PATHWAYS TO PARTICIPATION

Creating Communities that Tend to the Needs of Newcomers

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Bridges to Academic Success
RITELL May 5th, 2018
WHO WE ARE
Early advocacy for the abolition of slavery

Insistence on the legitimate purchase of land from First Nations people

Agreement that newcomer’s could be admitted to citizenship
RHODE ISLAND

94 different languages

Other or Multiple Languages
- Chinese
- Arabic
- Portuguese
- Creole
- Spanish
WHO ARE OUR NEWCOMERS?

“No one leaves home, unless home is the mouth of a shark.”
— Warsan Shire

Sandar  Ariana  Jorge  Darlyn  Mohammed
...When we are exposed to information, to details that are other than what we expect and, moreover, when those details *challenge our sense of self*, it can be hard to open up to their possibilities. Imagining different worlds requires a kind of courage, a kind that allows us to risk humiliation and embarrassment. But, if we do open up, we can change. The old self, the one in your heart and mind and soul, mutates as it comes into relationship with others. The self stretches to comprehend them all... those with such courage...may be rewarded by a *life that is not of being but of becoming*. You turn into a sailor or an immigrant for as long as you live.

—Anne Dyson (1995)
REFUGEES & ASYLEES
UNACCOMPANIED YOUTH
ECONOMIC MIGRANTS
STUDENT EXPERIENCES

- Cultural
- Academic
- Linguistic
- Familial
- Economic
- Socio-Emotional
Identify students who are at risk for SLIFE (Severe Language Impairment with Emotional and Behavioral Disorders) with a literacy score of less than 3.5 on the W-APT, and have at least two fewer years of age-appropriate schooling than peers, and have limited encoding/decoding skills in their native language.
How does understanding the diversity of our newcomers inform our decisions about programming and instruction?

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<tr>
<th>Sandar</th>
<th>Ariana</th>
<th>Daniel</th>
<th>Darlyn</th>
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<td><img src="image1" alt="Sandar" /></td>
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<td><img src="image5" alt="Mohammed" /></td>
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WHAT DOES IT MEAN TO TEACH NEWCOMERS?

| Mary Manning |
TEACHING NEWCOMERS

- anthropologists
- linguists
- ambassadors and cultural brokers
- social workers
- surrogate parents
- designers and innovators
- advocates
- pioneers
TENDING TO THE NEEDS OF NEWCOMERS

- Core Stressors
  - Trauma
    - School Support
    - Environment
    - Discrimination
  - Isolation
    - Loneliness
    - Alienation
  - Acculturation
    - Family Relationships
    - Academic Demands
    - Language Learning
    - Cultural Learning
    - School Environment
  - Resettlement
    - Basic Needs
    - Legal
    - Financial
    - Healthcare

Emotion Regulation
“Schools are places where the other is treated in harmful ways.”

—Kevin Kumashiro, 2000
DEVELOP A VISION THAT SUPPORTS NEWCOMERS TO THRIVE

NEWCOMER TOOL KIT

How does understanding the diversity of our newcomers inform our decisions about programming and instruction?
### PROGRAM MODELS

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Integrated ENL/ ELA</th>
<th>Stand-alone ENL</th>
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<tr>
<td>ESL Pull Out/Push In</td>
<td>Academic Concepts, Thinking, Language &amp; Literacy</td>
<td>English Language Development</td>
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<td>ESL Class Period</td>
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<td>Sheltered Instruction across Content Areas</td>
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<td>Newcomer Programs</td>
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<td>Transitional Bilingual</td>
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<td>Developmental Bilingual</td>
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<td>One-Way Dual Language</td>
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<td>Two-Way Dual Language</td>
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**NEWCOMER COHORT**

Group Newcomers together in a cohort for general Education classes
Develop Common Values & Accept Shared Responsibility for Education of Newcomers

Set academic and social goals for students and build a program to meet them.

Recognize that the entire school shares responsibility for students’ success.

Define clear entry and exit criteria and share with students.

Hold newcomer students to the same high standards as other students.

Determine the needs of their students and their families, and design and adapt that meet those needs.

Maintain a strong sense of pride in and acceptance for all cultures.
KNOWLEDGE OF STUDENTS: INTAKE & ASSESSMENT STRUCTURES

Minneapolis Home Language Literacy Assessment

Today's Date: ___________________________
Name: _______________________________________
Address: _______________________________________
Telephone: ___________________________
Date of Birth: ___________________________

1. Where were you born?
   _______________________________________

2. In what year did you come to the United States?
   _______________________________________

3. How many years did you go to school in your country?
   _______________________________________
• Summer Bridge

• Looping

• Knowledge of student cultural backgrounds

• Family liaison that connects students to psycho-social and healthcare services

• Restorative Justice approaches (Circles)

• Advisories
PROMOTE THE USE AND DEVELOPMENT OF STUDENTS’ HOME LANGUAGES AND CULTURES

• Hire teachers and support staff that speak students’ languages
• Ensure the school library or classroom libraries have collections in students’ home languages
• Establish family literacy programs (in home languages)
• Clubs that draw on and develop student’s home language
• Internships where students’ home language is a resource
ACADEMIC ACHIEVEMENT for ALL

- Create or adopt a unified language development framework that integrates content, analytic practices, and language learning simultaneously.
- Develop bilingual, dual language or two-way immersion programs to support newcomers’ home languages and English.
- Promote cross-disciplinary *academic literacy practices* and *thematic units* that build conceptual knowledge across content areas.
INCLUSIVE BY DESIGN

Optimize student engagement, learning and effort through **creative scheduling** and **rigorous coursework**

Design courses, across content and NLA, with an emphasis on the development of content, language and academic thinking and academic thinking for SIFE

Hire staff who are able to detect when a delay may not be due to a language learning process, but the result of a disability.

Promote the use of students home language in the curriculum where possible
CONCEPTUAL IDEAS & HOME LANGUAGE as a CLASSROOM RESOURCE
ENGAGE FAMILIES AND COMMUNITY STAKEHOLDERS

- Weekend soccer tournaments, computer and language classes for parents
- Resource for housing assistance and mental health counseling
- Parent liaison visits families and connects them to community services
- Open houses are held at two different times of day to encourage greater participation
- Community partnerships that connect students to cultural heritage, internships, college courses, professional mentors
- Building Bridges: connecting newcomer and New York City teens
Recruit, train and retain qualified teachers and staff

Establish processes for student transition to mainstream program or post secondary options

Collect and analyze student data to drive continuous improvement

Allocate appropriate resources
PARTICIPATION

[Insert text here]
PARTICIPATION

[Insert text here]
My fellow Americans, we are and always will be a nation of immigrants. We were strangers once, too.

We are here only because this country welcomed (us) in, and taught us that to be an American is about something more than what we look like, or what our last names are, or how we worship. What makes us Americans is our shared commitment to an ideal -- that all of us are created equal, and all of us have the chance to make of our lives what we will.