

Affirmations

#3

Student Success

Affirmation
As a team, carefully analyzing what 80/20 and 50/50 models bring to the table for our population of students

Affirmation 3
Discussion with professors for 50/50 and 80/20 language models

NEED TO INVESTIGATE FIDELITY OF CURRENT 50/50 MODEL → IS IT REALLY 50% SPANISH OR IS IT GETTING STRENGTHENED??
ROOT CAUSE FOR LIMITED SPANISH PROF. CREDENTIALS??

Affirmation 2
80/20 model vs 50/50 - need to think about who this program was created for and what best serves them at becoming bilingual

Affirmation 3
Share & discuss critically thinking about how we "tailed" in the 50/50 model and how we could make it be successful for both.

80/20 PRODUCTIONS

Surveys = data

RFP includes which data/evidence matters most for teachers

Surveying staff so all voices are heard. We can be more open to all needs

Include staff voice with survey

* Staff Survey - input from all voices

80-20 vs. 50-50 Analysis

ADDRESSING GAPS IN PD

Professional Dev.

prioritizing PD + looking for gaps that need to be addressed

- plan time
- PD ~ collaboration

PD that addresses both practice and curriculum (unified culture, process, routine)

RFP includes PD and gaps

our Most useful PDs and what aspects of them were useful. ①
the gaps in our program and collectively share identified areas of

Affirmation
Building a draft list of 5-7 priority PD needs for SY23

* Staff Survey - PD resource input - centered to hear all voices of those working directly w/ students
provide opportunities for staff to share in variety

Staffing needs and Class Size

Getting staff feedback on professional development plan is a refreshing step in the right direction

RFP creation (student outcomes, instructional practices, PD, Family Engagement Resources, Staffing needs, class size)

Affirmation 1
PD to help teachers successfully execute instruction in DL setting is crucial
we need to make magic happen

Affirmation 2
getting real feedback from ⊕ regarding PD that best fits us

Affirmation 1
revisit teacher-generated questions/themes

Recognition that there may be blindspots, so this is an open + evolving process

EXPLORE PACING OF CURRICULUMS!
DUAL AND DUAL should NOT be the SAME.

Pacing

Staff, student, family need for success

Plan time AND pacing

Consider Pacing Guides
depth is breadth in lesson sequences literacy

Student examples of learning/look to highlight strengths + challenges

* Dual-specific curriculum supports and planning tools.

Supports to make it feasible

Materials & Resources

Annotation
* Look at what we need that we don't currently have? - resources - assessment

Materials (especially authentic literature in Spanish)

Connections # 2

Student Success

consolidation
culture

experience w/ language
models

Connection:
I have taught
in the 80/20
model and prefer
our current 50/50
allocation b/c it
benefits our ELs

Connection 1
(for lack of)
Stamina for
to implement 80/20
model

Connection 2
looking at DL
best practices to
determine language
model 50/50-80/20

Connection 1
I've worked in
multiple DL
programs and schools
and have a lot of
good ideas of how
to change what we
are doing to work

Connection
I think if
the stamina of
80/20 is important
to consider in terms
of staff workload,
hiring, etc.

Small groups look at
DL 80/20 experience
in multiple
workload
time needed
What is best for ELs

Connection
Analyzing 80-20 and
50-50 through
With my training and
feedback, applying
what I know and
researched

Experience
with
80-20

As some who has
taught in a school
when it was in the
1st year of consolidation
I feel I can offer
perspective of staff +
share experiences
of students

Transitioning @
Plan for building
culture shift
and mixing.

Staffing

Staff leadership
+ participation

Staffing
needs and
Staff's needs

Survey

Connection
Review responses
from surveys to
provide clarity and
see trends

creating survey
+ analyzing results
of staff input

PD and Resources

PD needs for
staff

When we went from
ISS to CCSB, I led
committees to search
for gaps + seek out
resources/programs to
fill in the gaps which
can be helpful as we go
through this process

Curriculum
needs and
resource gaps

gaps
in
PD

DL PD
Have good
extensive knowledge
of DL practices

Data-driven
practices for
curricular
supports, team
meetings

curriculum
review

resources/
tools we
don't have

language model

Before we evaluate 80/20 should we verify if we are even 50/50?

Question - Can we say that the 50/50 model doesn't work when we haven't kept Spanish time sacred and built orally over the years?

+ better understanding of 80/20 model and successes, strategies?

NEED TO CONSIDER COMMUNITY NEEDS FOR DECISION OF LANGUAGE MODEL - When do students get English foundation & skills with 80/20 model?

Question - Will student voice be considered in any decision-making? - 80/20 vs. 50/50 - feelings about curricula

For the RFP one bullet point considers what data/evidence matters most for teachers → Should we also consider what matters most for students?

50/50 vs 80/20 I've taught BOTH AND MY TWO KIDS EXPERIENCED 80/20

#1 Student

Questions Success

RFP process

1 Question/Idea How are we going to discuss these CRITICAL issues such a small amount of time?

How will we use what we learned from the consolidation of Lincoln → Indian Trail Elm Place → Edgewood Green Bay → Oak Terrace to help transition from OT/RO → Oak Terrace?

Question - How much contact will the team log doing the analysis of the program have with our Student Success Task force?

New - Get longitudinal data to better understand if or why students not reaching EXIT status - what factors impact what more can we do to address these issues?

New RFP to look at current forms of assessment - valid measures? - take into account English proficiency

vision

Is there a vision statement for our dual lang. program that can guide our work?

pd/staff

Building culture in regards to PD, i.e. how will the takeaways from PD address differences in how teams plan and approach instruction?

Staff's needs - culture/climate - staff community - Big feelings

PD to address curriculum and culture + climate?