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Micaela Craig
Linfield College

Alyssa Carano
Linfield College

Criselda Lopez
Linfield College

Tanika Finch
Linfield College

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Engaging elementary English learner students' families and backgrounds within a standards-based curriculum

By:
Micaela Craig,
Alyssa Carano,
Criselda Lopez,
and Tanika Finch

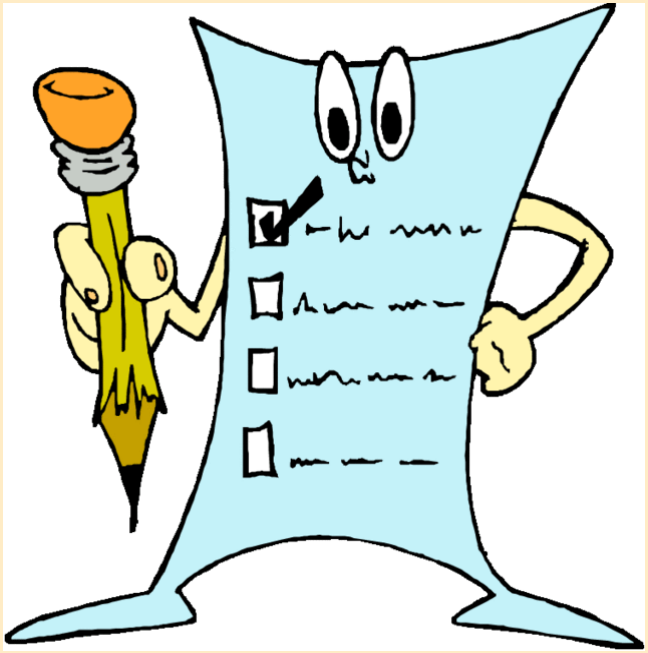
"While one tenth of white students leave high school without a diploma, one fourth of african american , one third of latino, and two thirds of immigrant students drop out of school"

(Suarez-Orozco & Suarez-Orosco, 2001)

What information and experiences do student teachers need to know about English language learners, families, cultures, and communities to best meet their educational goals?

Where are the places in the Common Core State Standards (CCSS) to build upon student's families, cultures and communities?

Surveys



Funds of Knowledge

"Those historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being"

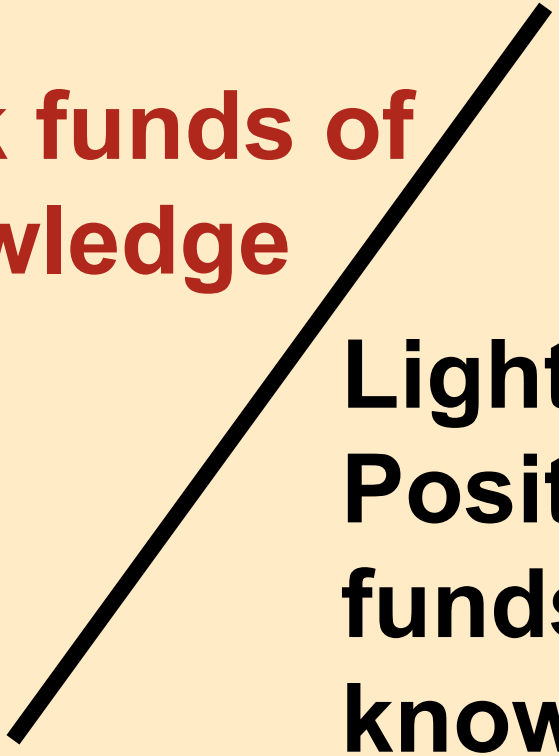
(Moll, 2011).

Funds
of Knowledge

and what ends up happening...

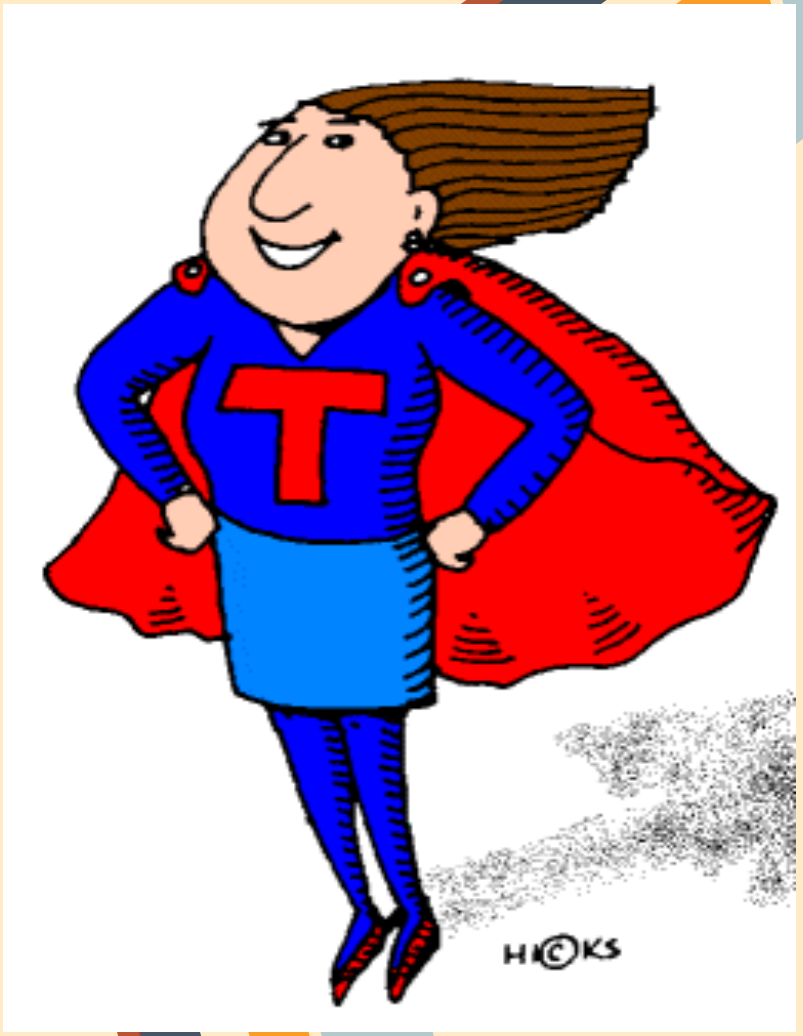
Where do we draw the line between negative funds of knowledge and positive funds of knowledge?

Dark funds of knowledge



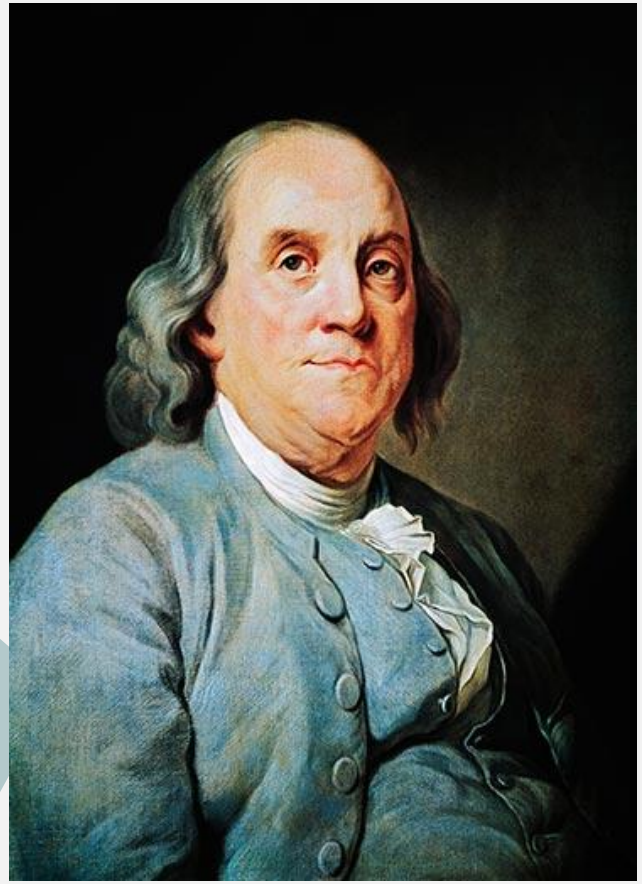
Light or Positive funds of knowledge

It becomes the duty of the teacher to bravely and creatively find the positives within the student's funds of knowledge.



The academic success of English language learners relies on a community as a whole.

Funds of Knowledge



"Tell me and I forget,

teach me and I may remember,

involve me and I learn"

-Benjamin Franklin

Questions We Still Have

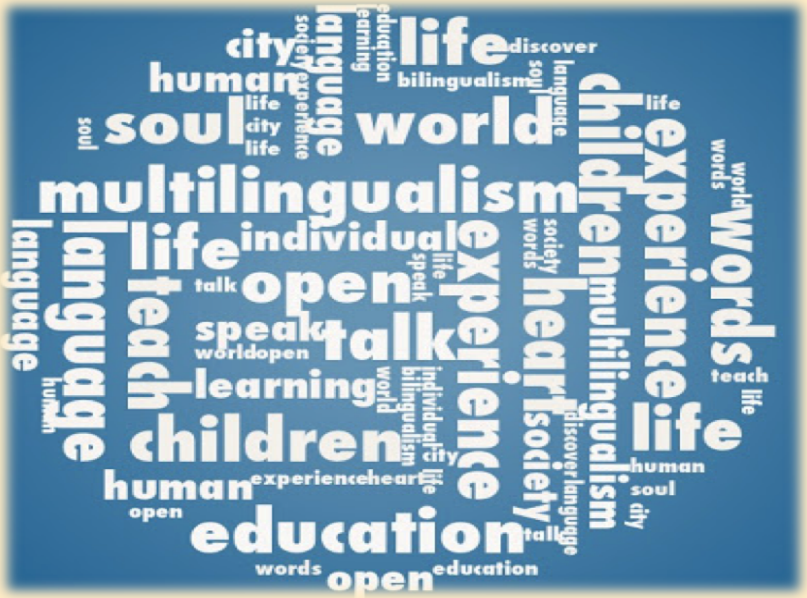
- How can we incorporate the ideas and thoughts of El students and families into our research and how teachers implement these perspectives into the goals of ELL students and their families?

- Generalizing students culture and background can be hard to avoid. In what ways do teachers find out about students backgrounds?

The Common Core State Standards

Big Idea:

"The limits of my language are the limits of my world." ~ Ludwig Wittgenstein



Focus Questions

- How can the CCSS change from "one size fits all" to incorporate student's unique abilities and backgrounds?
- How can student's rich sociocultural backgrounds be incorporated?

What are the Common Core State Standards?

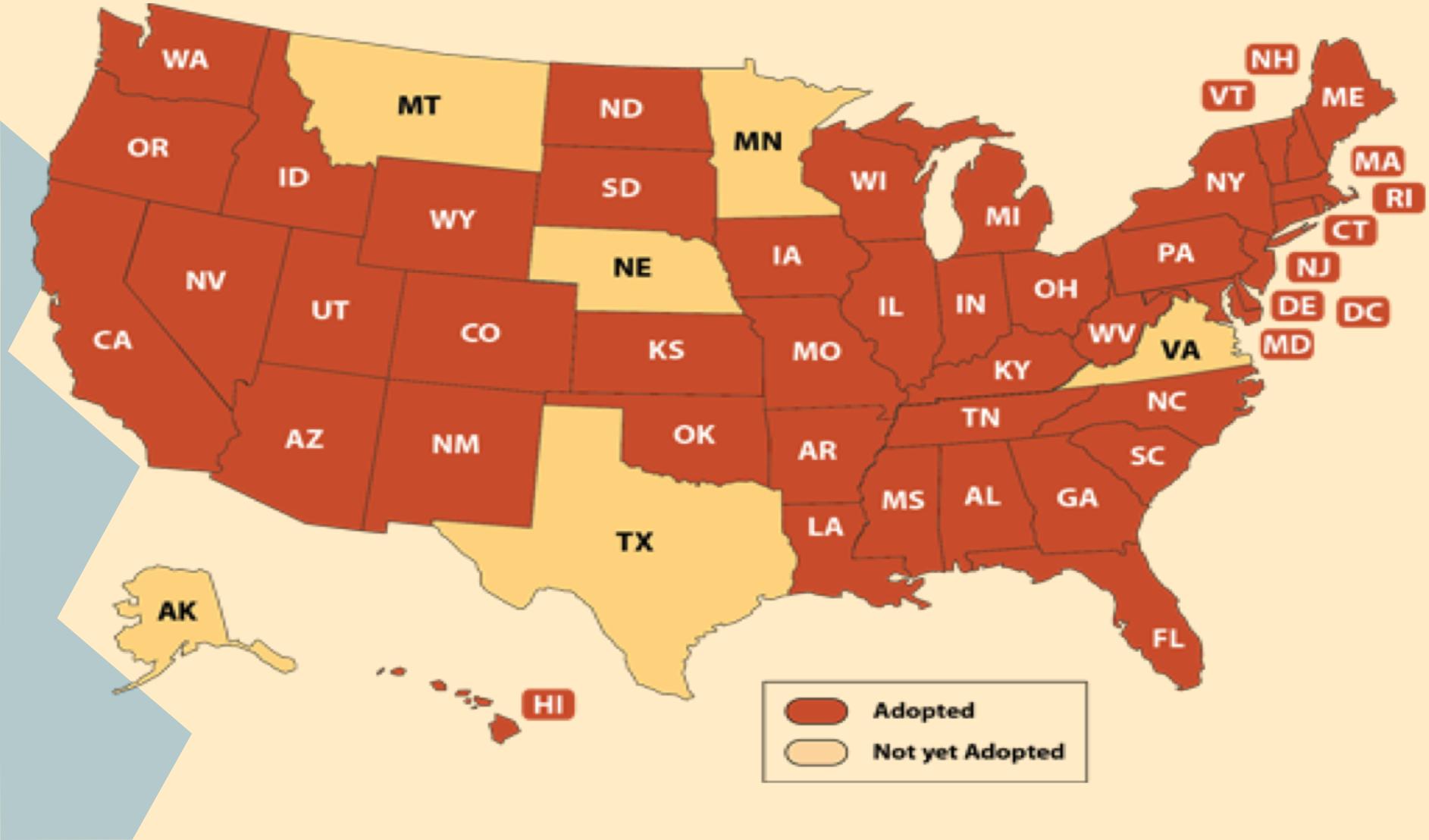
- They define the define the knowledge and skills in **English, language arts**, and **mathematics** that students need for success in **college and career** upon high school education

- ***2014***- *fully implemented*

- Before they were fully created, many states adopted them because of they didn't want to miss **needed funding**

- *Some states are **arguing** that the Common Core should be removed*

States that have Adopted the Common Core



What is wrong with them?

Nearly **one fourth** of *all schools* in the United States are **not** meeting the standards that are expected

How are students evaluated using the CCSS?

- **S**marter **B**alanced **A**ssessment **C**onsortium- SBACC
- **P**artnership for **A**ssessment of **R**eadiness for **C**ollege and **C**areer- PARCC
- Modifications for all students?
- "Teaching to the test"
- ELL assessment stresses and misclassifications caused by inaccurate testing

Incorporating Backgrounds

- Sociocultural backgrounds + Cognitive learning
- *Teacher training*
- L_1 + L_2 = Bilingualism; bilingualism = more proficiency in English in the long run
- *Pre-Kindergarten for all students*

What do you think?

On a scale of 1-5,

if you were currently an elementary, middle, or high school student who spoke English as a second language, how **comfortable** would you feel about the *Common Core State Standards*?

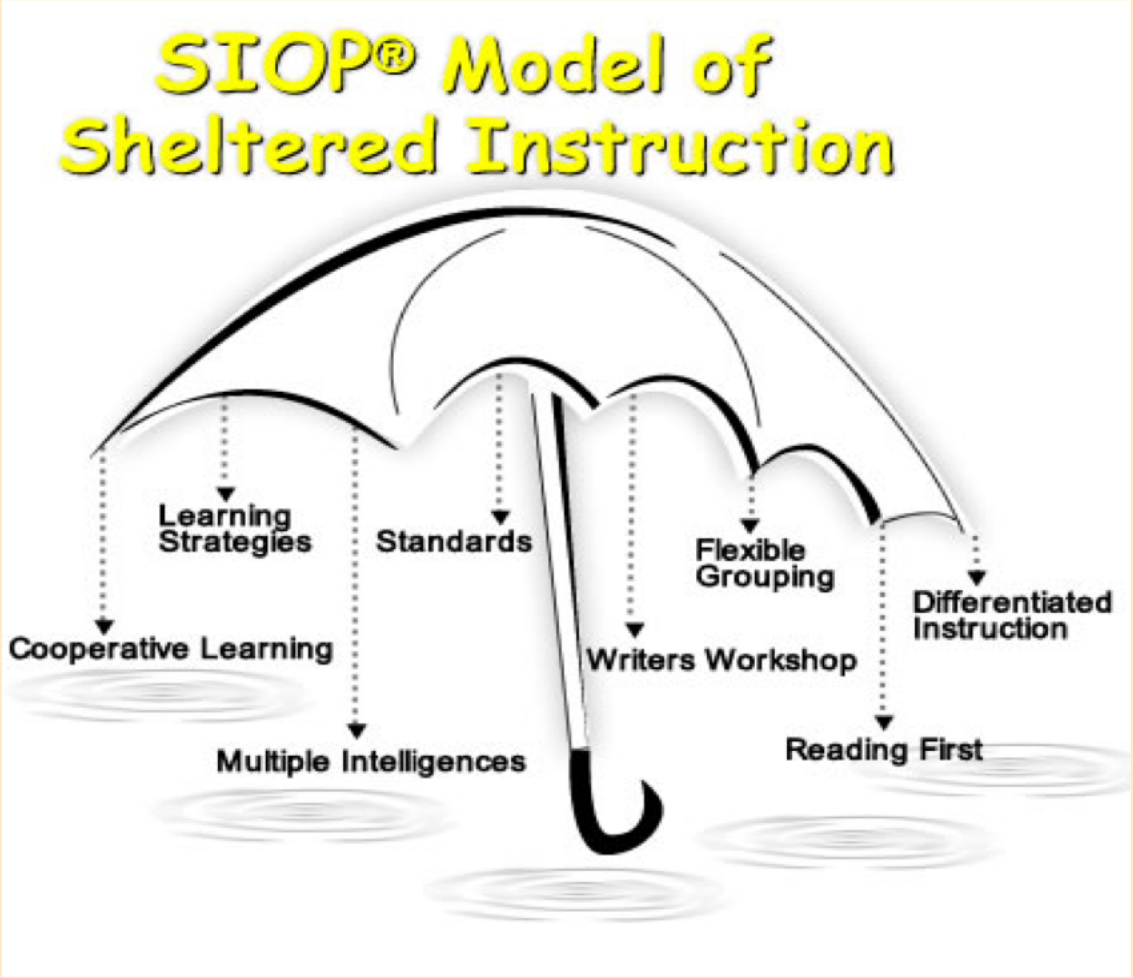
Please show your number with your fingers when you are ready :)

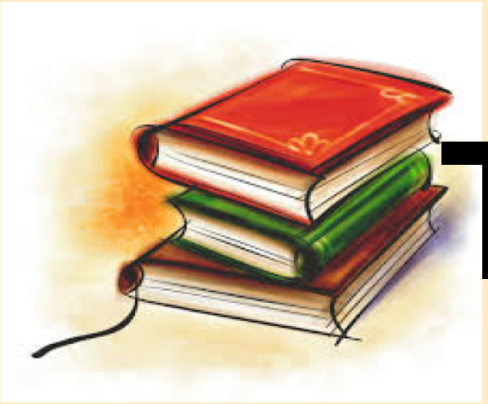
Questions We Still Have

- How do teachers incorporate the Common Core State Standards without “teaching to the test”?
- Where do the Common Core State Standards incorporate student’s unique abilities and backgrounds?

SIOP Model

Sheltered Immersion Observation Protocol





Theory

- SIOP is a teaching model or framework that generally refers to a core subject such as math, science, or history along with academic language development.

Research and Methods

- SIOP attention to language development, high teacher implementation, and practices influence stronger academic performance and English language proficiency while improving content teaching

(Short, Echevarría, & Richards-Tutor, 2011).

Practice & Applications

Teacher Strategies

- Pre Reading Activities
- Vocabulary
- Read Alouds
- Communicative Pre-Reading
- Questioning Method
- Providing background information
- Utilizing students first language
- Scaffolding

Collaboration

- "It takes an entire community in order to support the needs of ELLs"

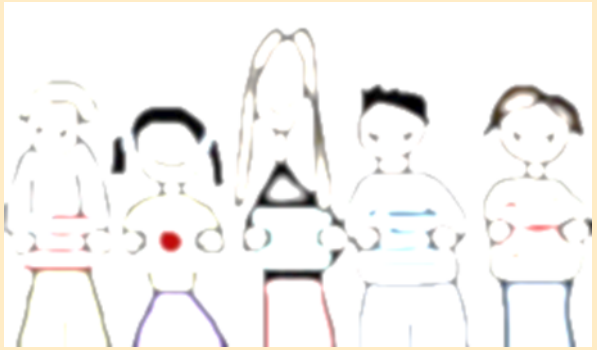
SIOP Overview

Turn to a neighbor and explain Sheltered Immersion Operations Protocol in your own words!

Questions We Still Have

- Every method has its limitations and strengths, what are the current and most popular methods' limitations and strengths?
- How do schools get the support they need to create high implementing teachers, and how do they determine that when the focus of the standards has changed?

Deficit Approach Theory



"language barrier"

"cultural limitations"

"cultural discrepancies"

T=TEACHER

- *ELL (English Language Learner)*
- *LEP (Limited English Proficiency)*
- *Culturally and linguistically diverse*
- *English as a second language*
- *Language minority*
- *Far below basic, Below basic, Basic,*

RESEARCH

More than double the

Amount of ELL students in special education

Compared to a 61% increase of ELL students,

And they have only regressed in their progress

As a consequence

(Clarke, 2011, p. 733-734)

"If all that is reinforced in our lives are deficits, it is likely that we will have deficit identities"

~Hattam and Prosser (2008)

What we do know …

Practice/Collaboration

- *SIOP and funds of knowledge must be interweaved with deficit thinking research*

- *"[Respect] [students'] background knowledge & experience and [build] on students' linguistic, cultural and cognitive 'funds of knowledge' to teach them what they need to achieve success" Dudley-Marley and Lucas (2009)*

What we do know …
Practice/Collaboration

- *Elicit student connections from outside world*

- *Acknowledge dominant culture while valuing students' cultures*

- *Discontinue labels of students*

Questions We Still Have

- How can we ensure that teachers do not place upon students a deficit discourse? What kind of teacher development/ accountability would help teachers?

- There are light and dark funds of knowledge (the latter based on a deficit approach). How do teachers respond to perceived dark funds of knowledge?

All of the Questions We Still Have

- How do teachers incorporate the Common Core State Standards without “teaching to the test”?
- Where do the Common Core State Standards incorporate student’s unique abilities and backgrounds?
- Every method has its limitations and strengths, what are the current and most popular methods’ limitations and strengths?
- How do schools get the support they need to create high implementing teachers, and how do they determine that when the focus of the standards has changed?
- How can we incorporate the ideas and thoughts of El students and families into our research and how teachers implement these perspectives into the goals of ELL students and their families?
- Generalizing students culture and background can be hard to avoid. In what ways do teachers find out about students backgrounds?
- How can we ensure that teachers do not place upon students a deficit discourse? What kind of teacher development/ accountability would help teachers?
- There are light and dark funds of knowledge (the latter based on a deficit approach). How do teachers respond to perceived dark funds of knowledge?

Questions You Still Have ?

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