

Friday, July 1, 2016

What are the instructional and programmatic implications of teaching for biliteracy?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 10 Extension Activities p. 14	Videos-> • English: ○ A Biliteracy Unit in Second Grade: English Extension
Chapter 8 Biliteracy assessments – Sample rubrics p. 108, 110, 111, 112	

Questions	My prediction	Notes
When does extension in the other language take place?		
What is extended to the other language?		
How long does extension in the other language last?		
Additional Questions		

Assessment in Language Programs

Prepared by Karen Beeman

Adapted from Gottlieb, M. and Nguyen D. (2007). *Assessment and Accountability in Language Education Programs*. Philadelphia, PA: Caslon Publishing

Principles:

- Assessment should capture student growth in both language and academic achievement in each language.
- Formative assessment should mirror instruction and should be administered and collected over time using rubrics, checklists and benchmark assessments.
- Summative assessments should match district, state and federal guidelines.

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative (occur consistently during the school year): • Language Development Rubrics for Spanish (WIDA's CAN DO descriptors) used formatively) • Spanish as a Second Language Checklists • Speaking Rubrics • Listening Rubrics Summative (occur once): SALSA - PODER (WIDA states)	Formative: • Writing rubrics in Spanish • EDL2 • Reading Inventories • <i>Dictado</i> Checklists • Content area project rubrics • Teacher made tests • Performance based tasks Interim: Tejas Lee Summative: LAS APRENDA TERRA NOVA en español
English	Formative: • Language Development Rubrics (WIDA's CAN DO descriptors) used formatively • ESL Checklists • Language Development Rubrics • Speaking Rubrics • Listening Rubrics Summative: ACCESS (WIDA states) WELPA (Washington)	Formative: • Writing rubrics in English • DRA • Reading Inventories • Spelling Growth • Fluency Measures • Content area project rubrics • Teacher made tests • Performance based tasks Interim: MAP (Measure of Academic Progress) Summative: State large scale testing (Badger, WASL- PARCC and Smarter Balance)

Friday, July 30, 2016

What are the instructional and programmatic implications of teaching for biliteracy?

<i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	www.TeachingForBiliteracy.com
Chapter 1 <i>What do We Mean by Teaching for Biliteracy</i>, sample scenario – bottom of p. 3 Chapter 6 <i>Student Funds of Knowledge and Linguistic Creativity in the Classroom</i> sample scenario, p. 78 Chapter 8 <i>Learning to Write in Spanish in the United States: An Integrated Approach</i>, Student writing sample, p. 8	Sample PD-> • Blog Interview with Karen Beeman: <i>One Good Question</i>, https://rhondabroussard.com/2015/11/03/one-good-question-with-karen-beeman-how-biliteracy-supports-social-justice-for-all/ • Blog interview with Karen Beeman, <i>On the Development of Biliteracy</i>, http://www.edcentral.org/interview-karen-beeman-part-one/ • Blog Interview with Karen Beeman, <i>Creating a Strong Dual Immersion Program</i>, http://www.edcentral.org/beeman-part-two/

Planning for advocacy includes:

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

Effective advocacy sentence prompts:

- What I hear you saying is...
- Our students...
- Our data show...
- Research tells us that...
- Currently, in the field...
- Federal legislation requires us...
- Our current program is/is not...
- Other districts with similar demographics...
- We are simply creating more work for ourselves if...
- Our community...

Advocacy Scenarios

Premise 1: Spanish in the United States is a minority language within a majority culture

Therefore, we have to raise the status of Spanish within the majority environment

<u>Instruction</u> The teacher begins instruction in Spanish but switches to English when students don't understand or when students ask questions in English.	
<u>Assessment</u> Instruction is provided in Spanish while the end of the unit assessment is provided in each student's preferred language, in both languages, or in English only.	For our students, when assessments are provided in the language of choice, this often leads to code-switching or translating during instruction and students and teachers both focus on content while lessening emphasis on the language associated with that content. In addition, trends in the field demonstrate that assessments that are provided in English only (after Spanish instruction) devalue the Spanish instruction. And when assessments are given in BOTH Spanish and English to all the students, this reinforces the belief that all content must be both taught and assessed twice (once in each language) for students to become bilingual and biliterate. Bilingualism and biliteracy instruction are supported when assessments are given in the language of instruction, and a Bridge following the assessment explicitly teaches students to put new labels on already understood concepts.

Systems/Infrastructure

A 5th grade biliteracy teacher says, “The district has provided some really great resources in English for this science unit. I realize that science is taught in Spanish in 5th grade, but I just don’t have the time to create or find these great resources and videos in Spanish.” The teacher asks, “Can I just teach this unit in English? Or can I just use the English resources but teach in Spanish?”

Premise 2: Students use all the languages in their linguistic repertoire to develop biliteracy

Therefore, we support developing bilinguals by teaching literacy in both Spanish and English, moving from informal to formal language, and reflecting a multilingual paradigm of instruction.

Instruction

One of the teachers, Samuel, brought an example of student writing to class and asked his classmates for help. One of his 1st grade students, María, had written, “*Voy a una party con mi broder*” as part of a language experience activity. Samuel wondered whether María has fully development her home language and asked his classmates, “How can I teacher her when she doesn’t speak with of the two languages well?” Several classmates questioned whether María was even in the right program. Some argued that since María’s Spanish isn’t good to begin with, perhaps she should be placed in an all-English program. (*Teaching for Biliteracy*, p. 3-4)

<u>Assessment</u> After assessing a student with both an English diagnostic assessment and a Spanish diagnostic assessment, it is determined that the student is low in both languages and therefore not a good candidate for biliteracy instruction.	
<u>Systems/Infrastructure</u> Common Core English language arts units of instruction are created by the district. Biliteracy teachers are instructed to implement the same units, on the same pacing, but some in Spanish and some English.	

Premise 3: Spanish and English are each governed by different linguistic rules and cultural norms

Therefore, we have to use strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.

<u>Instruction</u> Literacy instruction in Kindergarten in Spanish begins by learning the names of the letters of the alphabet first, and then moves on to initial sounds.	
<u>Assessment</u> The district creates standard writing prompts to be given to all the students in the district. The writing prompts and the rubrics used to evaluate the responses to the prompts are translated into Spanish for use for biliteracy.	

Systems/Infrastructure

The biliteracy program in District X includes both the one-teacher model (where one teacher instructs in both Spanish and English) and the two-teacher model (where one teacher instructs in Spanish and the other in English). Whether in the one teacher model or the two-teacher model, District X holds teachers accountable for the strict separation of languages. In other words, a Spanish medium teacher may not use English, and the English medium teacher may not use Spanish. In one-teacher models, the teacher must absolutely separate Spanish and English instruction.