SUCCESS
WITH
MULTICULTURAL &
NEWCOMERS
ENGLISH LEARNERS
Proven Practices for School Leadership Teams

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Your school is experiencing a large influx of students new to the United States, and you know that more arrive in the country every day. If it hasn’t already affected your school, it soon will. Schools nationwide are experiencing an increase in Newcomers and other English Learners (ELs). Are you ready for them? Most of them have limited English language skills. You and your staff wonder how best to meet their language and academic needs. Your school also has ELs who are much more advanced in their English and content learning. Should the Newcomers receive instruction in the same classrooms as the advanced ELs and the other students? Should the Newcomers have separate classroom interventions? Is a Newcomer Center needed? Does your school have enough credentialed teachers to serve the Newcomers? Are all your teachers and administrators prepared for the increase in Newcomers? What kind of professional development do you need?

We were asked to write this book as so many schools are experiencing an influx of Newcomers. As we have worked with school districts throughout the country, we’ve been asked the same questions: What do we do? How do we get started? How do we know if what we are doing is working?

This book is a road map for leadership teams that need to answer these questions. We hope teams of administrators, coaches, teacher leaders, and assessment specialists use our recommendations to begin to answer these questions, and those that you may
have, by mapping out plans. The recommendations offered come from years of working with, listening to, and coaching administrators, coaches, and teachers from New York to Kauai. We’ve coached thousands of teachers in their classrooms as they implement the strategies outlined and we have combined our notes and their experiences in this book. The recommendations herein have been refined by Margarita Espino Calderón, an expert auditor for civil rights, based on her observations and documentation for various research projects, and further honed by Shawn Slakk’s classroom, leadership, state agency, and professional development delivery experience. Additionally, practical ideas come from Margarita and Shawn’s visits to Newcomer Centers throughout the country.

The Organization of This Book

We begin with details about a Newcomer’s educational background as a foundation for expediting an individual student’s learning. Getting to know the student is pivotal. With basic information in hand, the processes for formal identification, assessment, and placement in an instructional program can begin (as outlined in Chapter 2). While the academic aspects are being determined, another important learning aspect is being appraised—the socioemotional (discussed in Chapter 3). Socioemotional well-being, or lack thereof, can be the make it or break it factor in the Newcomer’s productive school and life experiences.

As Newcomers and ELs are now in almost every classroom, it is incumbent on the school’s entire staff to become involved in the effort to teach and care for them and to participate in professional development programs designed specifically to train staff to meet the diverse needs of Newcomers while serving all students. The research and effective practices described in Chapters 4 and 5 provide guidelines for the design of such programs. Chapters 6, 7, and 8 detail the implementation of strategies for teaching vocabulary and discourse, reading comprehension, and writing, respectively.

Professional Development Program: Key Components

The main components and purpose of the professional development program aimed at training staff to meet the needs of Newcomer and ELs (as illustrated in Figure 1.1) are:

- Identifying your students
- Identifying your qualified teachers and staff
- Developing a programmatic structure of service
• Accelerating ELs’ language, literacy, and knowledge base
• Supporting Newcomers’ socioemotional well-being
• Designing, implementing, and sustaining professional development for all staff
We will address each of these items to help you develop your plan. If you already have a plan or a program, when you meet in collegial teams, you can review to identify gaps, progresses, and successes.

We offer evidence-based, effective instructional practices in Chapters 6, 7, and 8.

For years, it was thought that Newcomers had to wait to start reading and writing. It is our contention that this myth has delayed students and is the primary reason why there are so many long-term ELs. Our research and practice indicate that with certain systematic instructional strategies, coupled with socioemotional approaches, Newcomers can excel.

Who Are Your Newcomers?

Do you know who your Newcomers are and where they come from? Culturally responsive teaching begins by knowing your students’ histories, cultures, experiences, and canons. The more we know about each student, the better we can build on their strengths and scaffold success in rigorous core-content curricula (LeMoine & Soto, 2017). After you discuss the following with your registrar or intake center personnel, you can use the chart shown in Figure 1.2 to map out the educational experiences and needs of your Newcomers.

Classification of Newcomers and Other ELs

- **Refugees.** These students are from places made inhospitable by severe violence and war. Refugee parents can apply for U.S. permanent resident status after one year from legal entry and then may request U.S. citizenship after five years. When refugees arrive, they are placed near private resettlement agencies that assist them with housing and job placement.
- **Non-Refugee Newcomers.** These are students from, for example, Mexico, India, China, and Cuba, as well as well as students displaced by natural disasters (who are ineligible for refugee status). They may not possess the U.S. residency permits necessary for them to receive governmental aid.
### FIGURE 1.2 2nd to 12th Grade Newcomers: Language and Literacy in First Languages Continuum

<table>
<thead>
<tr>
<th>Students with Limited or Interrupted Formal Education</th>
<th>Highly Schooled EL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unschooled SLIFE</strong></td>
<td><strong>SIFE</strong></td>
</tr>
<tr>
<td>No schooling</td>
<td>Missing 2+ years of elementary or secondary level</td>
</tr>
<tr>
<td>New to print</td>
<td>Some L1 literacy</td>
</tr>
<tr>
<td>Need alphabet, phonics, sound to letter concepts, concept of word, basal beginning word/vocabulary study, reading and orthographic/writing skills</td>
<td>Need advanced phonics, long/short vowels, syllables and affixes, concept of words in text, grammar and mechanics, vocabulary, basic reading and writing</td>
</tr>
<tr>
<td>Need language for socioemotional expression and survival in school and community</td>
<td>Need language for socioemotional expression and survival in school and community</td>
</tr>
</tbody>
</table>

**NOTE**

*Students from Puerto Rico, though U.S. citizens, are sometimes classified as non-refugee Newcomers as, due to their educational system’s “Spanish as the official language” policy and newness to English, their English proficiency is limited.*

- **Highly Schooled Newcomers (HSN).** These students are children of government officials, professionals, and other highly schooled immigrants from all over the world, with the highest numbers from India. These students may speak great English but may need cultural and pronunciation assistance. Even those from countries where English is a national language—Liberia, South Africa, Singapore—might have gaps in dialect, reading comprehension skills that meet state standards, and cultural adaptation.
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- **Students with Limited or Interrupted Formal Education (SLIFE)/Students with Interrupted Formal Education (SIFE).** These students arrive in 2nd to 12th grades with little or no education experiences in their previous countries (see Figure 1.2 for more details). Their language, literacy, and content knowledge may also be limited in their primary languages. Hence, they may need basic decoding skills and emergent writing skills, along with abundant vocabulary.

- **Dually Identified Newcomers.** These students also need to be considered for special education services. They must be assessed 30 days after arriving, per the Every Student Succeeds Act guidelines, and receive both English as a Second Language/English Language Development (ESL/ELD) and special education services.

**Other EL Students New to Your School**

The following ELs not new to the United States, who have more advanced English skills, may also arrive at your school:

- **Migrant ELs.** These are students who are most likely born here and thus could fit in several categories of ELs or non-ELs. Migrant students travel with their parents from state to state following the crops or other temporary job opportunities. State Migrant Education offices typically have records of their schooling from the various places in which they have resided.

- **Long-Term ELs (LTELs).** These are students who are most likely U.S. citizens, perhaps second- or third-generation, and have had U.S. EL status for at least five years. They, unfortunately, did not receive quality instruction. The U.S. Department of Education publications state that 70 percent or more of all students categorized as ELs are LTELs.

- **Dreamers.** These are undocumented students who were brought here by their parents. They constantly fear deportation. They often work and study relentlessly and are on track to attend college.

- **Standard English Learners (SELs).** California uses this term for students who were never classified as ELs but who speak nonstandard forms of English (e.g., Chicano English or African American vernacular English) and have academic linguistic needs. The dialects and language that they bring to school should be built upon and not viewed as a deficit (Soto-Hinman & Hertzel, 2009).

Some of these categories overlap. Migrant ELs could be SLIFE or SIFE. A Dreamer could be an SEL who is proficient and excelling in English. Some Migrant ELs may be SIFE.
and others valedictorians. Unfortunately, despite the wide range of background knowledge and skills, we have observed in many schools that Newcomers are typically grouped together with LTELs in the same ESL/ELD classrooms. This makes it very difficult for ESL/ELD teachers to reach students at diverse levels. The usual solution is to teach to the middle. The usual isn’t working for many of these students, nor is giving ESL/ELD teachers only 25 to 30 minutes to try to address this variety of language and cultural needs!

Figure 1.2 highlights characteristics of background schooling experiences that intake assessment personnel can identify and share with the school’s teachers and support personnel. With this information, the leadership team can begin to map out program designs and staffing configurations. Knowing the amount of schooling in the primary language will help the team determine how quickly a student might progress to standard academic achievement and who will need additional support.

Identifying Newcomers’ Schooling Experiences

Newcomers’ instructional needs vary considerably, even within the realm of vocabulary and oracy. Due to this diversity, Newcomers should not be grouped together arbitrarily. Figure 1.2 outlines some of the ways they can be grouped based on main differences in their first language literacy skills.

Taking into account the early childhood education of the students’ guardians is also helpful in placing the students in programs suited to their learning progressions (see Figure 1.3). All parents want their children to succeed—which is usually a big part of why they come to this country. Regardless of their education levels and/or dominant languages, they often have two or three jobs to make ends meet. Even highly educated parents who have diplomatic jobs or similar responsibilities are affected by time constraints. This means that they may not have quality time to read to their children or attend school events and meetings. It is not that they don’t care. It is out of necessity as they work hard to build better futures for their children. More importantly, they have complete confidence that their children’s teachers will take care of their children’s education. Many come from cultures that fully entrust their children’s education to you, the teacher.

Newcomers and Long-Term ELs: Similar but Different

It is critically important to differentiate Newcomers from the LTELs—although on the surface some may appear to have the same needs. While LTELs sound more fluent in their everyday discourse as well as when they read, when asked what they read,
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**FIGURE 1.3** Preschool to 1st Grade Newcomers and Their Parents: Language Learning Continuum

<table>
<thead>
<tr>
<th>Years of Language Learning in School</th>
<th>Highly Schooled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unschooled</td>
<td>Parents had no or limited schooling in L1 and none in English; child had no schooling in either language.</td>
</tr>
<tr>
<td>Limited Start</td>
<td>Parents had limited schooling in L1 and none in English; child had no preschool in either language.</td>
</tr>
<tr>
<td>Limited Schooling</td>
<td>Parents had elementary and secondary schooling in L1 but no schooling in English; child had no preschool or kindergarten in either language.</td>
</tr>
<tr>
<td>Parents had elementary and secondary schooling in L1 and some schooling in English; child had preschool and kindergarten in L1 and some exposure to English.</td>
<td></td>
</tr>
<tr>
<td>Parents are college educated in L1 and English as a second language or received higher education in English; child had preschool and kindergarten in L1 and possibly English as a second language or English as a foreign language.</td>
<td></td>
</tr>
</tbody>
</table>

they may not be able to tell you (as their comprehension is limited). As stated previously, LTELs are often second- or third-generation U.S. citizens and have been taught in U.S. schools since kindergarten or for at least five years. They have received inadequate education in English academic language and literacy. Approximately 70 to 80 percent of ELs in most school districts are LTELs. Figure 1.4 outlines some of the needs and characteristics of LTELs to help you distinguish them.

**What to Consider Before Assessing and Planning**

Federal and state guidelines expect you to identify ELs as quickly as possible when they arrive at your school. At the beginning of the year, schools have 30 days to identify students whose primary language is not English and assess these students’ ELD levels to determine who may need additional English language learning support. Therefore, we recommend starting the processes and conversations needed to assess and learn who your Newcomers are now, before they arrive. This chapter provides guidelines to identify the subcategories of Newcomers, but the process does not stop there. To properly serve these students, all educators in your school need to find out as much as necessary about the students.
### FIGURE 1.4 4th to 12th Grade Long-Term ELs: Literacy in First Languages and in English Continuum

<table>
<thead>
<tr>
<th>Years in U.S. Schools</th>
<th>Most elementary schooling in L1 and some ESL in bilingual programs</th>
<th>Most L1 instruction in bilingual programs and some general education with push-in ESL</th>
<th>Interrupted formal education due to migrant life or trips to native country</th>
<th>English-only instruction but unable to pass reclassification test or state exams</th>
<th>Passed reclassification test but struggling to pass state tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs:</td>
<td>vocabulary, intensive phonics, writing development</td>
<td>Needs: vocabulary for basic reading comprehension and writing skills</td>
<td>Needs: ample vocabulary and assessments to determine which reading and writing skills can be enhanced</td>
<td>Needs: extensive vocabulary and assessments to determine which reading and writing skills can be enhanced</td>
<td>Needs: extensive vocabulary and assessments to determine which reading and writing skills can be enhanced</td>
</tr>
</tbody>
</table>

All Long-Term ELs need self-efficacy skills, a mindset for success in school and career planning, and relationship building. Some students who were reclassified two or more years earlier may still fall within this category. Now that ESSA calls for four years of monitoring after reclassification, these skills should be considered as ongoing until graduation. Even third- and fourth-generation Hispanic students who are Standard English Learners might benefit from socioemotional skills and career planning.

and their family backgrounds—enough to provide the correct program of service without being invasive.

Identification and placement in the appropriate program of service starts on day one. ELs who arrive during the school year must be identified and screened within 14 school days of enrollment (U.S. Department of Justice & U.S. Department of Education, 2015). For this reason, the Office for Civil Rights at the U.S. Department of Education and the Civil Rights Division at the U.S. Department of Justice recommend that every Local Education Agency and school district have a process in place to identify ELs upon arrival. This initial screening typically takes the form of a Home Language Survey. Each school should know and implement their district’s process.

### Home Language Survey

Your school can administer the Home Language Survey (HLS) to parents as part of the initial enrollment and registration process, especially at the New Student Welcome
Center if there is one, to identify students whose native language is not English. It does not need to be long or invasive. The following four questions work well:

1. What language do you speak with your child at home?
2. What language does your child speak at home with you?
3. What language does your child speak with friends?
4. What language did your child speak when learning how to talk?

An additional step is to have the HLS, the identification process, and the explanation of how it all aids the student translated into other languages. Some schools and district offices have translators or a call-in service that can provide the explanations in several languages to help parents with the survey. This extra step will help parents understand the need for ESL services and why the HLS questions are asked.

Frequently, parents do not understand the questions (since they are written in English) or do not want it known that their children speak another language. If your school has a bilingual program, parents are often reluctant to have their child participate, because they believe there is too much primary language and not enough English. Beyond the letter of the law, having a printed translation or a person to assist with registration makes the process easier, more accurate, and less uncomfortable for all.

If a parent answers any of the HLS questions in a language other than English, the school or district is required to screen this student for his or her ELD level and communicate the results to the student’s parents along with the intended scope of service.

At this stage, parent communication is crucial. Parents and students need to be assured that their private information will remain private. In addition, attention should be placed on the purpose and importance of this process. Many parents may be leery of providing this information or have heard misinformation about this process. Interpreters should be provided for those whom the school staff cannot assist. Provide detailed explanations and assurances as to why this process is happening, how the possible services benefit the students for their academic success, and that it is their right to expect this assistance. Every effort should be taken to accurately obtain the answers to HLS’s four simple questions. It is both an expectation of federal and state guidelines and an ethical responsibility to ensure the success of the students, the teachers, and the school.

**English Language Development Screening**

After you administer the HLS and identify incoming ELs, you need to continue the screening process with an English language placement test. You must assess these
students’ needs, set a plan for their specific educational programs, and implement a process for monitoring and assessing their progress over time—including beyond the point when they meet the exit criteria. The ESSA requires four years of monitoring for students who have exited EL status to ensure continued progress and success.

While each district may choose its own screening instrument, the screening instrument must evaluate a student’s English language levels at grade level as well as evaluate the student’s proficiency with the components of English language usage and grammar in the four language domains—reading, writing, listening, and speaking. If the results of the ELD-level screener indicate that the student is not an EL, the process ends, and the student should be scheduled as any other student.

We have been in schools where a second look into the students’ records helped to see what, if any, services they have received. Although typical for most ELs, it is unlikely for Newcomers to have such records. Therefore, in these schools, Newcomers’ records are started right away. They are also double-checked twice per year to ensure compliance, proper service, and avoidance of redundancy.

In some instances, the general classroom teacher is the best source to verify a student’s needs.

At one school, Shawn realized that at registration, the parents of Boris, a 2nd grader whose home language was Russian, filled in “English” in response to all the HLS questions. As a result, Boris had not been screened for his ELD level. After a brief investigation and a conversation with Boris’s parents, Shawn learned that an adult relative serving as a translator for the parents had completed the forms. Boris’s parents, who did not fully understand the process or the reason behind the questionnaire, had been incorrectly informed that if they responded with any language other than English, their son would be sent to a school outside of the neighborhood and would not receive instruction in English. Unfortunately, Shawn did not find this out until more than a year after Boris was in class and failing to thrive. It was only as a last act of desperation by Boris’s teacher that Shawn was asked to help. Boris wasn’t on the rosters as being a Limited English Proficiency (LEP) student, and Shawn arrived at the school after Boris, so he was unaware of the services that Boris needed. Fortunately, after a conference (facilitated by a Russian interpreter) with Boris, his parents, and his teacher, Boris was correctly identified as an EL and immediately began receiving services—and has now successfully exited EL status and is headed to high school.
Getting Started

To start planning and assessing your school’s program of service to ELs, you will need to determine (1) what you need to address in your plan, (2) what you currently have in place, and (3) what you have that has proved effective for EL success.

We introduced the rubric presented in Figure 1.5 to a middle school in Virginia at the beginning of training. The leadership team, ESL teachers, and content area chairs wanted to know where they stood with identification of EL students, tracking progress, and their own professional development. They reviewed this plan every quarter to gauge progress on each item. You also can use this tool to begin your journey.

**FIGURE 1.5 Rubric for EL Services Assessment and Analysis**

<table>
<thead>
<tr>
<th>Process Component</th>
<th>Needed (planning notes)</th>
<th>Started (what else we need)</th>
<th>Successful (what we’re looking for as proof)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we identify and assess Newcomers?</td>
<td>No current plan. These students are sent to us from the district office.</td>
<td>Need to train intake staff on processes and policies to verify students are correctly identified.</td>
<td>Use our HLS during registration process. Staff identifies misidentified students and corrects problems.</td>
</tr>
<tr>
<td>How do we develop and use an HLS and communicate with parents about it?</td>
<td>We use the HLS provided by the district.</td>
<td>We wrote explanations and translations but need interpretation services to help parents and registrar.</td>
<td>All intake staff are aware of policy, process, and resources for communicating with parents during registration.</td>
</tr>
<tr>
<td>How do we identify highly qualified teachers and staff for Newcomers?</td>
<td>Review state and federal guidelines for adequate service.</td>
<td>Registrar is aware of teachers who are trained in ExC-ELL and places Newcomers in those classes where possible.</td>
<td>All teachers are trained in ExC-ELL.</td>
</tr>
<tr>
<td>What is the programmatic structure of service?</td>
<td>This is under review.</td>
<td>District provides service parameters, but we need to review our specific population’s needs.</td>
<td>All EL service hours and requirements meet or exceed federal and/or district guidelines. Students make adequate yearly progress and exit ESL services.</td>
</tr>
</tbody>
</table>
| Process Component                                                                 | Needed (planning notes)                                                                 | Started (what else we need)                                                                 | Successful (what we’re looking for as proof)                                                                 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How are we accelerating Newcomer language, literacy, and knowledge base?</td>
<td>Produce a road map after completing our professional development on evidence-based instruction.</td>
<td>We need to develop a Newcomer EL TLC and instructional team.</td>
<td>Students are making adequate yearly progress and exiting from ESL services.</td>
</tr>
<tr>
<td>How are we addressing Newcomer socioemotional well-being?</td>
<td>This is under review.</td>
<td>Counselors have received PD but need to redeliver this PD to all staff.</td>
<td>Anecdotal evidence.</td>
</tr>
<tr>
<td>What EL-targeted professional development do we provide for all staff?</td>
<td>Whole-school PD on Newcomer strategies. Content teachers with one or more Newcomers need immediate PD on assessing content and language needs and providing appropriate instruction.</td>
<td>ESL/ELD teachers need PD on current practices for teaching the four domains. ESL and core-content teachers need PD on co-teaching.</td>
<td>All staff are trained, coached, and regularly observed implementing ExC-ELL strategies in all content and lessons.</td>
</tr>
</tbody>
</table>

Fill in as much as possible of this rubric as a team and review your identified needs assessment. Your next step is student assessment and placement. Your program planning process will stay fluid as your team continues to explore the status of each question, visiting and revisiting the identification, assessment, and placement process. Revisiting the federal guidelines for this initial process will remind and inform everyone in the school of the requirements. Requirements and recommendations are detailed in Chapter 2.

**Summary**

Getting to know Newcomers at a deeper level benefits them, the teachers, and the whole school. Connecting with their parents throughout this journey builds the trust and confidence necessary for continuous, positive relationships. Although you may already have a program for ELs in place, revisit the federal guidelines, current research, and the manner in which other schools are moving forward and integrating ESL/ELD and Newcomer Centers with general education teachers and staff. As well, an annual review is a good way to ensure that the ever-changing needs of students are being met. Sharing with the whole school critical data on the status of your plan helps make it a team effort. The ESL/ELD teachers can no longer be the sole staff members who address the needs of Newcomers/ELs. The whole school must be involved.
Assessing Your Students’ Academic Needs

You and your colleagues have just spent several days working on and planning how to correctly screen, identify, and welcome Newcomers and the other ELs who have recently moved to your community. The training and discussion revolved around the changes by ESSA to the Elementary and Secondary Education Act. As your school receives Title I funding, these changes require your school and district, as guided by your state educational agency, to create and implement standardized entrance and exit procedures for ELs. The opening of school is quickly approaching, and your team has realized that the new changes require them to assess all students who may be ELs within 30 days of enrollment at your school [ESEA section 3113(b)(2)].

As outlined in Chapter 1, identifying ELs is a federal requirement; it is also crucial for the ELs and their teachers. Identification of ELs in a timely manner—within 30 days at the beginning of the year and within 14 days during the school year—is also a federal requirement, and beneficial for all. Effective instruction needs to begin the moment ELs enter the classrooms, and personalized plans for this instruction need to be based on proper, prior assessment of each EL’s instructional needs, ESL/ELD level, and the EL program implemented by the school.
Bibliography


Showers, B., & Joyce, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: ASCD.


About the Authors

Margarita Espino Calderón, PhD, Professor Emerita, Johns Hopkins University, has served on national preschool to 12th grade literacy panels and as an advisory board member of the National Research Council, the Education Testing Service, WIDA, the National Center for Learning Disabilities, the National Literacy Panel for Language-Minority Children and Youth, and the Carnegie Adolescent English Language Learners Literacy Panel. She is a consultant for the U.S. Department of Justice and the Office of Civil Rights. Her research interests include professional development, effective schools, and language and literacy development of English learners.

Dr. Calderón served as principal investigator of ExC-ELL—Expediting Comprehension for English Language Learners—a five-year study of middle and high schools funded by the Carnegie Corporation of New York and, with Robert Slavin, as co-principal investigator of both a five-year randomized evaluation of English immersion, transitional, and two-way bilingual elementary programs and BCIRC—Bilingual Cooperative Integrated Reading and Composition—a five-year study of elementary schools, both funded by the Institute for Education Sciences and the United States Department of Education.

Dr. Calderón, a former middle and high school teacher, directed bilingual professional development programs at San Diego State University and taught bilingual and educational leadership courses at the University of Texas, El Paso and University of California, Santa Barbara. She has authored, coauthored, or edited more than 100 books,
articles, and chapters, is an international speaker, and conducts comprehensive professional development programs throughout the United States and abroad.

**Shawn Slakk** is vice president of operations and senior consultant, Margarita Calderón & Associates, where he and his colleagues train teachers and administrators how to consolidate language, literacy, and content for English learners and all other students. Shawn is coauthor and developer of professional development sessions focusing on whole-school implementation, administrative support, and coaching. He serves as the lead ExC-ELL consultant for the state of Virginia. Recent projects include redesigning ExC-ELL for adult learners, implemented at the Ana G. Mendez University System campuses in Washington, DC, Florida, and Dallas, Texas.

Slakk, who taught elementary and middle school ESL and Spanish and served as a school administrator, is the former coordinator of RETELL—Rethinking Equity and Teaching for English Language Learners—for the Massachusetts Department of Elementary and Secondary Education, where he and his staff developed the Sheltered English Instruction endorsement courses for administrators and classroom teachers.

As a former certified WIDA trainer and coach for the Sheltered Instruction Observation Protocol, Slakk provided professional development on instructional strategies, lesson delivery, and assessment to support ELs. He earned a bachelor’s degree in K–12 English Education and K–12 Spanish Education from Whitworth College and master’s degrees in Teaching English to Speakers of Other Languages—TESOL—from Eastern Washington University and in school administration from the University of North Carolina Greensboro. He is currently pursuing a doctorate degree in curriculum and instruction with an emphasis on reading and writing instruction for additional language learners at the University of Virginia.
Related ASCD Resources: English Language Learners

At the time of publication, the following resources were available (ASCD stock numbers appear in parentheses):

Print Products

*Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* by Kristin Souers with Pete Hall (#116014)

*Turning High-Poverty Schools into High-Performing Schools* by William H. Parrett and Kathleen M. Budge (#109003)

*Reaching Out to Latino Families of English Language Learners* by David Campos, Rocio Delgado, and Mary Esther Soto Huerta (#110005)

*Teaching English Language Learners Across the Content Areas* by Judie Haynes and Debbie Zacarian (#109032)

*The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners* by Pérsida Himmele and William Himmele (#108037)

*Managing Diverse Classrooms: How to Build on Students’ Cultural Strengths* by Carrie Rothstein-Fisch and Elise Trumbull (#107014)

*Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners* by Douglas Fisher, Nancy Frey, and Carol Rothenberg (#108035)

*Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Revised and Expanded 2nd Edition* by Robert W. Cole (#107003)

*Getting Started with English Language Learners: How Educators Can Meet the Challenge* by Judie Haynes (#106048)

*Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4* by Sylvia Linan-Thompson and Sharon Vaughn (#108002)

*Leading an Inclusive School: Access and Success for ALL Students* by Richard A. Villa and Jacqueline S. Thousand (#116022)

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