

H. Increasing Access to Learning Video Transcript

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[school principal to interviewer] This school is amazing. We have about, um, close to 1,800 students in our building. But the one key that I want to talk about often is the number of newcomers we have in our building. We have 400, right? And that's a lot of kids that are still acquiring the language. And so we've taken that as a celebration. Um, we use that, and, and we have these culture nights and all these things that we really wanna celebrate what our kids bring to the table. We say that "build relationships." You hear that all the time. The reality is, is like, that's just a statement. The reality is like, how? How are they doing that? What, what are they identifying as a student's culture? What is the, what is the student identifying as a culture? And it's not, "today we're gonna celebrate this culture, me, week," or this, that's not what this is. It's more of, "How can I identify what you as a person, as a student, your culture and my content that I'm teaching," right? And, and from there, how can I make the connections? And sometimes it's not always there, right? But you're talking through that with the student, right?

[Maria to interviewer] So a lot of the, my students, um, some of the skills that they have is, they're really eager to learn, right? And they, they're excited, and they wanna learn a new language, and they're ha-, they're really happy to also be in a new country. Um, so I, I like to build into that, right? I am a language learner myself. My first language is Spanish and I learned English when I went to school. Building this lesson, right, I knew that most of my students did know the number 1, 2, 3, and some basic kind of math. I made sure to incorporate a lot of maybe simple math terms that they could say and they couldn't. And I know that my students love to repeat and say, ev-, repeat, to repeat everything that I say. So we do a lot of read alouds or choral reading.

[Maria to class] Alright, class first, let's try and say this equation in English. Can I please have everyone repeat after me? [class] $2n + 6 = 12$. [Maria] One more time. [class] $2n + 6 = 12$.

[school principal] Our teachers have a tough job on a daily basis because if I'm teaching a content, I need to understand the common core standards that go with that content, Colorado academic standards that go with that content, and then also these WIDA

standards that go with that content. What we've done is really identified this process where our teachers look at each standard, they break apart the standard, they identify what kids need to know and be able to do. Then from there, they create a unit design, right? We want to make sure that we're able to teach the common core standards and also really hone in on what does it mean to be a reader, a writer, and listener, and a speaker in English, and what does it mean to teach that, as well as teaching the content. And so we've honed in our newcomer house where we've identified, you know, 12 teachers, this is your job. You are identif-, you are working with all of our newcomers. You have professional development on what this looks like. You have a PLC together on what this looks like. You have prof-, you have, um, uh, coaching specifically around what this looks like. You have professional learning around that. Um, so we've done that, but we've also like, by doing that, we've also then had our students feel more of a connection to each other.

[student A speaking Spanish to interviewer] A mí me gusta que, o sea, no siempre sean las mismas lecciones y podamos hablar con los demás compañeros para poder ayudarnos. A mí me pareció como buena idea juntar las 2 clases, por lo de que no solo estamos aprendiendo la pronunciación del inglés, sino también problemas matemáticos.

[student B] Can I help in this, please? ¿Me das uno de estos, por favor? Ayuda en esto. [student A] ¿Quieres que te lo explique? [student B] Sí, pues . . . [student A] Mira, como aquí está ya el . . . [Maria] Because this, so this is already solved, right? [student] Okay. [Maria] Ya está resuelto. [student] Yeah. Yeah. Yeah. [Maria] And it's just crossed off because it minuses. [student] Oh. [Maria] Does that make sense? [student B] No, it's not . . . [student A] Como ya está positivo, vas a hacer un negativo aquí y entonces se tacha. [Maria] So it's like this. [student B unintelligible] [Maria] Oh, 15? [student B] No. Ya sé decirlo. [Maria] No minus, cancels. [student B] Oh. [Maria] Cancel, exes out. [student A] ¿Cómo? ¿Cómo se escribe? [Maria] Cancel? C-C-A-A

[student C speaking in Spanish to interviewer] Eh, ¿la pregunta es cómo me ayudan, la clase me ayuda? Pues me ayuda a tratar con gente nueva, a comunicarnos, a ayudarnos entre nosotros y a desarrollar más el inglés. Y no, pues acá la clase de matemáticas me parece muy bien, porque puede ser un repaso que podemos ver más adelante en la clase de matemáticas. Y no, me pareció bien porque pudimos conversar entre nosotros y ayudarnos entre, a los que no saben, puedes explicarles cómo estuvo la clase de matemáticas. Y pues me gustaría ver más clases sobre eso para ayudar a los otros que no saben mucho de matemática y tengan un conocimiento más cuando les toque esa clase.