

Supporting Your English Learners (EL)

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Session Overview

- Georgia's English Learners
- Supporting English Learners Academically
- Supporting English Learners Socially/Emotionally
- Supporting English Learners Career & College Support

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Who are our **E**nglish **L**earners?

Students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.



English Learners in Georgia



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- Number of Students Served: 107,784
 - Top Four Languages:
 - Spanish
 - Vietnamese
 - Chinese
 - Korean
 - Counties serving the most English Learners:
 - Gwinnett
 - Cobb
 - DeKalb
- Grade Level Breakdown (2015)
 - K-5: 85,964
 - 6-8: 12,854
 - 9-12: 11,587
 - K-12: 58
 - Graduation Rate
 - 2013: 1809 out of 4100 44.12%
 - 2014: 1829 out of 4155 43.91%
 - 2015: 2342 out of 4152 56.42%



Academic Support



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Academic Support- Determining Placement

Incoming students from feeder schools:

- Information sharing
 - ACCESS History Report
 - Current Schedules and Recommendations
- Survey students
 - I was born in the country of _____.
 - I lived in that country for ____ years.
 - I was _____ years old when I came to the United States.
 - The first school I went to in this country was _____.
 - I started at that school in _____ grade.
 - Tell me where (country) you went to school before you were a student at "feeder school."
 - Kindergarten _____
 - First _____
 - Etc.



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Academic Support - Challenges

- ELs with suspected special education needs
 - Often difficult to identify the role that language plays in student's struggles
 - Must be able to rule out that language, limitations and/or interruptions in education, etc.
- How can counselors assist with this?
 - Familiarity with trend data – identify average test scores by level
 - Work with school psychologist to develop a plan for gathering data
 - Familiarity with progress monitoring tools used by your district
 - Collaborate with teacher(s) administering interventions so that you have access to data, can document feedback, and monitor growth



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Academic Support - Challenges

Students with Limited or Interrupted Formal Education (SLIFEs)

- May have difficulty adjusting to the routines and structure of the American high school system
- May lack literacy skills in native language
- May be difficult for older SLIFEs to meet graduation requirements before "ageing out"

How can school counselors support SLIFEs academically?

- Information gathering
- Direct teaching of norms
- Regular check-ins to identify areas of struggle
- Coordination of interventions

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Social-Emotional Support



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Social-Emotional Support

Common Areas of Struggle for ELs

- Adjusting to new country, culture, language, and school
- Feelings of grief and/or loss
- Family dynamics and relationships
- Trauma



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Social-Emotional Support

Adjustment to new country, culture, language, and school

- Transfer student program
- Small groups
 - Example: Conversation Group
 - Allows ELs to practice English in a relaxed setting
 - Students are invited to share information about their home countries and cultures
 - Discussion of experiences moving to America, expectations vs. reality
 - Learn about American culture, holiday, traditions, etc.
 - Learn English idioms

Social-Emotional Support



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Feelings of grief/loss

- The role (or lack thereof) that students play in the decision to move to America
- Acknowledge difficulty and offer support
- Small groups
 - Example: Rainbows
- Referrals



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Social-Emotional Support

Family dynamics and relationships

- May be living with parent(s) for the first time
- Responsibilities at home
- Obligations to help family financially
- Cultural norms that lead to differences in treatment based on gender

How can school counselors provide support?

- Small groups or referrals for individual support
- Parent education programs on community resources



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Social-Emotional Support

Trauma

- Asylum seekers, refugees, immigrants from countries at war
- Group vs. Individual Counseling
 - Language
 - Cultural views on mental health
- Staff education

Career/College Support



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Career/College Support

Individual and small group support

- College groups
 - In-depth review of the post-secondary education system in America
 - Types of schools, types of degrees, etc.
 - Reviews admissions requirements and application procedures
 - Personal statement writing workshops
 - Guest speakers from local community college and state agencies
 - Financial aid workshop
 - Field trip to local colleges/universities



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Career/College Support

- [Career Exploration Unit for the Beginning ELL Student](#)
(18 lessons)
- Elementary Career Lessons:
 - Picture with job title
 - Videos
 - Hands on activities
 - Career Picture Glossary by Cluster

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Create a Welcoming Environment



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- Welcome the family to the school and conduct an interview with the aid of an interpreter, if appropriate. Allow time for interpretation and questions. During the interview, give the family a card with the following printed information:
 - The name, address and telephone number of the school
 - The student's schedule, including teacher(s) name(s) and classroom number(s)
 - The EL teacher's name and room number
 - Pertinent bus information
- Take the family on a tour of the school, if possible, and introduce them to the classroom teacher(s) and/or ESOL teacher.
- Assign the English learner a student buddy either from homeroom or school activities (such as the international club or student council) to the English language learner to help in the transition during the first few weeks.
- Give parents a "welcome packet" written in their native language if neither parent nor guardian has a strong command of English. This packet should include information regarding:
 - Important registration and school information
 - Transportation
 - School calendar and bell schedules, including daily start and end times
 - Normal school procedures and expectations ?
 - Attendance information
 - Basic supply needs for classes and for Physical Education classes
 - Immunization requirements
 - School contact information
 - A list of community resources, adult English language classes, and tutors
 - Parent Teacher organization information
 - **Most importantly, information about you THE SCHOOL COUNSELOR and the services you provide.**

Strategies to Support



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- Speak slower, not louder.
- Provide outlines, advanced organizer, or visual guides.
- Write down key terms on the board.
- Integrate games.
- Read written instructions. Repeat.
- Write key concept vocabulary on a Word Wall.
- Integrate listening centers.
- Model new skills.
- Extend test time.
- Think-pair-share.
- Provide exemplars of successful projects.
- Pair up ELLs with strong oral and written English skills.
- Don't rescue ELLs when they struggle to speak - smile, relax your feet, face, and hands, and wait
- Let students use their home language in the classroom to solve work.
- Use pictures, sketches, and graphic organizers.
- Make videos of presentations for ELLs to replay if needed.
- Liberally use checks for understanding.
- Share a picture glossary. Teach with cooperative learning.
- Provide opportunities for low-stakes writing.



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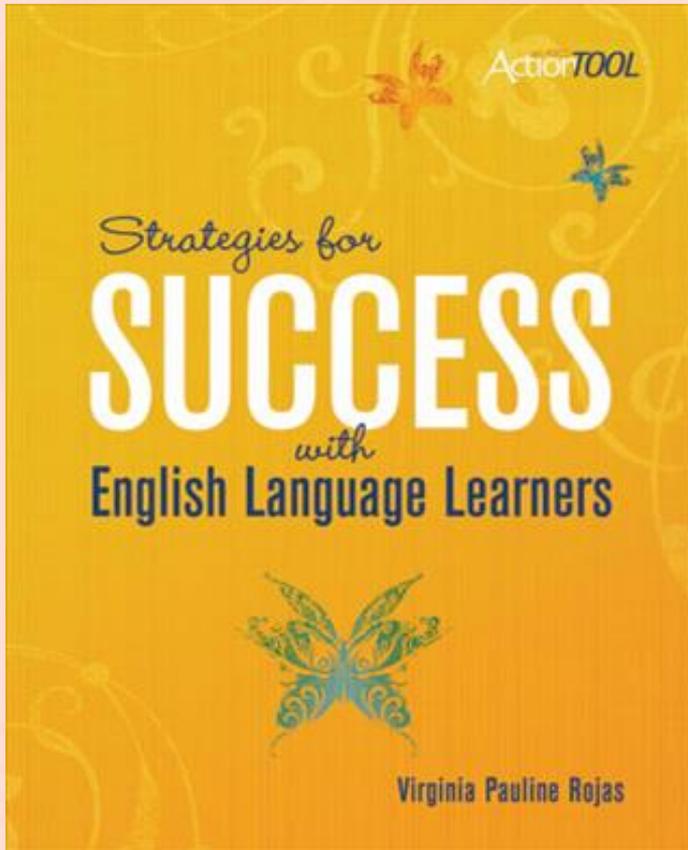
Resources Links

- [Four Group Session Outline for English Learners](#) (begins on page 8)
- [GaDOE ESOL/Title III Resource Guide](#)
- [Elementary Websites for English Learners](#)
- [ESL Conversation Activities](#) (may be appropriate for middle school)
- [50 Links for Resources for Supporting the English Learner](#)
- [Welcoming ELL Parents into the Classroom](#)
- [Partnering with Families and Communities](#)



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Strategies For Success With English Language Learners: An ASCD Action Tool



- Resource that provides teachers with ready-made tools they can use to engage English learners in lessons, build their literacy skills, and maintain an inclusive classroom.
- Graphic organizers that help ELL students make connections to content.
- Vocabulary tools that help ELL students see new words in context and engage in activities that increase understanding of vocabulary terms.
- Literacy strategies for helping English learners in every grade develop their skills in reading, writing, speaking, and listening.

Panelists to include
three
principal-counselor
teams.

ALL LEVELS

Strengthening the
Principal-Counselor Relationship

January 20 @ 2:00 PM

Invite your
principal to
participate
in webinar.

JANUARY WEBINARS

Don't Delay! Register Today! Click on the session's topic to register!

**ALL NEW
SCHOOL COUNSELORS**

Mid-Year Reflections

Jan. 20 @ 11:00 AM

Assessing how your year is going and
what you can do to make it to the end of
the year.

**HIGH SCHOOL
COUNSELORS**

Improving High School
Graduation Rates

Jan. 27 @ 2:00 PM

GA's 2015 graduation rate was 78.7.
Strategies to be shared on how you can
help to improve your school's rate.

A central illustration of a globe with green continents and blue oceans. Surrounding the globe are approximately 20 diverse, stylized children of various ethnicities and ages, some standing upright and some upside down, representing global unity. The children are drawn in a simple, cartoonish style with large heads and simple bodies. The word "Questions?" is written in a large, black, sans-serif font across the center of the globe.

Questions?