TeachME Professional Development

Helping Newcomer Students Succeed

1. What does the acronym ‘SIFE’ stand for?

A. Students Invited For Expression
B. Students with Interrupted Formal Education
C. Schools that Immigrant Fathers Enjoy
D. Students with Important Federal Exceptions

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2. What precedent was established in Plyler vs. Doe?

A. That all K-5 students need to be in school
B. That newcomer students require all of their paperwork to be in order to go to school
C. That schools must give families access to their children's educational information
D. That denying children access to a public education based on their immigration status was unconstitutional

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3. Why is it significant that about 78% of newcomers are of working age, compared with less than 60% of the native-born population?

A. It is not significant, as newcomers make up only a small fraction of the U.S. workforce
B. It helps ensure the United States does not experience a reduced labor force and a slowing economy as its population gets older
C. It means the newcomer population will need to be supported by the native-born population
D. It shows that foreign-born adults are less likely than native-born adults to participate in the labor force

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4. Some people consider the act of immigration, in some cases, to be entrepreneurial in and of itself. Why?

A. In many cases, immigration involves moving from a location where opportunities are lacking to another, where more are on the table.
B. This expression applies only to traveling international vendors.
C. As very few newcomers become entrepreneurs, this saying is rhetorical at best.
D. This is not actually a thing that anyone says.

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5. Why are we now de-emphasizing the ‘melting pot’ analogy largely popularized in the past?

A. That analogy correctly assumes that assimilation, rather than integration, is the goal.
B. That analogy supports integration, which is not the goal.
C. That analogy makes it seem like the goal is for everyone to be the same.

D. That analogy implies that Americans enjoy fondue more than we actually do.

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6. Why is integration better for the mental health of newcomers than assimilation?

A. Experts actually believe that assimilation is more helpful than integration.
B. Integrative experts have actually had no impact on mental health, but assimilation has been shown to have negative effects.
C. Assimilation preserves self-identity, and integration is exactly the same thing.
D. Experts agree that having a strong sense of self-identity is central to our emotional and mental health.

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7. Why is investing in closed captioning a helpful strategy for teaching newcomer English learners?

A. It reduces how much the teacher needs to speak during lessons
B. It is an effective strategy for English learners, and one study found that it improves learning for many students
C. It's only worthwhile if the closed captioning is in a newcomer's first language
D. It is only helpful for students who have reduced hearing

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8. What's an example of a simple tool you can use to help English learning students express their emotions?

A. A laminated chart with emojis or pictures depicting common emotions
B. A laminated chart with written descriptions of various emotions
C. As emotions are quite complex, there are no simple tools to tackle this.
D. An emotional toolkit (e.g., a physical toolbox)

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9. How might you go about making a 'language toolbox'?

A. Get a toolbox, and place a thesaurus and a dictionary inside for each of your newcomer students.
B. A language toolbox is a metaphorical way to talk about a newcomer's process of learning to speak English.
C. Purchase an empty notebook and fill it with illustrated vocabulary and phrase words. Allow your English learners to complete it as they choose!
D. There is no such thing as a language toolbox.

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10. According to a 2018 UCLA study, what emotional or behavioral problems did administrators report seeing in immigrant students?

A. Increased focus and overperformance; you may need to work with your newcomer student to help them relax
B. Newcomer students are rarely traumatized, so it's not that important to watch for signs
C. Telling teachers clearly that they are traumatized

D. Arriving at school crying, refusing to eat lunch, and having extreme difficulties focusing

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11. According to one English learning administrator, why is it important for school staff to truly listen to newcomer students?

A. Being a good listener is a no-brainer that requires no real investment from staff
B. Many newcomer students don't have an outlet or a mentor to speak with about their stress
C. Teachers should be the only sounding board for their newcomer students
D. This is not actually a recommended strategy for helping newcomer students

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12. What is an example of a proactive strategy to help newcomer students manage their stress?

A. Daily opportunities for art therapy
B. Daily opportunities for naps
C. A day off school once per week
D. You shouldn't allow newcomer students a stress relief valve, as this will help them to acclimate to American culture better

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13. How might you go about increasing student engagement with your curriculum?

A. Make sure that your literature and subjects reflect as little diversity as possible to avoid distraction
B. Decide what your students are going to learn without asking them
C. Allow your students to take a project-based learning approach
D. Keep coursework separate from local issues that may impact your students and their families

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14. What is one good way to guide discussions of challenging or controversial subjects in your classroom?

A. Assume they will not happen in your classroom
B. Prepare specific talking points and phrases you can use to diffuse tense discussions
C. Allow your students to come to a resolution on their own
D. Send the students involved for disciplinary action

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15. In a recent book on transformative practices for newcomer students, why did researchers recommend that a teacher perform a home visit before referring a newcomer student to special education?

A. To confirm that the newcomer student needed to be removed from the school community and placed in special education
B. To let the student know that their behavior had gotten them attention from their teacher
C. To intimidate the student into changing their behavior before the referral was made
D. The home visit gave the teacher awareness of the family's trauma, leading the teacher to rethink the referral and work with the school district to provide more support for the family

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16. What might be a good conversation to have with a newcomer family that could help build their social-emotional health?

A. You should never talk directly about social-emotional health, as it is a taboo subject
B. Give them an itemized list of all of the ways their student is struggling in class
C. Coping strategies popular among your student population
D. Coping strategies popular in their own culture

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17. What is an example of a boundary you can provide to students surrounding appropriate appreciation?

A. Only including notes about another student's physical appearance
B. That all appreciative notes should be verbal instead of written down
C. Avoiding notes centered on another person's physical appearance
D. Avoiding notes centered on another student's personality or good habits

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18. Who should be included on your school district's panel of administrators working to communicate clearly and provide resources for English-learning families?

A. Only administrators who speak English as their first language
B. Your newcomer student
C. Your entire team of educators
D. Members of your district's more diverse families

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19. What is a specific way you can help an older (e.g., high school) newcomer student feel they are a part of their new community?

A. Fight for their ability to use previous schooling as credits in the American school system
B. Tell the other children in your class that they have to invite the student to weekend events
C. Allow them to pursue their own interests during school time
D. Ask their parents to ensure that the newcomer student has internet access

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20. What is 'the silent period'?

A. An hour at the beginning of every day that all students should observe in silent meditation
B. Mandated after-school naptime
C. The time in which an English learner observes the language around them without saying much
D. The period in which an English learner requires silence in order to formulate their own language toolbox

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