Defining Key Terms

• **Immigrant**: someone who moves to a new country to live there

• **Refugee**: someone who has been forced to leave a country because of war, natural disaster, or for religious or political reasons

• **Migrant**: someone who moves from one place to another

• **Newcomer**: Recently arrived immigrant, generally within 1 year, from a non-English L1 background
Shout Out: Learners Dictionary
Second Language Acquisition

- 4-7 years for average academic language acquisition (CALP)
Range of Needs – Contributing Factors

- Cultural
- Linguistic
- Socio-emotional
- Economic
- Familial
- Academic
Types of Newcomers: By Status

- Voluntary Immigrants
  - Citizens
  - VISA
- Refugees
  - War
  - Persecution
  - Natural disaster
- Undocumented/Illegal/Unauthorized
  - Unaccompanied minor
Types of Newcomers: By Educational Background

Types of Learners

- **Literate, on level newcomers**: Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level.

- **Literate, partially schooled newcomers**: Students with native language literacy skills and some academic schooling.

- **Newcomer students with interrupted education**: Students with disrupted or weak educational backgrounds and below-grade-level or no literacy in their own native language.

- **Late-entrant immigrant newcomers**: Students who enter after first quarter or semester.
# Types of Newcomers: By L1 or Country of Origin

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</table>
Educating Newcomers

WUT to do?
Welcome them
Understand them
Teach them
WELCOME THEM
“My Name Is Jorge”

• [https://vimeo.com/143455022](https://vimeo.com/143455022)
Welcoming Districts & Schools

• Alleviate fears/uncertainty/misconceptions
• Demonstrate care for family
• Provide critical information in a comprehensible form
• Communicate partnership with parents
• Value the cultural & linguistic diversity of their families & share that message
Intake Protocols

• Consider:
  – Where are the first contact with newcomer families occurring?
  – Who is the first district representative making contact with newcomer families?
  – What information is most critical to provide newcomer families?
  – What information is needed to gather from the families in order to determine the best placement for newcomers?

• Possible Support to Provide:
  – Refugee resettlement
  – Referrals to additional services
  – Supporting understanding of school system & US culture
  – L1 basic translation for common language groups
Home Language Survey

- Massachusetts Department of Elementary and Secondary Education
  - [http://www.doe.mass.edu/ell/hlsurvey/](http://www.doe.mass.edu/ell/hlsurvey/)
  - Home Language Survey examples in Word and PDF that may be used as templates
  - Available in over 25 languages

- Carrollton-Farmers Branch ISD in Texas
  - [http://www.edlinesites.net/files/_5BESP_/2e80df15556a1cc43745a49013852ec4/HLS_2014.pdf](http://www.edlinesites.net/files/_5BESP_/2e80df15556a1cc43745a49013852ec4/HLS_2014.pdf)
  - 2 page version with six language translations including English, Spanish, Urdu, Portuguese, Vietnamese, and Korean
Sample Support: Welcome Videos

http://www.edlinesites.net/pages/CFBI_SD/Parents/Parent_Resources
Welcome Videos: Possible Topics

- Welcome to US/District/School
  - Highlights of the district
- Home Language Survey
- Testing requirements (CELDT)
- EL services offered
- School Schedule & Norms
- Dress Code
- Disciplinary Policies
- Standardized Lunch Options
- Transportation Options
A Welcoming Student Body

Tools for Welcoming Students:

- Buddy System
  - Orientation by students from same culture
  - Student tour guide to show newly arrived student where his/her classes are
- Orientation videos in L1
- Short videos about school
- "Assimilated immigrants helping newcomers"
- Connecting with students outside school (PTA, sports, activities)
- Talent Nights/Culture Nights
Buddy/Mentorship Programs

Newcomer Mentorship

R.L. Turner High School
Newcomer Mentorship Program

Program Goals:
- To support language acquisition and development of ELL students within the Turner community

Program Components:
1. Language Partners: Pairing of seasoned and newcomer students
2. Cultural Exchange: Sharing of traditions and customs

Program Duration:
- 12-month pilot program starting from September 2023

Program Evaluation:
- Regular assessments to measure progress
- Student feedback surveys

Program Impact:
- Increased语言 proficiency
- Improved social integration

Program Contact:
- For more information or to get involved, contact your school's administration.

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SCCOE Multilingual Education Services
A Welcoming Staff

Tools for Welcoming Teachers
- Recording books in first language
- Teachers receive professional development to raise ELP learner awareness

Smile

Variety of literature available written in native language

Introduce activities to students

Create a binder with social stories

Create PPT

Create a binder with graphic organizers

Yearbooks on online

Home Visits
Cultural Proficiency

Cultural proficiency is a model for shifting the culture of the school or district; it is a model for individual transformation and organizational change.

Cultural proficiency is a mind-set, a worldview, a way a person or organization make assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments.

For some, cultural proficiency is a paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures. - R. B. Lindsey, et al. (2009), p. 4
The Cultural Proficiency Continuum

1. Cultural Destructiveness. See the difference, stomp it out. Negating, disparaging, or purging cultures that are different from your own.

2. Cultural Incapacity. See the difference, make it wrong. Elevating the superiority of your own cultural values and beliefs and suppressing those of cultures that are different from your own.

3. Cultural Blindness. See the difference, act as if you don’t. Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures.

4. Cultural Pre-competence. See the differences, respond inadequately. Recognizing that lack of knowledge, experience, and understanding of other cultures limits your ability to effectively interact with them.

5. Competence. See the difference, understand the difference that difference makes. Interacting with other cultural groups in ways that recognize and value their differences.

6. Cultural Proficiency. See the difference and respond. Honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups.

http://www.slideshare.net/complianceandsafety/cultural-competency-by-virginia
The Role of Empathy

- Cultural
- Linguistic
- Socio-emotional
- Economic
- Familial
- Academic
Supporting the Transition

Connecting Diverse Cultures: A Video Guide for A New Day and Be Who You Are
Developed as a companion to the DVD Refugee Families and Youth in the United States, this informative guide incorporates segments of the video into engaging activities. Connecting Diverse Cultures features practical and effective activity plans designed to help facilitators, teachers, and trainers increase understanding of and appreciation for other cultures and beliefs.

Welcome to the United States: A Guidebook for Refugees
The Welcome to the United States guidebook provides valuable information to help refugees prepare for the first few months in the United States.

Making Your Way: A Reception and Placement Orientation Curriculum
This comprehensive curriculum is designed to equip refugee service providers with an effective and efficient approach to orientation. Orientation is part of a package of mandated core resettlement services provided for newly arrived refugees during the Reception and Placement (R&P) period, a refugee’s first 30 to 90 days in the United States.

Faces of Resettlement: Refugees in U.S. Communities (Video)
This video features the stories of five individuals who entered the United States as refugees and who are making positive contributions to their communities.

Helping Newcomer Students Succeed in Secondary Schools and Beyond
This research project consisted of a national survey of secondary school newcomer
UNDERSTAND THEM
Video: I Learn America
Assessment & Newcomers

• L1 Literacy & Educational Backgrounds
• English Language Proficiency – CELDT & ELD Standards-based Assessments
• Interests, Strengths, & Goals
• Family & Life Story
## Type of Newcomers & English Literacy Development

<table>
<thead>
<tr>
<th>Type of Newcomer</th>
<th>L1 Literacy</th>
<th>Grade Level Content Knowledge</th>
<th>English Literacy Development (avg. = 4-7 yrs)</th>
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<td>Literate (full schooling)</td>
<td>YES</td>
<td>YES</td>
<td>Faster</td>
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<td>Literate (partial schooling)</td>
<td>YES</td>
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<td>Average</td>
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<tr>
<td>Students with Interrupted Formal Education (SIFE)</td>
<td>NO</td>
<td>NO</td>
<td>Slower (at first)</td>
</tr>
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</table>

Source: CAL (2012) Helping Newcomer Students Succeed in Secondary Schools and Beyond
Trauma & Newcomers

• Potential causes of trauma:
  – Violence/abuse
  – Loss/neglect
  – Cultural shock
  – Terrorism/Threat/Lack of safety or shelter

• Research potential sources of trauma

• Identify community resources for support
Researching Experiences

- Student Interviews & Narratives
- Family Interviews
- Language & Cultural Brokers
- Online searches and Wikipedia
- Video Documentaries
- Literature
Case Study: Newcomer Student

Your high school student, James, moved to San Jose a year ago. He is Burmese and was born in a refugee camp in Thailand, where he lived until his family was resettled in the US. James is outgoing and well-liked by the other students, but he isn’t performing well in your class. You hear from your colleagues that he is not doing well in his other subjects either. His English is improving, but he is not yet academically proficient in it. You also have the impression that his schooling in Thailand was spotty and that James in not focused on his education.
Strengths-Based Approach

- What can you build from?
- What will open the doors to the student for language, self-esteem, integration, and friendships?

Possible Sources:
Interview, survey, photos, drawings, home visit, observation, free play/time
Identity & Newcomers

- **Outer identity**: How do others see you? How do you show yourself to others?
- **Inner identity**: How do you see yourself?

- Potential Identity Conflicts:
  - Country of origin vs. US
  - Shame & fear
  - Stereotypes: Lack of control over outer identity
### Table 4.1. Responsibilities of Parent/Family Liaisons and Social Workers

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<th>Responsibilities of social workers</th>
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<td>• Act as school contact for family (e.g., interpret cross-cultural information, assess family needs, explain school policies)</td>
<td>• Connect families with social services (e.g., housing, jobs, food assistance)</td>
</tr>
<tr>
<td>• Assist with registration</td>
<td>• Connect families with health and mental health services and child health insurance</td>
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<tr>
<td>• Conduct home visits</td>
<td>• Conduct home visits</td>
</tr>
<tr>
<td>• Interpret at parent-teacher conferences, school meetings, and other school events</td>
<td>• Assess students for health and mental health needs</td>
</tr>
<tr>
<td>• Translate school communications, including newsletters</td>
<td>• Lead student support groups (e.g., family reunification, depression, conflict resolution, pregnancy prevention, young mothers)</td>
</tr>
<tr>
<td>• Conduct parent workshops; invite guest speakers</td>
<td>• Provide one-on-one counseling for students</td>
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<tr>
<td>• Connect families with adult education services</td>
<td>• Provide family counseling</td>
</tr>
<tr>
<td>• Lead adult ESL classes</td>
<td>• Liaise with refugee resettlement groups</td>
</tr>
<tr>
<td>• Connect families with social services</td>
<td>• Liaise with migrant education program</td>
</tr>
<tr>
<td>• Connect families with health services</td>
<td>• Liaise with homeless shelters where some newcomer families live</td>
</tr>
<tr>
<td>• Maintain a clothing closet with donated coats and other clothing families might need</td>
<td></td>
</tr>
<tr>
<td>• Work with staff to establish student support groups</td>
<td></td>
</tr>
<tr>
<td>• Present workshops to staff on cultural differences and parent communication</td>
<td></td>
</tr>
</tbody>
</table>

Helping Newcomer Students Succeed in Secondary Schools and Beyond
TEACH THEM
Designated ELD

- Extended time
- Quality
- Relationship to academics
- ELD Standards based
CAL Seven Principles for Educating ELs

Seven Principles of Effective Instruction for English Learners

CAL has developed a set of seven principles of effective instruction for English learners based on research on English learner instruction and on CAL’s extensive experience working with these students and their teachers. These principles guide CAL’s professional development services for educators working with English learners. More details are provided in our professional development materials and workshops. A video clip outlining these principles is available on the CAL website.

- **Principle 1:** Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student’s identity and to bridge to new learning.

- **Principle 2:** Use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.

- **Principle 3:** Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.

- **Principle 4:** Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.

- **Principle 5:** Involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher.

- **Principle 6:** Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.

- **Principle 7:** Engage and communicate with all stakeholders of student success, especially with students’ families and communities.
Expectations for Newcomers

Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.

As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.

### Emerging

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>ELD Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases.</td>
</tr>
<tr>
<td></td>
<td>Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences.</td>
</tr>
<tr>
<td></td>
<td>Participate in simple, face-to-face conversations with peers and others.</td>
</tr>
<tr>
<td>Interpretive</td>
<td>Comprehend frequently occurring words and basic phrases in immediate physical surroundings.</td>
</tr>
<tr>
<td></td>
<td>Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation.</td>
</tr>
<tr>
<td></td>
<td>Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures.</td>
</tr>
<tr>
<td></td>
<td>Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures.</td>
</tr>
<tr>
<td></td>
<td>Comprehend familiar words, phrases, and questions drawn from content areas.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of words and phrases from previously learned content material.</td>
</tr>
<tr>
<td>Productive</td>
<td>Produce learned words and phrases and use gestures to communicate basic information.</td>
</tr>
<tr>
<td></td>
<td>Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects.</td>
</tr>
<tr>
<td></td>
<td>Express ideas using visuals such as drawings, charts, or graphic organizers.</td>
</tr>
<tr>
<td></td>
<td>Express ideas using information and short responses within structured contexts.</td>
</tr>
<tr>
<td></td>
<td>Write or use familiar words and phrases related to everyday and academic topics.</td>
</tr>
<tr>
<td></td>
<td>Write or use learned vocabulary drawn from academic content areas.</td>
</tr>
</tbody>
</table>
## Expectations for Newcomers

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
<th>ELD Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metalinguistic Awareness</strong></td>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td>At the early stages of the Emerging level, students are able to perform the following tasks:</td>
<td>Upon exit from the Emerging level, students are able to perform the following tasks:</td>
</tr>
<tr>
<td>- Apply to their learning of English an emerging awareness of:</td>
<td>- Apply to their learning of English an awareness of:</td>
</tr>
<tr>
<td>- differences and similarities between their native language and English;</td>
<td>- differences and similarities between their native language and English;</td>
</tr>
<tr>
<td>- ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</td>
<td>- ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</td>
</tr>
<tr>
<td>- how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English.</td>
<td>- how to intentionally and purposefully use mostly everyday and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy of Production</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Be comprehensible when using memorized or copied words or phrases.</td>
<td>- Be comprehensible when using simple or learned phrases and sentences.</td>
</tr>
<tr>
<td>- Produce English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</td>
<td>- Produce English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.</td>
</tr>
</tbody>
</table>
Scaffolding for Newcomers

Substantial
Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.

11. Strategies to Promote Equitable Instruction

<table>
<thead>
<tr>
<th>Strategies &amp; Scaffolds (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Accessing background knowledge/connection to real life experiences</td>
</tr>
<tr>
<td>☐ Engagement activities (describe)</td>
</tr>
<tr>
<td>☐ Interaction in meaningful ways/productive group work</td>
</tr>
<tr>
<td>☐ Learning styles: visual, hands-on, modeling, use of technology</td>
</tr>
<tr>
<td>☐ Scaffolding techniques: graphic organizers, visuals, realia, etc.</td>
</tr>
<tr>
<td>☐ Differentiated texts</td>
</tr>
<tr>
<td>☐ Foundational literacy skills support</td>
</tr>
<tr>
<td>☐ Planned oral/written language production (PLP)</td>
</tr>
<tr>
<td>☐ Sentence frames</td>
</tr>
<tr>
<td>☐ Vocabulary development</td>
</tr>
<tr>
<td>☐ Formative assessment (short cycle)</td>
</tr>
<tr>
<td>☐ Student self-assessment/reflection</td>
</tr>
<tr>
<td>☐ Small group or individualized instruction</td>
</tr>
</tbody>
</table>
### Scaffolding Complex Text

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Teachers support all students’ understanding of complex text by . . .</th>
<th>Additional, amplified, or differentiated support for linguistically diverse learners may include . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Knowledge</strong></td>
<td>• Leveraging students’ existing background knowledge</td>
<td>• Drawing on primary language and home culture to make connections with existing background knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing students’ awareness that their background knowledge may “live” in another language or culture</td>
</tr>
<tr>
<td><strong>Comprehension Strategies</strong></td>
<td>• Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing)</td>
<td>• Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELLs are still learning to communicate through English</td>
</tr>
<tr>
<td></td>
<td>• Providing multiple opportunities to employ learned comprehension strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>• Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time</td>
<td>• Explicitly teaching particular cognates and developing cognate awareness</td>
</tr>
<tr>
<td></td>
<td>• Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered</td>
<td>• Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, -dad, -ión, -ia, -encia) that have the English counterparts (-ty, -tion/sion, -y, -ence/-ency)</td>
</tr>
</tbody>
</table>
**“From Farm to Factory” excerpt from Chapter 3 of *The Omnivore’s Dilemma***

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Heading &amp; Paragraph</th>
</tr>
</thead>
</table>
| Credit | The Corn Takeover  
It may seem that I’ve given corn too much credit. After all, corn is just a plant. How could a plant take over our food chain and push out almost every other species? Well, it had some help—from the U.S. Government. |
| Industry | Agribusiness  
At the heart of the industrial food chain are huge businesses, agribusinesses. The same businesses that create new seeds provide farmers with the tools and fertilizer they need to grow lots of corn. Agribusinesses also need cheap corn from which they make processed food and hundreds of other products. To get the corn flowing and keep it flowing, agribusiness depends on government regulations and taxpayer money. |
| Plant | Growth of the Agribusiness  
The government started seriously helping corn back in 1947. That was when a huge weapons plant in Muscle Shoals, Alabama switched over to making chemical fertilizer. How can a weapons plant make fertilizer? Because ammonium nitrate, the main ingredient in explosives, happens to be an excellent source of nitrogen. And nitrogen is one of the main ingredients in fertilizer. |
| Acre | Agribusiness and Chemical Fertilizer  
Chemical fertilizer was needed to grow hybrid corn because it is a very hungry crop. The richest acre of Iowa soil could never feed thirty thousand hungry corn plants year after year without added fertilizer. Though hybrids were introduced in the thirties, it wasn’t until farmers started using chemical fertilizers in the 1950s that corn yields really exploded. |
Using verbs and verb phrases
Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.

Using nouns and noun phrases
Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

Modifying to add details
Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.
# Level Up & Celebrate Success

## Emerging

1. **Exchanging information/ideas**
   Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.

## Expanding

1. **Exchanging information/ideas**
   Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.

## Bridging

1. **Exchanging information/ideas**
   Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

---

### Table: Communication Skills

<table>
<thead>
<tr>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in/ contribute to class/group/partner conversation</td>
<td>Ask/answer yes-no and wh- questions w/ simple phrase responses</td>
<td>Follow turn-taking rules</td>
</tr>
</tbody>
</table>

---

SCCOE Multilingual Education Services
**Formative Assessment**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>ELP Level</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Engage in conversations</td>
<td>Ask/review, not leading to new ideas</td>
<td>Following directions, asking relevant questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask/review, not leading to new ideas</td>
<td>Following directions, asking relevant questions</td>
<td>Using evidence to support ideas</td>
</tr>
</tbody>
</table>

*Institutional Notes:

Adapted from: CDE, SLARLD Framework (2014). *Figure 8.3,* Ch. 8, pp. 49, accessed on 10/22/14. [http://www.cde.ca.gov/cve/cfl/documents/chapter8/bsadopted.pdf](http://www.cde.ca.gov/cve/cfl/documents/chapter8/bsadopted.pdf)*
Culturally & Linguistically Responsive Teachers

• Self-educate
• Draw on & value students’ cultural backgrounds
• Address language status
• Expand language awareness
• Support the development of academic English
• Promote pride in cultural & linguistic heritage
Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization.

Source
A Relevant Curriculum or Irrelevant Curriculum?

• Consider the unit themes, content, projects, and major assignments being taught.
  – Are they all equitably relevant?
  – Are there opportunities for all students to draw from prior experiences to connect to the content?
  – Is the curriculum globally, locally, or personally significant for students?

• Potential topics of relevance:
  – immigration, identity, bullying, resource distribution, war, prejudice, friendship, family, decision-making/goal-setting, career/college, civics, law, loss, expression, stereotypes
Orientation Curricula from the Center for Applied Linguistics

On Their Way
An Orientation Curriculum for Unaccompanied Refugee Minors
Dani M. Abrams

Making Your Way
A Reception and Placement Orientation Curriculum
Working with Families

Effective Strategies Used by Case Study Programs for Newcomer Parent Involvement

• Hire a parent/family liaison
• Offer on-site adult ESL classes
• Conduct an orientation day
• Prepare a translated packet of key information
• Show a video about the school
• Conduct parent walk-throughs of classrooms
• Hold bilingual parent meetings and other special events
• Invite guest speakers of interest (e.g., firefighter, nurse, public librarian, immigration specialist) to parent workshops and PTA meetings
• Publish and translate parent newsletters
• Train a cadre of parent volunteers who would welcome new families, help in school, and provide other forms of orientation to the school and community

• Support L1 literacy & language development
• Inform of progress & goals
Foundational Skills

• Print concepts
• Phonemic awareness
• Phonics/Decoding
• Word Recognition
• Fluency
Characteristics of Successful Newcomer Programs

- Flexible scheduling of courses and students
- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents and reading interventions adapted for English language learners
- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support (e.g., after school, Saturday, and summer programs)
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school programs or beyond high school
### Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Level A: Guided Reading Time and Literacy Stations</th>
<th>Level B: Spelling, Phonics, and Reading Coach Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Level A: Phonics and Writing stations</td>
<td></td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Level B: Math and Science/Social Studies Centers</td>
<td></td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Level A: Math and Science/Social Studies Centers</td>
<td></td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Level B: Guided Reading Time and Literacy Stations</td>
<td></td>
</tr>
</tbody>
</table>

**Literacy Instruction Through Learning Stations at the High School ESL Teen Literacy Center**
### Sample Schedule 2

<table>
<thead>
<tr>
<th>Time periods</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period One</strong>&lt;br&gt;8:00 a.m.–8:45 a.m.</td>
<td>Computer Literacy&lt;br&gt;Room 416</td>
<td>Computer Literacy&lt;br&gt;Room 413</td>
<td>Math&lt;br&gt;Room 451</td>
<td>Math&lt;br&gt;Room 451</td>
<td>Math&lt;br&gt;Room 451</td>
</tr>
<tr>
<td><strong>Period Two</strong>&lt;br&gt;8:47 a.m.–9:32 a.m.</td>
<td>Science&lt;br&gt;Room 402</td>
<td>Science&lt;br&gt;Room 402</td>
<td>Math&lt;br&gt;Room 451</td>
<td>Math&lt;br&gt;Room 451</td>
<td>Math&lt;br&gt;Room 451</td>
</tr>
<tr>
<td><strong>Period Three</strong>&lt;br&gt;9:34 a.m.–10:19 a.m.</td>
<td>Social Studies&lt;br&gt;Room 438</td>
<td>Social Studies&lt;br&gt;Room 444</td>
<td>Science&lt;br&gt;Room 402</td>
<td>Science&lt;br&gt;Room 402</td>
<td>Science&lt;br&gt;Room 402</td>
</tr>
<tr>
<td><strong>Period Four</strong>&lt;br&gt;10:21 a.m.–11:06 a.m.</td>
<td>Language Arts&lt;br&gt;Room 438</td>
<td>Language Arts&lt;br&gt;Room 438</td>
<td>Social Studies&lt;br&gt;Room 444</td>
<td>Social Studies&lt;br&gt;Room 444</td>
<td>Social Studies&lt;br&gt;Room 444</td>
</tr>
<tr>
<td><strong>Period Five</strong>&lt;br&gt;11:08 a.m.–11:53 a.m.</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
</tr>
<tr>
<td><strong>Period Six</strong>&lt;br&gt;11:55 a.m.–12:40 p.m.</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
<td>E.S.L.&lt;br&gt;Room 438</td>
</tr>
<tr>
<td><strong>Period Seven</strong>&lt;br&gt;12:42 p.m.–1:27 p.m.</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td><strong>Period Eight</strong>&lt;br&gt;1:30 p.m.–2:15 p.m.</td>
<td>Gym</td>
<td>Gym</td>
<td>Math Lab&lt;br&gt;Room 451</td>
<td>Math Lab&lt;br&gt;Room 451</td>
<td>Math Lab&lt;br&gt;Room 451</td>
</tr>
<tr>
<td><strong>Extended Period</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 3.1. Academy for New Americans Class Schedule for Eighth-Grade ESL Program*
Obstacles

- Family reunification and student experiences with trauma and posttraumatic stress disorder
- No Child Left Behind accountability measures
- Special education services
- High school graduation credits
- Postsecondary options
## Teaching the Text Backwards

<table>
<thead>
<tr>
<th>Traditional Order</th>
<th>Teach the Text Backwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the text independently.</td>
<td>1. Extension or application activity</td>
</tr>
<tr>
<td>2. Answer questions.</td>
<td>2. Discuss the material.</td>
</tr>
<tr>
<td>3. Discuss answers.</td>
<td>3. Answer questions.</td>
</tr>
<tr>
<td>4. Extension or application activity.</td>
<td>4. Read the text.</td>
</tr>
</tbody>
</table>

SCCOE Multilingual Education Services
Hazelwood v Kuhlmeier (1988) Supreme Court Case

**Summary of the Decision**

The Supreme Court ruled against the students in a 5-3 decision. Justice White wrote the *majority opinion*, concluding that the First Amendment does not prevent school officials from exercising *reasonable authority* over the content of school-sponsored publications. Justice Brennan wrote a dissenting opinion, which was joined by Justices Marshall and Blackmun.

The majority opinion first *considered* whether school-sponsored student newspapers are *public forums*. If they were public forums, school officials would not be allowed to exercise *editorial control* over the content of the paper. Referring to Supreme Court *precedent*, the decision noted that school facilities are only considered to be public forums when school authorities have “‘by *policy* or by *practice*’ opened those facilities ‘for *indiscriminate* use by the general public.’” If the facilities are used for other purposes, however, they do not *constitute* a public forum, and “school officials may impose *reasonable restrictions* on the speech of students.” The school newspaper in this case was not open to the *unlimited contribution* of students, teachers and other members of the community, but was instead published as part of the curriculum of a journalism class. Therefore, its primary function was for educational purposes, and the newspaper did not constitute a public forum.
Teaching the Text Backwards Videos

• Kindergarten: https://vimeo.com/8711672

• 5th Grade: https://vimeo.com/8710970
Resources

Learning Resources Used by Newcomer Programs
Below are examples of publications and programs used by the 63 programs for older, emergent readers and underschooled students:

Language Learning and Reading Programs
- *Champion of Ideas* (Ballard & Tighe)
- *Edge Fundamentals* (National Geographic School Publishing)
- *Inside the U.S.A.* (National Geographic School Publishing)
- *Keys to Learning* (Pearson Longman)
- *Reading Basics* (National Geographic School Publishing)
- *Reading Expeditions* (National Geographic School Publishing)
- *Reading Street* (Scott Foresman)
- *Shining Star* (Pearson Longman)
- *Soar to Success* (Houghton Mifflin Harcourt)

Subject Area Textbooks
- *ACCESS Math* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS Science* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS American History* (Great Source/Houghton Mifflin Harcourt)

Intervention Materials
- *FAST Math* (developed by Fairfax County, VA; available at www.ncela gwu.edu/faqs/view/13)
- *Grammar Sense series* (Oxford University Press)

- *Reading Navigator* (Jamestown, Glencoe McGraw-Hill)
- *RIGOR (Reading Instructional Goals for Older Readers)* (Benchmark Education)
- Algebra readiness materials (Teacher Created Materials Publishing)

Readers
- *Personal Stories* series (Linmore Press)
- *Scholastic leveled readers* (Scholastic)
- *Science Readers* (Teacher Created Materials Publishing)

Online Learning
- *ALEKS* (Assessment and Learning in Knowledge Spaces)
- *Reading A-Z* (leveled reader)

Software Programs
- *ELLIS* (Pearson)
- *Rosetta Stone* (online language learning software)
- *System 44* (Scholastic)

Reference
- *Oxford Picture Dictionary in the Content Areas* (Oxford University Press)
Closure: Final Thoughts

• To support the improved education of English learners, I’m committed to...