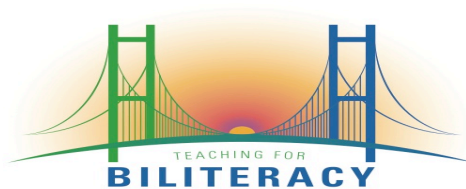


Who is involved in biliteracy?

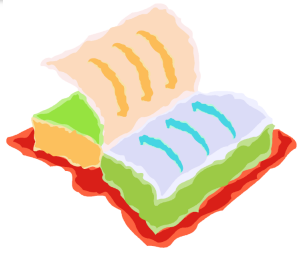
Students and Teachers: A Multilingual Perspective



THE CENTER

Students





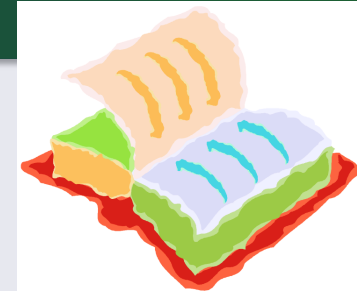
Chapter 2

Read the Key Points on page 23.

Then with your elbow buddy,
paraphrase each point

In other words, _____

Student Linguistic Profiles



Page 24

Carmen

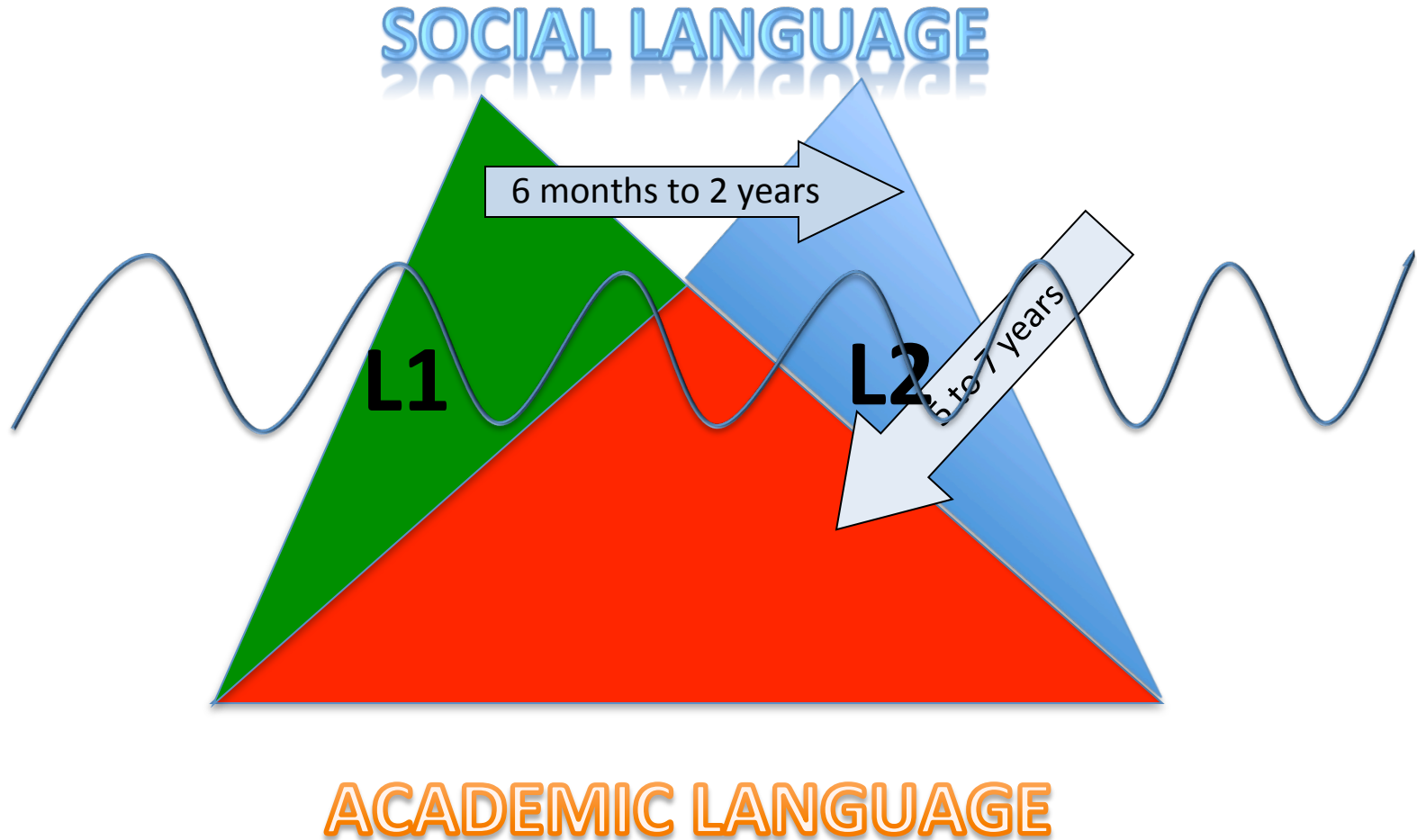
Paulo

Antonio

Lucía

Hannah





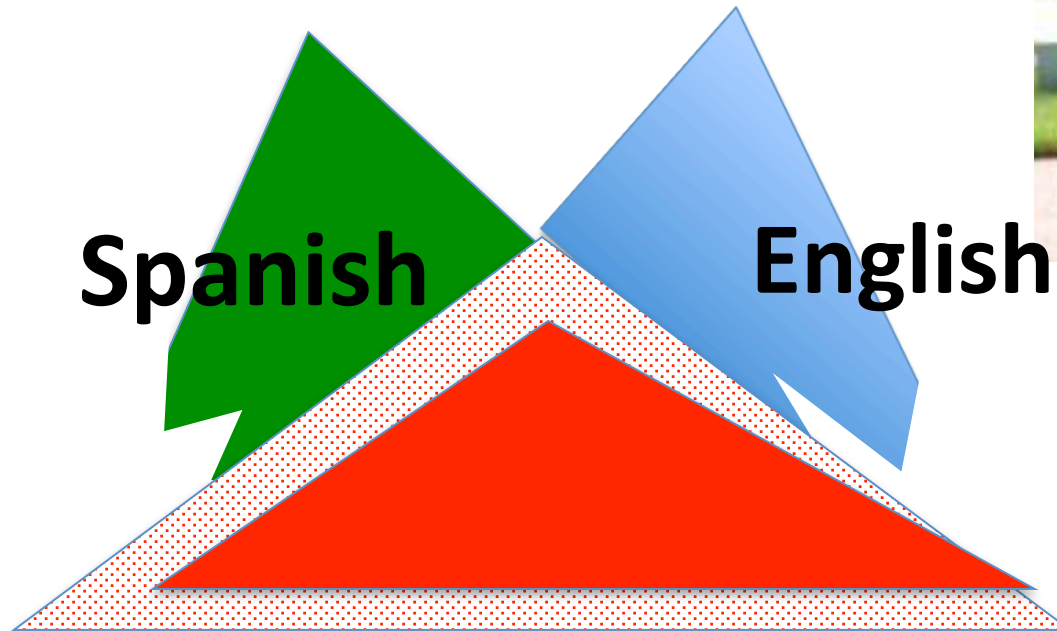
Carmen



Spanish -
Kinder

**-Fui al centro de Chicago. Es bonito.
(I went to downtown Chicago. It's nice)**

Paulo - Second



Fui a una **party** con mi broder. Se me mojaron mis **soquetines**. Then comimos **lonche**.

Antonio

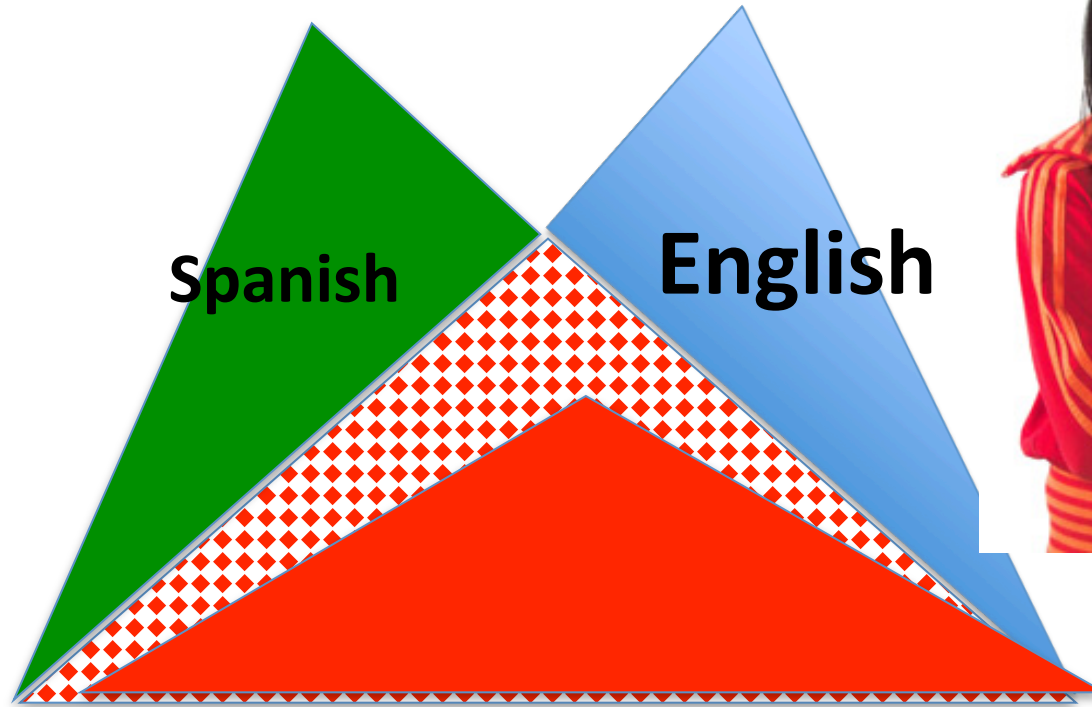
Spanish
Fifth Grade



-La zona metropolitana de Chicago es sumamente bonita. Me siento muy dichoso de poder vivir en una zona urbana tan resplandeciente.

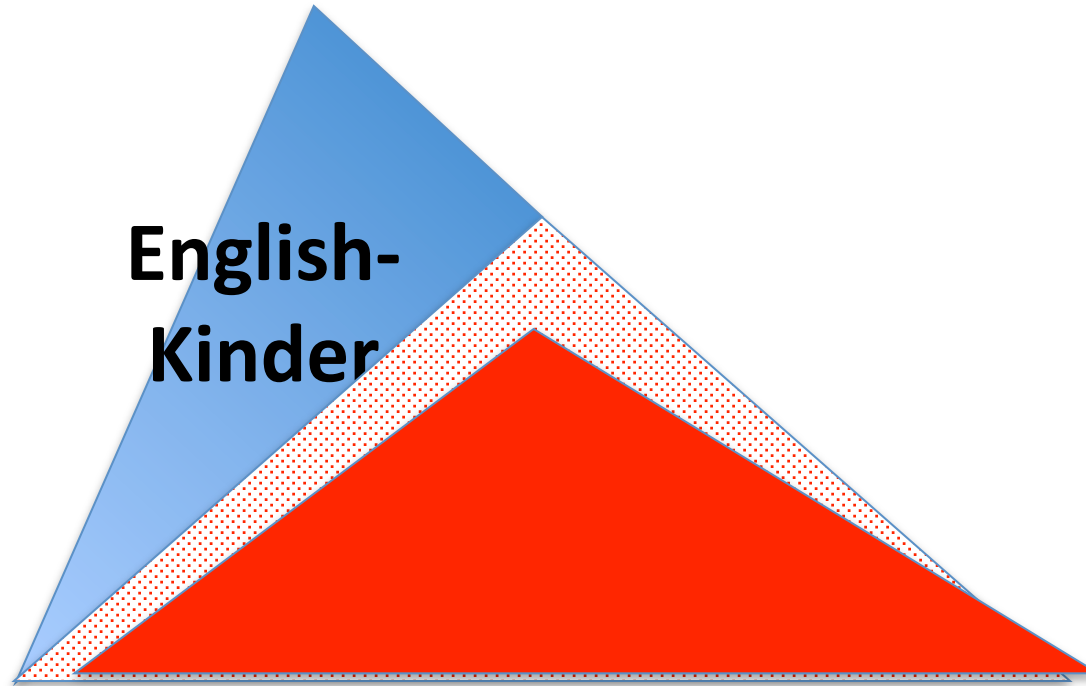
(The metropolitan zone of Chicago is extremely beautiful. I feel very lucky To be able to live in an urban setting that is so resplendent.)

Lucía – 7th grade



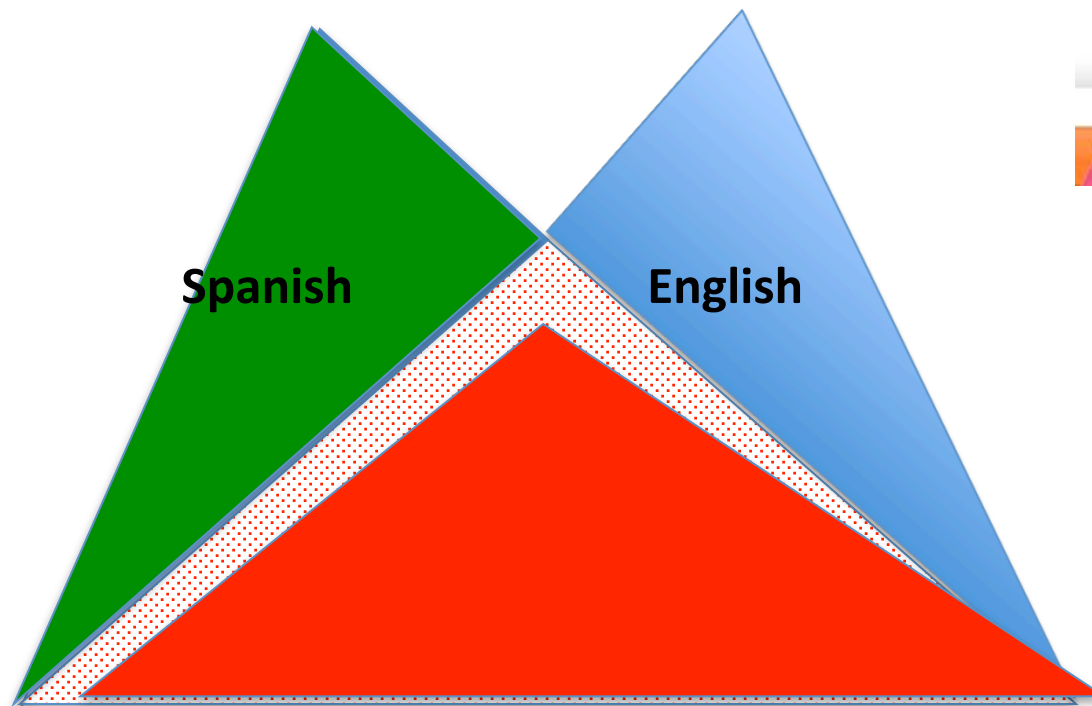
Fui a Susan' s house. Pensé que te iba a ver. Did you have fun?

Hannah-When she started in Kinder



I went to the escuela. I took my purple mochila.
(school). (backpack)

Hannah-Third Grade



-Fui a la casa de mi Tío José. Mi amiga María fui también.
(I went to my uncle Jose's house. My friend María went, too.)

In order to develop biliteracy, we must get to know our students

- Look at the Box 2.2 on page 33.
- Of all these elements, which is the most important? Why?
- Can this survey be used with all students developing biliteracy?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

Academic background:

Parents' linguistic, cultural, and academic background:



Using a Multilingual Perspective to Understand our Students

- Read through your STUDENTS Handout



Cultural Background:

- What do the 5 students have in common?
- What are the major differences between them?
- How does cultural background affect learning?

Students: A Multilingual Perspective

Student	Carmen <i>First Grade</i>	Paulo <i>Second Grade</i>	Antonio <i>Fifth Grade</i>	Lucía <i>Seventh Grade</i>	Hannah <i>Third Grade</i>
Student's Cultural Background	Born in Mexico; new immigrant to the U.S. at 6 years of age; attended public school in rural Mexico.	Born in the U.S.; speaks Spanish in the home, English outside the home	Born in Mexico; new immigrant to U.S. at 10 years of age; attended private school in Mexico City	Born in the U.S.; prefers to use English	Born in the U.S.; Speaks only English in the home



Spanish Linguistic Resources:	Formal:	Formal:	Formal:	Formal:	Formal:
	Informal: <i>ansina</i> for <i>así</i> and <i>naiden</i> for <i>nadie</i>	Informal: <i>troca</i> , <i>frizar</i> , <i>puchar</i> , <i>carpeta</i> , <i>barquear</i> , <i>etc.</i>	Informal: (<i>sí</i> , <i>¿no?</i>), <i>escuincle</i> and <i>fuchi</i> (words of Aztec origin meaning child and dirty, respectively).	Informal: <i>lonche</i> ; <i>cipote</i> , <i>ansina</i>	Informal: <i>Mi tío</i> <i>Mario's casa es cool.</i>

Spanish Linguistic Resources:

- Guess, based on their cultural background, what each student's Formal Spanish is like.
- Think of 2 to 3 examples.
- Be ready to share.

	rural Mexico.		City		
Spanish Linguistic Resources:	Formal: Knows colors, letters, numbers, songs in Spanish. Informal:	Formal: Uses formal Spanish for key content area words like <i>fracción</i> , <i>mayúscula</i> , <i>crisálida</i> .	Formal: Grade- level vocabulary in content areas and Spanish literacy. Informal: Language	Formal: Little formal Spanish due to lack of instruction through the medium of Spanish.	Formal: Uses formal Spanish for key content area words like <i>párrafo</i> , <i>personajes</i> , numbers.

What is a synonym for Formal Spanish?

Why is Lucía's Formal Spanish the weakest? What could help her develop more formal Spanish?

Whose Formal Spanish is the strongest? Why?

What factors influence the development of academic language?

What else do you notice about the formal Spanish of these students?

Metalinguistic Resources



- Read what each child can do with metalinguistic resources and then consider:
 - How does metalinguistic knowledge impact learning in Spanish and in English?
 - How is metalinguistic knowledge developed?
 - Who will do best during the Bridge and metalinguistic development?
 - Do all students benefit from the Bridge and metalinguistic knowledge? How?



Linguistic Resources: English

- Predict what the Informal description for each child will be.
- What is similar and what is different between each child's Spanish Resources and English Resources?
- Why is this information important?
- How can it impact teaching and learning?



Academic Background	Attended Kindergarten in Mexico	Kindergarten through second grade bilingual education in the U.S.	Kindergarten through fourth grade in Mexico City private school	Kindergarten through sixth grade in monolingual English classrooms	Kindergarten through third grade in dual language classrooms
Parents' Linguistic, Cultural, & Academic Background	Parents born in rural Mexico; monolingual Spanish speakers with interrupted schooling	Parents born in rural Mexico; Spanish speakers with interrupted schooling; understand and speak some English	Parents born in Mexico City. Both parents are college graduates; both have some development in oral and written English	Parents born in El Salvador; Spanish speakers with interrupted schooling; understand and speak some English	Parents born in the U.S.; both parents are college educated monolingual English speakers
Bilingual Development					

- How does this information help to understand each child?
- How does teaching and learning change when you have this information?
- Complete the bottom cell: describe each child's bilingual development.

Bilingual Development

Carmen, Antonio, and Hannah are sequential bilinguals.

Paulo and Lucía are simultaneous bilinguals.

- What is the difference between sequential and simultaneous bilinguals and why does it matter?
- How can you be sure to use a multilingual perspective with ALL your students?



In order to develop biliteracy, we must get to know our students

- How can you collect this data?
- How would you use this data?
- What did you learn about bilingual students?

Sample Survey for Collecting Linguistic, Cultural, and Academic Background Information on Students

Date of intake:

Name of student:

Cultural background:

Linguistic resources: Spanish

Formal Spanish:

Informal Spanish:

Metalinguistic abilities:

Linguistic resources: English

Formal English:

Informal English:

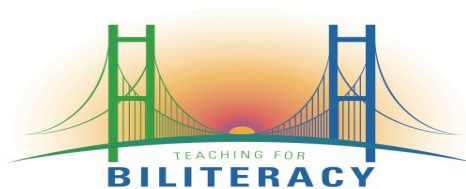
Academic background:

Parents' linguistic, cultural, and academic background:



Teachers

Teachers: Capitalizing on Life Experiences and Diversity

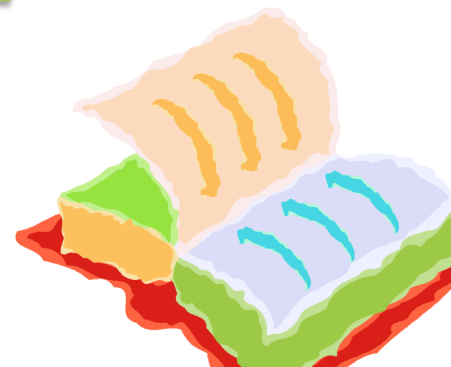


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Teachers: Capitalizing on Life Experiences and Diversity

The cultural and linguistic background of teachers affects their **understanding** of students and their **interpretation** of how to instruct in Spanish and/or in English.

Page 36



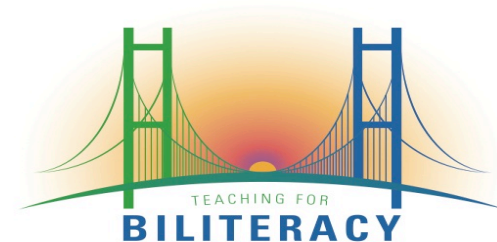
Teachers: Capitalizing on Life Experiences and Diversity

All teachers of Spanish literacy require specific professional development on how to teach literacy in Spanish in the U.S. However, few teacher preparation programs in the U.S. include this requirement; so many teachers require additional professional development opportunities.



Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual English or bilingual, benefit from learning about how Spanish and English are taught differently.



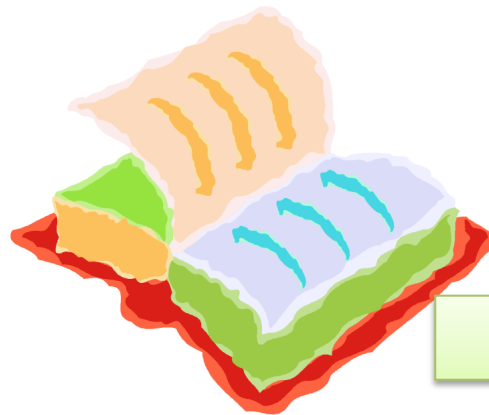
Teachers: Capitalizing on Life Experiences and Diversity

All educators involved in developing biliteracy, whether monolingual or bilingual, can benefit from this information. How would this knowledge help administrators and district leaders (literacy or curriculum directors/specialists) support teachers of biliteracy?

How does this information help a monolingual English teacher better know how to support bilingual students?

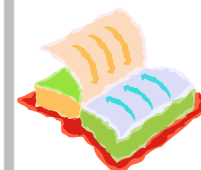
Teachers: Capitalizing on Life Experiences and Diversity

Literacy learning is enhanced when teachers are **reflective** and **aware** of their own strengths and challenges.



Page 36

	Strongly agree		Strongly disagree	
	4	3	2	1
PROFESSIONAL DEVELOPMENT BACKGROUND				
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.	4	3	2	1
2. I know and understand the factors that affect literacy development.	4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.	4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.	4	3	2	1
5. I feel comfortable teaching literacy in Spanish.	4	3	2	1
6. I have the materials I need to teach literacy in Spanish.	4	3	2	1
7. I understand how differences in student cultural, linguistic, and socio-economic backgrounds affect literacy development.	4	3	2	1
8. I understand how to differentiate literacy instruction to meet individual student needs.	4	3	2	1
9. I understand how oral language development influences literacy development.	4	3	2	1
10. I understand how children develop biliteracy and how the two languages intersect.	4	3	2	1
11. I know how to use formative and summative assessments to inform my teaching and for communication to other stakeholders.	4	3	2	1
LINGUISTIC AND CULTURAL BACKGROUND				
1. I am orally fluent and literate in Spanish.	4	3	2	1
2. I have a college-level command of oral and written academic Spanish.	4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.	4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.	4	3	2	1
AWARENESS OF STUDENT BACKGROUND				
1. I know the country of origin of each of my students or of his or her parents.	4	3	2	1
2. I have assessed the linguistic abilities of all my students in both in English and Spanish.	4	3	2	1
3. I have assessed the academic achievement of all of my students in both	4	3	2	1



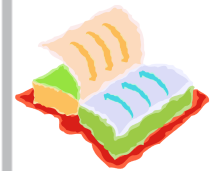
		Strongly agree		Strongly disagree	
PROFESSIONAL DEVELOPMENT BACKGROUND		4	3	2	1
1. I know and understand the research that supports initial literacy instruction in Spanish for Spanish speakers in the United States.		4	3	2	1
2. I know and understand the factors that affect literacy development.		4	3	2	1
3. I have studied (been trained in) best practices for teaching literacy in Spanish.		4	3	2	1
4. I have studied (been trained in) best practices for teaching literacy in English.		4	3	2	1
5. I have studied (been trained in) best practices for teaching literacy in both languages.		4	3	2	1
6. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
7. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
8. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
9. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
10. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
11. I have studied (been trained in) best practices for teaching literacy in both languages and content area.		4	3	2	1
LINGUISTIC PROFICIENCY					
1. I am currently responsible for teaching Spanish to students.		4	3	2	1
2. I have a college-level command of oral and written academic Spanish.		4	3	2	1
3. I have the Spanish academic language required to teach the grades or subject matter for which I am currently responsible.		4	3	2	1
4. I have access to the resources necessary to develop the academic language required to teach the grades or subject matter for which I am currently responsible.		4	3	2	1
5. I feel most comfortable speaking and writing Spanish in academic situations.		4	3	2	1
AWARENESS OF STUDENT BACKGROUND					
1. I know the country of origin of each of my students or of his or her parents.		4	3	2	1
2. I have assessed the linguistic abilities of all my students in both in English and Spanish.		4	3	2	1
3. I have assessed the academic achievement of all of my students in both English and Spanish.		4	3	2	1

What are your areas of strength?

What can you offer your colleagues?

What would you like to work on?

How can you and your colleagues share each other's strengths?



Teacher Profiles

- Elena: Normalista from Guatemala
- Mónica: U.S. Born Latina
- Susan: Adult Learner of Spanish
- Kelly: English teacher teaching in a 2 teacher program (not bilingual)



Reader's Theater

- In groups of 4, assign each person to a teacher (or double up)



- Read the Reader's Theater.
- Discuss the questions at the end of the script.

Four Corners

Susan	Elena
Kelly	Mónica

Teacher Profiles

Element	Elena	Mónica	Susan	Kelly
Teaching Background	“Normalista” Strong Sp. Literacy	Trained in U.S. Strong socio-cultural knowledge	U.S. trained Strong in U.S. teaching techniques	Strong U.S. pedagogy and practices.
Linguistic and Cultural Background	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual Spanish	Simultaneous Bilingual Bicultural U.S. Spanish	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual English	Sequential Bilingual “Mono-cultural” becoming culturally aware
Awareness of Student Background	Comfortable with newcomers Challenged by different SES and U.S. born Latinos	Comfortable with developing bilinguals and U.S. Spanish Challenged by language of newcomer .	Comfortable with sequential bilinguals Challenged by archaic Spanish, regional Spanish and U.S. Spanish	Comfortable with sequential bilinguals. Challenged by developing bilinguals whose academic English can sometimes look stronger than it is.

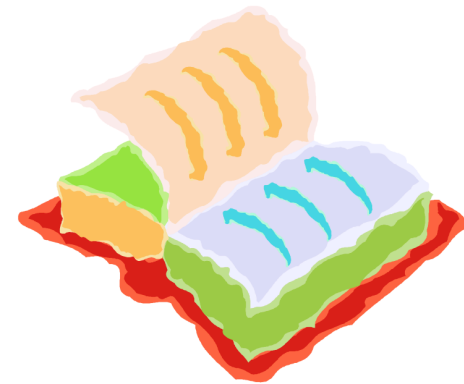
Teacher Awareness and Reflection

- Teachers often assume students are developing bilingualism and biliteracy the same way they did (sequential vs. simultaneous)
- Teachers' assumptions about language ("correct Spanish") and context directly affect student learning.



Effective Collaboration Requires...

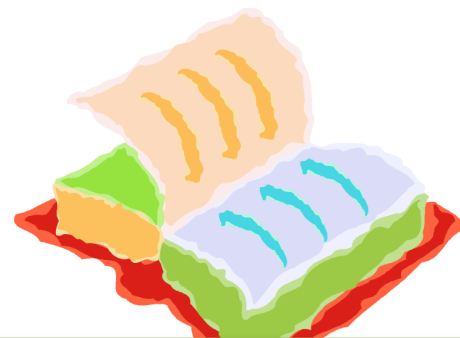
- Trust
- Flexibility
- Shared Philosophy



Page 43

Effective Collaboration Requires...

- Trust
- Flexibility
- Shared Philosophy



**Read the section on
Teacher Collaboration
and Reflection, starting
on page 42 to the top
of page 44.**

Talk with your corner:

- Add questions for discussion

Effective Collaboration Requires...

STAND AND SHARE:

When the bell rings, stand and find someone you would like to talk to. Say hello and then wait for the first question:

- 1. Of these three ingredients required for good collaboration, which is the most important and why?**
- 2. What is the best way for teachers to develop these three ingredients?**
- 3. How can administrators foster and support positive collaboration among teachers?**
- 4. The one teacher missing in this scenario is the monolingual English teacher. How can s/he fit into this context? What supports are needed for her/him to be successful?**

Parallel Lines

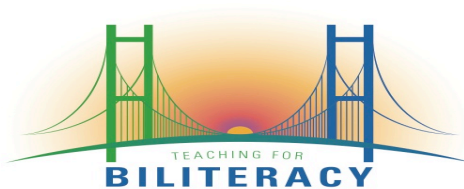


- What has **resonated** the **most** with you so far? Why?
- Why is a **multilingual perspective** so important in developing biliteracy?
- How do you feel about **U.S. Spanish**? How should it be addressed in the classroom?
- Are you (or your teachers) more similar or more different to your students?
- Of the three ingredients needed for successful collaboration, which is the most important (trust, flexibility, shared philosophy)?

Tuesday afternoon breakout sessions

1:30 – 3:00 p.m.

Dessert at 1:15!!



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Tuesday afternoon breakout sessions

- Salon A – How Administrators Can Support the Three Premises for Biliteracy: Leadership Considerations
- Salon B – Team Processing and Reflection
- Salon C – Resources that Support Biliteracy Instruction: Books for the BUF*
- Salon D – Interventions within a Biliteracy*