

2021
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Celebrating a 21st Century Skill: The Seal of Biliteracy!

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Dr. Joaquín Villegas – Northeastern Illinois University

Virtual Presentation
Friday, July 16, 2021

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Vision for Biliteracy at ISBE

Dr. Ernesto Matías

Chief Education Officer

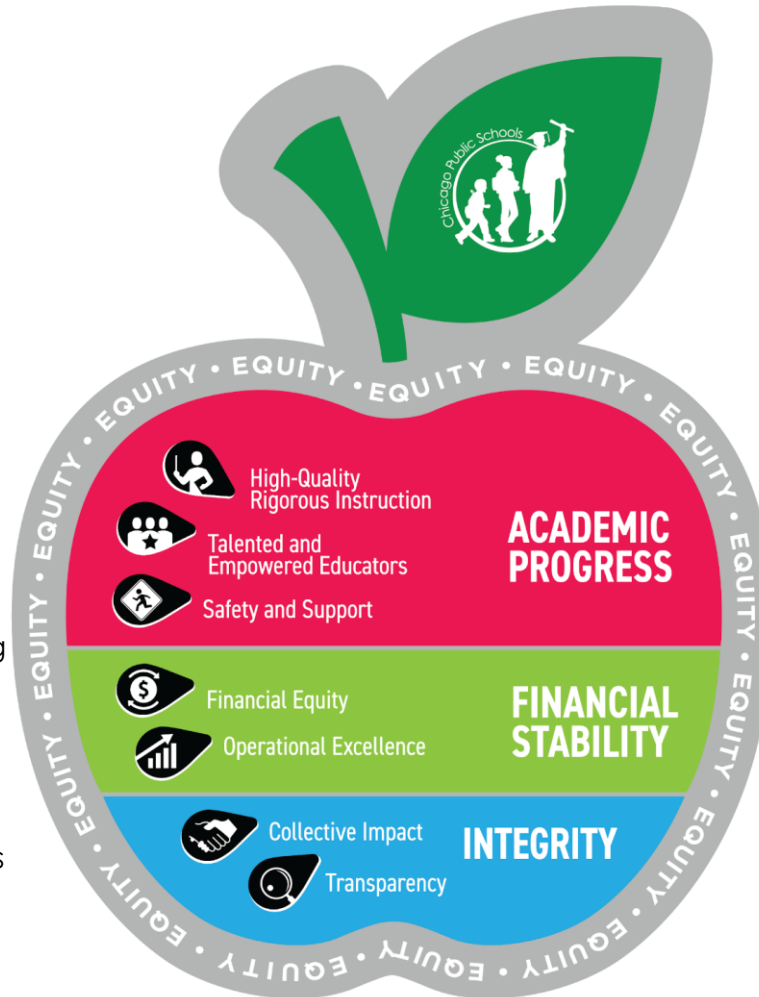
Illinois State Board of Education (ISBE)

Core Commitments

We fulfill our vision through these Commitments:

Academic Progress

A high-quality education develops in young people not only strong academic skills, but a love of learning and the ability to work with others, take initiative, solve problems creatively, live healthy lives, and become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.



Financial Stability

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We must also advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

Integrity

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and acting on community feedback.

OLCE Vision

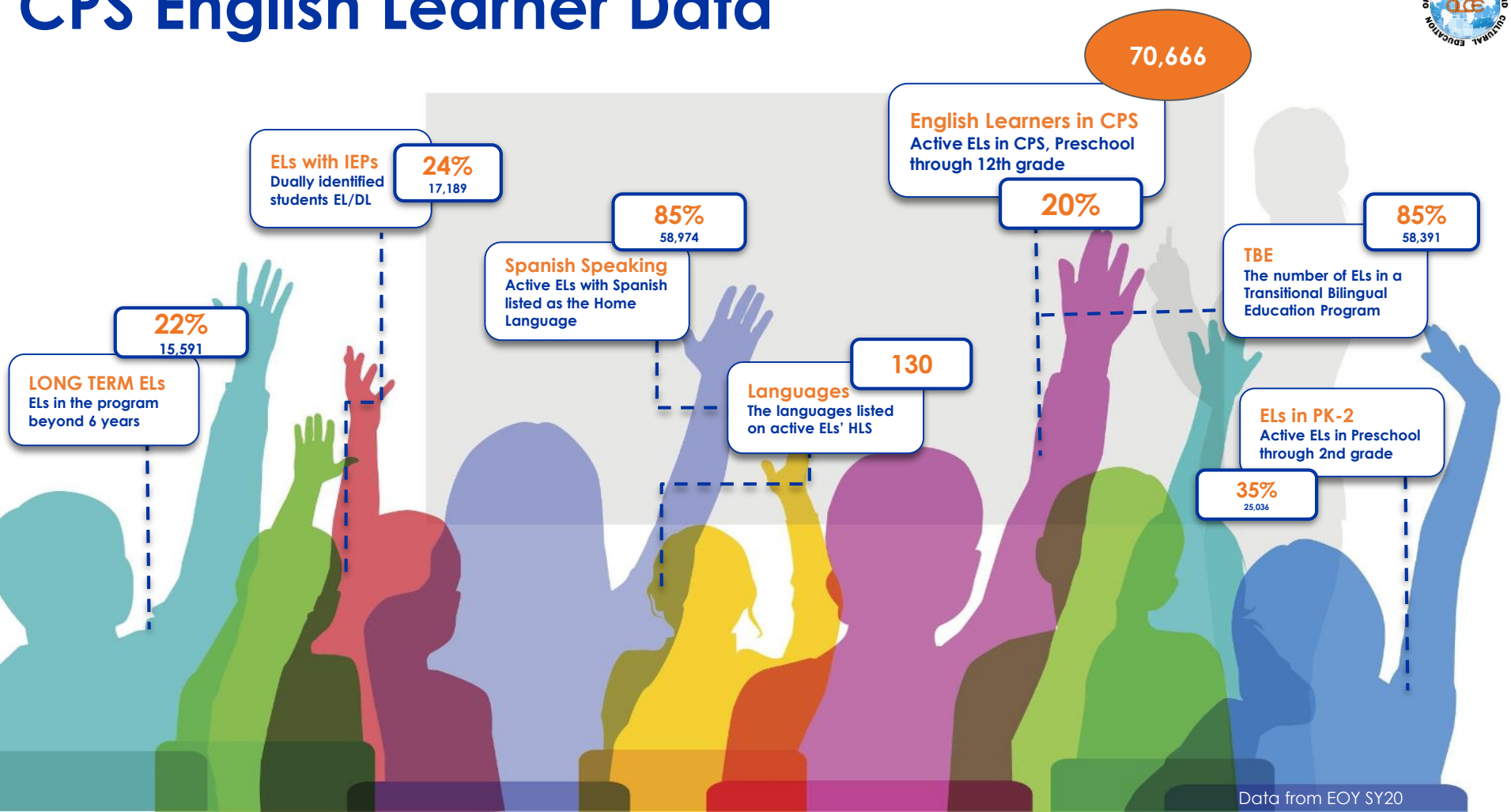
- Providing every student with **access** to an education that fosters multilingualism, **biliteracy**, and intercultural flexibility as key contributors to success in school, career, and life
- Agreeing to establish collaborative partnerships and develop tools to ensure the implementation of **quality** instruction across the district
- Ensuring **equitable access** to a quality education for all **language learners**



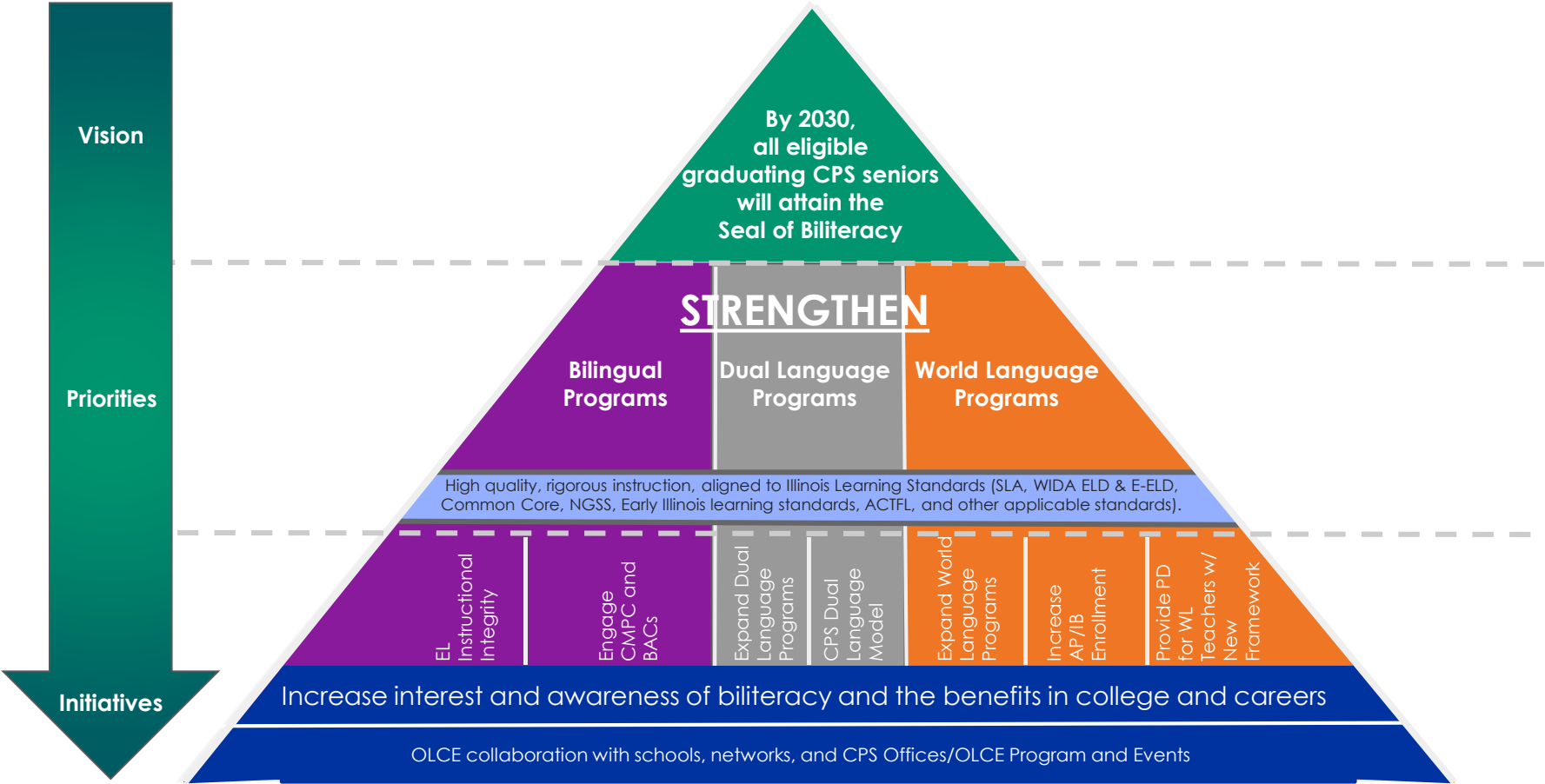
EMPOWERMENT
ADVOCACY
SUPPORTIVE PARTNERS

Equity

CPS English Learner Data



OLCE Strategy





State Seal of Biliteracy



Seal of Biliteracy Data



2015 to 2020

-7,921 students have earned the IL Seal of Biliteracy since 2015

-4,646 (58%) were ELs

-6,679 (84%) were Latinx

SY 2020

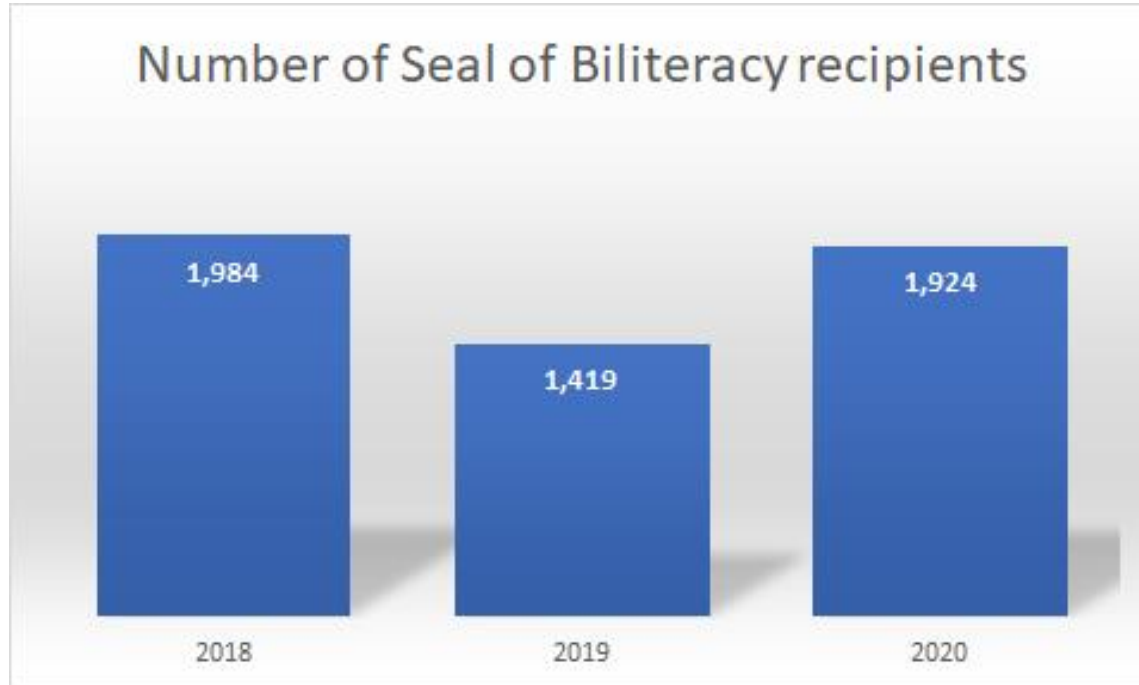
-1,924 of which 58% were ELs

12th graders earning Seal increased from 6.1% to 8.6%

-660 students earned the State Commendation: Score 3 on AP WL assessment

12th graders earning Seal or Commendation increased from 9.6% to 11.3%

Number of Recipients



*The state moved the English proficiency requirement on the SAT's Reading and Writing section from a score of 480 (in an 800-point scale) to 540 back in 2019, dropping significantly the number of eligible students at CPS.

What does the Seal recipient get?

Recipients of the State Seal of Biliteracy will be given:

Commemorative medal

State seal on their diploma

Honorary mention on their final high school transcript

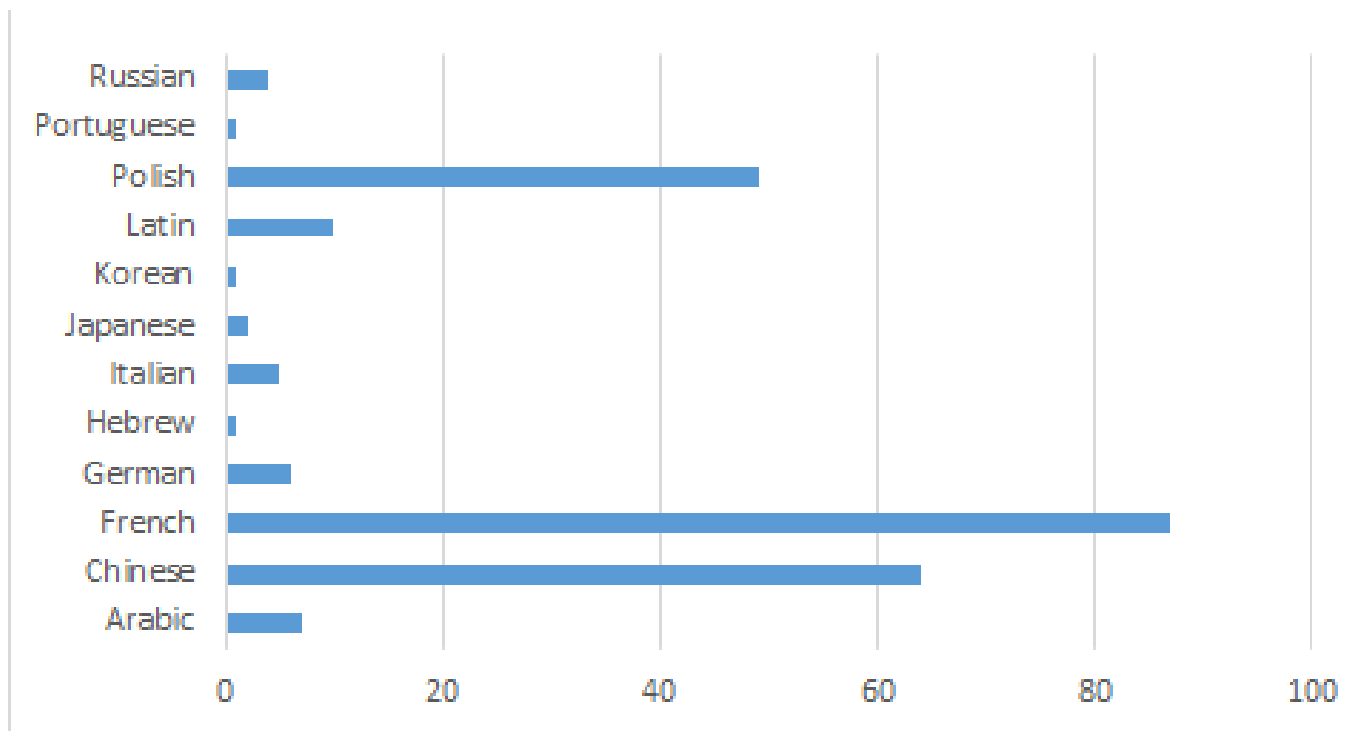


Languages



- Arabic
- Chinese
- French
- German
- Hebrew
- Italian
- Japanese
- Korean
- Latin
- Polish
- Portuguese
- Russian
- Spanish

Languages Awarded Other than Spanish



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School-based implementation of the State Seal of Biliteracy at a Chicago Public School

Yvette Vázquez

Dean of Equity

Von Steuben Metropolitan Science Center

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Translanguaging: Enhancing Biliteracy and Bilingualism

Dr. Joaquín Villegas

Associate Professor Emeritus

Northeastern Illinois University

- Freeman, Freeman & Mercuri(2018) identify several essentials for developing effective dual language biliteracy programs:
- * Base methods on theory that views reading and writing as meaning constructions
- * Ensure a good match between theory and teaching methods
- * Consider the choice of language or languages for initial literacy instruction
- * Use translanguaging strategies to promote literacy transfer and biliteracy development.

- Garcia introduces the concept of translanguaging as “ multiple discourse practices in which bilinguals engage in order to make sense of their worlds”. Translanguaging puts back the emphasis on what people do with language to produce and interpret their social world (Wright,2019).
- * Garcia, Ibarra Johnson and Seltzer (2017) take Cummins’ concept of common underlying proficiency a step further. Instead of viewing the bilingual as having two separate languages with common underlying proficiency, they argue that bilinguals have a complex linguistic system that has features of two or more languages (Freeman, Freeman & Mercuri (2018) ,

The term dynamic bilingualism reflects the fact that the languages of an emergent bilingual are always active in the brain and bilinguals draw on all language resources, what Garcia refers to as their full linguistic repertoire, as they communicate. From a dynamic perspective, bilinguals and multilinguals use their languages for a variety of purposes and a variety of settings. They are more or less proficient in the various contexts where they use the language and are more or less proficient in different modalities (visual, print, sound). Their languages continually develop as they use each language in a variety of settings. (Ibid).

Beeman and Urow (2013) have proposed the concept of the
Bridge or

“ the instructional moment when teachers purposely bring the
two languages together, guiding students to transfer the
academic context

they have learned in one language to the other language, engage
in contrastive analysis of the two languages, and strengthen
their knowledge of both languages”(Ibid)

Celic and Seltzer (2012) highlight the following principles and practices to use translanguaging to help facilitate more effective learning content and language by bilingual students:

- Translanguaging takes the position that language is action and practice, and not a simple system of structures and discreet set of skills.
- Translanguaging is a pedagogical strategy that should be used to build on bilingual student's strengths, to help them use language and literacy in more academic ways, to pose challenging material, to notice differences in language, and to develop bilingual voices.
 - * For students who speak but one language at home, these translanguaging strategies would “awaken” them to language diversity, and would build the linguistic tolerance the world needs, and the linguistic flexibility that would enable them to learn additional languages throughout their lives.

- Designing and integrating flexible language pedagogies into the bilingual classrooms through translanguaging:
 - Principle 1: Translanguaging pedagogies should purposeful and strategic designed to support student learning and metalinguistic awareness... that “ flexible” language spaces are equally Valuable, provided they are purposeful designed.
 - > Principle 2: Translanguaging pedagogies should promote interaction and inclusion, drawing upon what students h=know individually and collectively. Bilingual classrooms provide a rich setting for dialogic translanguaging, as all students are learning in two (or More) languages and can bring their linguistic to bear on collective learning activities.
 - > Principle 3:Translanguaging pedagogies should enrich learning across all of the languages in a student’s repertoire. Cummins (1979,1981) posited that a bilingual’s languages are interdependent, such that knowledge and skills learned in one language can transfer to the other, provided the necessary conditions for language learning.

Current research by linguists and educators leads to a new understanding of emergent bilingualism, recognizing that they have one “ linguists repertoire” that the use strategically, drawing upon resources in both languages.

- Following are oral and metalinguistic strategies to help emergent bilingual students develop the specific language practices that support biliteracy and academic success(Biliteracy Pathway Handbook,2017)
- > Oracy skills are the listening and speaking skills needed to demonstrate appropriate command of language in an academic context. Oracy instruction promotes classroom talk as a vehicle for simultaneously developing students’ critical thinking skills as well as oral stamina, fluency, and automaticity in a language.
- > Scaffolding instruction. Biliterate learners represent a widely diverse population, ranging from those with limited formal schooling to those with a strong academic foundation and exposure at home to both Spanish and English. Their participation in a biliteracy program gives them a unique opportunity to capitalize on all their language resources. To facilitate the process, provide scaffolding and support as needed in Spanish and English.

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Q & A

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