



# Journalism for English Learners Program



**Loyola Marymount University  
School of Education**

Center for Equity for English Learners

## Overview

The *Journalism for English Learners Program* is implemented in partnership with various districts throughout the state. It focuses on Long Term English Learners or those “at risk” of becoming LTELs in grades 4-8. The program is research-based, focuses on journalistic writing, includes a minimum of 40 hours of instruction, and can be delivered either after school or within the school day as standards-aligned enrichment and/or intervention for designated or specialized English Language Development.

## Goals

To increase English Learners’ achievement and engagement in:

1. English language arts in the area of informational reading and writing, particularly in the journalistic genre; and,
2. Oral academic language skills in order to reach English language proficiency and prevent Long-Term English Learner status.

“ I have improved in writing informational text and organizing my writing better. I now am more comfortable and confident in my writing.

”

-5<sup>th</sup> Grade Student

## Key Highlights and Accomplishments

- **Journalism for English Learners Curriculum Guide Development**—embeds research-based effective instructional strategies for project-based, differentiated English Language Development.
- **3-Day Journalism for English Learners Trainer of Trainers Institute**—systematically provides teachers or other designated personnel with professional development focused on the delivery of the curriculum and the implementation of critical instructional strategies. Institute participants can become Journalism for English Learners Program Certified trainers upon completion of the 3-day institute.
- **Resources** — On-line *Journalism for English Learners* Overview, Background module and CD of Video Lessons for lesson study and analysis of critical units in the curriculum.
- **Evaluation Tools** — pre and post-assessment of *Journalism for English Learners* student impact: a) Writer Self-Perception Scale; and, b) Informational Writing Assessment Prompt and Rubric.

## Development and Evaluation Phases

Phase I (2008-2011)  
Lennox School District

Phase II (2012-2014)  
Lawndale & Mountain  
View School Districts

Phase III (2014-present)  
Statewide Expansion

## Cumulative Impact

4	17	48	1,294	147
County Offices of Education	School Districts	Sites	Students	Teachers/Leads

## Program Outcomes

- Gains on the overall proficiency levels in the California English Language Development Test (CELDT). Almost 50% of the students who participated in the program moved one or more overall CELDT levels.
- A Writer Self-Perception Scale indicated an increase in the understanding of elements and organization of informational text and a positive increase in students’ perception of themselves as writers.
- A student Informational Writing Assessment showed an increase of at least one overall score point in Informational Writing Assessment scores.