

ELL Program Road Maps

NEWCOMER PROGRAMS



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Research Foundation

English language learners (ELLs) are the fastest growing group of school children in the United States. This growth is so significant that, by 2030, ELLs will account for 40 percent of the entire school-age population in the United States (Roseberry-McKibbin & Brice, 2005). Despite this growth, most ELLs do not fit the traditional definition of an immigrant student. Seventy-six percent of elementary ELLs and 56 percent of secondary ELLs are born in the United States and more than 50 percent of these students are second or third generation U.S. citizens (Capps et al., 2005). These data fly in the face of most educators' perceptions of ELL students. As a result, many current English Language Development (ELD) programs treat ELLs broadly, with little attention paid to the varying needs of long-term and newcomer ELLs.

This document serves as a guide for designing programs to serve newcomer ELL students. As of the 2015–2016 school year, Beaverton School District serves 242 newcomer ELLs, who are defined as students that were born outside the United States and entered the Beaverton School District with basic or intermediate English language proficiency.

Newcomer ELLs present a unique set of needs. For these students to be successful in school, educators must be acutely aware of the needs and challenges students face upon arriving in U.S. schools. Experts note that *acculturation* (the process of cultural and psychological change resulting from the meeting between cultures) is critical to student success. However, there are relatively few programs designed to support students emotionally as they transition to their new home. Most ELD programs focus heavily on language acquisition and provide very little support for students' psychological and social needs. Depending on their experiences prior to arriving in Beaverton schools, students will require differentiated socioemotional support as they transition to life in Oregon. Sinclair (2001) suggests that students who arrive as refugees may need significant socioemotional support as they adjust to the cultural expectations of a new country, deal with trauma, and struggle to maintain a connection to their heritage and sense of self.

The following section provides a brief summary of the issues and experiences that may affect the education of newcomer ELLs.

Acculturation

Acculturation has been defined as the change in an individual or a culturally similar group resulting from contact with a different culture (Berry, Poortinga, Segall, & Dasen, 2002). The process of acculturation is a complex one and involves many different stages and emotions.

Berry and colleagues (2002) make the distinction between psychological acculturation and sociological acculturation, which is an important consideration when working with ELLs who exhibit behavioral problems. Berry (1970) states that defiant behavior, psychosomatic symptoms, and a feeling of marginality can be attributed to normal stress symptoms of acculturation. Berry (1976) also found that Native American groups experience high stress when the traditional culture is less similar to the second or mainstream culture. Other side effects of acculturation include confused locus of control, heightened anxiety, poor self-image, and withdrawal (Padilla, 1980). Collier (2004) highlights other effects of acculturation, such as response fatigue, code switching, distractibility, resistance to change, disorientation, and stress-related behaviors.

Discrimination and Trauma

ELLs who experience discrimination have a harder time adjusting to the new culture and may at times reject the new environment and therefore exhibit defiant behaviors. Discrimination affects the process of acculturation, as it has lasting effects on an individual's self-perception, social interactions, motivation, and achievement.

Ogbu (1982) explains that acculturation is also impacted by whether an individual is a voluntary or involuntary immigrant. According to Ogbu, voluntary immigrants are more likely to learn the language of the new country and are more open and accepting of the new culture, while involuntary immigrants are more likely to reject the host culture. Although most ELLs in the Beaverton School District were born in the United States, their acculturation may be impacted by their parents' immigration experience: A positive perception of the host culture will have a profound impact on how their children acculturate into the new environment.



A large number of ELLs in the Beaverton School District are refugees. These students are particularly at risk for learning difficulties and behavior challenges due to the trauma and forced dislocation they have experienced. Most refugee students also have interrupted education due to the unstable environment of refugee camps (Zhou & Bankston, 2000; Zhou, 2001).

Students With Interrupted Formal Education

Students with interrupted formal education (SIFE) are a growing population of ELLs in the United States. Most of these students are refugees, but their experiences can vary widely. For example, Calderón (2007) describes the following: newcomers with two or more years of sporadic education in their native country; students who attended school in the United States, returned to their native country for a period of time, then returned to the United States; students who attended kindergarten in English, returned to their birth country for a year or two, then reentered a U.S. school; students who have attended U.S. schools since kindergarten but have language and literacy gaps due to ineffective instruction; and students who have experienced high levels of mobility, moving from school to school, and often not attending school at all. These are only a few of the many student experiences. Due to these varying backgrounds, it can be particularly challenging to determine where the holes or gaps are in these students' education.

Programmatic Solutions for Newcomer English Language Learners

Many school districts with high concentrations of newcomer and refugee students have developed newcomer centers. Newcomer centers are short-term programs designed to meet the academic, social, and emotional needs of newly arrived immigrant students. These centers serve as a transitional on-ramp into mainstream schooling. The Office of English Language Acquisition at the U.S. Department of Education emphasizes that newcomer programs should last no longer than one year (U.S. Department of Education, 2015). Specific programs for newcomer students are described in the next section.

Guiding Principles

This document is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007):

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Educator Effectiveness & Professional Learning
6. Family & Community
7. Support & Resources

In the pages to follow, each guiding principle will be detailed to provide specific suggestions for best practice. In the accompanying reflective tool, each guiding principle is further supported with reflective questions and an organizer for planning.





Program Structure

Newcomer programs are designed to meet the unique needs of newly arrived immigrants in U.S. schools. These students have specific language needs that are best met in a program designed for intensive listening, speaking, reading, and writing instruction, as well as basic survival skills for their new environment. The Beaverton School District recommends magnet newcomer centers at the elementary, middle, and high school levels.

Magnet Newcomer Program

This model includes concentrated newcomer sites at each level (elementary, middle, and high school). These programs will be housed at existing schools based on the number of ELLs at each level and will focus on native language literacy, second language literacy, and basic survival English skills needed to navigate a school setting.

Schools with newcomer classes will be staffed with highly skilled certified teachers trained in understanding the immigration process, second language acquisition, biliteracy development techniques, and training on collaboration. Wraparound services will be provided to students in these programs, including counseling, health care, housing, and immigration support.

Duration

Students with previous education can be expected to attend the newcomer center for approximately one academic year. Those

with limited or no previous schooling may require additional instructional time in a newcomer setting to prepare for a successful transition to the ELL program at their neighborhood school.

Advancement into the regular ELL program or an alternative program is based on student mastery of the newcomer skills checklist or as determined by age. Each student will have an individual plan upon leaving the newcomer center.

High School Newcomer Center

The district also recommends having separate high school newcomer centers that provide intensive English language development instruction. Students will be placed in the newcomer center based on assessment results and previous education experience. At the newcomer center, instruction will include listening, speaking, reading, and writing in English. The focus of these centers will be basic English literacy, expectations of an American high school, and cultural competence. All instruction will be in English, but there may be some help in the student's first language through the assistance of district interpreters. In addition to English instruction, students will receive one period of mathematics, a semester of physical education, and a semester of art.

Students who enter the ELL program during high school will generally need five years to earn a diploma. This plan will depend on the following factors: previous

schooling, credits from official transcripts from the home country, completion of the required coursework, and proficiency on ELPA 21. Oregon allows students to

attend high school until the age of 21, so individual student plans can extend past 18 years of age.

Grade-level considerations

For scheduling guidance, please refer to Rochester Schools' *Newcomer Program* in the Bibliography.

Elementary School

The newcomer program vision and plan at the elementary school level articulates through middle and high school. The magnet school will have a master schedule that incorporates the newcomer students into grade-level "specials" (e.g., music, physical education [PE]). This will include protected collaboration time for newcomer teachers and classroom teachers once per term (fall, winter, spring).

Scheduling should include:

- 30–40 minutes with grade-level peers in mainstream content classroom (e.g., morning message at elementary)
- Specials (e.g., PE, music, library, technology) with grade-level peers
- Newcomer class the remainder of the day

Other considerations:

- Program length should be a one-year maximum or proficiency based. If students need more than a year, follow the prereferral process at the school to determine the needs of the student.
- Progress monitoring will be every three months.

Middle School and High School

The master schedule will incorporate the newcomer students into grade-level electives and will protect collaboration time for newcomer teachers and classroom teachers once per term. Students will receive instruction from teachers who are certified in English language arts and math, which will allow them to earn credits toward graduation during their time in the newcomer program.

Middle school scheduling should include:

- 30–40 minutes with grade-level peers in mainstream content classroom
- Other courses include ELD classes and sheltered classes in the content areas of math, PE, and fine arts

High school scheduling should include:

- 30–40 minutes with grade-level peers in mainstream content classroom
- Elective credit(s) for ELD classes
- Credit(s) for math class based on math level
- Credit(s) for PE classes
- Credit(s) for fine arts and other elective courses
- Schools with capacity and resources may consider social studies credit
- Online credit recovery courses may be offered



Curriculum

Much like the curriculum used in other academic programs, the newcomer program must be aligned to state content and language standards. In addition, teachers must determine the student's proficiency in their first language for English language transfer.

Newcomer programs function as a runway—upon arrival, teachers immerse students in language-rich curriculum designed to exercise the content, language, and literacy skills they will need for success in school and beyond. Knowing that the runway may only last one academic year, newcomer programs must work effectively to ensure that ELL students have a base of academic language and literacy, as well as core concepts to equip them for what lies ahead. This challenge is further complicated by the diversity of newcomer students. The curriculum for newcomer programs must be dynamic and heavily focused on identifying high-leverage power standards for each content area, discrete academic language forms and functions, and specific literacy skills.

A newcomer curriculum, regardless of the level, must emphasize language and literacy through content and must identify core academic standards, recognizing that it will not be possible or valuable to cover all of the academic standards of a grade level. Program planners will do well to consider vertical alignment when planning the specific curriculum for newcomer programs. Academic skills spiral in complexity, and program planners must

think about how to prepare students for what lies ahead, while also negotiating the conceptual gaps that students present upon arrival.

The supplementary newcomer curriculum recommended for the Beaverton School District could include online differentiation programs, such as Imagine Learning, Front Row, RazKids, Reading A to Z, and ALEKS for Math.



Grade-level considerations

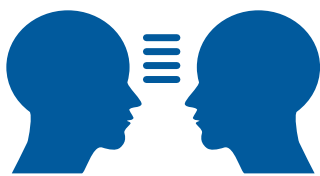
Elementary School

Thematic integration across a grade is especially important within a K–5 newcomer program. Program planners should ensure that teachers have routine, structured time as a professional learning community to plan their curriculum and measure student learning by analyzing student work.

Planning teams will also have to discuss the language of instruction for class curriculum. The long-term effects of this decision are critical, as eventually, students will have to develop content language in English.

Middle School and High School

With a clear pathway, administrators and program planners can identify the specific type of horizontal and vertical planning time required for curricular coherence and for fulfilling graduation requirements and/or career and technical education pathways. Students arrive to our country at all stages in their learning. We need to ensure that all students receive support in successfully acculturating into our school culture.



Instruction

Teachers in a newcomer program must be adept at integrating language instruction into academic content. Solid planning ensures that students access content while learning language without modifying or reducing grade-level expectations of the content standards. *Practical Guidelines for the Education of English Language Learners* (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006) highlights instructional practices from the International High School at LaGuardia, noting that “teachers provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes for reading and writing (e.g., to learn about the human circulatory system or to write a persuasive essay taking a position on U.S. foreign policy). This content-based approach anchors instruction in the literacy demands facing students encountering middle and high school texts, rather than in the remediation of basic reading skills.” The authors note that teachers do not reduce academic expectations, but rather emphasize specific conceptual and linguistic scaffolds up to grade-level standards. Through this progression, *students apprentice in the language, literacy, and content of the grade.*

Another pillar of high-quality instruction is the facilitation of student discourse—and learning—through collaboration. The interstudent discourse required to collaborate creates the optimal space for negotiating new content and language for meaning. Vygotsky wrote of the value of engaging students in their zone of proximal development, defined as “the area beyond what the learner can do

independently, but where actions can be accomplished with the assistance of more able others” (Vygotsky, 1978). The teacher’s role is shifted to facilitator—the guide in the room who creates “invitations” for students to apprentice themselves in the content, analytical practices, and language of the discipline (Heritage, Walqui, & Linquanti, 2015). The invitations are essential to language development, as they offer the time and space for students to experiment with language while negotiating class content.

Eight Strategies for Differentiating Instruction for English Learners

Source: *The Essential Guide for Educating Beginning English Learners* (Zacarian & Haynes, 2012)

There are eight key strategies for differentiating instruction for ELLs.

1. Provide information that beginning ELLs can understand
 - a. Using student’s home language to support their English language development
 - b. SIOP/GLAD strategies (note: this professional development will support all eight strategies)
 - c. Develop expertise in providing visual supports for lessons
 - d. Knowledge/access to resources available in multiple languages
2. Link new information to students’ background knowledge
 - a. Linking instruction to students’ personal, cultural, and world experiences

3. Determine key concepts for the unit and define the language and content objective for each lesson
 - a. Language and content objectives are in student-friendly language
 - b. Teacher refers to both language and content objectives at the beginning of the lesson, during the lesson, and at the end of the lesson
 - c. Curriculum planning for a newcomer classroom, including vertical alignment
4. Modify vocabulary instruction for ELLs
 - a. Direct instruction of new vocabulary
 - b. Teach vocabulary related to both content and language functions
 - c. Provide multiple opportunities for practice
 - d. Use visuals and connection to student's prior learning or schema
5. Use cooperative learning strategies/ Student Talk
 - a. Beginning ELLs should be grouped with at least one same-language peer, if possible
 - b. Roles and jobs can be adjusted to student's language level
- c. Strategies and structures facilitate participation and meaning making
- d. Opportunities to provide evidence to support their arguments and new ideas
6. Modify testing and homework for ELLs' assessment literacy; designing assessments and performance tasks using ELP standards
7. Differentiate instruction for ELLs with technology
 - a. Access content in student's native language, as needed
 - b. Provide students with technology tools that supplement their learning and/ or provide them with opportunities to learn new information
 - c. Imagine Learning—provide an interactive, web-based tool that differentiates learning for listening, speaking, reading, and writing skills
8. Teach thinking skills to ELLs
 - a. Utilize Bloom's Taxonomy
 - b. Modify/simplify language

Grade-level considerations

Elementary School

Scaffolding and differentiation are essential for any learner, especially when each class contains so many developing language learners. With newly arrived students, much of the world around them is unknown. As educators, we can help newcomer students learn to be ready to negotiate the mainstream classroom with their peers.

Middle School and High School

The consideration noted above for elementary students remains important in both middle school and high school. However, as students further develop English language proficiency, teachers in grades 6–12 newcomer programs will do well to engage students in supportive, basic academic tasks that require simple language use for applied purposes. Newcomers come to us at all ages and language levels. It is important to note that learning targets for English instruction could potentially be the same as for K–5, while learning materials should reflect their mature age.



Assessment & Accountability

Concrete entrance and exit criteria are necessary to ensure that students are returned to the mainstream as quickly as possible. Newcomer programs can be effective systems for developing core language, content, and literacy skills, but it is critical to remember that they are a short-term measure. Entrance and exit criteria should be clearly explained to students and their families prior to the family's consent to participate in the program.

Entrance criteria primarily serve as a diagnostic baseline to learn more about the student's native language literacy, as well as their math content knowledge. The entrance criteria also serve as a check to ensure that the newcomer program is indeed a proper placement for the student.

It is important to note that the majority of the students involved in the newcomer program are students with interrupted formal education (SIFEs). SIFEs may experience culture shock, agitation, anxiety, and feelings of dislocation and confusion, which are a consequence of being unfamiliar with the values, norms, and conventions of their new setting. This emotional turmoil may impact their academic performance. Therefore, every effort should be made to provide support mechanisms in the school, such as instruction in the native language, regular access to bilingual guidance counselors and social workers, supplementary academic intervention programs, and structured experiences that promote social and emotional learning.

Assessments will not only be academic, but also social and emotional. An acculturation checklist and BASC-2 (refer to the Bibliography for further information) for the social and emotional well-being of the student will be administered at each 3-month checkpoint for each student. Additionally, it is recommended that mental health screening be part of the newcomer program intake process.

Beaverton School District will require that assessments for newcomer students include all of the following components: listening, speaking, reading, and writing. The Woodcock-Muñoz English/Spanish scores will also be a determining factor in the qualification for the newcomer program. Other assessment monitoring possibilities may include ADEPT, QIA, EXPRESS, and the teacher reports from the Imagine Learning program. Specific assessment components may include letter names, letter sounds, numbers (both written and spoken), as well as a written section to measure student sentence structures. Assessments will be adjusted per grade level for each newcomer.

Entrance Criteria

In the short term, schools will use measures such as Woodcock-Muñoz (until the ELPA 21 diagnostic is in place), coupled with district-created native language assessments. The parent interview and student background will also be an important component of the newcomer entrance criteria.

Monitoring

Progress monitoring will take place every three months for each student. Newcomer classes could potentially have ongoing assessments due to this requirement and the difference in student start dates.

Exit Criteria

Counselors, newcomer teachers, general education classroom teachers from the home school, administrators, special education teachers (if applicable), and specialists (PE, music, technology) are all key stakeholders who need to weigh in before a newcomer student is placed into the mainstream classrooms at their home school. The district will also adhere to the concept of “four years of high school no matter which age they arrive at” (Paiewonsky & Glickman, 2011, pp. 11–12).

Transition

Students will need at least a week to become familiar and comfortable with the mainstream school environment once they have been exited from the newcomer program. It is crucial that these students have a classroom buddy to show them the new routines. The student and family should also meet the new teacher(s) ahead of time to diminish anxiety about a new school placement. This might include “field trips to the new school to help students to become accustomed to the physical layout and meet some staff ... shadow former newcomer

students in the new school for 1 or 2 days” (Paiewonsky & Glickman, 2011, p. 47).

Duration in Newcomer Program

The duration of the newcomer program for each student will be: one year for elementary and middle school students and up to four years for high school students, based on student needs and possible modified graduation credits.

Guiding Principles for Dual Language Education notes that assessments should be carried out in a “consistent and systematic way” and should include “multiple measures in both languages to assess students’ progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals” (Howard et al., 2007). Program planners must account for the time teachers need to design common assessments, both summative and formative. In addition, teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and discrete protocols to ensure that teachers are responding to student needs identified on formative and summative assessments. Whether program planners include this protocol through regular professional learning communities or through periodic inservice activities, student data should inform planning of future units to ensure that all students are reaching grade-level targets in each language of instruction.



Assessment & Accountability (cont'd)

Finally, formative assessment practices should be emphasized in each newcomer classroom. This formative feedback loop will help teachers adjust their planning and instruction to student need. Formative assessment does not have to be formal—simply listening to how students are using language to express their understanding of class content, recording the information, and analyzing it will reveal much about how and where to adjust instruction.

Grade-level considerations

Elementary School

School master schedules should prioritize collaboration between newcomer teachers and mainstream teachers so that they can design, analyze, and interpret common assessments.

Middle School and High School

School master schedules should prioritize newcomer teacher collaboration with mainstream teachers so that they can design, analyze, and interpret common assessments. Students should have four years of high school no matter their age when they arrive in the United States.



Educator Effectiveness & Professional Learning

Students in newcomer programs, as in any other classroom model, benefit most from great teachers and high-quality instruction. Darling-Hammond (2000) found that “the proportion of well-qualified teachers was by far the most important determinant of student achievement at all grade levels” irrespective of the particular need of specific student groups. One important marker of teacher quality is the ability to be openly and honestly reflective about practice. Reflection and commitment to professional growth are two chief factors that ensure teachers are not only high quality, but will also continue to improve over time.

The traits above are true for all teachers, and newcomer teachers require specialized preparation on top of their development as classroom teachers. Newcomer teachers must be experts in language development. The demands on teachers in a newcomer program are significant, given that they must be adept at negotiating the language and content demands of their discipline, while providing a welcoming environment that is sensitive to students’ transition to school and life in the United States. The list below is not exhaustive, but it outlines a number of professional development topics to support teachers in their work. These topics are connected to the eight key strategies for differentiating instruction for ELLs. The instructional practices also align to district definitions of effective instruction and teacher evaluation (for example, the 5D+ Educator Effectiveness domains and rubrics).

Eight Strategies for Differentiating Instruction for ELLs

There are eight key strategies for differentiating instruction for ELLs. Professional development in the eight strategies is recommended to develop excellence in educating our newcomers. (Note: the 5D+ Educator Effectiveness indicators the Beaverton School District uses to promote educator effectiveness are in parentheses).

1. Provide information that beginning ELLs can understand
(P3, SE1, SE4, CP1, CP5, CP6)
2. Link new information to students’ background knowledge
(P2, P3, SE4, CP1, CP5, CP6)
3. Determine key concepts for the unit and define the language and content objective for each lesson (P1, P2, P4, CP1, CP2, CP3, CP4, CP5, CP6)
4. Modify vocabulary instruction for ELLs
(P3, SE4, CP1, CP5)
5. Use cooperative learning strategies/
Student Talk
(SE1, SE4, SE6, CP6, CEC3, CEC7)
6. Modify testing and homework for ELLs
(P5, SE4, CP1, CP5, A2)
7. Differentiate instruction for ELLs with technology (P3, SE4, SE5, CP1, CP5)
8. Teach thinking skills to ELLs
(SE3, SE6, CP3)

There are also social-emotional components that need to be taken into consideration when working with newcomers. The transition to a new country and new culture is a complex time in a student’s life. Teachers



Educator Effectiveness & Professional Learning (cont'd)

of newcomers will need professional development to understand how to address these needs. Students will have different needs depending on their country of origin and individual experiences. Students will be best supported when teachers collaborate with counselors, social workers, and families to understand the unique needs of each student. It is also helpful to develop a solid understanding of the four stages of culture shock.

Four Stages of Culture Shock

(Zacarian & Haynes, 2012)

1. Honeymoon or euphoric stage
2. Rejection or culture shock stage
3. Integration stage
4. Assimilation or adaptation stage

Grade-level considerations

Elementary School

Given the importance of high-quality teachers, newcomer teachers should be certified in both ESOL and Elementary Education. There should be staff development around the needs of newcomers for all staff at schools with school-based newcomer programs. Focused learning walks can extend professional learning and collegiality. In addition, focused professional discussion of contemporary English language development research and culturally responsive teaching will ensure that all staff members understand the language development process and the emotional, social, and intellectual needs of the ELLs.

Middle School and High School

Program planners must take care to ensure that teachers are not only highly qualified, but also certified in both a content area such as language arts and/or math and ESOL. In addition, staff development needs are consistent with the considerations noted above.



Family & Community

Newcomer programs depend on active support from families and the greater community. The program's vision must reflect the values of the families and the community it serves. It is also critical that families embrace the program's vision. Emerging programs should incorporate families in the feedback loop as valued stakeholders in each phase of the program's design.

In order for families to fully embrace the program's vision, the staff must work to educate families about the intricacies of the newcomer program. Program staff must invest significant time detailing the purpose of the program in the family's home language. Regular meetings to discuss language and literacy development will keep families in the loop on their child's progress.

It is the school's responsibility to empower families. Families that speak a language other than English at home may need extra support as they could lack knowledge of the American schooling system and the language to communicate with teachers. In order for the partnership to evolve, schools need to get all families involved and engaged. There is an abundance of research that has found students with involved parents, regardless of family income or background, are more likely to earn higher grades and test scores, attend school regularly, show improved behavior, graduate, and go on to postsecondary education (Henderson & Mapp, 2002). Beaverton School District's Volunteerism and Engagement Plan (2011–2015) supports the work of Dr. Joyce Epstein's framework of

family engagement. Her model of six types of parent involvement has helped schools nationwide develop effective school and family partnership programs. The six types are:

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support.
4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision making: Include parents in school decisions, developing parent leaders and representatives.
6. Collaborating with communities: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Epstein's framework aligns with an important recommendation from *Guiding Principles for Dual Language Education*—assigning a family liaison “who speaks the languages of the program [and] understands the needs of the parents in the community,” as well as the structure of the program (Howard et al., 2007). A



Family & Community (cont'd)

major responsibility of the family liaison is to conduct rounds of home visits to maintain communication between school and families. This person should also be well connected to wrap-around services to support families as they transition to life in Beaverton. It is recommended that newcomer programs gather data on the specific services families require through surveys and home visits.

Grade-level considerations

Elementary School

Program planners must find ample opportunities to communicate the purpose and vision of the school's newcomer programs. Families are a critical stakeholder in this process, and their ownership of the program mitigates future challenges, such as student attrition, which is especially common as coursework becomes more difficult beyond elementary school.

Another factor to communicate is the process of language development. Students will need time to develop academic language proficiency in each language, and as such, state assessments may not reveal all that students know and are able to do. This factor is particularly important as students prepare to transition to grade 6.

Middle School

Middle school programming acts as a bridge in the middle of the school district's language development pathways. It's important for program planners to consistently message the benefits of bilingualism, as the tangible benefits of bilingualism are often not fully visible at this point. Here, student retention is particularly important.

High School

For the newcomer program to realize its full impact, students should remain in the newcomer program until they have proven ready to exit and be successful in their new, rigorous coursework setting through grade 12.



Support & Resources

All stakeholders must understand the complexities of developing ELL programs. Beaverton School District must commit over the long term and ensure that “appropriate and equitable resources are allocated to the program to meet the content standards, vision, and goals of the program” (Howard et al., 2007). The process of developing ELL programs must be a thoughtful, informed, and iterative. It involves reaching out to a variety of stakeholder groups, conducting research on program design options, visiting existing programs, seeking funding sources not only for staffing the program but also for transporting students and obtaining

specialized resources, and pulling together all the information into a program design that fits the goals of the district and the needs of the students.

The Welcome Center will work collaboratively with individual school teams to allocate resources to buildings based on a combination of data points to include demographics of the school, ELL population, and the design of the program model chosen for the building. Additional support needed to effectively carry out the program model should be discussed with the Welcome Center staff.

Grade-level considerations

Elementary School

Access to newcomer programs is critically important, especially when reaching students from language minority and low-income backgrounds. Program access is a critical theme—parents must understand what the program is and how it will benefit their child. Furthermore, and depending on where the program is housed (i.e., strand within a school, magnet site), transportation presents another challenge related to program access. Program planners must take these additional costs into consideration, especially in long-term planning. In addition, program staff must communicate clearly with the local school board and the district superintendent so that all stakeholders embrace the program vision and can account for and prepare for these additional expenses.

Middle School and High School

At points of program transition (e.g., preschool to kindergarten, grade 5 to grade 6, and grade 8 to grade 9) program staff must advocate for the program to mitigate program attrition. As it is difficult to take in new students in the upper grades, program planners must prioritize student retention and communicate these priorities to all program stakeholders.

Reflective Tool

This tool is designed to support both the implementation of new ELL programs and existing programs. This document is intended to be used collaboratively with a school-based implementation team comprised of teachers and school leadership, as well as other members of the school community. For grade-specific considerations, please consult the Guiding Principles descriptors on the preceding pages.

As a team, use the guiding questions in the following organizer to facilitate discussion and guide reflection on your school's program of choice to serve ELL students. Through careful analysis and rich discussion, take stock of each program consideration to determine whether it is (1) already in place, (2) not evident, or (3) a potential area to develop. Based on these determinations, the team can use the features under "Next Steps" to plan for short, and midterm solutions, as well as prioritize immediate action items. When planning, teams might consider the SMART Goal framework, delegating tasks as necessary for program success.

Program sustainability. To ensure that the program is healthy in years to come, this guide can serve as a reflective tool to guide an evaluation of your school's ELL program. As your school's implementation team completes its analysis, please consider the following questions:

1. How will the implementation team know when it has reached its program vision?
2. How will the team respond when it has met its program goals?
3. How and when will the implementation team return to this document to execute the plan?

Connections. How do your team's plans connect to other school programs, other district programs, and the school district's vision for the future?





Program Structure Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
Program Vision The program has a cohesive, shared vision and a set of goals that establish: <ul style="list-style-type: none"> • High expectations for all students • Commitment to an instructional focus on English language development, acculturation, and multiculturalism 	<ul style="list-style-type: none"> • Does the newcomer program establish a clear vision that considers the perspectives of all stakeholders (e.g., students, families, community partners, teachers, administrators)? 					
	<ul style="list-style-type: none"> • Does the newcomer program follow best practices for English language development? 					
School Environment The district, school, and community embrace the program and provide: <ul style="list-style-type: none"> • A safe, orderly environment • A warm, caring community • Awareness of the diverse needs of students of different linguistic and cultural backgrounds 	<ul style="list-style-type: none"> • If the newcomer program is a strand within the school, does it interact with the rest of the school? 					
	<ul style="list-style-type: none"> • Does the school environment project the values established by the newcomer program's vision? 					
School Leadership The implementation team and school principal lead the program towards its vision and goals. <ul style="list-style-type: none"> • Advocate for the program • Coordinate the program based on planning • Design and facilitate professional learning and promote staff cohesion • Ensure equitable allocation of funds 	<ul style="list-style-type: none"> • Does planning support the program's vision? 					
	<ul style="list-style-type: none"> • Does program leadership respond when implementation veers away from the program's vision? 					
	<ul style="list-style-type: none"> • Are the program's goals clearly articulated to all stakeholders? 					

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Ongoing Planning With an eye for sustainability, the program guides implementation through careful planning. <ul style="list-style-type: none"> Goals align with the program's vision The program articulates vertically through grades and iterates horizontally across grades Instruction is guided by an evolving scope and sequence that is developmentally, linguistically, and culturally appropriate 	<ul style="list-style-type: none"> Does the program vision reflect the values of the school, community, and purpose of the program? 						
	<ul style="list-style-type: none"> Does the program have a set of short-term and midterm goals to realize its vision? 						
	<ul style="list-style-type: none"> Does the program account for alignment to state standards and the ELP Standards? 						
	<ul style="list-style-type: none"> Does best-practice research guide teaching and learning? 						
Language Development The newcomer program is founded on principles that are supported by research and best practice. <ul style="list-style-type: none"> Principles of second language development Effective instructional methodologies and classroom practices Belief in and commitment to second language acquisition theory 	<ul style="list-style-type: none"> What can be done to promote the families' language and culture in the school and community? 						
	<ul style="list-style-type: none"> Do teachers and newcomer program staff understand and apply the principles of second language development? 						
	<ul style="list-style-type: none"> Does the master schedule facilitate consistent teacher collaboration? 						
	<ul style="list-style-type: none"> Does the master schedule give students access to all of their core-content subjects? 						
Master Schedule Newcomer program master schedules must provide time for students to participate in schoolwide specials with their mainstream peers, while protecting time for them to study all of the content areas their mainstream peers study. Additionally, newcomer teachers must have regular collaboration time as a newcomer team, as well as with their mainstream peers.	<ul style="list-style-type: none"> Does the master schedule carve out specific time for English language development? 						



Curriculum Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Cultural Relevance Curriculum levers relevant themes and topics as vehicles to engage students in standards-aligned learning. <ul style="list-style-type: none"> Curriculum weaves culturally relevant content with grade-appropriate skills and language standards Unit themes promote connections and cross-cultural exchange 	<ul style="list-style-type: none"> Does the curriculum reflect the values of the student's home community? 						
	<ul style="list-style-type: none"> Does the curriculum offer an authentic, unassuming, perspective of student culture? 						
	<ul style="list-style-type: none"> Does the curriculum incorporate regular opportunities to practice language through academic discourse? 						
	<ul style="list-style-type: none"> Does the curriculum align to grade-appropriate content standards? 						
Alignment Curriculum provides a plan for student learning aligned horizontally across one grade level and vertically across previous and subsequent grades. <ul style="list-style-type: none"> Curriculum at each grade level details what students must know and be able to do by the end of each grade Each grade's expectations articulate to the next grade level 	<ul style="list-style-type: none"> Does the curriculum offer opportunities for language development across content areas? 						
	<ul style="list-style-type: none"> Do teachers on the same grade team collaboratively design and implement curriculum? 						
	<ul style="list-style-type: none"> Does the curriculum offer opportunities to develop language, literacy, and content knowledge simultaneously? 						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Depth Deep curriculum provides opportunities for students to engage concepts, skills, and language associated with rigorous, compelling work in multiple contexts. Deep curriculum encourages connections across contexts, and embeds skills and language development. <ul style="list-style-type: none"> Provides cooperative learning opportunities to extend critical thinking into collaborative space Includes appropriate scaffolds and differentiated supports so all students can access rigorous, engaging learning 	<ul style="list-style-type: none"> Does the curriculum encourage higher order thinking? 						
	<ul style="list-style-type: none"> Does the curriculum account for diverse learners? 						
	<ul style="list-style-type: none"> Does the curriculum enrich the student learning experience? 						
	<ul style="list-style-type: none"> Does the curriculum embed authentic skills and academic language development? 						
	<ul style="list-style-type: none"> Does the curriculum incorporate appropriate scaffolds for students to access deep concepts? 						
Thematic Integration The themes integrate language, content, and analytical practices in culturally relevant units of study. <ul style="list-style-type: none"> Coherence throughout the year—unit themes complement one another Cross-curricular coherence—unit themes connect across content and language 	<ul style="list-style-type: none"> Do the unit themes connect to: <ul style="list-style-type: none"> Previous learning Future learning Other subjects 						
Enrichment vs. Remediation Newcomer programs are built to enrich, not remediate. Curricular planning must: <ul style="list-style-type: none"> Challenge students with deep critical thinking Promote literacy development Promote academic language development 	<ul style="list-style-type: none"> Does the curriculum enrich the student learning experience? 						
	<ul style="list-style-type: none"> Does the curriculum push students to extend and apply their learning across contexts? 						
	<ul style="list-style-type: none"> Does the curriculum extend opportunities to build language and literacy skills within complex content? 						



Instruction Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Integrating Language, Content, & Analytical Practices Newcomer programs must attend to language development expressed in the English Language Proficiency (ELP) Standards while simultaneously developing the academic language that students will need in content-area classes. <ul style="list-style-type: none"> Weave language and literacy into compelling content that students need for school success Create many opportunities for students to use English to negotiate class content 	<ul style="list-style-type: none"> Do teachers foster critical thinking and meaningful student discourse in English? 						
	<ul style="list-style-type: none"> Does the teacher create invitations for students to apprentice themselves in the language, content, and analytical practices specific to the class context? 						
Multimodal Exposure to Academic Language Through Content As a core principle of language development, students must exercise all four modalities (listening, speaking, reading, and writing) as they develop English and the partner language. <ul style="list-style-type: none"> Teachers weave language development tasks into class content Teachers recognize language structures in English and provide explicit language development instruction 	<ul style="list-style-type: none"> Do teachers create the opportunity for students to engage class content through each of the modalities in English? 						
	<ul style="list-style-type: none"> Do listening and speaking complement reading and writing tasks? 						
	<ul style="list-style-type: none"> Do teachers embed language development within class content? 						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Formative Assessment Ongoing formative assessment creates a feedback loop between teacher and student. Multiple sources of input from students will indicate how to best support students in language, literacy, and content. Formative assessment doesn't have to be formal—careful attention to student output reveals much about the depth of mastery of language, literacy, and content standards.	<ul style="list-style-type: none"> Do teachers create multiple opportunities for students to show what they know and are able to do in English? 						
	<ul style="list-style-type: none"> Do teachers use formative assessment data to reflect on their practice? 						
	<ul style="list-style-type: none"> Do teachers share these data with colleagues in professional learning teams? 						
	<ul style="list-style-type: none"> Do students engage cooperatively to solve complex problems while exercising academic language structures? 						
Flexible Grouping & Cooperative Learning Cooperative learning creates the space for students to engage and discuss class content, while exercising academic language in English. Flexible grouping strategies enable teachers to structure groups heterogeneously or homogeneously to support a particular instructional focus. <ul style="list-style-type: none"> Heterogeneous groups leverage student strengths as models in English Teachers might employ homogeneous groups to differentiate language and content skills for particular student groups 	<ul style="list-style-type: none"> Do teachers have a system to flexibly arrange students based on instructional priorities and student needs? 						
	Culturally Responsive Instruction Teachers engage students by designing instruction that integrates students' cultural, linguistic, and academic funds of knowledge.						



Instruction Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Flexible Grouping & Cooperative Learning Cooperative learning creates the space for students to engage and discuss class content in both the partner language and English. Flexible grouping strategies enable teachers to structure groups heterogeneously or homogeneously by language background. These concepts are indispensable in dual language programs. <ul style="list-style-type: none"> Heterogeneous groups leverage student strengths as models in the partner language Teachers might employ homogeneous groups to differentiate language and content skills for particular student groups 	<ul style="list-style-type: none"> Do students engage cooperatively to solve complex problems while exercising academic language? 						
Culturally Responsive Instruction Teachers engage students by designing instruction that integrates students' cultural, linguistic, and academic funds of knowledge.	<ul style="list-style-type: none"> Do teachers have a system to flexibly arrange students based on instructional priorities and student needs? Do teachers treat students' cultural, linguistic, and academic funds of knowledge as assets? 						



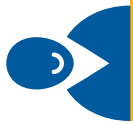
Assessment & Accountability Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
Monitors Program Effectiveness Assessments, implemented in "consistent and systematic ways," reveal much about how students negotiate content in English. Assessments for newcomer programs must be aligned to language standards and measure growth in language proficiency.	<ul style="list-style-type: none"> Do teachers and program staff monitor student growth to determine if the program is reaching its goals? 					
Includes Multiple Measures Multiple points of input create a deeper, clearer picture of how students are progressing in language, literacy, and content in English. Multiple assessments of learning standards paint a more accurate picture of what students know and are able to do with language.	<ul style="list-style-type: none"> Does the newcomer program embed multiple measures of student progress? Do assessments measure progress in content standards, literacy, and language development in English? 					
Assesses Academic Content & Language How are students progressing in each of the 10 ELP Standards? Schools and ELL program staff should use multiple indicators of growth to determine how students are progressing in their language development.	<ul style="list-style-type: none"> Does the newcomer program assess individual student progress in language, literacy, and content in English? Does the program communicate this information to other stakeholders like mainstream teachers and families? 					



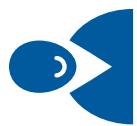
Assessment & Accountability Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Data Analysis The school disaggregates student data to understand how to support each student in the newcomer program. Teams of teachers and administrators analyze formative and summative assessment data to understand how students are performing relative to standards.	<ul style="list-style-type: none"> Do newcomer teachers and mainstream teachers collaboratively analyze and interpret student work to determine how well students master content, language, and literacy standards? 						
	<ul style="list-style-type: none"> Do teachers and school data teams disaggregate student data to learn more about how ELLs fare in content, language, and literacy? 						
	<ul style="list-style-type: none"> Do teachers, administrators, and ELL program staff act on conclusions drawn from student data? 						
Data Inform Programmatic & Instructional Decisions Teachers follow a formative assessment cycle to inform instructional decisions. Student performance relative to standards supports teachers in planning instruction best suited to their students' needs.	<ul style="list-style-type: none"> Are the results used to inform planning and instruction? 						
	<ul style="list-style-type: none"> Is there professional learning in place to build teacher capacity in assessment literacy? 						
Assessment Literacy The school commits to building capacity in assessment literacy. Teachers know how to design performance tasks linked to specific language and content standards. The school provides further professional learning to analyze and interpret results and determine how the results can inform future instructional decisions.	<ul style="list-style-type: none"> Are data protocols in place to guide analysis and interpretation of student data? 						



Educator Effectiveness & Professional Learning Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
Teacher Certification & Preparation Effective, fully credentialed teachers are trained on English language development pedagogy and high-leverage practices for serving ELLs.	<ul style="list-style-type: none"> Are teachers prepared with a deep understanding of English language development? 					
	<ul style="list-style-type: none"> Are teachers prepared with effective pedagogy and strategies for serving ELLs? 					
	<ul style="list-style-type: none"> Is professional learning in second language development offered and encouraged by the school? 					
	<ul style="list-style-type: none"> Do teachers collaborate to share best practices in language development? 					
Expertise in Language Development Teachers in newcomer programs are experts in developing language while simultaneously teaching content, skills, and literacy in the language of instruction. Given the complexity of this task, teachers must have preparation and continued professional learning.	<ul style="list-style-type: none"> Are language development strategies shared schoolwide? 					
	<ul style="list-style-type: none"> Are there clear priorities for professional learning? 					
	<ul style="list-style-type: none"> Do teachers have a role in establishing priorities for professional learning? 					
	<ul style="list-style-type: none"> Does the professional learning contribute to continual improvement? 					
Professional Learning The newcomer program establishes priorities for professional learning. Professional learning priorities are developed collaboratively and transparently with staff, and are part of the program's commitment to continual improvement.	<ul style="list-style-type: none"> Does the program provide sustained follow-up to concepts presented in professional development time? 					
	<ul style="list-style-type: none"> Does the program incorporate concepts from professional development into professional expectations? 					



Educator Effectiveness & Professional Learning Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status		Action items	Next steps	
		Already in place	Not evident	Potential areas to develop	Interim check-in date	Timeline Final evaluation date
Learning Walks & Professional Reflection Focused learning walks are a core professional learning tool. Rounds of observations are focused through defined instructional lenses with the purpose of exchanging best practice. Learning walks are accepted as a professional norm and as an opportunity for personal and professional growth.	<ul style="list-style-type: none"> Are systems in place to enable learning walks to occur with minimal impact to teaching and learning? 					
	<ul style="list-style-type: none"> Are norms in place for guiding rounds of learning walks? 					
Professional Collaboration The program enables, encourages, and expects professional collaboration through horizontal (within grade levels) or vertical (across grade levels) learning teams.	<ul style="list-style-type: none"> Does the master schedule create the space for professional collaboration? 					
	<ul style="list-style-type: none"> Are PLTs guided by common professional norms and student-focused protocols? 					
	<ul style="list-style-type: none"> Does school leadership establish collaborative expectations for PLTs? 					
	<ul style="list-style-type: none"> Does school leadership establish expectations for and coach PLT norms and protocols? 					



Family & Community Reflective Tool

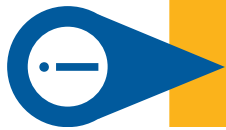
Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Home/School Collaboration The school actively communicates the value of newcomer programs through strong connections to family and community partners. The school embodies the values of multiculturalism and projects the importance of multiliteracy, serving as a community center to exchange culture, language, and the value of education.	<ul style="list-style-type: none"> Does the school encourage collaboration with family and community partners? 						
	<ul style="list-style-type: none"> Does the school project and communicate its values to family and community partners? 						
	<ul style="list-style-type: none"> Are families of diverse backgrounds represented on a school or program advisory board (PTA, PTO, PAC)? 						
	<ul style="list-style-type: none"> Does the school create opportunities for families and community members to actively contribute? 						
Home & Community Contribution Families, community members, and community-based organizations are empowered to contribute their strengths to the school community. The school community values the contributions of diverse voices that are representative of the school community.	<ul style="list-style-type: none"> Does the school value the strengths families and community members can offer the school and language program? 						
	<ul style="list-style-type: none"> Does the school project a welcoming atmosphere to students, families, and community members? 						
School Environment The school establishes a welcoming atmosphere for all members of the school community. Each staff person understands their responsibility for projecting the warm, accepting atmosphere that makes families and students feel welcome and supported.	<ul style="list-style-type: none"> Does the atmosphere communicate the school's values? 						



Family & Community Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Home/School Collaboration The school actively communicates the value of newcomer programs through strong connections to family and community partners. The school embodies the values of multiculturalism and projects the importance of multiliteracy, serving a community center to exchange culture, language, and the value of education.	<ul style="list-style-type: none"> Does the school encourage collaboration with family and community partners? 						
	<ul style="list-style-type: none"> Does the school project and communicate its values to family and community partners? 						
	<ul style="list-style-type: none"> Are families of diverse backgrounds represented on a school or program advisory board (PTA, PTO, PAC)? 						
	<ul style="list-style-type: none"> Does the school create opportunity for families and community members to actively contribute? 						
Home & Community Contribution Families, community members, and community based organizations are empowered to contribute their strengths to the school community. The school community values the contributions of diverse voices that are representative of the school community.	<ul style="list-style-type: none"> Does the school value the strengths families and community members can offer the school and language program? 						
	<ul style="list-style-type: none"> Does the school project a welcoming atmosphere to students, families, and community members? 						
School Environment The school establishes a welcoming atmosphere for all members of the school community. Each staff person understands their responsibility for projecting the warm, accepting atmosphere that makes families and students feel welcome and supported.	<ul style="list-style-type: none"> Does the atmosphere communicate the school's values? 						

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
School-Based Parent/Community Liaisons The school commits a family liaison to communicate the program's vision and foster advocacy for the program. Additionally, the family liaison serves as a critical conduit of information and cultural exchange between home and school.	<ul style="list-style-type: none"> Does the school create a personal bridge between families, the community, and the school? 						
	<ul style="list-style-type: none"> Does the school-family liaison reflect and communicate the values of the school? 						
	<ul style="list-style-type: none"> Does the program use multiple modes of communication to message its values to the community around the school? 						
Communication The newcomer program projects a clear vision into the community to promote the importance of language development and the value of multiliteracy.							



Support & Resources Reflective Tool

Program considerations	Guiding questions	Current status		Action items	Next steps	
		Already in place	Not evident	Potential areas to develop	Interim check-in date	Timeline Final evaluation date
Equitable Allocation of Resources Equality is not equity—the local school board, district, and school staff understand how to distribute resources to equitably fund the newcomer program.	<ul style="list-style-type: none"> Does the school district, the local school board, school, and district leadership plan for allocating resources to support newcomer ELL students? 					
	<ul style="list-style-type: none"> Does program leadership commit adequate funds to achieve the program's intended outcomes? 					
	<ul style="list-style-type: none"> Does the newcomer program have access to dually endorsed teachers capable of simultaneously teaching ELD and content-area studies? 					
Human Resources The local school board, and school and district leadership have a robust plan for recruiting and retaining highly effective staff that embrace and reflect the values of the ELD program. District leadership has a robust plan for recruiting and retaining highly effective, biliterate, multicultural staff that embrace and reflect the values of the newcomer program.						

Glossary

Newcomer: This guide synthesizes several bodies of research to serve as a planning tool for newcomer programs. Beaverton School District's definition of a newcomer ELL includes any student arriving in the country within the last two years and assessed at a level 1 English proficiency, based on a common diagnostic tool.

Newcomer program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). (ODE website: https://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html#newcomer_program)

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Resources

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