

Website link: <https://sites.google.com/hamline.edu/crps4ncellsomalis/home?authuser=1>

Project Summary

A literature review covered several factors contributing to answering the capstone question: *What are the most successful pedagogies to use with newcomer (NC) Somali high school English language learners (ELLs) to bring them to grade-level English reading proficiency as quickly as possible?* These factors included the African immigrant population, more specifically Somali immigrants, the significance of CRP in teaching, and the evaluation of literacy programs and their effectiveness in increasing literacy of NC Somali high school ELLs.

This capstone project consisted of the creation of a website with the goal of informing educators, administrators, and other educational staff who work with NC Somali high school ELLs, employing CRP in addition to effective and successful literacy programs to be implemented. The intended audience for this project was educators, administrators, and other educational staff who work with NC Somali high school ELLs. This audience was chosen due to my current position of employment as an ELL teacher of Somali students at a secondary school. The intended setting of this project was any high school, whether it be in person, online, or hybrid, with a prominent ELL program that works with NC Somali ELLs.

The reasons why I chose to create a website were: 1) websites are accessible for many users, 2) websites are fairly user-friendly, and 3) I have previously designed a website, so my level of comfort in using and designing it was higher than another type of project. Websites are a great tool because of their fluidity. They can be adjusted to accommodate changes and updates at any time. Much of the information in this capstone project may be revised or changed, and presenting it on a website allows for me to update it when necessary. Due to the researchable nature of the content in this capstone, there will undoubtedly be updates to include in CRP-related research.

Project References

- Brunsnahan, L. (2018, February 23). *Culturally Relevant Pedagogy by Gloria Ladson Billings* [Video]. YouTube. <https://www.youtube.com/watch?v=4HR8NEPK7I0>
- Cheung, A., & Slavin, R. E. (2005). Effective reading programs for English language learners and other language-minority students. *Bilingual Research Journal*, 29(2), 241–267. <https://doi.org/10.1080/15235882.2005.10162835>
- Fountas & Pinnell (n.d.). *Leveled literacy intervention (LLI) research base, efficacy studies, and white papers on validity and reliability*. Fountas and Pinnell. Retrieved from <https://www.fountasandpinnell.com/research/lli/>
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. [third edition]. Teachers College Press. <https://www.worldcat.org/title/culturally-responsive-teaching-theory-research-and-practice/oclc/1013499639>
- Headsprout. (n.d.). *Headsprout product overview*. Lazel, Inc. Retrieved from <https://www.headsprout.com/main/ViewPage/name/product-overview>
- Heinemann. (2011). *Leveled Literacy Intervention (LLI) reading progress for English language learner LLI students*. Fountas and Pinnell. Retrieved from https://www.fountasandpinnell.com/shared/resources/FP_LLI_Research_Reading-Progress-for-ELL-LLI-Students.pdf
- Lewis, T. (revised 2009, March). *Somali cultural profile*. Ethnomed. Retrieved from <https://ethnomed.org/culture/somali/>
- Lexia Core5 Reading*. (2015). Cambium Learning Group Company. Retrieved from <https://www.lexialearning.com/products/core5>

Lexia Research & Analytics. (2019). *Impact of Lexia Core5 Reading on English learners*.

Concord, MA: Lexia Learning Systems LLC, A Rosetta Stone Company.

<https://www.lexialearning.com/sites/default/files/resources/EL%20Equity%20Updated%20Brief.pdf>

Office of the Revisor of Statutes. (2020). Minn. Stat. § 124D.59, Subd. 2a.

<https://www.revisor.mn.gov/statutes/cite/124D.59>

Paris, D. (2012, April 1). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97.

<https://journals.sagepub.com/doi/pdf/10.3102/0013189X12441244>

Rance-Roney, J. (2009, April). Best Practices for Adolescent ELLs. *Educational Leadership*, 66(7), 32–37.

<https://ezproxy.hamline.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=38017943>

Success For All. (n.d.). *Our Approach*. Success For All Foundation. Retrieved from

<https://www.successforall.org/our-approach/>

U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (2006, September 28).

WWC intervention report: Reading Mastery/SRA/McGraw-Hill. Retrieved from

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf

U.S. Department of Education, Office of English Language Acquisition. (2016). *Newcomer tool kit*. Washington, DC: Author.

<https://www2.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf>

UCLA Center X. (2017, November 7). *"With Different Eyes" conference 2017 keynote speaker Django Paris* [Video]. YouTube.

https://www.youtube.com/watch?v=dVnS_kQbxE0&t=412s

UNICEF. (n.d.). *Education*. Retrieved from <https://www.unicef.org/somalia/education>

University of South Dakota School of Education. (2016, June 17). *Dr. Gay interview on Culturally Responsive Teaching* [Video]. YouTube.

https://www.youtube.com/watch?v=KBIgSwx_qvw

What is an ESL teacher? (n.d.). ESLTeacherEDU. Retrieved July 3, 2021, from

<https://www.eslteacheredu.org/what-is-an-esl-teacher/>