Culturally & Linguistically Sustaining Instruction through My Name, My Identity

AUGUST 13, 2020
Webinar Protocol

- All attendees will be muted.
- Attendees are welcome to submit questions using the Q & A feature of the webinar.
- This webinar will be recorded.
Welcome

Dr. Mary Ann Dewan
County Superintendent of Schools
Dr. Santiago V. Wood

Executive Director
NABE
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Introduce the Research-based Framework for Instructional Design
THEORY OF IMPROVEMENT

If we implement culturally and linguistically sustaining pedagogy in learning environments, students will develop a sense of belonging and agency in their learning, which will result in greater student engagement.
OUR WORKING DEFINITION:
Culturally & Linguistically Sustaining Pedagogy

CLSP cultivates linguistic, literate, and cultural pluralism through transforming the design of instructional pedagogy to eradicate deficit practices based on each student’s racial, cultural and linguistic identities. It creates an assets and strengths-based approach to disrupting the predictability of success or failure that currently correlates with any social or cultural factors.
## THE EIGHT COMPETENCIES FOR CULTURALLY RESPONSIVE TEACHING

### Competency 1: Reflect on one’s cultural lens
- Self-awareness
- Use discussions and reflective journaling

### Competency 2: Recognize and redress bias in the system
- Notice how institutional racism disadvantages some groups and advantages others
- Advocate for disruption of harmful policies

### Competency 3: Draw on students’ culture to share curriculum and instruction
- Validate students’ lived realities, evaluate textbooks, provide cultural scaffolding

### Competency 4: Bring real-world issues into the classroom
- Community projects
- Encourage students to be agents of change
- Invite students to take action

### Competency 5: Model high expectations for all students
- Keep rigor but scaffold
- Proximity and language communicate care

### Competency 6: Promote respect for students’ differences
- Engage across differences
- Sense of responsibility in addressing injustice

### Competency 7: Collaborate with families and the local community
- Develop trust of diverse families
- Collaborate with local agencies

### Competency 8: Communicate in linguistically and culturally responsive ways
- Honor and accommodate home languages and communication patterns

(New American, 2019)
What do Globally Competent Students do?

Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.

Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

(CCSSO & Asia Society, 2011)
California English Learner Roadmap

1. Assets-oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation within and Across Systems

https://www.cde.ca.gov/sp/el/rm/
# Lesson Design Components

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<th>Standards-based (content and ELD)</th>
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<td>Linguistically Sustaining (Explicit Language Support)</td>
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Lesson Module Instructional Framework

**LAUNCH** – evoke curiosity, hook, motivate or inspire students

**EXPLORE** – provide choices for students to engage in inquiry or deeper learning

**TAKE ACTION** – transform thoughts and opinions into informed action; demonstrate agency through sharing authentic voices

**REFLECT** – engage in a reflection on the learning process and/or action taken to inform future actions
THEME 1
Self Identity: Maximizing My Potential
Instructional Framework
Four Lessons

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<td>REFLECT</td>
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Unpack Sample Lessons
Grade Span 3-5
Lesson 1: Self-Identity

Lesson Plan
Student Slide Deck

- SEL activities
- Everything is ready for you to use immediately!
- Culturally and Linguistically Responsive and Sustaining Pedagogy
- Student and Teacher Choice
- The key to a successful school year is all in building genuine relationships
Grade Span 3-5
Lesson 1: Self-Identity

**Lesson Plan**

**Theme 1:**

**SELF-IDENTITY: MAXIMIZING MY POTENTIAL**

**Lesson 1: Self-Identity**

**Grade Span 3-5**

**Introduction**

This module has one essential question. The supporting questions in each lesson are intended to help students to develop the knowledge and skills to understand the essential question.

**Essential Question:** How does knowing my self-identity help me make choices that will positively affect my class community, and more importantly, my role as a learner?

**Supporting Questions for Lesson 1: Self-Identity**

- Who am I in the class?
- What labels, adjectives and names are important to us in naming who we are?
- What do I want my class community to know about me?
- How will our class work together now knowing all of this about one another?

**SELF-IDENTITY**

**Goals:**

- Students will explore their own names and share with the class what they prefer to be called.
- Students will create a self-portrait.
- Students will identify what words describe them best and teach the class all about themselves.
- Students will design a way to introduce themselves to the class.
- Students will write a class commitment statement together.

**Standards:**

- **Link to Teacher Resources**
- **Grades 3-5**
  - CCSS ELA Literacy Standards:
    - RL.3.1, RL.4.1, RL.5.1
    - RL.3.2, RL.4.2, RL.5.2
    - RL.3.7, RL.4.7, RL.5.7
    - W.3.4, W.4.4, W.5.4
    - SL.3.1, SL.4.1, SL.5.1
  - ELD Standards:
    - ELD.P.3-5.1
    - ELD.P.3-5.2
    - ELD.P.3-5.3
    - ELD.P.3-5.4
    - ELD.P.3-5.5
    - ELD.P.3-5.6

**Link to Student Facing Google Slides:**

- Teachers are encouraged to integrate additional tech tools or modify the lesson activities in meeting the needs of your students.

**Competencies for Culturally Responsive Teaching:**

- Draw on students’ culture and experiences:
- Promote respect for student differences

**Social & Emotional Check-in:**

- (Choose one each day)

**Suggested Timeline:**

- 3-4 Days, 30-45 minutes per session

**Teacher Preparation:**

- Prepare the digital links for the student journal and the Digital Vocabulary Notebook.
- Identify and obtain a copy of a picture book or use [these 36 videos](#) to view videos of the books being read aloud, focused on the importance of names and proper pronunciation of names from the list, or your own choice of text.
- Prepare interactive read aloud questions that fill the needs of the class to offer meaningful and intentional opportunities throughout the read aloud.
- Supply blank name tags for each student and art supplies for the students to be able to make their own name tags.
- Plan a dance for the students to practice saying and learning each other’s names.
- Provide art supplies for students to make self-portraits.
- Provide or request the students to provide hand held mirrors for each student to use.
- Prepare a Pictorial Input and word cards for students to use as they introduce themselves to the class and model how to identify important labels about them they would like their classmates to know and use when describing them. (see page 1) on how to use the Pictorial input strategy.

**LAUNCH**

**Objectives:**

- We will consider the importance of our names.
- We will explore our own names; identify what we like to be called and what we don’t.
- We will share with the class how we prefer to be named.

**Language Support:**

- The teacher will have multiple stopping points with open-ended questions at DLL levels 3 and 4 during the interactive read aloud. Students will discuss these questions with each other using the
Objectives:

● We will define ourselves by identifying labels that are most important to us when describing ourselves.
● We will write a commitment statement together.
What words do I use to describe myself?

What labels, adjectives and names are important to us in naming who we are?

What do I want my class community to know about me?

What words do I want people to use to describe me?
Take Action

Activity #1

I Can Teach You About Me and How to Describe Me!

Male/Female
Chicana/o
Chinese American
Student
Daughter/son
Latino/a
Left-Handed
Immigrant
2nd Generation
White
Black
Asian
Bilingual
Multilingual

Californian
Historian
Scientist
Athletic
Funny
Adopted
You will have 10 minutes to think about the words you use to describe yourself.

Think about the example your teacher just showed you and make a list of all the words that are important to describing the wonderful you.

List your top 5-10 words.
With your self-portrait and words you have chosen, you will choose a creative way to introduce yourself to the class.

Have another creative idea? Check with your teacher.
Grade Span 6-12
Lesson 3: Working Together

Essential Question:

How does defining and embracing my self-identity impact my learning community and me?
• Create a **Family Tree** (using Google Draw or Google Slides) by interviewing family members, and researching your family history.
  
  • **Highlight any family member who was/is a part of the community as an employee/helper/volunteer.**

• Select 2 community members to research. Highlight their contribution to your community.

• **Share findings by writing an essay (2-3 paragraphs long).**
Alicia’s Family Tree

- Dolores (Mother-Deceased)
- Refugio (Father)
- Josefina (Step-Mother)
- Enrique (Brother)
- Beatriz (Sister)
- Alicia
- Sofia (Sister)
Ivannia Soto
Family Tree

Blanca Estela Artavia
Mother

Ivannia Soto
Daughter

Rodrigo Soto
Father

Magdalena (Nena) Vargas
Maternal Grandmother

Miguel Artavia
Maternal Grandfather

Cleddy Ramos
Paternal Grandmother

Rodrigo Soto
Paternal Grandfather

Santa Clara County
Office of Education
Ma Bernadette Salgarino Family Tree

- Anunciacion Lamire (deceased)
  - Mother
  - Sister

- Gregorio Bautista (deceased)
  - Father
  - Brother

- Eufracia Lucas (deceased)
  - Brother

- Benito Andres (deceased)
  - Brother

Bernadette Andres-Salgarino

Rebecca Andres-Guarin

Joseph Andres, Jr.

Jay Gregorio Andres

Jeric Andres
My Vocabulary Journal

Created by: Type Name here.

Maternal Grandfather
Sentence Frames for Family Tree Interview

“My name is ______ and I am ______ in my family.”

“My maternal grandparents’ names are _____ and _____. ”

“My paternal grandparents’ names are _____ and _____. ”

“My parents’ names are _______ and ________.”

“A family member who was/is a part of the community is ______ because____.”
Highlight any family member who was/is a part of the community as an employee/helper/volunteer.

_______, who is my ______(relationship to student) is part of the community as ______. ______(name of family member )__ is so important to my community because ____________________.

One important action __(family member)__ took to improve my community was ______________________________________.

Another important thing ___(family member)__ did for my community is ________________________________________.

I appreciate my __(family member)__ because _____________.


Tips for Implementing the Lessons in Distance Learning
Tips for Teaching the Lessons

- Create your schedule and select the appropriate activities
- Determine how you will share the students’ journals or assignments with other students
- Integrate ed tech tools in your district’s learning management system or your own repertoire
Sharing Student Resources

LESSON 1: SELF-IDENTITY

EXPLORE

Draw Your Self-Portrait

Directions:
- Look at yourself in the mirror.
- What do you see?
- What color is your hair? Skin? Eyes?

Using the ruler to help you discover what you look like, click on the box to create a self-portrait of the wonderful you! You may watch this video to learn how to see Google Draw. You only need to watch from minute 1:50 to minute 9:31.

LAUNCH

Launch Option 2: Scavenger Hunt

Look for at least ten things in each of the following categories. Then discuss and write about these areas, using the sentence frame below each category.
- "Sentence frame: "Something that makes me happy... because..."
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- "Sentence frame: "Something that makes me happy... because..."
Sharing Student Resources

Make a Copy for Each Student
Self-Identity: Maximizing My Potential

Technology
Examples from K-2
How are you feeling today?

- excited
- happy
- worried
- angry
- tired
- sad
Flipgrid Option

*Teachers: To access the Flipgrid template, please make sure that you are first logged into Flipgrid.

Tutorial video for teachers:
Lesson 1: Self-Identity
Seesaw Option

Student Instructions

My Name, My Identity

1. Tap the Add response button.
2. Tap the tool to take a selfie.
3. Label or draw your name.
4. Introduce yourself and share a story about your name.
5. Tap the to add to your portfolio.

Tutorial videos for teachers:

- How to Copy the Activity to Your Library
- How to Add Your Own Example

English Language Arts, Social Emotional Learning, Writing, 8th, 7th, 6th
Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire
What can we do if someone forgets or mispronounces our name?
If someone forgets or mispronounces a name, we can __________.

1.
When we can agree on the ideas that will help our class stay safe, happy and healthy, it will go into a contract that we all sign.
Features of the Online Course
Blended Learning

This image is from an [ICT in Language Learning blog post](https://ictinlanguagelearning.com/blog/post).
How can educators develop culturally and linguistically sustaining instructional practices while teaching the importance of name and self-identity?
Online Course Outline

Module 1: Reflecting on My Cultural Lens
- My Name, My Identity Introduction
- Understand Myself First
- The Danger of a Single Story
- Process and Reflect on My Learning

Module 2: Developing Culturally and Linguistically Sustaining Pedagogy
- Understand Culturally and Linguistically Sustaining Pedagogy
- Exploring Educator and Student Competencies
- The California English Learners Roadmap
- Lesson Module Instructional Framework Introduction
Online Course Outline

Module 3: Introduction to Blended Learning
- Blended Learning: The Basics
- Setting Students Up for Success
- Planning Communication and Setting Expectations
- Community and Digital Citizenship

Module 4: Putting Your Learning into Practice
- Tech Tools: Considerations
- Key Tech Tools
- Build Your Plan

Module 5: Resources
Resources to Support Learning
Sample Resources for Each Grade Span

Teacher Resources Module Overview

Lesson Plan 1: Self-Identity
Lesson 1: Self-Identity Student Facing Google Slides

Lesson Plan 2: Me and My Community
Lesson 2: Me and My Community Student Facing Google Slides

Lesson Plan 3: Working Together
Lesson 3: Working Together Student Facing Google Slides

Lesson Plan 4: Reflecting on My Learning
Lesson 4: Reflecting on My Learning Google Slides

Student Packet
Q & A
To register for the online course, visit:

Thank you in different languages.