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Annotated Bibliography

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Our group is made up of a 6th and 8th grade teacher, a one-to-one who works alongside a second grade student, an EML (Emergent Multilingual Learner) support teacher working with students in Kindergarten-Second grade and a 3rd-5th grade reading interventionist. We are mainly focusing on how we can best serve the unique needs of EML students as they work towards English language fluency, Grade-level standards mastery, and social cohesion/acceptance into our learning community simultaneously; in ways that do not separate them from their peers during critical learning moments? Collectively, we understand how difficult and challenging it could be for students to begin the school year completing tasks independently.

Ortiz, A., Fránquiz M. & Lara G. (2023) *What matters in the education of emergent bilinguals?*, Bilingual Research Journal, 46:1-2, 1-8, DOI: [10.1080/15235882.2023.2250232](https://doi.org/10.1080/15235882.2023.2250232)

From reading this article I got a deeper understanding that by bringing together classroom policies and practices it can support having more equitable opportunities for students. Additionally, when a school has leaders in bilingualism and come from bicultural

identities, these teachers set the example for students and are also a huge benefit to the school community where students feel inclusive and comfortable knowing that they have the support on campus if and when they need it. One of the connections I made in this reading was coming to understand how some people, even the students' own family may think speaking two or more languages isn't seen as a benefit/asset. While many would argue this, I strongly believe that speaking two or more languages is a benefit/asset as it can enhance executive function and improve students memory skills.

Billings, G. (1995) *But that's just good teaching! The case for culturally relevant pedagogy*, Theory Into Practice, 34:3, 159-165, DOI: [10.1080/00405849509543675](https://doi.org/10.1080/00405849509543675)

This article defines and provides the theoretical basis for culturally relevant pedagogy. The author examines the theory on how it works in specific subject areas, and its role in teacher education. As educators, it is our responsibility to provide students with the literacy, numeracy, social and technological skills in order to be active participants in their learning. Students need to learn what is meaningful to them and show academic excellence throughout the school year. As an educator, one must not be afraid to teach in low-income and diverse communities, learn to be a part of the community and help get others involved too. We must believe and work towards ALL students showing successful growth and help them in believing that within themselves. By creating bonds with students, creating a community of learners and encouraging students to learn to work

collaboratively and teach each other new skills, the school community will grow beautiful and supportive connections amongst students and family members.

Hammond, Z. (n.d.). Chapter 7: Shifting Academic Mindset in the Learning Partnership (pp. 108–119).

In this chapter to learned to aim for high engagement and be more focused on helping students develop and internalize cognitive routines. Some questions that rose for me while reading this chapter were, “How could we start the school year with supporting students on having a positive academic mindset/tools?” and “How can I be better at helping students navigate their own negative self talk?” Other key takeaways from this reading are understanding there will be students who act out or zone out and the result of this is usually because they do not feel like they belong or are welcome in the classroom setting. As the classroom teacher, it is important to take the action steps needed to support students in feeling welcomed and being inclusive in their home room and support dependent learners in creating an academic mindset and accepting feedback. CRT is to teach kids how to learn, review work and notice their own progress! Overall, it is important to make culturally responsive teaching meaningful and authentic, you have to go deeper than just the surface!

Hammond, Z. (n.d.). Chapter 8: Information Processing to Build Intellectual Capacity (pp. 122–141).

In this chapter I learned about the power of culturally responsive teaching to build underserved students' intellectual capacity rests in its focus on information processing. The reading mentions macro level instructional strategies which are some I look forward to including in my teaching practices. Some include igniting, which is to get the brain's attention then chunking to make information digestible, then “chewing information” which is to actively process new information and lastly, review and apply the new learning. By providing students with multiple ways of processing the information, we set them up with opportunities to understand it and relate to it.

Hollie, S. (2012). *Culturally and linguistically responsive teaching and learning*. Shell Education

In order for pedagogy to play an effective role in the classroom, there has to be common elements that can work efficiently. The 4 CLR pedagogies / categories helped me receive a deeper understanding of what functions effectively and efficiently in the classroom. These categories include The Gatekeepers of Success, Methodology Continuum, CLR categories and Activities, and re-imaging the Learning Environment. I learned that incorporating many different activities in the classroom benefits us educators to see where our students are at and how we can meet their needs. It involves providing diverse presentations, and experiences of the content so that students use different senses and different skills during a single lesson.

Johnson, J., Uline, C., & Perez, L. (2019). *Teaching Practices from America's Best Urban Schools* (2nd ed.). Taylor and Francis

When reading this article, I learned about setting expectations for the students in the classroom as this sets them up for success and knowing what is being asked by the educator. I also got a deeper knowledge about creating windows to mirror activities and projects in which students will become successful in building connections and understanding of different backgrounds. I appreciated that if teachers notice students are not understanding the learning process and expectations, teachers modify their approaches. Checking and understanding where students are at is crucial throughout all learning stages in the classroom. Within these texts, I want to act upon doing more checking for understanding when working with my students. I also plan to include more and different activities for my EML students. Some examples include writing on white boards, working with manipulatives, having visuals displayed, using magnetic letter boards and more.

Neal, D. (2022, March 16). *Supporting English learners in the middle: Culturally responsive and sustaining practices to support student identity development and sense of belonging.*

AMLE.

<https://www.amle.org/research/supporting-english-learners-in-the-middle-culturally-responsive-and-sustaining-practices-to-support-student-identity-development-and-sense-of-belonging/>

This article emphasizes the use of storytelling in classrooms – honoring and leveraging student identity and culture in the classroom. Students build a strong classroom community when understanding where others come from and who they are. When students are an expert about themselves, and something from them is represented in the classroom, they become more engaged. Students often seek to find their individuality, uniqueness, and autonomy” yet also crave peer acceptance and a sense of belonging. A contradiction for me personally that came to mind and also a past experience is knowing that there will be parents / students who aren’t understanding of inclusivity. Some people can’t see windows to mirror connections and see things as they used to be (divided and unaccepting).

Safir, S. K., & Dugan, J. (2021). Chapter 5: Redefine “Success”: Street Data and the Pedagogy of Voice. In *Street Data - A Next-Generation Model for Equity, Pedagogy, and School Transformation* (pp. 97–119).

This chapter focuses on six simple rules for bringing a pedagogical voice within the classroom. Some examples that were spoken about were providing students with multiple opportunities for students to revise their work, having rubrics that represent explicit, shared standards against which to assess student work and performance and having portfolios / showcasing student work during exhibitions. By providing students with these opportunities, we give students the voice and choice they need to publicly share their

learning and understanding of school content throughout the year or semester. This reading inspired me in building a culturally responsive classroom where educators build cultural competence, have an inclusive classroom/curriculum, and have students understand different perspectives, appreciate others' strengths, and build empathy.