

Psych Bytes



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English Learners

English Learners (EL) constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. The following fact sheet focuses on the responsibilities of school districts and the legal obligations toward EL students and limited English proficient (LEP) parents:
<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Do's and Don'ts for Teaching EL students:

Do: model for students what they are expected to do

Don't: just tell them what to do and expect them to do it

Do: speak slowly and clearly, and provide students with enough time to formulate their responses

Don't: speak too fast, never repeat the same thing in a louder voice if they don't understand

Do: Give verbal and written instructions

Don't: act surprised if students are lost when you haven't clearly written and explained step-by-step directions

Do: regularly check that students are understanding the lesson

Don't: simply ask, "Are there any questions?"

Do: encourage students to continue building their literacy skills in their home language

Don't: "ban" students from using their native language in classroom

Do: use visuals, sketches, gestures, intonation, and other non-verbal cues

Don't: stand in front of the class and lecture

Best Practice for Teachers of ELL students

- Develop awareness of the individual circumstances of each student
- Know about the native language and cultures of the students
- Employ seven intelligences in lesson plans
- Convey meaning with visuals and gestures; they are especially helpful to the non-speaker
- Communicate needs and expectations for each student to each student's family (add the EL teacher, if different from classroom teacher)
- Use translated material and certified translators for parent communication whenever possible to guarantee accuracy. Students translating for their parents could create awkward situations
- Walk in their shoes. Attempt to function in a foreign language by accessing foreign media, attending language classes, or communicating in another language
- Allow students to learn from one another

https://www.kdp.org/publications/nta/pdf/NN_ELL_Myths_and_Facts.pdf

Here's what to look forward to:

END OF THE YEAR SURVEY

Congratulations to last month's drawing winner:

Carol Downs from Lakeview

Click (or copy and paste) on the following link to be included in our monthly drawing:

<https://goo.gl/forms/7g8FAqfm7Zv2vox12>

ONE WINNER WILL BE CHOSEN FROM OUR ENTRIES EACH MONTH.

PSYCH BYTES BROUGHT TO YOU BY...THE SCHOOL PSYCHOLOGISTS OF ESU 7:
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