Educating Newcomer Immigrant English Learners

Santa Clara County Office of Education

Agenda v2

Santa Clara County
Summit on Educating Long-Term
English Learners & Newcomers

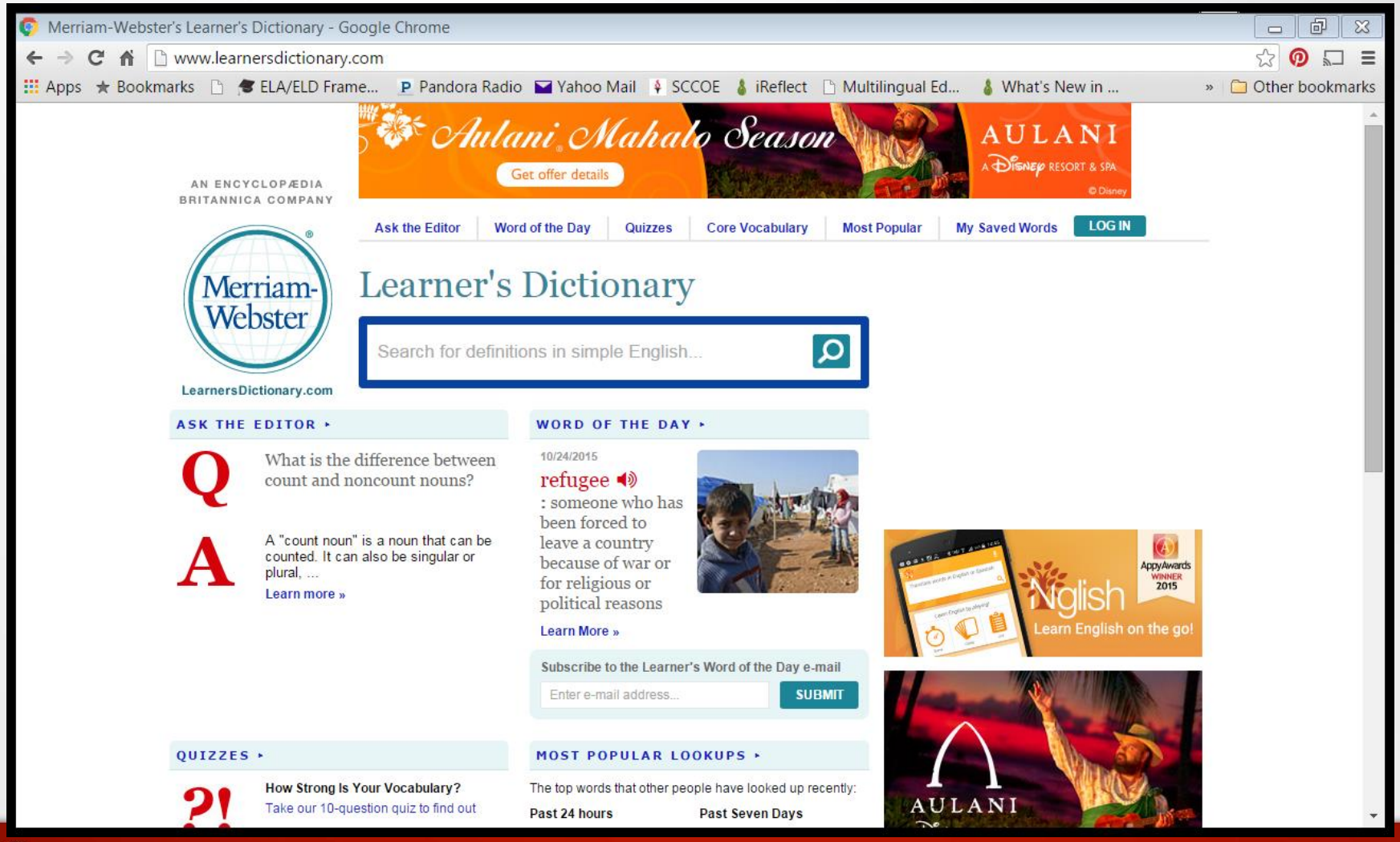
Mathew Espinosa

October 24, 2015

Defining Key Terms

- **Immigrant:** someone who moves to a new country to live there
- **Refugee:** someone who has been forced to leave a country because of war, natural disaster, or for religious or political reasons
- **Migrant:** someone who moves from one place to another
- **Newcomer:** Recently arrived immigrant, generally within 1 year, from a non-English L1 background

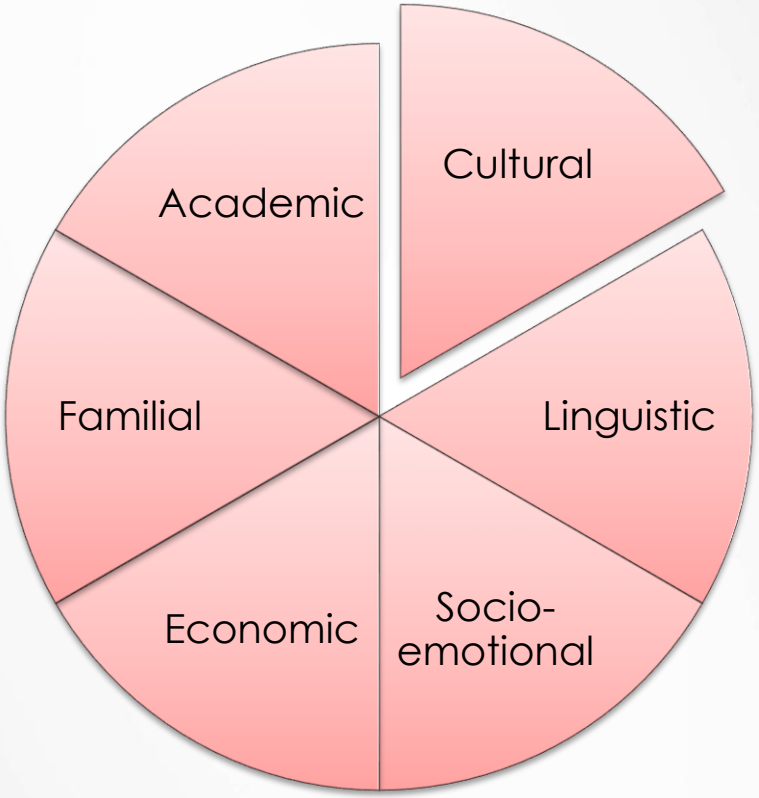
Shout Out: Learners Dictionary



Second Language Acquisition

- 4-7 years for average academic language acquisition (CALP)

Range of Needs – Contributing Factors



Types of Newcomers: By Status

- Voluntary Immigrants
  - Citizens
  - VISA
- Refugees
  - War
  - Persecution
  - Natural disaster
- Undocumented/Illegal/Unauthorized
  - Unaccompanied minor

Types of Newcomers: By Educational Background

Types of Learners

- ***Literate, on level newcomers***: Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level
- ***Literate, partially schooled newcomers:*** Students with native language literacy skills and some academic schooling
- ***Newcomer students with interrupted education:*** Students with disrupted or weak educational backgrounds and below-grade-level or no literacy in their own native language.
- ***Late-entrant immigrant newcomers:*** Students who enter after first quarter or semester.

CALSolutions PreK-12 ELL Education

© 2015 Center for Applied Linguistics

CALSolutions Immigrant & Refugee Integration

7

Types of Newcomers: By L1 or Country of Origin

Language Code	Language Name	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	5,380	5,086	5,099	5,341	4,231	3,465	2,730	2,348	2,127	2,631	1,880	1,549	1,649	94	43,610	65.30%
02	Vietnamese	1,078	1,203	1,115	1,198	613	495	393	275	279	293	191	163	237	42	7,575	11.34%
07	Mandarin (Putonghua)	609	556	390	291	183	124	87	97	69	93	89	99	57	8	2,752	4.12%
05	Filipino (Pilipino or Tagalog)	175	176	197	252	179	165	137	125	97	111	87	102	94	9	1,906	2.85%
99	Other non-English languages	195	197	164	196	99	98	65	49	54	32	50	34	55	3	1,291	1.93%
03	Cantonese	158	185	120	154	73	65	42	34	30	42	25	30	33	6	997	1.49%
04	Korean	160	185	148	116	83	52	40	46	25	37	25	27	22	3	969	1.45%
08	Japanese	149	146	148	103	80	78	62	48	27	32	42	16	18	3	952	1.43%
28	Punjabi	79	95	115	100	48	46	33	27	30	28	23	30	31	4	689	1.03%
22	Hindi	143	117	124	98	46	26	15	18	12	10	10	10	3	2	634	0.95%
29	Russian	111	115	98	79	38	34	38	11	18	8	8	10	5	2	575	0.86%
62	Telugu	174	161	76	69	28	14	11	10	6	1	1	1	1	0	553	0.83%
21	Hebrew	91	71	79	48	42	46	15	23	12	4	9	4	3	0	447	0.67%
11	Arabic	61	49	49	50	40	27	25	18	19	13	12	8	10	2	383	0.57%
16	Farsi (Persian)	41	47	46	43	35	21	21	12	19	15	24	15	13	0	352	0.53%
63	Tamil	102	87	60	40	14	10	2	4	3	2	1	0	1	2	328	0.49%
17	French	32	50	42	40	9	21	12	14	13	4	9	7	5	1	259	0.39%
35	Urdu	47	41	35	40	15	12	8	7	9	7	6	0	2	0	229	0.34%
09	Khmer (Cambodian)	35	32	29	32	12	13	11	8	8	8	7	6	11	2	214	0.32%
06	Portuguese	20	30	29	18	12	17	8	8	9	3	6	6	6	0	172	0.26%
43	Gujarati	30	30	32	22	10	7	10	5	3	4	0	5	5	0	163	0.24%
25	Ilocano	12	7	14	9	13	12	10	12	7	12	9	13	8	1	139	0.21%
18	German	23	20	21	19	16	9	8	4	4	1	4	5	2	0	136	0.20%
65	Kannada	41	32	26	17	4	3	1	0	0	0	0	1	0	0	125	0.19%
64	Marathi	30	29	19	17	6	1	0	1	2	0	0	0	1	0	106	0.16%
52	Serbo-Croatian (Bosnian, Croatian, Serbian)	19	16	14	15	9	5	5	1	2	4	1	2	2	0	95	0.14%

Educating Newcomers

WUT to do?

Welcome them

Understand them

Teach them

WELCOME THEM

"My Name Is Jorge"

- https://vimeo.com/143455022

Welcoming Districts & Schools

- Alleviate fears/uncertainty/misconceptions
- Demonstrate care for family
- Provide critical information in a comprehensible form
- Communicate partnership with parents
- Value the cultural & linguistic diversity of their families & share that message

Intake Protocols

- Consider:
  - Where are the first contact with newcomer families occurring?
  - Who is the first district representative making contact with newcomer families?
  - What information is most critical to provide newcomer families?
  - What information is needed to gather from the families in order to determine the best placement for newcomers?
- Possible Support to Provide:
  - Refugee resettlement
  - Referrals to additional services
  - Supporting understanding of school system & US culture
  - L1 basic translation for common language groups

Home Language Survey

Home Language Survey

- Massachusetts Department of Elementary and Secondary Education
  - http://www.doe.mass.edu/ell/hlsurvey/
  - Home Language Survey examples in Word and PDF that may be used as templates
  - Available in over 25 languages
- Carrollton-Farmers Branch ISD in Texas
  - http://www.edlinesites.net/files/_5BESP_/2e80df15556a1cc43745a49013852ec4/HLS_2014.pdf
  - 2 page version with six language translations including English, Spanish, Urdu, Portuguese, Vietnamese, and Korean

CALSolutions PreK-12 ELL Education

© 2015 Center for Applied Linguistics

CALSolutions Immigrant & Refugee Integration

8

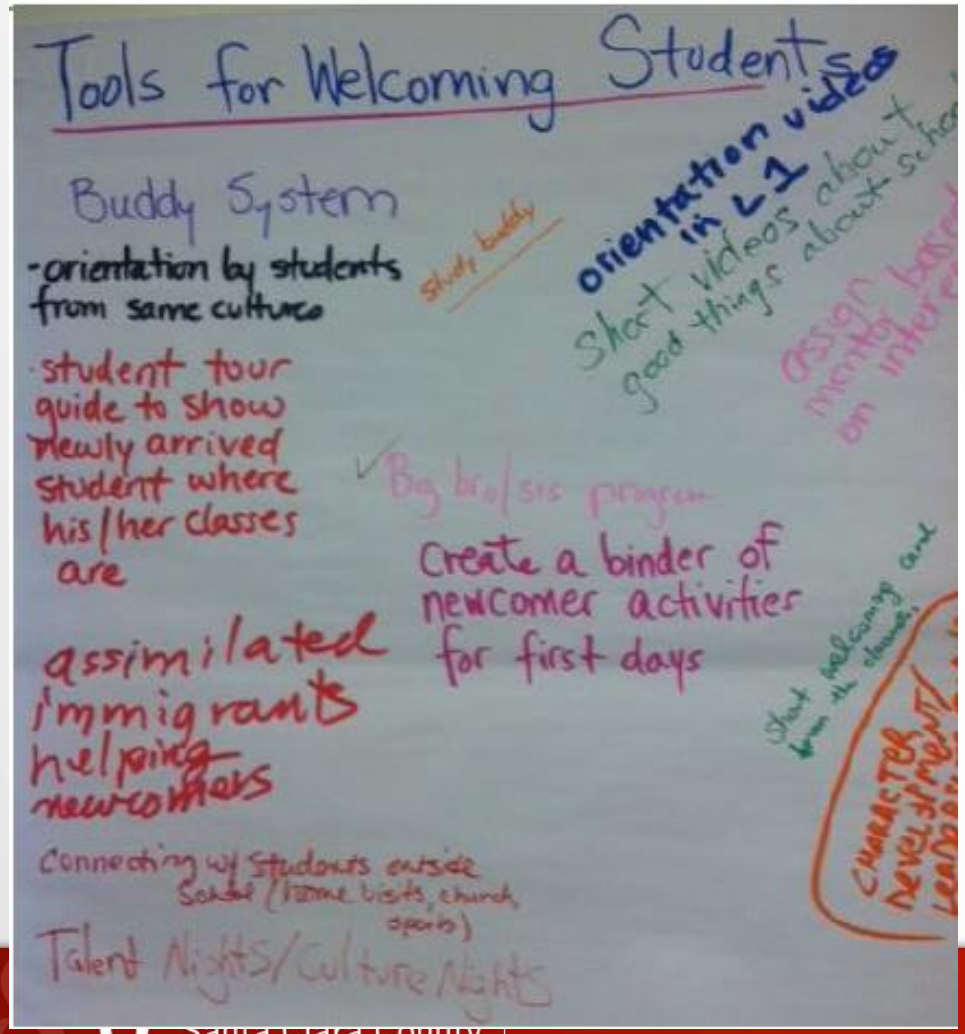
Sample Support: Welcome Videos

- http://www.edlinesites.net/pages/CFBISD/Parents/Parent_Resources

Welcome Videos: Possible Topics

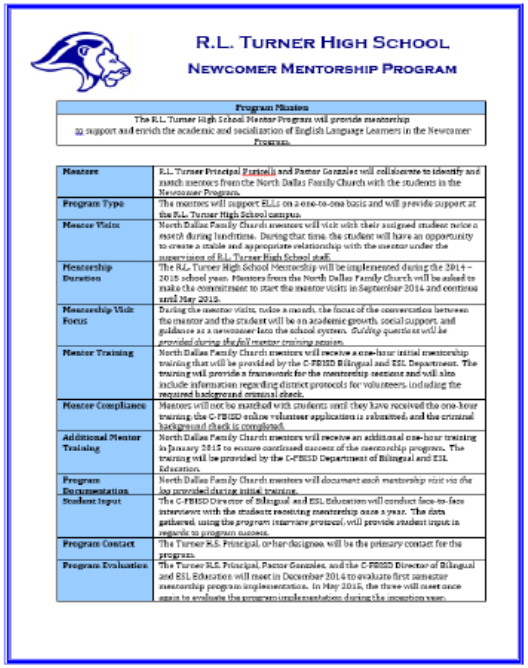
- Welcome to US/District/School
  - Highlights of the district
- Home Language Survey
- Testing requirements (CELDT)
- EL services offered
- School Schedule & Norms
- Dress Code
- Disciplinary Policies
- Standardized Lunch Options
- Transportation Options

A Welcoming Student Body



Buddy/Mentorship Programs

Newcomer Mentorship



R.L. Turner High School
Newcomer Mentorship Program

Program Mission
The R.L. Turner High School Mentor Program will provide mentorship to support and enrich the academic and social success of English Language Learners in the Newcomer Program.

Mentors	R.L. Turner Principal Purcell and Pastor Gonzalez will collaborate to identify and match mentors from the North Dallas Family Church with the students in the Newcomer Program.
Program Type	The mentors will support ELLs on a one-to-one basis and will provide support at the R.L. Turner High School campus.
Mentor Visits	North Dallas Family Church mentors will visit with their assigned student twice a month during lunchtime. During that time, the student will have an opportunity to create a stable and appropriate relationship with the mentor under the supervision of R.L. Turner High School staff.
Mentorship Duration	The R.L. Turner High School Mentorship will be implemented during the 2014 – 2015 school year. Mentors from the North Dallas Family Church will be asked to make the commitment to start the mentor visits in September 2014 and continue until May 2015.
Mentorship Visit Focus	During the mentor visits, twice a month, the focus of the conversation between the mentor and the student will be on academic growth, social support, and guidance as a newcomer into the school system. *Guiding questions will be provided during the fall mentor training session.*
Mentor Training	North Dallas Family Church mentors will receive a one-hour initial mentorship training that will be provided by the C-FBISD Bilingual and ESL Department. The training will provide a framework for the mentorship sessions and will also include information regarding district protocols for volunteers, including the required background criminal check.
Mentor Compliance	Mentors will not be matched with students until they have received the one-hour training, the C-FBISD online volunteer application is submitted, and the criminal background check is completed.
Additional Mentor Training	North Dallas Family Church mentors will receive an additional one-hour training in January 2015 to ensure continued success of the mentorship program. The training will be provided by the C-FBISD Department of Bilingual and ESL Education.
Program Documentation	North Dallas Family Church mentors will document each mentorship visit via the log provided during initial training.
Student Input	The C-FBISD Director of Bilingual and ESL Education will conduct face-to-face interviews with the students receiving mentorship once a year. The data gathered using the program interview protocol will provide student input in regards to program success.
Program Contact	The Turner R.S. Principal, or her designee, will be the primary contact for the program.
Program Evaluation	The Turner R.S. Principal, Pastor Gonzalez, and the C-FBISD Director of Bilingual and ESL Education will meet in December 2014 to evaluate first semester mentorship program implementation. In May 2015, the three will meet once again to evaluate the program implementation during the inception year.

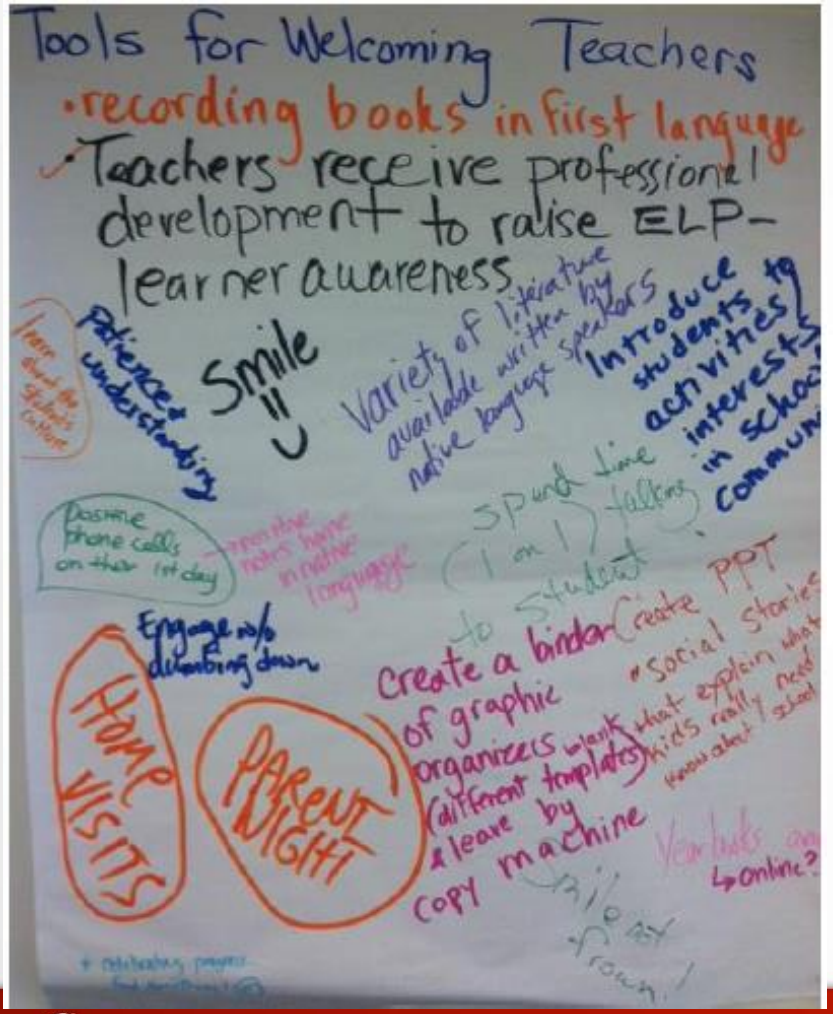
CALSolutions PreK-12 ELL Education

© 2015 Center for Applied Linguistics

CALSolutions Immigrant & Refugee Integration

10

A Welcoming Staff



Cultural Proficiency

Cultural proficiency is a **model** for shifting the culture of the school or district; it is a model for individual transformation and organizational change.

Cultural proficiency is a **mind-set**, a worldview, a way a person or organization make assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments.

For some, cultural proficiency is a **paradigm shift** from viewing cultural difference as problematic to learning how to interact effectively with other cultures. - *R. B. Lindsey, et al. (2009), p. 4*

The Cultural Proficiency Continuum

1. Cultural Destructiveness. See the difference, stomp it out. Negating, disparaging, or purging cultures that are different from your own.

2. Cultural Incapacity. See the difference, make it wrong. Elevating the superiority of your own cultural values and beliefs and suppressing those of cultures that are different from your own.

3. Cultural Blindness. See the difference, act as if you don't. Acting as if the cultural differences you see do not matter, or not recognizing that there are differences among and between cultures.

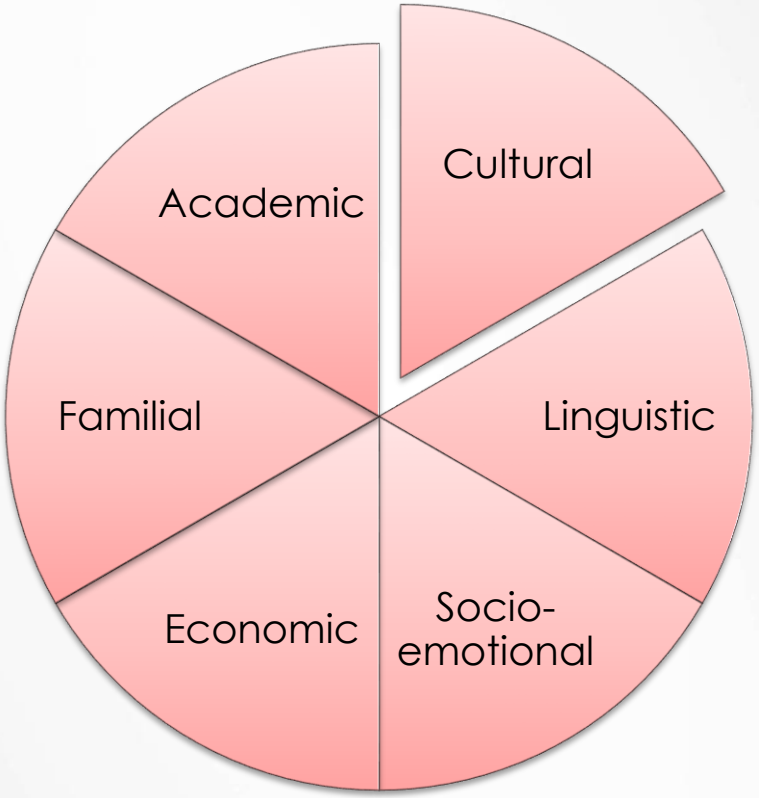
4. Cultural Pre-competence. See the differences, respond inadequately. Recognizing that lack of knowledge, experience, and understanding of other cultures limits your ability to effectively interact with them.

5. Competence. See the difference, understand the difference that difference makes. Interacting with other cultural groups in ways that recognize and value their differences.

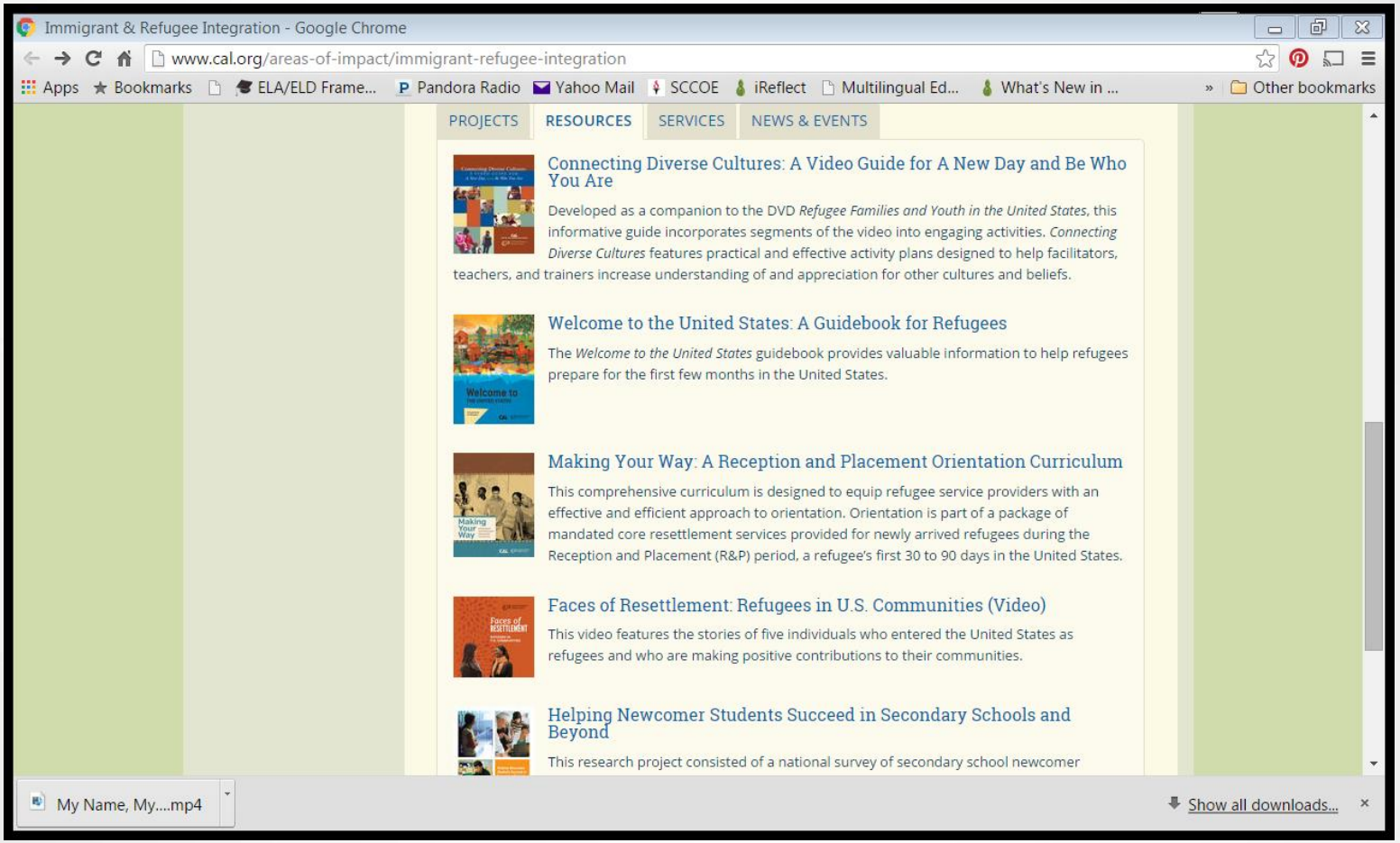
6. Cultural Proficiency. See the difference and respond. Honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups.

- http://www.slideshare.net/complianceandsafety/cultural-competency-by-virginia

The Role of Empathy



Supporting the Transition



UNDERSTAND THEM

Video: *I Learn America*

Assessment & Newcomers

- L1 Literacy & Educational Backgrounds
- English Language Proficiency – CELDT & ELD Standards-based Assessments
- Interests, Strengths, & Goals
- Family & Life Story

Type of Newcomers & English Literacy Development

Type of Newcomer	L1 Literacy	Grade Level Content Knowledge	English Literacy Development (avg. = 4-7 yrs)
Literate (full schooling)	YES	YES	Faster
Literate (partial schooling)	YES	NO	Average
Students with Interrupted Formal Education (SIFE)	NO	NO	Slower (at first)

Source: *CAL (2012) Helping Newcomer Students Succeed in Secondary Schools and Beyond*

Trauma & Newcomers

- Potential causes of trauma:
  - Violence/abuse
  - Loss/neglect
  - Cultural shock
  - Terrorism/Threat/Lack of safety or shelter
- Research potential sources of trauma
- Identify community resources for support

Researching Experiences

- Student Interviews & Narratives
- Family Interviews
- Language & Cultural Brokers
- Online searches and Wikipedia
- Video Documentaries
- Literature

Case Study: Newcomer Student

Your high school student, James, moved to San Jose a year ago. He is Burmese and was born in a refugee camp in Thailand, where he lived until his family was resettled in the US. James is outgoing and well-liked by the other students, but he isn't performing well in your class. You hear from your colleagues that he is not doing well in his other subjects either. His English is improving, but he is not yet academically proficient in it. You also have the impression that his schooling in Thailand was spotty and that James in not focused on his education.

Strengths-Based Approach

- What can you build from?
- What will open the doors to the student for language, self-esteem, integration, and friendships?

Possible Sources:

Interview, survey, photos, drawings, home visit, observation, free play/time

Identity & Newcomers

- **Outer identity:** How do others see you? How do you show yourself to others?
- **Inner identity:** How do you see yourself?

- Potential Identity Conflicts:
  - Country of origin vs. US
  - Shame & fear
  - Stereotypes: Lack of control over outer identity

Support Staff

Table 4.1. Responsibilities of Parent/Family Liaisons and Social Workers

Responsibilities of parent/family liaisons	Responsibilities of social workers
• Act as school contact for family (e.g., interpret cross-cultural information, assess family needs, explain school policies) • Assist with registration • Conduct home visits • Interpret at parent-teacher conferences, school meetings, and other school events • Translate school communications, including newsletters • Conduct parent workshops; invite guest speakers • Connect families with adult education services • Lead adult ESL classes • Connect families with social services • Connect families with health services • Maintain a clothing closet with donated coats and other clothing families might need • Work with staff to establish student support groups • Present workshops to staff on cultural differences and parent communication	• Connect families with social services (e.g., housing, jobs, food assistance) • Connect families with health and mental health services and child health insurance • Conduct home visits • Assess students for health and mental health needs • Lead student support groups (e.g., family reunification, depression, conflict resolution, pregnancy prevention, young mothers) • Provide one-on-one counseling for students • Provide family counseling • Liaise with refugee resettlement groups • Liaise with migrant education program • Liaise with homeless shelters where some newcomer families live

TEACH THEM

Designated ELD

- Extended time
- Quality
- Relationship to academics
- ELD Standards based

CAL Seven Principles for Educating ELs

Seven Principles of Effective Instruction for English Learners

CAL has developed a set of seven principles of effective instruction for English learners based on research on English learner instruction and on CAL's extensive experience working with these students and their teachers. These principles guide CAL's professional development services for educators working with English learners. More details are provided in our professional development materials and workshops. A video clip outlining these principles is available on the CAL website.

- **Principle 1:** Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student's identity and to bridge to new learning.
- **Principle 2:** Use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.
- **Principle 3:** Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.
- **Principle 4:** Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.
- **Principle 5:** Involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher.
- **Principle 6:** Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.
- **Principle 7:** Engage and communicate with all stakeholders of student success, especially with students' families and communities.

Expectations for Newcomers

→ Emerging →	
English learners *enter* the Emerging level having limited receptive and productive English skills. As they *progress through* the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon *exit* from the Emerging level, students have basic English communication skills in social and academic contexts.

Mode of Communication	ELD Proficiency → Emerging →	
	At the *early stages* of the Emerging level, students are able to perform the following tasks:	Upon *exit* from the Emerging level, students are able to perform the following tasks:
Collaborative	• Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with gestures and words or short phrases. • Use basic social conventions to participate in conversations.	• Express basic personal and safety needs and ideas, and respond to questions on social and academic topics with phrases and short sentences. • Participate in simple, face-to-face conversations with peers and others.
Interpretive	• Comprehend frequently occurring words and basic phrases in immediate physical surroundings. • Read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. • Comprehend familiar words, phrases, and questions drawn from content areas.	• Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversation. • Read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. • Demonstrate understanding of words and phrases from previously learned content material.
Productive	• Produce learned words and phrases and use gestures to communicate basic information. • Express ideas using visuals such as drawings, charts, or graphic organizers. • Write or use familiar words and phrases related to everyday and academic topics.	• Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects. • Express ideas using information and short responses within structured contexts. • Write or use learned vocabulary drawn from academic content areas.

Expectations for Newcomers

New learning each day!

Knowledge of Language	ELD Proficiency → Emerging →
	At the *early stages* of the Emerging level, students are able to perform the following tasks:	Upon *exit* from the Emerging level, students are able to perform the following tasks:
Metalinguistic Awareness	Apply to their learning of English an emerging awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English.	Apply to their learning of English an awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use mostly everyday and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics.
Accuracy of Production	• Be comprehensible when using memorized or copied words or phrases. • Produce English but may exhibit **frequent errors** in pronunciation, grammar, and writing conventions that **often** impede meaning.	• Be comprehensible when using simple or learned phrases and sentences. • Produce English but may exhibit **frequent errors** in pronunciation, grammar, and writing conventions that **sometimes** impede meaning.

Scaffolding for Newcomers

Substantial

Students at the *early stages* of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate** or **light** for familiar tasks or topics.

11. Strategies to Promote Equitable Instruction	
	Strategies & Scaffolds (check all that apply)
COLLABORATIVE	☐ Accessing background knowledge/connection to real life experiences
	☐ Engagement activities (describe):
	☐ Interaction in meaningful ways/productive group work
INTERPRETIVE	☐ Learning styles: visual, hands-on, modeling, use of technology
	☐ Scaffolding techniques: graphic organizers, visuals, realia, etc.
	☐ Differentiated texts
	☐ Foundational literacy skills support
PRODUCTIVE	☐ Planned oral/written language production (PLP)
	☐ Sentence frames
	☐ Vocabulary development
ASSESSMENT	☐ Formative assessment (short cycle)
	☐ Student self-assessment/reflection
	☐ Small group or individualized instruction

Scaffolding Complex Text

Strategies	Teachers support *all* students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Background Knowledge	• Leveraging students' existing background knowledge	• Drawing on primary language and home culture to make connections with existing background knowledge • Developing students' awareness that their background knowledge may "live" in another language or culture
Comprehension Strategies	• Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) • Providing multiple opportunities to employ learned comprehension strategies	• Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	• Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time • Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered	• Explicitly teaching particular cognates and developing cognate awareness • Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, –dad, -ión, -ía, -encia) that have the English counterparts (–ty, -tion/-sion, -y, -ence/-ency)

"You Are What You Eat" Unit

"From Farm to Factory" excerpt from Chapter 3 of *The Omnivore's Dilemma*

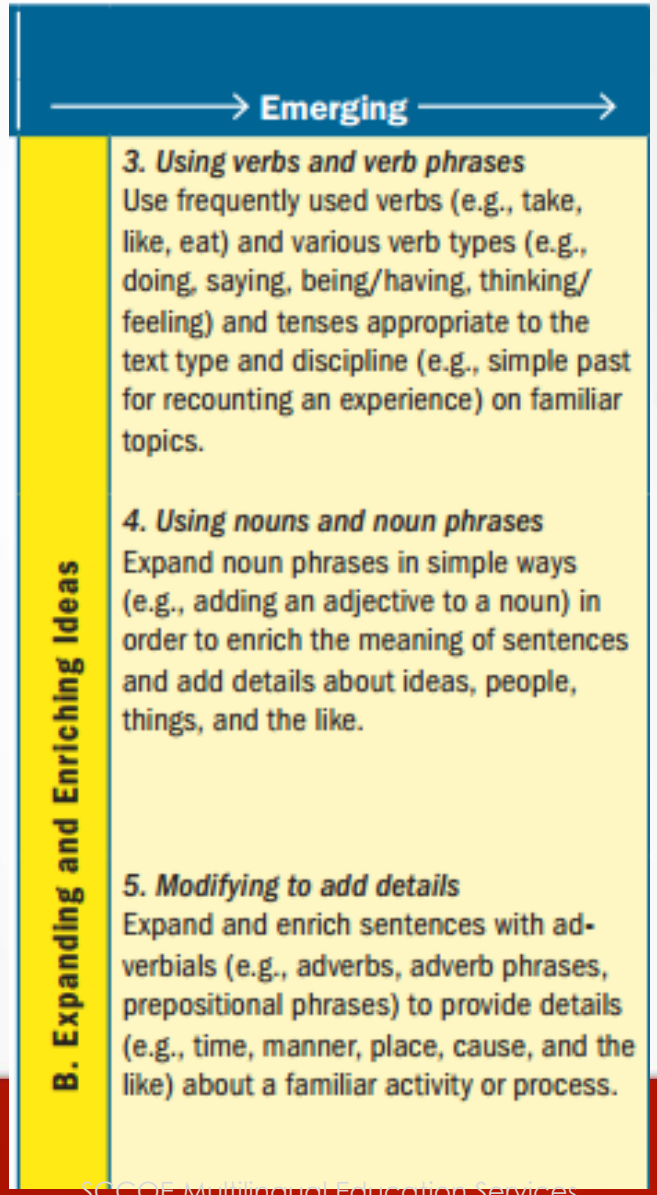
Glossary	Heading & Paragraph
Credit: Praise for good work Species: Group of similar living things (plants, animals)	<u>The Corn Takeover</u> It may seem that I've given corn too much *credit*. After all, corn is just a plant. How could a plant take over our food chain and push out almost every other *species*? Well, it had some help—from the U.S. Government.
Industry/Industrial: Type of business Fertilizer: used to help plants grow 	<u>Agribusiness</u> At the heart of the *industrial* food chain are huge businesses, **agribusinesses**. The same businesses that create new seeds provide farmers with the tools and *fertilizer* they need to grow lots of corn. Agribusinesses also need cheap corn from which they make **processed food** and hundreds of other products. To get the corn flowing and keep it flowing, agribusiness depends on government **regulations** and taxpayer money.
Plant (business): factory, where something is made Explosive: bomb, something that blows up Surplus: having more than you need Timber: wood Launch: to begin, start 	<u>Growth of the Agribusiness</u> The government started seriously helping corn back in 1947. That was when a huge weapons plant in Muscle Shoals, Alabama switched over to making chemical fertilizer. How can a weapons *plant* make fertilizer? Because **ammonium nitrate**, the main ingredient in *explosives*, happens to be an excellent source of nitrogen. And **nitrogen** is one of the main ingredients in fertilizer. After World War II, the government found itself with a tremendous *surplus* of ammonium nitrate. There was a debate about what the government should do with the leftover bomb material. One idea was to spray it on forests to help out the *timber* **industry**. But the scientists in the Department of Agriculture had a better idea: Spread the ammonium nitrate on farmland as fertilizer. And so the government helped *launch* the chemical fertilizer industry. (It also helped start the **pesticide** industry, since insect killers are based on poison gases developed for the war).
Acre: measure of land Hybrid: mixture of different things Yield: amount of product made	<u>Agribusiness and Chemical Fertilizer</u> Chemical fertilizer was needed to grow **hybrid corn** because it is a very hungry crop. The richest *acre* of Iowa soil could never feed thirty thousand hungry corn plants year after year without added fertilizer. Though *hybrids* were introduced in the thirties, it wasn't until farmers started using chemical fertilizers in the 1950s that corn *yields* really exploded.

Processed Foods

Chemicals

Copyright 2015 @ Santa Clara County Office of Education • Multilingual Education Services
Source: ELA/ELD Framework (2014) Ch. 6, pp. 122-123
http://www.cde.ca.gov/ci/rl/cf/documents/chapter6zbeadopted.pdf

Using the Standards



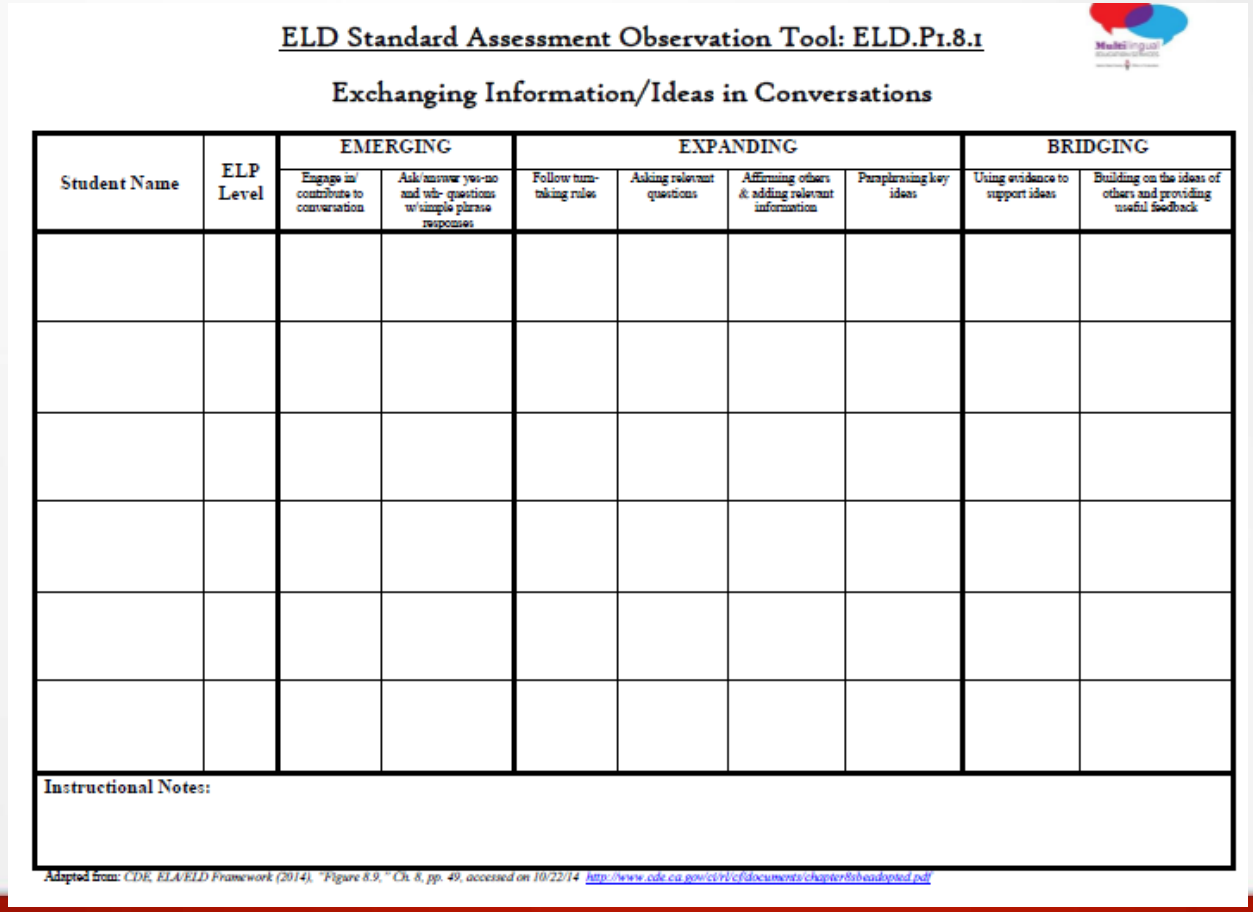
	→ Emerging →
B. Expanding and Enriching Ideas	***3. Using verbs and verb phrases*** Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics. ***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. ***5. Modifying to add details*** Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.

Level Up & Celebrate Success

Emerging	Expanding	Bridging
1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	***1. Exchanging information/ideas*** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

EMERGING		EXPANDING				BRIDGING	
Engage in/ contribute to class/group/partner conversation	Ask/answer yes-no and wh- questions w/simple phrase responses	Follow turn-taking rules	Ask relevant questions & add relevant information	Affirm others	Paraphrase key ideas	Use evidence to support ideas	Build on the ideas of others and provide useful feedback

Formative Assessment



ELD Standard Assessment Observation Tool: ELD.P1.8.1

Exchanging Information/Ideas in Conversations

Student Name	ELP Level	EMERGING		EXPANDING				BRIDGING	
		Engage in/ contribute to conversation	Ask/answer yes-no and wh- questions w/simple phrase responses	Follow turn-taking rules	Asking relevant questions	Affirming others & adding relevant information	Paraphrasing key ideas	Using evidence to support ideas	Building on the ideas of others and providing useful feedback

Instructional Notes:

Adapted from: *CDE, ELA/ELD Framework (2014), "Figure 8.9," Ch. 8, pp. 49, accessed on 10/22/14* http://www.cde.ca.gov/ci/cf/cfdocuments/chapter8tbeadopted.pdf

Culturally & Linguistically Responsive Teachers

- Self-educate
- Draw on & value students' cultural backgrounds
- Address language status
- Expand language awareness
- Support the development of academic English
- Promote pride in cultural & linguistic heritage

From the ELA/ELD Framework

Figure 9.11. Culturally and Linguistically Responsive Teaching

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization.

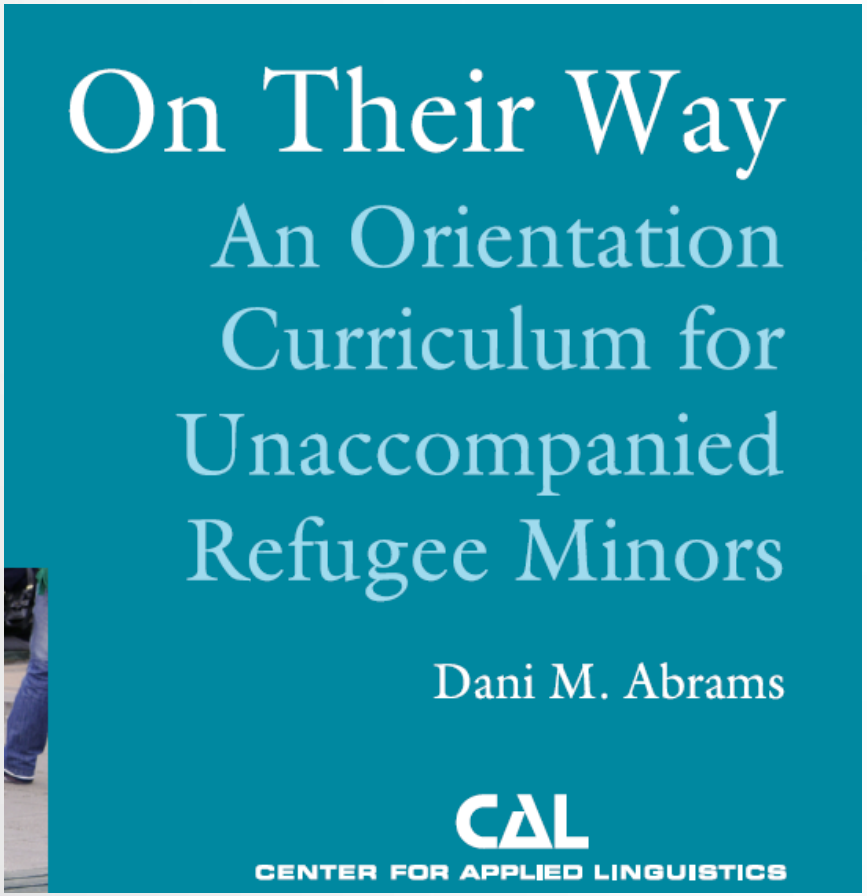
Source

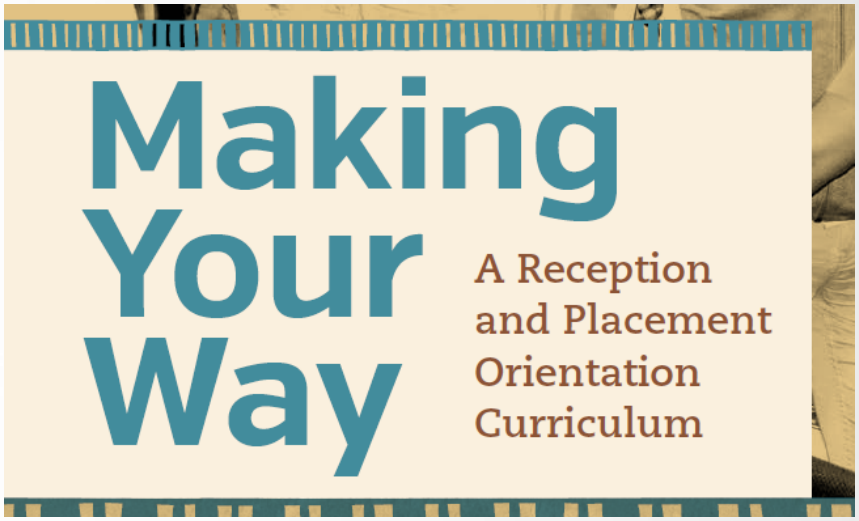
Los Angeles Unified School District. 2012. *LAUSD English Learner (EL) Master Plan*. Los Angeles Unified School District.

A Relevant Curriculum or Irrelevant Curriculum?

- Consider the unit themes, content, projects, and major assignments being taught.
  - Are they all equitably relevant?
  - Are there opportunities for all students to draw from prior experiences to connect to the content?
  - Is the curriculum globally, locally, or personally significant for students?
- Potential topics of relevance:
  - immigration, identity, bullying, resource distribution, war, prejudice, friendship, family, decision-making/goal-setting, career/college, civics, law, loss, expression, stereotypes

Orientation Curricula from the Center for Applied Linguistics





Working with Families

Effective Strategies Used by Case Study Programs for Newcomer Parent Involvement

- Hire a parent/family liaison
- Offer on-site adult ESL classes
- Conduct an orientation day
- Prepare a translated packet of key information
- Show a video about the school
- Conduct parent walk-throughs of classrooms
- Hold bilingual parent meetings and other special events
- Invite guest speakers of interest (e.g., firefighter, nurse, public librarian, immigration specialist) to parent workshops and PTA meetings
- Publish and translate parent newsletters
- Train a cadre of parent volunteers who would welcome new families, help in school, and provide other forms of orientation to the school and community

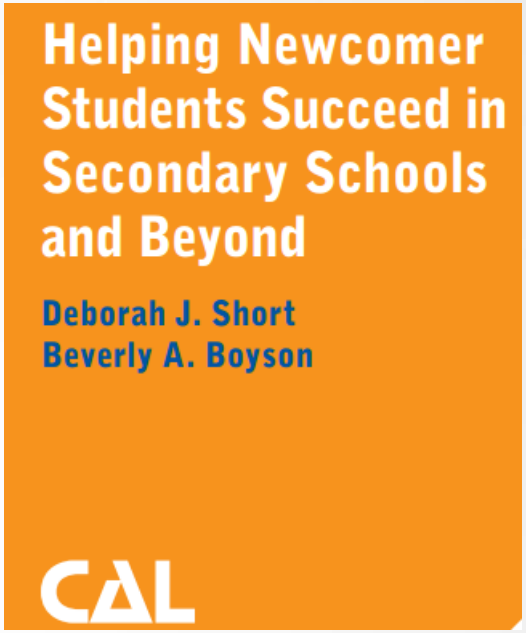
- Support L1 literacy & language development
- Inform of progress & goals

Foundational Skills

- Print concepts
- Phonemic awareness
- Phonics/Decoding
- Word Recognition
- Fluency

Characteristics of Successful Newcomer Programs

- Flexible scheduling of courses and students
- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents and reading interventions adapted for English language learners
- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support (e.g., after school, Saturday, and summer programs)
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school programs or beyond high school



Sample Schedule 1

Sample Schedule

8:30 a.m.–	Level A:	Guided Reading Time and Literacy Stations
9:30 a.m.	Level B:	Spelling, Phonics, and Reading Coach Stations
9:30 a.m.–	Level A:	Phonics and Writing stations
10:30 a.m.	Level B:	Math and Science/Social Studies Centers
10:30 a.m.–	Level A:	Math and Science/Social Studies Centers
11:30 a.m.	Level B:	Guided Reading Time and Literacy Stations

Literacy Instruction Through Learning Stations at the High School ESL Teen Literacy Center

Sample Schedule 2

Time periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period One 8:00 a.m.–8:45 a.m.	Computer Literacy Room 416	Computer Literacy Room 413	Math Room 451	Math Room 451	Math Room 451
Period Two 8:47 a.m.–9:32 a.m.	Science Room 402	Science Room 402	Math Room 451	Math Room 451	Math Room 451
Period Three 9:34 a.m.–10:19 a.m.	Social Studies Room 438	Social Studies Room 444	Science Room 402	Science Room 402	Science Room 402
Period Four 10:21 a.m.–11:06 a.m.	Language Arts Room 438	Language Arts Room 438	Social Studies Room 444	Social Studies Room 444	Social Studies Room 444
Period Five 11:08 a.m.–11:53 a.m.	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438
Period Six 11:55 a.m.–12:40 p.m.	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438	E.S.L. Room 438
Period Seven 12:42 p.m.–1:27 p.m.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period Eight 1:30 p.m.–2:15 p.m.	Gym	Gym	Math Lab Room 451	Math Lab Room 451	Math Lab Room 451
Extended Period					

Figure 3.1. Academy for New Americans Class Schedule for Eighth-Grade ESL Program

Obstacles

- Family reunification and student experiences with trauma and posttraumatic stress disorder
- No Child Left Behind accountability measures
- Special education services
- High school graduation credits
- Postsecondary options

Teaching the Text Backwards

Traditional Order	Teach the Text Backwards
1. Read the text independently. 2. Answer questions. 3. Discuss answers. 4. Extension or application activity.	1. Extension or application activity 2. Discuss the material. 3. Answer questions. 4. Read the text.

Try It:
Teaching the Text Backwards

Hazelwood v Kuhlmeier (1988) Supreme Court Case

Summary of the Decision

The Supreme Court ruled against the students in a 5-3 decision. Justice White wrote the **majority opinion**, concluding that the First Amendment does not prevent school officials from **exercising reasonable authority** over the content of school-sponsored publications. Justice Brennan wrote a dissenting opinion, which was joined by Justices Marshall and Blackmun.

The majority opinion first **considered** whether school-sponsored student newspapers are **public forums.** If they were public forums, school officials would not be allowed to exercise **editorial control** over the content of the paper. Referring to Supreme Court **precedent,** the decision noted that school facilities are only considered to be public forums when school authorities have "'by **policy** or by **practice**' opened those facilities 'for **indiscriminate** use by the general public.'" If the facilities are used for other purposes, however, they do not **constitute** a public forum, and "school officials may impose **reasonable restrictions** on the speech of students." The school newspaper in this case was not open to the **unlimited contribution** of students, teachers and other members of the community, but was instead published as part of the curriculum of a journalism class. Therefore, its primary function was for educational purposes, and the newspaper did not constitute a public forum.

Teaching the Text Backwards Videos

- Kindergarten: https://vimeo.com/8711672

- 5th Grade: https://vimeo.com/8710970

Resources

Learning Resources Used by Newcomer Programs

Below are examples of publications and programs used by the 63 programs for older, emergent readers and underschooled students:

Language Learning and Reading Programs

- *Champion of Ideas* (Ballard & Tighe)
- *Edge Fundamentals* (National Geographic School Publishing)
- *Inside the U.S.A.* (National Geographic School Publishing)
- *Keys to Learning* (Pearson Longman)
- *Reading Basics* (National Geographic School Publishing)
- *Reading Expeditions* (National Geographic School Publishing)
- *Reading Street* (Scott Foresman)
- *Shining Star* (Pearson Longman)
- *Soar to Success* (Houghton Mifflin Harcourt)

Subject Area Textbooks

- *ACCESS Math* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS Science* (Great Source/Houghton Mifflin Harcourt)
- *ACCESS American History* (Great Source/Houghton Mifflin Harcourt)

Intervention Materials

- *FAST Math* (developed by Fairfax County, VA; available at www.ncela.gwu.edu/faqs/view/13)
- *Finish Line for ELLs:* English Proficiency Practice (Continental Press)
- *Grammar Sense* series (Oxford University Press)
- *Reading Navigator* (Jamestown, Glencoe McGraw-Hill)
- *RIGOR (Reading Instructional Goals for Older Readers)* (Benchmark Education)
- Algebra readiness materials (Teacher Created Materials Publishing)

Readers

- *Personal Stories* series (Linmore Press)
- *Scholastic* leveled readers (Scholastic)
- *Science Readers* (Teacher Created Materials Publishing)

Online Learning

- ALEKS (Assessment and Learning in Knowledge Spaces)
- Reading A-Z (leveled reader)

Software Programs

- *ELLIS* (Pearson)
- *Rosetta Stone* (online language learning software)
- *System 44* (Scholastic)

Reference

- *Oxford Picture Dictionary* (Oxford University Press)
- *Oxford Picture Dictionary in the Content Areas* (Oxford University Press)

Closure: Final Thoughts

- To support the improved education of English learners, I'm committed to…