B	I	N	G	O
Nancy - Coordinator - Ed Support Services	Academic language: 7-10 years	DO regular quick checks for understanding	Deb - Teacher Specialist	DON'T expect success when directions aren't clear or written
DO know which students are English learners	Language proficiency levels (LPL) 1-5	DON'T just tell them what to do	Basic communication: 2 years	Krista - Teacher Specialist
Sheri - Teacher Specialist	DO encourage development of native language	DON'T assume a smile and nod means understanding	DON'T assume fluency just because they sound fluent	Joycelyn - Bilingual School Psychologist
DON'T ban native language in class	DON'T speak louder or fast	DO speak slowly and clearly	DON'T just lecture or rely on the textbook	DO give clear verbal AND written directions
Don't be afraid to ask for help	DO learn how to pronounce the student's name correctly	Silent Period for up to 6 months	DO model expectations	DO use visuals and nonverbal cues

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B	I	N	G	O
Sheri - Teacher Specialist	DO encourage development of native language	Krista - Teacher Specialist	Basic communication: 2 years	DO give clear verbal AND written directions
DO model expectations	Joycelyn - Bilingual School Psychologist	DON'T assume a smile and nod means understanding	DON'T expect success when directions aren't clear or written	DON'T speak louder or fast
DO know which students are English learners	DO regular quick checks for understanding	DON'T just tell them what to do	DON'T just lecture or rely on the textbook	Nancy - Coordinator - Ed Support Services
DON'T ban native language in class	DO learn how to pronounce the student's name correctly	Language proficiency levels (LPL) 1-5	DO speak slowly and clearly	Deb - Teacher Specialist
Don't be afraid to ask for help	Silent Period for up to 6 months	DO use visuals and nonverbal cues	Academic language: 7-10 years	DON'T assume fluency just because they sound fluent

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B	I	N	G	O
Joycelyn - Bilingual School Psychologist	DON'T just lecture or rely on the textbook	DO learn how to pronounce the student's name correctly	DO model expectations	DO speak slowly and clearly
DO give clear verbal AND written directions	DO use visuals and nonverbal cues	DO know which students are English learners	DON'T assume a smile and nod means understanding	Nancy - Coordinator - Ed Support Services
DON'T ban native language in class	Don't be afraid to ask for help	DON'T just tell them what to do	DO encourage development of native language	Language proficiency levels (LPL) 1-5
Sheri - Teacher Specialist	DON'T speak louder or fast	Silent Period for up to 6 months	Basic communication: 2 years	Academic language: 7-10 years
DON'T assume fluency just because they sound fluent	Krista - Teacher Specialist	Deb - Teacher Specialist	DO regular quick checks for understanding	DON'T expect success when directions aren't clear or written

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