

Designing the Dual Language Immersion Program Master Plan Mtg #5

Arlington Public Schools

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Housekeeping

Para interpretación simultánea en español:


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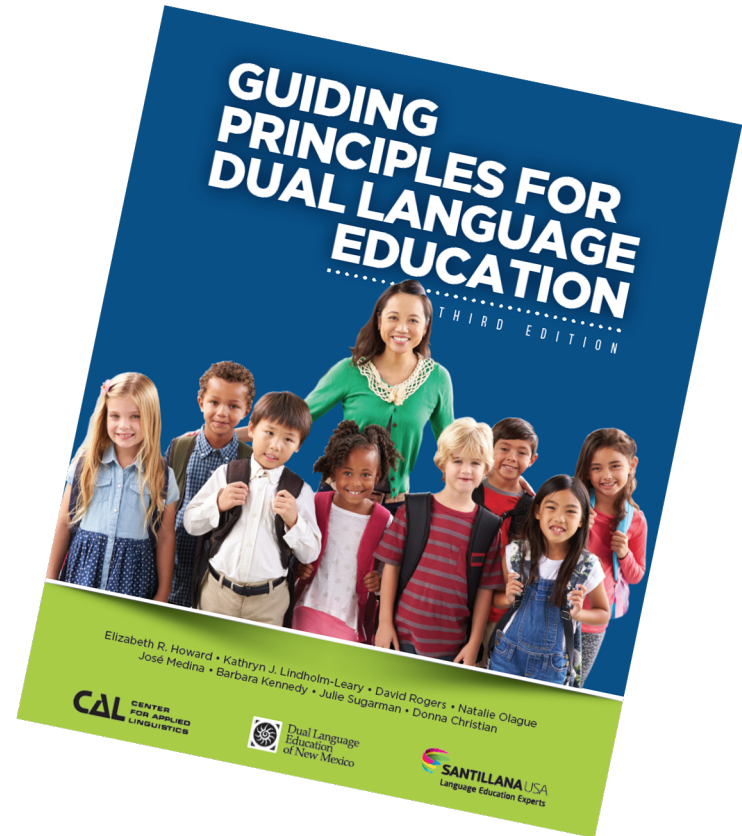
Today's Agenda - The business of DLI Programming

- Staffing HR
 - Credential Requirements
 - Language Requirements
 - Professional Training of school staff in dual language methodology, curriculum and second language acquisition strategies
 - Review the suggestions from yesterday's meeting
 - Marketing and Recruitment Policies and Structures
- 

Staffing

Guiding Principles of Dual Language Education

- [Guiding Principles for Dual Language Education](#) is available as a download at the cal.org website if you sign in
- [Download for free](#)



Guiding Principles of Dual Language

Strand 5

Principle 1

Principle 1

The program recruits and retains high-quality dual language staff.

Key Point A

There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs.

| Minimal alignment | Partial alignment | Full alignment | Exemplary practice |
|---|---|--|---|
| No defined teacher recruitment and retention plan exists. | A teacher recruitment plan exists, but teachers are frequently hired on an emergency basis and without consideration for program goals or long-term needs (e.g., staff is hired without appropriate training, certifications, or language proficiency; or the program relies heavily on short-term international teacher exchanges to provide instruction through the partner language). There are no systematic retention efforts. | There is a plan for recruitment and retention that is aligned with program goals and takes program sustainability and longevity into account. Teachers are hired through a targeted screening and interview process that includes dual language experts (e.g., program leaders, veteran dual language teachers) and is based on criteria that align fully with program requirements and best practices in dual language education. Short-term international teacher exchanges supplement the partner language teaching staff but are not the primary source. The plan addresses retention through support for new teachers (e.g., mentoring, peer observation), opportunities for long-term professional growth and leadership development, and financial incentives, which may include annual stipends or hiring bonuses. | There is a plan for recruitment and retention that is aligned with program goals, takes program sustainability and longevity into account, and is systematically coordinated with district-level staff. Teachers are hired through a targeted screening and interview process that includes dual language experts (e.g., program leaders, veteran dual language teachers) and is based on criteria that align fully with program requirements and best practices in dual language education. Short-term international teacher exchanges supplement the partner language teaching staff but are not the primary source. The district and program partner with local universities to create or strengthen teacher workforce pipelines, or to sponsor in-house “grow your own” alternative certification programs targeting paraprofessionals, thus creating a sustained supply of well-prepared teachers. The plan addresses retention through support for new teachers (e.g., mentoring, peer observation), opportunities for long-term professional growth and leadership development, and financial incentives, which may include annual stipends or hiring bonuses. |

Human Resources Erin Wales-Smith

- **APS Recruitment strategies for new teachers**

 - Elementary**


 - Secondary**

- **Licensure requirements for Dual Language Immersion teachers**


 - Elementary**

 - Secondary**

Human Resources Department

- Process for recruiting new teachers into the Dual Language Immersion program?
 - Human Resources efforts to find and place teachers in the Dual Language Immersion programs at the elementary, middle and high schools
 - Interview process for teachers?
- 

Elementary Recruitment at each Dual Language Immersion for Teaching Staff

- Finding highly qualified, bilingual staff is a priority and a necessity for our program to be successful.
 - The programs work with APS Human Resources, who recruits all staff for the program.
 - Many teachers come from a reference from a colleague or having taught at the summer school program.
 - We seek not just bilingual, qualified classroom teachers, but also seek to find special education, gifted, English learner teachers, as well as our front office staff.
 - Recruiting and retaining highly qualified, diverse, and bilingual staff continues to be a top priority for us.
- 


Shifting to an 80/20 Program Brings Staffing Changes

Teachers in Dual Language must possess the necessary certification to teach in a Dual Language setting

- Credential requirements
- Language requirements
- On-going Professional Training Requirements



Recruitment at each Dual Language Immersion for Teaching Staff

- **Elementary** - Principals
 - **Middle School** - DLI Coordinator
 - **High School** - Principal
- 

Middle School Recruitment of DLI Teachers

Proactive Strategies:

1. Job fairs abroad- Puerto Rico
2. All positions posted as bilingual (Spanish and English) preferred
3. Strategic workload for teachers
4. Strategic hires

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80/20 DLI is a Two-Teacher* Model

In K-2

Homeroom Teachers teach Spanish to their students

Spanish Language Arts

Spanish Social Studies/Science

Spanish Matemáticas

Teachers exchange classes to teach English

Academic English Time and ELD

Note: Specials (PE, art, music, tech, library) may be taught in English or Spanish by other teachers

80/20 DLI is a Two-Teacher* Model Grades 3-5

Spanish Language Teacher

Spanish Language Arts

Spanish Science/Social
Studies

Spanish Math

English Language Teacher

English Language Arts

English Science/Social Studies

Specials

Secondary DLI is a Multi-Teacher Model Grades 6-12

Spanish Language Teachers

Spanish Language Arts

Spanish Science and/or
Social Studies

English Language Teachers

English Language Arts

English Math

English Social Studies (high school)

Electives

Guiding Principles: Staff Quality and Professional Learning

Claremont

Claremont DLI Self-Evaluation
Adapted from CAL's Guiding Principles for Dual Language Education
3rd Edition

Strand 5: Staff Quality and Professional Learning

| Overall Strand 5 Staff Quality and Professional Learning score and recommendations | | | | | |
|---|--|---|---|---|---|
| Equitable opportunities for everyone to engage in professional learning such as conferences, and to have an opportunity to visit other programs around the country that would allow us to build on our understanding. | | | | | |
| Principle 1 | | | | | |
| The program recruits and retains high-quality dual language staff. | | | | | |
| Key Points | Evidence/Comments | M | P | F | E |
| Key Point A There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs. | <ul style="list-style-type: none"> A mentor teacher is provided for new teachers. These mentors offer support and guidance throughout the school year. New teachers get support and a mentor the first year, however, veterans teachers should get incentives to continue in the program. In the past the PE team has been apart of the hiring process on selecting new candidates, which is very helpful. I believe the collaborative and welcoming environment serves to retain immersion teachers | | | | |
| Key Point B Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals. | <ul style="list-style-type: none"> Instructional coaches are provided for Math and English. A Spanish coach should also be provided for continuity across content areas. | | | | |

Escuela Key

Key DLI Self-Evaluation
Adapted from CAL's Guiding Principles for Dual Language Education
3rd Edition

Strand 5: Staff Quality and Professional Learning

| Overall Strand 5 Staff Quality and Professional Learning score and recommendations: | | | | | |
|--|---|---|---|---|---|
| Principle 1 | | | | | |
| The program recruits and retains high-quality dual language staff. | | | | | |
| Key Points | Evidence/Comments | M | P | F | E |
| Key Point A There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs. | <ul style="list-style-type: none"> I believe that the collaborative, welcoming environment has served to retain immersion teachers. | | | X | |
| Key Point B Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals. | | | X | X | |
| Key Point C There is a positive workplace climate and all staff are valued and appropriately supported in carrying out their work. | <ul style="list-style-type: none"> Staff in the past had more opportunities for support in language acquisition, dual language opportunities though opportunities to attend conferences. This contributed to a positive climate. Similarly there were more opportunities for collaboration and learning with colleagues. | | X | | |

Gunston/Wakefield

Gunston/Wakefield DLI Self-Evaluation
Adapted from CAL's Guiding Principles for Dual Language Education
3rd Edition

Strand 5: Staff Quality and Professional Learning

| Overall Strand 5 Staff Quality and Professional Learning score and recommendations: | | | | | |
|--|---|---|---|---|---|
| Principle 1 | | | | | |
| The program recruits and retains high-quality dual language staff. | | | | | |
| Key Points | Evidence/Comments | M | P | F | E |
| Key Point A There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs. | <ul style="list-style-type: none"> I believe that the collaborative, welcoming environment has served to retain immersion teachers. | | | X | |
| Key Point B Selection of new instructional, administrative, and support staff is based on credentials, language proficiency, and demonstrated commitment to program goals. | | | X | X | |
| Key Point C There is a positive workplace climate and all staff are valued and appropriately supported in carrying out their work. | <ul style="list-style-type: none"> Staff in the past had more opportunities for support in language acquisition, dual language opportunities though opportunities to attend conferences. This contributed to a positive climate. Similarly there were more opportunities for collaboration and learning with colleagues. | | X | | |



Professional Development of DLI Staff and Admin

Tiered Professional Training

Tier One:

- Two-Way Bilingual Immersion Theory and Framework
- Curriculum Trainings: SLA, Math, Science and Social studies curricula
- Standards Based Instructional strategies in Spanish and English
- Literacy Development in reading and writing in Spanish and English
- Data Management systems - interpreting data while conducting a well designed progress monitoring system for all students in both languages
- Conversational Management strategies: oral language development

Tier Two

- Literacy Strategies to include: Guided Reading, Shared Reading and Writing in both languages, phonemic awareness
- Development of Oral language proficiencies in both languages
- Curriculum mapping and unit planning

Tier Three

- Thinking Maps
- GLAD Strategies
- Project Based Learning
- Cooperative Learning
- etc.

Tiered Professional Training for DLI Teachers



Professional Development
Opportunities in the Network for
Program

- ❖ ATDLE
- ❖ La Cosecha Conference
- ❖ FLAVA
- ❖ National, state and local workshops, inservices and trainings in dual language immersion education

EXIT TICKET RESPONSES

How do you envision the DLI program three years from now?

15 responses

More involvement detention (stability)- students and parents awareness of benefits of bilingualism-may be a more central location (new school?)

Increase Spanish language proficiency

Hopefully growing, expanding, and deepening.

A strong bilingual program from K-12 that retains its high enrollment and with evidence of student achievement.

More students and more strategic support from APS

I see it expanding into a full immersion program.

More cohesive, with a coordinator for immersion program and clear proposals to recruit and keep qualify teachers.

I would hope we would see a more diverse population enrolled in the program with meaningful real world opportunities for students to use their skills.

With APS bureaucracy, I think it will be the same, but I have hope for 5+ years from now

Less attrition. Ensuring we have a diverse cohort continuing in the program (made possible in part by a more centralized location at the MS & parent outreach/education on pathways).

I envision the following: 1.Serving more students who would benefit from the DLI program (students affected by the achievement gap). 2. More resources and support for the program (resource teacher, authentic and high quality instructional materials) 3. Higher teacher quality. Not enough for teachers to be proficient in Spanish. They should have pedagogical background in second language acquisition and English and Spanish language proficiency.

A 3rd DLI VPI-5th school opened. A DLI Coordinator that does outreach to incoming preschool and Kinder families. APS studies moving the Middle School Program to a more central location. Increased number of classes offered on the High School Level.

I hope to see either a k-8 program in a central location or a 6-12 program in a central (similar to HB) location so we have more continuity and more students complete the full program. I also am hopeful that the county will start showing their support more with resources, and educating the community about the program.

I think it will be better and stronger than it was 10 year ago!

EXIT TICKET RESPONSES

What needs to happen between now and then?

14 responses

do a summary of information and presentations to all immersion staff in each school.

Parent Education- 90:10 model- central location for middle school

Firm up our commitment to embodying the ideals of the program.

APS has to support the program by hiring people who know Immersion and can work to improve it at the school level.

Commitment from central office to support DLI

We need to fully commit to the program and continue with this type of meetings.

Commitment from APS directors on what are we going. Serious offerings to parents to make more attractive the programs.

An elementary Spanish Language Arts coordinator would be such a valuable resource. Putting the data and benefits out to all communities would help boost enrollment.

Hiring a lot more bilingual teachers, total APS and SB buy in, program move for MS

Some thoughts-DLI coordinator at the elementary level to support curriculum development and training, consistent student data to measure language development, parent outreach/education, centralized MS location.

Strengthen instructional practices and have higher standards for teacher recruitment.

Money! Money to hire a DLI Coordinator. Money to start a 3rd School. Money to hire and retain DLI Staff on the Elementary and High school levels.

The school board needs to show through their actions that they value our program. We need to prioritize a building site that could accommodate our long term program goals. Help in recruiting quality teachers and helping to retain those teachers.

Evaluating the program and make it stronger (Is what we are doing now). Advertise benefits all around the county .

APS needs to support it. Spanish-speakers need to be educated about it and enroll.

EXIT TICKET RESPONSES

What would the benefits be to the Arlington community?

14 responses

stronger student who are multicultural and multilingual, more prepared individuals in the community.

Increase number of students in immersion

Biliteracy--and all the gifts this brings with it to families and community.

Bilingual high-achieving students who will become global citizens!

English Learner students with Spanish as a language will succeed academically and socially-emotionally, and all students who participate in the program will have increased educational and professional opportunities.

Create opportunities for students access education in two languages.

Have more qualified community.

A stronger program would mean more successful community members. Opportunities for students to use their language skills in the real world would provide unlimited benefits for Arlington.

More inclusion in the program, a feeling that the program is being fully supported and nurtured to grow, greater cultural awareness

More biliterate graduates in the community!

Social and cultural competency as a result of biliteracy and multicultural education of its citizens.

The higher level of graduation with an advanced diploma would rise. Also just the educational benefits that our students would have from a bilingual education that would inflate our data in the right direction for the county as a whole. Nationally we are already recognized and improving our program would increase our national visibility.

This could be a bilingual community but not only in speaking but also academically speaking. Business can have they offices here (as is happening now) and the students are ready to be part of the work force.

Longevity of the program. Lower attrition rates. Students not having to choose between language and everything-else-they-love, or commitments to the family like taking care of younger siblings, or working part-time jobs to earn money for college. Raising bilingual, biliterate, bicultural global citizens in the capital of the nation (some might say the world).

Padlet Responses

Group 1 Delgadillo Padlet: https://padlet.com/elisabeth_harrington/wu7dqddqnp8u8jlz

Group 2 Ríos Padlet: https://padlet.com/elisabeth_harrington/ecvifx903fqkz23

Group 3 Perdomo Padlet: https://padlet.com/elisabeth_harrington/plaf1f9vixmsqm3l

Group 4 Bermudez Padlet: https://padlet.com/elisabeth_harrington/hcuitc5i83ecdyit

Group 5 Muñoz Padlet: https://padlet.com/elisabeth_harrington/y82ms6ntf0ib1wtv

Group 6 Gollopp Padlet:

https://padlet.com/elisabeth_harrington/m2179cfowsh14lvc

Group 7 Panfil Padlet: https://padlet.com/elisabeth_harrington/bhokba1tq6j3oyy1

Marketing the DLI Program



Marketing in 2021-22

Program Video

What are we promising?

In the chat, what is APS proposing to the families of these four communities?

Marketing Efforts

Secure linguistically balanced classrooms with students that represent the following:

- English dominant students
- Bilingual students
- Spanish dominant students

Most programs recruit themselves after 3-4 years in existence and are filled with siblings, students of the teaching professionals, etc.

Question? How do you retain a linguistic balance?



Linguistically Balanced Classrooms

Native
Speakers



Bilingual




English
Speakers

APS Enrollment Process - Jonathan Turrisi

Lottery System

1. Spanish dominant students
2. English dominant students

Late enrollees

1. Space
 2. Screener for incoming students
- 

Claremont & Key - Student Language by Grade 2021- 22 As of September 9, 2021)

| Claremont/Escuela Key - Count of Student Language (As of September 9, 2021) | | | | | | | |
|---|---------|-----|---------|-----|-------|----|-------------|
| | ENGLISH | | SPANISH | | Other | | Grand Total |
| PreK Total | 17 | 33% | 33 | 63% | 2 | 4% | 52 |
| Claremont Elementary School | 10 | 36% | 17 | 61% | 1 | 4% | 28 |
| Escuela Key Elementary School | 7 | 29% | 16 | 67% | 1 | 4% | 24 |
| Kindergarten TOTAL | 127 | 68% | 59 | 31% | 2 | 1% | 188 |
| Claremont Elementary School | 68 | 72% | 26 | 28% | | 0% | 94 |
| Escuela Key Elementary School | 59 | 63% | 33 | 35% | 2 | 2% | 94 |
| Grade 1 Total | 160 | 69% | 70 | 30% | 3 | 1% | 233 |
| Claremont Elementary School | 91 | 73% | 32 | 26% | 2 | 2% | 125 |
| Escuela Key Elementary School | 69 | 64% | 38 | 35% | 1 | 1% | 108 |
| Grade 2 Total | 144 | 68% | 64 | 30% | 5 | 2% | 213 |
| Claremont Elementary School | 82 | 73% | 29 | 26% | 2 | 2% | 113 |
| Escuela Key Elementary School | 62 | 62% | 35 | 35% | 3 | 3% | 100 |
| Grade 3 Total | 128 | 62% | 75 | 36% | 5 | 2% | 208 |
| Claremont Elementary School | 71 | 63% | 39 | 35% | 2 | 2% | 112 |
| Escuela Key Elementary School | 57 | 59% | 36 | 38% | 3 | 3% | 96 |
| Grade 4 Total | 114 | 58% | 81 | 41% | 3 | 2% | 198 |
| Claremont Elementary School | 62 | 66% | 31 | 33% | 1 | 1% | 94 |
| Escuela Key Elementary School | 52 | 50% | 50 | 48% | 2 | 2% | 104 |
| Grade 5 Total | 108 | 55% | 84 | 42% | 6 | 3% | 198 |
| Claremont Elementary School | 59 | 55% | 45 | 42% | 4 | 4% | 108 |
| Escuela Key Elementary School | 49 | 54% | 39 | 43% | 2 | 2% | 90 |
| Grand Total | 798 | 62% | 466 | 36% | 26 | 2% | 1290 |

Marketing the Dual Language Programs at APS

Purpose of Marketing:

- Balancing the programs linguistically
- Increasing enrollment of underrepresented populations
- Informing EL Parents of the benefits of Dual Language Immersion in learning in both English and Spanish
- Growth of the program through the grade levels

Familiarity with Programs

76% of elementary Dual Language Immersion parents/guardians were Somewhat Familiar or Very Familiar with World Languages courses and opportunities.

Figure 13 - How familiar are you with courses/opportunities offered through the APS World Languages program?



Yearly Scheduled Efforts

I. New Families:

Parent Information Nights to introduce families to Dual Language Immersion

Parent Orientation Meetings once families are accepted into the program

Parent Education Evenings

Enrollment & Lottery timelines

II. Students from the Elementary to Middle School

Recruitment efforts

Enrollment Timelines

III. Students from Middle School to HS

Recruitment efforts

Enrollment Timelines

Exit-Ticket

In this google form please place any burning questions that may have come up for you as a result of this information

What insights did you glean from the information presented today?

What do you believe are APS greatest needs for marketing, hiring and staffing?



Upcoming Meetings

October 18, 2021

*¡Mil Gracias!
&
Stay Safe!*
