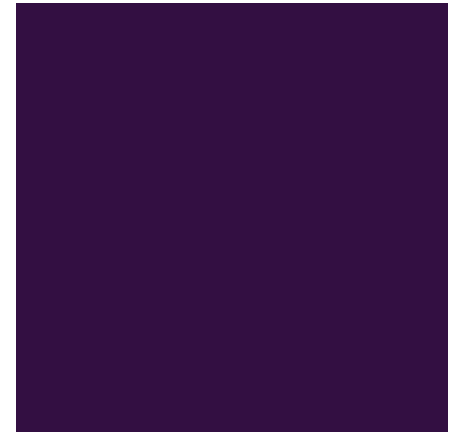
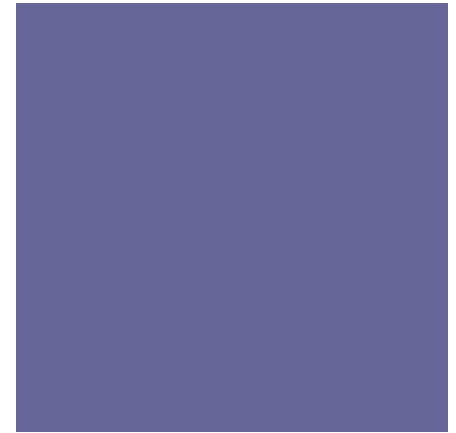




Dual Language Middle School: Research & Best Practices



BPAC - February 2025





Agenda



Today's Agenda

Welcome

Intros

Norms

Program Model

Dual Language Middle School Model

Districtwide Dual Language Expansion

The Big Five

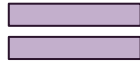
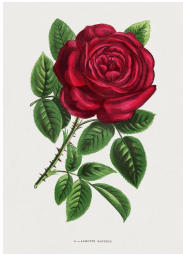




+ Dual Language Middle School (DLMS) Model

+ All _____ are _____, but not all _____
are _____.

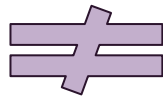
All roses are flowers, but...



flowers

...not all flowers are roses.

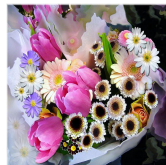
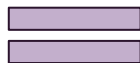
flowers



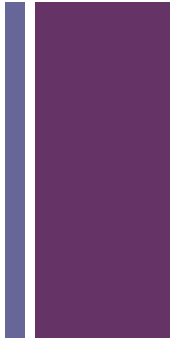
Only



Because...
flowers



+ All two-way immersion (TWI) programs are dual language, but...



TWI = Dual Language

...not all dual language programs are TWI.

Dual Language $\neq$ Only TWI

Because... Dual Language =

- World Language Immersion
- Developmental Bilingual
- One-Way Immersion & TWI



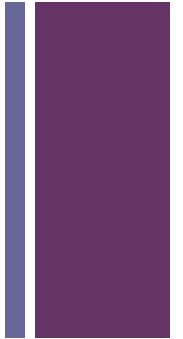
Building, Expanding, Honoring, Integrated

Developmental Bilingual (Current MS)	One-Way Immersion (PreK)	Two-Way Immersion (TWI & MSDL) (K-8)
This program is designed to develop both Spanish and English for English Learners (EL) . These students move in/out of Spanish and English classrooms.	This program is designed for students who share the same home language and have varying proficiency in both Spanish and English.	This program is designed for both native Spanish ELs and native English speakers . Students learn together in the same classroom.



Non-Negotiable of DLMS

- Periods of which the teacher only uses one language for instruction.
- Classroom composition of at least 70-30 of English Learners (EL) & Non-EL students in program. Students are integrated for most content instruction.
- Goals are bilingualism, biliteracy, achievement at or above grade level, and multicultural competence.
- The program extends at least three years.
- Instruction is delivered in one language at a time without translation.



+ Instructional Design 50:50

Grades 6-8



Spanish Language Arts: Spanish
Science: Spanish
Math: Spanish

English Language Arts: English
Social Studies: English
Specials: English

+ Dual Language Models for Middle School Schedule

50/50: The partner language and English are used equally throughout the program

Instruction time includes specials classes (art, music, PE, etc)

Periodo/ Period	Clase/Class	Asignación de idioma/ Language Allocation
1	English Language Arts	Ingles/English
2	Spanish Language Arts	Español/Spanish
3	Elective/ opcional	Ingles/English
4	Elective/ opcional	Ingles/English
5	Math/ matemáticas	Español/Spanish
6	Math/ matemáticas	Español/Spanish
7	Lunch/ almuerzo	
8	PE/ Educación física	Ingles/English
9	Science/ ciencias naturales	Español/Spanish
10	Social Studies/ ciencias sociales	Ingles/English

+ Staffing Grades 6-8



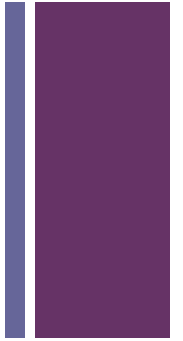
ELA: English
SLA: Spanish



Social Studies: English
Specials: English



Science: Spanish
Math: Spanish



+ Core Content Areas

Content Areas	ELA/SLA (English and Spanish)	Math (Spanish)	Science (Spanish)	Social Sciences (Eng)
Curriculum	Aligned to ISBE CCSS ELA and SLA standards	Aligned to ISBE CCSS math standards	Aligned to ISBE NGSS standards	Aligned to ISBE Triple C standards
Assessments	End of unit Benchmark IAR	End of unit Benchmark IAR	End of unit	End of unit
Instructional Materials	MyPerspectives/ MisPerpectivas	Desmos (Illustrative Math)	OpenSci Ed	Educurious
Community Resources	District 65 Community Scope and Sequence (HERE) District 65 Curriculum Page (HERE), Learning Targets (HERE)			



Assessments in Dual Language Middle School



Assessments Given in Spanish

Math

Spanish Language Arts

Science

Assessments given in English

English Language Arts

Social Science

Math

Civics Test incl. US and IL Constitutions

Standardized Assessments

ACCESS - EL students only

Illinois Assessment of Readiness (IAR)



Similarities and differences between TWI & DLMS



Both

Dual Language programs

Integration of students
(TWS/TWX/TWE)

Share three essential goals:
bilingualism and biliteracy,
grade-level academic
achievement, and sociocultural
competence

Movement towards Seal of
Biliteracy

Research based results

Differences

TWI

- Grades K-5
- Larger percentage of their day is in Spanish, for the early grades (80% in grades K & 1)
- Classroom composition starts around 50:50 Spanish ELs:Eng

DLMS

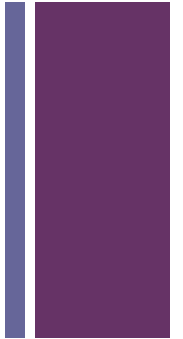
- Grades 6-8
- May have integration with non-DL students for English language subjects
- Classroom composition may be lower, depending on parents decision to continue, but never lower than 70:30



+ Research on Dual Language



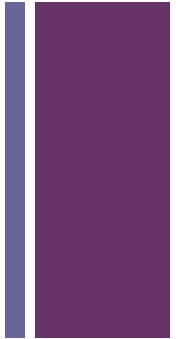
Guiding Principles: Instruction



- Cooperative learning or group work situations, including
 - Students working interdependently on tasks with common objectives
 - Individual accountability and social equity in groups and in the classroom
 - Extensive interactions among students to develop bilingualism
- Language objectives that are integrated into the curriculum
- Structured tasks and unstructured opportunities for students to use language
- Language policies that encourage students to use the language of instruction



Guiding Principles: Instruction

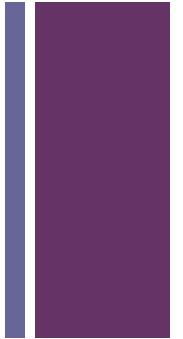


- Language input that...
 - Uses sheltering strategies to promote comprehension
 - Uses visual aids and modeling instruction, allowing students to negotiate meaning
 - Is interesting, relevant, and of sufficient quantity and quality
 - Is challenging enough to promote high levels of language proficiency and critical thinking
- Monolingual lesson delivery
- Balanced consideration of the needs of all students
- Integration of students (in two-way programs) for the majority of instruction

Some examples: teachers follow the language of instruction, teachers encourage learning groups, experiential opportunities for middle school students



Guiding Principles: Staff Quality and Professional Development

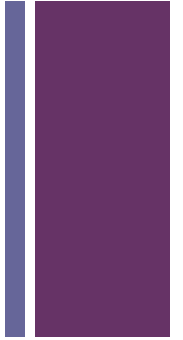


Effective Features of Staff Quality The program selects and trains high quality teachers who

- Have appropriate teaching certification and knowledge of subject matter, curriculum and technology, instructional strategies, and classroom management
- Have appropriate academic background and experience
- Are fully credentialed bilingual or ESL teachers and have knowledge of bilingual education and second language acquisition
- Have native or native-like ability in the language(s) of instruction (monolingual English speakers who provide English model MUST understand the partner language)



Guiding Principles: Program Structure

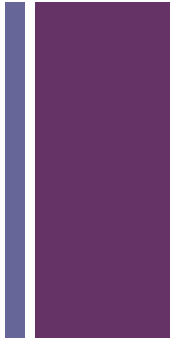


The program has a cohesive, shared vision and set of goals that

- Provide commitment to and instructional focus on bilingualism, biliteracy, and multiculturalism
- Establish high expectations for achievement for all students



Guiding Principles: Program Structure

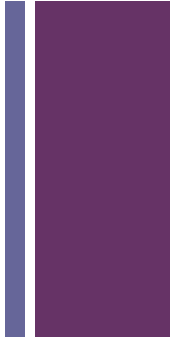


With respect to the treatment of all program participants at the district, school, and classroom level, the program ensures

- A safe and orderly environment
- A warm and caring community
- Ample support and resources
- Additive bilingualism for all students
- Awareness of the diverse needs of students of different linguistic and cultural backgrounds



Guiding Principles: Program Structure

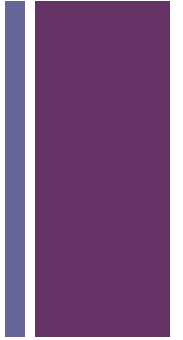


A language education model is in place that upholds

- Principles of second language development
- Bilingual and immersion theory and research
- Effective instructional methodologies and classroom practices
- Belief in and commitment to the dual language education model



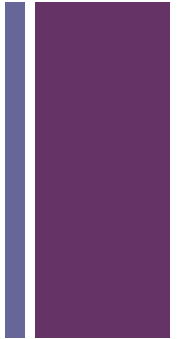
Guiding Principles: Family & Community



The program

- Incorporates a variety of home/school collaboration activities
- Maintains a welcoming environment for parents and community
- Values bilingualism and biliteracy
- Hires office staff who speak the partner language
- Makes announcements in both languages

+ Guiding Principles: Support & Resources



The program is supported by the community, the local Board of Education, and the district, in that

- Resources are allocated equitably
- The program is seen by all stakeholders as a permanent and enriching part of the school and district
- School and program administrators
 - Understand, support, and advocate for the program
 - Facilitate integration of the program across the school
 - Ensure equitable access to resources for all students and in both program languages
- Families and communities are knowledgeable about the program and can advocate on its behalf

+ Research on Student Outcomes

Higher Academic Achievement

Students in dual language programs often outperform their peers in monolingual programs on standardized tests, particularly in reading and math.

Studies show that the cognitive benefits of bilingualism contribute to enhanced problem-solving skills and academic success.

Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Dual Language Education of New Mexico – Fuente Press.

Improved English Proficiency and Biliteracy

Dual language learners develop strong proficiency in both their home language and English, achieving higher levels of biliteracy than peers in English-only programs.

This proficiency translates to better linguistic flexibility and long-term academic advantages.

Lindholm-Leary, K. (2016). Why Dual Language Education? *Educational Leadership*, 73(5), 22-26.

+ Research on Student Outcomes

Enhanced Cognitive Skills

Students in dual language programs demonstrate improved cognitive flexibility, working memory, and executive functioning, which contribute to stronger learning abilities across subjects.

Bialystok, E. (2018). Bilingual education and cognitive development. *Current Directions in Psychological Science*, 27(1), 45-50.

Greater Long-Term Educational and Career Outcomes

Bilingual students are more likely to graduate high school, pursue higher education, and have better career opportunities due to their multilingual abilities, which are highly valued in the workforce.

Umansky, I. M., Valentino, R. A., & Reardon, S. F. (2015). The promise of bilingual and dual immersion education. *Educational Researcher*, 44(2), 73-87.

+ Dual Language Middle
School EXPANSION



6 Year Dual Language Expansion

2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Bessie Rhodes 6 th Grade Dual Language		Middle School #2 6 th Grade Dual Language	Middle School #3 6 th Grade Dual Language		
	Bessie Rhodes 6 th & 7 th Grade Dual Language	Foster School Opens!	Middle School #2 6 th & 7 th Grade Dual Language	Middle School #3 6 th & 7 th Grade Dual Language	
		Haven 6 th - 8 th Grade Dual Language		Middle School #2 6 th - 8 th Grade Dual Language	Middle School #3 6 th - 8 th Grade Dual Language

Haven DL Program

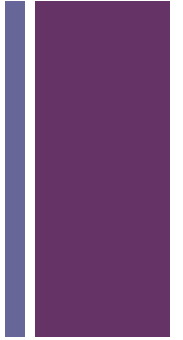
Middle School #2 DL Program

Middle School #3 DL Program

SAP III will recommend the next location of the building at the middle school for the dual program (building expansion based on enrollment and demand).



SAP III Committee

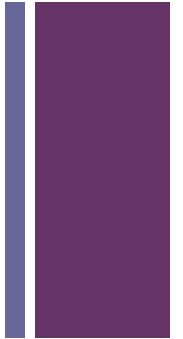


The Essential Question for the DLMS Committee is...

Where will the next Dual Language Middle School program be located in the fall of the 2026-2027 school year... Chute or Nichols?



Enrollment: Criteria & Process



D65 Feeder Pattern

Dawes Elementary
Oakton Elementary
Walker Elementary



Chute Middle School

Kingsley Elementary
Lincolnwood Elementary
Orrington Elementary
Willard Elementary



Haven Middle School

Dewey Elementary
Lincoln Elementary
Washington Elementary



Nichols Middle School



Enrollment: Criteria & Process

Re-registration in 6th Grade for all D65 students.



Native Spanish speaking Newcomers
and EL native Spanish speakers who
completed 5th TWI

*Automatically guaranteed a
seat in a dual language
classroom*



Former EL native Spanish speakers and
native English speakers who completed
5th TWI

*Apply for a seat in a dual
language classroom via the
lottery*



Dual Language Talent Pipeline

University Partnerships for Student Teachers

- Northeastern
- DePaul
- National Louis
- Roosevelt
- Loyola

Job Fairs

- IRC bilingual job fair - Spring
- Other job fairs coordinated by HR

Job Postings

- Current year positions are still up for DL positions
- Anticipated that positions for SY25/26 to be posted in January/February

Strategies Under Consideration:

Endorsement Programs for Current Staff

- Discussed possibility of establishing a middle school endorsement tuition program

International Teachers

- Developing relationships
- Interested in a small cohort



EXPANSION to Evanston Township High School

Develop high levels of proficiency in both the students' native language and a second language;

Enabling students to achieve grade-level academic performance in both languages;

Foster cross-cultural understanding and promoting biliteracy at the time they graduate high school





Questions?



In the chat, please list one thing that surprised you, one question you still have, and if you would consider having your child continue their dual language education through eighth grade and perhaps beyond?