

Soft Landing for Newcomers in Secondary Schools

Each school has their own systems in place to welcome students. This is a guide for what you might need when you are welcoming a newcomer.

- ❑ **Administrator or site designee** contacts assigned EL TSA to coordinate home language support from an interpreter *if your student speaks a language other than Spanish or Hmong* (use BIA or other school personnel to communicate to the student in Spanish or Hmong) AND received a score of NOVICE on the initial ELPAC. **Please note our Language Assessment Center (LAC) uses the responses on each student's Home Language Survey (HLS) to determine which students need to be assessed. This is why it's critical for our department to receive each student's HLS immediately.**
- ❑ **Home School Liaison** (Spanish or Hmong) helps student and parent understand basic safety and school routines and procedures as well as how to use translator apps such as [Immersive Reader](#), [PowerPoint Live](#), [Microsoft Translator](#)
- ❑ **Teacher** determines how much English student knows AND to learn about student's background (See **NEWCOMER INTAKE SURVEY** found in this document)

Classroom Teacher

- ❑ Explain to student your classroom rules and procedures.
 - ❑ When he/she is able to use the restroom?
 - ❑ How should student address you?
 - ❑ What should the student do if they don't understand something?
 - ❑ What is the school's policy and procedure for discipline?
 - ❑ What does a student do if he's/she's absent?
 - ❑ When and where does a student hand in his/her homework?
 - ❑ What do students do when they enter/exit class?
- ❑ Consider labeling classroom items with cards in English and student's primary language.
- ❑ Integrate the [CA ELD Standards](#) into instruction to provide student with both language and content learning
- ❑ Use the **Guidelines to Achieve Comprehensible Input** on the following pages as a guide to support you in meeting your student's needs.
- ❑ Provide student with **Survival Language Tool** (See below) to support him/her in communicating immediate needs
- ❑ Whenever possible, integrate use of a student's home language in instruction, as this provides a strong base for newcomers to learn both academic content and English and also helps those who are ELs make the transition to learning in English.

Grading Considerations

All ELs receive letter grades, just like their EO peers, *including* Newcomers. Below are a few ideas to consider:

- Teachers are expected to provide comprehensible *input* so that students can access academic instruction and provide EL students with opportunities for comprehensible *output* in order to determine whether or not students learned what was being taught.
- Administrator and/or the teacher should speak to the parents regarding the progress their child is making in English.
- Administrator and/or teacher should let parents know what the teacher is doing to help the student make adequate progress in both content and language.
- Teacher might want to write the language progress and what he/she is doing to help student make progress on the report card.

Guidelines to Achieve Comprehensible Input

Teacher Speech and Behavior

- ❑ **Use expression and body language.**
Gestures, facial expressions, and body language can provide context for the message.
- ❑ **Speak slowly and clearly.**
Make it natural without overdoing it.
- ❑ **Use more pauses between phrases.**
This allows students time to process what you have said.
- ❑ **Use shorter sentences with simpler syntax.**
- ❑ **Stress high frequency vocabulary.**
- ❑ **Repeat and review vocabulary**
As much as possible, use consistent vocabulary during instruction. To expand vocabulary, repeat a concept, using different words and then the same words, so the students hear it in different contexts.
- ❑ **Watch carefully for comprehension and be ready to repeat or restate to clarify meaning whenever necessary.**
Use whatever means necessary to achieve comprehension – visuals, gestures, models, translation.
- ❑ **Maintain a warm supportive affect.**
This lowers student anxiety and encourages student participation.
- ❑ **Open discussion to different perspectives of a topic.**
- ❑ **Establish a classroom culture where all students participate, and all students expect their peers to participate.**
Do not allow comments like, “I can't be her partner, she doesn't speak any English.” Model for students how they can help their new peer participate in the activity.
- ❑ **Include the student in all activities.**
If they are very new, allow them to speak as they become more comfortable.

Instructional Strategies/Supports

- ❑ **Use visuals.**
- ❑ **Use graphic organizers.**
These help students represent information and identify relationships.
- ❑ **Explain processes and tasks clearly and model activities for students.**
Students need explicit guidance to make the transition to academic tasks.
- ❑ **Communicate about the subject area in oral, written, physical, or pictorial form.**
- ❑ **Provide hands-on and performance-based activities.**
- ❑ **Promote critical thinking and study skill development.**
- ❑ **Incorporate cooperative learning activities.**
Promote student interaction and seek peer tutors among classmates.
- ❑ **Give extra time for student responses.**
- ❑ **Seat student next to a student who shares the same native language; seat student across from a student who is a native English speaker.**

Resources

Below are a few good communication resources to support any of our teachers with newcomers and/or families. Ideas to help child access the resources below that have been shared include, possibly getting assistance from the HSL or any other staff member who speaks the same primary language of the student, to support the initial instruction on how to use the remote resources, or maybe someone can 'sub' for a teacher who speaks the child's primary language for ½ an hour while that teacher provides instruction to the student on the use of any of the following apps.

- [Immersive Reader](#) – hear a passage dictated to child to support student's English language development and/or translate emails, directions or assignments when the child is stuck
- [PowerPoint Live](#) – student selects one of 67 languages and PowerPoint Live captions in the language in real time
- [Microsoft Translator](#) – use to clarify words/phrases; use captions in TEAMS to support English language acquisition; translate emails, directions or assignments when the child is stuck
- [Microsoft Translator in the Classroom](#) – same app as above, but shows the impact in a classroom
- [Talking Points](#) free app that helps teachers/educators communicate with students/families in their primary language
 - [TalkingPoints Translation Explained](#)
 - [TalkingPoints Languages](#)

Additional Resources

- [The Newcomer Toolkit](#) is designed to help U.S. educators; elementary and secondary teachers, principals, and other school staff who work directly with immigrant students-including asylees and refugees- and their families.
- [Ten Strategies for Supporting Immigrant Students and Families](#)

Newcomer Intake Survey

Student's Name _____	ID # _____
Native Country: _____ Language: _____	
School _____	Teacher: _____ Subject: _____
Grade: _____	
Parents/Guardians: _____	
Contact Information: _____	

Background Information

1. Student's native language abilities	<u>Primary Language (Student Services Tab in ATLAS)</u> Oral: 1 2 3 4 5 Reading: 1 2 3 4 5 Writing: 1 2 3 4 5
2. What other languages does the student understand and speak?	
3. When did your family arrive in the United States? _____Month/Year	
4. What country was the student living in before arriving in the U.S.?	
5. What are the student's strengths/interests?	
6. What has been helpful at school so far?	
7. Is there anything the teacher needs to know?	

Educational History

1. At what age did the student first enter school? What country? _____	___ 5-6 ___ 7-8 ___ 9-10 ___ 11-12 ___ Other
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2. In what language(s) were lessons taught?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____
3. How many months of the year did the student attend school?	<input type="checkbox"/> 2-4 months <input type="checkbox"/> 5-6 months <input type="checkbox"/> Over 6 months
4. Was the student's education interrupted? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how old was the student? _____ Length of time not in school due to interruption: __ _____
5. How many days a week did the student attend school?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7
6. Does the student know how to use a computer? Does student have access to computer/Internet at home? Share with them the FLATS Center number for any technology related questions and/or supports: (559) 457-3939	<input type="checkbox"/> Yes <input type="checkbox"/> No

Survival Language Tool

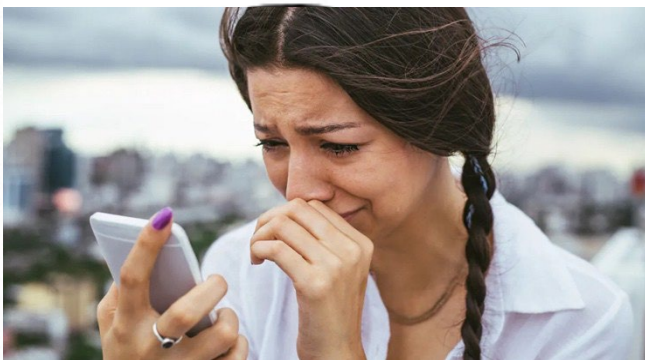
I forgot my homework.



Can I have a tissue?



I feel sad.



I am tired today.



I need help with this



I need an interpreter



May I go to the bathroom?



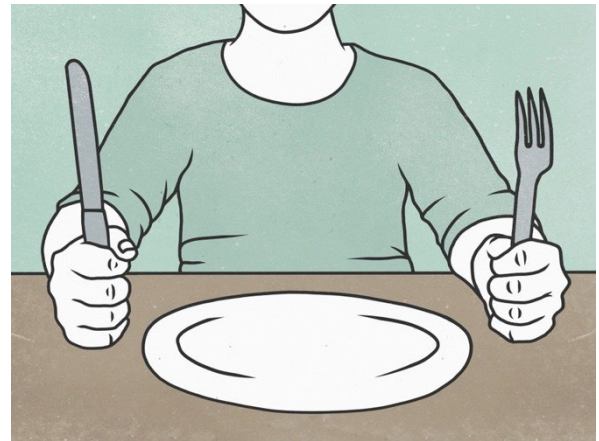
Can I have a drink?



I don't feel well.
I need to go see
the nurse.



I am hungry!



I don't understand.



I got hurt.
Can I have a band aid?

