

# SCHOOL LEADERS AND BILINGUALISM: A CUNY-NYSIEB GUIDE FOR PROFESSIONAL DEVELOPMENT



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CUNY-NYS INITIATIVE ON  
EMERGENT BILINGUALS

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## **ABOUT THE AUTHORS**

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Daria Witt is responsible for developing the workshops and professional development materials to support Internationals' work to improve educational outcomes for emergent bilingual students. These materials include curriculum, toolkits, resources, professional development workshops and other resources that will help practitioners and others to learn and deepen their understanding of the Internationals Model for educating emergent bilinguals. Daria also trains Internationals' cadre of consultants to lead workshops in International High Schools and in schools outside the network who have contracted with Internationals to provide support in improving their instruction with ELLs. Daria transitioned into this position after serving for 5 years as the Director of Academic Affairs for Internationals where she was responsible for the academic and professional development programs and conferences of the network.

Prior to working at Internationals, Daria was a Humanities teacher at the Brooklyn International High School and an ESL teacher at two different New York City middle schools. Before teaching, Daria worked as a Research Associate for Professor Kenji Hakuta at Stanford University and for the Stanford Center for the Study on Race and Ethnicity on a variety of projects related to the educational needs of language and racial minority students. Prior to her work at Stanford, Daria was a Project Coordinator for the New York Immigration Coalition, an advocacy organization for immigrants. She received her BA in Social Anthropology from Harvard University and an MA in Education from Stanford University.

### **Megan Mehr**

Megan Mehr is a professional development consultant for the Internationals Network for Public Schools. Prior to joining Internationals, Megan served as a teacher and school leader in several different inspiring school environments that are focused on closing the achievement gap and institutionalizing and sharing best practices that other schools and communities can replicate in order to better serve their own students. She worked for ten years in the Internationals High Schools: as a student teacher at The International High School at LaGuardia Community College, as a teacher at The Brooklyn International High School, and as a teacher and the founding assistant principal of International High School at Lafayette.

From 2007-2010, Megan served as the founding principal of a unique Massachusetts charter high school whose mission it is to recover high school students who have become disconnected from school and engage them in a college-preparatory school environment that couples high rigor with a range of intensive supports. Megan has a B.A. in Psychology from Boston College, an M.S. in Education from the New School University, an Administration and Supervision degree from Hunter College, and an M.A. in American Studies from Columbia University.



## **Introduction**

### **CUNY-NYSIEB Leadership Seminar Curriculum Guide**

**Kate Menken**

The City University of New York–New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) seeks to improve the educational experiences and outcomes for emergent bilingual students. The leadership component of this initiative recognizes the pivotal role of school leaders, and specifically principals, in determining the educational programming emergent bilinguals receive in school. School principals therefore hold tremendous responsibility for implementing language education policies that are expansive to ensure the best possible educational programming and practices for their emergent bilingual students. Yet, many principals have not received preparation or support for making such determinations – a problem we seek to redress in our work directly with schools and as embodied in this curriculum guide.

The CUNY-NYSIEB leadership component develops the knowledge base and leadership capacity of principals in schools that serve large numbers of emergent bilinguals through an intensive series of seminars and on-site supports. The focus of our work with school principals and key school staff is on their development and implementation of a quality research-based instructional program for emergent bilinguals. In specific, school principals attend monthly seminars and receive coordinated on-site support in their schools to strengthen the programming they provide to their emergent bilingual students.

The five seminars for principals are central to this work, as it is in these meetings that we explore issues of bilingualism in education. The culmination of these seminars is the principals' development of an Instructional Improvement Plan for emergent bilinguals to be implemented in the following school year.

The first seminar series took place February-June, 2012 and this curriculum guide expands upon the content of those seminars with added materials. This guide is intended for anyone wishing to replicate this sort of seminar series or otherwise support school leaders and staff, in other regions of New York State and elsewhere, to develop language education policies that embrace and build upon the home language practices of all students.

#### **New Practices for Changing Realities**

The world has now changed in ways that require us to keep up. Many places and spaces in New York State and beyond mirror our increasingly globalized world, where bi/multilingualism is the norm, and peoples and languages come into contact with one another, resulting in new, dynamic, and creative ways of using language (or 'languaging').

Ideas about bilingualism in the past were rooted in monoglossic ideologies, with each language

treated as separate and autonomous systems, a first and a second, based on the unrealistic ideal of a fully balanced bilingual (for instance, one who is able to read, write, listen, and speak in both languages equally well in all domains and registers). But the linguistic practices of today's bilinguals are far more complex than such imagery depicts. Instead, the language practices of bilingual people involve translanguaging, where speakers move fluidly in both of their languages to make meaning. We therefore write about “dynamic bilingualism” in describing these complex language practices, leaving behind monoglossic depictions of bilinguals and recognizing translanguaging as a bilingual discursive norm.

We feel that schools should not restrict these language practices, and nor should they shy away from them. Instead, new realities require new practices. Therefore, we see these more fluid ways of using language as offering an entry point and providing an opportunity to better meet the needs of emergent bilingual students. The reality is that many teachers already engage in translanguaging as a pedagogical strategy behind closed doors. In our work, we encourage school leaders to open those doors and encourage educators to employ translanguaging strategically in their classrooms, regardless of the program model – even when part of an “ESL” or “dual language bilingual education” program (where only English is typically used in the former, and where both languages are usually strictly separated in the latter).

Translanguaging pedagogical strategies use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use. In this way, rather than experiencing the disjuncture between home language use and school language use that is typical of monolingual and bilingual schooling alike, translanguaging as pedagogy incorporates and builds upon the students' home language practices. Doing so not only affirms the students' identities but is found to be particularly effective in helping bilingual students acquire rigorous academic content.

### **CUNY-NYSIEB Guiding Principles**

While we do not ascribe to one particular program model or the other, and in fact find that many of these models are too rigid and outdated to keep up with the complexity and dynamism of languaging in the 21<sup>st</sup> century, we did establish the following two non-negotiable principles, which guide all of our work:

- 1) A multilingual ecology for the whole school, and
- 2) Bilingualism as a resource in education.

These are described briefly here, but are fleshed out further in the CUNY-NYSIEB Vision Statement included with this guide.

*A multilingual ecology for the whole school.* The first principle extends beyond emergent bilinguals to include *all* students who speak a language other than English at home, and is rooted in the premise that the entire range of language practices of these children and their families should be evident in the school's linguistic landscape, as well as in everyday interactions. By this we mean that these languages should, for example, be represented in signs throughout the school, in texts in the libraries and classrooms, and heard throughout school buildings in all spaces. Accordingly, students' language practices and cultural understandings are to be used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging.

*Bilingualism as a resource in education.* Our second principle means that regardless of program structure (be it “ESL” or “bilingual”), the home language practices of emergent bilingual students are not only recognized but leveraged as crucial instructional tools and, to the greatest extent possible, nurtured and developed. Likewise, the entire linguistic repertoire of emergent bilinguals is to be used flexibly and strategically in instruction. All educators, whether they are general education, ESL or bilingual teachers, should build upon the students’ home language and cultural practices in instruction in strategic ways.

CUNY-NYSIEB schools apply these principles in the Instructional Improvement Plans they develop for emergent bilinguals. For many principals and teachers, adopting these principles requires a shift in their ideologies and ways of thinking about language and language learning – ideologies that are perhaps deeply entrenched on one hand, but yet on the other appear to no longer be working for their students.

Building upon our understandings of dynamic bilingualism in the 21<sup>st</sup> century and the CUNY-NYSIEB guiding principles, the CUNY-NYSIEB seminars introduce this dynamic bilingual framework, examine how students’ complex home language practices can be built upon in school, align the instruction that occurs in participating schools with this framework, and analyze how to adopt dynamic assessment practices. More broadly, seminars facilitate the adoption of Instructional Improvement Plans that foster an ecology of multilingualism and regard bilingualism as a resource in instruction. These topics are explored in depth through the seminars, and are captured in the materials included in this curriculum guide. It is our hope that sharing this information widely will encourage more schools to adopt language policies and educational approaches that meet the needs of their bilingual students.

## **CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)**

### **Session 1 Agenda**

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8:30 – 8:45	Breakfast
8:45 – 9:05	Introductions and Welcome
9:05 – 9:10	Goals and Overview of Workshop Series and Today’s Session
9:10 – 9:30	Our Successes and Challenges
9:30 – 10:00	Thoughts on the Nature of Bilingualism
10:00 – 10:15	Experiencing the Benefits of Translanguaging
10:15 – 10:30	What’s in a Name? A Shades of Meaning Activity to More Accurately Describe Our Students
10:30–10:40	Break
10:40 – 11:30	Powerpoint Presentation - Research on Emergent Bilinguals
11:30 – 12:00	Exploring the Key Terms
12:00 – 1:00	Lunch
1:00 – 2:00	Promoting Dynamic Bilingualism in your School Community
2:00 – 2:15	The CUNY-NYSIEB “Principles for Principals” and Preliminary Goal-Setting
2:15 – 2:30	Wrap up and Evaluations

#### Homework for Session 2:

- Administer survey on teachers’ beliefs about use of home language in the classroom
- Home Language Support Inventory
- Bring in one piece of curriculum from your school

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 1 Facilitator Agenda

8:30 – 8:45    **Breakfast**

<u>Activity:</u> <b>Introductions and Welcome</b>		
<u>Time:</u> 8:45-9:05	<u>Slides:</u> 2	<u>Materials:</u> None
<u>Procedure/Talking Points:</u> After a few brief words of welcome from facilitator and facilitator introduction, participants introduce themselves.  As a large group, everyone introduces him/herself: name, title, school, demographic information of school (# of or % of emergent bilingual students, language groups represented, type of ELL program (two-way, bilingual, ESL, etc.)).		

<u>Activity:</u> <b>Goals for the whole workshop series and review of today's essential question, objectives, and agenda</b>		
<u>Time:</u> 9:05-9:10	<u>Slides:</u> 3 – 8	<u>Materials:</u> None
<u>Procedure/Talking Points:</u>  <b>Overall goal of workshop series:</b> To create a strong school improvement plan that aligns with theory and best practices for serving emergent bilingual students. Across the sessions, we will scaffold learning related to different components of the plan.  <i>Essential Question for today:</i> Why is Dynamic Bilingualism the most effective educational model for serving emergent bilingual students?		

## Overarching Concepts (with talking points)—5 minutes

- **Student-centered classrooms and purposeful grouping inevitably lead to more opportunities for effective translanguaging** (imagine the difference in having to do this activity by yourself seated in rows and asked to just use French).
- **Concepts learned in one language transfer to another** (if the emphasis is on learning content, most efficient for students to learn that content in whatever language is easiest to do so—can later learn how to express understanding of that content in English).
- **Translanguaging is the most natural way for multi-lingual students to communicate.** (As those of you who are bilingual know and as you can see from what you just experienced in the deforestation activity, there is not point to stop this natural activity from happening).
- **Teachers should encourage translanguaging by providing structured opportunities for students to use their home languages and return to English.** (as students need to have significant practice and time using English in an academic way and for teachers who don't speak the native language to be able to assess understanding, it is important to have students present in some way in English after negotiating meaning in their home language—you can see this in the deforestation activity when you need to say something to the whole class in French describing the picture after working for a while in English).
- **Purposeful translanguaging can build students' bilingualism and biliteracy and can scaffold their learning to achieve a higher level of academic rigor.** (Clear that if you were left to only discuss the picture in French, you would not have reached as high a level of understanding)
- **Teachers do not need to speak the home language of their students to facilitate effective translanguaging in their classrooms.** (in a student-centered classroom, peers do a lot of the teaching and the talking so if students are allowed and encouraged to use their native languages, translanguaging will happen).

### Today's Goals:

- Reflect on the successful practices that already exist in our schools for meeting the needs of emergent bilingual students.
- Be introduced to the latest research related to bilingualism and begin to make connections between theory and practice.
- Be able to understand and articulate the advantages of the Dynamic Bilingualism model.
- Begin to set goals for your schools that are aligned with the research discussed.

**General additional talking points:**

- This workshop series is focused on changes that are in our power to make, not those factors outside of our control. Participants should be reminded to focus on changes we can and want to make not on other constraints that they feel hamper school improvement.
- We are learning from successful practices that are actually being implemented in real schools.

**Activity: Our Successes and Challenges**

Time: 9:10-9:30

Slides: 9 – 10

Materials:

- Two pieces of chart paper for every group
- Two markers of different colors for every group
- Masking tape to hang charts

Procedure/Talking Points:

Working in groups of 4 that have been previously assigned (a heterogeneous mix of high schools, middle schools, and elementary schools represented in each group), groups choose a facilitator. Each person in the group shares the following:

*Something I am really proud of in terms of how my school serves our emergent bilingual students is.....*

*One of the major challenges my school faces in serving our emergent bilingual students well is.....*

On one sheet of chart paper, facilitator records group members' answers about successes and records challenges on the other sheet of char paper.

Post charts around the room.

9:20-9:25 Everyone walks around looking at what other groups have written.

9:25-9:30 Facilitator reconvenes the group to ask them about what they notice, in particular about any patterns they observe.

**Activity: Thoughts on the Nature of Bilingualism**

Time: 9:30-10:00

Slides: 11 - 17

Materials:

- A couple of copies of each quote per table (each of the six quotes will be analyzed by one or two of the ten tables)
- Quote analysis handout

**Procedure/Talking Points:**

Using the handout as a guide, each group will discuss and write a reaction to one of five quotes. If there are 40 participants, each of the six quotes will be analyzed by one or two of the ten tables (We will need two sets of the same quote that two groups are looking at). After working in a small group to analyze and respond to the quotes, each group presents back on the quote they worked on.

Note: Each quote gets at a slightly different concept aligned with dynamic bilingualism and translanguaging. Ideally, the discussion of the quotes will enable participants to get exposed to some of the key ideas that the powerpoint will cover and help them start to learn the vocabulary as well.

**Activity: Experiencing the Benefits of Translanguaging**

Time: 10:00-10:15

Slides: 18 - 21

Materials:

- French Dictionaries
- Picture of dogs waiting in line for a single tree in an empty field
- Chart paper with sentence starter
- Other pieces of chart paper and markers in case a group is ready to write a sentence to share
- Translanguaging Card Sort Activity

**Procedure/Talking Points:**

In groups anchored by a person who has at least had a little French and using the French/English dictionaries available to you or the free Babble app on your iPhones, facilitator asks participants to pretend they have been studying deforestation this week and have been given this picture (dogs lining up for one tree in an empty field).

Facilitator first asks participants to use only French and no English in interacting with each other to come up with a sentence or two in French about how this picture connects to the issue of deforestation.

(Slide says: Qu'est ce que c'est la connection entre la déforestation et ce photo?)  
Give participants 1 minute to struggle with writing such a sentence).

Then, let participants know they can use any language they want to negotiate the meaning of the picture and its connection to deforestation. Provide them also with the sentence starter (On powerpoint): "La connection entre ce photo et la deforestation c'est que....."

Let participants know that they still need to come up with 1-2 sentences in French, but can use the dictionaries and have discussion in any language.

Debrief both experiences with participants (could do this through responding to a particular quote or just debriefing in general and letting people see how naturally translanguaging occurs and how it enables them to do higher level of cognitive work than in French only).

Follow up with the Translanguaging Card Sort Activity. Directions are on the handout.

**Activity: What's in a Name? A Shades of Meaning Activity to More Accurately Describe Our Students**

Time: 10:15 – 10:30

Slides: 22

Materials:

- Shades of Meaning Activity Guide

Procedure/Talking Points:

Ask participants to read short reading on the term emergent bilingual and to do the "shades of meaning" activity with emergent bilingual, LEP, ELL –rate in terms of positivity and explain why.

10:30 – 10:40 **Break**

<u>Activity:</u> <b>Powerpoint Presentation - Research on Emergent Bilinguals</b>		
<u>Time:</u> 10:40 – 11:30	<u>Slides:</u> 23 - 44	<u>Materials:</u> None
<u>Procedure/Talking Points:</u>  Refer to notes embedded in the powerpoint. At key points, the facilitator will have participants interact around particular slides (i.e. slide that shows the bicycle and the all terrain vehicle). Participants will be asked to think about why the all terrain vehicle might be a more appropriate analogy for multilingualism than the bicycle (before the facilitator has talked about this).		

<u>Activity:</u> <b>Exploring the Key Terms</b>		
<u>Time:</u> 11:30 – 12:00	<u>Slides:</u> 45	<u>Materials:</u> <ul style="list-style-type: none"> <li>• Activity guide for each group (each group gets activity guide that matches the word they have been assigned).</li> <li>• Chart paper and markers for each group</li> </ul>
<u>Procedure/Talking Points:</u>  After the Powerpoint presentation, assign each group 1-2 of the vocabulary words (Dynamic Bilingualism, translanguaging, BICS vs. CALP, heteroglossia vs. monoglossia, common underlying proficiency, linguistic interdependence, transfer). Each group gets the activity guide that matches the word they have been assigned. They do the brief reading explaining the word, discuss the term as used in the powerpoint, and complete the activity guide and poster of that vocabulary word/term. Each group then presents the poster they have prepared around their assigned term and posters are hung around the room for reference to key terms.		

12:00 – 1:00 **Lunch**

**Activity: Promoting Dynamic Bilingualism in your School Community**

<p><u>Time:</u> 1:00 – 2:00</p>	<p><u>Slides:</u> 47 - 48</p>	<p><u>Materials:</u></p> <ul style="list-style-type: none"><li>• Scenario cards – 1 for each station</li><li>• Promoting Dynamic Bilingualism Activity Guide</li><li>• Printouts of the resources for each station (in a folder at each station)</li><li>• Cards or table tents numbered 1 – 5 to facilitate groups’ movements from station to station.</li></ul>
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Procedure/Talking Points:

Each group will travel to 5 different stations, each of which contains a short scenario detailing the resistance of a key school stakeholder who is struggling and/or who is suspicious of the use of the students’ home language in the classroom.

The scenarios are: 1) a teacher who insists that he/she can’t help a student who doesn’t speak English when she herself doesn’t speak the student’s home language and she isn’t teaching in a bilingual classroom, 2) a student who just wants to speak and use English so that he/she can learn English more quickly, 3) a non-English speaking parent who is at a loss for how to participate in her son/daughter’s school life, 4) a district administrator who doesn’t appreciate the value of home language literacy and believes that full English immersion is the most effective way for students to develop English language proficiency, and 5) A teacher who does speak the home language of most of her students and whom the principal observes making concurrent translations for students throughout an entire class period

Using resources provided at the table, group members will collectively generate a list of talking points that describe the research-based benefits of the dynamic bilingualism paradigm and adequately address the concerns raised by that particular group of stakeholders. Remind principals that the allotted 10 minutes at each station will not allow them with enough time for every group member to look through every resource. They should divide up the resources, sharing the key points with each other orally, and then generate the list of talking points collectively.

To ensure smooth transitions from one station to the next, it’s recommended that all groups move at the same time, when the facilitator says that it is time to move on to the next station. It helps to give a few minutes warning and to remind the groups to put the resources neatly back into the folder before moving on to the next station.

<b>Activity: The CUNY-NYSIEB “Principles for Principals” and Preliminary Goal-Setting</b>		
<u>Time:</u> 2:00-2:15	<u>Slides:</u> 49 - 56	<u>Materials:</u> <ul style="list-style-type: none"> <li>○ “Principles for Principals” handout</li> <li>○ Preliminary Goal-Setting handout</li> </ul>
<p><u>Procedure/Talking Points:</u>  Review the CUNY-NYSIEB “Principles for Principals” on the powerpoint. The facilitator talking points can be found embedded in the notes section of the powerpoint. Provide principals with a copy of the “P for P” handout as well.</p> <p>Then ask principals for follow the directions to complete the preliminary goal-setting handout.</p>		

<b>Activity: Wrap up and Evaluations</b>		
<u>Time:</u> 2:15 – 2:30	<u>Slides:</u> 57 - 58	<u>Materials:</u> <ul style="list-style-type: none"> <li>○ Homework #1 handout: <i>Survey on Teachers’ Beliefs about Use of Home Language in the Classroom</i></li> <li>○ Homework #2 handout: <i>Home Language Support Inventory</i></li> <li>○ Evaluation Form</li> </ul>
<p><u>Procedure/Talking Points:</u>  In small groups, ask principals to share their most important takeaway from today’s session.</p> <p>Go over the homework for Session 2:</p> <ul style="list-style-type: none"> <li>● Administer survey on teachers’ beliefs about use of home language in the classroom</li> <li>● Home Language Support Inventory</li> <li>● Bring in one piece of curriculum from a class in your school that serves your emergent bilingual students.</li> <li>●</li> </ul> <p>Ask principals to complete an evaluation form for today’s session.</p>		

**CUNY-New York State  
Initiative on Emergent  
Bilinguals (NYSIEB)**

**Leadership Development for  
Principals**

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**Session 1**

## Welcome and Introductions

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- Please share:
  - your name, title, and school
  - Your school's demographic information: # of or % of emergent bilinguals served, language groups represented, type of ELL program

## **Goal of this Workshop Series**

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To create a strong school improvement plan that aligns with theory and best practices for serving emergent bilingual students. Across the sessions, we will scaffold learning related to different components of the plan.

## Today's Essential Question

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Why is **dynamic bilingualism** the most effective educational model for serving **emergent bilingual** students?

## Overarching Concepts

- Student-centered classrooms and purposeful grouping inevitably lead to more opportunities for effective translinguaging
- Concepts learned in one language transfer to another.
- Translinguaging is the most natural way for multi-lingual students to communicate.

## Overarching Concepts

- Teachers should encourage translanguaging by providing structured opportunities for students to use their home languages and return to English.
- Purposeful translanguaging can build students' bilingualism and biliteracy and can scaffold their learning to achieve a higher level of academic rigor.

## Overarching Concepts

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- Teachers do not need to speak the home language of their students to facilitate effective translanguaging in their classrooms.

## Today's Goals

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- Reflect on the successful practices that already exist in our schools for meeting the needs of emergent bilingual students.
- Be introduced to the latest research related to bilingualism and begin to make connections between theory and practice.
- Be able to understand and articulate the advantages of the Dynamic Bilingualism model.
- Begin to set goals for your schools that are aligned with the research discussed.

## Our Successes and Challenges

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- Something I am really proud of in how my school serves our emergent bilingual students is....
- One of the major challenges my school faces in serving our emergent bilingual students well is...

## Gallery Walk

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In terms of everyone's successes  
and challenges, what do you notice?  
Are any patterns evident?

## Thoughts on the Nature of Bilingualism

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- With your small group, discuss the quote you have been given using the guiding questions on the activity guide.
- Be prepared to share out your thoughts with the large group.

## Thoughts on Bilingualism – Quote #1

*Pre-existing knowledge for English language learners is encoded in their home languages. Consequently, educators should explicitly teach in a way that fosters transfer of concepts and skills from the student's home language to English. Research clearly shows the potential for this kind of cross-language transfer in school contexts that support biliteracy development (Cummins, 2001; Reyes, 201). It is hard to argue that we are teaching the whole child when school policy dictates that students leave their language and culture at the schoolhouse door.*

- Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., et al. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*, 63(1), p. 38-39.

## Thoughts on Bilingualism – Quote #2

*Bilingualism, far from impeding the child's overall cognitive linguistic development, leads to positive growth in these areas. Programs whose goals are to promote bilingualism should do so without fear of negative consequences.*

- From August and Hakuta 1997 report cited in From English Language Learners to Emergent Bilinguals (2008) Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi p. 31

## Thoughts on Bilingualism – Quote #3

*In today's globalized world, the neat use of two or more languages will no longer suffice. Rather, what will be needed will be the ability to engage in fluid language practices and to soft-assemble features that can "travel" across the internet and space to enable us to participate as global citizens in a more just world... For this flexible languaging, this translanguaging, to be sustained what is needed is not protection, nor compartmentalization, but rather fluidity. Language maintenance is no longer an applicable concept, for it refers to the perpetuation of a static definition of language as autonomous and pure, as used by a specific group of people whose identity depends on it. Rather, it is the sustainability of languaging that we must encourage.*

- Ofelia García, "From Language Garden to Sustainable Languaging"

## Thoughts on Bilingualism – Quote #4

*For a people who are neither Spanish nor living in a country in which Spanish is the first language; for a people who live in a country in which English is the reigning tongue but who are not Anglo; for a people who cannot entirely identify with either standard (formal, Castilian) Spanish nor standard English, what recourse is left to them but to create their own language? A language which they can connect to their identity to one capable of communicating the realities and values true to themselves—a language with terms that are neither español ni ingles, but both. We speak a patois, a forked tongue, a variation of two languages.*

- Gloria Anzaldúa, "How to Tame a Wild Tongue"

## Thoughts on Bilingualism – Quote #5

*When students' home language practices are invoked as a cognitive and linguistic resource through bilingual instructional strategies [“translanguaging”], it can function as a stepping stone to scaffold more accomplished performance in the additional language”.*

- Cummins (2007: 14)

## Thoughts on Bilingualism – Quote #6

*“..there is a growing dissonance between research on the education of emergent bilinguals and policy enacted to educate them. ....whereas research has consistently shown the importance of building on the children’s first language as they develop English language proficiency, U.S. educational policy has often ignored these research findings....The conflicting nature of research, policy, and teaching practices is responsible for much of the miseducation of English language learners in the United States and their failure in school.”*

-Garcia, Kleifgen, and Falchi, 2008 p. 6

# Experiencing the Benefits of Translanguaging



*PROBLEMAS CAUSADOS PELO DESMATAMENTO*

## Experiencing the Benefits of Translanguaging

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- Using whatever language you wish to negotiate meaning, work in your small groups to come up with a sentence in French that explains the connection between this picture and deforestation.
- Use the sentence starter on the chart provided.

## Écrivez une phrase

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La connection entre ce photo et  
la déforestation c'est que.....

## Experiencing the Benefits of Translanguaging

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*The limits of my language are the limits of my world.*

- Wittgenstein

*Home language is not only a medium for communication, but also the most powerful mediating tool for thinking (Vygotsky, 1987)*

## What's in a Name?

### *A Shades of Meaning Activity*

- Read the short document your group has been provided about the term “emergent bilingual”.
- Then, after looking at the shades of meaning example provided, rank the terms ELL, LEP, and emergent bilingual in order of negative to positive and prepare to explain your reasoning to other groups.

# Research on Emergent Bilinguals

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## School Leaders as Scholars

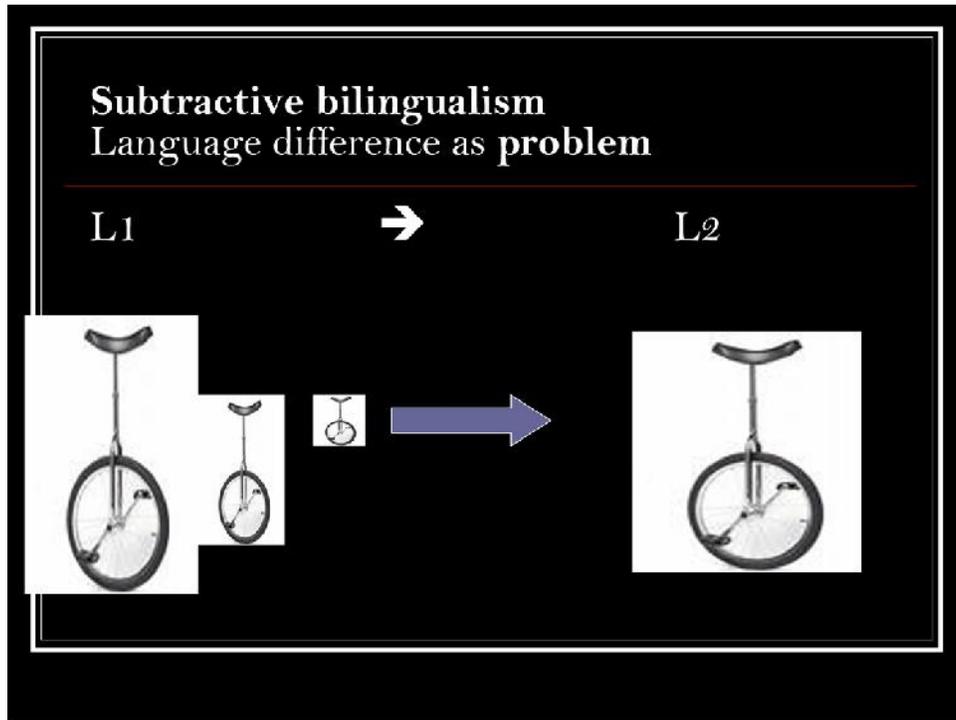
- Bilingualism in 21<sup>st</sup> century
- Bilingualism in education

- We see principals as lead scholars and we are inviting you to engage with theory and reflect on how this theory can be enacted in practice at your different school sites.
  - The first part of this presentation will examine conceptions of bilingualism developed as part of the geo-political context of the twentieth century and will describes changes in the geo-political context of the twenty-first century that require new conceptualizations of bilingualism.
  - The second part of this presentation will provide an illustration of what this new model of education looks like—what we term bilingualism in education.
  - The presentation will end with some implications for school language policies that will be explored in greater detail as we go through the sessions together.

## 20<sup>th</sup> century geopolitics & bilingualism Language groups territorialized



- The 20<sup>th</sup> century was characterized as a time of nation-states characterized as homogenous ethnic groups with homogenous languages.
- In the first picture we have an illustration of how human communities were understood within this context—as separate and homogenous groups that were separate from other groups.
- In the second picture we have an illustration of how this played out globally with nation-states with clear borders that were thought to belong to a homogenous ethnic group with a homogenous national language that expressed this ethnic identity.
- Within this nation-state conception of language and ethnicity were two conceptualizations of bilingualism: subtractive and additive.



- Subtractive bilingualism sees language difference as a problem that has to be eliminated.
- The basic idea of subtractive bilingualism is that students must lose their first language in order to learn the second language. The goal is monolingualism in the new language.
- The picture illustrates this point where the unicycle of the L1 is gradually replaced by the unicycle of the L2.
- This conceptualization of bilingualism as informed most programs for immigrant students in the US.

## Additive bilingualism Language as Privilege for Elite, their Right

L1

+ L2

L1 + L2



- Additive bilingualism favors adding the L2 to the L1 in order to create a “balanced bilingual”
- The basic idea of additive bilingualism is that students will be able to use both languages equally.
- The picture illustrates this point where the unicycle of the L1 is added to the unicycle of the L2 to create a bicycle with two separate wheels used equally.
- This conceptualization of bilingualism as informed most programs for elites around the world and in the US.
- Both subtractive and additive conceptions of bilingualism come from a monoglossic perspective—that is they treat monolingualism as the norm. In subtractive bilingualism monolingualism is the desired goal and in additive bilingualism “double monolingualism” is the desired goal.

## Monoglossic school structures

### ESL Programs

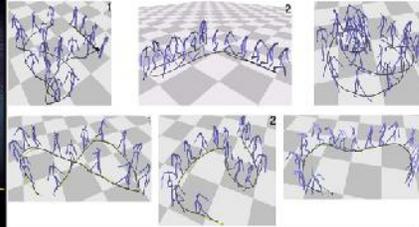
- ESL pull-out
- ESL push-in
- Structured immersion or Sheltered English

### Bilingual Education

- Transitional bilingual education
- “Dual language” bilingual education

- These monoglossic language ideologies have shaped the programming currently available to emergent bilingual students.
  - The idea is that ESL programs should be English-Only making it subtractive.
  - The idea is that transitional bilingual education should use the home language as a crutch before transitioning students to English-Only making it subtractive.
  - The idea is that “dual language” bilingual education should have a strict separation of language, the idea being that a strict separation will produce “balanced bilinguals” making it additive.

## 21<sup>st</sup> century Geopolitical Changes & Bilingualism

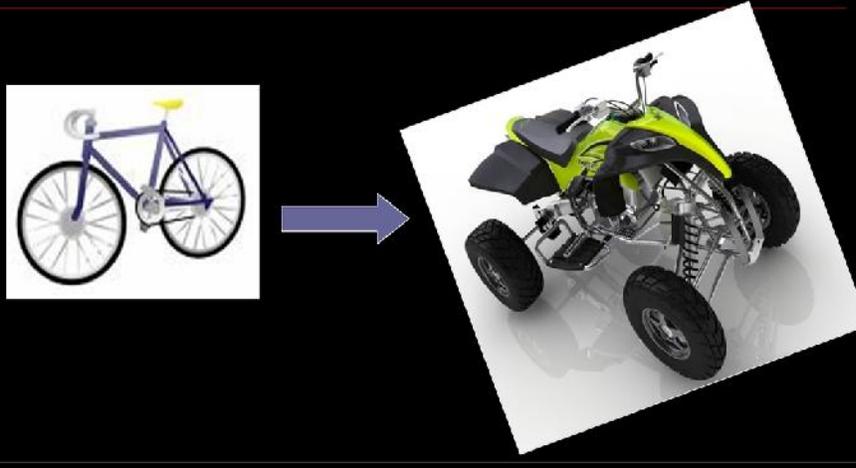


- While these monoglossic language ideologies may have fit the geo-political context of the 20<sup>th</sup> century, they no longer suffice to describe the language practices associated with the 21<sup>st</sup> century.
- The first image illustrates the blurring of borders that are a product of a new era of globalization, which is specifically named in the second image.
- The last image is meant to illustrate the increasingly complex mobility that is associated with this new era of globalization. This increased mobility has been made possible by increased technology and more open borders.
- These geo-political changes have allowed for the development of more fluid language practices.



- The pictures illustrate some of the fluid language practices that are becoming more prevalent in the 21<sup>st</sup> century.
- These fluid language practices are the discursive norm for bilingual and multilingual communities.

## From Monoglossic to Heteroglossic: Dynamic Bilingualism



- Making bilingualism, as opposed to monolingualism, the norm would mean moving from a monoglossic to a heteroglossic language ideology.
- The difference between these two ideologies is illustrated by the two contrasting images. The bicycle seeks to create a balanced bilingual while an all-terrain vehicle is flexible and adapts to an ever-changing environment.
- The all-terrain vehicle is the image of bilingualism appropriate for the 21<sup>st</sup> century and should be the desired norm for all students.

# Dynamic bilingualism

## ■ Heteroglossic Language practices:

- Complexity
- Interconnectivity
- Multiplicity



- These ideas were first laid out in *Bilingualism in the 21<sup>st</sup> Century: A Global Perspective*, written by CUNY-NYSIEB Co-Principal Investigator, Ofelia García.
- In this book she uses the metaphor of the Banyan Tree to describe heteroglossic language ideologies. The Banyan Tree is characterized by
  - Complexity: It adapts to the soil where it grows and grows in different directions at the same time.
  - Interconnectivity: It is rooted in terrain and realities from which it emerges.
  - Multiplicity: It is dynamic, multi-rooted and polydirectional.
- Bilingualism is also characterized by:
  - Complexity: It adapts to the social context
  - Interconnectivity: It is rooted in the social context in which it emerges
  - Multiplicity: It is dynamic and always changing.

## Enacting Dynamic bilingualism: TRANSLANGUAGING

- Fluid communicative norm of multilingual communities and families.
- **Dynamic *process*** by which bilinguals “make sense” of the communicative situation by performing bilingually and drawing on their entire linguistic repertoire.

- Bilingual communities and families enact their dynamic bilingualism through a process that we term translanguaging.
- Translanguaging is the discursive norm in bilingual communities. It is how people language.
- It is a dynamic process by which bilinguals “make sense” of the communicative situation by performing bilingually and drawing on their entire linguistic repertoire.
- **Possibly some activity here on this part of the presentation before moving on to translanguaging in action?**

## Beyond monoglossic school structures

### Translanguaging as pedagogical practice

#### Bilingualism in education

“from the children up”

1. 3/4<sup>th</sup> “**ESL**” self-contained class in Queens
2. A “dual language” **bilingual** 5<sup>th</sup> grade in NR
3. An “**English**” High School class for newcomers

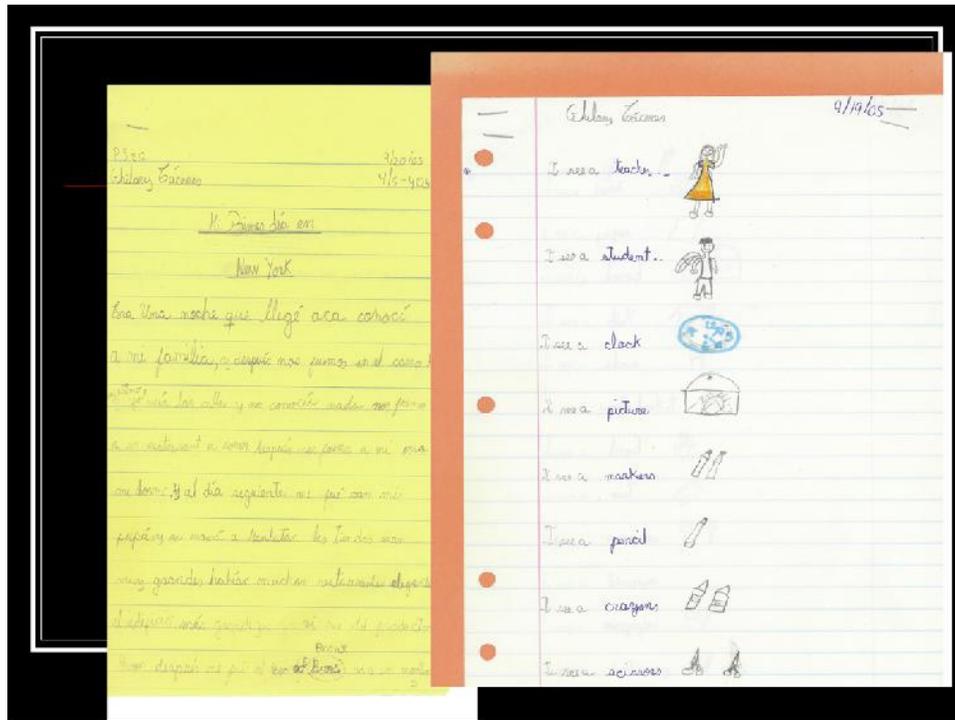
- We are now going to transition to the second part of the presentation where we look at how real teachers have been moving beyond monoglossic school structures and embracing translanguaging as a pedagogical practice.
- This embracing of translanguaging as a pedagogical practice marks a shift from ESL vs. bilingual education to bilingualism in education where students are supported in using their entire linguistic repertoire to make meaning in the classroom.
- The 3 case studies we will look at are from different program models and grade levels:
  1. 3/4<sup>th</sup> “**ESL**” self-contained class in Queens
  2. A “dual language” **bilingual** 5<sup>th</sup> grade in NR
  3. An “**English**” High School class for newcomers

**3<sup>rd</sup> and 4<sup>th</sup> grade “ESL” class**  
**Christina Celic**

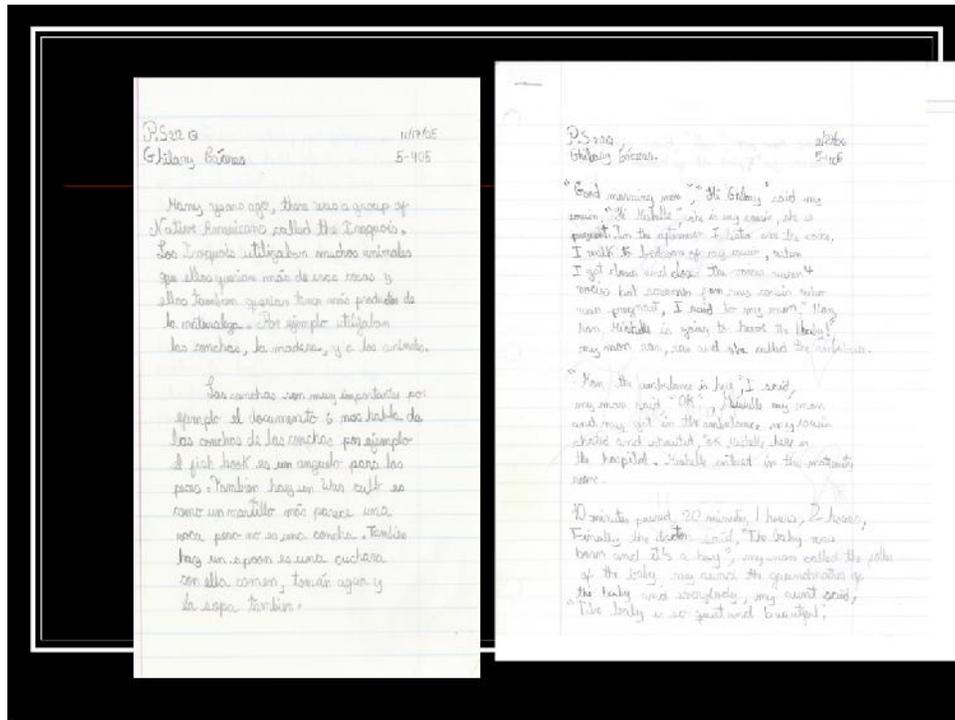
■ **Reader’s Workshop**

- Mini-lessons in English
- “Turn and talk” in different languages
- Children have reading groups by level, supported by dictionaries, annotated texts, cognate study.
- Multilingual word walls

- A typical reader’s workshop in a 3<sup>rd</sup> and 4<sup>th</sup> grade “ESL” class provides an examination of what translanguaging looks like in action.
  - Lesson begins with a mini-lesson in English
  - The mini-lesson is interspersed with “turn and talks” where students are allowed to use their entire linguistic repertoire to make meaning of the mini-lesson.
  - Children are provided supports when reading independently including dictionaries, annotated texts, and cognate study.
  - Children have a multilingual word wall at their disposal to help them make meaning of the text.



- Similar strategies were used during the writer’s workshop.
- In this example we have a beginner emergent bilingual writing about her first day of school in the United States. In English she is only able to write some repetitive sentences about what she sees.
- These repetitive sentences in English are supplemented by her writing about her experience in Spanish. This writing in Spanish ensures that she is still working on improving her writing while she is learning English.



- Here are two examples of what this student was able to write a few months apart.
- The first one was written toward the beginning of the year and the only sentence written in English is the first one.
- The second one was written a few months later and demonstrates great progress in English Language Development.
- The opportunity to write in Spanish while she was developing English vocabulary ensured that she continued to improve her writing. It is unlikely that this quality of writing could have been produced had the student been limited writing one sentence in English and not been offered the opportunity to elaborate in Spanish.

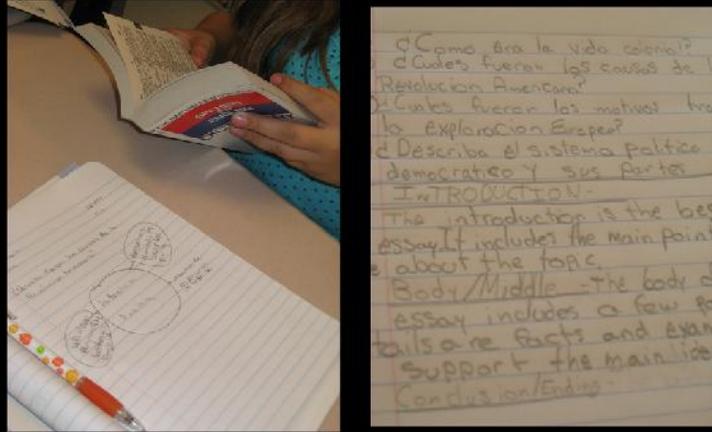
### 5<sup>th</sup> grade “Dual Language” Bilingual Classroom: Maritza Ríos

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- Teacher does mini-lesson in one language, students take notes in another
- Students read in one language but discuss in another
- Students read in one language and write in another

- A typical day in a 5<sup>th</sup> grade “dual language” bilingual classroom provides another illustration of what translanguaging looks like in action.
  - On a typical day you can observe the teacher doing a mini-lesson in one language and students taking notes in another.
  - You can also observe students reading in one language and discussing the reading in another language.
  - You can also observe students reading in one language and writing in another.
- Translanguaging is used in this classroom to increase the rigor of instruction and ensure that all students are able to access the curriculum.

## Writing in two languages



- Students in this classroom were also observed to use both languages when writing. This came in several forms including:
  - The use of bilingual dictionaries.
  - Translanguaging in note-taking
- This translanguaging in writing also added to the rigor of instruction and ensure students were able to use their entire linguistic repertoire to make-meaning and demonstrate competency.

# Use of Annotated texts

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Nro. / Fecha: Ejemplar: \_\_\_\_\_

Aim: How do we write an outline for an essay? (Objetivo: ¿Cómo escribir un plan para un ensayo?)

Your Task: ¿ Sobre que vas a escribir?

**I. Introducción**

A. Hook/Enganche (algo divertido o un opinión sobre el tema)

B. GRST/Thesis Statement → Hipotesis (Quién + Qué + Dónde + Cuando + Cómo + Por qué)

C. Reasons → Razones (2 ideas principales)

- 1.
- 2.

**II. Body → Cuerpo De Ensayo**

A. **Main Idea #1** → Idea Principal #1 (tesis principal)

1. **Explain** / Explicar de que trata la idea principal #1
  - a) **Details/ Detalles**
  - b) **Examples/ Ejemplos**
2. **Conclusion Sentence** / Oración final (conexión con su hipótesis y idea principal #1)

A. **Main Idea #2** → Idea Principal #2 (tesis principal)

1. **Explain** / Explicar de que trata la idea principal #1
  - a) **Details/ Detalles**
  - b) **Examples/ Ejemplos**
2. **Conclusion Sentence** / Oración final (conexión con su hipótesis y idea principal #2)

**III. Conclusion / Conclusión**

- A. **Summary** / Resumen (hipotesis y 2 ideas principales)
- B. **Real Life Connection** / Conexión entre el tópico y la comunidad o a la vida real

- Another way translanguaging was used in this classroom was through the use of annotated texts which include key words and phrases in both languages.
- This example is from an outline for an essay that the students were working on. The key sections of the template were written in both English and Spanish.
- This annotated text ensure that all students understand the outline of the essay.

**9<sup>th</sup> and 10<sup>th</sup> Grade “English Language Arts”  
class: Camila Leiva**

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- Hip Hop Monday
  - Song on a social justice theme in Spanish
  - Analyze in both languages
  - Song on a social justice theme in English
  - Analyze in both languages

- Translanguaging is not just something for elementary school. Here is an example of translanguaging in a 9<sup>th</sup> and 10<sup>th</sup> grade “English Language Arts” Class.
- One example is a weekly ritual known as Hip Hop Monday. The format of Hip-Hop Monday demonstrates strategic translanguaging that is built into the actual lesson plan.
  - The lesson begins exploring a theme through a song in Spanish.
  - The same theme is then explored through a song in English.
  - Students are using both languages to make meaning throughout the lesson.
- Hip-Hop Monday is an example of translanguaging being used not simply as scaffolding but as part of creating US bilingual identities.

## Hip-Hop Monday in Action

**1** CONFLICT IN SONGS

Quick DO NOW: List the FOUR TYPES of conflict:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**2** "Si Se Puede" by El Chivo of Kinto Sol



Verse 2:  
Terrorismo es un pretexto, esto no es algo nuevo  
Lo mismo le paso a mi padre tambien a mi abuelo  
El racismo no termina  
Es el mismo duelo  
¿Donde quedo la libertad que fundo este suelo?  
Con miedo nos rechazan  
Le temen a mi raza  
Son miles de niños que han perdido su casa  
Separando a padres, hijos, hermanos  
Solo quieren nuestros votos, no les importamos  
Ya basta de promesas  
Las cartas en la mesa  
Soy la fuerza de trabajo que levanta tus cosechas

Translate the lyrics into ENGLISH here:

**"Si Se Puede" - Conflict Analysis**

<p>List FOUR KEY WORDS you hear from the lyrics:</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol> <p>What PROBLEM (CONFLICT) do you SEE happening in the song?</p> <p>_____</p> <p>_____</p>	<p>Type of LITERARY CONFLICT:</p> <p>_____</p> <p>_____</p> <p>WHY?</p> <p>Because ...</p> <p>_____</p> <p>_____</p>
--	--

**4**

- This particular example of Hip-Hop Monday was about racism.
- After completing a Do Now the students listened to a song by “El Chivo of Kinto Sol” in Spanish. They were asked to translate the lyrics into English before doing a conflict analysis of the song, which students did in both English and Spanish.

**"MOSEH" by Eminem**



All you can see is a sea of people  
some white and some black.  
Don't matter what color, all that  
matters we gathered together,  
To celebrate for the same cause  
don't matter the weather.  
If it rains let it rain, yea the  
wetter the better.  
They ain't gonna stop us they  
can't, we stronger now more  
than ever.  
They tell us no we say yea, they  
tell us stop we say go.  
Rebel with a rebel yell, raise hell  
we gonna let em know.

Translate the lyrics into SPANISH  
here

**5**

**6**

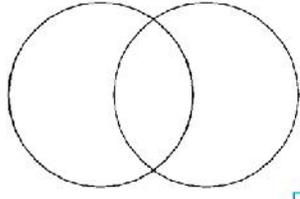
**"MOSEH" - Conflict Analysis**

List FOUR KEY WORDS you hear from the lyrics:	Type of LITERARY CONFLICT:
1.	_____
2.	_____
3.	_____
4.	_____
What PROBLEM (CONFLICT) do you SEE happening in the song?	WHY? Because ...
_____	_____
_____	_____

**7**

**COMPARE & CONTRAST**

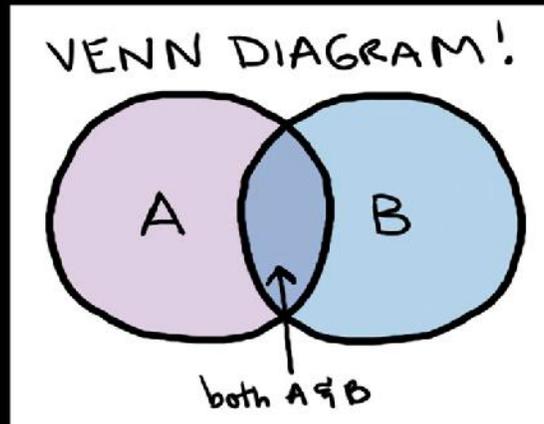
Instructions: Draw a VENN DIAGRAM to Compare and Contrast the songs "Si Se Puede" and "Mosh".



**8**

- The second half of the lesson centered around the song “Mosh” by Eminem, which also explored the topic of racism. They followed a similar structure of translating the lyrics (though this time from English to Spanish) and did a conflict analysis.
- The lesson ended with students completing a Venn Diagram comparing and contrasting the two songs using both English and Spanish.
- It should be reiterated here that this was technically an “English Language Arts” class but translanguaging was used in ways that scaffolded instruction, made the content more complex, and affirm students in their development of US Bilingual Identities.

## Translanguaging as US Bilingual languaging

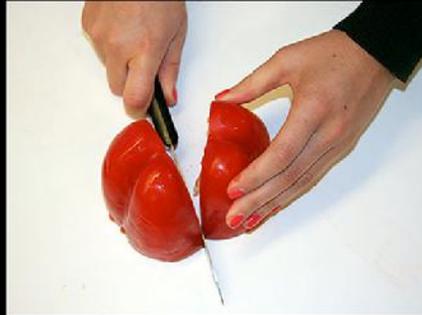


- The ultimate goal of translanguaging as a pedagogical strategy is to help students develop US bilingual identities through the creation of a “third space” that incorporates while transcending both cultures.

## Translanguaging as Pedagogy

Dual, linear bilingualism  
(subtractive or additive)

L1 /// L2



Dynamic bilingualism  
(Dynamic)

“Even though Spanish runs  
through my heart, English  
rules my veins”



- A quote from a sixth grade student in a previous research project sums up what is meant by a third space that transcends both cultures when he said “even though Spanish runs through my heart, English rules my veins.” Both languages are part of who he is and he could not survive without either of them.
- Contrast that image with the dual, linear bilingualism that informs most programming for bilingual students and one can see the mismatch between the two.
- We are now going to transition toward envisioning principles that will allow principals/lead-scholars to begin to create policies that embrace dynamic bilingualism.

## CUNY-NYSIEB Key Terms

- As a group, take 1-2 of the key terms for this workshop series that you and your group have been assigned.
- Read the short document about that term, look at the sample for the term *affective filter*, and decide with your group how you want to represent the meaning of that word to the rest of your colleagues.

**Lunch!**

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## Involving the school community

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- Promoting the dynamic bilingualism model to teachers, parents, students, and district personnel
- Scenarios Activity—How do we get buy-in from these key stakeholders?

## **Promoting the Dynamic Bilingualism Model—A Stations Activity**

- As your group travels to each station, read the scenario card you have been given.
- Then, divide up the documents that go with that station among your group members.
- Each group member should read at least one of the documents and share with the rest of the small group how the document he/she read informs the scenario.
- Record the advice you would give this stakeholder.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

Bilingualism is not right for the privileged or  
problem for the poor.

**Bilingualism is resource** for individuals &  
society.

1. Use **bilingualism/multilingualism** as  
**resource** to deepen education of their students,  
and learn about students, community, and  
world.

- Introduce the Principles for Principals/Lead Scholars. These principles are meant to illustrate how to enact the CUNY-NYSIEB theory of language and vision of bilingualism in schools.
- The first theoretical stance of CUNY-NYSIEB is the idea that bilingualism is not a right for the privileged or a problem for the poor but a resource for individuals and society.
- What this means in the classroom is that educators should **use** bilingualism/multilingualism as resource to deepen education of their students, and learn about students, community, and world.
- In this framing of the issue bilingualism is not a crutch that people transition out of but rather a way of providing students more rigorous instruction.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

**Emergent bilinguals do not acquire a separate second language.** They develop and integrate new language practices into a complex dynamic bilingual repertoire.

**2. Use your students' home language and literacy practices to scaffold more accomplished language and literacy performances in academic English and other languages.**

**3. Build new language practices , including academic language and literacy practices, in interrelationship with home language practices.**

- Our second theoretical stance is that: emergent bilinguals do not acquire separate second languages. They develop and integrate new language practices into complex dynamic bilingual repertoire.
- What this means in terms of classroom practices is that educators should:
  - Use home language practices to scaffold more accomplished performance in English.
  - Build new language practices in interrelationship with home language practices.
- New language practices can only emerge in interaction with the language practices that a language learner already has as part of their linguistic repertoire. Therefore, the only way to develop language for academic purposes is to make connections with the home language practices students already possess.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

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**Emergent bilinguals can never be expected to “have” English but *rather to use/do English (“to English”)* to meet academic expectations and negotiate their world.**

**4. Provide emergent bilingual students with opportunities (“affordances”) to use English AND home language practices.**

- Related to the previous theoretical stance is the idea that emergent bilinguals cannot be expected to “have” English but rather use/do English to meet academic expectations and negotiate their world.
- This idea is related to a more general theory of language that conceptualizes language as action and not structures. This means that nobody ever has a language but instead uses languaging—or in the case of bilinguals translanguaging—to negotiate meaning.
- What this means for schools is that educators must provide emergent bilinguals with opportunities or what we refer to as “affordances” to use English and home language practices.
- Educators must create an ecology in their classrooms that affirm students home language practices while providing authentic opportunities for students to appropriate new language practices into their linguistic repertoire.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

**There is no first or native language.**

**There is no second language.**

**There is only “languaging” (language practices).**

**5. Recognize emergent bilingual students not as second language learners, but as American bilingual children at beginning points of the bilingual continuum.**

- Another theoretical stance of CUNY-NYSIEB is that there is no first or native language and no second language but only languaging as a on-going dynamic process.
- The pedagogical implications of this theoretical stance is that emergent bilinguals should not be positioned as second language learners, which by definition prevents them from ever becoming a legitimate user of their new language.
- Instead, emergent bilinguals should be understood as American bilingual children at beginning points of the bilingual continuum.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

Categorization of bilingual children as “ELLs” or Non-ELLs are not absolute points.

Bilingual children perform their language practices depending on the situation at hand.

**6. Recognize and use the home language practices of all students, beyond those of emergent bilinguals.**

- Related to our critique of first language and second language is a critique of the category of “ELL” and “non-ELL” used as absolute points based on a score on a language proficiency assessment.
- Our theoretical stance is that language is much more dynamic than these absolute categories can describe and that bilingual children perform their language practices depending on the situation at hand.
- Rejecting these absolute categories allow for pedagogical practices that recognize and use the home language practices of all students—including those who might not be considered “ELLs”.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

Language practices of **all bilinguals** are fluid and are used as **resources to make meaning**.

Bilingualism is an asset for everyone in the 21<sup>st</sup> century.

**7. Use translanguaging as a strategy to help ALL bilingual students make meaning, legitimate their intelligence and capabilities, & develop advanced cognitive skills.**

- Building on the critique of absolute categories is our stance that the language practices of all bilinguals are fluid and are used as resources to make meaning. Translanguaging is the discursive norm for bilingual communities and this is not something that bilingual students transition out of.
- In addition, with our increasing globalization bilingualism is an asset for everyone in the 21<sup>st</sup> Century in that it allows students access to different cultures and makes them more attune to issues of diversity.
- Because translanguaging is the discursive norm for bilingual communities AND because it is an asset for everyone, educators should use translanguaging as a strategy to help ALL bilingual students make meaning, legitimate their intelligence and capacities, & develop advanced cognitive skills.

## **Dynamic Bilingualism: Principles for Principals/Lead Scholars**

Emergent bilinguals are **never finished learning language** and never just become monolinguals.

- There are no ELLs and Former ELLs
- There are only bilingual students at different points of flexible bilingual continua that adapts to situation.

**8. Provide ALL students opportunities to use ALL their language practices to negotiate academic content & develop deeper understandings.**

- Finally, synthesizing our dynamic theory of language we can say that emergent bilinguals are never finished learning language and never just become monolinguals or double-monolinguals.
- A bilingual student will never be the same as a monolingual student nor should they be treated the same. They also never become “former ELLs”. Instead bilingual students exist at different points along a flexible bilingual continua and learn to adapt to different situation.
- What this means in practice is that all students (not just “ELLs) should be provided the opportunities to use ALL their language practices to negotiate academic content and develop deeper understandings.
- The ultimate goal of dynamic bilingualism is to give students the tools to adapt to different situations, successfully use language for academic purposes, and develop unique bilingual voices.

## Preliminary Goal-Setting

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- Considering what you learned today about dynamic bilingualism and our CUNY-NYSIEB Principles for Principals, write down three preliminary goals you have for your school and the beginning steps you need to take.

## Homework for Session 2

- Administer survey on teachers' beliefs about use of home language in the classroom
- Home Language Support Inventory
- Bring in one piece of curriculum from a class in your school that serves your emergent bilingual students.

## **Wrap-up and Evaluations**

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Thank you!

Please complete your evaluation  
form as you leave.

## Exploring the Nature of Bilingualism Analysis of Quotes

**Directions:** *With your group, look at the quote you have been given and discuss the questions in the 3 quotes below. Take notes in the space provided and decide as a group how you would like to present this quote back to the rest of the group.*

<b>What do you see as the major take-away message of this quote?</b>	<b>How does this quote resonate (or not) with your own personal experience?</b>	<b>What implications do you see that this quote has for working in a school or classroom of Emergent Bilinguals?</b>

# Thoughts on Bilingualism – Quote #1

*Pre-existing knowledge for English language learners is encoded in their home languages. Consequently, educators should explicitly teach in a way that fosters transfer of concepts and skills from the student's home language to English. Research clearly shows the potential for this kind of cross-language transfer in school contexts that support biliteracy development (Cummins, 2001; Reyes, 201). It is hard to argue that we are teaching the whole child when school policy dictates that students leave their language and culture at the schoolhouse door.*

- From Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., et al. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*. 63(1), p. 38-39.

# Thoughts on Bilingualism – Quote #2

*Bilingualism, far from impeding the child's overall cognitive linguistic development, leads to positive growth in these areas. Programs whose goals are to promote bilingualism should do so without fear of negative consequences.*

- From August and Hakuta 1997 report cited in From English Language Learners to Emergent Bilinguals (2008) Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi p. 31

# Thoughts on Bilingualism – Quote #3

*In today's globalized world, the neat use of two or more languages will no longer suffice. Rather, what will be needed will be the ability to engage in fluid language practices and to soft-assemble features that can "travel" across the internet and space to enable us to participate as global citizens in a more just world...For this flexible languaging, this translanguaging, to be sustained what is needed is not protection, nor compartmentalization, but rather fluidity. Language maintenance is no longer an applicable concept, for it refers to the perpetuation of a static definition of language as autonomous and pure, as used by a specific group of people whose identity depends on it. Rather, it is the sustainability of languaging that we must encourage.*

- Ofelia García, "From Language Garden to Sustainable Languaging"

# Thoughts on Bilingualism – Quote #4

*For a people who are neither Spanish nor living in a country in which Spanish is the first language; for a people who live in a country in which English is the reigning tongue but who are not Anglo; for a people who cannot entirely identify with either standard (formal, Castilian) Spanish nor standard English, what recourse is left to them but to create their own language? A language which they can connect to their identity to one capable of communicating the realities and values true to themselves—a language with terms that are neither español ni ingles, but both. We speak a patois, a forked tongue, a variation of two languages.*

- Gloria Anzaldúa, "How to Tame a Wild Tongue"

# Thoughts on Bilingualism – Quote #5

*When students' home language practices are invoked as a cognitive and linguistic resource through bilingual instructional strategies [“translanguaging”], it can function as a stepping stone to scaffold more accomplished performance in the additional language”.*

- Cummins (2007: 14)

# Thoughts on Bilingualism – Quote #6

*“..there is a growing dissonance between research on the education of emergent bilinguals and policy enacted to educate them. ....whereas research has consistently shown the importance of building on the children’s first language as they develop English language proficiency, U.S. educational policy has often ignored these research findings....The conflicting nature of research, policy, and teaching practices is responsible for much of the miseducation of English language learners in the United States and their failure in school.”*

- Garcia, Kleifgen, and Falchi, 2008 p. 6

## Translanguaging Card Sort Activity

**Directions:** Take the cards that are in your envelopes and work in a pair or triad to sort them into examples of translanguaging and non-examples of translanguaging. Keep in mind the following characteristics of translanguaging (from a teacher perspective) covered during the presentation:

- Students are allowed to use their entire linguistic repertoire to make meaning in the classroom.
- Teachers are dynamic bilingual educators who are adding to the linguistic repertoire that students bring into the classroom while working toward content mastery.
- Teachers across the continuum of bilingualism provide home language support as scaffolding when appropriate in adding to students' linguistic repertoires and facilitating content mastery.

Examples of Translanguaging	Non-Examples of Translanguaging

*(Note to facilitators: The examples below should be cut into separate cards, and each group should receive a whole set of all of the examples and non-examples, mixed up. Principals will sort them according to the directions on their activity guide.)*

### Examples of Translanguaging

<p>A teacher introduces 2-3 key vocabulary words and their definitions at the beginning of the lesson and asks students to translate the definition into Spanish.</p>	<p>A teacher has students listen to a song in Spanish about the topic of the day. She then has them answer a series of questions about the song in English.</p>	<p>A teacher provides a short written summary in Spanish of a text that students are going to read in English.</p>
<p>A teacher allows a student who is struggling to say something in English during a presentation to ask a classmate to translate what they are trying to say into English, which the student is then asked to repeat.</p>	<p>A teacher has students look at a series of pictures and asks students to discuss in small groups what they see and what they can infer. They can discuss in any language they wish but are asked to share with the whole class in English.</p>	
<p>Students are encouraged to use texts written both English and Spanish to gather information for research papers they are completing for their portfolios.</p>	<p>A teacher has students design a bilingual brochure in which students educate their communities about an issue facing them.</p>	

### Non-Examples of Translanguaging

<p>A teacher introduces 2-3 key vocabulary words and their definitions at the beginning of the lesson.</p>	<p>A teacher does a word-for-word translation of a text and tells students to either read the English text or the Spanish text; all students choose to read the Spanish text.</p>	<p>A teacher has students look at a series of pictures and asks students to discuss in small groups what they see and what they can infer. Because their whole class share-out will be in English, the teacher instructs them to only use English when working in small groups to prepare their responses.</p>
<p>A teacher deducts points from a student presentation because the student expresses an idea in Spanish that he was not able to express in English.</p>	<p>A teacher has students listen to a song in English about the topic of the day. She then has them answer a series of questions about the song in English.</p>	<p>Students are permitted to only use English texts to gather information for research papers they are completing for their portfolios.</p>

## What's in a Name? A Shades of Meaning Activity

**Directions:** Read the following excerpt of the introduction of the article “From ELLs to Emergent Bilinguals” (Garcia, Kleifgen, and Falchi, 2008) and then follow the example to place the terms “Emergent Bilingual,” “LEP,” and “ELL” in order from most negative to most positive.

*“One of the most misunderstood issues in pre-K-12 education today is how to educate children who are not yet proficient in English. When policymakers refer to these students as English language learners (ELLs)—as many school district officials presently do—or as limited English proficient students (LEPs)—as federal legislators did in the No Child Left Behind Act (NCLB)—it signals the omission of an idea that is critical to the discussion of equity in the teaching of these children.*

*English language learners are in fact emergent bilinguals. That is, through school and through acquiring English, these children become bilingual, able to continue to function in their home language as well as in English, their new language and that of school. When officials and educators ignore the bilingualism that these students can and often must develop through schooling in the United States, they perpetuate inequities in the education of these children. That is, they discount the home languages and cultural understandings of these children and assume their educational needs are the same as a monolingual child.*

*....In fact...in recent years, U.S. educational policy has become more rigid, viewing these children solely from a deficit perspective and increasingly demanding that English alone be used in their education.” (p. 6)*

Quoted in the Teachers College 2007 Record Special Report: *What Works in Schools?*, Ofelia Garcia states:

*“Calling them ELL is erasing who they are. They already contribute to our society with divergent thinking, a facility with languages—skills that we can use in the classroom and beyond.” (p. 15)*

**Shades of Meaning** is an activity used to get at nuances of a particular set of words that have similar definitions but differing levels of strength in their connotations. Take a look at the following set of words put in order from negative to positive.

Mimic	Copy	Imitate	Model after	Emulate
-------	------	---------	-------------	---------

*Most Negative*

*Most Positive*

Now take the following terms used to describe students in the United States schools system whose home language is not English (or wasn't English when they began school):

- English Language Learner (ELL)
- Emergent Bilingual
- Limited English Proficient (LEP)

With your group, determine the order you would place these terms to go from most negative to most positive, and write a brief explanation of why you chose that order. Be prepared to share with the larger group:

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*Most Negative*

*Most Positive*

Our explanation for this order:

--

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

Directions: *Below is a short reading related to one of the key terms we'll encounter throughout our work in this professional development series. First, take a few minutes to actively read the text below. Then, with your group, complete the graphic organizer that follows. Finally, transfer your ideas in the graphic organizer to a poster, which your group will then share with the others. An example using the term **affective filter** is provided.*

### BICS vs. CALP<sup>1</sup>

Skutnabb-Kangas and Tougomaa (1976) working with Finnish immigrants in Sweden, proposed that there is a difference between the way in which language is used in academic tasks as opposed to conversation and intimacy. The surface fluency so evident in conversational language or in writing to someone we know intimately is most often supported by cues that have little to do with language itself--gestures, repeating, providing examples. Cummins (1981) has called this use of language, which is supported by meaningful interpersonal and situational cues outside of language itself, contextualized language. Contextualized language, supported by paralinguistic cues, is what one uses for basic interpersonal communication (BICS) (Cummins, 1981). Contextual support, Cummins (2000) explains, can be external, having to do with aspects of the language input itself. But contextual support can also be internal, having to do with the shared experiences, interests, and motivations that people engaged in conversations may have. To complete school tasks, and especially assessment tasks, a different set of language skills is needed. Students in school must be able to use language with little or no extralinguistic support in ways that are very different from the way in which we use language in everyday informal communication. That is, more abstract language is what is needed in order to participate in most classroom discourse, in order to read texts that are sometimes devoid of pictures and other semiotic cues, or texts requiring background knowledge that students do not always have. Students also need this abstract language in order to write that academic essays that require an unknown audience with whom communication is important, and in taking multiple choice tests that force students to choose only one answer. Cummins (1979, 1981, 2000) refers to the mastery of these abstract language skills as cognitive academic language proficiency (CALP) and proposes that it takes five to seven years to develop these skills in a second language. Meanwhile, students can usually acquire the language of everyday communication in a second language in just one to three years.

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<sup>1</sup> Excerpted from: "From English Language Learners to Emergent Bilinguals" Garcia, Kleifgen, and Falchi (2008) p. 27-28.

*Definition/explanation of the term in your own words*

*Examples*

**BICS v. CALP**

*Visual*

*Implications for Classroom Practice*

## EXAMPLE

### *Definition/explanation of the term in your own words*

This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.

### *Examples*

- Lack of participation in class activities
- Task avoidance
- Delayed language development and content mastery

### **Affective Filter**

### *Visual*



### *Implications for Classroom Practice*

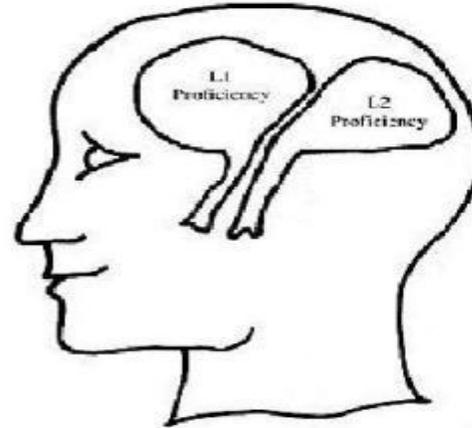
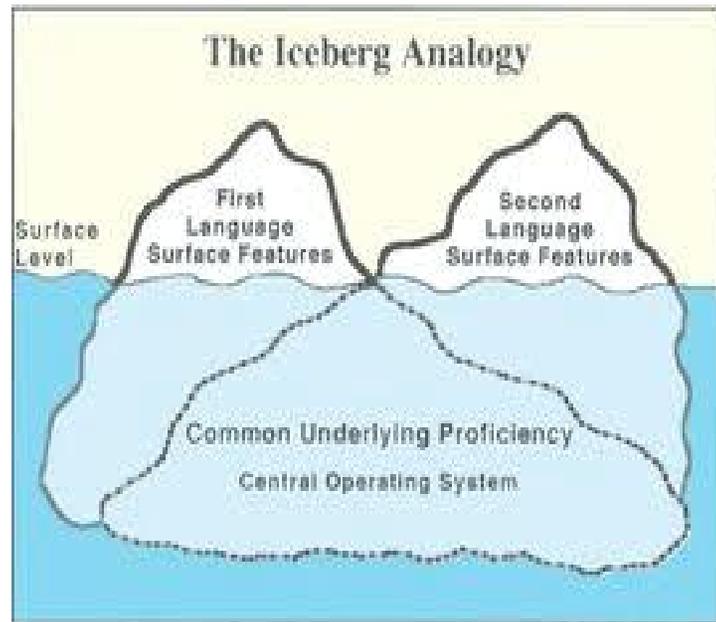
Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

Directions: Below is a short reading related to one of the key terms we'll encounter throughout our work in this professional development series. First, take a few minutes to actively read the text below. Then, with your group, complete the graphic organizer that follows. Finally, transfer your ideas in the graphic organizer to a poster, which your group will then share with the others. An example using the term **affective filter** is provided.

### Common Underlying Proficiency<sup>1</sup>

A related theoretical construct is that of the common underlying proficiency (Cummins, 1979, 1981), which posits that knowledge and abilities acquired in one language are potentially available for the development of another. Researchers have consistently found that there is a cross-linguistic relationship between the students' first and second language, and proficiency in the native language is related to academic achievement in a second language (Riches & Genesee, 2006). This is particularly the case for literacy. Lanauze and Snow (1989), for example, found that emergent bilinguals, even those students who were not yet orally proficient in their second language, exhibited similar complexity and semantic content in their writing in their first and second languages.



<sup>1</sup> Excerpted from: "From English Language Learners to Emergent Bilinguals" Garcia, Kleifgen, and Falchi (2008) p. 27

*Definition/explanation of the term in your own words*

*Examples*

*Visual*

**COMMON  
UNDERLYING  
PROFICIENCY**

*Implications for Classroom Practice*

**EXAMPLE**

<i>Definition/explanation of the term in your own words</i>	<i>Examples</i>
<p>This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.</p>	<ul style="list-style-type: none"><li>• Lack of participation in class activities</li><li>• Task avoidance</li><li>• Delayed language development and content mastery</li></ul>

**Affective Filter**

*Visual*



*Implications for Classroom Practice*

Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

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### Dynamic Bilingualism<sup>1</sup>

The differences between conceptualizations of bilingualism in these *second turn* programs, and those of the first turn are telling. The first type of programs claims a first and second language for the group of children and has as a goal a linear additive or subtractive bilingualism with monolingual norms as the goal. The second type of programs, however, conceptualizes bilingualism as *dynamic* (García, 2009a). This dynamic conceptualization of bilingualism goes beyond the notion of two autonomous languages, of a first and a second language, and of additive or subtractive bilingualism. Instead, dynamic bilingualism suggests that the language practices of *all* bilinguals are complex and interrelated; they do not emerge in a linear way. As García (2009) has said, they do not result in either the balanced wheels of two bicycles (as in additive bilingualism) or in a monocycle (as in subtractive bilingualism), but instead bilingualism is like an all-terrain vehicle with individuals using it to adapt to both the ridges and craters of communication in uneven terrains (See Figure 2; see also, García & Kleifgen, 2010). Dynamic bilingualism sees the complex bilingual language practices as both the center of how languaging occurs and the goal for communication in an increasingly multilingual world.

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<sup>1</sup> Excerpted from “Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities” *Modern Language Journal*, 95(3), p. 388.

*Definition/explanation of the term in your own words*

*Examples*

**DYNAMIC  
BILINGUALISM**

*Visual*

*Implications for Classroom Practice*

## EXAMPLE

<i>Definition/explanation of the term in your own words</i>	<i>Examples</i>
<p>This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.</p>	<ul style="list-style-type: none"><li>• Lack of participation in class activities</li><li>• Task avoidance</li><li>• Delayed language development and content mastery</li></ul>
<b>Affective Filter</b>	
<i>Visual</i>	<i>Implications for Classroom Practice</i>
	<p>Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.</p>

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

Directions: *Below is a short reading related to one of the key terms we'll encounter throughout our work in this professional development series. First, take a few minutes to actively read the text below. Then, with your group, complete the graphic organizer that follows. Finally, transfer your ideas in the graphic organizer to a poster, which your group will then share with the others. An example using the term **affective filter** is provided.*

### **Heteroglossic vs. Monoglossic Practices<sup>1</sup>**

...bilingual education today must follow more *heteroglossic* practices than in the past. That is, today bilingualism must be understood as more than  $1 + 1 = 2$ , and bilingual education types and pedagogies must respond to the greater complexity of the world in the 21<sup>st</sup> century. For example, many types of bilingual education programs today incorporate children with very different linguistic profiles. Whereas in the past, our understandings were that children in bilingual education programs started out as monolinguals either in transitional bilingual education programs or maintenance bilingual education programs for language minorities, or prestigious bilingual education programs or immersion bilingual education programs for language majorities, today many bilingual education programs incorporate language minority and language majority children with different language profiles. In the US, these bilingual education programs are often called “dual language.” And yet, although these dual language bilingual education programs educate together children with different language practices, the curriculum they follow is as “monoglossic” as that of the past, attempting to keep one language separate from the other in a diglossic arrangement.

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<sup>1</sup> Excerpted from “From Language Garden to Sustainable Language: Bilingual Education in a Global World.” (Garcia, 2011) p. 8.

*Definition/explanation of the term in your own words*

*Examples*

**HETEROGLOSSIC  
V.  
MONOGLOSSIC  
PRACTICES**

*Visual*

*Implications for Classroom Practice*

## EXAMPLE

<i>Definition/explanation of the term in your own words</i>	<i>Examples</i>
<p>This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.</p>	<ul style="list-style-type: none"><li>• Lack of participation in class activities</li><li>• Task avoidance</li><li>• Delayed language development and content mastery</li></ul>
<b>Affective Filter</b>	
<i>Visual</i>	<i>Implications for Classroom Practice</i>
	<p>Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.</p>

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

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### **Language Sustainability vs. Language Maintenance<sup>1</sup>**

For this flexible languaging, this translanguaging, to be sustained what is needed is not protection, nor compartmentalization, but rather fluidity. Language maintenance is not longer an applicable concept, for it refers to the perpetuation of a static definition of language as autonomous and pure, as used by a specific group of people whose identity depends on it. Rather, it is the sustainability of languaging that we must encourage.

The difference between maintenance and sustainability is telling in itself. Maintenance refers to activities required to conserve as nearly, and as long, as possible the original condition of something. Language maintenance is thus an effort to retain the language as spoken “originally” by the group, before it came into contact with other languages, before the diaspora came into being. On the other hand, sustainability refers to the capacity to endure, but always in interaction with the social context in which it operates. The concept of sustainability contains in its core the grappling with social, economic and environmental conditions by which systems remain diverse and productive over time. That is, the concept of sustainability is dynamic and future-oriented, rather than static and past-oriented. Language sustainability refers to renewing past language practices to meet the needs of the present while not compromising those of future generations. Thus, the sustainability of languaging is a new copy of the past, a dynamic relocalization in space and time, a fertile performative mimesis that brings us to a creative emergence, a new and generative becoming.

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<sup>1</sup> Excerpted from “From Language Garden to Sustainable Languaging: Bilingual Education in a Global World.” (Garcia, 2011) p. 7.

*Definition/explanation of the term in your own words*

*Examples*

**LANGUAGE  
SUSTAINABILITY vs.  
LANGUAGE  
MAINTENANCE**

*Visual*

*Implications for Classroom Practice*

## EXAMPLE

<i>Definition/explanation of the term in your own words</i>	<i>Examples</i>
<p>This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.</p>	<ul style="list-style-type: none"><li>• Lack of participation in class activities</li><li>• Task avoidance</li><li>• Delayed language development and content mastery</li></ul>
<b>Affective Filter</b>	
<i>Visual</i>	<i>Implications for Classroom Practice</i>
	<p>Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.</p>

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### Linguistic Interdependence<sup>1</sup>

It might seem counter-intuitive to support the use of a child's first language in the process of helping that child achieve to a higher level in an English-language school system. But the benefits of such practices are explained by the concept of linguistic interdependence, which means that the two languages bolster each other and thus the student in his or her acquisition of knowledge. Cummins (1979,1981, 2000) explains linguistic interdependence by saying, "To the extent that instruction in Lx [one language] is effective in promoting proficiency in Lx [the same language], transfer of this proficiency to Ly [the additional language] will occur provided there is adequate exposure to Ly [the additional language]" (Cummins, 2000, p. 38). Cummins (2000), however, does not posit that the child's home language needs to be fully developed before the second language is introduced. Rather, he argues, "the first language must not be abandoned before it is fully developed, whether the second language is introduced simultaneously or successively, early or late, in that process" (p. 25).

Linguistic interdependence is stronger in the case of languages that share linguistic features (such as, for example, Spanish and English) where students can derive interdependence from similar linguistic factors, as well as familiarity with language and literacy practices and ways of using language. Yet, even in cases where the two languages are not linguistically congruent, such as Chinese and English, Chinese-speaking students learning English will benefit academically if they have developed literacy in Chinese because they will understand, for example, that reading is really about making meaning from print and that writing requires the ability to communicate to an unknown and distant audience. In addition, they will have had practice in decoding, a sense of directionality of print, and the mechanics of writing in their own language useful metalinguistic understandings that help orient learners to text in another language.

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<sup>1</sup> Excerpted from: "From English Language Learners to Emergent Bilinguals" Garcia, Kleifgen, and Falchi (2008)

*Definition/explanation of the term in your own words*

*Examples*

**LINGUISTIC  
INTERDEPENDENCE**

*Visual*

*Implications for Classroom Practice*

## EXAMPLE

<i>Definition/explanation of the term in your own words</i>	<i>Examples</i>
<p>This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.</p>	<ul style="list-style-type: none"><li>• Lack of participation in class activities</li><li>• Task avoidance</li><li>• Delayed language development and content mastery</li></ul>
<b>Affective Filter</b>	
<i>Visual</i>	<i>Implications for Classroom Practice</i>
	<p>Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.</p>

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

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### Transfer<sup>1</sup>

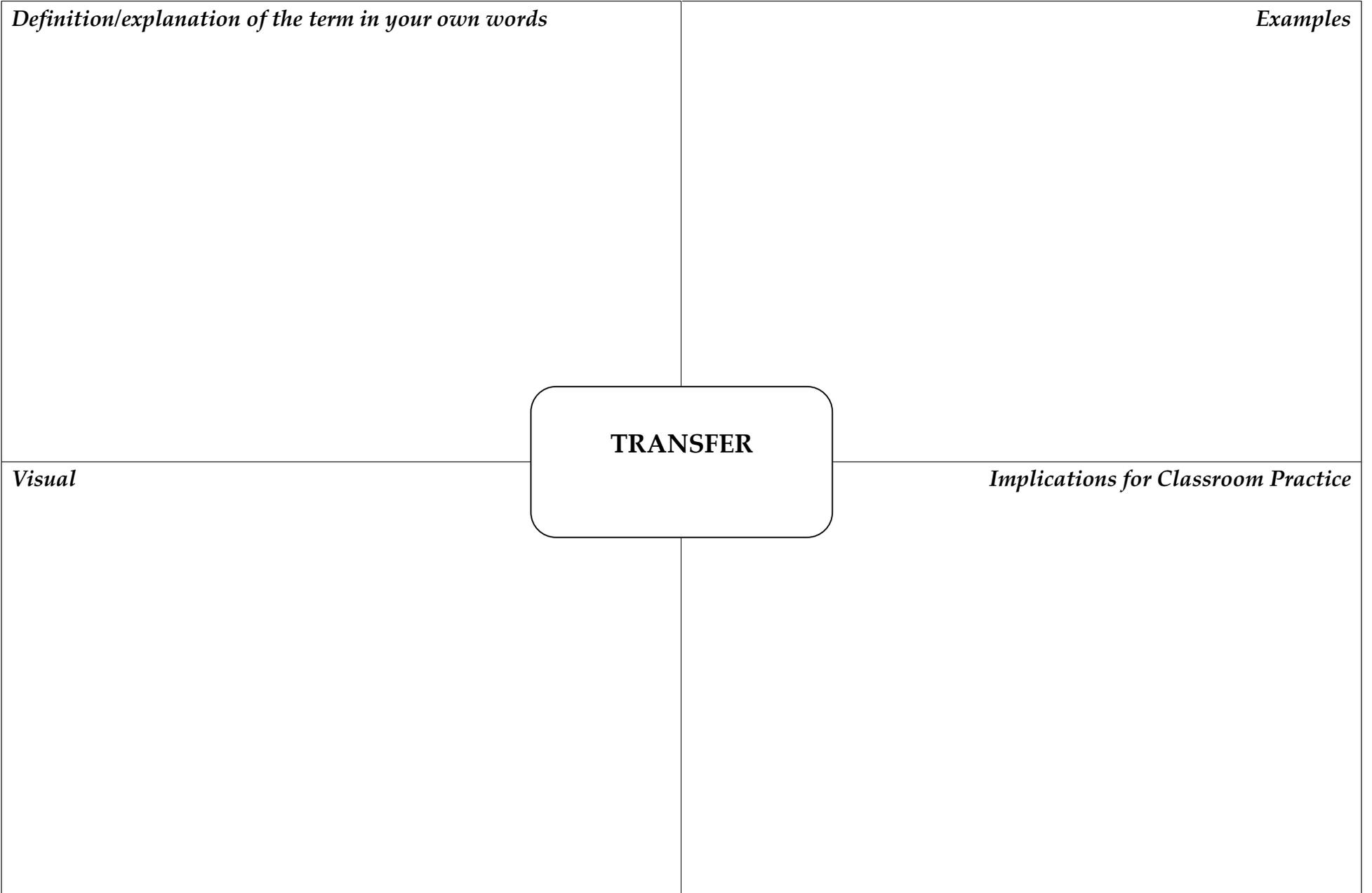
How does learning reading skills in their first language help students read in their second language? Although several explanations are possible, a likely one is based on what educational psychologists and cognitive scientists call “transfer”. Transfer is one of the most venerable and important concepts in education. With respect to English learners, a substantial body of research reviewed by both CREDE and NLP researchers suggests that literacy and other skills and knowledge transfer across languages. That is, if you learn something in one language—such as decoding, comprehension strategies, or a concept such as democracy—you either already know it in (i.e. transfer it to) another language or can more easily learn it in another language.

We do not have a very precise understanding of exactly what transfers across languages, but there are numerous candidates. Phonological awareness might transfer—once you know that words are made up of smaller constituent sounds, you can probably apply that understanding to any language. Decoding skills, as well as knowledge of specific letters and sounds, probably transfer also. The letter *m*, for example, represents the same sound in many languages. But while the concept of decoding probably transfers across alphabetic languages, students will need to learn which rules should transfer and which should not. Spanish, for instance, has no final silent *e* that makes a preceding vowel long. Thus, a Spanish speaker applying Spanish orthographic rules to English words would think the word “tone” has two syllables (since he would pronounce the *e*). In all likelihood, English learners are helped by instruction that points out both what does and does not transfer from their home language to English. Numerous other aspects of reading probably transfer, for example, comprehension skills and knowledge of concepts (background knowledge) that are essential for comprehension.

Transfer of reading skills across languages appears to occur even if languages use different alphabetic systems, although the different alphabets probably diminish the degree of transfer.

....Teachers cannot assume that transfer is automatic. Students sometimes do not realize that what they know in their first language (e.g. cognates such as *elefante* and *elephant*, or *ejemplo* and *example*; or spelling and comprehension skills) can be applied in their second. One researcher puts it this way: “Less successful bilingual readers view their two languages as separate and unrelated, and they often see their non-English language backgrounds as detrimental.” Ideally, teachers should be aware of what students know and can do in their primary language so they can help them apply it to tasks in English.”

<sup>1</sup> Reading excerpted from “Teaching English Language Learners: What the Research Does—and Does Not—Say” (Goldenberg, Claude (2008) in *American Educator*. P. 15-16,



## EXAMPLE

<i>Definition/explanation of the term in your own words</i>	<i>Examples</i>
<p>This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.</p>	<ul style="list-style-type: none"><li>• Lack of participation in class activities</li><li>• Task avoidance</li><li>• Delayed language development and content mastery</li></ul>
<b>Affective Filter</b>	
<i>Visual</i>	<i>Implications for Classroom Practice</i>
	<p>Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.</p>

## CUNY-NYSIEB LEADERSHIP DEVELOPMENT FOR PRICIPALS – KEY TERMS

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### Translanguaging<sup>1</sup>

Bilingual use is not linear, not compartmentalized, not balanced. Rather, bilingualism is dynamic, and perhaps better understood as translingual (Garcia, 2009). Translanguaging refers then not to the use of two separate languages or even the shift of one language or code to the other, since there isn't "a" language. Rather, translanguaging is rooted in the belief that speakers select language features and soft assemble their language practices in ways that fit their communicative needs (Garcia, 2009).

In today's globalised world, the neat use of two or more languages will not longer suffice. Rather, what will be needed will be the ability to engage in fluid language practices and to soft-assemble features that can "travel" across the internet and space to enable us to participate as global citizens in a more just world.

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<sup>1</sup> Excerpted from "From Language Garden to Sustainable Linguaging: Bilingual Education in a Global World." (Garcia, 2011) p. 7.

*Definition/explanation of the term in your own words*

*Examples*

**TRANSLANGUAGING**

*Visual*

*Implications for Classroom Practice*

## EXAMPLE

### *Definition/explanation of the term in your own words*

This theory of Stephen Krashen's states that when students feel anxious or afraid, it actually hinders their language acquisition. Their stress and anxiety become a filter to otherwise comprehensible input.

### *Examples*

- Lack of participation in class activities
- Task avoidance
- Delayed language development and content mastery

### **Affective Filter**

### *Visual*



### *Implications for Classroom Practice*

Teachers must ensure that they provide the necessary scaffolds and supports to make the learning tasks accessible to their emergent bilingual students. It is also their responsibility to ensure that the classroom environment is comfortable and safe for all students.

# PROMOTING A DYNAMIC BILINGUALISM MODEL IN YOUR SCHOOL COMMUNITY

## A Stations Activity

*Directions:* With your group, you will circulate to five different stations, spending approximately ten minutes at each station. At each station, you will read a short scenario detailing the resistance of a key school stakeholder who is struggling and/or is suspicious of the use of the students' home languages in the classroom.

Using the resources provided at each station, you and your fellow group members will **collectively generate a list of talking points that describe the research-based benefits of the dynamic bilingualism model and adequately address the concerns raised by the stakeholders.**

Please note that you will not have time to look at all of each station's resources in detail. Divide the resources among your group members, and share the key points orally.

<p><b><u>STATION 1:</u></b> <b>Talking Points for a Conversation with Monolingual Teachers</b></p>	
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**STATION 2:**  
**Talking Points for a**  
**Conversation with**  
**Students**

**STATION 3:**  
**Talking Points for a  
Conversation with  
Parents/Family Members**

**STATION 4:**  
**Talking Points for a  
Conversation with a  
District Administrator**

**STATION 5:**  
**Talking Points for a**  
**Conversation with**  
**Bilingual/Multilingual**  
**Teachers**

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## **Station 1 Stakeholder Group: Monolingual Teachers**

You've introduced to your teachers the idea of using the students' home languages to support their understanding of content knowledge and English language development. Several of your teachers insist that successful translanguaging can only happen when the teacher speaks a student's home language, and since many of your teachers are monolingual in English, they are uncomfortable with the use of other languages in the classroom and feel ill-equipped to use translanguaging as an instructional strategy.

## Station 2 Stakeholder Group: Students

A group of students has requested a meeting with you. They're concerned about the use of their home languages in the classroom. Their arguments include the following: "I came to this country to learn English!" "I speak Russian with my friends and my family outside of school. When I'm in school, I should be speaking, reading, and writing in English!" "I don't need to spend time reading and writing in Spanish. I already *know* Spanish!" "When I get to college, they aren't going to let me do my work in my home language. I'm going to have to do everything in English! This school should be preparing me for that now."

## **Station 3 Stakeholder Group: Parents/Family**

Parent representatives on the School Leadership Team have shared with you that a vast majority of your emergent bilingual students' parents feel disconnected from the school. Particularly those who speak very little English are at a loss for how to participate in their children's school life. The SLT parent representatives are wondering if you have any solutions to offer.

## **Station 4 Stakeholder Group: District Administrator**

Your district superintendent disagrees with your school's proposed approach regarding the use of the students' home languages in the classroom. She is not sold on translanguaging as a learning strategy. She believes that full English immersion is the most effective way for students to develop English language proficiency. Also, given the high-stakes testing environment and accountability for student achievement on those tests, she does not believe that the teachers should be spending their limited instructional time focusing on home language literacy.

**Station 5 Stakeholder Group:  
Bilingual/Multilingual Teachers who speak the  
home language that is dominant among the  
emergent bilingual student population**

You go to observe a number of teachers who fluently or somewhat fluently speak the home language of the majority of the emergent bilingual student population. None of these teachers are teachers of the native language arts, and in each class there are a few students who speak other home languages. In each class you observe, the teachers explain a concept in English in one-two sentences and then translate it immediately into Spanish in front of the room. This simultaneous translation occurs more or less throughout the entire class period.

## RESOURCE 1A

### Station 1 – Monolingual Teachers

#### Excerpt #1

Adapted from the article, *Primary Language Support*

#### **Accept Students' Contributions in the Home Language during Class Discussions**

If the teacher does not speak the home language of the student, and if no paraprofessional is available, it may be possible to have another student in class who is bilingual translate for the emergent bilingual student. Teachers do need to be careful not to over-rely on other students as translators, though allowing one student to translate for another on occasion is a wonderful way to acknowledge and value that student's bilingual skills.

#### Excerpt #2

Adapted from the article, *Primary Language Support*

#### **Label the Classroom in English and the Students' Home Language(s)**

An effective language and literacy strategy is to label classroom objects with word cards (e.g. door, desk, chair, computer, clock, pencil sharpener). Teachers can make these labels bilingual or multilingual, in keeping with the languages spoken by emergent bilingual students in the classroom. This exercise is particularly effective if the students help make the labels. These labels not only help students learn the names of classroom objects in English but also support the students' home language literacy and send students the message that their native language is valued as a resource for learning in the classroom (Freeman & Freeman, 1994). If the teacher and paraprofessional do not know the home language(s) of the students, the labels could be made by students with more advanced bi-literacy skills or by a parent or community volunteer. Another option is for the teacher to look up the translations in a bilingual dictionary or on-line translation tool and then check with the students (or parents or bilingual staff member) to ensure that they are correct.

## RESOURCE 1B

### Station 1—Monolingual Teachers

#### Excerpt #3

Adapted from the article, *Primary Language Support*

#### **Other Home Language Instructional Wall Displays**

Effective teachers use the classroom walls to display and celebrate student work and to display instructional resources, such as charts and posters that relate to themes or content about which they are learning. Teachers can easily add to or modify these displays to provide information in the home language(s) of their emergent bilingual students. Many commercially made charts, posters, and other displays are available in multiple languages. For those that are not, teachers can add home language labels to English posters. If the teacher does not speak the home language(s) of the emergent bilinguals in the class, he/she could enlist the help of a biliterate paraprofessional, volunteer, or student. When referring to these bilingual/multilingual displays during instruction, the teacher could call on his/her emergent bilingual students to read aloud the texts in the home language(s) before discussing the displays in English.

#### Excerpt #4

Adapted from the article, *Primary Language Support*

#### **Use the L1 to Support Writing in English**

Even if the teacher does not speak the home language(s) of the students, he or she can still allow them to use their home language when beginning to write in English. Prewriting activities may be easier for emergent bilingual students to do first in their home language, with the help of a bilingual paraprofessional or peers who can talk with them and help them brainstorm ideas. If the student can write in his/her home language, he/she could use it to create graphic organizers, such as word webs, or create outlines. In some instances, it may even be appropriate to allow students to write their first draft in their home language. The teacher can provide assistance as needed with vocabulary when they begin to write in English.

## RESOURCE 1C

### Station 1—Monolingual Teachers

#### Excerpt #5

Adapted from the article, *Primary Language Support*

#### **Provide Bilingual Dictionaries**

Bilingual dictionaries can be an important resource for emergent bilingual students who are literate in their home language. Schools should have a collection of dictionaries for students who do not already have their own. Simply having the dictionaries, however, is not enough. Teachers will need to show students how to use them and encourage their use when appropriate. The dictionary is also a resource for teachers who do not speak the students' home language(s). These teachers can look up words in English and point to the translation for the students. For example, a teacher who is reading with a small group of students notices that one of her Korean emergent bilingual students does not know the meaning of the word *uncle*, which appears in the book. The teacher could quickly look up the word *uncle* in the student's dictionary and point to the translation. The teacher does not need to know how to read Korean, or any other non-English language for that matter, to look up words in a bilingual dictionary.

Bilingual picture dictionaries are also an excellent resource. Many are organized by topic (body parts, family members, food, clothing, classroom, doctor's office, etc.) and provide illustrations with numbered objects. The numbers correspond to a list of vocabulary words below the picture in the two languages. The popular *Oxford Picture Dictionaries*, published by Oxford University Press are available in 12 bilingual editions: Arabic, Brazilian Portuguese, Cambodian (Khmer), Chinese, Haitian, Japanese, Korean, Polish, Russian, Spanish, Thai, and Vietnamese. Teachers who are familiar with these dictionaries can coordinate them with classroom themes and lessons.

Electronic bilingual and multilingual dictionaries or translation devices offer another resource. These handheld devices contain thousands of words. The user types a word or phrase on a small keyboard and then pushes a button to bring up the translation. Some models also have a speaker that provides a pronunciation of the word. The dictionaries are available in many languages. During oral conversations, an emergent bilingual student may hear a word he or she does not know the meaning of and would like to look up. But if the student also does not know how the word is spelled, the teacher or another student in the conversation could, with the student's permission, type in the word for the student to retrieve the translation. Newer models of translation devices may make the typing step unnecessary. These models have built-in voice recognition. Students (or teachers) can simply see a word in one language, and the device will display and speak the translation.

The role of bilingual dictionaries in the language classroom is a subject of debate, with some educators concerned that students will rely on them, rather than using other vocabulary-learning strategies such as figuring out the meaning of words based on context, or even using an English-only dictionary. Educators tend to agree, however, that some bilingual-dictionary use, particularly for emergent bilinguals with lower levels of English proficiency, is beneficial. As with any scaffold, to be effective, bilingual dictionary use should be gradually removed as the student gains English language proficiency. However, even advanced emergent bilinguals should be allowed to access dictionaries when needed because a bilingual dictionary can help them find the right words in English to express their thoughts.

## RESOURCE 1D

### Station 1—Monolingual Teachers

#### Excerpt #6

Adapted from the article, *Primary Language Support*

#### **Students Helping Students**

Students who are proficient in both English and their home language are an excellent source of home language support for their peers, but teachers must facilitate student collaboration in an appropriate and effective manner. When a newcomer student arrives with little or no English proficiency, teachers can assign him/her a buddy who can speak his/her home language. This buddy can help orient the new student to the classroom and school routines. The teacher can make seating arrangements so that newcomers are seated next to or in a table group with a bilingual student to make it easier for them to ask for quick clarifications and assistance when needed. Teachers can also pair up beginners with more advanced students who can help guide them through the required tasks.

Teachers must be careful, however, that newly arrived students do not rely on their bilingual buddies to the extent that the buddies are just translating for them all day. This is a form of concurrent translation and therefore would not be effective in helping the new ELL Learn English. Teachers need to establish clear guidelines to ensure that the buddy's own learning is not disrupted and the beginning emergent bilingual student does not become overly dependent.

**RESOURCE 2A**  
**Station 2—Students**

**The Bilingual Brain Is Sharper and More Focused, Study Says**

*The Wall Street Journal* online

April 30, 2012

The ability to speak two languages can make bilingual people better able to pay attention than those who can only speak one language, a new study suggests.

Scientists have long suspected that some enhanced mental abilities might be tied to structural differences in brain networks shaped by learning more than one language, just as a musician's brain can be altered by the long hours of practice needed to master an instrument.

Now, in a study published in the Proceedings of the National Academy of Sciences, researchers at Northwestern University for the first time have documented differences in how the bilingual brain processes the sounds of speech, compared with those who speak a single language, in ways that make it better at picking out a spoken syllable, even when it is buried in a babble of voices.

That biological difference in the auditory nervous system appears to also enhance attention and working memory among those who speak more than one language, they say.

"Because you have two languages going on in your head, you become very good at determining what is and is not relevant," says Dr. Nina Kraus, a professor of neurobiology and physiology at Northwestern, who was part of the study team. "You are a mental juggler."

In the new study, Kraus and her colleagues tested the involuntary neural responses to speech sounds by comparing brain signals in 23 high school students who were fluent in English and Spanish to those of 25 teenagers who only spoke English. When it was quiet, both groups could hear the test syllable — "da" — with no trouble, but when there was background noise, the brains of the bilingual students were significantly better at detecting the fundamental frequency of speech sounds.

"We have determined that the nervous system of a bilingual person responds to sound in a way that is distinctive from a person who speaks only one language," Kraus says.

Through this fine-tuning of the nervous system, people who can master more than one language are building a more resilient brain, one more proficient at multitasking, setting priorities, and, perhaps, better able to withstand the ravages of age, a range of recent studies suggest.

Indeed, some preliminary research suggests that people who speak a second language may have enhanced defenses against the onset of dementia and delay Alzheimer's disease by an average of four years, as WSJ reported in 2010.

The ability to speak more than one language also may help protect memory, researchers from the Center for Health Studies in Luxembourg reported at last year.

After studying older people who spoke multiple languages, they concluded that the more languages someone could speak, the better: People who spoke three languages were three times less likely to have cognitive problems compared to bilingual people. Those who spoke four or more languages were five times less likely to develop cognitive problems.

Not so long ago, people worried that children who grew up learning two languages at once were at a developmental disadvantage compared with those who focused on only one.

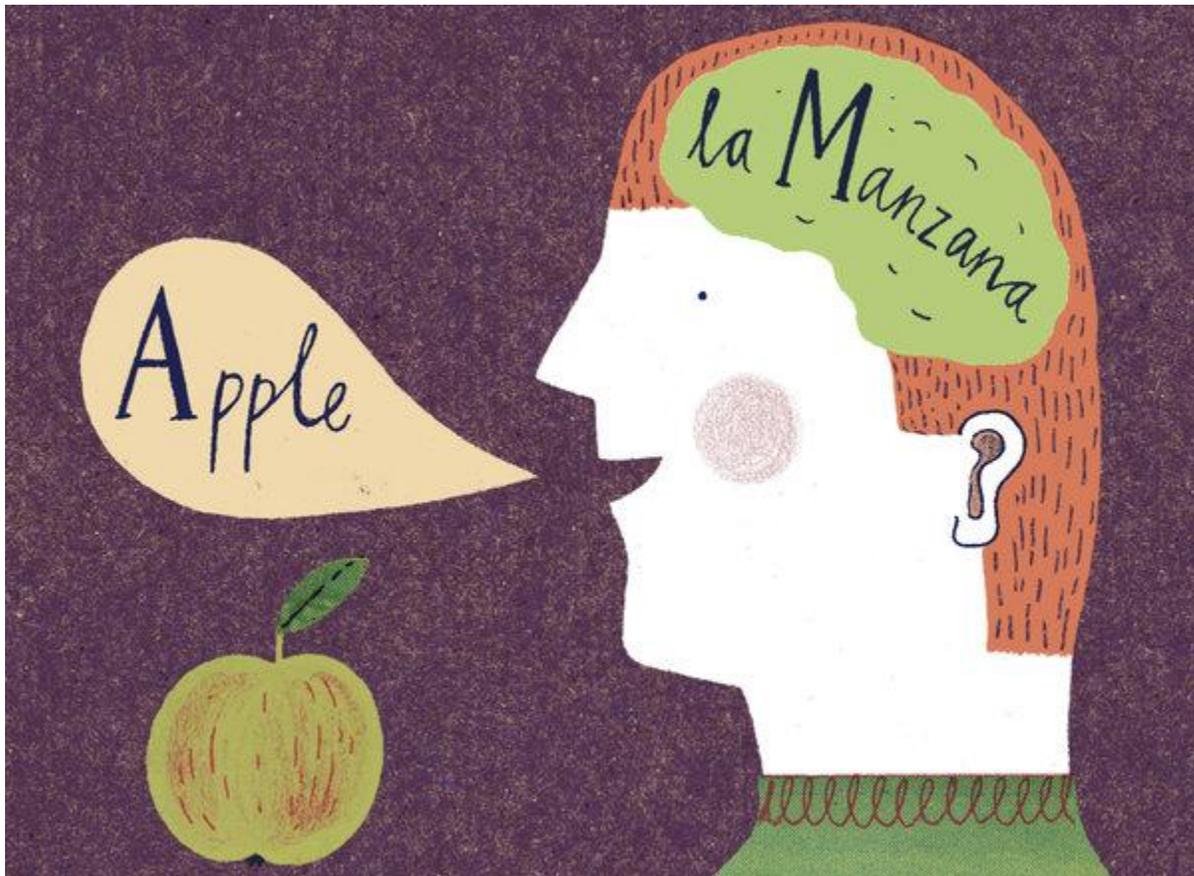
New research suggests that even babies have little trouble developing bilingual skills.

Researchers at the University of British Columbia's Infant Studies Centre reported that babies being raised in a bilingual family show from birth a preference for each of the native languages they heard while still in the womb and can readily distinguish between them.

Moreover, bilingual infants appear to learn the grammars of their two languages as well as babies learning a single language, even when the two languages are as different from one another as English and Japanese, or English and Punjabi.

**RESOURCE 2B**  
**Station 2--Students**

**Why Bilinguals Are Smarter**



Harriet Russell

By [YUDHIJIT BHATTACHARJEE](#)

March 18, 2012

<http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html>

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy

makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In [a 2004 study](#) by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals have to switch languages

quite often — you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompea Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In [a 2009 study led by Agnes Kovacs](#) of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism’s effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer’s disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

*Yudhijit Bhattacharjee is a staff writer at Science.*

**RESOURCE 3A**  
**Station 3—Parents**

**Provide Native Language and Dual Language Books for  
At-Home Reading Programs**

(excerpted from p. 279 of *Primary Language Support*)

Teachers encourage their students to read at home and encourage parents to read with their children. Many ELLs, however, come from low-income homes with few books. Also, many parents of ELLs do not read English well, if at all, and thus have difficulty reading aloud to their children English books brought home from school. To solve this problem, teachers can obtain a collection of books in the native language of their ELLs and create a classroom lending library of books children can check out to read at home. Reading is reading. For ELLs, reading or being read to at home in the native language promotes literacy development. Sending home native language books allows parents of ELLs to participate in their children's education. Along with the linguistic and literacy skills that can transfer from L1 to English is the enjoyment of reading, the development of life-long readers, and a model of parents as fluent readers.

In dual language books the text of the two languages may appear one above the other or side by side or on opposite pages. These books can be very useful because teachers, students, and students' family members can read either the English or the native language text or both in the same book. Recordings can be sent home along with the book in both languages or better yet, the teacher could send home a blank, tape or a digital audio recorder for a family member to record the book in the native language. Having the two languages side-by-side does not necessarily recreate the problem of concurrent transition in print, because the students do attend to the English language text and the L1 text provides support to make the English text comprehensible.

Native and dual language books are easy to find. Many school libraries and most public libraries have non-English collections. Spanish-language books, including dual language books can be ordered through book clubs, such as Scholastic's Club Leo, or purchased from a book store. Children's books in languages other than Spanish and English can be ordered on-line through booksellers such as Amazon or companies that specialize in foreign language books for schools. Shen's Books ([www.shens.com](http://www.shens.com)), for example, carries native and dual language children's books in over 25 different languages. A simple Google search for "children's books" and the name of the language you are looking for will usually return a surprising number of relevant resources.

**RESOURCE 3B**  
**Station 3—Parents**

## **Student-Created Dual Language Books**

(excerpted from p. 279-280 of *Primary Language Support*)

Students can also create their own dual language books. A good example is a project by students at Thornwood Public School, an elementary school near Toronto, Canada, who created dual language books in 17 languages with assistance from family, friends, teachers, and older ESL students in the school. These dual language books are featured on their Website ([thornwood.peelschools.org/Dual/](http://thornwood.peelschools.org/Dual/)). Thornwood has a multilingual student body representing over 40 languages and cultural groups from all over the world. The project got started when six of the school's classroom and ESL teachers, in partnership with faculty at local universities, began collaborating to find effective ways to address the literacy-learning needs of their ESL students by forging stronger home-school connections.

Key to their efforts are activities drawing on the strengths of students' and their families' native languages through the creation and use of dual language books and recordings. A statement on the group's Web site explains the rationale for this project:

*We believe that reading in any language develops reading ability. We want to engage parents in reading with their children at home and to encourage discussion and the sharing of their experiences and realities. As a result, the group decided to create dual language book bags comprising of dual language books and multilingual audiotapes for use at school and at home. Non-English speaking parents could enjoy reading the stories to their children in their own language and elaborating on the ideas, values, skills, and concepts introduced in this "expanded" home literacy program. Student/ parent/community volunteers would record the multilingual stories on audiocassette. Through the use of audiocassettes, ESL students and parents would be exposed to basic English vocabulary, grammatical structures, and conventions of text.*

*Promoting literacy development in the ESL student's first language will facilitate the acquisition of literacy in English. Accessing prior knowledge through the use of their first language provides the framework for new learning.*

The site also offers links to research and other relevant sources, including an article written by the teachers with Jim Cummins published in *Educational Leadership* (see Recommended Reading). Thornwood's efforts illustrate the possibilities for PLS even in schools that are highly multilingual and where teachers do not know all the languages spoken by their students.

**RESOURCE 3C**  
**Station 3—Parents**

**Send Home Letters in the Students' Native Languages**

(excerpted from p. 280 of *Primary Language Support*)

Many effective teachers send home monthly or weekly letters to parents describing what students are learning in class, suggesting ways parents can help and reporting other classroom news. For ELL students, these letters could be sent home in their native language, preferably with English on one side and the native language on the other. Some parents may not be able to read in their LI but can find someone who can either read the LI version to them or translate the English for them. Many schools employ bilingual community workers or liaisons who can assist teachers with translation of letters like these, and some districts even maintain a translation office where such assistance can be provided.

Another often overlooked source is the teacher's guides for major curriculum programs, some of which include monthly letters in several different languages that can be sent home. These letters explain what students will learn in the next month, with suggestions on ways parents can help at home. Teachers can simply copy these letters and send them home.

**RESOURCE 3D**  
**Station 3—Parents**

## **Seek Bilingual Parent or Community Volunteers**

(excerpted from p. 282 of *Primary Language Support*)

A final source for Primary Language Support (PLS) is to seek out bilingual volunteers who can help out on occasion in the classroom. Even assistance of just an hour or so a week can go a long way.....Many schools have active parent volunteers and some of these parents may be bilingual in English and one of the languages spoken by ELLs in the school. If no parent volunteers are available for a particular language, schools may be able to find volunteers through community-based organizations, particularly those that serve ethnic communities. Another source of bilingual volunteers is through service learning programs in high schools, colleges, and universities.

When volunteers can be found, teachers should plan ahead to maximize the use of their time, keeping, for example, a running list of concerns or questions for them to address the next time they come in to work with the students. Also, the teacher should save any work the students had difficulty completing in class and provide instructional materials the volunteers can use to re-teach difficult concepts in the students' native language. Teachers should also set up a system that allows the volunteers to report back to the teacher the students' progress and provide feedback.

**RESOURCE 3E**  
**Station 3—Parents**

**Research Supporting the Importance of Parent Involvement among  
Bilingual Students**

**Excerpt from the article, *From English Language Learners to Emergent Bilinguals* (2008)  
Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi, p. 43**

Both folk wisdom and research over the years have supported the notion of parental involvement in their children's schooling, the premise being that several caring adults (school personnel and family members), working together, can accelerate their learning. It is "the mantra of every educational reform program" (Gonzalez, 2005, p. 42), including the current NCLB legislation, which requires schools to reach out to parents and involve them in their children's education. Research has shown the benefits of such collaboration: parent involvement leads to better attendance, higher achievement, improved attitudes about learning, and higher graduation rates. In addition, of particular importance for this review, children from minority and low-income families gain the most from parent involvement (Epstein, 1990; Henderson, 1987; Henderson & Berla, 1994; Henderson & Mapp, 2002; Hidalgo, Siu, & Epstein, 2004; Jordan, Orozco, & Averett, 2001). A meta-analysis conducted by Jeynes (2005) of 41 studies involving urban elementary schools demonstrates a significant relationship between parental involvement and academic achievement; this relationship holds for whites and minorities as well as for both boys and girls. Jeynes found positive effects for secondary school students, as well, in his meta-analysis of 52 such studies (Jeynes, 2004/2005).

**RESOURCE 3F**  
**Station 3—Parents**

## **Tapping into the “Funds of Knowledge” of Families and Communities**

**Exerpt from the article, *From English Language Learners to Emergent Bilinguals* (2008)  
Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi, p. 43**

Research has demonstrated variation in ways of knowing among families from different backgrounds. Philips's (1983) classic work on the Warm Springs Indian reservation in Oregon showed that Indian children learn participation structures at home that are different from the participation structures in the school, resulting in white teachers' misinterpreting the children's turn-taking behaviors and other ways of speaking. Heath (1983) demonstrated how practices in the home sometimes clash with school practices. In her research describing the home-school relationship of three communities in the Piedmont Carolinas: Maintown (representative of the middle class) and Trackton and Roadville, representing working-class black and white mill communities, respectively. Literacy activities in the working-class communities differ from the literacy taught in schools, which represent middle class "ways with words." Heath (1983) argues that literacy is practiced in all three communities in situations with rich mixtures of orality and literacy; but that teachers often fail to recognize and build upon the literacy practices of some communities, particularly those most marginalized in the larger society.

Other studies have shown how teachers can learn about communication patterns in the home, which can be adapted for improved learning opportunities in the classroom. For example, Rosebery, Warren, and Conant (1992) found that native speakers of Haitian Creole use certain discursive practices that are culturally congruent with the discourse of argumentation in science, thus demonstrating how the home language can be a resource rather than an impediment for learning, as is often assumed.

In a similar vein, Au (1993) described efforts to meet the needs of native Hawaiian children, with particular attention to children's reading development, when the participation structure of reading lessons maintains a close fit with the discourse of talk-story, part of the Hawaiian storytelling practice. These and similar studies show that, working with parents, teachers can effectively draw on family and community linguistic and other knowledge to guide students towards educational attainment.

### **Exclusion of community funds of knowledge.**

Many educators still consider family practices to be barriers to student achievement. For example, parents are often exhorted to "speak English at home," in the mistaken belief that

this will improve their children's English at school. This advice, while well intentioned, devalues the home language and at the same time encourages inconsistent, often poor; "linguistic input" from nonnative speaking parents (see Ross & Newport, 1996). In a major effort to counteract the stigmatization of families of emergent bilingual children, a group of anthropologists from the University of Arizona have developed a program of research, spanning nearly two decades, on "funds of knowledge" for schooling (e.g., Greenberg, 1989, 1990; Gonzalez, Moll, & Amanti, 2005; Moii, Amanti, Neff, & Gonzalez, 1992; Moll & Greenberg, 1990).

The concept of "funds of knowledge" refers to different strategies and ways of knowing needed for a household to function effectively. It is based on the notion that everyday practices, including linguistic practices, are sites of knowledge construction and that these resources can be brought into the classroom. These scholars' program of research has focused on teachers' visits to the homes of Latino families to learn about a variety of skills that they possess, such as carpentry, mechanics, music, knowledge about health and nutrition, household and ranch management, and extensive language and literacy skills and practices. Lopez (2001) describes parents' efforts at teaching their children the value of hard work, a value that is transferable into academic life. The central communicative resource children learn at home is the home language, and their first exposures to print include "local literacies" such as Bible reading, reading and writing family letters, record-keeping, and following recipes (Delgado-Gaitan & Trueba, 1991; Mercado, 2005b).

## RESOURCE 4A

### Station 4—District Administrator

## Learning Theories and Their Support of Using the Home Language

(Exerpt from the reading, *Primary Language Support--Theories and Research Supporting the Use of PLS*)

Several learning theories in general and language-learning theories in particular support the concept of Primary Language Support (PLS). A few research studies have been conducted on PLS, all of which found it to be an effective strategy for helping ELL students learn English and academic content through English.

PLS is consistent with Stephen Krashen's (1985) input hypothesis and its associated notion of comprehensible input ( $i+1$ ). When PLS is used properly, it can lower students' affective filters and thus provide students with greater access to comprehensible input.

Schemata theory also incorporates primary language support. By building students' background knowledge and activating their prior knowledge through their first language, PLS activates their schema, and thus the students are better prepared to learn more about the topic in their second language. As explained by Sharon H. Ulanoff and Sandra L. Pucci (1999):

*Second language learners can make use of what they know in their native language to better understand what they are learning in English. When used appropriately, the primary language assists in promoting meaningful learning, which further builds the network of schemata available to the second language learner. The connections made between the students' first and second languages thus serve to facilitate new learning (p.320).*

PLS is also a form of scaffolding. According to Lev Vygotsky's (1978) theories of social interaction and cognitive development, students need to work within their zone of proximal development (ZPD) to acquire new knowledge. The ZPD marks the area between what students now can do on their own and what they can potentially learn and do with expert guidance from a teacher or more knowledgeable peers. The supports that teachers or others provide within the ZPD are scaffolds. The use of the students' native language provides substantial support, as new concepts are introduced. Once students understand a particular concept, the scaffold (PLS) used to present that concept is removed and students are left better prepared to learn the new concepts through English. Further scaffolding through PLS is provided each time new concepts are introduced.

PLS is featured prominently in the Sheltered Immersion Observation Protocol (SIOP). Item 19 of the SIOP calls for ample opportunities for students to clarify key concepts in L1 as needed with an aide, peer, or L1 text. As explained by the authors of the SIOP:

*Best practice indicates that English learners benefit from opportunities to clarify concepts in their native language (L1). Although sheltered instruction involves teaching subject-matter material in English, students are given the opportunity to have a concept or assignment explained in their L1, as needed ... We believe that clarification of key concepts in students' L1 by a bilingual instructional aide, peer, or through the use of materials written in the students' L1 provides an important support for the academic learning of these students who are not yet fully proficient in English. (Echevarria, Vogt Short, 2007, pp. 106-107)*

Even those opposed to bilingual education recognize the need for PLS in non-bilingual programs. Keith Baker (1998), a long-time opponent of bilingual education, agrees that PLS can maximize the effectiveness of instruction and has suggested that 10-30% of instruction time in SEI<sup>1</sup> classrooms should be reserved for PLS. He points out that PLS makes the students more comfortable and helps them get through difficult communication problems with teachers more quickly. It also motivates students and boosts their self-esteem.

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<sup>1</sup> Sheltered English Immersion

## RESOURCE 4B

### Station 4—District Administrator

#### Research Demonstrating the Value of Previewing and Reviewing Material in Students' Home Languages

(Excerpt from the reading, *Primary Language Support--Theories and Research Supporting the Use of PLS*)

Sharon Ulanoff and Sandra Pucci [1999] conducted an experimental study in a 3rd grade bilingual (Spanish-English) classrooms in a Los Angeles area school. They found empirical evidence that PLS (Primary Language Support)--when provided appropriately--is effective in helping ELL students acquiring new vocabulary in English. The study used a pretest/post-test design with a vocabulary test based on words from the picture book *The Napping House*. Students in all three classes were given the pretest, and then the classrooms were randomly assigned to one of three groups. Group 1, the control group, received no PLS; Group 2 received concurrent translation; and Group 3 received PLS in the form of preview-review<sup>2</sup>.....After administering the posttest, Ulanoff and Pucci found that the students in Group 3 (preview-review) acquired more new vocabulary words in English than did the students in the other two groups.

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<sup>2</sup> The Preview/Review strategy involves having a teacher, classroom volunteer or aide having a brief discussion with students in their home language before a lesson or reading to build background knowledge related to the topic to be read about or discussed. After the lesson or reading (conducted in English), the teacher, aide, or volunteer briefly reviews with the students in their home language the key concepts discussed or read about. He she also asks students comprehension questions in their native language to assess their understanding.

## RESOURCE 4C

### Station 4—District Administrator

#### **Summary of Research and Arguments for the Use of Primary Language Support in the ELL classroom**

(Excerpt from the reading, *Primary Language Support--Theories and Research Supporting the Use of PLS*)

Primary language support (PLS), when provided properly, can maximize ELLs' comprehension of English language instruction and thus help the students acquire English more quickly and effectively. PLS is consistent with a variety of learning and language learning theories, and researchers have documented evidence of its effectiveness as an instructional strategy for ELL students. Concurrent translation and replacing written English text with oral LI translation are ineffective ways of providing PLS. More effective ways of providing PLS include strategies that (1) enable ELLs to quickly grasp concepts they were struggling to learn in English, (2) prepare students to attend to English instruction or print in order to receive greater amounts of comprehensible input, (3) lower students' affective filters, (4) enable ELLs to interact at greater levels with their teacher and peers, and (5) enable teachers to assess the level of their students' comprehension of instruction in English. PLS sends students a strong message that even in an English-medium classroom, their native language is valued and is a viable resource for learning. This message creates a very positive environment for ELL students conducive to effective language and content-area teaching and learning.

## RESOURCE 4D

### Station 4—District Administrator

# Important Theoretical Constructs for Understanding the Value of Home Language Use in the ELL classroom

Excerpt from the reading, *From English Language Learners to Emergent Bilinguals* (2008) Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi, p. 27

It might seem counter-intuitive to support the use of a child's first language in the process of helping that child achieve to a higher level in an English-language school system. But the benefits of such practices are explained by the concept of **linguistic interdependence**, which means that the two languages bolster each other and thus the student in his or her acquisition of knowledge. Cummins (1979,1981,2000) explains linguistic interdependence by saying, "To the extent that instruction in Lx [one language] is effective in promoting proficiency in Lx [the same language], transfer of this proficiency to Ly [the additional language] will occur provided there is adequate exposure to Ly [the additional language]" (Cummins, 2000, p. 38). Cummins (2000), however, does not posit that the child's home language needs to be fully developed before the second language is introduced. Rather, he argues, "the first language must not be abandoned before it is fully developed, whether the second language is introduced simultaneously or successively, early or late, in that process" (p. 25).

Linguistic interdependence is stronger in the case of languages that share linguistic features (such as, for example, Spanish and English) where students can derive interdependence from similar linguistic factors, as well as familiarity with language and literacy practices and ways of using language. Yet, even in cases where the two languages are not linguistically congruent, such as Chinese and English, Chinese-speaking students learning English will benefit academically if they have developed literacy in Chinese because they will understand, for example, that reading is really about making meaning from print and that writing requires the ability to communicate to an unknown and distant audience. In addition, they will have had practice in decoding, a sense of directionality of print, and the mechanics of writing in their own language--useful metalinguistic understandings that help orient learners to text in another language.

A related theoretical construct is that of the **common underlying proficiency** (Cummins, 1979, 1981 ), which posits that knowledge and abilities acquired in one language are potentially available for the development of another. Researchers have consistently found that there is a cross-linguistic relationship between the students' first and second language, and proficiency in the native language is related to academic achievement in a second language (Riches & Genesee, 2006). This is particularly the case for literacy. Lanauze and Snow (1989), for example, found that emergent bilinguals, even those students who were not yet orally proficient in their second language, exhibited similar complexity and semantic content in their writing in their first and second languages.

## RESOURCE 4E

### Station 4—District Administrator

#### **Empirical Evidence Supporting the Use of Home Language in the ELL classroom**

Excerpt from the reading, *From English Language Learners to Emergent Bilinguals* (2008) Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi, p. 28 and 29

Around the world, there is near consensus among researchers that greater support for a student's native language development and academic development in that language are "positively related to higher long-term academic attainment by LEP pupils" (Ferguson, 2006, p. 48). Because in the United States the notion of bilingual education itself is so politically loaded, research about the question of whether bilingual education or monolingual, English-only education works best for these emergent bilinguals is often contradictory. Nevertheless, and on balance, there is much research support for the positive effects of bilingual education over monolingual education for these children.

...In fact, several large-scale evaluations (Ramirez, 1992; Thomas and Collier, 1997) demonstrate that using the home language in instruction benefits language minority students. For instance, the Ramirez study (1992) was a longitudinal study of 554 kindergarten to sixth grade Latino students in five states (New York, New Jersey, Florida, Texas, and California) who were in English-only structured immersion programs, in traditional early-exit programs, and in late-exit developmental bilingual programs. In this study, two-way dual language education programs were not evaluated. The results of the Ramirez study favored late-exit developmental bilingual programs, that is, programs that use bilingual students' home languages for at least five to six years. Although there were not differences between programs among students in the third grade, by sixth grade students in late-exit developmental programs were performing better in mathematics, English language arts, and English reading than students in other programs.

Collier (1995) stresses that four factors are important for the equitable and successful education of emergent bilinguals: (1) a socio-culturally supportive environment, (2) the development of the students' first language to a high cognitive level, (3) uninterrupted cognitive development, which best occurs through education in the first language, and (4) teaching the second language with cognitively complex tasks. Thomas and Collier (1997) provide evidence that development of first-language skills provides a sound foundation for subsequent academic success in and through English as a second language. They state:

*"The first predictor of long-term school success is cognitively complex on-grade level academic instruction through students' first language for as long as possible (at least through grade 5 or 6) and cognitively complex on-grade level academic instruction through the second language (English) for part of the day. (p 15).*

## RESOURCE 4F

### Station 4—District Administrator

#### Effects of English Only Legislation on ELL Achievement—What the Research Says

Excerpt from the reading, *From English Language Learners to Emergent Bilinguals* (2008)  
Ofelia Garcia, Jo Anne Kleifgen, and Lorraine Falchi, p. 31

What have been the effects on achievement in states where bilingual education has been banned and all ELL students are in English-only programs? It seems that in California, Arizona, and Massachusetts, changes to English-only instruction have not improved the education of ELLs. Crawford (2006) summarized some of the key studies emanating from these states as follows:

- A five-year study commissioned by the California legislature found no evidence that all-English immersion programs had improved academic outcomes for English learners in the state. In 2004-05, only 9% of these students were reclassified as fluent in English--a rate that was virtually unchanged since the year before passage of the English-only law (California Department of Education, 2005).
- Researchers at Arizona State University reported that 60% of English learners in Arizona made "no gain" in English in 2003-04, while 7% actually lost ground; all were enrolled in English-only programs (Mahoney, MacSwan, & Thompson, 2005). Another ASU study (Wright & Pu, 2005) found that the academic achievement gap between English learners and other students in Arizona was widening.
- In Massachusetts, more than half of the ELL students were still limited in English after three years in structured English immersion classrooms (Sacchetti & Tracy, 2006).

## RESOURCE 5A

### Station 5— Bilingual/Multilingual Teachers

#### **Ineffective Ways to Provide PLS: Translation and Substituting Written English Text with Oral L1 Translation**

(excerpted from p. 274-5 of *Primary Language Support*)

##### **Ineffective and Effective Ways to Provide PLS**

Providing Primary Language Support (PLS) is easiest when the teacher or a classroom paraprofessional can speak the native language of the students. But even when neither can and even when there are multiple languages within the same classroom, there are still ways teachers can provide effective PLS. Some methods of PLS, however, are ineffective. PLS is ineffective when it inhibits rather than supports the students' efforts to obtain comprehensible input from oral or written English.

##### **Translation**

The worst use of students' native language or languages in the classroom is concurrent translation, also referred to as direct translation. Either the teacher speaks first in English and then repeats everything in the students' native language or a paraprofessional translates everything the teacher says. When students hear a translation, they have no need to attend to the English and thus they acquire little English. In the study by Ulanoff and Pucci, the group that received concurrent translation acquired fewer English vocabulary words than the preview-review<sup>1</sup> group and also fewer than the group that received no PLS.

##### **Substituting Written English Text with Oral L1 Translation**

Another ineffective use of PLS is to substitute text written in English with oral L1 translation. During reading instruction, for example, rather than reading the actual words on the page of a book written in English, the teacher or paraprofessional translates the book aloud as if it were written in the students' L1. All students hear is the translation. They make no connection with the written English words on the page. The same problem occurs when teachers or paraprofessionals point to words on a worksheet in English and simply translate them aloud. Under these circumstances, there are no attempts to have the students engage with the text in English. The instructional construct is changed from reading in English to listening comprehension in the native language. Students are unlikely to acquire any English, since no English is presented for them to comprehend. Furthermore, it is very confusing for students to look at sentences written in English but then hear them spoken in a different language.

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<sup>1</sup> This strategy is described in Resource 5c in this station.

## **RESOURCE 5B**

### **Station 5— Bilingual/Multilingual Teachers**

#### **Questions to Ask for Determining Effective Home Language Support**

(excerpted from p. 272-3 of *Primary Language Support*)

The following questions can be used as a guide to determine whether a PLS strategy or technique is effective:

1. Does the strategy allow the ELL student to quickly grasp a concept that was previously inaccessible when taught or explained only in English?
2. Does the strategy prepare the ELL to attend to instruction or print in English and receive greater amounts of comprehensible input?
3. Does the strategy lower the affective filter of ELLs and thus allow greater amounts of comprehensible input?
4. Does the strategy enable greater interaction between the ELL student and others in the classroom for social and academic purposes?
5. Does the strategy enable the teacher to determine the ELL students' understanding of content taught in English?

## RESOURCE 5C

### Station 5— Bilingual/Multilingual Teachers

#### Preview-Review Strategy

(excerpted from p. 273 of *Primary Language Support*)

Researchers have found preview-review to be one of the most effective forms of Primary Language Support (PLS) (Freeman & Freeman, 2000, 2008; Ulanoff & Pucci, 1999). Preview-review takes just a few minutes before and after a lesson or read-aloud and maximizes students' comprehension in English. If the teacher cannot speak the students' native language or language, preview-review may be provided by a bilingual paraprofessional or classroom volunteer.

Preview involves having a brief discussion with students in their native language to activate prior knowledge or build background knowledge related to the book to be read or lesson to be taught. For example if a teacher is doing a unit on plants, he or she asks students in their L1 everything they know about plants and guides the discussion to cover the key ideas that will be taught in English. For a read-aloud, the teacher activates prior knowledge about the topic of the book and builds background knowledge by discussing the cover, doing a picture walk to help students understand the characters and settings and allow them to make predictions about what they think will happen. Teachers can also use the student's L1 with other pre-reading strategies. After this preview, the teacher presents the lesson or reads the book in English, using appropriate sheltered strategies and techniques. Next, the teacher or paraprofessional briefly reviews with the students in their L1 the key ideas in the lesson or asks comprehension questions about the book read. This discussion and students' answers will reveal how much of the instruction or read-aloud in English the students were able to understand. If there are any minor misunderstandings, they can be resolved immediately. If it becomes clear that the students understood little, the teacher knows that re-teaching will be necessary with appropriate adjustments to facilitate greater comprehension.

In contrast to line-by-line translation, which diverts students' attention away from the English input, previewing in the L1 prepares the students to pay attention to the English and thus maximizes comprehensible input. Reviewing then provides a check to determine how much of the English input students were able to comprehend.

## RESOURCE 5D

### Station 5— Bilingual/Multilingual Teachers

#### **Give Quick Explanations during Whole Class, Small-Group, or One to One Instruction**

(excerpted from p. 273-274 of *Primary Language Support*)

##### **Give Quick Explanations during Whole Class or Small-Group Instruction**

The easiest way to provide Primary Language Support (PLS) is to give quick explanations in the L1 during a lesson taught in English to the whole class or a small group. Quick explanations should be given when it becomes clear that some ELL students are not getting it, or when the concept is too difficult to explain or demonstrate in English. For example, during a social studies lesson on the American government, it may be difficult for a teacher to convey the meaning of the word freedom. Abstract concepts are difficult to explain by the techniques that work for concrete nouns and verbs, such as gesturing, pointing to objects, or drawing pictures. Many Spanish -speaking ELLs, however, would quickly understand if the teacher simply said that freedom is *libertad* in Spanish. Once students have the concept, the teacher can go on and develop it further in English.

Some teachers in classrooms with both ELLs and monolingual English speaking students are hesitant to provide PLS in a whole class setting because it can interrupt instruction and the monolingual English speakers will not understand the explanations. Although this may be a legitimate concern, many explanations take just a few seconds, and there is no research evidence that monolingual English speakers are harmed by hearing a few words spoken in another language. On the contrary, it may be beneficial for them to learn a few words in the language or languages of their classmates. Chances are they are already learning some from them informally.

For concepts that may require more extensive explanation, such as a math lesson on probability, the teacher or a bilingual paraprofessional can work with a group of ELLs who need the support while the other students work on their own.

##### **Give Quick Explanations for Individual Students**

Good teachers monitor students while they are working independently. They look for students who appear to be struggling and quietly provide assistance. If the student is an ELL and is not able to understand the assistance in English, the teacher can provide the assistance in the L1 or ask the bilingual paraprofessional to do so. Often simple explanations in the L1 are all students need to complete their work.

If students are having trouble understanding written directions, the teacher or bilingual professional should ask the student to read the directions aloud or read them

aloud to the student, in English, while tracking the text and then ask the student what he or she thinks the instructions say to do. The teacher or paraprofessional should provide an explanation in the L1 based on the student's response rather than provide a word-for-word translation of the directions. This response avoids the problem associated with substituting English written text with oral L1 translation and ensures that students are at least attempting to attend to the English text. This form of PLS supports the students' efforts to read and comprehend English text. It does not replace the English reading with L1 listening comprehension. In addition, an explanation tailored to a student's partial understanding of the instructions ensures that the student will know what to do in a way that merely providing a direct translation of the instructions does not.

### **Pull Students Aside to Re-teach Concepts**

If it becomes apparent during independent working time that some of the ELL students are having difficulty, the teacher or paraprofessional can pull a group of students aside and re-teach the concepts in the L1.

## **RESOURCE 5E**

### **Station 5— Bilingual/Multilingual Teachers**

#### **Resource 5e Effective Ways to Provide PLS: Read-Aloud L1 Books and Accept Students' Contributions in L1**

(excerpted from p. 274-5 of *Primary Language Support*)

##### **Read Aloud L1 Books That Reinforce Concepts Taught in English**

In thematic teaching, teachers identify books that can be used across the curriculum relevant to a selected theme. Some of these books could be in the L1 of the ELL students and could be read aloud to students during appropriate times. For example, in connection with a lesson on plant growth, the teacher could read aloud to her Spanish-speaking ELLs the book *¡Tiempo de calabazas! [It's Pumpkin Time!]* by Zoe Hail and Shari Halpern, which describes how pumpkins grow. This book would help activate students' prior knowledge on the topic or help them build background knowledge so that they are more likely to receive greater comprehensible input.

##### **Accept Students' Contributions in the L1 During Class Discussions**

Teachers who speak the native language of their ELL students can allow them to contribute to class discussions in their L1. For example, if the teacher is reading a book about pets, an ELL student may wish to tell something about her pet dog. The teacher would allow her to speak in the L1 and then would repeat back in English what she said. The repeating back should not be a translation but an acknowledgment that conveys the same information the student shared. For example, "Oh, how cute! Your puppy likes to jump on you and lick your face when you come home from school." This type of response fits the Flow of the discussion, acknowledges the student's contribution to the discussion, makes her comments accessible to all students in the class, and models back to her in English the information she shared. The student feels included, and also the teacher knows the student was able to follow and comprehend the discussion in English because she was able to contribute to the discussion in an appropriate way.

## Reviewing the “Principles for Principals” Activity Guide

**Directions:** *Use this activity guide to reflect upon the “Principles for Principals” document.*

### **Individual Work**

1. As you listen to the presentation and refer to the “Principles for Principals” document, write down in the space below three-four points that particularly resonate with you.

### **Group Work**

1. Each group member will share his/her biggest take-aways with the group.
2. One group member should chart all of these responses as they are being shared.
3. As a group, identify any patterns that emerge from what individual members shared, and synthesize the discussion to one-two major take-aways you’d like to share out with the large group.



## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

A project of the Research Institute for the Study of Language in Urban Society (RISLUS)  
and the PhD Program in Urban Education

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### Principles for Principals and Lead-Scholars

Bilingualism is not a right for the privileged or a problem for the poor.

**Bilingualism is a resource** for individuals & society.

**1. Use bilingualism/multilingualism as a resource to learn about your students, your community, and the world, and to strengthen and expand the education of your students.**

**Emergent bilinguals do not acquire a separate second language.** They develop and integrate new language practices into a complex, dynamic bilingual repertoire.

**2. Use your students' home language and literacy practices to scaffold more accomplished language and literacy performances in academic English and other languages.**

**3. Build new language practices, including academic language and literacy practices, in interrelationship with' home language practices.**

**Emergent bilinguals can never be expected to "have" English but *rather to use/do English ("to English")*** to meet academic expectations and negotiate their world.

**4. Provide emergent bilingual students with opportunities ("affordances") to use English AND home language practices.**

There is **no first or native language.**

There is **no second language.**

There is **only "languageing" (language practices).**

**5. Recognize emergent bilingual students not as second language learners, but as American bilingual children at beginning points of the bilingual continuum.**

Categorization of bilingual children as "ELLs" or Non-ELLs are not absolute points.

Bilingual children perform their language practices according to the situation at hand.





## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

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### **6. Recognize and use the home language practices of all students, beyond those of emergent bilinguals.**

Language practices of **all bilinguals** are fluid and are used as **resources to make meaning**. Bilingualism is an asset for everyone in the 21<sup>st</sup> century.

### **7. Use translanguaging as strategy to help ALL bilingual students make meaning, legitimate their intelligence and capabilities, develop advanced cognitive skills.**

Emergent bilinguals are **never finished learning language** and never just become monolinguals

- There are no ELLs and Former ELLs
- There are only bilingual students along different points of flexible bilingual continua that adapt to situations.

### **8. Provide ALL students opportunities to use ALL their language practices to negotiate academic content & develop deeper understandings.**





## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

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### Preliminary Goals for \_\_\_\_\_ (name of school)

Considering what you learned today about dynamic bilingualism and our CUNY-NYSIEB Principles for Principals, write down three preliminary goals you have for your school and the beginning steps you need to take.

Goals/Big Ideas	Steps Needed	
1.		
2.		
3.		
<i>Suggestions to consider for specialists to support meeting of various goals</i>		
Next Steps (to be completed at the meeting)	For NYSIEB Support Team	For School Emergent Bilingual Leadership Team



## **Homework Assignment #1: Survey on Teachers' Beliefs about Use of Home Language in the Classroom<sup>1</sup>**

**Directions:** *In order to get a better sense of where your teachers stand on use of home language among emergent bilingual students, survey them using the questions below. This tool is not intended to be evaluative of teachers, but merely serve as an informational tool to help you to develop your professional development plan for the upcoming year. Please distribute this to all of your teachers who work with emergent bilingual students<sup>2</sup>.*

1. Do you speak any of the languages spoken by your emergent bilingual students?

Yes    No

a. If yes, what are some ways you provide home language support for these students?

b. If no, have you been able to find ways to provide home language support for your emergent bilingual students? If so, what are some things you do?

2. Do you encourage your students to speak to each other in their home languages in class? Why or why not?

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<sup>1</sup> Questions included in this inventory are taken from the chapter "Primary Language Support, which can be found in your CUNY-NYSIEB resource book.

<sup>2</sup> You may want to administer this survey through an online survey tool such as Survey Monkey.

3. Do you believe that home language support helps or hinders students in their learning of English and academic content? Please explain.

4. Do you have any written materials in the home languages of your students? If so, how do you use these materials to provide home language support?

5. Do you advise the parents of your students to read books to their children in their home language or, if the students are in middle or high school, do you advise parents to encourage their children to read to themselves in their home language? Why or why not?

6. If you have been providing home language support for your students, how effective do you feel it has been in helping them learn English and academic content? What evidence do you have that the home language support you have provided has or hasn't been effective?

7. What resources do you wish you had so that you could provide more effective home language support for your students?

## Homework Assignment #2: Home Language Support Inventory<sup>1</sup>

*Directions:* In order for you to get a better sense of the extent of home language support provided in your school, please complete the following inventory as you survey the contents of your school's classrooms that serve emergent bilinguals. You can then use the information gained to determine resources that you may need to order and other supports to provide in order to fully implement effective home language support in your school next year.

√	Does every classroom have...	If not, what specifically needs to be ordered, and for which classrooms?
	Bilingual dictionaries in all of the home languages represented by the students who use that classroom?	
	Enough bilingual dictionaries for all of the students to have ready access?	
	Access to internet-ready computers?	
	Bilingual/multilingual computer software?	
	Bilingual/multilingual books and other instructional texts?	
	Bilingual/multilingual discipline-specific and/or general posters?	

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<sup>1</sup> Questions included in this inventory are taken from the chapter "Primary Language Support, which can be found in your CUNY-NYSIEB resource book.

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 1 Evaluation

*Your feedback is important to us! Your thoughtful, honest responses are appreciated.*

Name (optional):	Number of years as a school principal:
School (optional):	Current Level (Elem, MS, HS):

**Directions:** Please rate each activity for usefulness to you. Five is very useful; one is not useful.

***Our Success and Challenges***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***Thoughts on the Nature of Bilingualism***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***Experiencing the Benefits of Translanguaging***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***What's in a Name? A Shades of Meaning Activity***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***Powerpoint Presentation - Research on Emergent Bilinguals***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***Exploring the Key Terms***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***Promoting Dynamic Bilingualism in your School Community***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

***The CUNY-NYSIEB " Principles for Principals" and Preliminary Goal-Setting***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2
			1

*Please turn over →*

*Comments about any of the workshop activities:*

### **Additional Questions about the Workshop**

1. The workshop was engaging, well-planned, and professional.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. This workshop has helped me feel more prepared to promote dynamic bilingualism in my school community.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. This workshop was well-paced and accessible/challenging enough to someone with my level of experience.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. This workshop was a valuable way to spend a professional development day.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. What is the most important **idea or strategy** you are taking away from your work here today?

6. What **questions** do you have?

7. What **suggestions** do you have for improving this workshop?

## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Session 2 Agenda

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8:30 – 8:45	Breakfast
8:45 – 8:55	Welcome
8:55 – 9:00	Goals of Today’s Session
9:00 – 9:25	The CUNY-NYSIEB Vision Statement
9:25 – 10:10	Reflecting on your School’s Current Level of Support for Translanguaging
10:10 – 10:40	Translanguaging Strategies Overview
10:40 – 10:50	Break
10:50 – 12:00	Translanguaging Strategies Stations Activity
12:00 – 1:00	Lunch
1:00 – 2:00	Exploring Curriculum with an Eye on Translanguaging Strategies
2:00 – 2:15	Preliminary Goal Setting, Part II
2:15 – 2:30	Wrap-up and Evaluations

### Homework for Session 3:

- Observe three classes using the Classroom Observation Tool.
- Share your preliminary goals with members of your school’s leadership team and get their feedback.

## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Session 2 Facilitator Agenda

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8:30 – 8:45    **Breakfast**

8:45 – 8:55    **Welcome**

<u>Activity:</u> <b>Goals of Today's Session</b>		
<u>Time:</u> 8:55 – 9:00	<u>Slide(s):</u> 2 - 3	<u>Materials:</u> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><u>Procedure/Talking Points:</u>            Share today's essential question on Slide 2:  <i>How can I more closely align my school's instructional practices with a Dynamic Bilingual framework?</i></p> <p>Share the goals on Slide 3:            By the end of today, you will have:</p> <ul style="list-style-type: none"> <li>● Reflected on your school's current level of translanguaging support for your emergent bilingual students.</li> <li>● Learned many instructional strategies for supporting translanguaging and considered ways to bring these back to your teachers.</li> <li>● Explored curriculum with an eye on translanguaging strategies.</li> <li>● Revised your original preliminary goals from Session 1 and/or set new goals.</li> </ul>		

<u>Activity:</u> <b>The CUNY-NYSIEB Vision Statement</b>		
<u>Time:</u> 9:00 – 9:25	<u>Slide(s):</u> 4	<u>Materials:</u> <ul style="list-style-type: none"> <li>• CUNY-NYSIEB Vision Statement</li> <li>• CUNY-NYSIEB Vision Statement Activity Guide</li> </ul>

Procedure/Talking Points:

Hand out a copy of the Vision Statement to principals, if they have not already received it. Tell them that this activity will allow them to collaboratively look more closely at four elements of the CUNY-NYSIEB Vision Statement.

Review the directions with the principals:

- Assign each group member a number from one to four.
- Each group member should take two minutes to actively read the part of the vision statement that discusses the term/idea which he/she has been assigned.
- Then, beginning in numerical order, each group member will provide his/her group members with a one-two sentence summary of what the vision statement says with regard to that term/idea. Additionally, feel free to add your own response or reactions with your group.
- As each group member shares, the other group members should take notes in the column on the right.

**Activity: Reflecting on your School's Current Level of Support for Translanguaging**

Time: 9:25 – 10:10

Slide(s): 5

Materials:

- Principals should have with them the homework assigned at the end of Session 1: their Home Language Support Inventory and the results of the teacher survey.
- “Session 1 Homework Reflection and Debrief”
- Chart paper and markers for facilitators

Procedure/Talking Points:

Ask principals to take out the HLSI and the results of the teacher survey. Pass out the handout, “Session 1 Homework Reflection and Debrief” and review the procedure.

Timing (includes a 5-minute cushion):

*Part A.*

10 minutes (Individual—3 minutes, Small group discussion—7 minutes)

*Part B.*

30 minutes (Individual—10 minutes, Small group discussion—15 minutes, Share out with the large group—5 minutes)

During the large group share-out, one of the facilitators can record the new goals on chart paper.

Activity: Translanguaging Strategies Overview

Time: 10:10 – 10:40

Slide(s): 6

Materials:

- *Strategies for Translanguaging reading*
- Strategies for Translanguaging activity guide

Procedure/Talking Points:

Review the directions for this activity (also found on Slide 6 of the Powerpoint) with the principals:

- Read the descriptions of the eleven strategies for translanguaging.
- On your activity guide, note how often you see this strategy implemented in your school's classrooms overall.
- Respond to the reflection questions at the bottom of the activity guide.

Please note: In reflecting on how often they see these strategies being implemented in their school, principals may get hung up on the difference between what their strong teachers are doing and what their weak teachers are doing rather than thinking about what’s happening more generally across the emergent bilingual classrooms in their school. Encourage them to think holistically and note that the reflection questions at the bottom will provide them with an opportunity to address the distinction. For example, for the last question about developing teachers’ capacity to implement translanguaging strategies, a principal might consider implementing a peer support system and/or creating opportunities for teachers to visit each other’s classrooms. That way, teachers who are new to translanguaging strategies could see them in action in their colleagues’ classrooms where those strategies are being employed.

At approximately 10:30, 10 minutes before the end of this activity, give participants time to share the responses to the last two questions.

10:40 – 10:50            **Break**

<u>Activity:</u> <b>Translanguaging Strategies Stations Activity</b>		
<u>Time:</u> 10:50 – 12:00	<u>Slides:</u> 7 - 9	<u>Materials:</u> <ul style="list-style-type: none"> <li>• 2 copies of the “Campaign Wars” curriculum unit per table</li> <li>• Translanguaging Stations Activity Guide</li> <li>• Cards or table tents with numbers 1 – 5 to identify each station (2 sets)</li> <li>• A folder at each station with one copy of each of the resources for that station inside (2 sets)</li> <li>• Chart paper and markers</li> </ul>

Procedure/Talking Points:

Review the directions for this activity on Slides 7 - 9:

- With your group, read through the “Campaign Wars” curriculum unit.
- What aspects of this curriculum unit would pose a challenge to emergent bilingual students?
- At each station, look over the resources related to that translanguaging strategy and consider the ways in which that strategy could be incorporated into this curriculum unit so that it is more accessible and engaging to emergent bilingual students.
- You’ll have 8 minutes at each station:
  - Station 1 – Low Stakes Writing
  - Station 2 – Cognates
  - Station 3 – Home Language Texts
  - Station 4 – Reading Strategies
  - Station 5 – Multilingual Resources

At the last station, the group who was sitting at that station should record their curriculum recommendation (with regard to the strategy for that particular station) on chart paper and be prepared to share with the whole group.

Note that because there will likely be 10 groups of principals, two sets of the stations materials should be set up.

Timing:

- 10 minutes to read through the curriculum unit and write in response to the first question.
- 45 minutes for the entire station rotation (8 mins per station-- approximately 5 minutes to look at materials and 3 minutes to write a response).
- 15 minutes for the large group share-out.

12:00 – 1:00 **Lunch**

Activity: Exploring Curriculum with an Eye on Translanguaging Strategies

Time: 1:00 – 2:00

Slide(s): 10

Materials:

- Exploring Curriculum with an Eye on Translanguaging handout
- Strategies for Translanguaging Document

Procedure/Talking Points:

Working in triads for this activity. Principals should be regrouped such that they're working with other principals at the same level (elementary, middle school, high school). Please ask them to have handy their *Strategies for Translanguaging* document from this morning.

Part 1—Principals are looking at the Human Rights unit and answering the guiding questions in groups (13 minutes, including large group share out).

Part 2 – Each principal shares the curriculum unit from his/her school, following the suggested protocol below (45 minutes total for Part 2):

- **Principal #1** spends **3 minutes** introducing the curriculum unit and providing any contextual information the others might need to know.
- All three principals spend **7 minutes** individually looking through the curriculum and the translanguaging workshop materials from this morning, jotting down notes in response to the two questions in the table below.
- The group spends **5 minutes** sharing and discussing their responses.
- Repeat the three steps above for **Principal #2** and **Principal #3**.

Activity: **Preliminary Goal Setting, Part II**

Time: 2:00 – 2:15

Slides: 11

Materials:

- Session 2 Preliminary Goal-Setting Activity handout

Procedure/Talking Points:

Tell principals:

- The purpose of this activity is to take what you have learned today and reflect on how it impacts your goal setting and vision for where you want to take your school.
- Before you answer the questions below, take out the preliminary goal setting activity you completed at the end of Session 1.
- Think about the different concepts, strategies, documents and structures discussed today (direct them to the place on their goal setting sheet where it lists all the documents they worked with today).
- Now look back at the preliminary goals you set during the last session. Think about what new goals you have, what goals you want to change or adapt, and any concrete ideas you may have for planning to implement them. Fill out the table on your sheet.
- Understand that these goals are not considered your final goals but part of a process of prioritizing and deciding on your areas of focus as you and your staff work to improve the success of your emergent bilingual students.

Activity: **Wrap-up and Evaluations**

Time: 2:15 – 3:00

Slides: 12-14

Materials:

- Classroom Observation Tool Handout
- Session 2 Evaluation Form
- 

Procedure/Talking Points:

In small groups, ask principals to share their most important takeaway from today's session.

Go over the homework for Session 3:

- ❖ The first is to observe three classes using the Classroom Observation Tool. Distribute three copies of the observation sheet to each principal and ask them to plan to visit three classes between now and Session 3, spending a minimum of twenty minutes in each classroom.
- ❖ Principals should also plan to share the preliminary goals they've set with members of their school's leadership team to get their feedback.

Ask principals to complete an evaluation form for today's session.

**CUNY-New York State  
Initiative on Emergent Bilinguals  
(NYSIEB)  
Leadership Development for Principals**

**Session 2**

**Today's Essential Question**

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How can I more closely align my school's instructional practices with a Dynamic Bilingual framework?

## **OUR GOALS –**

### **By the end of today, you will have . . .**

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- Reflected on your school's current level of translanguaging support for your emergent bilingual students.
- Learned many instructional strategies for supporting translanguaging and considered ways to bring these back to your teachers.
- Explored curriculum with an eye on translanguaging strategies.
- Revised your original preliminary goals from Session 1 and/or set new goals.

## **The CUNY-NYSIEB Vision Statement**

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- This activity will allow you to collaboratively look more closely at four elements of the CUNY-NYSIEB Vision Statement.
- Follow the directions on your activity guide to read and share with your group.

## **Reflecting on your school's current level of support for translanguageing**

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- Home Language Support Inventory
- Survey on Teachers' Beliefs about Use of Home Language in the Classroom

*What new ideas for goals emerged after reflecting on our current level of support for translanguageing?*

## **Strategies for Translanguageing**

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- Read the descriptions of the eleven strategies for translanguageing.
- On your activity guide, note how often you see this strategy implemented in your school's classrooms overall.
- Respond to the reflection questions at the bottom of the activity guide.

### **Translanguaging Strategies Stations Activity**

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- With your group, read through the “Campaign Wars” curriculum unit.
- What aspects of this curriculum unit would pose a challenge to emergent bilingual students?

### **Translanguaging Strategies Stations Activity**

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- At each station, look through the resources related to that translanguaging strategy and consider the ways in which that strategy could be incorporated into this curriculum unit so that it is more accessible and engaging to emergent bilingual students?

## Translanguaging Strategies Stations Activity

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You'll have 8 minutes at each station:

- Station 1 – Low Stakes Writing
- Station 2 – Cognates
- Station 3 – Home Language Texts
- Station 4 – Reading Strategies
- Station 5 – Multilingual Resources

Prepare to share with the large group your responses at the last station.

## Exploring Curriculum with an Eye on Translanguaging Strategies

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- **Part 1:** Take a few minutes to look through sample project on human rights, and discuss the questions with your group. and with your group, discuss the questions below:
- **Part 2:** Working in triads, follow the protocol on your handout to share and get feedback on the curriculum unit you brought with you today.

## **Preliminary Goal Setting, Part II**

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- How has what you learned today impacted your preliminary goals for serving your emergent bilingual students?
- Refer to the preliminary goal-setting sheet you completed at the end of Session 1 as you complete this activity.

## **Wrap-up**

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In your groups,  
please share your most important  
takeaway from today's session.

## **Homework for Session 3**

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- Before Session 3, observe three classes using the Classroom Observation Tool. Plan to spend a minimum of twenty minutes in each classroom.
- Share the preliminary goals you've set with members of your school's leadership team to get their feedback.

## **Thank you!**

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Please complete the Session 2  
Evaluation Form before you leave  
today.

# CUNY-NYSIEB VISION STATEMENT

This activity will allow you to collaboratively look more closely at four elements of the CUNY-NYSIEB Vision Statement.

**Directions:** Assign each group member a number from one to four. Each group member should take two minutes to actively read the part of the vision statement that discusses the term/idea which he/she has been assigned. Then, beginning in numerical order, each group member will provide his/her group members with a one-two sentence summary of what the vision statement says with regard to that term/idea. Additionally, feel free to add your own response or reactions with your group. As each group member shares, the other group members should take notes in the column on the right.

1. Emergent Bilinguals	Key Ideas from the Vision Statement
<p>CUNY-NYSIEB focuses on improving the education of emergent bilingual students in New York State. These students are often referred to as English Language Learners. In New York State they are designated as such by the Language Assessment Battery-Revised (LAB-R) initially, and the New York State English as a Second Language Achievement Test (NYSESLAT) thereafter. We refer to these students as <i>emergent bilinguals</i> because, in learning English, they are becoming bilingual and thus joining the growing ranks of American bilinguals in New York State and elsewhere. We consider bilingualism as the desired norm for all American students and not as the exceptional quality of a few. That is, we view bilingualism and biliteracy as an asset that all students in New York State should possess to meet the demands of the 21<sup>st</sup> century. Furthermore, our use of the term emergent bilinguals conceptualizes these students as much more than learners of English only, since they are developing proficiency and literacy in academic English from the base of home language practices. Furthermore, the term emergent bilinguals acknowledges that the education of these students must go beyond simply English language learning, to include a challenging curriculum in the content areas that also meets their social and emotional needs.</p>	

2. Emergence	Key Ideas from the Vision Statement
<p>In focusing on the <i>emergence</i> of the students' bilingualism, we are naming our educational philosophy regarding language and literacy development, as well as education. This philosophy holds that bilingual development is not linear but emergent, and that it is dependent on the relationship of students with other people and texts, as well as their relationship with the learning environment. Under this philosophy, educators must provide the affordances and opportunities that are needed for new language practices and understandings to emerge. In this view, a speaker never has a language, but simply uses or performs a language. It is when the right affordances are provided that student languaging emerges, as students also construct new knowledge and understandings.</p>	

3. Dynamic Bilingualism	Key Ideas from the Vision Statement
<p>This emergent view of language and literacy education is consonant with our view that bilingualism is <i>dynamic</i>, and not simply additive. In our global world, bilingual practices reflect the language user's adaptation to specific communicative situations and to the communicative resources provided by others. A bilingual speaker is thus never a fully balanced bilingual. Rather, what bilingual speakers do is to language bilingually, or to translanguague, in order to make meaning from the complex interactions that are enacted by different human beings and texts in our globalized world. Translanguaging refers to the use of a learner's full linguistic repertoire to make sense of the rich content that is being communicated. In this dynamic bilingualism view, new language practices only emerge in interrelationship with old language practices. Together they constitute a flexible linguistic repertoire that bilingual students use in order to meet their communicative and academic needs, including literacy in standard academic English and the learning of challenging new content.</p>	

4. Dynamic Development	Key Ideas from the Vision Statement
<p><b>Dynamic Development</b></p> <p>The <i>dynamism</i> of the fluid language practices performed by emergent bilingual students leads us to shed rigid distinctions between native or first languages and second languages, distinctions that have tended to obscure thinking about bilingualism, bilingual acquisition, and language education. For example, we reject the common proposition that is so common in “second language” acquisition studies that emergent bilingual students have a “first” language that is used solely at home and that, depending on one’s position, needs to be shed or maintained, plus a “second” language, namely English, that is used in school.</p> <p>Instead, we assert that the language practices of American bilingual children include, flexibly and simultaneously, features of languages other than English, as well as English. Our educational philosophy engages bilingual children with their entire range of language practices, including those associated with academic English, as their very own. For bilingual children to successfully perform academically in English, schools support a multilingual context that recognizes the language and cultural practices of bilingual children as an important part of the school’s learning community.</p>	



## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

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and the PhD Program in Urban Education

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### Vision statement

*Emergent Bilinguals: Emergence, Dynamic Bilingualism, and Dynamic Development*

#### Emergent Bilinguals

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We refer to these students as *emergent bilinguals* because, in learning English, they are becoming bilingual and thus joining the growing ranks of American bilinguals in New York State and elsewhere. We consider bilingualism as the desired norm for all American students and not as the exceptional quality of a few. That is, we view bilingualism and biliteracy as an asset that all students in New York State should possess to meet the demands of the 21<sup>st</sup> century. Furthermore, our use of the term emergent bilinguals conceptualizes these students as much more than learners of English only, since they are developing proficiency and literacy in academic English from the base of home language practices. Furthermore, the term emergent bilinguals acknowledges that the education of these students must go beyond simply English language learning, to include a challenging curriculum in the content areas that also meets their social and emotional needs.

#### Emergence

In focusing on the *emergence* of the students' bilingualism, we are naming our educational philosophy regarding language and literacy development, as well as education. This philosophy holds that bilingual development is not linear but emergent, and that it is dependent on the relationship of students with other people and texts, as well as their relationship with the learning environment. Under this philosophy, educators must provide the affordances and opportunities that are needed for new language practices and understandings to emerge. In this view, a speaker never has a language, but simply uses or performs a language. It is when the right affordances are provided that student languaging emerges, as students also construct new knowledge and understandings.

#### Dynamic Bilingualism

This emergent view of language and literacy education is consonant with our view that bilingualism is *dynamic*, and not simply additive. In our global world, bilingual practices reflect the language user's adaptation to specific communicative situations and to the communicative resources provided by others. A bilingual speaker is thus never a fully balanced bilingual. Rather, what bilingual speakers do is to language





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bilingually, or to translanguage, in order to make meaning from the complex interactions that are enacted by different human beings and texts in our globalized world. Translanguaging refers to the use of a learner's full linguistic repertoire to make sense of the rich content that is being communicated. In this dynamic bilingualism view, new language practices only emerge in interrelationship with old language practices. Together they constitute a flexible linguistic repertoire that bilingual students use in order to meet their communicative and academic needs, including literacy in standard academic English and the learning of challenging new content.

### **Dynamic Development**

The *dynamism* of the fluid language practices performed by emergent bilingual students leads us to shed rigid distinctions between native or first languages and second languages, distinctions that have tended to obscure thinking about bilingualism, bilingual acquisition, and language education. For example, we reject the common proposition that is so common in "second language" acquisition studies that emergent bilingual students have a "first" language that is used solely at home and that, depending on one's position, needs to be shed or maintained, plus a "second" language, namely English, that is used in school.

Instead, we assert that the language practices of American bilingual children include, flexibly and simultaneously, features of languages other than English, as well as English. Our educational philosophy engages bilingual children with their entire range of language practices, including those associated with academic English, as their very own. For bilingual children to successfully perform academically in English, schools support a multilingual context that recognizes the language and cultural practices of bilingual children as an important part of the school's learning community.

## **CUNY-NYSIEB Principles and Practices:**

### **Carrying out Emergence, Dynamic Bilingualism and Dynamic Development**

Schools that adopt the CUNY-NYSIEB dynamic bilingual philosophy to educate emergent bilinguals adhere to two principles and practices: (1) a multilingual ecology for the whole school, and (2) bilingualism as a resource in education.

#### 1. *Support of a multilingual ecology for the whole school*

Under this philosophy, the entire range of language practices of all children and families are evident in the school's textual landscape, as well as in the interactions of all members of the school community. That is, in addition to English, the other languages of the school are visible and palpable, represented in signs throughout the school, in texts in the library and classrooms, and heard throughout in conversations. Furthermore, the students' language practices and cultural understandings are used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging. This extends beyond the language practices of emergent bilinguals to include those of all students.





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### *2. Bilingualism as a resource in education*

Regardless of program structure; that is, whether the program is called English as a second language (ESL) or bilingual, the home language practices of emergent bilingual students are not only recognized but leveraged as a crucial instructional tool and, to the greatest extent possible, nurtured and developed. The entire linguistic repertoire of emergent bilingual children is used flexibly and strategically in instruction in order to engage the children cognitively, academically, emotionally and creatively. Accordingly, all educators, whether they are general education, ESL or bilingual teachers, build upon the students' home language and cultural practices in instruction in strategic ways, as an essential tool for language learning and education in general.

In embracing these CUNY-NYSIEB principles and practices, schools cast away the monolingual and monocultural ideologies of the past that have limited the ability of schools to meet the academic, emotional and social needs of emergent bilinguals. Instead, schools support the emergence of students' dynamic bilingual development in order to become fully educated.



## **Session 1 Homework Reflection and Debrief**

### **Part A. Debrief of Classroom Home Language Support Inventory**

#### **Individual**

What new ideas do you have for resources that your school needs in order to provide stronger support to emergent bilinguals?

#### **Small Group Discussion**

Share responses to the individual question with peers, making note of any suggestions your colleagues have regarding obtaining the necessary resources.

**Part B. Debrief of Results from Survey on Teachers' Beliefs about Use of Home Language in the Classroom**

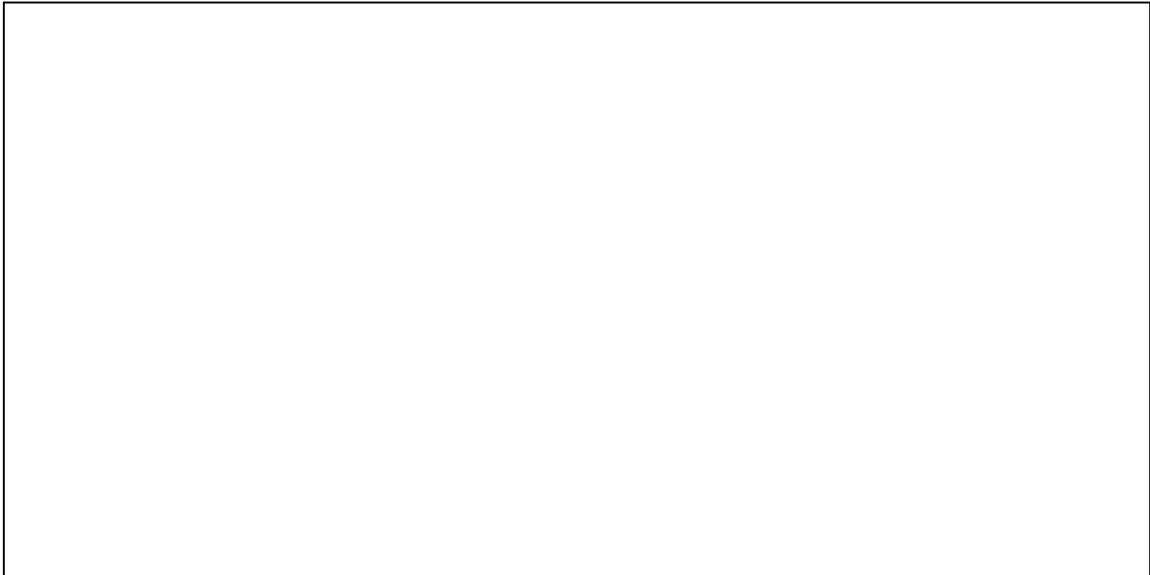
**Individual**

1. What surprised you in reading the survey results?
2. Did any clear patterns emerge across your faculty responses?
3. Were there any responses that made you feel particularly encouraged or hopeful about your staff's capacity and motivation to incorporate Dynamic Bilingualism?
4. Based on the survey responses, are there key challenges you anticipate in encouraging your faculty to structure a classroom that aligns with the Dynamic Bilingualism model?

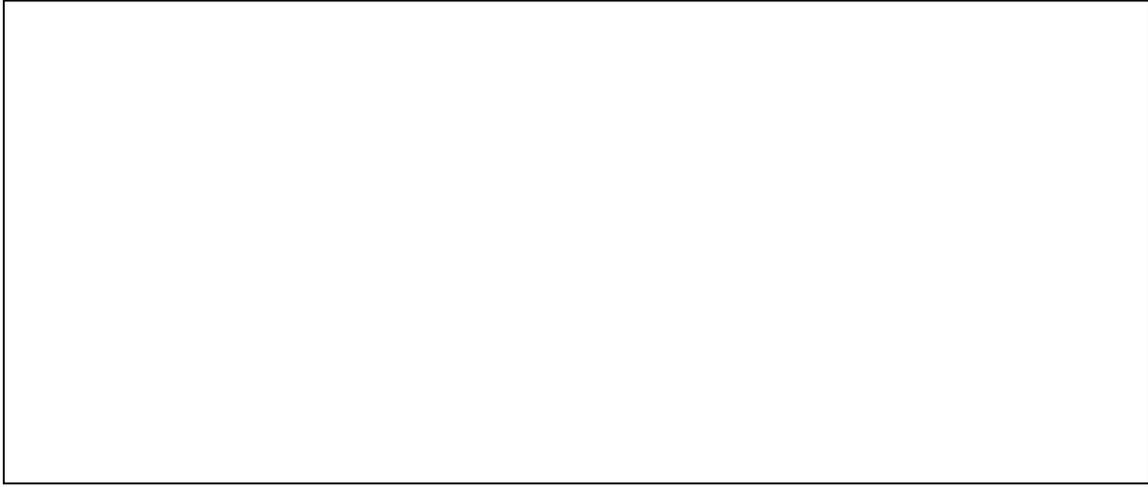
5. What do you see as the implications of these survey results in terms of your goal setting for your school? (Refer to the preliminary goals you articulated at the end of Session 1.) In other words, do these results make you think about different goals you should have or ways to adapt the goals you set forth previously?

### **Small Group Discussion**

1. Have each person in the group share responses to individual reflection questions. As a group, note and record below any patterns you observe across all group members' survey responses. Be prepared to share these patterns with the larger group.

A large, empty rectangular box with a thin black border, intended for students to record their observations and patterns from the group discussion.

2. What are some examples of some new ideas for goals that emerged from reading these surveys?

A large, empty rectangular box with a thin black border, intended for the student to write their answers to question 2.

3. As a group, choose one new goal that came out of reading the survey results that you want to share with the larger group.

# Strategies for Translanguaging<sup>1</sup>



1. **Create a student-centered classroom.** Student-centered classrooms (comprised of emergent bilinguals) in which students are sitting in collaborative groups and asked to work on engaging and hands-on tasks together will inevitably lead to more translanguaging. If students are given opportunities to engage in activities such as reacting to a picture, designing something from scratch in a small group in which each person has a meaningful role, determining a process for figuring out a word problem, or reading a story using a literature circle format, they will inevitably be discussing, negotiating and processing information together. If the interaction is student-directed with broad teacher parameters, and students are in groups with others who share their native language, translanguaging and the peer scaffolding that comes with it will naturally occur.
2. **Provide many opportunities for students to discuss, reflect, negotiate, and debrief on content in whatever language they choose but to present something back to the class in English.**

*Example:* Provide students with a K-W-L chart about pollution before a unit on water contamination. In groups (with some native language pairs), students brainstorm everything they know about pollution, questions they have and what they want to learn about given their questions. The negotiation can be in the native language, but when students report their ideas back to the class, they must report in English so that their ideas can be recorded in a centralized class chart that brings together everyone's information. For some students less proficient in English, this may mean just translating one idea from each column and being able to present that to the class. For others, they will be able to say anything from their group's chart in English.

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<sup>1</sup> Developed by Daria Witt. Note that many of the curricular examples mentioned in this document are based on examples of curriculum developed by International High School teachers who are part of the Internationals Network for Public Schools

**3. Have students present in one language and provide analysis in another**

Examples:

- Students create a Powerpoint written in English summarizing the highlights of their presentation. Their presentation is in their home language (or vice-versa).
- Students write a poem/song in their native language but provide analysis of their use of various literary devices in English.

**4. Provide many opportunities for low-stakes writing in which students can use whatever language they wish** (learning logs, journals, notes, reflections). This low-stakes writing in the native language can then be used as a scaffold to write something in English.

**5. Structure the class so that students are asked to do frequent formal/informal presentations where there is a reason to use English, but allow and encourage students to use whatever language they wish for reading texts, negotiating process and ideas, and discussing.** If a small group of students are preparing the “con” side of a debate about whether parents should be allowed to determine the sex of their children, encourage students to read pro and con arguments about the topic in their native language. If home language partners wish to work together to plan their arguments first in their native language, that can be useful. If the group’s only common language is English, they will need to plan collectively in English about who is making which argument, provide feedback on the strength of the arguments and anticipate rebuttals from their opponents, but some of the thinking and research can be done in the home language. Ultimately as the debate will be in front of the whole class, the arguments will need to be presented in English.

**6. Design some projects/activities so that they culminate in a bilingual product.** The development of a bilingual product inherently encourages translanguaging. Bilingual projects work best when there is an authentic reason to have students working in both languages as opposed to setting up a mere translation exercise. The following are examples of projects/activities that leverage students’ bilingualism and lead to a greater degree of higher order thinking than having students create the product in just English would allow.

- *Create an election campaign advertisement for your community and one for a US-born group of people.*
- *After reading the United Nations Declaration of Human Rights in English and in your home language, design a bilingual brochure educating people in your home*

*country and in the United States about human rights abuses happening in both places. Compare and contrast the ways in which human rights are protected/violated in both countries.*

- *Have students create a CD of songs (in any language) that represent their life. For each song they choose, students explain how particular aspects of that song (e.g. words, imagery, melody) represent something that happened to them.*
- *Native Language Voicethread. 12<sup>th</sup> grade students choose a poem written in their native language and create a Voicethread to teach 9<sup>th</sup> and 10<sup>th</sup> grade students about imagery. Students speak about the imagery of the poem in English so that students of all language backgrounds can understand. As part of this project, students also conduct an analysis of some of the grammatical and phonetic differences between their home language and English.*

7. **Purposefully group students so that home language support is available to those who need it.** If the project requires students to be looking at home language resources together, it is best to have students sitting in a small group with at least one other person who shares his/her home language. Additionally, if there is a student who speaks very little English, he/she will be well served by sitting next to a student who is more proficient in English but shares the same home language.

8. **Have students read a text in their home language before reading one on the same topic in English.** This strategy can be used as a basic scaffold—reading about a topic in a language in which students are more comfortable will enable them to better understand a reading on the same topic in English. Additionally, it can be used as a powerful tool for analysis and engaging in higher order thinking. For example:

- *Spanish speaking students studying the Age of Exploration could be given primary documents written by the Spaniards and other translations of documents written by indigenous people to compare their understanding of the same events.*
- *Students read native language newspaper accounts and American newspaper accounts about the same controversial issue and analyze and explain the similarities and differences in how that topic is reported in both places. Students then explain why they think the portrayal of the same topic in the United States differs from its portrayal in their home country.*
- *Students listen to a fairy tale in their home language before reading it in the classroom.*

9. **In addition to encouraging students to use bilingual dictionaries, ensure that they are learning “anchor concepts” in both their home language and in English.** It is not necessary to have students translate every word, but it is valuable for teachers to pause and have students translate the words that are most core to the topic being discussed. This not only builds biliteracy but also helps clarify misunderstandings and facilitate access to content (especially if students are familiar with that word in their home language). Additionally, for students whose home language is a romance language, having students do work on recognizing cognates and false cognates and with Greek and Latin roots (e.g. students brainstorm words in both their home language and in English that share the same root and look at the meanings of those words) can be very effective for building vocabulary.
10. **Incorporate multi-lingual environmental resources around the classroom.** In order to support emergent bilinguals in learning English, it is useful to have multi-lingual resources around the classroom. Bilingual or multilingual word walls related to the unit of study can be extremely helpful in reinforcing vocabulary knowledge and in encouraging students to use the new words they are learning. These word walls have the added bonus of developing students’ biliteracy as well. Posting multilingual labels of classroom items (desk, chair, clock, door, etc.) is also useful in reinforcing common vocabulary knowledge and spelling as well as teaching students about one another’s languages. Multilingual posters related to the content and language objectives are also important. If the unit involves looking at the causes and effects of a particular scientific concept or historical event for example, the teacher can post some of the target cause and effect language structures students are asked to incorporate into their writing. Using google translate and asking a fluent speaker of the home language most commonly represented among the students, the teacher can post these same sentence structures in the most common home language of the students in the room as well. Finally, in a bilingual classroom, posting certain common academic discourse sentence starters (e.g. I agree with your point and would like to add..., I disagree with \_\_\_\_ because\_\_\_\_, another point I’d like to make is.....) in English and the other language is helpful in leading students to a higher level of academic and accountable talk.
11. **Identify and act upon opportunities to make connections with students’ home cultures.** One way to make material come more alive for students and to naturally incorporate more opportunities for translanguaging is to actively seek opportunities for connecting the material with students’ home cultures and communities. For example, interviewing community members on their views on

a particular topic creates a natural opportunity for students to ask questions in their home language and translate back into English as well as to think about and compare perspectives of different communities on different topics. Asking students to connect material directly to their own experiences (e.g. math project looking at population growth in their home country and in the United States, discussion of how their home country was affected by imperialism, comparing the constitution of their home country to that of the United States, etc.) helps them to deepen their understanding of the material as well as provide higher motivation to studying it.

## Strategies for Translanguaging

**Directions:** Take a few minutes to read through the *Strategies for Translanguaging* document and to reflect on how often you see teachers of emergent bilinguals in your school using each strategy.

Translanguaging Strategy	How Often Do I See This Strategy Implemented in My School?		
	Never	Sometimes	Often
1. Create a student-centered classroom.			
2. Provide many opportunities for students to discuss, reflect, negotiate, and debrief on content in whatever language they choose but to present something back to the class in English.			
3. Have students present in one language and provide analysis in another			
4. Provide many opportunities for low-stakes writing in which students can use whatever language they wish			
5. Structure the class so that students are asked to do frequent formal/informal presentations where there is a reason to use English, but allow and encourage students to use whatever language they wish for reading texts, negotiating process and ideas, and discussing.			
6. Design some projects/activities so that they culminate in a bilingual product.			
7. Purposefully group students so that home language support is available to those who need it.			
8. Have students read a text in their home language before reading one on the same topic in English.			
9. In addition to encouraging students to use bilingual dictionaries, ensure that they are learning “anchor concepts” in both their home language and in English.			

Translanguaging Strategy	How Often Do I See This Strategy Implemented in My School?		
	Never	Sometimes	Often
10. Incorporate multi-lingual environmental resources around the classroom.			
11. Identify and act upon opportunities to make connections with students' home cultures.			

Once you have had a chance to read the strategies document and reflect on the extent to which you see these strategies incorporated in your school, think about and write notes in response to the questions below. Then share your reflections and ideas with your small group to get their feedback.

Which of the strategies above do you think are most important for your teachers to incorporate? Please explain.

What are some ideas you have about how you would support your teachers in developing the capacity to incorporate at least one of the strategies you identified as important?

**Subject/Grade Level:**

7<sup>th</sup> Grade Civics

12<sup>th</sup> Grade American Government/Civics

**Title/Topic of Lesson:**

“Campaign Wars”, Elections & Campaigns

**Essential "Guiding Question" for Lesson:**

How do campaigns influence political elections?

**Next Generation Sunshine State Standards Addressed in the Lesson:**

SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

SS.912.C.2.2: Evaluate the importance of political participation and civic participation.

SS.7.C.2.3/SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

**Learning Objectives:**

The Students will:

Learn the importance of campaigns and elections to American government

Understand the importance of a campaign and how it can affect an election

Analyze campaign websites to evaluate political candidates

Understand the importance of taking part in a political campaigns and elections

Create a website and classroom campaign for a political candidate, taking part in a Q &A and mock election.

**Lesson Content:**

Political campaigns are an essential part to elections in the United States of America. During the political campaigns the campaign teams do their best to appeal to different voters so that their candidate becomes elected. The campaign team communicates the message that the candidate is trying to convey which will influence the campaign itself such as Mitt Romney “Believe in America” and Barack Obama’s in 2008 with the message of “change”. The campaign team uses a variety of techniques to help their candidate, such as advertising, recruit volunteers, raise money, create propaganda and so on. The internet is becoming a huge part of the campaigning process and was an essential part in Obama’s 2008 campaign. Campaigns can begin years before the actual election in order to get their candidate known and will be publicly announce their candidacy. An election is when the people vote to choose who will be holding public office. The candidate who receives the majority of the votes will win the election. A presidential election however is dependent on the Electoral College and not the popular vote. This lesson is to show how campaigns are important to a candidate being elected.

## **Student Grouping:**

### *Individual:*

Students will be working individually to complete the Bellringer and take part in the discussion. This will allow the teacher to informally assess the students' knowledge and understanding of the topic, allowing them to make any changes to their small group assignments.

### *Small Group:*

Students will be placed in six groups of 4-5 students each. They will each be given a different candidate for a different election (if possible at federal, state and local level). Students will be working together in order to create a campaign for their candidate. Groups will be assigned by the teacher in order to help the students get the most out of the experience and stay on task. They will also be made so that the students who have trouble be placed with those who are doing well in the class.

## **Methods:**

### *Bellringer:*

This will be used as a hook to get them into the lesson. It will allow the student to access their prior knowledge and personal experiences dealing with election campaigns.

### *Lecture:*

There will be a small lecture to introduce important concepts of campaigns and elections. It will focus on campaigns at different levels, terms, the election process at different levels and how media plays a role in campaigns. This will be good for the auditory learners.

### *Class Discussion:*

The discussion will be done while simultaneously viewing the different candidates campaign websites. The teacher will lead the discussion and ask students various questions such as their thoughts about the different political candidate's websites, the effectiveness of the website, why this way of campaigning is important, how etc. They will also be shown videos, slogans, posters from past elections which will be discussed. This will be helpful to both visual and audio learners. There will also be a small discussion after the entire activity is done.

### *Group Project:*

Students will be working in small groups to create a campaign for a political candidate in the upcoming election. The students will first be conducting research on their candidate, in order to become experts on their candidate and come up with campaign ideas. They will be creating a website that will effectively draw the viewer in and is easy to find information about the candidate on. The groups will also create some campaign materials for the classroom to be used before and during the Q&A. This will allow students to be creative, artistic and social; both auditory and visual learners will benefit.

*Graphic Organizer:*

This is to help the students evaluate their fellow classmates' campaigns, as well as their candidate. This will also allow them to keep track of the candidate and campaign that they like the most so that they can vote in the Mock election. The students will be filling this out during the Q & A.

*Question & Answer:*

Each group will introduce their candidate and campaign to the class, explaining why they did certain things. It is during this time that the other students will be filling out their graphic organizer.

*Mock Election:*

No campaign can be complete without electing someone to political office. This will allow the students to become aware of how the election process works.

**Activities:**

Day 1

Opening: (~5 minutes)

1. The students will come in and work on their Bellringer
  - a. Bellringer: When you hear the words campaign and election what do you visualize?
2. The teacher and students will discuss the Bellringer.

Main Activities: (~43 minutes)

3. The teacher will give a short lecture about campaigns and elections in the U.S, while the students take notes.
4. The teacher will then lead a class discussion based on different campaign techniques: political websites, ads, slogans, posters and so on.
5. Teacher will pass out the handouts that state the project and rubric as they explain the project to them.
6. The students will be placed in groups and be given their candidate who they will campaign for.

Closing: (~2 minutes)

7. There will be a short review of what they have learned

Day 2

Opening: (~2 minutes)

1. Students will come in and sit with their groups as the teacher explains what they will be doing today and give announcements

Main Activities: (~45 minutes)

2. Students will research their candidate using the computers and begin working on creating their candidate's campaign

Closing: (~3 minutes)

3. Students will put their desks back to normal and hand in their work to make sure they have been on task and so that it will not be lost

### Day 3

Opening: (~5 minutes)

1. Students will work on the Bellringer as the teacher hands out materials
  - a. What makes a good candidate?
2. Discussion about the Bellringer

Main Activities: (~43 minutes)

3. Students will continue working on their group activity

Closing: (~2 minutes)

4. Students will put their desks back to normal and hand in their materials

### Day 4

Opening: (~4 minutes)

1. Students will work on their Bellringer as the teacher hands back their materials
  - a. What do you like about the candidate that you are working on?
2. Discussion about the Bellringer

Main Activities: (~45 minutes)

3. Students will get back with their groups and continue working on their group project
4. Students will put their desks back to normal and the teacher will handout the graphic organizer and explain the handout and Q&A
5. Groups will begin their Q &A's and introduce their candidate and campaign.

Closing: (~1 minutes)

1. Students will hand in their materials

### Day 5

Opening: (~2 minutes)

1. Students will come in and sit in their seats and prepare for class to begin, groups that have yet to go on will get their materials ready

Main Activities: (~38 minutes)

2. The remaining groups will finish the Q & A's from the previous day
3. The class will take part in a mock election
4. The results of the mock election will be announced.

Closing: (~10 minutes)

5. Students will have a discussion about the activity, and will be asked some questions
6. The students will hand in their graphic organizers as they leave.

(Timing will vary and may last up to six days)

### Important Questions to Ask

- What do you believe is the most important part of a campaign?
- Whose campaign did you like the best? Why?
- Why are elections so important to our government?
- How are campaigns useful?
- Why are campaigns important to an election?

What are the consequences of a bad campaign?  
How are campaigns influenced by media?  
Who was influenced by the candidates campaign instead of the issues?

**Materials:**

Smartboard:

This will be used to show the Bellringer, and candidate's websites and other parts of a political campaign.

Pen/Pencil:

This is essential for the students to do their work.

Handouts:

These handouts will explain the group activity and have the rubric by which they will be graded. They will also be handed a graphic organizer to keep track of their fellow classmate's campaigns.

The students will also have handouts that will be about their candidate that they will hand out during their Q &A.

Paper:

This will be used to take notes on and for them to help create campaign materials and to hand in their research.

Computer:

The computer will be used to research the candidates and create their website and any other campaign materials.

Digital Camera:

This will be used for the students to create their ad spot for their website.

Art Supplies:

This will be used to color in any necessary campaign materials.

Voting Slips:

These will be used for the students to vote.

**Evaluation:**

Throughout the lesson they will be assessed in many different ways. They will be informally assessed during the Bellringer, lecture and class discussion. They will be formally assessed on their graphic organizers as well as their group project which will use the rubric provided. Using the rubric they will be assessed on their website campaign, classroom campaign, research, their Q&A and teamwork, so the teacher will constantly be observing the students to make sure that they are on task and helping them if necessary. This method was chosen to allow the students to be able to apply what they have learned about election campaigns, instead of using a written test.

## **Resources:**

### Presidential Campaigns:

<http://www.barackobama.com/get-involved>  
<http://www.mittromney.com/landing/nh-podium>  
<http://www.timpawlenty.com/>  
<http://www.voteforjoe.com/>

### Senatorial Campaigns:

<http://www.nelsonforsenate.com/about/>  
<http://mike2012.com/>

### Representative Campaign:

<http://www.electroach.com/>  
<http://conniemack.com/>

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### Ad Spot:

<http://www.livingroomcandidate.org/>

### Campaign Posters:

<http://campaignstops.blogs.nytimes.com/2008/02/15/beyond-red-white-and-blue/>  
<http://ronwade.freeservers.com/posterset.html>  
[http://en.wikipedia.org/wiki/Barack\\_Obama\\_%22Hope%22\\_poster](http://en.wikipedia.org/wiki/Barack_Obama_%22Hope%22_poster)

### Create a Campaign Poster:

<http://teacher.scholastic.com/scholasticnews/indepth/election2008/games/poster/>

### Past Presidential Campaign Slogans:

<http://www.presidentsusa.net/campaignslogans.html>

## Campaign Wars

**Overview:** There is an election coming up and your team has been chosen to help design a candidate's campaign. Your team will also take part in a question-answer segment about your candidate. Be creative & original.

### Part I: Campaign:

#### **Research:**

In order to properly prepare for the campaign, you must learn the following about your candidate

- Candidate's Name and Picture
- What is their political party?
- Background history of the candidate (place of birth, family, education, political offices, other important info)
- What is their political party platform?
- What are their views on important issues?
- Who is their target audience?
- What are some obstacles in the way? Where would they have problems?
- What level of government are they trying to be elected to? How is the election decided?

#### **Website:**

Using Google sites, or Wordpress, you will create a website for your candidate that must include the following:

- Name of the Candidate
- Candidates political party
- Picture(s) of candidate
- Welcome Message from candidate
- Short history of the Candidate (3-4 paragraphs): Date & place of birth, family, education, political career, other information your team feels is important
- Political Party Platform/ Views on Important Issues
- Campaign Slogan & symbol
- Ad Spot: This will be an ad about your candidate that would air on TV/ internet. It must be at least 30 seconds long, and no longer than 60 seconds. Examples can be seen here: <http://www.livingroomcandidate.org/>
- Campaign Gear: (T-shirts, bumper stickers, cups, buttons) Gear that you can sell to help raise money for your campaign (Do not actually have to make)

#### **Classroom:**

- Poster: include candidate's name, political party, what office they are running for and year
- Handout: include important information that you want your fellow students to know about your candidate
- Campaign Gear: (button, pencil, sticker, etc) that you can hand out to your classmates

**Part II: Question & Answer:**

Each campaign team will take part in an open question and answer segment about their candidate's politics and their campaign. They will give a brief introduction about their candidate. The other students will be writing what they like or dislike about the campaign and candidate and will be asking questions about your candidate.

**Rubric:**

Group Members: \_\_\_\_\_

Candidate: \_\_\_\_\_

CATEGORY	20 pts	15 pts	10 pts	5 pts	Score
<b>Website Campaign</b>	Website Campaign includes all necessary elements. It shows team's creativity and originality. Team has made an exceptional attempt to make the website attractive, interesting and easy to use.	Website Campaign includes all necessary elements. It shows some creativity and originality. Team has tried to make the website attractive, interesting and easy to use.	Website Campaign includes most of the necessary elements. It shows little creativity and originality. Website shows little evidence that the team tried to make the website attractive, interesting and easy to use.	Website Campaign includes less than half the necessary elements. There is no creativity or originality. There is no evidence of trying to make the website attractive, interesting and easy to use.	
<b>Classroom Campaign</b>	All required elements are done and show exceptional creativity and originality.	All required elements are done and show some creativity and originality.	There is a required element missing and there is little creativity and originality.	Two required elements are missing and there is no creativity and originality.	
<b>Question &amp; Answer</b>	All students are completely prepared and show full knowledge about their candidate's politics. All team members take equal part in discussion.	Most students are prepared and shows full knowledge about their candidate's politics. Most team members take part in discussion.	Students are somewhat prepared, and show some knowledge about their candidate. Some members take part in discussion.	Students do not seem at all prepared and show little knowledge about their candidate. 1-2 students dominate the discussion.	
<b>Research</b>		Group answered all research questions thoroughly and accurately. Listed sources.	Group did not answer all the questions, were not that thorough and there were problems with accuracy. Listed Sources.	Group did not answer all the questions, had partial answers and had many inaccurate information. Did not list sources.	
<b>Teamwork</b>		Team shows respect for one another's ideas, divide the work fairly, and show a commitment to quality work and support for each other.	Team shows respect for one another's ideas and divide the work fairly. There is little evidence of a commitment toward quality work in the group.	Teams argued or are disrespectful of other's ideas and input. Criticism is not constructive nor is support offered. The work is mostly done by one or two people.	

**TOTAL:** \_\_\_\_\_ / 90



## TRANSLANGUAGING STATIONS ACTIVITY

With your group, read through the curriculum unit on election campaigns.

What areas/aspects of this curriculum unit would pose a challenge to emergent bilingual students?

Your group will now move through five stations, each of which describes a translanguaging strategy and provides examples of that strategy. After looking through the documents at each station and discussing them with your group members, consider how each of these strategies could be used to improve this election campaigns curriculum unit to be better meet the needs of emergent bilingual students.

STATION 1	How could this translanguaging strategy be incorporated into this curriculum unit?
Low-Stakes Writing	

<b>STATION 2</b>	<b>How could this translanguageing strategy be incorporated into this curriculum unit?</b>
<b>Cognates</b>	
<b>STATION 3</b>	<b>How could this translanguageing strategy be incorporated into this curriculum unit?</b>
<b>Home Language Texts</b>	
<b>STATION 4</b>	<b>How could this translanguageing strategy be incorporated into this curriculum unit?</b>
<b>Reading Strategies</b>	

<b>STATION 5</b>	<b>How could this transanguaging strategy be incorporated into this curriculum unit?</b>
5 – <b>Multilingual Resources</b>	

## **TRANSLANGUAGING STRATEGIES STATION #1**

### **LOW STAKES WRITING**

#### **Resource 1a**

#### **Overview of Low Stakes Writing**

One of the most natural, low-preparation, and effective ways to incorporate translanguaging into the classroom is to provide opportunities for students to engage in low stakes writing and to use the language of their choice in doing so. Low stakes writing is writing that is not graded or used for any summative assessment. Instead, the purpose is for students to process and reflect on the content and concepts they are learning, to determine questions they might have and to monitor their own learning. Low stakes writing is a great way for students to think on their own before engaging in a discussion with their peers. Although teachers cannot read all that students are writing in their native language, students are still getting out their ideas and negotiating the content in the way that is most comfortable for them. If the low stakes writing is being used as a springboard for a small group or class-wide discussion in English, it is useful to have students translate into English at least some of the key ideas they had written in their home language.

**TRANSLANGUAGING STRATEGIES STATION #1**  
**LOW STAKES WRITING**

**Resource 1b**  
**Learning Logs**

Learning logs are journals of what students have learned over a period of time in class. They can serve as an effective formative assessment by providing information to teachers about where students are in their understanding of a particular topic. Some teachers use them on a daily basis and others use them only every several days after students have had the chance to accumulate more knowledge and practice on a particular topic. For students who are not yet proficient in English, it is helpful to allow them to write in their home language so that they can better process the information they have learned and questions they have about the topic. See the example below.

<b>Learning Log – Mean, Median, Mode</b>	
<p><u>Directions:</u> Write down what you have learned this week about finding the measures of central tendency of a statistical data set. Feel free to write your response in your home language. Just make sure to find someone who can help you translate into English (orally or in writing) some of the key ideas from your learning log.</p> <p>Be sure to include the following vocabulary words and information in your log:</p>	
<p><u>VOCABULARY</u></p> <p>mean mode median average standard deviation above standard deviation below</p>	<p><u>HOW</u></p> <ul style="list-style-type: none"> <li>• Demonstrate how you solve an actual problem using some of the math you have been learning about.</li> </ul>
<p><u>WHAT</u></p> <ul style="list-style-type: none"> <li>• Key words &amp; definitions</li> <li>• Examples</li> <li>• Notation (Math symbols)</li> </ul>	<p><u>WHY</u></p> <ul style="list-style-type: none"> <li>• Why do you think it is important to know about mean, median, and mode?</li> <li>• When would this be used in real life?</li> </ul>

## TRANSLANGUAGING STRATEGIES STATION #1 LOW STAKES WRITING

### Resource 1c

### Sample Low Stakes Writing Activities that Encourage Translanguaging

#### I. Journal Entries

Example A.

How do you feel about some of the decisions the character makes in the book? Would you make different decisions? Work with a translation device or a friend to translate one of your opinions about at least one decision.

Example B.

Write down some ideas you have for creating your artist statement. Why did you choose some of the colors you did? What symbols did you incorporate into your painting? What mood were you trying to create?

Example C.

In your journal, write down your ideas in any language you wish. Remember that you will need to give at least part of your presentation in English so that everyone in the audience can understand.

#### II. Reactions to a Prompt

Note: For all of these prompts students should be encouraged to write in whatever language they wish. If the group shares the same native language, it is helpful for the group to discuss these prompts in whatever language they wish. Before reporting back to the class, the group can determine the major ideas that emerged from their discussion and plan for how to explain those in English. If the group does not share the same native language, then it is good to have everyone translate at least a few of the words they have written down so that all may participate in the conversation.

Example A.

Take a look at the picture at your table. Before talking with your group, write down all of the words that come to mind as you look at this picture.

Example B.

After observing the teacher's demonstration science experiment in the front of the classroom, write about what you saw. What happened when she combined the two different elements? Based on what you have been learning this week, why do you think that might have happened? What questions do you have about why this happened? Other than by asking the teacher, where do you think you might find answers to these questions?

Example C.

Look at the word problem the teacher has written on the board. What are some possible approaches you can take to solve this word problem? What information is it asking? What operations do you think are involved? Which of the problem solving approaches that we have been studying the last two weeks do you think might be most effective to use in solving this problem?

### **III. Creating a Learning Plan**

For individual research projects, students must be able to come up with a good plan to move forward. Although they will eventually need to create an outline and a plan that the teacher and other peers can look at to provide feedback and support, it may be easiest for some students to get started in their home language and later translate into English the ideas they have gotten down on paper.

Example A.

Develop a K-W-L chart about the topic you are going to be researching. What is some information you already know? What do you want to learn? Where do you think you might get some of this information?

Example B.

Why are you interested in the topic you have chosen? What are some specific research questions you want to pursue? Whom do you plan to interview? What are some questions you will ask in your interviews?

**TRANSLANGUAGING STRATEGIES STATION #2**  
**COGNATES**

**Resource 2a**

Excerpt from the reading, *Primary Language Support* (p. 277)

**Spanish-English Cognates**

The following Internet resources may be useful to teachers in preparing Spanish-English cognates word study lessons for Spanish-speaking ELLs:

**Spanish Cognate Dictionary**

[www.latinamericalinks.com/spanish\\_cognates.htm](http://www.latinamericalinks.com/spanish_cognates.htm)

*A free, comprehensive, on-line cognate dictionary provided by Latin America Links.*

**"Fickle Friends" and "False Friends"**

[spanish.about.com/cs/vocabulary/a/partcognates.htm](http://spanish.about.com/cs/vocabulary/a/partcognates.htm)

[spanish.about.com/cs/vocabulary/a/obviouswrong.htm](http://spanish.about.com/cs/vocabulary/a/obviouswrong.htm)

*Articles by Gerald Erichsen; one includes a list of partial cognates ("fickle friends"), the other a list of false cognates ("false friends").*

## TRANSLANGUAGING STRATEGIES STATION #2 COGNATES

### Resource 2b

*Using Cognates to Develop Comprehension in English, Colorín Colorado (2007)*  
<http://www.colorincolorado.org/article/14307/>

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, 30-40% of all words in English have a related word in Spanish. For Spanish-speaking ELLs, cognates are an obvious bridge to the English language. Not surprisingly, researchers who study first and second language acquisition have found that students benefit from cognate awareness. Cognate awareness is the ability to use cognates in a primary language as a tool for understanding a second language. Children can be taught to use cognates as early as preschool. As students move up the grade levels, they can be introduced to more sophisticated cognates, and to cognates that have multiple meanings in both languages, although some of those meanings may not overlap. One example of a cognate with multiple meanings is *asistir*, which means to assist (same meaning) but also to attend (different meaning).

See the attached helpful list of cognates in Spanish and English.

### **Classroom strategies for teaching cognates:**

#### *Read aloud*

When you read aloud to your students, ask the Spanish speakers to raise their hands when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between the Spanish and English words. If you have a French, Italian, or Portuguese speaker in your class, invite them to contribute cognates in that language.

#### *Student reading*

As ELLs read their texts, ask them to find three or four cognates and write them on sticky pads. Collect those notes and put them on an OUR COGNATES laminated chart. Before the class ends, read or have students read them to the class. Discuss spellings or sounds that are the same and different between the cognates.

## Follow-up activities:

### *Word Sort*

Pair students and give each pair a set of cognate cards: one card has the English cognate and the other has the Spanish cognate. For example:

English	Spanish
family	familia
center	centro
radio	radio
class	clase
desert	desierto
magic	magia
gorilla	gorila

Have students sort the words. Then ask them what the word pairs have in common and write responses on the board.

### *Circle Differences*

Ask students to indicate which letters are different between the cognates by circling the letters. Alternate between having them call out differences with the teacher circling and occasionally having students come up and circle the differences themselves.

### *False Cognates*

Write examples of false cognates on the board. For example:

embarrassed/embarazada and pie/pie. Warn students that they might run into some words that are false cognates. These are words that look alike but do not have the same meaning in English and Spanish. Ask the students: Does anyone know what *pie* means in Spanish (foot)? What does the word *pie* mean in English (dessert)?

Another example of a false cognate is the word *embarrassed* in English and *embarazada* in Spanish. What does *embarrassed* mean in English (to feel ashamed about something)?

Does anyone know what *embarazada* means in Spanish (pregnant)?

Give students some cognates and false cognates and ask them to identify each.

Examples of false cognates:

English	Spanish
globe	globo (balloon)
pie	pie (foot)
rope	ropa (clothes)
soap	sopa (soup or pasta)
large	largo (long)
exit	éxito (success)
hay	hay (there is)

Ask students to work with a partner to find as many cognates and false cognates as they can from a given list of words. After they finish, ask partners to share one example of each with the class.

### *Exaggerate intonation and stress*

Cognate words can cause problems for Spanish speakers learning English and vice versa because of different stress patterns in the two languages. Point out how the emphasis changes in the following words:

- condition / condición
- animal / animal
- ability / habilidad

Common Greek and Latin roots that are cognates in English and Spanish:

Root	Meaning	Origin	English examples	Spanish examples
aud	hear	Latin	auditorium audition	auditorio audición
astir	star	Greek	astrology astronaut	astrología astronauta
bio	life	Greek	biography biology	biografía biología
dict	speak, tell	Latin	dictate dictator	dictar dictador
mit, mis	send	Latin	mission transmit	misión transmitir
ped	foot	Latin	pedal pedestal	pedal pedestal
phon	sound	Greek	phoneme microphone	fonema micrófono
port	carry	Latin	transport portable	transportar portátil

**English**

**Spanish**

**A**

accident	accidente
accidental	accidental
accompany (to)	acompañar
acrobatic	acrobático(a)
active	activo (a)
activities	actividades
admire (to)	admirar
admit (to)	admitir
adult	adulto
adventure	aventura
adopt (to)	adoptar
adoption	adopción
African	africano
agent	agente
air	aire
alarm	alarma
allergic	alérgico (a)
anaconda	anaconda
animal	animal
announce (to)	anunciar
appear (to)	aparecer
appetite	apetito
area	área
arithmetic	aritmética
artist	artista
association	asociación
astronomer	astrónomo
atmosphere	atmósfera
attention	atención
August	agosto
autograph	autógrafo
automobile	automóvil

**English**

**Spanish**

**B**

banana	banana
banjo	banjo
bicycle	bicicleta
biography	biografía
blouse	blusa
brilliant	brillante

**C**

cabin	cabina (de teléfono, avión, etc.)
cable	cable
cafeteria	cafetería
camera	cámara
camouflage	camuflaje
canyon	cañón
captain	capitán
capture (to)	capturar
catastrophe	catástrofe
cause	causa
celebrate (to)	celebrar
cement	cemento
center	centro
ceramic	cerámica
cereal	cereal
ceremony	ceremonia
chimney	chimenea
chimpanzee	chimpancé
cholera	cólera
circle	círculo
circular	circular
class	clase
coast	costa
colony	colonia
color	color

English	Spanish	English	Spanish
committee	comité	dinosaur	dinosaurio
common	común	direction	dirección
complete	completo(a)	directions	direcciones
completely	completamente	directly	directamente
company	compañía	director	director
concert	concierto	disappear (to)	desaparecer
confetti	confeti	disaster	desastre
confusing	confuso	discrimination	discriminación
confusion	confusión	discuss (to)	discutir
constellation	constelación	disgrace	desgracia
construction	construcción	distance	distancia
contagious	contagioso(a)	distribute (to)	distribuir
continent	continente	dollar	dólar
continue (to)	continuar	double	doble
contract	contrato	dragon	dragón
contribution	contribución	dynamite	dinamita
coyote	coyote		
crocodile	cocodrilo	<b>E</b>	
curious	curioso(a)	electric	eléctrico(a)
		elephant	elefante
<b>D</b>		enormous	enorme
December	diciembre	energy	energía
decide (to)	decidir	enter (to)	entrar
decoration	decoración, adorno	escape (to)	escapar
delicate	delicado(a)	especially	especialmente
depend (to)	depender	examine (to)	examinar
deport (to)	deportar	exclaim	exclamar
describe (to)	describir	explosion	explosión
desert	desierto	exotic	exótico(a)
destroy (to)	destruir	extra	extra
detain (to)	detener	extraordinary	extraordinario(a)
determine (to)	determinar		
diamond	diamante		
dictator	dictador		
different	diferente		

**English**

**Spanish**

**F**

family	familia
famous	famoso(a)
fascinate (to)	fascinar
favorite	favorito(a)
ferocious	feroz
finally	finalmente
firm	firme
flexible	flexible
flower	flor
fortunately	afortunadamente
fruit	fruta
funeral	funeral
furious	furioso(a)

**G**

galaxy	galaxia
gallon	galón
garden	jardín
gas	gas
giraffe	jirafa
golf	golf
glorious	glorioso(a)
gorilla	gorila
group	grupo
guide	guía

**H**

helicopter	helicóptero
hippopotamus	hipopótamo
history	historia
honor	honor
hospital	hospital
hotel	hotel

**English**

**Spanish**

hour	hora
human	humano(a)

**I**

idea	idea
identification	identificación
imagine (to)	imaginar
immediately	inmediatamente
immigrants	inmigrantes
importance	importancia
important	importante
impressed	impresionando(a)
impression	impresión
incredible	increíble
incurable	incurable
independence	independencia
information	información
insects	insectos
inseparable	inseparable
insist (to)	insistir
inspection	inspección
intelligence	inteligencia
interesting	interesante
interrupt (to)	interrumpir
introduce (to)	introducir
introduction	introducción
invent (to)	inventar
investigate (to)	investigar
invitation	invitación
invite (to)	invitar
island	isla

**English**

**Spanish**

**L**

leader	líder
lemon	limón
lens	lente
leopard	leopardo
lesson	lección
lessons	lecciones
line	línea
lion	león
list	lista
locate (to)	localizar

**M**

machine	máquina
magic	magia
magician	mago
magnificent	magnífico(a)
manner	manera
map	mapa
March	marzo
march (to)	marchar, caminar
marionettes	marionetas, títeres
medal	medalla
memory	memoria
metal	metal
microscope	microscopio
million	millón
miniature	miniatura
minute	minuto
minutes	minutos
moment	momento
monument	monumento
much	mucho
music	música

**English**

**Spanish**

**N**

natural	natural
necessity	necesidad
nectar	néctar
nervous	nervioso(a)
notice	noticia

**O**

obedience	obediencia
object	objeto
observatory	observatorio
occasion	ocasión
ocean	océano
October	octubre
office	oficina
operation	operación
ordinary	ordinario

**P**

palace	palacio
panic	pánico
paper	papel
park	parque
part	parte
patience	paciencia
penguin	pingüino
perfect	perfecto (a)
perfume	perfume
permanent	permanente
photo	foto
photograph	fotografía
photographer	fotógrafo(a)
piano	piano

**English Spanish**

pioneer	pionero
pirate	pirata
planet	planeta
planetarium	planetario
plans	planes
plants	plantas
plates	platos
police	policía
practice	práctica
practice (to)	practicar
prepare (to)	preparar
present (to)	presentar
problem	problema
professional	profesional

**R**

radio	radio
ranch	rancho
really	realmente
restaurant	restaurante
retire (to)	retirar
reunion	reunión
rich	rico(a)
rock	roca
route	ruta

**S**

secret	secreto
September	septiembre
series	serie
sofa	sofá
special	especial

**English Spanish**

splendid	espléndido(a)
statistics	estadística
stomach	estómago
study (to)	estudiar
surprise	sorpresa

**T**

telephone	teléfono
telescope	telescopio
television	televisión
terrible	terrible
tomato	tomate
totally	totalmente
tourist	turista
traffic	tráfico
trap (to)	atrapar
triple	triple
trumpet	trompeta
tube	tubo

**U**

uniform	uniforme
---------	----------

**V**

vegetables	vegetales
version	versión
visit (to)	visitar
volleyball	voleibol
vote (to)	votar

Adapted from: Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.

## TRANSLANGUAGING STRATEGIES STATION #3

### HOME LANGUAGE TEXTS

#### Resource 3a

Excerpt from the reading, *Primary Language Support* (p. 278-9)

#### Read Aloud Native-Language Versions of Books Used in Class

Some English-language books teachers use for read-alouds in class, or that students might read independently during sustained silent reading, are available in other languages, particularly Spanish. Teachers can use these books in other languages to benefit ELL students. For example, a teacher, as part of a unit on the five senses, plans to read the book *The Magic School Bus Explores the Senses* by Joanna Cole and Bruce Degen. She obtains the Spanish-language version of this same book, *El autobus magico explora los sentidos*, and either she or a paraprofessional reads the Spanish-version aloud to the Spanish-speaking ELLs before she reads the English version aloud to the class. If the teacher does not speak Spanish but has a recording of the book in Spanish (one that was recorded commercially or one recorded by a paraprofessional or volunteer), she could make the book and audio recording available at the listening center. She could also make the book available for students to read on their own or take home to read with their families.

When students have had a chance to read or listen to the L1 version of the book, they will have become familiar with the characters, setting, plot, and the science concepts covered in the book. Then, when the teacher reads the same book aloud in English, these students will be able to understand much more because of their background knowledge of the book. In other words, comprehensible input will be maximized. In using this technique, teachers should take care not to read the L1 version and the English versions back-to-back, because this would be too much like the ineffective current translation method discussed earlier.

## TRANSLANGUAGING STRATEGIES STATION #3 HOME LANGUAGE TEXTS

### Resource 3b

#### Computer Software and Internet Resources for Native Language Texts

Excerpt from the reading, *Primary Language Support* (p. 281 and 282)

Many educational software programs come with built-in Primary Language Support (PLS), typically in Spanish but occasionally in other languages as well. This support could range from running the program completely in another language to translations and explanations to help students interact with the program in English. For example, the Living Books series, which brings to life popular children's books, such as *Arthur's Teacher Trouble* by Marc Brown, and traditional stories, such as "The Tortoise and the Hare," give students the option of listening to and interacting with the story in English or Spanish (and even Japanese for some titles). The popular multimedia program Kid Pix Deluxe 4 includes a "Spanish mode" with help, menu options, tool dialogues, and foreign language character support to help Spanish-speaking ELLs successfully interact with the program. In some ESL software programs, PLS is often just the click of a mouse away.

..... A growing number of educational Web sites include bilingual interfaces. For example, at StoryPlace: The Children's Digital Library ([www.storyplace.org](http://www.storyplace.org)), students can decide whether they want to interact with the on-line stories and activities in English or Spanish. The Enchanted Learning Web site ([www.enchanredlearning.com](http://www.enchanredlearning.com)) features on-line activities and reproducible educational materials that can be printed and used in the classroom. Many resources are available in English and Spanish, and a few resources are available in other languages.

Vocabulary ([www.vocabulary.com](http://www.vocabulary.com)) is a free on-line tool that can make all the words on a Web page link to any number of reference works, including bilingual dictionaries. Two steps are required: cut and paste the URL of the Web page onto the Vocabulary page and select the reference work or bilingual dictionary you want the words to be linked to. For example, if a student is reading from a Web site about electricity and runs into an unfamiliar word, such as circuit, if he has linked to Vocabulary, he simply clicks on the word and up pops a Web page with the translation! Currently Vocabulary works with bilingual dictionaries for over 30 different languages.

## TRANSLANGUAGING STRATEGIES STATION #3 HOME LANGUAGE TEXTS

### Resource 3c

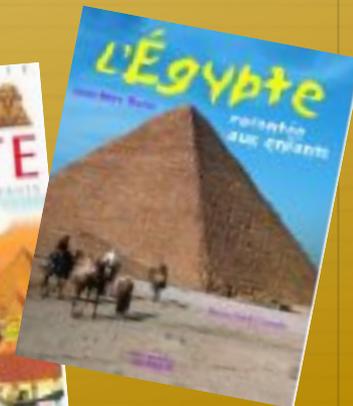
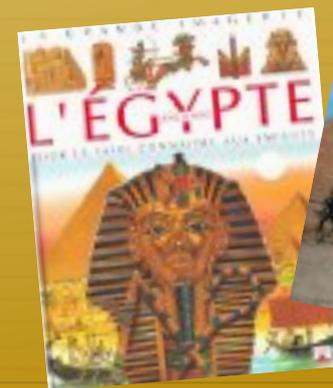
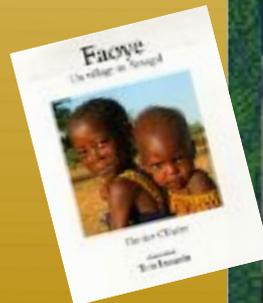
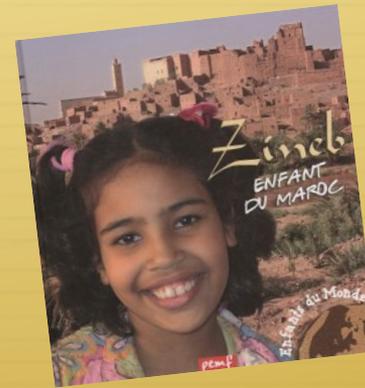
#### Classroom Texts in Multiple Languages

The attached pictures demonstrate the multiple ways that one 3<sup>rd</sup> grade teacher, Christina Celic, sets up her classroom library so that students could have access to native language texts during a research project on different countries. In this unit, Christina's 3<sup>rd</sup> grade students, half of whose home language was French and half of whose was English, did research on the country they were assigned in whatever language they felt most comfortable. Eventually, they had to present in both languages (depending on the audience member who stopped at their table) during a travel fair in which each person acted as a travel agent for a particular country convincing others to go there. Because students were able to find information in whatever language they chose, their end product, a persuasive essay, written in English, on why people should travel to that country, was much stronger.

In order to expand the number of resources available to her students, Christina used both books available in multiple languages and multi-lingual websites. Christina also asked parents and other community members to record books on tape in various home languages so that students could have listening centers where they were able to hear a book about the country they were studying.

Note that it is easy to find common children's books in multiple languages using Amazon (see image demonstrating this).

# Read thematically in multiple languages





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**CRÉE TON COMPTE** ET TU POURRAS **TOI AUSSI AMÉLIORER** OU **AJOUTER** DES ARTICLES DANS L'ENCYCLOPÉDIE !

## Maroc

« Maroc » défini et expliqué aux enfants par les enfants.

&lt;&lt;

&gt;&gt;

Le **Maroc** (nom officiel : **Royaume du Maroc**) est un pays d'Afrique du Nord faisant partie du **Maghreb**. Sa capitale politique est **Rabat** et sa capitale économique **Casablanca**.

### Fiche d'identité du Maroc

Superficie :	710 000 km <sup>2</sup>
Population :	31 993 000 (2009)
Gentilé :	Marocains
Capitale :	<a href="#">Rabat</a>
Langue :	<a href="#">arabe</a>
Monnaie :	<a href="#">dirham marocain</a>



Drapeau du Maroc

**Sommaire** [\[masquer\]](#)

[1 Histoire](#)



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### Rechercher



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Article

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Renseignements supplémentaires

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**Canada**

1

Le Canada est le deuxième pays du monde selon la taille. Seule la Russie a un plus grand territoire. Le Canada s'étend en haut du continent de l'Amérique du Nord. L'Alaska se situe à son extrémité nord-ouest, et le reste des États-Unis forme sa frontière sud. Il se situe entre l'océan Pacifique et l'océan Atlantique. L'océan Arctique est situé au nord du pays. Ottawa est la capitale du Canada.



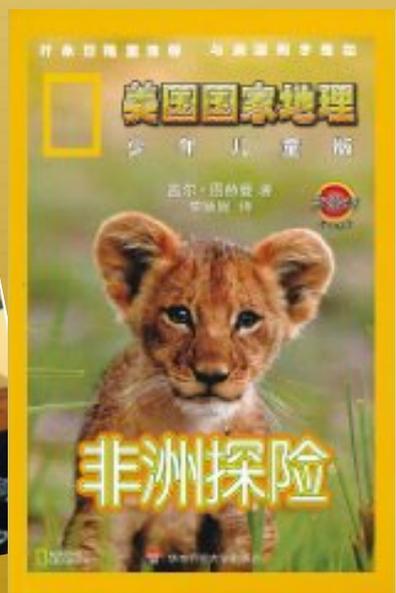
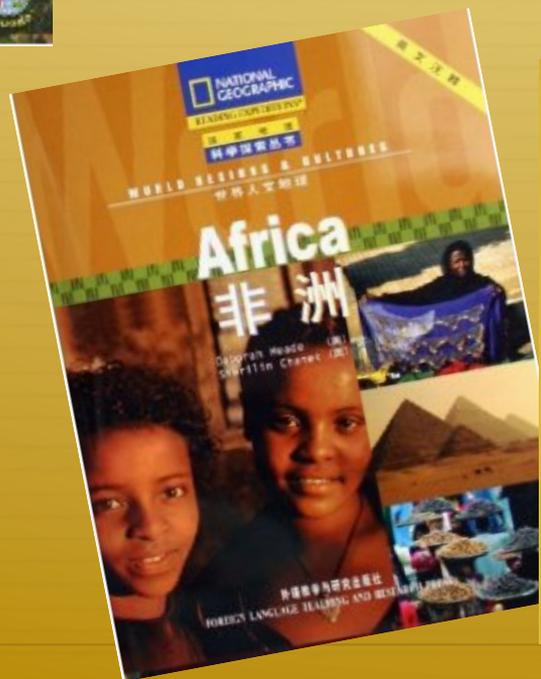
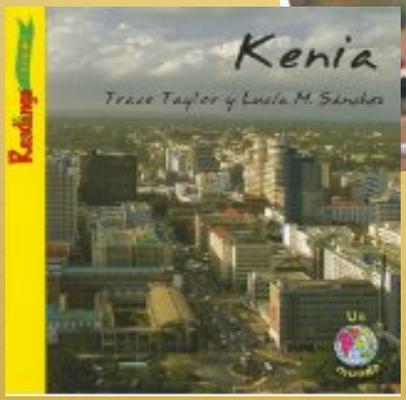
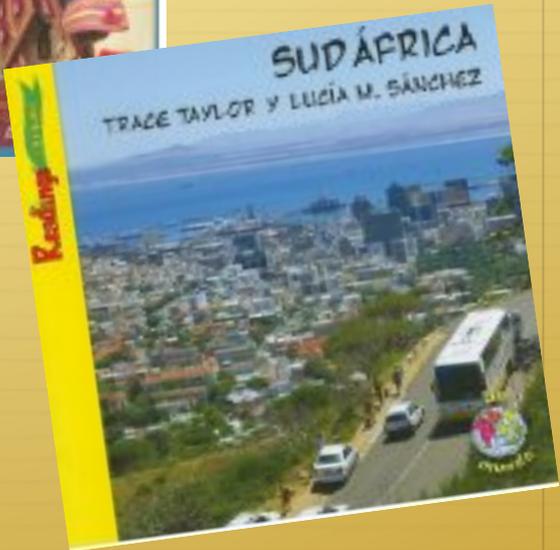
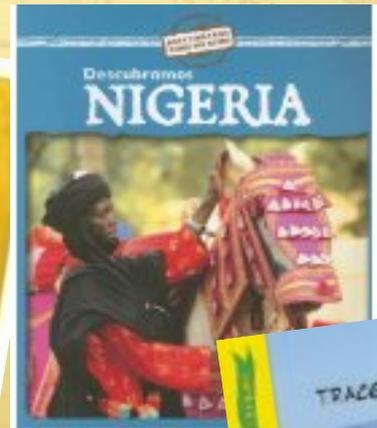
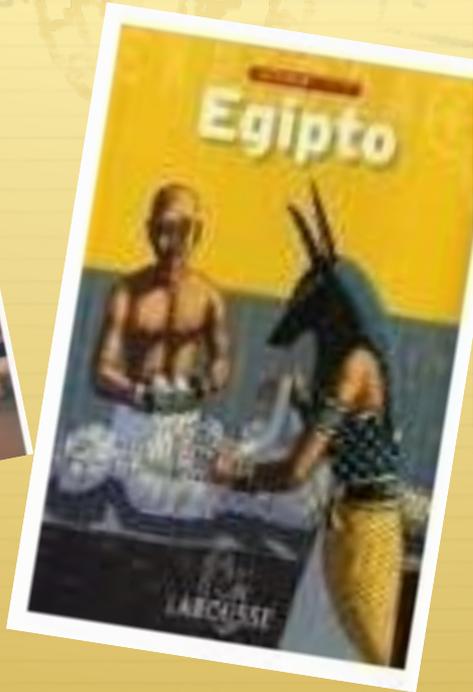
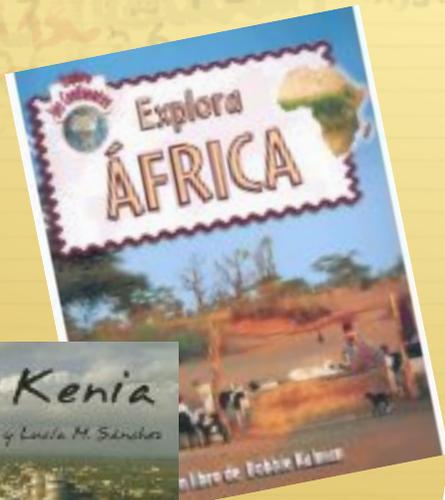
**Terrain**

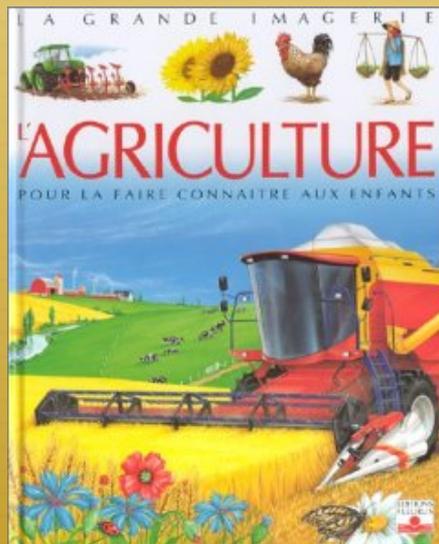
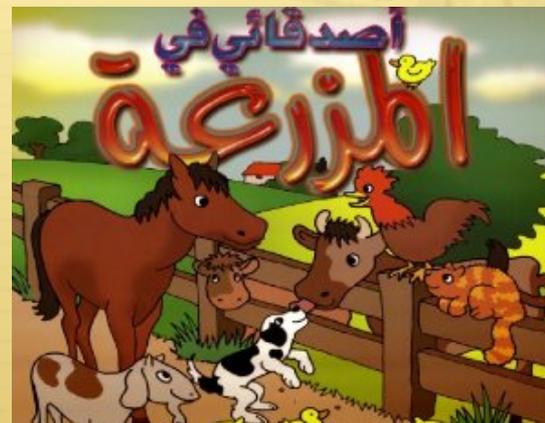
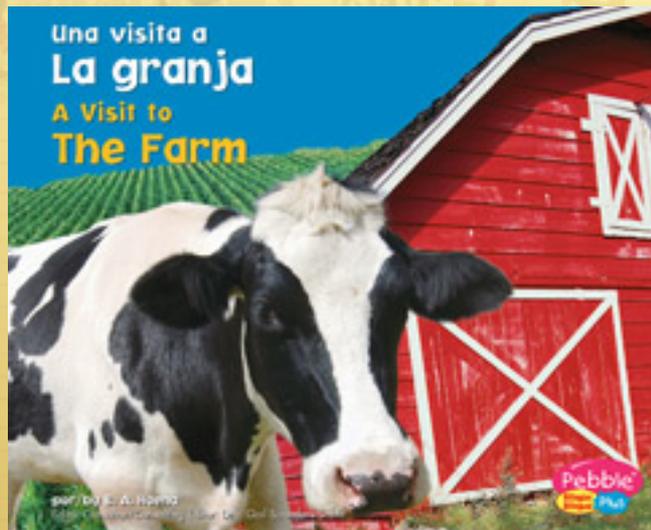
Le Canada contient un peu de tout. À l'ouest, on trouve des montagnes élevées, des lacs transparents et de magnifiques forêts vertes. Le centre du pays est couvert de larges étendues de terres plates appelées prairies. On y trouve de grosses exploitations bovines et des exploitations de blé. Au sud-est, près du fleuve Saint-Laurent, on trouve

Pour plus d'information, voir ces articles:

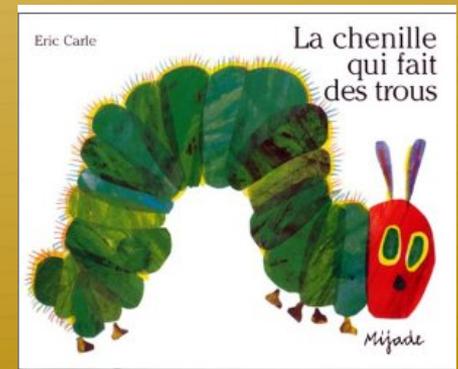
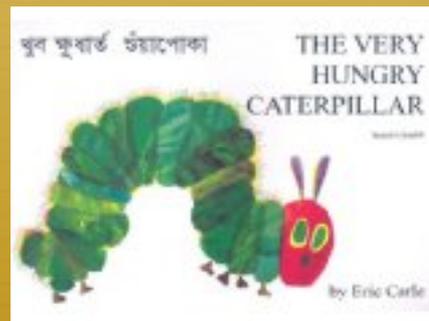
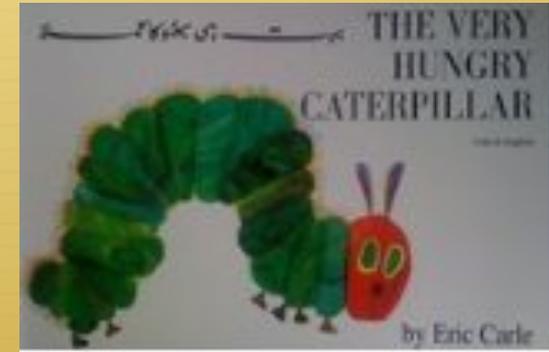
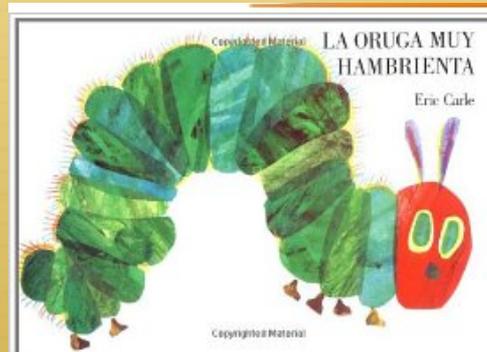
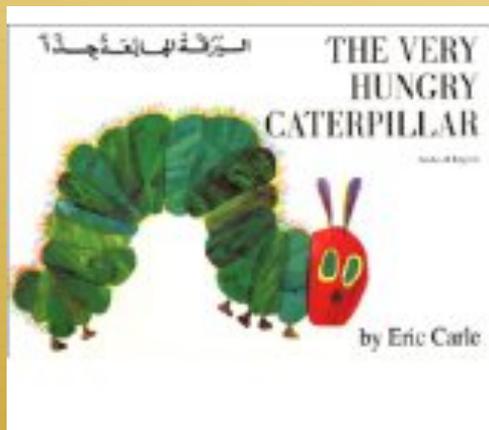
- [Aborigines](#)
- [Boomerang](#)
- [Dingo](#)
- [Tasmanian devil](#)
- [Uluru](#)

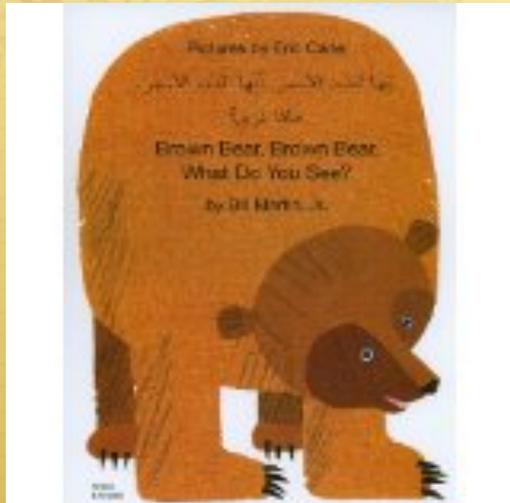
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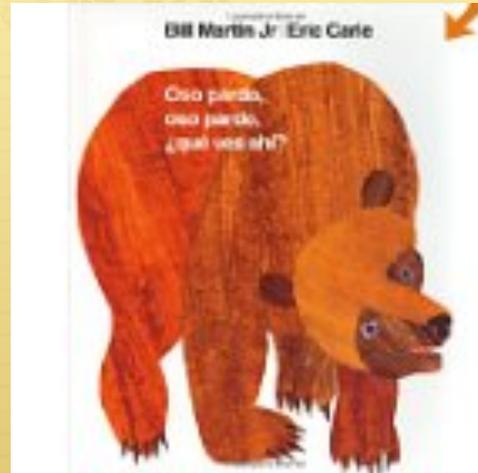


# Multilingual Versions

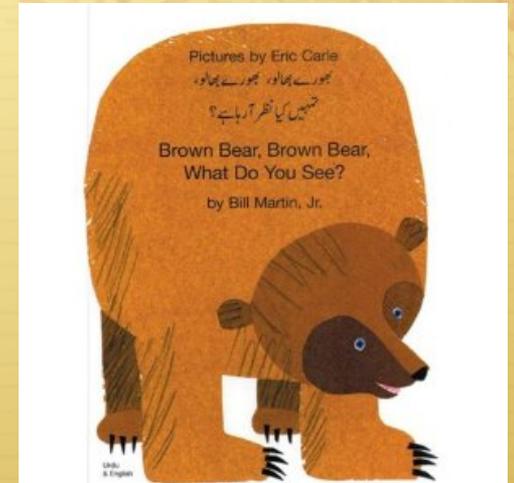




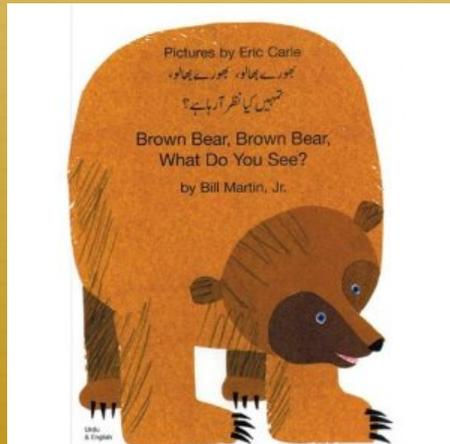
Arabic



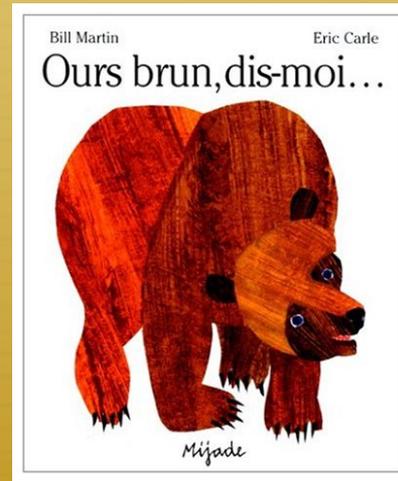
Spanish



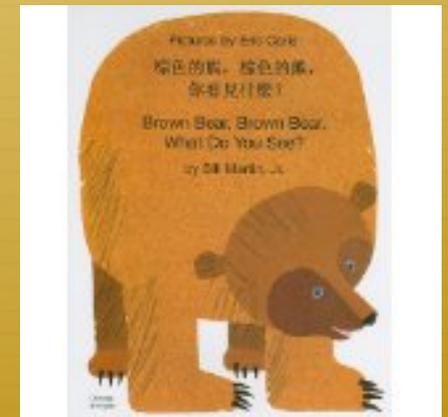
Vietnamese



Urdu



French



Mandarin

# Tools: Amazon book search

amazon.com Hello, Christina Celic. We have [recommendations](#) for you. (Not Christina?)

Christina's Amazon.com Today's Deals Gifts & Wish Lists Gift Cards

FREE Two-Day Shipping: See details

Your Digital Items Your Account Help

Shop All Departments Search Children's Animals Books **childrens books in arabic** GO Cart Your Lists

Books Advanced Search Browse Subjects New Releases Best Sellers The New York Times® Best Sellers Children's Books Textbooks Sell Your Books

Age Range  
Baby-2 (1)  
Ages 3-5 (11)

New Releases  
Coming Soon (3)

Department  
Any Department  
Books  
Children's Books  
Animals  
Bugs & Spiders (1)  
Foxes & Wolves (2)  
Farm Animals (1)  
Cats (1)  
Alligators & Crocodiles (1)  
Mammals (2)

Format  
Clear  
 Paperback  
 Hardcover (8)  
 Kindle Edition (3)  
 Board Book (14)

Author  
Eric Carle (2)  
Axel Scheffler (1)  
Debi Glori (1)  
Julia Donaldson (1)  
Martin Waddell (1)  
Sally Grindley (1)  
Susan Varley (1)

Books > Paperback > Children's Books > Animals > "childrens books in arabic"

Showing 1 - 12 of 20 Results Sort by Relevance

Age Range  
Baby-2 (1) Ages 3-5 (11)

1. **The Very Hungry Caterpillar (English and Arabic Edition)** by Eric Carle (Jan 1992)

★★★★★ (4 customer reviews)

Formats	Price	New	Used
Paperback		\$10.09	\$10.08

Sell this back for an Amazon.com Gift Card

2. **How the Fox Got His Color Bilingual Arabic English (Arabic Edition)** by Adele Marie Crouch, Megan Gibbs and Ebrahim Elebiary (Oct 30, 2011)

★★★★☆ (2 customer reviews)

Formats	Price	New	Used
Paperback	Order in the next 3 hours to get it by Monday, Feb 27. Eligible for FREE Super Saver Shipping. <del>€15.05</del> <b>\$11.48</b>	\$11.48	\$13.75
Kindle Edition	Auto-delivered wirelessly	<b>\$2.99</b>	

**Excerpt - Front Matter:** "... when I made my children's books available in many different ..." [See a random page](#) in this book.

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## TRANSLANGUAGING STRATEGIES STATION #4

### READING STRATEGIES

#### Resource 4a

#### Overview of Translanguaging While Reading

Even when the focus text of a class discussion or assignment is in English, there are many ways to naturally incorporate translanguaging. Translanguaging before, during, and after reading can provide great support to emergent bilinguals in understanding the text as well as in mastering the content they are learning. It also helps to promote their biliteracy by giving them exposure to some of the same concepts in their home language. At this station, you will explore examples of activities that provide natural opportunities for translanguaging.

## TRANSLANGUAGING STRATEGIES STATION #4

### READING STRATEGIES

#### Resource 4b

#### Pre-reading Strategies

Traditionally, teachers would provide a list of key vocabulary words and their definitions to students as the main form of support to understand a reading. However, words taught in isolation of a text are difficult to understand and remember because they lack context. Instead, it is helpful to provide students with more experiential and hands-on ways to enter into a text. Many of these hands-on strategies lend themselves well to having students translanguage. Below are some examples.

1. Do a word association of a key concept covered in the text. Students can make associations with the word (e.g. prejudice) in any language. Students share one another's words in their small groups and report out to the rest of the class in English. This strategy helps emergent bilinguals to gain exposure to key ideas and the vocabulary attached to them in both English and their home language before jumping into the text. The word association can be in any language.
2. If students share a common language and the teacher speaks that language, teachers can explain some key points of the story in the students' home language before they read it in English.
3. Before reading a text in English and engaging in activities around that text, students can preview a translation of the text in their home language or a text in their home language on the same topic.
4. In groups, have students look at a series of pictures connected to the reading they are doing. Have students make predictions about what the reading is going to be about and what they expect to find out from doing the reading. Students can discuss the pictures and their predictions in any language they wish even if they may eventually have to present their predictions back to the class in English. The same activity can be done using the language of students' choice when looking at headings or key words and/or quotes from a text.
5. Participate in a simulation activity that gets at a key concept in the text (e.g. if reading the book *The Sneetches* (by Dr. Seuss), have an activity where students are divided into those who can curl their tongues and those who cannot (or another meaningless characteristic over which students have no control). Those who can curl their tongues are given a privilege that those cannot are denied. Students debrief on the experience and their reactions to it and share those reactions in the group. They also write about how that experience connects to real life experiences. When writing their reflections and talking in small groups, students should be encouraged to use the language of their choice even if the class-wide discussion will be in English.

## TRANSLANGUAGING STRATEGIES STATION #4

### READING STRATEGIES

#### Resource 4c

#### Strategies during Reading

Many common activities done during reading present opportunities for translanguaging if students are given the opportunities to do so. See the examples below.

1. **Chunking text and asking questions.** A teacher “chunks” a difficult text into smaller sections (where there are natural breaks in the text) so that students are able to better process the information. The teacher strategically asks students some reflection, probing or checking for understanding questions after each of the chunks. Emergent bilinguals may find it most useful to answer the questions in their home language even if the text itself is in English. This strategy is also useful when asking students to make predictions about what may happen next. The focus of such an exercise is getting students to understand the text and employ their higher order thinking skills in processing what has happened and using that to make predictions. Therefore, whatever language best helps them to accomplish this is the language they should use. Students can debrief their predictions with a partner who shares a home language. The larger class discussion may be in English, but having had the initial brainstorming and small group discussion in the home language will make it easier for the emergent bilingual students to participate.
2. **Solving word problems.** When students are solving a word problem (regardless of the language in which the problem is written), it can be useful to use their home language. If students have been taught the steps for solving a word problem (e.g. identify what the question is asking, underline the most important information, determine the operation that is best to use, etc.), the steps can be translated into their home language in the form of a graphic organizer students can use with every problem they encounter. Students can think about the problem in the language most comfortable to them even if the solution they eventually have to write is in English.

3. **Annotating Text.** Encourage students to actively interact with text as they read it. They should be making annotations such as questions, connections they are drawing, their own reactions/opinions to what they write, notes to remember, and diagrams or drawings in the white space in the margins or on a separate page of text notes they are keeping on the reading. As with other types of low-stakes writing, text annotations are for the students to help process and remember the key information and to determine what they are and are not understanding. Therefore, regardless of the language of the text, students should be able to write in whatever language best helps them to process, understand and reflect on what they are reading.
  
4. **Using native language texts.** When Students are asked to conduct research on a particular topic, they should be encouraged to use native language texts. It can be helpful for the teacher to steer students towards particular texts or websites to ensure that they are looking at high quality ones that will provide the type of information they need. Even if using English texts and media, students can take notes in whatever language they feel most comfortable in even when the eventual draft will be written in English.

**TRANSLANGUAGING STRATEGIES STATION #4**  
**READING STRATEGIES**

**Resource 4d**  
**Post-reading Strategies**

Translanguaging activities can also be useful for helping students to process what they have read and prepare for writing and discussing a text in English. Below are some examples:

1. **Reflection.** Write a reflection on what you have read. What did you find interesting about this topic? Why do you think it is important to know about this? Students may find it easiest to answer these questions first in their home language before moving to English.
  
2. **Summary.** What are some of the key ideas from this text that you think would be important to include in a summary? Your summary will be written in English but you can write down your ideas for the summary in any language you wish.
  
3. **Graphic Outline.** What does this text discuss as the three main causes of the Revolutionary War? What were the effects? Complete the cause and effect chart below in any language you wish, but you will need to write 3 sentences using the cause and effect language structures we have learned in English.

<b>Causes</b>	<b>Effects</b>

## TRANSLANGUAGING STRATEGIES STATION #5 MULTILINGUAL RESOURCES

### Resource 5a

#### Online Resources for Translation

#### Excerpt from the reading, *Primary Language Support* (p. 281-2)

The latest versions of Microsoft Office Suite programs (e.g., Word, PowerPoint, Excel, Outlook) have built-in translation tools that offer translations of single words, phrases, sentences and even an entire document into French, German, Italian, Japanese, Korean, Chinese (People's Republic of China or Taiwan), Spanish, Dutch, Greek, Portuguese, and Russian. In Microsoft Word, the translation tool can be accessed by selecting the text, then choosing "translation" from the pop-up menu. The Internet offers free translation tools (see list below) and on-line Bilingual dictionaries for over a hundred different languages (see below).

#### Online translation tools

- ❖ **Altavista Babel Fish Translation:** [babelfish.altavista.com](http://babelfish.altavista.com)
- ❖ **Dictionary.com Translator:** [Dictionary.reference.com/translate/text.html](http://Dictionary.reference.com/translate/text.html)
- ❖ **Freetranslator.com:** [www.free-translator.com](http://www.free-translator.com)
- ❖ **Google Language Tools:** [www.google.com/language\\_tools?hleen](http://www.google.com/language_tools?hleen)
- ❖ **Systran:** [www.systransoft.com](http://www.systransoft.com)
- ❖ **Translation Booth:** [www.translationbooth.com](http://www.translationbooth.com)
- ❖ **World Lingo Free On-line Translator:**  
[www.worldlingo.com/en/products.services/worldlingo\\_translator.html](http://www.worldlingo.com/en/products.services/worldlingo_translator.html)

These translation tools are generally effective for translating single words. Students and teachers must use extreme caution, however, when using them to translate entire sentences, paragraphs, and documents. Translation is a difficult task and a fine art that requires an expert human touch. Computers can only approximate this task. The translations tools listed above are notorious for producing translations riddled with errors. They are intended to give users just a rough idea of what a text is about. Under no circumstances should a teacher use these programs to translate letters or other communications with parents or to create classroom materials without having them first checked and corrected by a knowledgeable translator.

## TRANSLANGUAGING STRATEGIES STATION #5 MULTILINGUAL RESOURCES

### **Resource 5b** **Multilingual Word Walls**

The attached pictures provide examples of how one teacher, Christina Celic has created multi-lingual word walls and vocabulary work with her students. Throughout a unit on geography, students have the target words in both English and French (the two home languages of the students). For students who may not know the word in their home language either, a picture is provided. Also included is a picture of a word wall with several languages for a more linguistically diverse class. Teachers who do not know the languages of their students can use google translate to translate key words for the word wall and have them checked by a colleague, student or parent. Multi-lingual word walls not only help students to learn new vocabulary more efficiently (if they already know the word in their native language), but also help to develop biliteracy and bilingualism.

# Multilingual Word Walls

continent  
continent



Africa is the second largest continent.  
L'Afrique est le deuxième plus grand continent.

equator  
équateur



The equator crosses Africa.  
L'équateur traverse l'Afrique.

desert  
désert



Africa has three large deserts.  
L'Afrique a trois grands déserts.

mountains  
montagnes



Africa has mountains.  
L'Afrique a des montagnes.

savannah  
savane



Africa has a savannah across the center.  
L'Afrique a une savane à travers le centre.

# Multilingual Word Walls

continent  
continent



Africa is the second largest continent.

equator  
équateur



The equator crosses Africa.

desert  
désert



Africa has three large deserts.

mountains  
montagnes



Africa has mountains.

savannah  
savane



Africa has a savannah across the center.

# Multilingual Word Walls

continent  
continent



L'Afrique est le deuxième plus grand continent.

équateur  
equator



L'équateur traverse l'Afrique.

désert  
desert



L'Afrique a trois grands déserts.

montagnes  
mountains



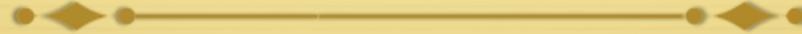
L'Afrique a des montagnes.

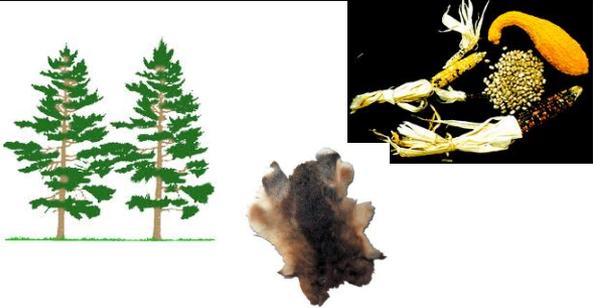
savane  
savannah



L'Afrique a une savane à travers le centre.

# Vocabulary Graphic Organizers



<p>natural resources</p> <p><b>recursos naturales</b></p> <p><b>自然資源</b></p>	
<p>Things people can use from nature.</p>	<p>The Iroquois used <b>natural resources</b> like wood to make longhouses.</p>

# Google Translate

The screenshot shows the Google Translate web interface. At the top, the browser address bar displays the URL `http://translate.google.com/#en|zh-TW|natural%20resources`. Below the browser, the Google Translate header includes the Google logo, a 'Sign in' button, and navigation links for 'You', 'Search', 'Images', 'Maps', 'YouTube', 'News', 'Gmail', 'Documents', and 'Calendar'. The main interface features a 'Translate' section with a 'From: English' dropdown, a bidirectional arrow icon, a 'To: Chinese (Traditional)' dropdown, and a blue 'Translate' button. The input text 'natural resources' is shown in a box on the left, and the output '自然資源' is shown in a box on the right. A blue arrow points to a speaker icon and a checkmark icon in the bottom right corner of the output box. Below the output box, there is a 'New!' notification: 'Click the words above to view alternate translations. Dismiss'. Underneath, the word 'Dictionary' is followed by the part of speech 'noun' and three alternative translations: '自然資源', '資源', and '富源'. At the bottom of the page, there are links for 'Turn off instant translation', 'About Google Translate', 'Mobile', 'Privacy', 'Help', and 'Send feedback'.

Google Translate

http://translate.google.com/#en|zh-TW|natural%20resources

Google

Translate

From: English To: Chinese (Traditional) Translate

English French Spanish

natural resources

Spanish Chinese (Traditional) French

自然資源

Speaker icon, Checkmark icon

New! Click the words above to view alternate translations. Dismiss

Dictionary

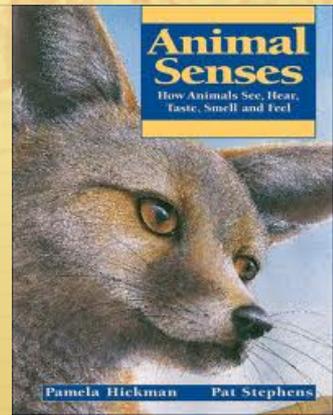
noun

自然資源  
資源  
富源

Google Translate for Business: [Translator Toolkit](#) [Website Translator](#) [Global Market Finder](#)

Turn off instant translation About Google Translate Mobile Privacy Help Send feedback

# Multilingual Word Walls



eyes  
ojos 眼睛



A frog has big eyes to hunt.

ears  
orejas 耳朵



A fox has large ears to hunt animals.

nose  
nariz 鼻子



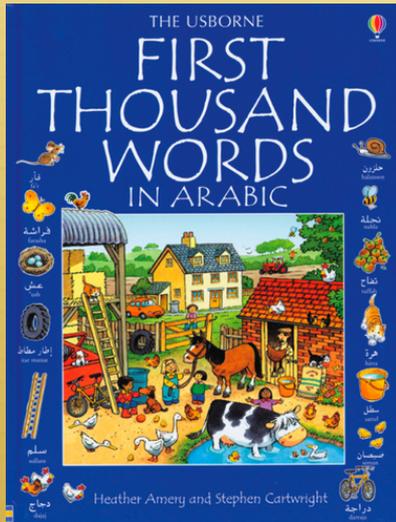
A deer has a nose to smell animals.

tongue  
lengua 舌頭



A butterfly has a tongue to eat nectar.

# Bilingual Picture Dictionaries



## TRANSLANGUAGING STRATEGIES STATION #5 MULTILINGUAL RESOURCES

### **Resource 5c** **Multilingual Writing Support**

The attached slide provides an example of how one teacher, Christina Celic has created multi-lingual writing supports for her students to complete a persuasive writing assignment to convince others to travel to the country they have been researching. As students are doing their research and writing in both English and French, the resource is provided in both languages. For students who are new to persuasive writing, doing it first in the language they are most comfortable will facilitate transfer to this type of academic language in the language they are less comfortable with. Similar supports could be provided for other language functions and structures such as: comparison contrast, cause and effect, descriptive writing, and summarizing.

# Multilingual Writing References

Français	English
<p><b>Tout d'abord</b> vous devez vous rendre à l'Afrique du Sud parce...</p> <p><b>Une des raisons</b> que vous devriez aller en Egypte est...</p>	<p><b>First of all</b>, you should go to South Africa because...</p> <p><b>One reason</b> you should go to Egypt is...</p>
<p><b>Une autre raison</b>, vous devriez aller au Kenya parce que...</p> <p><b>En outre</b>, vous devriez aller au Sénégal en raison...</p>	<p><b>Another reason</b> you should go to Kenya is...</p> <p><b>In addition</b>, you should go to Senegal because...</p>
<p><b>Enfin</b>, vous devez vous rendre au Maroc parce que...</p>	<p><b>Finally</b>, you should go to Morocco because...</p>

## TRANSLANGUAGING STRATEGIES STATION #5 MULTILINGUAL RESOURCES

### **Resource 5d** **Students as Multilingual Resources**

One of the most useful multilingual resources for effective translanguaging in your classroom are your students. Pairing a student who is new to English with someone who speaks his/her home language but is more fluent in English can be an important source of support. The home language “buddy” can help translate directions for the student so that he/she understands the classroom activity and can help the student to translate what he/she has written in the native language into English. So many of the more open-ended but structured activities in a classroom (i.e. not traditional worksheets) lend themselves to pair work. For students new to English, pair work can be much more effective if they are able to process and discuss ideas in their home language first before being asked to translate some of the key points of that discussion or writing into English.

## EXPLORING CURRICULUM WITH AN EYE ON TRANSLANGUAGING STRATEGIES

### **Part 1:**

*Take a few minutes to look through the project, "Human Rights around the World: Personal and Collective Responsibility" and with your group, discuss the questions below:*

1. Where in this project do you see translanguaging strategies being employed?
2. Do you think that the way that a student's home language is integrated into this project would help him/her learn both English and the target content information at a deeper level? Why or why not?
3. Would a curriculum project like this help improve a student's home language development and home language literacy skills? Why or why not? If not, how could the project be adapted to better meet that goal?

## Part 2:

You should now be sitting in triads, ideally with other principals at the same level (elementary, middle school, or high school). Each principal will share a piece of curriculum from his/her school, and collectively, you will analyze each with an eye on translanguaging support.

As you complete this activity, have handy your *Strategies for Translanguaging* document. Keep in mind also the five translanguaging strategies you examined more in depth during this morning's stations activity: low-stakes writing, cognates, home language texts, reading strategies, and multilingual resources.

### Suggested protocol:

- **Principal #1** spends **3 minutes** introducing the curriculum unit and providing any contextual information the others might need to know.
- All three principals spend **7 minutes** individually looking through the curriculum and the translanguaging workshop materials from this morning, jotting down notes in response to the two questions in the table below.
- The group spends **5 minutes** sharing and discussing their responses.
- Repeat the three steps above for **Principal #2** and **Principal #3**.

*Curriculum unit shared by Principal #1*

<u>Topic/Title:</u>	<u>Subject Area:</u>	<u>Grade Level:</u>
<p>Where in this curriculum do you see examples of translanguaging support? Is this curriculum structured so that translanguaging can occur?</p>		
<p>Which of the translanguaging strategies discussed this morning could be integrated into this curriculum unit and how?</p>		

*Curriculum unit shared by Principal #2*

<u>Topic/Title:</u>	<u>Subject Area:</u>	<u>Grade Level:</u>
<p>Where in this curriculum do you see examples of translanguaging support? Is this curriculum structured so that translanguaging can occur?</p>		
<p>Which of the translanguaging strategies discussed this morning could be integrated into this curriculum unit and how?</p>		

*Curriculum unit shared by Principal #3*

<u>Topic/Title:</u>	<u>Subject Area:</u>	<u>Grade Level:</u>
<p>Where in this curriculum do you see examples of translanguaging support? Is this curriculum structured so that translanguaging can occur?</p>		
<p>Which of the translanguaging strategies discussed this morning could be integrated into this curriculum unit and how?</p>		

**Native Language Project-**  
**Human Rights around the World:**  
**Personal and Collective Responsibility**  
Megan Mehr and Shahzia Pirani  
Brooklyn International High School

**Unit Description:** In this unit students investigate human rights issues in their own country through their native language. Through a series of 16 lessons, students explore how hate can transform into acts of discrimination and eventually lead to acts of human rights violations. Students learn about the United Nations and its role in the world. Furthermore, they discuss personal versus collective responsibilities. After researching human rights issues in their native countries, the investigation leads students to create an advocacy and awareness pamphlet in their native language and English, in which they highlight two human rights violations and urge others to take action. Upon concluding the pamphlet, students write a reflection essay highlighting what they have learned from the project about human rights and writing in their native language.

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**Duration:** 16 lessons

**Lesson Aims and Activities:**

**Lesson 1**

Aim: What are human rights?

Activities: Peer Training, Pyramid of Hate, Case Study

**Lesson 2**

Aim: What is the purpose of the United Nations? What is its role in the world?

Activities: Examining the preamble to the Charter of the United Nations.

**Lesson 3 and 4**

Aim: What is our personal and collective responsibility to protect human rights?

Activities: Viewing the film *Hotel Rwanda*.

**Lesson 5**

Aim: What lessons can we learn from Hotel Rwanda? What is the purpose of the Universal Declaration of Human Rights (UDHR)?

Activities: Debrief Hotel Rwanda, making connections to the Pyramid of Hate, sharing journal entry describing the UDHR, reading an human rights advocacy letter written by Human Rights Watch.

**Lesson 6**

Aim: What are the media's influences on creating awareness about human rights issues?

Activities: Examining the New York Times for daily human rights issues.

**Lesson 7 & 8**

Aim: What are human rights violations occurring around the world? What human rights violations are occurring in our native country?

Activities: Debrief investigating human rights using the newspaper, brainstorming human rights violations in own country, give out and begin research on pamphlet assignment

**Lesson 9**

Aim: What are human rights violations occurring around the world?

Activities: Peer editing pamphlets

**Lesson 10**

Aim: What are human rights violations occurring around the world?

Activities: Revise pamphlet based on feedback from peer. Begin native language reflection essay.

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**Lesson 11**

Aim: What did I learn from the project about human rights and my native language and English?

Activities: Writing the native reflection essay.

**Lesson 12**

Aim: What did I learn from the project about human rights and my native language and English?

Activities: Work on native language reflection essay, introduction to peer editing assignment for reflection essay.

**Lesson 13**

Aim: What did I learn from the project about human rights and my native language and English?

Activities: Share peer feedback. Finish pamphlet and reflection essay.

**Lesson 14-15**

Aim: How can I share what I learned with others?

Activities: Preparing for the Senior Portfolio Exhibition

**Lesson 16**

Aim: How can I share what I learned with others?

Activities: Exhibiting the native language project

**Law and Theory**

**American Studies**

**Sem 2 Week 10 Lesson 1: NL Project: Human Rights**

Teacher: Shahzia Pirani and Megan Mehr

Date: April 11, 2005

Time	Materials	Objectives/ SWBAT	Skill focus	Activity/Procedure
15 min	<ul style="list-style-type: none"> <li>Students homework assignment</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the causes of WWI and the United States involvement</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> </ul>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li><b>Aim:</b> How can discrimination based on bias escalate to acts of violence?</li> <li><b>Do Now:</b> Share your graphic organizers on the WWI reading.</li> <li><b>Homework:</b> Rwanda reading???</li> </ol>
30 min	<ul style="list-style-type: none"> <li>Definitions of terms of prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Define terms of prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> </ul>	<p><b>Peer Training Activity: Developing a Common Language</b></p> <ol style="list-style-type: none"> <li>Peer Trainers introduce themselves and basic ground rules (5 mins).</li> <li>Ss are divided into groups of five and begin working on activity (see handout and the break down of times) 25 min.</li> </ol>
15 min	<ul style="list-style-type: none"> <li>Pyramid of hate handout</li> <li>Pyramid of hate questions and UN definition of genocide</li> </ul>	<ul style="list-style-type: none"> <li>Examine the pyramid of hate and the term genocide</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Speaking</li> <li>Listening</li> </ul>	<p><b>Pyramid of Hate</b></p> <p>If time permits students read the case study in their groups and answer the questions. If time does not permit, as a whole class students read and discuss the handout.</p>

Peer Trainers

→ Elicit info (ground rules)



## DEVELOPING A COMMON LANGUAGE

### RATIONALE:

It is important to develop a common understanding of language during any discussion about prejudice and bigotry. This way everyone will have shared definitions that are agreed upon and understood.

### REQUIREMENTS:

- Materials:* Definitions handout (one for each participant), paper and pencils
- Space:* room for small groups to work without disturbing one another
- Time:* The first section will take approximately 30 minutes. The optional role plays will take another 30-45 minutes. This can be divided into two sessions.
- Numbers of participants:* maximum 35
- Age level:* middle to high school student

### DIRECTIONS:

1. Distribute the *Definitions* handout, one to each participant. Explain that the handout includes terms and their WORKING DEFINITIONS for the day. They are not the only, exclusively correct definitions for these words, but great care has gone into finding solid, understandable definitions for these very complex words and concepts.
2. Divide the whole group into small groups of 5 to 6 participants. Explain to small groups that you will be assigning them two words from the *Definitions* handout. The small groups' assignment is to discuss the words and share experiences they have had, witnessed or are aware of in their own lives that are examples of their words.
3. Assign each group two words, one from Part I (*General Terms*) and a second from Part II (*Manifestations of Prejudice*). After all group members have shared their experiences, groups should select one experience that they believe best illustrates each of their words.
4. After approximately <sup>10</sup>~~15~~ minutes, reconvene the whole group and have a volunteer from each small group read its terms and then share the experiences the group selected that best illustrate their terms. Before presentations begin, remind everyone of confidentiality, and ask small groups to share their selected experiences without using names.

**OPTIONAL:** This activity can be expanded to a role playing activity. Ask the small



- groups to prepare a skit representing one of their definitions and/or selected experiences shared in their group. Instruct participants to try to include in the role play a strategy for interrupting the discrimination taking place and resolve the conflict.
5. If time permits, ask participants to share any additional thoughts or ideas that were raised in their discussion.
  6. Lead a whole-group discussion using some or all of the questions that follow.

**DISCUSSION QUESTIONS:**

- 10 min*
- a. Did you learn anything from hearing other people's experiences and perceptions regarding discrimination?
  - b. Did listening to people's experiences make you remember any experiences of your own that you had forgotten?
  - c. Did you learn anything new about the concepts defined?
  - d. Is there anything that you would like to add to the list of definitions?
  - e. Which of the concepts defined is the most important to you?
  - f. (If students presented role plays) What worked or didn't work as strategies for interrupting discrimination?

**HANDOUT****PART II.  
MANIFESTATIONS OF PREJUDICE AND DISCRIMINATION**

*The following are specific manifestations of prejudice and discrimination, all of which are based on stereotypes and/or negative attitudes toward members of a particular group. All "isms" can be both personal (an individual act of meanness or exclusion) or institutional (prejudice and discrimination supported and sanctioned by power and authority that benefits some and disadvantages others).*

**Ableism**

Ableism is prejudice and/or discrimination against people with mental and/or physical disabilities.

**Ageism**

Ageism is prejudice and/or discrimination against people because of how old or young a person is.

**Anti-Semitism**

Anti-Semitism is prejudice and discrimination against Jews. Anti-Semitism can be based on hatred against Jews because of their religious beliefs, their group membership (ethnicity) and sometimes on the erroneous belief that Jews are a race.

**Classism**

Classism is prejudice and/or discrimination against people because of their real or perceived economic status.

**Heterosexism**

Heterosexism is prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay or bisexual. Homophobia is the irrational fear of people who are believed to be lesbian, gay, or bisexual.

**Racism**

Racism is prejudice and/or discrimination against people based on the social construct of "race." Differences in physical characteristics (e.g., skin color, hair texture, eye shape) are used to support a system of inequities.

**Religious bigotry**

Religious bigotry is prejudice and discrimination against people based on their spiritual beliefs and/or practices. Anti-Semitism is a form of religious bigotry.

**Sexism**

Sexism is prejudice and/or discrimination based on gender.

Group 1

Group 2

Group 3

Group 4

Group 5



## DEFINITIONS

## HANDOUT

### PART I. GENERAL TERMS

*The following are general terms often associated with diversity awareness and anti-bias programs and resources. Specific ways that some of these concepts are manifested in society are defined in Part II of this glossary.*

oup  
1  
**Anti-bias**

Anti-bias is an active commitment to challenging prejudice, stereotyping and all forms of discrimination.

**Bias**

Bias is an inclination or preference either for or against an individual or group that interferes with impartial judgment.

**Bigotry**

Bigotry is an unreasonable or irrational attachment to negative stereotypes and prejudices.

oup  
2  
**Culture**

Culture is the patterns of daily life learned consciously and unconsciously by a group of people. These patterns can be seen in language, governing practices, arts, customs, holiday celebrations, food, religion, dating rituals and clothing, to name a few.

**Discrimination**

Discrimination is the denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

oup  
3  
**Diversity**

Diversity means different or varied. The population of the United States is made up of people from diverse races, cultures and places.

**Multicultural**

Multicultural means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

oup  
4  
**Prejudice**

Prejudice is prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

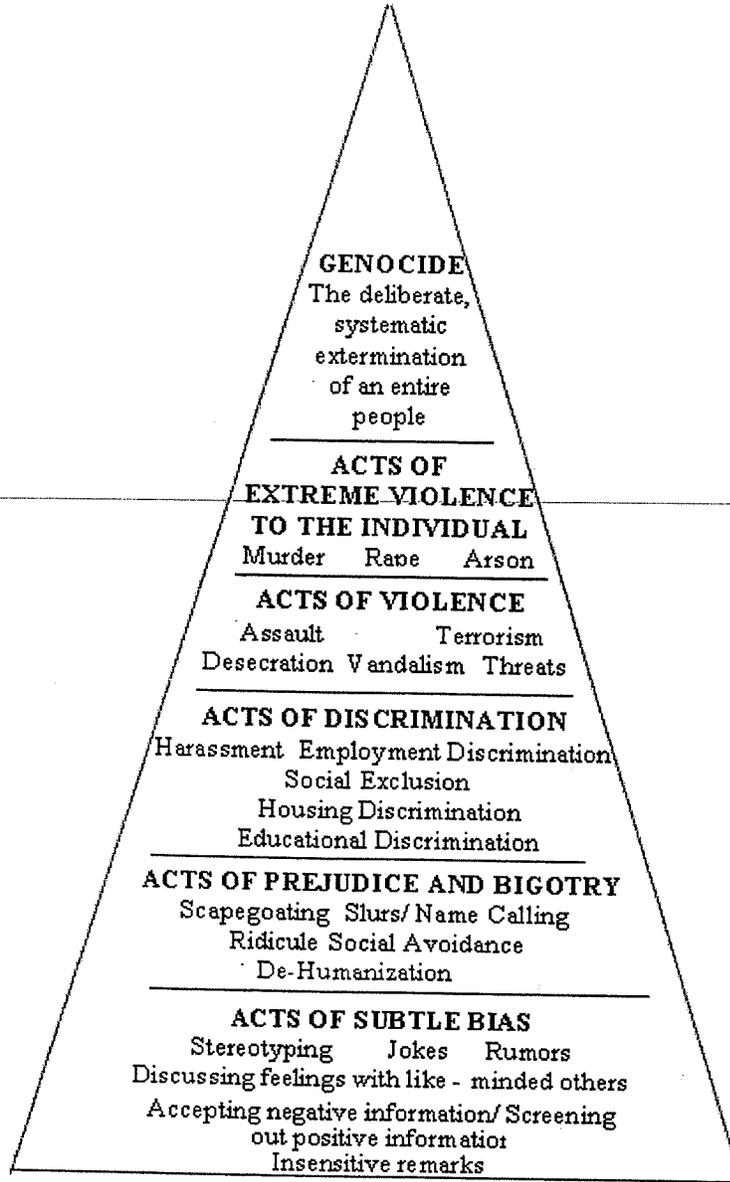
oup  
5  
**Scapegoating**

Scapegoating is blaming an individual or group for something based on that person's or group's identity when, in reality, the person or group is not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating.

**Stereotype**

A stereotype is an oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

## THE PYRAMID OF HATE



Source: *A World of Difference* © Anti-Bias Study Guide (Secondary Level). New York, NY: Anti-Defamation League, 2000.

### Pyramid of Hate

#### Case Study

In one school, a group of four boys began whispering and laughing about another boy in their school that they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting anti-gay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they yelled slurs. Some time during the next month, they increased the seriousness of their conduct---they surrounded him and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father's gun into school the next day to kill the boy. At this point another student overheard the threat and the police were notified.

*(Description of school incident adapted from "Sticks and Stones" by Stephen L. Wessler. Educational Leadership, December 2000/January 2001 (p. 28).*

**After reading the case study answer the following questions with you table group:**

1. Do you think this type of situation could have happened in our school? How would a situation like this affect the entire school? What could have been done to stop the situation from escalating? Who should have stopped it?

2. You have just read about a situation that started out as "whispering and laughing" and became more intense, escalating to violence. Take a few minutes to examine The *Pyramid of Hate* handout. Based on the case study answer the following questions:

- Where would you place "whispering and laughing" on the Pyramid? Why do you think that something, which, at first seemed harmless, progressed into violence?
- Even if it seemed harmless to the perpetrators and bystanders, do you think it would be easiest for someone to intervene? What would be some possible ways to intervene?
- At what level of the pyramid do you think it would be easiest for someone to intervene? What would be some possible ways to intervene?

3. Take a few minutes to examine the United Nations definition of genocide. In your group discuss a time in history in which acts of genocide were committed. What acts ultimately led to this genocide? At what stage could it have been prevented?

## Pyramid of Hate

### GENOCIDE

Genocide as defined by the United Nations in 1948 means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group including:

- Killing members of the group
- Causing serious bodily or mental harm to members of the group
- ~~Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part~~
- Imposing measures intended to prevent births within the group
- Forcibly transferring children of the group to another group

**Human Rights Native Language Unit**  
**Lesson 2**

<b>Time</b>	<b>Goal/Aim</b>	<b>Activity</b>
15 minutes		Wrap up other class stuff
10-12 minutes	What is the purpose of the United Nations?	In small groups, students discuss what they remember about the structure and function/purpose of the United Nations. One person in each group should record the group's comments. (5 minutes)  Share responses in the large group. Teacher will record student comments on chart paper. Students should be taking notes. (5 minutes)
10-12 minutes	What is the purpose of the United Nations according to its charter's preamble?	Each table will receive two copies of the Preamble to the Charter of the United Nations. Divide it up, and each group will put their section(s) into plain language and share with the class. While students are sharing, teacher will have a copy on the overhead. Table 1—sections 1 and 2 Table 2—sections 3 and 4 Table 3—section 5 Table 4—sections 6 and 7 Table 5—section 8
20 minutes	Native Language Warm-Up	Each student will be given a copy of the United Nations brochure in his/her native language. In their mixed language groups, students should discuss what the brochure says about the United Nations. For students in whose native language the brochure is not published, they will have an English copy. They should listen as the other students work with the native language text and guide and assist their peers as they feel it's needed. After about 15 minutes, we'll share in the large group and have a large group discussion about how it feels to work in their native language again.
5 minutes	Make sure that students are prepared for what's coming tomorrow and in the days ahead.	Explain Homework: 1. Rwanda activity (due tomorrow) 2. Declaration of Human Rights and journal (due Wednesday for Class C, due Class D, due Friday for Classes A and B)

# PREAMBLE TO THE CHARTER OF THE UNITED NATIONS

We the peoples of the United Nations determined

- to save succeeding generations from the scourge of war, which twice in our life-time has brought untold sorrow to mankind, and ] 1
  - to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and ] 2

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  - to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and ] 3
  - to promote social progress and better standards of life in larger freedom, and for these ends to practice tolerance and live together in peace with one another as good neighbours, and ] 4
  - to unite our strength to maintain international peace and security, and ] 5
  - to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and ] 6
  - to employ international machinery for the promotion of the economic and social advancement of all peoples, ] 6
- have resolved to combine our efforts to accomplish these aims. ] 7
- Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations. ] 8

Homework:

5. DUE TOMORROW

- Complete the activity related to *Hotel Rwanda*. We will be watching the film in class tomorrow.

6. DUE WEDNESDAY FOR CLASS C

DUE THURSDAY FOR CLASS D

DUE FRIDAY FOR CLASSES A AND B

- Actively read the Universal Declaration of Human Rights. Imagine that you have a younger brother or sister and they have asked you what the purpose of the Declaration of Human Rights serves. Write a brief explanation for why you think the Declaration of Human Rights was created.
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# The Universal Declaration of Human Rights

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## Introduction

All people are born free.  
All people are born equal and so  
have equal rights.  
People can think for themselves  
And understand what's going on  
around them.  
Everyone should act as  
Brothers and Sisters.

It doesn't matter what race you are.  
It doesn't matter whether  
You're a man or a woman.

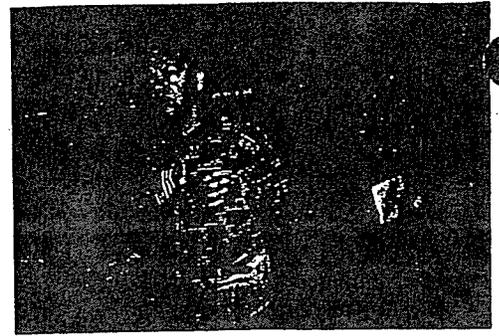
It doesn't matter what language you  
speak,  
what your religion is,  
What your political opinions are,  
What country you come from or  
who your family is.  
It doesn't matter whether you're rich or  
poor.  
It doesn't matter what part of the World  
you come from;  
whether your country  
is a kingdom or a republic.

These rights and freedoms are meant to  
be enjoyed by everyone.

universal about everyone  
declaration important statement or  
announcement

political opinions what you think about how  
government should work  
kingdom country ruled by a king or a queen  
republic country where people elect rulers

1. \_\_\_\_\_
- Everyone has the right to live,  
The right to be free and the right to  
Personal safety.  
No one  
Can be someone  
Else's  
Slave.



Taking an oath of citizenship at the U.S. Immigration and Naturalization Service

2. \_\_\_\_\_
- No one  
Is to be hurt  
Or to be  
Punished in cruel  
or  
Humiliating ways.  
The law must be the same for  
everyone.  
The law must protect everyone.  
People have the right to be  
protected by the courts,  
So that their rights are respected.

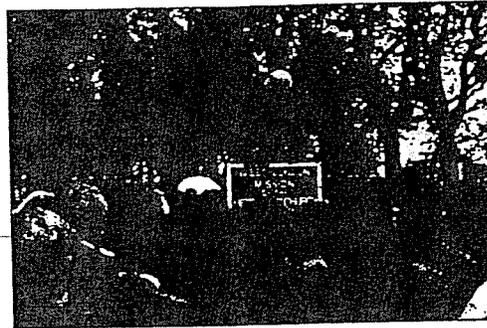
3. \_\_\_\_\_
- People cannot be arrested,  
or sent away from their  
country  
Unless it's for a very serious reason.  
Everyone has the right  
to a fair trial.  
No one has the right to interfere in  
other people's private lives,  
In their families, in their homes, or  
in their correspondence.  
People have the right of free  
movement

personal safety freedom from fear that  
someone or something will harm you  
punished having something bad happen to  
you because you did something wrong  
cruel mean, very hurtful  
humiliating in a way that makes someone  
feel ashamed  
protect keep someone free from harm, take  
care of someone

respected paid attention to  
arrested stopped and held by the police  
trial a hearing to find out if someone is guilty  
of a crime or not  
interfere get in the way  
correspondence letters, mail



A bride and groom in traditional Japanese marriage attire



A minister practicing freedom of speech at The Speakers' Corner, Hyde Park, London

within their country.  
People have the right to leave any country,  
Even their own, and then return.

4.

No person or people shall have  
Their nationality taken away  
from them.  
This means everyone has the right  
to belong  
to a nation.  
And they also have the right to  
change  
Their nationality, if they want to.  
  
All men and women have the right

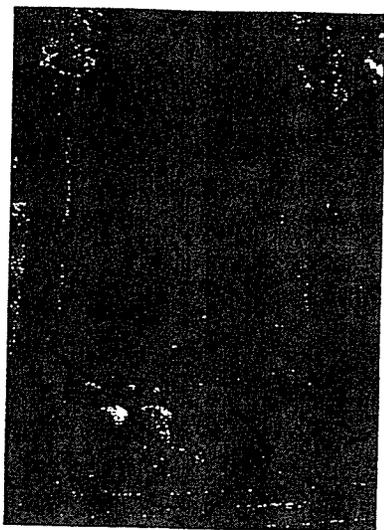
to get married and start a  
family  
Once they've reached a certain  
age.  
It doesn't matter what race,  
nationality or religion they are.  
A man and a woman can only get  
married  
If they both want to.

5.

Everyone has the right  
to own property.  
Anything that belongs to a person  
Can't be taken away  
From him or her  
Unless there's a fair reason.  
  
Everyone has the right to think the  
way they like

nality belonging to a nation or country

property land, houses, and other things you own



Moslems practicing their freedom of religion at a mosque in Turkey

Association if he or she doesn't want to.

A government's

Authority comes from the will of the people.

People must show what they want their government to do by voting.

Everyone has the right to vote.

7.

Everyone has the right to work.

And people have the right to choose

The kind of job they want to do.

Everyone has the right to

Good working conditions.

Everyone has the right to equal pay

For equal work.

People should earn enough to keep

Themselves and their families

healthy;

To give them enough food to eat

And enough clothes to wear,

Somewhere to live, and medical

Attention when they're ill.

People have the right to hold opinions and tell other people what their opinions are.

And they have the right to practice their religion in private or in public.

6.

All people have the right to meet Together and to form associations. But no one can be forced to join an

opinions what you think about something  
associations groups of people who want to do something together

authority the right to rule over someone  
working conditions what it is like where you work

8. \_\_\_\_\_  
Everyone has the right to rest.  
They should have a limited number  
of working hours  
And they should still be paid  
While they're on  
Holiday.

Education should  
Emphasize  
Understanding,  
Comprehension,  
Tolerance  
And friendship.

All children have the same rights,  
Whether their parents are married  
or not.

10. \_\_\_\_\_  
People have duties  
Towards the place  
Where they live  
And towards other people who  
Live there with them.  
Nothing that is written  
In this document may be used  
To justify taking away  
The rights and freedoms  
Set out in this declaration.

9. \_\_\_\_\_  
Everyone has the right  
To go to school  
And school must be free.  
Everyone should have  
the right to be  
taught a trade.

emphasize make important  
understanding when people see each other's  
meanings  
comprehension knowing what something  
means

tolerance allowing other people to believe  
differently from yourself  
duties special work or jobs, responsibilities  
document important written paper

**Law & Theory**  
**Humanities: Shahzia and Megan**  
**Hotel Rwanda**

Many of you are familiar with the history of the Rwandan genocide of 1994. The following is an excerpt from [www.hotelrwanda.com](http://www.hotelrwanda.com), the website of the film *Hotel Rwanda*:

“The Rwandan conflict of the 1990’s marked one of the bloodiest chapters in recent African history. The genocide was made all the more tragic by the fact that most of the world chose to ignore the conflict and the plight of the Rwandan people. While occasional reports about ‘tribal warfare’ were carried by international news agencies, the horror of the conflict, instead of causing international outrage, seemed to be written off as another ‘third world incident’ and not worthy of attention.”

On the back of this sheet, you’ll find a map of Rwanda and a brief timeline of events that highlight the development of ethnic conflict between the Hutus and the Tutsis which eventually resulted in the genocide of 1994. The second timeline (from the PBS website) chronicles the days of 1994. Look at the heading: “Significant events, statements, and decisions that reveal how the United States and the West chose not to act to save hundreds of thousands of lives in the Rwandan genocide of 1994.” The timeline’s juxtaposition of those events with the mounting death toll is startling.

Over the course of 100 days in 1994, approximately 800,000 Rwandans were killed. *Hotel Rwanda* tells the true story of Paul Rusesabagina, manager of a five-star hotel, Hotel Milles Collienes, in Rwanda. As he realizes that the world will not intervene in the massacre of the minority Tutsis, he risks his own life by courageously opening his hotel to more than 1,200 refugees to protect them from the Hutu militia.

*Please answer these questions below.*

1. Briefly explain the ethnic conflict in Rwanda.
2. What was the international community’s response to the conflict in Rwanda? Use three specific examples from the 1994 timeline to support your answer.



# 1994 Timeline

Significant events, statements and decisions that reveal how the United States and the West chose not to act to save hundreds of thousands of lives in the Rwandan genocide of 1994.

## ▶ APRIL 7

Hutu gunmen systematically start tracking down and killing moderate Hutu politicians and Tutsi leaders. The deputy to the U.S. ambassador in Rwanda tells Washington that the killings involve not just political murders, but genocide.

The U.S. decides to evacuate all Americans.

Canadian General Romeo Dallaire, head of the U.N. peacekeeping force in Rwanda, is told by headquarters not to intervene and to avoid armed conflict.

[ Day 1  
Estimated Death Toll: **8,000**

## ● APRIL 9, 10, 11

Evidence mounts of massacres targeting ordinary Tutsis. Front page newspaper stories cite reports of "tens of thousands" dead and "a pile of corpses six feet high" outside a main hospital.

Gen. Dallaire requests a doubling of his force to 5,000.

Nearly 3,300 Americans, French, Italians and Belgians are evacuated by troops sent in from their countries.

[ Day 4  
Estimated Death Toll: **32,000**

## ● APRIL 15

Belgium withdraws its troops from the U.N. force after ten Belgian soldiers are slain. Embarrassed to be withdrawing alone, Belgium asks the U.S. to support a full pullout. Secretary of State Christopher agrees and tells Madeleine Albright, America's U.N. ambassador, to demand complete withdrawal. She is opposed, as are some African nations. She pushes for a compromise: a dramatic cutback that would leave a token force in place.

[ Day 8  
Estimated Death Toll: **64,000**

## ● APRIL 16

The *New York Times* reports the shooting and hacking to death of some 1000 men, women and children in a church where they sought refuge.

[ Day 9  
Estimated Death Toll: **72,000**

● APRIL 19

By this date, Human Rights Watch estimates the number of dead at 100,000 and calls on the U.N. Security Council to use the word "genocide."

Belgian troops leave Rwanda; Gen. Dallaire is down to a force of 2,100. He will soon lose communication lines to outlying areas and will have only a satellite link to the outside world.

[ Day 12  
Estimated Death Toll: **100,000**

● APRIL 21, 22

The U.S. and the entire U.N. Security Council vote to withdraw 90% of the peacekeepers in Rwanda.

At the urging of Human Rights Watch, the White House issues a statement calling on four Rwandan military leaders to "end the violence."

It is the only time during the three months of genocide in which high-level U.S. attention is directed at the genocide leaders.

[ Day 14  
Estimated Death Toll: **112,000**

● APRIL 25

Gen. Dallaire is down to 450 ill-equipped troops from developing countries. He works to protect some 25,000 Rwandans who are at places guarded by U.N. forces. He still hopes the Security Council will change its mind and send him forces while there is still time.

[ Day 18  
Estimated Death Toll: **144,000**

Horrified by the scale of the killings, some members of the U.N. Security Council are ready to increase Gen. Dallaire's force. Dallaire's plan is for 5,000 more troops to secure Kigali and create safe havens in the countryside. But the State Department instructs U.N. Ambassador Albright to work to modify the plan. The U.S. wants to create protected zones at Rwanda's border areas, a less risky option for intervening troops.

Day 37

Estimated Death Toll: **296,000**

MAY 17

Six weeks into the genocide, the U.N. and U.S. finally agree to a version of Gen. Dallaire's plan: nearly 5,000 mainly African U.N. forces will be sent in and the U.N. requests that the U.S. provide 50 armored personnel carriers (APCs).

Bureaucratic paralysis continues. Few African countries offer troops for the mission and the Pentagon and U.N. argue for two weeks over who will pay the costs of the APCs and who will pay for transporting them.

It takes a full month before the U.S. begins sending the APCs to Africa. They don't arrive until July.

Day 41

Estimated Death Toll: **328,000**

MAY 25

Seven weeks into the genocide, President Clinton gives speech that restates his policy that humanitarian action anywhere in the world would have to be in America's national interest:

"The end of the superpower standoff lifted the lid from a cauldron of long-simmering hatreds. Now the entire global terrain is bloody with such conflicts, from Rwanda to Georgia. Whether we get involved in any of the world's ethnic conflicts in the end must depend on the cumulative weight of the American interests at stake."

Day 49

Estimated Death Toll: **392,000**

JUNE 22

Even weeks into the genocide, with still no sign of a U.N. deployment to Rwanda, the N. Security Council authorizes France to unilaterally intervene in southwest Rwanda.

French forces create a safe area in territory controlled by the Rwanda Hutu government. Hutu killings of Tutsis continue in the safe area.

Day 77

Estimated Death Toll: **616,000**

JULY 17

By this date, Tutsi RPF forces have captured Kigali. The Hutu government flees to Zaire, followed by a tide of refugees. The French end their mission in Rwanda and are replaced by Ethiopian U.N. troops. The RPF sets up an interim government in Kigali.

Although disease and more killings claim additional lives in the refugee camps, the genocide is over.

Day 100

An estimated 800,000 Rwandans have been killed

APRIL 27

Pope John Paul II uses the word "genocide" for the first time in describing the situation in Rwanda. This same day, Czechoslovakia and Argentina introduce a draft resolution to the U.N. Security Council that includes the word "genocide."

Day 20  
Estimated Death Toll: **160,000**

APRIL 28

The press ask State Department spokeswoman Christine Shelly whether genocide is happening. Her response carefully tries to avoid the word: "...we have to undertake a very careful study before we can make a final kind of determination...."

Day 21  
Estimated Death Toll: **168,000**

MAY 1

A Defense Department discussion paper, prepared for a meeting of officials having day-to-day responsibility on the crisis, is filled with cautions about the U.S. becoming committed to taking action. The word genocide is a concern. "Be careful. Legal at State was worried about this yesterday -- Genocide finding could commit [the U.S.] to actually 'do something.'"

Day 25  
Estimated Death Toll: **200,000**

MAY 3

The U.S. unveils long-planned new peacekeeping doctrine (Presidential Decision Directive 25). In emphasizing the need to establish first what is in the "national interest," it limits U.S. participation in U.N. missions and U.S. support for other nations that hope to carry out U.N. missions.

Day 27  
Estimated Death Toll: **216,000**

MAY 5

A Pentagon memo rejects a proposal from Gen. Dallaire and State Department officials to diminish the killings by using Pentagon technology to jam the extremists' hate radio transmissions.

"We have ... concluded jamming is an ineffective and expensive mechanism.... International legal conventions complicate airborne or ground based jamming and the mountainous terrain reduces the effectiveness of either option. ... It costs approximately \$8500 per flight hour ... it would be wiser to use air to assist in the [food] relief effort."

Day 29  
Estimated Death Toll: **232,000**

## PERSONAL AND COLLECTIVE RESPONSIBILITY

How did Paul's definition of "family" expand to include the community later on in the film? How and why does his attitude about his personal responsibility change throughout the course of the movie?

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Recall a time that you witnessed an injustice.

- Did you consider intervening to stop the injustice while it was happening?
- What influenced your decision for action or inaction?
- What did you feel as you witnessed the injustice?
- Put yourself in the victim's place in this situation. How would you want the witnesses/bystanders to respond?
- Would you react differently in the future?

What can we learn about personal and collective responsibility in the case of the Rwandan genocide?

What can be done at the local level to raise awareness about injustice? What can we as individuals and groups do to stop injustice?

## THE ROLE OF THE MEDIA DURING THE RWANDAN GENOCIDE

As you watch the movie, observe and take notes about the role of the media during the Rwandan genocide. Comment on the following:

The information coming across the Rwandan radio stations

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The foreign journalists reporting from Rwanda to the international community

The news coming into Rwanda from outside of the country

## THE RESPONSE OF THE INTERNATIONAL COMMUNITY DURING THE GENOCIDE

The Rwandan genocide could have been prevented had the various groups within the international community acted decisively, forcefully, and in a coordinated manner. Comment on the actions of the following groups:

Group	What was the reaction(s) of this group?	How did this group's interests affect its action/inaction?	What influence did this group have during the conflict?
United Nations			
United States			
Belgium			
France			
Humanitarian/Human Rights Organizations (i.e. the Red Cross)			
The Hutus			
The Tutsis			

**Law and Theory**  
**American Studies**

**Sem 2 Week 10: Lesson 5: NL: Human Rights Project**

Teacher: Shahzia Pirani and Megan Mehr

Date: April 13-15, 2005

Time	Materials	Objectives/ SWBAT	Skill focus	Activity/Procedure
15 min	<ul style="list-style-type: none"> <li>• Students homework</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and share thoughts on personal and collective responsibilities in times of war by debriefing the viewing of <i>Hotel Rwanda</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Listening</li> </ul>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. <b>Aim: What lessons can we learn from Hotel Rwanda? What is the purpose of the Declaration of Human Rights?</b></li> <li>2. <b>Do Now:</b> In table groups share responses to the film handout. As a whole class go over the film handout.</li> <li>3. <b>Homework: Read the letter to President Akaev and answer the questions.</b></li> </ol>
25 min		<ul style="list-style-type: none"> <li>• Discuss the response of the international community during the genocide in Rwanda.</li> <li>• Understand and map out the crisis according to the <i>Pyramid of Hate</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> </ul>	<p><b>The Response of the International Community During the Genocide</b></p> <ol style="list-style-type: none"> <li>1. During the film students were divided into seven groups. Today, students will jigsaw and share their observations based on the film regarding the roles of the United States, the United Nations, Belgium, France, Humanitarian Human Rights organizations (i.e. The Red Cross), the Hutus and the Tutsis.</li> <li>2. Students refer back to the Pyramid of hate. As a whole class, students discuss each stage of the crisis in Rwanda. T asks: At what point could have someone intervened? Who should have intervened? Whose responsibility was it to intervene?</li> </ol>

**Law and Theory**  
**American Studies**

**Sem 2 Week 10: Lesson 5: NL: Human Rights Project**

Teacher: Shahzia Pirani and Megan Mehr

Date: April 13-15, 2005

15 min	•			<p><b>The Universal Declaration of Human Rights</b></p> <ol style="list-style-type: none"><li>1. T introduces the UDHR. When was the UDHR created? What purpose does it serve?</li><li>2. Ss share their journal entries with a partner (this was homework assigned on Monday evening). The partner must write one comment on something they liked about the way the entry was written, and one suggestion on grammar (i.e. verb tenses, run-on sentences, fragments, capitalization and periods).</li></ol>
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**Law and Theory**  
**American Studies**  
**Sem 2 Week 10: Lesson 7&8: NL: Human Rights Project**  
 Teacher: Shahzia Pirani and Megan Mehr  
 Date: April 14-15, 2005

Time	Materials	Objectives/ SWBAT	Skill focus	Activity/Procedure
10 min	<ul style="list-style-type: none"> <li>• Students' homework</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how one can take action when a human rights violation is occurring</li> <li>• Identify and define words that are unfamiliar to the students</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Speaking</li> <li>• Listening</li> </ul>	<p><b>Introduction:</b></p> <ol style="list-style-type: none"> <li>1. <b>Aim: Which human rights violations are happening in our own country? What can citizens do to stop human rights violations?</b></li> <li>2. <b>Do Now:</b> In table groups share responses to the to President Akaev.</li> <li>3. <b>Homework: Work on the pamphlet.</b></li> </ol>
15 min		<ul style="list-style-type: none"> <li>• Brainstorm human rights violations in their individual regions or countries</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> </ul>	<p><b>Human Rights Violations in our Countries and Regions</b></p> <ol style="list-style-type: none"> <li>1. Ss sit in their native language groups and brainstorm human rights violations that may occur in their own countries?</li> <li>2. Ss share their brainstorm with the whole group and discuss what actions are being taken to stop these human rights abuses. T asks: Who are the freedom heroes in your country?</li> </ol>
10 min	<ul style="list-style-type: none"> <li>• NL Project Assignment handout</li> <li>• Project rubric</li> <li>• Research guidelines and</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand directions for the NL project pamphlet</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>	<p><b>Introduction to NL Project: Pamphlet</b></p> <ol style="list-style-type: none"> <li>1. Students are given the NL project assignment.</li> <li>2. Students review the assignment and the rubric for this assignment.</li> </ol>

**Law and Theory  
American Studies**

**Sem 2 Week 10: Lesson 7&8: NL: Human Rights Project**

Teacher: Shahzia Pirani and Megan Mehr

Date: April 14-15, 2005

	note-taking handout			
85 min	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on human rights violations in their countries and what is being done about these violations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> </ul>	<p><b>Research and Pamphlet Design</b></p> <p>Ss work on doing research and designing the pamphlet. Ss use the research guidelines and note-taking handout to take notes for the project.</p>

**Letter to President Akaev  
Regarding Harassment of Journalists in Kyrgyzstan**

January 30, 2003

President Askar Akaev  
Prospekt Chuy, 205  
Dom pravitelstva  
Bishkek 720003

Dear President Akaev,

We are writing to you today to express our deep concern regarding the January 27 attack on Aleksandra Chernik, a journalist with the Bishkek-based newspaper Moia Stolitsa. We ask that you use your good offices to ensure that the police investigation already underway is thorough and results in the assailants' being brought to justice. We also request that you support secure working conditions for journalists in Kyrgyzstan, free of the type of harassment and physical threat experienced by Moia Stolitsa.

As you know, Human Rights Watch is an international non-government organization based in the United States that investigates and reports on human rights abuse in more than seventy countries worldwide. We have reported on the state of human rights in Central Asia for more than a decade and maintain offices in Tashkent, Tbilisi, and Moscow.

We are concerned that the recent attack on Aleksandra Chernik constitutes the latest in a series of retaliatory measures against independent and outspoken media. According to local press reports, at 7:00 p.m. on January 27, two unidentified assailants physically attacked Aleksandra Chernik. The attackers beat her using a police baton, and took her bag containing her hand-held tape-recorder before fleeing. She sustained head trauma and is currently hospitalized.

Staff members at Moia Stolitsa believe that the assault was intended to intimidate Rina Prizhivoit, Moia Stolitsa's chief political editor, in response to her articles critical of government officials. In the January 16, 2003 edition of the paper, Prizhivoit criticized Prime Minister N. Tanaev's alleged role in law enforcement officers' use of excessive force against demonstrators in the Aksy district of Jalal Abad province on March 17-18, 2002. The article prompted a civil defamation suit that reportedly resulted in a 500,000-som (about U.S.\$10,000) fine for Moia Stolitsa and a 3,000-som (about \$60) fine for Prishivoit.

Moia Stolitsa has endured past pressure by government officials intent on silencing critical speech. For example, on January 16, 2002, Moia Stolitsa published an article by Prizhivoit accusing Kanybek Imanaliev, the president of the state printing company (Uchkun), of censoring its paper. The article was the grounds for a civil defamation suit, in which the Lenin District Court of Bishkek ruled that Moia Stolitsa had "offend[ed] the honor and dignity" of Kanybek Imanaliev, and required

the newspaper to pay damages of 25,000 soms (about \$500) and for Prizhivoit to pay another 5,000 som (about \$100).

Throughout the past year, Kyrgyz government officials also made use of criminal libel laws and other politically motivated criminal charges to punish journalists for criticism of government policies or officials. Harassment of journalists is on the rise.

We urge you to end undue government pressure upon Kyrgystan's mass media outlets, to ensure that journalists can work in safety, and to reform criminal libel and "honor and dignity" laws, which are too often exploited for political ends. We look forward to learning of any progress that has been made in the investigation into the attack on Aleksandra Chernik and appreciate your attention to this matter.

Sincerely,

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Elizabeth Andersen  
Executive Director  
Europe and Central Asia division



Law & Theory  
Human Rights and the Media

Name \_\_\_\_\_

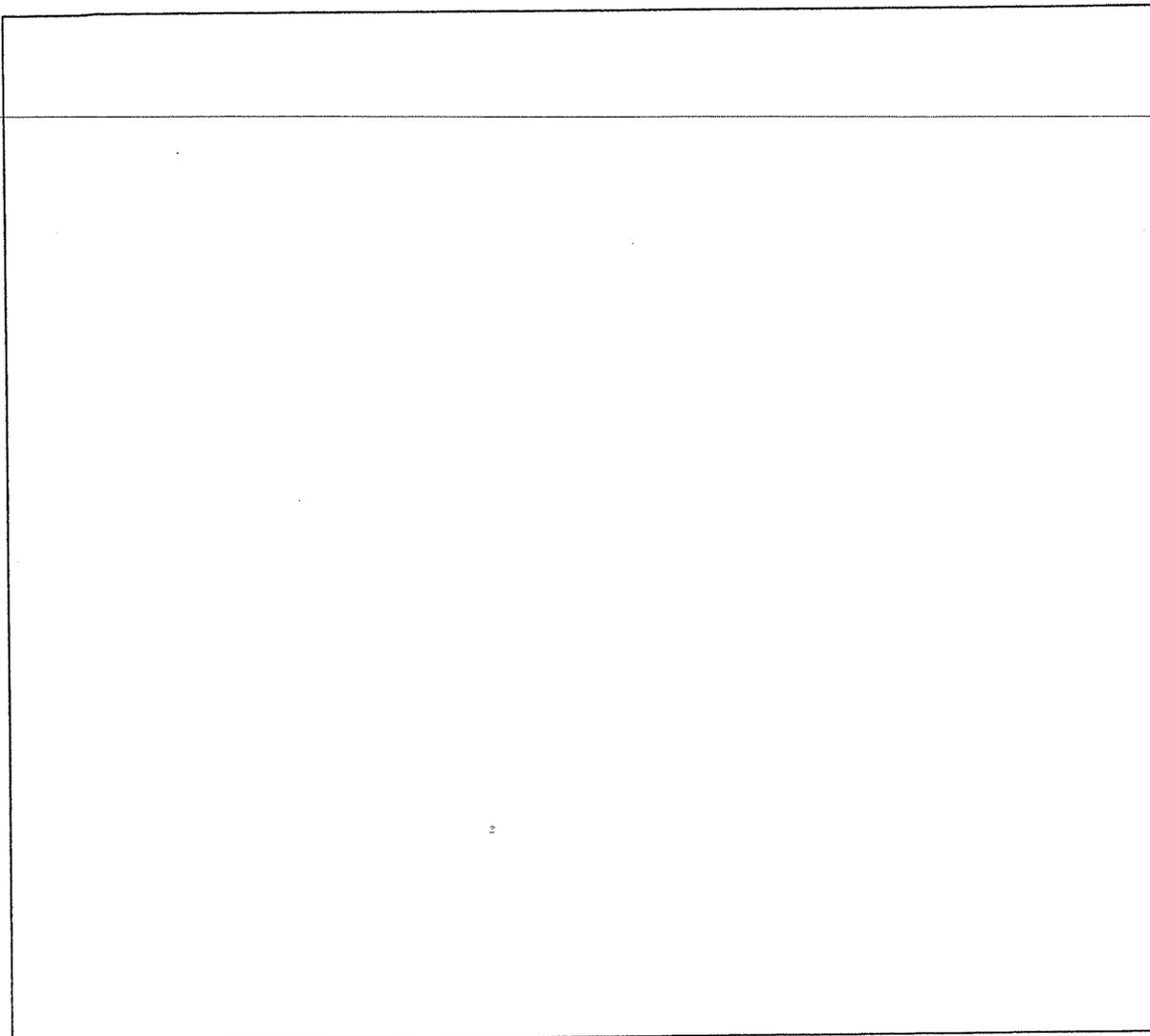
Please take some time now to free-write about a human rights issue discussed in the *New York Times* today. In your discussion, consider the following:

- What is the human rights issue? Explain the situation as the article/essay describes it. *Where is it happening?*
  - If there is a human rights violation, is it clear who are the victims and who are the oppressors?
  - What is your opinion about this situation?
-

Let's take a few minutes to think about the role of the media during the genocide in Rwanda. Please take out the questions you answered after watching the movie on Tuesday.

What role does the media play in *your* life? Think about radio, television, newspapers, and magazines. Do you ever feel that the media influences your opinions and/or beliefs about issues? Have you ever watched, heard, or read a news story that made you sad or angry and made you want to take action? Do you ever discuss issues in the media with your family, friends, or others? Explain your answer.

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Concluding Small Group Discussion:

What is the relationship between human rights and the media?

### **The Native Language Project Assignment: Creating an Awareness and Advocacy Pamphlet**

Imagine that you are working for a non-government organization, NGO (such as Human Rights Watch or Amnesty International) in your country of origin. Your assignment as a Community Development Worker is to make people aware of the human rights that are being violated in your country. Your job is to design a pamphlet in both your native language and English that discusses two or more violations according to the Universal Declaration of Human Rights.

You want the people of your community to remember your presentation, so you will need to design a pamphlet that uses examples that are relevant to your country's needs. After you finish creating the pamphlet, you will be writing a reflection essay in English about this project. Both the pamphlet and reflection essay will be included in your Senior Portfolio. The exhibition for this project is scheduled for May 12<sup>th</sup>.

In order to complete the first part of this assignment you will need to create a pamphlet with the following information:

1. Each pamphlet should include an introductory paragraph explaining the Universal Declaration of Human Rights.
2. The pamphlet should illustrate (with both pictures and words) at least two articles from the Universal Declaration of Human Rights.
3. The pamphlet should inform the people of your country of their rights and persuade them to pursue a course of action (i.e. writing letters to the government or international organizations, protesting, boycotting, etc.).
4. Give an example of one person or group of people that are working on human rights issues in your country. This person will be called a "freedom hero(es)" in your essay. This part of the pamphlet can be part of the conclusion.
5. Present the information in the pamphlet in complete paragraphs and use standard grammar and punctuation both in English and in your native language.
6. The pamphlet should be creative in its layout and presentation.

Note: Please do not plagiarize! This means that anything that you learn from the Internet, or any pictures that you use should be cited. Please be warned, if you copy from another student or plagiarize from the Internet or other sources, you will fail this project and you will be in danger of not graduating.

Name \_\_\_\_\_

Class \_\_\_\_\_

*Law & Theory*  
*Native Language Pamphlet*

Score	Content	Organization	Grammar
4	<ul style="list-style-type: none"> <li>• Produces a creative and well-articulated pamphlet in both the native language and English</li> <li>• Clearly introduces the UDHR</li> <li>• Incorporates two violations of the Universal Declaration of Human Rights</li> <li>• Supports the statements of violations with extensive, well-explained, appropriately-documented examples.</li> <li>• Quotes directly from the UDHR</li> <li>• Describes freedom hero in clear detail</li> <li>• Offers logical and practical recommendations about improving human rights</li> </ul>	Presents multi-paragraph organization with a clear introduction that includes and conclusion. Paragraphs contain topic sentences and ideas are clearly developed. The writing shows evidence of smooth transitions.	Standard word order, no run-on sentences, no fragments. Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs), and subject-verb agreement.
3	The pamphlet addresses the assignment appropriately and is well developed. The main idea is clear. <b>Some</b> details are included and <b>some parts of the prompt are touched on.</b>	Presents multi-paragraph organization logically, though some parts may not be fully developed. Paragraphs include topic sentences and shows evidence of effective transitions.	Mostly standard word order, some run-on sentences or sentence fragments. Mostly standard inflections and agreement.
2	The pamphlet addresses the topic appropriately, <b>but is not well developed.</b> Only a few details from the assignment are included and all parts of the assignment are not touched on.	Develops a logical paragraph with a topic sentence. Includes a variety of sentence structures, but with a limited use of transitions.	Some non-standard word order, run-on sentences and word omissions (e.g. verbs). Some errors with inflections and agreement.
1	The pamphlet is <b>inappropriate to the assigned topic.</b> The main idea is not evident. The writing sample contains irrelevant ideas and no details.	Begins to write a paragraph by organizing ideas. Writes primarily simple sentences with few transitions.	Frequent non-standard word order, run-on sentences, and word omissions. Shifts from one tense to another or includes many agreement errors.
0	There is not enough material to evaluate.	Writes simple sentences or phrases with no transitions.	There is not enough material to evaluate.

### Research Tips

Below you will find websites that may help you conduct research for the Native Language Project. You may use these websites; however, we encourage you to use native language newspapers online as well. Just remember, any information you get from your sources should be cited.

1. **Amnesty:** [www.amnesty.org/](http://www.amnesty.org/)
2. **Anti-defamation League:** [www.adl.org/](http://www.adl.org/)
3. **The United Nations:** [www.un.org/](http://www.un.org/)
4. **Human Rights Watch:** <http://www.hrw.org/>

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5. **Amnesday International USA:** [www.aiusa.org](http://www.aiusa.org)
6. **Peacenet:** [www.igc.apc.org](http://www.igc.apc.org)
7. **Human Rights Web:** [www.hrweb.org](http://www.hrweb.org)
8. **United Nations High Commission on Human Rights:** [www.un.org/rights/](http://www.un.org/rights/)
9. **University of Minnesota Human Rights Documents:**  
[www.umn.edu/humanrts/](http://www.umn.edu/humanrts/)
10. **Center for Human Rights Education:** [www.hrusa.org](http://www.hrusa.org)
11. **The New York Times Learning Network:** [www.nytimes.com/learning](http://www.nytimes.com/learning)

**Directions:** Use the graphic organizer below to organize and take notes for your native language pamphlet research.

<b>Human Rights Violation #1</b> (State the violation here. You may quote from the UDOHR).	<b>Details and stories about the violation</b>	<b>Sources</b>

<b>Human Rights Violation #2</b> (State the violation here. You may quote from the UDOHR).	<b>Details and stories that illustrate the violation</b>	<b>Sources</b>

<b>Freedom Hero(es)</b>	<b>Details about the actions that this person or people are taking to stop the violation</b>	<b>Sources</b>

**Peer Editing**  
**Human Rights Native Language Reflection Essay**

<b>Part of Essay</b>	<b>Criteria to look for</b>	<b>Comments</b> (Answer yes or no and make a separate comment for each question)
<b>Introduction</b>	<ul style="list-style-type: none"> <li>✓ Does the introduction begin with a sentence that grabs the reader's attention?</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ Does the introduction introduce the reader to the topic of the Universal Declaration of Human Rights?</li> <li>✓ Does the thesis statement make a statement about what the student learned about human rights and what he/she learned about writing in his/her native language?</li> </ul>	
<b>Body Paragraph 1</b>	<ul style="list-style-type: none"> <li>✓ Does the paragraph begin with a topic sentence that clearly introduces the human rights violations the student researched?</li> <li>✓ Does the paragraph include information about what the student learned from that research?</li> <li>✓ Does the paragraph discuss what groups or individuals are working on human rights issues in the student's country and why these people are advocating for human rights?</li> <li>✓ Does the paragraph discuss why this issue is important to the student?</li> </ul>	
<b>Body Paragraph 2</b>	<ul style="list-style-type: none"> <li>✓ Does the paragraph begin with a topic sentence that clearly describes what the student learned from writing in his/her native language?</li> <li>✓ Does the paragraph address the following questions:</li> <li>✓ Was it easy or difficult to write in your native language?</li> <li>✓ Did you write in English first and then translate or write in your native language first?</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ What have you learned about your language skills?</li> <li>✓ In which language do you feel more comfortable now?</li> </ul>	
<b>Body Paragraph 3</b>	<ul style="list-style-type: none"> <li>✓ Does the paragraph begin with a topic sentence that introduces the comparison between the student's native language and English?</li> <li>✓ Does the paragraph provide specific comparisons between the languages, including sentence structure, pronouns, possessives, phonetic sounds, and vocabulary?</li> <li>✓ Does the student discuss the degree of difficulty in learning English based on these comparisons?</li> </ul>	
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>✓ Does the conclusion begin with a sentence that restates the thesis statement in different words?</li> <li>✓ Does the conclusion summarize the major points made in the essay about human rights and working in the native language?</li> <li>✓ Does the conclusion discuss how the student will use his/her native language in the future?</li> <li>✓ Does the student discuss whether it is important to him/her to pass on his native language to the next generation of his/her family and why?</li> <li>✓ Does the student discuss how he/she plans on preserving his/her native language skills?</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>✓ Are all of the sentences in the essay complete sentences (no run-on's or fragments)?</li> <li>✓ Do all sentences begin with a capital letter and end with correct punctuation?</li> <li>✓ Do all verbs agree with their subjects?</li> <li>✓ Does the student use the appropriate tense?</li> <li>✓ Is each paragraph indented?</li> <li>✓ Is the paper double-spaced?</li> </ul>	

## Native Language Reflection Essay Assignment Description

**Directions:** Now that you have spent a few days doing research about human rights issues in your native country and writing in your native language, we would like you to reflect on what you have learned from the process. In this reflection you will outline the important things you learned through your research and you will reflect on the process of writing in your native language.

### Paragraph 1: Introduction

The purpose of your introduction is to generally introduce the topic you will be discussing. You should begin with an opening sentence or two that grabs your readers' attention. In this paragraph you will introduce the project (i.e. the UDHR, the human rights violations, and the freedom heroes) and its importance to you. You will end the paragraph with a thesis statement that makes a statement about what you learned about human rights issues in your country and what you learned from writing in your native language.

### Paragraph 2: First Body Paragraph

In this paragraph you will introduce the two human rights that you investigated. You will tell the reader what you learned from your research about these violations in your country. After stating what you learned, you will tell the reader what was most surprising to you. You will also discuss which groups or people are working on this issue in your country (i.e. the freedom heroes), and why these people are important in advocating for human rights. Finally, you will state why this issue is important to you.

### Paragraph 3: Second Body Paragraph

In this body paragraph you will state what you learned from writing in your native language. You will tell the reader when you began writing and reading in English, and how that experience has changed from the time you began. Also, you will answer the following questions in this paragraph:

- Was it easy or difficult to write in your native language?
- Did you write in English first and then translate into your native language or did you do the opposite?
- What does this tell you about your language skills?
- Which language do you feel most comfortable in now?

### Paragraph 4: Third Body Paragraph

In this body paragraph you compare and contrast your native language with English. You will address the following questions in your paragraph:

- How are English and your native language similar? How are they different? In your answer consider comparing sentence structure, pronouns, possessives, phonetic sounds, and vocabulary.
- Do the differences and/or similarities in the language make it more difficult or easy to learn English?

### Paragraph 5: Conclusion

In this final paragraph, begin by restating your thesis using different words. Then summarize some of your major points you made in the body paragraphs. Finally, discuss how you will use your native language in the future. Is it important for you to pass on your native language to the next generation in your family? Why? How are you planning on doing this and preserving your own native language skills?

**Reflection Essay Rubric**

<b>Score</b>	<b>Content</b>	<b>Organization</b>	<b>Grammar</b>
4	<ul style="list-style-type: none"> <li>• Introduction clearly gives background on the project and states why the human rights issues chosen are important. Thesis statement clearly states what has been learned about human rights and about writing in the native language.</li> <li>• Discusses in detail two human rights issues and freedom heroes working on these issues, and what was learned from the project.</li> <li>• Clearly discusses how it feels to write in the native language.</li> <li>• Compares and contrasts in detail the native language with English and discusses the importance (or not) of preserving native language.</li> </ul>	Presents multi-paragraph organization with a clear introduction that includes a strong thesis statement and a conclusion that restates the thesis statement. Paragraphs contain topic sentences and ideas are clearly developed. The writing shows evidence of smooth transitions.	Standard word order, no run-on sentences, no fragments. Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs), and subject-verb agreement. Proper use of capitalization and punctuation.
3	The essay addresses the assignment appropriately and is well developed. The main idea is clear. Some details are included and some parts of the prompt are touched on.	Presents multi-paragraph organization logically, though some parts may not be fully developed. Thesis statement is present, but not strong or completely missing. Paragraphs include topic sentences and shows evidence of transitions.	Mostly standard word order, some run-on sentences or sentence fragments. Mostly standard inflections and agreement. A few mistakes with capitalization and punctuation.
2	The essay addresses the topic appropriately, but is not well developed. Only a few details from the assignment are included and all parts of the assignment are not touched on.	Develops a logical paragraph with a topic sentence. Includes a variety of sentence structures, but with a limited use of transitions.	Some non-standard word order, run-on sentences and word omissions (e.g. verbs). Some errors with inflections and agreement. Some mistakes with capitalization and punctuation.
1	The essay is inappropriate to the assigned topic. The main idea is not evident. The writing sample contains irrelevant ideas and no details.	Begins to write a paragraph by organizing ideas. Writes primarily simple sentences with few transitions.	Frequent non-standard word order, run-on sentences, and word omissions. Shifts from one tense to another or includes many agreement errors. Many mistakes with capitalization and punctuation.
0	There is not enough material to evaluate.	Writes simple sentences or phrases with no transitions.	There is not enough material to evaluate.

## Session 2 Preliminary Goals Activity

**Directions:** *The purpose of this activity is to take what you have learned today and reflect on how it impacts your goal setting and vision for where you want to take your school. Before you answer the questions below, take out the preliminary goal setting activity you completed at the end of Session 1.*

Think about the different concepts, strategies, documents and structures discussed today. Consider the following:

- *The results of your “Survey on Teachers’ Beliefs about Use of Home Language in the Classroom”*
- *The results of your “Home Language Support Inventory”*
- *CUNY-NYSIEB Vision Statement*
- *The strategies for translanguaging discussed in the stations and other activities*
- *Issues that came up during the curriculum feedback activity*

Now look back at the preliminary goals you set during the last session. Think about what new goals you have, what goals you want to change or adapt, and any concrete ideas you may have for planning to implement them. Fill out the table below. Understand that these goals are not considered your final goals but part of a process of prioritizing and deciding on your areas of focus as you and your staff work to improve the success of your Emergent Bilingual students.

<b>Goals I have for my school to improve the success of the Emergent Bilingual students</b>	<b>What are some steps I will need to take to achieve this goal?</b>	<b>Who are the specific key people whose help I will enlist as I work to achieve this goal?</b>	<b>What materials or support do I need to achieve this goal?</b>	<b>What are the key challenges I anticipate in trying to achieve this goal?</b>
<b>Goal 1:</b>				
<b>Goal 2:</b>				
<b>Goal 3:</b>				

# DYNAMIC BILINGUALISM IN THE CLASSROOM

## An Observation Tool

*As you visit the classrooms, make note of the ways in which the teachers support their students' emerging biliteracy.*

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Examples of Home Language Support	Evidence Observed	Suggestions for the Teacher <sup>1</sup>
<p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Activities require authentic student collaboration, and students are allowed/encouraged to support one another in the home language(s).</li> <li>• Teacher provides translanguaging support where possible and structures opportunities for translanguaging (e.g. open-ended activities that allow students to move between languages as it best suits their needs).</li> <li>• Teacher encourages student use of bilingual dictionaries and other multilingual resources.</li> <li>• Teacher strategically uses translation (e.g. key concepts translated, students asked to translate for one another; use of NL texts)</li> <li>• Proactive attempts by teacher to help students make connections to prior knowledge and their own cultures.</li> </ul>		

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<sup>1</sup> Refer to the *Strategies for Translanguaging* document for ideas.

Examples of Home Language Support	Evidence Observed	Suggestions for the Teacher
<p><b>CLASSROOM ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Bilingual/Multilingual word walls</li> <li>• Bilingual/multilingual posters</li> <li>• Classroom objects labeled in students' home language(s) as well as in English</li> <li>• Students seated in pairs/groups</li> <li>• Relevant sentence starters (on posters or handouts) to facilitate participation in academic conversations.<sup>2</sup></li> </ul>		
<p><b>CURRICULUM MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Texts available in multiple languages</li> <li>• Bilingual dictionaries readily accessible</li> <li>• Bilingual/multilingual technology available</li> <li>• Activity guides provide opportunities for students to read, write, and discuss in home language(s).</li> </ul>		

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<sup>2</sup> In a bilingual/multilingual classroom, the academic language sentence starters (e.g. I agree with..., I disagree with..., I'd like to add...) should be in both English and the home language(s) of the students.

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 2 Evaluation

*Your feedback is important to us! Your thoughtful, honest responses are appreciated.*

Name (optional):	Number of years as a school principal:
School (optional):	Current Level (Elem, MS, HS):

**Directions:** Please rate each activity for usefulness to you. Five is very useful; one is not useful.

***CUNY-NYSIEB Vision Statement Activity***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2

***Reflecting on your School's Current Level of Support for Translanguaging***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2

***Translanguaging Strategies Overview***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2

***Translanguaging Strategies Stations Activity***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2

***Exploring Curriculum with an Eye on Translanguaging***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2

***Preliminary Goal-setting, Part II***

Very Useful		Somewhat Useful	Not Useful
5	4	3	2

*Comments about any of the workshop activities:*

*Please turn over →*

## Additional Questions about the Workshop

1. The workshop was engaging, well-planned, and professional.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. This workshop has helped me feel more prepared to help my teachers facilitate translanguaging through their classroom instruction.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. This workshop was well-paced and accessible/challenging enough to someone with my level of experience.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. This workshop was a valuable way to spend a professional development day.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. What is the most important **idea or strategy** you are taking away from your work here today?

6. What **questions** do you have?

7. What **suggestions** do you have for improving this workshop?

## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Session 3 Agenda

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8:30 – 8:45	Breakfast
8:45 – 8:55	Welcome
8:55 – 9:00	Today's Essential Question and Goals of Today's Session
9:00 – 10:15	Debriefing our Classroom Observations through the lens of the CUNY-NYSIEB Principles and Practices
10:15 – 12:15	Creating a Multilingual Ecology in our Schools
12:15 – 1:15	Lunch
1:15 – 2:00	Top 10 Languages of New York State Emergent Bilinguals: Implications for our Work in Schools
2:00 – 2:15	Goal Setting, Part III
2:15 – 2:30	Wrap-up and Evaluations

### Homework for Session 4:

- Discuss your professional development plan with your Leadership Team, including the specific topics (e.g. dynamic bilingualism, translanguaging strategies, multilingual ecology) and the types of PD sessions.
- Look through the websites in the Resources for Emergent Bilinguals document. In the activity guide, note five that you would be interested in introducing to your teachers and how you envision teachers using each resource.

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 3 Facilitator Agenda

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8:30 – 8:45            **Breakfast**

8:45 – 8:55            **Welcome**

<u>Activity:</u> Today's Essential Question and Goals of Today's Session		
<u>Time:</u> 8:55 – 9:00	<u>Slide(s):</u> 2-3	<u>Materials:</u> <ul style="list-style-type: none"><li>• None</li></ul>
<u>Procedure/Talking Points:</u> <p>Share the Essential Question on Slide 2: <i>How does a <b>multilingual ecology</b> support emergent bilingual student achievement, and how do we create a multilingual ecology in our schools?</i></p> <p>Explain the following: Today we'll be exploring the theme of multilingual ecology. How do we create an environment in our schools that values students' home languages and cultures, and how does this impact the academic achievement of our emergent bilingual students?</p> <p>Share the goals for today on Slide 3: <i>By the end of today, you will have:</i></p> <ul style="list-style-type: none"><li>● Debriefed your classroom observations and considered ways to move your faculty forward and strengthen your school's use of bilingualism as an educational resource.</li><li>● Understood and reviewed concrete examples of various aspects of creating a multilingual ecology in your school.</li><li>● Learned more about the languages and cultures of students in your school and considered the implications of this knowledge for teachers in their classrooms.</li><li>● Adapted goals for structural and programmatic changes in order to better use bilingualism as a resource and create a stronger multilingual ecology in your school.</li></ul>		

**Activity: Debriefing our Classroom Observations through the lens of the CUNY-NYSIEB Principles and Practices**

Time: 9:00 – 10:15

Slide(s): 4

Materials:

- Principals' notes from their classroom observations
- *Reflecting on your Classroom Observations* handout

Procedure/Talking Points:

Ask principals to take out their observation notes from the three classroom observations they did between Sessions 2 and 3.

Explain the directions for the three parts of the reflection activity:

- Part 1: Considering the bilingualism as a resource aspect of CUNY-NYSIEB's Principles and Practices (5 minutes)
- Part 2: Individual review of and reflection on classroom observation notes (10 min)
- Part 3: Sharing and Feedback time with fellow principals (50 mins)

Then allow 5 minutes for any volunteers to share out what they gained from sharing and getting feedback from their principal colleagues.

**Activity: Creating a Multilingual Ecology in our Schools**

Time: 10:15 – 12:00

Slide(s): 5

Materials:

- Multilingual Ecology Activity Guide
- Multilingual Ecology Case Study
- Multilingual Ecology Resources for the Gallery Walk

Procedure/Talking Points:

Distribute the activity guide and take approximately 5 minutes to introduce the concept of multilingual ecology and explain the instructions for completing Part 1 of the activity. After principals have spent 10 minutes thinking about what multilingual ecology is and about the extent to which their schools currently support a multilingual ecology, move on to Part 2.

Distribute the case study and ask principals to do the following: Actively read the case study, and as they read, make note in the table on the back of activity guide of ideas for creating a multilingual ecology that you could bring back to your school. Principals should spend approximately 20 minutes with the case study.

In between the Case Study work and the Gallery Walk, take the morning break, from approximately 10:50 – 11:00.

As the principals are working on the case study, set up the materials for the Multilingual Ecology Gallery Walk. The Gallery Walk will have four stops: School & Classroom Environment, Family-School Connections, Community-School Connections, and Curriculum and Instruction. When the principals return from the break, review with them the directions for the Gallery Walk on their activity guide. They should spend approximately 10 minutes at each stop of the Gallery Walk, discussing the materials with their group and taking notes on their activity guide.

After they have completed the Gallery Walk, ask them to return to their seats and in their small groups, share their response to this question:

*From the Case Study and the Gallery Walk, what do you feel were the two strongest ideas? In other words, which would be most effective in fostering a multilingual ecology and be most realistic to replicate in your school environment?*

12:15 – 1:15 **Lunch**

Activity: Community Languages Activity

Time: 1:15 – 2:00

Slide(s):

Materials:

- A copy of The Guide to the Top 10 Languages of New York State Emergent Bilinguals for each principal
- Community Languages Activity Guide
- 

Procedure/Talking Points:

Introduce the Top 10 Languages Guide and explain that the chapters provide some information about the language, history, and culture of the ten largest language groups of emergent bilinguals in New York State.

Share with principals the four ideas underpinning the conception and execution of the guide (on Slides \_\_\_\_ and \_\_\_\_).

Paraphrase for the principals this information contained in the introduction to the guide: *Educators constantly face the task of overcoming distances: between us and our students, between families and schools, between student performance and classroom objectives, and so on. In nearly all cases, these distances are best bridged when both sides extend toward each other, and it is no exception when it comes to language. The sense of linguistic distance between Emergent Bilinguals and the English-speaking world can seem vast, and while great efforts should be and are made to help these students extend themselves toward ever-greater inclusion in the Anglosphere, one of the strongest positive messages we can send as educators is that we will work **to bridge linguistic distance** from our end, too. This Guide is a means to following through on that message.*

Share with principals the two guiding questions for this activity (Slide \_\_\_\_):

- What can I learn about the languages and cultures of my school's emergent bilingual students through this resource and others like it?
- What are the implications of this information for classroom instruction and for creation of a multilingual ecology in my school?

Then explain the directions for the activity:

1. Take a few moments to skim the introduction and the list of the current top ten languages of New York State emergent bilinguals.
2. With your group, choose four of the languages you are most interested in exploring during this activity. Assign each group member one of those languages.
3. Each group member should spend 8-10 minutes reading about the language he/she has been assigned and completing the first row of the table below.
4. In jigsaw style, each group member should take 2-3 minutes to share the information about the language he/she is assigned with others take notes in the table on the information and ideas presented by the other group members.

Timing: 5 minutes for facilitator introductory comments, 15 minutes for the individual reading/notetaking, 15-16 minutes for jigsaw portion of activity. Then allow 5 minutes for a large group debrief, with volunteers sharing out something new they learned from the reading and/or their discussions.

**Activity: Goal Setting, Part III**

Time: 2:00 – 2:15

Slides:

Materials:

- Principals should have handy their goal-setting documents from Sessions 1 and 2.

Procedure/Talking Points:

Ask principals to look over their goal-setting documents from Sessions 1 and 2. Then ask them to consider the following question, jot down their thoughts, and then discuss with a partner at their table:

What changes do I have to make to my school's present structures in the ESL and/or bilingual program(s) so as to:

- Use bilingualism as an educational resource
- Extend the multilingual ecology of the school

Activity: **Wrap-up and Evaluations**

Time: 2:15 – 2:30

Slides:

Materials:

- Session 3 Evaluation Form

Procedure/Talking Points:

Ask principals to share in their small groups their thoughts in response to the following question: *What is your most important takeaway from today in terms how to more fully develop a multilingual ecology in your school?*

Go over the homework for Session 4:

- Discuss your professional development plan with your Leadership Team, including the specific topics (e.g. dynamic bilingualism, translanguaging strategies, multilingual ecology) and the types of PD sessions.
- Look through the websites in the Resources for Emergent Bilinguals document. In the activity guide, note five that you would be interested in introducing to your teachers and how you envision teachers using each resource.

Ask principals to complete an evaluation form for today's session.

**CUNY-New York State  
Initiative on Emergent Bilinguals (NYSIEB)  
Leadership Development for Principals**

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**Session 3**

**Today's Essential Question**

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How does a **multilingual ecology** support emergent bilingual student achievement, and how do we create a multilingual ecology in our schools?

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## **OUR GOALS—**

### **By the end of today, you will have ...**

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- Debriefed your classroom observations and considered ways to move your faculty forward and strengthen your school's use of bilingualism as an educational resource.
  - Understood and reviewed concrete examples of various aspects of creating a multilingual ecology in your school.
  - Learned more about the languages and cultures of students in your school and considered the implications of this knowledge for teachers in their classrooms.
  - Adapted goals for structural and programmatic changes in order to better use bilingualism as a resource and create a stronger multilingual ecology in your school.
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## **Reflecting on your Classroom Observations**

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- Part 1: Considering CUNY-NYSIEB's Principles and Practices
  - Part 2: Individual review of and reflection on classroom observation notes
  - Part 3: Sharing and Feedback time with fellow principals
-

## Creating a Multilingual Ecology in our Schools

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- Part 1: What is a multilingual ecology? In what ways does your school currently support a multilingual ecology?
  
  - Part 2: What are the possibilities for more fully promoting and supporting a multilingual ecology in my school? A Multilingual Ecology Case Study and Gallery Walk
- 

## Creating a Multilingual Ecology in our Schools

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- In your small groups, please share your response to this question:  
  
*From the Case Study and the Gallery Walk, what do you feel were the two strongest ideas? In other words, which would be most effective in fostering a multilingual ecology and be most realistic to replicate in your school environment?*
-

## **Guide to the Top 10 Languages of New York State Emergent Bilinguals**

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*The ideas underpinning this resource:*

- The languages other than English (LOTEs) spoken by bilingual students are neither obstacles nor excess baggage, but **resources of great value** to our community.
  - The mission of supporting and encouraging students in home language development belongs to **all teachers**, not only those fluent and/or certified in a given language.
- 

## **Guide to the Top 10 Languages of New York State Emergent Bilinguals**

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- Language and culture** are sufficiently intertwined as to make the understanding of one without the other a distinctively hollow experience.
  - The development of translingual and transcultural competence is not an on-off switch, but rather a **lifelong process** of engaging with certain communities.
-

## Top 10 Languages Activity

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- What can I learn about the languages and cultures of my school's emergent bilingual students through this resource and others like it?
  - What are the implications of this information for classroom instruction and for creation of a multilingual ecology in my school?
- 

## Goal Setting, Part III

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- Look over your goals documents from Sessions 1 and 2.
  - Consider the following question, jot down your thoughts, and then discuss with a partner at your table:
    - *What changes do I have to make to my school's present structures in the ESL and/or bilingual program(s) so as to:*
      - *Use bilingualism as an educational resource*
      - *Extend the multilingual ecology of the school*
-

## Wrap-up

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In your small group,  
please share your response to this question:

*What is your most important takeaway from today  
in terms how to more fully develop a  
multilingual ecology in your school?*

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## Homework for Session 4

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- Discuss your professional development plan with your Leadership Team, including the specific topics (e.g. dynamic bilingualism, translanguaging strategies, multilingual ecology) and the types of PD sessions.
  - Look through the websites in the Resources for Emergent Bilinguals document. In the activity guide, note five that you would be interested in introducing to your teachers and how you envision teachers using each resource.
-

**Thank you!**

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Please complete the Session 3  
Evaluation Form before you leave today.

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## REFLECTING ON YOUR CLASSROOM OBSERVATIONS

### **Part 1: CUNY-NYSIEB Principles and Practices**

Schools that adopt the CUNY-NYSIEB dynamic bilingual philosophy to educate emergent bilinguals adhere to two principles and practices: (1) a multilingual ecology for the whole school, and (2) bilingualism as a resource in education.

These two principles are of course intertwined. Later this morning, we'll explore in depth ways to foster a multilingual ecology in our schools. In this classroom observation reflection activity, we'll focus on the principle of bilingualism as a resource in education.

As you read the text below, underline or highlight the phrases that particularly resonate with you.

### ***Bilingualism as a resource in education***

Regardless of program structure; that is, whether the program is called English as a second language (ESL) or bilingual, the home language practices of emergent bilingual students are not only recognized but leveraged as a crucial instructional tool and, to the greatest extent possible, nurtured and developed. The entire linguistic repertoire of emergent bilingual children is used flexibly and strategically in instruction in order to engage the children cognitively, academically, emotionally and creatively. Accordingly, all educators, whether they are general education, ESL or bilingual teachers, build upon the students' home language and cultural practices in instruction in strategic ways, as an essential tool for language learning and education in general.

In embracing these CUNY-NYSIEB principles and practices, schools cast away the monolingual and monocultural ideologies of the past that have limited the ability of schools to meet the academic, emotional and social needs of emergent bilinguals. Instead, schools support the emergence of students' dynamic bilingual development in order to become fully educated.



### **Part 3: Sharing and Feedback**

1. Please choose a timekeeper for your group. This part of the activity is fifty minutes long, and it is important that the timekeeper ensures that each principal has approximately twelve minutes to share and get feedback.
2. Principal #1 will take 3-4 minutes to share whatever he/she wishes from his/her notes in Part 2 of this activity, feeling free to speak in as general or specific terms as he/she feels would be helpful.
3. The other principals provide feedback and guidance with regard to the support that Principal #1 is seeking, keeping in mind the overall goal of using bilingualism as an educational resource.

## Multilingual Ecology Activity

### Part 1.

#### What is a multilingual ecology?

In addition to using bilingualism as a resource in education, schools that adopt the CUNY-NYSIEB dynamic bilingual philosophy to educate emergent bilinguals also support a multilingual ecology for the whole school.

#### *Support of a multilingual ecology for the whole school*

*Under this philosophy, the entire range of language practices of all children and families are evident in the school's textual landscape, as well as in the interactions of all members of the school community. That is, in addition to English, the other languages of the school are visible and palpable, represented in signs throughout the school, in texts in the library and classrooms, and heard throughout in conversations. Furthermore, the students' language practices and cultural understandings are used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging. This extends beyond the language practices of emergent bilinguals to include those of all students.*

In what ways do you feel that your school currently supports a multilingual ecology?  
Please provide some specific examples.

## Part 2.

### What are the possibilities for more fully promoting and supporting a multilingual ecology in my school? A Multilingual Ecology Case Study and Gallery Walk

First, actively read the case study, *A CUNY-NYSIEB K-12 School*. As you read, take notes in the table below of ideas you can bring back to your school.

Then, with your group, you will travel to four stops in a Gallery Walk: School & Classroom Environment, Family-School Connections, Community-School Connections, and Curriculum & Instruction. Each stop on the gallery walk offers ideas for ways in which a school can support a multilingual ecology. Spend approximately 10 minutes looking at the resources at each stop. In each category box below, add to what had written in response to the case study in terms of ideas and resources you'd like to bring back to your school.

<b>School &amp; Classroom Environment</b>
<b>Family-School Connections</b>

**Community-School Connections**

**Curriculum and Instruction**

## A CUNY-NYSIEB K-12 School

### The overall school

Even before you walk into this school, you can sense that this school is part of the community that surrounds it. There are mothers who wear hijabs and others who wear blue jeans. Most of the mothers and children are speaking in Spanish; but others speak Bengali, Urdu, Tajik or Uzbek, the languages of the surrounding community.

When the students open the school doors, they walk into a lobby with a huge mural. The mural depicts children with gender, racial and ability differences holding hands as they climb stairs. There is a saying in the mural: “You don’t have to see the whole staircase; just take the first step” (Martin Luther King). But then, “just take the first step” is written in Spanish, Bengali, Urdu, Tajik and Uzbek, showing the different scripts of these languages. Parents contributed to the translations, and when the mural was dedicated, the parents came to the school and taught all the children to say the phrase “just take the first step” in all their languages. Although not every child knows the phrase in all the languages today, all of the children know its meaning, and can say it in at least one other language.

The parents are welcomed into the school, and especially into the Parent Coordinator’s office. Here one can always find parents speaking in different languages, as they work on various multilingual projects. On this particular day, there are two mothers who are translating English picture books into Urdu and producing Urdu text that can then be used to cover the English text. Another two mothers are taping stories and songs in Bengali so that the teachers can play these for the children. Yet another four mothers — a speaker of Spanish, a speaker of English, a speaker of Tajik, and a speaker of Urdu — are planning lessons for the middle schoolers on “Multilingual Resources in the Community.” They are identifying places that the children will visit with their teacher, and developing activities that will engage the children in learning more about the community’s languages and cultures.

Many of the teachers in this school are not bilingual, but they all have learned to say a few phrases in these languages. In doing this, they have worked extensively with some of the mothers who are speakers of these languages. In the elementary school grades, the teachers have made it a point to learn a simple song in at least one of the other languages present in the classroom, and children regularly join in the singing. The morning routine in the early grades includes recognition of a language and culture in the classroom. Every two weeks, a parent with a different linguistic background is

invited into the classroom for a half hour to introduce a story or song having to do with their cultural backgrounds.

In order to reward multilingualism, the school has given all the children a Language Passport. This Language Passport is a small notebook that the school keeps throughout the children's school career. Children take the Language Passports home twice a year and the families record the contact that children have had with languages other than English in the previous six months, including family conversations, visits to other countries, private classes, supplementary classes, and bilingual education classes at the school. At graduation, students whose Language passport shows a record of experiences in languages other than English are rewarded for their efforts with a Seal of Biliteracy.

Six times a year, the school has a two-hour session on a Friday afternoon called "Getting to know our languages and cultures." Parents with different backgrounds are recruited to come into the school and work with a teacher on a relevant activity. Children from all the programs are randomly assigned to a different language and culture, so that by the end of the year they have had an experience in four to six languages and cultures of the school.

### **Programs and practices for emergent bilinguals**

Students who are developing English, our emergent bilinguals, are in two types of programs, although they're fully integrated to the school culture. Because there are many Spanish-speaking students, the school has a bilingual program in which English and Spanish are taught throughout the children's schooling, meaning students remain in the program even after testing out of official "English Language Learner" status based on their NYSESLAT scores. In this way, students begin to see their bilingualism and biliteracy as enrichment and not remediation. For emergent bilinguals who are not Spanish speaking, the school offers an ESL program for them until they test out of the NYSESLAT, though their language continue to be affirmed and celebrated throughout their schooling experience as described above.

#### ***The bilingual program***

In the bilingual English/Spanish program, from the beginning, both languages are used in instruction in more or less equal measure, although the activities might vary with the children's bilingual proficiency. The activities for those who do not speak English are heavily scaffolded, with graphic organizers, different entry points into the lessons, and

the use of much translanguaging. However, all children are expected to perform the same rigorous tasks in both English and Spanish. What differs is the amount of scaffolding that the teacher provides for those who are new to English.

### **Elementary Years**

This school extends the Reading and Writing Workshop as a Biliteracy Workshop. Mini-lessons are conducted in English and, at a separate time, in Spanish, always using the multimedia that is now readily available through Smart Boards to contextualize the lesson. Yet, the children's active engagement in trying out what they have been taught often means that the other language is used. Sometimes the texts are annotated, flagging vocabulary and expressions and rendering them into the other language through dictionaries, Google translate, and teacher or student collaboration. Discussions about a text written in one language often take place in the other; and listening activities about a text written in one language could lead to students taking notes in the other. Sometimes students read a text in one language and write in the other. That is, the same language is not used in all the communication that occurs in or around writing that is rendered in a single language.

Content areas are taught in either English or Spanish depending on the strengths of the teachers and the materials available though the students receive at least one content area course in Spanish. However, the teachers make great effort to ensure that children are constantly putting all their language practices alongside each other, calling attention to cognates, false cognates, relationships and differences between languages. In addition, they allow for flexibility in student use of language and encourage them to use their entire linguistic repertoire to make meaning even though the expectation is that the final product will be in the language of instruction. The teachers make a conscious effort to ensure that both the English part of the day and Spanish part of the day are aligned with the Common Core State Standards.

### **Middle Schools Years**

For the literacy block, the students are divided by English reading and Spanish reading level. They receive literacy instruction in each language separately though teachers make references to the other language for metalinguistic and cognitive understanding and encourage students to use their entire linguistic repertoire to make meaning. Students switch to literacy instruction in the other language mid-morning. The teachers plan thematic units together that help scaffold instruction for students and students also begin exploring the development of bilingual voices in writing—a skill that will be further developed in their high school years.

In the afternoon, the students are heterogeneously grouped for Math, Science and Social Studies. The choice of language to teach these subjects depends on teacher strength and the materials that are available. But students get at least one subject taught in Spanish. The content courses' informational texts provides students the opportunity to use both English and Spanish in the ways delineated in the Common Core State Standards. Thus, the afternoon extends the use of language, imagination, creativity, and knowledge that the literacy block reinforces. But the emphasis is on educating the children fully and with challenging material.

### **High School Years**

The high school bilingual program is structured similarly to the middle school program with the difference being that during the literacy block students are put into heterogeneous grade groups (9<sup>th</sup> and 10<sup>th</sup> & 11<sup>th</sup> and 12<sup>th</sup>) that are divided by their English and Spanish reading level. Students receive their literacy instruction in the morning with half of the morning being taught in English and half of the morning being taught in Spanish. The teachers of both literacy blocks plan instruction together and differentiate based on the literacy levels of the students in the language of instruction. They oftentimes plan units together that both scaffold instruction and allow students to experiment with bilingual writing as an expressive resource. It is not uncommon to see students write bilingual writing pieces that consciously use both languages for stylistic reasons. This type of writing is encouraged by the teachers.

The students then take their content classes in the afternoon, each with a personalized schedule based on their needs. Students who have a higher reading level in Spanish than English take regents courses in Spanish when translated exams are available. They take at least one non-regents course in English, though translanguaging is encouraged. Students who have a higher reading level in English take regents courses in English and take at least one non-regents course in Spanish though they are encouraged to use their entire linguistic repertoire to make meaning in the classroom.

### **From K-12**

From K-12 one of the "specials" students in the bilingual program get is called "Pan-Latino Culture." During this time, students are exposed to different cultural tradition in Latin America, focusing on music, dance, or art. Students work on a music, dance or art project during this time, which they complete after a term. At that time, students put on a performance/show for the entire school community. During this "special," parents are invited to assist the teacher and often end up leading the activity themselves.

## *The ESL Program*

The ESL program has children of different language backgrounds. Although the goal of this program is not to develop biliterate children, the program uses translanguaging as an important scaffold to offer cognitively rich instruction. The teachers may not speak the language of the students but they are comfortable with student-centered instruction where the children's bilingualism is used as a resource. They are also knowledgeable of students' cultural and linguistic backgrounds, and use the parents as a resource. As in bilingual classrooms, newcomers are encouraged to use their home languages in academic ways, while English language and literacy are developed, so that they practice the use of academic language.

### **Elementary School Years**

In the elementary school there are self-contained classes with teachers who are knowledgeable about the content areas and Common Core State Standards as well as strategies on how to scaffold instruction so that children who are new to English can understand. This includes, of course, grouping the children whenever possible into common language groups so that they can work through their home languages in order to make sense of English instruction. The balanced literacy workshop model is used, but it is extended and scaffolded to adapt it to the needs of emergent bilinguals. For example, the mini-lesson is longer to allow students more time to process the information being taught. Also, there is less time for independent reading, and more time for guided reading. The read-alouds are also longer, encouraging the students to discuss with each other and "turn and talk" using their home languages when English cannot be accessed.

### **Middle School Years**

In the middle school, there are not enough emergent bilinguals to form a self-contained classroom. Therefore, during the literacy block in the morning the ESL teacher for each grade "pulls-out" the students from their classrooms to provide them with small group instruction. This small group instruction is a modified version of the balanced literacy workshop the rest of the middle school students receive. These modifications include a longer mini-lesson, explicit language objectives, and more time for guided reading. In addition, students are encouraged to use their entire linguistic repertoire to make meaning during their classroom interactions and are also encouraged to do independent reading using books written in their home language that are available in the classroom library.

During the content area instruction that occurs in the afternoon, the ESL teacher “pushes in,” working alongside the teacher who is also familiar with ESL pedagogy. Both teachers plan lessons together and build in scaffolds and develop translanguaging techniques to ensure that emergent bilinguals are being challenged academically. Based on the content and skills of a particular lesson they will develop a graphic organizer or other scaffold to help all of the students process the information. The ESL teacher will then use Google translate to translate the graphic organizer into the home languages of emergent bilingual students. During actual class time, flexible grouping is used to ensure that students are able to use their home languages as a bridge to academic content while also encouraging students to use English and integrate with students from other backgrounds.

### **High School Years**

As with the bilingual program, ESL students in the high school are grouped heterogeneously in terms of grade (9<sup>th</sup> and 10<sup>th</sup> graders & 11<sup>th</sup> and 12<sup>th</sup> graders) and homogeneously in terms of both English and home language literacy. Though no formal home language literacy tests exist for many of the languages represented in the school, the school has worked with various community based organizations to develop informal home language assessments that can give a general sense of the home language literacy level of students. Students who have low literacy in both English and their home language are placed into a special literacy class designed just for them while others are placed in beginner, intermediate, or advanced classes based on English language proficiency.

In the afternoon students are placed into content classes according to their grade level. The same translanguaging strategies used in the elementary and middle school are used in these content classes as well. Students are placed into common language groups so that students with more knowledge of English can support those students who are newer to English. In addition, teachers will oftentimes use Google translate to translate key documents such as graphic organizers into the home languages of students and will provide textbooks and other informational texts in different languages to help students build background knowledge.

### **An integrated school**

What is common in these schools, whether they are operating a bilingual or an ESL program, is the conviction that children can only perform academically if they have a high self-esteem, which is always related to the ways in which they view themselves,

their families, and their communities, and the ways in which others view them. Thus, the validation of their home language and cultural practices is most important in the education of all children. This conviction has led the leadership team in this school to find ways to create a school context in which the entire range of language practices of all children and families are evident in the school, represented in signs throughout the school, in texts in the library and classrooms, and heard throughout in interactions. Rather than ignore these different home language practices, this school has embraced them for all their students, viewing them as rich resources that educators need to leverage. Emergent bilinguals are thus not isolated, separated, or viewed differently or negatively. Instead, the specialized programs in which they are enrolled provide them with the same rich curriculum as all other students, although taught differently, using their emergent bilingualism as a resource. Whether the students are in the bilingual or ESL program, translanguaging is used and recognized as a discourse strategy of bilingual families that schools can use to ensure that children are challenged academically and develop as proud, creative and knowledgeable bilingual Americans.

**CREATING A MULTILINGUAL ECOLOGY**  
**Resources at each stop on the Gallery Walk**

<b>School &amp; Classroom Environment</b>	<b>Family-School Connections</b>	<b>Community-School Connections</b>	<b>Curriculum and Instruction</b>
<ul style="list-style-type: none"> <li>○ Images of multilingual murals</li> <li>○ Images of multilingual classroom resources</li> <li>○ Images of multilingual graphic organizers &amp; word walls</li> <li>○ “A Multilingual Learning Environment” from the Translanguaging Guide (pp. 20 – 22)</li> </ul>	<ul style="list-style-type: none"> <li>○ Images of parent spaces and parents as teachers</li> <li>○ Description of the Arabic-speaking mother in the French classroom on p. 42 of the Translanguaging Guide</li> <li>○ Video clip from “Tell Me How You Talk”</li> </ul>	<ul style="list-style-type: none"> <li>○ Description of Multilingual Awareness Curriculum</li> <li>○ “Community Study” from the Translanguaging Guide (p. 40-42)</li> </ul>	<ul style="list-style-type: none"> <li>○ Images of multilingual reading and writing</li> <li>○ Multicultural Literature resource</li> <li>○ Statistics about the AP Spanish Lit. course and EBL achievement</li> <li>○ Excerpt of “The Whole Child”</li> <li>○ Description of 8th grade SS project on p. 42 of the Translanguaging Guide</li> </ul>

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
2	I Love Saturdays y domingos		Alma Flor Ada	L	The depth and the joy of two cultures are conveyed in both Spanish and English in this story of a girl and her two sets of grandparents.	Social Studies (Holidays, Traditions & Celebrations), Relationships & Families (Family Members)	Read aloud, guided reading, multicultural discussions
3	Gathering the Sun		Alma Flor Ada	Grades K-2	A variety of poems relate the experience of working as Mexican farmworkers and the crops they harvest. From "Beet," "Peaches," and "Cherry Stand" to "Honor," "Pride," and "César Chávez," author Alma Flor Ada, translator Rosa Zubizarreta, and illustrator Simón Silva provide small glimpses of life of those workers and families	Social Studies - Migrant farmworkers	
4	In the Barrio		Alma Flor Ada	J	Colorful illustrations portray the pride a young Hispanic boy has in his neighborhood.	Latina@, neighborhood	Read Aloud

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
5	My Name is Maria Isabel	Yes	Alma Flor Ada	M	Third-grader Maria Isabel, born in Puerto Rico and now living in the United States, wants badly to fit in at school; and the teacher's writing assignment "My Greatest Wish" gives her that opportunity.	Fitting In, Importance of name	Read aloud for the beginning of the year to set up the classroom community, realistic fiction read aloud,
6	My Diary from Here to There/ Mi Diario de Aqui Hasta Alla	YES - bilingual	Amada Irma Perez	M	Amada's family is leaving Mexico to move to the Los Angeles! What if Amada can't learn English? Will she have any friends? The move is not easy, but in this story told in diary form, Amada learns that she is stronger than she thinks.		
7	America Street: A Multicultural Anthology of Stories		Ed. By Anne Mazer	R	This collection of fourteen stories shows several slices of American life through the past century. The characters, many in their teens, represent a variety of ethnic and religious backgrounds.		

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
8	Windows into My World: Latino Youth Write Their Lives		ed. Sarah Cortez	Middle School	From book "These short essays written by young men and women from various Latino backgrounds - Mexican American, Puerto Rican, Dominican, Salvadoran - reflect the diversity of growing up Latino in the United States. Whether from a gay or straight, urban or rural, recent immigrant or third-generation perspective, these illuminating pieces of memoir shine a light into the lives of young Hispanic adults."	Many	
9	Sadako and the Thousand Paper Cranes		Eleanor Coerr	R	Hospitalized with the dreaded atom bomb disease, leukemia, eleven-year-old Sadako races against time to fold one thousand paper cranes to verify the legend that says doing so will make a sick person healthy	General & Life Sciences (Body & Health), Relationships & Families (Family Members, Friends), History (Wars & Conflicts, World History), Character/Virtues (Courage & Survival)	Historical fiction mentor text, Social Studies integration

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1	Manolito Gafotas	Yes	Elvira Lindo		From the book: "Manolito Gafotas is one of the most famous characters in the "worldwide world" These kid from Carabanchel is unique, magnificent...Along with him, his brother the Imbecile, and his grandfather, Nicolas, and of course the whole gang, we discover, through his glasses, a vision of the world full of humor"	Relationships, poverty, friendships	study of author's craft, character study
10	A Day's Work		Eve Bunting	K	When Francisco, a young Mexican American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach Francisco.	Relationships & Families (Family Members), Character/Virtues (Leadership & Responsibility)	Realistic Fiction
11							

Multicultural Literature

	A	B	C	D	E	F	G
1	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
12	Dreaming of America: An Ellis Island Story		Eve Bunting	N	Annie Moore takes care of her two younger brothers on a voyage from Ireland to America, where she becomes the first immigrant to enter the Ellis Island processing center.	Social Studies (Immigration/Emigration), Relationships & Families (Family Members), History (United States History), Character/Virtues (Courage & Survival, Leadership & Responsibility)	Historical Fiction mentor text, immigration unit with Social Studies
13	Fly Away Home		Eve Bunting	M	A homeless boy who lives in an airport with his father, moving from terminal to terminal and trying not to be noticed, is given hope when he sees a trapped bird find its freedom.	Relationships, Homelessness	Realistic Fiction
14	Going Home		Eve Bunting	K	Although a Mexican family comes to the United States to work as farm laborers so that their children will have opportunities, the parents still consider Mexico their home.	Social Studies(Immigration/Emigration), Relationships & Families (Family Members)	

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
15	Smoky Night		Eve Bunting	P	When riots break out in the streets of their neighborhood, a boy and his mother learn from two cats how to befriend others no matter what their background or nationality.	Animals (Pets), Social Studies (Social Issues & Conditions), Relationships & Families (Family Members, Friends), Character/Virtues (Courage & Survival, Self-Esteem & Respect), Embracing different nationalities	Character Study Reading Unit, Realistic Fiction Writing Unit, Social Issues Unit
16	The Wall		Eve Bunting	N	A boy and his father come from far away to visit the Vietnam War Memorial in Washington and find the name of the boy's grandfather, who was killed in the conflict.	Social Studies (Landmarks, Monuments & Symbols), Relationships & Families (Family Members), History (Wars & Conflicts, United States History)	Realistic Fiction, Social Studies Integration (Wars, Monuments)
17	Walking to School		Eve Bunting	K-2	With startling realism and a balanced view, this book shows the problems suffered by a Catholic girl as she walks through a Protestant neighborhood in Northern Ireland.	Religious Tension, Relationships	

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
18	The Circuit: Stories from the Life of a Migrant Child		Francisco Jimenez	Z	Based on the author's life, this collection of stories follows a boy who moves from job to job with his migrant family. These stories describe their struggles as they try to exist with no home, little food, and the threat of deportation.	Social Studies (Immigration/Emigration, Social Issues & Conditions), Relationships & Families (Family Members, Family & Social Structures, School Life), Character/Virtues (Courage & Survival, Self-Esteem & Respect)	
19	La Mariposa		Francisco Jimenez	N	When Francisco starts school, his classroom has a caterpillar in a jar, and he watches as the caterpillar turns into a butterfly. He is faced with being in a classroom where everyone speaks English while he speaks only Spanish.	Animals (Insects & Spiders), Relationships & Families (Family Members, School Life), Character/Virtues (Manners & Conduct, Self-Esteem & Respect)	Read aloud, character study unit
20	Baseball in April and Other Stories	YES	Gary Soto	U	This collection of eleven short stories focuses on the everyday adventures of Hispanic young people growing up in Fresno, California.	Latin@ experiences, gro	Realistic Fiction Writing mentor text, book club, character study unit, analytical reading practices work with themes, students can take short stories and create plays

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
21	Cat's Meow		Gary Soto	N	Eight-year-old Graciela, who is part Mexican, is amazed when her cat Pip starts speaking and learns Spanish.	Latin@ experiences, lang	Realistic Fiction Writing mentor text,
22	Neighborhood Odes		Gary Soto	Not Leveled	Twenty-one poems about growing up in an Hispanic neighborhood highlight the delights in such everyday items as sprinklers, the park, the library, and pomegranates.	Latin@ experiences, neighborhood	Poetry mentor text
23	Novio Boy		Gary Soto	X	Rudy, a Mexican-American boy in the ninth grade, asks out an older girl for an expensive first date. He is very surprised when all of the people who gave him advice and financial support show up at the restaurant during the date.	Relationships & Families (Family Members, Friends, Romantic Relationships), Character/Virtues (Manners & Conduct)	Play

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
24	Taking Sides		Gary Soto	S	Fourteen-year-old Lincoln Mendoza, an aspiring basketball player, must come to terms with his divided loyalties when he moves from the Hispanic inner city to a white suburban neighborhood.	Relationships & Families (Friends), Character/Virtues (Loyalty), Popular Culture (Sports), American, Hispanic, Integrated/Multi-ethnic Settings	Social Issues Book Clubs, Realistic Fiction Writing Mentor Text
25	La jaula del unicornio	YES	Hilda Perera		From the book: "The social and ethnic protest, the bloody price that the disinherited of Latin America pay for the undocumented immigration into the United States to find a better life, are all reflected in this book in which the author, using a narrative structure in the form of interconnected monologues, allows her three protagonists - Estela, Mercedes, and Maria - to create and untangle their lives. Estela's character has a great presence that make her the paradigm of a determined woman.	Immigration, feminism, gender expectations, racism	Character study unit in dual language classroom, social issues unit

Multicultural Literature

	A	B	C	D	E	F	G
1	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
26	Visiting Day		Jacqueline Woodson	M	Filled with vibrant illustrations, this book relates the feelings of a girl whose father is in prison. Follow the girl and Grandma as they see Daddy during their monthly visit.	Relationships, Family, Character Virtues, African American Women, Effects of Parent Incarceration on Children	Character Study Reading Unit, Realistic Fiction Writing Unit, Analytical Reading Practices Reading Unit (Theme Work)
27	Last Summer with Maizon		Jacqueline Woodson	Q	Eleven-year-old Margaret tries to accept the inevitable changes that come one summer when her father dies and her best friend, Maizon, goes away to a private boarding school.	Relationships, Family, Character Virtues, African American Women, Friendships	Social Issues Book Clubs, Realistic Fiction Writing Mentor Text,
28	Locomotion		Jacqueline Woodson	V	Eleven-year-old Lonnie Collins Motion, affectionately dubbed Locomotion by his mother, deals with the loss of his parents and the separation from his sister, Lili, by writing poetry.	Relationships & Families (Family Members, Family & Social Structures, School Life), Character/Virtues (Courage & Survival, Loyalty), Language Arts	Poetry mentor text

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1	Miracle's Boys		Jacqueline Woodson	Z	Twelve-year-old Lafayette must deal with the blame his brother Charlie places on him for the death of their mother. Now cared for by his oldest brother, Ty'ree, will Charlie be able to stay out of trouble and deal with his feelings?	Relationships & Families (Family Members, Family & Social Structures), Character/Virtues (Leadership & Responsibility, Loyalty, Self-Esteem & Respect)	Realistic Fiction Writing mentor text, book club, character study unit
29	The Other Side		Jacqueline Woodson	M	This book is a moving narrative about the racial tensions that Clover discovers as she wonders why a fence separates the black side of town from the white side. Annie, a white girl, sits on the fence in rain or shine, and Clover becomes friends with her.	Racism, Relationships (Family, Friends), Theme work: children sometimes do not follow in the footsteps of their parents/ sometimes children do not listen to their parents and end up learning a powerful lesson	Realistic Fiction Writing mentor text, book club, character study unit, analytical reading practices work with themes
30	Jiggy		James A. Spencer Edwards	Grades 5-8	From: <a href="http://www.nytimes.com/2009/05/09/nyregion/09principal.html">http://www.nytimes.com/2009/05/09/nyregion/09principal.html</a> a 13-year-old boy who moves from a poor urban neighborhood to the suburbs		High Interest middle school book
31							

Multicultural Literature

	A	B	C	D	E	F	G
1	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
32	I've Got It Made		James A. Spencer Edwards	Grades 5-8	From: <a href="http://www.nytimes.com/2009/05/09/nyregion/09principal.html">http://www.nytimes.com/2009/05/09/nyregion/09principal.html</a> - a boy who finds that sudden wealth can lead to trouble		High Interest middle school book
33	Patrol Boy		James A. Spencer Edwards	Grades 5-8	From: <a href="http://www.nytimes.com/2009/05/09/nyregion/09principal.html">http://www.nytimes.com/2009/05/09/nyregion/09principal.html</a> - the book's hero becomes a gang lookout and has a scary brush with the juvenile detention system that leads to a moral epiphany.		High Interest middle school book
34	Before we Were Free		Julia Alvarez	X	In the midst of a fight for liberation in the Dominican Republic, twelve-year-old Anita de la Torre learns about love, family, and the cost of being able to fly free.	politics, dictatorship, relationships, growing up	social issues book club, social studies integration
35	The Journey: Solo		Kateline Gresseau	Grades 6-8			High Interest middle school book

Multicultural Literature

	A	B	C	D	E	F	G
1	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
36	Ida B..and Her Plans to Maximize Fun, Avoid Disaster & (Possibly) Save the World	Yes	Katherine Hannigan	S	Ida B just wants her life to go back to the way it was. Her mother has cancer, and Ida B's just started going to a public school after years of home schooling. What Ida B needs is the perfect	General & Life Sciences (Body & Health, Plants), Social Studies (Food), Relationships & Families (Family Members, School Life), Character/Virtues (Honesty &	
37	The Streets are Free	Yes	Kurusa	Grades 3-5	As the city develops around their once small town, the children find they have nowhere to play and band together to demand a playground.	Social Studies (Social Issues & Conditions), Relationships & Families (Friends), Civics & Citizenship, Character/Virtues (Loyalty)	
38	Dragonwings		Laurence Yep	W	When he moves from his native China to San Francisco, eight-year-old Moon Shadow has to adjust to a new country and a relationship with the father he has never met.	Social Studies (Immigration/Emigration), Relationships & Families (Family Members, Family & Social Structures), History (United States History), Character/Virtues (Courage & Survival, Loyalty)	

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
39	Speak	No	Laurie Halse Anderson	Middle School - High School	From book "an extraordinary and multi-award-winning first novel about a girl who chooses not to speak rather than give voice to the truth, Speak has garnered rapt attention from readers and educators. "	Relationships, rape,	character study, social issues, author's craft
40	Amelia's Road	Yes	Linda Jacobs Altman	M	Tired of moving around so much, Amelia, the daughter of migrant farm workers, dreams of a stable home.	Relationships, Migrant Workers, Latin@ Families,	Character Study Reading Unit, Realistic Fiction Writing Unit, Analytical Reading Practices Reading Unit (Theme Work)
41	The Color of My Words	Yes	Lynn Joseph	Grades 6-8	In this poignant tale, twelve-year-old Ana Rosa learns that her many-colored words are not only powerful enough to entertain the whole village but are also capable of creating the destructive force that leads to the death of her beloved brother, Guarío.	Relationships, Father/Daughter, Siblings, Power of Writing, Economy & Tourism, Social Unrest	Realistic Fiction mentor text, social issues book clubs, whole class read aloud, poetry (chapters begin with a poem)

Multicultural Literature

	A	B	C	D	E	F	G
1	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
42	Amazing Grace	Yes	Mary Hoffman	J	Although a classmate says that Grace cannot play Peter Pan in the school play because she is black, Grace discovers that she can do anything she sets her mind to do.	gender expectations, race,	guided reading, read aloud
43	Boundless Grace		Mary Hoffman	M	When she visits her father and his new family in Africa, Grace is not sure she can love two families. In time, though, Grace learns that a family can be whatever--and wherever--she decides to make it in this sequel to "Amazing Grace."	relationships	
44	The Keeping Quilt		Patricia Polacco	M	A family's quilt ties together the lives of four generations of an immigrant Jewish family, remaining a symbol of their enduring love and faith.	Social Studies (Immigration/Emigration), Relationships & Families (Family Members)	

Multicultural Literature

	A	B	C	D	E	F	G
1	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
45	Thank You Mr. Falker	YES	Patricia Polacco	M	At first, Trisha loves school, but her difficulty learning to read makes her feel dumb until, in the fifth grade, a new teacher helps her understand and overcome her problem.	Relationships & Families (Family Members, Friends, School Life), Character/Virtues (Honesty & Compassion, Self-Esteem & Respect)	
46	Pink and Say	Yes	Patricia Polacco	S	Say Curtis describes his meeting with Pinkus Aylee, a black soldier, during the Civil War, and their capture by Southern troops.	Social Studies (Prejudice & Racism), Relationships & Families (Friends), History (Wars & Conflicts, Slavery, United States History), Character/Virtues (Courage & Survival, Honesty & Compassion)	
47	Seedfolks		Paul Fleischman	S	One by one, a number of people of varying ages and backgrounds transform a trash-filled inner-city lot into a productive and beautiful garden, and in doing so, the gardeners are themselves transformed.	African American, American, Asian Origin, Hispanic, Integrated/Multi-ethnic Settings, General & Life Sciences (Plants), Social Studies, Relationships & Families (Friends), Character/Virtues	Can be used as whole class read aloud with a science & social studies social action projects where students transform an area in their community

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
48	Muslim Child		Rukhsana Khan	R	General & Life Sciences (Body & Health), Relationships & Families (Family Members, Friends), History (Wars & Conflicts, World History), Character/Virtues (Courage & Survival)	Social Studies (Holidays, Traditions & Celebrations, Religions), Relationships & Families (Family Members, Friends), Character/Virtues (Leadership & Responsibility, Loyalty, Manners & Conduct)	
49	The Skin I'm In	No	Sharon G. Flake	Middle School	From book "Maleeka suffers every day from the taunts of the other kids in her class. If they're not getting at her about her homemade clothes or her good grades, it's about her dark skin. When a new teacher, whose face is blotched with a startling white patch, shows up at their school, Maleeka can see there is bound to be trouble for her, too. But the new teacher's attitude surprises Maleeka. Miss Saunders loves the skin she's in. Can Maleeka learn to do the same?"	Racism, friendships, relationships, growing up	character study, social issues, author's craft

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1	145th Street Short Stories		Walter Dean Myers	Middle School	On 145th Street, kids try to block out many negative things that could keep them from succeeding. Police officers are sometimes rough with them and gang members try to cause trouble. Drugs are available and accidents happen. How do many of the people and especially the youth who live on 145th Street continue to stay on the right track	Urban youth	
50	Bad Boy: a Memoir		Walter Dean Myers	Y	Walter Dean Myers describes his turbulent adolescence in Harlem in the 1940s and 1950s and the influences that led him to become an aspiring writer.	Relationships & Families (Family Members, Friends, School Life), Character/Virtues (Self-Esteem & Respect), Language Arts	
51							

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
52	Dope Sick		Walter Dean Myers	Middle School	During a drug deal with an undercover cop in New York, seventeen-year-old Lil J flees into an apartment building where he meets a seemingly magical man who uses a TV set to review past events in Lil J's life during which Lil J could have made better choices.	Urban youth, drugs	High Interest middle school book
53	Fast Sam, Cool Clyde, and Stuff		Walter Dean Myers		New to 116th Street in New York, a boy soon makes friends and begins a year of unusual experiences.	Social Studies (Prejudice & Racism), Relationships & Families (Family Members, Friends), Character/Virtues	
54	Harlem		Walter Dean Myers	R	In this award-winning book, a poem celebrates the people, sights, and sounds of Harlem.	Social Studies, History (United States History), Geography (Communities & Neighborhoods)	Poetry unit, community walk reflections (if in the Harlem neighborhood)

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
	I've Seen the Promised Land		Walter Dean Myers	T	Award winning author, Walter Dean Myers, relates the inspiring story of Dr. Martin Luther King Jr.'s life of service to his people, and his belief that blacks could gain equality, justice, and freedom through non-violent protests. This eloquently written text, with its stirring artwork, is an excellent first introduction to young readers	Social Studies (Civil & Human Rights, Prejudice & Racism, Social Issues & Conditions), History (United States History), Civics & Citizenship (Laws & Politics, US Constitution & Historic Documents, Work & Careers), Character/Virtues (Courage & Survival, Equity & Justice, Leadership & Responsibility)	
55							
	Malcolm X: By Any Means Necessary		Walter Dean Myers	Z	This biography traces the life of an outstanding African American leader, describes his involvement with the Nation of Islam, and reveals his changing philosophy and ideals.	Social Studies (Civil & Human Rights, Prejudice & Racism, Social Issues & Conditions), History (United States History), Civics & Citizenship (Laws & Politics, Presidents & Leaders), Character/Virtues (Leadership & Responsibility)	
56							

Multicultural Literature

	A	B	C	D	E	F	G
	Title	Available in Spanish	Author	F&P Level or Grade Level	Description from Scholastic	Topics & Multicultural Issues	Suggestions for Classroom Use
1							
57	Zora Hurston & the Chinaberry Tree	Yes	William Miller	L	This book recounts how the young Zora Hurston's memories of how her mother encouraged her to climb a chinaberry tree, to listen, and to dream enabled her to cope with her mother's death.	Relationships, Family, Character Virtues, African American Women, Gender Expectations	Character Study Reading Unit, Realistic Fiction Writing Unit, Analytical Reading Practices Reading Unit (Theme Work)
58	The Name Jar		Yansook Choi	L	Unhei has just arrived from Korea and she doesn't want to be different from American kids. While her classmates are helping her choose an American name, Unhei realizes that being proud of her name and culture has rewards.	Social Studies (Immigration/Emigration), Relationships & Families (Friends, School Life), Character/Virtues (Self-Esteem & Respect)	Community building, character study
59							

## **Resources**

**To check reading levels**

[http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/benchmarks/Independent Reading Level Benchmarks 2012.pdf](http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/benchmarks/Independent_Reading_Level_Benchmarks_2012.pdf)

## Excerpt of “The Whole Child”

from **Education Leadership**

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Teaching for cross-language transfer and literacy engagement can be problematic for teachers when multiple languages are represented in the classroom, none of which the teacher may know. One approach that we have been exploring in several schools in Canada's Greater Toronto area involves identity texts. These products, which can be written, spoken, visual, musical, dramatic, or multimodal combinations, are positive statements that students make about themselves.

...

Thornwood Public School, a K–5 school in the Peel District School Board in Toronto, Canada, pioneered the process of the dual language identity text (Chow & Cummins, 2003; Schechter & Cummins, 2003). As is common in many urban public schools in Canada, students in Thornwood speak more than 40 different home languages, with no one language dominating. Patricia Chow's 1st and 2nd grade students created stories initially in English, the language of school instruction, because most of the primary students had not yet learned to read or write in their home languages. Students illustrated their stories and then worked with various people—parents, older students literate in their home languages, or teachers who spoke their languages—to translate these stories into the students' home languages. The school created the Dual Language Showcase Web site (<http://thornwood.peelschools.org/Dual>) to enable students to share their bilingual stories over the Internet with parents, relatives, and friends, both in their stronger language. Thus, newcomer students can write in their home language and demonstrate not only their literacy skills but also their ideas and feelings, giving full play to their imaginations. The image of newcomer students, in both their own eyes and in the eyes of others, changes dramatically when these students express themselves in this way within the school curriculum.

...With identity texts, audience becomes a powerful source of validation for the student. As the Thornwood Dual Language Showcase project has evolved, dual language books have become a potent tool to support the integration of newcomers and English language learners. Students write initial drafts of stories in whichever language they choose, usually in the language of a particular newcomer student, the school explores contacts with community members or board-employed community liaison personnel or involves older students from the same language

background whose English is more fluent. High school students from various language backgrounds receive credit for their involvement as community service work. Consequently, dual language texts have become a catalyst for fruitful forms of school-community engagement.

At Floradale Public School, another highly multilingual school in the Peel District School Board, teacher-librarian Padma Sastri has integrated both student-created and commercial dual language books into all aspects of library functioning. She prominently displays student-created dual language books near the library entrance, welcomes parents into the library to read books to students in their native languages, and encourages students to check out dual language books to take home to read with their families.

When students gather around her for the day's lesson in the library, Sastri enlists students to read a given story out loud in English. She also encourages various students to retell the story afterward in their home language. Said one observer, I listen amazed as one by one the students retell the story in Urdu, Turkish, Vietnamese, Chinese, Gujerati, Tamil, Korean, and Arabic. The other students in the class appear to be equally entranced, although neither I nor they understand most of the languages being used. It is captivating to hear the same story repeated in different languages with new or sometimes the same gestures to express a change in action.

By welcoming a student's home language, schools facilitate the flow of knowledge, ideas, and feelings between home and school and across languages. Elementary school teacher Perminder Sandhu integrated discussions about students' language and culture into the curriculum of her 4th grade class in Coppard Glen Public School of Toronto's York Region District School Board. Students wrote about their languages, discussed the importance of continuing to speak their languages, and worked in pairs to create dual language or multilingual books, often with the help of their parents. One of Sandhu's students writes about his engagement with literacy and popular culture outside the school. Jagdeep, who is fluent in Punjabi, Hindi, and English, illustrates the importance of connecting, both cognitively and affectively, with students' prior experience:

I love Punjabi stories. They're so exciting. When it comes to Hindi movies, I just can't stop watching them! They are very funny, and the problems are very sophisticated. It makes me proud of my cultural background.

For Sandhu, acknowledging and actively promoting students' linguistic and cultural capital is not simply a matter of activating students' prior knowledge — she fuses these practices in a pedagogy of respect. Sandhu explains, It informs my practice through and through. It runs in the bloodstream of my classroom. It's all about relationships, how

we validate students' identities, how they accept their own identities. That ethos is fundamentally important—it's not an add-on. It takes less than two extra minutes of my time to get students to see the humanity of another human being at a most basic level. Because once they begin to see their own and one another's vulnerabilities, inhibitions, and realities, they connect.

The pedagogical orientation illustrated in the examples above differs from many schools' current policies and practice in two major respects. First, the teacher acknowledges that the language in which English language learners' prior experience is encoded is an important resource for learning. Consequently, instruction explicitly aims for transfer of knowledge and skills across languages. Second, instruction communicates respect for students' languages and cultures and encourages students to engage with literacy and invest their identities in the learning process.

# GUIDE TO THE TOP 10 LANGUAGES OF NEW YORK STATE EMERGENT BILINGUALS

## Activity Guide

### Directions:

1. Take a few moments to skim the introduction and the list of the current top ten languages of New York State emergent bilinguals.
2. With your group, choose four of the languages you are most interested in exploring during this activity. Assign each group member one of those languages.
3. Each group member should spend approximately 15 minutes reading about the language he/she has been assigned and completing the first row of the table below.
4. In jigsaw style, each group member will take 3-4 minutes to share with the others the information about the language he/she is assigned. The group members who are listening should take notes on the information and ideas presented by the other group members in the table rows on the opposite side of this sheet.
- 5.

Language	1-2 examples of information about this language, history, and/or culture that seem relevant, enlightening, and important to know	How could this information be used to inform teachers' instruction and/or contribute to a school's multilingual ecology?


## Resources for Emergent Bilinguals Activity Guide

**Directions:** Look through the websites of the resources for emergent bilinguals in the attached document. Note in the space below five that you would be interested in introducing to your teachers and how you envision teachers using this resource.

Name of the Resource I Am Interested in Introducing to my Teachers	How I See Teachers Using this Resource
1.	
2.	
3.	
4.	
5.	

**Title**

**Author**

**Themes**

**ISBN**

## Resources for Emergent Bilinguals

<u>Website</u>	<u>Website Address</u>	<u>\$ Yes or No</u>	<u>Description</u>	<u>How can it be used in the classroom?</u>
Starfall	<a href="http://www.starfall.com">www.starfall.com</a>	FREE	From the website: "Starfall.com opened in September of 2002 as a free public service to teach children to read with phonics. Our systematic phonics approach, in conjunction with <b>phonemic awareness practice, is perfect for preschool, kindergarten, first grade, second grade, special education, homeschool, and English language development (ELD, ELL, ESL)</b> . Starfall is an educational alternative to other entertainment choices for children."	Emergent bilinguals can use this website for a few minutes a day in the classroom if a computer with internet access is available.
Brainpop	<a href="http://www.brainpop.com">www.brainpop.com</a>	Limited (free) access to some videos	From the website: "Ideal for both group and one-on-one settings, BrainPOP is used in numerous ways in classrooms, at home, and on mobile devices, from introducing a new lesson or topic to illustrating complex subject matter to reviewing before a test. Content is mapped to Common Core, aligned to academic standards, and easily searchable with our online Standards Tool." There are short video clips related to science, math, ELA, engineering & tech, art, health. Also available: Brainpop ESL <a href="http://www.brainpopesl.com">www.brainpopesl.com</a>	Video clips can be shown throughout all content areas to provide scaffolds for different learners.
Power My Learning	<a href="http://www.powermylearning.com">www.powermylearning.com</a>	FREE	<ul style="list-style-type: none"> <li>• 1,000+ academic games, interactive simulations, and videos</li> <li>• Easy-to-find activities tagged by subject, grade, and Common Core Standards</li> <li>• "Playlist" feature to sequence activities and individualize learning by student or class</li> <li>• Lesson plans to incorporate activities into instruction</li> <li>• Detailed reports for teachers, parents, and students</li> <li>• Badges and Playpoints to reward student usage</li> <li>• Flexible platform that can be used in school, after-school, at home, or anywhere in between</li> </ul>	The games, videos, simulations can be used within lessons, during independent work, assigned for homework (if students have computers and internet access at home), and group work.
Raz Kids	<a href="http://www.razkids.com">www.razkids.com</a>	\$ Free samples available	From the website: "The Raz-Kids animated leveled books and interactive quizzes give educators choices. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support. They read freely in the bookroom. Or, teachers easily limit students to appropriate reading levels and specific books and track student reading progress. Students can practice reading to improve reading comprehension and reading fluency anywhere with Internet access."	Teachers can print group sets of books to use for guided reading with Emergent Bilinguals. Students can also sit at computers with internet access listening and reading books on this website.
Reading A-Z	<a href="http://www.readinga-z.com">www.readinga-z.com</a>	\$ Free samples available	From the website: "The website has more than 2,500 downloadable books (including English, Spanish, and French versions) and thousands of teaching and learning materials."	Content area teachers can search for books in different languages.
Rosetta Stone	<a href="http://www.rosettastone.com">www.rosettastone.com</a>	\$	Schools can get school license for various languages.	Students can use this in class. Parents can use this with them at home. Parent workshops can include Rosetta Stone time. Important to use multiple languages that address the languages from the community.

		<b>Resources for Emergent Bilinguals</b>		
Fountas & Pinnell	<a href="http://www.fountasandpinnelllevelbooks.com">www.fountasandpinnelllevelbooks.com</a>	\$	<p>From the website: "Fountas &amp; Pinnell Leveled Books is the only website where you will find Books that have been selected, reviewed and approved by Fountas &amp; Pinnell Books that are good for small guided reading lessons and help place students on the F&amp;P Text Level Gradient™ Over 36,000 books that are searchable by level, genre, series or publisher Video clips of what guided reading looks like in real classrooms Professional development information and resources to support your teaching"</p>	Helpful website to level books. Students can help level classroom libraries. Students need to be reading books at their level.
Fountas & Pinnell in Spanish Levels A-N	<a href="http://www.heinemann.com/fountasandpinnell/select/overview.aspx">http://www.heinemann.com/fountasandpinnell/select/overview.aspx</a>	\$	<p>From the website:</p> <ul style="list-style-type: none"> <li>•28 brand-new, original student books written in Spanish by native Spanish-speaking authors—not translations or adaptations from English</li> <li>•Illustrated by Hispanic illustrators ensuring authentic, culturally relevant artwork</li> <li>•Each student book carefully developed and leveled by an advisory panel of bilingual literacy experts, under the supervision of Irene Fountas and Gay Su Pinnell</li> <li>•Spanish A-N leveling system developed to parallel the F&amp;P Text Level Gradient™, incorporating text characteristics specific to Spanish for each level</li> <li>•Parallel organization of Spanish student books with English system for genre and content area connections* Field tested by bilingual teachers working with Spanish-speaking students across the U.S.</li> <li>•Optional assessments in Spanish to diagnose strengths and needs particular to Spanish-speaking students</li> <li>•Online Data Management System to automate data collection and facilitate enhanced data sharing and progress monitoring</li> <li>•Embedded training on the Professional Development DVD along with on-site and off-site support provided by Heinemann</li> </ul>	
Tell Me How You Talk - Documentary	To request the film: email:christine.helot@alsace.iufm.fr or andrea.young@alsace.iufm.fr. A clip of the film on youtube:	\$	<p>From website: The project was a language awareness and intercultural project in a small primary school. The project was launched because of the increase of racist incidents in the school. What was done, was to have session led by the parents of the children (many immigrants), the sessions were of each languages, kind of 'a taste of language'. The objectives of the project were " To bring the children into contact with other languages and to sensitise them to te use of languages, to familiarize the children with other cultures through the presentation of festivals, traditions, costumes, geography..., and last but not least to promote the acceptance of differences, to learn about others and to attempt to break down stereotypical misconceptions."</p>	Teachers can watch the film or clip of it online to get ideas on how to address similar themes in our own contexts. Teacher teams can watch this film together as a starting point to develop our own language awareness projects.
Media that Matters Film - Immersion	<a href="http://www.mediathatmattersfest.org/watch/9/immersion">http://www.mediathatmattersfest.org/watch/9/immersion</a>	FREE	<p>From the website: "Moises, a ten-year-old student, struggles to communicate in his new school with limited access to his native language."</p>	Film can be used in teacher development meetings and in the classroom.

Resources for Emergent Bilinguals				
Activities for ESL/ELL students	<a href="http://a4esl.org/">http://a4esl.org/</a>	FREE		Not to be used in isolated but in the context of the content being studied.
ESL Games	<a href="http://www.manythings.org/">http://www.manythings.org/</a>	FREE		Not to be used in isolated but in the context of the content being studied.
International Children's Library	<a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a>	FREE	Online reading of books in different languages.	Great for classroom reading experiences. Helpful when these books are not available in the classroom.
English Skills	<a href="http://www.harcourtschool.com/menus/trophies/menu.html">http://www.harcourtschool.com/menus/trophies/menu.html</a>	FREE	activities online	
Kids Reads	<a href="http://www.kidsreads.com">www.kidsreads.com</a>	FREE		
Bilingual Resources	<a href="http://www.eduplace.com/bil/">http://www.eduplace.com/bil/</a>	FREE	Spanish Bilingual Resources brings together some of the best Internet Education sites for Spanish bilingual teachers. Our ever-increasing collection can also be used by students and parents.	
Imaginaria (children's literature in Spanish)	<a href="http://www.imaginaria.com.ar/">http://www.imaginaria.com.ar/</a>	FREE	From the website: "Imaginaria es una revista online sobre literatura infantil y juvenil, de aparición quincenal. Está dirigida a docentes, padres, bibliotecarios, escritores, ilustradores, especialistas, y a toda persona relacionada con los niños y la lectura. Originada en Buenos Aires, Argentina, se publica desde junio de 1999."	
Thematic Units K-3 Spanish/English	<a href="http://www.sedl.org/scimath/pasopartners/welcome.html">http://www.sedl.org/scimath/pasopartners/welcome.html</a>	FREE	From the website: " Integrating Mathematics, Science and Language: An Instructional Program is a two-volume curriculum and resources guide developed by Paso Partners - a partnership of three public schools, an institution of higher education, and SEDL specialists.  The resource is designed to help elementary school teachers organize their classrooms and instructional activities in order to increase achievement of Hispanic primary-grade children whose first language is not English. The guide offers a curriculum plan, instructional strategies and activities, suggested teacher and student materials and assessment procedures..."	
Rubrics for Writing and Speaking in English	<a href="http://www.cal.org/twi/Rubrics/index.html">http://www.cal.org/twi/Rubrics/index.html</a>	FREE	Rubrics for checking the progress of language learners in English and Spanish	
Colorin Colorado	<a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a>	FREE	Bilingual (Spanish/English) website for parents and educators	
Alma Flor Ada Author Website	<a href="http://almaflorada.com/">http://almaflorada.com/</a>	FREE	Information on the author, publications, and lesson ideas.	
Languages Library	<a href="http://www.awesomelibrary.org/Classroom/English/Languages/Languages.html">http://www.awesomelibrary.org/Classroom/English/Languages/Languages.html</a>	FREE	Information on languages and lessons.	This website can be used to get to know the students' languages as well as finding resources to enhance lessons.

		<b>Resources for Emergent Bilinguals</b>		
Flocabulary	<a href="http://www.flocabulary.com">www.flocabulary.com</a>	\$ and Free Samples	Vocabulary aligned to units of study with accompanying rap songs, worksheets and extension activities. News of the week available for free each Friday as a rap song with video. Teachers (and students) can subscribe online to receive link for "The Week in Rap". This helps with discussions and current events assignments.	Great for middle school - high school language learners.
Cinco Puntos Press	<a href="http://www.cincopuntos.com/index.sstg">http://www.cincopuntos.com/index.sstg</a>	FREE	Multicultural books, English/Spanish bilingual sets, audio books	
Graphic Organizers	<a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a>	FREE	Graphic organizers for lesson planning	
Help! They Don't Speak English Starter Kit	<a href="http://www.edvantia.org/products/index.cfm?&amp;t=products&amp;c=products&amp;id=515">http://www.edvantia.org/products/index.cfm?&amp;t=products&amp;c=products&amp;id=515</a>	Free	Free pdf	
Iguana Magazine	<a href="http://www.nicagal.com/iguana/eng/">http://www.nicagal.com/iguana/eng/</a>	\$	Spanish language magazine for students aged 7-12	
Picture Dictionary	<a href="http://www.pdictionary.com/">http://www.pdictionary.com/</a>	FREE	In English, French, Italian, German and Spanish	
Maya y Miguel	<a href="http://pbskids.org/mayaa ndmiguel/flash.html">http://pbskids.org/mayaa ndmiguel/flash.html</a>	FREE	Bilingual (Spanish/English) games and activities	
National Association for Multicultural Education	<a href="http://nameorg.org/">http://nameorg.org/</a>	FREE		
Time for Kids	<a href="http://www.timeforkids.com">www.timeforkids.com</a>	\$ and Free Samples	Cover story is available in Spanish for each edition.	

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 3 Evaluation

*Your feedback is important to us! Your thoughtful, honest responses are appreciated.*

Name (optional):	Number of years as a school principal:
School (optional):	Current Level (Elem, MS, HS):

**Directions:** *Please rate each activity for usefulness to you. Five is very useful; one is not useful.*

***Debriefing our Classroom Observations through the lens of the CUNY-NYSIEB Principles and Practices***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Creating a Multilingual Ecology in our Schools Case Study***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Creating a Multilingual Ecology in our Schools Gallery Walk***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Top 10 Languages of New York State Emergent Bilinguals: Implications for our Work in Schools***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Goal-Setting Activity***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

*Comments about any of the workshop activities:*

*Please turn over →*

## Additional Questions about the Workshop

1. The workshop was engaging, well-planned, and professional.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. This workshop has helped me feel more prepared to further develop a multilingual ecology in my school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. This workshop was well-paced and accessible/challenging enough to someone with my level of experience.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. This workshop was a valuable way to spend a professional development day.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. What is the most important **idea or strategy** you are taking away from your work here today?

6. What **questions** do you have?

7. What **suggestions** do you have for improving this workshop?

## CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Session 4 Agenda

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8:30 – 8:45	Breakfast
8:45 – 8:55	Welcome
8:55 – 9:00	Goals of Today’s Session
9:00 – 9:55	Planning and Presenting a Professional Development Workshop
9:55 – 10:25	Presentation: <i>No Child Left Bilingual: Building on the Bilingual Advantage in the Testing Era</i>
10:25 – 10:35	Break
10:35 – 11:15	Reclaiming Assessment Data for Emergent Bilingual Learning and Programming
11:15 – 11:45	Presentation and Overview of the School Improvement Action Plan
11:45 – 12:45	Lunch
12:45 – 2:15	Preparing Your School Improvement Action Plan
2:15 – 2:30	Wrap-up and Evaluations

### Homework for Session 5:

- Meet with your leadership team to further develop your School Improvement Action Plan.
- Bring in pictures and other artifacts that reflect some of the plans for changes or changes that have already taken place at your school to move the school toward a more positive multilingual ecology and better serve emergent bilingual students.

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 4 Facilitator Agenda

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8:30 – 8:45    **Breakfast**

8:45 – 8:55    **Welcome**

<u>Activity:</u> <b>Goals of Today's Session</b>		
<u>Time:</u> 8:55 – 9:00	<u>Slide(s):</u> 2 - 3	<u>Materials:</u> <ul style="list-style-type: none"><li>• None</li></ul>
<p><u>Procedure/Talking Points:</u> Share the goals on Slide 2 and 3: By the end of today, you will have:</p> <ul style="list-style-type: none"><li>● Developed and presented a sample professional development workshop on an aspect of translanguaging, dynamic bilingualism, or creating a multilingual ecology.</li><li>● Reviewed or been exposed to some of the major policy issues related to the assessment of emergent bilinguals.</li><li>● Reflected on the assessment practices in your school of emergent bilinguals.</li><li>● Brainstormed and developed a preliminary plan for reclaiming assessment data for emergent bilingual learning and programming.</li><li>● Begun to develop your School Improvement Action Plan.</li></ul>		

**Activity: Planning and Presenting on a Professional Development Workshop**

Time: 9:00 – 9:55

Slide(s): 4 - 6

Materials:

- Principals should have with them the homework assigned at the end of Session 3: notes from their discussions with their leadership team about ideas for different professional development sessions related to translanguaging or multilingual ecology that they would like to have their staff participate in.
- Activity guide for developing a professional development plan for teachers of emergent bilinguals
- Chart paper and markers for groups

Procedure/Talking Points:

**Part A (10 minutes)**

In groups of 4 (i.e. two leadership team pairs or 4 individual principals), participants share with one another some of the different ideas they discussed for the type of professional development workshops they would like to have for the teachers in their school so that they understand better how to serve their emergent bilingual population. The listening group should be encouraged to ask clarifying questions once the first group has finished sharing.

**Part B** (3 minutes).

As a group, they choose one of the ideas that came up during discussion that they would like to spend time discussing and fleshing out into more of a workshop plan. Encourage them to choose a workshop topic or idea that they have not previously done or would like to do in a completely different way than they have done before. Encourage them not to stick necessarily with the idea they came in with but as a group to adapt it, tweak it or change it all together.

**Part C** (27 minutes).

Using the activity guide, develop the workshop as fully as possible. Think about: the goals of the workshop, some sample activities, any texts, structures to use, and how you will know your faculty learned what you wanted them to learn from it. Be sure to look at the Translanguaging Guide for Educators to get ideas for different types of strategies, structures and activities that would be useful for teachers to learn in a workshop. Be specific about how long you think this workshop would take and who the audience would be. Use the chart paper to create a visual anchor for your presentation on your workshop.

**Part D** (15 minutes). If there is time, have each group share their professional development plan. If there are more than 5-6 groups, ask groups to pair up with another to present each other's plans (facilitator can chart a list of the presentations of the whole group).

**Part E** (5 minutes). Have leadership teams take a few minutes to discuss a concrete idea they got for their PD plans from their small group discussion and workshop planning and from the other group's workshop presentation.

**Activity: Presentation: No Child Left Bilingual: Building on the Bilingual Advantage in the Testing Era**

Time: 9:55 – 10:25

Slide(s): 7 - 39

Materials:

- None—just powerpoint slides

Procedure/Talking Points:

Explain that we are going to be taking a break from our regular format to do a short presentation on policies around assessment. Later we will engage in a discussion and activity to help you to think about your school's assessment practices and gather some new ideas that might inform your goals. However, this first part is more of a background piece on some of the policies and the policy history that affect your school and students every day.

Go through the slides in Kate Menken's presentation. When you get to Slide 16, the slide right before the one on NCLB testing accommodations, pause. Ask participants to think about the types of accommodations their EBLs are permitted when taking the Regents. Create a list. Then ask them to think about which one they think is most useful.

Then explain: in an effort to get you to experience what your students experience, we are now going to have you take a test in Hungarian. Don't worry—there will many accommodations, so you should do just fine. Go through the "test" slides, giving participants enough time to squirm a little and realize how difficult the questions are.

When you get to the "Turn and Talk" slide, ask participants to turn to a neighbor they did not come with today and to discuss their responses to those questions.

Now explain that we will now look at the impact of these policies on EBLs. Show the remainder of the slides (Slides 29-39).

10:25 – 10:35

**Break**

<b>Activity: Reclaiming Assessment Data for Emergent Bilingual Learning and Programming</b>		
<u>Time:</u> 10:35 - 11:15	<u>Slide(s):</u> At Slide 40, switch to the <i>Reclaiming Assessment Data</i> PowerPoint	<u>Materials:</u> <ul style="list-style-type: none"><li>• Powerpoint presentation (separate powerpoint doc): <i>Reclaiming Assessment Data for Emergent Bilingual Learning</i></li><li>• <i>Assessing Our EBLs Effectively</i> handout</li><li>• <i>Translanguaging in Assessment: A CUNY-NYSIEB Case Study</i> handout</li></ul>
<p>When you reach Slide 40 of the PowerPoint presentation, switch over to the <i>Reclaiming Assessment Data for Emergent Bilingual Learning</i> PowerPoint.</p> <p>Ask participants to complete the self assessment about their assessment practices with EBLs on Slide 1 of the <i>Reclaiming Assessment Data</i> powerpoint. Then discuss results with a partner.</p> <p>Before getting to the second to last slide, ask participants to talk in small groups about the data they would like to collect on their emergent bilingual students and post (share novel ideas only!).</p> <p>Have groups share lists (novel ideas only) and chart. If participants do not come up with all of the following, discuss these with them as well:</p> <ul style="list-style-type: none"><li>• Academic progress in a given domain</li><li>• Oral proficiency</li><li>• Academic language</li><li>• Writing skills</li><li>• Reading skills</li><li>• Ability to transfer between languages</li><li>• Give handout on “<i>Assessing Our EBLs effectively</i>”. Have participants do Part 1.</li></ul>		

- Also have participants present on which information they are able to assess effectively and which they are not. Facilitator post several ideas, novel ideas only. Facilitator asks for ideas from the whole group about how to better assess some of the information they are currently missing.
- Finally, give out the case study to participants—they read, note and discuss ideas that they note in Part 2 of the “Assessing Our EBLs Effectively” document with their leadership team partner. Directions for this are also on Slide 41 of the regular session PowerPoint.

**Activity: Presentation and Overview of the School Improvement Action Plan**

Time: 11:15-11:45

Slide(s): At Slide 42, switch to the *Developing a School Improvement Action Plan* PowerPoint presentation

Materials:

- Powerpoint presentation (separate powerpoint doc): *Developing a School Improvement Action Plan*
- Blank template of the School Improvement Action Plan
- Sample completed School Improvement Action Plan
- *Guiding Questions: Bilingualism in Education for CUNY-NYSIEB Principals & Leadership Teams* handout

- At Slide 42 of the PowerPoint presentation, switch over to the *Developing a School Improvement Action Plan* PowerPoint.
- Facilitator presents the school Improvement Plan overview and hands out the blank template as well as the one with a sample completed action plan.
- Provide principals with a copy also of the handout, *Guiding Questions: Bilingualism in Education for CUNY-NYSIEB Principals & Leadership Teams*. This document will also provide support in creating their plans.
- Allow time at the end for Q and A.

11:45 – 12:45

**Lunch**

<u>Activity: Preparing Your School Improvement Action Plan</u>		
<u>Time:</u> 12:30 – 2:15	<u>Slide(s):</u> 42	<u>Materials:</u> <ul style="list-style-type: none"> <li>• Blank template of the School Improvement Action Plan</li> <li>• Sample completed School Improvement Action Plan</li> </ul>
<ul style="list-style-type: none"> <li>• Ask participants to think about the three areas of services for EBLs that they would currently change.</li> <li>• Remind participants to look at the goal setting documents they have developed so far.</li> <li>• Provide teams time to work on their plans.</li> </ul>		

<u>Activity: Wrap-up and Evaluations</u>		
<u>Time:</u> 2:15 – 2:30	<u>Slides:</u> 43 - 45	<u>Materials:</u> <ul style="list-style-type: none"> <li>• Session 4 Evaluation Form</li> </ul>
<p><u>Procedure/Talking Points:</u></p> <p>In small groups, ask principals to share their most important takeaway from today's session.</p> <p><b>Go over the homework for Session 5 with participants:</b></p> <ul style="list-style-type: none"> <li>○ Meet with your leadership team to further develop your School Improvement Plan. Each school should aim for 5 goals you are working on.</li> <li>○ For session 5, make sure to bring in pictures and other artifacts (e.g. agendas from meetings, professional development plan, memos that have gone out to staff, curriculum templates) that reflect some of the changes or plans for changes that have already taken place at your school to move the school towards a more positive multilingual ecology and better serve emergent bilingual students. These artifacts and pictures will be incorporated into your final presentations to your fellow principals at that session.</li> </ul> <p>Ask principals to complete an evaluation form for today's session.</p>		

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Leadership Development for Principals

## Session 4

### Today's Goals

By the end of today, you will have:

- Developed and presented a sample professional development workshop on an aspect of translanguaging, dynamic bilingualism, or creating a multilingual ecology.
- Reviewed or been exposed to some of the major policy issues related to the assessment of emergent bilinguals.
- Reflected on the assessment practices in your school of emergent bilinguals.

## Today's Goals

By the end of today, you will have:

- Been exposed to strategies for assessing emergent bilingual students in a way that improves instruction.
- Brainstormed and developed a preliminary plan for reclaiming assessment data for emergent bilingual learning and programming.
- Begun to develop your School Improvement Action Plan.

## Planning a Professional Development Workshop

1. Take out any notes you have from your discussion(s) with your leadership team about professional development plans for your school related to translanguaging, dynamic bilingualism, or creating a multilingual ecology.
2. Share your plans with another leadership pair from a different school and listen to their plans as well.
3. As a group, decide on a workshop topic you would like to work together to develop to improve services for your emergent bilingual student population.
4. Use the activity guide to prepare the workshop as fully as possible. Be prepared to present your workshop plan.

## **Presenting a Professional Development Workshop**

- Take 5 minutes to prepare a poster describing the workshop you have collaboratively developed.
- Plan a 3-5 minute presentation of your workshop with each person in the group taking an active role.
- Listen actively to other presentations and ask questions.

## **Presenting a Professional Development Workshop**

Take a few minutes to discuss with your leadership team partner anything you learned from the presentations that you might like to incorporate into your own professional development plan.

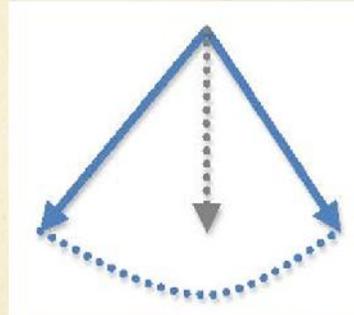
## **No Child Left Bilingual: Building on the Bilingual Advantage in the Testing Era**

### **Language Education Policy**

- Language policy encompasses all of the “language practices, beliefs and management of a community or polity” (Spolsky, 2004: 9).
- Language education policy both reflects and influences wider societal and cultural ideologies and attitudes.
  - Language policies often expose issues of power and marginalization in educational contexts.

## U.S. Language Education Policy Pendulum

(RELATIVE)  
TOLERANCE  
RESTRICTION



## U.S. Language Education Policy Today (tough times...)

- Bilingual education in New York is being greatly impacted by the language education policies adopted across the US. Some key policies:
  - Anti-bilingual education mandates: CA, AZ, & MA
  - No Child Left Behind – highly invasive federal policy
    - Requires academic content assessments in English as well as English language proficiency assessments, with consequences for emergent bilinguals and their schools
    - Results in increasing instruction in English to prepare them for the tests, and students and their schools are disproportionately penalized for failing

## Race to the Top: 'Test & Punish' Approach of NCLB

- Obama Administration in 2010 provided funding to selected states through this grants competition program
- New York is one of 12 states awarded funding
- States needed to show evidence of:
  - Advancing standards and assessments
  - Systems for gathering and analyzing data to measure student progress
  - Teacher effectiveness
  - Improving failing schools
- All tantamount to *MORE TESTING*

## The Politics of Accountability

- Emergent bilinguals have received negative attention for poor performance on tests:
  - In NY (as elsewhere), emergent bilinguals have the lowest graduation rates and highest dropout rates of all students (Menken, 2009, 2010).
  - However, we must note the political nature of the 'achievement gap' in that language proficiency mediates test performance for emergent bilinguals (Menken, 2008, 2010).
- For example, in NYC the Mayor and (former) Schools Chancellor have aggressively promoted testing, closed failing schools, and publicized test scores to evaluate schools.

## Accountability in New York

- Schools in New York failing to make “adequate yearly progress” for two years or more risk closure, as indicated by their placement on the list of Schools in Need of Improvement (SINI).
- Added pressures in NYC: City report cards assign a letter grade to schools based on student progress, student performance, and school environment.
- Of 1,356 schools currently on the SINI list in New York, 31% (420) are on that list because their EBLs failed to make adequate yearly progress.

## State Policies: Tolerance

(on paper...)

- *Aspira Consent Decree* (1974) established the right of emergent bilinguals in NYC to receive bilingual education
- Part 154 (amended 2007) outlines how to identify emergent bilinguals, data that must be gathered, as well as services to be provided to them. Upholds Aspira:
  - *“Each school district which has an enrollment of 20 or more pupils with limited English proficiency of the same grade level assigned to a building, all of whom have the same native language which is other than English, shall provide such pupils with bilingual education programs”* (New York State Department of Education, 2007: p. 9).
- Even so, the pressures of accountability outweigh these more tolerant language policies

## Linguistic Complexity of Tests Used Under NCLB

- The exams are linguistically complex, so language proficiency mediates performance.
- Word frequency analysis of state English and Math Regents reveals that even academic content tests are linguistically complex, using words likely unknown by an EBL, which clarifies why testing poses unique challenges for this student population.
- Not surprisingly, EBLs typically score far below other students.

## Testing Accommodations for Emergent Bilingual Students

- What accommodations are emergent bilingual students allowed on different state tests?
- Which ones do you think are most useful?

## NCLB Testing Accommodations

- Permitted Accommodations:
  - Timing
  - Setting
  - Presentation
  - Response (Rivera & Stansfield, 2000; 2002)
  
- TEST TIME!!!!

DIRECTIONS:  
NO TALKING!!!!!!



...OR ELSE YOU WILL  
FAIL...



YOU MAY NOT TURN THE  
PAGE UNTIL I SAY SO...

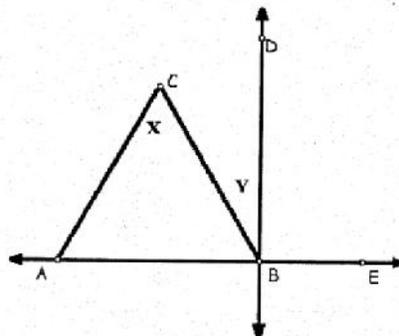


...OR ELSE YOU WILL  
FAIL...



#### Geometria Feladat

Nezd meg az alábbi ábrát. AC ugyanolyan hosszúságú, mint BC, ACB szög kétszer akkora mint CBD szög, and DBE derékszögöt zár be. Mekkora az Y szög?



**Megoldás:**

**A:**  $Y = \text{kétszer } X$

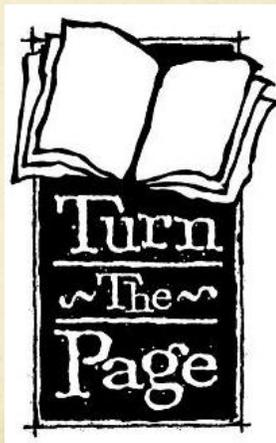
**C:**  $Y = \text{negyszer } X$

**B:**  $Y = X \text{ fele}$

**D:**  $Y = \text{negyed } X$

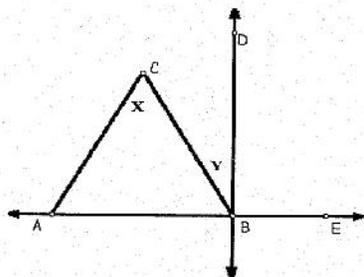
**Magyarazd:**

YOU MAY NOW TURN  
THE PAGE



Geometria Feladat

Nezd meg az alábbi ábrát. AC ugyanolyan hosszúságú, mint BC, ACB szög kétszer akkora mint CBD szög, and DBE derékszöveget zár be. Mekkora a Y szög?



**Szólista:**

nez – to look  
 abra – picture  
 ugyanolyan hosszúságú  
 – equals  
 szög – angle  
 kétszer – two times  
 fele – 1/2

kétszer akkora – twice  
 the measure  
 derékszög – right angle  
 mekkora – how big  
 megoldás – solution  
 négyszer – four times  
 negyed – 1/4

**Megoldás:**

A:  $Y = \text{kétszer } X$

B:  $Y = X \text{ fele}$

C:  $Y = \text{négyszer } X$

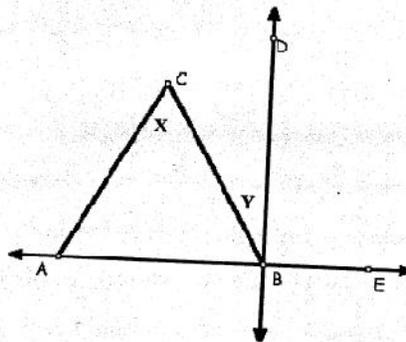
D:  $Y = \text{negyed } X$

YOU MAY NOW TURN  
THE PAGE



Geometry Problem

Take a look at the following figure.  $AC = BC$ , angle  $ACB$  is twice the measure of angle  $CBD$ , and angle  $DBE = 90$  degrees. What is angle  $Y$ ?



Solutions:

A:  $Y=2X$

C:  $Y=4X$

B:  $Y=X/2$

D:  $Y=X/4$

Explain:

## Turn & Talk

- What was your response when given this math test item in Hungarian? Did you try to answer the problem?
- How did you feel when trying to solve the problem?
- Which of the accommodations you received, if any, were helpful?
- Was this a test of math content or of language (or both)?

## Turn & Talk

What does this make you think about with regard to the education of your emergent bilingual students?

## Accommodations Research

- *Timing/scheduling* and *setting* accommodations are most common, which do not specifically address the linguistic needs of EBLs and were designed for students in special education programs (Rivera & Stansfield, 2000, 2002).
- 34 states permit some type of accommodations; of these, 22 allow only non-linguistic accommodations.
  - Even in states permitting test translations, like New York, students must respond monolingually.

## Accommodations Research

- Most of the accommodations currently being used fail to reduce the achievement gap between EBLs and other students (Pennock-Roman & Rivera, 2006)

Want to try this one?! Linguistic complexities include Science, too!  
(and all tested areas...)

- 24 綠色植物的葉子含有稱為「氣孔」的開口，這些氣孔由專門的細胞開、關，以實現葉子與外部環境之間的氣體交換。下列哪句話最恰當地表示在一個晴天的光合作用過程中透過這些開口進出葉子的氣體的淨流向？
- (1) 二氧化碳流入；氧氣流出
  - (2) 二氧化碳和氧氣流入；臭氧流出
  - (3) 氧氣流入；氮氣流出
  - (4) 水和臭氧流入；二氧化碳流出

## Failed Policy Promises and the “Achievement Gap”

- The gap on state English exams is 46 percentage points and 30 in math, grades 3-8.
- Graduation rates are lower (40% as compared to 75%) and dropout rates are higher (33% as compared to 17%) for emergent bilinguals than other students.
- Dropout rate has increased by 14% post-NCLB.

## The Rationale for Bilingual Education

- Emergent bilinguals who have the opportunity to receive home language instruction are likely to outperform their counterparts receiving English-only instruction (Baker, 2006; Krashen & McField, 2005; Tazi, 2011; Thomas & Collier, 1997).
  - Skills that students acquire in their home languages are found to transfer to English (Cummins, 2000), e.g. reading skills (August & Shanahan, 2006; Goldenberg, 2008).
  - Translanguaging (García, 2009) takes this further to clarify how all content learned becomes part of a united linguistic system
- English-only programs result in monolingualism over time, come at great emotional cost to students and their families, and often prevent emergent bilinguals from acquiring the academic language that schools demand (García, 2009; Menken & Kley, 2010; Valenzuela, 2009).

## Home Language Instruction Supports Academic *English* Acquisition (Banyan Tree)

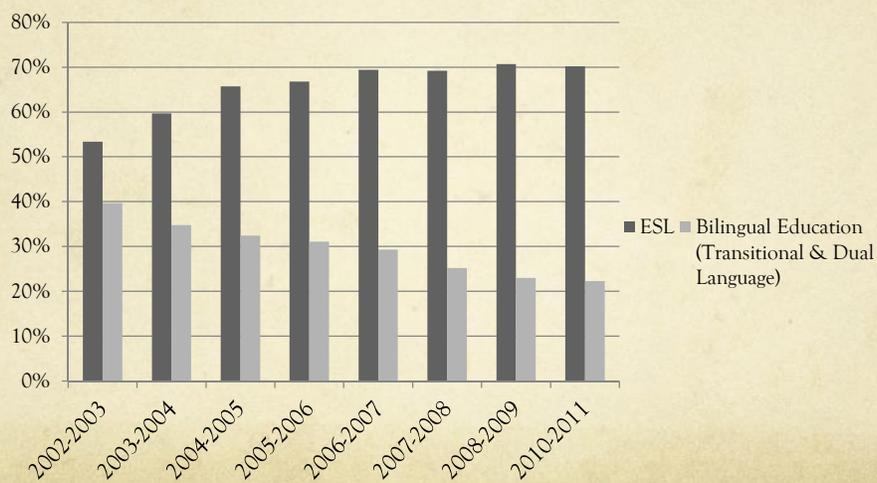
- Research shows how emergent bilinguals who receive home language instruction in school typically acquire English more effectively (Baker, 2011; Cummins, 2000; García, 2009; Krashen & McField, 2005; Thomas & Collier, 1997).

## Bilingual Advantage on Tests of English Reading (meta-meta analysis)

Source: Krashen & McField, 2005

Meta-Analysis	N	ES
Rolstad et al, 2005	17	0.23
Slavin & Cheung, 2005	17	0.33
Willig, 1985	23	0.33
Greene, 1997	11	0.18
McField, 2002	10	0.28
<b>Average Outperformance</b>		<b>0.26</b>

## Loss of Bilingual Education Programs in NYC, 2002-2011



## NCLB as Language Policy

- The vast majority of emergent bilinguals receive instruction in English only.
  - Bilingual education programs are immediately blamed when EBLs do not perform well on accountability measures, largely due to ideology or beliefs rather than data.
  - Many practitioners believe that the best way to prepare EBLs for exams administered in English is through monolingual English instruction.
  - The accountability system disproportionately penalizes emergent bilinguals and the schools they attend, creating a disincentive for schools to serve these students; in the extreme, schools do not admit them.

- Schools need strong language education policies that protect their programming for EBLs from outside forces like NCLB.
- These are your school improvement plans!
- The U.S. needs expansive and dynamic language policies that build upon the home language practices of all students to foster an ecology of multilingualism in schools.

## Discussion Questions

- To what extent are our formative and summative assessments appropriate for evaluating EBLs and supportive of the students' dynamic bilingualism?
- Do we assess students' home language practices in ways that allow us to build upon these strategically in the classroom? Why or why not?
- Is all of the assessment data we gather used effectively to inform programming and instruction for our emergent bilinguals?

## Reclaiming Assessment Data for Emergent Bilingual Learning

## **Reading and Reacting to a Case Study**

- Read the case study on the assessment practices of one elementary, middle, and high school for their emergent bilingual students.
- Use the space on the second page of your handout, “Assessing Our EBLs Effectively” to respond to the discussion/reflection you have with your partner on any ideas you have from reading this case study about how you might adapt your assessment system for EBLs.

## **Developing a School Improvement Action Plan**

## Wrap-up

In your groups,  
please share your most important takeaway  
from today's session.

## Homework for Session 5

- Meet with your leadership team to further develop your School Improvement Action Plan.
- Bring in pictures and other artifacts that reflect some of the plans for changes or changes that have already taken place at your school to move the school toward a more positive multilingual ecology and better serve emergent bilingual students.

**Thank you!**

Please complete the Session 4  
evaluation form before you  
leave today.

## Designing a Professional Development Workshop

**Directions:** Sit with your leadership colleague from your school as well as a leadership pair from another school. Pull out the homework assignment from Session 3 that asked you to brainstorm with your leadership team some professional development sessions that would improve the way your school serves your emergent bilingual students. Using your notes from that conversation as well as the “Translanguaging Guide for Educators” document, let the questions below guide you in collectively designing a professional development workshop for your teachers.

1. Share some of the **ideas about professional development that you and your leadership team discussed at school**. As you listen to the other pair, jot down in the space below the ideas you find interesting and would like to remember.

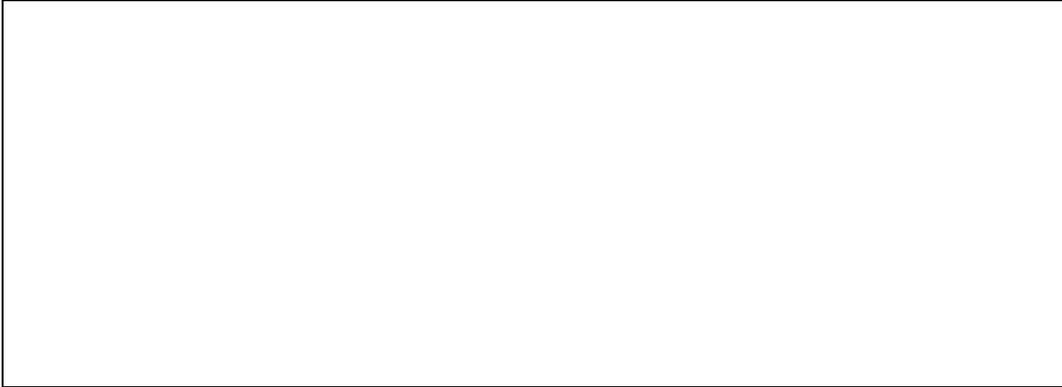
2. What are some of the **major challenges** your teachers/staff are currently facing? Keep in mind that the answer may be different for different schools.

3. Decide as a group on one idea for **the theme or focus of a professional development workshop** that you would all like to develop today that addresses one of the challenges faced by your faculty. Write a brief description in the space below.

4. What would your **specific objectives** for this workshop be? Be as concrete as possible about what you would like your teachers to learn from this workshop.

5. Describe some **ideas for specific activities** teachers would do during this workshop. Be as specific as possible.

6. Are there any particular **texts** or other **resources** you plan on using?

A large, empty rectangular box with a thin black border, intended for the student to write their response to question 6.

7. Create a poster that highlights key information about the professional development workshop you and your colleagues have designed. Your group will then make a 3-4 minute presentation to at least one other group.

# Reclaiming Assessment Data for Emergent Bilingual Learning and Programming



LAURA ASCENZI-MORENO  
BROOKLYN COLLEGE  
CUNY-NYSIEB

## Self-Assessment



- We have a solid understanding of the validity and reliability of assessments we use for EBL students. Yes, no, somewhat? (In which ways?)
- The inferences we draw about EBL learning needs from data are accurate. Yes, no, somewhat? (In which ways?)
- We use a variety of formal and informal assessments to gauge EBL content learning and language development. Yes, no, somewhat? (In which ways?)
- We modify classroom-based assessments to account for EBL-specific assessment needs. Yes, no, somewhat? (In which ways?)

## The Whys ...



### **External:**

Accountability Pressures:

NCLB, RTT, SQRs/Progress Reports

### **Internal:**

Schools with EBLs need accurate assessments that assess the progress of

(1) content and;

(2) language.

Effective schools use assessments and data in ways that reflect *internal accountability* – that reflect the school's vision for EBL learning.

## Roadmap and Goals



### Direction:

- What are the types of data we have for EBLs?
- What can we do with this data?
- What about assessment in other languages?
- What data do we (need to) collect and how does it provide a holistic and accurate picture of our EBLs ?

### Goals:

- Examine appropriate uses of current stores of EBL assessment data.
- Identify what schools need to know about their EBLs and correspondingly what data can provide this information.

## What is assessment?



The word assessment comes from the latin word, *assedere*, which means to sit with.



## What are the main categories of assessments?



- ❑ There are basically two types of assessments:
- ❑ **SUMMATIVE**
- ❑ **FORMATIVE**
- ❑ They are labeled as such because of *their role in shaping instruction* rather than their format.

## Summative Assessment

- ❑ Summative assessments are administered at the end of learning unit or year to “sum up” what a student has learned.
- ❑ These are often referred to as “tests.” They give teachers an idea of if students have met standards and obtained learning objectives. They are usually not used to shape teaching ...

## Formative Assessment

- ❑ Formative assessments are one step in a learning progression aimed to help teachers to understand how students apply skills, what knowledge they have and what the limits of their understandings are. It’s primary purpose is to help teachers to **shape** instruction.
- ❑ Formative assessments are running records, rubrics, conferences, informal conversations, student checklists, etc.

## A Word on Assessment

The only perfectly valid measure of the attainment of an educational objective would be one based on direct observation of the natural behavior of ... individuals ... Direct measurement is that based on a sample from the natural, or criterion, behavior ... for each individual. (Lindquist cited by Koretz, 2008, p. 40)

## What can we do with the summative data we have (to benefit the learning of EBLs)?

- NYSESLAT
  1. Identify basic trends across the school.
  2. Determine ESL groupings.
  3. Proficiency levels to teachers so that they can have a “general picture” of the EBLs in their classes.
  4. Focus in on specific groups – LTELLs
  5. Dig deeper ... ***scores alone do not explain why students achieve a particular level***

## Impact of Summative Data on EBL Learning & Programming

### **Learning:**

Initial groupings for ESL/group work  
Teacher planning for EBLs (goals – oral language)  
Identifying trends between groups  
The potential of digging deeper

### **Programming:**

Match large school trends with specific and differentiated teaching for different groups of EBLs  
Monitor a variety of groups over time.

## What *not* to do with summative assessment?

Summative assessments are not intended to be used ***formatively***.

1. They should not be used for informal or formalized tracking of EBLs.
2. Summative assessments that have limited validity and reliability for EBLs (ELA) should be used with caution when making inferences about individual EBL's learning.

## What can we do with the formative data we have (to benefit the learning of EBLs)?

- Running Records – Digging Deeper?

“In ELL testing, we (Solano-Flores, Trumbull & Nelson-Barber, 2002) have observed ... that even teachers who are bilingual, and have deep roots in the communities of their students and a good number of years teaching in bilingual programs are **not** able to address issues of language in tests beyond a superficial level of analysis.”

## How are Running Records Currently Used?

1. To identify student reading levels (summative use of a formative assessment).
2. Monolingually.
3. Generic analysis.

## An Alternative: Miscue Analysis Focused on Language

This is a funny story about Mom and a burst hose on a washing machine.

What do you know about doing the laundry? Knows a little  Knows a lot

Look at the picture and the text and when you're ready, start reading aloud.

When you've finished, we'll talk about what you've read.

### "OH, NO!"



"Oh, no!" shouted Mom.

Jake ran into the laundry room.

He saw water squirting from the back of the washing machine.

The water was squirting into Mom's face.

"Quick," she spluttered, "turn the faucet off!"

	Errors	SCs
Jake skidded over to the faucet,		1
grabbed it with his wet hands,		
and turned it off as hard as he could.		
Mom's clothes were dripping.		
Her wet hair hung over her face,		
and her glasses were covered with drops of water.		
She took them off and rubbed her eyes.		
Her shoulders were shaking.		1(M)
"Don't cry, Mom.		
I'll help you clean it up," said Jake.		
Mom looked over at him,		
and Jake saw that she was laughing.		1(M)
"I never knew that doing the laundry could be so much fun," she said.		
<b>Total errors and self corrections</b>	<b>6</b>	<b>1</b>

## Analyzing Running Records of EBLs

General Analysis	Analysis of RR of EBLs
What does this assessment expect students to do while reading?	What does this assessment expect students to do when reading and with language?
What type of miscues does this student make (meaning, visual, syntax)?	Are miscues language-based?
What are my next steps for reading instruction for this student?	What are my next steps for reading and language development for this student?
Is this student reading at grade level?	Does this assessment accurately capture this student's reading ability? (What can I change from the assessment?)
N/A	How do the skills and strategies that this student uses in reading in this language compare to his/her other language?

## Impacts for EBL Learning and Programming

### **Learning**

More accurate understandings of what students need to progress in both content and language (based on more valid inferences).

Grouping that reflects students' changing learning profiles.

Targeted instruction.

### **Programming**

Accurate information about student progress in content and language.

Monitor program effectiveness.

Match student needs with PD for teachers

## What formative assessment data of EBLs should *not* be used for?

Formative assessments should not turn into summative ones.

Formative assessments should not be used for the creation of permanent groups or solely for reporting to school administration.

## Assessments in Languages other than English

<http://www.cal.org/CALWebDB/FLAD/>

### Benefits:

1. Understanding student's unified bilingualism and language resources.

### Challenges:

1. Assessment materials in low-incidence languages.

## Shifting to Assessment in Schools: What do we want to know about our EBLs?

### **Some ideas:**

Academic progress in a given domain

Oral proficiency

Academic language

Writing skills

Reading skills

Ability to transfer between languages

What data do we have? What data do we need to collect?

What do we want to know about EBLs?	What assessment data do we currently have to address this?/What data do we need to address this?	How effectively do we use this data for EBL learning and programming?	Next Steps & Considerations

## Assessing Our EBLs Effectively

### Part 1.

**Directions:** *After listening to the brief presentation on Reclaiming Assessment Data for EB Learning and Programming, reflect on your school's use of assessment data. Then, work with your leadership team partner to complete the table below.*

Question	Your Response
What is the existing assessment data available at your school?	
How is your school using this existing assessment data to inform instruction for emergent bilinguals?	
What other assessment data would help inform instruction for emergent bilinguals at your school?	
What are ways of collecting this needed assessment data?	

How are students using English and their home languages to demonstrate their understanding in:

- Diagnostic assessments
- Formative assessments
- Summative assessments

## **Part 2.**

**Directions:** *Now read the case study about the assessment practices of the schools described. Discuss with your leadership team any ideas you gathered from the presentation and from the case study about next steps and considerations regarding your school's assessment practices and note them here.*

**Next Steps and Considerations:**

## **Translanguaging in Assessment: A CUNY-NYSIEB Case Study**

The selection, adaptation, and administration of assessments for emergent bilingual students is guided by the following principles:

- a) **Clarity of purpose of each type of assessment:** *What does a particular assessment aim to evaluate?*
- b) **Knowledge of assessment bias for emergent bilingual students:** *What features about this particular assessment may pose “inaccuracies” in evaluating what emergent bilingual students know?*
- c) **Teacher consensus on adapting assessments for assessing emergent bilingual students accurately:** *What does the school community agree on how teachers should adapt assessments in order to capture emergent bilingual students’ skill and knowledge?*
- d) **Assessment as affirming student identities:** *What are ways that assessment can be used to help students develop bilingual identities?*

These four principles guide teachers to use assessments purposely and intentionally in order to understand the scope of emergent bilingual students’ knowledge and skills and affirm their bilingual identities. As such, teachers are not tied to assessment practices that ignore the multiliteracy and bilingualism of their students, but rather use their knowledge of their students’ language development in order to adapt assessments both to account for student language use as well as their students’ developmental age and stage.

Translanguaging practices during administration of assessments play a critical role in this quest to create and administer fair and valid assessments for emergent bilingual students and support students’ bilingual identities. Below are some examples of how this plays out at the elementary, middle, and high school levels.

### **Translanguaging in Assessment in Elementary School**

In both reading and writing all elementary school students at this school spend time drawing, constructing and manipulating materials. While this is the case in many schools the difference here is that these activities are woven with assessments that utilize translanguaging in a way that ensures valid assessment of the skills of emergent bilinguals. For example, in one classroom fourth grade classroom, students are observed actively using drawing to express their comprehension of a particular text. Emergent bilingual students are encouraged to say what they can in English but are also encouraged to use their home language when necessary to express themselves. In

addition, they use these drawings to expand upon a particular idea in writing. All students are expected to write at least one sentence in English and can then expand on their ideas in their home language. In a second grade classroom, students are encouraged to express their comprehension of a text by creating a puppet show and are encouraged to use their home language rather than solely English in demonstrating mastery. The teacher works with students to use these puppet shows as a basis for creating written responses to the text.

In assessing emergent bilingual students' reading, teachers use translanguaging in various ways. In one third grade classroom, a teacher who speaks Spanish provides an introduction in Spanish to her emergent bilingual students when assessing them through reading records. This introduction includes questions about the topic that the student will read about and warm-ups that assess the student's level of prior knowledge about the text and ease them into the reading of a particular text. The teacher's use of translanguaging prior to reading helps prepare students to commence reading a particular text. The teacher's modeling of translanguaging during assessment also provides students with the message that this assessment experience is more focused on reading comprehension, rather than getting the language "right" when reading and affirms their home language practices as playing a central role in meaning-making. It places meaning at the center of the reading assessment process for emergent bilingual students.

The elementary school teachers at this school also learn about students' reading comprehension utilizing translanguaging after students finish reading a text. One fifth grade teacher who does not have the ability to translate comprehension questions into the home languages of emergent bilinguals poses comprehension questions in English and allows students to answer in their home languages – either orally (and with the aid of another student who can provide translations of simple answer), visually or in writing. These latter two responses are then analyzed at a later point with the assistance of upper grade student volunteers from the middle and high school and bilingual staff members in the school.

The elementary school teachers also make a conscious effort to learn more about the home language and literacy practices of their students—information that they use to ensure that they assess students in ways that align with their prior knowledge. For example, a first grade teacher sends home a survey to parents (translated in different languages and accompanied by visuals to make it fun and accessible to the entire family) at the beginning of the year. This survey provides him with critical information about ways in which families live literacy in their home (i.e. do they sing songs, tell family stories, look at pictures together, go to church, etc.). In addition, students are

also asked to bring in books or other reading resources that they read at home with their parents. Both of these activities provide this teacher with a baseline in understanding his students' home literacy practices. It also provides the teacher with ideas about how to use the resources students currently have in order to properly assess them. For example, from this knowledge of student home literacy practices, the teacher found out that a student in their home mostly listens to folktales in Chinese that their parents tell them orally. Based on this knowledge, the teacher chose a folktale that the child is familiar with in English to read when conferencing with this student to assess her reading comprehension.

Because the majority of the emergent bilinguals at the school are Spanish speaking with a sizeable number of French and Arabic speaking students, reading assessments are also conducted in these three home languages. The school has ensured that these assessments are comparable in quality to the English assessments that are administered to students. In addition, teachers are expected to use these assessments in tandem (English reading assessment and home language reading assessment) in order to develop a complete picture of a given student's reading development.

In terms of writing, the elementary school teachers have a solid understanding that writing is a social practice and that writing development in English may differ from other languages and in other cultures. For example, teachers receive professional development where they learn that some cultural writing traditions may be more embedded in a story-telling than the US school culture and as such students may have different narrative structures in each language. As such, teachers are supported in familiarizing themselves with how writing may differ for their various students.

During writing, the teachers have developed a routine for how to incorporate translanguaging in assessment. First, teachers allow their students to draw first and talk orally with a partner in English or their home language about what they are going to write about. This oral language practice during writing is critical in order for students to ready themselves in the primary grades to write. During this time teachers observe how students begin the writing process and how translanguaging facilitates student writing. Teachers also conference with students during this oral language phase in order to support students in expanding their ideas and providing more details. Teachers who speak in the students' home language are encouraged to use their language skills to help develop student's cognitive thinking on the subject of the writing. Those who do not speak the home languages of students model how students can add details by demonstrating this strategy to students in a drawing rather than writing and rely on students to help translate when necessary and appropriate. As they write students in all grade levels are encouraged to actively translanguage during

writing – writing in English, a home language, or a combination of the two. In the later elementary school grades (3-5), students are introduced to using on-line dictionaries in order to aid them in their writing.

For *content* assessments teachers are conscious of the importance of adapting assessments to maximize the assessment of the actual content while minimizing the assessment of language for emergent bilingual students. For example, in a fourth grade classroom a Bengali student recently arrived at the beginning stages of acquiring English. Because this was the only Bengali speaker in the school, the teacher did not have the resources to provide a translation of an assessment. Instead, what the teacher did was to “take the language” out, so that the student is solely assessed for content. This is best exemplified in a math test that the teacher recently gave– the rest of the students were given math word problems, while this student was given an assessment which evaluated the same mathematical concepts but without being embedded in a word problem.

As with literacy, students are allowed and encouraged to demonstrate their content knowledge as best as they can in either English, their home language, a combination of the two, or in performance. In one fifth grade class students demonstrate their knowledge of math using manipulatives or drawing with explanations in their home language. In a third grade class students create annotated comic strips in English, their home language or a combination of the two to demonstrate Columbus arriving in the New World. All these methods provide teachers with information about their primary students’ content knowledge through the use of translanguaging practices.

### **Translanguaging in Assessment in Middle School**

As students transition to the middle school, they are more able to independently use outside resources and serve as peer mentors to their fellow classmates. As such, translanguaging in middle school assessment, follows the same guidelines as in elementary school, but makes greater use of students’ increased developmental abilities to explain their thought process and be more conscious users of language. Here, translanguaging begins to be used as more than a scaffold but also as a legitimate discursive practice that is appropriate for particular social practices.

In *reading*, teachers make two types of adaptations to assessments. They provide students with adaptations of the structure of the reading assessment and adaptations to the questions. In one six grade classroom, a teacher adapts the structure of reading assessments for her emergent bilinguals by having them read a couple parts of the text and talking about them with a peer before having them read the actual portion of the

passage that the teacher will assess. A seventh grade teacher is observed adapting the questions to ensure that the assessments are valid. Instead of following the traditional assessment script used when administering running records in which teachers listen to students read and then ask pre-defined questions, this teacher asks students to process their thinking after reading. On this particular day the teacher asks (1) "What parts were difficult for you? Why?" and (2) "Did you practice any of the strategies we discussed in class?" She encourages students to write their answers in English but also allows students to use their home language to articulate ideas that they are not able to express in English. These questions provide the teacher with insight into students' processing during reading.

As in the elementary school, because the majority of the emergent bilinguals at the school are Spanish speaking with a sizeable number of French and Arabic speaking students, reading assessments are also conducted in these three home languages. The school has ensured that these assessments are comparable in quality to the English assessments that are administered to students. In addition, teachers are expected to use these assessments in tandem (English reading assessment and home language reading assessment) in order to develop a complete picture of a given student's reading development.

In terms of writing at the middle school level the expectation is that student writing will be lengthier and more complex than in elementary school. As with the elementary school, teachers in the middle school are provided with professional development that helps them recognize that writing traditions and expectations differ across cultures. Because many new arrivals come in with literacy skills in their home language, these students are asked to provide examples of writing in their home languages. This provides a way for teachers to learn about students' writing practices.

Translanguaging is incorporated into writing assessment in the middle school through a similar structure that is used in the elementary school. The teachers provide an opportunity for students to discuss their ideas using their entire linguistic repertoire before doing any writing. Once students begin to write they are asked to write in the language of instruction though translanguaging is encouraged to support students in articulating complex ideas. In certain assignments, students are expected to write bilingually. For example, in one sixth grade classroom students create bilingual health brochures in English and their home language. Though the teacher does not speak the home languages of students he used this assessment as a way of affirming the home language practices of students.

In terms of content assessment, teachers in the middle grades continue to utilize many of the practices of the elementary school in utilizing translanguaging in assessment. For example, the teachers continue to provide students manipulatives that they can use to demonstrate mastery and allow students to use their entire students' linguistic repertoire to orally articulate content mastery. These teachers are able to rely more on other students in the class to help with translation.

Because many new arrivals come in with strong literacy skills in their home languages, teachers provide home language versions of content assessments whenever possible. For example, in one eighth grade Social Studies classroom, a teacher who speaks Spanish provides an end of unit test in English and Spanish. Students are encouraged to use these home language versions alongside the English version and are permitted to write their answers in English, Spanish, or a combination of the two. Emergent bilingual students who speak Chinese and Arabic are permitted to use google translate and other translation devices during the exam and are assessed based on the ideas expressed and not the grammatical structure used.

Lastly, although some students in the middle school are reluctant to demonstrate their knowledge through drawing, many are eager to do it. Drawings alongside explanations in their content area subjects are encouraged and help reveal more detail regarding student thinking. For example, in one seventh grade Science class the teacher had three emergent bilinguals draw a picture that demonstrated their knowledge of photosynthesis with a one sentence description in English and a paragraph description in Chinese. Though she did not read Chinese she was able to use the drawing and the one sentence in English to get a gist as to whether the students understood the concept. She then collected their work and had a Chinese speaking teacher at the school go over the elaborated response with her.

### **Translanguaging in Assessment in High School**

In the high school, language development is assessed, both in English and, when Native Language Arts classes are available, in the students' home languages. In these language classrooms, translanguaging is used in assessment because the teachers believe that language is much more than a system of structures. Following the common core state standards, these teachers understand that it is language use that is important, and that the development of standard language forms is contingent on the ability of students to use language in meaningful and complex ways.

Therefore, translanguaging is used in assessment as scaffold. For example, in one ESL classroom, the teacher encourages students to write as much of a persuasive essay on

whether teachers should give homework in English but encouraged them to use their home language to expand on ideas that they were not able to articulate in English. This allows students to develop more sophisticated arguments than they would have been able to develop otherwise. Usually the teacher is able to get the gist of the argument being made but would ask other teachers or students to help with translation when necessary. Translanguaging in written assessment of language allows the teacher to evaluate the kind of support that emergent bilinguals need to complete tasks. In addition, it is a way of developing students' abilities to persuade and explain, especially important to meet common core state standards at the secondary level.

In this school literacy is understood as any interaction that involves written texts, and thus, it is important for them to assess oral language development. As in content classes, oral presentations are assessed following a rubric that focuses on students' abilities to orally evaluate and synthesize information, as well as report ideas and information using text-based evidence. Students are not penalized for translanguaging, with the teacher paying attention especially to the ways in which students use oral language, rather than exclusively to its form.

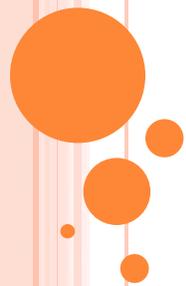
As with the elementary and middle school, teachers in the high school are provided with professional development that helps them recognize that writing traditions and expectations differ across cultures. Because many new arrivals come in with literacy skills in their home language, these students are asked to provide examples of writing in their home languages. This provides a way for teachers to learn about students' writing practices.

In addition, because adolescent emergent bilinguals come with a stronger connection to their home language and literacy practices and developmentally more sophisticated cognitive skills, students are pushed to grapple with the social and political implications of language use and question what it means to be a US bilingual person. Therefore, translanguaging is used for more than scaffolding in assessments in language classes. For example, in one tenth grade ELA class, students were expected to create "Multi-Genre projects" that explored a topic of their choosing through various different genres. One of the questions students were expected to consider was the appropriate audience for each genre and the type of language that would be appropriate for that genre. One student chose the theme of immigration and wrote a letter to his grandparents in the Dominican Republic in Spanish, a newspaper article for a US newspaper in English, and a personal narrative where the narration was in English but much of the dialogue utilized translanguaging to reflect the actual language practices of the student and his friends. This student, along with many others, was able to use their entire linguistic repertoire in the strategic ways that are required by the

Common Core State Standards while also supporting the development of US bilingual identities.

Content area classes use translanguaging in assessment in the same ways that they are used in elementary and middle school. In content area classrooms taught in English when teachers are interested in assessing content mastery as opposed to language proficiency, they encourage students to use all of their language resources to demonstrate content mastery. For example, in a ninth grade science classroom students are expected to read the passages in the test in English but their written responses could be in English, their home language, or a combination of the two. The teacher speaks Spanish and is able to read students' responses in Spanish on her own. She asks teachers who speak Chinese and Arabic to help her with translations of those languages or has more advanced students help with the translations.

Because an eleventh grade social studies teacher is interested in determining whether the students understand the subject matter that she taught, she often assesses content orally. That is, the students are asked questions in English which they then have to answer orally. The students know that the teacher does not speak any other language but English. Students are encouraged to use English only if they can, but allowed to use other languages to communicate what they understand. In those cases, other students in the class translate for the teacher. Because the language used is oral, the teacher pays attention to what the students is saying, and not how she or he is saying it. These oral assessments sometimes are formal, but other times they take the form of oral presentations to the whole class or portfolio presentations to a large audience.



## DEVELOPING A SCHOOL IMPROVEMENT ACTION PLAN

### PURPOSE OF SCHOOL IMPROVEMENT PLAN

- To lay out your goals for next year
- To lay out the steps needed to achieve your goals



## COMPONENTS OF SCHOOL IMPROVEMENT PLAN

- Revised Goals Template
- School Improvement Action Plan per goal.

Revised Goals for \_\_\_\_\_  
(Write a short summary of the major goals)

Goals/Big Ideas	Steps Needed	
1.		
2.		
3.		
<i>Suggestions to consider for specialists to support meeting of various goals.</i>		
Next Steps (to be completed at the meeting)	For NYSIEB Support Team	For School Emergent Bilingual Leadership Team



## STAGE ONE: BUILDING CAPACITY

- Identify existing structures.
- Build new structures.



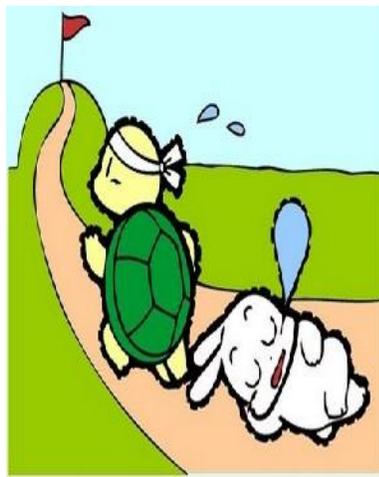
## STAGE TWO: INITIAL IMPLEMENTATION

- Getting started.
- Getting community buy-in.



## STAGE THREE: CONTINUANCE OF REFORM

- Persistence
- Slow and steady wins the race



## STAGE FOUR: FORMAL EVALUATION

- Assess
  - What is going well?
  - What still needs to be worked on?



## STAGE FIVE: MOVING FORWARD

- Identifying areas of possible growth
- Move forward with reform



## GUIDING QUESTIONS

- Different modules to help guide you:
  1. Leadership
  2. Multilingual ecology
  3. Programmatic Structures for Emergent Bilinguals
  4. Curricular Structures for Emergent Bilinguals
  5. Expertise of Teachers of Emergent Bilinguals
  6. Instructional Materials for Emergent Bilinguals
  7. Classroom Instruction for Emergent Bilinguals
  8. Assessment for Emergent Bilinguals
  9. Quick Test of Program Appropriateness

## FOR THIS AFTERNOON

- *Focusing Questions:*
  - What 2-3 goals related to strengthening programming for emergent bilinguals will our school prioritize next year?
  - How will we achieve these goals?

**School Improvement Action Plan**

The purpose of this section of your School Improvement Plan is to lay out exactly how you will go about implementing each goal that you have laid out in collaboration with your CUNY-NYSIEB Support Team.

There are five stages that are necessary to ensure that each goal is successfully implemented:

- **Stage I** involves **building capacity** for change through identifying the structures already in place as well as identifying new structures that need to be put into place for the successful implementation of your goals.
- **Stage II** is the **initial implementation** period that entails rolling out new structures and procedures necessary to achieve your goals and working with the key stakeholders in your school community to get buy-in toward achieving the goals.
- **Stage III** entails the **continuance of reform** where you continue to build momentum for the reform effort and incorporate it into the school-wide culture and reflect on the progress already made and what still needs to be accomplished.
- **Stage IV** is the **formal evaluation** period where you take stock of the successes of the reform effort and identify areas in need of further growth.
- **Stage V** is where you **move forward** with areas in need of further growth in meeting your goals for the year.

Use the below template to lay out your action plan for each of the goals or big ideas you and the CUNY-NYSIEB Support Team have identified for next year.

**GOAL # \_\_\_\_\_**

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How does this goal connect to the CUNY-NYSIEB principles of (1) developing a multilingual ecology and (2) treating bilingualism as a resource?

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	<b>Timeline</b>	<b>Tasks to be done</b>	<b>Point Person for Each Task</b>	<b>Results Upon Completion</b>	<b>Support from CUNY-NYSIEB</b>	<b>Resources Needed</b>
<b>Stage I: Building Capacity</b>	June- Aug.				Consultation via phone, email, or in person	
<b>Stage II: Initial Implementation</b>	Sept.- Oct.				Professional Development to relevant staff	
<b>Stage III: Continuance of Reform</b>	Oct.- Dec.				Visits specifically targeting goals of reform	
<b>Stage IV: Formal Evaluation</b>	Jan.				Meeting with administration and other relevant staff	
<b>Stage V: Moving Forward</b>	Feb.- June				Consultation via phone or email to provide ongoing support	

## School Improvement Action Plan

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- **Stage V** is where you **move forward** with areas in need of further growth in meeting your goals for the year.

Use the below template to lay out your action plan for each of the goals or big ideas you and the CUNY-NYSIEB Support Team have identified for next year.

**GOAL #**   1  

Build on the home language practices of the students through the strategic use of translanguaging in ESL and content area classrooms.

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How does this goal connect to the CUNY-NYSIEB principles of (1) developing a multilingual ecology and (2) treating bilingualism as a resource?

By incorporating translanguaging into the pedagogical approaches of ESL and content area teachers we are moving forward in our plan to acknowledge and affirm our students home language and to treat bilingualism as a resource and not a deficit.

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	<b>Timeline</b>	<b>Tasks to be done</b>	<b>Point Person for Each Task</b>	<b>Result Upon Completion</b>	<b>Support from CUNY-NYSIEB</b>	<b>Other Resources Needed</b>
<b>Stage I: Building Capacity</b>	June- Aug.	<ol style="list-style-type: none"> <li>1. Monthly meetings of the Emergent Bilingual Leadership Team</li> <li>2. Create a lesson plan template that asks teachers to list ways home language support will be incorporated in each lesson</li> <li>3. Modify existing observation protocol to include an area related to providing home language support.</li> <li>4. Design teacher schedules to facilitate the formation of inquiry teams for each grade level.</li> </ol>	<ol style="list-style-type: none"> <li>1. All members of the Emergent Bilingual Leadership Team</li> <li>2. Literacy Coach</li> <li>3. ESL Coordinator</li> <li>4. Programmer</li> </ol>	<ol style="list-style-type: none"> <li>1. All members of the team are on the same page moving forward.</li> <li>2. A lesson plan template to be used by all teachers</li> <li>3. A new observation protocol that will be piloted for use in observations of teachers.</li> <li>4. Grade level teams will have common professional periods weekly.</li> </ol>	Consultation via phone, email, or in person	Per session for summer planning
<b>Stage II: Initial Implementation</b>	Sept.- Oct.	<ol style="list-style-type: none"> <li>1. Introduce new lesson plan template and observation protocol.</li> <li>2. Provide an initial professional development to ESL teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. CUNY-NYSIEB Support Team</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers of emergent bilinguals will be aware of new expectations for lesson planning and observations.</li> <li>2. Teachers will be introduced to basic</li> </ol>	Professional Development to relevant staff	Time for principal to observe classrooms; availability of literacy coach for inquiry team meetings

		<p>and content teachers who work with emergent bilinguals.</p> <ol style="list-style-type: none"> <li>3. Conduct preliminary observations to pilot new protocol.</li> <li>4. Begin the inquiry process with grade level teams.</li> </ol>	<ol style="list-style-type: none"> <li>3. Principal</li> <li>4. Literacy Coach</li> </ol>	<p>principles of translanguaging.</p> <ol style="list-style-type: none"> <li>3. The protocol will have been piloted with at least 5 content teachers and 2 ESL teachers.</li> <li>4. Literacy coach will meet with each grade level team once to address their questions and concerns.</li> </ol>		
<p><b>Stage III: Continuance of Reform</b></p>	<p>Oct.- Dec.</p>	<ol style="list-style-type: none"> <li>1. Inquiry groups engage with translanguaging teacher guide.</li> <li>2. Teachers struggling with incorporating home language support will receive more support.</li> <li>3. Teachers demonstrating exemplary skills in incorporating home language support will be highlighted as model classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. CUNY-NYSIEB Support Team &amp; Literacy Coach</li> <li>2. ESL Coordinator</li> <li>3. Principal</li> </ol>	<ol style="list-style-type: none"> <li>1. A member of CUNY-NYSIEB support or literacy coach will facilitate inquiry group meetings.</li> <li>2. Struggling teachers will improve their ratings on observation protocols.</li> <li>3. Exemplary teachers will be praised and their classrooms opened up to teachers struggling with new strategy.</li> </ol>	<p>Visits specifically targeting goals of reform</p>	<p>Same as above.</p>

<p><b>Stage IV: Formal Evaluation</b></p>	<p>Jan.</p>	<ol style="list-style-type: none"> <li>1. A walkthrough that assesses school-wide progress on providing home language support.</li> <li>2. A reflection form for inquiry teams.</li> <li>3. Meeting with CUNY-NYSIEB Support Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal, ESL Coordinator, Literacy Coach</li> <li>2. Literacy Coach</li> <li>3. Emergent Bilingual Leadership Team</li> </ol>	<ol style="list-style-type: none"> <li>1. A walkthrough for each grade level and a written report that describes the progress made and identifies areas for improvement.</li> <li>2. Each grade level inquiry team will fill out a written reflection.</li> <li>3. The creation of a plan of action for moving forward in providing home language support to students.</li> </ol>	<p>Meeting with administration and other relevant staff</p>	<p>Same as above.</p>
<p><b>Stage V: Moving Forward</b></p>	<p>Feb.- June</p>	<p>(to be filled out in January during meeting with CUNY-NYSIEB Support Team)</p>			<p>Consultation via phone or email to provide ongoing support</p>	

## GUIDING QUESTIONS: BILINGUALISM IN EDUCATION FOR CUNY-NYSIEB PRINCIPALS & LEADERSHIP TEAMS

Below are guiding questions to assist you in the creation of your Improvement Plan to strengthen programming for emergent bilinguals at your school. The questions are divided into different modules. Identify the modules that best align with the goals you are creating with your Emergent Bilingual Leadership Team in collaboration with your CUNY-NYSIEB Support Team. The purpose of these guiding questions is to help you clarify your goals for your School Improvement Action Plan.

### Module 1: LEADERSHIP

- Reflect on your own relationship to bilingualism and that of your leadership team. Answer the following questions:

#### *Dispositions*

- *Do you and your leadership team believe in bilingualism as a resource for teaching and learning? If so, how have you enacted this view of bilingualism in your school? How do you hope to do it moving forward?*

#### *Linguistically*

- *Can you and/or your leadership team engage the whole school community, including parents, students, and teachers, using bilingualism as a resource?*

### Module 2: MULTILINGUAL ECOLOGY

- Reflect on how **the whole school** reflects a multilingual ecology. Answer the following question:
  - *How are the language practices of ALL students and families present in all classrooms and across the school?*
  - *How are the bilingual discursive practices of students; that is, their translanguaging, recognized and used in all classrooms?*
- Reflect on how you're working with families and community partners in the education of emergent bilinguals. Then answer these questions:
  - *How are you leveraging support from families to engage students academically and socially, as well as to develop their bilingualism?*
  - *How are you leveraging support from community partners in the education of emergent bilinguals for academic, social, emotional and linguistic support?*

### Module 3: PROGRAMMATIC STRUCTURES FOR EMERGENT BILINGUALS

- Reflect on what it would take to ensure that your programming for emergent bilinguals is focused on **enrichment**, and not remediation
  - *How will you ensure that programming for emergent bilinguals is rigorous and relevant to their lives?*
    - *How will you celebrate **all** students' bilingual accomplishments **throughout** the schooling experience of the child regardless of program model?*
  - Reflect on what would be the best way to assign teachers to classrooms. Then answer these questions:
    - *Will classes be with one teacher, or will there be team-teaching?*
      - *If team-teaching, will each teacher work in isolation —with whole class in separate room (such as in ESL pull-out), a small group within one classroom, or individuals within one classroom — or will two teachers co-teach in the same classroom?*
    - *Will this arrangement be used for all grades, or for some of the grades? How will you allocate the teachers to each grade?*
    - *How will you ensure that teachers collaborate and have collaborative planning time?*

### Module 4: CURRICULAR STRUCTURES FOR EMERGENT BILINGUALS

- Reflect on your general school practices on how students interact/communicate with texts. Then answer the following questions:
  - *What literacy structures (ex: read-alouds, shared reading, guided reading, independent reading, pre-writing/revising/editing, listening, book clubs, peer-conferencing, teacher-conferencing) will be used and when?*
  - *How will the students' emergent bilingualism (both in English and the home language) be used constructively in these events?*
- Reflect on best ways to group your students so as to leverage their strengths. Then answer the following questions:
  - *How will you group students? Here are some possible ways of grouping — Heterogeneously always; By grade always; By literacy level always; By literacy in English and Home language for Literacy blocks and grade for content; By interests*

## Module 5: EXPERTISE OF TEACHERS OF EMERGENT BILINGUALS

- Reflect on the strengths of the teachers that work with emergent bilinguals. For each teacher, answer the following questions:
  - **Dispositions**
    - *Does s/he treat bilingualism as a resource in the classroom?*
    - *Does s/he advocate for emergent bilingual students?*
    - *Does s/he understand the value of using bilingualism flexibly; that is, of translanguaging?*
  - **Linguistically**
    - *Is s/he able to provide opportunities for students to perform bilingually to meet academic standards?*
  - **Subject/content**
    - *About which subjects does s/he have more content knowledge?*
  - **Certification**
    - *What certifications does s/he have? Content certification? ESL? Bilingual extension?*
  - **Kinds of students**
    - *About which students does s/he have more understandings?*
      - *Younger or older? With dis/abilities? With low literacy in the home language? New to the language or not?*
  - **Needs**
    - *What areas does the teacher express a need for more support?*
    - *What areas do you believe the teacher needs support?*

## Module 6: INSTRUCTIONAL MATERIALS FOR EMERGENT BILINGUALS

- Reflect on the instructional resources you have in **English and in languages other than English**. List the instructional resources that you have per grade in classrooms to do:
  - Literacy
  - Math
  - Science
  - Social Studies
  - Other areas (technology, etc.)
- After you have finished the reflection, answer the following questions:
  - *Are they appropriate for the needs of your emergent bilinguals? Do you have sufficient or insufficient resources? For which subjects and grades?*

## Module 7: CLASSROOM INSTRUCTION FOR EMERGENT BILINGUALS

- Reflect on how you're planning to use language practices and content. Answer the following question:
  - *Does your plan provide ways to use translanguaging strategically in order to bolster both content and language development?*
  - *How will you ensure students have opportunities to perform academic tasks in English?*
  - *How will you ensure that students in bilingual programs have the opportunity to perform academic tasks in their home language?*
  - *How will you ensure that there is a space in which both languages are used flexibly and compared strategically?*

## Module 8: ASSESSMENT FOR EMERGENT BILINGUALS

- Reflect on your schools use of assessment data. Then answer these questions:
  - What is the existing assessment data available at your school?
  - How is your school using this existing assessment data to inform instruction for emergent bilinguals?
  - What other assessment data would help inform instruction for emergent bilinguals at your school?
  - What are ways of collecting this needed assessment data?
- Reflect on the how your students use their linguistic repertoires in demonstrating competency. Then answer these questions:
  - *How are students using **English and their home languages** to perform their understandings in **diagnostic** assessments?*
  - *How are students using **English and their home languages** to perform their understandings in **formative** assessments?*
  - *How are students using **English and their home languages** to perform their understandings in **summative** assessments?*

## Module 9: Quick Test of Program Appropriateness

### 1. Emergent Bilingual Students

- a. Do you have a large number of emergent bilinguals who speak one common home language? Yes No
- b. Do you have emergent bilinguals who speak many languages other than English? Yes No

### 2. Teachers of Emergent Bilinguals

- a. Do you have teachers of emergent bilinguals with a bilingual extension? Yes No
- b. Do you have teachers of emergent bilinguals with a TESOL certification? Yes No

If you answered **yes to #1a and 2a**, you should offer a **bilingual education program**.

If you answered **yes to #1b and 2b** for students and teachers, you should offer an **ESL program** with home language support.

If you answered **yes to #1a, #1b, #2a, #2b**, you should offer **both types of program**.

If you answered **yes to #1a and b, and no to #2a and b**, you should hire new staff or encourage your current staff to seek a bilingual extension or TESOL certification.

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 4 Evaluation

*Your feedback is important to us! Your thoughtful, honest responses are appreciated.*

Name (optional):	Number of years as a school principal:
School (optional):	Current Level (Elem, MS, HS):

**Directions:** *Please rate each activity for usefulness to you. Five is very useful; one is not useful.*

***Planning and Presenting a Professional Development Workshop***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Presentation: No Child Left Bilingual: Building on the Bilingual Advantage in the Testing Era***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Presentations: Reclaiming Assessment Data for Emergent Bilingual Learning and Programming***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Assessing our EBLs Effectively Activity***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Presentation and Overview of the School Improvement Action Plan***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Preparing Your School Improvement Action Plan***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

*Comments about any of the workshop activities*

*Please turn over →*

## Additional Questions about the Workshop

1. The workshop was engaging, well-planned, and professional.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. This workshop has helped me feel more prepared to make informed decisions regarding the assessment practices of our emergent bilingual students.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. This workshop has helped me feel more prepared to create my School Improvement Action Plan.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. This workshop was well-paced and accessible/challenging enough to someone with my level of experience.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. This workshop was a valuable way to spend a professional development day.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. What is the most important **idea or strategy** you are taking away from your work here today?

6. What **questions** do you have?

7. What **suggestions** do you have for improving this workshop?

## **CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB) Session 5 Agenda**

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8:30 – 8:45	Breakfast
8:45 – 8:55	Welcome
8:55 – 9:00	Goals of Today’s Session
9:00 – 9:15	Reflecting on and Sharing Our Successes
9:15 – 10:30	Final Drafting of School Improvement Action Plans Drafts
10:30 – 10:40	Break
10:40 – 11:30	Preparation of Posters for Presentations and Gallery Walk
11:30 – 12:30	Presentation and Overview of School Improvement Action Plans
12:30 – 1:15	Lunch
1:15 – 1:30	Evaluation
1:30 – 2:00	Gallery Walk of School Improvement Action Plans
2:00 – 2:30	Final Debrief and Reflections

# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 5 Facilitator Agenda

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8:30 – 8:45    **Breakfast**

8:45 – 8:55    **Welcome**

<u>Activity:</u> <b>Goals of Today's Session</b>		
<u>Time:</u> 8:55 – 9:00	<u>Slide(s):</u> 2	<u>Materials:</u> <ul style="list-style-type: none"><li>• None</li></ul>
<u>Procedure/Talking Points:</u> Share the goals on Slide 2: By the end of today, you will have: <ul style="list-style-type: none"><li>● Finalized a draft of your School Improvement Action Plan.</li><li>● Received feedback on your School Improvement Action Plan from your school leader colleagues and CUNY-NYSIEB facilitators.</li><li>● Reviewed other colleagues' School Improvement Action Plans and gained additional ideas for your own school.</li></ul>		

<u>Activity:</u> <b>Reflecting on and Sharing Our Successes</b>		
<u>Time:</u> 9:00 – 9:15	<u>Slide(s):</u> 3	<u>Materials:</u> <ul style="list-style-type: none"><li>• None</li></ul>
<u>Procedure/Talking Points:</u> Ask participants to take a few minutes to reflect on their greatest successes in implementing any changes related to the education of their emergent bilinguals so far this year.  Depending on the size of the group, this can be shared in the whole group or in small groups.		

<u>Activity:</u> <b>Finalization of School Improvement Action Plans Drafts</b>
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<u>Time:</u> 9:15-10:30	<u>Slide(s):</u> 4	<u>Materials:</u> <ul style="list-style-type: none"> <li>• Notes school leadership teams have taken on their School Improvement Action Plans so far.</li> <li>• More blank School Improvement Action Plans</li> </ul>
<u>Procedure/Talking Points:</u>		
<p>School leadership teams work together to finalize a draft of their School Improvement Action Plans. Each team should aim to come up with at least 5 goals. Facilitators are available to help any teams who have questions or are struggling with different pieces of the plan. Teams who are further along can add even more details (e.g. develop agendas for meetings or workshops, develop curriculum templates) and start to think about how they are going to present their plans to their school leader colleagues.</p>		

10:30 – 10:40 **Break**

<b><u>Activity: Preparation of Posters for Presentations and Gallery Walk</u></b>		
<u>Time:</u> 10:40 – 11:30	<u>Slide(s):</u> 5 – 6	<u>Materials:</u> <ul style="list-style-type: none"> <li>• School Improvement Action Plan drafts (notes principals and school leaders have brought with them on discussions they have had so far)</li> <li>• Pictures and artifacts that participants have brought with them</li> <li>• Chart paper, glue, markers, scissors</li> <li>• Poster Preparation Activity Guide</li> </ul>
<p>Please go over the directions that are in the Poster Preparation Activity Guide:</p> <ul style="list-style-type: none"> <li>• School leader teams work together to prepare a poster and a</li> </ul>		

Powerpoint (or other format) presentation of the work they have done so far this year and of their School Improvement Action Plans. The poster, to be used in a Gallery Walk activity later today, should contain as many visuals and actual artifacts as possible to give their colleagues as much of a flavor as possible for the work they have done.

- The presentations can be in Powerpoint format (for those who have laptops and jumpdrives with them) or another format. Presenters should plan to speak for approximately 5-10 minutes about the work they have done and their School Improvement Action Plan.
- School leadership teams should also come up with at least one question they want to ask their group to consider as they listen to their presentation later that day. This would ideally be a question around something with which they are struggling and on which they would like to get feedback.
- Also, ask each group to choose one presenter to represent their team.

**Activity: Presentation and Overview of School Improvement Action Plans**

Time: 11:30 – 12:30

Slide(s): 7 – 8

Materials:

- School Improvement Plan Presentations that each group has developed
- Posters for Gallery Walk that each group has developed

- Group participants so that they are sitting with at least two other leadership teams from at least two other schools.
- Each team representative delivers the presentation and shows the poster and any relevant artifacts to the small group so they can learn about their School Improvement Action Plan. Before starting the presentation, the presenter also shares their school’s focus question and asks the group members to think about that question during the presentation.
- Emphasize to participants that they should listen to the whole presentation without interrupting or asking any questions or providing any comments. When the presentation is finished, begin with clarifying questions and move to providing feedback on the focus question and on any other points about the presentation they would like to raise.
- Each group should be given 15-20 minutes for presentation and

feedback. Facilitator should give 5 minute warnings before it is time to move on to the next group.

- Ask participants to hang up their posters in the appropriate place before leaving for lunch so that they are ready for the Gallery Walk after lunch.
- Ask participants to reflect on something they learned from another group's presentation that has caused them to consider revising part of their own plan. Ask for a few volunteers to share this learning and what they are considering changing.

12:30 – 1:15 **Lunch**

<b>Activity: Evaluation</b>		
<u>Time:</u> 1:15-1:30	<u>Slide(s):</u> 9	<u>Materials:</u> • Evaluation forms
Ask participants to think about the whole seminar series and to complete an evaluation form providing feedback on what they have gained from the seminars, ideas for what could be improved, etc.		

<b>Activity: Gallery Walk of School Improvement Action Plans</b>		
<u>Time:</u> 1:30-2:00	<u>Slides:</u> 10	<u>Materials:</u> • Gallery Walk posters • Post-it notes for each participant
<u>Procedure/Talking Points:</u>  Ask participants to spend 30 minutes looking at other posters from the other schools. As they walk around looking at the posters and the accompanying artifacts, ask participants to use the post-it notes to write notes to their colleagues. Encourage them to think about the types of notes that would be useful. It is fine to give encouraging words when they see something they think is a great idea, but they should think more about asking probing questions, giving suggestions for particular resources that might be helpful to implement a particular idea or people they can go to for support.		

**Activity: Final Debrief and Reflections**

Time: 2:00 – 2:30

Slides: 11 - 12

Materials:

- none

Procedure/Talking Points:

Ask participants to spend a few minutes filling out the reflection form and thinking about the major “take-aways” they have from the seminar series.

Then ask people to share in 30 seconds or less as a “whip” (quick go around) what that major take-away is.

Facilitator ends the session by thanking everyone, noting some patterns that emerge from the posters and from people’s reflections, and reminding them of ongoing supports and resources available to them.

**CUNY-New York State  
Initiative on Emergent  
Bilinguals (NYSIEB)  
Leadership Development for  
Principals  
Session 5**

## **Today's Goals**

By the end of today, you will have:

- Finalized a draft of your School Improvement Action Plan.
- Received feedback on your School Improvement Action Plan from your school leader colleagues and CUNY-NYSIEB facilitators.
- Reviewed other colleagues' School Improvement Action Plans and gained additional ideas for your own school.

### **Reflecting on and Sharing our Successes**

Take a few minutes to reflect on your greatest successes in implementing any changes related to the education of your emergent bilinguals so far this year.

### **Finalization of School Improvement Action Plans Drafts**

- With your school leadership team, work together to finalize a draft of your School Improvement Action Plan.
- Each team should aim to generate at least 5 goals.

## **Preparation of Posters for Presentations and Gallery Walk**

School leader teams work together to prepare a poster and a presentation of the work they have done so far this year and of their School Improvement Action Plans. Include as many visuals and actual artifacts as possible.

## **Preparation of Posters for Presentations and Gallery Walk**

- Consider the focus questions listed on your activity guide as you design your posters and presentations.
- Create a plan for a 5-10 minute presentation.
- Decide on a focus question on which you would like to have feedback.
- Choose one member of your group to deliver the presentation.

## **Presentation of School Improvement Action Plans**

- Sit in a group with leadership teams from at least two other schools.
- The representative of the first group shares his/her school's focus question.
- The representative delivers the presentation and shows the poster, describing any artifacts that accompany it.
- Listeners wait until the presentation is finished and then ask clarifying questions first.
- Next, the listening members respond to the focus question and provide additional feedback on other points.
- The next group presents.

## **Reflection on Presentations**

Reflect on something you learned from another group's presentation that has caused you to consider revising part of your own plan.

## **Evaluation of Seminar Today and Seminar Series**

Please complete the evaluation of today's seminar as well as the questions about the seminar series as a whole.

## **Gallery Walk of School Improvement Action Plans**

- Spend the next 30 minutes looking at the posters.
- As you walk around looking at the posters and the accompanying artifacts, please use the post-it notes to write notes of feedback to your colleagues.

## Final Debrief and Reflections

- Spend a few minutes filling out the reflection form and thinking about the major “take-aways” you have from the seminar series.
- In the form of a “whip” (quick go-around) share with your colleagues what that major take-away is.

Thank you for your  
participation in the seminar  
series this year!

### School Improvement Action Plan

The purpose of this section of your School Improvement Plan is to lay out exactly how you will go about implementing each goal that you have laid out in collaboration with your CUNY-NYSIEB Support Team.

There are five stages that are necessary to ensure that each goal is successfully implemented:

- **Stage I** involves **building capacity** for change through identifying the structures already in place as well as identifying new structures that need to be put into place for the successful implementation of your goals.
- **Stage II** is the **initial implementation** period that entails rolling out new structures and procedures necessary to achieve your goals and working with the key stakeholders in your school community to get buy-in toward achieving the goals.
- **Stage III** entails the **continuance of reform** where you continue to build momentum for the reform effort and incorporate it into the school-wide culture and reflect on the progress already made and what still needs to be accomplished.
- **Stage IV** is the **formal evaluation** period where you take stock of the successes of the reform effort and identify areas in need of further growth.
- **Stage V** is where you **move forward** with areas in need of further growth in meeting your goals for the year.

Use the below template to lay out your action plan for each of the goals or big ideas you and the CUNY-NYSIEB Support Team have identified for next year.

**GOAL #** \_\_\_\_\_

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How does this goal connect to the CUNY-NYSIEB principles of (1) developing a multilingual ecology and (2) treating bilingualism as a resource?

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	<b>Timeline</b>	<b>Tasks to be done</b>	<b>Point Person for Each Task</b>	<b>Results Upon Completion</b>	<b>Support from CUNY-NYSIEB</b>	<b>Resources Needed</b>
<b>Stage I: Building Capacity</b>	June- Aug.				Consultation via phone, email, or in person	
<b>Stage II: Initial Implementation</b>	Sept.- Oct.				Professional Development to relevant staff	
<b>Stage III: Continuance of Reform</b>	Oct.- Dec.				Visits specifically targeting goals of reform	
<b>Stage IV: Formal Evaluation</b>	Jan.				Meeting with administration and other relevant staff	
<b>Stage V: Moving Forward</b>	Feb.- June				Consultation via phone or email to provide ongoing support	

**CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)**  
**Session 5 Preparing Your Poster and Presentation on Your**  
**School Improvement Action Plan**

**Directions:** *With your school-based team, work together to prepare a poster and a Powerpoint (or other format) presentation of your School Improvement Action Plans. The poster, to be used in a Gallery Walk activity later today, should contain as many visuals and actual artifacts as possible so as to give your colleagues a full picture of the work you have done.*

Begin by discussing and writing down responses to the following focus questions:

1. What changes, if any, have you already made to your school?
  
  
  
  
  
  
  
  
  
  
2. What changes do you plan on making to your school as part of your School Improvement Action Plan? For each change you list, describe the next steps you plan on taking to implement these changes?

<b>Change We Plan on Making</b>	<b>Next Step We Plan on Taking to Make This Change</b>

3. What outside-of-school supports do you need to make these changes?

Plan to speak for approximately 5-10 minutes about the work you have done so far this year to improve services for your emergent bilingual students and about your School Improvement Action Plan. Use the space below to create an outline for your presentation:

Finally, come up with at least one question you want to ask the group to consider as they listen to your present later today. This would ideally be a question focused on an issue with which you are struggling and on which you would like to get feedback. You can also post this question on your gallery walk poster.

Decide which member of your group will deliver the presentation.

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# CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)

## Session 5 Evaluation

*Your feedback is important to us! Your thoughtful, honest responses are appreciated.*

Name (optional):	Number of years as a school principal:
School (optional):	Current Level (Elem, MS, HS):

**Directions:** *Please rate each activity for usefulness to you. Five is very useful; one is not useful.*

***Reflecting on and Sharing Our Successes***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Final Drafting of School Improvement Action Plans***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Preparation of Posters for Presentations and Gallery Walk***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Presentations of School Improvement Action Plans***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

***Gallery Walk of School Improvement Action Plans***

Very Useful		Somewhat Useful		Not Useful
5	4	3	2	1

*Comments about any of the workshop activities:*

***Please turn over →***

## Additional Questions about the Workshop

1. The seminar was engaging, well-planned, and professional.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. This seminar has helped me feel more prepared to implement my School Improvement Action Plan.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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3. This seminar was well-paced and accessible/challenging enough to someone with my level of experience.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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4. This seminar was a valuable way to spend a professional development day.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5. What is the **most important idea** you are taking away from your work here today?

6. What **questions** do you have?

7. What **suggestions** do you have for improving today's seminar?

## **Additional Questions for the Seminar Series (as a whole)**

1. In your opinion, what were the major goals of the CUNY-NYSIEB Principals' Institute and do you feel that it met your needs? Please explain.
2. What suggestions would you offer to NYSIEB for conducting this program for a new cohort of principals and support staff? In other words, what would you recommend keeping the same and what would you recommend changing and why?
3. Which activities during the different seminars were most useful to you? Please explain.
4. Was it helpful to have the NYSIEB Research Associates and Assistants in the school? Please explain.