

"Learn a new language and get a new soul." Czech Proverb

EVERY MONTH THE EL DEPARTMENT IS SELECTING A TEACHER WHO DEMONSTRATES EXCELLENCE IN EL EDUCATION AND SUPPORT OF EL STUDENTS.

Below are the three recipients for April. Congratulate them on their strengths in inclusivity and EL best practices.

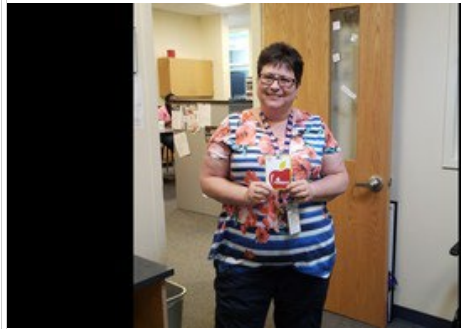
The EL students and staff appreciate your efforts!



**BETHANY DOVENSPIKE
ELEMENTARY
SCHOOL**

Kindergarten is an EL student's first experience to elementary school, so it is important that I work hard to respond positively to EL student's attempts to communicate; respond using a combination of gestures, words, and tone of voice; speak with families to learn a couple words in the children's first language; display and highlight writing in a variety of languages.

In my Kindergarten class I use movement, music, and visual representation; observe children's physical movements (e.g., standing close to something they may want); provide hands-on manipulative experiences; have concrete



**BETTY SIMMONS,
MIDDLE SCHOOL**

I work hard to support our EL students because every student deserves the opportunity to be successful! I can not imagine how difficult it is to work through language challenges in addition to the everyday struggles of just being a middle schooler. I want them to feel secure and willing to take risks in the classroom.



**AUGUSTA LUCAS, HIGH
SCHOOL**

Bilingual students have so much going for them already. I have "mad respect" for the way they are building grammar skills and communicating in both languages. I have encouraged some of the older students to investigate the interpreter/translator certifications so they can work in the medical or court fields right here in our area, while deciding what the long-term plan is.

I like to push each student to see what he/she "can do" and still feel comfortable doing it. Each freshman should have a chance to build his/her confidence. There are a few ways I investigate comfort-level and encourage risk-taking.

Incorporating choices, finding places where a project can be modified, and providing opportunities for extra help are important. Ms. Alvarado communicates students' needs brilliantly; she is responsive to my concerns and her interventions are matched to the academic goals I have for the students. I am grateful for her hands-on approach.

My favorite thing is when a student is available to come see me during Seminar for some "shoulder-to-shoulder" help with a

objects available for children to hold and explore (e.g., playdough, when engaged in an inquiry about playdough); have children point to picture symbols to express their needs; invite children to participate by pointing to familiar objects in shared reading texts. Then as the year progresses they open up more and more to learning English and are excited about learning!

project. Each step accomplished is a celebration!