has had the privilege of serving English learners in several capacities. Her positions have included those of resource teacher, district coordinator, principal, specialist with the California Department of Education, and now director of a program that serves approximately 16,000 diverse English learners.

Eduardo F. Gomez-Naval, Teacher, Miami-Dade County Public Schools

Eduardo F. Gomez-Naval is a teacher at Paul W. Bell Middle School in the Miami-Dade County Public Schools system. He teaches students in the Project New Beginning Program (for students with limited/interrupted schooling experience). He is the program ESOL and mathematics teacher. Mr. Gomez-Naval has been an educator for the past six years. He earned both his master's degree in TESOL and his Specialist in Education in Educational Leadership from Florida International University.

Diana Lam, Deputy Chancellor for Teaching and Learning, New York City Department of Education

Diana Lam is a true visionary with sophisticated firsthand knowledge of education policy and change. As Deputy Chancellor for Teaching and Learning she comes to the New York City Department of Education from Rhode Island, where she served as superintendent for Providence Public Schools. In Providence, Ms. Lam overhauled the administration, implemented a citywide literacy initiative, redesigned high schools, and worked closely with the community in the development of a five-year strategic plan that has already produced significant results.

Prior to her tenure in Providence, Ms. Lam was the first female superintendent in San Antonio, Texas, where she won national acclaim for her accomplishments. She has also served as superintendent in Dubuque, Iowa, and Chelsea, Massachusetts. Preceding her work leading school districts, Ms. Lam served as a teacher and school principal. With an unrelenting focus on teaching and learning, Diana Lam brings diverse, solid experience to New York Public Schools.

Julia Lara, Deputy Executive Director, Council of Chief State School Officers

Julia Lara is the Deputy Executive Director of the State Services and Technical Assistance division of the Council of Chief State School Officers (CCSSO). Prior to this position she was the Acting Director of the Resource Center on Educational Equity. Ms. Lara oversees the High Poverty Schools Initiative, an initiative that builds the capacity of SEAs to more effectively implement the provisions of the ESEA Title I law and other federal programs that target children in low performing, high poverty schools. Particular emphasis is placed on identifying best practices for improving achievement outcomes for limited English proficient students and students with disabilities.

Ms. Lara coordinates the work of the State Collaborative on Student Standards and Assessments LEP Project, which focuses on the development of tools and resources that are likely to increase the inclusion of English language learner (ELL) students in statewide assessments. Ms. Lara also oversees the Immigrant Students and Secondary School Reform Project. The intent of this project is to strengthen the capacity of state education agencies and districts to improve delivery of educational services to English language learners enrolled in high schools undergoing reform. Ms. Lara has conducted background research on issues of interest to the Council such as teacher quality; equity considerations in math and science education; and Native American student education.

Ms. Lara has a B.A. from Middlebury College, Vermont, an M.A. from Columbia University of New York, a certificate of Latin American Studies from Columbia University's School of International Affairs, and a PhD from George Mason University.

William Ling, Assistant Director, International Partnership Schools

William Ling was a founding faculty member of The International High School at LaGuardia Community College in New York City. In 1993 he founded The Manhattan International High School and served as principal of the school until his retirement this past September. Both schools were established to serve the needs of recently-arrived immigrant students with limited proficiency in English. Mr. Ling's long and rich career with New York City public schools started as a 5th grade bilingual teacher at P.S. 96M in Spanish Harlem and includes teaching social studies and foreign languages at Murry Bergtraum High School, where he was part of the founding faculty. Mr. Ling has also served as a Special Assistant to the late Chancellor Richard R. Green. Mr. Ling is a strong advocate for performance-based assessment of student work, as opposed to high stakes, one-point-in-time standardized testing.

Born in Shanghai, China, and raised in France, Uruguay, and the United States, Mr. Ling is acutely sensitive to all the issues affecting new immigrants in this country. He is married with two children, one attending college and the other high school.

Monica Martinez, Project Director, Institute for Educational Leadership

Monica Martinez is the project director for Institute for Educational Leadership's (IEL) work with the National Clearinghouse for School Reform (NCCSR), for the Theme High Schools Network (THiSNET.org), and for the Catalog of Research on Secondary School Reform (CoRSSR). She is the founder of, and advisor to, the National High School Alliance and oversees IEL's work with the Pathways to College Network.

Ms. Martinez's experience includes work in a variety of higher education institutions and intermediary organizations that provide programmatic assistance in partnership development, school change, research, and evaluation. Her work has focused on issues related to educational access and achievement for low-income and minority students, and she has published various works related to these subjects. Monica will receive her PhD in the Sociology of Education and Higher Education from New York University in November 2003.

Patricia Mayer-Ochoa, Vice President for Program Development, Parent Institute for Quality Education

Patricia Mayer-Ochoa is responsible for program quality within each region of PIQE. Ms. Mayer taught elementary school for fourteen years prior to joining PIQE. She has a master's degree in psychology and previously held the executive director position of the PIQE San Diego office. Ms. Mayer is an extraordinary trainer and designer of classroom curricula.

Nydia Mendez, Director, Office of Language Learning and Support, Boston Public Schools

For the past six years, Nydia Mendez has overseen the implementation of transitional bilingual education in her school district and has been involved in reform efforts in Boston public schools. At the present time, she and a team of multilingual/multicultural professionals representative of Boston's diversity are responsible for planning and leading the implementation of a recently enacted ballot initiative which replaced Transitional Bilingual Education with English immersion in the Commonwealth of Massachusetts.

Ms. Nydia Mendez has held instructional and leadership positions under four superintendents. She has been a bilingual elementary and secondary school teacher in Boston, as well as an elementary school principal for eleven years. As a former bilingual high school coordinator, Ms. Mendez was instrumental in organizing bilingual high school clusters (small learning communities), which have become safe heavens for English language learners.
She has witnessed the strengthening as well as the dissolution of bilingual high school clusters due to budget cuts and pressure exerted to "integrate" students. Her remarks at this meeting grow from an ardent desire to "get it right" for the thousands of high-school-age English language learners in her state, her city, and her community.

Colleen Moore, Technology Integration Strategist, La Joya Independent School District

For the past four years, Colleen Moore has worked as an Education Specialist for Region One Education Service Center. She provides training and technical assistance in educating secondary limited English proficient speakers—including ESL methodology and sheltered instruction,

curriculum implementation, statewide assessments and scoring procedures, Understanding By Design, learning strategies, reading and writing strategies, and cooperative learning strategies. Ms. Moore received her B.A. in English from Williams College in Williamstown, MA. She received her M.A. in TESOL from the University of Texas- Pan American in Edinburg, Texas.

Ms. Moore has been involved in several projects over the past few years. She worked with the Connecting Language Arts & Social Studies (CLASS) Project from 2001–2002. She was awarded a $100,000 Innovative Grant to coordinate an original project that unites high school teachers to integrate language arts, social studies, and technology in engaging units of instruction that meet the needs of diverse high school learners. She was also cocreator of a pioneer project to implement Sheltered Instruction Observation Protocol (SIOP) in Texas. She identified and recruited participation of high schools with high limited English proficient speakers for an intensive training course with follow-up sessions based on teacher needs as indicated in classroom observations and post-observation conferences. Presentation of this project at a statewide conference in Austin, Texas, June 2001, led to adoption of the SIOP model for statewide training.

Judith Murphy, Cristo Rey Network, Deputy Director, Chicago High School Redesign Initiative

Judy Murphy is a Benedictine sister of Chicago who was raised and educated in Chicago. She has taught second and fifth grades as well as high school Spanish, English, and Religion. Previously, she was Dean of Students at St. Scholastica, Chicago, owned and operated by the Benedictine Sisters of Chicago, and principal and president at St. Scholastica.She started working with the Jesuits and began the Pilsen Project, which is the umbrella organization of which Cristo Rey Jesuit High School is a part.

Sister Murphy was the founding principal of Cristo Rey JHS. She was a Visiting Fellow at Notre Dame University in the Institute for Latino Studies and contributed to a book with an article entitled “Hispanics and Civil Rights: Education,” which describes Cristo Rey Jesuit High School. She began working with the Chicago High School Redesign Initiative (CHSRI) in June 2003. CHSRI is a Gates-funded initiative that supports groups that will start small public high schools, either by converting existing large schools or as starting new schools.

John R. Nori, Director for School Leadership Services, National Association of Secondary School Principals

As Director for School Leadership Services at the National Association of Secondary School Principals, John R. Nori coordinates middle level and high school improvement initiatives. Applying his practitioner’s perspective, he focuses on the implementation of the concepts in *Breaking Ranks: Changing An American Institution* and *Turning Points 2000: Educating Adolescents in the 21st Century*. In addition, he is responsible for the NASSP Resident Practitioner Program that involves principals-in-residence working in areas of high concern for principals including the areas Adolescent Literacy and Professional Development.

Mr. Nori began his career in education as an English teacher. In 1987 he entered administration as an assistant principal and became principal of Julius West Middle School in 1992. Later he served

as Director of Middle Level Instruction for Montgomery County (MD) Public Schools and ended his public education career as principal of Colonel Zadok Magruder High School in Rockville, Maryland. He has also been a faculty associate at Johns Hopkins University where he has focused on his lifelong passions—improving classroom instruction and strengthening supervisory skills.

Mr. Nori holds a B.S. in English education from Shippensburg University of Pennsylvania and an M.Ed. in Secondary Education from the University of Maryland. He has been married to Brenda for thirty-two years and has two children: Kristin, a special education teacher, and Tim, a college student.

Catherine M. Pino, Deputy Director, Urban High School Initiatives, Carnegie Corporation of New York

Catherine M. Pino is involved with the urban school and secondary education reform work at the Carnegie Corporation of New York, and is focused on creating systems of urban secondary schools that graduate capable, confident, and competent young people in low-income communities who are able and motivated to participate effectively in postsecondary education and democratic citizenship.

Ms. Pino served as an associate at the DeWitt Wallace-Reader's Digest Fund, where she managed a $48 million portfolio designed to improve the quality of educational and career development opportunities for school-age youth and to increase access to improved services for young people in low-income communities. In the early 1990s, Ms. Pino served as a field representative at the Substance Abuse Strategies Initiative Program at New York University (SASIP) and the Center on Addiction and Substance Abuse at Columbia University (CASA). She worked in the government relations department and the office of the president at the Independent Sector. Early in her career, Ms. Pino served as special assistant to the president at the National Council of La Raza and was the liaison for the organization's corporate board and board of directors. She also worked for United States Senator Jeff Bingaman in Washington, D.C.

Ms. Pino has an undergraduate degree in criminal justice and political science from the University of New Mexico and an M.P.A. from New York University. She is a native New Mexican and has been affiliated with numerous national and local nonprofits and has served on a variety of taskforces and committees. Currently, Ms. Pino serves as vice chair of the Hetrick-Martin Institute in New York City and on the Board of the Congressional Hispanic Caucus Institute in Washington, D.C.

Shael Polakow-Suransky, Principal, Bronx International High School

Shael Polakow-Suransky was born in South Africa and immigrated to the United States with his family in the early 1970s. He has been involved with secondary school reform in New York City for the past nine years as a teacher and administrator. In 1997 he cofounded Bread & Roses Integrated Arts High School in Central Harlem with support from the Annenberg Challenge grant. Mr. Polakow-Suransky is currently Principal of Bronx International, which opened in September 2001 as the first New Century High School in New York. The school is part of the redesigned Morris High School Campus which includes four other new small schools that opened over the past two years. Bronx International serves students who are recent immigrants from all over the world.

Mr. Polakow-Suransky recently joined the faculty of the New York City Department of Education's Leadership Academy and works as a facilitator with aspiring high school principals.

Alicia Romero, Literacy Coordinator, Oakland Unified School District

Alicia Romero is the Language Arts & ELD Literacy Coordinator for small autonomous high schools with the Oakland Unified School District. In the past year, Ms. Romero's charge has expanded from supporting the literacy needs of one high school to supporting the needs of high schools district-wide.

This newly formed position was created specifically to support the ELD needs of the new school development movement. Ms. Romero assists and coaches administrators and teachers with professional development, program development, and parent committee implementation.

Daphannie Stephens, Leadership for Inquiry School Network, The Bay Area Coalition for Equitable Schools (BayCES)

Daphannie Stephens currently serves as the Incubator Project Manager for the Bay Area Coalition for Equitable Schools (BayCES). BayCES supports the development of new small autonomous schools in Oakland, California. Ms. Stephens' s role involves supporting and designing the series of trainings, workshops, networking and professional development activities required of new school design teams in order to build the skills and knowledge needed to open successful, high achieving, and equitable small schools.

Michael Suntag, Educational Technology and Grants Management Consultant, The Connecticut Regional Vocational Technical Schools

Michael Suntag is a thirty-seven year career public school educator and administrator. He has served as a high school English teacher, district grants manager, assistant principal, State Department Technology Consultant, and educational liaison to the Annie E. Casey Foundation's New Futures Initiative. He was chosen as one of ten individuals in the country for the inaugural class of the Casey Foundation's Children and Family Fellowship in recognition of his achievements in systems change efforts to improve outcomes for disadvantaged children and families. He is presently a member of the Fellowship Network. Currently, Mr. Suntag is the Educational Technology and Grants Management Consultant for the Connecticut State Department of Education-Regional Vocational-Technical School System and is one of the prime architects of the Digital Classroom Instructional System.

Claire Sylvan, Director, International Partnership Schools

Dr. Claire Sylvan has worked with English language learners since 1979. She taught in junior high schools for eleven years, where she crafted bilingual and ESL programs for diverse student populations. In 1991, Dr. Sylvan began working at International High School at LaGuardia Community College, a school designed to serve the needs of recently-arrived immigrant adolescents with limited English proficiency. While at International High School, Dr. Sylvan wrote and directed a Title VII Academic Excellence dissemination grant which supported the creation of both Brooklyn and Manhattan International High Schools, and funded the development of the International Partnership, a network of the three existing International High Schools.

Dr. Sylvan has conducted and published research on language development, and teaches part-time at Hunter College of the City University of New York. Dr. Sylvan now directs the International

Partnership Schools and is leading the endeavor of creating two more International High Schools in New York City. She is fluent in Spanish and is the proud mother of two teenagers who attend public high schools in New York City.

Rosy Ugalde, District Supervisor for Secondary Schools, Miami-Dade County Public Schools, Division of Bilingual Education and World Languages

Rosy Ugalde is currently district supervisor for secondary schools in the Division of Bilingual Education and World Languages, Miami-Dade County Public Schools. She has been teaching ESOL with Miami-Dade County Public Schools since August 1996. Her first assignment as an ESOL teacher was at Miami Jackson Senior High School, infusing technology into her curriculum with the Josten's Lab. In her second year at Miami Jackson Senior High School, she became the department chairperson and coauthored a $2.5 million Title VII grant, Project T.L.C. (Technology and Learning for College), an initiative to improve the ESOL student graduation rate.

In 1998, Ms. Ugalde joined the founding faculty of Dr. Michael M. Krop Senior High School, and later transferred to Hialeah Senior High School. She facilitated the ESOL Summer Academy from 1999 to 2002, and was codirector for the academy in 2003. She has an Educational Specialist degree in Educational Leadership from NOVA Southeastern University, and a master's degree in TESOL from Florida International University, a B.A. in Liberal Arts, and an A.A. in Elementary Education.

Joanne H. Urrutia, Administrative Director, Miami-Dade County Public Schools, Division of Bilingual Education and World Languages

Dr. Joanne H. Urrutia is the administrative director for the Division of Bilingual Education and World Languages, Miami-Dade County Public Schools. She completed her undergraduate work at the University of Puerto Rico and began her teaching career in New York City, teaching in a college preparatory program for City University of New York. In 1975, she moved to Miami, Florida, where she has moved through the ranks from high school teacher to her present position. She has many years of experience in the implementation of programs designed to address the needs of limited English proficient (LEP) students and their families. She has overall responsibilities for all instructional programs for LEP students, dual-language programs, and foreign language instruction district-wide.

Dr. Urrutia has supervised and managed several Title VII grants, including two system-wide projects, the Emergency Immigrant Education Program, and the present Title III program. She has a master's degree from Florida International University and a doctorate from NOVA Southeastern University. She has participated in research projects related to staff development for content area high school teachers in meeting the instructional needs of LEP students, validity of LEP student scores on standardized tests, and performance of LEP students in the Florida Comprehensive Assessment Test (FCAT).

David Valladolid, President and CEO, Parent Institute for Quality Education

David Valladolid is responsible for program operations, design, and evaluation; he serves as liaison with the Board of Directors, as chief spokesperson, and provides many years of statewide experience

in management and administration to the organization. He has managed programs in both state government and private industry. Mr. Valladolid was the chief operating officer of PIQE for two years prior to becoming president.

Aida Walqui, Director, Teacher Professional Development Program, WestEd

As Director of Teacher Professional Development at WestEd, Aida Walqui is responsible for developing an organizational vision of teacher professional development, collaborating with ongoing WestEd teacher professional development efforts, and leading the evolution of an organizational commitment to supporting teachers throughout their careers from recruitment and preservice through induction and lifelong learning.

Dr. Walqui has taught in the Division of Education at the University of California, Santa Cruz, and at Stanford University. A native Peruvian, she received her licenciatura in Literature from the Universidad Nacional Mayor de San Marcos, a masters in Sociolinguistics from Georgetown University, and her PhD in Language, Literacy, and Culture from Stanford University. Ms. Walqui has ample experience in the field of second language teaching in elementary and secondary schools as well as at the university level. She has taught in Perú, México, England, and the United States. She is the author of several books, including *Access and Engagement, Program Design and Instructional Approaches for Immigrant Students in Secondary School, An Ethnographic Study of English Learners in U.S. High Schools.* Her main area of interest and research is teacher knowledge and how to promote knowledge development in teachers.

