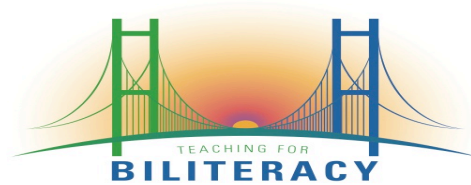


Welcome to the Teaching for Biliteracy Summer Institute Monday, June 24, 2019



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Welcome to our 7th annual Teaching for Biliteracy Summer Institute

- Educators from...Illinois
 - Connecticut
 - Georgia
 - Indiana
 - New York
 - North Carolina
 - Puerto Rico
 - Virginia
 - Washington

Welcome to our 7th annual Teaching for Biliteracy Summer Institute

- Welcome educators!!
 - Classroom teachers – English medium teachers, Spanish medium teachers, Polish medium teachers, dual language, transitional bilingual, ESL, and general education
 - Literacy coaches, school psychologists, special education teachers, and speech pathologists
 - School based administrators and central office administrators

Institute Handouts and Digital Resources –

p. 2 of handout:

Handouts and Power Point presentations from the

<http://bit.ly/T4BChicago2019>



On the final day of the workshop, please complete this short, on-line evaluation with your team:

<http://bit.ly/T4BSI2019Evaluation>



Institute Resources:

Sched

Invitation was sent to your email from

IRC

evaluation on Friday

certificate of participation

Please sign in and out each day.

**Institute will be taking photos and
posting on social media.**

**Please let us know if you'd rather NOT
be in photos or on social media.**

www.TeachingForBiliteracy.com



@T4Biliteracy

Teaching for Biliteracy



Daily logistics

- Breakfast from 7:30 a.m.
- Sign in and pick up your handouts for the day.
- Pick up your table topper.
- 8:30 start time each morning. Coffee/tea until 10 a.m.
- Short break in the morning

Daily logistics

- Lunch and networking 12:30 – 1:30 each day
- Dessert and coffee/tea at 1:10 each day – we must leave the room.
- We **MUST** leave the room at 1:10 for p.m. set up of breakout sessions.
- Please clean your area before leaving for dessert.
- End at 3 p.m. Monday – Thursday.
- End at lunch on Friday – please complete **TWO** on-line evaluations (**google forms** AND **Sched**) at the finish of the institute



Institute Overview

Week-at-a-Glance

- Each morning session focused on guiding question(s)
- Supporting information on **content** and **strategies** in handouts, in the text, and on the website
- Parking lot for questions/concerns.



What is biliteracy and what does biliteracy look like?

Teaching for Biliteracy: Strengthening Bridges between Languages

www.TeachingForBiliteracy.com

Chapter 1

What do We Mean by Teaching for Biliteracy? p. 2

Creating Bilingual Units of Instruction: A Biliteracy Unit Framework p. 14-15

Resources ->

- Research Articles

Systems ->

- **Infrastructure Supports**
 - Sample Weekly Schedule for Biliteracy

**Which do you prefer:
hard copy (book) or on-line resources?**

Chapter 5

Simultaneous Bilingual Development – p. 67-8

Sequential Bilingual Development – p. 68-9

Institute Overview: Week-at-a-Glance

- Afternoon breakout sessions – three concurrent options each afternoon that reflect the morning's guiding question.
- On Thursday, we will have breakouts in the second part of the morning AND in the afternoon.
- Featuring Center for Teaching for Biliteracy team members and guest speakers
- Opportunity to engage in biliteracy in a smaller, more focused setting
- Plan attendance at the breakouts strategically

Introductions

Please take a moment to review the institute week-at-a-glance and today's handouts.

Then, after I ring the bell, introduce yourselves at your tables using the following prompts:

1. My name is _____.
2. I grew up speaking _____.
4. My teaching experience is _____.
5. Over the next 5 days, I am most looking forward to _____.



Introductions

- We will provide many networking opportunities to continue to build these relationships.
- We will also provide team planning time:
 - Short term plans – to share with other stakeholders and begin implementation in summer school/during the 2019-20 school year
 - Long term plans – to involve additional stakeholders and plan for a strategic roll-out



Institute Overview: Week-at-a-Glance

- Review the week-at-a-glance 
- Review the handouts for today. 
- Register for our website if you have not yet had the chance: 
www.TeachingForBiliteracy.com
- Find the 2019 Teaching for Biliteracy Summer Institute page on our website: 

<http://bit.ly/T4B2019>

Things to do in Chicago:

- **Eating:**
 - Randolph Street (a few block north)
 - Greek Town (south on Halsted)
- **Music:** Millenium Park concerts
 - <http://bit.ly/MilleniumPark2019>
- **Activities:**
 - Boat Taxis along the Chicago River
 - Chicago Architectural Tour
 - Baseball (White Sox and Cubs)

Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or to follow along with the power point.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



AM - Monday, June 24, 2019

- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

- Defining Language Acquisition Programs
- Defining Biliteracy
- Creating Systems that Support Biliteracy
- Introduction: Biliteracy Unit Framework (BUF)

PM - Monday, June 24, 2019

Three sample BUFs (Biliteracy Unit Framework) in action

What does a BUF look like and feel like?

- Sample biliteracy instruction in PreK-2
- Sample biliteracy instruction in 3rd -5th grades
- Sample biliteracy instruction in Secondary

1:30 – 3:00 PM - Monday, June 24, 2019

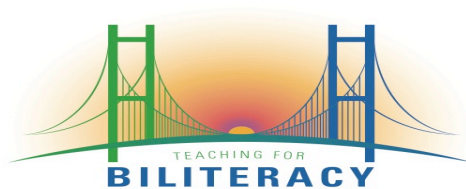
Three sample BUFs in action

What does a Biliteracy Unit Framework (BUF) look like and feel like?

Salón A	Salón B	Salón C
3rd-5th grade biliteracy instruction	PreK-2nd grade biliteracy instruction	Secondary biliteracy instruction

What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



Teaching for Biliteracy Strategies

Teaching for Biliteracy means
always teaching
language
literacy
and
content



Teaching for
Biliteracy
Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW

Teaching for Biliteracy...p. 2

Teaching for
Biliteracy

g Bridges
guages

CHERYL UROW

Mark your text – we will come back to the definition of teaching for biliteracy...

ers take a constructiv
provide instruction in c
nd-symbol correspond
nts' background know
veloping skills to auth
eading during the lan
en, and speak in all co
their math books,

science experiments, talk about events in history, organize their thoughts as favorite author, and reach high content and English-language development (ELD) standards as well as Spanish-language development (SLD) standards. A comprehensive approach to literacy instruction integrates content, literacy, and language instruction and connects reading with oral language and writing. Effective biliteracy instruction enables bilingual learners to use reading, writing, listening, and speaking for a wide range of purposes in two languages.

Educators today generally recognize an important distinction between “social language” and “academic language.” Social language can be understood as the relatively informal conversational language we use among friends and family when we communicate about everyday topics orally and in writing. Academic language can be understood as the relatively formal oral and written language used in academic texts and academic settings. The term “academic language” includes many different registers,² such as the languages of math, science, and social studies, as well as the (English) language arts referred to in state-mandated ELD standards and in the SLD standards. Spanish language arts standards and bilingual standards that



Teaching for Biliteracy Strategies

Teaching for Biliteracy means
always teaching
language
literacy
and
content



Teaching for
Biliteracy
Strengthening Bridges
between Languages

KAREN BEEMAN

CHERYL UROW

Teaching for Biliteracy Strategies

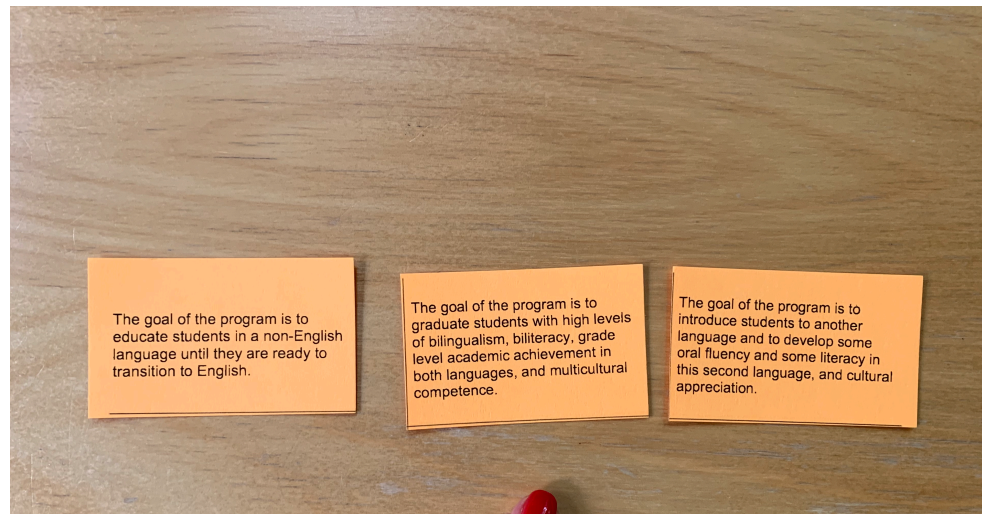
Word Sort and Sentence Prompts – p. 83

- Find a partner.
- Decide who is **A** and who is **B**.



Sentence Prompts for the Sort

- **Partner A**
- **May I open the bag and find the three cards with “*The goal of the program...*”?**
- **Here they are!**
- **Partner B**
- **Of course you may!**



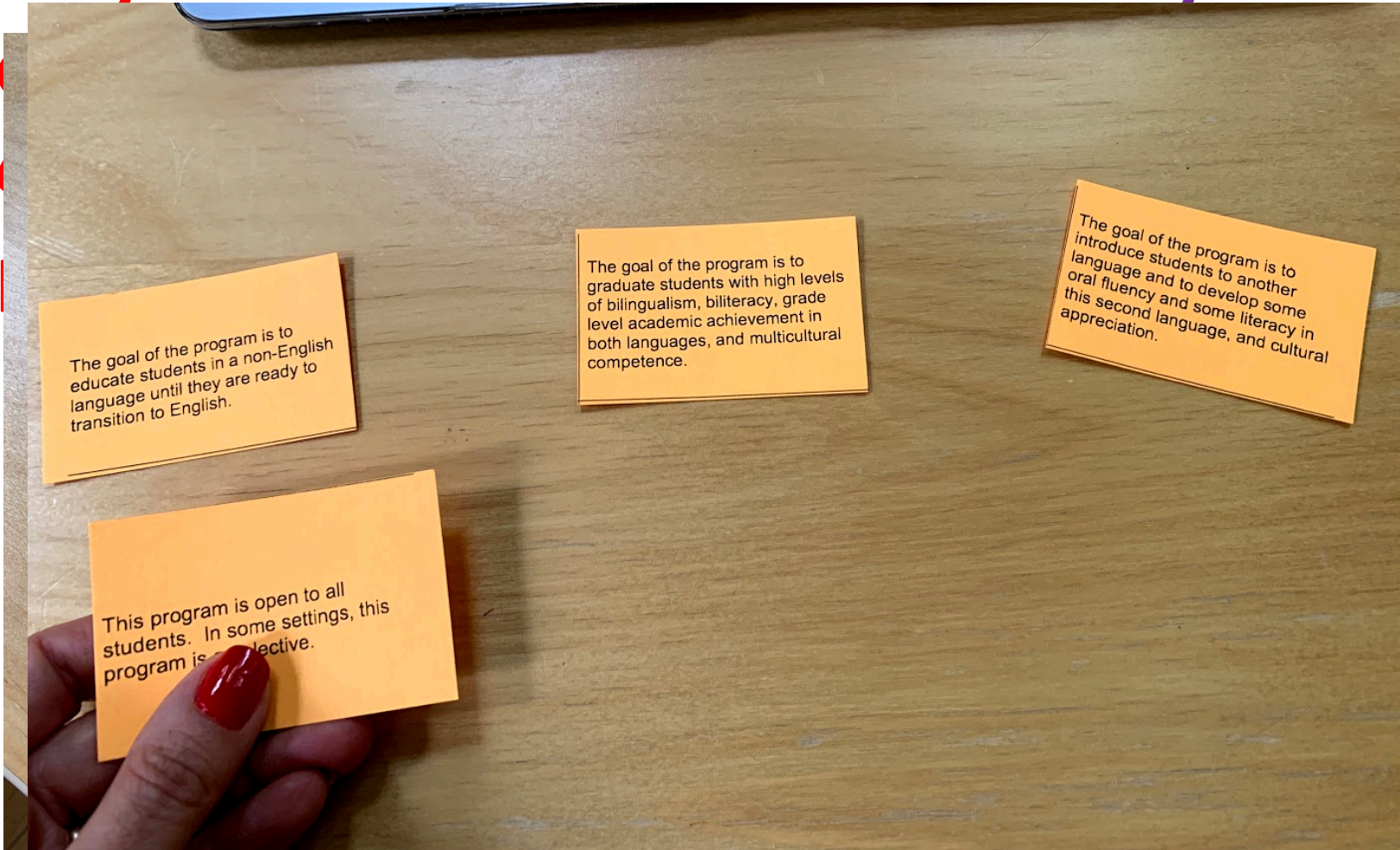
Sentence Prompts for the Sort

- **Partner A**
- **May I open the bag and find the three cards with “*The goal of the program...*”?**
- **Here they are!**
- **Partner B**
- **Of course you may!**
- **Now it is my turn.**
- **This descriptor says:**
- **I think this descriptor goes with this goal because...**



Sentence Prompts for the Sort

- Partner A
- May I find the three
- Partner B
- Of course you may!



Sentence Prompts for the Sort

- **Partner A**
 - May I open the bag and find the three cards with *“The goal of the program...”*?
 - Here they are!
 - Hmm...I agree.
 - Hmm...I respectfully disagree. I think it goes with this other goal because...
- **Partner B**
 - Of course you may!
 - Now it is my turn.
 - This descriptor says:
 - I think this descriptor goes with this goal because...



Closed Word Sort and Sentence Prompts p. 83

- Continue taking turns with your partner to sort the descriptors
- Be prepared to share how you categorized the descriptors: **titles of the categories.**



Once you have finished sorting, begin reflecting

- Our categories were...
- The descriptors that were easy to categorize were...
- The more difficult descriptors to categorize were...
- We learned that...
- We wonder...

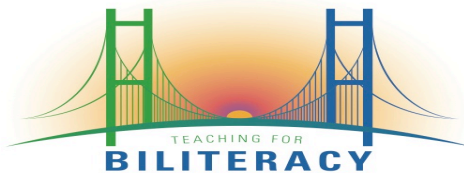


Once you have finished sorting, begin reflecting

- Our categories were...
 - The descriptors that were easy to categorize were...
 - The more difficult descriptors to categorize were...
 - We learned that...
 - We wonder...
- **ACTFL: American Council on the Teaching of Foreign Languages**

What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



Once you have finished sorting, begin reflecting

- Our categories were...
 - Transitional Bilingual
 - Dual Language
 - World Language



Once you have finished sorting, begin reflecting

- Our categories were...
- The descriptors that were easy to categorize were...
- The more difficult descriptors to categorize were...
- We learned that...
- We wonder...



Language Acquisition Programs

Dual Language

Transitional Bilingual

World Language

**English as a Second Language
(ESL)**



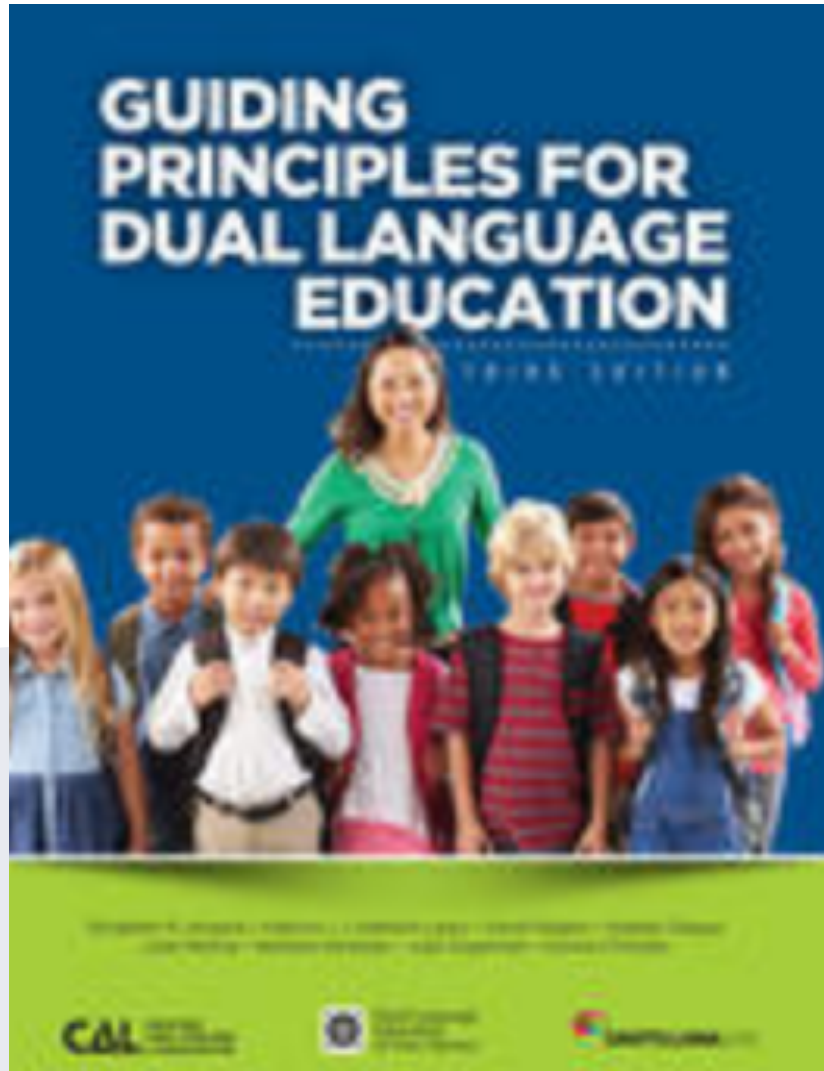
Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



<http://www.cal.org/resource-center/publications/guiding-principles-3>



Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



Dual Language Program Goal:

- provide **literacy** and **content** instruction to all students through two **languages** and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



Dual Language and Biliteracy

Instruction focus on

developing:

Language

Literacy

Content



Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, **grade-level academic achievement in both languages**, and multicultural competence for all students.



Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and **multicultural competence for all students.**

Guiding Principles for Dual Language Education,
3rd Edition



Language Acquisition Programs

Language Acquisition Program	Students on the first day of kindergarten	Program Goal
Dual Language: Two Way Immersion		 High levels of bilingualism and biliteracy, high academic achievement in both languages, and socio-cultural competence.
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English. 

Language Acquisition Programs - p. 4 of handout

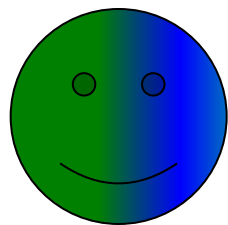
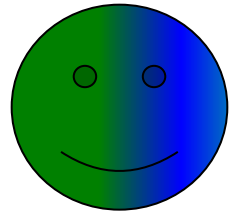
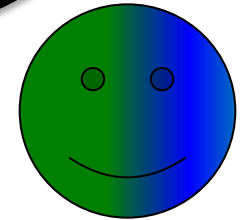
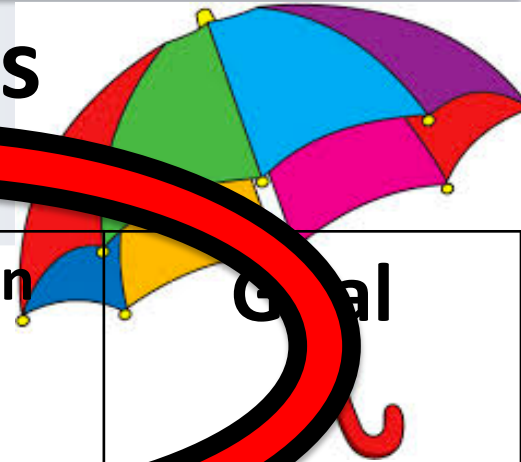


Language Acquisition Programs

p. 4 of handout

Type of dual language
program

Students upon
entrance at
Kinder



Students in Language Acquisition Programs – p. 5 of handout

A key to our students: developing bilinguals



- **Green faces** – students who enter the program as monolingual Spanish speakers
- These students enter the program as ELLs
- In a dual language program, these will become sequential bilinguals



- **Blue faces** – students who enter the program as monolingual English speakers (non-ELLs)
- In a dual language program, these students will become sequential bilinguals

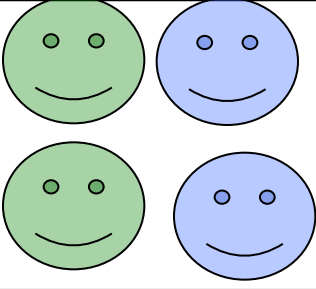
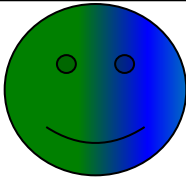


- **Blue/green faces** – students who enter the program with linguistic resources in both languages
- These students may or may not qualify as ELLs
- These students enter the school system as simultaneous bilinguals
- Simultaneous bilinguals are not necessarily balanced bilinguals – but do have linguistic resources in two languages



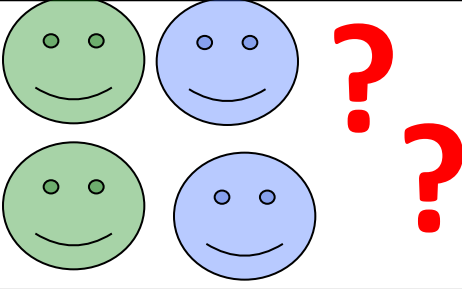
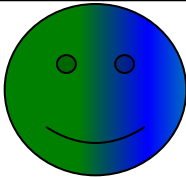
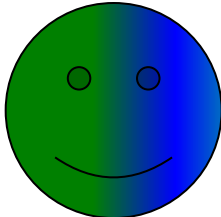
- **Orange faces** - Other ELLs (Vietnamese speakers, for example) and other bilingual, non-ELLs (Tamil/English bilinguals, for example)
- In a Spanish/English dual language program, these students

Language acquisition programs – let's draw...

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

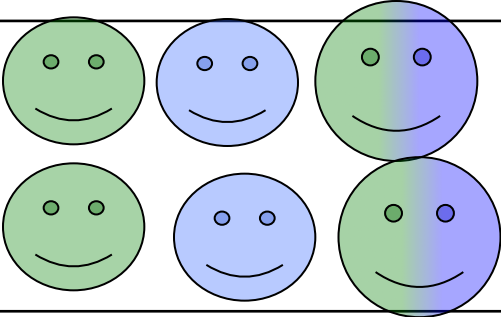
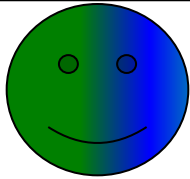
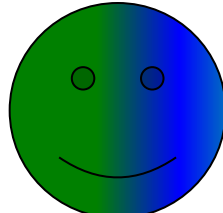
Language acquisition programs

Who is missing?

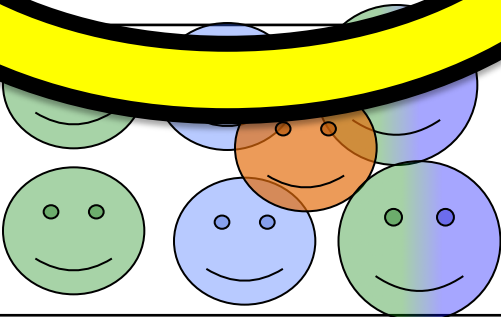
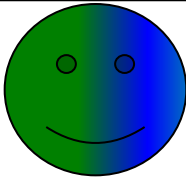
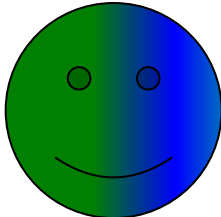
Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

Language acquisition programs

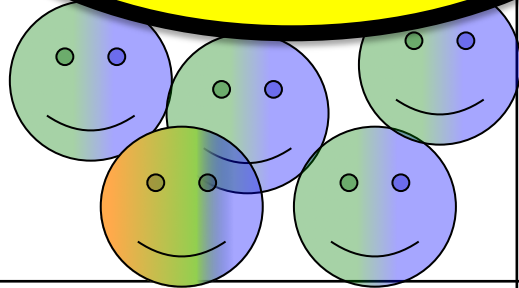
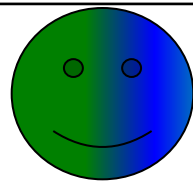
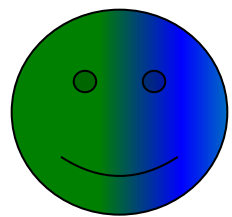
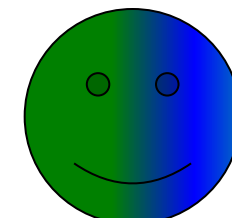
Who is missing?

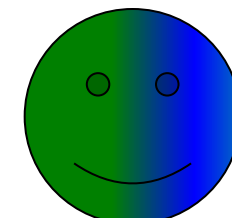
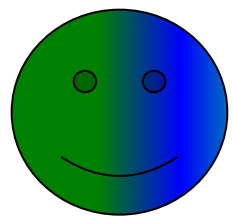
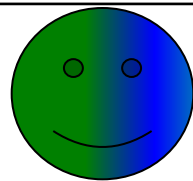
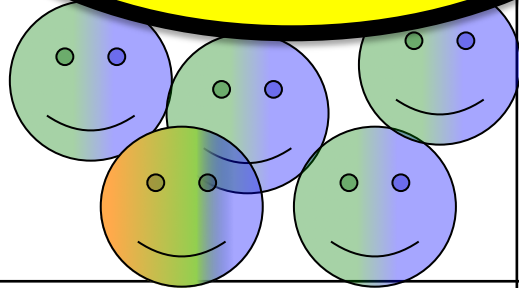
Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

Language Acquisition Programs – Who ends up missing?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

All students are developing bilingual equals

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		



All students are developing bilinguals

**Being bilingual physically
changes your mind.**

Neuroplasticity is real.

(Bialystok, CARLA, 2016)



All students are developing bilinguals

Spanish dominant, native language,
first language, L1, and Spanish
speaker - limit our view of
students' linguistic development

- Palmer, Cervantes-Soon, Heiman,
2017; Garcia, 2009



Bilingual Identity

- We talk about
 - Students as scholars
 - Students as readers
 - Students as writers
 - Students as investigators:
scientists, historians,
mathematicians
 - Students as bilinguals.

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

“El concepto del **semilingüismo** ha sido fuertemente criticado y rechazado (Skutnabb-Kangas 1981; MacSwan 2000) en parte porque muchas de las pruebas lingüísticas utilizadas para sustentarlo no identifican la naturaleza bilingüe del niño. **Es decir, se mide al niño bilingüe con sus coetáneos monolingües.**”

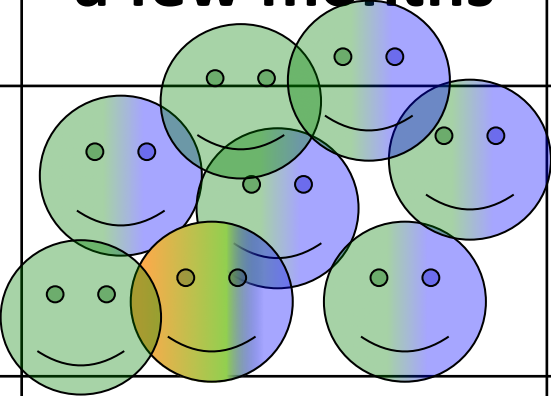
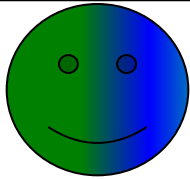
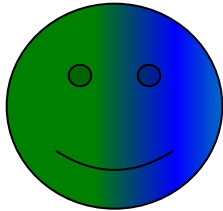
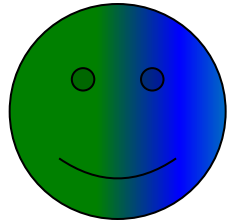
Escobar y Potowski, 2015

All students are developing bilinguals

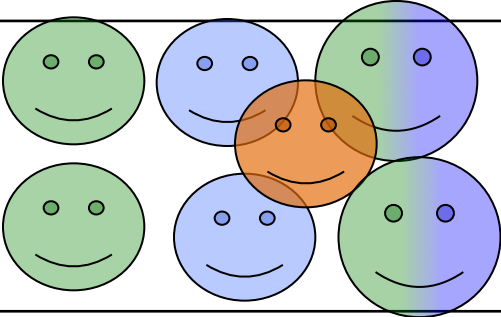
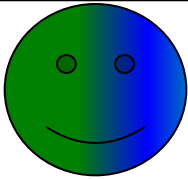
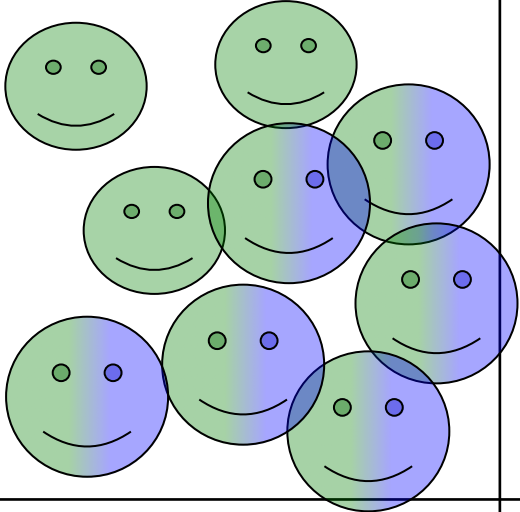
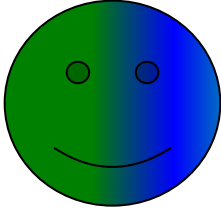
- Bilingual children know fewer words in each language compared to monolinguals.
- Bilingual adults have slower reaction time to naming pictures than monolinguals.
- Bilinguals of all ages demonstrate better executive control than monolinguals matched in age and other factors.
- On-set of dementia in bilinguals is an average of 5 years later than in monolinguals



All students are developing bilinguals
Students entering the program for the first time in later grades....

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		

Language Acquisition Programs – Who are the students in this program?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

All students are developing bilinguals

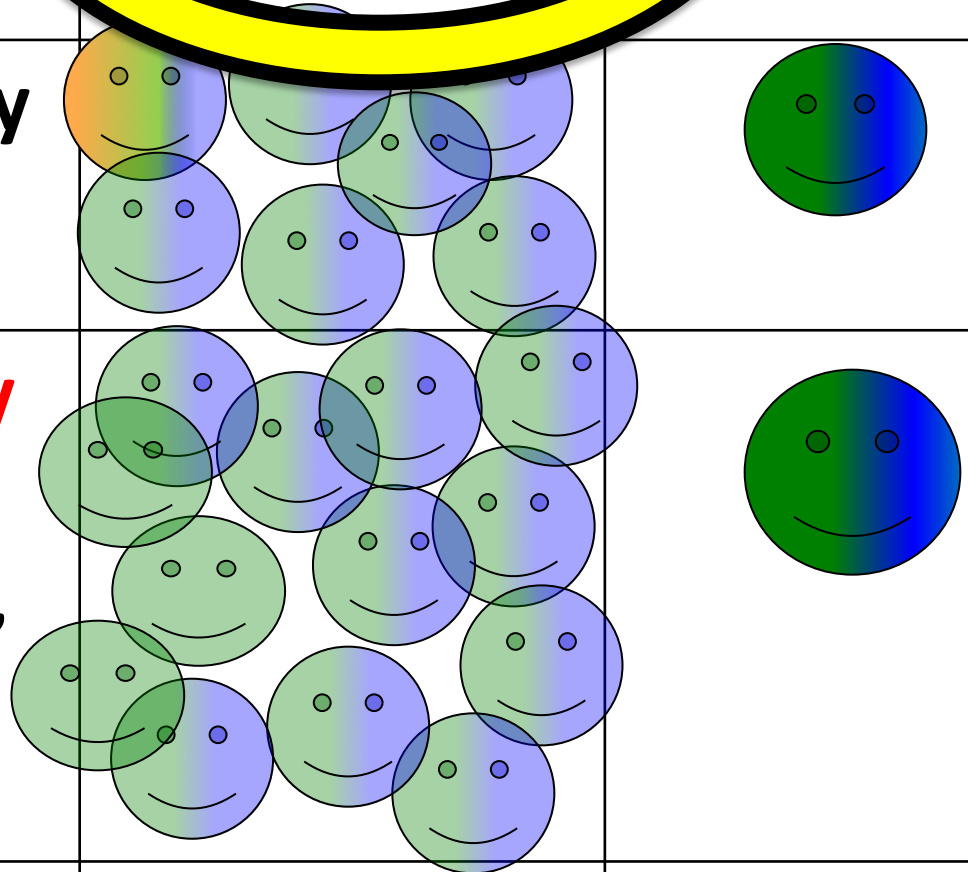
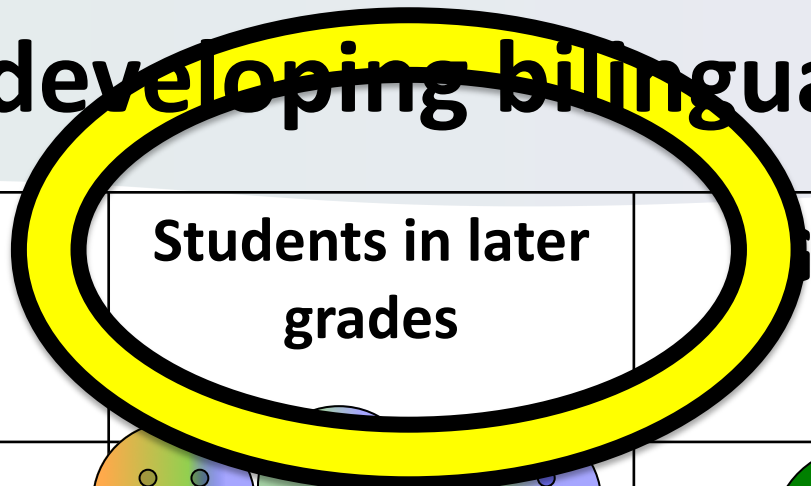
Language Acquisition
program

Students in later
grades

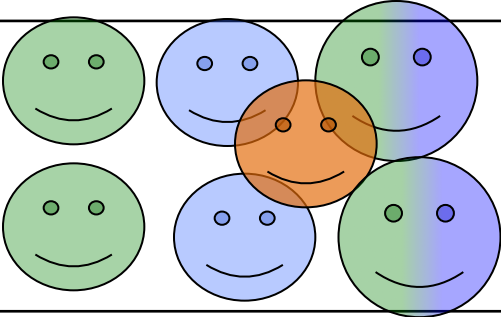
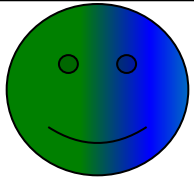
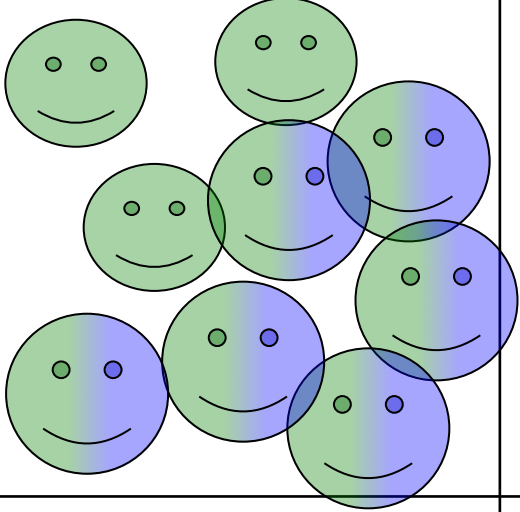
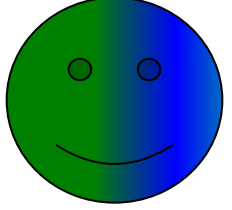
Goal

Dual Language: Two way
immersion

Dual Language: **One-way
Immersion,**
Developmental Bilingual,
Maintenance Bilingual



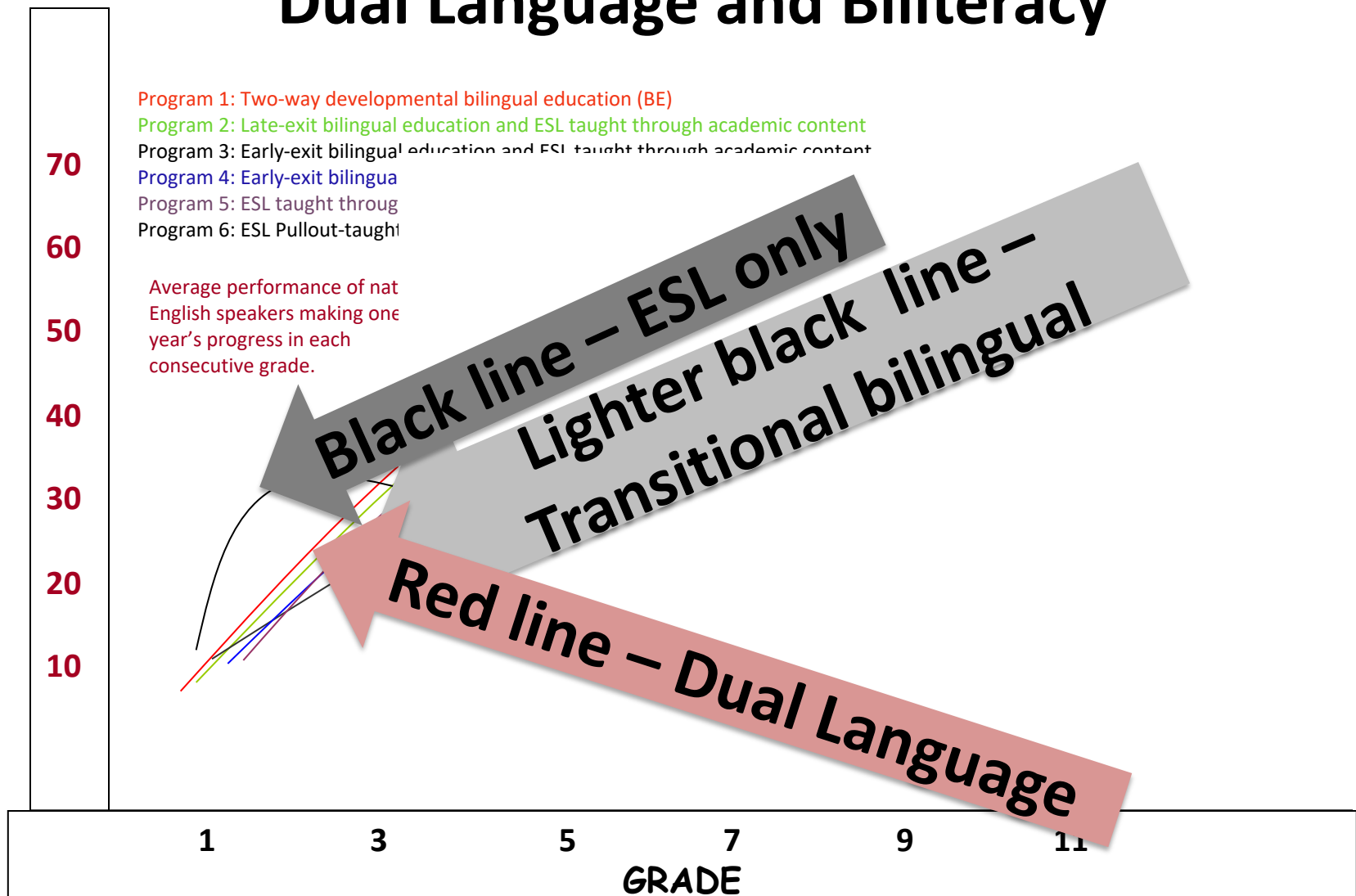
Language Acquisition Programs – Who are the students in this program?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

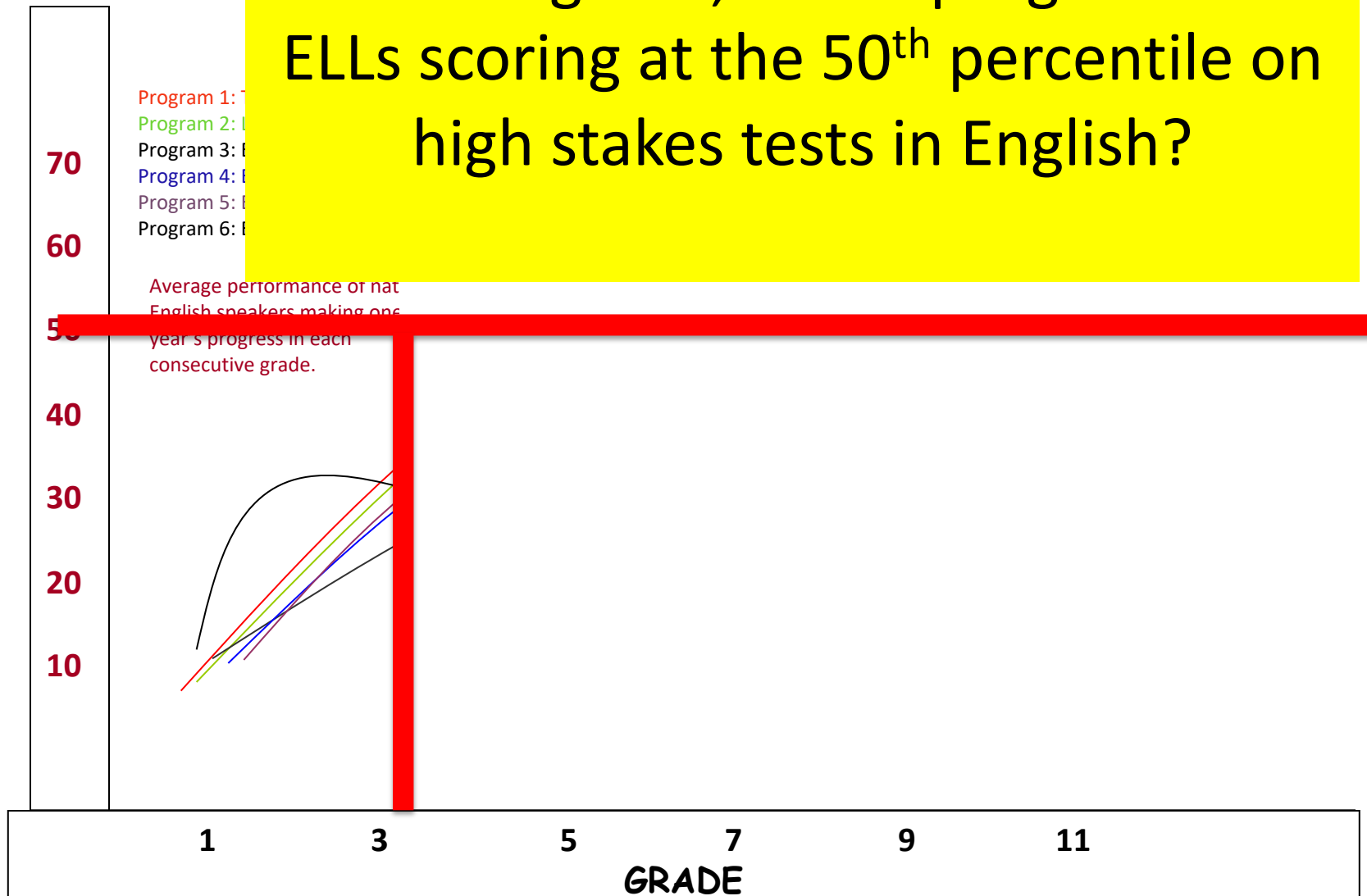
Research from the Field of Dual Language and Biliteracy



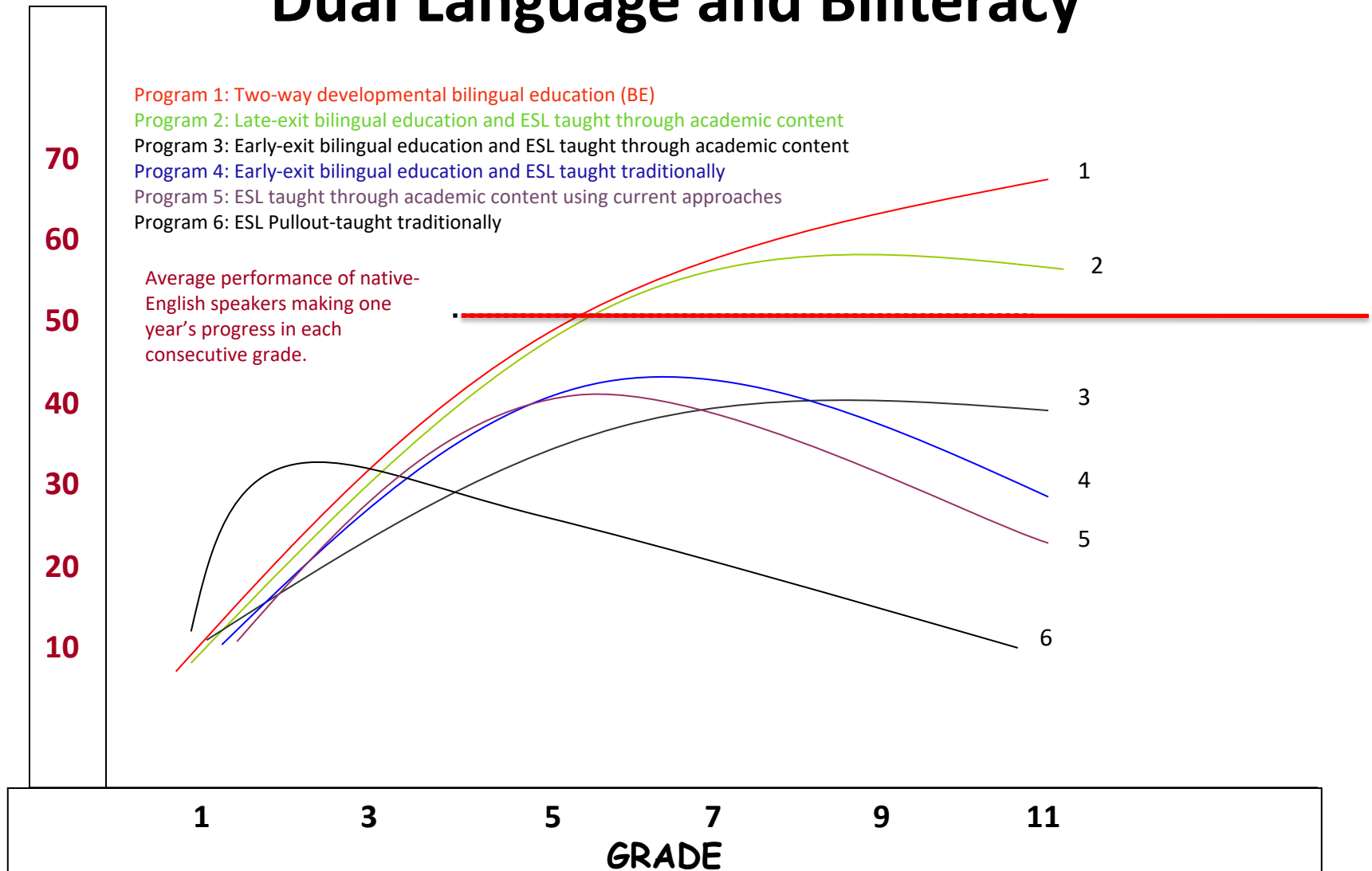
Research from the Field of Dual Language and Biliteracy



At third grade, which program has ELLs scoring at the 50th percentile on high stakes tests in English?



Research from the Field of Dual Language and Biliteracy



Thomas & Collier Series

EDUCATING ENGLISH LEARNERS
FOR A
TRANSFORMED WORLD



CREATING DUAL LANGUAGE SCHOOLS
FOR A TRANSFORMED WORLD:
ADMINISTRATORS SPEAK

Collier & Thomas
CHAMBERS

TRANSFORMING SECONDARY EDUCATION:
MIDDLE AND HIGH SCHOOL
DUAL LANGUAGE PROGRAMS



VIRGINIA P. COLLIER AND WAYNE P. THOMAS

WHY DUAL LANGUAGE SCHOOLS



WAYNE P. THOMAS AND VIRGINIA P. COLLIER

EDUCATION
WORLD

P. THOMAS



WAYNE P. THOMAS AND VIRGINIA P. COLLIER

Dual Language Education Research

For students classified as ELLs:

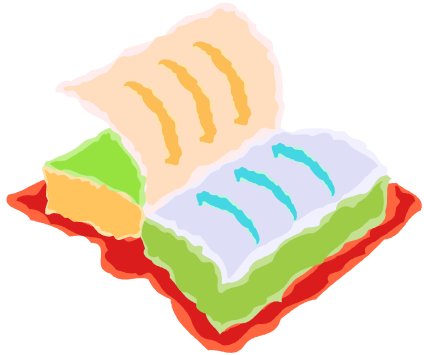
“...students who achieve full oral and literate (reading and writing) proficiency in both languages had higher achievement scores, GPAs, and educational expectations than their monolingual English-speaking peers.”

- Lindholm-Leary, 2012;
Genesee et al, 2006

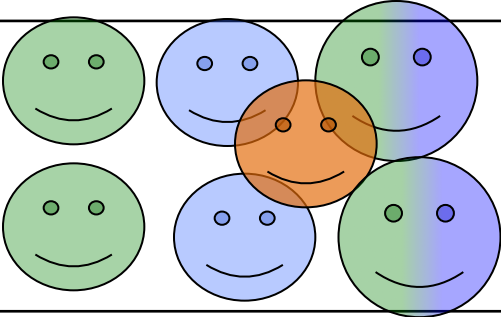
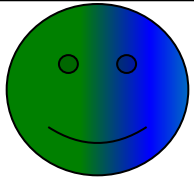
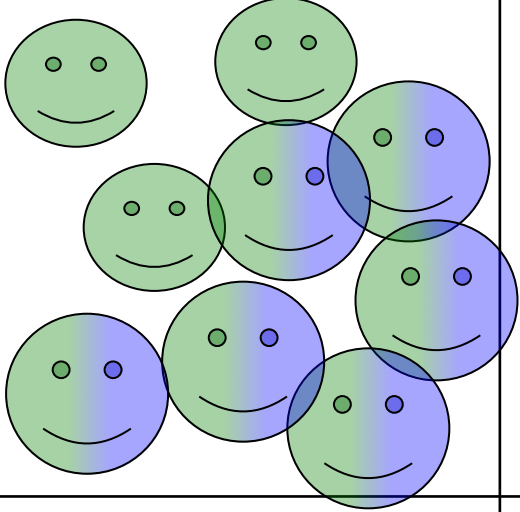
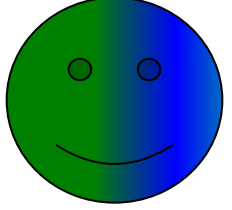
For students classified as ELLs:

In no case did positive results from an English-only literacy program exceed those from a bilingual program. (Slavin & Cheung 2005)

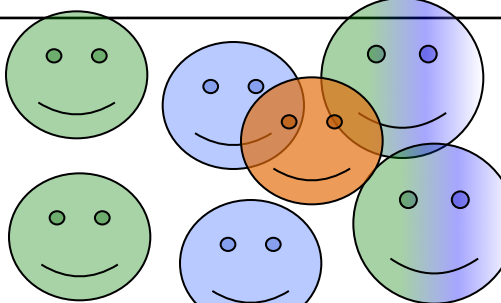
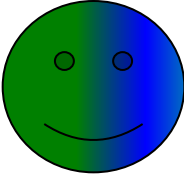
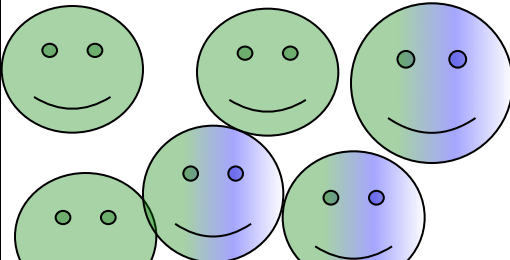
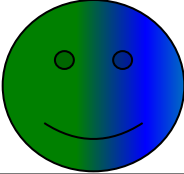
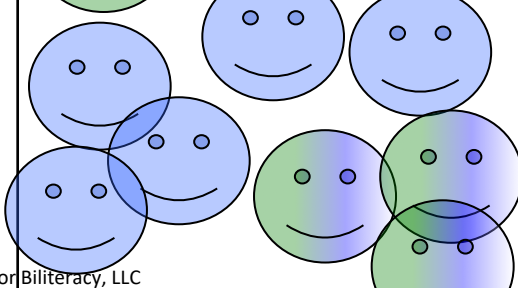
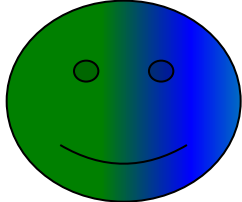
- Escamilla, et. al., 2014



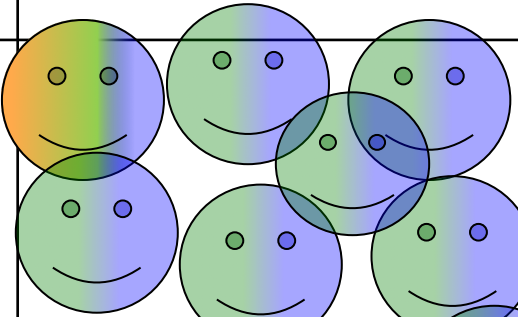
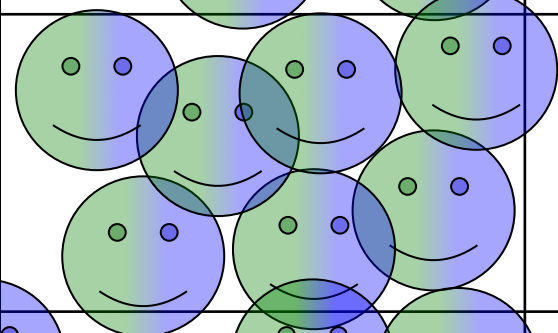
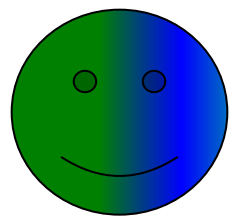
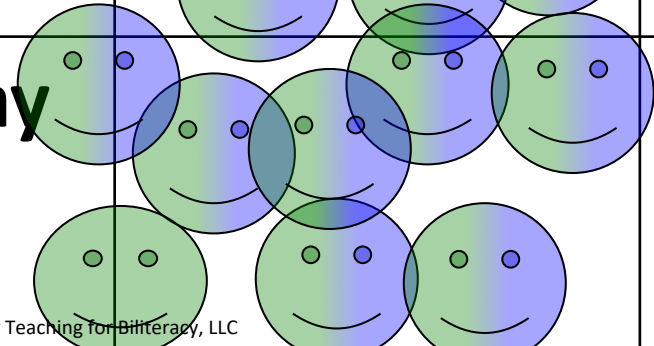
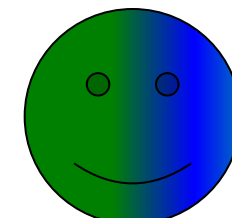
Language Acquisition Programs – Who are the students in this program?

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

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Language Acquisition Programs – Who are the students in this program?

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Language allocation: 80/20

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	English			
	80%	80%	70%	60%	60%	50%	50%	50%	50%
			Spanish						

Language allocation: 50/50

Dual language

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								



50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy

50/50 Language Allocation

- Lindholm-Leary: The Rich Promise of Two-Way Immersion, 2005:
 - 90/10 v. 50/50 – By 5th grade, all students at or above grade level in English
 - Students had higher levels of Spanish proficiency in a 90/10 program than a 50/50 program
- Collier and Thomas, 2009
 - 90/10 – closes the achievement gap in English sooner than in 50/50

50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy
- There is the **myth** that biliteracy instruction can only happen in 50/50 model

80/20 Language Allocation

		K	1	2	3	4	5	6	7	8	
DUAL LANGUAGE PROGRAMS	90/10		10%	10%	20%	30%	40%	50%	50%	50%	
					80%	80%	70%	60%	50%	50%	50%
				English				Spanish			
				K	1	2	3	4	5	6	7

50/50 Language Allocation

- There is the **myth** that the 50/50 model more effectively promotes transfer, or bilingualism, or biliteracy
- There is the **myth** that biliteracy instruction can only happen in 50/50 model
- How can you teach for biliteracy AND get the benefits of a 90/10 program?

50/50 Language Allocation

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	50%	50%	50%	50%
	80%	80%	70%	60%	60%	50%	50%	50%	50%

The 20% of English instruction focused on English literacy.

Why choose dual language schooling?

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.

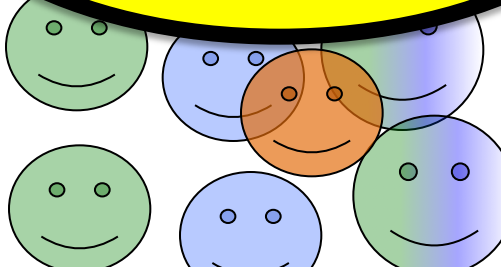
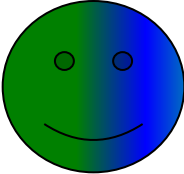
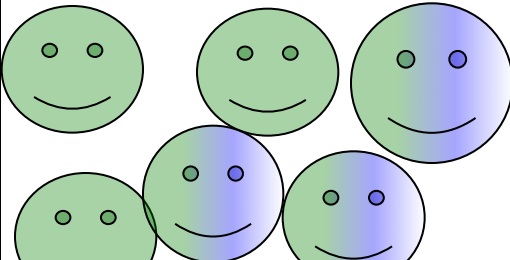
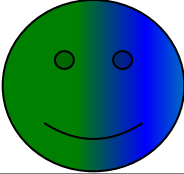
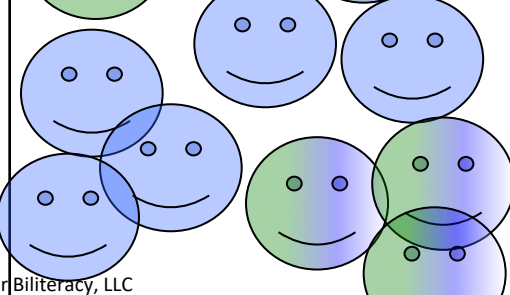
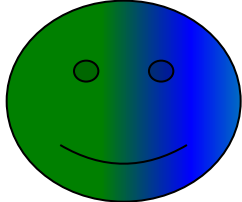


Why choose dual language schooling?

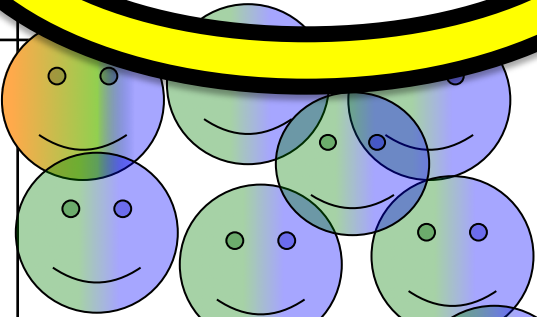
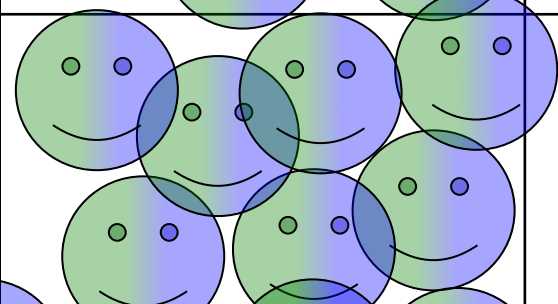
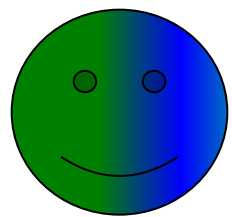
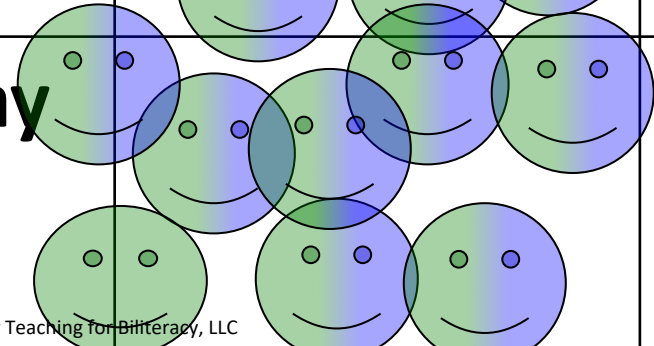
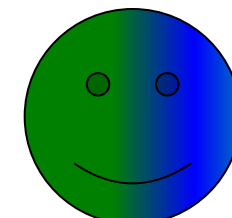
All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners
- native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- students of low-income background
- students identified as qualifying for Title I
- and students with special education needs of all categories of exceptionality.

Dual language – Developing Bilinguals

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Dual language – Developing Bilinguals

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

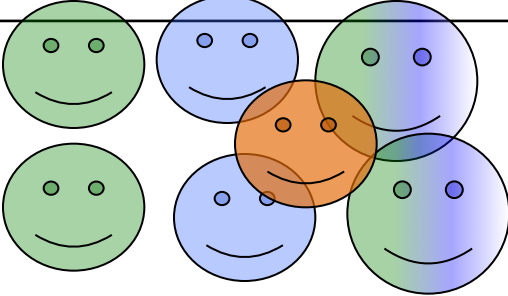
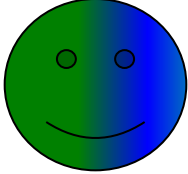
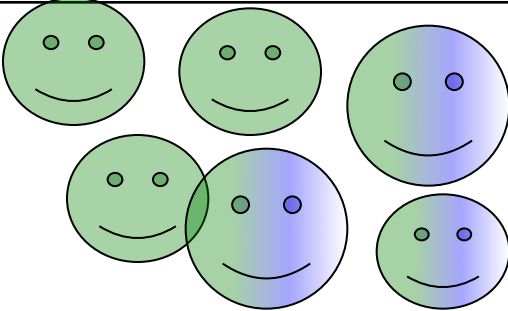
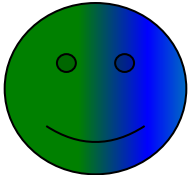
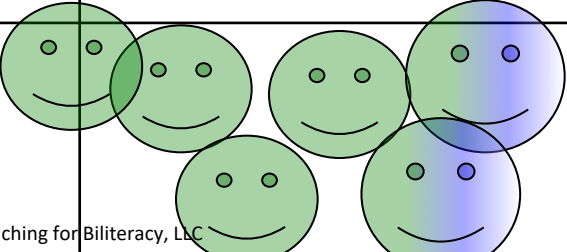
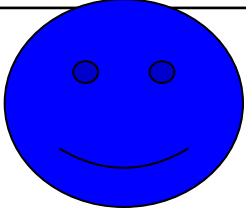
One and Two Teacher Model Programs

Type of Model

One Teacher Model (One teacher teaches both languages)

Two Teacher Model
(One teacher teaches English and another teacher teaches Spanish or Polish to the same students)

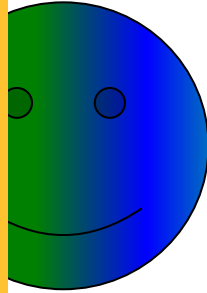
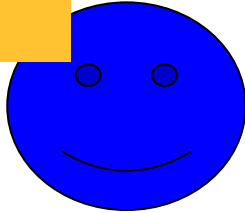
Language Acquisition Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional bilingual		

Transitional Bilingual Program

Transitional Bilingual	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	50%	60%	80%	English		
	80%	80%	70%	50%	40%	20%			
			Spanish					100%	

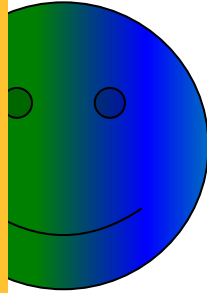
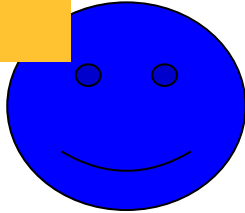


Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: Way In Developmental Maintenance		bilingualism and academic achievement in both languages. 
Dual Language: Way In Language		
Transitional Education (TBE)		language and literacy in English and high achievement in English. 

Dual language and transitional bilingual programs can implement teaching for biliteracy.

Language Acquisition Programs - p. 4 of handout



Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: Way In Developmental Maintenance		bilingualism and academic achievement in both languages. 
Dual Language: Way In Language		
Transition Education (TBE)		language and literacy in English and high achievement in English. 

**Which of these programs most closely matches the current program at your school?
Future program?**

**Language Acquisition Programs -
p. 4 of
handout**

