

Bilingual Education and Biliteracy: Leadership for Change
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Workshop Description

This interactive two-day workshop is for educational leaders (administrators and teachers) who are dedicated to promoting biliteracy for the ELLs/emergent bilinguals in their schools and districts.

This workshop will help participants ensure that their bilingual programs are structured in ways that address CCSS and WIDA ELD standards while promoting biliteracy for their ELLs/emergent bilinguals to the greatest degree possible. Our holistic, contextualized approach identifies and builds on district strengths as each district works toward realizing its goals for biliteracy.

Learning Goals

- Explain how your bilingual program structure enables your students to reach all program goals (content learning, language development, biliteracy)
- Define biliteracy, and describe different pathways toward biliteracy that students in your district might be able to pursue
- Outline the components of a holistic biliteracy framework, and use this framework to review your program
- Describe one or two instructional strategies you can use to promote biliteracy in your classes/programs/schools/district
- Explain how you can authentically assess students' biliteracy development within the context of your bilingual program
- Specify one or two action steps you can take this year to strengthen your biliteracy programming.

Workshop Materials

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L. Ruiz-Figueroa, O. and Escamilla, M. *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia: Caslon Publishing.

Hamayan, E. & Freeman Field, R. (Eds.) 2012. *English Language Learners at School: A Guide for Administrators* (2nd edition). Philadelphia: Caslon Publishing.

Fairbairn, S. & Jones-Vo, S. 2010. *Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers*. Philadelphia: Caslon Publishing.

DO NOW!

TASK: Write a burning question you have, what you would like to focus on in this workshop and what—concretely—you hope to accomplish. Share it with your neighbor.

Agenda

Day 1: September 29, 2014

BEFORE

- Big ideas
- Content and language objectives
- Vocabulary notebook → developmental bilingualism; biliteracy
- Guiding questions with notemaking guide
- Action planning guide

DURING

AM

What does it mean to teach for biliteracy in K-12 schools? K-W-L-S

- How children learn in two languages
- Pathways to biliteracy
- Teaching for biliteracy
- Assessing biliteracy

Teaching on top

- Using ACCESS ELD data
- Taking a bilingual perspective
- Aligning with CCSS

PM

What is a holistic biliteracy framework? Expert jigsaw with notemaking guide

AFTER

- Notemaking guide
- Action planning guide
- Closing: What stood out? What did you learn? What can you use? What questions do you have?

Day 2: September 30, 2014

BEFORE

- Big ideas
- Content and language objectives
- Vocabulary notebook → paired literacy, oracy, metalanguage
- Revisit guiding questions with notemaking guide and action planning guide

DURING

- Oracy
- Reading
- Writing
- Metalanguage

AFTER

- Notemaking guide
- Action planning guide
- Closing: What stood out? What did you learn? What can you use? What questions do you have?

Big ideas

- English language learners/emergent bilingual learners are everyone’s responsibility.
- Effective bilingual programs teach for biliteracy.
- There are different pathways to biliteracy.
- Context is key.
- Knowledgeable leadership is critical.

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Vocabulary Notebook

Word(s)	Connections Where have I heard it? What does it remind me of?	Meaning(s) From class From texts (dictionary, articles)
1. developmental bilingualism 2. biliteracy		

Guiding Questions

1. Who are the ELLs/bilingual learners in your districts/schools/programs/classes?
2. What are your goals for all students/bilingual learners?
3. How do you assess students’ trajectories toward biliteracy?
4. How are your bilingual learners performing relative to the goal of biliteracy?
5. What support systems (e.g., policies, programs, PD opportunities, curriculum instruction and assessment, extracurricular activities, home-school-community connections/partnerships) are in place to ensure that your ELLs reach their goals?
6. What strengths can you identify?
7. What future possibilities can you see?
8. What action steps can you take to improve instruction and achievement of ELLs/bilingual learners/all students in your school?
9. What resources will you need?

Please use your notemaking guide and action planning guide to structure your work.

Using the ACCESS for ELLs data and other important information about our ELLs to drive our decisionmaking

Sample profiles of four ELLs in one general education class

- Marco is a Level 1 ELL from Brazil who speaks Brazilian Portuguese. Marco arrived in the United States earlier this year. The ESL teacher determined informally that Marco can read and write in Portuguese, but probably below grade level. According to the district's ESL placement test, Marco is a Level 1 Listening, Level 1 Speaking, Level 1 Reading, and Level 1 Writing. His levels are indicated on the Can-do descriptors in Figure 1 in **blue**.
- Julia is a Level 3 ELL who was born in the United States into a Mexican family that speaks mostly Spanish at home and in the neighborhood. Julia has attended school in the US since kindergarten, and she has been in pull-out ESL each year. There is no bilingual program at the school, and Julia has not learned to read and write in Spanish. According to the ACCESS for ELLs, Julia is a Level 5 Listening, Level 4 Speaking, Level 3 Reading, and Level 2 Writing. Her levels are indicated on the Can-do descriptors in Figure 1 in **green**.
- Hassan is a Level 3 ELL from Sudan who speaks Arabic. Hassan is a refugee and has been in the United States for two years. He had no formal schooling before coming to the United States, nor had he learned to read or write. When Hassan arrived, he was placed in a newcomer/port of entry class that focused on literacy and numeracy development, with attention to the cultural norms of US schools and society. According to the ACCESS for ELLs, Hassan is a Level 4 Listening and Speaking, and a Level 2 Reading and Writing. His levels are indicated on the Can-do descriptors in Figure 1 in **purple**.
- Amitabh is a Level 3 ELL from India who speaks Gujarati. Amitabh arrived in the United States in the middle of last year. He has a strong educational background which included English instruction every year in India. However, Amitabh's English instruction gave him little opportunity to speak English at school, and he has had little exposure to American English prior to his arrival. According to the ACCESS for ELLs, Amitabh is a Level 2 Listening, Level 1 Speaking, Level 5 Reading, and Level 4 Writing. His levels are indicated on the Can-do descriptors in Figure 1 in **red**.

Turn and talk

1. What does your ACCESS for ELL data tell you?

2. How do important background factors like first language literacy, prior schooling, and cultural orientation influence student learning and achievement in your schools?

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations <p>Marco</p>	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations <p>Amitabh</p>	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse <p>Hassan</p>	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse <p>Julia</p>	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions <p>Marco; Amitabh</p>	<ul style="list-style-type: none"> Ask WH-questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems <p>Julia; Hassan</p>	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features <p>Marco</p>	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts <p>Hassan</p>	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words <p>Julia</p>	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text <p>Amitabh</p>	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey meaning <p>Marco</p>	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions <p>Julia; Hassan</p>	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses <p>Amitabh</p>	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Focal ELLs placed on WIDA Can-do Descriptors for the Levels of English Language Proficiency, PreK-12 Key: Marco; Julia; Hassan; Amitabh

What does it mean to teach for biliteracy in K-12 schools? K-W-L-S

Divide (*your school-based team*) into four groups:

Group 1: How children learn in two languages

Group 2: Definitions of, and pathways toward, biliteracy

Group 3: Teaching for biliteracy

Group 4: Assessing biliteracy

TASK: Brainstorm what you know about your topic, and jot down ideas and questions that you have based on your reading, observations, and experiences. Then get together with a group of four and fill out what you KNOW and what you WANT TO KNOW on your K-W-L-S chart.

Group 1: How children learn in two languages			
KNOW:	WANT to know:	LEARN:	STILL want to know:
Group 2: Definitions of, and pathways toward, biliteracy			
KNOW:	WANT to know:	LEARN:	STILL want to know:

Group 3: Teaching for biliteracy			
KNOW:	WANT to know:	LEARN:	STILL want to know:
Group 4: Assessing biliteracy			
KNOW:	WANT to know:	LEARN:	STILL want to know:

Notemaking Guide for Expository Texts

NAME: _____

DATE: _____

TEXT: _____

AUTHOR(S): _____

Purpose of Reading:

Important facts (<i>what the author says</i>)	Words, questions, connections (<i>your response</i>)

Summary:

Extension: