



Teaching for Biliteracy Summer Institute 2016



Time	Monday June 27, 2016	Tuesday June 28, 2016	Wednesday June 29, 2016	Thursday June 30, 2016	Friday July 1, 2016
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 - Creating Systems that Support Biliteracy - Introduction: Biliteracy Unit Framework (BUF)	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 and Teachers: A Multilingual perspective	What practices support biliteracy (Instruction and assessment)? - Standards, Big Ideas, and Summative Assessment - Oracy and Background Knowledge - Reading and Writing	How does instruction match the internal structure of the language? Word Study and Fluency in Spanish: The <i>Dictado</i> and Other Authentic Strategies What are the elements of the Bridge and Metalinguistic Focus?	What are the instructional and programmatic implications of teaching for biliteracy? - The Extension - Biliteracy Assessment - Advocacy (Leadership Considerations) Institute Evaluation
Book Connection	Chapters 1, 4 & 5	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

Time	Monday June 27, 2016	Tuesday June 28, 2016	Wednesday June 29, 2016	Thursday June 30, 2016	Friday July 1, 2016
Concurrent Afternoon Sessions 1:30 -3:00 p.m.	Breakout Sessions: Focus: <i>What does a BUF (biliteracy unit) look like and feel like?</i>	Breakout Sessions: Focus: <i>How does the multilingual perspective influence program develop, curriculum, and instruction?</i>	Breakout Sessions: Focus: <i>What strategies and materials support biliteracy development?</i>	Breakout Sessions: Focus: <i>What instructional and programmatic practices support biliteracy development?</i>	The Teaching for Biliteracy Summer Institute ends after lunch on Friday, July 1 Thank you for your participation!
	BUF in K-1 Susan Pryor	Developing a Biliteracy Curriculum: The BUF Writing Process Susan Pryor & Melody Wharton	Books for Biliteracy Heather Robertson-Devine	How Spanish Works (<i>en español</i>) Olga Karwoski	
	BUF in 2-3 Olga Karwoski	Moving Programs to a Multilingual Perspective Nichole Ponzer, Lissette Quiñones, Miriam Torres	Fostering Engagement and Meaning-Making Independent Bilingual Readers Emily Zoeller	What the Bridge Looks Like Susan Pryor & Melody Wharton	
	BUF in 4-5 (with adaptations to secondary) Melody Wharton	Using a Multilingual Perspective to Design Small Group and Individualized Instruction Emily Zoeller	LEA: Moving from Oracy to Literacy (<i>en español</i>) Olga Karwoski	Round Table for Administrators	



Afternoon Breakout Session Presenter Information

Monday, June 27, 2016

BUF in K-1	Susan Pryor, Center for Teaching for Biliteracy	teachingforbiliteracysp@gmail.com	These interactive sessions will take participants through a sample Biliteracy Unit Framework of Instruction (BUF), including building Oracy, reading, writing, word study, the Bridge and Extension.
BUF in 2-3	Olga Karwoski, Center for Teaching for Biliteracy	teachingforbiliteracyok@gmail.com	
BUF in 4-5 With adaptations to secondary	Melody Wharton, Center for Teaching for Biliteracy	teachingforbiliteracymw@gmail.com	

Tuesday, July 28, 2016

Developing a Biliteracy Curriculum: The BUF Writing Process	Susan Pryor, Center for Teaching for Biliteracy Melody Wharton, Center for Teaching for Biliteracy	teachingforbiliteracysp@gmail.com (Susan Pryor) teachingforbiliteracymw@gmail.com (Melody Wharton) Both Susan and Melody have extensive experience working in a number of districts developing standards based grade-level biliteracy maps and biliteracy units and understand the process involved in developing biliteracy curriculum.	This session will focus on the process of developing a curriculum that supports biliteracy instruction and the writing, developing, and implementing of BUFs.
Moving Programs to a Multilingual Perspective	Lisette Quiñones, Gurnee District 56, Second Grade Teacher lquinones@d56.org Miriam Torres, Gurnee District 56, Bilingual Coordinator and Kindergarten Teacher mtorres@d56.org	Gurnee District 56 is phasing out their TBE Program and is starting a One-way Dual Language Program PreK-5 following a 70/30 model in 2016-2017.	Join this group of teachers and administrators as they share their districts' journeys toward a multilingual perspective of program development, curriculum planning, and instruction.
	Nichole Ponzer, Menasha Joint School District, Literacy Coach ponzern@mjsd.k12.wi.us	Menasha Joint School District has a Two Way Immersion program K-12. Ms. Ponzer works with the teachers in the K-5 program, which is a 50/50 model.	

Tuesday, July 28, 2016 (cont.)

Using a Multilingual Perspective to Design Small Group and Individualized Instruction	Emily Zoeller, Madison Metropolitan School District eczoeller@madison.k12.wi.us	Emily Zoeller works at <i>Nuestro Mundo Community School</i> , K-5 elementary school in Madison, WI. The program is a 90:10 two-way dual language immersion program. As a coach, she leads professional development and carries out coaching cycles with the <i>Nuestro Mundo</i> teachers. Emily is also on the faculty of Edgewood College in Madison, WI.	This session guides teachers in holistic planning of targeted instruction. Session content draws from Chapters 5 and 8 of <i>Teaching for Biliteracy</i> . Participants will learn how to analyze an oral language sample of a student and use this information to honor approximations in reading and writing. Participants will also learn how to analyze reading or writing samples in two languages and across languages.
--	---	--	---

Wednesday, July 29, 2016

Books for Biliteracy	Heather Robertson-Devine, Madison Metropolitan School District, 4th Grade Dual Language Immersion Teacher Books del Sur, Owner heather@booksdelsur.org	As a bilingual teacher overwhelmed by the content needed to cover in both languages and the lack of good Spanish books, Heather started <i>Books del Sur</i> which is a company dedicated to bringing high quality authentic Spanish literature from Latin America to the U.S. The books are integrated with culture and content which make a lovely union with our BUFs.	Explore high quality, authentic Spanish texts with Heather, Dual Language Immersion teacher and owner of <i>Books del Sur</i>.
Fostering Engagement and Meaning-Making Independent Bilingual Readers	Emily Zoeller, Madison Metropolitan School District eczoeller@madison.k12.wi.us	Emily Zoeller works at <i>Nuestro Mundo Community School</i>, K-5 elementary school in Madison, WI. The program is a 90:10 two-way dual language immersion program. As a coach, she leads professional development and carries out coaching cycles with the <i>Nuestro Mundo</i> teachers. Emily is also on the faculty of Edgewood College in Madison, WI.	This session will focus on engaging readers during independent reading. The content of this session relates to Chapter 7 of <i>Teaching for Biliteracy</i>. This session will propose structures, routines, and teacher moves that set students up for meaningful reading. Facilitator will share examples, and group will have opportunities for dialogue and planning.

Wednesday, July 29, 2016 (cont.)

**LEA (Language Experience Approach):
Moving from Oracy to Literacy (en español)**

Olga Karwoski,
Center for Teaching for
Biliteracy

teachingforbiliteracyok@gmail.com

Olga Karwoski has been a bilingual teacher in Villa Park, Illinois for 16 years and has taught a number of grade levels, most recently teaching 2nd grade. She has worked extensively with her bilingual and monolingual colleagues in developing biliteracy units that are standards based and that are used in both the monolingual and bilingual programs. Oracy development as a foundation for literacy development has been a priority in both the bilingual and monolingual units and classrooms and Olga has worked hard to develop oracy throughout her instructional program.

This session, which will be conducted in Spanish, will provide an in-depth look at the Language Experience Approach (LEA) strategy: a highly effective strategy for moving from Oracy to literacy, and for contextualizing the instruction of both reading and writing skills.

Thursday, July 30, 2016

How Spanish Works (en español)	Olga Karwoski, Center for Teaching for Biliteracy	teachingforbiliteracyok@gmail.com <i>Nacida en Chile y criada en los EEUU, Olga ha sido maestra bilingüe por 16 años, y ha dedicado parte de su práctica al uso de métodos auténticos en español, tales como el dictado, aspectos fonéticos como la importancia de la segmentación silábica, y el uso de paredes de palabras que reflejan la estructura interna del español.</i>	Spanish and English, while both alphabetic languages, have many structural and cultural differences. This session, which will be conducted in Spanish, will look at literacy strategies that respect and reflect these distinct linguistic rules and cultural norms.
What the Bridge Looks Like	Susan Pryor, Center for Teaching for Biliteracy Melody Wharton, Center for Teaching for Biliteracy	teachingforbiliteracysp@gmail.com (Susan Pryor) teachingforbiliteracymw@gmail.com (Melody Wharton) As experienced biliteracy teachers, instructional coaches and administrators, Susan and Melody have designed Bridges, implemented Bridges, and coached and planned for Bridges with practicing teachers. They have a very deep and nuanced understanding of the Bridge.	Explore the three different types of Bridges – side-by-side, illustration, and Así se dice – and how they can all be used across program models, grade levels, and content areas.

Thursday, July 30, 2016 (cont.)

Round Table for Administrators	Jon Baricovich Director of Assessment and English Learner Programming Summit School District 104 jbaricovich@sd104.us	Summit SD 104 offers a Two-Way Immersion Dual Language program currently to students enrolled in grades PK - 4th. The District will offer Dual Language programming to students through 8th grade. The program philosophy is informed by the goals of biliteracy and cultural competence for all students.	Engage in an informal discussion and Q & A with administrators from a variety of program models about implementing, supporting, and growing biliteracy curriculum and instruction.
	Jaime Barraza Language Programs Coordinator North Shore School District 112 jbarraza@nssd112.org	North Shore School District 112 has a Dual Language Program spanning from Early Childhood through 8th Grade using the 80/20 model. As the program continues to grow, the district roots itself in a strong philosophy, beliefs and givens tied to the goals of bilingualism, biliteracy, and biculturalism.	

Round Table for Administrators (cont.)	Rocío del Castillo Coordinator for Second Language Learning West Chicago School District 33 delcastillor@wego33.org	District 33 offers since 2002 a Two-Way Immersion Dual Language program to students enrolled in grades PK - 5th at Gary School. This year, the approach shifted from TBE to DL district wide as a vehicle to close the achievement gap and to promote bilingualism, biliteracy and multicultural education. Currently, West Chicago offers a One-Way Immersion Dual Language program district wide to students enrolled in grades PK - 3rd. Both programs follow an 80/20 model.	
	Michelle Hernandez Dual Language Coach District 59 hernandez.michelle@ccsd59.org Griselda Pirtle Director of English Language Learners District 59 pirtle.griselda@ccsd59.org	District 59 is excited that next year they will have completely phased out their TBE Program. They have One-way and Two-way Dual Language Programs District wide that follow an 80/20 model.	

Round Table for Administrators (cont.)	Yesenia Sánchez Director of ELL/Bilingual & Title I Programs Mundelein Elementary School District 75 ysanchez@d75.org	Mundelein Elementary School District 75 currently has a Developmental Bilingual Program. We will begin our Two-Way Immersion Program in August of 2016 in 50% of our kindergarten classrooms.	
--	--	--	--

