

Appendix H: Exploring Success Through the Lenses of Community/Comunidad, Confidence/Confianza and Complexity

In Chapter 8 of *Radically Inclusive Teaching with Newcomer and Emergent Plurilingual Students: Braving Up* (Dover & Rodríguez-Valls, 2022), we look at the ways three students – Alondra, Lazaro, and Davinci – respond to an invitation to “tell us who you are.”

Reread these writing samples, focusing on how you could assess each students’ writing through the lenses of community/comunidad, confidence/confianza, and complexity. What markers of “success” do you see in their writing? If these were your students, what would you do to support and challenge them to continue braving up?

Sample analysis:

Before	After	Characteristics of Success	Next Steps for Braving Up
Community / Comunidad			
Alondra: Not mentioned Lazaro: “I do not have more friends” DaVinci: Not mentioned	Alondra: “In India I lived with my family” Lazaro: “I wonder why people helped so much. SLA helped me to find my mind help me know who I am” DaVinci: “me han enseñado no es tan imposible como lo que yo pensaba la forma tan amigable”	Students see themselves as part of a greater cultural, linguistic, and academic community; they describe how they benefit from their relationships within and outside of the classroom	Invite students to reflect upon how their evolving comunidad supports them in exploring their identity and experimenting with new ways of language. Challenge students to articulate the unique values or strengths they bring to, and get from, their multiple communities.
Confidence / Confianza			
Alondra: “Try my best of my ability” Lazaro: “I am grade 12”	Alondra: “... tried my best of my ability... and I did it” Lazaro: “I know I cant go around the world but I need to go half. It sounds a bit crazy?”	Students see themselves as multidimensional beings and learners. Students’ self-concepts focus on agency and growth, rather than external labels and “deficits”	Guide students in identifying experiences and characteristics that demonstrate resilience and strength. Brainstorm personal, cultural and linguistic resources that support

DaVinci: “hablarlo todavía no puedo” [I cannot speak it yet]	DaVinci: “aprender sobre diferentes culturas idiomas que si podemos lograr lo que se nos hacía difícil” [To learn about the cultures and languages... we can achieve what it was hard for us]	Students see themselves as poised for future growth and success	students in meeting their aspirations.
Complexity			
Alondra: “USA is different from India”	Alondra: “... when I was 12 years old I moved to USA. I was sad because I left my family and friends...”	Students use language to convey complex ideas and the relationships among those ideas.	Invite students to experiment with language within their narratives, focusing on concepts like connotation vs denotation, use of figurative language, purpose and register, and the use of detail to illustrate key concepts.
Lazaro: “I am from Vietnam”	Lazaro: “I study Elementary and middle school in Vietnam.. I study one year of high school in Vietnam...I impress them so much”	Students experiment with new words, their meanings and their functionality.	
DaVinci: “I do not like to write because me equivocaré”	DaVinci: “me gusta aprender cosas nuevas del idioma/I like to learn new things about the language”	Students walk through their fears of being judged by external language constraints such as emphases on monolingual expression and narrow definitions of “correctness”	Coach students in strategically leveraging their full linguistic repertoire as they tell their stories, explicitly challenging monolingualism as an expectation within polished writing.

Recommended Citation: Dover, A. G. & Rodríguez-Valls, F. (2022). Appendix H of *Radically inclusive teaching with newcomer and emergent plurilingual students: Braving up*. New York, NY: Teachers College Press. Retrieved from <https://www.alisongdover.com/BravingUpPL>