

Designing the Dual Language Immersion Program Master Plan Mtg 3

Arlington Public Schools

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Language Education, (ATDLE)

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August 25, 2021



Agenda

- Review and discuss themes from the previous day
- Schedules Matter! Review a proposed instructional schedule from other programs
- Review APS schedules
- Discuss options for a full immersion schedule for K-12 understanding the shift of the elementary program roll-out commencing in Fall of 2022.

The Work Begins

Fidelity to Our Model



Outcomes

- Understand the “will of the group”
- Read and understand Guiding Principle of Program Design
- Analyze school evidence on where they are in program Design
- Outline the K-12 Program Pathway

Individually, write down one sentence that recaps yesterday's meeting

There are many benefits to a 90/10 program with huge gains for EL students

Research reaffirms that the DLI 90/10 model is highly effective for ELLs.

Benefits and barriers of the current program and future implementations.

Data demonstrates many aspects of the 90/10 model that would benefit many of our learners, and lots of considerations in making that transition.

Good discussion about barriers/challenges of the 90/10 and 50/50 model that should be addressed before branding the benefits of Spanish Immersion

Great discussion of benefits of and barriers to a change in program model.

Research demonstrates students achieve academically in a dual language school, in addition to gaining language skills.

Research on the positive effects on student achievement of the 90/10 model suggest that its more beneficial for DL/I students.

We have some barriers that need to be addressed ASAP for the continued success of our program

Benefits of a 90/10 full DLI program with a few hurdles that will require planning.

Individually, write down one sentence that recaps yesterday's meeting

Dual language immersion education benefits ALL the participants!

Community members need an education of the benefits to better understand and support these programs.

The benefit of having a 90/10 program is best for EL students

Benefits of the 90/10 program were made evident.

Great information about 90/10 program and benefits.

DLI programs helps ensure academic benefits all students.

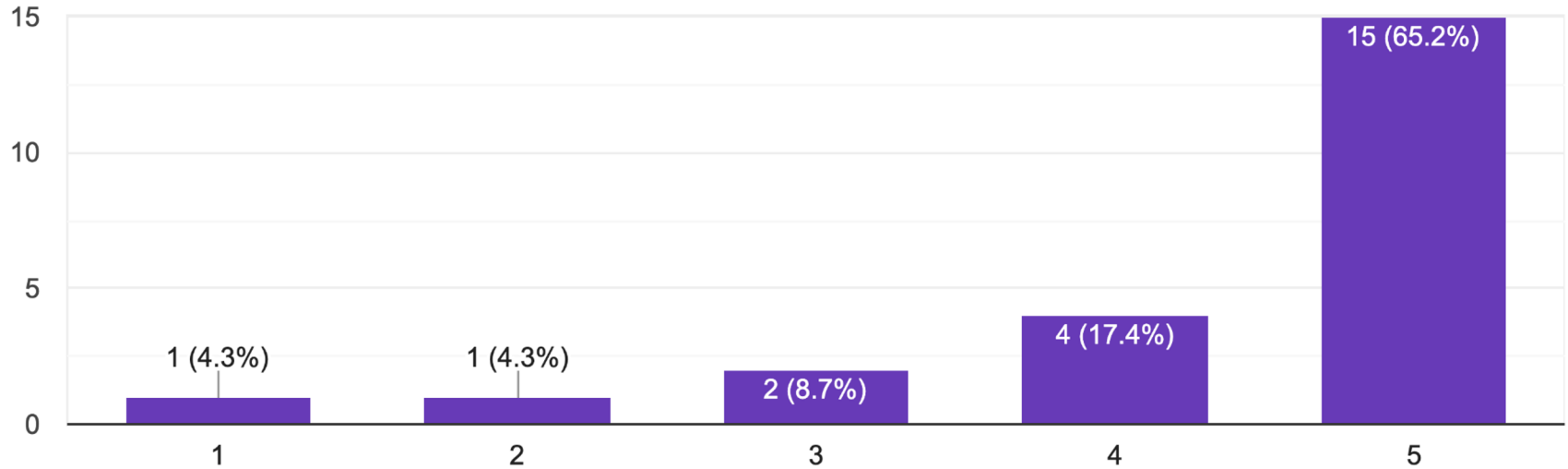
We are committed to fostering biliteracy.

Immersion is a long run program. Commitment is necessary

The Will of the Group

I support a roll out move to full immersion

23 responses



Day Two Share Out Exit Ticket Responses by Theme in [the Padlet](#)

Comments are organized by theme

Elisabeth Harrington + 2 • 1m

Exit Ticket Responses by theme from August 24th

Task Force Meeting # 3 August 25, 2021

| Theme 1 | Theme 2 | Theme 3 | Theme 4 |
|--|--|---|---|
| <p>Score of 2- While the data is clear about the benefit of a 90/10 program, however logistically speaking it is extremely hard to envision.</p> | <p>Score 4 - Parent support, staffing, budget</p> | <p>Score 4 - Staffing. "Selling it" to the parent community.</p> | <p>parents and misconceptions (English over Spanish) Data supports proficiency in both languages and decrease in gap.</p> |
| <p>Score - 5 The data seems to support all the important benefits to come out of it.</p> | <p>Score 5: Reaching out to the community. Explain the importance of biliteracy and the consequences</p> | <p>Score 5: Staffing, professional development, understanding from DTL about the program as they plan for all APS</p> | <p>Score 4: Location of the immersion school, well and strong implementation from leaders</p> |
| | <p>Score 5: Parents' perception - there is already hesitation about impacts on learning at testing</p> | <p>Score 5 - Need more support from APS to hire qualified and high quality teachers</p> | <p>Score 3: access-- we have moved programs into different</p> |



What in the Padlet most resonates or surprises you?

Reaching out to the community and educating parents is a BIG concern

Given the concerns about marketing, location and staffing, I am wondering what the recommended phase in process should be.

It's heartening to see the commitment to the program.

Need for community outreach! And staffing: APS needs to attract and retain bilingual staff. Location, Location, Location!

Concerns about outreach to families, staffing and location of the programs.

More intentional branding and outreach for other marginalized groups (Black, SPED, Asian)

Access to the program-location, knowledge that it exists and its

benefits

Making data informed decisions - research on learning outcomes in 90/10 model is clear

Marketing is going to need to happen

We cannot teach Spanish Language Arts using an ELA approach/monolingual perspective. The two languages share some universal skills, but they

are

Staffing demands/needs are potentially a significant barrier - need for recruitment and incentives

Parents perception about impacts on learning. Engage Spanish speaking families

The focus on student achievement appears narrow in focus-concentrating on Spanish speaking ELs

High levels of concern with educating parents and community

What in the Padlet most resonates or surprises you?

Resonates the need of qualified biliterate teachers to accomplish the goal of the district.

Research on 90/10 seems to make it a clear choice however getting support from fromilies and through the budget may present chanllenges

Locations are a very important consideration for maintaining enrollment past the K-5 program. It is a reality that will not change.

Concerns about location and misconceptions about teaching mostly in Spanish.

If moving to 90/10 model, we all need to be prepared to concisely, consistently, and confidently answer the "why?" questions from the community to make sure we maintain support and thus success going forward. Dispel the myths.

Needs: curriculum resources; immersion coordinator K-12, highly qualified biliterate staff

Master Plan will describe the following:

1. Program Structure - moving from partial to full immersion
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality
6. Professional Development
7. Family and Community
8. Resources

Work to Do...

- Outlining the K-12 Pathway
- Elementary Program Model
- Middle School Program Model
- High School Program Options
- Schedules
- Program Policies

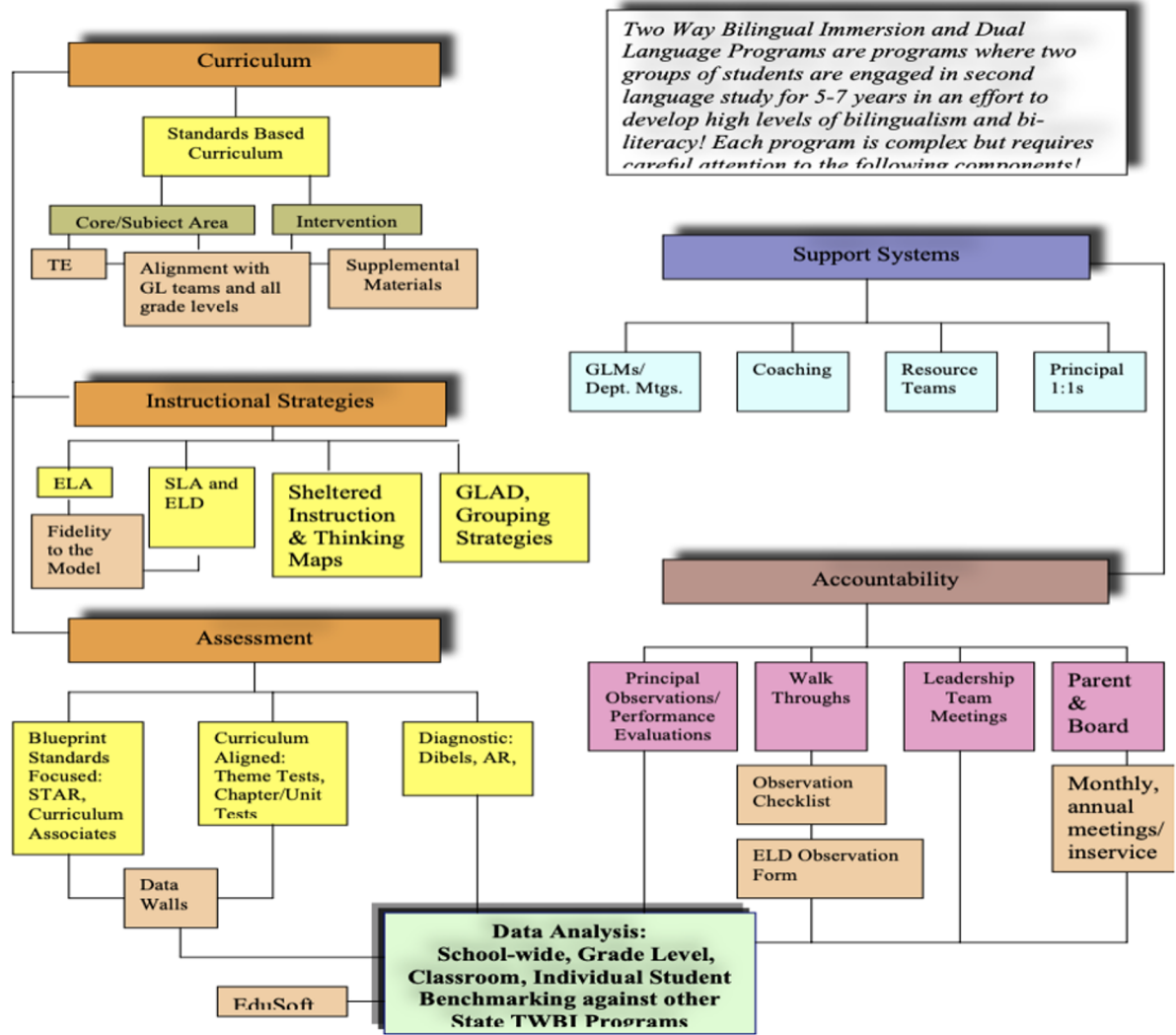
Day Two Schedules slide

Optimal program for APS

- Share out different schedules of full immersion versus partial immersion
- Compare and contrast: What is similar and different?
- How might the differences and similarities impact student achievement in the target language
- How do we best deliver on the biliteracy goals set out by program for all student participants?

Two-Way Bilingual Immersion/Dual Language Program

Essential Accountability Program Components



Two Way Bilingual Immersion and Dual Language Programs are programs where two groups of students are engaged in second language study for 5-7 years in an effort to develop high levels of bilingualism and bi-literacy! Each program is complex but requires careful attention to the following components!

Arlington Public Schools Dual Language Immersion Program Pathway

Proposed Course of Study K-12

Draft 8/25/21

Elementary

DLI Pathway

| | |
|--------|-------|
| Kinder | 80-20 |
| 1st | 80-20 |
| 2nd | 80-20 |
| 3rd | 70-30 |
| 4th | 50-50 |
| 5th | 50-50 |

Key Elementary
Claremont Elementary

Recognition of
Biliterate Proficiency
Award

Middle School

DLI Pathway

| | |
|------|--------------------------|
| 6th- | 50-50 SLA + 2 courses |
| 7th- | 50-50 SLA + 2 courses |
| 8th- | 50-50 SLA + 2 courses |

Gunston Middle School

Attainment of
Biliteracy Award

High School

DLI Pathway

Students continue formal study in Spanish completing their AP courses and meeting the requirements to receive the VA State Seal of Biliteracy.

Coursework may include:
DE courses internships,
Capstone courses, or
2-3 years of a third language

Wakefield High School



Virginia State Seal
Biliteracy

2021-22 Elementary Schedules

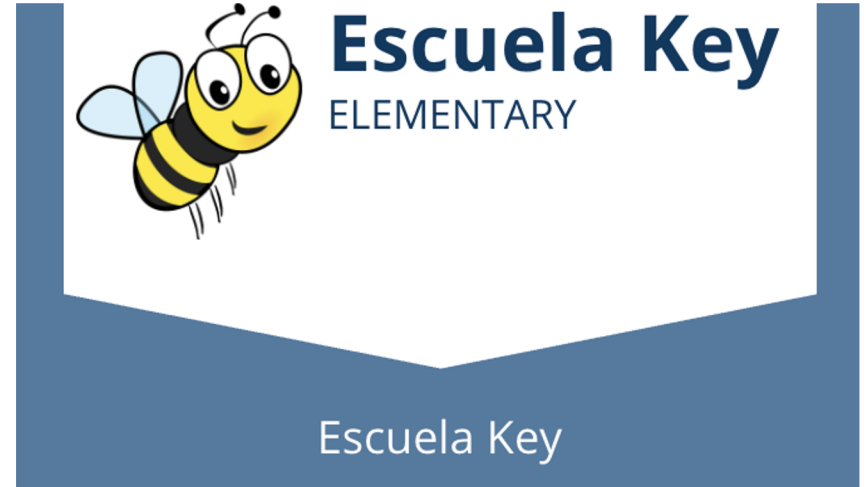
Claremont Elementary School

Period 1 9:10-9:45
Period 2 9:50-10:25
Period 3 10:30-11:05
Period 4 11:10-11:45
Period 5 11:50-12:25
Period 6 12:25-1:00
Lunch
Period 7 1:35-2:10
Period 8 2:15-2:50
Period 9 2:55-3:30



Please click on the image for the schedule for this year.

[Key Elementary School](#)



Spanish Blocks - Key

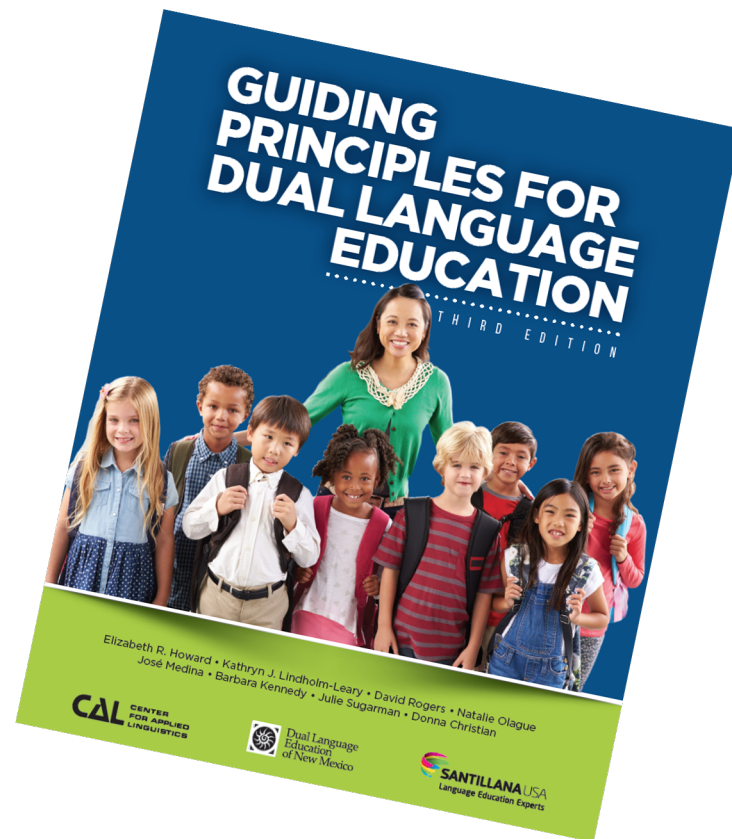
| Grade Level | Spanish LA Times | English LA Times | Differences in classes | |
|-------------|---|--|--|--|
| Kinder | Spanish LA & Science 60 mins | English LA 90 minutes | | |
| 1st | Spanish LA & Science 60 mins | English LA 90 minutes | Spanish LA & Sci -2 65 minutes | |
| 2nd | SLA & Science 60 minutes | English LA (integrated) 75-90 minutes | | |
| 3rd | SLA 3xs in a six day schedule 60 minutes | English LA 90 minutes | Class 2: SLA 3xs Spanish 4th year 45 minutes | |
| 4th | SLA 3xs Spanish 4th year 60 minutes | English LA 90 minutes | SOL time interrupts the delivery of SLA | |
| 5th | SLA 3xs Spanish 4th year 60 minutes | English LA 90 minutes | SOL | |

Spanish Blocks - Claremont

| Grade Level | Spanish LA Times | English LA Times | Differences in classes | |
|---------------|---|---------------------------------------|------------------------|--|
| Kinder | Spanish LA integrated with Science 55 min. daily | English LA 90 minutes | 45 minutes | 2 hour instructional block: ELA 90 m. math 65 m. science and SLA |
| 1st | Spanish LA integrated with science LA 55 min. daily | English LA 90 minutes | 45 minutes | 2 hour instructional block: ELA 90 m. math 65 m. science and SLA |
| 2nd | Spanish LA 35 min. daily | English LA (integrated) 75-90 minutes | 55 minutes | |
| 3rd | Spanish LA 35 min. daily | English LA 90 minutes | 55 minutes | |
| 4th | Spanish LA 35 min. daily | English LA 90 minutes | 55 minutes | |
| 5th | Spanish LA 35 min. daily | English LA 90 minutes | 55 minutes | |

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 . Program Structure

Review Homework

Pages 10-19 and everyone skim
rubrics pp.24-30

Pages 10-19

Rubrics Full Implementation
Markers

Taking stock of current program
schedules and the model and
alignment to the Guiding
Principle..

Review and discuss the
information from the elementary
programs, middle school and high
school strands.

Gallery Walk of Schools' Evidence for Program Structure

Claremont Elementary

Key Elementary

Secondary: Gunston MS and Wakefield HS

Claremont DLI Self-Evaluation

Adapted from CAL's Guiding Principles for Dual Language Education
3rd Edition

Strand 1: Program Structure

| Overall Strand 1 Program Structure score and recommendations | | | | | |
|---|---|---|---|---|---|
| Principle 1 All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. | | | | | |
| Key Points | Evidence/Comments | M | P | F | E |
| Key Point A The program design is aligned with program mission and goals. | <ul style="list-style-type: none"> Training teachers in SIOP it's great that we train new teachers in SIOP | | | | |
| Key Point B The development of bilingualism and biliteracy is part of the program design. | <ul style="list-style-type: none"> We try to teach common standards in ELA and SPLA We do our best to use similar resources to develop literacy in both languages (RAZ Kids-same books in English and Spanish) Doing a great job at aligning the language arts curriculum in both languages so that students can make cross-language connections We are starting to see bridging in our classes! More opportunities for bridging, more opportunities for language teachers to work | | | | |

Key DLI Self-Evaluation

Adapted from CAL's Guiding Principles for Dual Language Education
3rd Edition

Strand 1: Program Structure

| Overall Strand 1 Program Structure score and recommendations | | | | | |
|---|---|---|---|---|---|
| Principle 1 All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. | | | | | |
| Key Points | Evidence/Comments | M | P | F | E |
| Key Point A The program design is aligned with program mission and goals. | <ul style="list-style-type: none"> Key's beliefs are posted on websites, but I cannot find mission and goals. Annual goals are shared with us. To my knowledge, there is no mission statement. There can be no alignment if there is nothing to align it to or we lack this information. And would such be a program wide statement or a school-based statement | | X | | |
| Key Point B The development of bilingualism and biliteracy is part of the program design. | <ul style="list-style-type: none"> It seems to be part of the program design, but how is biliteracy measured other than the STAMP and English SOL scores after elementary school? The 50/50 model is reflective of a commitment to biliteracy no matter the first language of the student. Desired ratios of 50/50 for students are in part for promoting biliteracy and language models/partnerships. | | X | | |
| Key Point C | <ul style="list-style-type: none"> Día del idioma is one example, but we also work | | X | | |

Gunston/Wakefield DLI Self-Evaluation

Adapted from CAL's Guiding Principles for Dual Language Education
3rd Edition

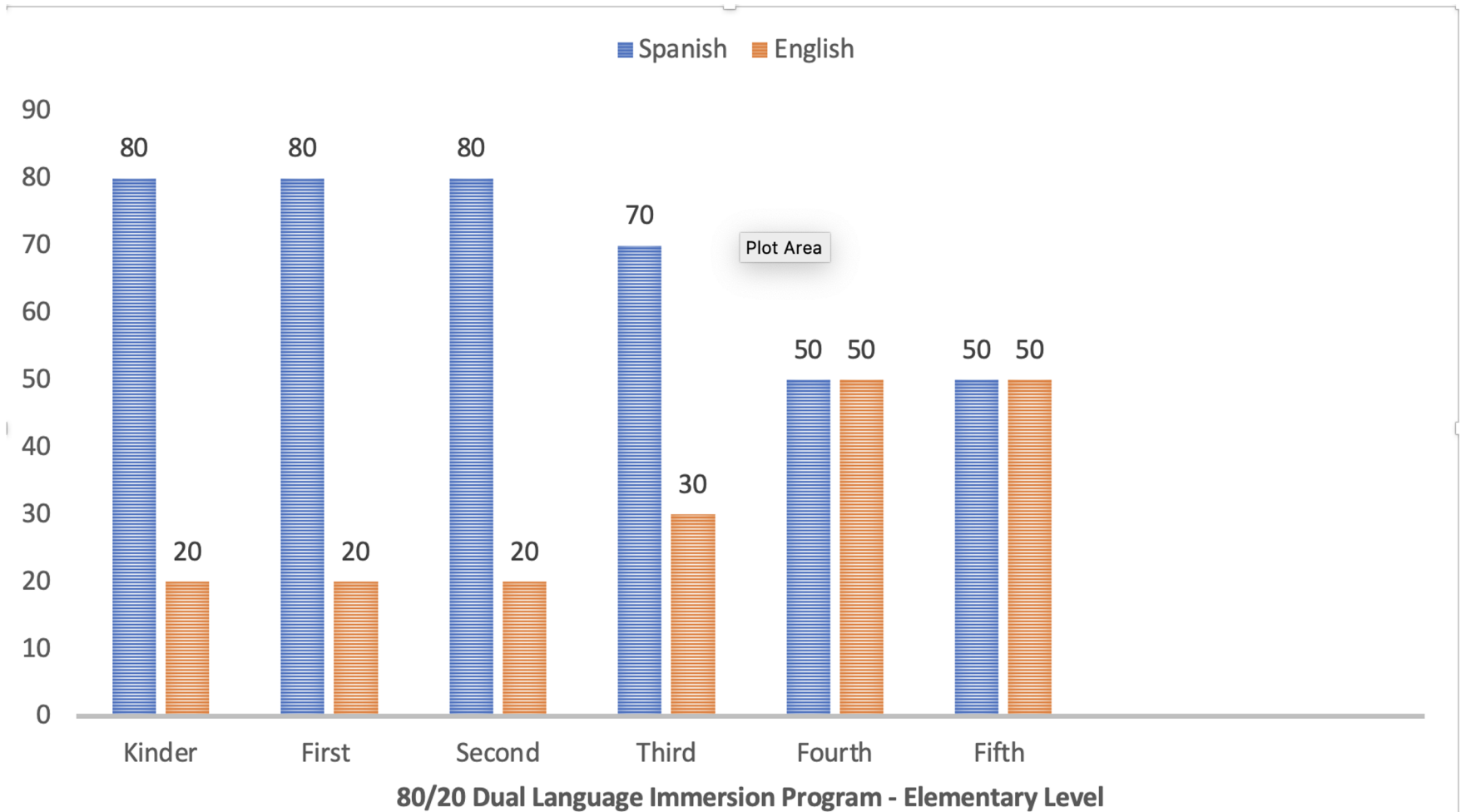
Strand 1: Program Structure

| Overall Strand 1 Program Structure score and recommendations | | | | | |
|---|---|---|---|---|---|
| Principle 1 All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. | | | | | |
| Key Points | Evidence/Comments | M | P | F | E |
| Key Point A The program design is aligned with program mission and goals. | <ul style="list-style-type: none"> High School- Clear standards (example: DELE Exam B1/A2- AP Spanish Lang-Pass with a 3 or higher) Full - Immersion program is within Gunston's mission and goals | | X | X | |
| Key Point B The development of bilingualism and biliteracy is part of the program design. | <ul style="list-style-type: none"> Program Spanish Language Skill acquisition - Immersion 9, (support courses if needed - Spanish 5 or SFS 3) AP Spanish Lang - AP Spanish Lit Immersion Science Program structure has been significantly created and implemented by one amazing teacher- More APS support is needed for materials, hiring process and literature sources There are currently no Immersion courses in the Social Studies realm in High School- | X | X | X | |

Rolling the Program Out Over Five Years

| | | |
|--------------------------------|-------|--------------------------|
| Kinder in 2022-23 | 80/20 | One Language per teacher |
| First Grade in 2023-24 | 80/20 | One Language per teacher |
| Second Grade in 2024-25 | 80/20 | One Language per teacher |
| Third Grade - 2025-26 | 70/30 | One language per teacher |
| Fourth Grade 2026-27 | 50/50 | Two teacher model |
| Fifth Grade 2027-28 | 50/50 | Two teacher |

The goal is students becoming bilingual and BILITERATE!



[illegible]

School Schedule
Spanish Instruction
English Instruction

Middle School DLI Program Design - Tucson USD

| Student Profile Dual Language Immersion Program | 6th | 7th | 8th |
|--|---|---|---|
| Spanish and English speakers in the DLI program for 5 years+ | Spanish Language Arts (two semesters) | Spanish Language Arts (two semesters) | Spanish Language Arts (two semesters) |
| Spanish Speakers not from DLI program (literate and assessed by the school with grade level proficiencies in Spanish) | Spanish Content Courses to include: Spanish Social Studies and/or Spanish Science Spanish Math (if staffing is available) | Spanish Content Courses to include: Spanish Social Studies and/or Spanish Science Spanish Math (if staffing is available) | Spanish Content Courses to include: Spanish Social Studies and/or Spanish Science Spanish Math (if staffing is available) |

High School School DLI Program Options- TUSD

| Student Profile DLI Students | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|--|---|--|
| Ongoing TWDL and Native Spanish-Speakers who pass placement test (Advanced) Additional Courses in Spanish may be added | Spanish AP Language Meet requisites for AZ Seal of Biliteracy | Spanish AP Literature | Spanish for Special Purposes - Capstone Course Internships Concurrent IHE Coursework 3rd Language I | Spanish for Special Purposes- Capstone Course Internships Concurrent IHE Coursework 3rd Language II |
| Ongoing TWDL and Native Spanish-Speakers who do not pass placement test (Intermediate and Below) Additional Courses in Spanish may be added | Spanish 4th year | Spanish AP Language Meet requisites for AZ Seal of Biliteracy | Spanish AP Literature or Spanish for Special Purposes - Capstone Course Internships Concurrent IHE Coursework 3rd Language I | Spanish for Special Purposes- Capstone Course Internships Concurrent IHE Coursework 3rd Language II |

High School School DLI Program Options- APS

| Student Profile DLI Students | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|-----------------------|---|---|---|
| Ongoing TWDL and Native Spanish- | Spanish 4th year | Spanish AP Language | Spanish AP Literature | |
| Additional Coursework in Spanish | Intensified Biology | Intensified Chemistry | | |
| Options for Task Force to Consider | | What year do APS students meet the requisites for the VA State Seal of Biliteracy? | <ul style="list-style-type: none"> ❖ Spanish for Special Purposes- Capstone Course ❖ Internships ❖ Concurrent DE (Dual Enrollment) Coursework ❖ 3rd Language yr 1 | <ul style="list-style-type: none"> ❖ Spanish for Special Purposes- Capstone Course ❖ Internships ❖ Concurrent DE (Dual Enrollment) Coursework ❖ 3rd Language yr 2 |

Enrollment Policies for the DLI Program

Elementary Enrollment

Siblings

New Students

Point of Entry

Students with IEPs

Late Enrollees

Secondary Enrollment

Continuance in the program for DLI students

**Incorporating New Students into the
Program**

Newcomers with Target Language Literacy

Program Pathway 9th-12th Grade

Moving to Full Immersion



Next Meetings - Virtual???

September 20, 2021 #4

3:30-5:30 pm

September 21, 2021 # 5

3:30-5:30 pm