

Free TaJu Wednesday Webinar Series for Dual Language & multilingual programs (12:00 – 1:00pm CST):

- ❑ 4/22 - Understanding & Ensuring the Rights of Multilingual Learners
- ❑ 4/29 - Using Accurate Data to Support MLLs during these unprecedented times
- ❑ 5/6 - Strategies for Appropriately Supporting the Needs of Your MLLs students
- ❑ 5/13 - Providing Feedback and Coaching to Teachers During Distance Learning
- ❑ 5/20 - Best Practice for Grading Language Learners in Quarter 4
- ❑ 5/27 - Promotion and Graduation Considerations for MLLs & SIFE students
- ❑ **6/3 - Preparing Families, Educators, & Schools for Programs in the Fall**

****Email info@tajulearning.com to register for webinar****



Wednesday, June 3, 2020

TaJu Facilitators:

Alexandra Guilamo, *Chief Equity & Achievement Officer*
Megan Trenda, *Bilingual Consultant*



Teaching for the Achievement & Justice of Us



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The *STAKES* of our New Crisis:

If we don't teach students that they are powerful, that they come from greatness, that they matter, that they too can enact change in the world in which they live, **we will ALL suffer the consequence and tension** of creating another generation of kids who are **disconnected from their greatest assets, angry at the 'crumbs' they have to fight for in life, & reject the notion that they owe anything to this nation.** This cannot be acceptable – aren't they, too, the people of this nation?

Alexandra Guilamo, February 2020

Our Current Reality

Amidst uncertainty and crisis, how do we plan and prepare for “back to school”?



Equity Framework at the HEART of TaJu's work...

Use the Equity Framework to reflect, identify, & learn from the challenges & privileges that have emerged over the last 2-3 months:



Culture & Climate:

Do NOT Overlook the fact that most families, staff, and leaders are exhausted, scared, and frustrated with a situation & world so out of control.

Communities will be different:

C. DOORS: Application & Creation of New Perspective & Personal Meaning

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

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6 T's of Curricular Equity:
Texts, Tools, Time, Team, Talk, & Thought

***Start with mirrors:** (1) Listen, (2) affirm & acknowledge diverse perspectives, (3) shine light on the limitation of that perspective

- **Leaders:** mindset, support, accountability for equity/access
- **Staff:** filling their bucket, new tools, focused collaboration
- **Families:** communication, input
- **Students:** safety first (physical, emotional, racial, linguistic, etc.)



Communicate w/ families, community, & staff:

- School's recognition of their families strength, resilience, & greatness during such challenging times
- Maintain hope for a better tomorrow
- What do families need for that better tomorrow?
- What do we know & don't know?
- What the school is doing to ensure students will be safe?

Anticipating the Needs: *Learning & Instruction*

What gaps can be anticipated?

- NOT “instructional triage” (Kerns & McClarity, 5/23/2020)
- Removing gaps w/ lived experiences
- Demand & leverage a few key evidence-based approaches → asset-based, funds of knowledge
- Simple brilliance of TUTORS
- Spiral learning → what Katrina taught us (J. Gonzalez, 5/24/2020)



Logistical Considerations

3 Pillars of Dual Language Education



- Multiple contingency plans with flexibility, responses to safety issues, & clear communication

Program Models	Contingency Plans Shared
<ol style="list-style-type: none"> 1. Developmental bilingual 2. Two-way Dual-Language 3. Heritage Language Dual-Language 4. Foreign Language Immersion <p>*90:10 or 50:50 *self-contained or side-by-side</p>	<ol style="list-style-type: none"> 1. ALTERNATING DAYS OR HALF DAYS 2. COHORTS 3. SELECTIVE RETURN OF GRADE LEVELS, STUDENTS, OR TEACHERS 4. ONE COURSE AT A TIME 5. ONE-ROOM SCHOOLHOUSE 6. INDIVIDUAL LEARNING PLANS 7. KEEP DISTANCE LEARNING <p>-J. Gonzalez, 5/24/2020</p>
<ul style="list-style-type: none"> • Plan for multiple contingency plans and possible rotating schedules, NOT for a LESS effective program model designed to accelerate learning, equity, & social justice 	

Additional Considerations

3 Pillars of Dual Language Education



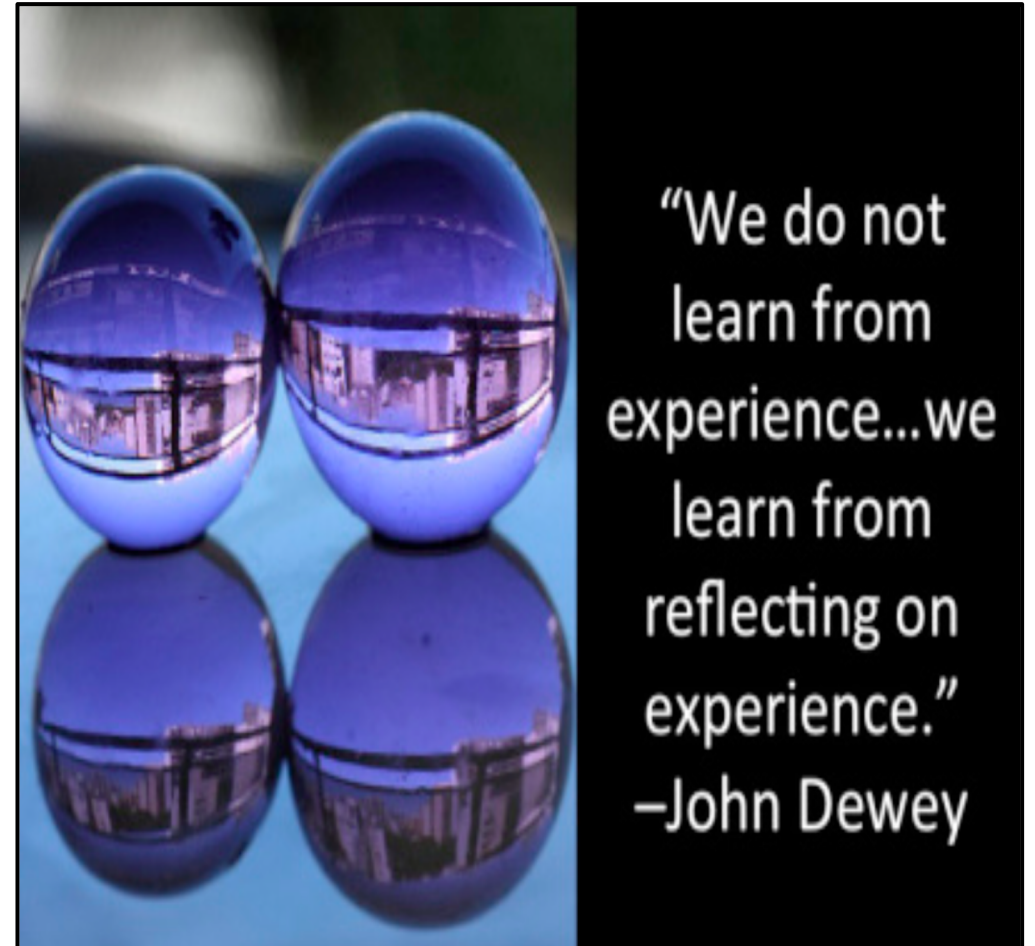
- Alignment to all Three Pillars
- New tools needed to coordinate instruction delivered at school & gradually released for application at home
- Partners that ensure practice, resources, content, & perspectives in the necessary languages
- Teacher coaching is now imperative to maximize face-to-face time
- Leveraging PLC's

Thank you!

Check out our website for more K-12 resources, copies of this ppt, and more info about our online PD and technical support that you can bring to your district/state!

Contact:

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Overview:
*A Design Year
Institute***

**Curriculum
Mapping in
Dual-language
Programs:
*Aligning All 3 Pillars in
the Biliteracy Process***

**Coaching
Teachers in
Bilingual & Dual
Language
Classrooms**

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☐ Online One-to-one Coaching

**English Language
Development
(ELD) Essentials for
EVERY Classroom:
*Essential Strategies for
Ensuring Language
Access and Growth for
Multilingual Students***

**Equity is not
a BUMPER
STICKER:
*A Critical Approach to
Dismantling Issues of
Equity in Education***

**One-to-one
Coaching &
Technical
Support**

☐ Teachers
☐ Instructional Coaches
☐ Administrators
☐ District Leaders

Online PD and remote learning solutions that
help schools ensure

Equity, Agency, and Achievement

For all multilingual learners



**Online PD for educators &
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