

# SPOTLIGHT



Nicole Craine for Education Week

Adrian Galvan, left, is a bilingual paraprofessional at Lyman Hall Elementary School in Hall County, Ga. He is part of program that aims to recruit teacher-candidates who reflect the ethnic and linguistic diversity of the student population.

## ENGLISH-LANGUAGE LEARNERS

### EDITOR'S NOTE

Amid rapid growth, educators are finding new ways to better serve English-Language Learners. In this Spotlight, discover how districts are building workforces that mirror their student bodies, how educators are supporting ELLs with disabilities, and how parental fluency affects a student's chance for success in school.

### CONTENTS

- 2** Wanted: Teachers as Diverse as Their Students
- 4** Overlooked: How Teacher Training Falls Short for English-Learners and Students With IEPs
- 6** How Many English-Learners Do Districts Serve? Data Are Inconsistent
- 7** English Fluency Among Parents: Why It Matters for Student Success

### Commentary

- 8** 700,000 English-Language Learners Have a Disability. We Have to Do Better by Them
- 10** 'Prevention Is the Best Way to Support Long-Term English-Learner Students'
- 13** Valuing Our English Language Learners by Learning to Listen



—Nicole Craine for Education Week

Adrian Galvan, a member of the RISE program and a bilingual paraprofessional at Lyman Hall Elementary School, hugs his former 2nd-grade teacher and teaching inspiration, Donna Garlinghouse, at the school where they both work in Gainesville, Ga.

Published on September 17, 2019, in *Education Week*

## Wanted: Teachers as Diverse As Their Students

Districts try 'grow your own' programs to get the workforce to better mirror the student body

By Corey Mitchell

**W**hen Adrian Galvan came to the United States at age 5, he knew little English.

He knew even less of what to expect in his new school, Lyman Hall Elementary.

Now, 16 years later, Galvan works in those same classrooms, helping immigrant children much like the one he used to be, adjust to their new lives.

Galvan is part of an experiment—a grow-your-own educator program that aims to close the gap between the number of Spanish-speaking students and Spanish-speaking educators in Hall County, Ga., where immigrants from Mexico and Central America have changed the face of the school district.

Since the late 1990s, the share of Latino students in the district has increased more than 200 percent, rising from 14 percent in 1999 to 44 percent this year.

Despite the drastic change, the teaching workforce hasn't kept up: 90 percent of the district's educators are white; only 5.5 percent are Latino.

"There's a disparity there," said R. Bradley Brown, the assistant superintendent for human resources. "We just need more bilingual people who are native speakers in our schools to help with communication, to help with reading and also to set examples."

In response, the school system partnered with the University of North Georgia to create the RISE (Realizing Inspiring Successful Educators) program, designed to prepare Spanish-speaking Latino students for careers in education. The district covers college tuition for participants and offers them paid part-time jobs as school paraprofessionals, with the goal of keeping them in the district once they graduate.

Grow-your-own programs can take different forms, but many seek to recruit

residents to build a workforce that reflects the ethnic and linguistic diversity of the student population.

"The languages, the experience of immigration, whether it was them or their parents or other family members, means that they have insight into how the students they're working with are going through school and how they could improve the experience for them," said Sheri Hardee, the dean of the University of North Georgia's college of education.

To help students who may encounter financial barriers on their way to earning a teaching degree, some districts and teacher-preparation programs are pouring resources—seed money—into the efforts.

Professors at the University of Washington's college of education secured a \$2.4 million grant from the U.S. Department of Education to train about 60 certified teachers to work in Spanish-English and Vietnamese-English dual-language classrooms in the greater Seattle area. The funding covers half the tuition for participants.

The Pioneer Scholars program at Lipscomb University in Tennessee helps prepare Latino and immigrant students in metropolitan Nashville for careers in education. Students who qualify for the program earn \$10,000 per year in scholarships.

"It's those young people who don't see themselves reflected in the curriculum, who don't see themselves reflected in the educator workforce or school leadership," said Margarita Bianco, an associate professor at the University of Colorado, Denver, and the executive director of Pathways2Teaching, a program designed to encourage students of color to pursue careers in teaching.

"This is the first time anybody has said to them that your experiences and the person you are is so valuable to this community. We want you to come back to share that knowledge."

### Changing Demographics

As the makeup of the nation's K-12 school population transforms, Hall County is not alone in its struggle to attract multilingual teachers.

A 2016 report from the National Research Center on Hispanic Children &

Families found that more Latino immigrants are bypassing urban areas and instead settling in rural areas and suburban towns like Gainesville, about 65 miles northeast of Atlanta.

Thirty states and the District of Columbia reported shortages of bilingual and English-as-a-second-language teachers 2018-19, federal data show.

While Georgia is not among them, the list of states reporting shortages of bilingual teachers includes Arizona, New Mexico, and Texas, where more than a quarter of the overall population identifies as Latino, and many are Spanish-speakers. Yet schools are struggling to find teachers for emerging bilingual students.

Bianco thinks she knows why.

The stigma and shame long-attached to English-language-learner status may leave native Spanish speakers who could have been potential teaching candidates feeling “less than” in school, dimming their view of the profession.

Allison Briceño, an assistant professor in the teacher education program at the San José State University college of education, said some of her native Spanish-speaking students opt out of bilingual preparation programs because they assume their command of the language is not “good enough.”

“When you have a bilingual teacher shortage, that’s a problem,” Briceño said.

The first cohort of RISE graduates is set to return to Hall County schools as full-time teachers next fall. Some, like Galvan, are already shouldering significant responsibility in schools.

He spends three days a week working as a paraprofessional at Lyman Hall, where he rotates between traditional and special education classrooms and provides interpretation services for parents during school events and parent-teacher conferences. More than 95 percent of students at Lyman Hall are Latino.

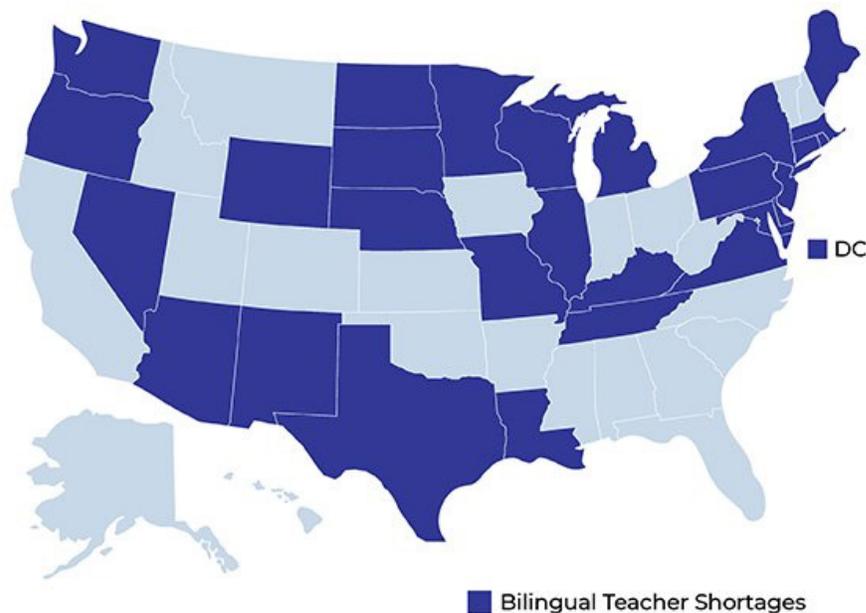
### Building Connections

“I know what they may be going through or the situations they may be experiencing,” Galvan said. “Coming here, being an English-language-learner, I feel that I’m able to help them and relate to them and have that connection.”

Administrators in the Hall County schools and the University of North Georgia are hopeful those connections will help raise achievement in the district.

## PALTRY SUPPLY OF BILINGUAL TEACHERS

Thirty states and the District of Columbia reported shortages of teachers in the areas of bilingual instruction and English-as-a-second-language during 2018-19.



SOURCE: U.S. Department of Education

EDUCATION WEEK

On average, Latino students in Hall County are nearly two grade levels behind their white peers. Decades of research on teacher diversity show that students perform better when exposed to teachers who look like them and have similar backgrounds.

“We haven’t really gotten rid of or reduced much the inequities that exist, especially impacting kids of color and their families,” said Manka Varghese, a professor at the University of Washington’s college of education.

“One of the ways that people are really trying to push now is this diversification.”

At Lyman Hall, every kindergarten class has a bilingual paraprofessional to help students entering school with little or no exposure to English.

It’s an experience Yadira Hernandez wishes she had.

“Growing up, I never had that help,” she said.

When Hernandez started pre-kindergarten classes in Hall County, she spoke only Spanish. Hernandez went through school without ever having a bilingual teacher.

That experience has stuck with her. Now, as a student in the RISE program, Hernandez is able to provide the support she did not have as a child.

“I enjoy having conversations with them to make them realize, ‘Hey, I know this is new for you but eventually you’re going to learn it and you’re going to be great at it,’” she said.

Hernandez didn’t know how impactful bilingual educators were until she encountered a parent liaison in her high school that served as a guide for Spanish-speaking families who were unfamiliar with and intimidated by the U.S. education system.

“I know how much of an impact a person who speaks their language can have on them,” Hernandez said. ■



# For English Language Learners, a 39% Increase in Speaking Scores

In a study conducted by Rosetta Stone® and the University of Maryland, extra speaking practice paid off for English language learners.

The study investigated the effect of Rosetta Stone Foundations software on Arizona English Language Learner Assessment (AZELLA) Listening and Speaking scores<sup>1</sup> of students in grades 2-12 in a large urban school district.

See the greater gains in year-over-year AZELLA scores.



DOWNLOAD THE WHITE PAPER

1. AZELLA Reading and Writing scores were not analyzed because Reading and Writing tests are not comparable from year to year for the data set used.

Published on May 14, 2019, in *Education Week's Special Report: Blind Spots in Teacher Professional Development*

# Overlooked: How Teacher Training Falls Short for English-Learners and Students With IEPs

Many English-learners and students with disabilities spend lots of time in general education classes, but teachers lack training in how to meet their needs

By Corey Mitchell

**E**nglish-language learners and students with disabilities—groups of children once taught in isolated classrooms with specially trained instructors—spend more time in general education classrooms now than in years past.

But many general education teachers are not equipped with the necessary skills and knowledge to meet the needs of English-learners or students with disabilities, researchers have found. It's an issue that could be tackled at least partly through school and district-wide professional development, but the knowledge teachers need does not always reach them.

"There's been a large increase in students who come from diverse backgrounds that are in schools and unfortunately, in many instances, teachers aren't adequately prepared to address their needs," said Jennifer Flores Samson, an associate professor and the chairwoman of special education at the Hunter College School of Education in New York City.

Samson—whose research focuses on how teachers can better serve students who are culturally, linguistically, and ability diverse—has studied whether teachers in states with sizable English-learner populations are adequately prepared to work with those students.

She reached a sobering conclusion: They're not.

Federal data indicate that 6.7 million students with disabilities, and 4.8 million English-learners are enrolled in public K-12 schools in the United States.

Millions of those students are spending much of their days in general education classrooms, often with teachers not specifically trained to work with them.

In some states, task forces and commissions have tackled the issue, offering recommendations to remedy the problem. In other parts of the country, educators have turned to regional education agencies or colleges of education to fill the professional development gap.

In 2015, California's Statewide Task Force on Special Education released a report that found students across all categories of disability spend less time learning in general education classrooms than their peers in all but three other states.

"Too often, neither general education nor special education teachers are well prepared to meet the needs of students with disabilities in a general education classroom," the report concludes.

That's a problem in a state where roughly 10 percent of students receive special education services, said Mildred Browne, a former California special education administrator of the year who served on the task force. Special education students are taught in general education classrooms whenever possible, driven by federal policy that requires teaching students in the "least restrictive environment" that is appropriate for them.

To that end, general education teachers who work with students with disabilities need to know how to do three things well, Browne said: Read and understand individualized education plans, teach reading, and keep families informed about their students' progress.

Knowing how to read IEPs is key, Browne said, because students with disabilities often struggle in general education classrooms when teachers don't understand their needs.

Teachers, especially those who work with students with dyslexia or language-based disabilities, must know the nuts and bolts of reading instruction and vocabulary development to give students opportunities to connect with the curriculum.

## Away From Labels

When trying to train teachers to work with students who learn differently or speak a language other than English, the focus should be on the students, not the labels attached to them, researchers and practitioners say.

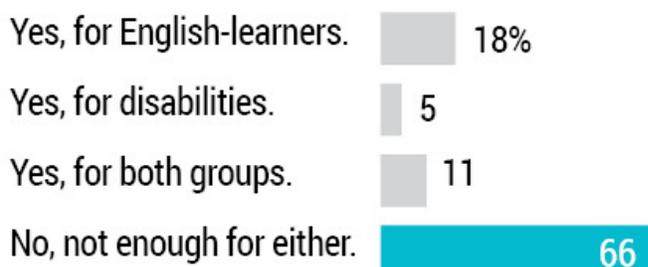
“

The instruction that's given to [general education] teachers tends to be disability-of-the-week focused. It's much more about learning to see kids as individuals than it is about learning, 'This is what autism is, this is what learning disabilities are.'”

**CHRISTINE ASHBY**  
ASSOCIATE PROFESSOR, SYRACUSE UNIVERSITY  
SCHOOL OF EDUCATION

## EdWeek Twitter Poll

English-language learners and students with disabilities are spending more time in general education classrooms than ever before. Teachers, do you feel like you have enough training to teach #ELLs and students with disabilities?



TOTAL: 165 votes

Teachers should spend more time homing in on the needs of students because “too often disability is seen as something separate from general education,” said Christine Ashby, an associate professor in the teaching and leadership department at Syracuse University’s School of Education.

“The instruction that’s given to [general education] teachers tends to be disability-of-the-week focused,” said Ashby. “It’s much more about learning to see kids as individuals than it is about learning, ‘This is what autism is, this is what learning disabilities are.’”

Janet Hiatt, a former English-learner teacher leader in the Des Moines school district, now helps train educators who work with English-learners in central Iowa. She and Samson both suggest that building and district-level administrators, along with teachers, need training to support the inclusion of English-learners.

In a study published in the National Association of Secondary School Principals Bulletin, Hiatt and a colleague collected data on teachers’ perceived pre-

paredness to work with English-learners.

“Language development is important and crucial and should be incorporated, but ... culture should be the starting point,” Hiatt said. “They need to know relevant ELL-specific background” such as each student’s native country, prior education, and literacy level in their first language.

“All of that information informs what they’re going to do in their classrooms,” Hiatt said.

Hiatt also recommends that schools focus on inclusive leadership, not just teaching strategies; research indicates that, in order to help students succeed, school administrators must be equally prepared to support the teachers and students.

That may include developing plans for sustained professional development and avoiding one-day or short-term workshops. Schools should opt instead for training that focuses on helping general education and English-as-a-second-language teachers co-plan lessons and share and analyze data.

Mary Lynn Boscardin, the president of the Council for Exceptional Children,

an international organization dedicated to improving the educational success of students with disabilities and gifted and talented students, said most teachers have the content knowledge to work with all students. Where they need support is in developing strategies to collaborate and communicate with families and colleagues.

Before the shift to more inclusion, “each teacher had their own classroom, they were pretty much ... isolated,” said Boscardin, a professor of special education at the University of Massachusetts, Amherst. “Now we’re transitioning into a teamwork framework.”

In a 2012 report prepared for the Center for American Progress, a left-leaning think tank, Samson and a colleague also found many teachers were ill-prepared to work with English-learners.

While evidence exists that preparation and training have improved in the time since, Samson still thinks the recommendations for professional development she outlined in the report—including focusing on oral language development, academic language, and cultural diversity—remain relevant.

That means teachers working with English-learners must be aware of the similarities and differences between first- and second-language development, and the importance of nonverbal communications and visual aids in language acquisition; recognize the difference between conversational language and academic language—the vocabulary that helps students understand story problems or science concepts, which can be difficult for native-English speakers to grasp and is often even tougher for ELLs; and, perhaps most importantly, teachers must recognize that the cultural norms of their classrooms may be vastly different than what students experience at home.

“They need to support the soft skills of teachers in understanding the backgrounds of the students they work with, the cultures, the families, the socioemotional needs, the challenges they face in the context in which the children live, is really critical,” Samson said.

Administrators must prepare new teachers, even those who had preservice training, to work with English-learners or special education students, because they “have no idea what they don’t know,” Samson said. “They are going to walk into the classroom on that first day and be shell-shocked.” ■

Published on January 8, 2020, in Education Week's Learning the Language Blog

# How Many English-Learners Do Districts Serve? Data Are Inconsistent

By Maya Riser-Kositsky

Researchers rely on district-level English-learner data to craft reports and propose policy on the state and national level. The problem is that states may not always report the data the same way—and sometimes it goes missing.

In at least 28 states, more than 1 in 5 districts have no information reported for the past three years of available data. Of the more than 6,600 districts that enrolled more than 1,000 students for the past ten years, 21.6 percent were missing ELL data for at least one of those years, according to an Education Week analysis of the federal database known as the Common Core of Data. The nation's 13,500 school districts are required to report those numbers annually to their state departments of education, which then provide the data to the National Center for Education Statistics, the keeper of the Common Core of Data.

The Department of Education created a map using that data in 2018 that showed the percent change in the numbers of English-learners in all the nation's school districts between 2009-10 and 2014-15. Big swaths of Mississippi, Illinois, and Maine had missing data, along with other scattered districts.

"There's so much missing that it's going to be misleading because we don't know if there's a pattern as to why some are missing," Julie Sugarman, a senior policy analyst for preK-12 education at the Migration Policy Institute, said, "like, if we're missing all of the small districts or we're missing all of the districts that have some other characteristic."

The Education Department gathers information on the number of English-learners through many different surveys and data-collection programs. In the Common Core database, the year-to-year omissions can be glaring. The 4,000-student Brawley Elementary school district in Southern California, for example, is missing data on the number of ELL students for three years in the last decade. The number of English-language-learner students that were listed range from 1,200 to 1,700. In the 2017-18 school year, the most recent



with data available, just over 1,300 of the district's students were English-language learners.

In 2016-17, however, that data was not reported at all.

Brawley's superintendent, Richard Rundhaug, who is new to the district, said he could not explain the discrepancy.

On the opposite coast, more than 30 English-language-learner students numbered among the 2,500 students in the New Jersey Caldwell-West Caldwell district in 2016-17, but there was no data for 2017-18. When it is reported, the district's number of ELLs has been relatively stable except for the 2013-14 school year, when only one English-learner is listed.

Superintendent James Heinegg told Education Week the district currently has

68 ELL students—and that the numbers are collected during the district's annual enrollment count on October 15 and reported to the state.

While the NCES data is not the only information the federal Education Department collects about English-learners, it is important.

Data about English-language learners is also collected at the school level through the Civil Rights Data Collection. The utility of that data is limited, though, because it cannot be reliably aggregated up to the district level, as it will double-count students who transferred between schools in the same district.

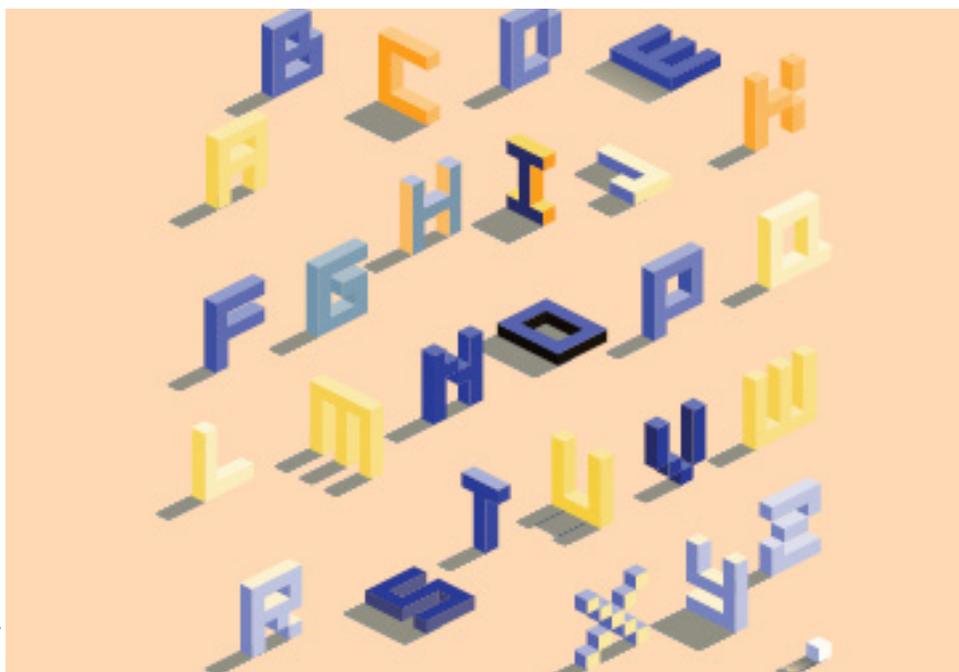
Without the NCES data, researchers would have to request the information from each individual school district. That can be difficult, according to David Lai, a special projects manager for the Council of Great City Schools, because some districts hesitate to give out this data out of concern for students' privacy.

Fortunately for districts, the NCES data collection is not tied directly to the federal funding that goes to states for the education of English-learner students. The federal government allocates states money based on data from the American Community Survey of the U.S. Census Bureau. States then distribute the funding to districts, using their own criteria. Colorado's department of education, for example, uses the number of English-language learners that districts report in the annual October 15 student count to distribute its funds.

"With the new census this year the counting is going to be really important to get the funding," said Matt Weyer, a senior policy analyst at the Education Commission of the States.

Further complicating matters, districts' definitions of who is an English-language learner—and whether and how long they remain in that category and continue to receive services—vary widely.

"They just have different figures for how many [English-learners] they have in all of these different reporting mechanisms," said Sugarman of the Migration Policy Institute, "and it's just completely infuriating." ■



—Getty

Published January 21, 2020, in *Education Week's Special Report: Quality Counts 2020*

# English Fluency Among Parents: Why It Matters for Student Success

States vary in this piece of school readiness

By Sterling C. Lloyd and Corey Mitchell

**R**esearch shows that children whose parents are involved in supporting their learning do better in school, but that's often a barrier for children whose parents aren't fluent speakers of English.

English-language-learner families are less likely than English-only families to attend parent-teacher conferences and other school-related events, U.S. Department of Education surveys have shown.

These families, most of whom are Latino, are also far less likely to volunteer or serve on school committees and attend school or class events—all important opportunities to communicate about students' academic progress.

Linguistic integration—the percent of dependent children whose parents are fluent speakers of English—is one of 13 indicators that make up the EdWeek Research Center's Chance-for-Success Index. The index examines the role edu-

cation plays in providing opportunities throughout an individual's lifetime.

Across the United States, the percentage of children whose parents are fluent English speakers ranges from 67 percent in California to nearly 100 percent in Montana.

Roughly half of states have levels of linguistic integration that are higher than 90 percent. In 17 states and the District of Columbia, the percent of children whose parents are fluent English speakers is between 80 and 90 percent.

Levels of linguistic integration are below 80 percent in seven states—Arizona, California, Florida, Nevada, New Jersey, New York, and Texas.

While language barriers affect student achievement, linguistic integration is just one factor that can influence academic outcomes. As the index reveals, boosting academic achievement is a complex process.

Some states that rate near the top of the index have relatively low levels of linguistic integration. The three states that

rank highest on the overall index, Massachusetts, New Jersey, and Connecticut, have had at least a 4 percentage point decrease in the number of English-speaking families since 2008, the year the EdWeek Research Center Chance-for-Success Index began its current scoring system.

Massachusetts ranks first on the overall index, with an A-minus grade, but 42nd for linguistic integration. New Jersey and Connecticut rank second and third respectively on the overall index, but in the bottom quarter of states for linguistic integration.

Conversely, some states struggled on the index despite high linguistic integration rankings.

Students in Montana and West Virginia face fewer language barriers than their peers in other states, but that does not necessarily translate to stronger academic achievement and adult outcomes.

Montana ranks first in the nation for linguistic integration, but only 28th overall, with a C-plus grade.

West Virginia has the second-highest level of linguistic integration, but ranks 49th overall on Chance for Success with a C-minus grade.

Louisiana and Mississippi also rank in the top 10 for linguistic integration, but fare much worse on the overall index, earning a C-minus and C grade respectively.

## Developing Connections

Linguistic integration is part of the early foundation category of the Chance-for-Success Index, which also includes parental educational levels, family income, and other factors that can influence whether children start school ready to learn.

Under the index guidelines, all parents in the home must be fluent in English for a family to be considered linguistically integrated.

Having at least one English-speaking adult in the home increased the likelihood of a parent or guardian attending a school or class event, parent-teacher conference, or meeting with a guidance counselor, according to the U.S. Department of Education.

Studies out of Boston University's Wheelock College of Education and Human Development have shown that parent involvement is a significant predictor of children's literacy skills, and that bonds formed with other parents at the school may help increase school involvement among Latino families.

A 2015 report from the Center for American Progress, “The Case for a Two-Generation Approach for Educating English Language Learners,” makes the case that communities looking to improve education for school-aged English-language learners should also offer services to their parents.

The study found that limited English skills for parents and students “can create a poverty trap for families” and argues that engaging them simultaneously improves the academic and educational well-being of both generations.

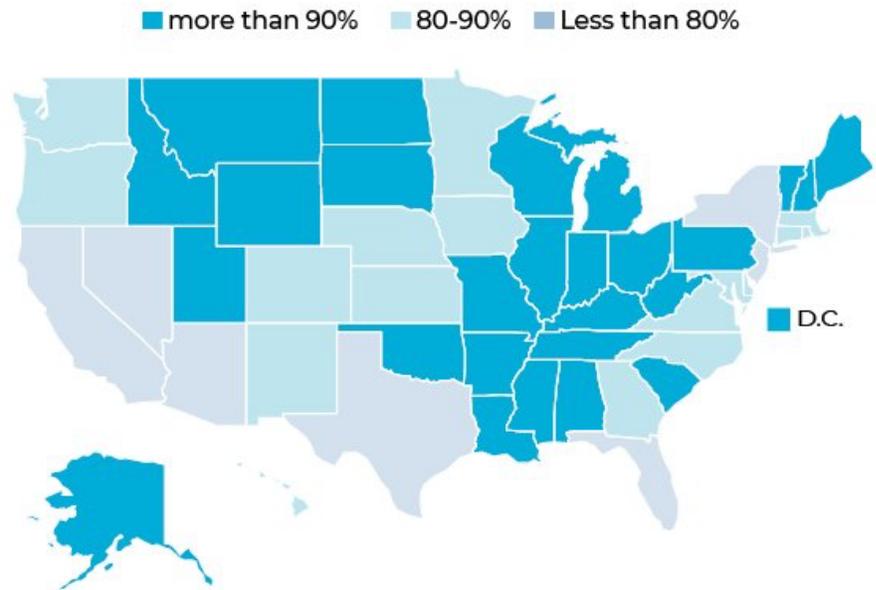
Similarly, a 2015 report from the Education Commission on the States recommended that states do more to connect with English-learner families, including offering adult ELL community education classes to help bridge the language gap.

English-learners who do not reach proficiency can often end up illiterate in two languages, effectively unable to read or write in either.

Research from the Center for Early Education Development at the University of Minnesota indicates that parents whose primary language is Spanish—by far the most common language of English-learner families—or another language besides English, should encourage and support their child’s development and literacy in the home language, which can benefit their English-learning. ■

## LINGUISTIC INTEGRATION

The percent of children whose parents are fluent English speakers ranges from 67.1 percent in California to 99.3 percent in Montana. Levels of linguistic integration are below 80 percent in seven states.



SOURCE: EdWeek Research Center, 2020

## COMMENTARY

Published on August 1, 2018, in *Education Week*

# 700,000 English-Language Learners Have a Disability. We Have to Do Better by Them

Teachers should focus on ELL students’ strengths, not their deficits

By Rochelle Verstaendig

**A** Pakistani 2nd grader with dyslexia, a South American girl suffering from a benign brain tumor, and a Japanese teenager experiencing symptoms of attention deficit disorder might not have a lot in common at first glance. However, they are all English-language learners who have also been identified as having an intellectual, psy-

chological, or physical disability. I have taught students much like these—and countless others—during my 28 years as an English-as-a-new-language teacher in New York.

Recent figures from the National Center for Educational Statistics indicate that more than 700,000 English-language learners with disabilities are currently enrolled in the nation’s public elementary

and secondary schools. This comprises 14.7 percent of the total ELL population in U.S. public schools.

Throughout my career, I have taught countless students who have struggled to overcome their learning differences, while also trying to learn English and master the content in their academic subjects. Many of these students have surprised their parents, teachers, and administra-



—Getty

tors by achieving success despite formidable odds. Despite their obstacles, English-language learners with disabilities *can* thrive with the help of specific teaching strategies. Teachers must also adopt a positive attitude to help ELLs with disabilities reach their full potential.

This affirming approach focuses on emphasizing students' strengths rather than their deficits. Students feel motivated when the teacher acknowledges their past experiences, special skills, interests, and talents. This gives them the confidence to try new and challenging activities.

As I learned more about this strength-based philosophy, I was reminded of one 7th grader from Central America who was classified as learning disabled. Although he had been in the United States for several years, he still struggled to comprehend what he read and had trouble writing using standard conventional English. Despite these difficulties, his oral language skills were well developed. He loved participating in class discussions and telling stories about his former home life on a family farm in his native country.

One day when we were speaking about food preparation, this student told a story about his mother cooking a meal while standing knee high in water in their flooded kitchen.

His classmates were intrigued. They asked, "Why didn't you call a plumber?" "Wasn't it dangerous to use electricity while standing in water?" "Did this happen often?"

Later, I asked him if he would write about this experience, so it could be shared with students in other classes. Although he usually disliked writing, he was eager to begin this assignment.

In fact, realizing that others were interested in his experiences gave my stu-

dent a new mission: to write about the important events in his life. I met with him individually for a few minutes each day to provide feedback. We discussed his lack of punctuation, reviewed verb tenses, revised the paragraph organization, and examined the best way to express his ideas.

Slowly, his writing began to improve. He became interested in reading other personal narratives as well. By validating his past experiences and acknowledging his strong verbal skills, this assignment changed my student's attitude toward reading and writing.

Discovering the "hidden" talents of ELLs with disabilities is another way to motivate this population of students. Research from John Hopkins University indicates that children pay closer attention, are more motivated, and are more likely to retain what they learn when the arts are integrated into the curriculum. Giving students an opportunity to use their creative abilities through music, theater, dance and other artistic expression helps them learn.

When a student we'll call Hana entered my 5th grade classroom, I realized I would need to find an innovative way to help her succeed. Originally from Korea, Hana had suffered from a debilitating illness as a child that left her with both physical and cognitive disabilities. During one class, I discovered Hana doodling on a paper while the rest of the class was reading independently.

"That's an interesting drawing, Hana," I commented. She had drawn a picture of students with their noses stuck in their books. "Why don't you create a picture to go along with the book you're reading?"

For the first time that day, Hana opened the book she was supposed to be reading and drew a picture of the main

character. The next day, Hana came to school eager to show me other illustrations she had drawn at home. I urged her to draw more pictures as she continued to read the book. Each day we looked at her artwork and discussed what was happening in the story. We also spoke about the characters' motivations, the problem in the story, and its resolution.

Later that year, our English-as-a-new-language class studied the Egyptian pyramids. We read how the pyramids were built, which materials and tools were used, how measurements were planned by architects and surveyors, and possible secret tunnels within the pyramids. One day, Hana surprised me with a project she had made at home. She had created a miniature three-dimensional pyramid out of construction paper, incorporating many of the facts we had studied. I was overcome with emotion to see that not only had she understood the topic, but she was also able to use her knowledge to produce an independent project.

These vignettes reflect what I have learned from nearly three decades of teaching: Once students feel valued in the classroom, they will be more motivated to access language and content. When working with ELL students in particular, teachers need to use creative strategies to tap into students' interests, talents, and experiences. English-language learners with disabilities are multifaceted and can be highly resistant, but with the proper approach, they can shine. ■

*Rochelle Verstaendig currently teaches immigrants in the adult education program in the Plainview-Old Bethpage School District in New York. Previously, she was an English-as-a-new-language teacher and coordinator in the same district.*

# Improving English Listening and Speaking Skills: A Rosetta Stone® Study

A study investigated the effect of Rosetta Stone Foundations software on year-over-year Arizona English Language Learner Assessment (AZELLA) Listening and Speaking scores<sup>1</sup> of students in grades 2-12 in a large urban school district.

Working with the targeted school district and university researchers, the Rosetta Stone research team investigated the extent to which English Language Learners (ELLs) in grades 2–12 increased their year-over-year speaking and listening skills.

## METHODOLOGY

The school district provided data covering the years 2014–15 to 2016–17.<sup>2</sup> During the school year 2016–17, the Rosetta Stone Foundations program was implemented at schools across the district, and students used it as a supplement to the regular structured English immersion instruction mandated by the state of Arizona. The study examined existing data to measure the impact of Rosetta Stone Foundations usage on AZELLA scores. The scores of students using Foundations were compared with those of non-users.<sup>3</sup>



## KEY FINDINGS

- Students in grades 2–12 who used Rosetta Stone Foundations demonstrated a 26-point gain in Speaking scores and a 13-point gain in Listening scores over the respective scores of non-users.
- Increased usage of Rosetta Stone software was associated with greater gains in year-over-year AZELLA scores.

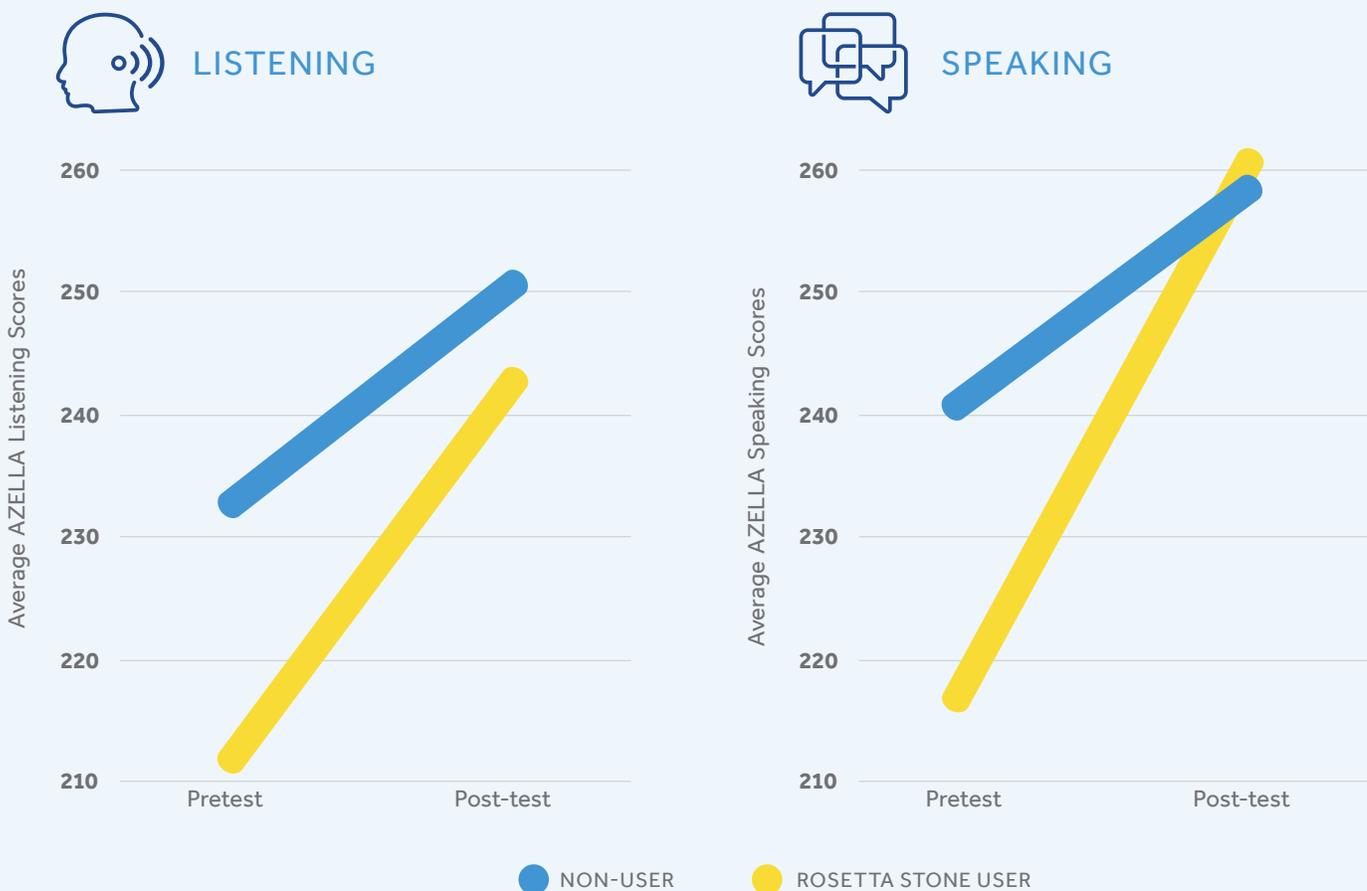
1. AZELLA Reading and Writing scores were not analyzed because Reading and Writing tests are not comparable from year to year for the data set used.  
2. The 2015–16 school year was excluded from the analyses. In 2015–16, the district conducted a short pilot with Rosetta Stone Foundations, but school records for this time period do not indicate which students had access to the software.  
3. The non-users consisted of two groups: (1) students who did not receive the intervention in the same year and (2) students from a year prior to software availability in the district.

# Results: Full Data Set

878 ELLS ACROSS 38 SCHOOLS

Rosetta Stone Foundations users improved significantly more than non-users in English listening and speaking skills on AZELLA. (See Figure 1.)

**FIGURE 1:** Average Listening and Speaking scores for users and non-users of Rosetta Stone Foundations



**For Listening,** on average, Foundations users showed gains of 32 points, while non-users gained 19 points.

**For Speaking,** on average, Foundations users showed gains of 45 points, while non-users gained 19 points.



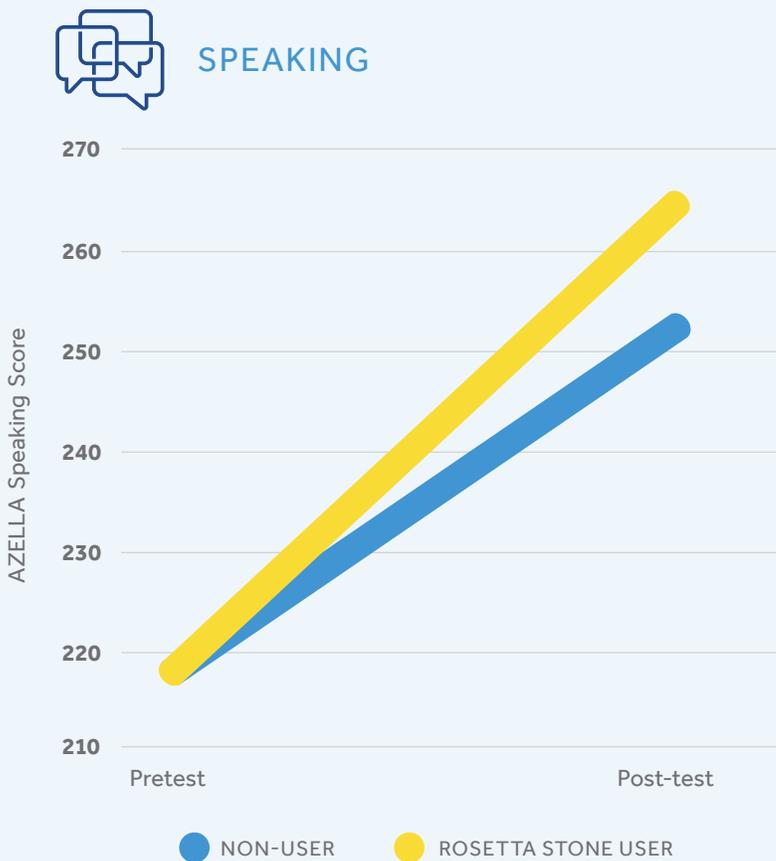
In addition, greater improvements in Listening and Speaking scores on AZELLA year over year were associated with higher levels of Foundations usage.

# Results: Matched Data Set

## SUBSET OF 392 STUDENTS WHO STARTED AT SIMILAR LEVELS OF ENGLISH

As in the full data set, students who used Foundations improved their AZELLA Speaking scores more than the control group did. In this matched data set, it is estimated that Foundations users' Speaking scores increased 39% more than non-users' scores. (See Figure 2.)

**FIGURE 2:** Predicted speaking results for the matched data set



## DISCUSSION

For novice learners, like the majority of students in this study, one of the advantages of using Rosetta Stone software is that they can practice individually, thereby increasing the amount of time they would spend speaking as compared to a normal classroom environment. The Rosetta Stone program emphasizes speaking practice. Thus, the robust gains in the speaking domain specifically are an encouraging measure of program effectiveness.

Unlock your students' language skills. Learn more about Rosetta Stone Foundations and additional Rosetta Stone language solutions at [rosettastone.com/k12/contact](https://rosettastone.com/k12/contact).

### ABOUT ROSETTA STONE EDUCATION

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations. Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

## COMMENTARY

Published on January 22, 2020, in *Education Week's Classroom Q&A Blog*

# 'Prevention Is the Best Way to Support Long-Term English-Learner Students'

By Larry Ferlazzo

**W**hat are the best ways we can support Long-Term English-Language Learners? This [piece features] comments from Eric Haas, Mary L. González, Ed.D., Tonya Ward Singer, and Dr. Connie D. Banks.

## Prevention

Long-term English-learner (or LTEL) students are generally considered English-learner students receiving formal English as a second-language supports in their sixth year and beyond. The vast majority of LTEL students are in middle and high school. The most effective way to support LTEL students is to provide strong learning experiences so that they learn English sufficiently to be successful in their mainstream classes in five or fewer years. Once a student reaches LTEL status, schools should provide even more intensive and targeted individual supports. These additional support needs usually result from one or more of the following: prior interruptions in their schooling, substantive differences between their home culture and the culture of U.S. schools, trauma, and a learning difference or disability.

We can reduce the number of LTEL students by providing strong, coordinated English-language support services, which include at least these four elements.

**1. Know your English-learner students and their families.** Learn who they are, what their lives are like, and what they dream for their futures. Develop two-way relationships with students and caregivers. Partner new English-learner students with a native English-speaking buddy and their caregivers with a partner family. Assigning a mentor teacher also works.

**2. Provide rich listening, speaking, reading, and writing activities along with structured support.**

English-learner students need rich activities—demanding, complex, and relevant—where they can learn both content and practice expressing their ideas in English. They need to talk a lot in order to write well. And they need to practice specific examples of how to express themselves that relate to the rich activities.

**3. Support elementary, middle, and high school English-learner students differently.**

In kindergarten through about 3rd grade, all students are learning to read. Then, in about 4th grade, students begin to read to learn—that is, they read more to learn new content and vocabulary than the mechanics of reading itself. So, early-elementary English-learner students are learning to read English along with their peers, taught by teachers trained in literacy development. In contrast, English-learner students in middle and high school are learning to read English while their assignments involve reading to learn, taught by teachers skilled in content, not literacy. Add in the social and emotional stresses of adolescence, and you have secondary-English-learner students with especially demanding school experienc-

“

**Prevention is the best way to support LTEL students.**

- Eric Haas

in Education Week Teacher

es. Therefore, the supports for secondary-English-learner students must be different from and more extensive than those for elementary school students.

**4. Help struggling English-learner students promptly, especially if you suspect a learning difference or disability.**

It can be very difficult to determine why an English-learner student is struggling in school. It is hard to learn complex academic content in another language, so some struggles should be expected. As a result, teachers often wait until a struggling English-learner student is more fluent to make a learning difference or disability assessment. This is a mistake. A comprehensive assessment should be done as soon as struggles seem atypical by experts in second-language acquisition and special education with input from the family and classroom teachers.

Despite a strong curriculum and timely interventions and supports, some English-learner students will still be receiving English-language services for six years or more. We recommend two ways to enhance their learning experience.

**1. Try an alternative English-fluency assessment.** Some students struggle with standardized tests. For some, their

learning difference or disability limits their ability to demonstrate their English fluency, even with accommodations. So, administer another type of assessment and see if their English-fluency score improves. No assessment is perfect.

**2. Tweak your approach.** Some students need six years or more of English-language support services. Still, we should always look to improve our support. Try changing pullout classes to more mainstream in-class supports. Try more targeted nonlanguage supports such as those related to trauma or learning differences. Encourage more pleasure reading. Small changes can lead to big improvements.

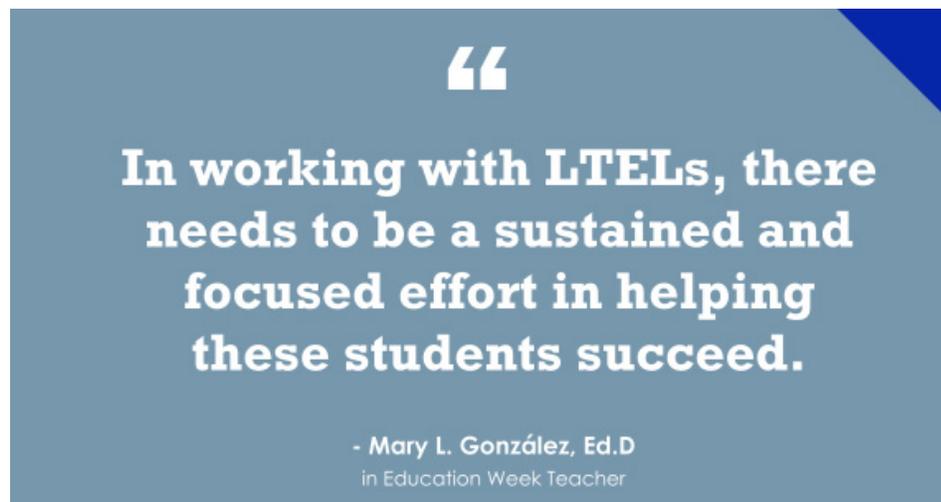
Prevention is the best way to support LTEL students. With a strong curriculum and timely intervention services, few English-learner students will need six or more years of language support service to be successful in mainstream classes.

*Eric Haas is a professor and director of the educational leadership doctoral program at California State University, East Bay, in Hayward. His latest book, co-authored with Julie Esparza Brown, is Supporting English Learners in the Classroom: Best Practices for Distinguishing Language Acquisition from Learning Disabilities (2019), published by Teachers College Press.*

## The need for high expectations

In supporting Long-Term English-Language Learners, based on research conducted in the writing of *Five Practices for Improving the Success of Latino Students*, some of the elements we discovered to be essential in providing support to students included: administrator leadership, building relationships, high expectations, instructional collaboration in modifying and refining instructional practices, as well as the use of data.

**Administrator Leadership:** We found administrators interviewed in these schools had a clear and shared vision to ensure all their students received an excellent education whether students decided to continue on to higher education, military, or a job site. As administrators, they viewed their leadership team as instrumental in guaranteeing that the needs of students were being met and addressed in order for their instructional staff to focus on instruction. Primary



focus is doing “what is in the best interest of the student” in all decision-making regarding their schools. Administrators view *all* their students as possessing potential in order to have courageous conversations when needed—especially in dealing with LTELs.

**Building Relationships:** The value of building relationships in order for LTEL’s to succeed and meet their academic goals cannot be underestimated. Students need to feel they are safe, respected, and in caring environments. Connections with both classified as well as certificated personnel are important for students. All staff on campus should feel they have an impact on student academic success and as result of their relationships with students, students perceive the staff’s commitment and reciprocate by putting their best foot forward. Importantly, these relationships allowed staff to discover additional social, emotional, financial, or health concerns impacting the success of each student. As schools identify the needs of their students, they are proactive in securing the resources needed to help students succeed.

LTELs have the potential to succeed with additional resources provided. As we found in our research, school leaders as well as their staffs sought out ways to provide additional instructional support by providing tutoring before and after school, Saturdays, during Thanksgiving, Christmas, and summer breaks. Tutoring and additional reading and writing support are provided on a one-on-one basis, small group, or classroom setting. Committed teachers make themselves available to students based on student needs.

**High Expectations:** It is important to ensure LTELs also have high rigor in their curriculum in order to prepare stu-

dents for higher education even if they are not interested in attending. Students will perform better in the workforce if they are highly skilled academically. This will result in students leading more productive lives regardless of the path they decide to take after high school graduation. Providing students with opportunities or curriculum, which is not always available to students who have fallen behind, gives students motivation to succeed. For instance, in the schools we observed, additional support was provided to students wanting to participate in extracurricular activities (i.e., sports, clubs, etc.), internships, certificate classes (i.e., medical assistant, computer repair, etc.) as well as Advance Placement courses, just to name a few.

**Instructional Collaboration:** Administrators, as well as instructional staff, need to be focused on setting priorities for professional development, especially for LTELs. Setting professional development as a priority includes allowing time for instructional staff to train, practice, and reflect on the practices being implemented. Too often, we see schools focus on professional development for a year and then proceed to the next new trend without giving staff appropriate time to make improvements or to thoroughly train.

In addition, allowances should be made for teacher prep time to happen during a common time to permit for teacher collaboration to work together. Opportunities to observe other classrooms as well as be observed increase the fine-tuning of instructional practices. Administrator visibility in classrooms with constructive feedback provides opportunities for continued growth.

**Use of Data:** It is important to use

various data allowing for administrators and instructional staff to make the appropriate decisions in order to help students reach their academic potential and goals. How else can you really determine the academic success of your students? Although this is often stated, the use of data needs to include types of data, multiple uses of data, formative or summative data to determine, “What do the students know and not know?” which will lead to, “What’s our action plan to provide students the support they need?” Frequent assessments provide insight into how you are meeting your goals with these students in particular.

All stakeholders should have some form of access to data, which includes providing data to parents and students in order for them to be active partners in their own success or their student’s success. However, it is also important to note that administrators should also allow for staff to be trained to interpret and understand the data provided.

**Conclusion:** In working with LTELs, there needs to be a sustained and focused effort in helping these students succeed. The extra efforts will be well worth the benefits to everyone involved as continued growth in their success is obtained.

*Mary L. González, Ed.D., has 28 years of experience in K-12 and higher education. She is a retired educator from the San Diego County Office of Education - Migrant Education Program. She is a co-author of Five Practices for Improving the Success of Latino Students.*

“High-level, engaging, and relevant core teaching is the key”

High-level, engaging, and relevant core teaching is the key to accelerating long-term ELs. The bottom line is that students need access to high-level academic literacy and learning to build the academic language required for such learning. Many long-term ELs are classified as such because they have yet to pass the reading or the writing section of the English-proficiency test—or have yet to demonstrate progress on grade-level measures of academic reading and writing. Any support solution must focus on building academic language and literacy in tandem with core content and not on watering-down learning or on segregating long-term ELs from their non-EL peers.

“  
High-level, engaging and relevant core teaching is the key to accelerating long-term ELs.

- Tonya Ward Singer  
in Education Week Teacher

How do we do this? We build shared ownership and collective efficacy of all teachers to teach long-term ELs. This is not about hiring a single EL teacher or putting long-term EL classes on the schedule; it is about building collaborative protocols for teachers to engage in continuous inquiry about impact together.

There are many different protocols for collaborative inquiry—and it’s not as important what you call it as how you approach it—with a shared vision that every student you serve is capable of excellence and that together you will adapt teaching until they thrive.

In a team of English teachers or math teachers, for example, we collaborate to clarify our expectations and criteria for success with our highest priority goals for student learning. We choose our goals from our standards and from the language required for success with speaking, listening, reading, and writing in these academic tasks. Based on these goals, we co-plan lessons with at least one priority task we’ll all do to gather formative data. We then collaborate to co-analyze student work (e.g., conversations or writing) to identify specific strengths and priorities for growth.

For efficiency during the co-analysis, each bring in three work samples that include (1) one at grade-level, (2) one that is approaching, and (3) one that is below or far below. Make sure at least two samples are from long-term ELs so you can also identify together the specific strengths and needs of students in this subgroup in your core classrooms. Cluster the work samples into the three levels and make a T-chart for each. On the left side, write strengths you see in the student work at this level. On the right side, write next-level goals.

Reference your grade-level expectations for this task including content and language standards to help you get specific together about what the students now demonstrate and what they next need to learn. If you are using a rubric, write the rubric criteria you see in the work samples. Next, get specific about the long-term ELs represented in the work sample—what needs do they demonstrate that are similar to the needs of other students and what needs are unique?

Collaborative-work analysis, with a focus on grade-level content expectations, is a powerful way to get clarity about what specifically long-term ELS need to thrive at grade level. I’ve seen teachers who initially don’t feel confident about “EL” teaching have sudden “ah ha” moments when analyzing students’ academic writing. They get clarity about the specific aspects of academic language to teach and how to teach it aligned to what they teach all students every day.

If your school or district has the luxury of funding EL specialists, include specialists on teams of core teachers to collaborate in data-driven inquiry about impact. Be open-minded problem-solvers together, both to identify the supports your students need AND to rethink the most strategic ways to leverage your human resources to ensure every long-term EL has a strong sense of belonging and success in rigorous, relevant, core teaching.

*Tonya Ward Singer consults internationally to support K-12 educators in transforming teaching for equity and English-Learner achievement. Tonya is the author of bestsellers EL Excellence Every Day and Opening Doors to Equity, and co-author of Breaking Down the Wall (Corwin, October 2019) and EL and literacy curricula for major publishers.*

# “ Long-Term English Language Learners need to be supported by all staff!”

- Dr. Connie D. Banks  
in Education Week Teacher

## “Relationships are essential”

Long-Term English-Language Learners need to be supported by all staff! Most importantly, the majority of L-TELLs are high school students. First, we need to find out WHY they are still classified as English-Learners. Is it because they feel they should never have been an EL? Are they failing the assessment on purpose to get back at the system? Were they potentially in need of special services? Is it an attendance issue? Are students working to help out their families and fail to see the need? Are we meeting the needs of the WHOLE child or just looking at the test? This is especially important with L-TELLs. Students are students; therefore, we need to address these concerns AND we must know our parents and students. In order to do this, relationships are essential because they build bridges for communication.

Different states have different exiting criteria. South Carolina requires an EL to score a composite of 4.4 AND a 4.0 in each domain. Many L-TELLs in high school participate and excel in honors and AP classes but fail to meet the exiting criteria. If states were to utilize multiple pieces of data, a much more informed decision would be made to assist L-TELLs.

## Strategies to strengthen the pathways for L-TELLs success:

**Parental Awareness** - Do parents of ELs understand the U.S.A. and individual state education system? This is especially true with EL identification and exiting criteria, attendance, discipline, and diploma credits.

**Teacher Efficacy** - We need to improve teacher efficacy regarding second-language acquisition. There should be more access to high-quality professional development.

**Relationship** - In order for L-TELLs to achieve success, we must build better relationships with our parents AND students. We need to understand their stories, whether the focus is poverty, trauma, or unusual family dynamics. This assists with serving to meet their basic needs and meeting students where they are in academic learning.

Build relationships with English-Language Learners/ L-TELLs, their parents and cultures; therefore, we will strengthen the efficacy of all stakeholders.

“Communication and relationships are the roots to success.” ■

*Dr. Connie D. Banks serves as an ESOL coach/lead teacher in District 6, South Carolina, EL consultant with Transforming Learning Cultures LLC, and Eury Consultants in Spartanburg, S.C. She provides professional development focusing on ELs and how to build efficacy in teachers and ELs. Connie has presented at multiple national, regional, and state conferences on topics related to ELs & SPED/GT, academic-content strategies, and building an effective ESOL program.*

*Larry Ferlazzo is an award-winning English and Social Studies teacher at Luther Burbank High School in Sacramento, Calif. and is the author of Helping Students Motivate Themselves: Practical Answers To Classroom Challenges, The ESL/ELL Teacher's Survival Guide, and Building Parent Engagement In Schools.*

## COMMENTARY

Published on August 29, 2018, in  
Education Week's Global Learning Blog

# Valuing Our English Language Learners by Learning to Listen

By Wendi Pillars

**W**hen I lived overseas, I remember wishing desperately that people would understand that I was intelligent. I wanted to become fluent in Czech and carried my dictionary with me everywhere, looking up every word I saw. But as a human, you want to converse with nuance and ease. Without a dictionary or struggle for each word. With spontaneity and grace. There is an overwhelming desire to prove yourself and to be open to those around you, but you're limited in expressing yourself by the extent of your language ability.

As a teacher of English Language Learners (ELLs), my experience living abroad resonates with the ELL experience here in North Carolina. They serve as global ambassadors, and the increasing diversity in our schools is an opportunity to listen first, to understand what is being said, and to open ourselves to new values.

## Diversity Isn't Going Away

According to the World Population Prospects, 80 percent of teachers believe there is value in students' having the ability to understand other countries and cultures. Far fewer (30 percent) say they actually incorporate material about other countries and cultures into their instruction. Most claim this is due to a lack of resources, but they forget about our human resources, namely, the rising numbers of English Language Learners (ELLs) in our schools.

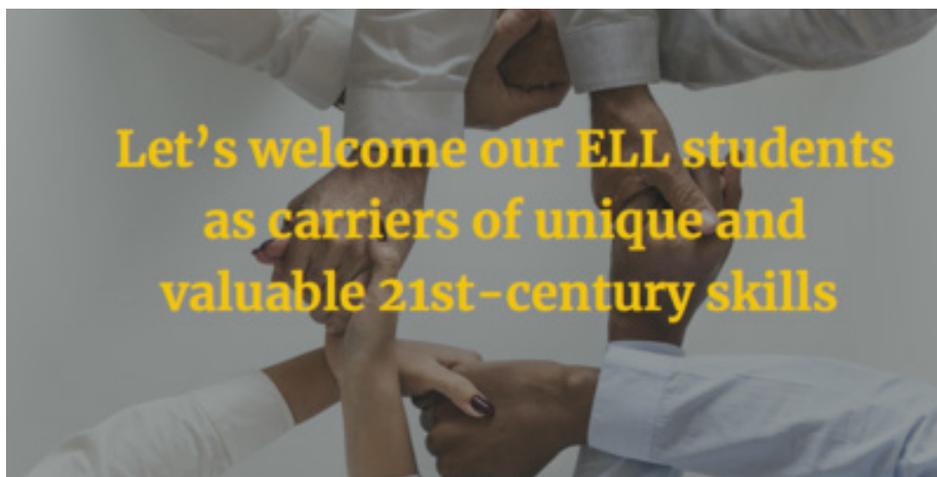
According to the U.S. Census Bureau's population projections, 2044 is pegged by as the "crossover year," the time when no single racial or ethnic group will comprise a majority. In only two years, non-Hispanic whites will be a majority-minority in U.S. schools. ELLs, and the more than 150 languages they speak, have grown 60 percent in the last decade--versus 7 percent for the general student population--and are projected to comprise half of all public school students by 2020.

Diversity is not going away, but one of the first things our country's leadership did in 2017 was shut down the White House Spanish language site, sending a disheartening message to our Spanish-language speakers. We are a country whose counterterrorism war involves 39 percent of the world's countries, and in which we are lacking 41 ambassadors worldwide. This stark absence of, and need for, diplomacy means that everyone needs to be a diplomat at some level, skilled in conversation, active listening, and linguistic insight.

### Language as a Critical Competency

While we push students to be college and career ready with globalized experiences, funding is tenuous for world-language teachers, and United States language graduation requirements are minimal. According to the Council on Foreign Relations, the global economy is shifting away from the English-speaking world, and understanding another language is a priceless window into cultural norms for conducting business. Let's treat language as critically as we do competency in English and math, with projects and learning that span communities and continents, to supercede physical walls and boundaries.

In Russian, a *pochemuchka* is someone who asks a lot of questions, is curious, evaluates information, and exhibits divergent thinking, a fitting alignment with Socrates' claim that "wisdom begins with wonder." Channel your inner *pochemuchka* with a nod to Socrates and let's wonder more courageously about our own assumptions in light of what true global-ready, literate, and educated citizens look like. Let's investigate how we can share our ELL students' skills and knowledge with all students in our schools and promote their multifaceted experiences to support both their learning experiences and those of all students.



### Redefining College and Career Readiness

Some bilingual students who are able to speak, read, write, and understand language at high levels (think highly touted dual immersion programs) are hailed as honors students, yet the majority of ELL students are more likely to be categorized as uneducated and in need of extra assistance.

In Siberian Yupik, *nangaghalleg* is the belief that something unique exists in every living and nonliving thing. Our default deficit mindset strips away the powerful multilingual abilities of our ELL students, while framing their skills as a threat. Let's expand our narrow views of what comprises literate, global-ready, educated citizens, and discover each student's *nangaghalleg*. Consider a Seal of Biliteracy if your school or district doesn't offer one.

*Arete*in Greek is the powerful idea of bringing the very best version of yourself to everything you do, something that, unlike the external recognition of *nangaghalleg*, comes from within ourselves. How are we allowing our ELLs to develop and exemplify this in our classrooms and communities? Which of our unconscious or conscious biases prevent students from living with *arete*? Let's welcome our ELL students as carriers of unique and valuable 21st-century skills rather than as a threat to our community norms.

In the words of Atticus:  
 "Watch carefully,  
 the magic that occurs,  
 when you give a person,  
 just enough comfort,  
 to be themselves."

### Acculturate Instead of Assimilate

Think of your English Language Learners. Are they invisible, visible, or masters at traversing between the two? Which level of visibility do we consider more useful and when? Which do we encourage most? What do you consider a "safe space" for our students building new lives with us, bridging their past with our influences on their present? How does that play out in our classrooms?

Many of our language learners face a triple responsibility of navigating daily between languages, cultures, and the past and present. They may still have emotional ties to the past and live tenuously in the present, in turn curtailing their mental reserves to think about the future. Language might just be that one link, integral to the core of their being, a rich source of insight into how their experiences have both molded them and prepared them to leave an impact with their unique lives.

Tibetans greet each other with "*tashi deley*," a beautiful greeting that not only honors the greatness in others, but also the place in which courage, honor, love, and dreams reside. I first saw this on a poster in a school in the Philippines; the teachers told me this is how they teach their students to live and learn with others. Let's seek this place in students and encourage them to acculturate, honor their abundant skills, and allow them to build on what they know, rather than push them to assimilate into a monolingual, monocultural mindset.

In Greek, *meraki* is the concept of acting so wholeheartedly that you leave a piece of yourself in whatever you do. With a more inward-looking United States, a growing federal failure to val-

ue alliances, eroding multilateralism, and a preference for militarization over diplomacy, the ability to counter divisive narratives will take courage and energy. Let's ensure the purpose for education matches the needs of our communities and the world; we can start by getting to know our students one new word, concept, and conversation at a time, with whole-hearted commitment.

## Language as Power

In Czech, *zazrak* denotes wonder, a miracle, much like language itself is a miracle, a bevy of insights, far more than a means of communication. It is also a means of power, as are the symbols (i.e., words) that express it. You don't need permission to see your students and their languages in a new light. Let's acknowledge the powers of multilingualism in global readiness and remember that never-ending wonder can be far more diplomatic than judgment.

Although we can't always change the way we talk, maybe, just maybe, we can change the way we listen. When our students find safety and opportunity in forging new beginnings, they are in turn, exquisitely equipped to help others do the same. ■

*Wendi Pillars, author of Visual Notetaking for Educators and a National Board Certified English as an Additional Language (EAL) teacher at Jordan-Matthews High School in Siler City, North Carolina, shares ways to value our English Language Learners (ELLs) in the classroom.*

Copyright ©2020 by Editorial Projects in Education, Inc. All rights reserved. No part of this publication shall be reproduced, stored in a retrieval system, or transmitted by any means, electronic or otherwise, without the written permission of the copyright holder.

Readers may make up to 5 print copies of this publication at no cost for personal, non-commercial use, provided that each includes a full citation of the source.

For additional print or electronic copies of a Spotlight or to buy in bulk, visit [www.edweek.org/info/about/reprints.html](http://www.edweek.org/info/about/reprints.html)

Published by Editorial Projects in Education, Inc.  
6935 Arlington Road, Suite 100  
Bethesda, MD, 20814  
Phone: (301) 280-3100  
[www.edweek.org](http://www.edweek.org)

# EDUCATION WEEK

# SPOTLIGHT

Get the information and perspective you need on the education issues you care about most with Education Week Spotlights

The Achievement Gap • Algebra • Assessment • Autism • Bullying • Charter School Leadership • Classroom Management • Common Standards • **Data-Driven Decisionmaking** • Differentiated Instruction • Dropout Prevention • E-Learning • ELL Assessment and Teaching • ELLs in the Classroom • Flu and Schools • Getting The Most From Your IT Budget • Gifted Education • Homework • **Implementing Common Standards** • Inclusion and Assistive Technology • Math Instruction • Middle and High School Literacy • Motivation • No Child Left Behind • Pay for Performance • **Principals** • Parental Involvement • Race to the Top • Reading Instruction • Reinventing Professional Development • Response to Intervention • School Uniforms and Dress Codes • Special Education • STEM in Schools • **Teacher Evaluation** • Teacher Tips for the New Year • Technology in the Classroom • Tips for New Teachers



VIEW THE COMPLETE COLLECTION OF EDUCATION WEEK SPOTLIGHTS

[www.edweek.org/go/spotlights](http://www.edweek.org/go/spotlights)