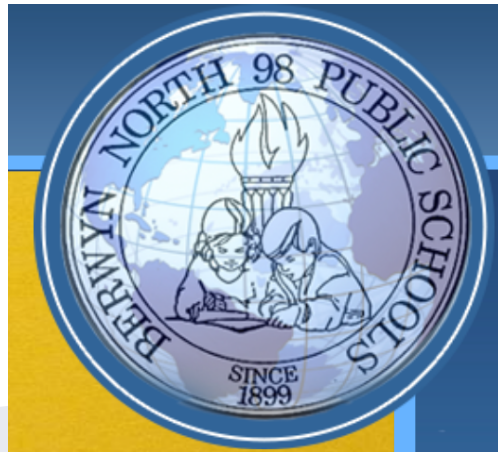


Teaching for Biliteracy: Supporting Biliteracy Coaches

Biliteracy Summer Institute
Wednesday, June 27, 2018

Chicago, IL



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Institute Resources p. 2 of handout:

Handouts and Power Point presentations from
Teaching for Bilingual Summer Institute are
available at:

<http://bit.ly/T4BSI2018>



Additional bilingual information available at:

www.TeachingforBilingual.com



On the final day of the workshop, please complete
an online evaluation with:

<http://bit.ly/T4BSI2018eval>



Berwyn North District 98

District/ Distrito	Board/ Junta Directiva	Staff/ Empleados	Schools/ Escuelas	Students/ Estudiantes	Parents/ Padres	Community/ Comunidad	f
District 98 Information / Información del Distrito							
District 98 Boundaries / Límites Escolares							
Teaching & Learning / Enseñanza y Aprendizaje							
Special Education / Educación Especial							
District Report Card / Reporte de Calificaciones							
Language Academy / Academia de Lenguaje							
Emergency Closings / Información de Cierre de Emergencia							



HAVLICEK
ELEMENTARY



PRAIRIE OAK
ELEMENTARY



JEFFERSON
ELEMENTARY



LINCOLN
MIDDLE SCHOOL





Berwyn North School District 98



Berwyn North District 98

District/
Distrito

Board/
Junta
Directiva

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Empleados

Schools/
Escuelas

Students/
Estudiantes

Parents/
Padres

Community/
Comunidad



[Berwyn North Language Academy/Academia de lenguaje de Berwyn North](#) » Philosophy/ Filosofía

Philosophy/ Filosofía

A brief view of our program:

Students of our program will consist of native Spanish speakers, native English speakers, bilingual students that use both languages at home and students who speak a different language at home. Students will receive content and literacy instruction in both Spanish and English. Classroom instruction will be 50% of the day taught in Spanish and 50% of the day taught in English.

Students enrolled in the dual language program will:

- Gain language, academic and cultural benefits.
- Work with authentic language models on a daily basis
- Develop skills in collaboration and cooperation in a multicultural environment
- Be better prepared for the global workforce

For the school year 2017-18, the three elementary schools will offer the program in grades Pre-K and K. In the 2018-19 school year, 1st grade will be added. Each school year, the next grade level will be added as the program grows.

It is the vision of Berwyn North SD 98 Language Academy that students acquire a second language with an **appreciation of all cultures**. Development of a second language will **nurture** a student's self-confidence, talents and cognitive flexibility as they become future **leaders** responding to **diverse perspectives**. **Biliteracy** will empower our students to engage and **find success** in an ever expanding global society. This will enhance their capacity to **achieve** their personal, academic and civic potential in order to be college and career ready.

Philosophy/ Filosofía

Overview / Visión

Eligibility / Elegibilidad

English Learners Assessment
/ Evaluación de los
Aprendices de Inglés

Bilingualism / Bilingüismo

Flyer / Folleto

Videos

Additional Resources /
Recursos Adicionales



Session's Guiding Question:

How can a coach support biliteracy instruction in the classroom?



Outcomes for our session - We want participants to understand that:

- **Teaching for biliteracy is different than teaching for monoliteracy, therefore coaching must reflect this principle**
- **Cultivating a growth mindset is a crucial part of biliteracy in order to realize our goals**
- **Collaboration leads to ownership**
- **Reflection is key**



Teaching for biliteracy is different than teaching for monoliteracy, therefore coaching must reflect this principle

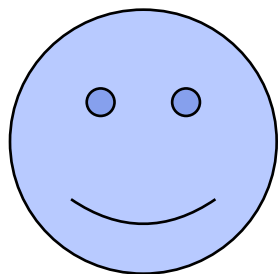


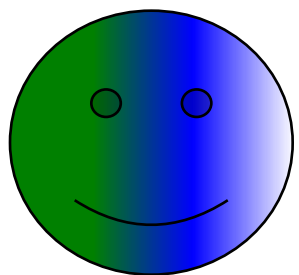
Bilinguals are not two monolinguals in one person. (Grosjean, 1989)

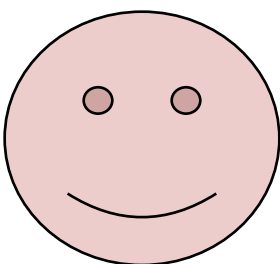


Student Profiles:

 Language Minority Sequential Bilingual

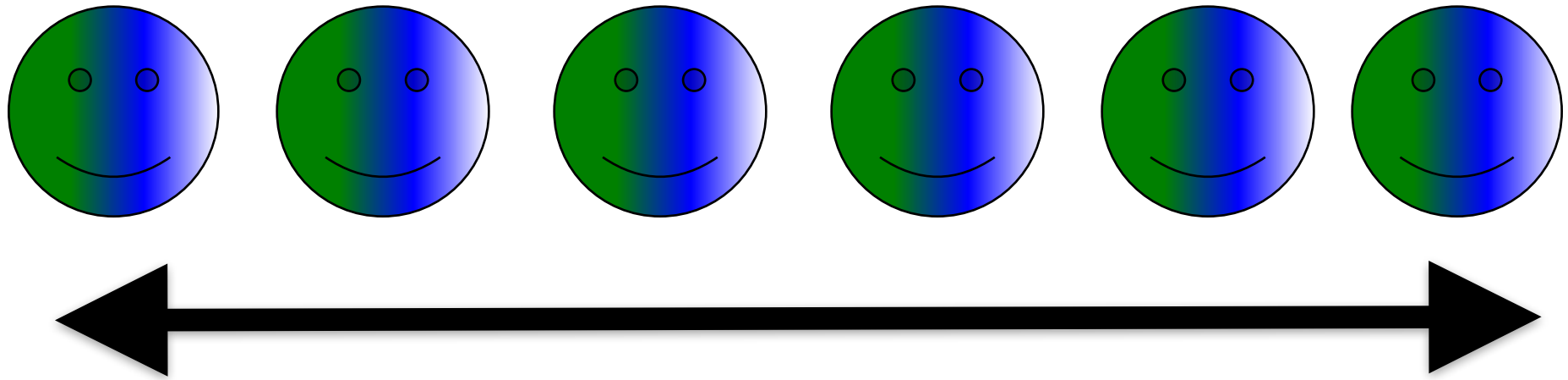
 Language Majority Sequential Bilingual

 Simultaneous Bilingual

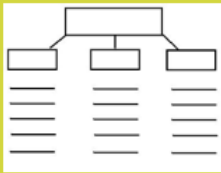
 Language Minority Sequential Bilingual



**The teachers and the students
achieved their bilingualism
differently.**



Supports for LLs as We Plan for Instruction

 Sensory Supports	 Graphic Supports	 Interactive Supports
• Real-life objects • Manipulatives • Pictures • Photographs • Illustrations, diagrams and drawings • Physical activities • Videos and films • Broadcasts • Models and figures • Experiments • Experiences	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With mentors

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

ADAPTED FROM WIDA



Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Aerial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
 Language Arts Big Ideas/Understandings
 Content Targets
 Language Targets
 Summative Assessment

Building Oracy and Background Knowledge

- Academic Language and experiences needed for the unit

Reading Comprehension

- Strategies and balanced literacy routines

Writing

- Strategies and balanced literacy routines

Word Study and Fluency

- Areas of word study to be studied

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Summative Assessment**Bridge – Transfer**

Illustration
 Side by Side or
 Así se dice

Bridge – Transfer -

Extension (includes:
 Listening, Speaking,
 Reading, and Writing in the
 other language)

Bridge: Metalinguistic Focus

While the teacher plans a specific metalinguistic teaching point in advance of the Bridge, the teacher also accepts and highlights other areas of metalinguistics noticed by the students.

Formative Assessment



Unit Theme:

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- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
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Language Targets
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Formative Assessment

El Puente – The Bridge

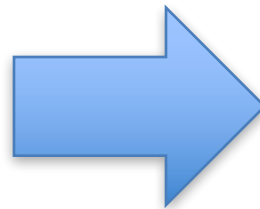
Español

English





Content



Literacy



Language

**Scaffolds =
Strategies and Supports**

Planning for Biliteracy

Things to be Mindful of as a Coach...

1. The power of words

- Knowing to carefully structure your words
- Coaching all teachers
- Veteran teacher relationships

**Words are powerful.
Choose them well.**

2. Change is difficult

- Shifts in instructional methodology (TBE → Dual)



Planning for Biliteracy

Things to be Mindful of as a Coach...

3. Working with fear
 - The Unknown

DON'T LET FEAR OF THE
UNKNOWN KEEP YOU FROM
CHANGING WHAT YOU KNOW
DOESN'T WORK.

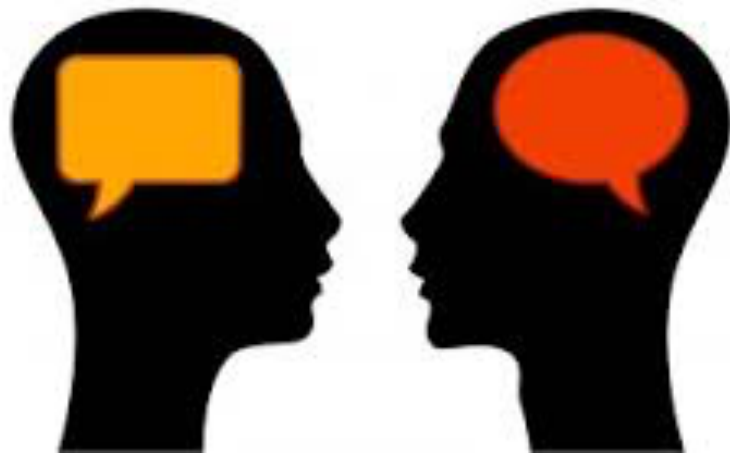
4. Having the right answers
 - Why not just do what they are doing?
 - Standards based vs Standards aligned (not using isolated programs and not utilizing the students' transfer abilities)



Planning for Biliteracy

I can be mindful of as a Coach...

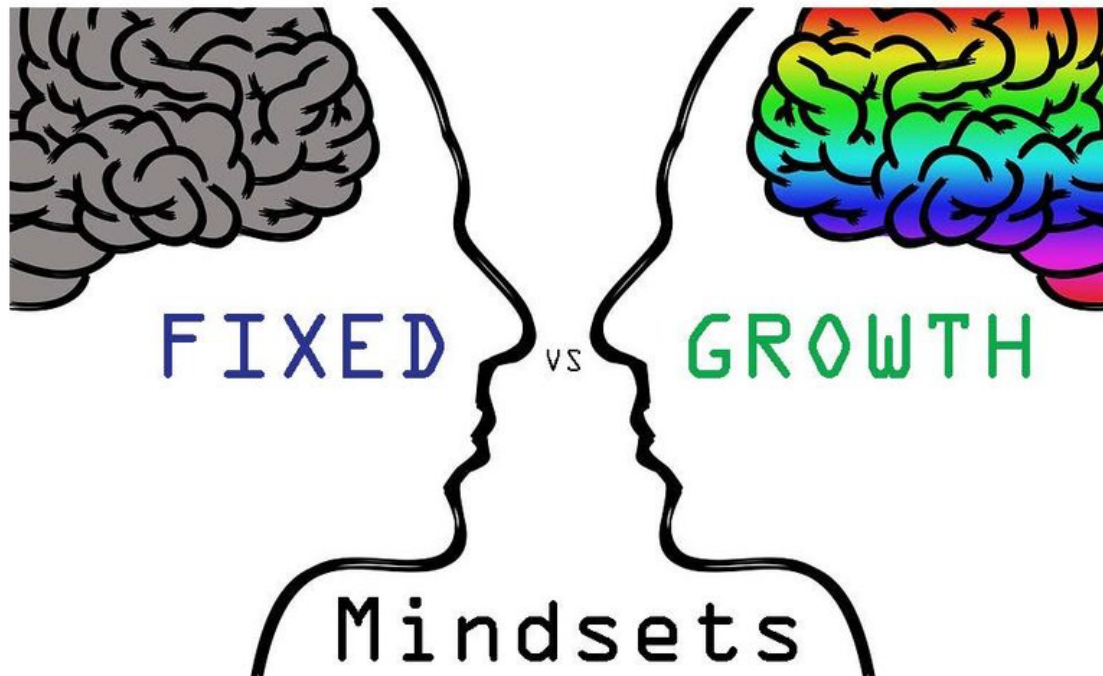
Turn and Talk

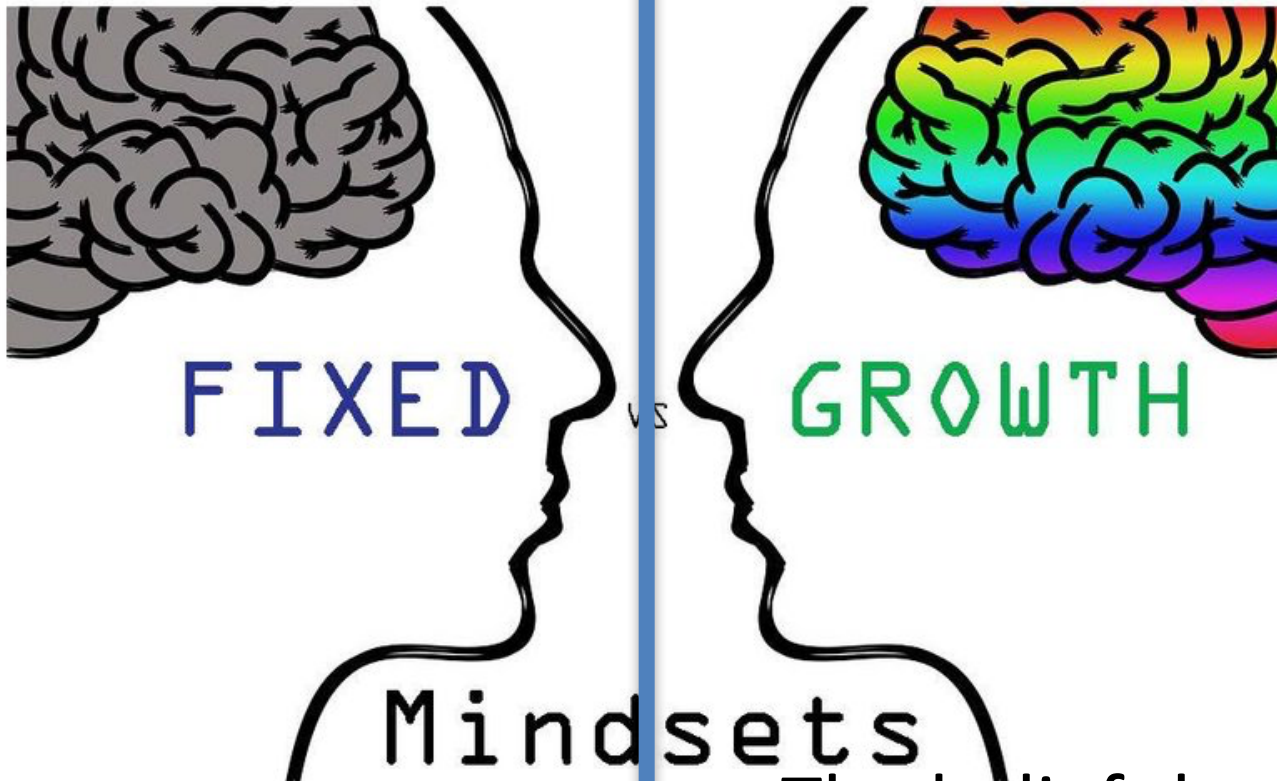


One way to coach with Biliteracy in mind is...



Cultivating the Growth Mindset is a crucial in biliteracy in order to realize our goals





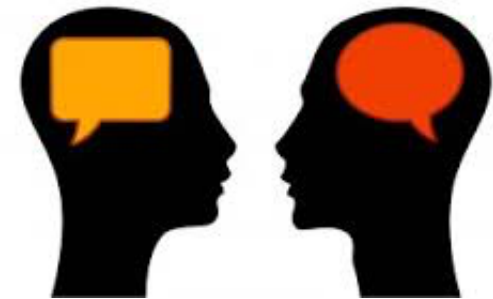
The belief that abilities, intelligence, and talents are fixed traits.

The belief that abilities, intelligence, and talents can be developed.

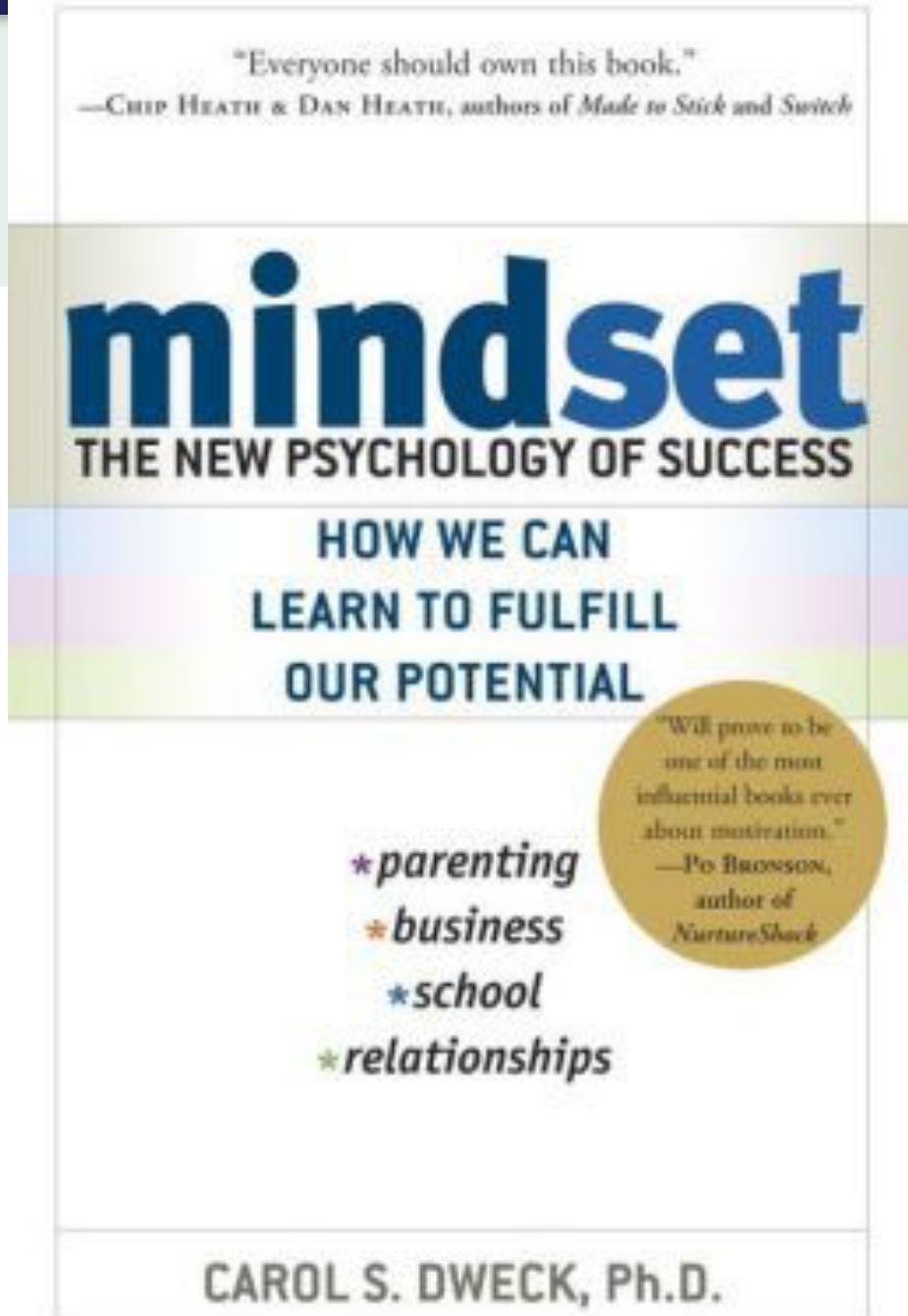
Carol Dweck, Ph.D.



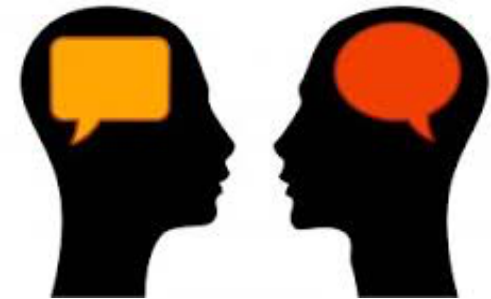
Turn and Talk



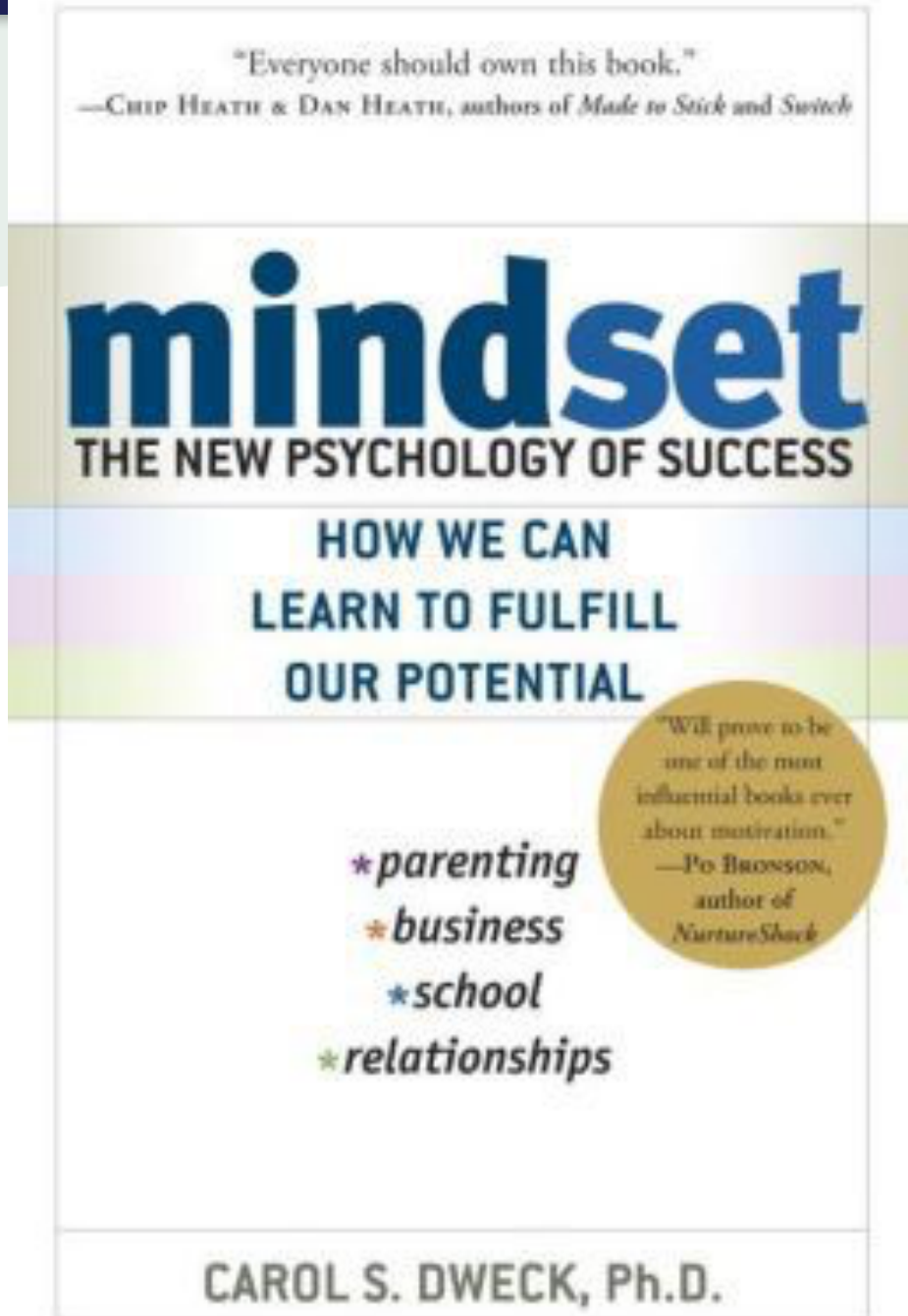
The growth mindset applies to biliteracy in that ...



Turn and Talk



One way the growth mindset applies to biliteracy in that ...



The Growth Mindset

Things to be Mindful of as a Coach...

1. Taking Time to...

- Understand different grade levels/team expectations
- Know the teachers and their learning styles
- Find what is important to them
- Learn what they are passionate about



The Growth Mindset

Things to be Mindful of as a Coach...

2. Difficult conversations

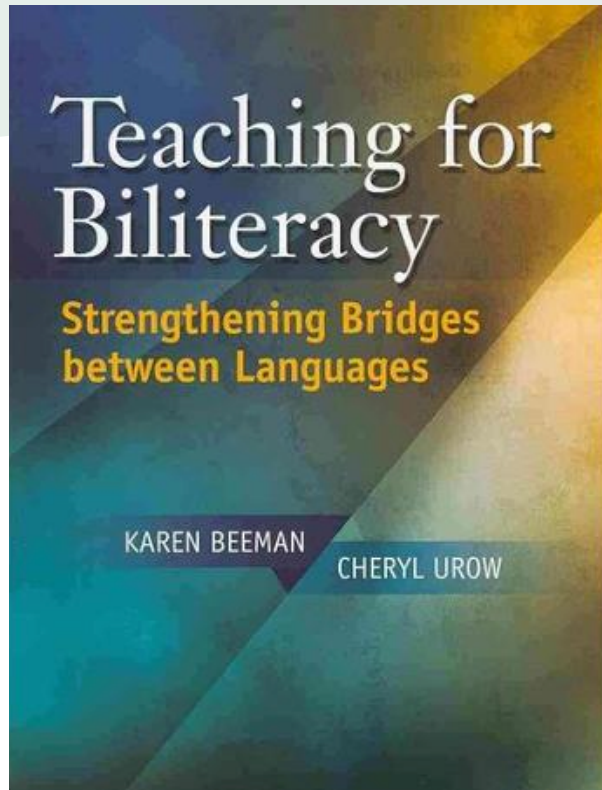
- Ensure trust and respect
- Everyone has a voice and strengths to bring to the team
- Even the monolingual specialists have a role and a place in this work

Honesty is the
foundation
for trust;
you can't have
one without
the other.

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Collaboration Leads to Ownership



pp. 42 -44

Teachers like Elena, Monica, Susan, and Kelly can compliment one another in their biliteracy teaching experience:

- Engage in ongoing PD
- Collaborate
 - Trust
 - Flexibility
 - Shared Philosophy



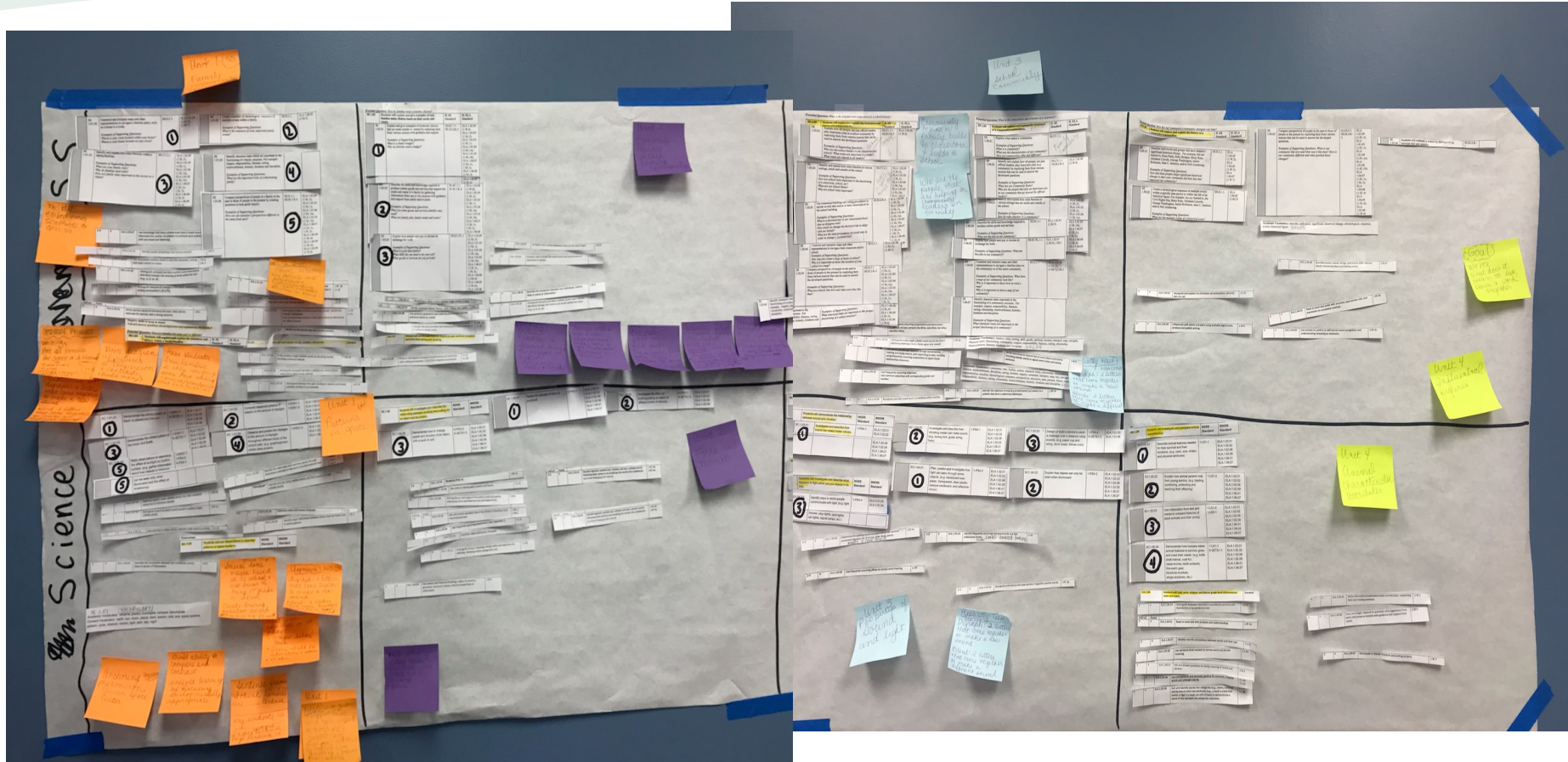
Coaching and Collaboration

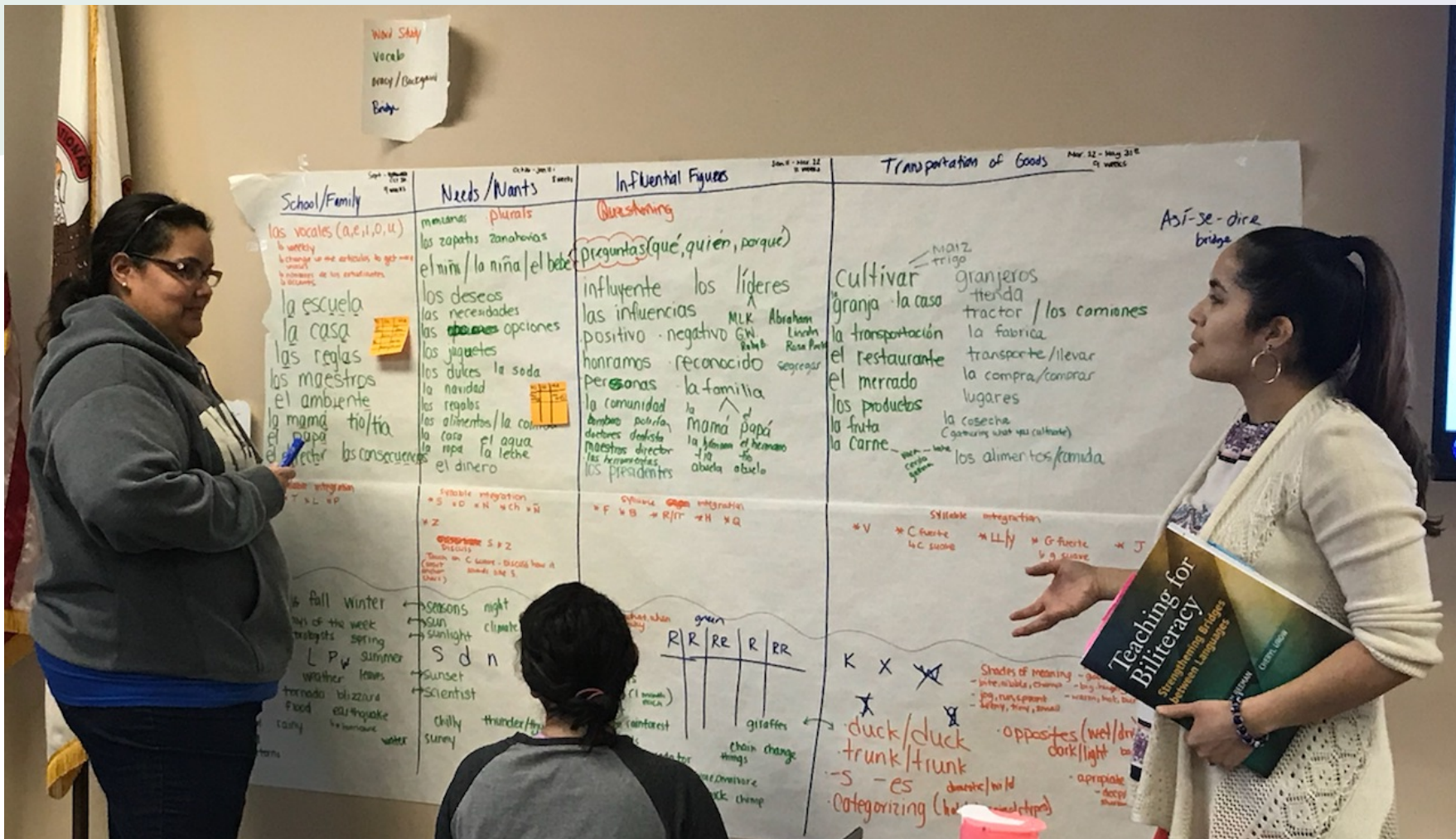
Things to be Mindful of...

1. Having a plan

- Open to change
- Share the work of mapping
- Ownership occurs when teams make it their process







La Comunidad familiar

Sept-
Oct 26th
9 weeks

- Sílabas cerradas y abiertas (RF 3.b)
 • empieza con los nombres y des pues vocabulary para dar ejemplos y clasificar entre sílabas cerradas y abiertas.
 • Distinguen entre las vocales y las consonantes y reconocen que solo las vocales llevan acento escrito (RF 5.2). Reconocen el acento escrito es una marca colocada sobre las vocales (RF 5.3)

la familia / las familias estructura
 las reglas la familia inmediata ser justos
 la comunidad la familia extendida ser respetuoso
 los parientes los quehaceres historia
 la investigación perspectiva orden
 roles participación antepasados pasado presente futuro
características línea cronológica
respeto Secuencia
responsabilidad

Español

M. X. P. D. T

Patterns in Space

observation
pattern

moon
sun
star

day light
seasons
motion
year
month

Earth
Orbit
cycle

sunrise/sunset
day

El	la	the
familia	family	chose

Los	La	the
reglas	rules	
quehaceres	chores	
los plurales		
-es	-es	
reglas	rules	
quehaceres	chores	
-es	-es	

Article

dates

Illustration
Bridge



Coaching and Collaboration

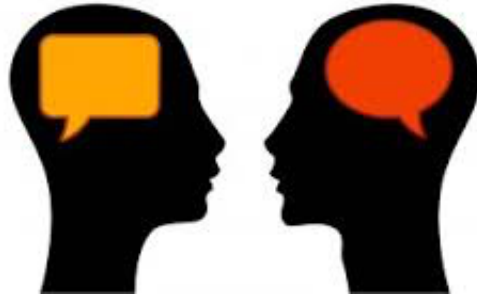
Things to be Mindful of...

2. Ownership

- Change BUF template to meet the groups needs
- Allow for time to write and plan (during and after school hours)



Turn and Talk

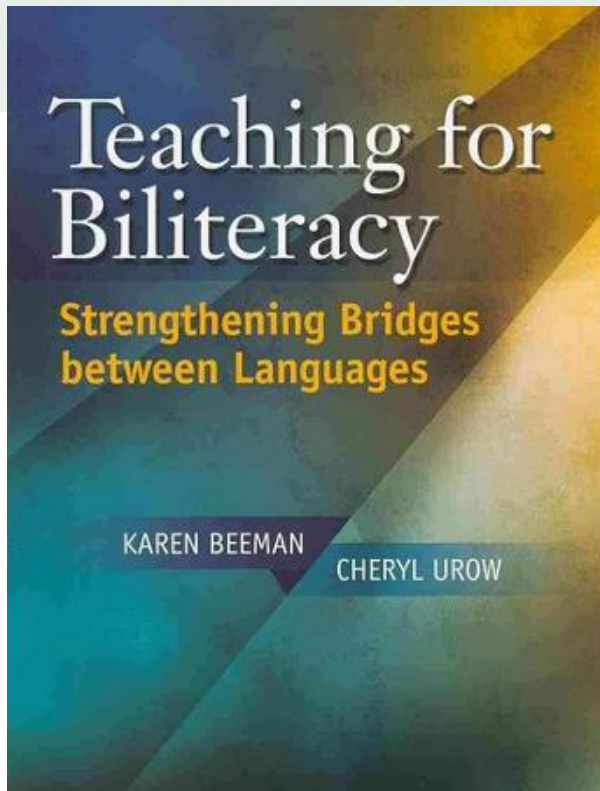


One way I can cultivate collaboration and ownership of the biliteracy mindset is...



Reflection is Key

pp. 42 -44



To prepare for collaboration we must embed a time for teachers to reflect on their own experiences and professional development.

- Assess strengths and needs
- Develop a shared philosophy



Coaching with Reflection

Our successes



1. D98's success

- Teacher growth- promote it/acknowledge it
- Changes to the BUF
- Refined process- new way to map
- Planned better and detailed
- Planned for next steps better
- Sincere conversations leads to next steps ([Bubble Talk](#))



Coaching with Reflection Challenges

1. Time

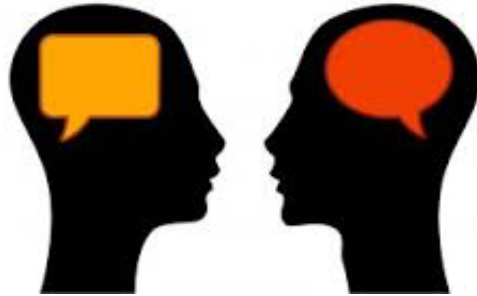
- Department
- Grade level/building/district
- Traveling teachers
- Half day program assignments

2. Balance

- Gen-ed world and dual world
- Program expectations
- Building level expectations-meetings



Turn and Talk

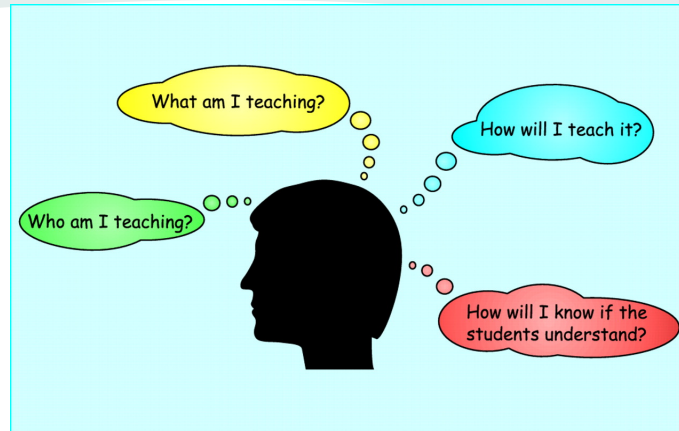


One way we can promote/facilitate teacher reflection is by...

We must reflect on ...



Stand and Share



After today, I feel confident about ...

I still wonder about ...



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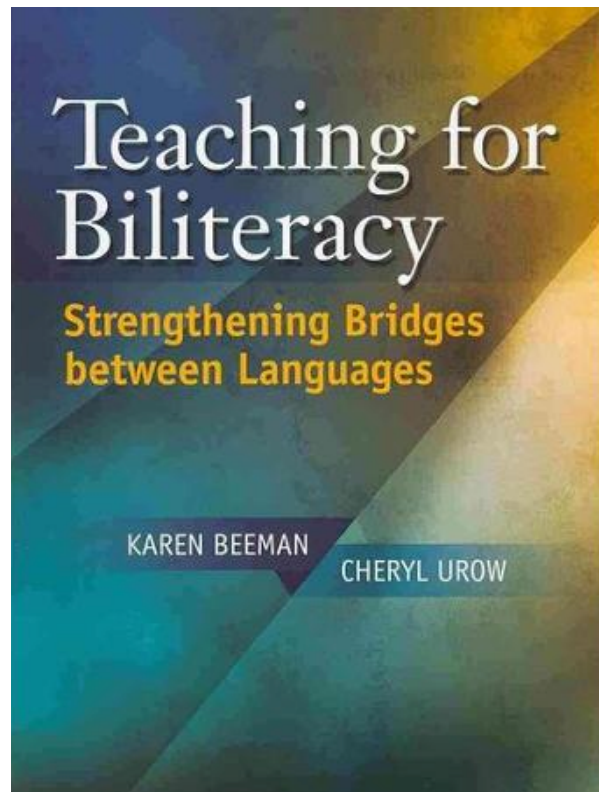
In-district workshops, on-

Order Now!

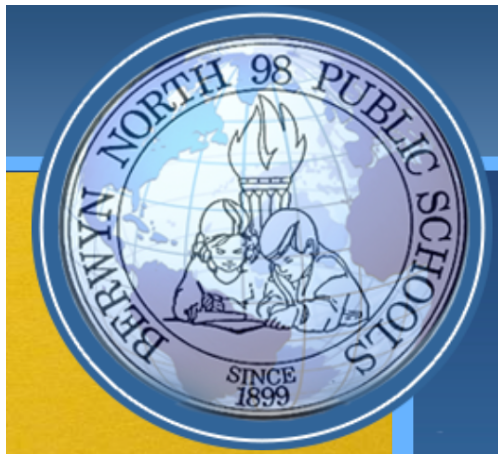
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Thank you!



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