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Real Learning

Building Bridges: Best Practices for Culturally and Linguistically Diverse Learners in Gifted Education

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Dr. Lindsey Reinert

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In this session, participants will engage in the following objectives:

- Who am I as a gifted educator for CLD learners? What are my beliefs?
- What are concerns/ issues in the field of GT and CLD learners? (PPP)
- What does it mean to be culturally responsive and reflect upon my biases of culturally and linguistically diverse gifted students?
- What does it mean to use multiple languages purposefully, within learning experiences? Translanguaging, the intertwined use of multiple languages in complex and purposeful ways.

Materials needed

Chart paper for parking lot

Markers

Sticky notes

Note catcher- objectives, headings for the 4 areas of focus:

- Beliefs
- Concerns
- CRP
- Linguistically responsive
- References
- Contact information for Kim & Lindsey

Outline & Agenda

Belief statements (15 minutes)

- Framework for belief statements or quote from literature
- Our personal belief statements
- Attendees write belief statement
- Sentence stem for modeling

Practice the language -Lines of communication protocol

Issues & concerns in the field of GT and CLD learners? (PPP)

NPR audio (3 minutes audio, 10 minutes)

- Triad grouping for processing about bias

Model culturally responsive pedagogy & strategies (10 minutes, discussion 5 minutes)

Translanguaging conversation

- Audio & defining and providing example of translanguaging (10 minutes)



Write your own belief statement with one example.

I believe _____.

For example _____.

Kim: I believe that students' interests and funds of knowledge must be integrated in to the curriculum including reading, writing, and content area learning. For example, in a writing genre study about narratives, students are encouraged to write in more than one language and discuss and write about a moment that is important to their family and/or community.

Lindsey: I believe that all students have the right to learn and grow everyday. No matter the pacing, the scaffolds, the repetition or lack of repetition.

Additional Scaffolds: Choose from 3 statements and copy, state with a partner in native language, extend by connecting to previous learning



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Line of communication





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Alejandra- Example

As you listen to the example, name
issues and concerns.





Access to Gifted Education is a Social Justice Issue

Equitable identification procedures, policies, & programming

- What are the patterns of underrepresentation in gifted and talented programs for ELLs by grade level?
- What procedures, practices, and instruments are used to assess and identify ELLs for gifted and talented programs?
- What are the roles, backgrounds, and qualification of district and school personnel involved in the assessment and identification of ELs for gifted and talented programs?
- What challenges do districts and schools encounter in the assessment and identification of ELLs for gifted and talented programs?



Culturally Responsive Pedagogy

1. Student- centered
2. Student /Teaching relations
3. Safe Collaborative Learning Environment
4. Engaging, motivating standards-based curriculum where diverse perspectives can emerge
5. Instruction and assessment with multiple forms of representation and expression

(Ford, 2010)

1. Academic achievement for all learners.
2. Cultural competence- Learn about others' worlds
3. Critical consciousness- Act on injustices in the world.
4. Problem-posing and solving

(Freire, Gay, Ladson-Billings)



Culturally Responsive Pedagogy

"Authentic engagement begins with remembering that we are wired to connect with one another."

ZARETTA HAMMOND
Culturally Responsive Teaching & the Brain



- Understand the three levels of culture.
- Recognize cultural archetypes of individualism and collectivism.
- Understand how the brain learns.
- Acknowledge the sociopolitical context around race and language.
- Recognize your brain's triggers around race and culture.
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors.

INFORMATION PROCESSING

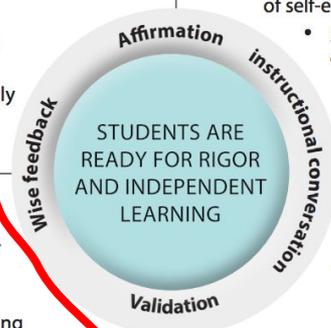
- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity.
- Help students process new content using methods from oral traditions.
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives.
- Provide students authentic opportunities to process content.
- Teach students cognitive routines using the brain's natural learning systems.
- Use formative assessments and feedback to increase intellectual capacity.

- partnership.
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions.
- Balance giving students both care and push.
- Help students cultivate a positive mindset and sense of self-efficacy.

- Support each student to take greater ownership for his learning.
- Give students language to talk about their learning moves.

COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning.
 - Make space for student voice and agency.
- Build classroom culture and learning around communal (sociocultural) talk and task structures.
- Use classroom rituals and routines to support a culture of learning.
- Use principles of restorative justice to manage conflicts and redirect negative behavior.





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Think, Pair, Share: Application

How can we support Alejandra in the classroom and school through CRP?



1. Support her musical talents
2. Integrate her culture and funds of knowledge in the classroom.
3. Create a space to hear her voice and her perspectives as well as other students.
4. Facilitate opportunities for Alejandra to interact and talk with other students in English and Spanish...
5. Provide opportunities for her to pose problems within the community and work collaboratively to solve relevant problems.

Linguistic Responsiveness

“the language barrier” figuratively represents the “wall” that prevents teachers from seeing students’ academic abilities that lie beyond their language competencies.” (Allen, 2017, p. 82)

Culturally responsive educators are responsive to the linguistic needs of students. (Allen et al., 2016)

Gifted and talented CLD learners may acquire bilingualism more quickly than other students.

1. Listen and observe students use language, orally and in reading and writing and support student language based on students’ language development: Level 1- starting, Level 2- emerging, Level 3- developing, Level 4- expanding, and Level 5- bridging.
2. At levels 1-3, students learning opportunities should be modified to help them access advanced content.
3. Provide opportunities to speak with speakers who are more proficient English speakers or speakers of another language.
4. Provide opportunities to translanguage between two languages, building from your complete linguistic repertoire.
5. Provide opportunities for native language use to help students understand content more deeply.
6. Create interactive classrooms (with talk) connecting speaking, listening, reading, and writing.
7. Present stimulating content with visuals, realia, and modeling in clear ways.
8. Provide appropriate supports such as graphic organizers and word banks that connect multiple languages when learning academic vocabulary.



Lesson/ Approach/ or Strategy for Gifted Learners

1. Analyze the lesson for cultural responsiveness.
2. In what ways can we be more culturally responsive to the needs of gifted learners?
3. How can we support the use of bilingualism and translanguaging in our programming?
4. How would you implement these ideas in your setting?

[Link to exemplar lesson](#)



How did we support language development today?

- ❑ Lines of Communication- Oral language development
- ❑ Sentence stems- Supporting language development of complex issues
- ❑ Think/ Draw Pair Share- Providing opportunity for wait or think time
- ❑ Note Catcher- Providing scaffolded organizers to help students access meaningful and enriched content using multiple modes of expression.



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Future Professional Learning & Courses

CLD/GT Professional Development



45 clock hours

10 weeks of an online class

CLD/GT course



3 credit graduate level

Summer quarter online course