Changing Attitudes: Advocating for Emergent Bilinguals in the Monolingual Paradigm

Amy Baker Zaleski, District 45 Villa Park
Hi there!

Amy Baker Zaleski
Biliteracy Instructional Coach
District 45
Working Agreements

Appreciate one another
Exchange ideas freely
Influence what we can
Offer opportunities to reflect
Unite in purpose
Agenda

1. A Review: The Monolingual & Multilingual Paradigm
2. Change Psychology & Resistance
3. Work Time: Planning for and Responding to Resistance
<table>
<thead>
<tr>
<th><strong>Multilingual Mindset</strong></th>
<th><strong>Monolingual Mindset</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages should be used strategically and students should engage in metalinguistic activities that enhance cross-linguistic transfer.</td>
<td>Languages should be strictly separated, so that students do not get confused.</td>
</tr>
<tr>
<td>Teachers in biliteracy-oriented programs are members of PLCs/grade level teams.</td>
<td>Teachers in biliteracy-oriented programs only meet separately.</td>
</tr>
<tr>
<td>All teachers are responsible for helping students achieve the program goals.</td>
<td>Only bilingual or ESL teachers are responsible for students’ achievement of programmatic goals.</td>
</tr>
<tr>
<td>The entire school community promotes bilingualism, biliteracy, and multicultural competence for all students and staff.</td>
<td>Only teachers in biliteracy-oriented programs promote bilingualism, biliteracy, and multicultural competence for the students enrolled in the biliteracy-oriented program.</td>
</tr>
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<td>Pluralistic measures - in terms of assessment type, language, and growth over time - must be used to gain a true understanding of the achievement of emergent bilinguals.</td>
<td>Emergent bilinguals’ test scores should be on par with their monolingual peers.</td>
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<td>All administrators work with any and all teachers within the school community.</td>
<td>Most administrators are only responsible for working with general education teachers. The bilingual director, or similar position, takes care of teachers in that program.</td>
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<td>The instructional coach and teachers of biliteracy-oriented programs work collaboratively to support instruction that promotes the program goals</td>
<td>Instructional coaches must be experts in DL/ESL/Bilingual education in order to support teachers in biliteracy-oriented programming.</td>
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Change is the only constant.
8% will be innovators.
17% will be leaders.
29% will be early adopters.
29% will be late adopters.
17% will be resisters.

(E. Rodgers)
What are the implications of this for your work?

8% will be innovators.
17% will be leaders.
29% will be early adopters.
29% will be late adopters.
17% will be resisters.

(E. Rodgers)
Handling Resistance
Listening is the key to unlocking resistance.
12 Reasons for Resistance

People don't know what to do (lack of knowledge)
People don't know how to do it (lack of skills/abilities)
People don't know why (the purpose)
People are not involved in decision making.

Workload and work pressure

People can't see the benefits of changing.

People are satisfied with the way things are.
The innovation conflicts with the school culture.

People don't experience support.

People don't see the changing agent or advocate as credible.

People are worried about failure.

People have a negative experience with change.
Record specific situations in which you have experienced this type of resistance.

<table>
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<tr>
<th>Resistance to Change</th>
<th>In which situations have I experienced this type of resistance?</th>
<th>Which strategies might you apply to PLAN for this type of resistance in implementing something new?</th>
<th>Which strategies might you use to address or RESPOND to resistance in a current situation?</th>
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<td>3 People don’t know why (true purpose)</td>
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<td>4 People are not involved in decision making.</td>
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<td>5 People are satisfied with the way things are.</td>
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<td>6 Workload and work pressure</td>
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I. **Move to your top choice**

II. **Scan QR Code to access handout.**

III. **Find a group of 2 or 3**

IV. **Look at your particular reasons for resistance.**

V. **Discuss ways to PLAN and RESPOND to this type of resistance**

VI. **Written reflection and notes**

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I. Move to your second choice
II. Find a group of 2 or 3
III. Look at your particular reasons for resistance.
IV. Discuss ways to PLAN and RESPOND to this type of resistance
V. Written reflection and notes

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Reflection
Please use the QR code to find the feedback form.

Thank you for your time today!

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Email: azaleski@d45.org