

Teacher learning series: Academic vocabulary for American Indian English learners

Handout 1

Session agendas and assignments

Introduction

The purpose of this learning series is to support classroom teachers in the elementary and middle grades who teach American Indian English learner students to infuse their instruction with strategies that may improve academic English. Through these collaborative learning experience, educators will expand their knowledge base as they learn about instructional strategies for American Indian students and apply these ideas to evidence-based practices for teaching academic vocabulary. Session objectives, assignments to complete before each session, and session agendas are described below.

Objectives

Session 1: May 5, 2021

- Learn about culturally responsive instructional approaches for American Indian students.
- Increase understanding of recommendation 1 in the What Works Clearinghouse (WWC) English learner practice guide (Baker et al., 2014).
- Explore sources for informational text with an American Indian context and learn how to screen text for bias.

Session 2: May 12, 2021

- Learn about academic vocabulary and strategies for selecting a set of academic vocabulary words for in-depth instruction.
- Explore how to incorporate culturally responsive instructional strategies to teaching academic vocabulary to American Indian English learner students.

Session 3: May 19, 2021

- Continue to learn about culturally responsive instructional strategies for teaching academic vocabulary to American Indian English learner students.
- Learn strategies for providing explicit vocabulary instruction.
- Create a lesson to teach an academic vocabulary word.

Session 2: May 12, 2021, 4:00–5:30 p.m.

Prepare for session 2

- Watch CSAI video 3, *Foundations for a Culturally Responsive Instructional Practice for Native American Students* (12 minutes) and review the discussion questions.
 - How do I currently prepare for teaching vocabulary words?
 - How does my approach to teaching vocabulary align with principles of culturally responsive instructional practice for my American Indian learners?
 - What instructional strategies have I used or observed to ground learning activities in a local American Indian cultural context?
 - What are some challenges that you may experiences in the following?
 - Preparing for vocabulary instruction.
 - Using principles of culturally responsive instruction in the context of academic content instruction.
 - Grounding learning activities in a local American Indian cultural context.
- Read *WWC Practice Guide* recommendation 1, pages 6–7, 13–19.
- Watch the IES video *Introduction to Recommendation 1* (13 minutes) and take notes.
 - *Handout 5: Video viewing guide 1—Introduction to recommendation 1 and links to strategies for American Indian learners.*
- **In your small group**, select a piece of informational text with an American Indian context and screen it for bias.
 - *Handout 3: Resource list for information text with American Indian context.*
 - *Handout 4: Bias screening tool.*

Session 2 agenda, May 12

4:00–4:05 p.m. Welcome and session overview

4:05–4:20 p.m. Small group reflective discussions: CSAI video 3

- *Handout 5: Viewing guide 1—Introduction to Recommendation 1 and links to strategies for American Indian learners.*

4:20–4:45 p.m. Academic vocabulary

- *Handout 6: Choosing words to teach*

4:45–5:15 p.m. Linking recommendation 1 to culturally responsive strategies for American Indian students

5:15–5:25 p.m. Whole group reflection

5:25–5:30 p.m. Review preparation for session 3

Learning series resources

The materials for the learning series draw from the following:

- **REL Southwest Evidence Review.** REL Southwest identified three studies that examined instructional strategies for American Indian students and assessed the level of evidence of each study using the nonregulatory Every Student Succeeds Act standards. The [full review](#) can be found on the REL Southwest website. This review is summarized in handout 2.
- **Videos: Culturally Responsive Instruction for American Indian Students.** This video series on culturally responsive instruction for Native American students was produced by Barbara Jones and Joan Herman and developed by CRESST for the Center on Standards and Assessment Implications (CSAI). The videos discuss many of the strategies described as components of the interventions in the REL Southwest evidence review studies and provide additional information to consider when providing culturally responsive instruction for American Indian learners.
- **WWC English Learner Practice Guide.** The practice guide, *Teaching Academic Content and Literacy to English Language Learners in Elementary and Middle School* (Baker et al., 2014), summarizes IES research on English learner student instruction and describes four recommendations for implementing evidence-based teaching practices. Our learning series focuses on recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Videos and other materials to support the implementation of the recommendations were also accessed for our series (Dimino et al., 2015).

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (NCEE).
http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Dimino, J. A., Taylor, M., & Morris, J. (2015). *Professional learning communities facilitator's guide for the What Works Clearinghouse practice guide: Teaching academic content and literacy to English learners in elementary and middle school* (REL 2015-105). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.
https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf