

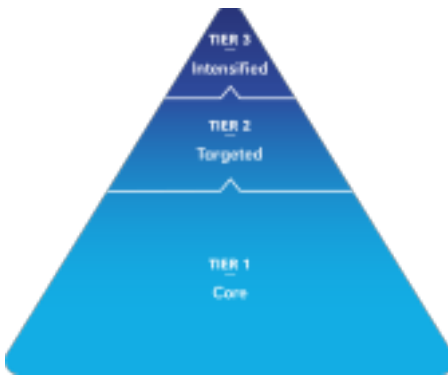


Multilingual Learners Newsletter

October 2023



Meeting English Learner Needs in Tier I with Best Practices



Tier 1 Core supports all students. It fosters a positive, inclusive, and safe climate for learning. It utilizes best practices and high quality materials to ensure access to grade-level standards and instruction for all students. Tier I Core promotes Universal Design for Learning, differentiated instruction, and scaffolding. It focuses on staff and student well-being and enhances family and community engagement.

The NeMTSS Framework is designed, through the lens of continuous improvement, to guide school districts, schools, and all educators so that each and every student has access to learning experiences that enhance their educational outcomes. The four essential elements of NeMTSS include:

- Layered Continuum of Support
- Data-Based Decision-Making
- Infrastructure and Shared Leadership
- Communication and Collaboration



How do we meet the needs of our English learners in Tier 1 Core?



Let's look at **four practical concepts** to support our English learners, as well as all learners in Tier 1 Core.

1. Have High Expectations
2. Collaborate with Others
3. Make Messages Meaningful - Comprehensible Input
4. Provide Opportunities for Language Output

 HIGH EXPECTATIONS <ul style="list-style-type: none"> • Use content standards • Apply the English Language Proficiency (ELP) standards and Proficiency Level Descriptors (PLDs) • Implement High-Quality Instructional Materials (HQIM) • Engage in grade-level reference planning 	 COLLABORATION <ul style="list-style-type: none"> • Be intentional • Prioritize the time • Provide quality professional learning • Access internal resources • Promote collective efficacy • Include students, caregivers and families
 COMPREHENSIBLE INPUT	 LANGUAGE OUTPUT





Spotlight: Welcome Julie Otero

Title III/ELPA21/School Improvement Specialist



Julie grew up in rural Nebraska and attended Western State College in Colorado. She started her teaching career in El Paso, Texas. She taught physical education and then transitioned into the classroom and taught English learners. She moved back to Nebraska and taught for Lexington Public Schools as an EL teacher. She then became a principal and curriculum director and then an assistant superintendent. For the past twelve years, she has served in rural, consolidated or unified school districts as a superintendent. Julie will support Title III, School Improvement, and ELPA21. Welcome Julie!

Guidance: Is residency in the LEA a requirement for students in private schools to participate in the EL program? There are no residency requirements for ESEA programs covered under Title VIII. Rather, under Title VIII, an LEA must provide equitable services based on the number and educational needs of children who are enrolled in private schools within the geographical area served by the LEA that want their eligible children and educators to participate, even if some of the children enrolled in the private schools reside in other districts or States. (ESEA section 8501(a)(1),(4)(A)).

[Title VIII Equitable Services for Private Schools Non-Regulatory Guidance](#)



ELPA21 Free Workshops for Any Teacher or Administrator

- [Learn more and sign up!](#)

Alt ELPA Assessment Update: CRESST, CMS, and Cambium have worked to ensure that Cambium has everything needed for scoring the Alt ELPA assessments and producing student score reports. They experienced longer-than-anticipated timeframes earlier in the scoring schedule, related to smoothing of cut scores, verification of scoring code, and additional time for states to discuss and vote to accept cut scores. These longer timeframes have impacted the schedule for producing student score reports and Cambium anticipates that the ISRs will be available by 10/23, at the latest.

Additional Resources:

- [MIDTESOL Conference 2023 - Register Here!](#) (Some Nebraska Presenters Include...)
 - ❖ *Scaffolds, Strategies and Accommodations for Newly-Arrived English Learners* by Jennifer Scott, Kara Hutton, and Pam Erixon
 - ❖ *EL Family Engagement: A Multi-Generational Approach to Learning English* by Brian Evans
 - ❖ *Collaborating to Strengthen our English Learner Programs and Practices* by Anne Hubbell and Allyson DenBeste
 - ❖ *Various Higher Education Representatives*
- [OELA EL Family Toolkit](#)
- Our 3rd Family Leadership Institute is starting October 5th - Share this information with families! [English - Spanish](#)
- ACT Webinar for Accommodations and English Learner Supports-October 5, 2:00 pm CT [Register Here!](#)
- OPS Multilingual Learner Fall Conference-November 4, 8:00-3:00 pm CT See the [flyer](#) for more information.



Questions: Please contact us with any questions or concerns regarding your MLL students or program.

Julie Otero - Title III, ELPA21, School Improvement julie.otero@nebraska.gov 402-405-5212

Anne Hubbell - English Learner Specialist anne.hubbell@nebraska.gov 402 405-7017

***Sign Up to Receive the monthly Multilingual Learners Newsletter**