Relationships First:
Academic and Social-Emotional Success in the Dual Language Classroom.
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It begins with us

Being in meaningful relationships with others requires first being in that kind of relationship with ourselves; *we can only meet others as deeply as we have met ourselves**.*

- Dr. Brene Brown

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The Gift of Struggle

"Struggle is the most honest and revealing measure of progress toward becoming the leader you desire to be."

-   *B. Herrera*

"Teacher,
I know
we don't
speak
the same
language..."

"Maestra,
Yo se
que no
hablamos
el mismo
idioma..."

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Part 1: Understanding the Secondary Dual Language Classroom

1. **Identity development + Language development in adolescence**
   "Learners with positive attitudes towards their own identity and towards the target culture develop high levels of L2 proficiency, while also maintaining their own L1." Ellis (2008).

2. **Multiculturalism**
   "The only way a DL learner will truly succeed academically is when their linguistic and cultural identity is acknowledged." Silbernagel (2015).

3. **High-risk environment and trauma**
   "Trauma interferes with being present with a "learning-ready" brain and is a major driver for the behavior problems that occur in the classroom." Souers (2016).

How does it manifest in the classroom?

"When students are not in the learning mode -that refers to mental, physical, emotional, spiritual, and psychological readiness to learn- they simply will not learn."

Flight	Fight	Freeze
• Withdrawing • Skipping class • Daydreaming • Seeming to sleep • Hiding or wandering • Becoming disengaged	• Acting out • Behaving aggressively • Acting silly • Exhibiting defiance • Being hyperactive • Arguing • Screaming/yelling	• Exhibiting numbness • Refusing to answer • Refusing to get needs met • Giving blank look • Feeling unable to move or act

Figure 1. "What Flight, Fight or Freeze looks like in the classroom", Souers & Hall (2016)

What we can control:

Creating and nurturing

an environment of respect and rapport

that supports a culture for learning in the classroom.

The Dual Language Classroom Reality

Reflective Questions

1. Identity development + Language development

2. Multiculturalism

3. High-risk environment and trauma

1. How do you promote a more realistic self-image, confidence support and stronger identity in your classroom?

2. How do you celebrate multiculturalism within your classroom?

3. How do you promote emotional intelligence in your class?

Part 2: Building Relationships to create an environment of Respect and Rapport

"Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students."

"An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another."

"Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students."

Danielson Framework (Domain 2)

How to create an environment of r&r

1 | **Expectations are non-negotiable**

Once they are set you must always show consistency.

Classroom expectations have to be established in collaboration with students from the very beginning of the year and be nurtured through it.

2 | **Tell your story**

Telling our story humanizes us and builds relationships.

When they know who you are, what you care about... they will care about it too. Set a couple minutes of your class to talk with them every day.

3 | **Listen to theirs**

Take the time to recognize them for who they are.

We all want our potential to be recognized, to be given the opportunity to excel. Everyone deserves an opportunity to be heard, to succeed.

How to create an environment of r&r

- Be a role-model for **prosocial behaviors** (ask them how their day was, make eye contact, thank them, ...).

- Implement simple **routines** (daily greetings, announcements, ...) to help students engage by knowing what to expect.

- **Assign seats** based on student needs. This communicates they have to be there and they have a place where they belong.

- Reduce homework stress by incorporating **time for homework** in class or right after class.

- **Contact home to share something positive** about the student. This communicates you care to both students and families.

- Introduce **conflict resolution skills** and **stress reduction techniques** (teach them to take a deep breath, count to ten, ...)

- Introduce responsibilities, **assign roles** in the classroom and/or activities, projects, etc.

- **Post pictures of students** throughout the class. This sends a message of family and belonging.

Part 3:
A Restorative Learning Practice

Moving from traditional thoughts about discipline, either strict and controlling (doing things TO) or supportive and lenient (doing things FOR) to **a restorative style involves <mark>high levels of nurturing and encouragement, along with high expectations, limits and accountability</mark>**.

"A restorative approach that engages and works WITH young people is the most effective in teaching self-discipline and the most conductive to learning."

Restorative Practices will require us to view our students from a **GROWTH MINDSET**. As a mentor, you will encounter multiple situations where you can encourage and reinforce a growth mindset.

International Institute for Restorative Practices

Communicative Circles

a Restorative Practice in the Classroom

Students **engage effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly. (**CCSS.ELA-LITERACY.SL.8.1)**

Students present **claims** and **findings**, emphasizing salient points in a focused, coherent manner with relevant **evidence**, sound valid reasoning, and well-chosen details; use appropriate **eye contact**, adequate **volume**, and **clear pronunciation**. **CCSS.ELA-LITERACY.SL.8.4)**

Part 1: Comprehension and Collaboration
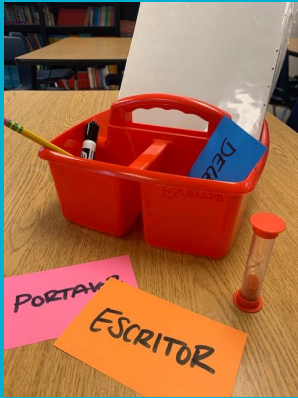
VAMOS A PREDECIR…

• Mira la siguiente imagen y **comenta** con tus compañeros/as…

1. ¿Reconoces el **evento** de la imagen?
2. ¿Reconoces a **los personajes** representados en la imagen?

Usa los próximos tres minutos para pensar en tu posición

Leales (Colonos que apoyaban al Rey Jorge III)	Patriotas (Colonos que estaban cansados del control del Rey Jorge III)
- **EN CONTRA** de la Independencia, NO querían comenzar una guerra.	- **A FAVOR** de la Independencia de Gran Bretaña, querían comenzar una guerra.

- Define and communicate the learning target and provide materials and background information (images, texts, …) to prompt previous knowledge.

  - *LT example: Point of view.*

- Students (groups of 4-5) choose a role:

  - *Leader*
  - *Time keeper*
  - *Evidence seeker*
  - *Writer*
  - *Speaker*

- Students work in teams on the learning objective provided: write a statement, defend their opinion, describe the point of view, etc.

- Provide time (10 min approx.)

Part 2: Presentation of knowledge and ideas
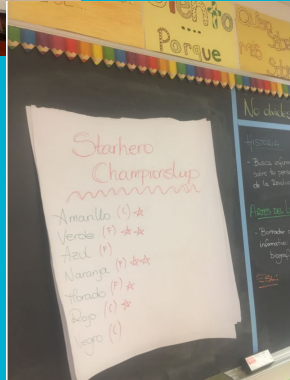
- Create sentence frames to prompt their communicative skills in the target language.

- Announce that the collaboration time is finished.

- At this point, every student in the team has completed their part. *Speakers* of each group will proceed to communicate their statement to the classroom.

- Once all groups are finished sharing, students will be back to collaboration time and **rotate roles**, this time they will choose the winning team.

- Have fun with them!

Part 3: Closing and Evaluation

- In order to choose a winning team (or teams), each group of students will assess their peers performance based on the rubric used for the project.

  - *Create the rubric with your students prior to the assignment if possible.*

- Students will provide evidence for their decision.

  - Did the group communicate valid reasoning?
  - Did they provide evidence?
  - Did they use complete sentences?
  - Did they use essential vocabulary?

- Students will give the winning team a "*Point/Award*". The team (or teams) with more *points* wins the competition.

- You can convert this points into your school's PBIS/MTSS system of rewards!

Restorative Practices

Equity

Safety and Trust

Responsibility

Facilitation

Ownership

Connections

Communicative Circles

Literally everyone in the classroom has equitable seating and equal opportunity to participate.

Students feel safe and trusted participating when they all know they rotate the roles. There is an expectation for listening and taking turns.

Students themselves create and establish the norms and hold everyone accountable for them. Everyone plays an important role in the outcome of the classroom.

Students lead the activity by their assigned roles and teacher scaffolds as needed rather than lecture.

Collectively, students take ownership of their opinions and arguments and defend them.

These are built as everyone listens to everyone else's responses. Everyone has a voice.

As a conclusion...

We must move the cultivation of positive relationships

-prioritizing the one with ourselves-

to the center of educational practice.

Creating and nurturing an environment of respect and rapport

will allow us to connect meaningfully with our students allowing for

academic and social-emotional success.

"*I am a better person for being around* teenagers...
not because they test me, but because they have this
perfect balance of unapologetic and fiery strength
and unfiltered, raw vulnerability.
They are beautiful examples of aliveness.
We should all strive for a little more of that."

Dr. Amy Fast

Thank you for all you do. Thank you for being here today.

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