

DR. JOSÉ MEDINA:



EDUCATIONAL SOLUTIONS

Top Six Things Every Dual Language Leader Should Advocate For

NECTFL Conference

February 2020

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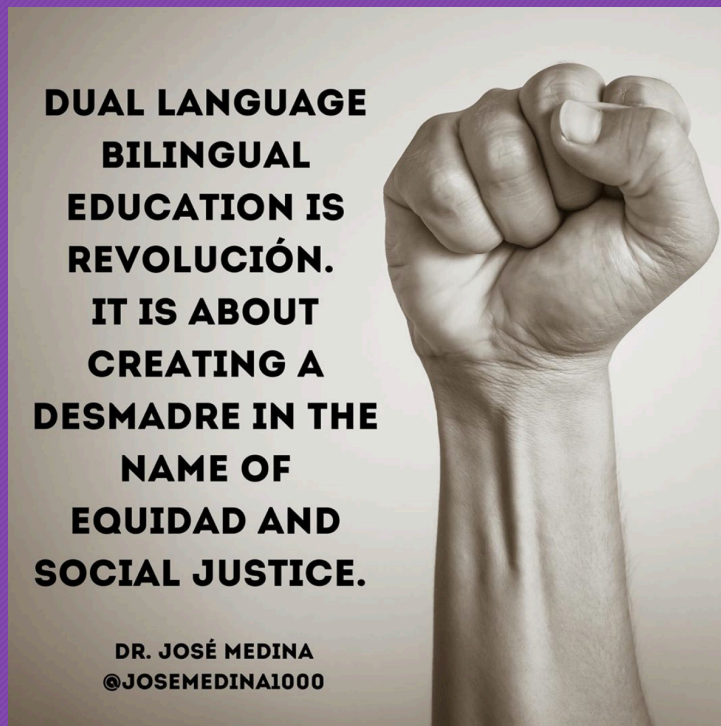


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Nuestro Propósito



Like education, lesson planning is a political act. If we design lessons via a monolingual and monocultural lens, we become the oppressors.

- Dr. José Medina

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Nuestra Pregunta Crítica



We think that lessons should have one clear objective or agenda - that teaching is neutral and unbiased. But how can that be, when there's no such thing as an unbiased human. There is always a hidden motive a hidden agenda in the plan. Does your hidden agenda help get your most beaten children closer to the vision of what education was supposed to be? Or are you complacent with teaching stuff that won't get them any further than a test.

Mi Testimonio

- Mi nombre es Dr. José Luis Medina Hernández Franco López Jr. Díaz-Cruz



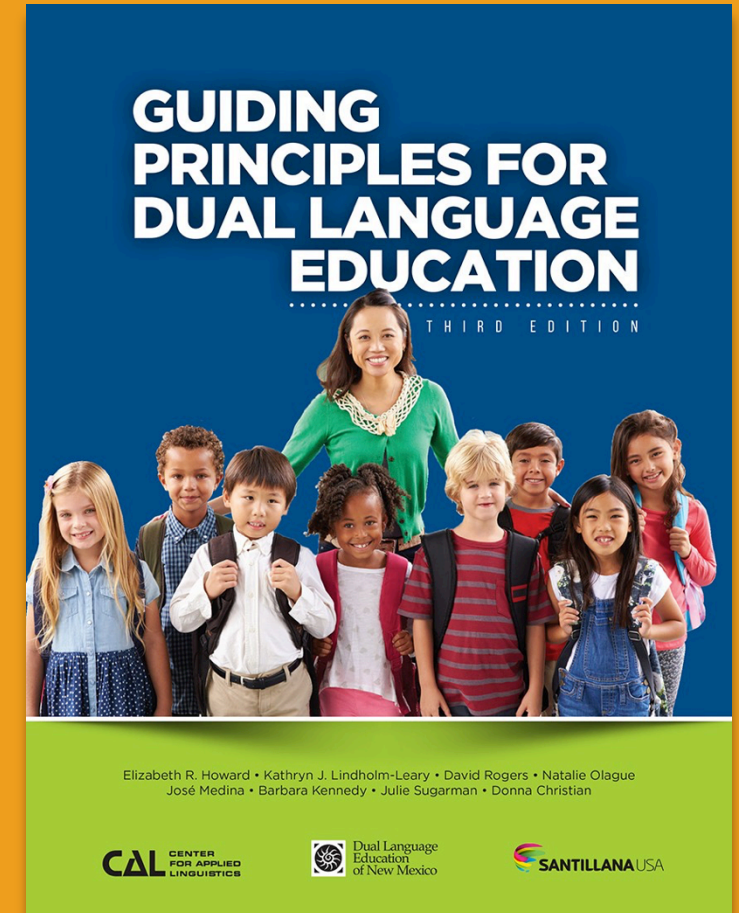
Mi Testimonio

- Mi nombre es
Alexandra
Sofia
Guilamo de
Masso



Guiding Principles for Dual Language Education: Third Edition (GP3)

- The 3rd edition of the GP3 was released in November 2017 during the La Cosecha Conference in New Mexico
- Collaboration between the Center for Applied Linguistics (CAL), Dual Language Education of New Mexico (DLeNM), and Santillana USA
- Most widely used resource to implement and continuously improve dual language programming and best practices
- www.cal.org/GP3



The 3 Goals of Dual Language Education



Bilingualism and
Biliteracy



Grade Level
Academic
Achievement in
Both Program
Languages

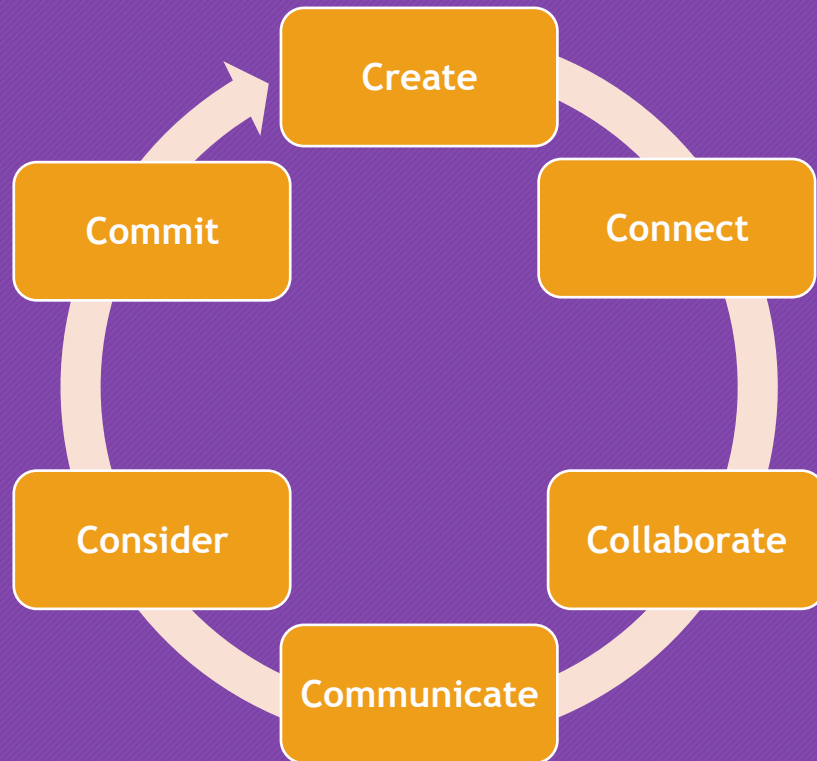


Sociocultural
Competence

Top Six Things Every Dual Language Leader Should Advocate For

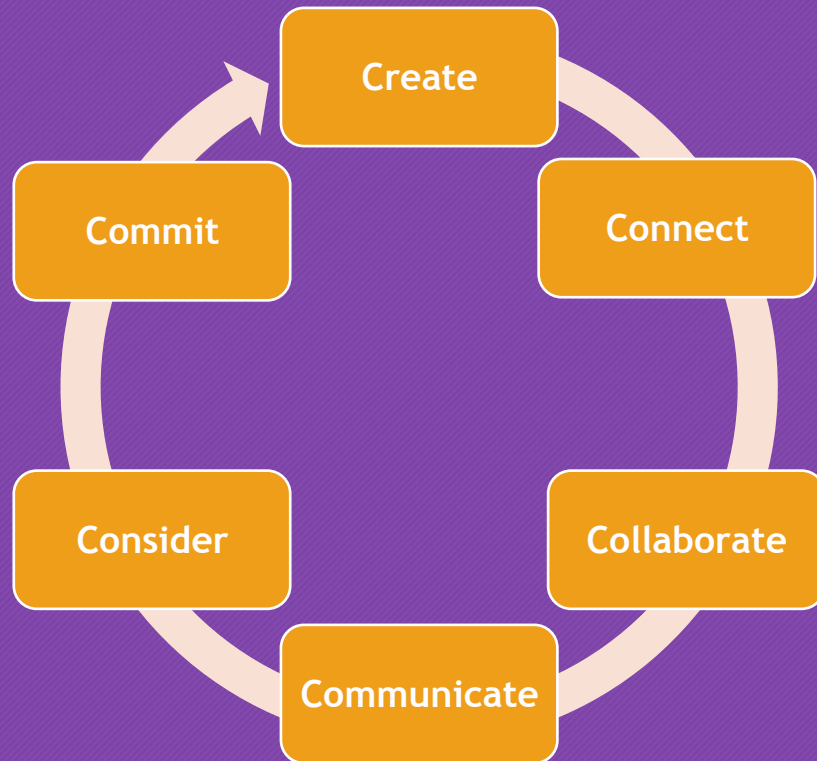
- Bonus: The use of the *Guiding Principles for Dual Language Education* and the 3 Goals of Dual Language
- 1: Learning targets to guide the biliteracy work
- 2: Cross-linguistic connections in the DL classroom
- 3: Teachers as facilitators of instruction
- 4: Use of the 4+1 language domains
- 5: Authentic assessments in both program languages
- 6: A focus on sociocultural competence

C6 Biliteracy Instructional Framework™



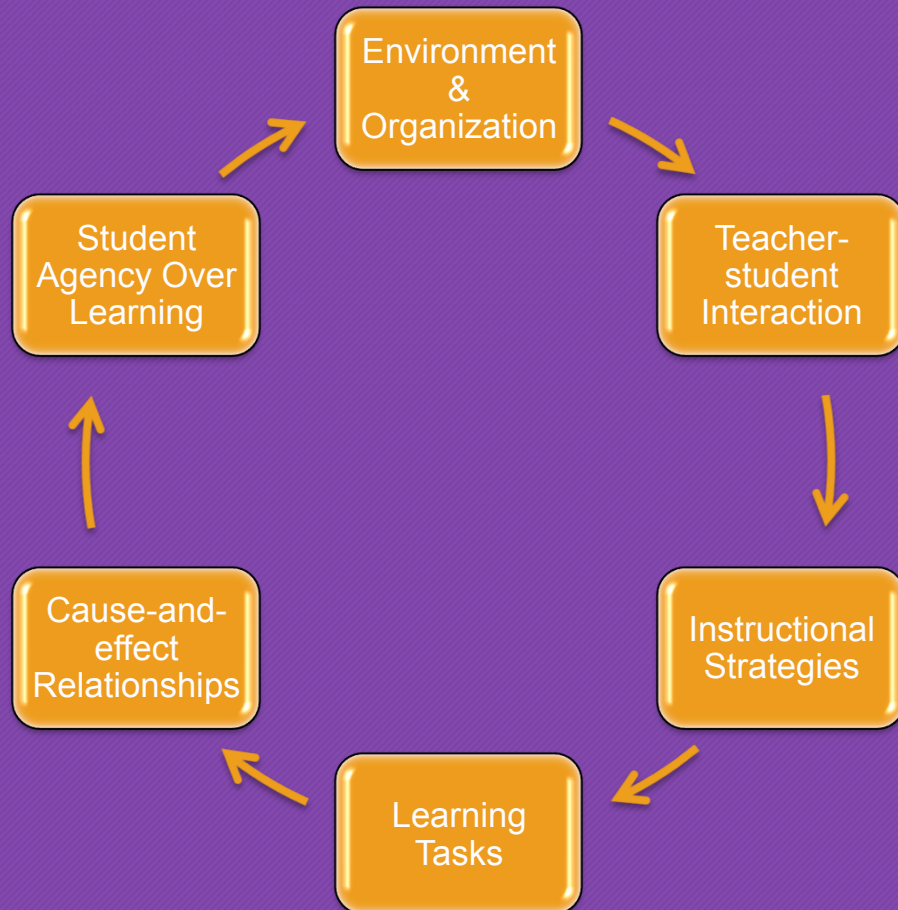
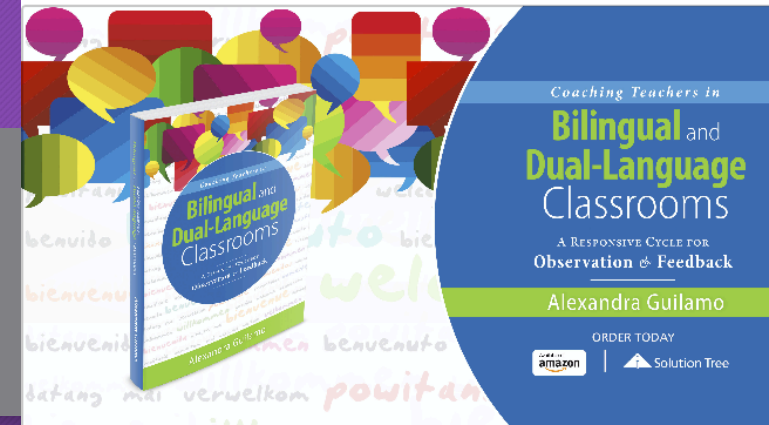
- Framework designed to create access to grade level standards regardless of student language proficiency
- Aligned to the *Guiding Principles for Dual Language Education: 3rd Edition*
- Target the attainment of the 3 goals of dual language
- May be used in dual, bilingual, and/or monolingual school settings because of the additive nature of the framework

C6 Biliteracy Instructional Framework™



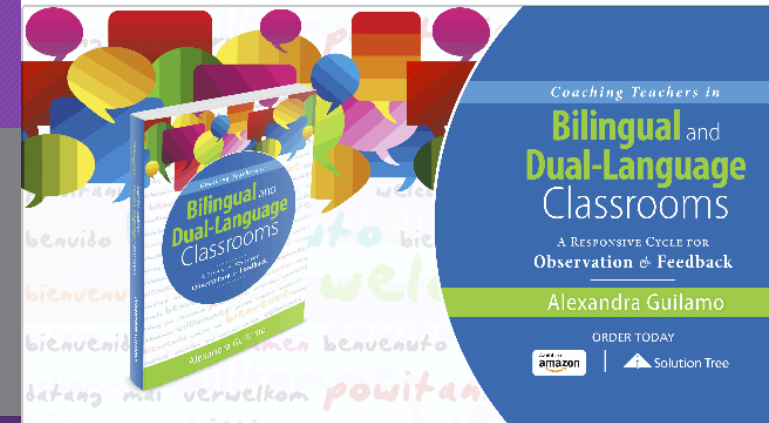
- **Create** and design authentic learning experiences that bring together content, language and culture.
- **Connect** learning experiences to students' lives and linguistic repertoires.
- **Collaborate** with students as facilitator of instruction, rather than depositor of information.
- **Communicate** and model oral and written language, while structuring authentic student-to-student interaction that reflects each of the program languages.
- **Consider** students' varied instructional needs as an opportunity to promote reflection and self-assessment.
- **Commit**, in collaboration with students, to creating a learning environment that is focused on continuous improvement and service to others.

6 Tasks of Notice Observation & Coaching Framework™



- Environment & Organization
- Teacher-student Interactions
- Instructional Strategies
- Learning Tasks
- Cause-and-effect Relationships
- Student Agency over Learning

6 Tasks of Notice Observation & Coaching Framework™



1. Establish trust and confidence.
2. Avoid hidden agendas.
3. Lead by learning.
4. Become an insider, not an outsider.
5. Know the right things.
6. Ensure confidentiality.
7. Know when to use spotlights and supports.

STAGE 1
Mindset
essentials that
frame the
foundation

STAGE 2
Pre-observation
conference

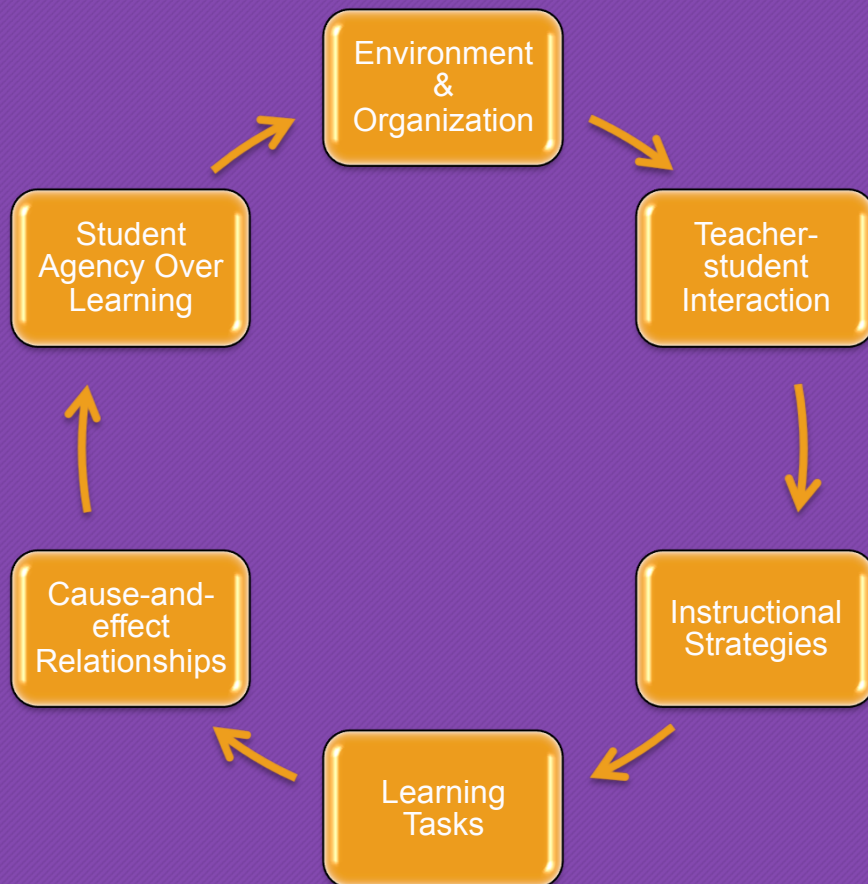
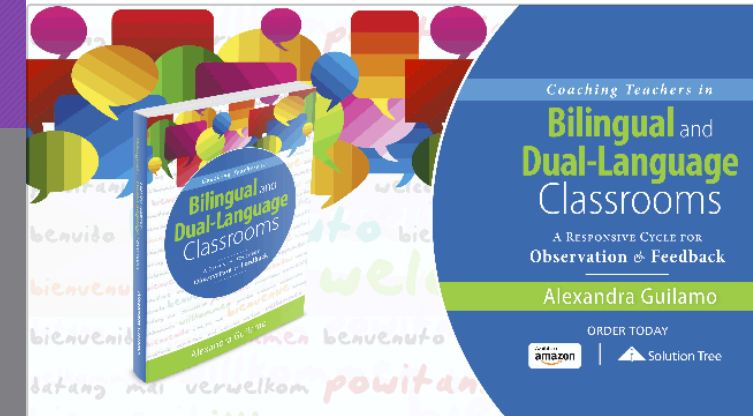
STAGE 3
Observation
(six tasks of notice
and guiding
questions)

STAGE 4
Post-observation
conference

Figure 4.1: Four stages of the observation and feedback cycle.

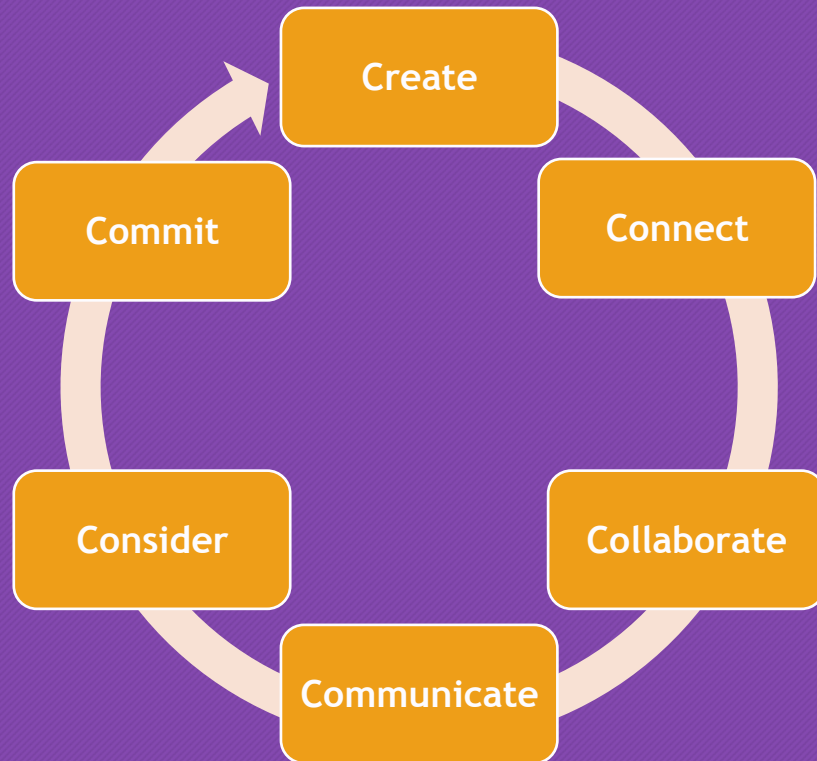
Creating fair systems of support for teachers to meet the needs of their students. This means that *fair* must be something that is **bias-free**. “Fair are those actions and systems that **ensure justice** for everyone affected by the systems used in observational cycles. Most importantly, to be fair requires a **legitimate approach** that has clearly defined rules or conditions that increase the credibility of how observations put **student learning across language, culture, and content** at the center of the process,” (Guilamo, 2020)

6 Tasks of Notice Observation & Coaching Framework™



Six Tasks of Notice	Noticings
1. Environment and organization	1. The quantity, quality, and authenticity of print, language, and literacy environment 2. Routines and procedures 3. Respectful and student-centered classroom management 4. Beliefs and expectations
2. Teacher-student interactions	1. Affective interactions 2. Instructional interactions 3. Language interactions 4. Feedback interactions
3. Instructional strategies (practice, program, and content)	1. Pedagogical practices aligned to the program and implemented accurately 2. Variety of strategies, tools, and interactions with content and language
4. Cause-and-effect relationships	1. What the teacher is saying, doing, and showing 2. Students' responses, actions, questions, applications, and levels of dependence versus independence as a result of the teacher's actions
5. Learning tasks	1. Access to essential and rigorous grade-level content 2. Equal access to receptive and productive language supports that allow students to do and show their best learning 3. Integrated practice that is authentic to the diverse cultures and countries that speak the language of instruction and connects to students' diverse cultures and reference points
6. Student agency over learning	1. What students are learning 2. How students learned 3. What language goal students are working on

C6 Biliteracy Instructional Framework™



- **Create** and design authentic learning experiences that bring together content, language, and culture.

- ☐ Content Learning Target
- ☐ Language Learning Target
- ☐ Culture Learning Target

The Learning Target: Theory of Action

- *The most effective teaching and the most meaningful learning happen when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding.*
- Learning targets are student-friendly descriptions - via words, pictures, actions, and/or a combination of the three - of what you intend students to learn or accomplish in a given lesson.
- It's not a learning target unless both the teacher and the students aim for it during today's lesson.
 - (Moss & Brookhart, 2012)

The Need for Learning Targets

- Content Learning Target: Standards-driven, grade-level content information that the students must access
- Language Learning Target: The language needed (4+1 language domains) in order for students to access and practice grade level standards
- Culture Learning Target: Allows students to connect content and language to self, community, and or to real world scenarios

Culture Learning Targets

- Align with the sociocultural competence goal, as delineated in the *Guiding Principles for Dual Language Education: Third Edition*
- Four ways to plan for culture learning targets:
 - Promote the importance of seeing similarities and differences in others, but highlight the differences as opportunities to connect, rather than obstacles to overcome
 - Encourage students to value their native language(s) and culture(s)
 - Build metalinguistic awareness and allow students the freedom to make cross-linguistic connections
 - Add both social and academic language to students' linguistic repertoires

Mirrors, Windows, and Doors

C. **DOORS**: Application & Creation of Perspective

Variety, choice of thought, and invitation to employ diverse perspectives as they use that learning towards actions that contributes to the world

B. **WINDOWS**: Insight and respect for the perspectives and beliefs of others

Talk time, tasks, and tools that allow students to explore, question, and consider perspectives that are different than their own as they engage in deep learning rather than covering a unit

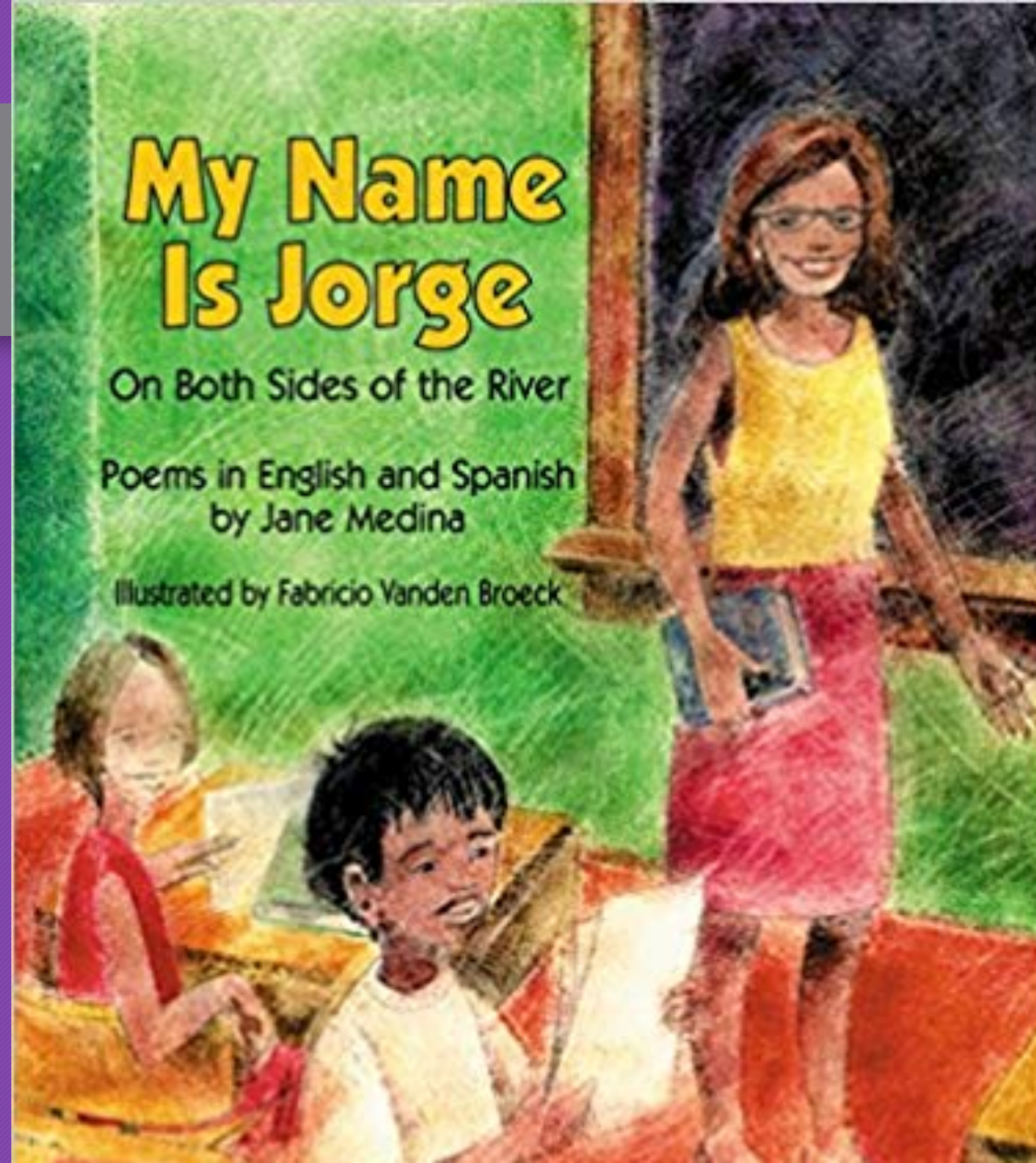
A. **MIRRORS**: Worthy texts & teams that allow students see their stories

Identity
Affirming

Reflects students' reference points, connects, and engages worthy heroes

Learning Target Example: Language Arts

- Content: I can identify the theme in the story.
- Language: I can write a description of the theme using text examples to support my point of view.
- Culture: I can make connections between the story's theme and my own personal life experience.



Learning Target

Example: Math

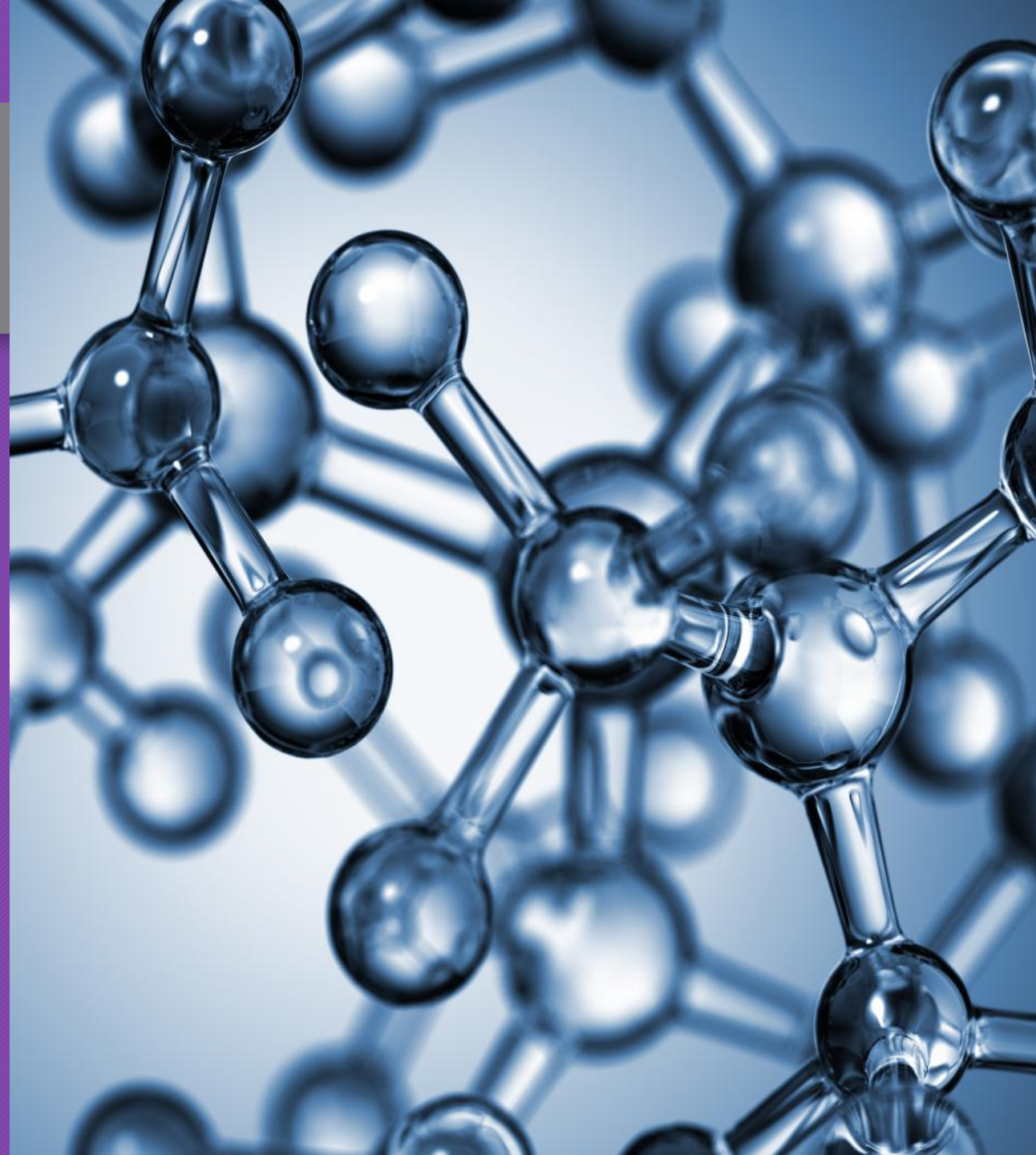
- Content: I can identify geometric shapes by their names.
- Language: I can orally describe geometric shapes to a partner.
- Culture: I can use cognates for geometric shapes to make connections between the two languages.



Learning Target

Example: Science

- Content: I can analyze the outcome of a scientific hypothesis.
- Language: I can list the steps of the scientific experiment and write about the hypothesis outcome by using vocabulary from the provided word bank.
- Culture: I can create a short YouTube video explaining the experiment outcomes, and how they impact our everyday life.



Learning Target

Example: Social Studies

- Content: I can analyze the events that led to the Holocaust in Europe prior to World War II.
- Language: I can write a skit that illustrates the harsh conditions that were experienced by those in concentration camps through the use of a graphic organizer.
- Culture: I can make connections between the cultural destructiveness that led to the Holocaust and present-day injustices targeting immigrant communities.



Learning Target Example: Physical Education

- Content: I can categorize healthy and unhealthy eating habits.
- Language: I can list attributes of an effective dietary plan and prepare a flyer for distribution.
- Culture: I can compare and contrast various on-the-market diet programs.



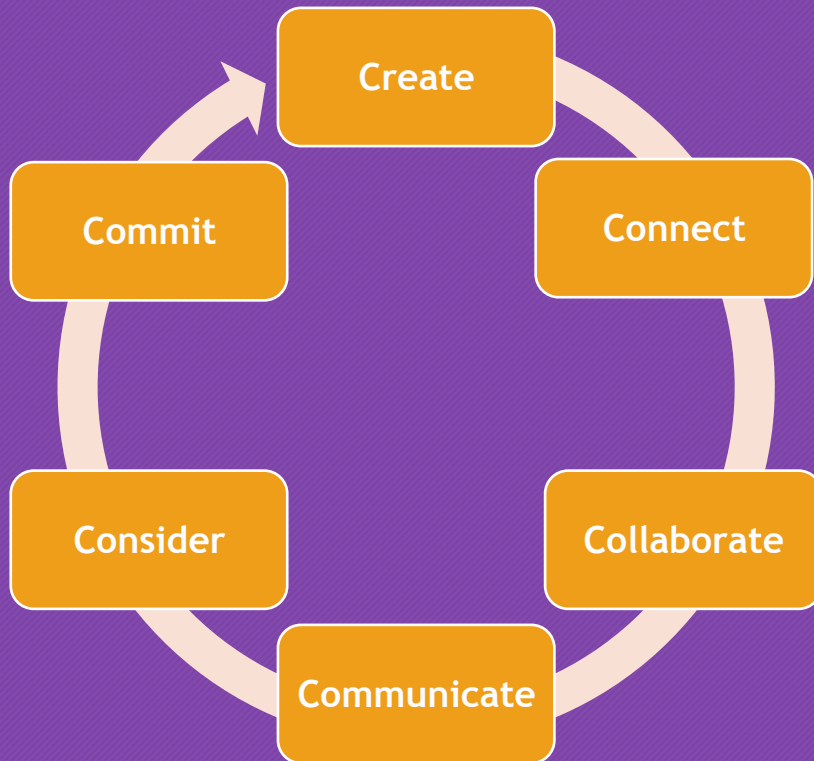
Learning Target

Example: Music

- Content: I can distinguish and describe vocal ranges heard in a piece of music.
- Language: I can orally describe and imitate a vocal range heard in a song, to the class.
- Culture: I can listen to music from different parts of Latin America and identify how vocal range can influence the way I feel when listening to a song.



C6 Biliteracy Instructional Framework™



- **Connect** learning experiences to students' lives and linguistic repertoires.
 - ❑ Activating and valuing students' schemas
 - ❑ Social and academic language (as part of one linguistic repertoire)
 - ❑ Cross-linguistic connections

Teaching for Biliteracy

- Students engaged in the dynamic process of learning two or more languages, constantly make connections between the languages. This is called **bridging**.
- Bridging is a normal part of being an emergent bilingual student and is also seen in ESL and transitional bilingual programs, although not usually seen as an asset.
- **The bridge**, happens at the end of a unit, and students, with teacher support, create an artifact, usually an anchor chart, where cross-linguistic connections are made and documented.

Research: Translanguaging

- Translanguaging is the mobilization of specific language features, within one linguistic repertoire, based on the context and need for communication.
- Translanguaging moves additive bilingualism to a deeper understanding of how emergent bilinguals use one “unitary meaning-making system” to produce language.
- This “corriente” or current, represents the fluid nature of translanguaging, our entire linguistic repertoire, where one language never begins and others never end.
- When translanguaging is not valued or allowed, we are in fact, fighting against - and not in the name of equity and social justice.
- Student stated that, “Spanish runs in my heart, but English rules my veins.”

Translanguaging 跨语之歌



I have an
English hand.



I have a
Chinese hand.



I build a
bridge with them.



And that is
how I learn.



我有只中文的手



我有只英文的手



搭一座桥



帮我学习

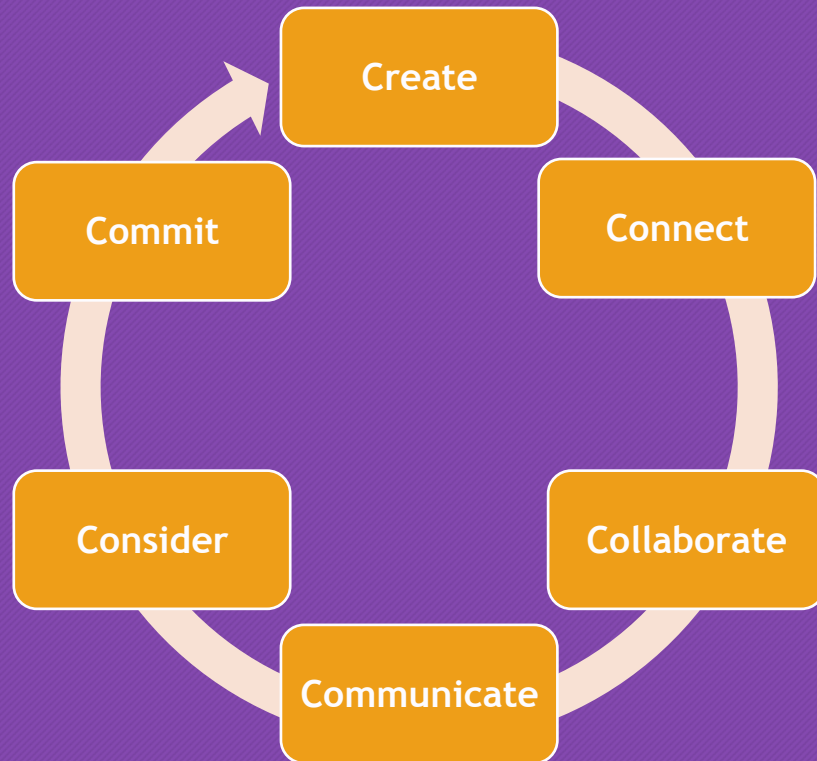
”Got REAL Feedback?”



Content Feedback	Language Feedback
<ul style="list-style-type: none">• Celebrates and names academic risks• Celebrates or guides deep thinking• Provides direction to correct major misconceptions• Times feedback well so students have an opportunity to incorporate feedback into mastery of content goals• Demonstrates equity in the amount and frequency of feedback each student receives• Listens to students actively and accurately addresses the source of any misunderstandings	<ul style="list-style-type: none">• Follows a formula of comprehensible input + the language use of just one level higher than the student's current proficiency level + meaningful opportunities to practice new language in a variety of ways• Celebrates and names linguistic risks• Provides direction that first ensures comprehension and then integration of new language goals• Celebrates or guides cross-linguistic connections (students' awareness of the language choices they make so they are more intentional)• Demonstrates sensitivity and care for the relationship and cultural norms of interactions between teachers and students and across genders• Delivers feedback through a collaborative dialogue using the four domains of listening, speaking, reading, and writing

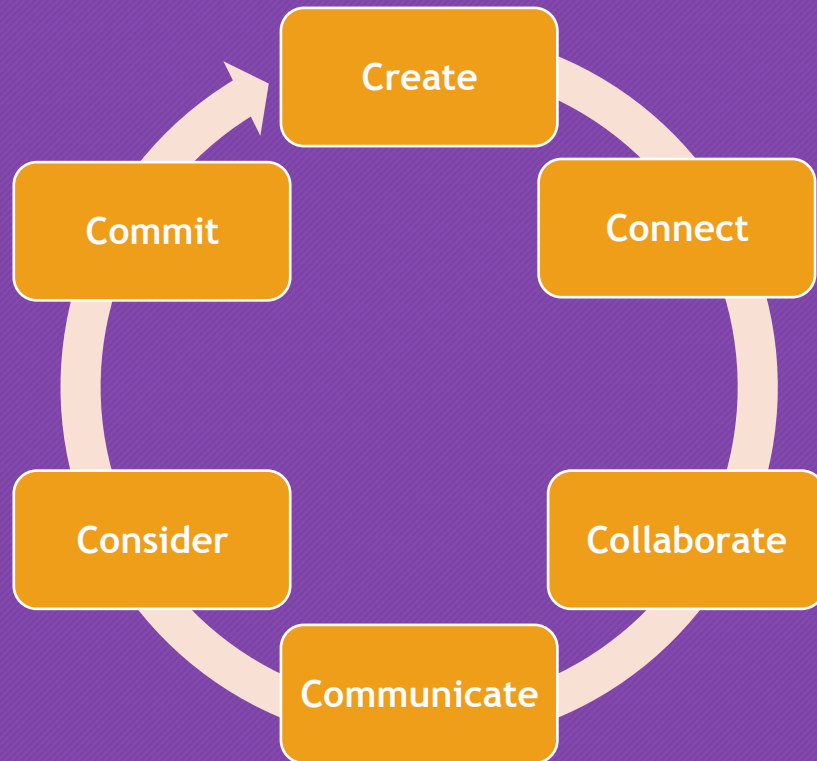
C6 Biliteracy Instructional Framework™

#3



- **Collaborate** with students as a facilitator of instruction, rather than a depositor of information.
 - ❑ Culturally responsive pedagogy
 - ❑ Differentiated instruction
 - ❑ Higher level thinking

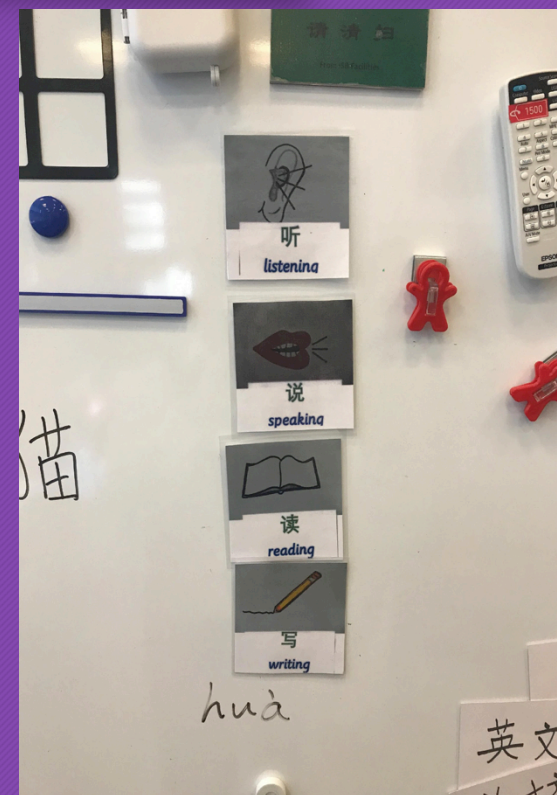
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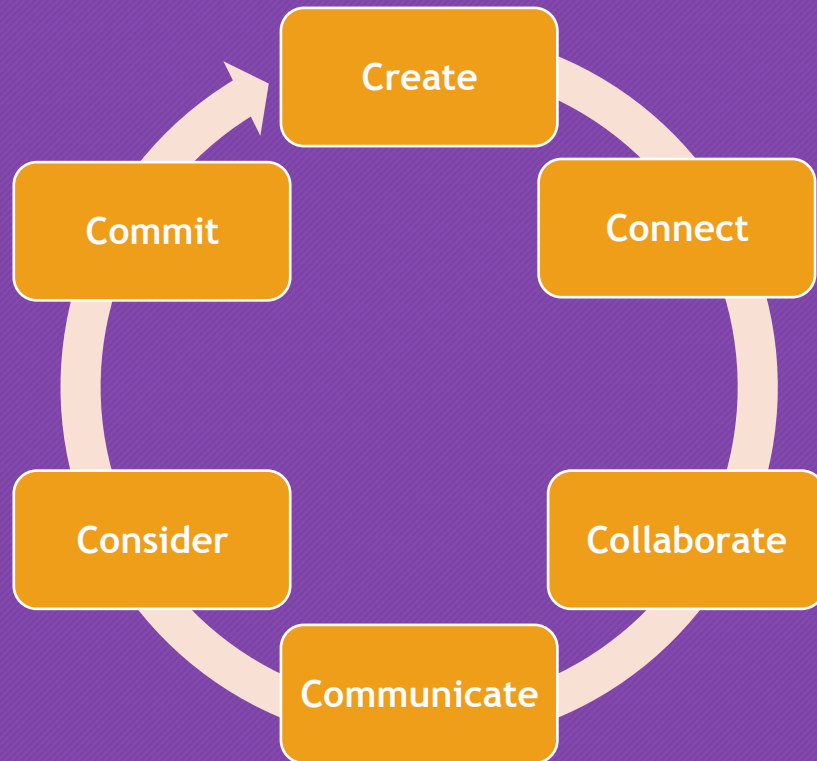
- **Communicate** and model oral and written language, while structuring authentic student-to-student interaction that reflects each of the program languages.

- ❑ 4+1 Language domains
- ❑ Scripting
- ❑ Authentic biliteracy instruction and environmental print support

4 + 1 Language Domains



C6 Biliteracy Instructional Framework™



- **Consider** students' varied instructional needs as an opportunity to promote reflection and self-assessment.

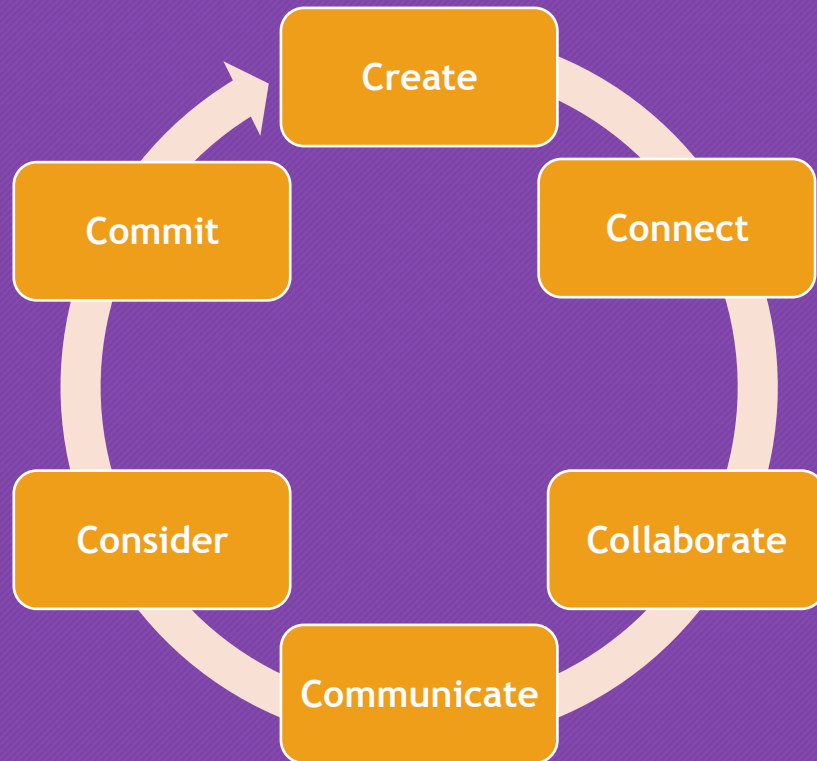
- ☐ Student learning modalities
- ☐ Active student engagement
- ☐ Diverse and authentic biliteracy assessments

Dr. Escamilla & Team = Academic Crush

Holistic Bilingualism	Parallel Monolingualism
Languages are viewed as mutually reinforcing with a focus on bidirectional transfer.	Languages strictly separated.
Literacy assessment in both languages is used to document cross-language comparison and biliteracy trajectory.	Literacy assessment in both languages are administered and analyzed separately.
Literacy assessments are authentic to each of the two program languages.	Literacy assessments are a translation of English literacy skills and strategies.
Students are expected to show different strengths in each program language.	Students are expected to perform all linguistic tasks equally well in both languages.
Bilingual strategies are seen as part of learning to read and write in two languages.	Code switching, lexical borrowing, and bidirectional transfer are viewed as markers of low language proficiency in both languages.
Biliteracy development is measured against development standards created for emerging bilinguals.	Emerging bilingual students must meet monolingual expectations for each of the two languages.

C6 Biliteracy Instructional Framework™

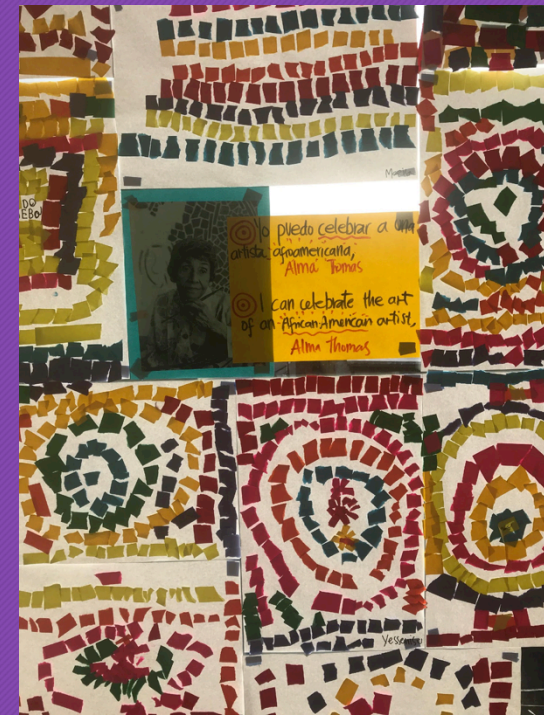
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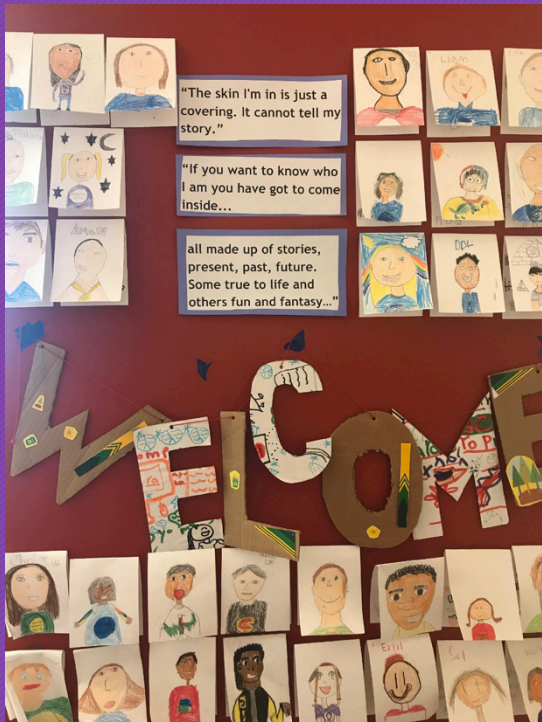
- **Commit**, in collaboration with students, to creating a learning environment that is focused on continuous improvement and service to others.

- ☐ Personal and academic growth
- ☐ Sociocultural competence
- ☐ Global citizenship and service

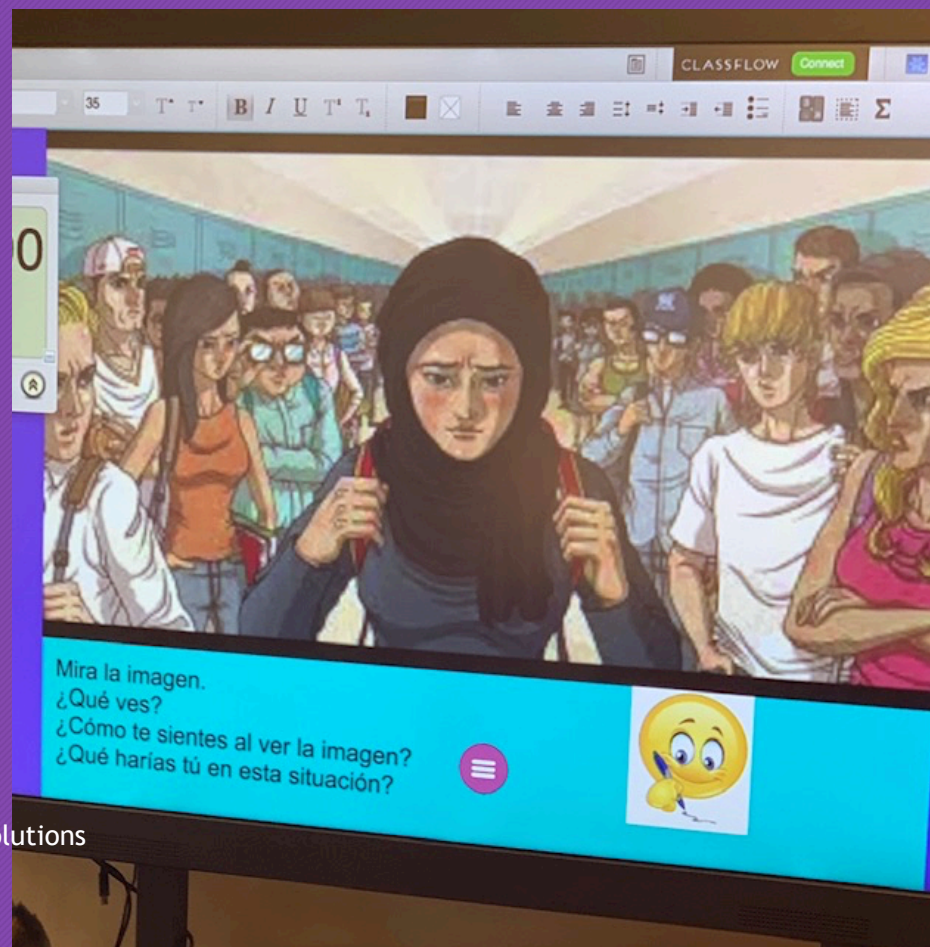
Sociocultural Competence In Action



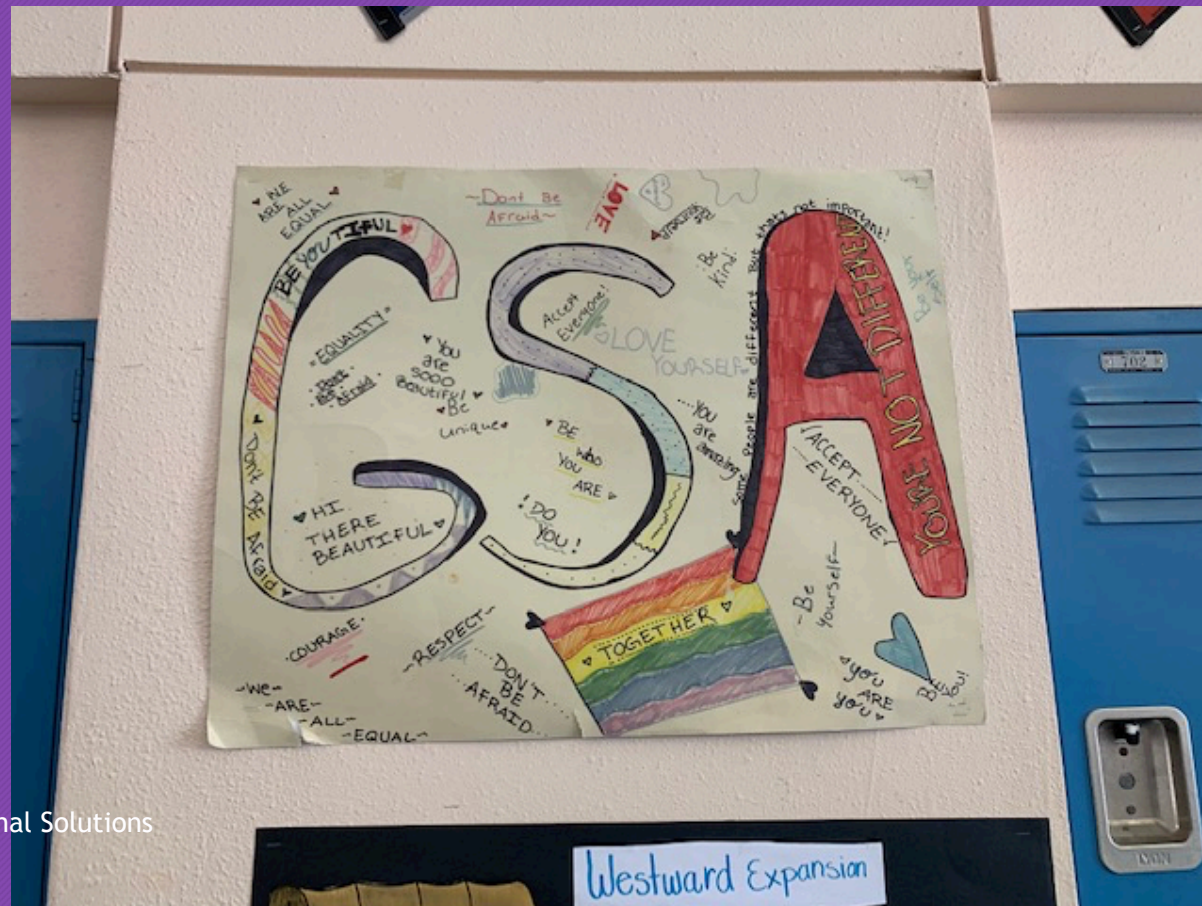
Sociocultural Competence in Action



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