

# **School Showcase**

NUEVAS FRONTERAS SPANISH IMMERSION ELEMENTARY WOODBURY MIDDLE SCHOOL WOODBURY HIGH SCHOOL

February 3, 2022

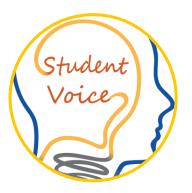
# Nuevas Fronteras Spanish Immersion Elementary

Cynthia Maldonado





# **News from NFSI**



Student Initiatives BE HEARD



Teaching for Biliteracy BE BOLD



Inclusive DLI BE SEEN



# **Student-Centered Initiatives:** Student Ambassadors and Student Announcements





Student ambassadors help to gather student input and keep classrooms informed.

### Advisors:

### Sra. Maldonado and Sra. Sonnek



**Planning Spirit Week** 

rarting day, Jan. 10th vin(s) Day ero/Character Day ports Team Day ay







### **Organizing Recycling Initiatives**



# Each week, two students practice and record school announcements that are shared with all classrooms.









**Teaching for Biliteracy** and Inclusive **Dual Language** Immersion

## **Takeaways from Teaching for Biliteracy Training**

- 1. Moving toward more current and accurate perspectives on monolinguals vs. multilinguals
- 2. Using TPR (total physical response) and oracy best practices to teach literacy in BOTH languages from the start
- 3. Ensuring that immersion programs are made available to, and benefiting all interested families and students, including multilingual learners





## **TPR (Total Physical Response) and Oracy** La Clase de Sra. Chacón Kindergarten









# Shifting from a one-way to a two-way program



For a more inclusive and equitable program, we need to transition to a **two-way immersion program**.

## ENGLISH SPEAKERS

## DEVELOPING BILINGUALS



## BILITERATE STUDENTS

### SPANISH SPEAKERS

# **English Learner Student Population in Immersion Pathway**

## Elementary

### 22 English Language Students

- Kindergarten: 2
- First: 7
- Second: 7
- Third: 1
- Fourth: 3
- Fifth: 3

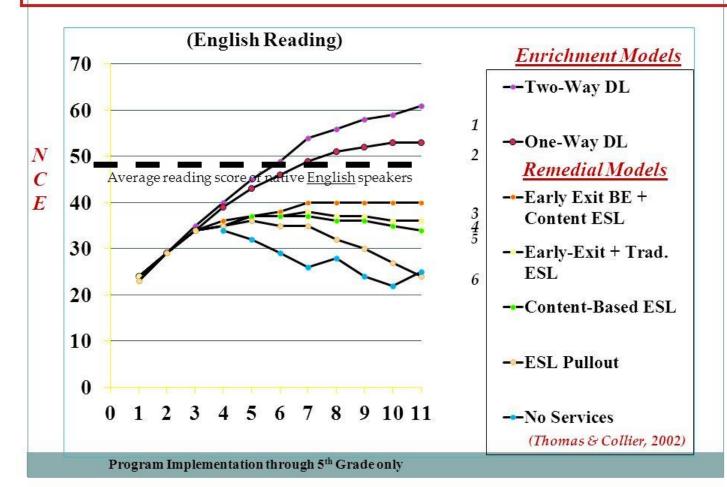
## Secondary

- Woodbury Middle School: 3
- Woodbury High School: 10

National Research - Models for Educating Spanish Dominant Students

Research shows dual language immersion programs are the most effective model for English Learners.

(Baker, 2006)



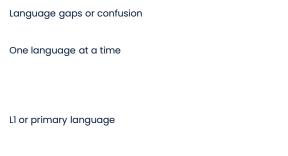
### Multilingual Students in Dual Language Immersion are more likely to

- Complete high school and take advanced courses
- Have a positive attitudes towards school and bilingualism
- Have a greater understanding and appreciation of other cultures

### Other known benefits include

- Families feel their home language is heard and valued, rather than feeling their home language is left at the door in favor of English.
- Improves students' and families' sense of belonging.
- Increases parent involvement in their children's education.

## **Necessary Paradigm Shifts**



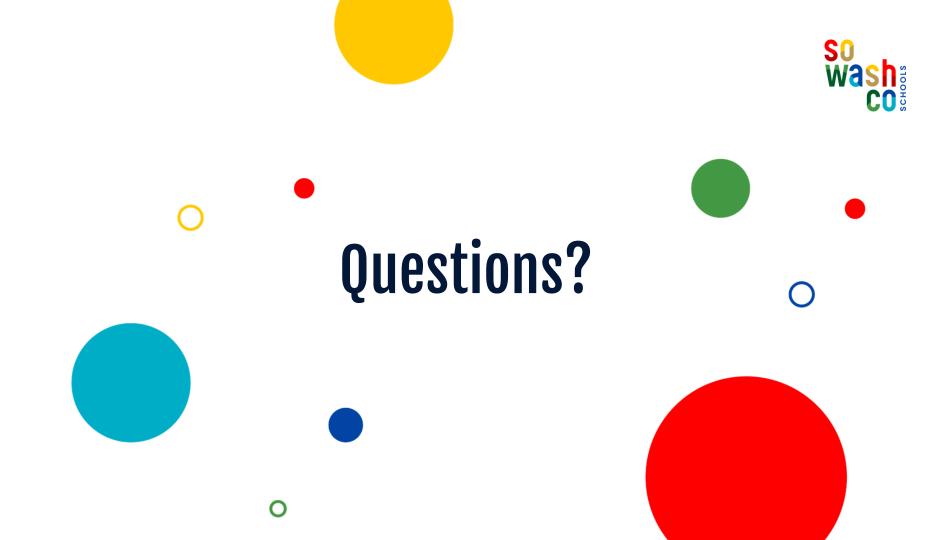
Linguistic approximation

Biliteracy from the start using bridging & translanguaging

Developing bilinguals

## Next Steps

- Bilingual Informational sessions and handouts for interested district families
- Continue hiring bilingual staff
- Enact practices of a two-way immersion program



# Woodbury Middle School

Kari Lopez







### **Woodbury Middle School Houses**









# **Middle School Courses**

#### Grade 6

Spanish Immersion Spanish Immersion Minnesota History

#### Grade 7

- Spanish Immersion Language
- Spanish Immersion American History

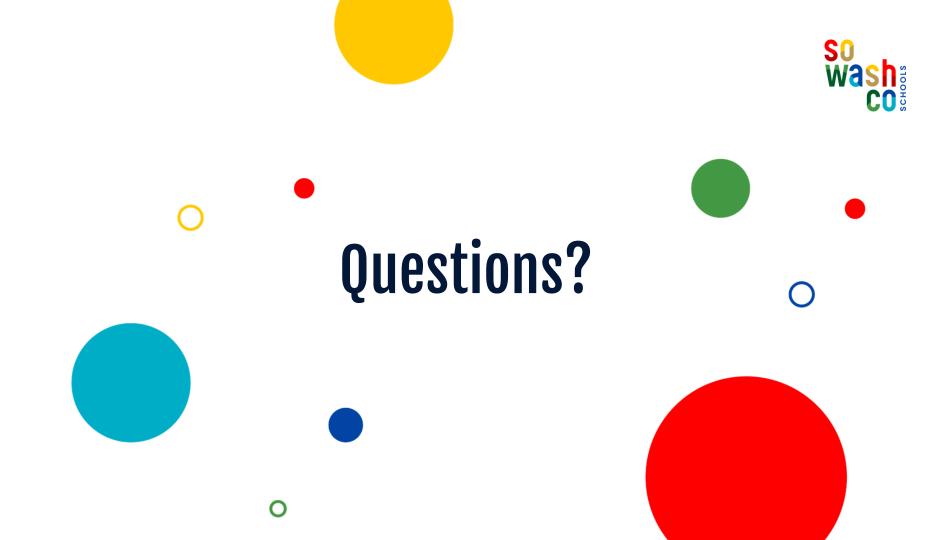
#### Grade 8

- Spanish Immersion Language Arts
- Spanish Immersion Geography



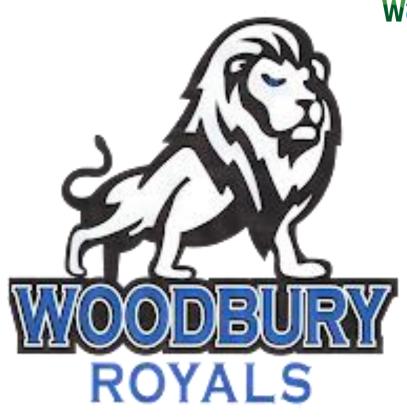


Leighton Rogers - 6th grade WMS Spanish Immersion Angela Brutus 6th gr. - 8th grade WMS Spanish Immersion



# Woodbury High School

Sarah Sorenson-Wagner







# **High School Course Sequence**

#### Grade 9

- Spanish Immersion Language and Culture
- Spanish Immersion Human Geography

#### Grade 10

- Spanish Immersion Composition OR
- AP Spanish Immersion Language and Culture (new 2021-22)
- Spanish Immersion World History

#### Grade 11

- Spanish Immersion Literature & Analysis OR
- AP Spanish Immersion Literature & Analysis (new 2022-23)
- Spanish Immersion History of the Americas

#### Grade 12

• Spanish Immersion People and Cultures Capstone

\*One elective credit for Colegio Maravillas

# Spain Trip



#### Three weeks at Colegio Maravillas in Mágala, Spain

- Live with host family
- 45 total hours of Spanish lessons (15 hours per week)
- Afternoons of sports & social activities
- 3 half-day cultural site visits (Malaga, Ronda, Mijas, Nerja)
- 3 full-day excursions (Ronda, Granada, Sevilla, Córdoba)
- 3 evening activities
- 1 High School Credit

\*Occurs every 2 years: 2016, 2018, 2020 (cancelled), 2022

# **Bilingual Diploma Seal**



#### • Bilingual Diploma Seal

- Proficiency Certificate Intermediate -Low (IL)
- Gold Intermediate-High (IH)
- Platinum Advanced-Low(AL)
- Valid assessment for reading, writing, listening and speaking.
  - AP Spanish Language
  - STAMP Proficiency As

| ag€<br>As∶ |                         | Level             | Credit                        |
|------------|-------------------------|-------------------|-------------------------------|
|            | Proficiency Certificate | Intermediate-Low  | 2 semesters of college credit |
|            | Gold Bilingual Seal     | Intermediate-High | 3 semesters of college credit |
|            | Platinum Bilingual      | Advanced-Low      | 4 semesters of college credit |

