

Action Plan for English Learners with Diverse Backgrounds: Case of Eastview High School (EVHS) in Minnesota, U.S.A

외국인을 위한 언어교육 액션플랜 사례와
농촌지역 외국인 대상 한국어 교육의 시사점:
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Abstract

미국 공립학교들에 다양한 문화적, 언어적, 인종적 배경을 가진 학생들이 점차 늘고 있다. 최근 10년간 이 학생들의 수는 52% 이상 증가하였으며 (from 1.4 to 3.04 million) 전문가들은 이 학생들의 수는 계속적으로 증가하여 2020년에 50%에 도달할 것으로 예상된다. 그리고 이들을 위한 영어 교육을 위해 효율적인 연구와 투자를 계속적으로 하고 있다. 미네소타 주 역시나 공립학교 등에서 30% 이상의 외국인 학생들이 특별한 영어 교육 프로그램으로 교육을 받고 있다. 따라서, 이 연구는 미네소타 주의 한 주요도시에 위치한 고등학교를 모델로 이 학생들의 효율적인 영어교육을 위해 액션 플랜을 개발하는 과정을 설명하고 이 액션 플랜을 위한 주요 이론들을 소개하는데 목적을 둔다. 주요이론들은 Differentiated Instruction, SWOT Analysis, 그리고 Action Research Methods 등이며 Special Educational Needs 개념을 정리하였다. 본 연구는 국제 교류의 증가에 따라 한국에 늘어나고 있는 외국인들과 그들의 자녀들을 위한 한국어 교육

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방법과 노력들을 제고해 보는 계기로 삼고자 한다. 그리고 이 연구 방법은 현재 한국 농촌 지역에 사는 다문화 가정 자녀들의 한국어 교육을 위한 프로그램 개발 및 실천 연구에 응용되어질 수도 있다.

주요어(Key words) : 행동계획(action plan), 영어학습자(English Language Learner)

1. Introduction

According to the U.S. Census Bureau (2002), 47 million people, 18% of the total U.S. population spoke a language other than English in their home (National Center for Education Statistics, 2004). In U.S. schools more than 180 different language groups are represented by the students (Shore, 2001). There are 3.5 million students who do not speak English as their primary language (Adamson, 2005). Forty percent of foreign-born children have limited English proficiency (LEP). Between 1990 to 2000 the number of LEP students increased by 52% from 1.4 million to 3.04 million (Finn-Stevenson, 2003). U.S. demographic projections predict that by the year 2020, at least 50% of all school age-children will be of a non-Euro American background (Minnesota Department of Children Families Learning, 2002). Today, U.S. schools represent a varied and diverse body of student knowledge and capabilities. Never before have American

school systems had such an array of student learning needs to teach to. Students are attending school at all levels with both physical and learning challenges, and schools are struggling to keep up with the need for differentiated instructional strategies (Dr. Lange, 2007).

Like this statement, the current Korean schools also become faced with teaching Korean to many different students using different native languages or having different cultures. Because of the growing international relations and globalizing world, the groups of students have been continuously growing in all levels of schools (Moon, 2008; Lee et al., 2007). Foreign population is 1 million in Korea in 2007 (Moon, 2008). In rural areas, especially, 35.9% of marriage was international marriage in 2005. Children born from the marriage go to Korean schools. In the current Korean school, there are diverse children who came from other countries, who have parents using other languages than Korean or who do not know well Korean. The groups of children are often isolated or ignored to adjust in Korean school. They also experience challenges and difficulties to learn Korean in Korean school (Lee, et al., 2007). However, Korean schools and teachers do not much consider their situations. Korean schools need to offer or prepare different types of educational curricula or activities for them considering their situations.

In the U.S., public schools and educators practice differently to teach the diverse groups of students coming from different

cultures and using different native languages. They believe that it is their responsibilities to provide appropriate and efficient educational services to the changing student populations. On the other hand, they've been asked to offer culturally appropriate content and practices for the diverse student population (Asimeng & Klein, 2004). Thus, multicultural issues have become a part of the school curriculum due to the Goals 2000 educational standards (Asimeng & Klein, 2004). However, the growing numbers of students with LEP are still faced with many challenges in U.S. schools which continue to keep traditional types of instructional strategies, are unprepared for multicultural education, and include many teachers who do not enough understand the minority student population (Curtin, 2005). Curtin (2005) suggested that educators should consider their students' previous learning experiences and their native cultures. Ortiz (2001) also insists that the students' academic difficulties can be attributed to deficiencies in the teaching and learning environment. He advocates to U.S. schools and educators to provide positive school environment and use effective instructional strategies for the students. The current U.S. school population is truly made up of students from ethnically, linguistically, and culturally diverse backgrounds.

Reflecting upon the U.S. current situations and arguments, I believe that Korean school and society need to be changed to help and educate the students with diverse backgrounds. This study can be applied to Korean schools to educate them

actively. To develop an action plan for the students (English Language Learners: ELL) in the U.S. school, I focused on a suburban high school, Eastview High School in Apple Valley, Minnesota as a real example of my educational community. However, I do not work at the school. As a Korean parent, I understand the challenges and difficulties of my two children who attend an American high school. The reason for choosing this school is that EVHS has a growing number of minority students and the principal and school are open to accept new ideas regarding to immigrant students (Dr. Person, June 23, 2007).

2. Describe your educational community and evidence in your data

All the information and data used here are referred from the Website of Eastview Senior High School in Apple Valley in MN (www.district196.org/evhs) and proved from the school. To develop an action plan in my educational community, I target on English language Learners (ELL).

2.1. Student Demographics

Eastview High School's student population from Fall 2004-Spring 2005 was 2,329 ninth through twelfth graders.

Among the students, 2% were limited English proficient students, 13% were special education students, and 6% of the students were eligible for free and reduced price lunch. The ethnic backgrounds of the students were made up of: 85% White, 6.2% Asian, 5.3% Black, 2.4% Hispanic, and 0.6% American. 99.2% of the students graduated. The students' attendance rate was 95.15%. This school allows open enrollment to all students at any grade level. 552 students from other school districts attended EVHS. 809 students from this school district attended schools in another school district.

2.2. Faculty Demographics

EVHS has 201 staff members total, including 116.35 teachers, 13.5 other licensed professionals, 26.65 paraprofessionals, 3.5 administrators, 40.08 other staff without licensed, and 1 medical specialist. Among the teachers, 70.99% have a master degree and 28.15% have only a bachelor degree. 55.32% of the teachers have more than 10 years teaching experience. 4.98% of them have less than 3 years teaching experience.

2.3. Special Needs Population

Since the courses for ELL students are categorized as special education from the school website, I define ELL students as the special need population who take a certain

number of English courses for English Language Learners (ELL). In this school, other students who take special education classes are special need students.

According to the U. S. Department of Education, ELL students are students whose native or dominant language is something other than English and whose difficulties in speaking, reading, writing, or understanding the English language are sufficient to deny them the opportunity to learn successfully in an English speaking-only classroom (National Center for Education Statistics, 2004). Ortiz (2001) defines students who take English as a Second Language (ESL) program as special needs students because of their difficulties or disabilities stemming from linguistic or cultural differences in U.S. schools. ELL students in my educational community are also categorized as a group of students with special educational needs considered their limited English proficiency in speaking, reading, writing, or understanding the English language and cultural differences from the mainstream culture of U.S. school.

2.4. Achievement Data from All Students

The Minnesota Comprehensive Assessment (MCA) can be general students' achievement data. EVHS is a five star school for reading and mathematics in 2006. In 10th grade reading, 50% of the students were in the "exceeds standard" category compared to the state where only 32% of the

students reached this level. Only 8% of the students were in the “does not meet standard” category compared with 15% of the students’ state -wide. In 11th grade Math, 23% of the students were in the “exceeds standard” category compared with 10% of the students across the state. 28% of the students were in the “does not meet standard” category compared with 49% of students in the state.

3. How does your educational community define “special needs” and “differentiated instruction”?

3.1. Special Needs

“Special needs” is interpreted and applied differently relating to people who have specific needs, as those associated with a disability (www.thefreedictionary.com/special-needs). Through a Google search, the term “special needs” brings out many diverse terms along with special areas: “special needs housing, special needs trust, special needs children, special needs teacher, special needs students, special needs education, special needs child, special needs customer, special needs parole, special needs passengers, and passengers with special needs (www.google.com/search).”

Mauro (2007) describes “special needs” in a broad concept: Children with special needs may have mild learning disabilities or profound mental retardation food allergies or terminal illness developmental delays that catch up quickly or remain entrenched occasional panic attacks or serious psychiatric problems. The designation is useful for getting needed services, setting appropriate goals, and gaining understanding for a child and stressed family (Terri Mauro, 2007: <http://specialchildren.about.com/od/gettingadiagnosis/p-/whatare.htm>).

“Special needs” is often defined in clinical diagnostic and functional development terms to describe individuals who require assistance for disabilities such as medical, mental, or psychological (<http://www.answers.com/topic/special-needs-1>).

British Teachernet (2007) limits “special needs” into the term of “special educational needs”. Teachernet points out that “special educational needs” is a legal term in the educational fields and describes it as:

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn or access education most children of the same age. These children may need extra or different help from that given to other children of the same age. Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioral difficulties, or

difficulties with speech and language or how they relate to and behave with other people (Teachernet, www.teachernet.gov.uk/wholeschool/sen/parentcarers/mychild).

Teachernet (2007) also argues that special educational needs could mean that a child has difficulties with:

- a. All of their school work
- b. Reading, writing, number work or understanding information
- c. Expressing themselves or understanding what others are saying
- d. Making friends or relating to adults
- e. Behaving properly in school
- f. Organizing themselves

Some kind of sensory or physical needs which may affect them in school (www.teachernet.gov.uk/wholeschool/sen/parentcarers/mychild).

Like these descriptions, many students in U.S. schools appeal their difficulties in their physical, emotional, intellectual or social development and ask for additional support and help.

My educational community, Eastview High School, limits the term and concepts of “special needs” into “special educational needs” suggested by Teachernet (2007). My educational community defines “special educational needs” as learning difficulties or disabilities experienced by students in one area or other subjects in regular classrooms because of their lack of understanding and progress at different rates than other students. This school takes

into account the learning difficulties or disabilities of students and provides extra or individualized support and help to students who are categorized as special educational needs students.

3.2. Differentiated Instruction

According to Starr (2004) and Pierce and Adams (2004), differentiated instruction is a teaching approach in which educational content, process, and outcomes are uniquely adapted according to the student's readiness, interest, and learning style. Differentiated instruction helps students achieve learning objectives and to maximize learning for all students. Starr (2004) argues that when a teacher differentiates instruction, he or she uses the best teaching practices and strategies. Differentiated instruction also allows a teacher to create different pathways that respond to the needs of diverse learners in their academic abilities, learning styles, interests, experiences, and background knowledge in a classroom (Staff Development for Educators, 2006). Even though the teacher may use the same essential curricula goals and concepts for all students, learning contents, activities, and/or products will vary so that all students are challenged and the students are not frustrated in his or her class (Diamond, 2004).

Diamond (2004) insists that this instructional approach also requires students to take greater responsibility and ownership

for their own learning, and provides opportunities for peer teaching and cooperative learning. A teacher using differentiated instruction can assess the differences of interests and learning of all students in his or her class using a variety of performance indicators. Considering the concepts and ideas, this differentiated instruction is not a new concept in educational fields.

Differentiated instruction has historically been emphasized by constructivism developed by Dewey, Piaget, Vygotsky, and Brunner. Scholars believed that learners only truly achieve learning when they actively engage in their education and use their previous experiences and knowledge to create new knowledge (Lara, 2005). Dewey (1938) firstly brought learner-centered, life-long education, reconstruction of knowledge and experience, and inquiry and project-based instructional concepts. He argued that educators must utilize curriculum and instructional practices effectively to insure that all students are educated properly (as cited by Lara, 2005).

Bruner (1960) mentioned that instruction is to teach learners to participate in their learning process that make possible the establishment of knowledge. He argued that instruction should be concerned with experiences and contexts that make students willing and able to learn. Bruner suggests the optimum learning process should go through three stages: enactive (reality and action aspects), iconic (internal imagery), and symbolic (abstract, discretionary and flexible thought) modes. He proposed a "spiral curriculum" concept to facilitate structuring a curriculum in effective sequences (Kristinsdottir,

2001, 2007).

Vygotsky (1978) emphasizes social interactions between learners and a teacher as a mentor, coach, or tutor and their learning environment in education and cognitive development of children. He developed “Zone of Proximal Development (ZPD)” and “Scaffolding” concepts. He called the difference between what a child can do with help and what he or she can do without guidance of a normal adult the “zone of proximal development” (ZPD). Scaffolding is an instructional technique using in ZPD and means tutorial interaction between an adult and a child(McGee & Richgels, 1996, as cited in North Central Regional Educational Laboratory Kristinsdottir, 2001, 2007).

After these concepts and perspectives in constructivism, Eisner (1979) and Gardner (1983) developed more practical learner-centered perspectives and concepts in education. Eisner (1979) argues that individual learners can construct meanings in many different ways and even make decisions about their curricula like artists who represent their views of reality limitless. He suggests an artistic approach to develop curriculum for diverse learners. His open-ended (artistic) approach called “null curriculum” let teachers change goals, contents, or practices in processes, consider needs and interests of students and community, and provide various practices for learning to create varied, meaningful, and satisfying learning opportunities for learners (Marsh & Willis, 2003).

Gardner (1983) developed and introduced theory of “multiple intelligences” considering different interests and capacities of individuals. His proposed eight intelligences represented by linguistic, logical-mathematics, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist, which account for a broader range of human potential (Smith, 2002). Gardner’s eight intelligences have been accepted and used by educators who have been applying to their curricular to facilitate effective learning and teaching for the wide range of learners. He provides varied ways of teaching for teachers and let them understand learners in different ways.

Differentiated instruction is definitely engaged in and influenced by the constructivism theories, perspectives, and concepts. Combining all of these, my educational community defines “differentiated instruction” as creating multiple instructional strategies or paths by teachers in contents, processes, and products of their teaching subjects so that students of different abilities, interests or learning needs experience equally appropriate ways to understand, use, develop and present their learning as a part of their daily learning processes. Along with the definition of differentiated instruction, all teachers are asked to develop customized contents of their lessons keeping core standards of curricula and to apply their pedagogical techniques in order to reach all students in my educational community.

In addition, Eastview High School recommends teachers use diverse instructional media and methods to create and achieve

“differentiated instruction” at any level of teaching and learning. Available instructional media in my school are printed references or materials, television, video and audio tapes, computer, overhead projector, CD, DVD, real objects and models, and the Internet. Newby, Stepich, Lehman, & Russell (2006) argue that the instructional media are essential to good teaching and learning and teachers can get the most of what they need from them. By using different instructional media, teachers let students engage in their instruction effectively and then expose them to various degrees of learning in various rates and complex levels. Each student can be provided specific ways for learning as deeply and as quickly as possible (Diamond, 2004). Teachers do not need to force students to fit into a standard teaching medium. Also, they do not need to reach for standardized and mass-produced instructional methods (Internet4classroom, 2006 Newby et al., 2006).

My educational community also suggests diverse instructional methods along with “differentiated instruction” such as cooperative learning, problem solving, games, discussions, tutorial, demonstration, and presentation (Newby et al, 2006). Eastview High School expects that our teachers and staff select and apply appropriate instructional media and methods considering their particular students and learning contexts in order to practice effectively “differentiated instruction”.

4. Research current literature addressing special needs student success and how it applies to your educational community

Since ELL students are considered “special educational needs” students in my educational community, my responses for this question are focused on ELL students as immigrant students who are growing in numbers recently in U.S. public schools. Between 1993-94 and 1999-2000 years, the increasing number of ELL students went from 2.1 million (5.1%) to 3.04 million (6.7%) in U.S. public schools. In the Midwest which includes Minnesota, only 2.6% (276,000) of the students were ELL students compared with 16.3% in the West, 4.5% in the South, and 3.8% in the Northeast in 1999-2000 (National Center for Education Statistics, 2004). However, between 2000 and 2006, minority students increased 24.4% in Minnesota public schools. About thirty percent of the total student population from K-12 grades in the Minnesota public schools were students with ethnically, culturally, and linguistically diverse backgrounds in 2005-06 (Minnesota Department of Education, 2007). Asimeng-Boahene and Klein (2004) explain that diversity regarding schools refers to “students of color, of varying religious traditions, national origins, national heritage, sexual orientation, socio-economic level, and lived experiences (p.48).”

When considering 3.5 million immigrant students in U.S.

public schools (Adamson, 2005), I assume that the number of 3.04 million ELL students in 2000 are almost all immigrant students who take ELL courses because of their limited English proficiency. In U.S. public schools, immigrant students can be referred to as ELL students who have special educational needs.

4.1. Success of ELL students

Kim (1998) defines the main characteristic of ELL students as the heterogeneity of their ethnicity and cultures. Their academic self-concept, aspirations to higher education, family and peer influences are different depending on their cultures and races. Tienda and Kao's (1995) research and Kao's (2004) longitudinal study are examples of how the students are affected differently based on their racial or ethnic backgrounds. Kao's (2004) study with different ethnic groups (Asian, Hispanic, Blacks, and Whites) shows that immigrant students with foreign-born parents are higher academic achievers than students with native born parents and native-born second or third generation immigrant students. Among them, the first immigrant Asian students were the highest academic achievers in Kao's study (2004). Kao found that the immigrant parents have higher educational expectation for their children. In their studies (Tiedna & Kao, 1995 Kao, 2004), parental immigrant status appears to

be a crucial factor when shaping the educational aspirations of the immigrant youth. Considering, 88% of Asian American school-age children had a foreign-born parent in 2000, (U.S. Bureau of Census, 2001), the findings are significant.

Sue and Okazaki (1990) discovered the reason why they are higher achievers. Asian students strongly believe that educational success is their future-well being. Also, Asian parents view success in school as the child's obligation while parents are to provide financial and material resources for their children (Kao & Tienda, 1995 Cheon, 1996, Yang 2001). Hispanic immigrant students' academic success is also influenced by their parents' educational goals and values, school involvement, support, educational levels, and relationships with their children (Ceballos, 2004 Kao, 2004 Plunkeu & Bamaca-Gomez, 2007). Kao (2004) discovers that White and Black immigrant students are mostly similar in parental influence related to decision making and parental control on educational outcomes. Asian and Hispanic immigrant students are more controlled by their parents when selecting a college (Kao, 2004). From his a meta-analysis study, parent involvement and student achievement, Jeynes (2005) also found that the effects of parental involvement were greater for African-American and Latino children than they were for Asian American children. He discovered two specific aspects of parental involvement which had a greater impact in student educational outcomes are time investment

such as reading and communication with one's child, and parental styles and expectation. Tienda and Kao (1995) and Kao (2004) concluded that immigrant students' academic achievement was influenced by parents' values of education, status of immigration, parental involvement in school, and home environment as well as student themselves.

Research (Epstein, 2001 Hiatt-Michael 2001 Gornzalez-DeHass & Willems, 2003 Lee, 2004 Sileo, T. & Sileo, A., 1996 Simon, 2001) on parent involvement shows that increased parent involvement in schools has resulted in improvement in student academic success, better school attendance, and reduced the number of negative behavioral incidents by individual students. Simon (2001) found that parent involvement remains very beneficial in promoting positive achievement and affective outcomes with high school students. Parent involvement is categorized in four areas, attended general meeting, attended scheduled meeting with teacher, attended school event, and acted as a volunteer or served on a committee by the U.S. Department of Education (2005). Parents' in school involvement has increased in the all categories by the years in 1996, 1999, 2003 (ChildTrends DataBank, 2006).

However, The National Center for Education Statistics (1998) shows that the low rates of parental involvement by immigrant parents diminishes their children's familiarity with school curriculum and extracurricular activities. Epstein

(1995) also found that different levels of parental involvement correlate with students' school grades and involvement in extracurricular activities. Gornzales-DeHass and Willems (2003) insist that immigrant parents' circumstances truly place minority students at-risk for educational and behavioral problems.

Opposite the arguments, even though many Asian immigrant parents did not get involved in school activities because of their language and cultural barriers, Asian students are stereotyped as the "model minority" because of their successful academic achievement in U.S. schools (Cheon, 1996 Kao, 2004 Kang, 2002 Yang, 1996). The parents support their children in their home providing proper educational environment with higher educational expectation (Cheon, 1996 Yang, 2001). The parents are less likely to participate in school activities which are not directly related to their child's performance (Tienda & Kao, 1995).

Weissber and Patrikakou (2000) argue that family immigration and their first language are important factors impacting parent involvement in schools and children's education. They assert that immigrant parents do not respond to traditional parent involvement programs. Most immigrant parents also do not know what is expected of parents from their children's schools and teachers (Cheon, 1996 Collignon, Men & Tan, 2001). Delgado-Gaitan (1991), from her four year study with Spanish-speaking parents, discovered that culturally

conventional programs, activities, and improved policies at schools led to continued dialogue between the schools and the parents. Considering the language and cultural barriers of immigrant parents, researchers (Cheon, 1996 Delgado-Gaitan (1991); Gonzalez-DeHass & Willems, 2003 Oh, 2004 Shin, 2004) claim that schools should initiate efforts to collaborate with immigrant parents and put more emphasis on developing a strategy to increase their involvement.

Related to immigrant students' academic success, one more significant finding is that academic success of all immigrant students is affected by their teachers as role models and school environment (Ceballo, 2007 Curtin, 2005). Roessingh (2006) also found that ESL teachers' efforts designing ESL programs appropriately to the students help them to improve students' outcomes. Researchers (Kao, 2004 Portes & MacLeod, 1999) argue that academic success of immigrant students and educating them are important because they are directly connected to social and economic capital/resource of their communities and this society as well as themselves. Potter (2001) argues again that most immigrant parents and children are well aware of the importance of education and educational success to the pursuit for their future.

4.2. Differentiated instruction for ELL students

Along with the immigrant students' academic success and considered differentiated instruction as a teaching approach, it is significant for my learning community to understand that many ELL students use different styles of inquiry and respond differently from the standard procedures of many classrooms (Curtin, 2005). Researchers (Asimen-Boahene & Klein, 2004 Potter, 2001) state that language and thinking strategies and skills relating to concepts and information depend on students' overall cognitive development which is rooted in their cultural background. They argue that instruction with multicultural students should consider students' different cognitive styles and cultural backgrounds for their educational success.

Curtin (2005) explains preferable and appropriate instructional styles for ELL students. ELL students can do well academically if their learning connects simultaneously with both background and culture. However, if instruction for them is teacher dominated, students are treated as passive learners, and assigned only cognitively simple tasks, more negative consequences such as low achievement or failed tests came out to ELL students. He argues that they are more field-dependent or sensitive. Visual and tactile learning modes are important to them. Time and waiting are important while asking questions to ELL students. Ortiz (2001) and Shore (2001) suggests effective instructional

strategies for ELL students such as cooperative work setting, heterogeneous grouping, teacher assistant learning, encouraging cultural diversity, and drawing out their prior knowledge.

Hatfield, Edwards, and Bitter (1997) found that using technology suited for the minority and linguistically diverse students (as cited in Curtin, 2005). Sankaran, S.R., Sankaran, D., and Bui (2000) also discovered that immigrant college ESL students who had four year residency in the U.S. preferred a Web format instruction even though their final scores were not different from other ESL students in lecture groups. They suggest developing Web-based ESL courses to effectively support student's individual ways of learning.

Conclusively, Garcia (1992) identifies eight common attributes of instruction that successfully meet the needs of ELL students and culturally diverse students: high level of verbal communication between teacher and students, and among students integration of basic skills instruction with instruction in other subjects organization of instruction around themes use of collaborative learning groups students allowed to progress naturally and without pressure highly committed teachers who act as student advocates principal support for teachers parents active in school activities (as cited in Curtin, 2005).

4.3. How to apply the information to my educational community

From the research information, parents' involvement in school and their expectations of their child's education, diverse instructional strategies for immigrant students, role models of teachers, different learning styles and cognitive development of immigrant or ELL students, and culturally supportive school environment are discovered as significant factors that affect ELL and immigrant students' academic success.

The information can be applied in three aspects: curriculum development, increase parent involvement, and offer extracurricular activities in my school. The three aspects are mostly helpful for ELL students who need extra services, programs, or activities. In the first aspect, the information will be used by ELL and others teachers to discuss and redesign ELL curricula to appropriately utilize diverse instructional methods, media, and strategies in ELL classrooms and for the students. In the second aspect, the information of parents' involvement in their child's education will be used by the principal, teachers, other staff, and parents to plan for parent involvement programs or services. In the third aspect, the information about immigrant students' diverse learning styles and understanding will be accepted by the principal, teachers, parents, and other staff to offer appropriate extracurricular activities to the students.

5. How would you use this information to make a case to your community to support the development and implementation of a Student Service Center? And What curricular and programmatic changes are likely to occur within the educational community as a result of the creation of a Student Success Center (for example: inclusion, interactive technology, tutoring, mentoring, etc.)?

In this part, responses to number four and five will be combined and presented as an “Action Project” case of a Student Service Center in my educational community. Matched with the three aspects in number three, the project will be developed with three action plans. The action project will be for general development and implementation of a Student Success Center at my school. The action project will provide programs, activities, and services for ELL students. Immigrant parents and other students with culturally, linguistically, and ethnically diverse background will also be encouraged to use the Student Success Center.

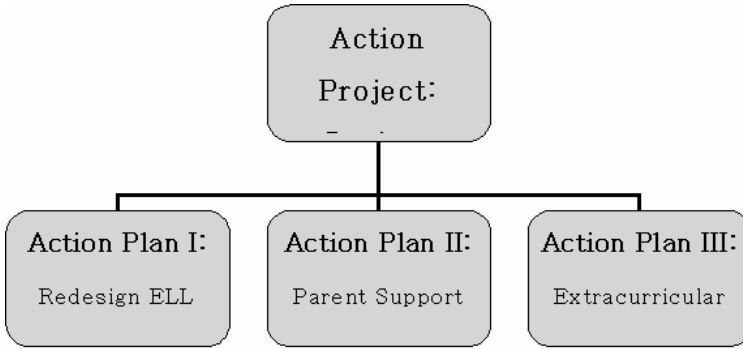


Figure 1: Action Project at My School

For conducting the action project, my school will use action research methods which allow all stakeholders to participate, to accept diverse opinions, needs, or interests, to let them know what they should do and suggest changes. Action research gives four benefits to research participants in an organization: shared leadership, build a learning community, increase in communication, and shared research results (Coghlan & Brannick, 2005). First, an action team will be organized to develop the action project in my school community. In the team, diverse stakeholders such as the principal, ELL and other volunteer teachers, parents, ELL students, and representatives of ELL students' ethnic communities will be invited and included. The stakeholders in the team become decision makers in planning, implementing, and assessing processes. The principles of the development and implementation of the action project in my school are

based on collaboration, partnership, and participation among the stakeholders.

After the action team is organized, the action team will conduct the assessment of my school context and diagnosis of students' needs, interests, or expectations. The assessment of my school context will be based on its strengths, weaknesses, opportunities, and threats (SWOT). The SWOT analysis is a useful tool in developing and confirming the action project goal and action strategies (Bplans, 2004). The strengths and opportunities should be emphasized and used for reinforcing and enhancing my school situations for the ELL students and other immigrant students. The weakness and threat factors must be carefully controlled and treated (Peterson, 2007). The factors are overcome as soon as possible to avoid any disadvantages or negative effects on the ELL students and school environment.

Figure 2: SWOT Analysis of School Context

<p>Strengths:</p> <ol style="list-style-type: none"> 1) A new principal who is interested in immigrant students and encourages cultural diversity in the school. 2) The possibilities of developing new programs or activities for them. 3) Immigrant parents' high expectation about their child's education. 4) The parents are interested in educational activities, student's learning, and can be volunteers for ELL students. 	<p>Weaknesses:</p> <ol style="list-style-type: none"> 1) There aren't any current programs or activities geared toward ELL students. 2) There is no support system for ELL or immigrant students and parents. 3) Immigrant students and parents have language and cultural barriers. 4) The parents are busy. 5) The parents have less communication with the school.
<p>Opportunities:</p> <ol style="list-style-type: none"> 1) The growing numbers of Asian students (6% of the 2329 students in 2006) at EVHS. 2) There is a Native American Parents Advisory Council at EVHS for just 1% American Indian students in school district 196 (5% Black, 2% Hispanic, 86% White). 3) There is a parents' connection at EVHS (parents are key: P-AK) for all parents. 4) EVHS provides all information related to the school, announcement for parents, and education for students through the school website (on-line). 5) EVHS may possible to prepare translated versions of school announcement (Newsletter) for immigrant parents and students. 	<p>Threats:</p> <ol style="list-style-type: none"> 1) New ELL students lack of English language skills to communicate with their teachers and school staff members. 2) EVHS does not have translators for immigrant students or parents. 3) EVHS needs to set up a new program for them and spend money. 4) The ELL students and parents are passive in the school and do not ask special activities or programs. 5) The parents have high expectation only in academic education of their children.

To assess and analyze my school context and students' needs or interests, multiple data will be collected with diverse methods and from different sources by the action team. Also, the action team will bring different perspectives and ideas to assess the project's progress and outcomes in on-going processes as well as at the end (Peterson, 2007). This approach is called "Triangulation", which is defined as the use of multiple and different sources, methods, investigators, or theories to confirm findings (Herr & Anderson, 2005 www.broward.k12.fl.us). According to Peterson (2007), using multiple resources makes enhance the credibility of action research projects.

6. Action Plan

6.1. Action Project as a case of creating a Student Service Center

6.1.1. Goal of Action Project:

Goal of the action project is to support and help effectively and appropriately ELL students who experience difficulties or disabilities related to English language and other students with culturally, linguistically, and ethnically diverse backgrounds in my school.

6.1.2. Vision of Action Project

Vision of the action project is to create the best possible learning community to allow all students equal accessibility and appropriate education. And ELL students can develop their talents and skills and achieve the best academic performances to their full potential.

6.1.3. Action Team

To accomplish the goal and vision of the action project, the action team decides three action plans: Redesign ELL Curricular, Parent Support Services, and Extracurricular Activities. The three action plans are interconnected or integrated in activities or services developed in each plan. The action team will function as a governing team for the whole action project including three action plans. The action team will be organized with seven members such as principal, two teachers, two parents, two students, and two outside community leaders. The action team will set up and facilitate the student service center as a real place with necessary equipment. The basic equipment of the student service center will include tables, chairs, a board, computers, Internet connection, reference books for ELL students, and some stationary items. The action team will collect resources, raise funds, supervise action groups, advocate the action project to school community, parents, other organizations, and ethnic communities, and communicate and interact with them regularly.

6.1.4. Action Groups

Three action groups will be organized to conduct three action plans in my school. Three action plans: Redesign ELL Curricular, Parent Support Services, and Extracurricular Activities are decided by the action team. The team will recruit three action groups considering participants' specialties on each plan. Each action group will include seven to ten people. For Action Plan I: Redesign ELL Curricular, ELL teachers, a curriculum planner, other subject teachers, immigrant parents, and representatives of ELL students can be participants of Action Group I. For Action Plan II: Parent Support Services, immigrant parents, school staff, representatives of diverse ethnic communities, and students can be participants of Action Group II. For Action Plan III: Extracurricular Activities, representatives of immigrant and ELL students, immigrant parents, volunteer students and teachers, and school activity coordinator will be participants of Action Group III.

Each action plan will be developed based on the campus plan format (Erlandson, Stark, & Ward, 1996 Peterson, 2007) and discussed based on its own purposes, tasks, activities, timeline, resources, expected outcomes, and evaluation by its action group. Each member of each action group is expected to show one's leadership carrying out one's tasks and responsibilities.

6.2. Action Plan I: Redesign ELL Curricula

In my school, ELL courses focus on helping immigrants and international students improve English proficiency. Participation in the program continues until the student has the language skills necessary to compete academically with native English speakers. ESL students take one to three hours in ESL program every school day (<http://www.isd196.k12.mn.us/evhs/academics/depts/specialed.asp>).

To redesign ELL, curricula should consider the changing ELL students' needs, interests, and learning styles. From the diagnosis of students' needs and interests by the action team at the beginning of the action project, the action group will find basic information to decide what and how they will redesign the current curricula. Based on differentiated instructional concepts and theories rooted in constructivism, the group will first consider diverse students' capacities, potential, and learning styles. The group will decide what multiple instructional media and methods are effective for both students and teachers to improve students' academic performance. Also, the group will organize the contents and practices of the curricula of cooperative support from immigrant volunteer parents and sequence relationships between other subjects and extracurricular activities.

Snow, Burns, and Griffin (1998) argue that first language literacy development is strongly related to the successful second language learning and academic achievement, and that literacy skills developed in the native language effectively

transfer to the second language. The use of the native language aids in the meaning-making process by allowing learners to read words they know and sentences they understand, to use context effectively, and to self-correct efficiently (River, 1999).

In light of these views, the action group will invite immigrant parents so that they can support ELL students in the classrooms and after school activities or services. Unlike only individualized instruction or whole classroom lessons, ELL instruction with redesigned curricula will be effectively combined both cooperative and individual practices and tasks by using multiple instructional media and methods.

Figure 3-1: Campus Improvement Plan I: Redesign ELL Curricular

	Redesign ELL Curricula	Evaluation
Purposes	<ol style="list-style-type: none"> 1) To enhance ELL students' learning. 2) To build support systems in classroom instruction and after school activities. 3) To utilize diverse instructional media and methods. 4) To expand ELL students' learning opportunities. 5) To increase sequences and connections with other regular subject courses. 	<ol style="list-style-type: none"> 1) Based on students' test scores and project studies. 2) Parents' volunteering at the classrooms. 3) & 4) Based on survey from students and observations of the action team. 5) Survey from other Subject teachers.

Redesign ELL Curricula		Evaluation
Tasks & Activities	<ol style="list-style-type: none"> 1) ELL teachers: review and reorganize all ELL contents, practices, and materials matched with current students' needs and interests; define what should be changed and how (make to do list); explore and analyze other schools' ELL curricular. 2) A curriculum planner: examine general processes of redesign curricula and provide additional information and data required in standards of the state or national levels. 3) Other subject teachers: provide terms or skills required in other subjects and support ELL teachers to design their curricular. 4) Immigrant parent: suggest immigrant parents' opinions and ideas about ELL students' learning. 5) Representatives of ELL students: collect students' opinions, needs, and interests, summarize these and present data at the group. Find what are the best methods or materials to help them to learn more. 	<p>In on-going processes, each participant's tasks and activities can be evaluated by self or in the group:</p> <ol style="list-style-type: none"> 1) Whether the tasks or activities are done on time or appropriately performed. 2) Whether the opinions and idea of all immigrant parents collected are enough? 3) Whether the tasks and activities are appropriately or equally distributed to all group members? 4) Are the members cooperative and supportive of each other to perform their tasks or to conduct activities? 5) Is there enough communication to develop the plan? 6) Are their decision making processes effective or systematic?
Timeline	<p>The group will develop detailed master schedule with each participant's tasks, resources, time, and alternatives to check the progress of the plan (Erlandson, Stark, & Ward, 1996; Peterson, 2007). The group will develop a master schedule timeline for three months and regularly meet once a week. Each participant needs to carry out one's own tasks in the allocated time.</p>	<ol style="list-style-type: none"> 1) Is the timeline appropriate and reasonable to prepare and accomplish the tasks and activities of the group? 2) Are there any exceptional cases considered?

Redesign ELL Curricula		Evaluation
Outcomes	1) Utilizing redesigned curricular in ELL classroom. 2) Create more cooperative teaching and learning environment. 3) Have volunteer immigrant parents. 4) Use diverse instructional media (computer, CD, Internet, audio and video etc.) and methods. 5) Connection to other subject contents or terms and after school activities or services.	The outcomes will be assessed in an on-going process by surveys and observations in classrooms and after school activities. At the end of each term of, students test scores will be collected and results as summative assessment.
Resources	Prepare a necessary resource list: time, money, current curricula: lesson plans and tests, standards of state and national levels, other schools' curricula, place to meet, computer, Internet, and other necessary materials for planning.	With the resource check list, participants will ensure that the resources are provided or prepared along with their tasks and activities in on-going processes.
Participants	ELL teachers (2), a curriculum planner (1), other subject teachers (2), immigrant parents (1), and representatives of ELL students (2): total eight people.	Did all participants participate, on time on meeting days? Did they prepare and perform their tasks, roles, and activities sincerely? Were they cooperative to accomplish the plan? Did they collaborate well their group and key outsiders?

6.3. Action Plan II: Parent Support Services

This plan is to bring human resources in the school. Immigrant parents have diverse talents and skills that can be used or shared with students and school programs and activities. Immigrant parents are often excluded or do not get involved in school planning or the implementation processes. Then, the plan is to use immigrant parents effectively and actively in my school so that

they can help and support ELL students as well as themselves and other students with culturally or ethnically diverse backgrounds. In addition, the parents can build supportive and comfortable learning environment, “Zone of Proximal Development” introduced by Vygotsky (1978), which makes natural social interactions between the students and them to help the ELL students learn thoroughly.

Related to the parent involvement, Freire’s participatory action research becomes a guideline for the parents, why and how the parents help the students and themselves. Freire (1970)’s participatory action research means that research starts with the participants’ needs and takes social action to bring isolated people together around common problems or needs and finally to change their complicated or oppressed situations. Freire (1970) considered dialogue as a means for fostering critical consciousness about social reality by people reflecting on historical, cultural, and political situations (as cited in Lee, 1995).

In this planning and implementing process, immigrant parents will be the main members to lead the action group because they know the students well and will be volunteers for programs, activities, or services of ELL and immigrant students. They can share their values and beliefs with the students and guide them to succeed in their education. The parents will build collaborative and supportive systems between the school or teachers and students and their parents. The parents can be a main resource to help ELL and immigrant students and create a culturally supportive school environment.

Figure 3-2: Campus Improvement Plan II: Parent Support Services

	Parent Support Services	Evaluation
Purposes	<ol style="list-style-type: none"> 1) To bring diverse human resources. 2) To support ELL students effectively in their classrooms and other school activities. 3) To encourage immigrant parents to be involved in ELL students' learning and activities. 4) To build cooperative and supportive networks between parents and school. 	<ol style="list-style-type: none"> 1) How many parents are involved? 2) Participant parents fill out volunteering areas and survey form. 3) What efforts have been done by the group to increase immigrant parents' involvement for ELL students' learning activities? 4) Survey about the parents' services, check opinions of students, parents, and school staff.
Tasks & Activities	<ol style="list-style-type: none"> 1) Volunteer immigrant parents: collect immigrant parents' opinions, decide what types or areas of services they can provide to ELL and immigrant students, recruit immigrant volunteer parents, and organize parent support services or programs. 2) School activity coordinator: provide materials and resources, decision making with the participated parents about what kinds of programs or services will be supported by the immigrant parents. 3) Representatives of diverse ethnic communities: provide additional resources and support to develop and implement this plan. 4) Representatives of students: coordinate the group meetings, and collect the students' opinions and ideas, record group meetings. 	<p>In on-going processes, each participant's tasks and activities can be evaluated by self or in the group:</p> <ol style="list-style-type: none"> 1) Are the tasks or activities done on time or appropriately performed. 2) Are there enough immigrant parents' opinions and ideas collected? 3) Are the tasks and activities appropriately or equally distributed to the all members in the group? 4) Are the members cooperative and supportive each other to perform their tasks or to conduct activities? 5) Are their communications enough to develop the plan? 6) Are their decision making processes effective or systematically?

	Parent Support Services	Evaluation
Time Line	The group will develop a detailed master schedule with each participant's tasks, resources, time, and alternatives to check the progress of the plan (Erlandson, Stark, & Ward, 1996; Peterson, 2007). The group will develop a master schedule timeline for three months and meet regularly once a week. Each participant needs to carry out one's own tasks in a week, based on the timeline.	<ol style="list-style-type: none"> 1) Is the timeline appropriate and reasonable to prepare and accomplish the tasks and activities of the group? 2) Is there any exceptional case considered?
Outcomes	<ol style="list-style-type: none"> 1) Cooperative and supportive environment in school. 2) Increased participation of volunteer immigrant parents. 3) Increased services for the students and their improvement in studying. 4) Parents have more knowledge about school. 5) Connection to outside ethnic communities. 	<ol style="list-style-type: none"> 1) Is the school environment comfortable or welcoming to immigrant parents? 2) Are the immigrant parents willing to participate in parent support services? 3) Check the volunteer parents' services and areas. 4) Do the students like to have immigrant parents provide services for them?
Resources	<ol style="list-style-type: none"> 1) Prepare necessary resources list: time, money, current activities, and immigrant parents' contact lists. 2) Other school information about parent involvement programs or services for ELL students. 3) Place to meet, computer, and other necessary materials to develop the plan. 	<ol style="list-style-type: none"> 1) With the resource check list, participants will ensure that the resources are provided or prepared along with their tasks and activities in on-going processes. 2) Whether they need additional things.
Participants	Immigrant parents (2), activity coordinator (1), representatives of ELL students (2), and a representative of an ethnic community (1): total seven people.	<ol style="list-style-type: none"> 1) Did all participants participate on time on meeting days? 2) Did they prepare and perform their tasks, roles, and activities sincerely? 3) Were they cooperative to accomplish the plan? 4) Did they collaborate well among themselves and other people?

6.4. Action Plan III: Extracurricular Activities

This plan is to provide diverse programs, activities, or services for ELL students as well as immigrant or other students with culturally or ethnically diverse backgrounds. Gardner (1983)'s "multiple intelligences" in learning, ELL and immigrant students are allowed to choose any activity or program that will let them enhance their interests and capacities in a unique area. Students' diverse interests and needs will be accepted in this plan. Then, my school creates a learning community where students, teachers, principals, and parents are learners and teachers depending on their circumstances (Sergiovanni & Starrate, 2006).

In plan III, the students will be the main members. They need to present their leadership to coordinate activities and bring necessary resources. This plan is to bring the improvement of students' capacities and academic performance by their voluntary participation and the development of their potential. Plan III will be developed and matched with Plan III because volunteer immigrant parents will be resources of extracurricular activities for the students.

Figure 3-3: Campus Improvement Plan III: Extracurricular Activities

	Extracurricular Activities	Evaluation
Purposes	<ol style="list-style-type: none"> 1) To develop diverse learning activities and opportunities for ELL and immigrant students. 2) To connect classroom instruction to after school activities. 3) To provide practical activities or services for them 	<ol style="list-style-type: none"> 1) Whether the activities are diversely matched with the students? 2) Whether the activities are systematically connected with classroom curricula? 3) Can the activities allow the students to use skills or capacities in their real life and other subject courses?
Tasks & Activities	<ol style="list-style-type: none"> 1) Representatives of ELL students: prepare data from other schools or websites, collect the students' opinions and ideas about extracurricular activities, and organize and present collected data to the group. 2) Volunteering immigrant parents: recruit immigrant parents who have talents or skills and are willing to support the students. Support the students' activities and extracurricular. 3) ELL teachers: bring ideas what practices can develop after school activities, support students' ideas and guide them to plan well and recruit native speaking volunteer students. 4) School activity coordinator: provide materials and resource, check school rules and policies to provide extracurricular activities, become a final decision maker to offer the activities. 	<p>In on-going processes, each participant's tasks and activities can be evaluated by self or in the group:</p> <ol style="list-style-type: none"> 1) Whether the tasks or activities are done on time or appropriately performed. 2) Are all of the participants' opinions and ideas collected enough? 3) Are the tasks and activities appropriately or equally distributed to all the members in the group? 4) Are the members cooperative and supportive of each other to perform their tasks or to conduct activities? 5) Is there enough communication to develop the plan? 6) Are their decision making processes efficient or systematic?

	Extracurricular Activities	Evaluation
Time Line	The group will develop detailed master schedule depending on each participant's tasks, resources, time, and alternatives to check the progress of the plan (Erlandson, Stark, & Ward, 1996; Peterson, 2007). The group will develop master schedule timeline for three months and regularly meet once a week. Each participant needs to carry out one's own tasks in a week, based on the timeline.	Is the timeline appropriate and reasonably prepared to accomplish the tasks and activities of the group? Is there any exceptional case considered?
Outcomes	1) Provide diverse services and activities for ELL students after school which are matched with their regular classroom curricular. Other immigrant or students can be involved in learning activities provide at Student Service Center. 2)The services or programs may be: Tutoring and mentor systems for class subjects; Learning computer and technology: reading and writing practices with CD Rom or from websites; Practical extra lessons matched with classroom learning maybe traditional folk instruments, songs, folk games (like vocabulary or math quiz); Writing poems or stories and have contests; Write scenarios and develop their own drama.	1) Theoutcomes will be assessed in on-going processes by surveys and observations in services or activities provided volunteer parents. 2) At the end of school year, participant students and parents invite the whole school community to present their performances. 3) The participant students will evaluate provided services or activities as summative assessment.

	Extracurricular Activities	Evaluation
Resources	Prepare necessary resources list: Time, money, volunteer parents, examples of other schools' activities for the students, place to meet, computer, and other necessary materials for planning.	1) With the resource check list, participants will ensure that the resources are provided or prepared along with their tasks and activities in on-going processes. 2) Whether is any additional thing needed?
Participants	ELL teachers (1), immigrant parents (2), and representatives of ELL students (3), and school activity coordinator (1): total seven people.	Did all participants participate on time on meeting days? Did they prepare and perform their tasks, roles, and activities sincerely? Were they cooperative to accomplish the plan? Did they collaborate well among themselves and necessary outside people?

7. Conclusion: Cycling the Action Plan

All action projects are necessary to go through systematically the spiral process included diagnosing, planning action, taking action, and evaluation action and then go to the next spiral process to redesign and revise action projects in the long-term cycle (Coghlan & Brannick, 2005). The process helps action researchers and educators reflect and review their work and to identify their problems or misunderstandings associated with their work and organization. Finally, it leads them to take actions to solve their problems and transform their organization (Peterson, 2007).

This action project as a case study of supporting and helping ELL and immigrant students in my educational community is

also to be revisited and reflected in an on-going process by the action team and groups while the three plans have been implemented. If they find any problem and think that the plans need to be changed, the plans will be revised even before the plans are started or get the final outcomes as well as after these are done.

Reason and Bradbury (2001) argue that “action research is an emergent, evolutionary, and educational process of engaging with self, others and the community that needs to be sustained for a significant period of time”(as cited in Herr and Anderson, 2005, p.58). I believe that this action project developed with action research methods educate the participants including immigrant parents and students, school staff, teachers, and community leaders. It brings evolutionary processes and outcomes in my school. The project will let the participants transfer my educational community into an active cooperative and learning community that ELL and immigrant students as well as others are supported appropriately based on their cultures, needs, and interests to improve their learning and potential. When U.S. schools include more and more students with culturally, linguistically, and ethnically diverse backgrounds, educational communities need to quickly respond to this change and prepare them. ELL and immigrant students cannot be diminished or excluded because of their difficulties or disabilities related to English language. By inviting immigrant parents, using diverse instructional strategies, and changing school

environment, schools can support and help the students systematically with special educational needs. To support and educate them is the schools' responsibilities. As a result, the school can help themselves. This action plan processes and methods can be used in Korean society which becomes diverse and Korean schools which have growing numbers of students who come from multicultural families and have parents using different languages other than Korean. Educating the children cannot be avoided in Korean school and teachers. Their learning will be used for moving forward themselves as well as Korean school and society.

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