

FLEXIBILITY PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

JANUARY 11, 2012

INTRODUCTION

Within the US Department of Education’s new flexibility initiative, there are three key and fundamental areas of interest, each referred to as a “principle.” The first of these is that SEAs must adopt and implement college- and career-ready (CCR) standards for all students. This brief provides information on CCR expectations for all students, with a focus on English learners [ELs].

The majority of materials related to CCR and ELs have been produced within the last three years, with no relevant document identified prior to 2006. There is no single document that provides an overview of the issues and includes research and recommendations for educators, although the various materials identified do provide some recommendations and considerations. Federal technical assistance centers, Regional Comprehensive Centers, Equity Assistance Centers, and Regional Educational Labs have focused primarily on general technical assistance and guidance for all students and CCR and have not yet provided much specific guidance on this topic and ELs. Most materials related to CCR address a blend of issues related to the topic and do not focus on the specific areas for each principle in the ESEA Flexibility document. The documents related to CCR focus on the importance of good instruction and assessment for ELs. Essential to providing good instruction is the need for well-trained teachers.

This document identifies a number of resources that address the principle of CCR expectations for all students, with a focus on ELs. It identifies resources produced by nationally-known organizations, federally-funded centers, research centers, and similar entities completed between 2006 and 2011. Each of these resources reports on research, evaluations, best practices, and/or theory for the CCR principle. When available, URLs are provided for the electronic version of the document.

Disclaimer

The links for resources listed contained in this document are provided as examples of what may be useful resources to States, and are provided for the convenience of the reader. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of these resources, nor does the inclusion of links to these resources represent an endorsement of these resources or the organizations that made them available. Readers are invited to review these resources and consider their possible use as they determine appropriate. There may be other resources available that might also be useful.

ANNOTATED BIBLIOGRAPHY FOR DOCUMENTS THAT FOCUSED ON ELS

This bibliography annotates the portions of the cited documents that focused on ELS. In them, ELS are specifically mentioned (using one of several terms.) Additional documents that relate to the topic are included in the Appendix.

American Youth Policy Forum (2010). *Building capacity to promote college- and career-readiness for secondary-level English language learners: Policy brief featuring Austin, Texas*. Issue Brief. Washington, DC: Author.

([http://www.aypf.org/tripreports/2010/documents/Austin%20Building%20Capacity%20for%20ELLS%20Issue%20Brief%20 FINAL.pdf](http://www.aypf.org/tripreports/2010/documents/Austin%20Building%20Capacity%20for%20ELLS%20Issue%20Brief%20FINAL.pdf))

This issue brief explores opportunities for educational systems to develop strategic policies and programs to enhance the success of adolescent second-language learners. The brief is based on an AYPF fact-finding trip to Austin, Texas in May, 2010 for state-level policy leaders.

American Youth Policy Forum (2009). *Moving English language learners to college- and career-readiness*. Issue Brief. Washington, DC: Author. (<http://www.aypf.org/documents/ELLIssueBrief.pdf>)

This issue brief explores effective educational models for serving ELS in ways that build upon the students' assets and prepare them for college and careers. The brief was derived from an American Youth Policy Forum trip to Texas' Rio Grande Valley region in 2009. The discussion provides background information on the importance of improving the educational outcomes of EL students, an overview of the models being implemented in the Rio Grande Valley region, and recommendations for future federal legislation.

August, D. (2010). *English learners and the Common Core Standards*. Washington, DC: Center for Applied Linguistics [CAL].

(http://programs.ccsso.org/projects/ELLCONF/Presentations/01_Overview_92710/ELLS%20and%20the%20CCS.pdf)

This PowerPoint presentation for the CCSO Conference on CCSS and ELS provides a brief overview of the issues. August includes reasons for the importance of including ELS in CCSS, unique considerations for ELS and the benefits of educating ELS that are CCR.

August, D. (2010). *English learners and the Common Core Standards*. Washington, DC: CAL.

(<http://www.colorincolorado.org/pdfs/AugustCCSS.pdf>)

This PowerPoint presentation for the *Colorin Colorado* on CCSS and ELS provides a brief overview of the issues. August includes reasons for the importance of including ELS in CCSS, provides information on language demands, and gives examples of back-mapping activities with the CCSS and ELS according to proficiency levels.

Bitter, C. & Golden, L. (2010). *Approaches to promoting college readiness for English language learners*. Washington, DC: American Institutes for Research [AIR].

(http://www.air.org/files/Knowledge_Capture_ELL_College_Readiness_04-12-2010.pdf)

This report summarizes a study conducted in five small schools in San Diego with the aim of capturing practices that foster college readiness for students, particularly practices that address the specific needs of ELS. The researchers interviewed the principal, two teachers, and two students at each school. Interview questions included a range of topics, such as what college readiness means to staff at the school, practices in place at the school that foster college readiness for ELS, how teachers are prepared to meet the expectations of the small school, the role of parents and community, students' experiences in attending the school, and lessons learned along the way at all levels. The document summarizes the findings and draws conclusions on effective strategies for ELS and CCR.

Center on Instruction (2011). Webinar: *Taking a look at the English language arts and literacy Common Core State Standards: A COI discussion*. Portsmouth, NH: Author.

(<http://www.centeroninstruction.org/webinar-taking-a-look-at-the-english-language-arts-and-literacy-common-core-state-standards-a-coi-discussion>)

This webinar provides an overview and an opportunity to explore and learn more about the CCSS as they relate to English Language Arts and Literacy from kindergarten to high school and CCR. These materials can facilitate the strengthening of instruction in schools that are implementing School Improvement Grants (SIG), as well as the CCR Standards (including CCSS). The PowerPoint presentation is available for download as well as a chart showing additional explanatory information with CCSS ELA documents and a set of reflection questions from the webinar slides.

Chi, Y., Garcia, R.B., Surber, C., & Trautman, L. (2011, March). *Alignment study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12*. Norman, OK: Department of Educational Training, Evaluation, Assessment, and Measurement (E-TEAM), University of Oklahoma.

(<http://www.wida.us/Research/agenda/Alignment/>)

This report documents a correspondence study conducted by the University of Oklahoma. The e-study protocol was based on Cook's (2005, 2006, 2007) adaptation of Webb's (1997) alignment framework. For this study, Cook's framework was used to examine the relationship between the CCSS in English Language Arts (Reading, Writing, Speaking, and Listening) and Mathematics and the Model Performance Indicators (MPIs) of the WIDA ELP Standards. Findings suggest that there is adequate Linking between these ELP Standards MPIs and the CCSS in English Language Arts and Mathematics. For English Language Arts, there is substantial linkage between the MPIs and the CCSS in Reading, Writing, and Speaking and Listening. Strong Linking is observed between the MPIs and the CCSS Standards in Speaking and Listening across all grades. For Mathematics, the majority of the CCSS Standards in Mathematics are linked to the MPIs across all grades.

Common Core State Standards Initiative (2009). *Application of Common Core State Standards and English learners*. Washington, DC: Author. (<http://www.corestandards.org/assets/application-for-english-learners.pdf>)

This companion document to the CCSS, developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers provides brief information on the issues related to the CCSS and ELs. It includes a summary of research related to the English Language Arts and ELs and Mathematics and ELs.

Council of Chief State School Officers [CCSSO] (2010). *Charting the course of success for English language learners conference: Common Core State Standards implementation*. Alexandria, VA: Author.

(<http://programs.ccsso.org/projects/ELLCONF/material.php>)

The conference addressed various issues related to CCSS and ELs. All PowerPoint presentations and handouts are available on the conference website.

Hakuta, K. (2011). *Kenji Hakuta on ELLs and the Common Core State Standards*. Video Presentation. Stanford, CA: Stanford Center for Opportunity Policy in Education.

(<http://edpolicy.stanford.edu/multimedia/video/485>)

Hakuta discusses how the needs of ELs will be considered in the creation of new assessments aligned with CCSS.

Hakuta, K. (2011). *English language learners and the Common Core Standards*. PowerPoint presentation.

(<http://edpolicy.stanford.edu/sites/default/files/events/materials/hakuta-brownbag-ppt.pdf>)

Hakuta's PowerPoint provides a background for the need for common standards and addresses some of the challenges for ELs.

Hakuta, K. & Atkinson, M. (2011). *Preparing ELs for the Common Core*. Video. San Francisco, CA: Teachscape. Available at <http://www.teachscape.com/resources/webinars/special-topics/research-to-practice-preparing-ells-for-the-common-core.html>.

Hakuta and Atkinson discuss the importance of looking at EL development at the district level and steps educators can take to prepare ELs for CCSS.

Jacobson, J., Johnson, K., & Lapp, D. (2011). *Effective instruction for English language learners: Supporting text-based comprehension and communication skills*. New York, NY: Guilford. (http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/jacobson2.htm&dir=edu/TPTW_series&cart_id=266268.15683)

This book offers research-supported strategies for teachers that are aligned with both TESOL and CCSS. Five crucial areas are addressed, including comprehension, pronunciation, fluency, vocabulary, and grammar.

Koelsch, N. (2006). *Improving literacy outcomes for English language learners in high school: Considerations for states and school districts in developing a coherent policy framework*. Washington, DC: National High School Center at AIR. (http://www.betterhighschools.org/docs/NHSC_ImprovingLiteracy_010907.pdf)

This document addresses the development of strategies to promote literacy among adolescent ELs. Koelsch provides examples of opportunities for states to support grade-level literacy among ELs at the high school level, increasing the chances that more students are able to graduate. The document includes the following considerations when improving schooling for ELs: high school course patterns, overrepresentation of ELs in special education, school completion and graduation requirements, English literacy and college completion, and professional development for teachers. Many of these issues cross-cut through organizational structures of state education agencies and require a coordinated approach for supporting ELs that will enable them to succeed in high school and beyond.

National Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) (2011). *2011 Conference: Educating middle school English language learners for college and career readiness*. Conference. Austin, TX: Author. (<http://www.cal.org/create/events/CREATE2011/ppt-presentations.html>)

The 2011 CREATE capstone conference highlighted current research on methods for building literacy skills and oral language development for ELs across the content areas. CREATE researchers described their work on a school-wide intervention targeting 7th grade ELs in science, social studies, English language arts, and math. Other top scholars discussed the implications of their research on supporting ELs' language and literacy development across the curriculum. Presentations are available on the website.

National High School Center (2009). *Educating English language learners at the high school level: A coherent approach to district- and school-level support*. Washington, DC: Author. (http://www.betterhighschools.org/docs/EducatingELLsattheHSLevel_042209.pdf)

This document provides a summary of a 5-year evaluation of the educational environment for ELs in California by the AIR and WestEd. Whereas the focus is not necessarily CCSS or CCR, it does include information on practices that ensure high achievement for ELs and success in college or careers. These practices include well-defined plans of instruction, teachers skilled in addressing the needs of ELs, use of data, and regular review of instructional planning based on student performance.

National High School Center (2011). Webinar: *Effectively educating English language learners at the high school level: What research and practice tell us*. Washington, DC: Author. (<http://www.betterhighschools.org/webinar/ELLWebinar.aspx>)

This webinar does not necessarily address CCR or CCSS, but provides the latest research and best practices for educating English Language Learners at the high school level. The objectives of the Webinar were: to build awareness for the current body of research on educating English Language Learners at the high school level; to discuss

best practices from a practitioner's perspective; and to explore how effective practices can be integrated to inform district, state, and national policies. In addition, the National High School Center, in collaboration with its partner, WestEd, has developed a suite of three unique publications including *Educating English Language Learners at the High School Level: A Coherent Approach to District- and School-Level Support*; *High School Course-Taking Patterns for English Language Learners: A Case Study from California*; and *Selected States' Responses to Supporting High School English Language Learners*, which were introduced and discussed during the session.

Sato, E. (2011). *Academic language and the Common Core State Standards: High school ELA and mathematics: Implications for English learners*. PowerPoint presentation. San Francisco, CA: WestEd. (Not available electronically.)

Sato summarizes some of the issues related to CCSS and ELs and discusses the study conducted on academic language and ELs in a 41-slide PowerPoint.

Sato, E., Lagunoff, R., & Yeagley, P. (2011). *Academic language and the Common Core State Standards: Implications for state and district implementation and supporting the achievement of English language learners*. New Orleans, LA. Paper presented at the Annual Meeting of the American Educational Research Association. (Not available electronically.)

This paper presents the preliminary findings of a two-phase study that addresses the following questions: (1) What is the academic language reflected in the High School CCSS? and (2) How can states and districts support the development of EL students' academic language and academic content knowledge? The first phase of the study is an analysis of the academic language demands reflected in the High School CCSS for English language arts and mathematics. The second phase of the study is a review of publicly available documents for information on how districts and states are supporting EL students in the transition to the CCSS. The preliminary findings of this study are presented, with discussion of possible implications for instructional practices as states and districts plan for and carry out the implementation of these standards.

Short, D. J. & Boyson, B. A. (2012). *Helping Newcomer Students Succeed in Secondary Schools and Beyond: A Report to the Carnegie Corporation of New York*. Washington, DC: Center for Applied Linguistics. (Available mid-January 2012 - www.cal.org/help-newcomers-succeed)

This report summarizes a three year national research study on newcomer ELs at the middle and high school grades, conducted by the Center for Applied Linguistics (CA) on behalf of the Carnegie Corporation of New York. The research project consisted of a national survey of secondary profiles into an online, searchable database; and case studies of ten of these programs, selected for their exemplary practice. The finds show that there is no one set models for a new comer program. Middle and high school students exhibit a variety of characteristics and programs must be designed to meet their needs. However several practices were found to be successful, including: flexible scheduling, targeted professional development for teachers, literacy development content instruction, extended time, connections with families, monitoring of student data and transition measures to ease students beyond high school.

WestEd, (2011). *Transition to Common Core State Standards: Implications for ELs*. Albuquerque, New Mexico. (<http://relwest.wested.org/events/36>)

The purpose of this conference was to understand the most current research on the implication of the CCSS for ELs, discuss, and share concerns and provide a platform for Southwest region states to develop action plans.

REFERENCE LIST FOR ON-TOPIC RESOURCES THAT “MENTION” ELS

The following documents do not focus on ELS; they are mentioned, but do not constitute a major area of discussion within the documents. All links were active as of January 5, 2012.

Crandall, E., Hicks, B. Powers, E., Rosenberg, M., Ruff, J., & Tyler, R. (In progress). *Common Core Standards and the Mid-Atlantic States*. (Not available electronically.) Washington, DC: Mid-Atlantic Comprehensive Center at the George Washington University Center for Equity and Excellence in Education.

Toscano, R. (2011). *Defining a schoolwide college-readiness culture for all students*. San Antonio, TX: Inter-cultural Developmental Research Association.

(http://www.idra.org/IDRA_Newsletter/May_2011_College_Access_and_Success/Defining_a_Schoolwide_College_Readiness_Culture/)