SUPPORTING NEWCOMER ELLS IN MIDDLE SCHOOL

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HANOVER
RESEARCH

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INTRODUCTION

Districts across the United States face challenges supporting newcomer English language learners (ELLs) in the middle grades. To support these districts, this report leverages relevant literature and case studies of individual districts to:

- Discuss the academic and social-emotional needs of newcomer ELLs, including students with limited or interrupted formal education (SLIFE) and

- Describe the instructional approaches typically used to support newcomer ELLs' English language development (ELD) and academic content acquisition, with case studies of instructional approaches in use at the middle school level.

KEY FINDINGS

Schools should provide newcomer ELLs with instruction that supports ELD and academic content knowledge acquisition – simultaneously. ELD in newcomer programs often focuses on vocabulary-building, using strategies such as word study, word walls, word attack practice, picture cards, and personal dictionaries. However, ELD that requires newcomer ELLs to build vocabulary and master grammar *before* using English in authentic contexts may prove ineffective. Thus, schools should provide newcomer ELLs with opportunities to learn such concepts by offering increased English language exposure in content-area instruction.

Schools should consider sheltered instructional models – such as the Sheltered Instruction Observation Protocol (SIOP) or the Quality Teaching for English Learners (QTEL) model – as a means of supporting newcomer ELLs' ELD, as the approach suits a variety of newcomer program types. Sheltered instruction delivers academic content in English, using scaffolds to make the material accessible to ELLs. Sheltered instruction appears most effective when used as part of a comprehensive language support system, which gradually transitions from instruction primarily in students' home language to instruction in mainstream classes as ELLs develop English language proficiency. Schools unable to offer instruction in students' home languages may rely on sheltered instruction to support students with beginning levels of English language proficiency. In such cases, schools should recruit teachers capable of supporting academic content knowledge acquisition and ELD who possess ESL certification and/or have substantial experience working with ELLs.

Schools should prepare to provide SLIFE with instructional supports beyond those offered to highly-schooled ELLs. Given the educational disruptions they have experienced before arriving in the United States, SLIFE may need assistance with school readiness in addition to ELD and academic content knowledge acquisition. Schools should interview newcomer ELLs and their families to gain a complete understanding of their backgrounds in order to customize supports to their needs. For example, SLIFE may not be prepared to master academic content at the grade level corresponding to their age. However, because a below-grade-level placement may have negative social-emotional impacts, SLIFE may require a more nuanced placement. Thus, newcomer programs may require separate courses or course sequences for SLIFE. Schools also may need to offer extended instructional time for adolescent SLIFE, in particular, to enable them to graduate on time.

Schools should use a combination of classroom-based and school-wide strategies to lend social-emotional support to newcomer ELLs, including a mix of formal and informal peer and adult-led offerings. Newcomer ELLs may have experienced trauma or poverty in their home countries or during the immigration process and then may confront social-emotional challenges as they acculturate to the United States. At the school level, administrators should collaborate with staff, students, families, and community partners to ensure a safe and welcoming environment and enforce a comprehensive bullying prevention strategy. In the classroom, teachers should provide culturally-responsive instruction and use social-emotional learning techniques.
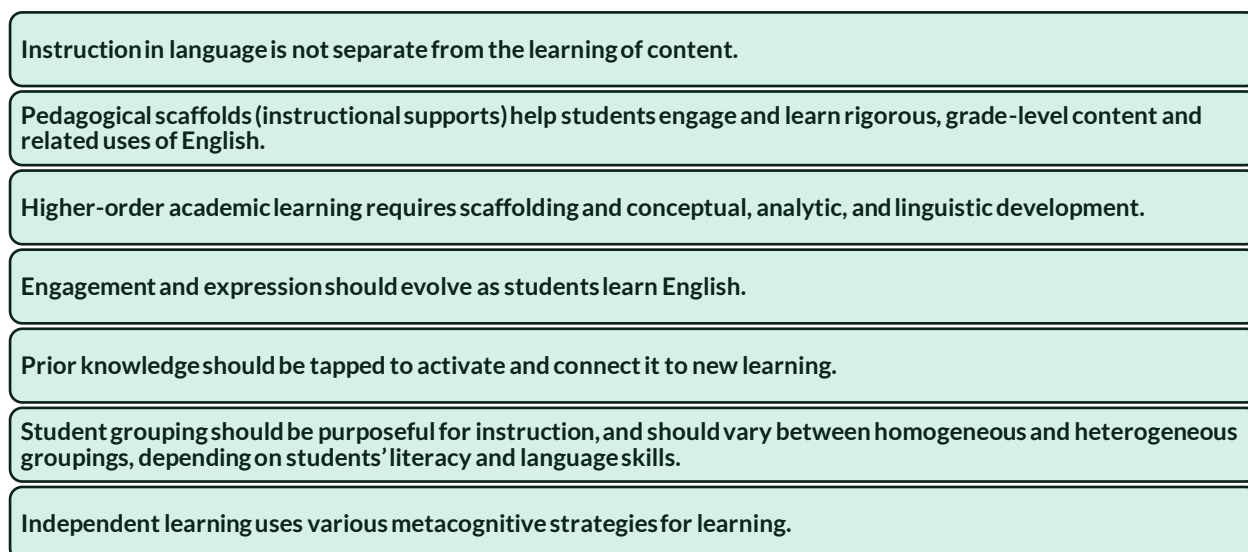
SECTION I: NEWCOMER ELL NEEDS

In this section, Hanover discusses the academic and social-emotional supports needed by newcomer ELLs, including students with limited or interrupted formal education (SLIFE).

ACADEMIC NEEDS

Compared with younger ELLs, newcomer ELLs who arrive in the United States as adolescents not only have less time in public education to master the English language, but also need to learn more complex academic course content.[1] Many districts create specialized newcomer programs that provide a stronger emphasis on literacy skills and conversational English to address such challenges.[2] As seen in Figure 1.1, which shows guiding principles for supporting newcomer ELLs, effective programs build on students' strengths and leverage instructional best practices to develop English language proficiency while delivering a rigorous academic curriculum.[3]

Figure 1.1: Guiding Principles for Supporting Newcomer ELLs

- Instruction in language is not separate from the learning of content.
- Pedagogical scaffolds (instructional supports) help students engage and learn rigorous, grade-level content and related uses of English.
- Higher-order academic learning requires scaffolding and conceptual, analytic, and linguistic development.
- Engagement and expression should evolve as students learn English.
- Prior knowledge should be tapped to activate and connect it to new learning.
- Student grouping should be purposeful for instruction, and should vary between homogeneous and heterogeneous groupings, depending on students' literacy and language skills.
- Independent learning uses various metacognitive strategies for learning.

Source: U.S. Department of Education[4]

English language instruction in newcomer programs often focuses on rapid development of academic literacy, particularly academic vocabulary. Instructional strategies to support academic vocabulary-building may include word study, classroom word walls, word attack practice, picture cards, and personal dictionaries.[5] However, language instruction that requires students to master grammar and vocabulary *before* using the language in authentic contexts may be ineffective. Thus, schools should provide newcomer ELLs with opportunities to learn such concepts through exposure to the English language in content-area instruction.[6]

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[1] Short, D.J. and B.A. Boyson. "Helping Newcomer Students Succeed in Secondary Schools and Beyond." Prepared by the Center for Applied Linguistics on Behalf of the Carnegie Corporation of New York, 2012. p. 2. https://www.carnegie.org/media/filer_public/ff/fd/fffda48e-4211-44c5-b4ef-86e8b50929d6/ccny_report_2012_helping.pdf

[2] Ibid., pp. 13–14.

[3] "Chapter 3: High-Quality Instruction for Newcomer Students." In *Newcomer Toolkit*, U.S. Department of Education, 2017. pp. 3–4. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
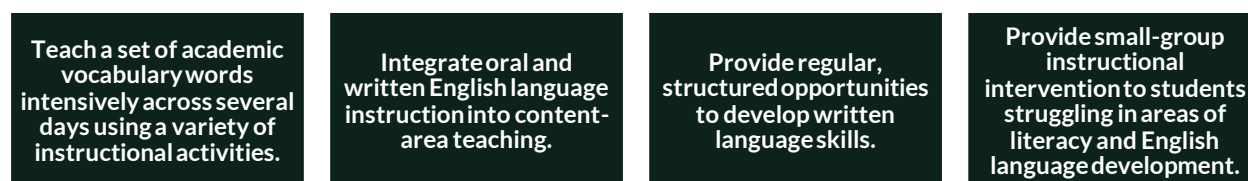
[4] Figure contents taken verbatim from: Ibid., pp. 5–7.

[5] Short and Boyson, Op. cit., p. 18.

[6] "Chapter 3: High-Quality Instruction for Newcomer Students," Op. cit., pp. 5–6.

Figure 1.2 recommends four strategies for supporting the simultaneous development of academic and English language skills among ELLs in the elementary and middle grades.

Figure 1.2: Strategies to Develop ELLs' Academic and English Language Skills

| Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. | Integrate oral and written English language instruction into content-area teaching. | Provide regular, structured opportunities to develop written language skills. | Provide small-group instructional intervention to students struggling in areas of literacy and English language development. |

 Source: Baker, et al.[7]

Necessary academic supports for newcomer ELLs may depend on the extent of their prior schooling. Students with limited or interrupted formal education (SLIFE) may need additional instructional support beyond that provided to highly-schooled ELLs. Due to the disruption these students have experienced in their education before arriving in the United States, SLIFE may need to learn basic academic and school readiness skills in addition to English language skills.[8] While Figure 1.3 provides an overview of how ELLs' instructional needs may vary depending on their prior school experiences, schools should interview students and their families to gain an accurate and complete understanding of their academic, linguistic, and family backgrounds in order to customize supports to their individual circumstances.[9] For example, SLIFE may not be prepared to master academic content at the grade level corresponding to their age. Because a below-grade-level placement may have negative social-emotional impacts, SLIFE may require a more nuanced placement.[10] Thus, newcomer programs may require separate courses or course sequences for SLIFE.[11] Schools also may need to offer extended instructional time for adolescent SLIFE, in particular, to enable them to graduate on time.[12]

Figure 1.3: Language and Literacy Needs of ELLs Based on Extent of Prior Schooling

STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION				HIGHLY SCHOOLED ELLs
UNSCHOOLED SLIFE	SIFE	SCHOOLED SLIFE		
No schooling	Missing 2+ years of elementary or secondary level	Missing 1-2 years of elementary level	Missing 1-2 years of secondary level	Significant schooling
New to print	Some L1 literacy	Elementary level L1 literacy	Some L1 reading skills but limited writing	Grade level L1 reading and writing skills

[7] Figure contents taken verbatim from: Baker, S. et al. "Teaching Academic Content and Literacy to English Learners in Elementary and Middle School." Institute of Education Sciences, April 2014. p. 3. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

[8] Robertson, K. and S. LaFond. "How to Support ELL Students with Interrupted Formal Education (SIFEs)." Colorín Colorado, September 25, 2008. https://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes

[9] "SLIFE: Students with Limited or Interrupted Formal Education." WIDA Consortium, May 2015. p. 5. https://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/English-Learner-Pages/EL-Toolkit/XI-Newcomer-WIDA-Focus-on-SLIFE-Final.pdf

[10] Custodio, B. "Newcomer Programs - History and Rationale." In *How to Design and Implement a Newcomer Program*, Pearson, 2010. pp. 5–6. http://ptgmedia.pearsoncmg.com/images/9780136119012/downloads/Custodio-ch1.pdf

[11] Short and Boyson, Op. cit., p. 78.

[12] "Chapter 2: Welcoming Newcomers to a Safe and Thriving School Environment." In *Newcomer Toolkit*, U.S. Department of Education, 2017. p. 4. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION				HIGHLY SCHOOLED ELLS
UNSCHOOLED SLIFE	SIFE	SCHOOLED SLIFE		
Need alphabet, phonics, sound to letter concepts, concept of word, basal beginning word/vocabulary study, reading and orthographic/writing skills	Need advanced phonics, long/short vowels, syllables and affixes, concept of words in text, grammar and mechanics, vocabulary, basic reading and writing	Need elementary word/vocabulary study, reading comprehension skills, and text-based writing	Need secondary advanced content words, more vocabulary study, multiple genre reading comprehension skills, and text-based writing	Need vocabulary labels for known concepts, reading comprehension, and text-based writing skills
Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community	Need language for socioemotional expression and survival in school and community

Source: Espino Calderón and Slakk[13]

SOCIAL-EMOTIONAL NEEDS

Newcomer ELLs face social-emotional pressures as they adjust to a new cultural and social environment, often with limited support networks (Figure 1.4).[14] Newcomer ELLs may have experienced trauma or poverty in their home countries or during the immigration process and then may confront social-emotional challenges as they acculturate to the United States. Such challenges may include difficulty in informal social interactions due to language barriers or bullying based on newcomer ELLs' immigration status.[15] To support newcomer ELLs and their families in a culturally-sensitive manner, schools should familiarize themselves with their backgrounds and prior experiences.[16]

Figure 1.4: Core Stressors for Newcomer ELs
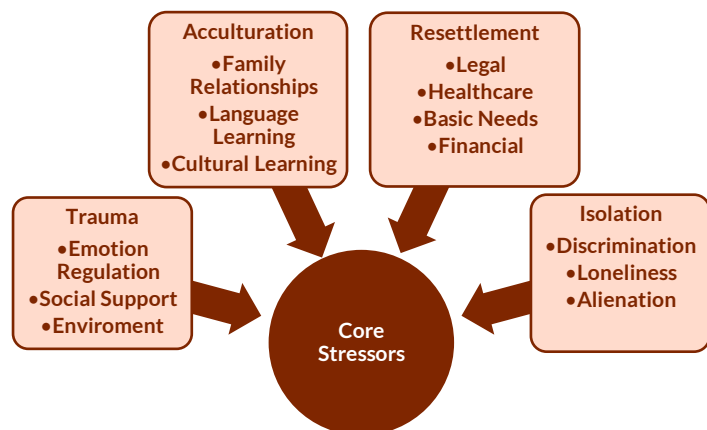
Source: U.S. Department of Education

Schools should address newcomer ELLs' social-emotional needs through a combination of classroom-based and school-wide strategies. In addition to building rapport with individual students, giving encouragement, and lending emotional support, classroom teachers should provide culturally-responsive instruction and use social-emotional learning to emphasize students' strengths and develop conflict resolution skills.[17] Classroom teachers also should establish a routine, developing a consistent classroom structure and ensuring

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[13] Figure contents taken verbatim from: Espino Calderón, M. and S. Slakk. "Identifying and Getting to Know the Newcomers and Other English Learners in Your School." In *Success with Multicultural Newcomers & English Learners*, ASCD, 2019. http://www.ascd.org/publications/books/117026/chapters/Identifying-and-Getting-to-Know-the-Newcomers-and-Other-English-Learners-in-Your-School.aspx

[14] Figure contents taken verbatim with minor alterations to formatting from: "Chapter 4: How Do We Support Newcomers' Social Emotional Needs?," Op. cit., p. 13.

[15] "Chapter 4: How Do We Support Newcomers' Social Emotional Needs?" In *Newcomer Toolkit*, U.S. Department of Education, 2017. pp. 2–4. https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf

[16] "SLIFE: Students with Limited or Interrupted Formal Education," Op. cit., p. 2.

[17] [1] Ibid., pp. 3–4. [2] "How to Support the Social-Emotional Needs of Middle/High School ELLs." Text. Colorín Colorado, December 18, 2009. https://www.colorincolorado.org/article/social-and-emotional-needs-middle-and-high-school-ells

that newcomer ELLs have a copy of their schedule. At the school level, administrators should collaborate with staff, students, families, and community partners to ensure a safe and welcoming environment and enforce a comprehensive bullying prevention strategy.[18] Figure 1.5 describes the types of formal and informal peer and adult-led supports schools should provide to newcomer ELLs to ensure their social-emotional needs are met.

Figure 1.5: Formal and Informal Social Emotional Supports for Newcomer ELLs

EXAMPLES	BENEFITS
FORMAL, ADULT-LED	
▪ Strategic collaborations with culturally relevant community-based organizations and faith-based institutions ▪ Sessions for "newcomers only" where they can learn about college planning, why and how to get involved in service-learning projects, or other topics related to college applications ▪ Formal extended-day programs that provide opportunities (e.g., clubs, sports, service learning) to learn in interactive, interest-driven environments ▪ Parent and family workshops in home languages on topics such as college planning; tax preparation; immigration assistance; medical, dental, mental health clinics (if families are receptive to these services); and computer and internet skills	▪ Offers a sense of stability, minimizes fear of acculturation, provides companionship to bolster student's sense of belonging and contribution to the school and community ▪ Helps student focus their efforts to achieve social-emotional and academic success ▪ Offers consistent communication to help strengthen relations among families, students, schools, and the community
INFORMAL, ADULT-LED	
▪ Advisory programs or a daily advisory period in which student checks in with a homeroom teacher or another adult every day ▪ Student check-in times with the school counselors to identify any changes and to help students develop a positive sense of themselves, their potential roles with others, and their unique contributions to the school	▪ Offers regular support for the student ▪ Provides a one-on-one opportunity to speak with adults in an informal, confidential environment ▪ Establishes a reciprocal sense of trust and caring ▪ Allows adults to work with teachers and support staff to connect students with relevant services and supports ▪ Provides opportunities to strengthen problem-solving skills, attitudes, and experiences in ways that help students become engaged learners and members of their new community
FORMAL, PEER-BASED	
▪ Cross-age peer mentoring between students of different ages; for example, pair a high school junior with an elementary student ▪ Cross-age programs (e.g., tutors, sports assistants, junior counselors, partnerships with community groups that work with youth)	▪ Benefits both peers and mentors through their relationship ▪ Helps students gain independence, understand and respect diverse people and experiences, and move toward functioning effectively
INFORMAL, PEER-BASED	
▪ Opportunities for newcomers to speak in informal social situations ▪ Opportunities for students to have access to linguistic support and opportunities to interact with others from the same cultural background	▪ Allows students to begin to assume leadership roles ▪ Encourages positive interethnic interactions that support English proficiency and academic achievement

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[18] "Chapter 4: How Do We Support Newcomers' Social Emotional Needs?," Op. cit., p. 5.

Source: U.S. Department of Education[19]

SECTION II: INSTRUCTIONAL MODELS TO SUPPORT NEWCOMER ELLS

Districts typically use two types of programs to support newcomer ELLs, integrated programs and designated programs, as summarized in Figure 2.1. In this section, after discussing sheltered instruction, an instructional approach applicable to both program types, Hanover reviews instructional approaches used specifically in the context of designated or integrated programs, relying on relevant literature as well as case studies of individual districts.

Figure 2.1: Instructional Models to Support Newcomer ELLs

Integrated Programs	Designated Programs
• Designed to meet the needs of varied populations, including newcomers, children of immigrant families, and English-only students at the same time—and are usually dual or bilingual language programs that enroll newcomers, children of immigrants, and English-only students in varying combinations.	• Designed specifically to meet the unique needs of newcomers enrolled in a district, and include newcomer centers and international schools that provide academic and social emotional support and development to students who attend until they transition to elementary or secondary schools within a district.

Source: U.S. Department of Education[20]

SHELTERED INSTRUCTION

Sheltered instruction delivers academic content in English, using scaffolds to make material accessible to ELLs. Programs combining sheltered content-area instruction with designated ELD supports and instruction in students' home languages contribute to the simultaneous development of academic content knowledge and English language skills.[21] **Error! Reference source not found.** lists commonly-used sheltered instructional models. Each model focuses on meeting language and subject-area objectives while ensuring the accessibility of academic content to ELLs. However, to distinguish assessment of academic content knowledge from assessment of ELD, sheltered instructional models typically rely on alternative forms of testing.[22]

Figure 2.2: Commonly Used Sheltered Instructional Models

Cognitive Academic Language Learning Approach (CALLA)	Specially Designed Academic Instruction in English (SDAIE)	Sheltered Instruction Observation Protocol (SIOP)	Guided Language Acquisition and Design (GLAD)

Source: Markos and Himmel[23]

As noted above, both designated and integrated programs use sheltered instruction to support newcomer ELLs. For example, in California, San Francisco Unified School District's middle school newcomer program combines sheltered instruction for core content areas with a 45-90 minute ELD block.[24] In Texas, North East Independent School District assigns newcomer ELLs to sheltered instruction classes in mathematics, science,

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[20] Figure contents adapted from: "Chapter 3: High-Quality Instruction for Newcomer Students," Op. cit., p. 11.

[21] Markos, A. and J. Himmel. "Using Sheltered Instruction to Support English Learners." Center for Applied Linguistics, 2016. p. 1. http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf

[22] Ibid., p. 3.

[23] Figure contents adapted from: Ibid.

[24] "Language Pathways." San Francisco Unified School District. https://archive.sfusd.edu/en/enroll-in-sfusd-schools/language-pathways.html#world-language-pathway

and social studies, whereas a teacher with an English as a second language (ESL) certification instructs a specialized newcomer English language arts (ELA) class.[25]

Sheltered instruction appears most effective when used as part of a comprehensive language support system, which gradually transitions from instruction primarily in students' home language to instruction in mainstream classes as ELLs develop English language proficiency. As seen in Figure 2.3, a comprehensive language support system uses sheltered instruction in subject areas with limited language demands, such as art and physical education, for students with beginning levels of English language proficiency. As students develop English language skills, they may transition from instruction in their home language to sheltered instruction in English for mathematics and science before transitioning to sheltered ELA and social studies instruction at advanced levels of English language proficiency.[26] Schools unable to offer instruction in students' home languages may rely on sheltered instruction to support students with beginning levels of English language proficiency. In such cases, schools should recruit teachers capable of supporting academic content knowledge acquisition and ELD who possess ESL certification and/or have substantial experience working with ELLs.[27]

Figure 2.3: Progression of Sheltered Instruction in a Comprehensive Language Support System

ENGLISH LANGUAGE PROFICIENCY	SUBJECTS TAUGHT IN HOME LANGUAGE	SUBJECTS TAUGHT USING SHELTERED INSTRUCTION	SUBJECTS TAUGHT IN MAINSTREAM CLASSES
Beginning	ELA, Mathematics, Science, Social Studies	Art, Music, Physical Education	--
Intermediate	ELA, Social Studies	Mathematics, Science	Art, Music, Physical Education, Electives
Advanced	--	ELA, Social Studies	Art, Music, Physical Education, Science, Electives

Source: Markos and Himmel[28]

Sheltered instruction models may serve as an effective alternative to remedial classes for secondary SLIFE because the instructional modifications associated with sheltered instruction, including "increased use of visuals, collaborative learning activities, and demonstrations," also support students with limited academic vocabulary.[29] Some newcomer programs use a dual-language model with some academic courses taught predominantly in English and others taught in students' home languages.[30]

SHELTERED INSTRUCTION OBSERVATION PROTOCOL

Research examining the impact of sheltered instructional models in the middle grades remains limited. However, some studies find potentially-positive effects associated with the SIOP model. The SIOP model includes eight essential elements to support ELLs' development of academic content knowledge and English language skills, as summarized in Figure 2. on the following page. A 2006 study by Echevarria et al. of middle school ELLs in Illinois detects statistically-significant improvement on a state writing assessment for students whose teachers received SIOP-focused professional development.[31] Likewise, a 2007 study by the Center for Applied Linguistics comparing outcomes for middle and high school ELLs in two New Jersey districts finds significantly-greater improvement in students' English language proficiency in the district providing SIOP-

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[25] "Curriculum: Bilingual / Newcomer Program." North East Independent School District. http%3A%2F%2Fwww.neisd.net%2Fsite%2Fdefault.aspx%3FPageID%3D20229

[26] Markos and Himmel, Op. cit., p. 2.

[27] Ibid.

[28] Figure contents adapted from: Ibid.

[29] Robertson and LaFond, Op. cit.

[30] Short and Boyson, Op. cit., p. 73.

[31] Short, D.J., J. Echevarría, and C. Richards-Tutor. "Research on Academic Literacy Development in Sheltered Instruction Classrooms." *Language Teaching Research*, 15:3, 2011. pp. 365–366. Accessed via SAGE Journals

focused professional development.[32] Lastly, a 2011 study by Echevarria et al. examining implementation of the SIOP model at 10 middle schools with inclusive supports for ELLs finds positive, albeit statistically-insignificant, effects of implementing the SIOP model on science assessment scores. The authors attribute the lack of statistical significance to methodological challenges, including a small sample size.[33]

Figure 2.4: Essential Elements of the SIOP Model

PREPARATION	BACKGROUND KNOWLEDGE	COMPREHENSIBLE INPUT	STRATEGIES
Incorporating language development and content into each lesson	Using students' knowledge and prior experience to connect to new content	Ensuring that ELLs understand classroom dialogue and texts (e.g., adjusting speech, modeling tasks, or using visuals, manipulatives, and other methods to deliver academic content)	Teaching strategies explicitly to help students learn how to access and remember information, scaffolding strategy use, and promoting higher order thinking skills
INTERACTION	**PRACTICE AND APPLICATION**	**LESSON DELIVERY**	**REVIEW AND ASSESSMENT**
Encouraging the use of elaborated speech and appropriate student grouping for language development	Using classroom activities that build on and extend language and content development	Delivering lessons in an effective way	Evaluating whether the teacher reviewed key concepts, assessed student learning, and provided students with feedback

Source: Moughamian, Rivera, and Francis[34]

QUALITY TEACHING FOR ENGLISH LEARNERS

Some studies also associate the QTEL model with potentially-positive effects. A school-wide reform and professional development model, QTEL reflects the guiding principles listed in Figure 2.5.

Figure 2.5: QTEL Principles

Sustain academic rigor by promoting deep disciplinary knowledge and developing central ideas of a discipline

Hold high expectations by engaging students in tasks that are high challenge and high support

Engage in quality interactions defined as the enactment of interactions that are sustained, deep, and build knowledge in relevant aspects of the discipline

Sustain a language focus by explicitly developing disciplinary language, discussing how language works, and highlighting the characteristics of different disciplinary genres and discourse

Develop a quality curriculum that has long-term goals, is problem-based, and requires sustained attention beyond a single lesson

Source: WestEd[35]

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[32] Ibid., pp. 370–371.

[33] Echevarria, J. et al. "Using the SIOP Model to Promote the Acquisition of Language and Science Concepts with English Learners." *Bilingual Research Journal*, 34:3, September 2011. pp. 346–347. Accessed via EBSCOhost.

[34] Figure contents adapted from: Moughamian, A.C., M.O. Rivera, and D.J. Francis. "Instructional Models and Strategies for Teaching English Language Learners." Center on Instruction, 2009. pp. 13-14. https://eric.ed.gov/?id=ED517794

[35] Figure contents adapted from: "Quality Teaching for English Learners (QTEL): Our Approach." WestEd. https://www.qtel.wested.org/approach

A 2012 study by Alvarez et al. examines the implementation of QTEL at four middle and four high schools in San Diego Unified School District (SDUSD) in California.[36] The authors find a significant, positive impact of QTEL on ELLs' English language proficiency at three middle schools and one high school. In addition, EL academic achievement improved at all four middle schools and three of the four high schools.[37] However, a 2012 study by Bos et al. examining the impact of the QTEL model at 26 California middle schools finds no significant effects on academic achievement or ELD outcomes. The authors attribute these findings to implementation challenges, which included limited teacher participation and a decision to focus on implementing QTEL in ELA classrooms instead of on a school-wide basis.[38] This finding suggests the impact of sheltered instructional models depends on the quality of implementation.
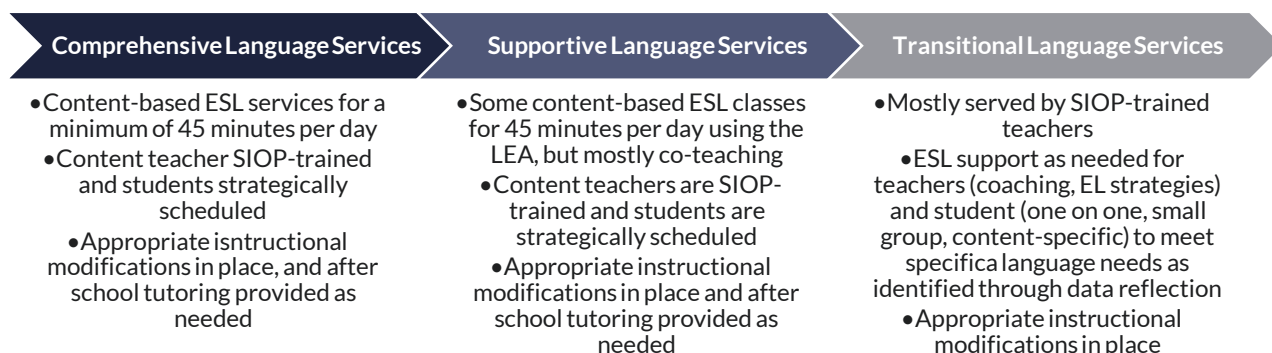
INTEGRATED PROGRAMS

Integrated programs often rely on a dual language approach that simultaneously develops ELLs' skills in English and their home languages. Two-way dual language programs enable ELLs and native English speakers to develop proficiency in both languages in inclusive classrooms. In contrast, one-way dual language programs feature classrooms composed entirely of ELLs. Both models require either staffing by one bilingual teacher or one teacher per language taught.[39]

CASE STUDY – ROWAN-SALISBURY SCHOOL SYSTEM

Rowan-Salisbury School System (RSSS) in North Carolina provides three tiers of services based on ELLs' English language proficiency, academic content knowledge, and length of time attending a U.S. school. Figure 2.6 shows the continuum of supports for middle school students. Newcomer ELLs receive comprehensive language services.[40]

Figure 2.6: RSSS Continuum of Services for ELLs in the Middle Grades

Comprehensive Language Services	Supportive Language Services	Transitional Language Services
• Content-based ESL services for a minimum of 45 minutes per day • Content teacher SIOP-trained and students strategically scheduled • Appropriate isntructional modifications in place, and after school tutoring provided as needed	• Some content-based ESL classes for 45 minutes per day using the LEA, but mostly co-teaching • Content teachers are SIOP-trained and students are strategically scheduled • Appropriate instructional modifications in place and after school tutoring provided as needed	• Mostly served by SIOP-trained teachers • ESL support as needed for teachers (coaching, EL strategies) and student (one on one, small group, content-specific) to meet specifica language needs as identified through data reflection • Appropriate instructional modifications in place

Source: Rowan-Salisbury School System[41]

[36] Alvarez, L. et al. "Quality Teaching for English Learners (QTEL) Impact Study." WestEd, June 2012. pp. 5–6. https://650c3b4a-bdb2-4bc5-9706-e36b4e83f956.filesusr.com/ugd/5784a1_1152cd3ebc5b4554b1dcd0955c0b53a3.pdf

[37] Ibid., p. 11.

[38] Bos, J.M. et al. "Evaluation of Quality Teaching for English Learners (QTEL) Professional Development. Final Report." National Center for Education Evaluation and Regional Assistance, 2012. pp. xiii–xiv. https://650c3b4a-bdb2-4bc5-9706-e36b4e83f956.filesusr.com/ugd/5784a1_6f300f1730ef4895b9b4818fb3e0c3f9.pdf

[39] "Chapter 3: High-Quality Instruction for Newcomer Students," Op. cit., p. 11.

[40] "Rowan-Salisbury School System Language Instructional Program (LIEP) Services 2019-2020." Rowan-Salisbury School System, June 17, 2019. https://resources.finalsite.net/images/v1564080972/rssk12ncus/mst9zxovp9973tba0mpg/RSS_LIEP_19_20.pdf

[41] Figure contents adapted from: "Rowan-Salisbury School System Language Instructional Program (LIEP) Services 2019-2020," Op. cit.

The district employs at least one ESL-certified teacher at each middle school to support the implementation of EL services.[42] RSSS also provides content area teachers with resources on effective instructional strategies for newcomer ELLs.[43] RSSS uses the SIOP model to support ELLs in learning academic content at each tier of services.[44] The district supplements the SIOP model with the language-experience approach, in which students write or dictate passages they later practice reading. This approach ensures that reading materials are appropriate to students' age, interests, and English language proficiency.[45]

CASE STUDY – EAGLE COUNTY SCHOOLS

The Multilingual Education Department at Eagle County Schools (ECS) in Colorado serves the district's ELLs, who account for approximately 50 percent of enrollment, in inclusive settings.[46] ECS offers a 50/50 Spanish-English dual language immersion program at five elementary schools, one middle school, and one K-8 school, with inclusive instruction led by teachers qualified in language development.[47] ECS recognizes students who develop fluency in two languages with a Seal of Biliteracy and Pathway Award in Grades 5 and 8.[48] In other ECS schools, ELD-certified teachers collaborate with general education teachers to provide supports to ELLs, which may include specialized ESL or sheltered instruction. ELD and general education teachers also use co-planning and co-teaching to support ELLs in inclusive classrooms.[49]

DESIGNATED PROGRAMS

Designated programs, which exclusively serve newcomer ELLs, are typically provided by districts with large newcomer populations. Such programs include newcomer centers, which temporarily support ELLs until they transition to a general education classroom, and international schools, which support ELLs for extended periods (often until graduation).[50] A 2011 survey found that only 16 percent of 63 designated programs for newcomer ELLs at the secondary level consist of a whole school that offers the same academic courses as other schools in the district. The remaining 84 percent comprise programs within a school or at a separate site serving multiple schools.[51] Designated programs may offer newcomer ELLs, including SLIFE, more targeted supports.[52] For example, newcomer centers may assist SLIFE with school readiness, while also developing academic content knowledge and English language skills.[53] However, the U.S. Department of Education reminds districts to ensure that designated programs, especially international schools, do not violate federal regulations against segregation.[54] Some designated programs may isolate newcomer ELLs from their peers and limit their participation in activities.[55] To avoid such negative effects, some designated programs use a

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[42] "English as a Second Language." Rowan-Salisbury School System. https://www.rssed.org/about/departments/curriculum-instruction/federal-programs/english-as-a-second-language

[43] "Strategies for Supporting Newcomer English Learners." Rowan-Salisbury School System. https://www.rssed.org/uploaded/District/Federal_Programs/Download_Files/Strategies_for_Supporting_Newcomer_ESL_Students.pdf

[44] "Rowan-Salisbury School System Language Instructional Program (LIEP) Services 2019-2020," Op. cit.

[45] "The Language-Experience Approach." Rowan-Salisbury School System. p. 1. https://resources.finalsite.net/images/v1536078665/rssk12ncus/gkec20b4kv5exppbiz0m/Language_Experience_Approach_Methods.pdf

[46] "Multilingual Education." Eagle County Schools. https://www.eagleschools.net/parents/multilingual-education

[47] "Dual Language Education." Eagle County Schools. http://www.eagleschools.net/parents/multilingual-education/dual-language-education

[48] "Seal of Biliteracy." Eagle County Schools. https://www.eagleschools.net/parents/multilingual-education/seal-biliteracy

[49] "Multilingual Education," Op. cit.

[50] "Chapter 3: High-Quality Instruction for Newcomer Students," Op. cit., p. 14.

[51] Short and Boyson, Op. cit., pp. 13–14.

[52] "What Are 'newcomer' programs? What Are Their Pros and Cons?" Text. Colorín Colorado, April 29, 2015. https://www.colorincolorado.org/faq/what-are-newcomer-programs-what-are-their-pros-and-cons

[53] Robertson and LaFond, Op. cit.

[54] "Chapter 3: High-Quality Instruction for Newcomer Students," Op. cit., p. 13.

[55] Salerno, A.S. and A.K. Kibler. "Vocational Training for Adolescent English Language Learners in Newcomer Programs: Opportunities or Isolation?" *TESOL Journal*, 6:2, June 2015. pp. 220–222. Accessed via EBSCOhost

part-day model in which ELLs receive specialized newcomer support for a portion of the school day and learn academic content in inclusive classrooms during the remainder.[56]
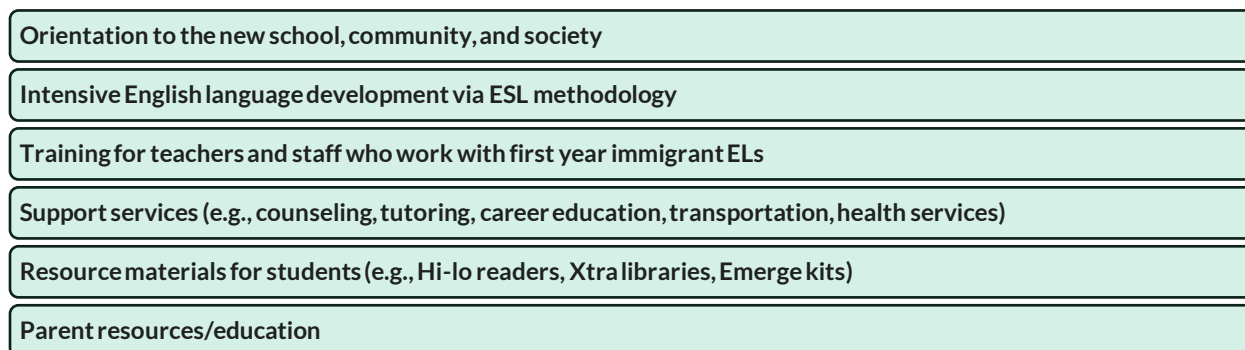
CASE STUDY – FORT WORTH INDEPENDENT SCHOOL DISTRICT

The International Newcomer Academy (INA), operated by Fort Worth Independent School District in Texas, offers a designated program to newcomer ELLs in Grades 6-9, although many participants are older than the grade-level average.[57] The INA, which uses the QTEL sheltered instruction model, provides professional development to support teachers with implementation. The curriculum and course sequences facilitate rapid acquisition of grade-level academic content knowledge and English language proficiency.[58] To support academic content knowledge acquisition in English, the INA uses instructional scaffolds and encourages peer collaboration. The INA also emphasizes social-emotional support and a safe environment, since many newcomer ELLs experience violence or conflict before coming to the United States. For example, teachers use culturally-diverse texts and group discussion techniques to foster cultural responsiveness.[59] The INA also employs three counselors, including a Certified Clinical Trauma Professional as an intervention specialist.[60]

CASE STUDY – HOUSTON INDEPENDENT SCHOOL DISTRICT

In Texas, Houston Independent School District's (HISD) school-within-a-school approach places designated programs within comprehensive middle and high schools. The size of the newcomer population and the need to accommodate newcomer ELLs living in various parts of the district led HISD to decide against hosting newcomer programs at a separate site.[61] The district launched the designated programs during the 2015-2016 school year to accommodate a rapid increase in the newcomer population. As of 2017, HISD had designated programs at 16 middle schools and 14 high schools, offering the core activities seen in Figure 2.7.[62]

Figure 2.7: HISD Newcomer Program Core Activities

- Orientation to the new school, community, and society
- Intensive English language development via ESL methodology
- Training for teachers and staff who work with first year immigrant ELs
- Support services (e.g., counseling, tutoring, career education, transportation, health services)
- Resource materials for students (e.g., Hi-lo readers, Xtra libraries, Emerge kits)
- Parent resources/education

Source: Houston Independent School District[63]

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[56] Short and Boyson, Op. cit., p. 15.

[57] "Elevating English Learners: Programs for Newcomer Students." National Clearinghouse for English Language Acquisition. p. 4. https://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELs_ProgramsForNewcomerStudents.pdf [2] Chavez, S.M. "In Fort Worth, A School Just For Immigrant Kids." Corporation for Public Broadcasting, February 7, 2014. http://stories.kera.org/generationone/in-fort-worth-a-schoohttp://stories.kera.org/generationone/in-fort-worth-a-school-just-for-immigrant-kids/

[58] "Elevating English Learners: Programs for Newcomer Students," Op. cit., p. 4.

[59] Chavez, Op. cit.

[60] "Counseling." International Newcomer Academy. http%3A%2F%2Fwww.fwisd.org%2Fsite%2Fdefault.aspx%3FDomainID%3D933

[61] Multilingual, H. "Houston ISD's Newcomer Program." HISD Multilingual Education, October 29, 2015. https://hisdmultilingual.wordpress.com/2015/10/29/houston-isds-newcomer-program/

[62] "Newcomer Immigrant Program Evaluation Report, 2016-2017." Houston Independent School District, 2017. p. 1. https://eric.ed.gov/?q=newcomer&ft=on&id=ED593589

[63] Figure contents adapted from: Ibid., p. 4.

The district also maintains a separate middle school for newcomer ELLs, Las Americas Newcomer Middle School, which primarily supports SLIFE.[64] Newcomers receive the same instructional supports as other HISD ELLs, and teachers in the newcomer program receive professional development to support the QTEL sheltered instructional model. However, when a 2017 program evaluation indicated that QTEL-focused professional development did not appear to have improved student performance on state assessments, the Research and Accountability office recommended that the district designate a QTEL lead on each campus with a designated program to support further capacity-building.[65]

PROGRAMS WITH CHOICE

Some districts offer multiple options to newcomer ELLs and their families. For example, Denver Public Schools (DPS) in Colorado identifies newcomer ELLs based on English language proficiency and extent of formal education, both in general and in the United States.[66] DPS permits newcomer ELLs' families to enroll their at a neighborhood school or a newcomer center. DPS operates newcomer centers at one elementary school, one middle school, two high schools, and one school serving Grades 6-12.[67] The newcomer center at Merrill Middle School (MMS) uses an ESL model to teach mathematics, science, and social studies, with English as the primary language of instruction. The school's newcomer ELLs also receive a daily two-hour block of intensive ELD instruction. MMS's newcomer ELLs participate in inclusive elective courses, collaborative projects, and extracurricular activities alongside their peers to facilitate their integration into the school community.[68] DPS also offers a newcomer center at the Denver Center for International Studies (DCIS) at Montbello, a school with a multicultural focus.[69]

Newly-arrived ELLs who do not meet the DPS definition of a newcomer and newcomer ELLs whose families decide not to enroll them at a newcomer center receive ELD support at their neighborhood schools.[70] DPS ensures that all ELLs have access to instructors who can meet their ELD needs by requiring all teachers to obtain an English Language Acquisition (ELA) qualification.[71] All schools in DPS offer ELA support with English as the primary language of instruction (ELA-E) to ELLs with a variety of home languages.[72] Such programs combine a sheltered instructional model for core academic instruction with a daily 45-minute ELD block. Some students receive additional tutoring support in their home language.[73] DPS also offers bilingual support for ELLs whose home language is Spanish through transitional bilingual and dual language immersion programs at selected schools.[74]

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[64] "School Information." Las Americas Newcomer Middle School.
    http%3A%2F%2Fwww.houstonisd.org%2Fsite%2Fdefault.aspx%3FPageID%3D16236
[65] "Newcomer Immigrant Program Evaluation Report, 2016-2017," Op. cit., pp. 1–2.
[66] "Newcomer Handbook: 2019-2020." Denver Public Schools. p. 3.
    http://thecommons.dpsk12.org/cms/lib/CO01900837/Centricity/domain/107/ela_department_page/secretary/Newcomer
    _handbook.pdf
[67] Ibid., p. 5.
[68] "ELA/Newcomer Center." Merrill Middle School. http://merrill.dpsk12.org/elanewcomer-center/
[69] "DCIS Montbello." Denver Public Schools. https://dcismontbello.dpsk12.org/
[70] "Newcomer Handbook: 2019-2020," Op. cit., p. 3.
[71] "English Language Acquisition (ELA): ELA Teacher Qualification Training Program." Denver Public Schools.
    http://thecommons.dpsk12.org/Page/680
[72] "About DPS ELA Programs." Denver Public Schools. http://ela.dpsk12.org/ela-programs/
[73] "DPS ELA Programs for Students Who Are Learning English." Denver Public Schools. http://ela.dpsk12.org/wp-
    content/uploads/2016/08/ELA_Program_brochure_ESL_EN.pdf
[74] "About DPS ELA Programs," Op. cit.

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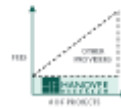200+ analysts with multiple methodology research expertise

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