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Supporting Emerging Multilingual Newcomer Students and their Teachers in California Public High Schools

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University of San Francisco

**Supporting Emerging Multilingual *Newcomer*
Students and their Teachers in California Public High Schools**

A Thesis Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English to Speakers of Other Languages
Concentration in Digital Media Learning

by
Rosie Ojeda
May 2016

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ABSTRACT

This study focuses supporting emerging multilingual *newcomer* students and their teachers. The study examines research regarding deficit mindset that has led to student labels that perpetuate negative school and teacher views of culturally and linguistically diverse students. Additional research used for this study includes studies on what has been determined to benefit emerging multilingual students, as well as studies about the role of globalization and politics in the education of emerging multilingual and other culturally and linguistically diverse students. The study seeks to further the research on what changes in practice and mindset need to take place in the system of education, as well as what can be done at the district, school, and classroom level to meet the needs to emerging multilingual students. The study was done in a public high school district in the state of California, and carried out by reviewing comments and feedback from participants - teachers and bilingual instructional assistants - during professional development sessions regarding emerging multilingual students. The feedback and comments were used to determine what teachers need to effectively teach emerging multilingual students. Additional data was collected from the school data system. The results of the study show that the teachers have a desire to teach their emerging multilingual students, but that their view of how to meet student needs is clouded by deficit mindset. Additionally, the study determines that teachers and students need proper materials, teachers, administrators, and school staff need professional learning that is based on current research, and teachers need time to collaborate with colleagues and plan for instruction.

Keywords: newcomer, emerging multilingual, English learner, high school, public school, professional learning, professional development, culturally and linguistically diverse students, beginning proficiency

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CHAPTER I INTRODUCTION

Statement of the Problem

The school district used for this study is a high school district (grades 9-12) in California. In the district used for the study there has been an increasing number of *newcomer* students, as shown in Figure 1, and because of this, certificated teachers of *core* subjects, college preparatory subjects such as math, science, English, social science, and electives (i.e. foreign language, health, PE, etc.) reached out to the Multilingual and Migrant Education Programs Department for guidance. As a Teacher on Special Assignment, or *TOSA*, in the Multilingual and Migrant Education Programs Department, I, along with other *TOSAs* was able to plan and facilitate the professional learning for the teachers of *newcomer* students in the sample district.

The term *newcomer* has a variety of definitions, but the widely accepted definition is that of an English learner who has recently arrived to the United States; *recently* ranging between one to two years, depending on the institution. The sample district defines a *newcomer* as an English learner, enrolled in the district, who has been in U.S. schools for eighteen months or less.

Of the existing research regarding emerging multilingual students, much of it uses deficit language and perpetuates negative school and teacher views of *culturally and linguistically diverse students* (Alford, 2009). This is one reason why the department of Multilingual and Migrant Education Programs decided to use the term *emerging multilingual* instead of *newcomer*. The term *newcomer* is one-dimensional – it focuses only on students’ newness – linguistically, socially, and culturally. The term *bilingual* is two-dimensional because it only looks at two languages; however, the term *multilingual* is multi-dimensional. Though not commonly used as a description, the term *multilingual* is important because it takes the focus away from learning English, and instead highlights the multilingual and multicultural richness

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that students *who are learning English* bring. The word *learning* is a verb; therefore, *learning English* is an action, not a definition. Yet, it is commonly used as a definition or a label of a student who is learning English. Since using the term *English learner* is limiting and one-dimensional, throughout this study, the term *culturally and linguistically diverse* will be used instead.

Additionally, the district's Multilingual and Migrant Education Programs department is seeking to use more positive language to describe English learners; therefore, throughout the professional learning as well as throughout this study, *newcomers* will be identified as *emerging multilingual* students. *Emerging Multilingual* refers to students' linguistic diversity. Using the term shows that we, as educators, recognize that many students enroll in schools already having acquired more than one language, and then add English to that multilingualism. For instance, many of the *emerging multilingual* students in the sample district speak an indigenous dialect, such as Mixteco or Zapoteco, in addition to Spanish, as shown in Figure 2.

Additionally, the term *emerging* shows that students' multilingualism is in progress, and is on-going. The term also shows respect because it recognizes students' current linguistic identity, and sets an expectation that their multilingualism will continue to emerge. The Multilingual and Migrant Education Programs Department does not want English to replace a student's native language(s); they want *emerging multilinguals* to maintain their native languages in their journey to acquire English.

Due to the limited amount of resources and research regarding emerging multilingual students, teachers are not prepared to teach them. Lee (2012) reports that "...small towns, suburbs, and rural communities...[have] little experience dealing with cultural, racial, or linguistic diversity" (p. 69). She also states that "schools in these smaller communities lack the

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resources and expertise to address the education needs of immigrant ELLs” because “these districts and their teachers are generally isolated from institutions that could provide support” (p. 69). The school district used in this study has a student population of nearly 8,000 students. Although the town is defined as metropolitan, it is located 170 miles from the nearest “metropolitan statistical area” (State of California). There is one California State University 30 miles away, and a University of California that is 60 miles away; these universities may do occasional research with the school district, but it is neither ongoing nor regular. Essentially, the area in which this study was conducted may appear to be urban, but in terms of experience with diversity and available resources, the area is more similar to a rural area than an urban one. Due to teachers’ inexperience with diversity, many see academic success in only one way, and do not think that *newcomer* students should pass college preparatory classes when the work they do is different from the work that native English speakers do. Furthermore, because of the district’s lack of resources, teachers do not know how to teach students using the English language in a way that emerging multilingual students are still be able to understand the content.

Though there is an increasing amount of information on teaching refugee students, there is very little research regarding how to teach adolescent emerging multilingual students. These students are not necessarily recognized as refugees in the United States, but many would be considered refugees according to the United Nations because they are leaving their home countries out of “fear of being persecuted” (Convention and Protocol, 1951/1996, as cited in McBrien, 2005, p. 333), and due to their traumatic immigration experiences; however, they do not have the benefit of government support or acknowledgement. For instance, in the Stories from Emerging Multilingual Students (see Appendix A) in six out of the sixteen stories, students wrote that they came to the U.S. because they feared for their lives. In fifteen out of the sixteen

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stories, it is evident that the students experienced trauma due to their immigration experience and/or the absence of one or both of their parents for several years.

Additionally, of the existing research on emerging multilingual students, very little of it pertains to adolescents or high school students, and of that, there is even less regarding emerging multilingual students in comprehensive (not charter or alternative) public high schools.

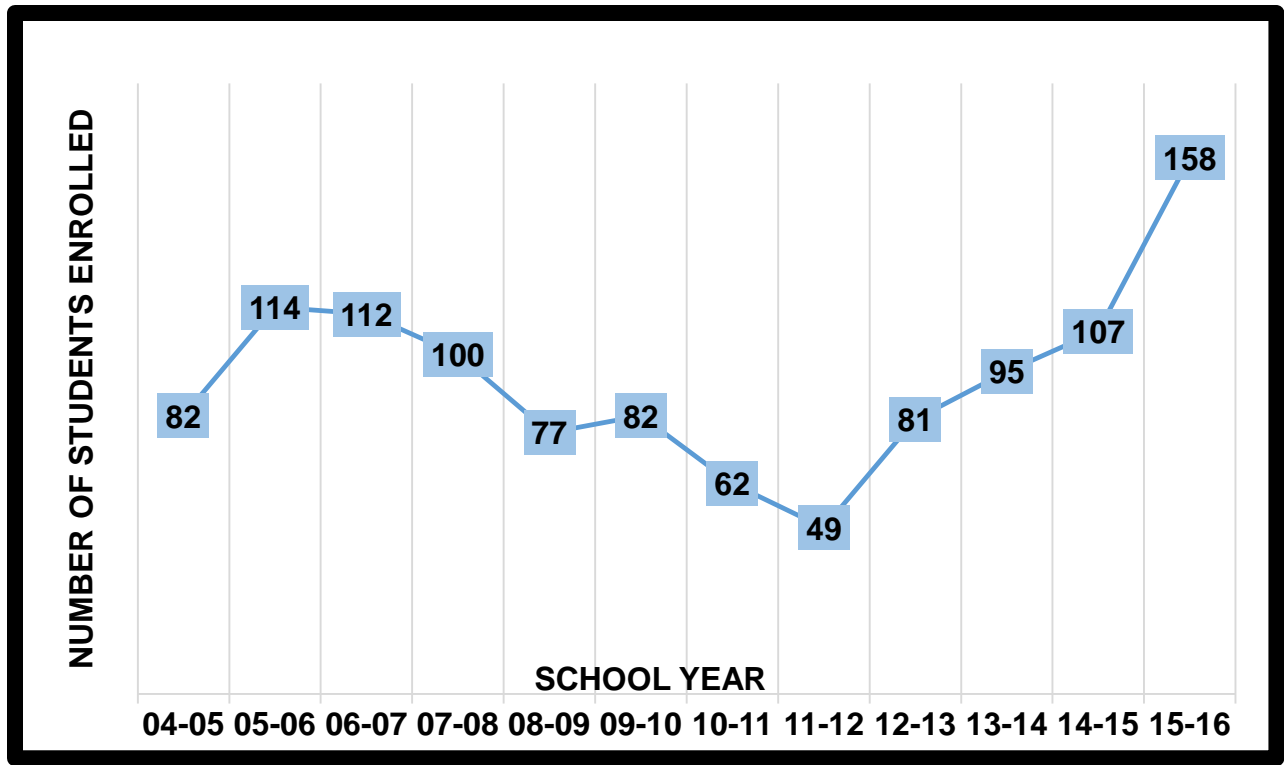


Figure 1. Number of Emerging Multilingual *Newcomer* Students Enrolled in the District by School Year. This figure illustrates that, overall, there has been an increasing amount of *newcomer* enrollment in the district.

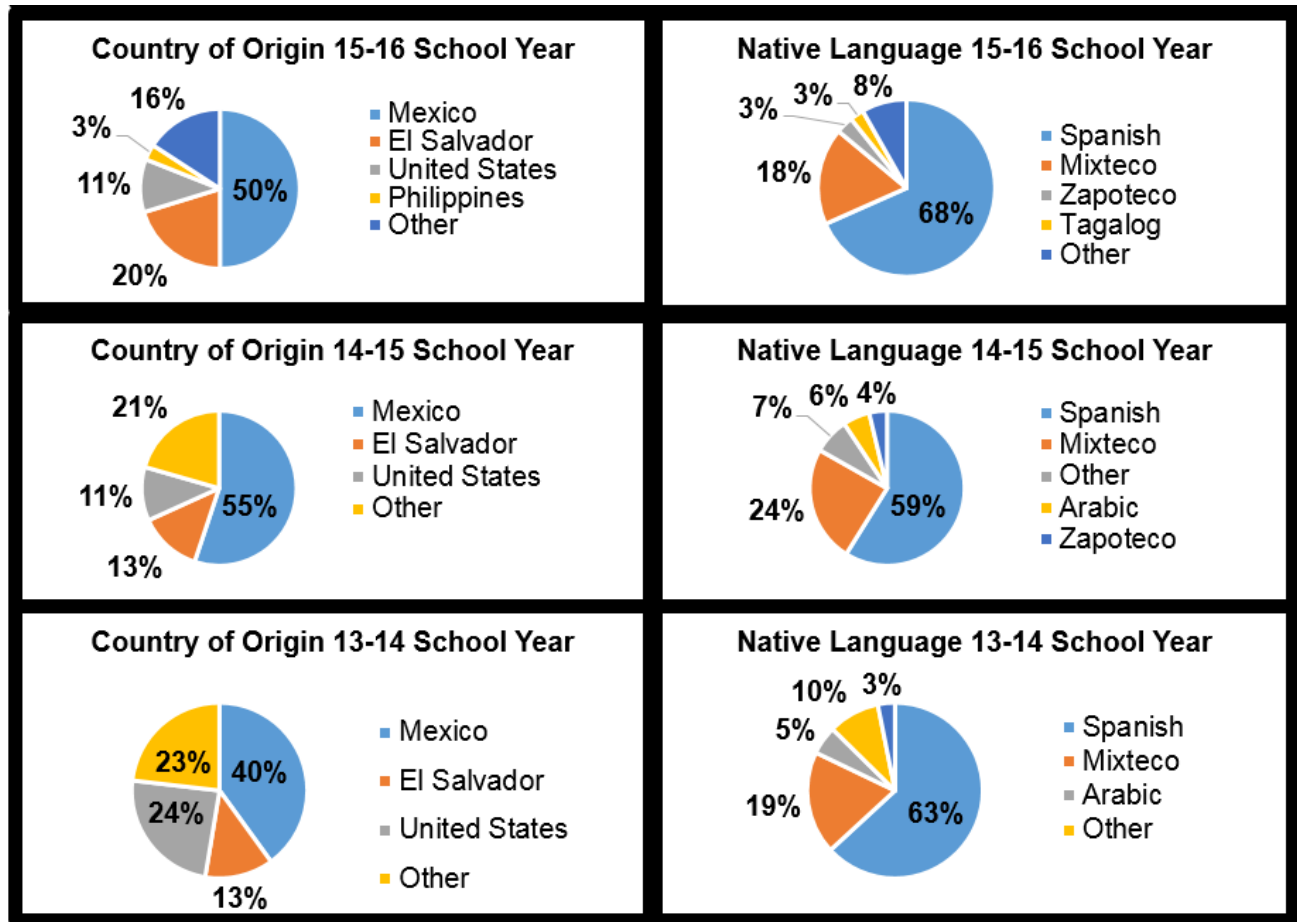


Figure 2. Emerging Multilingual Students’ Country of Origin and Native Language by School Year. This figure illustrates the diversity and multilingualism of emerging multilingual students in the school district.

Background and Need for the Study

I still remember my first day of teaching ELD (English Language Development); I felt very confident about the “get to know you” activities I had prepared. I remember asking the students questions, but getting no answers or reactions from them. I had a funny feeling that none of my students understood what I was saying. I soon found out that my students could not yet speak English, despite being in their second year of ELD at the high school level. Needless to say, I made many mistakes that year, including having students repeat first-year ELD for a second time, requiring that students read in only English, and rigorously following the curricular

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materials that I was expected to use. I later learned that re-taking courses is not effective, largely due to the discouragement students feel when they are required to repeat a course. Additionally, I discovered that when students build literacy in their first language, they also build literacy in their second language, so requiring that students read books in English was unnecessary and ineffective. Furthermore, rigorously following the curricular materials led to my disengagement from the content, and also caused the students to become disengaged. If students are not engaged, they are not learning (Hammond, 2010). I developed a strong desire to learn how to help my students acquire English, which led me to discover that what I thought or assumed was best, was actually erroneous.

Although I was only in my second year of teaching, and my first year of teaching ELD, the other teachers in my department knew as little as I did about working with culturally and linguistically diverse students. Eventually, I met other teachers, outside of my department, who had my students in their classes. As I talked to them, I learned how to look up my students on the computer to find out where they were from, how long they had been enrolled in our school, what their test scores were, and how to look at their transcripts. Before long, I learned that, for many of my students, their native language was not Spanish, but Mixteco (an indigenous Mexican dialect that is solely oral), and that many were former *newcomers* or emerging multilinguals (students who had been in the U.S. for less than twelve months). That same year, I attended many professional developments about English learners, and though I learned valuable information that could be applied to some of my other students, I never learned how to help my emerging multilingual students acquire English. In fact, beginning level English learners were never mentioned at these professional developments – as if they didn't exist in secondary school.

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It wasn't too long before I enrolled in the MA TESOL program, and I learned that my students were actually *Students with Limited or Interrupted Formal Education* or *SLIFE* (now I recognize how negative that acronym and label is, but am not aware of another way to refer to these students). Throughout my studies, I have discovered that there is not very much research about emerging multilingual students, *newcomers*, or *SLIFE* – who will remain at the emerging level of English proficiency without better materials, knowledgeable teachers, and system, district, and school-wide support. Though they still fall under the umbrella term, *English learner*, *SLIFE* have specific needs. Similarly, emerging multilingual students also have specific needs, and some emerging multilingual students may also be *SLIFE*.

By talking with colleagues, I have learned that, despite being studied for years, *SLIFE* are not commonly known. This means that many teachers are not prepared to teach them, and when their needs go unmet, these students acquire very little English. When I attended the *Critical Questions in Education Conference* in February, 2015, I learned, for the first time, about Mixtec languages (Mixteco, Zapoteco, and Triqui), and I felt validated knowing that other schools had Mixtec speaking students. However, the presentation I attended was about elementary school students, so I was still missing knowledge about how to work with high school students who enter schools speaking only a Mixtec language, experiencing limited education, and/or being a new student in a new country.

Through my studies and discussions with my professors, I have learned that the way teachers think of and talk about both *SLIFE*, *newcomer*, and even *English learner* students is negatively charged. Since emerging multilingual students are not yet able to speak in English, it is difficult for teachers to be able to build relationships with them. A lack of understanding, knowledge, and teacher-student relationships means that the negative mindsets many educators'

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unconsciously hold are rarely challenged. Meeting the needs of emerging multilingual students requires a much different approach to both teaching and learning. In order for teachers to be willing to try new methods, they must first understand why they are being asked to do so, which will require a shift in mindset. It is because of my investment in emerging multilingual students that I wanted to lead the organization of the professional development day in the district, which is how this study came about.

Purpose of the Study

The overall purpose of this study is to determine the school to nationwide changes that need to take place in order to meet the needs of emerging multilingual and culturally and linguistically diverse students. This study draws attention to the emerging multilingual population in public high schools, so that it will be recognized and assisted through research. Additionally, this study is used to determine what is preventing teachers from meeting the needs of multilingual students.

Research Questions

The study was guided by the following research questions:

1. What do emerging multilingual students need in order to be successful in U.S. schools?
2. How can teachers of emerging multilingual students be supported to meet the needs of their students?
3. How does race, culture, and ethnicity influence teaching and learning?

Theoretical Framework

This study is based on two theoretical areas, Critical Race Theory and Interlanguage Theory. Both Critical Race Theory and Interlanguage Theory have influenced both the design and contents of this study.

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The first area is Derrick Bell's Critical Race Theory based on Delgado and Stefancic's *Critical Race Theory: An Introduction*. Delgado and Stefancic (2012) state that race is a social construct, not a biological reality (pp. 7-8). The Critical Race Theory is reflected in this thesis because the way that emerging multilingual students are viewed and subsequently treated is a reflection of how Latino/Hispanics are typically viewed as inferior in the United States and how indigenous groups are discriminated against on a global level.

The second area is Larry Selinker's Interlanguage Theory. According to Hüttner (2012), interlanguage theory has influenced the "speakers...need to find appropriate language forms and features for their purposes..." and that they start second language learning (L2) because of its favourite role in the process of social redemption, integration, and cultural identity formation" (pp. 51-52). Interlanguage theory is reflected in this thesis because emerging multilinguals' difficulty in the global context, language is connected to power; therefore, language learning, particularly English language learning is related to globalization and politics. Culturally and linguistically diverse students are "bound to their first language (L1)" (p. 52) because of how they are viewed and subsequently placed in the context of politics and globalization, which correlates with Critical Race Theory.

Methodology

The study is carried out by reviewing comments from teachers about what they need to know and do in order to effectively teach emerging multilingual students. The research setting is in a professional development. The participants are certificated teachers, long-term substitutes who are substituting for certificated teachers, and bilingual instructional assistants who support emerging multilingual students in the classroom by translating, helping students with their work, explaining content, etc. The certificated teachers teach the following college preparatory courses:

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math, science, English, social science, and electives (Spanish and health). Additional data is collected by running queries in the school district's data system, then using that data to create charts in Microsoft Excel.

Participants took notes using Google Docs, and they shared their ideas with the Multilingual and Migrant Education Programs Department by using post-it notes. Participant comments (via post-it) were categorized by topic and then documented.

Limitations of the Study

One of the main ways that this study was limited is there were no student participants. This limited the results of the study to be determined solely by teacher feedback. Additionally, the study was limited because the participants were not interviewed or asked directed questions. If the participants had been interviewed, the study would have had more findings regarding the mindset of the teachers. The study was also limited because of its scope – this study would have been benefited by including multiple districts and states. Working with multiple researchers would have also greatly impacted the ability to move forward with the findings and recommendations in order to determine their validity and effectiveness.

Significance of the Study

The study shows that emerging multilingual students are not widely known, especially those that are in high school. It also examines race, culture, and ethnicity, and their place in the context of globalization and politics. Additionally, the study elucidates that the western style of teaching and learning has caused teachers to see success in only one way, and this idea must be altered in order to effectively teach emerging multilingual students. Furthermore, it addresses the shortage of resources for both teachers and students on how to teach emerging multilingual students at the high school level.

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Definition of Terms

The following words and acronyms will be used throughout the study. The following is a list of those terms and acronyms, what they mean, and/or stand for.

BIA: Stands for bilingual instructional assistants. The bilingual instructional assistants are paraprofessionals who are classified staff. They work with emerging multilingual students in the classroom.

Core: Refers to course that are college preparatory. Students must take certain courses to meet university entrance requirements – college preparatory refers to those courses. These courses are described as core. The courses that are considered core courses are math, science, English, social science, and certain electives such as foreign languages, visual and performing arts, health, physical education, among others.

Culturally and linguistically diverse student: A student who speaks at least one language in addition to English or instead of English and whose culture is typically not represented in the school culture or curriculum. Culturally and linguistically diverse students are usually referred to as *English learners*.

ELD: Stands for English Language Development. This is similar to ESL or English as a second language.

English language development: Refers to the English courses that culturally and linguistically diverse students in the district are enrolled in.

Emerging multilingual: A more equitable way to describe a *newcomer*.

EL or ELL: Stands for *English learner* or *English language learner* respectively.

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English learner or English language learner: A label often used to describe a student who is learning the English language. Emerging multilingual or *newcomer* students are also English learners.

Newcomer: A culturally and linguistically diverse student who has been in the U.S. and/or U.S. schools for 12 consecutive months or less.

MMEP: Stands for Multilingual and Migrant Education Programs.

Multilingual and Migrant Education Programs: Is the department in the district that is primarily responsible for the support of multilingual and migrant students in the district.

PD: Stands for *professional development*.

PLC: Stands for *professional learning community*

PLD: Stands for *professional learning day*.

Professional development: A day or part of a day devoted to improving the learning and professionalism of teachers.

Professional learning community: A group of teachers who attend professional learning days together, and/or department meetings together. A PLC is a group of teachers with a common subject and/or student demographic.

Professional learning day: Similar to a professional development, but it is more interactive. The Multilingual and Migrant Education Program calls their *professional developments* professional learning days because they are days devoted to teacher learning, and the facilitators learn with the participants.

Refugee: Who the United States defines as a refugee and what the United Nations recognizes as a refugee differs. In this study, some research refers to the United Nation's definition while other studies refer to the U.S. definition. Refugees are discussed in this study because of the

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similarities, in terms of experiences and needed supports, which the emerging multilingual students in this study share with refugees both nationally and internationally.

SLIFE: Stands for students with limited or interrupted formal education. Another acronym used is *SIFE* which stands for students with interrupted formal education (omits the word *limited*).

Teacher on special assignment: A teacher with a more administrative role which is focused on teacher and student support; this role is typically out of the classroom.

TOSA: Stands for teachers on special assignment. In this study, the TOSAs work out of the classroom, and support teachers and students by organizing and facilitating PLDs for teachers.

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CHAPTER II REVIEW OF LITERATURE

Overview

The review of literature is centered around three categories: Deficit Mindset, Instruction of Emerging Multilingual Students, and the Political Landscape. The Deficit Mindset category contains studies that refer to the way in which instructors and school staff, including school leaders, view their culturally and linguistically diverse students. Deficit refers to what students lack (Dooley, 2012, as cited in Alford, 2009); the studies in this category address the deficit mindset (also referred to as deficit discourse and the deficit paradigm) by providing evidence and examples of its prevalence, as well as discuss reasons why it is pervasive, and also recommend ways to counter it. The Instruction of Emerging Multilingual Students category contains studies about *newcomer* students, students who have experienced *limited or interrupted formal education (SLIFE or SIFE)*, as well as refugee students. Many of the emerging multilingual students the thesis focuses are similar to *SLIFE* as well as refugee students in terms of experiences, needs, and characteristics, although they may not be formally identified with those labels. The Instruction of Emerging Multilingual Students category contains studies that describe how to serve emerging multilingual student in the classroom as well as school, district, and even nationwide. Many of these studies also mention deficit discourse, but they do not focus on it. The Political Landscape Category ties the previous categories together as it contains studies that put the instruction of students of color (of which culturally and linguistically diverse and emerging multilingual students are a part) in the political context, which includes acknowledging the unfortunate resilience of deficit discourse.

Deficit Discourse

Alford (2014) explores the deficit discourses that are ingrained in teachers and consequently articulated to their students. The purpose of the study is not only to identify discourses that teachers use, but also to “report on the ways teachers position ...their learners in relation to critical literacy” (p. 73), as well as provide a way to counter deficit discourse. Alford conducted and analyzed interviews with teachers of English language learners, and by doing so, identified “five competing discourses: “deficit as lack; deficit as need; learner difference as a resource; conceptual capacity for critical literacy; and linguistic, cultural and conceptual difficulty with critical literacy” (p. 71). Alford reports that critical literacy is a way to counter or *disrupt* deficit discourse. Critical literacy means that students think critically about language and its “relationship to power” (p. 73). Alford claims that critical literacy “can help dispel dominant deficit views” about students’ “capacity for learning” (p.73). The thesis seeks to add to Alford’s recommendations by offering more ways in which deficit discourse can be dispelled besides critical literacy alone.

In “Deficit Thinking and Hispanic Student Achievement,” Bruton and Robles-Piña (2009) studied the implications of deficit thinking. The purpose of their study was to “examine current research on how deficit-thinking has impacted” Hispanic/Latino students and the Hispanic/Latino achievement gap (p. 42). Burton and Robles-Piña looked at several factors: “(a) historical roots of deficit thinking, (b) deficit thinking in recent years, (c) studies in achievement gap among Hispanic students, (d) deficit thinking in the classroom, (e) deficit thinking in pre-service teachers, and (f) deficit thinking in school district leaders” (p. 42). Regarding these areas, the researchers determined that deficit thinking is prevalent in schools and classrooms, as well as teachers and district leaders, but that teachers “are unaware of their beliefs about their students”

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(Marx, 2004; Rojas-Cortez, as cited in Bruton & Robles-Piña, 2009, p. 42). The researchers recommend that pre-service programs bring attention to deficit thinking and help pre-service teachers become aware of their biases towards culturally and linguistically diverse students, as well as understand cultural difference between themselves and their students. They also propose that Critical Race Theory be used to “prepare teachers to recognize racism and stereotypes” (Bruton & Robles-Piña, 2009, p. 46). Moreover, they suggest that schools and districts “provide the appropriate and necessary staff development to educate” school faculty, staff, and leaders, “to recognize deficit-thinking practices and develop awareness of the harmful effects of deficit thinking” (p. 47). Burton and Robles-Piña’s study is both needed and accurate, yet the conclusion that the achievement gap cannot be closed until “deficit thinking is completely eradicated from education practices” (p. 47) discourages moving forward with the researchers suggestions. One intent of professional learning day examined in the thesis is to counter deficit mindset. Additionally, since the thesis provides insight to teachers’ reception of asset-based thinking, the thesis can provide evidence, to a degree, about the effectiveness of professional development meant to alter teachers’ deficit mindsets.

Kinney (2015) conducted a qualitative study to counter “pervasive deficit discourses” by focusing on funds of knowledge which “reframes...language, culture, and intellectual capacities as resources - rather than problems to be remedied” (p. 5). The purpose of Kinney’s study was to “document the resources possessed by students and their families” (p. 3). Additionally, Kinney “gets behind” the negative and limiting “labels that many schools assign to learners” (p. 7). Kinney interviewed five of her former (elementary aged) students and their families over the course of one week per student. In Kinney’s study, the contrast between students’ family relationships and their teacher-student relationships illustrated how limited teacher-student

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relationships are (p. 5). Kinney concluded that, the households she interviewed “had access to and employed a number of social and cultural tools and specialized knowledge” (p. 18).

Kinney’s research offers evidence to counter teacher assumptions that working with parents will solve and end the *challenge* of working with ELLs. Kinney’s study connects to additional studies about deficit discourse showing that students do not have deficits but rather, they are viewed by teachers and schools to *be* deficits. The thesis builds upon Kinney’s study because it also seeks to counter deficit mindset, and used student stories as a way to do so, similar to how the interviews were utilized in Kinney’s study. However, the thesis focuses on students in high school, while Kinney’s study was solely on elementary students and their families. Additionally Kinney’s study focused on five students in one class, while the thesis will examine teachers of emerging multilingual students in a school district, as well as their students.

Instruction of Emerging Multilingual Students

Lee (2012) addresses current trends regarding ELL students in U.S. schools. She states that “6% of newcomer immigrant students have experienced interrupted formal education in their home countries” (p. 66). Lee advocates for ELLs’ placement in courses with academic subject matter. She indirectly references deficit mindset by stating that “Educators often view immigrant cultures and languages as barriers to academic success” (p. 66). As Lee and her colleagues have studied the Internationals High Schools, for “recently arrived immigrant youth who are English learners” (p. 67), the article provides an overview of what Lee and her colleagues have been able to determine. The article states that the reason why the Internationals High Schools are successful is because teachers work in “interdisciplinary teams, which foster teacher collaboration.” An ESL-certified teacher is a member of most of these teams, and “all teachers receive professional development” (p. 67). In these teams, teachers “develop methodologies that

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help students simultaneously develop content knowledge and the academic English associated” with that content (pp. 67-8). Even though the article focuses on schools who are only work with emerging multilingual students, Lee suggestions can be adapted and implemented in any school. Lee states that in order to serve emerging multilingual students, there needs to be “school-wide investment in working with immigrant English learners. She recommends that all school staff members view students as assets that can be built upon. Additionally, she recommends that teachers “draw on student experiences and cultures” to “make sense of classroom material” (p. 67). This article relates to the thesis because one of the goals of the thesis is to determine what public high schools can do to serve emerging multilingual students. The thesis aims to provide suggestions on how to implement Lee’s recommendations in a public high school setting.

Cohen and Daniel’s article (2013) gives advice to teachers of *newcomer* students. They begin by stating that cultural norms unique to the U.S. need to be taught, and that it is unwise to make assumptions about a *newcomers*’ readiness to function in a U.S. school. They recommend that classroom teacher’s first step in working with a *newcomer* is to teach the student the language of the classes routines (p. 27). The article also suggests that emerging multilingual students sit in the “teacher’s sight” (pp. 28-9) and that they are assigned an “empathetic” rather than sympathetic “buddy” (p. 28). The researchers recommend that teachers “devise a signal” (p. 28) so the student can communicate non-linguistically with the teacher, that teachers allow students to use their native language (p. 29), and that teachers, schools, and districts evaluate students fairly – “evaluation is only fair when the EL understands the language of the questions” (pp. 31-2). Some instructional strategies Cohen and Daniel suggest, that can be implemented in high school classrooms, include, asking students both comprehension and inferential questions, drawing as a reaction to text (they state that coloring should only be done as an extension of a

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reading), role playing as often as possible, and incorporating dialogue journals (p. 31). The thesis utilizes the suggestions in this article and builds upon them by suggesting ways in which the strategies can be implemented in a high school class (the article mainly gives examples from elementary classrooms); with various proficiency and educational levels. The article was also used as one of the readings for the professional learning day.

DeCapua and Marshall's study (2009) was driven by several identified problems associated with *students with limited or interrupted education (SLIFE)*, such as, students not receiving support, lack of teacher training, lack of adequate materials, lack of a support structure for SLIFE and their families, which has resulted in high drop-out rates among SLIFE. DeCapua and Marshall interviewed several SLIFE, and in analyzing the interviews, they determined that SLIFE have had less education than their ELL peers, are not prepared for grade level work in required subject areas, yet are enthusiastic and motivated (p. 18). What they suggest to counter these challenges is that SLIFE be properly identified, and they suggest ways and offer included materials for doing so. The study also discusses assessment and suggests that the assessments be used to screen or place SLIFE should be the same across school populations. They recommend that schools conduct interviews with students, and their parents/guardians. In the interview, schools should give information on resources available to students and their families as well as share a plan for the student's education. DeCapua and Marshall conclude by stating that SLIFE "should not be considered deficit, but rather as coming with funds of knowledge that should be used as building blocks for the acquisition of new academic knowledge" (p. 19). Although the conclusion of the study attempts to dispute deficit discourse, the label *SLIFE* is in itself deficit. The importance of labels will be discussed in the Political Landscape category. The thesis

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utilizes DeCapua and Marshall's research to make recommendations, and also adds to the study by putting needs of *SLIFE* in the context of politics and deficit mindset.

McBrien's (2005) study focused on refugee students in U.S schools who had resettled in the U.S. (p. 337). The purpose of the study was to find out what students need to succeed in U.S. schools, what obstacles prevent them from being successful, and how to help them overcome those obstacles (p. 332). In the study, McBrien determined that refugee students need psychosocial well-being, and the acquisition of language (p. 344). The obstacles the students face include, trauma, the concept of parent involvement being interpreted differently by parents and school staff, and social and individual rejection. To overcome the obstacles, McBrien recommends that school provide social services (p. 353) and language instruction for students and parents, and that teachers replace stereotypes with accurate images (p. 355). McBrien states, "Misunderstanding the dire situations of parents, the role of trauma in refugee behaviors, cultural differences, and best practices in language acquisition has caused many school personnel to hold prejudiced attitudes that lead to discrimination" (p. 344). The thesis adds to the *misunderstanding* that McBrien refers to because documentation of teacher thought process and feedback shows evidence of discriminatory *attitudes*. Additionally, McBrien's study focused specifically on refugee students, while the thesis focuses on newly arrived English learners in general.

Miller (2009) also reported on refugee students, but specifically regarding supporting vocabulary learning in mainstream science for refugee students. Data was collected via teacher interviews, student journal writing, and the science text (p. 571). The study focuses on learners "facing compounded difficulties of minimal literacy in their first language" (p. 572). In this study, Miller concluded that, teachers lacked "awareness of the language aspects of their

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specialist area,” “...most science textbooks are wildly inappropriate resources,” and “...there is an urgent need for collaboration between science teachers and ESL or literacy specialist” (p. 589). Additionally, Miller stated that “...developing science language awareness and specific strategies to scaffold...generally lies outside of science teacher education programs” (p. 590.) The thesis uses Miller’s research to make recommendations for science teachers. Additionally, since the study was solely focused on science teachers, the thesis will add to it by including needs of teachers of all content areas.

In order to influence researchers, practitioners, and policy makers to improve education for adolescent refugee students with limited or interrupted formal education in secondary school newcomer programs, Hos (2012) explored and examined student experiences (pp. vii-viii). Hos observed participants in the classroom, and used audio and recordings, field notes, transcriptions of interviews, curriculum materials, school records, student work, and a researcher journal to conduct this study. Hos determined that, in the classroom, best practices include having “predictable routines,” using literacy centers, modeling tasks, providing explicit expectations by using rubrics, scaffolding tasks by using graphic organizers and visuals, and incorporating group work. To meet the needs of *SLIFE*, Hos recommends that teachers be trained in how to offer “ethical care” by being patient, flexible, and empathetic, being prepared to teach, advocating for students, and building students confidence” (p. 171). Additionally, Hos suggests that teachers get to know students pasts (histories and experiences) (pp. 172-3), and that schools offer mental health services so that students can deal with traumatic experiences. Hos states that students and their parents need to be informed about the requirements for high school graduation and college entrance - students need to be given options and one of those should be extra time to meet graduation requirements” (p. 175). Hos also recommends the creation of curriculum that will

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allow students to “access appropriate academic content knowledge while developing English language proficiency” (p. 175). The thesis builds upon Hos’ study by providing additional evidence for the recommendations made. Additionally, as stated previously, in this study, Hos only focused on refugees, the thesis will focus on all emerging multilingual students in the district, not just one demographic. The thesis also highlights some of the struggles *newcomer* students face due to their lack of support from the U.S. government.

In the study, “Oaxaqueño/a Student’ (Un)Welcoming High School Experiences,” Barillas-Chón (2010) investigated the schooling experiences of recent Oaxaqueño/a immigrants of high school age, to (in part) contribute to the theory that social integration in schools prevents students from being integrated (p. 304). Barillas-Chón interviewed four students, their teachers, and the bilingual resource teacher over a period of six months. Data was also collected by reviewing school documents. The researcher discovered that the “colorblind” model does not help students, that the students did not feel comfortable in the classes that were mixed with bilingual and monolingual students, and that the school’s cultural events “excluded the culture” of Oaxaqueño/a students (pp. 308-313). On the other hand, the students did feel welcomed by Spanish speaking staff, and felt that there were safe spaces for them such as the Migrant Education Program office, the *newcomer* classroom, and the library (pp. 308-310). The study also determined that the students felt discriminated against because of the language they spoke (Zapoteco and Mixteco), felt they were perceived as *dumb* and *inferior*, and felt they were perceived to be different or *inferior* because of their physical appearance. It was also determined that this discrimination came from the Spanish-speaking students. Barillas-Chón concluded that schools need to be aware of the discrimination that the Oaxaqueño/a students face so that they can address it and prevent it. The researcher suggests that one way of dispelling discrimination is

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by providing information on the histories of oppression and success of indigenous groups in Mexico. The thesis builds upon this study by looking at a larger group of emerging multilingual students, which also includes Oaxaqueño/a students, and their teachers. The thesis utilizes the findings and suggestions of this study to make recommendations for the school district that the thesis focuses on.

In the book *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Hammond's (2014) purpose is to highlight the intersection between brain-based research and culturally responsive teaching or CRT to acknowledge the impact that CRT has on student learning, and expand teachers' vocabulary for talking about CRT, as well as provide concepts and frames for thinking about CRT as an extension to brain-based learning (pp. 4-5). The book provides research on the neuroscience behind why culture is connected to learning. Hammond reports on how culture affects the brain and how teaching should reflect culture in order for students of color to learn. Hammond does not directly address English learners, but she does state that when she refers to students of color, this includes English learners as well. The thesis adds to Hammond's research by providing examples of how the strategies that Hammond recommends are being used by teachers of emerging multilingual students, how effective those strategies are, and how effectively those strategies are being used. Additionally, excerpts of Hammond's book were used in the professional learning days, which means that the thesis will include some teacher perceptions about the book, as well as the implementation of the instructional strategies obtained from it.

The purpose of the report, "Students with Interrupted Formal Education: A Challenge for the New York City Public Schools," by Advocates for Children of New York (2010) is to

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contribute to efforts to address needs of students experiencing limited or interrupted formal education and suggest future efforts. The study used individual student stories, interviews from school staff, and existing research and data. The report recommends that the state New York Department of education revise their definition of SLIFE to include immigrants with low literacy due to inadequate or interrupted education, establish requirements for screening students, develop screening tests in languages other than Spanish, track student performance and measure outcomes, review SLIFE programs, provide professional development for staff, develop goals and benchmarks for SLIFE, train special education evaluators on how to identify special needs in SLIFE, extend graduation timelines, and increase capacity of adult literacy and GED programs. Additional recommendations are to involve content teachers in efforts to address students' needs, allow students to cross school and district boundaries to receive support, and group students together to overcome their feelings of isolation (pp. 41-4). The thesis will add to the findings in this report by providing data specific to the state of California as well as specific to an area typically overlooked in ELL data collection because it is not a metropolitan statistical area.

Political Landscape

In the essay, "What's the Problem?" Constructing Different Genres for the Study of English Learners," Gutierrez and Orellana (2006) counter "deficit constructions" by offering "alternative ways of conceptualizing, examining, and reporting" on culturally and linguistically diverse students as well as "members of other non-dominant groups." Their essay poses important questions, such as, "why do we categorize some students as English Learners and not others if we are all learning English every day?" They also state that we can "counter deficits" by considering what students *do* know, what they *can* do, and "what their skills, contributions, and[/or] experiences" are and how they can benefit students "and the world" (p. 120). The study

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claims that studies that focus solely on academic language acquisition “are set up to identify deficits” because those kinds of studies are focusing on the language that students lack rather than the complex “cognitive skills” multilingual and multicultural students engage in. The essay states that studies regarding culturally and linguistically diverse students, need to move beyond changing the discourse, such as deficit discourse, and instead look at the “historical and local processes by which inequities are forged” (Gutierrez & Orellana, 2006, p. 122). The thesis seeks to build upon the suggestions of this study by exploring how the findings in the thesis contribute to the field of TESOL as well as education and educational policy. The thesis seeks to connect the findings to the system of education of which they are a part.

Lam (2006) explores the relationship between globalization, education, and adolescent identity in “Culture and Learning in the Context of Globalization: Research Directions.” Lam states that “sociocultural changes” such as views and debates regarding immigration policy “...are affecting how young people grow up” (p. 214). Deficit discourse is recognized in that “cultural and linguistic diversity in education” have actually been “centered around a deficit-difference paradigm.” Lam also clarifies that the “deficit model...is still” present, and is manifested “in the racial connotations of terminologies such as ‘inner-city’ and ‘at-risk’ children” (Lee, 2003, as cited in Lam, 2006). Due to the relationship between globalization, education and identity, a way to counter and resolve these issues in education is to bring these sociopolitical issues to the attention of adolescent students (p. 216). Lam also discusses how art forms such as anime and rap, allow students to construct a multilingual and “transnational” identity, transnational meaning that a student doesn’t have multiple identities but rather that their identity crosses country borders. In order to proceed with Lam’s proposal to “[look] at how diversity can be leveraged as a global resource to enhance young people’s future contributions as

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workers, citizens, and intercultural bridges...” (p. 228), requires that students become part of the reframing process. Lam’s article shows that education is intricately tied to the political context. Lam’s study suggests that regardless of how much education is reformed, it will be unable to change unless the sociopolitical view on globalization changes. One cannot force or foresee changes; however, the thesis may shed light on the sociopolitical context that affects emerging multilingual students. Additionally, the thesis uses Lam’s proposals to connect the findings of the study to the larger context of politics and globalization. Furthermore, the recommendations in this thesis can only be carried out by reshaping the way culturally and linguistically diverse students are perceived, and the way that perception will change is through reshaping education in context to politics or at least exposing how politics has shaped and continues to shape education.

English (2009) examined professional development that took place over the course of a year in an elementary school in Washington State (p. 488). The inquiry team (three classroom teachers and one paraprofessional) was “[concerned] about the instruction for ELLs at their school,” while English focused on discourses that were part of the “inquiry conversations.” In her study, English states that professional development for teachers of ELLs “needs to increase pedagogical knowledge while challenging teachers’ ideological assumptions” (Bartolome, 1994, as cited in English, 2009). English’s study identifies and discusses many of the problems that are identified in this thesis. She reports that teachers’ “prejudices and assumptions shape the educational opportunities they create for ELLs,” and that they often “assume that ELLs must be fluent in English before they can learn subject matter, as well as “correlate language ability with cognitive ability” (p. 489). English’s study concluded that “classroom teachers need support in both improving their instructional practices and developing shared responsibility with [their] ESL department” (p. 504). Additionally, English recommends that professional development

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take on a “systems-based approach” so that it moves “beyond...instructional change to recognize the classroom teacher as one member of a system that is responsible for delivering ESL services” (p. 504). The thesis seeks to build upon English’s study, but from the high school perspective, and with a focus on emerging multilingual students - a subgroup of ELLs. The findings of the two studies may be similar, but the way that elementary and high school teachers instruct ELLs is different, which means the way that the teachers, whom the thesis focuses on, can be supported will differ as well.

In their study “What’s Race Got to Do with It? Preservice Teachers and White Racial Identity,” Peters, Margolin, Fragnoli, and Bloom (2016), “examined changes in student teachers’ White racial identity and color-blindness...as well as their perceptions of working with students of color” (p. 1). The researchers used qualitative data, and responses to open-ended questions of White student teachers enrolled in the same university’s pre-service program. In their conclusion, the researchers agreed with Critical race theorists belief that “it is paramount that schools of education address issues related to historical oppression... as well as White privilege... to explore the effects of institutionalized education on those who have historically been marginalized” (p. 14). The results of the study determined that the “...student teachers did not exhibit any introspective remarks recognizing that Whiteness carries a sense of dominance and superiority that students feel and react to...” (p. 14). Moreover, when “White teachers fail to openly discuss racial issues or lack acknowledgement of historical oppression and racism, students of color will receive teaches to be biased” (p. 15). Additionally, the study concluded that the pre-service teachers “...felt uncomfortable in a setting that was incongruent with their past experiences,” and that “...very few expressed any need to adapt their teaching to meet a range of student needs” (p. 15). At the conclusion of the study, “...some student teachers...began to understand that race is an

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issue in teaching, yet many remained oblivious or convinced that race did not matter (p. 15). The researchers recommend that teacher “preparation programs include critical content on racism, historical oppression and White privilege, along with immersion experiences and constant reflection” (p. 15-6). The researches specify that teacher preparation programs “train faculty on critical race theory, and White racial identity and privilege, and also be trained on how to integrate this knowledge into teacher programs and courses, incorporate critical race theory, and White racial identity and privilege throughout teacher preparation curriculum, and explore counter-narratives so that pre-service teachers understand what it means to be a member of a marginalized group, as well as a reflection on how students of color perceive White teachers” (p. 16). One detail missing from the methodology was how the qualitative data was obtained. Two scales were mentioned, yet it was unclear how they were used. The thesis will add to this study because the thesis focuses on new and veteran teachers, as well as bilingual instructional assistants. Documentation of participant feedback can provide insight regarding race and ethnicity. Additionally, the recommendations of this study become part of the reasoning for the recommendations of the thesis.

Summary

These studies reveal that the instructional practices that are currently being used or suggested are connected to the political landscape and subsequently affected by deficit discourse. They also illustrate that emerging multilingual students come from diverse backgrounds and have a variety of needs which districts, schools, and teachers are not prepared to address. This lack of knowledge and subsequent preparation is manifested in the abundant use of deficit discourse that is used when discussing the *newcomer* population, culturally and linguistically diverse students, and students of color in general.

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As many of the studies in the Instruction of Emerging Multilingual Students category articulate, districts, schools, and teachers need to be informed on what emerging multilingual students have faced, what they need, and how to view them as assets rather than deficits. For this reason there is a great need to give professional developments to teachers and school staff around this population. Additionally, teachers and school staff need to be given the opportunity to see who their students really are so they can change their mindset.

Furthermore, as the studies in the Political Landscape category suggest, the obstacles students of color face are connected to a larger sociopolitical landscape. For instance, in Barillas-Chón's study, students faced discrimination from Spanish speaking students, which shows that the obstacles facing students of color are not just present in the United States, but that the obstacles are an effect of globalization. Deficit mindset, instruction of emerging multilingual students, and politics are all connected, and all must be considered when making recommendations for emerging multilingual students.

CHAPTER III
RESULTS

Introduction

The project consists of three parts, part one is the development of the professional learning day, part two is the documentation of teacher feedback, and part three is the review of that documentation. The professional learning day was developed due to the request from teachers of emerging multilingual students to receive assistance in meeting the needs of their students. Since this was something I was currently studying, I asked the MMEP director if I could take the lead on the organization of the professional learning day. I worked with the director as well as the other TOSAs, and also received some guidance from my graduate advisor. After reviewing the teacher evaluations, we, the facilitators, saw that teachers felt they did not receive many strategies to use in the classroom, so we decided to incorporate more strategies into the second professional learning day. Preparing for the professional developments required research to determine what to share with the teachers. We also used strategies, which can be used in the classroom, to share information with teachers.

After reading some of the teacher notes, comments, and feedback, I realized how much authentic teacher discourse was present. This is how the second part of the project was developed. I documented teacher notes, comments, and feedback, and organized them by methodology or strategy (See Appendices B-J).

Part three consists of the reviewing participant feedback for common questions, themes, concerns, etc. This is consolidated in the Findings section. In analyzing these three parts, the findings of the study moved beyond what teachers and students need in the classroom, to looking at the system of education as a whole. The analysis of these three parts is what comprises Chapter IV.

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Participant Profiles

The participants in this study all work for the same school district and work at one of the three comprehensive high schools in the district. The participants included 7 BIAs (bilingual instructional assistants), who work regularly with emerging multilingual students in the classroom, 2 Spanish teachers (one of which only attended the PLD in November), 1 health teacher, 7 English teachers (2 of these teachers only attended the PLD in November), 7 social science teachers, 6 math teachers, and 10 science teachers (one only attended the PLD in February). This means that 33 out of the 40 participants were teachers, and 7 out of the 40 participants were BIAs. The teachers had a range of teaching experience, as well as a range of experience working with culturally and linguistically diverse students. Two of the attendees for the November PLD were long-term substitutes; they only attended the training in November 2015 because the certificated teachers they were substituting for returned in January 2016.

An additional purpose for the professional learning day was for teachers to be able to collaborate with the BIAs. The BIAs meet with the MMEP department at least once per month, so they have had more time to get up to date on current research than the certificated teachers. The BIAs are caring and dedicated, but have found that the teachers often do not know how to utilize them, and sometimes ask them to do things that are not part of their job description. This is part of the reason why we wanted the BIAs to attend all of the professional learning days (rather than just one session) – we wanted to give them time to collaborate with the very teachers they work with on a daily basis.

Methodology

The professional development titled, *Supporting Emerging Multilingual Students and Working with Bilingual Instructional Assistants* was two sessions, the first session was in

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November 2015, and the second was in February 2016. The professional learning day was organized and facilitated by district TOSAs (this includes the author) who worked for the Multilingual and Migrant Education Programs Department (MMEP), as well as the director of the MMEP department. When I use the word *we*, I am referring to myself (the author), the other TOSAs, and the MMEP director.

Due to a limited amount of substitute teachers available in the district, the participants had to be split into two groups, and subsequently two days per session. We divided the groups based on the content area of the teachers. The first group, which met on November seventeenth (Session 1) and February second (Session 2), was comprised of English, social science, and elective (health and Spanish) teachers – there were a total of 24 participants in this group. The second group, which met on November eighteenth (Session 1) and February fourth (Session 2), was comprised of math and science teachers – there were a total of 23 participants in this group. We collected feedback from each group’s sessions in several different ways, which are explained in the table below.

Strategy	Methodology	Participants	Session/Date Collected
Needs (i.e. materials, knowledge, structure, etc.) Assessment	Poster where participants put up ideas on post-it notes. The notes were categorized and then typed	All participants	Session 1, November 17 & 18
EdCamp	Teachers choose topics they want to discuss by putting post-its on a poster. Facilitators categorize post-its and arrange them into participant-led workshops. Participants choose where to go. Each group had a designated note-taker.	All participants	Session 1, November 17 & 18 and Session 2 February 2 & 4

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Parking lot	A designated poster where participants can put up big ideas or questions that do not directly relate to the objectives for the day.	All participants	Session 1, November 17 & 18 and Session 2 February 2 & 4
Evaluation	Participants fill out an evaluation that the facilitators created. In November, we asked participants to complete the evaluation online using Google Forms, however, we realized that not as many participants complete the evaluation when it is done online. Therefore, in February we asked participants to complete the evaluation by hand.	20 out of 24 participants in the English/Social Science/Elective group completed the evaluation 19 out of 23 Math/Science participants completed the evaluation	Session 1, November 17 & 18 and Session 2 February 2 & 4
Collaboration Group Notes	Participants took notes while in their groups At first, we did not have the participants take notes, so the English/ Social science/ Elective group did not take notes. However, upon reflection, we realized that we wanted the groups to take notes, so we had the Math/ Science group take notes on Google Docs.	All participants	Session 1, November 17 & 18 and Session 2 February 2 & 4

Due to the identical agenda for both groups, and since the MMEP Department organized and facilitated all of the professional learning days, we were able to reflect and adjust the strategies and methodology for the math and science group, simply because their professional learning day was always second. Despite how the feedback was collected, it was all documented (see Appendices B-J). The information was used to help the MMEP department understand what teachers of emerging multilingual students are in need of. It has also helped the MMEP department to understand how to continue working with this group of teachers in the future. The

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following is a summary of overall teacher questions, concerns, responses, and feedback organized by methodology.

Findings

The findings of the study examine participant feedback and have been organized by methodology used.

Participant Feedback

Needs assessment and parking lot. We began the first professional learning day in November by conducting a needs assessment; however, the responses from the needs assessment were combined with the parking lot (see Appendix E). One main topic on both the needs assessment and parking lot was grading and credit. This included inquiries about how to grade emerging multilingual students and how to go about giving course credit to emerging multilingual students who arrive mid-semester.

Another common topic was instruction, strategies, and approaches. Participants wondered about how to both relate to and understand their students' culture and background – prior schooling, health issues, languages spoken, family situation, and learning challenges – and help emerging multilingual students be included by their peers. Participants asked about how core teachers were differentiating instruction for emerging multilingual students. Many asked about how to deliver content without speaking Spanish, how long they should use Spanish to deliver content, or how to teach content without relying on language. Participants also requested pronunciation activities and strategies for teaching vocabulary. Many teachers asked for help on varying lessons for multiple proficiency levels, as well as strategies for English learners that are effective for all students.

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Participants also asked for more language support. For instance, the teachers requested more BIAs because at two of the three high schools there is not enough bilingual support given. They also asked for bilingual/multilingual (Spanish, Arabic, and Mixteco) textbooks. They requested resources for students in core classes. They asked for English books for students to read at home during vacation, and suggestions for reading materials that are appropriate and engaging. They also asked for Spanish materials for scaffolding, and translation booklets.

One popular topic was course taking patterns and placement (see Appendix K). Participants asked if the MMEP director could propose capping *newcomer* classes at twenty-five students. They asked for guidance regarding slowing down the curriculum, choosing not to cover all parts of the curriculum, and allowing students to retake quizzes and tests they failed because they are worried that by doing those things, the course no longer resembles a college preparatory course. They expressed particular concern that students will progress to the next college preparatory course because, without language support, student will not be prepared. Moreover, *newcomer* teachers want to understand the placement and the progression that emerging multilingual students will follow in each content area.

Although we did not do a needs assessment for the February 2016 meeting, we did use the *Parking Lot* strategy. The reason why we did not do an additional needs assessment for Session 2 was because the MMEP director did not want the participants to ask for materials that were not going to be a good investment. Since the MMEP department is planning on starting a *newcomer* academy next year, the director felt that buying new textbooks would be impractical. On the documented *Parking Lot* (see Appendix F), the participants asked about developing district-wide culture where every teacher sees himself or herself as an EL Teacher. They also

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requested sight word flashcards, a *do's and don'ts* cheat sheet for teachers, primary resources in Spanish (for developing analytic skills), rubrics for evaluating writing, and a journal/survival guide by *newcomers for newcomers*. They also asked to continue these meetings next year and even asked if they could have another one before the school year ended.

Edcamp. During EdCamp (see Appendix B-C), participants mainly discussed some of the learning from the beginning of the day, such as how to utilize teaching strategies that incorporate culture. They also discussed strategies that they utilize or could utilize in the classroom, such as, choral response, think-write-pair-share, using songs with lyrics, skits, and routines, and they wondered if other core teachers were using those and other SDAIE (Special Designed Academic Instruction in English) strategies. They also discussed issues with motivating students, as well as encouraging oral language development, and suggested a *cheat sheet* for *newcomer* teachers, and a *newcomer* welcoming committee and mentor program. They also discussed the cohort model that is being used in one of the high schools. A cohort is a group of students who attend classes together, though they do not necessarily stay together in every class throughout the day, the cohort is organized so that *newcomer* teachers have a class made up entirely of emerging multilinguals, not varying proficiency levels. The other schools wanted to know more about the cohorts, and how they could get their school to implement the cohort model.

Collaboration group notes. In February 2016, the Math/Science group took notes as they collaborated (see Appendix D). Their notes show that they discussed the proposed *newcomer* academy, and having smaller class sizes or having more bilingual instructional aides for larger classes. They expressed frustration that they do not have any control over the master schedule. They also talked about their students not understanding concepts, the effectiveness of

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pairing students together, what each school site is doing for math, and how the classroom setup is limited.

Evaluation. At the end of each professional learning day, participants were asked to fill out an evaluation (see Appendix G-J). In November, participants stated that they learned about the backgrounds of their students, and the traumatizing experiences they have had. They also learned that *newcomer* students need a buddy, extra support in the classroom (i.e. sitting near the front), and brain based research. Overall, participants appreciated the opportunity to collaborate with both bilingual instructional assistants and teachers, the strategies used for the presentation, and the readings (see Appendix L).

Summary

Generally, participants asked for more strategies, assistance in differentiating instruction with large classes of varying proficiency levels, how to keep themselves motivated, and how to motivate students. They said they would like to know more about their students' stories, how to use bilingual instructional assistants more effectively, and specific strategies and resources to support emerging multilinguals in their core classes.

From the methodology used, it is evident that, overall, participants felt that the day was productive and worthwhile to attend. However, they still felt that they needed many more resources. The findings examine how teachers genuinely think about culturally and linguistically diverse students. They feel that they need more ideas, materials, and support in order to teach emerging multilingual students. Since many participants reflected on how much they learned by reading student stories, it shows that participants really do not know what experiences their students' have had, and yet still did not completely grasp how those experiences have shaped students' ability to learn, as well as their attitude toward education in general.

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Despite the way the first professional learning day was introduced – as a day to learn about who emerging multilingual students are and how to change the way that we think about them – the participants requested more strategies and resources. This reaction shows that participants did not grasp the importance of the day’s objective. The main reason that we did not give the participants strategies in the first session is because strategies are not the answer when it comes to teaching *emerging multilinguals*. Teaching *emerging multilinguals* requires a complete change in the way that we think about teaching and learning, and this must be understood in order for any strategy to be effective. However, an additional reason we did not provide many strategies is because we do not know of many.

CHAPTER IV
DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

The amount of immigrant and refugee student enrollment in California schools is growing. Many of these students enter high school as emerging multilingual students, leaving teachers and school staff perplexed on how to teach them. Emerging multilingual students are assets to schools, but teachers are not necessarily trained or prepared in how to utilize those assets. In California, and other states, teachers are not required to work with culturally and linguistically diverse students prior to beginning teaching, nor is practical experience required to earn a certification to work with English learners (Peters, Margolin, & Fragnoli, 2016). Due to these issues, teachers of emerging multilingual students, at the secondary level, do not have adequate preparation, knowledge, time, or support to effectively work them.

To clarify, high school teachers are usually certified to teach a single subject to students in grades six and above, yet when emerging multilingual students enter U.S. schools, the priority is for the students to learn English, not necessarily the grade-level content their teachers have been prepared and hired to teach. This dichotomy presents a challenge in high school because students are required to take grade level assessments with the only supports being “glossaries provided in 10 languages and several dialects” and “translated test directions in 19 languages.” (Smarter Balanced Assessment Consortium, n.d.). This quote from the Smarter Balanced website shows that the test is designed for literate students; however, many emerging multilingual students are not literate – some may be refugees who have not been able to attend school, others may be from rural areas where formal schooling or transportation to school was not available, and some may have been expected to work and support their family instead of attend school. Apart from teachers and schools, the Smarter Balanced website proves that the school system,

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itself, is neither prepared nor willing to meet the needs of emerging multilingual students. This study on the *Supporting Emerging Multilingual Students* professional learning days was important because it allowed me to see what current educators think they need, what they believe their responsibility as a teacher is, what they expect of emerging multilingual students, and how they view their students.

Conclusions

Through this study, I have been able to determine that teachers of emerging multilinguals are passionate about education and/or their content area and sincerely want to help their students, yet tend to have a deficit mindset when it comes to emerging multilingual students, which is partly due to classroom teachers' inability to communicate with these students and learn about their experiences and cultural backgrounds. Moreover, teachers of emerging multilinguals at the secondary level, are experts in their subjects; which means they have not learned how to teach their subjects in a deconstructed way, or in ways that do not require language – quite the opposite of elementary school teachers. Many ELD (English Language Development), and ESL (English as a Second Language) teachers use strategies adapted from the elementary level to teach English, but teachers of other subjects are either not aware of these methods or unwilling to try them.

The participant feedback from the *Supporting Emerging Multilingual Students* professional development show that teachers need more strategies, collaboration time, support from their site administrators and from the district, as well as in-classroom assistance in order to give emerging multilinguals the attention they need. To reiterate, the reason why the professional learning day was developed was because teachers of emerging multilingual students requested help. During the professional learning time, teachers were receptive of the learning, and had no

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qualms with the objective to look at emerging multilingual students as assets. However, the participants also felt that they needed strategies and paraprofessional help in order to implement the strategies and ideas that they gained.

Overall, the responses of the classroom teachers showed me that their questions were misguided. For instance, rather than questioning their pedagogy, they asked for strategies, rather than questioning the reason for a grading system, they asked for assistance in grading emerging multilingual students, and rather than asking about realistic expectations of students (considering the language acquisition process), the classroom teachers asked for books and materials in Spanish – a language that not all of the emerging multilingual students in the school district studied speak (see Figure 2). These kinds of questions are problematic because they take the blame away from the education system, and put it on the students instead – it becomes the student's fault that they are not able to learn the content.

On the other hand, the teacher responses showed me that what needs to be done, is extremely difficult. Furthermore, much of the literature that was reviewed for this study blamed teachers for malpractice, but, as a teacher myself, I know that what researchers expect teachers to both know and do is nearly impossible. Essentially, in order to serve emerging multilingual students, teachers must recreate their lesson plans and course materials, but they are not offered the time nor the compensation to do so, not to mention the learning that must take place before teachers know how to recreate their instructional materials. The teacher responses led me to the realization that what teachers *really* want to know how is how to teach emerging multilinguals with the least amount of effort and time on their part. As stated above, this request, is understandable because teachers have a limited amount of time to plan. Additionally, the teachers of emerging multilingual students usually also teach a variety of grade and proficiency

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levels; in fact, according to the participant feedback, some of them have different grades and proficiency levels in the same class as the emerging multilingual students. This is why there was a great amount of interest regarding the *cohort* groupings. A *cohort* is a strategic way grouping of emerging multilingual students; the participants were interested in the cohort groupings because having cohorts eliminated the challenge of having different proficiency levels in one class.

Notably, the participant feedback showed me that emerging multilingual students, and their teachers have similar needs. Emerging multilingual students are usually ignored, and so are their teachers – this was the first time that a professional development on teaching emerging multilingual students has been offered in the district, yet the district data shows an overall increase in emerging multilingual enrollment since 2005, as shown in Figure 1. Emerging multilingual students are unsure how to be a student in a U.S. school, and their teachers are unsure how to teach them. Emerging multilingual students need someone who they can go to if they have questions, someone to help them with classwork and homework, and someone to help them feel comfortable no matter what school or class they are in. Emerging multilingual teachers need someone that they can go to if they have questions, someone to help them plan their lessons, and someone to help them feel comfortable and prepared no matter what proficiency level they are teaching. In summary, in order to help emerging multilingual students, their teachers need to be assisted first.

Recommendations

In order to help teachers meet the needs of their students, universities will need to update their teacher preparation programs to reflect the cultural and linguistic diversity of the U.S. population so that all teachers, regardless of content specialty, have the knowledge and resources

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needed to teach their content to every student. In order to graduate from a teacher preparation program, prospective teachers could be required to teach English learners with varying proficiency levels. Prospective teachers could also all be taught the history of education in the U.S., and how to utilize that knowledge to become an equitable educator before earning a teaching credential. If my teacher preparation program had included these things, I would have been considerably more prepared to teach ELD, and probably would not have made the mistakes that I made in my first year of teaching.

Additionally schools and districts, nationwide, need to have supports in place for teachers. One example of the support mentioned includes teachers on special assignment serving as specialists, coordinators, and coaches who are available to assist teachers in designing curriculum, and planning and evaluating lessons. However, this would require an *open door policy* and trusting relationship between classroom teachers and TOSAs – in the district used for this study TOSAs are not permitted to enter teacher’s classrooms without invitation. Another example of support is for schools and districts to give teachers scheduled days when teachers of similar students can collaborate – share ideas, strategies, lesson plans, etc. This is different from department collaboration because teachers of similar students means that teachers, across content areas, meet together to determine language objectives that they will teach, as well as how to connect their subjects to each other. It would be beneficial for teachers on special assignment to guide teachers in this cross-content collaboration process. Moreover, based on the fact that the teachers in the school district used for this study asked for a professional development about emerging multilinguals, I recommend that similar professional development be offered to teachers of emerging multilinguals throughout the state of California and even the nation. Administrators should also take part in learning opportunities regarding emerging multilingual

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students. By learning more about emerging multilingual students, administrators, teachers, and other school staff, will begin to see these students as assets rather *challenges* or *problems* for classroom teachers to deal with.

Similar to their teachers, emerging multilingual students are also in need of specific and strategic support. One example of specific and strategic support is to have linguistic representatives at each school, available at all times. A linguistic representative is a person who speaks the same native language of at least one of the emerging multilingual students at the school. Ideally, there would be at least one linguistic representative for all the native languages spoken by the emerging multilingual students. The linguistic representatives could either be *strategically* hired school staff or they could be *specifically* hired. A *strategically* hired person would be someone hired for an open position in the school, but who also speaks the same native language of at least one emerging multilingual student (i.e. a teacher, a computer technician, etc.). The strategically hired person should be someone who has an assigned office or room number, that way students can come visit the linguistic representative when they need support. A *specifically* hired person is someone who is specifically hired to be a linguistic representative, for this to work, districts and schools will need to plan exactly what a linguistic representative would do each day – since the intention of having a linguistic representative is so that emerging multilingual students have someone on campus they can go to when they need to.

The purposes of a linguistic representative would be, to ensure the all native languages spoken by emerging multilinguals are represented on campus; to promote multilingualism (since the linguistic representative will also speak English); to guarantee that each emerging multilingual student has an adult on-campus that they can go to when they need to (i.e. academic assistance, culture shock, guidance, counseling, etc.); and to help orient the student to the school

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campus – the linguistic representative can accompany the student or staff member giving the emerging multilingual student an orientation, and show his/her office to the emerging multilingual student and explain to the emerging multilingual student that he/she can come by whenever they need help with something. The function of the linguistic representative is not necessarily to help the emerging multilingual with all of their problems, but rather, to show them where to go and introduce them to the people on campus who can help them (all school staff will need to know how to respond to and treat emerging multilingual students).

Schools who invest in linguistic representatives will be able to change their school culture so that it is more welcoming because more staff members will be assisting students, and the whole school will be working together to meet the needs of students. Since the number of teachers is declining, and the number of teachers prepared to teach culturally and linguistically diverse students is minute, communities should invest in preparing emerging multilingual students to work in the schools they graduate from and become linguistic representatives themselves. Former emerging multilingual students would understand the struggles of current emerging multilingual students, and they would increase the diversity of the staff. Former emerging multilingual students would also know how to utilize cultural tools in order to connect with culturally and linguistically diverse students, and could share this knowledge with teachers. Essentially, former emerging multilingual students could help train teachers, which means that all teachers would receive on-going professional learning, so that they could meet the needs of their students. In order to meet the needs of emerging multilingual students, schools need to ensure they have the staff necessary to address all of the emerging multilingual students' needs (i.e. counselors, therapists, translators, tutors, bilingual instructional assistants, etc.).

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Furthermore, since current teachers and school staff need resources that will help them meet the needs of a richly diverse student population, I recommend that there be more studies about adolescent emerging multilingual students in public high schools. There are many articles about high schools who only serve emerging multilingual students, but not every district has the ability to create a separate school or program for emerging multilingual students. In these situations, schools and districts need knowledge on how to best support emerging multilingual students in a comprehensive high school setting. Additionally, there is a need for curriculum created for emerging multilingual high school students learning English – currently, curriculum created in the United States is geared to either children or adults. Since high school students are in-between these age groups, neither curriculum is catered to the learning needs of the adolescent brain. There is also a need for curriculum created for all content areas that emerging multilingual students will be able to understand, yet also is not condescending. I recommend that schools and districts, nationwide, work together to create these much-needed materials, and share data about their students' progress.

I also recommend that the U.S. Department of Education make changes to the curricular and assessment requirements for students. This means that students who enter the U.S. in high school should be exempt from taking state assessments. The purpose of state assessments is to measure how effectively U.S. teachers are teaching U.S. students, and preparing them for a global society. Emerging multilingual students have not been in the U.S. for long enough for the purpose of this test to affect them. If they took the test, it would be a measure of how well they were prepared for a global society in their home country or because of what they learned from their parents as they have not been in U.S schools long enough to be considered *taught* by the U.S. school system. Additionally, not all emerging multilingual students are literate, since there

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is not yet a way to measure students' knowledge without text, the test would be neither equitable nor accurate. Besides, it takes students five to seven years to acquire the level of language that is used on state assessments, and for students with interrupted schooling it takes "up to ten years...to acquire academic proficiency and to compete with native speakers on standardised tests" (Garcia, 2000, as cited in Miller, 2009, p. 573). Since high school is only four years long (sometimes five) it is not possible for high school emerging multilinguals to acquire the language used on state assessments while still enrolled in high school.

In the future, teachers will be prepared to teach the culturally and linguistically diverse students who comprise the United States. I anticipate this future arriving sooner rather than later. However, seeing as the timetable for changes to the system of education is unprecedented, what we, as educators, can do, presently, is to make students aware of the sociopolitical context of which they are a part, so that they know why there are barriers to their success. In fact, students may be able to find ways to counter the sociopolitical context. Systematic change cannot occur if it remains unaddressed. All students, particularly culturally and linguistically diverse students need to be taught about the relationship between politics, globalization, and education; this includes looking critically at language and its relationship to power (Alford, 2014). This means that teachers also need education on that relationship. The first step to systematic change is to expose teachers to how politics and globalization has shaped the system of education, of which they are apart. Teachers need to be prepared to address and teach students about this relationship. If change is to occur, the reason why change is needed must be exposed.

The increasing cultural and linguistic diversity shows that, as educators, changing the way we educate should be the number one priority. Data regarding the achievement or opportunity gap shows that, as a nation, we are doing the majority of our youth a disservice. We

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can no longer ignore the fact that the education system was never created for the purpose of educating all students, yet today, that is what we strive for. In order to accomplish what we strive for, we, educators, students, and allies, need to change the system, and stop trying to get the students to fit into a system that was only ever intended to “[rake] a few geniuses from the rubbish” (The Center for Racial Justice Innovation, 2006).

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APPENDICES

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APPENDIX A

STORIES FROM EMERGING MULTILINGUAL STUDENTS

The following student stories were written by students in the sample school district in the 2014-15 School Year. To protect their privacy, only students' initials have been used. Some stories have been translated into English. The students' current location has been omitted and replaced with ...

¹When I was in Mexico I would feel very sad knowing my mom wasn't by my side. A couple days later, my mom gave me a call telling me to come to the United States and that really made me feel very happy. I remember the night when I got in my uncle's car and he took me to Tijuana where some people came for me. The people gave me paper to learn and memorize quickly in order to cross the border faster. The next day, I crossed with another person's papers and the border patrol began to ask me questions. I answered them exactly how I remembered the role that I had learned. I crossed to the United States. They called my mom to come and get me and when she finally came for me to go home I was full of joy because I was by her side once again. It had been five years that I haven't seen her. Soon, my mother enlisted me to school, but when I came for the first time, I felt very lonely since I didn't know anybody. But little by little, knowing people, I made many friends and I felt much happier to be here... -J.R.P.

²I come from Mexico and the reason I came to ... was to work and make money. I want to return to my beloved Mexico because I already miss it. But I knew I had to come to make good money. I came with my aunt and uncle and we walked until reaching Tijuana. However, they weren't able to cross the border because the border patrol spotted them. Fortunately, I was inside a car where I was hiding. I was left alone when I arrived in Oxnard, California. It was there where I contacted my dad to pick me up and go to ... where they were already living -G.M.

³I come from El Salvador and I wanted to come to the United States because my parents were already living here. I came with a smuggler but unfortunately I was caught by the border patrol once crossing Rio Grande. They took me to the coolers in Texas for one night. The following day, they took me to a house where they had kids my age and I stayed there for nearly a month. When they took me out of the house, they took me to the airport and I arrived in Los Angeles. My mom picked me up and we came to ... because here was where my parents were already living. -R.B.

⁴The reason I came to the United States was because, in my country, there was a lot of crime happening around. Criminals would go to schools and kill students, they would also charge taxi drivers and force them to cooperate with them. There was no security in the village I came from. In the city of Hidalgo, a town of Morelia, the crime kept growing. One day, my mother and I found out there was a law that Obama released and gave permission to certain countries to come here to the United States. This law was for countries that had lots of crime happening around or if somebody was on the run from dangerous people, but our country was not one of them. Fortunately, another law came around and my country was eligible. I left my country and decided to come to ... with relatives. It was December 31st when I arrived and I thank God for helping us get far away from the criminals -B.C.

⁵The reason I am here is because my country's situations are no good since it's full of gangs and crimes are always around. The reason I came was because my family didn't have enough money. I came from El Salvador and I crossed the border of Guatemala and Mexico. In Mexico was where I slept in the rain because I didn't have nowhere else to sleep. I didn't know anybody in Mexico, but soon we kept on walking until we finally crossed the river. It was really sad and difficult for me because at the time I haven't seen my mom for eight years. The reason she came to the United States was because back in Honduras her ex husband wanted to kill her. Fortunately, we finally got together and came here to ... safe and sound. -C.L.N

¹¹I come from Guatemala. The reason that I came here from my country was because they wanted to kill my family for a business they were in. We came running to save our lives. We traveled with a smuggler to the United States with the risk of losing my life and the fear of losing my brother and my mom. We walked through three states of Mexico and at one time I went eight hours without eating or drinking water. We arrived at a train station called "The Beast" and there we traveled for twelve hours. During those twelve hours I only drank a bottle of water with a piece of chicken. I traveled with a lot of fear and thinking that the train would turn around and we would all die. After, we walked the desert for three days and two nights without eating or drinking. I was afraid that something bad would happen to us. Along our way in the desert, we encountered the border patrol and we no longer had the strength to run. We were very dehydrated and very tired. We needed help and so we turned ourselves in. Fortunately, they gave us food and drinks but it was not enough to dehydrate and sustain strength. Over time, we met with an uncle and we lived with him for a few days but I needed to work to support my family. I started working to help out my mother and take care of my brother. They talked to me about ... and that's how destiny brought me here. I began to go to school to keep on forward with my family. Thank God everything went fine. Value what you have or otherwise you will lose everything. Give in all your problems to God because he will give you strength. You can overcome anything. It's only a matter of doing your part and with heart. Good luck. -J.M.

¹²I come from El Salvador and I want to talk about all my experiences I had during my voyage in coming here. I had to cross borders to get here... I decided to travel here in the United States and on the way I crossed three borders, Guatemala, Mexico and the United States. It was a long and tough path. My brothers and I had to cross through Mexico, which is a very dangerous country. The reason I decided to come to the United States was because the situations in my country was full of gangs, the Maras, thieves, poverty, etc. In Guatemala I traveled the whole way by car and we slept in hotels. At times, we would walk for a while but then went on car again. We had to cross the border of Guatemala with Mexico and at that time the river's current was very strong. We walked in a place called Tapachula and we were there for four days. I felt good and so we quickly moved along again. It was tough coming along the way. We would run away from the feds in Mexico because they would be chasing us and we had to be on the mountain side for a day without food or drinking water. But we kept following our path until arriving at a place called Oaxaca and we spent a week there. Yet again, we continued our way up to the City of Mexico. I took that way to reach Reynosa Tamaulipas. I stayed there for a week waiting to cross the border. We had waited one more day and suddenly it got very cold. Soon, when the time came to cross the border, we had crossed the river by boat. Unfortunately, the border patrol caught us. They kept us in for two months until they finally released my brothers and I. My experience was a bit hard but I'm glad that now I'm here in America. -J.O.

¹³I come from El Salvador and the reason I came here was because my mom wanted me to come. Coming from El Salvador, I passed by Guatemala. I knew that coming here would be an experience where sometimes one suffers, but also an experience you will never forget. When I came, I came along with people I didn't know. I was sad at first but soon I got used to them little by little. I remember once we were passing through Mexico we had to come hiding because we were afraid that the police in Mexico returned us back to El Salvador. When we were riding the buses, the soldiers stopped us, took us out and checked our stuff. I was really scared that they would ask me question and I wouldn't know how to answer. We came all the way with a lot of fear. Once we got to the border, we stayed there for a few days. In order to cross, we had to cross the river and as soon as we started and finished crossing the river, all our clothes were wet and we were very cold. But still we kept walking until suddenly a border patrol came and spotted us. We were handcuffed and taken to a building. They kept me there until my mom finally sent all my papers I needed. After them confirming all my information, I was sent by plane to come here with my mom. That was how I ended coming here in ... -S.B.

⁶I'm from Syria. I had seventeen years living in Syria and I loved it because it's my birthplace and all my memories are there. I enjoyed the life around because it was beautiful and I always felt happy with my friends and family. However, the reason I came to America was because the situations in Syria have turned really bad. Also, because I knew I wanted to study and have a better future and the United States was my only hope. The reason I came to ... was because my family have been working here. The life around here is very nice and I can already sense a better future which makes me really want to keep studying and go to college. I can feel happiness with my family but at times I feel sad because my sister is always on my mind. She is still living in Syria and I get really scared sometimes, hoping she's doing okay over there. -L.J.

⁷My experiences were very sad because I had many difficult times. I went starving and spent ten days in the desert. It costed a lot of money traveling and that gave me strength to keep on moving forward. In this country, it is the land of opportunities. I left my beautiful country and I feel sorry, I miss it very much. But in life you have to make tough decisions. I ventured to come and to fight for my life. I crossing in the year 2014 and since then I feel that and have fought hard, fighting with much appreciation. The truth, my dreams here are to learn English and I'm sure that I will be successful in this very beautiful country. -J.R.

⁸I come from Oaxaca and the reason I came to ... was because my parents were already living here. I knew that the United States was full of jobs and it was very nice place to be in. My parents no longer wanted to be with my grandparents because they were already too old and can no longer support my brother and I. My brother and I went to Tijuana where a lady went for us to help us cross the border. We crossed the border by car. Upon arrival, my aunt went for us and took us with my parents. I was really happy. Soon, we got into school to be able to study and make a good future. -A.R.

⁹I'm from Mexico and I decided to come here to the United States. My parents supported my decision in coming here. In Mexico, I took a ticket to come on the bus and got to Tijuana. Upon arrival, a man took me to a hotel. Within a week I crossed the border but that's when I got caught by the border patrol. They took me pictures and took me back to Mexico. The man who helped me cross the border was there and so I went back to the hotel with him. Within another week they crossed me again. Unfortunately, I was once again caught by the border patrol but this time they took me to a house where they called my parents. Soon, my dad had sent all my papers and once confirming my information they dropped me off in Oxnard. That's where my dad came to pick me up. We came to school so my dad can enroll me into school and be able to study. That is how I was able to get here. -N.M.G.

¹⁰I remember when my parents told me to come to the United States and live with them because they really missed me a lot. I didn't like the idea of going because I knew it was hard to cross the border. I was afraid to pass in front of the border patrols. I then decided to cross the border on the ugly side. On the way we saw a car passing people. When I finally arrived in ... I set myself to work. When my parents noticed that I was out helping a little, they put me in school so I can begin studying and graduated from school. I hope to get a good career and return to Mexico to visit my great grandparents because I really miss them a lot. What I would like to do is work hard to save money and send it to my family back in Mexico. This way, I can finally go back to Mexico and live with my family. -S.G.

¹⁴I'm from El Salvador and I came to the United States because my country was very dangerous from many extortions. We were forced to join their gangs so they could force us to do many things we wouldn't like to do. Also, they forced people to grab a career as an officer to be corrupt and be a part with them, that's why governments are so corrupt. We made a decision to come to this country because this country is all about opportunity. I had to go through Guatemala and Mexico, but in Guatemala, things happened that no human being should go through. Most of the smugglers are very racist and treat humans like animals. Mexico was harder because Mexicans have a hatred for the Central American race. We were locked in abandoned houses in very poor condition. The houses had capacities of only thirty people but they would put us with sixty or seventy people inside. They gave us food once a day and sometimes there were days you didn't get food at all. At times, they would only give out food once a week. When it was time to cross the border, they would shove in thirty people in one van and we were all squeezed in tight. They treated us like animals and called us words that offend us. -W.H.

¹⁵The reason that I came from El Salvador to the United States was because in my country it was very dangerous. Also, because I had most of my family living here. My mother and my brothers were here and I really wanted to learn English. It was a great experience for me coming here. I met two different countries, Guatemala and Mexico. It took me a month to get here... I didn't really struggle a lot because since I left El Salvador I have been traveling by car. Guatemala was the only place I had to go by feet in order to cross a river, but I did not come alone. Along side me was my aunt came and we slept in hotels. There was only a time when we arrived at a house in Mexico and we had to sleep on the floor. We were very cold but the food was always there. When we crossed the border from Mexico to the United States, we crossed a river by boat. Unfortunately, once we crossed the river, the man who brought us had left us alone in the middle of nowhere. We didn't have any food or water. We had to sleep a night in the desert and I would hear a lot of animals. The next day, a border patrol vehicle passed by and they saw us. They took us with them and put us in a building with many rooms that were very cold. I was separated from my aunt and they took me to another place where they were only underaged kids, and I didn't know where my aunt was. I was very scared. Every night I would start crying, missing my aunt. They had me there for eleven days. They would take us to school, go out to walk in many places and gave us food all the time. It was a great experience to get here... I began to study to start learning English and plan to go to college to get a good career. I'd everything I can to get a career and have a good life. -K.U.

¹⁶I remember the time my grandparents told me to come to the United States to live here with my parents and get into school to study and get a good career. I came with my uncle but I traveled by car to cross the United States. Now, I'm living with my parents. When I got here, I had told my parents that I wanted to work to send money to my grandparents. They agreed with me and that's when I started working. But I started disliking it because it was very hard for me. Soon enough, I started going to school. When we lived in Mexico I never wanted to come to the United States, but now that I'm here... fortunately, I was enrolled in school and now I'm studying and eager to learn better English. I decided to work once we go on vacation to help my parents and grandparents. After finishing school, I'd like to go back to Mexico to be with my grandparents. I don't plan to return again because I don't really enjoy being here. I would prefer living in Mexico because that's the place I love staying in. -S.S.

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

APPENDIX B

EDCAMP NOTES FROM NOVEMBER PROFESSIONAL LEARNING DAY FOR ENGLISH, SOCIAL SCIENCE, AND ELECTIVE TEACHERS AND BILINGUAL INSTRUCTIONAL ASSISTANTS

SESSIONS	NOTES
<p>Creating a Safe Classroom Environment</p>	<ul style="list-style-type: none"> -Embrace their collective identity vs. the American individualistic identity. -Team up and collaborate together -No one is wrong, we can lead them to the correct answer. -Finding that spot where material is not too difficult and not too easy. -Lower the stress in the classroom to allow students to open up. -Try to figure out their learning style so the students feel more comfortable to learn. -The whole school year should be used to learn about each other not just the first two weeks. -Mixer games on minimum days instead of a film. -In real life we must learn to work well with others or anyone is key to function in society. -Empower female students to develop the voice and establish boundaries for male students when they are not respecting their space (flirting, hugging, touching). -How do we recognize whether the students feel safe in my class or not? -Check with other teachers to see if they act the same in other classes. -Do a proactive circle. As a prompt have students talk about what it takes to be successful in US schools. Lack of respect for young teacher Get to know students and allow them to get to know you -Give students time and opportunity to think what their responses will be and they will not be scared to respond and open to practice. -Overtime when we get more comfortable with the material given, the newcomer students can be paired up with other students. -If we build a community within the classroom the stress and anxiety level will lessen.
<p>Teaching strategies</p>	<p>How do we teach to new comers and non-new comers?</p> <ul style="list-style-type: none"> -feels like a divide when the aid is supporting new comers when teacher is supporting mainstream -use students culture -how about using simultaneous interpretation in the classroom -SDAIE strategies (L2 strategies, beyond strategies) -assessing prior knowledge -Coral response -think write pair share -sentence frames -journaling -white boards (ex: sentence dictation, checking understanding) -are other core classes using these strategies -sentence starters will help -Using songs w/ lyrics once or twice -leaving out certain words -multiple modalities

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

	<ul style="list-style-type: none"> -first u have to be willing to do it along with the class -Modeling -Skits -Routines: when students know how u structure your class
<p>Motivating/ Engaging students</p>	<ul style="list-style-type: none"> -Students feel shy about overall pronunciation. Motivate them by getting to know them at first and then having them share in a group. Start small and move bigger. -Set classroom guidelines: rules for respecting speakers/understanding all students are in the same position, learning the language, etc., “2-second think time” -Warn students before you are going to call on them/frontload. -Use digital sources, aka Socrative, to have students share their thoughts. -To motivate to do work: get to know student on a personal level, then start to push/him her, ask “Why are you here?” -Compare school struggles to real-life struggles, ex. if a student doesn’t want to do an assignment, ask, “If your Dad doesn’t feel like paying his rent, what will happen?” -If possible, get the parents involved: have a meeting, include counselor. -Guest speaker: someone who has learned English as a second language and found success to come and speak with students about the advantages of being bilingual and how marketable they could be. -Finding out why there is a lack of motivation; every student has a story and life outside of the classroom, once you crack into that, it is difficult to give up on a kid who doesn’t seem motivated.

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

APPENDIX C

EDCAMP NOTES FROM NOVEMBER PROFESSIONAL LEARNING DAY FOR MATH AND SCIENCE TEACHERS AND BILINGUAL INSTRUCTIONAL ASSISTANTS

SESSIONS	NOTES
Motivating Diverse Learners	<p>Motivating the uninterested?, how do we motivate students who are not interested in learning? How do we encourage students who would rather be in Mexico than USA. ? How not to give up on students? find the reason why they're in school, positive enforcement, progress charts to monitor how student is improving in order to enforce a happy feeling of improvement. Remind students that they're at school for a reason and stress how important time is. Give them a time limit to know the student know how time is essential. Complement the student on the successes big or small. Show the student that it okay to make errors, that not to be afraid to fail. Promote the students to ask a question about the topic, even if they don't have one, to generate a question anyway. "If you have a question, what would it be?" Measure what the students know based on a 1-4 scale. 1 being that the student knows nothing about the topic, 2 being the student is somewhat lost, 3 being the student somewhat gets it, and 4 being the student has a good grasp on the topic. Show that you care about the students and don't hold grudges, don't take things personal.</p>
Assessment	<p>How to read assessment scores? Don't read at cum. files anymore. Look at designations on aeries, class load, parent contact. 504 meetings and IEP meetings look into cum. files.</p>
Strategies for Teaching Diverse Learners	<p>What is Already Working with Our Classes:</p> <ul style="list-style-type: none"> -Depending on class (if they are entry A English learning class) try to speak Spanish mostly so they can understand the concepts. -BIAs follow up with translations when needed. -Main goal is to feel comfortable and safe -Keeping class focused by using Spanish and sprinkling in English vocabulary. -Respecting teachers and BIAs -Working together about lesson plans or upcoming projects -It would be nice for BIAs to have a prep period with teachers. -Letting students know what is on the agenda -Make the most of the time (50 min) that we have with our students because we do not have enough time. -Translate math tests and science tests and review sheets. -Allow students to talk about their culture in class to show respect connect it to the lesson plan. -Use a Spanish & English textbook in math. -Ebook access for math using their tablets is not enough, physical copies are needed. -Vocabulary words in Spanish and English -Consistency is key -There has to be a balance to what is said in Spanish and English because our groups of students differ from period to period. <p>New Strategies We Should Implement</p> <p>How do we integrate music, art, storytelling into math class?</p> <p>Try to represent and work on problems that are realistic.</p> <p>Compose songs that go with the material or concept</p> <p>2) How do we motivate students to participate and do their homework?</p> <p>Have simple goals for the day to not rush</p> <p>Give them breaks so they can reload</p> <p>Have time for writing in their agenda</p>

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

APPENDIX D

COLLABORATION GROUP NOTES FROM MATH AND SCIENCE TEACHERS ON
FEBRUARY 4, 2016

Science Group Notes		
TOPIC DISCUSSED	QUESTIONS/CONCERNS	COMMENTS/ RECOMMENDATIONS
Protecting ELLs from scheduling into mainstream, stay in L2 Biology, but no L2 chemistry at PV	SMHS cohort listed on transcript as Gen Sci. College Prep. Therefore, unclear to counselors what appropriate placement is. RHS has no cohort or “L2” classes. All Newcomers/ ELs sprinkled throughout all classes.	Change in course name (not necessarily “L2”). Important not just for HS counselors placing students, but also for colleges for placing incoming students. Should have standard cohort program at each school.
Will new Language academy be at all schools, or its own program	It is not at that point in the planning.	
Providing enough support for students.	L2 classes don’t have enough mixed skills levels Need a better system for allocating Bilingual aides.	Cap cohort classes at 25. Each bilingual aide has a caseload of 18. If increase class sizes, increase instructional support in the form of bilingual aides. mentors, etc.
Who’s in charge of deciding where bilingual aides go?	Some aides placed in classes with less need (less NC, or higher level ELs)	Streamline EL programming and bilingual aide scheduling. Small learning community model. We need more bilingual aides to help with scheduling flexibility. System is currently “reacting” to circumstances. Hope is for next year there will be more set up and in place. Difficulty is no control over master schedule.
Students can recite topics by rote memorization but can’t explain concept further. Reading comprehension is lacking.	When as to paraphrase, etc., students are not able to show understanding of the concepts.	

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

Math Group Notes		
TOPIC DISCUSSED	QUESTIONS/CONCERNS	COMMENTS/ RECOMMENDATIONS
Previous El Success Story- Currently student teaching math, and interested in becoming a teacher.		
Each member in the group shared their position with el students in class; the math working in and the amount of students in the class		
Pioneer Valley talking about implementing a new math program for next year		
Pairing system	Does it drag down the higher student? Are they learning or copying?	
link for math songs		
Keep technical term in English but give explanation in Spanish; i.e. "Slope" that way they keep hearing the word and make a connection every time		
Smart Boards	Can they reinstall in a different location in the room?	Limited class set-up (seat arrangement). Righetti math class has a smart board in an awkward location; half the students wouldn't be able to see if seat change.

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

	<ul style="list-style-type: none"> ○ Bilingual math textbooks ▪ Texts, resources needed to help support Newcomers in core classes ▪ Materials in Arabic, Mixteco ▪ English books paperback for students to read at home over Christmas break ▪ Suggestions for reading materials that are appropriate and engaging ▪ Materials in Spanish for scaffolding <ul style="list-style-type: none"> ○ More aides ○ 4 NM-English students no help 7th period ▪ Math translation booklets ▪ Reading material for world history that is at the appropriate lexile for our students <ul style="list-style-type: none"> ○ Modern World History teaching materials in Spanish
<p>Course Taking Patterns/ Placement</p>	<ul style="list-style-type: none"> ▪ Can MMEP Director propose capping EL classes at 25 ▪ HELP/How do we handle <ul style="list-style-type: none"> ○ My ELL students are slowly improving with and only with <ul style="list-style-type: none"> ▪ slowing the curriculum ▪ choosing not to cover all parts of the curriculum, only the most important “BIG” concepts ▪ allowing time to stud failed tests/quizzes & retake ○ The problem: This is a college prep. Biology class and is a pre-requisite for chemistry ○ Note: the only thing that is transferrable from college prep Biology to Chem. are strong study skills. There are no L-2 chemistry classes ○ If I know my L-2 student is not ready for a non-L-2 Chemistry class, but he/she achieves an A, B, or C in my class, they will be placed in Chemistry ▪ Help me understand placement of my cohort classes for next yr. Ex. student w/ “A” will go to reg. Bio? ▪ Language learners in ELD, general math (not a-g req) with low enrollment (20-25 max) and a-g req. science with 36 students
<p>Important Foundational Skills & Information (Hidden Curriculum)</p>	<ul style="list-style-type: none"> ▪ Teach/train “newcomers” on how to use and access Aeries (so they can check grades, etc.) ▪ Explain how they can talk to a counselor and change their classes, etc. ▪ it would be great to have a class set of bilingual books (authentic literature) – improve/practice reading ▪ I would love a poster that would explain HOW our ELLs will progress through ELD and beyond. (explaining class levels-entry, 1A/1B, etc.) Simple but clear. for the students. ▪ I need someone to come in to explain appropriate behaviors at school, including: <ul style="list-style-type: none"> ○ What we consider harassment ○ Hands to yourself ○ Consequences for inappropriate behavior ○ For girls- how they can speak up for themselves ○ For boys- school is not a pick-up zone ▪ High incidents of teen moms...How can we address this/support our girls? ▪ A no cell phone policy that is strictly enforced ▪ What do you do with kids who have never been in school, but are in an A-G class
<p>Parent Engagement</p>	<ul style="list-style-type: none"> ▪ Students’ parents need to attend English Languages to encourage use at home ▪ I would like to collaborate more with parents. How can we get them to participate with their student and our class aside from a phone call?
<p>Misc.</p>	<ul style="list-style-type: none"> ▪ Potential for ELD content TOSA ▪ Literacy Skills ▪ How can we help teachers not get down on themselves? ▪ Academic science & remedial Eng/math ▪ Blackboard connect ▪ Professional development requests- interest, times

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

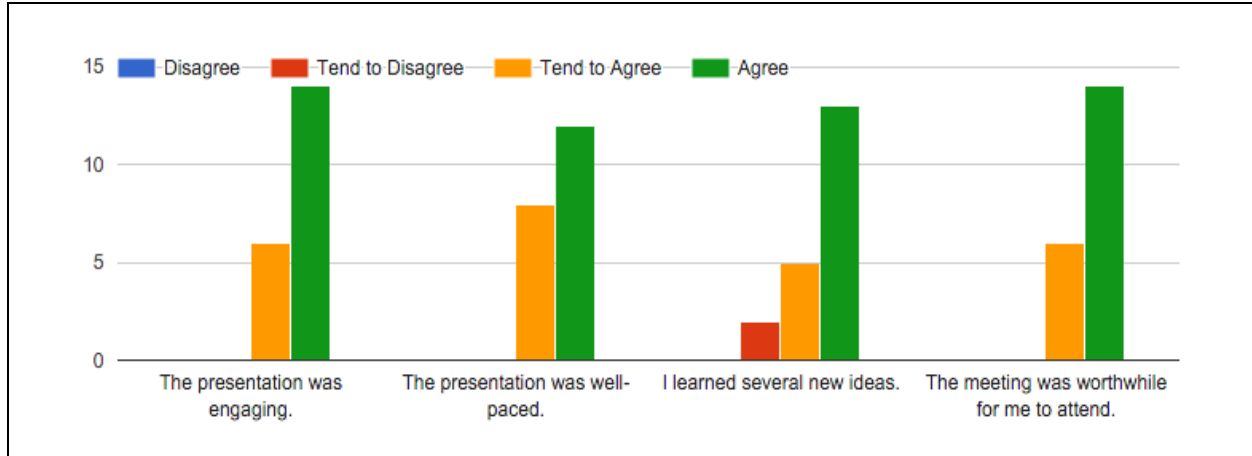
APPENDIX F

PARKING LOT FROM FEBRUARY PROFESSIONAL LEARNING DAYS

<p>ENGLISH/SOCIAL SCIENCE/ELECTIVES 2-2-16</p>	<p>MATH/SCIENCE 2-4-16</p>
<ul style="list-style-type: none"> ▪ Type up list of parking lot/EdCamp and send out to participants of meetings ▪ Common classroom posters ▪ How to develop a culture district-wide where every teacher sees themselves as an EL Teacher ▪ English tools? ▪ The meaning of the universe ▪ Site words flashcards ▪ Do's and Don'ts cheat sheet for Newcomer Kit ▪ Exit tickets to check for understanding ▪ Primary resources in Spanish to help develop analytic skills ▪ Rubrics (writing) for Developing writers ▪ Facilitate individual instruction and conferencing in a large class ▪ Differential learning (students w/ little to no education) ▪ Games for studying or reviewing material ▪ Are there rubrics available for student writing & other assessments? ▪ Strategies to help students write structured paragraphs ▪ How best to use technology w/ ELD ▪ How to use Google tools that help translate text from English to any language ▪ Technology integration with newcomers ▪ How to: language in the academic content classroom & technology support ▪ How do I get my students to learn how to read faster & score a higher lexile ▪ Systematic language objectives ▪ What materials/strategies do we have to teach sight words? <p>Journals, survival guide by newcomers for newcomers, LinkCrew welcome for newcomers</p>	<ul style="list-style-type: none"> ▪ How can we get more resources (grade level textbooks) in Spanish? ▪ How many newcomer students enroll after school begins? It'd be nice to know average number ▪ This work in supporting Emerging Multilingual Students <u>should</u> continue <u>every</u> year. These students comprise the majority of our school/district population. I would personally love to continue this PLC work next year & beyond. Thank you! ▪ Build a PowerPoint or booklet for ELL/L-2 teachers to use which compiles all of the tips, strategies, advice & practices ▪ I <u>love</u> the fact that our presenters model strategies for us to use in our classrooms! ▪ This PLC day is so much more on target than the Nov. day (with regards to my needs as a teacher of ELL & Newcomer students. Another thank you! ▪ Changing school policy/culture to allow discipline to be served as mandatory tutoring w/ BIAs instead of OCS [On Campus Suspension] or ISI [In School Intervention] ▪ At [high school], <u>all</u> ELD is period 6&7, the math for <u>most</u> L2/newcomer is 4th [period]. Earth Science L2 is only offered 3, 4, & 7 [period]. We need to look more holistically at how classes are offered ▪ Class like SAAS [Student Academic Achievement Seminar] for newcomers

APPENDIX G

EVALUATION FROM PROFESSIONAL LEARNING DAY FOR ENGLISH, SOCIAL SCIENCE, AND ELECTIVE TEACHERS ON NOVEMBER 17, 2015



Something I learned:

- Pause before giving my opinion/answer
- Mind blown! (That I'm a collaborative constructivist teacher and my students are rote learners/individualistic)
- Strategies
- One important thing that was very beneficial to me is understanding that students come from very different sometimes traumatizing backgrounds and assuming otherwise actually plays against their knowledge.
- Failure to respect our students culture will severely limit their ability to learn and our ability to teach
- I've been learning of the struggles some have encountered to get here and the need to remember that
- I need to scale my expectation to meet my new students' skill levels
- How to engage the quiet, reserved students
- The importance of creating a positive, safe atmosphere
- I learned more about the importance of helping these students succeed
- Newcomers need a buddy and a seat in the front
- edCamp was interesting and definitely a new way of learning. I would like to include in my teaching.
- I learned that newcomer students should be paired with a buddy and should sit at the front of the classroom
- Background on my ELs
- Routines help EL students beyond what I thought
- How to empathize more; how to find answers and ideas. Different ways to ensure newcomers feel welcomed in my class and engage with the lesson

Something I appreciated:

- Getting to read the various materials each pertinent to my classes
- I appreciated everyone's input when it came to the edCamp
- The group dynamic, the reading, sharing, being a part of the group today
- I appreciated collaborating with teachers and bilingual aides
- Exposure to many viewpoints and experiences
- Food! your enthusiasm & professionalism
- Use of strategies as vehicles for presentation
- Director stopping that ugly convo. about borders
- Conversation was very productive. Colleagues gave some great advice
- The varying methods of instruction
- I appreciate the opportunity to collaborate with all colleagues
- All the readings were wonderful and very relevant to our newcomer students and our classrooms
- talking to different instructors
- The chance to pick the brains of colleagues
- Having time to work with other colleagues - sharing ideas was very helpful
- The time that was put into this presentation
- The different content & personalities presented & present
- Our focus on culture and connection in the classroom
- I really appreciated the readings but most of all, the last one, I truly learned a lot from that one.

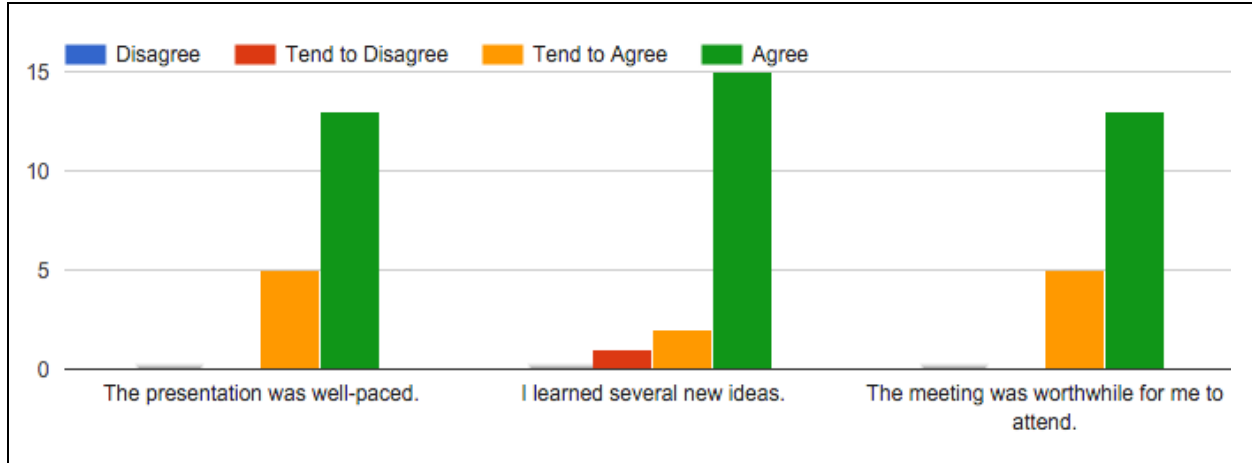
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<ul style="list-style-type: none"> • Was that every student is dealing with something difficult • Music is an effective engagement activity • I learned that creating a classroom routine helps newcomers adapt to a new classroom 	
<p>Questions I still have:</p> <ul style="list-style-type: none"> • More specific ideas for strategies, activities • A Big concern: newcomers arriving real late and it is one more burden for them to make up that time. Is there a better way to go about this? Can you help with class size? • I have yet to learn more about my own students and understanding their challenges • How to stay motivated when discouraged • The needs my group had ELD 1A/B1A, will they be met? • How do I best serve 4 newcomer ELs in a class of 30 English speakers who perform above grade level for the most part? • When are going to get more BIA • How to stop people from dominating conversations?? History teachers. Ahem! • How to stay motivated when you're having a hard day! • How can this info. Reach all district staff? • I would still like to learn new techniques and strategies to work w/ newcomers and L2 & L3's in the same classroom • How to deal and motivate difficult students • Can I have an instructional assistant in my Spanish for Spanish Speakers classes, newcomers not only need support to learn English, but also study skills, organization, etc. • I am set for now! Thank you! 	<p>Something I'd like to know more about:</p> <ul style="list-style-type: none"> • Why can't science and history be taught in Spanish? For Newcomers & Dual Immersion students. • Specific strategies that help English learners in core classes- more ways I can support ELL in my classes • Curriculum in Spanish - Which one has priority content or teaching English skills to EL students • The various cultural aspects the students have • Concrete activities and lesson ideas that incorporate multiple language skills • Understand, comprehend and better work with these students & instructors • Instructional strategies • Instructional strategies • Techniques for engaging/motivating students • More best practices to support newcomers in mainstream classes • I'd like to know how to use my bilingual aide more efficiently in my classroom • How to engage students in the material • Incorporating culture into instruction to enhance/utilize prior knowledge • Support materials for Spanish speakers • Strategies that work in the class for EL students

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

APPENDIX H

EVALUATION FROM PROFESSIONAL LEARNING DAY FOR MATH AND SCIENCE TEACHERS ON NOVEMBER 17, 2015



Something I learned:

- Lots of methods that work well w/ multilingual students, lots of methods that do not work well w/ students
- I learned that creating a safe environment for ELs is important for learning to happen
- The brain based research
- I learned a lot more ... actually emphasized on knowledge I attained yesterday 11/17
- How EL students perceive my classroom, it's routines, and how I subconsciously affect their ability to learn through tone and language
- A few more ways to effectively utilize our BIA in my L-2 class
- I am not the only one that is "still figuring it out" RE: EL students, using BIA's
- BIAs (Bilingual Instructional Assistants) want to help and want to be given a task to do.
- Is how to motivate students
- I learned that every student has a different life experience, background, and struggles
- Respect is shown differently according to cultural norms
- Others are feeling the same way
- New ways to motivate students
- The ELD issue is complex and requires the assistance of everyone!
- The problems that one teacher has is the same problem all teachers are having and have similar ways to handle it
- Brain research studies RAS- amygdale
- I enjoyed our meeting & discussions today. Thank you for taking the time to acknowledge the struggles

Something I appreciated:

- Being around so many dedicated educators, who are going through a similar experience
- I appreciated that everyone was willing to share and listen
- Everyone had something to contribute with a good attitude
- Time to be refreshed w/ ideas
- I really appreciated the seat change. That was a really good idea
- focusing on STUDENT needs
- The pace of today's professional development was much better than yesterday's
- I appreciated hearing the stories of newcomers. We can talk in abstracts all day long, but the concrete experiences of my students really resonated
- I enjoyed speaking with the BIA's & getting their perspective
- I appreciated the fact that teachers share different resources that we can use in our class such as bilingual textbook or classroom materials
- I appreciated listening to other teachers or aid's ideas
- The time that went into this
- The time you took to put everything together and taking time to handle the sub teachers scheduling
- Hearing different opinions from different teachers from other schools
- The collaboration time
- The opportunity to collaborate with my colleagues across the district in science
- Time to talk and share cross department & cross school

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

<p>that our teachers, students, and families face regarding literacy.</p> <ul style="list-style-type: none">• Everyone had legitimate concerns	
<p>Questions I still have:</p> <ul style="list-style-type: none">• How to motivate the uninterested• Motivating 17 year old newcomers who want to give up and drop out once they're 18?• How to engage students to motivate them• Helping & motivating difficult students.• How do we get the rest of the staff to understand the importance of addressing the ELD issue!• What materials can I read to learn more about helping my students?• Would love to learn about more & effective instructional strategies to help my L-2 & L-1 students• How can I help even more with EL to build their literacy	<p>Something I'd like to know more about:</p> <ul style="list-style-type: none">• See above• Where can I find a bilingual math textbook?• How to procure more BIA's!• Resources and how to stay positive when having a difficult day• Learn, learn, learn! Keep learning from colleagues• Getting a subject specific TOSA for the district that can share strategies and best practices• Strategies and how to assess their learning• My students "stories"• UDL strategies!

SUPPORTING EMERGING MULTILINGUALS IN HIGH SCHOOL

APPENDIX I

EVALUATION FROM PROFESSIONAL LEARNING DAY FOR ENGLISH, SOCIAL SCIENCE, AND ELECTIVE TEACHERS ON FEBRUARY 2, 2016

<p>Something valuable I learned...</p> <ul style="list-style-type: none"> ▪ I really like my colleagues ▪ A teacher from [a high school] said they can have current ELD students write survival kits. I think that will be very helpful for future students. ▪ Providing more opportunities for oral communication of academic language. ▪ Continue adapting my lessons to accommodate diverse learning styles. ▪ The input from the teachers on what they face and strategies from other teachers on how to handle that. ▪ Managing groups ▪ Rose (Success) & Thorns (Fail) ▪ Mystery student ▪ That the district is exploring Newcomer programs ▪ The 5 strategies shared by the groups. ▪ There are good resources out there for our classes and I really enjoy talking to teacher to ask what works, or what doesn't. We need this! ▪ Lexicoon.org ▪ The strategies that the groups presented answered one of my primary questions. ▪ Refresher on Jigsaw II groupings. ▪ Vocab enrichment. 	<p>Something I appreciated...</p> <ul style="list-style-type: none"> ▪ Time to collaborate with my colleagues ▪ How everyone was willing to share what students I do. ▪ Meeting the teachers again from the other ▪ Groups that were facilitated, were fun and aide. ▪ The collaboration with my peers to share ideas & experiences. ▪ The data that was shared ▪ Jigsaw, appt. clocks ▪ Time to work w/colleagues during ▪ I also really enjoyed all the different learning methods, like the clock appts., ▪ Food! But mostly the time to collaborate and gather ideas.
<p>Questions I still have...</p> <ul style="list-style-type: none"> ▪ I don't have any so far ▪ How to get a student to ask for help? ▪ How are parents being included in the process? ▪ How to keep students motivated and not giving up? ▪ Interested in hearing more about the Newcomer academy. ▪ How to help those who have very little educational background/experience? ▪ Where or how can I get resources and/or activities for EL students to increase content mastery? ▪ Will we be hiring more BIA's next year? ▪ How can I find out more about these students generally (what data is available) to better understand, empathize, and help them in class? ▪ Specific EL lessons/activity ▪ Authentic assessment for US History 	<p>Given where you are right now, what are some things you would like this group to work on in the future?</p> <ul style="list-style-type: none"> ▪ I will go along with what the group wants ▪ Have a 'How to succeed in H.S. seminar/course'. ▪ Addressing some of the concerns brought up: materials, class size, newcomers kit ▪ Continue finding ways to help newcomers feel part of the school & learning experience. ▪ Newcomer Welcome Kit ▪ How to help students in classes with a lot of reading and writing when they can't write a complete sentence yet. ▪ Newcomer Welcome Kit for my class/school ▪ Spanish for Spanish Speakers for Newcomer's class in order to get a solid base in their home language. ▪ Parent classes about basic skills. ▪ I like reading articles here; they open my eyes to better practices. So no specific suggestions, but keep those coming! ▪ Summer program for our ELL's? (Just an idea. - Continuing their English learning.) ▪ Newcomer welcoming class. ▪ Spanish for Spanish Speakers ▪ Newcomer welcome kit for all teachers. ▪ Newcomer Spanish class.

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	<ul style="list-style-type: none">▪ Putting together more ideas for activities, instruction, and assessments (with rubrics for them).▪ We like teachers; they have good ideas!▪ The creative genius in the room (x20)
<p>Other Comments:</p> <ul style="list-style-type: none">▪ Suggestion for a new class for newcomers- Spanish for Spanish Speakers for Newcomers.▪ To address & reinforce Spanish skills, help them w/punctuation, how to write a paragraph w/complete sentences, navigate the educ. system, etc.▪ The last hour to hour and a half fell flat. I was too tired and my group and I didn't really put in the effort needed...▪ Thanks for everything. Will we be having another meeting before the school year ends?▪ Thank you!!▪ "Alien" (People living on different planets & schools) Networking would help- our school staffs need to meet more.	

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APPENDIX J

EVALUATION FROM PROFESSIONAL LEARNING DAY FOR MATH AND SCIENCE, TEACHERS FROM FEBRUARY 4, 2016

<p>Something valuable I learned...</p> <ul style="list-style-type: none"> ▪ The success and potential of cohort classes ▪ Is that other sites are having success in grouping Newcomers in cohorts ▪ All the struggles we encounter that, some are still hard to address or find a good workable solution to fix. ▪ How the BIA program works ▪ Strategies for utilizing BIA skills in the classroom ▪ EL cohorts are effective. ▪ New vocabulary strategies. ▪ I received resources to support my students (newsela). ▪ Different ideas in helping students learn. ▪ Learned about different websites that are useful. (ie Newsela) ▪ Teaching vocabulary (creative ways). ▪ The difference between content and skills. ▪ Reminder if some things I tried in the past and had forgotten about. ▪ We are all in the same boat, but everyone is willing to help. ▪ The cohort classes in [high school] are having success. ▪ Resources for EL students. 	<p>Something I appreciated...</p> <ul style="list-style-type: none"> ▪ The seating arrangement being conducive to discussions ▪ Was speaking with other teachers to hear about successes & challenges they face in working w/these populations ▪ The different views of Newcomer schools in this session ▪ The science collaboration group at the end ▪ I appreciated getting to know other people. ▪ Lunch ▪ The use of tech. ▪ Seeing what other school sites are doing & struggling with. ▪ Different opinions, thoughts, ideas from other teachers. ▪ The group participation today was awesome [Teacher's] comment on his observation of the school visit. ▪ How passionate all these teachers are at trying to find the best ways to educate our students & having help available. ▪ Always changing, no chance to get bored. ▪ I appreciate that things change from Tuesday meeting. Same content, different activities. ▪ I appreciate what you have done so far. It's getting better. ▪ Time to talk "freely" w/colleagues. (ex. edCamp) ▪ The passion the members of the workshop attendees exude and the efforts they are making to serve the ELD students. ▪ Good collaborative discussion. ▪ Good discussion.
<p>Questions I still have...</p> <ul style="list-style-type: none"> ▪ How to convince [school] to implement cohort classes? ▪ How to implement a 'SAAS' [Student Academic Achievement Seminar] replacement class, just for newcomers? ▪ How can I organize cohorts at my site? ▪ None ▪ Can we continue these meetings? This year? ▪ More strategies for utilizing BIA skills in the classroom. ▪ I am still iffy about placement; I don't want to segregate. ▪ What is the plan for our EL students as we move forward? ▪ I want to know more about the academy & be more involved in the conversation. ▪ How to better use BIA's? ▪ About proper placement of students. 	<p>Given where you are right now, what are some things you would like this group to work on in the future?</p> <ul style="list-style-type: none"> ▪ Cohort classes & curriculum! ▪ A Newcomer Academy would be a positive development for students. ▪ Can't think of anything right now ▪ L2 Chemistry classes ▪ More BIA's in each school. ▪ Plan to collaborate with others. ▪ Cross-curricular collaboration ▪ Consistency between the school sites. ▪ Continued support & help to English Learners. ▪ A better plan for newcomers; additional class implemented before being placed in their grade level class. ▪ Interviewing families of our students and getting to know them better. ▪ Developing a plan that is comprehensive for newcomers.

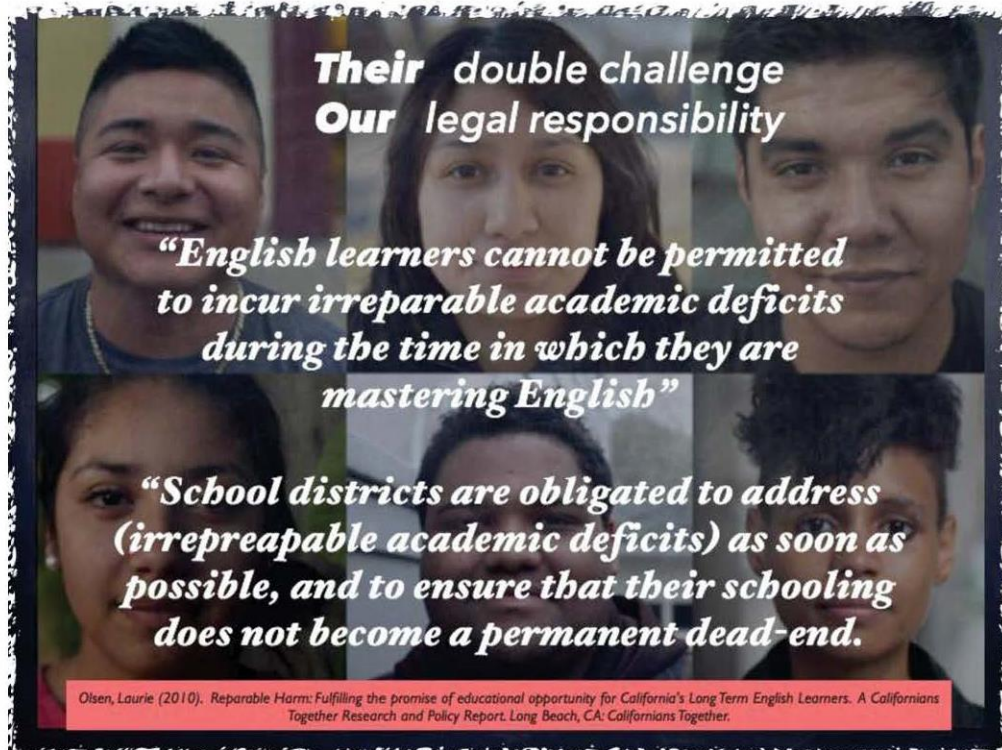
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<ul style="list-style-type: none">▪ Who is in charge of the “Newcomer Academy” planning for 2018?▪ the “best” plan for Newcomers▪ How to motivate students to do their work?▪ Why can’t newcomers be grouped together?▪ How to effectively communicate to parents who are taking their students out of school?▪ How to adjust my curriculum for my cohort classes, while also preparing students for next level of science classes?	<ul style="list-style-type: none">▪ Time. We have so many question when someone is talking sometimes we have to cut the discussion short.▪ We get together, we talk, we have great ideas, we have no plan or power to implement any of this which is frustrating.▪ Actual practice/demo of strategies- not everyone has a small class- strategies work differently in groups of 35 than groups of 12.▪ Continue to collaborate and share experiences from our classrooms with colleagues.▪ Strategies on how to incorporate new resources into the curriculum.
<p>Other Comments:</p> <ul style="list-style-type: none">▪ Thank you! I’m glad I came, I learned a lot about where the district is in developing resources/programs for EL’s.▪ Thank you▪ Thank you for everything!▪ Thank you for organizing this.▪ Good meeting. Always nice to refresh and remind.▪ Can we please have the sandwiches for lunch.▪ Adelante con el proceso!▪ Good seeing you guys and really appreciate all the improvement and changes!	

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APPENDIX K

SLIDES USED TO INFORM TEACHERS ABOUT THE COURSE TAKING PLACEMENT AND PATHWAY FOR ENGLISH LEARNERS IN THE DISTRICT

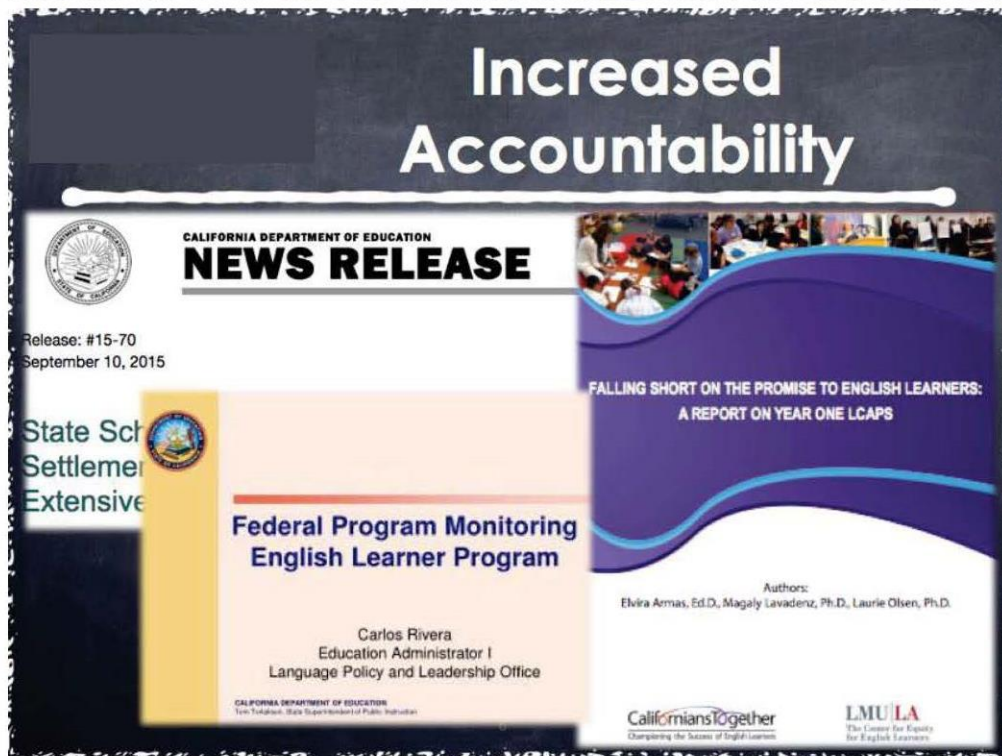


Their double challenge
Our legal responsibility

“English learners cannot be permitted to incur irreparable academic deficits during the time in which they are mastering English”

“School districts are obligated to address (irreparable academic deficits) as soon as possible, and to ensure that their schooling does not become a permanent dead-end.”

Olsen, Laurie (2010). *Reparable Harm: Fulfilling the promise of educational opportunity for California's Long Term English Learners*. A Californians Together Research and Policy Report. Long Beach, CA: Californians Together.



Increased Accountability

CALIFORNIA DEPARTMENT OF EDUCATION
NEWS RELEASE

Release: #15-70
September 10, 2015

State School Settlement Extensive

Federal Program Monitoring English Learner Program

Carlos Rivera
Education Administrator I
Language Policy and Leadership Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

**FALLING SHORT ON THE PROMISE TO ENGLISH LEARNERS:
A REPORT ON YEAR ONE LCAPS**

Authors:
Elvira Armas, Ed.D., Magaly Lavadenz, Ph.D., Laurie Olsen, Ph.D.

Californians Together
Changing the Odds of English Learners

LMU/LA
The Center for Equity for English Learners

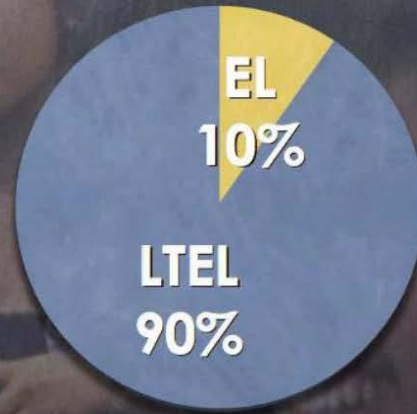
Incoming 9th Grade Enrollment

District	Total # of incoming 9th graders	# of Incoming 8th Grade ELs	# of Incoming 8th Grade ELs
GUSD	140	50	36%
OUSD	561	46	8%
SMBSD	1413	570	40%
Other	47	3	6%
Totals	2161	669	31%

Long Term English Learner: In U.S. Schools >6 years



**14-15
Current Students**



**15-16
Incoming Freshman**

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% of Students Reclassified

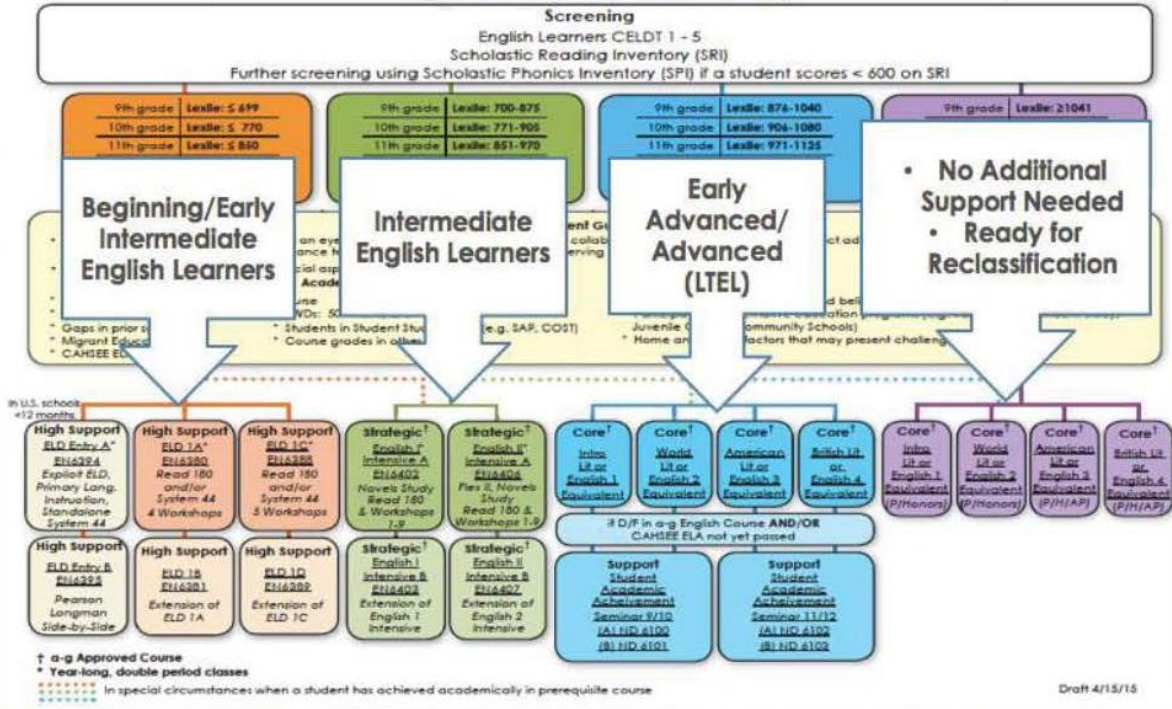
	11-12	12-13	13-14	14-15 Oct. CALPADS*	15-16
State	16.3 %	12.2 %	12%	11.0%	NA
County	9.4%	7.7%	15.7%	8%	NA
DISTRICT	9.8%	12.3%	10.3%	9.0%	15.2%

*CALPADS Fall 2014 Census

English Learner Support – 3 Year Overview

Course	13-14	14-15	15-16
	# of Students	# of Students	# of Students
ELD Entry	NA	79	78
ELD 1A/1B	NA	284	232
ELD 1C/1D	NA	NA	102
English I Intense (a-g)	NA	232	431
English II Intensive (a-g)	NA	73	190
SAAS	NA	NA	518
*AVID or Successful in Core (Ready for Reclassification)	NA	NA	512
Total # of ELD/EL Support Courses or *Additional Monitoring	NA	668	2063
% of ELs Served in ELD/EL Support Courses or *Additional Monitoring	15%	28%	100%

New for 2015-16 School Year



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APPENDIX L

LIST OF READINGS USED IN THE PROFESSIONAL LEARNING DAYS

Participants read quotes and excerpts from the following texts:

Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners by Deborah J. Short & Shannon Fitzsimmons

“New Talk about ELL Students” by Stacey J. Lee

“Newcomer High School Students as an Asset: The Internationals Approach” by Claire Sylvan

“Oaxaqueño/a Students’ (Un)Welcoming High School Experiences” by David W. Barillas-Chón

“Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners” by Laurie Olsen

“Students with Limited or Interrupted Formal Education in US Classrooms” by Andrea DeCapua & Helaine W. Marshall

“Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators”

Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students by Zaretta Hammond

Teaching English Language Learners: 43 Strategies for Successful K-8 Classrooms by Michaela Colombo

Participants read the following articles in their entirety:

“What is a Teacher to do with a Newcomer?” By James Cohen & Mayra C. Daniel

“Equity vs. Equality: 6 Steps toward Equity” by Shane Safir

“Vocabulary Instruction: Reading Tips for Educators of ELLs in Grades 4-12” from Colorín Colorado