

# 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 1: May 5, 2021, 4:00–5:30 p.m.

### Prepare for session 1

- Review orientation slides.
- Review *Handout 2: Summary of evidence review: Interventions with positive outcomes for American Indian learners*.
- Watch the following two CSAI videos and review the discussion questions.
  - *CSAI video 1: [The What and Why of Culturally Responsive Instruction for Native American Students](#)* (8:09)
    - What do you think is the most important reason to provide culturally responsive instruction for American Indian students? Why is that?
    - Are there some ways you are already practicing culturally responsive instruction in your classroom or program? If so, please describe.
  - *CSAI video 2: [Understanding Culture and Native American Diversity](#)* (6:33)
    - What do you notice about your American Indian students' culture at each of the three levels (surface, midlevel, deep)?
    - Do you currently take into account any of the three levels of culture in planning your classroom instruction? If so, how?
    - Why does a “one size fits all” perspective not work for American Indian students in the classroom?
    - What local resources are available to support your learning about local American Indian communities and cultures? What opportunities are there to engage respectfully with American Indian people and communities?

### Session 1 agenda, May 5

4:00–4:15 p.m. Introductions and session overview

4:15–4:30 p.m. Review the evidence: Effective strategies for American Indian students

- *Handout 2: Summary of evidence review: Interventions with positive outcomes for American Indian learners*

4:30–4:50 p.m. Reflective discussion: CSAI videos 1 and 2

4:50–5:00 p.m. What Works Clearinghouse English learner practice guide, recommendation 1

5:00–5:25 p.m. Choosing culturally connected text

- *Handout 3: Resource list for information text with American Indian context.*
- *Handout 4: Bias screening tool.*

5:25–5:30 p.m. Next steps: Preparation for session 2

## 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](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](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf)