Strategies for Supporting Multilingual Newcomers

Welcome to WIDA Webinars. This is a free virtual learning opportunity that offers educators insights and resources on a variety of topics relevant to educators of multilingual learners. In this webinar, you'll hear from expert staff and researchers. If you want to be notified about upcoming WIDA webinars, sign up for our newsletters at wida.wisc.edu/news. Today we are discussing strategies for supporting multilingual newcomers. Thank you for being in this webinar.

Let's begin by building a shared understanding of who we're referring to when we use the term newcomers. While certain defining characteristics vary by state and local policies in the past, the US Department of Education has collected data that generally classifies newcomers as being foreign born and having recently arrived in the country within the previous three years.

Newcomers play an important role in weaving our nation's cultural, social, and economic fabric. US schools play an important role in helping newcomers and their families develop a sense of learning and belonging in their new communities. It's important to acknowledge that newcomers constitute a highly diverse group of children and individuals across a range of cultural and linguistic identities and lived experiences.

Newcomers can include students identified as life. Those are students with limited or interrupted formal education, as well as those arriving from American school abroad that are very familiar with the language. While newcomer students do arrive, with varying levels of English language proficiency, we are mainly focusing on our K - 12 multilingual students with beginning English proficiency levels.

For the sake of our webinar and learning today, this is where we get most wondering and questions. Teachers seeking resources and practices and approaches for these students. While newcomers are not synonymous to a certain English proficiency level today, a lot of the targets are going to be towards those beginning proficiency levels.

Over the past several years, newcomers have become the fastest growing demographic across the US school systems for arriving in K - 12 classrooms at increased rates in more or different locations than ever before.

What that means is, we're seeing multilingual newcomers in new and different settings. While the highest concentration of multilingual newcomers and families remain in historically traditional states and cities, the recent movement and trends includes a notable expansion outside of these traditional areas into more suburban and rural areas due to cost of living and job opportunities.

And for various reasons, we are seeing newcomers in places we never really experienced before and might not have those years of experience to lean on. As of 2021, which was the latest data available when I composed this webinar. And data collected by the US Department of Education.

Noted about 30% of our foreign born or immigrant children, ages five to seven, are classified as newcomers. Having been in the United States for three years or less.

And you can see, the top home languages of these recently arrived immigrant children. Second bullet and the sub-bullet underneath that. I would also particularly like to reaffirm the observation that newcomers are still a very heterogeneous group within themselves.

And the demographic makeup of this special population is also known for fluctuating in ways that mirror global social, political, and environmental happenings. For instance, between the mid-2010s to early 2020s, we witnessed a significant increase in unaccompanied minors from Central America seeking to escape the targeting of this age group and gang violence tied to social and political unrest at the time there.

Then from 2022 to 2024, we experienced an influx in refugees seeking asylum or resettling through private and public programs following the invasion of Ukraine. And you can see the fluctuations reflect what's going on at the global stage which helps us anticipate and understand some of the trends and statistics about our newcomers.

Thank you for some of these questions that are coming in. We're going to collect them and try to address as many as we can. Thank you so much. Keep the questions coming.

From most current data available in the 2020 to 2021 school year, you can see that not all recent immigrants are considered multilingual learners or English learners, but about three quarters or 70 to almost 75% of them are looking at our K - 12 classroom space. Enrolled newcomers represent about 15% of our reported nationwide multilingual learner or English learner student populations.

And continuing to wrap up this picture that we're kind of painting what is going on with multilingual learners, where are they going, and how can we anticipate them and their needs? Here is a helpful map that you can view states. States with stars represent the highest number of total immigrant children. Orange states represent those who hold greatest number of recently arrived immigrants of all ages. Blue states show the biggest share of immigrant children ages five through seventeen.

These distinctive data points are important to acknowledge when discussing current trends and statistics around newcomers, because as you can see, they vary. Additionally, current trends in blue track the highest share of immigrant children, newcomers to locations that did not historically boast large numbers and experiences with these students. These include states such as West Virginia, Alaska, and Idaho.

Let's pause to root our thinking in the reason why we are here. Our students, the roles, locations, and perspective in our virtual webinar space represent a myriad of context. I would love for you to share in the chat. Who are your multilingual learners that are shaping your perspective?

As you enter this space today, what languages do they speak? What cultures do they identify? Where have they recently arrived from? What's going on in patterns in your place? Thank you.

Continue to put this in the chat. It's amazing. Patterns and you represent a lot of different students. It's incredible. As you put this in the chat, I hope you're picturing your students and your teaching

and learning setting in your head so that as we go forth, you can think about those students that motivated you to take your precious time to come here today and think about them and wonder about how we can help meet their needs and just work together to contribute to make a better space for students inside our classrooms.

Thank you for sharing that with me. I hope that it help you kind of put a hat on and some type of lens where you're thinking about those students that motivated you to come here today because they appreciate you and you're already doing so much for them by devoting your time and your thought space. Thank you!

Keep them in mind as we travel through the rest of our material together. Now that we have a good sense of who we are in this space, newcomers, multilingual learners, and their families might be arriving at our school buildings. Let's think about how we can best welcome them into their new learning community.

We know that from the first moment we interact with these students and their families, it sends a message. We want that message to be clear. We want them to feel welcomed, valued, and ignite their passion for learning in our classrooms and our building setting. And that starts, as I said, the second that they walk through that door.

We know that students and families feel comfortable and safe in their new setting. It needs to be a prerequisite to academic learning. Let's start discussing how we can create or maintain intentional spaces within our school communities that keep them in mind that they feel ready to navigate them with you.

Some top considerations include signage. Signs are critical for navigating new spaces or accessing essential resources such as bathrooms, exits, and offices of trusted adults. We want to make sure that newcomers and their families know how to find those things. And things that you can do are a simple walkthrough. Take a walk through your building and reflect. Where are the signs located? Are they visible? Are they comprehensible for those that might not be familiar. Any visual support for those signs? Do they need additional images or translations to be properly communicated?

And identifying these touch points can be really helpful. Collecting background information. We really want you to know your students, their personal stories and how they identify culturally and linguistically, instead of assuming some of these things. It's essential to understand and address their needs and aspirations by knowing who they are, what they know, what they're coming with, and where we can meet them.

For example, a great place to start is getting to know our newcomer's questionnaire. I shared with you in your packet. And you are also going to have an exclusive look at some tools that we built into a newcomer course, as well as original materials we put together for you in your packet. One of those is an example questionnaire that can really help us, gather some essential information from understanding their assets and what they're entering our buildings with, as well as some resources that we might be able to come up with to meet their needs.

Thank you, Michelle, for your question in the chat about participant handout. Thank you so much. There's going to be a PDF that you can access which as a huge bonus is fillable for you. Thank you

for asking. Accessibility to communication, newcomers and their families have the right to access the opportunity and understanding of school policies and procedures, extracurricular events and engagement in classroom learning.

Think about what efforts are made to ensure that communication with these families regarding this information is delivered to access and comprehended by this specific population. If it's something like a daily homework task or the opportunity to participate in a soccer club after school or go on a field trip.

Communicating with families? Are we making sure that they understand these opportunities as well? Resources, newcomers and their families arrive at schools with an abundance of unique assets. And they can also often benefit from the support of services and resources as well. Have the right people within your school system check in to see if they can benefit from being connected to organizations in the community, providing food, shelter, clothing, healthcare and or mental or social services.

Have these opportunities been communicated in a comprehensible language and manner? And these handouts as well as a recording will be uploaded to the WIDA website in a few weeks, so you will be able to access those there. And please don't scramble, because we want you to spend this time engaging with us and listening. Lastly, professional learning opportunities for staff.

The circumstances, strengths and needs of multilingual newcomers and families are often unique. Has training been provided for staff involved with welcoming and serving these populations? We really mean staff if we say staff. It includes front office staff, school counselors, administrators, librarians, cafeteria workers, elective teachers, and more. Anyone that touches these students' lives deserves to feel prepared and confident in themselves.

Working with these students, supporting them, uplifting them, and meeting their needs. We want everyone to be able to be engaged in this discussion and not just the ESL staff because they're all our students. Students look to all of us to guide them through their day. I love hearing what's going on in these different settings. Thank you. When establishing enrollment systems, policies and practices with our multilingual newcomers and their families in mind, expectations surrounding school related processes should be explicitly defined and communicated.

That helps keep us accountable. It is also a reassurance that we're meeting our needs and time in case any of that is checked on. And familiarizing students and their families with these procedures before they even start their classroom, learning will help increase their comfort with a new setting. As an example, comfort with routines and expectations throughout their day, equip them with tools to succeed socially and academically and ensure their access and opportunities to participate in their new communities.

It's essential to assign personnel in your school community, responsible for first communicating. Secondly, enacting processes to share responsibility for these students across our learning spaces. We make sure that nothing goes unchecked. We make sure that students know what is expected of them, and then they can predictably navigate through their day and not worry about the little things that are rolled up into local school building policies and procedures that might be new to them, and they can just focus on their learning and making themselves, feel a sense of belongingness in their

community and starting to grasp their new language and their new content and not worry about these things.

Here we can see just a very small snippet of procedural elements that are important to consider. We only gave three examples. School bus procedures and expectations, physical exams and state immunization requirements and uniform and dress code guidelines. It's still a non-exhaustive list.

We compiled to explore for you in the table entitled important procedures for newcomers in their families in your webinar packet. We gathered that for you. Other significantly important topics include cafeteria procedures and dietary expectations, discipline policies, emergency drills, attendance and grading policies. Molly is doing a great job and continuously popping that in the chat. And scroll up a little bit in the chat and she'll continue to pop that in for you there. Everyone, take a moment to check out the resources that we gathered for you from some of my research.

My team collected for the newcomer's course. Reflect on your setting while you skim through pages 11 through 16 in your packet. And anything that's sticking out for you, you're welcome to reflect on and pop in the chat. What I encourage you to do here is seek affirmation.

Are you and your school systems already doing some of these and you feel good about it? And you've had some success with or also look at it through the lens of goal setting. Where can we go next? I know everyone does a good job on this. I really think that we can make some improvements. Were there some surprises? I totally overlooked this, one specific aspect. How does it impact students? Our moderator Molly has been dropping the packet into the chat.

I know we're getting flooded. It's an amazing turnout. Anastasia, I think that's an important question for me to look at. How do you recommend procedures to communicate with newcomer families? It's up to you to figure out what works in your setting. Even just naming someone or some system that you can use is a huge step. Depending on the resources available to you, it can be a translator, a translation service. Someone who's an expert in that area.

In my last school, the school counselors were the ones that were in charge of programming and placement. As an example, these teachers were experts but not ESL teachers. ESL could help them connect to the local translation services available or could join them in that meeting to share and foster that connection. Schools need a cross-curricular team. Because everyone is an expert in certain areas in that school. It might be that point person to answer those questions.

And then it's up to you all as a system to kind of build a community of support around that. It includes the families and all the necessary people to touch base. Maybe you have a task force, so you just name all those people that might be needed for some of these procedures. And the small team comes up with a plan at the beginning of the year. Using the resources available to them in order to make a system that works. And that answer helps translate to our next slide. Thank you, Anastasia.

I want you to take a moment to consider the right two columns in the table that you just examined and the discussion that we just pivoted to in terms of responsibility. This work cannot just be on you. But you are here, which is an amazing first step. Everyone is claiming that you want to learn more about your students and how to serve them as best as you can. But you can't be the only

person working on this. You need everyone. As we already know, teachers welcoming students in a new learning environment is a prerequisite to academic learning. Students need to feel safe in the classroom. Once we establish this, students are ready to be vulnerable enough to lower their affective filter and start playing more with language and grade level subject areas, learning to start making friends, to start integrating themselves in your community.

And you want them to feel that way in every classroom, hallway or space throughout your building. Achieving this sense of belonging from our newcomers is deeply rooted in shifting from the left 20th century paradigm to the right, the 21st century paradigm. It's an intentional and meaningful collaboration among our educators across our school systems.

Every educator working in the service of our newcomers is essential in leveraging their knowledge and expertise in their respective fields. It's also responsible for making them feel welcome at the procedure table as we thought in the cafeteria on the school bus. Everyone should be trained in conjunction with our messaging, approach and confidence in working with these students so that they can navigate the school spaces safely.

Now that we have a good sense of who our newcomers, multilingual learners and their families are. How can we best welcome them into their new learning community? There're conversations going on in the chat with some of your favorite resources or things that you have had success with. I'd love to hear some more. Not only considering what you are doing well but also goals for improving these approaches. Where would you like to go next, why?

I also see compliments for the visual from WI's focus bulletin on collaboration. And you can look that up or we can snag links at the end. Thank you for acknowledging that. Thanks, Jenny, for getting us started. Student ambassadors. I love the info packets, welcome centers, excellent translators. A lot of times it's on you, or translation services that you are coordinating. We come from different districts where certain resources might may or may not be available, certain incidences, certain districts will have lower incidences of newcomers.

It might create a different situation for how you're going to approach these versus districts with high incidence situations. I want to acknowledge that. I love a lot of you assume so much responsibility because it is evident how much you care. I can tell you're talking, greeting or meeting students, education nights, welcoming families into that space, advisory periods. I love these.

Please crowdsource because you all are each other's greatest resources as well. As I facilitate around the country, I take your best and brightest ideas to put in my bucket to help educators. Because I use it. Someone recommended this, might that work in your setting? But the difficult thing about our work is that there is no one-size-fits all since we're teaching and learning in very different contexts. And you have to try the resources you have available to you. Always thinking about what might work best. It's ok if it doesn't work at all. And that's why it's so helpful to have these opportunities to connect with others and springboard different ideas and approaches.

Thank you! I can't keep up with the messages in a good way. Please take time to catch up with others as we continue the webinar. Welcoming our newcomers and families into communities. Macro level, zoom in on how we can best support students and social or academic learning in the classroom. WIDA's five ELD standards statements represent the language of schooling. It provides

the broadest conceptual framing of content and language integration. If you look at standard two through five, super simple, but super important to name. Are we using language for language arts? Are we using language for mathematics, language for science, or the language for social studies? It might seem obvious, but it is important to name for ourselves and students.

Here's an example. When I was giving an in-person workshop in a specific state. I met a pre-algebra math teacher. She really likes acknowledging this level of naming the ELD Standards. Because she was using the word constant in her math class. Using it in reference to a constant variable within an equation. Using the word constant in that situation, referring to a constant variable in algebra was very different than the way that students would think about or use the word constant in a different classroom. It may be so natural for us in our understanding of language, but not always natural for students.

Acknowledging we are in this class or we're going to dive into this subject, therefore we are using the language of math in this class right now. And that's the bucket that I want you to fill. I want you to fill in your math language bucket so that you have tools and words and phrases you can use or refer to when we're using a language of math.

And that's what acknowledging it does. The graphic above shows that ELD standard one in blue. Underscores all the other content-based ELD standard statements. Sometimes we get so wrapped up in preparing our students for academic and content-based language instruction. We forget to always include support for the language for social and instructional purposes as well. No matter what grade level or content area classroom newcomers might be in.

We're incorporating scaffolds around the language necessary for them to engage in meaningful learning and participate in authentic classroom discourse and activities. It's preparing practice models or supporting surrounding language to communicate in the social context of the lesson. Engaging in discussions with peers or teachers, comprehending language and lesson instruction. As an example, in my last position as a middle school ESL specialist.

I was receiving feedback from my content teachers that my students were not completing their assignments. What's going on? I conducted a very non-scientific, wildly informative Google poll. I found out many of my students understood what to do for the beginning portion of the lesson when they were expected to watch the teacher, absorb information, take notes along with others.

However, when the tables turned and it became time for students to engage in groups or complete work individually, they were getting lost in the language of the instruction such as, now go do a turn and talk, or complete a quick write in response to the essential question. No one prepared them to dissect those directions. I received a lot of wonderings from educators around the consortium on what supports this type of language. How can I help my students understand the instructions and the directions in my classroom and not just the content.

Some of their bright ideas were things like this. If you use the same strategies or term over and over, like talk partners, turn and talks, quick writes or interactive journal. Make anchor charts or visuals for what these terms look like and what definitions. Maybe translate key words into a few different prominent languages on that anchor chart. Modeling student behaviors in the classroom.

If these are words you're going to be using, everybody can benefit from practicing a turn and talk. What does that look like? What does that feel like? What does that sound like? If you practice it a few times, everyone gets comfortable with those actions. Another strategy to make sure students comprehend a task is things like including individual group or full class check understandings at checkpoints in the lesson. Something as simple as a thumbs up, thumbs down or thumbs in the middle. Is everything ok? Do we understand the next step? And when students get comfortable enough, they'll tell you when they don't, and then you know who to check into or where to go.

Also, you may be familiar with some or all these practices, but here is a short list of approaches to classroom delivery instruction that have been found to improve the social and academic learning and performance of newcomers. Things like structured teaching protocols encourage educators to set and uphold predictable and dynamic classroom actions and routines for newcomers.

Research suggests this predictability allows students to stay calm because they learn actions and behaviors quickly. It lowers their levels of stress and affective filters, allowing students to engage more authentically in classroom learning because everyone is more comfortable and competent, they know what's coming next and what is expected of them.

Translanguaging is a nuanced by or multilingual practice. As an educator, you can foster classroom community that encourages students to use full linguistic skillset to create connections between their languages which deepens understanding because often they have a deeper understanding and a greater nuance set of knowledge if they're able to bring and welcome their native and home languages into that classroom as well.

Students make connections with English. It sounds like this in my language, or it reminds me of it. Connections help foster greater grade level understanding. Students can deepen their knowledge and understanding through strengthening their linguistic networks and extending their repertoire across content, learning a theme-based approach or thematic instruction to unit and assessment design centers.

Whatever grade and subject area you are teaching around a strong and explicit theme. Also, the themes should be emphasized as big picture learning to students and have reinforced connections throughout a language in the curricula activities, discussion, and assessment for newcomers. Research suggests the more students participate in diverse engagements and different activities around a singular underlying theme, the clearer understanding of ideas and relationships around those ideas will become.

Lastly, project-based learning is a teaching method which centers student learning around an engaging question, problem, or challenge over an extended period. It allows integration of content and language as well as flexibility and how students present their findings. This could be building a model, delivering a presentation, recording a podcast, and acting out their learning or writing a poem. Those are just some ideas of how you can be flexible but allow students to really dig deep showing what they know. Not limiting students by the structure of one assignment. Having only one way to assess their learning before drawing conclusions.

Previously, we discussed a shift to shared responsibility to all educators working together for all students in that 21st century paradigm of teaching. I would like to introduce you to two educators

who share their successful experiences of collaborating for language and content learning for newcomers across their very different settings. If you're thinking I care about this and need more support. These are two very different approaches from very different teachers in different settings.

First, you're going to start with a video from Marina. She is an English teacher for elementary and middle school, and a 2023 WIDA fellow from Woodhaven, Michigan. And you're going to hear from Anne, who is a K - 12 ESL program director, and she teaches in a cool setting. She teaches in a virtual network of rural schools across Wisconsin. Rural schools with low incident situations of newcomers and multilingual learners came together to build a network and collaborate and support one another.

And you're going to hear their approaches. It's going to take you a few minutes to watch both videos. Molly put them in the chat for you. We're going to pause moving forward as you reflect on videos.

I learned a lot from approaches looking at studies and research. It's unsatisfying when the answer is, it depends. The way we serve students is different because the teaching or learning context are not the same depending on resources available to you. Who are your students? How many students are newcomers? Where do students come from? What languages do students speak?

Everything determines how you're able to consolidate research and approaches. It's useful to learn from these stories. Stories paint holistic and colorful pictures of ways that we can welcome students. Meeting their needs and valuing their resources in our classrooms.

Let's keep charging on now that we've established our community-based approach to teaching newcomers in our school building. Let's discuss how we can prepare to address how students' unique experiences bring emotions and reactions that surface in the classroom.

According to the National Child Traumatic Stress Initiative, by the age of sixteen. Approximately 2/3 children nationwide will experience at least one traumatic event. Research indicates responses to such trauma are found to significantly interfere with the student's academic learning behaviors. Trauma can be experienced by any student. Students learning English as an additional language or adjusting to a new culture. Student experiences add a dimension of care addressed by educators.

One important subgroup of the newcomer multilingual population is students identified as life. I've seen some of you bring those students up in the chat. Our acronym stands for students with limited or interrupted formal education. Generally, states define it missing two or more consecutive years of academic learning in the past. Also, there's many reasons students experience attendance gaps, including political instability, violence and war, lack of transportation in rural areas, or cultural, religious or financial restrictions.

It is important to know if your student is not just a newcomer. What is the reason? As a reminder, it's extremely important to note that not all students identified as life have experienced trauma. It's a subgroup of students disproportionately affected by traumatic experiences along their individual journey. As we are aware, trauma is often experienced by students unrelated to their immigration journey. And these practices can just benefit everyone in a classroom to mitigate triggers that might arise during the school day.

Here's an image of classroom practices from a WIDA focus bulletin I co-authored with amazing educators and professional learning specialists. It focuses on trauma informed considerations or strategies for our multilingual learners. Take a moment to read and reflect. Sharing resources at the end of the webinar if you would like to learn more about how trauma can uniquely impact any of our multilingual learners. How it manifests inside our classrooms. How we can mitigate its effects with collaborative resourcing and restorative conversation. We're happy to continue this conversation and further learning there.

It is important to note in our webinar as well. Thank you for taking a moment to take that in. Let's dive a bit deeper into this topic since it is one that we get a lot of questions about. It's important and not always clear or intuitive about how to proceed. With trauma-informed practices at the classroom level. I would like you to meet our educator expert, Nathaniel Jacobson. High school exceptional education teacher at a special day school for students in Nashville, Tennessee. And students are enrolled after struggling in traditional learning environments.

His experience is working with students dually identified as multilingual learners and special education with emotional disturbance. Here he shares his top eight tips and tricks for educators attempting to embed trauma-informed approaches into their teaching and learning context. I'd love for you to take the next few minutes to watch Nathaniel's video on his top tips and tricks.

I learned a ton from working with him. If you check page 17 of your packet, you have space to take notes on any of these that resonate with you or stick out or seem applicable. We're going to look at the video and handout.

Molly, thank you so much, has been dropping links to those in the chat. Great, let's learn from this expert educator. Thank you so much for sharing your reflections as well as your favorite resources. Which ties very much into this last touch point before we are going to play an interactive game.

Talking about welcoming and including newcomers in professional learning communities is by no means exhaustive. Representing so many roles, personal experiences of your own lives, as well as teaching and learning settings are one another's greatest resources. Using everyone in this session as your greatest resource. You represent so many different students and you represent yourselves.

Crowdsource some of your favorite ways to advocate for and elevate learning belongingness and the unique strengths and needs of our newcomers. Here are some of my favorite tools that I have heard from all of you while facilitating with educators around the country. I put them here and feel free to share, continue to share yours as well. You have done a phenomenal job doing that already.

How do we approach this? How do we get the buy-in we need? How do we disseminate information that we're learning today? Continuing to move forward and not stagnate work for our multilingual newcomers? Amazing ideas. I'm collecting everything from you. Shoutout bathroom infographics.

I'm getting students in the bathroom. Students are going to read what I put on the back of those stalls. Using that as a benefit and advocacy. Weekly or monthly newsletters or emails. Reserve time at school or district-wide PD, getting support from your admins by allowing you to share what you learned today or some resources that you've been working with you have found successful.

Professional Learning communities around a book or a course. Questions about administrative buy ins. Showing them the data. Begina a Professional Learning community starting to work through the guiding questions together. What could that look like for you? What does research say? Students walking through your doors. Tailoring ideas, allowing time and space or think tank to create plans.

Summer stipends. I heard success stories offering stipends to align content curriculum. Content areas with the Standards Framework. Working on this together. Also, you can look up, certain states have already done this. Maybe something you could pitch. Because this work is important. Working together for content and language learning. It becomes easy on everyone. Including students, and educators in the building. If you will indulge me. Process the information.

Thank you for sticking with me on our learning journey so far. We have a bit of a fun little interaction we're going to try out. It's going to be an opportunity to both synthesize and expand on some of the research backed approaches that we've discussed. Centering our newcomers learning. We're going to cover some of the top dos and don'ts while teaching with multilingual newcomers in our content classrooms. In the following slides, you'll be presented with eight forthcoming statements.

Read the statements, deciding if you agree or not, giving a thumbs up or thumbs down in the chat. Provide multimodal models such as images, videos, diagrams, audios, manipulatives, support and delivery of content. Thank you for flooding the chat. It's definitely unanimous. Integrating multiple forms of representation increases access points, connections and opportunities for multilingual learners to reinforce grade level content learning. Sometimes a single visual, auditory gesture or model is the missing link to build connection. I had a student sitting there so confused. I added a visual. And that was the difference or bridge they needed.

Awesome. Giving directions once. I haven't done this with a big group because we're piloting. It looks like a consensus. Excellent. Slowly enunciated speech and supported by gestures and visuals, repeated more than once, is more easily understood. Offer directions in short, simple sentences using familiar words and phrases. I like this group's vibe. Thank you for leaning into this.

Also, delivery of instructions in this way is more digestible for our multilingual newcomers. Let students choose a new independently determined routine each day. It's a don't. Highly structured environments like we talked about, the highly structured protocols. Highly structured environments and activities are important for our newcomers to establish routines to become active participants in their classroom community.

Additionally, predictability is comfortable for students entering a new environment. We don't want that routine to be new or change each day. We want that to be highly structured and predictable to increase their comfort level. Read carefully because a double negative confuses some people.

Avoid social emotional connection, check-ins, in case they trigger traumatic experiences. And a double negative, it didn't trip you up. We do not want to avoid social emotional check-in because getting to know our students' emotions and experiences and stories helps us understand what's impacting them and make them who they are. What they are going through and all they're bringing to the classroom. Social emotional check-ins can be as simple as a written or oral routine where students share or draw an emoji to represent how they're feeling that day and the reason.

It could be a more responsive in the moment, one-on-one conversation or restorative conversation based on observed behaviors. Sometimes students reveal serious emotions impacting their lives. You might not be the best person to address those emotions and flesh them out. Teachers are the best people to fully recognize and notice students going through something and not to ignore that.

Teachers are the best to connect with students. If you notice students struggling or something is wrong. Also, you're doing great things by checking in. Connecting students to the resources or people in your building to address everything. SEL check-ins establishing strong relationships. Increasing academic success in the classroom. Promote participation by providing students with prompts, restating ideas, referring to support or responding with encouragement.

Creative liberties. We're getting some of those responses. Absolutely. More sense of materials and personal support. Connections and opportunities to engage and reinforce student learning. Pay attention to reflection, including interactions. As well as lesson materials and classroom decor.

It's such a great crowd. Thank you so much. Having the same mindset. We know actions speak louder than words. Students pick up on underlying mannerisms in their daily interactions with teachers and peers. Making sure your interactions with students are patient, welcoming, and encouraging. Additionally, it's important to intentionally use classroom decor and learning materials that reflect the cultural and linguistic identities represented in our classroom.

Students see themselves when they're attempting to connect to their learning. Thank you for all of this. I believe this is our last one. Solely encourage the use of English in the classroom to quicken English language development. Yes, definitely. We want to bring their full linguistic repertoire. English only zone should be things of the past which doesn't help them learn and it doesn't help us.

Ok, thank you. Everyone is personally reflective. Policies or approaches are made with the best of intentions to set students up for success. Making mistakes is fine as long as you learn from it. We're transparent with the kids throughout. Big differences will be made if you invite them to bring what they know and make connections to what they already know. Languages students use.

Quickening language development so much more. Lifting their existing background knowledge and lived experiences. Inviting participation and sensemaking. Amazing. Engaging interactive learning experience with me. As well as being such great listeners, leaning into this content, sharing your ideas, connecting with each other. It's exactly what we had this space for.

Don't forget to check the recording. If you follow us on social media, access where these webinars are housed. I love hearing how everyone is processing their learning in this session. Take a moment to reflect. It's great self-reflection prompts.

Strategies, sentence stems. We are also popping more resources into the chat. Everything is on our website. Resources we use to reference data throughout the webinar. We're grateful to take your precious time today to spend with us. Because I know your time is valuable. Coming here is a huge step to serving your students. Thank you for being here. QR code for you to give us feedback. Please check our social media to join us for more opportunities. Great crowd, thank you so much.