

telac times

Teaching English Learners Academic Content

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TELAC Times would like to take this opportunity to wish you and your family, your students and their families, a happy holiday season and a peaceful, prosperous new year. In honor of the season, this issues features articles on family and community involvement in your students' education.

TELAC Times is brought to you by the TELAC program funded by the US Department of Education through the Department of English in the College of Liberal Arts and Sciences at Arizona State University. The primary goal of the TELAC program is to make a difference for English learners in science, math, technology and English middle and secondary school classrooms. TELAC Times offers articles, tools and resources to help achieve this goal.



ASU COLLEGE of
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Student and Family Engagement: The Missing Piece of the Education Reform Puzzle

By Joaquin Tamayo, Asst. Director, Education and Society Program, Aspen Institute (2012)

In this article written for Colorín Colorado, Joaquin Tamayo discusses the role of student and family engagement in reform initiatives such as the Common Core state Standards

Engagement & School Reform

Current efforts to improve the achievement of students in our nation's public schools represent the most significant reform to our education system in over a generation. Common standards, school turnarounds, computer-based standardized assessments, new teacher and principal accountability systems-taken together, these initiatives, to name but a few, have the potential to transform in fundamental ways how districts and schools operate, the roles and responsibilities of educators at every level, and, most importantly, what teaching and learning will look like in the 21st century.

But while the ultimate objective-improving the educational attainment and life outcomes of our nation's school children-is critically important to the long-term welfare of our country, engagement in public education reform has been conspicuously absent from the national conversation.

The missing piece

As a high school principal at New York City's Urban Assembly Academy of Government and Law and Washington DC's Cesar Chavez Public Charter School for Public Policy, I came to understand first-hand the importance of student and parent input and engagement to school-wide success.

[Read Full Article](#)

NCPIE
National Coalition for Parent Involvement in Education

Building Family-School Partnerships That Work

The evidence is in: when schools and families work together to support learning, everyone benefits.

- Students do better in school and in life.
- Parents become empowered.
- Teacher morale improves.
- Schools get better.
- Communities grow stronger.

Founded in 1980, the mission of the National Coalition for parent Involvement in Education (NCIPE) is to advocate the involvement of parents and families in their children's education and to foster relationships between home, school and community to enhance the education of all our nation's young people. NCIPE serves as a clearinghouse for resources created by their partners that help build and facilitate effective family-school partnerships. Read about [NCIPE](#)

Resources for [Educators](#)

Resources for [Parents and Families](#)

Resources

by [Subject Matter](#)



Family and Community Engagement:

The Ultimate Back-to School Supply

Posted on November 6 by David Johns

In the last few month, all across the country, millions of students headed back to school. For many, this was a season of memorable experiences:having their fathers accompany them to their classrooms on the first day, pick them up from their first ever after school activity,and help them study for their first test. Activities like these highlight an important pillar of this Administrations's education agenda: encouraging caring adults-especially parents, and dads in particular-to take an interest in the academic performance of every child.

Family and parent engagement is a leading driver in students' academic success. Research has linked meaningful family engagement to results like improved grades, higher achievement test scores, lower drop out rates, increased confidence and ability to learn, and a stronger sense of the value of education.

[Read Full Article](#)

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WELCOMING
AMERICA



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▲ *Building a Nation of Neighbors*

Welcoming America is a national, grassroots-driven collaborative that promotes mutual respect and cooperation between foreign-born and U.S.-born Americans. Through a countrywide network of member organizations and partners, Welcoming America works to promote a welcoming atmosphere-community by community-in which immigrants are more likely to integrate into the social fabric of their adopted hometowns.

Over the past fifteen years, immigration rates to the United States have reached levels unmatched since the early 1900s. While in 1990 one in twelve Americans was an immigrant, by 2005 that proportion rose to one in eight. Today, many immigrants are making their homes in cities and towns without a history of immigration, such as Nashville, Boise, and Omaha, increasing the risk of misunderstanding, fear and divisions within these communities.

[Read more about Welcoming America and Resources](#)



TEACHERS CORNER

Quick Writes

Quick Writes are a learning strategy that I have utilized in my learning communities with great success. It is a tool I have used at the beginning of a lesson to tap into my student's background knowledge about a topic in all content areas. I have also used them as a formative assessment tool, to gauge students' understanding about a lesson and insight into their thoughts about a topic. This has helped me to monitor and adjust my instruction and pull small groups for re-teach and enrichment opportunities.

One way to implement Quick Writes into your learning community is to pose a question to students that you would like all of them to answer at the start of the lesson, to tap into their prior knowledge. You can provide them with a sentence frame to begin their writing and then allow them two to three minutes just to write. Once all students have had time to write, give them another to reread it and make sure it says what they want it to say before you invite them to share with a partner or in a group.

A rule that I have used in my classroom when implementing Quick Writes is that all students must write the entire time, getting all their thoughts and ideas on paper. I also take this time to write with them, to model the behavior that I expect and to illustrate that I am part of the community, participating alongside them in their learning. At first, writing for 2-3 minutes without stopping might be difficult for some students, but with continued practice and implementation, it will get easier and their ideas will flow more freely.

Quick Writes helps build writing stamina and fluency in students and is a non-threatening way to share thoughts and ideas. They are a safe space for students to write their thoughts and ideas (rehearsal) of ideas before sharing in partnerships or groups. Quick Writes are low maintenance, require little preparation and can be used in all content areas. They are a quick and easy engagement and learning strategy with many benefits for students.

Tracey Flores is currently a doctoral student in English Education at Arizona State University and taught for 8 years in Phoenix and Glendale before entering the PhD program full time.

Need information on the TELAC Program? Visit our website at <http://english.clas.asu.edu/telac> or call us at 480-965-4698

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