

Welcome to the BUF Writing Summit 2015

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Teaching for Biliteracy

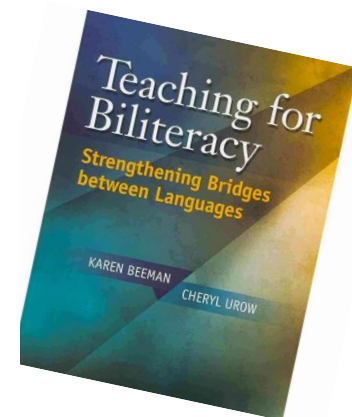


Summit Dedicated Webpage:

<http://www.teachingforbiliteracy.com/2015-buf-writing-summit/>

OR

<http://goo.gl/xQjEDD>



Welcome!

Districts Present:

- Alsip, Il 126
- Berwyn S., Il.
- Calmeca – CPS. Il.
- Du Page/Villa Park. Il.
- Fratney, Milwaukee WI.
- Kalamazoo. MI.
- La Grange, Il.
- Menasha, WI.
- Queen Bee/Lombard, IL.
- OCPS –Orlando, FL.
- Highland Park, Il.
- St. Charles
- Sterling, Il.
- Summit, Il.
- Wauconda, Il.
- West Chicago, Il.



Thank you!

North Shore District #112

- Venue
- Meeting space until 3 p.m.
- Papers and books can stay here!



Goals

- To develop biliteracy units and other resources that enhance teaching for biliteracy
- To build a community of bilingual educators for networking and support purposes.
- To share units and other resources (daily schedules, lists of resources, etc.) among all participants, as well as posting some on the Teaching for Biliteracy website.



Daily Schedule

- 9:00 a.m. Whole group: guidance and reflection
- 9:30- 11:00: Small group work: Flexible grouping (by district and/or grade-level)
- 11:00 Check in
- 12:30 Sharing and closure
- 1:00 End (you may stay until 3:00 p.m.)



Digital Parking Lot

<https://todaysmeet.com/July27BUFparkinglot>



Monday, July 27, 2015

- BUF Writing Non-Negotiables
- 3 Case Studies
- District Work
- Goal Setting
- Working Sessions with Facilitators



BUF Writing Non-Negotiables

- Standards based
- Daily Language Arts / Literacy in both languages
- Oracy before and during literacy
- Constructivist approach
- Bridge – metalinguistic awareness



**BUF Writing Summit 2015**

Structures that Support BUF Writing: Language and Content Allocation Plan Year-Long-Grade-level Plan Biliteracy Schedules (daily Spanish literacy and daily English literacy) BUF for every literacy unit (integrated or not) Weekly Lesson Plan Biliteracy Scope and Sequence Biliteracy Assessment Calendar		Standards: Bilingual CCSS (Common Core en español): Spanish Language Arts; English Language Arts Next Generation Science Standards Social Studies – C3 Framework WIDA – English Language Development Standards SALSA – Spanish Language Development Standards		
	Olga Karowski, D. 45 Villa Park, IL.	Susan Pryor, Erie Charter School, Chicago, IL.	Melody Wharton, CHCSS, Chapel Hill, NC	Your District
Beginning of the BUF Writing process: Brief description • What kind of a program did you have? • What was the language and content allocation plan? • How did you think about bilingualism and biliteracy?				



Steps Taken: • How did bilingual and the BUF writing process evolve? • Who led it? How? What programmatic structures fostered BUF writing/bilingual?				
Accomplishments: What do you have in place?				
Challenges: (for instance): • District initiatives that do not match a bilingual or multilingual perspective • Constant change • New leaders				
Next Steps				

Establish Priorities

- As a district, use the checklist to review your experience in writing BUFs, and then establish 3 to 5 priorities for this week.



District Work : Establishing Priorities

Room 1 Olga Fireside Room	Room 2 Susan – Board Room	Room 3 Melody Teacher's Lounge
Berwyn S. Kalamazoo Fratney La Grange Queen Bee St. Charles Wauconda West Chicago	Alsip Calmecca – CPS OCPS –Orlando, FL. Highland Park <i>La Grange</i> Sterling, Il. Summit	Du Page-Villa Park Menasha

Digital Exit Slip

Please complete digital exit slip as a district:

<https://goo.gl/pTC8n9>

(google docs)

