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## **Ten Principles for an Effective Education Plan for English Language Learners at the Secondary Level – Part I**

**by Abelardo Villarreal, Ph.D.**

The struggle for equality in education for minority students appeared to have been vindicated with the passage of the *Equal Education Opportunities Act* (EEOA) in 1974. Its promise represented hope. A new era of educational equality for minority students was in the making. This promise has become an illusion for 5 million English language learners (ELLs), a student group that has grown by more than 60 percent in a decade in the United States (NCELA, 2008).

It didn't take long before the hope of equality began to fade away as statistic after statistic showed a disheartening continued disregard for the educational welfare of a majority of minority students. In a recent article titled "At Current Pace, Schools will Lose Many More Generations," published in the October issue of the *IDRA Newsletter*, Roy Johnson states that for the 2007-08 school year, "44 percent of Hispanic students, 38 percent of Black students and 18 percent of White students were lost from enrollment" in Texas (Johnson, 2008).

Also recently, Judge Wayne Justice from the U.S. District Court for the Eastern District of Texas accentuated the importance of closing the academic gap between ELLs and non-ELLs as the criteria for measuring a school's success with ELLs. Furthermore, he expressed an urgency to address the "failing ESL" program for secondary ELLs because "it is equally unjust to perpetually fail to provide the resources and LEP [limited-English-proficient] programs necessary to ensure LEP students catch up." (*LULAC-GI Forum vs. State of Texas*, 2008)

The judge pointed out that academic achievement gaps between ELLs and non-ELLs that range from 34 to 50 percentage points across grade levels represent a "substantial gap in achievement [that] demonstrates a significant and continued failure of secondary students," a condition that violates the protection offered under the EEOA.

Every school that fails to meet the criteria of comparable achievement of ELLs to non-ELLs has a moral and legal obligation to comprehensively change its programmatic

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efforts along a broad continuum of school-based activities essential to students' academic success.

In reviewing critics' resistance to Judge Justice's opinion, which finds fault with the educational program offered to ELLs in Texas, it is clear that misconceptions abound on who is to blame for a failing educational program. Many of the responses are based on myths and stereotypes, such as blaming parents' supposed lack of interest, students' lack of academic preparation, and the lack of an education tradition among ELLs' families.

The fact is that failure to address the educational needs of ELLs is vested in schools (Gibson, et al., 2004). Thus, it is schools that, by omission or commission, have in great part contributed to an educational mediocrity that presently exists for ELLs in many school settings, while schools have the resources and potential to make a difference, they have mismanaged or squandered them, and have fallen short of assuming responsibility to educate ELLs.

## **Regardless of the level of student experience or education, the goals of high school graduation, preparation for college and the workplace, and the consistent high academic achievement of ELLs should not be compromised.**

At the school district level, the commitment to make the achievement of ELLs a priority must have its genesis in school board policy. School board members have a legal responsibility to adopt such a policy as an expression of the oath they take to uphold state and federal laws as guardians and advocates for the rights of all children to a quality education (Center for Public Education, nd). By adopting a policy that reflects an expectation of high achievement comparable to that of non-ELLs, boards optimize a case for action in a school district and create the momentum needed for administrators and teachers to act without hesitation. Furthermore, overt support for school reform efforts aimed at closing the educational gap allows teachers and administra-

tors to gain confidence and buy-in to create a school culture that promotes high expectations for all students.

Any successful educational program for ELLs must address the variety of experiences that ELLs bring to school (Mercuri, Freeman and Freeman, 2002), including: (1) U.S. citizens with limited proficiency in English with a range of positive and negative experiences in our schools; (2) different levels of formal education ranging from performing academically at grade level in a language other than English to minimal or no formal education (Zehler, et al., 2003); and (3) recent immigrants with little knowledge of the educational system in the United States (Ruiz de Velasco, et al., 2000). Regardless of the level of student experience or education,

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# Curriculum Quality and Access

## Dear reader,

Certain moments in our shared history truly feel pivotal. This is so today.

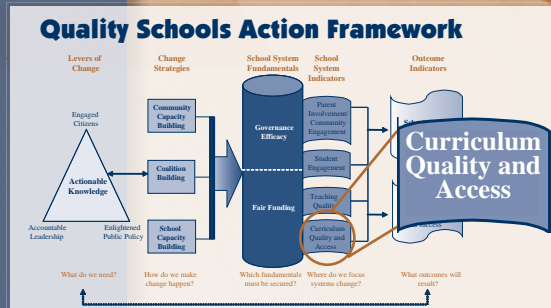
More than ever, it is essential that all our children get the benefits of a sound, strong education that prepares them for the dynamic, increasingly global environment that is the American workplace. In every community, young people must be prepared to learn for a lifetime and to thrive. When one in three students and one in two Latino or African American students does not graduate from high school with a diploma, we know that we have failed to make good on this promise.

Engaging students in learning and preparing them for success must go beyond emotional engagement to include intellectual engagement. A quality curriculum forms the backbone of such engagement. That is why, each year, IDRA partners with thousands of educators across the country to transform curriculum quality and access, as we work to strengthen teaching, learning, school leadership, and family and community engagement.

Grounded in research and this experience, we have focused this January issue of the *IDRA Newsletter* on ways that schools, school districts and states can make sure that the quality of educational curricula measures up to the demands of this era. In these pages you will find principles for guiding a secondary-level education plan for English language learners, a delightful application of the timeless children's story, *El Viejo Reloj*, for strengthening children's critical thinking skills, and recommendations for engaging families and schools as partners in a meaningful dialogue around core curricula. We also warmly invite you to visit IDRA's Newsletter Plus feature, podcasts and other online resources at [www.idra.org](http://www.idra.org) to learn more.

To fulfill our country's commitment to children, school curricula must be aligned with the demands and possibilities of our times and must be accessible to all. We look forward in the coming year to partnering with you in this work, and to continuing to call for, press for and be a resource for change that creates schools that work for all children.

*Maria Robledo Montecel*







# Hickory, Dickory, Dock... Critical Thinking and an Old Clock

**Cultivating Thought with a Timeless Children's Story**

**by Juanita C. García, Ph.D.**

What are critical thinking skills and how can we cultivate them in children? According to typical dictionaries, one of the many definitions of thinking is: to reason about or reflect on situations and problems we encounter in our daily lives. It is a complex process and involves many skills that we use when confronted with new and challenging situations.

As adults, we must share the process of thinking with children in playful and meaningful ways that support their critical thought development and facilitate their making sense of the world around them. This article focuses on one memorable story. Its literary and artistic value captures children's hearts and inspires critical thought.

## **Capturing Emotions and Stimulating Reasoning**

Sharing memorable stories with children that are centered on the child as the protagonist, or the main character of a story, is an effective way to capture children's emotions, take hold of their imaginations, guide them to make associations with their world and encourage them to reason and make that critical thought transfer of "I the

reader" to "I the leading character." This is a vital experience, and it is in this way that the book captures the child (Gómez del Manzano, 1987).

Stories that are linguistically appropriate and culturally relevant offer endless possibilities in the classroom, giving students and teachers alike an opportunity to think critically and creatively, to contemplate new ideas, and to delve into a world of fantasy, adventure, reality and mystery. A timeless story cleverly captures children's emotions making children's encounters with reading pleasant and opens opportunities to inspire and challenge children to learn to engage and interact with text.

Illustrations can influence certain attitudes and skills associated with the beginning reading process, such as vocabulary development, experiential background, comprehension and mental imagery (Cianciolo, 2000).

## **El Viejo Reloj**

*El Viejo Reloj* is a classic children's story by Fernando Alonzo, a prestigious Spanish playwright and author of children's literature. This adventure story is about an amicable little boy named Ramón who sets out to find the

missing numbers of his grandfather's old clock. The story is designed around three main parts and an epilogue.

The first part of the story evokes a melancholic state because of the death of grandfather. The boy never knew his grandfather, but after his death, the house died too and the old family clock ended up in a dark corner of the attic.

Ramón, the stiffed-haired, adventurous grandson, is introduced in the second part. The naturally curious Ramón is in the attic looking for a pirate's hat and finds the old clock. Being a jack of all trades, he decides to fix the clock and notices the numbers are missing. The old clock lost its numbers just like grandfather lost his teeth.

In the third part, with wooden sword in hand and a snack of cookies and chocolate, he sets off on his courageous journey of finding the numbers and bringing them back to the old clock. But he finds all of them happy and content with other occupations.

In the epilogue, Ramón returns home but is not concerned about his failure to bring back the numbers because he knows they have a new life and have become vital to others. He resolves to paint other numbers on the old clock. And gratefully the clock

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*Hickory Dickory Dock* – continued from Page 4

animates the house again with its tick, tock, tick, tock.

Surprisingly, children stop to reflect on segments of a story that go for the most part unnoticed by adults. The metaphors related with the action of the characters are wedged into realism and fantasy, usually converting themselves into the most intense “bits” of text (Gómez del Manzano, 1987).

In *El Viejo Reloj*, with the information the author supplies, we can imagine the character of Ramón: he likes to play; he has a sweet tooth because he elected to have some chocolate and cookies before his journey; his hands are skillful and capable of handling any skilled work; he carries a sword, the symbol for vitality and strength of legendary heroes; he is understanding and generous because he knew that he couldn't recover the numbers because they had adapted themselves to a new life; and he is innovative because he solves the problem of returning numbers to the old clock by painting new ones. Ramón is a hero of strong character, and this is the story's principal theme.

But perhaps the most exciting part of the story, apart from the boundless imagination the author demonstrates, is the collection of beautiful and original images that the author uses to assign each number an occupation, in accordance with its naturalness, and that demonstrate the poetic talent of the author. The number one now is a harpoon used by an old fisherman; the two is a duck in a festive carnival booth; the three is a seagull on a famous and valuable painting; the four makes up the legs of a stork who lost his in a bad landing; the five is a speed limit sign on a dangerous road; the six is the protective shell of a soft snail; the seven is on a clown's torn and tattered suit; the eight is a dark cloud that gives rain to a drought-stricken village; the nine is a lasso for a mustached cowboy at a circus; the ten is a child's hoop and

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giving new jobs to numbers

Sample Lesson for  
*El Viejo Reloj*

Links for using literature in  
the classroom

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only toy; the eleven holds the crossbar for an athletic high jump event; and the twelve is the flute and the snake of a poor snake charmer. Each number has transformed, developed and adapted itself to a new life that each has freely chosen.

Children perceive the information in the story from their own individualism and convert it as the basis for thought and for comprehension. These “bits” of text facilitate the encounter of child-story and give rise to the multiple interpretations a reader communicates about his or her reactions and own information about text (Gómez del Manzano, 1987).

## Colorín, Colorado, El Cuento

So how does a child's concept of story develop? According to studies of children's responses to the stories they read and respond to, a child's idea of a story parallels other cognitive abilities and is related to general growth in ability to take on others' perspectives. In reacting to narratives, children grow in their ability to compare their constructs of the world with others, and they learn to question whether their system of expectations is adequate for the future. “Storying,” in other words, is central

to personal and ethical development (Applebee, 2006).

Children are active learners drawing on direct and social experience, as well as culturally transmitted knowledge, to construct their own understanding of the world around them. Children project themselves onto the author's expressions and interpret them according to degree of knowledge, the atmosphere in which it is developed, their own temperament and character, and their motivation to read (Gómez del Manzano, 1987).

In children's literature reading workshops led by IDRA, the child is the center of instruction, and we value the heritage and capacities children bring with them. We recognize the tremendous capacities all teachers have acquired through their years of experience and build on their strengths. Participants experience creative research-based instructional strategies that provide students with multifaceted opportunities to read critically, evaluate, draw inferences and arrive at conclusions about a story. Ideas for creating an atmosphere where students are encouraged to read deeply, analyze, question and make associations with a story are modeled and shared.

## Resources

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*Hickory Dickory Dock* – continued on Page 7



# Parent Consultation and Curriculum – Meaningful Dialogue

by **Aurelio M. Montemayor, M.Ed.**

In a recent focus group interview, parents responded to several questions. The parents were all Latino, and some answered in Spanish. One issue that kept cropping up was concern about the academic achievement and the support students need to succeed. Most were ill-informed about the curricular requirements other than vague notions that their children are required to take basic core curriculum courses. *But all, to a person, showed great interest and concern.*

## Curriculum Consultation

Because these were parents from a Title I high school and were economically disadvantaged, there is a legal responsibility for the school to consult with them. To consult, that is to have informed dialogue, you need to explain and provide comprehensible information.

In a previous article, “Raising the Bar on Parent Engagement,” I talked about how educational reform that benefits all children requires dynamic and informed parent engagement. “The *No Child Left Behind Act* gives parents increased influence over the education of their children in public schools, and

curriculum is central to that education. But are parents and other laypersons unable to inform the technical aspects of education?” (2007)

One analogy can be found in health care, which is certainly technical, complex and seemingly inaccessible to the layperson. But it seems to have progressed with doctors who want patients to be informed about their health, their medical options and more control over what happens in their health care.

I believe that education also can be made more accessible to families and laypersons. Just like a patient does not have to become a doctor to have clear understanding of his or her body, what a diagnosis means and what possible paths are available to better health, likewise a parent and a student can have a clear understanding of what helps and hinders his or her learning, what different options are available to learn and what alternatives could prove more compatible to one’s learning and academic achievement.

In this way, families and communities can hold their schools to high standards and success for all students. As educators, we must have ongoing conversations with families about standards and how children can be supported to learn. Bilingual forums in lay terms inform and enable families

to learn about the specifics of standards, how they are measured, and how they are assessed and can empower them to ask the right questions.

## Quality Schools Action Framework

IDRA’s Quality Schools Action Framework, our institutional change model, includes the following as key elements: fair funding, governance efficacy, parent and community engagement, student engagement, teaching quality, and curriculum quality and access (Robledo Montecel, 2005).

Parent and community engagement is defined as creating partnerships based on respect and a shared goal of academic success and integrating parents and community members into the decisionmaking processes of the school.

And curriculum quality and access is defined as: The educational programs of study, materials and other learning resources such as technology and their accessibility to all students. It also relates to assessment and accountability – the school practices related to fair and unbiased assessment of students and degree that schools take responsibility for the academic success of all students.

*Parent Consultation – continued on Page 7*

These two factors should not be dealt with in isolation. In fact, school personnel have an obligation to consult with parents and community members about students' access to a high quality curriculum.

## Title I Must Continue Informed Dialogue

Whatever changes and modifications are made to the new federal education law as the new congress convenes, it will be important that the consultation with informed parents continue as a requirement. We recommend that all schools support authentic dialogue and true listening of the families whose children are served by public schools. Families can be and ultimately are the strongest and most consistent advocates for the educational success of their children.

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Articles on parent engagement

Podcasts on communicating with families

Quality Schools Action Framework resources

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## Resources

IDRA. "Tools for Action – Enlightened Public Policy," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, November-December 2008).

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## Hickory Dickory Dock – continued from Page 5

Torrjios, C.C. "Disabled Characters in Spanish Children's Literature," *Disabilities Studies Quarterly* (Winter 2004) Vol. 24, No. 1.

Juanita C. García, Ph.D., is an IDRA senior education associate in IDRA's Field Services. Comments and questions may be directed to her via e-mail at

# Student Voices

English language learner students in a South Texas school district were surveyed by IDRA in 2008. Below is a sample of their responses.

## What are some things teachers do that really help you learn in class?

- When they take time to help you, and when they make the environment a lot more comfortable and fun. When they have a sense of humor.
- They ask us if we understand and if we don't they'll go all over again until we understand.
- Nothing, because this teacher explains very fast.

## What are some things teachers do that really help you learn math?

- They teach us step by step until everybody learns it.
- She explains the lesson in different ways.
- We work with blocks/tiles and shapes.
- Making the sentence smaller and easy to learn.

- Sometimes my math teacher helps me, but she talks very fast and she is always angry with us.
- They make games out of math problems and they make smart ways to remember stuff.

## When did you enjoy learning math the most? Why?

- I enjoy it when I get it.
- In groups, it gives opinions from others.
- When the teacher makes it fun or funny.
- When we do group experiments.
- I don't like it because I don't understand.
- When the teacher would show us how to do the problems.
- When we use the calculators.
- When we used graphs, because I like drawing!



the goals of high school graduation, preparation for college and the workplace, and consistent high academic achievement of ELLs should not be compromised.

This article focuses on the responsibilities of schools – in spite of mitigating and daunting conditions outside their walls – to commit to do whatever is in their power to offer a quality program that will close the academic achievement gap. In addition, it defines a set of research-based principles that represent a lens through which policymakers and school ad-

ministrators can assess, design and adjust existing educational programs for secondary ELLs.

Important caveats to ensuring that ELLs receive educational services that meet the equality and equity standards are, at a minimum: (1) a deliberate and conscientious effort to make this issue a priority must be supported by the state and school district policymaking bodies; (2) a genuine commitment must be undertaken to make a difference in students' lives; and (3) sufficient funding, based on a weighted needs approach, must accompany any educational mandate.

The absence of these conditions creates a vacuum of support that affects implementation of a quality educational program and compromises the end results of increased ELL participation, engagement and achievement and a closing of the achievement gap.

The basic premise that guarantees the right to equality and equity in education originates in the U.S. Constitution, federal and state legislation, and court rulings (EEOA of 1974; *Lau vs. Nichols* of 1974; *U.S. vs. Texas* of 1970). The premise that accessible quality education is a right of all children in this country is reflected in IDRA's Six Goals of Educational Equity (Scott, 2000; Scott, 2002), IDRA's Quality Schools Action Framework (Robledo Montecel, 2005), and quality schooling work (Robledo Montecel and Cortez, 2002).

These insights are the foundation of a theoretical framework of 10 principles that describe fundamental elements of an evidence-based secondary educational plan for ELLs. The theoretical framework (see box) includes the critical role of school board policy to support quality education for ELLs, a commitment to high achievement comparable to the achievement of non-ELLs, interim achievement goals, quality curriculum and instruction, quality staff, supplemental student services and support, parents as equal partners, a monitoring and program adjustment process and a clear accountability plan. Following is a brief description of the 10 principles.



## A Theoretical Framework of an Evidence-Based Secondary Level Educational Plan for ELLs



Intercultural Development Research Association, 2009.

### Equity Principle 1

**High comparable achievement and performance is evident among ELLs, and non-ELLs and a plan for achieving these outcomes is evident.** This concept of high compa-

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able achievement and performance is based on the idea that an achievement gap between ELLs and non-ELLs is the best indicator for measuring the presence of inequality and inequity in educational services. ELLs must be held to the same high academic standards as non-ELLs and must graduate ready to succeed in college and the workplace. ELLs in special education must be held to the same high academic standards. Schools must be constantly vigilant, monitoring ELLs' level of success compared to the performance of non-ELLs and making the necessary programmatic adjustments to ensure quality and impact to reach that goal.

For example, the Texas Higher Education Coordinating Board has set a goal that by 2015, college participation of all student groups (White at 5 percent, Hispanic at 3.7 percent and African American at 4.6 percent) will reach 5.7 percent of the total population. Likewise, Texas' preK-12 educational system can adopt corresponding goals for closing the education gap by setting grade promotion tar-

**Imagine a future in which the color of a child's skin, the language a child speaks and the side of town a child comes from are no longer considered barriers to a great education and a great life.**

**- Dr. Maria "Cuca" Robledo Montecel, Ph.D.**

gets, high school-holding-power rates at the various transition points (such as elementary to middle and middle to high school), and high academic achievement goals for ELLs comparable to non-ELLs.

Every school district with 20 or more secondary ELLs must be required to develop five-year goals for reaching high comparable achievement and performance of ELLs when compared to non-ELLs. This plan should include goals for making gifted and talented and advanced placement programs available to ELLs

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and, if ELLs are over-represented in special education, goals for addressing this issue within the year. Every secondary school in the district with 20 or more ELLs must develop five-year goals for reaching high comparable achievement and performance of ELLs when compared to non-ELLs in the district or the campus, which-

ever is higher. Each department in the critical content areas of English language arts, mathematics, science and social studies must develop five-year goals for reaching high comparable achievement and performance of ELLs when compared to non-ELLs in the district or at the campus, which-ever is higher.

### **Equity Principle 2**

**The school board must support and assign the education of ELLs a high priority.** School board action supporting a quality program

for ELLs with an expectation that administrators and teachers will take action to ensure ELL success is one of the best predictors of success. A school is an organization that is no different from other organizations where the leadership sets policy and creates a culture of ownership and accountability across the organization. Providing leadership begins with local school board policy that officially mandates schools to make the educational success of ELLs a priority.

Keeping tabs on progress achieved in meeting a priority provides program implementers with the support needed for fidelity in implementation of any educational effort. School boards complement this mandate with the necessary resources to ensure that the program for ELLs is comparable to the program for non-ELLs. The school board can request periodic, at a minimum, twice a year progress reports, including progress in achieving a high comparable performance of ELLs to that of non-ELLs.

Administrative support for quality instruction of ELLs is critical, must be communicated to teachers and other support staff, and must be evident when working with parents and community representatives. The campus vision must be shared, inclusive of the academic achievement and success of ELLs and clearly articulated to parents and ELLs. Administrators must establish the education of ELLs as a high priority that is consistently monitored and programs adjusted to achieve success. Support for teachers with professional development activities, mentoring and coaching and resources should be evident and documented.

### **Equity Principle 3**

**Identification of secondary students for participation and exiting from the ELL program must be based on an assessment of language**

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**proficiency, students' level of understanding and use of academic language in core content areas (mathematics, science, social studies) and students' achievement in core content areas assessed in the English language.**

Identification of secondary students must not result in an under-representation of ELLs in gifted and talented programs nor an over-representation of ELLs in special education programs. ELLs must not be exited from a specialized program until they have achieved high comparable performance to that of non-ELLs. Any previously exited, former ELLs should be eligible for program services if additional services are needed. Upon exiting from the program, sustaining achievement for at least three years must be assured before all additional support is stopped.

Specialized academic support should be required until ELLs meet minimum expectations as measured through the Texas Assessment of Knowledge and Skills (TAKS), for example, in writing, mathematics and reading. Specialized academic support should be diminished for each of the content areas where ELLs have met minimum expectations. Academic progress of ELLs must be monitored for the two years following exit. Falling behind academically as measured through benchmarking and state-mandated standardized tests in the content areas aforementioned is sufficient cause to re-enroll an ELL student in a specialized academic support program.

## Equity Principle 4

**High school graduation is an expectation for all students; there are no excuses for less.** High schools in Texas offer three graduation plans: the *minimum*, *recommended* and *distinguished* graduation plans. The default is the *recommended* plan. Even when enrolling in the default gradu-

ation plan, ELLs in most cases are tracked to a less rigorous curriculum that appears to meet the default plan requirements but fails to prepare students for college. This practice is particularly troublesome because 56 percent of jobs and 80 percent of the emerging careers require college (Texas High School Project, 2006).

Isolated programs have shown encouraging results (e.g., Advancement Via Individual Determination [AVID], career academies, First Things First, Project GRAD [Graduation Really Achieves Dreams], IDRA's Coca-Cola Valued Youth Program, and Talent Development High Schools). However, these findings must be kept in perspective since these successful programs are still not being used to reach enough students, particularly ELLs, to close the achievement gap. The challenge is to isolate the changes – both structural and behavioral – that make a difference and integrate them into all parts of the educational system.

High school graduation is the coveted prize of all students. Evidence of disproportionate school dropout rates among ELLs and non-ELLs is troubling and represents another case of inequality and inequity in educational services (Robledo Montecel, 2008). The disappearance rate of ELLs is double compared to non-ELLs. In a closing-the-gap approach to educational excellence, decreasing student dropout rates must be a goal for all schools. Research shows that high expectations not only guarantee greater participation and graduation from high school, they also develop a sense of belonging, connectedness and efficacy.

The remaining six principles will be outlined in the February issue of the *IDRA Newsletter*.

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## **Highlights of Recent IDRA Activities**

In October, IDRA worked with 8,359 teachers, administrators, parents and higher education personnel through 57 training and technical assistance activities and 155 program sites in 12 states plus Brazil. Topics included:

- ◆ TECNO 2.0 College Rocks Fair
- ◆ Engaging English Language Learners in Science Content Instruction
- ◆ Creating Family Friendly Schools
- ◆ Coalition-Building for Education: Blueprints for Action

Participating agencies and school districts included:

- ◆ Uvalde Independent School District (ISD), Texas
- ◆ Public Allies
- ◆ Mission Consolidated ISD, Texas
- ◆ Kansas Missouri School District
- ◆ La Joya ISD, Texas

### **Activity Snapshot**

With help from the IDRA South Central Collaborative for Equity (SCCE), a New Mexico school district implemented a plan to restructure classroom processes to ensure greater access to learning opportunities for students. After an Office for Civil Rights investigation generated by a complaint under Title VI of the *Civil Rights Act*, the school district sought technical assistance to implement a correction plan to protect the civil rights of language-minority students. The SCCE is the equity assistance center funded by the U.S. Department of Education to serve schools in Arkansas, Louisiana, New Mexico, Oklahoma and Texas. The center provided training of trainer sessions on how to embrace students' culture in the classroom, how to conduct appropriate assessment of language-minority students, and how to develop appropriate teaching styles and classroom practices that value the second language learning characteristics of students.

Regularly, IDRA staff provides services to:

- ◆ public school teachers
- ◆ parents
- ◆ administrators
- ◆ other decision makers in public education

Services include:

- ◆ training and technical assistance
- ◆ evaluation
- ◆ serving as expert witnesses in policy settings and court cases
- ◆ publishing research and professional papers, books, videos and curricula

*For information on IDRA services for your school district or other group, contact IDRA at 210-444-1710.*



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**Episode 45: “What Students Need their School Counselors to Hear”** IDRA Classnotes Podcast – Josie Danini Cortez, M.A., an IDRA senior education associate, highlights findings from IDRA research about what students need from their school counselors to help them get into and pay for college.



**Episode 43: “Families and Teachers Communicating”** IDRA Classnotes Podcast – After recently serving as a high school principal for five years, Dr. Rogelio López del Bosque shares how he created a culture of engagement among teachers and parents that welcomed and even expected dialog for student success.



**Episode 44: “Beyond the Worksheet in the Science Classroom”** IDRA Classnotes Podcast – Veronica Betancourt, M.A., an IDRA education associate and developer of IDRA's Science Smart! model, describes the purposes of using worksheets in the classrooms and engaging alternatives to their overuse.



**Episode 42: “Action for School Change”** IDRA Classnotes Podcast – In the first of a set of podcast episodes on this topic, IDRA president and CEO, María “Cuca” Robledo Montecel, Ph.D, describes the four elements in the Quality School Action Framework that must be in place for schools to be successful.

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