

Elevating English Learners (ELs)



Annotated Bibliography: Newcomer Students

Adelman, H. S., & Taylor, L. (2008). *Rebuilding for learning: Addressing barriers to learning and teaching and re-engaging students*. New York, NY: Scholastic, Inc.

This handbook has been designed as an introductory resource for learning about the enhancement of student learning supports; the full continuum of essential school-community interventions; and the core principles and tenets of comprehensive learning support systems. Four fundamental and interrelated concerns are confronted: (1) Policy for school improvement must be expanded to end the marginalization of interventions for addressing barriers to learning and teaching. (2) Current student learning supports must be reframed into a comprehensive system of intervention. (3) The organizational and operational infrastructure for schools, feeder patterns, and districts, and for school-community collaboration, must be reworked to facilitate the development of the system. Finally, (4) new approaches must be adopted for planning essential system changes, and for sustaining and replicating them to scale.

Administration for Children and Families. (n.d.). About Unaccompanied Children's Services. Retrieved from <http://www.acf.hhs.gov/programs/orr/programs/ucs/about>

This resource provides general information and statistics about the Office of Refugee Resettlement (ORR) and the Division of Children's Services/Unaccompanied Alien Children's' program.

Advocates for Children of New York. (2010). *Students with interrupted formal education: A challenge for the New York City public schools*. New York, NY: Advocates for Children of New York. Retrieved from http://www.advocatesforchildren.org/sites/default/files/library/sife_2010.pdf?pt=1

This report addresses the needs of students with interrupted formal education (SIFE) as critical to raising English learner (EL) achievement and graduation rates overall. Priorities for reform and recommendations for the Department of Education and New York State Education Department (NYSED) are presented.

Abrams, D., (2010). *On their way: An orientation curriculum for unaccompanied refugee minors*. Washington, DC: Center for Applied Linguistics. Retrieved from <http://www.culturalorientation.net/library/publications/on-their-way-curriculum>.

This resource assists with provision of orientation to URMs and to refugee youth in general. Materials include topic overviews, activity plans, necessary materials, suggested variations, links to additional resources, and so forth. Designed for use by overseas orientation providers, this resource is also easily adapted for use by those who deliver orientation in the United States.

Bankston, C. L., & Zhou, M. (1998). The social adjustment of Vietnamese American adolescents: Evidence for a segmented assimilation approach. *Social Science Quarterly*, 78(2), 508–523.

This article examines how young Vietnamese Americans may be affected by association with peers of major American racial groups and with “Americanized” coethnics. This research uses U.S. Census data to establish that racial groups surrounding a particular Vietnamese community constitute relatively privileged and relatively underprivileged segments. Findings offer support for the segmented-assimilation argument and association with “Americanized” coethnics have a negative effect on adjustment.

Calderón, M. (2006). *Effective instruction for English learners*. Santa Rosa, CA: Sonoma County Office of Education (SCOE). Retrieved from http://www.scoe.org/docs/ah/AH_calderon.pdf

Based on a presentation, this research-based publication helps local teacher-leaders and administrators explore questions relating to improving student achievement for ELs in elementary and secondary schools. Findings indicate that quality of instruction may be more important than language of instruction for ELs.

Central Intelligence Agency (2014). *The World Factbook*. Retrieved from the CIA World Factbook website: <https://www.cia.gov/library/publications/the-world-factbook/>

The CIA World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities.

Colorín Colorado. (2012). How to reach out to parents of ELLs. Retrieved from Colorín Colorado website: <http://www.colorincolorado.org/educators/reachingout/outreach/>

This article describes ways to reach out to parents of ELs and increase the likelihood of their participation in their child’s education. Examples include using parents’ preferred language, educating them on the U.S. school system, arranging home and community visits, and welcoming parents into the school.

Cooperative for Education. (2014). Poverty & education. Retrieved from Cooperative for Education website: www.coeduc.org/guatemala/poverty.html

This web page provides statistics on the need in numbers in Guatemala. Poverty and lack of educational quality are highlighted.

Council of the Great City Schools. (2014). *A framework for raising expectations and instructional rigor for English language learners*. Washington, DC: Author. Retrieved from <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

The purpose of this document is to define a new vision for English language development, to share examples of instructional delivery models, and to provide step-by-step guidance for selecting instructional materials that will accelerate the acquisition of academic language and grade-level content for all ELs in urban school districts.

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Doran-Myers, D., & Davies, S.C. (2009). School-based services for traumatized refugee children. Retrieved from National Association of School Principals (NASP) website: <http://www.nasponline.org/publications/cq/39/5/ServiceRefugeeChildren.aspx>

The purpose of this article is to inform school psychologists of specific stressors faced by refugee children and to describe school-based plans that can help meet their needs. Topics include stressors faced by refugees, school-based services for refugee students, and intervention in resettlement.

Education Policy and Data Center (EPDC). (2014). Education demographics by country. Retrieved from EPDC website: <http://www.epdc.org/data>

This online database serves as a resource for education data and creates profiles and data reports on education-related demographics and statistics in countries around the world. The EPDC team researches issues and challenges in education around the world and makes projections about education needs and resources. The data can be searched across several dimensions or browsed through by topic, school level, and country profile pages.

Edwards, J. (2002). *Education and poverty in Guatemala* (Technical Paper #3). Washington, DC: World Bank, Guatemala Poverty Assessment (GUAPA) Program. Retrieved from <http://datatopics.worldbank.org/hnp/files/edstats/GTMwp02.pdf>

This paper describes and quantifies the role that education plays in determining poverty, and provides concrete policy recommendations on improving education for the poor in Guatemala. While Guatemala's demographic statistics—including poverty rates—are similar to those of other Latin American countries, the magnitude of the characteristics create implications for the efficiency and productivity of public investments and ultimately for the equality or otherwise of these investments.

Gallegos, M. (2005). La educación en Latinoamérica y El Caribe: Puntos críticos y utopías. [Education in Latin America and the Caribbean: Critical points and utopias]. *Revista Latinoamericana de Estudios Educativos*, 35, 7–34.

This article reviews common education concerns in Latin American and Caribbean regions. Concerns include context of international education; the education reform process; and concepts of equity, quality, and coverage. It also details and adopts a critical perspective to deconstruct and denature the long term issues that make education reforms in the regions difficult and offers recommendations to strengthen the region and reverse problems in the future.

Kea, C. D., & Trent, S. C. (1998). Providing culturally responsive teaching in field-based and student teaching experience: A case study. *Interdisciplinary Journal of Teaching and Learning*, 3, 82-101. Retrieved from <http://www3.subr.edu/coejtl/files/download/ijtl-v3-n2-summer2013-kea-trent-pp82-101.pdf>

This study chronicled yearlong outcomes of 27 preservice teacher candidates' ability to design and deliver culturally responsive lesson plans during field-based lesson observation and student teaching settings after receiving instruction in special education in which the curricula addressed the needs of culturally and linguistically diverse (CLD) students. Recommendations for research and practice for teacher education programs are provided.

Krogstad, J. M., & Gonzalez-Barrera, A. (2014, June 10). Number of Latino children caught trying to enter U.S. nearly doubles in less than a year. *Fact Tank*. Retrieved from Pew Research Center website: <http://www.pewresearch.org/fact-tank/2014/06/10/number-of-latino-children-caught-trying-to-enter-u-s-nearly-doubles-in-less-than-a-year/>

This article and its graphics show the increase in the number of unaccompanied minors at the U.S.'s Southwest border, disaggregated by border patrol section and country of origin. Trend lines show an increase in apprehended unaccompanied minors coming from Central America, specifically Honduras.

National Association for the Education of Homeless Children and Youth. (2011, November). *Protocol for enrolling unaccompanied youth in school: Whom do we call?* Minneapolis, MN: Author. Retrieved from http://naehcy.org/dl/tk/hs/2_enroll.doc

This tool kit for high school counselors and McKinney-Vento liaisons provides frequently asked questions and suggested protocol for enrolling unaccompanied youth in school.

Orfield, G., & Yun, J. T. (1999). *Resegregation in American schools*. Cambridge, MA: Harvard University, The Civil Rights Project. Retrieved from <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/resegregation-in-american-schools/orfield-resegregation-in-american-schools-1999.pdf>

This study examines changes in the racial composition of American schools, national patterns of segregation, the relationship between segregation by race and schools experiencing concentrated poverty, the difference in segregation in different regions and types of school districts, and the segregation of multiracial schools. For both African American and Latino students, the study reports differences in segregation by region and state and the most segregated states. The report concludes with a discussion of policies that could help reverse the trends toward intensifying segregation.

Predaris, T., Scriven, D., & Hagos, R. (2013). Meeting the needs of students with interrupted formal education and refugee backgrounds [Webinar]. Retrieved from <https://www.youtube.com/watch?v=1x16UcA4NV0>

This webinar provides background information on programs and policies of the Office of Refugee Resettlement, U.S. Department of Health and Human Services, along with an update on refugee populations coming into the United States. Strategies and solutions in addressing the educational needs of students from refugee families are also addressed, including innovative programming at the high school level for students who have gaps in their educational backgrounds.

Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). *Teacher development to support English language learners in the context of Common Core State Standards*. Paper presented at Understanding Language conference, Stanford University, Stanford, CA. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/10-Santos%20LDH%20Teacher%20Development%20FINAL.pdf>

This paper outlines the need for teacher development to support ELs in the context of Common Core State Standards. Four specific needs of EL teachers are addressed: (1) learning progressions, (2) language demands, (3) language scaffolds, (4) and language supports.

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

This report shows how successful newcomer programs develop students' academic English literacy skills; provide access to the content courses that lead to college and career readiness; and guide students' acculturation to U.S. schools and their eventual participation in civic life and the global economy. The findings in this report show that there is no one set model for a newcomer program and highlights design features and policies that are working well to promote academic rigor and to put newly arrived adolescent learners on the path to high school graduation and postsecondary opportunities.

SIL International. (2014). Ethnologue website at www.ethnologue.com

This comprehensive reference work catalogs all of the world's known living languages. Language descriptions include world area, region of use within countries, alternate language and dialect names, estimated speaker populations, specified three-letter code from ISO 639-3, classification by language family, and language maps, and offers statistical summaries by world area, language size, language status, language family, and country. Information on countries of origin for the majority of newcomers may be found below:

- *El Salvador*: <https://www.ethnologue.com/country/SV>
- *Guatemala*: <https://www.ethnologue.com/country/gt>
- *Honduras*: <https://www.ethnologue.com/country/HN>

Suárez-Orozco, C., Rhodes, J., & Milburn, M. (2009, December). Unraveling the immigrant paradox: Academic engagement and disengagement among recently arrived immigrant youth. *Youth and Society*, 41(2). Retrieved from <http://yas.sagepub.com/content/41/2/151>

Many studies have pointed to a troubling phenomenon known as the "immigrant paradox." Despite an initial advantage length of residence in the United States appears to be associated with declining academic achievement and aspirations. To date, this line of research has taken a largely cross-sectional approach, comparing first, second, and third generations. The Longitudinal Immigrant Student Adaptation Study (LISA) combines longitudinal, interdisciplinary, and comparative approaches to document the patterns of adaptation of 408 recently arrived immigrant origin youth from Central America, China, the Dominican Republic, Haiti, and Mexico over the course of five years. This study provides data that demonstrate patterns of academic engagement and achievement of these youths over time, as well as a structural equations model (SEM) that sheds light on the factors contributing to these patterns. These data suggest that supportive relationships significantly mediate the academic engagement and outcomes of immigrant youth. Implications and future directions are discussed.

Tuchman, O. (2010). *Effective programs for English language learners with interrupted formal education* [PowerPoint presentation]. Indianapolis, IN: Indiana Department of Education, Office of English Language Learning & Migrant Education. Retrieved from <http://www.brycs.org/documents/upload/ELLswithInterruptedFormalEducation.pdf>

This presentation features characteristics of ELs and factors that affect learning. Practical approaches for working with students with interrupted formal education are also addressed.

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United Nations High Commissioner for Refugees (UNHCR). (2013). *Children on the run: Unaccompanied children leaving Central America and Mexico and the need for international protection*. Washington, DC: Author. Retrieved from <http://www.unhcrwashington.org/children/reports>

This report analyzes the reasons given by 404 unaccompanied children to a team of researchers for why they left their homes, and makes recommendations for a way forward through this humanitarian crisis. The United Nations High Commission for Refugees (UNHCR) tracks the number of asylum seekers, both children and adults, and examines the trends of unaccompanied minors seeking safe haven on U.S. soil.

U.S. Department of Education. (2014). *Fact sheet: Educational services for immigrant children and those recently arrived to the United States*. Retrieved from <http://www2.ed.gov/policy/rights/guid/unaccompanied-children.pdf>

This fact sheet provides information to help education leaders better understand the responsibilities of States and local educational agencies (LEAs) in connection with such students, and the existing resources available to help educate all immigrant students—including children who recently arrived in the United States.

U.S. Department of Education, Office for Civil Rights (2005, March). *Developing programs for English language learners: Glossary*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>

This web page provides a list of common terminology and definitions as part of resource material for developing programs for ELs.

U.S. Department of Education, Office for Civil Rights. (2014, October). *Guidance to ensure all students have equal access to educational resources*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>

The guidance provides detailed and concrete information to educators on the standards set in Title VI of the Civil Rights Act of 1964, including information regarding the requirements on educational resources, how OCR investigates resource disparities and what SEAs, LEAs and schools can do to meet their obligations to all students. Under Title VI, states, school districts and schools must not intentionally treat students differently based on race, color or national origin in providing educational resources. In addition, they must not implement policies or practices for providing educational resources that disproportionately affect students of a particular race, color or national origin, absent a substantial justification. The law does not require that all students receive the exact same resources to have an equal chance to learn and achieve. It does, however, require that all students have equal access to comparable resources in light of their educational needs.

U.S. Department of Education, Office for Civil Rights, and U.S. Department of Justice. (2015, January). *English learner students and limited English proficient parents*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under the civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under Title VI and the EEOA, and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. The guidance also includes discussion of how SEAs and school

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districts can implement their Title III grants and subgrants in a manner consistent with these civil rights obligations. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to LEA- and school-related information.

U.S. Department of Human Services, Administration for Children and Families. (2014). *Fact sheet from the Unaccompanied Alien Children Program*. Retrieved from http://www.acf.hhs.gov/sites/default/files/orr/unaccompanied_childrens_services_fact_sheet.pdf

This fact sheet provides background information, statistics, and services provided for children who come into the United States from other countries without an adult guardian.

Walsh, C. (1999). *Enabling academic success for secondary students with limited formal schooling: A study of the Haitian literacy program at Hyde Park School in Boston*. Providence, RI: The Education Alliance at Brown University, Northeast and Islands Regional Educational Laboratory. Retrieved from <http://www.brown.edu/academics/education-alliance/publications/enabling-academic-success-secondary-students-limited-formal-schooling-study-haitian-lit>

This research report provides a case study of the Haitian literacy program at a public high school in Boston, Massachusetts, that teaches literacy and numeracy skills to high-school-age students with limited formal schooling. It gives a detailed description of the goals and instructional approach of the literacy program and discusses measures of student success within the program.

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