

Bilingual Program Structure Training

Equity Assistance Center (EAC)
Region II
Office of Supplemental Education
Programs
June 10 and 11, 2014
Day 2



Value Line-Ups: Determine where you stand

- Importance of Time
Means nothing....Obsessively prompt
- Time of day when you do your best work
Early dawn....Dark of night
- Tolerance for ambiguity
Detailed plans...Go with the flow
- Preferred size of work group
Large group....Alone



Value Line-Ups

- Rate your expertise related to understanding district data for bilingual students.
- You are a 1 if you have no knowledge of data related to your bilingual students.
- You can rate yourself any number between 1 and 10. For example, you may rate yourself a 2 or 3 if you have had some exposure to district-level data related to bilingual education.



Value Line-Ups

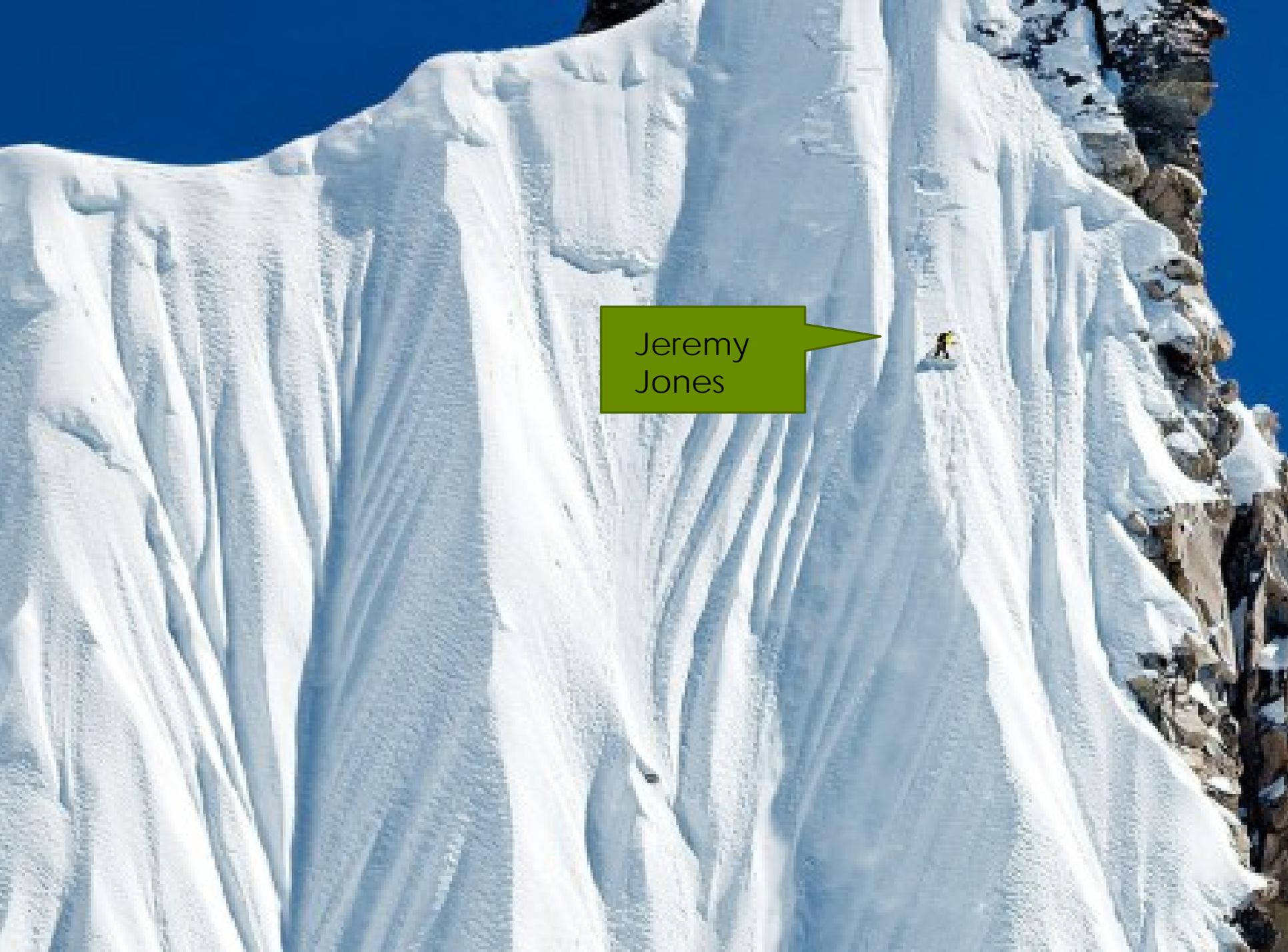
- Rate your expertise related to understanding district data for your bilingual teachers' attitudes toward native language use in the classroom.
- You are a 1 if you have no knowledge of their attitudes.
- You can rate yourself any number between 1 and 10. For example, you may rate yourself a 2 or 3 if you have had some exposure to your teachers' attitudes toward native language use.



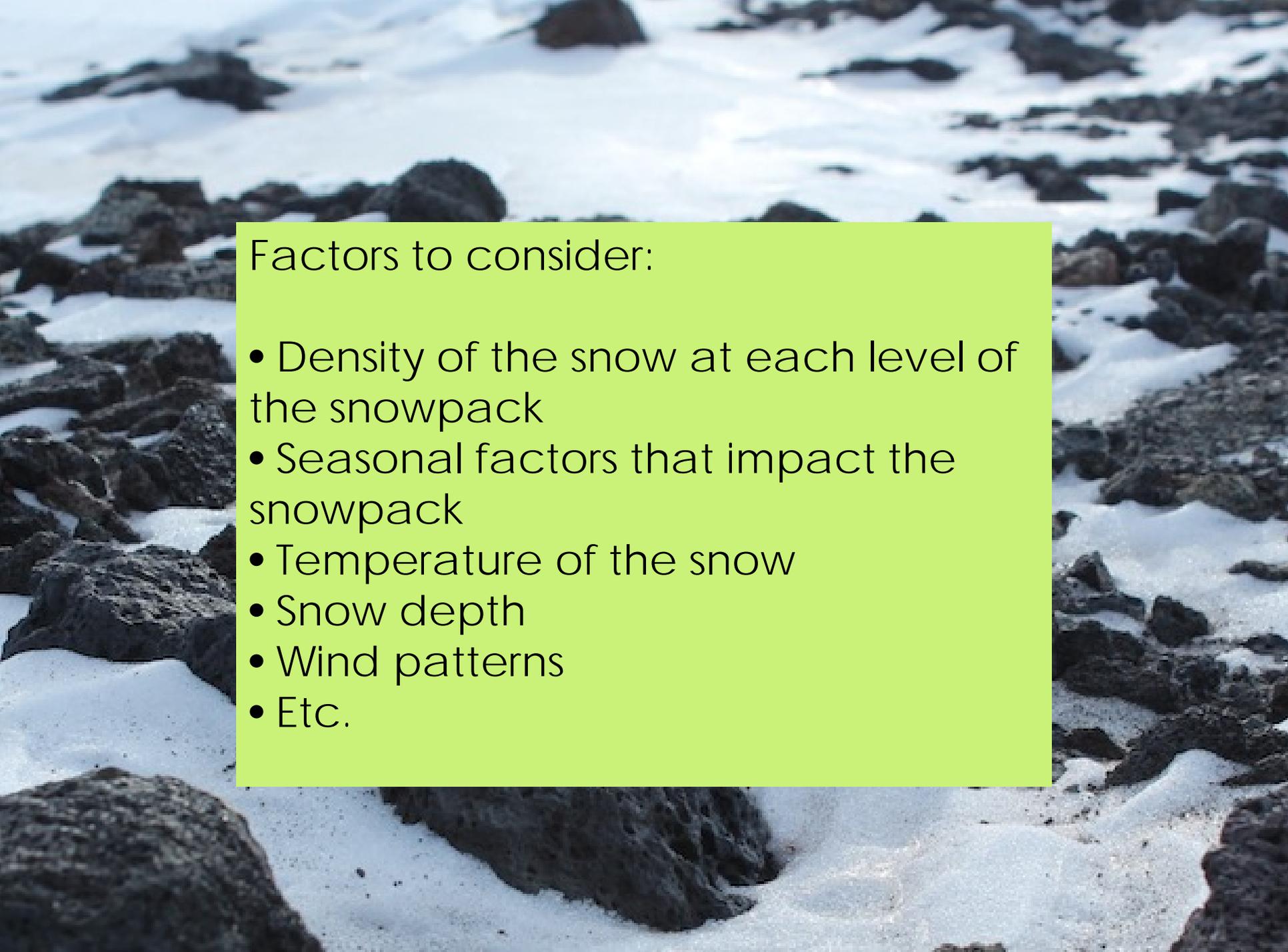
Data Analysis

A Lesson from the Backcountry

- Data is extremely important, but data itself cannot solve issues in schools.
- The most important consideration is how you interpret the data at the macro level and work to implement changes.



Jeremy
Jones



Factors to consider:

- Density of the snow at each level of the snowpack
- Seasonal factors that impact the snowpack
- Temperature of the snow
- Snow depth
- Wind patterns
- Etc.

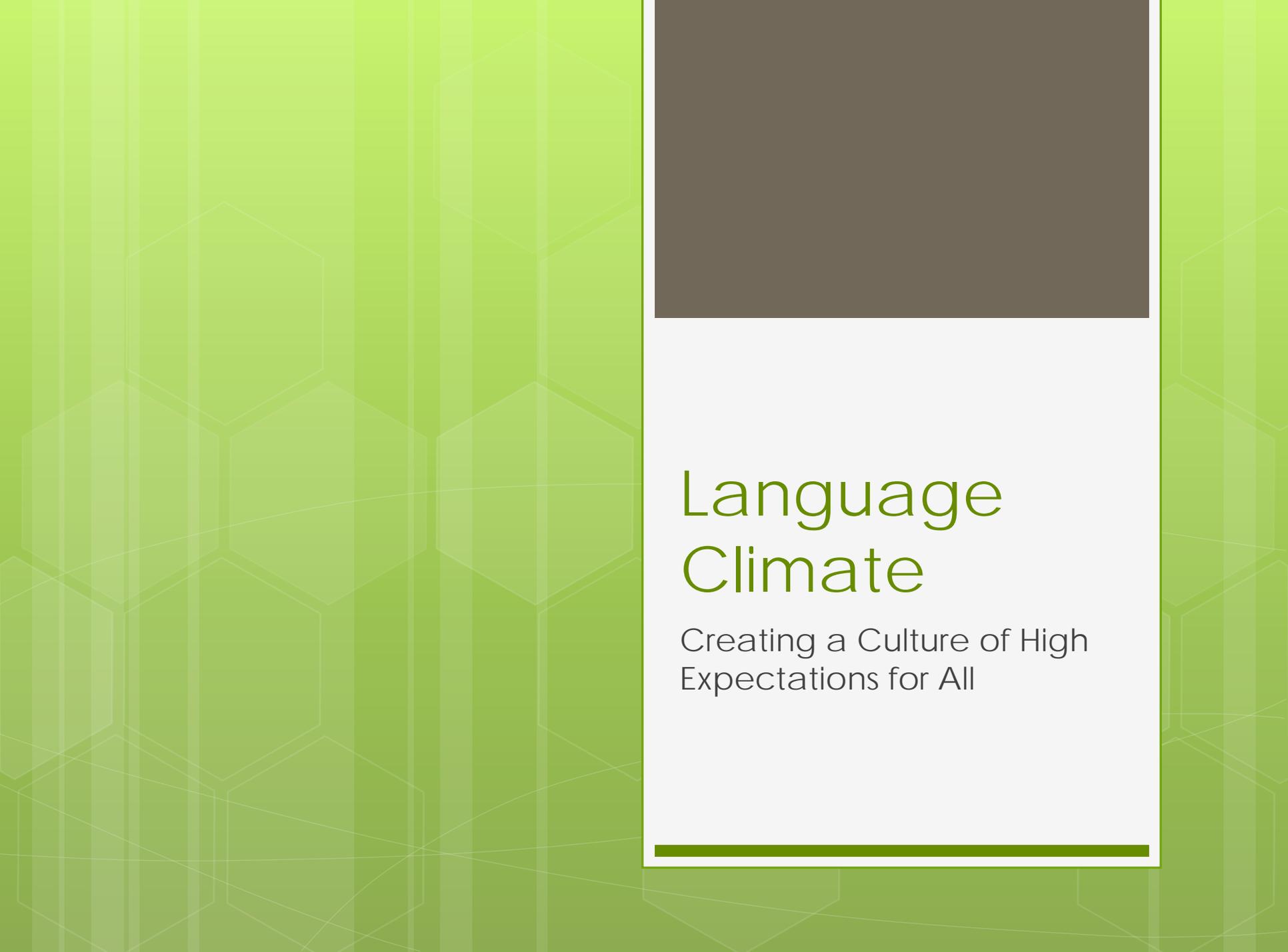


Taking a Step Back

- Today you are going to take a step back and synthesize the depth of knowledge that you already have about your data as a district group.
- As you discover gaps in your knowledge of data, write it down and dig in once you get back to your district.

Workshop Objectives

- Participants will be able to analyze local needs and determine what critical structures are necessary to support bilingual students and teachers.

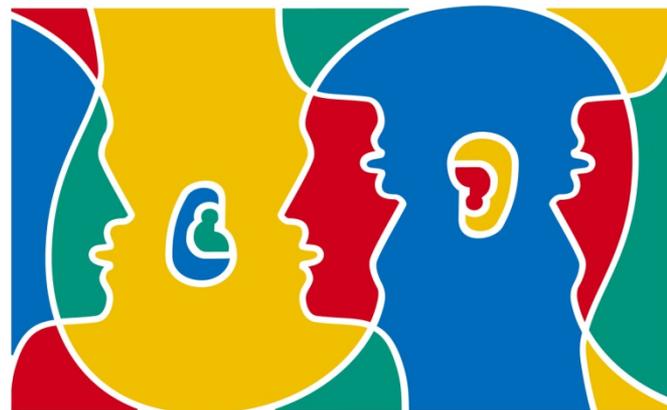


Language Climate

Creating a Culture of High
Expectations for All

Language Climate

- ... a language education policy is as dynamic as the many individuals involved in its creation and implementation (Menken & García, 2010).



District Policy

- As districts develop language allocation policies to promote biliteracy, the onus is on teachers to strategically develop units that address...
 - Language allocation
 - English, Spanish, and cross-linguistic language targets
 - Bridge to strengthen languages
 - What percentage of L1 and L2 is used to meet standards

Language Climate

- Teachers are the final arbiters of language allocation policies.
- When thinking about data in relationship to program structure, how do your teachers play the role of gatekeeper?

Bilingual Teachers

- Teachers with bilingual credentials are the most confident teachers in addressing the needs of dual language learners (DLLs). Research has shown that this has a direct impact on teacher effectiveness (Gándara & Hopkins 2010, p. 218).

Cultural Awareness

Reflection on individual teacher differences

- What is their view of language allocation in daily instruction?
- In what language(s) are they comfortable with rigorous academic discourse?
- What are their views of native language use during instruction?
- What are their expectations of ethnic groups that are in the school?

Pair Discussion



- Take the perspective of a student who has been through your bilingual program at the grade levels which you oversee. What are the extremes of students' experiences in your district for each "Cultural Awareness" question?

Academic Discourse

- **Students learn by creating ideas** as they state their own ideas, and draw out their partner's ideas.
- **Students learn by clarifying ideas** to make sense of their previous statements and elaborate on their views with specific explanations.
- **Students learn by fortifying ideas.** They build the conversation by providing real life examples and evidence from the text.
- **Students learn by negotiating ideas** to build consensus and discuss points of disagreement (Zwiers et al., 2014).

Pair Discussion



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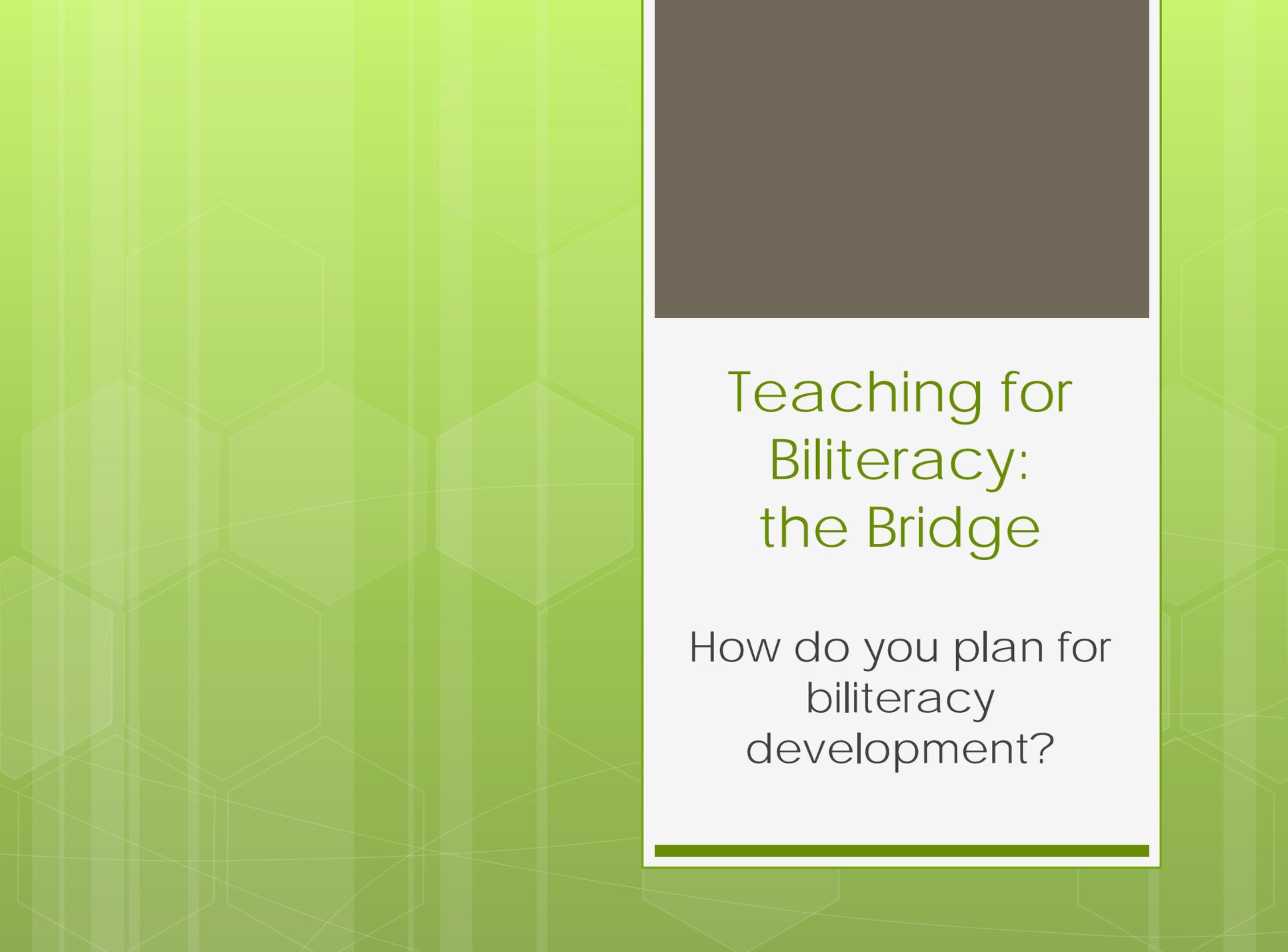
Teacher Self-Reflection

- Sample questions from *Teaching for Biliteracy* (page 45)
- Teachers need to rate themselves on a scale from 1-4.



Teacher Self-Reflection

- Take the survey.
- Reflect on your answers.
- Discuss what insights this survey could provide you about program structure and language allocation in your district.



Teaching for Biliteracy: the Bridge

How do you plan for
biliteracy
development?

Importance of a Coherent Language Allocation Policy

- Based on:
 - Setting
 - Students
 - Teachers
 - Goals of program
 - Research

The Language Allocation Policy must be

- understood by all school stakeholders and enacted by all practitioners.
- All stakeholders should be able to clearly articulate when and why the student's native language and English are used in teaching and learning.

Factors to take into consideration:

- How much time is devoted to each language
- What subjects are taught in each language

Teaching for Biliteracy

- Utilizes a Constructivist approach
- Provides instruction in comprehension and basic skills, within a context that is rich in meaning, builds on students' background knowledge and experiences, and requires students to apply their developing skills to authentic tasks.
- Enables bilingual learners to use L, R, W, and S for a wide range of purposes in two languages.

Excerpt from text: Teaching for Biliteracy pages 3 and 4

- Strategy: Say Something (and Write Something)

Socio-linguistic premises for teaching for biliteracy describe and address...

- The stratification of language in society
- A holistic, multilingual view of bilingual learners
- Contrastive analysis between languages

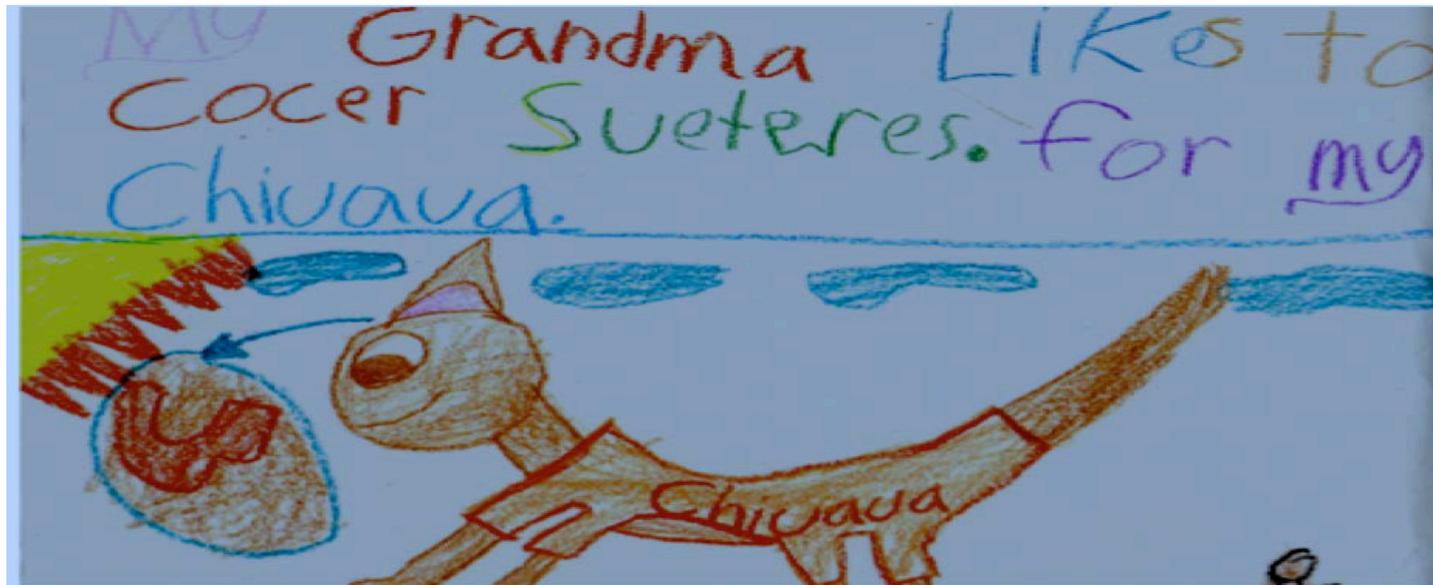
The first premise addresses the stratification of language in society

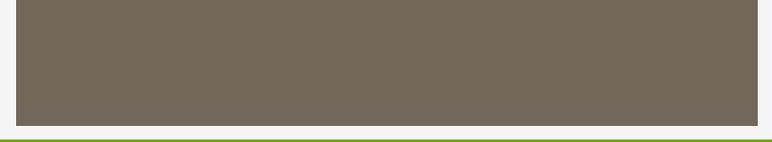
- Spanish is a minority language within a majority culture.

Why in the world should I have to press "1" for English?

The second premise describes a holistic, multilingual view of bilingual learners.

- Students use both their languages to develop literacy.





Providing bilingual learners with literacy instruction in only one language is looking at these students through the old either/or paradigm.

Simultaneous literacy instruction allows these bilingual learners to use all their linguistic resources and it reflects the bilingual world in which they live.

(Beeman & Urow, 2012)

Simultaneous Bilinguals

- Two-thirds of ELLs in US were born here and are simultaneous bilinguals whose knowledge is shared across their languages (Education Week, 2009)
- All bilingual learners use all their linguistic resources when learning literacy and content.

The third premise addresses the contrastive analysis between languages.

- Both Spanish and English are governed by distinct linguistic and cultural rules.



el animal

la investigación

aprendí

alimento

protección
la producción

cazar

animal

investigation

learned

nutrition (food)

protection

to hunt

Ción
contaminación
conservación
Celebración
información

~~operación~~
operación
habitación

~~observación~~
observación
conducción
predicción

shun
tión
contaminati^on
Conservati^on
celebrati^on
informati^on

~~operation~~
operation
habitation
observation
Prediction
Conduction

ia
abundancia
ambulancia
independencia
diferencia
Ciencia

ce
abundance
ambulance
independence
difference
science

The bridge is



- Pre-planned
- Makes cross-linguistic connections
- Focuses on metalinguistic analysis
 - Phonology
 - Morphology
 - Syntax and grammar
- Pragmatics (language usage)

Teaching for Biliteracy

- Begins with a highly comprehensible, concrete, and interactive activity focused on preparing students to comprehend text
- Integrates content and literacy instruction
- Includes strategies to support comprehension throughout the unit
- Bridges to other language

“Planning for biliteracy must first consider a broadened attention to the development of language skills that include a focus on reading but also equal attention to writing, oracy, and metalinguistic skills teaching.”

-Kathy Escamilla

We need to plan for

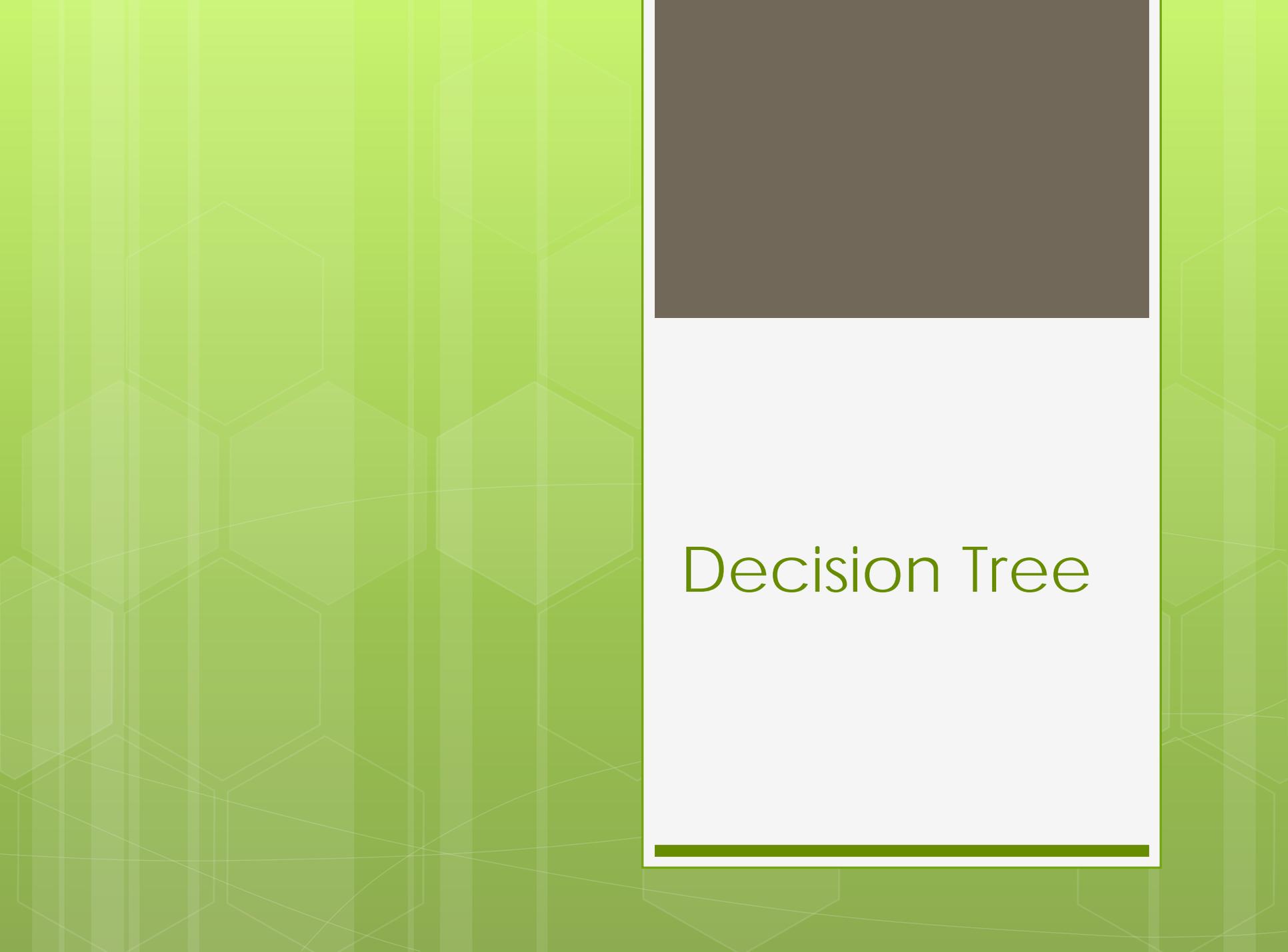
Literacy development in a students' native language;

Language and literacy development in a students' second language'

Explicit opportunities to help students make cross-language connections.

Prezi

- Bridge Handout



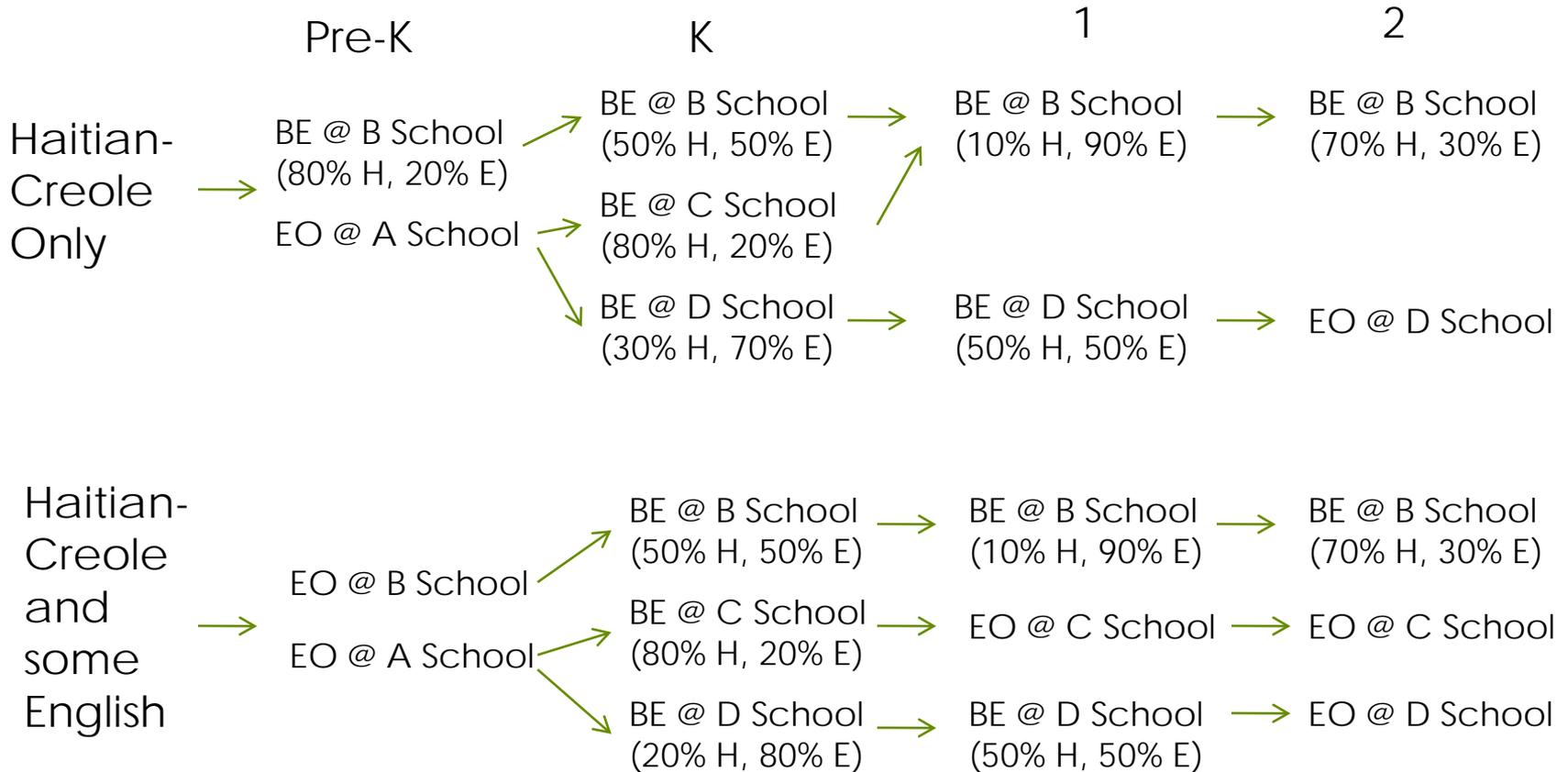
Decision Tree

Language Allocation Decision Tree

- Chart a course for students in your program.

Example

ABC District Pre-School Decision Tree



Smaller Programs

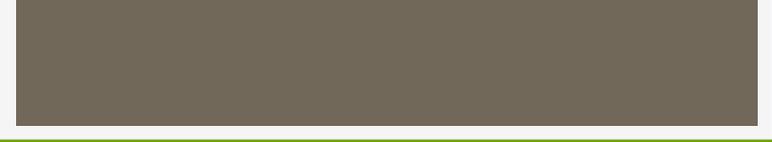
- Think about how native language is incorporated...
 - in academic discourse
 - in supports and scaffolds
 - in classroom materials
 - in media/texts
 - etc.

Directions

- Make decision trees for the below categories of learners. Track them for 4 years.
- Pre-K
- 1st grade
- 5th grade
- 9th grade



Closing
Activity

- 
- Complete the “Building Biliteracy” policy document as a district team.
 - Take a step back
 - Create a policy
 - Create action steps for your team

References

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