Engaging Multilingual Newcomers PLC:

Social and Emotional Supports for ML Newcomers

Session One, September 26, 2022, 3:00-4:00 pm

Presenter: Rebecca Carey, ESOL Consultant

Based on WIDA's eLearning Course "Engaging Multilingual Newcomers"

Maine Department of Education

Overview

- **Share and clarify common terminology related to ESOL and multilingual newcomers.**

- **Social emotional practices that support engagement for multilingual newcomers and their families.**

- **Practices for gathering information about students and creating asset-based student portraits.**

- **Acculturation and practices that support students through the acculturation process.**

Terminology

Multilingual Learner	Multilingual Newcomer	Acculturation
Family	Trauma	Students with Limited or Interrupted Formal Education (SLIFE)

A note on terminology

Note that in the state of Maine, students with a primary/home language other than English who are not yet proficient in English are now referred to as **multilingual learners (MLs)**, whereas the federal government refers to such students as *English learners*.

We choose to use this **asset-based** terminology to emphasize the strengths and skills students bring to school, as well as the importance of supporting the development of all languages.

Multilingual learners who are in the process of acquiring English participate in **English for Speakers of Other Languages (ESOL)** programs.

Multilingual Newcomers - Students who are recent arrivals to the United States are called multilingual newcomers. The term, **recent,** describes an arrival range between six months and up to two years. Important characteristics of multilingual newcomers include being new to the U.S. school culture and the English language.

Family

Family refers to parents, siblings, extended family members, close family friends, guardians, and other adults who contribute in significant ways to the children's development and education.

Acculturation

The process describing how families and individuals navigate the social and psychological changes associated with contact, conflict, and adaptation between two or more cultural groups.

It is important to note that individuals, families and communities go through a variety of phases, and use a variety of strategies as they choose how they will engage with the new culture.

Trauma

A response to a stressful experience in which the person's capacity to cope is undermined (Cole, 2005).

Examples of traumatic events: War, natural disaster, food insecurity, family separation, loss of family member, fleeing danger, persecution.

Who are our Newcomers?

Newcomer is a comprehensive term for a recently-arrived immigrant, refugee, asylum seeker, or asylee.

A **newcomer student** is a recently-arrived student in grades K-12 who may not yet be proficient in English and may or may not have received a formal education in their country of nationality or any other country during their immigration journey to the United States.

"Being in school is where children should be. It's safe. People take care of you. You learn things. And it's where you go to have a good future." —12th grader, Iraqi refugee

Who are our Newcomers?

An **asylee or asylum seeker** is a person who is forced to flee his or her country of nationality because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion and is already present in the United States or is seeking admission at a port of entry.

"I was scared to be at school because I didn't know what it was. Now I'm happy." – Elementary school student, Somali refugee

Who are our Newcomers?

A *refugee* is a person outside his or her country of nationality who is unable or unwilling to return to his or her country of nationality because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

"When I walk down the hall, the teachers look at me as if I am not there."- 8th grade Burmese refugee student

Who are our Newcomers?

A **Student with Limited or Interrupted Formal Education** (SLIFE) is a student who had limited or interrupted schooling in their native country and, as a result, has limited literacy in reading and writing in his or her native language and is behind grade level in academic knowledge and learning-to-learn skills.

The reasons for the interruptions in schooling include poverty, geographic isolation, lack of transportation, expectations for school attendance, work responsibilities, natural disasters, war, community violence, and persecution.

Who are our Newcomers?

An unaccompanied minor is a refugee, asylum seeker, or asylee under the age of 18 who is separated from both parents and is not being cared for by a guardian or another adult who by law or custom is required to do so.

Key Elements of Engagement

- Family Engagement
- Knowledge of Students
- Knowledge of Community
- Acculturation Support
- Connecting Families and Schools
- Shared Collegial Approach
- Surfacing Student Assets
- Effective Instruction

FAMILY ENGAGEMENT

- Ongoing
- Mutual
- Built on trust and respect
- Focused on student learning, language development, and achievement

Key Elements

- Focused, systematic, & sustainable
- Takes time, consistency, & effort
- Two-way communication
- Provide interpreters
- Provide written and text communication in primary language

Connecting Families and Schools

- Meeting together with facilitated conversations to learn about culture
- Home visits & Community visits
- Engaging a Bilingual Resource Specialist
- Sharing routines for school success
- Recognize & respect the many ways families support learning

Actions

ABCs of
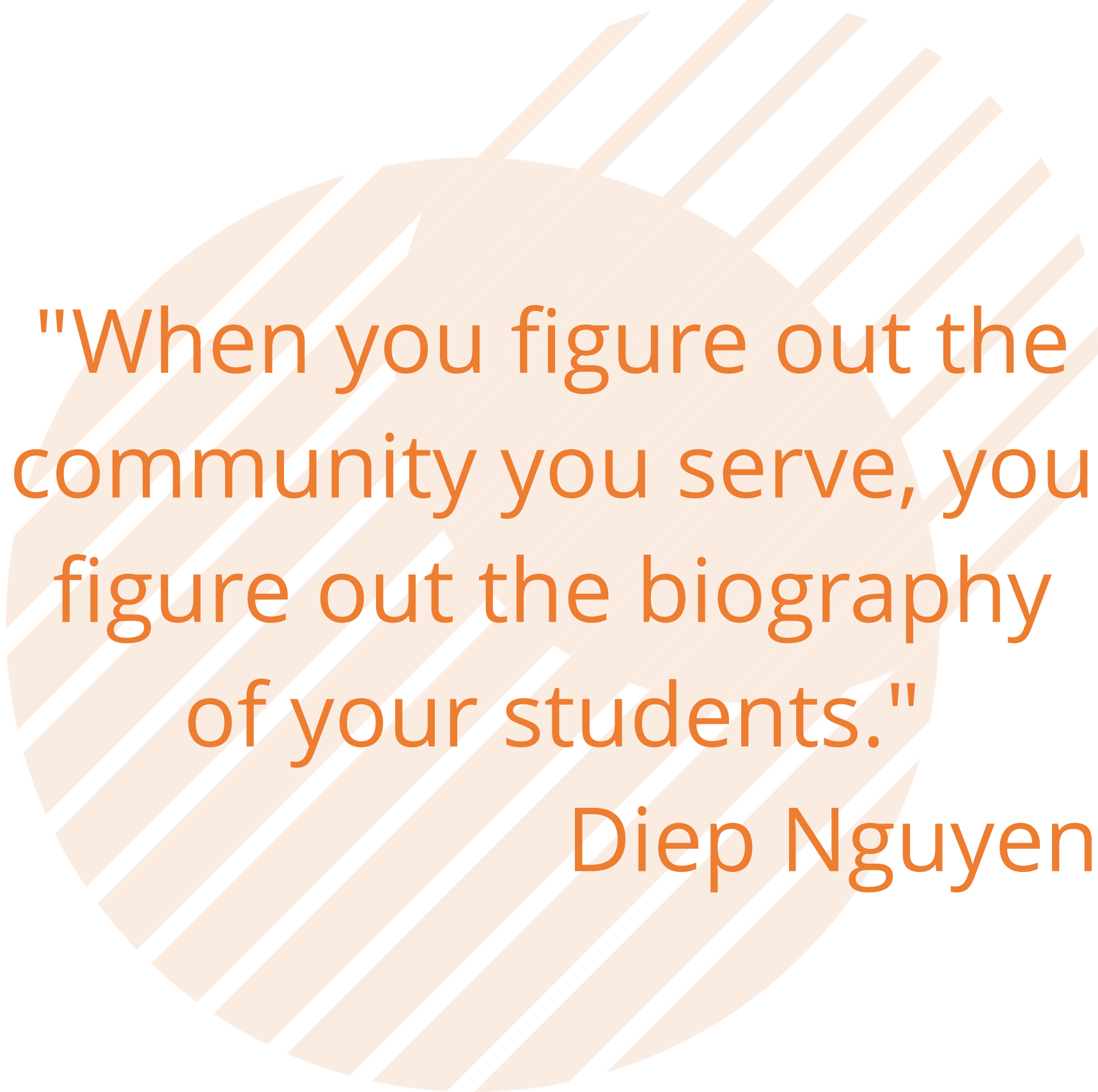# Family Engagement

Awareness
Advocacy
Brokering
Building Trust
Communication
Connect to Learning

EFFECTIVE INSTRUCTION STARTS WITH KNOWING YOUR STUDENTS AND FAMILIES

"When you figure out the community you serve, you figure out the biography of your students."
Diep Nguyen

What is Culture?

Take three minutes and write down all the words that come to mind when you think about what culture means to you.

Coming up: Turn and Talk in Breakout Rooms

Now sort your list into 3 categories

VISIBLE	LESS VISIBLE	NOT VISIBLE

The Cultural Iceberg

VISIBLE

Age
Clothes
Gender
Language
Behaviours
Physical Characteristics

LESS VISIBLE

Patterns of Speech
Body Language
Favourite Foods
Festivals
Musical Preferences
Talents
Family Traditions
Religious Practices
Social Skills
Heritage
Nationality
Wealth
Social Status

NOT VISIBLE

Skills
Role in Family
Knowledge
Political Views
Life Experiences
Attitudes
Personal Values
Sexual Identity
Personal Beliefs
World View
Family Attitudes and Values
Assumptions
Thought Patterns

AKGTC 2018

Culturally Responsive Teaching & THE BRAIN

Foreword by Yvette Jackson

Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

Zaretta Hammond

Culturally responsive teaching is the antidote to inequity

ZARETTA HAMMOND

#PLtogether
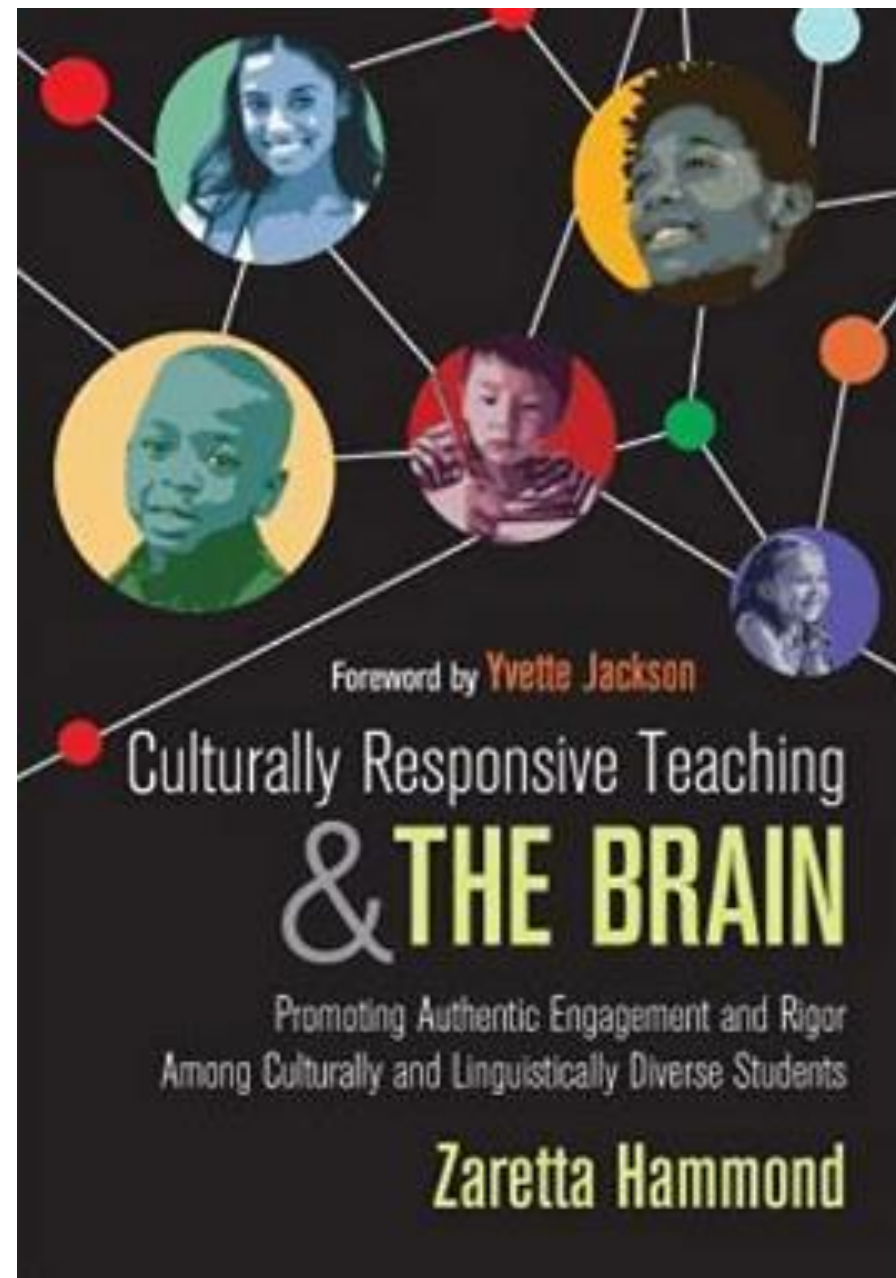
Creating
Student
Portraits

to illuminate

student assets

Creating Student Portraits

to illuminate student assets

Purpose: Informing Instruction to engage newcomers in learning.

Create questionnaires and activities to surface student assets

Elements to Include: Home Languages, Experiences, Passions, Challenges

ML Student Portrait Example and Ideas

ACCULTURATION

Strategies for acculturation
Where is each student in this process?

Integration

Assimilation

Separation

Marginalization

Euphoria, shock, and survival mode are expected phases

Adapted from Berry , 2008

Acculturation

The how and why students enter a country vary as much as the terms used to describe migration experiences and legal status.

Some families arrive in the U.S. by being invited for new opportunities, while others are escaping scarring pasts with uncertain futures.

Each migration experience impacts how families navigate the social and psychological changes associated with contact, conflict, and adaptation between two or more cultural groups. This process is referred to as **acculturation**.

Acculturation is not a linear process, individuals and communities are able to move between the different strategies and experiences along their acculturation process.

Educators can be of great support by recognizing and supporting the different strategies. Supporting social and emotional well-being in the classroom and through connections to students' families and communities is an essential approach.

Strategies for Acculturation

Individuals, groups and communities may employ any one, all, or a combination of these strategies, and may change their approach over time.

- **Assimilation** Prioritizing seeking acceptance in the dominant cultural group over conserving one's culture.

- **Separation** Avoiding interactions with the dominant cultural group in order to conserve one's culture.

Strategies for Acculturation

- **Integration**: Conserving one's culture while seeking acceptance in the dominant cultural group.

- **Marginalization** Isolating one's culture as a result of the dominant cultural group resisting integration and assimilation attempts.

- Individuals' respective acculturation strategy can differ between their private and public life spheres. For instance, an individual may reject the values and norms of the dominant culture in their private life (separation), whereas they might adapt to the dominant culture in public parts of their life (i.e., integration or assimilation).

When might you have experienced or witnessed these acculturation strategies and/or phases?

How might these strategies and/or phases manifest themselves in a school setting?

Strategies to Support Acculturation

- Non-verbal Communication: A smile or friendly gesture

- Ensure communication through translators and interpreters

- Making home and community visits

- Learning key phrases in the home language of your students

- Create a safe environment by establishing consistent routines and expectations

- Ask for help to meet student's intersecting challenges- students are best served by a team approach

- Self awareness activities which provide opportunities for students to name and express feelings.

Supporting Students through the Acculturation Process

Assess your awareness and understanding.

- What are the home countries of my immigrant students?

- Do I serve any unaccompanied minors?

- What understanding do I have, or am I lacking, about the cultures, politics and education systems in my immigrant students' home countries?

- Am I engaging my students and their families in ways that are meaningful and culturally competent?

- Do my classroom and school affirm and reflect the identities of immigrant students?

- What are immigrant students' perceptions on school climate and safety?

- Have I observed any signs of trauma in my students?

- Am I aware of how social boundaries like cliques are informing immigrant students' day-to-day experiences at school?

- Do my students carry heavy out-of-school responsibilities?

- How is the current political climate impacting my immigrant students (for example, increased fear of deportation or separation from family members)?

- Do I use a variety of teaching modalities to make the curriculum more accessible and less intimidating to immigrant students who are multilingual learners?

- How much do I know about the rights of multilingual learners?

Simple Strategies

- Get to know your students.
  - ❖ What skills and dispositions do they already have?
  - ❖ What are their goals for themselves
- Speak students' names correctly; avoid nicknames unless student makes a request.
- Establish class entry routines, classroom protocols, invite predictability into your spaces:
- Modify teacher talk (rate of speech and use of idiomatic expressions) and support understanding with visuals, gestures, and modeling.

Video

[You Are Welcome Here: Supporting the Social and Emotional Health of Newcomer Immigrant Students](#)

NEXT STEPS

WHAT ACTIONS DO YOU WANT TO TAKE?

WHAT SUPPORTS DO YOU NEED?

Professional Learning

[WIDA Self-Paced eWorkshops](#)-Free e-workshops for all Maine educators
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Home Languages in the Classroom (ICMEE)
- Making Language Visible in the Classroom (NEW!)
- Reframing Education for Long-term English Learners (NEW!)
- Social Studies: Engaging Multilingual Learners through Inquiry
- The WIDA ELD Standards Framework: A Collaborative Approach

[ExcEL Leadership Academy](#)-Administered by UCLA Center X Northeast Region: Free micro-credentials and the opportunity to earn graduate credits, as well as a $250 stipend for each micro-credential completed!

WIDA Hybrid Workshop, 11/30/22 & 12/6/22 **: Teacher Leaders – Planning with the ELD Standards Framework**-[Teacher Leaders: Planning with the WIDA English Language Development Standards Framework](#) (Face-to-Face Session on 12/6 in Augusta)

[Identifying and Serving Multilingual Learners with Disabilities: Series of Three Deeper Dives](#)

Session 1: November 9th 3-4pm

Session 2: December 7th 3-4pm

Session 3: January 11th   3-4pm

More Professional Learning

- [Virtual PLC on English Development Standards: Session 1: 9.20.22, Session 2: 10.18.22 Session 3: 11.8.22 Session 4: 12.13.22 Session 5: 1.17.23 Session 6: 2.28.23](#)

- [Workshop Series for New ESOL Teachers-9/1,9/15,9/29,10/13,10/27](#)

- [Virtual PLC: Engaging Multilingual Newcomers, 9/12,9/19,9/26:3-4pm](#)

- [Maine DOE Multilingual Learners Professional Learning Request Form](#)-use this form to contact the DOE if you would like to request professional learning for your schools

Contact Us

Thank you!

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Please complete this survey to help us continue to develop meaningful professional development opportunities.

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