

Un salón, muchas voces:
Cómo planear para la comunicación entre diferentes lenguajes



comunidades
JUSTAS
 JUST communities

Objetivos

- Presentar el **acceso lingüístico** como una parte clave de escuelas y organizaciones **inclusivas y equitativas** – *especialmente cuando se brinda servicio a los aprendices de inglés y a sus familiares*
- Explorar las **mejores prácticas** para los eventos y reuniones multilingües.

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SBCEO EL Network
May 13, 2016

just-communities.org

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Our Team

- Karen Hernandez,
Administrative Assistant
- Lena Moran,
Program Coordinator,
Language Justice Initiative
- Jarrod Schwartz,
Executive Director



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Our VISION

Just Communities envisions an equitable and inclusive Central Coast where all people are connected, respected and valued.

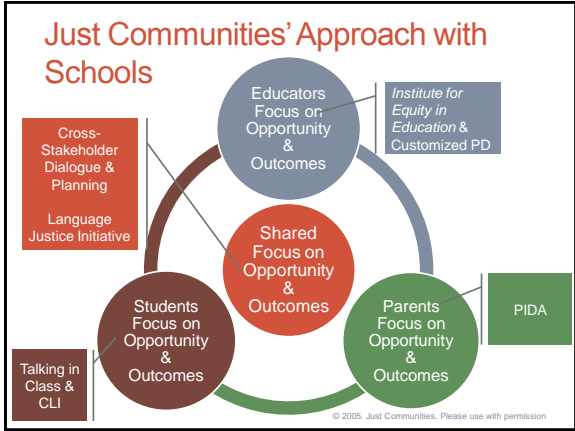
Our WORK

Just Communities works to ensure every school, organization and community in CA Central Coast is a place of opportunity, not a place of limitation.

Our Approach

Just Communities works with schools, nonprofit organizations, government agencies, and other groups to foster equity and social justice through professional development, consulting, coaching, and planned change.

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SBUSD Outcomes Since 2005

Since entering into a partnership with Just Communities in 2005, SBUSD has seen the following outcomes in the **academic performance of Latino students**:

- 📈 **43% increase** in English Language Arts (ELA) proficiency on National Standards at the elementary level;
- 📈 **27% increase** in elementary math proficiency on National Standards;
- 📈 **70 point increase** in elementary Academic Performance Index (API) scores;
- 📈 **56% increase** in English Language Arts (ELA) proficiency on National Standards at the secondary level;
- 📈 **50% increase** in secondary math proficiency on National Standards;
- 📈 **85 point increase** in secondary Academic Performance Index (API) scores;
- 📈 **55% increase** in ELA CA High School Exit Exam (CAHSEE) scores;
- 📈 **41% increase** in Math CAHSEE scores;
- 📈 **101% increase** in participation in the District's high rigor Academy programs;
- 📈 **200% increase** in A-G Completion rates.

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Lincoln High School, San Diego

After 2 years of work with San Diego Unified School District's Lincoln High School, the school...

- 📈 **Met 21 of 22 Adequately Yearly Progress (AYP) targets** – up from 0 targets in 2007-2008;
- 📈 Saw **API growth of 47 points** (significantly exceeding their target of 13 points), with subgroup increases in key areas, including:
 - 📈 African-American students **quadrupling** the target;
 - 📈 Latino students **tripling** the target;
 - 📈 Low Socio-Economic Status students **quadrupling** the target;
 - 📈 English Learners/students almost **tripling** the target;
 - 📈 Special Education students **doubling** the target.

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Involving EL students & their families in improving outcomes for EL students

“Youth are not only our future but our present, and we will not solve any pressing social problems without their active, creative participation and leadership.”

- Allan Creighton and Paul Kivel

Source: Creighton, Allan and Kivel, Paul. (2011). *Helping Teens Stop Violence, Build Community, and Stand for Justice*. Hunter House Inc., Publishers.
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One Room, Many Voices:
Planning for Cross-Language Communication

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Objectives

- To introduce **language access** as a critical part of **inclusive and equitable** schools and organizations – *especially when serving English Learners and their families.*
- To explore **best practices** for multilingual meetings and events.

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**LANGUAGE ACCESS &
LANGUAGE JUSTICE**

Inclusive Multilingual Space

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Language Justice

*“If you talk to a man
in a language he understands,
that goes to his head.
If you talk to him in his language,
that goes to his heart.”*

↪ Nelson Mandela

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Language Justice and Schools

*Have you hurt about baskets?
I have, seeing my grandmother weaving for a long time.*

*Have you ever hurt about work?
I have, because my father works too hard
and he tells how he works.*

*Have you ever hurt about cattle?
I have, because my grandfather has been working
on the cattle for a long time.*

*Have you ever hurt about school?
I have, because I learned a lot of words from school,
and they are not my words.*

↪ Apache child in Arizona

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What is Language Justice?

- A **commitment** to ensuring all voices are welcome, respected and valued.
- A **process** that allows all people to participate in the language they feel most comfortable using.
- **Putting tools in place** to help people connect across differences of language, culture, race, ethnicity, and immigration experience.
- An **essential element of Cultural Proficiency** in a setting where more than one language group are present.
- Vital to ensuring that everyone’s voices are truly heard and included in the **process of school, organization, and community change and improvement.**

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Interpretation & Translation

- Interpretation & translation are essential **tools** for creating an inclusive and effective multilingual space
 - *Though they are not the only tools!*
- Interpretation = Auditory or Visual Language
- Translation = Written Language

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What is the role of an interpreter?

- Interpreters **orally** or **visually** relay a message between 2 or more people who do not have a common language **without adding, deleting, or changing** the content or intent of the message.



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Interpretation Practice

- Need 6 volunteers who are willing to speak briefly in front of the group.
- Count off 1, 2, 1, 2, 1, 2
- 1's will share a short personal story about themselves. The story should be **meaningful and help everyone more deeply understand who you are** in 30 seconds.
- 2's will "interpret"
- No helping the "interpreters"

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What was that like?

- For interpreters?
- For speakers?
- For everyone watching?

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Interpreter Skills

Based on what you saw...

- What skills do you think an interpreter needs?
- Is summarizing or paraphrasing ok when interpreting?

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Interpreters need specific skills...

1. Advanced skills in all languages being interpreted
2. Rapid mental processing
3. Strong memory retention
4. Strong concentration
5. High attention to detail
6. Listening-talking simultaneity skills (split-focus)

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Interpreters need specific knowledge...

1. Interpreter Ethics
2. Standard interpretation techniques
3. Specialized vocabulary
4. Broad basic knowledge of content area(s)
5. How to set-up multilingual space
6. Laws, policies, and rules affecting interpretation

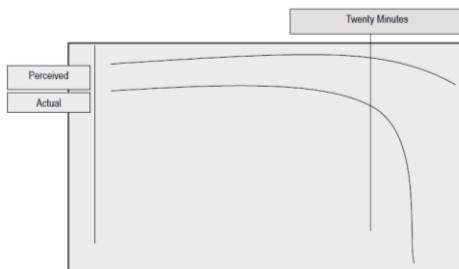
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Interpreter Ethics Require

- Impartiality
 - The problem with multiple roles
 - Students as interpreters
- Strict Confidentiality
- Interpreting ALL Communication faithfully to the message

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Interpreter Short-term Memory & Accuracy




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INTERPRETATION APPROACHES

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Consecutive Interpretation

- Speakers and interpreter “take turns”
- 1-on-1 and small groups
- Requires very strong memory retention



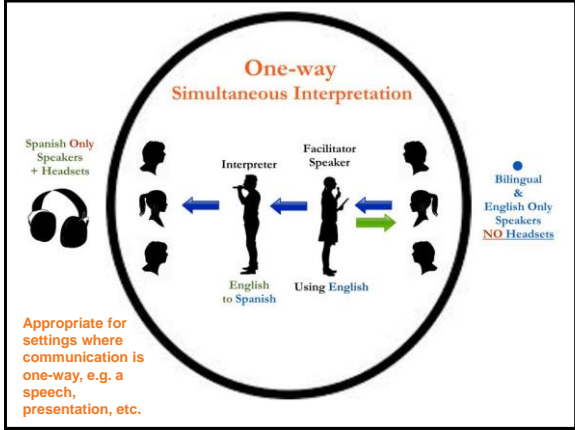
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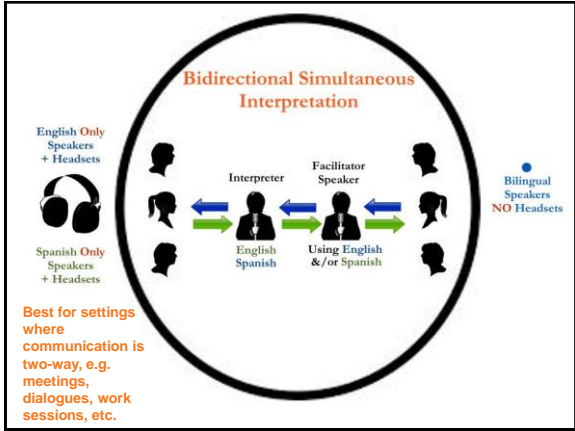
Simultaneous Interpretation

- Interpreter listens and speaks at the same time
- Large meetings, events, conferences
- Requires equipment
- Specialized skill-set



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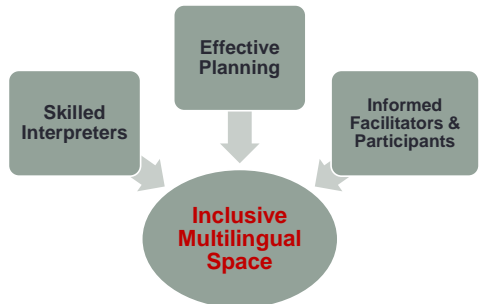
Planning for Cross-Language Engagement



Is everyone being treated **equitably**?

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Planning for Cross-Language Engagement:



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1. Do interpreters have what they need to be successful?



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2. Are all written materials equivalent in content and quality?



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"Kids' Camp..."



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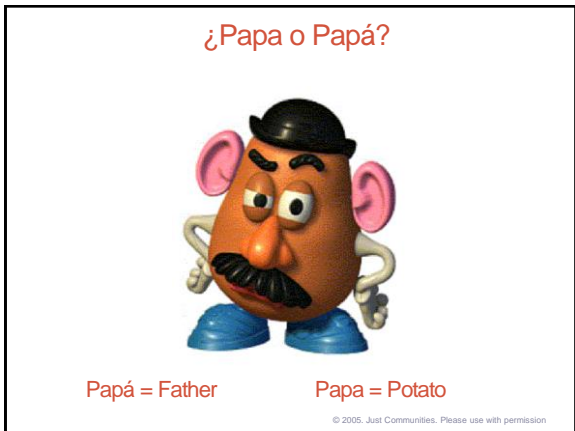
¿Campo de cabritos?

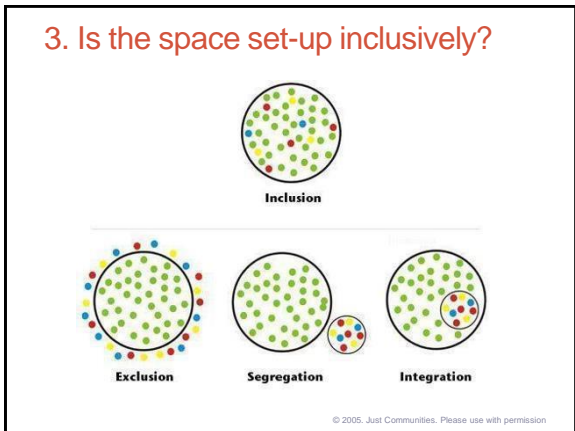


"Field of little goats..."

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Other aspects of accessible language / communication

- Dialects
- Academic vs. Formal vs. Informal
- Jargon & Technical Terms
- Code-switching
- Communication styles
- Body language
- Other?

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Next Steps...

- What is one tool mentioned during this presentation that you could use to **improve language access at your school/ organization?**
- How would it make a difference?



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Language Justice Initiative



- *One Room, Many Voices*
- *Interpreting for Social Justice*
- Language Justice Network
- Customized Language Justice Consulting & Coaching

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Just Communities' Strategic Approach to Change

Building Awareness & a Sense of Urgency	Relationship Building	Leadership Development	Planned Change	Mobilizing & Organizing
Raising awareness about issues of diversity, equity, and inclusion, as well as the myriad of social issues and concerns that stem from them. Providing a common language and framework for further learning. Inspiring and motivating people to learn more and to become more involved.	Building and maintaining relationships between community members of different backgrounds (for sharing, learning and challenging each other) and/or shared backgrounds (for support and empowerment).	Developing and supporting leaders who can initiate and sustain in-depth, sophisticated change efforts that address inequality, and promote equity and inclusion in their own institution(s) and/or in the community as a whole. Ensuring leaders have the social justice knowledge, change management skills, and support they need to maximize impact.	Combining assessment with collaborative visioning, values clarification, issue identification and strategic planning to guide actions and promote long-term, measurable, and sustainable change.	Mobilizing people and resources to advocate for and implement changes in policies, procedures, rules, codes, law, culture, etc.
Level(s) of Change: Knowledge Base / Attitudinal / Behavioral (surface) / Motivational	Level(s) of Change: Attitudinal / Relational / Communication Structures / Behavioral (surface) / Motivational	Level(s) of Change: World View / Behavioral (deep) / Organizational / Institutional / Cultural	Level(s) of Change: Organizational / Institutional / Systemic / Cultural	Level(s) of Change: Organizational / Institutional / Systemic / Policy / Structural / Cultural

Institute for Equity in Education (IEE)

4.5 Day Residential Training for Educators

Goals:

- To develop a critical mass of educational stakeholders who are passionate, committed and prepared to lead efforts to dismantle racism and other forms of structural inequality in our schools.
- For these stakeholders to promote equitable and inclusive schools where all students can learn and achieve at the highest possible levels in safe and supportive educational settings.



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IEE – Focus on the 4 R’s



- Relationships:** School Connectedness
- Relevance:** Cultural Proficiency
- Rigor:** High Expectations & Access to Rigorous Curriculum
- Racial (& Economic) Justice:** Understanding the Impact of Institutionalized Racism (white privilege, internalized racism, etc.) on Students’ Learning and Achievement

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Talking in Class

A 3-day in school workshop for **high school and jr. high school students** that brings their voices into the conversation about equity and closing educational opportunity & achievement gaps.

Students explore:

- Achievement Data
- The 3 R's
- History of US Public Schools
- EI NO! (Internalized Racism)
- Targeting & Privilege

Students then:

- develop recommendations for closing the gaps and present their ideas to school and district leaders

Contact: Nayra Pacheco at npacheco@just-communities.org

Parent Involvement Through Dialogue & Action (PIDA)

An 18-hour series of **bilingual dialogue sessions that empowers a diverse group of parents/ guardians with knowledge about the achievement gap and tools and support to become leaders for equity in education.**



Contact: Andrea Medina at amedinaramirez@just-communities.org

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CommUnity Leadership Institute



- An eight-day residential program for high school-age youth focusing on social justice, leadership skills, and community activism
- July 30 – August 6, 2016
- Action Plan Presentations: 8/5/16, 3pm to 4:30pm @ Cate School, Carpinteria

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Safe Schools Program



"This was the single best professional development experience in my ten years as a teacher."

"We learned where we are stuck and where we are not. We gained more perspective on what is important and what is not. Now we are in a much better position to go back and do something."

- A 1-2 day workshop for PreK-12 educators
- Understand the root causes of sex & gender-based harassment, bullying, and violence;
- Develop a common language and framework for understanding and talking about the issues;
- Engage in problem solving and action planning designed to make schools safer for all students.

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Other Just Communities Services

- Customized Professional Development
- Consulting
- Strategic Thinking & Planning
- Coaching

For more information:

info@just-communities.org or 805.966.2063.

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