

Promoting the Educational Success of Children and Youth Learning English



Promising Futures

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

Today's Moderator

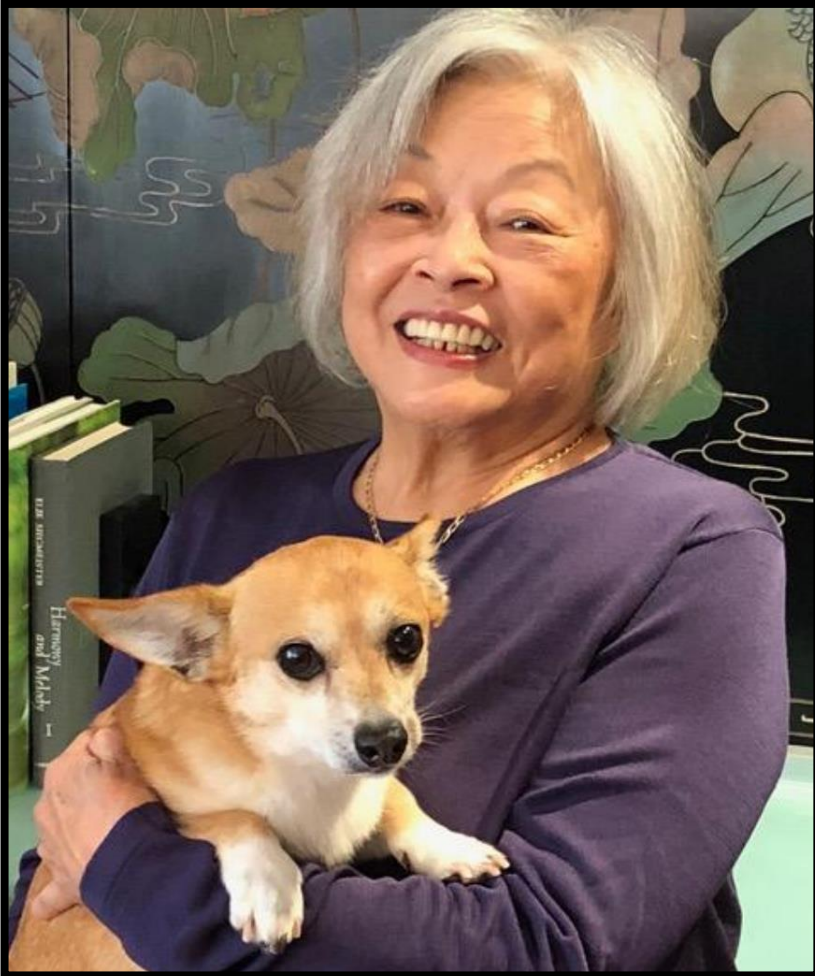


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Today's Presenter



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Today's Presenter



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Educational Consultant,
Committee Member



Today's Moderator



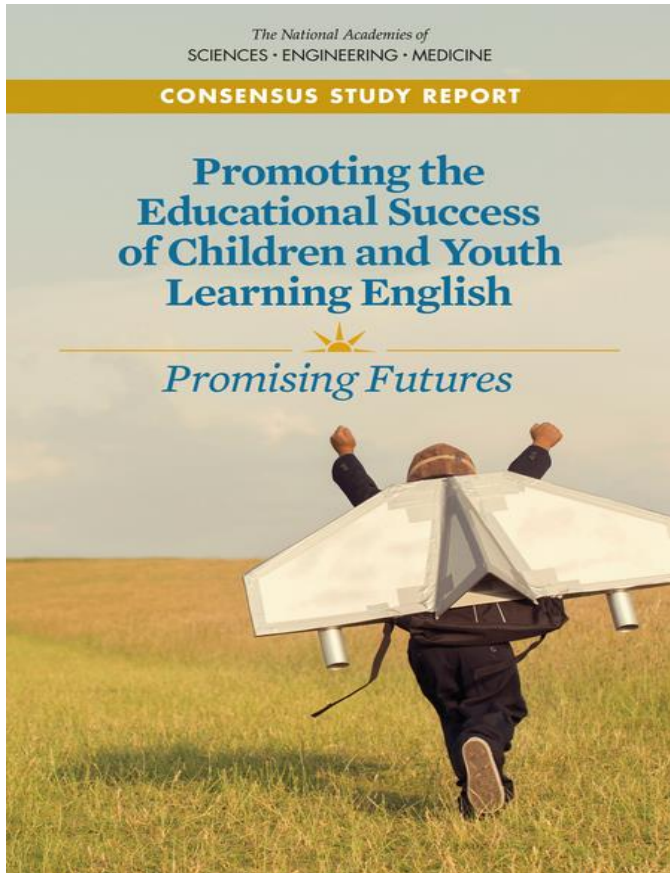
Gabriela Uro, Director,
English Language Learner
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Schools

Overview of Today's Webinar



- Overview of the Consensus Study
- Promising and Effective Practices
 - Birth to age 5
 - Grades K-5
 - Grades 6-8
 - Grades 9-12

Areas Addressed



Birth to Grade 12 ELs:

- Demographics
- Language development
- Evolution of policy
- Factors that support educational success

Areas Addressed



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CONSENSUS STUDY REPORT

Promoting the Educational Success of Children and Youth Learning English



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- Specific populations: children with disabilities, gifted and talented, homeless, migrants, indigenous heritage language learners
- Assessment
- Workforce
- Recommendations for school success
- Research agenda

Terminology



DUAL LANGUAGE LEARNER (DLL)

- U.S. Office of Head Start
- Birth to age 5
- Learning two or more languages or learning a second language
- Developing home language

ENGLISH LEARNER (EL)

- Federal legislation (ESEA, ESSA)
- Aged 3 through 21
- In the U.S. school system
- Primary language other than English
- English proficiency level interferes with achievement when English is the language of instruction.

Children and Languages



All children can learn 2 or more languages.

Strong primary language skills support the acquisition of English.

Consequences and Benefits of Bilingualism



- Dual language learners may have smaller vocabularies in each language initially—
- As their language develops, vocabulary in each language eventually becomes comparable in size to that of monolinguals.
- Improved executive functioning skills
- Communicative competence
- Possible delay of onset of dementia/Alzheimer's
- Socio-cultural and familial benefits

Effective Programs & Practices



Young Children, Birth to Age 5

Elementary School Students, Grades
PreK-5

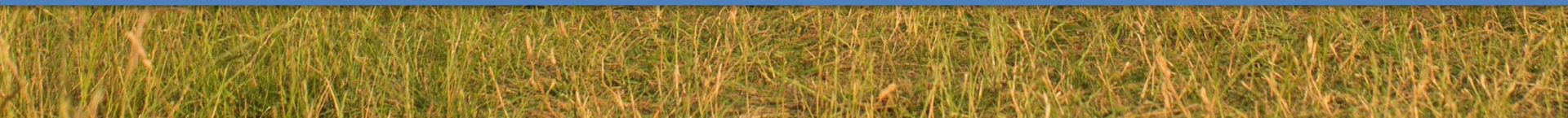
Middle School Students, Grades 6-8

High School Students, Grades 9-12



The early years are a critical time for language, culture, and conceptual development for young children. The foundations for learning are established in the home. The school's collaboration with the family is crucial to success.

PRE-SCHOOL YEAR(S)



Effective Practices: Pre-School

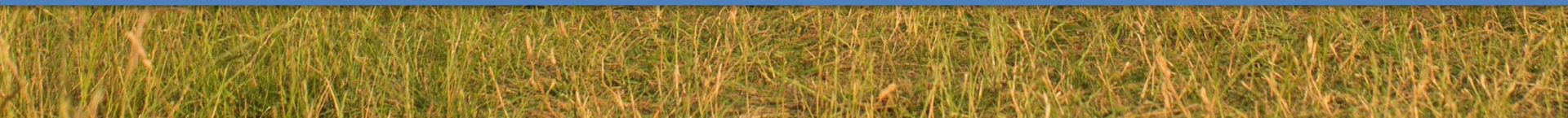


- Build on the resources children bring from home and primary culture—foundational to learning and self-esteem.
- Support children's primary language skills (critical during early years). The risk of home language erosion and loss is great when English is promoted to the exclusion of children's L1s in preschool programs.
- Provide *enriched* learning opportunities through developmentally appropriate and comprehensive preschool curricula.
- Engage families in family literacy activities (e.g., the Early Author's program in Miami-Dade County).



Literacy skills are developed in the elementary school years. English learners add societal language to their linguistic repertoires. Specialized instructional strategies and approaches are required to insure successful learning.

GRADES K-5



Effective Practices K-5 (A Cumulative List)



- Build on children's home languages and cultural assets in developing spoken and written language skills (e.g., begin literacy instruction in primary language, ideally).
- Provide explicit instruction in literacy components – decoding, comprehension, fluency.
- Provide visual and verbal supports to make core content comprehensible
- Develop academic English proficiency—including preferred grammatical, lexical, and rhetorical features—in the context of subject matter teaching & learning.
- Use grade-level instructional materials! **Avoid DDMs!***

Effective Practices

K-5 (All of the above, plus...)



- Dedicate time to develop oral proficiency in English. Emphasize communication skills.
- Develop vocabulary in the context of use!
- Integrate oral and written language instruction and skill development in communicative contexts.
- Use student-centered learning with instructional support as needed to insure learning of new concepts and skills!
- Emphasize meaningful literacy engagement in the course of reading and writing instruction.



A critical developmental period in the lives of kids -- between childhood and adulthood -- for identity formation, cognitive development, growing independence, social awareness and development, and facing new organizational structures at school.

GRADES 6-8

Effective Practices: 6-8 (All of the above, plus...)



- Use L1 to support learning across content areas!
- Use structured, collaborative, and peer group activities to support and extend teacher led-instruction.
- Develop reading and writing through text-based, analytical instruction using a cognitive strategies approach.
- Provide access to complex language and content through grade-level texts with appropriate instructional support.
- Foster student motivation and engagement in literacy through compelling topics, choice, and appropriate support. **Avoid DDMs!**



Time is short and the stakes are high. The structure and size of many high schools make school more impersonal. Developmental challenges include reconciling school experiences with an evolving sense of self, based on personal history, sociocultural understandings, immigration status, and expectations of adulthood.

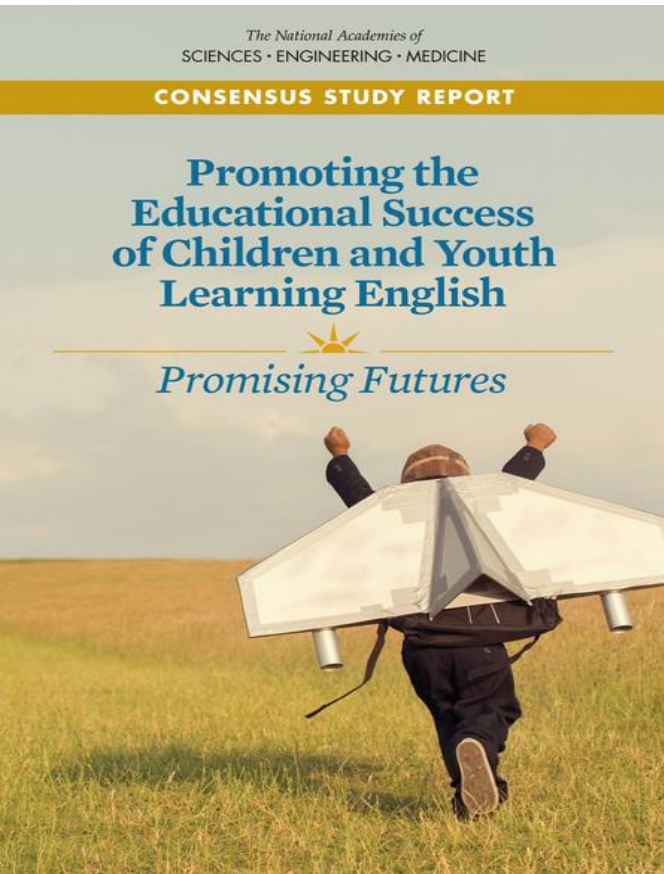
GRADES 9-12

Effective Practices: 9-12 (All of the above plus...)



- Provide opportunities for extended discussions of text meaning and interpretation.
- Use frequent, on-going formative assessments to guide and revise instruction.
- Provide small-group instructional opportunities to students struggling in literacy and/or English-language development.
- Capitalize on parent support and knowledge to foster a community of learning.
- **Avoid DDMs!**

Long-Term English Learners



- Students not reclassified as English proficient after 6/7 years with devastating results:
 - Perform 2 years or more below grade level
 - High drop-out rates
 - Disengaged from academics and school
 - Underestimated and underserved.
- Their failure to thrive academically is evidence of inadequate or inappropriate instructional support.



While most schools and districts have had difficulty closing the substantial achievement gap between ELs and other students, some have had extraordinary success in raising academic outcomes for English learners. There is much to learn by looking closely at what made them so effective.

SCHOOLS AND DISTRICTS THAT BEAT THE ODDS!

Characteristics of Effective Districts and Schools



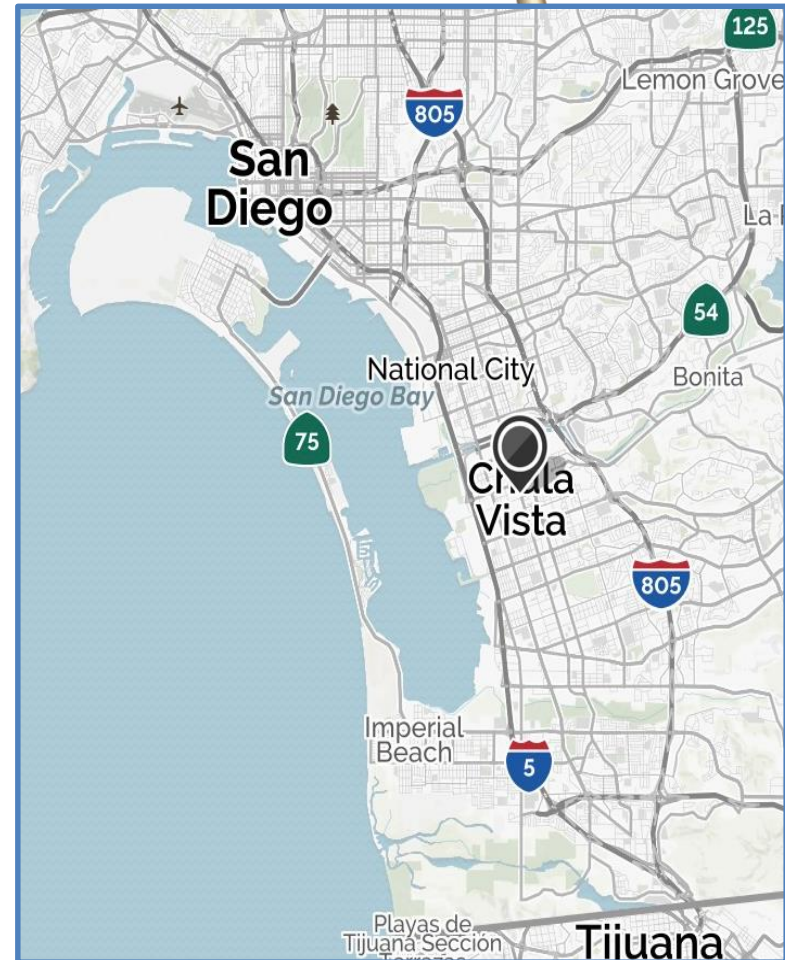
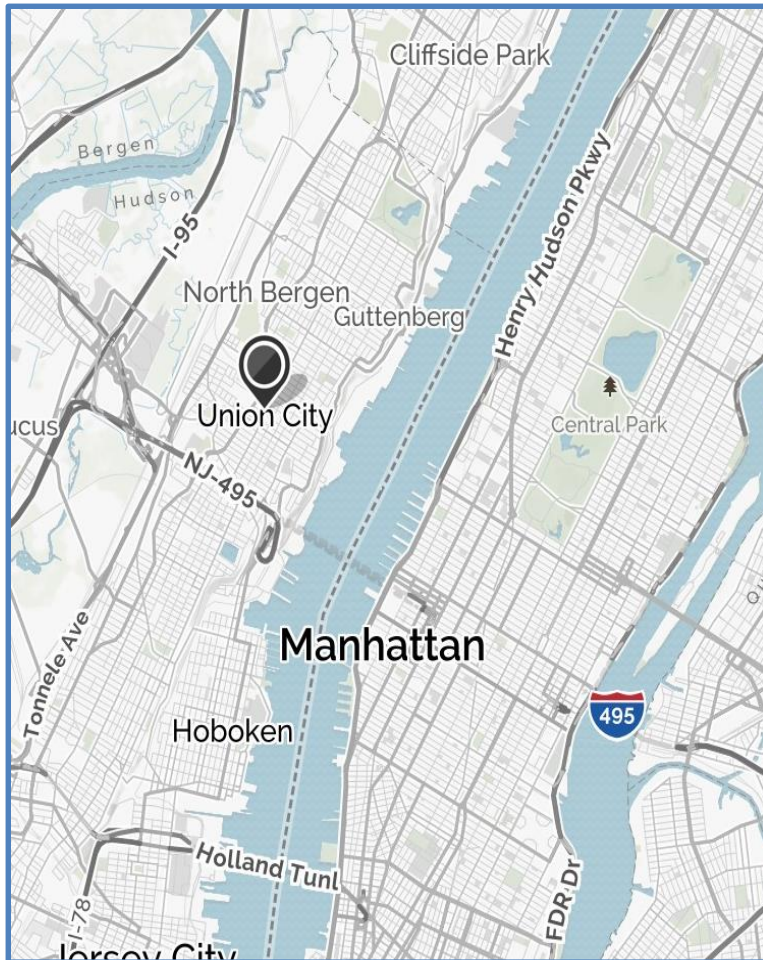
- Administrative leadership assumes responsibility for improving instructional quality.
- Everyone is engaged - administrators at all levels, teachers, and support staff - in identifying needs and strategies to address student needs.
- **United** effort to develop coherent instructional programs to meet prevailing standards.
- High expectations held for **all** students and instructional support provided as each student needs.
- Focused attention on ELs needing additional support to meet grade-level academic expectations and goals.

Most Importantly, Effective Schools and Districts...



- Provide socio-emotional support for administrators, teachers, support staff, students, and families—up and down the line!
- Recognize the extreme conditions under which schools often operate; everyone involved is provided maximal emotional, social, and pedagogical support needed to perform their roles effectively.
- Attend to and do not ignore the needs of struggling students—especially ELs!
- Engage families and communities in supporting the school's mission to educate students!

Case Studies of Excellence: Union City, NJ & Chula Vista, CA



Different Starting Points, Similar Benefits for Students



UNION CITY PUBLIC SCHOOLS

- Begun in 1989, a last ditch overhaul of a failing district.
- Long-time district educators assigned to design a coherent curriculum.
- Most important decision: Same quality curriculum for everyone!
- Different needs meant different levels of support, not different materials.

CVLC CHARTER SCHOOL

- Begun in 1998, a dual language charter start-up when bilingual education was eliminated by CA voters.
- Effort by parents, teachers, and community to begin a school that built on linguistic, cultural resources kids brought to school from home.
- K-6 initially, now K-12.

Major Difference—The Role of Students' L1 in the Goals



UNION CITY SCHOOL DISTRICT

- Building on students' language resources was starting point.
- Students use the language they know best to learn skills they are expected to acquire—a kind of bilingual education.
- Eventually, students transition to English once they are proficient.

CVLCC CHARTER SCHOOL

- The goal is the bilingualism and biliteracy required to function in a global world.
- Academic language skills are developed in Spanish and English as students engage with peers and teachers in the high-level curriculum teachers have designed.
- Freirean critical pedagogy.

High School Case Studies



Schools to Learn From

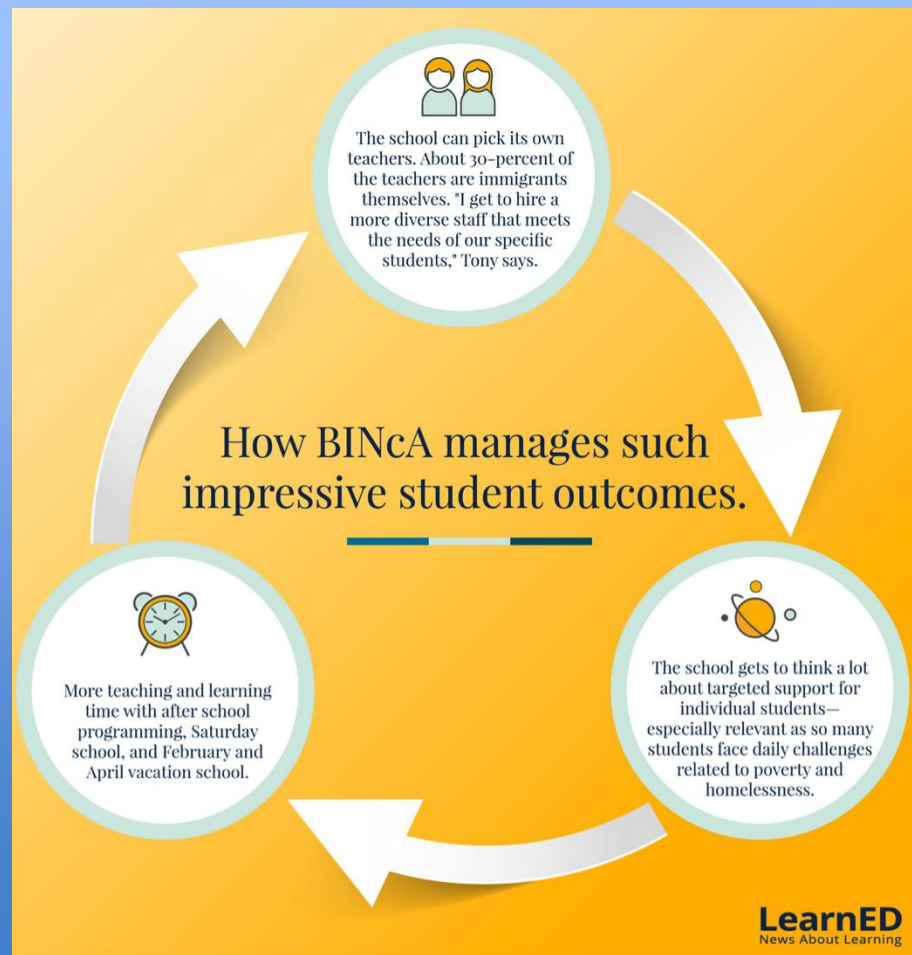
How Six High Schools Graduate
English Language Learners College and Career Ready

<http://ell.stanford.edu/content/schools-learn>

(pp. 318-321)

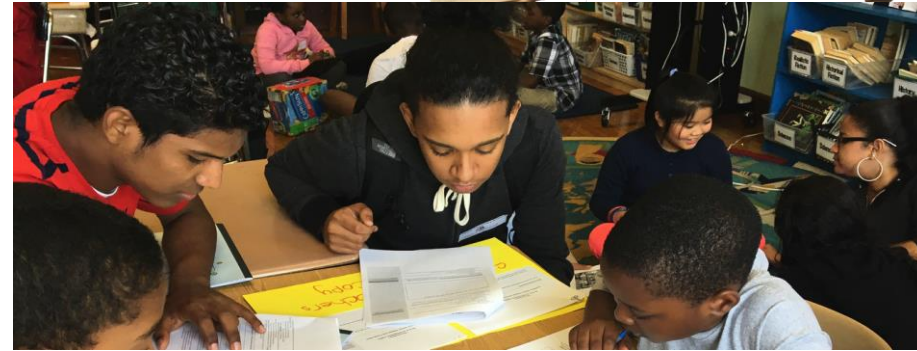
- Boston International High School and Newcomers Academy (BINcA)
- High School for Dual Language and Asian Studies
- It Takes a Village Academy
- Manhattan Bridges High School
- Marble Hill School for International Studies
- New World High School

BINcA (<https://www.bincabps.org/>)



BINcA

Consistent use of appropriate strategies across content areas that support oral academic language practice integrated with academic literacy practices using complex texts.



- Meaning making is central.
- Focus on understanding the meanings, nuances, functions of words, phrases, expressions in the context of oral and written language
- Talk moves, discourse starters

Study Sponsors



- U.S. Department of Education
- Administration for Children and Families, HHS
- Health Resources and Services Administration, HHS
- Foundation for Child Development
- Heising-Simons Foundation
- The McKnight Foundation

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Questions?



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REPORT

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Report and Related Materials:

<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

Toolkit (Birth to Grade 5):

<https://www.nap.edu/resource/24677/toolkit/>