A Closer Look at Principle 1:
Assed-based Behaviors and Expectations

Fall PELL Meeting

September 14, 2020

Presented by

OELAS
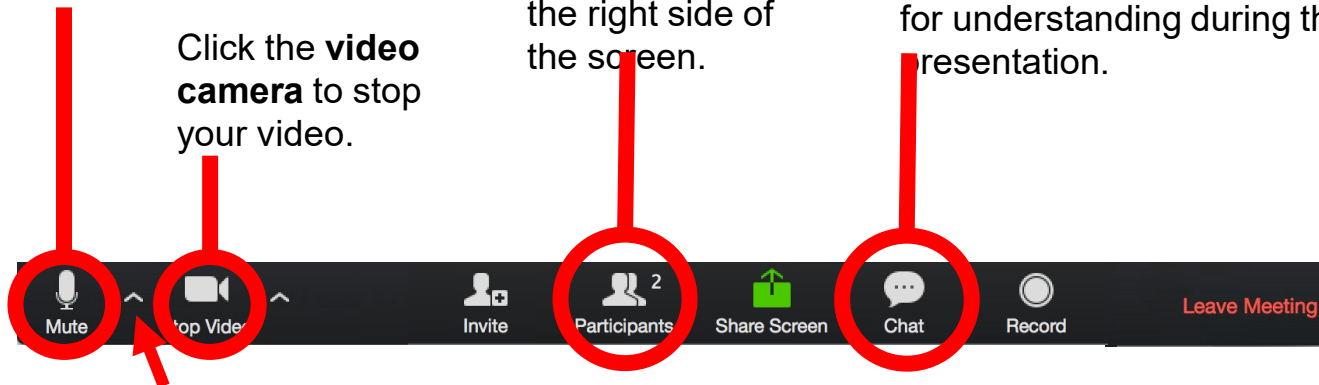
Kathy Hoffman
Superintendent of Public Instruction

Virtual PELL Norms

✓ Be prepared to reflect and respond

✓ Total participation and equity of voice

✓ Respect the thoughts of others

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Note Catcher

Session Objective

Discuss strategies & brainstorm ideas

to align school systems and programs with asset-based behaviors and expectations.

Background Information

❏ Arizona's Language Development Approach **Refer to Note Catcher**

❏ *SEI Models Overview Training* - introduced Principle 1 in Action

❏ *SEI Models Implementation Guide*

What word comes to mind when you hear the term "asset-based"?

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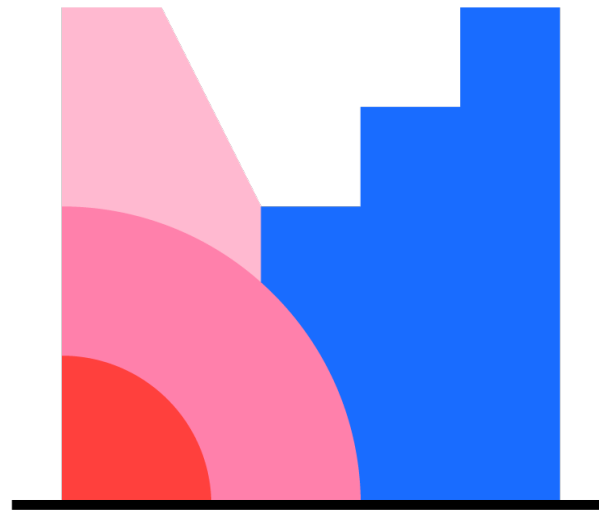
Mentimeter

menti.com

Arizona's Language Development Approach
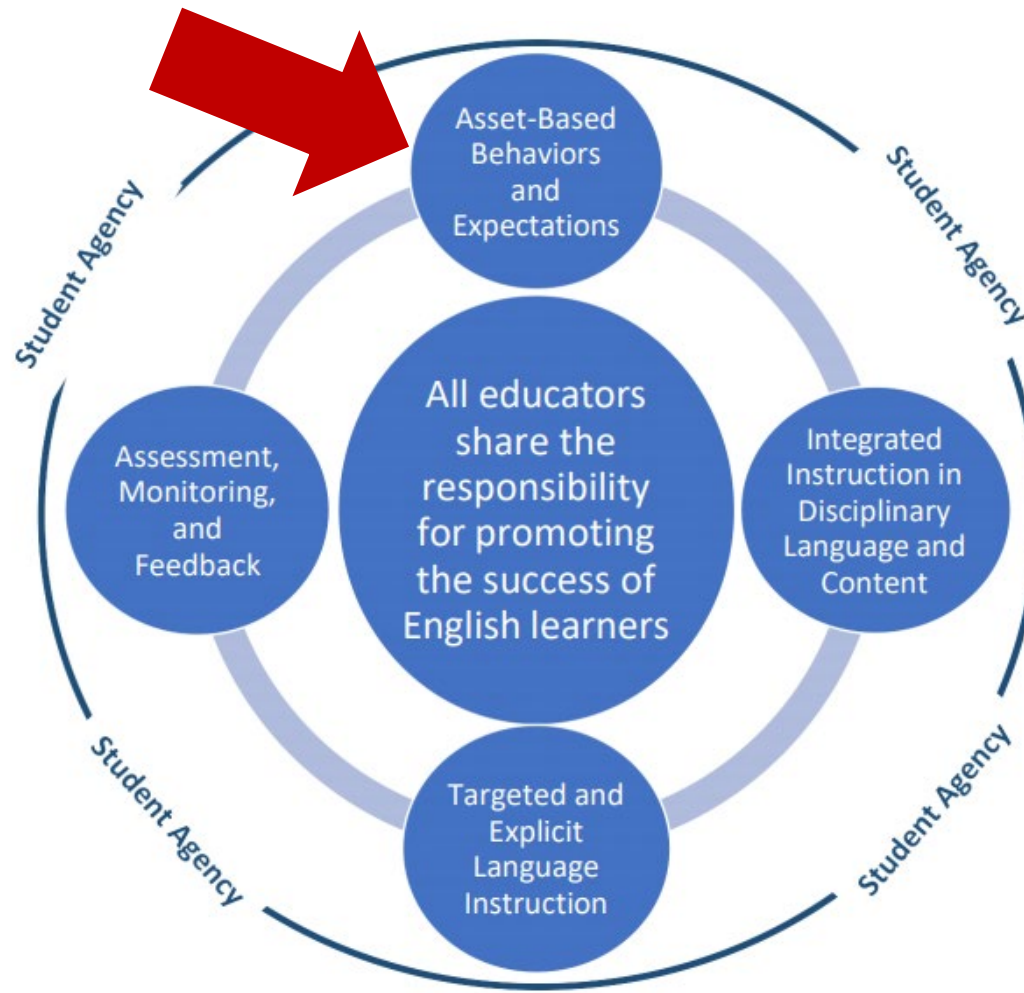
What are some ways we can develop school systems and programs with asset-based behaviors and expectations?

1. High expectations
2. Supports for success
3. Celebrate multiculturalism and multilingualism
4. Family engagement

High Expectations

High Expectations

Think and Write

1. What evidence of **high expectations for ELs** 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?

Refer to Note Catcher

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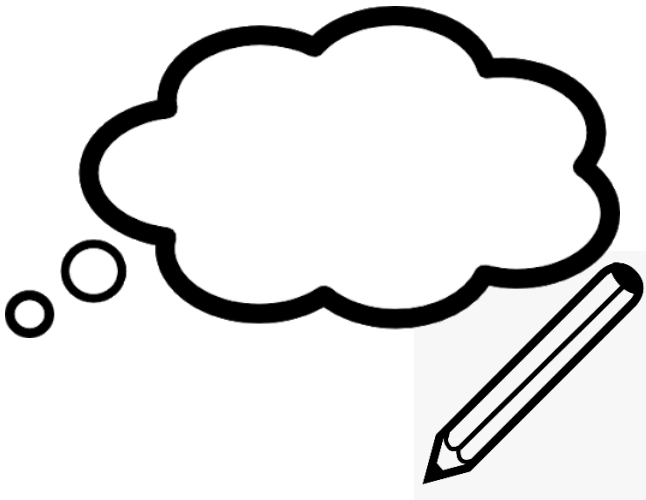
High Expectations

Breakout Session Routine

1. Cameras on!

2. Discuss the questions

Refer to Note Catcher

All team members will:

- ✓ be prepared to reflect and respond
- ✓ participate fully and ensure equity of voice
- ✓ respect the thoughts of others

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Key Takeaway

High Expectations for ELs + Supports = **SUCCESS**

Supports for Success

Supports for Success

Inequality
Unequal access to opportunities

Equality?
Evenly distributed tools and assistance

Equity
Custom tools that identify and address inequality

Justice
Fixing the system to offer equal access to both tools and opportunities
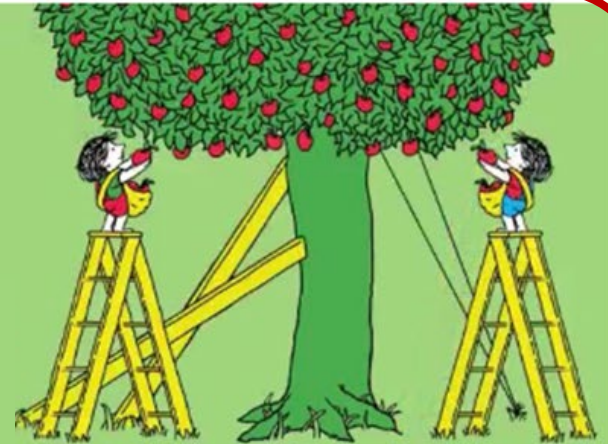
Supports for Success

*Providing ELs with access to high quality education and the **supports for success** to include, at a minimum*:

- Integrated and targeted ELD

- At least 1 additional support opportunity such as:
    - ✓ Mentor/mentee relationships with adult or older student
    - ✓ Extracurricular academic support
    - ✓ Adopting a program focused on post-secondary readiness (ex. AVID)

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Supports for Success

Benefits of cross-age peer mentoring

- ✓ Connectedness to school and peers
- ✓ Feelings of competency and self-efficacy
- ✓ Grades and academic achievement
- ✓ Prosocial behavior and attitudes

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Think and Write

1. How did the video demonstrate *supports for success*?

2. What evidence of *supports for success* for EL students have you observed in classrooms (beyond instructional supports)?

3. What are some ways mentors or other *additional supports for success* for ELs can be established throughout the school community?

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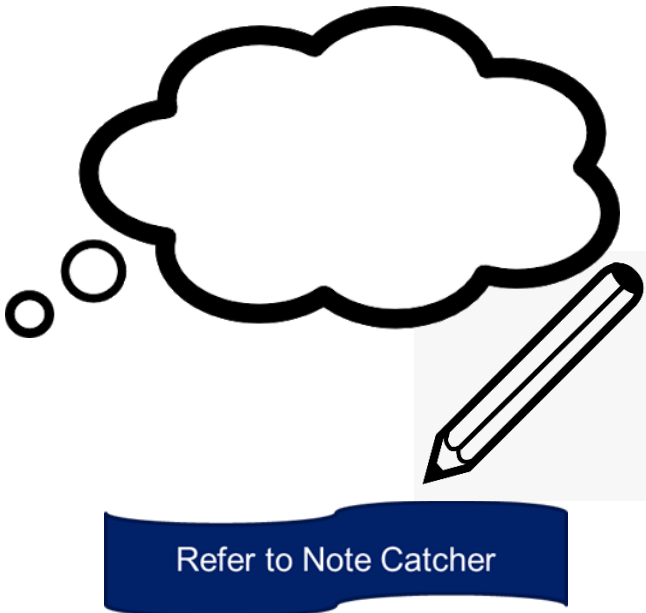
Supports for Success

Peer Mentoring

Breakout Session Routine

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2. Discuss the questions

Refer to Note Catcher

All team members will:

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Key Takeaway

ELs who receive **additional supports** are more likely to be **successful in school**.

Celebrate
Multiculturalism & Multilingualism

Celebrate Multiculturalism & Multilingualism

Get to know your students

High Academic Expectations

Display student cultures in the room

Opportunites to speak English

& home languages

Multicultural Curriculum

Incorporate Visuals

Hear their stories

Pronunciation

Get their names right

Build parent relationships

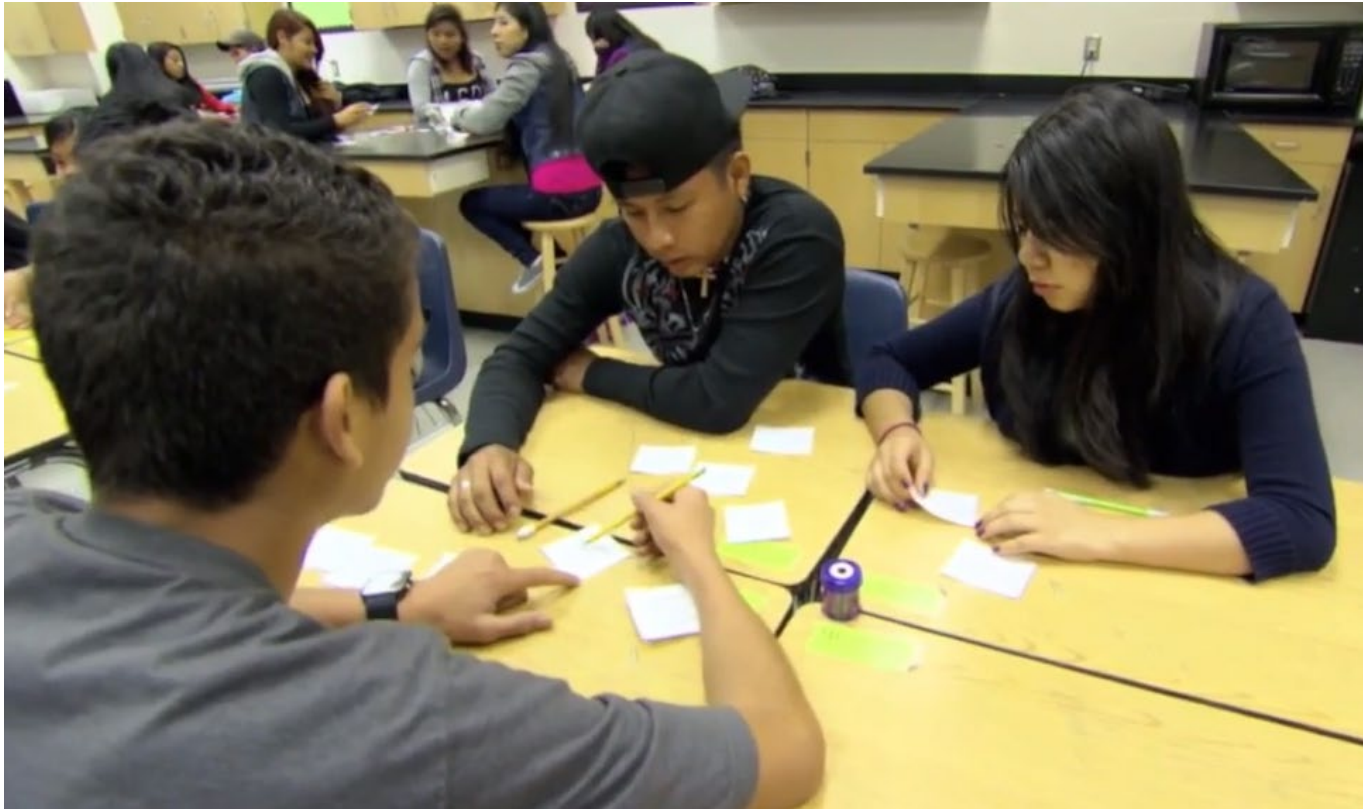# Think and Write

1. What evidence did you see in the video of **multiculturalism & multilingualism** being valued?

2. How have you seen **multiculturalism & multilingualism** being celebrated in classrooms?

Refer to Note Catcher

3. What are some ways your district/charter shows that **multiculturalism & multilingualism** are valued throughout the school community?

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Celebrate Multiculturalism & Multilingualism

Breakout Session Routine

1. Cameras on!

2. Discuss the questions

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All team members will:

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Key Takeaway

Actively working to create a learning environment where students from **all cultures and linguistic backgrounds are valued** is critical to the success of EL our students.
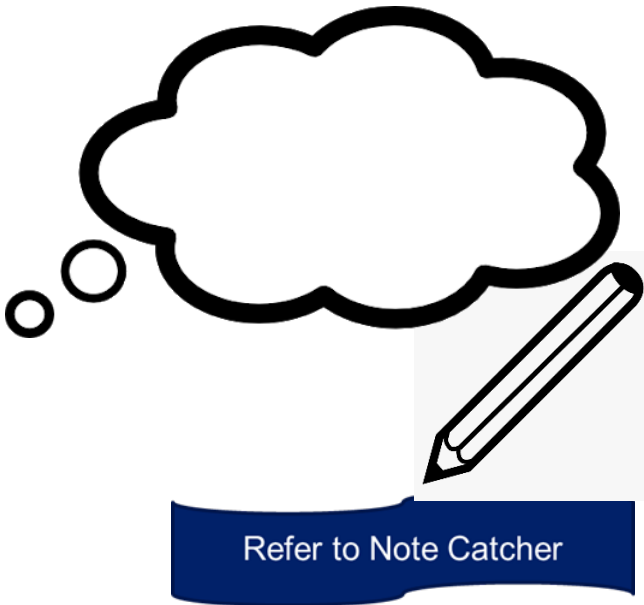
Family Engagement

Family Engagement

Think and Write

1. What evidence of **family engagemen**t 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 families throughout the *school community*?

Refer to Note Catcher

Family Engagement

Breakout Session Routine

1. Cameras on!
2. Discuss the questions

Refer to Note Catcher

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Key Takeaway

"... increasing student learning requires the collaboration of various interested groups, most notably parents. **Families play an important role** in creating a school that meets their child's needs..."

LaRocque, Kleiman, & Darling, 2011

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Today we've learned some ways to develop school systems and programs that contribute to a culture of asset-based behaviors and expectations:

1. High expectations
2. Supports for success
3. Celebrate multiculturalism and multilingualism
4. Family engagement

Action Plan and Q & A

Action Plan & Q/A

How might you increase asset-based behaviors and expectations at your school, district, or charter as a result of your new learning from today's session?

What questions do you have for us?

Refer to Note Catcher

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Additional Questions & Support

- **Teachers, Administrators, and other Educators:** Please reach out to the EL Coordinator at your school/district/charter

- **EL Coordinators** – Please reach out to your OELAS Regional Specialist.
  - ➤ *Unsure who your assigned Regional Specialist is?*
  - ➤ Please reach to OELAS at OELAS@azed.gov or visit https://www.azed.gov/oelas

Revisit Session Objective

Discuss strategies & brainstorm ideas

to align school systems and programs with asset-based behaviors and expectations.