

Two-Way Dual Language Information Session for Starting Campuses

2017-2018

 **BILINGUAL ESL DEPARTMENT**

ENRICH ENGAGE EMPOWER

Student Achievement Goals

- All students will exhibit satisfactory or above performance on state assessments. Students below satisfactory performance will demonstrate more than one year of academic growth.
- Dallas ISD schools will be the primary choice for families in the district.
- The achievement gap by race, ethnicity and socioeconomic status will be no greater than 10 percentage points on all academic measures.
- Ninety-five percent of students will graduate. Ninety percent of the graduates will qualify for community college, college, military, or industry certification.
- Ninety-five percent of students entering kindergarten will be school-ready based on a multidimensional assessment.
- All students will participate in at least one extracurricular or co-curricular activity each year.

Bilingual ESL Department Vision and Mission

Vision Statement

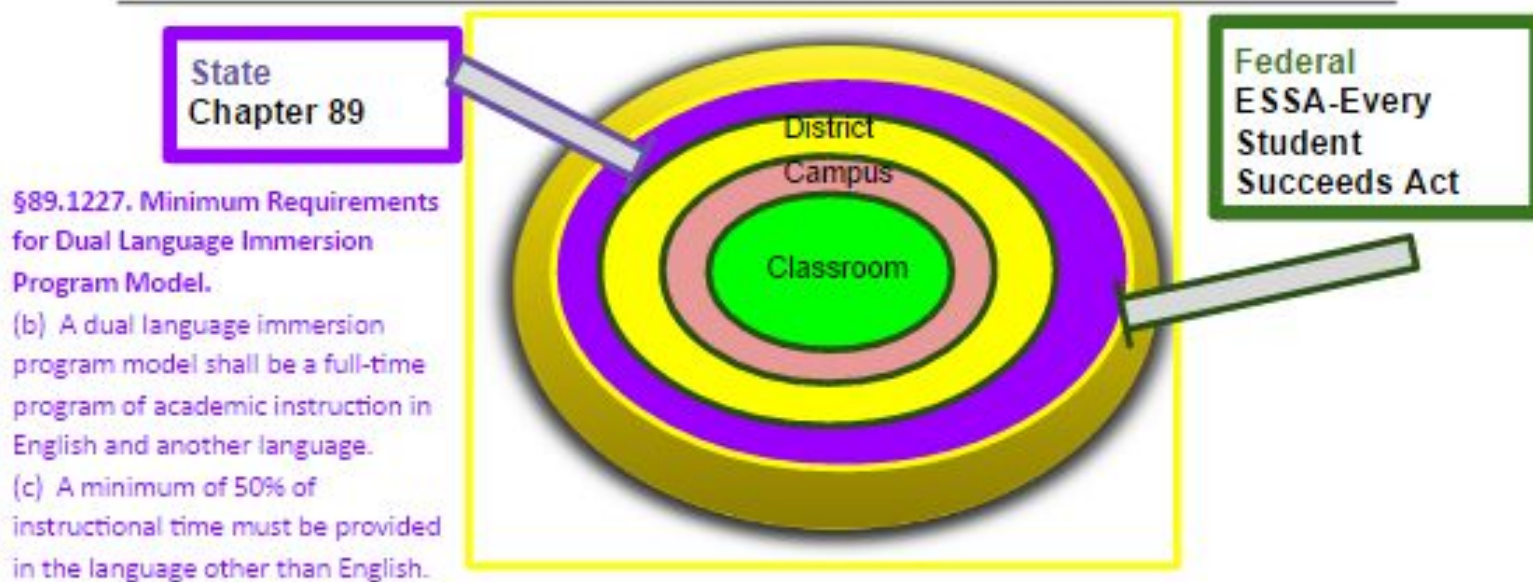
As the Bilingual ESL Department, our vision is to foster a culture of collaboration that advocates and ensures educational equity for the academic, linguistic and social success of all language learners.

Mission Statement

Our mission is to increase student achievement by effectively addressing the academic, linguistic and social needs of English language learners through Bilingual ESL programs that are research-based and celebratory of student diversity.

Why Dual Language?

Compliance with Federal, State and Local Policies



What is Two-Way Dual Language?

- Serves as the bilingual program for ELLs
- Serves as a program of choice for non-ELLs
- Serves as an enrichment opportunity for all students to attain biliteracy



Dual Language Goals and Benefits

- Students will develop high linguistic proficiency in two languages.
- Students will develop high academic proficiency in two languages.
- Students will develop positive cross-cultural attitudes; biculturalism.
- Students will have higher academic achievement.
- The cognitive benefits of learning in two languages include increased creativity and problem solving skills.

The Program



- One strand within a school
- Minimum 60/40 balance of ELLs and native English speakers; 50/50 is optimal
- Implementation begins in Kindergarten*
- Non-ELLs must commit to the program through 5th grade (opt-in letter)
- Commitment to developing biliteracy

***Note: Carefully consider PK dynamics before electing to begin at PK**

**Growing
Global Citizens
By Providing
Them With A
Second Language**



**157,991
Total
Students**

69,515 English Language Learners

**One-Way
Dual Language**



**145 Elementary
Schools**

**40,000
Students**



**2,164
Bilingual
Teachers**

**Two-Way
Dual Language**



**50 Elementary
Schools**

**3,000
Students**



**200
ESL Partner
Teachers**

**Secondary
Dual Language**



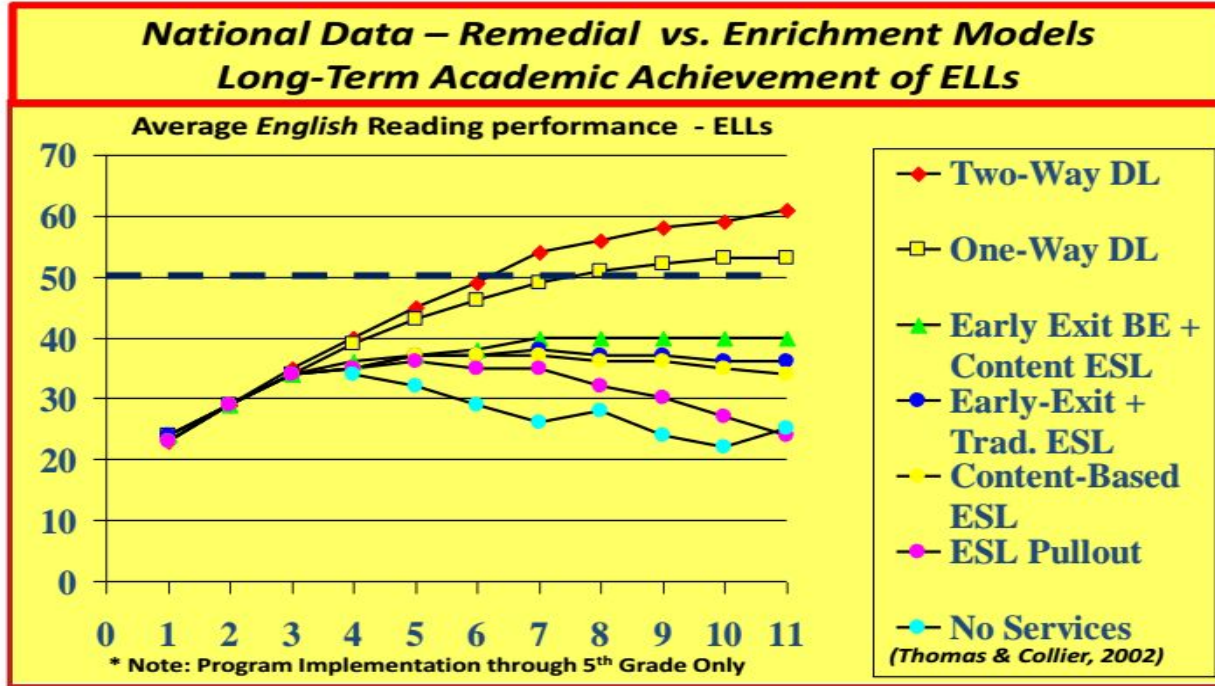
**4 Middle Schools
1 High School**

**870
Students**



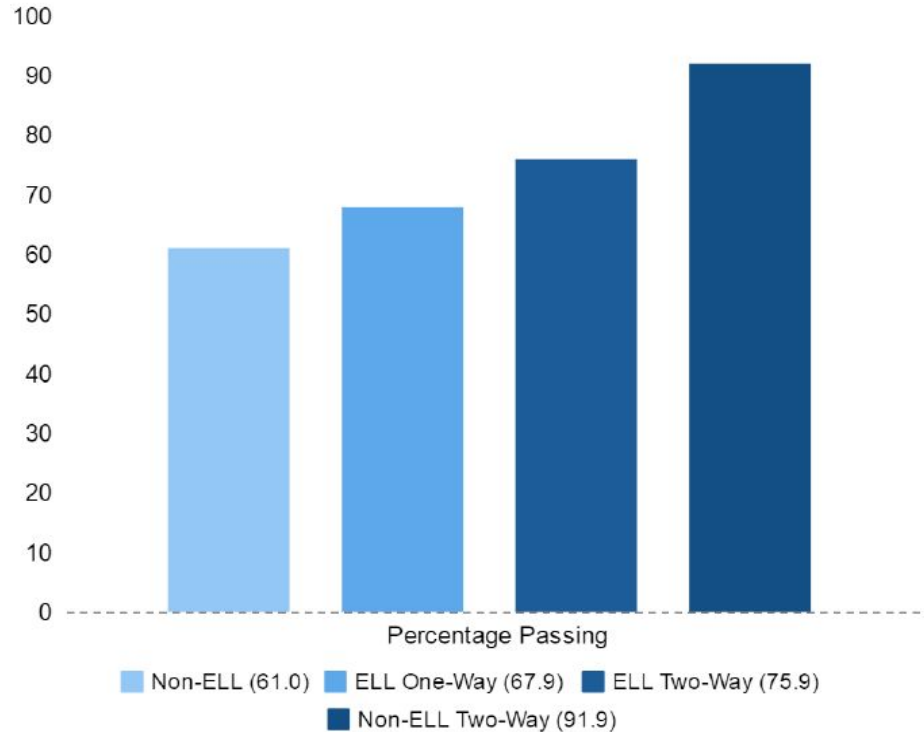
**22
Secondary Dual
Language
Teachers**

National Data - Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs



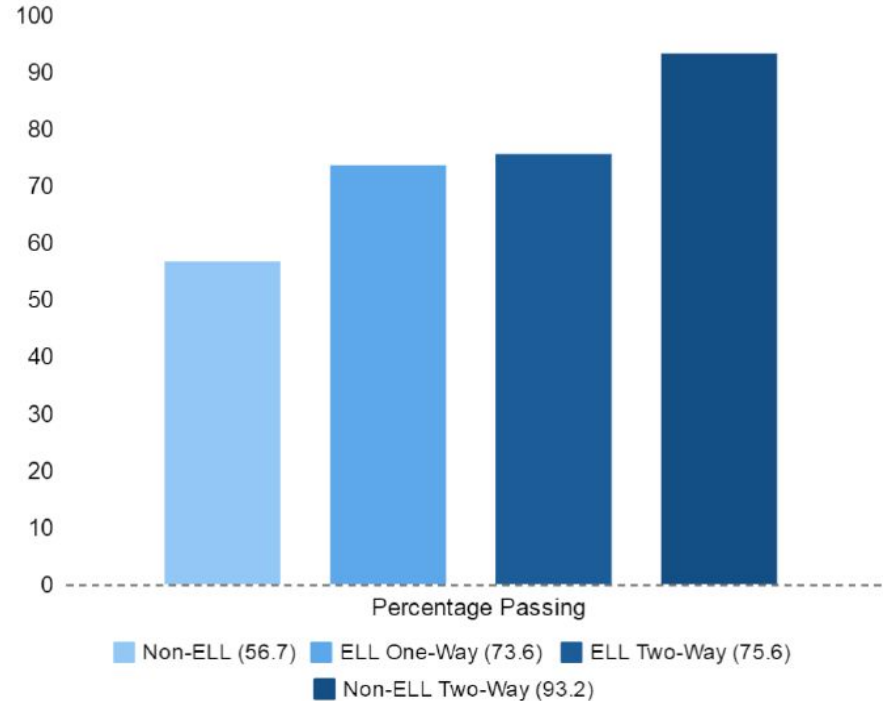
Dallas ISD Data Reading STAAR Grades 3-5

Spring 2016



Dallas ISD Data Math STAAR Grades 3-5

Spring 2016



North Carolina Research

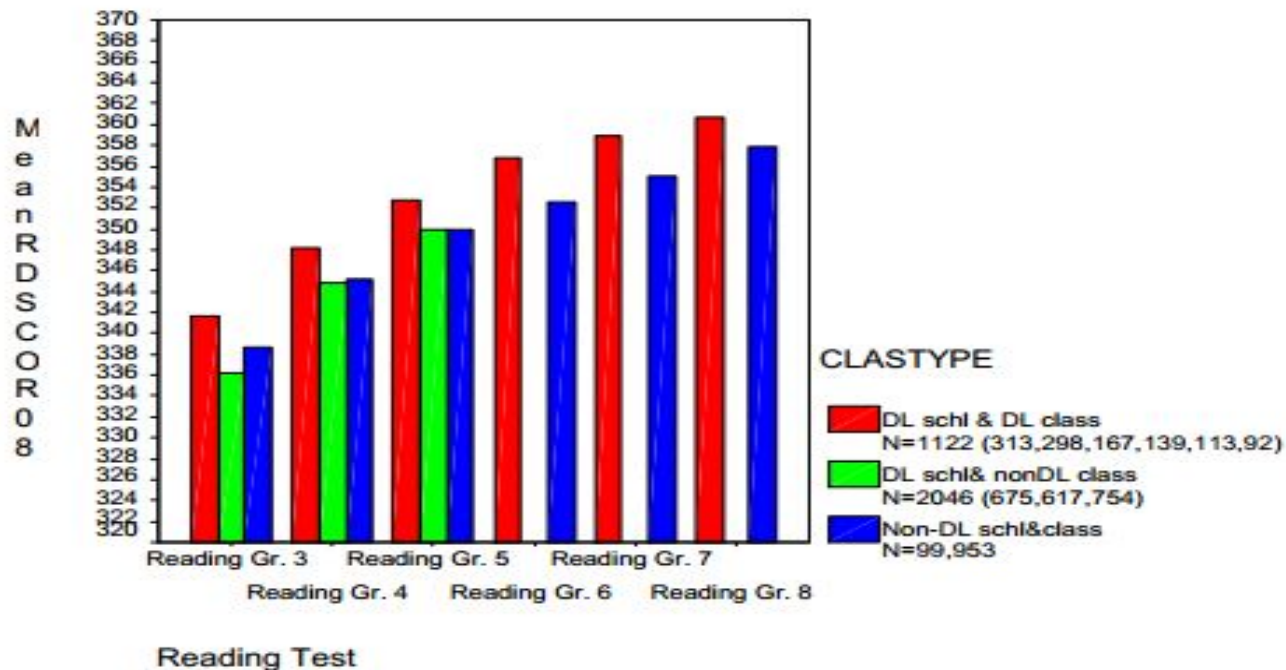
- **Five year longitudinal study of 85,662 students (dual language and general education students)**
 - **7 districts**
 - **12 schools - 11 Spanish / English; 1 Mandarin / English**
 - **Urban, suburban, and rural**
 - **SES - varies (free / reduced lunch)**
- **10 schools - 90/10 sequential literacy in partner language**
- **2 schools - 50/50 simultaneous literacy model**
- **Assessment - NC End-of Grade Reading and Math Achievement**

North Carolina Research

- Student groups participating in DL programs studied:
 - ELL
 - Language minority but not LEP
 - African American
 - Caucasian
- Student groups compared in findings:
 - dual language school and dual language class
 - dual language school and non-dual language class
 - non-dual language school and non-dual language class

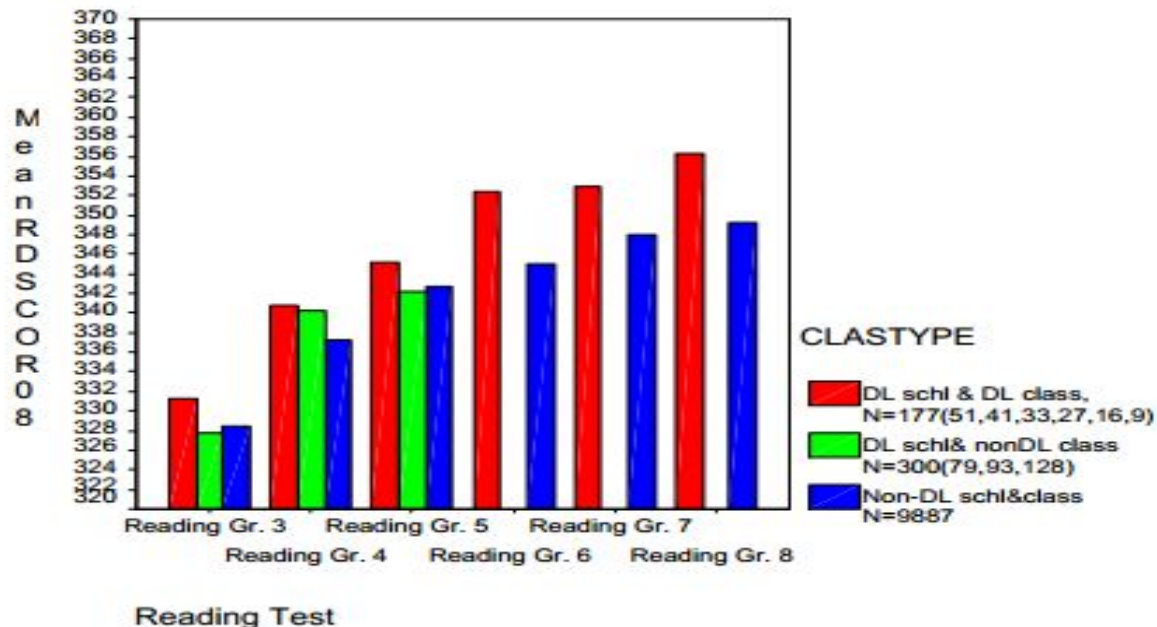
The Results

Figure III-1: 2008 Reading by Grade by Type of Class



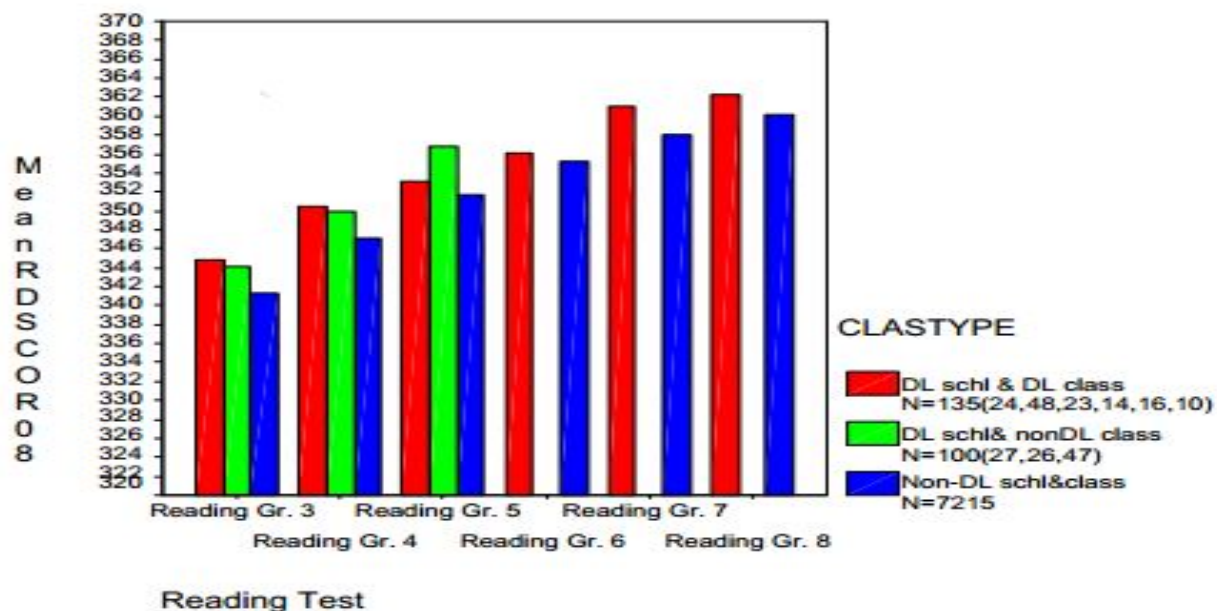
The Results

**Figure III-2: 2008 Reading by Grade by Type of Class
(Current LEPs only, N=10,364)**



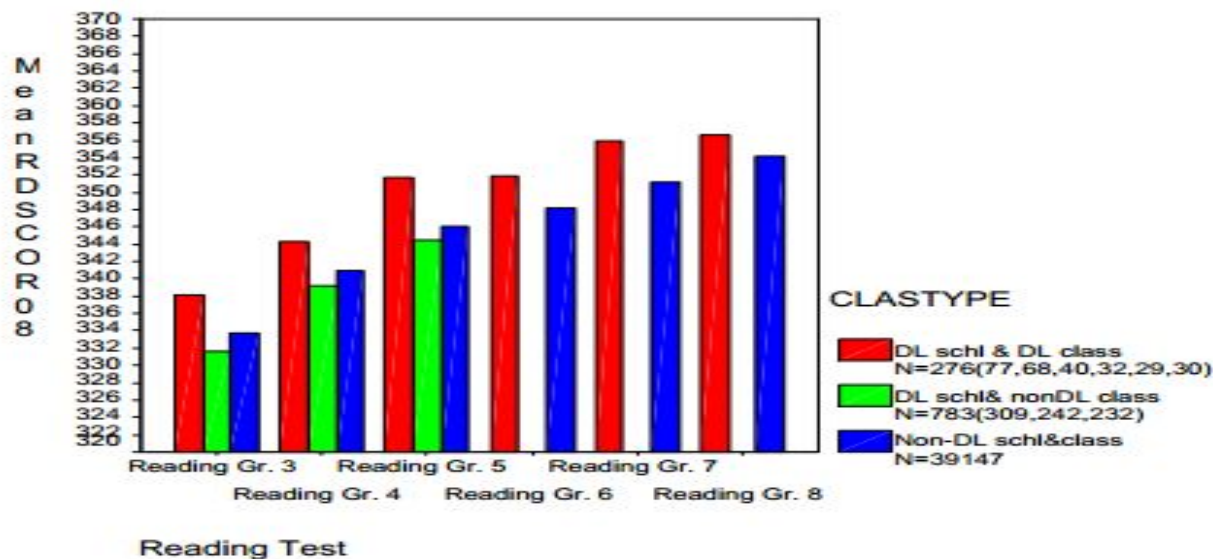
The Results

**Figure III-4: 2008 Reading by Grade by Type of Class
(Language Minority but not LEPs only, N=7,450)**



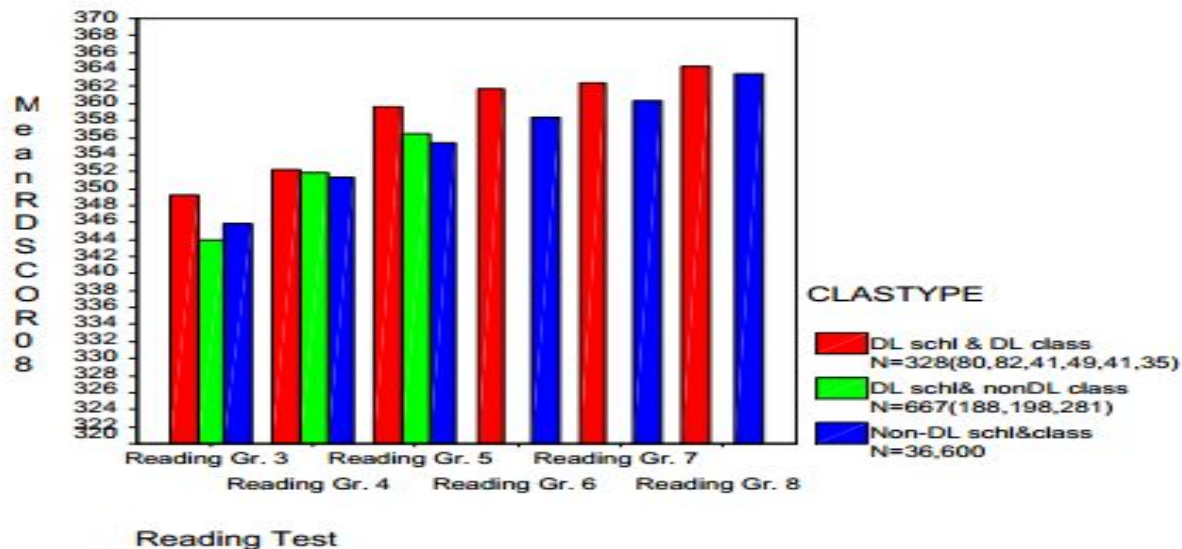
The Results

**Figure III-5: 2008 Reading by Grade by Type of Class
(Native-English Speakers-Blacks Only, N=40,206)**



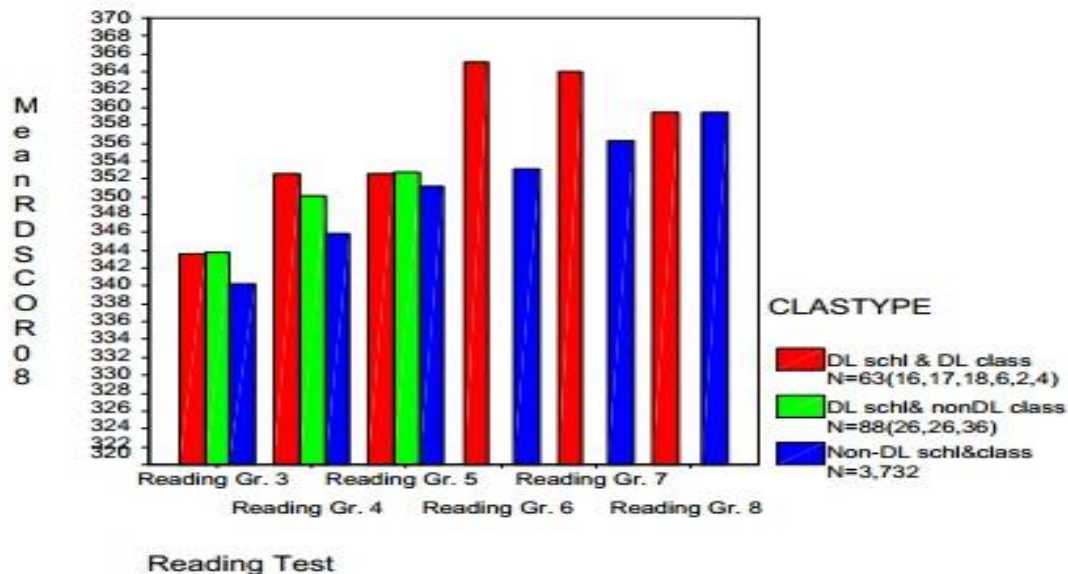
The Results

Figure III-6: 2008 Reading by Grade by Type of Class
(Native-English Speakers-Whites Only, N=37,595)

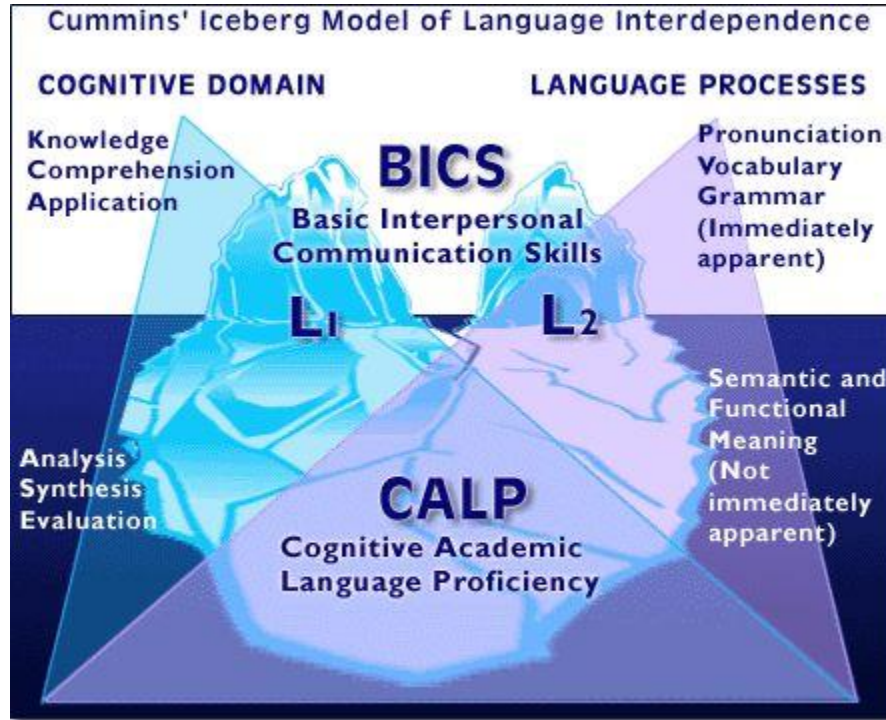


The Results

**Figure III-7: 2008 Reading by Grade by Type of Class
(Native-English Speakers-Others only, N=3,882)**



Second Language Acquisition



Dual Language Cycle of Biliteracy

- All Content is Learned in Two Languages

Comprehensible Input
in Language of
Instruction (LOI)

- Content Instruction Separated by Language
- Lesson Cycle
- Good First Instruction
- Bilingual Pair/Groups

Bridging/Language
Transfer in Opposite
LOI

- Content and Language Connections
- Provide Students Vocabulary in Opposite LOI
- Cross-linguistic Transfer PK-5:
 - PK-2 LOD/BLC
 - 3-5 LOD/SVE/BRC/CSL

Conceptual
Refinement in LOI

- Reteach with Linguistic Support
- Before DOL for a Small Group of Students

Initial Literacy in Partner Language

If sequential biliteracy in the partner language is your program choice, both language groups will flourish as they work together, first in the partner language, followed by increasing instructional time in English.

“Research findings from around the world clearly indicate that BOTH student groups benefit academically and linguistically with minority / partner as the language of initial literacy.”

(Thomas and Collier 2012)

Research: Language Distribution

“We [Thomas and Collier] recommend that the language groups not be separated for initial reading instruction in their native language, because this lowers test scores both in English and in the partner language in the long term. (This is a practice that is common in Texas, but less common in other states.)... For native English speakers, this adds significant instructional minutes in English, resulting in substantially less than 50% of the total instructional minutes in the partner language. This compromises the non-negotiable dual language component that requires a minimum of 50% of instruction to be delivered through the partner language. In this case the English speakers may not receive adequate instructional time in the partner language, leading to difficulties as the curriculum becomes more complex and cognitively demanding over time” (Thomas and Collier 2012).

Language Learners' Unique Needs

Native Speakers of English

- Need extensive exposure to the L2 (Spanish)
- Need gradual increase of instruction time in their L1 (English)

Native Speakers of Spanish

- Need extensive exposure to their L1 (Spanish)
- Need gradual increase of instruction time in their L2 (English)

↑
Two-Way Dual Language

TWO-WAY DUAL LANGUAGE IMMERSION

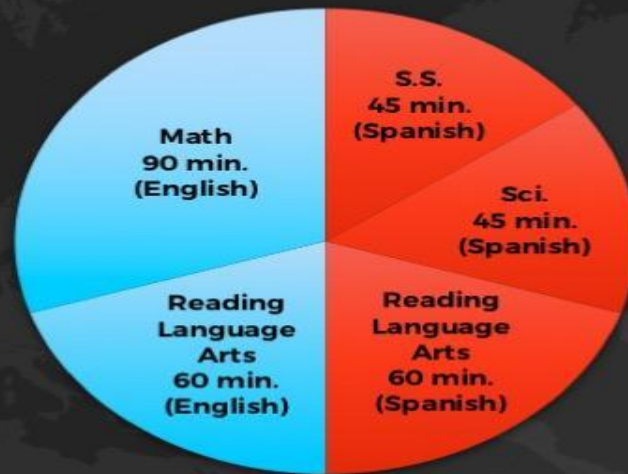
LANGUAGE DISTRIBUTION PER CONTENT AREA
(PK – FIRST)



- Reading/LA (Spanish)
- S.S. (Spanish)
- Science (Spanish)
- Math (English)

- Students receive initial literacy in Spanish
- Native English and Native Spanish speakers learn to read and write in Spanish
- Both Native English and Native Spanish Learners receive Math instruction in English and Science and Social Studies in Spanish

LANGUAGE DISTRIBUTION PER CONTENT AREA
(SECOND – FIFTH)



- Reading/LA (Spanish)
- Math (English)
- S.S. (Spanish)
- Reading/LA (English)
- Science (Spanish)

- Both Native English and Native Spanish Learners receive English and Spanish instruction in Reading Language Arts
- Both Native English and Native Spanish Learners receive Math instruction in English and Science and Social Studies in Spanish

Student Eligibility

- Kindergarten- identified LEP students follow LPAC documentation process.
- Identified Non-LEP students, Parents make commitment to program through 5th grade and sign opt-in letter
- No eligibility testing



***PK- Must meet state PK guidelines for eligibility (LEP status, homeless, free/reduced lunch, parent a member of Armed Forces, currently/formerly in foster care system); parents commit to program through 5th grade**

Assessment Expectations

- **Local testing:** Language of Assessment will be made on an individual student basis by the teacher and the LPAC committee
 - **ACPs:** The expectation is that students will test in the Language of Instruction
 - **Norm-Referenced:** The expectation is to test the students in the language they are best able to demonstrate mastery of skills
- **State Testing (STAAR):** Language of Assessment will be made on an individual student basis by the teacher and the LPAC committee

Campus Commitment

- Own the program of choice
- Foster fidelity to the implementation of the program
- Build bilingual, biliterate, bicultural environments and campus culture
- Ensure correct placement and coding of students in the program
- Attend and participate in specialized professional development
- Identify Dual Language Committee members and Liaison

Expectations

- High level of Dual Language implementation
- Bilingual Staffing Plan fully implemented
- Student population supports linguistic balance
- Staff and community support; the campus is responsible for recruiting students and building internal capacity



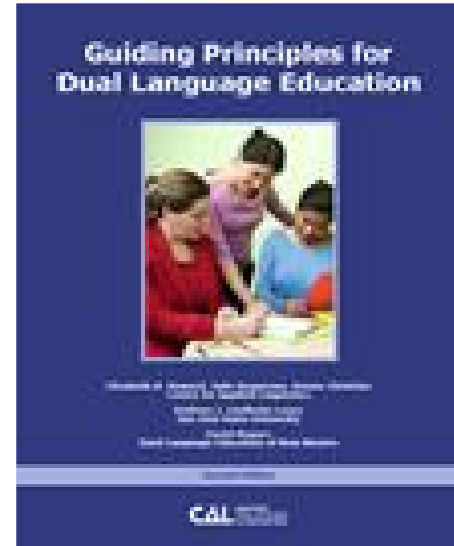


A Parent's Role in **TWO-WAY** **DUAL LANGUAGE**

- **Parents/Guardians will commit to student participation in Two-Way Dual Language through 5th grade to ensure long-term student success**
- **Parents/Guardians will actively participate to strengthen the Dual Language culture**
- **Parents/Guardians will attend parent training in order to advocate and support the Dual Language Program**

Guiding Principles of Dual Language

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and Resources



*Reference: Guiding Principles for Dual Language Education/Second Edition-
Center for Applied Linguistics*

Program Structure

Key Features of Dual Language Programs

- Sustained instruction in the partner language for at least 6 years
- At least 50% of the instruction in the partner language through the program
- Language Arts and literacy instruction in both program languages by the upper elementary grades

*Reference: Guiding Principles for Dual Language Education/Second Edition-
Center for Applied Linguistics*

Effective Features of Program Structure

- Provides commitment to and instructional focus on bilingualism, biliteracy, and multiculturalism
- Establishes high expectations for achievement for all students
- Ensures awareness of the diverse needs of students (linguistic and cultural)
- Effective leadership provides advocacy and communication with central administration
- Program engages in ongoing planning

*Reference: Guiding Principles for Dual Language Education/Second Edition-
Center for Applied Linguistics*

2017-2018 Two-Way Dual Language Campus Application

Timeline

- **Phase I October 25, 2016 to November 30, 2016**
 - Establish Dual Language Campus Committee
 - Set campus meetings
 - Complete Application
 - Select Initial Literacy Model
- **Phase II December 2016 - August 2017**
 - Advertising and Recruitment
 - December 3, 2016 - Discover Dallas ISD Fair
 - Campus Open House/Information Sessions December 12-16, 2016
 - Student Application Period January 9-31, 2017
 - Parent Notification by February 28, 2017

Two-Way Dual Language Administrator Responsibilities

- ★ **Establish Dual Language Campus Committee**
- ★ **Select Dual Language Liaison**
- ★ **Advocate for Two-Way Dual Language Campus Program**
- ★ **Set expectation for high level of program implementation**
- ★ **Fully implement Bilingual Staffing Plan**
- ★ **Select and support teachers for Two-Way Dual Language Program**
- ★ **Send Representatives to Two-Way Dual Language Elementary PLC**
- ★ **Attend New Administrator/New Program Network**
- ★ **Participate Ghost Walks/Podcasts/Bi-Weekly Focus**
- ★ **Collaborate on Campus Support Plan with Dual Language Specialist**

Additional Research

Thomas and Collier:

http://esl.ncwiseowl.org/resources/dual_language/

Center for Applied Linguistics:

<http://www.cal.org/twi/initialliteracy.pdf>

Dual Language Research Cited

Thomas, Wayne P., and Virginia P. Collier. *Dual Language Education for a Transformed World*. Albuquerque, NM: Dual Language Education of New Mexico Fuente, 2012.

Hamayan, Else V., Fred Genesee, and Nancy Cloud. *Dual Language Instruction from A to Z: Practical Guidance for Teachers and Administrators*. Portsmouth, New Hampshire: Heinemann, 2013

Howard, Elizabeth, Julie Sugarman. *Program Models and the Language of Initial Literacy in Two-Way Immersion Programs*. Center for Applied Linguistics. Power point, 2009

Thank you for your time!

¡Gracias por su tiempo!

 **BILINGUAL ESL DEPARTMENT**

ENRICH ENGAGE EMPOWER