**Enduring Understanding:** An instructional focus on High Operational Practices in Emergent Bilingual Settings inspires High Intellectual Performances within the learning community as a whole (both students and their teachers)

**HIP Evidence**

- Analyzing a variety of texts (written, graphic, electronic, etc.)

- Transferring learning across content areas

- Synthesizing concepts within and across course work

- Creative problem-solving
Pedagogy of Confidence

Bilingual Cognitive Capacities:
• Full linguistic repertoire
• Metalinguistic awareness
• Enhanced executive control for selective attention

Enduring Understanding:
Emergent Bilingual Students are gifted students.

Identifying and Activating Student Strengths
Bilingual Cognitive Capacities

• There is evidence that the bilingual brain triggers more activity in, and potentially strengthens, the Dorsolateral prefrontal cortex, which plays an active role in working memory and cognitive flexibility (Morales, Calvo and Bialystok, 2013).

• Studies have shown that bilinguals have enhanced executive control in selective attention and increased focus being able to filter out unnecessary information (Bialystok, 2007).

• Bilingual brains have more gray matter density in both the right and left hemispheres of the brain (Green, Crinion & Price, 2007).
Enduring Understanding: Culturally Responsive Pedagogy begins with knowing our students’ individual stories...and our own.

A culturally responsive pedagogy (Gay, 2010):
• internalizes the reciprocal relationship represented in the nexus of culture/language/cognition (Jackson, 2009);
• values students as culturally human beings;
• reflects the individual stories/life experiences of the students (Freeman & Freeman, 2011);
• is taught through a culturally relevant curriculum (Ladson-Billings, 1995);
• creates and mediates a culturally rich learning environment
Enduring Understandings:
Learning is influenced by the interaction of Culture, Language and Cognition.
Students learn more effectively when concepts to be taught are framed through their cultural frames of reference, making connections to their own personal and prior learning experiences.

Eliciting High Intellectual Performance
Cross Linguistic/Cross Cultural Transfer

• When students are mediated to make transferable connections across language use (i.e. functions, structures, forms) and cultural experiences to negotiate meaning in new contexts, their full bilingual cognitive capacities are liberated rather than denied.

• Learning opportunities that allow for students to use a wide array of strategies allows for full participation in their own learning through higher order thinking skills. Students should be encouraged to use their full linguistic repertoire and their own cultural frames of reference as they make meaning.

• By encouraging students to think about their two languages explicitly, you develop their metalinguistic awareness, which supports skills necessary for biliteracy (Cloud, Gansesee, Hamayan, 2009).

• “Translanguaging refers to both the discourse practices of bilinguals, as well as to pedagogical practices that use the entire complex linguistic repertoire of bilingual students flexibly in order to teach rigorous content and develop language practices for academic use” (Garcia, 2014).
Enduring Understanding: Through the vehicle of Integrated Instructional Units of Study, students acquire academic language through its active use in conceptually rich curriculum.

Providing Enrichment
Integrated Instructional Units of Study

Emergent bilingual students fully benefit from:
• a language rich environment (Freeman & Freeman);
• integrated instructional units of study focused on developing enduring understandings around essential questions (Wiggins & McTighe, 1998) developed across science and/or social studies as the vehicle;
• language arts authentically integrated (trade books: both expository and fiction);
• authentic mathematical applications;
• incorporation of the Arts.

All of the above offers multiple opportunities to engage with language as it is needed and thus acquired in conceptual learning.

Pedagogy of Confidence® Jackson & Sudduth, 2016.
Enduring Understanding: The Units lend themselves to cross-linguistic transfer (e.g. cognates; language similarities/unique characteristics) to develop metalinguistic awareness

Integrating Prerequisites For Academic Learning
Academic Language Demand

• Content vocabulary and processing language students need in order to fully participate in the lesson
• Language students need in order to read, write, listen and discuss academic content
• How students are being asked to interpret written and spoken text
• Collaboration (interact) with their peers and teacher
• Production of evidence that demonstrates what they learned was what was intended
• How students will use language in order to fully participate in their learning.
Enduring Understandings:
Learning is influenced by the interaction of Culture, Language and Cognition.
Students learn more effectively when concepts to be taught are framed through their cultural frames of reference, making connections to their own personal and prior learning experiences.

Situating Learning in the Lives of Students
Through students linguistic and cultural lens

- Emergent Bilinguals, when accessing their full linguistic repertoire (Garcia, 2010), use all linguistic cues available to negotiate meaning.
- Building background knowledge through students’ own personal and prior learning experiences provides more meaningful, and thus attainable, access to conceptual understandings.
- When introducing new concepts, we elicit from students their own personal connections from their schema and bridge that to the new learning experience.
- We continue that thread throughout the learning, pulling in students own conceptual experiences as they grow in new understandings.
(Echevarria, Short & Vogt, 2008)
Enduring Understanding: Emergent Bilingual Students benefit from actively seeing and experiencing a school culture in which all languages present are readily evidenced.

Amplifying Student Voice
Language Status

• Emergent Bilingual Children benefit from actively seeing and experiencing a school culture in which all languages present are readily evidenced.
• Both languages must be seen by the student as high valued so that children internalize the optimal benefits of bilingualism.
• There is a measurable difference between allowing, accepting and valuing bilingual student voice.
(Baker, 2006)