



BREAKOUT SESSION HANDOUTS

A Closer Look: Principle 1 Asset-Based Behaviors and Expectations

*Click on the following
handouts to quickly access
throughout the session.*

Overview of Asset-Based Behaviors and Expectations Notes

Action Plan for Implementation

Arizona's Language Development Approach

Overview of Asset-Based Behaviors and Expectations Notes

Today's goals:

Discuss strategies & brainstorm ideas to align school systems and programs with asset-based behaviors and expectations.

Overview of asset-based behaviors and high expectations:

Strategy	Discussion Questions	Notes from Video	Notes from Discussion
High Expectations	<ol style="list-style-type: none"> 1. What evidence of high expectations did you observe in the video? 2. What experiences have you had, or what observations have you made, related to high expectations for EL students in the classroom at your own district or charter? 3. What are some ways high expectations for ELs can be established throughout the school community? 		
Supports for Success	<ol style="list-style-type: none"> 1. How did the video demonstrate supports for success? 2. What evidence of supports for success for EL students have you observed in classrooms? 3. What are some ways mentors or other supports for success for ELs can be established throughout the school community? 		

<p>Celebrating Multiculturalism and Multilingualism</p>	<ol style="list-style-type: none"> 1. What evidence did you see in the video of multiculturalism & multilingualism being valued? 2. How have you seen multiculturalism & multilingualism being celebrated for in classrooms? 3. What are some ways your district/charter shows that multiculturalism & multilingualism are valued throughout the school community? 		
<p>Parent/Guardian Engagement</p>	<ol style="list-style-type: none"> 1. What evidence of parent engagement did you observe in the video? 2. How have you seen/experienced having parents/guardians being engaged in the classroom? 3. What are some ways to engage parents/guardians throughout the school community? 		

“Asset-based teaching seeks to unlock students’ potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students’ inadequacies.”

(Association of College & Research Libraries, 2018)

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Action Plan for Implementation		
Action Step	Person(s) Responsible	Resources Needed

My Questions

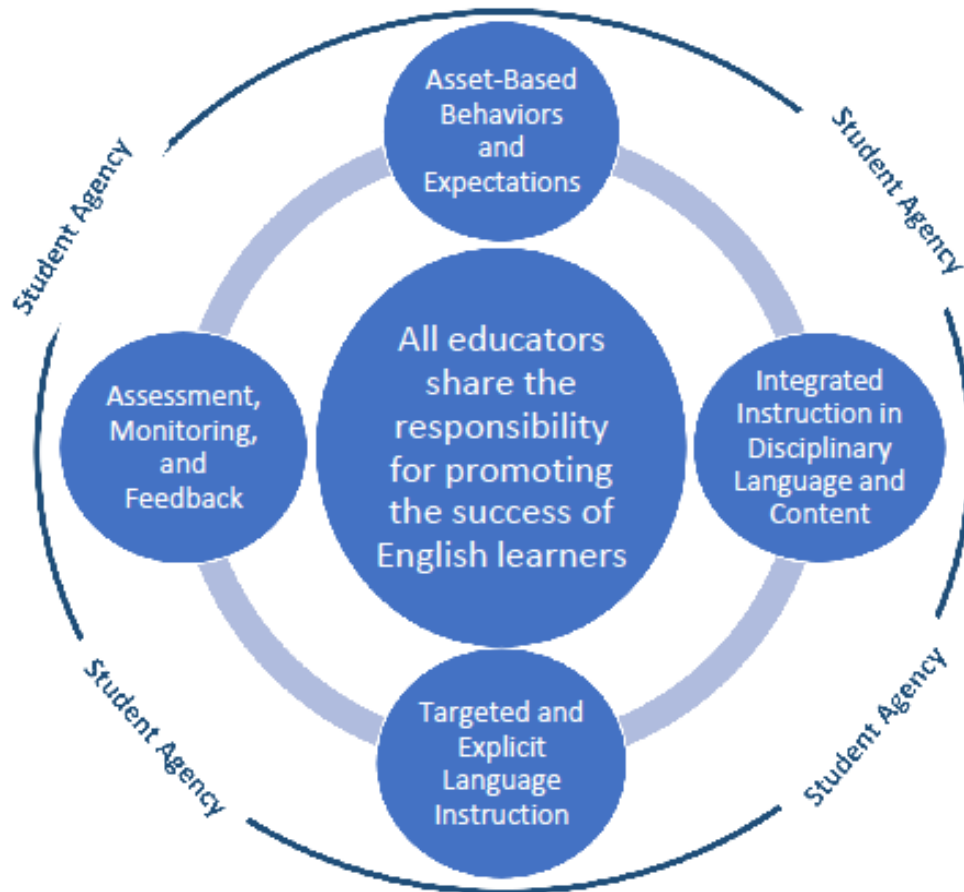
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ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

Arizona's Language Development Approach

Underlying Arizona's Language Development Approach is the foundational understanding that English learner (EL) students are valuable members of our education community, and all individuals at every level within the educational system have an active role in ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools. The four principles that surround the core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students. The outer ring identifies the overarching goal of language and content instruction for English learner students; through implementation of the four principles, Arizona's EL students will develop a sense of agency, confidence, and determination.



ARIZONA'S LANGUAGE DEVELOPMENT APPROACH

Principle One: Asset-Based Behaviors and Expectations

English learner (EL) students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.

All educators:

- recognize that multilingualism and biliteracy are assets.
- leverage home languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.)
- ensure students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate.
- consistently acknowledge and build on the background knowledge and prior experiences of EL students.
- are responsive to the different strengths, needs, and identities of all EL students, including those with special needs.
- support the unique socio-emotional health and development of EL students.
- build and foster strong family, community, and school partnerships.
- recognize there is no universal EL student profile and no one-size-fits-all approach.

Asset-based behaviors and expectations will support the development of student agency when educators:

- provide opportunities for EL students to show mastery of competency.
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community
- reinforce growth mindset.
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.

Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.

