



# Learning and Leading: A Saturday Volunteer Program for Newcomers

**2016 EL Alliance Conference Session**

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## **Staff Presenters:**

Barbara Page, SNA Lead ELL Specialist  
Noelia Ruiz, SNA Lead Bilingual Facilitator  
Michelle Espada, SNA ELL Specialist  
Molly Anderson, SNA ELL Specialist  
Shawn Parker, SNA ELL Specialist  
Ana Bermúdez, SNA Bilingual Facilitator  
David Salgado, SNA Bilingual Facilitator

# Student and Volunteer Panelists



## Students

Alfredo Bravo Flores

Esmeralda Bravo Flores

Karime Esqueda Romero

Battol Saad

OmAlbanin Saad

Aisha Saleh

Chenxi (Ginny) Zhang

## Volunteers

Van Le

Raul Rodriguez Luna

Jaqueline Hernandez Perez

Antoni Lemus Perez

Paola Michi Quezada

Monika Monterrosas

Faiza Saleh

Yuan Zhang

# Session Agenda

- ★ **Brief introduction** to the program
- ★ **Newcomer and volunteer stories:** understanding the process of acculturation for newcomers
- ★ **Learning together:** interaction in our community of practice
- ★ **Leading by example:** the importance of school relationships and the cycle of success
- ★ **Moving forward:** implications and future plans
- ★ **Question and answer**

# Extending learning - Meadow Park's Saturday Newcomer Academy



Fourth year of  
pilot program  
to extend  
learning  
opportunities  
to our  
newcomer  
ELs.

[https://www.beaverton.k12.or.us/pillars/archive/Pages/Equity\\_June\\_2015.aspx](https://www.beaverton.k12.or.us/pillars/archive/Pages/Equity_June_2015.aspx)

# Our Stories

“Before my children came here, they didn’t really go to school. Then they were in classes where they didn’t understand what was going on. The Saturday Newcomer Academy helped them make progress and they started liking school more and more.”

“We never had a chance to finish school. That’s why this opportunity is so important to us.

---Saturday Newcomer Academy Parents

## From the research ...

“The findings in this report affirm the importance of understanding the ‘acculturative press,’ or the types of pressures exerted on immigrant students about how they should adapt to school.”

---Birman & Tran (2015)

# Our Stories

1. What is your name, grade and school? From where and at what age and grade did you enter US schools?
2. What schooling experiences did you have before you came here?
3. What was it like to enter a new country and school system?



# Learning Together





# Learning Together

When all of the kids are beginners, they feel more comfortable speaking English together, whether their native language is Arabic or Spanish or Somali. In a mainstream class with English speakers, beginners might feel hesitant to speak up even if they know the answer, but when they are all together at the same level, they have the courage to participate. They know they're all learning together.

---Nasr Mishalawi, SNA Parent

## From the research...

“A developmentally appropriate topic and task, a desire to express oneself, a supportive listener, a friendly and non-face-threatening environment in which to monitor one’s own output—these are likely ingredients of a task that is good for promoting progress in the target language.”

---Foster & Ohta (2005)

# Learning Together

1. How is the SNA set up and what kinds of activities do you do?
2. How has the SNA helped you with learning English?
3. What do you like about working together one-on-one?
4. How has the SNA helped you with getting used to a new country and school system?



## Leading by Example

“The volunteers encourage the students as much as they teach them. They’re role models of how to learn the language and succeed in a new country. Es como una cadena.”

--- José Bravo Rodríguez, SNA parent

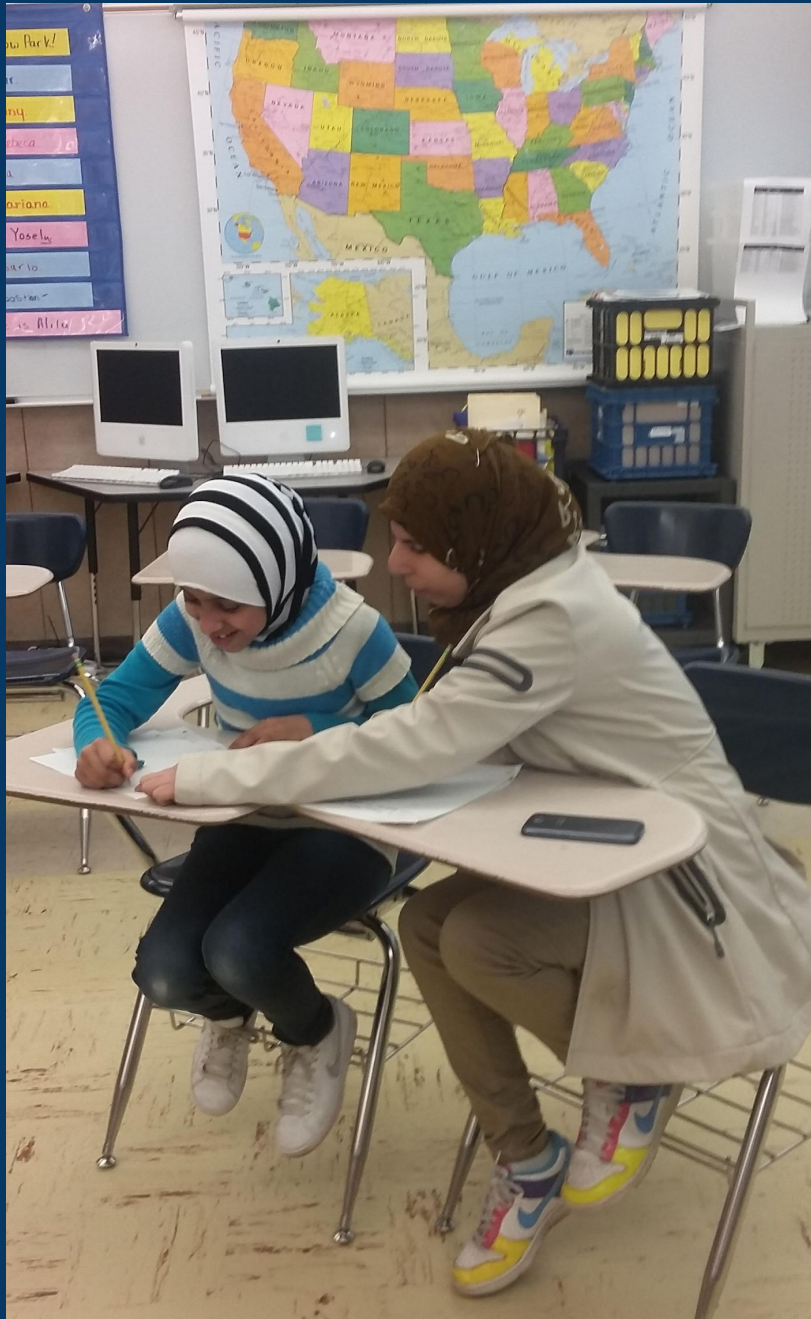
## From the research...

“Nurturing, supportive relationships are important for all students, but they are of particular importance for immigrant youth adjusting to a new country, a new language, and a new educational context. These youth are critically in need of caring role models, cultural interpreters, and academic guides.”

---Suárez-Orozco, Pimentel & Martin (2009)



# Leading by Example



In contrast to deficit views, our program capitalizes on the assets English learners bring to our school district: their knowledge of multiple languages, their experiences as global travelers, and their skills in navigating diverse social norms.



# Leading by Example

1. (Students) How do the volunteers help you?
2. Why do you volunteer? What do you find rewarding about the experience?
3. How do you think your own experiences as a language learner help you teach the newcomers?
4. How do your funds of knowledge as family interpreters and your bilingual/bicultural skills help you as a tutor?
5. How has your experience as a volunteer tutor benefited you academically? Do you feel you have more confidence or have grown in other ways?

# Moving Forward

“More needs to be done to provide adolescent English learners with opportunities to develop social networks that include academically engaged and English-proficient peers so that they can experience the sustained, linguistically rich interpersonal interactions that they need to use and learn academic English.”

---Carhill-Poza (2015)

# Moving Forward

- 1) How do you think educators could help newcomers in their schools and communities?
- 2) What are your hopes and plans for the future?

★ Audience Questions



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of the SNA!**



# Contact information

[Barbara\\_Page@beaverton.k12.or.us](mailto:Barbara_Page@beaverton.k12.or.us)

[Toshiko\\_Maurizio@beaverton.k12.or.us](mailto:Toshiko_Maurizio@beaverton.k12.or.us)

Slides will be posted after the conference

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