

Building Linguistically Responsive Schools

Session One

Office of Catholic Schools & Chicagoland Partners
for English Language Learners

Facilitated by: Dr. Amy Heineke



Welcome & Objectives

8:30 – 9:00 AM



Defining the Framework

The concept of *linguistically responsive schools* embraces a holistic approach to improving education for English learners (ELs).



Defining the Framework

At the school-level, teachers and leaders lay ideological foundations focused on language development and diversity, build effective structures and systems to support ELs' development, and foster collaboration with families and communities.



Defining the Framework

At the classroom-level, teachers use foundational knowledge of language and language learning to recognize the backgrounds and needs of individual students, analyze language demands inherent in academic tasks, and scaffold learning for language development. In so doing, teachers design safe and welcoming classroom environments that foster language learning and rigorous academic instruction that simultaneously supports language development.



Defining the Framework

When teachers, administrators, parents, families, and community members work together, schools respond and improve to promote the development and achievement of all students, particularly targeting ELs.



Defining the Framework

Schools

Foundations

Systems

Structures

Collaboration

Classrooms

Environment

Assessment

Instruction

Session Objectives

School leaders will:

- Draft school foundations for English learner (EL) teaching and learning at Catholic schools.
- Describe the sociocultural, linguistic, cognitive, and academic dimensions of ELs' learning and development.
- Apply learning to build linguistically responsive school foundations and structures.



Session Schedule

- 8:00 – 8:30: Welcome & Objectives
- 9:00 – 10:00: Building School Foundations
- 10:00 – 11:30: Building School Structures
- 11:30 – 12:00: Action Plans & Conclusion



Institute Norms



- Be **prepared**.
 - Please arrive having completed pre-work and prepared for the session.
- Be **professional**.
 - Please turn cell phones on vibrate and only use laptops for session learning.
- Be **present**.
 - Please be engaged and interactive to collaboratively learn with peers.
- Be **positive**.
 - Please use asset-based and solutions-oriented language.

Building School Foundations

9:00 – 10:00AM



Building School Foundations



Building School Foundations



Vision



Mission



Culture



Community



Building School Foundations

At linguistically responsive schools, we...

- Focus on students' linguistic assets.
- Celebrate language diversity and multilingualism.
- Inclusively weave language, language learning, and language diversity into the foundations of the school.
- Include and reflect multiple language backgrounds throughout the school environment, including hallways and library.
- Ensure equal access and distribution of resources for ELL and bilingual students across the school.
- Involve all faculty and staff in the responsibilities of supporting students' language development.



Building School Foundations

Warm-up by considering:

- Who are our students?
- What are their strengths and needs?
- What are our aspirations for our students?
- What are our expectations for students' development and learning?
- What kind of school do we want to build to support our students?
- What are our aspirations for our school?
- What distinguishes us from other schools?



Building School Foundations

- Take the perspective of a parent of an English learner.
- Reflect on the place you envision your child going to school.
 - What would it look like?
 - How would the child be treated?
 - What would be your experiences?
- Write reflections on a Post-it note.



Building School Foundations

- Now think about a work environment you would like to go to every day.
 - What would it look like?
 - What would be your experiences?
- Write your answers on a different Post-it note.



Building School Foundations

- Look over the two Post-it notes and consolidate them into one.
- Write the combined thoughts in a statement on an index card.



Building School Foundations

- In school teams, share individual statements with the group.
- Once each member has shared, the small group collaborates to create a unified vision statement.
- Write on large poster paper.



Building School Foundations

- Each school will share out their vision statement with the group.
- We will use visions to frame our work today and in future sessions.
- Consider how to take the vision back to your faculty for collaborative feedback and ownership.

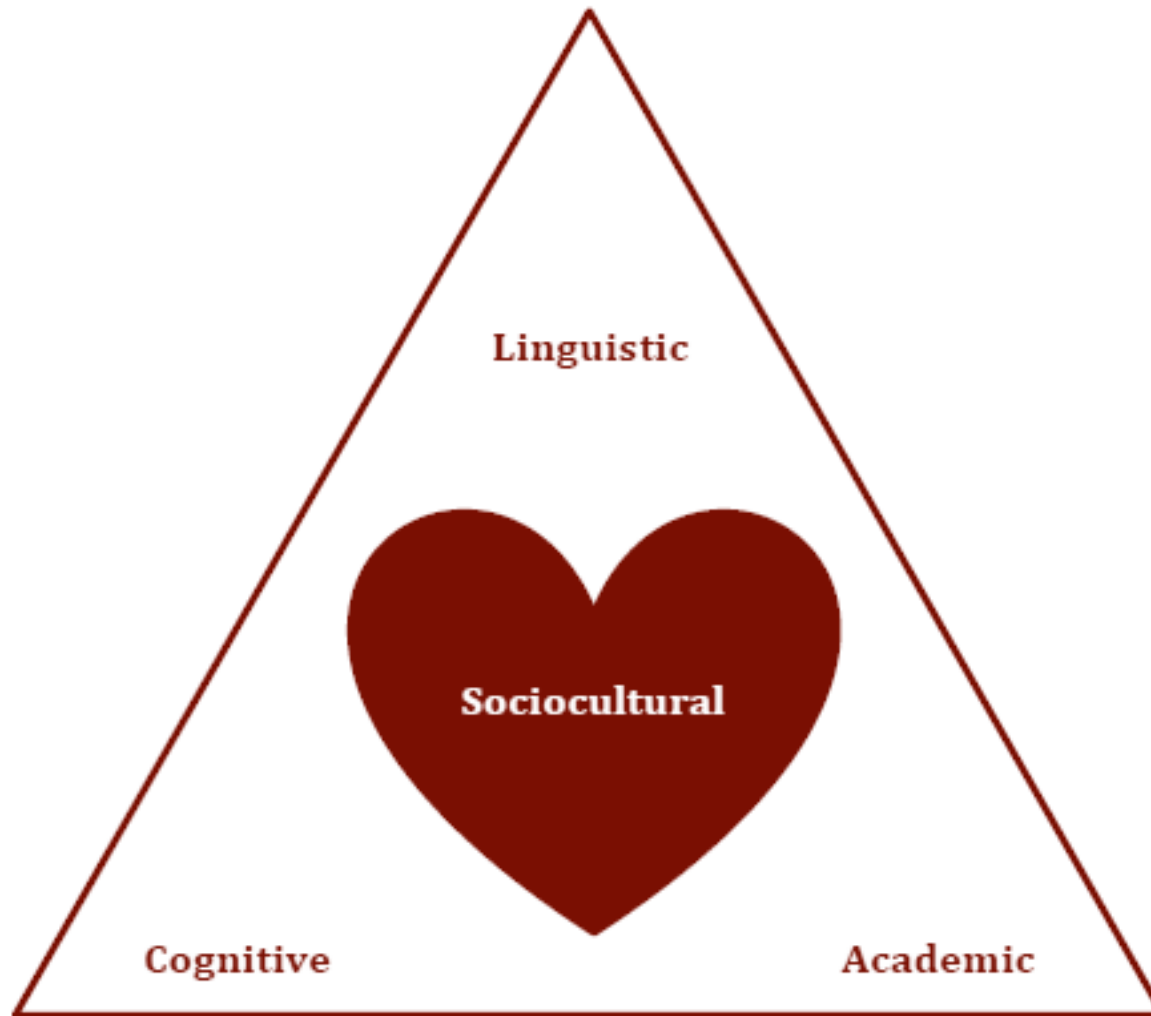


Building School Structures

10:00 – 11:30AM



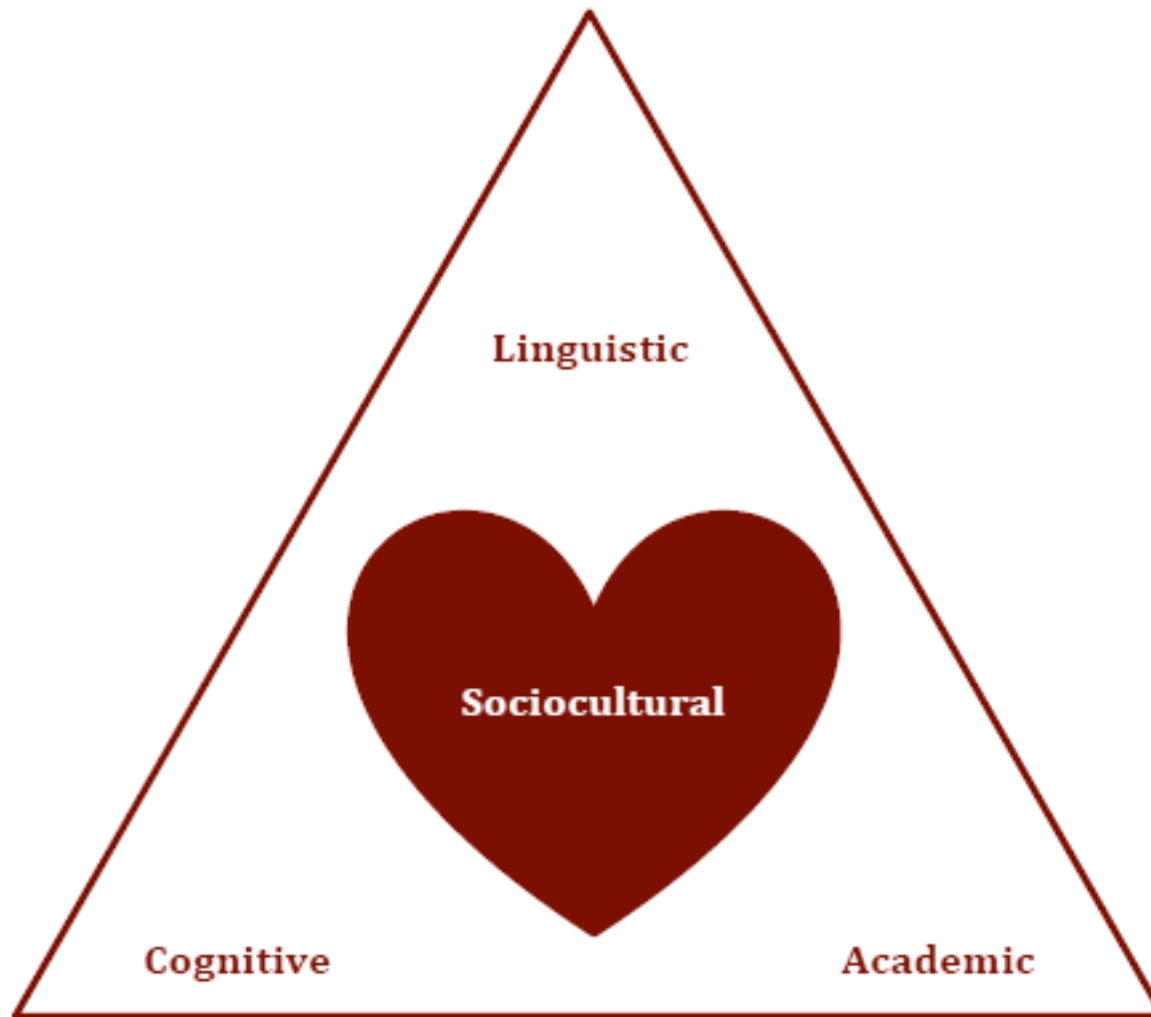
Accessing Prior Knowledge



Building School Structures



Building School Structures



Building School Structures

At linguistically responsive schools, we...

- Recognize that language development is inherently intertwined with sociocultural, cognitive, and academic development.
- Build school systems that support the sociocultural, cognitive, linguistic, and academic dimensions of students and families.
- Build school structures that align and sustain language-related efforts and support students and families across transitions in grade levels, language programs, and schools.



Organization for each dimension

Whole-group:

- Definition and explanation of dimension
- Theory and research related to dimension to inform our understanding of effective EL teaching and learning
- Examples of ways to support that dimension in schools

Small-group:

- Time to discuss possible application of ideas at your school
- Write ideas on post-its to attach to your vision statement
- Questions and sharing ideas with the whole group



Sociocultural Dimension

Supporting social and emotional development & well-being



Multiple Dimensions of Language Learning

The sociocultural dimension represents what a student brings into the classroom from the resources and assets that he or she has learned from birth.



Multiple Dimensions of Language Learning

Theory & research related to the **sociocultural dimension**:

- Maslow's hierarchy of needs
- Affective filter
- Funds of knowledge
- Kids' roles & responsibilities
- Prior schooling
- Cultural prior knowledge
- Linguistic prior knowledge
- Others?



Supporting the Sociocultural Dimension

Adult Mentors

Strategically paired adult in the building that supports, guides, and advocates for the student inside and outside of the school across programs and years



Supporting the Sociocultural Dimension

Social Networks

Social groups, interest-based extracurriculars, and other organized and ongoing opportunities for students to connect and interact with peers



Supporting the Sociocultural Dimension

Support Groups

Opportunities for students to dialog with adults and/or peers about social and emotional issues, such as family separations or traumatic situations experienced by immigrants and refugees



Supporting the Sociocultural Dimension

Supported Transitions

Collaborative attention to supporting students' social and emotional well-being when transitioning between classrooms, and across schools



Ideas for Sociocultural Dimension



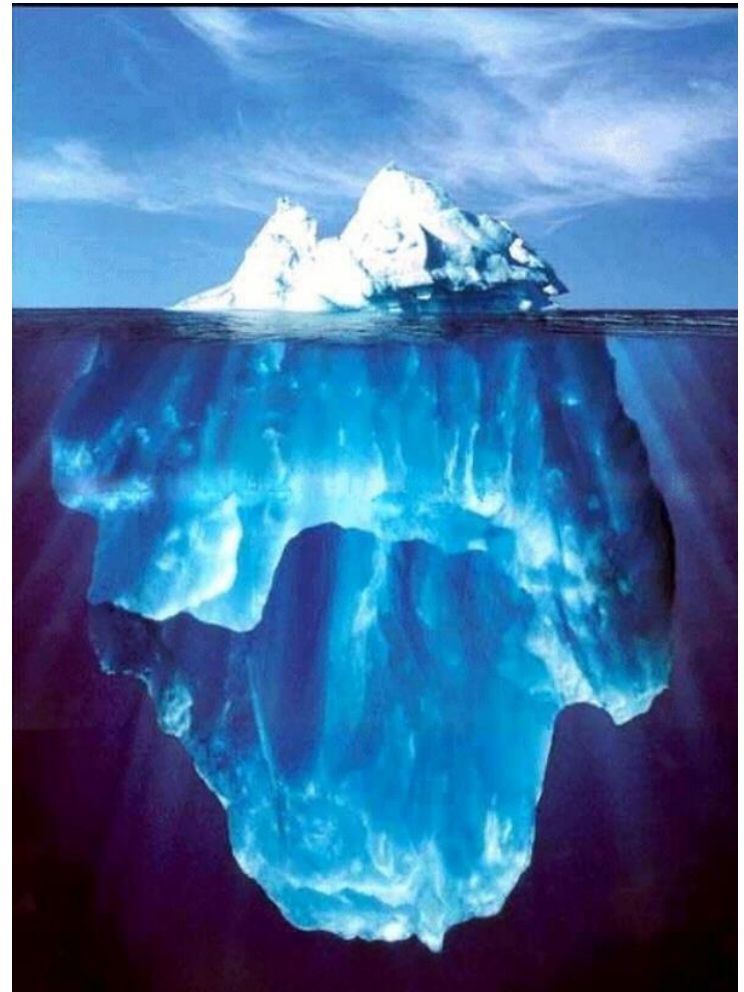
Cognitive Dimension

Supporting cultural development & learning



Multiple Dimensions of Language Learning

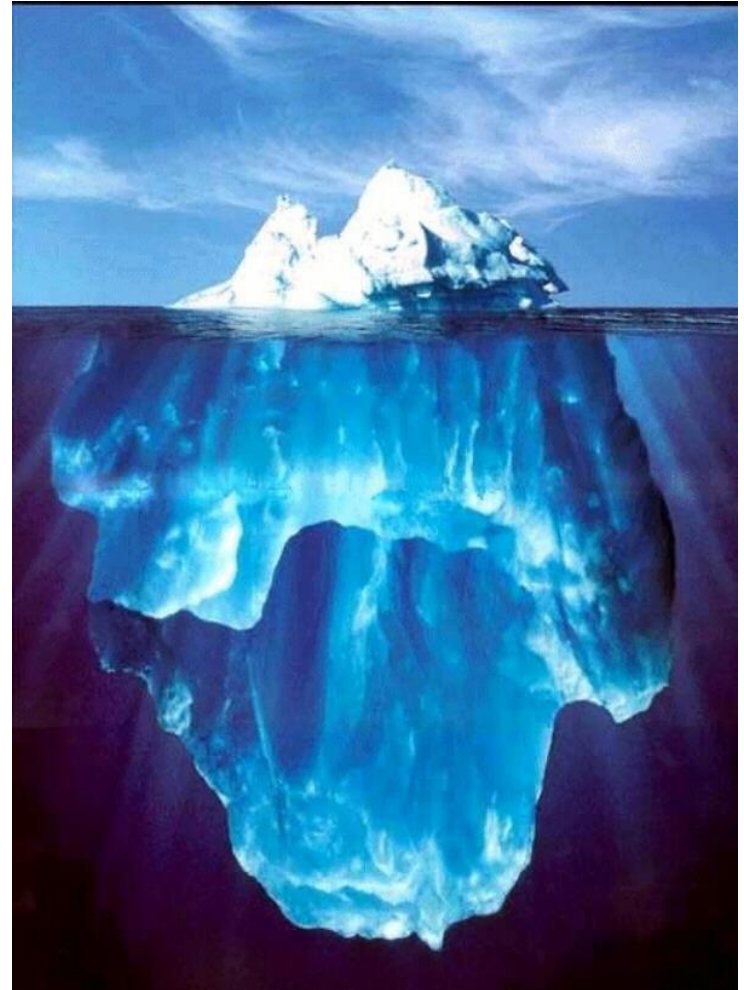
The cognitive dimension involves how a student's brain processes and learns what is taught; for ELLs, we consider how culture drives thought, meaning making, and learning.



Multiple Dimensions of Language Learning

Theory & research related to the **cognitive dimension**:

- Schema theory (Drawing on cultural schema/assumptions)
- Problem solving & mathematical reasoning
- Independent v. collaborative learning styles
- Communication patterns & norms
- Definition of success in schools
- Others?



Supporting the Cognitive Dimension

Peer Mentors

Strategically paired peer to guide student through procedures, expectations, and norms of school day



Supporting the Cognitive Dimension

Parent Ambassadors

Strategically paired families to explain and guide processes and expectations of American & Chicago school systems



Supporting the Cognitive Dimension

Ongoing Dialog

Two-way parent-teacher conferences and dialogs to ensure culturally responsive teaching and learning



Ideas for Cognitive Dimension



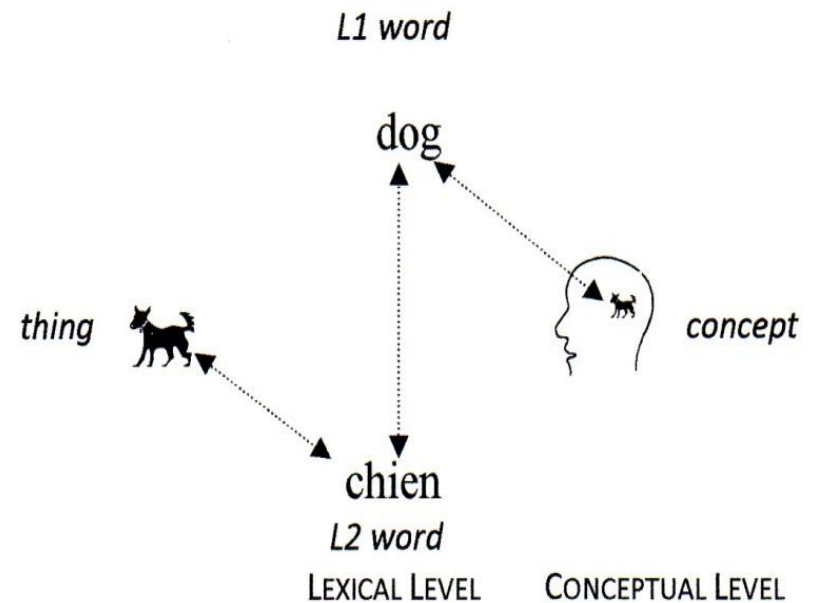
Linguistic Dimension

Supporting language development & learning



Multiple Dimensions of Language Learning

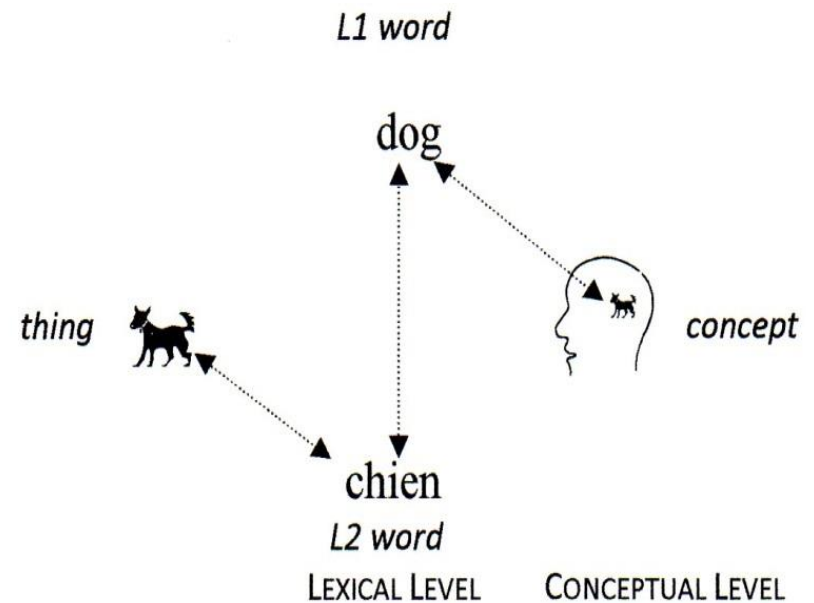
The linguistic dimension represents dynamic and complex abilities related to language, including native language(s), second language(s), and linguistic and cultural interconnectedness.



Multiple Dimensions of Language Learning

Theory & research related to the linguistic dimension:

- Stages of second language acquisition (SLA)
- Linguistic/cognitive threshold
- Common Underlying Language Proficiency (CULP)
- BICS & CALP
- Comprehensible input
- Code-switching & translanguaging
- Others?



Supporting the Linguistic Dimension

Bilingual programming

Well-defined and properly implemented bilingual program to support native and English language development



Supporting the Linguistic Dimension

ESL programming

Consistent and rigorous English
as a Second Language (ESL)
pull-out or push-in support
focused on academic language



Supporting the Linguistic Dimension

Mainstream scaffolding

Cross-school support of language development in daily instructional practice in every classroom



Supporting the Linguistic Dimension

Additional programming

Opportunities for heritage
language and literacy
development using the linguistic
assets of parents and families



Supporting the Linguistic Dimension

Family programming

Opportunities for English language and literacy development using school and community resources



Ideas for Linguistic Dimension



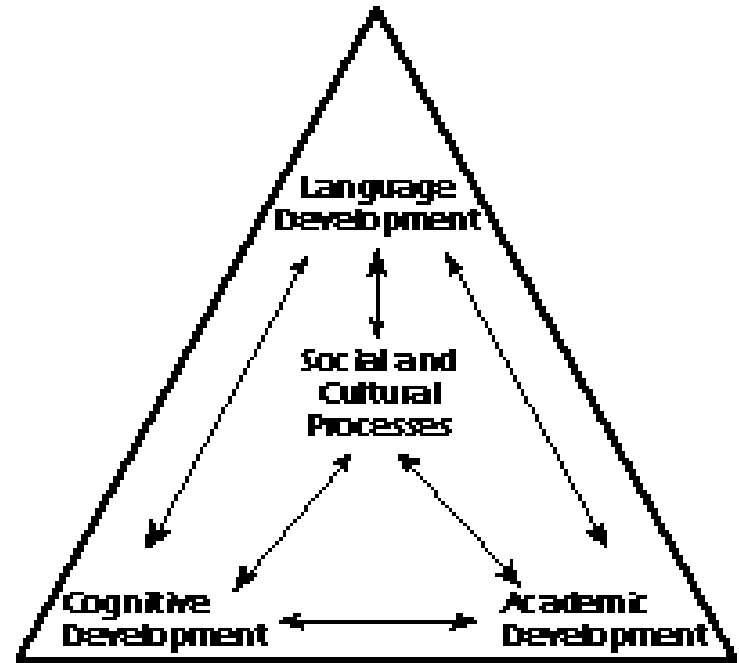
Academic Dimension

Supporting academic gains & achievement



Multiple Dimensions of Language Learning

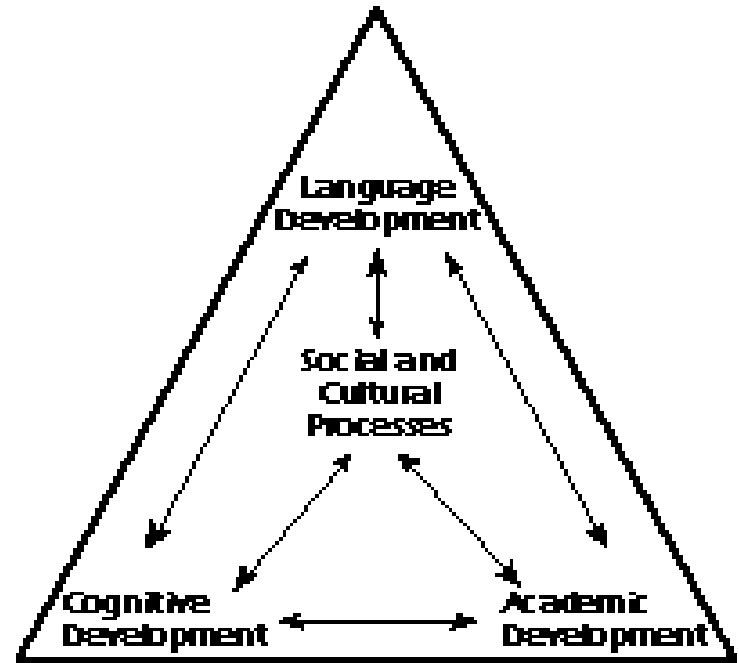
The academic dimension refers to a student's abilities, strengths, and needs while engaging with academic content area concepts and materials.



Multiple Dimensions of Language Learning

Theory & research related to the **academic dimension**:

- Sheltered instruction
- Academic language
- Text complexity
- Background knowledge
- L1 literacy instruction
- L1 content instruction
- Others?



Supporting the Academic Dimension

School Schedule

Ensuring all students have access to classes that provide rigorous content curriculum



Supporting the Academic Dimension

Instructional Planning

Consistent instructional planning that considers and incorporates language at the course, unit, and lesson level



Supporting the Academic Dimension

Instructional Implementation

Consistent instructional
implementation that supports
students' language
simultaneous to rigorous
academic content



Supporting the Academic Dimension

High Expectations

Collaboration among teachers to ensure high and increasing expectations in academic gains and achievement across years



Ideas for Academic Dimension



Closing & Evaluations

11:30 – 12:00PM



School Action Plans

- Please sit in school teams to work on the School Action Plan.
- Purpose of the School Action Plan: To support the application of learning to build capacity at your school-site for linguistically responsive schools
- We will share out these plans and ideas as a whole group.



Session Feedback & Evaluation



Thank you!

Chicagoland Partners for English Language Learners (CPELL) is a grant-funded program from the National Department of Education/Office of English Language Acquisition. **This \$2-million Professional Development Grant (#T365Z120068) makes graduate-level tuition support, teacher & administrator professional development, and parent support possible for school districts that have partnered with this Loyola University Chicago program.** These core functions build better prepared educators and administrators who can transform schools to improve student outcomes. **Find out how you can join our next cohort starting in January 2015 by visiting www.luc.edu/cpell or emailing ngoldberger@luc.edu.**

