Creating a Multilingual and Multicultural Landscape: A Masterpiece for Achievement of Language Learners
Before This Presentation Begins

EMSA (The Elgin Math and Science Academy) is a K-4 Charter school that is in its second year of operation. EMSA accepts all students in the U-46 communities through a lottery system. EMSA is not a part of the U-46 school district. We are known as a school of the Illinois Charter School Commission.

We are an Expeditionary Learning School that supports helping students find the “Wow and Wonder” in Learning.
Students come from the majority of the U-46 communities, which covers 90 square miles. The communities that our students live in include, but are not limited to: Elgin, South Elgin, Bartlett, Streamwood, Hanover Park, Hoffman Estates, etc.

Close to half our students this school year qualified for free and reduced lunch.

2019 FAST FACTS. Community & Diversity

- **13 languages** represented in our student population.
- **21%** of students are **English Learners**.
- **12%** of students receive **Special Education Services**.
- **3%** homeless student population.
- **47%** of students qualify for **free & reduced lunch**.
Learning Target

- I can understand the needs of a **multilingual** and **multicultural** school landscape in order to support students that are **linguistically** and **culturally** diverse and build their **skills** and **capacity** to be ready for **rigor**.
Case Study:

You received a student in your KG classroom. She is a US born and raised child. Her mother is a newer immigrant who is a dominant speaker of her native language. Her mother still struggles with English. Her father is US born and his dominant language is English.

The student speaks and comprehends the native language. Her social English is very strong. English is her dominant language. She does mispronounce sounds and words at times. She also may confuse vocabulary and even uses native language words to substitute.

Her cousin is in her classroom. She cannot stop talking to him. She struggles with circle time and sitting. Sometimes, she walks out of the room to her sister’s class. She also is easily distracted.
1) What are your instincts and assumptions about this student?
2) What would be your plan of action to support her?
3) What do you predict her future will be like?
This Child...Was...Me
What did my third grade teacher do differently than others to support me socially?

- Learned about my culture and family
- Asked me to speak about my culture and family in non-threatening settings
- Built a relationship with me
- Learned phrases in Arabic
- Acknowledged Ramadan
- Used my need to socialize and be the center of attention as an asset.
How did she support me academically?

- Interesting content was brought into our classroom
- Hands on projects that I cared about
- Emphasized vocabulary
- Used visuals and realia to support my understanding of content
- Small group instruction
- Supported my mom in supporting me
Why?
Diving into Cultural Responsiveness

Culturally responsive teaching is not just about motivating disengaged students. It's about rebuilding trust with them through a learning partnership, using that rapport and trust to get permission from students to push them into their zone of proximal development. When students are in their ZPD, the brain responds by growing more neurons and dendrites - brainpower. With more brain power and cognitive routines they are able to do more rigorous work and build their background knowledge and deepen understanding.

In a nutshell, culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn't on motivation but on improving their brainpower and information processing skills. Motivation is only a small part of it. - Zaretta Hammond, 2015 Education Week Teacher
What does this all mean?

Let’s dive into it!
Let’s Focus On This Sentence

In a nutshell, culturally responsive teaching and learning is about helping culturally and linguistically diverse students who have been marginalized in schools build their skills and capacity to do rigorous work.
Let’s Deconstruct

In a nutshell,/
culturally responsive teaching/
is about helping culturally and linguistically diverse students/
who have been marginalized in schools/
build their skills and capacity/
to do rigorous work.
Let’s reconstruct it...

What does this all mean?
To you...

In a nutshell, culturally responsive teaching and learning is______________________________.
Multilingual Learners at EMSA- 2020

- In an entity of 260 students, 70 are classified as Multilingual Learners.
- Spanish is the number one language.
- Polish is our number two language.
- Gujarati is our number three language.
- 13 languages are spoken by students in our program.
- 17 languages are spoken school wide.
Program Vision

The Multilingual Learners Program will create a crew experience for students in English Language Proficiency Support (ELPS) and Bilingual Programs that provides them with equitable access to the curriculum in an EL Education school while promoting their cultural and linguistic identities.
Program Mission

Students in the Multilingual Learners Program will be able to:

- Have support based on their unique needs to equitably access an EL education school’s curriculum.
- Flourish in an environment with a growth mindset that cultivates them for college and career readiness.
- Experience an environment of “wow and wonder” while honoring linguistic and cultural identities.
- Engage in self-discovery and have a forum to express and communicate it in multiple linguistic mediums.
- Feel empowered and heard in a diverse crew.
- Participate in, lead and advocate for a Better World in their communities.
- Have families consistently engaged in the school community and be supported by the entire crew.
Multilingual Learner Programming at EMSA- 2020

- Bilingual Services- Part Time and Full Time Options for Spanish Speakers

- ELPS (English Language Proficiency Support)

- Majority of Services are Co-Taught in the General Education Classroom
The MPAC (Multilingual Parent Advisory Crew)

- Made of parents of students in TPI and TBE programs
- Meetings five times a year
- Discusses program structure
- Informs parents about rights
- Discusses Title III funding
- ACCESS testing
- Supporting students at home
- Supports EMSA outreach
- Works on School wide cultural events
- Membership of 25 families
How does this all support achievement?

EL Education Three Dimensions of Student Achievement:

- Mastery of Knowledge and Skills
- High Quality- Student Work
- Character
Why are these dimensions essential for painting a landscape that supports language learners?

- These dimensions support a growth mindset in the building of language and content learning.
- Student-centeredness is key when painting the landscape.
- There is a focus on rigor for building capacity and skills for all learners.
- We are focused on educating the whole child as a language learning community.
Mastery of Knowledge and Skills (MKS)

- EMSA’s academic goal is that 50% of all students in the Multilingual Program will meet their growth targets in ELA and Math on the NWEA MAP assessment in the Spring of 2020.
- Students partake in the EL Education K-5 ELA curriculum with support from the Multilingual team.
- For mathematics, students learn through the use of the Eureka math curriculum with support from the team depending on their programming needs.
- These subjects are supported in Spanish for students who need Spanish support.
Mastery of Knowledge and Skills (MKS)

- Student engaged assessment
- Student driven WIDA “Can Do” based goal set quarterly with collaborative conversations about skills and a push towards growth.
- Students brainstorm strategies with the Multilingual team on how to improve their speaking, listening, reading and writing.
- Student support is catered towards these goals.
Mastery of Knowledge and Skills (MKS)

Supporting Spanish ELA standards when appropriate

Frontloading and Supporting Module Content with Native Language Texts

Translanguaging

Using EL Education English Language Learner Supports
Mastery of Knowledge and Skills (MKS)

Strategy:

*Learning Targets With Student Friendly Language*

- Unpacked Standard
- Many times one is a combination content and learning objective
- Can be written or unpacked in Spanish at times
Mastery of Knowledge and Skills (MKS)

Strategy:

Language Dives

- Students partake in these after close reading a text multiple times.
- Use to support reading comprehension, vocabulary knowledge, sentence structure, and writing.
- Done 3-5 times weekly depending on needs of the students.
- Supported by the 2012 research from Lily Wong Fillmore titled, *Juicy Sentences.*
Mastery of Knowledge and Skills (MKS)

Strategy:

Language Dives

All the birdwatchers are angry and upset, but others think it is the right thing to do.
Mastery of Knowledge and Skills (MKS)

Strategy:

Chunk Walls
Mastery of Knowledge and Skills (MKS)

Strategy:  
Painted Essay

- The painted essay was developed by Diana Leddy, a Vermont elementary teacher. It was based on the idea that students are visual learners, and need a very clear visual model of what informational writing actually looks like as a whole, complete chunk.
- Scaffolded from grades one and up in EL Education K-5 curriculum.

*We paint the model, we identify the pieces of the model, we plan, then we write...*
Mastery of Knowledge and Skills (MKS)

Strategy:

Painted Essay
Mastery of Knowledge and Skills (MKS)

Strategy:

Interactive Word Walls
Mastery of Knowledge and Skills (MKS)

Strategy:

Usage of Visuals in Instruction
Mastery of Knowledge and Skills (MKS)

Engaging Students With Our Natural Environment for Literacy Instruction
Character

- 4 Habits of Scholarship:
  Respect, Responsibility, Courage, Creativity

- Schoolwide Norms

- Classroom Crew (Daily) and Community Crew (Weekly)

- Engaging Protocols that help students engage in discussion

- Give Multilingual Students Equitable Voice and an Inclusive Community
Crew

Our Class Norms

1. I can listen to the teacher.
   Puedo escuchar a la maestra.

2. I can help my friends.
   Puedo ayudar a mis amigos.

3. I can keep my hands to myself.
   Puedo controlar mis manos.

4. I can follow directions.
   Puedo seguir instrucciones.

5. I can respect myself, others, and the environment.
   Puedo respetarme, a mis amigos y al medioambiente.

6. I can work hard and push through.
   Puedo trabajar duro y perseverar.

7. I can make myself and others proud.
   Puedo estar orgulloso de mí y hacer que otros lo estén.
Engaging Protocols that Support Interaction:

- Strategies that Engage Students in Literacy Practices
- Strategies that help students participate in discussion
- Strategies that support checking for understanding
Character

Cheers:

● We celebrate success
● Learning with joy
● We created multilingual cheers
Character

Celebrating Our Differences:

Pieces of Me

Culture Crew- In Class and Weekly

Teaching Tolerance: Mix It Up Day
Pieces of Me
Sharing Our Cultures With the Community-
Elgin I-Fest
Mix It Up!
High Quality Work

- Takes time to produce
- Supporting the preparation of students for life
- Concept from Science and Engineering
- Design Thinking
- The idea that ALL students can produce high quality work with guidance and support
- Multilingual Learners working to their highest capacity
Celebrations of Learning

- Happen quarterly for all students
- Sharing between grade levels
- Annual school wide celebration in June
Language Learner Showcase

- MPAC family night where students discuss language goals with parents
- Two times a year
- Celebrating High Quality Work in English and Home Language
Displaying High Quality Work

- Museum Like Displays
- Documentation Panels - Shows process
- Learning Targets Displayed - Bilingual
Thought Partnering With Our Staff

**Building Level**
- Self Assessment on Strategies for Culturally Responsive Teaching and Learning
- Thought-Partnership Form on Culturally Responsive Teaching and Learning Strategies
- Learning Walks related to Culturally Responsive Teaching and Learning

**Network Level**
- Monthly PD and Coaching from EL education
Painting the Landscape

- Cultural responsiveness is key and it’s deeper than having a multicultural potluck and some books on a shelf. It’s also not a box that you check.
- It takes time. You really have to have people marinate in the “why”.
- You may not realize it now, but your landscape can really change a life.
Learning Target: Check for Understanding

Can we understand the needs of a multilingual and multicultural school landscape in order to support students that are linguistically and culturally diverse and build their skills and capacity to be ready for rigor?