Chapter 4: Designing Effective Programs to Meet the Needs of Multilingual Learners

4.1 Understanding Comprehensive School Reform Guidelines

Title III (Sec. 3115(a)) of the Every Student Succeeds Act requires that local educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student. This section provides a detailed overview of the elements and components of effective Language Instruction Educational Programs (LIEPs).

According to the ESSA guidelines, these programs must:

- Ensure that Multilingual Learners (MLs), including immigrant and refugee children and youth, attain English proficiency, develop high levels of academic content knowledge and meet state achievement standards.
- Focus on the development of skills in the core academic subjects.
- Develop a high quality, standards based, language instruction program.
- Focus on Professional Development (PD) that builds capacity to provide high quality instructional programs designed to prepare MLs to enter all English instruction settings.
- Promote parent and community participation in Language Instruction Educational Programs (LIEPs) for the parents and communities of MLs.
- Effectively chart improvement in English proficiency and core academic content knowledge of MLs.
- Create effective structures for charting adequate yearly progress for MLs.
- Implement, within the entire jurisdiction of a Local Education Agency (LEA), programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to LIEPs and academic instruction.

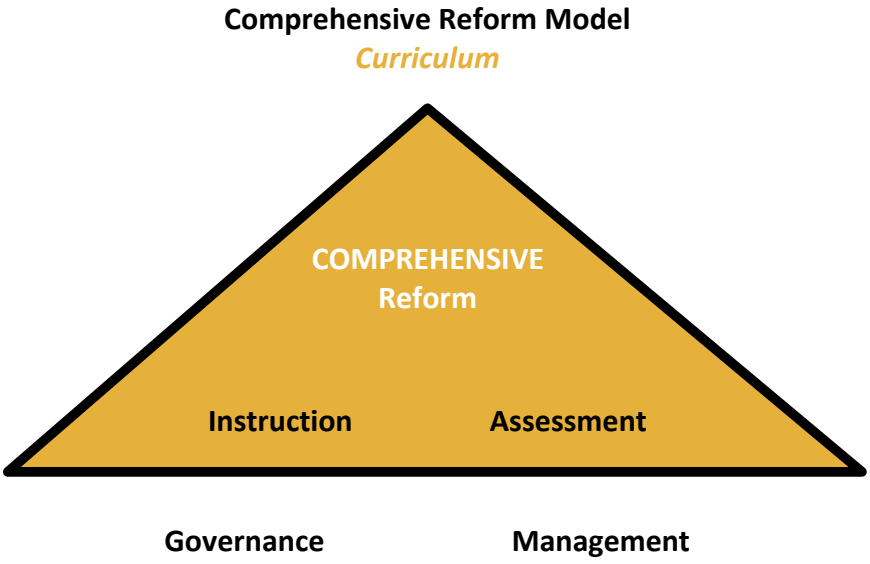
Schmoker (1999) outlines eight aspects of comprehensive school reform that should guide educational decision makers as they design, deliver and evaluate programs for MLs. They provide the basis for creating high performing schools that support standards-based instruction aimed at student achievement and the acquisition of English.

1. ***High Standards for all Children***. Design education programs inclusively and for all students rather than particular groups of students (e.g., at risk or high achievers).
2. ***Common Focus and Goals***. School staff and community have a shared vision with a common focus on goals, which addresses academic achievement, and an organized framework for school reform supported by school board policy.
3. ***Comprehensive Programs***. Address core subject areas for K–12, including instruction, and school organization (use of time, staff, resources, etc.).
4. ***Alignment of Program and Curriculum Offering***. Align all resources, human, financial and technological, across K–12 and subject areas. Help schools reorganize structures, systems and staffing to refocus on teaching and learning.
5. ***Research Based Foundations***. Incorporate research about best practices and help schools organize staff, schedules and resources for more effective instruction. Promote innovation and flexibility.

6. ***Research-Tested Implementation***. Reforms are focused and rigorous, with ongoing evaluation to assure the highest quality of results. Data drive instruction and evaluation is central to strategic planning.
7. ***Professional Development***. Incorporates ongoing, site-based PD that directly relates to instruction and is tied to improved academic achievement for all students.
8. ***Family and Community Involvement***. Offer effective ways to engage parents/community in specific grade-level instructional expectations and to link to service providers to address student and family non-academic needs (with emphasis on academic accomplishments).

The diagram below illustrates a Comprehensive Reform Model and the interplay between curriculum, instruction, assessment, governance and program management. How this comprehensive reform model plays out in individual schools depends on many local conditions (e.g., number of MLs, number of languages spoken, local resources, staff qualifications and certification). Understanding and addressing local needs is covered in the next section of the Guidebook. For tools and resources for providing multilingual learners equal access to curricular and extracurricular programs visit the OELA English Learner Tool Kit, Chapter 4. (www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html).

4.2 Understanding and Selecting LIEP Models



Best Practices Common to Exemplary Schools for Multilingual Learners

- State standards involving a focus on challenging curricula drive instruction
- Literacy and math are scheduled for greater periods of time to help children meet the standards
- More funds are spent on PD toward implementing changes in instruction
- More effort is devoted to monitoring student progress
- Strong efforts are made to empower parents to help their children meet the standards
- Top performing schools tend to "…have state or district accountability systems in place that have real consequences for adults in the schools" (1999 Report of Education Trust)
- "High performing schools create a safe, orderly environment that allows students to concentrate on academics" (USED, 2001)
- Effective leadership and highly effective teachers are extremely important variables, which influence the success of children. "They (teachers) communicate a sense of efficacy in terms of their own ability to teach all students." (Tikunoff, 1995)
- "No-whining-no-excuses attitude" sets tone for high standards, high expectations and firm discipline, which in turn promotes success.
- Effective reading and writing instruction in "beating the odds" schools involves teaching skills and knowledge in separated, simulated, and/or integrated activities.
- Like their Non-ML counterparts, MLs may require specialized services such as gifted education, Title I, and migrant education or special education.

To effectively meet the linguistic, academic, and social-emotional needs of multilingual learners, a language instruction educational program must be designed to provide both depth and adequate time for English language development and acquisition. The program should allow students to access the core content curriculum while developing social and academic English, promote high expectations, increase interactions between MLs and teachers and peers, be instructionally sound and have appropriate resources and materials.

While there are a variety of options for the delivery of LIEP to multilingual learners, the difficult task is selecting the program and the appropriate service time best suited for the ML student population. Not only are LEA's required to provide an adequate LIEP with appropriate instructional supports, but there are also additional considerations outlined in the next section to assist with determining Service Minutes* of programming.

**Decisions for program Service Minutes are made at the local level and should be developed with the needs and opportunities of ML students in mind. Districts and schools who have received direction from the Office for Civil Rights or the Department of Justice must comply with such decrees and agreements in the implementation of the LIEP.*

4.2a LIEP Models—Theoretical Framework

Programs for second language learners of English vary significantly. Following is a summary of factors necessary for creating successful LIEPs for comprehending, speaking, listening, reading, and writing English. Miramontes, Nadeau, and Cummins (1997) describe four general categories that comprise a continuum of possible program configurations that can serve as frameworks for organizational plans. They differ in the degree to which the primary language of Multilingual learners is used in instruction. Choosing the appropriate programs for your school/district presupposes a school-wide (and district-wide) decision-making process that analyzes the student population and human and material resources, as well as the larger political climate and context of the school community. LIEP model categories are:

All-English Instruction—The entire instructional program for all students is delivered in English.

Primary Language Support, Content Reinforcement—Students receive limited primary language support focused on the concepts of the content area curriculum.

Primary Language Support—Instruction in a language other than English in these kinds of programs is limited to the development of literacy. Most instruction is in English, but children can learn to read in their first language.

Full Primary Language Foundation: Content and Literacy Instruction in L1 and English—Programs within this category provide comprehensive development of the primary language as a means to acquire literacy and content proficiency in two languages. These can include Late Exit Maintenance programs or Two-Way Immersion programs where all students—MLs and those fully proficient in English—are provided opportunities to become bilingual and biliterate.

As districts, schools, and public charter schools determine the best program to meet their students' needs, it is critical to remember that sound programs in every category include instruction in English as a second language. In addition, when well implemented, they all can produce academically proficient English speakers. However, the program categories vary in significant ways that should be taken into consideration in the decision-making process:

- The length of time it will take for students to attain full academic proficiency in English
- The extent to which teachers will need to modify instruction to make the curriculum understandable to all students
- Students' potential for lifetime bilingualism

The easiest program may appear to have all instruction in English. However, it is critical that decision makers understand that these take longer for second language learners to become fully academically proficient in English (Collier & Thomas, 1997). In addition, these programs require tremendous care to assure that students can understand the instruction. They require much more modification on the part of all teachers. Finally, programs that deny students access to their first languages tend to result in subtractive bilingualism: as students learn English they begin to lose proficiency in their first language and undermine their potential to develop academic bilingualism. It is important that students' primary language knowledge and learning is recognized and valued in all programs.

A particular delivery model or teaching method is decided at the district or school level. However, districts, schools, and public charter schools must demonstrate that the LIEP is designed to ensure the effective participation of MLs in the educational program based on a sound educational approach. Below are some general guidelines for optimal conditions suggested by Miramontes et al (1997). Note that the English component of all programs should reflect the following:

All-English Programs. The factors necessary for the delivery of instruction completely in English include:

- Direct English language and literacy instruction by certified ESL staff.
- School-wide plan optimizing instruction for MLs embedded into staff development
- Identification of key concepts and vocabulary
- Widespread use of hands-on activities, visual aids and repetition
- Minimal use of lecture and general classroom teacher use of sheltered English
- Scaffolding lessons to achieve communicative competence
- School or community resources that allow students to work with speakers of the native language
- Suggesting that parents use the primary language at home to aid in accessing underlying conceptual content knowledge

Limited Primary Language Support (Focused on Content Area Knowledge) L1 Support. Components to assure appropriate use of the primary language:

- Direct English language instruction by certified ESL staff
- A strong commitment to daily instructional time, collaborative planning, and materials for developing curricular concepts in the native language
- Ample resources for developing concepts of the academic curriculum in the first language
- Ability to preview/review the academic concepts in the first language
- A discussion of parents' role in the home to support conceptual development
- A meaningful ESL element reflecting content area themes and literacy

Primary Language, Literacy Only: (could include early exit, late exit, or language enrichment). Components needed to develop literacy and academic thinking skills in the primary language include:

- Sufficient time (2+ hours per day) for content-based literacy and language arts in the first language
- Substantial oral language development in both languages
- Reading and writing skill development in both languages
- A thematic approach to literacy
- A meaningful ESL component that incorporates content area themes
- Adequate materials for integrating the content themes into reading instruction
- Programmed transition to add English literacy by 3rd grade
- Trained teachers fluent in the primary language and strong in teaching literacy

Full Primary Language Support: (could include developmental, late exit or dual immersion). Additional factors to consider in the planning process:

- Adequate numbers of students from a single group of second language learners
- Adequate numbers of trained teachers fluent in the primary language of the ML group
- Suitable literacy and curricular materials in both languages
- A meaningful second language component that incorporates content area themes
- Articulated process for adding second language literacy

Program Models

Zelasko and Antunez (2000) provide an overview of two main types of program models for MLs—bilingual education and English as a Second Language (ESL). Within each, a variety of ways are used to teach English language skills and standards-based content. Bilingual education utilizes native language instruction while the student develops English Language Proficiency (ELP). All bilingual programs should have an ESL component. ESL programs provide comprehensible instruction using only English as a medium.

Most schools use a combination of approaches, adapting their instructional model to the size and needs of their ML population. Five program models are most frequently used in schools across the U.S. (Antuñez, 2001), summarized below along with some of the factors that should be considered in a decision making process.

To view additional resources about LIEPs, visit The National Clearinghouse for English Language Acquisition (NCELA) at ncela.ed.gov/files/uploads/5/LIEPs0406BR.pdf.

Bilingual Models

1. **Two-Way Bilingual** (also known as Bilingual Immersion or Dual Language Immersion). The goal is to develop bilingualism in MLs and English-proficient students. The ideal two-way bilingual classroom is comprised of half English-speaking students and half MLs who share the same native language.

Supporting Factors	Challenges
Results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language. Incorporates L1 English speakers into program.	Only feasible in schools with significant populations of MLs who share the same native language. It works best with a balanced number of MLs and English-proficient students (a situation that may be difficult to achieve). It may be difficult to find qualified bilingual staff.

2. Late Exit (also known as Developmental Bilingual Education). The goal is to develop bilingualism in MLs. The late exit model utilizes the native language for instruction and gradually introduces English, transitioning the language of instruction to English as English language skills develop.

Supporting Factors	Challenges
Works well when there is a group of MLs who speak a common native language. Contains primary language academic development as well as English, contributing to academic growth. Views L1 as a vehicle for long-term cognitive development. Research shows this is among the most effective models for academic achievement.	Can be difficult in schools with high student mobility. Works best with a stable ML population that can participate for several years. Is difficult to implement in a school with students from multiple language backgrounds. Also can be difficult to find qualified bilingual staff.

3. Early Exit (also known as Transitional Bilingual Education). Like the late-exit model, early-exit works with MLs who share a common native language. Native language skills are developed to a limited extent and phased out once students begin to acquire English literacy. This model utilizes the student's native language and English at the beginning of the program but quickly progresses to English-only instruction.

Supporting Factors	Challenges
Facilitates literacy development by allowing Spanish speakers to learn and read in a language they speak and understand.	Requires that MLs share a common native language. It is best if the students are stable and enter/exit the program at designated times. Does not work in a school with students from multiple language backgrounds. Students develop only minimal academic skills. Primary language dropped when nature of academic work becomes more challenging. Often treat L1 as a crutch thus undermining its potential for cognitive development. Can lead to negative attitudes about the role of L1 in learning.

Native Language Content Classes—With each succeeding grade level, the ability to learn content material becomes increasingly dependent on interaction with and mastery of the language that is connected to the specific content material (Echevarria & Graves, 1998). It is recommended that students be given the opportunity to learn content in their native language while they develop English language skills. A beginning level Spanish speaker would continue learning grade-level content in math, social studies and science in Spanish. According to the principle of "underlying proficiency," content learned in the native language transfers readily to the second language and students are better prepared for content classes as they transition to mainstream.

Supporting Factors	Challenges
In a transitional bilingual model, beginning level students take rigorous grade-level content instruction in the native language that allows them to keep pace with their peers and make progress toward graduation as they are developing their English skills.	Schools must have highly qualified bilingual personnel with ESL or bilingual endorsements that can instruct native language content instruction. Schools must set aside appropriate resources are provided in the native-language content instruction that ensure the course is equally as rigorous as mainstream content instruction. Native language content instruction must articulate with the school LIEP model and ensure that students are earning credit toward graduation.

NOTE: The features of sheltered instruction and classrooms described below should guide the English component of all bilingual programs, as well.

English as a Second Language Models

4. **Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion.** This model works with students from any language background. Instruction is classroom based, delivered in English and adapted to the students' proficiency level. Focus is on content area curriculum. It incorporates contextual clues such as gestures and visual aids into instruction, as well as attention to the language demands of the topics and activities. These strategies are applicable in all environments where students are learning through their second language.

Supporting Factors	Challenges
May more easily serve student populations with a variety of native languages, as well as students who speak conversational English and fall into different English proficiency levels. Students are able to learn content and develop English language skills simultaneously.	May take more time for content area learning for students who are illiterate or in the low English proficiency levels. Does not account for literacy instruction or the beginning levels of language development Requires all teachers to use strategies to make instruction comprehensible.

Sheltered Content Instruction—Can be implemented in any classroom that has a heterogeneous mix of native English speakers and MLs. However, some schools may have the resources to provide sheltered content instruction specifically designed for MLs. For example, most secondary MLs arriving from other countries will need American Government and American History. It may make sense to offer a sheltered American History course for MLs so the teacher can tailor the language and content to their needs.

Supporting Factors	Challenges
This model easily serves student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of ELP levels. Students are able to learn content and develop English language skills simultaneously. Sheltered content instruction allow teachers to tailor whole-class instruction to meet the linguistic and academic needs of the MLs.	Teachers must still follow the same curriculum standards as the mainstream content instruction and use strategies to teach those standards that make the content accessible for MLs. School must provide adequate resources for sheltered content instruction such as content textbooks appropriate for MLs, technology resources, and other supplies needed to provide hands-on learning. Instruction should only be taught by highly qualified content teachers with ESL endorsements.

The Sheltered Instruction Observation Protocol (SIOP)—The SIOP PD program was developed to help teachers make content material comprehensible to MLs. This model is the result of the work of Jana Echevarria, Maryellen Vogt and Deborah J. Short (2010). SIOP includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. The resources include an observation tool for administrators so they can support the systemic practice of sheltered instruction throughout the school.

Supporting Factors	Challenges
This model allows teachers and administrators to work collaboratively to develop school-wide practices that will improve the achievement of MLs. The SIOP can be implemented in classes with heterogeneous populations of MLs and native English speakers.	Teachers who first learn about the SIOP are often overwhelmed by the number of instructional components contained in the model. Administrators and coaches must help teachers to begin to implement the model through constant reflective practice. Administrators cannot use the SIOP as a simple checklist for observations, as it is rare that a single lesson will contain all the components. Again, the tool is used best as a vehicle for teacher reflection and change in meeting the needs of MLs.

ELD Instruction—Traditionally known as "ESL" instruction, they develop students' English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs. ELD instruction should be taught by teachers with ESL teaching certificates who have a strong working knowledge of English language arts standards.

Supporting Factors	Challenges
ELD instruction develop student's language proficiency in all areas—reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD instruction.	Schools with small populations of MLs may need to group different proficiency levels together in one classroom; ELD teacher must be able to differentiate instruction. Districts, schools, and public charter schools must develop policies that allow students to earn credit toward graduation through ELD instruction. Schools must ensure that ELD teachers have access to research-based and appropriate materials for these instruction.

5. Pull-Out ESL—Research has shown this model to be the least effective in providing comprehensive academic skill development. It is usually implemented in low incidence schools or to serve students who do not share a common native language. The focus is English language acquisition only. Like content-based ESL, this model works best when students are grouped by language proficiency level. Instruction is given to students outside their English-only class-rooms and grouping of students by age and grade is flexible due to a low student/teacher ratio.

Supporting Factors	Challenges
Adaptable to changing populations or schools that have new MLs at different grade levels. Instruction often is tailored to students' language level, supplementing the learning that takes place in the general classroom. This can be combined with content-based ESL.	Instruction may be grammar driven and disconnected from other areas of study. MLs will fall behind in content areas while acquiring English skills if instruction is not closely coordinated with the content taught in the general classroom. Sustaining communication between classroom and pull-out teacher.

Co-Teaching—Schools with sufficient FTE can pair ESL and content teachers to co-teach content instruction. Collaboration leads to lesson planning and instruction tailored to both linguistic and academic needs of MLs. In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio.

Supporting Factors	Challenges
Two teachers in a classroom help meet the linguistic and academic needs of the ML population. Both teachers benefit from learning from one another: the content teacher learns about meeting linguistic needs and the ESL teacher learns more about the curriculum.	It is essential that common planning time is built into the schedule for the ESL and content teacher. Teachers must have a strong rapport with one another and a dedication to working as equal partners. Schools should be selective in which courses are co-taught, focusing on the instruction where students will benefit most from the co-teaching model.

Coaching Model—Effective coaching programs are designed to respond to the particular needs of students, improve instructional capacity and develop structures for a collegial approach.

Supporting Factors	Challenges
Coaching holds the potential to address inequities in opportunities for MLs by providing differentiated, targeted supports to their teachers. A combined focus on content, language and use of data encourages high quality instruction that reaches MLs.	Coaches must possess many skills including having specialized training in meeting the needs of ML students, possessing either a bilingual education or ESL teaching credential. In addition, they must possess strong interpersonal skills in order to work with all levels of teachers in a non-evaluative supportive environment.

Flexible Pathways—Flexible pathways allow MLs to follow an appropriate program that accelerates their English development and allows them to progress in content area coursework (Short & Fitzsimmons, 2007). To meet graduation requirements, students may follow a path that differs from their native English-speaking peers. Some students may be ready to enter a mainstream math class before they are ready to enter a mainstream social studies class. Effective programs allow students to enter mainstream classes by subject, when they are able.

Other strategies that create a pathway to graduation include:

- Awarding appropriate credit for courses taken in the home country
- Ensuring that students receive English credit for ELD instruction
- Allowing extended time for graduation
- Offering summer courses

Supporting Factors	Challenges
Allows students extra time to be able to acquire both core content knowledge and English language development. Builds on student strengths and goals Students can transition to mainstream in different subjects at different times, depending on their progress.	Requires schools to look at every student individually when scheduling. Graduation requirements and potential pathways need to be reviewed regularly with students and families. School administrators must be willing to extend time for graduation for some students even if a handful of students will count against the graduation rate under the current law.

L1 Literacy Classes or First Language Literacy Classes—Strong oral and literacy skills developed in the first language provide a solid basis for the acquisition of literacy and other academic language skills in English. Moreover, common skills that underlie the acquisition and use of both languages transfer from the first to the second language, thereby facilitating second language acquisition (Genessee, 1999).

Students who take L1 literacy classes can receive appropriately rigorous instruction in their native language. For example, a student who speaks Spanish or Mandarin but does not read and write Spanish or Mardarin has different needs from native English speakers who are learning Spanish as a second language. Developing L1 literacy instruction instead of placing bilingual students in World Language instruction values their prior knowledge, heritage and culture.

Supporting Factors	Challenges
Literacy skills learned in the L1 will facilitate acquisition of L2 (Genessee, 1999). L1 Literacy classes are an essential part of a comprehensive program that provides academic rigor to secondary students, keeping them challenges and engaged in school.	Teachers must be fluent in the students' primary language and have specialized training in meeting the needs of ML students, possessing either a bilingual education or a world language teaching credential. Students will vary in the oracy and literacy skills in their first language. Teachers must be very skilled in differentiating instruction to meet the different literacy needs of native speakers. Schools may need to develop different instruction for different level of native language literacy.

Newcomer Centers—Specially designed for those who are NEP or LEP and have limited literacy in their native language. The goal is to accelerate their acquisition of language and skills and to orient them to the U.S. and its schools (Hamayan and Freeman, 2006). The program can follow a bilingual or sheltered approach. Generally, newcomer programs are designed to prepare immigrant students to participate successfully in a district's language support program (Genessee, 1999). Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). The Newcomer Center can take place within a school or at a separate site.

Supporting Factors	Challenges
By providing a welcoming environment to newcomers and their families, basic information about the academic system, basic academic skills, and social opportunities to help ease the transition into a new culture, schools are providing students with a supportive environment and a greater opportunity to learn. Teachers and counselors can work with MLs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the US school system and to prepare the students for success in the LIEP programs already in place in the school system (CREDE, 2001).	Schools should strive to fully include MLs through meaningful LIEPs that do not totally separate MLs from the rest of their class and school. At the very least, even if they are in a short-term self-contained Newcomer Center, MLs should be included with their general classroom classmates for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when the ML is redesignated.

Tutoring—Additional support might include individualized tutoring. Schools must provide early additional support for students who manifest academic difficulties or signs of falling behind in their first language or in their oral English development to ensure early success.

Supporting Factors	Challenges
Allows students extra time to be able to acquire both core content knowledge and English language development.	Additional tutoring is often done before or after school and requires both financial and time additions to the regular daily schedule.

Alternative/Adult Options—Older students may choose to pursue avenues beyond the traditional high school setting. An 18-year-old who arrives with limited formal schooling may find it difficult to fulfill all the graduation requirements by age 21. If districts, schools, and public charter schools offer programs for adult learners, the student has options for other pathways toward earning a high school diploma.

Supporting Factors	Challenges
More choices and options for high school allow more students to achieve the goal of a high school diploma.	Schools must be cautious not to "push" any one option—families ultimately have the final say in which option to pursue. Smaller districts, schools, and public charter schools may not be able to offer many alternative or adult options. Adult education programs may need to be redesigned to include ELD and sheltered instruction to meet the needs of older MLs.

Similar to their Non-ML counterparts, multilingual learners may require specialized services such as gifted education, Title I, and migrant education or special education.

4.3 Promising Practices

Identifying and incorporating promising practices, once programmatic decisions have been made, are important steps to take to raise student achievement. The following ten promising practices are organized to provide the challenges and opportunities, programmatic considerations, instructional strategies and the research base for each one. The promising practices are:

1. Target language and literacy development across content areas;
2. Incorporate authentic curriculum, instruction and assessment;
3. Infuse cultural relevancy across curricular, instructional and assessment practices;
4. Develop and build on students' native languages;
5. Integrate varied, appropriate, and high-level curricular materials;
6. Provide structure and maximize choice;
7. Include role models to facilitate language learning and foster positive identity;
8. Promote asset orientations toward MLs, their families and communities;
9. Enact high academic standards to prepare MLs for postsecondary options;
10. Advocate for holistic approaches to the academic success of MLs.

*Created by Dr. Maria Salazar

Promising Practice #1: Target language and literacy development across the content areas	
Challenges and Opportunities	MLs face a compressed time frame to acquire both the English language and literacy in English. In response, programs across the nation focus on literacy development for MLs in stand-alone ESL programs, often neglecting literacy across the content areas and in mainstream classrooms. Educators often struggle with determining if, when, or how to build native language literacy, in addition to English literacy. In addition, while educators may view MLs as one homogeneous category, the reality is that there is great diversity among MLs, especially among secondary MLs.
Programmatic Considerations	• Develop a comprehensive approach to language and literacy development across the content areas. • Provide ELD, special education and mainstream teachers with professional development and ongoing support to ensure that all teachers are literacy and language teachers. Include substantial coverage across the essential components of literacy: phonemic awareness, phonics, oral reading fluency, vocabulary, comprehension, oral language and writing. • Adapt the components of literacy to meet MLs' strengths and needs. • Determine MLs' educational histories and academic knowledge. • Differentiation is key to build on differences in prior knowledge, skills in English and native language proficiency.

Promising Practice #1: Target language and literacy development across the content areas	
Instructional Strategies	1. *Use knowledge of second language acquisition theory to integrate all language domains (listening, speaking, reading, and writing).* 2. *Adapt the components of literacy to teach particular phonemes and combination of phonemes in English that may not exist in students' native languages.* 3. *Use targeted instructional practices to make language and content comprehensible and scaffold subject matter tasks, instructional routines, and cooperative and independent work.* 4. *Use sheltered strategies to increase comprehension of key content and processes including: visuals, repetition, clear and consistent rituals and routines, graphic organizers, total physical response, manipulatives, key vocabulary, wait time, and gestures.* 5. *Explicitly model and explain linguistic, cognitive, and academic targets, and provide multiple opportunities to extend understanding and apply knowledge.* 6. *Emphasize early, ongoing and extensive oral language development to improve reading comprehension and writing skills, and provide opportunities for language modeling. Strategies include: cooperative learning, accountable talk, songs, rhymes, chants, plays, poetry, language models, and sentence starters.* 7. *Build high level skills. Assess word level skills (decoding, word recognition and spelling) and text level skills (reading comprehension and writing) in English and in the native language. Use assessment information to develop targeted word level skills early and progress to more cognitively challenging text- level skills.* 8. *Intensively focus on explicit and challenging vocabulary across grade levels and content areas. Teach content-specific academic words and words related to English language structures that may differ from native language structures. Target higher order vocabulary skills such as cognate relationships. Provide opportunities to practice independent word learning strategies such as word attack strategies. Strategies to build vocabulary include word walls, teaching idioms, illustrations, visuals, graphic organizers, vocabulary journals, and daily vocabulary routines.* 9. *Assess and build on students' background knowledge to accelerate language and literacy development. Use students' prior knowledge to identify frustration, instructional and independent reading levels. Strategies to assess and build on students' background knowledge include pre-teaching concepts, preview/review and KWL.* 10. *Build home literacy experiences. Provide intensive and extensive opportunities to read both inside and outside of school. Capitalize on students' out-of-school literacies including social networking technologies. Encourage parents to read with their children in English and in their native language(s) and explicitly name the transfer of literacy skills.* 11. *Explicitly teach learning and cognitive strategies. Teach direct and explicit comprehension and critical thinking strategies. Model and teach metacognition of learning and language development.* 12. *Provide intensive ongoing opportunities to write at all levels of English language development.*
Research-based Evidence	*August & Shanahan (2006); Biemiller (2001); Bongalan & Moir (2005); Calderon, August, Slavin, Cheung, Duran, & Madden (2005); Escamilla (1993); National Clearinghouse for English Language Acquisition & Language Instructional Educational Programs; Short (2005); Tinajero (2006); Tovani (2004); Uribe & Nathenson-Mejia (2009), Walqui (2000)*

Promising practice #2: Incorporate authentic curriculum, instruction and assessment	
Challenges and Opportunities	Educators are expected to meet state, district and school standards that often prescribe curriculum, instruction and assessment. Efforts to standardize may limit authentic practices that engage secondary students in the learning process. A growing number of educators supplement prescribed practices to increase student motivation and engagement.
Programmatic Considerations	• Make student-centered instruction the foundation of teaching and learning. • Scaffold MLs' connection to content by building on their experiential knowledge, particularly interests and adolescent perspectives. • Monitor learning through diagnostic, summative and formative tools that provide evidence of student progress. Do not limit assessment data to a single standardized snapshot. • Integrate 21st Century skills across the curriculum including: critical thinking and problem solving; creativity and imagination; communication and collaboration; information, media and technology skills; and life and career skills.
Instructional Strategies	1. Make explicit links to students' prior knowledge and skills and recognize that transfer is not automatic. 2. Create novel opportunities for student movement and interaction. 3. Provide opportunities for real world connections in school prescribed tasks. 4. Become a learner of students' lives outside of the classroom and create curricular, instructional, and assessment practices that maximize their interests, background, and learning styles. 5. Provide opportunities for students to determine their strengths and needs and monitor their own academic and language development. 6. Include practice that helps students take responsibility for their own learning and that of their peers by building opportunities to practice independent learning strategies, lead discussions and re-teach material. 7. Anticipate students' challenges and incorporate frequent checks for comprehension. 8. Give specific, consistent, proximal and corrective feedback on language and academic development in a sensitive manner. 9. Use innovative approaches to gauge student progress including publishing, internet research, digital portfolios and media and dramatic presentations. 10. Use a multitude of formal and informal assessments to determine student progress and improve curriculum, instruction and assessment. 11. Teach and assess 21st century skills.
Research-based Evidence	*Carl & Rosen (1994); Center for Public Education (2009); CLASS Middle/Secondary (2007); O'Malley & Pierce (1996); Partnership for 21st Century Skills (2004); Wagner (2008), Walqui (2000)*

Promising practice #3: Infuse cultural relevancy across curricular, instructional, and assessment practices	
Challenges and Opportunities	MLs do not come to the classroom as empty slates. They represent a collective cultural experience; yet, there is also vast individual diversity. Curricular materials often exclude students' home cultures or provide only superficial coverage of cultural celebrations. Research demonstrates that culturally meaningful or familiar reading material facilitates content comprehension. Qualitative research has demonstrated clear links between cultural relevancy and student achievement; although quantitative data is scarce.
Programmatic Considerations	• Provide students with a foundation for learning that builds on their cultural knowledge and experiences while also providing opportunities to add knowledge and skills valued in U.S. society. • Infuse cultural relevancy into curricular materials to reflect diverse cultures. • Use instructional strategies that build on cultural differences in communication, organization, and intellectual styles. • Create culturally relevant references in assessments and build strategies to help students decode content and questions that may pose linguistic or cultural challenges.
Instructional Strategies	1. Introduce new concepts via familiar resources. 2. Provide multiple examples and perspectives from diverse cultures. 3. Encourage students to create their own writing prompts based on their cultural knowledge and experiences. 4. Include math and science content that builds knowledge of diverse cultures' scientific and mathematical discoveries and problem-solving methods. 5. Help students make explicit text-to-text and text-to-self connections, based on their cultural knowledge and experiences. 6. Attempt to use all learning modalities (i.e. visual, auditory, tactile, and kinesthetic) when teaching concepts and skills. 7. Create classroom activities that help students identify their learning style preferences. 8. Teach students to contrast their home culture with U.S. culture and provide opportunities for them to analyze, question and challenge their home and U.S. beliefs and assumptions. 9. Confront stereotypes and prejudices and teach students to do the same. 10. Use instructional strategies that build on cultural learning styles including cooperative learning, whole-language, story-telling, kinesthetic movement, role-playing and spoken word through poetry and music. 11. Assign independent work after students are familiar with the concept. 12. Provide various options for completing an assignment. 13. Attend to the classroom environment and culture to make sure it reflects the cultures of students and reflects a multicultural world. 14. Develop curriculum with a global lens. 15. Set group norms around discussions of controversial issues
Research-based Evidence	*August & Shanahan (2006); Calderon (2007); Delpit (1995); Gay (2000); Ladson Billings (2002); Nieto (1999); Ortiz (2001); Parrish (2006); Perez (2008); Salazar (2008); Salazar, Lowenstein & Brill (in press); Tinajero (2006); Valenzuela (1999); Ware (2006)*

Promising practice #4: Develop and build on students' native languages	
Challenges and Opportunities	Advocates for "English only" instruction argue that secondary students have a limited time to acquire English; so content area and literacy instruction should be strictly limited to English. However, decades of research demonstrate that native language instruction benefits MLs in many ways, including, the fact that native language literacy and content concepts transfer to English. There is evidence that instructional programs work when they provide opportunities for students to develop proficiency in their native language. A consistent challenge is that transferring reading from the native language to English literacy are often fragmented and inconsistent.
Programmatic Considerations	• Commit to developing students native language through varied programmatic options (i.e. transitional bilingual education, dual language immersion, late-exit programs). • Make strategic use of native languages in all content classrooms. • Model the value of bilingualism and multilingualism. • Pre-assess students' native language oracy and literacy skills to make adequate placement decisions. • Use native oral language proficiency and literacy skills to facilitate English literacy development. • Build effective literacy transfer approaches. • Create systems to allow for consistent and ongoing support instruction across all grade levels.
Instructional Strategies	1. Know the roadmap of language education for each student. 2. Recognize that native language literacy is a strong predictor of English language development. 3. Build vocabulary in the native language and facilitate transfer to English. 4. Help students access prior knowledge via cognates, "preview review" method and multilingual word walls. 5. Establish interdisciplinary approaches that serve to maintain native language literacy. 6. Use bilingual dictionaries, glossaries and websites to increase comprehension. 7. Provide opportunities for students to develop their native language both inside and outside of school. 8. Encourage parents to develop and maintain the native language at home. 9. Encourage students to support one another's native language development and the acquisition of English. 10. Ensure that the classroom environment displays a value of multilingualism. 11. Create standardized templates that can be used to communicate with for parents in their native language. 12. Provide students with challenging native language instruction. 13. Develop students' academic language in both the native language and in English.
Research-based Evidence	*Antunez (2002); August & Shanahan (2006); Barnett, Yarosz, Thomas, Jung & Blanco (2007); Coltrane (2003); Linquanti (1999); Ortiz (2001); Slavin, Cheung (2003); Uribe and Nathenson-Mejia (2009)*

Promising practice #5: Integrate varied, appropriate, and high-level curricular materials	
Challenges and Opportunities	Proponents of prescribed curriculum stress that a common curriculum ensures that all students have access to rigorous content. However, critics argue that curricular materials typically do not reflect students' backgrounds or their learning needs and that materials for MLs are often watered-down versions of mainstream curriculum. Research suggests that supplementary materials are needed to reflect diverse student experiences and foster high standards.
Programmatic Considerations	• Encourage a balanced approach to prescribed and flexible curricular materials. • Ensure standards-based instruction within a flexible framework that is sensitive to students' language needs. • Create a school-wide philosophy acknowledging that students perform better when they read or use materials that are culturally relevant and in the language they know best.
Instructional Strategies	1. Align curricular materials to instructional goals based on standards, benchmarks, and language and content objectives. 2. Select/modify materials that are appropriate according to cultural knowledge, reading and language levels, and adolescent perspectives. 3. Provide developmentally appropriate materials, including adapted texts, to support language comprehension. 4. Include high level materials that build academic language. 5. Scaffold prescribed learning materials, especially with supplemental texts that are culturally relevant. 6. Demonstrate the value of diverse experiences and knowledge by using culturally relevant texts as primary learning resources, rather than as secondary materials. 7. Include high-interest discussion topics. 8. Pair technology with instruction to make materials accessible. 9. Analyze materials for bias and teach students to do the same. 10. Use sheltered instruction techniques to make materials accessible. 11. Include native language materials that are leveled and appropriate.
Research-based Evidence	*August & Shanahan (2006); Francis et al. (2006); Hinchman (2000); Moore, Alvermann & Parrish et al. (2006); Short & Fitzsimmons (2007); Short (2005)*

Promising practice #6: Provide structure and maximize choice	
Challenges and Opportunities	Researchers state that choice demonstrates value of diverse experiences and can improve student motivation and engagement. While choice also promotes individualization, some educators may not have sufficient resources to foster individualization of content and curriculum.
Programmatic Considerations	• Integrate choice across content areas to facilitate individualization and differentiation for language levels. • Emphasize predictable and consistent instructional routines and clear content and language objectives across the content areas. • Provide structured and unstructured opportunities for choice in curricular materials and learning modalities both inside and outside of school.
Instructional Strategies	1. Build choice into the components of literacy development. 2. Provide students with opportunities to make decisions about content, curricular materials, instructional approaches, and assessment practices. 3. Incorporate students' ideas, opinions, and feedback. 4. Provide a variety of texts in the classroom library that cover the spectrum of students' language levels in both English and in the native language(s). 5. Engage students in inquiry and project-based learning based, on their interests. 6. Structure the learning process while at the same time creating opportunities for choice. 7. Create interest and increase comprehension through the use of maps and other visuals, music, and artifacts. 8. Allow choice in researching issues or concepts that apply to students' communities. 9. Encourage students to select their own reading material. 10. Encourage students to read texts in both English and in their native language.
Research-based Evidence	*CLASS Middle/Secondary (2007); Diaz Greenberg & Nevin (2003); Institute of Educational Sciences (2007); Salazar (2008); Short (2005); Upczak & Garcia, 2008; What Works Clearinghouse*

Promising practice #7: Include role models to facilitate language learning and foster positive identity	
Challenges and Opportunities	While some educators make a case for the cultural blindness approach, others acknowledge that it is important to intentionally include native language and cultural role models to help students build positive academic and sociocultural identities. English language role models are also essential for adolescent MLs because of the limited time they have to master English. However, it is also challenging to provide role models of standard English when MLs are segregated in language programs and do not have access to speakers of standard English. At the same time, cultural role models are essential to promoting high academic aspirations and examples of what MLs can strive for.
Programmatic Considerations	• Include language role models beyond the teacher to increase linguistic comprehension and self-confidence. • Create opportunities for MLs to develop their language skills with speakers of standard English including peers and community and career mentors. • Build a school-wide mentoring programs to increase access to role models that reflect student experiences. • Provide opportunities for students to mentor their peers and similar students across the K–12 educational continuum.
Instructional Strategies	1. Create systematic opportunities for peer tutoring. 2. Create complex and flexible grouping according to students' linguistic and academic needs. 3. Build opportunities for cooperative learning through interactions with speakers of standard language varieties. 4. Include multilevel strategies to engage all students regardless of their ELP level. 5. Rephrase student responses using standard language(s). 6. Give students specific roles during cooperative learning activities so that all students participate in the learning goals. 7. Scaffold linguistic tasks. 8. Provide reading and writing mentors who read quality literature and express critical thinking. 9. Foster community relationships that increase mentors, especially reading and writing mentors and career mentors. 10. Provide opportunities for students to research aspects of a topic within their community. 11. Create assignments that require students to tutor and mentor younger students with similar backgrounds and serve as academic role models.
Research-based Evidence	*Cappelini (2005); Cook (1999); Dörnyei (1998); Garcia & Baker (2007); Farris, Nelson, L'Allier (2007); Foulger & Jimenez-Silva (2007); Lewis (2003); National High School Center; Tinajero (2006)*

Promising practice #8: Promote asset-based orientations towards MLs, their families and communities	
Challenges and Opportunities	Educators may inadvertently communicate that MLs are deficient and that they and their families need to be fixed, changed or saved. It is important to foster a belief in the potential and opportunities MLs bring vs. the obstacles and challenges. In addition, educators can provide students with access and practice in using academic knowledge and skills to increase their own success and that of their communities.
Programmatic Considerations	• Believe in, emphasize and monitor students' academic success. • Promote the maintenance of linguistic and cultural identities. • Integrate community norms of language and literacy. • Use home-school connections to enhance student engagement, motivation and participation. • Foster an affirming attitude toward MLs and their families with colleagues, parents and students.
Instructional Strategies	1. Create opportunities for positive academic and social interactions between students of diverse language backgrounds. 2. Encourage students to demonstrate effective problem-solving strategies from their home culture(s). 3. Build on home literacy practices including storytelling, letter writing, written and oral translation, and strategic code-switching. 4. Provide opportunities for students to bring artifacts from home and write about the significance of their artifacts. 5. Attend community events and interact in students' home environment; then make explicit links in classroom content and instruction. 6. Create assignments that promote family literacy. 7. Interview parents about how and what students learn from them. 8. Identify parents' strengths and use them as resources to integrate the home culture into classroom activities and into the classroom community. 9. Ask members of the community to teach a lesson or give a demonstration to the students. 10. Invite parents to the classroom to show students alternative ways to approach problems (e.g. math: various ways of dividing numbers, naming decimals, etc.). 11. Incorporate community inquiry projects. 12. Encourage students to interview members of their community who have knowledge of the topic they are studying.
Research-based Evidence	*Barrera & Quiroa (2003); Bongalan & Moir (2005); Flores & Benmayor (1997); Franquiz & Brochin-Ceballos (2006); Franquiz & Salazar (2004); Kreeft Peyton, Ranard & McGinnis (2001); Ochoa & Cadiero-Kaplan (2004); Ong (1996); Salazar et. al. (2008); Salazar (2008); Tinajero (2006); Valenzuela (1999); Villegas & Lucas (2002)*

Promising practice #9: Enact high academic standards to prepare MLs for postsecondary options	
Challenges and Opportunities	MLs are often perceived as having deficient language and academic skills. This creates a significant barrier to pursuing postsecondary options. MLs are often highly motivated to pursue postsecondary options and economic opportunities. They need extended opportunities to master language and content to be successful beyond high school. All students including MLs should have the opportunity to earn a college-ready diploma.
Programmatic Considerations	• Create a college-going culture vs. assumptions of limitations. • Build programs based on the research which show that MLs' chances of meeting college preparatory requirements increase with early access to college preparatory coursework in high school. • Provide opportunities for MLs to produce college-ready work and demonstrate high level cognitive skills. • Provide and scaffold high-level coursework that prepares MLs for postsecondary options. • Create a school-wide focus on postsecondary readiness that promotes vertical and interdisciplinary teaming.
Instructional Strategies	1. Begin advisory groups and personal learning teams specific to college readiness. 2. Include instruction in preparation for college entrance exams and placement tests, including the TOEFL exam. 3. Emphasize higher-level academic vocabulary to develop strong academic language proficiency. 4. Implement opportunities for novel application, reasoning, problem-solving, critical thinking and analysis. 5. Provide targeted support in advanced placement and honors coursework. 6. Provide students and parents with accessible information on college entrance, admissions and cost. 7. Provide access to role models who have successfully navigated and completed postsecondary options. 8. Create rubrics for effective writing that include mastery of content, organization, conventions, sentence fluency and word choice. 9. Scaffold MLs' writing practice by focusing on targeted writing skills and providing multiple opportunities for practice and mastery. 10. Work with teachers across content areas to strategically focus on reading, writing, critical thinking and problem solving and analysis.
Research-based Evidence	*Center for Public Education (2007); CLASS Middle/Secondary (2007); Conley (2007); Finkelstein, Huang, Fong (2009); Genesee (2006); Hayasaki (2005); Lippman, Atienza, Rivers, & Keith (2008); Stewart (2008); What Works Clearinghouse (2006)*

Promising practice #10: Advocate for holistic approaches to the academic success of MLs	
Challenges and Opportunities	Standardized approaches to education are often geared toward mainstream students and do not always consider the different needs of MLs. Moreover, educators often focus on academic development alone and do not recognize that academic success is grounded in MLs socio-cultural and socio-emotional needs.
Programmatic Considerations	• Consider the big picture of motivation and engagement. • Set clear student expectations. • Create holistic, interactive, and additive approaches to language development. • Focus on relationship building and high academic standards. • Promote home/school connections to enhance student engagement, motivation and participation.
Instructional Strategies	1. Individualize instruction to meet the unique needs of MLs. 2. Create instructional opportunities for students to make personal connections to learning. 3. Include students' lives in the content of school. 4. Build a safe and inclusive classroom culture. 5. Communicate with students and parents about academic, social and personal issues. 6. Employ motivational strategies. 7. Attend to affective and physical needs particular to adolescents and immigrant youth. 8. Include parents in their students' education. 9. Provide consistent encouragement and affirmation. 10. Learn about and integrate brain and cognitive development of bilingual/multilingual learners.
Research-based Evidence	*Ancess (2004); August & Shanahan (2006); Cummins (1991); Delpit (1988); Heath (1986); Johnson & Morrow (1981); Mercado (1993); Moje (2006); Oaks & Rogers (2006); Short (2005); Tatum 2007; Tinajero (2006)*

Excerpted from: Maxwell-Jolly, J., Gándara, P., and Méndez Benavídez, L. (2007). *Promoting academic literacy among secondary English learners: A synthesis of research and practice*. Davis, CA: University of California, Linguistic Minority Research Institute

Myth #1:

MLs bring nothing to the table except need.

MLs come to schools with many assets on which we can build, including prior education, skills in non-English languages, life experiences, and family and cultural heritage.

Myth #2:

ELD instruction is all they need.

MLs need diagnosis of their language and academic skills—and instruction to meet diagnosed education needs. Current curriculum rarely differentiates among varying student needs, largely because assessment is inadequate, and teachers do not know what these students know or do not know. MLs need ongoing relationships with adults at the school who are aware of and understand key elements of their lives, integration with other students, and teachers with appropriate knowledge and skills to promote their academic success.

Myth #3:

The more quickly we can get students through school the better.

There is reasonable concern about students taking too long to complete school. Many studies show that the older students are the greater likelihood they will drop out. However, such research has never been conducted on MLs. One major reason that attrition is high in this group is that relevant, credit-bearing courses are often not provided for them, making

dropping out a reasonable response to a dead-end curriculum. A longer time allowed for high school with intense initial diagnostic assessment, individual counseling and monitoring, and opportunities for internships and career and community engagement, may be exactly what many long-term MLs need. Further, there is no statutory basis for removing a student (up to age 21) from high school, as long as she/he is making progress toward graduation.

Myth #4:

Small schools are always better for all students.

Small school reform has many positive aspects such as personalization and more careful monitoring of students than could be achieved within larger schools. An example is the academy or school-within-a-school model. On the other hand, larger schools have the advantages of a wider array of resources and the potential for students to move from one type of instructional setting to another as appropriate.

Myth #5:

All students must be college bound or they are failures.

As outlined in the Colorado Department of Education's strategic plan, we need to prepare students to thrive in their education and in a globally competitive workforce. Greater opportunity for college should be made available to all. However, school should afford learning experiences and coursework that lead to competence in the fields needed for productive roles as citizen, worker and life-long learner, and provide multiple pathways and options for students who choose non-college options as well as for those bound for higher degrees. Schools also must acknowledge that many students feel pressured to work and help their families. Schools that offer opportunities to enhance job options (may be part of a longer-term plan for postsecondary education) are more likely to hold students.

Myth #6:

High school must take place within a building called high school.

In fact, high schools could take advantage of distance learning and other technologies, relationships with the community colleges, and other learning environments such as student internships or apprenticeships in business and in the public sector.

(See Appendix B)

Appendix B
Lessons Learned: Practices of Successful Model Schools Serving Multilingual Learners

from Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., Woodworth, K. (1995).
School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP Students.

Lesson 1—A comprehensive school-wide vision provides an essential foundation for developing outstanding education for multilingual learners.

- Model schools develop, by means of an extended process, a comprehensive design that integrates purpose and vision based on quantitative outcomes.
- Schools with successful language instructional educational programs collaborate with external partners to work through the complex issues of organizational change.
- School personnel expect MLs to learn the language arts, math, and science curriculum to the high standards necessary for successful adult lives. Individual strengths and needs are respected, and efforts are made to help every student realize his or her potential.
- The attainment of fluency in written and oral English is assumed to be fundamental and universally achievable, as evidenced by the placement of students in heterogeneous groups.
- Model schools embrace the culture and language of students, welcoming parents and community members into the school in innovative ways. This practice supports the breakdown of alienation and helps the schools create a safe educational climate.
- Schools develop a community of learners in which teachers are treated as professionals, allowed to learn from each other, and are given the time to develop programs. It is well understood that teachers of MLs should be fluent in the native language and/or trained in first and second language acquisition, and that continuing professional development was essential to improving the educational program. The community of learners extended beyond teachers and students often-involving parents and the community.
- Successful schools see the need to change entirely in a comprehensive way, with implications for the entire structure. The system of schooling needs to be re-examined in order to realize the goals.
- The structure and content of the curriculum, instruction and learning environments, language development strategies, organization of schooling and use of time, and school decision-making are understood to be interconnected. Though all elements are not necessarily addressed at once, the staff as a whole needs to believe systemic change is necessary.
- Shared vision, high expectations, cultural validation, community of learners, openness to external partners and research, and comprehensiveness give the model schools an air of caring, optimism, and confidence, despite the great challenges they face.

Lesson 2—Effective language development strategies are adapted to different local conditions in order to ensure multilingual learners have access to the core curriculum.

All the model schools minimally adopt these basic goals:

1. That MLs achieve English language fluency and;
2. Master the content of the core curriculum provided to mainstream students.
3. Some schools add the third goal of developing and maintaining fluency in the students' native language. Whether or not they seek maintenance in the native language, the model schools varied in their approach to English language acquisition. The demographics of the MLs at their school, desires of the community, vision for the school, availability of qualified staff, and district and state policies influenced the particulars of their approach. However, some important similarities emerge.

- Schools use students' primary language either as a foundation for developing literacy skills, as a tool for delivering content, or both. In many cases, teachers also relied on high quality sheltered English. Sheltered English and primary language-based programs typically complemented direct ESL instruction.
- Language instruction educational programs are flexibly constructed to accommodate students with varying levels of fluency and language backgrounds. Teachers adjust curriculum, instruction, and the use of primary language to meet the varying language proficiency needs of students.
- Flexibility is necessary because of the diversity of students. The key to flexibility is having qualified and trained staff trained in language acquisition. Instruction occurs, when determined, in the students' primary language. In many cases where instruction was delivered using sheltered English, teachers were fluent in the home language of their students. To promote interaction between MLs and non-MLs, teacher teams teach and employ a wide range of grouping and instructional strategies.
- Transition from classes where instruction is delivered in students' primary language or sheltered English to mainstream classes is gradual, carefully planned, and supported with activities such as after-school tutoring to ensure students' success at mastering complex content in English.
- Model schools assured MLs access to the core curriculum while simultaneously developing their English language skills.

Lesson 3—High quality learning environments for multilingual learners involve curricular strategies that engage students in meaningful, in-depth learning across content areas led by trained and qualified staff.

- Model schools create and deliver a high quality curriculum to their MLs that parallel the curriculum delivered to other students at the same grade level.
- The curriculum is presented in a way that is meaningful to MLs by making connections across content areas. Model schools link science and mathematics curricula, as well as social studies and language arts, allowing students to explore more complex relationships between the traditional disciplines.
- Model schools create opportunities for students to use their language arts skills across the curriculum. Language arts curriculum is often integrated and literature-based and students read and write about topics that are relevant to their culture and experience.
- In science, schools create curriculum that draw on the students' environment to maximize possibilities for hands-on exploration.

- Mathematics is often taught using frameworks such as thematic units or project-based activities to build students' conceptual understanding and computational skills in an applied context that relates to real-life situations.
- Focusing on concepts over an extended period of time, teachers emphasize depth of understanding over breadth of knowledge.

Lesson 4—Innovative instructional strategies which emphasize collaboration and hands-on activities engage multilingual learners in the learning process.

- Model sites develop their own mix of instructional strategies for meeting the challenge of language diversity. However, across the model sites, the strategies tend to be based on similar pedagogic principles and approaches to creating highly effective learning environments. These innovative principles are aimed to engage students actively in their own learning.
- Teachers create nurturing learning environments that facilitate students working independently and in heterogeneous, cooperative groups. Instruction often consists of students engaged in self-directed, hands-on experiential learning, including inquiry and active discovery methods. These features, as implemented in exemplary sites, are examples of the new reform approaches to teaching language arts, science, and mathematics.
- Sheltered English strategies, combined with the curriculum approaches suggested in Lesson 3, are effective for MLs at different levels of English oral, reading, and writing competency.
- Assessment is a key element of reform. It is integrated into everyday learning tasks establishing long-term learning goals benchmarked to authentic assessments and gathering into student portfolios.

Lesson 5—A school-wide approach to restructuring units of teaching, use of time, decision making, and external relations enhances the teaching/learning environment and foster the academic achievement of multilingual learners.

- Each model school restructures its school organization to implement its vision of effective schooling, to facilitate the language development strategies and innovative learning environments described above, and, more generally, to increase the effectiveness of their human, educational, community, and financial resources.
- Innovative use of time is explored and implemented so that the academic schedule respects the flow of learning units within classes. Such flexibility provides students with protected time to learn and allows them to engage in self-directed learning activities within cooperative groups.
- Blocks of time are allocated appropriately for the pedagogic needs of different subject matter or themes (science projects, for example, could occupy a double period in middle schools).
- The school day and year are structured or extended to accommodate teacher planning, collaboration, and professional development, and to provide extra support for MLs' transition to English and the incorporation of newcomers into the ESL program. Elementary and middle school levels also restructure their schools into smaller school organizations such as "families" or reading groups which heightened the connections among students, between teacher and students, and among teachers. One model has small groups of students staying with the same teacher over four or five years (looping). Such continuity enables the students to become skilled at cooperative learning, be highly responsible in their learning tasks, and build self-esteem; it also enables teachers to build their understanding of each student as well as to develop their capacity to apply new instructional approaches in practice.

- Model schools redesign their governance structures through a process of democratic decision making to involve teachers, parents, and community members. This ensures that restructuring is supported by broad consensus.
- The exemplary schools deliver a range of integrated health and social services which reflected their vision of the school as an integral part of the community.

Lesson 6—Districts, schools, and public charter schools play a critical role in supporting quality education for multilingual learners.

- District, school, and public charter school leadership support the development and implementation of high quality programs for MLs.
- Personnel in such districts, schools, and public charter schools believe that MLs can learn to high standards and employed specific strategies in support of ESL programs.
- Districts, schools, and public charter schools recruit and offer stipends to bilingual/ESL teachers, provide staff development in ESL, bilingual teaching, second language acquisition, and make provisions to allow for reduced class sizes for MLs.
- Districts, schools, and public charter schools support the implementation of more powerful curriculum and instruction by providing staff development in response to the needs and interests of the teachers.
- Districts, schools, and public charter schools support school restructuring by shifting some decision making responsibilities to the site level.

Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs (Miramontes et al 1997) provides a framework for such school-wide planning. It is designed to take school personnel through a comprehensive process to create a school profile and weigh the options for the optimum program given the student population, local mandates, and resources available.