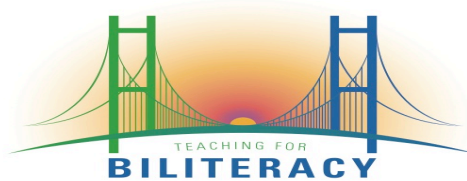


Teaching for Biliteracy Summer Institute 2016



Cheryl Urow

Karen Beeman

TeachingForBiliteracy.@gmail.com TeachingForBiliteracyKB@gmail.com



THE CENTER

Welcome to our 4th annual Teaching for Biliteracy Summer Institute

- Welcome educators
 - Classroom teachers – English medium teachers, Spanish medium teachers, dual language, transitional bilingual, ESL, and general education
 - Literacy coaches, school psychologists, and special education teachers
 - School based administrators and central office administrators
 - Teacher Assistants

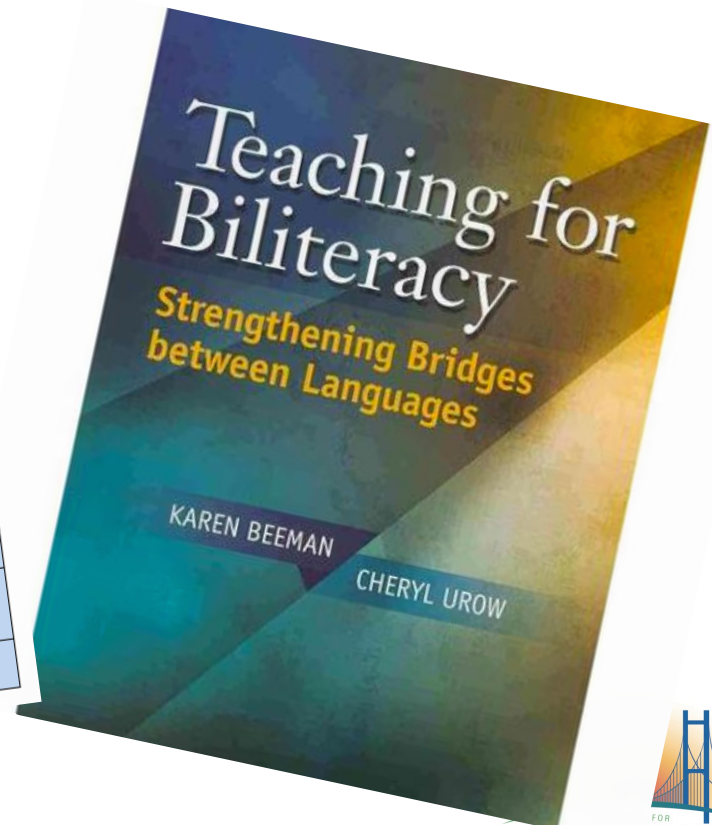


Welcome to our 4th annual Teaching for Biliteracy Summer Institute

- Four states: IL, NJ, TX, WA
- 20 school districts and over 45 separate schools – Early Childhood, elementary, and middle schools
- One university

Institute Resources: text, handouts and website: www.TeachingForBiliteracy.com

Time	Monday June 22, 2015	Tuesday June 23, 2015	Wednesday June 24, 2015	Thursday June 25, 2015	Friday June 26, 2015
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.- 12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - - Defining Biliteracy - - Biliteracy Unit Framework (BUF) - - Sample Biliteracy Unit - Content and language allocation	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students - Teachers: A Multilingual perspective	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Standards and Big Ideas - Oracy and Background Knowledge -	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Reading and Writing - - Word Study and Fluency in Spanish: The <i>Dictado</i> and Other Authentic Strategies -	What characterizes the Bridge and Extension Activities? - Bridge - Extension - Biliteracy Assessment What does advocacy look like? - Advocacy (Leadership Considerations) Institute Evaluation
Book and Website Connections	Chapters 1 and 4	Chapters 2, 3, 5	Chapters 6, 7, 8	Chapters 9, 10	
12:30-1:30 p.m.	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking



Institute Resources:

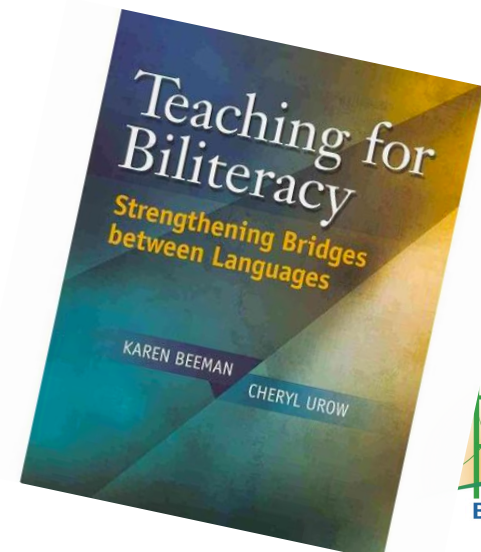
text, handouts and website:

www.TeachingForBiliteracy.com

T4BSI 2016 Handouts

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Beeman and Urow
Teaching for Biliteracy Summer Institute 2016

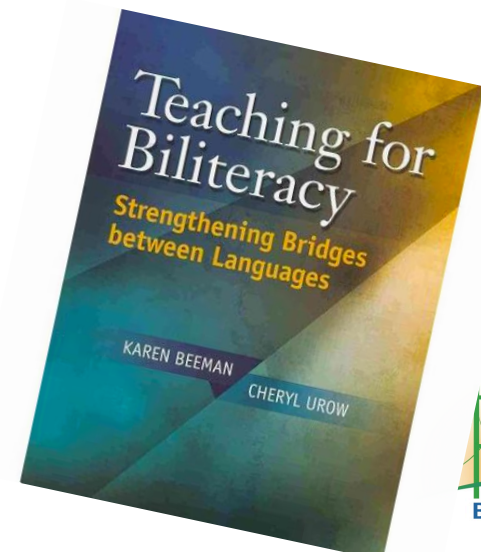


Institute Resources: text, handouts and website:

<http://www.teachingforbiliteracy.com/teaching-for-biliteracy-summer-institute-june-29-july-1-2016/>

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Beeman and Urow
Teaching for Biliteracy Summer Institute 2016



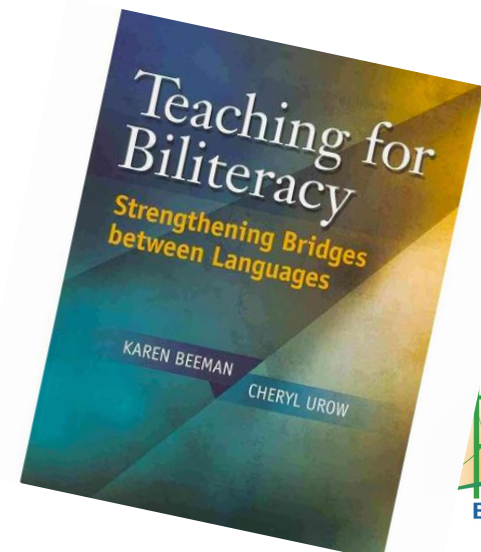
Institute Resources: text, handouts and website:

<http://goo.gl/xMeY3s>



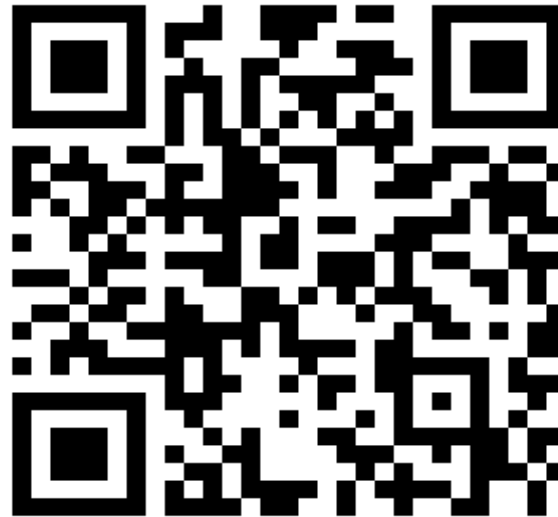
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Beeman and Urow
Teaching for Biliteracy Summer Institute 2016



Center for Teaching for Biliteracy Team

www.TeachingForBiliteracy.com



Institute Overview

Week-at-a-Glance

- Each morning session focused on a guiding question
- Supporting information on **content** and **strategies** in handouts, in the text, and on the website
- Short break in the morning
- Lunch and networking 12:30 – 1:30 each day

Institute Overview: Week-at-a-Glance

- Afternoon breakout sessions – three concurrent options each afternoon that reflect the morning's guiding question.
- Teachers, coaches, administrators from a variety of districts and program models.
- Featuring Center for Teaching for Biliteracy bloggers



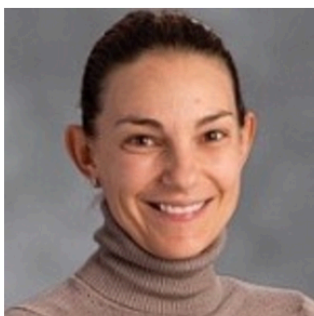
About the Author: Olga Hernandez

Olga Hernandez is a bilingual teacher and instructional coach for District 125. She has a Master's Degree in Education from the University of Wisconsin-Madison.



About the Author: Emily Zoeller

Emily Cecile Zoeller is an instructional coach and a bilingual teacher in Madison Metropolitan School District. She is a volunteer in San Diego, where she realized bilingual families. Emily holds a Master's Degree in Bilingual Education from the University of Wisconsin-Madison. She is a bilingual teacher across a range of educational levels and has worked with specialists in Madison and surrounding districts. She is an adjunct instructor at Edgewood College, and a frequent speaker at conferences. *Emily ha vivido en España y en Ecuador. En este contexto, comenzó a apreciar las experiencias de los maestros y alumnos, Emily implementa una práctica cultural.*



About the Author: Melody Wharton

Melody Wharton is a bilingual teacher and instructional coach in Miami. She taught Language education and is currently an instructional coach in Education and is currently a Hill. She uses her instructional strategy knowledge with other teachers. *Melody*



About the Author: Susan Pryor

Susan Pryor is a bilingual teacher and instructional coach. She began her career in education and received an M.Ed. from the University of Wisconsin-Madison. She has experience teaching dual language students and has worked at the University of Wisconsin-Madison and the Center for Teaching for Biliteracy.

AM - Monday, June 22, 2015

- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

- Defining Language Acquisition Programs
- Defining Biliteracy
- Creating Systems that Support Biliteracy
- Introduction: Biliteracy Unit Framework (BUF)

PM - Monday, June 22, 2015

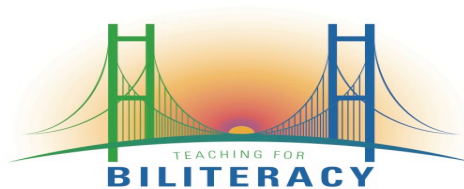
Three sample BUFs in action

What does a BUF look like and feel like?

- K-1 – Susan Pryor
- 2-3 - Olga Karwoski
- 4-5 – Meloday Wharton

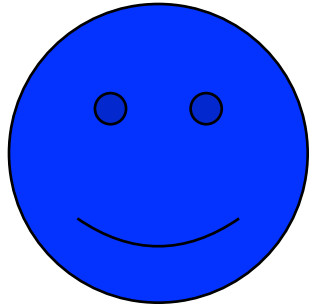
What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs

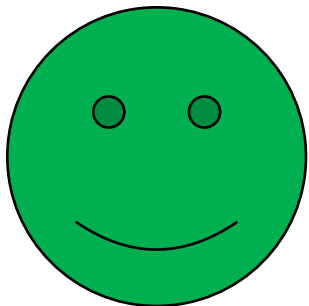
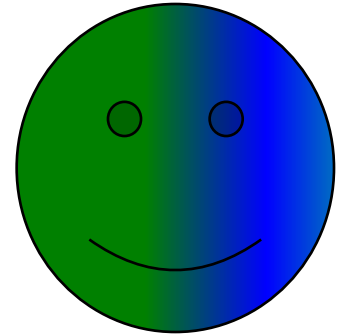


THE CENTER

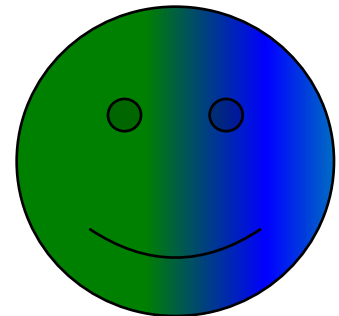
Introductions

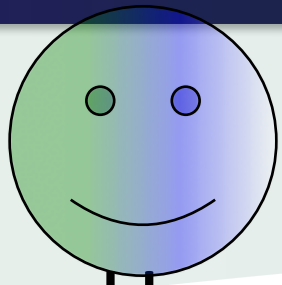


Sequential bilingual

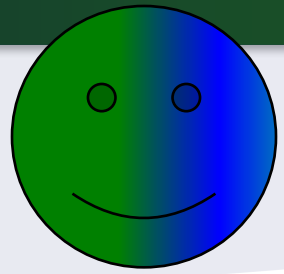


Sequential bilingual





Simultaneous Bilinguals



- Use all of their linguistic resources as they develop language, literacy, and academics

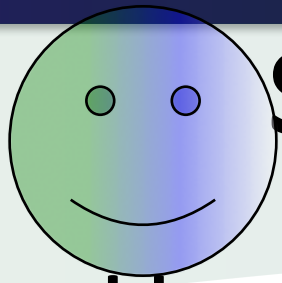
“Accompany me, mamá.” – Hannah, 3 years old

“I’m too young to conduct a car.” – Hannah, 15 years old

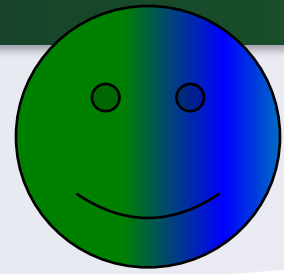
“My frente hurts.” - Lucía, 3 years old

“Did you put my phone to charge?” –Lucía, 15 years old





Simultaneous Bilinguals

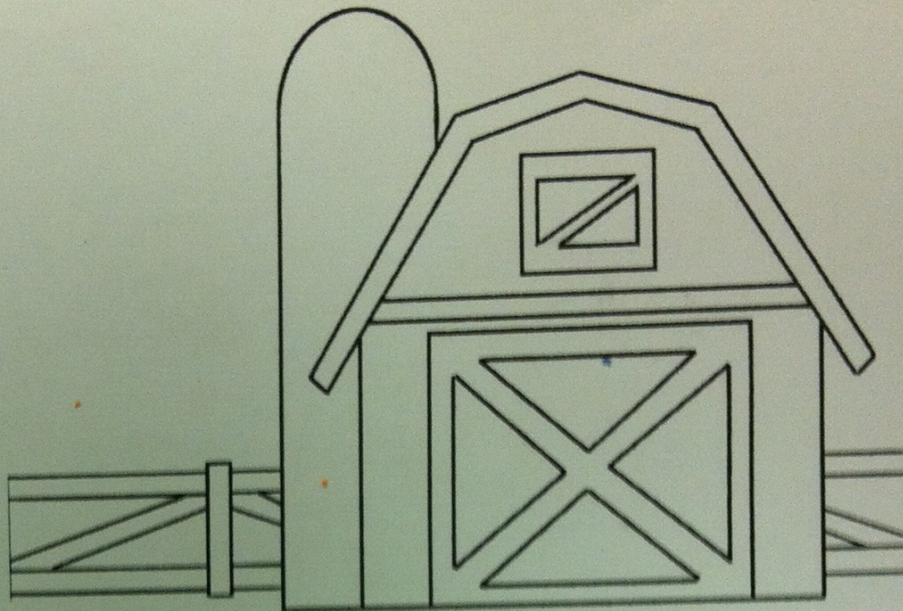


- Use all of their linguistic resources as they develop language, literacy, and academics
- Their path to bilingualism and biliteracy is different from the path of the sequential bilingual.
 - **Japi mothers dai!**
 - **La flor tene ohas.**





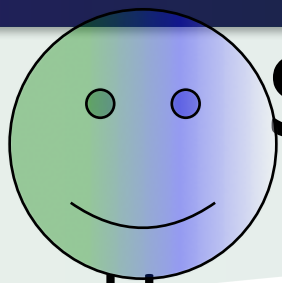
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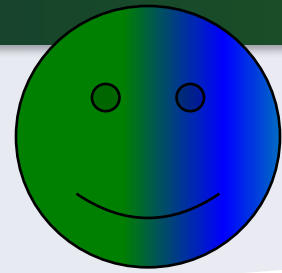
chiavo

come

salal.



Simultaneous Bilinguals



- Use all of their linguistic resources as they develop language, literacy, and academics
- Their path to bilingualism and biliteracy is different from the path of the sequential bilingual.
- At some point, all bilinguals take on some of the qualities of simultaneous bilinguals
 - **Él no puede escribir una sentencia.**
 - **Oh, that's too bad. *Pobrecito.***



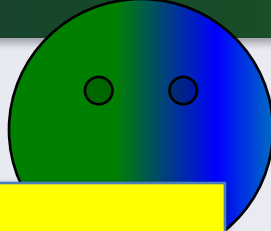
Research Connection



- Two-thirds of ELLs currently in the US were born here (Education Week, 2009).



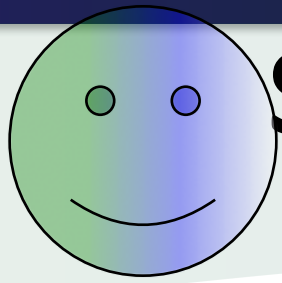
Simultaneous Bilinguals



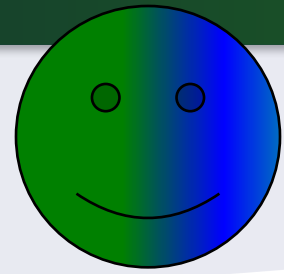
- **Why is it important to understand the difference between simultaneous and sequential bilinguals as we define language acquisition programs?**
-
-
-

some of the qualities of simultaneous bilinguals



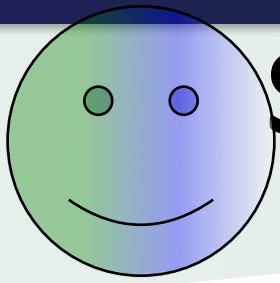


Simultaneous Bilinguals

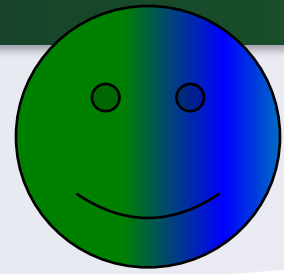


- Effective biliteracy programs produce bilinguals who use all of their linguistic resources as they learn new academic content.
- Many teachers are either monolingual or sequential bilinguals.
- Most structures in the US school system are designed for monolinguals or sequential bilinguals.





Simultaneous Bilinguals



- Effective biliteracy programs produce

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

- M
- se
- M
- ar
- sequential bilinguals.



Program 1	Program 2
The goal of the program is to graduate students with high levels of bilingualism and biliteracy.	The goal of the program is to exit students with high levels of English language proficiency and English literacy.
The program provides instruction in both English and Spanish beginning in Pre-K (or K) and continuing through at least fifth grade (or will roll up to at least fifth grade in the future)	The program provides instruction in Spanish for a limited amount of time, moving toward instruction in English only.
At Pre-K and K, the program is open to all students, and includes students from a wide range of academic and linguistic abilities in both English and Spanish	The program is only open to students with a very specific linguistic profile.

Program 1	Program 2
The goal of the program is to graduate students with high levels of bilingualism and biliteracy.	The goal of the program is to exit students with high levels of English language proficiency and English literacy.
The Eng (K) a grad in t	y.
At pr stu stu range of academic and linguistic abilities in both English and Spanish	very specific linguistic profile.

Which reflects your current program?

Which reflects your future program?

What are some names for the programs?

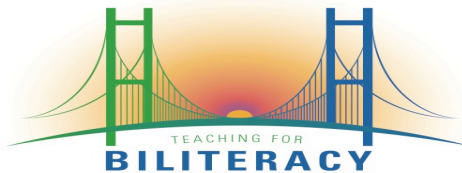
Dual Language	Transitional Bil.
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Teaching for biliteracy works with BOTH Dual Language (Two-Way Immersion, One-Way Immersion, Developmental Bilingual) and Transitional Bilingual Programs of instruction

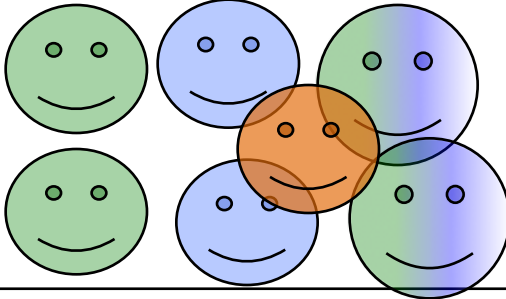
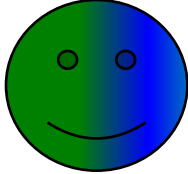
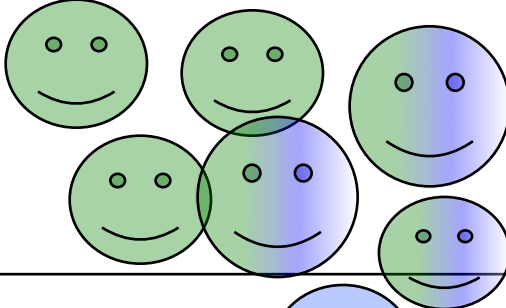
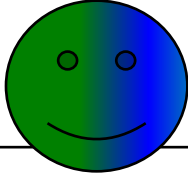
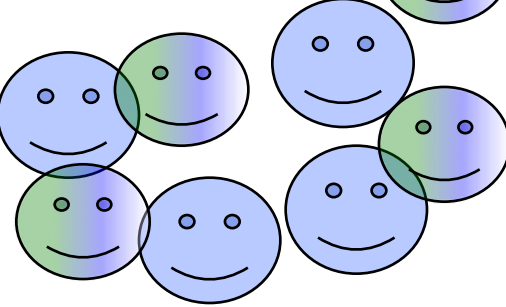
What is biliteracy and what does biliteracy look like?

Defining Language Acquisition
Programs: **Dual Language**

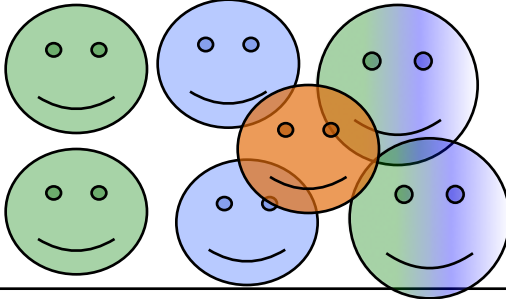
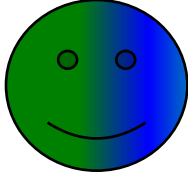
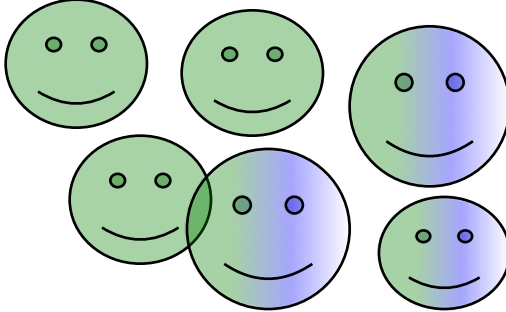
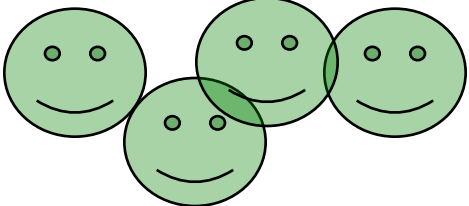
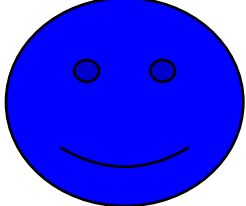


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Language Acquisition Programs

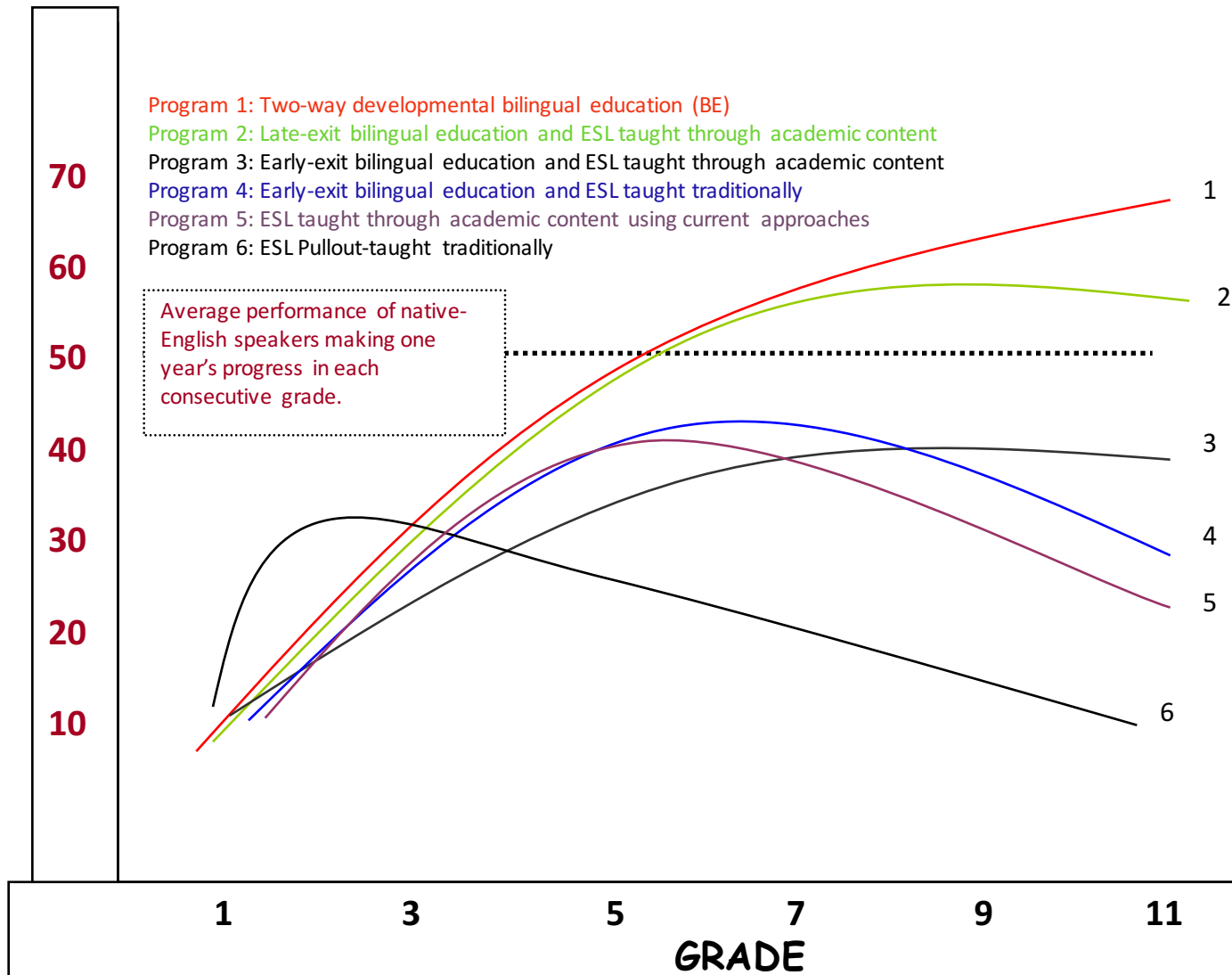
Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Language Acquisition Programs

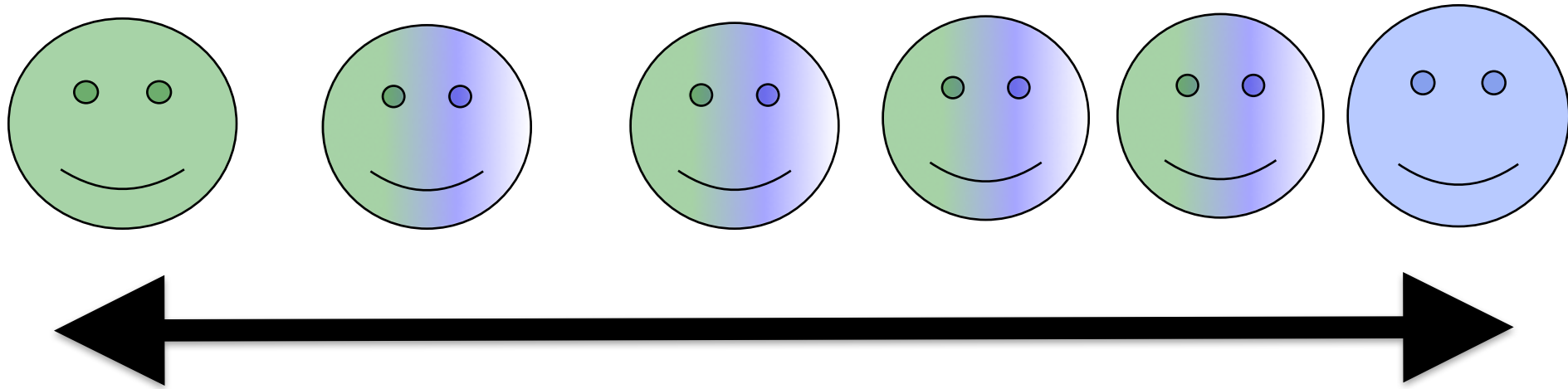
Language Acquisition program	Students	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional bilingual		

Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in
five school districts

© Wayne P. Thomas and Virginia P. Collier, 2010



**Teaching for Biliteracy is
effective for a wide range of
students.**



Language Acquisition Programs

Who is currently in your language education program?

Who will be in the program in the future?

Who benefits from teaching for biliteracy?

