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***What are the elements of the
Bridge and metalinguistic focus?***



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THE CENTER

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



**Advocacy –
Leadership Considerations**

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



Keep in mind – the Three Premises for Teaching for Biliteracy

- Instruction
- Assessment
- Systems/Infrastructure



Teaching for biliteracy is different than teaching for monoliteracy because (p. 5)

- Spanish in the U.S. is a minority language within a majority culture
- Students use all the languages in their linguistic repertoire to develop biliteracy
- Spanish and English are each 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 have to make decisions that support raising the status of Spanish within the majority environment.

- Students use all the languages in their linguistic repertoire to develop biliteracy

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

- Spanish and English are each governed by different linguistic rules and cultural norms

Therefore, we make decisions that support the implementation of strategies appropriate for each language, and ensure that students have the explicit opportunity to compare and contrast their languages.

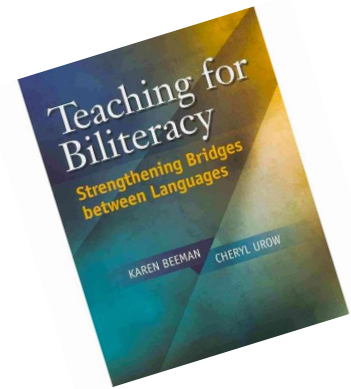
Sentence Prompts

- 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...



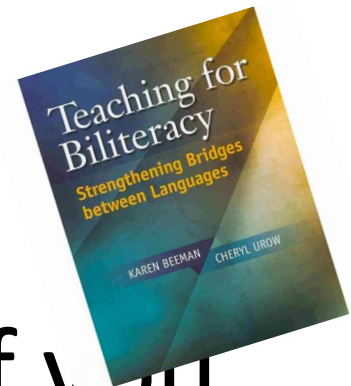
Let's practice our advocacy...

- Read the scenario on the bottom of p. 3 – top of p. 4 – Samuel.
- Is this an issue of **instruction**, **assessment**, or **systems/infrastructure**?
- Which premise is most useful in responding to this issue?
- Look at the advocacy scenarios beginning on p. 5 of your handouts.



Let's practice our advocacy...

- Read the scenario on the bottom of p. 3 – top of p. 4 – Samuel.
- Let's respond to Samuel.
- Working with a partner, one of you assume the role of Samuel, and the other- be yourself.
- How can you help Samuel to understand the second premise?



Advocacy...

- Takes time
- Takes practice
- Takes planning and strategizing



Resources...



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INFRASTRUCTURE
SUPPORTS

DESCRIPTION OF
PROGRAMS

Join Cheryl Urow at the Texas
Association for Bilingual Education
for a Biliteracy Pre-Conference Institute

[Registration info](#)



There are many kinds of language acquisition programs. The resources below are useful in understanding the difference among the different program types.

- Power Point describing language acquisition programs and the students they serve: [An overview of language acquisition programs and the students they serve](#)
- Handout of language acquisition programs: [Language Acquisition Programs Explained](#)

You can find more information on different types of language acquisition programs by clicking on the [Description](#) page of this website.

Decision Making Framework

This decision making framework is designed to be used as a working document by the members of a dual language committee. It outlines some of the critical decisions that need to be made in anticipation of creating a new dual language program. It can also be used as tool for enriching and refining an existing dual language program.

Creating and Maintaining a Dual Language Committee

This document outlines suggestions for the members and duties of a standing dual language committee.

Timeline for Creating a New Dual Language Program

This document outlines a two-year plan for researching, developing, and implementing a new dual language program.

Sample Content Allocation Plans for Dual Language:

- For 80/20 Programs: [Sample Content Allocation Plans Dual Language, Two-Way and One-Way Immersion, and Developmental Bilingual Education 80-20 Only](#)

New...Events



Center for Teaching for Biliteracy

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Urow will be facilitating a Pre-Co
CARLA 2016: Teaching for Biliter

October 2016

Introduction to Dual Language, One-Way Immersion, and Two-Way Immersion

\$100.00

October 1 @ 8:30 am - 3:00 pm

*470 N. Lake Street, Mundelein, IL 60060, 470 N. Lake Street
Mundelein, IL 60060, Illinois United States*

Introduction to Dual Language, One Way Immersion, and Two-Way Immersion Programs is a one-day introductory workshop designed for teachers and administrators new to dual language, one-way immersion, and two-way immersion programs. This interactive workshop will review the most recent research in dual language, demonstrate sample dual language instruction, and focus on strategies that are effective for teaching language, content, and literacy in two languages, including the Bridge between languages. In addition, workshop participants will have the opportunity to network with other...

[Find out more »](#)

La enseñanza de la lecto-escritura en español (Spanish Literacy Instruction)

\$100.00



¡Mil Gracias!

Thank you!



Karen, Cheryl, Melody, Olga, Susan

You can also find a link to the evaluation on the dedicated page of the website.



<http://goo.gl/forms/8UeiQ7EaVEpjwtMop2>

