



## NOTE CATCHER:

Use the section under your group to capture what your group is thinking about what should be addressed or attended to in order to achieve CULTURALLY and LINGUISTICALLY relevant schooling for all.

### ★ Cultivating Language Proficiency

- Ensuring robust curriculum, building professional capacity of teachers and staff, crafting student centered learning environments, cultivating strong community relationships.
- Cultivating language proficiency is viewing multilingualism as an asset as opposed to a deficit.
- How we label students bilingual and multilingual students as ELL -- puts an emphasis on English as opposed to their native or home language.
- The first goal of effective schools serving CLD students is cultivating language proficiency.
- Students should build on concepts in their native languages so that they're successful in not only maintaining that language, but using it to acquire or deepen understandings in English as well.
- Viewing content area teachers as language teachers. We are all language teachers.
- Deciding on a model and linking it to achievement data -- is it working? How do you know? If not, what adjustments need to be made?
- Bilingualism is the most important tenet. Home languages need to be honored and used to build a foundation for learning.
- Students in bilingual settings develop stronger levels of self confidence -- indicator for future achievement.

### ★ Promoting Sociocultural Integration

- Sense of belonging
- Considering how the model supports or isolates students
- All educators accept the responsibility for language and content development
- Educators putting students' experiences at the center of instruction and their experiences/cultures as funds of knowledge
- Assets based vs. deficit based ideas- all of us grow when we learn from and with each other- Language diversity is an asset

- Positioning students as holders (and teachers) of knowledge
- Teachers need support to do that
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## ★ Supporting Academic Achievement

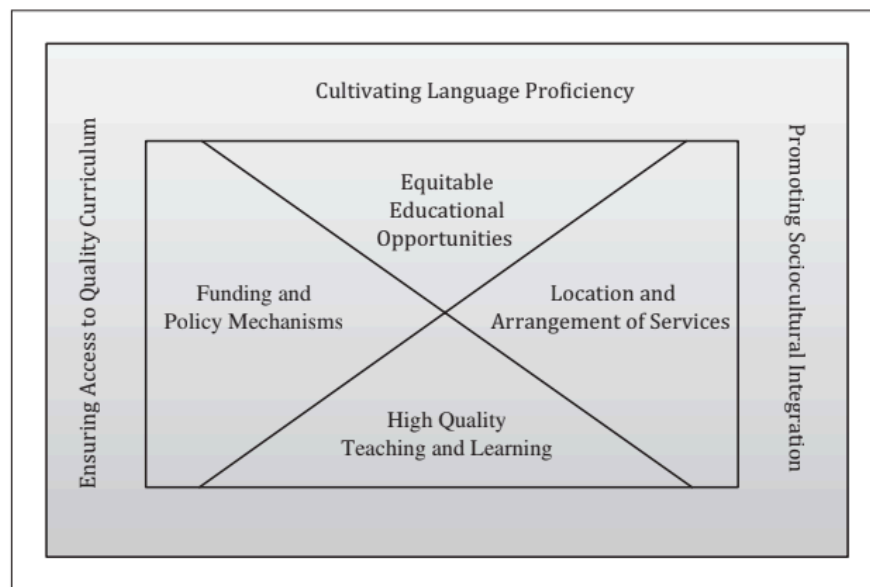


Figure 1. Theoretical model guiding effective service delivery for bilingual students

- Link decisions to evidence
- An effective educational program . . . should integrate language and subject-matter content teaching through sheltered content and cognitive strategy-building instructional techniques.
- The literature guides school leaders to help teachers apply linguistically responsive pedagogies. Regardless of the language acquisition model in the school, leaders are responsible for ensuring that teachers develop fundamental understandings of language acquisition, including the concept of academic English and the intrinsic value of native language skills (**Professional Development**)
- Core principles of **linguistically responsive teaching** are promoting academic English, scaffolding comprehensible input (e.g., making language meaningful and

contextualized), fostering social interaction across CLD and native English-speaking students, and explicitly supporting both native language and English language skill development

- School leaders are well served with a nuanced understanding on the use and acquisition of language, accepting, but not essentializing, the conversational–academic dichotomy.
- A third way empirical research guides school leaders is to ensure the sociocultural integration of all students. Sociocultural influences are factors that create the context in which children live and schools operate
- All teachers are teachers of language and must make academic learning relevant to students' lives and interests.