

# Secondary English Language Learners: Opportunities and Challenges

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CABE

# TODAY...

- Who are we speaking about?
- Who needs to be at the table?
- What does Research say?
- Commitments in Practice
- Making Schools Inviting
- What is in the New Chapter?
- Question and Answer Time (small group)

- Turn our “profound dissatisfaction with the status quo” into positive and energizing action. (Lee Shulman)
- Develop an understanding of what quality teaching for ELLs entails: vision, theory of action, and implementation stages.

## Who needs to be at the table?

- Administrators
- School Counselors
- Intervention specialists
- Content teachers
- ELD Teachers
- Parents
- Students



## Who are we speaking about?

- ELL Profile:
  - Newcomer (Low L1, Low L2)
  - Newcomer (High L1, Low L2)
  - Emergent ELLs (High L1, Average L2)
  - Longterm ELLs (High L1 oral language, Average L2)
  - Older ELLs (17 or older, various)
- Need to consider:
  - Age
  - Years in US
  - # of years of US schooling
  - # of years in ELL program
  - Migrant/Immigrant/Refugee status
  - Year of school entered US school
  - Years of formal schooling anywhere

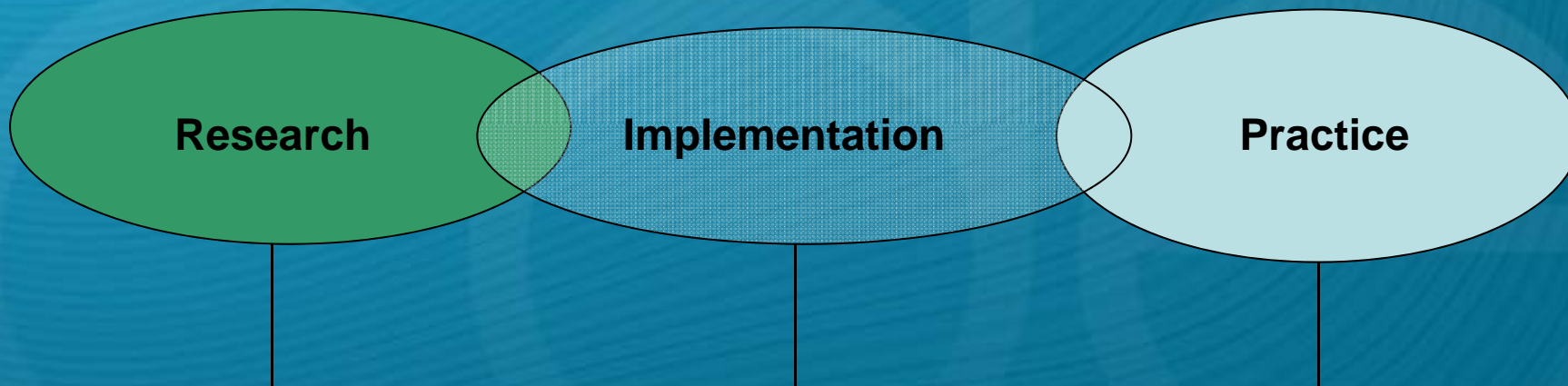
- Access
- Pathways
- Segregation
- Ineffective instructional practices
- Lack of resources
- Compartmentalization
- Assimilation
- Cultural irrelevance

# Secondary Achievement

Categories	2005	2006	2007	2008
ELL Graduation rate	80%	66%	55%	52%
ELL Completion rate	81%	68%	58%	54%
ELL Dropout rate	7%	8%	9%	7%
Migrant Graduation rate	83%	71%	61%	58%
Migrant Completion rate	83%	71%	63%	60%
Migrant Dropout rate	5%	6%	9%	5%

- Learning a second language and learning through a second language is largely a socio-cultural challenge, involving student investments, identity alignments and participation in academic practice.
- Require commitments in practice focused on enhancing participation in ways that break down social barriers and learn language through content.

# Research to Practice Gap



Improved Student Outcomes  
Improved Education Systems

- Research to practice gap: What is known is not what is adopted to help students, families and communities.
- Implementation gap: What is adopted is not used with fidelity, not done for a sustained amount of time, or what is sustained is not used on a scale sufficient to impact students.

---Aida Walqui, 2008

## Commitments in practice

- Active participation\*
- Social integration
- Integrated language learning\*
- Socio-cultural identity support\*
- Connections to wider contexts

# Learning is influenced by the context in which it occurs

*Learning cannot be separated from the context in which it takes place because minds do not exist in a vacuum, somehow disconnected from and above the messiness of everyday life.*

(Nieto, 1999)



## Make Schools Inviting: School-Wide Practices

- Provide ELLs with organized peer group activities (inside and outside of classroom)
- Create well-structured collaborative learning groups
- Create a culturally competent environment in schools
- Make sure students know who their counselors are and the kinds of support offered
- Create safe places on school campus
- Offer PD on intergroup educational programs
- Look for ways to organize students into smaller communities

## What are the opportunities?

- Opportunity for *all* students to engage in deeper conversations regarding a global society
- Opportunity for *all* students to be better prepared for an increasingly diverse and multicultural society
- Opportunity for educators to broaden their knowledge by learning to teach differently
- Opportunity to learn from parents

## Possible Questions that are asked

- How come our school will not let us schedule appropriate classes for our ELLs?
- What kind of electives should ELLs take?
- If administrators think there is no need for sheltered classes, what is next?
- Why do you think counselors play a large part?

What other questions can and should be asked about this population of students?



## So what is in the secondary chapter?

- Opportunities and challenges (data)
- Defining a Secondary ELL
- Navigating the Secondary system
- Special notes for Counselors and other school staff
- Programming options
- Promising Practices
- District obligations (statutory)

# Small Group Discussion and Q & A

Explore Programmatic Framework,  
Guide To Scheduling

Explore Promising Practices

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## ARGENTINA

### Grading Scale

Scale	Grade Description	U.S. Grade Equiv.
10	Sobresaliente (Outstanding)	A
8-9	Distinguido (Distinguished)	A
6-7	Bueno (Good)	B
4-5	Aprobado (Pass)	C
0-3	Insuficiente/Reprobado (Insufficient/Fail)	F

### Country Profile

Education System: [http://www.unesco.org/iau/online/databases/systems\\_data/ar.rtf](http://www.unesco.org/iau/online/databases/systems_data/ar.rtf)

### Required Documents:

<http://www.wes.org/required/index.asp>



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[http://www.cde.state.co.us/cde\\_english/index.htm](http://www.cde.state.co.us/cde_english/index.htm)

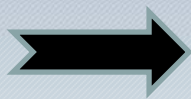
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Internet Explorer browser interface showing the address bar with the URL [http://www.cde.state.co.us/cde\\_english/index.htm](http://www.cde.state.co.us/cde_english/index.htm), search engines (Google, Bing), and various utility icons like McAfee SiteAdvisor and WES Resources.

The Colorado Department of Education website header and main content area. The header includes the CDE logo, the tagline "Improving Academic Achievement", and the section title "Language, Culture and Equity". Navigation links for "Offices", "Staff Contacts", and "Colorado.gov" are present. A search bar is located on the right side of the header.

The main content area is divided into several sections:

- LC&E Home**: A list of links including "LC&E Guidebook", "Parent Involvement", "What's New!!", and "AMAOs".
- Home**: The main heading for the page.
- Our Mission**: A paragraph stating the mission: "Our mission is to support all English language learners, linguistically, socially and academically, by providing educational leadership for teachers, parents/guardians, students and Colorado communities."
- Programs and Initiatives**: A list of links for "Migrant Education Program", "No Child Left Behind (NCLB) Title I - Part C", "Language Instruction for Limited English Proficient and Immigrant Students", "No Child Left Behind (NCLB) Title III", "English Language Proficiency Act (ELPA)", and "Parent Engagement".
- Contact Information**: Details for the Language Culture and Equity unit, including the address (201 East Colfax Avenue, Denver, CO 80203), phone numbers (303-866-6963 or 303-866-6753), fax number (303-866-6892), and office hours (Monday - Friday, 8:00AM - 5:00PM).



## Secondary Initiatives work at CDE: Toolkit

# Contact Information

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