



DLBE at MKES:

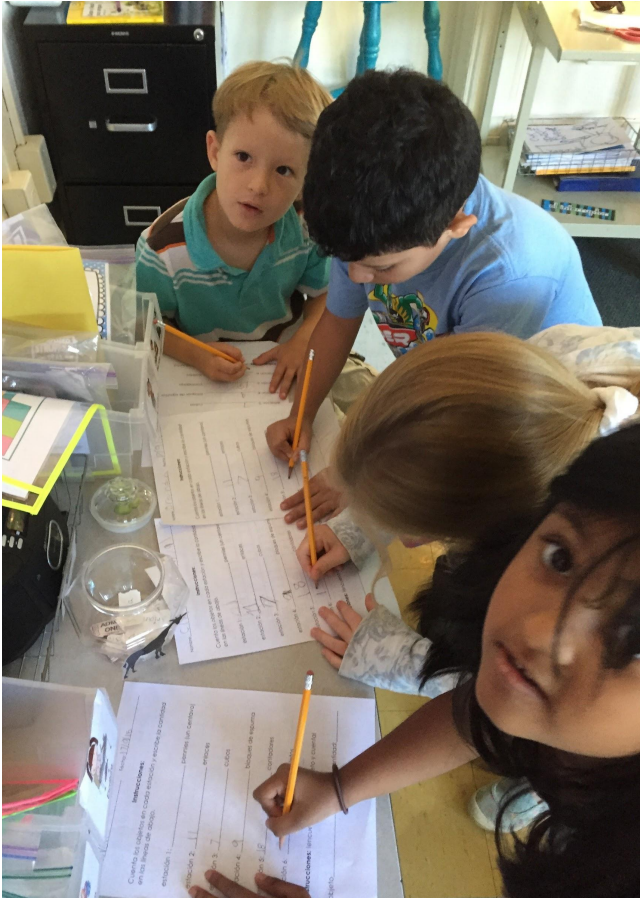
An Introduction to Dual Language Bilingual Education

Mount Kisco Elementary School
January 10, 2019





Agenda



- Welcome and introductions
- Dual Language Bilingual Education
- Panel Discussion
- Roundtable discussions
- Closing comments





DLBE at MKES

- Why DLBE?
- What are the features of an effective DLBE program?
- What does DLBE at MKES look like?
- How do we know students are learning?
- What is the vision for DLBE?





There are advantages to learning, knowing, and using more than one language.

- Globalization
- Enriched curriculum
- Cognitive flexibility





There are advantages to introducing another language to students while they are in elementary school.

- Integration of a diverse learning community
- Frequent opportunities to develop language and literacy skills in a meaningful context





There are advantages to introducing another language to students while they are in elementary school.

- Learners are more comfortable with the unfamiliar language
- Learners acquire a native-like accent
- Students have a greater opportunity to study a third language





There are external forces and environmental conditions that highlight the value of multilingualism.

- NYSED Home Language/New Language Standards
- NYS Seal of Biliteracy
- Multilingualism in Europe:
“Mother tongue plus two”





DLBE Program Goals



1. Academic excellence:
Achievement for all
2. Bilingualism and biliteracy for all
3. Community of learners





Characteristics of effective programs



Instruction in two languages





Characteristics of effective programs



Interactive, cognitively challenging, discovery learning



(Collier and Thomas, 2009; 2013)





Characteristics of effective programs



Integration



(Collier and Thomas, 2009; 2013)





Characteristics of effective programs



Sociocultural support

(Collier and Thomas, 2009; 2013)





Characteristics of effective programs



Long-term

(Collier and Thomas, 2009; 2013)





Two-way dual language =

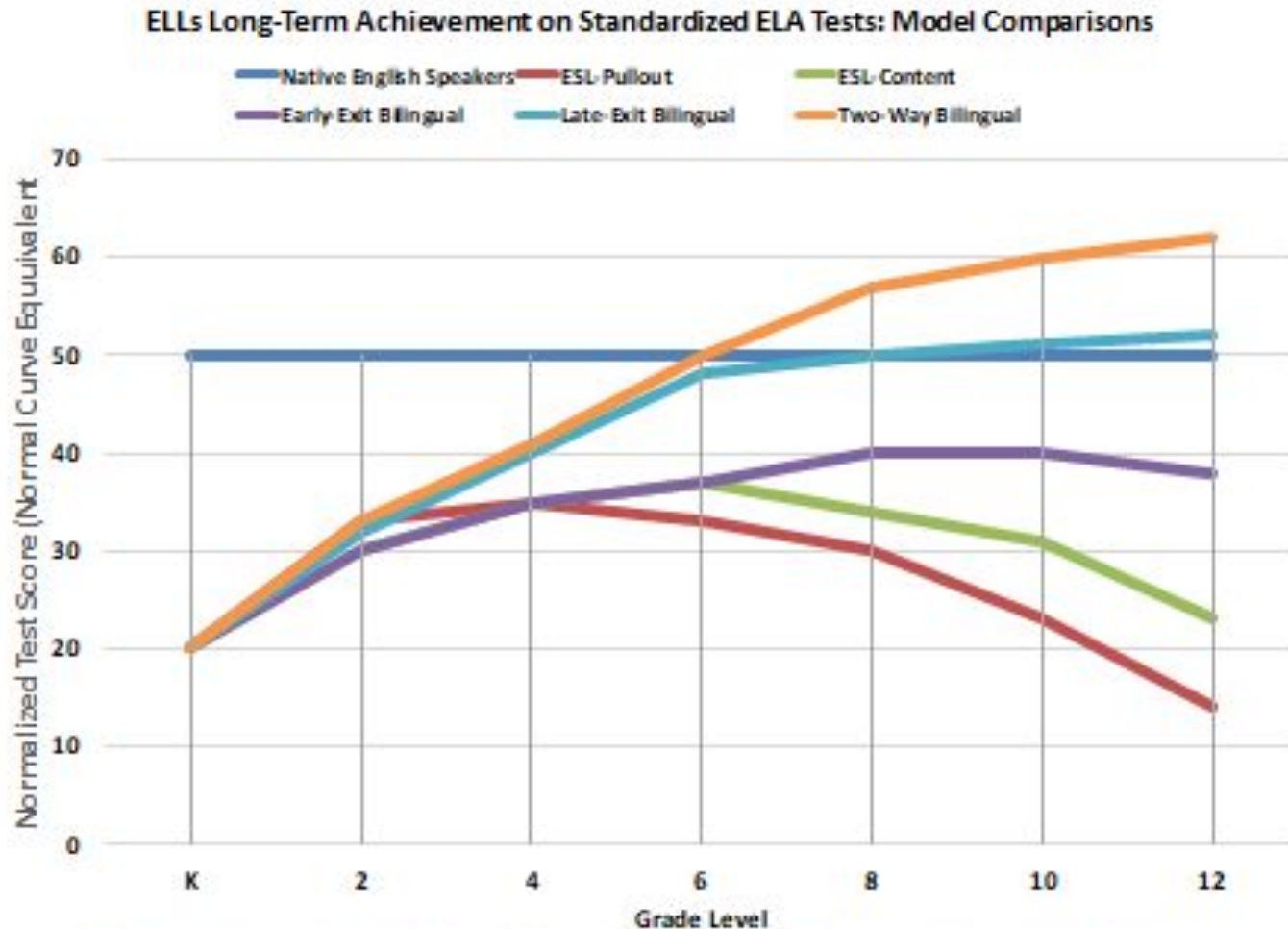


- **two-way**
two groups of learners
- **dual language**
two languages of instruction

Dual Language Bilingual Education = DLBE



Research on Long-term Achievement of ELLs



(Collier and Thomas, 2009; Marian, Shook, and Schroeder, 2013)





Side by side, 50/50 model



- Two teachers sharing about 40 students
- Classrooms in proximity
- English Zone and Spanish Zone



A week in DLBE Grade 1

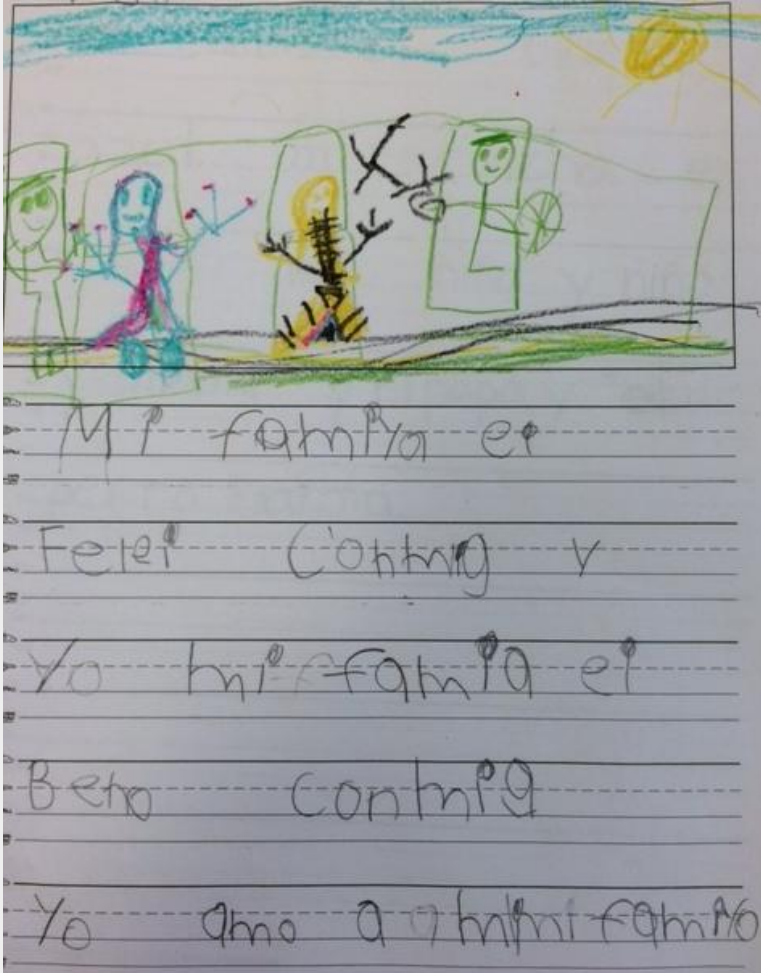


Monday English Zone	Tuesday Spanish Zone	Wednesday English Zone	Thursday Spanish Zone	Friday English Zone
Morning meeting	Morning meeting	Morning meeting	Morning meeting	Morning meeting
Math Lesson 1 in English	Math Lesson 2 in Spanish	Math Lesson 3 in English	Math Lesson 4 in Spanish	Math Lesson 5 in English
Literacy Lesson 1 in English	Literacy Lesson 2 in Spanish	Literacy Lesson 3 in English	Literacy Lesson 4 in Spanish	Literacy Lesson 5 in English
Recess/Lunch				
CORE English	CORE Spanish	CORE English	CORE Spanish	CORE English
ENCORE classes: Physical Education, Art, and Music				
Science/SS Lesson 1 in English	Science/SS Lesson 2 in Spanish	Science/SS Lesson 3 in English	Science/SS Lesson 4 in Spanish	Science/SS Lesson 5 in English





Curriculum and Assessment



- Math in Focus
- Teachers College
- Universal screening
- Diagnostic reading assessments
- District math assessments
- Student work samples



WIDA Can-Do Descriptors and Assessment Tools



COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the features of cultural artifacts.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Sort cultural artifacts according to their use based on labeled illustrations from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on illustrated descriptive labels from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on sentences from illustrated texts using illustrated word walls in small groups	Sort cultural artifacts according to their use based on information from illustrated texts in small groups	Sort cultural artifacts according to their use based on information from multiple sources (e.g., stories, Internet)	Level 6 – Reaching

FUNCION COGNOSCITIVA: Los estudiantes en todos los niveles de desempeño del español ANALIZAN su uso del lenguaje.

	Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5	
HABLAR	Describir el uso de aspectos sintácticos usando esquemas de oraciones, bancos de palabras y con apoyo de L1	Describir el uso de aspectos sintácticos usando modelos y bancos de palabras	Describir el uso de aspectos sintácticos usando modelos	Explicar el uso de aspectos sintácticos en cuentos originales usando ejemplos y modelos	Explicar el uso de aspectos sintácticos en cuentos originales	Nivel de trascendencia-6

LENGUAJE TEMÁTICO: Los estudiantes en todos los niveles de desempeño del español aprenden palabras y expresiones tales como: femenino, masculino, singular, plural



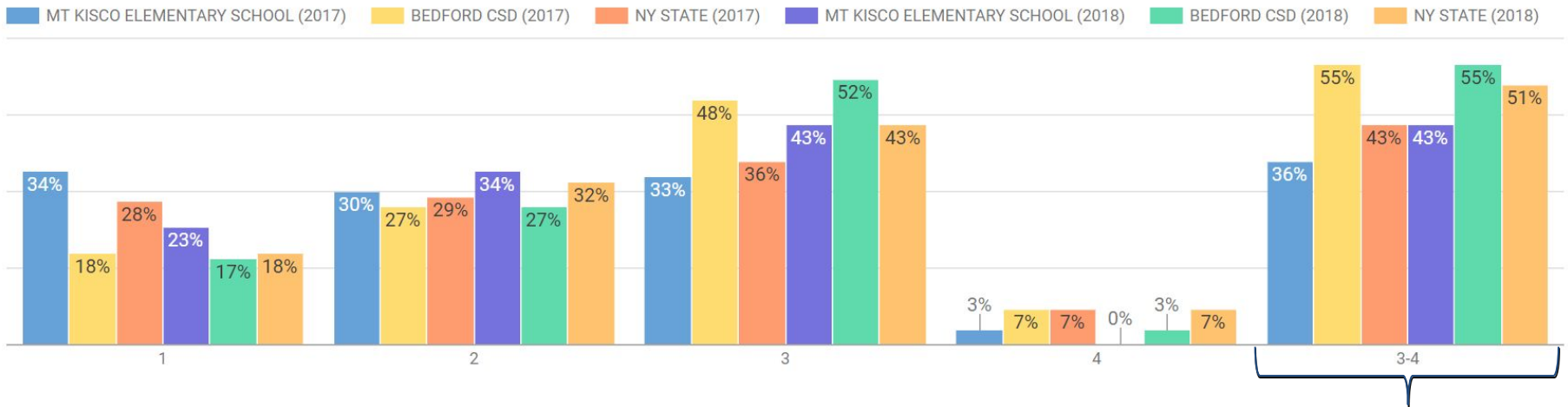
Data Snapshot: State and Local Assessment Outcomes

- NYS Grade 3 ELA and Mathematics Tests (2017 and 2018)
 - MKES performance compared with BCSD and NYS
 - Performance of non-English Language Learners at MKES v. BCSD (2018)
- BCSD Common Math Assessments in Grades 1-3 (Spring 2018)





NYS Grade 3 ELA Test Outcomes: MKES compared to BCSD and NYS (2017 and 2018)



% Proficiency in 2017:

MKES: 36%

BCSD: 55%

NYS: 43%

% Proficiency in 2018:

MKES: 43%

BCSD: 55%

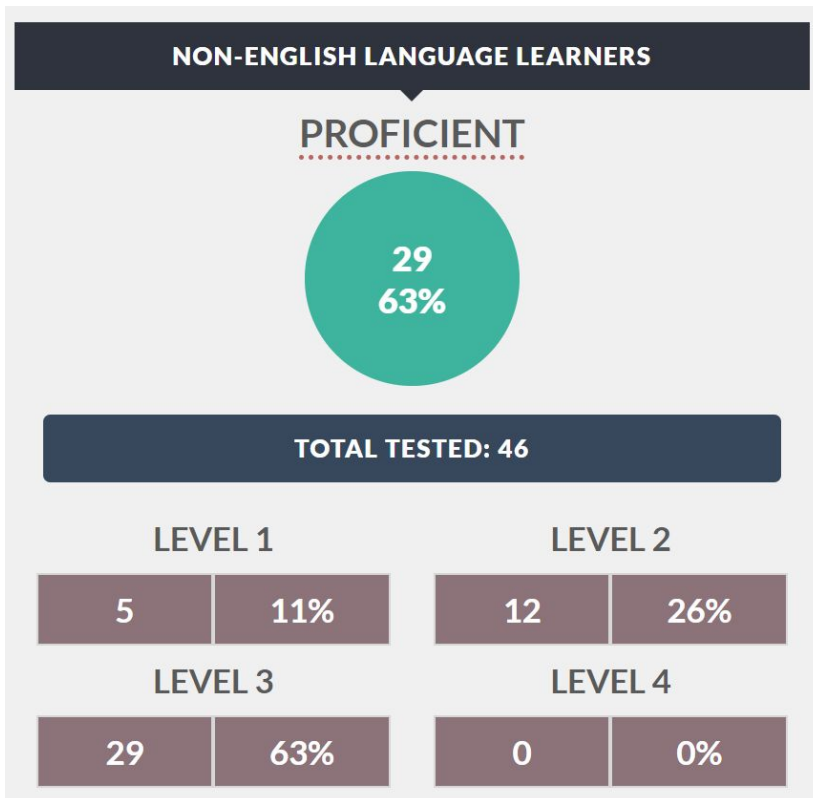
NYS: 51%



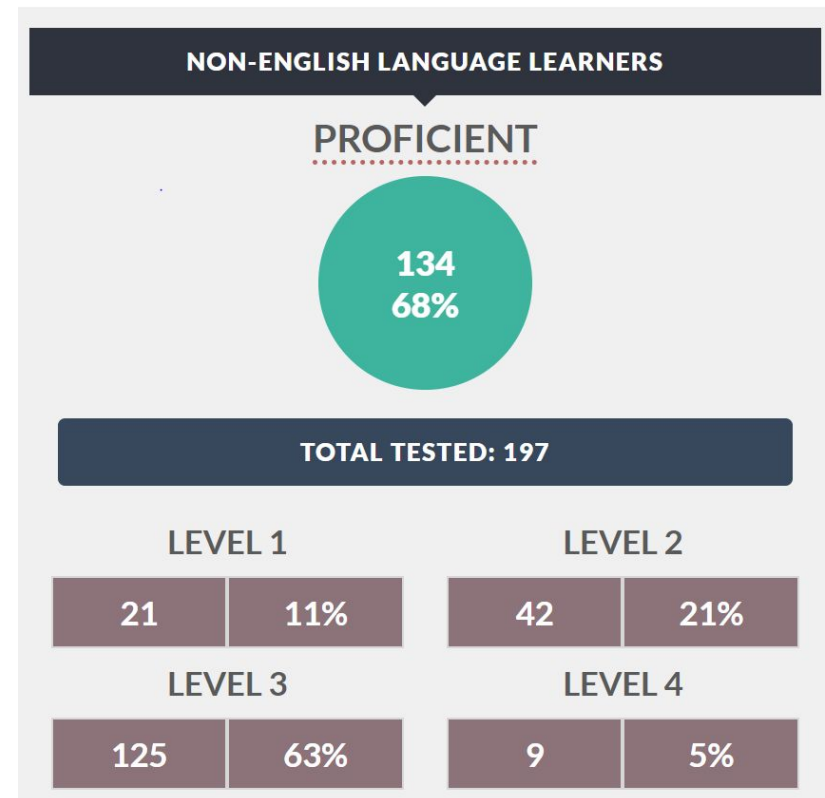


Non-ELL Performance on NYS Grade 3 ELA Test: MKES v. BCSD (2018)

MKES non-English Language Learners

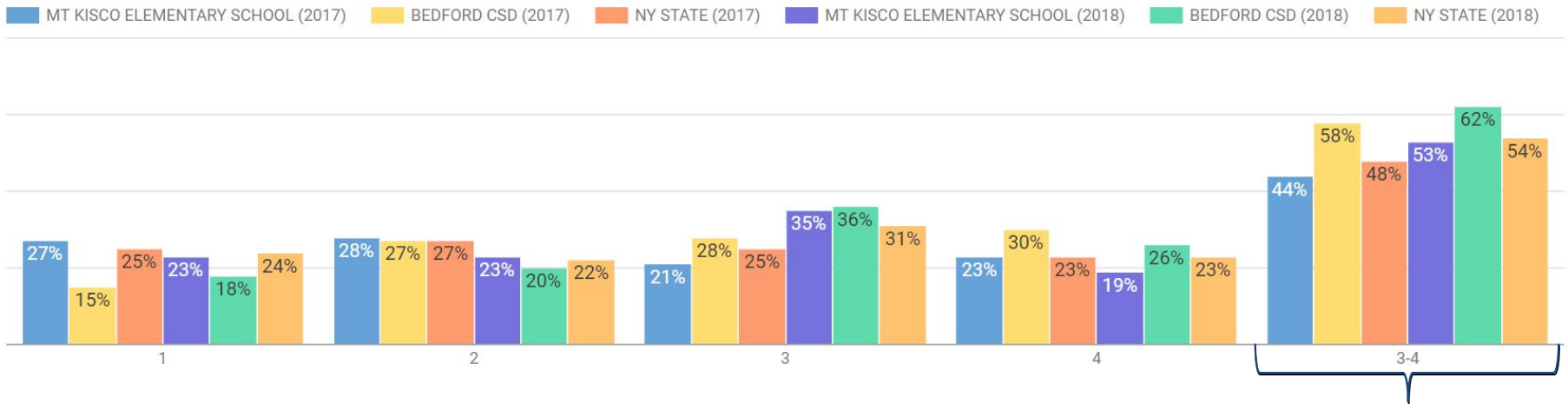


BCSD non-English Language Learners





NYS Grade 3 Mathematics Test Outcomes: MKES compared to BCSD and NYS (2017 and 2018)



% Proficiency in 2017:

MKES: 44%

BCSD: 58%

NYS: 48%

% Proficiency in 2018:

MKES: 53%

BCSD: 62%

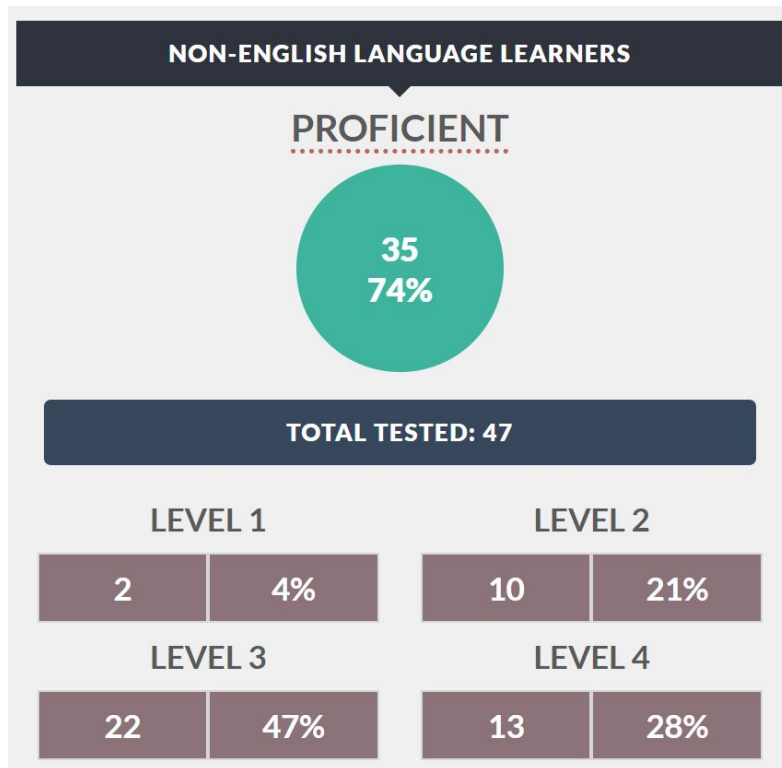
NYS: 54%



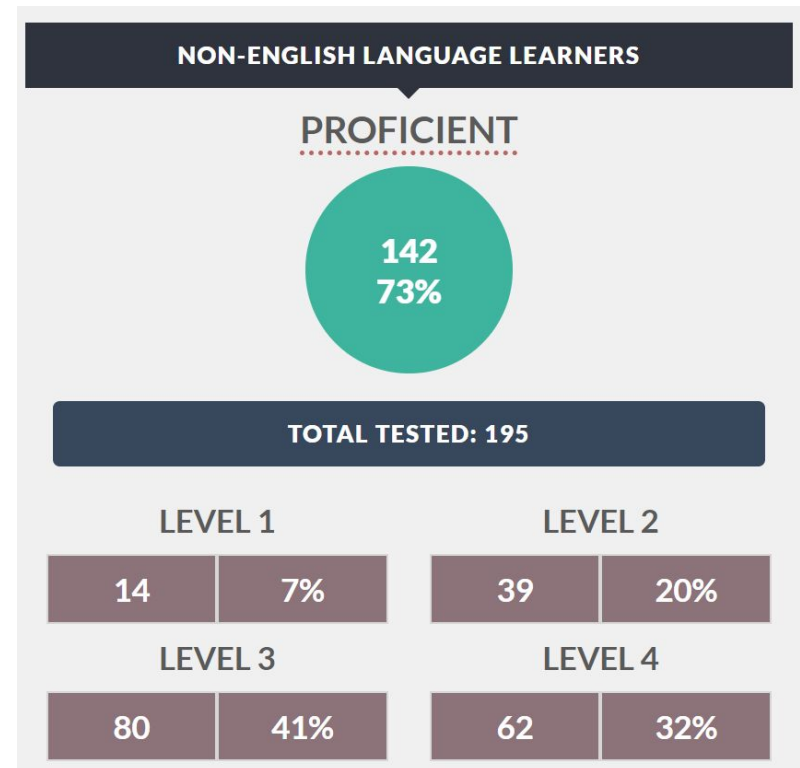


Non-ELL Performance on NYS Grade 3 Mathematics Test: MKES v. BCSD (2018)

MKES non-English Language Learners



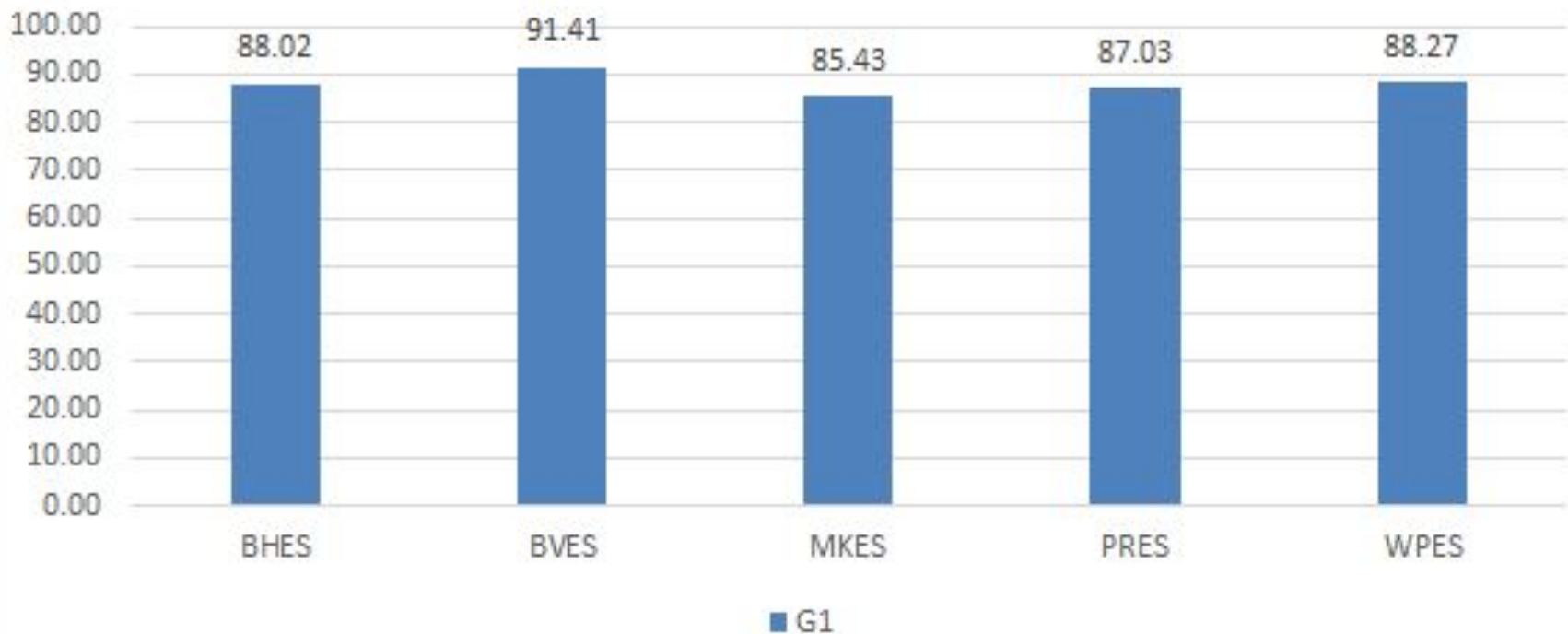
BCSD non-English Language Learners





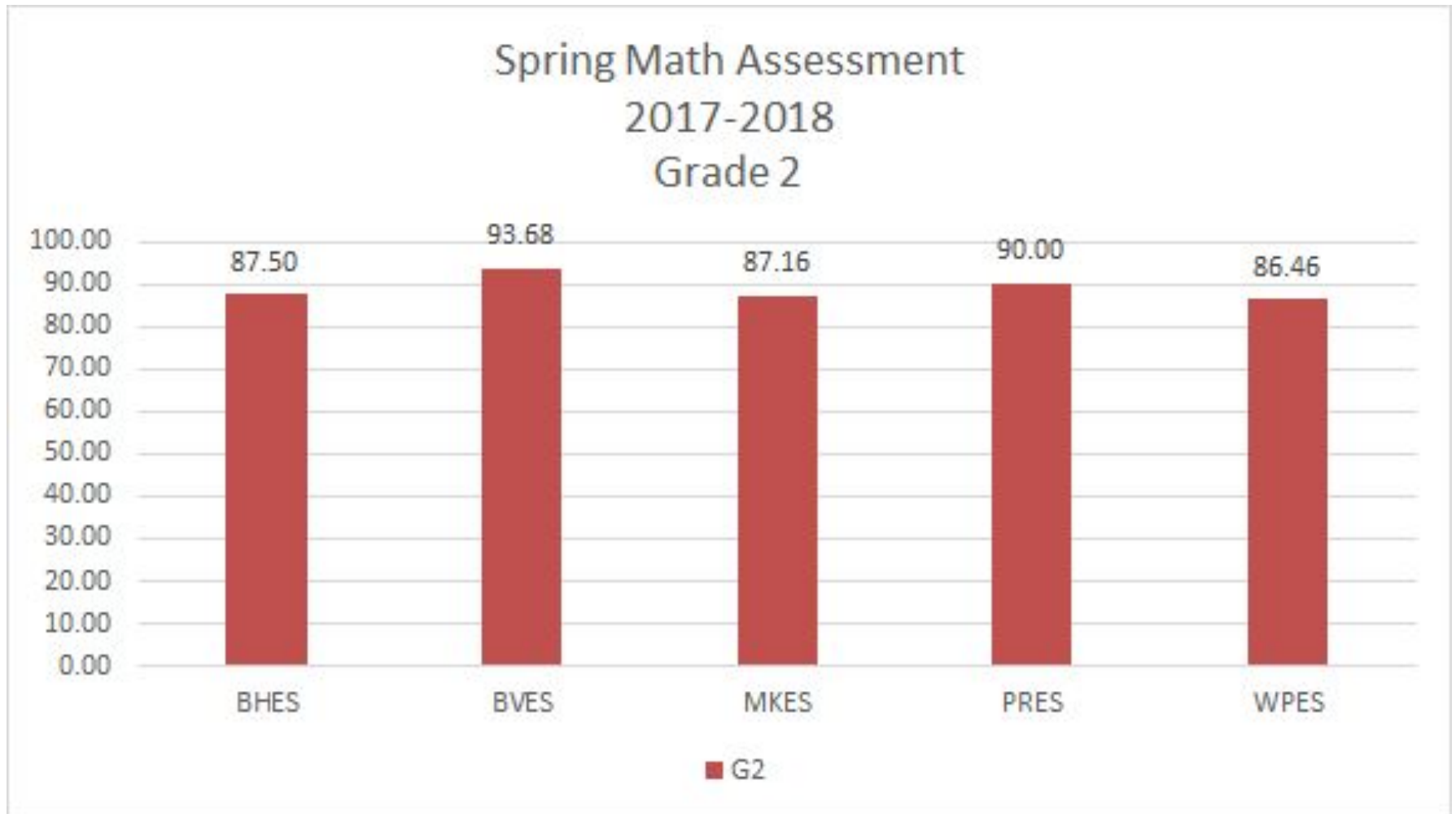
BCSD Grade 1 Common Math Assessment (Spring 2018)

Spring Math Assessment
2017-2018
Grade 1





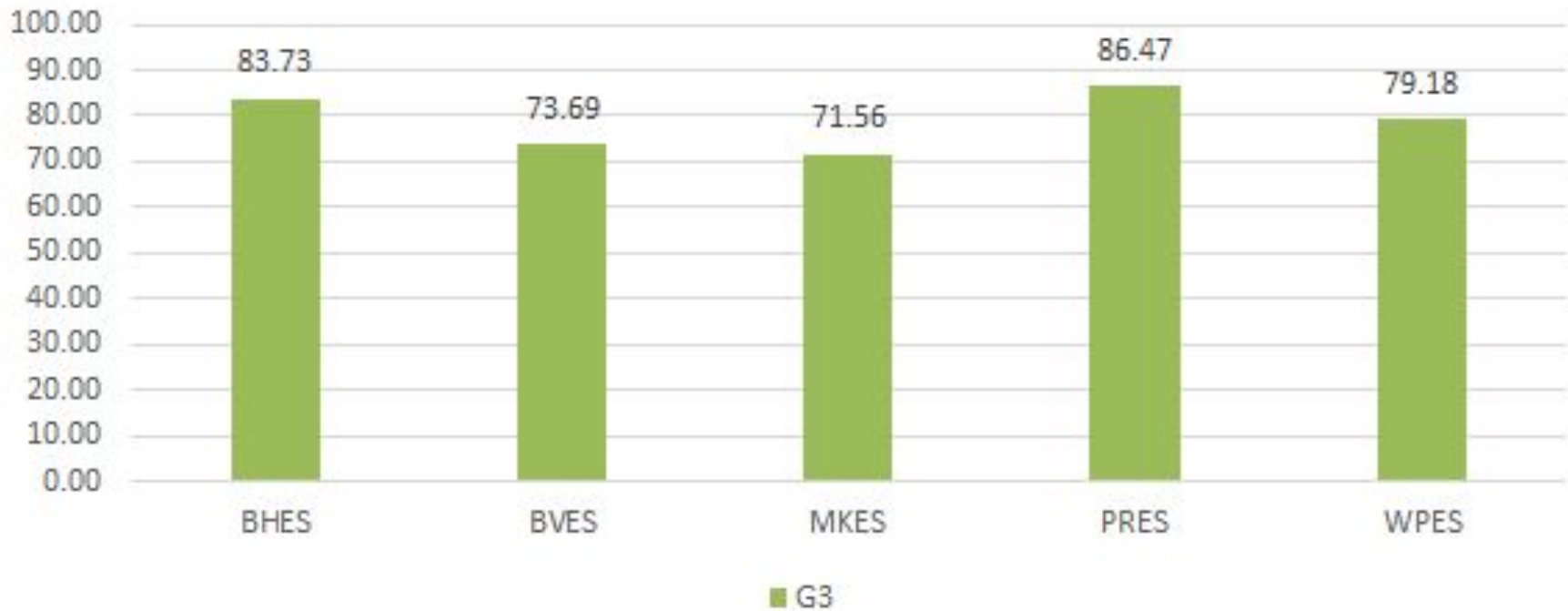
BCSD Grade 2 Common Math Assessment (Spring 2018)





BCSD Grade 3 Common Math Assessment (Spring 2018)

Spring Math Assessment
2017-2018
Grade 3





Key Findings

- NYS ELA and Mathematics Test outcomes have remained stable since implementation of DLBE.
- ELLs at MKES perform at a level commensurate with ELLs across BCSD.
- Non-ELLs at MKES perform at a level commensurate with non-ELL grade-level peers in other elementary schools across BCSD.





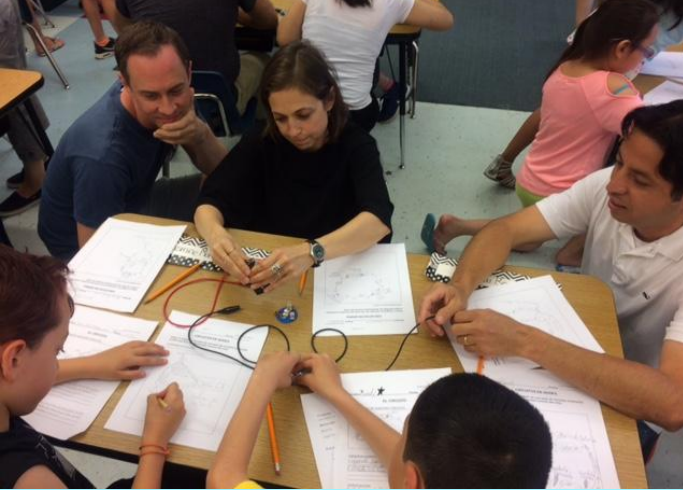
DLBE Vision and Planning

- **Grade 6**
 - Spanish Language Arts 6
 - DLBE Social Studies 6 in Spanish
- **Grades 7-8**
 - Spanish Language Arts 7 and 8
 - Content offering in discussion
- AP Spanish Language in grade 9 at FLHS
- Ongoing district learning





Parental Engagement



- Parent Advisory Team
- Interactive parent information sessions
- MKES DLBE Website and Newsletter





Panel Discussion

- Inas Morsi-Hogans, Principal
- Desiree Berigüete, Grade 5 Teacher
- Jeff Wein, Grade 2 Teacher
- Jean Marie Bauscher, MKESA Co-Chair
- Erica Beck, DLBE PAT member
- Erica Charpentier, DLBE PAT member
- Ruth Salguero, DLBE PAT member





Panel Discussion

What if my child says that he or she doesn't understand the language of instruction?





Panel Discussion

What if my child seems nervous or is reluctant to go to school?





Panel Discussion

What do I do if homework presents challenges?

How can I help my child with homework in a language that we don't speak at home?





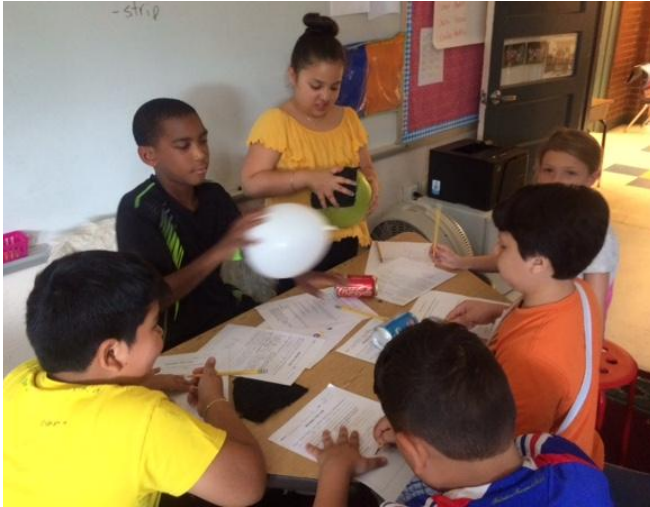
Panel Discussion

How do I help my child
make friends in a bilingual
program or in a new school?





Roundtable Discussion Groups



1. MKESA and DLBE Parent Advisory Team
2. Middle School and the NYS Seal of Biliteracy
3. Reading (A and B)
4. Writing (A and B)
5. Math (A and B)
6. Homework (A and B)





Roundtable Discussion Groups



1. Sit, listen, and learn
(8 minutes)

2. Find a new group
(1-2 minutes)



3. Visit a total of five
groups





Reminders

At MKES

January 24:

Building Tours

9:30 A.M. and 12:30 P.M.

January 30:

DLBE Lesson Demonstrations

7:00 P.M.

Across BCSD

BHES: January 15 @ 7:00 P.M.

PRES: January 16 @ 7:00 P.M.

BVES: January 17 @ 9:15 A.M.

WPES: January 18 @ 11:00 A.M.

February 15:

Deadline to indicate interest in DLBE





Thank You Gracias



Inspiring and Challenging Our Students