



CHECKLIST FOR A LANGUAGE RICH CLASSROOM

with Kelly Reider

A "go-to" list of best practices for a language rich classroom

<https://www.englishlearnerportal.com/blog-checklist-classroom>

CHECKLIST FOR IMMIGRANT AND ENGLISH LEARNER ORIENTATION

with Laura Gardner

Explore ideas for newcomer student and family orientation
<https://www.englishlearnerportal.com/checklist-orientation>



Building Bridges Between Educators and Immigrant Communities in Louisville

Blog by Laura Gardner

<https://www.immigrantsrefugeesandschools.org/post/building-bridges-between-educators-and-immigrant-communities-in-louisville>

Serving Your New Arrivals *with Brenda Custodio & Judith O'Loughlin*

In a study on newcomers conducted by Deborah Short and Beverly Boyson, published in 2012, the authors found that most newcomers fell into three main categories: students with strong educational backgrounds before arriving in the US, students with some educational disruption, and students who have little or no prior education. The number and type of student present in your school/district will affect the type of programming and services the students will need.

Students who were attending school on a regular basis before moving to the United States usually will need the least amount of specialized programming. For these students, the focus will be on English development and orientation to school in the United States. They may need specialized programming for a short time, a semester or a year, but usually can transition to regular ESL or bilingual courses relatively soon.

For students with some educational background, trying to catch up to the peers who are ahead of them academically can lead to frustration and even fear. With support, including sheltered content and/or bilingual courses, these students should be able to close the academic gap in two or three years. For many of these students, one of the biggest barriers they face may be hearing and using English for hours at a time. Even for those students who arrive with limited English skills, trying to translate can lead to headaches and frustration.

They may reach their limit before the final bell rings and simply tune out some of the class or some of the day. When bilingual programming is not available, it may be months before students are really understanding most of what is happening in the classes.

The final category, students with limited or severely interrupted educational backgrounds, known as SIFE or SLIFE (students with limited or interrupted formal education) will require the most intensive special services. Most of these students come from political or economic situations that prevented them from attending school on a regular basis. These disruptions were often accompanied by traumatic experiences that impact a student's ability to focus and perform academic tasks. Programming to address social and emotional issues, as well as help with closing the academic gaps, will be necessary for academic progress.

Link to the Short and Boyson study
<https://www.cal.org/wp-content/uploads/2022/06/Helping-Newcomer-Students-Report.pdf>

How Dearborn MI school district is supporting its new arrivals from Yemen. You Are Welcome Here: Supporting the Social and Emotional Health of Newcomer Immigrant Students
<https://youtu.be/9wAVhTXf5aQ>

Continue learning with our SLIFE Pathway
<https://englishlearnerportal.samcart.com/products/sliffe-pathway>