

# ELs in Education

Training for All Teachers Program @ SCSU

Summer, 2017 #19

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

### Part II

We continue our coverage of the U.S. Department of Education's recently released *Newcomer Tool Kit* that aims to help educators work with immigrant students and their families. We provide an abbreviated summary of **Chapter 3: High-quality Instruction for Newcomers** and **Chapter 4: How to Support Newcomers' Social Emotional Needs**.

A few **myths** that must be debunked in order to create successful policies and programs for newcomers are:

1. Newcomers must develop significant language proficiency prior to participating in disciplinary learning.
2. Students need simplified content and language as they learn English (text for newcomers should be amplified, not simplified. Simplified language decreases, rather than increases, meaning).
3. Students can only learn one language at a time and bilingualism is counterproductive. Use of home language will negatively affect academic and language learning.
4. Not all educators of ELs need to be specially trained. If teachers speak English, they can teach English.

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

### Chapter 3: High-Quality Instruction for Newcomer Students

Several key elements of high-quality educational programs include:

1. An **asset orientation** that values newcomers' home language, culture, families & the experiences they bring
2. Teachers provide rich learning opportunities that are **rigorous** and include grade-level content
3. Learning includes **literacy learning in English** and newcomers' home language whenever possible
4. School staff support students' education and **socio-emotional well-being**, agency & autonomy
5. Regular check-ins with students and efforts to **connect newcomer families with needed services**

### Chapter 4: How to Support Newcomers' Social Emotional Needs

Ways that schools can support the socio-emotional development of newcomers:

1. Create an environment that is **safe to express emotions**
2. **Model empathy**; be emotionally responsive
3. Encourage and **reinforce social skills** such as greeting others and taking turns
4. Set **clear expectations** and limits
5. Separate **emotions from actions**
6. Create opportunities **for children to solve problems**

Schools should be aware of "**immigrant bullying**," a type of aggressive behavior based on the victim's immigrant status or family history of immigration. Newcomers may be bullied due to race, ethnicity, language, accent, clothing, and religion.

### 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](mailto:FerraroM4@SouthernCT.edu).



## Visit our EL Curriculum Library

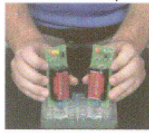


With a click of a button, teachers can access over 300+ instructional units, K-12. These units have been modified to make the course content accessible to ELs. All units have been created by teachers enrolled in SCSU's MS TESOL & Bilingual Education Program.

[www.southernct.edu/tat](http://www.southernct.edu/tat)

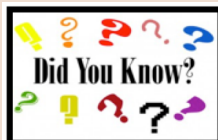
## Best Practices From the Classroom...

In a unit titled Physical Properties of Matter, Teresa Guerra planned for her 7<sup>th</sup> grade ELs to investigate physical properties of 3 types of packaging materials used for salsa: aluminum, plastic and glass. Students describe the properties of salsa using their 5 senses in lesson 1.

In lesson 2 (extracted below) the students predict, estimate and analyze to explore the concepts of conductivity, mass, and magnetism of the salsa packaging materials. Students express their predictions in writing and talking through the graphic organizers below for levels 5 (far left), 3 (middle), and 1 (far right, which also includes **Spanish**). Differentiating for language proficiencies provides *all* students the opportunity to articulate and share their predictions in her sheltered science class. Following their predictions, Guerra created similar linguistically differentiated organizers for students to record the results of their material tests.

Level 1	Aluminum	Level 3	Aluminum	Level 5	Aluminum
<b>Conductivity</b> <b>Predict:</b> Would it conduct electricity?  Why?	<b>Station</b> 1. Conductivity <b>Predict:</b> I think aluminum <u>would</u> <u>would not</u> conduct electricity because aluminum <u>is / is</u> <u>not</u>	<b>1. Conductivity</b>  <b>Predict:</b> ? / Predice Aluminum <u>conducts electricity</u> : <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
<b>Mass</b> <b>Estimate:</b> What would the mass be?	<b>2. Mass</b> <b>Estimate:</b> I believe the mass would be:	<b>2. Mass</b>  <b>Estimate:</b> / Estima: 1 ? 3 ? 5 ? grams			
<b>Magnetism</b> <b>Predict:</b> Would it be magnetic?  Why?	<b>3. Magnetism</b> <b>Predict:</b> I think aluminum <u>would</u> <u>would not</u> magnetic because	<b>3. Magnetism</b>  <b>Predict:</b> ? / Predice Magnet <u>attracts</u> aluminum <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			

For the full unit, please visit our EL Curriculum library: [www.southernct.edu/tat](http://www.southernct.edu/tat), and search "Guerra"



### Core Stressors for Newcomers

We share 2 of the 4 major stressors for newcomers and their families, according to the National Child Traumatic Stress Network. *Refugee Service Toolkit*. In our next and final newsletter (#20), we will share two more stressors along with possible ideas to help refugee students.

**1. Trauma** – When children and family members experience an intense event that threatens or causes harm and trauma to their emotional and physical well-being.

Possible causes: War and persecution, displacement, flight & migration, poverty, and family/community violence.

Possible help: Even as students appear to adjust, they may be worrying about family members in their home country, or about difficulties adjusting to the new culture and language. Look for signs of stress and work with school social workers or counselors and the family to develop a plan to help the student reduce anxiety.

**2. Acculturation** – The process of navigating between the new culture and a newcomer's culture of origin.

Possible causes: Conflicts between children and parents over new and old cultural values, the necessity to translate for family members who are not fluent in English, problems trying to fit in at school and more.

Possible help: Integrate the students' cultural and country information into your weekly classroom routine. This may help maintain pride in their country and help share information with their peers. Teachers can create a "News" corner that contains information about the students' home country.

Source: [www.colorincolorado.org/article/how-support-refugee-students-ell-classroom](http://www.colorincolorado.org/article/how-support-refugee-students-ell-classroom)

### We offer educators in Connecticut professional development workshops:

- 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.
- 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.

TAT Program Faculty & Staff: Dr. Verplaetse, Project Director; Marisa Ferraro, Program Manager; Sophia Diamantis, Associate Program Manager; Elizabeth Acosta, Graduate Assistant