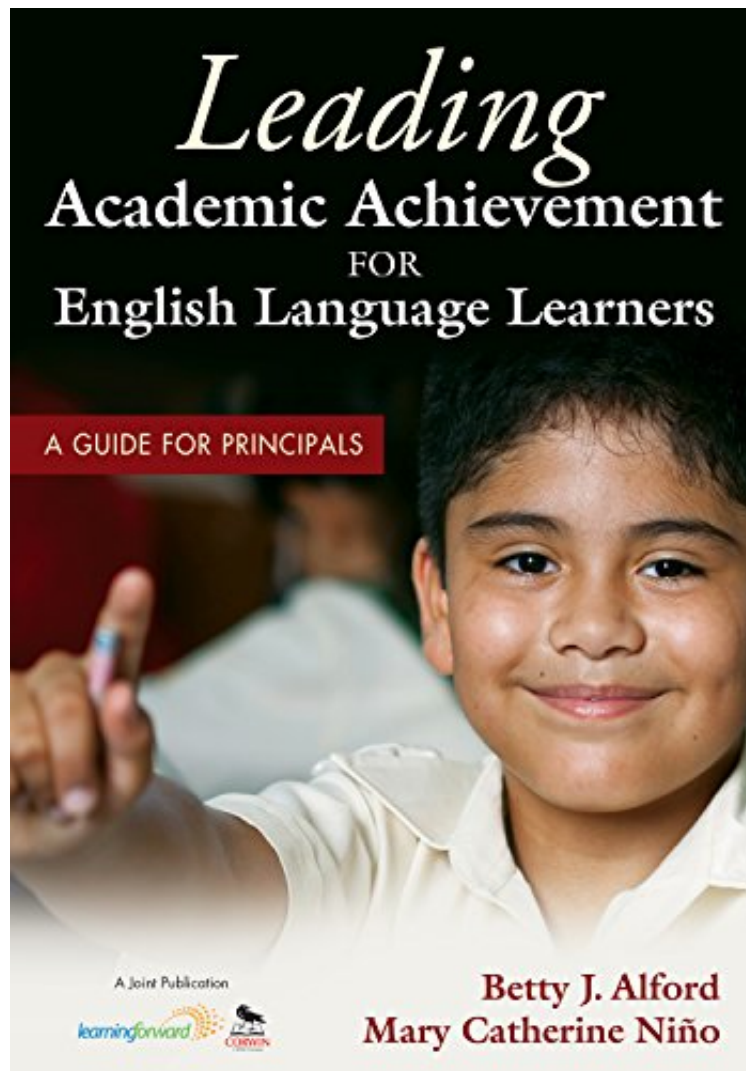


(Free and download) Leading Academic Achievement for English Language Learners: A Guide for Principals

Leading Academic Achievement for English Language Learners: A Guide for Principals

Betty J. Alford, Mary C. Nino

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0 of 0 people found the following review helpful. Good BookBy Grateful BuyerI was instructed to buy this book as I work in an area where there are many languages and will be able to implement many of the ideas given in this book while I am a student and later, as an administrator. Good reading.

How to give English language learners every opportunity for success; This practical guide equips school leaders to help English language learners succeed. The authors show how school leaders and staff members can serve as student advocates and apply successful instructional practices that increase student learning. Written in straightforward language with quick reference charts and summaries, the text provides: Strategies for creating a culture of ELL advocacy and achievement Case studies from school leaders who have created positive change for ELLs Professional development tools that build teachers' knowledge of second language acquisition Tips for strengthening school-community connections

"The author offers a wealth of ideas, strategies, suggestions, tips, and tools for implementation. The culminating pages of each chapter help to organize the reader's thoughts and promote reflection. There are logical and helpful conclusions made on nearly every page!" (Cathy A. Patterson, Teacher and Former. Asst. Principal 2010-10-25)"The author provides good foundational information as well as examples of how one can expand into implementation of a quality ELL program." (Richard Jones, Principal 2010-10-25)"An excellent resource for teachers, teacher leaders, and instructional leaders that provides outstanding instructional strategies and tools. This book has the potential to significantly impact academic achievement and ensure higher levels of success for all students." (Martha N. Ovando, L.D. Haskew Centennial Fellow, Professor, and Graduate Advisor 2010-11-22)"This volume offers extraordinary examples of leadership and best instructional practices to improve the academic success of English Language Learners. The authors seek to inspire teachers and administrators by demonstrating a campus-wide approach to promoting quality instruction." (Elizabeth M. Ramalho, Doctoral Program Director, Educational and Policy Studies University of Texas at San Antonio 2010-11-22)"Alford and Nintilde;o have identified the voices of practitioners who have experienced success in meeting the educational needs of English Language Learners, and have shared these voices in a scholarly and practical guide." (Dr. Ralph L. Marshall, Assistant Professor 2010-11-22)"Alford and Nintilde;o have expertly captured the collective knowledge of forerunning teachers, principals, scholars, and other stakeholders who have discovered what works in helping English language learners achieve success. They have provided a treasure chest of lessons learned, strategies, ideas, testimonials from the field, educative case stories, tools for teaching, and tools for leading. This is a book that will be opened again and again." (Julie Carlson, Ed.D., Professor 2010-12-03)"Leading Academic Achievement for English Language Learners will be the catalyst for transforming instruction for the ELL. It stresses the importance of the principal as instructional leader in the education of ELLs." (Dalane E. Bouillion, Associate Superintendent 2010-10-25)"This book ennobles a comprehensive, no-nonsense, and realistic approach to educating English language learners (ELLs). Educators who have the hearts and minds to aggressively engage in quality and meaningful education for ELLs?this book represents your road map on how to accomplish that goal. Never before have I read such a brilliant masterpiece with all the latest ingredients in one place." (Vance Vaughn, Assistant Professor of Educational Leadership 2010-11-02)"The author offers a wealth of ideas, strategies, suggestions, tips, and tools for implementation. The culminating pages of each chapter help to organize the reader's thoughts and promote reflection. There are logical and helpful conclusions made on nearly every page!" (Cathy A. Patterson, Teacher and Former. Asst. Principal 2010-10-25)"The author provides good foundational information as well as examples of how one can expand into implementation of a quality ELL program." (Richard Jones, Principal 2010-10-25)"An excellent resource for teachers, teacher leaders, and instructional leaders that provides outstanding instructional strategies and tools. This book has the potential to significantly impact academic achievement and ensure higher levels of success for all students." (Martha N. Ovando, L.D. 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Author Betty J. Alford is a Professor and Chair of the Department of Secondary Education and Educational Leadership at Stephen F. Austin State University (SFASU) in Nacogdoches, Texas, in addition to serving as doctoral program coordinator and teaching in both the principal preparation and doctoral programs at the university. Since 1999, she has served as lead writer for federal and state educational partnership grants totaling over ten million dollars. She has served as project director of the East Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, as principal investigator for a second GEAR UP grant, as co-principal investigator for a College and Career Readiness grant, as project director for a School Leadership grant, and as project director for the Project English Language Acquisition Center of Excellence (ENLACE). In 2008, she received the SFASU Foundation Faculty Achievement Award for Research. Previous awards include the department's Teaching Excellence Award and the SFASU Chapter Phi Delta Kappa Educator of the Year award. From 2004 to 2007, she served as a member of the Board for the National Council of Professors of Educational Administration and serves as editor of the NCPEA Yearbook for 2011. She holds a bachelor's degree in education from The University of Texas at Austin, a master's degree in educational supervision and counseling with certification as a school principal from SFASU. Her doctoral degree in Educational Administration was from The University of Texas in Austin. Her experiences in public school include service as a school principal, a school counselor, and an elementary, middle, and high school teacher.

Mary Catherine Nintildeo is Associate Director for Project ENLACE, a school-university professional development partnership aimed at increasing English language learner achievement at Stephen F. Austin State University in Nacogdoches, Texas. Dr. Nintildeo was a secondary English, Social Studies, and Reading teacher for ten years in Texas before entering educational leadership. She holds undergraduate and graduate degrees in English and graduate degrees in Educational Leadership. Realizing the need for a stronger development of content teachers' knowledge of second language acquisition processes, she worked with faculty at Stephen F. Austin State University in Nacogdoches, Texas to foster this knowledge in pre-service teacher curriculum and in professional development school sites. Responding to the changing demographics of her students, Dr. Nintildeo developed a responsive curriculum approach which incorporated student experience, interest, language needs, and content into a cohesive approach to student learning. From this work, she has developed quality professional development for pre-service and in-service teachers and principals. Dr. Nintildeo continues to consult with area schools, model teaching in classes, working with area ESL coaches and teachers, and sharing her experiences as a content teacher integrating language development into core curriculum.