English Learner (EL) Newcomers

August 26, 2019

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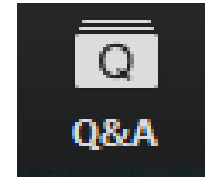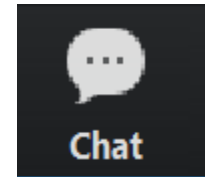
Office of English Language Acquisition (OELA)

OELA mission: To provide national leadership in English learner (EL) education by advancing opportunities for educational excellence and equity for ELs and their families.

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Agenda

- Welcome, introductions, and webinar overview

- Introduction to EL newcomers

- A welcoming environment

- Establishing high quality instruction for EL newcomers

- NCELA's EL Newcomer Toolkit

- Q&A

- Closing

Webinar Objectives

Objectives:

- Discuss the needs of English learner (EL) newcomers

- Review the Newcomer Toolkit

- Analyze how to develop a welcoming environment for EL newcomers

- Explore ways of establishing high quality instruction for EL newcomers

Webbinar Facilitators

- Francisco López, Education Program Specialist, OELA

- Marguerite Lukes, Ph.D., Director of Research and Innovation, Internationals Network for Public Schools
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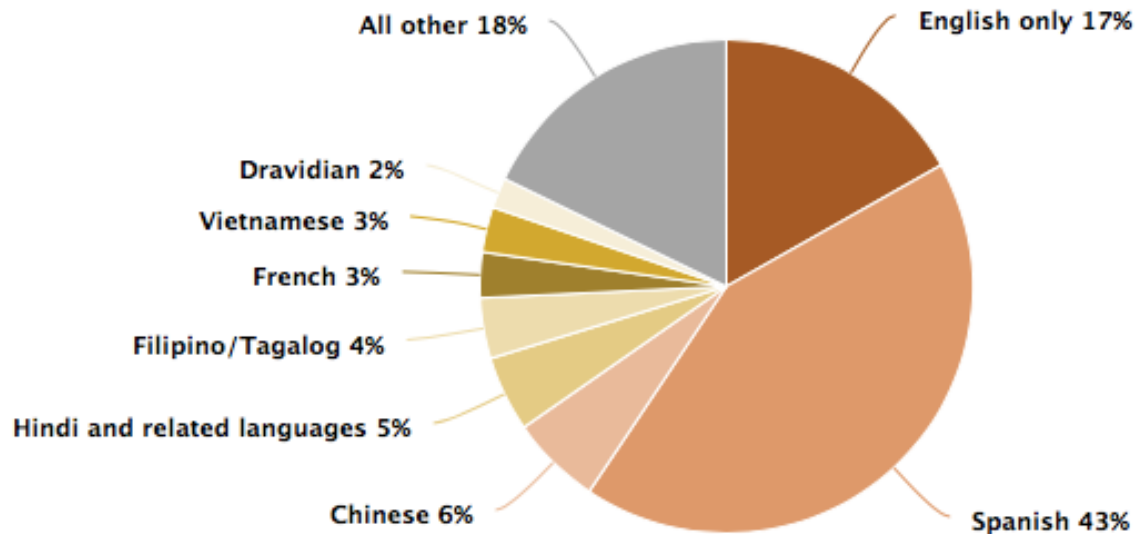
Overview of EL Newcomers

Who Are Newcomers?

U.S. Department of Education, Office of English Language Acquisition, 2016

Where Do Newcomers Come From?

Languages spoken among U.S. immigrants, 2017

% of immigrants ages 5 and older who speak ____ at home

- All other 18%
- English only 17%
- Dravidian 2%
- Vietnamese 3%
- French 3%
- Filipino/Tagalog 4%
- Hindi and related languages 5%
- Chinese 6%
- Spanish 43%

Note: Languages spoken by at least 2.0% of the immigrant population are shown. Hindi includes related languages such as Urdu and Bengali. Dravidian is family of languages which includes: Telugu, Tamil, Malayalam and Kannada.
Source: Pew Research Center tabulations of the 2017 American Community Survey (IPUMS).

Pew Research Center, 2019 https://www.pewhispanic.org/chart/immigrant-statistical-portrait-languages-spoken-among-u-s-immigrants/;
Zong, Batalova & Burrows, 2019

Newcomer Contributions
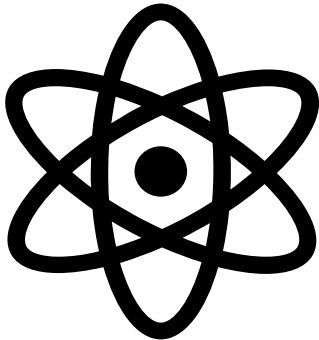
Science and Mathematics

Culture

Economics

U.S. Department of Education, Office of English Language Acquisition, 2016
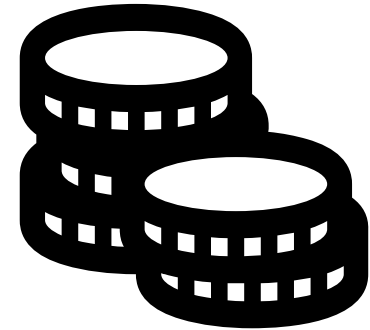
Under the Newcomer Umbrella

- Asylees

- ELs

- Foreign born

- Immigrant children and youth (Title III)

- New Americans

- Refugees

- Students with interrupted formal education (SIFE)

- Unaccompanied youths

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Poll

What do you enjoy most about educating EL newcomers?

 a) Observing their academic growth

 b) Getting to know students and their families

 c) Learning about other languages and cultures

 d) Interacting with diverse perspectives

 e) Other (please type in chat box)

Newcomer Toolkit

EL Newcomers

Toolkit Chapters

1. Who Are our Newcomers?

2. Welcoming Newcomers to a Safe and Thriving School Environment

3. High-Quality Instruction for Newcomer Students

4. How Do We Support Newcomers' Social Emotional Needs?

5. Establishing Partnerships with Families
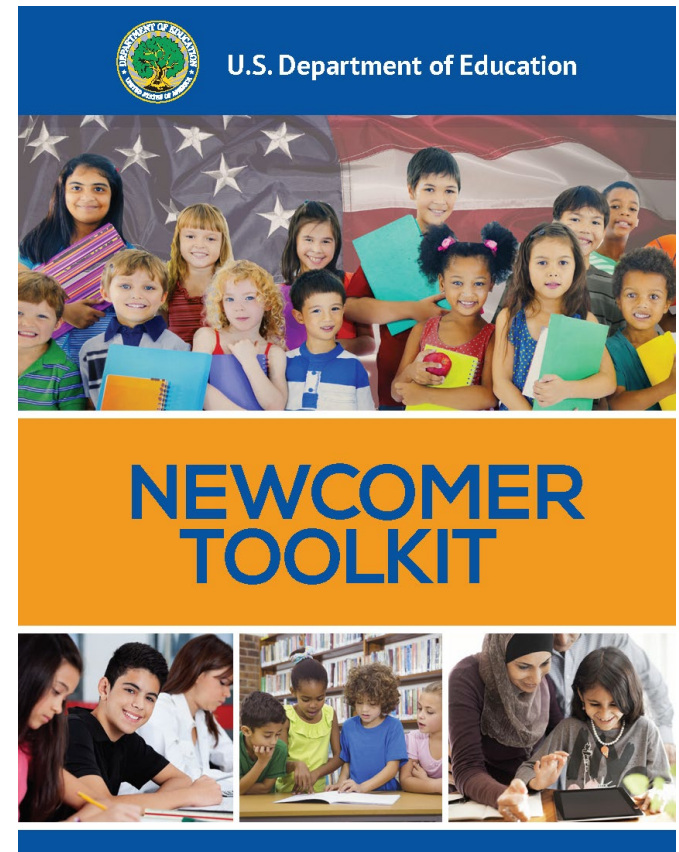
U.S. Department of Education, Office of English Language Acquisition, 2016

The Newcomer Toolkit

Addresses:

- Cultural and linguistic integration

- Legal obligations

- Welcoming environment

- Academic support for English language proficiency and state standards

- Social emotional skills

U.S. Department of Education, Office of English Language Acquisition, 2016

Newcomer Toolkit Provides

- Relevant information on newcomer students and families

- Tools, strategies, examples of practices in action

- Resources for further information and assistance

- Activities for staff development

Developing a Welcoming Environment

Poll

What are the most valuable assets that EL newcomers bring to a classroom?

a) Diverse cultural and life experiences

b) Knowledge of multiple languages

c) Content and academic knowledge

d) Motivation to learn and value of education

e) Other (please type in chat box)

Best Practices for Welcoming Newcomers

1. Knowledge about students

2. Program structures to support students' learning

3. Communication with students and their families

4. Parent and family engagement in the school community

5. Cultural and language integration

6. Community integration

Breiseth, Robertson, & Lafond, 2011; Castellón et al., 2015

Inclusive Approach

- A welcoming environment includes <u>everyone</u>:
  - All staff
  - All students
  - All families
  - Community & community organizations
  - School leadership
  - And students as leaders!

Bajaj, M. & Suresh, S. (2018). The "Warm Embrace" of a Newcomer School for Immigrant & Refugee Youth. *Theory into Practice. A*pril 2018.

Jaffe-Walter & Lee. (2018). Engaging the Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth. American Journal of Education 124:3, 257-283.

Suárez-Orozco, C., Suárez-Orozco, M., & Todorova, T. (2008). *Learning a New Land: Immigrant Children in American Society.* Cambridge, MA: Harvard University Press.

Sugarman, J. (2017). Beyond Teaching English: Supporting High School Completion by Immigrant and Refugee Students. Washington, DC: Migration Policy Institute.

What welcoming experiences can you create for…

students?

teachers & other staff?

students' families?

your community?

Toolkit Tool: Information on Newcomer Students

Orientation for refugee and immigrant students helps to familiarize these newcomers with school routines and educational expectations. For example, newcomer students may need explanations related to:

- Sitting still for long periods of time

- Riding a school bus

- Physical exams and immunizations

- Attendance and report cards

- Wearing or not wearing a uniform

- Raising a hand to speak

- Lining up to leave the classroom

- Co-ed classes

- Using a locker

Source: Bridging Refugee Youth and Children's Services (BRYCS). (2008). *Welcoming and orienting newcomer students to U.S. schools* (Spring 2008 *Spotlight*). Washington, DC: United States Conference of Catholic Bishops. (©U.S. Conference of Catholic Bishops.) Retrieved from http://www.brycs.org/documents/upload/brycs_spotspring2008-2.pdf

Toolkit Staff Development Scenario Activity

CHAPTER 2 | PROFESSIONAL REFLECTION AND DISCUSSION ACTIVITY GUIDE

NOTETAKING SHEET:
Identification of Examples of Parent and Family Engagement Practices

Characteristic	School #1	School #2	School #3	School #4
Co-construction and Collaboration				
Capacity Development				
Assets Orientation				
Multimodal Communications and Language Supports				
Continuous Improvement				
Any practices that our school could adopt or adapt? What would it take to do so?				

U.S. Department of Education, Office of English Language Acquisition, 2016

Establishing High Quality Instruction for EL Newcomers

Poll

What are your greatest challenges in meeting the needs of EL Newcomers?

a) Providing appropriate academic support

b) Finding appropriate resources

c) Communicating with students and their families

d) Meeting students' socio-emotional needs

e) Other (Please type in chat box)

6 Principles for High Quality Instruction of EL Newcomers

1. Engage ELs in discipline-specific practices

2. Leverage ELs' home language(s), cultural assets, prior knowledge

3. Develop standards-aligned, rigorous, grade-level, scaffolded instruction

4. Plan for English proficiency level(s) and prior schooling experiences in instruction

5. Teach comprehension and language strategies in academic context

6. Use diagnostic tools and formative assessment practices

U.S. Department of Education, Office of English Language Acquisition, 2016

Engage EL Newcomers in Discipline-Specific Practices

- Example: High School Science Class Studies DNA
  https://www.teachingchannel.org/video/ell-support-through-pbl-inps

- Dimensions of Academic Engagement

✔ **Cognitive Engagement**: students are engrossed and intellectually involved in what they are learning

✔ **Relational Engagement**: students feel connected to their teachers, peers, and others at school

✔ **Behavioral Engagement**: students are active participants in academic tasks

Suárez-Orozco, C., Suárez-Orozco, M. & Todorova, T. (2008). *Learning a New Land: Immigrant Children in American Society* (Cambridge, MA: Harvard University Press)

Leverage ELs' Language(s), Cultural Assets

- Examples:

  – Multilingual texts and writing

    - http://almaflorada.com/doc/Authors-in-the-classroom.pdf

  – Language tutors

    - http://internationalsnps.org/languagecoaching1/

  – Translanguaging

August, D., & Shanahan, T. (Eds.) (2006). Developing literacy in second language learners. Report of the national literacy panel on minority-language children and youth. Mahwah, NJ: Lawrence Erlbaum.

Bialystok, E. (2006). The impact of bilingualism on language and literacy development. In Bhatia, T.K., & W.E. Ritchie (Eds.) The handbook of bilingualism (pp. 577-601). Malden, MA: Blackwell Publishing.

García, O. and Kleifgen, J. (2010). Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners (Language and Literacy Series). New York, NY: Teachers College Press

Develop Rigorous, Grade-Level, Scaffolded Instruction

- ## Example: teaching argumentative writing

Opportunities for students to examine, paraphrase, summarize, and analyze multimodal texts in order to develop persuasive oral and written arguments.

- – http://internationalsnps.org/controversies/

Callahan, R. (2005). Tracking and High School English Learners: Limiting Opportunity to Learn. American Educational Research Journal, 42 (2): 3-5-28.

Fine, M., Stoudt, B., & Futch, V. (2005). The Internationals Network for Public Schools: A quantitative and qualitative cohort analysis of graduation and dropout rates: Teaching andlearning in a transcultural academic environment. New York,NY: The Graduate Center

Kessler, J., Wentworth, L., & Darling-Hammond, L. (2018). The Internationals Network for Public Schools: Educating our immigrant English language learners well. Stanford, CA: Stanford Center for Opportunity Policy in Education.

Zeiser, K. L., Mills, N., Wulach, S., & Garet, M. S. (2016). Graduation advantage persists for students in deeper learning network high schools. Updated findings

Plan for English Proficiency Level(s) and Experiences

- Differentiation: Same content, different entry points

  - Strategic grouping and collaboration

  - Layeread curriculum

  - Leveled texts

  - Video example: https://www.teachingchannel.org/video/deeper-learning-for-ell-inps

  - Colorin-Colorado example

    https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners

García, O. & Kleifgen, J. (2010). Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners (Language and Literacy Series). New York, NY: Teachers College Press.

Short, D. & Boyson, B.A. (2012). Helping Newcomer Students Succeed in Secondary Schools and Beyond. Washington, DC: Center for Applied Linguistics.

Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal, 7*(7), 935–947

Teach Comprehension and Language Strategies

- Provide scaffolds

- Teach academic vocabulary in context

- Language development in every content area

- Opportunities to read and write for multiple purposes

- Leveraging and developing students L1

- Use multimedia and visual models

- Graphic organizers

- Visuals

- Resource: EngageNY Scaffolding Guide
https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and

Use Diagnostic Tools and Formative Assessment

- Examples

- Projects and layered curriculum

  - http://internationalsnps.org/student-competitive-team-debate/

- Use data strategically

  – Examine subgroup performance through an equity lens

    - http://us.corwin.com/en-us/nam/book/solving-disproportionality-and-achieving-equity

Guha, Wagner, Darling-Hammond, Taylor, & Curtis. (2018). The Promise of Performance Assessments: Innovations in High School Learning and College Admission. Learning Policy Institute.

Fergus, E. (2017). Solving Disproportionality and Achieving Equity. Corwin.

Classroom Tool: Subject-Specific Teaching Strategies for Newcomer English Learners

- Teaching Civics and Social Studies

- Teaching Science

- Teaching Math

- Teaching English Language Arts

U.S. Department of Education, Office of English Language Acquisition, 2016

Toolkit Tool: Checklist for Teaching Global Competence

CRITERIA	COMMENTS FOR EDUCATORS
Have I selected a topic of local and global significance for this unit/project/visit/course?	
• Does the topic invite deep engagement?	
• Does the topic embody local and global significance?	
• Does the topic embody global significance?	
• Does the topic invite disciplinary and interdisciplinary grounding?	
Have I planned learning outcomes that are disciplinarily grounded and focused on global competence?	
• Do learning goals capture important knowledge and skills in one or more disciplines?	
• Do the selected learning outcomes capture relevant global competence?	
• Are learning goals shared with students and stakeholders?	

U.S. Department of Education, Office of English Language Acquisition, 2016

Toolkit Staff Activity: "Teach Me" Reflection and Discussion

A teacher gives her newcomer ELs a test on English grammar once a week to gauge their progress in learning English.	The teacher provides students with appropriate scientific language to assist students in discussing their observations of a science simulation.
A sixth-grade teacher uses a second-grade text with her newcomers. She claims that the language is at the students' level and that if she gave them grade-level materials they would not understand texts.	Overall, the teacher in a class speaks about 30 percent of the time and the students talk to each other through carefully constructed activities 70 percent of the time.
In a lesson about human rights for high school newcomers, the teacher uses a jigsaw project that addresses the needs of four different types of students through four different texts. The tasks and requirements for each group reading a different text are the same. To complete the activity, students will all share collective findings with new partners and then apply expertise and newly gained knowledge to produce a poster that explains the characteristics of good speeches.	Most of the questions asked of newcomers about concepts or texts are factual and ask students to recall information.

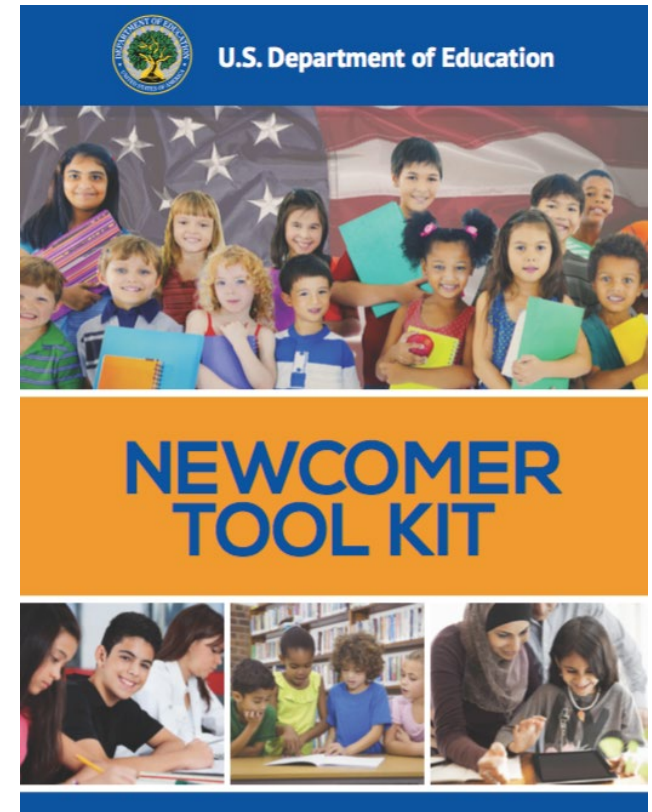# Toolkit Tool: Sample Core Principles for Educating Newcomer ELs

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

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

Newcomer Toolkit and OELA Website

- The Newcomer Toolkit: https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html

- Office of English Language Acquisition (OELA) website: https://www2.ed.gov/about/offices/list/oela/index.html?src=oc

Q & A

EL Newcomers

OELA Contact Information

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Engaging with OELA and ED

- Nexus Newsletter: https://www.ncela.ed.gov/ncela-nexus

- NCELA: https://www.ncela.ed.gov

- OELA on Facebook: https://www.facebook.com/ED.OELA

- NCELA on Twitter: https://twitter.com/ASKNCELA1

- OESE/OSS with EL resources (including OELA & NCELA): https://bit.ly/2GO0x5T

Wrap Up

EL Newcomers

Webinar Feedback

After this webinar, please take a moment to complete this brief online survey to provide feedback on today's event:

https://www.surveymonkey.com/r/NewcomerToolKit

You will be asked:

1. How satisfied were you with the content provided?

2. What did you like most about the event?

3. How could this event have been improved?

4. What topics would you like to have addressed in future events?

Thank You

Thank you for joining us!