



NEBRASKA
**ENGLISH
LEARNER**
PROGRAMS

Nebraska ELL Program Guide



GUIDE FOR TEACHERS

Updated 2017



This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding this document contact nde.guidance@nebraska.gov.

TABLE OF CONTENTS

Introduction	3
What Teachers Should Know About Instruction for English Language Learners	4
Stages of Second Language Acquisition	5
The Stages of Second Language Acquisition	7
Nebraska English Language Proficiency (ELP) Standards	8
Understanding My Student’s Level and Appropriate Supports	9
More Teaching Suggestions	10
Students with Interrupted Format Education (SIFE)	12
Parent/Family Involvement	13
Stages of Culture Shock	14
Recommendations for Teachers	15
Resources	16
Program Administration/Legal Obligations	16
Instruction	17
Identification/Assessment	18
General ELL Information	18
Specialized Resources/Miscellaneous	19
Teacher Resources	19

Nebraska ELLLI Design Team

*A representation of members from the
Nebraska English Language Learners Leadership Institute*

Kris Schneider	Grand Island Public Schools
Penny Businga	Educational Service Unit 13
Rosemary Cervantes	Educational Service Unit 10
Dee Condon	Educational Service Unit 7
Susan Farkas	Elkhorn Public Schools
Michelle Knight	Plattsmouth Community Schools
Shari Koch	Omaha Public Schools
Wendy McCarty	University of Nebraska at Kearney
Julie Myers	Lexington Public Schools
Allyson Olson	South Sioux City Community Schools
Carol Renner	Kearney Public Schools
Nancy Rowch	Nebraska Department of Education
Amy Schultz	Educational Service Unit 9
Terri Schuster	Nebraska Department of Education
Cindy West	Lincoln Public Schools
Additional support:	
Krista Kjeldgaard	Nebraska Department of Education
Brooke David	Nebraska Department of Education

INTRODUCTION

The purpose of this document is to assist schools in developing programs for English Language Learners and meeting federal requirements. The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. The U.S. Supreme Court's decision in *Lau v. Nichols* affirmed that school districts must take steps to help ELL students overcome language barriers and ensure that they can participate meaningfully in the districts' educational programs. In addition, under Title III of the Elementary and Secondary Education Act (ESEA), ELLs must show increased academic achievement in content areas each year, while learning English. Schools in Nebraska are also subject to implementing the provisions of *Rule 15: Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools*.

While many of Nebraska's English language learners are concentrated in urban areas, many smaller, more rural communities are experiencing an influx of language-minority students. Schools in these locations are unlikely to have the large numbers of bilingual and ESL teachers and other resources enjoyed by schools in larger communities. This change in the number of English Learners presents a new challenge to many Nebraska districts. This document attempts to serve as a resource for school administrators in both large and small districts.

Federal law requires programs that educate English Learners to be:

- based on a sound educational theory;
- adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- periodically evaluated and, if necessary, revised.

OCR does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Therefore, this guide attempts to combine the three requirements of federal law and regulations in Nebraska State Rule into one resource guide aimed at helping administrators understand requirements and implement ELL programs. The companion *Nebraska ELL Program Guide for Administrators* provides additional information related to the development of ELL programs.

The purpose of *Title 92, Nebraska Administrative code, Chapter 15* is to enable each English Learner to become proficient in listening, speaking, reading, and writing. The rule requires schools to:

- Identify students in need of services
- Implement a language instruction educational program
- See that staff members are endorsed or have received professional development
- Ensure students participate in the state assessments with appropriate accommodations
- Exit students when they have attained English proficiency
- Conduct an annual program review

WHAT TEACHERS SHOULD KNOW ABOUT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

Understanding Language, a Stanford University Graduate School of Education initiative, provides tools and resources to help teachers support students, particularly English Learners, gain the language of academic disciplines they need in order to be successful with the new college- and career-ready standards. As part of their work, a district engagement subcommittee created a set of six key principles for instructing English Learners to support them in meeting rigorous, grade-level college- and career-ready standards. They are meant to guide teachers, program coordinators, and administrators to develop CCR-aligned instruction for English Learners. They are applicable to any program model and should be considered relevant for all grade levels and all levels of English proficiency.

Commented [DB1]: Permission to use?

- Principle 1: **Instruction focuses on providing ELLs with opportunities to engage in discipline- specific practices which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- Principle 2: **Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.** ELLs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- Principle 3: **Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- Principle 4: **Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELLs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
- Principle 5: **Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

Principle 6: **Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

(Taken from: <http://ell.stanford.edu/content/six-key-principles-ell-instruction>)

STAGES OF SECOND LANGUAGE ACQUISITION

What are the stages of language acquisition?

Researchers define language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of the home language. Babies first listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

How long does it take for a language learner to go through these stages?

Just as in any other learning situation, it depends on the individual. One of the major contributors to accelerated second language learning is the strength of first language skills. Language researchers such as Jim Cummins, Catherine Snow, Lily Wong Fillmore and Stephen Krashen have studied this topic in a variety of ways for many years. The general consensus is that it takes between five to seven years for an individual to achieve advanced fluency. This generally applies to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may take between seven to ten years to reach advanced fluency. It is very important to note that every ELL student comes with his or her own unique language and education background, and this will have an impact on the English learning process.

It is also important to keep in mind that the understood goal for American ELL students is advanced fluency, which includes fluency in academic contexts as well as social contexts. Teachers often get frustrated when ELL students appear to be fluent because they have strong social English skills, but often have difficulty participating in academic projects and discussions. Developing academic language is necessary to be successful in school. More recently, educators have extended the definition of academic language beyond just vocabulary. According to an article by Lydia Breiseth, academic language is "the language of school and is used in textbooks, essays, assignments, class presentations, and assessments." Along with content-area vocabulary words, academic language includes signal words, idioms, and words with multiple meanings. Academic language is important in all four domains (speaking, listening, reading and writing). Along with reading and writing, students need to be able to use academic language to participate in content-specific discourse and have meaningful conversations in their content classes.

Commented [DB2]: Need to get permission? There is a disclosure that as long as the materials are not used for commercial use, you just need to give credit to the author and colorin Colorado.

Academic language is going to be more difficult for English learners at all grade levels, although older learners will often encounter academic language more often. It is important to support English learners in the development of academic language in order to help them meaningfully participate in grade-level curriculum across all disciplines. Teachers can support English Learners with academic language by providing examples and models of language expected in class. As always, it important that teachers are clear about their expectations and use subject-specific strategies that help make content accessible for all students.

(Taken from <http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know#h-academic-language-an-overview>)

THE STAGES OF SECOND LANGUAGE ACQUISITION

Stage	Characteristics	Approximate Time Frame*
<i>Preproduction</i>	<p>The student</p> <ul style="list-style-type: none"> • Has minimal comprehension without scaffolds • Does not verbalize • Nods <i>yes</i> and <i>no</i> • Draws and points <p>This stage is often called “the silent period”</p>	0-6 months
<i>Early Production</i>	<p>The student</p> <ul style="list-style-type: none"> • Has limited comprehension without support • Produces one- or two-word responses • Participates using key words and familiar phrases • Beginning to use grammar structures but with errors (i.e. present tense) 	6 months-1 year
<i>Speech Emergence</i>	<p>The student</p> <ul style="list-style-type: none"> • Has good comprehension and communication skills • Can produce simple sentences • Makes grammatical and pronunciation errors • Uses more common academic language and begins to use vocabulary in new contexts • Frequently misunderstands jokes 	1-3 years
<i>Intermediate Fluency</i>	<p>The student</p> <ul style="list-style-type: none"> • Has excellent comprehension and communication skills • Uses academic language but may have some gaps in vocabulary and unfamiliar expressions. • Able to demonstrate higher order thinking skills in the new language • Makes few grammatical errors 	3-5 years
<i>Advanced Fluency</i>	<p>The student</p> <ul style="list-style-type: none"> • Has near-native level of comprehension and communication skills • Can maneuver fluently in new academic contexts 	5-7 years

*time-framed is approximate and based on students with literacy skills in the first language

This chart was adapted from *Colorín Colorado and Classroom Instruction that Works with English Learners* (2008).

<http://www.colorincolorado.org/article/language-acquisition-overview>

<http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>

NEBRASKA ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

The Nebraska English Language Proficiency (ELP) Standards were adopted in December 2013. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, & 9-12 grades, highlight and amplify the *critical language, knowledge about language, and skills using language that are in the college-and-career ready standards and are necessary for ELs to be successful in schools*. There are 10 overarching ELP standards for all grade bands that are organized into levels 1-5 to describe the targets for ELs by the end of that level. The standards document can be found at <https://www.education.ne.gov/NATLORIGIN/ELPStandards.html>.

The 10 ELP Standards highlight and amplify the critical language, knowledge about language, and skills using language that are necessary for ELs to be successful in schools. An ELL can...

1	construct meaning from oral presentations and literacy and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade- appropriate complex literacy and informational texts and topics
4	construct grade- appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade- appropriate speech and text
10	make accurate use of standard English to communicate in grade- appropriate speech and writing

Note: The ELPA21 Screener and ELPA21 Summative assessments are based on the ELP standards. The reports can help you to understand which levels students are within the standards.

UNDERSTANDING MY STUDENT'S LEVEL AND APPROPRIATE SUPPORTS

It's important for classroom teachers to understand the level of English Learners in their class. When a potential English learner comes to the district, a district is required to administer an English language proficiency screener to determine if the student is an English learner. When a screener is administered the instrument will provide a score or level that indicates whether a student is proficient in English. If using the ELPA21 Screener, the student's score report will have level in all four domains (speaking, listening, reading, and writing) from 1 (lowest) to 5 (highest) and an overall proficiency determination. When a student enters your classroom, you will want to determine how the student scored on the screener.

Districts have different ways of assigning levels to English learners that may or may not coincide with the five stages of language acquisition or the NE ELP Standards. For this reason, NDE has collapsed the levels so that anyone can fit their levels into these categories based on the levels of ELPA21 and the ELP Standards. We understand that learning a new language is not a linear path for most students so some students will not fit perfectly into these categories but generally they can be used to determine some possible supports in the classroom. Although not exhaustive, this chart may provide you with some ideas on how to support English learners in the classroom.

Emerging	Progressing	Nearly Proficient
Describes students who are working on tasks related to ELP levels 1-2 in all domains.	Describes students who are working on tasks related to ELP levels 2-3 (with perhaps a 4 in one domain).	Describes students who are working on tasks related to ELP level 4 (with perhaps a 3 in one or two domains).
<ul style="list-style-type: none"> • Use nonlinguistic representations and/or gestures to explain topics, concepts, ideas, vocabulary words, etc. • Provide supports such as: <ul style="list-style-type: none"> ○ Sentence starters ○ Sentence frames ○ Models/examples • Build background information • Have students demonstrate knowledge in an alternative format (i.e. respond nonverbally or with short responses) • Work with student one-on-one 	<ul style="list-style-type: none"> • Provide supports such as: <ul style="list-style-type: none"> ○ sentence starters ○ sentence frames ○ word bank ○ chart with content specific features, structures, terms, symbols, etc. • Work with a partner • Multiple chances to practice • Build background information • Repeat, rephrase, and model instructions 	<ul style="list-style-type: none"> • Build background information • Provide opportunities for oral language development and discussion • Provide anchor charts/lists/word banks with content-specific vocabulary • Provide a bilingual dictionary (if student has literacy in native language) • Provide exemplars of what is expected for student outcome

MORE TEACHING SUGGESTIONS

Linguistic Modifications

Teachers can support ELLs by modifying speech in several ways. Teachers should speak slowly and enunciate clearly. Repetition is essential to understanding. The language used should also consider a student's proficiency level in English. Another suggestion for teachers is to avoid jargon or idiomatic expressions as much as possible. For teachers of native Spanish speakers, the use of cognates can be very beneficial. Cognates are words that are similar in both languages. For example, the word "direction" in English and "dirección," in Spanish, are alike in both spelling, pronunciation, and meaning. False cognates are words that seem alike, but have very different meanings. For example, the word "embarrassed" sounds like "embarazada," but means *pregnant* in Spanish.

Gestures and Body Language

Effective teachers of ELL students use gestures, body language, and facial expressions to accompany their words.

Scaffold Instruction

Scaffolding includes whatever it takes to make the instruction meaningful for the student in order to provide a successful learning experience. When the information presented is made comprehensible to the learner, it is called *comprehensible input*. Teachers provide the context for learning by having visuals or other hands-on items available to support content learning. Students are asked questions in formats that give them support in answering, such as yes/no questions, one-word identifications, or short answers. Also, when practicing a new academic skill such as skimming, scaffolding involves using well-known material so the students aren't struggling with the information while they are trying to learn a new skill.

Nonlinguistic Representations

Nonlinguistic representations can support instruction for ELL students when they don't have the English yet to express what they want to say. Teachers can use nonlinguistic representations to provide information to students and also gain an understanding of what the student knows. *Classroom Instruction that Works with English Language Learners, 2nd edition* describes five ways students can use nonlinguistic representation in the classroom including: graphic organizers, physical models or manipulatives, mental pictures, pictures, illustrations, and pictographs, and kinesthetic activities.

Explicit Vocabulary Instruction

Explicit vocabulary instruction is very important in accelerating ELL students' English language development. There is a correlation between vocabulary development and academic achievement. There are many words in a text that may affect comprehension. A teacher may incorrectly assume the vocabulary is known by the student. It is important for teachers to develop ways to help students identify unknown words, as well as strategies for gaining meaning. While most textbooks include lists of new vocabulary based on grade-level content, ELL students need further vocabulary instruction. It is also beneficial for teachers to reinforce the language structures or common associations of vocabulary. For example, "squeak" is a sound that often goes with "mouse" or "door" and it may be stated as "squeak, squeaky, squeaks, or squeaked." Examining Greek and Latin roots is also very helpful.

Hands-on Activities

Hands-on activities allow for deeper understanding of concepts and reduce linguistic demands on students. ELL students are able to show their understanding through these activities and

participate meaningfully.

Oral Language Development As mentioned earlier, social English skills are different than academic language skills. English learners often will be fairly fluent in social conversations before they are able to meaningfully participate in academic conversations. This is why it is important for teachers to support the development of oral academic language. It is important for teachers to identify the content-specific vocabulary and structures that students will need to use in order to produce and comprehend academic language. Provide time for students to engage in discussions with supports that help them use the content-specific vocabulary and structures.

Modeling or Rephrasing

Modeling or rephrasing the correct use of English can benefit ELLs. Teachers should be strategic in error correction. When a student makes an error, i.e., "My dog *goed* to the park," the teacher responds with the correct form, "Oh, your dog *went* to the park."

Native Language Supports

Research shows that effective use of a student's native language is beneficial to comprehension. Teachers may translate key vocabulary words to enhance understanding of content. Bilingual dictionaries, bilingual paraprofessionals, or bilingual peers can support ELLs in the classroom by clarifying directions and concepts.

Classroom Instruction that Works (CITW) with ELLs

The Mid-Continent Research for Education and Learning (McREL) conducted a meta-analysis to identify instructional strategies that proved to be exceptionally effective in increasing student performance. Researchers Marzano, Pickering, and Pollock (2001) identified nine categories of effective instructional strategies. In the book *Classroom Instruction That Works with English Language Learners* (2006), Jane Hill and Kathleen Flynn expand upon this knowledge base and describe ways to use the best practice strategies with English Language Learners. In 2013, the second edition of *Classroom Instruction That Works with English Language Learners* was published. The Nebraska Department of Education partnered with McREL to create a downloadable study guide for each edition to support teachers in working with these strategies. The guides for each edition are available on [NDE's Title III webpage](#).

Seek the Experts

There may be teachers in the building with experience teaching ELL students who can offer advice and support. Don't hesitate to look for support when facing challenges with students who are learning English. Find the people in the building or district who can offer guidance on effective instructional strategies for ELL students. These may be content area teachers or teachers with ESL specific training. Other resources include staff at Educational Service Units, the Nebraska Department of Education, or local colleges and universities.

STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE)

In order to best meet the instructional needs of ELL students, it is important to know about the student's previous educational experiences. ELL students come from a variety of backgrounds, some with limited formal schooling in their home country. Generally a student identified as SIFE, also known as Students with Limited or Interrupted Formal Education (SLIFE), is a recent arrival to the United States. The student's background may differ significantly from the environment they are entering. This includes students whose schooling has been interrupted for a variety of reasons, including war, poverty, or patterns of migration, as well as students from remote rural settings. These students may exhibit some of the following characteristics:

- Inadequate school records, no school records, or school records with gaps
- Reports by student and/or parent/guardian of not having attended school
- Poor attendance records from prior schools, frequent absences, and/or tardiness at current school
- Low literacy level in native language
- Weak grasp of grade-level content material due to lack of opportunity to learn English or lack of school experiences
- Lack of awareness of the basic expectations of the school environment

(Taken from NE ELP Standards document p. 48)

A student with limited English proficiency in grade 2 or above with limited literacy skills in any language and function at least two years below grade level, may be considered SIFE. Schools may consider the following information to help determine if a student meets the criteria for SIFE:

- Student/parent interview
- Last grade completed in native country
- Native language writing sample, if possible
- Language proficiency assessment
- Math or other content assessments

SIFE students and their teachers face many challenges. Students at this level will need to develop readiness skills in the areas of listening, speaking, reading, writing, and math, while simultaneously trying to master academic content. If they are in high school, they may also have limited time to successfully meet these goals in order to graduate. Students will progress through the stages of language acquisition, but will require additional time and instruction to acquire English. They may need additional assistance in learning about school culture, rules, and appropriate behavior. Look to page 48 in the NE ELP Standards document for some general teacher strategies for SIFE students.

PARENT/FAMILY INVOLVEMENT

Parent/family involvement is an important element for student success. There are many strategies that schools can use to help the parents of ELL students become active partners in education. No one technique will have the same effect for all parents. The National Parent Teacher Association (PTA) outlines strategies to encourage parent/family involvement of LEP students. In addition, the Harvard Family Research Project (HFRP) provides resources on family engagement from birth through young adulthood.

FACTORS THAT AFFECT PARENTAL INVOLVEMENT:

- Length of residence in the United States—Newcomers will often need considerable orientation and support to understand the educational system in the new country. Native language communication, cultural orientation sessions, and support of others (within the school and the community) can be helpful during what may be a stressful period of adjustment.
- English language proficiency—When parents lack the English skills to communicate effectively, parents may find it difficult or intimidating to speak with staff. If possible, bilingual support can help bridge the communication gap. Be sure to send parents bilingual notes from school whenever possible. Use the TransACT Communication Center to find documents in many different languages.
- Availability of bilingual staff—Bilingual school personnel can be crucial in fostering involvement among parents. Bilingual liaisons or paraprofessionals can translate important information for parents. When parents know that interpreters are available at school functions, including parent-teacher conferences, they are more likely to become involved.
- Prior experiences—Parents of ELL students differ widely in the extent to which they are familiar with the concept of parental involvement in schools. Some may have been actively involved in the home country. On the other hand, the parent role in education is understood in very different terms depending upon the country of origin and the cultural expectations.

Parents want to be supportive of their child's education. Making the effort to connect with the parents of LEP students yields positive results for students, families, teachers, and schools.

STAGES OF CULTURE SHOCK

Culture shock is used to describe the changing emotions someone experiences when living in a new country. Recognizing culture shock is an important way for teachers and administrators to support ELL students in their new countries.

Experts agree there are stages to culture shock and people experience each stage at differing intensities and for different lengths of time. Once people get beyond the initial and most difficult stages, life in the new country gets much better.

STAGE ONE - "Excitement"

The individual experiences a holiday or "honeymoon period" with the new surroundings. They feel very positive about the new culture, are overwhelmed with impressions, find the new culture exotic and fascinating, and are generally passive.

STAGE TWO - "Withdrawal"

The individual now has some more face to face experience of the culture and starts to find things different, strange, and frustrating. They find the behavior of others unusual and unpredictable, begin to dislike the new culture and react negatively, feel anxious, start to withdraw, and begin to criticize, mock, or show animosity to others.

STAGE THREE - "Adjustment"

The individual now has a routine, feels more settled, and is more confident in dealing with a new culture. They understand and accept the behavior of others, feel less isolated, and regain their sense of humor.

STAGE FOUR - "Enthusiasm"

The individual now feels comfortable in the new culture. They enjoy being in the culture, function well in the culture, prefer certain traits of the new culture over their own, and adopt certain behaviors from the new culture.

RECOMMENDATIONS FOR TEACHERS

BUILD RELATIONSHIPS

- Get to know the students—Learn how to pronounce student names correctly. Listen closely as they pronounce their names or ask others to help you if you find the name difficult. Model the correct pronunciation to the class so others can also say the names correctly. Don't "Americanize" their names.
- Provide personalized assistance—Some ELL newcomers may not answer voluntarily or ask for your help. Students may smile and nod, but this does not necessarily indicate understanding. Go to the student and offer individual assistance in a friendly way.
- Assign a peer partner—Identify a classmate to be a peer mentor. This student can make sure the ELL student understands by modeling. It is often helpful to use a peer who speaks the same first language.

ORIENT THE STUDENT TO THE SCHOOL

- School tour—If possible, have a bilingual paraprofessional, student or teacher take the student on a tour to locate the important people and places in the school. Some schools have made videos or books for newcomers and their families in the native language. These can be checked out and shared together in the home.
- Post the daily schedule and assignments—Students may not be able to understand all of the words that are spoken, but they can often understand the structure of the day. Use images to help explain the schedule (lunch, recess, math, etc.). This will help the student understand the daily routine. It is often beneficial to write assignments in a prominent place. ELLs can write them down and ask for clarification from the teacher, a friend, or a bilingual paraprofessional.

RECOGNIZE AND RESPECT FAMILY CULTURE

- Invite the student's culture into the classroom—Encourage students to share their language and culture.
- Use family skills or talents in the classroom.
- Post pictures, label items and include literature in the native language whenever possible.

In general, be aware that everyone experiences some type of culture shock when moving to a new country. Listen to students and observe their behavior. Encourage students to maintain communication with friends and family. Phone calls and email can be used to keep in contact with loved ones. Explain the benefits of a healthy lifestyle. Exercise, a balanced diet, and adequate sleep are important when coping with culture shock.

If students continue to have difficulty coping, connect them to professionals for additional counseling and support.

RESOURCES

PROGRAM ADMINISTRATION/ LEGAL OBLIGATIONS

National Clearinghouse for English Language Acquisition (NCELA)

<http://www.ncela.us/>

The National Clearinghouse for English Language Acquisition (NCELA) collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs and is funded by the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students of the U.S. Department of Education.

Nebraska Department of Education (NDE): Title III - English Language Acquisition

<http://www.education.ne.gov/NATLORIGIN/>

The Title III webpage includes information on a variety of ELL topics, including: Rule 15, K-12 Guidelines for English Language Proficiency, annual language testing, content testing accommodations, professional development, and links to Federal guidance.

Nebraska Department of Education (NDE) English Learner Modules

<https://moodle.education.ne.gov/login/index.php>

The English Learner Modules found in the NDE Digital Learning Center are short video resources related to Nebraska Rule 15. Currently, there are courses related to welcoming and identifying English learners, program models, staffing the EL program, and program review.

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)

<http://www.ed.gov/about/offices/list/oela/index.html>

The mission of the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students is to provide national leadership to help ensure that English language learners and immigrant students attain English proficiency and achieve academically and assist in building the nation's capacity in critical foreign languages. The office identifies major issues affecting the education of English language learners, assists and supports State and local systemic reform efforts that emphasize high academic standards, school accountability, professional development and parent involvement.

OELA has created two useful documents to support English Learner programs. They include the:

- [English Learner Toolkit](#)
- [Newcomer Toolkit](#)

Office for Civil Rights (OCR)

<http://www.ed.gov/about/offices/list/ocr/ell/december3.html>

The Office for Civil Rights, U.S. Department of Education developed these materials in response to requests from school districts for a reference tool to assist them through the process of developing a comprehensive English language proficiency or English language learners (ELL) program. These materials discuss helpful steps to follow in designing or revising a program. These materials are intended as a resource for district use, not a statement of specific new legal requirements. Included with these materials are a glossary, a resource list, and a series of ELL program flow charts.

TransACT

<http://www.transact.com>

TransACT provides a comprehensive set of legally-reviewed forms and notices in a wide range of languages for both native English and limited-English speaking parents. TransACT helps K-12 educators nationwide achieve compliance with complex parent notification requirements.

INSTRUCTION**Center on Instruction (COI)**

<http://www.centeroninstruction.org>

The Center on Instruction supports the regional Comprehensive Centers as they serve state education leaders in the work of helping schools and districts meet the goals of No Child Left Behind—to close the achievement gap and improve teaching and learning for all students. They offer information on NCLB and best practices in reading, math, science, Special Education, and English Language Learning instruction; syntheses of recent scientific research on instruction; and opportunities for professional development. *Practical Guidelines for the Education of English Language Learners* is a series of three downloadable books. The guides provide evidence-based recommendations for policymakers, administrators, and teachers in K-12 settings who seek to make informed decisions about instruction and academic interventions for ELLs.

Eastern Stream Center on Resources and Training (ESCORT)

<http://www.easternstream.org/>

Resource guides to help busy (mainstream) teachers with practical, research-based advice on teaching, evaluating, and nurturing limited English proficient students.

National Association for Bilingual Education (NABE)

<http://www.nabe.org>

The National Association for Bilingual Education is the only professional organization at the national level wholly devoted to representing both English language learners and bilingual education professionals. NABE supports the education of English language learners through professional development opportunities for our members and works as an advocacy group for language minority students.

Sheltered Instruction Observation Protocol (SIOP) Model

<http://www.siopinstitute.net>

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching.

IDENTIFICATION/ASSESSMENT

ELPA21 Screener

<http://ne.portal.airast.org/>

https://www.education.ne.gov/NATLORIGIN/ELPA21_Screener.html

Title III and ELPA21 Assessment at Nebraska Department of Education (NDE)

<https://www.education.ne.gov/NATLORIGIN/ELPA21.html>

<http://elpa21.org/>

GENERAL ELL INFORMATION

Center for Applied Linguistics (CAL)

www.cal.org

The Center for Applied Linguistics is a private, nonprofit organization working to improve communication through better understanding of language and culture. CAL is dedicated to providing a comprehensive range of research-based information, tools, and resources related to language and culture. CAL has earned a national and international reputation for its contributions to the fields of bilingual, English as a second language, literacy, and foreign language education; dialect studies; language policy; refugee orientation; and the education of linguistically and culturally diverse adults and children.

MidAmerica Teachers of English to Speakers of Other Languages (MIDTESOL)

<http://www.midtesol.org/>

Midtesol's mission is to strengthen the effective teacher of English in Iowa, Kansas, Missouri, and Nebraska to people whose native language is a language other than English while respecting their individual language rights. They provide tools and resources as well put on an annual conference each fall.

National Center for Culturally Responsive Educational Systems (NCCRESt)

<http://www.nccrest.org>

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduces inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

Teachers of English to Speakers of Other Languages (TESOL)

www.tesol.org

TESOL's mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide.

Understanding Language: Language, Literacy, and Learning in the Content Areas

<http://ell.stanford.edu>

The initiative aims to improve education for all students—especially English Language Learners—in math, science, and English language arts; to develop knowledge and

resources that help content area teachers meet students' linguistic needs as they address content standards. Understanding Language seeks to open a dialogue about language and literacy issues, bringing together leading thinkers, researchers, practitioners, and policy makers in the fields of language, literacy, mathematics, and science education.

SPECIALIZED RESOURCES/MISCELLANEOUS

Ethnologue

www.ethnologue.com

The purpose of the Ethnologue is to provide a comprehensive listing of the known living languages of the world. The demographic, geographic, vitality, development, and linguistic information can be useful to linguists, translators, anthropologists, bilingual educators, language planners, government officials, aid workers, potential field investigators, missionaries, students, and others with language interests.

Office of Migrant Education

<http://www.ed.gov/programs/mep/index.html>

The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Office of Refugee Resettlement

<http://www.acf.hhs.gov/programs/orr>

Founded on the belief that newly arriving populations have inherent capabilities when given opportunities, the Office of Refugee Resettlement (ORR) provides people in need with critical resources to assist them in becoming integrated members of American society.

TEACHER RESOURCES

Association for Supervision and Curriculum Development

www.ascd.org

ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner.

Colorín Colorado

<http://www.colorincolorado.org>

Colorín Colorado is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners (ELLs). Colorín Colorado's mission is to find research-based and best-practice information about teaching reading to English language learners (ELLs) and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers.

Dave's ESL Café

<http://www.eslcafe.com>

Resource for students and teachers with links to over 3,000 ESL related resources.

Education Alliance (Brown University)

<https://www.brown.edu/academics/education-alliance/>

The goal of this site is to help teachers work effectively and equitably with English language learners (ELLs) by providing access to research-based information, strategies, and resources for addressing the concerns of ELLs in the classroom and beyond.

EL Civics for ESL Students

<http://www.elcivics.com>

Free civics and holiday lessons, Powerpoints, and activities for students and teachers.

English Banana

<http://www.englishbanana.com>

Website with resources and printables for ESL.

Everything ESL

<http://www.everythingsl.net>

Website maintained by Judie Haynes, an ESL teacher from New Jersey.

Jeff Zwier's Website

<http://jeffzwiers.org/>

This website provides information and tools to help educators support English learners and struggling readers in language, literacy, thinking, and content areas. It provides tools and resources for the classroom and professional development purposes.

Larry Ferlazzo's English Website

<http://larryferlazzo.edublogs.org/larry-ferlazzos-english-website/>

Website maintained by Larry Ferlazzo, an English teacher from California. He has written several books and hosts a popular education blog for English learners.

Teaching Tolerance (Southern Poverty Law Center)

<http://www.tolerance.org>

Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for the nation's children. They provide free educational materials to teachers and other school practitioners in the U.S. and abroad.

The World Factbook (Central Intelligence Agency)

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 266 world entities.

United States Department of State (American English)

<https://americanenglish.state.gov/>

American English is a resources center for teaching and learning about American English language and culture. There are materials and resources for teacher's professional development and teaching materials.