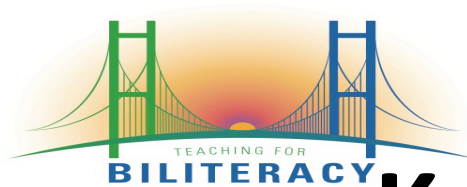


Tuesday, June 23, 2015

PART 3

What guides planning and decision-making for biliteracy?

Who is involved in biliteracy?



Cheryl Urow

Karen Beeman

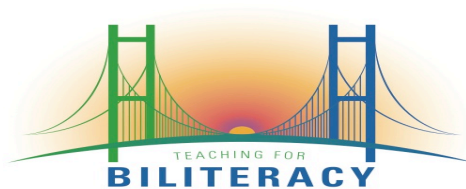
Cheryl@TeachingForBiliteracy.com

Karen@TeachingForBiliteracy.com



THE CENTER

The Three Premises for Teaching for Biliteracy



THE CENTER

Teaching for biliteracy is different than teaching for literacy



- **Teaching for Biliteracy: p. 5**
 - Skim: *Sociolinguistic Premises about Teaching for Biliteracy*



Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop literacy
- Spanish and English are governed by different linguistic rules and cultural norms

Teaching for biliteracy is different than teaching for monoliteracy because



- Spanish in the U.S. is a second language with...

IN ORDER TO TEACH FOR BILITERACY, WE MUST ADDRESS THE THREE PREMISES.

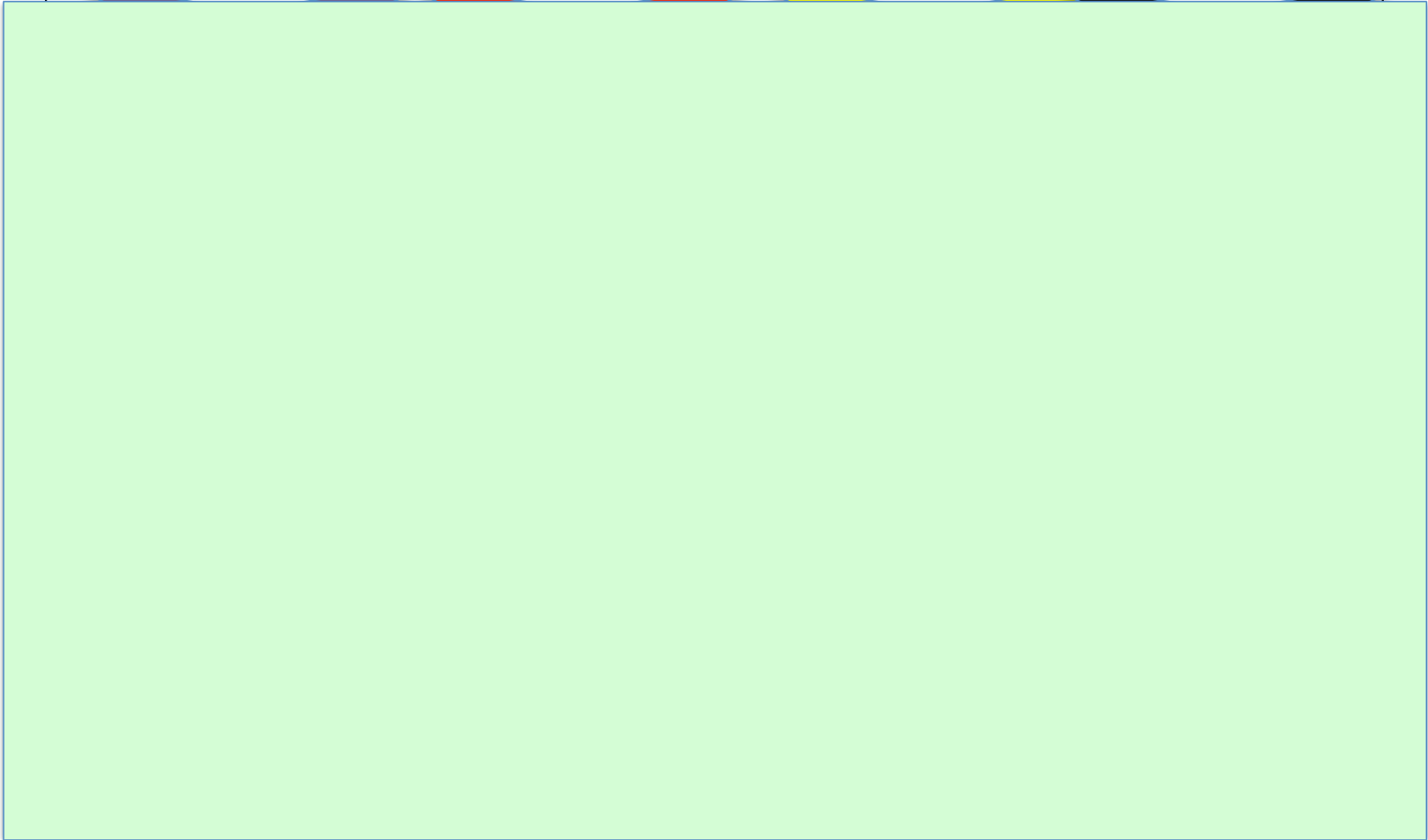
- ...their literacy
- Spanish and English are governed by different linguistic rules and cultural norms

Teaching for biliteracy is different than teaching for monoliteracy because...



- Spanish in the U.S. is a minority language within a majority culture; **therefore, we must elevate the status of Spanish.**
- Students use all the languages in their linguistic repertoire to develop literacy; **we therefore teach literacy in both English and Spanish, go from informal to formal language, and include the Bridge**
- Spanish and English are governed by different linguistic rules and cultural norms; **; therefore we teach “Spanish a la Spanish” and “English a la English.”**

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
---	---	---	---

Challenge activity: After you complete the sort, come up with an original exemplar for each premise/ category.

Teaching for biliteracy is different than teaching for monoliteracy because



- Teaching for biliteracy looks like the yesterday's sample because we recognize and understand the three sociolinguistic premises.

Biliteracy Premise 1 highlights the stratification of languages and language users in society.

Spanish is a minority language within a majority culture



Biliteracy Premise 1 highlights the stratification of languages and language users in society.

Spanish is a minority language within a majority culture.

This is evidenced by....



Biliteracy Premise 1 highlights the stratification of languages and language users in society.

Spanish is a minority language within a majority culture.

This is evidenced by....



Biliteracy Premise 1 highlights
stratification

language

Spanish

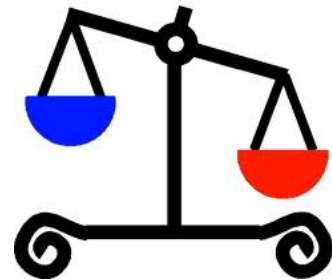
a major

**"When Mexico sends its people,
they're not sending their best.
They're bringing drugs. They're
bringing crime. They're rapists. And
some, I assume, are good people."
Donald Trump, June 18, 2015**

**ENGLISH
ONLY**



1. Spanish is a minority language within a majority culture...is evidenced by...

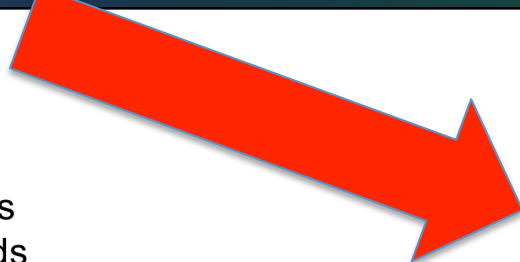
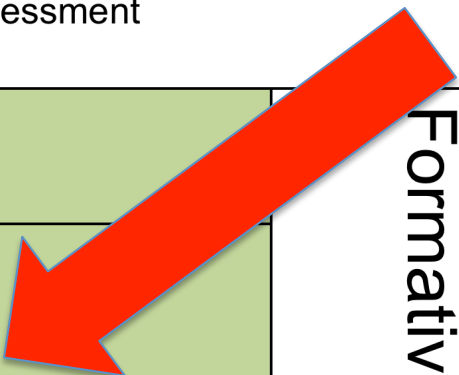


- Professional development in English, focused on English literacy development
- Limited time and resources for Spanish literacy development
- Assessment practices that prioritize English literacy and content area development

Because we recognize that Spanish is a minority language within a majority culture, teaching for biliteracy...



- Seeks to raise the status of Spanish
- Explicitly includes Spanish language objectives
- Respects the three linguistic spaces

Theme		Content Area and Content Big Idea(s) Language Arts Big Ideas	
Standards: • Content Area Standards • English Language Arts Standards • Spanish Language Arts Standards • English Language Development (Proficiency) Standards • Spanish Language Development (Proficiency) Standards		Content Area Targets Language Targets Summative Assessment	
Building Oracy and Background Knowledge • Interactive, hands-on activity • Vocabulary Development		  Formative Assessment	
Reading Comprehension • Guided Reading • Read aloud			• Readers' Workshop • Partner reading
Writing • Guided Writing • Writers' Workshop			
Word Study and Fluency • Decoding • Phonics			• Spelling
Summative Assessment			
Bridge • Metalinguistic Skills			
Extension Lesson or Activity			

In order to raise the status of Spanish...



If you speak Spanish...

If you don't speak Spanish...

Maintain Spanish during Spanish instruction

In order to raise the status of Spanish...



If you speak Spanish...

If you don't speak Spanish...

Maintain Spanish during Spanish instruction

Encourage bridging during English instruction

In order to raise the status of Spanish...



If you speak Spanish...	If you don't speak Spanish...
Maintain Spanish during Spanish instruction	Encourage bridging during English instruction
	Create blank cognate anchor charts and other metalinguistic anchor charts for the students to complete

Cognado

Características

Glosario

Narrar

Informar

Literatura

Cognate

Characteristics

Glossary

Literature

Narrate

~~Inform~~

Inform

Patrones del lenguaje:

Español	Inglés
-ción	-tion

Palabras que siguen el patrón:

<u>Español</u>	<u>Inglés</u>
revolución	revolution
rotación	rotation
estación	station
contaminación	contamination

español
-ción

very

Cognates

Opinion

meo

Giraffe

Physical Education

Coonados

Opinion

meo

Jirafa

&

Education Fis



Product: Pizza

Natural Resources

Capital

Pig
Cheese
Tomato
Garlic
Salt
Pineapple

Pan
Oven

Producers in the

✓ Chef-producing food
✓ clothes-maker Bo
accountant



In order to raise the status of Spanish...



If you speak Spanish...	If you don't speak Spanish...
Maintain Spanish during Spanish instruction	Encourage bridging during English instruction
	Create blank cognate anchor charts and other metalinguistic anchor charts for the students to complete
	Encourage parents to speak Spanish with their children

In order to raise the status of Spanish...



If you speak Spanish...	If you don't speak Spanish...
Maintain Spanish during Spanish instruction	Encourage bridging during English instruction
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In order to raise the status of Spanish...



If you speak Spanish...

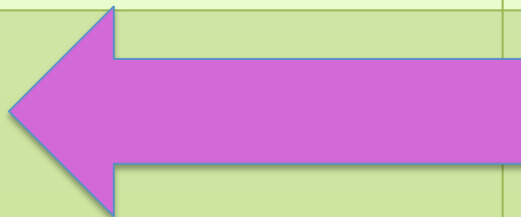
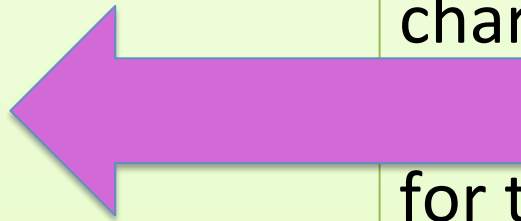
If you don't speak Spanish...

Maintain Spanish during Spanish instruction **p. 49**

Encourage bridging during English instruction

Create blank cognate anchor charts and other
bilingual anchor charts
for the students to complete

Encourage parents to speak Spanish with their children



In order to raise the status of Spanish...



If you speak Spanish...

If you don't speak Spanish...

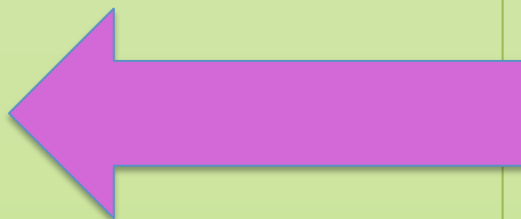
Maintain Spanish during Spanish instruction **p. 49**

Encourage bridging during English instruction

Explicitly plan for **both** teacher talk and student talk

Create blank cognate anchor charts and other metalinguistic anchor charts for the students to complete

Encourage parents to speak Spanish with their children



Biliteracy Premise 2 reflects a multilingual perspective on bilingual learners.

Students use all of their linguistic repertoire to develop literacy.



2. Students use all of their linguistic repertoire to develop literacy

If you speak Spanish...

If you don't speak Spanish...

Value, respect and build on the language the students bring into the classroom.

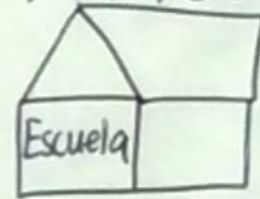


informal



rayar
munchito
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Crystal Ramos, Kennewick, WA.

Los regionalismos

el muchacho
(México)

el güila
(Costa Rica)

el patojo
(Guatemala)

el cabro
(Chile)

la quagua
(Puerto Rico)

la micro
(Chile)

el micro
(Perú)

el camión
(México)

la escuela media
(Chile)

el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE.UU.)

Arcaísmos españoles

<u>Español arcaico</u>	<u>Español actual</u>
------------------------	-----------------------

Ansina

Así

Pos

Pues

Naiden

Nadie

Muncho

Mucho

Haiga

Haya

2. Students use all of their linguistic repertoire to develop literacy

If you speak Spanish...

If you don't speak Spanish...

Value, respect and build on the language the students bring into the classroom.

Value, respect and build on all the linguistic resources the students bring into the classroom.



2. Students use all of their linguistic repertoire to develop literacy



If you speak Spanish...

If you don't speak Spanish...

Value, respect and build on the language the students bring into the classroom.

Value, respect and build on all the linguistic resources the students bring into the classroom.

Explicitly teach students about and how to mark code-switching.

2. Students use all of their linguistic repertoire to



If you speak Spanish...

Value, respect and build on the language the students bring into the classroom.

If you don't speak Spanish...

Value, respect and build on all the linguistic resources the students bring into the classroom.

Explicitly teach students about and how to mark code-switching.

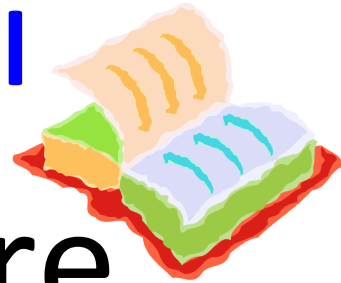
Teach for biliteracy: provide students with formal literacy development in both languages from the start

Biliteracy Premise 3 recognizes and highlights the linguistic and cultural similarities and differences of the languages.

Spanish and English are governed by distinct linguistic rules and cultural norms.



3. Spanish and English are governed by distinct linguistic rules and cultural norms.



- Spanish and English are distinct at the discourse level – pp. 10-14; p. 101-104

Please be sure to read before our March session.

Monolingual Discourse Patterns

English



Romance



Which discourse pattern?

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern?

- Era bella, elástica, con una piel tierna del color de pan y los ojos de almendras verdes, y tenía el cabello liso y negro y largo hasta la espalda, y una aura de antigüedad que lo mismo podía ser de Indonesia que de los Angeles. Estaba vestida con un gusto sutil: chaqueta de lince, blusa de seda natural con flores muy tenues, pantalones de lino crudo, y unos zapatos lineales del color de la buganvillas.

Which discourse pattern?

- El granero era muy grande. También era muy viejo. Olía a heno e a estiércol. Olía al sudor de caballos fatigados y al maravilloso aliento dulzor de las pacientes vacas. Era un olor que daba paz, como si nada malo pudiera volver a suceder en el mundo. Olía a grano y al cuero de arneses y a la grasa de los ejes de los carros y a la goma de las botas. Y siempre que le daban a un gato una cabeza de pescado, todo el granero olía a pescado.

Which discourse pattern?

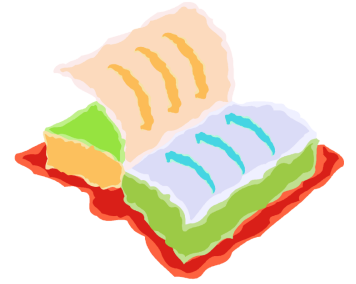
p. 103



La clorofila – que es una sustancia orgánica – capta la energía solar (luz), la luz provoca la ruptura de la molécula de agua, es decir se rompe el enlace químico que une el hidrógeno con el oxígeno.

Chlorophyll is the molecule that absorbs sunlight and uses its energy to synthesize carbohydrates from CO₂ and water.

3. Spanish and English are governed by distinct linguistic rules and cultural norms.



- Spanish and English are distinct at the discourse level – pp. 10-14; p. 101-104
- Spanish and English are distinct at the word level –
- p. 101, Chapter 9: pp. 118-119

3. Spanish and English are governed by distinct linguistic rules and cultural norms.

Spanish

- Shallow orthography
- Regular vowels
- Letter sounds are more important than letter names.

English

- Deep orthography
- Irregular vowels
- Letter names are so important that they are tested.

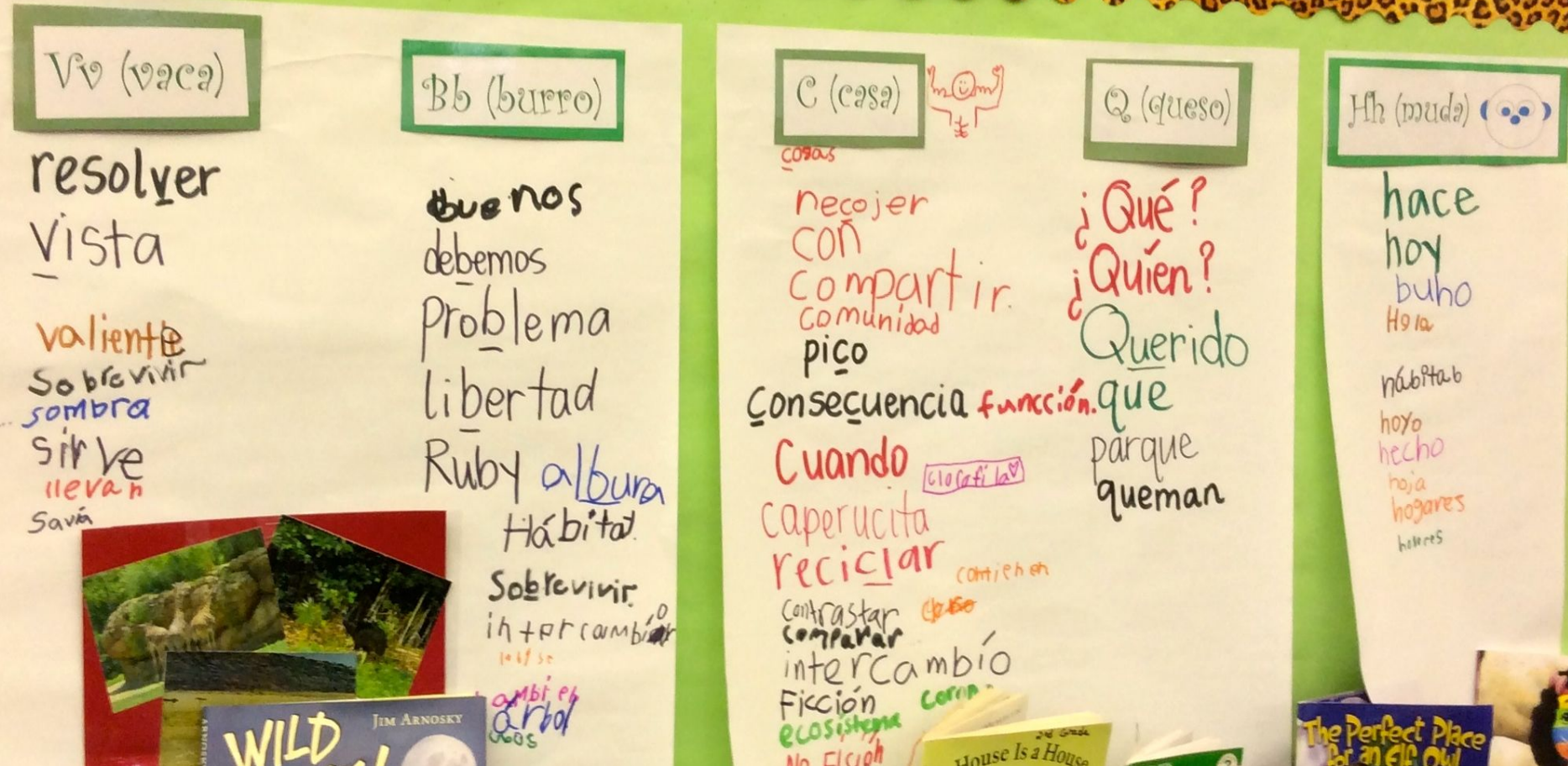
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If you speak Spanish...

If you don't speak Spanish...

Take advantage of literacy strategies that reflect the structure of the language.

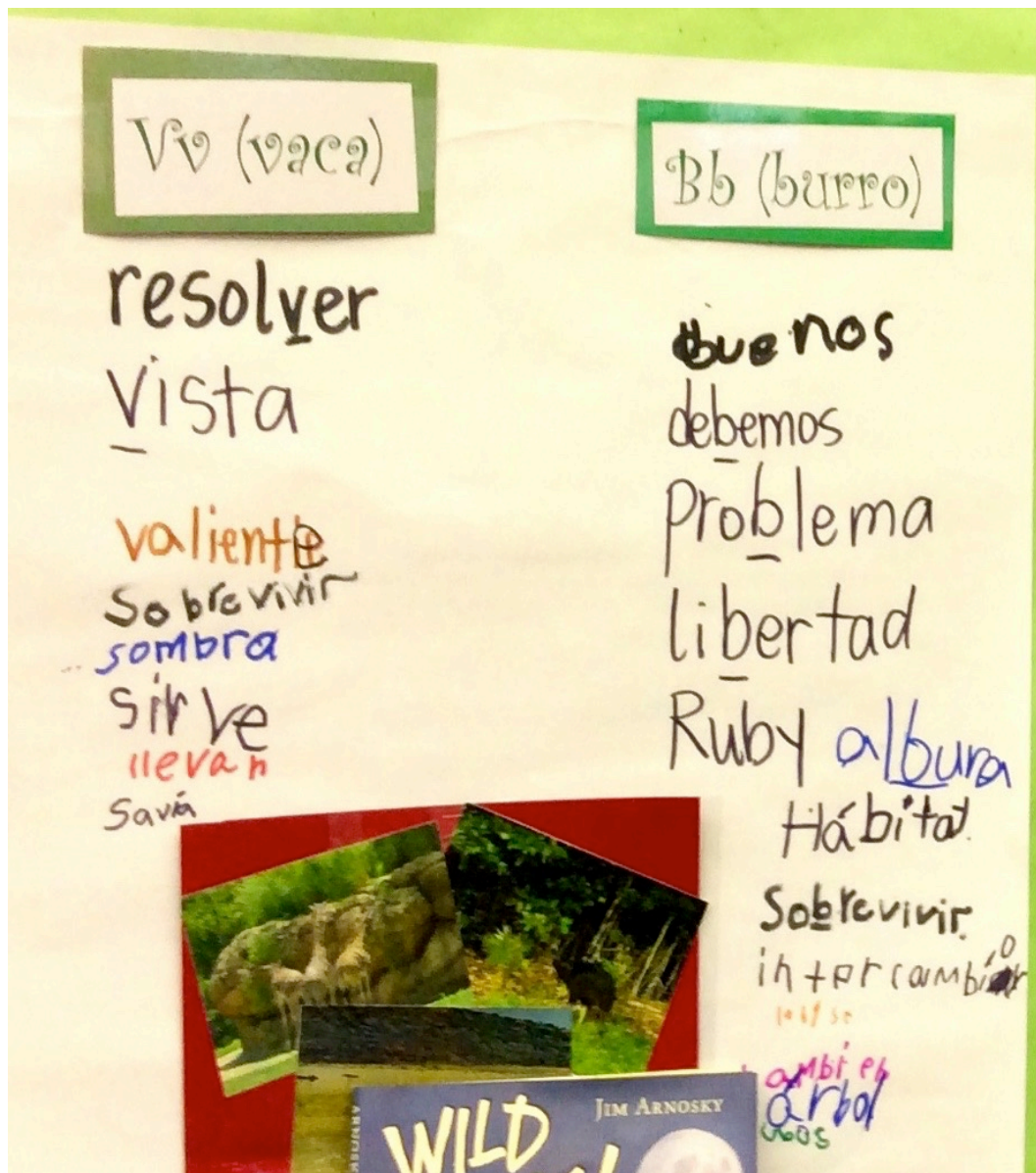
Word Walls Reflect the Internal Structure of the Language



Crystal Ramos, Kennewick, WA.

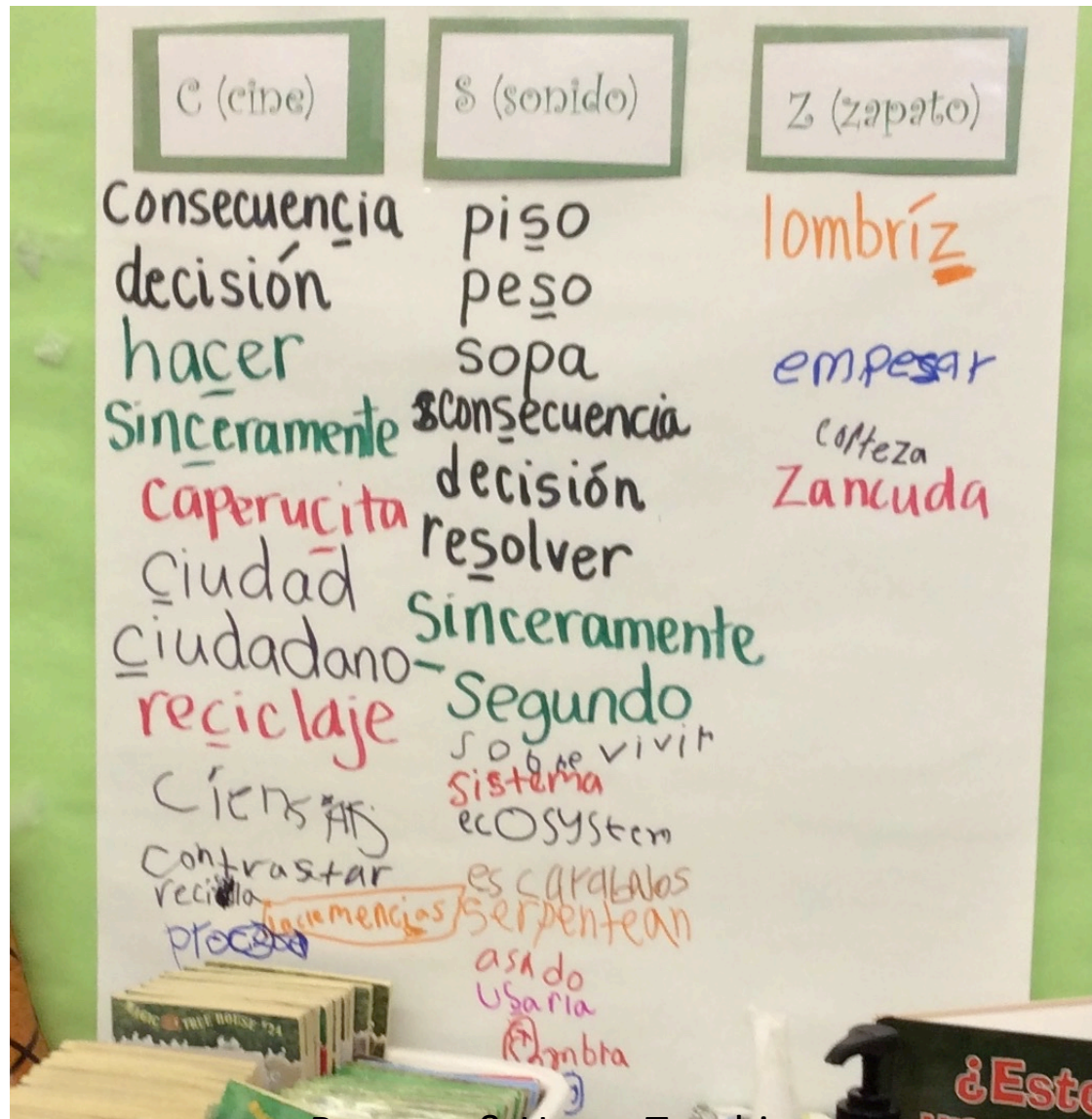
for Biliteracy SL 2015

La “b” y la “v”



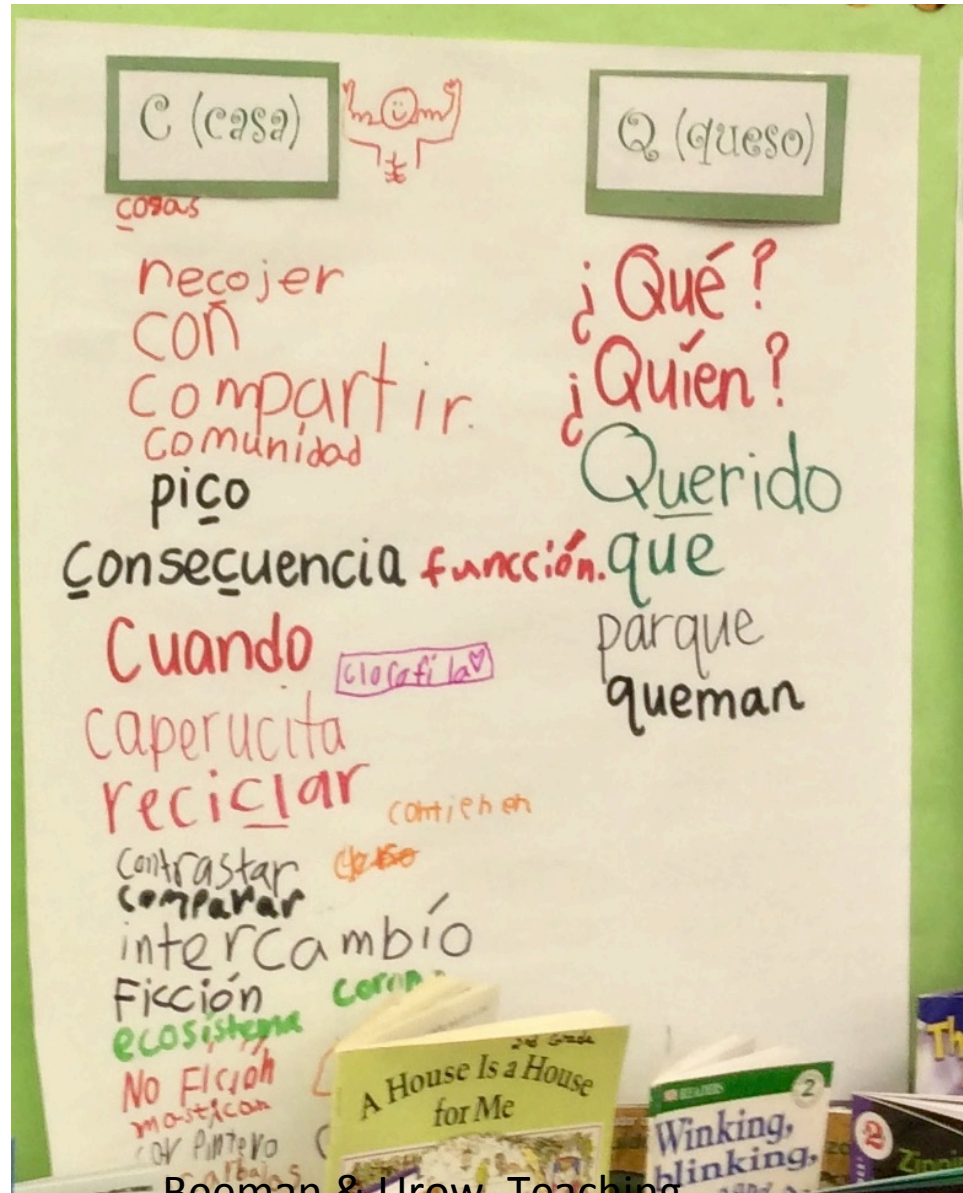
Crystal Ramos
Kennewick, WA

C, S, Z



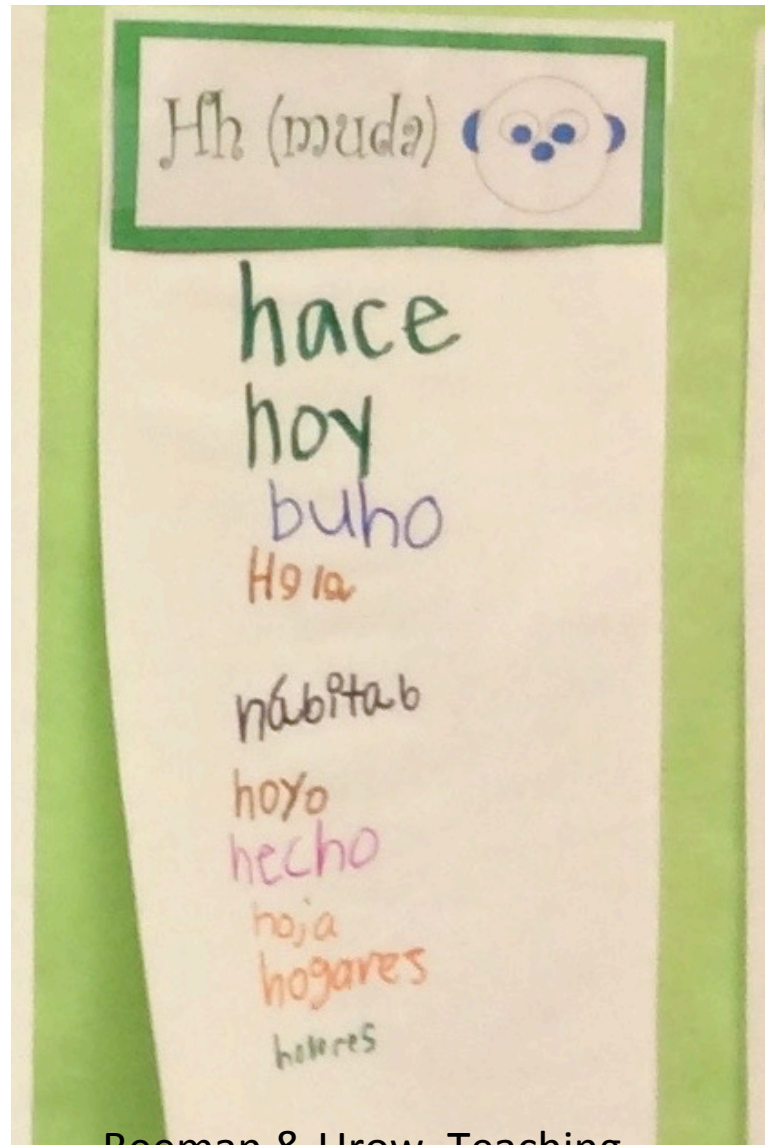
Crystal Ramos
Kennewick, WA

C y Q (K)



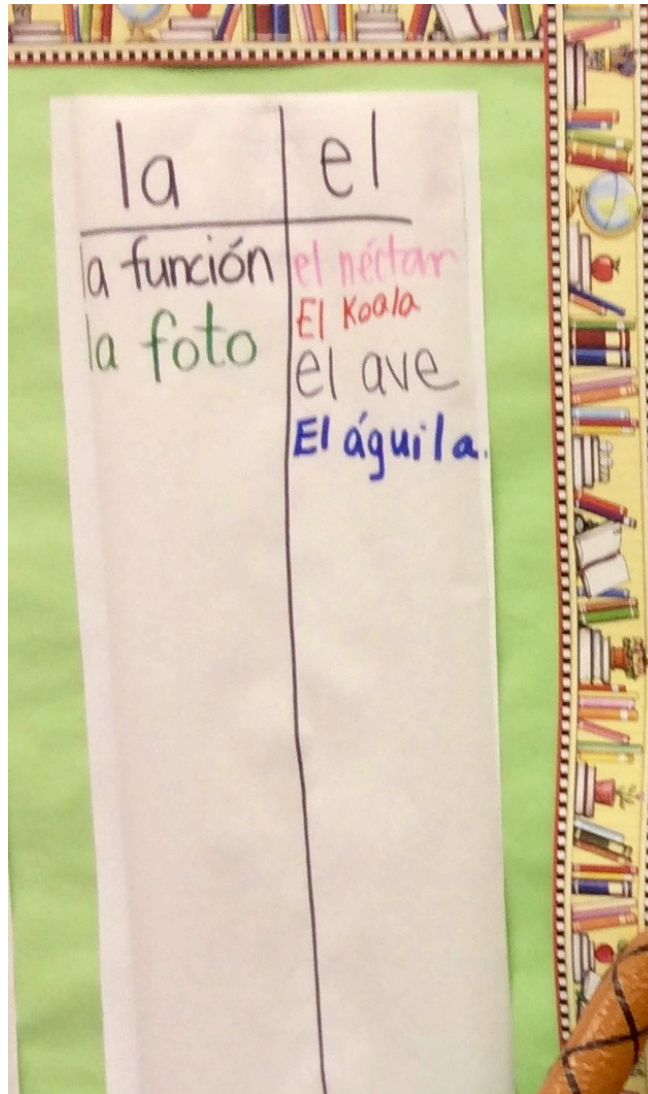
Crystal Ramos
Kennewick, WA

H Muda



Crystal Ramos
Kennewick, WA

La y El (Las y Los)

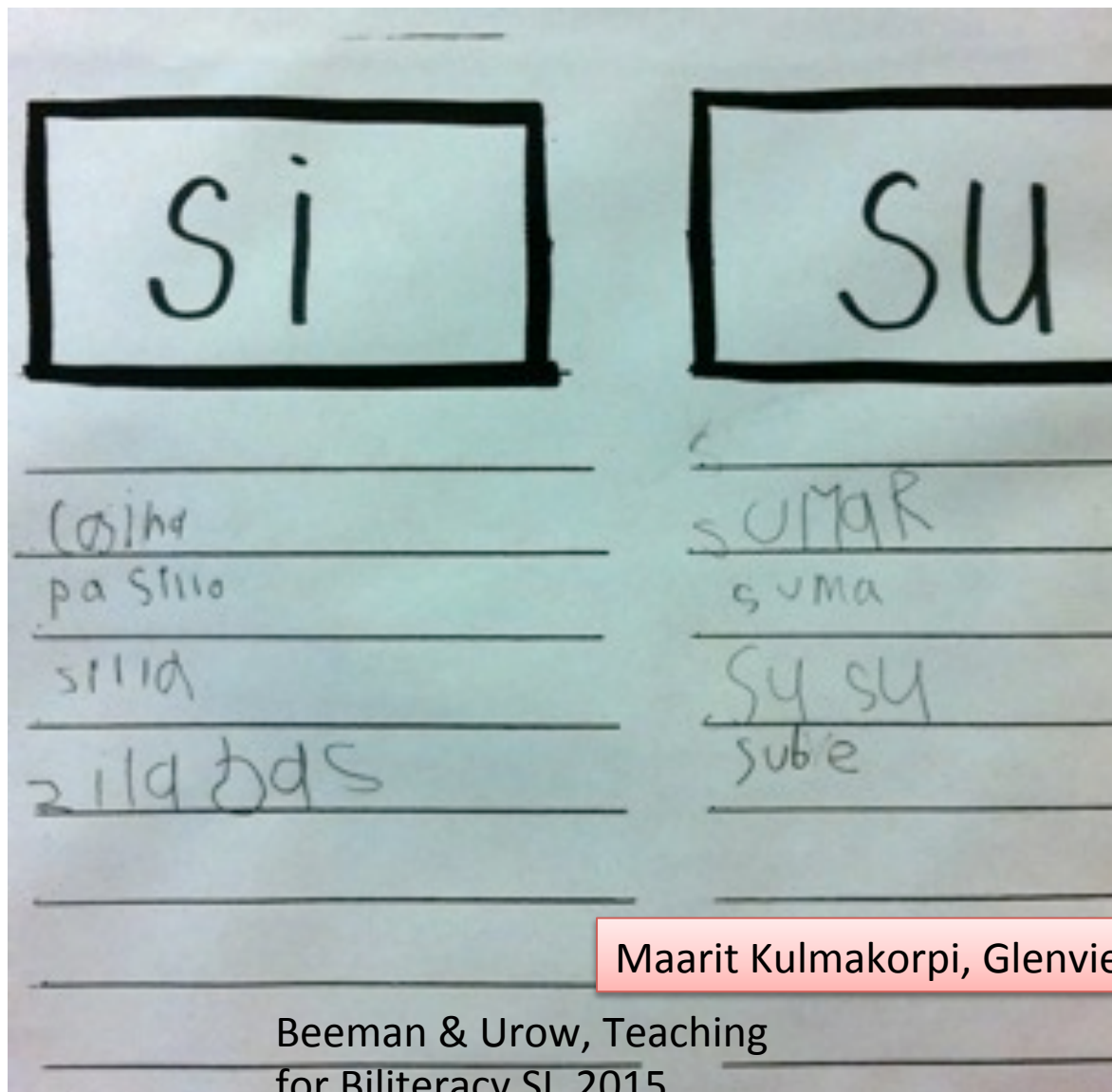


A handwritten chart on a piece of paper, divided into two columns by a vertical line. The left column is headed 'la' and the right column is headed 'el'. Below the header, the left column contains 'la función' and 'la foto'. The right column contains 'el néctar', 'El koala', 'el ave', and 'El águila'. The paper is placed on a green background, and a decorative border with book illustrations is visible on the right side.

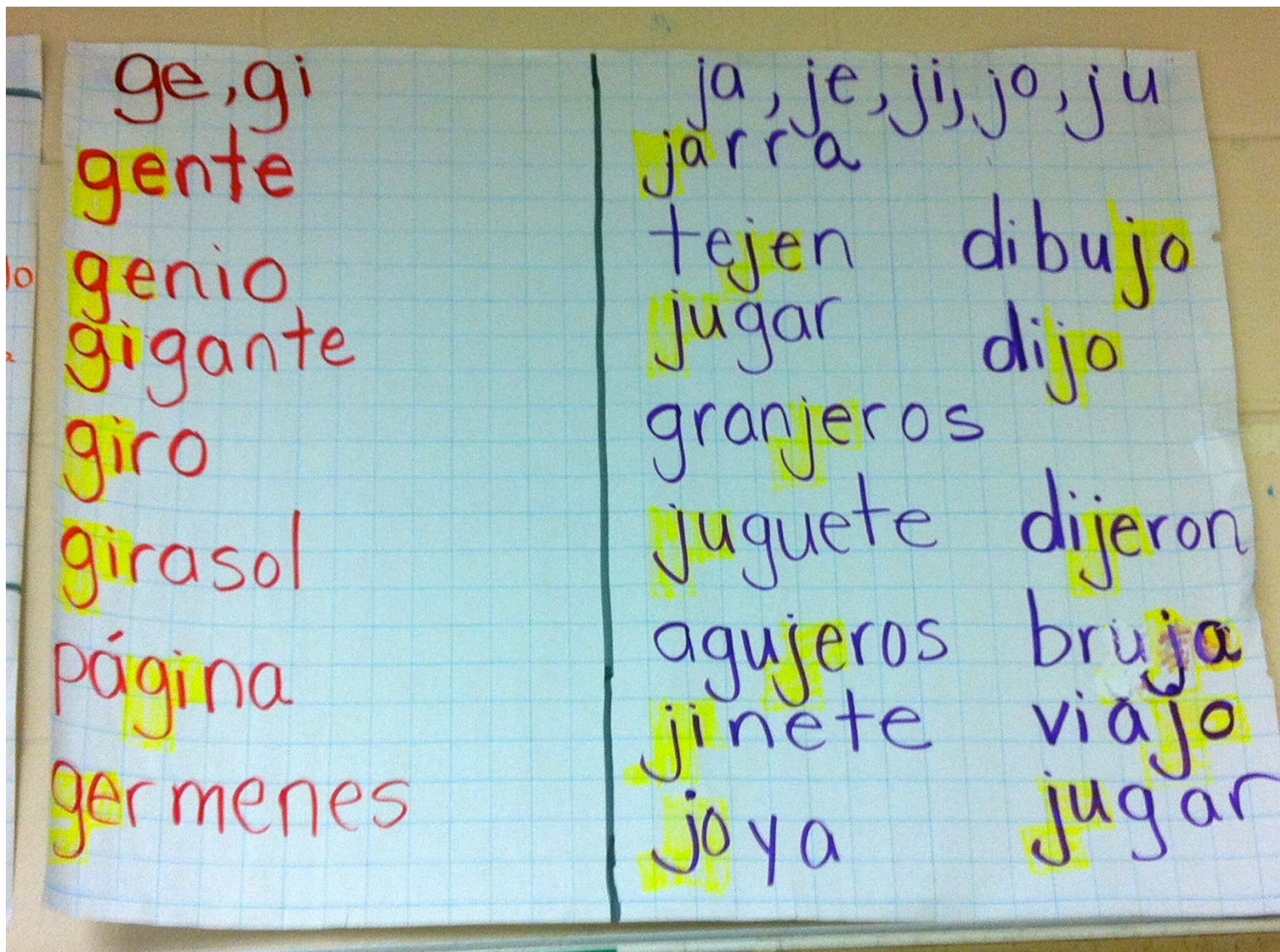
la	el
la función	el néctar
la foto	El koala
	el ave
	El águila

Crystal Ramos
Kennewick, WA

Sílabas

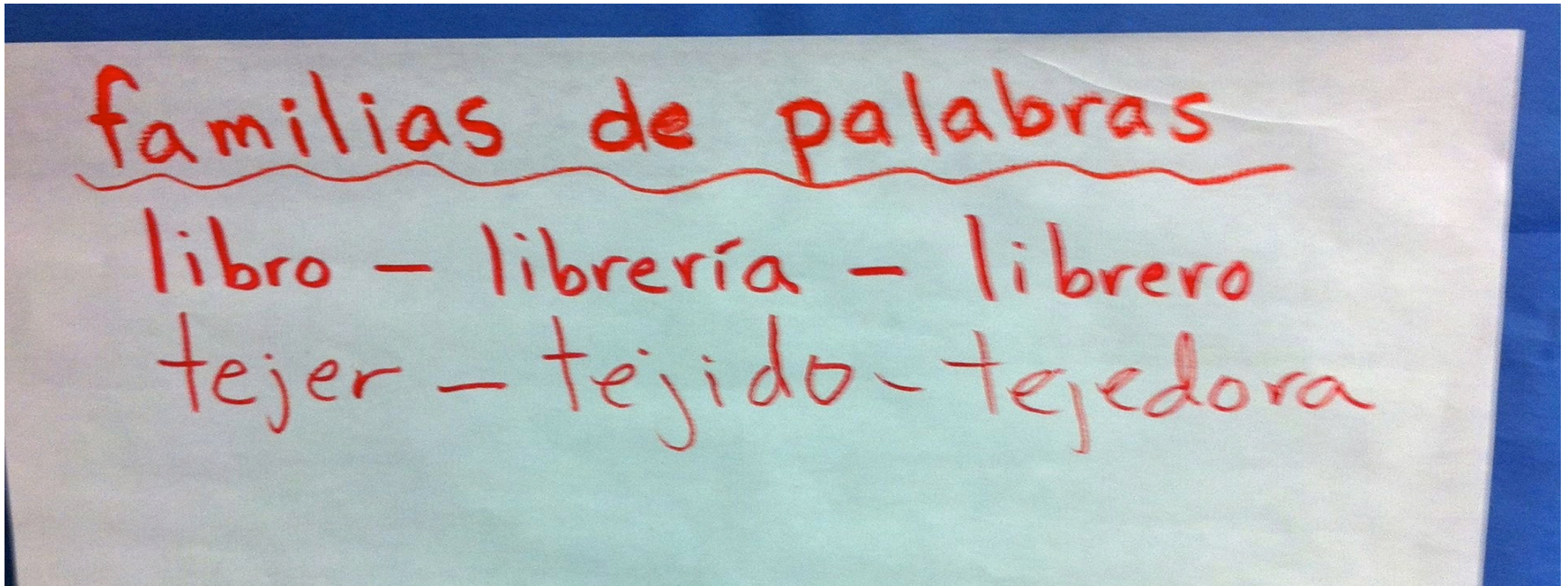


Maarit Kulmakorpi, Glenview, IL.



Olga Karowski, Villa Park, Illinois

Word Families



Heather Fee-Alvarez, Highland Park, IL.

Beeman & Urow, Teaching
for Biliteracy SL 2015

Theme Standards: - Content Area Standards - English Language Arts Standards - Spanish Language Arts Standards - English Language Development (Proficiency) Standards - Spanish Language Development (Proficiency) Standards	Content Area and Content Big Idea(s) Language Arts Big Ideas Content Area Targets Language Targets Summative Assessment
Building Oracy and Background Knowledge - Interactive, hands-on activity - Vocabulary Development	Formative Assessment
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Summative Assessment	
Bridge Metalinguistic Skills	
Extension Lesson or Activity	





A

1

D

E

P

A

L

A

B

R

A

S

C	S	Z
Centros	Sol	Zanahorias
Cinco	Siete	Zapatos
Cebra	Ses	marzo
Cien	Señor	diez
Cinta	Sellera	azul
Cuarenta	Si	Zapatos
Estradas	Salir	

V
Volar
Vaca
Vivir
Volear
Vuelo
Viento
Veo

b
bebé
boca

y ll
yo
yo-yo
Juegan
Llueve
Lleva
Semillas
va a
volar

E
el sol
el agua
el árbol
el tallo



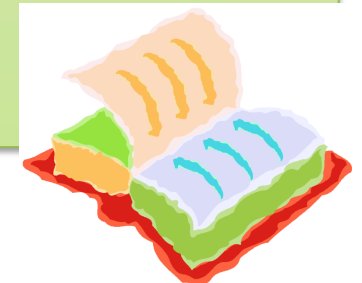
3. Spanish and English are governed by distinct linguistic rules and cultural

If you speak Spanish...

Take advantage of literacy strategies that reflect the structure of the language.

If you don't speak Spanish...

Review “How Spanish Works” especially p. 156.



3. Spanish and English are governed by distinct linguistic rules and cultural

If you speak Spanish...

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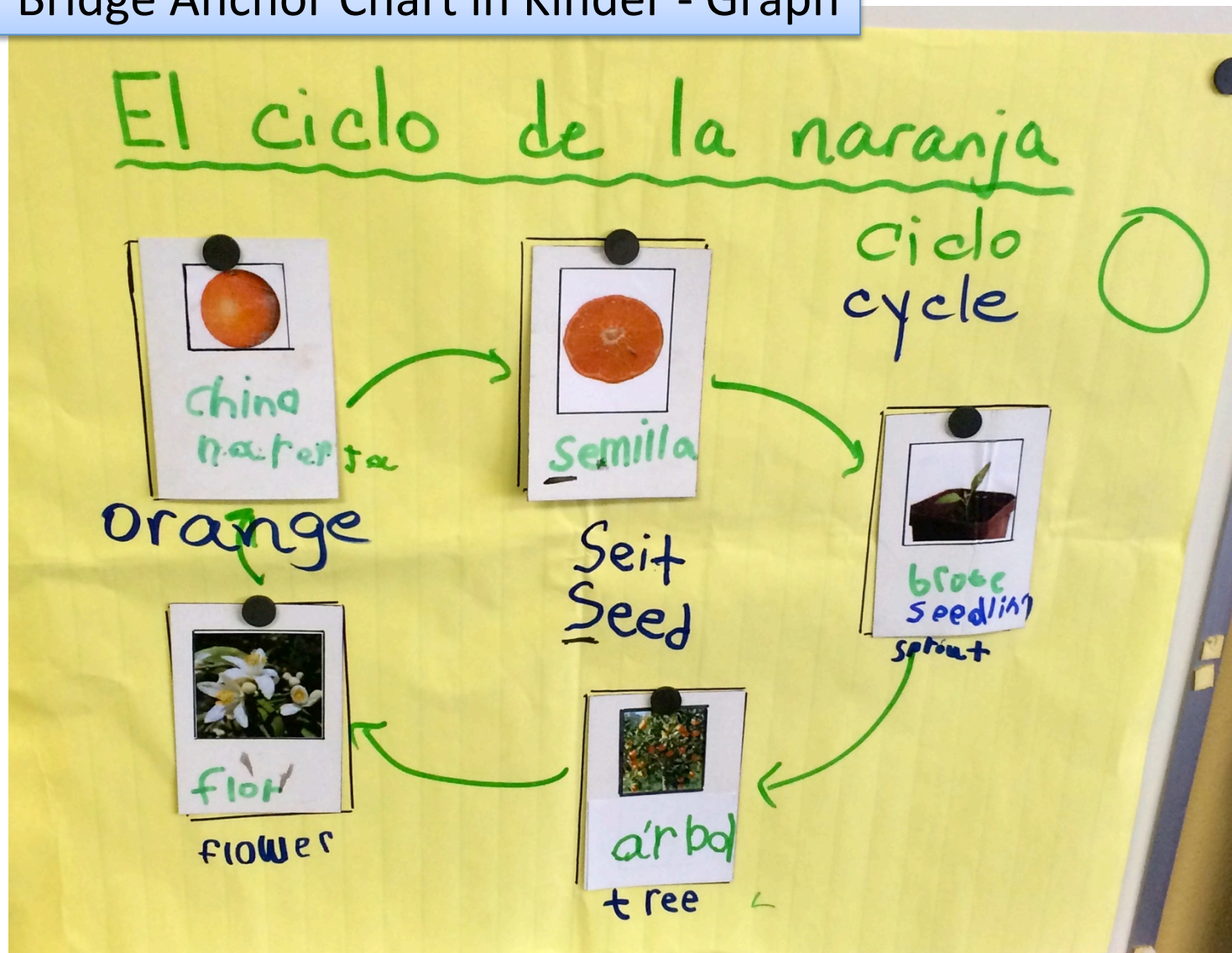
Review “How Spanish Works” especially p. 156.

Plan for the Bridge and the contrastive analysis of languages.

3. Spanish and English are governed by distinct linguistic rules and cultural

If you speak Spanish...	If you don't speak Spanish...
Take advantage of literacy strategies that reflect the structure of the language.	Review “How Spanish Works” especially p. 156.
Plan for the Bridge and the contrastive analysis of languages.	Plan for the Bridge and the contrastive analysis of languages.

Bridge Anchor Chart in Kinder - Graph



Español

semilla

sol

flor

árbol

Inglés

seed

sun

flower

tree



Metalinguistic Chart

Bridge Anchor Chart – Side-by-Side

el coraje	mad/temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

el coraje	mad / temper
el problema	the problem
el desarrollo	the middle
el final	the end (final)
el principio	the beginning
la resolución	the resolution
los personajes	the characters
Josefina	Josefina
Jaime	Jaime

Metalinguistic Chart

<u>-ción</u>	<u>-tion</u>
<u>solución</u>	<u>solution</u>
<u>colección</u>	<u>collection</u>
<u>destrucción</u>	<u>destruction</u>
<u>celebración</u>	<u>celebration</u>
<u>construcción</u> (DS)	<u>construction</u> (DS)
<u>Dirección</u> (AC)	<u>Direction</u> (AC)
<u>corrección</u> (EF)	<u>correction</u> (EF)
<u>infección</u> (VS)	<u>infection</u> (VS)
<u>ficción</u> (clase)	<u>fiction</u> (class)
<u>Multipliación</u> (TR)	<u>Multiplication</u> (TR)
<u>acción</u> (SH)	<u>action</u> (SH)

Texto informativo

Informational Text

Título Title

La comunidad

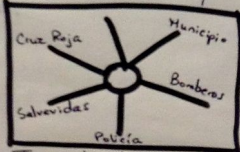
..... En Elgin, hay muchos trabajadores. Tenemos trabajadores que nos protegen, y otros que nos sostienen con productos y servicios.



El río Fox (Fox River) atraviesa la ciudad de Elgin.

	Labor	Médico	Reparación	Estudio
Maestros				
Doctores				

Tipos de trabajadores que prestan servicios



Tipos de trabajadores que protegen.

Foto
Photo

Legenda
Caption

Tabla
Table

Gráfica
Graph

La puntuación

Titulos

Las comunidades

Sólo se usa mayúscula
al iniciar ~~la~~ ^{el} título o con
nombres propios.

Signos de exclamación
e interrogación

¡! ¿?

Para marcar un diálogo

—

Punctuation

Titles

(The) Communities

Upper case is used for
all important words.

Exclamation and question
marks

! ?

To indicate dialogue

“

El perímetro

Para calcular el
perímetro, se necesitan
sumar ^{los} números de
los lados alrededor
de la figura.

To calculate the
perimeter you need to
add the numbers of
the sides around the
figure.

Bridge Anchor Chart:
"Así se dice"

Metalinguistic Chart

Español

Voz pasiva:

Se necesita

Preposiciones:

Para calcular....

English

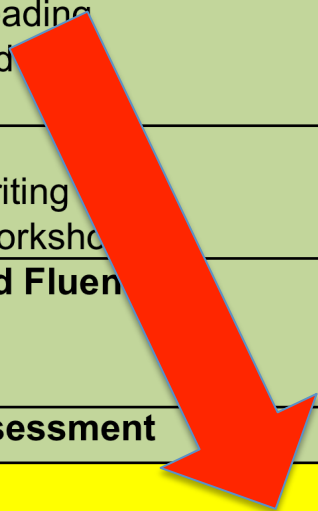
Active voice:

You need

Prepositions:

To calculate

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Bridge Metalinguistic Skills	
Extension Lesson or Activity	



Metalinguistic Analysis

phonology

morphology

**syntax and
grammar**

pragmatics

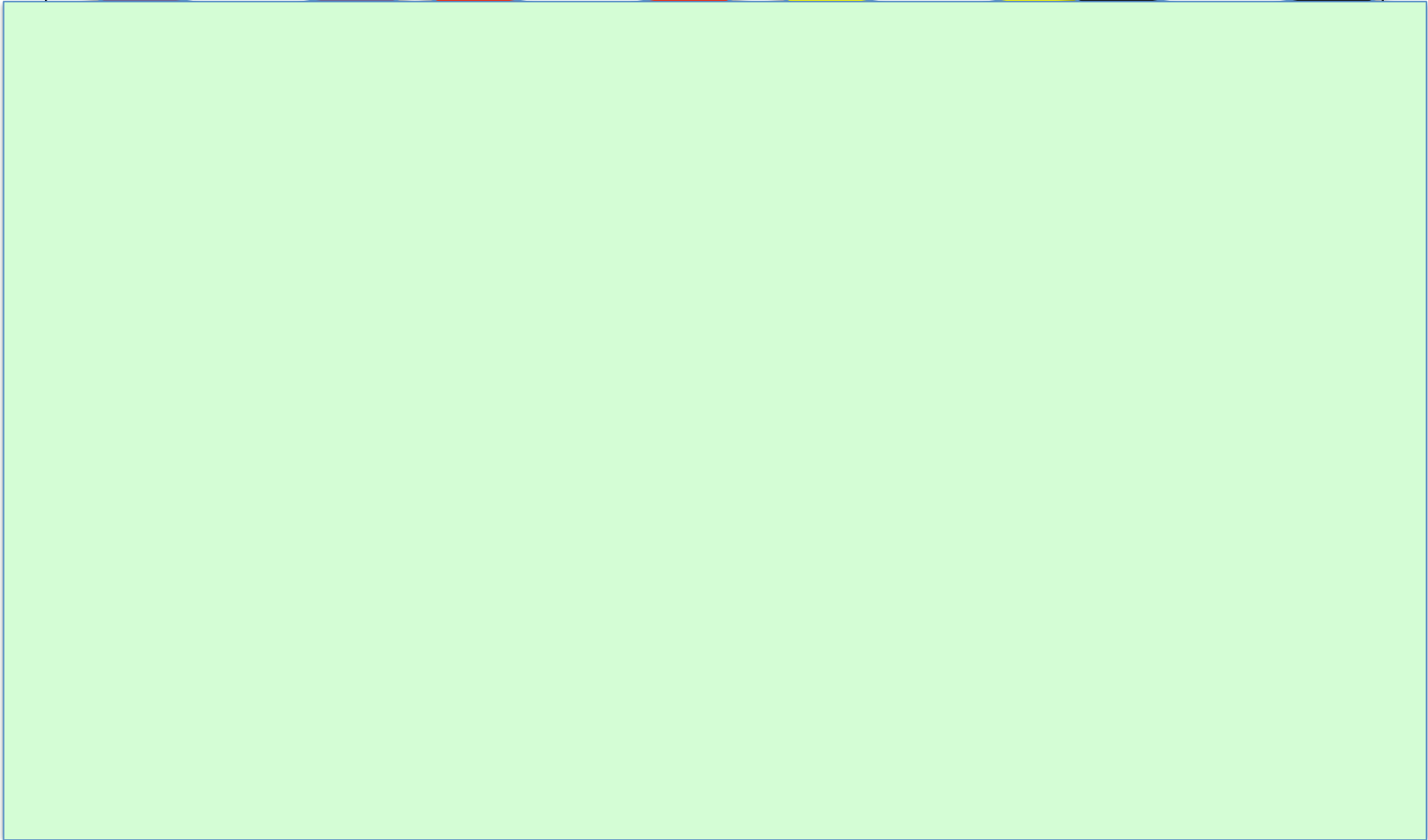
Page 142 of the T4B book

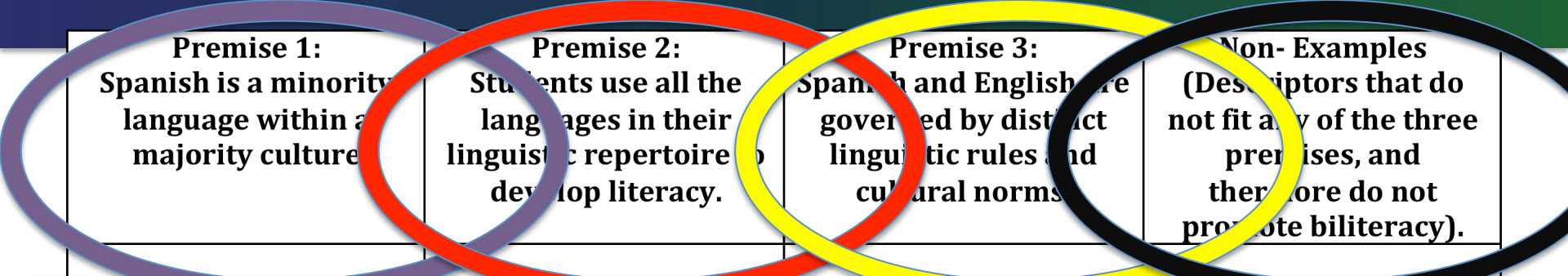
Teaching for biliteracy is different than teaching for monoliteracy because...



- Spanish in the U.S. is a minority language within a majority culture; **therefore, we must elevate the status of Spanish.**
- Students use all the languages in their linguistic repertoire to develop literacy; **we therefore teach literacy in both English and Spanish, go from informal to formal language, and include the Bridge**
- Spanish and English are governed by different linguistic rules and cultural norms; **; therefore we teach “Spanish a la Spanish” and “English a la English.”**

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
---	---	---	---

Students first learn to read and write in one language, and then transition at one moment in time to reading and writing in the other language.

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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Challenge activity: After you complete the sort, come up with an original exemplar for each premise/ category.

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms	Non- Examples (Descriptors that do not fit any of the three premises, and therefore do not promote biliteracy).
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The answers are in Chapter 1, and in the dropbox folder.

Who is involved in biliteracy?

Students

Teachers:

A Multilingual Perspective



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Biliteracy Student Profiles:

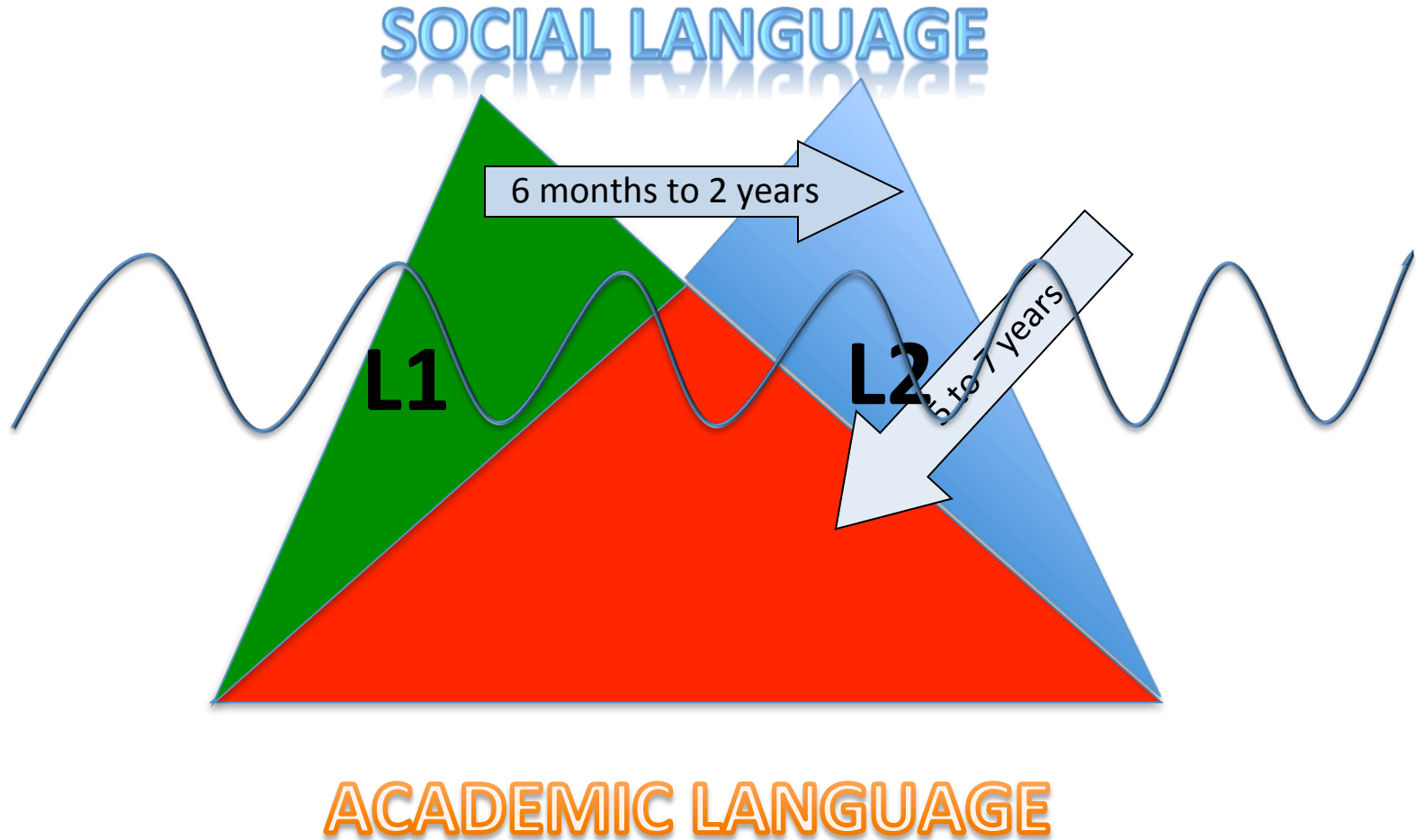
Who benefits from biliteracy?





**What do all these students have
in common?**

Beeman & Urow, Teaching
for Biliteracy SI, 2015



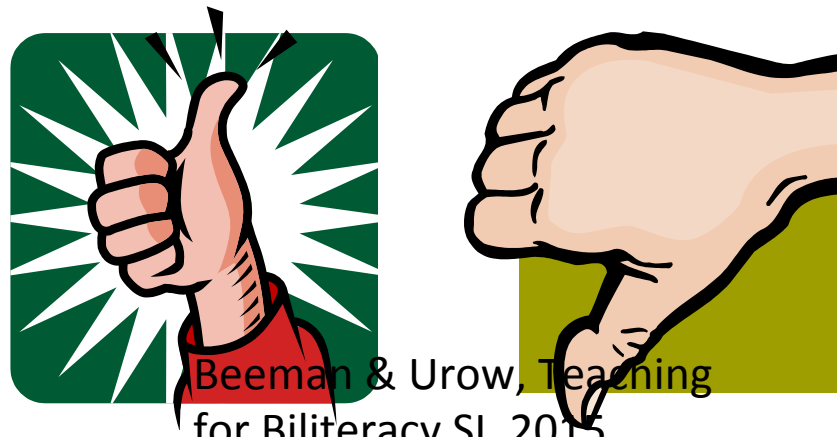
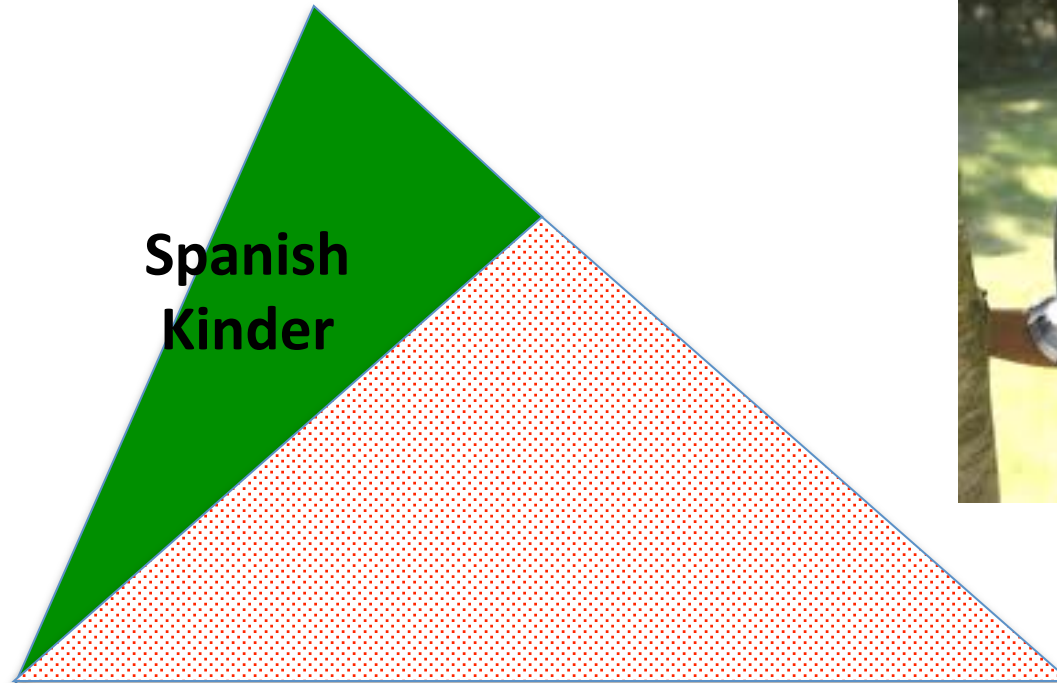
Carmen



**Spanish -
Kinder**



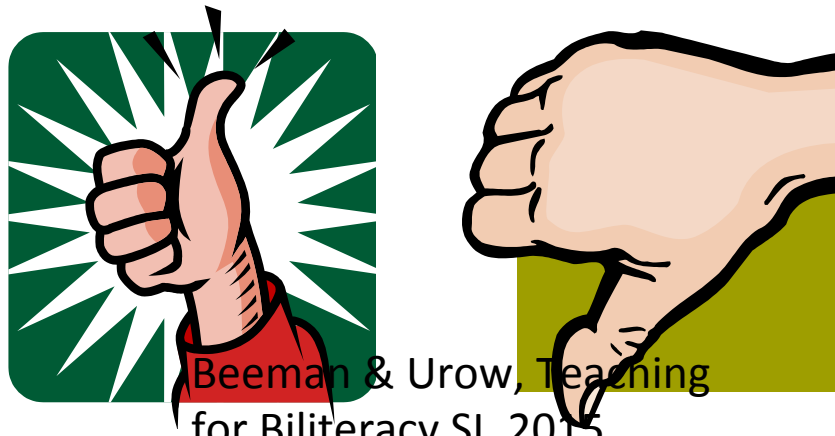
Fernando



Beeman & Urow, Teaching
for Biliteracy SL 2015

Antonio

Spanish
5th grade

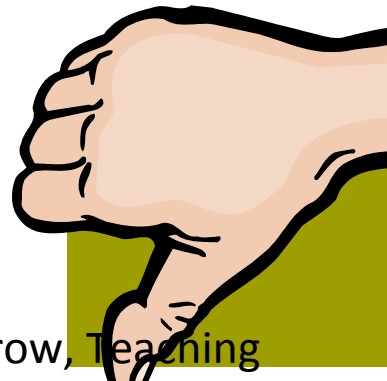


Beeman & Urow, Teaching
for Biliteracy SL 2015

Laura



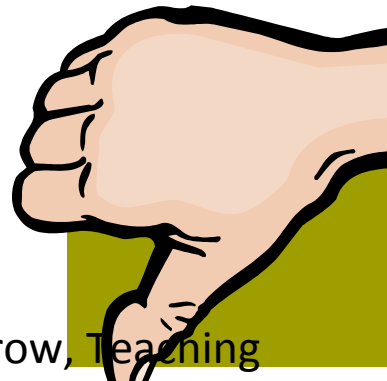
English –
4th grade



Hannah



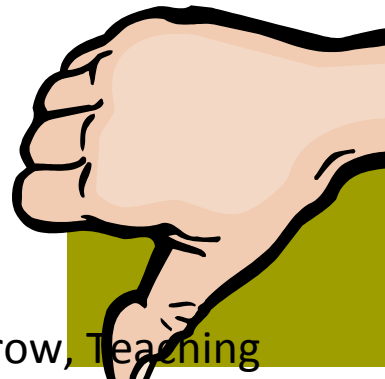
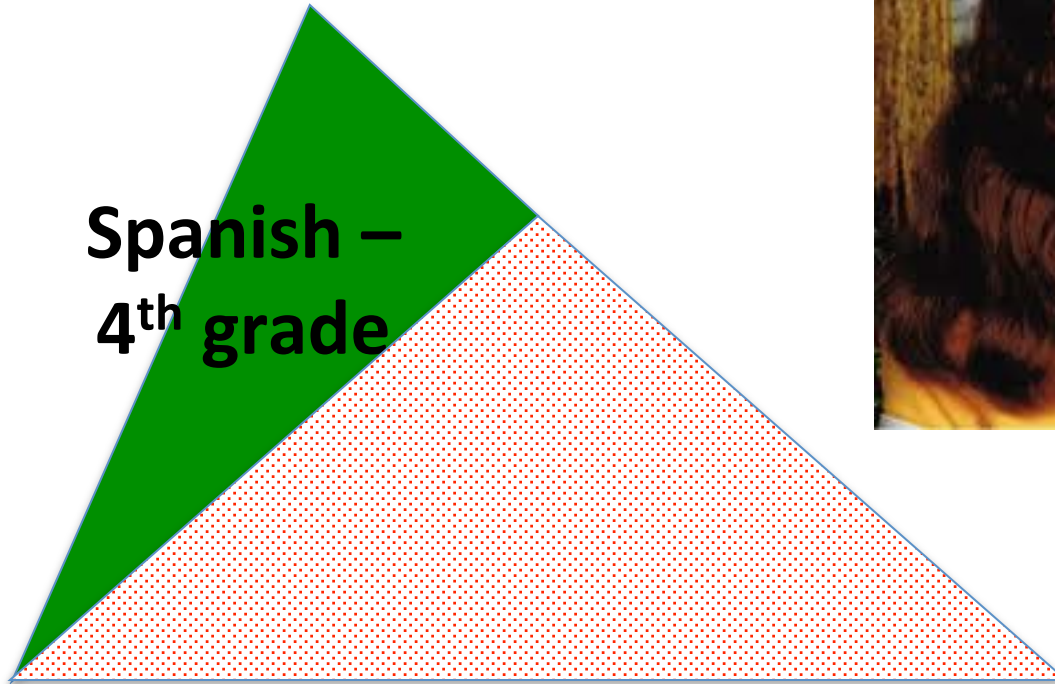
**English-
Kinder**



María



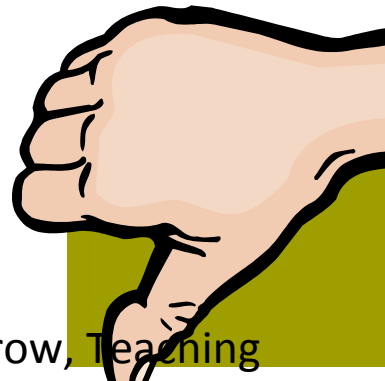
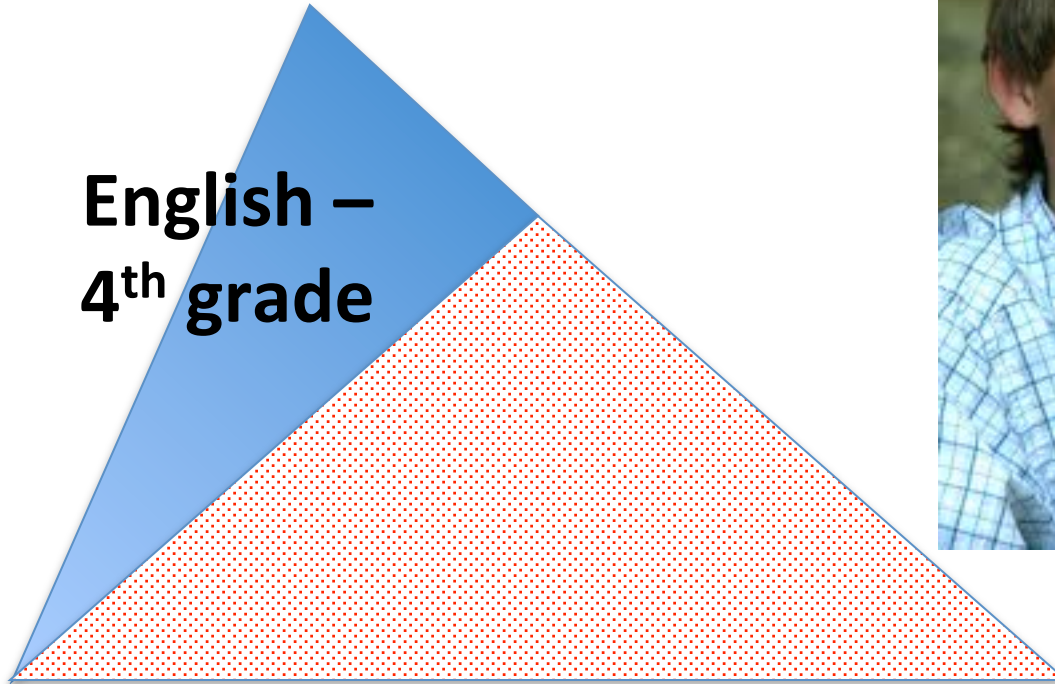
Spanish –
4th grade



Steven



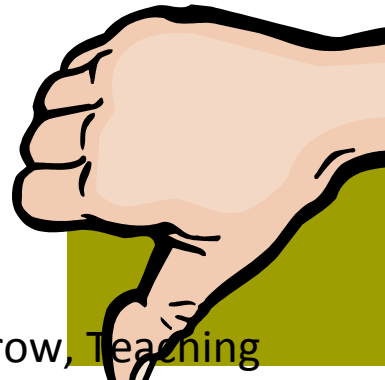
**English –
4th grade**



Billy



**English -
Kinder**



Beeman & Urow, Teaching
for Biliteracy SL 2015



**What do all these students have
in common?**

Beeman & Urow, Teaching
for Biliteracy SI, 2015



How is this kind of student information collected in your school or district?

Why collect this kind of student information?

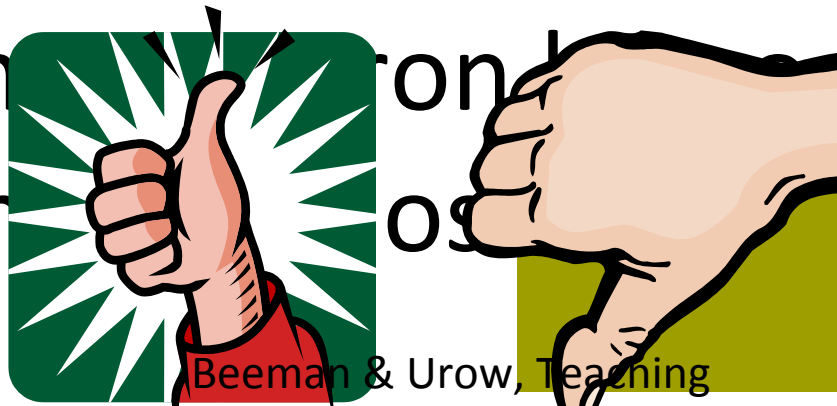
Paulo - Kinder



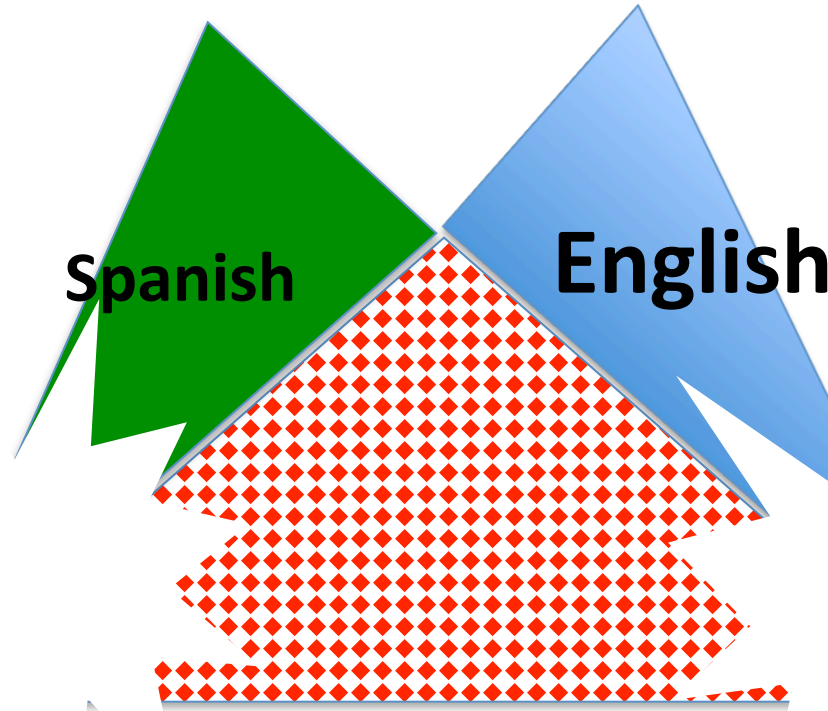
Spanish

English

Fui a una party con mi broder.
Se m...ron...catines.
Ther...os.



Lucía – 5th grade



Voy pa an' use. Te
veo má en use. Te
anything you need

Biliteracy Student Profiles:

Who benefits from biliteracy?



Biliteracy Student Profiles:

Who benefits from biliteracy?

- English Language Learners
 - Newcomers (Sequential Bilinguals with a clear dominant language) at all grade levels
 - Emerging Bilinguals or Simultaneous Bilinguals (usually U.S. born) at all grade levels
- Spanish Language Learners
 - Sequential Bilinguals beginning in Pre-K, K, or 1st grade

Biliteracy Student Profiles: Who benefits from biliteracy?

- English Language Learners

**Does your program currently
serve students that reflect all of
these profiles?**

- - Sequential Bilinguals beginning in Pre-K, K,
or 1st grade

Additional Resources

Teaching for Biliteracy: Strengthening Bridges between Languages

- Chapter 2 (p. 33)
- Cultural Background
- Linguistic and metalinguistic abilities
- Academic Background

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

www.TeachingForBiliteracy.com

Programmatic Supports ->

Infrastructure Supports



Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

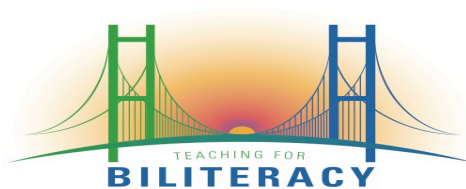
Parents' linguistic, cultural, and academic background:

www.TeachingForBiliteracy.com
Programmatic Supports ->
Infrastructure Supports



Teachers

Teachers: Capitalizing on Life Experiences and Diversity

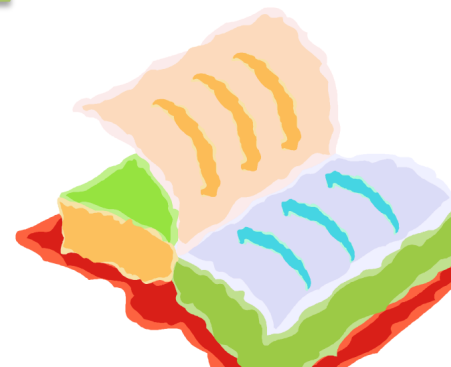


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Teachers: Capitalizing on Life Experiences and Diversity

The cultural and linguistic background of teachers affects their **understanding** of students and their **interpretation** of how to instruct in Spanish and/or in English.

Page 36



Teachers: Capitalizing on Life Experiences and Diversity

All teachers of Spanish literacy require specific professional development on how to teach literacy in Spanish in the U.S. However, few teacher preparation programs in the U.S. include this requirement; so many teachers require additional professional development opportunities.

Page 36



Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual English or bilingual, benefit from learning about how Spanish and English are taught differently.



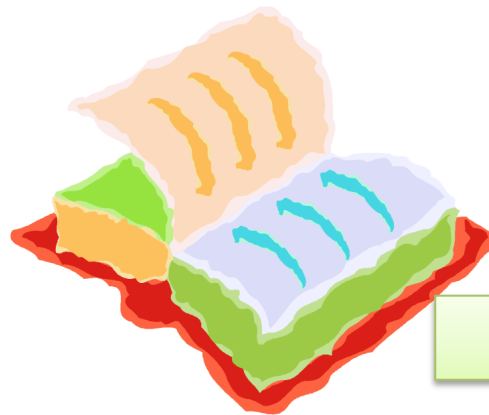
Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual or bilingual, can benefit from this information. How would this knowledge help administrators and district leaders (literacy or curriculum directors/specialists) support teachers of biliteracy?

How does this information help a monolingual English teacher better know how to support bilingual students?

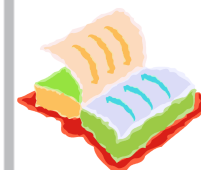
Teachers: Capitalizing on Life Experiences and Diversity

Literacy learning is enhanced when teachers are **reflective** and **aware** of their own strengths and challenges.



Page 36

	Strongly agree		Strongly disagree	
	4	3	2	1
PROFESSIONAL DEVELOPMENT BACKGROUND				
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.	4	3	2	1
2. I know and understand the factors that affect literacy development.	4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.	4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.	4	3	2	1
5. I feel comfortable teaching literacy in Spanish.	4	3	2	1
6. I have the materials I need to teach literacy in Spanish.	4	3	2	1
7. I understand how differences in student cultural, linguistic, and socio-economic backgrounds affect literacy development.	4	3	2	1
8. I understand how to differentiate literacy instruction to meet individual student needs.	4	3	2	1
9. I understand how oral language development influences literacy development.	4	3	2	1
10. I understand how children develop biliteracy and how the two languages intersect.	4	3	2	1
11. I know how to use formative and summative assessments to inform my teaching and for communication to other stakeholders.	4	3	2	1
LINGUISTIC AND CULTURAL BACKGROUND				
1. I am orally fluent and literate in Spanish.	4	3	2	1
2. I have a college-level command of oral and written academic Spanish.	4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.	4	3	2	1
AWARENESS OF STUDENT BACKGROUND				
1. I know the country of origin of each of my students or of his or her parents.	4	3	2	1
2. I have assessed the linguistic abilities of all my students in both English and Spanish.	4	3	2	1
3. I have assessed the academic achievement of all my students in both	4	3	2	1



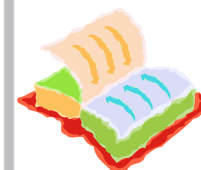
		Strongly agree		Strongly disagree	
PROFESSIONAL DEVELOPMENT BACKGROUND		4	3	2	1
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.		4	3	2	1
2. I know and understand the factors that affect literacy development.		4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.		4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.		4	3	2	1
5. I have studied (been trained in) best practices for teaching literacy in both languages.		4	3	2	1
6. I have studied (been trained in) best practices for teaching literacy in both languages and in the English language.		4	3	2	1
7. I have studied (been trained in) best practices for teaching literacy in both languages and in the English language.		4	3	2	1
8. I have studied (been trained in) best practices for teaching literacy in both languages and in the English language.		4	3	2	1
9. I have studied (been trained in) best practices for teaching literacy in both languages and in the English language.		4	3	2	1
10. I have studied (been trained in) best practices for teaching literacy in both languages and in the English language.		4	3	2	1
11. I have studied (been trained in) best practices for teaching literacy in both languages and in the English language.		4	3	2	1
LINGUISTIC BACKGROUND					
1. I am bilingual in Spanish and English.		4	3	2	1
2. I have a college-level command of oral and written academic Spanish.		4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.		4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.		4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.		4	3	2	1
AWARENESS OF STUDENT BACKGROUND					
1. I know the country of origin of each of my students or of his or her parents.		4	3	2	1
2. I have assessed the linguistic abilities of all my students in both English and Spanish.		4	3	2	1
3. I have assessed the academic achievement of all my students in both English and Spanish.		4	3	2	1

What are your areas of strength?

What can you offer your colleagues?

What would you like to work on?

How can you and your colleagues share each other's strengths?



Teacher Profiles

- Elena: Normalista from Guatemala
- Mónica: U.S. Born Latina
- Susan: Adult Learner of Spanish
- Narrator (minimal role)
- Think about Kelly... monolingual English teacher developing biliteracy



Reader's Theater

- In groups of 3, assign each person to a teacher.
- Read the Reader's Theater.
- Discuss the questions at the end of the script.
- How can these three teachers support their monolingual English colleagues in working with ELLs?



	Elena	Mónica	Susan
Formal Teaching Background	“Normalista” Strong Sp. Literacy	Trained in U.S. Strong socio-cultural knowledge	U.S. trained Strong in U.S. teaching techniques
Linguistic and Cultural Background	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual Spanish	Simultaneous Bilingual Bicultural U.S. Spanish	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual English
Awareness of Student Background	Comfortable with newcomers Challenged by different SES and U.S. born Latinos	Comfortable with emerging bilinguals and U.S. Spanish Challenged by language of newcomer	Comfortable with sequential bilinguals Challenged by archaic Spanish, regional Spanish and U.S. Spanish

	Elena	Mónica	Susan
Formal Teaching Background	“Normalista” Strong Sp. Literacy	Trained in U.S. Strong socio-cultural knowledge	U.S. trained Strong in U.S.
Linguistic and Background	Sp.		
Aware of Student Background	and U.S. born Latinos	Challenged by language of newcomer	Challenged by archaic Spanish, regional Spanish and U.S. Spanish

What about Kelly?

How would Kelly and Susan be similar and different?

What would Kelly need to learn to be successful at teaching English literacy in a bilingual/dual language program?

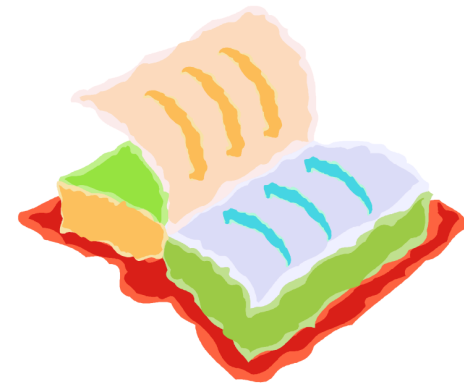
Teacher Awareness and Reflection

- Teachers often assume students are developing bilingualism and biliteracy the same way they did (sequential vs. simultaneous)
- Teachers' assumptions about language ("correct Spanish") and context directly affect student learning.



Effective Collaboration Requires...

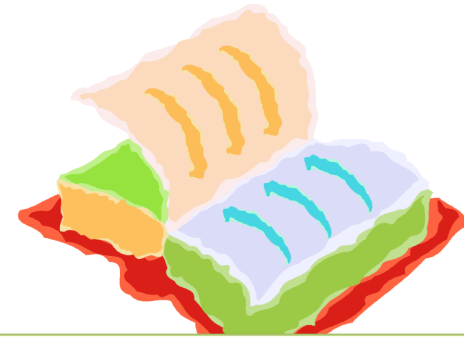
- Trust
- Flexibility
- Shared Philosophy



Page 43

Effective Collaboration Requires...

- Trust
- Flexibility
- Shared Philosophy



**Read the section on
Teacher Collaboration
and Reflection, starting
on page 42 to the top
of page 44.**

Effective Collaboration Requires...

STAND AND SHARE:

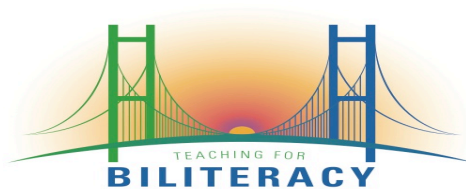
When the bell rings, stand and find someone you would like to talk to. Say hello and then wait for the first question:

- 1. Of these three ingredients required for good collaboration, which is the most important and why?**
- 2. What is the best way for teachers to develop these three ingredients?**
- 3. How can administrators foster and support positive collaboration among teachers?**
- 4. The one teacher missing in this scenario is the monolingual English teacher. How can s/he fit into this context? What supports are needed for her/him to be successful?**

Tuesday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!



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Tuesday afternoon breakout sessions

- Salon A – How Administrators Can Support the Three Premises for Biliteracy: Leadership Considerations
- Salon B – Team Processing and Reflection
- Salon C – Resources that Support Biliteracy Instruction: Books for the BUF*
- Salon D – Interventions within a Biliteracy*