Enhancing Academic Experiences through Home Visits and Family Engagement

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Purpose of Training Series

Provide professional development and practical online tools that will support classroom teachers and other educators in:

• Conducting home visits as a means of:
  • Engaging the parents of English Language Learner (ELL) students to increase communication and collaboration and to seek their input in the evaluation and planning of the district’s English Language Development Program.
  • Gathering information about students’ funds of knowledge to integrate into classroom practices.

• Building on ELL students’ background knowledge as a means of strengthening connections between classroom content and the students’ cultural schemes to enhance academic progress and increase student engagement.

• Structuring classroom practices based on ELL students’ funds of knowledge.

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
## Background Experiences

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>K-12 TEACHING</th>
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<tbody>
<tr>
<td>Gig Harbor High School</td>
<td>Apache Junction High School, AZ</td>
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<tr>
<td>Western Washington University</td>
<td>◦ Spanish, ESL</td>
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<tr>
<td>◦ Spanish &amp; Anthropology</td>
<td><a href="#">Murphy School District, AZ</a></td>
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<tr>
<td><a href="#">Northern Arizona University</a></td>
<td>◦ 4\textsuperscript{th} – 7\textsuperscript{th} Summer Science</td>
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<tr>
<td>◦ Curriculum and Instruction</td>
<td>◦ 7\textsuperscript{th} Social Studies</td>
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<tr>
<td>Arizona State University</td>
<td>◦ 2\textsuperscript{nd} after school literacy (21\textsuperscript{st} Century)</td>
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<tr>
<td>◦ Sociocultural/Linguistic Anthropology</td>
<td><a href="#">Pasco School District, WA</a></td>
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<td>◦ 7\textsuperscript{th} Social Studies</td>
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<td>◦ 4\textsuperscript{th} Math/Science</td>
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Webinar Outline

1. Cultural Transmission
2. Review of Culture, Language, & Literacy
3. Conducting Home Visits
4. Identifying & Applying Funds of Knowledge in the classroom
WA State Language Policy

“English Language Learners will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.”

(Washington TBIP: Malagon & Chacon, 2009, p. 1)
What role do schools play in these processes?
Reframing Academic Language

- Academic Language
  - Oracy Skills
  - Literacy Skills
Academic Language of

Oracy Skills

Literacy Skills

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<thead>
<tr>
<th></th>
<th>Oracy</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td>Productive</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Receptive</td>
<td>Listening</td>
<td>Reading</td>
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School
Math
Social Studies
Science
Language Arts
Arts
Band
Soccer
etc.
Proficiencies across Language Contexts

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<tr>
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<tr>
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Language domains across contexts:

- School
- Shopping
- Cooking
- Sports
- Art
- etc.
Football Oracy & Literacy

Football Language

Oracy Skills

Literacy Skills

42 POWER

TE - (Onside) - Left, LB -- Block like counter sweep. Block a 7 tech. Vs. 2 man rule, block man on you.

RT - LS, On, LB -- Call "Eagle" if uncovered. Double team with TE if covered. If RG calls "Combo," double down and combo to backside LB.

RG - LS, On, LB -- Call "Combo" if covered and RT calls "Eagle." If Center calls "4" you have nose guard. If Center calls "4-Combo," bounce up to backside LB.

C - Left, On -- Call "4" if covered and blocking left. "4 Combo" vs 50 defense.

LG - Pull Right -- Block 1st LB to call.

LT - RS, LB -- Backside LB unless C calls "4-Combo."
### Oracy

<table>
<thead>
<tr>
<th><strong>Productive Skills</strong></th>
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<tbody>
<tr>
<td>commands</td>
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<td>quantities</td>
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<td>metric &amp; standard measurements</td>
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### Literacy

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<tr>
<th><strong>Recipe Genre</strong></th>
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<tr>
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<td>time</td>
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<td>temperature</td>
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<td>measurements and conversions</td>
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<td>calories</td>
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<td>visual literacy—diagrams</td>
<td>visual literacy—diagrams</td>
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</tbody>
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*Image: lentil, spinach, and feta enchiladas recipe.*

*Directions:*
1. Preheat Oven to 180°C/350°F.
2. Sauté Onion until clear, then add mushrooms and cook for further 2 minutes.
3. Add in lentils and Mexican spice and stir to combine.
4. Stir in the spinach and feta.
5. Spoon lentil mixture into tortillas and roll up side by side until the baking dish is full.
6. Pour the Tomato Basil Soup to coat the top.
7. Top with grated cheese and a bit more spice and bake until the cheese begins to brown (10 min).
Identifying Strengths to Enhance Academic Progress

Bridging Home Knowledge to the Classroom
Guiding Principles

1. Potential

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their native-English-speaking peers, “it is possible [for ELLs] to achieve the standards for college-and-career readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. Funds of Knowledge

ELLs’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities’ valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs since “the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text” (National Standards in Foreign Language Education Project, 2006, p. 37).

¹ Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.
Funds of knowledge refers to an individual’s historically accumulated set of abilities, strategies, experiences, and bodies of knowledge. (González et al., 2005; Vélez-Ibañez & Greenberg, 1992)

- Academic and personal background knowledge
- Accumulated life experiences
- Skills and knowledge used to navigate everyday social contexts
- World view(s) structured by broader historically situated sociocultural forces
Funds of Knowledge
Accumulation of life experiences, skills, and background knowledge

Economics
Geography
Politics
Agriculture
Sports
Technology

Religion
Language
History
Childcare
Art
Cooking

RUSSIAN FESTIVAL
Do you enjoy traditional ethnic homemade food?
Come try authentic Russian and Ukrainian food
Do you like folk dances?
Master class
Do you like learning new things?
Games and crafts for kids and adults
Do you like to learn about other cultures?
Traditional art, music, costumes
Do you enjoy making a difference and help others?
All donated funds will support St. John Orthodox Church

FREE ADMISSION!
EVERYONE WELCOME!
Please join us!
October 16
10 am - 4 pm
St. John Orthodox Church
283 Linda Road
Kamovich, Washington
Why HOME VISITS?

• Parent engagement (vs. involvement)
• Strengthening relationships
• Academic motivation and investment
• Depth of understanding
• Perspective

I completed my first home visit and it was such a success! The parents and student were excited to have me over and seemed at such ease while I was there. The student shared how comfortable she feels in my classroom and has put in more effort in daily work this week. She is even taking on the role of a natural leader who helps keep her group on task…
3 Phases of Conducting Home Visits

Phase 1: Before the Visit

- Inquire about administrative policy on home visits.
- Find school or community assistance with translation of documents or phone calls.
- Send letters home with all students describing purpose of home visits.
- Talk to parents about home visits in person when informal occasions arise.
- Set up visits according to appropriate days/time for the family.
- Research culturally appropriate etiquette for visits.
- Collect home visit props (work samples, photographs, games, food, etc.).
- Compile a list of community resources that might be useful to the family.
Phase 2: During the Visit

- When introducing yourself, let the family know what name they can use with you (e.g., Ms./Mr. Xyz or by first name).

- Greet everyone present, including young children.

- Accept refreshments, though provide information about allergies if you cannot consume something being offered.

- Discuss topics that aren’t related to school if possible—use your props as a prompt for conversation.

- Inquire about the family’s home, customs, children, etc.

- Take pictures if appropriate—start by asking if it is okay to get a photo of you and your student (include siblings, pets, friends, etc.).

- Mention to parents that you enjoy having parents visit your class and extend an invitation if they seem interested.
Phase 3: After the Visit

- Record details of visit and develop a “funds of knowledge” list.
- Share your experiences with faculty and administrators.
- Send a “thank you” note home with the student, include photographs of the visit.
- Post photographs in classroom on a “home visit wall” for other students and faculty to see (after getting permission from student).
- Contact other parents about visits, especially those who know the families you have already visited.
- Maintain informal communication: e.g., send a personal note home to one family per week, or drop by the families’ homes periodically for brief greetings.
- Invite an administrator and/or colleague to accompany you on a subsequent visit.
- Offer to accompany a colleague on a home visit.
Questions/Comments?
# Identifying Funds of Knowledge during a Home Visit

<table>
<thead>
<tr>
<th>Funds of Knowledge</th>
<th>Home/Community Practices</th>
<th>Classroom Application</th>
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<tbody>
<tr>
<td>Economics</td>
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<td>Geography</td>
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<td>Agriculture</td>
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<td>Technology</td>
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<td>Religion</td>
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<td>Language</td>
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<td>Health</td>
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<td>Art</td>
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<td>Cooking</td>
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<td>Entertainment</td>
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## Applying Funds of Knowledge

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<th>Funds of Knowledge</th>
<th>Home/Community Practices</th>
<th>Classroom Application</th>
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<tr>
<td><strong>Sports</strong></td>
<td>Jose is a very active athlete since he was a child. He told me about how his dad and uncles played baseball but he did not like it because he thought the ball came too fast. So, he decided to play soccer and to this day, he continues to play for the Pasco League. Jose also was an amateur boxer for the Columbia Basin Boxing Club. He retired with a 10-0 record and was able to meet one of the greatest boxers, Roberto “Mano De Piedra” Duran. Esmeralda also loves sports. She talked to me about how tough she is on Toni when he is playing soccer and is an avid Seattle Seahawks Fan.</td>
<td>Soccer is a very popular sport and I would use this sport as part of mathematic story problems. I could also even start a soccer club at a school, where Jose has even said that he would be willing to become a coach wherever he is needed.</td>
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<tr>
<td>Funds of Knowledge</td>
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<td>Classroom Application</td>
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<tr>
<td><strong>Religion</strong></td>
<td>Both Esmeralda and Jose are very religious. Their living room is filled with about 3 <em>Virgen de Guadalupe</em> statues/frames and has a few candles with different saints. They spoke about the importance of their Catholic faith and how they are preparing Toni to do his <em>Primera Comunión.</em></td>
<td>Although religion is a very sensitive topic in the K-12 education system, there is a way to integrate religions by talking about celebrations. Many Catholics in Mexico celebrate <em>Día de los Muertos,</em> which is a holiday that is widely celebrated in American public schools.</td>
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<tr>
<td>Funds of Knowledge</td>
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<td>Classroom Application</td>
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<tr>
<td>Entertainment &amp; Art</td>
<td>I was very intrigued by what entertainment Jose and Esmeralda like. José is the former lead vocalist for his group, <em>Grupo Masivo</em>. He sings any genre (corridos, cumbias, regional) known to the Mexican community. His group would perform in quinceañeras, weddings and he’s also performed at the Cinco de Mayo event in Pasco. He decided to step back from his group and rather focus his time on family.</td>
<td>I would like to incorporate music into my classroom. Although music is part of the school’s specials, I can incorporate music as a way to better learn content covered in the class. Musically talented parents, like Jose, can also be invited to come share a song that is related to content areas.</td>
</tr>
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</table>
Using Home Visits to Increase Academic Motivation and “Investment”
(Norton, 1995)

Ceasar
Lesson 1: Language Arts

- Student selected topic (automobiles)
- Student designed project (expository report)
- Student facilitated research topics
- Student guided note taking
- Student centered assessment of projects
Lesson 2: Science
Nileya & Marlene

[Handwritten notes on a piece of paper discussing Mexico, its president, the economy, and other cultural aspects.]

[Photos of Nileya and Marlene with their families and friends.]
Home Visit
Cooking Lessons
Home/Community Visit: Sharing Family Moments on the Ranch
Home/Community Visit: Flea Market Visit
Home/Community Visit: Family Restaurant
Funds of Knowledge Lesson Plan

Teacher Candidates: Alma Nicacio, Andrew Low
Cooperating Teacher: Angela Vargas
School District: Pasco
University Supervisor: Sarah Newcomer
Unit / Subject: Symbolism / Writing

Lesson Title / Focus: Constructing Meaning from Symbols
Date of Lesson:
Date of Plan Submission:
Grade: 3rd Grade
School: Longfellow Elementary

I. Learning Standards and Objectives

Common Core State Standards:
RL.3.7
- Explain how specific aspects of illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RJ.3.7
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
W.3.5
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Content Objectives:
I will be able to interpret from my own perspective of what an image symbolizes by using my own experiences to make connections to images and I will be able to express my thoughts in writing or drawings.

Language Objectives:
I will be able to orally share my thoughts about the symbolism of images by talking with my classmates.

Pictures:
Bringing Home to School: Standard & Metric Measurements

CCSS.MATH.CONTENT.4.MD.A.1
Scenario #1: Celia

Celia was born in Huehuetenango, Guatemala. Her parents are native K’iche’ speakers, but use mostly Spanish when speaking to her. Celia moved to the US when she was 3 years old. In the last 11 years, her family has moved 6 times and worked for multiple farming employers. She has lived (chronologically) in Guatemala, Yakima, Wenatchee, Sacramento, Salt Lake City, Eugene, and Pasco. Celia wears brightly colored bracelets with "Guatemala" embroidered on them and small crosses on the sides. She loves music and can be heard singing a variety of songs in Spanish and English. You often notice her joking with students about "funny" words in Spanish, hearing them compare Mexican and Guatemalan terms.
Celia’s Funds of Knowledge:

- Geography
- History
- Mathematics
- Art
- Music
- Linguistics
- Agriculture
- Civics
- ????
Scenario #2: Abdi & Anan

Abdi and Anan are brothers and live in Kennewick with their uncle, aunt, and 4 younger cousins. Abdi is in 8th grade and Anan is in 6th grade. They are refugees from Somalia who were settled in Kennewick 4 years ago by World Relief refugee relocation center. They are devout Muslims, love playing soccer, and go fishing every chance they get. Their uncle is an auto mechanic and has a part time job fixing up cars on the weekend in their driveway. The boys often help by fetching tools and putting parts back together for their uncle.
Abdi & Anan’s Funds of Knowledge

- Geography
- Politics
- History
- Sports
- Biology
- Engineering
- Religion
- Linguistics
- ????
Overcoming Anxieties


Post Home Visit Testimony, Elementary Teacher

I definitely think that everyone should get to experience conducting a home visit. It has been one of the most rewarding things I have done. I would recommend to a colleague to not be afraid of doing a home visit. Through a home visit you will truly get to appreciate what students go through every single day at home. Have an open mind and an open heart.
Advocating for equity takes…

- Recognizing our own ethnocentrism, biases, and positions of power
- Taking different (and possibly more difficult) routes to engage language minority students and families
- Creating educational environments that integrate community experiences
- Making education relevant by building on students’ funds of knowledge
- Strengthening relationships and ensuring high standards

Perspective

Pedro Noguera:
https://www.youtube.com/watch?v=wiEKs01Iho
Questions/Comments?
Professional Development

School district board of directors duties

**WAC 392-160-010**

(3) Shall provide professional development training for administrators, teachers, counselors, and other staff on bilingual program models, and/or district's alternative instructional program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students.
Family Engagement

"Each LEA using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet."

Title III Non-regulatory Guidance

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
How can Title III support this work in my district?

- **Professional development costs** (trainer, coaching, stipends or extra hours to attend training, substitute teachers, collaboration time, travel, training supplies)

- **Home visits with families of Title III-eligible students** (extra hours or stipend for classroom teachers to conduct home visits, mileage, interpreter if needed)
Upcoming Webinars, Archived Webinars, and Upcoming Trainings

Upcoming trainings are posted on:
http://www.k12.wa.us/MigrantBilingual/Training.aspx

**Content-Based and Sheltered Instruction: Components for Success**
Register Now!: https://attendee.gotowebinar.com/register/8158937395699819522
June 5, 2015, at 10:00 AM

This one-hour webinar will highlight essential components for successful implementation of a Content-Based or Sheltered Instructional program.
Presenter: Dr. Joan Nelson

Alyssa.Westall@k12.wa.us  –  360-725-4476  –  Program Supervisor, Bilingual Education
Upcoming Webinars: To be scheduled soon

**Academic Language: Important for ALL, Essential for ELLs**
Participants will gain a theoretical understanding of the dimensions of academic language and instructional implications for ELLs, including the role that language register plays in the classroom.

**Academic Language: From Paper to Practice**
Participants will a) be familiar with specific strategies for incorporating academic language in plans for student learning; and b) be able to use ELP standards as a tool for academic language instruction for ELLs in mainstream classrooms.

_Alyssa.Westall@k12.wa.us_ – 360-725-4476 – Program Supervisor, Bilingual Education
State-sponsored August Trainings

Full day, in Eastern and Western Washington:

- Funds of Knowledge and Home Visits
- Academic Language
- English Language Proficiency Standards

Does your district have a training space that can accommodate 60+ people comfortably at tables? Would you like to host one of these trainings? If so, please contact Terrie.Beckman@k12.wa.us (360-725-6147).

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
Thank you!

- I will email responses to any unanswered questions/comments from the chat box.
- Any further questions/comments can be emailed to me.

**Eric J. Johnson, Ph.D.**
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