

Teaching for Biliteracy Summer Institute 2017



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THE CENTER

Welcome to our 5th annual Teaching for Biliteracy Summer Institute

- Nine states: Illinois
 - Alaska
 - California
 - Georgia
 - Indiana
 - New Jersey
 - Oregon
 - Texas
 - Wisconsin
 - Washington

Welcome to our 5th 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, speech pathologists
 - School based administrators and central office administrators

Meeting Norms

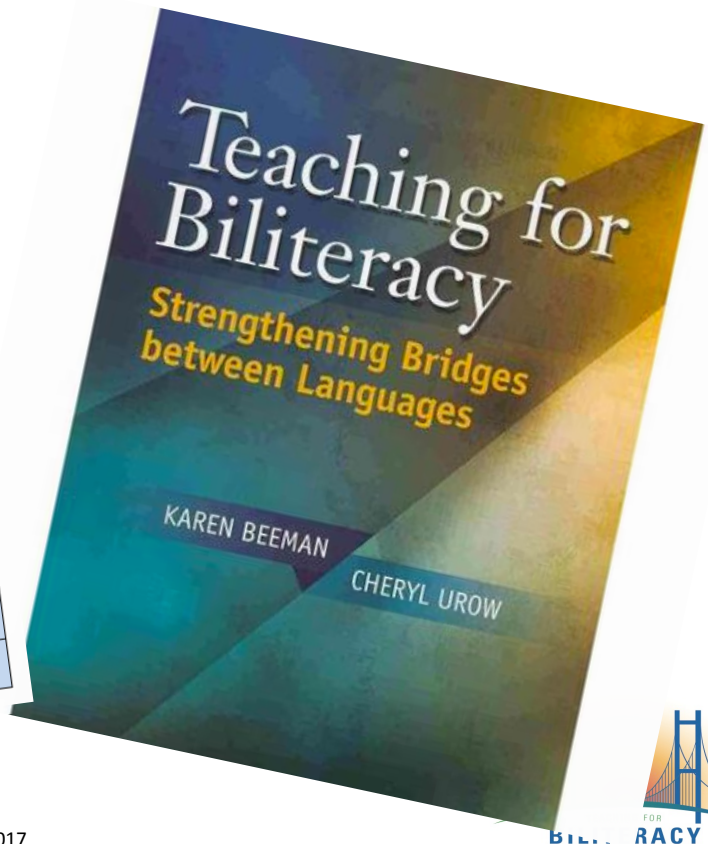


- Please silence your phones
- Please keep sidebar conversations to a minimum.
- We will take brain breaks/phone breaks every 1.5 to 2 hours or as needed.



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



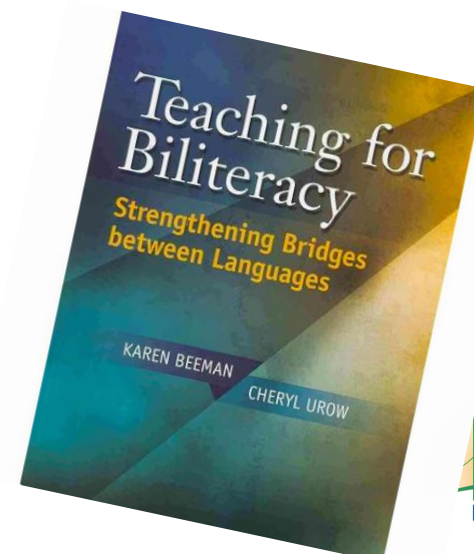
Institute Resources: text, handouts and website:

<http://bit.ly/2s62GBU>



Time	Monday June 22, 2015	Tuesday June 23, 2015	Wednesday June 24, 2015	Thursday June 25, 2015	Friday June 26, 2015
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Beeman and Urow
Teaching for Biliteracy Summer Institute 2017



**Handouts and Power Point presentations from the
Teaching for Biliteracy Summer Institute are
available at:**

<http://bit.ly/2s62GBU>



Additional biliteracy information available at:
www.TeachingforBiliteracy.com



**On the final day of the workshop, please complete this
short, on-line survey for the team:**

<http://bit.ly/2s6tpQA>



Daily logistics

- Breakfast from 7:30 a.m.
- Sign in and pick up your handouts for the day.
- Pick up your table topper.
- Change your seating throughout the room.
- 8:30 start time each morning. Coffee/tea until 10 a.m.

Daily logistics

- Short break in the morning
- Lunch and networking 12:30 – 1:30 each day
- Dessert and coffee/tea at 1:10 each day – we must leave the room.
- Please clean your area before leaving for dessert.
- End at 3 p.m. Monday – Thursday.
- End at lunch on Friday – please complete on-line evaluation before leaving the institute.

Institute Overview

Week-at-a-Glance

- Each morning session focused on guiding question(s)
- Supporting information on **content** and **strategies** in handouts, in the text, and on the website
- Parking lot for questions/concerns.



Page 3 of handouts

Biliteracy Strategy	Page in <i>Teaching for Biliteracy: Strengthening Bridges between Languages</i>	Notes
Concept Attainment	p. 81	
Elbow buddy	Not in text	
Structured academic talk	Chapter 6	

Institute Overview: Week-at-a-Glance

- Afternoon breakout sessions – three or four 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 team members

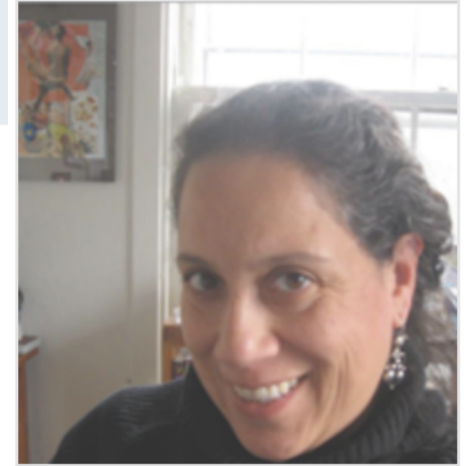
Center for Teaching for Biliteracy Team



Susan Pryor, MS ECE



**Melody Wharton,
M.Ed.**



Patricia Núñez, M.Ed.



Olga Karwoski, M.Ed.

Institute Overview: Week-at-a-Glance

- Review the week-at-a-glance
- Review the handouts for today.
- Register for the website if you have not yet had the chance:

www.TeachingForBiliteracy.com

- Find the 2017 Teaching for Biliteracy Summer Institute page on our website:

[**http://bit.ly/2s62GBU**](http://bit.ly/2s62GBU)

AM - Monday, June 26, 2017

- 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 26, 2017

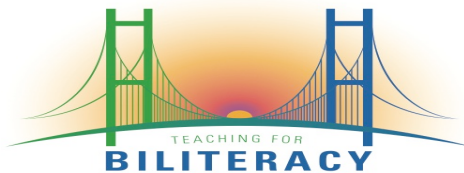
Four sample BUFs (Biliteracy Unit Framework) in action

What does a BUF look like and feel like?

- PreK/K – Patricia Núñez
- 1, 2 – Susan Pryor
- 3 -5 - Olga Karwoski
- Secondary – Melody Wharton

What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



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Page 3 of handouts

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Which reflects your program?
What are the names of the programs?

Program 1	Program 2

Program 1

The goal of the program is to graduate students with high levels of bilingualism and biliteracy.

Program 2

The goal of the program is to exit students with high levels of English language proficiency and English literacy.

Program 1

The goal of the program is to graduate students with high levels of

Program 2

The goal of the program is to exit students with high levels of English

Which more closely matches your current program's goals?

How about the goals of your future program?

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.

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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	

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No screening for entry – although there is information gathering	

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Because of political or geographical realities, some program 1s may have linguistically homogeneous classrooms	

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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.

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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	Program 2 is, by definition, linguistically homogeneous.

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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?

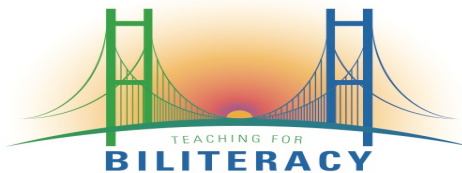
Dual Language	Transitional Bil.
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The goal of the program is to graduate students with high levels of bilingualism and	The goal of the program is to exit students with high levels of English language
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At pr st st	
range of academic and linguistic abilities in both English and Spanish	very specific linguistic profile.

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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Defining Dual Language

Two-Way Immersion

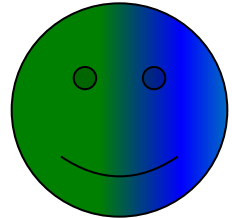
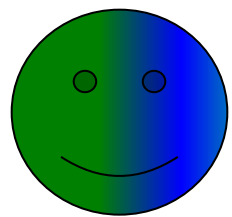
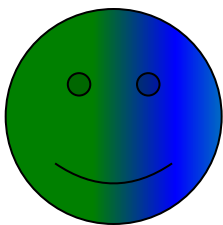
One-Way Immersion

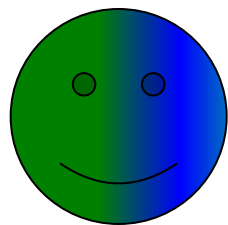
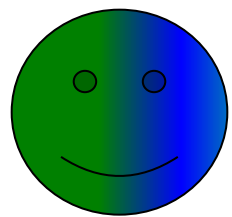
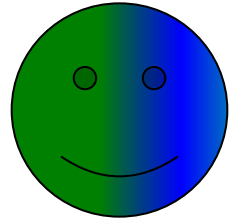
Foreign Language Immersion



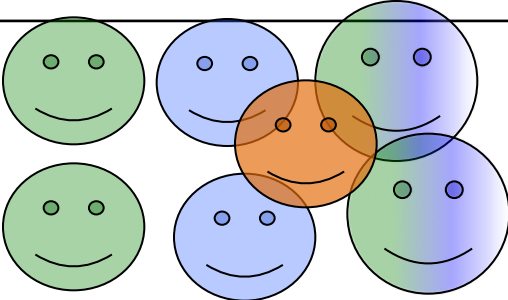
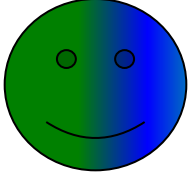
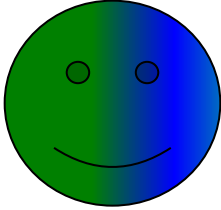
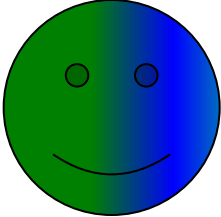
Language Acquisition Programs...



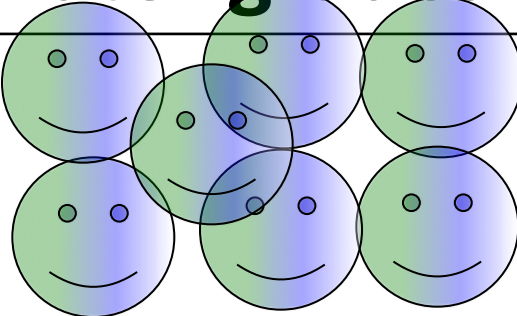
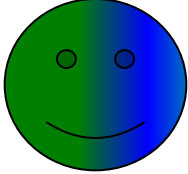
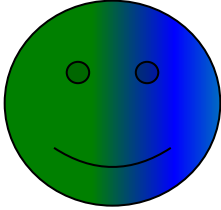
Language Acquisition program	Students upon entrance at Kinder	Goal
		
		
		



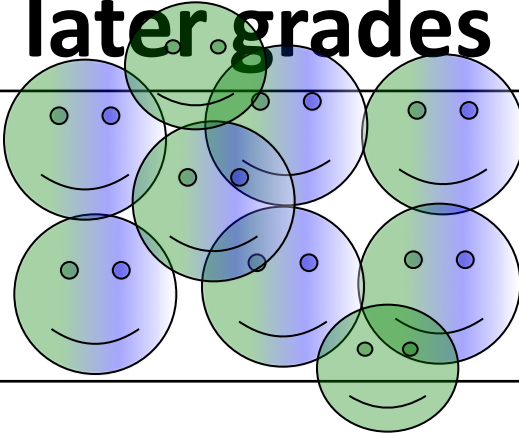
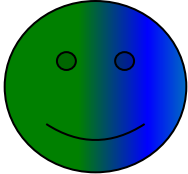
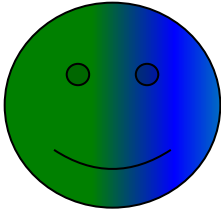
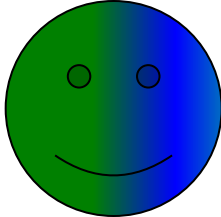
Simultaneous AND sequential bilinguals

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

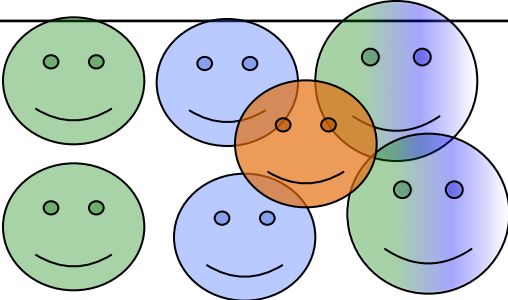
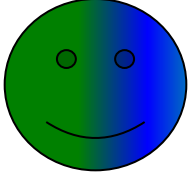
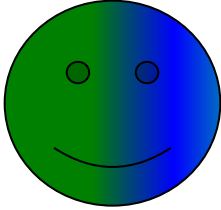
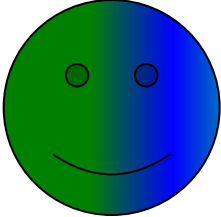
Simultaneous AND sequential bilinguals

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
		
		

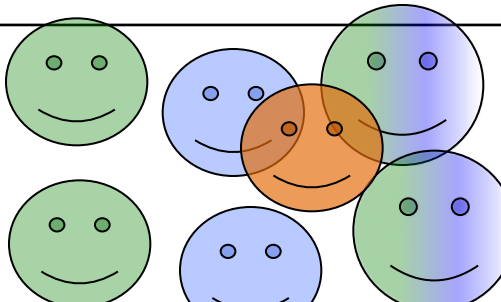
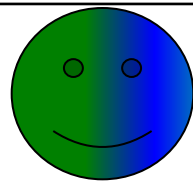
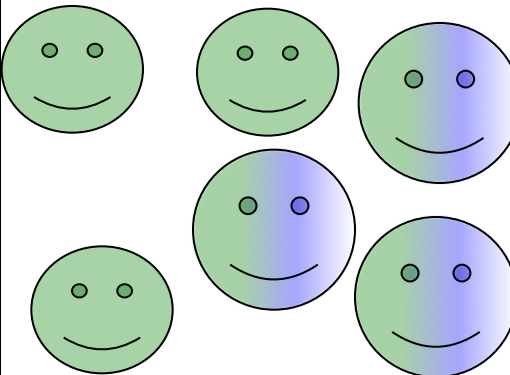
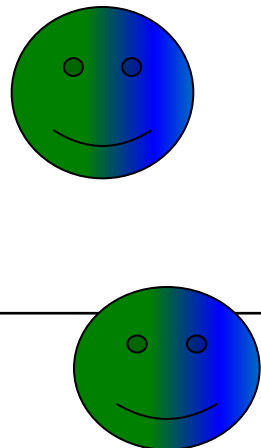
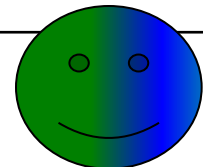
Simultaneous AND sequential bilinguals

Language Acquisition program	Students in later grades	Goal
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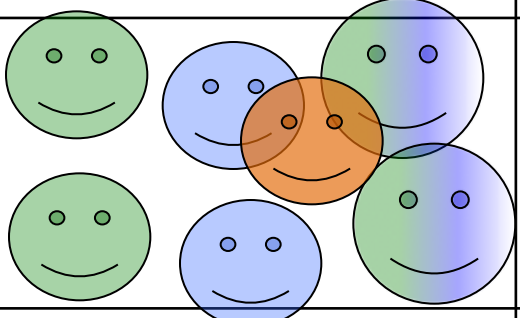
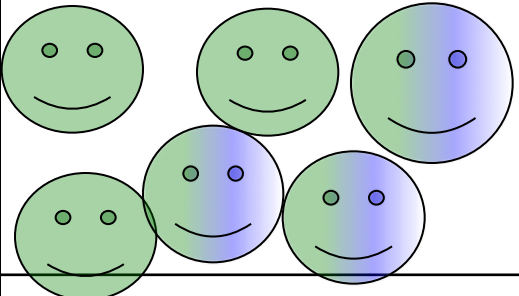
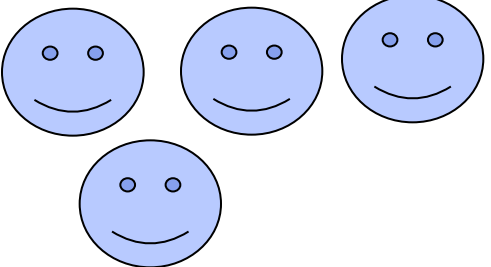
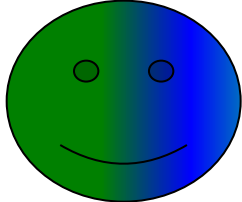
Simultaneous AND sequential bilinguals

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

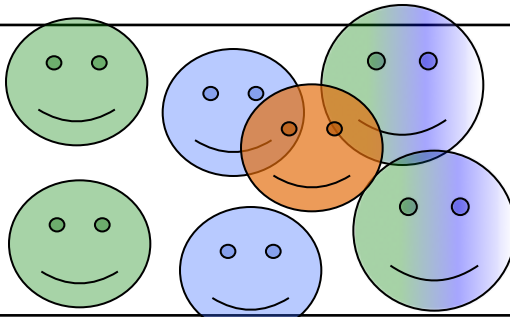
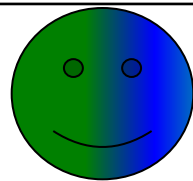
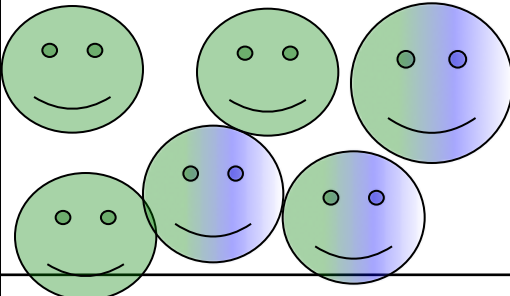
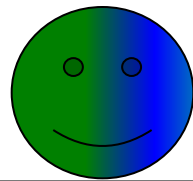
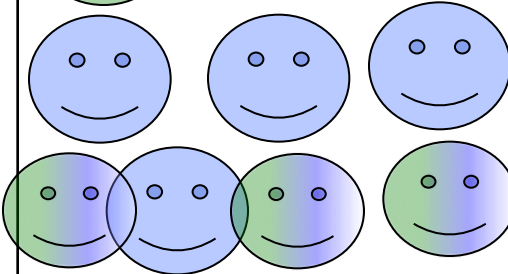
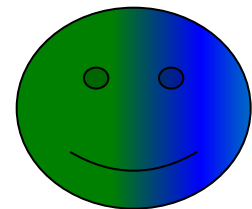
Simultaneous AND sequential bilinguals

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		
		

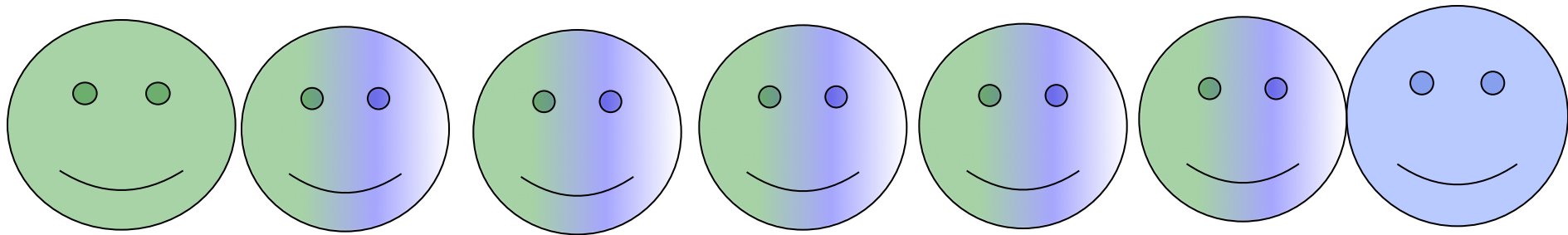
Simultaneous AND sequential bilinguals

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

Simultaneous AND sequential bilinguals

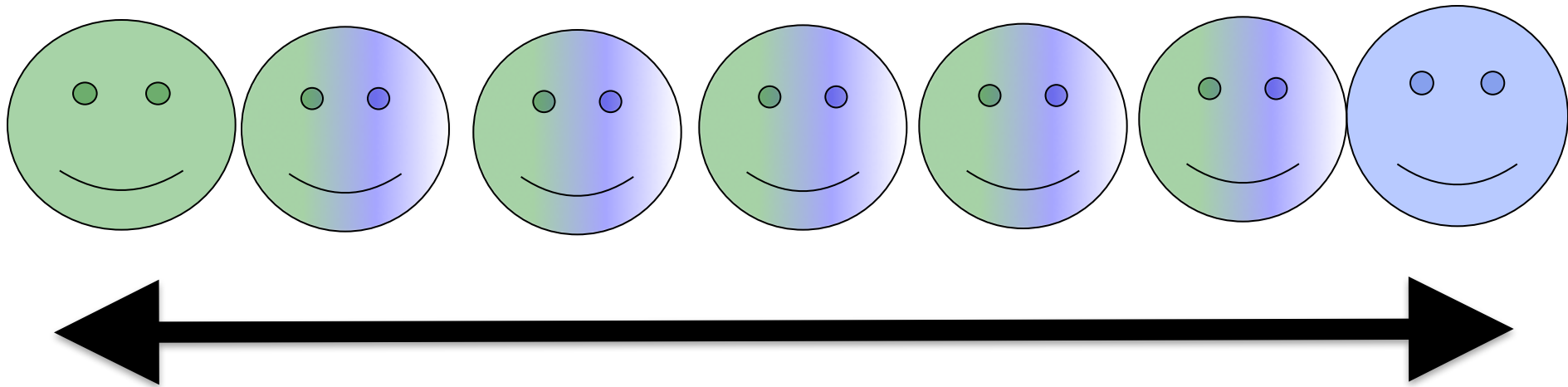
Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Some students engaged in biliteracy development begin their journey as monolinguals

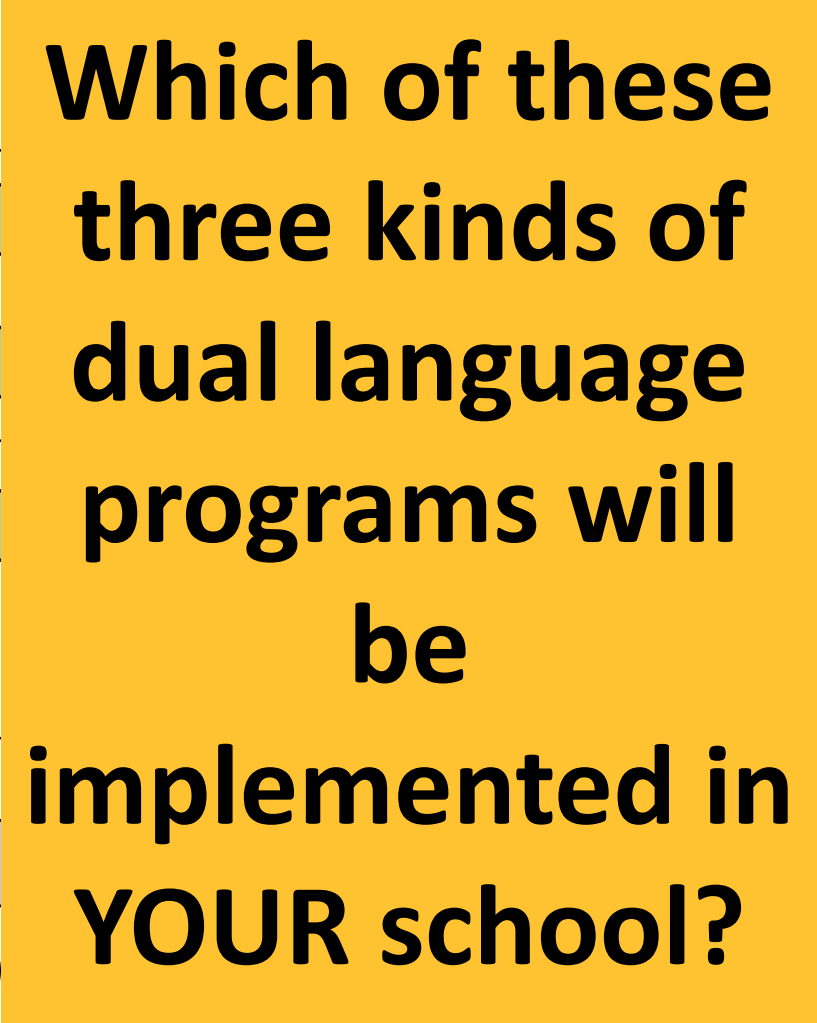


Some students engaged in biliteracy development begin their journey as simultaneous bilinguals.

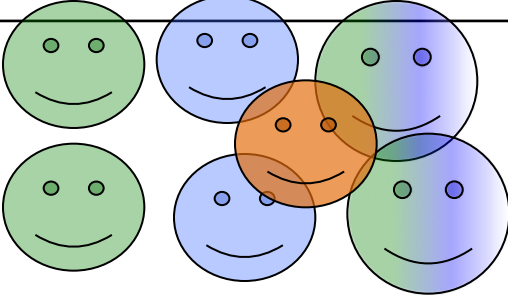
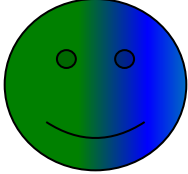
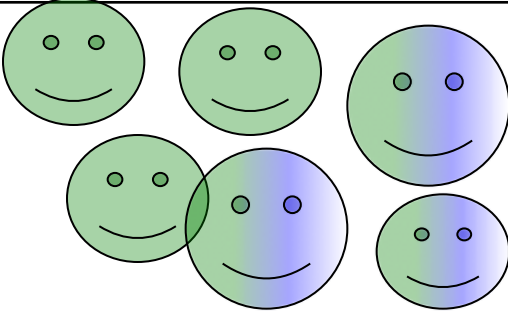
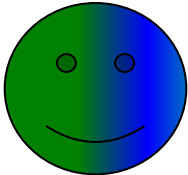
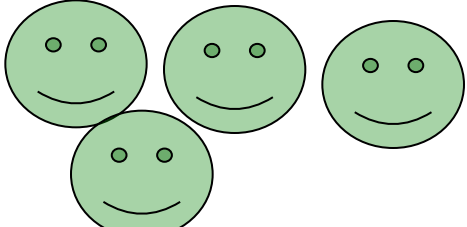
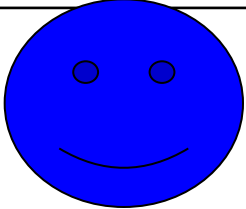
**The goal of dual language is to
support and create developing
bilinguals.**



Simultaneous AND sequential bilinguals

Language Acquisition program	Students	Goal
Dual Language: Two way immersion	  Which of these three kinds of dual language programs will be implemented in YOUR school?	
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Simultaneous AND sequential bilinguals

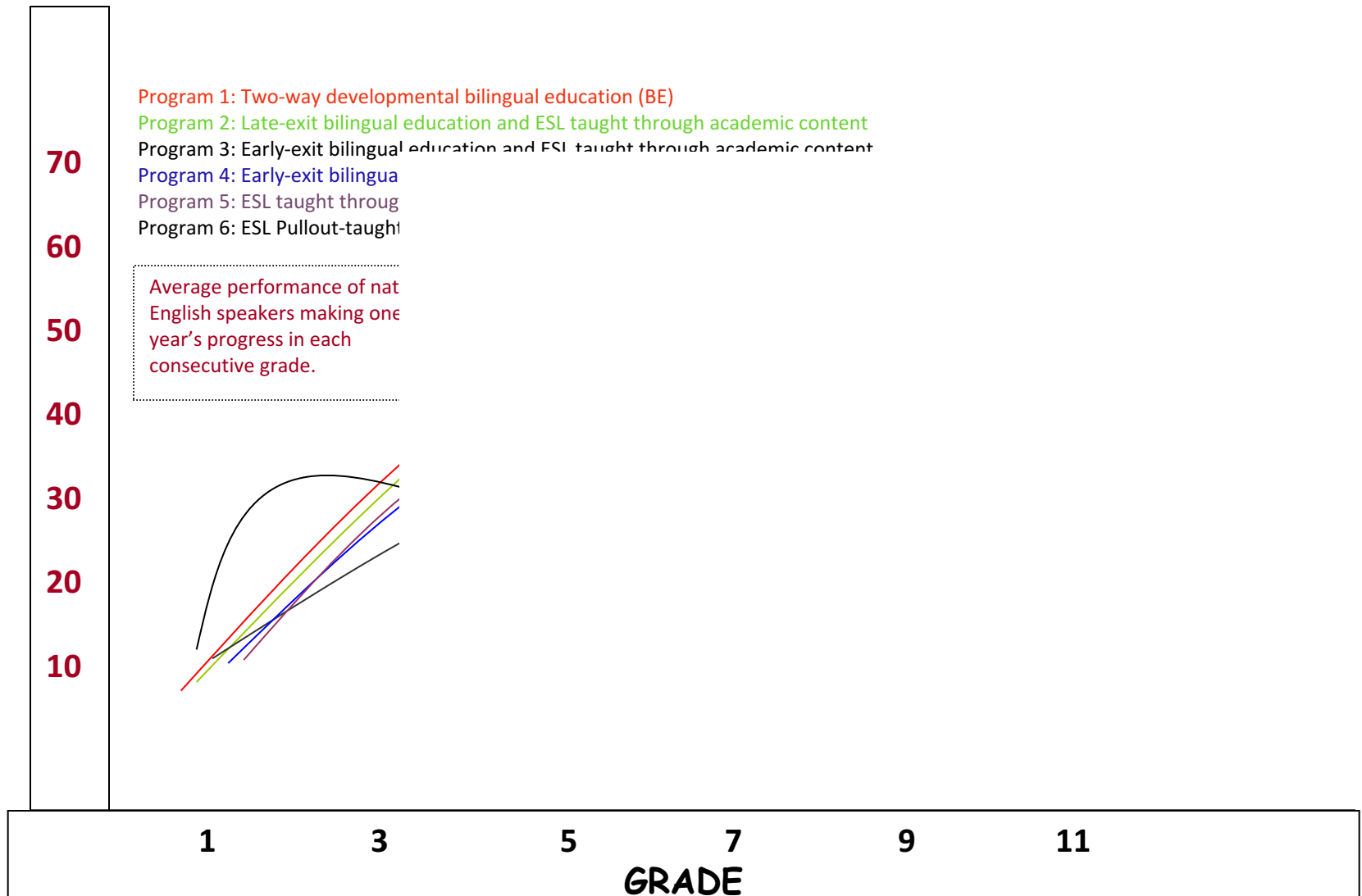
Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion	 A group of seven circular smiley faces representing students. There are four green faces, two blue faces, and one orange face in the center, partially overlapping the others.	 A single circular smiley face with a horizontal gradient from green on the left to blue on the right.
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual	 A group of seven circular smiley faces. There are four green faces and three blue faces. One green face and one blue face are overlapping in the center.	 A single circular smiley face with a horizontal gradient from green on the left to blue on the right.
Transitional bilingual	 A group of four green circular smiley faces. Three are in a top row and one is centered below them.	 A single solid blue circular smiley face.

Research from the Field of Dual Language and Biliteracy



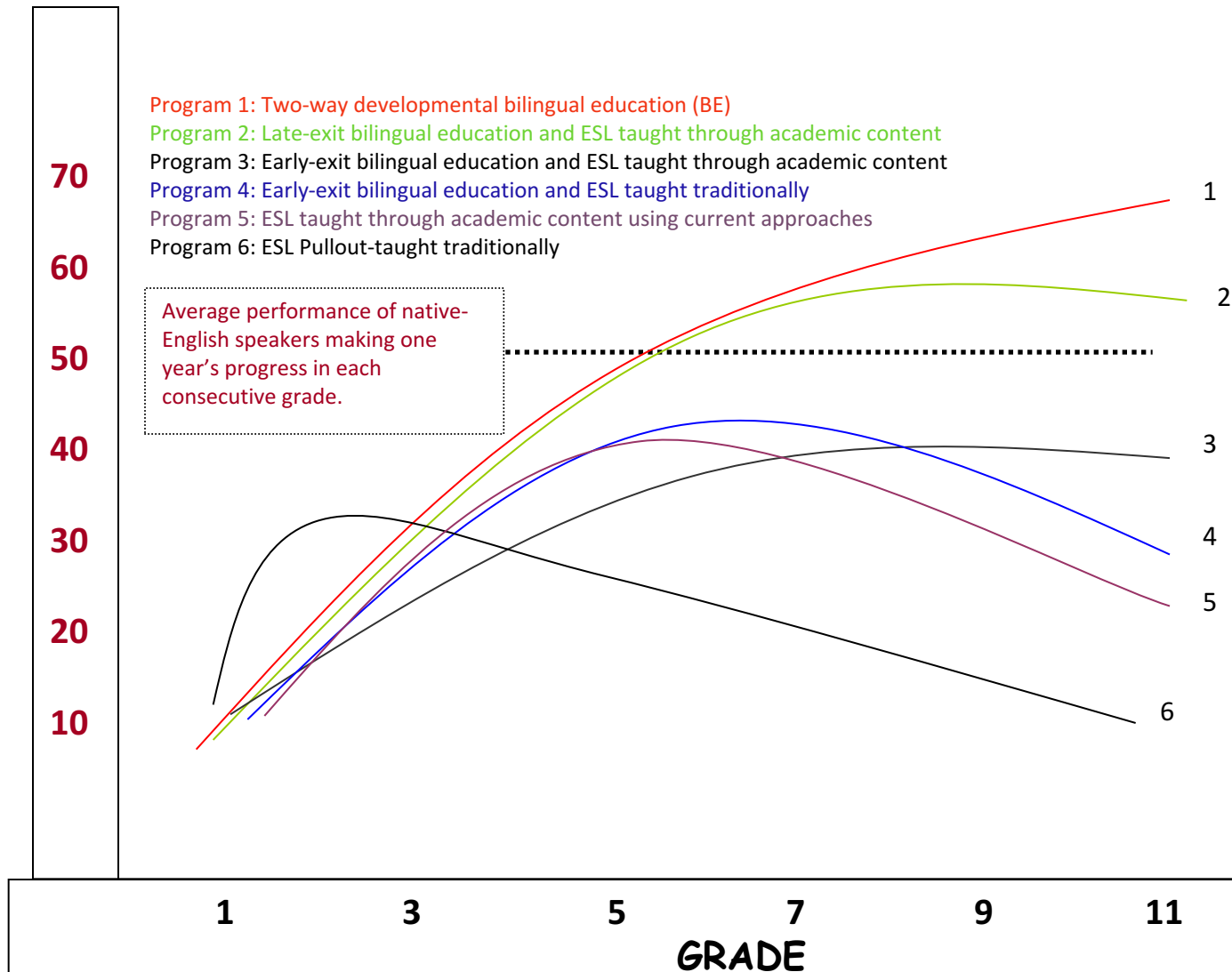
Data aggregated form a series of 3-7 year longitudinal studies from well-implemented, mature programs in
five school districts

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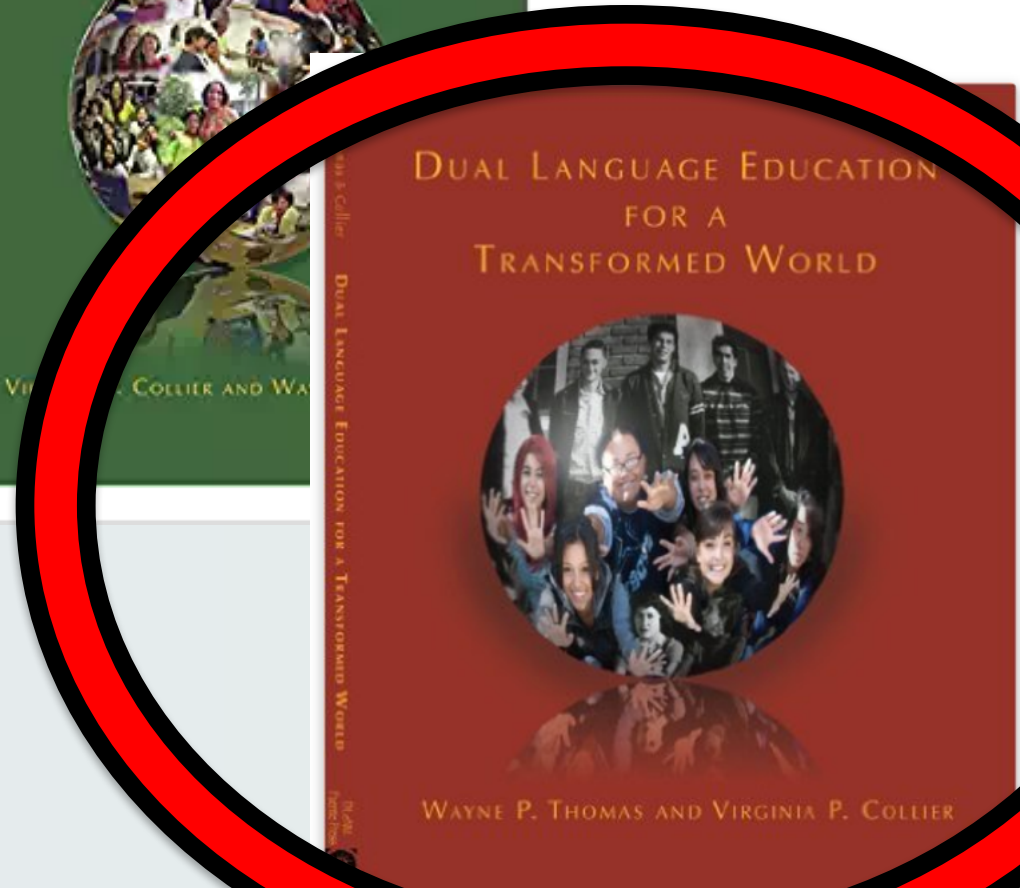
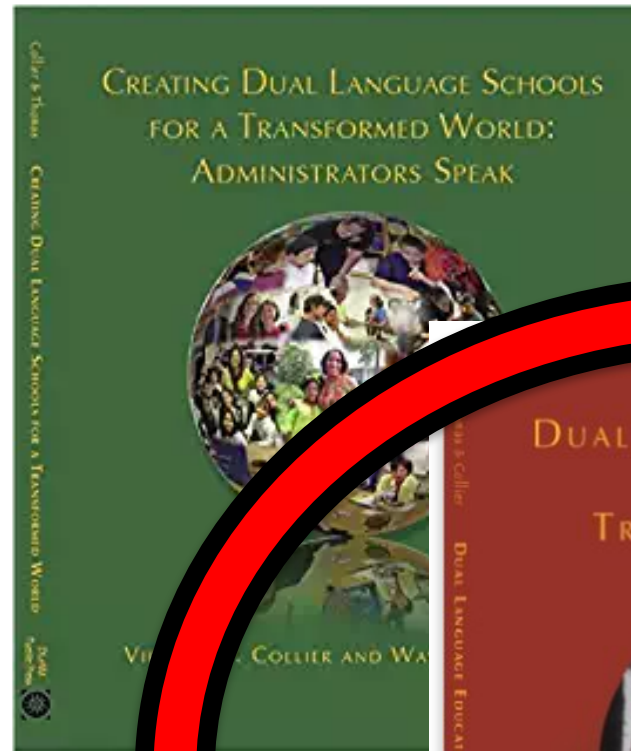
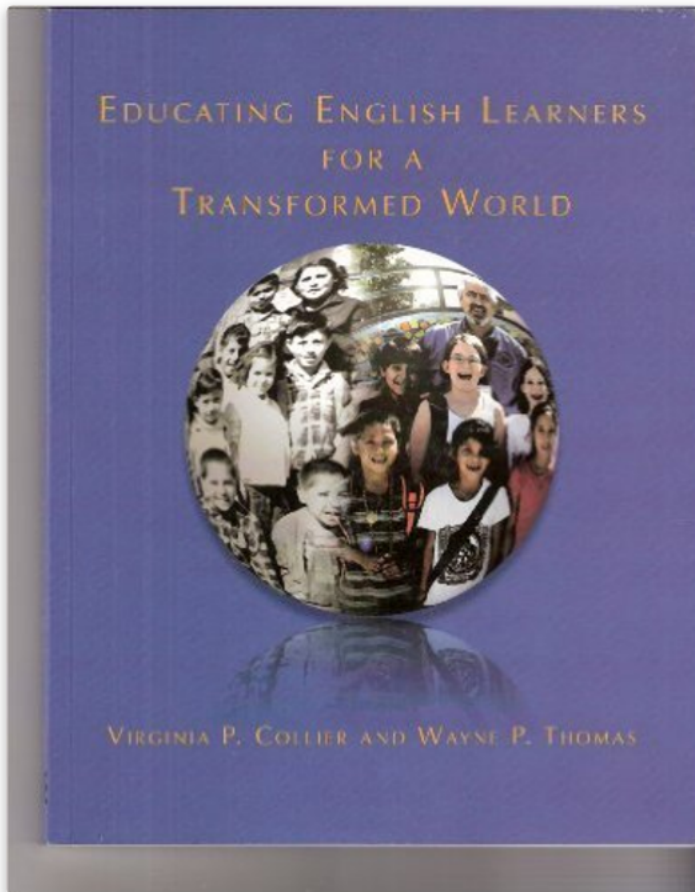


Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

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Thomas & Collier Trilogy



Dual Language Non-Negotiables



Dual Language Program Non-negotiables



- K-5th grade, with K-12 encouraged
 - **Why is this important?**

Dual Language Program Non-negotiables



- K-5th grade, with K-12 encouraged
- A minimum of 50% to a maximum of 90% of daily instruction in the non-English language (Spanish, Japanese, Mandarin Chinese, etc.) for all students

–Why is this important for ALL students?

Dual Language Program Non-negotiables



- K-5th grade, with K-12 encouraged
- A minimum of 50% to a maximum of 90% of daily instruction in the non-English language (Spanish, Japanese, Mandarin Chinese, etc.) for all students
- Strategic separation of languages on the part of the instructor – no translation
- **What is the difference between absolute and strategic separation of languages?**