Prologue

Conclusions from committees and panels on teacher education, language-minority children, and general reading and writing instruction coincide on the fact that effective teaching is the dominant factor in student learning (August & Shanahan, 2006, 2008; National Research Council, 2010; Short & Fitzsimmons, 2007). Concomitantly, other research shows that there are certain school structures that enable effective teaching (Calderón & Slavin, 2010; Fullan, 2010; School Leadership for the 21st Century Initiative, 2000; Sergiovanni, 2007). Effective instruction is nested in effective school structures. Success with English Learners (ELs) is nested in teacher success.

Each year the number of Long-Term English Learners (LT-ELs) in middle and high schools grows. In 2008 the approximate number was about 6,000,000, in 2009 about 8,000,000. These are students that have been in U. S. schools since kindergarten. As larger numbers of LT-ELs and struggling readers reach middle and high schools, all teachers are being impacted with the need to learn how to address these students' needs. Elementary teachers recognize that they need to provide more challenging meaningful instruction to ready the students for secondary schools. Mainstream content teachers in middle and high schools have seen how the large numbers of ELs are spilling out of English as a Second Language (ESL) or sheltered classrooms and into theirs and want to do what is right for all students. Therefore, the real need for most schools in the country today is to provide structures and support for teachers so they can move in these directions. Without better support for teachers, we can't expect better student outcomes.

There have been several longitudinal comprehensive studies that have shown how to simultaneously work on school structures, teacher support mechanisms, and effective instruction for ELs (August & Shanahan, 2008; Calderón, 2009; Calderón & Slavin, 2010; Lesaux et al., 2010; Slavin et al., in press). The randomized longitudinal study comparing student outcomes in

Spanish and English for students in transitional bilingual and structured English immersion programs identified 10 basic features that cut across programs, languages of instruction, and school contexts. The same features were applied and tested in the longitudinal study on adolescent ELs, "*Preparing Teachers of Math, Science, Social Studies and Language Arts to Teach Language, Literacy and Content*" (Calderón, Minaya-Rowe, Carreón, Durán, & Fitch, 2010). A midterm analysis of the instructional components of this study were published in an earlier Corwin book entitled, *Teaching Reading to English Language Learners, Grades 6–12* (Calderón, 2007).

The basic components or features that cut across language of instruction, school settings, and teacher and student background are as follows:

1. School structures
2. Instructional components
3. Equitable materials in first and second language (L1 and L2)
4. Professional development
5. Leadership
6. Parent/family support teams
7. Tutoring
8. Benchmark assessments
9. Coaching of teachers
10. Monitoring Implementation

The intent of this book is to provide the "tools for schools" to implement these features. Our objective is to help schools do the following:

> Apply more rigor into their integration of language, literacy, and subject domains
> Institute more comprehensive professional development programs that are also relevant to each grade level, subject domain, and state of teacher development
> Identify EL-focused performance or benchmark assessments
> Capture teacher and student growth and success
> Track effectiveness of school structures (e.g., teacher support, parental engagement, administrative effort, quality of professional development, and Teacher Learning Communities).

The 10 features are described throughout the book, gliding through various chapters. However, particular emphasis is given in the following chapters:

Chapter 1. U.S. Schools Failing ELs: A Call for Change: This chapter condenses the state of affairs, what we already know, and the moral and legal commitments we have from here on to meet the urgent instructional needs of LT-ELs. The chapter poses an empirically based theory of action in an age of core standards, globalization, and 21st-century skills to address the achievement gap of ELs so that they graduate.

Chapter 2. The ELs: This chapter describes the range of EL educational backgrounds and provides an exploratory profile that can help schools target the areas for assessment and the type of instructional intervention most appropriate to EL's and schools' needs. The chapter also informs a school's improvement planning to implement its own theory of change.

Chapter 3. Tools for Schools: The Framework for Preventing LT-ELs: The framework and tools discussed in this chapter focus on the 10 features and structures for quality instruction and effective schooling for ELs and school success. The chapter also sets the groundwork for the most basic feature: extensive professional development, which consists of intensive training, follow-up coaching, refresher workshops, and observation protocols to measure fidelity of implementation affecting student performance. If schools are to create meaningful change, well-prepared educators will make these changes materialize in the most compelling and operative way.

Chapter 4. Instructional Program Options for ELs: Some schools prefer and can implement different types of bilingual programs. Others might want to, but they are restricted by politics, shortage of bilingual teachers, too many different language groups, or finances. In either case, all programs can work for ELs and other students. This chapter discusses programs that provide for the language and academic development students need to succeed in school and be part of the global skills race. Program options are listed, along with their benefits and potential drawbacks.

Chapter 5. Selecting and Teaching Academic Vocabulary/Discourse: This is the first of five chapters dedicated to the description of what we mean by effective instruction for ELs. This chapter touches on the research on vocabulary and adds to this body of research from our recent empirical studies. It goes beyond "just word teaching" by wrapping words around sociolinguistic features such as syntax/grammar, morphology, phonetics, semantics, and pragmatics. Ways to select vocabulary; teach before, during, and after reading; and assess vocabulary are part of this chapter.

Chapter 6. Reading in the Content Areas: The deplorable fact that LT-ELs and millions of other students arrive in middle and high school unable to comprehend what they are reading creates a moral obligation for elementary schools to do a better job at teaching reading comprehension, particularly for math, science, and social studies. This chapter highlights key features of reading comprehension and gaps that need to be addressed at K–12 grades for low level readers, as well as instructional strategies and lesson application. It suggests ways to incorporate reading in the content areas for ELs into school improvement plans with five steps for language and literacy development.

Chapter 7. Writing Strategies for ELs and Struggling Writers: This chapter is based on recent meta-analyses of research on writing. It provides learning-to-write and writing-to-learn recommendations on how to adapt the 11 different models of writing for ELs, since the studies of writing have not addressed ELs. Strategies include summarization, collaborative writing, sentence combining, rewriting and inquiry, writing, revising and editing, and the use of rubrics. Our recommendations are based on teacher adaptations and results on the writing outcomes of ELs.

Chapter 8. Engaging ELs via Cooperative Learning and Classroom Management: Cooperative learning has had a strong evidence base for ELs since 1975 (Slavin, 1975) and for ELs since 1990 (Calderón & Carreón, 1994; Calderón & Hertz-Lazarowitz, 1994). It is the best vehicle for ensuring ample EL interaction that leads to more practice of academic language, reading comprehension, and learning of content. This chapter describes how to set up cooperative learning to facilitate classroom management under low anxiety situations and student responsibility for staying on task and learning the assignments in a positive school climate.

Chapter 9. Race to the Top: What Administrators Need to Do: As schools race to become great schools (with or without specific funding), the administrator at the helm needs as much support and tools as do teachers. This chapter and the next two focus on the leadership's role and ways to also become continuous learners and motivators. It offers tips to turn the school improvement plan from an "everything" agenda to a student (LT-ELs) agenda.

Chapter 10. How a Middle School Went From Reconstituted to Highest Performing in Two Years: This chapter, written by an exemplary principal, describes his entry into creating a context of success for his teachers and students and whole school efforts year after year. He offers recommendations for sustainability by creating an ExC-ELL school culture based on his walk-through/instructional rounds, observations, discussions and analyses of teaching and learning.

Chapter 11. Systemic School Reform: Partnering to Ensure EL Success: This chapter, written by a superintendent of a large school district,

poses priorities for organizational challenges with a focus on what matters most to close the achievement gap: quality of instruction. He offers recommendations for comprehensive and collaborative systemic changes that are student-centered and meet the district's mission and vision.

Chapter 12. LT-ELs and Core Standards: This concluding chapter captures the essence of this book and addresses the myths that keep the implementation of the core standards to a minimum. It poses "reality" responses with specific recommendations for challenging, rigorous, yet sensitive classroom instruction at the elementary, middle, and high school levels. They are supported by structures and services to accomplish the standards, using the 10 features of school success and fidelity of implementation.