Integrating Culture in Instruction for ELLs

by

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Abstract

Nationwide, there is a lack of integration of culture in instruction for English language learners (ELLs). This project explores the reasons and provides potential solutions for the problem. The literature shows there is a lack of teacher preparation, negative beliefs towards linguistic and cultural differences, and teacher misconceptions about linguistically diverse students. A solution to the problem is to implement various culturally responsive teaching (CRT) strategies including Geneva Gay's (2013) CRT framework, instructional conversations, online CRT strategies, family engagement strategies, and strategies to embrace diversity. Future research will be necessary to determine if there is a correlation between L1's and the effectiveness of particular CRT strategies.

Keywords: culturally responsive teaching, diversity, family engagement strategies

Chapter 1: Introduction

English language learners arrive in the United States with extremely limited to non-existent English skills, and come from diverse backgrounds from all over the world. According to the Department of Education's National Center for Education Statistics from 2020, there are approximately five million English language learners (ELLs) in public schools nationwide (NCES, 2020-a). These ethnically and linguistically diverse students will eventually outnumber Caucasian students in public schools nationwide (Assef et al., 2018). However, many educators nationwide lack the cultural awareness, sensitivity, and knowledge necessary to help English language learners thrive in schools (Bonner et al., 2018; Yuan, 2017). Thus, many schools require to integrate culture in instruction to promote equity and to help students maintain their cultural identity (Woodley et al., 2017).

Indeed, ELL students face instructional disadvantages in public schools nationwide due to teachers' lack of integration of culture in language instruction (Bonner et al., 2018; Yuan, 2017; Zoch & He, 2019). In addition, many ELLs face battles unknown to the majority of white, native English speaking middle-upper class students including poverty, language barriers, emotional trauma, and culture shock (Bonner et al., 2018). According to NCES (2020b), 79% of all educators in the United States are white (NCES, 2020-a). In combination with a general lack of diversity in teachers nationwide, teacher preparation programs continue to struggle to help future educators effectively confront the language barriers and ethnic disparities in school systems across the country (Yuan, 2017).

A lack of integration of culture in instruction for ELLs can be presented in various ways. For example, Yuan (2017) found that many teachers lack access to diverse learning material for students and appropriate scaffolding for students based on their proficiency level and native

language. Also, in Zoch and He's (2019) study, teachers highlighted the problem of being able to challenge themselves and move past their own assumptions and preconceived notions regarding linguistic and cultural differences.

The lack of integrating culture in instruction for English language learners is a significant problem in districts nationwide because without it, there are systemic inequalities for our language minority students (Bassey, 2016). I am an ENL teacher at Dr. Martin Luther King Jr. Elementary School in the Utica City School District, and the number of English language learners in our school and district are increasing each year, and nearly one third of the students at our school are ELLs. According to the NYS Education Department 2018-2019 school year data report, about 272,000 students are ELLs in New York State (NYS MLL/ELL Data Report, 2019). Specifically, the district report card located on the NYS Education Department website states that there are 1,724 ELLs in the Utica City School District (Utica CSD Enrollment, 2019).

As the number of ELLs increase, the School Comprehensive Education Plan (SCEP) SMART goals for Dr. Martin Luther King Jr. Elementary School in the Utica City School District indicate there is a need for ensuring that instructional practices engage all students and are personalized to accommodate diverse learners (MLK SCEP, 2019). An additional SMART goal states that MLK Elementary needs to develop and implement a system to monitor family outreach efforts and identify strategies to address concerns that emerge from family members and from family survey data (MLK SCEP, 2019). This will positively impact ELLs since family engagement and inclusion in the school community have been proven to improve academic performance and motivation (Boyce & Chouinard, 2017).

However, when culture is integrated with language instruction and culturally responsive strategies are implemented, English language learners are able to maintain their cultural identify while learning effectively and equitably in schools nationwide (Woodley, et al., 2017).

Thus, the purpose of the paper is to exemplify the necessity for integrating culture in instruction for English language learners, and to provide ample research based, best-practice strategies for educators nationwide to utilize.

In the next chapter, I will review the literature on teachers' experiences with ELL students and culturally responsive teaching for ELL students. In Chapter 3, I will describe a professional development workshop that aims to resolve the problem. I will conclude with implications for teaching in MLK Elementary School, the Utica City School District.

Chapter 2: Literature Review

This chapter presents a review of relevant literature exploring the lack of integration of culture in instruction for English language learners (ELLs) in schools nationwide. The Culturally Responsive Teaching (CRT) pedagogy (Ladson-Billings, 1995) will be reviewed in addition to more recent, widely recognized views of CRT by Geneva Gay (2013). Some of the challenges reviewed include teacher preparation, teacher beliefs, and teacher misconceptions towards working with linguistically diverse students. The literature review is composed of qualitative case studies conducted in K-12 schools and higher education universities worldwide. The literature review will clearly synthesize and analyze the lack of integration of culture in instruction for English language learners that is negatively impacting students nationwide, and will ultimately propose best practice, research based solutions.

Ladson-Billings (1995) recognized that linguistically and ethnically diverse students were falling through the cracks of the public education system, and are the founders of the Culturally Responsive Teaching (CRT) pedagogy. Prior to the Ladson-Billings publication in 1995, other studies including Mohatt and Erickson (1981), Cazden and Leggett (1981), and Jordan (1985) identified the lack of culture in instruction for linguistically diverse students and the inequities they faced but failed to produce applicable solutions. CRT was developed to help linguistically and ethnically diverse students succeed academically while maintaining their cultural integrity. According to Ladson-Billings, CRT is designed to help teachers who don't share the culture, experiences, language, or understandings of their students to integrate culture in instruction and utilize effective teaching strategies to help ELLs.

The three main components of CRT include; "the conceptions of self and others held by culturally relevant teachers, the manner in which social relations are structured by culturally

relevant teachers, and the conceptions of knowledge held by culturally relevant teachers"

(Ladson-Billings, 1995, p. 478). Despite the widely accepted CRT pedagogy developed by

Ladson-Billings, the lack of integration of culture in instruction for ELLs and implementation of

CRT continues to be a problem nationwide.

   Therefore, researchers have developed models of culturally responsive instruction. A

major model was developed by Gay (2013), an additional founder of an evolved model of the

CRT pedagogy. Gay has an evolved version of CRT where she claims teachers must acquire

"cultural competence and use cultural resources to facilitate better teaching and learning" (Gay,

2013, p. 51).

   According to Gay's widely accepted model of culturally responsive teaching (CRT),

partially constructed and developed from the research and work from Ladson and Billings, there

are four major components of CRT including instruction, curriculum, communication, and caring

(Gay, 2013). These components are necessary to implement when working with ELLs because

they help educators improve the academic performance of linguistically diverse students by

embedding their culture and prior experiences with academic content and the second language

acquisition process (Bonner et al., 2018; Gay, 2013). In addition, Bassey (2016) claims the use of

culturally responsive teaching strategies can achieve social justice because these best practice

strategies help activate the civic duties and responsibilities of students.

   Per the work of Ladson-Billings (1995) and Gay (2013) CRT strategies should be utilized

to overcome these barriers, and to integrate culture in instruction for ELLs. According to Gay

(2013) the first component of CRT is caring which refers specifically to the way teachers relate

to their students. Culturally competent teachers have high expectations for ELLs, provide

differentiation as needed for each individual student to be successful, and take time to build

meaningful relationships with students. To effectively utilize CRT, teachers must begin by

working to develop strong relationships with their ELLs (Bonner et al., 2018; Yuan 2017).

The second component of CRT is communication. Bonner et al. (2018) claim that

culturally responsive educators seek ways to communicate with ELLs, and develop their own

style of discourse to meet the needs of their linguistically diverse students. Gay (2013)

emphasizes that finding the most effective way to communicate with ELLs is a challenge

because each group of students is diverse and has different needs. Newcomers and emerging

ELLs will have a different way of communicating than transitioning or expanding ELLs.

Regardless of the challenge communication can present for educators, communication seems to

be an essential piece of CRT, and educators should constantly strive to maintain open, effective

communication with ELLs.

The third component of CRT is curriculum, which is an essential component because

curriculum for ELLs must be culturally diverse and recognize the worth of people and values

from around the world (Bonner et al., 2018). ELLs must be able to "see" themselves in what

they're learning, find value in the content, and relate to what they're learning. Culturally diverse

curriculum integrates culture with instruction so ELLs can read a variety of rich, meaningful text,

develop cultural competence, and advance their language acquisition (Hutchison & McAllister-

Shields, 2020).

Finally, according to Gay (2013), the fourth and last component that comprises CRT is

instruction. Instruction is a large component of CRT because it is made up of all the discourse,

interactions, and student engagement that take place during learning (Bonner et al., 2018).

Teachers must incorporate engaging techniques such as cooperative learning activities, total

participation techniques, speaking and listening activities, and ways to informally and formally

assess ELLs for content or language (Bonner et al., 2018). Culturally competent teachers ensure that ELLs feel comfortable to learn in their environment, and ensure that instructional processes are effective for students' individual needs (Bonner et al., 2018).

The models of Ladson-Billings (1995) and Gay (2013) have informed research on CRT pedagogy to help teachers nationwide integrate culture in instruction for ELLs. Next, I will discuss the research findings and implications.

Teacher Preparation

Early childhood, elementary, and secondary teachers worldwide are not prepared to integrate culture in instruction to meet the needs of ELLs. In their 13 month case study with pr-service teachers at Antwerp University, Smits and Janssenswillen (2020) show that teachers in the educator preparation program at Antwerp University share mutual unpreparedness and lack of knowledge of diversity and differentiation for ELLs. In the beginning months of the study, multiple teacher interviews revealed that they were not sure how to work with diverse students, and they felt they began assigning work too soon.

Likewise, Boyce and Chouinard (2017) found that most students in a graduate level teacher preparation college course highlighted their ability to understand cultural responsiveness but admitted they inability to put those strategies into practice. In Boyce and Chouinard's (2017) study, the participating students were taught about best practice for working with ELLs through lecture, cooperative learning activities, and student-led seminars.

In addition, students were able to draw on content knowledge from the class and understood the historically marginalized population that ELLs make up in schools nationwide but when tasked, they were unable to identify strategies they would implement when working with the students and people of these communities (Boyce & Chouinard, 2017). The participants

in Smits and Janssenswillen, on the other hand, had different unsuccessful approaches to working with the linguistic and ethnic diversity of their students. These findings show the lack of formal preparation and guidance needed before working with ELLs.

A multiple case study was conducted by Moore (2018) to support the claim that teachers are not prepared to integrate culture in instruction for ELLs. Moore analyzed four pre-service teachers all in their junior year of college; two were monolingual, while two were bilingual. Moore interviewed the four pre-service teachers after observing their teaching, the two bilingual teachers noted having empathy for the ELLs and claimed to utilize more CRT strategies solely because they were once an ELL themselves, and understood the struggle their students were enduring (Moore, 2018). Conversely, the two monolingual, English speaking pre-service teachers indicated that their language background didn't help them empathize with students, and they struggled to determine what aspects of language and content were difficult for their students during the lesson (Moore, 2018). Moore (2018) found that the bilingual teachers felt more confident as a result of having been an ELL, and not as a result of their teacher preparation program which correlates with the monolingual teachers' struggle to effectively teach their ELLs. As a result of the case study, Moore (2018) emphasizes that all teachers are not prepared to work with ELLs and integrate culture in instruction.

Thus the lack and ineffectiveness of teacher preparation is a major reason for a lack of integration of culture in instruction for ELLs nationwide. Indeed, teachers in teacher preparation programs "cope" with working with ELLs but struggle to identify their linguistic and individual academic needs (Smits & Janssenswillen, 2020). In addition, teacher candidates rely on their personal experience as an ELL when working with ELLs, as opposed to drawing from a framework of knowledge from their higher level education, which ultimately leads to

inconsistencies and failures when monolingual students from the university attempt to teach

ELLs (Moore, 2018). Additionally, teacher candidates are aware of pedagogical approaches that

should be implemented when working with ELLs but do not know how to implement them

(Boyce & Chouinard, 2017). Teachers understand what they should be doing when working with

ELLs but fail to effectively utilize those strategies in the classroom (Boyce & Chouinard, 2017).

Teacher Beliefs Towards Linguistic and Cultural Differences

The personal beliefs of teachers towards linguistic and cultural differences are negatively

impacting their ability to integrate culture in instruction for ELLs nationwide. In Mellom et al.'s

(2018) qualitative study with 147 teachers in the Southern United States, the participating

teachers were given a set of questions at the beginning, middle, and end of the year for two

school years. One question was, "What do you know about the home language(s) and cultural

background(s) of the ELL students in your classroom?" (Mellom et al., 2018, p. 102). Mellom et

al. (2018) found that most teachers knew minimal information about their students' native

language and cultural background.

Educators that took part in the study overwhelmingly had a deficit view towards ELLs.

One educator said, "Spanish is spoken in all the homes, parents have low literacy, and violence,

drugs, and crime are prevalent in community" to correlate languages other than English with

illiteracy and violence (Mellom et al., 2018 p. 102). In a study conducted by Rizzuto (2017), a

majority of teachers reported that they do not allow ELL students to speak their native language

in class. Mellom et al. (2018) and Rizzuto (2017) both confirm that teachers have

overwhelmingly deficit views of ELLs.

Rizzuto (2017) completed a mixed-methodology study that utilized questionnaires and

interviews of ten teachers to gain a view toward understanding the beliefs and attitudes of early

childhood educators towards ELLs. The purpose of the study was to determine what the

teachers' beliefs were, and how they impacted the ELLs they worked with (Rizzuto, 2017). Out

of the ten participants, data concluded that all ten teachers believed they should not be

responsible or required to adjust their preferred method of instruction to accommodate all

learners, including ELLs. Rizzuto (2017) found that seven out of ten early childhood educators

held negative perceptions towards their ELLs. In conclusion, the teachers' beliefs of linguistic

diversity directly impact the ELLs they work with because teachers in this study admitted to

having a deficit view toward ELLs and not being willing to change their expectations to meet the

needs of ELLs (Rizzuto, 2017.

Teacher beliefs negatively impact the integration of culture in instruction for ELLs. In a

study conducted by Murphy and Torff (2019), 205 teachers were surveyed to test the hypothesis

that teachers typically believe they need to teach ELLs using less rigorous curriculum than they

would use for general education students. Murphy and Torff (2019) confirm that a majority of

the participants believed highly rigorous instruction was more suitable for general education

students vs. ELLs, and that ELLs benefit more from less rigorous activities. Despite differences

in the ethnic backgrounds of teachers, Murphy & Torff (2019) conclude that teachers of various

backgrounds supported the idea that ELLs should be taught using less rigorous curriculum and

activities. Similarly, Martinez (2018) confirms that although seventy percent of the world's

population is bilingual, teachers still view ELLs as inferior and that material should be dumbed

down for them. Most surprisingly, teachers that reported having certification in ESOL or

bilingual studies still reported that ELLs should be taught using less rigorous activities than

general education students (Murphy & Torff, 2019).

The case studies conclude that teachers' attitudes and beliefs negatively impact their ability to effectively integrate culture in instruction for ELLs. Research indicates that teachers often maintain a deficit view towards ELLs, neglect the use of their native language at school, and ultimately discredit the importance of ELLs' utilizing their native language at school or home (Mellom et al., 2018). Research also concludes that when early childhood educators have negative attitudes of ELLs, the ELLs frequently have lower levels of literacy achievement than their English speaking counter-parts (Rizzuto, 2017). In addition to ELLs having lower levels of literacy achievement due to the impact of teacher attitudes, Murphy & Torff (2019) conclude that a majority of teachers are hindering their ELLs' ability to advance through higher education by teaching them using less rigorous materials than their English speaking classmates.

Teacher Misconceptions

Teacher misconceptions negatively impact the integration of culture in instruction for ELLs. Assaf et al. (2018) conducted a study with five pre-service teachers in South Africa in an attempt to uncover their thoughts and learning while learning in a foreign country, and to compare their thoughts before and after their teaching placement. Throughout the placement, data was collected from the five teachers through interviews, journals, and questionnaires (Assaf et al., 2018). All five teachers recorded feelings of stress and tension due to the language barrier, and one teacher specifically said, "At first I felt very scared. Their faces looking at me. I felt very defeated" (Assaf et al., 2018, pg. 120). Dominique reflected on how difficult it is to work with students that don't speak English but she was suddenly more empathetic in how she viewed this situation because of the experiences she had being an ELL in South Africa. In their own way, each teacher reflected on how they would have reacted to their ELLs before being in a foreign country and not speaking the language, and then reflected on their new insight from the ELLs

point of view. According to Assaf et al. (2018), all five teachers described a deeper

understanding of the second language acquisition process because of the uncomfortable but

valuable position they were in when they were the ELL. This highlights how their

misconceptions were changing as they started to utilize a cultural lens and putting the point of

view of their ELLs first, and how their actions were impacted by their previous misconceptions

(Assaf et al., 2018).

Stutzman and Lawenhaupt (2020) confirm that misconceptions amongst teachers do

negatively impact their ability to integrate culture in instruction for ELLs, and provide an

effective education. For the study, a total of 25 teachers were randomly chosen to complete the

study, all working in the same anonymous school district in Massachusetts. The teachers were

interviewed using a standard set of questions that asked about their viewpoints about ELL

education, and WIDA standards for ELLs (Stutzman & Lawenhaupt, 2020). Over half of the

teachers claimed to struggle to identify students; special ed or ELL. Overwhelmingly, teachers

felt the need to classify students as one label or another special education or ELL even if they

didn't entirely fit the characteristics of the label (Stutzman & Lawenhaupt, 2020). The teachers'

misconceptions about labeling students was hindering their ability to provide an equitable

education for all students by meeting their individual needs.

The case studies conclude that teachers' misconceptions negatively impact their ability to

integrate culture in instruction for ELLs. The results from Stutzman and Lawenhaupt's (2020)

study confirm that teachers try to label students to help them receive the necessary students but

often mislabel them because not all students meet all the characteristics of the label. The

misconception that students must be labeled as special education or ELL was prohibiting their

ability to provide an equitable education for ELLs because they were attempting to conform

students into one category instead of differentiating for their individual needs. Assaf et al. (2018) confirm the misconceptions teachers had prior to being in the situation of an ELL themselves. After their preservice education requirement in South Africa, the teachers had a newfound understanding and revelation of how they should be working with ELLs. Initially, they failed to understand what students were going through, and had many misconceptions about the second language acquisition process (Assaf et al., 2018). Based on the research, teachers' misconceptions negatively impact the integration of culture in instruction for ELLs.

Solutions to Integrate Culture in Instruction for ELLs

Teacher preparation, teacher beliefs, and teacher misconceptions impact the integration of culture in instruction for ELLs. A solution to help teachers integrate culture in instruction is by providing teachers time to reflect on their own personal beliefs and diversity. Bonner et al. (2018) conducted a study to gain insight from responses of 430 teachers in Southern California. Researchers were looking to find common themes within teachers' responses to compare them to the culturally responsive teaching methods of Geneva Gay (2013) (Bonner et al., 2018). Four open ended sentence stems were provided to teachers to complete and consisted of prompts such as, "Culturally responsive teaching or instruction that recognizes and affirms the culture, history, and language of diverse students would include the following teaching behaviors ..." (Bonner et al., 2018). Overwhelmingly, the results from teachers that participated in the study demonstrated that they believe they are competent to teach utilizing culturally responsive teaching strategies, and recognize the importance of teacher self-awareness and self-acknowledgement of such strategies. Indeed, the groundbreaking result of the study is the importance of teachers continuously reflecting on their own beliefs and biases to become culturally aware and conscious of the way they teach their ELLs. Gay (2013) stated all teachers should be willing to ask

themselves difficult questions about their own ideas of culture, and must ask themselves, "Am I

willing to consider making significant changes in my attitudes, beliefs, and behaviors, and, if so,

do I know how to proceed?" (Gay, 2013, p. 56). In addition, Hutchison and McAllister-Shields

(2020) state, "This research also recommends the adoption of self-reflection practices that

include teacher-focused action-research classroom investigation results that are reviewed and

discussed in a broad content with educators, administrators, parents, and community advocates"

(p. 4). Portes et al. (2018) completed a study where it was concluded that teachers benefit from

time to learn about CRT, and reflect on their own personal beliefs. Thus, one way to help solve

the problem of the lack of integration of culture in language instruction for ELLs is providing

teachers ample time to reflect on their own beliefs, expectations, and interactions with linguistic

diversity in the school setting so that they can begin to build the cultural competence necessary

to work with ELLs (Bonner et al., 2018).

Another solution can be international immersion programs for pre-service teachers,

which aid in helping teachers become more aware of and embrace the linguistic diversity ELLs

bring to schools, and help teachers integrate culture in instruction. In a study completed by Assaf

et al. (2018), pre-service teachers traveled to Mexico for three weeks and were required to work

in a Spanish classroom for the length of their stay, in addition to taking Spanish language

courses. While in Mexico, the pre-services teachers answered surveys and questionnaires each

day where they overwhelmingly agreed they felt culture shock, and were struggling to teach in a

school where students only spoke Spanish. The study indicated that by the end of the three

weeks, the pre-service teachers felt vulnerable and embarrassed due to their inability to

communicate in Spanish. When the pre-service teachers returned to the United States, they

documented their new self-awareness of privilege, and inequities for ELLs. They also

highlighted a better understanding of the process of language acquisition (Assaf et al., 2018).

Similarly, Zoch and He (2019) suggest that learning firsthand about the role of students in their

diverse community is essential to their success, and support the idea that teachers should take

part in an international immersions program to help integrate culture in instruction. Thus, in an

effort to find a solution to the lack of integration of culture in instruction for ELLs, international

immersion programs can help pre-service teachers develop the empathy and linguistic awareness

for working with ELLs and integrating culture in instruction.

Furthermore, spending time in the community is essential for teachers working with

ELLs. Without understanding what the community culture and culture of individual families is

like, it is difficult to implement that into instruction. Zoch and He (2019) conducted a study

where pre-service teachers were required to visit places in the community, conduct literacy

activities with students, and begin to build relationships with students and their families.

Students that participated in the study recorded that their assumptions were challenged when

working with these ELL families. One teacher documented picking out a book that had ELLs and

she figured the students she was working with would automatically relate because they're ELLs

but it wasn't a book about their language or culture. This required the pre-service teacher to

analyze the material she was presenting to students, and how that impacts them (Zoch & He,

2019). Another teacher documented that she anticipated all the members of the family to be

ELLs but learned while speaking on the phone that the step-mother was from the United States

and spoke English but married someone who spoke French. This forced the pre-service teacher

to recognize the diversity within the families of ELLs because oftentimes, multiple languages are

spoken within one family (Zoch & He, 2019). Similarly, Yuan (2017) emphasizes that teachers

need to know how their ELLs interact with their families in a social context to be able to

effectively implement culture in instruction. Thus, spending time in the community and building relationships with students and families can be a solution and help integrate culture in instruction for ELLs.

Due to the Covid-19 pandemic shifting instruction online, there are also ways to create meaningful, CRT education with an integration of culture in instruction for ELLs. According to Hutchison and McAlister-Shields, (2020) the inclusion of online programs in public schools and universities nationwide have continued to grow since 2015. Due to the growth of popularity of online programs that include ELLs, there is a need to implement CRT in online courses as well as in person. By implementing online learning or a variation to traditional learning in times of crisis, ELLs are still being required to perform to high standards, and are provided an equitable education (Hutchison & McAllister, 2020).

One CRT for online teaching presented by Woodley et al. (2017) is having ELLs introduce themselves on the online platform's discussion board. This is a way for students to reconnect with each other, and can also be used as an informal assessment for the teacher to gauge writing capabilities. In addition to the discussion board, teachers should utilize icebreakers in the beginning of online courses. This is meant to be a community building activity for students to enjoy, to relieve the pressure many ELLs feel during online learning, and to encourage them to log back in (Woodley et al., 2017).

An additional CRT strategy to implement to integrate culture in instruction is to post a potentially controversial prompt that relates to the content and is grade level appropriate. The teacher should provide sentence frames for students to take a stance and post their opinion on the topic. Then, the teacher should encourage ELLs to "debate" with each other and work to defend their point of view (Woodley et al., 2017). This strategy engages all students and lets them utilize

schema, content, and language knowledge to interact with peers. In addition, these skills help

them develop critical competence as they have deep discussions with peers (Bassey, 2016).

When ELLs are learning online, they must continue to be supported with appropriate

scaffolding techniques. One way to implement CRT that encourages integration of culture in

instruction is by having students reflect on a text or common topic, and allowing them to choose

the way that they would like to respond. Options for the response could include creating a

multimedia video, a traditional text based response, creating a digital poster, or creating their

own kid-friendly blog (Woodley et al., 2017). By giving ELLs an option of how to respond, the

online learning immediately becomes personalized, and allows them to utilize the tool they feel

most comfortable with. Students are more successful when they have a choice in their learning,

and assignments are student-centered (Gay, 2013). According to Woodley et al. (2017),

collaborative, cooperative learning activities are crucial to implement during online learning to

continue to help ELLs develop second language acquisition, and to provide them an opportunity

to integrate their prior knowledge and cultural experiences with the new content knowledge.

While encouraging and assigning online work for ELLs, it's important to scaffold based

on language needs and provide descriptive guides and/or verbal explanations for what each

student is expected to do to avoid miscommunication and frustration (Woodley et al., 2017).

Regardless of the current challenges presented during online learning, it's our responsibility as

educators to ensure we are continuing to utilize best practice CRT strategies to integrate culture

in instruction for ELLs.

Portes et al. (2018) and Mellom et al. (2018) confirm that instructional conversations can

be utilized as a way to engage ELLs and integrate culture in instruction. The study specifically

focused on how utilizing CRT pedagogy of instructional conversations impacted diverse students

in the intermediate grade levels (Portes et al., 2018). Third and fifth grade students were

recruited for the study, and 95% of the students' native languages were Spanish. Teachers

provided extensive reflection logs and detailed accounts of students' individual progress and

initially tested students utilizing the ACCESS and CRCT exams. At the end of the two years, the

treatment and control groups retook the ACCESS and CRCT exams, and ELLs taught by

teachers utilizing the instructional conversations method scored significantly higher than those

teaching without them (Portes et al., 2018). Thus, these empirical findings serve as a claim that

instructional conversations are a potential solution to the lack of integration of culture in

instruction for ELLs, as they are a means of incorporating Gay's (2013) CRT strategies in

instruction, and will be implemented in the culminating professional development project

(Mellom et al. 2018; Portes et al., 2018).

     In the next chapter, I will describe the product to address the problem of a lack of

integration of culture in instruction for ELLs nationwide. The culminating project will consist of

a professional development presentation to provide best practice, research-based culturally

responsive teaching strategies for teachers nationwide to utilize in order to integrate culture in

instruction for ELLs. The culminating is a presentation that will provide teachers with essential

professional development to integrate culture in instruction for ELLs, and utilize CRT that will

alleviate the problem ELLs are facing nationwide as teachers are lacking to integrate culture in

instruction. According to Rizzuto (2017), ELLs' success is directly related to the qualifications

held by teachers, and professional development is a crucial way to help teachers continue to

advance their education. Finally, I will conclude with implications for teaching ELLs at Dr.

Martin Luther King Jr. Elementary School and schools nationwide.

Chapter 3: The Product

The final product will address the problem of a lack of integration of culture in instruction for ELLs nationwide. The culminating project will consist of a professional development Google Slideshow and video presentation to provide best practice, research-based culturally responsive teaching strategies for teachers nationwide to utilize in order to integrate culture in instruction for ELLs. The culminating product is a presentation that will provide teachers with essential professional development to integrate culture in instruction for ELLs, and to help teachers learn how to utilize CRT strategies that will alleviate the problem ELLs are facing nationwide as teachers are lacking to integrate culture in instruction.

Description of the Professional Development

The professional development will be presented at Dr. Martin Luther King Jr. Elementary School at the annual kick off meeting at the end of August. Ideally, the presentation will be presented in two sessions for one hour each time to provide teachers time to reflect on the information before attending the second session. My mentor teacher Samantha Levine, an ENL teacher will also be present to help answer questions from the faculty and staff as well. However, if there are in-person limitations due to CDC and NYS limitations, the presentation is designed so that it can be utilized virtually as well.

The presentation will be presented in the form of a Google Slideshow presentation (see Appendix A) to guide the professional development sessions. The name of my presentation is Culturally Responsive Teaching: Virtual Professional Development for P-12 Teachers. The presentation is designed to assist in helping teachers at MLK Jr. Elementary more effectively integrate culture in instruction for ELLs and encompasses the following topics: implementing the four core components of Geneva Gay's (2013) Culturally Responsive Teaching framework,

utilizing instructional conversations, creating online instruction that follows the CRT framework,

making CRT formative assessments, engaging ELLs' families, and celebrating students'

diversity in meaningful ways. Additionally, teachers will be provided a copy of the teacher

toolbox strategy handout, which will give them resources and templates to utilize when

implementing the CRT framework and strategies in their classrooms.

Each component is discussed independently in the following section including a

description, rationale for its use, and how it alleviates the lack of culture in instruction for ELLs

at MLK Jr. Elementary School, and its relevance per the literature will be reviewed.

Implementing the Four Components of Culturally Responsive Teaching

In the first section of the professional development presentation, I will introduce the four

components of Gay's (2013) culturally responsive teaching model: caring, communication,

curriculum, and instruction. In addition, I will give teachers tools for implementing each

component in their own classroom.

The first pillar of CRT is caring, and can be exemplified to ELLs in multiple ways (Gay,

2013). Teachers working with ELLs should never make assumptions based on the notion that the

student is an ELL. Additionally, teachers should not view ELLS in a deficit view solely because

they are an ELL (Martinez, 2018). To exemplify compassion and a genuine interest to learn

about ELLs to avoid such assumptions, teachers will utilize the interest inventory that is

available in the teacher toolbox handout. Ideally, the interest inventory will be utilized by all

teachers in the beginning of the year so they can begin to get to know their ELLs. Educators

should use students' personal interest to spark academic success by relating instruction to what

students enjoy as much as possible (Gay, 2013). The interest inventory can be utilized formally

to provide subject for a student-led research project, or can be utilized as a way to have a

conversation starter that ELLs are interested in. Educators can utilize the interest inventory to document students' interest and incorporate them into instruction whenever possible, and exemplify their consideration of instructional activities that ELLs will genuinely enjoy.

The second component of Gay's (2013) CRT strategies is communication. Communication methods vary among students with linguistic and culturally diverse backgrounds, so I will introduce teachers to the ELL picture board (Bonner et al., 2018). The picture board is attached in the teacher toolbox handout, and is ready for teachers to implement in their classrooms immediately. The picture board contains images that newcomer, entering, and emerging ELLS can point to for basic needs including going to the bathroom, needing a drink, feeling sick, needing a tissue, needing help with work, and when they need a Band-Aid. By utilizing images as a mode of communication, ELLs are still able to effectively share thoughts and basic needs so they can participate and get help effectively (Bassey, 2016). Ideally, every teacher will post the ELL picture board in their classroom to help the large number of newcomer, entering, and emerging ELLs in our building.

The third Pillar of Gay's (2013) CRT strategies is curriculum. Curriculum and classroom libraries should be rich in cultural and linguistic diversity (Bonner et al., 2018). In our school, the specific needs are to update teachers' classroom libraries. The Wonders ELA curriculum and the National Geographic Reach for Reading ENL curriculum both incorporate diverse texts for students to engage with but teachers need support finding diverse classroom library books. In the teacher toolbox handout, there is a list of fifteen diverse books that are a variety of grade levels appropriate for the elementary setting. Teachers will utilize the list and work with the librarian who has acquired more copies of the selected titles over the summer to begin rotating these books into their classroom on a bi-weekly basis. The intention of the text list is not to have

teachers go and buy these books with their own money. Instead, the list is intended to help

teachers to keep from feeling over-whelmed as they begin the task of incorporating diverse texts.

In order to be most successful, students must be able to see themselves in the material they're

reading and learning from (Hutchison & McAllister-Shields, 2020).

The fourth component of Gay's (2013) CRT model is instruction. Best practice

instruction utilizing CRT consists of student-centered activities with high expectations for ELLs

(Bonner et al., 2018). However, ELLs require scaffolding when completing cooperative learning

activities to help them stay on task. Thus, I created a cooperative learning roles guide and

included it in the teacher toolbox handout. Ideally, I will present the information, and teachers

will utilize these role cards when implementing a cooperative learning activity so that ELLs have

clear expectations of what they're being required to do. The role cards are multifunctional and

will work for K-2, in addition to the intermediate grade levels. The role cards will work as the

years progress when they become a school-wide initiative as a way to scaffold instruction for

ELLs. When discussing culturally responsive teachers, Bassey (2016) said, "They use multiple

teaching and learning strategies to engage students in active learning that encourages the

development of critical thinking, problem solving, and performance skills; and indeed, these

teachers are able to adapt instruction to meet the needs of individual students" (p. 2).

Instructional Conversations

In addition to Gay's (2013) CRT framework, I will introduce and provide resources for

other CRT strategies for teachers to implement. Instructional conversations are student-led

conversations that are facilitated by the teacher to promote speaking and listening skills,

vocabulary development, and inferencing skills (Mellom et al., 2018; Portes et al. 2018).

Additional scaffolding is necessary when promoting teacher facilitated conversations amongst

ELL students, and in the teacher strategy toolbox, teachers have access to an organizer with

language frames/stems for ELLs. Ideally, K-6 teachers will post the language frames throughout

the room so ELLs can see them universally in all of their teachers' classrooms. Additionally, I

will review the importance of asking open-ended, higher order thinking questions to promote

rigorous discussions amongst students utilizing the language frames (Portes et al., 2018).

CRT in the Online Setting

Due to the unknown circumstances surrounding the mode of instruction for the 2020-

2021 school year, I am providing instruction and resources for teachers to incorporate CRT

strategies online. In the teacher toolbox handout, teachers will have a set of questions to post and

sentence frames/starters for ELLs to utilize when creating a discussion board. According to

Woodley et al. (2017), providing simple discussion activities is essential to help ELLs get

comfortable with utilizing technology. In addition, Hutchison and McAllister-Shields (2020)

claim that building relationships and rapport via online discussion posts is essential to getting

ELLs to log back in to do their assignments. Ideally, teachers will utilize the discussion posts and

sentence frames if we are forced to do online learning again, or if they choose to implement it to

integrate with physical learning. The questions and sentence frames should be provided to

students in the beginning of online learning to build rapport as an online community.

In addition, I am providing teachers with building wide Zoom/Google Meet expectations.

According to Woodley et al. (2017), students do need to verbally interact face to face to gain the

most from the online learning experience. As educators we must also recognize that ELLs bring

diverse learning styles to the online setting, and we must be considerate of those especially as

students complete their classwork from home. With that in mind, I created a 4 square

Zoom/Google Meet expectations poster that contains 4 picture boxes with a brief explanation

under each. They four expectations are guidelines for always respecting each other, having an adult supervise you while on the internet, being on time to Zoom/Google Meet classes, and keeping technology devices safe while working. Ideally, teachers will review expectations with students and post them to Google Classroom for students to utilize if the shift to online learning is made.

When students are working online, they might need additional motivation to get engaged with the assignment since they are not in their usual school setting. With this in mind, I will introduce and provide a template for a choice board assignment. I created a template for teachers that is included in the teacher toolbox handout, and teachers can edit it to fit their needs. A choice board is appropriate for ELLs when you need them to demonstrate content knowledge but are willing to let them choose how they will convey that information (Woodley et al., 2017). Online teaching has been increasing since 2015, so teachers must have these essential CRT strategies to implement to integrate culture in instruction for ELLs in an online platform (Hutchison & McAllister, 2020).

Formative Assessments

When assessing ELLs, teachers must consider what/if accommodations or modifications will be made to the assessment, and how the assessment will be graded. According to Bonner et al. (2018), teachers should use rubrics to inform ELLs of how they will be graded, and to grade them. During the presentation, I will show teachers how to use an ELL writing rubric that is also attached in their teacher toolbox handout. The rubric is specifically designed for ELLs based on their proficiency level. It can be altered slightly to meet the needs of various grade levels and subjects as well. Ideally, teachers K-6 will implement these writing rubrics into their grading policies for ELLs, and show students how they will be graded using the rubric.

Family Engagement

During the presentation, I will identify reasons that teachers should get involved in the surrounding community, and how to do that. There is not a physical resource for teachers to utilize for this CRT strategy because this is something that happens outside in the community. Teachers must get involved in clubs or groups within the community to get to know their ELLs' families. Yuan (2017) indicates that the teachers most successful at building relationships and integrating culture in instruction for ELLs are the ones whom interact with ELLs and their families in a social context to learn more about their cultures. In addition, Zoch and He (2019) indicate that teachers can learn valuable information about ELLs' families such as multiple languages within the family, the basic functioning of the family, and how they view school.

Celebrating Linguistic and Cultural Diversity

Lastly, I will present teachers with a CRT strategy to help students recognize diversity on a daily basis. Included in the teacher toolbox handout is a story strip template. Ideally, teachers will have all students (ELL and native speakers) complete the story strip by choosing one place they consider home. Then, students will draw three images that best represent that place, and can label them with words or captions in English or their L1. The teacher should hang the story strips so that they are always displayed, and students can reference them during discussions. By including and celebrating diversity at a small level on a daily basis, students will develop increased respect and tolerance for others (Bonner et al., 2018).

Intended Outcome of Culturally Responsive Teaching: Virtual PD for P-12 Teachers

The intended outcome of the presentation is that teachers at Dr. Martin Luther King Jr. Elementary School and nationwide will complete the presentation with at least two CRT strategies they feel comfortable with to implement in their own classroom, in order to begin to

integrate culture in instruction for ELLs. In the next and final chapter, I will culminate the

capstone paper with the implications for student learning, implications for teaching, and final

thoughts on integrating culture in instruction for ELLs.

Chapter 4: Conclusion

This project has explored the effect of teachers' lack of integration of ELL students' culture in language instruction (Bonner et al., 2018; Yuan, 2017; Zoch & He, 2019). This chapter summarizes and discusses the identified problem, research questions, and discusses pedagogical implications and recommendations as a result of the reviewed literature and final professional development presentation for students' learning, and teaching. I will conclude this chapter by sharing final thoughts.

Summary of Research Findings

As indicated in Chapter Two, the challenges associated with the identified problem include teacher preparation, teacher beliefs, and teacher misconceptions. Research indicated that teachers receive inadequate preparation to work with ELLs in teacher preparation programs nationwide (Boyce & Chouinard, 2017; Smits & Janssenswillen, 2020). Research has also concluded that teachers learn the importance of implementing CRT strategies in addition to the theory behind it but fail to learn how to do it with ELLs and culturally diverse learners (Boyce & Chouinard, 2017; Moore, 2018; Smits & Janssenswillen, 2020). In addition, teachers' negative beliefs about working with ELLs and culturally diverse students negatively affected ELLs' learning (Mellom et al., 2018; Rizzuto, 2017; Stutzman & Lawenhaupt, 2020). The solutions include implementing Gay's (2013) CRT framework in addition to instructional conversations, strategies for online learning, family engagement, and embracing ELLs' diversity (Bonner et al., 2018; Mellom et al., 2018; Yuan, 2017; Zoch & He, 2019). Examples of each strategy are also included in the handout for teachers.

Pedagogical Implications

CRT strategies are ways for teachers to educate ELLs equitably. The professional development presentation workshop and handout will provide the foundational knowledge necessary to begin implementing what the CRT strategies immediately by utilizing the slideshow and resources within the handout. For example, the teacher toolbox handout (see Appendix B) is intended to provide teachers the templates, rubrics, and scaffolding necessary to start trying CRT strategies in their classrooms right away without worrying how they are going to recreate the resources discussed in the presentation. By implementing CRT strategies in their classrooms, teachers will be able to integrate culture in instruction for ELLs, and provide an equitable education for them while also embracing their cultural and linguistic diversity.

Recommendations for Future Research

Going forward, additional research should be performed to track whether specific CRT strategies impact one language subgroup more than others. For example, research should compare how students whose L1 is Spanish react to a certain CRT strategy vs. how students whose L1 is Burmese react to that same CRT strategy. Such research would impact teachers because it has the potential to find commonalities in the second language acquisition process with regard to necessary supports for ELLs, and whether certain languages or dialects of students L1 commonly need similar supports. Future research can also highlight the relationship between L1 and CRT strategies, helping to indicate that an L1 population of ELLs generally perform better with a particular CRT strategy. The results would give ENL and classroom teachers a better indication of what CRT strategies to implement with their own ELLs if researchers were able to discover these relationships between L1 and CRT.

In addition, Hutchison and McAllister-Shields (2020) identified the necessity for additional research surrounding the use of CRT strategies for ELLs in online and higher

education. Indeed, future research would benefit ELLs and teachers as there are numerous

uncertainties given the reality of what school will look like in years to come, and whether

options like online learning will become the norm.

Final Thoughts

In conclusion, I have identified the lack of integration of culture in instruction for ELLs a

problem at Dr. Martin Luther King Jr. Elementary School, and schools nationwide. The literature

documents the reasons for the problem; teacher preparation, teacher beliefs, and teacher

misconceptions, in addition to best practice, research based solutions. The solutions indicated in

Chapter 3 include implementing CRT strategies and are presented to teachers via the

professional development "Culturally Responsive Teaching Virtual Professional Development

for P-12 Teachers." Coinciding with the professional development, teachers are given a teacher

toolbox handout form in which there are templates, rubrics, and tools to help them implement the

CRT strategies in their classrooms without having to recreate resources. Thus, by reviewing the

presented research and implementing the CRT strategies outlined in the professional

development presentation, teachers nationwide have the resources they need to integrate culture

in instruction for ELLs.

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Appendix A:
Professional Development Presentation

Virtual Professional Development for P-12 Teachers

By,
Caitlin
Ruggiero
EDI722-
Capstone
Project

CRT Virtual PD Agenda:
I. Identification of problem
II. Why is it a problem?
III. Why does the problem matter?
IV. Solutions/ Research-based findings/ Implementation

       A. 4 Components of CRT

       B. Instructional Conversations

       C.   Online Teaching CRT strategies

       D.   CRT Formative Assessment

       E.   Family Engagement CRT Strategies

       F.   Celebrate Diversity CRT Strategies

V. Closure/ Exit Ticket

VI. References

Problem:

There is a <u>lack</u> of integration of culture in instruction for ELLs.

Why is lack of culture in instruction for ELLs a problem?

-Teacher Preparation

-Teacher Beliefs/Misconceptions Towards Linguistic and Cultural Differences

(Boyce & Chouinard, 2017; Mellom et al., 2018; Murphy & Torff, 2019; Rizzuto, 2017; Smits & Janssenswillen, 2020)

Teacher Preparation:

-Understand cultural responsiveness but unable to put strategies into practice (Boyce & Chouinard, 2017).

-Mutual unpreparedness and lack of knowledge of diversity and differentiation for ELLs (Smits & Janssenswillen, 2020).

Teacher Beliefs/Misconceptions Towards Linguistic and Cultural Differences:

- Deficit view towards ELLs (Mellom et al., 2018).

-Use less rigorous materials than their English speaking classmates (Murphy & Torff 2019).

-Do not allow ELLs to speak their L1 in school (Rizzuto, 2017)

Why does it matter?

ELLs must be able to see themselves in what they're learning, find value in the content, and relate to what they're learning (Hutchison & McAllister-Shields, 2020).

Solution: Culturally Responsive Teaching (CRT)

"using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them."

(Gay, 2013, p. 50)

4 Components of CRT:

1. Caring
2. Communication
3. Curriculum
4. Instruction

But, what does that look like in my classroom?

(Bonner et al., 2018; Gay, 2013)

Caring- How to implement in your classroom

-Do not make assumptions

-Personal interest (see interest inventory on teacher toolbox handout)

-Student-centered conversations

-Think-alouds to model higher-level thinking processes

(Bonner et al., 2018; Gay, 2013; Martinez, 2018; Yuan, 2017)

Communication- How to implement in your classroom

-Understand the discourse modes you prefer, and those that your
students prefer (Strive to blend them)
-expressive ways of communicating, gestures, motions, symbols/meanings
accepted in various communities/cultures
-Seek to communicate with ELLs based on their needs
-Utilize picture board (see attached in teacher toolbox handout)
(Bassey, 2016; Bonner et al.,2018; Gay, 2013)

Curriculum- How to implement in your classroom
-High quality and rigorous instruction for all students
-Implement diverse, multicultural curriculum
-Different cultures, languages, new perspectives
-Diverse collection of books (see list in teacher toolbox handout)
(Bonner et al., 2018; Gay, 2013)

4. Instruction: How to implement in your classroom

-Student-centered learning activities and differentiation: providing cooperative learning activities that provide each student an authentic role in the task (see teacher toolbox handout)

-Engagement techniques: popsicle sticks (cold call), mini individual dry erase boards to respond to questions, Think-Pair-Share, Turn 'n Talk

-Develop positive school and work habits

-Let ELLs "be the teacher" when learning about something they have a lot of experience with, be aware of trauma
(Bonner et al., 2018; Gay, 2013)

Instructional Conversations

-Teacher facilitated conversation, approx. 20 minutes, clear objective, language frames, language stems.

-See teacher toolbox handout for language frame/stem examples

-When IC are implemented, they improve ELLs' language development, vocabulary, and inferencing
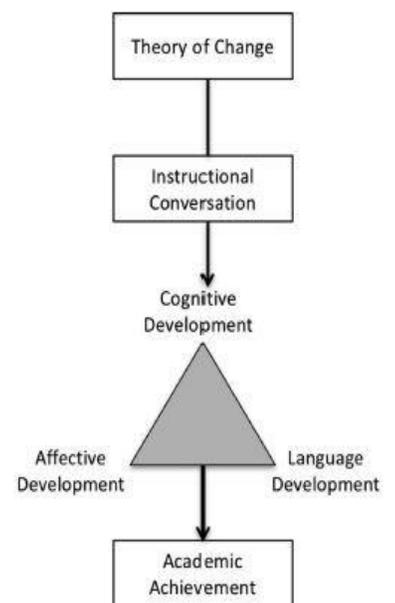skills

Figure 1. Theory of change for the Instructional Conversation (IC) intervention. This figure illustrates how the intervention impact on academic achievement (reading) is mediated by cognitive, affective, and language development.

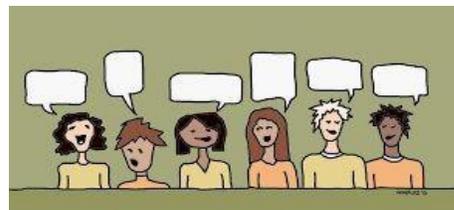(Mellom et al., 2018; Portes et al., 2018)   Table 1

WHO: Grade 3 ELLs

WHAT: Read an article with your ELLs about pros and cons of starting school at 12:00 PM. Use popsicle sticks (cold call) to ask students to verbally share pros of school starting at 12:00 PM. After, have students write a con of school starting at 12:00 PM on a post-it note. (Model how to use t-chart if necessary)

HOW: Depending on # of students, break them into groups of 5 or 6. Lead discussion by saying, "Why or why not should school start at 12:00 PM instead of 8:00 AM?"

After students begin, do not add to the conversation. Give ELLs 20 minutes to talk amongst themselves and complete the t-chart (pros vs. cons) By the end, they must have one unanimous opinion: "Why or why not should school start

at 12:00 PM instead of 8:00 AM?"

WHY: Working towards one common goal of finding one unanimous evidence-based opinion, practicing reasoning, comparing and contrasting, working with others

(Mellom et al., 2018; Portes et al., 2018)
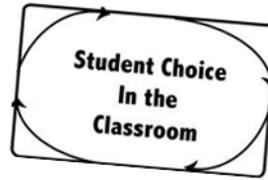
CRT… Online? COVID-19

-Create relationships and build rapport with students online

-Assess ELLs' comfort levels with technology in the beginning of the course.

On a scale of 1-10, how comfortable are you utilizing _____?

Tell me about your background using _____.

(Hutchison & McAlister-Shields, 2020; Woodley et al., 2017)

Student Choice
In the
Classroom

CRT Online Continued...Engage ELLs in discussion:

-In the beginning, utilize discussions to introduce students.

-Ask specific questions that require an answer beyond yes/no

-See teacher toolbox handout (Gay, 2013; Woodley et al., 2017)

CRT Online Continued...
Zoom. Google Meet, Google Hangout

-Utilize a platform to meet with students (live) and set expectations (see teacher toolbox handout for ELL expectations using Zoom)

-ELLs need synchronous online meetings frequently to stay motivated, on track, and verbalize the need for assistance.

(Woodley et al., 2017)

CRT Online Continued...

Choice:

-Give ELLs the opportunity to choose a summative task that demonstrates their knowledge.

-See teacher toolbox handout for choice board template.

(Woodley et al., 2017)

CRT: Formative Assessments

-Clear language & content objectives

-Differentiate instruction

-Rubrics

-Not threatening

-Portfolio

-See teacher toolbox for rubric template

(Bonner et al., 2018)

CRT: Family Engagement

-Spend time in the community -Multiple potential benefits including perspective shift for teachers

(Zoch & He, 2019)

CRT: Family Engagement- IT WORKS!

| Familial capital | Includes kinship ties as well as broader community ties. | I've noticed that the family relationship is very strong and important to this family. ... It [education] is the most important thing for them. For instance, the mother did not enter any English program to learn English during the past three years in America, although she is an educated person. When I asked her why, she told me that her children are her priority. It has been difficult for her to take care of four children, infant to preschool age, and study at the same time. (Amina, case study report) | Through dialog, Amina learned that the mother of four children valued her family's needs above her own personal endeavor to learn English. Rather than assume the mother did not care about learning English, Amina was able to learn that raising her children was a priority. In this way, Amina viewed the mother's decision as a form of familial capital because of the family's close relationship. |

Table 2

(Zoch & He, 2019)

CRT: Celebrating Diversity

-Let students share stories about diverse backgrounds

-Encourage students to feel proud of language/heritage

-See teacher toolbox handout for activity to promote L1 and ELLs' culture

(Bonner et al., 2018)

Closure/Exit Ticket:

What changes will you make in the 2020-2021 school year to implement at least TWO of these strategies in your own classroom (in-person or online)?

Email responses to: crugg1@brockport.edu

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Appendix B:

Teacher Toolbox Strategy Handout/YouTube link

Culturally Responsive Teaching Virtual Professional Development for P-12 Teachers

Caitlin Ruggiero

EDI722

Capstone PD Tool

Problem: Lack of integration of culture in instruction for ELLS

Solution: Strategies to integrate culture in instruction for ELLs

Teacher Toolbox- CRT Strategies and Tools to Implement Today

> **CRT is "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them."**
> **(Gay, 2013, p. 50).**

4 Components of CRT: How to implement in the classroom

1. **Caring: Interest Inventory (See template below)**

My favorite part of school is _____.

My least favorite part of school is _____.

I wish my teacher would let me choose _____.

I am really good at _____.

I need some help with _____.

My favorite subject is _____ because _____.

I like to participate in the following activities _____.

When I watch TV, I like to watch _____.

I like to read _____.

My favorite things to learn about are _____.

2. **Communication: Picture Boards (See example below)**

May I go to the bathroom?

RESTROOM

Can I get a drink?

I feel sick. Can I call home?

Can I get a tissue?

TISSUES

I need help. I don't understand what to do.

QUESTIONS

I got hurt. I need a Band-Aid.

3. **Curriculum: Diverse Book List (See list below- talk to your librarian about finding these)**

Diverse Books List

1. All Are Welcome

2. The Day You Begin

3. Alma and How She Got Her Name

4. Islandborn

5. Drawn Together

6. Where are you from?

7. Festival of Colors

8. Cora Cooks Pancit

9. Filipino Celebrations

10. Under My Hijab

11. A Boy Like You

12. Sulwe

13. Welcome to our World

14. Mateo Finds His Wow

15. The Arabic Quilt

4. **Instruction: Cooperative Learning Activities- Assign roles (See template below)**

FACILITATOR	TIME KEEPER
Read directions, check for understanding, and keep the group on task. Connect with teacher if there is a question or concern.	Keep the group on task. Monitor time and make sure the group is moving along with the given task.
RECORDER	**MEDIATOR**
Record group thinking. Make sure work is neat and clear. Write group's written responses.	Assist with any conflict. Make sure everybody is contributing. Support struggling group members.

We covered Gay's (2013) 4 components of CRT.. What else can I do?

1. **Instructional Conversations (See language frames/stems below)**

I think _____.	I like how the author uses ____ to show _____.
I like/don't like _____ because _____.	What do you think about _____?
The most important message is ____ because ____.	I wonder _____.
I think this represents _____.	As a result, I think _____.
I conclude _____.	Do you agree with _____?
I agree/disagree with _____ because ____.	This reminds me of _____.

2. Online Discussions and Building Rapport (see template below for introductory questions to post when building relationship with students online)

What is your name, and how old are you?

My name is _____, and I am _____ years old.

What is your favorite part of school?

My favorite part of school is _____.

What do you like to do for fun?

I enjoy _____.

What is your favorite thing to learn about?

My favorite thing to learn about is _____.

How do you feel lately?

I feel _____.

What do you want to be when you grow up?

I want to be a _____ when I grow up.

3. Online Expectations (see template below of expectations)

4. Online Choice Board (see template below that can be modified to fit your needs)

Name _____   Date _____

Studying Science Choice Board

Choose one		
compose a song about the scientific method.	create a comic book about the scientific method.	construct a poster about the scientific method.
compare and contrast two scientists, using a venn Diagram.	create a PowerPoint about two scientists. include how they are similar and different.	write a reader's theater to present to the class with information about two scientists.
compose a poem about your vocabulary words. Be specific about their definitions.	create a brochure about your vocabulary words. write your own sentences about the words.	create a book about your vocabulary words.

5. Grading using a rubric (see an ELL friendly rubric template below)

ELL Writing Rubric

Writing Proficiency:	Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writes to express personal and academic information: Topic:_____ _____	1 2 3 Draws or writes phrases to communicate ideas	1 2 3 Writes simple sentences to communicate ideas	1 2 3 Writes to communicate ideas using complete, compound sentences	1 2 3 Writes to communicate ideas using complete, compound sentences and transitional words.	1 2 3 Writes to communicate ideas and opinions using varied sentences in a paragraph with minimal support.
Uses English vocabulary to communicate ideas.	1 2 3 Labels a picture using concrete grade level words or phrases	1 2 3 Describes a picture using concrete grade level verbs and nouns in simple sentences.	1 2 3 Uses grade level content vocabulary in complete sentences.	1 2 3 Uses grade level content vocabulary in complete sentences with increasingly accurate word choice.	1 2 3 Uses grade level content vocabulary with increasingly accurate word choice in paragraphs.
Uses correct capitalization, punctuation, and spelling.	1 2 3 Uses period or question mark at the end of a sentence and begins sentence with a capital letter (with modeling)	1 2 3 Uses grade level end punctuation such as period or question marks, capital letters, and spells sight words phonetically.	1 2 3 Uses grade-level end punctuation, capitalization, and correct spelling of sight words and pattern words, with support	1 2 3 Uses grade-level end punctuation, capitalization, and correct spelling of sight words and pattern words. Content words spelled phonetically.	1 2 3 Uses grade level end punctuation, capitalization and spelling of sight words, pattern words, and content words, with minimal mistakes.
Uses correct grammar in writing.	1 2 3 Writes using simple present tense with subject-verb agreement in short modeled sentences.	1 2 3 Writes using present and simple past tense with subject-verb agreement with support.	1 2 3 Writes using present, past, future verb tenses with subject verb agreement in sentences and questions.	1 2 3 Writes using verb tenses, subject-noun agreement and other grammar to compose several connected sentences.	1 2 3 Writes using verb tenses (regular and irregular), subject-noun agreement and other grammar to compose several connected sentences.

6. Embracing Diversity & Encouraging L1 (see story strip activity template below)

Name _____

Closure:

What changes will you make in the 2020-2021 school year to implement at least **TWO** of these

strategies in your own classroom (in-person or online)?

Write the 2 strategies you will implement below to hold yourself accountable.

1. _____

2. _____

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YouTube link to presentation:

https://youtu.be/QHAYXASnT3k