



Academic Language: What's Good for Some is Good for All

July 26, 2023



Welcoming Activity

As you enter the room, please answer the following question on a sticky note,

“What’s one word that comes to mind when you think of NeMTSS?”





Introductions

Allyson DenBeste - NDE


Brooke Gebers - NeMTSS

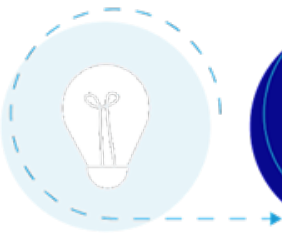
Anne Hubbell - NDE





Session Norms

- 
- Take care of your needs; stand and stretch as needed
 - Engage in collaborative efforts as fully as possible
 - Reflect, ask questions and/or contribute to the discussion whenever possible



NDE Mission

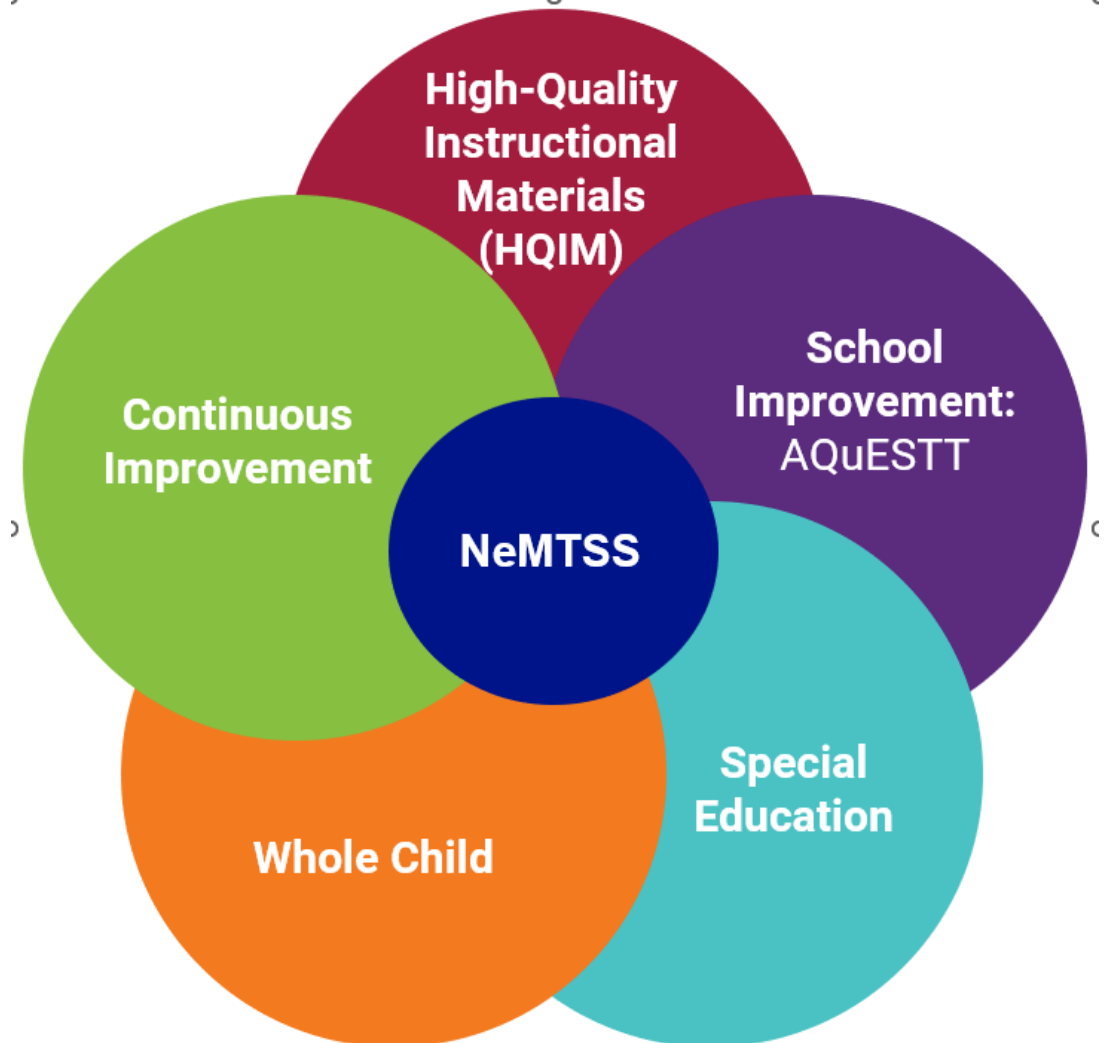
- Mission of NDE

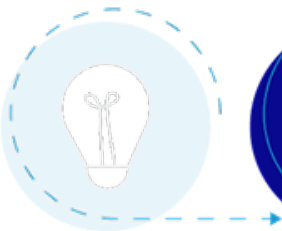
To lead and support the preparation of all Nebraskans for learning, earning, and living.

Nebraska's Multi-tiered System of Support

- Direction of NDE

To strengthening Coherence across NDE Offices to improve the communication and services in the name of supporting student achievement and enhancing their educational outcomes.





Session Objectives

- ❑ Review features of Tier 1 Core instruction.
- ❑ Recognize the importance of four practical concepts that you can employ with your staff to increase the use of academic language.
 - ❑ High Expectations
 - ❑ Collaboration
 - ❑ Comprehensible Input
 - ❑ Language Output
- ❑ Identify one strategy you can take back to your district to use immediately

Four Practical Concepts

1. High Expectations
2. Collaboration
3. Comprehensible
Input
4. Language Output

Academic Language

What's good for some, is good for all!



HIGH EXPECTATIONS

- Use content standards
- Integrate English Language Proficiency (ELP) standards and Proficiency Level Descriptors (PLDs)
- Implement High-Quality Instructional Materials (HQIM)
- Engage in grade-level reference planning



COLLABORATION

- Be intentional
- Prioritize the time
- Provide quality professional learning
- Access internal resources
- Promote collective efficacy
- Include students, caregivers and families



COMPREHENSIBLE INPUT

- Use multiple means of representation (Universal Design for Learning - UDL)
 - Visuals, gestures, realia, etc.
- Activate/create background knowledge
- Create/sustain cultural connections
- Build relationships



LANGUAGE OUTPUT

- Use multiple means of action and expression (UDL)
- Engage in structured conversations with linguistic supports
 - Question, Signal, Stems, Share, Assess (QSSSA)
 - Clearer and stronger each time

Click on the NeMTSS Essential Elements icons for more information.



Connections



- [Infrastructure and Shared Leadership](#)
- [Layered Continuum of Supports](#)
- [Data-Based Decision-Making](#)
- [Communication and Collaboration](#)

Tier 1 Core Features

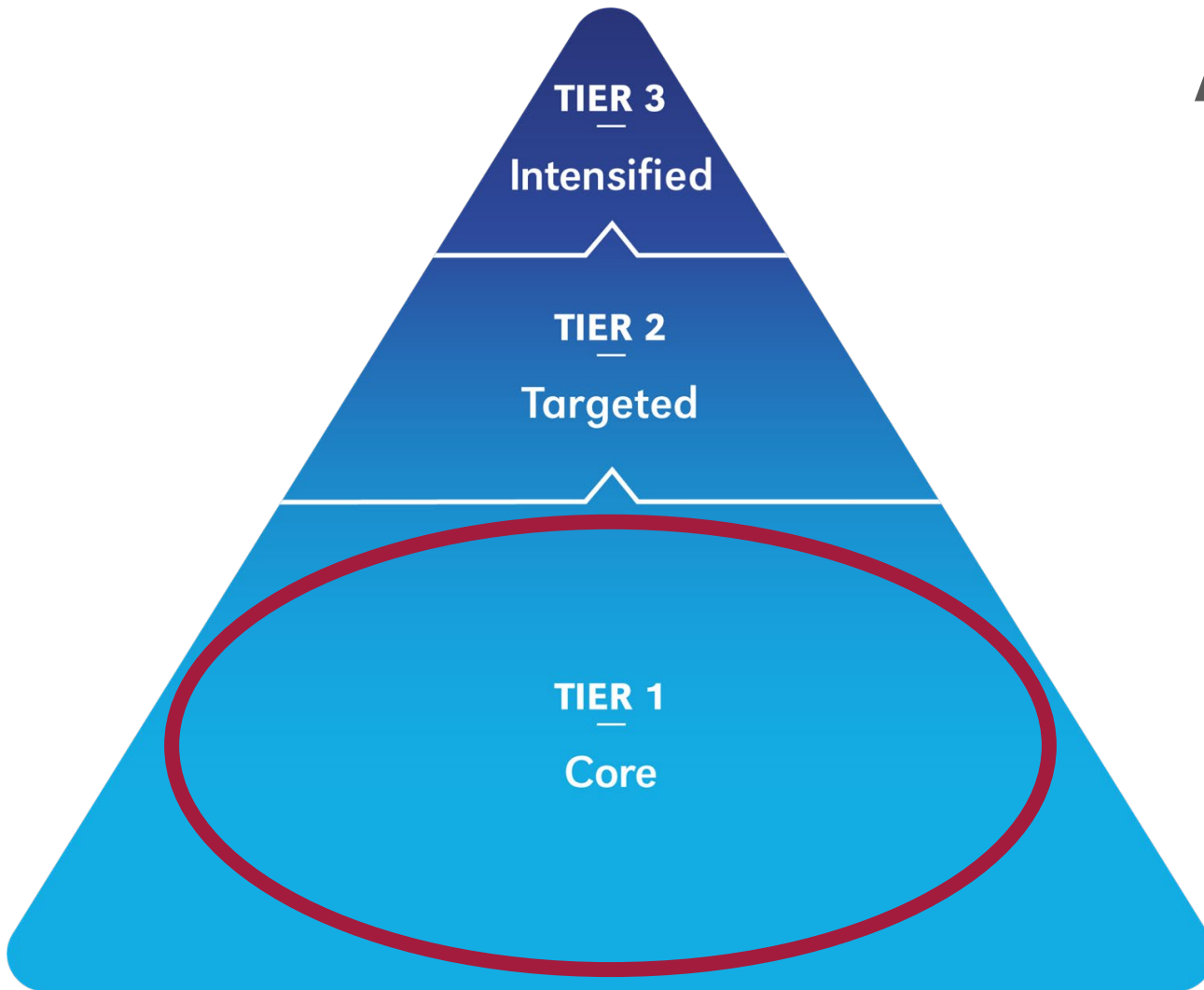
Tier 1 Core Supports:

Include all students

- Foster a positive, inclusive, and safe climate
- Enhance family and community engagement
- Focus on staff and student well-being
- Provide whole child supports
- Promote Universal Design for Learning (UDL), differentiated instruction, and scaffolding
- Ensure access to grade-level standards and instruction for all students
- Utilize evidence-based practices and high-quality instructional materials
- Require data-based decision-making



Tier 1 Core Supports



All Students

- Approximately 75-80% of students reaching benchmark criteria established by universal screening tools
- If meeting Tier 1 Core goals, **celebrate**
- If below 75%, **intensify** focus on improving Tier 1 Core practices

**High
Expectations**

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On a scale of 0-5, (fist to five)
how would you evaluate the level of high expectations in your district for all learners?

- For English Learners?
- Students with disabilities?
- Students from low SES?

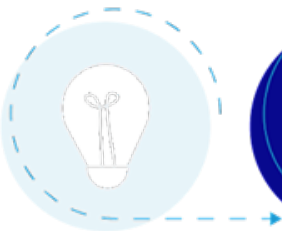


Comparison of Expectations



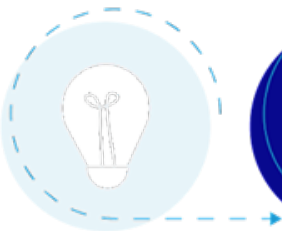
- Use of only ability level for grouping
- Rarely provide students with choice
- Ask more closed questions
- Praise or criticize students based on accuracy
- Ask other students for the correct answer when a student answers incorrectly
- Manage behavior reactively
- Minimize student voice

- Use of flexible grouping
- Often provide students with choice
- Ask more open-ended questions
- Praise students on effort and work ethic
- Draw out a student's thinking when they answer incorrectly
- Manage behavior proactively
- Maximize student voice



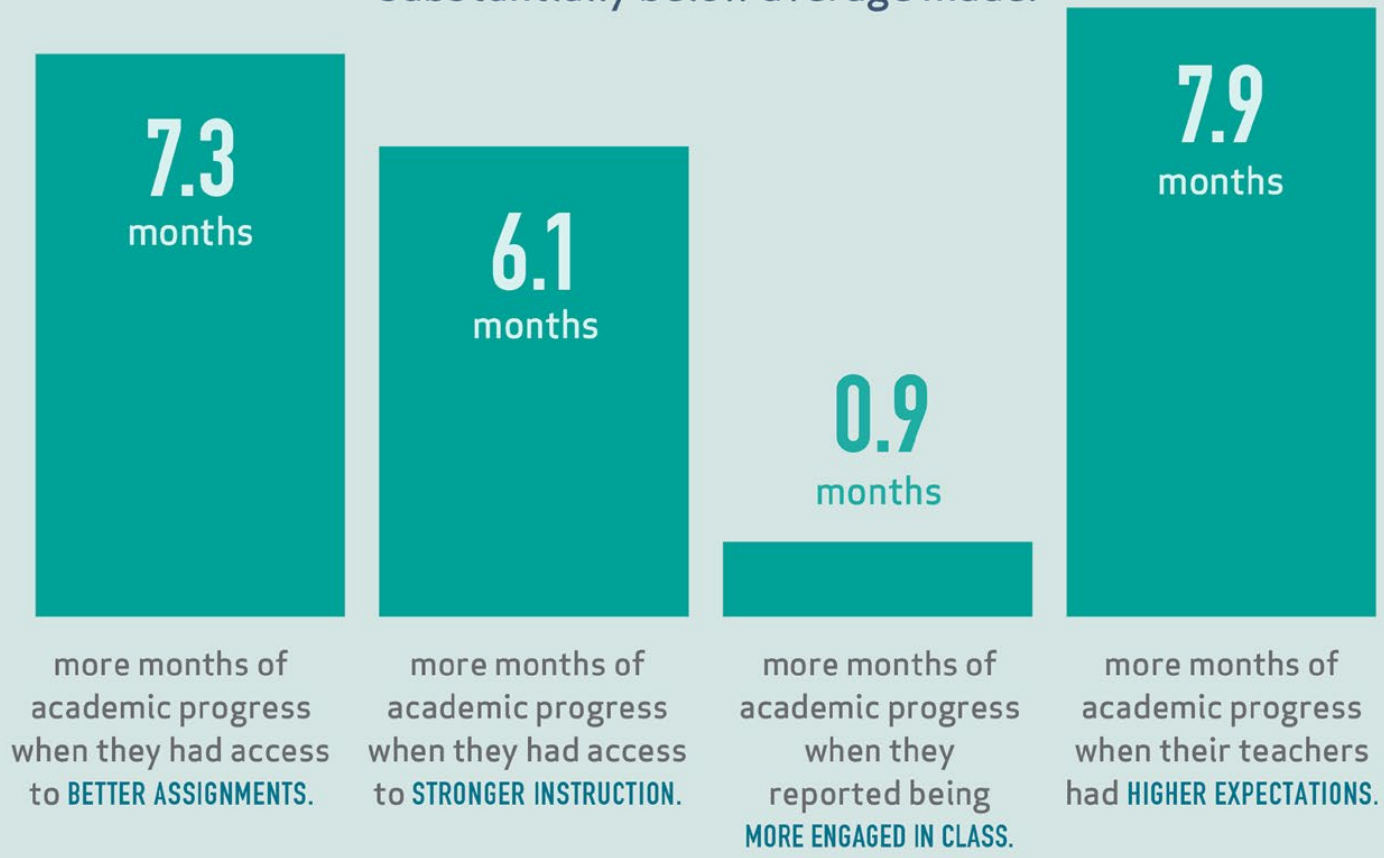
Opportunities to Provide Student Choice

Within Activities	Student chooses materials to be used in a specific activity
Between Activities	Student selects among different activities
Refusal	Student can elect not to participate in an activity
Who	Student determines who is included or excluded from an activity
Where	Student chooses location for activity
When	Student determines what time an activity should occur
What	Student determines how they will demonstrate their learning
Terminate	Student decided when to end an activity



Greater access to resources = Improved Outcomes

In our sample, students who started the year performing substantially below average made:





OPPORTUNITY SCORECARD

Nebraska Department of Education, Spring 2021 – Spring 2022

WHAT'S IN YOUR SCORECARD?

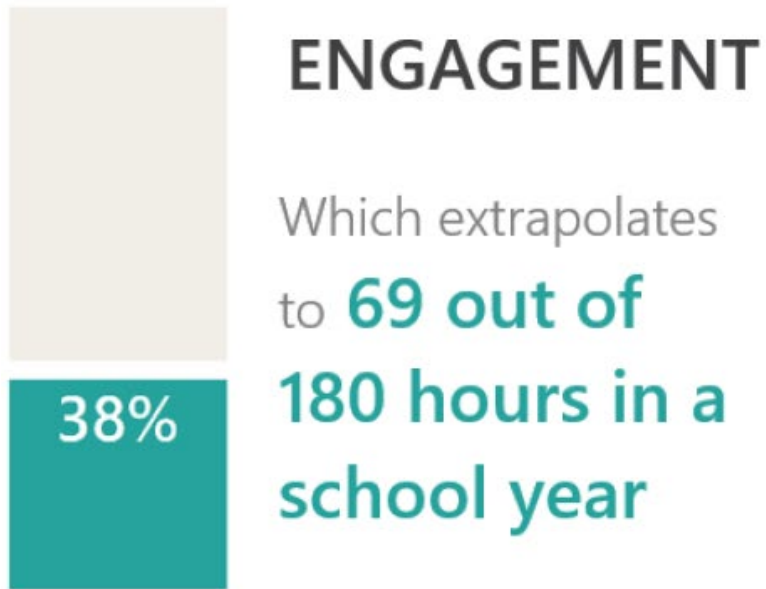
Your *Scorecard* provides information about the extent to which students in seven schools across the state of Nebraska have access to four key resources at the heart of high-quality academic experiences. To understand students' access to these resources, we worked with a set of ELA and math classrooms in these seven schools, and for three days we collected all assignments used and surveyed students in grades 3-12 daily. We also observed teachers, surveyed teachers about their expectations for students, and conducted teacher focus groups to learn about their experiences firsthand. Site visits took place in the spring of the 2020-2021 school year and throughout the 2021-2022 school year, collecting data from each school over the course of a week.

Note: the results in your *Scorecard* do not represent access to the four resources across the state of Nebraska; these results are only representative of the seven schools that participated in the *Scorecard*.

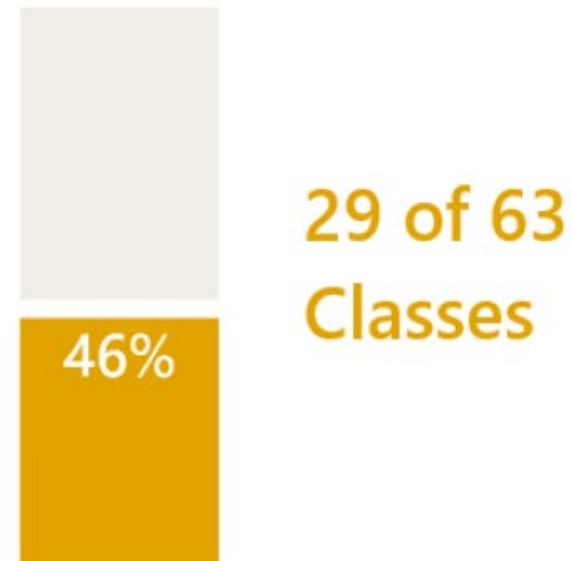
We heard from over 1,700 students and 581 families about their experiences in school, and conducted surveys and focus groups with their teachers and leaders.

Out of 180 classroom hours in a year, we found the average student in these seven schools spends...

Time with Deep Engagement



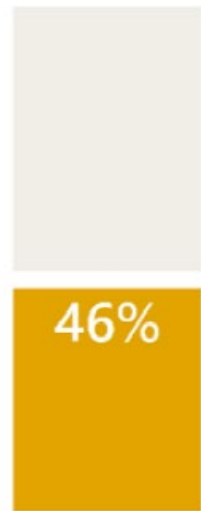
Classes with High Expectations



Opportunity for High Expectations

We received survey responses from **63 teachers and 18 leaders**. Educators who had high expectations were those who believed their students could master grade-level standards, believed the standards are right for their students, and believed their grades reflected mastery.

Classes with High Expectations



29 of 63
Classes

Leaders with High Expectations



13 of 18
Leaders

Opportunity for High Expectations

We ask teachers about the standards, **70% of classrooms** support the standards.

These standards focus on the right content.



These standards prepare students for their future.



These standards reflect my beliefs about good teaching.



Disagree
or
Strongly
Disagree

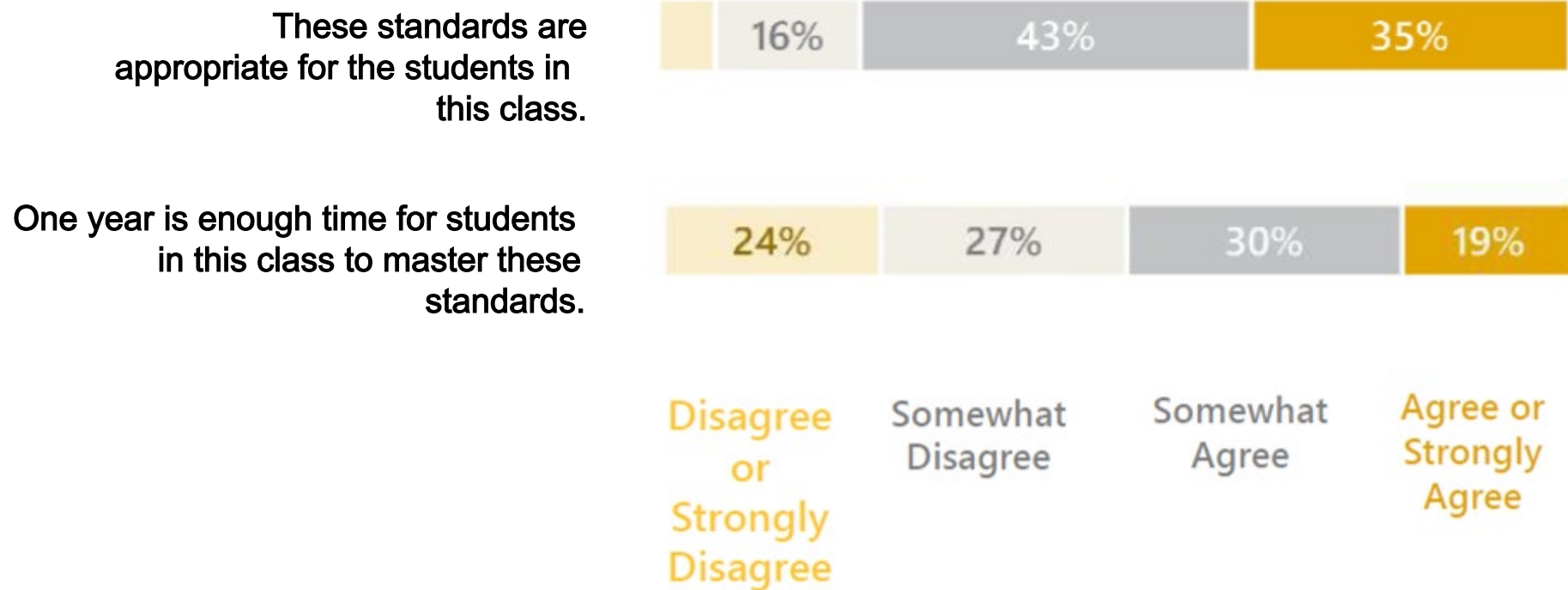
Somewhat
Disagree

Somewhat
Agree

Agree or
Strongly
Agree

Opportunity for High Expectations

Then we ask educators whether the standards are right for their students. Overall, **43% of classrooms** expected students could master grade-level content.



Opportunity for High Expectations

43% of classrooms believed the standards are right for *their* students.

Students in this class are overburdened by the demands of these standards.



Students in this class began too far behind to master these standards this year.



Because of where students in this class began this year, I spend nearly all my time focusing on standards from earlier grades.



Agree

Somewhat Agree

Somewhat Disagree

Disagree or Strongly Disagree

Collaboration

Academic Language

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On a scale of 0-5, (fist to five)
How supportive is your schedule in
prioritizing time for both collaborative
planning and inquiry?



Research shows that...

when schools, parents, families, and communities work together, students:

- earn higher grades
- attend school more regularly
- stay in school
- are more motivated





Five Ways to Engage Families



1. Invite families to **contribute to goals** and **shared agreements**
2. Invite families to **participate in the decision-making** process
3. **Send positive notes home** to families about their student's academic or SEBL growth
4. Ask families to **share information** about their child
5. **Offer flexibility** and a **variety of options** for family involvement



Student Voice and Choice

1. Solicit and incorporate student feedback
2. Engage students in studying and assessing their school
3. Include authentic representation on leadership teams
4. Invite students to any discussion related to their own learning (student led advocacy)
5. Consider young people as stakeholders and partners in their school

Minimum

Students as Data Sources:
Surveys, ODRs

Basic

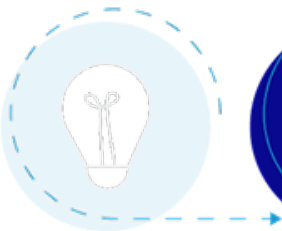
Students Being Heard:
Focus Groups

Mid

Students as Collaborators:
Student Led Conferences

High

Students as Leaders:
Student Advisory Committees



Leadership Teams Need To...



Turn and Talk: Share your goals for this upcoming year to foster more collaboration.

- Recognize the correlation between their leadership and the ability of teachers to collaborate for improvement
- Provide structures for teachers to engage in cycles of collaborative inquiry
- Build relational trust among teachers
- Create and promote engagement in staff wellness opportunities
- Trust teachers to have a voice in their own professional learning based on student and adult data
- Model the language of collective efficacy

Sentence Frame: My goal to foster more collaboration this year is to _____.



NEBRASKA DEPARTMENT OF EDUCATION ELEMENTARY INSTRUCTIONAL PLANNING GUIDE



Created in partnership with Education Resource Strategies

[PDF Version](#)

[Online Interactive Version](#)

PRIORITY 2: INCLUSION MODELS THAT SUPPORT STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS

All students deserve a high-quality education that prepares them for future success. Leaders must ensure that students with higher needs, including students with disabilities and English learners, have equitable access to the full rigor of grade-level instruction.

[Data from the 2021-'22 NSCAS Assessments](#) shows that students with disabilities and English learners had lower proficiency rates on the ELA and math standardized assessments than the average of the student body.

Student Group (Grades 3-8)	ELA Proficiency	Math Proficiency
All	47%	46%
Students With Disabilities	19%	18%
English Learners	5%	8%

Nebraska supports for students with disabilities and English learner students are regulated by [Rule 51*](#) (NDE Special Education Program Standards), which states: "To the maximum extent appropriate, children with disabilities, [...] are educated with children who are not disabled."^{xi}

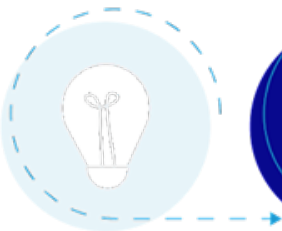
[Designing elementary schools for inclusion^{xii}](#) allows most students with disabilities and English learner students to receive their primary Tier 1 instruction in the general education setting. Inclusive practices benefit students with disabilities, their peers, and the larger school community.

Inclusion means ["Educating students with disabilities in the same setting as students without disabilities. Accommodations, modifications, specialized instruction, and related services are provided within the general education classroom and nonacademic settings."](#)

What Does Inclusion Look Like in Practice?

For Students With Disabilities and English Learner Students	For Classroom Peers	For the School Community
Access to grade-level content.	Additional staff in these classes enables smaller group sizes.	Helps solve special education challenges caused by teacher shortages.
Greater academic achievement through instruction often led by multiple teachers.	Differentiated instruction that meets the needs of all students.	Special education teachers can serve in more consultative roles and expand their capacity to support more students and teachers.
Social interaction with all their peers.	<u>Develop greater understanding and acceptance of individuals' differences and diversity.</u> ^{xiii}	Educators share responsibility of supporting students with disabilities, distributing the load often placed on special education teachers.

To effectively implement inclusive instruction, principals and their teams should address the following **two** decision points along with considerations.



NDE Resources to Support Collaboration



NEBRASKA
ENGLISH
LEARNER
PROGRAMS

Nebraska Information Home

Contact Us

Project ASSETS

We are excited to announce Project ASSETS, a grant funded under the National Professional Development Program at the United States Department of Education. This Project is for Nebraska K-12 educators who work with multilingual learners and would like to benefit from job-embedded professional development, a Community of Practice (CoP) to support implementation, and a network of ongoing support to improve outcomes for our multilingual learners.

Please see the [Project ASSETS brochure](#) and be sure to check out the [YouTube video](#) to learn more about Project ASSETS to help you decide if this opportunity is right for you!

[Project ASSETS Overview](#)

Cohort 2 is full. Please check back for more information about Cohorts 3 and 4! Cohort 3 will be starting in 2024 and Cohort 4 in 2025!

PROJECT ASSETS

Join the national community of educators who are working to improve outcomes for multilingual learners through job-embedded professional development, a Community of Practice (CoP) to support implementation, and a network of ongoing support to improve outcomes for our multilingual learners.

What: Job-embedded professional development, a Community of Practice (CoP) to support implementation, and a network of ongoing support to improve outcomes for our multilingual learners.

Where: Nebraska K-12 educators

Who: Nebraska K-12 educators

When: Cohort 2 is full. Cohort 3 will be starting in 2024 and Cohort 4 in 2025!

Click to Learn More

Contact Information - info.assets@ned.gov

Project ASSETS

- Educators
- Parents and Families



EAS Inc. invites you to save the dates and *register now* for the Family Leadership Institute!

In partnership with the NDE and project ASSETS, LTC Consuelo Castillo Kickbusch (ret.) invites you to six days of engaging virtual workshops. The workshops will help you and your family learn how to communicate better with your children, school, and community. Come join us for action, motivation, and inspiration!

Comprehensible Input

Academic Language

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How would you evaluate the learning of
all students in your district; do they
understand all lessons they receive?

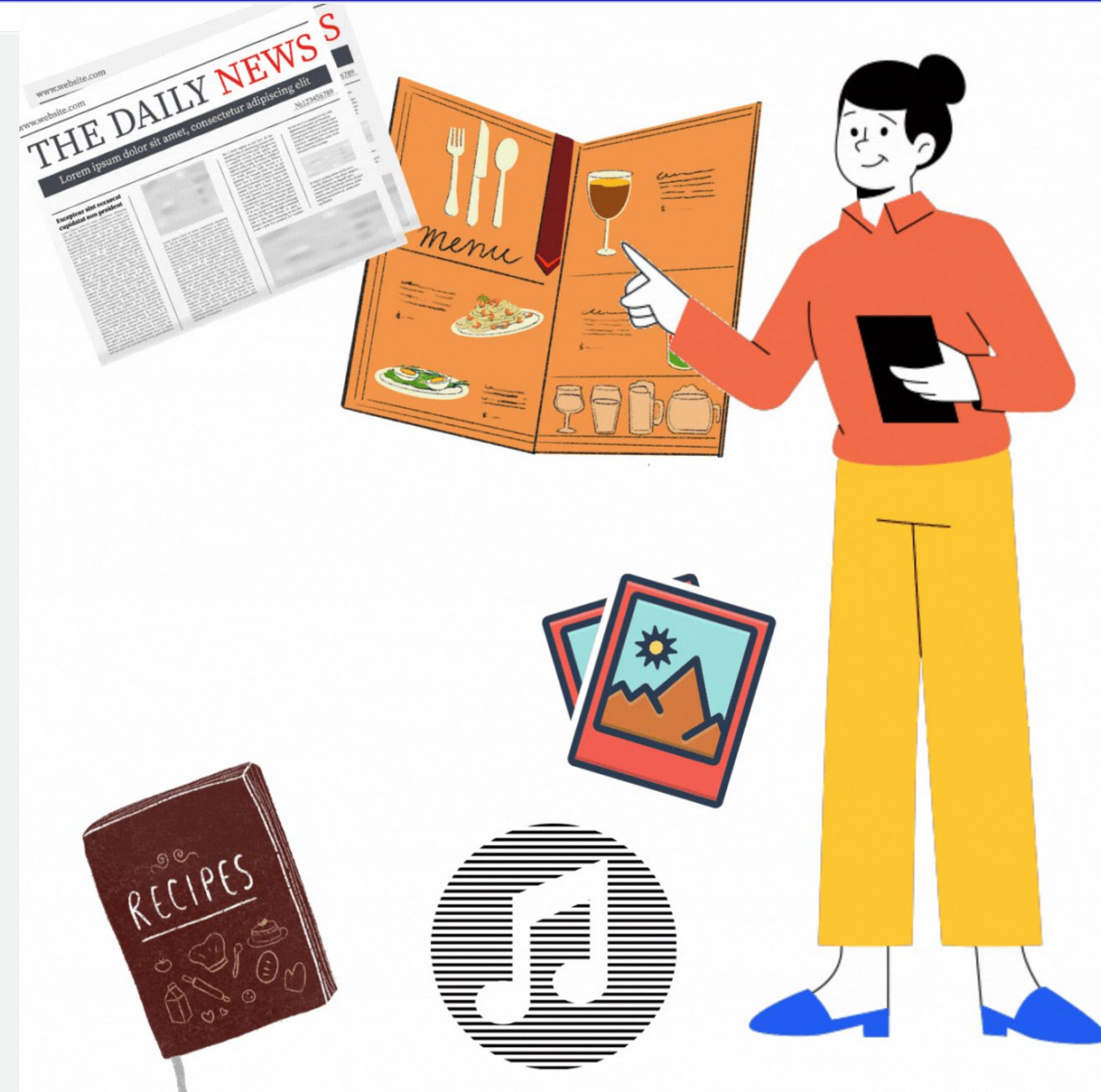
What is comprehensible input?



[Valentina Gonzalez with Seidlitz Education Consultants](#)

Strategies that Make Messages Comprehensible

- visuals
- gestures
- repetition, slower rate
- props/realia
- first language support
- cognates
- modeling



Representation




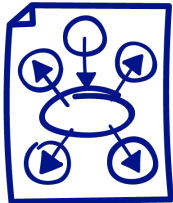


Think about how information is presented to learners.

Does the information provide options that help all learners:

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?



Recognition networks
“what”

Multiple Means of Representation		Putting it into Practice
Accessible course materials		Use common file formats documents are compatible with text-to-speech software, enable closed-captioning, provide transcripts for videos, and include captions for graphics
Multimodal sources of information		Supplement lecture and reading assignments with visual aids (e.g., photographs, videos, diagrams, interactive simulations)
Pedagogical approaches		Use different pedagogical approaches to topics or concepts, such as logic, statistics, narrative, case study, multiple perspective, and testimonial
Student-created materials		Concept maps, metaphors, illustrations, storyboard
Comprehension and key concepts		Post a list of Frequently Asked Questions (FAQs) and responses in an accessible and digital format
Check for understanding		Student response systems (e.g., Poll Everywhere) to check for comprehension and guide further discussion

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On a scale of 0-5, (fist to five)
How would you evaluate the
opportunity for all students to
talk and practice academic
language during any given class
period?

Action and Expression




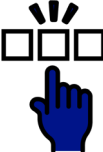

Think about how learners are expected to act strategically & express themselves.

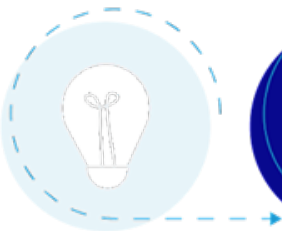


Does the activity provide options that help all learners:

- act strategically?
- express themselves fluently?
- physically respond?

Strategic networks
“how”

Multiple Means of Action & Expression		Putting it into Practice
Assignments and demonstration of skills		Formative quizzes, case studies, model building, roleplay, debate, discussions, or an oral presentation rather than just a traditional midterm and final exam
Exams		Variety of question types on exams: multiple choice, matching, short answer, fill in the blank, equations, label a diagram
Opportunities for interaction and feedback		Use discussion boards, podcasts, or blogs to allow students who need more time to reflect on a topic; in-class peer feedback; use rubrics; student-led study groups; cumulative assignments with feedback at various stages; office hours
Student Choice		Choice of assignment format: research paper, presentation, website, poster, video, podcast, etc.
Assessment Anxiety		Engage in goal setting to support development and facilitate learners monitoring their progress

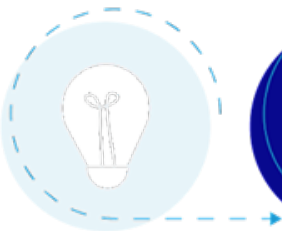


Sentence Frames, Stems, and Structures

Frames - most support	Stems - intermediate support	Structures - Teach and Guide
<p>How does a canyon form?</p> <p>A _____ forms by _____ .</p>	<p>How could you determine the age of a canyon?</p> <p>I could determine the age of a canyon by _____.</p>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; background-color: #f8d7da; padding: 2px 5px; border-radius: 5px;">person, place, thing</div> <div style="border: 1px solid black; background-color: #d4edda; padding: 2px 5px; border-radius: 5px;">action -is</div> <div style="border: 1px solid black; background-color: #d1ecf1; padding: 2px 5px; border-radius: 5px;">other information</div> </div> <p>A canyon is formed by erosion over time.</p>

Teaching Sentence Structures:

- Task #1 - sentence scramble
- Task #2 - Talk, Label, Write
- Task #3 - Simple to Compound to Complex ([The Power of But, Because, So](#))



Which One Doesn't Belong?

Teaching Channel - [4th/5th grade lesson](#)

I think _____ doesn't belong because _____.

Which	One
Doesn't	Belong?



QSSSA

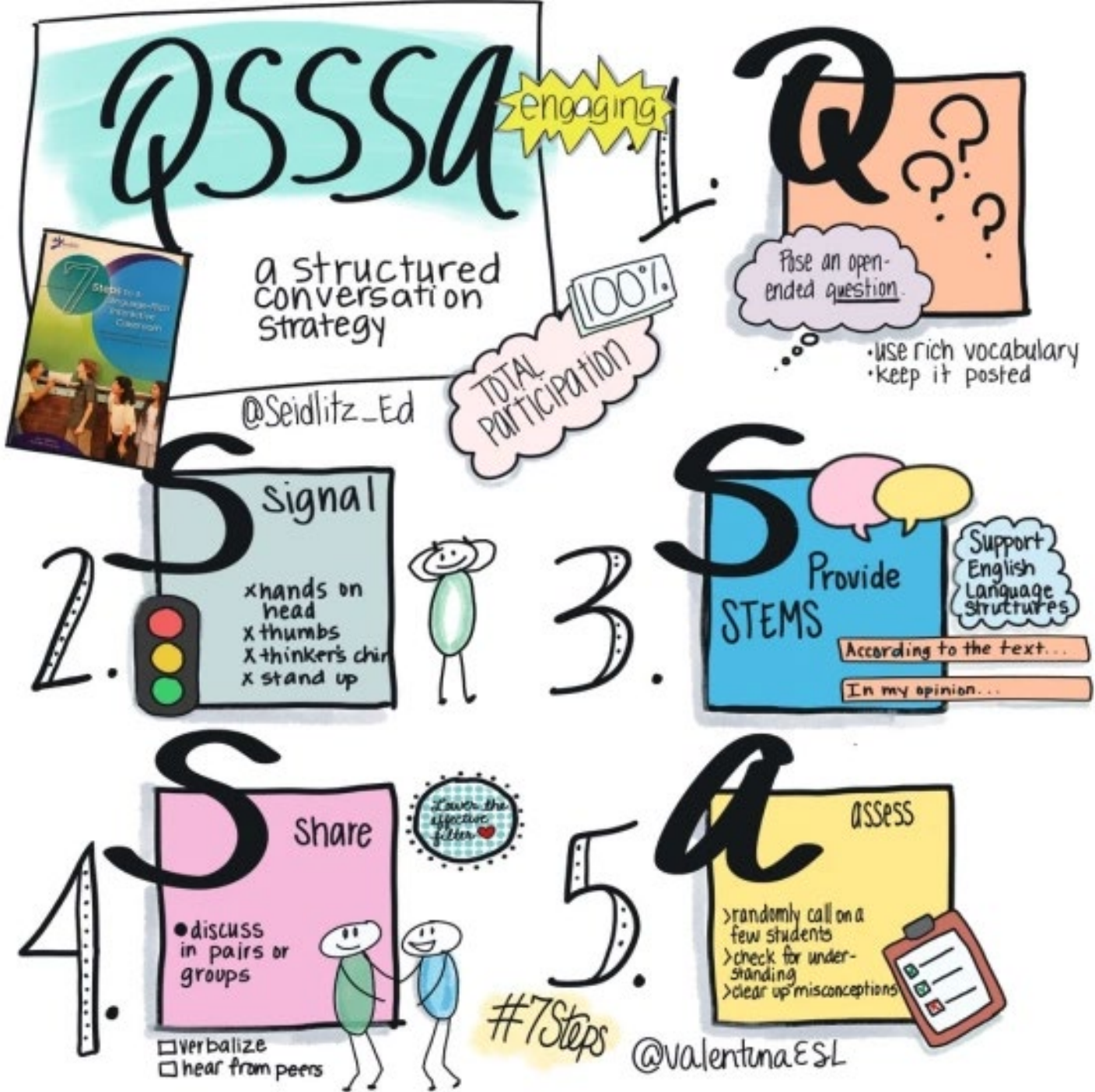
Question: What is a strategy you want to take back that supports academic language for all students?

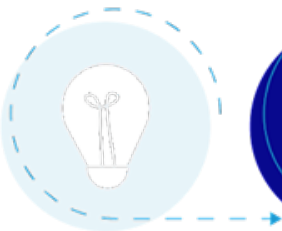
Signal - Sit down when you have a response.

Stem - One strategy that supports academic language for all students is _____.

Share - Turn to a partner.

Assess/Accountable - We will ask for 1 or 2 to share





Review

- Review features of Tier 1 Core instruction.
- Recognize the importance of four practical concepts that you can employ with your staff to increase the use of academic language.
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- Identify one strategy you can take back to your district to use immediately





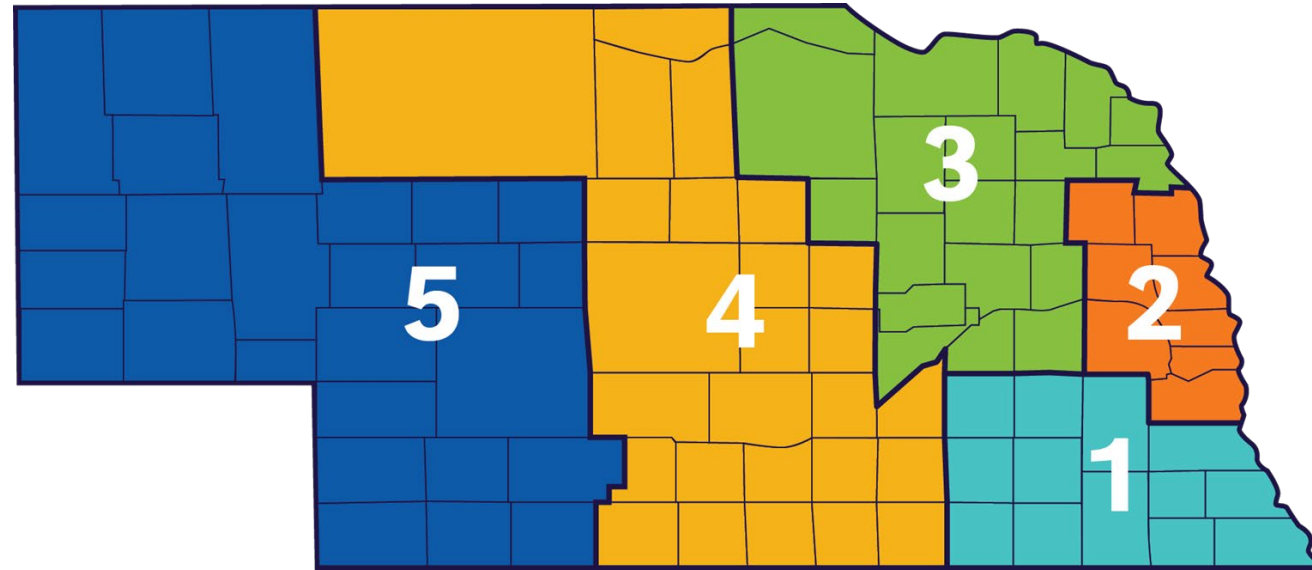
Thank You!

anne.hubbell@nebraska.gov

402-405-7071

[NDE EL Website](#)

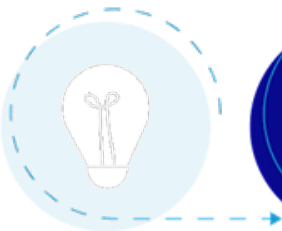
The NeMTSS Implementation Support team works statewide across five regions.



If you have questions, please contact your *Regional Support Lead*.

 nemtss.unl.edu/team





NDE Resources to Support Collaboration

TransACT ParentNotices



TransACT ParentNotices

[TransACT ParentNotices](#) – Click to learn more about ParentNotices by watching a short informational video. You can also browse the selection of parent notices. If you don't already have an account, you can sign up for one here, or email allyson.denbeste@nebraska.gov or ann.hubbell@nebraska.gov to get started.

The Nebraska Department of Education has purchased a statewide license to ParentNotices. Guided by a team with an extensive background in ESEA (NCLB/ESSA) compliance leadership, K-12 education services, and management experience at Fortune 100 companies, ParentNotices provides K-12 organizations with software and expertise to manage federal and state-level compliance, communication, and operations more efficiently. Topics include ESSA, IDEA and Section 504 compliance plus attendance, parent communication, school lunch program, health, medical and immunization.

[ParentNotices Resources for Users](#)

[SIS Integration for ParentNotices](#)

[Learn more about parent and family engagement](#)

ParentNotices Collections™

Home Dashboard ParentNotices Collections™ State Notices Resources RoadMaps People Settings Profile Support Home

Search for a notice or collection

- Classroom
- Signs
- Administration
- Alcohol-Free Zone
- Attendance Office
- Cafeteria
- Computer Lab
- Counseling Center
- Drug-Free Zone
- Employees Only
- Exit
- Family Center
- Gymnasium
- Interpreters Available Upon Request
- Kindergarten Registration
- Language Identification Chart - Please Point to the Language You Understand
- Library

Nebraska Department of Education

Please Point to the Language You Understand






Albanian	Ju lutemi, tregoni cilën gjuhë kuptoni.
Amharic	ለብዙን ወይንም-ቀን ቋንቋ ይጠቀሙ።
Arabic	الرجاء الإشارة إلى اللغة التي تفهمها.
Armenian	Ինքնուրուի ենք Ելիքը Այն Լեզուն, որը Դուք Հասկանում եք:
Bosnian	Molimo pokažite na jezik koji razumijete.
Cambodian	សូមបង្ហាញពីភាសាដែលអ្នកយល់។
Chinese	請表明您熟悉的語言。
French	Veillez pointer sur la langue que vous comprenez.
German	Auf die gewünschte Sprache zeigen.
Gujarati	તમે જે ભાષા સમજતાં છો તે ભાષા દર્શાવો.
Haitian Creole	Tanpri Lonje Dwèt ou sou Lang Ou Konprann nan.
Hebrew	אנא הצבע על השפה שאתה מבין.
Hmong	Thov Taw rau Hom Lus Koj To Taub.
Japanese	理解できる言語を示してください。
Korean	이해하는 언어를 선택하십시오.
Lao	ທ່ານສາມາດເຊີນສຽງທີ່ທ່ານຮູ້ໄດ້.
Portuguese	Aponte para o idioma que você entende.
Punjabi	ਪਿਠਰਾ ਵਧੀਕੇ ਤੁਹਾਨੂੰ ਸਮਝ ਆਉਣ ਵਾਲੀ ਭਾਸ਼ਾ ਵੱਲ ਦਿਖਾਓ।





NDE Resources to Support Collaboration

Nebraska Department of Education

<p>Who is responsible?</p> <p>USED Chapter 10 - Districts must ensure meaningful communication with parents in a language they understand.</p> <p>Supplement vs. Supplant Guidance</p> 	<p>What resources are available?</p> <p>*Explore Local Professional Interpreter Services Key Point: Interpretations - translates orally from one language to another. Translations - also involves the written form of translating from one language to another.</p> <p>Phone interpretations: Language Line and Language Link</p> <p>Written translations of required federal documents: TransACT ParentNotices is Nebraska's Provider.</p>  <p> NDE List of Vendors for Translations and/or Interpretations</p>
<p>Getting to know your families Getting to know your district needs</p> <ol style="list-style-type: none"> 1. Results of Home Language Survey - how many families speak a language other than English? What are the other languages? 2. What is the preferred communication method of our families? 3. How comfortable are families coming to our schools? 4. How often do we need interpreters and/or translators? 5. What are our needs for interpretations and/or translations? 6. What resources do we have for our translation/interpretation needs? <p>Needs Assessment for Working with Interpreters</p> 	<p>Tips for working with interpreters Code of Ethics Example</p> <ol style="list-style-type: none"> 1. Brief the interpreter prior to the conversation or meeting. 2. Look at and speak directly to your guests. 3. Be concise. 4. Avoid slang/jargon/idioms/acronyms. If used, make sure they are clarified and explained. 5. Allow time for the interpreter to communicate with the parent/family member/guest. The interpreter's job is to translate only what is communicated. Allow time for parents to ask questions and make any comments. 6. Avoid using the children or other families as the interpreter for parents. 7. Provide training for translators/interpreters regarding confidential information. 8. Remember that the administrator and/or educators are initiating the conversation. 

Working with Interpreters



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ENGLISH
LEARNER
PROGRAMS

English Learner Programs

Home

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Federal Information

Nebraska Information

Project ASSETS

[Serving English Learners](#)

Identification

Serving English Learners

Identification

Each school district shall administer a home language survey to be completed by the student's parent, guardian, or other person enrolling the student as part of the admission process for all kindergarten students and for all other students new to the district. A student who is emancipated or who has reached the age of majority and who is enrolling himself or herself may complete the survey instead. The survey shall ask the following questions:

1. What language did the student first learn to speak?
2. What language is spoken most often by the student?
3. What language is primarily used in the student's home regardless of the language spoken by the student?

If an answer to any of the home language survey questions is an answer other than "English," the school district shall administer an English language proficiency screener assessment to the student in order to determine if the student may be an English Learner.

[Home Language Surveys in multiple languages](#)

[NDE Rule 15 Canvas Course](#)

[A Parent's Guide to English Learner Programs](#)

[TransACT ParentNotices: Communication and Translation Resources](#)

[Working with Interpreters/Translators](#)

NDE Information Regarding Migrant Education



WHO WE SERVE



CATEGORICALLY ELIGIBLE FOR FREE SCHOOL LUNCH



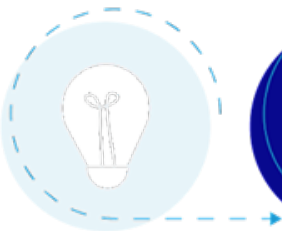
ENGLISH LEARNERS ENG

1,967 43%



[NDE Title IC Migrant Education Website](#)

- [NDE 2023 MEP State Profile](#)
- [Migrant Ed Parent Survey \(English\)](#)
- [Migrant Ed Parent Survey \(Spanish\)](#)
- [MEP Infographic](#)
- [OCR Fact Sheet](#)
- [Dept of Justice Fact Sheet](#)



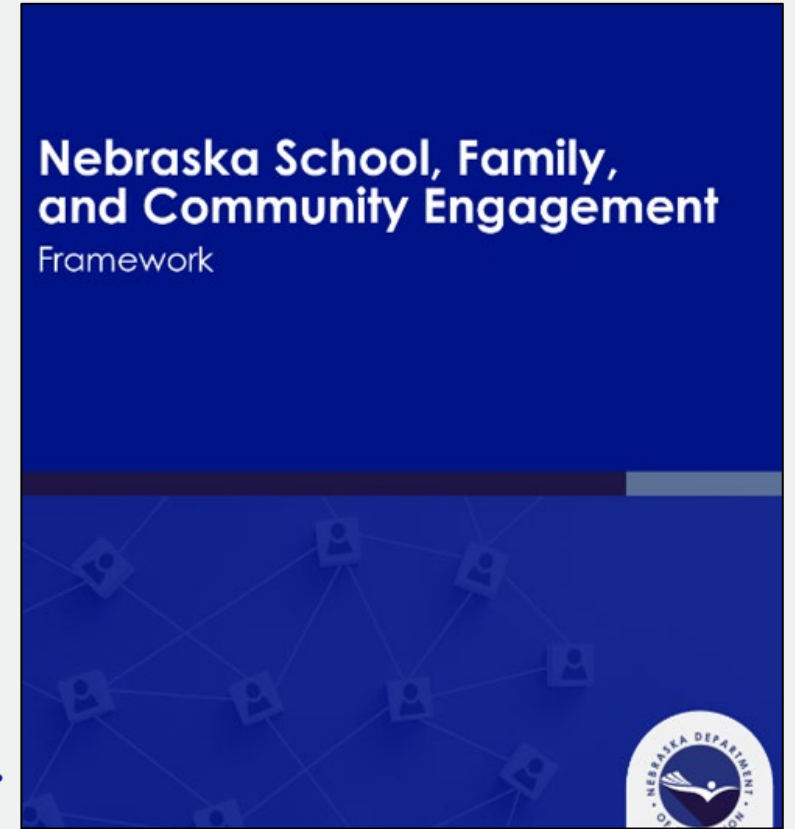
Nebraska School, Family, and Community Engagement Framework

NDE Community Partnerships and Support Services Website

Content was aligned to the Positive Partnerships, Relationships, and Success AQuESTT tenet.

"Schools and districts implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community."

To learn more about AQuESTT, visit www.aquestt.com.



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