

CORWIN



SPRING 2018

Teaching English Learners, K-12

Proficiency & Achievement for All

INSIDE

**Professional Resources &
Consulting Services From:**

Margarita Calderón &
Shawn Slakk

Maria Dove &
Andrea Honigsfeld

Diane Staehr Fenner

Margo Gottlieb

Tonya Ward Singer

Ivannia Soto

Debbie Zacarian

Jeff Zwiers

Proficiency & Achievement for All



Dear Colleagues,

I'm writing this in the final week of 2017 and, like many Americans, I'm ready to move on. One of the many lessons I learned during the past year is that the lens through which we see and portray our world is every bit as important as the external facts and figures. You don't need to be a painter or photographer to appreciate that the framing is every bit as important as the subject matter.

In 2018, how will you choose to frame those students who speak languages other than English at home? The picture painted by all too many researchers, policy makers, and the popular press is typically grim and undeniably deficit-based. Rather than elevating the many advantages of biliteracy in our pluralistic, globalized society, how much of our rhetoric centers on gaps? And rather than acknowledging the inner brilliance of children who have learned to creatively navigate across languages and cultures, how many of us feel helpless in the face of "predictable odds of failure?"

As for me, my new year's resolution is to do everything I can to shift the dominant narrative with respect to our language-learning students. Examples of these shifts include the following:

- from deficit- to asset-based
- from "those children" to our children
- from silence to conversation
- from teaching in isolation to teaching in collaboration.

What other shifts would you like to see enacted? And how will you become a part of this change?

At Corwin, I have the honor of collaborating with leading scholars and practitioners who have dedicated their lives to changing narratives, classrooms, and lives—our accomplished authors. Whether you are an EL specialist, a general classroom teacher, or an administrator, as you peruse our EL-focused resources in the following pages, I invite you to imagine a future in which all children can realize their infinite potential for success.

My best,

A handwritten signature in black ink, appearing to read "Dan Alpert". The signature is fluid and cursive.

Dan Alpert

Publisher & Program Director, EL and Equity

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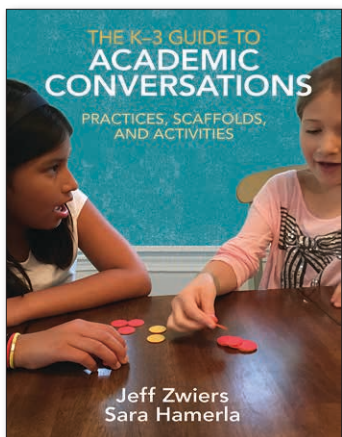
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Spotlight on Zwiers & Hamerla



The K–3 Guide to Academic Conversations

Practices, Scaffolds, and Activities

Jeff Zwiers and Sara Hamerla

If you're looking for a resource to build your primary students' content mastery, oral language, and interpersonal communication—all at the very same time!—then you'll want to get started right away with Jeff Zwiers and Sara Hamerla's *K–3 Guide to Academic Conversations*.

No matter what your ELs' proficiency with English, all must be equipped with key conversation skills such as active listening, taking turns, posing ideas, clarifying, supporting with examples, and arguing. Inside this guide you'll find every possible tool to get started today:

- Sample lesson plans and anchor charts
- Guidelines for creating effective prompts
- Applications across content areas, with corresponding assessments
- Rubrics and protocols for listening to student speech
- Transcripts of conversations and questions for reflection
- Companion website with video and downloadable resources

Scores of students in the upper grades have reaped the benefits of academic conversations: high-quality face-to-face interactions, increased motivation, stronger collaborative argumentation skills, and better understanding and retention of content. *The K–3 Guide to Academic Conversations* is your resource for providing primary students with the same powerful learning opportunities.

\$22.95, 160 pages, D18212-978-1-5063-4041-8

SEE ALSO

Academic Language Mastery: Conversational Discourse in Context, p. 11

About Jeff Zwiers & Sara Hamerla

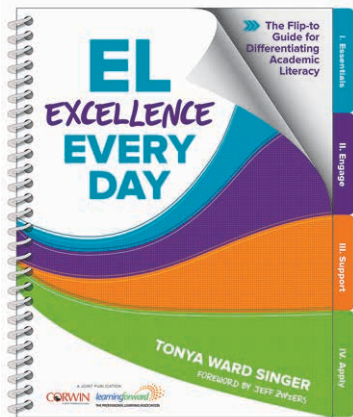


Dr. Jeff Zwiers is a senior researcher at the Stanford University Graduate School of Education. He supports the Understanding Language Initiative, a research and professional development project focused on literacy, cognition, discourse, and academic language. His current research focuses on effective lesson planning and classroom practices that foster academic interactions and literacy.



Dr. Sara Hamerla is an EL administrator in the Newton Public Schools. She has taught English as a second language and served as an administrator in public schools in Massachusetts. Her teaching experience also includes teaching history and language arts in Colombia and Ecuador. In the past several years, she has trained many teachers on how to implement academic conversations.

..... Spotlight on Ward Singer



EL Excellence Every Day

The Flip-to Guide for Differentiating Academic Literacy

Tonya Ward Singer

You have to see this book to believe this book. And once you use this book, it will quickly become your most valued teaching resource. That's because all of the best teaching tools in language and literacy are at your fingertips! Just flip to that strategy you want to learn or that literacy goal you want to reach for a wealth of ready-to-use resources to actively engage learners, build academic language, and strategically support literacy instruction.

Busy teachers especially will appreciate:

- Over 85 flip-to strategies that help you engage and support all learners
- 200+ prompts and linguistic scaffolds to facilitate academic conversations
- Lesson-ready resources for essential literacy goals: anticipate before reading, read to understand, read to analyze and infer, and write with text evidence
- Formative assessment tasks and if/then charts for personalizing teaching
- Differentiation guides that demonstrate how to adjust supports across EL proficiency levels
- Intuitive, color-coded design so you can find what you need, when you need it

Devour this book and soon enough you'll provide the excellent literacy instruction each and every student deserves each and every day.

\$34.95, 328 pages, D18212-978-1-5063-7787-2

SEE ALSO

Opening Doors to Equity: A Practical Guide to Observation-Based Professional Learning, p. 16

About Tonya Ward Singer

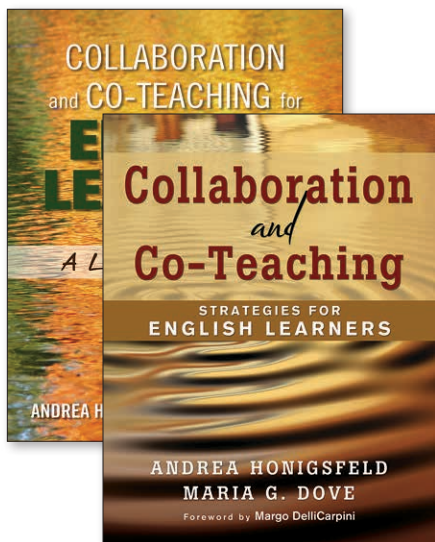


Tonya Ward Singer helps educators raise literacy and EL achievement, and builds local capacity for collaborative data-driven teacher inquiry for equity and innovation. Clients describe her work as dynamic, practical, relevant, and motivating. She specializes in synthesizing research-based practice with each district's priority initiatives to create practical solutions for every teacher in every classroom every day.

Consulting Expertise:

- Raising rigor and results of core literacy learning for ALL students
- Integrating academic language development and collaborative conversations into every lesson every day
- Using asset-based mindsets and strategies to increase EL engagement and motivation
- Redesigning EL instruction to accelerate EL learning and prevent long-term ELs
- Igniting core teacher agency and shared ownership to ensure ELs thrive

Spotlight on Dove & Honigsfeld



Collaboration and Co-Teaching

Strategies for English Learners

Andrea Honigsfeld and Maria G. Dove

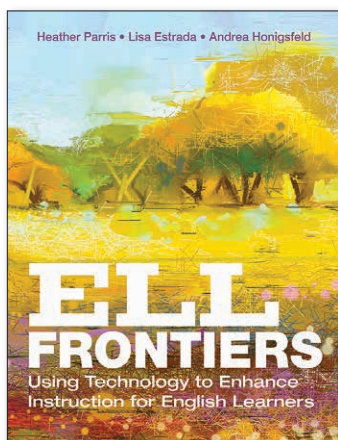
Looking for a road map for making true collaboration and co-teaching a reality among your general ed teachers and EL specialists? This is it! Andrea Honigsfeld and Maria Dove address every fundamental, examine how a collaborative program helps ELs learn content while meeting English language development goals, and offer information on school leaders' roles in facilitating collaboration schoolwide.

This starter guide will help you:

- Understand the benefits and challenges of collaborative service delivery
- Choose from a range of strategies and configurations, from informal planning and collaboration to a fully developed co-teaching partnership
- Use templates, planning guides, and other practical tools to put collaboration into practice
- Evaluate the strategies' success using the guidelines, self-assessments, and questionnaires included

Main Text: \$38.95, 248 pages, D18212-978-1-4129-7650-3

Leader's Guide: \$31.95, 176 pages, D18212-978-1-4522-4196-8



ELL Frontiers

Using Technology to Enhance Instruction for English Learners

Heather Parris, Lisa Estrada, and Andrea Honigsfeld

Grounded in the latest research on EL language and literacy development and technology integration, this timely book will serve as your road map for navigating the exciting new frontier of digital instruction. With Parris, Estrada, and Honigsfeld as your guides, learn how to improve academic outcomes, enhance language acquisition, and cultivate digital citizenship.

\$29.95, 144 pages, D18212-978-1-5063-1508-9



Common Core for the Not-So-Common Learner, Grades K-5 & 6-12

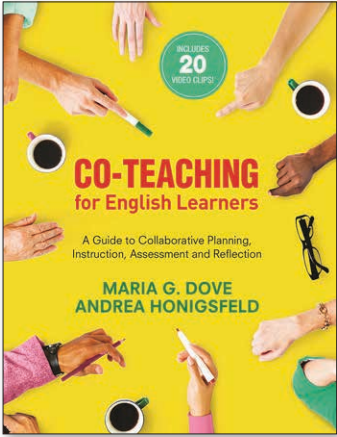
English Language Arts Strategies

Maria G. Dove and Andrea Honigsfeld

There's no shortage of books or services promising to bring teachers up to speed on the Common Core. But where's that resource for helping our "uncommon" learners: our ELs, our students with disabilities, our speakers of nonstandard English, kids who just plain struggle? Dove and Honigsfeld rise to that challenge and offer immediate help.

Grades K-5: \$29.95, 232 pages, D18212-978-1-4522-5782-2

Grades 6-12: \$29.95, 280 pages, D18212-978-1-4522-5781-5



Co-Teaching for English Learners

A Guide to Collaborative Planning, Instruction, Assessment, and Reflection

Maria G. Dove and Andrea Honigsfeld

The proof is borne out by any assessment: our non-native speakers learn faster and achieve more when general ed teachers and EL specialists co-plan and co-deliver instruction in the very same classroom. That's why you'll want to put *Co-Teaching for English Learners* at the top of your reading list. Step by step, Dove and Honigsfeld walk you through the entire collaborative instruction cycle, along with seven potential classroom configurations from which to choose.

Inside you'll find:

- In-depth profiles of the seven models, with detailed descriptions, analyses, and illustrative video
- A review of advantages and challenges of each model's implementation
- Clear explanations of each teacher's role along with self-assessment tools
- Tried-and-true strategies for the entire instructional cycle: co-planning, co-instruction, co-assessment, and reflection

Long gone are the days when our ELs are taught in isolation—and rightfully so. Read *Co-Teaching for English Learners*, implement its strategies, and soon enough you, too, can set up a learning environment in which all students thrive.

\$38.95, 312 pages, D18212- 978-1-4833-9091-8

About Maria G. Dove & Andrea Honigsfeld



Maria G. Dove, Ed.D., is Associate Professor in the Division of Education at Molloy College, Rockville Centre, New York, where she teaches courses in the graduate education TESOL program as well as the doctoral program in Educational Leadership for Diverse Learning Communities. Previously, she was an EL teacher for over 30 years in public and private school settings.

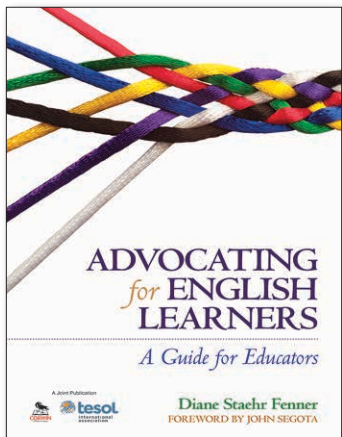


Andrea Honigsfeld, Ed.D., is Associate Dean Professor in the Division of Education at Molloy College, where she directs the doctoral program in Educational Leadership for Diverse Learning Communities. Before entering the field of teacher education, she was an English teacher as a foreign language teacher in Hungary (Grades 5–8 and adult) and an EL teacher in New York City (Grades K–3 and adult).

Consulting Expertise:

- Co-teaching for English learners
- Teacher collaboration and partnership building
- Instructional strategies for English learners
- School leadership for diverse learning communities
- Instructional coaching

Spotlight on Staehr Fenner



Advocating for English Learners

A Guide for Educators

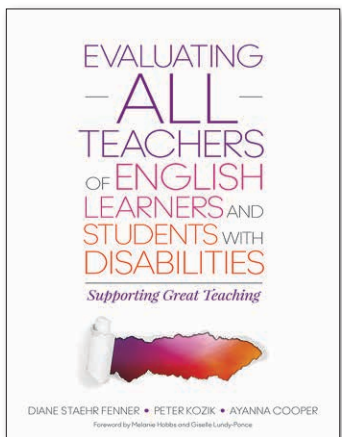
Diane Staehr Fenner

Far too frequently, our ELs and their families—who many times themselves are navigating an all-new language and education system—lack a powerful-enough voice to articulate their needs. Consequently, it's our responsibility as teachers and administrators to advocate on their behalf. *Advocating for English Learners* is a promising, uplifting, and much-needed call for action, lending a human face to the experiences of our non-native speakers.

Diane Staehr Fenner demystifies the techniques of advocacy for ELs, emphasizing:

- A shared sense of responsibility for EL success—the tools that every educator can use to ensure that ELs are effectively served
- What administrators can do—how to influence policy and foster a culture that meets EL needs
- Advocacy well beyond Grade 12—how to equip ELs for life after graduation, from higher education to career decisions

\$34.95, 264 pages, D18212-978-1-4522-5769-3



Evaluating ALL Teachers of English Learners and Students with Disabilities

Supporting Great Teaching

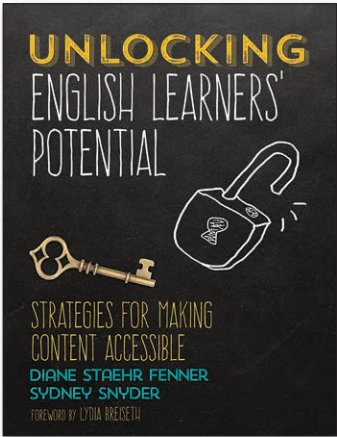
Diane Staehr Fenner, Peter Kozik, and Ayanna Cooper

Just as our diverse learners require nuanced teaching methods, the evaluations of all teachers who work with these students require unique considerations. Such considerations are precisely what you'll learn in this comprehensive, action-oriented book.

Drawing on a menu of authoritative research on supporting the success of ELs and students with disabilities, case studies, and action plans, this first-of-a-kind book provides all the tools you need to get started today, including:

- Four principles for inclusive teacher evaluation of diverse learners that are compatible with the Danielson and Marzano frameworks
- Sample specialized “look-fors” that evaluators can use and adapt to recognize effective teaching of ELs and students with disabilities
- Strategies for coaching teachers of ELs and students with disabilities who need more support reaching these learners

\$37.95, 272 pages, D18212-978-1-4833-5857-4



Unlocking English Learners' Potential Strategies for Making Content Accessible Diane Staehr Fenner and Sydney Snyder

Content teachers and EL specialists, take special note: if you're looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from EL authorities Diane Staehr Fenner and Sydney Snyder. The best part? *Unlocking English Learners' Potential* supports teachers across all levels of experience.

The question is not if English learners can succeed in today's more rigorous classrooms, but how. That's why *Unlocking English Learners' Potential* is all about the how:

- How to scaffold ELs' instruction across content and grade levels
- How to promote ELs' oral language development and academic language
- How to help ELs analyze text through close reading and text-dependent questions
- How to build ELs' background knowledge
- How to design and use formative assessment with ELs

Along the way, you'll build the collaboration, advocacy, and leadership skills that we all need if we're to fully support our English learners. After all, any one of us with at least one student acquiring English is now a teacher of ELs.

\$29.95, 288 pages, D18212-978-1-5063-5277-0

About Diane Staehr Fenner

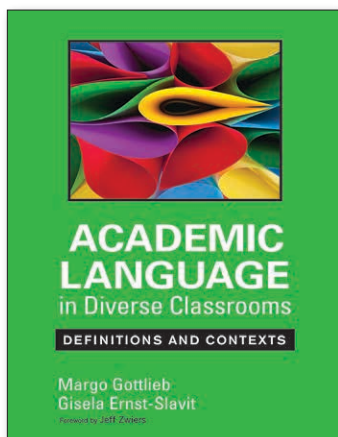


Diane Staehr Fenner, Ph.D., is president of SupportEd, a woman-owned small business specializing in professional development, programmatic assistance, curriculum and assessment development, and research in support of English learners. She is a former ESOL teacher and administrator in Fairfax County Public Schools, Virginia, and has also taught English in Germany and Mexico.

Consulting Expertise:

- Scaffolding content instruction for English learners
- Integrating academic language instruction in content teaching to support ELs
- Developing ELs' literacy skills
- Empowering all teachers to advocate and lead for ELs
- Supporting coaching for all teachers of ELs

Spotlight on Gottlieb



Academic Language in Diverse Classrooms

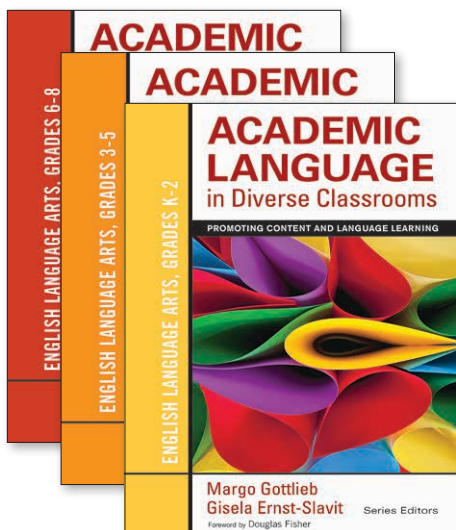
Definitions and Contexts

Margo Gottlieb and Gisela Ernst-Slavit

Gottlieb and Ernst-Slavit's ELA and math series on academic language is already the definitive resource on the topic. (See below.) This starter volume provides a concise overview of key research concepts and effective practices that underlie the series, along with definitions and examples, a step-by-step template, and graphic models.

Language is the most fundamental building block of education. Be sure your school is as strong as it can be with this indispensable book.

\$34.95, 256 pages, D18212-978-1-4522-3478-6



Academic Language in Diverse Classrooms: English Language Arts

Promoting Content and Language Learning, Grades K-2, 3-5 & 6-8

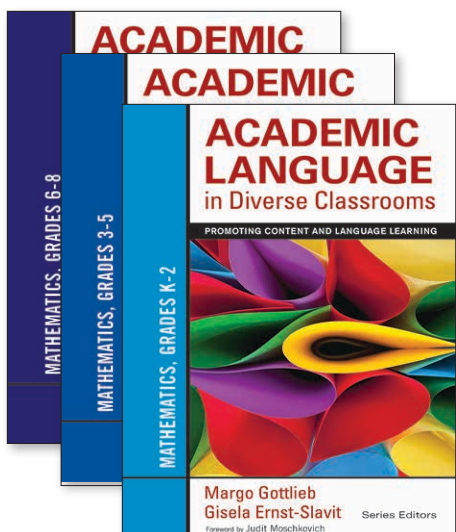
Margo Gottlieb and Gisela Ernst-Slavit

Language has always been the center of English/language arts, and these days, it's more essential than ever that our ELs have the supports to access and achieve the language of school. These volumes come packed with practical ideas that will help all teachers attend to language—from the discourse level to word/phrase levels.

Grades K-2: \$27.95, 200 pages, D18212-978-1-4522-3477-9

Grades 3-5: \$27.95, 224 pages, D18212-978-1-4522-3479-3

Grades 6-8: \$27.95, 224 pages, D18212-978-1-4522-3480-9



Academic Language in Diverse Classrooms: Mathematics

Promoting Content and Language Learning, Grades K-2, 3-5 & 6-8

Margo Gottlieb and Gisela Ernst-Slavit

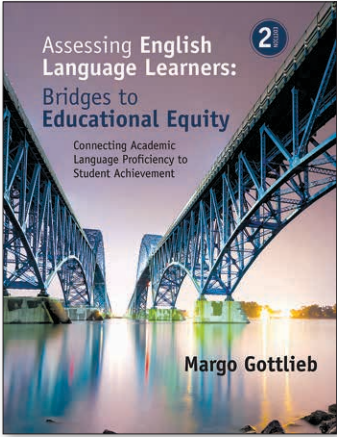
For many students, our ELs especially, academic English can be the biggest barrier to complicated math concepts. Rely on these grade-specific volumes to model the types of interactions and learning experiences for helping students master both math content and academic language. Find inside dozens of rubrics and detailed lesson plans.

Grades K-2: \$27.95, 200 pages, D18212-978-1-4522-3481-6

Grades 3-5: \$27.95, 200 pages, D18212-978-1-4522-3482-3

Grades 6-8: \$27.95, 184 pages, D18212-978-1-4522-3483-0

Ask about our bundle discounts!



Assessing English Language Learners: Bridges to Educational Equity, Second Edition

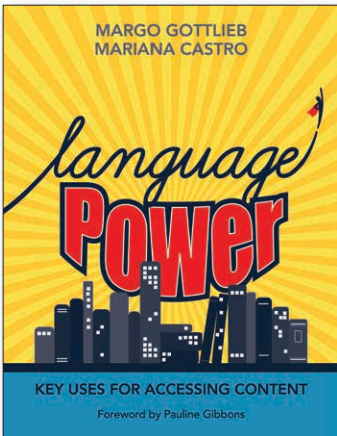
Connecting Academic Literacy to
Student Achievement

Margo Gottlieb

A decade ago, Margo Gottlieb's first edition of *Assessing English Language Learners* changed the dialogue about how educators envision educational equity for students. Since then, the EL and dual language student populations have grown exponentially—as has the need for forward-thinking and effective approaches to facilitating academic language development alongside their content knowledge. Why this new edition!

Inside you'll find a complete set of tools, techniques, and ideas for planning and implementing instructional assessment.

\$40.95, 296 pages, D18212-978-1-4833-8106-0



Language Power

Key Uses for Accessing Content

Margo Gottlieb and Mariana Castro

Here, at last, is every K–8 teacher's playbook on the critical role academic language plays in content learning and student achievement. What's so revolutionary is the way Gottlieb and Castro distill the complexities of language learning to four key uses, offering concrete pathways for students to probe the interplay between language and content, then demonstrate knowledge and understanding.

Best of all, *Language Power* is jam-packed with hands-on, replicable resources to help you seamlessly integrate academic language into your daily routines.

\$29.95, 296 pages, D18212-978-1-5063-7551-9

About Margo Gottlieb

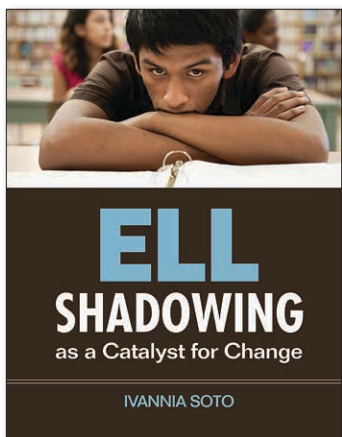


Margo Gottlieb, Ph.D., is co-founder and lead developer for WIDA, a consortium of 39 state education agencies and over 200 international schools dedicated to furthering the academic language development and academic achievement of multilingual learners, preK–12. Her professional career has been devoted to advancing equitable instructional and assessment practices for multilingual learners.

Consulting Expertise:

- Assessment as, for, and of learning in classroom and large-scale contexts
- Academic language development and use
- Curriculum design within linguistically and culturally sustainable frameworks
- Standards-referenced teaching and learning with multilingual learners in mind
- Education of multilingual learners for the twenty-first century

Spotlight on Soto



ELL Shadowing as a Catalyst for Change

Ivannia Soto

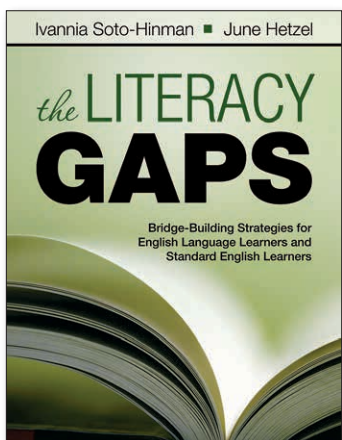
Imagine classroom life from the point of view of an English learner: the isolation, the inability to understand what your teacher is saying, the limited opportunities to interact with peers. That's where ELL shadowing will assist you. Rely on this all-in-one guide for implementation guidelines, instructional strategies, and supporting video that illustrates the process.

Read *ELL Shadowing* and you and your colleagues will realize the benefits for yourself:

- Increased teacher sensitivity to ELs' school experiences
- A heightened sense of urgency to help ELs learn academic language and content
- Improved classroom instruction that spreads throughout schools and districts
- More engaged students who are more likely to stay in school and reach their potential

Also included are a detailed case study, background on academic oral language development, the complete ELL shadowing protocol, and a guide for preparing a personalized professional learning plan.

\$33.95, 160 pages, D18212-978-1-4129-9206-0



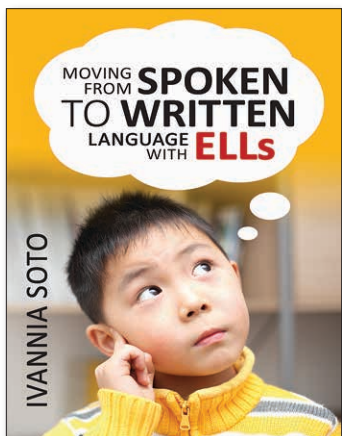
The Literacy Gaps

Bridge-Building Strategies for English Language Learners and Standard English Learners

Ivannia Soto and June Hetzel

Here's your tool for bridging the many gaps our ELs and SELs face daily: the gap between student and text (word recognition, background knowledge, comprehension, academic language development), student and teacher (sociocultural differences, perceptions, expectations), student and their peers (language proficiency, grouping strategies) . . . and most notable of all, the achievement gap.

\$39.95, 272 pages, D18212- 978-1-4129-7521-6

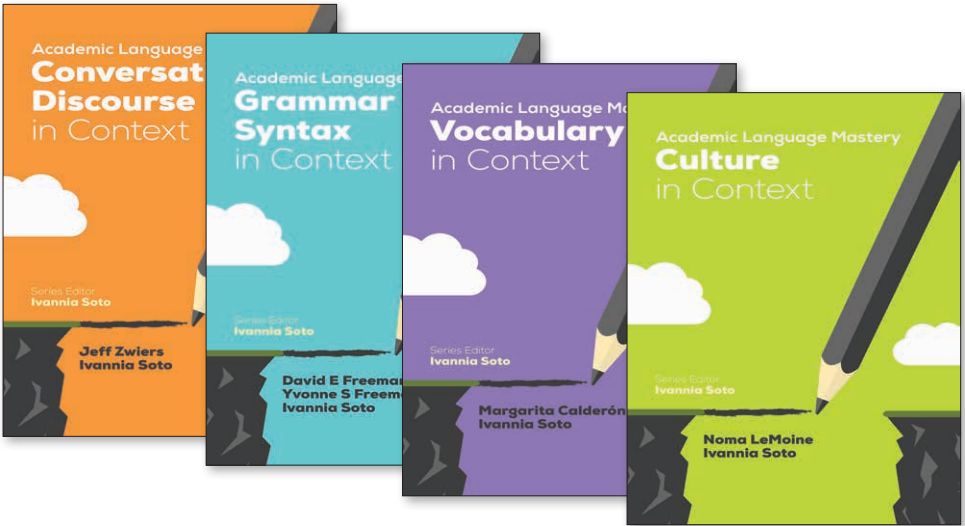


Moving from Spoken to Written Language with ELLs

Ivannia Soto

In these pages, Ivannia Soto builds on her groundbreaking research to present oral language development strategies for scaffolding our ELs' academic writing. What you'll love most are the many tools for getting started: exciting spoken techniques, how-tos for teaching three essential styles of writing (argumentative, procedural, and narrative), and sample lesson plans and graphic organizers.

\$39.95, 272 pages, D18212- 978-1-4522-8036-3



The Academic Language Mastery Series

Conversational Discourse, Grammar and Syntax, Vocabulary, and Culture in Context
Ivannia Soto, Series Editor

Jeff Zwiers, David E. Freeman and Yvonne S. Freeman, Margarita Calderón, and Noma LeMoine, Volume Authors

By now it's a given: if we're to help our ELs and Standard English learners (SELs) access the rigorous demands of today's content standards, we must cultivate the "code" that drives school success: academic language.

Look no further for assistance than this celebrated series from Ivannia Soto, in which she invites field authorities Jeff Zwiers, David and Yvonne Freeman, Margarita Calderón, and Noma LeMoine to share every teacher's need-to-know strategies on the four essential components of *academic language*.

Select the book that best matches your immediate needs; each one is designed to stand alone. Better yet, read all four volumes as your start-to-finish instructional plan for closing the achievement gap once and for all.

Conversational Discourse: \$19.95, 128 pages, D18212-978-1-5063-3801-9

Grammar: \$19.95, 104 pages, D18212-978-1-5063-3716-6

Vocabulary: \$19.95, 96 pages, D18212-978-1-5063-3807-1

Culture: \$19.95, 112 pages, D18212-978-1-5063-3715-9

SPECIAL SAVINGS

Order all four volumes and save 20%!

\$60.00 (reg. \$79.80) / D18212-978-1-5063-6417-9

About Ivannia Soto

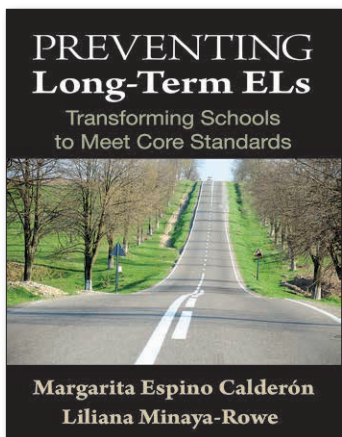


Dr. Ivannia Soto is associate professor of Education at Whittier College, where she specializes in second language acquisition, systemic reform for ELs, and urban education. Currently on leave to direct a CABE grant to develop a bilingual teacher pipeline in California, Soto is Executive Director of the Institute for Culturally and Linguistically Responsive Teaching (ICLRT) at Whittier College.

Consulting Expertise:

- ELL shadowing, which has been recognized by the Education Trust-West as a "promising practice"
- The CA ELD/ELA Framework and standards
- How to introduce and reinforce the explicit needs of SELs
- Academic Language Development Certification: a two-year teacher-leader process leading to recognition/ICLRT certification focused on academic language development

Spotlight on Calderón & Slakk



Preventing Long-Term ELs

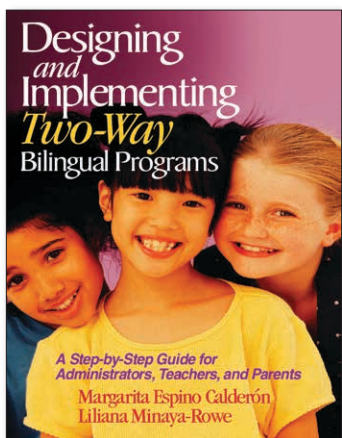
Transforming Schools to Meet Core Standards
Margarita Calderón and Liliana Minaya-Rowe

The hard reality? Our ELs who struggle with academic English are just as likely to struggle with academic content and unless we intervene early and intervene appropriately, that pattern will haunt them across their entire academic careers. For Margarita Calderón and Liliana Minaya-Rowe, the solution lies in explicit vocabulary and writing instruction across the curriculum, and in *Preventing Long-Term ELs*, they provide every last tool for getting started right away.

Key features include:

- A clearly articulated, evidence-based professional development program for teaching ELs effectively
- Coverage of a variety of program types to determine which best matches your school's needs
- Research-based tools for improving instruction and measuring learning progressions
- Methods for implementing an EL program while meeting core standards and content objectives
- Assessment tools, checklists, and other resources to guide you through the improvement process

\$31.95, 176 pages, D18212-978-1-4129-7416-5



Designing and Implementing Two-Way Bilingual Programs

A Step-by-Step Guide for Administrators, Teachers, and Parents

Margarita Calderón and Liliana Minaya-Rowe

Is it possible to provide a bilingual learning experience that accelerates academic growth for both English learners and English-dominant students at the very same time? Yes, with a two-way bilingual program, whose big benefits include the ways students can maintain their cultural language, increase cross-cultural understanding, and meet high levels of achievement in all core academic areas.

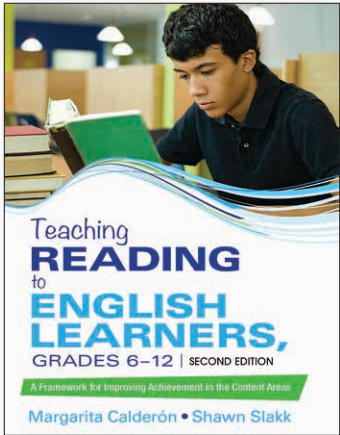
Look to this excellent resource from Calderón and Minaya-Rowe for guidance on ways to plan and implement an effective two-way bilingual program, including how to:

- Promote native-language literacy skills and balanced bilingualism
- Provide a standards-based education while promoting proficiency in two languages
- Help all students gain cognitive and linguistic benefits from academic tasks that call for creativity and problem solving
- Implement strategies for building PLCs, a professional learning plan, and involving parents

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SEE ALSO

Academic Language Mastery: Vocabulary in Context, p. 11



Teaching Reading to English Learners, Grades 6–12, Second Edition

A Framework for Improving Achievement in the Content Areas

Margarita Calderón and Shawn Slakk

For any student, middle and high school can be challenging. But for an English learner or striving reader—and the myriad words, phrases, structures, texts, and concepts they must negotiate on a daily basis—the stakes seem a whole lot higher. Fortunately for content-area teachers, Margarita Calderón and Shawn Slakk share the best instructional and professional development combinations for expediting comprehension in this second edition of *Teaching Reading to English Learners*.

Really a tool to assist all learners across all language needs, this second edition provides research-informed strategies for helping content-area teachers and schools at large:

- Teach academic language in all subject areas
- Embed discourse practice through interaction strategies
- Integrate basic and close reading comprehension skills into lessons
- Teach drafting, revising, and editing for content-specific writing
- Use cooperative learning to develop social emotional skills

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About Margarita Calderón & Shawn Slakk



Dr. Margarita Calderón, Johns Hopkins University, has over 100 publications and conducts international keynote presentations. She works with state departments of education, school districts, and K–12 schools to implement schoolwide ExC-ELL, a comprehensive professional development program for teaching academic language, reading, and writing in core content, ELD/ESL, and bilingual classrooms.

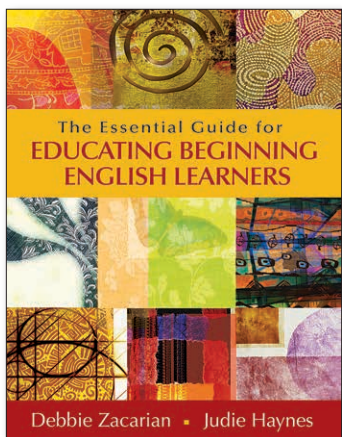


Shawn Slakk has served as a teacher, LEP/EL department chair, school principal, Title III professional development coach, and state-level EL coordinator and evaluator of EL instructional strategies. He currently works with state departments of education, school districts, teachers, and administrators to infuse language acquisition strategies into core content classroom instruction for all learners via ExC-ELL.

Consulting Expertise:

- Teaching academic language, reading comprehension, and writing in content classrooms
- Teaching language, reading, and writing in the ELD/EL classroom
- Whole-school PD on meeting instructional and programmatic needs of ELs
- Site administrator, LEA, and SEA professional development focused on implementation, coaching, PLC support, and evaluation of language acquisition
- Dual language implementation and program analysis

Spotlight on Zacarian



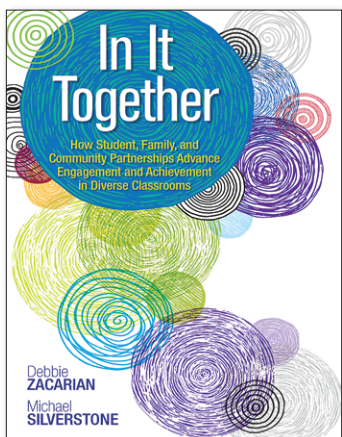
The Essential Guide for Educating Beginning English Learners

Debbie Zacarian and Judie Haynes

It's our beginning English learners (or newcomers) who are at the greatest risk of getting lost in our systems, which far too often don't know how to reach them. With more and more ELs entering our schools each year, it's incumbent on us all to and create school- and classroom-based programs that best support them—and that we do so right away! That's where Debbie Zacarian and Judie Haynes can provide immediate help. Learn how to:

- Implement strategies for teaching beginning-level ELs across the curriculum
- Develop instructional models for students with limited or interrupted formal education
- Create a welcoming environment for English learners and their families
- Reach out to students from literacy and non-literacy-oriented homes
- Engage parents to become a part of the school community

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In It Together

How Student, Family, and Community Partnerships Advance Engagement and Achievement in Diverse Classrooms

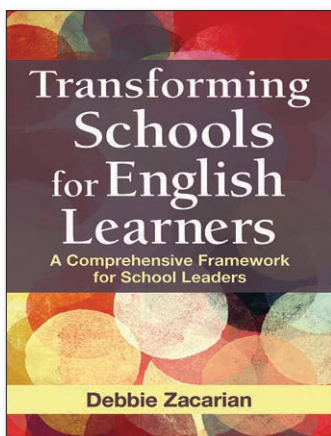
Debbie Zacarian and Michael Silverstone

If you're looking for ways to harness the power of teacher, student, school, and community partnerships to promote student achievement—and if you aren't, you most certainly should—then *In It Together* is essential reading. When we tap into the rich resources across all stakeholders, we make the work of learning far more successful for all involved.

Learn how to:

- Build coalitions of support around learning and engagement
- Develop positive relationships with students, their families, and their communities
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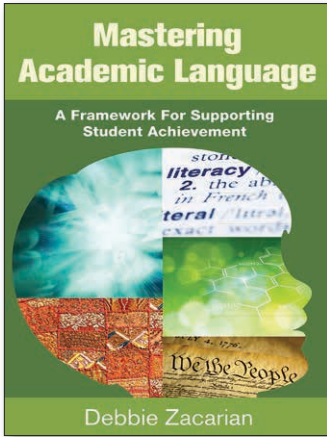
Transforming Schools for English Learners

A Comprehensive Framework for School Leaders

Debbie Zacarian

Whether you are just beginning to work with English learners or attempting to improve their educational outcomes, rely on this book for an insider's understanding of the key elements of EL education programming as it relates to your entire school. Also included is a framework for designing and delivering high-quality instruction.

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Mastering Academic Language

A Framework for Supporting Student Achievement Debbie Zacarian

As teachers, we take the language of school—or academic language—for granted. But for many of our students, academic language is much more than a new language: it is the “make-or-break” skill for academic achievement. If you’re looking for a resource to help your students become fluent, confident speakers of academic language, then get started now with Debbie Zacarian’s *Mastering Academic Language*.

What you’ll love most is Zacarian’s step-by-step, research-based approach to scaffolding academic language instruction, along with the many tools to assist you, including:

- Practical teaching strategies based on the four key facets of academic language fluency
- Richly detailed case studies about students’ experiences with academic language across the content areas
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About Debbie Zacarian

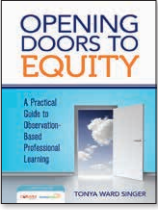


Prior to forming Zacarian Consulting, **Dr. Debbie Zacarian** served on the faculty at University of Massachusetts-Amherst, was the founder-director of the Center for English Language Education and Advancing Student Achievement, and was the founding director of Amherst Public Schools’ bilingual and English learner program. She had led and provided professional development for thousands of educators.

Consulting Expertise:

- Strengthening instructional and leadership practices, preK–college
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- Identifying and working with ELs with differences and disabilities
- Policy analysis, writing, and strategic planning

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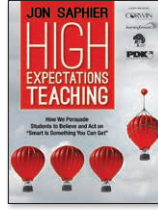


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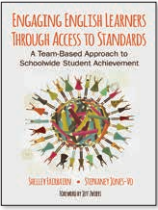


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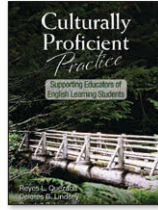


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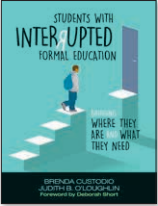


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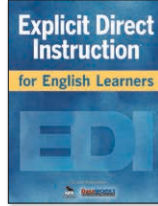


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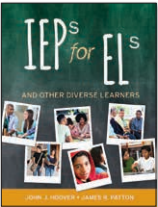
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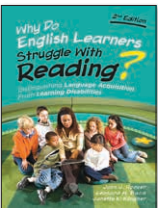
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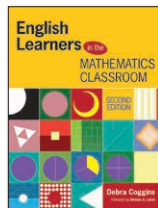


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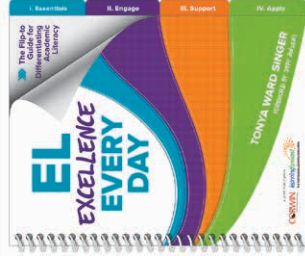
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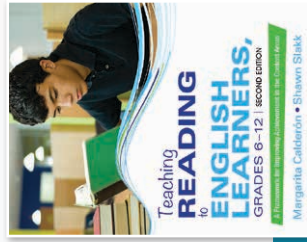
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