

# HCPS EL Newsletter



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## Did You Know?

Beginning Fall 2023, all EL teachers and several EL students have begun implementing EL student portfolios and student-led parent conferences.

Through the use of student portfolios, teachers and students can gather and archive student progress as they work to increase their English proficiency. Included in these portfolios are evidences of: goal setting, linguistic skills, cognitive skills, academic language, work samples, anecdotal notes, interviews, and other sources of documents that summarize growth, mastery, and student achievement in English language acquisition. Curious about your EL student, touch base with your EL teacher!



### Thinking Ahead...

**As we look towards 2024-2025, remember the following expectations for scheduling EL students:**

- It is okay to cluster (4-5) ELs in the same class but there should never be an **entire** class of ELs together.
- Considerations to grouping students should include student English proficiency scores./can-dos.
- ELs should not be in C/C and/or intervention classes unless warranted.



## Quick Tips For Classroom Teachers

It's not too late to add supports for EL students in your classes.

General supports include:

- Know the PL of the student
- Incorporate "Can-Dos"
- Speak slowly
- Emphasize speaking and writing activities
- Increase wait time
- Provide choice to students when assessing
- Use both oral and written directions
- Incorporate visuals
- Explicitly teach vocabulary
- Use clear, comprehensible speech
- Backwards map lessons and units
- Prompt students to justify answers



## Translation is Not Always the Answer...

We all have been there...we are trying to explain something to a student who does not “know” a lot of English and we quickly think that we should just translate the information so that they “get it” and we can “move on”.

Believe it or not, sometimes translating information into the native language does not work. The student may be bilingual but may NOT be biliterate. Therefore, presenting materials to the student in the native language won’t help at all. Additionally, we do not instruct students in their native language nor do we assess them in their native language. So when we give translated worksheets or text, we are actually making MORE work for the student (they will have to read it in the native language, work to translate it into English, read the requirements of the assignment, complete the assignment, and then teachers will have to establish a protocol for translation of the student work). We must also consider that we want to provide the “Spanish” translation for students but not all of our non-native English speakers have Spanish as their native language. We must focus on equitability.

As we continue our focus to help all non-native English speakers to increase their English proficiency, we must provide them with opportunities to practice with English, experience productive struggle, and work to make our lessons accessible to all.

### 50 Strategies for Instructing ELs:

- Routines
- TPR/Movement Integration
- Modeled Talk
- Visual Scaffolding
- Realia
- Vocabulary Role-Play
- Collecting Words
- Manipulatives
- Technology Integration
- Comprehension Strategies
- Close Reading
- Repeated Reading
- Scaffolded Writing
- Reporting Back
- Leveled Questions
- Bilingual labels
- Sorting Activities
- Cloze
- Verb Action
- Syntax Surgery
- Questioning for Differentiation
- Learning Centers
- Communication Games
- Cognate Strategies
- RTI Documentation
- Preview/Review Vocabulary
- Story Reenactment
- Language Focus Lessons
- Graphic Organizers
- Advance Organizers
- Guided Reading
- Cohesion Links
- Language Framework Planning
- Free Voluntary Reading
- Culture Studies
- Microselection: Key Words/Main Ideas
- Read, Pair, Share
- Attribute Charting
- Integrated Curriculum Projects
- KWL/Data Charts
- Collaborative Reading
- Cooperative Learning
- Acquiring Self-Help Skills
- Multiple Intelligences
- Multimedia Presentations
- Small Groups/Partner Work
- GLST: Exploring Tough Texts
- Tutorials
- Scheduling Strategies



### Tips for Teachers, cont.:

- **Help students to record themselves**
- **Use prompts**
- **Wait time**
- **Pre-writing/organizational strategies**
- **sequencing words**
- **transitional words**
- **Provide plenty of writing opportunities**
- **use various writing structures and texts**
- **embed explicit vocabulary**
- **activate listening skills**
- **Question words**
- **Sentence frames**
- **low-stress text**
- **Good sleep patterns**
- **Good eating patterns**
- **Build stamina through engagement**

### More on Translations and Interpretations

As the linguistic diversity of Harford County and HCPS continues to grow, Please adhere to the following guidelines for the translation of documents or the need for interpretation for parent information and/or meetings:

If you need a document translated (formal letter from school, brochures, registration information, student transcripts, fieldtrip forms, etc.) please reach out to the WL/EL Office for assistance. Please do NOT utilize Google translate, Smores translate, Word translate, etc. These translation platforms cannot understand the conceptual translation required. They work to translate word-by-word which can lead to misinformation and inaccurate messages.

Additionally, we may want to utilize the language services of those with whom we work. They are there, it’s more personable and more convenient. But we MUST REFRAIN from utilizing staff for translations and/or interpretation services. When we utilize staff that has not been trained nor credentialed, we increase liability for both them and the school system.

We currently have a bank of vetted service providers that can provide translation and/or interpretation services for us. It simply requires that you follow a few easy steps:

1. Determine the need for either translation or interpretation.
2. Establish the language needed.
3. For translation: get the document in either “word or docx.” format. PDF cannot be accepted.
4. Contact the WL/EL office: [chandra.krantz@hcps.org](mailto:chandra.krantz@hcps.org)
5. Share your needs with the office above ; send documents via email attachment, or for interpretation requiring in-person needs supply the office with date, time, topic of meeting so that an interpreter can be arranged.
6. **When requesting a written translation or in-person translation services, an account number must be provided for billing purposes. Because we “send out” for these contracted services, they must be paid for by the requesting departments.**
7. Please keep in mind that the services referenced above do NOT take the place of utilizing Language Link (telephonic interpretation) whenever possible. Language Link telephonic interpretation does NOT require an account number. Contact information for Language Link is:  
1-800-535-9250  
Account Number: 13099

If you have any questions or require further explanation, please contact the Office of World Language and English Learner Programs either by email: ([chandra.krantz@hcps.org](mailto:chandra.krantz@hcps.org)) or by phone: 410-273-5621.