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What does advocacy look like?



Cheryl Urow

Karen Beeman

Cheryl@TeachingForBiliteracy.com

Karen@TeachingForBiliteracy.com



THE CENTER

Planning for advocacy includes...

- Articulating your own beliefs, understandings, outlook – avoiding leakage
- Knowing the stakeholders and their beliefs, understandings, outlooks, concerns
- Determining the goal – long term, short term
- Creating opportunities for advocacy
- Outlining the message – for each stakeholder and for each forum



Articulating your own beliefs...



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- Assumption that dual language or a biliteracy program is a luxury program or a program only appropriate for certain students.

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- Biliteracy programs successfully serve a wide range of students that struggle in other programs, and is no more expensive than monolingual programs

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- Because of its unique goal of bilingualism and biliteracy, there are specific structures, strategies and methodologies that are critical to teaching for biliteracy.
- Effective and consistent implementation of the Bridge and Extension at the end of units of instruction gives students the skills to transfer their understandings across

languages.

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Teaching for Biliteracy

In no case did positive results from an English-only literacy program exceed those from a bilingual program. (Slavin & Cheung 2005)

- Escamilla, et. al., 2014

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- Use of the non-English in complex content-area instruction and as foundation for literacy is a time saver (*and **all** students can achieve academically through two languages in well-implemented programs*).
- Dual Language programs are highly effective programs for ELLs.
- Languages change and develop. Each community develops its own “standard” language. Students acquire additional languages more effectively when their home language is valued.

The academic standard language...

- ...the insistence on using **only** an academic standard may promote more linguistic insecurity and linguistic failure...(Luykx, 2000; Perez, 2009) (*My emphasis added*)
- Ofelia Garcia, in *Education, Multilingualism and Translanguaging in the 21st Century*.

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- And responding in the appropriate **forum**, and using a **message** that will **resonate**

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While the current research in the field...

- No, no, and no – research...

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- Well, if ELLs are in the gen ed classroom, teachers will have to slow down their teaching to accommodate their needs.

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Advocacy

- Stakeholders
- Goals
- Opportunities
- Message

