

Designing the Dual Language Immersion Program Implementation Framework Mtg #7

Arlington Public Schools

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November 01, 2021




Housekeeping


Para interpretación simultánea en español:

- Apague el audio en el Teams
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Outcomes for Today's Meeting

- Share updates from Staff & Community meetings and PTA survey
 - Share updates from DLI Elementary Feeder School Structure Committee (Jonathan)
 - Make recommendations in five areas
 - Take stock on where we are
- 

Work to Date

4 Year Span of Time

- Schools and Staff
- Administration
- Community

Four Year Plan: Work to Date with DLI Staff

1. (2018-present) Planning Meetings with Principals, Office of Planning and Evaluation, Office of Academics, Executive Leadership Team
2. (2018 and 2019) Teams from elementary schools sent to **La Cosecha conference** in N.M.
3. (2018-2021) World Languages Program Evaluation
4. (2021) 18 teachers attended **Association of Two-way Bilingual Education, (ATDLE) Conference**
5. (2021) **Inservice of all DLI Teachers and Administrators**
 - Review of research and program elements
 - Alignment of APS programs to the ***Guiding Principles of Dual Language Education***
 - Inclusion of DLI staff members in forming the Task Force

Work to Date: School Staff Meetings

(February-May 2021) Four two-hour meetings with all K-12 Dual Language Immersion, (DLI) data, research on the results nationally between 50/50 Partial Immersion Programs, and 90/10 Full Immersion

Two staff members, unsolicited, saying “I have an incoming Kindergartener next fall. I want my child to get full immersion.”

- **Claremont:** meeting with staff will be held on November 5, 2021
- **Escuela Key:** (Task Force Parent, Wendy Bermudez, and Elisabeth Harrington)
 - Presentation on the upcoming implementation
 - Teachers given opportunity to express needs

Work to Date with the Community

Letter from PTA parents

Elementary DLI joint PTA meeting January 2020

Engage Page

October 26, 2021 Scheduled DLI community update in English and Spanish

December 2021 share draft of Master Plan with community


January School Board presentation of Master Plan

DLI Community Update

- 61 participants
- Excited about the benefits of full immersion
- Wanted to know why we cannot roll out to full immersion all at once
- Asked about impact on staffing
- Asked about access to multiple secondary pathways

PTAs sent out DLI community survey. [Survey results](#)

Need another community update in December after our December 7, 2021 meeting



Categories of Feedback from Parents

- **Parent Education** needs: orientation on the program elements, data and outcomes, and reassurance that their children would progress in English and that Spanish methodology would support understanding by English speakers
- **Educating parents on the academic benefits** of completing the program into the secondary level
- **Marketing** needed to ensure linguistically balanced classrooms
 - Increase under-represented groups into the DLI program
- **A K-8 Program configuration and a centrally located middle school to increase accessibility and retention in the program**
- **Training and curriculum resources needed for teachers** to fully implement this program
- **Recruit qualified and language proficient teachers** with competitive pay and benefits

PTA Feedback Survey

“On another note, expand immersion. We should be bold. Most of what’s discussed here is either status quo or mildly progressive. [...] People will say everything is impossible until it has already been done, and even if this is impossible, any compromise of “more” is better than ‘status quo until we must compromise for less.’”

Task Force Meetings

Timeline

June
2

August
23 & 24

September
20

September
21

October
18

November
1

December
7



Important reminder (quote from parent survey)

“Don’t call it a “Master” plan, I’m pretty sure Arlington’s history as a plantation doesn’t need any help. IT already retired “master” drives as terminology, we can do better, too. Nothing wrong with Primary - just like in IT -, because from it flows all the Secondary plans.”

DLI PROGRAM FRAMEWORK



Work with DLI Revisioning Task Force

Program Structure: partial or full immersion and additional classes at the high school level

Staffing: recruitment and professional learning

Marketing: family and community outreach on benefits of DLI

Review school schedules to ensure that SLA and ELA are in time frames that allow for more access to literacy in both languages

Core materials for Full Immersion: Spanish language arts adoption and resources needed

Professional Learning: New resources and change in program

Assessment and accountability: Need for appropriate measurements to accurately assess Spanish and our DLI program

Influencers (Existing State and Desired State)

What we want is to strengthen our biliteracy program to meet the needs of all DLI students.

Elements outside our control

- A pandemic
- School overcrowding
 - Downsizing of Kindergarten to relieve overcrowding
- A school move
 - Interrupted supply chain

Elements over which we have control

- What we know (data, research and best practices)
- Recommendations
- Realignment process
- Program improvement process
- Professional Learning
- Messaging/public comment



Task Force Recommendations

Implementation Timeline

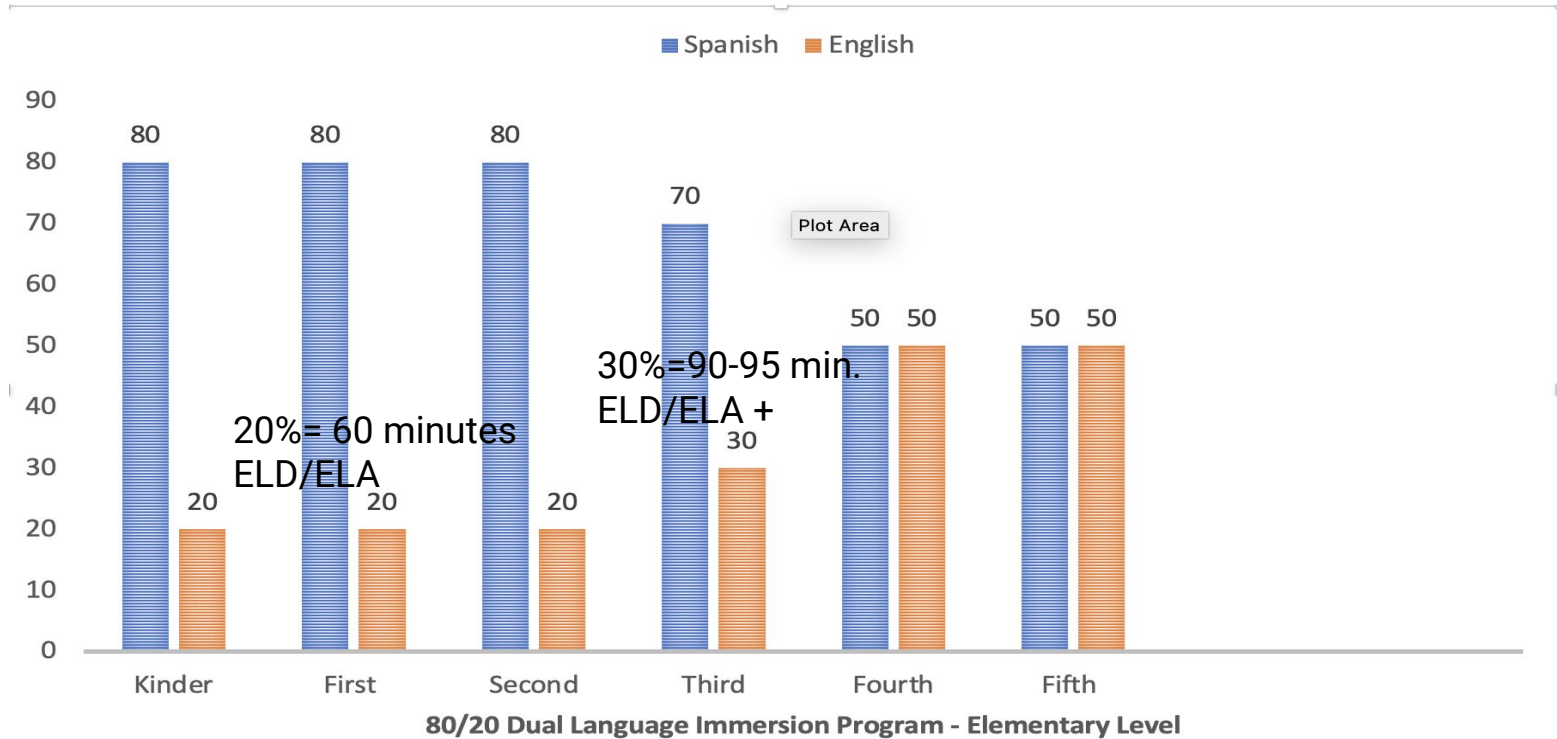
Guiding Principle 1:

The program design is aligned with program mission and goals

The program is articulated across the grade levels

The program promotes linguistic equity.

Elementary Full Immersion for APS Students



Implementation Options for Full Immersion Roll-out 80-20 Starting in the Fall 2022

Year 0 Planning 8 months

Year 1 K

Year 2 K-1

Year 3 K-1-2

Year 4 K-1-2-3

Year 5 K-1-2-3-4

Year 6 K-1-2-3-4-5

A

Year 0 & 1 Planning 20 months

Year 2 K

Year 3 K-1

Year 4 K-1-2

Year 5 K-1-2-3

Year 6 K-1-2-3-4

Year 7 K-1-2-3-4-5

B

Year 0 & 1 Planning 20 months

Year 2 K-1

Year 3 K-1-2

Year 4 K-1-2-3

Year 5 K-1-2-3-4

Year 6 -1-2-3-4-5

C

Implementation Options for Full Immersion Roll-out 80-20 Starting in the Fall 2022 and Fall of 2023

Year 0 Planning 8 months

Year 1 K

Year 2 K-1

Year 3 K-1-2

Year 4 K-1-2-3

Year 5 K-1-2-3-4

Year 6 K-1-2-3-4-5

Option D: Claremont starts in fall of 2022 and Key catches up in fall of 2023 by doing K-1 rollout

Other options?

Year 0 & 1 Planning 20 months

Year 2 K-1

Year 3 K-1-2

Year 4 K-1-2-3

Year 5 K-1-2-3-4

Year 6 -1-2-3-4-5

Task Force: Find your name (alpha by first name) and share your thoughts on implementation rollout.

Adriana McQuillan - REQUIRE immersion coordinator to ensure success from the start. There are a lot of details that can fall through the cracks (fulfilling DOJ requirements, replacement exams for DIBELS, PALS, SOLs in Spanish, resources, consistency). I'd rather see this start sooner than later or I fear that it just won't happen. However, PLEASE take care of the teachers who may be redistributed ASAP with whatever other training, or possible positions, etc, they might need. Opt A or D

Bill Gillen

Unless there are compelling reasons to wait, we should proceed right away. I'm not sure I understand the impediments sufficiently to make an informed recommendation. If the experts (staff) need more time, we need to listen. To me, doing this now, but poorly, is far less desirable than waiting and doing it properly.

Claudia Delgadillo

We need more time (20 months) to design the new model since teachers will be teaching more subjects. Having a curriculum is a good start, but teachers would have to create/translate Social Studies instructional materials/assessments. Teachers would benefit from a DLI coordinator.

Anna Engelbrecht

We need time to organize ourselves and be prepared (20 months) to be ready to launch effectively. DLI coordinator is a must have. Not sure how funding will affect implementation.

Caitlin Sherman

I think that we should be sure to have the staffing in place before flipping the model.

Cristina Diaz-Torres

Ana Muñoz

I think that after the rollout of the 80-20 model, the logical thing to do would be to create a continuation in Middle and High School. The best way would be to have an immersion middle and high school, together and just dedicated to immersion, like in elementary. I would include this in the plan.

Carolyn Jackson

Cynthia Cocuesta-Cuttier

Task Force: Find your name (alpha by first name) and share your thoughts on implementation rollout.

Daniel Ríos

I support the full rollout, plan A. However, there has to be a plan B to fully support the process. Once the framework has been established, a task force should be created to continue with the plan in middle school.

Erin Freas Smith- Option C makes the most sense, however I still do not understand the “How” of this. We already struggle to find bilingual teachers, how can we recruit more?

Jenny Roahen-Rizzo - I defer to the 2 elem principals on what they think is do-able. My sense is that arranging the staffing is going to be a challenge and that Fall 2023 is the most reasonable (plan B or C) while also being bold (plan C). Also, we need a commitment of a LOT of support from HR. In the mtg with HR, Erin listened to ideas but I didn't hear clear commitment to expanding their recruiting.

Dena Gollopp-The sooner the better, we need to address this while we have the momentum. I believe option C gives us planning time and the space to figure out what might be needed to implement. First graders will be fine.

Esmeralda Alomia

All the options needs implementation, resources and good planning. . I feel we are not ready to espouse all the teachers in immersion to something that seems too soon. We are just dealing with a pandemic. Option C seems more planning time but we do not know how it is going to happen.

Jeremy Sullivan

Denise Santiago

To implement the model 80/20, we need the content departments (academic office) to understand why is this program so important for APS and for our students. We need our leader leading content to understand who we are and what we do so the decisions their department make (for resources, professional development and assessments responds to our mission and vision. We definitely need a coordinator to be part at the central level.

Frances Lee

I support 80/20 HOWEVER it must be fully supported and implemented with well thought out structures, materials and trainings in place. Option C allows for this to occur.

Jessica Panfil - What makes any new model possible is the capacity to implement & this new model requires specific, additional support - staffing, instructional resources, professional learning, etc., that would need to be part of any recommendation going forward. Please detail out what such a recommendation means, specifically in terms of staffing to support these changes at the central office level and at the schools.

Task Force: Find your name (alpha by first name) and share your thoughts on implementation rollout.

Jonathan Turrisi

My support for implementation beginning next year (Opt A or D) would hinge on Principals and staff feeling 8 months is adequate time to prepare for a successful rollout with Kinder. Opt C provides more planning time while beginning with K and Gr. 1 in year 2 which might be a good balance so two cohorts of students benefit from this change while providing more planning time. .

Marizol Rocha

Melissa Schwaber: I think we need to look at plan B or C to give 20 months of planning and staffing before moving to the 80/20. And if we don't have an DLI Coordinator, I don't see how we get there in 20 months

Kati Costar

I think moving forward with smaller groups of teachers, like option A (8 K teachers in year 1) or option D (4 K teachers in year 1) is more feasible in terms of support (aka DLI coordinator) and resources and allows us to start moving forward. If we were to wait to allow 20 months of planning, option C would be preferred to keep moving forward with the work.

Marleny Perdomo

Having more time to process the details of implementation is essential. IMO we should have a full year of a planning phase that would address: 1)proficiency targets, 2)Curriculum & assessments 3) staffing needs (how many bilingual teachers do we need now and down the road? 4) staffing training needs (we will effectively be running 2 programs for some time, an 80/20 and a 50/50 so the staffing needs will vary). Giving our staff the time they need and the schools the time to prepare, in addition to preparing the community will make the rollout stronger.

Nadia Robles

I agree with the rollout- plan A or B. I do not know what it will take for Elementary to get ready as well as the impact on Key school, state testing, etc. I agree with Ana with doing a follow up for implications to middle and high school and potential have a junior high.

Lyzbeth Monard

Meg Enriquez

If I had to choose 1, while I feel like as a county **we don't have the resources/staffing for the implementation at this time**, if I were to choose one, I would choose option B. I truly believe that we really need another option to consider how we can strengthen the program we current have (updated curriculum and curricular resources, common assessments, immersion pathways).

Natalie Hardin

My concern for all options is implementation. I am not sure I have confidence that everything that needs to be done to implement for success will be done in either 8 months or 20 months. We are giving a recommendation, but not all our recommendations may be approved and that is my worry.

Task Force: Find your name (alpha by first name) and share your thoughts on implementation rollout.

Sarah Putnam I believe more time to prepare/plan (Plan B) might be more advantageous. It will ensure proper funding, staffing, and instructional planning

Wendy Bermudez

Teachers and administrators have expressed that we need more time to prepare for the roll-out (select resources, train teachers, figure out logistics). Plans B & C align with those needs.

Task Force Recommendation 1

Implementation Timeline

Realignment of existing Dual Language Immersion from a 50/50 partial immersion program into a 80/20 early full immersion program starting _____ with grades _____.

Implication for Pathways: Data that shows which neighborhood schools DLI students are attending instead of going to Gunston

Table: Analysis of 5th graders at Claremont & Key in 2020-21 and current school of attendance in 2021-22 (As of Sept. 27, 2021)

Count of School of Attendance (2021-22)										
	Gunston	Hamm	HBW	Jefferson	Kenmore	Swanson	VLP	Williamsburg	Withdrew APS	Grand Total
Claremont	58		3	5	9		1		5	81
Escuela Key	50	9	4	11	3	2	1	1	11	92
Grand Total	108	9	7	16	12	2	2	1	16	173
	Gunston	Hamm	HBW	Jefferson	Kenmore	Swanson	VLP	Williamsburg	Withdrew APS	
Claremont	72%	0%	4%	6%	11%	0%	1%	0%	6%	
Escuela Key	54%	10%	4%	12%	3%	2%	1%	1%	12%	
Grand Total	62%	5%	4%	9%	7%	1%	1%	1%	9%	

What recommendation might you make about retaining middle & high school students in the program?

- 1. “I think the first emphasis should be at the middle school level. That should increase eventual high school participation. I support the idea of making the immersion program a K-8 program, meaning kids stay at the same school through 8th grade.”**
- 2. “The main issue is location for the middle school and high school, but in particular the middle school. It is not a surprise that they lose many kids due to Gunston's location. There is a real interest in immersion in Arlington, considering not only the number of kids currently enrolled in the program, but also the number of applicants. APS should ensure that kids in Northern Arlington can stay in the program, by ensuring that they are capturing the families (many of whom are also Hispanic) that live in this area.”**

Task Force: What recommendation might you make about retaining middle & high school students in the program?

Adriana McQuillan

Open a second site for middle school and a second site for high school. Kids should not have to decide between language and “everything-else”. You only need a few classrooms full of students (20? 30?) to start and it doesn’t have to match Gunston/Wakefield to start (or at all as it develops). A social studies track may be more advantageous to some students than science, for example. Also, semester long Spanish electives: translation, 20th century US-Latin American Relations, Personal Finance.

Bill Gillen

We need to understand the key drivers for attrition and then systematically invest to address them. And create other compelling incentives that would tip the balance toward retention. I do not think a second MS and HS solution is the right solution at this time. Also, let’s stop saying K-12, if there are no 12th grade courses available. We need a DLI Coordinator that will help create cohesion at all levels.

Claudia Delgadillo

Strengthen their Spanish skills and promote a love and commitment to immersion (field trips/art/music residency in Spanish, community-based projects, etc).

Anna Engelbrecht

Have a more accessible option for middle school students. Create some meaningful real world intern opportunities for high school immersion students.

Caitlin Sherman

What plans do we have to improve services for SWD in middle and high school. Students requiring classes with services may not be able to stay in the program.

Cristina Diaz-Torres

Ana Muñoz

Creating an immersion middle and high school. Location: in the middle of Arlington. That would give consistency to the program.

Carolyn Jackson

Cynthia Cocuesta-Cuttier

Task Force: What recommendation might you make about retaining middle & high school students in the program?

Daniel Ríos

For middle school students, transportation and location (access) is a challenge. Provide better access to students. For high school students, offer other content classes taught in Spanish.

Erin Freas Smith: budget no object, it would be great to see an expanded middle school in a central location. Key could be made into a K-8 academy. But with current situation, Gunston is doing all it can. This goes back to the long-term plan for immersion. What are we moving towards so that funding can be allocated as it is available.

Jenny Roahen-Rizzo - HS: Need more core classes in Immersion (ie, math and SS, not just classes that students need to take in their elective periods). MS - MS location is a big access issue that needs a thorough discussion. K-8 is one possibility, centralized MS is another, two MS Immersion programs is another, and there are others. BOTH - Need better education for students and families in ES about why they should continue in MS and HS. The ES teachers, admins, guidance counselors can do some of this (needs to be every year, not just in 5th grade), and also it would be great to have parent and student “ambassadors” or “mentors” from the MS and HS who would also help encourage and educate the younger grades/families

Dena Gollopp--I like the idea of a k-8 program or even a k-12 Immersion school in a centralized location.

Esmeralda Alomia
The community needs to know that those programs exist, they are going to expand, they need to know that immersion works, is strong and is for everybody.. For that we need an strong and solid budget.

Denise Santiago
An articulation of the curriculum K-12.

Frances Lee
Increase courses offered at the high school level by through early hiring and hiring incentives for Spanish speaking content teachers. Look into hiring processes that encourage educators from Spanish speaking countries.

Jessica Panfil - to build a strong dual language education for all students requires dedicated staff (DLI Coordinator) to support a program across 4 schools

Task Force: What recommendation might you make about retaining middle & high school students in the program?

Jonathan Turrisi

- Strengthening the instructional program will lead to improved learning outcomes that will likely increase student's desire and confidence to continue with program in MS & HS
- Attrition from ES to MS is higher for students who attend Key. The location of the MS program and travel distance has been noted as a reason why some families do not continue. Consideration of a second MS site and/or K-8 model could likely help increase program continuation from ES to MS
- Expand course offerings and learning opportunities (i.e. internships) at MS/HS could make the program even more attractive

Kati Costar

While I like the idea of a K-8 program, I don't see how that could meet the clear demand for immersion (in terms of capacity). If a central location for MS and/or HS isn't an option, could a second site for each be opened? Also, the research on the long-term benefits of immersion should be increasingly shared with families as their child moves into upper elementary.

Lyzbeth Monard

Marleny Perdomo

-Having a clear pathway for all students from K-12 and even K-16. Kids and families need to know very early about the opportunities that lie ahead (bilingual seal, meeting college entrance requirements, job market, adding more languages). Stronger outcomes at ES will help with that, as will a systematic outreach to families early on. More choices for HS students, why not explore online courses in schools outside of the US? The world just opened up during this pandemic. Exchange opportunities for ss to spend a year abroad and dual credit with NOVA or GMU.

Meg Enriquez

It is important that we have an option for Middle School that is centrally located. I also feel it is critical that there is increased support for our SpEd students, as well as for our English Learners. I think more outreach to families at transition periods on the importance and benefits of continuation of the program.

Melissa Schwaber:The secondary program should be kept at a comprehensive middle/high School. If students aren't able to do sports, band and other electives, they are less likely to continue with DLI. We need to add an "Immersion Night" in January to learn about the WHOLE DLI pathway.

At Kinder Info sessions, families learn about the school and it doesn't focus on the pathway. We need parents to go in knowing their child will be in DLI until 12th grade.

Nadia Robles

Central location, program of studies that is also attractive as other school options ex: project base for science in MS or similarity IB for HS. Language support for students in summer or after school program that is fun with life application.

Natalie Hardin I really believe having an HB like school (meaning 6-12 continuation) for immersion would be incredible. Ideally it would be in a more centralized location as well. It would have all our secondary kids together and naturally would provide more core classes and even possibly electives in Spanish for students. I think kids will also want to stay in the program. I think this would also help provide services to kids who need them.

Task Force: What recommendation might you make about retaining middle & high school students in the program?

Sarah Putnam

Wendy Bermudez

A K-8 program at one location would be amazing! Another possibility is opening a second middle program at APS to reach north and south families.

Task Force Recommendation 2:

Retain students in the DLI through the secondary level by...

Funding Needs

Guiding Principle 7:

The program is equitably and adequately funded to meet program goals


1. Core Curriculum

Principle 3:

Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model

Explicit language arts instruction is provided in both languages, is based on specific standards and coordinated across languages to ensure biliteracy development

Implementation of Curriculum for Full Immersion Roll-out 80-20

- | | | |
|---------------|-----------|---|
| Year 1 | K | Grade Level materials to be purchased for Spanish Language Arts and the curriculum. |
| Year 2 | K-1 | Teachers will engage in PD for 1-2 years |
| Year 3 | K-1-2 | |
| Year 4 | K-1-2-3 | The master schedule will need to be reorganized to allow for 90 minute blocks of SLA 5 days a week in K-3 by 2024 and 60/60 SLA/ELA in 4th and 5th by 2026 as the cohort moves up the grade levels. |
| Year 5 | K-1-2-3-4 | |
- 

K-5 Core Materials & Spanish Supplementary Materials

Lucy Calkins - Units of Study for writing (Through June 2022, current RFP in process for purchase of new resources)

Heggerty

95% Phonics

Vocabulary Surge

Interactive Read Alouds

Supplementary Materials in Spanish

Estrellitas

Canciones y Cuentos

Examples of other Supplementary Materials:

Yabisi Español Vista Publications

En Español 6-7-8 Vista Publications

Antología - Vista Publications

Entre Letras y Entre Palabras Vista Pub

Samples of Present Day Curriculum Frameworks

[Kindergarten Reading Framework](#) unit 1

[3rd grade Writing Framework](#) Unit 3

[5th Grade Reading Framework](#) Unit 1

Supplementary resources:

Claremont: K-1 *Estrellitas* and 2nd grade *Canciones & Cuentos*

Escuela Key: K-2 *Canciones y cuentos*



Middle School Units of Study

6th Grade

7th Grade

8th Grade

Developed units of study for Spanish Language Arts utilizing resources purchased 5 years ago (*Así se dice*, and novels and informational readers)

social studies resources: Newsela in Spanish, 6th grade translated, 7th grade, Ríos on curriculum writing Team, 8th grade HS course World Geo. not translated.

Science: [resources in Spanish](#)

High School Curriculum

Intensified Biology

Intensified Chemistry

Immersion 9 [Syllabus](#), [Scope and Sequence](#)

[AP Language and Culture](#) (Temas)

AP Literature

(Abriendo puertas: Ampliando perspectivas)

Core Materials to be Considered for Adoption in 2022

Gaps:

A. Elementary SLA materials

Core Materials to be Considered for a new adoption - RFP process

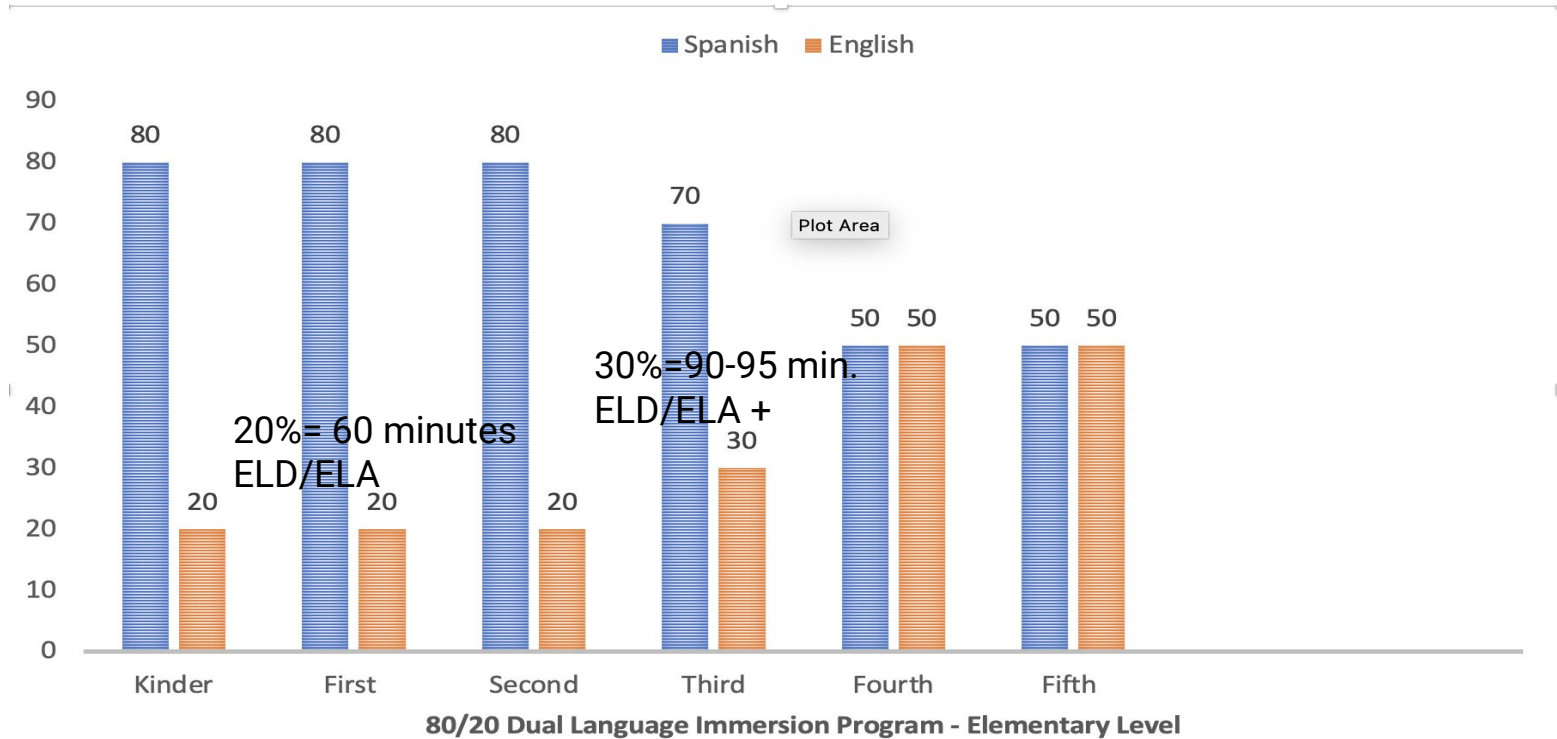
- Maravillas (McMillan-McGraw Hill)
- Adelante (Benchmark Education)
- ¡Arriba la Lectura! (Houghton Mifflin) etc.

B. Social Studies in Spanish

C. Science in Spanish




Elementary Full Immersion for APS Students



SLA Core Curriculum in Spanish: Adopting Curricular Resources Timeline & Process

Timeline: January - June 2022

- RFP sent out to prospective publishers/vendors
 - Staff committee formed
 - Presentation by selected vendors
 - Rubric supports selection
 - Community involvement
 - Board approval
 - Professional Learning
- 

Curriculum Matrix

Appendix C

Grades	SLA	ELD (K-2)/ ELA (3-9)	Matemáticas K-5 - Complete	Science	Social Studies
Kinder					
First					
Second					
Third					

SAMPLE MATRIX TO BE
COMPLETED ONCE THE RFP
PROCESS IS COMPLETED

Teachers and Administrators: What gaps exist in curriculum and resources for the program?

Anna Engelbrecht

Resources to support all subject areas taught in Spanish.

Carolyn Jackson

Dena Gollopp--Standardized assessments to measure proficiency, diagnostic testing in Spanish to provide support for students with special needs, bilingual special education teacher at the middle school level, a plan for remediation from one grade level to another, professional curriculum writers to revamp and tie the K-12 program together

Ana Muñoz

There is no support for kids with special needs in immersion science. That support is only available for English science classes.

Claudia Delgadillo

Realignment of Spanish curriculum/instructional resources with best methodologies that support second language acquisition (thematic units).

Denise Santiago

A Spanish, math, science curriculum that responds and aligns with the goals of the program and our model. Assessments that respond to the curriculum and inform the teaching.

Caitlin Sherman

Additionally assessments at each grade level to measure proficiency in target language and track progress throughout the years

Daniel Ríos

Provide additional support for SpEd students who face challenges with language acquisition. If possible, provide support for resource translation from English to Spanish for the Middle school program.

Esmeralda Alomia

We do not have consistency with the Spanish program between both elementary schools. Science is outdated. Math, we have to translate a lot of material. For gifted students we do not have materials in Spanish. We do not have assessments that

Teachers and Administrators: What gaps exist in curriculum and resources for the program?

Frances Lee

Resources and curricular framework needs to align better between the two elementary schools. Spanish language arts benchmarks and goals per grade level need to be established. Resources, such as personnel are needed. Have we looked into how many bilingual teachers we currently have able and willing to make these changes.

Carolyn Jackson

Marleny Perdomo

We have not had an adoption for elementary Spanish materials in a very long time (over 10 yrs). The resources we have, except the new K-2 materials are scarce. Our school library does not have nearly the number of titles we have in English. The curriculum work we did 3 years ago was aligned to resources no longer used in ELA. We do not have resources that align to curricular expectations and we still need to clearly define proficiency targets for SSL and SLA.

Jeremy Sullivan

Jessica Panfil - Addressing curricular and instructional resources is an ongoing process that needs consistent support and review. A DLI Coordinator at the central office level can support that the dual language program is supported across 4 schools. The lack of aligned resources hinders our program.

Meg Enriquez

We lack consistency in resources in Spanish. Many of the curricular resources that are used (for example in Science) are resources that are a bit outdated. While the Math department purchased Bridges in Spanish to support Math instruction, it is not fully aligned with our curriculum, so it takes teachers time to identify what components support our curriculum. For SLA, there has not been a resource identified that is aligned with both immersion schools. Many teachers spend hours translating resources, and there is just not nearly enough time.

Caitlin Sherman

Kati Costar

Structured literacy training and resources (in Spanish), whether as part of SLA or in the ELA/ELD block (potentially - depending on what specific teachers are doing this year).

Nadia Robles

Support for dual identified EL and SPED in immersion students in the classroom, often depending on hours they have support in their English class not immersion. Assessment pool in Spanish with compatibility or same question in English. Time to prepare is often with English CLT.

Teachers and Administrators: What gaps exist in curriculum and resources for the program?

Sarah Putnam Well articulated program (with resources in spanish) aligned to standards with embedded assessments

Marleny Perdomo
We will still have a 50/50 program to maintain and with specific needs while planning for and implementing an 80/20 program/

Wendy Bermudez
Will need a core program and updates to the curriculum to create alignment. Need summative and formative assessments, and other Spanish resources to support SpLA, Science, Math, and SS.

Elisabeth Harrington
As we add courses at the high school level, we will need to fund the materials needed.

**Task Force Recommendation 3:
Acquire Spanish Language core materials for all
Dual Language classrooms**

That APS secure funding for a well designed Spanish Language Arts curriculum for Grades K-5th which is research and standards-based and aligned with the methods of Spanish literacy development.

2. Assessments

Principle 4:

The program creates and maintains an infrastructure that supports an assessment and **accountability** process.

Student assessment is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.

Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.

Task Force: What recommendation might you make about assessments?

Adriana McQuillan

Can we assess earlier than 5th for Spanish proficiency? And more consistently.

DELE - test at a higher level. After 11 years of DLI education, they can pass a higher one.

Other options in Spanish for DIBELS, PALS, SOLs in the early years if moving to 80/20.

Bill Gillen

We can't fix/improve what we can't measure. We need to be clear on what we want to measure and the weight of each item. And the frameworks that can measure and give us good feedback cannot be onerous/intrusive to teaching and learning.

Claudia Delgadillo

-Teachers need to be 100% involved in the process of selecting/designing assessment tools. -Training for teachers who are not familiar administering literacy/reading assessments. -Assessments need to be comprehensive (need to assess, oral language, reading, and writing skills).

Anna Engelbrecht

Caitlin Sherman

Cristina Diaz-Torres

Ana Muñoz

For science... SOL in Spanish!

For DELE we need to increase the level of the assessment for some students.

Carolyn Jackson

Cynthia Cocuesta-Cuttier

Task Force: What recommendation might you make about assessments?

Daniel Ríos

Assessments must be aligned with the state standards and APS curriculum.

Erin Freas Smith: As a parent I do not believe I can add recommendations to this area. I simply do not want to see more testing for our students that takes away from classroom time and hinders ability of teachers to do differentiated learning.

Jenny Roahen-Rizzo - I defer to staff on what assessments are useful to them (and when). I do worry about adding to the total number of assessments.

Dena Gollopp-before we can land on an assessment, we need to be sure what outcomes we are measuring and is our curriculum appropriately tailored to meet the objectives.

Esmeralda Alomia
We need to measure growth of proficiency of the language. DIBELs or TRC.

Jeremy Sullivan

Denise Santiago
We need assessments that will respond to our goals and instruction.

Frances Lee
We need clear, well aligned assessments that will measure language growth and drive Spanish instruction. We also cannot over assess students. We need to balance English and Spanish assessments.

Jessica Panfil - Assessments are an integral part of the goals, curriculum, and instruction, not separate. Let's be clear on our instructional goals for the program and select appropriate assessments.

Task Force: What recommendation might you make about assessments?

Jonathan Turrisi

Marizol Rocha

Melissa Schwaber: Parents need assessments before the end of 5th grade, this will help with families deciding to continue DLI in 6th grade. . We need yearly assessments that are tracked from year to year.

Kati Costar

Marleny Perdomo

Any assessments we choose must align with proficiency targets and proficiency expectations. We also must ensure that we don't add even more assessments. Can we determine how we will assess language proficiency and if we will need DIBELS/IDEL for everyone? A mix of standardized and other assessments that show evidence of what students "can do" with the language, such as an electronic portfolio that students can w them take from year to year. More focus on productive skills.

Nadia Robles

SOL or state testing with an option to do it in Spanish thus benefiting Immersion and EL students especially since is a cumulative test for 8th grade. Test pools in spanish (powertest or standard canvas).

Lyzbeth Monard

Meg Enriquez

We need consistency in an assessment that is aligned to curricular goals and measures language development and growth in students throughout immersion. How will immersion students be held accountable for state mandated assessments?

Natalie Hardin

we need to be more concise with our assessments. Is it necessary to have 2 ELA assessments (which my 2nd grader is getting)? It would be better to have 1 ELA and 1 SLA. these assessments take time to implement so helping teachers implement them (with specialist coming in or other qualified teachers) since their classes are so large. Consistency of assessment would be great as well to track growth better.

Task Force: What recommendation might you make about assessments?

Sarah Putnam

Wendy Bermudez

Need formative and summative assessments for spanish language development, clear goals to drive instruction and to know where students need to be.

Task Force Recommendation 4: Acquire assessments to measure Spanish literacy

That APS secure funding for a well designed assessment infrastructure that is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.


3. Professional Development

Principle 5:


The program provides high quality professional development that is tailored to the needs of the dual language educators and support staff (classified and administrative)

Professional Development Plan


Tier One Years 1-2

- Two-way Bilingual Immersion Theory and Framework: an overview
 - Calibration- overview and training of Spanish Language Arts
 - Curriculum training- new adoption/curricula
 - Using grade level standards for instruction in both languages
 - Literacy development in two languages- reading and writing
 - Teaching academic ELD in the DLI classroom
 - Data management systems- following academic progress in both languages
 - Conversational management strategies- Oral language development
- 

Tier 2 Years 3-4

- Literacy Strategies: Guided Reading, Shared Reading & Writing
Literacy Work Stations, Phonemic Awareness
 - Development of Oral Language Proficiencies in both languages
 - Using data to inform instruction
 - Curriculum Mapping and Unit Planning
 - Integration of technology to meet state and district standards in both languages
- 

Tier 3 Years 4-5 ongoing

- Sheltered Instruction Observation Protocol (SIOP)
 - Advanced reading and writing strategies in both Languages
 - Guided Language Acquisition Design (GLAD)
 - Thinking Maps
 - Project Based Learning
 - Cooperative Learning methodology
- 

Four Pillars of Tier 2 & 3 Professional Training

GLAD^(TM)


THINKING MAPS^(TM)

GROUPING STRATEGIES -

COOPERATIVE LEARNING^(TM)

PROJECT BASED LEARNING^(TM)

APS Needs Assessment

1. Survey Dual Language teachers to determine the areas of professional development needed by the admin/teaching staff.
 2. Determine a professional development timeline for the next five years to support veteran dual language teachers and induct new teachers
 3. Fund the professional development plan for teachers on an annual basis for trainings during the school year and summer months
- 

Task Force Recommendation 5: Professional Development of Dual Language Educators

That APS secure or earmark funding for a well-articulated professional development plan for all teachers working with Dual Language students K-12.

4. Staffing for DLI

Principle 5:

Selection of instructional, administrative and **support staff** (ex: bilingual SpEd, Reading Specialist) is based on credentials, language proficiency and demonstrated commitment to program goals

Professional Support Staff at the District & School Level

Dual Language Coordinator

focused on the coordination and implementation of the program K-12 and implementing the work of the Dual Language Immersion Framework.

Reading Specialists

focused on Spanish Language Arts reading, methodology and language development.

(Elementary school)



On a scale of 1-5 (1 being low and 5 being high) How important are the two positions to the full implementation of the DLI Framework?

Adriana McQuillan: DLI Coordinator: 5+!
Reading Specialist: 5

Cristina Diaz-Torres: DLI Coordinator:
Reading Specialist:

Erin Freas Smith: DLI Coordinator: 5
Reading Specialist: 5

Ana Muñoz: DLI Coordinator: 5
Reading Specialist: 5

Cynthia Cocuesta-Cuttier: DLI
Coordinator:
Reading Specialist:

Esmeralda Alomia: DLI Coordinator: 5
Reading Specialist: 5 (one for EACH
school)

Bill Gillen: DLI Coordinator: 5
Reading Specialist: 5

Daniel Ríos: DLI Coordinator: 5
Reading Specialist: 5

Frances Lee: DLI Coordinator: 5
Reading Specialist: 5

Caitlin Sherman: DLI Coordinator: 5
Reading Specialist: 5

Dena Golopp: DLI Coordinator:5
Reading Specialist:5 (I would add that we need a
reading specialist at the middle school level as well)

Jenny Roahen-Rizzo : DLI Coordinator: 5
Reading Specialist: I defer to teachers/principals

Carolyn Jackson: DLI Coordinator:
Reading Specialist:

Denise Santiago: DLI Coordinator:5
Reading Specialist:5

Jeremy Sullivan: DLI Coordinator:
Reading Specialist:

Claudia Delgadillo: DLI Coordinator: 5
Reading Specialist: 5



On a scale of 1-5 (1 being low and 5 being high) How important are the two positions to the full implementation of the DLI Framework?

Jessica Panfill: DLI Coordinator: 5
Reading Specialist: 5

Marleny Perdomo: DLI Coordinator:
Reading Specialist:

Sarah Putnam: DLI Coordinator:5
Reading Specialist:4

Jonathan Turrisi: DLI Coordinator:5
Reading Specialist: 5

Meg Enriquez: DLI Coordinator: 5
Reading Specialist: 5 (1 for each school)

Wendy Bermudez: DLI Coordinator: 5
Reading Specialist: 5

Kati Costar: DLI Coordinator: 5
Reading Specialist: 5

Melissa Schwaber: DLI Coordinator: 5
Reading Specialist: 5

Elisabeth Harrington: DLI Coordinator:
5
Reading Specialist: 5

Anna Engelbrecht: DLI Coordinator:
Reading Specialist:

Nadia Robles: DLI Coordinator: 5
Reading Specialist: 4

Lyzbeth Monard: DLI Coordinator:
Reading Specialist:


Natalie Hardin: DLI Coordinator:5
Reading Specialist: 5

Marizol Rocha: DLI Coordinator:
Reading Specialist:

Task Force Recommendation 6: Secure District Leads to Support DLI Implementation

That APS fund a district DLI coordinator to provide support to all four schools and support & coordinate the program elements and a Spanish reading specialist at each elementary school.

Next Steps

- | | |
|--------------------------|---|
| November 5, 2021 | Meeting with Claremont Staff |
| November 16, 2021 | Recommendations for DLI Program to the APS Cabinet |
| December 7, 2021 | Review the DLI Framework (in person?) |
| December TBD | Second Community Meeting on DLI Revisioning |
| January 2022 | Board Approval for DLI Program Model Changes & Implications for Budgetary Decisions to include personnel & curricular resources |
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Exit Ticket: Where are you now in your thinking...



Exit Ticket APS DLI Task Force Meeting #7

11.01.2021