



**Virtual Learning Community  
Helping Refugees, Asylees and Migrants  
Acquire English and Enter the Workforce**

**“All students can learn and succeed, but not on the same day in the same way.” William G. Spady**



**Quick Bio**

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## **1. Focus on the Students**



- a. Who are we talking about and how has PAE helped them?
    - i. Do you know the students who fits these categories?
    - ii. Only one in 21 years of teaching
  - b. Kiefer Owen's information, former Program Manager
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**What needs do they have/what needs do any ELL's have?**

- 1. They need to be seen, greeted and welcomed.**
  - 2. They need to feel safe. Let them choose where they sit for a while.**
  - 3. They may need food - our advising office - snack box/food pantry**
  - 4. They may need glasses. (America's Best Eyewear - Free exam and one pair of glasses two years ago)**
  - 5. They need time to adjust to the class, being around other people from other countries**
    - a. Classroom management - Silent period/Loud students**
    - b. A slower pace of class is helpful - gives time to process.**
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**6. They need to learn the importance time in America.**



- a. Walk to student ID's**
  - b. Great first step as prep for workforce - Come to class on time - loving but consistent - late/early leave- absent**
  - c. This is a good place to bring in a few soft skills.**
    - i. Be on Time**
    - ii. Be clean and groomed**
    - iii. Be a team player**
    - iv. Be friendly**
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**7. They will probably need to learn how to learn.**



**a. Simple, regular tasks**

- i. Homework check everyday.**
  - ii. Copying Vocab**
  - iii. Weekly quiz with folder cubbies - they'll "help" each other and themselves.**
  - iv. Digital learning is exciting AND very difficult for most lowest level learners. Little to no prior experience and terrible equipment**
  - v. Tons of encouragement - Participation Grades, Burlington Leaderboard**
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## **Burlington English Leaderboard**

**Away from Class**

**10/9 - 10/16**



**Female Leader - Rose -**

**6 hrs:12 mins**

**Male Leader - Mervan -**

**2 hrs: 11 mins**

### **Over 1 Hour Club**

**Prisca 1:40**

**Yaridza 1:35**

**Brenda 1:27**

**Mercedes 1:20**

**Ana 1:13**

### **Over 30 Mins Club**

**Marlin :52**



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## 2. Have a flexible Approach



a. They need a variety of ways to learn.

- i. Visual - text/pics/videos accompany all types of instruction
- ii. Auditory - music, discussion, read aloud
- iii. Kinesthetic - up to the board, stretches, learning stations, Legos, clocks, Virginia Reel, rubber bands, realia
- iv. Multimodal - syllables, step on strong syllables, TPL with "Show me.... - the brain, Judith B. Gilbert

Let's look at some examples...

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**Conversation  
w/ Picture Dictionaries  
or Google Translate  
I do, we do, you do**

**Hey, \_\_\_\_\_! 'You good?**

**Hey, \_\_\_\_\_! Yeah, I'm good. 'You?**

**I'm good. I was a nurse in my home country. What was your job?**

**I was an office assistant.**

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## **Not Too Small**

**(ALL New Very Easy True Stories - Sandra Heyer/Pearson)**

**1. What's the name of the boy in the story?**

**Justin**

**2. What did Justin want to do? (goal)**

**He wants to play football.**

**3. What's the problem for Justin?**

**He's too small.**

**What you want to do  
may have to shift.**

**4. What helpful thing did Justin do?**

**He saved a man from drowning.**

**5. What job can he do?**

**He can be a lifeguard.**

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## Goal





**What's your goal?**

- 1. Good Job**
  - 2. Bring family to America**
  - 3. Marriage and family**
  - 4. More money**
  - 5. Vacation**
  - 6. Other?**
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In the future, I want to get a good job.

travel and visit my family.

take some great vacations.

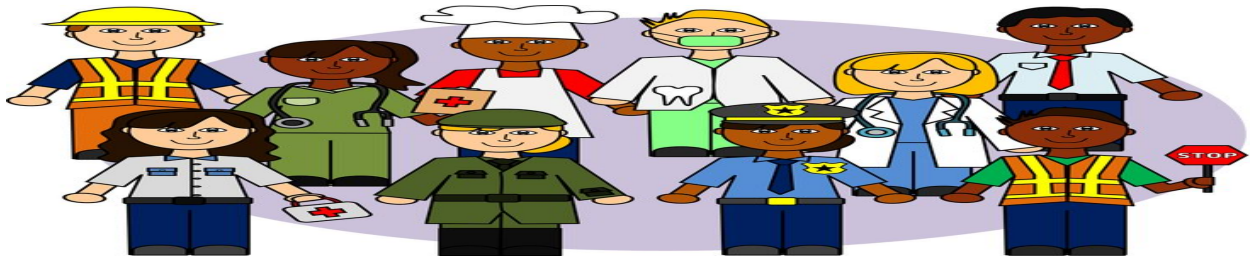
bring my family to America.

provide for my family.

get married and have a family.

go back to school to become

a/an \_\_\_\_\_.



In my country, I was a \_\_\_\_\_. In America,  
(job)

I would like to be a/an \_\_\_\_\_ so I can  
(job)

\_\_\_\_\_.

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### **3. Defer Judgment**



- 1. Each class is different/each semester.**
    - a. While keeping what we've learned before on hand, get to know each student as they unfold.**
  - 2. Making assumptions about a student or group of students from a country may lead us off track.**
    - a. We might limit their potential.**
      - i. This proves the importance of homework and individual work in class: paper/digital**
    - b. We might think they know things they don't or vice versa. These are adults with lots of experience - it's just in another language.**
  - 3. We have cultural and racial biases - Those need to be kicked to the curb.**
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#### **4. Remember Kindness**



- 1. Be Ready for them each class period.**
  - 2. Occasional Treat - not too sweet - fresh fruit/banana bread**
  - 3. Again, brief touch, smile, laugh**
  - 4. Celebrate everything you can!**
  - 5. Help young men become gentlemen in the class, treating the female classmates with respect.**
  - 6. Every person from anywhere in the world has value and deserves to be treated with dignity.**
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## **5. Build on the Ideas of Others**



- 1. Actual implementation of ideas from professional development - “Stop the music, then speak.”**
- 2. Ideas from colleagues can be great - “Give more agency to upper level students in our classes, like in online learning.”**

**What ideas do you have to help the lowest/lower level students begin to prepare for the workforce?**

**3.**



**I am grateful for your time and attention,  
but most of all for your hard work.  
You are making a difference.**

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