Establishing Multiple Pathways to Biliteracy: An additive approach to language learning for global students

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This session’s outcomes:

• Identify multiple pathways to biliteracy that school districts and county offices of education may utilize in developing their comprehensive multiple pathways to biliteracy programs

• Learn how two school districts provide a continuum of language development from grades pre-kindergarten through twelve with an emphasis on dual immersion

• Focus on creating partnerships among school districts, county offices, and higher education to reach out to and prepare educators for their roles in this continuum
Benefits of Biliteracy for Students

- Capacity to participate in and across different cultural and language communities
- Strengthens brain functioning
- Greater problem solving
- Academic advantages - less negative cultural stereotyping – more favorable attitudes towards different people
- Job opportunities throughout globe – and often financial benefits associated with bilingual skills in labor market
- Family and heritage connection
Benefits of Biliteracy for California

- CA economy: connections to foreign markets
- Employers cite benefits of bilingual employees
- Workers with biliteracy skills strengthen the quality of services and service delivery
- Bilingual individuals serve as “bridge builders” across diverse language and cultural communities
Emphasis on Language Learning

- 2009 - CA World Language Content Standards adopted
- 2011 – Torlakson’s Blueprint for Great Schools calls for a plan to build bilingual skills
- 2011 - Partnership for 21st Century skills and ACTFL supports 4 C’s and college and career readiness skills in World Languages
- 2012- State Seal of Biliteracy- CA first in nation
- 2014 –ELA/ELD Framework cites importance of biliteracy
- 2015- SB1174 Lara Bill- California EdGE Initiative
CA World Language Content Standards (2009)

• “The vision guiding these standards is that every student will develop global competency in order to compete and cooperate in the twenty-first century and beyond. Given today’s interconnected world, it makes good economic sense to encourage all of our students to effectively learn about the different languages and cultures of people with whom they will be interacting. ……The standards embody our collective hope that all students develop linguistic and cultural literacy, including academic knowledge and proficiency in English as well as in several of the world’s languages and cultures.”

• State Superintendent of Education, Jack O’Connell
• President of SBE, Theodore Mitchell
Torlakson’s Blueprint for Great Schools (2011)

• Critical priority recommendation of the advisory team re: Curriculum and Assessment: In close collaboration with the State Board of Education, revise State curriculum standards, frameworks, and assessments to better reflect the demands of a knowledge-based society and economy, incorporate new Common Core State Standards (CCSS), and **build on the strengths and needs of diverse learners**. Incorporate technology as a key component of teaching, learning, and assessment, and **support high levels of literacy and bi-literacy to prepare students for the globalized society they are entering**.

“Language education not only contributes to students’ career and college readiness, it also helps develop the individual as language learners take on a new and more invigorating view of the world. They come to understand the world better because of their knowledge of speakers of another language – of people who share many of the same hopes and dreams for their future. While perspectives may differ among speakers of different languages, it is only through knowing the language of others that we can truly understand how they view the world. And this is what makes the language student a 21st Century skilled learner!”

American Council on the Teaching of Foreign Languages (ACTFL) and P21 Alliance

State Seal of Biliteracy (2012)

• “California Education Code Section 51460(b) states the purposes of the SSB, which include (but are not limited to) encouraging pupils to study languages; providing employers with a method of identifying people with language and biliteracy skills; and strengthening intergroup relationships, affirming the value of diversity, and honoring the multiple cultures and languages of a community.”

• Importance of the State Seal of Biliteracy- letter to the field, January 2015, Tom Torlakson
• http://www.cde.ca.gov/sp/el/er/ssbimportanceltr.asp
CA ELA/ELD Framework (2014)

• For all students, bilingualism is a cognitive and linguistic asset. Developing the language used in the home by parents, grandparents, or other relatives also promotes healthy self-image, pride in one’s heritage, and greater connection with one’s community. This cultural awareness and appreciation for diversity is, in fact, critical for all students to develop in order to prepare to be global-minded individuals.

• Chapter 2, Key Considerations in ELA/Literacy and ELD, pg. 16
• http://www.cde.ca.gov/ci/rl/cf/documents/chapter2sbeadopted.pdf
The California EdGE Initiative (SB1174-2015)

- The California Ed.G.E. (Education for a Global Economy) Initiative authored by Senator Ricardo Lara (D-Huntington Park/Long Beach) was signed into law SB 1174 (Lara). This will give voters an opportunity this fall to rescind much of Proposition 227, the 1998 initiative that replaced bilingual education with English immersion classes. If passed, the new law will enable California’s public schools to provide multilingual instruction, granting more students access to valuable language skills and giving parents more choice over their children’s education.

- In response to Governor Brown’s passage of SB 1174, Senator Ricardo Lara stated:
  “California parents will have the opportunity to go to the polls and vote to improve our state’s educational system by removing barriers in achieving a world class, multilingual education ... Children who participate in multilingual immersion programs not only outperform their peers in the long run, they also have higher earning potential when they enter the workforce.”

Why we need to build and expand language programs

• “Foreign language” education in elementary schools is rare and has declined – and most that are offered are introductory or exposure oriented only

• Less than 5% of English Learners are in bilingual programs – most lose or never develop proficiency in home language

• World languages in secondary schools is below national average

• Students in other parts of the world begin foreign language study between ages 5 – 9.

• Interest in Dual Language programs is growing – most programs have waiting lists)
Spotlight on Two-Way Immersion
Pre-K to 12th Grade
Our District’s Mission is to …

Prepare today’s students to succeed in tomorrow’s world.
Gates Elementary
Los Alisos Intermediate
Laguna Hills High School
What makes SVUSD’s TWI successful?

- Board of Education
- Superintendent
- Principals
- Teachers
- Parents
- Community
- Intentional Professional Learning
Committed to Success...

- Literacy Coach

  - Weekly grade level collaboration meetings
  - Clearly stated and measurable objectives
  - Teacher-lead Reflective Learning walkthroughs
Committed to Success …

• Academic Vocabulary
• Engagement Strategies
• Relationships
• Technology
Chromebooks serve as a supplemental resource to the hands-on experience and research.
Google

- Teacher creates assignment

Haiku

- Platform for teacher to share assignment with students

Google

- Students work on assignment individually or collaboratively

Publish

- Teacher chooses how to receive assignment (shared in Google, paper copy, publish online)
Committed to Success…

On-going Professional Learning

- DT (Data Teams)
- EDI (Explicit Direct Instruction)
- GLAD (Guided Language Acquisition Design)
- Thinking Maps
Pre-School Co-Op Parent Pay
Gates Elementary Principal, Yvonne Estling
Academic Instruction

- Kindergarten – 2nd grade
  - All academic subjects taught in Spanish
  - All students receive ELD or English Enrichment daily
Academic Instruction

- **3rd and 4th grade**
  - ELA taught in English
  - All other academic subjects taught in Spanish
  - English Learners receive daily ELD
  - English Dominant receive daily SLD
Academic Instruction

- 5th and 6th grade
  - ELA and Math taught in English
  - All other academic subjects taught in Spanish
  - English Learners receive daily ELD
  - English Dominant receive daily SLD
Los Alisos Intermediate
Principal, Bill Hinds
What we offer...

- Two-Year Honors Program
- CJSF – CA Junior Scholarship Federation
- Model United Nations
- Spanish Language Arts
- Science in Spanish
- Elective Wheel
- ePortfolio
Science Curriculum:

• 7th - Life Science

• 8th - Physical Science
  - Aligned with NGSS with emphasis on math, technology, and engineering
Spanish Language Arts

Rotations

audiobooks
una tabla estructural algunos conceptos básicos de este fragmento de la obra 'Vejigantes'. En cada renglón, señala los datos a continuación:

- o frase con que se da a conocer la obra.

Establece dónde se lleva a cabo la acción. ¿Cómo es el lugar?
- ¿Qué imágenes, olores y sonidos predominan?

Describe físicamente a los personajes principales.

Identifica el propósito que persigue cada personaje en la trama de la obra.

¿Qué conflicto enfrentan esos personajes?

Contesta: a. ¿Qué relación encuentras entre el poema de Luis Palés Matos y la obra 'Vejigantes'?

b. Los personajes principales de la obra 'Vejigantes' tienen nombres que representan sus personalidades. ¿Qué quiso decir el autor con estos nombres?

c. El título de esta obra teatral, 'Vejigantes', se refiere a la tradición puertorriqueña de celebrar carnavales con máscaras en algunas regiones del país. ¿Por qué crees que el autor utilizó este nombre para titular su obra? ¿Cuál es su mensaje?

Students can write Notes on virtual post-its to annotate!
Laguna Hills High School
Principal, Brian Ferguson
International Spanish Academies

School of the Year - 2013

(Education Office of the Embassy of Spain)
High School Program

• **9th Grade** – 2 Immersion classes
  o Spanish 3 (TWI)
  o Elective: UCI Globalization (TWI)

• **10th Grade** – 2 Immersion classes
  o Spanish 4 AP Language (TWI)
  o World History (TWI)

• **11th Grade** – 1 Immersion class
  o Spanish 4 Literature (TWI) – Honors Credit

• **12th Grade** – 1 Immersion class
  o Spanish 5 AP Literature (TWI)
# Sample 4-Year TWI Pathways

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish 3 (TWI)</strong></td>
<td><strong>Spanish Language 4AP (TWI)</strong></td>
<td><strong>Spanish Literature 4 (TWI) (Honors Credit)</strong></td>
<td><strong>Spanish Literature 5AP (TWI)</strong></td>
</tr>
<tr>
<td><strong>UCI Globalization (TWI)</strong></td>
<td><strong>World History (TWI)</strong></td>
<td>1) U.S. History 2) AP U.S. History</td>
<td>1) Civics/Economics (1 semester each) 2) Honors Civics/AP Psych/TOK*</td>
</tr>
<tr>
<td>1) English 1 2) English 1 Honors</td>
<td>1) English 2 2) English 2 Honors</td>
<td>1) English 3 2) English 3 IB-HL1</td>
<td>1) English 4 2) English 4 IB-HL2/TOK*</td>
</tr>
<tr>
<td>1) Earth Science 2) Biology (Based on math/science criteria)</td>
<td>1) Biology 2) Chemistry or Chemistry Honors</td>
<td>1) Chemistry/Chemistry Honors 2) Physics/AP Physics AP Environmental Science</td>
<td>1) Physics and higher (per teacher rec) 2) AP Biology or other (per teacher rec) Or Elective</td>
</tr>
<tr>
<td>PE or Athletics</td>
<td><strong>PE or Athletics</strong></td>
<td>Elective (includes athletics) UC-Approved Visual/Performing Arts*** Health (1 semester)****</td>
<td>Elective (includes athletics) UC-Approved Visual/Performing Arts*** Health (1 semester)****</td>
</tr>
<tr>
<td><strong>7th Class for Symphonic/Orchestra</strong></td>
<td>1) Special Program (i.e. ASB/Band/Choir) 2) Visual/Performing Arts (space availability)***</td>
<td>1) Special Program (i.e. ASB/Band/Choir) 2) Visual/Performing Arts (space availability)*** 3) Health (1 semester)****</td>
<td>1) Special Program (i.e. ASB/Band/Choir) 2) Visual/Performing Arts (space availability)*** 3) Health (1 semester)****</td>
</tr>
</tbody>
</table>
Advocates for Language Learners (ALL)

- Cultural Events
- Extended learning opportunities
- Fundraising
- Program support
- Supplemental materials
Diplomas de Español como Lengua Extranjera
DELE Exam

✓ Issued and recognized by the Ministry of Education and Culture and Sport of Spain

✓ Administered and issued by the Instituto Cervantes on behalf of the Spanish Ministry
Why take the DELE A2/B1?

- Prestigious professional documentation across the Spanish speaking world
- Highly regarded in business and commercial sphere
- Effective to add to any Resumé/CV
Why take the DELE A2/B1?

• Beneficial for working or living abroad
• Permanent validity
• College applications
• Ready to take “Advanced Level”
Positive results for students

- AP Preparation
- Seeing the possibilities
- Understanding cultural differences
- Navigating the system
- Building Confidence
- Resilience
- Bi-level proficiency
To quote Abraham Lincoln....

“Commitment is what transforms a promise into a reality”
Building and Strengthening Multiple Pathways to Biliteracy

- Dual Language Academy, Sycamore Junior High and Anaheim High Schools

- World Languages Pathways
  - Spanish, French, Mandarin, Japanese, Korean

- Spanish for Spanish Speakers, grades 7-12
The Dual Language Academy (DLA) is an academic program at Sycamore Junior High and Anaheim High School which builds proficiency in both English and Spanish. Students take honors level classes in both English and Spanish.

One of the primary benefits is preparation for success in the global economy while recognizing rich and diverse cultures and languages.
21st Century Learning – Sycamore Junior High and Anaheim High School Dual Language Academy

- Collaboration –

Sycamore

Dual Language Academy

Anaheim
Key Elements of DLA at Anaheim High

• Students will demonstrate ability to speak, read and write coherently and with purpose in the two languages of instruction using district writing rubrics.

• A rigorous course of study in the Sciences – Biology is taught entirely in Spanish

• Academic Rigor – Honors and AP Track
  -Students will take as many as 12 AP Courses
  -Students will take advanced course work in Spanish

• Small Learning Community – Dual Language Academy Club/DLA Cabinet

• Students will have access to entire curriculum including a full selection of elective courses

• Parent Involvement

• Students will earn the Seal of Biliteracy through course work and other criteria and a special diploma seal and graduation recognition for the Dual Language Academy
# World Languages Course Pathways

<table>
<thead>
<tr>
<th>Grade</th>
<th>Junior High Pathways</th>
<th>Senior High Pathways*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students (5-6 years)</td>
<td>Heritage/Native Speakers (Spanish) (5-6 years)</td>
</tr>
<tr>
<td>12</td>
<td>AP Language and Culture (French, Japanese, Mandarin, Spanish) or AP Literature and Culture (Spanish only)</td>
<td>Community-Service Project (Spanish)</td>
</tr>
<tr>
<td>10</td>
<td>French 3, Japanese 3, Mandarin 3, Korean 3, Spanish 3</td>
<td>AP Spanish Language and Culture</td>
</tr>
<tr>
<td>9</td>
<td>French 2, Japanese 2, Korean 2, Mandarin 2, Spanish 2</td>
<td>Spanish for Spanish Speakers 3 Medical Spanish 3 (CTE Pathway)</td>
</tr>
<tr>
<td>8</td>
<td>French 1, Japanese 1, Korean 1, Mandarin 1, Spanish 1</td>
<td>Spanish for Spanish Speakers 2</td>
</tr>
<tr>
<td>7</td>
<td>Conversation and Culture (French, Korean, Mandarin Spanish)</td>
<td>Spanish for Spanish Speakers 1</td>
</tr>
</tbody>
</table>
Seal of Biliteracy and Pathway to Biliteracy Recognition Awards

- 895 Seal of Biliteracy Diploma Seals and Medals were awarded to graduating seniors June, 2015. 54 Trilitercy Awards were awarded.

- Pathway to Biliteracy Certificates and Ribbons to qualifying 8th graders in second year language programs
Partnerships with Feeder Elementary Districts, CSU, Fullerton, and CABE/PDS

• Anaheim Elementary School District, Dual Immersion Programs
  o Price, Lincoln, and Juarez Elementary Schools
• Magnolia School District, Dual Immersion Program
  o Peter Marshall Elementary School
• CSU, Fullerton
  o National Resource Center for Asian Languages (nrcal.org)
  o Transforming Academic and Cultural Identidad through Biliteracy Project (TACIB) 3-year STEM grant
  o Bilingual Authorization teacher cohorts
• CABE- Professional Development Services
Transforming Academic and Cultural Identidad through Biliteracy (TACIB)

TACIB aims to impact:
- CSU Fullerton’s capacity to offer bilingual authorization in STEM
- STEM faculty awareness of and engagement in middle grades STEM education
- Teachers’ knowledge and implementation of CCSSM and NGSS
- Parents’ knowledge of and participation in students’ STEM activities
- Students’ achievement in and attitudes toward science and mathematics
TACIB Activities

Professional Development for Teachers
• Deepen knowledge of NGSS, CCSS-M
• Culturally/Community Relevant Lessons
• Planning Integrated Math/Science Units
• Bilingual Authorization coursework

Student Engagement
• After-school STEM academy
• Increased exposure to science

Parent Engagement
• Discovery Science Center family events
• Sustainability Symposium at CSUF
• Parent Interviews about use of STEM

Faculty Engagement
• Seminars for teachers
• Classroom visits
Californians Together: The California Campaign for Biliteracy

Language Learning Opportunities and Programs Components of Pathways to Biliteracy (pgs. 12 and 13)

Teacher Preparation

Culturally and Linguistically Responsive Methodology

Engaged Pedagogy

Language Preparedness

Highly Qualified Biliterate Teacher
Engaged Pedagogy

• “assumes that every student has a valuable contribution [language and culture] to make to the learning process…

• the classroom functions more like a cooperative where everyone contributes to make sure…

• all resources [languages and cultures] are being used, to ensure optimal learning well-being of everyone”

• Teaching Critical Thinking: Practical Wisdom, hooks, 2010.
Culturally and Linguistically Responsive Methodology

• “[activities and strategies] focus on and respond to the positive and unique cultural [linguistic] experiences that children and their families contribute to the school community…

• Educators need to strive for excellence and must be able to design meaningful [activities] and stimulating academic environments”

• Biliteracy in the classroom, the WE space

• Breaking the mold for culturally and linguistically diverse students, Honigsfield & Cohan, 2012
• Classroom the we space: Developing student-centered practices for Second Language Learners (SLL) students, Rodríguez-Valls & Ponce, 2013
Language Preparedness

• Teaching in two languages calls for teachers who know how to communicate in **personal and intellectual ways**.

• The way teachers use the **classroom discourse** has a direct impact when constructing a participatory and inclusive classroom environment.

• Teaching in two languages is an **equity act**, which goal is to critically analyze the role languages and their registers play within different contexts.

• Ultimately, the goal is to **read the word and the worlds with biliterate, critical eyes**.

• *Choice Words: How our language affects children’s learning*, **Johnston, 2004**.
Bilingual Authorization

What Does the BiAu Program Authorize me to Teach?

• Instruction for *English language development* (ELD) designed specifically for EL students to develop their listening, speaking, reading, and writing skills in English.

• Instruction for *primary language development* for EL students to develop their listening, speaking, reading, and writing skills in their primary language.

• *Specially Designed Academic Instruction Delivered in English* (SDAIE) - instruction in a subject area delivered in English that is specially designed to provide EL students with access to the curriculum.

• *Content Instruction Delivered in the Primary Language* - instruction for EL students in a subject area delivered in the students’ primary language.

Bilingual Authorization II

• Candidates develop an in-depth knowledge on how to read the words and the world with critical eyes.

  **REACH**

• Candidates acquire an additive approach when working with second language learners.

  **TEACH**

• Candidates build the foundation for a culturally and linguistically responsive pedagogy.

  **IMPACT**
Activity
Biliteracy in your school district

5 questions:

1. Who are we as a school district?
2. Why do we do what we do?
3. How will we develop and use the skills that we have?
4. In what specific behaviors will we (school district) engage?
5. What do we need to begin?
Rubric

**Cultural and Linguistic Destructiveness**

**Cultural and Linguistic Incapacity**

**Cultural and Linguistic Blindness**

**Cultural and Linguistic Pre-competence**

**Cultural and Linguistic Competence**

**Proficient Biliteracy**

Subtractive Education

Additive Biliteracy

**ACKNOWLEDGE**

**DENY**

**IGNORE**

**SUPPRESS**
Additional Activities:

• Biliteracy in My District- Reflections and Considerations (pgs 12-13, 16-17)

• Multiple Pathways to Biliteracy District Recognition Awards
And now...?

Thank you!
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