

Sea-Tac Summer Institute 2018:

Teaching for Biliteracy:

Strengthening Bridges Between Languages



Wednesday, July 25, 2018

www.TeachingForBiliteracy.com

Institute Norms



- Please silence your phones
- Please put your laptops and tablets away so that you can engage with your groups (assign a notetaker if desired).
- Please keep sidebar conversations to a minimum.
- We will take brain breaks/phone breaks every 1.5 to 2 hours or as needed.
- Assume good intentions and ask clarifying questions.



AM Agenda – Wednesday July, 2018

Sample Instruction Debrief and Sharing

What guides planning for biliteracy?: The Biliteracy Mindset

Who is involved in Biliteracy?: Biliteracy Students and Teachers

How do we plan for additional supports for biliteracy students?: Dr. Kathy Henn-Renke

Tier 1 instruction

Considerations for Tier 2 and 3 instruction

Q & A



PM Agenda – Wednesday July, 2018

Lunch 12:00 to 12:45 p.m.

What instructional practices support biliteracy development?

Focus on the importance of building oracy

Patricia Núñez

Melody Wharton



Networking

When I ring the bell, please stand up and find someone you don't know, at a different table.

- Introduce yourselves.
- Tell your new partner:

My biggest takeaway from the sample biliteracy instruction was...



My biggest takeaway from the sample biliteracy instruction was...

- Student-student interaction.
- Planned oracy building in the language of instruction.



Unit Name:		
Content Area Standards	- Content Area Big Idea(s)	Language/Development Standards
- Writing Standards:	- Literacy Big Idea(s)	- Language Development
- Reading Standards:	- Content Targets	- Summative Assessment
Building Oracy and Background Knowledge		
Reading Comprehension	Content Area Instruction	
Strategies and balanced literacy routines		
Writing		
Strategies and balanced literacy routines		
Word Study and Fluency		
Areas of word study to be studied		
Summative Assessment		
Bridge - Transfer	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.

My biggest takeaway from the sample biliteracy instruction was...

Oracy building strategies:

- **Total Physical Response (TPR)**
- **Sentence Prompts**
- **Word Sort**
- **Fishbowl**
- **Adapted Readers' Theater (ART)**
- **Partner work**



Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Oracy and Background Knowledge – Chapter 6

- While engaging in oracy building, students were**
- **talking to each other**
 - **moving through gradual release of responsibility (I do, we do, you do)**
 - **using a lot of language**
 - **staying in the language of instruction**
 - **learning new vocabulary within a comprehensible context and in complete sentences**

Biliteracy Instruction Reflects the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories ever.
- Student progress is monitored, but not rate, instruction.

Content is taught in one language only at a grade level. This is called content allocation.

Biliteracy Instruction focuses on developing:

**Language
Literacy
Content**



Theme/Unit Name:

- Content Area Standards
- Writing Standards:
- Reading Standards:

- Content Area Big Idea(s)
- Literacy Big Idea(s)
- Content Targets

- Language Proficiency/Development Standards
- Language Targets
- Summative Assessment

Oracy and Background Knowledge – Chapter 6

Reading Comprehension

- Strategies and balanced literacy routines

Content Area Instruction

- Inquiry
- Investigations
- Experiments
- Experiences

Writing

One thing I learned about the Bridge was...

Bridge

The Bridge - Chapter 10

ance of
s and
istics

Biliteracy Instruction Reflects the Biliteracy Non-Negotiables

- All students receive literacy instruction in both languages every day, beginning at entry into the program. Each language arts class focuses on different standards – NOT the same standards simultaneously or stories over

Instruction that reflects the biliteracy non-negotiables is...

grade level. This is called content allocation.

- In PreK through 5th grade, content and literacy instruction are integrated.

The Biliteracy Mindset

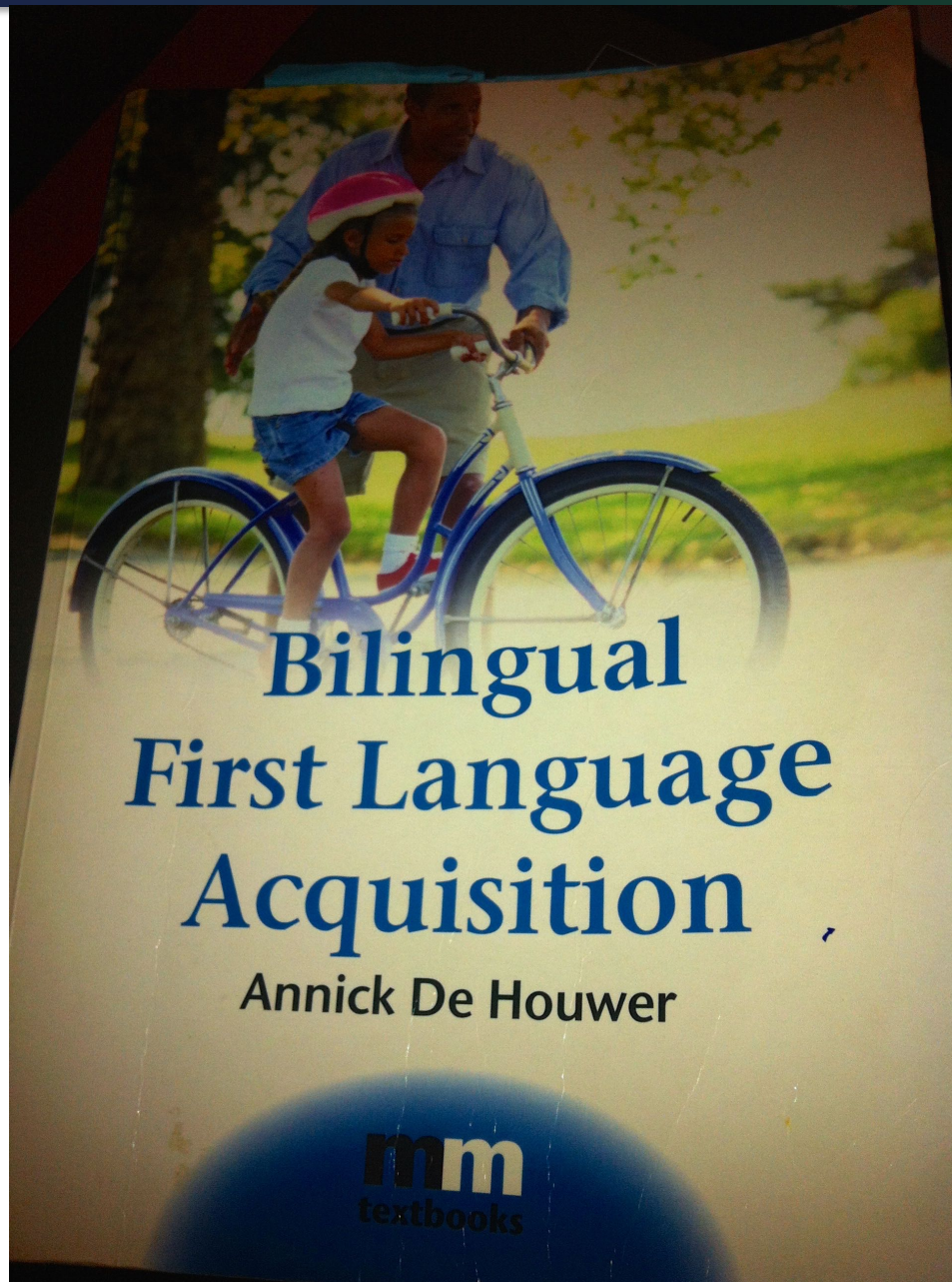


Concept A

**All students
have a
dominant
language (L1
and L2)**

Concept B

**Many students
are emerging
bilinguals whose
first language is
bilingual.**



Concept A

All students have a dominant language (L1 and L2)

When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.

Concept B

Many students are developing bilinguals whose first language is bilingual.

Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

Spanish in the United States is characterized by its relationship with English.

¡Se me mojaron mis soquetines!

My socks got wet!



Me puchó. (Instead of “Me empujó”)

He/She pushed me (using English verb)



*Teacher, I am **planching**. (Spanish verb for “to iron”)*

Teacher, I am ironing.

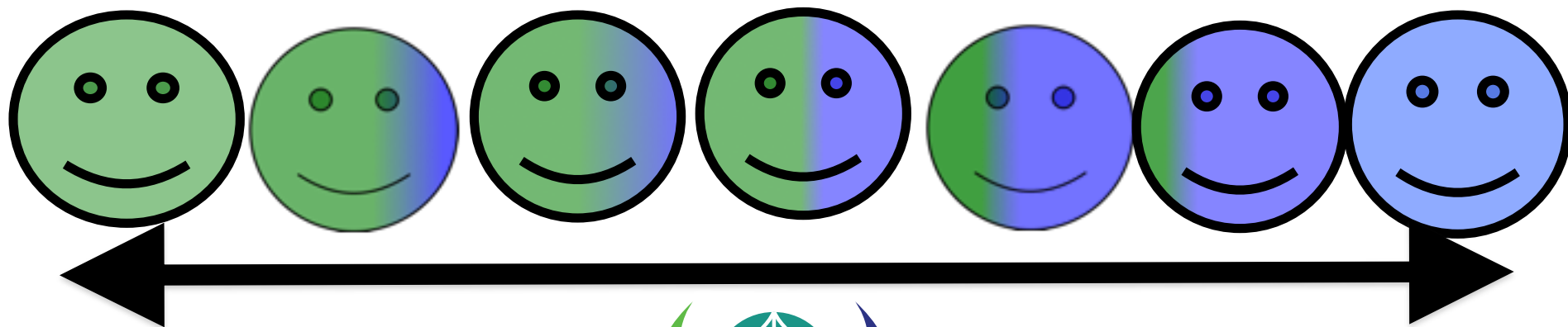


Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



These are the students that enter dual language in Kinder or first grade



www.TeachingforLiteracy.com





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

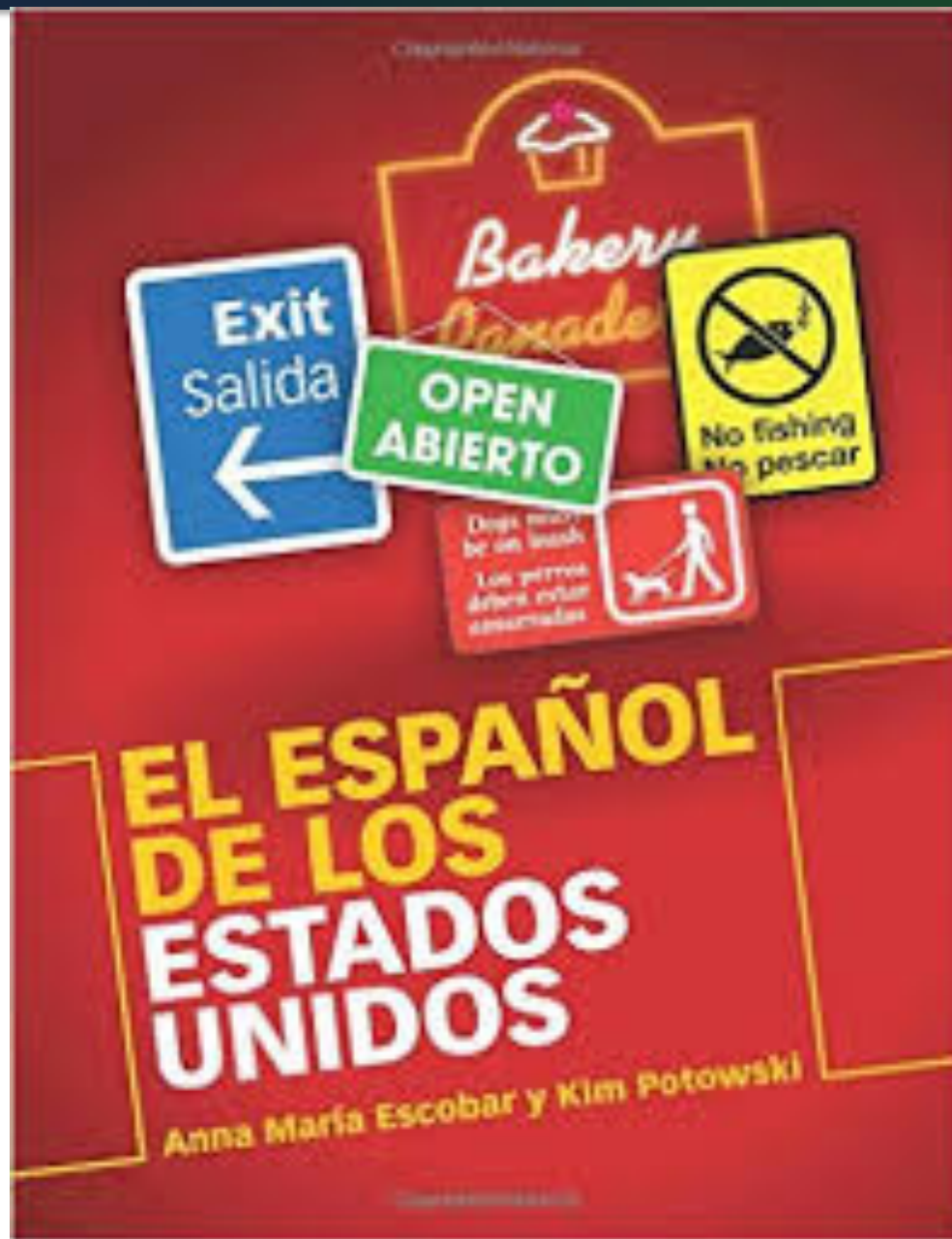


Research Connection



Being bilingual physically
changes your mind.
Neuroplasticity is real.
(Bialystok, CARLA, 2016)





Casa

puchar
tochar
onde
~~al~~omache
Picar
caché
& mucho

Escuela

empujar
tocar
donde
almuerzo
~~es~~ajar
a garé
mucho

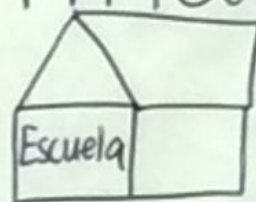


informal



rayar
munchito
necesitas
tochar

formal



escribir
mucho
necesitas
tocar

Lenguaje de la playa

(social)

el

lonche

la carpeta

chequear

la troca

Lenguaje de la boda

(académico)

el almuerzo

la alfombra

comprobar

el camión

Arcaísmos españoles

<u>Español arcaico</u>	<u>Español actual</u>
------------------------	-----------------------

Ansina

Así

Pos

Pues

Naiden

Nadie

Muncho

Mucho

Haiga

Haya

Los regionalismos

el muchacho
(México)

el güila
(Costa Rica)

el patojo
(Guatemala)

el cabro
(Chile)

la quagua
(Puerto Rico)

la micro
(Chile)

el micro
(Perú)

el camión
(México)

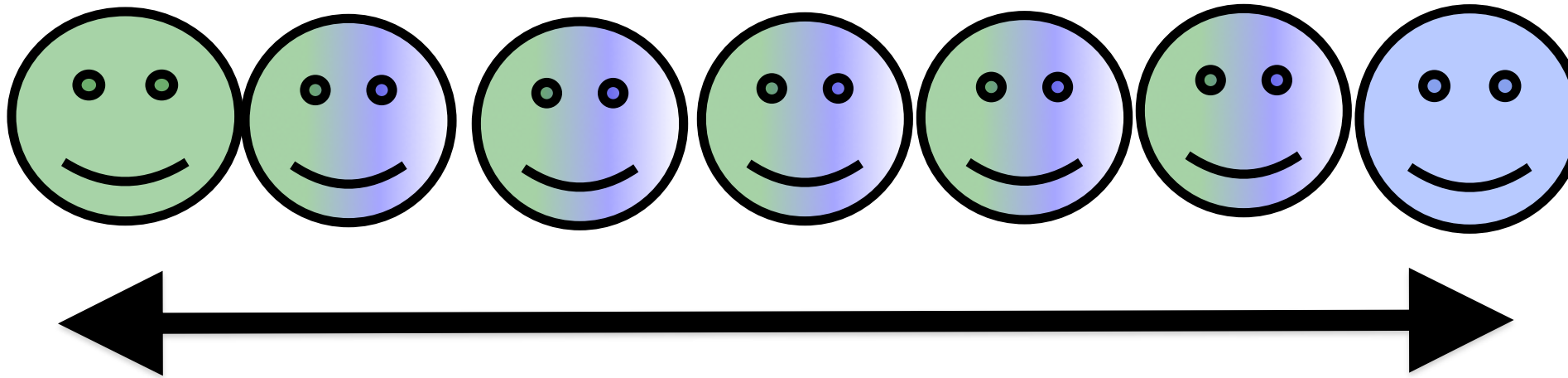
la escuela media
(Chile)

el colegio
(Costa Rica)

la preparatoria
(México)

la high school
(EE. UU.)

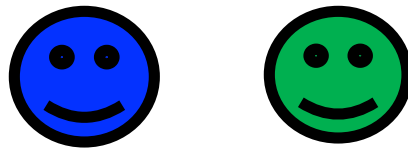
The goal of a robust **biliteracy** program is to create, grow, and nurture developing bilinguals



Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.	Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.
Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)	Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).
Karen Beeman, teachingforbiliterykb@gmail.com © www.teachingforbiliterykb.com	

Initial Literacy Instruction

- Sequential Literacy Instruction: Students only learn to read and write in their home language



- Simultaneous literacy instruction: Students learn to read and write in their home language and the second language

– This meets the needs of:



Concept A	Concept B
All students have a dominant language (L1 and L2)	Many students are developing bilinguals whose first language is bilingual.
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Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy

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Monolingual Perspective	Multilingual Perspective
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Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc. bilitercykb@gmail.com	Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy. www.dailyenglishbilitercy.com

Fixed Mindset

All students have a dominant language (L1 and L2)

When students use Spanish and English together (“Estoy estoquiado”), it is a sign of confusion and low language.

Programs teach literacy in one language (L1) and transition once monoliteracy has been established. (Sequential literacy)

Programs develop monolingual systems: units in one language, assessments in one language, schedules that mirror the general education setting, etc.

Growth Mindset

Many students are developing bilinguals whose first language is bilingual.

Developing bilinguals will use both their languages, and this mixing is predictable and to be expected.

Programs teach literacy in 2 languages daily from Kinder on, and help students transfer what they know in 1 language to the other and vice-versa (Simultaneous literacy).

Programs develop biliteracy systems: biliteracy units (Spanish, the Bridge and English), biliteracy assessments, schedules that include daily Spanish literacy and daily English literacy.

Voy a una *party* con mi *broder*.



Monolingual Perspective

Can't speak Spanish well.

Is low in both languages.

Should be placed in a monolingual classroom.

Will be confused learning to read and write in two languages at the same time.

Multilingual Perspective

Has linguistic resources in both languages.

Reflects her multilingual community.

Should be placed in a dual language/bilingual classroom.

Uses U.S. Spanish

Would benefit from the Bridge: analyzing Spanish and English side by side.

**You do NOT have to be
bilingual to employ
bilingual mindset....
But you must have the
mindset!**

Individual or Team Reflection

In order to implement the multilingual perspective, we can:

Challenges we anticipate include:

Ways of addressing these challenges may be...

Next steps for us individually or as a group include:

Additional Reflection Questions:

Who needs to know about the multilingual perspective?

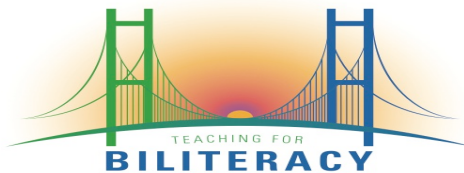
How can these stakeholders be included in the biliteracy program work?

How can the multilingual perspective be reflected in the following:

- Teacher evaluation and supervision
- Administrator evaluation and supervision
- Communication with parents
- Networking/sharing with general education educators
- Community partnerships
- Other

Who is involved in biliteracy?

Students and Teachers: A Multilingual Perspective





Chapter 2

Use Talmudic Style Reading to
read the Key Points on page
23.

Talmudic Style Reading

(Melody Wharton)

- Partners A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and then partner A answers.
- Then the roles are reversed.



Students: A Multilingual Perspective

KEY POINTS

- Individual characteristics, such as linguistic, cultural, and academic background, vary widely among the students who learn to read and write in Spanish and English in the United States. These characteristics have an impact on students' learning.
- Information about these characteristics should be available to teachers.
- Instruction is most effective when it is differentiated to reflect the linguistic, cultural, and academic backgrounds of the students.

Beginning with the Learner

Pick up any book on pedagogy, and invariably you will find that teachers are advised to begin instruction with their students' experiential base. Teachers are also advised to adapt their instruction to the students' different learning styles (Tomlinson, 2001), their different language proficiency levels (Echevarria, Vogt, and Short, 2003; Fairbairn and Jones-Vo. 2010; Irujo, 2004, 2006), and their different levels of academic achievement (Tomlinson, 1999, 2001). Implicit in these recommenda-

Brain Research

(How the Brain best Learns)

- Experience sculpts the brain.
- “If it doesn’t make sense, the brain won’t store it.”
- Learning must take place in a safe environment.
- Learning is two-fold: rote (repetitive) and declarative (critical thinking).
- Movement is critical for the brain. Get up and move!



New pairing



- Those seated at 2 contiguous tables will stand, follow directions, and mix up.
- Say hello to your new table mates and introduce yourself.
- Wait for further directions



Student Linguistic Profiles



Page 24

Carmen

Paulo

Antonio

Lucía

Hannah



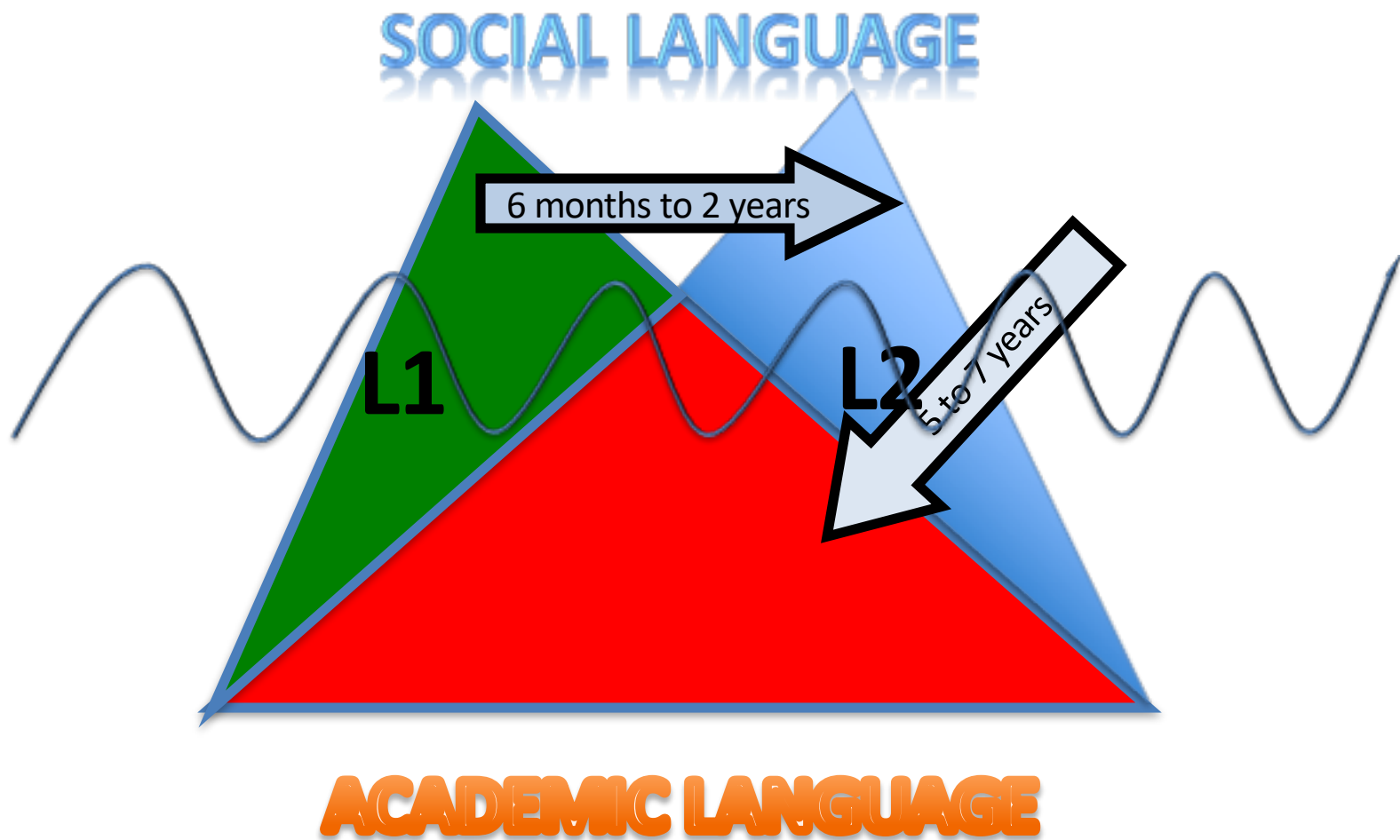
The Development of Bilingualism and Biliteracy as Manifested in The Five Students in Chapter 2 in the Teaching for Biliteracy book

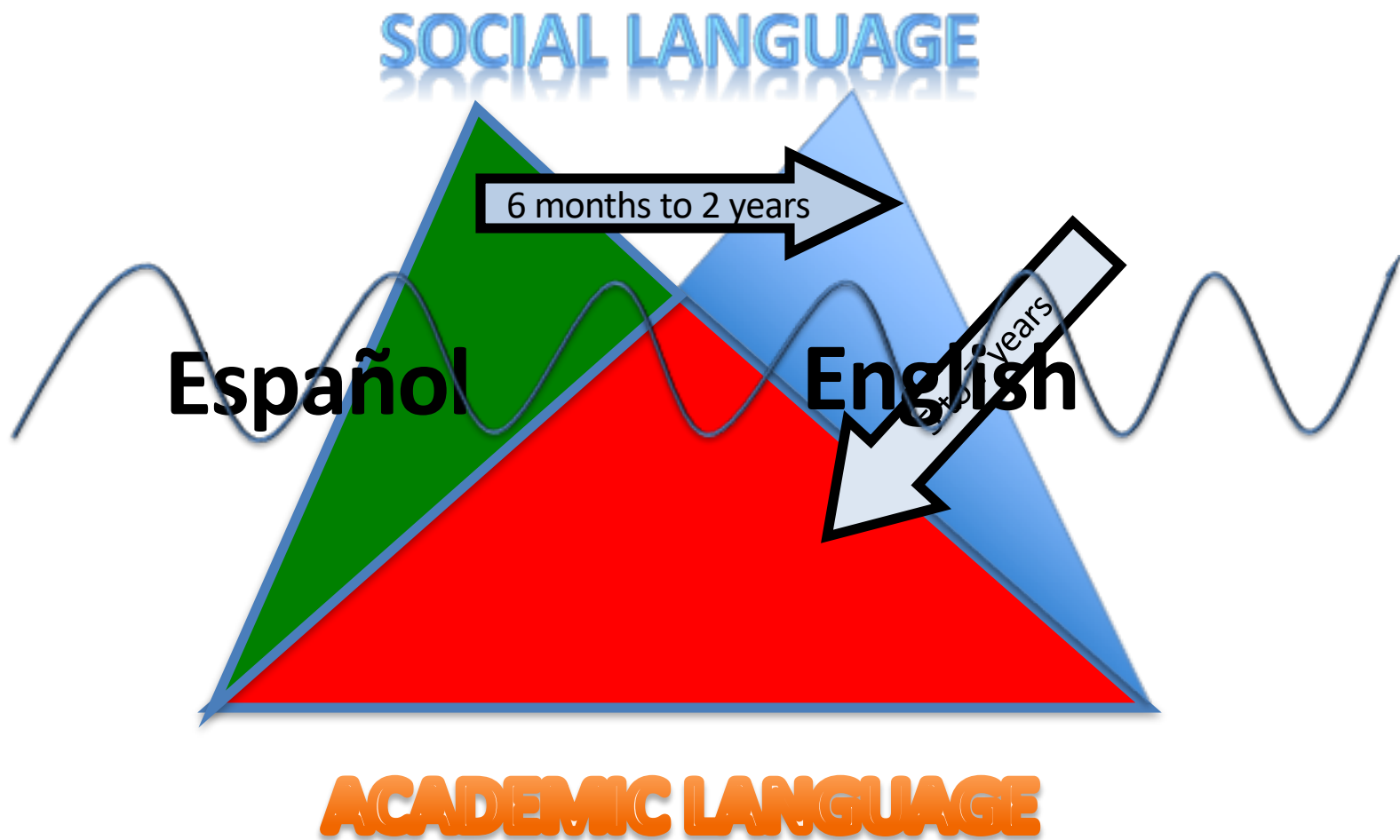
Student	Example	Explanation
Carmen and Antonio	I have 5 years.	Carmen and Antonio are using Spanish syntax with English vocabulary.
Paulo	Voy a una party con mi broder	Paulo is surrounded by people who use both languages orally and so he does the same. It is possible that he does not know the Spanish equivalent of <i>party</i> or <i>brother</i> since these terms are always said in English in his home.
Hannah	Voy a mi tío Mario's casa	Hannah is using English syntax with Spanish vocabulary
Lucía	I left my shoes in the <u>sala</u> .	Lucía understands Spanish but uses it sparingly except for terms like " <u>sala</u> " (living room) which is only referred to in her home in Spanish.

Page 7 of your handouts

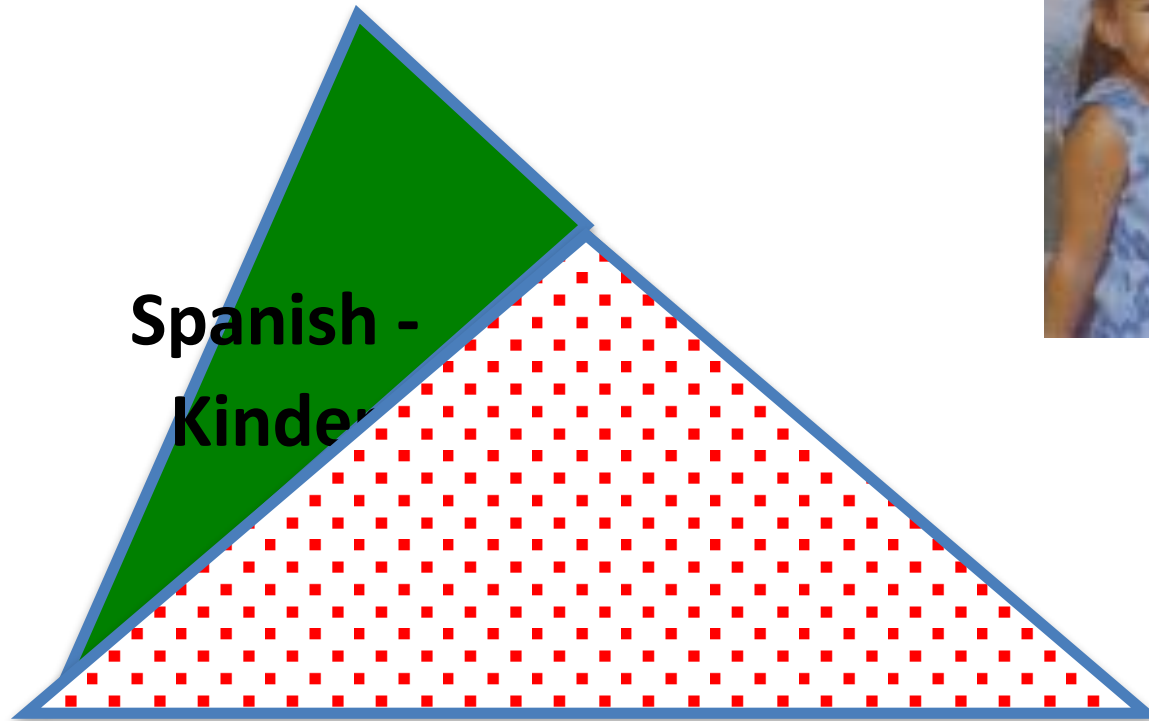
Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia







Carmen



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

Carmen



Spanish -
Kinder

Carmen is a sequential bilingual.

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

Predictable Second Language Acquisition Stages for Sequential Bilinguals

Description of Second Language Acquisition Stages for Young Sequential Bilinguals

Stage	Description
Home Language Use	The child uses his/her home language even when others do not understand. Length of time in this stage varies by child.
Nonverbal Period	Once the realization sets in that the home language does not work, the child may rarely speak or use nonverbal means to communicate. Receptive language is being developed and the child demonstrates understanding through actions and other non-language necessary means. The length of time in this stage also varies. Language assessments may result in misleading information that underestimates the child's true language capacity.
Telegraphic and Formulaic Speech	Formulas are used as the child starts using the new language, as in "me bathroom" indicating she wants to go to the bathroom. During this stage young children use phrases they have heard from others, sometimes not completely understanding the whole meaning of the words they use.
Productive Language	The child uses sentences that contain very simple words. Predictable sentence structure with the new language.



**Described in Chapter 5
Page 68 and on page 6 of your handouts**

Paulo - Second



Spanish

English

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

My Grandma Likes to
Cocer Sueteres. for my
Chivava.



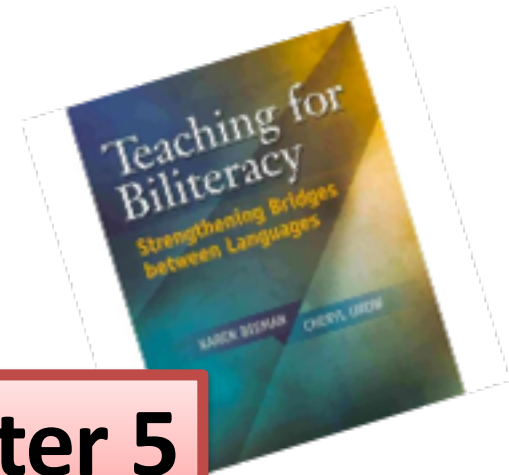
Paulo knows colors: $3 + 3 = 6$

- Rojo
- Azul
- Verde
- White
- Black
- Purple



Four phenomena of contact languages:

Dr. Kim Potowski, UIC



Chapter 5

U.S. Spanish

#1
Code switching
Tengo el *eight*.

#2
Borrowings
Rufa

#3
Extensions
Carpeta

#4
Calques
Mi tío's casa.

Developing Bilinguals' Use of Language

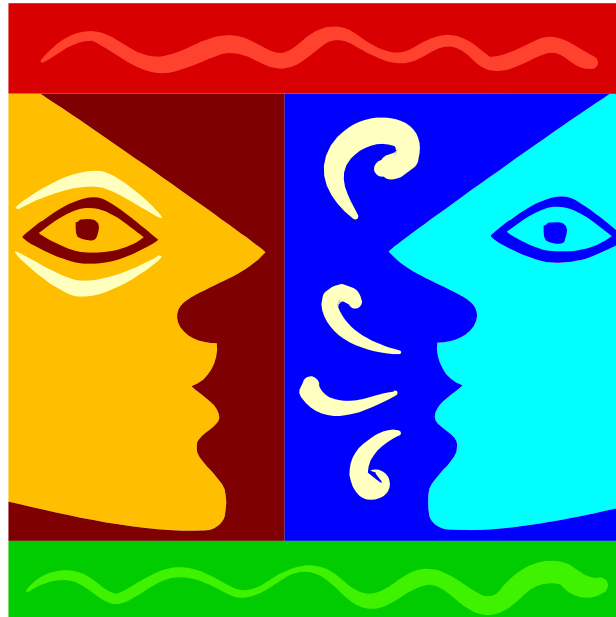
Simultaneous bilingual development described in Chapter 5
Analyzing oral language – page 75
and described on page 6 of your handouts

Expression	Example	Explanation
Code-switching	"Tengo el eight."	
	grosneras." (Let's go buy the groceries – a term that in Spanish usually means "bad words").	Students use a word they believe to be cognate when in fact, it is not.
Calques	Voy a mi tío Marco's casa.	Students use the syntax of one language with the words of the other.

Teaching for
Biliteracy
Strengthening Bridges
between Languages

KAREN BERKAR
CHERYL GROSS

Let's take a tour of our communities





WE BUY JUNK CARS

RUNNING OR NOT!

FREE TOWING

COMPRAMOS CARROS Y CAMIONETAS
PARA YONKE

630/585-6095

TENEMOS TODO TIPO DE PARTES PARA SU VEHICULO
(LLAMENOS)

JUNK CARS & PARTS
CARROS PARA YONKE
630/585-6095

JUNK CARS & PARTS
CARROS PARA YONKE
630/585-6095

JUNK CARS & PARTS
CARROS PARA YONKE
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JUNK CARS & PARTS
CARROS PARA YONKE
630/585-6095

JUNK CARS & PARTS
CARROS PARA YONKE
630/585-6095

Paulo - Second



Spanish

English

Paulo is a simultaneous bilingual.

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

Antonio

Spanish
Fifth Grade



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

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

Antonio

Spanish
Fifth Grade

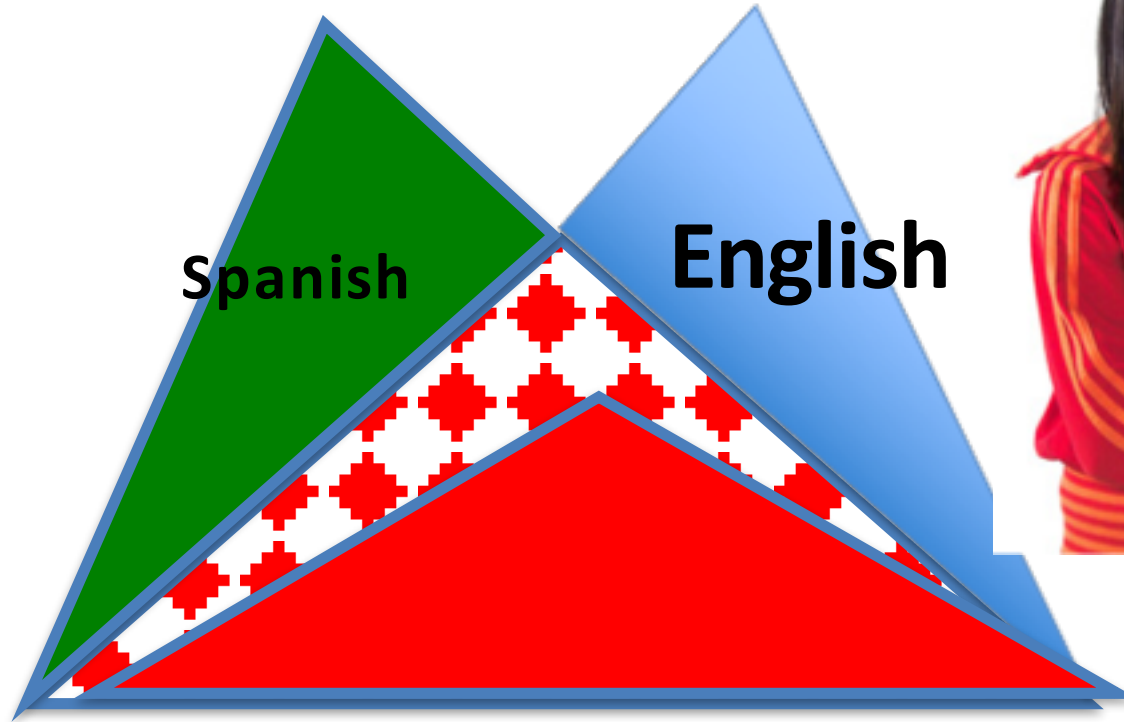


Antonio is a sequential bilingual.

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

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

Lucía – 7th grade



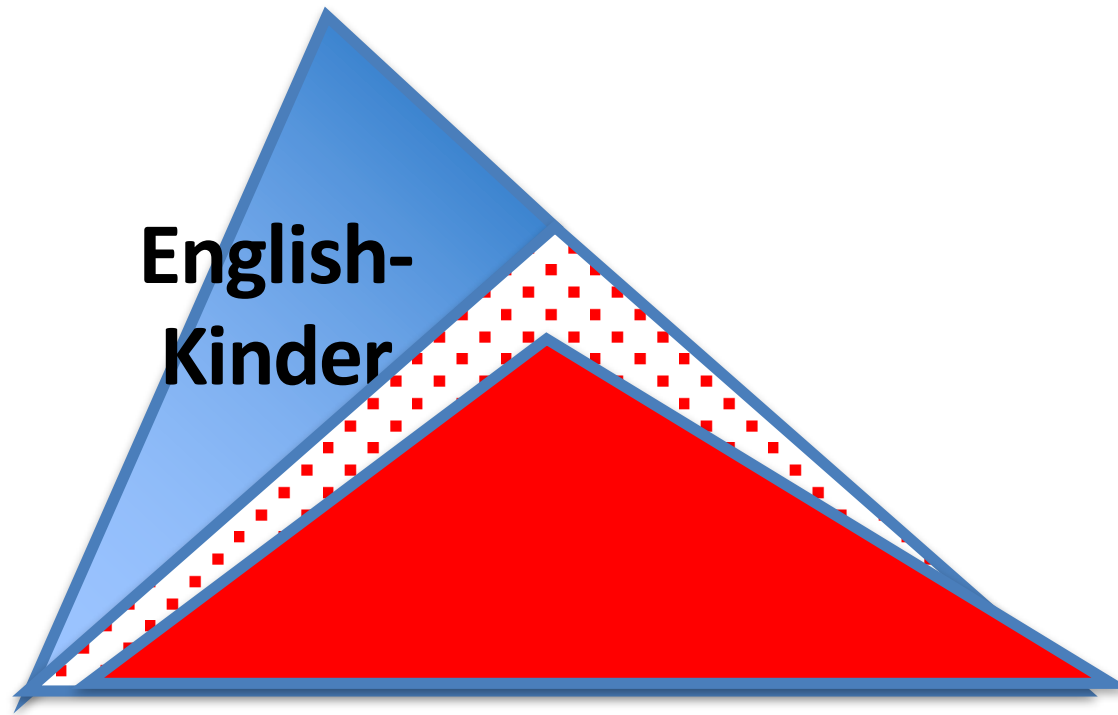
Fui a Susan's house. Pensé que te iba a ver. Did you have fun?

Lucía – 7th grade



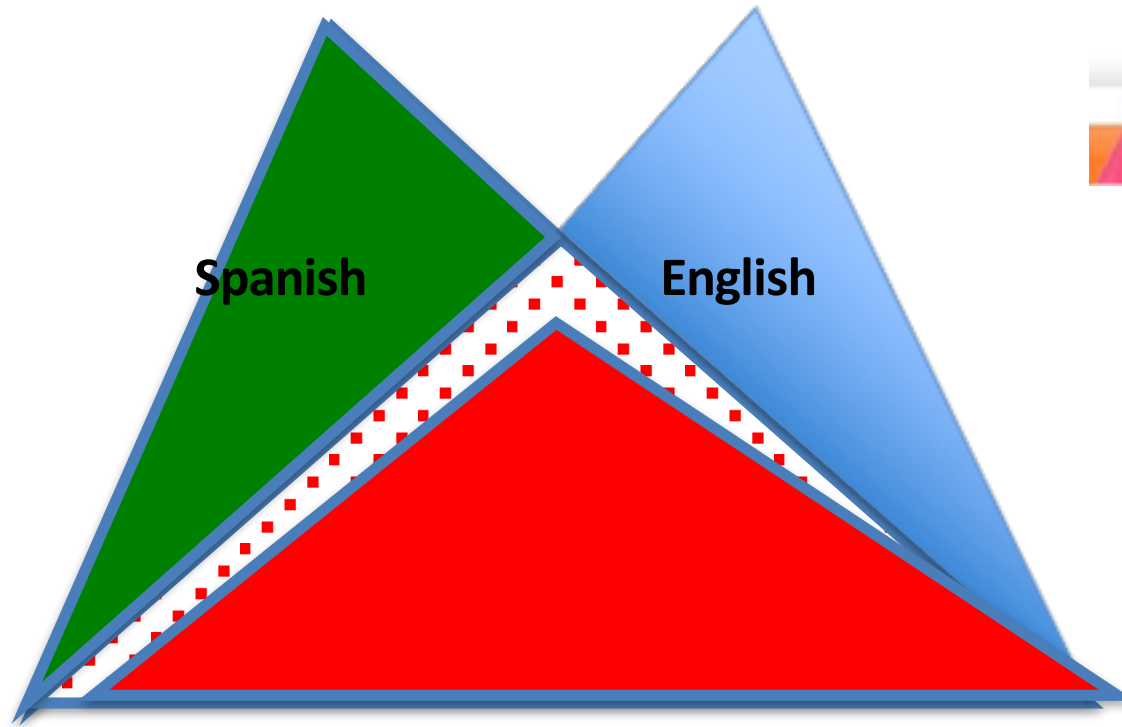
Lucía is in a Heritage Spanish class (i.e. SNS) in middle school. She did not receive formal Spanish literacy instruction in elementary school. She is a simultaneous bilingual.

Hannah- 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 I went, too.)

Hannah-Third Grade



Spanish

English

Hannah is a sequential bilingual.

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

The Development of Bilingualism and Biliteracy as Manifested in The Five Students in Chapter 2 in the Teaching for Biliteracy book

Student	Example	Explanation
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Page 7 of your handouts

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Caslon Publishing: Philadelphia



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:



Cultural Background:

- How did cultural background impact the 5 students we just met?
- **We all have culture, and our culture shapes how we learn. We therefore must get to know the cultural background of our students.**
- 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



Cultural Elements

- Gender
- Age/Generation / Neighbor
- Family
- Birth order
- Socio-economics
- Religion / Race / Ethnicity
- Education
- Urban/Rural/Suburban
- Language
- Marital Status
- Sexual Identity
- Exceptionality
- Death / Health



	Mexico.		City		
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, frizar, puchar,</i> <i>carpeta, barquear,</i> <i>etc.</i>	Informal: (<i>sí, ¿no?</i>), <i>escuincle</i> and <i>fuchi</i> (words of Aztec origin meaning child and dirty, respectively).	Informal: <i>lonche;</i> <i>cipote, ansina</i>	Informal: <i>Mi tío</i> <i>Mario's casa es cool.</i>

Spanish Linguistic Resources:

- Share examples of informal (social, community) Spanish.
- How do we handle informal Spanish in the classroom?

	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 factors influence the development of academic Spanish?

How can we maximize the development of formal Spanish in our students?

Metalinguistic Resources



Research establishes that bilingual students who know how their 2 languages are similar and different do better in school. **Why?**

- **Because metalinguistic awareness results in deeper understanding of how language works and how to use language.**



Metalinguistic Resources



Recent research suggests that not all bilingual students engage in cross-linguistic transfer on their own. **How do we best foster metalinguistic development in all developing bilinguals?**

- **By valuing the language they bring to school.**
- **By planning and implementing Bridges.**
- **By fomenting “bridging”.**



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>
Linguistic Resources: Informal and Formal English	Formal: Names of school-related items.	Formal: Uses key vocabulary and concepts in English learned through the Bridge: fraction, upper case letter, and chrysalis.	Formal: Cognates help him with key content area vocabulary in English.	Formal: Uses key vocabulary and concepts in English – all formal education has been in English.	Formal: Uses key vocabulary and concepts in English learned through the Bridge: paragraph, character, numbers
	Informal:	Informal:	Informal:	Informal:	Informal:

What factors influence the development of academic English?

How can we maximize the development of formal English in our students?

-How does this information help to understand each child?

-How does teaching and learning change when you have this information?

-How can you best collect this information?

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:

Developing Bilingual

Carmen, Antonio, and Hannah are sequential bilinguals.

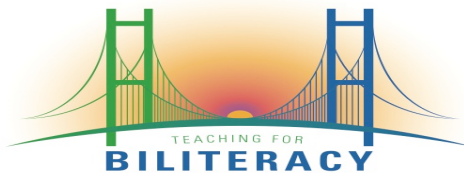
Paulo and Lucía are simultaneous bilinguals.

- **Our instruction must meet the needs of sequential and simultaneous bilinguals.**
- **In order to teach for biliteracy, we must use a multilingual perspective with ALL of our students**



Teachers

Teachers: Capitalizing on Life Experiences and Diversity



THE CENTER

	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.				2	1
6. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds.				2	1
7. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs.				2	1
8. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles.				2	1
9. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills.				2	1
10. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills and in the context of my students' emotional needs.				2	1
11. I have studied (been trained in) best practices for teaching literacy in both languages and in the context of my students' cultural backgrounds and in the context of my students' individual needs and in the context of my students' learning styles and in the context of my students' social skills and in the context of my students' emotional needs and in the context of my students' physical needs.				2	1
LINGUISTIC BACKGROUND					
1. I am comfortable speaking and writing Spanish in academic situations.				2	1
2. I have studied (been trained in) best practices for teaching literacy in Spanish.				2	1
3. I have studied (been trained in) best practices for teaching literacy in English.				2	1
4. I have studied (been trained in) best practices for teaching literacy in both languages.				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?

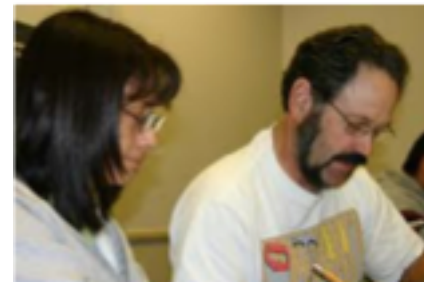
What would you like to work on?

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.

Teacher/Administrator Profiles

Element	Elena	Mónica	Susan	Kelly
Teaching Background	“Normalista” Strong Spanish Polish 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 or Polish	Simultaneous Bilingual Bicultural U.S. Spanish /Polish	Sequential Bilingual “Mono-cultural” becoming bicultural Monolingual English	Sequential Bilingual “Mono-cultural” developing cultural competence
Awareness of Student Background	Comfortable with newcomers Challenged by different SES and U.S- born Latinos and US- born Polish	Comfortable with developing bilinguals and U.S. Spanish and Polish 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 looks stronger than it is.

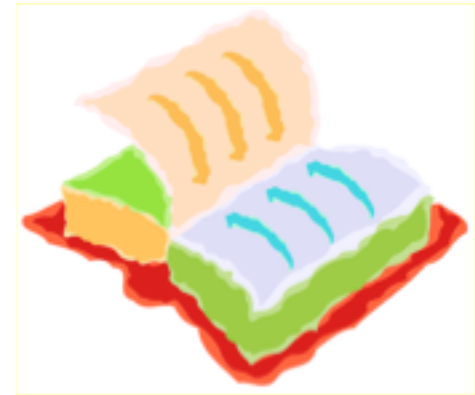
Teacher Awareness and Reflection

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



Effective Collaboration Requires...

- **Trust**
- **Flexibility**
- **Shared Philosophy**



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Talk to the educators with you in your corner:

- What are your strengths?
- What are your challenges?
- What students are you most like?
- How could working with the other teachers help you? What could you learn from them and what could they learn from you?



PM Agenda – Wednesday July, 2018

Lunch 12:00 to 12:45 p.m.

What instructional practices support biliteracy development?

Focus on the importance of building oracy

Patricia Núñez = 1

Melody Wharton = 2

