



Strategy 1: Socratic Circle

First complete questionnaire or provide many experiences (Background Knowledge)

Divide in to two groups. Make an outer circle and inner circle. Inner circle explain how culture might impact EL's participation and overall success. Outer circle listen. After 5 minutes, switch.

Optional: Use scaffolds, if needed.

<p>"Say more"</p> <p>"So you are saying that ____"</p> <p>"Can you find an example of ___in the ___?"</p> <p>"Can you repeat what you just said? "</p> <p>"Do you agree? Why?"</p>	<p>For example,_____.</p> <p>An example of this is _____.</p> <p>I agree with _____because_____.</p> <p>I respectfully disagree because_____.</p>
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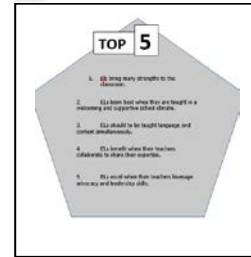
Strategy 2: 1-3-6





5 Guiding Principles

“World Café”: Leader Stays



ELs bring many strengths to the classroom.

ELs learn best when they are taught in a welcoming and supportive school climate.

ELs should be taught language and content simultaneously.

ELs benefit when their teachers collaborate to leverage their expertise.

In order for EL's to have an equitable education, teachers need to develop advocacy and leadership skills (Role, Materials/Curriculum/Professional Development/Assessment/Family Out Reach/Teaching, Learning, Coaching, Mentoring)



Questionnaire
 Choose a reader

Step the designated amount of spaces

As a student...

I am usually right on time or early.	If yes, step to the right. If no, step to the left
I am not sure I am late or early. I usually get there in time.	If yes, step to the left. If no, step to the right.
I listen and ask very few reactive questions. Teachers asks questions and I answer when called on.	If yes, step two spaces the left. If no, step to the right.
The teacher and I discuss together.	If yes, step two spaces the left. If no, step to the right.
I mostly understanding from context and I assume meanings.	If yes, step to the left. If no, step two spaces the right.
I learn the best from explicit and direct communication.	If yes, step to the left. If no, step to the right.
I feel comfortable looking at someone that is the same sex as me.	If yes, step to the left. If no, step two spaces the right.
I use a ton of gestures when I speak.	If yes, step two spaces to the left. If no, step to the right.
I do not feel comfortable talking to authority.	If yes, step two spaces the left. If no, step two spaces to the right.
I believe that I should have choice in the classroom.	If yes, step to the left. If no, step to the right.
I value meeting individual goals and meeting success.	If yes, step to the left. If no, step to the left.
Ideas can be owned. (Intellectual Property)	If yes, step to the left. If no, step two spaces the right.
Individuals should quote political and religious authorities. No need to give citation. The reader will know where the words come from.	If yes, step to the left. If no, step to the right.

Even though you started in the same spot, did you all end in the same spot.

What is Culture?

- Culture is complex and dynamic
- We are each members pf different cultural groups, but there is no way of evaluating that the ways of one cultural group are better than the ways of another
- There is great variability of cultures within social groups
- There are different levels of culture



ELs: Making Content Accessible

Presented by: Kathy Heinze for Region IV Bilingual ESL Conference, Under the Direction of Marie Mendoza Director of Multilingual Programs in Spring Independent School District

Agenda

Guiding Principles for Creating Personal Vision

Cultural Expectations

Strategies

December 15, 2017

Session Summary: *Unlocking English Learners Potential: Strategies for Making Content Accessible*, from the works of Diane Staehr Fenner and Sydney Snyder

Why is it crucial to provide equitable education to ELs? Reflecting on one's own culture can increase culturally responsive teaching and inform educators as to the best scaffolds to use for students with varying language proficiency level. This session provides educators with insight into five research-based guiding principles to create personal vision for closing achievement gap and for planning instruction. Specific strategies, regarding academic language and background knowledge, will be discussed and practiced.