

Administrators Advocating for Biliteracy: Addressing Stakeholders



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Teaching for Biliteracy 

Session Objectives

- Evaluate responses to concepts from the field
- Identify the stakeholder groups that should be addressed
- Construct responses that advocate for students and the program that are based on the multilingual perspective



Monolingual Perspective	Multilingual Perspective
All students have a dominant language (L1 and L2)	Many students are emerging bilinguals or two-language learners whose first language is bilingual
Students transition from one language to the other at one moment in time, an irreversible transition	Bridge and they are exposed to language continues
Students are assessed in English and Spanish. They are exposed to "monolingual" and "monolingual"	English and as bilinguals their intended to use
Instructional units are planned for the strategic use of languages and include 3 linguistic spaces: Spanish (Chinese), the Bridge, English.	
Two monolingual assessment systems are used (one in Spanish and one in English).	A biliteracy assessment plan is developed, which includes language development and biliteracy measures. Redundancy is reduced and transfer optimized.

Why is it important to develop and continuously advocate for the multilingual perspective?



Concepts – “Issues”	Stakeholder Groups
RTI/MTSS	Teachers
Guided Reading	Parents
Planning	School Board
Literacy Block	Students
Schedules	District Level Admin
State, District, or School Mandated Programs	Coaches & Interventionists
Data Analysis and Tracking Growth	Other Principals & School Leaders



Defining the Structure

1. Listen to a monolingual response to a concept from the field.
2. Identify the stakeholder group to be addressed.
3. Practice advocacy - Brainstorm responses that reflect the multilingual paradigm to address the stakeholder group identified.
4. Compare responses.



- **Stakeholder group?**
- **Response from multilingual paradigm?**

Recently, my kindergarten daughter said, “Mom, I am ready for our trip. I have packed my mallet.” And my high schooler is still saying, “Yo quiere.”

You are confusing my children!
Now they don’t know how to speak either language well.



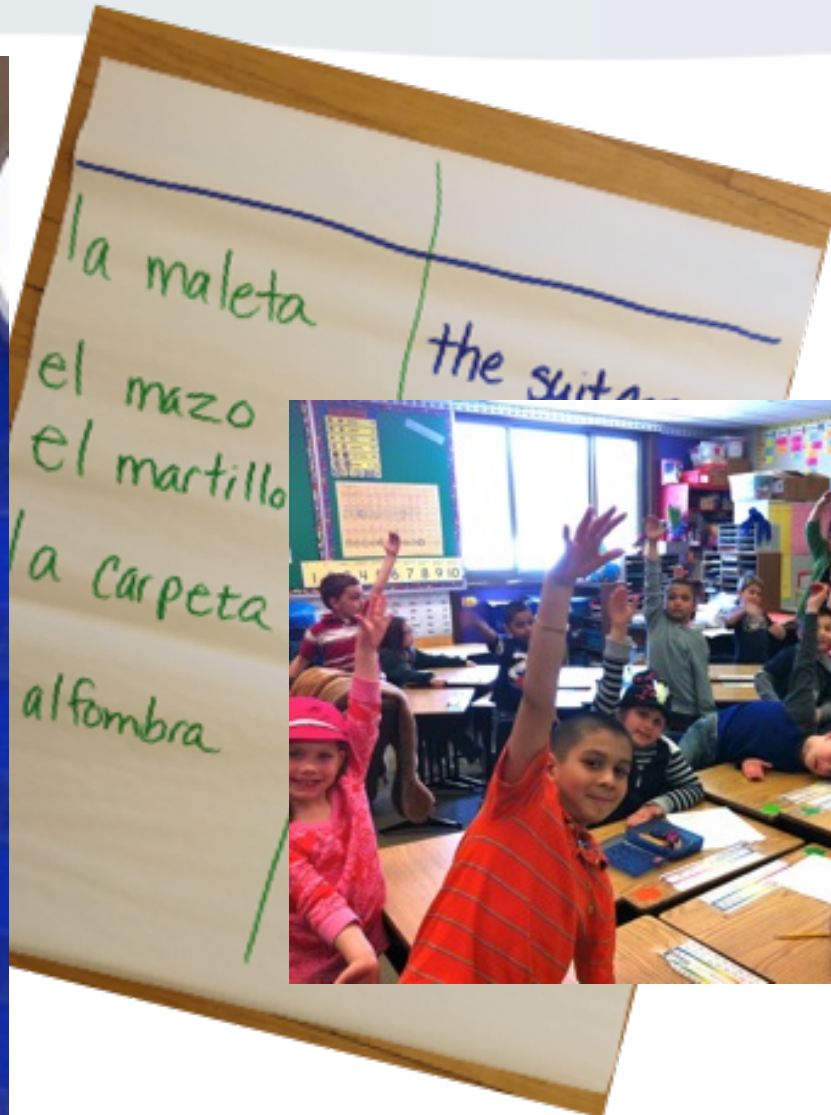
- Stakeholder group? **Parent**
- Response from multilingual paradigm?

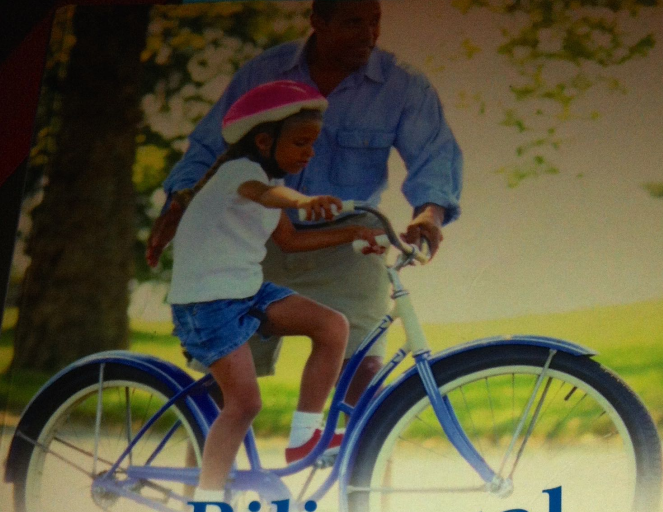
Recently, a parent asked me, "My daughter is not confused; she is using all she knows in all of her languages. This is normal behavior for emerging bilinguals."

Your son is not confused. He would benefit from more oracy development in Spanish and explicit instruction in how to use Spanish academically. The Bridge would be helpful in that it could teach him to distinguish how Spanish and English are similar and different.



Instructional strategies for developing bilinguals





Bilingual First Language Acquisition

Annick De Houwer

mm
textbooks



Bilinguals are NOT two monolinguals in one person. (Grosjean, 1989)



Research Connection



Being bilingual physically
changes your mind.

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



- **Stakeholder group?**
- **Response from multilingual paradigm?**

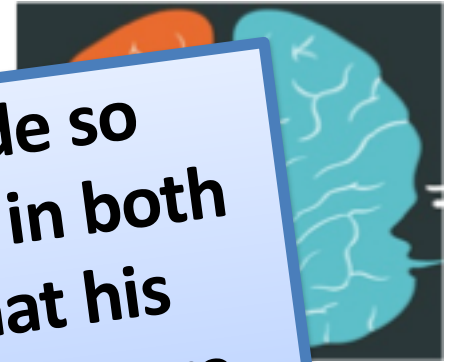
Since I only teach the English side in our program, it doesn't make sense for me to waste my time planning with the Spanish teacher. How students are doing in Spanish is irrelevant and does not impact planning or instruction in my classroom.



- Stakeholder group? **Teacher**
- Response from multilingual paradigm?

Since I only teach the English side in our program, it doesn't make sense for me to

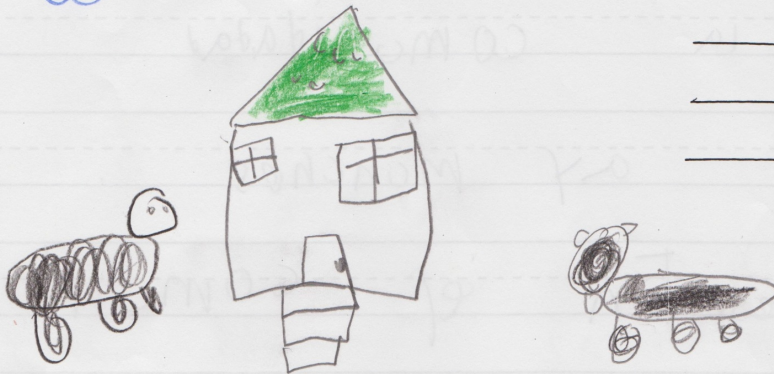
Let's compare Gerald's work side by side so that we can determine what he can do in both of his languages. That will show us what his strengths are, what his global weaknesses are, and where we need to help him transfer skills from one language to the other.



Fecha: 10-18-13



_____	☐
_____	☐
_____	☐
_____	☐
_____	☐



Yo sé como
una comunidad rural. En
la comunidad rural tiene
animales. El comunidad rural
tiene granjas. En el comunidad

they have
large areas. In a
rural community
they have
farms. In a rural
community they
have vehicles in
the farms. In
a rural community

- **Stakeholder group?**
- **Response from multilingual paradigm?**

Since we teach the Dual students, we don't think we should meet as a PLC with the other grade level teachers. The way that we have to teach is totally different and we don't feel we have anything in common. Those meetings just end up being a waste of time.



- Stakeholder group? **PLC or Staff**
- Response from multilingual paradigm?

Since we teach the same standards...

While there are differences between the General Education program and the Dual Language program here at our school, there are many things that are the same between both programs. For example, both programs have to use the same standards. Let's get together to look at some student work across both programs to get a better understanding of the standards and brainstorm ideas for growing our instruction together.



THIRD GRADE		Why are organisms different from one another?	How does the environment affect organisms?	How do we know the environment used to be different?	What happens when different objects interact?	What factors help people get along? (Author's Social Relationships)
Español 50% Day	SCIENCE					Universal Theme in Literature
	WRITING	2 Informative	3 Narrative	1 Opinion	2 Informative	3 Narrative Fiction
	READING	1 Informational	1 Literature	1 Informational	1 Informational	1 Literature
English 50% Day	SOCIAL SCIENCE	How do communities determine rules & resp.?	How does the community take care of its members?	How have communities changed & improved over time?	What makes our community strong & how can we improve it?	How can I be my best? RESPONSIBILITY
	WRITING	3 Narrative	1 Opinion	2 Informative/Explanatory	3 Narrative	1 Opinion
	READING	1 Literature	1 Informational	1 Literature	1 Literature	1 Informational

Grade levels teach the same standards and can use the same strategies.



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Reminders for Tomorrow

- Breakfast will be served at 7:30 AM
- Session will begin promptly at 8:30AM

Thank you!

