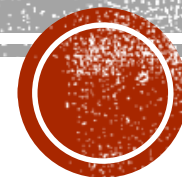




CENTER FOR SCHOOLS AND COMMUNITIES

Building. Strengthening. Transforming.

Learning to Teach All Over Again: Teachers' Reflections on Using Primary Source Analysis to Engage English Learners in Critical Democratic Discussions

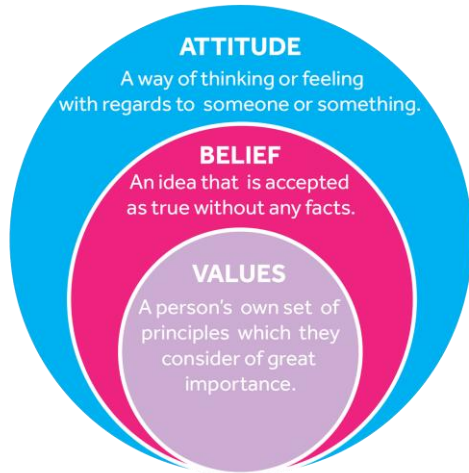


Andrea G. Kolb, M.Ed.

Center for Schools and Communities

akolb@csc.csiu.org

Current Research: Teacher Beliefs and Prof. Dev.



- Attitudes, beliefs, dispositions influence teachers' expectations for students, decision-making, and instructional practices (Farrell & Ives, 2015; Macnab & Payne, 2003; Petit, 2011).
- Deficit orientations were greater among teachers who had less training and PD and were linked to feelings of helplessness in overcoming the insurmountable task of facilitating ELs' success (Sugimoto, Carter, & Stoehr, 2017)

Good News:

High-quality teacher professional development can intervene, providing teachers with new skills for instruction and shifting deficit beliefs to more asset-oriented perspectives.



Designing High-Quality Prof. Dev.

Defining “high-quality” professional development:

1. Sustained
2. Content-focused
3. Collaborative
4. Active Learning
5. Job-embedded and Content-focused
 - Using local curricula and instructional units
 - Implementation in their classrooms
 - Job-embedded coaching
6. Modeled instruction
7. Includes coaching and expert support



The Power of Perspectives



CENTER FOR SCHOOLS AND COMMUNITIES
Building. Strengthening. Transforming.



What Does Justice Look Like?

Program Components:

- 18 months
- 5 in-person workshops & 6 virtual workshops
- 4 unit plans in iterative design process
- Monthly coaching
- 3 classroom visits
- Capacity-building & sustainability
- Research - teacher learning & student outcomes

The Power of Perspectives:

Teaching with Primary Sources to Engage English Learners in Democratic Discussions in Social Studies

Do you teach English Learners in your classes?

Do you wish you knew more strategies that would engage your ELs in content and language development in your classes?

Do you have an interest in teaching for social justice?

Do one-day PD workshops leave you wanting more guidance on putting what you learned into practice?



EmergingAmerica.org



Building a Collaborative Professional Partnership:

- Pennsylvania Department of Education - Prof. Dev.
- CES/Emerging America & Maryland Humanities - TPS
- Teaching Tolerance - Social Justice
- Center for Schools & Communities - ELs
- Penn State College of Education - Research

PARTICIPANT INFORMATION

- 32 teachers from across PA in 8 teams representing 7 school districts and 9 schools
- K-12 represented although marketed and designed for grades 6-12
- Content areas included: ESL, Language Arts, Social Studies, History, Science, Literature, Biology, and Algebra
- Participants self-selected and applied to the program in teams with administrator support
- Modest stipend offered to support travel and substitute costs as well as for any classroom materials



PRE-PROGRAM DISPOSITIONS

- **Deficit Thinking**
 - About ELs' abilities, cultures, families, experiences
 - Assimilationist and monolingual pedagogies
- **Lower Academic Expectations**
 - Giving students lower grade level material
 - Anticipating failure
- **Feelings of Helplessness**
 - Can't teach what we don't know
 - Lack of materials and support/prof. dev.
- **Rejection of EL Responsibility**
 - It's the ESL teacher's job



Critical Action Research

“Critical research begins with the premise that research’s role is not to describe the world as it is, but also to demonstrate what needs to be changed...critical researchers examine sources of social domination and repression, but with the caveat that since we ultimately make our worlds, we can ultimately change them (Foster, 1986 as cited in Shields, 2016).”

Teachers’ Work:

- EXAMINE
- DESIGN & IMPLEMENT TPS
- STUDY IMPACT



Teachers' Analyses - EXAMINE

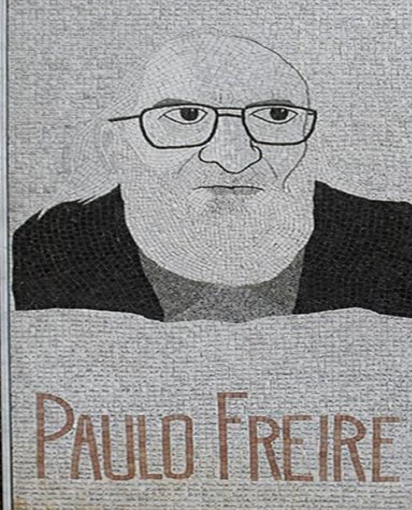
In analyzing current practices, materials, and institutional cultures, teachers found issues related to:

- **ACCESS**
- **REPRESENTATION**
- **VOICE**
- **INQUIRY**
- **MONOLINGUICTISM**
- **POLITICIZATION**
- **SELF-EFFICACY**

Knowledge emerges only through **invention and re-invention**, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.

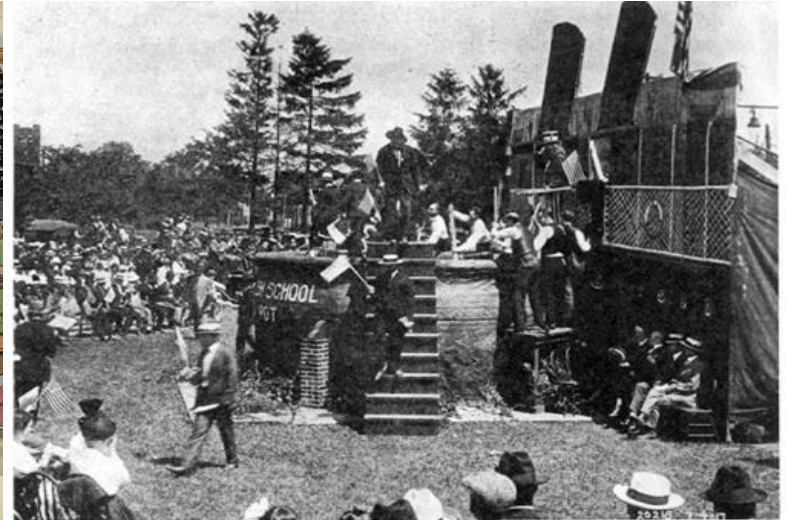
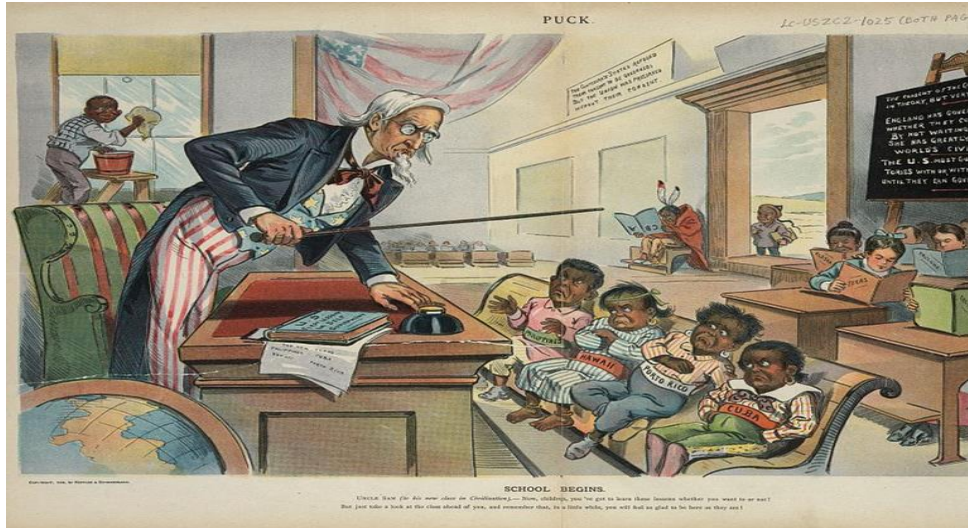
– Paulo Freire

AZ QUOTES



Teachers' Analyses - DESIGN & IMPLEMENT

- **Dominant and repressive representation in sources**
- **Cultural and linguistic complexity of sources for students**
- **Students' Funds of Knowledge**
- **Facilitating discovery of intended content learning**
- **Historical connectedness but not too broad**



From the Collections of The Henry Ford

SUPPORTS FOR ELS

- Primary Language Support
 - Curated sources
- Translanguaging
- Intentional grouping
 - For primary language support
 - For background knowledge
 - For student collaboration
- Preview-View-Review with ESL Specialist support
- Talk Moves on desks and practice with students – teaching learning strategies
- Visual Support and Visual Literacy – emergent approach to creating the primary source set
- Texts modified for linguistic complexity
- Multiple entry points (visual, auditory, kinesthetic)
- Connection of all language domains – listening, speaking, reading, writing
- Sentence stems or space for drawing



**“You can’t teach social
justice unless you teach
social injustice.”**

-Benjamin Peña

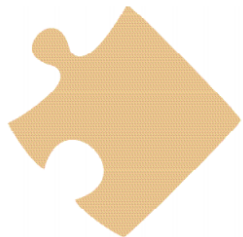


Perspective Texts



CONSIDERATION I COMPLEXITY

This section quantitatively and qualitatively evaluates the inherent elements of a text. Quantitative factors refer to word length or frequency, sentence length and text cohesion; these dimensions are measured by computer software. Qualitative factors are measured by an attentive reader, reflect a teacher's professional judgment, and refer to levels of meaning, purpose, structure, language features (such as conventionality and clarity) and knowledge demands.



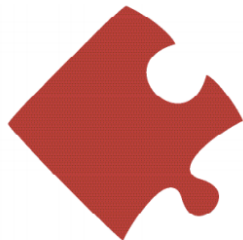
CONSIDERATION II DIVERSITY AND REPRESENTATION

This section considers the ways in which the author and characters in a text contribute to the inclusion of diverse voices in the curriculum. Similar to text complexity, diversity and representation are inherent elements of a text.



CONSIDERATION III CRITICAL LITERACY

Critical literacy teaches readers to actively and reflectively engage with texts. Readers use critical literacy skills to interpret messages and challenge the power relationships found within those messages. They are encouraged to question social norms and institutions like family, poverty, education, equity and equality. This section of the tool asks users to determine if a text is a good candidate for critical literacy instruction.



CONSIDERATION IV READER AND TASK CONSIDERATIONS

Culturally responsive text selection includes finding texts that both reflect your students' identities, experiences and motivations (mirrors) and provide insight into the identities, experiences and motivations of others (windows). This section asks users to consider whether texts act as windows or mirrors and to explicitly name how the text will help meet established learning goals.

Finally, educators decide whether or not to select the text and have a chance to reflect on their rationale.



TPS PRIMARY SOURCE ANALYSIS TOOL



PRIMARY SOURCE ANALYSIS TOOL

SEE



What DON'T You See?

OBSERVE

THINK



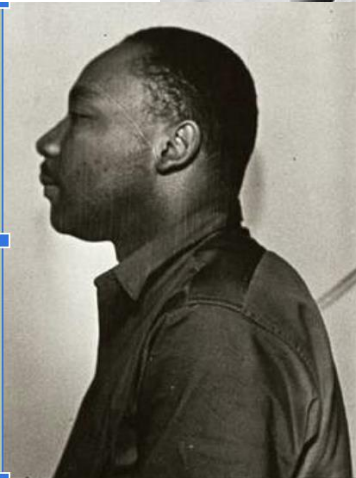
REFLECT

WONDER



QUESTION





MLK's Legacy in the Classroom: Truncated and Tidied Up

By **Stephen Sawchuk**

April 3, 2018

When the Martin Luther King Jr. memorial debuted on the National Mall in the District of Columbia, it was beset by a controversy: a quote from King inscribed on one side had been **edited and taken out of context**.

As the nation marks the 50th anniversary of King's death, the incident is nevertheless a good metaphor for how his life and legacy are often taught in public schools: truncated and tidied up.

King's beliefs were contested within his own circle, he was hounded by the U.S. government for his activism, and after his death, his legacy was far from assured. It was not until later in the century that he became the face of the civil rights movement—eclipsing all others except perhaps Rosa Parks.

By the time he was murdered on April 4, 1968, King had become both more impatient and more broadly focused on poverty and social conditions rather than exclusively legal remedies for segregation. Yet he is still too often reduced in school curricula to just one speech, if not four words: "I have a dream."

"In a sense, that's what you do when you want to make someone a national hero. You boil it down: Washington didn't tell a lie, Lincoln freed the enslaved, and King said you'd be judged by the content of your character. It's aspirational," said Maureen Costello, the director of Teaching Tolerance, a curriculum project at the Southern Poverty Law Center, a civil rights advocacy group.

Lynda Lowery, who was injured when state troopers attacked demonstrators on Bloody Sunday in Selma, Ala., and, at 15, was the youngest Montgomery two weeks later, recalls how King sometimes sat in front of her in church. She remembers how he brought peppermints for the

But what she particularly cherishes is the complexity of King's message, which was peaceful but unyielding.

"He said, 'You can get anybody to be anything with steady, loving confrontation,' " she said.

Creating a Hero

How did that last part—confrontation—get so lost? To some degree, historians say, the depiction of an idealized, milquetoast King was one of federal holiday to bear King's name, signed into law in 1983.



ABRAHAM LINCOLN

Emancipation Proclamation

Whereas

On the Twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a Proclamation was issued by the President of the United States, containing among other things the following, to-wit:

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward and forever free, and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to oppress such persons; or any of them, in any State they may make for their abiding residence.

That the executive part of the said day of January should be proclaimed, designate the States and parts of States, if any, in which the people thereof respectively shall then be in rebellion against the United States, and the district, city or the people thereof, shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections whereof a majority of the qualified voters of such States shall have participated, shall in the absence of strong countervailing testimony, be deemed conclusive evidence that such States and the people thereof are not then in rebellion against the United States."

Now, therefore, I, ABRAHAM LINCOLN, President of the United States, by virtue of the power in me vested as Commander in Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as it is necessary for suppressing said rebellion, do on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, by this my special order, by which I provide for the full period of one hundred days from the day of the first above mentioned order, and designate as the States and parts of States, in which the people thereof respectively are then in rebellion against the United States, the following, to-wit:

ARKANSAS, TEXAS, LOUISIANA, except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. Louis, Assumption, Terre Bonne, Lafayette, St. Mary, St. Martin, and Orleans, including the CITY of New Orleans, and the Bayou of St. Louis.



(CBS) 8/12/40 SEP 2 20

SOUTH DAKOTA

Mt. Rushmore

Mount Rushmore: Isn't it time to talk about its Native American history?

Carly Mallenbaum USA TODAY

Published 2:27 p.m. ET Jul. 13, 2020 | Updated 11:02 p.m. ET Jul. 13, 2020



Lincoln figure on Mount Rushmore, 1937

Click for enlargement and credits

Mount Rushmore National Memorial

A Local Legacy

Can you name the presidents carved on Mount Rushmore?

Carving started on the amazing Mount Rushmore National Memorial in 1927. It continued for 14 years, with the help of more than 350 people. The faces of four presidents are carved into the mountainside: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. At first, there was a suggestion to carve famous western figures, people like Buffalo Bill, Lewis & Clark, and Sacagawea. But a special group, a "commission," instead chose these presidents because they best represented the "foundation, expansion and preservation" of the United States.

A sculptor named Gutzon Borglum was asked to design Mount Rushmore. He chose the dramatic setting for this sculpture in the Black Hills of South Dakota. He decided that the best way to remove large pieces of rock from the mountain was to use dynamite. He and his workers became skilled at carving Mount Rushmore using carefully placed dynamite. In fact, more than 90 percent of the mountain was carved by dynamite! The rest was finished using air hammers. The faces of the presidents were finished one by one, Washington in 1930, Jefferson in 1936, Lincoln in 1937 and Roosevelt in 1939.

Today, Mount Rushmore is one of the most recognized monuments in the United States, with more than 2.7 million visitors each year.



President Trump vows to protect Mount Rushmore from any changes

In the wake of statues and monuments being desecrated and taken down, President Trump vows to protect Mount Rushmore from any changes. USA TODAY

Ellis Island, 1906



Angel Island, 1913



Angel Island, 1910



McAllen, TX 2018



OUTCOMES - EL STUDENT INQUIRY

- Was it the same Ku Klux Klan as today? Do you think that the right of free speech should apply to them?
 - Student researched hate speech and political propaganda and drew comparisons between the civil rights movement and current immigration tensions
- I see a sign about police brutality – isn't that like the Black Lives Matter movement? How is this still happening?
 - Student researched when and why Rosa Parks and/or Martin Luther King were referenced in current discourse on police brutality and Black Lives Matter
- I think there is still unfairness today because of race. Even in school, some kids get yelled at more and I think it's because we're Black or Spanish.
 - Student surveyed classmates about the ways in which they see segregation in their current school experiences.

Teacher Learning - TPS

- Students actually have a lot of questions and want to know things. They asked questions I've never thought of. *It was scary sometimes* because I didn't know what they would say or how to answer.
- I think *TPS really brings history to life* - not as some static, dead, in the past so who cares kind of stuff – but like how our pasts, all of our pasts, can be collective and have shaped the present. History is now.
- At the beginning of this program, I said I would take things out because I didn't think ELs could handle it. *Now instead of taking things out, we're actually putting things in!*
- Even I gained a lot of new perspectives and knowledge by looking for primary sources and then teaching with them. *There was something more real for me about seeing the actual source rather than someone else's version of the story.* That seems so obvious, but I hadn't thought about it before.



Teacher Learning - Asset Perspectives

*“I realized through this program that many educators, including myself, often **make deficit statements about homes we’ve never seen and families we’ve never met.** Kinda curious, isn’t it? This goes against everything about parents and communities as partners. **We have to believe there are assets** there in order for us to truly make that connection. If we don’t know what they are, **we need to go find them**, not just expect parents to bring them to our attention and blame them when they don’t.”*



Teacher Learning - Cultural Responsiveness & FoK

“I was blown away by their connections between Dust Bowl Migration and their own experiences as refugees. When they started talking to each other about the primary sources, I couldn’t get a word in. At first I was anxious and then I was like ‘ya know what, let me just listen.’ You heard Yoruba, Spanish, Haitian Creole, French. And by listening, I was able to weave the Dust Bowl into their statements about their own lives.”



Teacher Learning - Maintaining Academic Expectations

“What I’ve realized throughout this program so far and in looking back at my unit plan and the million revisions I’ve done in here is that I’m now aware that I can’t just look at a text or worksheet, or test, etc. and say ‘my ELs can’t do that!’ which I’m guilty of. I’ve done that so many times. I need to think harder. I need to look at material and say ‘what, specifically, is it about this that makes it inaccessible to my ELs?’ Then I need to be able to respond to that by differentiating – not the content, but the language demand, to make it more accessible.”



Teacher Learning - Translanguaging

“I think that’s the value of creating a primary source set, like [the facilitator] modeled. I keep thinking about it like I’m putting together a picture book that corresponds with what we’re teaching. Some sources are more complex than others, but that can also depend on the student. So I still need to figure out how to differentiate language and stuff but I think the photographs allow students to at least see and try to make sense of what they see inside their mind, in any language.”



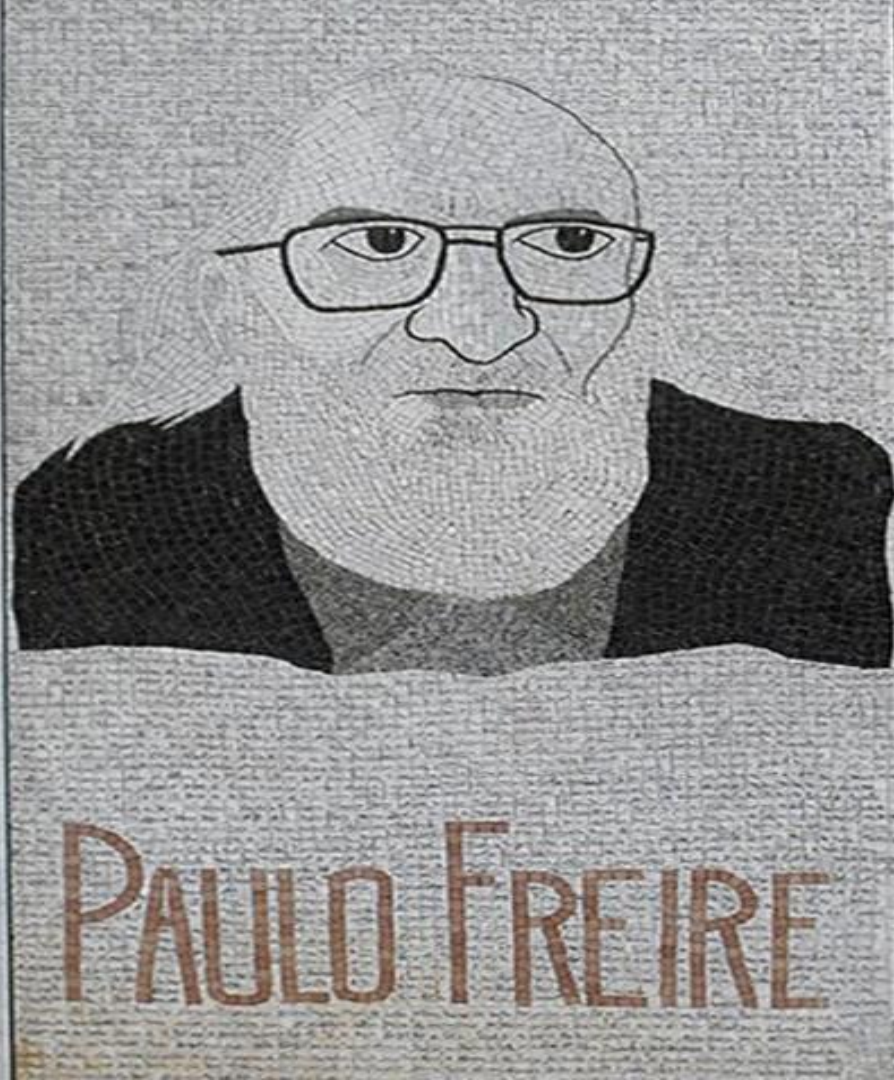
CHALLENGES

- Institutional Constraints - such as time, autonomy, & administrative support (especially to depart from scripted curricula)
- When choosing a source, you really have to ask yourself “what do I know already that helps me look at this and make sense of it” to figure out what background knowledge students need.
- Choosing the “just right” primary source for what **I want** students to discover
- Analyzing and scaffolding for cultural and linguistic complexity of sources
- Being okay with freedom in my classroom – actually enacting democracy instead of just teaching **about** democracy
- Students love pointing out unfairness
 - Tensions around social justice teaching – from other teachers, admins, parents



“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

– Paulo Freire, *Pedagogy of the Oppressed*



Teachers, We Cannot Go Back to the Way Things Were

Schools were failing students even before the pandemic

By Bettina L. Love

April 29, 2020

The impossible is becoming possible. As we all stand in the midst of a world crisis, those of us who can dream must dream. And after we dream, we must demand and act. I want to acknowledge my privilege from the onset of this essay. I am a tenured college professor with access to the internet, university resources, and a reliable income.

 [Back to Story](#)

But I am not writing about dreaming oblivious to the crisis we are living in. As a Black woman, I am keenly aware of how this virus is disproportionately killing Black people because of environmental racism, medical and housing discrimination, and a racist educational school system that leads to low-wage jobs for Black and Brown Americans, which is why Black people are a large majority of the essential workers in this crisis and those dying on the front lines. In the face of that racism and resistance, it may seem pointless, but this is the perfect time to radically dream.

We must radically dream because before COVID-19 closed our schools and dismantled our way of life, schools were failing not only children of color but all children. High-stakes testing, large class sizes, and the disproportionate expulsion and suspension of Black and Brown students were the norm. Teachers had low expectations of Black and Brown children and high burnout. School shootings were disturbingly common. Schools lacked both adequate funding and inclusive classrooms for students with disabilities. Segregation and corporal punishment persisted. There was a scarcity of educators of color. There were more police in schools than counselors, and racism permeated every inch of our nation's school system.

We all knew it was happening, but it felt too big to take down, too big to rescue. This pitiful existence of the education system has become normalized to the point that many teachers are broken, fighting to just survive, and working to protect children from the very system that is intended to uplift them. This situation is what we have been given, but that does not mean it is what we have to take.

We cannot go back. We now have the opportunity not to just reimagine schooling or try to reform injustice but to start over. Starting over is hard but not impossible; we now have a skeleton of a playbook. It starts with creativity, teacher-student relationships, and teacher autonomy.

"We now have the opportunity not to just reimagine schooling or try to reform injustice but to start over."

When schools reopen, they could be spaces of justice, high expectations, creativity, and processing the collective trauma of COVID-19. Some school leaders are stepping up. In my home state of Georgia, the state's school superintendent issued a letter to teachers and parents calling for "compassion over compliance" as we all try to reach students during a pandemic. In mid-April, Atlanta's superintendent moved the district to a four-day teaching schedule. Teachers are to use Fridays for professional development and to be available to students who are behind. We need that same energy, understanding, and creativity from our school leaders when schools reopen.

As I watch my wife—a 4th grade teacher—teach and my kids—two 4th graders—learn during this crisis, I see the possibilities for an education system now forced to trust teachers, give students autonomy, and rely on the ingenuity of parents. I also see the loss of schools as places of refuge, safety, family services, and invaluable social interactions.

Resources

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute: https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Center for Schools and Communities Power of Perspectives Program: <http://tps.eslportalpa.info/>

Ford School Melting Pot: <https://www.thehenryford.org/collections-and-research/digital-collections/artifact/254569/>

Talk Moves: <https://learn.teachingchannel.com/video/student-participation-strategy>

Accountable Talk Moves:

<https://drive.google.com/file/d/1VWBpgYUpHAhMLO0fXBdZdHd0y5MorF8Q/view?usp=sharing>

Teaching Tolerance Perspective Texts: https://www.tolerance.org/classroom-resources/texts?keyword=&f%5B0%5D=facet_text_social_justice_domain%3A39&f%5B1%5D=facet_text_topic%3A6&f%5B2%5D=facet_text_grade_level%3A37&f%5B3%5D=facet_text_text_type%3Ainformational&page=1

Teaching Tolerance Frameworks: <https://www.tolerance.org/frameworks>

Times Magazine MLK Rare Photos: http://content.time.com/time/photogallery/0,29307,1952031_2021391,00.html

Jim Crow and Segregation LOC Source Set: <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>

NAACP Primary LOC Source Set: <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/>

Rosa Parks exhibit at LOC: <https://www.loc.gov/exhibitions/rosa-parks-in-her-own-words/about-this-exhibition/?&loclr=reclnk>

EdWeek Article: <https://www.edweek.org/ew/articles/2018/04/03/mlks-legacy-in-the-classroom-truncated-and.html>

Abraham Lincoln LOC Primary Source Set: <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/>

Abraham Lincoln Papers and Critical Analysis: <https://www.loc.gov/teachers/classroommaterials/connections/abraham-lincoln-papers/thinking3.html>

Resources, continued

New York Times Conversation with Native Americans on Race: <https://www.youtube.com/watch?v=siMal6QVbIE>

America's Story: http://www.americaslibrary.gov/es/sd/es_sd_mount_1.html

NBC News Broadcast 1970: https://www.youtube.com/watch?v=3Wd1uLgV7mc&feature=emb_logo (starts at 2:50)

New York Times How Mt Rushmore Became Mt Rushmore: <https://www.nytimes.com/2020/07/01/us/mount-rushmore.html>

PBS Article on Mr Rushmore: <https://www.pbs.org/wgbh/americanexperience/features/rushmore-sioux/>

USA Today, President Trump on Mt Rushmore: <https://www.usatoday.com/story/travel/columnist/2020/07/13/mount-rushmore-native-american-side-story-still-missing/5402909002>

1910 - Chinese Exclusion Act, <https://www.newyorker.com/books/page-turner/the-lost-poetry-of-the-angel-island-detention-center>

1913 - Mexican Revolution, <https://www.npr.org/templates/story/story.php?storyId=130380169>

LOC Primary Source Set Immigration: <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>

LOC Assimilation through Education: <https://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/>

Dust Bowl Migration LOC Primary Source Set:

<https://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

EdWeek article: <https://www.edweek.org/ew/articles/2020/04/30/teachers-we-cannot-go-back-to-the.html>



The Power of Perspectives: Teaching with Primary Sources to Engage English Learners in Democratic Discussions



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This program is sponsored, in part, by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.



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https://www.surveymonkey.com/r/2020_LOC_Webinar

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Please note: Certificates are not automated. You must email a request.