Bilingual Elementary
Hot Topics

with Jack Meyers, Bilingual Elementary SIG Representative
Welcome, Teachers, Administrators, Supervisors, and Educational Service Professionals!

1) Please take a post-it.

2) Write down the biggest obstacle YOU face in your classroom or in your district to .
   a) Think within your control or within your influence.

3) Hand your post-it back to me! (We’ll come back to these at the end)
Circle of Influence

Circle of Concern

Circle of Influence

Circle of Control

These are longer term goals and ambitions we aim for. This is where reactive people operate - 95% success rate.

These are short-medium term activities that can influence our longer term goals and that we have some influence over.

These are the immediate tasks that we can do now to create inertia and energy. This is where proactive people operate - 5% success rate.
Who are “Emergent Bilinguals” and Why Do They Matter? (article)

1. English Language Learners (ELLs)

1. Students with ANY level proficiency in ANY two (or more) languages

1. SIFEs (Students with Interrupted/Incomplete Formal Education)

1. Students with literacy skills in ANY two languages
News in NJ

- **Bilingual/Dual Language in Pre-K?**
  - $26.9 million approved for Pre-K Expansion by Gov. Murphy (Jan. 2019)
- **Seal of Biliteracy extended to some Middle Schools** (FLENJ Collab. Luncheon)
- **Benefits of Bilingualism Webinar** (in collab. w/ Rutgers GSE)
The Benefits of Bilingualism! (GSE Webinar)

Brain development or cognitive processes:

- Multilingual students tend to be better able to focus their attention and are less distractible. This is due to better control of executive function of the brain (Bialystock, 2001).

- Multilingual students tend to be more cognitively flexible— they can employ different perspectives— which is related to novel thinking and creativity (Bialystock, 2001; Sternberg, 1999; Page, 2008).

- Adding multilinguals to a group increases problem solving skills of the group (Page, 2008), which is one reason they are prized by employers.

- Bi/multilingualism appears to delay dementia for several years in older individuals (Bialystock et al, 2007).
Aligning Common Core Standards to the Bilingual classroom is both POSSIBLE and ESSENTIAL to student success.

CST → waiting for number of years for referral? Must leave ESL to be in Special Ed.? **FYI: THIS IS AGAINST FEDERAL LAW**

Video: Dual Language vs. Bilingual: Who Benefits?

Social Justice belongs in the classroom!
The Departments are aware that some school districts have a formal or informal policy of “no dual services,” i.e., a policy of allowing students to receive either EL services or special education services, but not both. Other districts have a policy of delaying disability evaluations of EL students for special education and related services for a specified period of time based on their EL status. These policies are impermissible under the IDEA and Federal civil rights laws, and the Departments expect SEAs to address these policies in monitoring districts’ compliance with Federal law. Further, even if a parent of an EL student with a disability declines disability-related services under the IDEA or Section 504, that student with a disability remains entitled to all EL rights and services as described in this guidance.
National/International Hot Topics

- Spain’s CLIL Language Teaching Methodology: “Content and Language Integrated Learning”
Let’s figure some things out!
https://padlet.com/jackrmeyers/bilingualhottopics
Additional Digital Resources

★ [NJ Bilingual Education Code](#) - Pivotal part of N.J.’s Administrative Code

★ [Tea with BVP](#) - Language Practice & Theory Podcast

★ [Learning Bilingually](#) - Teacher Tips & Resources Instagram

★ [NJDOE ESL/Bilingual Podcast](#)

★ [NABE 2019 Takeaways](#) - Google Slides Presentation

★ “Language learning is the educational imperative of our generation” - Blog Post
Contact Information

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