IMMIGRANT STUDENTS AND SECONDARY SCHOOL REFORM: COMPENDIUM OF BEST PRACTICES



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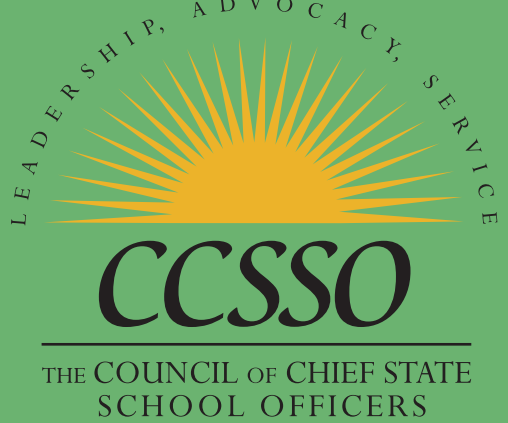


Table of Contents

3 Acknowledgements

5 Executive Summary

8 Introduction

11 Immigrant Students with Limited Formal Schooling

16 Project New Beginning

18 Fairfax Transitional High Schools

20 Township High School District 214 Newcomer Center

22 Belmont Newcomer Center

25 Academic Literacy

32 Santa Monica High School

34 Bronx International High School

36 Connecticut Digital Classroom Learning System

39 Parent Involvement

44 Parent Institute for Quality Education

46 Chicago Public Schools

48 Montgomery County Public Schools

51 Summer Learning Programs

56 Arlington County

58 SPELL: Boston Public Schools

61 Professional Development

66 Texas Education Agency

68 Instructional Partners of ELLs Institute

70 New Mexico Highlands University Career Ladder

73 Special Education

80 Appendix

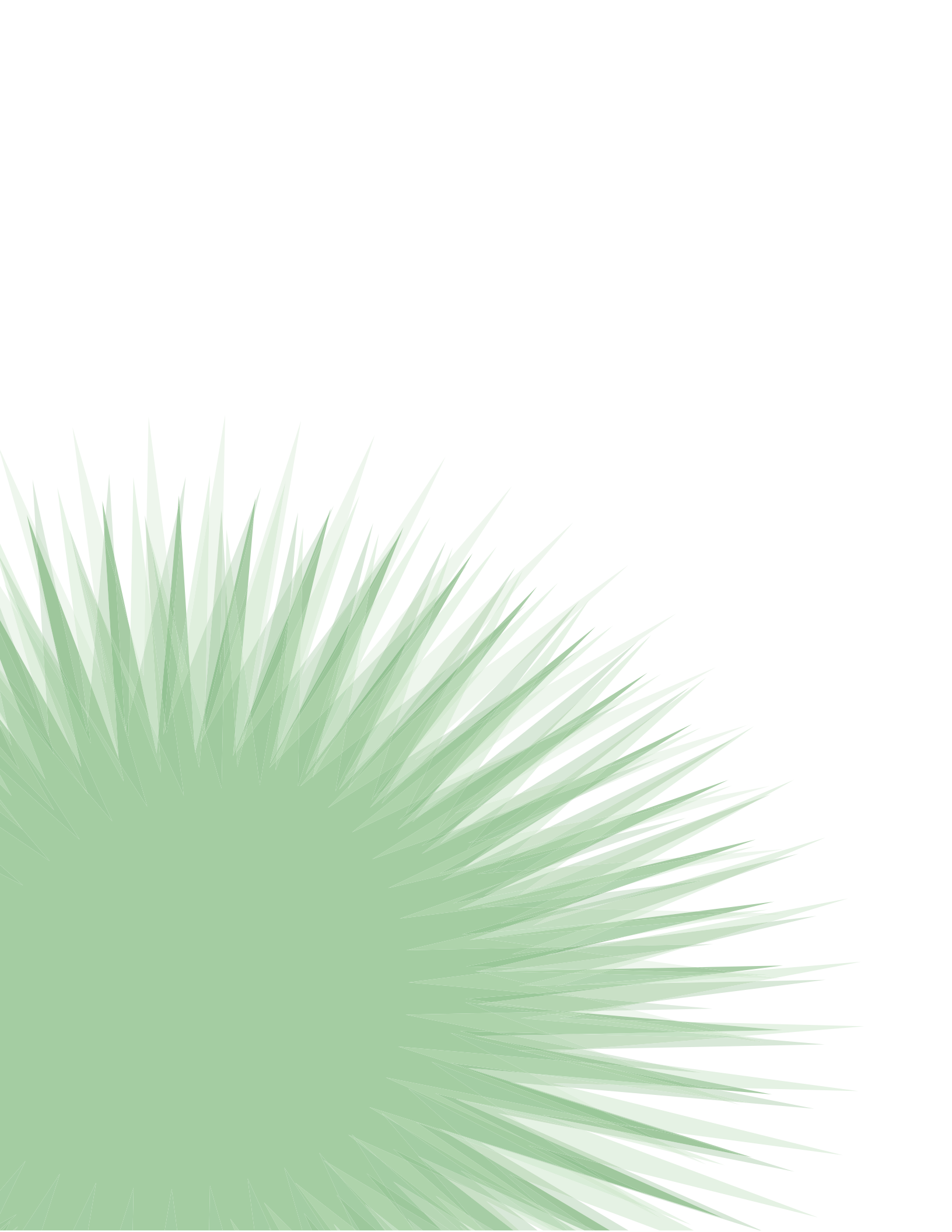
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The Council of Chief State School Officers (CCSSO), through the Immigrant Students and Secondary School Reform project, seeks to strengthen the capacity of state education agencies and districts to improve delivery of educational services to English language learners (ELLs) enrolled in high schools undergoing reform. To achieve this objective, CCSSO has:

- Developed and administered a survey of the states and school districts that are supported by the Carnegie Corporation of New York's School for a New Society Initiative. The survey elicited information regarding state policies and practices focused on high school reform generally and services to secondary ELL students;
- Prepared a policy paper documenting the findings of the survey questionnaire;
- Developed this compendium of successful programs and approaches for the education of ELL students in secondary schools;
- Prepared an ELL resource manual for elementary and secondary levels;
- Convened a national meeting of state/district/school teams focusing on overall high school reform and services to English language learners;
- Prepared a proceedings report of the national meeting; and
- Developed a national listserv on ELL students and high school reform.

The Immigrant Students and Secondary School Reform Compendium of Best Practices highlights research and programs in the education of English language learners (ELLs), based on the work of the Immigrant Students in Secondary School Reform project. Recommendations for best practices in six areas crucial to the successful inclusion of ELLs in secondary school reform are presented. These areas are discussed in six sections of the compendium:

1. Immigrant Students with Limited Formal Schooling
2. Academic Literacy
3. Parent Involvement
4. Summer Programs
5. Professional Development
6. Special Education.

Brief summaries of each are described below.

Immigrant Students with Limited Formal Schooling

Under-schooled, adolescent immigrant English language learners need intensive, specialized literacy and content-area instruction as well as basic introduction to the norms of American classroom culture in order to perform at the same levels as their U.S. born peers. Schools engaged in reform can heighten opportunities for these students to succeed by reexamining high school departmental structure to facilitate collaboration among all teachers serving recent immigrants. Districts can assist schools in creating newcomer centers. Flexible school scheduling alleviates the choice between employment and education that many immigrant students must make. Post-secondary alignment allows immigrant students, who may not be able to finish high school in the traditional timeline to develop long-term educational goals leading to high school diplomas and beyond.

The model programs chosen to display best practices for secondary ELLs with limited schooling are: Project New Beginning, Miami-Dade County Public Schools, Miami, FL; Fairfax Transitional High Schools, Fairfax, VA; Township High School District 214 Newcomer Center, Arlington Heights, IL; Belmont High School Newcomer Center, Los Angeles, CA.

Academic Literacy

Instruction for secondary ELLs must focus on the bridging the gaps between social and academic language proficiency. ESL professionals know that insufficient academic language instruction often hampers ELL success in the content areas. Mainstream educators must join ESL educators in rising to meet the challenges of teaching academic language. Schools must continue to set high academic standards for ELLs, but must enable ELLs to meet them. Instructional strategies for increasing access to academic content are highlighted in this section. These include: K–12 bilingual education; use of thematic instruction units; instruction in learning strategies; creation of literacy rich environments; use of assessments that measure academic language proficiency.

The model programs chosen for their promising practices in encouraging the academic literacy development of secondary ELLs are: Santa Monica High School, Santa Monica, CA; Bronx International High School Program, Bronx, NY; and Connecticut Digital Classroom Learning System, Stamford, CT.

Parent Involvement

The involvement of families and communities has long been acknowledged as an important element of school success for all students. In order to forge strong connections with immigrant families, schools must be mindful of cultural, linguistic and economic barriers that can inhibit family involvement. As immigrant student enrollment grows, it is ever more necessary for schools to expand their parent outreach programs. Schools can increase immigrant student success by: providing orientation to U.S. academic opportunities and expectations; communicating in the native language; encouraging continued use of the native language at home; meeting parents' schedules; partnering with adult education programs; viewing parents as potential leaders; forming strong community partnerships and welcoming the involvement of extended families

The model programs chosen for their promising practices in encouraging stronger parent and family involvement in the education of secondary ELLs are Parent Institute for Quality Education; Chicago Public Schools, Chicago, IL; Montgomery County Public School System, Rockville, MD.

Summer Programs

Returning to school after a summer off is challenging for all students, but for students who live in homes and communities where English is not the dominant language, an extended period without guided practice can pose serious setbacks in the development of English language skills. For English language learners, summer instructional programs can provide a vital link to academic success.

Quality summer programs must be linked to the same standards and accountability systems that guide academic year instruction. Summer programs for secondary ELLs must provide extra opportunities to earn credits to meet graduation requirements. Summer experiences should integrate aspects of experiential summer learning and partner with summer employment programs. States and districts must assure summer programs a reasonable amount of consistency in funding so that summer programs can recruit high quality educators and plan for the expenses of running off-season programs.

The model programs chosen for their promising practices in providing high quality extended learning opportunities to secondary ELLs in the summer are: Boston Public Schools & The University of Massachusetts, Boston, MA;

Arlington County Public Schools Summer School, Arlington, VA.

Professional Development

States, universities, districts and schools can jointly implement professional development programs to meet the academic and linguistic needs of ELLs. Most teachers with ELLs in their classrooms have never received professional development in teaching these students. It is crucial that secondary schools interested in better serving immigrant students provide opportunities for all teachers to become knowledgeable of the best ways to meet the unique needs of these students.

Professional development efforts should strengthen teachers' understanding of their role as advocates for immigrant students and as primary actors in the processes of reform. Teachers serving ELLs must respect the value of the immigrant student's first language and culture as foundations for continued success in the new school environment. Teachers should be supported in gaining competency in a variety of instructional approaches that assist students in developing language skills and academic literacy.

The model programs chosen for their promising practices in providing high quality professional development opportunities to educators serving secondary ELLs are: Texas Education Agency; Instructional Partners of English Language Learners Institute; School District of Philadelphia, Bilingual Systemic Improvement Project; and the New Mexico Highlands University Career Ladder Program.

Special Education

Linguistic and cultural differences between immigrant students and school officials may sometimes result in the misdiagnosis of English language learners as students with disabilities or vice versa. Overrepresentation of English language learners in special education is problematic because students who are wrongfully placed in special education classes experience lowered expectations for performance and reduced potential for academic, social and economic advancement. Underrepresentation is equally troublesome because some students with disabilities are not receiving the special services that they are legally entitled to and that could help them reach their potential. The mismatch between special education needs and services for ELLs is part of a larger pattern of misplacement of minority students.

To best meet the needs of ELLs with disabilities, schools can implement quality instructional programs; designs systems of early intervention; create teacher assistance teams; and use assessments that are valid for ELLs. When students are accurately referred to special education, schools must build strong partnerships with parents and implement individual education plans that meet the learner's cognitive and linguistic needs.

Conclusion

This compendium attempts to bring the good work of bilingual/ESL educators and researchers into mainstream discussions of high school reform. Research for this compendium contributed to the agenda of the first national meeting on the Integration of ELLs in High School Reform. A series of related publications is available on www.ccsso.org.

INTRODUCTION

As schools seek innovative ways to close the achievement gap and to meet state accountability standards, high school reform has become an increasingly cogent educational policy issue. Yet, high school reform discussions seem to consistently exclude the growing group of English language learners (ELLs) and immigrant students who are most in need of the additional academic and social supports that high school restructuring can provide.

Students who are not proficient in English or who are newcomers to the United States represent one of the most at-risk adolescent sub-groups in the country. According to analyses of 2000 U.S. Census data conducted by the Pew Hispanic Center, Hispanic students aged 16–19 who judged themselves as not speaking English well were four times more likely to drop out of high school than were their peers who spoke English well (Fry, 2003). These census figures do not even begin to address the various stages and measures of language proficiency, nor do they cover the large numbers of non-Hispanic ELLs, but they do offer a glimpse into the important relationship between linguistic proficiency and academic success.

English language learners have a dual challenge in high school: they must complete the same rigorous academic requirements as their native English-speaking peers, while functioning in a language that they are just learning to speak. In addition, many ELLs are economically disadvantaged or may be troubled by cultural adjustment issues. Despite the enormous odds stacked against their academic success, English language learners share the same optimism and aspirations as most U.S.-born teenagers. They want to do well in high school, go to college and get a good job. It is the role of schools to support all students, immigrant and native-born, in meeting these dreams.

Unfortunately, the institutional structures of most comprehensive American high schools create barriers rather than pathways to achievement for ELLs. English language learners need high schools that offer flexibility and responsiveness to their multi-faceted linguistic, academic, economic, social and cultural needs. Adolescent ELLs flourish when educators are able to cultivate scholastically challenging, multicultural, multilingual learning environments. The movement to implement small schools and small learning communities in secondary schools provides a gateway to developing instructional programs tailored to raise the achievement of adolescent ELLs.

This compendium of best practices evolved from collaboration between CCSSO and the Carnegie Corporation of New York's Schools for a New Society Initiative. Surveys, interviews and informal conversations with district leaders planning high school reform efforts in conjunction with the Carnegie Corporation elicited both promising practices and institutional obstacles for high school ELLs. CCSSO staff used this information to guide further research on successful practices for secondary schools serving ELLs. The best practices described in this compendium aim to inform the work of educators in secondary schools considering comprehensive reform, as well as the work of state policy makers, district leaders, and those generally interested in improving education for ELL students.

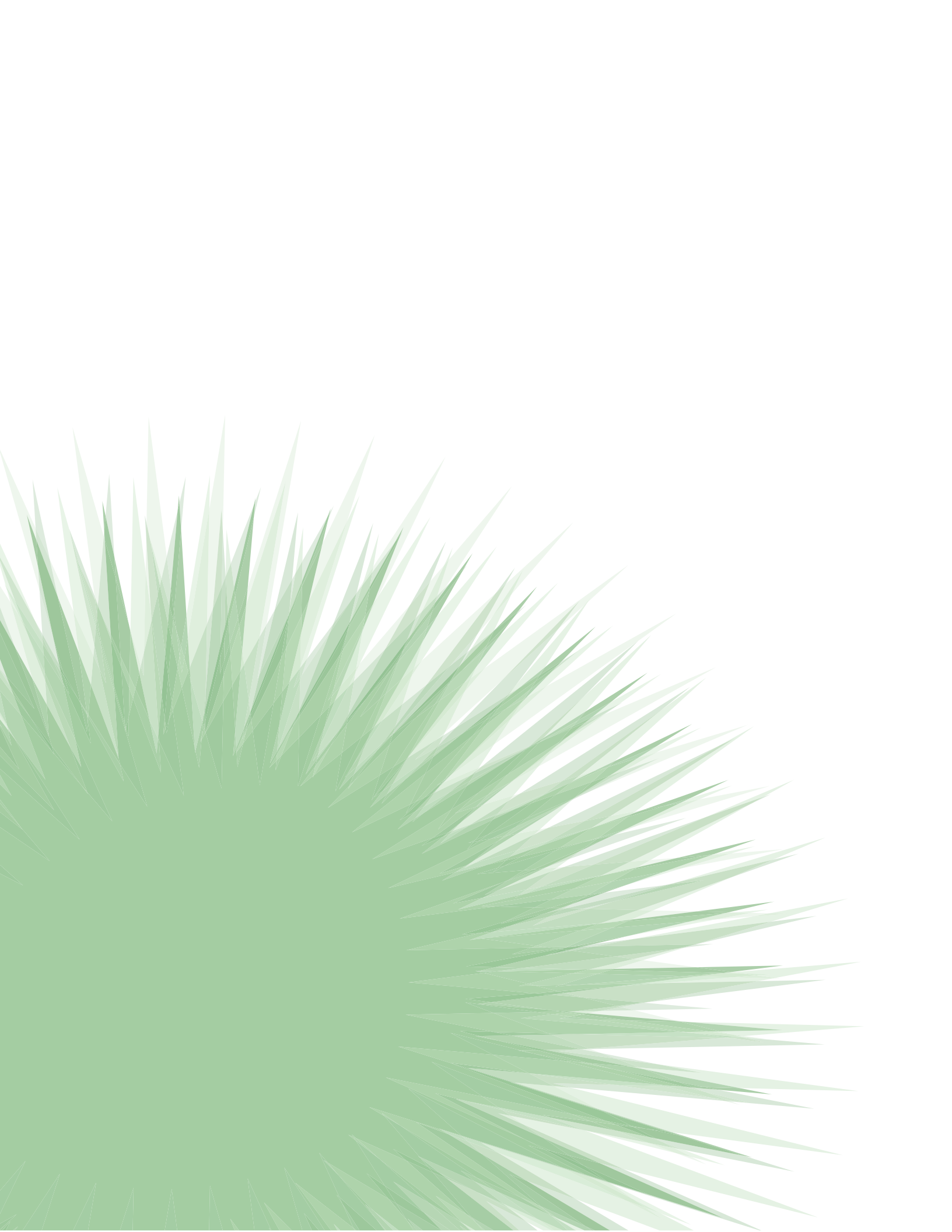
A broad review of research and practice in the education of secondary English language learners (ELLs) in the United States has been synthesized into recommendations for best practices in six crucial areas. These areas are discussed in six sections of the compendium:

1. Immigrant Students with Limited Formal Schooling
2. Academic Literacy
3. Parent Involvement
4. Summer Programs
5. Professional Development
6. Special Education.

In each of the six areas, a list of best practices is provided, followed by a theoretical rationale for the selection of each best practice. The "Best Practices in Theory" sections are followed by descriptions of model programs that represent the "Best Practices in Action." Of course, not all model programs implement each best practice, but the chosen programs are illustrative of various ways that schools can adapt their own programs to include best practices that meet the diverse needs of ELL students.

The topic areas, best practices and model programs discussed in this compendium are by no means comprehensive. There are additional areas of research and practice that simply fall beyond the scope of this document. In particular, the topic of alignment between secondary and post-secondary programs to assist older ELLs in earning diplomas and completing college is a crucial matter that merits further attention. This paper addresses some issues surrounding adolescent second language literacy, but research on this topic is slim compared with the large numbers of secondary ELL students in need of literacy instruction.

The absence of systematic, scientifically-based research around the adolescent ELL population is troublesome, given their rising numbers and the ill-preparedness of most schools to respond to their needs. This review of best practices attempts to bring the good work of bilingual/ESL educators and researchers into mainstream discussions of high school reform. Schools that empower English language learners to meet their full potential as vibrant, educated, bilingual young adults should be studied and documented, to help guide the way for other schools considering change. State leadership is necessary to sustain high-quality, existing programs and to further expand the capacity of schools and districts to support high school ELLs. As states, districts and schools implement best practices, they must strive to incorporate systems to measure their own successes and to contribute to the growing body of evidence supporting best practices for English language learners.



IMMIGRANT STUDENTS WITH LIMITED FORMAL SCHOOLING

Immigrant students arriving in U.S. schools are faced with a myriad of challenges in both the academic and social realm. Many sending countries do not offer formalized education past the sixth grade. An estimate published in 1993 found that 20 percent of ELL students arriving in high school and 12 percent arriving in middle school had missed two years of school or more (Ruiz-de-Velasco & Fix, 2000). When coupled with the fact that these students have a shorter time to earn credits between arrival and graduation, it is clear that secondary students with limited formal schooling need intensive, specialized instruction in order to perform at the same levels as their peers. Under-schooled, late-arrival English language learners often need remedial literacy and content-area instruction as well as a basic introduction to the norms of American classroom culture.

These students also have non-academic issues to grapple with as they settle into their new homes. They may have left their country as a result of war or disaster and may be experiencing psychological trauma. They often experience culture shock and need time to acclimate to the new language. Adolescent immigrants are often expected to contribute to their families as either wage earners or caregivers, situations that compete for the time and energy of students who are already behind academically.

In sum, late-entry immigrant students have needs beyond their educational shortcomings. Schools serving these students must take into account the whole range of issues affecting student performance. The exemplary programs described in this section demonstrate innovative ways schools can respond to the unique needs of adolescent immigrant students who arrive in the United States with limited formal education.

BEST PRACTICES

1. Build environments that respond to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling.
2. Create structures that transcend high school academic departmental divisions to support simultaneous linguistic and academic development.
3. Form newcomer centers to ease transitions for newly immigrated students.
4. Implement flexible scheduling to reflect real needs and obligations of high school immigrants.
5. Align high school programs with higher education and adult education.
6. Use the full resources of the community to support immigrant students.

REFORM IMPLICATIONS

Programs effective in meeting the challenges of this subgroup of English language learners are characterized by their ability to address the affective factors and instructional needs of under-schooled immigrants, as well as by the ability to offer comprehensive services to students and their families and professional development opportunities for educators and school staff (ERIC Digest, 1998).

The comprehensive nature of quality programs for newcomer immigrant students with limited education can place excessive demands on the resources of schools. When states, districts, communities and schools evaluate their current services and jointly strategize reform plans, they may find ways to pool their assets to meet the tremendous needs of these at-risk high school students. When every school is unable to respond to these challenges individually, it may be best to create a centralized district newcomer program where immigrant students with the greatest needs can benefit from the targeted assistance of knowledgeable and committed ESL and bilingual staff.

Best Practices in Theory

1 Build environments that respond to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling.

High school immigrant students often have their normal adolescent identity issues exacerbated by cultural adjustment issues. "Since one's identity is very much bound up with the language one speaks, the process of acquiring a second language forces a reevaluation of one's self image and the successful integration of new social and cultural ideas" (Larsen-Freeman & Long, 1991). It is not unusual for newly arrived students to experience a silent period during which they abstain from communicating as they reorient themselves to the new linguistic environment. The silent period is a time that some language learners spend absorbing and sorting through the sounds of the target language before beginning to use it. This natural response to the difficult linguistic and cultural transitions that follow immigration is sometimes misunderstood as either hostility or cognitive deficiency by educators unfamiliar with the stages of language acquisition.

Culture shock can cause a temporary sense of disorientation and depression in individuals as they adjust to the new culture. In addition, immigrant students can be refugees who have been traumatized by war or natural disaster. Refugee students may have spent time in refugee camps without access to any form of education. Female students could be arriving from countries where girls are not educated. And for many immigrant students, the decision to emigrate may not have been their choice: these students may be mourning the loss of their former home at the same time that they are trying to overcome culture shock.

For all of these reasons, educators working with immigrant adolescents must be well versed in the social and cultural circumstances that have impeded the students' educational progress. Adults serving this population must possess the empathy and the ability necessary to facilitate the cultural adjustment process for immigrant teenagers.

2 Create structures that transcend high school academic departmental divisions to support simultaneous linguistic and academic development.

Within the context of secondary school reform, the academic departmental structure common to many secondary schools tends to preclude the cross-content area collaboration that is fundamental to developing a curriculum to bring late-entry immigrants up to speed in their core subject areas while simultaneously developing their literacy skills. The organization of secondary school faculty into subject departments often has largely negative consequences for English language learners and their language development teachers (Fix & Ruiz-de-Velasco, 2001).

Educators serving these students must transcend traditional departmental lines and work as teams to integrate language and content area learning in creative ways, such as through the use of project-based work and portfolio assessments. For administrators, the remedy may be as simple as giving ESOL and content teachers shared planning time, or it may entail an overhaul of the school's departmental structure. In a sense, this type of cross-departmental collaboration entails a culture change in high schools. Educators must approach the education of immigrant ELLs with limited schooling in a holistic way, by integrating language instruction into all instruction.

Content courses can be modified to provide immediate opportunities for students to

engage in challenging, credit-bearing coursework. When ELL students arrive in U.S. schools with gaps in their educational records, they are often placed in remedial courses that do not give credit toward a diploma. Sheltered content instruction and native language instruction provide valid alternatives to remedial courses and allow students to work in earnest toward high school graduation.

3 Form newcomer centers to ease transitions for newly immigrated students.

Newcomer centers respond to the needs of students with limited formal schooling by offering intense academic, language and basic skills preparation coupled with mechanisms to aid student acculturation. Newcomer centers typically serve students who have very recently arrived in the country. These centers may be housed within a community school or may operate in a separate facility to which students are transported. Students do not generally stay at the newcomer center for more than one year. These centers are schools that offer comprehensive services to facilitate the adjustment of students and their families to the academic environment of U.S. schools. ESL instruction should be continuously aligned from the newcomer center through the mainstream high school, with valid assessment systems in place to guarantee timely transition to mainstream high school programs.

Newcomer centers offer intensive English language development courses and sheltered content instruction and may offer literacy and/or academic instruction in the native language. Sheltered content area instruction for newcomer students focuses on English language development through the medium of academic content, so that students can work on language learning and subject learning simultaneously. Most importantly, instructors at the newcomer centers are familiar with the specific needs of newly arrived immigrant students and their families. These centers typically partner with social service and community organizations to help meet non-academic student needs.

Newcomer centers help mitigate the difficulties that students who have never attended school may encounter in a larger school setting. Many students with limited schooling need explicit instruction in the very basic elements of classroom behavior, such as hand-raising and requesting hall passes. Such instruction in the newcomer center translates into fewer behavioral issues for immigrant students in mainstream schools. Of course, the primary focus of the newcomer center is to prepare the student for the academic challenges they will face in the regular high school curriculum. Upon completion of the newcomer program, students transfer to community schools where they continue to receive ESL or bilingual support while also participating in mainstream courses.

4 Implement flexible scheduling to reflect real needs and obligations of high school immigrants.

Another way to address the needs of immigrant secondary students with limited education is through flexible school scheduling. A recent study of U.S. Census statistics conducted by the Pew Hispanic Center highlighted the high rates of employment for secondary-school-aged Hispanic youth, many of whom were not attending school (Fry, 2003). Many students immigrate to the United States with the immediate goal of becoming wage earners. Despite limited education and lack of English skills, these young people are able to make money in the labor market. However, the educational sacrifices made for short-term financial gain tend to lead to limited long-term financial success.

Flexible school schedules offer working immigrant youth the opportunity to attend classes during non-traditional school hours and to earn credit toward diplomas despite their pressing need to earn wages. High school programs that adhere to conventional four-year timelines for students to meet graduation requirements limit opportunities for late-arrival immigrants with limited schooling. Innovative schedules that allow students to earn credits outside of the September to June, 7:00 am to 2:30 pm school calendar create additional educational access points for immigrant students.

5 Align high school programs with higher education and adult education.

Despite their disadvantages by comparison to formally educated peers, immigrant students with limited schooling tend to have high goals and a desire to maximize their opportunities. Basic schooling, particularly the development of literacy skills, is a central concern for immigrant adolescents with limited schooling, but these students also have long-term educational needs that must be considered by program developers (Mace-Matluck, Alexander-Kaparik, & Queen, 1998).

Alignment, communication and collaboration among secondary school leaders and adult and continuing education program managers is vital to immigrant student success.

In this light, it is important to consider the alignment between secondary schools and postsecondary education. Rather than limiting educational opportunities to a timeline of four years or less, secondary schools can build partnerships with higher education and adult education. Such partnerships would elucidate pathways and options for immigrant students with limited schooling but unlimited dreams. Counselors working with students at risk for dropping out could highlight alternative educational programs to help students develop. Alignment, communication and collaboration among secondary school leaders and adult and continuing education program managers is vital to immigrant student success. Integration between high school programs and colleges or adult education programs allows dedicated students to make seamless transitions and to achieve success in spite of their late entry into the educational system.

6 Use the full resources of the community to support immigrant students.

Partnerships with social services, community groups and religious groups widen the net of knowledge schools need to help newly arrived immigrant adolescents with limited education. These groups often know a great deal about the language, culture and circumstance of emigration for immigrant students. The interplay of family and community involvement is discussed more thoroughly in the parent involvement section of this compendium. However, with respect to newly arrived ELLs with limited education, it is crucial that schools tap into networks of community support. A focus on extending additional learning opportunities to bring this sub-group of students up to speed academically can be well supported by the community. Family services and additional tutoring services to students can make all the difference in keeping ELLs engaged in learning and on track for high school graduation.

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PROJECT NEW BEGINNING

Project New Beginning is a newcomer program for newly arrived adolescents at the crossroads of literacy and academics.

OUTCOMES

Anecdotal evidence from teachers reveals that graduation is more probable among students starting the program in middle school; their age allows them a longer time horizon to catch up with their mainstream peers.

Accounts from students at all program levels indicate that the small size and closely-knit character of the project allow students to develop a more positive self-image and to become more capable learners.

Eight sixth-grade students were tracked once they left the program in 1998. The students are now eleventh-graders. These students stayed in a regular ESL program for an average of six semesters. Six of the students have exited ESL to English programs. One student is still in ESL, and one student was moved to an exceptional student education (ESE) program. Grades are average or below average, especially in content classes. Students average one absence a month.

Developed in the early 1990s, Project New Beginning is a cluster of seven programs within two high schools and five middle schools in Miami-Dade County Public Schools in Miami, FL. Project New Beginning is designed to address the needs of a selected group of newly arrived immigrant students in Miami-Dade County, a school district with over 60,000 English language learners. Students participating in Project New Beginning have limited or no prior school experience and lack English proficiency as well as literacy and academic skills in their native language.

The program aims to develop the social and academic skills that foster biliteracy and to curtail the high failure and dropout rates among newcomer students. The 35 annual participants at the high school level perform coursework in ESL and bilingual curriculum content, attaining the literacy necessary to meet grade promotion and graduation standards set forth in the Florida state assessments. Project New Beginning also seeks to limit the number of inappropriate referrals to special education programs and to help students develop a positive self-image. Another integral part of the program involves intensive counseling to hone acculturation skills.

Participation in the Project New Beginnings program is voluntary, and nearly all district newcomers vie for placement. The instructional program is fast-paced, multifaceted and student-centered. Students are grouped based on similarities of academic skills. Instruction during the first half of the year focuses on building literacy. Toward the end of the year, more grade-level-appropriate types of materials are introduced.

Best Practices in Action

1 Build environments that respond to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling.

- The curriculum and instructional program is inclusive of social, emotional, educational and vocational themes relating to students' experiences as newcomers.
- A pre-assessment of required skills is performed, and individualized learning plans are created for each student.
- Teachers and program staff create a wide variety of instructional materials that focus on literacy, language and content development. The materials are sequential in terms of both language and content development.
- Bilingual teachers within a school, who are fluent in either Spanish or Haitian Creole, volunteer to become Project New Beginning instructors. Selected teachers receive special training in methods of early ESL, content integration with ESL and development of resource materials to match varying literacy levels.

2 Create structures that transcend high school academic departmental divisions to support simultaneous linguistic and academic development.

- Students are grouped in homogeneous, self-contained classes according to literacy level.
- Students follow a regular ESL schedule with courses in social studies and science and double blocks of beginning-level math and English.
- 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, and Developmental Language Arts integrates listening, speaking, reading and writing skills.
- Basic skills and content areas are taught in students' native languages.
- Content area teachers are able to see what ESL teachers do to advance students from basic language development to more advanced literacy.

3 Form newcomer centers to ease transitions for newly immigrated students.

- Students between the ages of 11 and 17 are admitted to Project New Beginning if they have limited English proficiency, attend middle or high school and have previously been out of school for two years or more or have never been in school.
- Students must provide evidence that they are ready to be promoted to a higher-grade level at a regular high school. They demonstrate readiness for transition through tests, class work and successful completion of the criterion-referenced ESL test.
- One high school credit is obtainable for all courses except math, which merits elective credit.
- Students also have equal access to extracurricular activities and special programs.

6 Use the full resources of the community to support immigrant students.

- School overcrowding and limited availability of resources pose challenges for the wider replication of Project New Beginning in the district. Many qualified students do not participate because localization of the programs in the middle and north regions of this geographically wide district precludes the participation of most south-dwelling newcomer students. To address this unmet need, the school system channels students through different bilingual programs at their home school, providing, at a minimum, additional tutoring services to newcomer students.

FAIRFAX TRANSITIONAL HIGH SCHOOLS

Fairfax Transitional High Schools have consistently promoted successful transitions to high school by building strong proficiency in basic academic skills.

OUTCOMES

Since its inception, the Transitional Program has increased its annual student enrollment more than fourfold, from 78 to 350.

The number of teaching and counseling staff has risen from four to 28.

The number of sites increased from one in 1991 to four in 2000.

There has been a significant increase in student diversity representing the Americas, Asia, Europe and Africa.

A significant number of students have transferred to the adult high schools and graduated.

Fairfax County Public Schools serve a northern Virginia district populated by immigrants speaking 100 different languages. The district has responded to the instructional needs of its linguistically and culturally diverse residents by establishing specialized learning environments within existing secondary schools. Fairfax Transitional High Schools address the needs of young adult immigrant students with limited or interrupted prior schooling. Designed to serve literacy-level immigrants in need of English and content skills, the Transitional Programs aim to prepare students academically for participation in regular high school classes.

Falls Church High School established the first Transitional Program in 1991, offering daily ESL classes and sheltered content instruction in mathematics, science and social studies. Three additional sites, following the Falls Church model, have been opened. Career orientation and acculturation activities supplement the curriculum and reinforce academic achievement. Diagnostic tests in English and math assess students' prior educational backgrounds before placement. The Transitional Programs accommodate gaps in schooling with intensive instruction, guidance counseling and instructional support services.

Best Practices in Action

1 Build environments that respond to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling.

- The transitional program was specifically designed to target the English and content skills needs of 18–22-year-old literacy-level immigrants.

2 Create structures that transcend high school academic departmental divisions to support simultaneous linguistic and academic development.

- The programs combine ESL with sheltered content instruction to maximize content and language learning.

3 Form newcomer centers to ease transitions for newly immigrated students.

- Fairfax County Transitional High Schools provide an entryway into the educational system for newcomer students who are slightly over the age of most high school students, yet still want to earn a high school diploma.
- After students leave the transitional program, language and literacy development continues in their new schools where all teachers working with ELLs in ESL, sheltered and mainstream classes are encouraged to continue building students' reading and writing skills in all subject areas and at all learning levels.

4 Implement flexible scheduling to reflect real needs and obligations of high school immigrants.

- Four sites offer evening classes from 3:00 to 10:00pm, serving 385 students district wide in grades 9 through 11.
- Students typically earn their diplomas within five or six years of initial registration.

5 Align high school programs with higher education and adult education.

- Students unable to finish school by age 22 can fulfill state graduation requirements in adult education courses.
- Students may earn high school credit for passing a class, but the transitional programs do not offer a high school diploma. Students attend the program for one or two years before proceeding to a partial or full mainstream program at one of the county's four diploma- granting adult high schools.
- While most students choose to work toward the traditional diploma, some prepare instead for the General Equivalency Diploma.

6 Use the full resources of the community to support immigrant students.

- The transitional programs make use of space in existing high schools during non-school hours.

TOWNSHIP HIGH SCHOOL DISTRICT 214 NEWCOMER CENTER

This effective, small learning community of approximately 60 students also fosters academic progress through parental involvement and special support services.

OUTCOMES

The student attendance rate for 2002–2003 was 97.9%.

The parent attendance rate at parent conferences for 2002–2003 was 93%.

Based on the pretest and posttest scores for newcomer students from a range of rubrics and assessments such as the Student Oral Language Observation Matrix (SOLOM), The Woodcock Reading Mastery Tests, and the IMAGE Writing Rubric, student scores either remained unchanged or improved significantly in reading, writing, listening, speaking and math.

In recent years, increasing numbers of immigrants to Arlington Heights, IL, have arrived from their native countries with less education than those arriving in previous years. Easing students' transitions to living and studying in the United States, the newcomer center serves high-school-aged English language learners who have immigrated within the past three years and who have either substantial or minimal formal schooling.

A full-day preparatory program that offers accelerated English language instruction and helps with integration into mainstream high schools, the newcomer center enrolls students for one to two semesters and a summer session. Learners with limited English language skills first register at the "home" or neighborhood high school where they will return when ready for mainstream immersion. The home high school arranges student placements at the newcomer center.

Best Practices in Action

1 Build environments that respond to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling.

- Credit-bearing courses in ESL, math, life skills, social studies, computer skills and physical education offer basic skills, while further efforts to acclimatize learners to the U.S. educational system include issuing student IDs and grades, taking field trips and assigning guidance counselors in conjunction with the home school.
- An instructional aide works with individual students as needed to improve basic literacy skills and provide additional tutorial assistance.

2 Create structures that transcend high school academic departmental divisions to support simultaneous linguistic and academic development.

- All students study the same courses taught at beginning-level English. Each course is divided into levels A, B and C, where the "A" level is designed for students with minimal first language (L_1) schooling and "C" denotes extensive schooling.

3 Form newcomer centers to ease transitions for newly immigrated students.

- Upon registration at the newcomer center, all available foreign transcripts are reviewed, and students are interviewed and evaluated to determine an appropriate level of instruction. Students without schooling records are automatically placed in the ninth grade.
- Following extensive assessment and staff recommendations, students are able to transition fully into their neighborhood high school and are placed into transitional ESL or bilingual education programs.
- Preparedness for the transition to the neighborhood high school is based on the following assessments: Holistically Scored Oral Interview (SOLOM), Standardized Reading Test (Woodcock Reading Mastery Test Revised H), Rating on a Newcomer Center "Transition Skills" Checklist (scale 1–3), and Writing Sample (scored using the state's IMAGE rubric).

6 Use the full resources of the community to support immigrant students.

- This effective, small learning community of approximately 60 students also fosters academic progress through parental involvement and special support services, such as shuttle transportation to and from the center and the home school.
- Outreach to parents is made possible by community liaisons who work to provide closer connections between families and educational, health and other family services in the surrounding community.

BELMONT NEWCOMER CENTER

Information-sharing with community organizations establishes constructive linkages between the Belmont Newcomer Center and other institutions serving immigrant communities throughout the district.

OUTCOMES

On average, 180 students graduate from the program annually.

Belmont Newcomer Center reports a very high attendance rate.

The program reports a high retention of teachers.

Some former Belmont Newcomer Center students are now high school teachers.

All teaching assistants at Belmont Newcomer Center are former students.

The course grades of Belmont Newcomer Center students are consistently higher than those of other ESL students who have not participated in the newcomer center program.

Opened in 1989, the Belmont High School Newcomer Center in Los Angeles, CA, serves grades 9 through 11, drawing students aged 13–18 from Belmont High School, other area schools and affiliated in-take and assessment centers. This program within a school admits students on a rolling basis, mid-year or mid-session, for up to three semesters before matriculation into Belmont High School or any other school of residence or choice.

For newly arrived immigrant students, the Belmont Newcomer Center offers full-day classes for English language learners in the spring and fall and optional half-day summer and winter sessions. Primary languages are systematically used to improve students' communication faculties in their own languages while exploring and learning academic content. Though more than 10 languages are represented, English, Spanish, and Mandarin are the languages of instruction.

The newcomer center program is aligned to the mainstream curriculum, so that students are prepared for coursework in the mainstream high school environment. A particularly significant component of the Belmont Newcomer Center is the integrated approach to student and family services, made possible through strong partnerships with community organizations.

Best Practices in Action

1 Build environments that respond to the immediate social, cultural and linguistic needs of immigrant adolescents with limited schooling.

- Linguistically diverse professional and paraprofessional staff deliver high-quality instruction in native language literacy and English immersion, thus sustaining an additive, bilingual environment where the first and second languages are developed.

2 Create structures that transcend high school academic departmental divisions to support simultaneous linguistic and academic development.

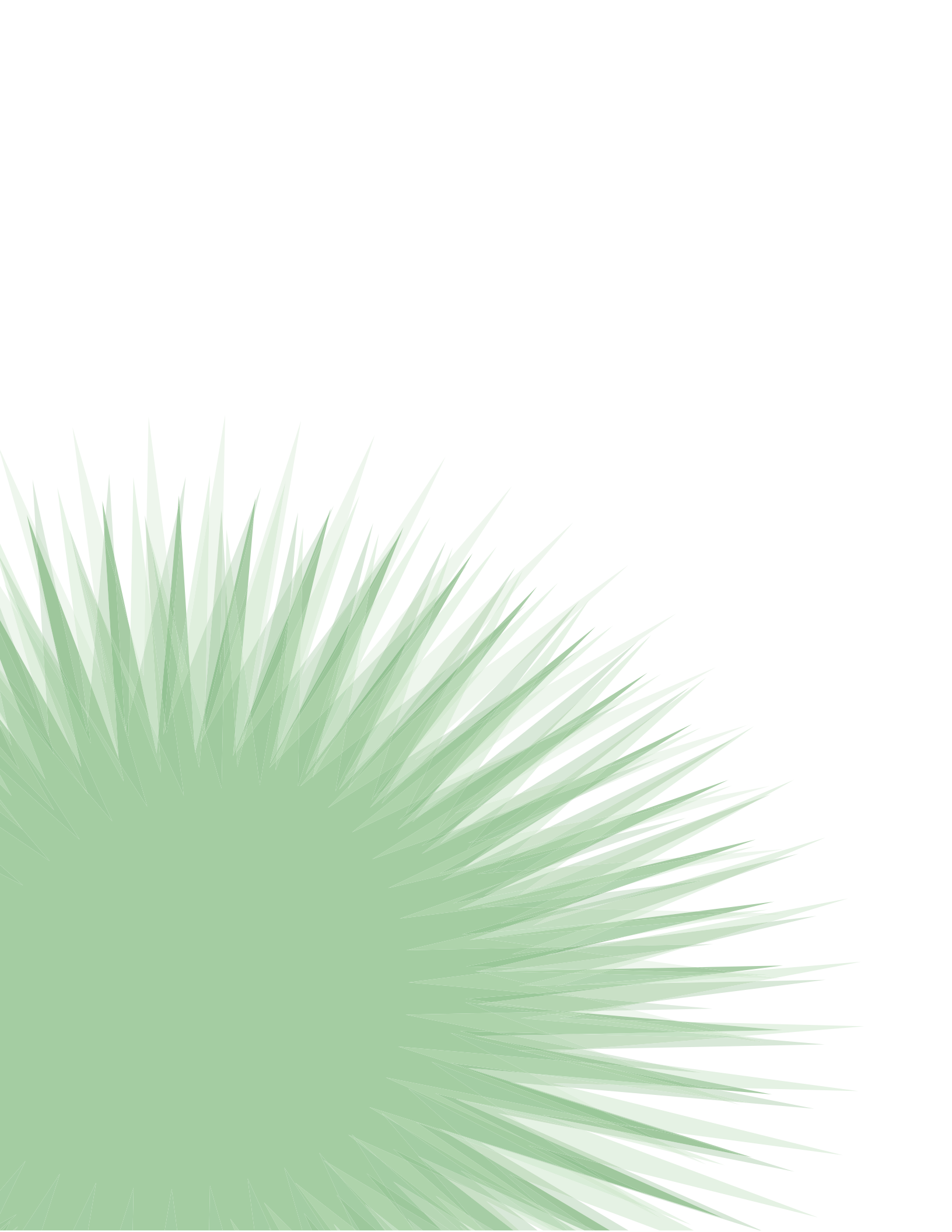
- Math, health, educational and career planning, biology and language arts are offered in native languages for high school credit.
- Sheltered content instruction in English for students who speak languages other than Spanish and Mandarin is also offered for full credit in math, health, physical education, art and introduction to computers.

3 Form newcomer centers to ease transitions for newly immigrated students.

- All classes available at the newcomer center either fulfill high school graduation requirements or are preparatory for required classes.
- American heritage and cross-cultural awareness components buttress core courses in native language literacy, ESL, study skills, career/vocational education and life skills.
- Before- and after-school activities such as tutoring and extracurricular clubs further acclimatize students to high school culture.
- Standardized assessment tools, such as the Language Assessment Scales (LAS) and Basic Inventory of Natural Language (BINL) proficiency tests, aid in student evaluation and are complemented by classroom tests, home country transcripts and teacher observation data when determining when to exit students into the mainstream high school.

6 Use the full resources of the community to support immigrant students.

- Students have access to social, physical and mental health services on a continuous basis.
- Career counseling, tutoring and IMPACT—a substance abuse prevention program that includes peer counseling—are also available.
- Family members are able to benefit from a host of services, from parent outreach through school liaisons and social workers to ESL and native language literacy courses, orientation to the U.S. and to U.S. schools and adult basic education.
- Information-sharing with community organizations and partnerships with Los Angeles County health clinics, Chinese Service Center, Korean Youth Center, Filipino Social Agency and the IMPACT program further support students and their families by establishing constructive linkages between the center and other institutions serving immigrant communities throughout the district.



Educators working with high school ELLs may believe at first glance that students are performing well because they communicate with their peers, participate in classroom discussions and generally do not have trouble communicating in English. However, a more in-depth examination of high school ELLs often reveals weaknesses in their ability to read and write at a grade-appropriate level in English. Gaps between social and academic language abilities may cause ELL students to fall behind their native English-speaking peers as the cognitive demands of upper-level courses increase.This is a pervasive problem for students who are exited from ESL programs too early and are enrolled in mainstream classes before their English skills are fully developed.

High school ELLs often possess basic interpersonal communication skills (BICS), yet they have not fully developed cognitive academic language proficiency (CALP) (Cummins, 1981b2). Students with BICS are able to accomplish cognitively undemanding linguistic tasks when provided with a relevant context. For example, students with BICS are able to engage in face-to-face oral communication because they can use gestures and facial expressions to help decipher language. Students with high levels of CALP are able to read and understand abstract texts without images or prior knowledge of the subject. Students who have not developed CALP will not consistently be able to elicit full meaning from core subject area texts.

The goal is to move ELLs along a continuum of linguistic progress from BICS to CALP, so that they can successfully use English in challenging, de-contextualized situations. It is the role of educators of high school ELLs to guide academic literacy development. Teachers must focus on language across all subjects and must know enough about language to support its development in their students (Wong Fillmore & Snow, 2000).

BEST PRACTICES

1. Recognize the different linguistic and academic needs of students in various ELL subpopulations.
2. Use the native language to support English language development.
3. Implement language development standards and assessments that are directly linked to academic standards and assessments.
4. Create literacy-rich secondary school environments.
5. Use instructional approaches that unify language and content learning.
6. Instruct students in language learning strategies.

REFORM IMPLICATIONS

As secondary schools implement reform plans, school leaders should consider enhancing literacy programs to ensure the equitable academic preparation of ELL students for university-level discourse. ELLs that successfully complete high school course work and enter college often find that they are ill-prepared for advanced academic writing. "Inadequate writing skills become apparent when English Learners enter institutes of higher education. Many English Learners who enter these institutions lack sufficient academic language proficiency even when they have completed their entire elementary and secondary educations in the United States" (Scarcella, 2003).

Secondary schools that graduate ELLs without teaching academic literacy skills are still failing these students. In order to adequately prepare ELLs for college, secondary schools must make the development of academic literacy in English a primary reform goal.

Best Practices in Theory

1 Recognize the different linguistic and academic needs of students in various ELL subpopulations.

English language learners fall into three general categories: recently arrived immigrant students with native language literacy, recently arrived immigrant students without native language literacy, or long-term English language learners. Instruction in academic literacy should be differentiated within high school ESL/bilingual programs to target the specific needs of each of these ELL subgroups.

Immigrant students who are literate and are well educated in their native language face the fewest challenges in gaining academic literacy in English, since literacy skills are transferable from the native language to the second language. "Students who read in their home language already know that print bears a systematic relationship to spoken language, that print carries meaning, and that reading and writing can be used for many purposes" (Peregoy & Boyle, 2001). These students will still need help learning English, but they will also be able to capitalize on academic knowledge acquired in their native languages to aid them in developing academic literacy skills in English.

Immigrant high school students who are not literate and lack formal schooling face a double challenge in that they must accelerate their academic and language learning in a short time period. The specific needs of this group are addressed in the section of this paper titled "Immigrant Students with Limited Formal Schooling."

Many other ELLs who arrive in the United States at a young age or who are born in the U.S. to immigrant parents reach the secondary level without attaining full proficiency in academic English. Typically, long-term ELLs have spent seven or more years in the United States, are below grade level in reading and writing, have a false perception of academic achievement, earn adequate grades but low test scores, and have had ESL or bilingual instruction, but no consistent program (Freeman & Freeman, 2002). Most often, these long-term ELLs possess basic interpersonal communication skills (BICS), yet have not fully developed cognitive academic language proficiency (CALP).

Many long-term ELLs are exited from ESL programs at an early age and then later find that they need support for advanced reading and writing. In the case of long-term ELLs, educators and/or students may not realize that language is posing a barrier to their academic success. Students who speak English well may become frustrated when they encounter difficulties with academic language. These students will benefit most from additional support in academic literacy.

2 Use the native language to support English language development.

Political controversy surrounding the use of English as the only language of instruction in schools has cast a shadow on bilingual education. Some states have passed ballot initiatives mandating English-only programs for ELLs. However, a look past the politics and into the research literature on bilingual education quickly proves the merits of dual language education. Empirical research supports three central principles of bilingual education: (1) continued development of both languages enhances children's educational and cognitive development, (2) literacy-related abilities are interdependent across languages such that language and skills in one language are potentially available in another and (3) while conversational abilities may be

acquired fairly rapidly in a second language, upward of five years are usually required for second language learners to attain grade level norms in academically related aspects of the language (Cummins, 1999).

Bilingual or two-way immersion programs integrate language minority and language majority students, offering content and literacy instruction through two languages. Bilingual schools provide positive learning environments that allow students to continue gaining content knowledge in the native language as they are simultaneously instructed in English. Bilingual schools may offer different subjects in different languages, e.g., science in Spanish and social studies in English. Or, they may rotate languages by day, with instruction in all classes occurring in two languages. True bilingual programs promote two languages on equal platforms and aim for all students to reach high levels of academic achievement, bilingualism, biliteracy and cross-cultural competence (Montone & Loeb, 2000). The elevated status of minority languages in bilingual schools thus levels the playing field for non-English-speaking students. In addition, bilingual education orients communities to view language as a valuable resource that will help students in their personal and professional lives (Ruiz, 1984). The linguistic skills of bilingual adults are in demand in many sectors of the job market and virtually all sectors of the federal government (United States General Accounting Office, 2002).

While the ultimate benefits of bilingualism are beyond dispute, bilingual programs are not politically or economically feasible in all schools. Bilingual programs are readily found in elementary schools, but are far less common at the secondary level. As bilingual students exit elementary programs, they frequently enter English-dominant secondary schools. A dearth of bilingual educators qualified to teach in the secondary content areas provides one explanation for the relative rarity of such programs. Scheduling considerations at the secondary level can also be time-consuming for administrators. In reality, as ELL students move through the U.S. educational system, the roles of the native language and of English in students' lives change. When it is possible to create K–12 programs that support bilingualism, students should be given this option.

When bilingual high schools are not an option, the native language can still be supported through advanced foreign language classes for native speakers. The advanced placement programs in Chinese, French, German and Spanish can be used to help ELLs gain college credit in high school. Even the simple act of encouraging students to continue using the native language at home and in school, when appropriate, can spur students' academic and linguistic growth in both languages.

3 Implement language development standards and assessments that are directly linked to academic standards and assessments.

Schools must have means to assess students' abilities to communicate in academic English and must be careful not to overlook students who speak everyday English well but whose English literacy abilities are challenged by higher-level texts. Many schools are currently using assessment tools that do not capture the full range of academic language proficiency. ESL programs that make proficiency judgments based on incomplete profiles of academic English development run the risk of prematurely exiting students.

The No Child Left Behind Act of 2001 (NCLB) requires that state English language development (ELD) standards be aligned to

state standards for English language arts (ELA), math and eventually science, to ensure that students develop full proficiency in academic English skills before they are exited to mainstream classrooms. As states create new standards and assessments, schools and districts should be prepared to adapt and reform curriculum and instruction to facilitate standards-based achievement for ELLs. Educators and students must be made explicitly aware of the benchmarks set for ELL students so that they can accurately measure progress towards academic language proficiency.

4 Create literacy-rich secondary school environments.

Older students seeking to improve their academic literacy skills need a wide range of experiences with written materials. The literacy instructional strategies used for young children also apply to adolescent students with low literacy skills. Exposure to authentic texts that attract student attention is helpful to the literacy development of all students. Multi-cultural and multi-lingual texts that appeal to the diversity of ELLs are important to have in ESL classrooms. Reading and writing workshops, literature discussions and participation in cooperative learning groups help to provide real reasons for students to communicate with each other, share ideas and gain confidence with books and other print materials (Schifini, 1999).

While traditional paper-and-pencil literacy continues to be tremendously important, digital literacy has become a new indicator of student achievement. Workplace and higher education demands emphasize the marketability of students who are able to manipulate text electronically. Digital literacy program components present innovative and engaging ways to strengthen both basic and advanced reading and writing skills. Classroom environments that provide access to and authentic use of technology enhance the academic literacy development of adolescent ELLs.

5 Use instructional approaches that unify language and content learning.

Educators working with ELLs must find creative ways to weave content and language instruction together. Sheltered content area instruction, which teaches English language development through the medium of academic content, offers one model instructional approach. Project-based learning and thematic instruction provide other avenues for developing language and academics at the same time.

When teachers and students investigate a common topic that crosses the content areas, students are given multiple opportunities to understand and process new information. Instruction that is cross-disciplinary and that encourages diverse approaches to learning about one central concept provides a schema that contextualizes abstract academic and linguistic concepts for ELLs. When students are able to view subjects as interrelated, rather than isolated and divided, they develop academic literacy skills that transcend the ESL classroom.

6 Instruct students in language learning strategies.

Adolescent ELLs benefit from direct instruction in learning strategies because they are empowered with the meta-cognitive tools to analyze and direct their own language learning processes. ELL students can be taught how to manage difficult literacy tasks by employing strategies that help them access challenging language. Strategy instruction reveals to all students the activities that strong language learners often do naturally. These strategies can be as simple as pre-reading the heading of a textbook chapter to get a feel for the main content topics or using

cognates to deduce the meaning of an unfamiliar vocabulary word.

The Cognitive Academic Language Learning Approach (CALLA) provides a model for the integration of content instruction, academic language development and explicit instruction in learning strategies. CALLA is based on cognitive learning theory and involves the active participation of learners. The CALLA model suggests ways teachers can encourage students to reflect on their own learning and to develop a strategic approach to learning and problem solving (Chamot, 1995). CALLA may be used in ESL classrooms and in mainstream classrooms. Instructional activities encourage student participation, cooperative learning and higher-order thinking.

ELL students can be taught how to manage difficult literacy tasks by employing strategies that help them access challenging language.

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SANTA MONICA HIGH SCHOOL

The Santa Monica program fosters high academic literacy in all subjects because it is additive—offering quality bilingual education in the core academic curriculum while taking nothing away from either language.

OUTCOMES

The program graduated its first class of 16 two-way immersion students in May of 1998. Today, it remains a small part of a large high school, with 30 to 40 students at each grade level from ninth through twelfth grades.

CCSSO was unable to obtain additional outcomes for this program at the time of publications. Please contact the program directly to obtain more recent outcome information

In the absence of strong statewide support for dual language education programs, schools across California endeavor to meet the educational demands of Latino youth. Santa Monica High School continues to successfully operate its two-way Spanish/English immersion program serving both native English- and Spanish-speaking students. The program is part of the Santa Monica-Malibu district-wide dual language initiative that bridges the language immersion efforts of the John Adams Middle School and the whole-school program at Edison Elementary.

A coordinator facilitates the articulation process from the middle school into high school and guides the overall direction of the program. By holding monthly immersion articulation meetings, resolving scheduling conflicts and giving feedback to middle school teachers on how their students are managing in high school, the coordinator maintains high enthusiasm and participation levels in the program.

Santa Monica High School's immersion program has set high benchmarks for student academic achievement, and participants are consistently making the grade. The program's effective recipe of advanced language arts instruction in both languages, separation of the two languages for instruction, additive bilingual environment that has the full support of school administrators, balanced ratio of students who speak each language, promotion of positive interdependence among peers and between teachers and students, and high quality instructional personnel makes dual language literacy feasible and fully functional.

Best Practices in Action

1 Recognize the different linguistic and academic needs of students in various ELL subpopulations.

- A majority of program participants are native speakers of Spanish who were born in the United States.
- Students enroll with relatively strong biliteracy skills that are further refined over the high school years.

2 Use the native language to support English language development.

- Two-way language learners take classes in English among the general school population for most class periods, while taking two additional classes in Spanish.

4 Create literacy-rich secondary school environments.

- An extra-curricular feature emphasizing the important role of bilingualism and biliteracy is a one-week summer immersion camp held for all two-way students in grades 9–12. The camp serves as an orientation for ninth grade students and provides an opportunity for students of all grades to review high school requirements, learn about college admission criteria and discuss summer readings. SAT preparation is offered, and visits are made to several area colleges and local producers of Spanish-language media.

5 Use instructional approaches that unify language and content learning.

- At the middle school level, the Santa Monica Spanish immersion curriculum includes a roster of social studies and literature classes.
- Ninth graders in the program take two required classes in Spanish: health and a humanities course that deals with racism, acculturation, current events and community involvement.
- Spanish immersion classes are offered in algebra, intermediate algebra, geometry, U.S. history and world history.
- Students may also enroll in Spanish for native Spanish speakers classes.
- Science classes in Spanish are being developed, and hiring preference is given to new teachers capable of teaching in Spanish. For some high school students, taking science and math classes in Spanish is difficult, given that these subjects are not part of the immersion sequence in the middle school years, and special efforts are regularly made to encourage and assist students in these classes.

Bronx International High School operates as a small school within a large school, sharing resources with the other schools in the complex, but operating autonomously.

OUTCOMES

The International Partnership schools have success rates of over 90% in high school graduation, course passage and college acceptance.

The dropout rate is under 5%.

Bronx International High School has a 93% attendance rate.

Bronx International High School opened in 2001 as one of several specialized learning communities housed within a large high school complex. Bronx International High School is located in Morris High School, a school of 1,700 students that has been reshaped as part of the Bronx New Century Schools reform effort. Bronx International High School concentrates the resources of the Morris campus in ways that more closely match the needs of at-risk immigrant students.

Bronx International High School is also part of the International Partnership Schools collaborative, which includes Manhattan International High School and LaGuardia International High School. The International Partnership Schools share a common philosophy, similar organizational structures and work jointly on professional development.

Students at Bronx International speak over 30 different languages. Most students have arrived in the U.S. within the past four years, are learning English for the first time and are considered "at-risk" based on scores below the 20th percentile on the Language Assessment Battery. Many students are refugees from Africa, Latin America, Asia and Eastern Europe whose education has been upset by wars, family upheaval or economic turmoil.

A responsive instructional model meets students halfway by focusing on language development in every class and by grouping students heterogeneously to accommodate differing levels of literacy. Content-based instruction gives students the scaffolding necessary for cumulative language development without stalling content area learning. An interdisciplinary, team-teaching approach gives teachers autonomy in curriculum development and allows them to decide how best to meet an individual student's needs. Moreover, the cooperative learning models found at Bronx International encourage students to take an active role in the learning process.

Best Practices in Action

1 Recognize the different linguistic and academic needs of students in various ELL subpopulations.

- Teachers individualize the curriculum to match the needs of a student cohort of only 75 students.
- Teachers create a flexible curriculum that helps students who develop their language skills at different speeds.

2 Use the native language to support English language development.

- Students from different language groups are put together so that the language of instruc-

tion and the language of social engagement among the students becomes English.
- ELLs use their native language to support other students and often complete projects in their native language.
- Students use English while they also collaborate across languages in a supportive, multi-lingual, multi-cultural environment.
- Teachers and students share a common goal of biliteracy. Even when the teacher is not fluent in the student's language, development of native language skills is encouraged.

3 Implement language development standards and assessments that are directly linked to academic standards and assessments.

- Schools, teachers and students are given autonomy in curriculum but are responsible for meeting standards. Teachers design curricula that are in line with state requirements and that meet the actual needs of the students.
- Bronx International High School assesses students using the New York Regents Exam but centers measurement of student achievement around student portfolios. Students must progress through a two-year junior institute to a senior institute, as part of the ongoing portfolio assessment process focused on student growth. Students publicly present and defend their work, in ways that demand in-depth critical thinking and that raise the level of student investment.
- During the junior institute, students develop habits of mind, language skills and the ability to do rigorous in-depth work around content topics. Junior institute exit requirements include completion of a key task in each of the four major content areas. Students who meet the criteria in each of these four subject areas progress to the senior institute.
- In the senior institute, students study intensely around the Regents content language exams. The focus of study shifts from language development to the beginning and intermediate phases of academic literacy, where students are prepared to work with challenging print sources.

5 Use instructional approaches that unify language and content learning.

- The Bronx International curriculum integrates ESL instruction methodology into all content area classes and offers intensive study of English and native language reinforcement. Students attend four 70-minute academic classes in English, social studies, math and science.
- Teachers work in interdisciplinary instructional teams to develop thematic-based courses of study aligned to graduation standards. Teachers are given three hours of planning time each week to ensure that language development components are addressed within the curriculum.

6 Instruct students in language learning strategies.

- Teachers work to develop students' habits of mind. Habits of mind involve the use of academic skills on a daily basis, in order to prepare students for success in college. Examples include writing a literary essay, writing a research paper with a thesis or using evidence to support opinion.
- Students engage in cooperative learning activities, which are modeled by interdisciplinary teacher collaboration. Small class sizes allow teachers to build upon peer relationships by engaging small groups of students in intentional academic discussions that strengthen language skills.

CONNECTICUT DIGITAL CLASSROOM LEARNING SYSTEM

The integration of reading and writing strategies into learning units has increased students' basic literary skills and provided a gateway to advanced academic work, while the research and teamwork skills gained will benefit these learners well into the workplace.

OUTCOMES

By the conclusion of 2002–2003, the first year of whole school implementation, results of the Digital Classroom Learning System intervention were measured in a comprehensive survey.

Attendance increased to 95% from 86% in 2000, exceeding the 91% average attendance rate of students at urban vocational-technical schools in Connecticut.

The number of failing grades decreased by almost 50% from the previous school year.

Based on 2002 Connecticut Academic Performance test results, the number of students above the intervention level increased to 51% from a baseline of 29% in 2001.

The cost of this digital learning system is slightly above $100 per student.

J. M. Wright Regional Vocational-Technical School in Stamford, CT, uses computer technology as the primary agent of classroom instruction. Once considered a school in decline, Wright has gained remarkable ground in student academic performance, behavior and attendance over a three-year period by implementing the Digital Classroom Learning System.

Created through collaboration between the Connecticut Regional Vocational-Technical School System, the Connecticut Distance Learning Consortium and consultant Dr. George Cicchetti, the Digital Classroom exemplifies the No Child Left Behind standards of whole school technology integration. Improved literacy achievement among ELLs in particular suggests important lessons for technology-based school reform.

The Digital Classroom system has four main elements: 1) an instructional model, 2) an online professional development course with follow-up on-site coaching, 3) an online database of web-based learning units and 4) an online electronic portfolio for students' products. Academic classes are arranged in traditional grades 9 through 12, while vocational classes are mixed-level learning environments. Instructors at the school of approximately 445 students received one full year of intensive professional development in new methods of instruction appropriate to a "wired" learning environment.

Best Practices in Action

1 Recognize the different linguistic and academic needs of students in various ELL subpopulations.

- Since literacy levels of non-native English speakers vary widely, academic literacy is honed at an accelerated pace for the first two years.
- ESOL students are grouped together in English and math skills strengthening classes geared toward the Connecticut Academic Performance (CAP) test.

2 Use the native language to support English language development.

- With an emphasis on "reading for information," learning units designed specifically to tackle English language comprehension issues are used to scaffold students in bilingual classrooms.

3 Implement language development standards and assessments that are directly linked to academic standards and assessments.

- The Digital Classroom chiefly consists of web-based learning units employed to teach basic reading and writing skills in alignment with the standards of the CAP Test.
- To meet curricular goals and standards, the instructional model incorporates the use of various kinds of media, presents clear indicators of success for learners and is flexible enough to meet the varying proficiency levels of all students.

4 Create literacy-rich secondary school environments.

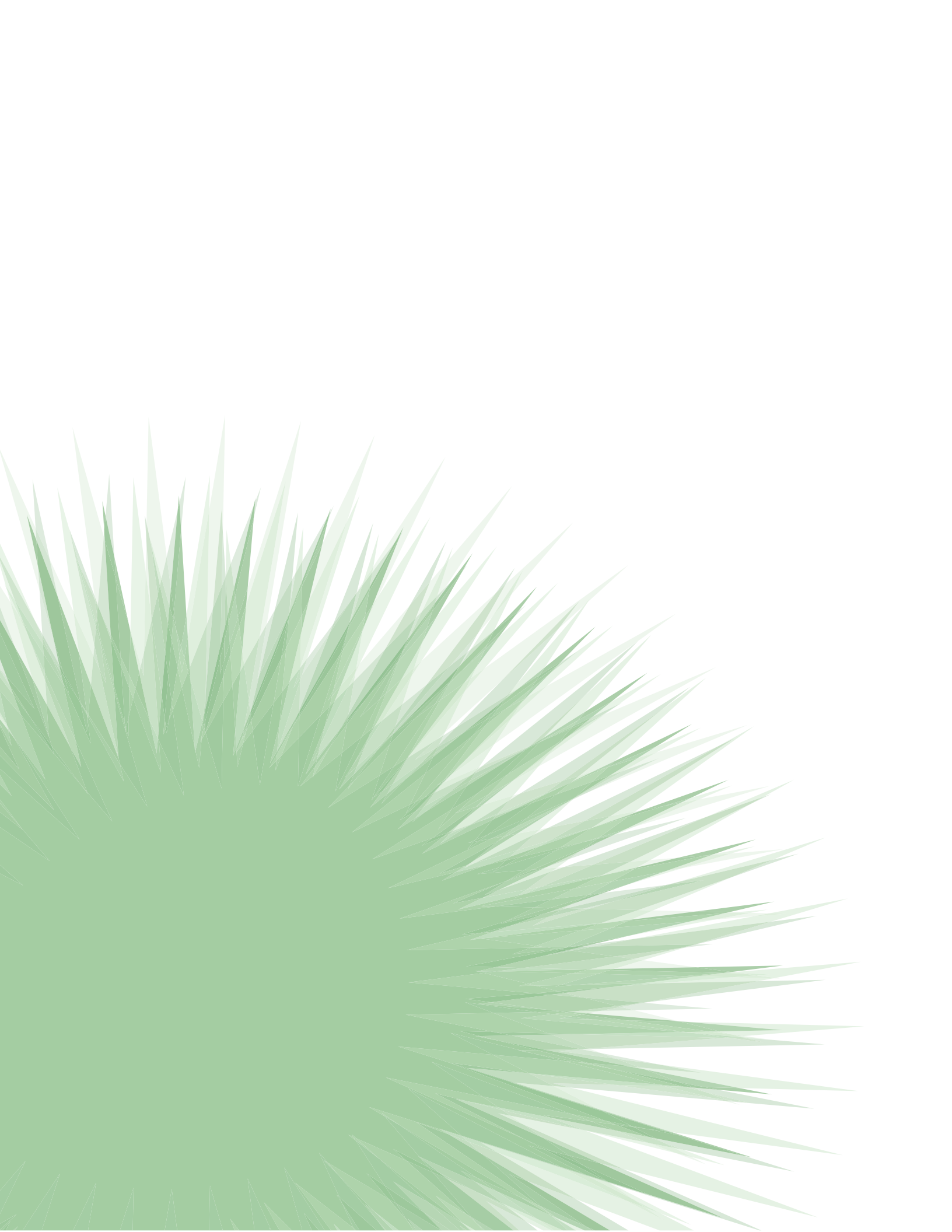
- During dialogue center activities, instructors bring students together, away from the computers, and they discuss, clarify and share the information they have gathered. The dialogue center is an important locus for strengthening literacy skills; through discussion and peer review, individual student weaknesses become apparent and may be directly addressed.

5 Use instructional approaches that unify language and content learning.

- With a maximum of 20 students per class, the Digital Classroom instructional model places teachers in facilitating and coaching roles, as students navigate content area material and work collaboratively in teams to complete a project. Upon completion, students showcase their work in impressive e-portfolios that reinforce students' self-esteem about their academic abilities.
- The instruction model and learning units address the needs of ELLs through project-based learning using English as the language of instruction in academic subject areas as well as in trade workshops, where the student-computer ratio is 1:1.

6 Instruct students in language learning strategies.

- In moving beyond the traditional teacher-centered classroom model, the project-based learning modules and rich Internet resources of the Digital Classroom motivate and engage learners through student-centered instruction. Embedded in the learning units are these core strategies: active learning, constructive learning, authentic learning and cooperative learning.
- Students also are encouraged to generate their own questions and to model and explain their problem-solving strategies through intentional/reflective learning processes.
- Students are taught constructive reading and process writing strategies, and literacy strategy instruction is scaffolded to assist students at all levels.



The involvement of families is an important element of school success for all students. Students with parents that are involved in their education are more likely to earn higher grades and test scores; enroll in higher-level programs; be promoted, pass classes and earn credits; attend school regularly; have better social skills; show improved behavior; adapt well to school; graduate and go on to post secondary education (Henderson & Mapp, 2002). Yet, teachers in schools serving high immigrant populations often describe parents who do not appear to supervise their children's homework, fail to attend parent conferences and do not participate in the Parent Teacher Association (PTA) or other, less formal school events (Fix & Ruiz de Velasco, 2001).

As immigrant student enrollment grows, it is ever more necessary for schools to expand their parent outreach programs to accommodate the involvement of all families. High schools implementing reforms must capitalize on the tremendous resources and knowledge that often go unrecognized in immigrant communities because of linguistic and cultural barriers. Supporting greater school involvement for all families is an important strategy to help close the achievement gap.

In this section, six best practices for involving the parents of English language learners (ELLs) are explained and three programs illustrating those practices are presented. The programs chosen are illustrative of various ways that schools can accommodate and incorporate parents of ELLs as full partners in the education of their children.

BEST PRACTICES

1. Provide explicit information to immigrant families about the expectations, challenges and opportunities in the U. S. educational system.
2. Develop communication strategies that are mindful of cultural and linguistic differences between the home and the school.
3. Encourage families of English language learners to support native language maintenance.
4. Design parent involvement activities with multiple channels for familial contributions.
5. Partner with adult education programs and community organizations to develop parent education, leadership and ESL programs.
6. Facilitate two-way planning that allows parents and extended families of ELLs to be full educational partners with schools.

REFORM IMPLICATIONS

As high schools with ELL populations consider the implementation of comprehensive reforms, they must work with all families to develop buy-in to change processes.

ELL students often are overrepresented in high-poverty and low-performing schools that will likely face school improvement and reform plans. To be successful at improving outcomes for all students, reform efforts must reflect the unique cultural and linguistic attributes of families in the community.

Immigrant families are key stakeholders in the reform process, and they must be informed of the basis for reform, the goals of reform and the ultimate benefits that reform will bring to their children.

Best Practices in Theory

1 Provide explicit information to immigrant families about the expectations, challenges and opportunities in the U.S. educational system.

Immigrant families with high school students may be unfamiliar with all of the educational opportunities available to their children. They may not be knowledgeable about how the U.S. public education system works and may be unfamiliar with the cultural norms and expectations of American high schools. At the secondary level, families will benefit from regular meetings with counselors and teachers, information about program options and graduation requirements, test schedules, information on planning postsecondary education, information on how to find academic support, explanations of college preparatory coursework, and information on financial planning for college study (Henderson, 2002).

Power distances vary across cultures, so some immigrant parents may establish firm divisions between home and school out of respect for the instructor. In the United States, parents and teachers forge partnerships, and parent involvement in schools is believed to be an integral component to academic success. Immigrant parents should be informed of the kinds of contributions they are expected to make to the school community. Educators must be sensitive to the diverse ways that parents help their children learn. Schools should welcome parents and make clear to them that they are considered partners in the education of their children. By defining the parents' role, schools open the door to greater parent involvement.

2 Develop communication strategies that are mindful of cultural and linguistic differences between the home and the school.

Immigrant parents cite language as the most crucial barrier to participation (Fix & Ruiz- de-Velasco, 2001). Newsletters and handbooks published in languages other than English are extremely helpful to immigrant families. However, this is not always possible, nor is it a panacea for increasing parental involvement. Written communication may fall flat with parents who are not literate.

When possible, schools should employ professional translators to facilitate parent-educator interactions. Language translation is a professional skill, complete with a system of accreditation. Too often, bilingual children and non-qualified school support staff translate for teachers and administrators who are unable to speak the language of parents. Such practice may lead to misunderstandings and does not serve the best interests of the school, the child or the family. The use of qualified translators, bilingual home-school liaisons, native language publications and multi-lingual help hotlines assists immigrant families in navigating through the high school environment and thwarts the marginalization of non-English-speaking families.

3 Encourage families of English language learners to support native language maintenance.

The process of learning English, particularly for students enrolled in schools that do not support native language maintenance, can disrupt family relationships. All too often, the target language acts as a wedge between parents and children. Immigrant children may adopt the new language and culture, while the parents continue to use the language and to observe the traditions of the native country. Normal parent-adolescent communication problems can be

exacerbated by parents' inability to communicate either with their teenaged children or with other parties concerned for the welfare of their children, such as teachers and administrators. Wong Fillmore (1991) found that "when parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understanding or wisdom about how to cope with their experiences. They cannot teach them about the meaning of work, or about personal responsibility, or what it means to be a moral or ethical person."

Schools can support healthy family relationships by encouraging parents to teach children the native language and by implementing native language support programs. Educators need to be informed about the sociocultural, academic and cognitive benefits of native language maintenance. The misguided practice of educators asking non-English proficient parents to speak to their children only in English needs to end if schools want to encourage strong, participatory families.

4 Design parent involvement activities with multiple channels for familial contributions.

Other considerations for expanding family participation include accommodating the professional lives of families. Many immigrant parents work long, irregular hours, and their schedules may conflict with parent events traditionally held in the evening. Schools should vary the times of events so that all parents can have the opportunity to visit the school. In addition, teachers or school administrators may wish to make themselves available to parents via email or telephone. Schools should consider hosting weekend parent events or encouraging parents to stop in and visit the classroom when they are able, so they can familiarize themselves with the school environment. Another promising practice for schools with significant ELL populations would be to create a staff position for a home-school liaison, whose responsibility it would be to meet regularly with families and to engage them in the life of the school.

5 Partner with adult education programs and community organizations to develop parent education, leadership and ESL programs.

Programs that successfully connect with families and community invite involvement, are welcoming and address specific parent and community needs (Henderson & Mapp, 2002). Schools must work with community organizations to extend invitations to all parents and to help create appropriate and helpful realms for the families to contribute to the life of the school. Immigration centers and social service groups that have cultivated the trust of the community can bridge the gaps between school and community cultures. Faith-based organizations often are at the forefront of immigrant services. Such groups may also be helpful in empowering parents politically and socially to act as advocates for their children and to help work toward improving school performance.

Immigrant parents must be able to view themselves as leaders in the community and the school. Parent Teacher Associations (PTAs) are a traditional platform for parent empowerment. Nearly every school has a PTA or some type of parent organization, where parents can discuss topics of interest and concern during monthly meetings held at the school. PTA meetings are a good place for parents of ELL students to learn about what is going on at the school and to meet other parents who live in the community. The creation of task forces or working groups that specifically reach out to immigrant parents through bilingual initiatives and parent leadership training can have positive ripple effects

within the school and community. As minority-language parents see their peers assume parental leadership roles, they are more likely to become involved themselves.

Many immigrant parents do attend parent meetings, but feel disenfranchised because of their own language limitations. At the same time that schools reach out to parents by communicating in the home language, they may also want to partner with adult education programs to provide English language classes for parents. Weekend or after-school adult learning programs hosted by the school for parents of ELL students help parents become comfortable with the school environment. Community-based organizations, religious organizations or community colleges often host ESL programs for adults. Schools could work with established adult ESL programs to develop an ESL class specifically for parents of secondary school students. The content of such an ESL class might be tied to the high school curriculum, so that parents could become partners in their children's learning. Some parents may find an interest in preparing for the General Equivalency Diploma (GED), or the focus of classes could be on parenting skills, so that parents learn ways to help their child succeed as they also develop English skills. Such classes would require innovation on the part of the adult education instructor, as well as strong partnerships between the school and the adult ESL sponsor.

As parent programs are developed, it is crucial to structure them in ways that make space for the reciprocal contributions of the parents.

6 Facilitate two-way planning that allows parents and extended families of ELLs to be full educational partners with schools.

Partnerships that bridge disconnects must also create opportunities for family and community engagement in discussions and decision-making on policies that will impact their children (Housman and Martinez, 2002). Immigrant parents may sometimes need help finding their voice. Programs that cultivate the leadership and language skills of ELL parents ultimately benefit ELL students.

As parent programs are developed, it is crucial to structure them in ways that make space for the reciprocal contributions of the parents. All schools, but particularly high schools engaged in reform, need to bring parents of ELLs to the table in order to ensure that reforms are inclusive of all students. Parents can do more than support the education of their children, they can inform the development of better schools for their children.

In addition to consulting with parents, schools should include non-parents that are important in immigrant high school students' lives. Adolescent immigrants often arrive in the United States independently of their parents. Many families immigrate through sending chains where members of the family arrive one by one and work to earn money to bring over other relatives. High-school-aged immigrant students may leave behind parents and siblings. They may be living with extended family members who should be accorded the same respect as parents. Parents who do not speak English may delegate the responsibility of corresponding with the school to other English-proficient relatives; in some cases this may simply be an older sibling. In these cases, schools must act as willing partners with whomever has taken the role of guiding the student's education.

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PARENT INSTITUTE FOR QUALITY EDUCATION

The ultimate goal of PIQE is to bring business, community, families and schools together to promote a quality education for all children.

OUTCOMES

An external evaluation of 1, 156 parents that participated in PIQE programs in Los Angeles Unified School District showed significant differences in:

- Parents' knowledge about academic standards, the school system and socio-emotional support for teenagers.
- Parents' self-efficacy in supporting their child's education.
- Home-based activities for supporting children's learning.
- Parents' beliefs about their involvement in their children's education and expectations for their children attending college.

The Parent Institute for Quality Education (PIQE) is a community-based, non-profit organization aimed at reforming education by motivating parents, especially low-income immigrant parents, to become more involved in their children's education. PIQE defines its mission as bringing schools, parents and communities together as partners in the education of every child.

The objectives of PIQE are to encourage and support parents to take a participatory role in their children's education. PIQE helps parents to support a home learning environment; navigate the school system; collaborate with teachers, counselors and principals; encourage college attendance beginning in kindergarten and support a child's emotional and social development.

PIQE has three essential program components: a nine-week parent program, a follow-up program and a teacher workshop. The nine-week program is different for parents of elementary and secondary students. 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.

Best Practices in Action

1 Provide explicit information about the expectations, challenges and opportunities in the U.S. educational system to immigrant families.

- PIQE offers explicit information on how the school system works at the secondary level and on the steps to college, including testing requirements, how to choose a college, a four-year plan, the GPA and applying for financial aid.

2 Develop communication strategies that are mindful of cultural and linguistic differences between the home and the school.

- The PIQE nine-week core program is offered in fourteen languages, including English, Spanish, Kenyan, Russian and Vietnamese.
- The follow-up component involves constant feedback and evaluation between parents and the school, as facilitated by phone calls made by bilingual coaches.

4 Design parent involvement activities with multiple channels for familial contributions.

- Parents choose to participate in the nine-week core program in either morning or evening sessions depending on their individual schedules.
- Low program costs and private-public contributions enable low-income parents to participate.

5 Partner with adult education programs and community organizations to develop parent education, leadership and ESL programs.

- PIQE is a community-based non-profit with headquarters in San Diego and sites throughout California and in Dallas and Phoenix.
- PIQE functions as a community organization itself and partners with more established community groups as they incubate PIQE programs in new settings.

6 Facilitate two-way planning that allows parents and extended families of ELLs to be full educational partners with schools.

- An initial strategic planning session is followed by six weekly core classes and a dialogue with the school principal.
- Bilingual coaches facilitate two-way dialogue between parents and the school.
- The teacher workshop component provides teachers with techniques for engaging in conversations with diverse immigrant parents.

The Bilingual Parent Resource Center is a central locus for ELL parents citywide to access information materials, training sessions and referrals to vital social services.

OUTCOMES

PARENT TRAINING

The Bilingual Parent Training Unit has increased the overall involvement of bilingual parents.

- 7,163 parents have attended Bilingual Advisory Committee meetings.
- 601 parents have attended Parent Council meetings.
- The Unit has also assisted in the training of 228 Bilingual Advisory Committee officers.

PARENT RESOURCES

- In the initial six months of the Bilingual Parent Resource Center's operation, over 4,800 parents in over 70 primary, middle and secondary schools had already been served.
- By January 2003, the Bilingual Parent Resource Center began conducting basic skills computer workshops, and in May 2003 the center graduated 34 bilingual parents from the course.

The parental involvement programs of Chicago's Office of Language and Cultural Education (OLCE) have evolved from the premise that family literacy, community education and parental participation in educational decision-making are key to improving student achievement. With parents as learners, in the context of workshop and training participation, and as advocates for their children in schools and on advisory committees, parental involvement can make the difference between academic success and failure for secondary ELLs. In support of this vision, the Chicago OLCE sponsors the Bilingual Parent Training Unit and the Bilingual Parent Resource Center.

Composed of a director and four community relations representatives, the Bilingual Parent Training Unit is one of seven units of the OLCE. It provides training and technical support to the Chicago Multilingual Parent Council and local Bilingual Advisory Committees.

Upon a successful opening in December 2002, the Bilingual Parent Resource Center began providing workshops, at the Center and at Bilingual Advisory Committee meetings throughout the city, in self-development, at-home learning and family literacy.

Both programs support parents by increasing their knowledge and confidence in raising their children. In this regard, the OLCE's parent programs identify and prioritize the educational and community-based needs of the parents they serve. Their work emphasizes outreach to improve parent involvement in education and family-school-community partnerships and to meet the educational needs of immigrant youth from early schooling through high school graduation.

Best Practices in Action

1 Provide explicit information about the expectations, challenges and opportunities in the U.S. educational system to immigrant families.

- Bilingual Advisory Councils are established in every school district by mandate of Illinois law to afford parents practical involvement in the programs serving their children. The Training Unit maximizes this effort by extending to parents of ELLs training workshops citywide on educational policies and issues, leadership and literacy development and basic computer skills. Local speakers are invited to share information about resources and programs available to parents, teachers and students.
- Training offered by the Bilingual Parent Resource Center includes: "Families as Learning Environments," "Types of Parent Involvement," "Basics of Parenting," "Homework and Study Skills," "Skills for School Success."
- The Bilingual Parent Resource Center also provides parent training on the Special Education process as well as information on Head Start, Title I, Gifted Education and Adult Education.

2 Develop communication strategies that are mindful of cultural and linguistic differences between the home and the school.

- A Guide to Your Children's Schools: A Parent Handbook is the product of collaboration among several agencies in the state of Illinois; it is available in Arabic, Bosnian, Russian, Vietnamese and Spanish. The handbook is disseminated to parents through multiple avenues and imparts important information about the school system in the U.S. and Illinois. It has an informative chapter on parents' roles in their children's education and learning, specifically informing parents about such issues as keeping abreast of their child's progress, understanding report cards and the grading system, becoming involved in school meetings, helping with homework and planning for college.
- In addition, the Bilingual Parent Resource Center distributes materials in English, Spanish, Polish, Arabic, Chinese and Bosnian with information about accessing local services.

5 Partner with adult education programs and community organizations to develop parent education, leadership and ESL programs.

- The Bilingual Parent Resource Center is a central locus for ELL parents citywide to access information materials, training sessions and referrals to vital social services. The center also maintains a lending library and outreach services that leverage the resources of other social/community agencies.

MONTGOMERY COUNTY PUBLIC SCHOOLS

The primary objectives of the Parents Center are to help parents become aware of the educational services available to their children and to themselves and to minimize linguistic and cultural barriers inhibiting active family participation.

OUTCOMES

CCSSO was unable to obtain outcomes for this program at the time of publication. Please contact the program directly to obtain recent outcome information.

The Montgomery County Public School System views parents of students enrolled in ESOL/Bilingual courses as contributors and collaborators in school efforts to meet their children's needs, rather than as passive recipients of services.

Although many parents are unfamiliar with the system or lack fluency in English, they are encouraged to actively participate in their children's education. To assist these parents, the ESOL/Bilingual Division manages the ESOL Parents Center, a program staffed with bilingual parent/community coordinators, bilingual parent services assistants and part-time interpreters proficient in many languages. Parents are also invited to participate at various levels, including becoming involved in the decision-making process and operation of schools, taking advocacy roles and sitting on councils and committees.

The primary objectives of the Parents Center are to help parents become aware of the educational services available to their children and to themselves and to minimize linguistic and cultural barriers inhibiting active family participation. Full-time bilingual staff speaking Spanish, Korean, Chinese, Cambodian, Vietnamese, French, Portuguese and Russian make these connections possible. Parent/community coordinators offer direct services as field-based liaisons between schools and families. Bilingual assistants based at the center receive new parents and facilitate enrollment and orientation.

Best Practices in Action

1 Provide explicit information about the expectations, challenges and opportunities in the U.S. educational system to immigrant families.

- Montgomery County provides a parent handbook that aims to: (1) make parents aware of instructional programs and services available to their children and to them, (2) familiarize parents with school policies and procedures and (3) encourage parents to become active members of the school community. This handbook provides information for enrolling newcomer students in school and offers suggestions for establishing contact with school personnel. It describes how ELL students are gradually incorporated into the regular instructional program, gives an overview of relevant high school programs, and contains information about school discipline, attendance, progress reports, and other practical school matters.
- Bimonthly newsletters respond to questions and concerns about the public schools.
- On-call help is available for parents to ask the ESOL Center's staff questions about school programs and services. Other calls refer to services provided by county agencies, including day-care programs and health and social services.

2 Develop communication strategies that are mindful of cultural and linguistic differences between the home and the school.

- The parent handbook is available in Spanish, Korean, Cambodian, Chinese and French.
- Interpretation services for parent-teacher conferences are available at the request of a staff member or a parent with limited English proficiency.
- Workshops are held in schools, on invitation of the principal, to convey information and establish personal relationships with parents. Many workshops are conducted in the parents' native languages.

4 Design parent involvement activities with multiple channels for familial contributions.

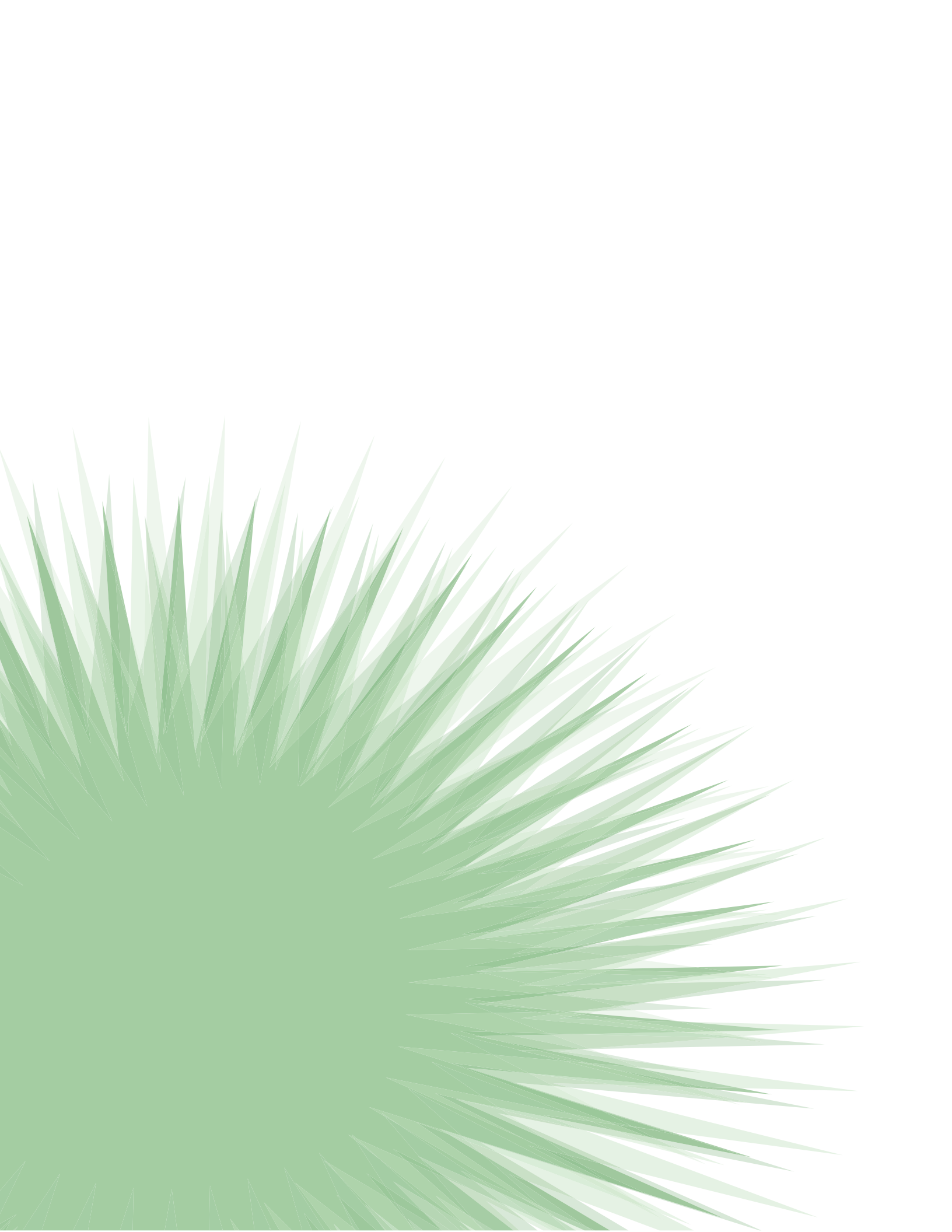
- At parent orientations, staff provide information packets, assist in completing school forms and establish a point of contact for future information distribution.
- Parents are encouraged to volunteer to help other parents or to help students and staff at school.
- Conferences with a parent/community coordinator can be held at the Parents Center, the student's school or in the parents' home.

5 Partner with adult education programs and community organizations to develop parent education, leadership and ESL programs.

- The parent handbook provides information about adult education classes and parent community services and offers suggestions for parent participation in school-related matters. A supplement containing current contact information of the school and community agencies most often needed by parents is available.

6 Facilitate two-way planning that allows parents and extended families of ELLs to be full educational partners with schools.

- The Parent Center encourages parent participation through membership on advisory committees concerned with ESL students. Specifically, the ESOL/Bilingual Advisory Committee (EBAC), comprised of parents and community leaders, meets once a month with the Parent Center director. Its purpose is to keep ESL staff members advised of the community's needs and to support both the parents of ESL students and ESL staff in their attempts to meet those needs.



For many students, the summer break from school is a period of opportunity affording time to travel, enjoy the outdoors, connect with family, participate in enrichment activities or work at a summer job. Advantaged students often find new and exciting opportunities awaiting them each June that complement the structured learning activities of the academic year. Time off from school benefits students' physical and mental well-being by giving them chances to exercise and enjoy youth.

A recent survey by the Academy of Educational Development found that nearly half of American parents just want their kids to relax and have fun during the summer. Second and third priorities for their children were learning new things (24%) and preparing for school (22%) (Center for Summer Learning, 2003). Yet the fondness for a carefree summer vacation that parents wish to share with their children frequently comes at the cost of their children's academic achievement. Summer vacation has been found to have negative impacts on learning, particularly for disadvantaged and minority children.

Summer learning programs focused on high school ELLs offer tremendous promise in offsetting barriers to achievement for this group of adolescents. Immigrant students arrive in the U.S. throughout the year, and summer programs provide immediate entry points into the educational system for immigrant youths arriving in June, July or August. Summer language development and academic programs help build and sharpen English skills and give struggling students the edge they need to succeed during the regular school year. Summer programs of this kind are rare, but the two highlighted in this section illustrate ideas for educators planning to implement summer programs as a part of an overall reform plan.

BEST PRACTICES

1. Mitigate summer learning loss in academic content areas.
2. Support ELL students in strengthening and maintaining bilingual proficiency.
3. Focus on raising student achievement in alignment with state standards.
4. Provide additional opportunities to work toward graduation requirements.
5. Integrate traditional summer experiences.
6. Consistently are funded and implemented as part of the comprehensive reform plan.

REFORM IMPLICATIONS

In order to effectively impart knowledge, summer learning programs should function as extensions of the academic year curriculum, providing additional opportunities for learning, practicing and skills strengthening to all students—especially those at risk for failure. Schools planning reform should consider the benefits of integrating summer learning programs for ELLs and factor such programs into long-term reform strategies.

Effective summer and extended learning programs tend to share common features, including parent and community involvement, careful attention to program fidelity, substantial academic components aimed at teaching reading and math, coordination with learning goals and activities of the regular school year, cultural sensitivity, staff development and evaluation of program success (Boss & Railsback, 2002). These features mirror the features of quality comprehensive reform plans.

Best Practices in Theory

1 Mitigate summer learning loss in academic content areas.

For disadvantaged students, the one-fourth of each year not spent in school becomes a period of lost learning time whose cumulative effects serve mainly to widen the achievement gap. A meta-analysis of 39 studies on the effects of summer vacation on standardized achievement test scores found that on average, children's test scores were at least one month lower, as measured by grade-level equivalents, when they returned to school in the fall than when students left in the spring (Cooper, 2003). Summer learning loss was more pronounced for math and spelling skills overall, perhaps because, as cognitive research has shown, factual and procedural knowledge are more easily forgotten than conceptual knowledge. Economic differences had a significant impact on reading achievement, with middle-class students gaining in reading over the summer months while lower-income students fell further behind. Authors of the meta-analysis speculated that income differences could be related to differences in opportunities to practice and learn reading skills over the summer.

Clearly, returning to school after a summer off is challenging for all students, but for students who live in homes and communities where English is not the dominant language, an extended period without guided practice can pose serious setbacks in the development of academic and English language skills. Specific research evidence on the effects of summer vacation on English language learners and immigrant students is virtually non-existent. However, a thoughtful contemplation of the documented effects of the summer slide on minorities and poor students, groups to which ELLs often belong, coupled with research on second language attrition shows that for ELLs, summer instructional programs can provide a vital link to academic success.

2 Support ELL students in strengthening and maintaining bilingual proficiency.

As anyone who has ever studied a second language can attest, linguistic knowledge is not static. Language proficiencies fluctuate. Sustained exposure to a second language facilitates acquisition of the language. Evidence from research studies testing Stephen Krashen's Input Hypothesis supports the notion that exposure to the target language, at a level slightly above the level of comprehension (i +1), is a prerequisite to learning the language (Krashen, 1985). Schools thus support second language development when they challenge bilingual children to stretch the limits of their linguistic boundaries and give them structured access to new words, ideas and concepts in English.

Study abroad programs in university foreign language departments abound because language students know that intensive exposure to and structured daily use of the target language assist in developing fluency and accuracy. For this same reason, English language learners who live in environments without frequent exposure to English and who do not receive summer instruction in English are likely to have trouble advancing their English when school is not in session. One need only look at the differences in summer reading gains between advantaged and disadvantaged children, and then imagine children in homes where English is not only not read, it is not spoken, to foresee that summers off have the potential to compound the literacy challenges encountered by ELLs.

Teachers accustomed to summer learning loss see the more pronounced problems summer

break causes for ELLs. In a Washington Post article profiling an elementary summer school program for ESL students in Virginia, one teacher put plainly the need for summer programs for her immigrant students: "There's just such a growing population of families who don't speak English. If they haven't heard English all summer, some children fall behind" (Kalita, 2003).

By no means is this meant to suggest that ELLs should not speak their native language at home during the summer. Continued use of the native language has its own set of distinct benefits, including supporting bilingualism, developing biliteracy, creating positive cultural identities and strengthening family connections. Persistence in learning English should not come at the cost of the home language but should continue to occur alongside home language use, just as it does during the school year.

3 Focus on raising student achievement in alignment with state standards.

In response to federal requirements posed by the No Child Left Behind Act, states have set statewide achievement standards that all students are expected to reach. To document their success in achieving these standards, states are implementing new accountability systems. A key component of these systems is the rigorous academic testing of all students. ELLs will be assessed to measure both their English language development and their academic content knowledge. In many states, grade promotion and graduation requirements are linked to both the high standards and student performance on the required assessments.

As testing tends to be performed toward the end of the school year, summer programs present a natural opportunity for schools to help struggling students meet requirements, pass assessments and avoid grade retention before the beginning of a new academic year. In all, 27% of the nation's school districts now impose summer school on poor-performing students as a condition for promotion (Cooper, 2001). Such remedial programs for failing students are effective means for raising student achievement. In fact, most researchers have found that between 40% and 50% of students who participate in high-quality summer programs can be expected to improve their performance to passing levels (Denton, 2002). High schools with ELL student populations can use innovative approaches to remedial summer programs that target the specific needs of these students in order to help them achieve to higher levels.

4 Provide additional opportunities to work toward graduation requirements.

In a survey of almost 1,200 high schools and middle schools participating in the High Schools That Work reform initiative, sponsored by the Southern Regional Education Board (SREB), virtually all responding schools reported offering summer school in the eighth and/or ninth grade, reflecting a widespread concern that too many students are unprepared for high school work when they begin ninth grade. If this concern is significant enough to warrant attention for whole school populations, it is of even more pressing import for English language learners entering high school.

Summer programs are a natural choice for schools seeking to ease transitions into high school. Likewise, they are an ideal venue for facilitating the ELL student's transition from ESL into mainstream English classes. Summer academic support programs should increase access to the mainstream curriculum for ELLs. Increased opportunities to earn credit during the summer term hasten progress toward gradu-

ation requirements and help ELL students prepare for fall courses they might otherwise be ineligible to take. Integrated summer courses allow late-entry immigrant students with limited formal schooling to enroll year-round and to accelerate their long journey toward a high school diploma.

5 Integrate traditional summer experiences.

To effectively engage students, summer programs must also include components that encourage students to buck the negative stigmas of summer school and become engaged in learning in new ways. Students should be able to approach summer learning with a mindset reflective of the spirit of summertime as a pause from the ordinary and a moment to explore, have fun and become active learners. Good summer programs often become laboratories for teachers to try new techniques or to adapt their teaching to encompass diverse learning styles.

Summer learning programs for secondary-level English language learners may also want to consider partnerships with job programs. Many high-school-aged immigrant students are expected to make significant financial contributions to their families. Wages earned over the summer months may not be easily sacrificed for the promise of a few academic credits, and students may be forced to choose between academics and employment. Summer schools that allow students to work and pair job experiences with academics are likely to be an attractive option for these students.

6 Consistently are funded and implemented as part of the comprehensive reform effort.

"If policymakers are serious about improving excellence and equity in public education, social science research suggests that high-quality summer programs must become a significant and central component in school reform efforts" (Center for Summer Learning, 2003).

One of the major issues plaguing summer programs is that they are often designed and implemented as an afterthought. Lack of integration into the district and state policies dooms many potentially strong programs. Summer programs need to be considered as part of yearly budgets for extended learning opportunities. Funding for summer programs is often inconsistent and is either pulled or not approved until late in the school year. Inconsistent funding is not conducive to effective planning because it interferes with the recruitment of quality teachers, prevents space planning and disrupts supply ordering.

Further, programs that only fly if and when appropriate funds are available can never become part of the whole school reform processes. In order to have lasting impacts on school performance, summer programs must be at least as reliable as the academic-year school programs they are conceived to support. Administrators, teachers, parents and students must be able to plan for summer school.

If summer school programs are to fulfill their promise in lessening the achievement gap, they must be made affordable to all students. Whole or partial fee waivers have been shown to increase summer school attendance in poor urban districts. When fees for high school summer school were waived in 2002, summer school attendance for Baltimore City high school students doubled (Denton, 2002).

Funding can be found from a multitude of sources, including Title I, 21st Century Community Learning Centers grants, Safe and Drug Free Schools grants, migrant education funds and private foundation support. Summer programs may also be considered supplemental services under Title I of the No Child Left Behind Act (Boss & Railsback, 2002).

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ARLINGTON COUNTY PUBLIC SCHOOLS SUMMER SCHOOL

Summer courses are aligned with regular instruction offered during the school year, using students' native languages to foster comprehension and promote higher levels of learning.

OUTCOMES

59% of secondary HILT/HILTEX students attended summer school.

67% of high school students enrolled in the highest proficiency level were able to exit the HILT/HILTEX program after summer school.

43% of middle and high school HILT/HILTEX students advanced by one proficiency level or more after summer school.

One hundred and thirteen former HILTEX students enrolled in transitional or grade level English classes during the summer were able to accelerate their English placement in the fall.

At the secondary school level, English language learners from diverse cultural and linguistic backgrounds in the Arlington County Public School system in Arlington, VA, are enrolled in High Intensity Language Training (HILT) and High Intensity Language Training Extension (HILTEX). HILT and HILTEX provide a sequence of classes that facilitate students' transitions into regular high school courses. The ESOL/HILT program sets out to ensure that ELLs across all grade levels attain English proficiency while meeting the same challenging state academic content standards that all students are expected to meet. Additional programmatic supports, such as family workshops, bilingual resource assistants, bilingual counseling during the school year and extensive summer school opportunities reinforce academic gains.

The Arlington County Summer School Program provides enrichment, transitional and remediation opportunities to ELLs. With several course options and class sizes averaging 20 students per teacher, ELLs of all proficiency levels can take full, partial or no credit courses in math, reading and writing. Summer courses are aligned with regular instruction offered during the school year, using students' native languages to foster comprehension and to promote higher levels of learning. Seven categories of courses are available, including makeup courses, academic strengthening, ESL, computational skills, Standards Of Learning (SOL) preparation, driver education and new work for credit.

Best Practices in Action

1 Mitigate summer learning loss in academic content areas.

- Summer content courses provide solid grounding in essential math and literacy skills by proactively preventing summer learning loss.
- Transition to Algebra, which strengthens pre-algebra skills, is designed for students who are exiting HILT math or general math and entering regular Algebra I. Manipulatives and technology are used to introduce and reinforce basic concepts of algebra. Students do not receive credit for this course.
- Transition to Geometry is a math skills strengthening course designed for HILTEX (or recently exited HILTEX) students

enrolling in geometry during the upcoming school year. It develops the algebra skills necessary for success in geometry, builds mathematics vocabulary and creates conceptual understanding of geometry principles. Students do not receive credit for this course.

- Six classes of Reading and Writing Lab are designated for HILT/HILTEX learners. HILT sequence courses are structured to bring all students to an independent reading level necessary for studying purposes. The labs also build the HILTEX students' literacy skills for content area reading and writing assignments.
- HILT and HILTEX students are taught the fundamentals of the writing process: prewriting, organizing, writing, editing, proofreading and publishing. In addition, students participate in revising groups, learning how to evaluate writing using a rubric and how to write for different audiences.

2 Support ELL students in strengthening and maintaining bilingual proficiency.

- Both HILT Mathematics in English and HILT Mathematics in Spanish are recommended for students in grades 9–12 who have limited English language skills and who have not passed the mathematics literacy passport test. These students benefit from instruction in Spanish for more accurate comprehension of mathematics concepts and skills.

3 Focus on raising student achievement in alignment with state standards.

- Focused instruction is available for students experiencing difficulty on the statewide Standards of Learning (SOL) tests. Three-week SOL strengthening courses focus on test-taking skills as well as students' understanding of relevant subject-area concepts. These courses are open to students who have passed a course in which an SOL exam is administered but have failed the SOL test for that course; therefore, no credit is awarded.

4 Provide additional opportunity to work toward graduation requirements.

- HILT/HILTEX students who have failed a course during the past school year, or who have passed a course but need additional skills strengthening, can take makeup and strengthening courses over the summer.
- One credit is awarded for a passing grade for students entering grades 10–12 who are repeating a course and who have not previously received credit for that course during the year.
- Students in grades 9–12 who are enrolled in a course for the first time receive 0.5 credits for a passing grade.
- Graduates of HILTEX are eligible for Transitional English, the prerequisite for mainstream English classes. Summer school Transitional English is a compressed version of the ninth grade survey of literature course offered during the school year. Students read anthologies and novels, write essays and make oral presentations in order to meet the exit requirements they need to advance into an English program on their appropriate grade level. One credit is awarded for successful completion, but those not meeting the exit requirements must repeat the course prior to advancement.

6 Consistently are funded and implemented as part of the comprehensive reform effort.

- Funding is provided for transportation for students living more than 1.5 miles from their summer school and reduced tuition is available to Arlington resident students qualifying for free or reduced-price lunch.

SPELL: BOSTON PUBLIC SCHOOLS

The SPELL program sends a message to parents and to students that everyone can excel if given the opportunity and support needed.

OUTCOMES

Parents actively participate in both the elementary and secondary level program activities.

85% of the 376 students effectively completed the program.

The attendance rate for those who completed the program was 95%.

90% of students who completed the program were promoted.

A combination of academic and enrichment activities build student self-esteem, self-confidence and study skills.

The Institute for Learning and Teaching at the University of Massachusetts, Boston Graduate College of Education runs the Summer Program for English Language Learners (SPELL) for Boston Public School students in grades 3–10. The Institute for Learning and Teaching (ILT) specializes in educational improvement through the creation of school, university and community partnerships that emphasize urban and multicultural education.

The Summer Program for English Language Learners takes place in July on the University of Massachusetts, Boston campus and serves ELLs who are at risk of retention at their current grade level. The campus location allows students to become familiar with a university setting. SPELL operates under the Talented and Gifted Hispanic Program and offers academic and enrichment courses to gifted students and to ELLs in need of academic support. Boston Public School teachers and teacher assistants staff the SPELL program, which has a 10:1 teacher- student ratio.

The summer program consists of two components, one for students in the upper elementary grades and a second for students at the secondary level. The secondary program is composed of academic classes and enrichment activities and offers an integrated counseling component.

Best Practices in Action

1 Mitigate summer learning loss in academic content areas.

- For grades 7–10, the ELL component consists of academic classes designed to improve reading/writing skills, math, study skills, and test-taking skills (MCAS and Stanford 9).
- Students are pre- and post-tested in math and English in the first and fifth weeks of the program to track improvement and to arrange individualized schedules based on student needs.
- All students participating in the program for grades 3–6 passed the Boston Public Schools English and math summer school test in order to be promoted.
- Students produce a program portfolio that records their five weeks of integrated study in ESL, math, reading and writing through technology.

2 Support ELL students in strengthening and maintaining bilingual proficiency.

- SPELL staff speak most of the languages represented in the student population, facilitating home-school communication and acting as bilingual role-models.

4 Provide additional opportunity to work toward graduation requirements.

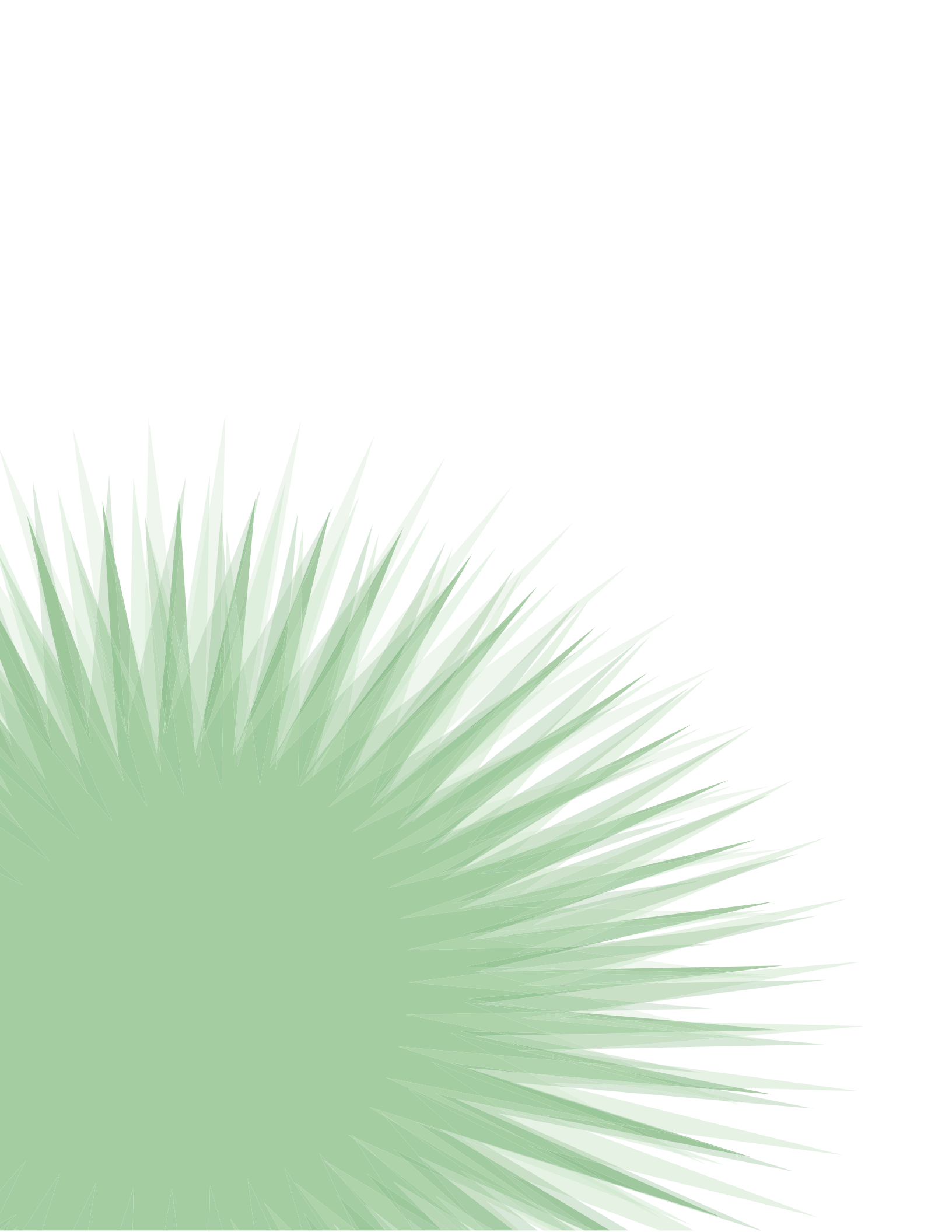
- The summer program affords students an opportunity to avoid grade retention, so that they are more prepared to earn academic credits in the subsequent school year.
- The SPELL program addresses the educational gaps experienced by ELL students struggling to perform at grade level by providing a supportive, structured environment that is remedial, while still offering new challenges.

5 Integrate traditional summer experiences.

- Students participate in enrichment activities such as theatre, dance, magazines, computers, sports and field trips.
- Students wrote, produced and directed a play that they performed at a program graduation ceremony.
- Students are given access to UMass facilities and events, including the library, swimming pool, theatre and sports fields.

6 Consistently are funded and implemented as part of the comprehensive reform effort.

- The sponsoring entity of the summer program, the Institute for Learning and Teaching, focuses on whole school improvement through partnerships with schools. Collaboration between the ILT and the Boston Public Schools' High School Renewal efforts creates consistency between program goals and goals of the district-wide high school reform effort.
- The summer program has run for two years, and the ILT has a successful history in obtaining grants and funds for various similar projects.
- The Massachusetts Department of Education provides a majority of the funding for the SPELL program.



States, universities, districts and schools interested in making high school reform work for English language learners can jointly implement professional development programs that help all educators to strengthen their instructional skills. In a 2002 CCSSO survey, states and districts listed "improving teacher practice" as a consistently high source of concern in serving high school ELL populations. It is crucial that secondary schools interested in better serving immigrant students provide opportunities for both mainstream and ESL teachers to learn about instructional practices that help ELLs succeed.

Both ESL and mainstream teachers should have support in learning to meet the academic and linguistic needs of ELLs in the classroom. Nationally, only 2.5% of all teachers who instruct ELLs hold a degree in ESL or bilingual education while 70% of teachers with ELLs in their classrooms have never received professional development in teaching these students (Menken& Antunez, 2001).

Professional development should offer all educators serving immigrant students in secondary schools thoughtful, in-depth, sustained collaborative and comprehensive programs that allow them to make connections between theory and practice and to strengthen the connections that enable student success. This section highlights programs for teachers that are based on instructional approaches that lead to improved achievement for English language learners.

BEST PRACTICES

1. All teachers learn to respect and to integrate the languages and cultures of immigrant students in classroom learning.
2. All teachers learn how to connect content instruction with language instruction.
3. All teachers are empowered with linguistic knowledge.
4. Pre-service preparation provides basic competency in instructing ELLs.
5. In-service professional development is in-depth and ongoing and emphasizes ESL/mainstream teacher collaboration.
6. Professional development programs build the capabilities of paraprofessionals, particularly of bilingual paraprofessionals.

REFORM IMPLICATIONS

The success of school reform initiatives rests on the willingness of teachers to enact changes that benefit student achievement. "Language-minority students' educational progress is strongly influenced by the extent to which individual educators become advocates for the promotion of students' linguistic talents, actively encourage community participation in developing students' academic and cultural resources, and implement pedagogical approaches that succeed in liberating students from instructional dependence" (Cummins, 1986).

Using critical pedagogy, teachers can approach instruction in ways that empower language minority students to analyze the school and societal structures that inhibit or enhance their success. Critical pedagogy shifts knowledge sources from the external to the internal, allowing students and teachers to envision themselves as knowledgeable and capable individuals, rather than passive recipients and transmitters of knowledge. Professional development efforts should strengthen teachers' understanding of their role as advocates for immigrant students and as primary agents in the processes of reform that lead to greater student achievement.

Best Practices in Theory

1 All teachers learn to respect and to integrate the languages and cultures of immigrant students in classroom learning.

It is important that as teachers are educated on effective strategies for teaching ELLs, language and culture are integrated into all aspects of the professional development program. Teachers serving ELLs must value the immigrant student's first language and culture as foundations for continued success in the new school environment.

Cultural difference theory discusses the failure of schools to effectively address discrepancies between socio-cultural and linguistic patterns in the home and school as a cause for ELL underachievement (Ovando and Collier, 1998). Educators who are familiar with differences between the home and the school environments are well poised to empower students to use their cultural and linguistic knowledge as a launching point for academic success.

Teachers should learn how to support native language development even as they seek to teach a new language. Knowledge and literacy in the native language are of great assistance in the learning of a second language. "Teachers should be versed in ways to use the cultural and linguistic knowledge immigrant students bring to the classroom as building blocks for accessing new knowledge" (Gonzalez and Darling-Hammond, 2000).

2 All teachers learn how to connect content instruction with language instruction.

English language learners at the secondary school level generally receive direct English language instruction primarily in ESL classes, which tend to range from 50 minutes to two hours per day. High school teachers working with ELL students during the rest of the school day must be able to continue to guide language learning in the non-ESL classroom. Professional development programs that enable all teachers to teach language and content simultaneously expand the English learning experience for ELLs.

Instruction in the mainstream content area classes can be mediated through the use of sheltered content approaches, which scaffold knowledge for ELLs. Teachers can be taught how to make content area information comprehensible to students through the use of graphic organizers, visual aids, modeling, demonstrations, vocabulary previews, adapted texts, peer tutoring, cooperative learning, multicultural content and native language support (Echevarria, Vogt & Short, 2000).

Sheltered instruction has been used successfully in some schools for many years. However, the federal No Child Left Behind Act (NCLB) makes it imperative that schools demonstrate the academic progress English language learners are making in content areas. Content area teachers need more knowledge about how to make academic concepts accessible to immigrant students who have not achieved full English proficiency.

3 All teachers are empowered with linguistic knowledge.

All teachers instructing ELL students should have a minimal understanding of how language is acquired and should be equipped with teaching strategies that facilitate the development of reading, writing, speaking and listening skills in English. While mainstream and ESL teachers share instructional responsibilities, it remains the role of the ESL teacher to provide expertise on the language acquisition process. ESL teachers should be capable of acting as a professional resource to the whole school community and of informing the language component of the curriculum.

ESL teachers, in particular, must know more than just theory and method about language teaching. They need to be language experts who are competent in English. This entails more than just being an English speaker; competency means knowing the rules and functions of the language (Wong Fillmore & Snow, 2000). Grammatical knowledge of English should reflect the form, meaning and use of all parts of the language. ESL teachers must be knowledgeable about phonology, morphology, semantics, syntax and lexicon. They must be familiar with sociolinguistics and psycholinguistics. ESL teachers should understand the differences between prescriptive and descriptive grammar, so that they can help students to determine grammatical appropriateness across various contexts.

4 Pre-service preparation provides basic competency in instructing ELLs.

Pre-service training for ESL teachers tends to focus on second language pedagogy, linguistics and cultural diversity. Institutes of higher education with programs in ESL and bilingual education offer coursework in instructional methods for teaching literacy and content, curriculum and materials development, psycholinguistics, sociolinguistics, language acquisition, language assessment, grammar and cultural diversity. Some programs offer courses on the needs of ELLs with learning disabilities, teaching for diverse learning styles and the socio-political contexts of bilingual education. ESL and bilingual pre-service programs also cover the fundamentals of traditional teacher preparation programs, such as educational psychology and classroom management. In addition, future teachers often spend time in a supervised clinical internship or student teaching practicum. Classroom experience allows pre-service teachers to hone their skills while relying on the support and knowledge of an experienced teacher.

College students preparing for teaching certification in elementary education or in the secondary content areas should have the option to take courses on second language acquisition or ESL/bilingual education. Some school districts with large ELL enrollments have made coursework in ESL/bilingual education a condition of employment. Universities are responding to this need with the development of undergraduate courses on teaching ESL.

5 In-service professional development is in-depth and ongoing and emphasizes ESL/mainstream teacher collaboration.

In-service and professional development programs should reflect the same foundations of teacher knowledge as university teacher preparation programs. In accordance with research on professional development and adult learning, teacher training should comprise more than short term, superficial exposure to the concepts of second language acquisition. A 1999 study conducted by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA) recognized the following six characteristics of exemplary professional development programs: 1) clearly established and maintained objectives; 2) implementation of standards set at the national/state and/or local levels; 3) needs analysis survey provided prior to beginning professional development; 4) activities aligned with the mission of the department and/or district; 5) collaborative partnerships within the district, including parents, consultants, universities, businesses and the community; 6) utilization and sharing of expertise among teachers, program directors and administrators.

Professional development need not always come from external sources. Teacher-researchers use data from their own classrooms to improve their practice and hone their teaching skills. Reflective teaching practices allow teachers to systematically analyze the results of classroom-based action research in order to find new ways to improve student achievement by examining their own attitudes, beliefs, assumptions and teaching practices (Richards & Lockhart, 1996). Schools, districts and states can encourage reflective teaching by creating research networks and support groups for teachers conducting action research. The goal of action research is not to officially publish results, but the process of sharing and discussing their findings empowers educators to continue their data-driven quest to improve learning outcomes. School systems can encourage action research by providing supportive discussion forums for teacher-researchers.

The goal of action research is not to officially publish results, but the process of sharing and discussing their findings empowers educators to continue their data-driven quest to improve learning outcomes

Of particular importance is the need for mainstream and ESL teachers to engage in professional development activities together. "On the one hand, ESL and bilingual teachers often experience isolation and alienation from their mainstream classroom peers. On the other hand, mainstream classroom teachers who have potentially English proficient students in their classroom are at a loss as to how to reach those students," (Hamayan, 1990). Both groups of educators possess a wealth of knowledge that all too often is not shared. ESL and mainstream teachers should be given time and opportunities to engage in mutual learning experiences. School schedules should allot time for joint planning and inter-departmental collaboration between ESL and mainstream teachers. Doing so enables schools to build learning communities that foster the continued sharing of ideas and leads to better instruction.

6 Professional development programs build the capabilities of paraprofessionals, particularly of bilingual paraprofessionals.

Many schools already possess a tremendous resource in currently employed paraprofessionals. Paraprofessionals, also known as paraeducators, instructional aides or teacher's assistants, often are members of the same linguistic and cultural groups as the ELLs they assist in teaching. Many paraprofessionals are talented bilinguals who have not yet earned the credentials to be full-time teachers. Paraprofessionals act as cultural liaisons, employing beneficial strategies that use community resources to enhance educational activities (Hermanson & Hoagland, 2002). States, districts and schools that offer pathways to teaching for paraprofessionals find that they make excellent educators and have high rates of retention because they are already grounded in the local community.

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TEXAS EDUCATION AGENCY

Based on an integrated language and content approach, the Texas state professional development materials provide educators with information that combines what is known about native language instruction, ESL and content area instruction to ensure that all students experience high levels of academic success.

OUTCOMES

CCSSO was unable to obtain outcomes for this program at the time of publication. Please contact the program directly to obtain recent outcome information.

The Texas Education Agency conducts professional development sessions for teachers, school administrators and teacher trainers that address the classroom needs of secondary ELLs. Throughout the year, districts send teams of teacher trainers to conduct campus-level training sessions. Professional development materials developed by the Agency's Education Service Center (ESC) provide the content for these workshops. A nexus of consistent, coordinated resources and large-scale professional development efforts such as these help districts improve the performance of ELL students working to meet the statewide standards of the Texas Essential Knowledge and Skills (TEKS) framework.

The TEKS framework is the focus of statewide staff development. To ensure that ELLs have access to the TEKS in content areas, teachers receive training on how to modify the language of instruction and how to use sheltered English instructional approaches. Training is provided by school districts, education service centers, centers for educator development and universities.

The ESC has developed instructional tools and professional development products, both in Spanish and English, to support programs serving the needs of ELLs. Key resources include: 1) a website with information on ESL TEKS, professional development, and ESL program development; 2) a video demonstrating lessons on the implementation of ESL TEKS at the secondary level and 3) professional development manuals such as Bilingual/ESL TEKS guides and the ESL in the Content Areas series. These guides focus not just on language acquisition, but also on using language as a medium to teach language arts, mathematics, science and social studies to ELLs.

Best Practices in Action

2 All teachers learn how to connect content instruction with language instruction.

- Successful alignment between the TEKS frameworks for Spanish language arts and ESL and the TEKS framework for English language arts led educators to work for the same close alignment between ESL and other foundation courses.
- The Enhancing Instruction for Second Language Learners Training Materials assist teachers in accelerating the literacy development of ELLs, especially unschooled, newly arrived immigrant students. Workshops using these materials are organized to introduce educators to the TEKS in content areas, and ideas are presented for implementing the TEKS through native language instruction and for using ESL strategies. The guides, developed in 1999 by a team of professional educators from around the state, cover the areas of 1) elementary mathematics, science and social studies, 2) secondary mathematics, science and social studies and 3) English I & II for Speakers of Other Languages.
- The Building Connections in High School Content Areas through Sheltered Instruction training module helps administrators and teachers learn about helping ELLs to acquire English and content area skills. The guide for school administrators is used in workshops to train administrators on the Sheltered Instruction Observation Protocol (SIOP). Administrators learn the framework, characteristics and components of sheltered English instruction and are asked to consider ways in which SIOP fits into the school's vision. Administrators examine their role within the application of SIOP in the school community and consider the professional growth needs of administrators and staff. The second section of the training manual focuses on the specific skills teachers need to incorporate sheltered instruction into daily practice.

3 All teachers are empowered with linguistic knowledge.

- Trainers use the Bilingual/ESL TEKS Secondary Professional Development Manuals, with a video supplement, to facilitate workshops introducing TEKS in the Spanish language arts and ESL to bilingual/ESL teachers, as well as to all teachers working with second language learners. The workshops, manuals and video illustrate methods of weaving second language acquisition components into the TEKS and of applying the TEKS to second language learner instruction in accordance with a student's language proficiency level. This workshop is also appropriate for reading coordinators, lead teachers, media specialists, curriculum directors and principals.

5 In-service professional development is in-depth and ongoing and emphasizes ESL/mainstream teacher collaboration.

- The Texas training materials have been designed to facilitate professional development for bilingual/ESL educators, general educators, special educators, curriculum specialists and administrators.
- Coordination of resources at the state and district level allows workshops and professional development activities to be sustained throughout the school year.

INSTRUCTIONAL PARTNERS OF ENGLISH LANGUAGE LEARNERS INSTITUTE

ELL institutes seek to increase teachers' skills in 1) language development and second language acquisition strategies, 2) literacy instruction and assessment, 3) specially designed instruction and assessment in English, 4) appropriate use of proficiency assessment and benchmarks, 5) standards-based planning, 6) assessing ELL student work, 7) integration of technology in the ELL curriculum and 8) parent involvement.

OUTCOMES

The Santa Cruz site has served over 300 teachers in grades 4–12 since 2000.

When surveyed by an independent evaluator, Institute participants indicated they felt strongly that the Institute prepared them to be more effective teachers of ELLs.

Survey responses also revealed that the Institute influenced teachers' ability to design integrated lessons, adapt lessons to all ELD levels, build key vocabulary, teach academic language, identify appropriate assessments, and integrate language practice with content to a large extent rather than a small/moderate extent.

Institute participants rated the Institute professional development experience as approximately Very Valuable (4.5) on a scale from Not at All Valuable (1.0) to Extremely Valuable (5.0).

To encourage alignment with California English Language Development (ELD) and English Language Arts (ELA) standards, the state provides funding for professional development efforts focused on serving teachers of English language learners (ELLs).

California Professional Development Institutes support teachers in their efforts to help ELL students move beyond conversational English and achieve proficiency in the use of English as it applies to various academic content areas. The Institutes operate under the umbrella of the University of California system and in collaboration with other California universities and colleges. Through university affiliations and partnerships with local school districts, the ELL institutes align their mission to improve teacher practice with the needs of the greater community as well as with state goals to improve student performance.

Of the 24 ELL institutes operating in California, one of the strongest is the Instructional Partners of English Language Learners Institute, an initiative of the University of California, Santa Cruz New Teacher Project. Guided by the requirements for all California Professional Development Institutes, the 80-hour intensive teacher workshops and follow-ups provide a foundation for sound instruction of ELLs through exercises on topics such as standards-based instructional strategies and functions and forms of academic language and analysis of ELL student work. The Santa Cruz Institute places additional emphasis on standards-based action research and on coaching as related to teacher practice. The Institute's intensive workshops endeavor to create a community within which participants can explore their own teaching practices as they relate to the English language arts and English language development standards.

Best Practices in Action

2 All teachers learn how to connect content instruction with language instruction.

- Weak command of academic English is a barrier to success for high school ELLs. The Institutes address this challenge by deepening teachers' understanding of English language development, academic content and the nature of content learning in a second language.
- Institutes build teacher awareness of instructional pathways, matching a student's language acquisition level to each English language arts standard indicator.
- Teachers work in grade-alike teams at the Santa Cruz Institute, but participants report that proximity between primary and secondary school teachers has informed their practice in essential ways. Elementary teachers learn more about what to prepare students for, and secondary teachers understand more about what occurs at earlier stages of language acquisition. Workshop and breakout sessions focus heavily on exchanging practical strategies for grade-specific issues that ready students for secondary academic language comprehension.

5 In-service professional development is in-depth and ongoing and emphasizes ESL/mainstream teacher collaboration.

- The California Professional Development Institute models were designed on the premise of 80–120 hours of participation. Teachers are expected to attend 40 hours of intensive group training and 40 hours of Saturday "follow-ups" throughout the year. The additional 40 hours are fulfilled for many of these institutes by a voluntary contract with teachers that attest to consideration of practice, meetings with colleagues and completion of individual reading.
- Recognizing that many teachers deal with classroom problems and develop their teaching practice in isolation from others, the coaching component aims to improve instructional efficacy through collaborative engagement. Veteran ESL teachers share expertise with new teachers or those new to working with ELLs.
- Teachers examine data from their own teaching while seeing, hearing and discussing how others teach. Emphasis on collaborative work promotes educational change by encouraging teachers to think critically about educational practice and curriculum reform; it provides a context within which teachers reflect on the effectiveness of their actions.

NEW MEXICO HIGHLANDS UNIVERSITY CAREER LADDER PROGRAM

A model for other rural populations, the Career Ladder Program has gained much attention among several New Mexico school districts and teachers.

OUTCOMES

The program's cost-effective design, made possible in part by NMHU's modest tuition, lends itself to high returns for little cost per participant. At approximately $1,000 per participant per semester, the Career Ladder program can endorse an average of 20 teachers annually.

The program is still in the early stages of recruitment and implementation, and it generally takes about two to three years for participants to complete both teacher licensure and bilingual/ESL endorsement. Presently, as the program enters its third year, there are more than sixty enrollees, and fourteen participants who have completed both licensure and/or bilingual/ESL endorsement and are now teaching in schools. Another ten to fourteen graduates are expected by the end of the Summer 2004 term.

Over three successive annual assessments, participants report very high levels of efficacy (88–96%) for completing the program.

Between twenty and thirty participants each year are placed in target districts as instructional assistants while they continue their programs of study.

The Career Ladder Program was developed in response to the shortage of teachers specially trained to work with English language learners in predominantly rural northern New Mexico. The program spans nine school districts: Chama, Española, Jemez Mountain, Mesa Vista, Peñasco, Pojoaque, Questa, Santa Fe and Taos. These areas are not only tri-cultural in character, serving Pueblo Indian, Hispanic and white students, they are also among the most rural and geographically isolated communities in the state. Established in September 2001, the program assists in-service and pre-service teachers, including paraprofessionals, to obtain qualifications in bilingual education and teaching English to speakers of other languages (TESOL).

The program's wide geographic footprint, servicing a land area larger than the entire states of Connecticut and Delaware combined, presents unique challenges in offering the necessary course work and degree programs to prepare skillful bilingual teachers. Courses are offered by regular New Mexico Highlands University (NMHU) faculty at the University's Espanola campus and at an off-campus classroom/training facility, both of which are centrally located to all the participating districts.

The program operates on a five-year grant from the Office of English Language Acquisition within the U.S. Department of Education to recruit two cohorts of participants: 1) undergraduate paraprofessionals with 60 semester hours of college credits or an A.A. degree and 2) licensed teachers seeking endorsement in Bilingual Education/TESOL. Participants receive career advisement, tuition, a stipend for each completed course, assistance in securing student teaching and professional teacher placements, and additional professional development opportunities.

Best Practices in Action

1 All teachers learn to respect and to integrate the languages and cultures of immigrant students in classroom learning.

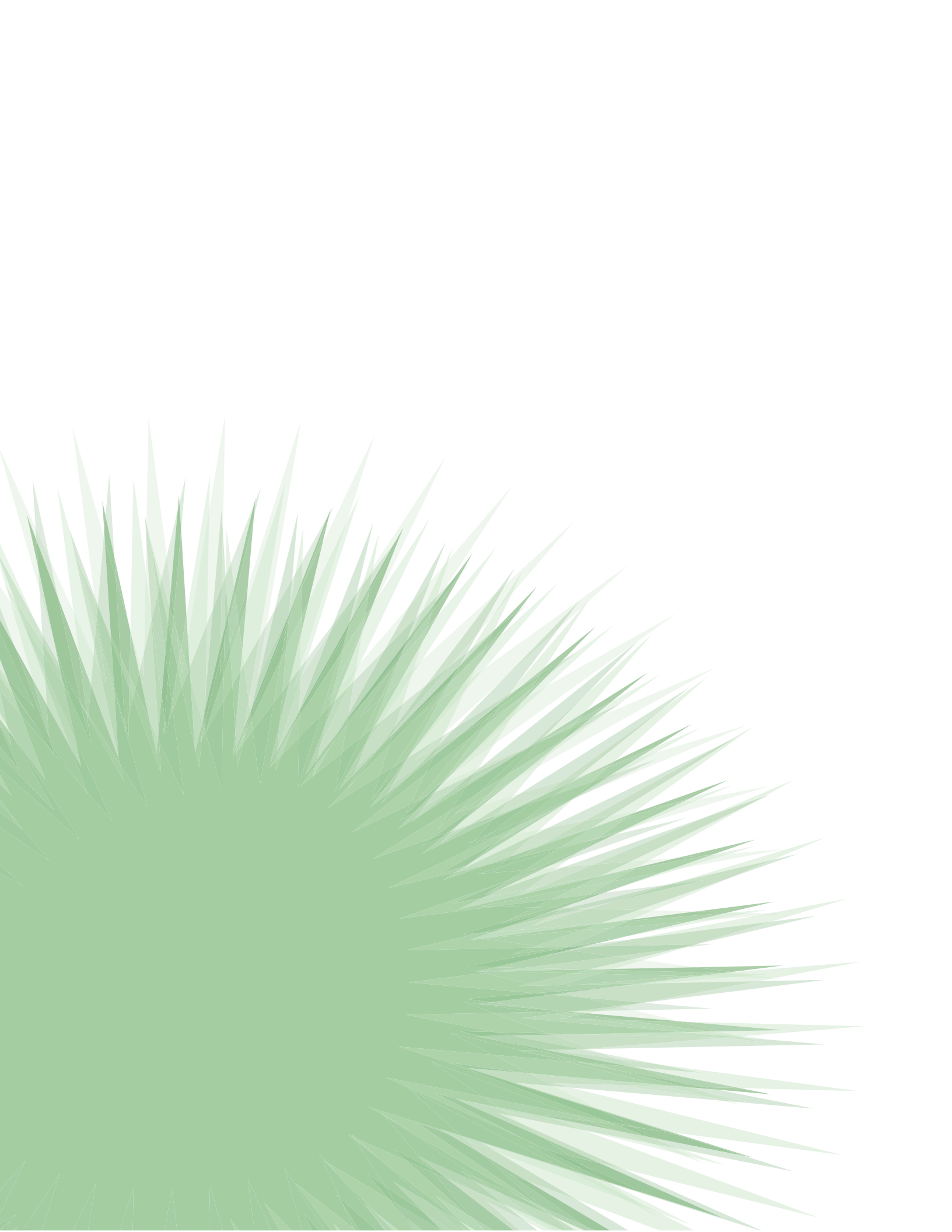
- Recruitment of educators from within the region cultivates mutual respect between the schools and the communities they serve. Teachers understand and validate the students' life experiences as bilinguals and/or as Native Americans in this rural, tri-cultural region of the Southwest.

5 In-service professional development is in-depth and ongoing and emphasizes ESL/mainstream teacher collaboration.

- Most of the participating licensed teachers are middle or high school teachers seeking K–12 endorsement in Bilingual Education/TESOL.
- In-service teachers take six graduate hours per semester to complete their Bilingual/TESOL qualifications in four semesters.
- Previously offered only at NMHU's main campus, the program at Española reduces participants' commuter distances from up to 130 miles in each direction to 50 miles or less, allowing for more regular, ongoing access to professional development activities.

6 Professional development programs build the capabilities of paraprofessionals, particularly of bilingual paraprofessionals.

- The cohort of undergraduate paraprofessionals with 60 semester hours of college credits or an A.A. degree ultimately advances to teach at the elementary school level.
- Upon completion of the program, undergraduates earn a B.A. degree in Elementary Education, K–6 licensure and a dual endorsement in Bilingual Education/TESOL.
- Participants are able to conduct student teaching in their home communities, which increases their chances of being hired in those same districts.



Linguistic and cultural differences between immigrant students and school officials may result in the misidentification of ELLs as students with disabilities or vice versa. While this problem is not limited to secondary schools, misdiagnosis can lead to long-term lack of achievement that hinders students' success in high school.

Overrepresentation of ELLs in special education is problematic because students without disabilities referred to special education suffer negative consequences. Such students may experience lowered performance expectations and reduced potential for academic, social and economic advancement. Underrepresentation is equally troublesome because some students are not receiving services to which they are legally entitled and that could help them reach their potential. The mismatch between special education needs and services for ELLs is part of a larger pattern of misplacement of minority students that puts schools at legal risk and threatens student achievement.

This section describes school practices that help ensure appropriate designation and instruction for ELLs; yet, it differs from previous sections of this compendium because model programs are not profiled. We have chosen not to profile model programs because the inclusion of students with disabilities in mainstream classrooms should mean that programs for ELLs with disabilities are not isolated. Rather, best practices for these students are integrated in the school environment. Service to ELL students with disabilities should be a seamless component of regular, bilingual and ESL programs, involving the collaboration of all teachers and the special education team. Inclusive instruction sensitive to linguistic and cultural differences of students with disabilities is an important part of providing educational opportunities to all students.

BEST PRACTICES

1. Organize the learning environment to prevent school failure and misdiagnosis.
2. Implement early intervention systems to encourage appropriate instruction in the mainstream classroom.
3. Use evaluation processes and assessment instruments that are thorough, valid and reliable to identify ELLs with special needs.
4. Provide comprehensive, comprehensible information to ELL parents and students.
5. Devise Individual Education Plans in partnership with ELLs and their families.
6. Prepare ELLs with disabilities for post-secondary transitions.

REFORM IMPLICATIONS

The federal No Child Left Behind Act requires that all students, including those with disabilities and those with limited English proficiency, perform at the proficient level on state tests within the next decade. The inclusion of students with disabilities in state accountability systems is a new and unprecedented requirement for schools. Finding an appropriate balance between high standards for all students and reasonable accommodations for ELLs with disabilities presents a tremendous challenge to educators.

The dropout rate for students with disabilities is approximately twice that of general education students; when compounded with the high dropout risks for language minority students, it becomes clear that ELLs with disabilities are highly in need of improved secondary programs. Schools implementing reform must be vigilant about improving services for students most in need of support. Schools that implement sound instructional and assessment programs, respectful of the principles of language acquisition theory, will be better able to serve ELLs with disabilities and to differentiate between the linguistic needs and disabilities of these students.

Best Practices in Theory

1 Organize the learning environment to prevent school failure and misdiagnosis.

The first step in reducing the misidentification of ELLs as students with disabilities is to reassess the school environment so as to prevent school failure. Schools where teachers are knowledgeable about the education of ELLs, where linguistic and cultural diversity is respected, where collaboration with families and communities is encouraged, where academics are challenging, where basic skills are taught in the context of higher order thinking and where generally safe, encouraging environments are fostered are less likely to experience the failure of ELLs that leads to their misidentification as students with disabilities.

In addition to a positive school climate, instructional strategies known to be effective with ELLs must also be implemented in mainstream and ESL classrooms. Key characteristics of this instruction include instruction in the native language and English, integration of students' prior knowledge, use of culturally relevant curriculum and use of thematic instruction, scaffolding, collaborative learning, meaningful interaction and individual guidance and support.

Ortiz's typology of students with severe academic difficulty includes Type I students, who fail because of deficiencies in the teaching-learning environment; Type II students, whose failure is not related to a learning disability and who would benefit from individualized instruction; and Type III students, those who have been evaluated and found to have disabilities such as mental retardation, speech or language disorders, emotional disturbances or learning disabilities (Ortiz, 2002). Overrepresentation occurs when schools fail to properly serve Type I and Type II students. Educators who see these students lagging behind their peers may assume that the problem lies with the student and not the teacher or school. Often, learning difficulties caused by language differences are improperly ascribed to learning disabilities. Placing Type I and II students into special education programs offers a temporary fix for educators but no long-term advantages for students. Special education programs are only designed to serve Type III students; other students who find themselves in the special education classroom are harmed by the lack of access to the full opportunities and high expectations found in mainstream classrooms. When schools promote achievement and offer quality instruction, they are better able to prevent the failure leading to wrongful placement of ELLs in special education.

2 Implement early intervention systems to encourage appropriate instruction in the mainstream classroom.

One way to ensure that fewer students are placed in special education is to implement systems of early intervention. Responsiveness to early signs that a student is not achieving at the level of his peers allows students to catch up without being removed from the mainstream classroom. Early or pre-referral intervention assumes that modifications to the regular classroom, with appropriate support, will make educational programs more effective. Information on modifications made to the curriculum before students are referred to special education is documented and then used to design the post-referral curriculum (Baca & Valenzuela, 1994).

Schools must be structured to offer teachers alternatives to special education referrals for ELLs who are not succeeding. Support services

such as intensive literacy programs and strong ESL/bilingual programs are invaluable. Clinical instruction, wherein a teacher teaches a concept, monitors students having difficulties, conducts informal assessments and then modifies instruction while re-teaching the concept, can be helpful in preventing referrals. Teachers should carefully document the approaches they employ to reach struggling students that they are considering for referral. And, as in all situations involving ELLs, teachers and schools must be mindful of the effects of language.

The formation of teacher assistance teams (TATs), consisting of mainstream teachers, the teacher in need of assistance and other specialists on an as-needed basis, provides teachers with support in resolving student learning challenges that are not the result of student disabilities. The TATs should also document and analyze the patterns of interventions they assist with so as to provide the principal with information on where to concentrate resources for at-risk students. The primary difference between TATs and special education referral committees is that specialists are consistent members of referral teams, while they are only occasional advisors to TATs. This encourages mainstream teachers to take ownership of non-learning-disability-related problems and gives specialists more time to focus on students who truly are in need of their expertise (Ortiz, 2002). Collaboration in a supportive environment may help facilitate the shift from the assumption of the inherent nature of disabilities to a more preventative attitude that assumes the influence of factors outside the student (Baca & Valenzuela, 1994).

3 Use evaluation processes and assessment instruments that are thorough, valid and reliable to identify ELLs with special needs.

The evaluation process for ELLs with special needs should include both formal and informal assessments conducted in the home and school environments. To challenge the labeling of a student from a minority group as disabled, assessment must focus on a) the extent to which the child's language and culture are incorporated into the school program, b) the extent to which educators collaborate with parents in a shared enterprise and c) the extent to which the child is encouraged to use both the first and second languages actively in the classroom to amplify experiences in interaction with other children and adults. It is essential that the assessment take into account the child's entire learning environment (Cummins, 1991).

When evaluating a bilingual student, it is important to evaluate using the student's dominant language. The dominant language is the language in which the student has the highest proficiency level, even if they are not fully proficient in their dominant language. If possible, evaluations of ELLs should be conducted by bilingual assessment professionals or by professionals with knowledge of second language acquisition theory. Tests that have not been normed on ELL populations will not necessarily be valid for ELLs. Tests conducted in English for students who are not proficient in English may yield results that are an artifact of language, not of disability. Translation may also skew test results. Standardized assessment instruments must be used judiciously with ELL students.

4 Provide comprehensive, comprehensible information to ELL parents and students.

In the Parent Involvement section of this paper, strategies for cultivating strong home-school relationships for the families of English language learners are detailed. When working with ELLs with disabilities, these partnerships become even more crucial. Educators may assume that parents of children with disabilities share their own familiarity with public policy. Most parents of culturally diverse children with disabilities need help understanding the basic tenets of the law, including their own rights and responsibilities (ERIC Clearinghouse on Disabilities and Gifted Education, 1991). Reciprocal communication with parents is an integral component in the development of specialized instructional plans because specialists and mainstream teachers need to understand the cultural environment in which the student lives in order to determine the most effective way to meet his or her needs. Educators working with immigrant parents of ELLs must consider the cultural context of disabilities in the home country. American approaches to the education of students with special needs may be quite different from educational approaches taken in the home country, and this may create tension and unease for immigrant parents. It is important to provide qualified translators for meetings with parents with limited English proficiency. For parents who prefer to communicate in English, but are non-native speakers, educators should be cautious of using clinical and medical terminology. The ultimate goal of communication with the parents of ELLs with disabilities is to facilitate the parents' understanding of their child's needs and to encourage their continued involvement in the child's education, in spite of linguistic and cultural barriers.

5 Devise Individual Education Plans in partnership with ELLs and their families.

When school officials have created appropriate school environments for linguistically diverse students, when teachers have implemented early intervention, when teacher assistance teams and special education referral committees have met, when assessments are fair and conclusive and when parents have been fully informed, then educators must respond by devising an Individualized Educational Plan (IEP) that reflects the needs of the learner. Developers of bilingual special education programs need to weigh three factors for each student: degree of disability, level of language proficiency in both English and the primary language and intellectual capacity. The student's placement on each of these three continua will determine the nature of instruction and the educational placement (Baca & Cervantes, 1991). The IEP process should involve active consultation with the parents and with the secondary ELL student, both to keep them informed and to use their input in setting goals.

Individualized Education Plans for exceptional bilingual students should include the following elements: 1) the child's current educational status, including all service programs the child is receiving; 2) goals, including adaptation to acculturation and growth in both the first and second language; 3) the sequence of short-term educational objectives leading up to each goal; 4) a list of instructional and service requirements including a balance between the first and second language, as well as a delineation of who will assist with acculturation needs; 5) an indication of how much and what aspects of the program will be in the mainstream; 6) the program's duration; 7) IEP's realistic criteria and a schedule for the evaluation of the IEP's effectiveness; 8) a statement of

the role of the parents; 9) specification of changes to be made in the physical, social and instructional realms, including the first and second languages and cross-cultural adaptation (Baca & Cervantes, 1991).

Functional language instruction is one example of how an IEP can help ELLs with moderate to severe disabilities learn words and concepts useful in everyday life. Educators can work with parents to develop an inventory of words reflecting the student's preferred activities that is inclusive of both of the student's languages and cultures (Duran, 1991). In many situations, the IEP becomes an extension of the clinical teaching model used in the pre-referral process. The emphasis continues to be on lending extra support to students, while focusing on their linguistic, academic and personal needs.

6 Prepare ELLs with disabilities for post-secondary transitions.

In addition to providing academic instruction, high schools have a responsibility to help prepare ELL students with disabilities to function as adults in a post-secondary environment. This preparation involves educating ELLs about their disabilities, so that they are able to become informed advocates for their own needs and accommodations.

At the secondary level, the local education agency and the IEP team are responsible for identifying and assessing students' assistance needs, with the students' participation in this process voluntary. At the post-secondary level, students are required to initiate, document and advocate for their assistance needs (Stodden & Jones, 2002). The transition from recipient to initiator of services and accommodations can be abrupt. Encouraging secondary-level ELLs with disabilities to participate in progressively more inclusive environments as they approach graduation can facilitate transitions to the workplace or to college. In addition, high schools should move from voluntary to mandatory consultation with the students about their goals. Secondary schools should structure IEP planning around students' long-term goals and track the effectiveness of assistance provision in relation to the attainment of those goals (Stodden & Jones, 2002). Secondary schools can also teach ELLs with disabilities the English vocabulary necessary to discuss their disabilities and can instruct students in their rights as disabled individuals under U.S. law.

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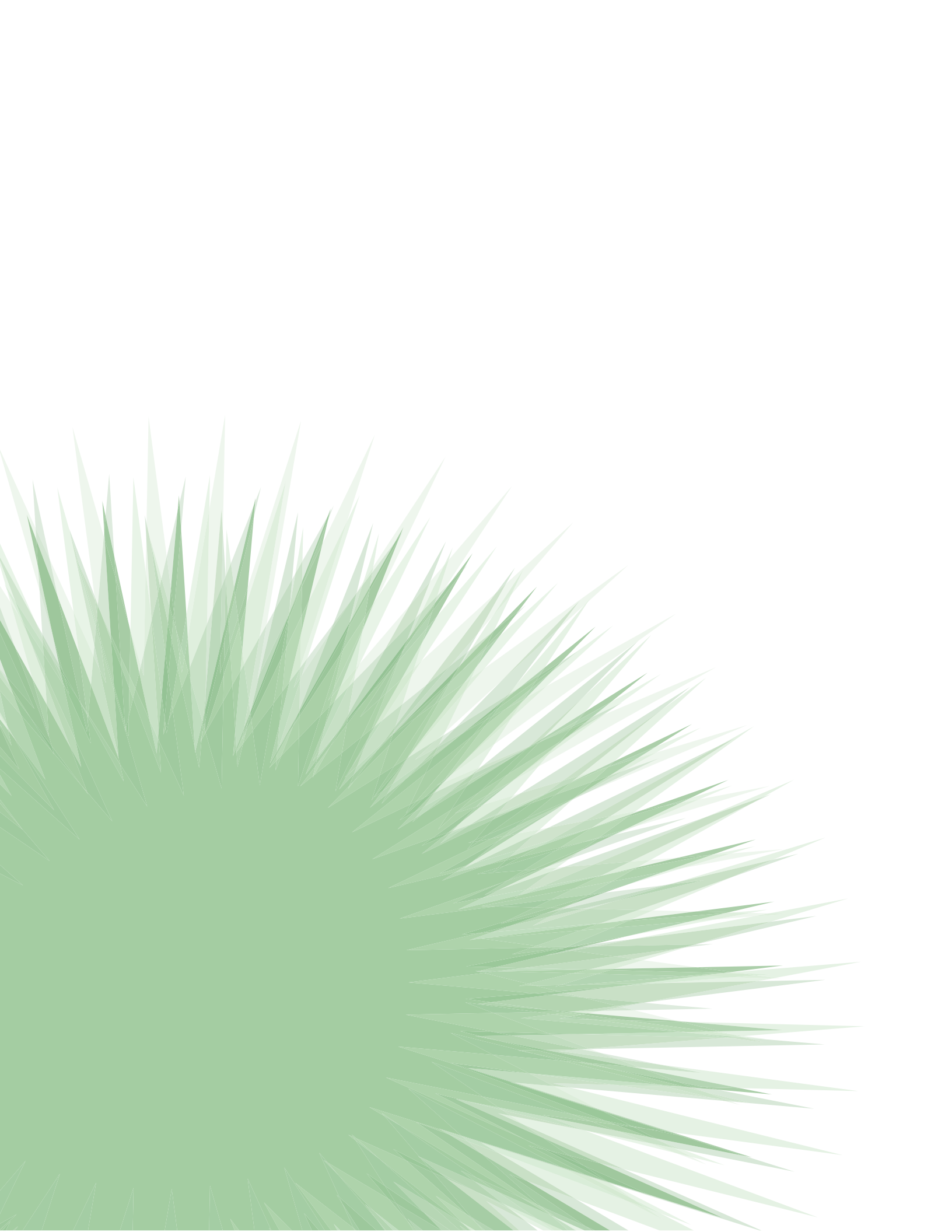
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Limited Formal Schooling

Project New Beginning

Project New Beginning
Miami-Dade County Public Schools
1450 NE Second Avenue
Miami, Florida 33132
Tel: 305-995-1945
www.dadeschools.net

Fairfax Transitional High Schools

Falls Church Transitional High School
7521 Jaguar Trail
Falls Church, VA 22042
Tel: 703.573.2064
www.fcps.k12.va.us

Township High School District 214 Newcomer Center

Director of Grants and Special Programs
Township High School District 214
2121 S. Goebbert Road
Arlington Heights, IL 60005
Tel: 847-718-7836
www.dist214.k12.il.us

Belmont Newcomer Center

Newcomer Center
Belmont High School, Rm 234
1575 W. Second St.
Los Angeles, CA 90026
Tel: 213.250.0918
www.lausd.k12.ca.us

Academic Literacy

Santa Monica High School

Santa Monica High
601 Pico Blvd.
Santa Monica, CA 90405-1224
Tel: 310.395.3204
www.samohi.smmusd.org

Bronx International High School

1110 Boston Road Bronx
New York, NY 10456
Tel: 718.620.1053
www.nycboe.net

Connecticut Digital Classroom Learning System

Connecticut State Department
of Education
The Connecticut Regional Vocational
Technical Schools
25 Industrial Park Road
Middletown, CT. 06457-1520
Tel: 860.807.2152
www.cttech.org

Parent Involvement

Parent Institute for Quality Education

Parent Institute for Quality Education
4010 Morena Blvd.#200
San Diego, CA 92117
Tel: 858.483.4499
www.piqe.org

Chicago Public Schools

Chicago Public Schools
International Newcomer High
School Centers
Tel: 773.553.1955
www.cps.k12.il.us

Montgomery County Public Schools

Montgomery County Public Schools
ESOL Parent Services Office
Tel: 301.230.0674
www.mcps.k12.md.us

Summer Learning Programs

Arlington County Public Schools

Arlington Public Schools
1426 N. Quincy St.
Arlington, VA 22207
Tel: 703.228.6000
www.arlington.k12.va.us

Boston Public Schools

Boston Public Schools
26 Court Street, 4th Floor
Boston, MA 02108
Tel: 617.635.9014
www.boston.k12.ma.us

Professional Development

Texas Education Agency

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701
Tel: 512.919.5491
www.tea.state.tx.us

Instructional Partners of ELLs Institute

New Teacher Center, UC Santa Cruz
933C Larkin Valley Road
Watsonville, CA 95076
Tel: 831.479.5338
www.newteachercenter.org

New Mexico Highlands University Career Ladder

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