BUILDING LINGUISTICALLY RESPONSIVE CLASSROOMS AND SCHOOLS (DAY 2)

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

June 14, 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 2: BUILDING LINGUISTICALLY RESPONSIVE SCHOOLS

School-wide foundations and systems to improve education for English language learners
DAY 2 AGENDA

- 8:30 AM: Welcome, Review Group Norms & Community Building
- 9:00 AM: School Applications of LRP
- 11:30 AM: Lunch (on your own)
- 12:30 PM: School Leadership Teams
- 2:00 PM: Whole Group Dialog
- 2:30 PM: Closing Remarks
- 3:00 PM: End of Day 2
WELCOME & OPENING REMARKS

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

Building community while simulating effective classroom practice with English language learners
CIRCLES OF MYSELF

- This community building activity highlights the multiple dimensions of our individual identities.

- We will use this activity to address the importance of individuals self-defining identities and challenging existing stereotypes.
CIRCLES OF MYSELF

- Place your name in the center circle of a web like this one.

- Write an important aspect of your identity in each of the satellite circles.

- These are identifiers or descriptors that you feel are important in defining you.
CIRCLES OF MYSELF

1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.

2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.
CIRCLES OF MYSELF

After finishing, debrief the activity in your small groups.

Discussion Questions:

• Why do teachers need to explore their identities and stereotypes?
• Why do students need to explore their identities and stereotypes?
• What were the key facets of this activity related to linguistically responsive practice?
SCHOOL APPLICATIONS OF LINGUISTICALLY RESPONSIVE PRACTICE

School foundations, structures, and systems to improve education for ELLs
The Need for School-Wide Applications

Will and Capacity within Organizations

Positive Will + Positive Capacity = Active Use

Only if the following three components are met:
- Personnel Mobilization
- Necessary Functions
- Linkages

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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<tbody>
<tr>
<td>Will</td>
<td>Will</td>
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<tr>
<td>Active Use</td>
<td>Passive resistance to Actual sabotage</td>
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<tr>
<td>Capacity</td>
<td>Creativity to Demoralization</td>
</tr>
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<td>Resistance to Inertia</td>
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References:


Israel, M. S. (1994). Interpretation, implementation, and compliance – From the state house to the school house: A case study. A Dissertation Submitted to University of Illinois Champaign/Urbana (UMI Microform DAO 72699), Ann Arbor, MI.

The Four Circles Model
NUMBERED HEADS TOGETHER

- We will use *Numbered Heads Together* strategy.
- Get into small groups of four.
- Number off by four.
- We will stop periodically and you will discuss the content in small groups.
- I will call a number for the person responsible for sharing out with the whole group.
NEGOTIATE POLICY AND PRACTICE.

1. Investigate policies that impact practice with ELLs.
What is educational policy?

- Principles and government policy-making in the educational sphere
- Collection of laws and rules that govern the operation of education systems
- Formal documentation that guides educational practice
  - Standards (e.g., Common Core Standards)
  - Programs (e.g., Transitional Bilingual)
  - Legal Precedents (e.g., Lau v. Nichols)
NEGOTIATE POLICY AND PRACTICE.

Why do teachers need to be aware and cognizant of educational policies?

- Policies guide teachers’ practice.
- Policies guide teachers’ discourse.
- Policies guide teachers’ expectations.
NEGOTIATE POLICY AND PRACTICE.

Specific polices of interest to ELLs
NEGOTIATE POLICY AND PRACTICE.

2. Recognize the needs of ELLs at the school.
NEGOTIATE POLICY AND PRACTICE.

Recognizing needs:

- **Students**: Classroom assessment
- **Families**: Conferences and conversations
- **School**: Standardized test data to show trends
NEGOTIATE POLICY AND PRACTICE.

Common challenges that span educational contexts:

- inappropriate testing and assessment
- inadequate teacher training
- insufficient exposure to challenging academic content
- deficit mentality
- curricular isolation
- poverty and familial stress
- lack of appropriate curriculum, materials, and resources for ELs
- lack of appropriate curriculum, materials, and resources for L1
NEGOTIATE POLICY AND PRACTICE.

3. Negotiate policy and practice to advocate for the needs and interests of ELL students and families.
NEGOTIATE POLICY AND PRACTICE.

- Advocacy-minded educators can inform administration and colleagues of policies, research, and best practices to positively shape the educational experiences of ELs.

- As local educators who work directly with students deepen their understanding of the web of regulatory policies, they can better use these policies, laws, and regulations as a lever to make positive change in schools.
The teacher plays the central role in appropriation of policy in practice.
NEGOTIATE POLICY AND PRACTICE.

Consider this example:

- Your school utilizes DIBELS standardized assessment used to measure literacy, which is not a valid and reliable tool for ELLs.
- Per federal policy, NCLB requires assessment and tracking of ELL learning, but does not specifically dictate the use of DIBELS.
- Per state policy, teachers are allowed to provide accommodations for ELs to collect more valid and reliable data.
NEGOTIATE POLICY AND PRACTICE.

- **Tweak**: When giving the required progress monitoring, the teacher tweaks the test to limit bias based on L1 and cultural prior knowledge.

- **Accommodate**: Teacher provides accommodations when giving the test for progress monitoring to make the tool more linguistically responsive.

- **Use**: Teacher does not use formal DIBELS data to guide literacy instruction, instead using more authentic language assessments of reading.

- **Advocate**: Teacher advocates for use of a more valid and reliable tool at faculty meeting, bringing in test analysis, data, and options for other tools.
SMALL-GROUP DISCUSSION

- Negotiate policy and practice.
  - Investigate the policies that impact practice with ELLs.
  - Recognize the needs of ELLs at the school.
  - Negotiate policy and practice to advocate for ELL students and families.

- Numbered heads together:
  - Discuss in small groups.
  - Number #2 shares out.
Lay the Foundations for Change.

4. Enact the district strategic plan to value the linguistic diversity at my school.

**Strategy 5:** NSSD 112 will develop plans to unify our district and community by improving understanding of the benefits of its rich diversity and engaging it as a critical partner in the education of our children.

What do you do currently that concretely demonstrates this district strategy?
LAY THE FOUNDATIONS FOR CHANGE.

5. Create a personal mission related to ELLs with goals to guide daily practice.

- What do you hope to achieve with your ELLs each day?
- What teaching practices do you currently implement that relate to the achievement and success of ELLs?
- What practices could you begin to incorporate that would stretch you, as a teacher, to reach this personal mission?
Lay the Foundations for Change.

6. Cultivate a school culture that highly values diversity and the achievement of all students.

What school committees do you belong too?

What current projects/activities within these school committees highlight the diversity and the achievement of all students?

What new initiatives could be created to further develop this goal?
SMALL-GROUP DISCUSSION

- Lay the foundations for change.
  - I enact the district strategic plan to value the linguistic diversity at my school.
  - I have a personal mission related to ELLs with goals to guide my daily practice.
  - I help cultivate a school culture that values achievement and diversity.

- Numbered heads together:
  - Discuss in small groups.
  - Number #4 shares out.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

7. Evaluate and align school structures and schedules.

- All school faculty are responsible for all students within the school.

- All school faculty understand the program models that are delivered within the school, (Bilingual, ELL, Dual Language) and the outcomes for each of these programs.

- The school delivery model and schedule ensure that all children have access to the common core curriculum.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

8. Organize social networks and relationships.
How are new students and families introduced to school structure, expectations, policies?

* Orientation programs for newcomers

* Student ambassador programs

* Parent ambassador programs
Mutually beneficial relationships

- Traditionally, relationships with parents are based on the premise that parents should support the needs of the school (e.g., PTA, room parent model).

- Healthy relationships are not one-sided. Engaging parents who are traditionally marginalized (often because they don’t understand the traditional model) requires relationship building that is mutually beneficial (e.g., we have to offer opportunities that benefit both parents and the school).
BUILD SUPPORT STRUCTURES AND SYSTEMS.

9. Target and scaffold language to support the achievement of all students, specifically ELLs.

- Teachers must hold ELLs to high expectations for sociocultural, linguistic, cognitive, and academic development and achievement.

- School actors must provide clear pathways and appropriate transitions for students moving through various program models.

- Instructional planning supports language development and academic achievement, while maintaining rigorous expectations to grade-level standards and curriculum.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Teachers should:
- Be aware of program guidelines for language instruction.
- Analyze curriculum, textbooks, and materials.
- Analyze language demands inherent in academic tasks.
- Set goals specific to L2 growth and L1 maintenance.
- Write language objectives to support students in moving to those goals.
- Regularly utilize formative assessments of language to track progress toward goals.
- Use LRP to support students’ language development.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Instructional planning:

- More than micro-level teaching (lesson planning)
- Must be meso-level (unit planning) and macro-level (long-term planning)
- Backward planning at three levels: year-level, unit-level, and lesson-level
**BUILD SUPPORT STRUCTURES AND SYSTEMS.**

Macro-level (Year)

- **Student profiles** for all students, with possible organization into groups of students

- **Student profiles** focus on sociocultural, linguistic, cognitive, and academic backgrounds with the purpose of building instruction upon students’ assets.

- **Year-long goals** include all facets of development, including social, emotional, personal, cultural, linguistic, and academic.

- **Long-term goals** are rigorous, but reasonable and consider students’ background knowledge, languages, and experiences as resources, not hindrances.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Micro-level (Lesson)

- Lesson-level goals (e.g., content and language objectives) for student development and learning that connect to unit goals.

- Formative classroom assessment of content and language is consistently utilized to measure student performance on set objectives.

- Teachers’ instruction incorporates and utilizes students’ background knowledge (i.e., home, community, school) to build all instruction.

- Instructional planning and implementation includes explicit focus on language demands and linguistic repertoires inherent in content tasks.

- Instructional planning and implementation includes the emphasis on providing all students access to complex texts and rich collaboration.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Meso-level (Unit)

- Unit goals for student development and learning that connect to year-long goals.
- Unit goals push for deep understanding of rigorous content through language, including enduring understandings, essential questions, knowledge, and skills.
- Summative classroom assessment of both content and language is used to measure student performance on macro- and meso-level goals related to both academic and linguistic development.
- Unit planning begins with acknowledgement of students’ background knowledge (i.e., home, community, school) and analysis of linguistic demands of the standards and curriculum.
**BUILD SUPPORT STRUCTURES AND SYSTEMS.**

10. **Plan and provide rigorous academic instruction.**

- Students receive targeted and consistent social, emotional, cultural, linguistic, and academic support when transitioning between schools and programs.

- Teachers have a meaningful way to track students’ linguistic development to demonstrate growth and share strategies that support students’ learning, development, and achievement.

- Teachers share effective practices and strategies for supporting linguistic development in rigorous instruction for overall consistency.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Students receive targeted and consistent support when transitioning between schools and programs.

- Transitional Bilingual
- English as a Second Language
- Mainstream
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Teachers track students’ development to demonstrate growth and share strategies.

- Knowing sociocultural data, such as students’ background knowledge, allows teachers to plan instruction to build on prior knowledge, celebrate student assets, and maximize learning.

- Knowing linguistic data, such as students’ native language and literacy abilities, allows teachers to target, challenges, and scaffold students’ language abilities in daily instruction.
BUILD SUPPORT STRUCTURES AND SYSTEMS.

Teachers share effective practices and strategies for supporting linguistic development in rigorous instruction for overall consistency.

- Teachers share strategies: Consistent strategies allow students to engage in language-rich practices while focusing primarily on the content.

- Teachers share practices: Knowing the content taught in the prior school year, teachers can spiral and support academic learning.
SMALL-GROUP DISCUSSION

- Build support structures and systems.
  - Organize social networks and relationships.
  - Evaluate and align school structures and schedules.
  - Target and scaffold language to support the achievement of all students, specifically ELLs.
  - Plan and provide rigorous academic instruction.

- Numbered heads together:
  - Discuss in small groups.
  - Number #3 shares out.
Foster Meaningful Collaboration.


 The school community recognizes the role of every school faculty and staff member in supporting students’ linguistic development.

 Faculty and staff, such as classroom teachers, ESL teachers, counselors, and librarians, work together to support linguistic development.

 Faculty and staff consistently have time built into the school day to collaborate with one another in various groupings of personnel.
Foster Meaningful Collaboration

Possible groupings:

- Vertical teams of teachers for long-term planning
- Horizontal teams of grade-level teachers across content areas for unit-level planning
- Multi-directional teams of content-area teachers for lesson-level planning
Foster Meaningful Collaboration

- Other participants in addition to teachers:
  - Counselors
  - Librarians
  - Administrators
  - Parents
  - Community members
  - University faculty
  - Teacher candidates
Foster Meaningful Collaboration

- Formal approaches:
  - Professional learning communities (PLCs)
  - Teacher study groups
  - Book clubs
  - Critical friends
  - Peer observation
  - Planning teams
FOSTER MEANINGFUL COLLABORATION.

12. Enlist and engage community stakeholders.

Schools are embedded within a larger community. The issues that exist in the larger community seep into the culture of the school. Transforming school culture requires a serious engagement of those larger issues.

Conversations that include stakeholders at all levels (teachers, parents, administrators, board members, local community leaders) are the basis of change.
Foster Meaningful Collaboration.

13. Mutually collaborate with parents and families.

Are parent organizations representative of the entire school community?

Developing parent leadership and family participation in non-majority communities requires dialogue and active efforts/recruitment.

Identify ways that parents can make meaningful contributions via conversations (e.g., Culture Clubs)
SMALL-GROUP DISCUSSION

- Foster meaningful collaboration.
  - Support school-based teacher dialog and learning.
  - Enlist and engage community stakeholders.
  - Mutually collaborate with parents and families.

- Numbered heads together:
  - Discuss in small groups.
  - Number #1 shares out.
INDIVIDUAL SELF-ASSESSMENT OF LINGUISTICALLY RESPONSIVE PRACTICE

- Use the form to conduct a self-assessment of linguistically responsive practice at your school.
- Take your time to think about each item, rate it numerically, and then provide related evidence.
- Be reflective and honest as you respond to each specific criteria.
LUNCH

Please be back promptly at 12:30pm.
SCHOOL LEADERSHIP TEAMS

Work groups to discuss, set goals, and make plans to make your school more linguistically responsive
SMALL-GROUP DISCUSSION ON
LINGUISTICALLY RESPONSIVE PRACTICE

- Use your individual self-assessments of your school to engage in a small-group dialog.
- Focus on your school’s foundations, structures, and collaboration related to LRP for ELLs.
- Discuss both what you do well and where you could stand to improve.
Whole-Group Debrief on Linguistically Responsive Practice

- Discuss overall findings with the whole group.
- Prioritize your school’s strengths and needs related to linguistically responsive schools.
- We will use these priorities to move forward in work groups this afternoon.
WORK GROUP DIRECTIONS

- Use this time to apply and take steps to make your school more linguistically responsive.
- Use the graphic organizer provided to think through school-based applications of LRP.
  1. Set goals to make your school more linguistically responsive.
  2. Craft an action plan with steps and timeline to reach goals.
  3. Engage in work on immediate topics with provided tools.
- We will be moving around the room to support your work in any way that we can.
Whole Group Dialog

Each school shares out their goals and next steps to build linguistically responsive classroom and schools
WHOLE GROUP DIALOG

- The goal of the whole group dialog is to share ideas and plans for LRP in NSSD 112.

- Each school leadership team will share out the proposed school goals and action plan.

- Please note the themes, questions, and ways to collaborate moving forward.
CLOSING REMARKS

Jennifer Ferrari, Assistant Superintendent of Teaching and Learning
END OF DAY 2

Institute evaluations
CPDUs
Next steps