



Multilingual Learners Newsletter

December 2023



Meeting the Needs of Multilingual/English Learners

How can I best support my multilingual/English learners?

Research points to the value of holding all students to **high expectations**. When teachers know and understand the ELP Standards and the proficiency level descriptors, they can prepare and implement lessons that meet the needs of their Multilingual/English learners. When they know and understand how these ELP standards align to content standards, they can hold their MLs/ELs to the appropriate grade-level, high expectations.

Another area that helps to meet the needs of ML/EL students is **collaboration**. When staff work together and support each other, all students benefit. EL specialists understand the pedagogical practices that are necessary to acquire language. Content area teachers are specialists in their area of expertise. Teachers of special education and high ability learners have the expertise of working with these students and meeting their needs. When teachers work together, they learn from each other and expand their knowledge and understanding. In addition, it's fun to collaborate with others!

To support language acquisition, teachers can make their lessons more **comprehensible** and able to be understood by using visuals, gestures, slowing their speech, emphasizing new vocabulary, and chunking information into smaller amounts. One strategy is 10:2. Present information for 10 minutes and then allow processing and time to talk for 2 minutes. Another way to support language acquisition is by providing **opportunities to talk** with structured activities and linguistic supports such as word banks and sentence frames.

Where Can I get this Poster?

The Academic Language poster highlights these four practice concepts. While these practices are essential for multilingual/English learners, they actually help every student. We often say, "Academic language is no one's first language."

To access the poster, please use the QR code. These posters can be great reminders to have high expectations, collaborate with others, make your lessons comprehensible, and provide opportunities for language output.



The poster is titled "Academic Language" with the tagline "What's good for some, is good for all!". It features four quadrants, each with a title, icons, and a list of practices:

- HIGH EXPECTATIONS** (Icons: Target, Pyramid):
 - 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** (Icons: People, Gears):
 - Be intentional
 - Prioritize the time
 - Provide quality professional learning
 - Access internal resources
 - Promote collective efficacy
 - Include students, caregivers and families
- COMPREHENSIBLE INPUT** (Icons: Pyramid, People):
 - 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** (Icon: Pyramid):
 - 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

At the bottom, a blue button says "Click on the NeMTSS Essential Elements icons for more information." followed by five circular icons representing different elements.



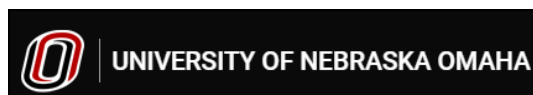
Spotlight: Multilingual Higher Education Collaborative Group



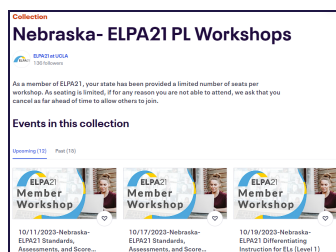
We were so happy to host a panel discussion about multilingual higher education in our state at our November EL Coalition meeting. We welcomed Ben Vilkas from Wayne State, Vicki Anderson from Concordia, Heidi Jo Bartlett from Peru, Kara Viesca from UNL, Glenn Tracy from UNK, and Sandra Rodriguez Arroya and Madina Djuraeva from UNO.

They shared some suggestions to help prepare multilingual students for higher education and

they also discussed the preservice teacher programs at their institutions that prepare them for working with multilingual learners. It was a fun opportunity to collaborate with these leaders at higher institutions across the state.



Guidance: There are two components of EL programs required under Civil Rights legislation: attain English proficiency and access academic content (acquire content knowledge). Title III Supplement Not Supplant, Section 3115(g) says, “Federal funds made available under this subpart [Title III] shall be used so as to supplement the level of Federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.”



ELPA21 Free Workshops for Any Teacher or Administrator

- Differentiating for ELs on January 9, 11, or 17 and April 16
- Formative Assessments on April 10, 18 and June 12, 18, or 20
- [Learn more and sign up!](#)

Additional Resources:

- Check out the new resources on the [NABE Store Website](#)
- [What Works Clearinghouse - Evidence based practices for MLs](#)
- [Colorin Colorado - ELL Strategies and Best Practices](#)
- [ELlevation Free Virtual Conferences December 4, 5, & 7](#)
- Visit our [Project ASSETS](#) page to view pictures from the November graduation and learn about the FLI Practitioner Conference March 6-8, 2024 in San Antonio, TX!



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

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