

Moving Programs to a Multilingual Perspective



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Program Design



Menasha Joint School District has a Two Way Immersion (TWI) program K-12 with a 50-50 model K-5.

Vision

Our Dual Language Program develops biliteracy in English and Spanish through integrated content and an intentional bridge between two languages, holds high expectations for student achievement in academics, and values the linguistic resources and cultural heritages of our community of learners.



Where we were...

Shifting from monolingual-driven perspective

Monolingual assessment calendar and pacing guides

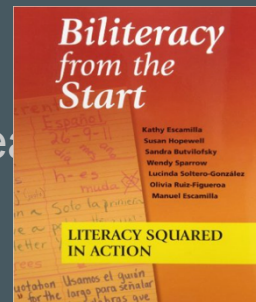
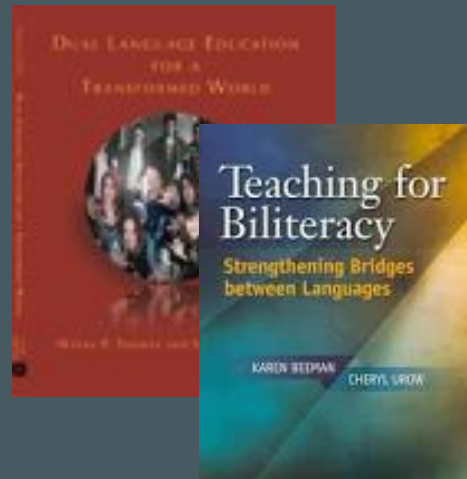
Data examination/progress in English over-emphasized

Content allocation plan (30-40%)

Non-negotiables and look fors

Combination of TWI specific and monolingual PD and collab time (teacher choice)

Guided Reading Texts



Moving to a Multilingual Perspective

Determine and honor all funds of knowledge

Honor approximations

Capitalize on student strengths

Intentionally plan and purposefully deliver targeted instruction

Provide scaffolds and supports

Premise 1: Spanish is a minority language within a majority culture	Premise 2: Students use all the languages in their linguistic repertoire to develop literacy.	Premise 3: Spanish and English are governed by distinct linguistic rules and cultural norms.
Teachers and staff display and promote all the home languages represented in the school.	Assessments and interventions are designed for developing bilinguals and take advantage of all their linguistic resources, across their languages.	Students are provided explicit instruction in the similarities and differences of the cultural norms that frame language use in both Spanish and English.
Signage, announcements and communication home are done in both English and Spanish.	Simultaneous bilinguals who use both languages together are placed in bilingual and dual language programs instead of monolingual English programs.	Word walls in Spanish highlight the “tricky letters” (like the “b” and the “v”) and look different from English word walls

Staff strategically includes Spanish speaking role models and guests when planning career day, assemblies, community outreach, etc.	U.S. Spanish (bleediando) is respected and analyzed in the classroom, and viewed as an opportunity for metalinguistic analysis and vocabulary enrichment.	Syllable segmentation is one of the major word study areas of focus in the primary grades.
Bilingual teachers speak Spanish with each other, even when the students are not present.	Oral language development is a key goal in both Spanish and English, and the teacher carefully plans opportunities for students to develop oracy (academic listening and speaking skills) in anticipation of literacy.	Students engage in formal Bridges and begin “bridging” as early as Pre-K. This “translanguaging” continues throughout their learning.

Students are provided long term and explicit biliteracy instruction (literacy instruction in both Spanish and English) beginning as soon as they enter the US school system.	Instruction focuses on moving from student “informal” language (tochar) to formal language (empujar) in Spanish, and these comparisons are captured in word walls.	Students constantly look for patterns in how Spanish and English are similar and different, developing metalinguistic awareness in the areas of phonology, morphology, syntax and grammar, and pragmatics
Bilingual teachers continually develop their own academic Spanish, and academic English.	Student writing reflects how they speak. It is not “monolingual-like”.	Students regularly read texts originally written in Spanish (rather than translations from English), and from a variety of Spanish speaking countries.

Our Process

Program Review and Action Plan

Redesigned Content Allocation Plan

Investment in the program (all stakeholders)

Shared Beliefs

TWI Professional development and collaboration time

TWI grade level team meetings

BUF writing

Examined literacy instruction in both languages

Revisioning

Team meetings

WIDA standards

Family nights

PD opportunities

Co-planning more than co-teaching (BUF writing)

Supporting assessment

Language development strategies



Programmatic Outcomes

Scaffolds and Language Objectives

Updated Non-negotiables and Look-fors

TWI assessment calendar and formal data system

Redefined content allocation plan

50/50

BUFs and Scope and Sequence

Shift from monolingual paradigm

More investment from community



Outcomes for TWI students

Language is elevated

Family nights

Authentic Spanish literature

Community

Instructional shift-Engagement and Data

Oracy



*“Language is essential for all
learning”* -Dunn

*“He who has two languages
has two souls.”* -Ennius