



Welcome to the Montgomery County Schools English Language Development Program. Our English Learners are an important part of the tapestry that makes Montgomery County Schools a diverse and unique community of learners. We value diversity. WE KNOW diversity in education is essential to preparing our students for a successful future in a global society.

Our district currently has 110 English Learners enrolled and 57 former EL students. The home languages of our students are Spanish, German, Gujarati, Korean, Cambodian, Tagalog, Urdu, and Mandarin. Our dedication and appreciation for our EL students is evident in our classrooms, as we see ELs excel in both curricular and extracurricular activities.

**Montgomery County Schools  
700 Woodford Drive  
Mt. Sterling, KY 40353**

**Helping ELs Develop**

**1. Post lesson/language objectives and activities.**

It is important to write objectives on the board and review them orally at the beginning of class.

**2. Speak clearly and write legibly.**

Please remember some students have low levels of English proficiency. It is important that we make our presentation as accessible as possible.

**3. Develop and maintain routines.**

Routines will help students determine what to expect in the classroom without relying solely on language cues.

**4. List and review instructions/step by step instructions.**

Before students begin an activity, teachers should familiarized them with the entire list of instructions.

**5. Present frequent summations of main points of the lesson.**

It is important to (1) try to use visual reviews with lists and charts, (2) paraphrase the main points and (3) have students provide oral summaries.

**6. Present information in a variety of ways.**

By using multiple media in the classroom, you can reduce reliance on language and give context that will assist in comprehension.



**Practices of Successful Teachers of EL Students**

1. Rather than relying on language to facilitate learning, these teachers use a variety of activities and learning opportunities for students (visuals, physical activity and nonverbal cues).
2. When they do use language, they do not rely solely on English, but allow and encourage students to use their own native languages as needed to facilitate learning and participation.
3. When these teachers use English, they modify its complexity and content so their students understand and can participate in classroom activities.
4. They do not rely only on themselves and the source of knowledge and learning, but encourage interaction among students by bringing in older and younger students from other classes; and they involve paraprofessionals and community members in classroom activities.
5. They encourage authentic and meaningful communication and interaction about course content among students and between themselves and students.
6. They hold high expectations of their students, challenging them to tackle complex concepts and requiring them to think critically, rather than eliciting one-work responses to factual questions that do not require high-order thinking.
7. In content classes, they focus instruction squarely on the content itself, not on English. At the same time, they build English language development into their instruction in all classes.

## Cultural Differences of ELs

Some students are not accustomed to **looking directly** at an authority figure or an older person. They may feel more comfortable looking down or away. This is a sign of respect in some cultures.

Many ELs refrain from **asking for help** and will not answer voluntarily. They may smile or nod, seeming to indicate that they understand what was said, but in reality, they do not. Make eye contact and smile; this will give the student confidence. Assign a peer tutor. Remember to select someone who really wants to take on the responsibility.

Some students may be apprehensive about **speaking out** in a group, either because the teacher is present, or because they may not consider their thought meaningful. Silence, in some students' cultures, may be a sign of respect rather than a sign of inability or refusal to participate.

Cultures perceive **personal space** differently. Comfortably close in one culture may be seen as an invasion of space or an aggressive posture in another. Allow time and provide opportunities for adjustment to these differences.

## Services Provided by EL Teachers

1. **Assessment and evaluation of the English proficiency level of the student**
2. **On-going collaboration with classroom teachers**
3. **Development of Program Services Plans**
4. **Modification of classroom work**
5. **Providing testing accommodations**
6. **Providing support/professional development to classroom teachers**
7. **Parent contacts/home visits for ELs' families**
8. **Participation on parent/teacher conferences**
9. **Researching/providing resources to teachers and families**

**You may contact Cindy Reed, District EL Coordinator, Elementary EL Teacher by email or phone at [cindy.reed@montgomery.kyschools.us](mailto:cindy.reed@montgomery.kyschools.us) or 859.497.8730**

## Montgomery County Schools English Language Development Program Information Guide



**Dear Montgomery County Teacher:**  
According to federal guidelines under Title III of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, Montgomery County Schools will develop the English proficiency and provide the instruction and opportunities to English Learners and immigrant students that are necessary to meet the academic standards that all students are expected to meet. This brochure contains useful information to assist you in helping your English Learners. Please read carefully and reference it when needed.  
Thank you,  
Cindy Reed