

## Connecting Multilingual Learners in the Wake of the Great Disconnect

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### What's shackling you?

**Circle things that could be holding you back from evolving into your best self. Keep in mind that the very things that moved you forward may now be ready for an upgrade!**

Mindset

Misunderstanding

Video Games

False Beliefs

Emotional Pain

Anxiety

Conditioning

Poor coping skills

Neglect/Abuse

Relationships

Stagnation

Social status

Habits

Corruption

Being spoiled

Policies

Fear/Doubt

Chaos

Group Norms

Toxic People

Unrealistic Expectations

Negativity

Opinions

Feeling Excluded

Bureaucracy

Being undervalued

Past Failures

Status Quo

Overwhelm

Media

Missing skills

Insufficient support

Politics

Trauma

Perceptions

Lack of self awareness

Blindspots

Peer Pressure

What You're Reading/  
Not Reading

Stubbornness

Low Self Esteem

Other:

**Reflection:** What's resonating with you?

What warrants further examination from a different perspective?

Things that may be shackling my team/teachers:

Things that may be shackling my students:

**Influences on Youth Over Time:**

MI State University (1950–90), Visionary Leaders Institute (2020)

1950	Home	Church	School	Peers	TV
1980	Home	Peers	TV	School	Church
1990	Peers	TV	Home / Media	School	Church
2020	Video Games	Internet	Computers	Movies	TV

**Law of Influence:** “The 21 Irrefutable Laws of Leadership” by John Maxwell  
**The true measure of leadership is the level of influence one has over others, as opposed to their rank or position.**

Influence  $\neq$  Authority

Leadership  $\neq$  Management

A manager is a person with authority who maintains smooth operations.

A leader is someone whose life and character inspire change and move people to freely follow them.

Leaders are influencers!

**Reflection:** Why can our current situation be characterized as a LEADERSHIP CRISIS?

The key to radically transform the school experience for teachers and students is a radical shift from classroom management to Classroom \_\_\_\_\_.

Transformation Equation:

Information + decision + \_\_\_\_\_ = transformation

Take action to get some traction!

**Principles and Practices to Transform Classroom Managers into Classroom Leaders:**

### 1) Maslow before Bloom!

Serotonin and dopamine are the "ON switches" for all intelligence centers of the brain! How can we create an environment in which every learner is positioned to activate their genius zones?

**Maslow before Bloom, cont. . . .**

- Rules, Operating Systems, Behaviors must be \_\_\_\_\_ taught.
  
- Give teachers systems for predicting, \_\_\_\_\_, and leveraging inappropriate behaviors to maximize instructional time.
  
- Support teachers with techniques to maintain \_\_\_\_\_ and self control at all times.
  
- Offer training on \_\_\_\_\_ skills to equip teachers to connect with students in such a way as to increase their influence, and teach students to connect with one another.
  
- Build awareness so teachers can create and implement classroom \_\_\_\_\_ that cultivate interpersonal & intrapersonal skills that promote connection, such as:
  - Valuing themselves
  - Valuing others
  - Developing a mindset of adding value to others
  - Listening to understand
  - Disagreeing respectfully
  - Recognizing our common human needs, desires, struggles
  - Identifying & navigating through emotions
  - Communicating to connect rather than to be right, dominate, look good, correct, manipulate, etc.

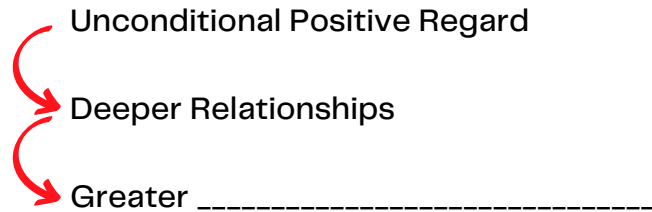
A **Classroom Leadership approach** requires a leadership \_\_\_\_\_

and \_\_\_\_\_ to create a community in which every student feels valued, connected, encouraged by their circumstances, and positioned to thrive.

**Reflection:** How can a "Maslow Before Bloom" approach benefit MLs in their journey towards acculturation, language acquisition, growth in content knowledge, social/emotional well-being, valuing their L1 and culture of origin?

**2) Classroom Leaders embrace & master Unconditional Positive Regard:**

Accepting another human being without judgement; respectful caring without \_\_\_\_\_  
\_\_\_\_\_



See everyone as a \_\_\_\_\_!

Non-\_\_\_\_\_ praise is a hallmark of Unconditional Positive Regard. As Classroom Leaders, EL Teachers recognize the linguistic and cultural assets MLs bring to their studies and communicate this verbally, nonverbally and through instructional design.

Effort-based praise & behavior-based praise are evidenced-based strategies to reinforce positive behaviors, but **non-contingent praise** is the most powerful for contributing to a strong identity, sense of self-esteem & connecting with students. (Maslow before Bloom!)  
Examples of Non-contingent Praise:

**Reflection:** How can non-contingent praise contribute to the success of MLs?

How can it benefit your colleagues? What non-contingent praise you will offer someone today?

**Law of Buy-in:** “The 21 Irrefutable Laws of Leadership” by John Maxwell  
**People buy into the leader BEFORE they buy into the vision, content, expectations, etc.**

We have to buy into \_\_\_\_\_ BEFORE they buy into \_\_\_\_\_

**Reflection:**

Remember a time when someone did or did not buy into you. How was that message communicated to you? What impact did it have on you?

Do you buy into the people in your sphere of influence? How do you communicate that you believe in them? How can you improve in this area?

**3)** Each person makes sense of the world by perceiving and interpreting experiences, and making observations, thus forming MENTAL \_\_\_\_\_ of reality.

Classroom leaders acknowledge that they have the power to \_\_\_\_\_ mental models that allow connection, inspire growth, and establish a high MINIMUM \_\_\_\_\_ for the classroom community. This is a leadership skill!

**Reflection:** In our humanity, we can stubbornly cling to our **mental models** as "the one true reality" rather than one version of reality. What mental models do you have that may not be serving you or those in your sphere of influence well? How might you **raise the minimum standard** by looking at things from a fresh perspective and updating your mental model?

**4)** Classroom Leaders hold the \_\_\_\_\_ for their students / parents / colleagues when they loose sight.

**Law of Design:** "The 15 Invaluable Laws of Growth" by John Maxwell  
**Effective systems maximize growth!**

A System is a process for predictably achieving a desired result based on specific \_\_\_\_\_ practices.

Classroom Leaders **leverage effective** \_\_\_\_\_ to achieve extraordinary outcomes!

**Connecting Skills:**

- 5)** Classroom Leaders foster \_\_\_\_\_. They learn connecting practices & principles to better connect with students and teach students to connect with one another.
- 6)** Connecting instills trust and increases your \_\_\_\_\_.  
Classroom Leadership begins with valuing each person enough to connect with them!
- 7)** Connecting is the GAP-CLOSER! It closes the gap between language \_\_\_\_\_ and language acquisition.
- 8)** Connectors look for \_\_\_\_\_ ground. People connect on common ground.
- 9)** Classroom Leaders are \_\_\_\_\_. Valuing others and taking a genuine interest in them opens the door to being curious about them and learning more about them, bringing about deeper connection.
- 10)** Classroom Leaders ask \_\_\_\_\_ from the heart that reflect Unlimited Positive Regard (UPR). Questions asked without judgement and from a place of genuine curiosity increase a sense of connection because:
- They create space for meaningful and open conversation.
  - They communicate a high value on others and their ideas, experiences, and well-being.
  - They add depth to the relationship.
  - They invite everyone to participate.
  - They reveal and clarify false assumptions.
  - They cause people to think.
  - In a classroom setting they help build a sense of belonging and caring that lowers the affective filter, instills psychological safety, encourages risk-taking and language acquisition.
- 11)** Classroom Leaders harness the power of rich \_\_\_\_\_ experiences to foster a sense of connection.
- 12)** Classroom Leaders \_\_\_\_\_ students to embrace higher ideals.
- 13)** Classroom Leaders are intentional about creating a \_\_\_\_\_ of belonging, in which every student feels safe, valued, connected, and encouraged by their circumstances. All students are positioned to thrive!

**14)** Classroom Leaders adopt the perspective, “We are people of value who value people and \_\_\_\_\_ to them.”

**Reflection:** What does this perspective look like in action?

**15)** Classroom Leaders choose and use resources that encourage connection. Notes about 4 great possibilities by **Vista Higher Learning** that engage ELs in connecting to language, content, culture and one another:



**Get Ready!**

**Get Reading!**

**Connect (K-6)**

**Bridges (6-8)**

**16)** Classroom \_\_\_\_\_ INVESTS IN TEACHERS to HARNESS the POWER of HUMAN CONNECTION to create communities of learners who help one another continually develop into a better version of themselves. Classroom Leaders are equipped to use the full array of evidence-based strategies represented in the **Casals Framework** to cultivate a classroom dynamic and culture of belonging. Teachers AND students are empowered!

**17) True empowerment** happens when people feel:

a. \_\_\_\_\_ in their ability, AND

b. \_\_\_\_\_ by their circumstances, such that they are free to devote their talents to a purpose.



**Key Point:** Management is something you DO. Classroom Leadership is who you \_\_\_\_\_.

**16)** Classroom Leaders raise the minimum standard commensurate with their

Leadership \_\_\_\_\_.

**The Law of the Lid:** “The 21 Irrefutable Laws of Leadership” by John Maxwell  
**Leadership ability is the lid that determines a person’s level of effectiveness and impact.**

The lower an individual’s ability to lead, the \_\_\_\_\_ the lid on his/her potential.

The higher an individual’s ability to lead, the \_\_\_\_\_ the lid on his/her potential.

Leadership has a MULTIPLYING effect!

The greater impact we want to make, the greater our \_\_\_\_\_ must be!

**Reflection:** "The best way to change the world is in concentric circles: start with yourself and work your way out from there." James Clear

In your own words, what distinguishes classroom leadership from classroom management?

How can a Classroom Leadership Approach impact ML's school experience and your district outcomes?

How can being intentional about continually raising YOUR leadership lid affect your team and have a ripple effect on the teachers, students and families they serve?

How can raising the leadership lid of our teachers and school administrators impact the students and families we serve?

**Law of Intention:** “The 15 Invaluable Laws of Growth” by John Maxwell  
**Growth doesn’t just happen. We have to be intentional!**

Growth compounds and accelerates as you remain intentional about it.

Remember the Transformation Equation!

Information  
Decision  
+ Action  
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TRANSFORMATION

**Reflection:**

On a scale of 1 -10, rate yourself on your willingness today to challenge and upgrade some of your beliefs, habits, ways of doing things? How will you move from simply deciding to taking action? What will that look like for you?

**Biggest Take-aways:**

1. Mindset Upgrade / Mental Model – What new ways of thinking are you adopting?
2. Show-up Shift – How will you show up differently in the world?
3. Superpower Upgrade – What new skill/strategy will you start using today?

**WHY NOT ME?**

**WHY NOT MY TEAM?**

**WHY NOT TODAY?**