Critical Questions

Are you aware of the lenses you use when working with diverse students and families?

What strategies do you use to engage ELL students?
Financial Partners
Introduction

The NJ Culture Competency and English language Learners Institute and Mentoring Program offers teachers an introspective opportunity to be intentional about how their thinking and practices impact diverse students and parents. Cultural coaches partner with teachers to assist them to change their thinking and implement best practices.
Program Goals

- **Teach** theory and best practices in first and second language acquisition, and cultural competency and ELL strategies.
- **Model** best practices through simulations and cultural literacy moments.
- **Observe** the teachers’ changes in thinking and the strategies being adopted.
- **Evaluate** the teachers successes in becoming cultural conscious and responsive to diverse children as well as changes in their thinking.
Program Outcomes

• **Changing in teachers’ thinking** about culture, language, and their role as a cultural ambassador.

• **Adoption of Strategies** for ELL and cultural competency.

• **Enhancing cultural and linguistic learning environments** that values and supports diverse children and families.

• **Models for enhanced literacy moments**

• **Integration of the student’s culture and language** across curriculum areas to improve instruction.

• **Equipping teachers** to use culture and language as tools for developing the children’s positive cultural identity and self-esteem.
NJ Model-Program Features

• **Learning Institute/Professional Development** Teachers will learn about culture, first and second language acquisition, and teaching strategies to support English Language Learners.

• **Tool Box** Cultural and linguistic materials to enhance the classrooms.

• **Mentoring and Coaching** Through monthly supportive visits, a mentor will work with the teaching team to transform their thinking and classroom practices.

• **Program Assessments**- Through quarterly assessment visits, classroom changes will be measured across 26 categories.

• **Quarterly Teleconferences** will allow teachers to learn from each other and test new ideas.

• **Leadership Institute/Group Coaching** for principals, supervisors, coaches, and master teachers, etc.
Tools for Measuring Impact

• The Culture and Language Assessment 5-Point Scale
• The Children’s Institute’s Stage of Change Scale (Teachers’ Readiness for Change)
• Supportive Visit Narratives that tells the change story across 26 strategies
• Final Program Evaluation (Likert Scale)
• The Annual Report with program findings and success stories of the current cohort.
Program Statistics

• 290 early childhood/elementary teachers trained and mentored in 158 classrooms within 99 schools
• 12 Cohorts of teachers (impacting 5,000 students)
• 21 Municipalities across New Jersey
• From Infant Rooms to 4th grades including Family Child Care Settings
• Middle School & High School (the last two years)
Culturally and Linguistically Responsive Pedagogy

Cultural responsiveness is a movement, led by people who are singularly focused on quality, equitable and liberating education for all students. *If you are committed to validating, affirming, building, and bridging, then you can be a leader in Culturally and Linguistically Responsive (CLR) pedagogy.*

--Dr. Sharroky Hollie
Hollie’s “VABB…ing” Framework

1. **Validate**: Making legitimate that which the institution (academia) and mainstream media have made negative culturally and linguistically.

2. **Affirm**: Making positive that which the institution (academia) and mainstream media have made negative culturally and linguistically.

3. **Build**: Creating the connection between the home culture/language and the school culture/language through instruction (teaching skills) for success in school and the broader social context. Navigating mainstream/school cultures.

4. **Bridge**: Creating opportunities for situational appropriateness or utilizing appropriate cultural and linguistic behaviors.
Responsiveness is a verb, not a noun.

What is the Journey to Responsiveness?

Change your Mindset (attitude, ignorance, misunderstandings, bias, insecurities, misconceptions, and dispositions).

- Speak a common language: Define cultural responsiveness
- Check your filter, question your blind spots, listen to your deficit monitor
- Know your own racial/ cultural identity
- Identify the beneficiaries of responsiveness

Develop your skill-set: Instructional practices relating to students

- Guard the gatekeepers: Strong literacy leads to success
- Create a continuum of traditional and responsive instruction
- Learn to swim: Dive in the pool of responsive activities
- Re-imagine the learning environment.
Four Educational Pedagogies

Responsive Classroom Management (Safe, secure, positive environment)

- Ways for responding
- Ways for discussing
- Attention signals
- Movement

Responsive Academic Literacy (Strong listening, speaking, reading, and writing skills that are relevant to their lives)

- Read-aloud storytelling
- Supplemental text selections
- Interaction with text strategies

Responsive Academic Vocabulary (Using words students’ bring to the classroom and bridging them to academic vocabulary)

- Focus on common strategies
- Building on students’ words (personal thesaurus)
- Focus on low-frequency words (personal dictionary)

Responsive Academic Language (Role playing and finding situational appropriateness for words)

- Contrastive analysis
- Revision process
- Role playing
Class of 2018
NJ Cultural Competency & ELL Institute and Mentoring Program
Class of 2017
NJ Cultural Competency & ELL Institute and Mentoring Program
Class of 2016
NJ Cultural Competency & ELL Summer Institute and Mentoring Program
Dinner-N-Dialogue
Two Part Series for School Leaders
Dinner-N-Dialogue
Two Part Series for School Leaders
ESL and Bilingual Programs
Trenton District P.D. Day-September 2017
Bilingual/ESL-Group Coaching

District Staff Studying the Art of Coaching Together
Cinderella Projects at Grant Elementary School
Trenton High West High School Students
“All About Me!”
Thank you for Your Participation!
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