# WestEd; WestEd.orgState of California Departmnet of EducationCulturally and Linguistically Responsive Teaching for Migratory Students

Facilitator’s Document

Developed by WestEd for the California Department of Education   
Migrant Education Office

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## Introduction

The materials in this facilitator document are designed to be used by Migrant Education Program (MEP) staff who attended the Culturally and Linguistically Responsive Teaching Professional Learning Institute for MEP Subgrantees.[[1]](#footnote-1)

Facilitator guides are included for three overarching topics:

* [Expanding Cultural Awareness and Cultural Competence](#_Topic_1:_Expanding)
* [Neuroscience, Social–Emotional Learning, and Implications for Culturally and Linguistically Responsive Teaching](#_Topic_2:_Neuroscience,)
* [Critical Consciousness and Building Equitable Systems](#_Topic_3:_Critical_1)

Each of the three topics has been organized into segments. This document contains an overview for each of the three overarching topics and a facilitator guide for each segment. The facilitator guides provide the necessary information and guidance for MEP staff who attended the Culturally and Linguistically Responsive Teaching Professional Learning Institute for MEP Subgrantees to lead the segment.

The segments can be led by MEP staff in various settings and within various timing allotments. For example, a facilitator may wish to lead a session of several hours that includes multiple segments or, due to more limited time (for example, a 90-minute staff meeting), to just facilitate just one content segment during the session. The activities in each segment may be conducted in person or via Zoom or another online platform that allows for a high degree of participant interaction, such as small-group reflective discussions in breakout rooms and sharing thinking with the whole group via chat and virtual platforms (for example, Jamboard, Padlet).

### Theoretical Background

These training segments are grounded in seminal theories of and research on culturally and linguistically responsive teaching (Delpit 1995; Gay 2000; Ladson-Billings 1994, 1995; Moll and Gonzalez 1994; Paris and Alim 2014),[[2]](#footnote-2) which emphasize the importance of recognizing, valuing, and cultivating the cultural and linguistic assets that students bring with them to school. This means that education must not only “see” students’ cultural, linguistic, and community backgrounds, but more critically teach “to” and “through” students by validating and affirming them. Culturally and linguistically responsive teaching seeks to disrupt long-standing educational inequities and create healthier, pluralistic classroom relationships and democratic school cultures.

### Participant Learning Objectives

Support current and future participants in the professional learning institute to:

* deepen awareness of California’s migratory students, including their primary ethnicities, languages, and experiences they may have had as migratory students;
* deepen cultural and linguistic awareness of migratory students, including how their perspectives, world views, frames of reference, learning styles, and ways of interacting may reflect their cultural and language backgrounds;
* learn about major findings in neuroscience and their implications for the academic and social–emotional learning (SEL) of culturally and linguistically diverse migratory students;
* deepen understanding of the social, political, and economic contexts within which migratory students experience schooling and the inequities that impact their opportunities to learn;
* develop understanding of and learn how to apply cultural competence and critical consciousness when working with migratory students;
* learn practical ways of integrating culturally and linguistically responsive teaching (CLRT) into one’s practice—including how to reimagine the learning environment, instructional design, and relationships with students and families in ways that cultivate migratory students’ cultural, ethnic, linguistic, and community identities and assets and that promote equality, fairness, and justice among all students; and
* expand awareness of CDE resources (such as the English Language Arts/English Language Development Framework, The California English Learner Roadmap, Improving Education for Multilingual and English Learner Students: Research to Practice).

### Organization of the Document

This document is organized into two sections: Overview of Segments by Topic and Facilitator Guides by Segment.

The [**Overview of Segments by Topic**](#_Overview_of_Segments) section includes tables that provide high-level information on each topic, including content segments, learning environment examples, and integration into practice. Each table includes timing, the purpose of the segment, and a list of necessary materials.

The[**Facilitator Guides by Segment**](#_Facilitator_Guides_by) section provides detailed facilitation guidance for each content segment. For each segment, this guidance includes the purpose of the segment, an agenda with timing, and materials. Where appropriate, additional categories of information are included. These additional categories of information include questions to anticipate, additional notes, and suggested readings to deepen the facilitator’s understanding of the content.

### Notes on the Accompanying Training Video

* The purpose of the training video is to provide facilitators with a slideshow and voice-over of those portions of the training that include a lecture portion. Using the training video is entirely optional. Feel free to use all of it, none of it, or any of the portions you prefer.
* If you use the training video, you will need to hide the corresponding slides in your PowerPoint deck. Details of which slides to hide for each segment are included in the [**Facilitator Guides by Segment**](#_Facilitator_Guides_by)section of this guide.
* Not all slides in the provided PowerPoint have corresponding slides on the training video. As such, the slide numbers provided in the training video voice-over do not match the numbers in the PowerPoint slide deck.

# Overview of Segments by Topic

### Topic 1: Expanding Cultural Awareness and Cultural Competence

* Institute Overview PowerPoint slides 1–7 (Training video segment for slides 3 and 4: time stamp 0.0 to 4:43)
* Topic 1 Overview PowerPoint slides 8–9

#### Overview of Topic 1 Segments

##### [**Topic 1, Segment 1: Defining Culturally and Linguistically Responsive Teaching (40 minutes)**](#_Defining_Culturally_and)

###### Purpose

* Review the evolving definitions of culturally and linguistically responsive teaching from various sources
* Establish community agreements that value learning styles and assets of participants

###### Materials

* PowerPoint slides 10–14
* CLRT definitions (handout)
* Topic 1 Notetaker (handout)
* Training video timestamp 4:44–10:59

##### [**Topic 1, Segment 2: California’s Migratory Students (45 minutes)**](#_California’s_Migratory_Students)

###### Purpose

* Examine California (CA) data on migratory students
* Consider how the data presented may be looked at through an asset-oriented lens or a deficit-oriented lens
* Build collective awareness about the experiences of migratory students
* Reflect on the assets migratory students and their families bring to education

###### Materials

* PowerPoint slides 15–24
* Topic 1 Notetaker (handout)
* Training video timestamp 11:00–24:05

##### [Topic 1, Segment 3: Cultural Awareness and Cultural Competence (80 minutes)](#_Cultural_Awareness_and)

###### Purpose

* Increase proficiency in talking about the concept of culture
* Expand awareness about and explore a framework for addressing implicit bias and structural racism and supporting student learning

###### Materials

* PowerPoint slides 25–39
* Hammond text[[3]](#footnote-3), p. 17 (“Ready for Rigor” framework) and pp. 24, 26, 28
* Topic 1 Notetaker (handout)
* Training video timestamp 24:06–42:55

##### [Topic 1, Segment 4: Learning Environment Examples of CLRT and Integration into Practice (60 minutes)](#_Learning_Environment_Examples_1)

###### Purpose

* Increase understanding of how to translate the research and theory into practice
* Provide an opportunity to integrate, in concrete ways, the learning into one’s day-to-day practice with migratory students

###### Materials

* PowerPoint slides 40–48
* Vignette 2.1: An Example of Asset-Based Pedagogy in the Elementary Grades, “Asset-Based Pedagogy[[4]](#footnote-4)” (handout)
* Mirrors, Windows, and Sliding Doors  
  (video: <https://www.ted.com/talks/akhand_dugar_mirrors_windows_sliding_doors>)
* Supporting Schoolwide Culturally Responsive Practice  
  (video: <https://www.edutopia.org/video/supporting-schoolwide-culturally-responsive-practice>)
* Training video timestamp 42:56–51:04

### Topic 2: Neuroscience, Social–Emotional Learning, and Implications for Culturally and Linguistically Responsive Teaching

* Topic 2 Overview PowerPoint slides 49–50

#### Overview of Topic 2 Segments

##### [Topic 2, Segment 1: Neuroscience and Implications for Learning (95 minutes)](#_Segment:_Neuroscience_and)

###### Purpose

* Develop understanding of how the brain works to be a more responsive educator
* Develop understanding of how to apply knowledge from neuroscience in practical and culturally responsive ways

###### Materials

* PowerPoint slides 51–65
* Hammond text, pages 37–41 and 46–49
* Neuroplasticity   
  (video: <https://www.youtube.com/watch?v=ELpfYCZa87g>)
* 2-Minute Neuroscience: Divisions of the Nervous System   
  (video: <https://www.youtube.com/watch?v=q3OITaAZLNc>)
* Topic 2 Notetaker (handout)
* A collaborative tool (such as a Jamboard or Google Doc)
* Training video timestamp 51:05–1:10:30

##### [Topic 2, Segment 2: Social–Emotional Learning (60 minutes)](#_Social–Emotional_Learning_(60)

###### Purpose

* Expand educator understanding of social–emotional learning through a CLRT lens
* Develop awareness of how a learning environment focused on social–emotional learning can support the greater goal of emotional intelligence

###### Materials

* PowerPoint slides **66–73**
* [How to Raise Emotionally Intelligent Children](https://www.youtube.com/watch?v=6fL09e8Tm9c) TED Talk   
  (video: <https://www.youtube.com/watch?v=6fL09e8Tm9c>)
* Topic 2 Notetaker (handout)
* A collaborative tool (such as a Jamboard or Google Doc)
* Training video timestamp 1:10:31–1:20:32

##### [Topic 2, Segment 3: Learning Environment Examples and Integration into Practice (45 minutes)](#_Learning_Environment_Examples_2)

###### Purpose

* Understand how to translate neuroscience and the research and theory of social–emotional learning into practice

###### Materials

* PowerPoint slides 74–83
* Bite-Sized Mindfulness   
  (video: [https://www.ted.com\talks\kira\_willey\_bite\_sized\_mindfulness\_an\_easy\_way\_for\_kids\_to\_be\_happy\_and\_healthy](https://www.ted.com/talks/kira_willey_bite_sized_mindfulness_an_easy_way_for_kids_to_be_happy_and_healthy))
* Topic 2 Notetaker (handout)
* Training video timestamp 1:20:33–1:31:17

### Topic 3: Critical Consciousness and Building Equitable Systems

* Topic 3 Overview PowerPoint slides 84–85

#### Overview of Topic 3 Segments

##### [Topic 3, Segment 1: Critical Consciousness (120 minutes)](#_Critical_Consciousness_(120)

###### Purpose

* Build participant understanding of what it means to be a critically conscious educator
* Develop awareness of practical applications of critical consciousness
* Develop and share ideas for engaging families and caregivers of migratory students

###### Materials

* PowerPoint slides 86–103
* Critical Pedagogy Quotes (handout)
* CA ELA/ELD Framework Snapshot 5.9 (handout)
* Vignette 2.2 (handout)
* Getting to Know your Students in a Million Words or Less, Edutopia   
  (video: <https://www.edutopia.org/video/getting-know-your-students-million-words-or-less>)
* Topic 3 Notetaker (handout)
* A collaborative tool (such as a Jamboard or Google Doc)
* Training video timestamp 1:31:48–1:48:46

##### [Topic 3, Segment 2: Building Equitable Systems (70 minutes)](#_Building_Equitable_Systems)

###### Purpose

* Develop awareness of how a systems approach to equity creates the conditions for CLRT
* Understand practical ways to collaborate with peers toward building more equitable systems

###### Materials

* PowerPoint slides 104–115
* CA English Learner Roadmap (<https://www.cde.ca.gov/sp/el/rm/>)
* Learning Walks   
  (video: <https://www.aitsl.edu.au/tools-resources/resource/learning-walks>)
* Topic 3 Notetaker (handout)
* A collaborative tool (such as a Jamboard or Google Doc)
* Training video timestamp 1:48:46–2:03:49

## Facilitator Guides by Segment

The facilitator guides in this section provide detailed facilitation guidance for each content segment. For each segment, this guidance includes the purpose of the segment, an agenda with timing, and materials. Where appropriate, additional categories of information are included. These additional categories of information include questions to anticipate, additional notes, and suggested readings to deepen the facilitator’s understanding of the content.

The segments may be presented individually based on the timing available and the context of each subgrantee, or they may be presented in combination with one another.

Facilitators should prepare for the segment they are facilitating, make arrangements for interactivity in virtual or in-person sessions, and consider how they will collect feedback on the session. Some considerations follow.

**Preparation:** Facilitators should review each segment’s facilitator guide, PowerPoint slides, and training video in advance to familiarize themselves with the content and materials of the segment. Facilitators are advised to create an online space (such as Padlet, Google folder in Google Drive) where participants can easily access electronic versions of the PowerPoint slides, handouts, readings, videos, and links. A sample Padlet is provided here: <https://padlet.com/pamspycher/ELRISESecondaryInstitute>

**Interactivity for Virtual Workshops:**

* **Virtual Interactive Workspaces:** Each segment involves participant interaction using online collaboration tools (such as Padlet, Google Slides, Google Docs, Jamboard). Facilitator guides reference collaboration tools without specifying which tool to use; facilitators should use collaboration tools of their choice.
* **Breakout Rooms:** Many segments are designed to allow participants to have opportunities to interact in small breakout rooms. Before each segment, facilitators should review the facilitator guide and PowerPoint slides carefully to prepare for the number of participants in each breakout room and to anticipate the length of time for each breakout room segment. Facilitators should also be prepared to create breakout rooms during the segment.
* **Feedback Survey:** Facilitators may want to create online feedback surveys and administer them periodically to monitor participant learning and make relevant and timely adjustments to subsequent segments.

### Topic 1: Expanding Cultural Awareness and Cultural Competence

#### Defining Culturally and Linguistically Responsive Teaching (40 minutes)

##### Purpose of the segment

* Review the evolving definitions of culturally and linguistically responsive teaching from various sources
* Establish community agreements that value learning styles and assets of participants

###### Agenda

| **Step** | **Instructions** | **Suggested  timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, or videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the segment and share the CA ELA/ELD Framework definition of CLRT. | **4 minutes; 7 minutes with video** | **10–11**[[5]](#footnote-5) | 4:44–10:59[[6]](#footnote-6) | * Topic 1 Notetaker (handout) |
| 2 | In breakout rooms or small groups of approximately three or four participants, participants discuss CLRT definitions in small groups, noting the differences and selecting elements that resonate with them. | **20 minutes** | **12** | N/A | * Topic 1 Notetaker * CLRT Definitions (handout) |
| 3 | Debrief CLRT definition as whole group. | 6 minutes | 13–14 | N/A | * Topic 1 Notetaker |

###### Optional readings to deepen facilitator and participant understanding

* Aronson, B. and J. Laughter. 2016. “The theory and practice of culturally relevant education: A synthesis of research across content areas.” *Review of Educational Research 86* no. 1: 163–206.
* Paris, D., and S. Alim. 2017. Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. New York: Teachers College Press.
* Warner, S. and Browning, A. 2021. “What are social and emotional learning and culturally responsive and sustaining education—and what do they have to do with critical race theory? A primer.” (<https://www.wested.org/resources/sel-culturally-responsive-and-sustaining-education-and-critical-race-theory-brief/>)

#### California’s Migratory Students (45 minutes)

##### Purpose of the segment

* Examine California data on migratory students
* Consider how the data presented may be looked at through an asset-oriented lens or a deficit-oriented lens
* Build collective awareness about the experiences of migratory students
* Reflect on the assets migratory students and their families bring to education

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide  numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic, present CA migratory student profile data, and offer diverse ways of looking at data, from an asset lens. | **15 minutes** | **15–22** | 11:00–24:05 | * Topic 1 Notetaker |
| 2 | In breakout rooms or small groups of approximately three or four, participants share and discuss in small groups their experiences with migratory students and their families, listing the assets the students bring to their educational setting on a collective document; then, the groups review the assets lists generated. | **25 minutes** | **23** | N/A | * Topic 1 Notetaker * A collaborative tool, such as a Google Doc |
| 3 | Debrief as a whole group. | 5 minutes | 24 | N/A | * Topic 1 Notetaker |

#### Cultural Awareness and Cultural Competence (80 minutes)

##### Purpose of the segment

* Increase proficiency in talking about the concept of culture
* Expand awareness about and explore a framework for addressing implicit bias and structural racism and supporting student learning

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and discuss “cultural archetypes” and three levels of culture. | **7 minutes** | **25–27** | 24:06–29:09 | * Topic 1 Notetaker |
| 2 | Participants independently read about the three levels of culture from the Hammond text, pages 22–24. | 9 minutes | 28 | N/A | * Topic 1 Notetaker * Hammond text, pages 22–24 |
| 3 | In breakout rooms or small groups of approximately three or four, participants discuss how the levels of culture are addressed or represented and how individualism and collectivism are prioritized in their contexts. | 15 minutes | 29 | N/A | * Topic 1 Notetaker * Hammond text, pages 22–24 |
| 4 | Whole group debriefs key takeaways about archetypes and levels of culture. | 5 minutes | 30 | N/A | * Topic 1 Notetaker |
| 5 | Provide an overview of social, economic, and other inequities migratory students face. | 2 minutes | 31 | 33:54–35:11 | * Topic 1 Notetaker |
| 6 | Provide the definition of “sociopolitical context” and summarize the research on implicit and structural racism, along with asset versus deficit orientations in education. | 6 minutes | 32–35 | 35:12–42:55 | * Topic 1 Notetaker |
| 7 | Introduce the “Ready for Rigor” framework from the Hammond text (as a way of disrupting social injustices with a culturally relevant stance). | 2 minutes | 36 | N/A | * Topic 1 Notetaker * Hammond text, page 17 |
| 8 | Participants read about the four practice areas of culturally responsive teaching on pages 18–20 of the Hammond text and use the “Ready for Rigor” framework to conduct a self-assessment. | 10 minutes | 37 | N/A | * Topic 1 Notetaker * Hammond text, pages 17–20 |
| 9 | In breakout rooms or small groups of approximately three or four, participants discuss their self-assessments in small groups, identifying areas of strength and opportunities for growth. | 10 minutes | 38 | N/A | * Topic 1 Notetaker * Hammond text, pages 17–20 |
| 10 | Participants debrief, share, and have an opportunity for Q&A. | 5 minutes | 39 | N/A | * Topic 1 Notetaker |

#### Learning Environment Examples of CLRT and Integration into Practice (60 minutes)

##### Purpose of the segment

* Increase understanding of how to translate the research and theory into practice
* Provide an opportunity to integrate, in concrete ways, the learning into one’s day-to-day practice with migratory students

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and identify activities, and name CLRT strategies used throughout the topic. Frame this segment around the three bullet points on slide 42. | 4 minutes | 40–42 | 42:56–46:58 | * Topic 1 Notetaker |
| 2 | Introduce *Improving Education for Multilingual and English Learner Students: Research to Practice*, CDE 2021. | 2 minutes | 43 | 46:59–48:20 | * Topic 1 Notetaker |
| 3 | Participants read about and discuss asset-based pedagogy and Vignette 2.1 (“Asset-Based Pedagogy”). | 20 minutes | 44 | N/A | * Topic 1 Notetaker * Vignette 2.1: An Example of Asset-Based Pedagogy in the Elementary Grades, “Asset-Based Pedagogy” (handout) |
| 4 | Introduce Figure 2.3 Diversity in Children’s Books | 2 minutes | 45 | 48:21–51:04 | * Topic 1 Notetaker |
| 5 | View video, Mirrors, Windows, and Sliding Doors | 15 minutes | 46 | N/A | * Topic 1 Notetaker * [Mirrors, Windows, and Sliding Doors](https://www.ted.com/talks/akhand_dugar_mirrors_windows_sliding_doors)[[7]](#footnote-7) (video) |
| 6 | View video, Supporting Schoolwide Culturally Responsive Practice. | 7 minutes | 47 | N/A | * Topic 1 Notetaker * [Supporting Schoolwide Culturally Responsive Practice](https://www.edutopia.org/video/supporting-schoolwide-culturally-responsive-practice)[[8]](#footnote-8) (video) |
| 7 | Participants debrief, share, and have an opportunity for Q&A. | 5 minutes | 48 | N/A | * Topic 1 Notetaker |

### Topic 2: Neuroscience, Social–Emotional Learning, and Implications for Culturally and Linguistically Responsive Teaching

#### Neuroscience and Implications for Learning (95 minutes)

##### Purpose of the segment

* Develop understanding of how the brain works to be a more responsive educator
* Develop understanding of how to apply knowledge from neuroscience in practical and culturally responsive ways

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and emerging research from neuroscience. | 10 minutes; 14 minutes with the video | 51–55 | 51:05–1:04:14[[9]](#footnote-9) | * Topic 2 Notetaker |
| 2 | Read and individually reflect on the physical structures of the brain from the Hammond text (pages 37–41) and how that information impacts migratory students’ educational experiences. | 10 minutes | 56 | N/A | * Topic 2 Notetaker * Hammond text, pages 37–41 |
| 3 | In breakout rooms or small groups of approximately three or four, participants reflect on and discuss the pause-to-process questions about the brain’s physical structures on page 41 of the Hammond text. | 15 minutes | 57 | N/A | * Topic 2 Notetaker * Hammond text, pages 37–41 |
| 4 | Introduce the concept of neuroplasticity by viewing the brief video, Neuroplasticity, and connect it to the “Information Processing” practice area of the “Ready for Rigor” framework on page 17 of the Hammond text. | 7 minutes | 58 | N/A | * Topic 2 Notetaker * Hammond text, page 17 * [Neuroplasticity](https://www.youtube.com/watch?v=ELpfYCZa87g) (video)[[10]](#footnote-10) |
| 5 | Introduce the concept of the autonomic nervous system by viewing the “Two-Minute Neuroscience: Divisions of the Nervous System” and connecting it to the “Ready for Rigor” framework practice areas “Learning Partnerships” and “Community of Learners and Learning Environment” on page 17 of the Hammond text; then, participants read the Hammond text, pages 45 and 46 and Figure 3.4. | 10 minutes | 59 | N/A | * Topic 2 Notetaker * Hammond text,  pages 17, 45–46 * [2-Minute Neroscience: Divisions of the Nervous System](https://www.youtube.com/watch%3fv=q3OITaAZLNc) (video) |
| 6 | In breakout rooms or small groups of approximately three or four, participants discuss neuroscience content within their context. | 10 minutes | 60 | N/A | * Topic 2 Notetaker |
| 7 | Connect neuroscience research to K–12 educator responsiveness. | 8 minutes | 61–63 | 1:06:04–1:10:30 | * Topic 2 Notetaker |
| 8 | Jigsaw read of “Culturally Responsive Brain Rules” from the Hammond text, pages 46–49. | 15 minutes | 64 | N/A | * Topic 2 Notetaker * Hammond text,  pages 46–49 |
| 9 | Participants debrief, share, and have an opportunity for Q&A. | 5 minutes | 65 | N/A | * Topic 2 Notetaker |

#### Social–Emotional Learning (60 minutes)

##### Purpose of the segment

* Expand educator understanding of social–emotional learning through a CLRT lens
* Develop awareness of how a classroom focus on social–emotional learning can support  
  the greater goal of emotional intelligence

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts,  and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and the concept of emotional intelligence and connect it to the importance of feeling safe to the learning process. | 2 minutes | 66–67 | 1:10:31–1:12:33 | * Topic 2 Notetaker (handout) |
| 2 | View and discuss video: TED Talk: How to Raise Emotionally Intelligent Children | 18 minutes | 68 | N/A | * Topic 2 Notetaker (handout) * [How to Raise Emotionally Intelligent Children](https://www.youtube.com/watch?v=6fL09e8Tm9c), TED Talk[[11]](#footnote-11) (video) |
| 3 | Define and present key information on SEL and highlight California’s SEL guiding principles. | 6 minutes | 69–70 | 1:12:34–1:18:37 | * Topic 2 Notetaker (handout) |
| 4 | **In five breakout rooms or small groups**, one for each SEL outcome, participants read, discuss, and generate ideas on how educators in the MEP can help migratory students achieve SEL outcomes; then, they participate in a gallery walk to see the ideas of the other groups. | 25 minutes | 71–72 | N/A | * Topic 2 Notetaker (handout) * A collaborative tool (such as a Jamboard) for participants to record their ideas |
| 5 | Introduce additional SEL resources. | 3 minutes | 73 | 1:18:38–1:20:32 | * Topic 2 Notetaker (handout) |

###### Optional readings to deepen facilitator and participant understanding

* Social and Emotional Learning in California: A Guide to Resources (<https://www.cde.ca.gov/eo/in/documents/selresourcesguide.pdf>), CDE (2018)
* Improving Education for Multilingual and English Learner Students: Research to Practice (<https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp>), CDE (2021)
* National Association of School Psychologists: Care for Caregivers: Tips for Families and Educators (<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/care-for-caregivers-tips-for-families-and-educators>)
* Sacramento City USD The Virtual Calming Room (<https://calmingroom.scusd.edu/home>)
* California Surgeon General’s Stress Relief Playbooks (<https://www.chconline.org/resourcelibrary/california-surgeon-generals-stress-relief-playbooks-downloadable/>)

#### Learning Environment Examples and Integration into Practice (45 minutes)

##### Purpose of the segment

* Understand how to translate neuroscience and the research and theory of social–emotional learning into practice

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and identify activities and name strategies used throughout the topic. Invite participants to think through how the activities represented the neuroscience and SEL discussed today | 8 minutes | 74–76 | 1:20:33–1:26:21 | * Topic 2 Notetaker (handout) |
| 2 | Share some examples of texts reflecting migratory experiences and several examples of practice. | 12 minutes | 77–80 | N/A | * Topic 2 Notetaker |
| 3 | Discuss community responsive pedagogy. | 3 minutes | 81 | 1:26:22–1:31:17 | * Topic 2 Notetaker |
| 4 | View the video “Bite-Sized Mindfulness.” | 15 minutes | 82 | N/A | * Topic 2 Notetaker * “[Bite-Sized Mindfulness](https://www.edutopia.org/video/supporting-schoolwide-culturally-responsive-practice)”[[12]](#footnote-12) ([video](https://www.edutopia.org/video/supporting-schoolwide-culturally-responsive-practice)) |
| 5 | Participants share tangible ideas they commit to trying. | 5 minutes | 83 | N/A | * Topic 2 Notetaker |

### Topic 3: Critical Consciousness and Building Equitable Systems

#### Critical Consciousness (120 minutes)

##### Purpose of the segment

* Build participant understanding of what it means to be a critically conscious educator
* Develop awareness of practical applications of critical consciousness
* Develop and share ideas for engaging families and caregivers of migratory students

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and, in breakout rooms or small groups of three or four, have participants read, reflect, and engage in a discussion of critically conscious pedagogy quotes. | 15 minutes | 86–87 | N/A | * Topic 3 Notetaker (handout) * Critically Conscious Pedagogy Quotes handout |
| 2 | Introduce and define critical consciousness. | 5 minutes | 88 | N/A | * Topic 3 Notetaker |
| 3 | Discuss content and actions of critically conscious educators. | 4 minutes | 89–90 | 1:31:48–1:37:04 | * Topic 3 Notetaker |
| 4 | Participants read Vignette 2.2 and highlight examples of critical consciousness as they read. | 5 minutes | 91 | N/A | * Topic 3 Notetaker * Vignette 2.2 (handout) |
| 5 | Participants read an ELA/ELD Framework snapshot and analyze it for opportunities to teach critical consciousness. | 7 minutes | 92 | N/A | * Topic 3 Notetaker * CA ELA/ELD Framework Snapshot 5.9 (handout) |
| 6 | In breakout rooms or small groups of three or four, participants discuss in small groups how to develop educator and student critical consciousness; then, they generate a list of actions of critically conscious educators. | 20 minutes | 93 | N/A | * Topic 3 Notetaker * A collaborative tool for participants to scribe a list of attributes and concrete actions taken by critically conscious educators |
| 7 | Participants debrief, share, and have an opportunity for Q&A. | 5 minutes | 94 | N/A | * Topic 3 Notetaker |
| 8 | View video “Getting to Know Your Students in a Million Words or Less.” | 3 minutes | 95 | N/A | * Topic 3 Notetaker * [Getting to Know Your Students in a Million Words or Less](https://www.edutopia.org/video/getting-know-your-students-million-words-or-less)[[13]](#footnote-13) (video) |
| 9 | ***In breakout rooms or small groups of three or four***, participants discuss and share examples of family and caregiver engagement within their contexts. | 15 minutes | 96 | N/A | * Topic 3 Notetaker * A collaborative tool for participants to record family and caregiver engagement ideas. |
| 10 | Participants discuss and share family engagement ideas. | 12 minutes | 97–102 | 1:37:05–1:48:46 | * Topic 3 Notetaker |
| 11 | Participants debrief, share, and have an opportunity for Q&A. | 5 minutes | 103 | N/A | * Topic 3 Notetaker |

#### Building Equitable Systems (70 minutes)

##### Purpose of the segment

* Develop awareness of how a systems approach to equity creates the conditions for CLRT
* Understand practical ways to collaborate with peers toward building more equitable systems

###### Agenda

| **Step** | **Instructions** | **Suggested timing** | **Slide numbers** | **Training video timestamp** | **Handouts, texts, and videos** |
| --- | --- | --- | --- | --- | --- |
| 1 | Introduce the topic and review migratory student data on English Language Proficient Assessment for California performance, highlighting that migratory students who are learning English are not a monolithic group. | 3 minutes | 104–105 | 1:48:47–1:50:37 | * Topic 3 Notetaker |
| 2 | Remind participants of CA policy for English learners: CA EL Roadmap. This roadmap may serve as a foundation for building an equitable system; discuss systemic inequities facing MEP students; connect the naming of the inequities to the concept of critical consciousness. | 15 minutes | 106–109 | 1:50:38–2:02:56 | * Topic 3 Notetaker |
| 3 | ***In breakout rooms or small groups of 3 or 4***, participants identify areas of familiarity or strength and areas for learning or growth in analyzing student data. | 10 minutes | 110 | N/A | * Topic 3 Notetaker |
| 4 | Offer practical ways for colleagues to collaborate on building equitable systems. | 5 minutes | 111–112 | 2:02:57–2:03:49 | * Topic 3 Notetaker |
| 5 | Introduce and view video “Learning Walks.” | 8 minutes | 113 | N/A | * Topic 3 Notetaker |
| 6 | Discuss application of content presented within their contexts and generate “look-fors.” | 10 minutes | 114 | N/A | * Topic 3 Notetaker * A collaborative tool for participants to record a list of “look-fors” of evidence of CLRT and critical consciousness |
| 7 | Participants debrief, share, and have an opportunity for Q&A. | 5 minutes | 115 | N/A | * Topic 3 Notetaker |
| 8 | Introduce participants to the final handout and invite them to use it as they continue their journey towards culturally and linguistically responsive practice. | 10 minutes | N/A | N/A | * CLRT One-Page Key Ideas and Questions (handout) |

1. The three-day training-of-trainers institute was designed to provide training and materials to the California Migrant Education Program subgrantees as they support educators who serve migratory children and youth. The institute was created to develop deeper knowledge of the cultural and linguistic assets that migratory students bring; issues of inequity faced by migratory children and their families; and effective, culturally relevant teaching practices useful for migratory students of all ages, including those who are learning English as an additional language and other linguistically diverse students. The institute was facilitated in three series, two in February 2022 and one in April 2022. [↑](#footnote-ref-1)
2. L. Delpit, *Other People’s Children: Cultural Conflict in the Classroom*. (New York: The New Press, 1995); G. Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*. (New York: Teachers College Press, 2000); G. Ladson-Billings, “What We Can Learn from Multicultural Education Research.” *Educational Leadership* 51, no. 8 (1994): 22–26; G. Ladson-Billings, “Toward a Theory of Culturally Relevant Pedagogy.” *American Educational Research Journal* 32 no. 3 (1995): 465–491. <https://doi.org/10.3102/00028312032003465>; L. C. Moll and N. Gonzalez, “Lessons from Research with Language-Minority children.” *Journal of Reading Behavior* 26, no. 4 (1994). 439–456. <https://doi.org/10.1080/10862969409547862>; D. Paris and S. Alim, “What Are We Seeking to Sustain through Culturally Sustaining Pedagogy? A Loving Critique Forward.” *Harvard Educational Review* 84, no. 1 (2014): 85–100. <https://doi.org/10.17763/haer.84.1.982l873k2ht16m77> [↑](#footnote-ref-2)
3. The full citation for this text is: Hammond, Zaretta L. 2014. *Culturally Responsive Teaching and the Brain*. Thousand Oaks, CA: Corwin Press. Throughout this guide, this resource will be referred to as the “Hammond text,” for consistency and to save space in tables. [↑](#footnote-ref-3)
4. The full citation for this text is: López, Francesca, Maharaj Desai, and Allyson Tintiangco-Cubales. “Asset-Based Pedagogy: Student, Family, and Community Engagement for the Aca-Demic and Social–Emotional Learning of Multilingual Students.” Essay. In *Improving Education for Multilingual and English Learner Students: Research to Practice*, 62–113. Sacramento, CA: California Department of Education, 2020. Throughout this guide, this guide be referred to as “Asset-Based Pedagogy” for consistency and to save space in tables. [↑](#footnote-ref-4)
5. Slides in the PowerPoint include slide notes. [↑](#footnote-ref-5)
6. The training video has an additional slide titled “Why Implement Culturally and Linguistically Responsive Teaching for Migratory Students?,” not included in the PowerPoint. [↑](#footnote-ref-6)
7. URL: <https://www.ted.com/talks/akhand_dugar_mirrors_windows_sliding_doors> [↑](#footnote-ref-7)
8. URL: <https://www.edutopia.org/video/supporting-schoolwide-culturally-responsive-practice> [↑](#footnote-ref-8)
9. There is an additional slide in the video titled “Neuroplasticity and the Autonomic Nervous System” that is not included in the PowerPoint. [↑](#footnote-ref-9)
10. URL: <https://www.youtube.com/watch?v=ELpfYCZa87g> [↑](#footnote-ref-10)
11. URL: <https://www.youtube.com/watch?v=6fL09e8Tm9c> [↑](#footnote-ref-11)
12. URL: <https://www.edutopia.org/video/supporting-schoolwide-culturally-responsive-practice> [↑](#footnote-ref-12)
13. URL: <https://www.edutopia.org/video/getting-know-your-students-million-words-or-less> [↑](#footnote-ref-13)