Supporting our Newcomers:
Asset-Based Strategies for Instruction

Keynote
March 13-14, 2024
Annual ESOL Conference
Kennesaw State University

Paula J. Mellom, Ph.D.
Center for Latino Achievement and Success in Education
(CLASE)

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Who Are We?

The Center for Latino Achievement & Success in Education

CLASE

Mary Frances Early College of Education at The University of Georgia in Athens

Program Support
Strategic Planning for a post-secondary pipeline for Latino and EL students

Professional Development
PD Resources for K-12 educators working with Latinos and ELs

Research
Best Practices to inform educators on ways to reduce the achievement gap for Latino & EL students

Outreach Support
Mentoring/Tutoring of Latino and other Students placed at risk

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The CLASE Leadership Team!

Paula J. Mellom
Interim Director

Jodi P. Weber
Associate Director of Professional Development

Rebecca K. Hixon
Associate Director of Program Development and Research

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Mary Frances Early College of Education
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The CLASE IC Coach Team!

Julie Edridge
CLASE IC Coach

Dianne Hall
CLASE IC Coach

Beth Pridgen
CLASE IC Coach

Shawn Thomas
CLASE IC Coach

Cindy Tu
CLASE IC Coach

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Frank Granados

Dominique La Barrie

Kimberly Resendiz Chavez

Monica Sanchez

Diego Morgado Innocencio

Julia Duncanson

Gisselle Velez

Libia Jimenez

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Why Are We Here Today?

- To reflect on who our Newcomers are, the **assets** they bring, and **challenges** they face

- To explore **evidence-based strategies** to serve Newcomers to lift and *amplify* **language and content** understanding without "watering it down"

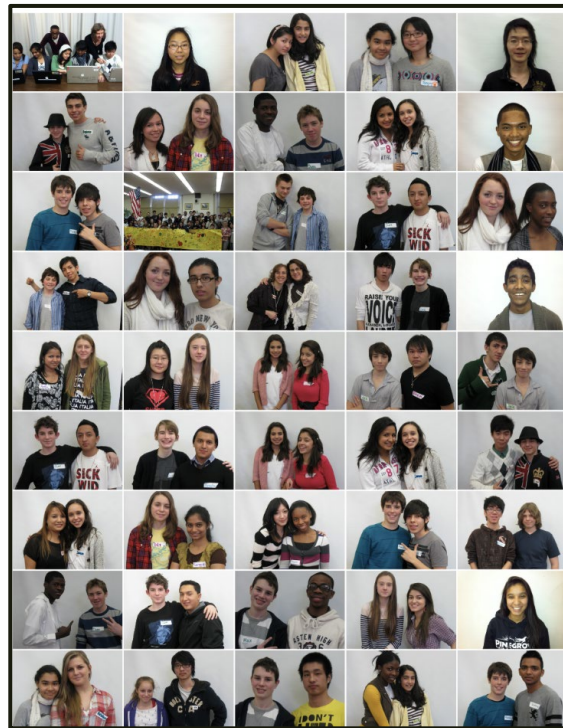- To **provide you with resources** to support your instruction of newly arrived multilingual learners

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Who are Newcomers?

Newcomers are students who:

- were born outside the U.S. (mostly)

- have been in the U.S. for fewer than three years

- and are "still learning English"

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Who are Newcomers?

Immigrant Children Ages 5–17, by State, 2021

	Total U.S. Children	All Immigrant Children		Recent Immigrant Children	
		Number	% of all children	Number	% of all immigrant children
Alabama	831,000	10,000	1%	2,000	16%
Florida	3,195,000	236,000	7%	69,000	29%
Georgia	1,898,000	55,000	3%	17,000	30%
Mississippi	518,000	4,000	1%	1,000	34%
North Carolina	1,720,000	52,000	3%	20,000	39%
South Carolina	840,000	17,000	2%	8,000	46%
United States	**54,814,000**	**2,142,000**	**4%**	**646,000**	**30%**

Notes: This analysis defines "recent immigrants" as individuals who arrived in the United States within three years of the survey year. "–" indicates estimates not displayed due to small sample size.
Source: MPI tabulation of U.S. Census Bureau 2021 ACS data.

Recent Immigrant Children: A Profile of New Arrivals to U.S. Schools
Migration Policy Institute 2023

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Georgia has seen a 37% increase in Newcomers in the last year!

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Who are Newcomers?

Newcomers are a highly heterogeneous group

Building Bridges, Telling Our Stories
by The Human Rights Class at Newcomers High School, Queens, New York

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Newcomer Diversity

How they have come and their reasons for coming vary tremendously:

- ● Some have come to reunite with family or are fleeing political, economic, environmental or social crisis

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Newcomer Diversity

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All have left the homes that they know

Newcomer Diversity

A disproportionate percentage of Newcomers face challenges that most native born students don't have. They are more likely to:

- Live in low-income households (57%)

Recent Immigrant Children: A Profile of New Arrivals to U.S. Schools
Migration Policy Institute 2023

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A disproportionate percentage of Newcomers face challenges that most native born students don't have. They are more likely to:

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- Have parents who have limited formal schooling (23%)

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- Have parents who have limited formal schooling (23%)

- Be linguistically isolated (*no one in the household over the age of 14 speaks English "well"*) (44%)

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Recent Immigrant Children: A Profile of New Arrivals to U.S. Schools **Migration Policy Institute 2023**

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- Only 82% live with at least one parent (compared to 96%)

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- Only 82% live with at least one parent (compared to 96%)

- Be experiencing stress due to migration and immigration status

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Newcomer Diversity

These are not just statistics - they have both administrative and instructional implications

- For those students with high levels of home language literacy and extensive formal schooling, the transition is faster as there are many transferable skills.
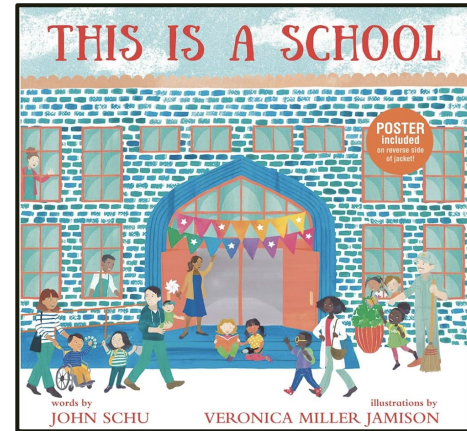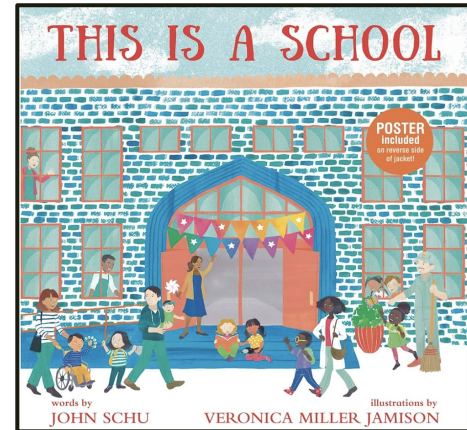

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Newcomer Diversity

These are not just statistics - they have both administrative and instructional implications

- For those students with high levels of home language literacy and extensive formal schooling the transition is faster as there are many transferable skills.

- Recognizing and activating their assets is "easier" as they are more analogous to what we are used to

Newcomer Diversity

These are not just statistics - they have both administrative and instructional implications

- However, for those students with limited and interrupted formal schooling, the transition is more complex

THIS IS A SCHOOL

POSTER included on reverse side of jacket!

words by JOHN SCHU   illustrations by VERONICA MILLER JAMISON

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Newcomer Diversity

These are not just statistics - they have both administrative and instructional implications

- However, for those students with limited and interrupted formal schooling, the transition is more complex

- We must, therefore, be even more reflective about what we take for granted that students "should" know about school

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Newcomer Diversity

This has NOTHING to do with **intelligence** but instead about **experience**.

Therefore, we as educators must:

Newcomer Diversity

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- Clearly and explicitly explain school structure, procedures and expectations
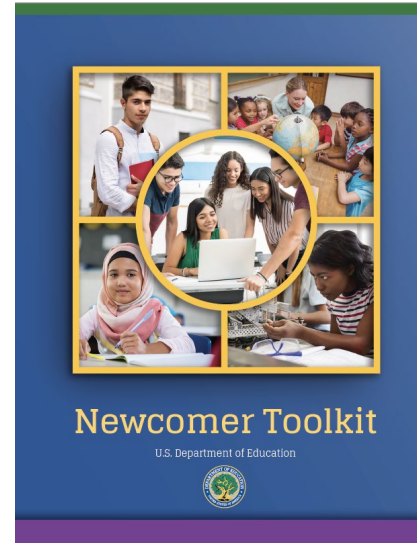
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Supporting Newcomers: Registration

Registering and Supporting Newcomer Students poses challenges for those districts who are receiving literally dozens per week but also for those who have only a handful.

IES Institute of Education Sciences

Regional Educational Laboratory Northwest
At Education Northwest

Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools

REL 2021–064
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Evaluation and Regional Assistance at IES

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This has NOTHING to do with intelligence but instead about experience.

Therefore, we as educators must:

- Clearly and explicitly explain school structure, procedures and expectations, and

- Intentionally teaching what might seem "basic" skills

Supporting Newcomers:
Safe and Welcoming Environment

We are going to focus specifically on what impacts instruction

However, it is important to remember that unless our students' social, physical and emotional needs are met, they are unlikely to be able to engage academically
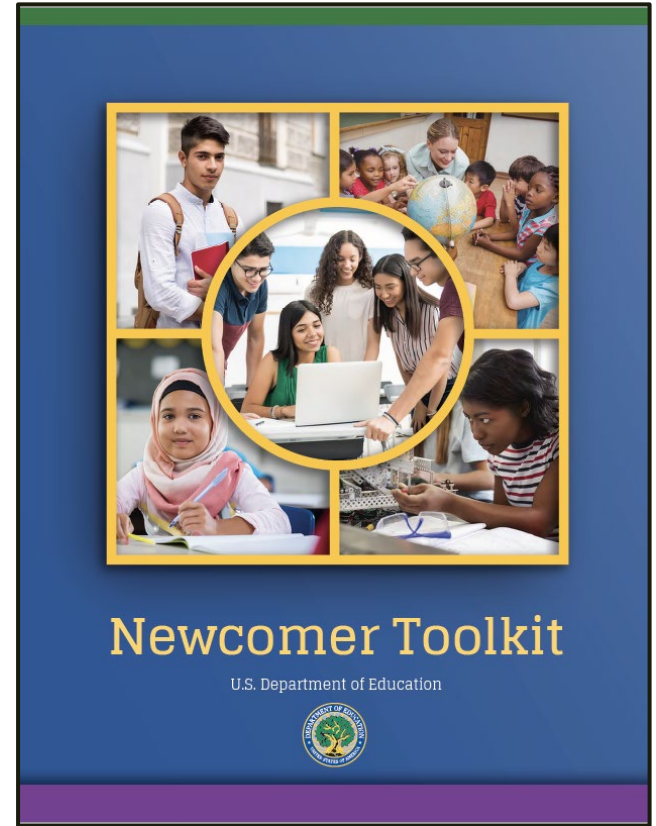
Newcomer Toolkit
U.S. Department of Education

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Supporting Newcomers:
Safe and Welcoming Environment

OELA's Newcomers Toolkit
Outlines 7 "common themes" for Welcoming Newcomers

1. Understanding Legal Rights
2. Exchanging Information
3. Two-Way Communication
4. Orientation
5. Welcoming Newcomers' Culture and Languages
6. Partnering with Community Organizations
7. Creating Safe and Supportive Schools

Newcomer Toolkit
U.S. Department of Education

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Resources: Newcomers' Legal Rights?

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

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Newcomer Diversity

This is not about intelligence but instead about *experience*.

Therefore, we as educators must:

- Clearly and explicitly explain school structure, procedures and expectations, and

- Intentionally teaching what might seem "basic" skills

- Use home language and multiple other "entry points" for conveying information to Newcomers and their families

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"Beyond the social-emotional, remember the phrase '*care is not sufficient.*'

Find instructional materials that focus on your Newcomer's assets and develop lessons with intentionality —

something that is specific to their needs."

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Newcomer Diversity

Newcomers also bring with them a wealth assets of including:

- **Linguistic Assets**
  - Dialectical as well as "language"

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- **Linguistic Assets**
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- **Cultural Assets**
  - Customs
  - Beliefs
  - Countries of origin

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- **Linguistic Assets**
    - Dialectical as well as "language"

- **Cultural Assets**
    - Customs
    - Beliefs
    - Countries of origin

- **Educational Background**
    - Varied strengths of core academic content/skills
    - Interrupted schooling, etc.

Who are Newcomers?

"It is critical for school staff to understand students' backgrounds, especially as migration trends shift, to provide appropriate resources and support for their linguistic, academic, and socioemotional growth."

Recent Immigrant Children: A Profile of New Arrivals to U.S. Schools **Migration Policy Institute 2023**
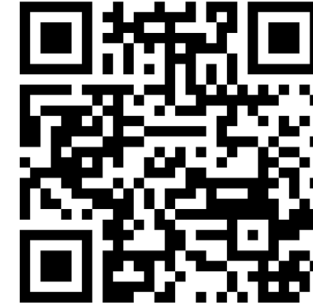
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Newcomer Assets: Language(s)

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What language(s) do the Newcomers and other MLs in your school speak? Rank the top languages represented.

Click on the QR Code OR go to Menti.com and enter the code: 6404 6792

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Newcomer Assets: Language(s)

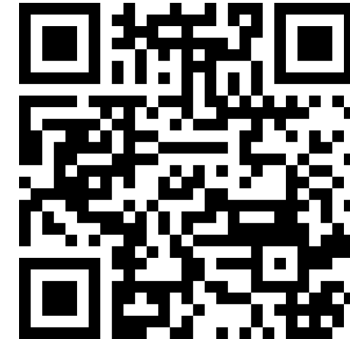What language(s) do the Newcomers and other MLs in your school speak? Rank the top languages represented.

Results

Newcomer Assets: Language(s)

Languages spoken by Georgia immigrant population		
Spanish	795,646	54%
Vietnamese	57,795	4%
Chinese (including Mandarin, Cantonese, etc.)	55,024	4%
Korean	52,742	4%
Yoruba, Twi, Igbo, or Other Languages of Western Africa	37,536	3%
Amharic, Somali, or Other Afro-Asiatic Languages	35,318	2%
French (Including Creoles and Cajun)	33,248	2%
Hindi	31,531	2%

Fully 14% of Georgia's 10,173,597 residents speak languages other than English!!

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Newcomer Assets: Countries of Origin

Georgia Immigrant Countries of Origin in 2021	
Mexico	19%
India	9%
China	5%
Western Africa	5%
Vietnam	4%
Korea	4%
Jamaica	4%
Eastern Africa	3%
El Salvador	3%
Colombia	2%

Each country has its own unique political and social history and tremendous diversity within it

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Newcomer Assets: Countries of Origin

Mexican Spanish includes the variety of dialects and sociolects of the Spanish spoken in Mexico.

The Mexican government recognizes **sixty-eight linguistic groups and 364 varieties of indigenous languages.** (May 22, 2023)

Did you know?

The top 3 languages spoken in Mexico are Spanish, Nahuatl and Yucatec Maya. Spanish is spoken by roughly 94% of the population.

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Summary: Who are Newcomers?

Each Newcomer's experience is unique

- **Avoid making assumptions** about their experiences and/or backgrounds

- Recognize and build on the **strengths** of Newcomer students and their families

- Create **safe environments** where students and their families feel welcome— this is essential for student success

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Supporting and maintaining home language and culture as ASSETS has short and long-term benefits for both students and families and promotes positive social and academic outcomes!

Ambroso, E., Dunn, L. and Fox, P. (2021, September). *Research in brief: Engaging and empowering diverse and underserved families in schools. US Department of Education.* Institute of Education Sciences National Center for Education Evaluation and Regional Assistance Regional Educational Laboratory West.

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Okay, so now we have a better idea of who our Newcomers are…

but what do we need to do to **TEACH** them?

Newcomer Instructional Strategies: Amplifying rather than Simplifying

- Provide **amplified models** of how to use English appropriately in academic contexts. *(Walqui, A. & Bunch, G. C. (Eds.). 2019; Duguay, A. L., Vdovina, T., 2019)*

- Teachers can make language and content more accessible by *amplifying* rather than *simplifying* speech or text.

What do we mean?

Walqui, A. & Bunch, G. C. (Eds.). (2019). Amplifying the curriculum: Designing quality learning opportunities for English learners.

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Newcomer Instructional Strategies: Amplifying rather than Simplifying

<u>Simplifying</u> includes avoiding the use of challenging words, phrases or concepts.

<u>Amplifying</u> means anticipating where students might need support in understanding concepts or terms, and providing multiple ways to access them.

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Newcomer Instructional Strategies: Amplifying rather than Simplifying

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Newcomer Instructional Strategies: Amplifying rather than Simplifying

We amplify by:

- **<u>Creating Explicit Connections</u>:**
  - Using tools and strategies to link words, concepts and grammatical structures in association *(e.g. visuals or realia, anchor charts, color-coding, songs, graphics or gestures)*

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- **<u>Identifying and Explicitly Teaching Patterned Language</u>:**
  - Identifying discipline-specific formulas and chunks and providing authentic opportunities to use and practice them *(e.g. sentence stems or other "semi-preconstructed phrases")*

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- **<u>Creating and Reinforcing Routines through Repetition</u>:**
  - Highlighting words and structures that we use routinely and *(e.g. sight words or connecting words)*

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Newcomer Instructional Strategies: Amplifying rather than Simplifying

When done thoughtfully and intentionally, these strategies can help Newcomer students learn language and connect to content in meaningful ways


Use of first language

Visuals and Realia

Read Aloud

Modeling/Gestures

Scaffolding Strategies

Graphic Organizers

Intentional Small Group/Partner Work

Connect to Background Knowledge

Sentence Structures/ Starters

*I know _____ because _____.

Ms Houser Inspiring and Encouraging Instructional Coaches with Tips and Resources:
https://www.mshouser.com/teaching-tips/8-strategies-for-scaffolding-instruction

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Newcomer Instructional Strategies: Amplifying rather than Simplifying
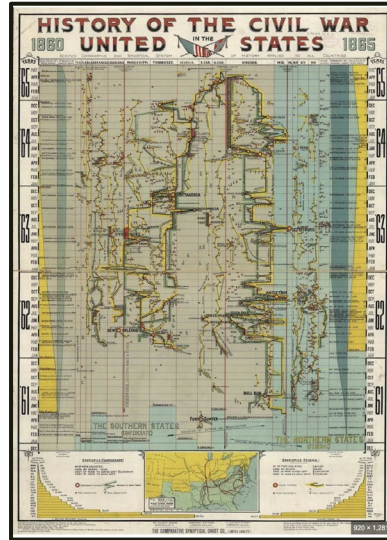
Caution: No activity, strategy, image or tool will, in and of itself, guarantee your students will make meaningful connections to the content.

Amplifying Language: Teacher Focus

Watch the video of Mr. Ian introducing the activity with his ESOL 1 (Newcomer class).

Take note of what strategies you see Mr. Ian using to *amplify* language and content by:

- making meaningful connections
- underscoring patterns
- and creating routines (*repetition*)

Phillip Ian
Meadowcreek High School
Gwinnett County Public Schools
ESOL 1

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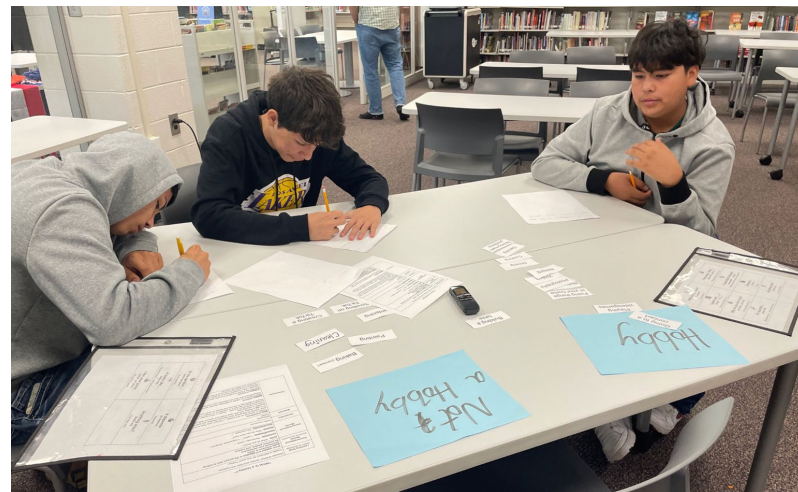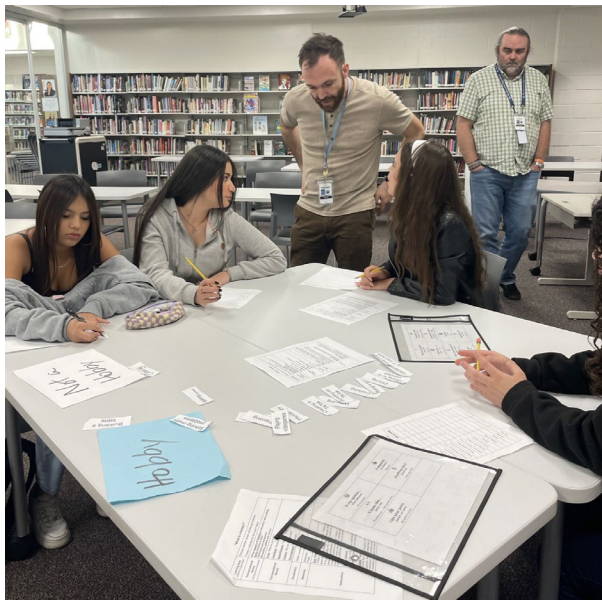*Mary Frances Early College of Education*
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Amplifying Language: Teacher Focus

Topic: Hobbies
JPA Task: Sort Activities as Hobby or Not a Hobby and discuss why

Phillip Ian
Meadowcreek High School
Gwinnett County Public Schools
ESOL 1

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Amplifying Language: Teacher Focus

Phillip Ian
Meadowcreek High School
Gwinnett County Public Schools
ESOL 1

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Amplifying Language: Teacher Focus

What strategies did the teacher use to "amplify" the meaning of the language and content and support Newcomer students?

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OR
go to Menti.com and enter the code:
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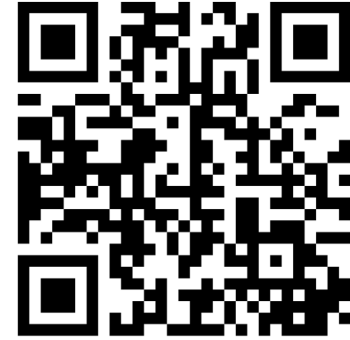UNIVERSITY OF GEORGIA

Amplifying Language: Teacher Focus

[Results](#)

What strategies did the teacher use to "amplify" the meaning of the language and content and support Newcomer students?

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Amplifying Language: Teacher Focus

What strategies did you see Mr. Ian using to "amplify" the meaning of the language and content by making meaningful connections, underscoring patterns and creating routines?

- Strategic use of targeted "sandwich translation"

- Targeted modeling of language

- Intentional connection of concepts to student background knowledge

- Attention to connection between written and spoken language

- Authentic repetition of words and structures

- Meaningful gestures connecting words and concepts

- Use of visuals to connect words and concepts

Phillip Ian
Meadowcreek High School
Gwinnett County Public Schools
ESOL 1

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Amplifying Language: Student Focus

Watch the video of Niki Hill and her students and take note of what you notice about how the language is amplified through student interaction

Niki Hill

5th Grade
Shiloh Elementary
Gwinnett County Public Schools

Niki Hill
Fifth-grade teacher, Shiloh Elementary School

Students Dig Deeper with ICs

Student Instructional Goal:

To identify types of sentences, and to verbalize their reasoning.

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Amplifying Language: Student Focus

Notice how the language is amplified rather than simplified through:

- Peer modeling of academic and social language

- Written text connected to spoken words

- Sentence frames allow authentic participation

- Can move the text around to better see or allow for non-verbal participation

- Purposeful grouping with language broker

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Amplifying Language: Student Focus

- How are the skills that the Newcomer student gained different from those that he would have gained working alone at a computer?

- How are the skills gained different than those he would have gained if he had been pulled out with only level 1 ELs?

Niki Hill
Fifth-grade teacher, Shiloh Elementary School

Discuss with your neighbor or group

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Amplifying Language: Student Focus

Layers of amplification:

- Students complete "I Am From" poem about themselves

- Students watch a video about Greek Gods

- Teacher divides the students into groups and assigns one God to each (Zeus, Poseidon or Hades)

- Teacher passes out the portion of the video transcript pertaining to "their" god

- Students highlight the transcript by category:

    - <mark>green</mark> = things from nature
    - <mark>orange</mark> = things about god's home
    - <mark>pink</mark> = objects associated with the god
    - <mark>blue</mark> = places important to the god

Mariella Tomova
Meadowcreek High School - GCPS
Sheltered Multicultural Literature
Newcomers, Level 1 and Level 2 MLs

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Amplifying Language: Student Focus

Finally, students collaborate to complete an "I Am From" poem about their god, **in this example, Poseidon:**

Students are able to adapt text from what they highlight in the transcript and fill in the semi-preconstructed phrases in the "**I am From Poem".** For example:

"I am from <u>algaes dancing in the ocean depths</u>."
        (a plant or natural item from your past)

"I'm from <u>the golden trident that I hold while riding a dolphin</u>."
        (two objects from your past)

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MLs

Poseidon – Where I am From Poem

Written by: Hector Lopez, Yeimy Ramirez, Michael Estrada.

I am **from the depths of the ocean, where the waves crash and roar,**
        (a specific item from your childhood home)
from **the blacksmith cyclops and the divine <u>power</u> I was born with.**
        (two products or objects from your past)
I am from **my childhood filled by animals and aquatic wonders,**
        (a phrase describing your childhood home)
and **the wonderful coral reefs near my golden hall,**
        (more description of your childhood home)
I am from <u>algaes</u> **dancing in the ocean depths,**
        (a plant, <u>tree</u> or natural item from your past)
whose **dance is calmer than the Pacific Ocean.**
        (personify that natural item)
I'm from **the golden trident that I hold while riding a dolphin,**
        (two objects from your past)
from **Cronus and his Roman equivalent Saturn** and **the mother of all the gods Rhea.**
        (a family name)   (another family name)
I am from **love with a harmonious balance and my love with Amphitrite,**
        (a family trait or tendency)   (another family trait or tendency)
and from **the rivalries and conflicts between my family in Olympus.**
        (another family trait, <u>habit</u> or tendency)
from **my divine and powerful brothers Zeus and Hades.**
        (another family trait, <u>habit</u> or tendency)
I am from **the god of the sky Uranus** and **the god of the earth Gaia,**
        (an ancestor)   (another ancestor)
from **the grapes and the wine of my family of gods.**
        (two foods from your family history)
And **the creation of the universe by my ancestors Uranus and Gaia,**
        (a specific event in the life of an ancestor)
and from **the Cronus prophecy that foretold his downfall at the hands of his own children,**
        (another detail from the life of an ancestor)
and **when Cronus swallowed all the siblings because he was afraid of the prophecy.**
        (a memory of object you had as a child)

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Amplifying Language: Student Focus

Watch the video of these three students (one newcomer, two level 2 MLs)

- What do you notice about how the students collaborate to deepen their understanding of both the language and content?

- What evidence of teacher strategies do you see?

From the ocean, of the water and the Olympus

Mariella Tomova
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Newcomers, Level 1 and Level 2 MLs

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Amplifying Language: Student Focus

From the ocean, of the water and the Olympus

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Newcomers, Level 1 and Level 2 MLs

Amplifying Language: Student Focus

What did you notice about how the students collaborate to deepen their understanding of both the language and content?

What evidence of strategies did you see? For example:

- Strategic use of targeted translation

- Color-coded highlighting on texts

- Peer modeling of academic and social language

- Re-utilizing written tools and resources (I Am From template they had already completed)

- Written text connected to spoken language (transcript)

From the ocean, of the water and the Olympus

Mariella Tomova
Meadowcreek High School - GCPS
Sheltered Multicultural Literature
Newcomers, Level 1 and Level 2 MLs

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Amplifying Language: Student Focus

- How are the skills that the newcomer student gained different from those that he would have gained working alone at a computer?

- How are the skills gained different than those he would have gained if he had been pulled out with only level 1 ELs?

From the ocean, of the water and the Olympus

Discuss with your neighbor or group.

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2 minutes

Modifying your Lessons for Diverse Learners is NOT about Making the Content Easier, it's About Making it More Accessible!

Goal: Make the language of school as routine, patterned and connected as possible!

Newcomer Instructional Strategies: Putting it into Practice

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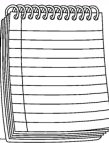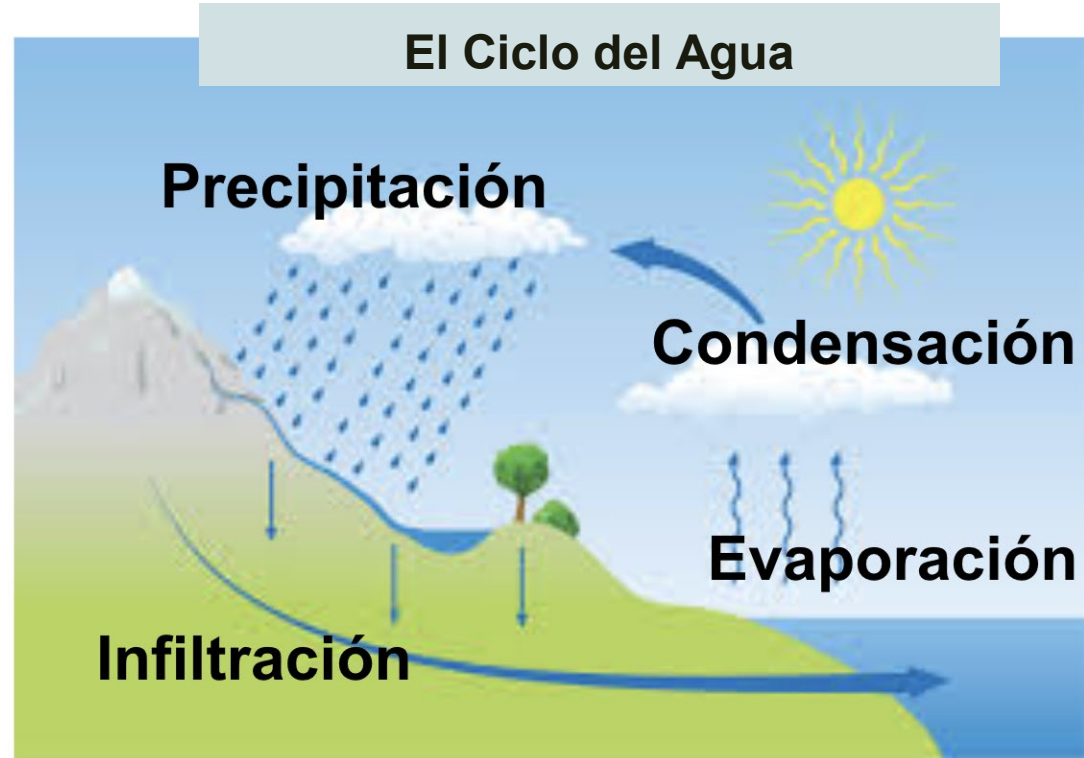**UNIVERSITY OF GEORGIA**

Putting it into Practice

Instrucciones:

- Escuche a la lección sobre "El Ciclo del Agua"

- Escribe notas sobre lo que entiende

- Trabaje con uno o dos compañeros para hacer la tarea

El Ciclo del Agua

Precipitación

Condensación

Evaporación

Infiltración

Newcomers Instructional Strategies: Putting it into Practice

Ciclo del Agua Gráfico

Palabra en Inglés	Palabra en Español	Representación Visual
	Acuífero	
Precipitation		
	Evaporación	
Condensation		
Cycle		
	Agua	

Banco de Palabras:
Evaporation
    Aquífer

Ciclo
Condensación
    Precipitación
Water

2 minutos
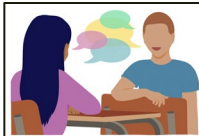
Newcomers Instructional Strategies: Putting it into Practice

- How did that exercise make you feel?

- What strategies/assets did you use to help you understand and complete the task?

- What strategies did the teacher (I) use to amplify?

- How much English did you use?

Share your thoughts with your group!

Newcomers Instructional Strategies: Putting it into Practice

As you reflect on this activity and what we have discussed, consider, what you would need to do to:

- Build your Newcomer students' background knowledge

- *Amplify* rather than *simplify* content and language

- Help them connect to and draw on their assets?

  - *Specifically, how can you scaffold for your Newcomers to allow them to engage productively in academic activities?*

Scaffolding for Newcomers: QR Codes

- Can link to multiple supports such as web pages, text, pictures anchor charts etc.

- Can record instructions so students can hear instructions and/or text repeatedly

Scaffolding for Newcomers: Anchor Charts

- Provide visual representations of concepts

Scaffolding for Newcomers: Anchor Charts

- Link visual images to words

Scaffolding for Newcomers: Anchor Charts

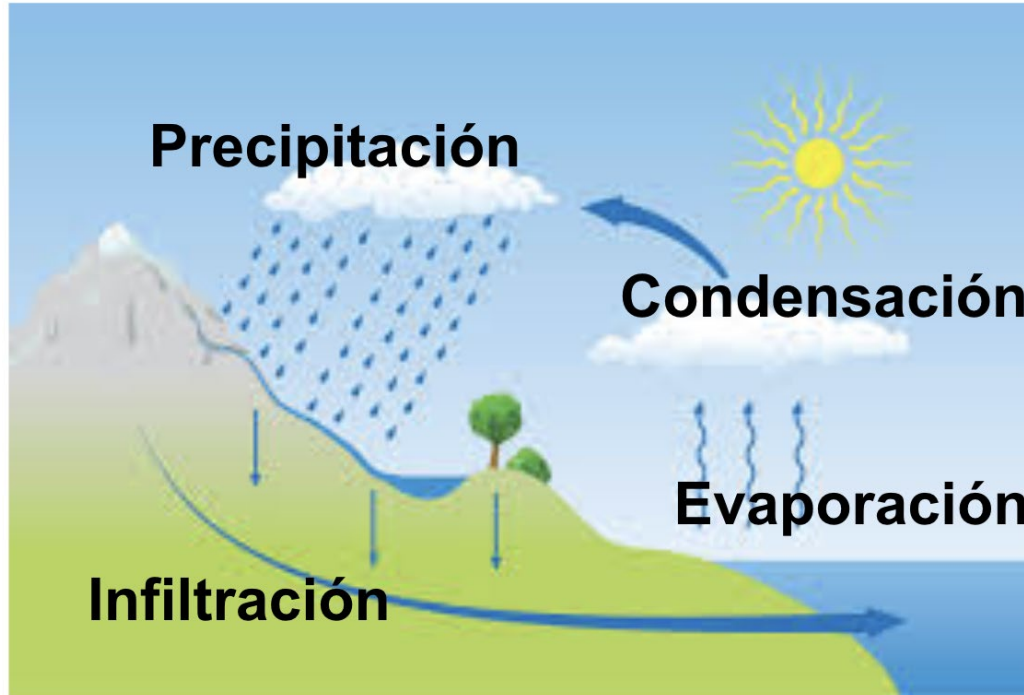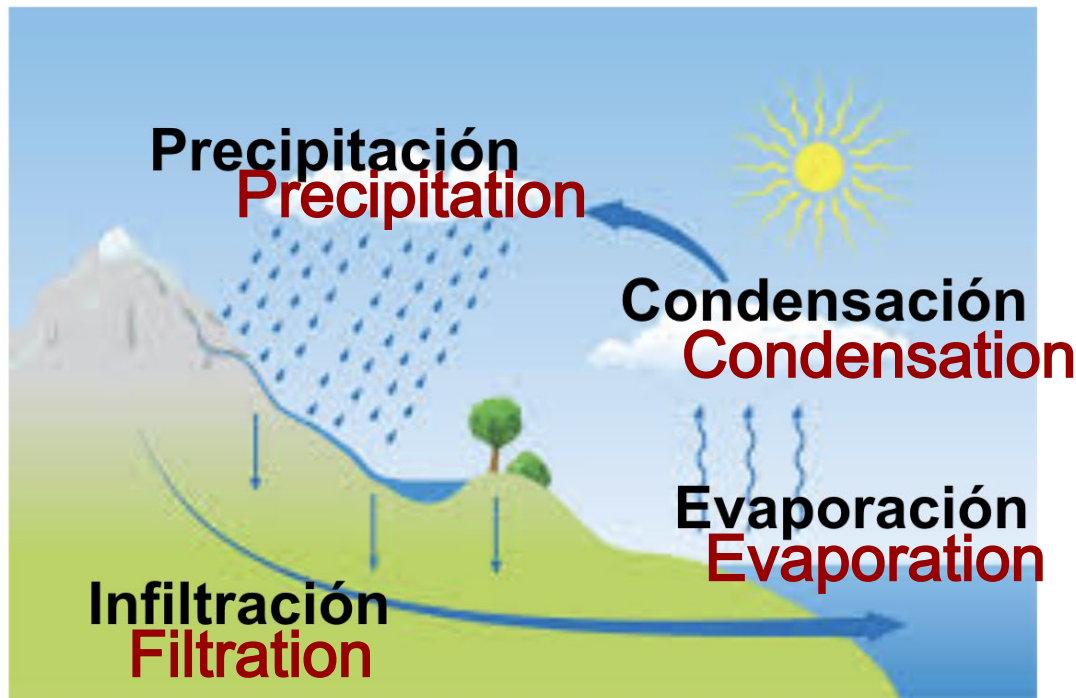- Provide opportunity for students to translate for each other or in their own word journal/chart

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Scaffolding for Newcomers: Word Journals

Palabra en Inglés	Palabra en Español	Raiz Latina, Griega	Representación Visual	Me acuerda de…
Aquifer	Acuífero	Agua = water		Puddles
Precipitation	Precipitación	Precipit = fall		rain/snow
Evaporation	Evaporación	Evapore = go in vapor		Steam from a pot
Condensation	Condensación	Con = with Densare = become dense		Water on a glass in summer
Cycle	Ciclo	Ciclo = cycle		Bicycle
Water	Agua	Agua = water		Aquafina

- Capitalizes on Assets and creates space for intentional connection

- Personalized - Student takes ownership

- Links visual images to words

- Space for targeted translation

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Scaffolding for Newcomers: Word Banks

Banco de Palabras:

Evaporación   Aquífero

         Ciclo Condensación

         Precipitación   Infiltración

- Focuses attention on academic vocabulary

- Can be linked to visual images, recordings or translations

- Should always be used in conjunction with other tools to contextualize - not in isolation

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Scaffolding for Newcomers: Videos

Consider using videos or other materials in your students' home language to:

- build background knowledge about the content concepts, and

- allow them to process the content before having to produce output in English

Scaffolding for Newcomers: Sentence Frames

Offering sentence frames (e.g. conversational sentence stems) can help students:

- **See the patterns** of language that are commonly used

- **Feel less pressure** about "how to start" and practice

- **Enter** into the conversation **authentically**

I agree with you because...

I disagree with you because...

I would like to add to that...

Your strategy reminds me of...

My strategy was...

What would happen if...

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Scaffolding for Newcomers: Other Resources

Language Functions Tool 2.0

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Co-created by Confianza Director Sarah Bernadette Ottow with several educator groups, including the American International School of Bucharest, Romania and educators in the Boston Public Schools. This tool is also informed by The Collaboration Tool from The MA DESE ESL Next Generation Collaboration Tool of which Ottow was a consultant.

More resources on supporting equity, language and literacy can be found at www.ellstudents.com and in Ottow's book on ELLs/ALLs: The Language Lens for Content Classrooms.

NOTE: This tool suggests linguistic patterns, ranging from less complex (ELP 1-2) to more complex (ELP 5-6); however, be aware that **these sentence stem ideas below are not prescriptive**. Language acquisition Language acquisition is not a linear process; it varies based on individual factors, domains and sociocultural context. Confianza recommends that teachers create their own language supports based on students' needs, grade level, unit/lesson goals, and other contextual factors. Start with the end in mind by creating **success criteria** (what the ideal response would be) then work backwards to create the frames needed to get there.

Language Function	Graphic Organizer	Beginner Question & Answer Stem Ideas	Intermediate Question & Answer Stem Ideas	Advanced Question & Answer Stem Ideas
Analyze/ Classify Break down in order to bring out the essential elements or structure, Group objects or ideas according to their characteristics or features **KEY WORDS:** Because, supports, important, in fact, for example, specifically, connected to, in common, contrasting with		What is the texture like? Shape? Color? What makes these different/ similar?	What characteristics do these have in common? How could we group…?	Based on …., how would you classify/ analyze…? What types of…are represented here? What traits do these have in common?
		_____ and _____ are similar/ different because… I sorted these by _____. All [don't] have _____. All are [not] _____.	…is an example of… …means the same as… …is similar to… I grouped…and…together because…	We can classify/analyze…according to… A common characteristic of…and…is… One attribute of…is…

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Scaffolding for Newcomers: AI and Technology

Rewordify

From frustration...	...to understanding
Don't let an abstruse lexicon heighten your trepidation. Rewordify.com can assuage your anxiety.	Don't let a difficult and confusing word list increase your fear and nervousness. Rewordify.com can calm your fear and stress.

Transposes but also offers text to speech

Supports *Interpretive skills*

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Scaffolding for Newcomers: AI and Technology

Paraphrases and rephrases student writing in different registers and languages and helps students understand changes

Supports *Expressive skills*
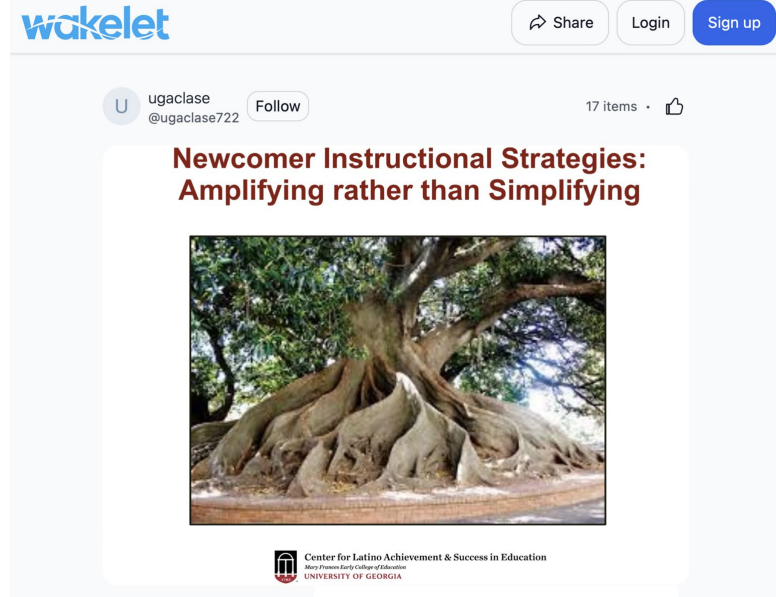
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Scaffolding for Newcomers: Wakelet

- Can upload multiple supports such as links, text, pictures anchor charts etc.

- Text to Speech technology so students can read and hear instructions and/or text repeatedly

- Technology offers graphic representation of words

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Research Base for Effective ML Instruction

Grounded in sociocultural theory and the CREDE's Five Standards for Effective Pedagogy,

the IC pedagogical model is based on decades of research on what types of instruction work best for English learners

Collaborative Conversation-Based Instruction

- Purposeful Conversation
- Language & Literacy Development
- JPA
- IC
- Challenging & Complex Activities
- Contextualization For Meaning

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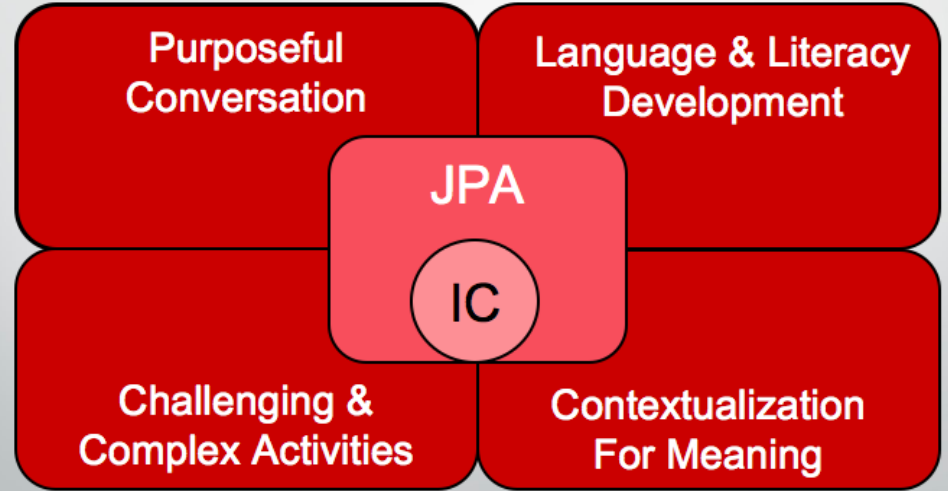
To Support Teacher Application of the Instructional Conversation (IC) Pedagogical Model, CLASE Developed:

The Arch of Collaborative Conversation-Based Instruction
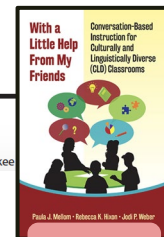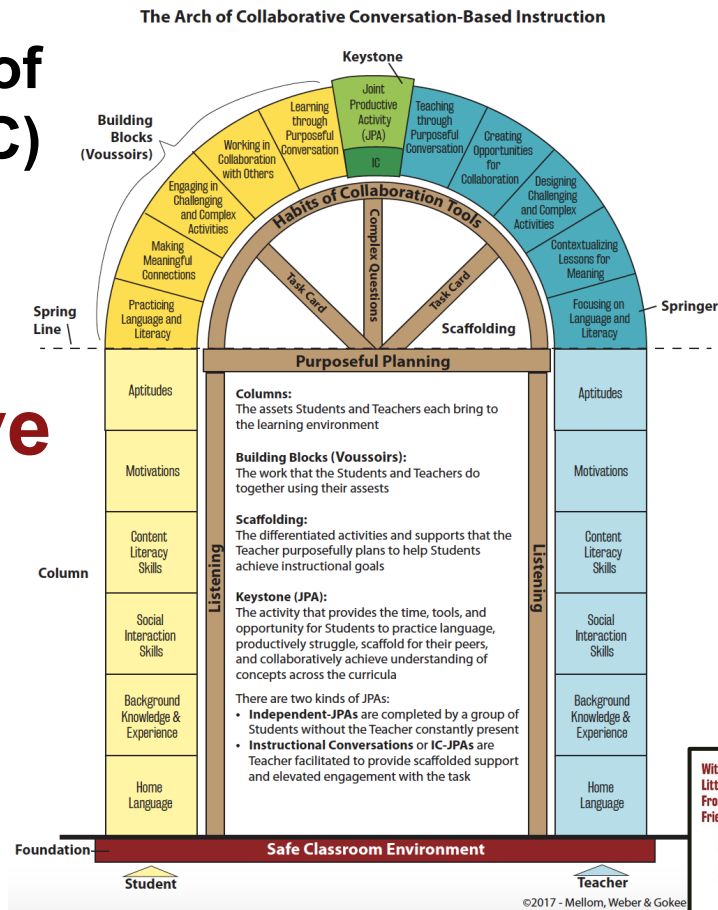
The Arch of Collaborative Conversation-Based Instruction
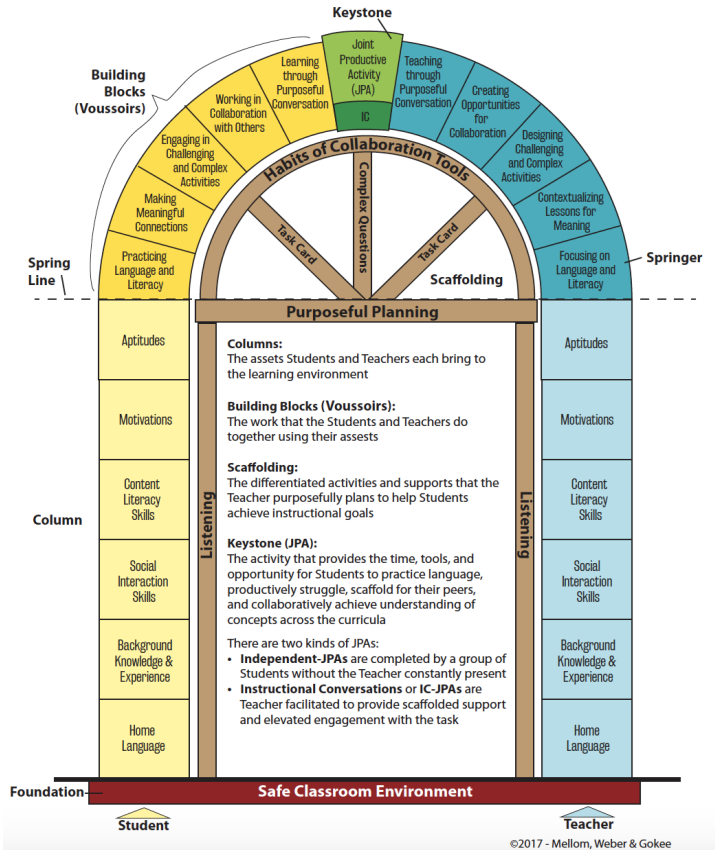
The CLASE Arch of Collaborative Conversation-Based Instruction

in an assets-based framework that represents <u>active teaching and learning</u> and the elements necessary to support **BOTH content understanding and language development** - showing how they work together as a *system*.

The Arch of Collaborative Conversation-Based Instruction

Keystone

Building Blocks (Voussoirs)

Joint Productive Activity (JPA)

IC

Learning through Purposeful Conversation

Teaching through Purposeful Conversation

Working in Collaboration with Others

Creating Opportunities for Collaboration

Engaging in Challenging and Complex Activities

Designing Challenging and Complex Activities

Habits of Collaboration Tools

Making Meaningful Connections

Contextualizing Lessons for Meaning

Complex Questions

Task Card

Task Card

Spring Line

Practicing Language and Literacy

Focusing on Language and Literacy

Springer

Scaffolding

Purposeful Planning

Aptitudes

Aptitudes

Columns:
The assets Students and Teachers each bring to the learning environment

Motivations

Motivations

Building Blocks (Voussoirs):
The work that the Students and Teachers do together using their assets

Listening

Content Literacy Skills

Scaffolding:
The differentiated activities and supports that the Teacher purposefully plans to help Students achieve instructional goals

Content Literacy Skills

Listening

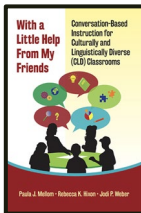Column

Social Interaction Skills

Keystone (JPA):
The activity that provides the time, tools, and opportunity for Students to practice language, productively struggle, scaffold for their peers, and collaboratively achieve understanding of concepts across the curricula

Social Interaction Skills

Background Knowledge & Experience

There are two kinds of JPAs:
• **Independent-JPAs** are completed by a group of Students without the Teacher constantly present
• **Instructional Conversations** or **IC-JPAs** are Teacher facilitated to provide scaffolded support and elevated engagement with the task

Background Knowledge & Experience

Home Language

Home Language

Foundation

Safe Classroom Environment

Student

Teacher

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With a Little Help From My Friends

Conversation-Based Instruction for Culturally and Linguistically Diverse (CLD) Classrooms

Paula J. Mellom • Rebecca K. Hixon • Jodi P. Weber

(Mellom, Hixon, Weber, 2019)

Registration OPEN:
Summer 2024 Foundational IC Training Institute

Summer 2024
INSTRUCTIONAL
CONVERSATION
Foundational Institutes

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UPCOMING DATES:

Institute 1: *Zoom/UGA Gwinnett*
- June 3-4 & 6-7 (M-T & TH-F)

Institute 2: *Zoom–COMPLETELY VIRTUAL!*
- June 10-13 (M-TH)

Institute 3: *Zoom/UGA Gwinnett **GCPS ONLY***
- July 8-9 & 11-12 (M-T & TH-F)

Institute 4: *UGA Gwinnett - COMPLETELY IN-PERSON*
- July 15-18 (M-TH)

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For more Information - Our Book is Available!

Conversation-Based Instruction for Culturally and Linguistically Diverse (CLD) Classrooms

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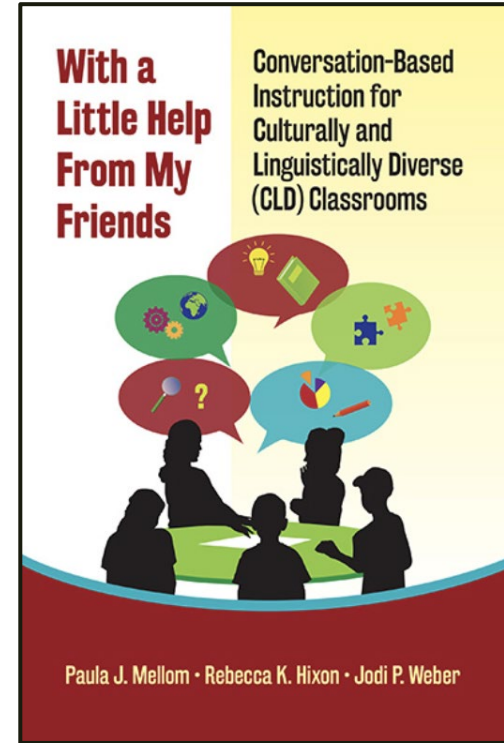Paula J. Mellom • Rebecca K. Hixon • Jodi P. Weber

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Thank You!

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