

Nebraska ELL Program Guide



GUIDE FOR TEACHERS

Nebraska Department of Education

June 2010

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INTRODUCTION

According to the 2000 U.S. Census, language-minority students in K-12 schools number over 14 million. Not all language-minority students are English language learners (ELLs) or from immigrant families. In fact, most of these children (79 percent) are citizens, having been born in the United States. It is estimated there are nearly five million students in the United States that have limited English language skills that affect their ability to participate successfully in education programs and achieve high academic standards. Nebraska is one of many states which have experienced rapid increases in the number of limited English proficient (LEP) students. From 1990 to 2000, the number of LEPs in Nebraska grades K-8 increased 350 percent, and 233 percent in grades 6-12.

While many of Nebraska's English language learners are concentrated in urban areas, many smaller, more rural communities are experiencing an influx of language-minority students. Schools in these locations are unlikely to have the large numbers of bilingual and ESL teachers and other resources enjoyed by schools in larger communities. This change in the number of limited English proficient (LEP) students presents a new challenge to many Nebraska districts.

The purpose of this document is to assist schools in developing programs for English Language Learners and meeting federal requirements. The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. The U.S. Supreme Court's decision in *Lau v. Nichols* affirmed that school districts must take steps to help ELL students overcome language barriers and ensure that they can participate meaningfully in the districts' educational programs. In addition, under Title III of the Elementary and Secondary Education Act (ESEA), ELLs must show increased academic achievement in content areas each year, while learning English.

Federal law requires programs that educate children with limited English proficiency to be:

- based on a sound educational theory;
- adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- periodically evaluated and, if necessary, revised.

OCR does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Therefore, this guide attempts to combine the three requirements of federal law with the unique challenges facing teachers in Nebraska schools. The companion *Nebraska ELL Program Guide for Administrators* provides additional information related to the development of ELL programs.

Additional information on the *Legal Responsibilities of Education Agencies Serving Language Minority Students* from Mid-Atlantic Equity Center available at <http://www.maec.org/pdf/legale.pdf>

WHAT TEACHERS SHOULD KNOW ABOUT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

Northwest Regional Educational Laboratory (NWREL) reviewed the educational research findings on effective instructional practices for ELLs. While there are still many unanswered questions regarding effective instruction for ELLs, there are “big ideas” or concepts about second language acquisition and the academic challenges facing ELLs. There are fourteen key principles in the November 2008 report. The first five principles apply to all teachers, regardless of the grade or subject being taught.

The entire report is available at <http://www.k12.wa.us/MigrantBilingual/pubdocs/NWREL-Report-ELLInstruction-Nov2008.pdf>.

Principle 1: ELLs move through different stages as they acquire English proficiency and, at all stages, need comprehensible input.

Teachers should:

- Scaffold their instruction and assignments and provide multiple representations of topics
- Promote student interaction that is structured and supported

Principle 2: There is a difference between conversational and academic language; fluency in everyday conversation is not sufficient to ensure access to academic texts and tasks.

Teachers should:

- Provide explicit instruction in the use of academic language
- Provide multi-faceted and intensive vocabulary instruction with a focus on academically useful words

Principle 3: ELLs need instruction that will allow them to meet state content standards.

Teachers should:

- Provide bilingual instruction when feasible, which leads to better reading and content area outcomes
- In English-language instructional settings, permit and promote primary language supports
- In English-language instructional settings, use sheltered instruction strategies to combine content area learning with academic language acquisition

Principle 4: ELLs have background knowledge and home cultures that sometimes differ from the U.S. mainstream.

Teachers should:

- Use culturally compatible instruction to build a bridge between home and school
- Make the norms and expectations of the classroom clear and explicit
- Activate existing background knowledge and build new background knowledge to increase comprehension

Principle 5: Assessments measure language proficiency as well as actual content knowledge.

Teachers should:

- *Use testing accommodations as appropriate*

(Permission granted from NWREL, June 2010)

The *NeSA Approved Accommodations* document for ELL students provides additional guidance for assessing LEP students.

http://www.education.ne.gov/assessment/documents/NeSA_Accommodations.pdf

The complete *Guide for Including and Accommodating English Language Learners (ELLs) in the Nebraska State Accountability (NeSA) Tests 2009-2010*

<http://www.education.ne.gov/Assessment/documents/FinalGuideforIncludingandAccommodatingEnglishLanguageLearnersFeb-10.pdf>

STAGES OF SECOND LANGUAGE ACQUISITION

What are the stages of language acquisition?

Researchers define language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of the home language. Babies first listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

How long does it take for a language learner to go through these stages?

Just as in any other learning situation, it depends on the individual. One of the major contributors to accelerated second language learning is the strength of first language skills. Language researchers such as Jim Cummins, Catherine Snow, Lily Wong Fillmore and Stephen Krashen have studied this topic in a variety of ways for many years. The general consensus is that it takes between five to seven years for an individual to achieve advanced fluency. This generally applies to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may take between seven to ten years to reach advanced fluency. It is very important to note that every ELL student comes with his or her own unique language and education background, and this will have an impact on the English learning process.

It is also important to keep in mind that the understood goal for American ELL students is advanced fluency, which includes fluency in academic contexts as well as social contexts. Teachers often get frustrated when ELL students appear to be fluent because they have strong social English skills, or basic interpersonal communication skills (BICS), but then are unable to participate well in academic projects and discussions. This academic, or cognitive academic language proficiency (CALP), is necessary to be successful in school. Teachers who are aware of ELL students' need to develop academic language fluency in English will be much better prepared to assist those students in becoming academically successful.

THE SIX STAGES OF SECOND LANGUAGE ACQUISITION

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors (BICS). New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language (BICS and CALP).

Adapted with permission from Colorín Colorado

LIMITED FORMAL SCHOOLING (LFS)

In order to best meet the instructional needs of ELL students, it is important to know about the students' previous educational experience. ELL students come from a variety of backgrounds, some with limited formal schooling in their home country. Generally a student identified as LFS is a recent arrival to the United States. The student's background may differ significantly from the environment they are entering. This includes students whose schooling has been interrupted for a variety of reasons, including war, poverty, or patterns of migration, as well as students from remote rural settings. These students may exhibit some of the following characteristics:

- Pre- or semi- literacy in a native language
- Minimal understanding of the function of literacy
- Performance significantly below grade level
- A lack of awareness of the organization and culture of school

(Taken from *ESL Standards for Pre-K – 12 Students*, TESOL)

A student with limited English proficiency in grade 4 or above with limited literacy skills in any language may be considered LFS. Schools may consider the following information to help determine if a student meets the criteria for LFS:

- Parent survey
- Last grade completed in native country
- Native language writing sample
- Language proficiency assessment
- Math assessment

Students at this level will need to develop readiness skills in the areas of listening, speaking, reading, writing, and math. Students will progress through the stages of language acquisition, but will require additional time and instruction to acquire English. They may need additional assistance in learning about school culture, rules, and appropriate behavior.

TEACHING SUGGESTIONS

Linguistic Modifications

Teachers can support ELLs by modifying speech in several ways. Teachers should speak slowly and enunciate clearly. Repetition is essential to understanding. The language used should also consider a students' proficiency level in English. Another suggestion for teachers is to avoid jargon or idiomatic expressions as much as possible. For teachers of native Spanish speakers, the use of cognates can be very beneficial. Cognates are words that are similar in both languages. For example, the word "direction" in English and "dirección," in Spanish, are alike in both spelling, pronunciation, and meaning. False cognates are words that seem alike, but have very different meanings. For example, the word "embarrassed" sounds like "embarazada," but means *pregnant* in Spanish.

Gestures and Body Language

Effective teachers of ELL students use gestures, body language, and facial expressions to accompany their words.

Scaffold Instruction

Scaffolding includes whatever it takes to make the instruction meaningful for the student in order to provide a successful learning experience. When the information presented is made comprehensible to the learner, it is called *comprehensible input*. Teachers provide the context for learning by having visuals or other hands-on items available to support content learning. Students are asked questions in formats that give them support in answering, such as yes/no questions, one-word identifications, or short answers. Also, when practicing a new academic skill such as skimming, scaffolding involves using well-known material so the students aren't struggling with the information while they are trying to learn a new skill.

Visuals

The use of visuals can support instruction for ELL students. When presenting information about a concept, it is helpful to have a photograph or graphic representation of the concept. Visuals can be found in books, magazines, online, or in clip-art libraries.

Explicit Vocabulary Instruction

Explicit vocabulary instruction is very important in accelerating ELL students' English language development. There is a correlation between vocabulary development and academic achievement. There are many words in a text that may affect comprehension. A teacher may incorrectly assume the vocabulary is known by the student. It is important for teachers to develop ways to help students identify unknown words, as well as strategies for gaining meaning. While most textbooks include lists of new vocabulary based on grade-level content, ELL students need further vocabulary instruction. It is also beneficial for teachers to reinforce the language structures or common associations of vocabulary. For example, "squeak" is a sound that often goes with "mouse" or "door" and it may be stated as "squeak, squeaky, squeaks, or squeaked." Examining Greek and Latin roots is also very helpful

Hands-on Activities

Hands-on activities allow for deeper understanding of concepts and reduce linguistic demands on students. ELL students are able to show their understanding through these activities and participate meaningfully.

Modeling or Rephrasing

Modeling or rephrasing the correct use of English can benefit ELLs. Teachers should be strategic in error correction. When a student makes an error, i.e., "My dog *goed* to the park," the teacher responds with the correct form, "Oh, your dog *went* to the park."

Native Language Supports

Research shows that effective use of students' native language is beneficial to comprehension. Teachers may translate key vocabulary words to enhance understanding of content. Bilingual dictionaries, bilingual paraprofessionals, or bilingual peers can support ELLs in the classroom by clarifying directions and concepts.

Classroom Instruction that Works (CITW) with ELLs

The Mid-Continent Research for Education and Learning (McREL) conducted a meta-analysis to identify instructional strategies that proved to be exceptionally effective in increasing student

performance. Researchers Marzano, Pickering, and Pollock (2001) identified nine categories of effective instructional strategies. In the book *Classroom Instruction That Works with English Language Learners* (2006), Jane Hill and Kathleen Flynn expand upon this knowledge base and describe ways to use the best practice strategies with English Language Learners. The Nebraska Department of Education partnered with McREL to create a downloadable study guide to support teachers in working with these strategies. The guide is available at <http://www.education.ne.gov/NATLORIGIN/images/ELLI/Study%20Guide%20ACROBAT.pdf>.

Seek the Experts

There may be teachers in the building with experience teaching ELL students who can offer advice and support. Don't hesitate to look for support when facing challenges with students who are learning English. Find the people in the building or district who can offer guidance on effective instructional strategies for ELL students. These may be content area teachers or teachers with ESL specific training. Other resources include staff at Educational Service Units, the Nebraska Department of Education, or local colleges and universities.

PARENT/FAMILY INVOLVEMENT

Parent/family involvement is an important element for student success. There are many strategies that schools can use to help the parents of ELL students become active partners in education. No one technique will have the same effect for all parents. The National Parent Teacher Association (PTA) outlines strategies to encourage parent/family involvement of LEP students. In addition, the Harvard Family Research Project (HFRP) provides resources on family engagement from birth through young adulthood.

FACTORS THAT AFFECT PARENTAL INVOLVEMENT:

- Length of residence in the United States—Newcomers will often need considerable orientation and support to understand the educational system in the new country. Native language communication, cultural orientation sessions, and support of others (within the school and the community) can be helpful during what may be a stressful period of adjustment.
- English language proficiency—When parents lack the English skills to communicate effectively, parents may find it difficult or intimidating to speak with staff. If possible, bilingual support can help bridge the communication gap. Be sure to send parents bilingual notes from school whenever possible. Use the TransACT Communication Center to find documents in many different languages.
- Availability of bilingual staff—Bilingual school personnel can be crucial in fostering involvement among parents. Bilingual liaisons or paraprofessionals can translate important information for parents. When parents know that interpreters are available at school functions, including parent-teacher conferences, they are more likely to become involved.
- Prior experiences—Parents of ELL students differ widely in the extent to which they are familiar with the concept of parental involvement in schools. Some may have been actively involved in the home country. On the other hand, the parent role in education is understood in very different terms depending upon the country of origin and the cultural expectations.

Parents want to be supportive of their child's education. Making the effort to connect with the parents of LEP students yields positive results for students, families, teachers, and schools.

STAGES OF CULTURE SHOCK

Culture shock is used to describe the changing emotions someone experiences when living in a new country. Recognizing culture shock is an important way for teachers and administrators to support ELL students in their new countries.

Experts agree there are stages to culture shock and people experience each stage at differing intensities and for different lengths of time. Once people get beyond the initial and most difficult stages, life in the new country gets much better.

STAGE ONE - “Excitement”

The individual experiences a holiday or ‘honeymoon’ period with the new surroundings. They feel very positive about the new culture, are overwhelmed with impressions, find the new culture exotic and fascinating, and are generally passive.

STAGE TWO - “Withdrawal”

The individual now has some more face to face experience of the culture and starts to find things different, strange, and frustrating. They find the behavior of others unusual and unpredictable, begin to dislike the new culture and react negatively, feel anxious, start to withdraw, and begin to criticize, mock, or show animosity to others.

STAGE THREE - “Adjustment”

The individual now has a routine, feels more settled, and is more confident in dealing with a new culture. They understand and accept the behavior of others, feel less isolated, and regain their sense of humor.

STAGE FOUR - “Enthusiasm”

The individual now feels comfortable in the new culture. They enjoy being in the culture, function well in the culture, prefer certain traits of the new culture over their own, and adopt certain behaviors from the new culture.

RECOMMENDATIONS FOR TEACHERS

BUILD RELATIONSHIPS

- Get to know the students—Learn how to pronounce student names correctly. Listen closely as they pronounce their names or ask others to help you if you find the name difficult. Model the correct pronunciation to the class so others can also say the names correctly. Don’t “Americanize” their names.
- Provide personalized assistance—Some ELL newcomers may not answer voluntarily or ask for your help. Students may smile and nod, but this does not necessarily indicate understanding. Go to the student and offer individual assistance in a friendly way.
- Assign a peer partner—Identify a classmate to be a peer mentor. This student can make sure the ELL student understands by modeling. It is often helpful to use a peer who speaks the same first language.

ORIENT THE STUDENT TO THE SCHOOL

- School tour—If possible, have a bilingual paraprofessional, student or teacher take the student on a tour to locate the important people and places in the school. Some schools have made videos or books for newcomers and their families in the native language. These can be checked out and shared together in the home.
- Post the daily schedule and assignments—Students may not be able to understand all of the words that are spoken, but they can often understand the structure of the day. Use images to help explain the schedule (lunch, recess, math, etc.). This will help the student understand the daily routine. It is often beneficial to write assignments in a prominent place. ELLs can write them down and ask for clarification from the teacher, a friend, or a bilingual paraprofessional.

RECOGNIZE AND RESPECT FAMILY CULTURE

- Invite the students' culture into the classroom—Encourage students to share their language and culture.
- Use family skills or talents in the classroom.
- Post pictures, label items and include literature in the native language whenever possible.

In general, be aware that everyone experiences some type of culture shock when moving to a new country. Listen to students and observe their behavior. Encourage students to maintain communication with friends and family. Phone calls and email can be used to keep in contact with loved ones. Explain the benefits of a healthy lifestyle. Exercise, a balanced diet, and adequate sleep are important when coping with culture shock.

If students continue to have difficulty coping, connect them to professionals for additional counseling and support.

RESOURCES

PROGRAM ADMINISTRATION/ LEGAL OBLIGATIONS

Education Northwest

<http://educationnorthwest.org>

Education Northwest (formerly Northwest Regional Educational Laboratory) conducts more than 200 projects annually, working with schools, districts, and communities across the country on comprehensive, research-based solutions to the challenges they face.

English Language Learner Knowledgebase

<http://www.mc3edsupport.org/community/knowledgebases/Project-1.html>

The English Language Learner Knowledgebase is an online resource supporting education professionals in the administration of programs for English language learner (ELL) students. It is divided into four components: resources for program administrators, resources for teachers, resources for parent advocates, and resources for educators of migrant students.

National Clearinghouse for English Language Acquisition (NCELA)

<http://www.ncela.gwu.edu>

The National Clearinghouse for English Language Acquisition (NCELA) collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs and is funded by the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students of the U.S. Department of Education.

Glossary of Terms:

http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf

Nebraska Department of Education (NDE): Title III - English Language Acquisition

<http://www.education.ne.gov/NATLORIGIN/>

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)

<http://www.ed.gov/about/offices/list/oela/index.html>

The mission of the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students is to provide national leadership to help ensure that English language learners and immigrant students attain English proficiency and achieve academically and assist in building the nation's capacity in critical foreign languages. The office identifies major issues affecting the education of English language learners, assists and supports State and local systemic reform efforts that emphasize high academic standards, school accountability, professional development and parent involvement.

Office for Civil Rights (OCR)

<http://www.ed.gov/about/offices/list/ocr/ell/december3.html>

The Office for Civil Rights, U.S. Department of Education developed these materials in response to requests from school districts for a reference tool to assist them through the process of developing a comprehensive English language proficiency or English language learners (ELL) program. These materials discuss helpful steps to follow in designing or revising a program. These materials are intended as a resource for district use, not a statement of specific new legal requirements. Included with these materials are a glossary, a resource list, and a series of ELL program flow charts.

TransACT

<http://www.transact.com>

TransACT provides a comprehensive set of legally-reviewed forms and notices in a wide range of languages for both native English and limited-English speaking parents. TransACT helps K-12 educators nationwide achieve compliance with complex parent notification requirements.

INSTRUCTION

Center for Research on Education, Diversity & Excellence (CREDE)

<http://crede.berkeley.edu>

The Center for Research on Education, Diversity & Excellence is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. CREDE promotes research by university faculty and graduate students and provides educators with a range of tools to help them implement best practices in the classroom.

Center on Instruction

<http://www.centeroninstruction.org>

The Center on Instruction supports the regional Comprehensive Centers as they serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind—to close the achievement gap and improve teaching and learning for all students. They offer information on NCLB and best practices in reading, math, science, Special Education, and English Language Learning instruction; syntheses of recent scientific research on instruction; and opportunities for professional development. *Practical Guidelines for the Education of English Language Learners* is a series of three downloadable books. The guides provide evidence-based recommendations for policymakers, administrators, and teachers in K-12 settings who seek to make informed decisions about instruction and academic interventions for ELLs.

Cognitive Academic Language Learning Approach (CALLA)

<http://calla.ws>

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school.

Eastern Stream Center on Resources and Training (ESCORT)

<http://escort.org/?q=node/149>

Resource guides to help busy (mainstream) teachers with practical, research-based advice on teaching, evaluating, and nurturing limited English proficient students.

National Association for Bilingual Education (NABE)

<http://www.nabe.org>

The National Association for Bilingual Education is the only professional organization at the national level wholly devoted to representing both English language learners and bilingual education professionals. NABE supports the education of English language learners through

professional development opportunities for our members and works as an advocacy group for language minority students.

Nebraska Department of Education (NDE)

<http://www.education.ne.gov/NATLORIGIN/images/ELL%20GUIDELINES%20FALL%202004.pdf>
K-12 Guidelines for English Language Proficiency, Nebraska Department of Education

Sheltered Instruction Observation Protocol (SIOP) Model

<http://www.siopinstitute.net>

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching.

IDENTIFICATION/ASSESSMENT/ EVALUATION

IPT Tests

<http://www.ballard-tighe.com>

Language Assessment Scales (CTB McGraw-Hill)

<http://www.ctb.com>

Title III and ELDA Assessment at Nebraska Department of Education (NDE)

[http:// www.education.ne.gov/NATLORIGIN](http://www.education.ne.gov/NATLORIGIN)

Woodcock-Munoz (Riverside Publishing)

<http://www.riverpub.com/products/wmls/index.html>

GENERAL ELL INFORMATION

Center for Applied Linguistics (CAL)

www.cal.org

The Center for Applied Linguistics is a private, nonprofit organization working to improve communication through better understanding of language and culture. CAL is dedicated to providing a comprehensive range of research-based information, tools, and resources related to language and culture. CAL has earned a national and international reputation for its contributions to the fields of bilingual, English as a second language, literacy, and foreign language education; dialect studies; language policy; refugee orientation; and the education of linguistically and culturally diverse adults and children.

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

<http://www.cal.org/create/resources/pubs/index.html>

CREATE's focused program of research is designed to address the critical challenge of improving educational outcomes of English-language learners (ELLs).

National Center for Culturally Responsive Educational Systems (NCCRESt)

<http://www.nccrest.org>

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides

technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

Teachers of English to Speakers of Other Languages (TESOL)

www.tesol.org

TESOL's mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide.

SPECIALIZED RESOURCES/MISCELLANEOUS

Education Trust

<http://www.edtrust.org>

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. The goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those from low-income families or who are black, Latino, or American Indian—to lives on the margins of the American mainstream. (Available in Spanish)

Ethnologue

www.ethnologue.com

The purpose of the Ethnologue is to provide a comprehensive listing of the known living languages of the world. The demographic, geographic, vitality, development, and linguistic information can be useful to linguists, translators, anthropologists, bilingual educators, language planners, government officials, aid workers, potential field investigators, missionaries, students, and others with language interests.

Harvard Family Research Project (HFRP)

<http://hfrp.org>

HFRP's goal is to provide practical information that will stimulate innovation and continuous improvement in policy, practice, and evaluation focusing on early childhood education, out-of-school time programming, and family and community support in education.

National Parent Teacher Association

<http://www.pta.org>

PTA is the largest volunteer child advocacy association in the nation and provides parents and families with a powerful voice to speak on behalf of every child while providing the best tools for parents to help their children be successful students.

Office of Migrant Education

<http://www.ed.gov/programs/mep/index.html>

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Office of Refugee Resettlement

<http://www.acf.hhs.gov/programs/orr>

Founded on the belief that newly arriving populations have inherent capabilities when given opportunities, the Office of Refugee Resettlement (ORR) provides people in need with critical resources to assist them in becoming integrated members of American society.

TEACHER RESOURCES

Anti-Defamation League

<http://www.adl.org>

The Anti-Defamation League was founded in 1913 "to stop the defamation of the Jewish people and to secure justice and fair treatment to all." Now the nation's premier civil rights/human relations agency, ADL fights anti-Semitism and all forms of bigotry, defends democratic ideals and protects civil rights for all. A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 30 Regional and Satellite Offices in the United States and abroad.

Association for Supervision and Curriculum Development

www.ascd.org

ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner.

Colorín Colorado

<http://www.colorincolorado.org>

Colorín Colorado is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorín Colorado's mission is to find research-based and best-practice information about teaching reading to English language learners (ELLs) and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers.

Dave's ESL Café

<http://www.eslcafe.com>

Resource for students and teachers with links to over 3,000 ESL related resources.

Education Alliance (Brown University)

<http://www.alliance.brown.edu/tdl/index.shtml>

The goal of this site is to help teachers work effectively and equitably with English language learners (ELLs) by providing access to research-based information, strategies, and resources for addressing the concerns of ELLs in the classroom and beyond.

EL Civics for ESL Students

<http://www.elcivics.com>

Free civics and holiday lessons, powerpoints, and activities for students and teachers.

English Banana

<http://www.englishbanana.com>

Website with resources and printables for ESL.

Everything ESL

<http://www.everythingsl.net>

Website maintained by Judie Haynes, an ESL teacher from New Jersey.

Teaching Tolerance (Southern Poverty Law Center)

<http://www.tolerance.org>

Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for the nation's children. They provide free educational materials to teachers and other school practitioners in the U.S. and abroad.

The World Factbook (Central Intelligence Agency)

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 266 world entities.