

Appendix C

Resources for Key Personnel Who Share Responsibility for the Education of English Learners

Resources for School Leaders

A Guide for Engaging ELL Families: Twenty Strategies for School Leaders

Breisetsh, L. (2011). With K. Robertson and S. Lafond. Arlington, VA: Colorín Colorado (WETA Public Broadcasting).

Divided into six sections, this helpful guide offers twenty concrete ways of establishing strong relationships with English learners' families. It covers connecting with families, communicating important information, parent participation, parents as leaders, community partnerships, and creating a plan. Recommended resources are also listed, and helpful examples are provided throughout the guide. For the guide and related video clips, go to <http://www.colorincolorado.org/guide/guide-engaging-ell-families-twenty-strategies-school-leaders>

What School Leaders Need to Know about English Learners

Dormer, J. (2016). Alexandria, VA: TESOL Press. Co-published with the National Association of Secondary School Principals.

This volume, designed for administrators, is organized according to a set of essential questions that frame effective education for English learners. It introduces research-based strategies and best practices and helps illustrate how to design, develop, and lead English language programs that work. It includes a professional development guide and “Grab and Go” online resources designed for busy administrators to share with their teachers and staff.

English Language Learners at School: A Guide for Administrators (2nd ed.)

Hamayan, E., & Freeman Field, R. (Eds.) (2012). Philadelphia, PA: Caslon.

Experts answer over eighty questions from teachers and administrators. Specialists in the field provide clear, concise, and practical responses that teachers, administrators, and team members can readily apply to their schools and districts. The focus of the volume is on shared leadership and responsibility, action planning, professional development, and decision-making.

Effective Schooling for English Language Learners: What Elementary School Principals Should Know and Do

Smiley, P., & Salsberry, T. (2007). Larchmont, NY: Eye on Education.

After providing a review of the need for change in schools, this volume offers chapters on second language acquisition and instructional strategies, home language instruction and support, student assessment, supportive schoolwide climate and organizational structures, and building the context for sustainable change. Each chapter focuses on what principals should know and do. The volume provides many self-assessment checklists, charts, rubrics, model forms, and questionnaires, as well as questions for reflection for each of the six chapters.

Resources for Special Education Directors or Gifted and Talented Program Directors

Implementing RTI with English Learners

Fisher, D., Frey, N., & Rothenberg, C. (2010). Bloomington, IN: Solution Tree.

Presents an approach designed to ensure that English learners have access to the core curriculum and achieve at high levels. The authors provide a framework for instruction and distinguish between high-quality instruction for English learners and high-quality instruction for all learners. In the core of the book, they describe Tier 1 and 2 assessments and supplemental interventions that build language and content knowledge, as well as intensive Tier 3 interventions. They describe how to distinguish between language difference and learning disability. The book is designed to assist in reviewing a school's or district's RtI policies. A downloadable study guide is available at <https://www.solutiontree.com/authors/nancy-frey/implementing-rti-with-english-learners.html>

Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2nd ed.)

Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2013). Philadelphia, PA: Caslon.

Divided into twelve chapters, this resource book takes readers through the entire process of designing a continuum of services for English learners. The authors present a framework that systematically explores seven integral factors in order to design responsive services and programs for ELs. The authors recommend a collaborative service delivery model that takes advantage of the professional knowledge and skills of English language specialists as well as special education and other school-based service providers. Chapter 4 describes the RtI process for ELs, and chapters 5–11 systematically discuss the seven integral factors to consider when designing programs for English learners. This is an excellent book for joint professional development in which teams engage in study circles to plan a responsive RtI process for ELs.

Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners

WIDA Consortium. (2013). Madison, WI: Board of Regents of the University of Wisconsin System, WIDA Consortium.

This resource explains seven integral factors to consider when planning responsive instruction and intervention for English learners experiencing learning difficulties. It also discusses what Tier 1, 2, and 3 instruction should look like for English learners. WIDA resources to screen, assess, and monitor progress in language development are identified, and useful checklists, sample protocols, and other resources for RtI teams are included. Available at: <https://www.wida.us/get.aspx?id=601>

Identifying Gifted and Talented English Language Learners, Grades K–12.

Iowa Department of Education & Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development. (2008). Des Moines, IA: Iowa Department of Education.

This sixty-five-page manual is designed to assist districts in identifying gifted and talented English language learners. It provides recommended practices for identifying students along with strategies for advocating for students once they are identified, so that they have equitable access to the programs and services they need. A companion CD-ROM provides helpful tools and resources, such as student interview protocols and descriptions of successful programs. Available at <https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>

Resources for Reading Specialists and Instructional Coaches

Literacy Instruction for ELLs

<http://www.colorincolorado.org/literacy-instruction-ells>

This section of the popular Colorín Colorado website for teachers of English learners provides information on early literacy instruction, reading instruction in grades 1–3 and 4–12, reading comprehension, close reading, nonfiction reading, reading engagement, and writing instruction for English learners. It includes articles and videos, research and reports, and blog posts that are very useful to reading specialists working with teachers of English learners. For books for teachers to use for professional study circles, see <http://www.colorincolorado.org/booklist/reading-instruction-ells>

The Coaching and Self-Reflection Tool for Competency in Teaching English Learners

Aligned to the Connecticut Common Core of Teaching Rubric for Effective Teaching 2016 Connecticut State Department of Education. (2017). Hartford, CT: Author.

Organized by phases of instruction (planning, implementing, and assessing instruction), this tool aids instructional coaches and the teachers that they work with in evaluating how well they are teaching English learners and identifying areas for improvement. Throughout, it provides sample coaching and reflection questions to guide instructional conversations among teachers and their coaches. A rich and useful tool for instructional coaches, this resource is available at

http://portal.ct.gov/-/media/SDE/Publications/el/Coaching_Tool_for_Compentency_in_Teaching_English_Learners.pdf?la=en

Resources for School Librarians and Media Specialists

10 Ways to Support ELLs in the School Library

Jules, J. (n.d.). Retrieved from

<http://www.colorincolorado.org/article/10-ways-support-ells-school-library>

This article outlines concrete actions that librarians can take to make their school library more welcoming for and supportive of English learners. A companion video is presented at the end of the article. On the Colorín Colorado website, see also “School Libraries & ELLs” at <http://www.colorincolorado.org/school-support/school-libraries-ells>

Resources for School Guidance Counselors, Social Workers, or School Psychologists

Newcomer Toolkit

U.S. Department of Education. (2016). Washington, DC: Author.

After defining the newcomer population, this 159-page resource discusses how to provide a safe and thriving school environment, high-quality instruction, and ways to respond to newcomers’ social and emotional needs. A chapter on establishing partnerships with families is rich with family engagement tactics. Available at <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

Partnering with Parents and Families to Support Immigrant and Refugee Children at School

Kugler, E. G. (2009). Washington, DC: Center for Health and Health Care in Schools, School of Public Health and Health Services, George Washington University.

Discusses ways to work with the families of immigrant and refugee students both to empower parents and to ensure students’ access to supportive mental health-care services. The author describes model programs and shares ways of offering school-based mental health services. She also discusses ways of increasing the cultural competence of service providers. Available at www.lacgc.org/pdf/PartneringSupportImmigrantChildren.pdf

Online Resources for All Educators

www.sealofbiliteracy.org

Teachers of English learners can advocate for the Seal of Biliteracy to be affixed on the diploma of students who have reached proficiency in two or more languages. This website notes which states have adopted it and which are considering it. It explains why it is important and the steps that educators can follow to promote it.

<https://cbitsprogram.org/>

Teachers of English learners who know or suspect that some of their students have experienced trauma, either before or during their journeys to the United States, can explore Cognitive Behavioral Intervention in Schools (CBITS) as a possible support for these students.

<http://www.colorincolorado.org/special-education-ell/resources>

The Colorín Colorado website has links to articles, as well as resources developed by several states, to help educators follow appropriate procedures for identifying English learners with disabilities.

<http://classroom.synonym.com/plan-family-literacy-night-school-4499292.html> and
<http://www.adlit.org/article/42781/>

Teachers of English learners will find many ideas for helping to welcome families of English learners into our school communities.

<http://www.brycs.org/documents/upload/Interpretation-Translation-FAQ.pdf>

Bridging Refugee Youth & Children's Services (BRYCS) has developed *Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel* (Tool #5), which outlines federal requirements for providing interpretation/translation in schools. The document includes links to legislation and other helpful resources.