

Culturally Responsive Models for English Language Learners

Part 1

PEGGIE:

Good afternoon. This is Peggie Garcia from the National Charter School Resource Center. Welcome to our webinar, “Culturally Responsive Models for English Language Learners.”

You can listen to the audio portion either through your computer or over the phone. If you join by phone, please mute your computer speakers to prevent an echo effect.

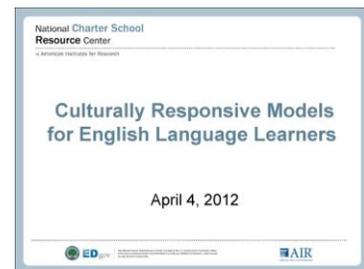
The National Charter School Resource Center is funded by the U.S. Department of Education. We are committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country.

I’m going to go ahead and give you a little introduction to the platform before I turn it over to our main speaker today.

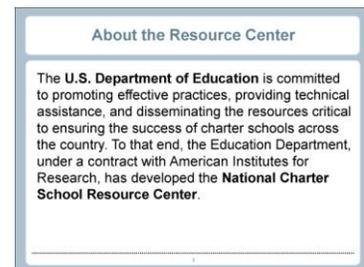
For those of you who have joined us on webinars before, you know on the left-hand side we have a chat. And you’re welcome to enter a chat or a question in that box at any time during the webinar. We might not answer it right away; we might save your question for the Q and A, but please do go ahead and enter your questions throughout the webinar.



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If you would like to listen over the phone and were not prompted to enter your phone number, the conference number and the participant code that you need to access the webinar is available in the chat box.

Below the chat box in the file share window, I've put the culturally responsive PDF file. If you did not receive the e-mail that I sent this morning that had the presentation attached, you can go ahead and download it now by clicking on Culturally Responsive PDF and then Save to My Computer at the bottom of the file share box. And it will prompt you to download the file.

You can ask a question at any time during the webinar [in] the chat box, as I mentioned. You can use the full-screen option on the top right or your files can be downloaded if you're having trouble seeing the slides at any time during the webinar.

If you listen over your computer, please note that your bandwidth will affect the quality of the audio. To hear the highest quality audio possible, you should use a wired connection for your computer as opposed to wireless, close all of your applications other than Adobe that are running on your computer, and clear your browser's cache and cookies.

Finally, the webinar is being recorded. An archive will be available after the webinar at <http://www.charterschoolcenter.org/webinars>.

So welcome, everyone. We're really looking forward to an exciting presentation, and we are thrilled to be joined today by Dr. JoEtta Gonzales, who is the director of the Equity Alliance at Arizona State University. At ASU, she provides leadership for several projects involving educational equity. With 23 years of experience in public education, she has worked as a special education teacher; a general education teacher; a school principal; and a chief academic officer in school districts serving rural, suburban, and urban communities.



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In her work at the Equity Alliance, Dr. Gonzales designs and delivers individualized, comprehensive, and systemic support for school districts in the form of leadership training, collaboration, coaching, and capacity building.

Welcome, Dr. Gonzales. I'm going to go ahead and turn it over to you.

DR. GONZALES:

Thank you, Peggie. Welcome, all of the participants who are with us. It's my pleasure to be with you today.

I just wanted to share a little bit of personal information. I know Peggie talked a little bit about my professional background, but I'm also the mother of three daughters. My youngest is graduating from high school this May, and my oldest is graduating from college this May. She is majoring in early childhood education, so we've got another fellow educator, which I'm really excited about. She's going to be fantastic.

And then related to charter schools, my mother-in-law is the principal, or the head, of one of our local charter schools here in Phoenix. We've spent a lot of time talking about charter schools. We also talk a lot about culturally responsive education because her school is very culturally diverse. Those conversations are always fulfilling.

[I] just wanted to piggyback a little bit about what Peggie said about the work that we do here at the Equity Alliance. We've been doing this work for about 20 years. We became the Equity Alliance at ASU only about four years ago. But prior to that, we served as the National Institute for Urban School Improvement. And we also served as the National Center for Culturally Responsive Educational Systems. And so we've got a lot of experience under our belt, providing professional development to schools and school districts around the country.



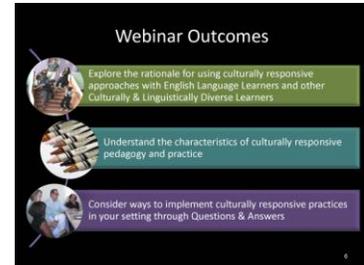
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So, again, it's my pleasure to be with you today. And hopefully these sessions will be informative, and we'll have some good questions and hopefully answers at the end.

I wanted to talk a little bit about what our webinar outcomes will be for today. Today, we're going to learn more about the reasons schools might use culturally responsive approaches with English language learners [ELLs] and other culturally and linguistically diverse [CLD] learners—for example, such as those students who speak various dialects of English due to their cultural background—mixed languages such as African American, English, and Creole—or code-switching languages such as Spanish. We consider all of these learners culturally and linguistically diverse. We're also going to attempt to answer the question, "What might culturally responsive teaching and learning look like in my school classroom or setting—especially as it relates to ELL and CLD students?" And finally we're going to spend some time in [Audio Skips] responsive practices in your setting.

First I'd like to find out who you are so I can try to tailor examples to you. Please answer the poll question now. [Delay for Voting]

So far, it looks like we have a nice [Audio Skips] and a few who are in the charter school support arena. And a couple who might be with the federal government—maybe overseeing charter schools or maybe participating in another aspect. And it looks like we've got somebody from higher education as well. This is great information for me and thank you for voting.

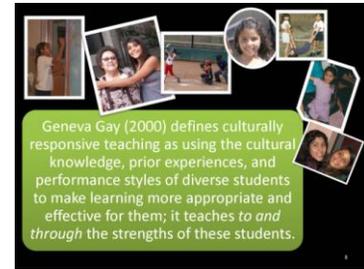


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I want to start off with a quote by Geneva Gay. Geneva Gay is a leading researcher around the idea of culturally responsive education. She talks about a focus on developing culturally responsive dispositions and teaching practices. She thinks this is crucial, especially when teachers and children do not share similar cultural, linguistic, or socioeconomic backgrounds.



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So by embracing the social-cultural realities and histories of students through what is taught and how, culturally responsive teachers create classroom cultures with their students that reflect the communities where the students actually develop and grow. It's not a small matter because it requires that teachers transcend their own cultural biases and preferences to establish and develop patterns for teaching and communicating that engage and sustain student participation and achievement. So it really is about teaching to and through the strengths of these students.

As a personal note, those photos there are of my youngest daughter.

I wanted to talk a little bit about opportunity gaps. One of the reasons that we turn to culturally responsive approaches to teaching and learning is because of the long history of disparities and achievement that many students—particularly English language learners and other culturally and linguistically diverse learners—face. At the Equity Alliance, we prefer to think of the disparities largely due to opportunity gaps, instead of achievement gaps, because achievement gaps tend to situate a problem within the students.



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When we think about opportunity gaps, however, we're able to look at our school systems and consider the parts of the system in which we have some control to change or improve. For example, often English language learners and culturally diverse learners have difficulty accessing and connecting to curriculum and instruction. It's up to us as educators to scaffold information and draw upon their

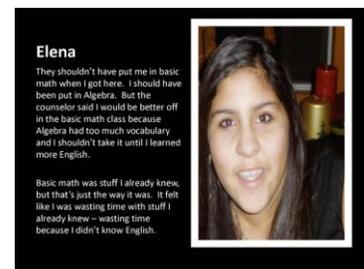
background experiences and interests to help them make the necessary connections for achievement.

Another example is the fact that sometimes students miss out on instruction because of consequences related to behavior. Time away from learning, such as a time out or time spent in the principal's or counselor's office, or even time spent out of school due to suspension, affects the student's learning potential in profound ways. And what we know about English language learners is often their behaviors related to learning and assimilation are largely misinterpreted and thought of as a distraction to learning.

Then, finally, culturally and linguistically diverse students and those learning English are often overlooked for programs such as gifted and talented, AP [Advanced Placement], honors courses, or even programs designed to develop leadership skills. This can be unintentional, but it also has roots and beliefs and perceptions regarding students who are labeled "different."

I want to talk a little bit about who these students might be. Take, for example, Elena. Elena came to the United States during the summer before her freshman year in high school. She was a high-performing student in her school in her home country of Mexico and had some exposure to English from classes that she took in school prior to her arrival in the U.S. But during this summer when she met with the high school counselor, she was encouraged to take an easier math[ematics] class than what she had wanted to take. The counselor explained that her academic vocabulary would get in the way of her academic performance and that basic math[ematics] would be a better way to transition to school in the United States.

In the case of Elena, not only was the content from basic math[ematics] less rigorous than what she was accustomed to, but it also set her up to be deficient in the courses required for university admissions—and behind in the skills necessary to pass the high school exit exam. So, in this



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case, the counselor's good intentions actually ended up hurting Elena academically.

Another example is Tai. Tai, on the other hand, was born in the United States, but his parents did not have fluent command of English and spoke a dialect of Laotian at home. The oldest of four children, Tai started kindergarten as an English language learner. Because there was no one in his school that spoke Laotian, he was often unable to communicate his needs and/or frustrations. And he spent a lot of time crying. As a result, he was often out of class.

He also struggled academically as the new information from school didn't match with what he had learned from his parents. And he struggled with drawing connections.

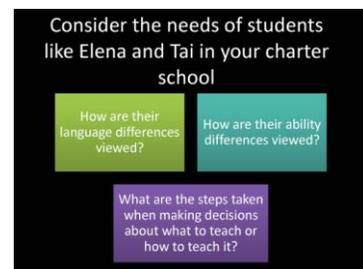
For example, Tai had been introduced to reading and writing at home, but the alphabetic principle of the English language was completely different from that of the Laotian language. When materials went home for review, like homework and notes, they went home in English, and his parents struggled with what to do. They wanted to help him out, so they agreed to let him participate in this special help the school offered. But this special help wasn't really designed for English language learners but instead for students with disabilities. And Tai didn't receive the explicit English instruction that he needed in order to be a successful student.

So I want you to think about the needs of students like Elena and Tai in your charter school.

- How do teachers view language differences? Are they seen as strengths or barriers?
- And what about ability? Are teachers able to distinguish the difference between a language acquisition issue and a learning disability or a learning concern?
- How do teachers go about planning to meet the needs of students such as Elena or Tai?



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- Do students like Elena and Tai get exposure to grade-level standards at your school?
- Do they get skill remediation?
- And how do you manage to provide rigor and remediation simultaneously?

One way to go about meeting the needs of students such as Elena and Tai is to understand the socio-historical context of school and learning. The essential feature of culture, that it's learned and transmitted from one generation to the next, rests on the human capacity to think symbolically. Thinking symbolically involves associating words with an idea or object.



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In most cases, culture is handed down through language. Students come with cultural understandings from their homes and neighborhoods, churches, and extended families. So culture is not inherited, but we're socialized, or we learn these traditions over time.

Sometimes the cultural understandings that students bring don't fit in with the culture of school. For example, many cultures rely upon oral language to communicate information to one another—like a mother who recalls from memory and recitation to things that she needs to buy from the grocery store versus the mother who might make a list of all the things she needs to buy at the grocery store. [In] school, print literacy is preferred. And teachers use lists and bodies of text to communicate activities and directions to students all the time.

Another way that cultures of school and home may not be in harmony with one another includes the idea that in many homes, the register of communication is informal. Meaning, family members might use utterances or slang to communicate ideas. But in school, the register of communication is more formal. And a student could get into big trouble for using slang or not addressing an adult in a formal way.

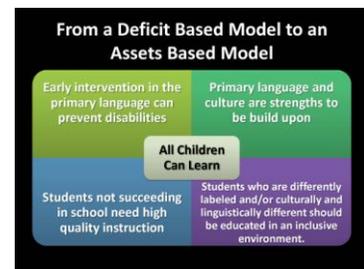
Finally, from the time students begin school, they start to look at themselves and the way their culture is validated in school. And they start to make judgments about their culture based on what their experiences are in school.

For example, many English language learners make decisions about the use of their primary language not only in school but outside of school as well. I know a lot of students first hand that after kindergarten decided they weren't going to speak their first language at home any longer. That doesn't really set well with their parents. But, nonetheless, they make these decisions—often because they feel like their first language was either bad or not acceptable.

As educators, we need to be sure to understand this phenomenon and do what we can to make sure students feel proud of who they are and that they can be different and still belong.

Part of moving to a culturally responsive education system is helping people in the school move from a deficit-based model to an assets-based model. Culturally responsive education is based on the premise that all children can learn. And what we know is that early intervention in the primary language can prevent disabilities.

We also know that primary language is essential to develop, and this language and culture are strengths to be built upon. We also know that students not succeeding in school are in desperate need of high-quality instruction. Often in schools, these students end up being placed in classrooms where the teachers are less prepared: Maybe they're brand new teachers or maybe they're teachers who don't have specific skills in working with English language learners. That's a travesty for students. We need to make sure they have the highest quality instruction possible.



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And we also know that students who are differently labeled and/or culturally and linguistically diverse really should be educated in an inclusive environment. Time away from the general education class is actually time that can be harmful to students.

I want you to think about the following questions. There's a caveat to the first question in that we might not know enough about our students' strengths if we really don't understand their differences as strengths. And in the second question, I'm prompted to push a little further by asking, "How do we know if it's the right opportunities? What are those indicators that are telling us that it's the right opportunity?"

At this point, I'd like to check on your understanding thus far, specifically regarding the rationale for using culturally responsive approaches with English language learners. So if you'll please vote.... [Delay for Voting]

Thanks. It looks like most people are getting it or starting to get it. And, really, this information is nothing new. But it's information that even [though] I consider myself an expert, I'm still learning. Every single day, I'm learning about my own preferences. I'm learning about my own biases. I'm really trying to eradicate any of those deficit notions that I might've been brought up with—either as a student in the [Audio Skips] and so it takes work. Kind of like my diet. If I don't work on it every day, I'm not successful. And that's the same way about my beliefs and attitudes and dispositions toward students.

So culturally responsive teaching is...

- The lens through which teachers see their students and their students' learning,
- The filter through which teachers listen to how students express their needs and desires, and
- The way in which teachers interact with students whenever they're teaching.



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So it really is about the way that teachers approach students and approach teaching and learning. We really can't see our students and their learning unless we understand who we are first.

The ways that we listen to students really involves as well our body language, listening to their body language, probing further, and hoping to understand exactly what it is that they're talking to us about. And then those interactions that we have—whether it be the way we reinforce students for their inquiry in learning or whether it be the ways that we deliver instruction to them—sending those messages about what's important and what's not important.

So a little more information about culturally responsive education from Geneva Gay. She also talks about how culturally responsive teaching acknowledges the legitimacy of the cultural heritages of different ethnic groups. And when she talks about these legacies, she's talking about the legacies that affect students' dispositions, attitudes, and approaches to learning. But she's also talking about ensuring that students understand that information from their history and background is worthy content to be taught in the formal curriculum. And when students draw this connection, it brings more meaning to their learning, and it really helps drive their motivation.

Culturally responsive teaching builds bridges of meaningfulness between home and school experiences and helps set students up for the academic and social success that we really want them to have in school.



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Many times students are exposed to only certain perspectives from history—or, perhaps, particular authors or pieces of literature. Sometimes the stories children hear perpetuate stereotypes or paint a picture that comes across as one sided.

For example, I have a daughter who I talked about who's a senior in high school. Throughout her school experiences, she's been fortunate to have fantastic teachers and has been exposed to rigorous studies. In fact, she's going to be graduating in the top 2 percent of her class. We're really proud of her.

But I asked her the other day to make a list of all the books that she's read in school that reflected diverse cultures, and she was able to name the following: *Esperanza Rising*, *The Kay*, *Sadako and the Thousand Paper Cranes*, *Diary of Anne Frank*, *Too Many Tamales*, *Number the Stars*, *Lawn Popo*, *Their Eyes Were Watching God*, *Autobiography of Fredrick Douglas*, *To Kill a Mockingbird*, and *Life of Pi*. I wouldn't have read all of the titles had there been a lot. That was 11 titles in 13 years of school.

I used to share a story about myself never having exposure to authors that looked like me or stories about people like me. And I think it was easy for people to situate that with, well, that was the [19]70s and [19]80s when you were going to school. But this is my daughter who's graduating from high school this year, and these are her present experiences. And 11 titles in 13 years of school, in my book, is not acceptable.

Luckily, she's had me as a mom, right? So in our home, we have lots of multicultural titles. But kids who don't have the exposure to lots of multicultural titles in their own homes really need to be provided these experiences at school.



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One of the ways that we look at culturally responsive education in schools is to kind of frame them into four different categories. We asked teachers to come up with examples of each of the things that happen in each of these four categories. And we kind of put these four categories and their descriptions in this wordle [word cloud] that you can see.



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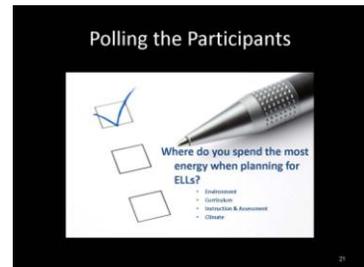
I'm going to talk about each one of those.

[End of Chapter 1]

Part 2

DR. GONZALES:

First I'd like to know, where do you spend the most energy when you plan instruction for English language learners and culturally and linguistically diverse learners? Do you spend it in the environment, curriculum, instruction and assessment, or climate? [Delay for Voting]



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It looks like most of our participants are spending a lot of their time in the instruction and assessment piece, or category, of culturally responsive education. But we've got people who spend some of their time in each of the categories.

I think it's really important that as educators, we spend some time in each of the categories. Granted, we're usually going to spend a little more time in one area than we are another.



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As far as instruction and assessment, we're going to explore three foundational culturally responsive teaching strategies. And when I said three, I really mean four. We're going to talk about

- Actively engaging students in learning,
- Connecting students' new learning to their prior knowledge,

- Including diverse cultural representation and multiple perspectives, and then
- Assessing student knowledge to inform instruction.

Culturally responsive instruction means literature in the classroom would reflect multiple ethnic perspectives and literary genres. Mathematics instruction would incorporate everyday life concepts, such as economics, employment, consumer habits, and lots of other things related to that of various ethnic groups. And in order to teach to the different learning styles of students, activities would reflect a variety of sensory opportunities—opportunities that might be visual, auditory, tactile, [and/or] kinesthetic.



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What we know about curriculum is that curriculum infuses content with examples and history from a wide range of cultural groups. And it challenges traditional views by encouraging new ways of thinking.



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I tell the story of one time when we were working with a school district in California. Some of the history teachers were talking to us about their textbooks, and their textbooks provided information about a wide variety of people. But what their textbook does in order to tell the stories of diverse populations is includes those stories in the margins of the textbooks.

And so, again, [this is] kind of sending a message to students from diverse cultures about their importance. Are they woven in the main stories? Or are they sitting out in the margins? That's what kind of happens with students in school as well. They kind of feel themselves out in the margins.

What we know about a culturally responsive environment is that the environment would be safe—both emotionally and physically. Students would feel confident taking risks. They're comfortable expressing divergent viewpoints, and they feel like their needs for shelter and well-being are cared for in the school.

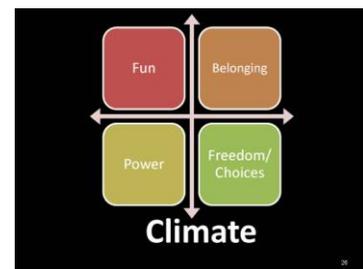


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A culturally responsive school also attends to routines and organization. Students often act out right before a break because of the predictability. It's disrupted or it's going to be disrupted. And students look for teachers in schools to maintain a well-organized lesson and learning opportunity because it helps them perform better.

[A] culturally responsive environment is welcoming—not only to students from diverse backgrounds but for their families as well. This is as simple as considering the greeting provided to students and family members as they enter the school each day. It also involves body language in public areas, such as the front of the school, student drop-off area, playground, cafeteria, and office—just to name a few.

Finally, in the area of climate, we need to ensure that schools are places where students matter—places where students feel and believe that their ideas, opinions, perspectives, wants, and needs are the basis for all that happens in the building. We do so by creating an environment where learning is fun: where students feel that sense of belonging and empowerment, and where students have a say in what classes they take, what books they read, what things they'd like to learn about, and sometimes even what assignments they'd like to demonstrate their learning in.



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So, the real fab thing is there are no recipes to follow to become a culturally responsive educator. Checklists of culturally responsive attributes tend to be narrowing and constricting.

We need to be big thinkers. Thinking is required.

The teachers who have culturally responsive dispositions, knowledge, and skills are socially conscious. They have affirming views of students from diverse backgrounds. They see themselves as responsible for and capable of bringing about change to make schools more equitable. They understand how learners construct knowledge, and they're capable of promoting that new knowledge construction. Teachers also know about the lives of their students. And they design instruction that builds on what they know about students and helps stretch them beyond what's familiar.

So bringing it full circle.... What are the things about Elena and Tai that you're going to want to remember when planning to meet the needs of English [language] learners in your charter school? What are those language factors? What are those ability factors? And what culturally responsive approaches do you want to enhance in order to meet the needs of students like Elena and Tai?

I'd like you to think about the work that you're currently doing to be culturally responsive for English language learners and other culturally and linguistically diverse students. What are the culturally responsive elements that are already present in your classroom or in your school or in your setting? And what might you add to enhance the cultural relevancy of your current approaches?

Culturally Responsive Teaching includes one's dispositions, knowledge, skills and practices

Culturally responsive teaching begins with a specific set of dispositions about teaching culturally and linguistically diverse students.

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Bringing it Full Circle

What are the things about Elena and Tai that you will want to remember when planning to meet the needs of English learners in your charter school?

- Language factors
- Ability factors

What culturally responsive approaches do you want to enhance in order to meet the needs of students like Elena and Tai?

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Planning for Action

Think about the work you are currently doing to be culturally responsive for ELLs and other CLD students.

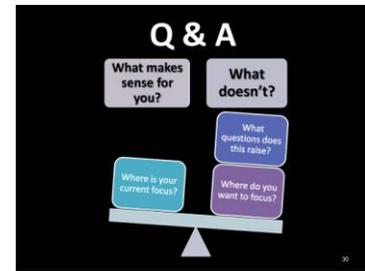
What are the culturally responsive elements already present?

What might you add to enhance the cultural relevancy of your current approaches?

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What questions do you have for me? What makes sense for you? Where's your current focus right now? What doesn't necessarily make sense? What questions does this information raise? And/or where do you want to focus?



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PEGGIE:

Please go ahead and enter your questions into the chat at any time.

Dr. Gonzales, I have a question about when you were asking questions to ask ourselves earlier about do we know enough about our students' strengths and are we providing the right opportunities? So could you talk a little more about each of those and things that educators in schools might want to think about as we consider assessing our students' strengths and determining whether or not we are providing the right opportunities for them?

DR. GONZALES:

Sure. When we consider students' strengths, a lot of times we're considering their academic skills as strengths. So their ability to read, their ability to write, their ability to express themselves—either verbally or maybe even through a drawing. But we don't always recognize that skills from their home cultures are also strengths.

Say, for example, the skill the student might learn in helping their mother or father repair an engine in a car or the skills that a student might acquire in helping to care for younger siblings. Really thinking about or even being able to navigate the street culture. Knowing when to walk a certain way, when to talk a certain way.

All of these skills can be considered strengths. But in schools we don't always consider these types of skills as strengths because they don't necessarily have a direct correlation to the skills that we want students to perform in

the classroom. So it's really about knowing what those strengths are of our students and viewing them as strengths. And then providing the right opportunities. Again, tapping into their potential and tapping into those strengths and building upon those strengths to offer the opportunities.

Do we offer extracurricular opportunities? And if so, are all students able to participate in extracurricular activities? Or is it only the students who live close to the school—because we don't have transportation for students later into the evening? Or in the high school, are we doing everything that we can to be able to encourage students to participate? Even knowing that they have a job on the weekends or on the evenings. And is there anything that we can do to twist or tailor our schedule to meet the needs of those students so that we can really provide the opportunities that they need around the schedules that they have?

PEGGIE:

Great. That's really helpful.

So Sharon has a question about...; Tai really resonated with her. So she's asking what are good options for charter schools with students like Tai if they don't have staff at the school who speak the same language? What are some strategies you might recommend to provide him with a range of appropriate supports and access to the academic curriculum?

DR. GONZALES:

That's a fantastic question. And we have a lot of students like Tai in a lot of schools around the country.

One of the things that I would first promote is tapping into cultural resource centers around the city or state that provide translators. Although these translators aren't necessarily available 24/7, to really be able to help Tai express his needs and the school express their needs to Tai, [Audio Skips] ask the translator to help with would be really important. Having the translator assist with providing

maybe some visual cues that Tai can use as well would also benefit Tai. But really spending some time figuring out what it is that the school can do, spending that individual time with Tai, letting him know that the school cares about him and that they want to see him succeed.

I know the crying is something I had to deal with quite a bit when I was a principal with a couple different students in kindergarten. Sometimes it was even me as a principal going into the classroom and supporting the student to be able to stay in the classroom and provide that little bit more emphasis on language in order to help him or her figure out what it was that the students were doing. But it takes time and it takes patience, and it does take some additional resources or considerations outside the school setting where you can get some support and help.

PEGGIE:

Great. Thank you. Sharon, that was an excellent question.

If other people on the webinar have questions, please feel free to enter them in the chat box at any time. Or if you're on the phone, you're welcome to speak up as well. If you're muted, you can press "star 6" to unmute yourself.

I guess I have a question about professional development. It sounds like to become a culturally responsive school, we have to do a lot of thinking about our own prejudices and biases and then how to really support the kids that we have in front of us. I know you've done quite a bit of work building the capacity of educators in schools, and I'm wondering if you could talk a little bit more about the process and strategies you might recommend for success.

DR. GONZALES:

Absolutely. Whenever we go out and work with schools, we always start with identity work. We talk with teachers and administrators about who they are. And it's really about being able to view themselves and the privileges they've been afforded because even as people who might have

grown up in poverty or maybe grew up as an English language learner, going through the university system tends to privilege us in different ways that we might not even be aware of.

So thinking about our own lives and thinking about our own privileges is essential to be able to understand the reasons that we make decisions and the ways that we interact with students and even our beliefs about students.

So we start with the identity work. We move to power and privilege. And then we start doing professional learning around issues of culturally responsive leadership, culturally responsive classroom practice. And we even lead principals and school leaders through a seminar entitled “Equity Walk-throughs,” where we’re teaching them how to really look at schools through an equity or cultural lens and start to glean new information about their schools in doing so in order to inform professional learning for teachers and staff members throughout the building.

PEGGIE:

Great.

I have another question about schoolwide strategies. You’ve talked a good bit about what educators can do at the classroom level to help make students welcome and to value their cultures and communities within the classroom. But as larger schoolwide strategies, are there particular components you’ve found to be particularly effective in culturally responsive schools?

DR. GONZALES:

Absolutely. It starts with that front office and making sure that front office is welcoming. Where parents, when they arrive, they know that they’re welcome, that there’s going to be somebody to address their needs. And even if the front office staff can’t address their language needs, there’s some way of communicating to them that they’re going to try their best to be able to communicate effectively with them. Even if that

means taking an extra day or so to get the right resources in to be able to understand what it is that they want or need for their children. It's also about having a print-rich environment in the office and throughout the school.

There are books available about parenting. There are books available for students as well in the front office. Believe it or not, a lot of people spend time in that front office. So you might as well capitalize on that space.

The other thing is the nurse's office. Kids spend time in the nurse's office as well. When I was a principal, we used to keep those cardboard books there, so they could be easily wiped down after students were finished reading them because they were in the nurse's office for a reason. But, again, capitalizing on that time that they have in the nurse's office to increase learning and to support who they are as individuals throughout the school, involving parents and family members in various activities after school, in the mornings, on the weekends. Parents work crazy hours, some of them. So making sure that you're offering events and opportunities for them to meet with staff—not only in the evenings but throughout the day, throughout the mornings and possibly even on weekends. And really tapping into what their interests are.

So providing English classes for them or opportunities for them to learn different strategies to use with their students is also really important. And just focusing in on where classrooms are located in the school as well. A lot of times when students are pulled out to go to an ELL class or some tutoring or maybe even a special education class, students have to walk quite a bit to get to those places. Or maybe they're given a signal about the importance by being located in some kind of a closet or a place that tells them that they're not as important as the other students.

So making sure that the places we provide additional support to students, that it's close by their classroom so they're not losing instructional time walking to and from.

And that it's well lit, and it feels like a welcoming place for students. And then it's about empowering students as well—schoolwide.

So what are the ways that students might be able to be involved—not only in the local governance of the school but in things such as the morning announcements and community service projects and all kinds of different things that get students to take leadership and initiative? And that it's not just the same students. It's not just the student council president and the top-performing students that are involved in these initiatives. That we're really looking at all students and figuring out ways to help them feel connected and that sense of belonging to [the] school.

PEGGIE:

Great, thank you.

That brings up another question. You've talked a little bit about engaging families and communities. I'm wondering if you could talk a little bit more. You certainly talked about making parents feel comfortable, particularly if they speak a language other than English. Are there other strategies that you've seen that have been particularly helpful in really helping to engage families and community organizations in school?

DR. GONZALES:

Well, getting involved with your local communities or universities is essential because a lot of times community organizations and universities offer programs for parents—particularly parents from other countries—in learning how to navigate the educational system in the United States. And that's really important because our educational system is a bureaucracy. There's lots of complicated factors involved in getting students from kindergarten all the way through college—right?

So giving parents that background knowledge and information about how the system works is essential. So if

you know how to do that or if you've been fortunate to have navigated a system or get information from other parents, then you can offer that yourself. But if that's something that you never had to really worry about because you were a United States citizen all your life and it was just something that was natural to you.... Bringing in the perspective of outsiders or bringing in the perspectives of these community organizations and universities is essential as well.

Offering classes to parents about child development, about language development, [and] about reading and writing development are all really great ways to help them understand the processes of learning and how they might be able to support their kids at home.

Might I add this caveat? Without making them think that there's only one way to raise children. And that's the—forgive me—the white middle-class way. We need to be respectful of all of the different ways they have for providing that love, support, and care for students as well.

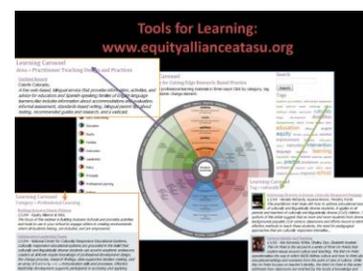
PEGGIE:

Great. Those are some wonderful strategies.

So, Dr. Gonzales, I think you have a couple more slides. Do you want to share those slides now? And then if we get a couple more questions, we can answer those?

DR. GONZALES:

Absolutely. Let me just share: Our website has tools for learning. Our website is available at <http://www.equityallianceatasu.org>. And one of the things we have is what we call the Learning Carousel. You can search on our Learning Carousel for research briefs and information from a variety of different subjects in a few different ways.



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One of the ways that you can search our Learning Carousel is to use the systemic change framework that we have in

the middle. That's that circle. And you can look up information at the practitioner level, at the school level, at the district level, [and] at the state level. And it will give you information that way. Or, you can look at the tags that are over on the right, and you can just click on one of those. Say you want change or maybe you want to look up information on interventions or equity. You can do so that way. You can also type something into that little search bar at the top, and a list of resources will come up. Or, you can do it by category, which is available on the left: education, equity, families, instruction, etcetera.

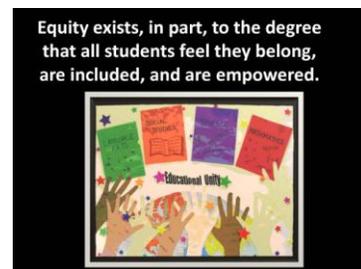
These are all free and downloadable information available for you and anybody who wants to learn more about culturally responsive education.

Finally, we at the Equity Alliance believe that equity exists in part to the degree that all students feel they belong are included and empowered at school. So figuring out the ways to make that happen for all students, particularly students who are disenfranchised or marginalized by school is what we're all about, and we really want to help educators do the same thing.

I just really thank you for offering me this opportunity to speak with the teachers and leaders that were present today. I want you to know that if you have any questions, you can contact me at any time. My e-mail address is down there at the bottom: It's joetta@asu.edu, which is really pretty easy to remember. I'd be happy to try and address your questions or get you some information that will address your questions at that time.

PEGGIE:

Thank you, JoEtta. You have really shared some wonderful resources with us.



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So I'm going to give people a few more seconds. I'll give kind of a long wait time for people to type in any final questions they might have. And if people don't have any final questions, then we can go ahead and wrap up a little bit early. [Delay for Questions]

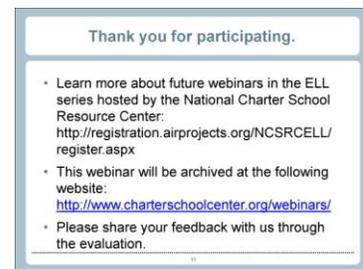


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Okay. Rebecca is saying thank you, and I think all of us on the webinar really thank you, Dr. Gonzales. This has really been a very thoughtful and insightful presentation, and you've given us a lot to think about. Let me just make sure that Suzette doesn't have a question. Great, Thank you Suzette.

So I want to remind everyone on the webinar that this is part of a larger series of 12 webinars that are focused on ELLs that we are hosting as part of the National Charter School Resource Center. This is the sixth in our series, so we do have another six coming up. I encourage you to go to the website on your screen and register [Audio Skips] at the following website:

<http://www.charterschoolcenter.org/webinars>.



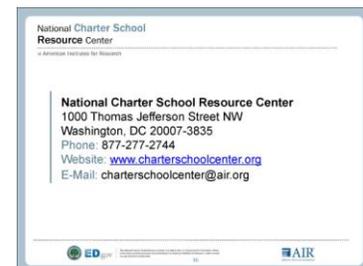
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I'm going to send you to an evaluation in a moment, and I encourage you to share your feedback with us so we can improve webinars in the future and explore topics that meet your needs. So please go ahead and fill that out.

Again, thank you very much to all of the participants and thank you for Dr. Gonzales. Enjoy the rest of your afternoon.

DR. GONZALES:

Thank you.



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