



# Virtual Workshop Series for New Teachers of English for Speakers of Other Languages (ESOL)

Session Four: October 13, 2022, 3:00-4:00 pm

Presenter: Rebecca Carey, ESOL Consultant



# Community Agreements

- Remain muted when not speaking.
- Work to develop community by ensuring your name is properly displayed. (Indicating your school district or organization is helpful.)
- Ask questions, share resources, and contribute to the conversation through the chat. There will be time to respond to your questions and contributions at the end of the presentation.
- Respect diversity of opinion and perspective. This is a safe place to ask
- Please be present and minimize distractions.
- The sessions are not recorded. The PowerPoint will be available in the Professional Learning Section of the Maine DOE [Multilingual Learner Professional Learning](#) page.

# Introductions

Please type in the chat where you teach, what grade levels you work with, and if you are working in one school or multiple schools. If you want to include your years of teaching multilingual learners, please do, but that is your choice.

## Overview

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- Understanding acculturation and how to support students in this process
  - Strategies for culturally responsive teaching
  - Questions/Needs of the group
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# Acculturation

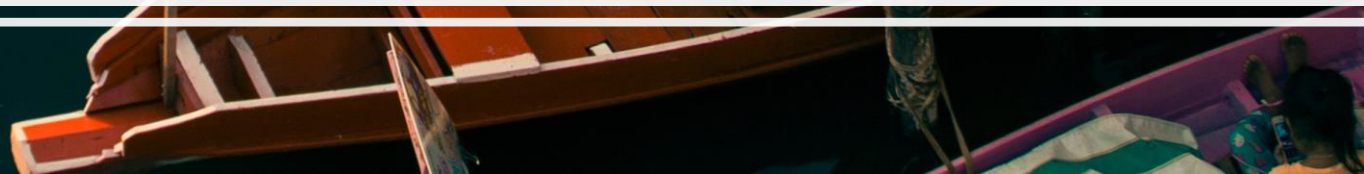
- The process describing how families and individuals navigate the social and psychological changes associated with contact, conflict, and adaptation between two or more cultural groups.
- It is important to note that individuals, families and communities go through a variety of phases and use a variety of strategies as they choose how they will engage with the new culture.







What is Culture?



# 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.

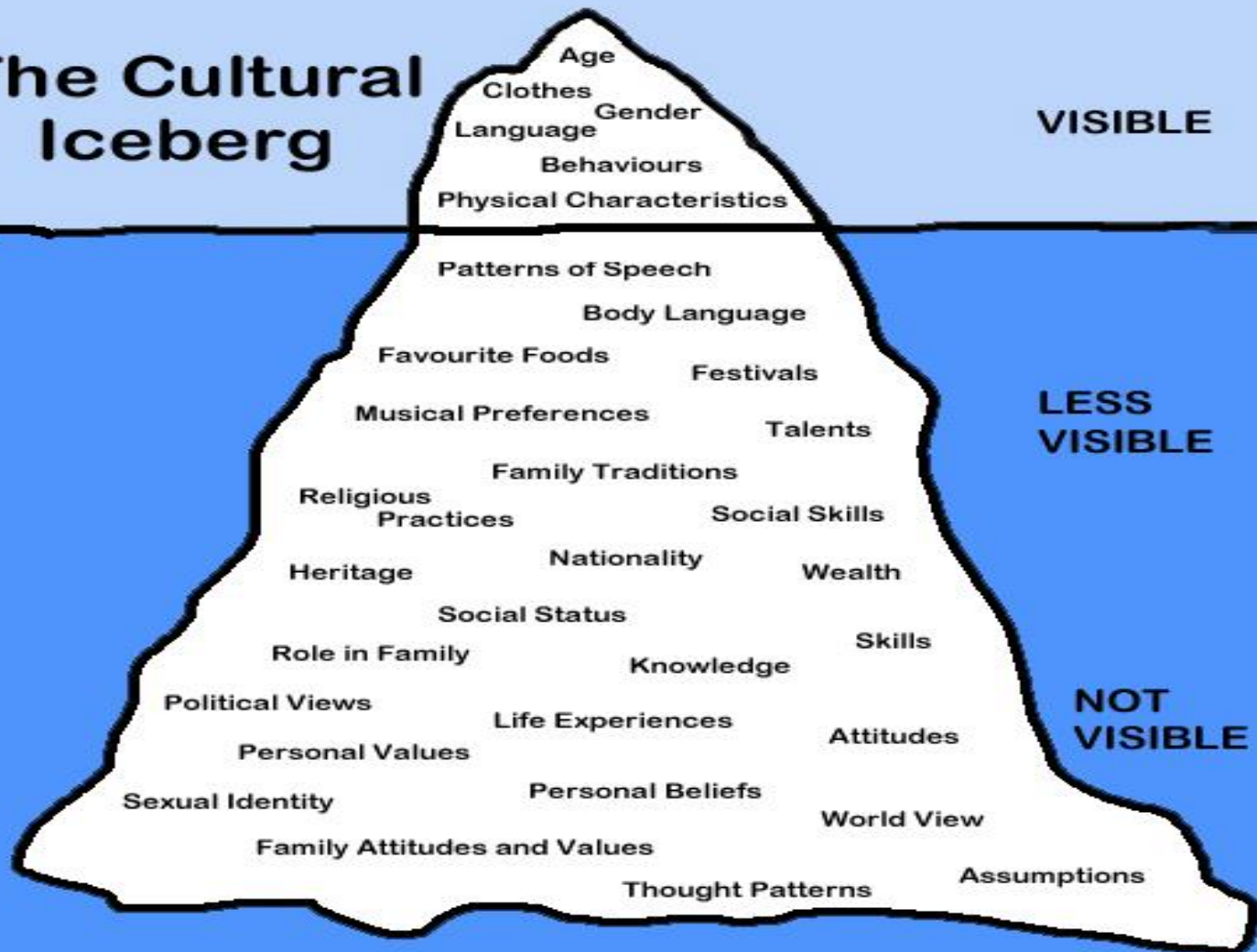
Coming up: Turn and Talk in Breakout Rooms

# Now sort your list into 3 categories

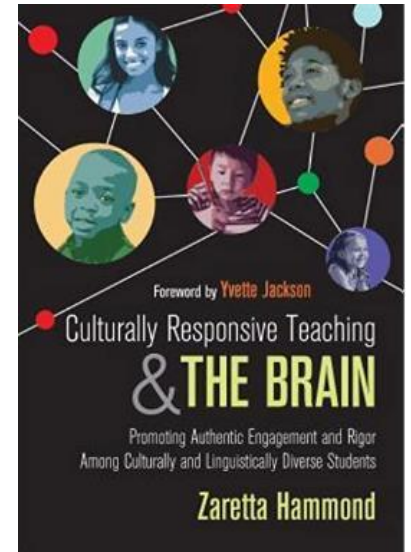
VISIBLE	LESS VISIBLE	NOT VISIBLE



# The Cultural Iceberg



# Culturally Responsive Teaching



# 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**.



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- 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.



A large orange circle is positioned on the left side of the slide, partially cut off by the edge.


## 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.
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- Several short, thick yellow lines of varying lengths and orientations are scattered in the bottom right corner of the slide.



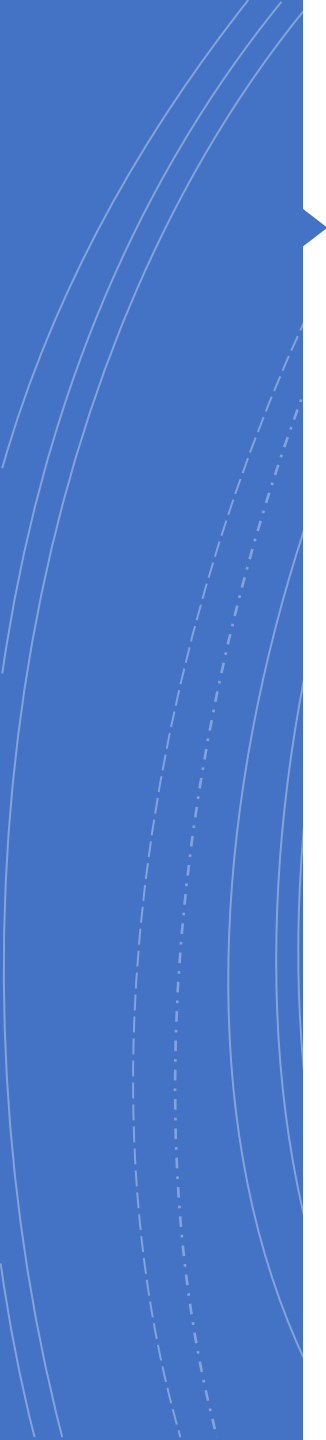
## Strategies for Acculturation

- **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.
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## A Note about Acculturation

- 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).

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- 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



# Strategies to Support Acculturation

- 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 students who are multilingual learners?
- Do I serve any unaccompanied minors?
- What understanding do I have, or am I lacking, about the cultures, politics and education systems in 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 students who are multilingual learners?
- What are my multilingual learners' 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 multilingual learners' day-to-day experiences at school?
- Do my students carry heavy out-of-school responsibilities?
- How is the current political climate impacting my students who are multilingual learners (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 my students who are multilingual learners?
- How much do I know about the rights of multilingual learners?



# Simple Strategies for Creating a Welcoming and Safe Classroom

Get to know your students.

- What skills and dispositions do they already have?
- What are their goals?

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 and support understanding with visuals, gestures, and modeling.

# NEXT STEPS

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- WHAT ACTIONS DO YOU WANT TO TAKE?
- WHAT SUPPORTS DO YOU NEED?



# Video

*View on your own*

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

More  
Professional  
Learning

### 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!

# More Professional Learning

[WIDA Self-Paced eWorkshops](#): Ten free courses for all Maine educators

Topics include:

- Home Languages in the Classroom
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Social Studies: Engaging Multilingual Learners through Inquiry
- Making Language Visible in the Classroom: Explore the Key Language Uses



# More Professional Learning

[Teacher Leaders: Planning with the WIDA English Language Development Standards Framework](#) Hybrid Workshop: Teacher Leaders – Planning with the ELD Standards Framework (Virtual session on 10/30/22 from 3-4 pm and Face-to-Face Session on 12/6 in Augusta from 9am-3pm)

Virtual Learning from Maine DOE  
[Maine DOE Multilingual Learner Professional Learning List](#)

[Engaging Multilingual Learners PLC](#)

[Maine DOE Multilingual Learners Professional Learning Request Form](#)

# Resources

- [Padlet from the Maine DOE ML Office](#)
- [Maine DOE Multilingual Learner Toolkit](#)
  - Sample ILAP
  - Sample Schedule and scheduling support
  - Service provision guidelines
  - Parent communication sample forms
  - Measuring ELP Progress
  - Sample Lau Plan
- Sign up for the [Maine DOE ESOL Listserv](#) to receive a weekly newsletter with professional learning offerings and more.

# Questions??

- We will try to answer questions written in the chat.
- ESOL-related questions may be sent to April Perkins, Rebecca Carey, and/or Robin Fleck.
- [April.Perkins@maine.gov](mailto:April.Perkins@maine.gov)
- [Rebecca.Carey@maine.gov](mailto:Rebecca.Carey@maine.gov)
- [Robin.Fleck@maine.gov](mailto:Robin.Fleck@maine.gov)
- Please feel free to send any questions related to ACCESS for ELLs or Alternate ACCESS for ELLs to: Jodi Bossio-Smith, [Jodi.Bossio-Smith@maine.gov](mailto:Jodi.Bossio-Smith@maine.gov)

# Feedback Survey



# Thank You!!

Thank you for your interest and dedication to your students. These workshop sessions are designed to be of benefit to you. Our next session will be on Thursday, October 27<sup>th</sup> @ 3pm.

We will discuss:

**Preparing for the ACCESS for ELLs and the  
Alternate ACCESS for ELLs with Jodi Bossio-Smith**

I look forward to meeting with you next time and plan to have time for participants to share their successes and challenges.

*See you in two weeks!*