

Newcomer Framework and Toolkit Research/Resources

Arizona Department of Education, Office of English Language Acquisition Services (2017). Individual Language Learner Plan (ILLP). Retrieved from <http://www.azed.gov/oelas/illp/>

This document helps schools provide an Individual Language Learner Plan for their ELL students.

Beaverton School District (2016). ELL Program Road Maps Newcomer Programs. Retrieved from https://www.cosa.k12.or.us/sites/default/files/images/program_roadmaps_newcomers.pdf

Guides schools to design programs for newcomer ELLs. Starting on pg. 21 is a reflective tool to evaluate ELL school program components.

Council of Great City Schools (2014). A Framework for Raising Expectations and Instructional Rigor for English Language Learners. Retrieved from <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

A guide to selecting ELL appropriate teaching materials.

DeCapua, A. & Marshall, H. (2010) Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in U.S. Secondary Schools.

This 160-page book outlines an instructional model schools can use to address the needs of their SLIFEs.

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., and Rivera, H. (2006). Research-Based Recommendations for Serving Adolescent Newcomers. Retrieved from <https://www2.ed.gov/about/inits/ed/lep-partnership/newcomers.pdf>

Book 2 in the Series: Practical Guidelines for the Education of English Language Learners, discusses six elements of effective instruction.

Los Angeles Unified School District (2012). English Learner Master Plan. Retrieved from <https://achieve.lausd.net/Page/74#spn-content>

This 242-page document provides information on placement, instructional program options, family involvement, and monitoring and evaluation, for ELL students.

NYSUT (2015). New York State Requirements for Bilingual Education and English as a New Language Programs. Fact Sheet No. 15-07. Retrieved from http://www.nysut.org/~media/files/nysut/resources/2015/april/factsheet1507_nys_bilingualeducationenglishnewlanguage.pdf?la=en

Provides state requirements for K-8 and 9-12 English as a New Language and Bilingual Education programs.

Robertson, K., Breiseth, L. (?). How to Support Refugee Students in the ELL Classroom. Colorin Colorado. Retrieved from <http://www.colorincolorado.org/article/how-support-refugee-students-ell-classroom>

Article provides suggestions on how schools can support refugee students and also provides a brief description of their challenges.

Saunders, W., Goldenberg, C., and Marcelletti, D. (2013). English Language Development Guidelines for Instruction. *American Educator*. Retrieved from http://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

Utilizes six research syntheses and meta-analyses within various populations. Fourteen ELD guidelines have been developed that address policy, ELD scheduling, what should be taught and how to teach ELD.

Short, D., Boyson, B. (2012). Helping Newcomer Students Succeed in Secondary Schools and Beyond. CAL Center for Applied Linguistics. Retrieved from <http://www.cal.org/resource-center/publications/helping-newcomer-students>

This 111-page document provides findings from a national survey of programs, that includes community/family connections, and what to consider when monitoring programs for newcomers. Examples of programs are provided in the Appendix.

Sparks, S. (2016). Teaching English-Language Learners: What Does the Research Tell Us? *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2016/05/11/teaching-english-language-learners-what-does-the-research.html>

Provides information from a three-year study by the Center for Applied Linguistics (CAL)

U.S. Department of Education (2016). Newcomer Tool Kit. National Center for English Language Acquisition (NCELA). Retrieved from <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

This 158-page document defines newcomers, welcoming practices, quality instruction, social emotional needs and family engagement.

Zacarian, D., Haynes, J. (2012). Educating Newcomer ELLs with Limited Schooling: An Overview. *Colorin Colorado*. Retrieved from <http://www.colorincolorado.org/article/educating-newcomer-ells-limited-schooling-overview>

Defines challenges impacting newcomer ELLs including trauma, poverty, and collectivist cultures.

The following school district websites were referenced during the development of the Clark County School District Newcomer Toolkit website:

Harrisonburg City Public Schools

http://staff.harrisonburg.k12.va.us/~ahorne/index.php?pages_id=16

Minneapolis Public Schools http://multilingual.mpls.k12.mn.us/newcomer_toolkit

Redmond School District <http://www.redmond.k12.or.us/departments/student-services/english-language-learners/teacher-resources-for-ell-newcomers/>

West Chester Area School District <https://www.wcasd.net/Page/6845>