Good afternoon!

- For today's session, you will need:
  - Maine DOE SLIFE Padlet (bit.ly/MaineSLIFE-Padlet)
  - Google Folder Resources (bit.ly/MaineSLIFE-1)

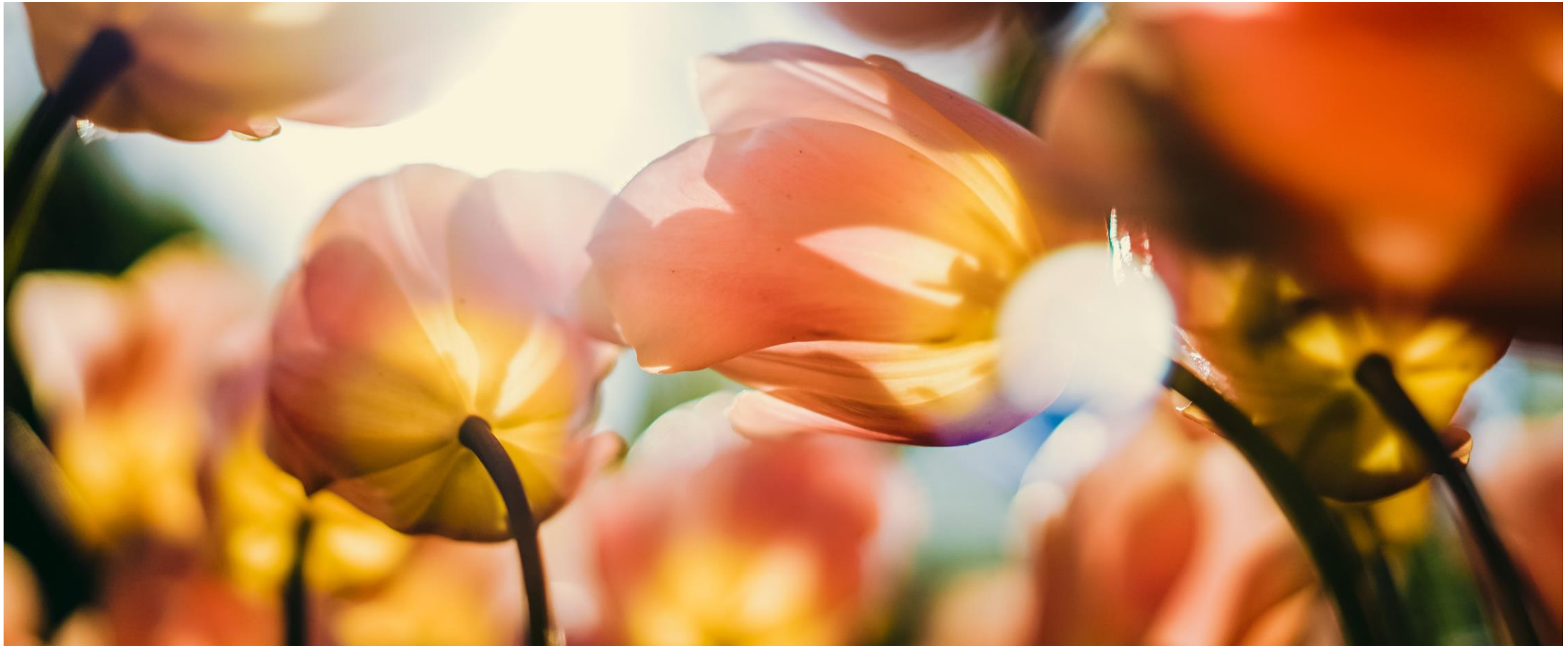
SupportEd

Culturally Responsive Teaching and Social Emotional Learning for SLIFE

Maine Department of Education

September 22, 2022

Thank you!



Session Facilitator

Diane Staehr Fenner, PhD

President, SupportEd

@DStaehrFenner

Session Facilitator

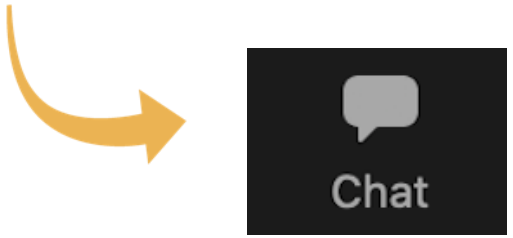
Shannon Smith, MEd

ML Coach, SupportEd

@educ8orSmith

Before We Get Started: Zoom Tip

Click the **'Chat' button** to ask any questions

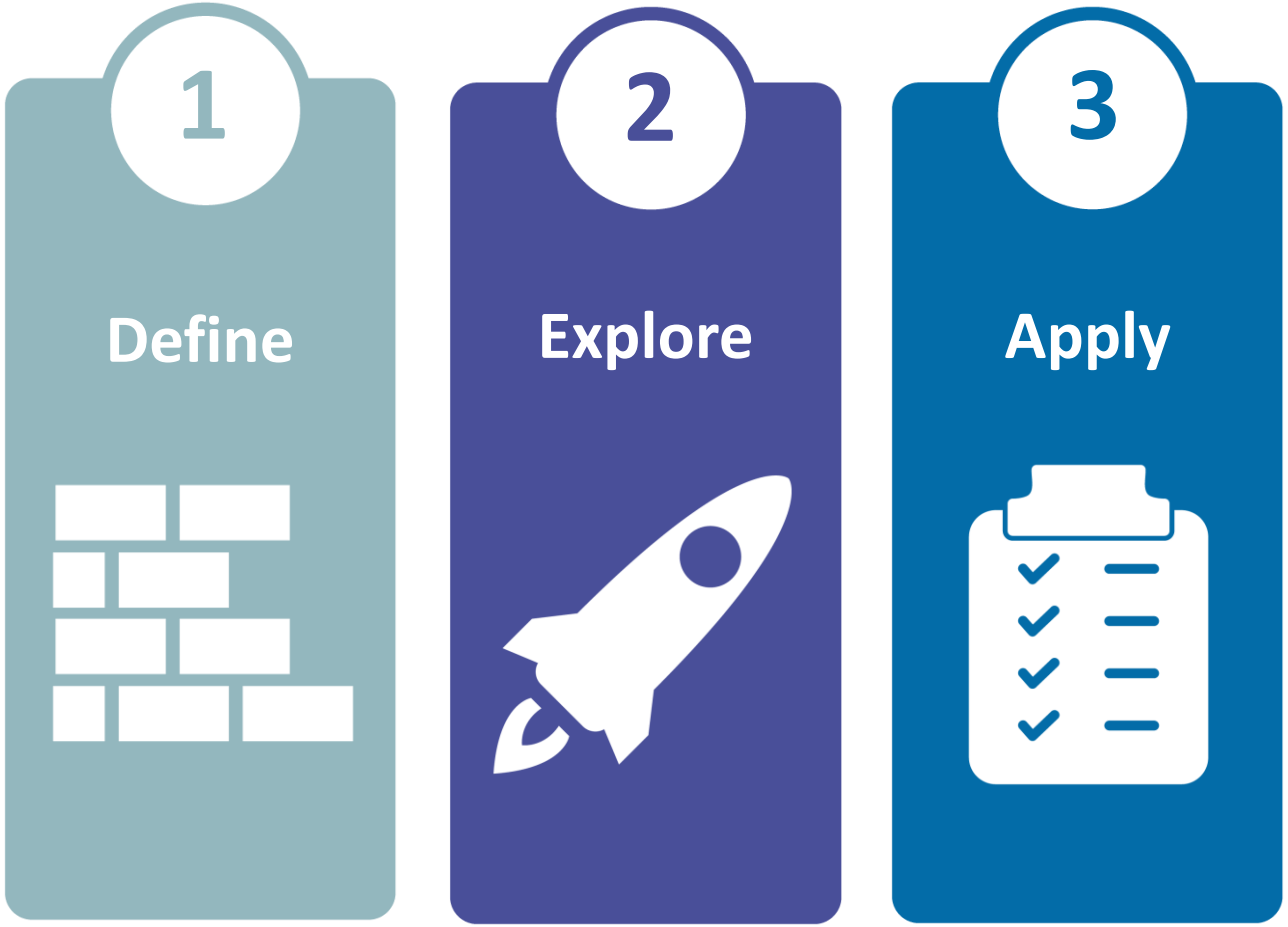


*** Chat messages from the SupportEd team (e.g., relevant links, technical support) will start and end with **three asterisks**. ***

Virtual Session Norms

- **Ways of participating**
  - Share through audio and video with whole group
  - Share through audio and video in breakout rooms
  - Write in chat
- **Independent work**
  - Turn off video while working independently
  - Turn on video when ready to return to whole group

Session Objectives



Session Icons

Materials available in the **Google Folder**

Materials available on the **Padlet**

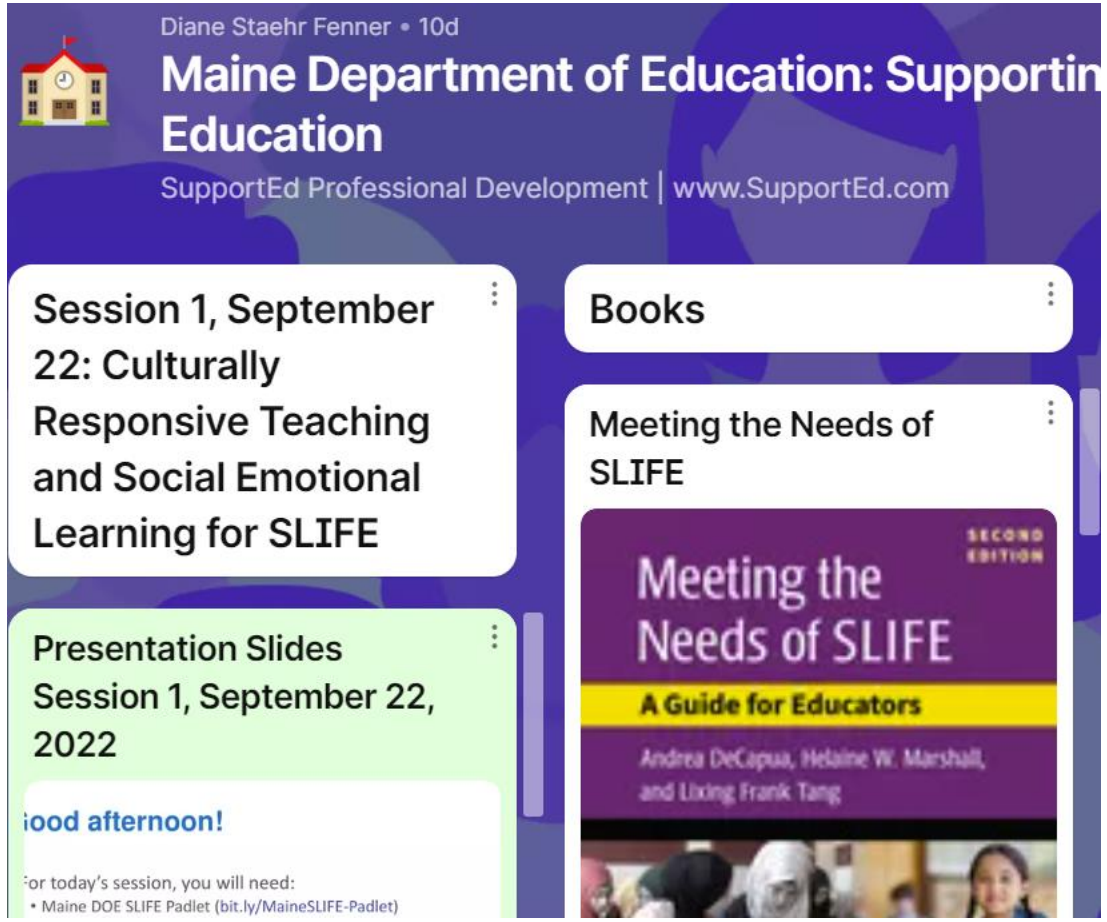
Video activity

Discussion activity

Meet in **breakout rooms**

Participate in a **poll**

Session Padlet



bit.ly/MaineSLIFE-Padlet

:Padlet

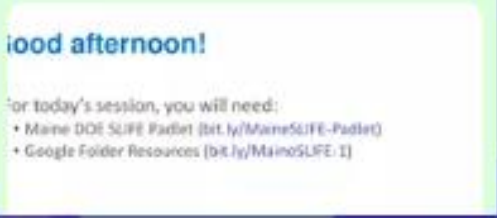
Diane Staehr Fenner • 10d

Maine Department of Education: Supporting Students with Limited or Interrupted Formal Education

SupportEd Professional Development | www.SupportEd.com

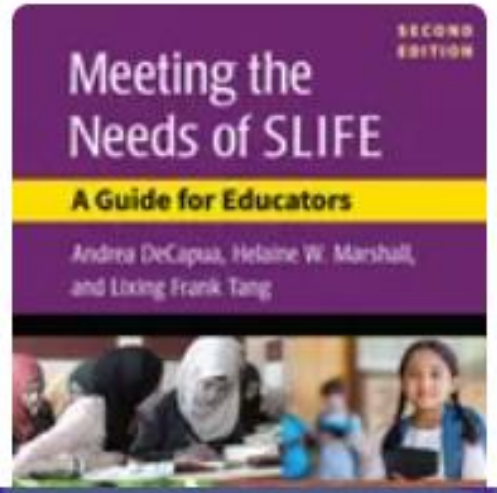
Session 1, September 22: Culturally Responsive Teaching and Social Emotional Learning for SLIFE

Presentation Slides Session 1, September 22, 2022



Books

Meeting the Needs of SLIFE



Additional Resources

Maine DOE - Newcomers & SLIFE

Session 2, October 20: Effective Instruction of SLIFE

Fall 2022 SLIFE PD Webinars

Sessio 17: Su Family Engag

Fall 202 Webina

Source: https://bit.ly/MaineSLIFE-Padlet

Web Viewer Terms | Privacy & Cookies

Edit

SLIFE PD Overview (Document 1)

Session Number	Topic	Date
1	Culturally Responsive Teaching and Social Emotional Learning for SLIFE	September 22, 2022
2	Effective Instruction of SLIFE	October 20, 2022
3	Supporting SLIFE Family and Community Engagement	November 17, 2022
4	Supporting Graduation and Post-Secondary Success of SLIFE	December 15, 2022

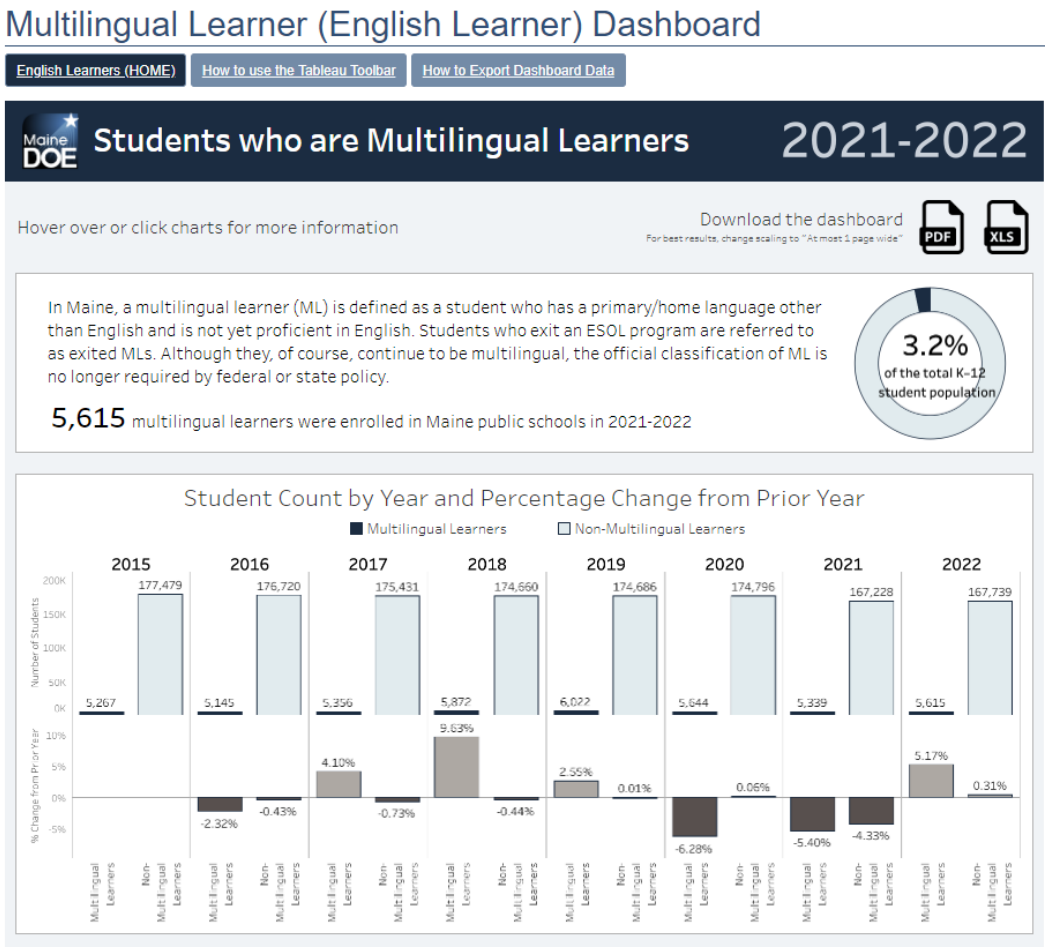
Agenda (Document 2)

Time*	Topic
3:00-3:10	Introduction and Series Overview
3:10-3:35	Definition and Characteristics of SLIFE
3:35 - 4:20 (includes break)	Explore Strategies and Tools for Creating a Culturally Responsive School Climate for SLIFE
4:20 - 4:55	Applying Tools and Strategies to Create Welcoming Schools and Classrooms for SLIFE
4:55 - 5:00	Next Steps

*Times are approximate with breaks embedded in the session.

Definition and Characteristics of SLIFE

Maine DOE Multilingual Learner Dashboard



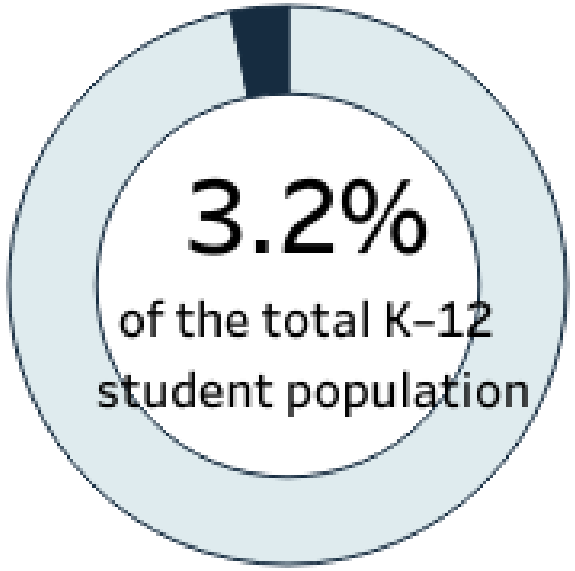
- Data on MLs in Maine
  - Enrollment
  - Assessment
  - Language
  - Graduation

SupportEd

padlet

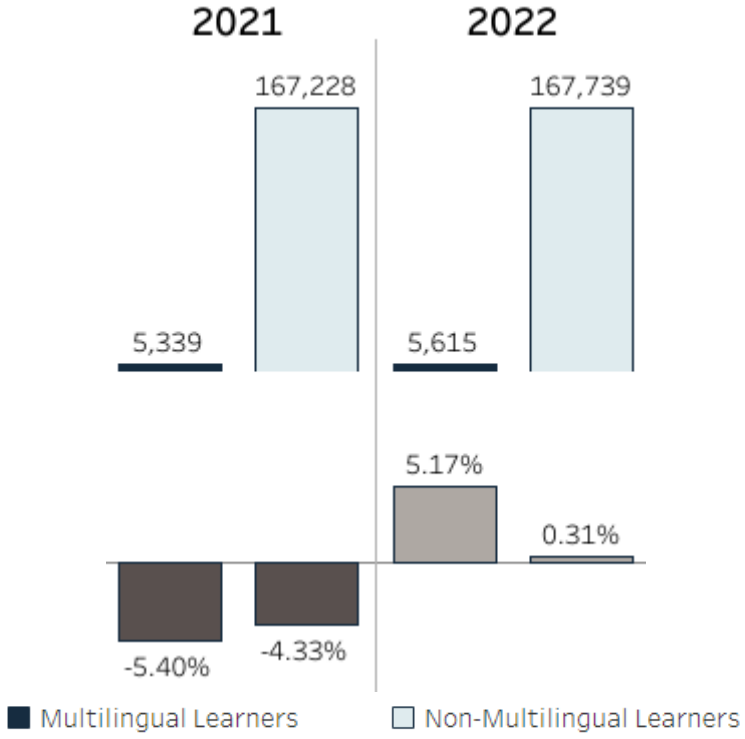
Key Data from the Dashboard

5,615 MLs were enrolled in Maine public schools in 2021-2022



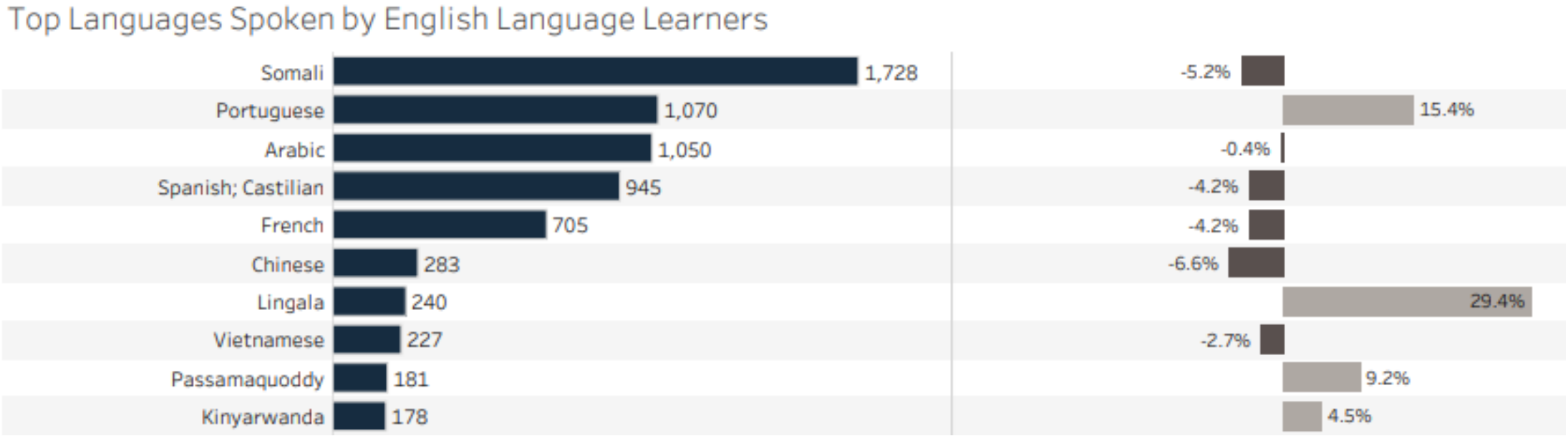
Maine DOE

5.17% increase in the MLs enrolling in 2021-2022



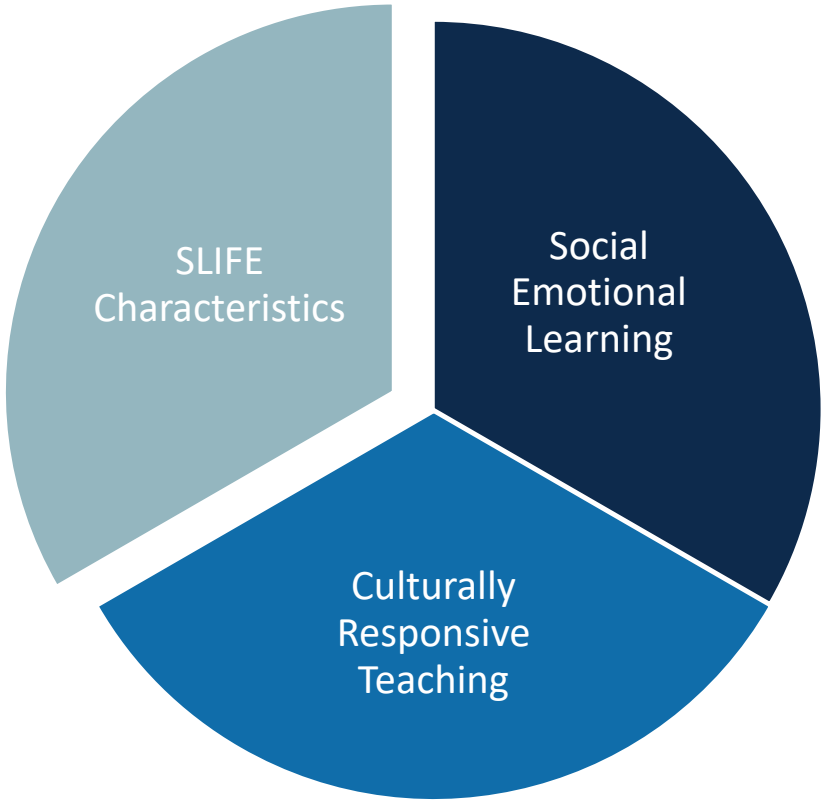
Key Data from the Dashboard

Increase in the number of students speaking **Portuguese**, **Lingala**, **Passamaquoddy**, and **Kinyarwanda** in the last year.



Maine DOE

SLIFE Characteristics



Defining SLIFE

How do you define SLIFE?

■ **Usage** See note at *definitive*

definite article *n.* the word (*the* English) preceding a noun and implyi a specific instance.

definition /ˌdefɪˈnɪʃ(ə)n/ *n.* **1 a** definit **b** statement of the meaning of a wo etc. **2** distinctness in outline, esp. photographic image. [Latin: relate DEFINE]

definitive /dɪˈfɪnɪtɪv/ *adj.* **1** (of answer, verdict, etc.) decisive, u ditional, final. **2** (of a book etc.)

Students With Limited or Interrupted Formal Education (SLIFE) Defined

- A language other than English is spoken at home
- Enter U.S. after grade 2
- Have at least 2 years less schooling
- Are at least 2 years below grade level
- Have gaps in their education

DeCapua, Marshall, & Tang, 2020; Potochnick, 2018.

What Strengths Do SLIFE Bring?

In the chat, share the strengths that SLIFE learners can bring to school.

Strengths of SLIFE

- Resiliency
- Problem solving
- Cultural pride
- Strong family ties
- Motivation
- Sense of community
- Funds of Knowledge

Staehr Fenner & Kester, 2017; Moll, Amanti, Neff, & Gonzalez, 1992.

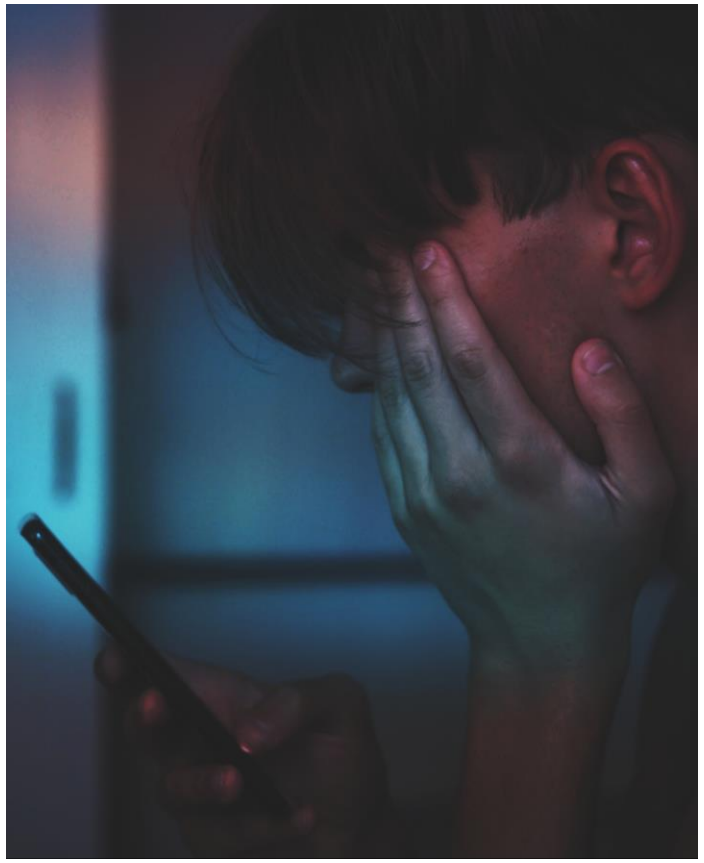
Common Characteristics of SLIFE

- Over age for grade-level placement
- Limited or no literacy in home language
- Stress, isolation, frustration
- Double challenge of mastering academic and linguistic skills
- At risk for dropping out

DeCapua, Marshall, & Tang, 2020; Custodio & O'Loughlin, 2017

Possible Social-Emotional Needs

- Poverty, health
- Stress, frustration, depression, grief
- Post-traumatic stress disorder (PTSD)
- Family separation or reunification
- Immigration status
- Change in family roles



Custodio & O'Loughlin, 2017; DeCapua & Marshall, & Tang, 2020

Situations and Conditions Contributing to SLIFE

- Access to education
- Education system
- Violence or civil unrest
- Gender
- Poverty
- Mobility

Custodio & O'Loughlin, 2017

Discussion Questions

In breakout rooms,

- Reflect on your classroom, school, or district
- Discuss the questions on the right

Teachers: How do the **state demographics** match the demographics of your classroom? How does understanding of **SLIFE characteristics** impact how you think about your students when planning?

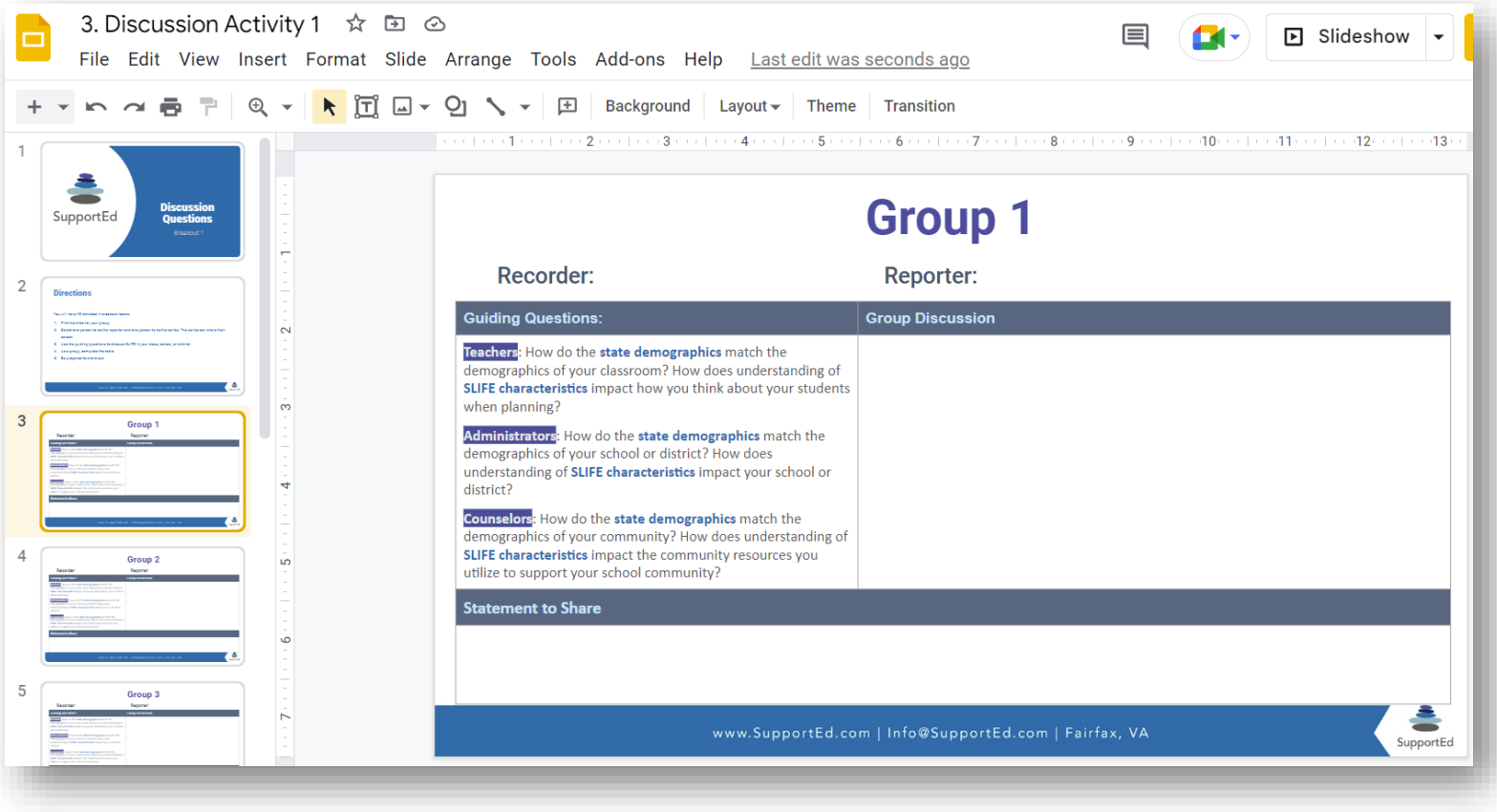
Administrators: How do the **state demographics** match the demographics of your school or district? How does understanding of **SLIFE characteristics** impact your school or district?

Counselors: How do the **state demographics** match the demographics of your community? How does understanding of **SLIFE characteristics** impact the community resources you utilize to support your school community?

Discussion Questions (Document 3)

You will have **10 minutes** in breakout rooms:

- Find the slide for your group.
- Select one person to be the reporter and one person to be the recorder. The recorder can share their screen.
- Use the guiding questions to discuss SLIFE in your class, school, or district.
- As a group, complete the table.
- Be prepared to share out **one statement.**

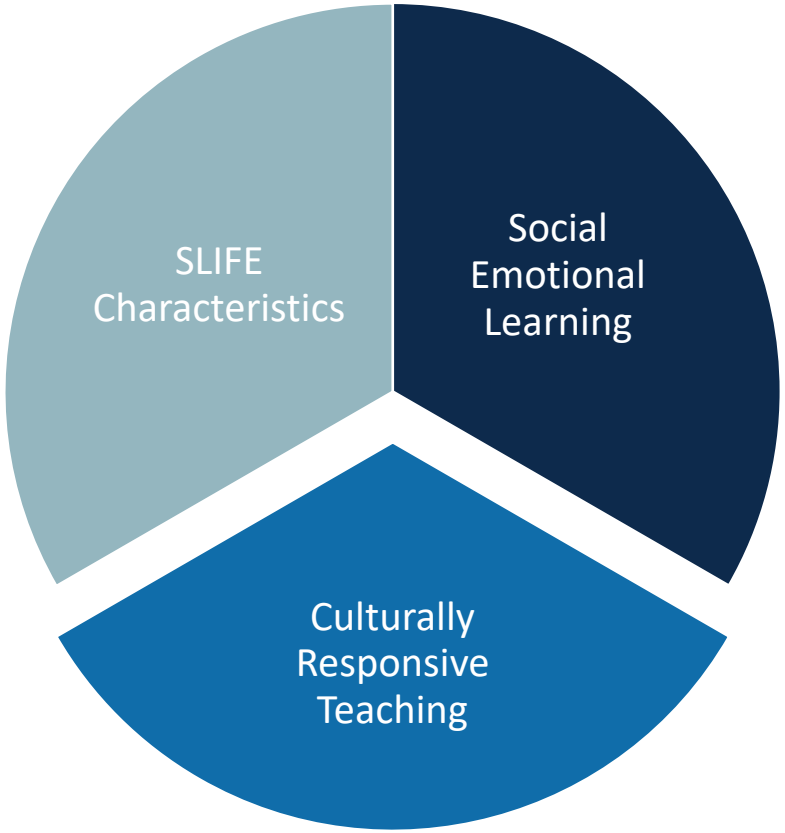


Discussion Questions Debrief

Up to 3 group reporters will unmute to share out their one statement with the whole group.

Explore Strategies and Tools for Creating a Culturally Responsive School Climate for SLIFE

Culturally Responsive Teaching and SLIFE



Reflection on Culture

- How do you define culture?
- Why is an understanding of students' cultures important for the work you do with SLIFE?

What is Culture

"A system of shared beliefs, values, customs, behaviors, and artifacts that the members of society use to interact with their world and with one another."

Zion & Kozleski, 2005, p. 3

Understanding Culture

- Complex & dynamic
- Everyone a member
- Great variability within groups

3 Different Levels of Culture

Surface Culture

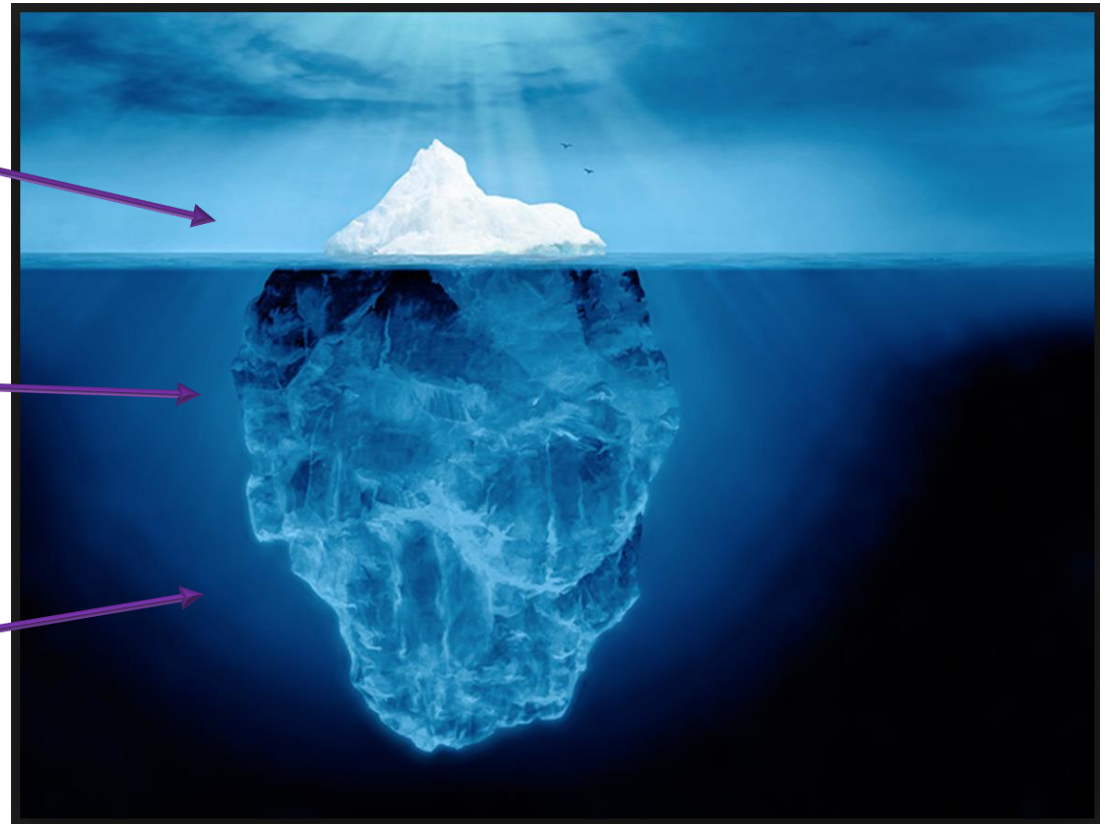
Low emotional impact

Shallow Culture

High emotional impact

Deep Culture

Intense emotional impact



Why Culture Matters in Teaching and Learning

Impact on Students

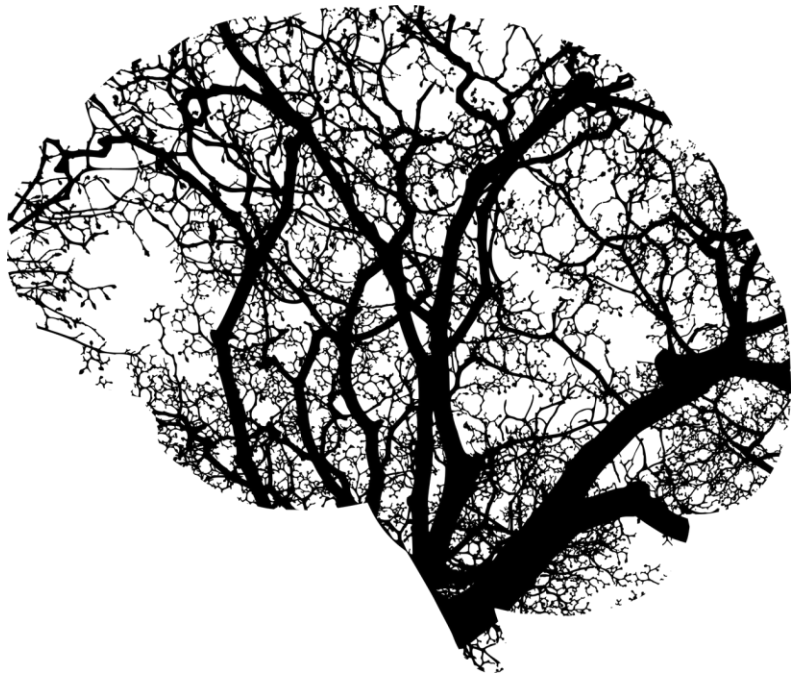
- Ways of communicating
- Classroom behavior
- Understanding of role of teacher

Impact on Teachers

- Ways of communicating
- Expectations for students
- Classroom management

Cultural Responsiveness and the Brain

- Seeks to **minimize social threats**
- **Positive relationships** keep safety-threat detection system in check
- Culture guides how we **process** information
- **Attention** drives learning
- New information coupled with existing **funds of knowledge**
- Grows through **challenge** & **stretch**



Hammond, 2015

Cultural Dissonance

- Feeling of disorientation and alienation
- Will show up in the ways that SLIFE…
  - Understand and think about the world around them
  - Learn
  - Communicate
  - Gain and transmit knowledge and information

DeCapua & Marshall, & Tang, 2020

Individualism & Collectivism

Individualist Cultures

Collectivist Cultures

Hammond, 2015

Individualist and Collectivist Cultures

Individualist Cultures	Collectivist Cultures
Emphasizes independence and self-reliance	Emphasizes interdependence and cooperation
Prioritizes personal goals	Prioritizes group goals
Learning through individual study	Learning through group work
Individual contributions and status are prioritized	Group dynamics are prioritized
Task orientation	Social orientation
Purpose of education is learning how to learn	Purpose of education is learning how to do
Transgression of norms leads to guilty feelings	Transgression of norms leads to shameful feelings

Snyder & Staehr Fenner, 2021, p. 57; Hofstede, 2003, 2011; Hammond, 2015.

Implications for SLIFE

- May tend to work better in groups
- Conversational interaction first priority
- Be specific about individual responsibility

DeCapua & Marshall, 2011

Chat Discussion

Photo by Azzedine Rouichi

In a responsive classroom or school, what would you expect to..

- See?
- Hear?
- Feel?

5 Guiding Principles of Culturally Responsive Teaching

Culturally responsive teaching …

#1
Is
assets-based

#2
Simultaneously supports and challenges students

#3
Places students at the center of learning

#4
Leverages students' linguistic and cultural backgrounds

#5
Unites students' schools, families, and communities

Snyder & Staehr Fenner, 2021

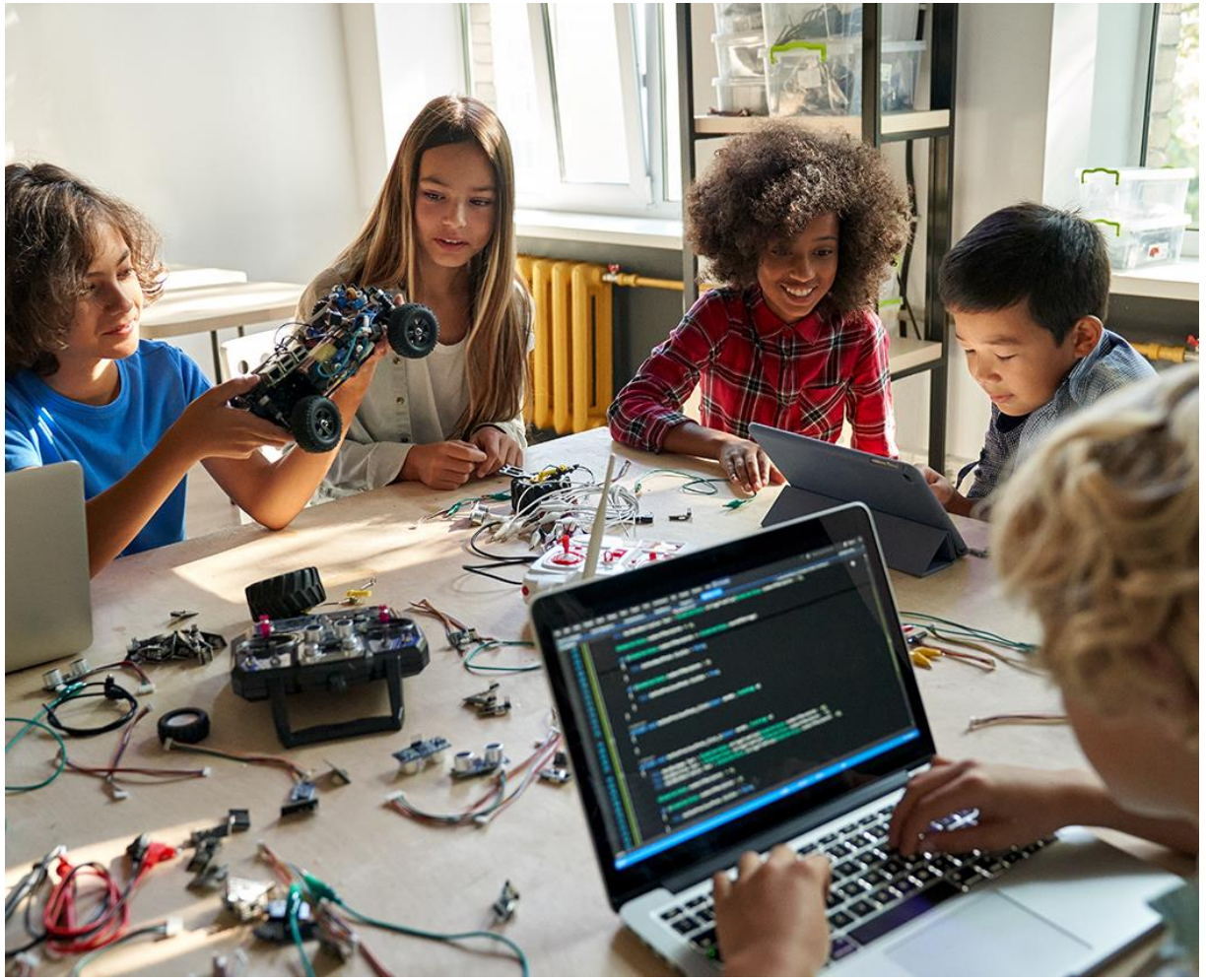
Guiding Principle #1: Assets-Based

- **Uses** strengths-based approach
- **Honors** students' backgrounds and home language
- **Recognizes** varied forms family engagement can take
- **Shifts** deficit perspectives to assets-based

González, 2005; Valencia, 1997; Valenzuela, 1999; Snyder & Staehr Fenner, 2021

Guiding Principle #2: Simultaneously Supports and Challenges Students

- **Access** to content and programs
- **Support** for acquiring language and accessing content
- **Challenge** to think critically and build cross-curricular connections



Snyder & Staehr Fenner, 2021

Guiding Principle #3: Places Students At The Center of Learning

- Instructional approach
- Students shape content, instructional activities, materials, assessments, and pace

Snyder & Staehr Fenner, 2021

Guiding Principle #4: Leverages Students' Linguistic and Cultural Backgrounds

- **Build** on students' backgrounds
- **Feel** understood and valued
- **Share** diverse perspective

Snyder & Staehr Fenner, 2021

Guiding Principle #5: Unite Students' Schools, Families, and Communities

- **Create** a welcoming environment for ML families
- **Build** relationships with ML families
- **Communicate** effectively with ML families
- **Overcome** barriers to ML family engagement
- **Empower** ML families

Snyder & Staehr Fenner, 2021

Culturally Responsive Teaching and SLIFE

POLL: Which **guiding principle** stands out to you in its relevance to **SLIFE?**

CHAT: How do you think that **guiding principle** would support **SLIFE**?

#1
Is assets-based

#2
Simultaneously supports and challenges students

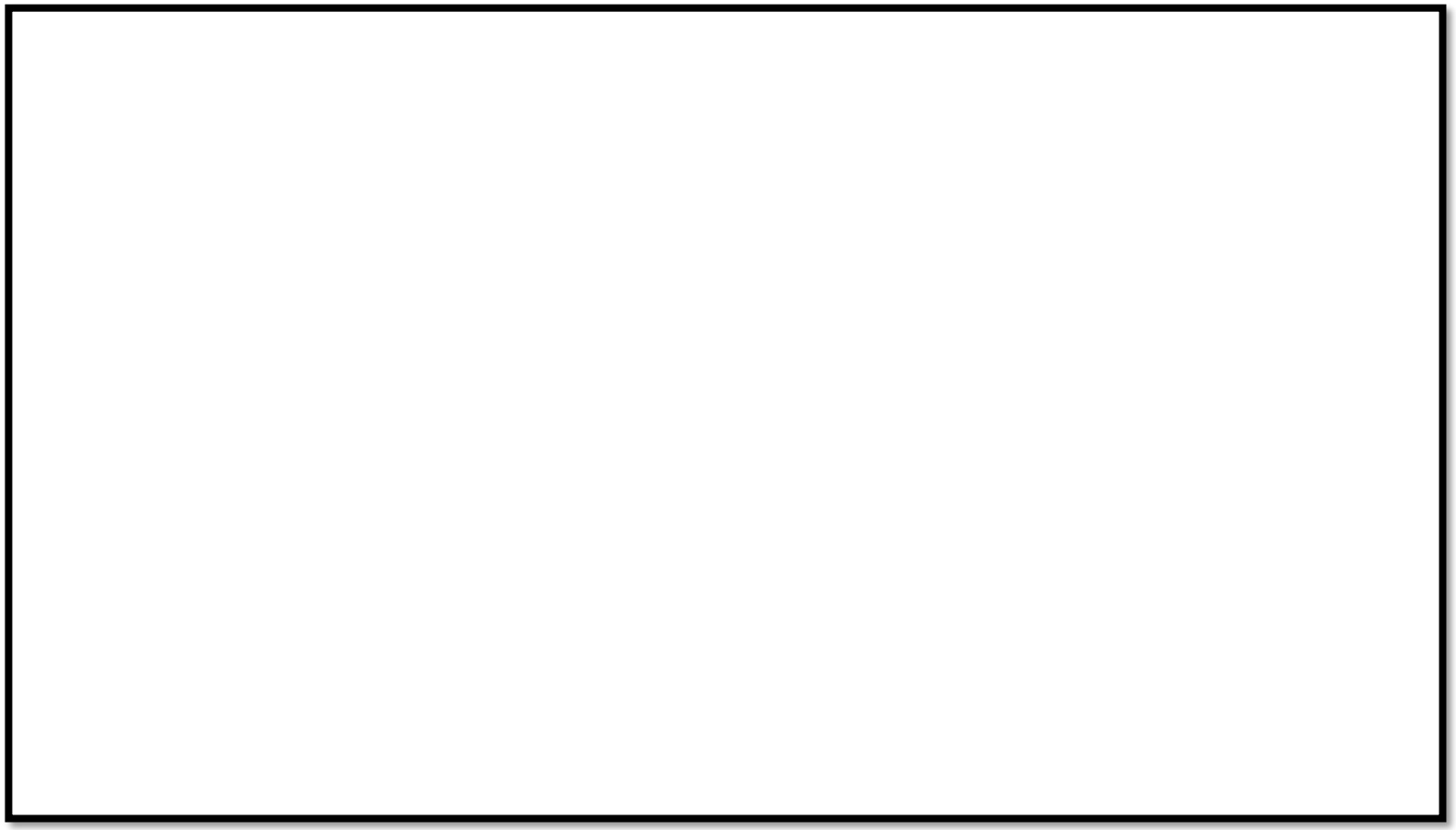
#3
Places students at the center of learning

#4
Leverages students' linguistic and cultural backgrounds

#5
Unites students' schools, families, and communities

Video: Culturally Responsive Teaching for MLs

- As you **watch** the video, **identify** the guiding principles you see represented.
    1. Assets-based
    2. Simultaneously supports and challenges students
    3. Places students at center of learning.
    4. Leverages students' linguistic and cultural backgrounds.
    5. Unites students' schools, families, and communities.
- **Jot** down your "glows and grows."



Video Debrief

In the chat share…

- What examples did you see of the five guiding principles?

#1
Is
assets-based

#2
supports and
challenges
students

#3
Places students at
the center of
learning

#4
Leverages students'
linguistic and
cultural backgrounds

#5
Unites students'
schools, families,
and communities

Discussion Questions

In breakout rooms,

- Reflect on the guiding principles and your class, school, or district
- Discuss the questions on the right

Reflect on the **guiding principles** of culturally responsive teaching for MLs.

Teachers: Which **guiding principle** can you easily embed into your classroom and instructional practices to support **SLIFE**?

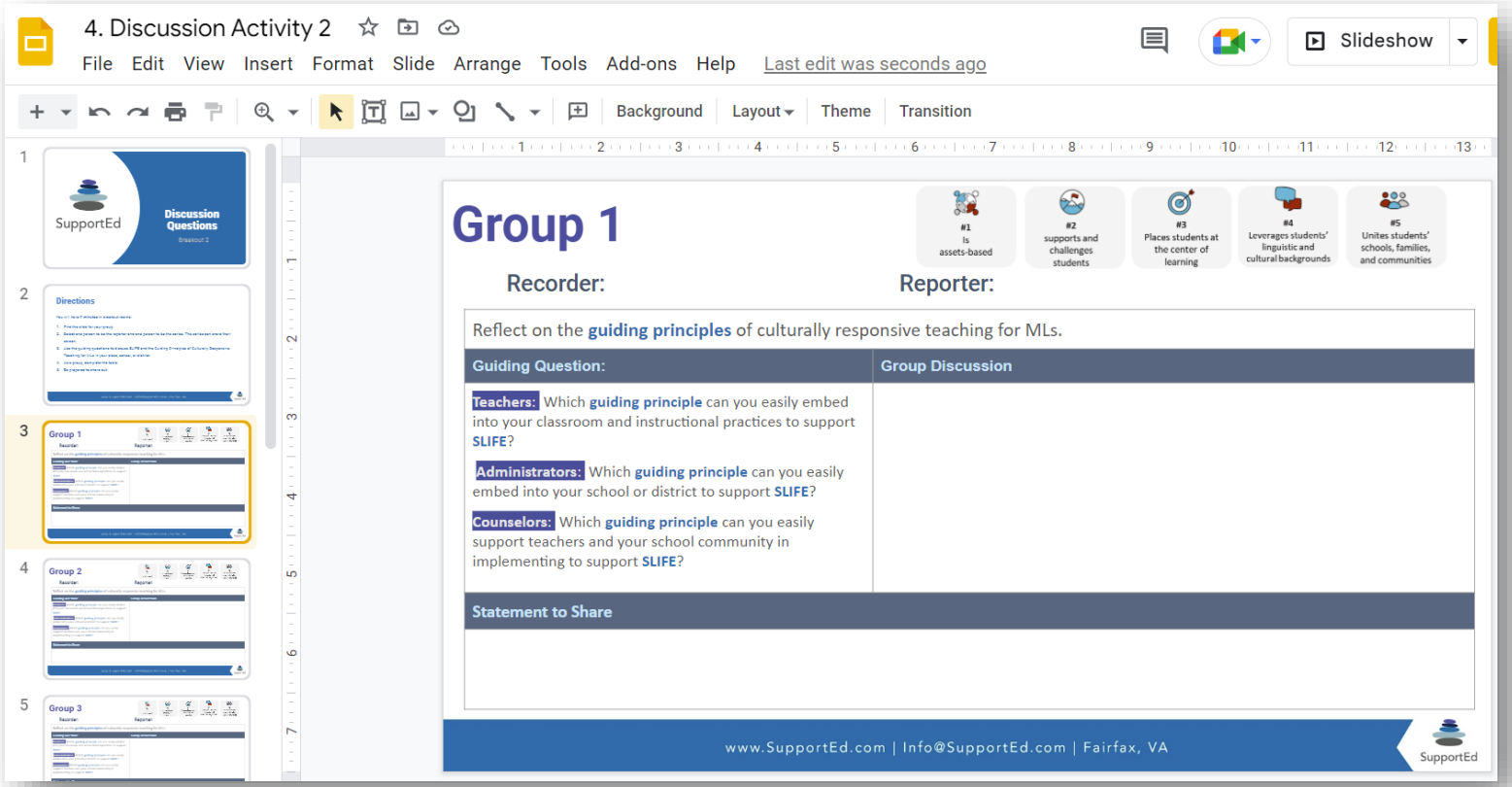
Administrators: Which **guiding principle** can you easily embed into your school or district to support **SLIFE**?

Counselors: Which **guiding principle** can you easily support teachers and your school community in implementing to support **SLIFE**?

Discussion Questions (Document 4)

You will have **7 minutes** in breakout rooms:

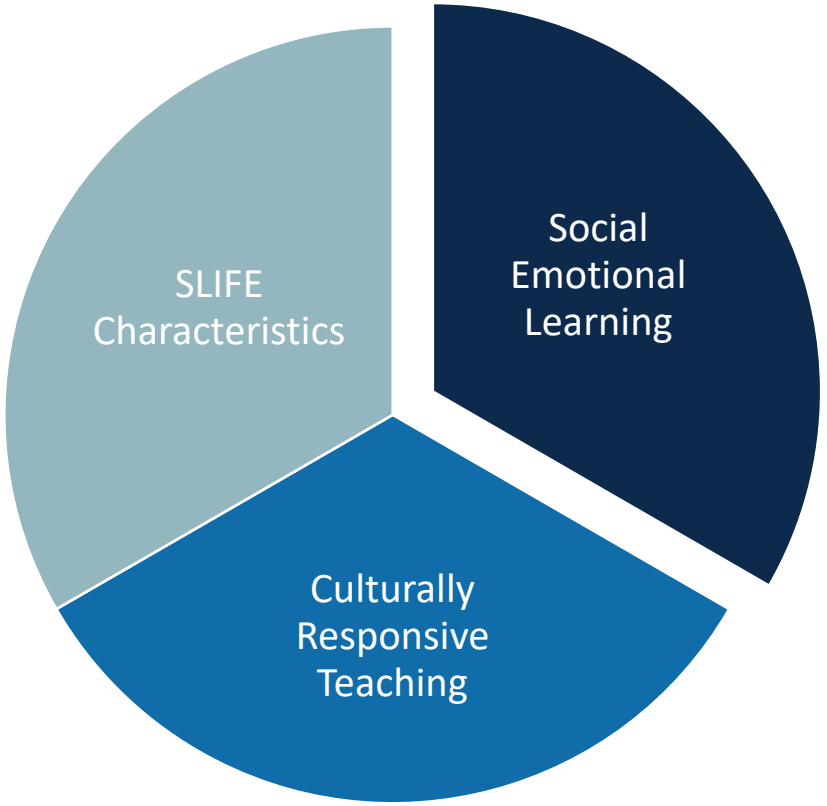
- Find the slide for your group.
- Select one person to be the reporter and one person to be the recorder. The recorder can share their screen.
- Use the guiding questions to discuss SLIFE and the Guiding Principles of Culturally Responsive Teaching for MLs in your class, school, or district.
- As a group, complete the table.
- Be prepared to share out **one statement**.



Discussion Questions Debrief

Group reporters will unmute to share out their one statement with the whole group.

Social Emotional Learning and SLIFE



What Is Social Emotional Learning (SEL)?

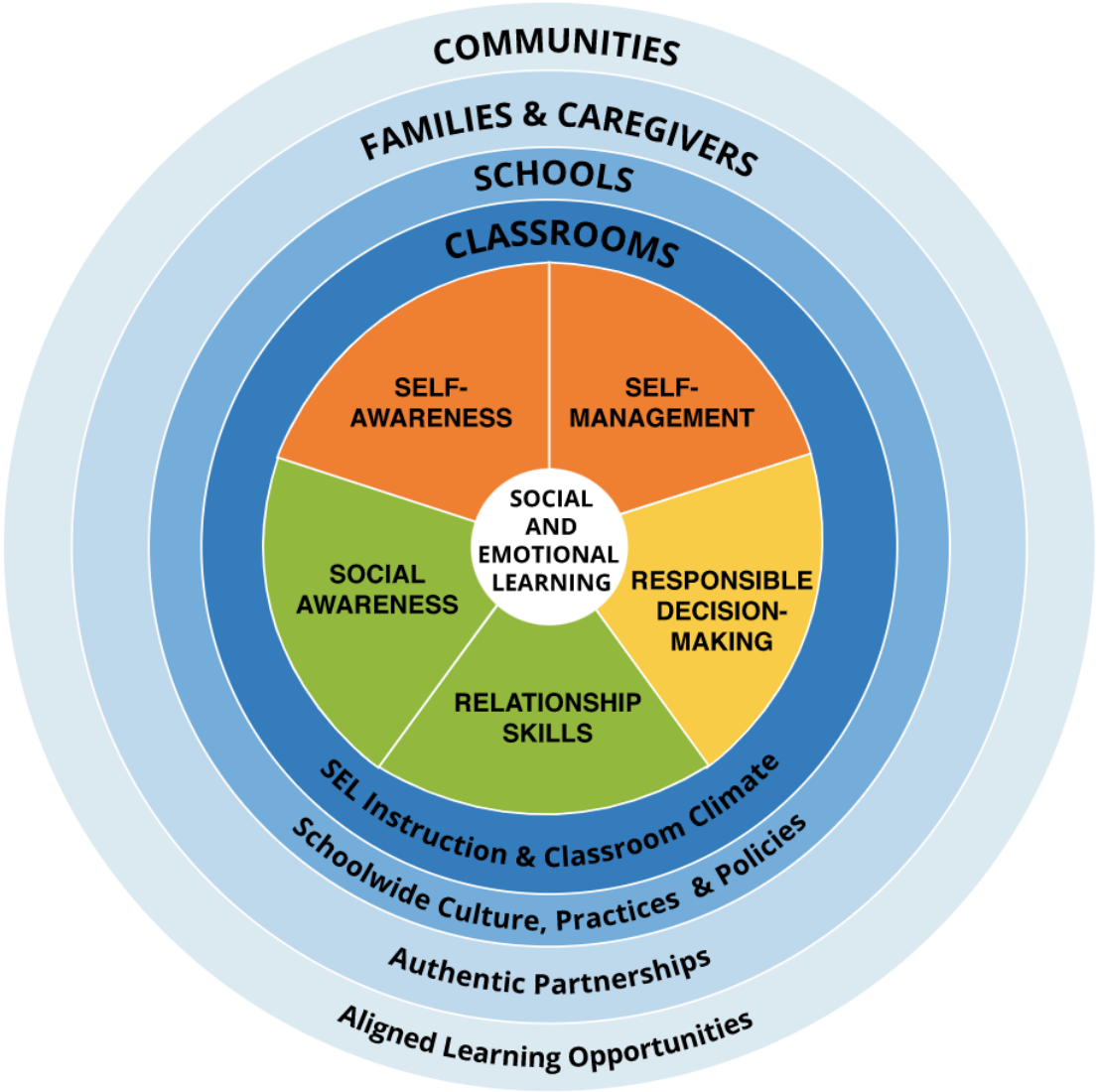
The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- Develop healthy **identities**
- Manage **emotions**
- Achieve personal and collective **goals**
- Feel and show **empathy** for others
- Establish and maintain supportive **relationships**
- Make responsible and caring **decisions**

CASEL, 2020

The CASEL Framework

- 5 competencies
- Key settings



5 competencies

Key settings

SEL Framework for MLs Structure

- CASEL SEL Competency description
- ML Consideration to Support Equity
- Suggested Educator Actions to Support Equity for MLs

Competency 1: Self-Awareness			
CASEL definition: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.			
ML Consideration to Support Equity in Self-Awareness: MLs' identities may be rooted in a collectivist culture which places more value on group interdependence rather than the individual. This sense of identity may result in MLs feeling uncomfortable or self-conscious in speaking about their strengths or using language of self-awareness.			
Educator Actions to Support Equity for MLs in Self-Awareness	**Present**	**Not Present**	**Steps I can take to support this action in my context:**
1a. Validate students' cultures and linguistic assets.			
1b. Teach, support, and practice MLs' use of language of self-awareness.			
1c. Model the language of positive self-talk and a growth mindset.			
1d. Create scaffolded lessons and/or learning opportunities throughout the school day that help students identify, build on, and demonstrate strengths.			
1e. *Additional action:*			
1f. *Additional action:*			

Teich, M., & Staehr Fenner, D. Adapted from CASEL, n.d, Copyright 2021 SupportEd.

SEL for MLs Framework

CASEL SEL Competency	Brief ML Consideration to Support Equity
1. Self-Awareness	Collectivist culture
2. Self-Management	Social norms
3. Social Awareness	Empathy and perspectives
4. Relationship Skills	Unique communication patterns
5. Responsible Decision-Making	Inequity and trauma

Teich & Staehr Fenner, 2021

Poll: 5 SEL Competencies

Which of the **5 SEL Competencies** do you feel is the **highest priority** for **SLIFE**?

A. Self-awareness
B. Self-management
C. Social awareness
D. Relationship skills
E. Responsible decision-making

3 Strategies to Support SEL for SLIFE

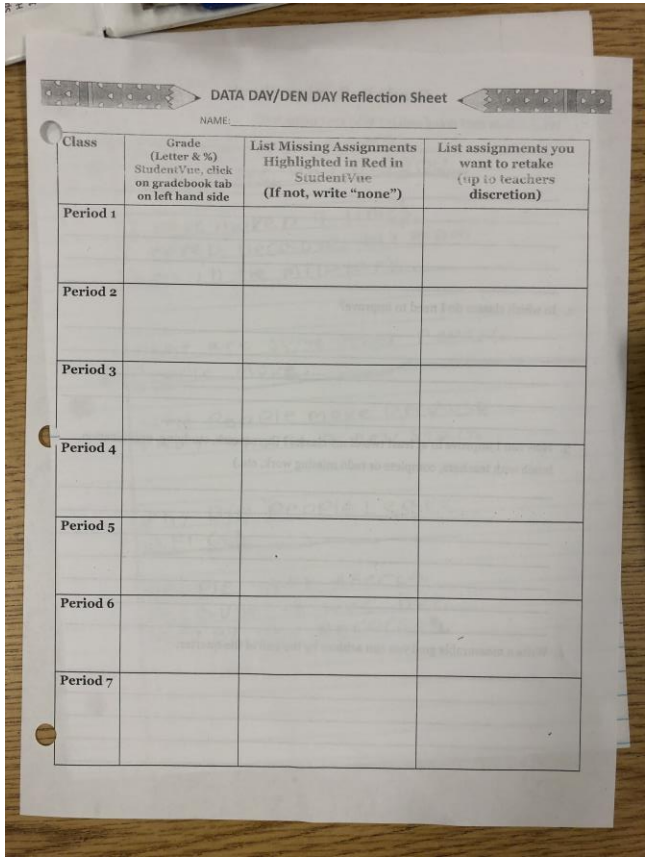
1. Build relationships*
2. Directly teach SEL skills*
3. Integrate SEL with academic content*

*Within a culturally responsive context

1. Build Relationships
Strategy: Identity Portraits

Shana V. White https://www.edutopia.org/video/exploring-perceptions-about-identity-through-self-portraits

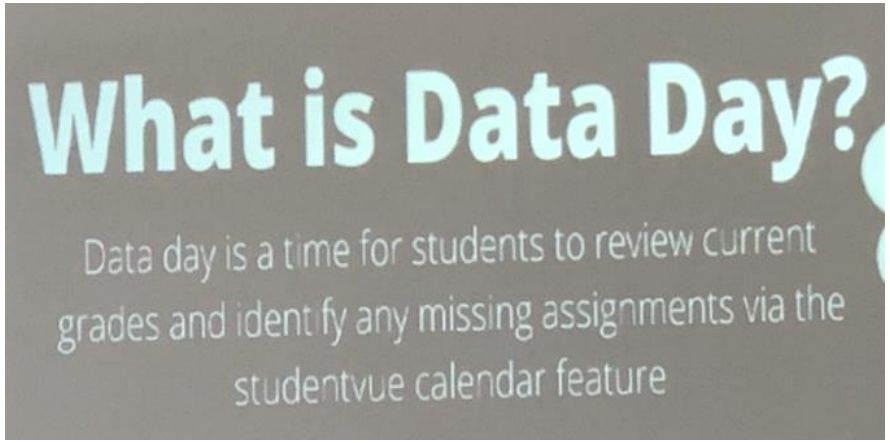
2. Directly Teach SEL Skills Strategy: "Data Day"/"Den Day"

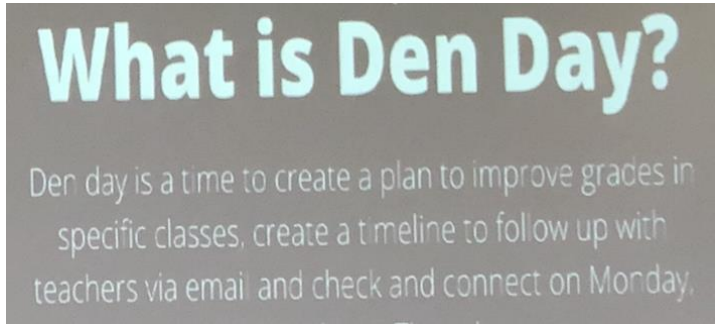


DATA DAY/DEN DAY Reflection Sheet

NAME:_____

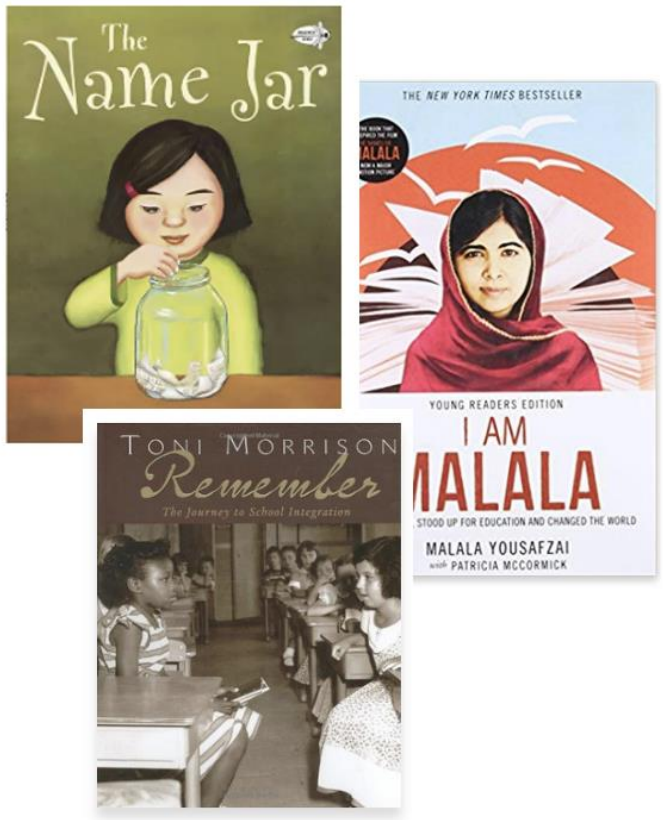
Class	Grade (Letter & %) StudentVue, click on gradebook tab on left hand side	List Missing Assignments Highlighted in Red in StudentVue (If not, write "none")	List assignments you want to retake (up to teachers discretion)
Period 1			
Period 2			
Period 3			
Period 4			
Period 5			
Period 6			
Period 7			





Montgomery County Public Schools, 2021

3. Integrate SEL with Academic Content: Curriculum as a Mirror & a Window



- "Mirror books reflect your own personal identity."
- "Window books show human experiences different from your own. They help strengthen your sense of empathy. They help you see things from another perspective and learn more about the world."

Reyes, n.d., 22 in Snyder & Staehr Fenner, 2021, p. 209

How Can You Integrate SEL for SLIFE?

In the chat, share a way that you can:

1. Build relationships with SLIFE
2. Directly teach SEL skills to SLIFE
3. Integrate SEL with academic content for SLIFE

Applying Tools and Strategies to Create Welcoming Schools and Classrooms for SLIFE

Independent Exploration Time

Explore **one** of the Guiding Principles' sample tools. (You can find the tools in the Google folder of resources.) Consider which you could use in your context and how you might adapt them.

- **GP1:** Deficit Perspective to an Assets-Based Perspective
- **GP2:** SLIFE Materials Selection and Adaptation Checklists
- **GP3:** Goal Setting Tool – Language Development
- **GP4:** Assessing Multicultural Resources
- **GP5:** Community Walk Student Planning Template

GP 1: Deficit Perspective to an Assets-Based Perspective (Document 5)

What Educators Say About a Student	What They May Mean	What They May Accomplish by Saying This
1. *To an ESOL teacher*: "Your student isn't doing very well in my class."	That student is the ESOL teacher's responsibility only.	The educator may remove responsibility from her- or himself for meeting the needs of the student.
2. "His name was too difficult to pronounce, so I gave him an American nickname."		
3. "Her parents don't seem to care how well she does in school."		
4. "The assignment that I gave to the class is just too hard for him."		
5. "She doesn't want to fit in with the American students."		

Snyder & Staehr Fenner, 2021

GP 2: SLIFE Materials Selection and Adaptation Checklists (Document 6)

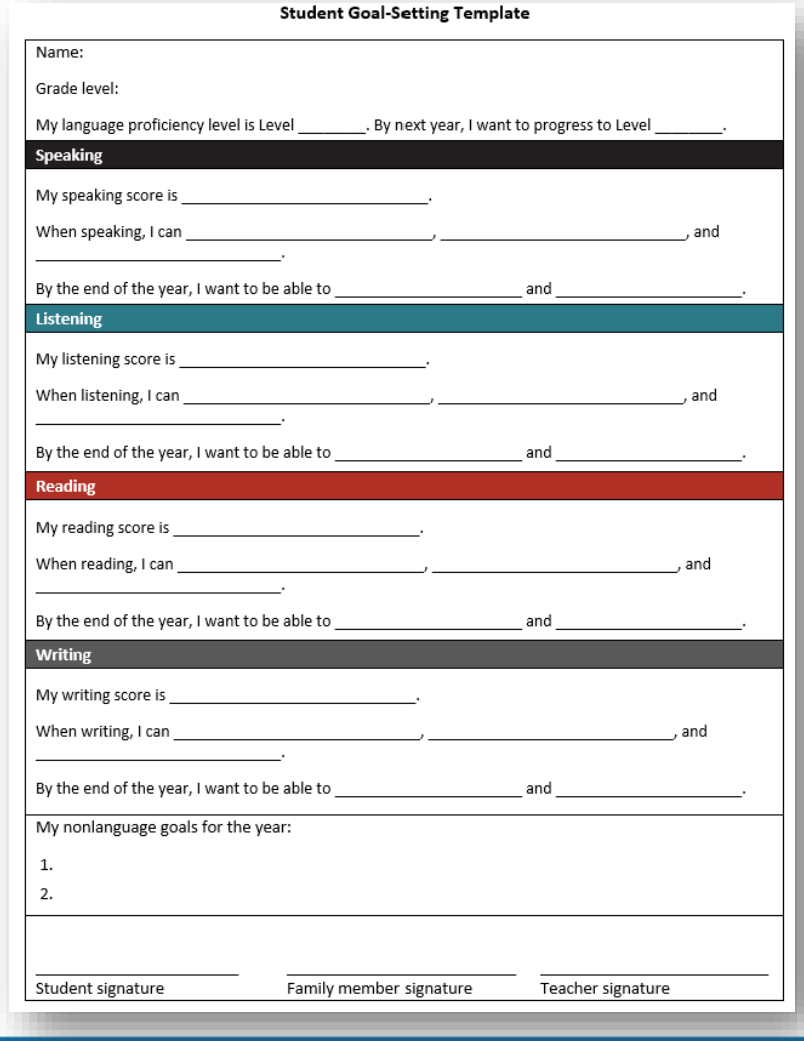
SLIFE Materials Selection and Adaptation Checklists

Checklist 1: Considerations for Materials Selection for SLIFE

Criterion	Criterion Met
1. Connection with content learning objectives	
2. Age appropriate, engaging, selection	
3. Validates prior experience and knowledge	
4. Accessible reading level and language	
5. Multi-modality supports	
6. Home language support	
7. Skill-building	
8. Availability for access beyond school	

Staehr Fenner & Snyder, 2017; Snyder & Staehr Fenner, 2021

GP 3: Goal Setting Tool: Language Development (Document 7)



Student Goal-Setting Template

Name:

Grade level:

My language proficiency level is Level _____. By next year, I want to progress to Level _____.

Speaking

My speaking score is _____.

When speaking, I can _____, _____, and _____.

By the end of the year, I want to be able to _____ and _____.

Listening

My listening score is _____.

When listening, I can _____, _____, and _____.

By the end of the year, I want to be able to _____ and _____.

Reading

My reading score is _____.

When reading, I can _____, _____, and _____.

By the end of the year, I want to be able to _____ and _____.

Writing

My writing score is _____.

When writing, I can _____, _____, and _____.

By the end of the year, I want to be able to _____ and _____.

My nonlanguage goals for the year:

1.
2.

_____ _____ _____

Student signature | Family member signature | Teacher signature

Snyder & Staehr Fenner, 2021, p. 190 - 191

GP 4: Assessing Multicultural Resources Tool (Document 8)

MLs in Your Class:			Students' Home Languages:	
Criteria	**No examples**	**A Few Examples (1-5)**	**Many Examples (6 or more)**	**Notes**
Characters or people who **look** like MLs				
Characters or people who come from **similar backgrounds** or who may have similar experiences as MLs				
Resources that provide **role models** from MLs' home cultures				
Resources that **incorporate** students' home language(s)				
Materials that share the **perspectives and voices** of groups that are often underrepresented or marginalized				

Snyder & Staehr Fenner, 2021

GP 5: Community Walk Student Planning Template (Document 9)

Figure 7.9 Sample Agenda for Salvadoran Community Walk

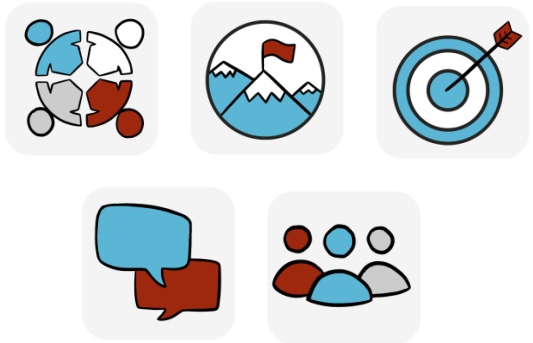
El Salvador Community Walk Schedule	
Time	**Activity**
8:30–9:00	Teachers meet in cafeteria: framing of day, preparation for walks, and intention setting.
9:00–10:15	Student Teach-In
10:15–10:30	Break
10:30–11:15	Skype with Jose Cabezas, Reuters photojournalist based in El Salvador, about current political situation and migration root causes.
11:15–12:00	Leave for Immigrant Legal Defense
12:00–1:00	Visit Immigrant Legal Defense, an organization dedicated to promoting justice through the provision of legal representation to underserved immigrant communities.
1:15–2:00	Lunch @ Los Olivos Restaurant

Source: Adapted from OIHS, 2020.

Snyder & Staehr Fenner, 2021

Poll: Guiding Principles Sample Tools

Think about which tool you are most interested in learning about.



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05:00

Discussion Questions

You will have **5 minutes** in breakout rooms:

- Discuss the questions on the right
- Be prepared to share out one statement about a tool from the group.

Share the **tool** you explored.

Teachers: How will that tool support the **SLIFE** in your classroom? How will you **implement** that tool in your classroom?

Administrators: How will that tool support the **SLIFE** in your school or district? How can that be **implemented** that tool in your school or district?

Counselors: How will that tool support the **SLIFE** in your school community? How can that be **implemented** that tool in your school community?

Discussion Questions Debrief

Group reporters will unmute to share out a tool the group discussed with the whole group.

Next Steps

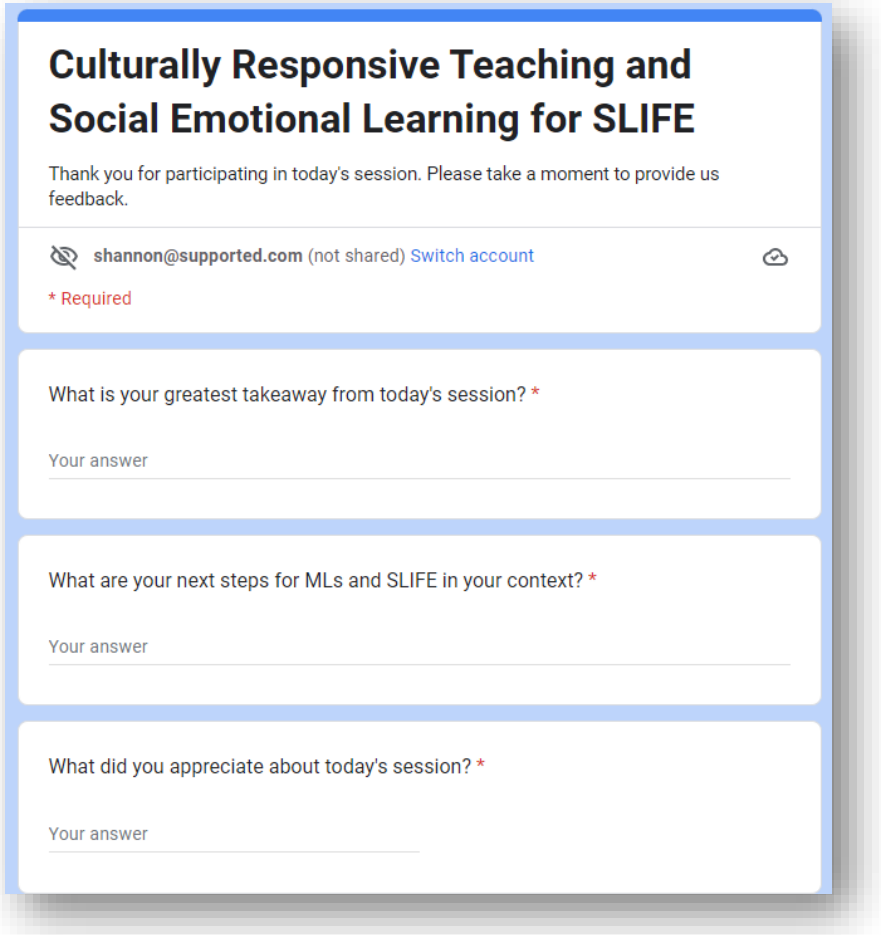
Next Steps

- Implement some of the strategies and tools in your class, school, or district
- Attend our upcoming sessions

Session Number	Topic	Date
2	Effective Instruction of SLIFE	October 20, 2022
3	Supporting SLIFE Family and Community Engagement	November 17, 2022
4	Supporting Graduation and Post-Secondary Success of SLIFE	December 15, 2022

Reflecting on Today's Session (Document 11)

- Please provide us anonymous feedback with a brief evaluation.
- Thank you!



Culturally Responsive Teaching and Social Emotional Learning for SLIFE

Thank you for participating in today's session. Please take a moment to provide us feedback.

shannon@supported.com (not shared) Switch account

* Required

What is your greatest takeaway from today's session? *

Your answer

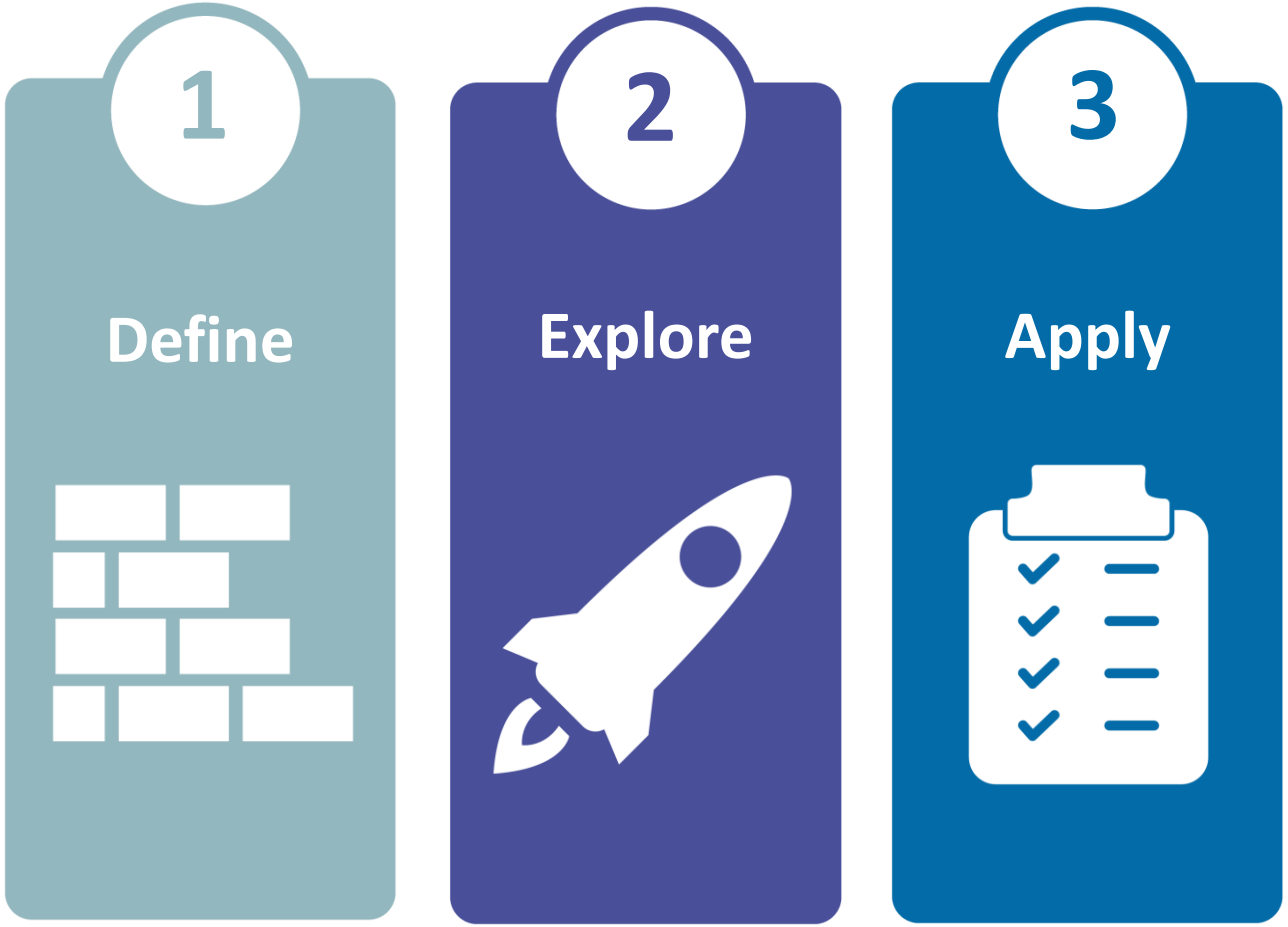
What are your next steps for MLs and SLIFE in your context? *

Your answer

What did you appreciate about today's session? *

Your answer

Session Objectives Review



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Thank you!

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