

Dual Language Overview for Administrators - Roma ISD

WS# 222483

Remote Check-In Code: Dual

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Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools
5. Paper, pencil, markers...



Content Objective

Today I will explore the main components of a well implemented dual language program model.



Language Objective

Today I will discuss with my peers
the challenges and opportunities of a
well implemented dual language
program model.



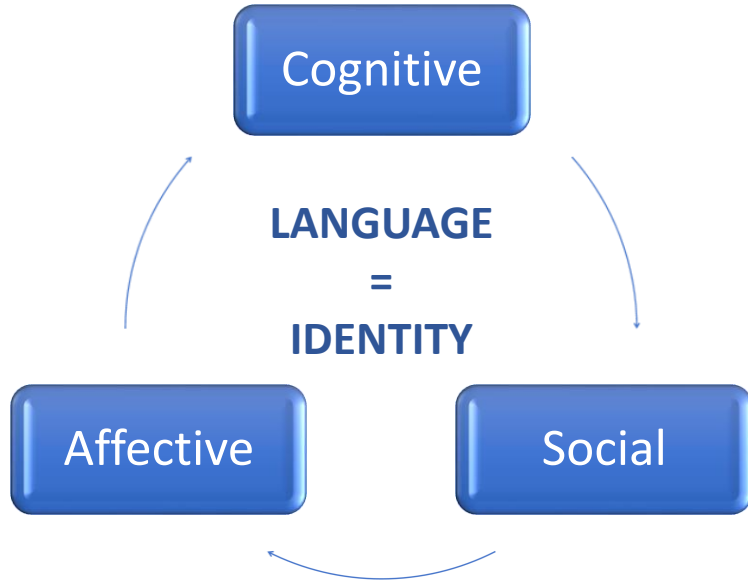
BILINGUALISM IS A GIFT

**WE CAN GIVE TO
ALL OUR KIDS**

John B. King, Jr.



The Power of Language

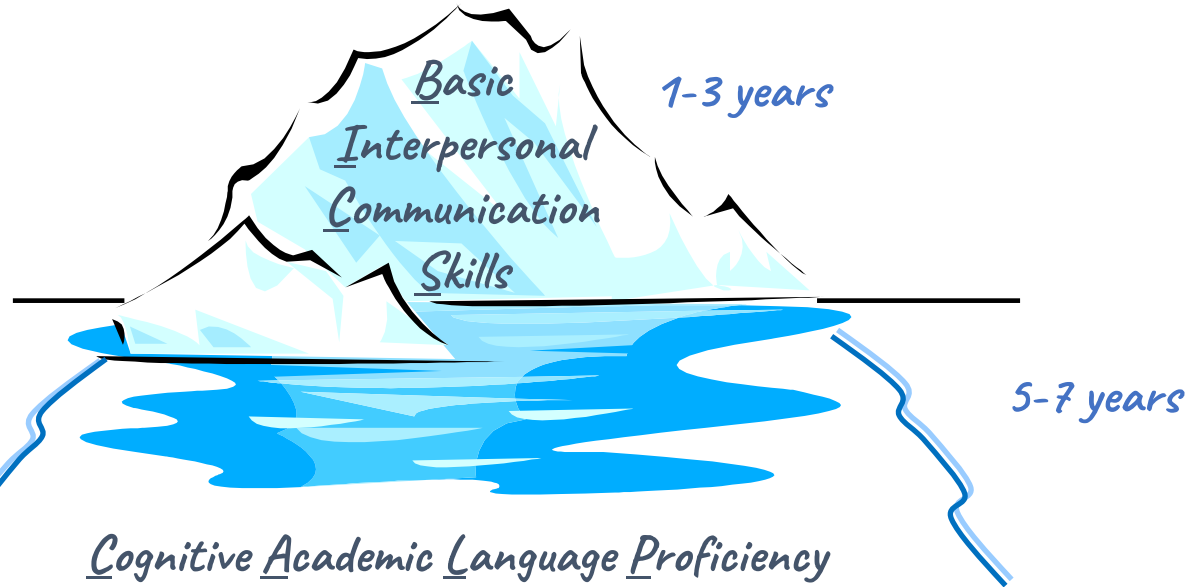


“Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning”.

David Corson, 1999



BICS vs CALP



J. Cummins (1981)



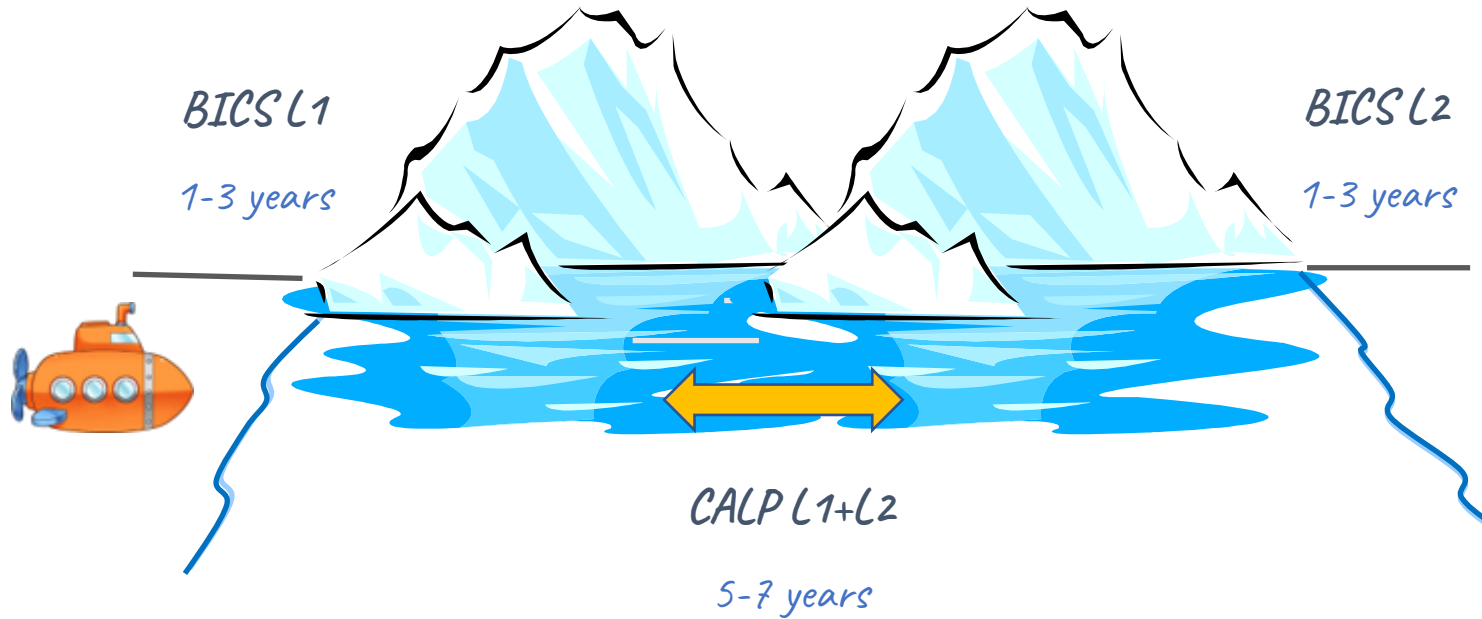
Transfer of Concepts



J. Cummins (1981)



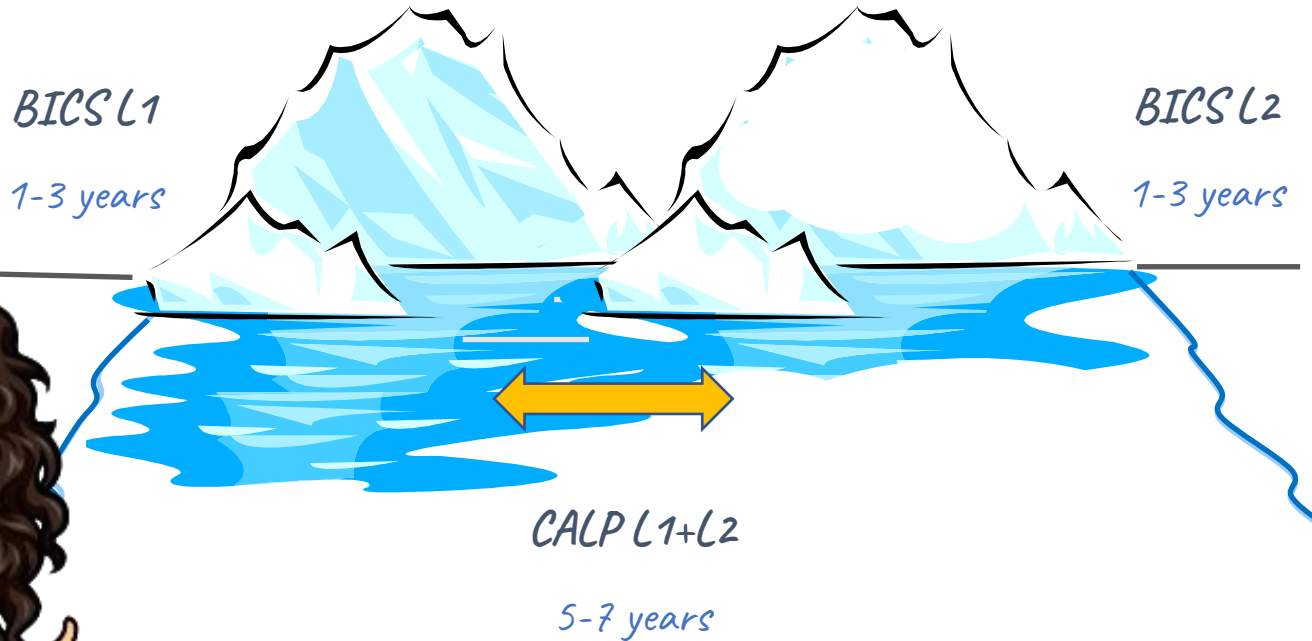
Transfer of Concepts



J. Cummins (1981)



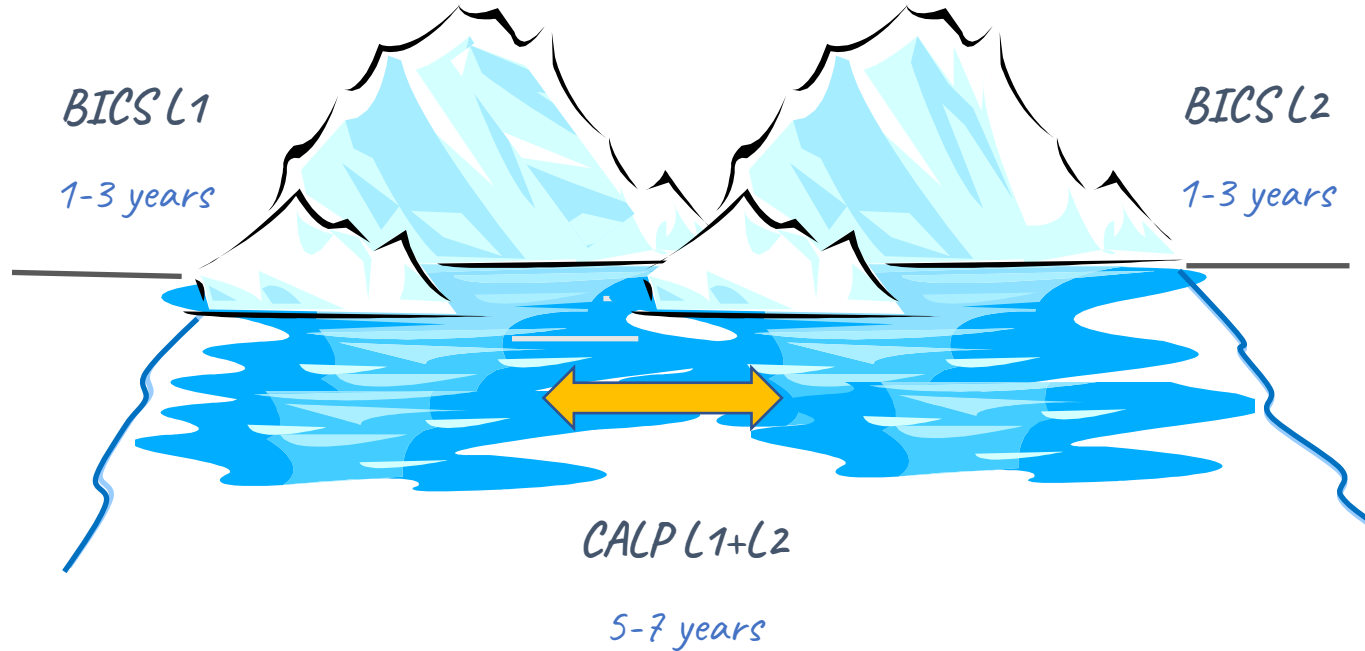
My Language Profile in 1999



J. Cummins (1981)



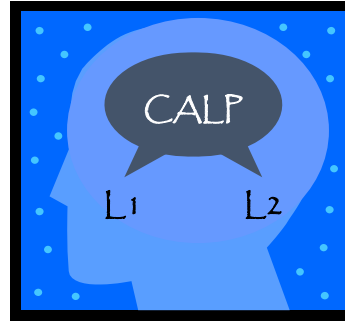
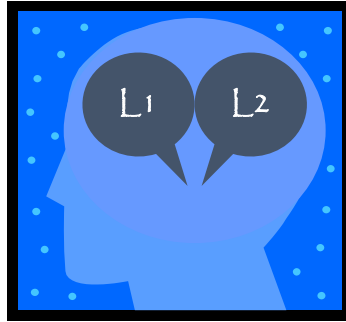
My Language Profile in 2022

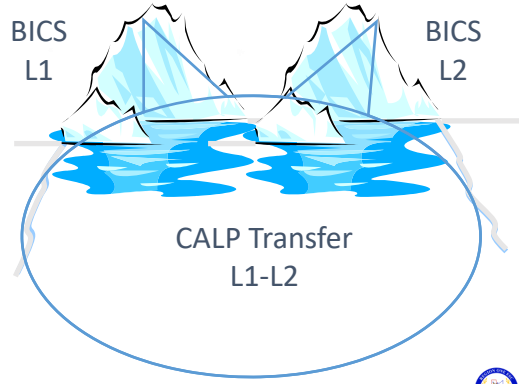
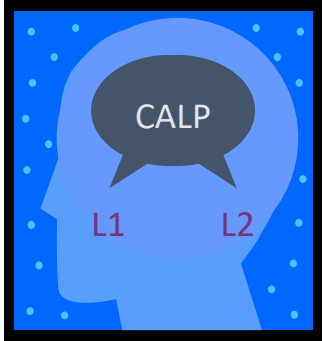


J. Cummins (1981)



Transfer of Concepts







Your Language Profile

BICS L1

BICS L2

CALP
L1+L2

www.whiteboard.fi



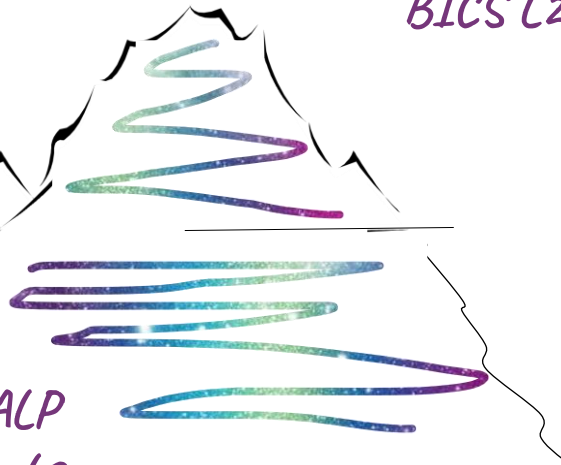


Your Language Profile

BICS L1

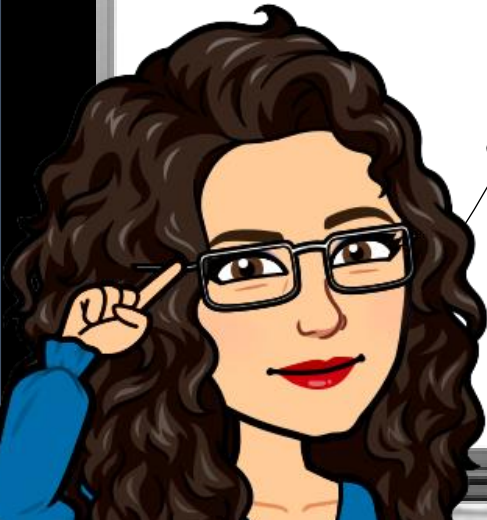


BICS L2



CALP
L1+L2

www.whiteboard.fi

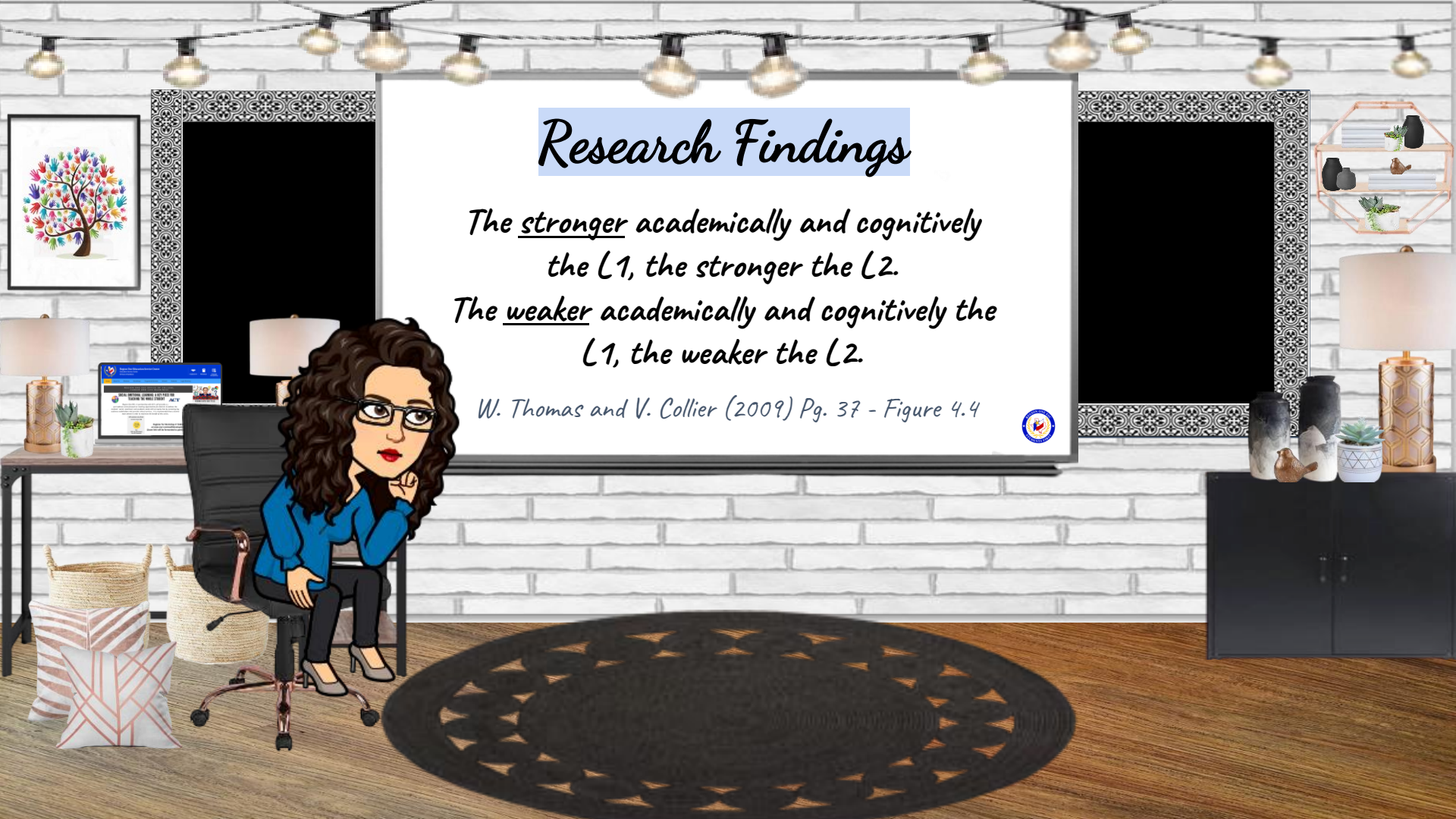


Research Findings

The stronger academically and cognitively
the L1, the stronger the L2.

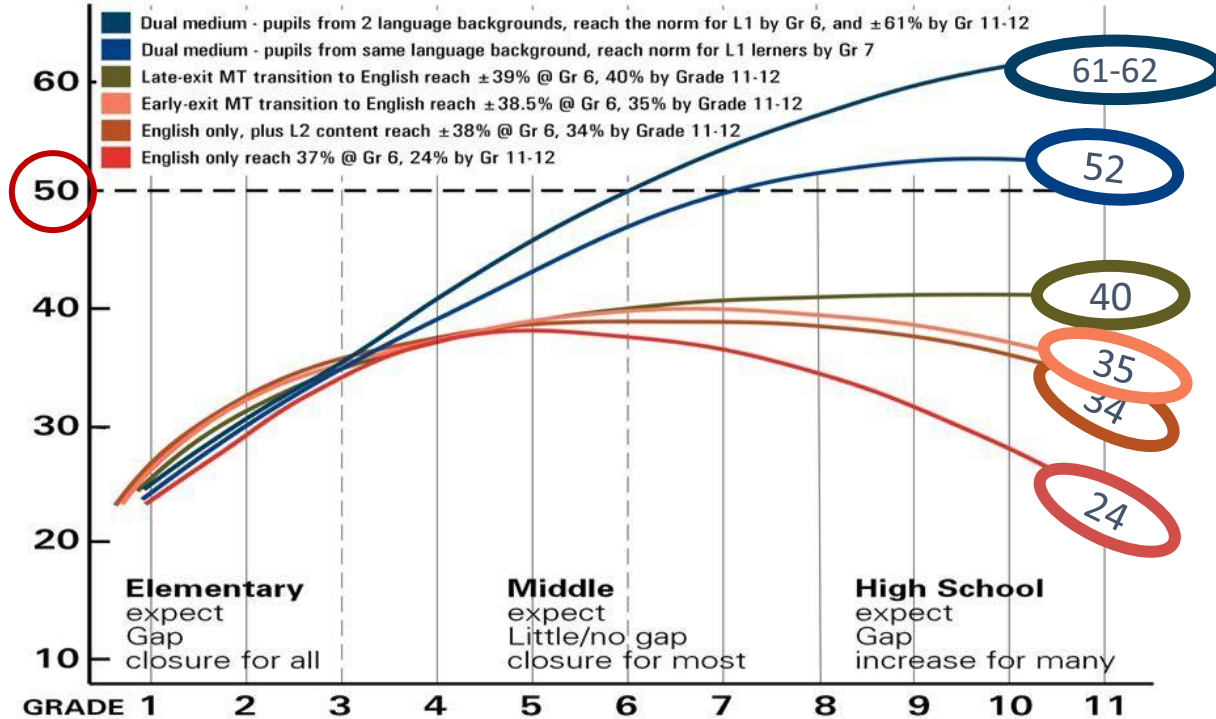
The weaker academically and cognitively the
L1, the weaker the L2.

W. Thomas and V. Collier (2009) Pg. 37 - Figure 4.4



The Effectiveness of Bilingual Program Models

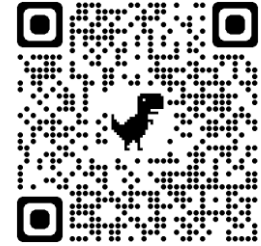
Reading levels of English second language learners in English



Average performance of native-English speakers



Language Programs



Bilingual

ESL

1 Early Exit

2 Late Exit

Dual Language

5 Pull Out

6 Content Based

3 One Way

4 Two Way



[Texas Administrative Code, Chapter 89](https://tea.texas.gov/sites/default/files/ch089bb.pdf)

<https://tea.texas.gov/sites/default/files/ch089bb.pdf>

Transitional Bilingual Education vs Dual Language

Transitional Bilingual Program	Dual Language Immersion Program
<p data-bbox="504 331 581 358">Goals</p> <ul data-bbox="189 375 865 478" style="list-style-type: none">• Primary language used as a resource• Full proficiency in English to participate equitably in school	<p data-bbox="1360 331 1437 358">Goals</p> <ul data-bbox="1039 375 1715 517" style="list-style-type: none">• Full proficiency in primary language• Full proficiency in English to participate equitably in school• Grade-level literacy skills in both languages
<p data-bbox="471 528 614 554">Instruction</p> <ul data-bbox="189 572 904 784" style="list-style-type: none">• Literacy and academic content in primary language and English• Teacher(s) certified in grade level/content area and in bilingual education• Primary language instruction decreases as English is acquired	<p data-bbox="1321 528 1464 554">Instruction</p> <ul data-bbox="1039 572 1773 816" style="list-style-type: none">• Literacy and academic content in primary language and English• Teacher(s) certified in grade level/content area and in bilingual ed. (or paired with an ESL certified teacher)• At least half of instruction delivered in the students' primary language at each grade level for the duration of the program



Transitional Bilingual Education vs Dual Language

Transitional Bilingual Programs	
How many years are English learners intended to participate before being prepared for reclassification, based on the instructional model?	
Early Exit	Late Exit
Not earlier than two or later than five years after enrollment in school	Not earlier than six or later than seven years after enrollment in school
<ul style="list-style-type: none"> • Instruction is designed to shift from majority primary language to majority English to align with goal for number of years until reclassification. • If ELs have not been reclassified within five years of enrollment, the transitional bilingual program continues to be offered to these students through the duration of the elementary grades. 	

Dual Language Immersion Programs	
What is the population of students participating in the dual language immersion program?	
One Way	Two Way
Identified English learners with the same primary language	Identified English learners with the same primary language AND English proficient students
<ul style="list-style-type: none"> • Instruction may begin with a majority percentage of the language other than English OR may begin at an equal half with English but will eventually attain an equal half of instruction in both languages and maintain that balance through the duration of the program. • As ELs are reclassified as English proficient, it is intended for these students to remain in the dual language immersion program through its duration to support the goals to gain bilingualism, biliteracy, and sociocultural competence. 	



Bilingual Program Models

10% BEA for EB
\$616

Early
Exit

Late
Exit

10% BEA for EB
\$616

15% BEA for EB
\$924

1Way
DL

2Way
DL

15% BEA for EB
\$924
5% for EP
\$308



The Big Picture

Elementary

Dual Language (PK-5)
LOTE Spanish I Credit at
the end of 5th Grade

or

Early Exit/Late Exit

Middle School

Dual Language (6th-8th)

Spanish II/II

AP Spanish Language

AP Spanish Literature

Spanish Content Area(s)

or

ESL and maybe Spanish I/II

High School

Arts and Humanities
Endorsement

Biliteracy Seal

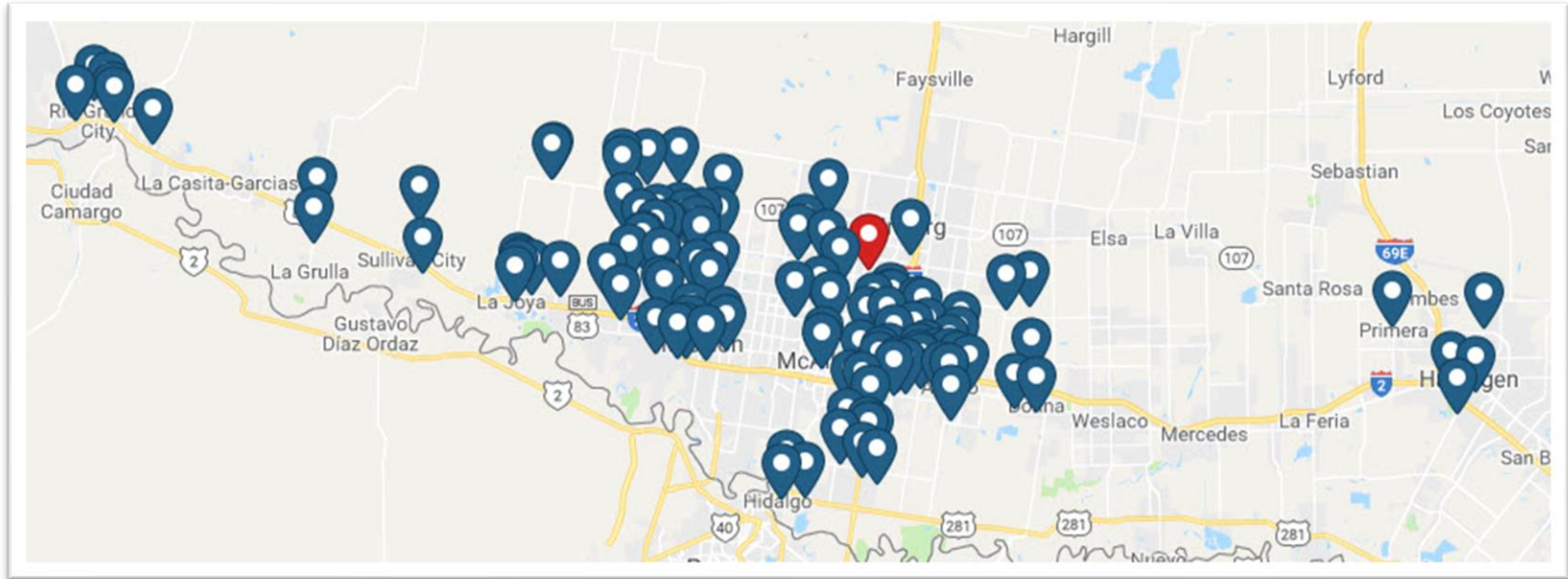
Spanish Content Area(s)
if DL

Other Advanced Courses

Performance
Acknowledgement in
Bilingualism and
Biliteracy



Dual Language in Region One



<http://rgvpuede.org>



It Takes a Village!



Rio Grande Valley
Texas Association for Bilingual
Education



RGV **PUEDE**

Parents United for Excellent Dual Education

UTRGV



Dual Language Components



Dual Language Features

- Bilingual/Biliterate/Bicultural students by 5th Grade.
- CIA Instruction: Challenging, Interactive, Authentic.
- Inquiry-based, project-based instruction.
- High levels of collaboration among students.
- Teachers teach to the top 25% of the class.
- Sheltered instruction to make content comprehensible in L2.
- High levels of literacy in L1 and L2.



DLI: Language of Instruction



PK-1st

- *SLAR*
- *Math*
- *Science*
- *Social Studies*

2nd - 5th

- *SLAR*
- *ELAR*
- *Math*
- *Science*
- *Social Studies*



DLI: Language of the Day



Spanish: M, W, F
English: T, TH

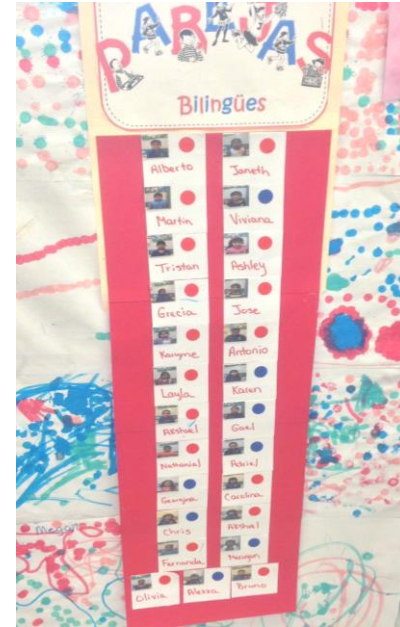
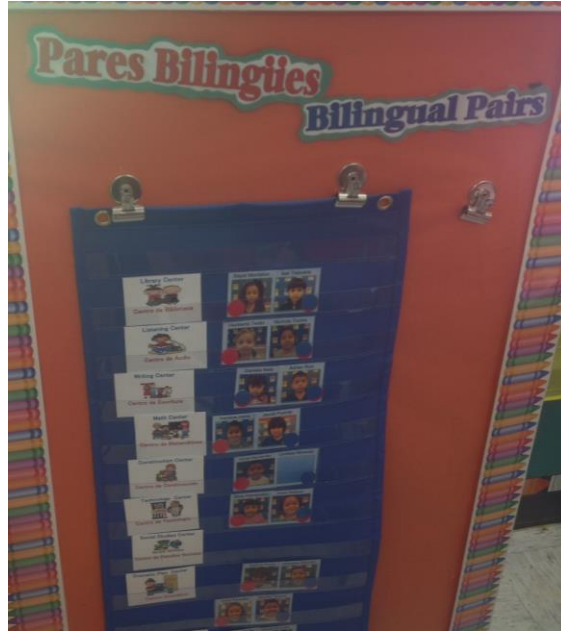
- Morning Activities
- Transitions and Breaks
- Hallways, Cafeteria, Library
- Music, PE, Announcements



Bilingual Partners

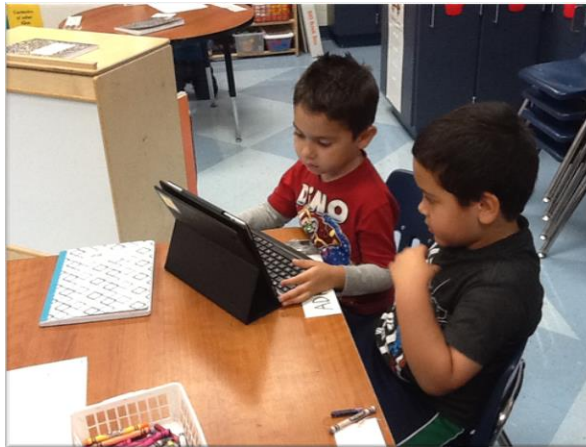


Bilingual Partners



Bilingual Learning Centers





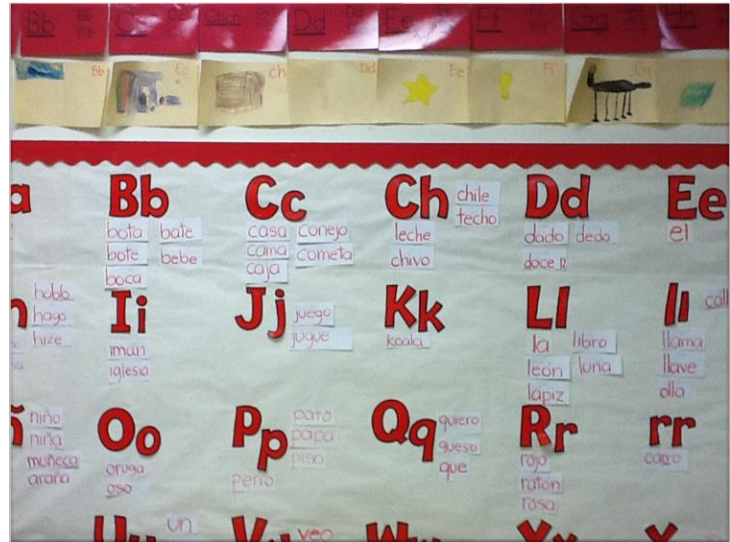
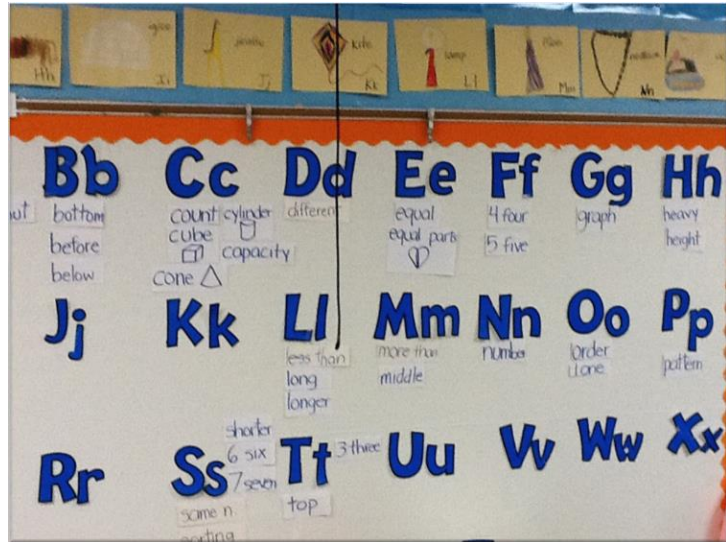
Bilingual Labels



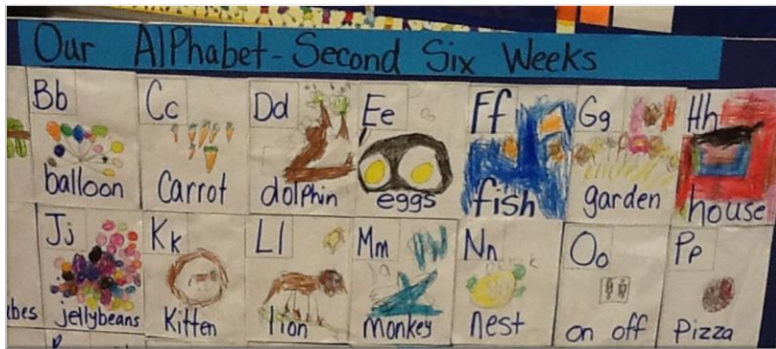
Bilingual Labels



Word Walls in Both Languages



Student Generated Alphabets



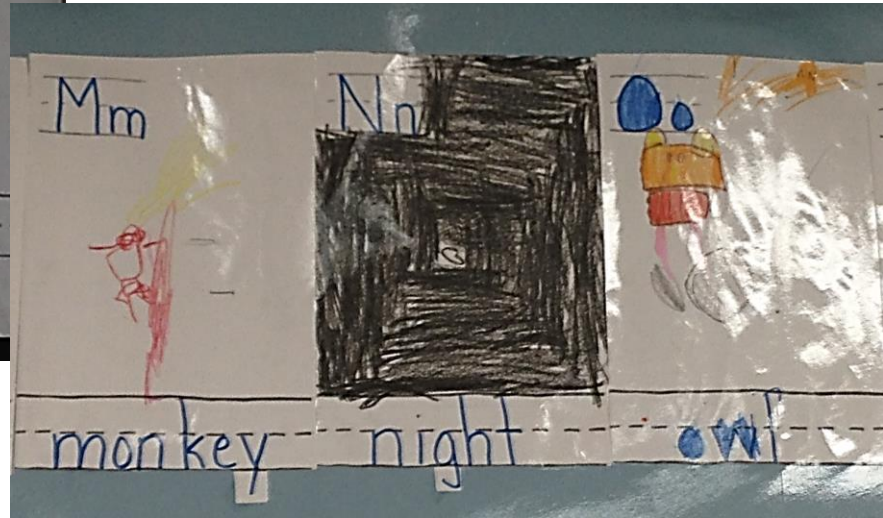
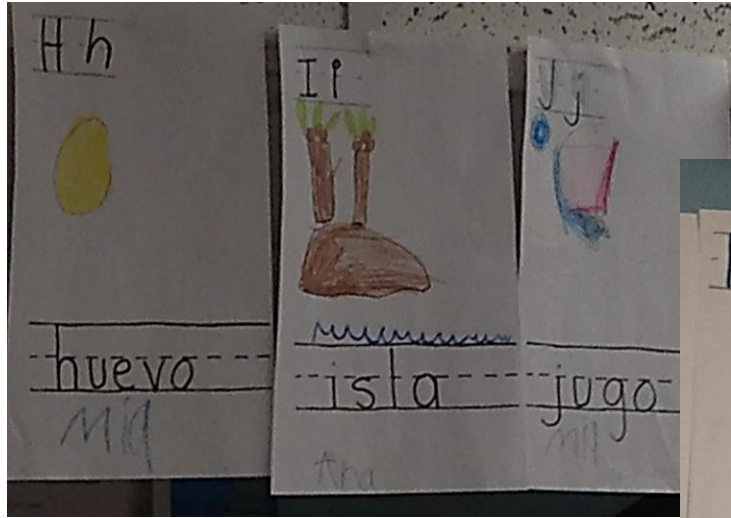
Student Generated Alphabets



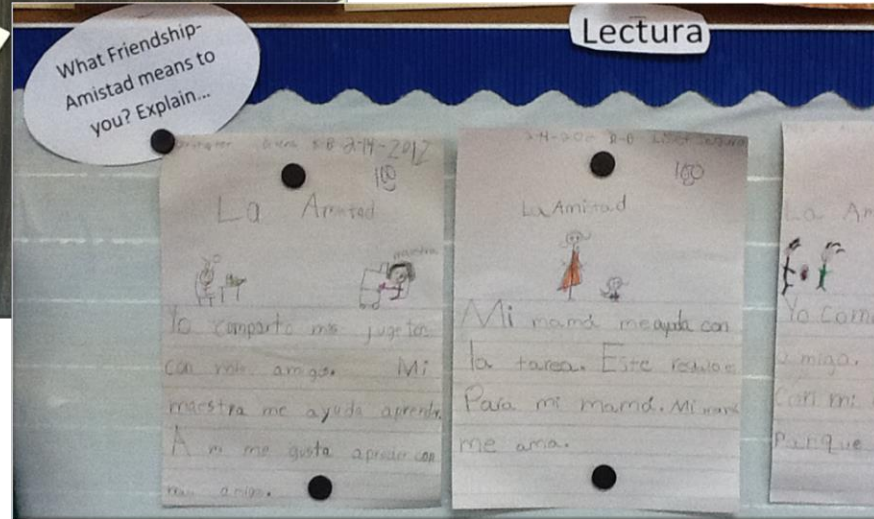
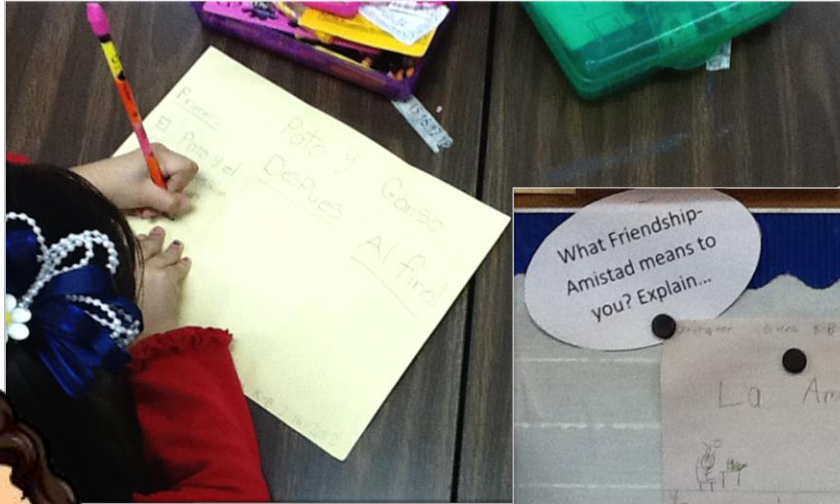
Student Generated Alphabets



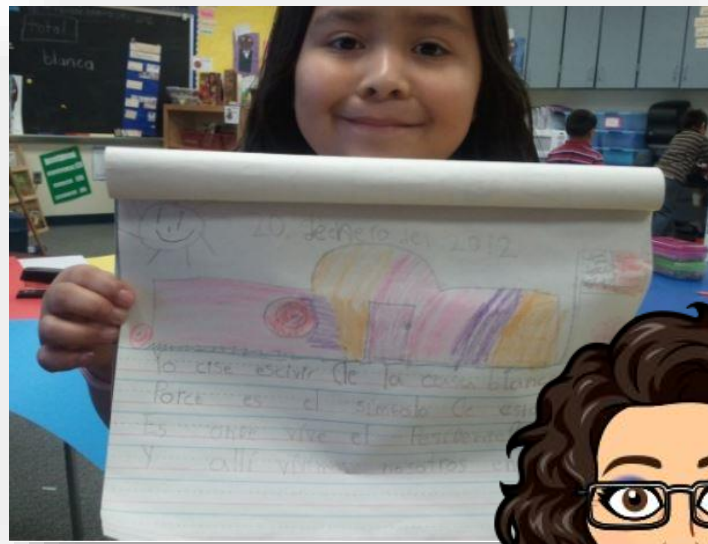
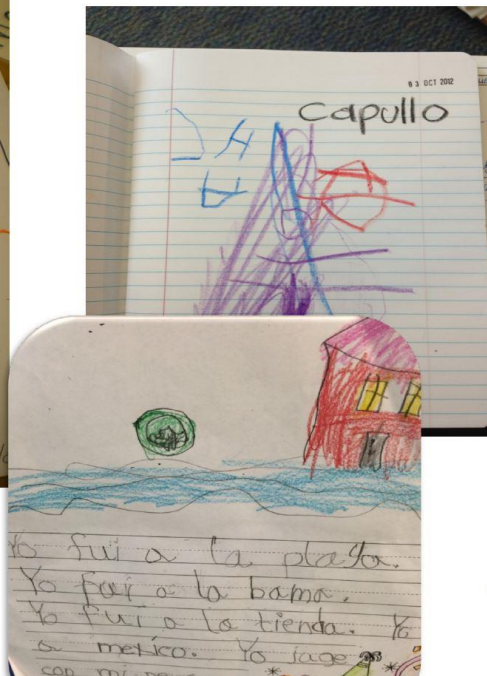
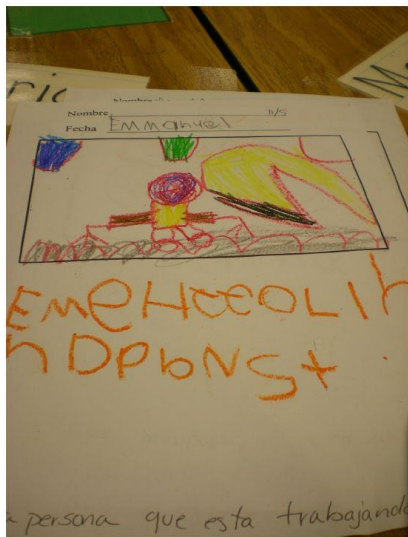
Student Generated Alphabets



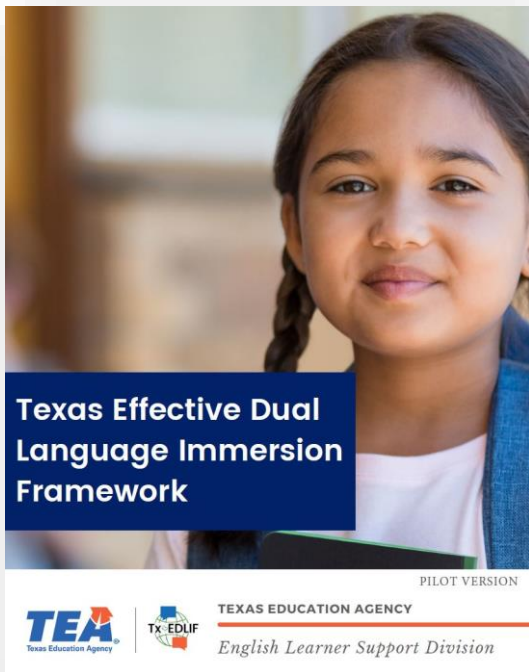
Writing Across Content Areas in Both Languages



Writing Across Content Areas in Both Languages



Texas Effective Dual Language Immersion Framework



TEA

Teacher Checklist DLI Program Implementation



Dual Language Immersion (DLI) Program Model Design

- Obtain or actively pursue bilingual certification.
- Adhere to the language allocation plan daily, providing multiple meaningful opportunities for linguistic practice in both the partner language and English.
- Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is culturally responsive.
- Communicate and model linguistic equity between the partner language and English, actively integrating families, school and local communities in this effort.

Staffing and Professional Development

- If not already bilingual certified, clearly communicate path to certification with campus administration, including any support needed.
- Communicate interest in teaching the required summer school program (for ELs entering K or grade 1), with campus administration, if applicable.
- Advocate for DLI teacher involvement in instructional leadership and curriculum development.
- Advocate through the Language Proficiency Assessment Committee (LPAC) for ELs to participate equitably in all aspects of the general education program as well as other special programs and/or special education, if eligible.
- Set goals for, seek, and apply training on
 - biliteracy development and strategies for making cross-language connections,
 - linguistically and culturally responsive teaching,
 - content-based instruction / sheltered instruction, and
 - the Texas English Language Proficiency Standards (ELPS).

Instructional Design: Lesson Planning and Curriculum

- Locate most recent Texas English Language Proficiency Assessment System (TELPAS) levels for each English learner and use data to inform English language instructional practices.
- In a 2-way program, identify partner language levels for English proficient students and use data to inform Spanish language instructional practices.
- Incorporate the ELPS alongside the content/grade level Texas Essential Knowledge and Skills (TEKS) for all ELs by providing a prioritized language objective in conjunction to the content objective for each lesson.
- Prepare for use of comprehensible input methods (visuals/gestures, clear instructions, appropriate language for proficiency, targeted vocabulary instruction) that support the language objective.

<https://www.txel.org/ProgramImplementation>



Meeting the Needs of Diverse Learners



Cognitive



Affective



Linguistic

Texas Administrative Code, Chapter 89





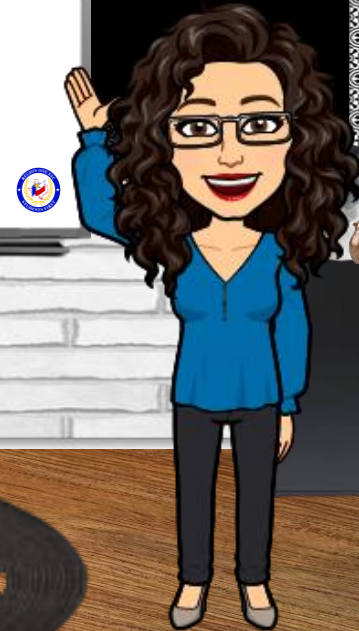
Exit Tickets

*I used to think...
But now I know...*



T H A N K Y O U

Mil gracias



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