

ELs in Education

Training for All Teachers Program @ SCSU

Spring, 2017 # 18

U.S. Department of Education *Newcomer Tool Kit*

The U.S. Department of Education has created a *Newcomer Tool Kit* that aims to help U.S. educators who work with immigrant students and their families. It is designed to help students achieve the following: 1) expand and strengthen opportunities for cultural and linguistic integration and education, 2) understand the basics about their legal obligations to newcomers, 3) provide welcoming schools and classrooms for newcomers and their families, 4) provide newcomers with the academic support to attain English language proficiency and to meet college and career readiness standards, and 5) support and develop newcomers' social emotional skills.

The Newcomer Tool Kit is comprised of five chapters: **1: Who are Our Newcomers?** **2: Welcoming Newcomers to a Safe and Thriving School Environment**, 3: High-quality Instruction for Newcomers, 4: Supporting Newcomers' Social Emotional Needs and 5: Establishing Partnerships with Families. In this issue, we provide a brief synopsis of the first two chapters of the tool kit. The next two newsletters, will cover the remaining chapters.

U.S. Department of Education, Newcomer Tool Kit, June 2016

Chapter 1: Who Are Our Newcomers?

The term "newcomer" is an umbrella term used to describe "any foreign-born students and their families who have recently arrived in this country." Some of the most commonly used categories to describe newcomer populations include:

- Asylees
- Refugee
- English Learner (EL)
- Foreign born
- Immigrant children and youth (Title III)
- New American
- Student with interrupted/limited formal education (SIFE/SLIFE)
- Unaccompanied youth

Refer to p. 15 for "See me" activity to share with your staff in PLCs to understand experiences, challenges, and strengths of newcomers in your school.

Chapter 2: Welcoming Newcomers to a Safe & Thriving School Environment

Below are the six best practices to ensure newcomers and their families can thrive in the new school community:

1. **Knowledge about students**, including their prior schooling and life experiences
2. **Program structures** to support students' learning through consistency across school years and/or small class sizes
3. **Communication with students and their families**, which at times, may need to be done in their home language
4. **Parent and family engagement** in the school community
5. **Cultural and home language integration** in instruction and school activities
6. **Community integration** through community partnerships

Coffee Q & A with Experts

Does your leadership team have questions about how to best serve your EL students? Concerns about program types? Assessments? Appropriate texts? Southern Connecticut State University's Training for All Teachers Program invites you to meet informally at your school with SCSU's EL experts for a personal Q&A.

You bring the questions. We'll bring the coffee.



To schedule a meeting, call Marisa Ferraro at 203.392.5162 or e-mail: FerraroM4@SouthernCT.edu.



Visit our EL Curriculum Library

With a click of a button, teachers can access over 300+ instructional units, grades K-12. These units have been modified to make the course content accessible to ELs. They have all been created by teachers enrolled in SCSU's MS TESOL & Bilingual Education Program.

Best Practices From the Classroom...

In this 1st grade language arts lesson titled *Sequencing*, Cid Muniz modifies her text to make it more accessible to her lower level proficiency EL students. The original text appears below, to the left. To the right of the original, Muniz modifies the text using a couple of different strategies. First, she simplifies her text, pulling out the most crucial details of the text, eliminating unnecessary information. Secondly, she separates each sentence to a new line, making it visually easier to process for beginning students. Thirdly, she uses different colors to separate lines, which the students can refer to with ease later in the lesson. These modifications allow students to access the text to understand the critical information, ensuring the key lesson objectives are met.

For the full unit, please visit our online TAT EL Curriculum library: www.southernct.edu/tat

Original Text

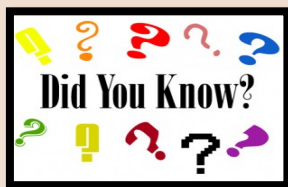
Beginning

Romall is excited and it is getting clear that school is finally over and summer is here. Vacation is coming. He packed up his bags with swimsuits, sandals, and big suit case tags. Paul is a puppy and he just can't wait. He bounced out the porch. He is really excited. Vacation is here and he needs to hurry and load up his gear. With a map on the dashboard and music too loud, Romall is laughing and singing out loud. Paul sticks his head out the window with ease and smiles as his tongue is flapped in the breeze.

Modified Text

Beginning

School is over and summer is here.
He packed his bags.
Paul is a puppy. He bounced out the porch.
He needs to pack his stuff.
Romall is laughing and singing.



In order to effectively welcome and integrate newcomers and their families into your school, it is important to provide them with the following information:

"course schedules, physical layout of the school, homework policy and purpose, attendance policy, discipline policy, immunization policy, dress code, cafeteria options, subsidized lunch applications, transportation options, Back to School night information, progress report and report card information, parent-teacher conference dates and purposes, after-school clubs and sports options, special education services, summer school availability, and the role of guidance counselors and other non-teaching staff..."

"Since newcomers may be accustomed to different types of scheduling or teacher assignments in schools in their home countries, or may be adjusting to middle school or high school upon entry into U.S. schools, structures that provide consistency for students across multiple school years may be helpful."

"Within the total population of immigrants in 2014, approximately 50 percent (20.9 million), of the 42.1 million immigrants ages five and older were not English proficient. Out of the 42.1 million immigrants, ages five and older, 44 percent speak Spanish (the most prominent non-English language spoken)."

U.S. Department of Education, Newcomer Toolkit, June 2016

We offer educators in Connecticut professional development workshops:

1. Basic workshop (10 hours) for mainstream teachers, special education teachers, pupil service personnel, and administrators who have had less than 10 hours of training. The goal of this training is to provide educators with the tools to make their mainstream lessons accessible and engaging to ELs of varying language proficiency.
2. Advanced workshop for educators who have received minimally 8-10 hours. Topics include: literacy and academic language development, linguistic and content assessment, language difference vs. disability and peer coaching.

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