

Teaching for Biliteracy Summer Institute 2018



Time	Monday June 25, 2018	Tuesday June 26, 2018	Wednesday June 27, 2018	Thursday June 28, 2018	Friday June 29, 2018
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 systems and structures support biliteracy (curriculum, standards, and assessment)? - Biliteracy Curriculum Maps - BUF Triangle: Standards, Big Ideas, and Summative Assessment - Integrating Language, Literacy, Content, and Inquiry	What instructional practices support biliteracy (strategies for oracy, reading, writing, and word study in both languages) - Oracy in anticipation of reading and writing Breakouts: - Biliteracy Strategies in K-2 - Biliteracy Strategies in 3-5 - Biliteracy Strategies in Secondary	What are the elements of the Bridge and Metalinguistic Focus? - Planning for the Bridge at the curriculum level - The two purpose of the Bridge - Determining the metalinguistic focus of the Bridge Institute Evaluation
Book Connection	Chapters 1, 4 & 5	Chapters 2, 3, 5	Chapters 1 & 4	Chapters 6, 7, 8 & 9	Chapter 10
12:30-1:30 p.m.	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking

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Concurrent Afternoon Sessions 1:30 -3:00 p.m.	<i>What does a BUF (biliteracy unit framework of instruction) look like and feel like?</i>	<i>How does the multilingual perspective influence how we view and support students, how we view and support teachers, and systems for biliteracy (curriculum maps, assessments, etc.)?</i>	<i>What instructional practices support biliteracy development?</i>	<i>What instructional and programmatic practices support biliteracy development?</i>	The Teaching for Biliteracy Summer Institute ends after lunch on Friday, June 30 Thank you for your participation
	K- 2 Sample Biliteracy Instruction Patricia Núñez Center for Teaching for Biliteracy	Administrators Advocating for Biliteracy: Addressing Stakeholders Melody Wharton, Center for Teaching for Biliteracy and Griselda Pirtle Director of Multilingual Programs - District 59, Arlington Heights, IL	Developing Multicultural Competence Patricia Núñez, Center for Teaching for Biliteracy	Word Study in Spanish (<i>en español</i>) Karen Beeman, Center for Teaching for Biliteracy	
	3-5 Sample Biliteracy Instruction Olga Karwoski, Center for Teaching for Biliteracy	Implementing a Multilingual Perspective in Selecting Children's Literature Heather Robertson-Devine, Books del Sur	Dialogue Journals: Creating a Third Space for Writing Cheryl Urow, Center for Teaching for Biliteracy	What the Bridge Looks Like: Focus on a Two-Teacher Model Olga Karwoski and Dana Hardt, Center for Teaching for Biliteracy	
	Secondary Sample Biliteracy Instruction – Middle School and High School Melody Wharton, Center for Teaching for Biliteracy	How I Fit In: Implementing a Multilingual Perspective as a Monolingual English Teacher Dana Hardt, Center for Teaching for Biliteracy	Supporting Biliteracy Coaches Olga Karwoski Center for Teaching for Biliteracy Andrea de Armas EL Program Specialist Berwyn North School District 98, IL	The Literacy Club: Effective Instruction and Intervention for Linguistically Diverse Learners Dr. Kathy Henn-Renke	