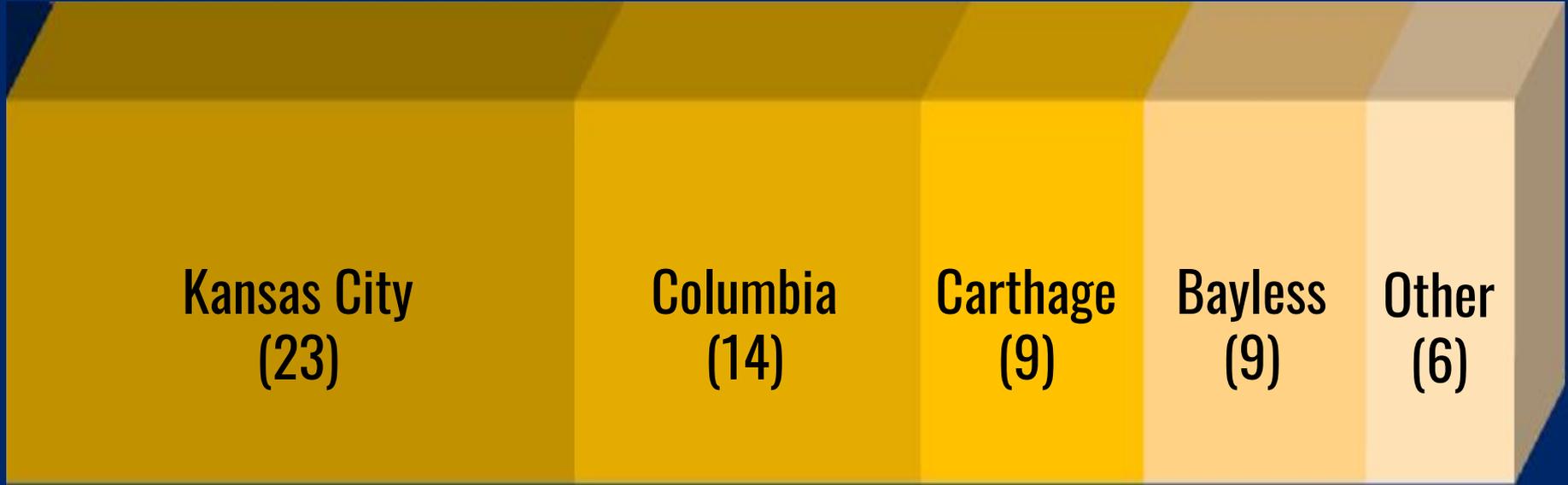




2018 Summer Institute
District Report

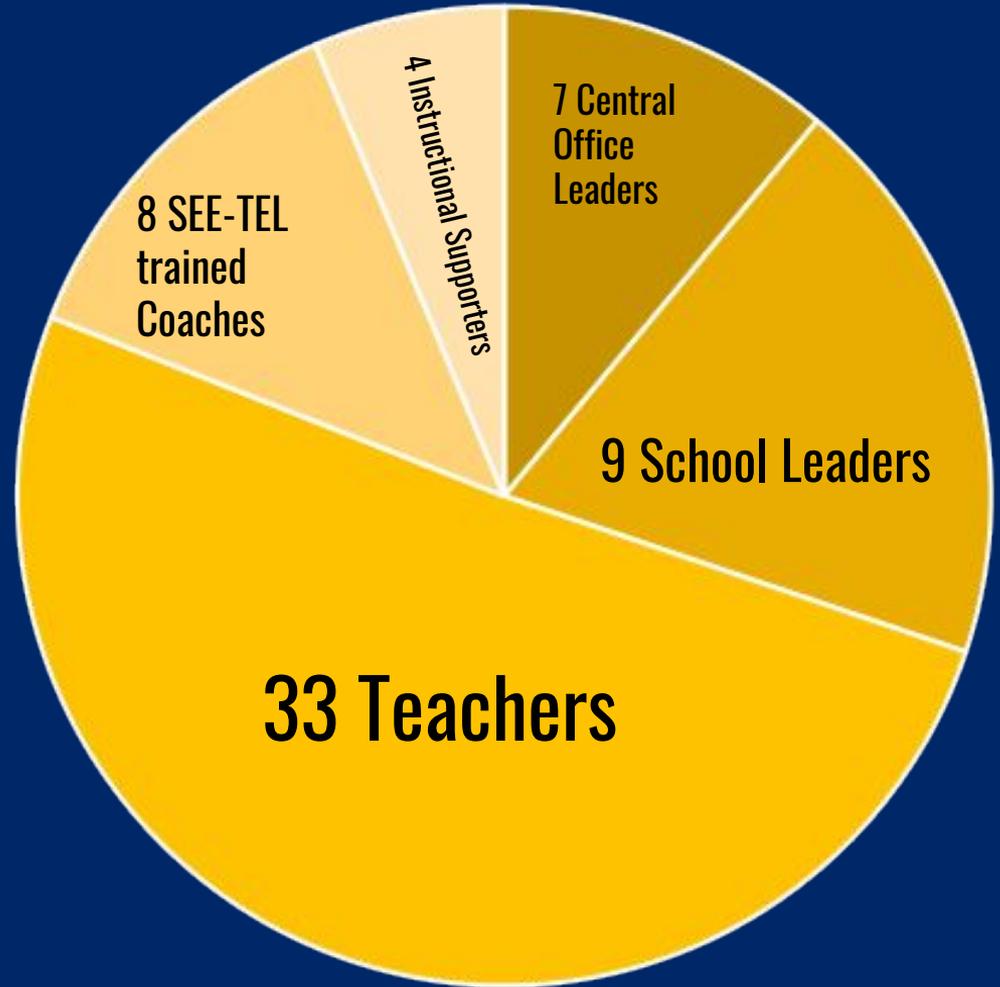
SEE-TEL School Districts

The Summer Institute had 61 participants, mostly from the **SEE-TEL** districts.



Participant Roles

Instructional supporters include a counselor, bilingual liaison, school psychologist, and interpreter.



Meeting Student Needs

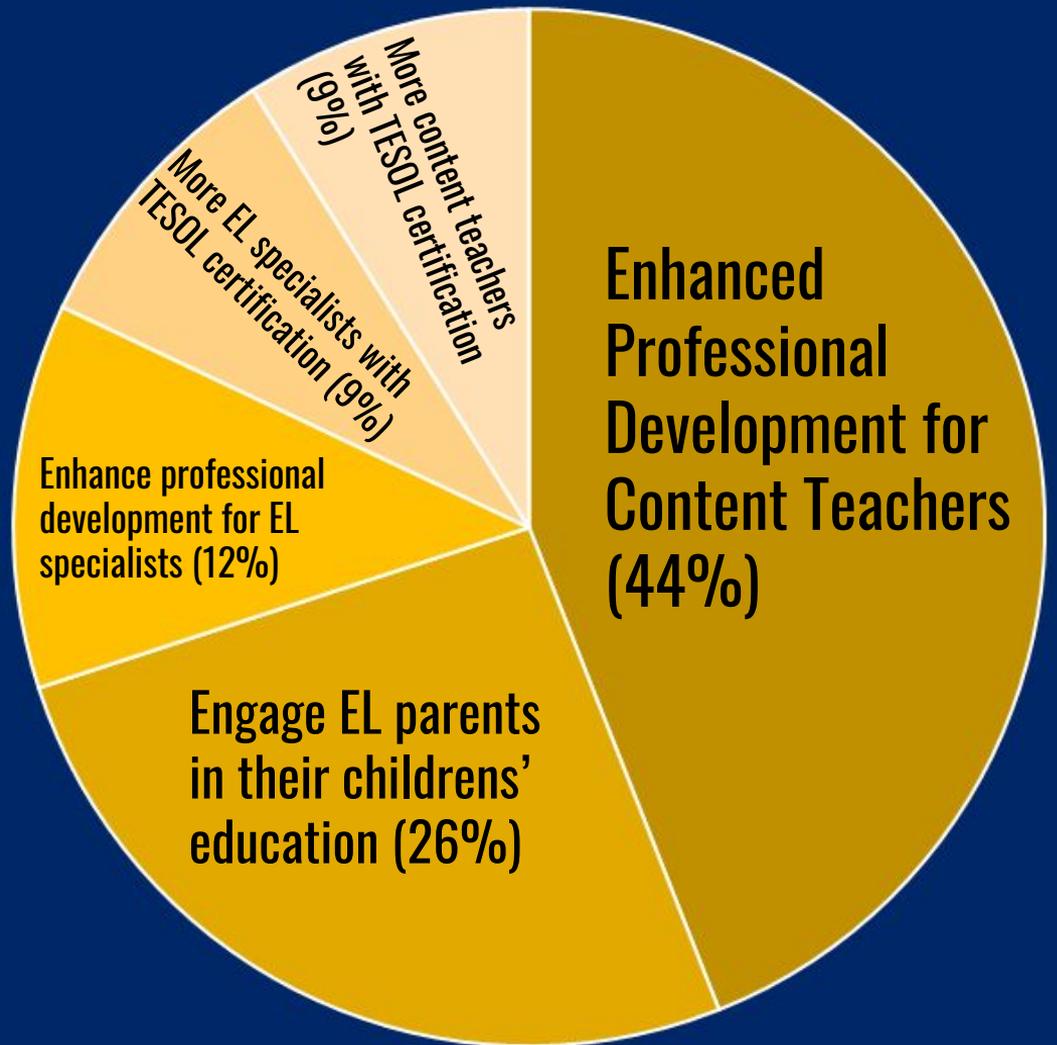
Educators recognize they could do better in terms of EL education.

About half of respondents to the SEE-TEL survey felt their district is meeting EL student needs “well” or “excellently.” However, 40% of respondents said only “somewhat well,” 18% did not respond to the question, and 4% of respondents marked “I’m not sure.”



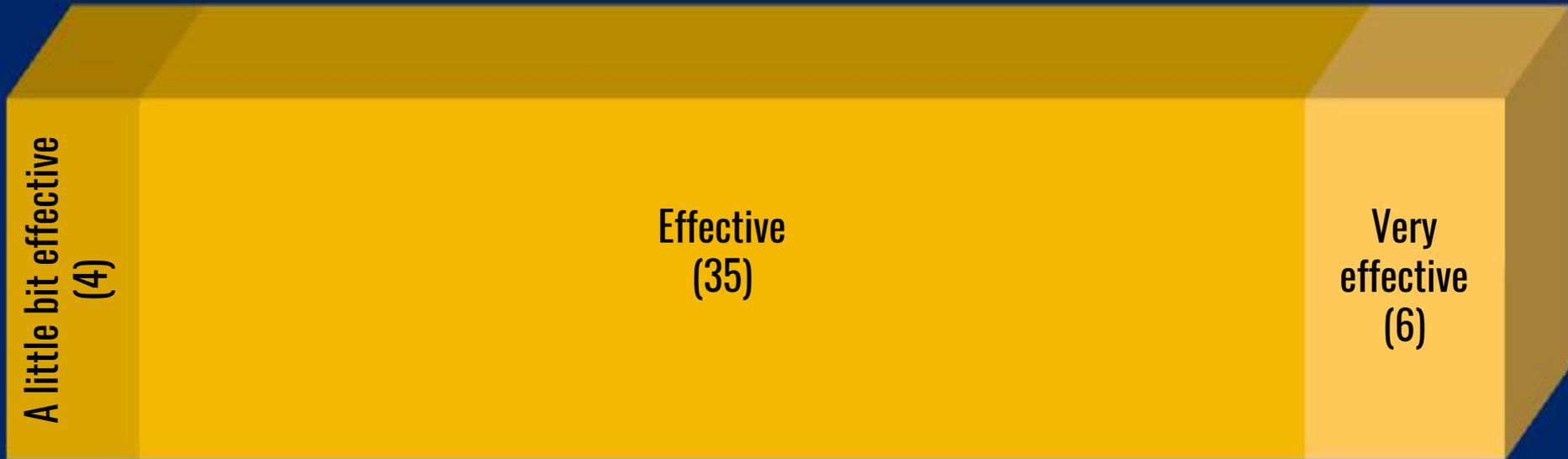
What Districts Need

56% responded that **professional development is most important** for enhancing EL education.



How is SEE-TEL Doing?

More than **90%** felt **SEE-TEL is effective** in preparing educators to serve ELs.



What kind of learning happened?

Over 4 days, participants examined how EL instructional options, immigration policies and rhetoric, and their own biases could affect EL education. Districts collaborated and shared ideas for strengthening equity in educating ELs. In addition, participants received trauma informed training and learned the importance of scaffolding lessons for ELs.

I learned the absolute importance of seeing and valuing students as assets.

I really enjoyed hearing from the immigrant panel. The stories were touching and really put a face to the issues we are all learning about.

I enjoyed collaborating with colleagues from other districts and getting to hear different perspectives.

I was thankful to learn there is actual legislation to encourage and help our students.

What are SEE-TEL participants inspired to do?

SEE-TEL participants are inspired to learn more about students' backgrounds, allow home language use in class, organize family engagement events (see next slide), and scaffold language learning in content lessons. Participants also want to craft an action plan for undocumented immigrants in their schools and advocate for all teachers to be trained as EL teachers.

Connect curriculum to background.

Constructing scaffolds for language learners. I was visualizing how I will implement it in my classroom.

I am interested in creating a positive classroom environment by incorporating my students' native languages.

Educating ourselves with law and policies in order for our school to provide our families a sense of security.

Ideas for Fostering Family Engagement

Supports for Schools

- Cultural liaisons (must define expectations)
- Cultural Advisory Board or Bilingual Council for a school and/or district
- Standard translation, interpretation procedures
- LI para-professionals
- Identify EL parent leaders as liaisons among school/teachers and communities

Supports for Families

- Bilingual home liaisons
- All communication in family home languages
- Homework Support Club
- School/Community resource videos or “Binders”
- Language classes
- Parent Technology University, how to use school “apps”/portals
- Basic needs, donations
- Career day
- Parenting classes / Parents as Teachers

Family Events

- Curriculum nights, meetings on how teachers teach
- EL family orientation
- EL multi-literacy night
- Parent input nights
- Q&A sessions for parents
- Invite parents to participate in committees, to read in class, to PTO meetings
- Teacher home visits
- Mobile community Board of Education meeting

Cultural Appreciation

- EL families potluck
- Graduation picnic for ELs and/or families
- Invite parents to teach about culture
- Cultural Celebrations
- Student talent shows

How SEE-TEL can improve?

After our Summer Institute, we asked our participants to give feedback on how to improve the program to best fit their district and learning needs. Here is some of the feedback we received, which we will address in [SEE-TEL Summer Institute 2019 - July 22-24](#) (SAVE THE DATE!):

Participants need to be challenged to examine their own bias and privilege. The cultural lens activity was great..but needs to be more in depth.

I would like more resources to take back to my district to share with teachers and staff. Strategies that they can begin using ASAP.

Can we get our principals and superintendents to attend? That would be beneficial.



2018 Summer Institute
District Report