Introductions

Purpose

Discuss current SI K-5th program

Look ahead to 2024 - 25 for 1st - 5th

Agenda

Molly May - Program Updates
Ofelia Valente - Instructional Alignment
Q& A

Program Overview

Language Programs

- **Immersion Programs**
    - **Enrichment programs designed for students who primarily speak English to learn another language**
    - **Are not required**
    - **Do not receive any additional state or federal funding**

- **Bilingual Programs (per Texas Education Agency)**
    - **Dual Language Immersion (DLI)**
        - **No more than 40% native English speakers**
        - **Allow for earned Language Other than English (LOTEO credit after 5th grade**
    - **English as a Second Language (ESL)**
    - **Have established criteria for when a district must offer**
    - **Receive additional state and federal funding**

District Commitments to SI

- **Continue the program in a sustainable and consistent manner**

- **Provide instructional support, coaching and professional learning**
Specific professional learning for content, language and literacy within an integrated subject-matter driven language program

- **Seek highly qualified candidates**
Certification, experience and proficiency

- **Invest in instructional resources**
Developmentally appropriate materials and resources in Spanish that meet state standards

Program Structure

- Continue with a 50/50 model in 1st - 5th grade in 2024 - 25 and beyond

- Eliminate testing for credit in 5th grade starting 2023 - 24

- Add 5th grade math in Spanish in 2024 - 25
  *note Math 5/6 will be in English

- Offer Spanish 2A at HCMS & WRMS in 2024 - 2025

*Begin a 90/10 (90% Spanish & 10% English) model in kindergarten in 2024 - 25

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Anticipated questions

- **If you feel 90/10 is a better model, why not move to that for next year, especially with current K?**

- **Why are you eliminating the Spanish 1 Credit at the end of 5th grade?**

- **Why do parents have to choose between Math 5 in Spanish and Math 5/6 in English?**

- **Will our current 5th graders be ready for Spanish 2A in middle school?**

- **Can students wait until 7th grade to take Spanish 2A?**
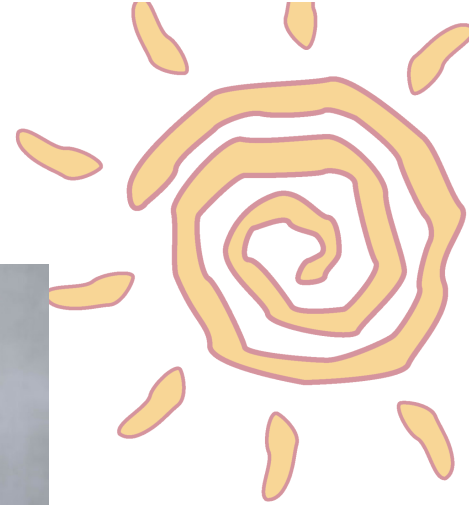
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Instructional Alignment

Ofelia Valente – Multilingual Coordin...

- I am originally from Laredo, Texas. Nine years ago, I moved to Austin, Texas with my two daughters who are now both in college.

- I have been a bilingual educator for over twenty-two years, primarily in the elementary school setting, teaching both primary and upper grades.

- In my most recent roles, I provided instructional leadership support for Lake Travis ISD as a Bilingual/ESL Coordinator, Bilingual Reading Specialist and Assistant Principal.

- I received a bachelor's degree and master's degree in Spanish from Texas A&M International University. I completed my Educational Leadership program at Lamar University.

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Program Alignment

Strengthening current 50/50 model

- **Complete a Plus/Delta Reflection on the SI Program**

- **Define SI program vision and values**

- **Establish SI core instructional priorities**

- **Enhance SI Professional Learning Communities (PLCs) and support for teachers**

Plus/Delta Reflection

Plus/Delta Reflection Template

+	Δ
What are we doing well?	**How can we improve?**

Plus/Delta Reflection: +

- **Strong and continual parental support and involvement**

- **Administration and grade level team support**

- **SI PLC monthly meetings**

- **STEMscopes science and math curriculum in Spanish**

- **Students eager and excited to learn Spanish**

- **Students have strong language and high vocabulary skills**

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Plus/Delta Reflection: +

- Technology resources and manipulative available for instruction

- SI teachers support each other to support students

- Teachers are familiar with "I can do" statements

Plus/Delta Reflection: ▲

- **Lack of program guidelines and purpose**

- **Lack of vision and direction**

- **Misalignment and unclear expectations**

- **Need for more SI planning time**

- **Students need more practice in the target language**

- **No Spanish language arts block**

- **Many programmatic changes in the past six years**

SI Vision and Values

Vision and Values

In our PLCs, we gathered SI teacher input from all grade levels, and we synthesized ideas to create vision and values.
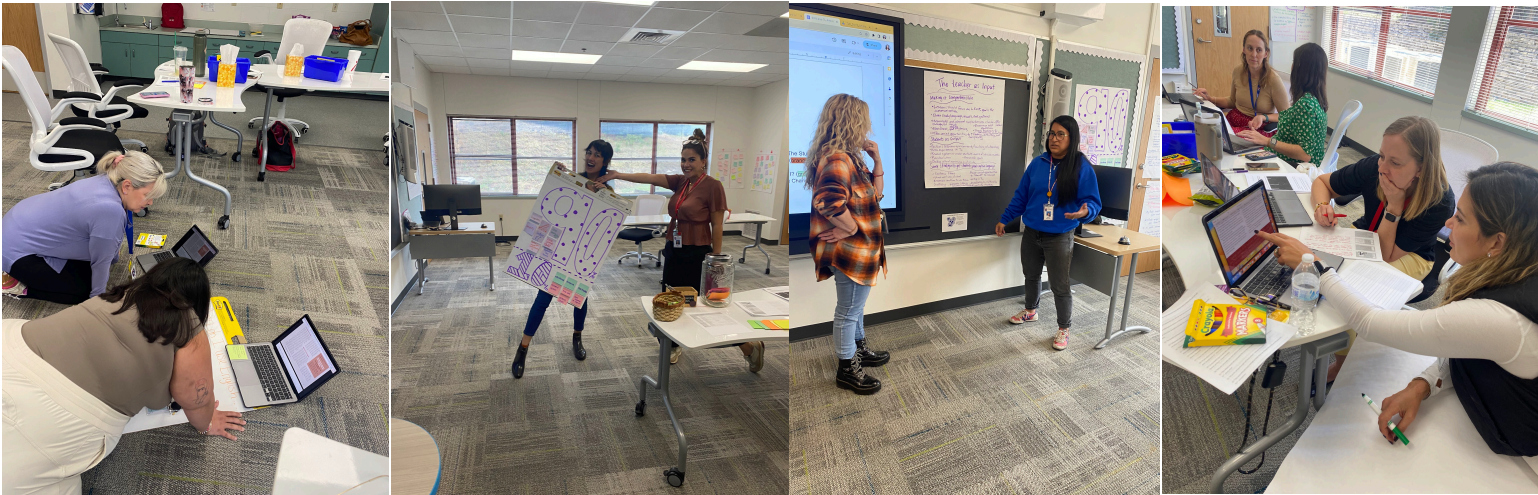
Vision

Empower students to excel academically, embrace cultural diversity and become confident bilingual, biliterate, and bicultural citizens through Spanish Immersion education.

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Values

- **Community:** Fostering a sense of community among students, teachers, administrators, and parents is at the core of the program.

- **Perseverance:** We encourage students to exhibit perseverance and persistence in their language learning journey.

- **Creativity:** Our program values creativity as a means to make learning language engaging and fun.

- **Commitment:** Teachers, administrators, parents and students are committed to the success of the SI program.

- **Leadership:** We encourage students to develop leadership skills within the context of the Spanish Immersion program.

Core Instructional Practices

Core Instructional Practices

CORE PRACTICES
For World Language Learning

Facilitate Target Language Comprehensibility
Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources
Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.

Design Oral Interpersonal Communication Tasks
Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model
Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.

Teach Grammar as Concept and Use in Context
Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

Provide Appropriate Oral Feedback
Oral corrective feedback is a tool for mediating learning and language development.

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AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
Visit www.actfl.org/virtuallearning

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EISD SI Core Instructional Practices

1. Promote consistency across campuses

2. Maintain target language immersion (90%+)
   - Utilize target language for learning

3. Comprehensive language integration

4. Implement sheltered instruction and effective biliteracy instructional strategies
   - Incorporate dictation exercises
   - Teach cognates
   - Incorporate total physical response (TPR)
   - Enhance learning with visual supports and hands-on learning
   - Utilize sentence stems

5. Focus on vocabulary

6. Emphasize proficiency-oriented learning
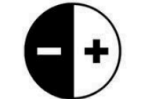
EISD SI Core Instructional Practices

7. **Cultivate Spanish literacy**
   - **Encourage reading aloud**

8. **Embrace collaboration techniques**
   - **Implement "Think-Pair-Share"**
   - **Encourage bilingual partnerships**
   - **Incorporate educational games**

9. **Create language-rich classroom environment**
   - **Utilize word walls**
   - **Utilize anchor charts**
   - **Focus on high frequency phrases and words**
   - **Define clear content and language objectives**

10. **Enhance teacher planning and PLCs**
    - **Facilitate collaborative planning**
    - **Foster professional learning communities**

Core Instructional Practices

SUPPORT COMPREHENSION
for language learners

TEACH TO THE EYES	ASK QUESTIONS	SLOW DOWN	SIMPLIFY SENTENCES
REPHRASE	LINK MEANING TO L1	SHELTER VOCABULARY	PERSONALIZE
CONTRAST MEANING	POP UP GRAMMAR	USE SOUND EFFECTS	ILLUSTRATE
MAKE FACIAL EXPRESSIONS	GESTURE	USE PROPS	ACT IT OUT

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Professional Learning Communities
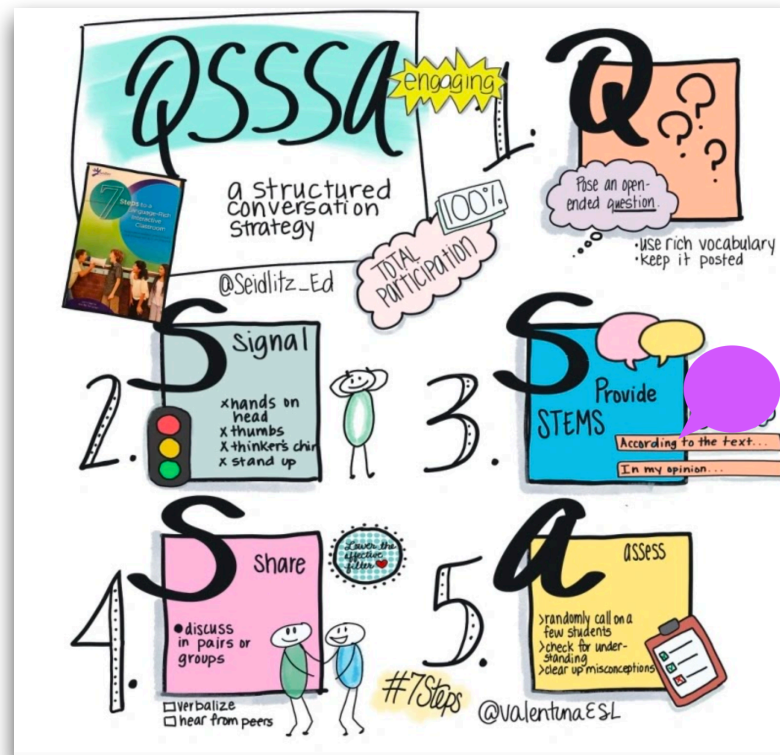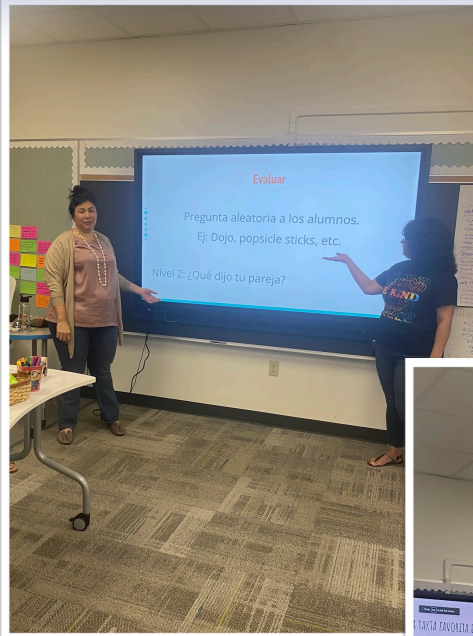
PLCs & Teacher Support

- **Monthly PLCs**

- **Classroom visits**

- **Learning walks**

- **Additional grade level planning time**

- **SI classroom checklist**

- **Continuous input and feedback loops**

SI PLC: October Highlights

Going FOR 90% Plus: How to Stay in the Target Language

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Questions

Thank You!

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