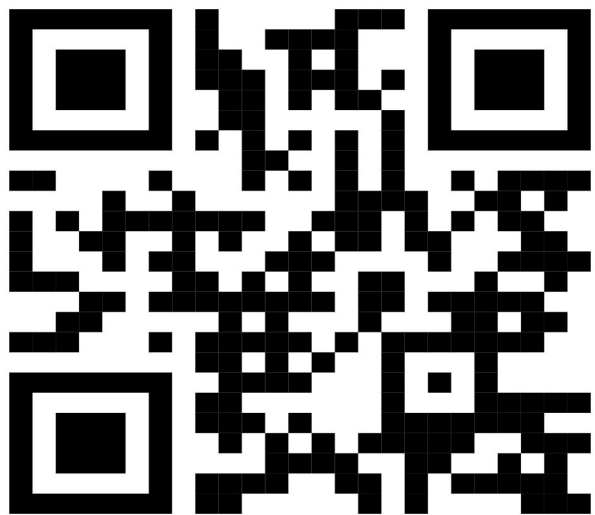


Beyond the Barrier: From Language Gaps to Academic Greatness



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Beyond the Barrier: From Language Gaps to Academic Greatness

How can we engage MLs to promote equity and excellence?



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Beyond the Barrier: From Language Gaps to Academic Greatness

I can identify how to leverage an AEL /IET project with developing ML teachers to work with ML students.

I can explain why engaging MLs is important.

I can use a variety of strategies to overcome language barriers for MLs

I can incorporate principles that leverage a student's native language and cultural background as a bridge to English proficiency.

The University City Journey Clay and Rebecca



Introduction

- Welcome and presenter introduction
- Brief overview of district needs and workforce challenges
- Purpose of presentation: developing a sustainable “Grow Our Own” bilingual paraprofessional pipeline through IET

Background and Need

- Current shortage of qualified bilingual paraprofessionals
- Increasing linguistic and cultural diversity in PreK–12 classrooms
- Difficulty recruiting externally vs. benefits of internal development
- Alignment with district goals for equity, access, and student support

Program Overview: Integrated Education and Training (IET) Model

Definition of IET and how it combines:

- Basic skills instruction
- Occupational training
- Workforce preparation
- Rationale for using IET framework for paraprofessional development
- Alignment with ParaPro Exam requirements

Experiences

to identify how to leverage an AEL /IET project with developing ML teachers to work with ML students.

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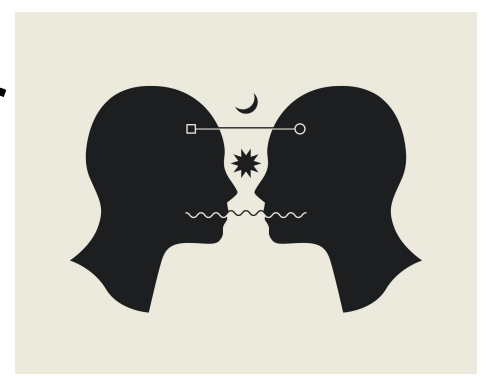


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Community Builder

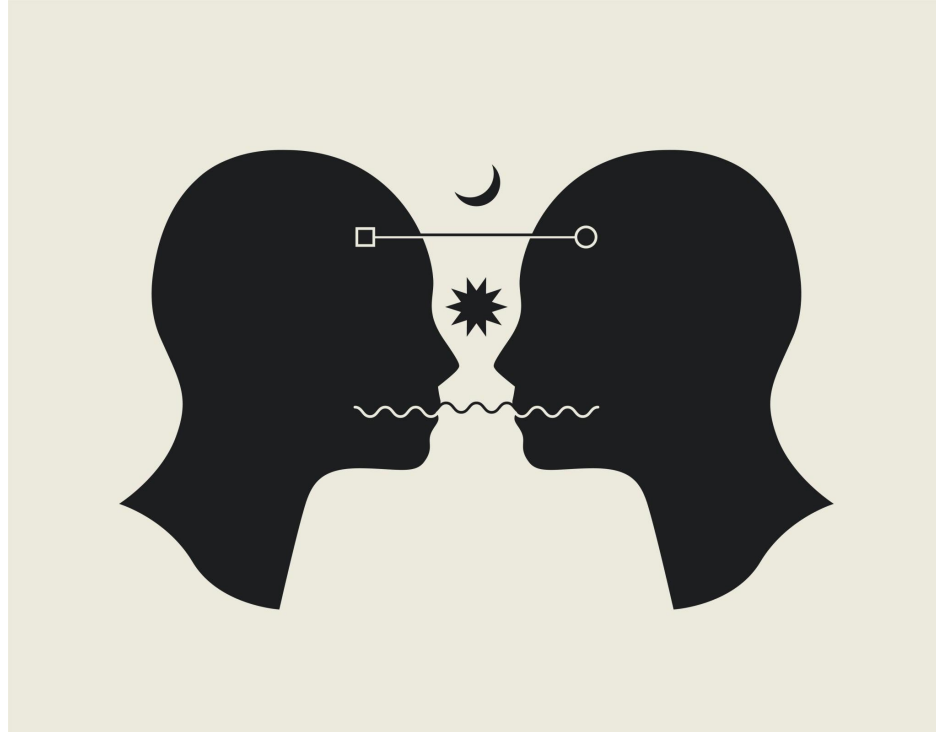
Just Like Me



Everyone walk around the room greet and introduce yourself to 4 other colleagues and silently repeat a series of phrases as you focus on each individuals:

1. "This person is looking to learn and grow, **just like me.**"
2. "This person has possibly dealt with physical and/or emotional pain, **just like me.**"
3. "This person has, at some point, felt sad or lonely, **just like me.**"
4. "This person wishes to be successful and happy, **just like me.**"

The "Empathy First" Introduction



Hapa kuna tafsiri ya maelezo ya mzunguko wa maji katika lugha ya Kiswahili:

Mzunguko wa Maji

Mzunguko wa maji ni mwendo wa maji unaoendelea juu, juu zaidi, na chini ya uso wa Dunia. Unaanza na **mvukizo** , ambapo jua hupasha moto maji katika mito au maziwa na kuyageuza kuwa mvuke. Mvuke huu hupanda juu hewani.

Kufuatia ni **mtondoo** , ambayo hutokea wakati mvuke wa maji hewani unapopata baridi na kugeuka tena kuwa kimiminika, na kutengeneza mawingu. Kisha inafuata **ushunushunu**, ambapo maji mengi yameganda kiasi kwamba hewa haiwezi kuyastahimili tena. Mawingu yanakuwa mazito na maji huanguka tena duniani kwa njia ya mvua, mvua ya mawe, au theluji.

Hatimaye, **mkusanyiko** (collection) hutokea wakati maji yanapoanguka tena duniani na kuzama ardhini au kutiririka kurudi baharini.

Hapa kuna tafsiri ya maelezo ya mzunguko wa maji katika lugha ya Kiswahili:

Mzunguko wa Maji

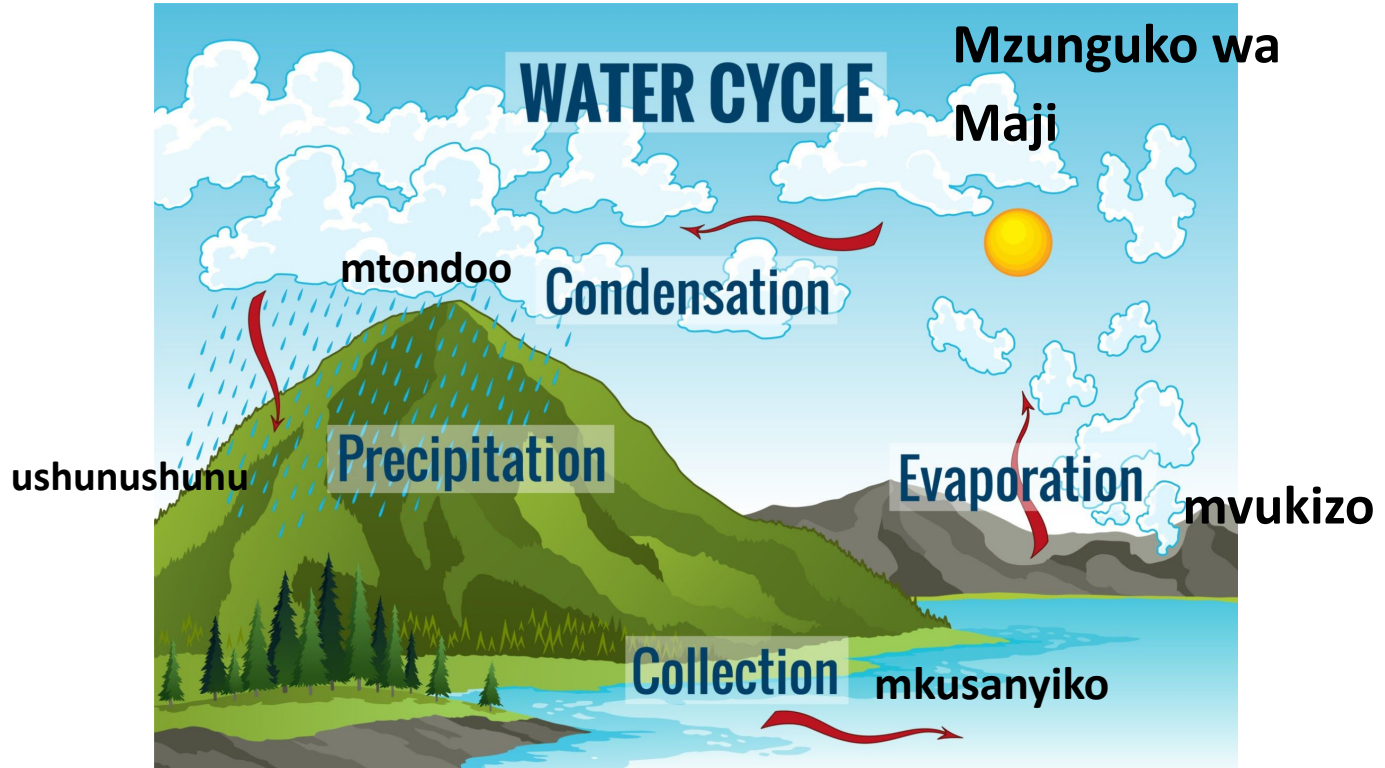
Mzunguko wa maji ni mwendo wa maji unaoendelea juu, juu zaidi, na chini ya uso wa Dunia. Unaanza na **mvukizo (evaporation)**, ambapo jua hupasha moto maji katika mito au maziwa na kuyageuza kuwa mvuke. Mvuke huu hupanda juu hewani.

Kufuatia ni **mtondoo (condensation)**, ambayo hutokea wakati mvuke wa maji hewani unapopata baridi na kugeuka tena kuwa kimiminika, na kutengeneza mawingu. Kisha inafuata **ushunushunu (precipitation)**, ambapo maji mengi yameganda kiasi kwamba hewa haiwezi kuyastahimili tena. Mawingu yanakuwa mazito na maji huanguka tena duniani kwa njia ya mvua, mvua ya mawe, au theluji.

Hatimaye, **mkusanyiko (collection)** hutokea wakati maji yanapoanguka tena duniani na kuzama ardhini au kutiririka kurudi baharini.



Comprehensible Input

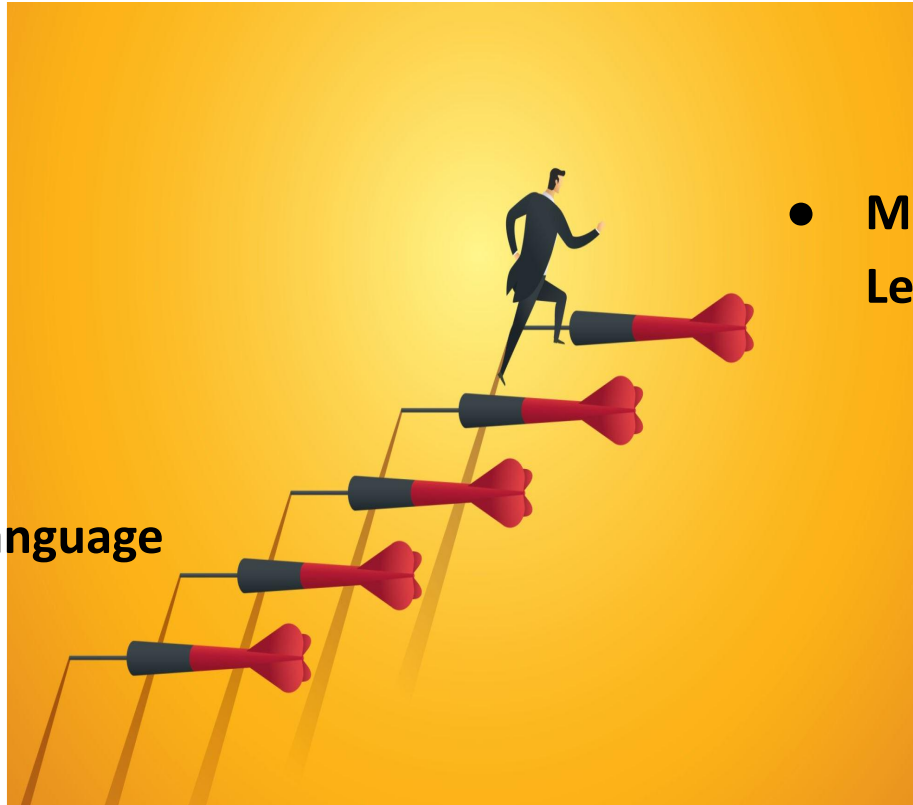


The Water Cycle The water cycle is the continuous movement of water above, on, and below the surface of the Earth. It begins with **evaporation**, where the sun heats water in rivers or lakes and turns it into vapor. This vapor rises up into the air.

Next is **condensation**, which occurs when the water vapor in the air cools down and turns back into a liquid, forming clouds. Then follows **precipitation**, where so much water has condensed that the air can no longer support it. The clouds become heavy and water falls back to the earth in the form of rain, hail, or snow.

Finally, **collection** occurs when water falls back to the earth and soaks into the ground or flows back into the ocean.

Shift Happens



- ELL (English Language Learner).

- ML (Multilingual Learner)

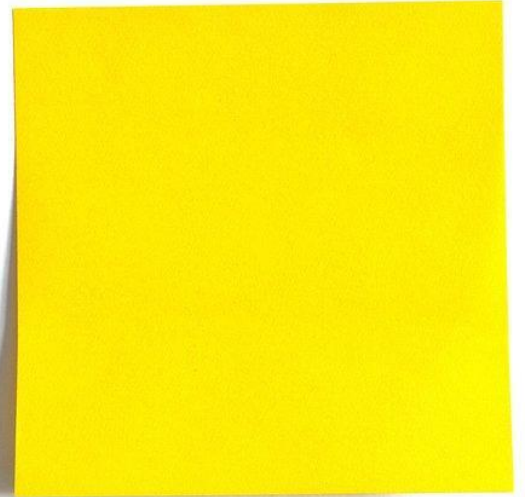
ACTIVITY:

Question Response

ENGAGEMENT STRATEGY:

Think to Write

How do you feel after the previous
experience?



The Underlying Principles: The Iceberg Theory Tier Words

BICS (Basic Interpersonal Communicative Skills):

Social "playground" language. Takes 1–2 years to master.

CALP (Cognitive Academic Language Proficiency):

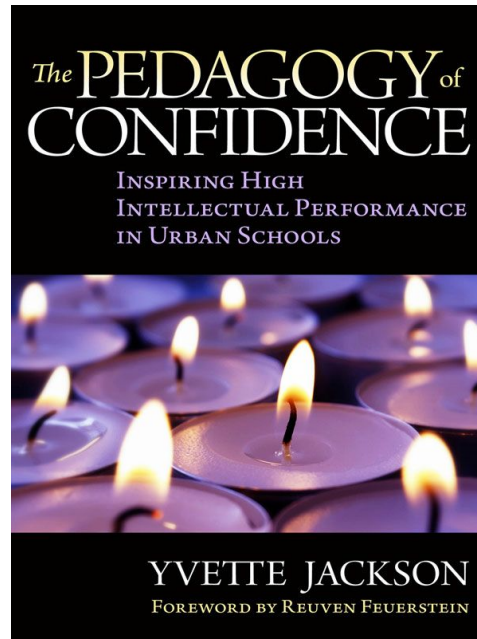
The language of textbooks and formal logic. Takes 5–7 years to master.

The Common Underlying Proficiency (CUP):

Concepts learned in a native language (like "photosynthesis" or "justice") do not need to be re-learned; they only need a new label in English.



Moving to HIP HOP





Why is student engagement of language important?

1. *“Language exerts hidden power, like the moon on the tides.”* – Rita May Brown
2. *“It is astonishing how much enjoyment one can get out of a language that one understands imperfectly.”* – Basil Gildersleeve
3. *“Do you know what a foreign accent is? It's a sign of bravery.”* – Amy Chua
4. *“When you learn a language, you don't just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind and considerate towards all mankind.”* – Mouloud Benzadi

Experiences

to identify how to leverage an AEL /IET project with developing ML teachers to work with ML students.

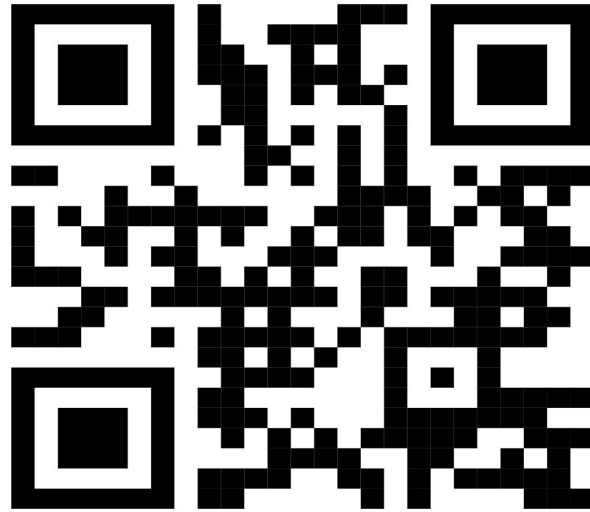
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Interactive Strategies:

The Educator's Toolkit

1. Total Physical Response (TPR):
2. The Seven Steps Vocabulary
3. Strategic Grouping Strategies:
4. Use Visuals:

Collaborative Case Studies:

"Knowing" vs. "Doing"

Provide "Student Profiles" that highlight the gap between identifying a need and providing a scaffold.



Final Word- Multilingual

- **M**ultilingual is a superpower, not a disability
- **U**niquely integrate and strengthen ability
- **L**ovingly engage and encourage them all
- **T**ell them how we value the gift, the linguist call
- **I**nspire them to learn their own way
- **L**et them know our goal is not their English to “fix”
- **I**ntroduce, explain and display
- **N**umerous words, at least two a day
- **G**ive them the skills to get into the learning mix
- **U**sing special talents patiently to show
- **A**nxiety is absent, defenses are low,
- **L**anguage acquisition can flourish and flow



Action Planning & Closing

The 3-2-1 Exit Ticket:

- **3** New strategies I can use this week.
- **2** Ways I will celebrate a student's home language.
- **1** Resource I will share with a colleague.

HIP HOP Strategies:

[10 discussion strategies to use in class tomorrow](#)

[1. Sentence stems](#)

[2. Friends without Pens](#)

[3. Think-Pair-Share \(and variations\)](#)

[4. Number Talks](#)

[5. Socratic Method](#)

[6. Student-Produced Questions](#)

[7. Fishbowl Strategy](#)

[8. Question Formulation Technique](#)

[9. Visible Thinking Routines](#)

[10. Concentric Circles \(aka "Speed Dating"\)](#)

[Explore The DTT Blog](#)

Student Engagement Resources



20 Strategies for Student Engagement



8 Active Learning Strategies and Examples [+ Downloadable List] | Prodigy Education



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Credits

Presentation Template: SlidesMania

Images: Unsplash

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