# Culturally Responsive School Practices to Promote the Success of Hispanic English Learners

U.S. Department of Education | October 8, 2020

How to Take Part in This Webinar

- Click the "Q&A" button to ask **content questions** at any point.

  - Click the "Chat" button to ask **technical questions** at any point.

    o When using the Chat feature, please be sure to select "Everyone" prior to typing.
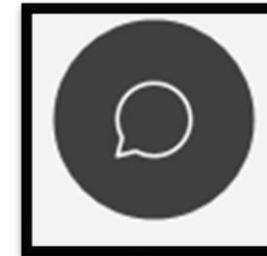
A PDF of the presentation and the recording will be made available shortly after the webinar at https://ncela.ed.gov/Webinars

Like & Follow on Social Media
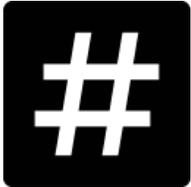
**HispanicELSuccess**

Twitter Follow OELA on Twitter
@ASKNCELA1

Facebook Like OELA on Facebook
@ED.OELA

Webinar Facilitators

Supreet Anand, Ph.D.
Deputy Director, OELA

Maha Abdelkader
Education Program
Specialist, OELA

Delia Pompa
Fellow for Education
Policy, MPI

Tameka Porter
Managing Consultant,
McREL International

Katie Gao
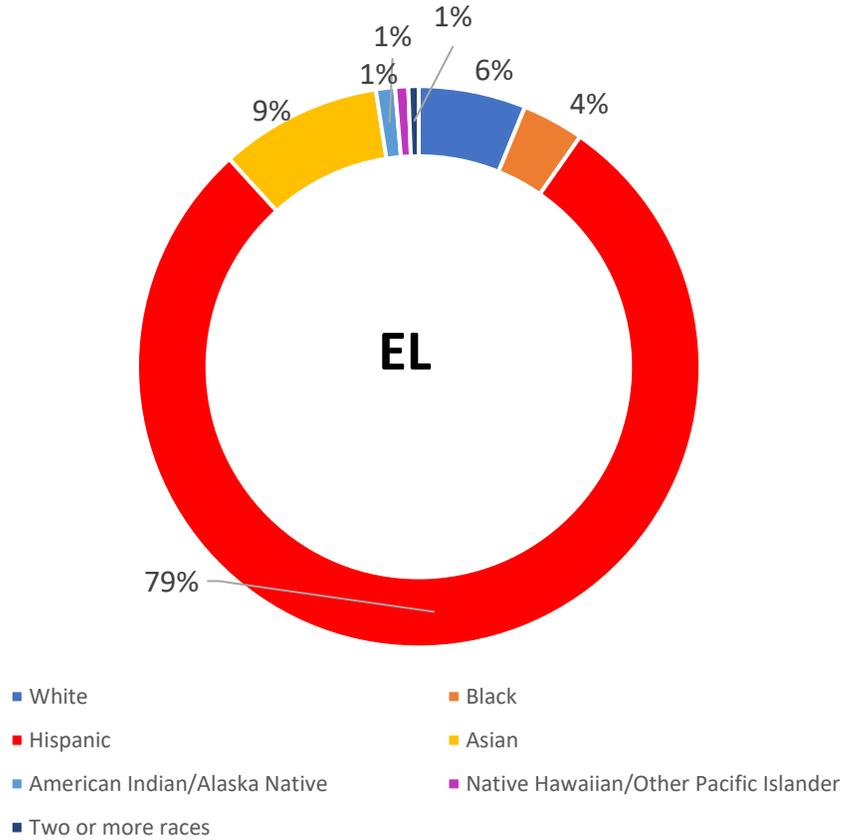Managing Researcher,
McREL International

Agenda

1. Performance of Hispanic English learners on NAEP

2. Students' cultures, identities and experiences in the classroom

3. Research overview on culturally responsive classrooms

4. Promising practices for the social emotional well-being of diverse learners in the current context

5. Q & A

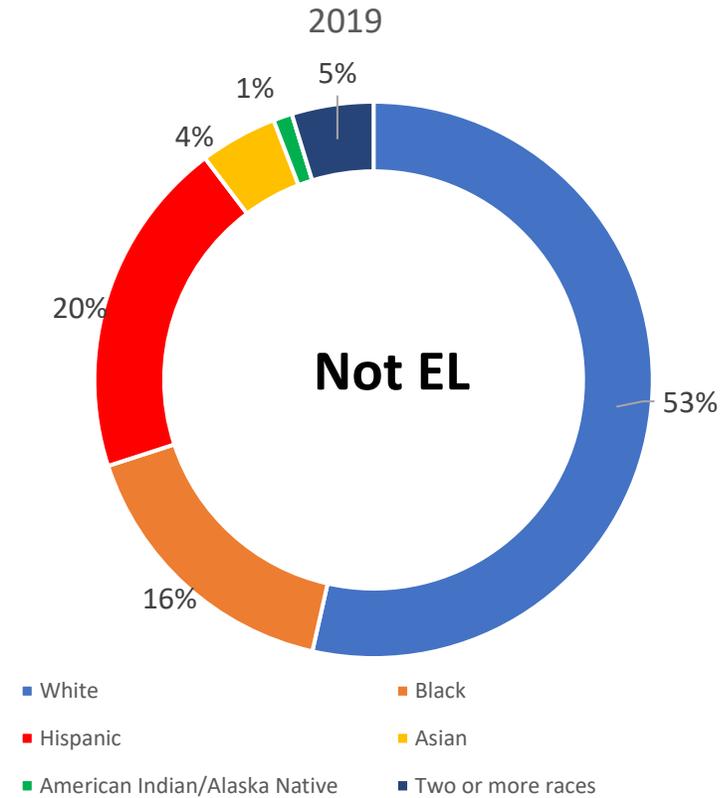Culturally Responsive Data Literacy

Structural Practices

Cultural Practices

Instructional Practices
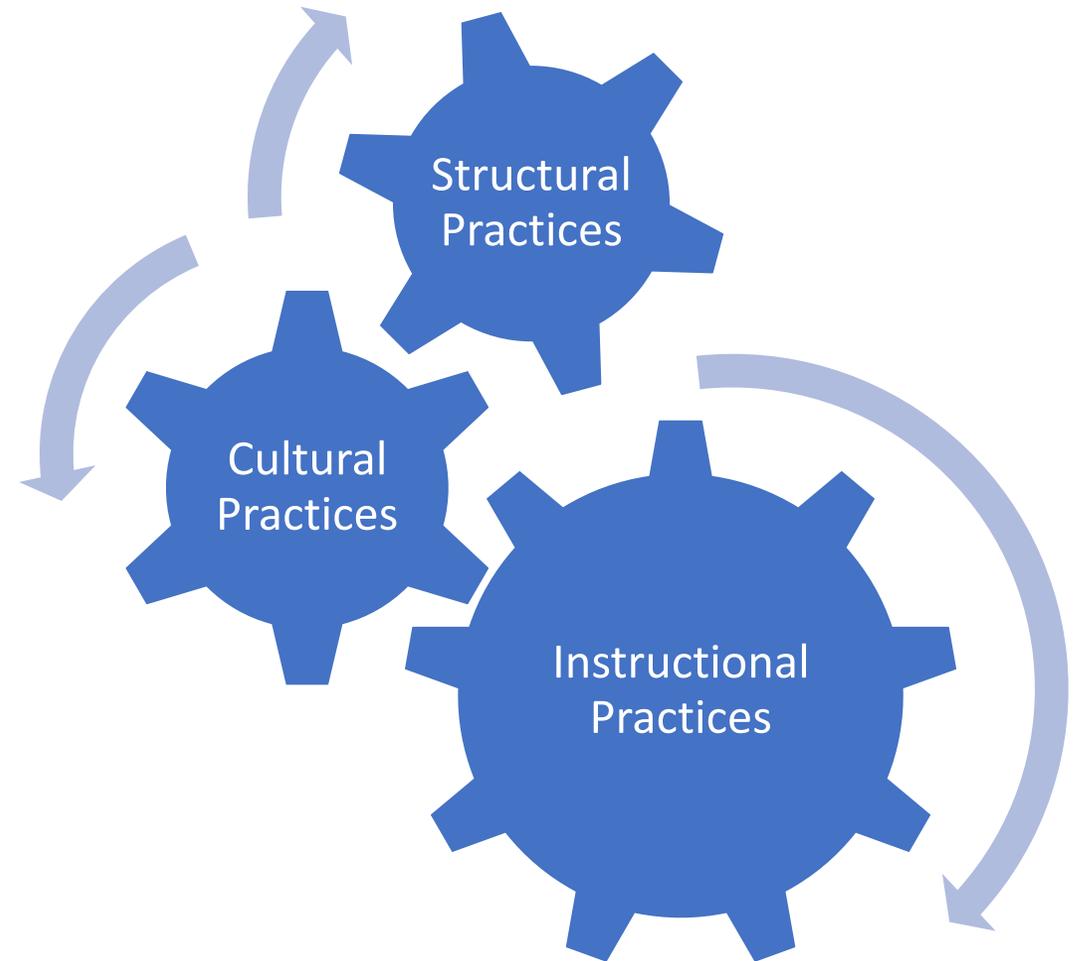
2019 NAEP Test Takers by EL Status and Race/Ethnicity: Grade 4

OELA — Office of English Language Acquisition

Percentage distribution of public school students in grade 4 NAEP reading, by EL status/ethnicity: 2019

EL

- 1%
- 1%
- 1%
- 6%
- 4%
- 79%
- 9%

Percentage distribution of public school students in grade 4 NAEP reading, by EL status/ethnicity: 2019

Not EL

- 5%
- 1%
- 4%
- 20%
- 53%
- 16%

Legend (EL):
- White
- Black
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or more races

Legend (Not EL):
- White
- Black
- Hispanic
- Asian
- American Indian/Alaska Native
- Two or more races

Source: National Center for Education Statistics. *National Assessment of Educational Progress.* Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education.
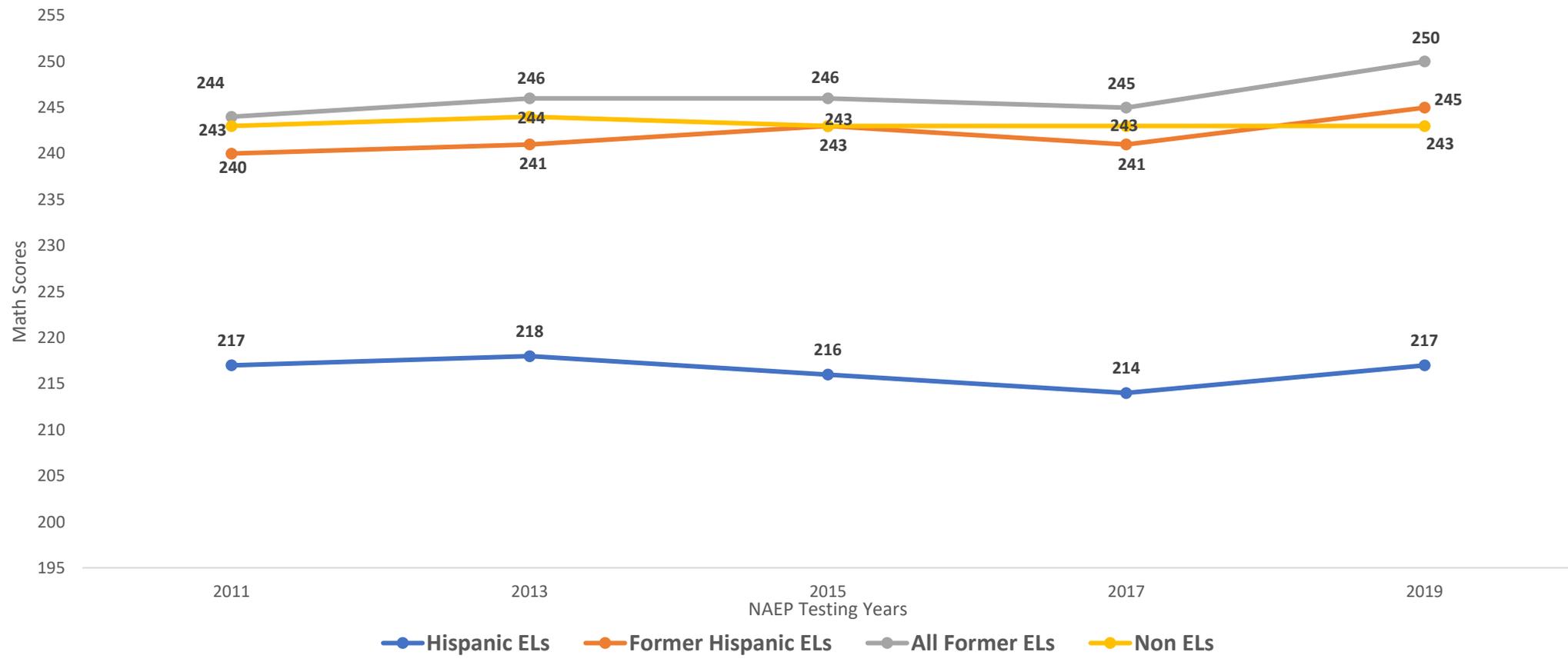
@ASKNCELA1   # HispanicELSuccess   # OELA   7

Focus on English Learners

Trend in grade 4 NAEP mathematics average scores and score gaps, by ELL status and race/ethnicity: 1996, 2015, and 2017


○ Significant difference (p<.05) between ELL and non-ELL students.
◇ No significant difference (p<.05) between ELL and non-ELL students.
‡ Reporting standards not met.
* Significantly different (p<.05) from 2017.
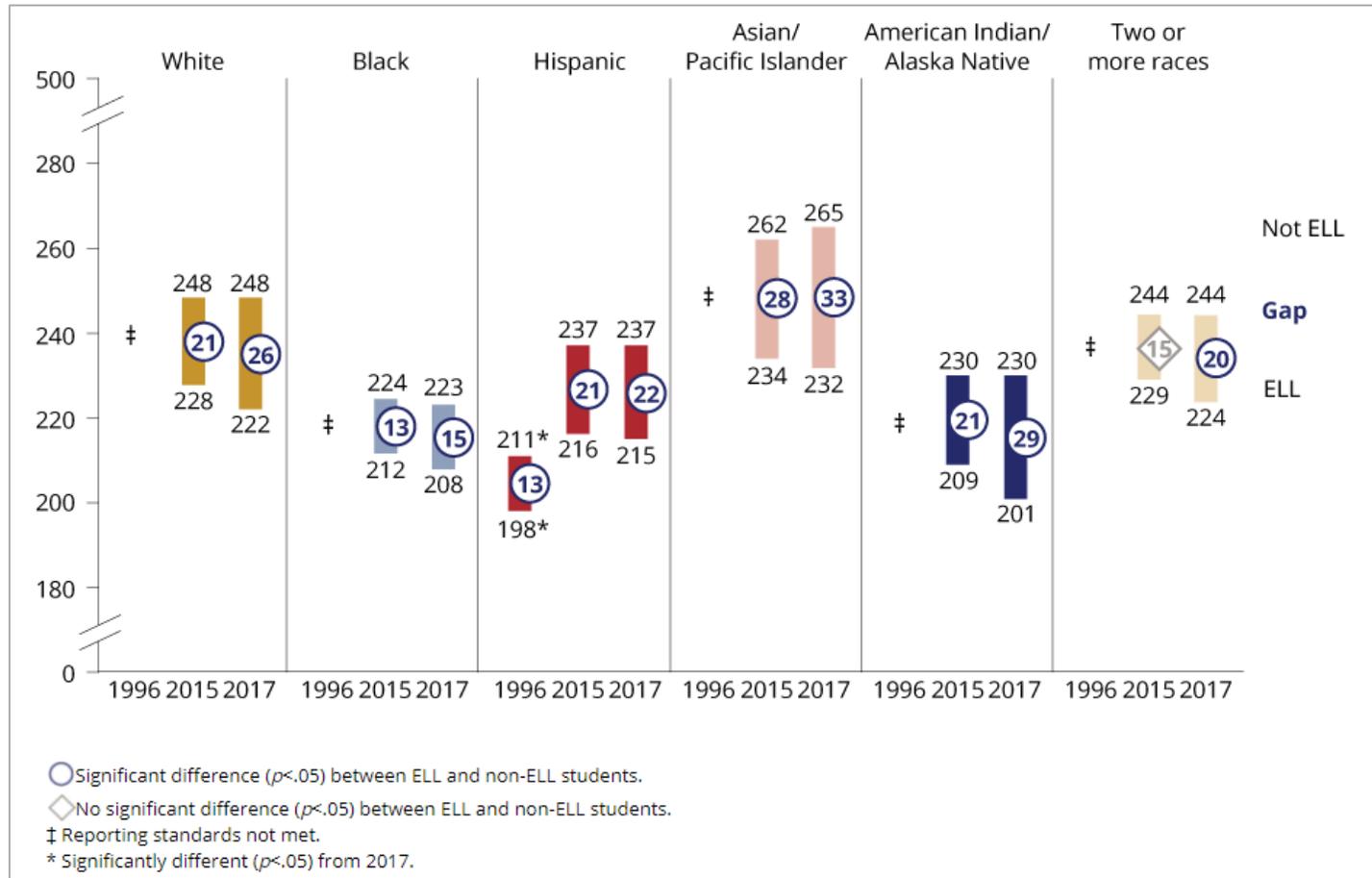
NAEP Grade 4 Math Achievement Scores: Years 2011–2019

NAEP Grade 4 Math Achievement Scores

Legend: Hispanic ELs, Former Hispanic ELs, All Former ELs, Non ELs

Source: National Center for Education Statistics. *National Assessment of Educational Progress.* Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education.

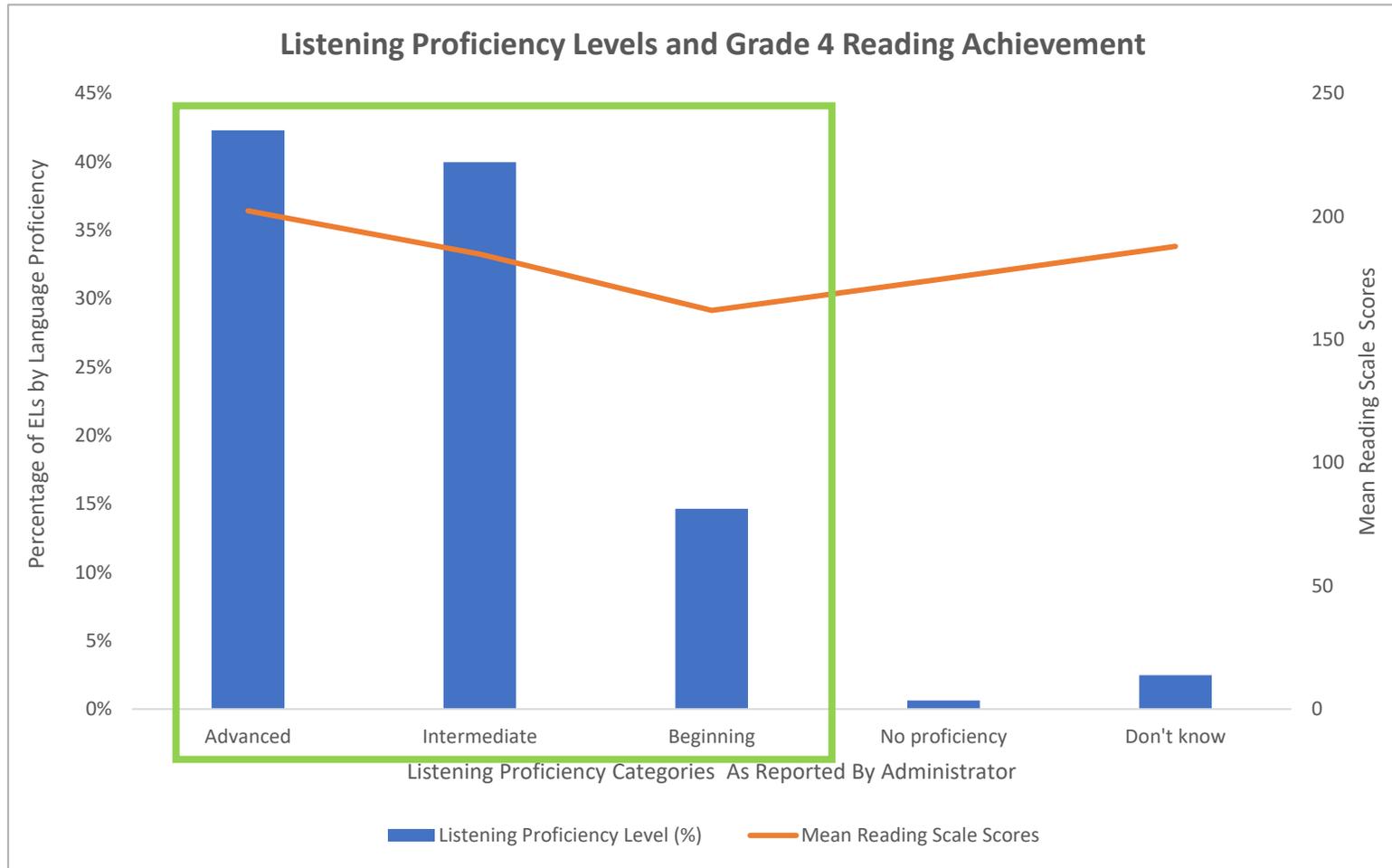# Hispanic EL Grade 4 Reading Achievement by Listening and Speaking Proficiency
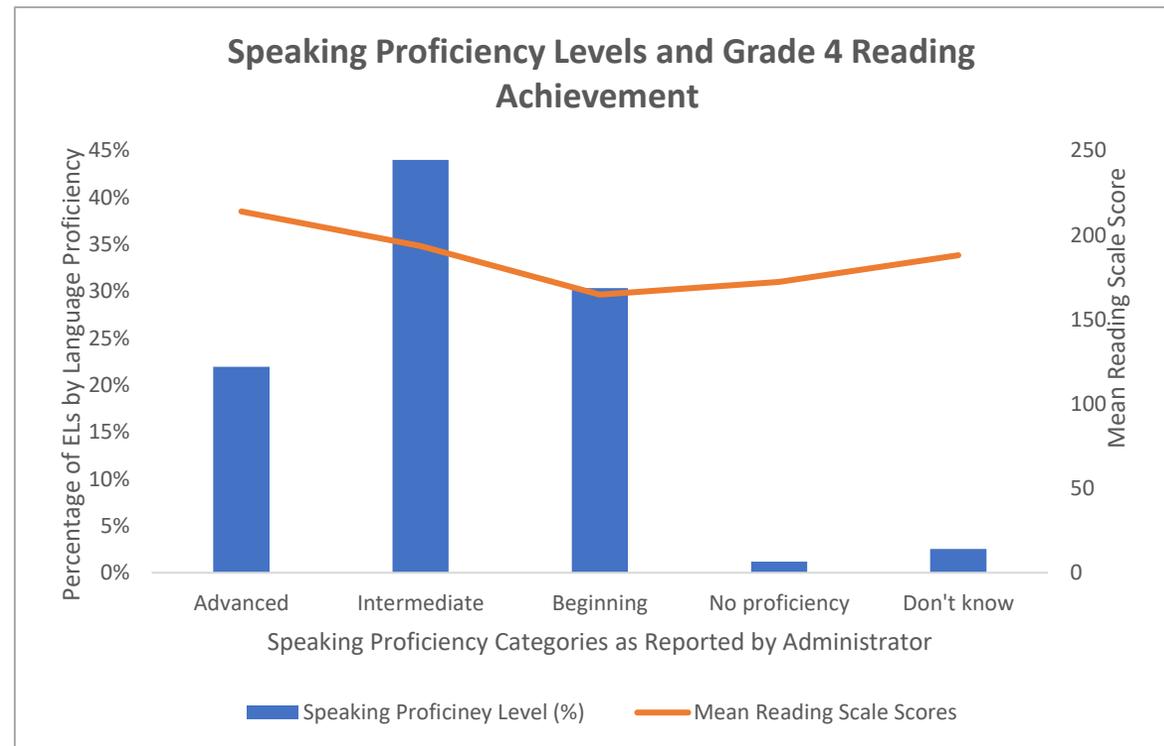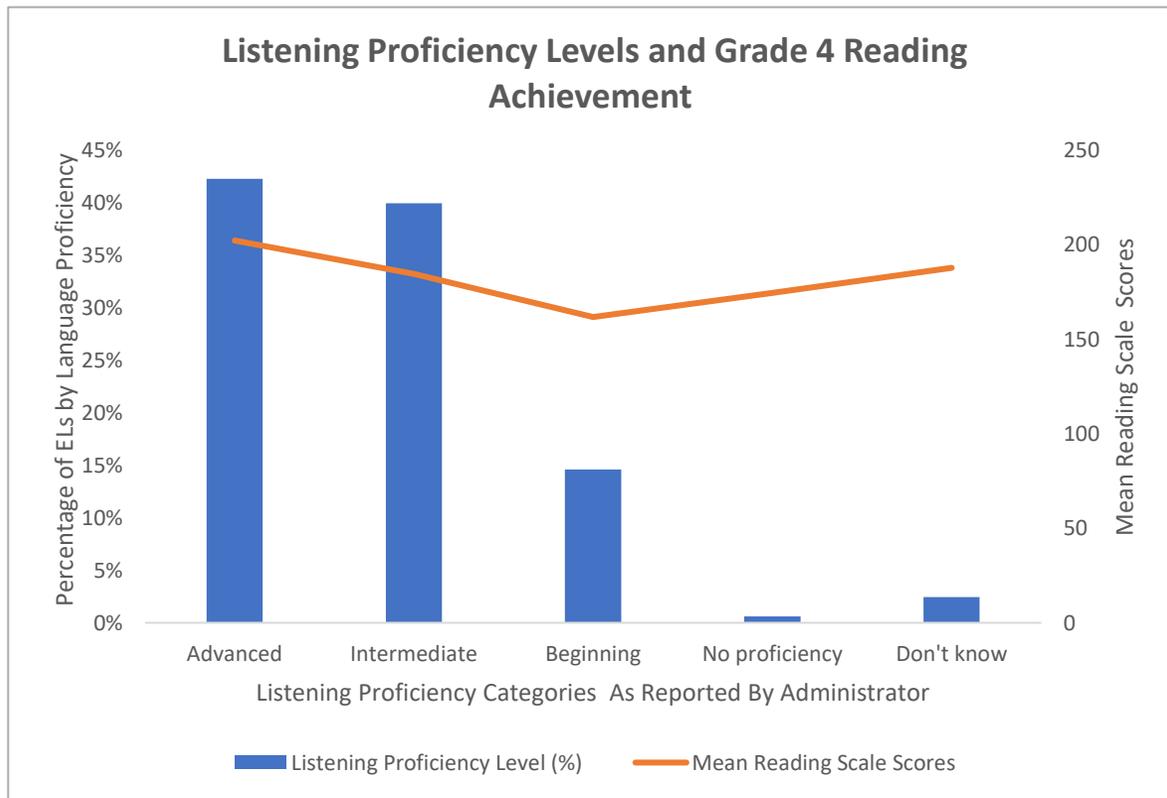
Source: National Center for Education Statistics. *National Assessment of Educational Progress.* Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education.

Hispanic EL Grade 4 Reading Achievement by Language Proficiency

Listening Proficiency Levels and Grade 4 Reading Achievement

Source: National Center for Education Statistics. *National Assessment of Educational Progress.* Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education.
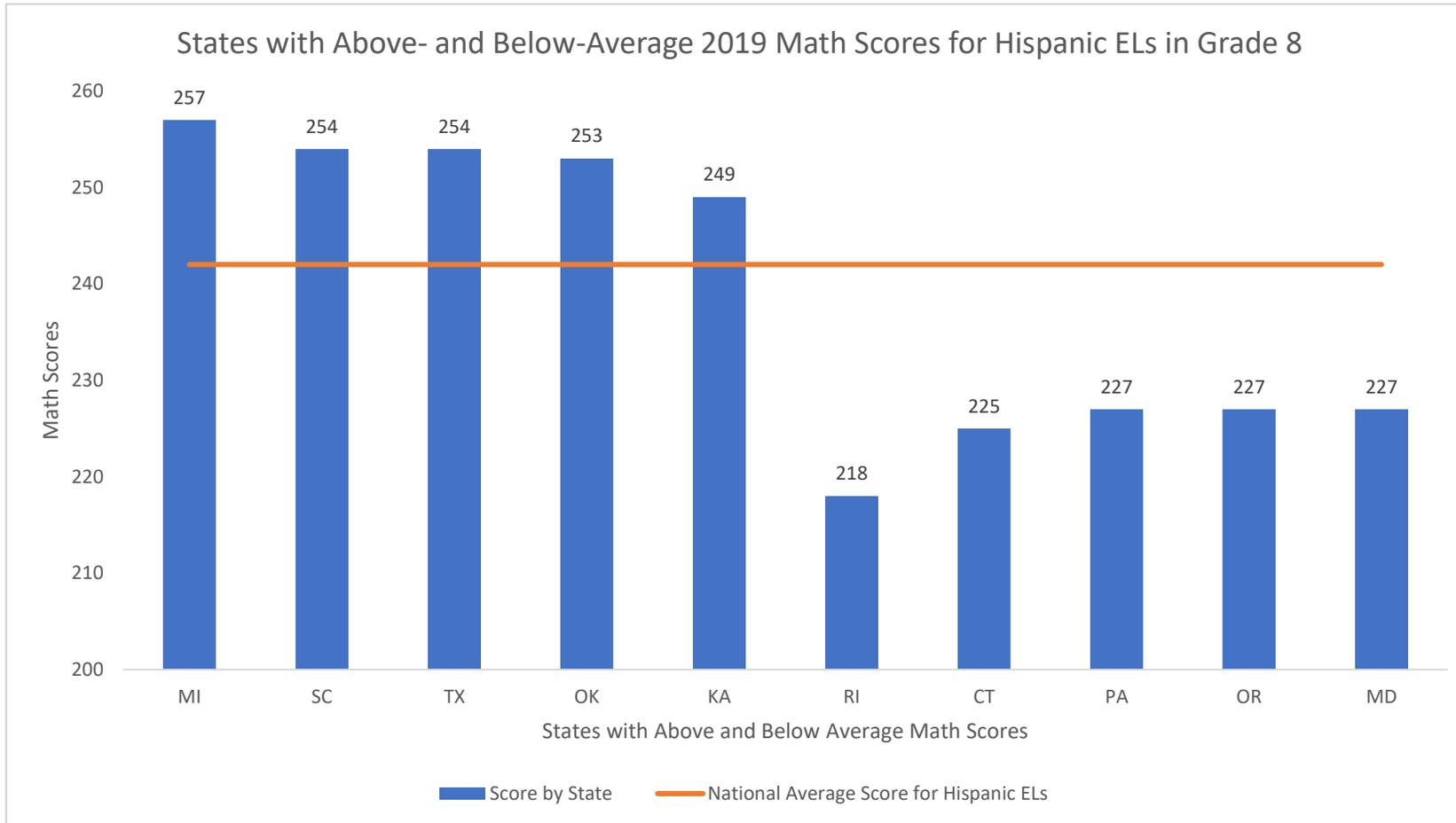
2019 NAEP Grade 4 and Grade 8 Math Accommodations Used by ELs

- 0.1% – 4.5% of ELs in Grade 4 used accommodations on assessment.
- 0.1% – 2.5% of ELs in Grade 8 used accommodations on assessment.
- Most frequently used accommodation was **extended time**

Percentage of fourth- and eighth-grade public and nonpublic school students identified as English language learners (ELL) assessed in NAEP mathematics with accommodations, and type of accommodation: 2019

Type of accommodation	Grade 4 ELs	Grade 8 ELs
Bilingual booklet	0.5%	0.4%
Bilingual dictionary	1%	0.9%
Breaks during test	0.9%	0.3%
Calculator version of the test	0.2%	0.4%
Cueing to stay on task	0.4%	0.1%
Directions translated into Spanish	0.2%	0.1%
Extended time	4.5%	2.5%
Must be tested in separate session	1.1%	0.5%
Preferential seating	0.5%	0.3%
School staff administers/Aide present	0.3%	0.1%
Special equipment	0.1%	N/A
Text to speech in Spanish	0.5%	0.4%

States with Above and Below Average 2019 Math Scores for Hispanic ELs in Grade 8

OELA
Office of English Language Acquisition
DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

States with Above- and Below-Average 2019 Math Scores for Hispanic ELs in Grade 8

State	Math Score
MI	257
SC	254
TX	254
OK	253
KA	249
RI	218
CT	225
PA	227
OR	227
MD	227

Y-axis: Math Scores (200–260)
X-axis: States with Above and Below Average Math Scores

Legend:
■ Score by State
— National Average Score for Hispanic ELs

National Average Scale Scores: Math
- **Hispanic ELs** = 242
- **All ELs** = 243
- **All non-ELs** = 285

National Center on Immigrant Integration Policy — Migration Policy Institute

Achievement and Identity

Delia Pompa

Senior Fellow for Education Policy
Migration Policy Institute
National Center on Immigrant Integration Policy

October 8, 2020

Demographic Factors

Language

Home Country

Age

Citizenship Status

Other Individual Factors

Family Income

Previous Schooling

Family Structure

Attendance

Community Factors

Immigration History

Concentration

Housing Patterns

Environmental Factors

- Political Influence
- Political Rhetoric
- School Funding

What about Teachers?

- Self Awareness
- Professional Development
- Demographic Profile

Solutions?

Why Do We Have Culturally Responsive Classrooms?

- Increase in linguistic and cultural diversity in schools and classrooms.

- To select effective instructional practices that go beyond supporting the educational needs of white and/or high-SES students.

(Aceves & Orosco, 2014; Orosco, 2010; Orosco & O'Connor, 2011; Skiba et al., 2011)

Cultural Responsiveness is…

Acknowledging and Recognizing	Acknowledging and recognizing unique backgrounds and experiences.
Removing	Removing barriers between students' experiences at school and in the classroom and their lived experiences with their families and communities.
Incorporating	Incorporating experiences and backgrounds into effective, relevant, and equitable learning environments.

(Bazron et al., 2005; Gay, 2018; Khalifa, 2018)

IES Institute of Education Sciences

Cultural responsiveness is *not*…

- race-based teaching practices rooted in stereotypes (e.g., teaching the "Hispanic way").

- deficit-driven expectations about students' ability to master the material.

(Magno & Schiff, 2010; Kierwa, 2009; Perry, 2003)

IES Institute of Education Sciences
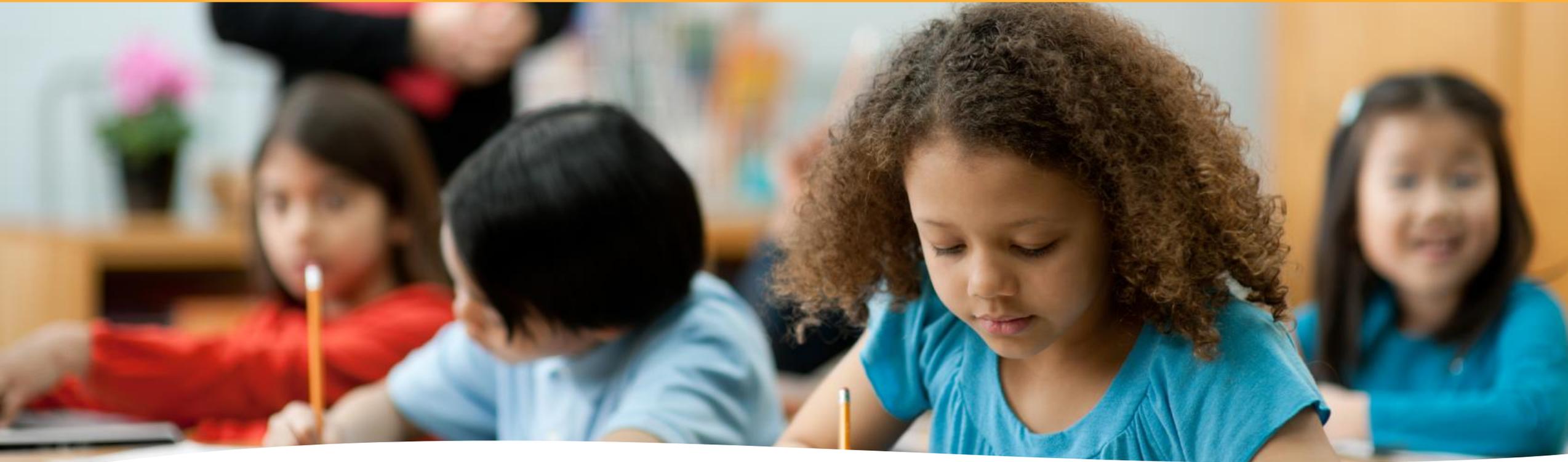
The Benefits of Culturally Responsive Classrooms

- Student academic and behavioral achievement improves.
- Students are more engaged and learn more effectively.

(Bradshaw et al., 2018; Kelley et al., 2015; Gay, 2018; Ladson-Billings, 2009; Portes et al., 2018)

Culturally Responsive Strategies Are Not One-Size-Fits-All

- Approaches other than top-down promote sustainability.
- Teaching and leading practices that do not center cultural responsiveness may exacerbate inequities.
- Building one-on-one relationships to see people as individuals.

(Mayfield & Garrison-Wade, 2015; McArdie, Knight, & Stratigos, 2013; Kirkland, 2020; Grant & Ray, 2018)

IES | Institute of Education Sciences

State-Level Strategies for Being Culturally Responsive

Develop and Adopt	Invest	Utilize	Provide
Develop and adopt culturally responsive standards.	Invest in state and local programs that recruit and retain culturally and linguistically diverse educators.	Utilize outreach methods in multiple modalities.	Provide information in multiple languages.
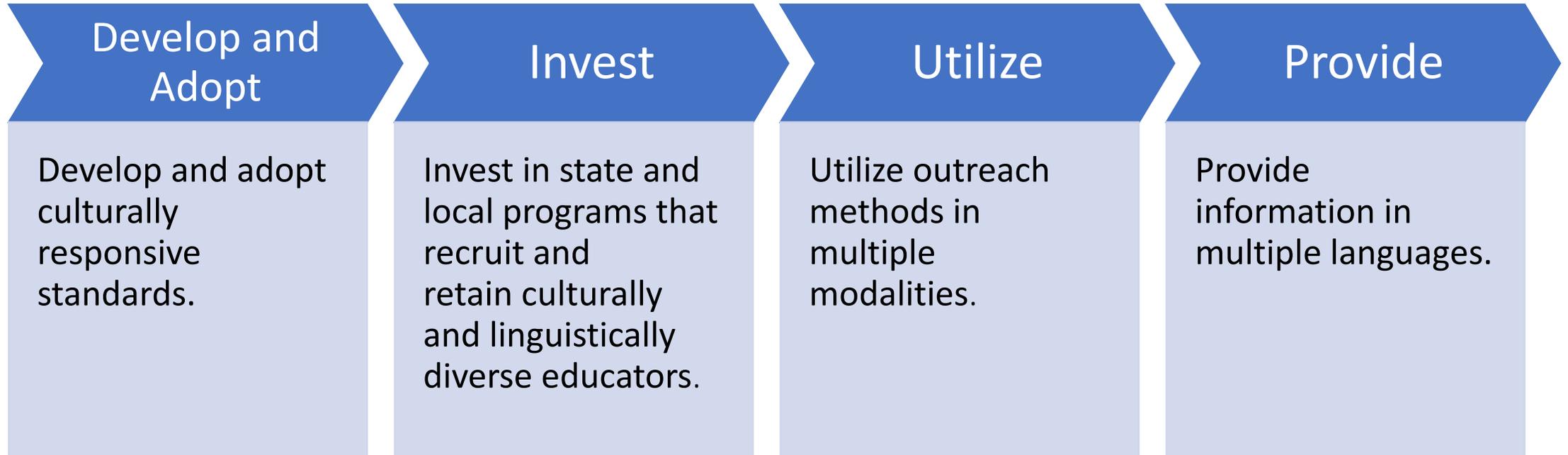
(NYU Metro Center, 2020; Education Justice Research and Organizing Collaborative, 2020)

District-Level Strategies for Being Culturally Responsive

Understand	Understand how to target solutions and resources to students and caregivers who need it.
Encourage	Encourage culturally responsive professional learning opportunities for educators and administrators.
Cultivate	Cultivate knowledge and relationships within communities and across the state to better understand student, caregiver, and educator needs.
Invest	Invest in social workers, guidance counselors, and wellness services to support educators and students.
Promote and Retain	Promote and retain culturally and linguistically diverse educators and administrators.

(NYU Metro Center, 2020; Education Justice Research and Organizing Collaborative, 2020)

IES Institute of Education Sciences

School-Level Strategies for Being Culturally Responsive

Provide	Engage	Set	Build	Encourage	Identify and Acknowledge
Provide opportunities for collaborative teaching.	Engage in professional learning that focuses on child-centered instruction.	Set goals for continuous improvement and progress monitoring.	Build educator and student morale.	Encourage educators to integrate project-based learning into lesson plans.	Identify and acknowledge biases and assumptions.

(NYU Metro Center, 2020; Education Justice Research and Organizing Collaborative, 2020)

Classroom-Level Strategies for Being Culturally Responsive

- Set clear and high expectations for student learning.

- Take time to learn and respect students' cultural and linguistic differences and abilities.

- Provide outreach in students' and caregivers' home languages.

- Co-create lessons with students that reflect their cultural and linguistic backgrounds.

- Build one-on-one relationships with students and caregivers.

- Give responsive feedback.

- Model academic language.

(NYU Metro Center, 2020; Education Justice Research and Organizing Collaborative, 2020; Aceves & Orosco, 2014)

Translanguaging as a Culturally Responsive Practice

- English Learners are *emerging bilinguals* at the early stage of bilingual development.

- Instead of being limited by English proficiency, emerging bilingualism can be recognized as a cognitive, social, and educational resource.

From a sociolinguistic perspective: Translanguaging describes the fluid language practices of multilingual communities.

From a pedagogical perspective: Translanguaging describes the approach in which teachers build bridges from these language practices and the language practices desired in formal school settings.

(García & Kleifgen, 2018; Flores & Schissel, 2014)

IES Institute of Education Sciences

Translanguaging is a pedagogy that leverages students' full linguistic repertoire while addressing core content and language development standards.

- Supports students as they engage with and comprehend complex content and texts.
- Provides opportunities for students to develop linguistic practices for academic contexts.
- Makes space for students' bilingualism and ways of knowing.
- Supports students' multilingual identities and socioemotional development.

(García, Johnson, & Seltzer, 2017)

IES | Institute of Education Sciences

Reflection Poll #1

After exploring culturally responsive strategies, my top priority is to...

a) utilize state and local programs that recruit and retain culturally and linguistically diverse educators.

b) invest in social workers, guidance counselors, and wellness services to support educators and students.

c) seek out professional learning opportunities for myself or my teachers that focus on child-centered instruction.

d) provide more translated materials or interpretation services for families and caregivers.

e) offer more opportunities for students to develop linguistic practices for academic contexts.

f) support students' multilingual identities and socioemotional development.

Social and emotional learning (SEL) is a process in which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to …

- understand and manage emotions.
- set and achieve positive goals.
- feel and show empathy for others.
- establish and maintain positive relationships.
- make responsible decisions.

(Durlak, et al., 2011)

IES Institute of Education Sciences

Social and emotional learning is *not* …

- all about being positive and happy.

- a collection of feel-good activities.

- a subject you take in school.

(Durlak, et al., 2011; Sklad, et al. 2012)

Culturally Responsive SEL

- Research shows that adapting SEL programs and activities for ELs and diverse students …
  - is well-received by students.
  - can reduce acculturation stress.
  - can build resiliency.

(Castro-Olivo, 2014; Castro-Olivo, et al. 2016; Cuocci & Arndt, 2020).

Culturally Responsive SEL

- Adapting SEL programs and activities for ELs and diverse students might include …
    - translating materials or providing a bilingual glossary.
    - changing metaphors/examples to be more culturally relevant.
    - modifying the delivery method or the deliverer.

(Castro-Olivo, 2014; Castro-Olivo, et al. 2016; Cuocci & Arndt, 2020).

IES Institute of Education Sciences

What is student voice?

The ways in which students have opportunities to indirectly or directly participate in and influence education decisions that shape learning.

(Mitra, 2006; McKenna & Millen, 2013)

Student voice is *not* ...

- just asking students for feedback.

- a one-time activity.

- a symbolic effort to include student voices without truly being inclusive of students' ideas, feelings, and thoughts in decision making (i.e. tokenization).

(Goodwin & Holquist, 2020; Gay, 2018; Flutter & Rudduck, 2004)

IES Institute of Education Sciences

Culturally Responsive Student Voice Strategies

- Cultivate a classroom culture that acknowledges and respects all students' experiences.

- Give students the opportunity to understand and express their learning in their home language.

- Collaborate with students to hold a town hall to discuss significant changes in students' education, such as a transition in a learning environment.

- Model ways students can share their voice in the in-person or virtual classroom.

(Lee & Hannafin, 2016; Powers, 2004; Benner, Brown, & Jeffrey, 2019; Holquist, 2019; Mitra, 2006)

Culturally Responsive Student Voice Strategies

- Use student-centered learning strategies, such as project-based learning, personalized learning, and place-based learning.

- Allow space for students to adapt lessons based on their resources, needs, and interests.

- Co-create lessons with students to deepen connections to their experiences, interests, aspirations, and cultures.

- Explore different ways to solicit student feedback and give students choice during instruction.

(Mayfield & Garrison-Wade, 2015; Mitra, 2014; Levy, 2007; Toshalis & Nakkula, 2012)

Reflection Poll #2

After exploring SEL and student voice strategies, my top priority is to ...

a) adapt SEL programs or activities to make them culturally and linguistically relevant to my students.

b) co-create lessons with students to deepen connections to their experiences, interests, aspirations, and cultures.

c) explore ways to solicit student feedback and give students choice during instruction.

d) give students the opportunity to understand and express their learning in their home language.

Engaging Families, Caregivers, and the Community as Partners in Education

- Strong partnerships among schools, families, and communities are vital to the success of Latino immigrant students and English learners.

- Resource: *Toolkit of Resources for Engaging Families and the Community as Partners in Education*

(Sibley & Brabeck, 2017; Garcia et al., 2016)

Toolkit Part 1: Building an Understanding of Family and Community Engagement

- Deepen your understanding of your school or district's demographic data to inform your family and community engagement activities.

- Reflect on your definition of "family engagement," and how this might differ for families from different cultural backgrounds.

(Garcia et al., 2016)

Toolkit Part 2: Building a Cultural Bridge

- Identify family and community strengths that could support student learning and achievement in school.

(Garcia et al., 2016)

Toolkit Part 3: Building Trusting Relationships with Families and the Community Through Effective Communication

- Understand cross-cultural communication strategies appropriate for the classroom, school, district, and state.

- Make accommodations for non-English-speaking family members and caregivers to encourage engagement.

(Garcia et al., 2016)

Toolkit Part 4: Engaging All in Data Conversations

- Plan ways to increase sharing of meaningful data with families and caregivers.

- Identify strategies for effective data conversations with families and caregivers.

(Garcia et al., 2016)

SEL, Student Voice, and Family and Community Engagement in Distance Learning Environments

- Create a classroom discussion board that fosters a sense of community through peer-to-peer communication (videos, texts, etc.).

- Meet with students one-on-one to identify their individual needs.

- Support students and families in organizing virtual meetings where they can share about their learning experiences.

Reflection Poll #3

After exploring family engagement strategies, my top priority is to...

a) deepen my understanding of my school, district, or state's demographic data to inform family and community engagement activities.

b) identify family and community strengths that could support student learning and achievement in school.

c) understand cross-cultural communication strategies appropriate for the classroom, school, district, and state.

d) plan ways to increase sharing of meaningful data with families and caregivers.

IES **Institute of Education Sciences**

Additional Resources from REL Pacific

https://ies.ed.gov/ncee/edlabs/regions/pacific/

Connecting SEL, School Climate, and Student Voice

Including Voice in Education: Addressing Equity Through Student and Family Voice in Classroom Learning

Including Voice in Education: Empowering Student Voice in School Design
(upcoming)

Additional Resources from REL Pacific

Recent Blogs

- Helping Your English Learner Students Succeed: Evidence-Based Practices for Educators

- Striving to Understand Student Experiences to Support Learning and Growth

- Culturally Responsive Leading and Learning

- Key Considerations for Promoting Culturally Relevant SEL During COVID-19

- Uplifting Student Voices: Effective Practices for Incorporating Student Experiences into Decision Making

Toolkit of Resources for Engaging Families and Community as Partners in Education

IES Institute of Education Sciences
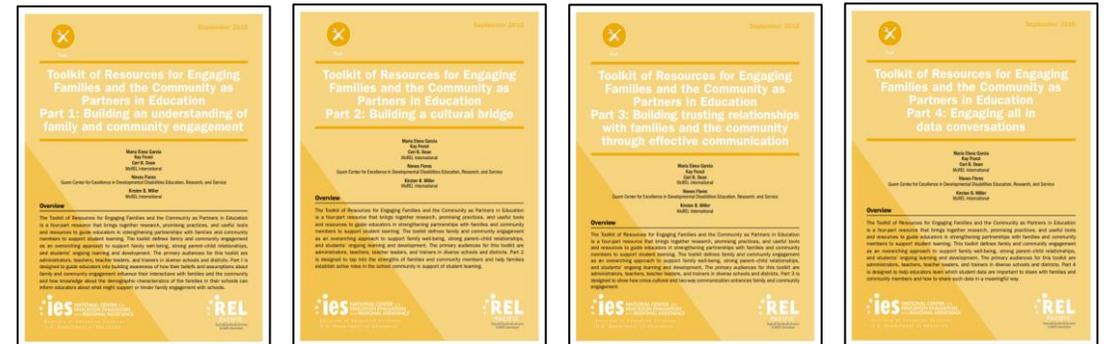
References

Aceves, T. C., & Orosco, M. J. (2014). *Culturally responsive teaching* (Document No. IC-2). University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *Educational Leadership*, *63*(1), 83–84.

Benner, M., Brown, C., & Jeffrey, A. (2019). *Elevating student voice in education*. Center for American Progress. https://www.americanprogress.org/issues/education-k-12/reports/2019/08/14/473197/elevating-student-voice-education/

Bradshaw. C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsivity and student engagement through Double Check coaching of classroom teachers: An efficacy study. *School Psychology Review*, *47*(2), 118–134. https://eric.ed.gov/?id=EJ1181996

Castro-Olivo, S. M. (2014). Promoting social-emotional learning in adolescent Latino ELLs: A study of the culturally adapted Strong Teens program. *School Psychology Quarterly, 29*(4), 567. https://doi.org/10.1037/spq0000055

Castro-Olivo, S., Preciado, J., Le, L., Marciante, M., & Garcia, M. (2018). The effects of culturally adapted version of First Steps to Success for Latino English language learners: Preliminary pilot study. *Psychology in the Schools*, *55*(1), 36-49. https://doi.org/10.1002/pits.22092

Cuocci, S., & Arndt, R. (2020). SEL for culturally and linguistically diverse students. *Journal of English Learner Education*, *10*(1), 4. https://stars.library.ucf.edu/jele/vol10/iss1/4

Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Weissberg, R. P., & Schellinger, K. B. (2011). The impact of enhancing students' SEL: A meta-analysis of school-based universal interventions. *Child Development*, *82*(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Education Justice Research and Organizing Collaborative (2020). Transforming our public schools: A guide to culturally responsive-sustaining education. Metropolitan Center for Research on Equity and the Transformation of Schools. https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5ed12955d45eb54e7a0854a3/1590765951611/CEJ_CRSEBook_v7.pdf

References

Flores, N., & Schissel, J. L. (2014). Dynamic bilingualism as the norm: Envisioning a heteroglossic approach to standards-based reform. *TESOL Quarterly, 48*(3), 454-479.

Flutter, J., & Rudduck, J. (2004). *Consulting pupils: What's in it for schools?*. Psychology Press.

Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2016). *Toolkit of Resources for Engaging Families and the Community as Partners in Education* (REL 2016-148). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. https://eric.ed.gov/?id=ED569110

García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon.

García, O., & Kleifgen, J. A. (2018). Educating emergent bilinguals: Policies, programs, and practices for English learners. Teachers College Press.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Grant, K. B., & Ray, J. A. (Eds.). (2018). *Home, school, and community collaboration: Culturally responsive family engagement*. Sage Publications.

Goodwin, B., & Holquist, S. (2020). Listen Up! *Educational Leadership*, *77*(7), 82-83.

Harry, B., & Klingner, J. K. (2006). *Why are so many minority students in special education? Understanding race and disability in schools*. Teachers College Press.

Holquist, S. (2019). Student voice in education policy: Understanding student participation in state-level K–12 education policy-making (Doctoral dissertation, University of Minnesota-Twin Cities, 2019). ProQuest Dissertations and Theses (Publication No. 22588434). https://search.proquest.com/openview/319ab113445a3a0b39652e07ca193baf/1?pq-origsite=gscholar&cbl=18750&diss=y

References

Kelley, H. M., Siwatu, K. O., Tost, J. R., & Martinez, J. (2015). Culturally familiar tasks on reading performance and self-efficacy of culturally and linguistically diverse students. *Educational Psychology in Practice*, *31*(3), 293–313. https://eric.ed.gov/?id=EJ1070705

Khalifa, M. (2018). *Culturally responsive school leadership*. Harvard Education Press.

Kiewra, K. A. (2009). *Teaching how to learn: The teacher's guide to student success*. Corwin Press.

Kirkland, D.E. (2020). *Guidance on culturally responsive-sustaining remote education*. Metropolitan Center for Research on Equity and the Transformation of Schools. https://crehub.org/remote-learning

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American students.* San Francisco, CA: Jossey-Bass.

Lee, E., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational technology research and development, 64*(4), 707-734. https://doi.org/10.1007/s11423-015-9422-5

Levy. E. (2007). *Gradual release of responsibility: I do, we do, you do.* Washoe County School District. https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/257/Certified%20Hiring/GradualReleaseResponsibilityJan08.pdf

Magno, C., & Schiff, M. (2010). Culturally responsive leadership: best practices in integrating immigrant students. *Intercultural Education, 21*(1), 87–91. https://eric.ed.gov/?id=EJ881045

Mayfield, V. M. & Garrison-Wade, D. (2015). Culturally responsive practices as whole school reform. *Journal of Instructional Pedagogies*, *16*. https://eric.ed.gov/?id=EJ1069396

McArdle, F., Knight, L., & Stratigos, T. (2013). Imagining social justice. *Contemporary Issues in Early Childhood*, *14*(3), 357–369. https://doi.org/10.2304/ciec.2013.14.4.357

Institute of
Education Sciences

References

McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent narratives and grounded theory models of parent voice, presence, and engagement in K-12 Education. *School Community Journal*, *23*(1), 9-48. https://eric.ed.gov/?id=EJ1004331

Mitra, D. L. (2006). Youth as a bridge between home and school: Comparing student voice and parent involvement as strategies for change. *Education and Urban Society*, *38*(4), 455–480. https://doi.org/10.1177/0013124506287911

Mitra, D. L. (2014). *Student voice in school reform: Building youth-adult partnerships that strengthen schools and empower youth*. SUNY Press.

NYU Metro Center (2020). *Guidance on culturally responsive-sustaining remote education: Centering equity, access, and educational justice*. Metropolitan Center for Research on Equity and the Transformation of Schools. https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e7a26b60fdceb59f9749c3c/1585063606912/NYU+Metro+Center+Guidance+on+Culturally+Responsive-Sustaining+Remote+Teaching+and+Learning+%282020%29+%281%29+%281%29.pdf

Orosco, M. J. (2010). Sociocultural considerations when using RTI with English language learners. *Theory Into Practice*, *49*(4), 265-272.

Orosco, M. J., & O'Connor, R. E. (2011). Cultural aspects of teaching reading with Latino English language learners. In R. E. O'Connor & P. F. Vadasy (Eds.), *Handbook of reading interventions* (pp. 356-379). Guilford.

Perry, T. (2003). Up from the parched earth: Toward a theory of African American achievement. In T. Perry, C. Steele, & A. Hilliard (Eds.), *Young, gifted, and black: Promoting high achievement among African American students* (pp. 1–108). Beacon Press.

Portes, P., Canché, M. G., & Whatley, M. (2018). Early evaluation findings from the instructional conversation study: Culturally responsive teaching outcomes for diverse learns in elementary school. *American Educational Research Journal*, *55*(3), 488–531. https://eric.ed.gov/?id=EJ1180090

Powers, A. L. (2004). An evaluation of four place-based education programs. *The Journal of Environmental Education, 35*(4), 17-32. https://doi.org/10.3200/JOEE.35.4.17-32

Institute of
Education Sciences

References

Rajagopal, K. (2011). *Create success: Unlocking the potential of urban students*. ASCD.

Sibley, E., & Brabeck, K. (2017). Latino immigrant students' school experiences in the United States: The importance of family-school-community collaborations. *School Community Journal*, *27*(1), 137-157. https://eric.ed.gov/?id=EJ1146470

Skiba, R. J., Horner, R. H., Chung, C. G., Karega Rausch, M., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, *40*(1), 85.

Sklad, M. Diekstra, R., Ritter, M., Ben, J. & Gravesteign, C. (2012). Effectiveness of school based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools, 49*, 892–909. https://eric.ed.gov/?id=EJ990237

Toshalis, E., & Nakkula, M.J. (2012). *Motivation, engagement, and student voice: The students at the center series*. Jobs for the Future. https://www.howyouthlearn.org/pdf/Motivation%20Engagement%20Student%20Voice_0.pdf

Institute of
Education Sciences

NCELA Resources, Q & A, Feedback

Resources:
New NCELA Webpage

NEW: Ensuring Continuity Of Learning And Operations

View   Edit   Manage display   Revision operations   Convert

Facilitating Online Learning   Resources to Share   Distance Learning Plans

The Office of English Language Acquisition (OELA), knows how important it is that districts and schools have access to resources that recognize the unique learning profiles and needs of English learners in order to facilitate their education during unplanned school closures.

These resources are intended for school personnel and institutions of higher education to improve distance learning and the support of English learners and their families during school closures. All resources are free. Additional resources will be added, please check back periodically. To submit resources for consideration, please complete the Remote Learning Resources Submission Form below.

https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations

Additional OELA Resources

NCELA Website: https://ncela.ed.gov/

    Fact Sheet: English Learners who Speak Spanish as a Home Language

    Fact Sheet: English Learners who Speak Somali as a Home Language

    Fact Sheet: English Learners who Speak Chinese as a Home Language

    Fact Sheet: Dual Language Learners and State-Funded Preschool

    Practice Teaching Brief: Integrating Language into Early Childhood Education

    Practice Teaching Brief: Dual Language Education: Historical U.S. Perspectives and Current Practices (Coming Soon!)

    OELA Podcast: Integrating Language into Early Childhood Education

- Brief survey at the end of the webinar.
  - Click "Continue" when External Site message appears.

- Please complete it and submit.

- We appreciate your feedback!

External Site

The host or presenter would like Webex Meetings to open a website on your computer. Cisco is not responsible for the content or availability of external sites. We recommend that you make sure this website content is from a trusted source. If you view this page or go to this site, you will be subject to the privacy policy and terms and conditions of the destination site.

Destination site: http://www.surveymonkey.com/r/7VMV3V6

Continue

Melissa Escalante

Management and Program Analyst, OELA

Melissa.Escalante@ed.gov

202-401-1407

- You can receive a Certificate of Completion if you completed at least 90% of this webinar
  - Email askncela@manhattanstrategy.com

Thank You!