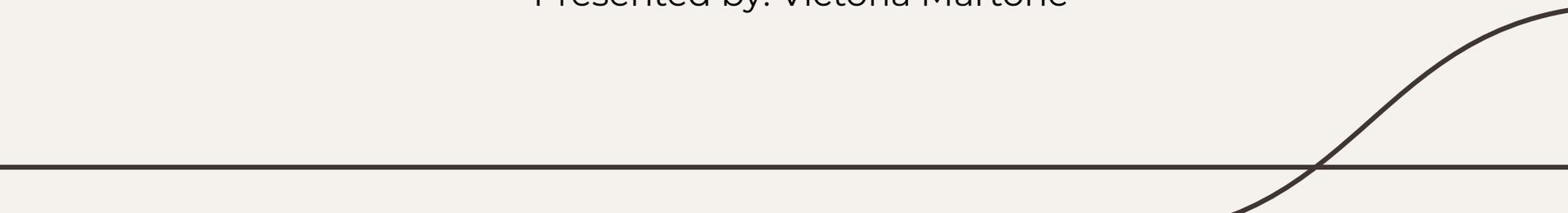




# **SIFE Student Professional Development August 31, 2022**

Presented by: Victoria Martone



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# Agenda Outline

Today we will be covering:

- Defining a SIFE student
  - Characteristics of SIFE students
  - Possible past experiences of SIFE students
  - Challenges a SIFE student faces in the educational environment
  - Why it is important for faculty to know about these students
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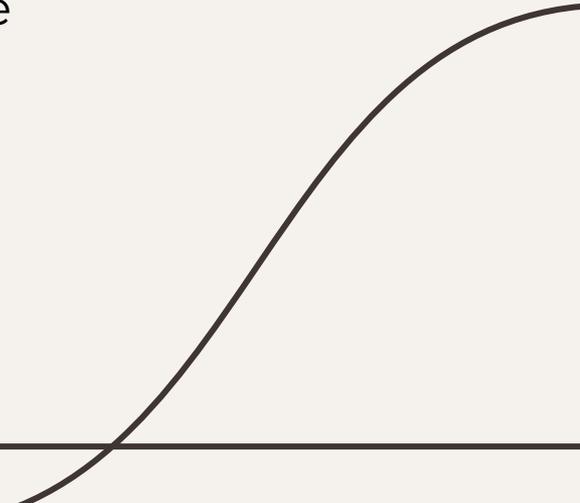
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**Who are SIFE students?**

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# Characteristics:

- Lack of, or insufficient, prior schooling
  - Academically below grade-level peers
  - Limited language in English, or native language
  - May have experienced past traumas
  - Social/psychological challenges
- 

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# Think-Pair-Share

Think of a time you had a hard time getting through to a student.

What strategies did you use with this student?

How did you communicate with this student?

How did this make you feel?

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# Past Experiences

## Work

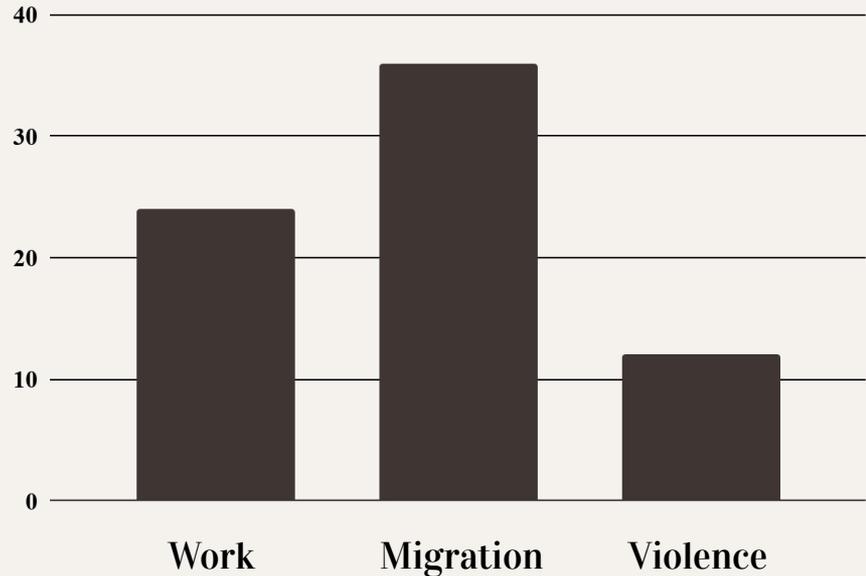
Many SIFE students need to work to support their family.

## Migration

Students may have had traumatic experiences coming to the United States.

## Violence

Students may have experienced civil unrest or war in their home countries.



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# Challenges of SIFE students



## Poverty

Students may live in areas of poverty or work in order to support their family.



## Academic

Students have large gaps in content knowledge, especially in reading or math



## Social

Due to social differences, or feeling alienated students struggle to form peer relations.



## Curriculum

Schools are not equipped with appropriate resources for SIFE students.



## Emotional

Past experiences may trigger emotions from students.



## Teachers

Misunderstandings and judgements may be formed by teachers of SIFE students..

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# Turn and Talk

How can we, as a building,  
welcome SIFE students  
into Duffield?

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**Who are SIFE students?**

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# Final Thoughts

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# References

- Auslander, L., & Beiting-Parrish, M. (2021). Cultivating a culture of bilingualism: Evaluating A home language arts curriculum for sife. *Languages*, 6(4), 170. <https://doi.org/10.3390/languages6040170>
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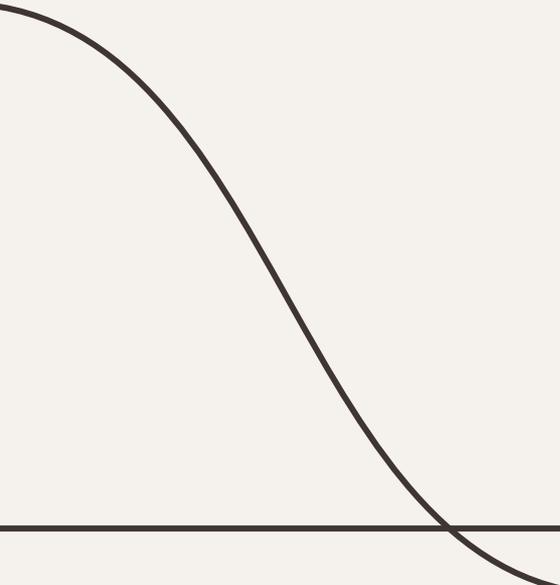
# Thanks!

Do you have any questions?

Email me at

[vmartone@ccsdli.org](mailto:vmartone@ccsdli.org)

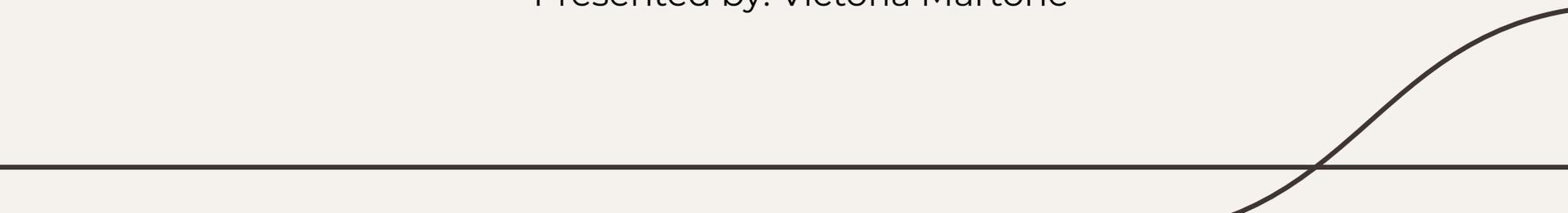
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# **SIFE Student Professional Development September 1, 2022**

Presented by: Victoria Martone



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# Agenda Outline

Today we will be covering ways to support students:

- Setting up classroom environment
  - Culturally Responsive Teaching
  - Bilingual support
  - Differentiated instruction
-

# Classroom Environment



Clock  
El reloj

"You worked so  
hard on this  
assignment,  
great job!"



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# Turn and Talk

How do you envision the environment of your classroom so that it is inclusive of all students?

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# Think-Pair-Share

How do you get to know your students?

How do you develop a relationship with your students?

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3 facts about my Family

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

My family has lived in the United States for \_\_\_\_\_ years.

**My Family:**  
Draw a picture of your family.

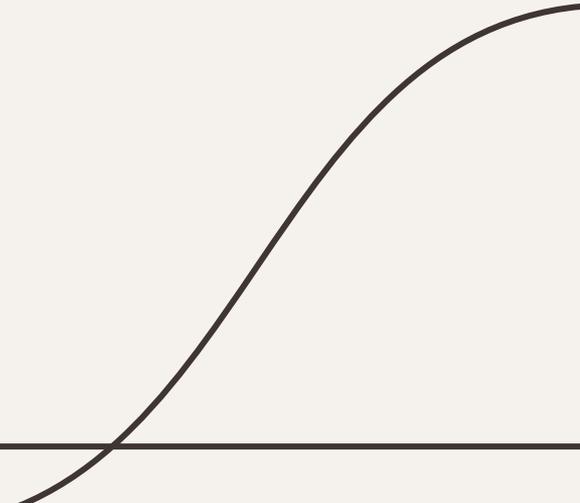
My family moved here from \_\_\_\_\_.

**Family Story:** \_\_\_\_\_  
Tell a family story, legend, or something interesting that someone in your family did. \_\_\_\_\_

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# Culturally Responsive Teaching

“An environment in which the teacher celebrates the students’ diverse cultures and strengthens and leverages these to best support student learning”

- Auslander & Beiting-Parrish
- 

Kindergarten students  
are learning about  
types of communities.

First grade students  
are learning about  
species of animals.

Second grade students  
are learning about  
literature genres.

Read the card assigned to your grade level. Discuss how you can make the lesson topic culturally-responsive.

Third grade students  
are learning to  
count and add money.

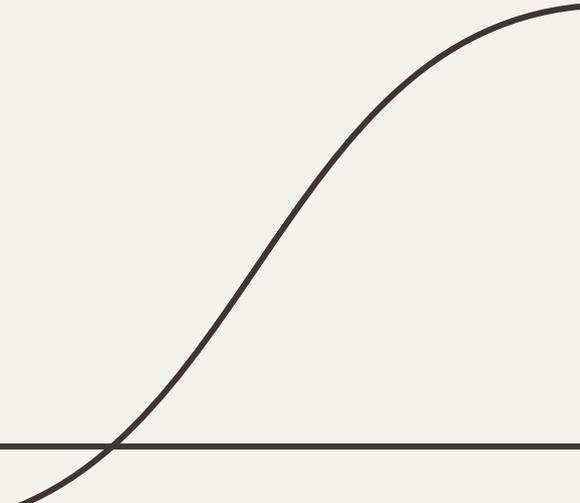
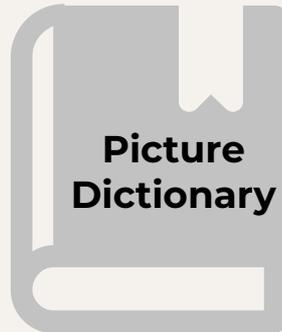
Fourth grade students  
are learning about  
the branches of government.

Fifth grade students  
are writing a biography  
about a past President.

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# Bilingual Support

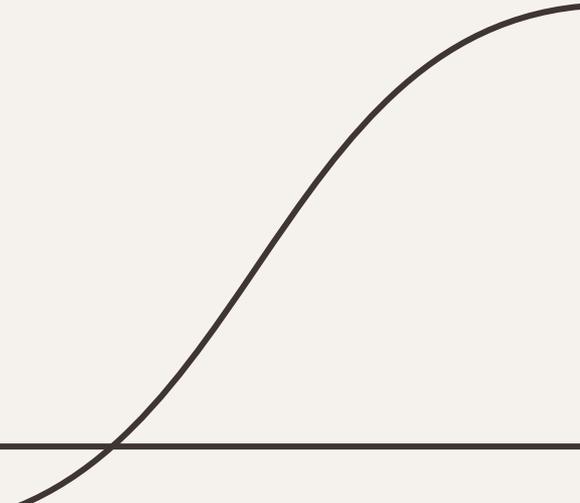
- Giving students the freedom to incorporate or use their native language can lead to both academic and social gains.
- Classroom library should be diverse.



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# Differentiated Instruction

- Scaffolds
- Learning styles
- Graphic organizers



# Group Activity

Date:

Unit:

Lesson/Subject:

Essential Question:

Learning Target:

Standard Alignment:

Instructional Strategies:

Differentiation Strategies:

1. Learning Style-
2. ELP Level-

Scaffolds:

Materials-

Informal Assessment:

Formal Assessment:

A new student has arrived in your classroom from Haiti. The student is a girl that is in 2nd grade. She has limited proficiency in her native language, French Creole. She cannot read or write in her native language. She has no English language skills. The student enjoys drawing and singing and dancing to songs. She is a happy girl, but at times can become visibly upset, by crying, when you have to leave the classroom to go to specials like art or gym. The student gets along well with others, but is struggling to follow along during class activities and lessons.

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