

Building a Strong Emergent Bilingual Leadership Team



Kate Menken
September 28, 2015
Cohort 4
Leadership Seminar 1

Emergent Bilingual Leadership Team (EBLT): Planning Stage

Considerations for Emergent Bilingual Leadership Teams (EBLT)

Why?

- School-based leadership group that will study the schools' services to emergent bilinguals
- Create your school's CUNY-NYSIEB Plan, and work on implementation of the plan
- Develop your school's vision for languages other than English and the programmatic structures for EBs.

Emergent Bilingual Leadership Team (EBLT): Planning Stage

Considerations for Emergent Bilingual Leadership Teams (EBLT)

Who?

- Administrator(s), coaches, teachers (bilingual, ESL, general, special education)
- parents, community members
- Local administrators such as the district leader
- Five members is ideal, with opportunities for feedback on whatever is decided from the wider school community.

Emergent Bilingual Leadership Team (EBLT): Planning Stage

Considerations for Emergent Bilingual Leadership Teams (EBLT)	
How Often?	<ul style="list-style-type: none"> • Bi-weekly meetings, particularly at first, then at least monthly • Key here is that meetings are ongoing and occur more frequently than CUNY-NYSIEB team visits
When?	<ul style="list-style-type: none"> • Before, during or after school; consistency of meetings

Emergent Bilingual Leadership Team (EBLT): Planning Stage

Considerations for Emergent Bilingual Leadership Teams (EBLT)

What?

Study of school services to EBs:

- School Inventory of Language Education Resources (Item B, Resource Packet)
- Bilingualism as a Resource and Multilingual Ecology Surveys (Items C & D, Resource Packet)
- Programming Guiding Questions (Item E, Resource Packet)

CUNY-NYSIEB Plan:

- By mid- October, finalize the first version of the Plan (for October 2015 -January 2016)
- By mid-December, finalize second version (January – June 2016)
- Guide implementation of the Plan
- Evaluate the Plan



EBLT: Planning Stage Lessons Learned

Effective Emergent Bilingual Leadership Teams

Who?	Strong/lead teachers are members of the team
	Five members is ideal
	Administrators such as AP or bilingual coordinator on the team to convene meetings
	Include range of teachers including general education teachers to increase buy-in

EBLT: Planning Stage Lessons Learned



Less Effective Emergent Bilingual Leadership Teams

Who?	Team members were not leaders
	Principal dominated the team meetings
	Lack of shared leadership
	Revolving team members



EBLT: Planning Stage Lessons Learned

Effective Bilingual Leadership Teams

When?	Build meeting time into school day
	Become an inquiry group at the school
	Regularly scheduled meeting time
How?	Teachers volunteer to take on different tasks
	All teachers take on follow-up tasks
	Keep minutes with teachers' follow-up responsibilities

EBLT: Planning Stage Lessons Learned



Less Effective Emergent Bilingual Leadership Teams

When
?

Did not have regularly scheduled meeting times

How?

EBLT did not work independently (only met during CUNY NYSIEB support team visits)



CUNY-NYS INITIATIVE ON
EMERGENT BILINGUALS

EBLT: Planning Stage Membership

School's EBLT Membership	
Possible Members	Reason for Membership
EBLT Members	

EBLT Implementation Meeting Notes Template



CUNY-NYS INITIATIVE ON
EMERGENT BILINGUALS

EBLT Meeting Notes Template	
Date	
Members attending	
Focus of Meeting	
Decisions Made	
Next meeting's topic and date	
Other	



www.cuny-nysieb.org

Kate Menken
kmenken@gc.cuny.edu