Culturally & Linguistically Sustaining Instruction through My Name, My Identity

AUGUST 13, 2020
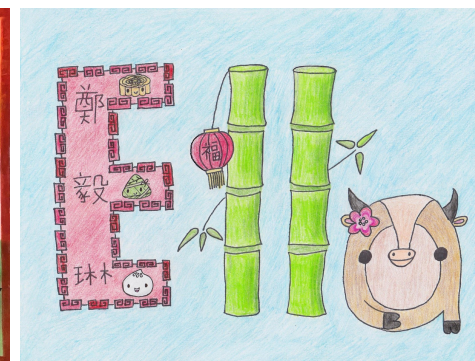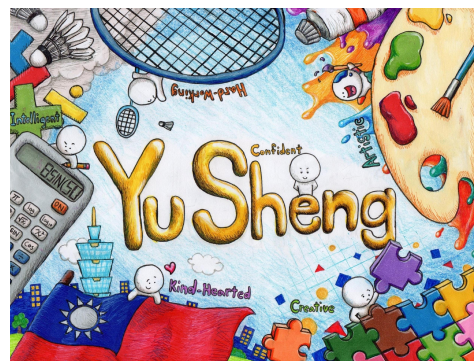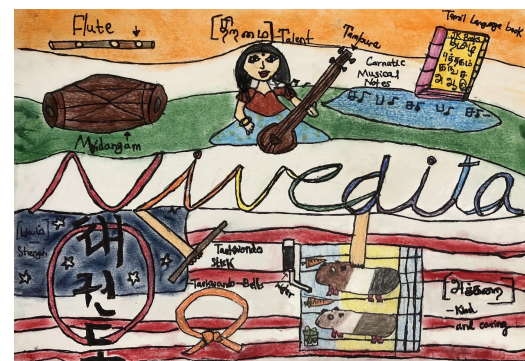
Webinar Protocol

- 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

Agenda

10:00 - 10:02	Logistics, Share Agenda
10:02 - 10:10	Welcome: Dr. Mary Ann Dewan and Dr. Santiago Wood
10:10 - 10:20	Introduce the Research-based Instructional Framework for Lesson Design
10:20 - 11:00	Unpack Sample Lessons
11:00 - 11:10	Tips for Implementing the Lessons in Distance Learning
11:10 - 11:20	Features of the Online Course
11:20 - 11:30	Q & A

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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.

...which in turn will...

...that will impact...

AIM

DRIVER
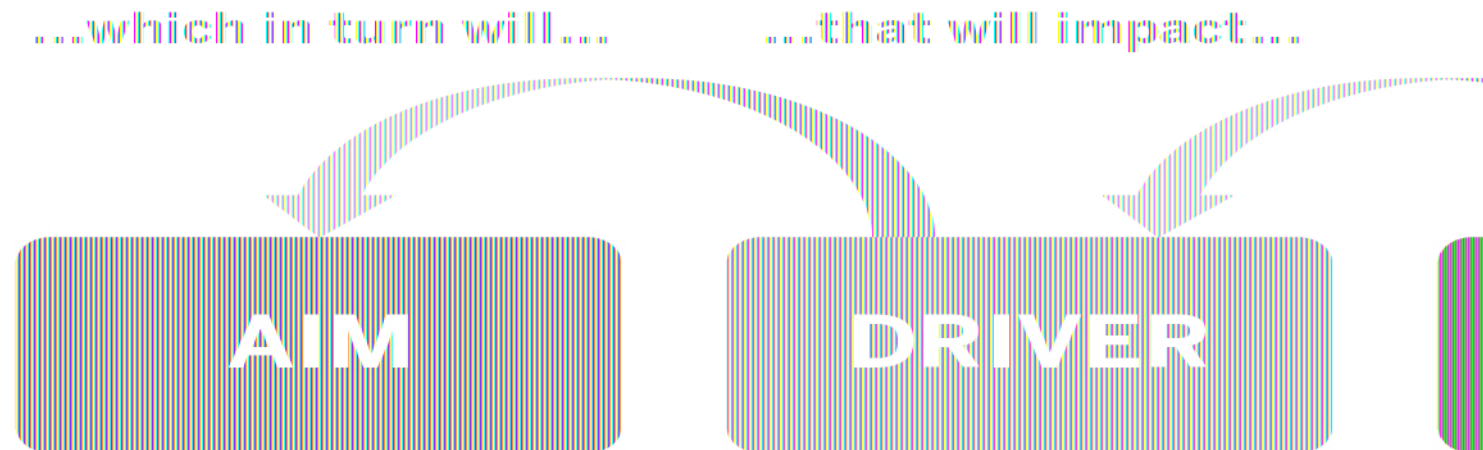
OUR WORKING DEFINITION:
Culturally & Linguistically Sustaining Pedagogy

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

Standards-based (content and ELD)	Social-Emotional Learning (SEL wheel)
Culturally Sustaining (3 of 8 CRT Competencies)	Linguistically Sustaining (Explicit Language Support)

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

Lesson 1
SELF-IDENTITY

Lesson 2
ME AND MY COMMUNITY

Lesson 3
WORKING TOGETHER

Lesson 4
REFLECTING ON MY LEARNING

LAUNCH

EXPLORE

TAKE ACTION

REFLECT

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

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my name my identity · A DECLARATION OF SELF

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 is 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:	ELD Standards:
RL.3.1, RL.4.1, RL.5.1	ELD.PI.3-5.1
RL.3.2, RL.4.2, RL.5.2	ELD.PI.3-5.2
RL.3.7, RL.4.7, RL.5.7	ELD.PI.3-5.5
W3.4, W4.4, W5.4	ELD.PI.3-5.9
SL.3.1, SL.4.1, SL.5.1	ELD.PI.3-5.10

SL.3.2, SL.4.2, SL.5.2	ELD.PI.3-5.12
SL.3.3, SL.4.3, SL.5.3	ELD.PII.3-5.3
SL.3.6, SL.4.6, SL.5.6	ELD.PII.3-5.4
	ELD.PII.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 experience 🤝
- Promote respect for student differences 🤝

Social & Emotional Check-in: (Choose one each day)

Suggested Timeline: 3-4 Days, 30-45 minutes per session

choose activities that match your students' needs

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 links to videos of the books being read aloud, focused on the importance of names and proper pronunciation of names from this list, or your own choice of text.
- Prepare interactive read aloud questions that fit 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 game 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. Video 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 DOK levels 3 and 4 during the interactive read aloud. Students will discuss these questions with each other using the

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Objectives:

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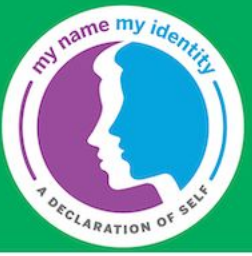
What words do I use to describe myself?

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?

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

Male/Female

Chicana/o

Chinese American

Student

Daughter/son

Californian

Historian   Scientist

Athletic

Funny

Adopted

Latino/a   Left-Handed   Immigrant   2nd Generation

White   Black   Asian   Bilingual   Multilingual

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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.

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Take Action

Activity #2

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.

Present Live   or   Create a Video
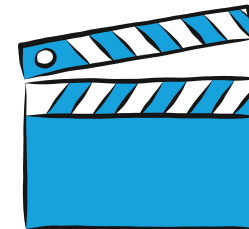
Grade Span 6-12
Lesson 3: Working Together

Essential Question:

How does defining and embracing my self-identity impact my learning community and me?

Take Action

Directions

- Create a <u>Family Tree</u> (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).**

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Take Action

Family Tree
Template

**Alicia's
Family Tree**

Dolores (Mother-Deceased)	Refugio (Father)	Josefina (Step-Mother)

Enrique (Brother)	Beatriz (Sister)	Alicia	Sofia (Sister)

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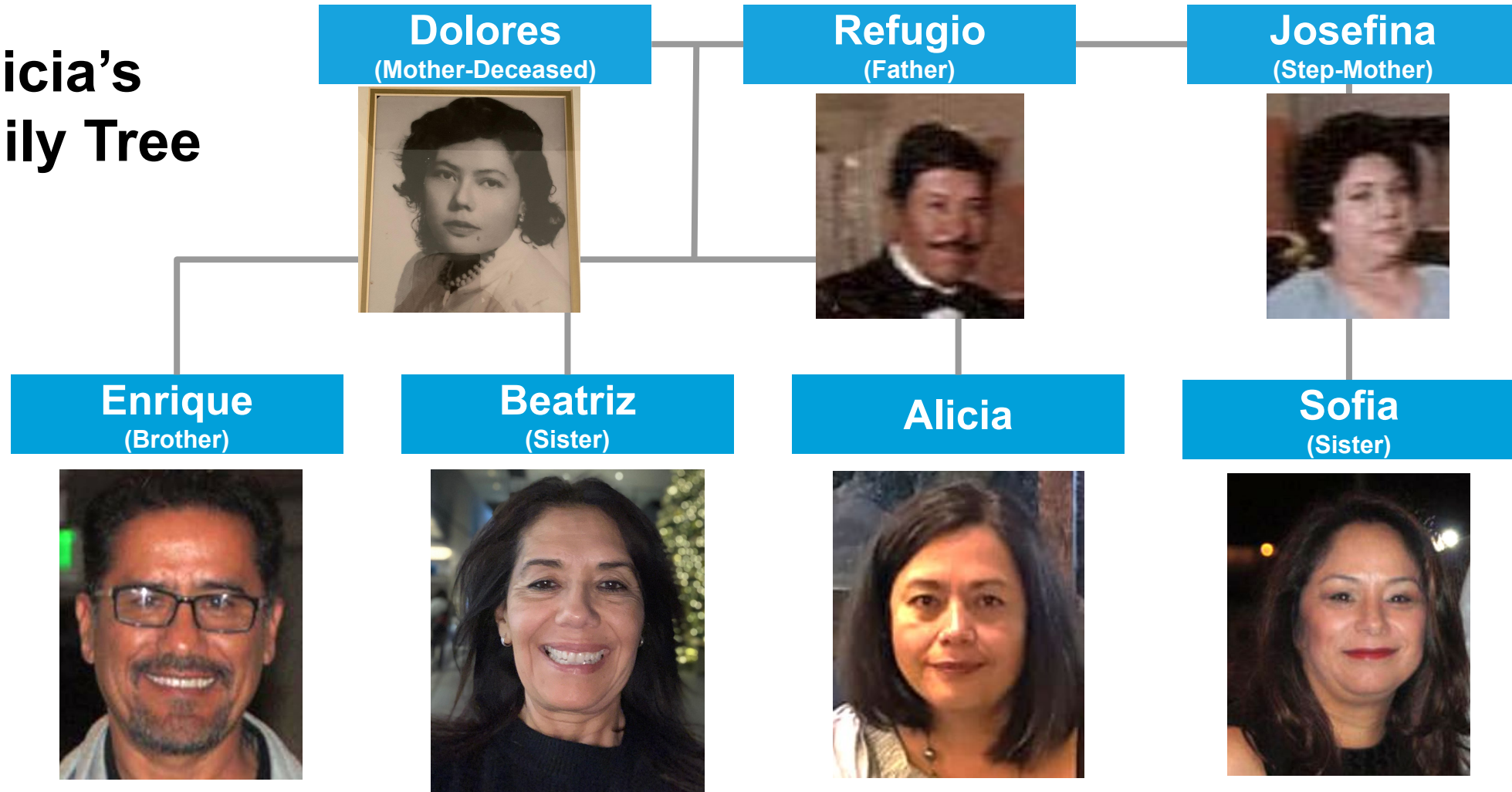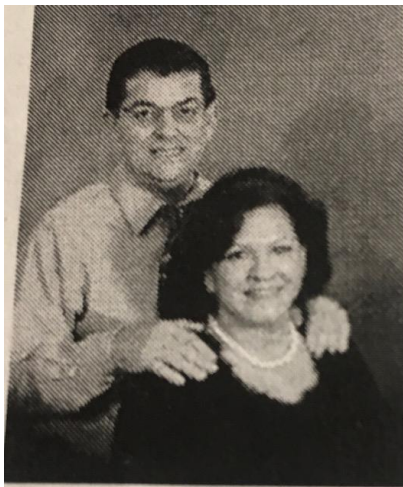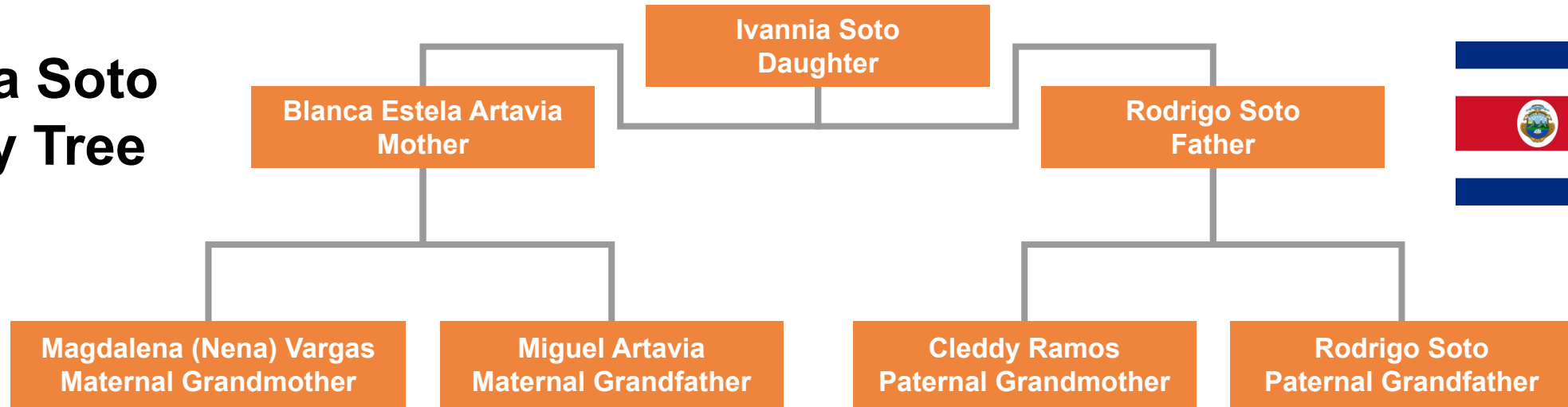
Take Action

Family Tree Template

Ma Bernadette Salgarino Family Tree

Anunciacion Lamire — Maternal grandmother (deceased)	**Gregorio Bautista** — Maternal grandfather (deceased)
Eufracia Lucas — Paternal grandmother (deceased)	**Benito Andres** — Paternal grandfather (deceased)

Benedicta Bautista-Andres
Mother

Joseph Andres
Father (deceased)

Bernadette Andres-Salgarino

Rebecca Andres-Guarin
Sister

Joseph Andres, Jr.
Brother

Jay Gregorio Andres
Brother

Jeric Andres
Brother

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Click here to go to your Digital Vocabulary Notebook

My Vocabulary Journal

Created by:
Type Name here.

Maternal Grandfather
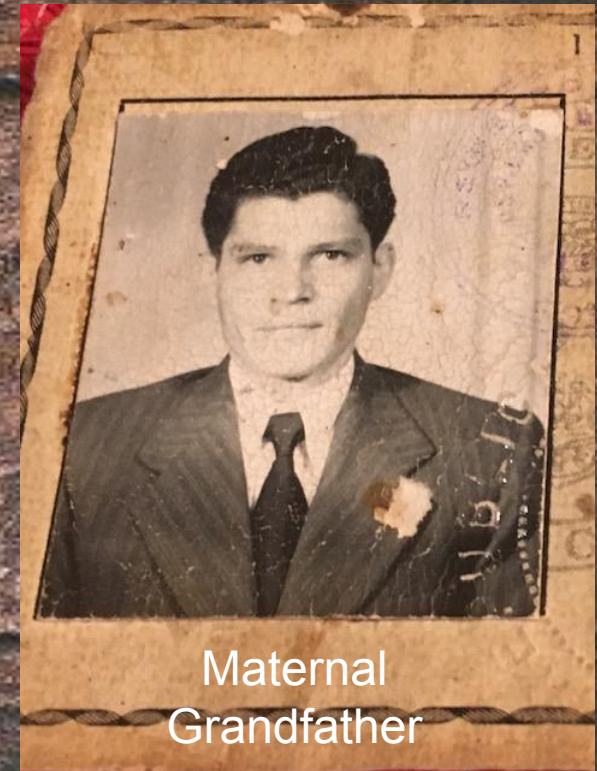
Take Action

Formal Definition:

Type definition in this box.

In your own words:

Type definition in your own words.

Picture:

Insert picture here.

Synonyms:

List here.

Back to Vocabulary Cover

Type Vocabulary Word Here

Antonyms:

List here.

Examples:

Type examples in this box.

Roots:

Type Greek and Latin Roots here.

Insert drawing here.

Drawing:

Part of Speech:

List all parts of speech that apply.

Sentence:

Type your own sentence applying knowledge of the vocabulary word.

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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_____."

Take Action

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 _____.

Q & A
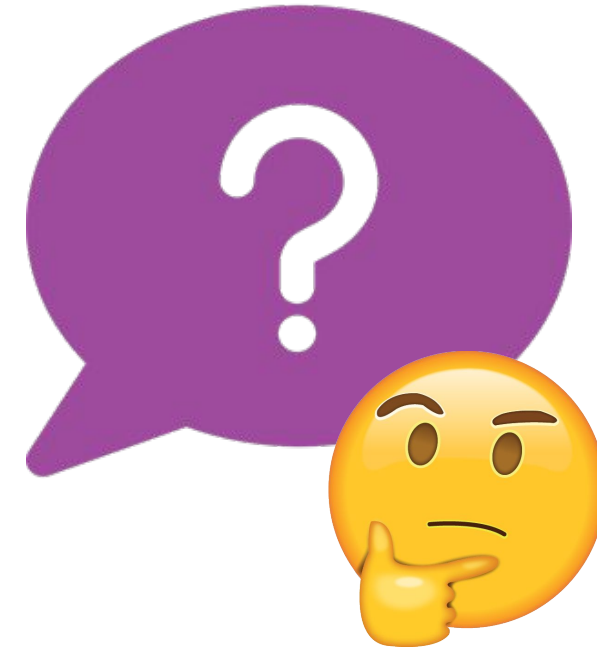
Tips for Implementing the Lessons in Distance Learning

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

Sharing Student Resources

Make a Copy for Each Student

Check-In

How are you feeling today?

| excited | happy | worried | angry | tired | sad |

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FLIPGRID.

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

Tutorial video for teachers:
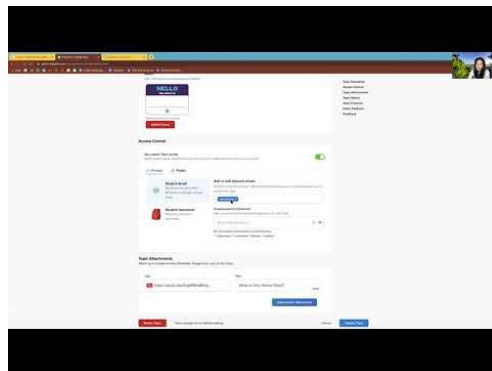
HELLO my name is

My Name, My Identity

Tap the green plus below to open the Flipgrid Camera. Then, record a short video and...

👋 Say *Hello* and introduce yourself.
🤩 Share at least one of the following:
- Your name story
- A fun fact about your name
- Different names that you like to go by

😎 Genevieve_Pacada

▶ What is Your Name Story?

Audience
All / Everyone

Subject
Beyond the Classroom / Community

Saved to	Engagement	Used
0 collections	4 minutes and 56 seconds	7

Integration Notes

This activity is based on the *My Name, My Identity* campaign. "By pronouncing students' names correctly, you can foster a sense of belonging and build positive relationships in the classroom, which are crucial for healthy social, psychological, and educational outcomes." It is important that we take the time to learn our students' names and value them as part of who they are as an individual.

Save   Share   Add Topic

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Seesaw

Genevieve Pacada

Student Instructions

My Name, My Identity

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

▶ Play Instructions

🏷️ English Language Arts, Social Emotional Learning, Writing, 8th, 7th, 6th

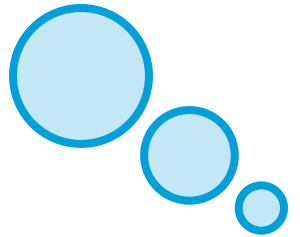🖥️ Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Assign...

Tutorial videos for teachers:
- How to Copy the Activity to Your Library
- How to Add Your Own Example

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What can we do if someone forgets or mispronounces our name?

If someone forgets or mispronounces a name, we can _____.

1.
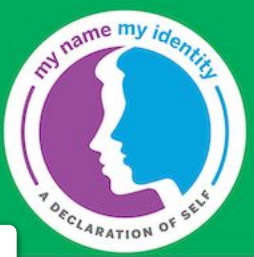
When we can agree on the ideas that will help our class stay safe, happy and healthy, it will go into a **contract** that we all **sign**.

Class Contract

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We, the Students of _____ class have agreed to the follo

❓ If someone forgets or mispronounces a name, we can _____

👍 If someone says something that we really like, we can _____.

😖 If someone says something that offends or confuses us, we can _____.

😊 If someone has an idea and does not feel comfortable sharing, they can _____.

🙌 If we want to make sure everyone has a chance to participate, we can _____.

😢😡 If something makes us feel really sad or angry, we can _____.

❤️ To show respect, even if we disagree, we can _____.

💔😞 If someone feels disrespected because of the way they look, we can _____.

This is the contract we created together in order to keep our class feel safe, happy and healthy.

CONTRACT

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Features of the Online Course

Blended Learning
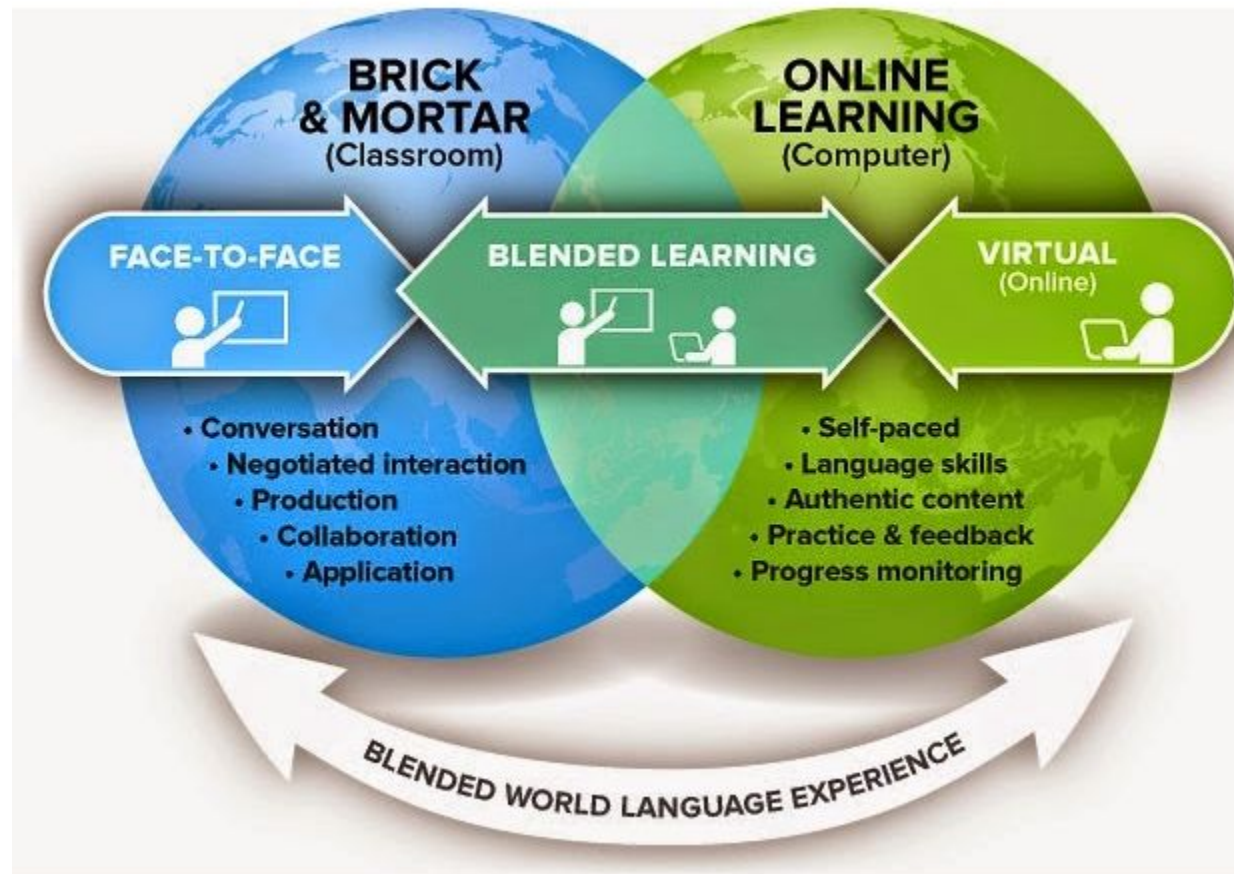
This image is from an ICT in Language Learning blog post.

Online Course: Essential Question

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

@KSmithSchool

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:

https://sccoe.catalog.instructure.com/courses/culturally-linguistically-sustaining-instruction-through-my-name-my-identity