BUILDING LINGUISTICALLY RESPONSIVE CLASSROOMS AND SCHOOLS (DAY 1)

North Shore School District 112
Chicagoland Partners for English Language Learners (CPELL)

June 13, 2013
Institute Goals

Through participation in this institute, school faculty will collaboratively work to create and maintain classrooms and schools that celebrate cultural and linguistic diversity and provide multi-faceted support for the social, emotional, cultural, linguistic, cognitive, and academic development and achievement of English language learners.
INSTITUTE OBJECTIVES:
TEACHERS WILL UNDERSTAND THAT....

- Linguistically responsive practice is pertinent for the learning, development, and achievement of English language learners (ELLs).
- Linguistically responsive practice begins with the students’ individual and unique sociocultural, linguistic, cognitive, and academic dimensions.
- Linguistically responsive practice builds from the inside out – from students to classrooms to schools to broader educational change.
- Teachers and school personnel play central roles in implementing linguistically responsive practice to improve educational outcomes of ELLs.
Institute Objectives: Teachers will know:

- The principles and applications of linguistically responsive practice in classrooms and schools.
- The similarities among and differences between English language learners (ELLs).
- Second language acquisition principles, including the affective filter and comprehensible input.
- The interplay between sociocultural, linguistic, cognitive, and academic dimensions of learners.
- The three facets of background knowledge from home, community, and school.
- The steps for school-based change for ELLs.
INSTITUTE OBJECTIVES:
TEACHERS WILL DO....

- Apply the principles of linguistically responsive practice through classroom-based strategies.
- Document and utilize students’ sociocultural, linguistic, cognitive, and academic dimensions.
- Apply the principles of linguistically responsive practice through school-based changes.
- Evaluate current school practices to begin steps for linguistically responsive practice.
- Collaborate in school teams around principles and applications of linguistically responsive practice.
- Synthesize school-based evaluations and findings to set action steps to improve education for ELLs.
DAY 1:
BUILDING LINGUISTICALLY RESPONSIVE CLASSROOMS

Classroom strategies and approaches to meet the needs of English language learners
**DAY 1 AGENDA**

- 8:30 AM: Welcome, Group Norms & Community Building
- 9:00 AM: Foundations of LRP
- 10:30 AM: Classroom Applications of LRP
- 11:30 AM: Lunch (on your own)
- 12:30 PM: Breakout Session A
- 1:30 PM: Breakout Session B
- 2:30 PM: Closing Remarks
- 3:00 PM: End of Day 1
GROUP NORMS

- **Prepared** – We are all prepared to commit to this important, at times difficult, work together

- **Professional** – All discussions are confidential and respect the reality that sharing involves risk-taking

- **Present** – Please turn-off laptops and cell phones
WELCOME & OPENING REMARKS

Jennifer Ferrari, Assistant Superintendent of Teaching and Learning
COMMUNITY BUILDING ACTIVITY

Building community while simulating effective classroom practice with English language learners
BIO POEMS

- This is an autobiographical poem about yourself, your feelings, and your life.

- Finish the sentence stems in ways that describe yourself to write your own bio poem.
BIO POEMS

Your first name
  Child of...
  Who loves...
  Who hates...
  Who wants to go to...
  Who wishes he/she could’ve met...
  Who is scared of...
  Who dreams of...
  Who is determined to...
  Who values...
  Who is proud of...
  Who graduated from...
  Who lives...
  Your last name
BIO POEMS

- Read your bio poem aloud to your small group.
- Pose questions and share thoughts with one another.
- Discuss why this activity would be good for ELLs.
FOUNDATIONS OF LINGUISTICALLY RESPONSIVE PRACTICE

Principles of language and English language learning to frame our discussion
ACCESSING PRIOR KNOWLEDGE:
WHAT IS LINGUISTICALLY RESPONSIVE PRACTICE?

○ Word Splash:
  • On each table, there is a sheet of poster paper.
  • With the provided markers, brainstorm words that come to mind when you think of the term *linguistically responsive practice* (LRP).
ACCESSING PRIOR KNOWLEDGE:
WHAT IS LINGUISTICALLY RESPONSIVE PRACTICE?

Share your Splash:

- **Small group:** Share the words and rationales at your table. Write new connections and ideas to form an overall definition or description.

- **Whole group:** Share your group definition with the larger group to come to a common understanding.

- **Individual:** Continue adding to your splash during this session. Use a different color marker to show new learning.
Defining Key Terminology: What is Linguistically Responsive Practice?


- Teaching and learning of ELLs in mainstream classrooms that:
  - Aligns with and is grounded in the principles and practices of language development and second language acquisition.
  - Recognizes, incorporates, supports, and responds to the dynamic development of students’ social, emotional, cultural, linguistic, cognitive, and academic dimensions.
  - Recognizes, incorporates, supports, and responds to the background knowledge, abilities, and needs of individual students to support language development and academic achievement.
FOUNDATIONAL PRINCIPLES TO LRP

- English language learner (ELL)
- Diversity within the label of ELL
- Second language acquisition
- Language & linguistic differences
ENGLISH LANGUAGE LEARNERS: DEFINITION & TERMS

- The term English language learner (ELL) indicates a person who is in the process of acquiring English and has a first language other than English.

- Other terms found in the literature include:
  - Language minority students
  - Bilingual students
  - Limited English proficient (LEP)
  - English as a second language (ESL)
  - Culturally and linguistically diverse (CLD)
  - Dual language learners (DLL)
ENGLISH LANGUAGE LEARNERS: IN SOCIETY

- In 2007, U.S. census data demonstrated that 2,603,244 Illinois residents over the age five speak a non-English language in the home.

- These data signify that 21.8% of Illinois residents—more than 1 in 5 individuals—regularly utilize a language other than English.

- Only four states in the nation have more speakers of non-English languages than Illinois: California, Texas, New York, and Florida.

- The diversity among these culturally and linguistically diverse populations is great with 136 non-English languages represented by students enrolled in schools across the state of Illinois.
**ENGLISH LANGUAGE LEARNERS: IN SCHOOLS**

- *ELLs* have varying levels of proficiency in English and typically speak native languages in their homes.

- *Native language use* is determined by the home language survey.

- *English language proficiency* is determined by language screener (e.g., W-APT & ACCESS).
**CONSTRUCTIVIST/SHELTERED INSTRUCTION THEORY AND THEORISTS**

- **Cloud, Genesse, Hamayan**
  - ELL’s use their home language to help them learn English much the way a child uses the straps to pull on their boots – it is much easier than if a child just tries to tug away at the boots themselves.

- **Krashen:**
  - The role of MEANING
  - The role of COMPREHENSIBLE INPUT
  - The role of LOW ANXIETY

- **Cummins**
  - Proficiency in English used for COMMUNICATIVE PURPOSES
  - Proficiency in English used for ACADEMIC PURPOSES
  - EMPOWERMENT OF STUDENTS

- **Long**
  - the role of INTERACTION
THE ICEBERG OF LANGUAGE

**BICS** – Basic Interpersonal Communication Skills: This is conversational language. Language on the surface.

**CALPS** – Cognitive Academic Language Proficiency Skills (Academic Language) Language of deep understanding.
Levels of Language Proficiency (measure with ACCESS)
- Listening, Speaking, Reading, Writing
  - Entering - 1
  - Beginning - 2
  - Developing – 3
  - Expanding - 4
  - Bridging – 5
  - Reaching - 6

A student can “display” different levels of language proficiency within BICS and CALPS and within each of the language skill areas.

We first learn to read. Then we read to learn. These are two very different conceptual skill sets.
SUPPORT FOR INSTRUCTION AND ASSESSMENT

Must provide sensory, graphic or interactive support during assessment and instruction.

1 ENTERING

2 BEGINNING

3 DEVELOPING

4 EXPANDING

5 BRIDGING

Only level where grade level text can be used with minimal support.
**English Language Proficiency Levels**

1. **Entering**
2. **Beginning**
3. **Developing**
4. **Expanding**
5. **Bridging**
6. **Reaching**

- **Linguistic Complexity:**
  The amount and quality of speech or writing for a given situation

- **Vocabulary Usage:**
  The specificity of words or phrases for a given context

- **Language Control:**
  The comprehensibility of the communication based on the amount and type of errors

Tammy King, IRC, 2010
THE ICEBERG OF CULTURE
DIVERSITY WITHIN THE ELL LABEL: STUDENTS

- Age
- Country of origin
- Time in US
- Native language
- Native language (L1) proficiency
- Second language (L2) proficiency
- Learning styles
- Prior academic experiences
THE IMMIGRANT PARADOX

- As they enter American schools, newcomer immigrant children tend to be both optimistic about their future and engaged in learning (Suárez-Orozco & Suárez-Orozco, 2001).
- Over time, however, this engagement can become precarious and vulnerable to change. Despite their initial academic advantage, for nearly all immigrant groups, length of residence in the United States appears to be associated with declines in academic achievement and aspirations, and in physical and psychological health (Fuligini, 1998).
- Paradox is also seen in health outcomes between first and second generation.
DIVERSITY WITHIN THE ELL EXPERIENCE

- Levels of acculturation
  - Acculturation is the process of adapting to the host culture (Berry, 1980).
  - A dynamic, interactional process (the attitudes of the host and the host culture play significant roles).
  - Four acculturation statuses may exist: assimilation, separation, marginalization, or integration (biculturalism).
  - Acculturation, per se, not a good predictor of academic and psychological outcomes.

- Levels of acculturative stress
  - Acculturative stress is defined as stressors associated with adapting to a new culture, such as language barriers, new customs/traditions, discrimination.
  - Stereotype threat (Steele, 1997). EL students can often feel that people expect them to fail, the stereotype gets activated in high stakes testing situations, and the stress created from the idea of fulfilling the stereotype, results in impaired performance.
  - Very good predictor of academic and psychological outcomes.
DIVERSITY WITHIN THE ELL LABEL: FAMILIES

- Parents’ educational attainment
- Circumstances of immigration (e.g. refugee)
- Trauma related to immigration
- SES
- Home literacy practices
- Language varieties
- Separation from nuclear and extended family
**Diversity within the ELL Label: Background Knowledge**

<table>
<thead>
<tr>
<th>Funds of Knowledge</th>
<th>Prior Knowledge</th>
<th>Academic Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Assets:</strong></td>
<td><strong>Community Assets:</strong></td>
<td><strong>School Assets:</strong></td>
</tr>
<tr>
<td>Traditions</td>
<td>Language Brokering</td>
<td>Previous content knowledge</td>
</tr>
<tr>
<td>Native Language</td>
<td>Community Environment</td>
<td>School literacy practices</td>
</tr>
<tr>
<td>Home Literacy Practices</td>
<td>Family Employment</td>
<td>School-based collaboration skills</td>
</tr>
<tr>
<td>Family Dynamics</td>
<td>Community Support Systems</td>
<td>Formal school dynamics</td>
</tr>
</tbody>
</table>

Activate, Connect, Confirm
**JIGSAW — EXPERT GROUPS**

- Each group will be assigned an essential understanding (six in all). Each group will discuss their essential understanding and be able to apply it to teaching and learning for ELLs.

- The groups will then be remixed so that there is one representative from each of the essential understandings.

- Each representative will teach the others his/her essential understanding. The outcome is for all participants to be able to apply all 6 essential understandings to teaching and learning for ELLs.
SECOND LANGUAGE ACQUISITION

Essential Understanding #1:

Conversational language proficiency is fundamentally different from academic language proficiency, and it can take many more years for an ELL to become fluent in the latter than in the former.
SECOND LANGUAGE ACQUISITION

Essential Understanding #2:

Second language learners must have access to comprehensible input that is just beyond their current level of competence, and they must have opportunities to produce output for meaningful purposes.
SECOND LANGUAGE ACQUISITION

Essential Understanding #3:

Social interaction in which ELLs actively participate fosters the development of conversational and academic English.
SECOND LANGUAGE ACQUISITION

Essential Understanding #4:

ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills.
SECOND LANGUAGE ACQUISITION

Essential Understanding #5:

A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to learn.
SECOND LANGUAGE ACQUISITION

- Essential Understanding #6:

  Explicit attention to linguistic form and function is essential to second language learning.
CLASSROOM APPLICATIONS OF LINGUISTICALLY RESPONSIVE PRACTICE

Stations to explore how principles of LRP play out in classroom practice
CLASSROOM APPLICATIONS OF LRP

To provide linguistically responsive practice, teachers must know individual students’ sociocultural, linguistic, cognitive, and academic backgrounds, abilities, and needs.
**Hearts Activity**

- **Outside Layer of the Heart.** Record words that come to mind when you hear the words *sociocultural, linguistic, cognitive,* and *academic.*

- **Middle Layer of the Heart.** Record tools and strategies you use in practice to learn about these dimensions of your students.

- **Center of the Heart.** Write about an experience from your classroom practice that comes to mind when you think of the sociocultural, linguistic, cognitive, and academic dimensions of students.
HEARTS ACTIVITY

- Share each heart layer with a different partner at your table.
  - Partner 1: Share outside heart.
  - Partner 2: Share middle heart.
  - Partner 3: Share inside heart.

- Consider connections to your own practice, as reflected in your completed heart.
  - Why are these four dimensions integral to teaching and learning?
  - How does this related to linguistically responsive practice?
DIMENSIONS OF ELL DEVELOPMENT

- Sociocultural
- Linguistic
- Cognitive
- Academic
DIRECTIONS FOR STATIONS

○ Stations Passport
  • You have a stations passport that will guide you through four classroom applications of LRP.
  • You will move around to the four stations in small groups based on the color on your passport.

○ Music & Transitions
  • Music will play during the stations time.
  • When the music volume goes up, start to wrap up.
  • When the music volume goes down, move to the next.

○ Whole Group Debrief
  • We will close this session by debriefing as a whole group. Be sure to note takeaways and questions.
FOUR STATIONS

- Sociocultural
- Linguistic
- Cognitive
- Academic
STUDENT PROFILES: BRINGING DIMENSIONS TOGETHER

- Explore the *CLD Student Biography Card*.
  - School-situated information
  - Biography-situated information

- Discussion questions:
  - How does this bring together learning from this morning?
  - How does this support classroom-based application of LRP?
  - How does this support school-based applications of LRP?
RETURN TO WORD SPLASH:
WHAT IS LINGUISTICALLY RESPONSIVE PRACTICE?

- Return to read the words added during the session.
- How has your shared understanding of linguistically responsive practice for English language learners expanded this morning?
- What are the gaps that need to be filled in your shared understanding as we move forward?
LUNCH

Please return promptly at 12:30pm.
BREAK-OUT SESSIONS

Break-out Session A: 12:30 – 1:30pm
Break-out Session B: 1:30 – 2:30pm
**Break-out Session Options**

- **Parent and family involvement**
  - Dr. Elizabeth Vera
  - Room 119

- **Instructional planning with WIDA tools**
  - Dr. Marla Israel
  - Room 121

- **Instructional strategies for ELLs and CCSS**
  - Dr. Amy Heineke
  - Room 125
CLOSING REMARKS

Jennifer Ferrari, Assistant Superintendent of Teaching and Learning
END OF DAY 1

Exit slips
Tomorrow’s plan