

"CARE-ing" for Emergent Bilingual Students: Culturally Responsive Practice in Mainstream Classrooms in Portland Public Schools

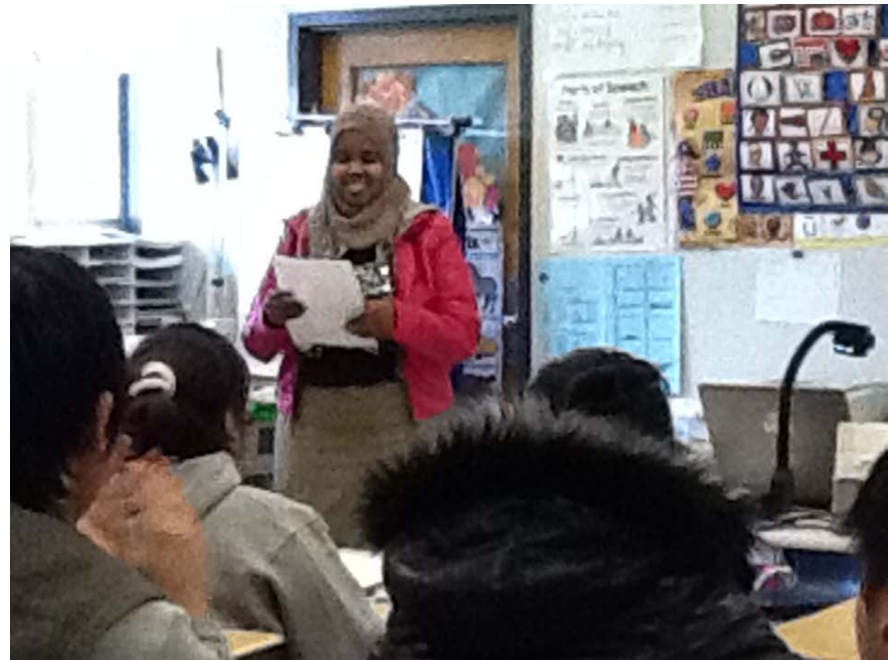


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What is CARE?

CARE is Collaborative Action Research for Equity around four key areas:

- Rigor
- Relevance
- Relationship
- Realness



What CARE-ing for EBs Looks Like at the District Level: Current Practices Revised

- Curriculum Review for Grades 6-12 (Rigor)
- ESOL Endorsement Cohorts (Realness)
- Formative Assessments (Rigor)
- Ipad Apps for Newcomers (Relevance)
- Sentence Frames based on Bridges Math Curriculum (Relevance)

District Level: Practices Continued

- Portland International Scholars Academy
Coaching for Equity
- ESL Teacher member of CCSS School Team
Leadership Team
- Increase number of EBs in DL – Start
- Vietnamese DL
- Coaching for Equity
- ESL Teacher on CCSS School Teams

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What “CARE-ing” for EBs Looks like in One Content Area: K-2 Science Content Based ELD

- English Language Development should not be taught in isolation
- Develop ELD based on Science, as with most academic language development, challenging for our Emergent Bilinguals
- Pull out model is the least effective model
- 10 pilot schools – CBELD – no pull out
- Workshop on CBELD

Cycle of Inquiry...

Step 1: Plan (Ready!)

Identify students learning trends and goals
Plan lesson with culturally relevant pedagogy
Identify data sources
Develop data collection tools

Step 2: Act (Fire!)

Teach lesson plan
Collect data
Classroom observation
Examine student data and work
self-assessment

Step 4: Revise (Aim!)

Reassess teaching strategies
Revise lesson plan
Revise data collection tools

Step 3: Reflect (Aim!)

Analyze data
In collaboration with colleagues reflect on what
worked and what needs modification



Discussion Activity...

Action Research

- What is your favorite instructional strategy and why?
 - Select one focal student
 - student's level of engagement with your favorite instructional strategy
 - more engaged or less engaged?

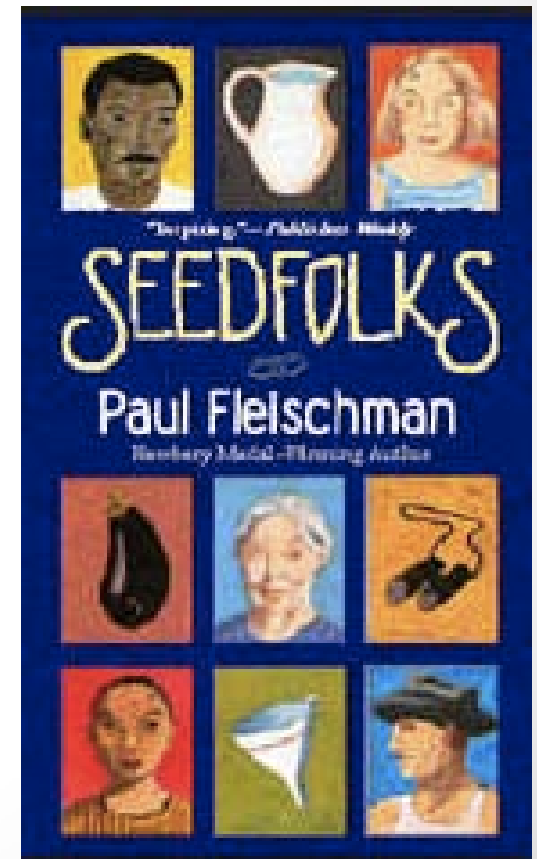
Rigor is...

- ◆ Scaffolding **thinking**
- ◆ Planning for **thinking**
- ◆ Assessing **thinking** about content
- ◆ Recognizing the level of **thinking** students demonstrate
- ◆ Managing the teaching/learning level for the desired **thinking** level

What **Rigor** looks like in One CARE classroom...

SeedFolks

- Neighborhood Maps
- Cultural vignettes
- Verbally accurate character CD
- Journals & metaphor booklets
- Differentiated final projects.
- SIOP Strategies and Protocol



What **Rigor** looks like in One CARE classroom...

- English/Spanish Literature Circles
- Boys Club
- Study Support



The 4R's of CARE:

Relevance

- Opportunities to **think** in complex ways that apply to the real world
- Opportunities to **use** knowledge in logical and creative ways
 - problem solve,
 - create solutions
 - take action to perplexing problems

What **Relevance** Looks Like in One CARE Classroom...

- Honoring “the knowledge in the room”
- Student’s Personal Stories
- Primary Documents
- Racially/Culturally Relevant Characters

The 4R's of CARE:

Relationship

- Seeking and gaining knowledge about ethnic and cultural diversity
- Increasing consciousness of oneself as a racial/cultural being and actor
- Teaching, and engaging in courageous conversations about issues fundamental to social justice in society and educational equity for ethnically diverse students.

(Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, pg. 69)



What **Relationship** Looks Like in One CARE Classroom...

- Consistent check-in's (academic and more important personal)
- Verbal and non-verbal check-ins
- Positive Reinforcements.
- Knowledge in the Room.
- Check for Understanding
- Parental updates
- Multiple Communication Channels



The 4R's of CARE: **Realness**

- Authentic sharing
 - Student to Teacher
 - Teacher to Student
- Awareness of feelings and how they are communicated in the classroom context
- Genuine engagement and personal encounters with the student

What **Realness** Looks Like in One CARE Classroom...

- Scaffolding regarding submission of student work
- Increasing engagement with homework
- Support for student learner needs
- Multilingual Literature Circles



EB Success OAKs Reading Data

<u>Student</u>	<u>6th Grade</u>	<u>Projected</u>	<u>7th Grade</u>	<u>GAIN</u>
A	225	229	235	10
B	218	223	223	5
C	225	229	236	11
D	226	230	229	3
E	223	226	226	3
F	216	222	217	1
G	219	225	228	9
H	229	232	234	5

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