Bilingual Education and Biliteracy
Leadership for Change

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Based on Escamilla et al (2014). Biliteracy from the Start: Literacy Squared in Action. Philadelphia: Caslon Publishing.

Workshop Description

- This interactive two-day workshop is for 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 → Evaluation

- Explain how your bilingual program structure enables 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/districts

- Explain how you can authentically assess students' biliteracy development within the context of your bilingual program/ classes/programs/schools/district

- Specify one or two action steps you can take this year to strengthen your biliteracy programs and practices.

Do now! → Reader responds

1. Write a burning question/issue that you would like to focus on in this workshop
   - *What concretely do you hope to accomplish in this workshop?*
2. Share your writing with a neighbor.
3. Read and respond, orally and/or in writing

Day 1 Agenda

BEFORE

Big ideas; Content and language objectives; Vocabulary notebook

Guiding questions with notemaking guide; Action planning guide

DURING

AM: What does it mean to teach for biliteracy in K-12 schools? KWLS

Teaching on top

- Using ACCESS for ELLs data
- Using a bilingual lens

PM: What is a holistic biliteracy framework? Expert jigsaw

AFTER

Taking it to our schools: 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 are everyone's responsibility.

- Effective bilingual programs teach for biliteracy.

- Context is key.

- Knowledgeable leadership is critical.

Content Objectives

Participants will be able to…

- Explain how your bilingual program enables your students to reach all program goals (content, language, literacy)
- Define biliteracy, and describe different pathways toward biliteracy
- Outline component of a holistic biliteracy framework
- Describe one or two biliteracy instructional strategies
- Explain how you can authentically assess students' trajectories toward biliteray
- Articulate concrete action steps to improve instruction and achievement for ELLs

   NOTE: Content objectives are about the big ideas, and should be more or less the same for all students.

Language Objectives

Participants will…

- Use content vocabulary orally and in writing.

    - Developmental bilingualism, biliteracy

- Use language to *identify*, *describe*, *question*, *explain*, and *evaluate* aspects of our biliteracy programs and practices for emergent bilingual learners.

    NOTE: Language objectives should be differentiated based on students' language and literacy proficiency.

Our roadmap to equity for ELLs
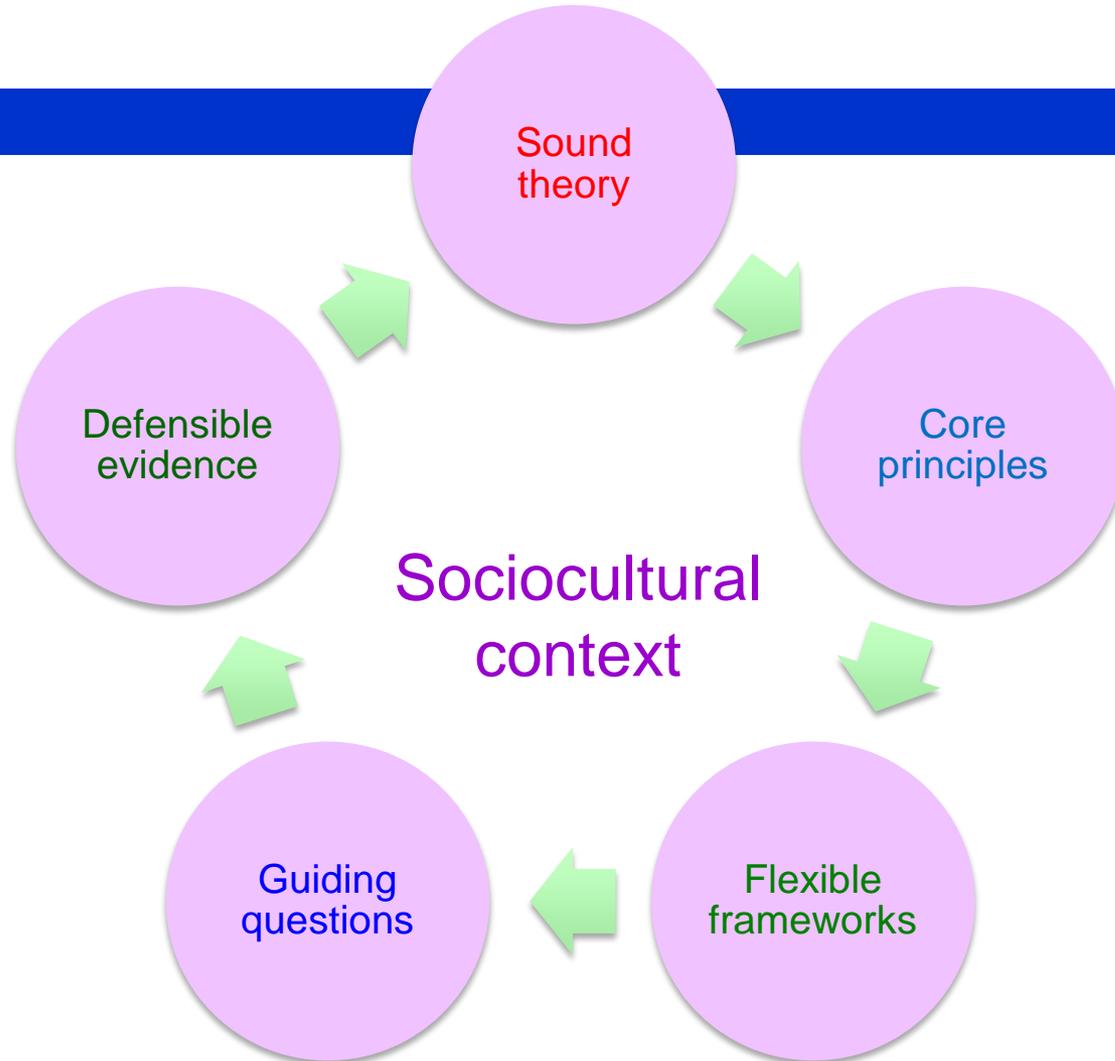
Four Principles for Decisionmaking
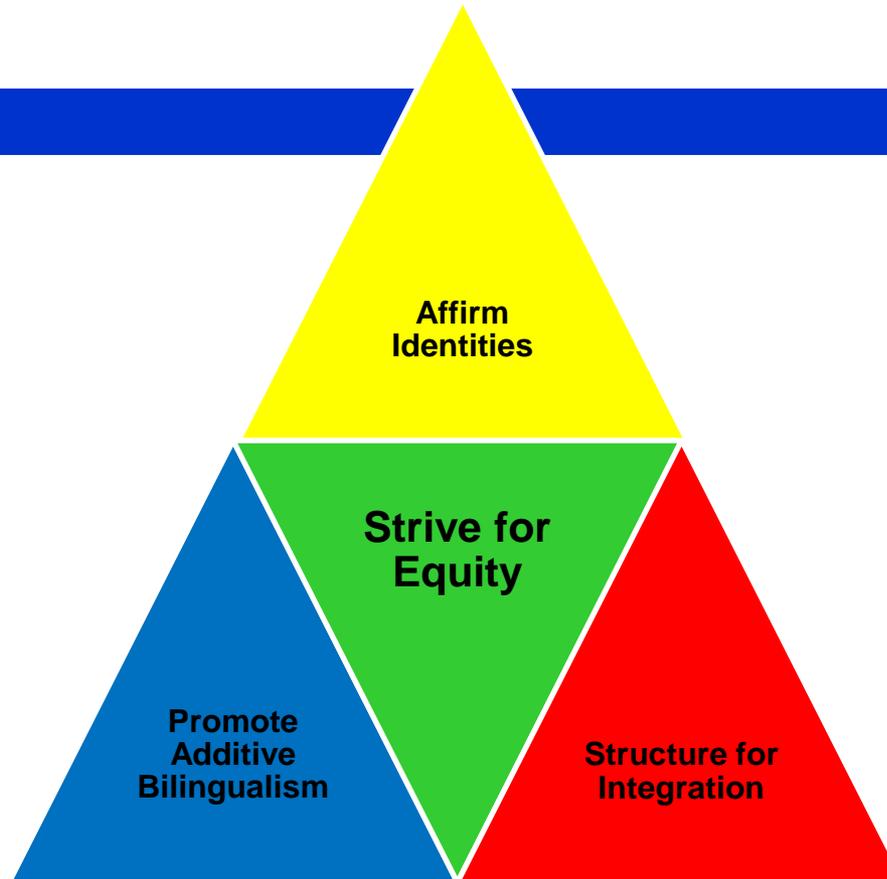
Source: de Jong, 2013.

Vocabulary Notebook

Word	Connections Where have I heard it? What does it remind me of?	Meaning(s) From class From texts (dictionary, articles)

Holistic Biliteracy Framework

- Spanish literacy
- Literacy-based ELD
- Cross-language connections
- Oracy, reading, writing, metalanguage
- Paired literacy
- Trajectories toward biliteracy
- Instruction, assessment, PD, research

What's happening in our schools?

- Guiding questions and notemaking guides
- Using ACCESS for ELLs ELD data

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?

Use your notemaking and action planning guides to structure your work.

Using the notemaking guide to scaffold our work (questions 1-4)

1. Who are the ELLs/bilingual learners in your districts/schools/programs/classes?

   Look at your school data
   - Number of ELLs
   - %/# of ELLs at each level by grade
   - Variation across domains across grade levels
   - Other important background information

2. What are your goals?
   - Academic achievement, English language development, Biliteracy?

3. How do you assess students' trajectories toward biliteracy?

4. What support systems do you have in place?

1. How children learn in two languages
Some fundamental notions to remember

- ELLs' language and literacy development and their academic achievement at school are influenced by
  - First language literacy
  - Prior schooling
  - English language proficiency level
    - Stages of second language acquisition
    - WIDA ELP Standards
    - Can-do descriptors
  - Cultural background
  - Age; learning style, motivation; sociolinguistic/educational context
- While it generally only takes one to three years for ELLs to acquire conversational fluency, it may take five to seven or more years for them to acquire the academic language proficiency they need to participate and achieve at school

What do the ELD levels mean?
Can-do descriptors

Six levels

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging
6. Reaching

Four domains

– Listening
– Speaking
– Reading
– Writing

Oral Language

Literacy

Comprehension

Composite (overall)

Differentiating
Instruction and Assessment for
English Language Learners

A Guide for K-12 Teachers

Shelley Fairbairn
Stephaney Jones-Vo

Profiles of the ELLs in one 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.

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations ■Marco	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations ■Amitabh	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse ■Hassan	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse ■Julia	
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions ■Marco; ■Amitabh	• Ask WH-questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems ■Julia; ■Hassan	• Engage in debates • Explain phenomena, give examples, and justify responses • Express and defend points of view	**Level 6 Reaching**
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features ■Marco	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts ■Hassan	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words ■Julia	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text ■Amitabh	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey meaning ■Marco	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions ■Julia; ■Hassan	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses ■Amitabh	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/genres of writing	

Focal ELLs placed on WIDA Can-do Descriptors for ELP Levels, PreK-12

1. Who are our bilingual learners?
2. What do we mean by biliteracy?

Day 1 AM → KWLS

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

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

Group 1: Definitions of, and pathways toward, biliteracy

Group 2: Teaching for biliteracy

Group 3: Assessing biliteracy

Cumulative effects of paired literacy instruction

Go to Escamilla et al 2014, p. 85, Fig. 6.1

Using (ELD and biliteracy) data to guide decisionmaking
Turn and talk

- What information do schools get about ELLs' English language proficiency and biliteracy levels? Who gets this information in what form?

- How do administrators, staff developers, ESL/bilingual educators use these data in your schools?

- How can teachers in your school use their understanding of what an ELL can do with reading, writing, listening, and speaking in two languages to inform their instruction and assessment?

Turn and talk
How children learn in two languages

1. What stood out?
2. What did you learn?
3. What can you use?
4. What questions do you have?

Features of
Authentic Assessment and Accountability

- Internal to the functioning of schools and school districts while responsive to the external accountability mandates
- Built on consensus from both teachers and administrators
- Rigorous, comprehensive, and standards-based
- Systemic, reflective of shared educational goals, vision, and commitment
- Directly related to teaching and learning
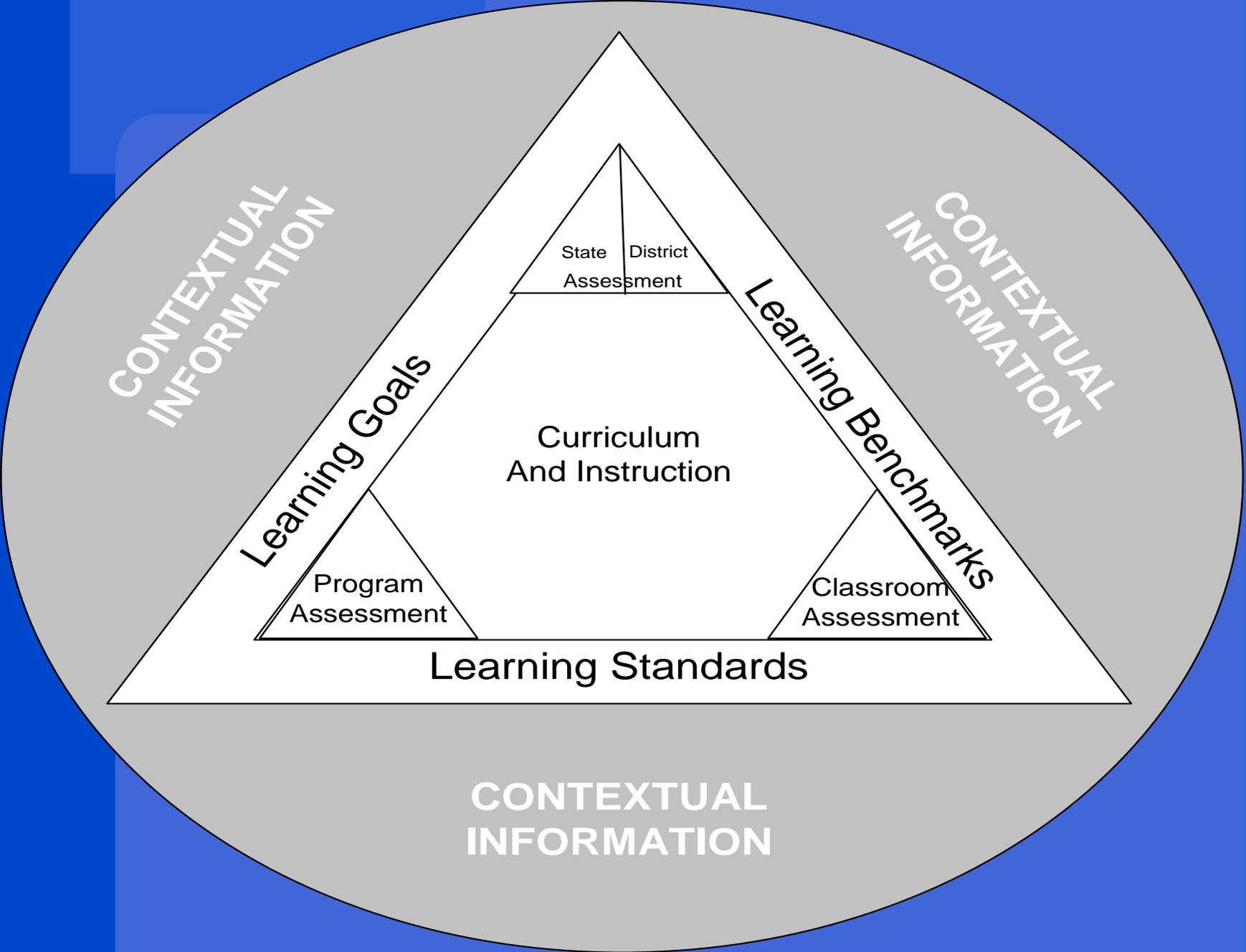
The BASIC Model: Gottlieb & Nguyen (2007). Copyright, Caslon 2014

Pivotal Portfolio
(Gottlieb & Nguyen, 2007)

- Working portfolio
  - Students' work-in-progress
  - Provides a rich portrait of student at different stages of learning with individual strengths and weaknesses
- Showcase portfolio
  - Students' best work is featured

- *Because these types of portfolios are usually constructed by classroom teachers, the content of the portfolios is often limited to the teacher's instructional focus and classroom assessment.*

Pivotal Portfolio

Hybrid of the working portfolio and the showcase portfolio with three main distinctions:

1. Each teacher gathers what the teachers collectively consider evidence of essential student learning and achievement

2. All teachers use common assessments of that essential student work

3. Pivotal portfolio follows the student for the length of the students' career in the language education program

Complementing standardized tests with common formative assessments on the program level

- **State level**
  - Standardized tests of academic achievement and English language proficiency: *Summative data*
    - Used to determine the number of students attaining proficiency in one year
    - Responds to federal and state accountability requirements
- **School/District Program level**
  - Standard or common assessments: *Summative and formative data*
    - Used to assess student growth and achievement OVER TIME in relation to district/state standards using district rubrics
      (e.g., to demonstrate growth along the continuum of language development)
    - Allows for meaningful comparisons across classes, programs, schools in district
    - Used to inform teaching, learning, program and professional development, and policy
- **Classroom level**
  - Idiosyncratic or classroom-based assessments: *Formative data*
    - Used to guide instruction
    - Used to monitor students' growth and evaluate student achievement relative to teaching and learning objectives

(Gottlieb and Nguyen, 2007).

Turn and talk
Authentic biliteracy assessment

1. What stood out?
2. What did you learn?
3. What can you use?
4. What questions do you have?

3. Critical Features of Effective Programs for ELLs
Some fundamental notions to remember

The Castañeda Standard

1. Programs must be based on an educational theory recognized as sound by experts.

2. Resources, personnel, and practices must be reasonably calculated to implement the program effectively.

3. Programs must be evaluated and restructured, if necessary, to ensure that language barriers are being overcome.

Standards-driven content-area Instruction

- In L1 in bilingual program
- In English in sheltered English program
- In English using sheltered English strategies
- Authentic assessments

Standards-driven ESL/ELD instruction

- Stand-alone ESL class
- Pull-out ESL
- Push-in ESL
- Authentic assessments

Support for first language and literacy development

- In bilingual program
- In heritage language program
- Creatively in English-medium program
- Authentic assessments

Positive Sociocultural Context

- Shared responsibility for ELL education
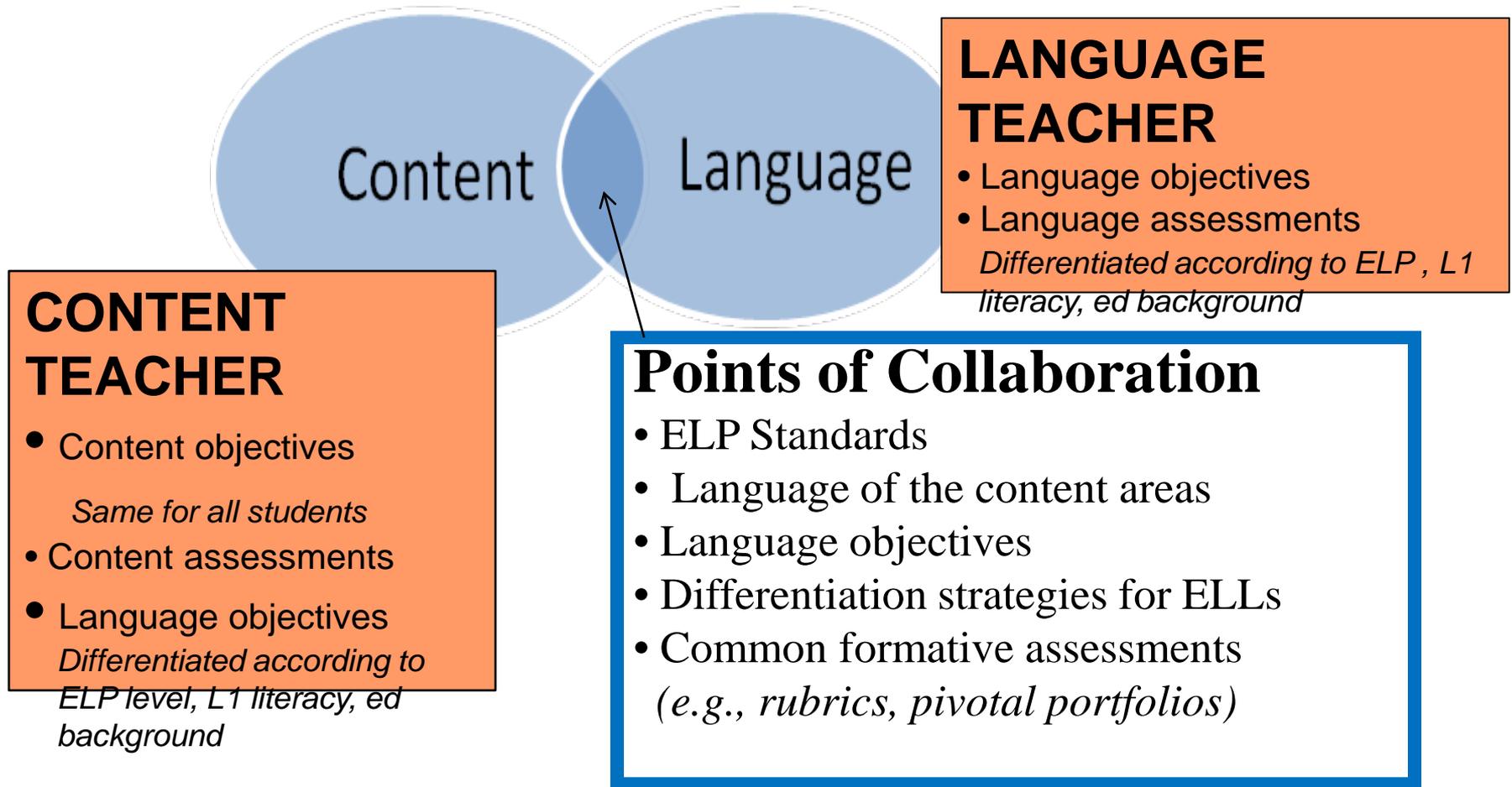- Balanced assessment and accountability system that is inclusive and comprehensive
- Strong, knowledgeable leadership and qualified teachers
- Sees linguistic and cultural diversity as resources to be developed, not as problems to be overcome
- Aligned with community strengths, needs, and interests
- Collaboration
- Perceived as a successful school

Critical Features of Effective Programs for ELLs/Bilingual Learners

Clarifying the Roles of the
Content and Language Teachers

Content   Language

CONTENT TEACHER
- Content objectives

  Same for all students
- Content assessments
- Language objectives
  Differentiated according to ELP level, L1 literacy, ed background

LANGUAGE TEACHER
- Language objectives
- Language assessments
  Differentiated according to ELP , L1 literacy, ed background

Points of Collaboration
- ELP Standards
- Language of the content areas
- Language objectives
- Differentiation strategies for ELLs
- Common formative assessments
  (e.g., rubrics, pivotal portfolios)

Turn and talk
Critical features of effective programs for ELLs

1. What stood out?
2. What did you learn?
3. What can you use?
4. What questions do you have?

ESL/bilingual educators have much of the needed expertise
we can provide leadership for change

Looking Locally: *Think-pair-share*

1. What do administrators and teachers in your district/school need to learn about…
   - How children learn in two languages?
   - Authentic assessment and accountability for all students, particularly ELLs?
   - Critical features of effective programs for all students, particularly ELLs?
2. How can you all support their PD in your district/school?
3. What questions do you have?

Expert jigsaw with notemaking guide

Group 1: Oracy → Read pp. 19-24. Purpose: to answer…

- What is oracy?
- What are the oral language skills that contribute to the acquisition of literacy?

Group 2: Paired literacy → Read pp. 38-42. Purpose: To answer…

- What is paired literacy instruction?
- How does paired literacy meet the content, language, and literacy needs of simultaneous bilinguals?

Group 3: Biliterate writing → Read pp. 51-54. Purpose: To answer…

- What is biliterate writing?
- How and why should increased emphasis be placed on writing in the teaching of emergent bilinguals?

Group 4: Metalanguage → Read pp. 67-69. Purpose: To answer…

- What is metalanguage?
- How and why are metalinguistic skills important for emerging bilingual learners?

Day 2 Activities

- Oracy: Connecting literacy and oracy objectives (p. 30)

- Paired literacy instruction: Language allocation plan for language arts block (pp. 10-11)

- Biliterate writing rubric and trajectory (pp. 99-100)

- Biliteracy lesson planning (p. 174)

Closing Reflections

- What stood out?

- What did you learn?

- What can you use?

- What questions do you have?

PD Resources from Caslon

- Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School.*

- Fairbairn, S. & Jones-Vo, S. (2010). *Differentiating Instruction and Assessment for English language learners: A Guide for K-12 Teachers.*

- Gottlieb, M. & Nguyen, D. (2007). *Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers.*

- Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2007). *Special Education Considerations for English Language Learners: Delivering a Continuum of Services.*

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

  www.caslonpublishing.com