



Multilingual Learners Newsletter

March 2025



Fostering Collaboration

An important component of positive relationships as well as achievement for students is fostering collaboration. As we support English learners/Multilingual learners, as well as all students, we know that we can't do it alone. According to an article in [Colorin Colorado](#), there are key concepts to consider when working to sustain collaboration.



- *Ensure that ESL teachers are involved in decisions that affect ELLs at the school level.
- *Create structures that make collaboration possible.
- *Create Professional Learning Communities (PLCs) or opportunities for learning together.

The Rhode Island Newsletter for Teachers of English Learners, [RI-TELLER](#), provides six key ideas to support collaboration.

1. **Joint planning:** ESL and general education teachers contribute to lesson planning collaboratively guided by the CCSS.
2. **Curriculum mapping and alignment:** ESL and general education curricula are mapped and aligned to follow shared CCSS goals.
3. **Parallel teaching:** During a pull out ESL program, the ESL teacher focuses on the same or similar instructional outcomes as the general education teacher.
4. **Co-developing instructional materials:** ESL and general education teachers create multilevel, differentiated instructional resources that help all students make steps toward meeting the CCSS.
5. **Collaborative assessment of student work:** ESL and general education teachers analyze the same student product and offer their unique perspectives to each other on areas of student needs.
6. **Co-teaching:** ESL and general education teachers share the classroom to deliver instruction together that is driven by the expectations of the CCSS.



As we consider partnerships, it is important to include members of our community, parents and families, teachers, district leaders and other staff, and students. The [Academic Webinar Series](#), specifically [Collaboration](#), is a great resource to address the importance of collaboration and provide some practical ideas to support the implementation of this best practice. For more information and support with collaboration for English learners/Multilingual learners, please visit the [NDE EL Website](#) or email us!

Come collaborate with other EL teachers and district leaders at our EL Coalition In-Person meeting on April 16th at the NDE in Lincoln. [Register here!](#)



Spotlight: Cindy West

Cindy West has a vast array of experiences in education and especially with English learners. From her teaching time with non-English speakers in a Vietnamese refugee camp to teaching college courses at the University of Nebraska-Lincoln and Wesleyan University, Cindy has always enjoyed language learning. Cindy was in LPS for 25 years and during that time served as an ELL teacher, team leader, coordinator, and instructional coach. Working with teachers to empower them with best practices for English learners is a passion of Cindy's. As teachers experience more students in their classrooms who

are English learners, we recognize the need to collaborate and share these best practices. Cindy would look forward to an opportunity to collaborate with your teachers and administrators in evaluating the needs of your English Learners and to teach and support instructional strategies that will assist your students in becoming proficient in speaking, listening, reading and writing. Instructional Coaching may include model teaching, co-teaching, observation of lessons, problem solving tasks, and focused instruction. Coaching has proven to be a powerful tool in seeing academic success for students. Cindy is currently available as an EL Consultant and Instructional Coach through ESU 4. Check out [this opportunity!](#)



Guidance: Title III Supplement vs Supplant

Title III funds can be used for translations for specific events or activities for EL parents. For example, Title III funds can be used for translation services for training sessions for EL parents.

When Title III funds cannot be used for translation

- Title III funds cannot be used for translation services for school policies, discipline, health issues, or other information that is communicated to all parents.
- Title III funds cannot be used for translation services for state-mandated testing or other services that are required by other laws.

Forced Migration and Resettlement Community Partnership Symposium

This two-day event will convene professionals, educators, researchers, and practitioners working on migration issues across Nebraska. As mentioned, the symposium will take place at UNL's City Campus on March 31 and April 1, 2025.

Event Details:

- **When:** March 31 & April 1, 2025 (see [website](#) for detailed information)
- **Where:** Centennial Room, City Union, 1400 R Street, Lincoln, NE
- **Cost:** FREE (includes all meals and refreshments; limited dorm rooms available for out-of-town visitors)

This event will provide a unique opportunity to explore the challenges and opportunities surrounding refugee resettlement, immigrant community support, and forced migration, in Nebraska, nationally, and globally. We invite you to register now and join us for what promises to be an enriching experience to collaborate, learn, and share best practices. **REGISTER [HERE](#) >>>> <https://go.unl.edu/nims-symposium>**

Additional Resources:

- ESU 3 is offering Support for Newcomers April 23, 2025 - See [the flyer](#) to register!
- [An interactive workshop](#) for developing/enhancing Sheltered English for EL will be offered June 2, 2025 at ESU3.
- [Teacher Habits That Promote Language Learning Course June 24-25, 2025](#)
- [NCELA Newcomer Toolkit](#) and [NCELA Family Toolkits](#) and [English Learners with Disabilities Toolkits](#)
- [Dual Language Playbooks](#)
- [Summer Literacy Institute](#), July 17, 2025 at ESU 10.

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

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