



Bilingual and Single-Strand English-Only Classrooms in Walla Walla Public Elementary Schools

April 11, 2016

Written by Darin Saul, Ph.D. *Contributors* Laure Quaresma, Angélica Pedroza, Cynthia Gregoire, Roberto Elizondo, Gina Yonts, Kim Doepker, Matt Bona, Sergio Hernandez, and Jennifer Cowgill, Ph.D.

Contents

Bilingual and Single-Strand English-Only Classrooms in Walla Walla Public Elementary Schools	4
Directive and Response.....	4
School Board Directive	4
Committee Response	4
Bilingual Education Program Belief Statement	5
Inconsistencies in Bilingual Programs.....	5
Research Review.....	5
Who are our learners?	6
Sequential Bilinguals	6
Simultaneous bilinguals	6
Heritage Learners	7
Program Models.....	7
English-as-a Second Language	7
Transitional Bilingual Education	8
Dual Language Bilingual Programs.....	8
Why Dual Language Programs?	8
One-Way and Two-Way Dual	9
Student Language Balance.....	10
Length of Program	10
Language Allocation.....	10
Which is the Best Model?	12
Dual Language Programs and Learning Challenges.....	13
Bilingual Program Student Demographics	13
Spanish and English speakers	13
Current Programs and Changes for 2016-2017	15
Edison Elementary	16
The Program in 2015-16	16
Changes in 2016-17	16
Sharpstein Elementary	17
The Program in 2015-16	17

Changes in 2016-17	17
Green Park Elementary	17
The program in 2015-16	17
Changes in 2016-17	18
Blue Ridge Elementary	18
The Program in 2015-16	18
Changes in 2016-17	19
Challenges in English-Only Classrooms at Edison and Sharpstein Elementary Schools.....	19
Next Phases	20
Involving Parents	20
Spanish, Emergent Bilingual, and English Speakers	21
References	23
Appendix A: Why Use a Student’s Native Language?.....	24
Appendix B: Early-exit Transitional Bilingual Education Slideshow	26
Appendix C: Length of Instruction Handout	29
Appendix D: Bilingual Study Guiding Questions Handout.....	31
Appendix E: Brainstorming Table of Program Model Pros and Cons	35
Appendix F: Incoming Assessment Plan	40
Appendix G: Slide presentation, WWPS Board Work Session, February 2016	41
Appendix H: Potential Long-Term Alignment Plan.....	44

Bilingual and Single-Strand English-Only Classrooms in Walla Walla Public Elementary Schools

Directive and Response

This paper summarizes the initial phase of a review of bilingual programs at elementary schools, and to a lesser degree at secondary schools, in the Walla Walla School District. Program improvement is an ongoing effort at Walla Walla Public Schools. This initial research and planning provides a basis for making program improvements that allow other important activities such as teacher training and curriculum development to move forward. This document presents information from published research and from the schools to support program design and next steps in the process. This report also proposes future steps to address English-only single strand classrooms.

School Board Directive

In the fall of 2015, the WWPS school board issued the following directive to school and central office administrators associated with bilingual programs:

- (1) Align the education of English language learners both within and across our elementary schools, and
- (2) Address the single-strand English-only classrooms at Edison and Sharpstein Elementary schools.

This white paper focuses primarily on goal one, educational alignment for English Language Learners (ELLs). It also recommends that work to identify and solve challenges associated with single-strand English-only classrooms continue and provides a brief summary of initial findings and next steps.

Committee Response

We formed a bilingual steering team to address this directive. The initial team consisted of the Assistant Superintendent of Teaching and Learning, the Access and Equity Director, the district Bilingual Coordinator, the principals of elementary schools with bilingual programs (Blue Ridge, Edison, Green Park, and Sharpstein), a middle school principal (Garrison), and a retired WWPS ESL teacher and coordinator. We also formed a large committee that added two teachers each from Blue Ridge, Edison, Green Park, Sharpstein, Pioneer and Garrison middle schools, and Walla Walla High School to the nine members of the steering committee. During the initial phase of work, which lasted from September to February, the large committee met for 15 hours and the steering committee met an additional 28 hours. To date, the groups have

- developed a belief statement for bilingual education in our district,
- defined key concepts and terms critical to the work of bilingual education,
- reviewed research on successful bilingual education models and identified research-based best practices,

- identified current programming at each school and articulated inconsistencies within and between schools,
- outlined a long-range plan, and
- identified intermediate changes for the 2016-2017 school year.

Bilingual Education Program Belief Statement

We believe:

- The primary purpose of the Bilingual Education Program is to provide English Language Learners the resources, programs, and learning support necessary to become proficient in English.
- Students in the Bilingual Education Program need to develop strong English language skills and knowledge to succeed in a global society.
- The Bilingual Education Program should maintain high academic expectations for its students and use strategies, activities, and best teaching practices that honor their culture.
- Native Spanish speaking students should receive services in two languages.
- The Bilingual Education Program will enhance and promote bilingualism, biliteracy, and cultural competency.

Inconsistencies in Bilingual Programs

We identified three design and implementation inconsistencies within and across schools in bilingual programs:

1. Program model—we found different models, including two-way dual, transitional bilingual, and hybrid models.
2. Language allocation—we found different breakdowns of English and Spanish instructional time.
3. Content language—we found different designations of content language-of-delivery.

In response to the school board directive, and with the belief statement as our guiding framework, we examined current research and best practice around these inconsistencies.

Research Review

To align the education of English language learners, we need to understand our students and program model options. To develop a bilingual program, schools need to start with a clear understanding of their target population (Wright, 2015; Collier & Thomas, 2014). In this section we characterize bilingual education students in general from research, and we will examine the characteristics of several program models. This will help us understand our design options and their likely outcomes. Walla Walla School District programs potentially target four language groups: English language learners, emergent bilinguals, Spanish heritage learners, and English native speakers.

Who are our learners?

Bilingual education addresses the needs of English language learners, and in the case of two-way dual education, English native speakers as well. English language learners (ELLs) are “language minority children where the heritage or primary language at home is not English” (Leos, 2014, p. 7), and who are in the process of gaining proficiency in English (Wright, 2015). ELLs face many challenges compared to their native English speaking peers. ELLs have “difficulty ‘speaking, reading, writing, or understanding the English Language’” (Leos, 2014, p. 7). ELLs generally have difficulty participating in English-only classes without support, have difficulty reaching proficiency on state tests, and lack the opportunity to participate fully in society compared to native English speakers (Leos, 2014). Nationally, only “7 percent of students classified as English language learners in grade 4 and 3 percent in grade 8 read at or above proficiency levels” (National Center for Education Statistics (2013) cited in Lesaux & Harris, 2015, p. 2).

ELLs are a diverse group. They are often from different countries, cultures, and dialects, and they have a wide variety of levels of oral proficiency and literacy skills in their home language and in English. Their families differ by socioeconomic status, ethnicity, and educational background (Wright, 2015). Seventy-three percent of ELLs nationwide come from households that speak Spanish (Lesaux & Harris, 2015). More than half of ELLs were born in the United States. These children are the largest and fastest growing ELL population (Lesaux & Harris, 2015).

Sequential Bilinguals

ELLs can be sequential bilingual learners or simultaneous bilingual learners. Sequential bilinguals learn one language first and then transfer and expand to a 2nd language. *Spanish Native Speakers (SNS)* are sequential bilinguals with age-appropriate native language skills. They are often newcomers to the United States who can already speak their native language and are learning English as a second language (Wright, 2015). In two-way dual programs, classes include *English Native Speakers (ENS)* as well. These children learn to speak English in families where English is the historical and current language spoken in the home. While these are not English language learners as defined in bilingual education, they are sequential learners in a two-way dual program. Escamilla et al. (2014) identify sequential bilingual children as those who start to learn the second language after the age of 5, have a clear native language, and only know concepts in their native language.

Simultaneous bilinguals

Simultaneous bilinguals learn to read and write in two languages at the same time. Escamilla et al. (2014) identify simultaneous bilingual children as those exposed to two languages between ages 0-5. They may not have a clearly dominate language; some may know some concepts in one language and some in another; and they are often labeled with low proficiency in two languages.

The majority of ELLs in schools today are simultaneous (Spanish/English) bilinguals. These children are born in the United States and grow up in homes with varieties of English and one or more other languages (Wright, 2015; Escamilla, et al., 2014). US born ELLs often receive extensive exposure to English before school through television, movies, friends, and siblings (Wright, 2015).

These students are also identified as ‘emergent bilinguals’ because they live in bilingual environments and gain proficiency in both languages as they develop (de Jong, 2011). Bilingualism is their primary language rather than English or Spanish (Escamilla, et al., 2014). The term ‘emergent bilingual’ is used to emphasize that these learners are in a continuum of bilingualism and that their goal should be to attain high levels of proficiency in both languages rather than only English (Wright, 2015).

Heritage Learners

Another subset of ELLs is heritage speakers. These students are from homes where a non-English language is spoken, and they can speak or understand some of it, although English may be their native language (Wright, 2015). Heritage students can have little or no proficiency in their heritage language. Wright (2015) explains that “most have some proficiency in their heritage language but can’t read or write it” (p. 5). They are commonly second and third generation immigrant students.

ELL students need to learn with enormous efficiency if they are to catch up to their peers (Lesaux & Harris, 2015). They continue to need language support in later grades, even though they started school as kindergarteners and are classified as English proficient (Lesaux & Harris, 2015). It usually takes 4-9 years to develop academic competence in a second language (Freeman & Freeman, 2006).

Program Models

Over the course of its bilingual education history, Walla Walla public schools has implemented three primary models for educating English language learners. These are English-as-a-second language, transitional bilingual education, and dual language education.

English-as-a Second Language

English-as-a-second language (ESL) programs provide instructional accommodation in English to ELLs only as long as students are considered deficient in English, usually 1-2 years in a pull-out setting (Calderon & Minaya-Rowe, 2003). ESL programs are a good option when you have students with many different native languages without clear cohorts.

ELL students in ESL programs lag behind ENS students in most academic subjects, and the gap often increases in higher grade levels (Hamayan, Genesee, & Cloud, 2013). This is because students focus on learning English rather than academic content. The lag behind their native English speaking peers often grows after they are integrated into mainstream English-only classrooms when students are often not engaged in class activities because they are not yet competent in English (Thomas & Collier, 2012; Freeman & Freeman, 2006).

Transitional Bilingual Education

Transitional bilingual education uses the student's native language as a temporary bridge while students learn English. The goal for students in transitional bilingual education is to function in mainstream English-only classes as quickly as possible (Tedick, 2015). Programs generally provide literacy and content instruction in the student's home language for a few years with some sheltered-English content instruction and ESL. The amount of instruction in the non-English language decreases and sheltered English immersion increases as students transfer to mainstream classes after a few years, usually by third grade (Wright, 2015, p. 325).

Most transitional programs assume students are ready for mainstream classes in 2-3 years, but few students learn a second language that quickly (Wright, 2015). Students in ESL and transitional programs do not catch up to grade-level with their non-ELL peers (Calderon & Minaya-Rowe, 2003; Freeman & Freeman, 2006). A wealth of evidence shows that the transitional model is inferior to dual language approaches (Tedick, 2015).

Dual Language Bilingual Programs

In dual language bilingual programs, students receive at least 50 percent of all instruction in the partner language, in our case, Spanish. Dual language bilingual programs build on native language skills of ELLs as the foundation for learning English. In dual language programs, the home language is a resource for instruction and continues to be developed even after English proficiency is sufficient for mainstream classes (Wright, 2015; Collier & Thomas, 2014). Because they receive instruction in their home language, ELLs keep up academically with grade level, even if their English is emerging, and they are less likely to fall behind. When they receive instruction in English, they access and apply knowledge and skills learned in their native language to English. Dual language approaches are supported by interdependence theory that posits when students are taught deep proficiency in their first language, they will transfer that proficiency to the second language once they reach a sufficient level of proficiency (Freeman & Freeman, 2006). Key characteristics of dual language programs include that they last at least six years (K-5); at least 50 percent of instructional time is in the non-English language, and that language instruction is separated by teacher, time, or subject (Thomas & Collier, 2012). See Appendix A for additional discussion of benefits of using a student's native language for instruction.

Why Dual Language Programs?

A dual language approach engages the student's linguistic and cultural resources across both languages and cultures (Collier & Thomas, 2014). Students need to build from and apply all of their language competencies as they build language proficiency in both languages. This approach considers a student's Spanish and bilingual skills and experience as an asset both for the student and the class (Gandara & and Aldana, 2014). Dual language programs are enrichment programs rather than remedial or compensatory programs (Calderon & Minaya-Rowe, 2003). Research has shown that dual language programs are the most successful approach to enabling English language learners to catch up with English native speakers in attaining grade-level content and goals compared to ESL and transitional programs (Wright, 2015; Hamayan, Genesee, & Cloud, 2013; Freeman & Freeman, 2006; Gandara & and Aldana, 2014). By late elementary or middle school, ELLs in dual language programs score significantly higher than ELLs in general on

standardized tests and tests of reading in English, and perform on par with English-speaking students in English-only classrooms (Hamayan, Genesee, & Cloud, 2013). Goals for dual language programs include high levels of proficiency in both languages, high levels of academic achievement, cross-cultural competence, and positive cross-cultural attitudes (Hamayan, Genesee, & Cloud, 2013; Tedick, 2015; Calderon & Minaya-Rowe, 2003; Freeman & Freeman, 2006; Escamilla, et al., 2014; Collier & Thomas, 2014). ELLs with high levels of bilingual proficiency also attain high levels of academic achievement (Hamayan, Genesee, & Cloud, 2013). See Appendix B for a slide show outline comparing models.

“Research over the past four decades has concluded definitively that teaching emerging bilingual students to read in Spanish as well as English promotes both biliteracy and higher levels of reading achievement in English” (Escamilla, et al., 2014, p. 5)

One-Way and Two-Way Dual

Dual language programs can be either one-way dual or two-way programs. In one-way dual language programs, all students in the class are native Spanish speaking or emergent bilinguals. In two-way dual programs, students are a mix of Spanish native, emergent bilingual, heritage, and English native speakers.

One-way dual language programs are designed for students with no or limited proficiency in English. One way dual programs develop high levels of proficiency in both languages, high levels of academic achievement, cross-cultural competence (Tedick, 2015), and positive cross-cultural attitudes (Hamayan, Genesee, & Cloud, 2013). One-way dual is a successful approach to close the achievement gap between ELLs and native speakers of English, second only to two-way dual (Hamayan, Genesee, & Cloud, 2013; Tedick, 2015; Thomas & Collier, 2012).

Two-way dual language programs include equal numbers of non-English speaking students of the same language background and English native speaking students. “For ELLs, the program functions as a developmental bilingual model and for the English speakers, the program functions as a bilingual immersion model” (Wright, 2015, p. 101). Two-way dual programs have all the benefits of one-way dual programs for ELLs and include benefits for English native speakers (ENS). Integrating native Spanish and English speaking students provides an opportunity for both ELLs and ENSs to more quickly become bilingual by learning from one another as they interact in both languages. Two-way dual programs have also achieved success in overcoming the cultural and academic segregation of ELLs that has been identified as a problem for academic and career success for decades (Gandara & and Aldana, 2014). Two-way dual language programs have proven themselves in breaking down barriers and isolation and supporting development of cross-cultural relationships (Gandara & and Aldana, 2014, p. 743)

High quality, well implemented two-way dual has the best outcomes for closing and exceeding the achievement gap between ELLs and ENSs (Hamayan, Genesee, & Cloud, 2013; Calderon & Minaya-Rowe, 2003). Studies show both ELLs and ENSs in two-way dual programs do as well or better than their peers in English-only instruction (Tedick, 2015; Freeman, Freeman, &

Mercuri, 2005). For ELLs, this is achieved by late elementary and middle school (Hamayan, Genesee, & Cloud, 2013). ELLs in two-way dual have superior proficiency in the non-English language and the same levels of proficiency or better in English than in one-way dual. English native speakers develop equal English proficiency as their peers in English-only instruction and become proficient in Spanish (Hamayan, Genesee, & Cloud, 2013). Both ELS and ENS benefit from learning about another culture, establishing friendships, and better integration in the main student body (Hamayan, Genesee, & Cloud, 2013).

Student Language Balance

Two-way dual language programs need a balanced mix of ELLs and ENSs. It is best to have a 50/50 mix of ELLs and ENSs (Hamayan, Genesee, & Cloud, 2013; Tedick, 2015; Thomas & Collier, 2012). The minimum percentage of English native speakers is 33% and the maximum is 50% to be effective. The minimum Spanish speakers in the class is 50% to avoid having English swamp out Spanish in student discussion and interaction (Thomas & Collier, 2012; Calderon & Minaya-Rowe, 2003). The balance should always favor the ELLs since they remain the primary focus of the program.

Length of Program

While dual language programs are more effective over the long term, both ELLs and ENSs in dual language programs sometimes lag behind students in English-only programs on standardized tests for the first few grades when the focus is on using Spanish, but catch up and surpass them in later grades as English is increased (Hamayan, Genesee, & Cloud, 2013). The longer ELLs stay in dual language programs and the more instruction they receive in their native language, the better their academic outcomes (Freeman & Freeman, 2006). Most programs are grades K-5, although all program models work best the longer they run, preferably through high school (Hamayan, Genesee, & Cloud, 2013; Tedick, 2015; Thomas & Collier, 2012; Freeman & Freeman, 2006; de Jong, 2011). See Appendix C for additional discussion of length of program.

Language Allocation

Another major consideration in program design is language allocation. Students should have instruction in each language every day to promote retention and fluency. Important factors include the percent of instruction in each language and which content areas are taught in each language.

Much research has focused on 90/10 programs (sequential) and 50/50 programs (simultaneous). In a 90/10 program, 90 percent of student time in kindergarten is in Spanish and 10 percent in English, counting specials (music, P.E., and library). The time in Spanish is reduced and time in English increased by 10 percent each year until fourth grade when it becomes 50/50 (see Table 1) (Calderon & Minaya-Rowe, 2003). The rationale for the 90/10 program is that intensive work in Spanish develops oral fluency, literacy base, and vocabulary. The 90/10 model is considered an early immersion program.

Table 1 90/10 and 50/50 models

Grades	90 Spanish/10 English	50 Spanish/50 English
Kindergarten	90/10	50/50
First grade	80/20	50/50
Second grade	70/30	50/50
Third grade	60/40	50/50
Fourth-fifth grade	50/50	50/50
Middle School	50/50	50/50
High School	50/50	50/50

In a 50/50 model, students spend an equal amount of time learning in both languages (Table 1). In a 50/50 simultaneous program, students learn literacy in both languages from the beginning.

A 90/10 sequential model teaches literacy in Spanish during K-2 grades to ELLs (and for two-way dual, ENSs as well). After several years of developing a strong foundation in Spanish, they add English literacy to help students transfer skills and acquire oral and literacy skills in English while keeping up with grade-level content (Thomas & Collier, 2012) Use of English is augmented from the beginning, usually with English-as-a-second language strategies to make lessons comprehensible to non-English speakers (Calderon & Minaya-Rowe, 2003).

90/10 and 50/50 dual language models both result in a lag in test results in early grades when students are being tested in English, but have half or more of their instruction in Spanish, but catch up by 6 or 7th grade (Collier & Thomas, 2014; Escamilla, et al., 2014; Wright, 2015; Hamayan, Genesee, & Cloud, 2013). According to Thomas and Collier, the 90/10 model provides a stronger foundation in the non-English language. Since English is supported by the broader society for both ELLs and ENSs, this does not impact student English success in the long term (Thomas & Collier, 2012). They posit that ENS students have little difference in English proficiency at the end of elementary school from being in either 50/50 or 90/10 programs, but gain greater proficiency in the second language in 90/10 programs.

Berens et al. (2013) found that ELLs in 90/10 models did significantly better at more “language-general, phonologically based tasks” (p. 53). They found that ELLs in 50/50 models performed significantly better than those in 90/10s models on irregular word reading tasks that require strength in deep language structure and on passage comprehension (Berens & Petitto, 2013). They found that ENSs in 50/50 programs performed significantly better than ENS in English-only, which they identify as a “bilingual reading advantage” (p.51).

While much research has been done on 90/10 and 50/50 models, actual programs have a variety of allocation mixes depending on student demographics, available teachers and other resources, and specific goals. Other common program allocations include 80/20/, 70/30, and 65/35 to 50/50. The 65/35 (K-1) to 50/50 (2-5) is also commonly known as the Gomez-Gomez model. Table 2 summarizes the three most commonly implemented language allocation models in dual language education.

Table 2 Language Allocation – Sequential, Simultaneous, or Successive

A. Sequential: 90/10 (or 80/20) Regardless of native language, all students begin literacy and content instruction in Spanish. English literacy and content are added in subsequent years.			
Grade	Spanish Instruction %	English Instruction %	
K	90 (or 80)	10 (or 20) (structured oral language that extends partner language learning)	
1	80	20 (oral language and early literacy)	
2	70	30 (oral language and early or formal literacy)	
3	60	40 (oral language and formal literacy)	
4-5	50	50 (oral and literacy skills across the curriculum)	
B. Simultaneous: 50/50 All students receive equal literacy and content instruction in both languages K-5.			
Grade	Spanish Instruction %	English Instruction %	
K-5	50 (literacy, science, social studies)	50 (literacy, math, specials)	
C. Successive: 65/35 (K-1) and 50/50 (2-5) [Gómez-Gómez model] All students receive formal literacy instruction exclusively in their native language K-1. Formal L2 literacy instruction is added in second grade.			
Grade	Population	Spanish Instruction %	English Instruction %
K-1	SNS Spanish Native Speakers	65 (literacy, science, social studies)	35 (math, specials)
	ENS English Native Speakers	35 (science, social studies)	65 (literacy, math, specials)
2-5	SNS	50 (simultaneous)	50 (simultaneous)
	ENS	50 (simultaneous)	50 (simultaneous)

Which is the Best Model?

Freeman and Freeman (2006) do not think there is a strong reason to prefer either 90/10 sequential or 50/50 simultaneous models and that both are successful models. Collier and Thomas (2012; 2014) advocate for a 90/10 one-way or two-way dual language program under almost all situations, but also say that the research indicates that both sequential and simultaneous approaches work well. They say research shows the 90/10 model brings students to grade-level quicker than a 50/50 model.

On the other hand, Escamilla et al (2014) advocate that schools with a high percentage of emergent bilinguals use a simultaneous 50/50 model in which Spanish and English literacy and

language objectives are taught in all subjects in K-5. They say that previous efforts have focused on sequential bilingual paradigms, which are not suitable for our new, emerging bilingual population. They argue that the most effective practice for emergent bilinguals is to build upon their knowledge and skills in both languages simultaneously. Escamilla et al. (2014) have adapted dual language approaches to specifically work with emerging bilingual students as the primary target.

Berens et al. (2013) advocate that a 50/50 model supplemented with well-designed phonics support is better for all learners. Their research identifies advantages in reading and comprehension of the 50/50 model over the 90/10 model. They suggest phonic support to compensate for the 50/50 model's weakness on phonological awareness as compared to the 90/10 model.

Both 90/10 and 50/50 are good models with a track record of success in closing the achievement gap between ELLs and their English native speaking peers. If most students in the Spanish speaking portion of a class are sequential bilinguals with native Spanish proficiency, according to some researchers, they are more suitable for a 90/10 sequential program that focuses on further developing Spanish fluency as a base before fully introducing English language literacy. If most students in the Spanish speaking portion of the class are simultaneous emergent bilinguals, without a dominant native language, then some researchers advocate for a 50/50 program that builds literacy simultaneously in both languages. See Appendix D for a handout discussing Bilingual Study questions and Appendix E for a table brainstorming pros and cons of different models.

Dual Language Programs and Learning Challenges

One concern about dual language programs is how students with learning challenges do compared to similar students in English-only or other bilingual program model. Some research shows that dual language programs are better or equal in benefit as other program models and English-only programs. ENSs and ELLs in two-way dual from disadvantaged socioeconomic backgrounds do as well or better in early immersion programs as similarly disadvantaged students in English-only programs (Hamayan, Genesee, & Cloud, 2013). ELLs in grade 4-6 with speech impairment scored significantly higher on English language measures than similar ELLs in English only programs (Hamayan, Genesee, & Cloud, 2013). Students with "socioeconomic disadvantages, difficulties in their first language, and in the case of English-speaking students, those with low academic ability, are not put at greater risk in DL programs than similar students in English-only programs and, at the same time, they benefit from enhanced levels of bilingual experience" (Hamayan, Genesee, & Cloud, 2013, p. 36).

Bilingual Program Student Demographics

Spanish and English speakers

To address program inconsistencies, we need to understand our students. Currently, the school district distinguishes between Spanish native speakers and English native speakers. The grades 1-2 at Edison (Table 3) and grades K-4 grade at Sharpstein (Table 1) are not meeting the minimum of 50% Spanish native speakers in their two-way dual classrooms that researchers

recommend. The estimate of Spanish native speakers at the elementary schools is likely overly optimistic, since heritage speakers are included with Spanish native speakers, many of whom do not have strong Spanish proficiency for their age.

Table 3 Edison student enrollment by language for 2015

Edison Elementary	Kindergarten		1st grade		2nd grade		3rd grade		4th grade		5th grade	
Spanish Native Speakers	24	0.60	21	0.42	23	0.48	22	0.59	22	0.55	25	0.63
English Native Speakers	16	0.40	29	0.58	25	0.52	15	0.41	18	0.45	15	0.38
Total Bilinual Program	40		50		48		37		40		40	

Table 4 Sharpstein student enrollment by language for 2015

Sharpstein Elementary	Kindergarten		1st grade		2nd grade		3rd grade		4th grade		5th grade	
Spanish Native Speakers	23	0.47	23	0.43	20	0.38	17	0.47	18	0.45	29	0.54
English Native Speakers	26	0.53	30	0.57	32	0.62	19	0.53	22	0.55	25	0.46
Total Bilinual Program	49		53		52		36		40		54	

The mix of student language proficiency at Green Park looks different than at Edison and Sharpstein because Green Park only includes a small number of ENS students in each class (see Table 5), less than the 33% minimum needed for two-way dual language programs.

Table 5 Green Park enrollment by language

Green Park Elementary	Kindergarten		1st grade		2nd grade		3rd grade		4th grade		5th grade	
Spanish Native Speakers	11	0.92	12	0.71	16	0.89	14	0.88		-		-
English Native Speakers	1	0.08	5	0.29	2	0.11	2	0.13		-		-
Total Bilinual Program	12		17		18		16		0		0	

Kindergarten and 1st grade at Blue Ridge are out of balance, while grades 2-5 have a good mix of Spanish and English native speakers. (see Table 6).

Table 6 Blue Ridge enrollment by language

Blue Ridge Elementary	Kindergarten		1st grade		2nd grade		3rd grade		4th grade		5th grade	
Spanish Native Speakers	25	0.48	30	0.49	35	0.67	30	0.65	28	0.57	31	0.57
English Native Speakers	27	0.52	31	0.51	17	0.33	16	0.43	21	0.43	23	0.43
Total Bilinual Program	52		61		52		46		49		54	

An important criteria for choosing between 90/10 sequential and 50/50 simultaneous program design is how many of your ELLs are Spanish native speaking (sequential) compared to emerging bilinguals (simultaneous). For example, Escamilla et al. 2014 advocate for a 50/50 simultaneous model when a large portion of students are emerging bilinguals rather than sequential Spanish native speakers. Current data does not distinguish the variety of language proficiencies among students at the four elementary schools. It is unknown how many of the students currently being considered Spanish native speakers are emergent bilinguals or heritage speakers who do not have strong Spanish proficiency. Too many ENS and low Spanish proficiency students can lead to classroom discussion, small group activities, and social interactions occurring frequently or dominantly in English, regardless of the language of instruction, which will undermine the immersion experience and weaken program outcomes.

More work needs to be done to systematically distinguish between Spanish native speakers, heritage speakers, and English native speakers. See Appendix F for the plan to use LAS-O data to better differentiate Spanish-speaking proficiencies.

Current Programs and Changes for 2016-2017

Given our research and our task, the Bilingual Team has decided that all bilingual education at participating schools will be dual language programs. We will no longer offer transitional bilingual programs at any WWPS schools. Schools will be two-way dual or one-way dual depending on student demographics and school context. This is our first major alignment in the 2016 year.

Our second big shift is that all content will be taught at least 50% in Spanish in K-5. Given student demographics and the strong research base for 90/10 models within the context of our available resources, both teachers and curriculum, one proposal is to develop an 80/20 model of language allocation. An 80/20 program teaches 80 percent of the content in Spanish and 20 percent in English in kindergarten. The portion of instruction in Spanish is reduced by 10 percent and increased a corresponding amount in English each year through third grade; Spanish and English are taught 50/50 throughout the remaining elementary grades. See Appendix G for the slide show for the school board about committee activities and proposed changes.

Table 7 shows the proposed language of delivery for each content area in both two-way and one-way dual classrooms. By third grade, instruction is evenly divided between Spanish and English.

Table 7 Goal for language of instructional content by grade

Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	80/20	Spanish	Spanish	Spanish with some bridging	English	English
1	70/30	Spanish	Spanish	Spanish with some bridging	English	English
2	60/40	Spanish	Spanish	Spanish/English	English	English
3	50/50	Spanish	Spanish	Spanish/English	English	English
4	50/50	Spanish	Spanish	Spanish/English	English	English
5	50/50	Spanish	Spanish	Spanish/English	English	English

Edison Elementary

The Program in 2015-16

Edison has three sections of two-way dual language in K-1 and two sections in grades 2-5. In kindergarten and first grade, two sections are team taught and one section is self-contained. In first grade, children move between the three classes for literacy instruction. In second grade, there are two self-contained classes. In 3-5, two sections at each grade level are team taught. All classrooms are two-way dual.

Language allocation is 50/50 in kindergarten and grades 2-5. In these classrooms, literacy is taught in both languages, science and social studies are taught in Spanish, and math and specials are taught in English (see Table 8). In first grade, SNS and ENS students receive literacy instruction exclusively in their native language. Science and social studies are taught in Spanish and math and specials are taught in English. In this grade, SNS students spend 65 percent of their day in Spanish instruction and ENS students spend 35 percent of their day in Spanish.

Changes in 2016-17

There will be no changes to dual programming in grades 2-5. In first and second grades, our goal is to have all self-contained classrooms. Dual classes will no longer be team taught. Kindergarten also will change to self-contained classrooms. At first grade, we will move to a 50/50 simultaneous model so that we are consistent within and across all grade levels in our language allocation.

Table 8 Edison Language Allocation

Edison		2015-2016		Two-Way Dual		
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	50/50	Spanish	Spanish	Spanish/English	English	English
1	65/35 SNS; 35/65 ENS	Spanish	Spanish	Spanish/English	English	English
2	50/50	Spanish	Spanish	Spanish/English	English	English
3	50/50	Spanish	Spanish	Spanish/English	English	English
4	50/50	Spanish	Spanish	Spanish/English	English	English
5	50/50	Spanish	Spanish	Spanish/English	English	English
Edison		2016-2017		Two-Way Dual		
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	50/50	Spanish	Spanish	Spanish/English	English	English
1	50/50	Spanish	Spanish	Spanish/English	English	English
2	50/50	Spanish	Spanish	Spanish/English	English	English
3	50/50	Spanish	Spanish	Spanish/English	English	English
4	50/50	Spanish	Spanish	Spanish/English	English	English
5	50/50	Spanish	Spanish	Spanish/English	English	English

Sharpstein Elementary

The Program in 2015-16

Sharpstein runs three two-way dual language classrooms in grades K-1: two sections are partner taught with a 50/50 language allocation, and the other section is self-contained and taught with an 80/20 Spanish to English allocation in kindergarten and 70/30 in 1st grade. Literacy is taught equally in both languages in the K-1 50/50 sections, with science and social studies taught in Spanish and math and specials taught in English. The 80/20 strand follows the same content language of delivery, with more time devoted to Spanish than English literacy instruction in the early years. There are two sections with 50/50 language of instruction allocation in grades 2-5. Literacy is taught in both languages, with instruction in science and social studies in Spanish and math and specials in English (See Table 9).

Changes in 2016-17

There are no changes at Sharpstein for the 2016-17 school year.

Table 9 Sharpstein Language Allocation

Sharpstein		2015-2016		Two-Way Dual		
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	50/50; 80/20	Spanish	Spanish	Spanish/English	English	English
1	50/50; 70/30	Spanish	Spanish	Spanish/English	English	English
2	50/50	Spanish	Spanish	Spanish/English	English	English
3	50/50	Spanish	Spanish	Spanish/English	English	English
4	50/50	Spanish	Spanish	Spanish/English	English	English
5	50/50	Spanish	Spanish	Spanish/English	English	English
Sharpstein		2016-2017		Two-Way Dual		
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	50/50; 80/20	Spanish	Spanish	Spanish/English	English	English
1	50/50; 70/30	Spanish	Spanish	Spanish/English	English	English
2	50/50	Spanish	Spanish	Spanish/English	English	English
3	50/50	Spanish	Spanish	Spanish/English	English	English
4	50/50	Spanish	Spanish	Spanish/English	English	English
5	50/50	Spanish	Spanish	Spanish/English	English	English

Green Park Elementary

The program in 2015-16

The current program follows a 90/10 dual language model with an early exit during third grade, making it a transitional model (see Table 10). In third grade, students transition mid-way through the year to English only instruction. From August to December, students receive math instruction and specials in English. All other content - literacy, science, and social studies - is delivered in Spanish. In January, all content instruction transitions to English, with the exception of 45 minutes of Spanish literacy for native speakers of Spanish only. The Spanish literacy support takes place in a small-group setting, outside of the classroom, and is taught by the school English-as-a-second language coordinator (who is bilingual). At present, there is no bilingual classroom at either 4th or 5th grade. Students participate in an all-English curriculum, with the

exception that native Spanish speakers receive 45 minutes of Spanish literacy support in a pull-out session.

Changes in 2016-17

Students will no longer transition to an all-English learning environment mid-way through 3rd grade, and instruction in 3rd grade will be equally divided between English and Spanish. In 4th and 5th grades, bilingual classroom participants will now receive equal instruction in both Spanish and English in a 50/50 model with literacy instruction in both languages. The 4th and 5th grade teachers will work with district support personnel, the building ESL coordinator, and the building principal to incorporate a 1.0 bilingual teacher into the service delivery model of 50/50 dual language instruction for 4th and 5th grades (see Table 10). These shifts will not require staffing changes. Teachers will need to use existing literacy and science curriculum in Spanish. Social studies materials in Spanish are available.

Table 10 Green Park Language Allocation

Green Park		2015-2016		Transitional		
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	90/10 (80/20)	Spanish	Spanish	Spanish/ESL	English	English
1	80/20 (70/30)	Spanish	Spanish	Spanish/ESL	English	English
2	70/30 (60/40)	Spanish	Spanish	Spanish/ESL	English	English
3	70/30 1st Sem	English	English	Spanish/ESL	English	English
3	30/10 2nd Sem	English	English	English	Spanish	English
4	50/50	English	English	English with Spanish pullouts	English	English
5	50/50	English	English	English with Spanish pullouts	English	English
Green Park		2016-2017		One-Way Dual Model		
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials
K	80/20	Spanish	Spanish	Spanish with some bridging	English	English
1	70/30	Spanish	Spanish	Spanish with some bridging	English	English
2	60/40	Spanish	Spanish	Spanish/English	English	English
3	50/50	Spanish	Spanish	Spanish/English	English	English
4	50/50	Spanish	Spanish	Spanish/English	English	English
5	50/50	Spanish	Spanish	Spanish/English	English	English

Blue Ridge Elementary

The Program in 2015-16

Blue Ridge has a two-way dual program in K-3 with a late-exit in grades 4-5, when it transitions to an ESL program. Kindergarten through third grade includes two sections of two-way dual in kindergarten, four sections in 1st grade, and two sections in 2nd and 3rd grades. K-3 is a simultaneous 50/50 program with half of instruction in Spanish and English, with an exception in 2nd grade when instruction in one section is 60 percent Spanish and 40 percent English. Literacy is taught in both languages in grades K-3. Science and social studies are taught in Spanish and math and specials are taught in English (see Table 11).

In 4th and 5th grades, the program becomes a transitional program with all content taught in English with pull-out native Spanish literacy support for one hour each day for ELLs and no program for ENS students. Language allocation is 20 percent in Spanish and 80 percent in

English in 4th and 5th grades. Spanish literacy support takes place in a small-group setting, outside of the classroom, and is taught by the school English-as-a-second language (ESL) coordinator.

Changes in 2016-17

Grades 4-5 will change to a 50/50 language allocation with literacy taught in both Spanish and English. Language allocation between content areas will be the same as in grades K-3 (Table 11). Blue Ridge will move to a one-way dual program with one section at each grade level, K-5. Blue Ridge proposes an 80/20 language allocation plan. See Appendix G for a discussion list concerning long-term program alignment.

Table 11 Blue Ridge Language Allocation

Blue Ridge		2015-2016		Two Way Dual/Transitional			
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials	
K	50/50	Spanish	Spanish	Spanish/English	English	English	
1	50/50	Spanish	Spanish	Spanish/English	English	English	
2	50/50; 60/40	Spanish	Spanish	Spanish/English	English	English	
3	50/50	English	English	Spanish/English	English	English	
4	20/80	English	English	English/Pullout Spanish	English	English	
5	20/80	English	English	English/Pullout Spanish	English	English	
Blue Ridge		2016-17					
Grade	Spanish/English	Science	Social Studies	Literacy	Math	Specials	
K	80/20	Spanish	Spanish	Spanish with some bridging	English	English	
1	70/30	Spanish	Spanish	Spanish with some bridging	English	English	
2	60/40	Spanish	Spanish	Spanish/English	English	English	
3	50/50	Spanish	Spanish	Spanish/English	English	English	
4	50/50	Spanish	Spanish	Spanish/English	English	English	
5	50/50	Spanish	Spanish	Spanish/English	English	English	

Challenges in English-Only Classrooms at Edison and Sharpstein Elementary Schools

Because they both have two-three dual language classes per grade, both Edison and Sharpstein face challenges in their single English-only classroom strand. Student enrollment in the strands is presented in Table 12.

Table 12 English-only enrollments at Edison and Sharpstein

English Only Strands	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Edison English-Only Strand	15	23	23	27	22	41
Sharpstein English-Only Strand	21	21	25	26	25	28

The Bilingual Study Group identified a number of challenges that the English-only strands at Edison and Sharpstein face. These single strand classrooms lack balanced student demographics for four reasons:

- No flexibility of classroom assignment,

- Limited to no placement options for IEP students,
- Unchanging pool of social and academic role models,
- Integration into the larger school community can be a challenge.

We will create an optimal learning environment for all students by following research-based best practices in our dual language design, curriculum, assessment, and pedagogy and by adding systematic, thoughtfully planned support to our English-only strand.

Next Phases

The Bilingual Study Committee and Bilingual Steering Committee have identified a number of next steps:

1. Explore configuration, curriculum, instruction, and evaluation
2. Identify staffing resources and needs
3. Expand secondary and preschool focus
4. Determine and implement professional learning
5. Implement initial changes
6. Invite parent and community stakeholders to engage

We recommend following a similar process with the single English-only strand schools as we have done with the bilingual program: this includes formation of a steering team and large committee to further surface problems, research best practices, identify next steps, and develop a long-term program plan.

After completing these preliminary phases, the final phase is to determine and implement school configuration, assessment, curriculum, and instruction to provide an optimal learning environment for all.

The next section includes a brief literature review of options for involving parents and community stakeholders with an initial list of potential next steps for consideration. The final section identifies a way to better identify language proficiency among our students as a next step in planning a better balance of students in our classes. See Appendix H for a long-term plan for program alignment.

Involving Parents

There is a strong research base for involving parents and the community in education. This is especially true of bilingual education, which for most families and communities, is a new style of learning (Collier & Thomas, 2014). Parents help grow and sustain programs as they become knowledgeable. One avenue of participation is through parent groups such as the PTA. Emily Bivens lists a number of roles for parent groups (Collier & Thomas, 2014):

- Parent groups coordinate supportive multilingual, multicultural events and activities that involve the broad school population of families
- Parent groups provide updates on dual language planning to other parents and the community, participate in decision making as needed, share resources for dual language

families, host informational meetings for parents, provide advice for new parents, and advocate for the program.

- Groups organize Spanish or English classes for parents.
- Parent groups coordinate opportunities for parents to volunteer in support of the program.

Example activities for other parent involvement includes assisting teachers in the classroom, providing a responsive audience for student speaking and reading, helping with trips and other activities, and assisting administrators and teachers in the cafeteria, library, playground, and other environments that require adult supervision (Calderon & Minaya-Rowe, 2003). Other important roles for parents include assisting with fundraising, community relations, and building political awareness (Calderon & Minaya-Rowe, 2003)

A particularly important role for parents is to help support literacy at home and in the community. “Parent involvement practices seem to be more important to the child’s success than are race, education and socioeconomic status” (Calderon & Minaya-Rowe, 2003, p. 189). Parent groups can encourage and provide resources for home literacy activities and collaborate and connect parents to literacy activities by public libraries (Cloud, Genesee, & Hamayan, 2009).

Spanish, Emergent Bilingual, and English Speakers

We can use the LAS-O data, which includes test scores of both Spanish and English proficiency, to separate SNS from emergent bilingual speakers and heritage speakers. We should also identify language proficiency levels among emergent bilinguals. For example, we could divide emergent bilinguals into high (those who scored 81 or higher on the test), medium (those who scored between 61-80, and low (those who scored below 61). This will help identify how many strong Spanish-speaking bilingual students are present in each class. See Table 13 for an example of a way data could be sorted that would be useful. See Appendix F for a plan to use LAS-O data next year to better identify the language proficiency of our students

Table 13 Sample table for student data on language proficiency

Edison Elementary	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Spanish Native Speakers						
Emergent Bilinguals High						
Emergent Bilinguals Medium						
Emergent Bilinguals Low						
English Native Speakers						
	0	0	0	0	0	0

Sharpstein Elementary	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Spanish Native Speakers						
Emergent Bilinguals High						
Emergent Bilinguals Medium						
Emergent Bilinguals Low						
English Native Speakers						
	0	0	0	0	0	0

Green Park Elementary	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Spanish Native Speakers						
Emergent Bilinguals High						
Emergent Bilinguals Medium						
Emergent Bilinguals Low						
English Native Speakers						

Blue Ridge Elementary	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Spanish Native Speakers						
Emergent Bilinguals High						
Emergent Bilinguals Medium						
Emergent Bilinguals Low						
English Native Speakers						

References

- Berens, M. S., & Petitto, L.-A. (2013). Should Bilingual Children Learn Reading in Two Languages at the Same Time or in Sequence? *Bilingual Research Journal*, 35-60.
- Calderon, M. E., & Minaya-Rowe, L. (2003). *Designing and Implementing Two-Way Bilingual Programs*. Thousand Oaks: Corwin Press.
- Cloud, N., Genesee, F., & Hamayan, E. (2009). *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices*. Portsmouth: Heinemann.
- Collier, V. P., & Thomas, W. P. (2014). *Creating Dual Language Schools for a Transformed World: Administrators Speak*. Albuquerque: Fuentes Press.
- de Jong, E. J. (2011). *Foundations in Multilingualism in Education: from Principles to Practice*. Philadelphia: Caslon Publishing.
- Escamilla, K., Hopewell, S., Butvilosfsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the Start: Literacy Squared in Action*. Philadelphia: Caslon Publishing.
- Freeman, Y. S., & Freeman, D. E. (2006). *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms, Second Edition*. Portsmouth: Heinemann.
- Freeman, Y. S., Freeman, D. E., & Mercuri, S. P. (2005). *Dual Language Essentials: For Teachers and Administrators*. Portsmouth: Heinemann .
- Gandara, P. C., & Aldana, U. S. (2014). Who's Segregated Now? Latinos, Language, and the Future of Integrated Schools. *Educational Administration Quarterly*, 50(5), 735-748.
- Hamayan, E., Genesee, F., & Cloud, N. (2013). *Dual Language Instruction from A to Z: Practical Guidance for Teachers and Administrators*. Portsmouth: Heinemann.
- Leos, K. (2014). What are the nationally accepted terms used to describe young children who speak different languages? In K. N. Nemeth, *Young Dual Language Learners: A Guide for PreK-3 Leaders* (pp. 7-8). Philadelphia: Caslon Publishing.
- Lesaux, N. K., & Harris, J. R. (2015). *Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary School*. Portsmouth: Heinemann.
- Tedick, D. J. (2015). United States of America: The Paradoxes and Possibilities of Bilingual Education. In P. Mehisto, & F. Genesee, *Building Bilingual Education Systems: Forces, Mechanisms and Counterweights*. Cambridge: Cambridge University Press.
- Thomas, W. P., & Collier, V. P. (2012). *Dual Language Education for a Transformed World*. Albuquerque: Fuente Press.
- Wright, W. E. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Philadelphia: Caslon Publishing.

Appendix A: Why Use a Student's Native Language?

Using a student's native language in early education leads to a better understanding of the curriculum content and to a more positive attitude towards school. There are a number of reasons for this.

When does learning begin?

First, learning does not begin in school. Learning starts at home in the learners' home language. Although the start of school is a continuation of this learning, it also presents significant changes in the mode of education. The school system structures and controls the content and delivery of a pre-determined curriculum where previously the child was learning from experience.

Why use a student's native language?

On starting school, children find themselves in a new physical environment. The classroom is new, most of the classmates are strangers. The center of authority (the teacher) is a stranger and the structured way of learning is also new. If, in addition to these things, there is an abrupt change in the language of interaction, then the situation can get quite complicated. Indeed, it can negatively affect a child's progress. However, by using the learners' home language, schools can help children navigate the new environment and bridge their learning at school with the experience they bring from home.

Second, by using the learners' home language, learners are more likely to engage in the learning process. The interactive learner-centered approach – recommended by all educationalists – thrives in an environment where learners are sufficiently proficient in the language of instruction. It allows learners to make suggestions, ask questions, answer questions and create and communicate new knowledge with enthusiasm. It gives learners confidence and helps to affirm their cultural identity. This in turn has a positive impact on the way learners see the relevance of school to their lives.

What happens when we don't use the student's home language?

When learners start school in a language that is still new to them, it leads to a teacher-centered approach and reinforces passiveness and silence in classrooms. This in turn suppresses young learners' potential and liberty to express themselves freely. It dulls the enthusiasm of young minds, inhibits their creativity, and makes the learning experience unpleasant. All of which is bound to have a negative effect on learning outcomes.

A crucial learning aim in the early years of education is the development of basic literacy skills: reading, writing and arithmetic. Essentially, the skills of reading and writing come down to the ability to associate the sounds of a language with the letters or symbols used in the written form. These skills build on the foundational and interactional skills of speaking and listening. When learners speak or understand the language used to instruct them, they develop reading and writing skills faster and in a more meaningful way. Introducing reading and writing to learners in a language they speak and understand leads to great excitement when they discover that they can make sense of written texts and can write the names of people and things in their environment. Research in Early Grade Reading (EGRA) has shown that pupils who develop reading skills early have a head-start in education.

If we teach skills and concepts in the home language first, do we need to re-teach them when we move to English?

It has also been shown that skills and concepts taught in the learners' home language do not have to be re-taught when they transfer to a second language. A learner who knows how to read and write in one language will develop reading and writing skills in a new language faster. The learner already knows that letters represent sounds. The only new learning he or she needs is how the new language 'sounds' its letters. In the same way, learners automatically transfer knowledge acquired in one language to another language as soon as they have learned sufficient vocabulary in the new language. For example, if you teach learners in their mother tongue, that seeds need soil, moisture and warmth to germinate. You do not have to re-teach this in English. When they have developed adequate vocabulary in English, they will translate the information. Thus, knowledge and skills are transferable from one language to another. Starting school in the learners' mother tongue does not delay education but leads to faster acquisition of the skills and attitudes needed for success in formal education.

Summary

In summary, the use of learners' home language in the classroom promotes a smooth transition between home and school. It means learners get more involved in the learning process and speeds up the development of basic literacy skills. It also enables more flexibility, innovation and creativity in teacher preparation. Using learners' home language is also more likely to get the support of the general community in the teaching/learning process and creates an emotional stability, which translates to cognitive stability. In short, it leads to a better educational outcome.

Angelina Kioko is a professor of English and Linguistics at United States International University, Nairobi, Kenya.

Appendix B: Early-exit Transitional Bilingual Education Slideshow

What we know:

- Focus on English Language as goal
- K-2 or K-3 most instruction in native (non-English) language
- Transition to English Only in 3+
- Goal - To learn English

No native language support after 3rd grade

Use of native language to give students a foundation and switched to English in 2nd or 3rd grade

What we wonder:

What does the data show - how well do the students do?

LATE-EXIT TRANSITIONAL BILINGUAL EDUCATION

What we know:

- K-3 all content 4-5 Language only
- Spanish (or other non-majority language) instruction, 90%, until 5th grade with ESL instruction added incrementally
- English reading instruction starts in 3rd grade and it is increased gradually

Use of native language to give students an academic foundation while teaching them English. Switching to English in 5th or 6th grade without language maintenance later.

What we wonder:

What does the data show regarding this program?

If English dominant students are in this, isn't it really dual? Hybrid - originally intended for one

Any support after 5th grade?

SHELTERED ENGLISH CONTENT

What we know:

- Content taught in English using scaffolding and ESL support
- GLAD type instruction
- Content area instruction using understandable language
- Content taught in easy English that is understandable

BILINGUAL EDUCATION

What we know:

- A variety of educational models using a native and target language.
- Teaching two languages
- Biliteracy goal

What we wonder:

Any instruction that allows for bilingualism
In USA, BE is any model that helps ELLs to acquire English

STRUCTURED ENGLISH IMMERSION - MAINSTREAM

What we know:

- Traditional instruction in English
- Subtractive
- Sink or Swim

DUAL LANGUAGE EDUCATION

What we know:

- Education in two languages
- Learners in two languages
- Bilingual, Biliterate, Bicultural
- Umbrella term for One-Way & Two-Way
- K-12 preferred
- K-8 acceptable
- Gift of time to become biliterate/bilingual

ESL (OR ELD) PULL-OUT

What we know:

- Pull out for content
- Pull out for basic English (not necessarily content)
- Support/pull out for students who has not passed the ELPT
- Variety of models, usually minimal “specialist” support
- L2 pulled from content-area classes for English support in (hopefully) same content area
- Often to support our newcomer students
- Vocab focused
- Teaching of the English language through vocabulary, activities (may or may not be related to classroom content)

What we wonder:

Is there ESL pull-out in Elementary?
At the middle and high school models, is it a pull-out or an enrichment model?

At middle/high school is a class period considered pull-out?
Define “push-in” vs “pull-out”

MAINTENANCE BILINGUAL EDUCATION

What we know:

- Maintain through high school
- Continued ELD support for students identified as lifetime language learners.
- Continuing L2 instruction after exiting a Transitional Program (finish after 3rd grade, get special reading for a few years) GP
- Helps ELLs to maintain their native language
- This is what is happening at our middle schools, maintain Spanish, emphasis on English
- Program that values maintaining the native language and culture.

DEVELOPMENTAL BILINGUAL EDUCATION

What we know:

- Focus on transitioning to English but students are supported in their native language as long (usually 5th) as necessary (depends on student need).
- Support in vocabulary development

ONE-WAY DUAL OR ONE-WAY IMMERSION

What we know:

- Students from primarily one language group learning in that language and English.
- One teacher = Two (2) languages - All Day
- Teacher models both languages - “bridging” could support
- Students from one language group are taught in two (2) languages

ONE WAY DUAL FOR NATIVE ENGLISH SPEAKERS

What we know:

- Second language for English speakers
- “Immersion” program for English speaker to learn a second language.
- No native Spanish speaker

TWO-WAY DUAL OR TWO-WAY IMMERSION

- Two language groups - Lit K-1 in L1 Lit 2-5 L1 L2
- All kids with 1 Teacher or 2 Teachers
- Two language groups taught - two languages
- 90:10-80:20 - 50:50 - Balanced Bilingual (2 language groups learning 2 languages)
- Two equally represented language groups both learning two languages
- One Bilingual Teacher = teach all subjects - All Day

Appendix C: Length of Instruction Handout

How Long Does It Take to Learn English?

Between 1982 to 1996 Thomas and Collier tracked 700,000 students and came up with **this: If you have no native language support, it can take 7-10 years; with native language support it can take 4 to 7 years---and that is to reach the 50th NCE mark in English Reading**

They found that the most significant variable in how long it takes to learn English is the amount of formal schooling students have in their 1st language.

They also found that English language learners who received all of their schooling in English did well K-3 but from 4th on, as the demand of academics became more rigorous, performance fell. Additionally, they found that whether their native language was Spanish or an Asian language, it made no difference

In 2000 a Stanford Study by Kenji Hakuta found that it takes 3 to 5 years for oral proficiency and academic proficiency can take 4 to 7 years. One of his comments was about low SES students...stating that if you have a time limit policy, those students will be adversely affected.

When we think how fast a student is acquiring English, or should be acquiring English, it is important to remember that it is easy to be mistaken about the good oral skills of a student that don't match up with academic performance.

What are BICS and CALP?

Basic Interpersonal Communication Skills

Experts such as Jim Cummins differentiate between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunchroom, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. **These language skills usually develop within six months to two years after arrival in the U.S.**

Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.

Cognitive Academic Language Proficiency

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. **This usually takes from five to seven years.** Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for English language learners to catch up to their peers.

Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic

language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced.

The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.

Appendix D: Bilingual Study Guiding Questions Handout

Bilingual Study Guiding Questions

1. Is some form of bilingual education better for ELLs than nothing at all?

The preponderance of evidence says yes. However, there are analyses of research studies that propose that transitional and maintenance bilingual education are no better, or worse, than submersion, immersion, or ESL.

Submersion (sink or swim): Refers to education in the mainstream classroom/curriculum designed for native English speakers with no specialized support or accommodations whatsoever. The goal is to learn English, with a “time on task” theoretical underpinning. The outcome is subtractive bilingualism. Submersion is in violation of federal law, which requires schools to take appropriate action to overcome language barriers.

Immersion(Structured English Immersion): Refers to an intense introduction to English, usually lasting one year, with virtually no native language support. The idea is that with intense support in the beginning, students (subtractive).

ESL (ESL pull-out or push-in): In the pull-out model, specialist teachers take ELLs out of their standard curriculum classroom for a portion of the day, or week, to teach English. In the push-in model, specialist teachers go into the classroom and provide in-class support.

2. Do we believe that some form of bilingual education, when possible, is better than nothing at all (submersion), immersion, or ESL alone? If so, what are our options and what does the research say about them?

Program Models across the United States:

Program Model	Intended Participants		Outcome
TBE: Transitional Bilingual Education (early-exit)	Minority-language speakers	one-way	Subtractive
DBE: Developmental Bilingual Education (also known as maintenance bilingual education, one-way dual education, or late-exit bilingual education)	Minority-language speakers	one-way	Additive
OWI: One-Way Foreign-Language Immersion Education	Majority-language speakers	one-way	Additive
TWI: Two-Way Immersion Education (also know as two-way dual)	Minority- and majority-language speakers	two-way	Additive

Transitional Bilingual Education (Early-Exit Bilingual Education)
<p>Participants Minority-language speakers</p> <p>Goal To provide the initial language and literacy support necessary for students to transition into and function in mainstream, English-medium classes. Native language is used as a temporary bridge while students learn English. Students generally participate in TBE for one to three years (early-exit).</p> <p>Research Tedick (2015) reports that “these programs persist despite the wealth of research evidence that demonstrates the superiority of additive models when it comes to overall achievement in English in the long run” (p. 12). She cites research by: Lindholm-Leary, 2001; Lindholm-Leary and Genesee, 2010; Thomas and Collier, 2012; Valentino and Reardon, 2014). Tedick further states that “forces influencing the persistence of TBE are unfounded beliefs that bilingual education is ineffective in teaching English and that programs fostering additive bilingualism will slow linguistic assimilation as they maintain student loyalty to minority languages” (p. 12). She references Crawford (2004) to underscore this point.</p>

One-Way Dual Education (One-Way Bilingual Education)	
<p>Participants Majority-language speakers</p> <p>Goal To promote additive and dynamic bilingualism defined as high levels of proficiency in two languages, high levels of academic achievement, and cross-cultural understanding and appreciation.</p> <p>Model <i>One-Way Foreign Language Immersion (OWI):</i> These programs emerged in the United States in the 1970s in reaction to the limitations of traditional foreign language programs. They were based on the Canadian French Immersion programs for native-English-speaking students which began in the 1960s. In the United States, typical programs teach Spanish-as-a-second language for native English speakers. These are either full (90/10) or partial (50/50) immersion. OWI is not the same as Enriched Foreign Language Immersion or <i>Structured English Immersion (SEI)</i> for ELLs.</p> <p>Research</p>	<p>Participants Minority/Heritage-language speakers</p> <p>Goal To promote additive and dynamic bilingualism defined as high levels of proficiency in two languages, high levels of academic achievement, and cross-cultural understanding and appreciation.</p> <p>Model <i>Developmental Bilingual Education (DBE):</i> This program is also known as, or closely related to, One-Way Dual Education, Maintenance Bilingual Education, or Late-Exit Bilingual Education. The goal of DBE is to produce bilingual, biliterate, and bicultural students. At least 50% of instruction is provided in the minority language from kindergarten to at least 5th grade (at least 5 to 6 years). Stronger programs develop both Spanish and English through secondary. DBE is not the same program as TBE.</p>

<p>“Twenty years of program evaluations & research in the US and Canada are consistent in demonstrating that results for English speakers are similar in 1-way & 2-way immersion/dual language: English speakers develop proficiency in 2 languages. English speakers score as well as or better than their English speaking non dual language peers in English-only instruction on standardized tests of math & language arts in English. English speakers develop positive sense of self & multicultural competencies.” (Lindholm-Leary, 2007)</p> <p>“Majority-language students in OWI perform at or above grade-level norms on standardized tests of academic achievement administered in English. Overall, these students display fluency and confidence when using L2, are skilled at using communication strategies and develop high levels of comprehension in L2. However, their production skills (speaking and writing) lack complexity, sociolinguistic appropriateness, grammatical accuracy, and lexical precision.” (as reported in Genesee, Lindholm-Leary, Saunders, & Christian, 2008) .</p>	<p>Research Tedick (2015) reports that “research on DBE programme outcomes has generally shown that minority-language learners in DBE academically do as well as or better than peers schooled only in English in the long term” (p. 13). She references Genesee & Lindholm-Leary (2013). See also Thomas and Collier (2012) and Ramirez and colleagues (1992).</p>
---	--

<p>Two-Way Dual Education/Two-Way Bilingual Education</p>	
<p>Participants Minority-language speakers and Majority-language speakers</p> <p>Goals To promote additive and dynamic bilingualism defined as high levels of proficiency in two languages, high levels of academic achievement, and cross-cultural understanding and appreciation.</p> <p>Common models At least 50% of instruction is provided in the minority language from kindergarten to at least 5th grade (5 to 6 years). Stronger programs develop both Spanish and English through secondary. The most common model is the 90/10 model, but 50/50 models are prevalent as well. An emerging model is called Differentiated TWI.</p> <p>Research</p>	

Tedick (2015) reports that “a considerable body of research indicates that the TWI model is highly effective for minority-language learners” and majority-language learners as well. She shares that learners in TWI programs do as well or better than peers schooled only in English on standardized tests of achievement including in English. Tedick also explains that some research has found that ELs at the primary levels “score significantly lower than than their AL counterparts attending TBE, DBE, and SEI programmes; however, in the long-term (by grade 7), they score substantially above their peers in other programmes in English language arts and maths” (p. 13). She references the research of Valentino and Reardon, 2014; Lindholm-Leary and Genesee, 2010; Lindholm-Leary, 2001; Thomas and Collier, 2012. Other research to read: Christian, Genesee, Lindholm-Leary, & Howard, 2008 (CAL/CREDE Study of Two-Way Immersion Education); Howard & Sugarman, 2007; Thomas & Collier, 2002 (Center for Research on Education). See the research for OWI as well.

Appendix E: Brainstorming Table of Program Model Pros and Cons

Two-Way Dual (Minority and Majority Language Speakers)	
<ul style="list-style-type: none"> • Advantages • Cross Cultural advantages for child/community • English population that will be bilingual/cultural • Strong advocacy from “connected” parents will increase support and \$\$\$ • Each group has language “models” • Leads all to bilingualism (biliteracy) biculturalism • Cross Cultural Friendships 	<ul style="list-style-type: none"> • Disadvantages • Lack of strong English/Spanish speakers, How do the model if they are low in language? • How does a teacher cover all subjects/CCSS • Staffing, need more bilingual teachers • Lack of/need/for PL to promote quality integration • Possible domination by English speakers • We need strong Spanish speakers to make program successful (also Eng) <ul style="list-style-type: none"> • Disconnect: shows English with struggling Spanish • Students start translating for each other • Struggle to keep conversation in target language • 2-way dual creates one-way dual dynamics with challenges • Teachers with passion for bilingual programs
<ul style="list-style-type: none"> • Questions • How can we keep the target language focused? • How do we integrate the two strands? • Is a two-way dual an appropriate option for any of our schools magnet-4 section- 2 way? • In how many buildings can/should we run 2-way Dual? 	<ul style="list-style-type: none"> • Implications for 6-12 • Staffing - • Can we run model in two middle schools?

One-Way Dual
(Minority Language Speakers)

<ul style="list-style-type: none"> • Advantages • Fewer staff need to be bilingual \$\$, but those fewer must have native-like skills in both. • Easier to teach literacy • K-5 (not beyond if stop at 5) \$\$ • Can test-in some English • Monolingual families requesting Spanish foundational skills • Focused on ELL • Increases strength to academic success Spanish Speakers 	<ul style="list-style-type: none"> • Disadvantages • Isolate kids (separate ≠) • Harder to learn English with out role models • Doesn't support multi-cultural • Eliminate English participation (eliminate strong program advocates) • Spanish families-concern about not learning English (especially with Start All Spanish)
<ul style="list-style-type: none"> • Questions • How to insure intentional integration (to overcome disadvantages) • What do we want to address various levels of heritage speakers? • Deal with spanish of different levels • Can test in Native English? If English include, it becomes Dual. (Becomes Spanish immersion) 	<ul style="list-style-type: none"> • Implications for 6-12 • Unsure of level of English proficiency by this point (especially 90/10 program)

**90/10 or 80/20
(Sequential)**

<ul style="list-style-type: none"> • Advantages • Provides a better foundation • ↑ academics • ↑ oral language • Raises the value of the L1 (Spanish language/culture) • Strong oral language in Spanish • Provides a strong foundation for native Spanish speakers • Longer intervention for struggling Spanish • Non-native Spanish speakers gain a new language/BICS access 	<ul style="list-style-type: none"> • Disadvantages • Need more <ul style="list-style-type: none"> • teachers who speak fluent spanish (& English) • If we have same # of kids in program • English speakers? • Students with certain temperaments may struggle
<ul style="list-style-type: none"> • Questions 1. Teacher or 2? 2. Are they ready at 6-8 to use reading and writing as tools for learning? 3. Would this be accessible to all English-dominant students? or would they "test-in"? 	<ul style="list-style-type: none"> • Implications for 6-12 • Students would come in with stronger Spanish (oral & academic) and stronger English skills

50/50
(Simultaneous)

<ul style="list-style-type: none"> • Advantages • English starts earlier • Teacher teaming • Content specialization • Kids coming with two language equal • Biliteracy First/Literacy Squared - cognates, metacognition, balanced literacy, thematic units, integrated contents 	<ul style="list-style-type: none"> • Disadvantages • English dominating • Staffing • Movement of kids (doesn't need to be) • Spanglish as a language? • Curriculum needs • 3 section school - single strand • Kids coming in limited - Spanish, 90/10 meets needs better • Doesn't give either E/S speakers a foundation in their native language (unlike Gomez-Gomez model)
<ul style="list-style-type: none"> • Questions • Current match all English • Would this be a self-contained or a team approach? • Does 50/50 include specials time? • Challenging schedule • Will this type of program be ideal for the students entering who we question language dominance? 	<ul style="list-style-type: none"> • Implications for 6-12 • Spanish academically lower • Research 6-8 years to acquire a second language • Language needing scaffolding

65/35 K-1, 50/50 2-5
(Successive)

<ul style="list-style-type: none"> • Advantages • Language models in both languages during content instruction • All kids get initial literacy in native language • Building transferrable skills • For Spanish experts, they get the gift of time to develop their Spanish skills • Language of literacy intervention (Rtl) is clear in K-1 • Easier to teach a language homogenous group of learners in K-1 	<ul style="list-style-type: none"> • Disadvantages • Content area success requires language and literacy L2 Literacy not part of instruction formally until 2nd grade • Default language becomes English • Spanish speakers become living dictionaries • No partner language models during literacy instruction • Staffing (qualified) • Not having a clear plan for introduction of L2 literacy • Lack balanced biliteracy zones • Linguistic resource (English) is removed from bilingual learners • Separated by language for literacy • Basic dual is minimum of 50% instruction in partner language, this model doesn't allow for that. • Students who are still below grade level L1 (English experts in particular or Spanish) by 2nd grade • Not enough Spanish for limited native Spanish speakers • Heritage • Poverty-impacted language • 2nd grade is problematic because literacy foundations in L2 haven't yet been built-big discrepancies that are hard to differentiate around
<ul style="list-style-type: none"> • Questions • What are our numbers in a building-investigate this before we consider/choose a 50/50 or 90/10 allocation model. Do we have the 2-way dual numbers? • What assessments? • Self contained vs. team teaching? • If students meet benchmark, could literacy in L2 be introduced earlier? • What is the language of intervention 2-5? • Materials? Especially at 2nd grade where formal L2 literacy is introduced? 	<ul style="list-style-type: none"> • Implications for 6-12

Appendix F: Incoming Assessment Plan

WWPS Incoming Kindergarten Assessment Plan for One-Way or Two-Way Dual Programs

Kindergarten (Testing should happen prior to beginning of School Year)	Spanish Pre-LAS	English Pre-LAS	Spanish Ready for Kinder Screener	English Ready for Kinder Screener
Spanish Native Speaker	X	X	X	
<ul style="list-style-type: none"> • If Pre-LAS score is a 3 or below in Spanish and a 3 or below in English then they qualify to be on the Spanish side of Dual and need to be in Dual Program. • If Pre-LAS score is 4 or 5 in Spanish and 3 or below in English then these kids should also be on the Spanish side of Dual program. • If Pre-LAS score is 3 or below in Spanish and 4 or 5 in English then these students are good candidates for Dual program but need to be placed on the English side. • The Spanish Ready for Kinder Screener is taken into account for academic strengths in Spanish. If low on screener (40 or below) combined with low Spanish Pre-LAS score then they should be placed in 90/10 or 80/20 program if available. 				
English Native Speaker		X		X
<ul style="list-style-type: none"> • If Pre-LAS score is a 3 or below in English then they should be on English side of a dual program where they start literacy in English first and are not strong enough in their native language to be in all Spanish Literacy Dual program (90/10 or 80/20). • If Pre-LAS score is high 4 or 5 in English <u>combined</u> with a high score on Ready for Kinder Screener (50 or above) then these kids could be our English language models in all Spanish Literacy Dual programs (90/10 or 80/20). 				

Appendix G: Slide presentation, WWPS Board Work Session, February 2016

Bilingual and English-Only Classrooms: Creating an Optimal Teaching and Learning Environment for All

The Directive

In the fall of 2015, the WWPS school board issued a directive: (1) align the education of English language learners within and across our elementary and middle schools, and (2) address the English-only classrooms at Edison and Sharpstein Elementary schools. In both settings, our goal is to ensure an optimal learning environment for all students.

Our Response

- We identified inconsistencies in current bilingual programs within and across schools.
- We identified challenges associated with English-only classrooms at Sharpstein and Edison.
- We identified research-based best practices for bilingual programs.
- We articulated a long-range plan, including initial steps for 2016-2017.

First Phase

Bilingual Education

- Form a committee of WWPS stakeholders
- Articulate a belief statement
- Identify best practices
- Examine WWPS data and student demographics
- Identify staffing resources and needs
- Connect with other WWPS initiatives (ELA, SLA)
- Determine initial changes

Initial Steps 2016-2017

- Align K-5 dual education, one-way or two-way, across participating schools
- Provide solid Spanish literacy foundation in K-2
- Provide 50/50 dual instruction in 3-5
- Support and integrate English-only classrooms at Sharpstein and Edison

Edison Elementary

Dual Classrooms

- Move to self-contained K-1 classrooms
- Increase Spanish literacy instruction across K-2

English-Only Classrooms

- Integrate students with dual classmates during intervention blocks, content, and possibly specials
- Increase project-based learning with dual classmates

Sharpstein Elementary

Dual Classrooms

- Increase Spanish literacy instruction across K-2

English-Only Classrooms

- Integrate students with dual classmates during intervention, enrichment, and specials
- AVID
- First Move Chess curriculum
- SMART/CogMed

Blue Ridge Elementary

Dual Classrooms

- Implement a one-way dual language section across K-5
- Move to self-contained K-5 classrooms
- Increase Spanish literacy instruction across K-2
- Implement 50/50 dual instruction across 3-5
 - Add Spanish language science and social studies instruction in 4-5

Green Park Elementary

Dual Classrooms

- Move to a one-section, K-5 dual model
 - Begin formal English literacy in grade 2
 - Continue Spanish science, social studies, and literacy instruction throughout grade 3, no transition
 - Increase Spanish literacy instruction 4-5 and add Spanish science and social studies instruction in 4-5

Pioneer and Garrison Middle Schools

Dual Language

- Both schools include a dual literacy option

Next Step

- Review Spanish literacy materials
- Review assessment data and student demographics

Next Phase

Primary Focus

- Invite parent and community stakeholders
- Explore school configuration, assessment, curriculum, and instruction

- Expand secondary and preschool focus
- Determine and implement professional learning

Ongoing

- Examine WWPS data
- Involve stakeholders
- Identify staffing resources and needs
- Implement initial changes and professional learning

Final Phase

Determine and implement school configuration, assessment, curriculum, and instruction in order to provide an optimal learning environment for all.

Appendix H: Potential Long-Term Alignment Plan

WWPS Bilingual Education Changes: 4-year Plan

Year 1 (2015-16)

Bilingual study

Belief statement

Inquiry process

Identify and define intermediate changes by spring/June

Identify and define foundational professional learning plan

Communication with key stakeholders: Study team, superintendent, Board (work session)

Staffing needs

Year 2 (2016-17)

Inquiry process

Implement intermediate steps

Parent stakeholders

Implement foundational professional learning

Finalize plan by spring/June

Board approval

Staffing/recruitment

Identify focused professional learning plan

Year 3 (2017-18)

Community communication

Implement intermediate steps

Implement focused professional learning

Staffing/recruitment

Year 4 (2018-19)

Implementation of plan

Implement focused professional learning