BEST PRACTICES TO IMPROVE ENGLISH LANGUAGE ACQUISITION FOR HIGH

SCHOOL EL STUDENTS WHO HAVE EXPERIENCED TRAUMA

by

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PROJECT SUMMARY

Research Question

The research question of this capstone project was: *what best practices can be used for high school EL students who have been impacted by trauma to build their English language acquisition?*

Project Description

This capstone project of a professional development workshop series was created to provide information to high school staff to help them serve their EL students. It was the intention that after completing these staff development workshops, all staff would have a better understanding of EL students and how traumatic events could potentially impact their second language acquisition, as well as to provide strategies for helping those students with their English language acquisition.

This project was designed as a multi-session staff professional development (PD) series addressing the findings of the capstone question: *what best practices can be used for high school EL students who have been impacted by trauma to build their English language acquisition?* This PD series will begin at the start of the school year and continue throughout the year. The last PD session will occur toward the end of the school year. Each session will have a different focus and outcome. The PD sessions will be divided into four large-group sessions throughout the year, as well as small group check-in sessions scheduled in between the four main sessions. The first large group session will provide an introduction to EL student demographics and language acquisition. The second session will focus on understanding trauma and its impact on the brain and healthy development. The third session will aim to make connections between the

previous two sessions and understand how trauma can affect language development. Additionally, this session will concentrate on best practices for working with EL students who have experienced traumatic situations. The fourth session will offer a conclusion to the PD series and reflect on what staff have learned throughout the year, what strategies they have tried, successes and challenges in working with EL students, and an action plan. In the fourth session staff will also complete a post-learning survey and provide feedback on the effectiveness of the PD series project. Each large group session will have content delivered via a Google Slides presentation and will include time for collaborative learning and reflection. Large group sessions one through three will be scheduled for two hours each, while session four will be scheduled for one hour.

Small group sessions will also be offered between the large group sessions. Ideally, the small group sessions would be a space for staff to check-in with each other to discuss the PD information, as well as their successes and challenges in the classroom. These small group sessions could occur during the monthly collaborative team meetings that all departments participate in at my school. Each small group session will have guided self-reflection questions for staff to follow and last for approximately 45 minutes.

Participants and Setting

The multi-session PD series is designed for all high school staff, including teachers, support staff, and administrators. Even though all staff members may not work directly with EL students, it is crucial that they are aware of this growing student population. Furthermore, all staff need to understand that EL students are everyone's students, not only the responsibility of the EL teachers. This PD series was created specifically for the suburban-area high school where

I work and using the students I work with as a guide, however, the PD could be adapted and presented to most middle and high schools in the metropolitan area.

Assessment

Prior to beginning this multi-session professional development (PD) series, all staff members take a pre-learning survey which asks them about their knowledge of language and trauma concepts and attitudes toward EL students. After completing the PD series, staff take the survey again as a post-learning survey to identify and record their learning from the sessions. After the sessions, staff also complete a final reflection to provide feedback and assess the effectiveness of the PD sessions. The results of the survey will be shared with other EL staff to determine how the EL department can best support high school staff and the EL student population's language needs.

The guiding question of this capstone project was *what best practices can be used for high school EL students who have been impacted by trauma to build their English language acquisition?* This project has attempted to answer that question through the creation of a professional development workshop series. Through the PD series staff are introduced to best practices for working with high school EL students who have experienced trauma. It was the intention that if teachers implement various best practices throughout the school year, EL students would be likely to be more successful in the classroom and increase their English proficiency.

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Session One: Who are My EL Students and Introduction to Language Acquisition

Session 1: Introduction to EL Students & Language Acquisition

Hannah Sundermeyer, EL Teacher

Agenda

1. Welcome & Overview of PD Series
2. Review Pre-Learning Survey
3. "What I Didn't Know" video activity
4. Student Voices activity
5. EL Student Demographics & activity

BREAK

6. First & Second Language Acquisition

BREAK

7. WIDA Introduction & activity
8. Closing

About your presenter

- One of four EL teachers at this school
- Worked here since 2019
- Co-teach English content classes (English 9, English 10, English 11 & Career Writing)
- Fluent in Spanish, which has allowed me to get to know some of our LatinX EL students better
- Masters in Teaching from Hamline University in 2022

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Overview of PD Series

- ➤ **August**: PD #1
- ➤ September: Small Group Reflection Session
- ➤ October: Small Group Reflection Session
- ➤ **November**: PD #2
- ➤ December: Small Group Reflection Session
- ➤ January: Small Group Reflection Session
- ➤ **February**: PD #3
- ➤ March: Small Group Reflection Session
- ➤ April: Small Group Reflection Session
- ➤ **May**: PD #4

Learning Targets

By the end of this session, participants will be able to:

- understand the unique stories that EL students carry with them, and how this can impact their schooling
- locate important information about EL students
- compare and contrast first and second language acquisition
- recognize EL students' varying abilities by creating a Can-Do descriptor chart

Pre-Learning Survey

Grounding ourselves for today's work

In order to ground yourself and to be ready for today's work, please take 5 minutes to review your responses to the Pre-Learning Survey you completed.

You can find your Google Form response in your email inbox.

"What I Didn't Know"

There are many things we don't know about our students.

In this TEDx Talk video, Hamline University Professor Michelle Benegas shares her thoughts and reflections on what she didn't know about her students as a new teacher.

Video

TEDx Talks (2014)

"What I Didn't Know"

As you watch the video, think about:

- How would you have reacted in a similar situation?
- Has there been a time when you didn't know something about a student that was detrimental to their learning or social emotional wellness?

After watching, reflect on these questions by yourself or with a group of colleagues.

Student Voices

Over the years, the EL department has heard many diverse student stories.

These personal experiences cover many topics and highlight just how much we don't know about our students lived experiences.

Some similarly unique student experiences are captured in Benegas and Stolpestad's (2020) critical incidents activity.

Student Voices

Individually or with a group of colleagues, read through the critical incidents handout.

Then, discuss with your colleagues:

- What do you notice about the incidents?
- How could those experiences affect students' daily school life?
- After reading these stories, what can we do differently to ensure EL students succeed in our classrooms?

Benegas & Stolpestad, 2020

EL Student Demographics

EL Terminology

An English Learner (EL) student is defined as "a student who is in the process of attaining proficiency in English as a new, additional language" (Wright, 2015, p. 1).

- **LTEL (long-term English learner)**: a student who has been classified as EL and in the EL program for 5 years without attaining English proficiency
- **RAEL (recently arrived English learner)**: a student who has been enrolled in a U.S. school for less than 12 months; also referred to as Newcomer
- **SLIFE (students with limited or interrupted formal education)**: a student who meets three of the five requirements:
  - "comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
 - enters school in the United States after grade 6;
  - has at least two years less schooling than the English learner's peers;
  - functions at least two years below expected grade level in reading and mathematics; and,
  - may be preliterate in the English learner's native language."

Minnesota Department of Education (2021, pgs 3-4)

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Nationwide in the U.S.

Percentage of Students Enrolled in K–12 Who Are English Learners: School Year 2017–18

During school year (SY) 2017–18, over 5 million English learners (ELs) were enrolled in U.S. schools in grades K–12. Four states had an EL population that was above 12% of total student enrollment; California had the highest percentage, with over 20% of K–12 students classified as ELs.

U.S. Department of Education, Office of English Language Acquisition (2021)

Top Home Languages in the U.S.

Table 1. Number and percentage distribution of English language learner (ELL) students in public schools and number of ELL students as a percentage of total public school enrollment, by the 10 most commonly reported home languages of ELL students: Fall 2018

Home language	Number of ELL students	Percentage distribution of ELL students	Number of ELL students as a percent of total enrollment
Spanish, Castilian	3,777,826	75.2	7.7
Arabic	135,870	2.7	0.3
Chinese	102,834	2.0	0.2
English	98,521	2.0	0.2
Vietnamese	76,517	1.5	0.2
Somali	40,115	0.8	0.1
Russian	38,227	0.8	0.1
Portuguese	37,935	0.7	0.1
Haitian, Haitian Creole	32,833	0.7	0.1
Hmong	31,336	0.6	0.1

National Center for Education Statistics (2021)

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Statewide in Minnesota

EL Enrollment Growth in Minnesota

Figure 6. Total PreK-12 and English Learner Enrollment in Minnesota Public Schools, 2016-2020

Identified English Learners have continued to rise at a faster rate than total enrollment

Source: Minnesota Department of Education 2016-2020 Fall EL Enrollment

Minnesota Department of Education (2021, pg 13)

Top Languages Spoken in Minnesota

Figure 10. Minnesota's Top 12 Languages Other than English

Most primary home languages have seen an increase in student counts

Remember, just because a student speaks another language at home doesn't mean the student is EL.
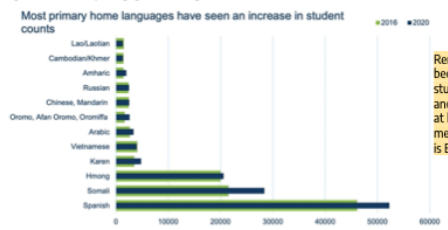
Source: Minnesota Department of Education, Data Reports and Analytics

Minnesota Department of Education (2021, pg 16)

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EL Enrollment by Grade in Minnesota

Figure 7. Distribution of K-12 Students Identified as ELs Enrolled in Minnesota Public Schools by Grade, 2019-2020

More students are identified as English learners in the lower grades

Grade	Count
KG	8054
01	8136
02	8410
03	8067
04	7598
05	5721
06	4488
07	4263
08	4145
09	4460
10	3966
11	3546
12	4164
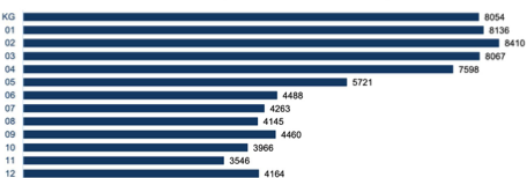
Source: Minnesota Department of Education 2019-2020 Fall EL Enrollment

Minnesota Department of Education (2021, pg 14)

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Dual Enrollment: EL and Special Education

Figure 14. Distribution of ELs and all students with Disabilities, 2020

2020 Students Receiving Special Education Services
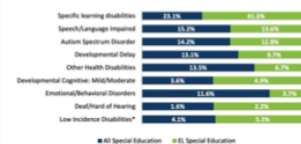
Minnesota Department of Education (2021, pg 19)

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EL Student Graduation Rates

Figure 15. Comparison of English Learners' and All Students' 4-Year Graduation Rate

English learners are more likely to take more than four years to graduate or drop out
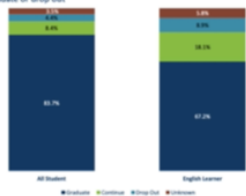
Source: Minnesota Report Card August 2020

Minnesota Department of Education (2021, pg 20)

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Locally at our high school

2022 Total Student Enrollment
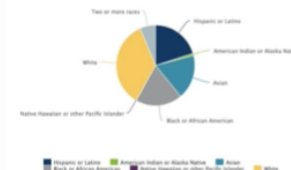
Minnesota Report Card (n.d.)

2022 EL Enrollment

Minnesota Report Card (n.d.)

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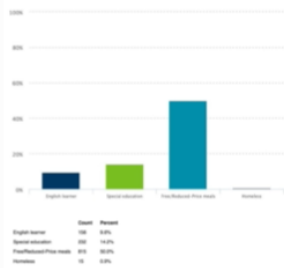
2019 WIDA Language Levels at Our School

Minnesota Report Card (n.d.)

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Graduation Rates

4-Year Graduation Rate
Note: The statewide goal for 2020 is that 90% of students graduate within four years with no student group below 85%.
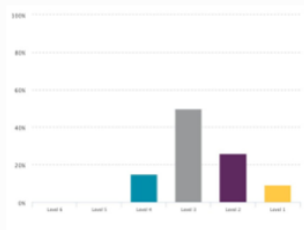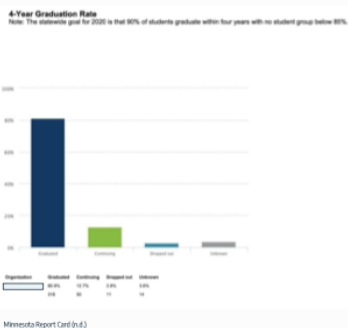
Minnesota Report Card (n.d.)   25

Activity 1

In this activity you will find out more information about your EL students.

1. Go to Infinite Campus and open your class roster.
2. Look for a flag next to any of your students. Hover over the flag to see if a student is EL. Make a note on your roster of which students are EL.

🚩 EL

👥 Interpreter Needed for Family Communication

3. Click on each EL student and go to the Summary page.
   a. Check to see if there is an Interpreter Needed flag.
   b. Scroll down to the bottom to find the language code number. Make a note of their home language using this language guide (choose MARSS Manual Appendix D).
4. Repeat for all of your courses.

Remember, just because a student has an Interpreter Needed flag doesn't mean the student is EL.

Activity 1
Reflection

- What did you notice about your students during this activity?
- What are you still wondering about?

Break time

Introduction to Language Acquisition

Warm Up

Reflect on these questions and share your thoughts with a few colleagues:

- Have you learned another language as an adult?
  - What was the learning process like for you?
  - Were you successful in acquiring a new language? Why or why not?
- If you can remember back to learning your first language, was the process of learning a second language similar or different, and how so?
- What do you think could make learning a new language easier?

Language acquisition describes how languages are learned, either consciously or unconsciously through processes and meaning-making.
(Lightbown & Spada, 2017)

Language Acquisition Terms

First, or native, language acquisition refers to the language that is learned first in development.

Second, or multiple, language acquisition refers to the second, third, etc. language that is learned.

(Hummel, 2014)

Similarities in First and Second Language Acquisition

When acquiring a first or second language, learners:

- require sufficient exposure to the language and repetition to learn and practice vocabulary and structures
- overgeneralize and apply a linguistic rule in inappropriate contexts, for instance, overgeneralizing the past tense form to say *I hurted my arm*, instead of *I hurt my arm*
- can usually comprehend more language than they can produce

(Hummel, 2014)

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First vs. Second Language: Context for Learning

When learning the first, or native, language, learners:

- typically learn it during early childhood
- learn it in the home or in a caretaking environment and involves child-directed speech and more praise for speech attempts, even when the speech is incorrect
- receive more exposure to language

(Hummel, 2014)

When learning a second, or multiple, language, learners:

- learn it later in life (with the exception of bilingualism)
- learn in an instructional setting, like a classroom and often has less language adaptations
- receive less exposure to target language and exposure is often concentrated on contextual and instructional language

(Hummel, 2014)

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First vs. Second Language: Context for Learning con't

When learning the first, or native, language, learners:

- proceed through developmental stages: oral comprehension, speaking, and reading and writing
- have social expectations that are aligned with their cognitive development

(Hummel, 2014)

When learning a second, or multiple, language, learners:

- proceed through developmental stages: use first language literacy skills for reading and writing, then oral comprehension and speaking
- have higher social expectations and are expected to communicate accurately and carry on adult conversations

(Hummel, 2014)

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Language Influence

- **cross-linguistic influence or transfer**: the influence of the similarities and differences between the first language learned and the second language (Hummel, 2014)
- language transfer depends on multiple factors and varies by learner, and can affect both comprehension and production
  - the proficiency level of the learner
  - literacy in the first language
  - perceived similarity between first and second language (Hummel, 2014)
- cross-linguistic influence can be useful, but it can also make it difficult for learners to notice that the grammatical structures they use are not a language feature used by more proficient speakers (Lightbown & Spada, 2017)

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BICS & CALP

BICS: basic interpersonal communication

- refers to fluency in conversational language
- can typically be acquired within one to two years

(Cummins, 1979)

CALP: cognitive academic language proficiency

- requires students to understand and express school-related concepts and ideas, both orally and in writing
- usually takes about five years or more to acquire

(Cummins, 1979)

EL students may quickly acquire social language skills, but often require further instruction and assistance to attain academic language proficiency.

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Funds of Knowledge

- **Funds of knowledge**: "the body of knowledge, cultural artifacts, and cultural resources that are present in students' homes and communities and can be drawn on as a basis for learning" (Gonzalez, et al., (2005), as cited in Wright, 2015, p. 15)
- nearly everything that students learn at home or in their community can contribute to their funds of knowledge, which they can bring to the classroom when learning about various topics (Moll et al., 1992)
- by incorporating funds of knowledge in the classroom, the unique differences in EL students can be seen as an asset, not a disadvantage

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Activity 2

With a group of colleagues, discuss the following:

1. How are these different types of language (BICS, CALP, funds of knowledge) used or shown in the classroom?
2. What are some potential issues that could arise in the classroom as a result of using multiple types of languages?
3. How can teachers be prepared to solve those issues?

Be ready to share out your answers with the large group.

Activity 2 Reflection

- What did you notice during this activity?
- What are you still wondering about?

Break time

Introduction to WIDA

WIDA

- Created as a result of No Child Left Behind to focus on EL students
- Named for original states participating in the grant (2003): **Wi**sconsin, **D**elaware and **A**rkansas
- Created and implemented first English Language Proficiency Standards in 2004
- Created assessments for EL students, including the Screener Placement and ACCESS tests
- Currently over 41 states participate in WIDA Consortium
- Minnesota became a member of WIDA in 2010

Source: https://wida.wisc.edu/

"WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research and professional learning for educators."

WIDA Mission

University of Wisconsin Board of Regents (2022a, 2022b)   43

University of Wisconsin Board of Regents (2022b)

Proficiency Levels

- Proficiency Level Descriptors provide a guide to view language acquisition and proficiency in all domains (reading, writing, speaking, listening) - even though language proficiency is not linear or the same for all students.

- The Proficiency Level Descriptors describe what an EL student can do when reaching the end of a proficiency level.

- The Proficiency Level Descriptors are not a one-size-fits-all group - students may demonstrate a higher proficiency level in reading than writing, or move fluidly through various proficiency levels.

WIDA (2020, pg 31)   45

Proficiency Level Descriptors

Can be used to:

- help differentiate assignments and assessments (one of multiple tools)
- monitor progress of EL students over a period of time
- support teacher discussions on students' language progress
- share language information with families of EL students

Should not be used as:

- the only tool to categorize EL students
- a way to limit access to rigorous, grade-level materials or lower expectations
- a finite list of what EL students can do

WIDA (2020, pg 34)   46

University of Wisconsin Board of Regents (2016)

University of Wisconsin Board of Regents (2016)

Activity 3

1. Individually, look at your rosters for each class.
2. For each EL student, look up their WIDA scores in Infinite Campus (Assessment > WIDA Access > Look at scores for each language domain). There is no score generated for the Oral Language domain.
3. Write your EL students' names in their appropriate can do descriptor box for each domain.
4. Read through the can do descriptor summaries and reflect on how that could look in your classroom.

Activity 3 Reflection

- What did you notice during this activity?
- What are you still wondering about?

Closing

- Review learning targets
- Review what we learned
- Questions or comments
- Closing activity

Learning Targets Review

By the end of this session, participants will be able to:

- understand the unique stories that EL students carry with them, and how this can impact their schooling
- locate important information about EL students
- compare and contrast first and second language acquisition
- recognize EL students' varying abilities by creating a Can-Do descriptor chart

What we covered today

- What teachers might not know about students and what students want teachers to know
- Important terminology
- EL student demographics (U.S., Minnesota, our school)
- How to find EL student information on Infinite Campus
- First and second language information - similarities and differences
  - BICS, CALP, funds of knowledge
- WIDA and proficiency levels
  - How to identify your EL students and fill out a Can Do Descriptors chart

What questions or comments do you have about what we've learned today?

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Closing Activity

We have covered a lot of information during this PD.

Reflect on what you have learned about our EL student demographics, language acquisition, WIDA, and proficiency levels.

How can you make a purposeful connection to one or more of your EL students before the next PD session (in 3 months)?

Make sure it is something manageable that you can commit to doing - you will share out your experience at the next PD!

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Pre-Learning Survey

A. Knowledge about Language and Trauma Concepts

On a scale from 1 - 5, please rate your understanding of the following concepts.

1 = I do not understand this concept at all, 5 = I understand this concept and could teach it to a colleague.

1. I understand how people learn language.	1	2	3	4	5
2. I understand how people learn a second, third, or fourth language.	1	2	3	4	5
3. I understand how culture influences language learning.	1	2	3	4	5
4. I understand how to modify classroom instruction for EL students.	1	2	3	4	5
5. I understand how to assess the academic abilities of EL students.	1	2	3	4	5
6. I understand how to implement language-specific strategies.	1	2	3	4	5
7. I understand how trauma can impact learning.	1	2	3	4	5
8. I understand how to implement trauma-specific strategies.	1	2	3	4	5

Adapted from Staehr Fenner (2014, p. 37).

B. Attitudes about EL Students

On a scale from 1 - 5, please rate your agreement with the following statements.

1 = I strongly disagree, 5 = I strongly agree

1. I enjoy having EL students in my class.	1 2 3 4 5
2. I create a welcoming environment for all of my students and their home cultures.	1 2 3 4 5
3. I form positive relationships with many of my EL students.	1 2 3 4 5
4. I value the contributions of my EL students.	1 2 3 4 5
5. I feel that having EL students in my class creates more work for me.	1 2 3 4 5
6. I do not feel comfortable communicating with my EL students who do not speak a lot of English.	1 2 3 4 5
7. I do not know how to teach my EL students who do not speak a lot of English.	1 2 3 4 5

<u>Critical Incidents Activity</u>

Critical Incidents in Immigrant Education Activity Sheet

Part I
In small groups, read the following critical incidents and craft a response to each. Each of these incidents has been chosen because they can or did really happen.

1. You have planned an immigration unit that has been received really well by students. As part of this unit, students are writing about the immigrant stories of their families. One of your highest achievers announces to the class that his mom came here from Mexico led by a man named "Coyote," and that she had to hide in the back of a van. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

2. After a new state law was passed, your district is now collecting information on the citizenship status of your students. Your immigrant students have stopped coming to school for fear of being deported. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

3. One of your Hmong students asks to go to the nurse after lunch every Thursday (which happens to be pizza day) and occasionally other days of the week, too. She seems to be not feeling well often enough to cause you concern. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

4. You are in the cafeteria and you hear one of the staff say, "I don't know why all those people had to come here." Before you get a chance to answer, another staff responds with, "It's because we give out social services here like candy. The legislature has made it so anyone can get handouts. It's ridiculous." **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

5. Your Somali high school student is sweating profusely and looks very dizzy. She tells you she has her period. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

6. When teaching a health unit, you ask students to list five of their favorite foods as young children and then list their favorite foods now. A group of Cambodian students in the class does not complete the task and is very upset. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

7. You notice that a group of Latino students consistently wears L.A. Dodgers jerseys and hats to school. When you ask them about the team, they don't appear to know anything about the Dodgers or baseball. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

8. The parent of one of your Somali female students asks you to call home if you see the student without her hijab. **How might you respond? Why would you respond this way?**

9. You have students from countries at war such as Iraq and Afghanistan. The Fourth of July is approaching and you know that there will be a fireworks display in your town. **How might you respond? Why would you respond this way?**

10. Your class is completing a standardized test. They are working on a section about where things belong at home. One question asks:

Where is the most logical place to keep your toothbrush?
   a) In the refrigerator
   b) Near the sink
   c) In the garage
   d) Under the bed

A large number of your ELs choose answer A. **What might be happening here? What are your reasons for thinking this? What are some other possible interpretations? How might you respond? Why would you respond this way?**

WIDA Can-Do Descriptors Name Chart

WIDA — CAN DO DESCRIPTORS BY LANGUAGE DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 9-12

By the end of each of the English language proficiency levels 1-5 English language learners can…

**there is no ceiling for level 6

Language Proficiency Level	READING — Process Recounts by:	READING — Process Explanations by:	READING — Process Arguments by:	WRITING — Recount by:	WRITING — Explain by:	WRITING — Argue by:
Level 1 Entering	• Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events	• Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe phenomena	• Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues	• Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic	• Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena	• Selecting words and phrases to represent points of view • Listing pros and cons of issues
Level 2 Emerging	• Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Locating main ideas in a series of related sentences	• Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describe phenomena	• Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions	• Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Sequencing narratives or informational text using linking words and phrases	• Using transitions and connectors to show causal relationships or procedures • Choosing everyday or technical language to describe phenomena	• Expressing claims with evidence (e.g., "Socialism is a good government system because…") • Listing content-related ideas that represent different points of view on issues
Level 3 Developing	• Recognizing lexical chains that show how characters and ideas are labeled across the text • Identifying detailed descriptions, procedures, and information in paragraphs	• Identifying how language provides clarity and precision in describing topics or phenomena • Summarizing information with diagrams, models, flow charts, or illustrations	• Identifying their purposes and audiences • Evaluating the strength of evidence statements	• Summarizing content-related material • Including important information and related details	• Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures • Integrating headings, introductory statements, and other features to organize text	• Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence
Level 4 Expanding	• Identifying how the authors make language choices and adjusts for audience and purpose • Reflecting on various accounts of a subject told in different media (e.g., print and multimedia)	• Identifying the interdependence of parts of systems (e.g., technical, government, chemical) • Comparing information on phenomena across a variety of multimedia sources	• Identifying persuasive language across content areas • Following the progression of logical reasoning	• Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) • Connecting main points, events, and central ideas to conclusions	• Presenting information objectively by using a neutral tone appropriate to the content area • Integrating images, diagrams, formulas, or charts to describe phenomena	• Evaluating and challenging evidence presented • Creating persuasive essays or reports making adjustments for specific audiences
Level 5 Bridging	• Identifying how text structure supports comprehension and retrieval of information and details • Identifying the central idea or theme and how it is supported by clear descriptions and extended details	• Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms • Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples	• Recognizing multiple perspectives and points of view on any given issue • Identifying evidence of bias and credibility of sources	• Sequencing using language that creates coherence • Organizing information according to content-specific expectations	• Synthesizing information and details about phenomena from a variety of sources • Organizing information and details logically and cohesively	• Organizing information to show logical reasoning • Integrating multiple perspectives and evidence from a variety of sources
Level 6 Reaching	• Analyzing and comparing how authors use language for specific purposes and audiences • Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts	• Recognizing discipline-specific patterns (e.g., orienting the reader, part-whole classification, neutral/authoritative tone) • Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices	• Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions • Identifying the logical connections among claims, counterclaims, reasons, and evidence	• Summarizing content-related notes from lectures or readings • Producing research reports using multiple sources of information	• Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations • Maintaining discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports)	• Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals) • Organizing information logically and coherently to represent contrasting views

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help….

• Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
• Collaborate and engage in instructional conversations about the academic success of language learners in English environments
• Advocate for equitable access to content for language learners based on their level of language proficiency

CAN DO DESCRIPTORS BY LANGUAGE DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 9-12

By the end of each of the English language proficiency levels 1-5 English language learners can...

**there is no ceiling for level 6

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		• Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events	• Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe phenomena	• Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues
Level 2 Emerging		• Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Locating main ideas in a series of related sentences	• Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describe phenomena	• Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions
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WRITING

Students	Recount by:	Explain by:	Argue by:
	• Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic	• Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena	• Selecting words and phrases to represent points of view • Listing pros and cons of issues
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	• Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) • Connecting main points, events, and central ideas to conclusions	• Presenting information objectively by using a neutral tone appropriate to the content area • Integrating images, diagrams, formulas, or charts to describe phenomena	• Evaluating and challenging evidence presented • Creating persuasive essays or reports making adjustments for specific audiences
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	• Summarizing content-related notes from lectures or readings • Producing research reports using multiple sources of information	• Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations • Maintaining discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports)	• Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals) • Organizing information logically and coherently to represent contrasting views

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Generously created for WIDA by **Becky Linderholm**, *Eau Claire Area School District*

Taken from University of Wisconsin Board of Regents, 2016.

Session Two: Introduction to Trauma and Its Influence on Development

Session 2:
Trauma and the Brain

Hannah
Sundermeyer,
EL Teacher

Agenda

1. Welcome & Introduction activity
2. Review last PD session
3. EL student voices activity
4. What is trauma?
5. What are ACEs?
BREAK
6. Trauma's impact on the brain
7. Closing

Learning Targets

By the end of this session, participants will be able to:

- understand the unique experiences that EL students carry with them, and how this can impact their schooling
- identify different types of trauma
- describe how trauma can impact brain development

Overview of PD Series

✓ **August**: PD #1
✓ September: Small Group Reflection Session
✓ October: Small Group Reflection Session
➢ **November**: PD #2
➢ December: Small Group Reflection Session
➢ January: Small Group Reflection Session
➢ **February**: PD #3
➢ March: Small Group Reflection Session
➢ April: Small Group Reflection Session
➢ **May**: PD #4

Review activity from PD #1

Reflect on what your response and action was to this question from PD #1.

How can you make a purposeful connection to one or more of your EL students before the next PD session (in 3 months)?

- Did you succeed in making a connection with one or more of your EL students? Why or why not?
- What did you do / not do?
- What was the experience like for you? How do you think the student(s) felt?
- What are your takeaways from this activity?

Student Voices

Individually or with a group of colleagues, read through the student stories handout.

Then, discuss with your colleagues:

- What do you notice about the stories?
- How could those experiences affect students' daily school life?
- After reading these stories, what can we do differently to ensure EL students succeed in our classrooms?

Student Voices

1. I have a small baby sister that I need to take care of a lot. My older sister just had a baby, and I take care of her too. Sometimes my mom's boyfriend takes care of the babies, but sometimes he forgets about them and then bad things happen to them.
2. When I was living in Mexico, I lived in a bad area. My parents would not let me go outside, so I had to stay inside all day long. It was really dangerous where I lived.
3. One time I was walking home at about ten at night. I walked past the river in my town and I saw a dead body floating in it.
4. There was a lot of violence around my home when I was growing up. I would watch from my window as the forensics teams came to the crime scene. Even though it was scary, it made me really interested in forensics.
5. One day when I was 14 years old I was walking home with my best friend. Then, out of nowhere, someone shot and killed him.
6. To come to the U.S. from my country, I had to ride the "La Bestia" train through Mexico to the U.S. border. The train is filled with other people trying to make it to the U.S. You have to hold on tight, otherwise you could fall off the moving train and get injured or die.
7. I had to leave my mom and dad in my country to come to the U.S. I live with my sister now, but I really miss my parents.

What is trauma?

As we learn about trauma, remember the following:

According to data, nearly two-thirds of children will experience at least one traumatic event by age 16 (Substance Abuse and Mental Health Services Administration, n.d.), while 6 out of 10 men and 5 out of 10 women will experience at least one traumatic event in their lifetime (U.S. Department of Veterans Affairs, n.d.).

What is trauma?

Trauma: a response to a dangerous or frightening event that poses a threat to one's bodily integrity or life

(Gordon, 2011; The National Child Traumatic Stress Network, 2018)

A traumatic event could include:

- violence
- abuse or neglect
- torture
- natural disasters
- war
- accidents or serious illnesses
- refugee resettlement
- and more

(The National Child Traumatic Stress Network, 2018)

What is trauma?

Types of Trauma

- **Acute trauma**: happens after a particularly severe event, such as witnessing violence or experiencing a sudden loss (National Center on Safe Supportive Learning Environments [NCSSLE], as cited in Killian, 2021)
- **Chronic trauma**: happens repeated or prolonged exposure to a traumatic event, such as exposure to war or forced displacement, or prolonged community violence (NCSSLE, as cited in Killian, 2021)
- **Complex trauma**: the result of early childhood exposure to multiple traumatic experiences, often within a caregiver's system, such as prolonged neglect by a caregiver, or a witness to domestic violence (Guarino & Chagnon, 2018)

Types of Trauma

- **Insidious or historical trauma**: stems from a particular group's collective trauma across generations and which is still currently experienced, such as racism or systemic oppression (Guarino & Chagnon, 2018)
- **Secondary or vicarious trauma**: happens when individuals hear about the firsthand traumatic experience of another person (The National Child Traumatic Stress Network, 2018)

What are ACEs?

ACEs

Traumatic events experienced during childhood can be classified as **Adverse Childhood Experiences, or ACEs,** and can leave a myriad of long-lasting effects.

ACEs are "potentially traumatizing experiences that happen to a person whose brain is still developing" (Killian, 2021, slide 5).

ACEs Study

- Original ACEs Study -
  - California, 1995-1997
  - Centers for Disease Control and Prevention and Kaiser Permanente
  - over 17,000 participants
  - provided insight into various types of potentially traumatic events and life experiences (Centers for Disease Control and Prevention [CDC], n.d.).
- Three categories of ACEs:
  - abuse
  - neglect
  - household challenges (CDC, n.d.; Killian, 2021).

ACEs Study

Watch these brief videos to gain a better understanding of the ACEs study.

- Video 1
- Video 2

After watching these videos, turn and talk with a colleague about an interesting fact or new that you learned.

Centers for Disease Control and Prevention (2018b, 2018c)

ACEs Study

- The results found that almost **two-thirds** of the participants had experienced at least one ACE (CDC, n.d.).
- The ACEs study has since been replicated throughout the United States, both nationally and locally (Killian, 2021).

Activity 1

Individually, take the ACEs survey. This is a private activity and you do not need to discuss your results with anyone.

ACEs Quiz

American Society for the Positive Care of Children (n.d.)

Activity 1
Reflection

- What did you notice during this activity?
- How do you think this connects to our students or classrooms?

Break time

Trauma's Impact on the Brain

Trauma's impact on the brain

- The longer or more severe the traumatic event lasts, there is a greater chance for negative impacts on the brain's development (Killian, 2021; Segal & Collin-Vézina, 2019)
- Negative impacts could include:
  - difficulty with emotional regulation
  - increase in fear or anxiety
  - inability to concentrate or focus
  - problems with memory recall
  - trouble processing information (Gordon, 2011; Johnson, 2018)
  - difficulties with learning and participating in school
  - more likely to be misidentified as needing special education (Killian, 2021)

Effects of early traumatic experiences

Watch the following videos for a brief summary of how trauma can impact brain development.

Video 1

Video 2

Centers for Disease Control and Prevention (2018a); UNC School of Social Work Family and Children's Resource Program (2013)

Video Discussion

After watching the videos, turn and talk with a colleague to discuss the following:

- How does this connect to our school and classrooms?
- What are your key takeaways from these videos?

Closing

- Review learning targets
- Review what we learned
- Questions or comments
- Closing activity

Learning Targets Review

By the end of this session, participants will be able to:

- understand the unique experiences that EL students carry with them, and how this can impact their schooling
- identify different types of trauma
- describe how trauma can impact brain development

What we covered today

- What teachers might not know about students' experiences and how they could affect students' schooling
- Different types of trauma
- ACEs study and its relevance
- How trauma can impact the brain's healthy development

What questions or comments do you have about what we've learned today?

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Closing Activity

We have covered a lot of information during this PD.

Reflect and discuss the following with a group of colleagues:

- What are your key takeaways from today's session?
- How will those key takeaways impact your classroom (your own teaching, student activities, student learning, relationships, etc.)

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YouTube. https://www.youtube.com/watch?v=HAqw9eWRSic

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<u>Student Voices Activity</u>

Read the following student stories by yourself or with a group. All of these scenarios are adapted from real events that happened to students at our school.

After reading, discuss with your colleagues:
- What do you notice about the stories?
- How could those experiences affect students' daily school life?
- After reading these stories, what can we do differently to ensure EL students succeed in our classrooms?

1. I have a small baby sister that I need to take care of a lot. My older sister just had a baby, and I take care of her too. Sometimes my mom's boyfriend takes care of the babies, but sometimes he forgets about them and then bad things happen to them.

2. When I was living in Mexico, I lived in a bad area. My parents would not let me go outside, so I had to stay inside all day long. It was really dangerous where I lived.

3. One time I was walking home at about ten at night. I walked past the river in my town and I saw a dead body floating in it.

4. There was a lot of violence around my home when I was growing up. I would watch from my window as the forensics teams came to the crime scene. Even though it was scary, it made me really interested in forensics.

5. One day when I was 14 years old I was walking home with my best friend. Then, out of nowhere, someone shot and killed him.

6. To come to the U.S. from my country, I had to ride the "La Bestia" train through Mexico to the U.S. border. The train is filled with other people trying to make it to the U.S. You have to hold on tight, otherwise you could fall off the moving train and get injured or die.

7. I had to leave my mom and dad in my country to come to the U.S. I live with my sister now, but I really miss my parents.

Session Three: Best Practices for Working with EL Students Who Have Experienced Trauma

Session 3:
Best practices for working with EL students who have experienced trauma

Hannah Sundermeyer, EL Teacher

Agenda

1. Welcome & Introduction activity
2. Review last PD session
3. Trauma review
4. Trauma best practices

BREAK

5. EL best practices
6. Best practices for working with EL students who have experienced trauma
7. Closing

Learning Targets

By the end of this session, participants will be able to:

- discuss best practices for working with students who have experienced trauma
- describe best practices for working with EL students
- select a best practice to use in the classroom

Overview of PD Series

✓ **August**: PD #1
✓ September: Small Group Reflection Session
✓ October: Small Group Reflection Session
✓ **November**: PD #2
✓ December: Small Group Reflection Session
✓ January: Small Group Reflection Session
➢ **February**: PD #3
➢ March: Small Group Reflection Session
➢ April: Small Group Reflection Session
➢ **May**: PD #4

Review closing activity from last PD

Reflect on what your response and action(s) were to this question from PD #2. Then discuss with a colleague.

- What are your key takeaways from session #2?
- How will those key takeaways impact your classroom (your own teaching, student activities, student learning, relationships, etc.)

Individual Reflection

Think about the previous PD sessions and the small monthly sessions and reflect on the following:

- What have been your major learnings or key takeaways?
- What do you do differently in the classroom now?
- How have your interactions with your EL students changed?
- Have you been able to connect with more EL students?
- What would you still like to improve on?

Review: Trauma

What is trauma?

Trauma: a response to a dangerous or frightening event that poses a threat to one's bodily integrity or life; different types of trauma

(Gordon, 2011; The National Child Traumatic Stress Network, 2018)

A traumatic event could include:

- violence
- abuse or neglect
- torture
- natural disasters
- war
- accidents or serious illnesses
- refugee resettlement
- and more

(The National Child Traumatic Stress Network, 2018)

ACEs

Traumatic events experienced during childhood can be classified as **Adverse Childhood Experiences, or ACEs,** and can leave a myriad of long-lasting effects.

ACEs are "potentially traumatizing experiences that happen to a person whose brain is still developing" (Killian, 2021, slide 5).

Trauma's impact on the brain

- The longer or more severe the traumatic event lasts, there is a greater chance for negative impacts on the brain's development (Killian, 2021; Segal & Collin-Vézina, 2019)
- Negative impacts could include:
  - difficulty with emotional regulation
  - increase in fear or anxiety
  - inability to concentrate or focus
  - problems with memory recall
  - trouble processing information (Gordon, 2011; Johnson, 2018)
  - difficulties with learning and participating in school
  - more likely to be misidentified as needing special education (Killian, 2021)

Trauma Best Practices

Schoolwide and classroom approaches

Schools can help alleviate the stress of trauma through culturally responsive schoolwide and classroom approaches.

Trauma-sensitive school: "a safe and supportive community that enables both students and adults to feel safe, build caring relationships with one another, regulate their feelings and behavior, as well as learn" (Alexander & Hinrichs, 2019, p. 86).

- safety
- school community
- positive relationships
- the needs of all students
- regulation
- resiliency (Alexander & Hinrichs, 2019)

1. Safety

- Students need to feel safe at school.
- Physical safety from threats is imperative, since many students have experienced traumatic incidents when they or someone they knew was in physical danger
- Students need to feel emotionally safe to enable learning and take risks in their learning

(Alexander & Hinrichs, 2019)

Safety

Schools can help students feel safe by:

- creating a welcoming community
- helping students foster positive relationships with their peers and staff members

(Alexander & Hinrichs, 2019)

2. Connections, Relationships, and Mindfulness

Positive connections and relationships at school help students to:

- have an example of what positive relationships look like
- build and maintain relationships
- work through conflict resolution
- regulate their emotions, behaviors, and attention

(Alexander & Hinrichs, 2019)

Connections, Relationships, and Mindfulness

- After positive student and staff relationships have been established, staff will be more adept at realizing what each student needs socially, emotionally, or academically (Alexander & Hinrichs, 2019).
- Learning mindfulness activities and practicing them throughout the day is one way to promote regulation (Alexander & Hinrichs, 2019; Johnson, 2018).

Trauma Informed Practice

Watch the following video for a brief introduction to some trauma informed practices.

Video

Edutopia (2021)

Video Discussion

After watching the video, turn and talk with a colleague to discuss the following:

- How does this connect to our school and classrooms?
- What would this look like at our school?
- What are your key takeaways from the video?

Break time

Best Practices for Working with EL Students

Frameworks specific to working with EL students

These frameworks were originally developed for working with SLIFE, but they can be applied to working with all EL students.

1. Culturally Responsive Teaching
2. Intercultural Communication Framework
3. Mutually Adaptive Learning Paradigm

Source: https://pixy.org/4550813/

Culturally Responsive Teaching

Culturally Responsive Teaching (CRT): a humanizing pedagogical framework that aims to increase educators' cultural competence to increase meaningful student achievement (DeCapua, 2016; Newcomer et al., 2020)

True culturally responsive teaching means going beyond the tip of the 'cultural iceberg' and truly getting to know students, their cultural backgrounds, and learning styles and behaviors.

Source: https://openclipart.org/detail/299871/tip-of-the-iceberg
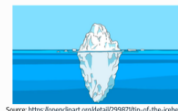
Culturally Responsive Teaching Precepts

1. Educators must become more culturally aware and understand students' cultures on a deeper level
2. Educators need to develop and implement culturally responsive curriculum and strive to include students' funds of knowledge and cultural capital
3. Educators should create a supportive learning community where SLIFE and EL feel supported and respected
4. Educators should strive for cultural balance in the classroom, taking into account differences in how students think and learn
5. After implementing the previous four precepts, there should be effective classroom instruction that benefits all students

(Gay, 2018)

Intercultural Communication Framework

- Educators can use the Intercultural Communication Framework to help them develop and maintain their culturally responsive teaching practices
- There are three precepts that help educators view EL students' backgrounds as assets in the classroom

(DeCapua, 2016)

Intercultural Communication Framework Precepts

1. Educators need to establish and maintain relationships with SLIFE / EL to create a supportive learning environment
2. Educators should identify and accommodate priorities of students and the U.S. school system to ensure culturally relevant learning and understanding
3. Educators must make connections for SLIFE / EL to activate prior knowledge to ensure culturally responsive instruction

(DeCapua, 2016)

Mutually Adaptive Learning Paradigm

- **Mutually Adaptive Learning Paradigm (MALP)**: aims to help SLIFE successfully transition to formal education (DeCapua & Marshall, 2011)
- Similar to the Intercultural Communication Framework, MALP also views the backgrounds of SLIFE as an asset in the classroom, rather than a deficit (DeCapua, 2016; DeCapua & Marshall, 2011)

MALP Components

1. **Conditions**: refers to the conditions that are important for learning; in the case of SLIFE, especially those from collectivist cultures, interconnectedness and immediate relevance
   a. *Interconnectedness* refers to the connections and relationships SLIFE need with their teacher and learning community in order to learn in the classroom
   b. *Immediate relevance* is the idea that what SLIFE learn must be immediately applicable to them in the real world in order for them to engage in learning

(DeCapua, 2016; DeCapua & Marshall, 2011)

MALP Components

2. **Processes**: refers to how students prefer to access and share knowledge
   a. For many SLIFE, learning is centered on oral modes of learning, not print literacy like is used in the U.S.
   b. Many SLIFE come from collectivist cultures and may not be comfortable or know how to participate in the individualist culture of the U.S.

(DeCapua, 2016; DeCapua & Marshall, 2011)

MALP Components

3. **Activities for learning**: academic tasks students must complete to develop content knowledge and mastery
   a. Educators need to be conscious of what students are being asked to do and not introduce new language or content when introducing a new academic task

(DeCapua, 2016; DeCapua & Marshall, 2011)

Frameworks Summary

1. **Relationships**: get to know students, their backgrounds, their cultures, etc., to build a supportive learning community
2. **Culturally relevant curriculum**: make sure curriculum is relevant to students of all cultural backgrounds; include culturally responsive materials
3. **Learning styles**: include activities that attend to different learning styles; take into account cultural knowledge and funds of knowledge
4. **Classroom balance**: strive for a culturally responsive classroom that celebrates all cultures and creates a positive learning environment for all students

Activity 1

Reflect on the following and discuss with a colleague:

- Which of the best practices for working with EL students do you already use in your classroom? How has that impacted your EL students?
- Which of the best practices do you think you could incorporate into your classroom?

Best practices for working with EL students who have experienced trauma

Additional best practices

1. Be knowledgeable about the diverse student cultures:
   - cultural norms
   - attitudes around schooling
   - historical context of emigration from the home country)

(Cavanaugh, 2016; Herman Hill, 2017; Newcomer et al., 2020)

Source: https://freesvg.org/international-human-family-no-stroke

Additional best practices

2. Support students' social and emotional needs - EL students and SLIFE may be experiencing difficulties adjusting to life in a new country and possible previous trauma (Cole, 1998; Newcomer et al., 2020).
   a. Create space for students to share their stories and experiences, which can improve emotional well-being and address trauma (Geres, 2016).

Source: https://www.flaticon.com/premium-icon/note_3200650?related_id=3200644&origin=search

Additional best practices

3. Keep classroom activities short, vary activity structures, and use repetition (Finn, 2010; Gordon, 2011)
   a. Helps students who have difficulty with concentration or memory loss

Closing

- Review learning targets
- Review what we learned
- Questions or comments
- Closing activity

Learning Targets Review

By the end of this session, participants will be able to:

- discuss best practices for working with students who have experienced trauma
- describe best practices for working with EL students
- select a best practice to use in the classroom

What we covered today

- Reviewed types of trauma, ACEs, and effects of trauma on brain development
- Best practices for working with students who have experienced trauma
- Trauma-sensitive schools
- EL-specific best practices
- Best practices for working with EL students who have experienced trauma

What questions or comments do you have about what we've learned today?

Closing Activity

Reflect on the following and discuss with a colleague:

- Which of the best practices discussed today can you commit to incorporating into your classroom before the next PD session?

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Session Four: Where Do We Go from Here?

Session 4:
Where do we go from here?

Hannah Sundermeyer, EL Teacher

Agenda

1. Welcome & Introduction activity
2. Review PD series
3. Where do we go from here?
4. Post-PD survey
5. Closing

Learning Targets

By the end of this session, participants will be able to:

- review prior learning experiences
- reflect on their learning
- create an action plan with specific steps

Overview of PD Series

- ✓ **August**: PD #1
- ✓ September: Small Group Reflection Session
- ✓ October: Small Group Reflection Session
- ✓ **November**: PD #2
- ✓ December: Small Group Reflection Session
- ✓ January: Small Group Reflection Session
- ✓ **February**: PD #3
- ✓ March: Small Group Reflection Session
- ✓ April: Small Group Reflection Session
- ➢ **May**: PD #4

YEAR IN REVIEW

- ➔ **August**: PD #1
  - ◆ Who are EL students & demographics
  - ◆ Language acquisition
  - ◆ WIDA
- ➔ **November**: PD #2
  - ◆ Trauma and ACEs
  - ◆ Effects of trauma on brain development
- ➔ **February**: PD #3
  - ◆ Trauma best practices
  - ◆ EL best practices
  - ◆ Best practices for working with EL students who have experienced trauma
- ➔ **May**: PD #4
  - ◆ Conclusions, review learning, action steps

- ➔ Small group sessions throughout the year to reflect and discuss your learning and experiences with colleagues

Source: https://freesvg.org/year-review-arvin6lr58

Where do we go from here?

Take a few minutes to individually reflect on your learning experience throughout this yearlong PD series.

- What are your key takeaways?
- How has this PD series benefited you, your classroom, and your students?
- What actions can you implement as a result of this PD series?

Feel free to share your thoughts with a colleague.

Source: https://wdrfree.com/stock-vector/download/arrow-shape-road-6034664

Create an Action Plan

Think about your answer to the last question:

What actions can you implement as a result of this PD series?

What concrete actions will you take next year?

Source: https://www.flickr.com/photos/30478819@N08/5075324001/

Create an Action Plan

What concrete actions will you take next year?

To make sure you don't forget, write your action steps down in an email to yourself.

Send an email to yourself in the future using the *schedule send* button. Schedule your email to be sent on the first day of workshop week.

Post-Learning Survey

- Thinking about what you have learned during this PD series, please take the Post-Learning Survey.
- When you are done, compare your answers to the Pre-Learning Survey.
- Reflect on what has changed and why.

Closing

- Review learning targets
- Review what we learned
- Questions or comments

Learning Targets Review

By the end of this session, participants will be able to:

- review prior learning experiences
- reflect on their learning
- create an action plan with specific steps

What we covered today

- Overview of PD series
- Reflection on learning and key takeaways
- Create action plan
- Post-learning survey

What questions or comments do you have about what we've covered today?

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Final Reflection

Take a few minutes to individually reflect on your learning experience throughout this yearlong PD series.

- What are your key takeaways?

- How has this PD series benefited you, your classroom, and your students?

- What was the most useful aspect of this PD series? What was the least useful aspect?

- What actions can you implement as a result of this PD series?

- How have your interactions with your EL students changed as a result of participating in this PD series?

- What questions do you still have? Or which topics would you like to see in future PD sessions?

Post-Learning Survey

A. Knowledge about Language and Trauma Concepts
On a scale from 1 - 5, please rate your understanding of the following concepts.
1 = I do not understand this concept at all, 5 = I understand this concept and could teach it to a colleague.

1. I understand how people learn language.	1	2	3	4	5
2. I understand how people learn a second, third, or fourth language.	1	2	3	4	5
3. I understand how culture influences language learning.	1	2	3	4	5
4. I understand how to modify classroom instruction for EL students.	1	2	3	4	5
5. I understand how to assess the academic abilities of EL students.	1	2	3	4	5
6. I understand how to implement language-specific	1	2	3	4	5

strategies.					
7. I understand how trauma can impact learning.	1	2	3	4	5
8. I understand how to implement trauma-specific strategies.	1	2	3	4	5

Adapted from Staehr Fenner (2014, p. 37).

B. Attitudes about EL Students

On a scale from 1 - 5, please rate your agreement with the following statements.
1 = I strongly disagree, 5 = I strongly agree

1. I enjoy having EL students in my class.	1	2	3	4	5
2. I create a welcoming environment for all of my students and their home cultures.	1	2	3	4	5
3. I form positive relationships with many of my EL students.	1	2	3	4	5
4. I value the contributions of my EL students.	1	2	3	4	5
5. I feel that having EL students in my class creates more work for me.	1	2	3	4	5
6. I do not feel comfortable communicating with my EL students who do not speak a lot of English.	1	2	3	4	5
7. I do not know how to teach my EL students who do not speak a lot of English.	1	2	3	4	5

Small Group Sessions

Small Group Session Discussion Questions:

Consider your learning at the previous PD session to guide your reflection and discussion with your colleagues.

- What were your key takeaways from the previous PD session?

- What connections did you make between the PD session and your own classroom?

- Have you tried any tips or strategies that were discussed in the PD session? If so, how did it go? Or, which tips or strategies are you planning to try soon?

- In general, how are your interactions with your EL students going?

- What questions do you still have?