

Two-Way Dual Language Program Master Plan



New Haven Unified School District
34200 Alvarado-Niles Road
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Superintendent's Message

There has been an ongoing debate for many years about the best way for students to acquire a new language. The debate has ignored a large body of research on the topic. One of the fastest and more well-rounded approaches to second language acquisition is Two-Way, or Dual, Immersion. It is for this reason that New Haven Unified School District will introduce its first Dual Immersion program beginning in fall of 2018 at Searles Elementary School.

A task force to review and revise the District's English Learner Master Plan was formed in 2016. A result of their work was the recommendation of new course materials and programs to enhance academic achievement for our students who speak a primary language other than English. Initiating a Dual Immersion program is a direct outcome of the work put in by the task force.

The achievement gap has been extensively researched. There has been lots of discussion on the topic. Over time the achievement gap has come to be seen as much of an opportunity gap for a large segment of students and ultimately the American populous. There are more students attending school whose first language is not English. Our vision and our commitment to educate and provide ALL students with a high quality education call on us to use the best research and data to make the best decisions for our students. We know that students whose primary home language is one other than English tend to underperform in reading and writing. As a result, the gap in preparation for life after high school is stifled as many students may not graduate from either high school or college. Research on language acquisition is unequivocal in its acknowledgment of the academic success of students who are immersed in the language. Students in Dual Immersion programs generally outperform non-immersion students in English by almost a full year in reading by the eighth grade. There is also ample evidence that students who participate in a Dual Language approach to education exit English as Second Language programs by being

reclassified at a faster pace. There is also a correlation between their performance in math and science.

One of the key factors in any Dual Language Program is the strength of the foundations gained in the primary language, leading to greater proficiency and higher academic achievement in both languages. In this, the 21st Century, a world where being bilingual is equivalent to technological literacy; it is incumbent upon us to ensure we have created a pathway for students to attain the requisite skills to thrive.

Once the decision was made to develop the Dual Immersion Program, seeking out a site that presented the highest possibility for success became critical. In the future we may find a need to consider a second Dual Immersion Program in a different language. The success of the first program will help us to make that decision. Searles Elementary possesses several ready-made assets inherent within its current structures to build on that, if supported and properly leveraged, will present us with a high level of success from the beginning; a qualified staff with requisite skills, its student demographic, a strong committed, engaged community base, and a large number of community partners, makes Searles the ideal school for our inaugural entrance into Dual Immersion.

Stories of how Dual Immersion programs have altered the trajectories of students' lives are legend. Learning about others cultures and gaining newfound confidence can change attitudes about school and life. In time I am confident that students who participate and commit to Dual Immersion for the long-term will make significant contributions to the community.

This is an opportunity to be a part of something unique while making friends from different backgrounds. I am proud of the work, led by Mrs. Hui Stevens, Director of English Language Services and her staff, for their vision and persistence.

Dr. Arlando Smith
Superintendent

Acknowledgments

New Haven Unified School District gratefully acknowledges the support and input from a select team of educators and community members. We greatly appreciate the support from the Superintendent and the leadership team who worked in collaboration with the Association of Two-Way & Dual Language Education (ATDLE) to complete this project.

The following individuals contributed to this effort:

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Classified Staff: Imelda Rivas

Consultant & Task Force Co-Facilitator: Rosa G. Molina, Executive Director, ATDLE

Under the leadership of Director Hui Stevens, the TWDL Task Force members met over the course of five months to develop and analyze program elements, create a complete K-12 program pathway, and to produce a Master Plan for the full implementation of the Two-Way Dual Language Immersion Program in NHUSD.



Chapter 1

Mission, Vision and Core Values Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful global citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

New Haven Unified is committed to provide high quality education for ALL students. ALL employees are responsible for the education of ALL Students. Our three goals include:

- 1) College, Career and Life Ready
- 2) Equity and Access
- 3) Engagement and Personalization
- 4) Basic Services

New Haven Unified Board Adopted Goals

- Increase the number of students who are College and Career ready
- Through personalized learning, incorporate the 5C's (Creativity, Collaboration, Cultural Competence, Critical Thinking & Communication) in support of providing Common Core State Standard-aligned (CCSS) instruction and assessment.
- Ensure that student trajectories (CAASPP) indicate growth and increase math and reading levels at elementary grades
- Ensure community confidence in the District by increasing participation, communication and collaboration between District, schools and stakeholders
- Maintain a strong and sustainable budget
- Essentials for Continuous Growth and Improvement
- District-wide instructional foci
- Data to inform instructional and professional development decision making
- Targeted professional development plan to grow and strengthen instruction
- Research-based best instructional practices
- Creation and maintenance of effective and safe learning environments
- Alignment of all resources (human, time, money), parent and community involvement in learning, assessments and supports

New Haven Unified School District believes, and research validates, that Two-Way Dual Language Immersion programs are consistent with the above

stated beliefs and mission. New Haven Unified School District will support our school community in achieving the goals set out for our students.

The Two-Way Dual Language Immersion Program supports the District's mission and vision by:

- Helping to close the achievement gap between English Learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).
- Providing students with the opportunity to learn a second language, while being respectful of their home language.
- Presenting opportunities for native English speakers to develop near-native fluency in a second language, while continuing to develop high levels of achievement in English.
- Presenting opportunities for native Spanish speakers to develop literacy skills in their home language, while simultaneously acquiring English.
- Increasing intellectual flexibility through second-language learning, which translates into higher achievement in all subject areas (Genesee and Lindholm-Leary, 2009).
- Ensuring that students from the program enter high school at the most advanced levels of second language study possible.
- Instituting the California State Seal of Biliteracy certification process for the students at grades 5 and 8, which will keep the students focused on the attainment of the Seal when they enter high school and receive the actual Seal of Biliteracy on their high school diplomas.
- Establishing and maintaining high expectations for achievement for all students.
- Providing a safe, caring and equitable environment for all students.
- Assisting students in developing positive attitudes toward other languages and cultures.
- Valuing and promoting cross-cultural understanding.
- Providing opportunities for students to demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.
- Developing and fostering students in the Two-Way Dual Language Immersion Program with positive attitudes and appreciation of other languages, traditions and cultures.

The Two-Way Dual Language Immersion Program supports the District's mission and vision by (continued):

- Organizing and providing educational opportunities for students, in Spanish and English that promote key developmental assets such as positive identity, social competencies, commitment to learning, and empowerment.
- Creating leadership opportunities that foster personal development and pride.
- Supporting English Learners by promoting a more positive self-concept, making students more likely to remain in school and attend college (Thomas and Collier, 2002).
- Aligning CCSS to Two-Way Dual Language Immersion Program design, curriculum, and instruction in the Two-Way Dual Language Immersion Program classrooms to develop a high level of proficiency in both the English and Spanish languages.
- Implementing CCSS in Spanish and English in accordance with California State mandates.
- Incorporating best practices and the methodologies and strategies appropriate to teach both the content and language with a clear focus on literacy and oral language proficiencies.
- Presenting curriculum that is academically challenging and integrates higher-order thinking, creativity and communication (in Spanish and English).
- Structuring student interventions that will not remove the students from core instruction in either language in a focused effort to move the students to grade level proficiency in both languages.
- Designating quality teacher collaboration time to plan the program as it develops K- 12. Providing professional development and collaboration for Two-Way Dual Language Immersion Program teachers and support staff to plan, develop and implement high quality instruction in English and Spanish.
- Providing technology and other resources in Spanish for the Two-Way Dual Language Immersion programs.



Chapter 2

History & Rationale

New Haven Unified School District (NHUSD) is engaged in the implementation of a Two Way Dual Language (TWDL) program in an effort to add a program that promotes equity and social justice to its repertoire. In today's global economy it is a moral imperative to prepare students for the world in more than one language. The TWDL program is seen as a way to improve student performance for both English Learners and English dominant students, increase student pride in being multicultural and multilingual, promote high expectations, and offer students a unique opportunity to formally study two languages over their K-12 schooling experience. The TWDL program would also offer the parents and the community a chance to genuinely engage and invest in their children's education.

The linguistic and ethnic demographics of NHUSD make it a district that is primed for the implementation of a strong Two-Way Dual Language program. The interest in the program in the community is strong but most importantly, providing students the opportunity of biliteracy is paramount in the decision to move this program forward (see Tables 1, 2).

Seventy-nine percent of the English Learners entering

NHUSD, with a language other than English, are born in the United States. Table 3 demonstrates that a high percentage of Latino students entering school in NHUSD hold basic knowledge of the English language. NHUSD's student demographic consists of 37.2% Hispanic, 25.7% Asian, 20.5% Filipino, and 15% other languages (Table 4). New Haven has a varied and linguistically diverse student population with more than 56 different languages represented (Table 5).

The District seeks to highlight and invest in the cultural and linguistic capital that the students bring to the school community by promoting multilingualism and biliteracy for all students, thus ensuring the preservation and enrichment of home language for this and future generations. Developing a program option that creates an opportunity for students to cross-learn and share the language with each other will result in the development of higher levels of academic achievement, cognitive development, bilingualism and biliteracy for both groups of students. Furthermore, students will develop multiculturalism, empathy, and a deep understanding of culture that is needed for a global economy.

TABLE 1
LINGUISTIC MAKEUP OF NEW HAVEN USD 2017

NHUSD has a varied linguistic makeup of students with over 5,000 students who are predominantly English speakers followed by 2494 students who are Spanish speakers. Tagalog speakers total 1149 students. The number of speakers of English and other languages has been consistent over the past three years, with the exception of the number of Spanish speaking students, which has significantly declined by 152, and the number of Vietnamese speaking students, which has declined by 62 students.

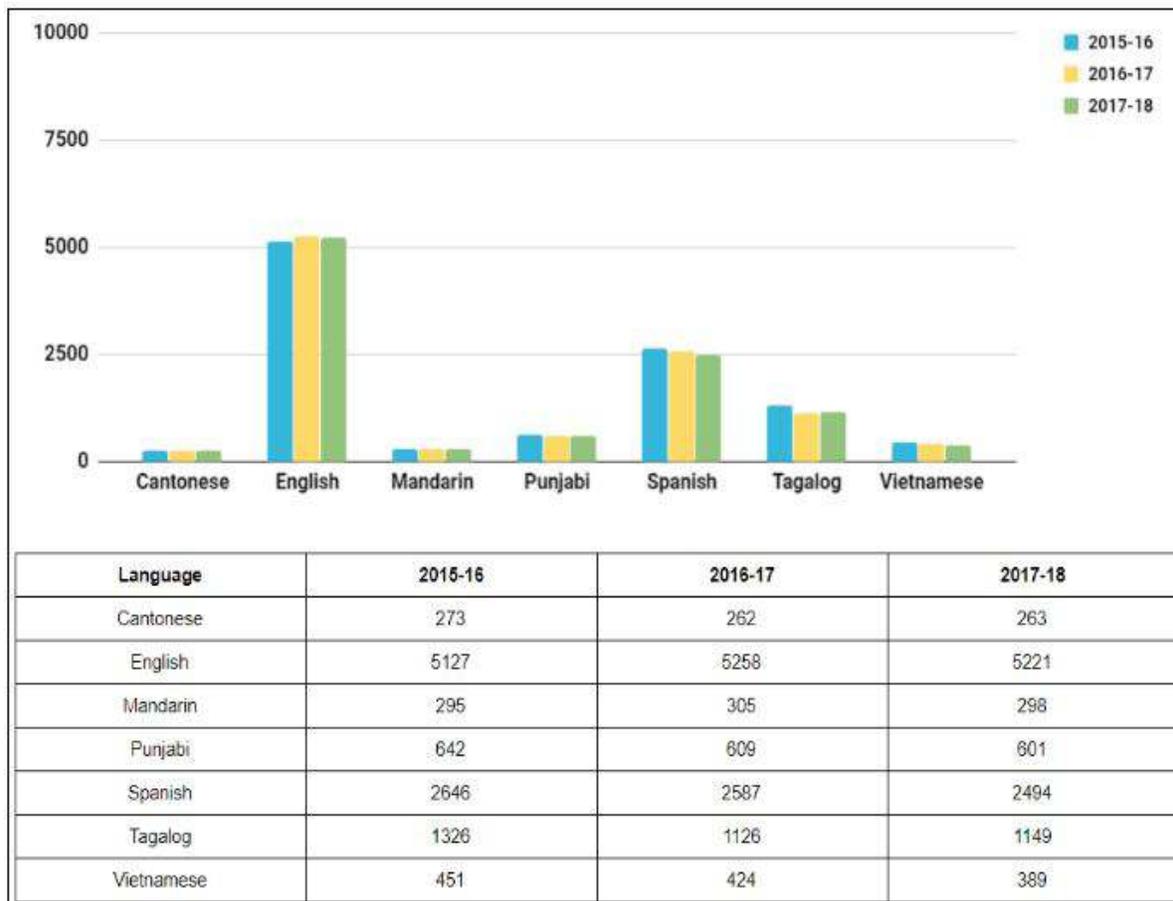


TABLE 2 NUMBER OF ENGLISH LEARNERS IN NHUSD - 5 YR

Over the past six years the number of English Learners in NHUSD have significantly decreased as reflected by the number of students state tested each year using the California English Language Development Test (CELDT).

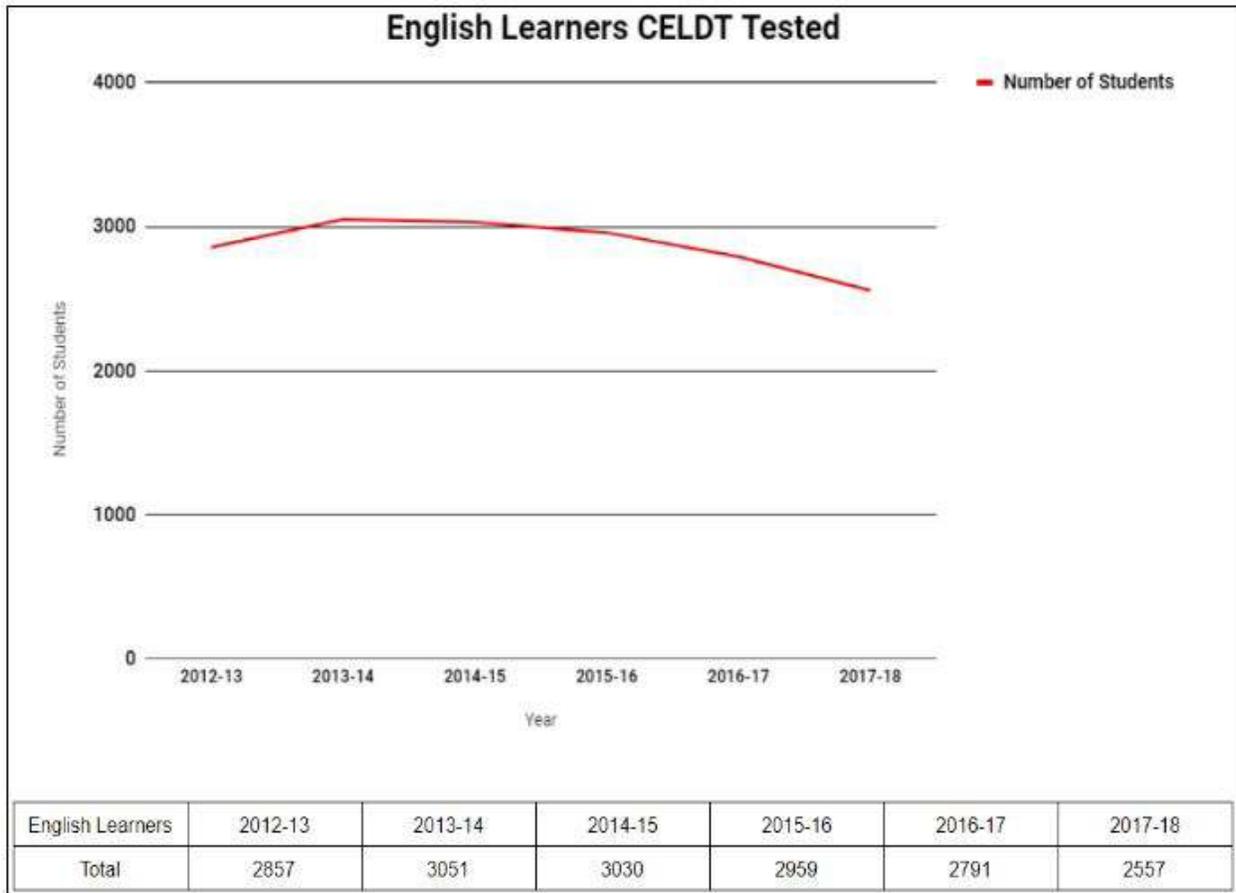


TABLE 3
BIRTH COUNTRY FOR ENGLISH LEARNERS ATTENDING
NEW HAVEN UNIFIED SCHOOL DISTRICT

The chart describes the birth country of students whose first language is not English. It indicates that an overwhelming percentage of English learners are born in the U.S.

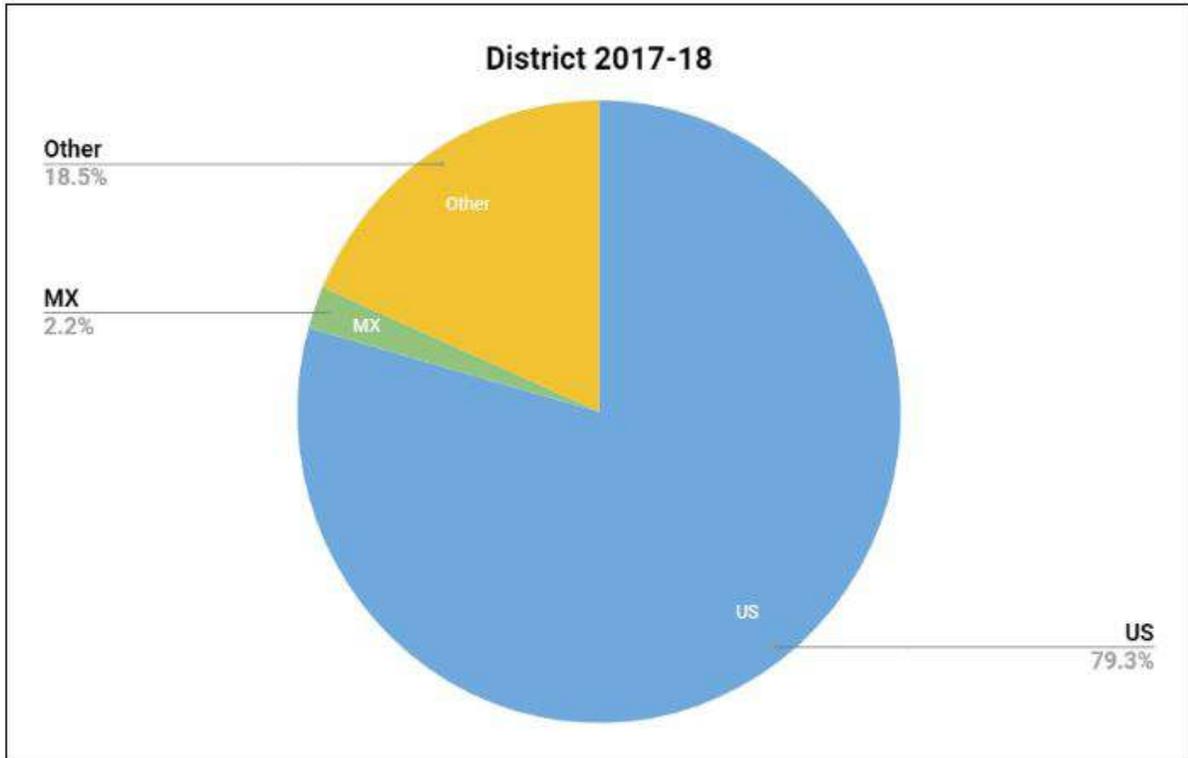


TABLE 4
ETHNIC BREAKDOWN NHUSD

NHUSD has a multi-ethnic student population, with Latino/Hispanic students totaling 37.2%, Asian students totaling 26.7%, and Filipino students totaling 20.3%.

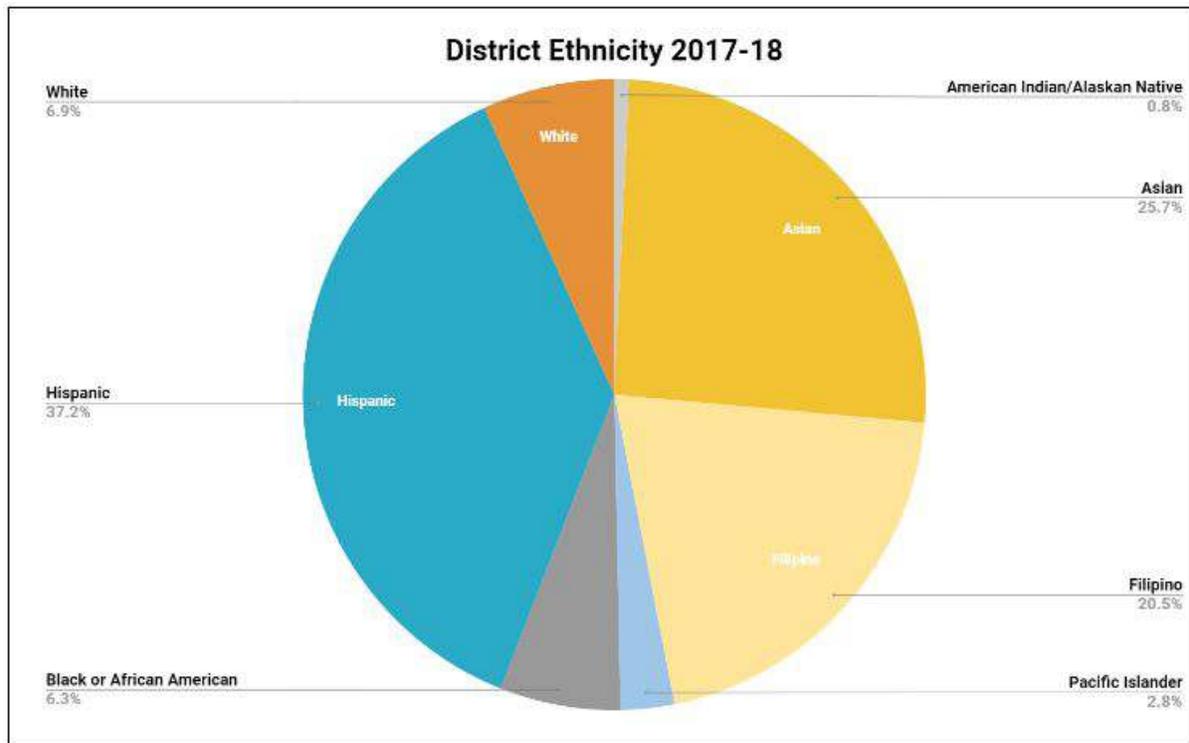


TABLE 5
LANGUAGES OF STUDENTS OF NHUSD (2017-18)

NHUSD has a varied and linguistically diverse student population with over 56 different languages spoken by the students in the district with Spanish, Vietnamese and Tagalog languages as the three most prominent.

| Language | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | %of Total |
|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|----------------|
| Amharic | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 0.03% |
| Arabic | 3 | 2 | 2 | 3 | 3 | 6 | 2 | 4 | 1 | 0 | 3 | 7 | 4 | 40 | 0.35% |
| Armenian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Ashanti | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 0.02% |
| Assyrian | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0.02% |
| Azeri (azerbaijan) | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 0.03% |
| Bengali | 2 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 11 | 0.10% |
| Burmese | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 0 | 3 | 6 | 2 | 5 | 34 | 0.29% |
| Canтонese | 18 | 19 | 21 | 12 | 21 | 17 | 18 | 21 | 19 | 19 | 23 | 25 | 30 | 263 | 2.27% |
| Cebuano (visayan) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 3 | 1 | 1 | 4 | 4 | 18 | 0.16% |
| Chaozhou (chiuchow) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 2 | 1 | 0 | 7 | 0.06% |
| English | 501 | 449 | 425 | 377 | 369 | 407 | 400 | 379 | 340 | 363 | 394 | 380 | 436 | 5221 | 45.14% |
| Farsi (Persian/Dari) | 18 | 13 | 22 | 22 | 11 | 14 | 27 | 24 | 28 | 27 | 19 | 26 | 19 | 272 | 2.35% |
| Filipino/Tagalog | 38 | 48 | 45 | 70 | 75 | 70 | 77 | 104 | 89 | 117 | 124 | 133 | 159 | 1149 | 9.93% |
| French | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 0.04% |
| Ga (from Ghana) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0.01% |
| German | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 0.03% |
| Greek | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0.01% |
| Gujarati | 2 | 1 | 3 | 1 | 3 | 1 | | | 4 | | 1 | 2 | 3 | 21 | 0.18% |
| Hindi | 10 | 9 | 13 | 13 | 12 | 10 | 16 | 21 | 12 | 17 | 21 | 18 | 16 | 188 | 1.63% |
| Hmong | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0.03% |
| Ibibio | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Ilocano | 0 | 2 | 0 | 2 | 3 | 5 | 1 | 4 | 1 | 4 | 4 | 2 | 3 | 31 | 0.27% |
| Indonesian | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 0 | 0 | 8 | 0.07% |
| Italian | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Japanese | 2 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 5 | 0 | 2 | 3 | 16 | 0.14% |
| Kannada | 0 | 3 | 0 | 1 | 0 | 3 | 3 | 0 | 2 | 0 | 1 | 2 | 1 | 16 | 0.14% |
| Khmer (Cambodian) | 0 | 0 | 1 | 0 | 0 | 3 | 1 | 0 | 1 | 1 | 1 | 4 | 2 | 14 | 0.12% |
| Korean | 3 | 2 | 1 | 3 | 2 | 4 | 3 | 1 | 6 | 5 | 2 | 3 | 3 | 38 | 0.33% |
| Leo | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 6 | 0.05% |
| Malay | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Malayalam | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 8 | 0.07% |
| Mandarin (Putonghua) | 27 | 25 | 17 | 18 | 18 | 15 | 11 | 20 | 25 | 26 | 23 | 30 | 43 | 298 | 2.58% |
| Marathi | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 0.04% |
| Oriya | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0.03% |
| Pampagueno | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 1 | 4 | 1 | 11 | 0.10% |
| Pashto | 3 | 4 | 7 | 9 | 8 | 12 | 6 | 13 | 12 | 13 | 8 | 9 | 4 | 108 | 0.93% |
| Portuguese | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 7 | 0.06% |
| Punjabi | 54 | 34 | 39 | 34 | 39 | 54 | 34 | 58 | 53 | 55 | 39 | 47 | 62 | 602 | 5.20% |
| Rumanian | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Russian | 1 | 1 | 1 | 0 | 2 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 9 | 0.08% |
| Samoaian | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 0 | 2 | 1 | 1 | 12 | 0.10% |
| Sign Language | 1 | 0 | 3 | 1 | 2 | 1 | 4 | 2 | 3 | 2 | 2 | 2 | 2 | 25 | 0.22% |
| Slovene | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0.05% |
| Spanish | 161 | 142 | 168 | 168 | 136 | 206 | 193 | 192 | 215 | 223 | 227 | 201 | 262 | 2494 | 21.56% |
| Taiwanese | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 3 | 0.03% |
| Tamil | 4 | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 2 | 1 | 0 | 4 | 2 | 19 | 0.16% |
| Telugu | 4 | 5 | 2 | 6 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 0 | 0 | 30 | 0.26% |
| Thai | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 2 | 11 | 0.10% |
| Tigrinya | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 4 | 0.03% |
| Toisanese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Tongan | 2 | 1 | 1 | 6 | 3 | 6 | 4 | 3 | 7 | 2 | 2 | 4 | 1 | 42 | 0.36% |
| Ukrainian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0.01% |
| Urdu | 9 | 9 | 6 | 6 | 8 | 9 | 6 | 6 | 8 | 7 | 5 | 4 | 10 | 93 | 0.80% |
| Vietnamese | 6 | 20 | 16 | 37 | 25 | 21 | 27 | 33 | 40 | 42 | 44 | 30 | 46 | 389 | 3.36% |
| Yeruba | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0.02% |
| TOTAL | | | | | | | | | | | | | | 11567 | 100.00% |

TABLE 6 LANGUAGE PROFICIENCY OF ENGLISH LEARNERS AT ENTRY LEVEL IN NHUSD

California English Language Development Test (CELDT) is the language assessment for English Learners. English Learner Performance Assessments for California (ELPAC) replaces CELDT in 2018. The scores below reflect that on the average, most English Learners enter school with a basic proficiency level in English, reflecting a major demographic shift over the course of the past 15 years. As a result, the TWDL program in the district must be designed to provide both English Only (EO) and Native Spanish Speakers (NSS) a strong literacy program in the target language and English instruction that develops both the academic and linguistic proficiencies of all students.

| Test | School Year | Total Tested | Language Proficiency Avg |
|----------------|-------------|--------------|--------------------------|
| CELDT | 2003-04 | 4026 | 3.23 |
| CELDT | 2004-05 | 3994 | 3.27 |
| CELDT | 2005-06 | 3886 | 3.33 |
| CELDT | 2006-07 | 3791 | 2.96 |
| CELDT | 2007-08 | 3887 | 3.03 |
| CELDT | 2008-09 | 4044 | 3.16 |
| CELDT | 2009-10 | 4042 | 3.18 |
| CELDT | 2010-11 | 3834 | 2.97 |
| CELDT | 2011-12 | 3748 | 3.07 |
| CELDT | 2012-13 | 3545 | 2.99 |
| CELDT | 2013-14 | 3382 | 2.99 |
| CELDT | 2014-15 | 3315 | 2.99 |
| ELPAC | 2015-16 | 3109 | 3.09 |
| ELPAC | 2016-17 | 2965 | 3.12 |
| Overall | | 51568 | 3.10 |

NEW HAVEN UNIFIED SCHOOL DISTRICT'S SELECTION OF THE FIRST TWDL SITE

During the 2017-18 school year the New Haven Unified School District Board of Education approved the proposed development and implementation of the Two-Way Dual Language Program (TWDL). NHUSD parents and community members have expressed interest in Bilingual language programs. In previous years, some NHUSD families have requested out of district transfers to attend Two-Way Dual Language Immersion or bilingual programs in neighboring districts since TWDL programs were not offered in NHUSD. District staff collaborated and toured schools in other districts that had implemented Two-Way Dual Language Immersion programs in Spanish and English to better prepare for NHUSD's inaugural class of 2018-19.

The first Two Way Dual Immersion kindergarten class will begin at Searles Elementary School. Searles was selected for a variety of reasons. Searles Elementary is a Community School with a strong school and home partnership. The demographic of the site along with the number of Spanish bilingual staff makes Searles Elementary the ideal site for the District's first Spanish Dual Immersion program.

The Two-Way Dual Immersion Program at Searles Elementary is a **choice** program. Families can select the Two-Way Dual Language Immersion Program or the mainstream program at the school site.

The first class will begin with 48 students enrolled with 24 students in each kindergarten class. Cesar Chavez Middle School will be the feeder middle school for the TWDL program and James Logan High School will be the feeder high school. A formal pathway from elementary to the middle and high school is designed so that students can complete the basic requisites of the TWDL program. The program pathway will be discussed further in Chapter 6 of this document.

The TWDL program at NHUSD is a **choice** program, which means that students who meet the NHUSD enrollment criteria may apply to participate. The TWDL program is in its beginning stages of planning and implementation, however, if the demand surpasses the available space for students, the district will enact a lottery process for enrollment.



Chapter 3

BENEFITS OF TWO-WAY DUAL LANGUAGE IMMERSION

There are two main reasons behind the introduction of second languages at the elementary school level. The first is the belief that ‘the younger the better,’ the idea that young children are intrinsically better language learners, and will therefore become more proficient more quickly. The second is that in an increasingly globalized world, intercultural competence is essential, and that it is important to awaken children’s interests in other people and cultures at a time when they are open and receptive. More recent findings are also showing the cognitive advantages that result from learning a second language, such as enhanced problem solving, attention control, and the ability to switch tasks. Research findings indicate that the target language (L2) development supports literacy in both languages.

Research has shown that what really motivates young children is the fun of language learning. Not only is it the fun activities typical of the primary language classroom, but also learning about another culture and its language: learning about children in other countries, what they do, how like/unlike they are, how they speak, etc. Young children learn mainly by doing rather than by conscious learning, that is, they learn more implicitly than older children. As a result, they need abundant input and rich interaction to allow their implicit mechanisms to work.

It is estimated that children learning their native language are exposed to 17,000 hours of input by age 4. So the challenge is to ensure that students have enough time in their L2 to build linguistic capacity and the academic language that can be readily

transferred from a child’s first language to the new one (metalinguistic transfer). This serves as a strong rationale for the implementation of a TWDL program model that builds a strong foundation in the target language in the primary grades and moves gradually within a sustained and well-defined instructional design in both languages as the students move through the grade levels. The powerful structure of a Two-Way Dual Language model provides students from two different language groups an opportunity to cross-learn the language with native speakers of both the target language and English and thus motivate young students to work with each other while growing in his/her capacity to communicate with each other.

Elementary school teachers are usually excellent motivators. They enthuse children about learning new topics, and all the evidence shows that children learning second languages in the primary grades share this enthusiasm. But once students move through the grade levels, experiencing increased linguistic demands from the language they are studying, students’ motivation begins to wane. Teachers have to carefully monitor and nurture each student’s development of the target language. Students must be afforded opportunities to develop both the academic register in their second language as well as build their conversational proficiency in the second language. As students move through the grade levels, it is evident that those who have not had enough exposure to the target language are not able to express themselves coherently. They quickly lose their motivation to continue to move forward in their second language.

All students in the program need to see their new language as a viable, living and exciting new way to communicate. Creating exciting opportunities for students to use the language outside of the four walls of the classroom help students connect their study of the language with the people and culture of the community in which they live. The following activities help foster an enduring enthusiasm for language in its cultural and social context and bears a direct impact on the student's academic and linguistic progress.

- Visits to social, governmental and cultural centers with native speakers of the target language,
- Internet exchanges with schools in Spanish speaking countries,

- Real world projects about the foreign country or its people, linked to some other aspect of the curriculum,
- Ongoing reflections on the many positive reasons for learning languages, and
- Strategies that will help learners expand their conversational abilities through the use of colloquialisms and idioms, making the language fun and useful.

An extensive body of research supports the benefits of learning two or more languages at the earliest stages of schooling for students. Below are some key findings from those studies. Table 7 lists benefits that are shared with parents that are part of their orientation to TWDL education.

BENEFITS OF THE PROGRAM FOR ALL STUDENTS

- Enhanced knowledge of how language works;
- Improved performance on tasks that call for divergent thinking, pattern recognition, and problem solving;
- Enhanced cognitive abilities
- Improved memory skills
- Additional knowledge and understanding of one's native language;
- Greater understanding, appreciation, and respect for other languages and cultures;
- Ability to take advantage of opportunities that are available only in other languages;
- Enhanced employment opportunities once school is completed;
- Abilities to communicate with other ethnic and cultural groups.



BENEFITS FOR NATIVE SPANISH SPEAKERS

The research on Two Way Dual Language Immersion (TWDL) and dual language programs in the United States demonstrates that native speakers of other languages can indeed attain grade level proficiencies in both languages and in turn, close the performance gap between themselves and their English speaking counterparts. The following research studies indicate:

- Students in TWDL programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting (Genesee and Lindholm-Leary, 2009).
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes (Thomas and Collier 2002).
- English Learners who enter high school reclassified to fluent status are able to fully participate in college-bound schedules and courses and develop a college-going mindset (Lindholm-Leary, Promise Initiative, 2012).
- Native Spanish Speakers continue to stay connected with their families by developing their mother tongue as well as learning English in school (Hernandez, Lindholm-Leary, 2009).
- Native Spanish Speakers are more secure in their identity and proud of their cultural background than students in mainstream classes that have experienced language loss/replacement (Thomas and Collier 2002).



TABLE 7
TWDL Program Benefits for Both Groups of Students

| Native Spanish Speakers | Native English Speakers |
|---|--|
| Acquire strong literacy skills in Spanish that can then be applied to the acquisition of English literacy. | Outperform control students in all-English schools on a variety of English language tests including reading, writing and listening. |
| Make better progress in acquiring full proficiency in English, which leads to achievement at grade-appropriate levels in all domains of academic study in both Spanish and English. | Achieve the same levels of competence in academic subjects (math, science and social studies) as English-speaking students in all-English programs |
| Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks. | Fully develop proficiency in second language that facilitates communication with more members of the community and social support network. |
| *Based on research by Cummins, 1986, Thomas & Collier, 2000 & 2002, Genesee & Lindholm-Leary, 2009, & ACTFL 2006 | |



Chapter 4

RESEARCH BASE FOR TWO-WAY BILINGUAL IMMERSION EDUCATION PROGRAMS

In this age of accountability in education, policymakers and administrators, as well as parents, are increasingly demanding to know what research studies show the benefits of language learning. The American Council on the Teaching of Foreign Languages (ACTFL) worked on a compilation of research on the benefits of foreign (world and second) language learning with research assistants from Stanford University. Many of the findings from these studies demonstrate how language learners benefit from their experiences as second language learners. The ACTFL article has been added to the appendices at the back section of this plan. Each link identifies the studies linked and supportive of each claim. In addition, this chapter will reference the research in support of the benefits for both native speakers of the target language and English speakers in Two-Way & Dual Language settings showing promising results in programs that are well-designed and fully implemented by skilled teachers and administrators.

As California schools face rapidly changing demographics, district educators are focusing on programs that utilize the linguistic capital that families and students possess. The research studies below describe the outcomes from four different Dual Language program designs that are developed as “additive bilingual” programs: (1) Heritage Language, (2) Developmental, (3) Two-Way Dual Language Immersion and (4) One-Way Immersion programs. The common programmatic structure for each of these programs is that all four programs begin at the Kindergarten (or TK) level and continues into a well-defined pathway into high school.

Please Note: New Haven USD has chosen to call its program a Two-Way Dual Language (TWDL) program. The research however, uses the terminology of Two-Way Bilingual Immersion (TWBI) in its original work.

TWO-WAY BILINGUAL IMMERSION PROGRAM EDUCATION RESEARCH FINDINGS

- The “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (Howard, Sugarman, Perdomo and Adder, 2005) .
- Second-language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (Thomas and Collier, 2002).
- The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).
- Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (Cummins, 1986; Ager 2005).
- Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL 2006).
- Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know (ACTFL 2006).
- Formal study of a second language via immersion helps close the achievement gap between English Learners and their English Only counterparts. Research shows that English Learners have a higher rate of success in Two-Way Dual Language Immersion program education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).
- Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than English Learners in mainstream English classes (Thomas and Collier, 2002).



RESEARCH REVIEW

The first Two-Way Bilingual Immersion (TWBI) programs, also known as Dual Language Immersion, in the U.S. began in the 1960s and were based on well-researched French- English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI Programs in the United States has

grown to more than 1800. More than 95% of these programs throughout the United States have Spanish as the target language.

In order for a program to be defined as a Two-Way Bilingual Immersion program, the program must possess the following critical features:

1. The program involves instruction through two languages where the target (Spanish in this case) language is used on a daily basis for a significant portion of the students' instructional day (from 50% to 90%)
2. The program involves periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers.
3. Approximately equal numbers of Native Spanish Speakers (NSS) and Native English Speakers (NES) are enrolled.
4. The students are integrated homogeneously for most or all instruction so that students are cross-learning the language with each other while engaged in highly academic work.

PRIMARY RESEARCHERS IN THE FIELD OF TWBI EDUCATION

The leading researcher in TWBI education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education: Bilingualism & Bilingual Education*, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for NHUSD focuses on three areas:

- (A) Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
- (B) Variances between 50/50 and 90/10 TWBI models
- (C) Academic achievement levels for both groups of students



A. ORAL LANGUAGE PROFICIENCY LEVELS: NSS AND NES STUDENTS

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI program as a kindergartner fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS in the research) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs. Native Spanish speakers clearly out-scored their counterparts in English only school

settings after four years in the program.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI programs and those who in 50/50 TWBI programs. In 50/50 TWBI first grade program classes, 88% of NSS students tested orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish.

By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model (Lindholm-Leary 2009).

TABLE 8
Comparison of Student Outcomes in Two Dual Language Programs

CELDT outcomes differ according to program model grades 7-8. Students are more likely to be RFEF/English proficient and less likely to be intermediate in 90/10 than 50/50.

| | 90/10 | 50/50 |
|--|------------|------------|
| Grades 7-8 | | |
| Intermediate | 8% | 16% |
| Early Advanced/Advanced | 25% | 27% |
| RFEF | 67% | 54% |
| Total English Proficiency | 92% | 81% |
| <i>State average for reclassification at Grades 7-8 is 54% - 57%</i> | | |

B. RESEARCH COMPARISONS BETWEEN 50/50 & 90/10 PROGRAMS

The primary distinction between a 50/50 TWBI model and a 90/10 TWBI model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4 through 6th grades. In the United States more than 70% of TWBI programs implement a 90/10 model.

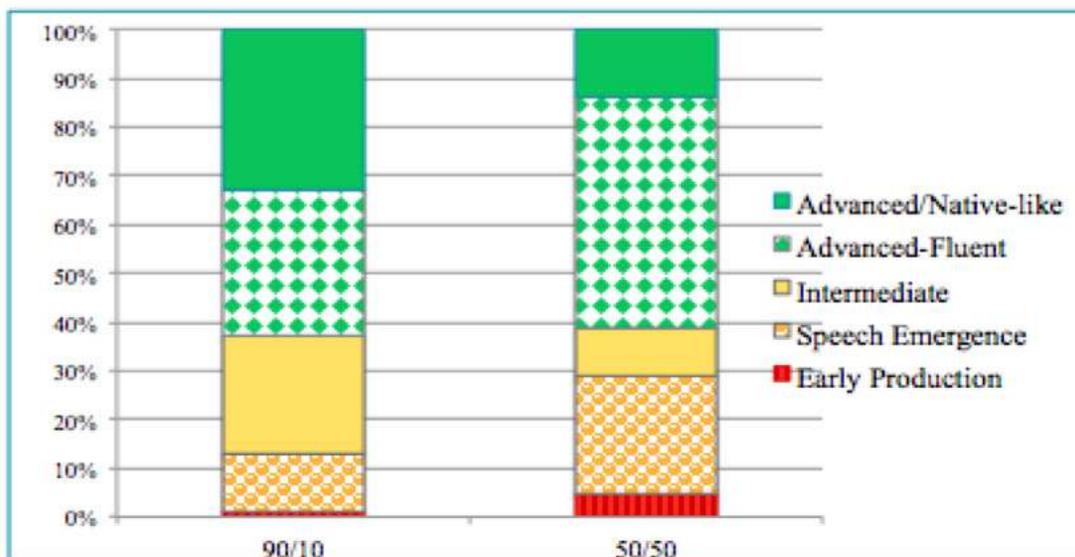
The findings of these students show that both TWBI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not

necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI program models engage in a sequential literacy development while 50/50 programs engage in a simultaneous literacy effort.

The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language by the intermediate grades than 50/50 programs. (Dr. Kathryn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) "Language Development & Academic Achievement in Two Way Immersion Programs")

TABLE 9
Spanish Language Proficiency
Comparisons between 90/10 & 50/50 Programs

By 5th grade, two-thirds of TWI-NES students have developed Advanced levels of Spanish oral language proficiency. NES students in 90:10 programs develop higher levels of oral proficiency in Spanish compared to NEW peers in 50:50 programs.



B. RESEARCH COMPARISONS BETWEEN 50/50 & 90/10 PROGRAMS

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long term educational benefit of NSS during their K-12 academic experience and found that when programs are implemented well, there is a significant program effect that is apparent by late high school.

The researchers found that the length of time in the program is crucial in developing biliteracy: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English Speaking peers. They also found that in the long-term data, fewer high school dropouts came from these programs. This is especially

significant for English Learners whose graduation rate in the nation in regular English-Only language programs is about 50% lower than that of white middle class students.

These studies indicate that in TWBI programs:

1. English-speakers in TWBI programs tend to score higher on English achievement tests than their English Only (EO) peers in regular monolingual programs.
2. Native Spanish speaking students tend to outperform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. (See table below).

TABLE 10

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models

(Thomas* & Collier, 2000)

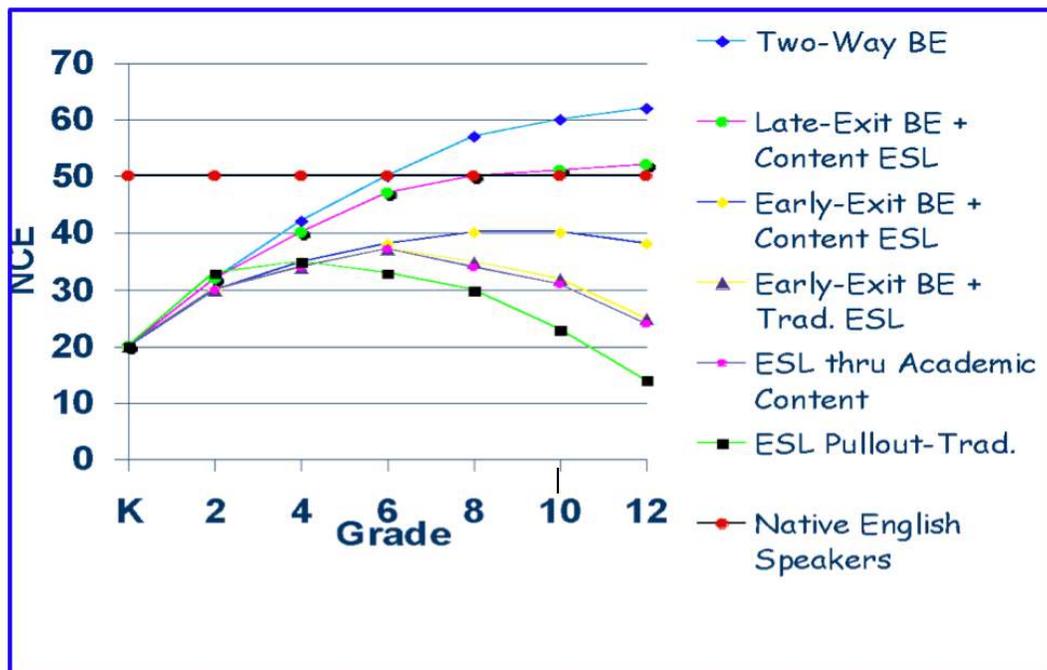


TABLE 11 EL Achievement Using CST Assessments in 2011

English Reading/Language Arts - CST 2011
Grades 2-8 Spanish DL - 90/10 vs. 50/50

ELA outcomes differ according to program model: 90/10 vs. 50/50 (90/10 significantly higher at grades 3-8). In grade 2 there is a large gap between TWI/DL EL and the state average, but the gap closes as students move up in grade levels, despite less instruction in English. CST ELA Scale Scores:

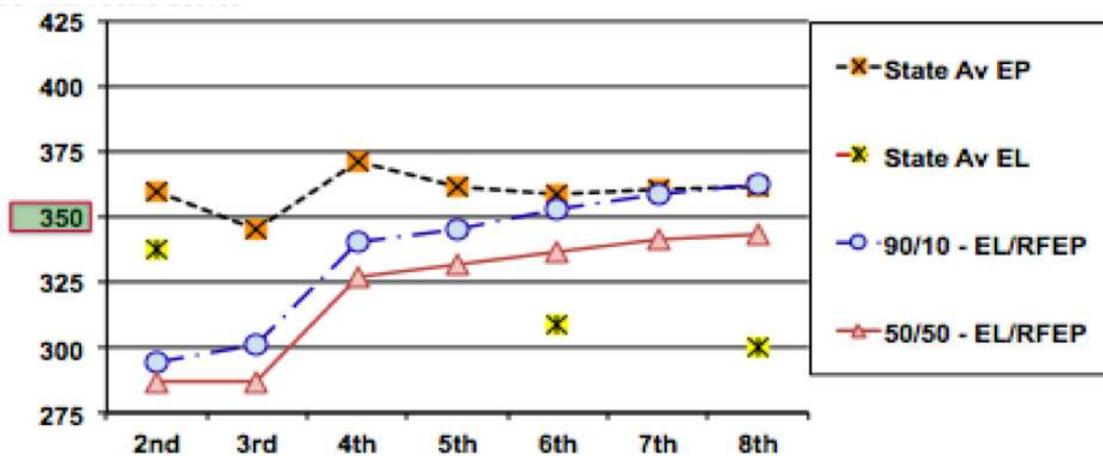
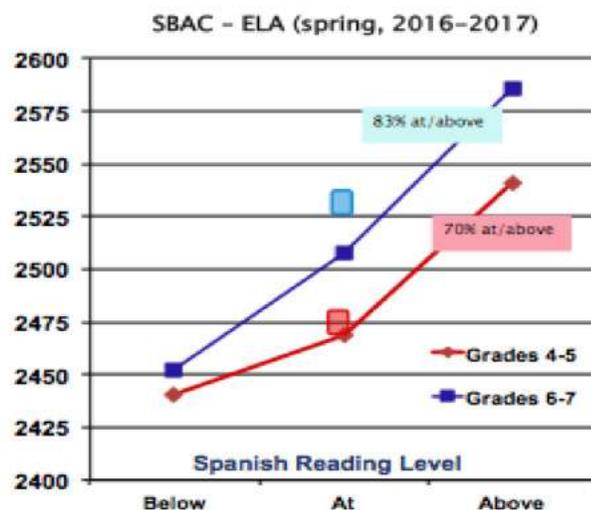


TABLE 12 EL Achievement Using Smarter Balanced State Assessments 2017

Same Results, Newer Assessment (Smarter Balanced)

EL/RFEPs who score lowest in Spanish reading (Below Basic) have lowest English reading scores; those who score highest in Spanish reading (Advanced) have highest English reading scores. Reading scores highly correlated across English and Spanish for SBAC in 2016-2017 ($r=.67$).



BRAIN RESEARCH ON SECOND LANGUAGE LEARNING

In the last decade, research studies outline additional reasons for students to develop at least two languages to a high level of proficiency. The most compelling studies outline the ongoing cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multilinguals have over monolingual humans.

For example, proficient bilinguals outperform monolinguals in:

- Creativity,
- Problem solving,
- Divergent thinking,
- Mental flexibility,
- Executive function issues such as
 - Attention to detail,
 - Ability to ignore distractions,
 - Task switching,
- Working memory,
- Conflict management,
- Efficient cognitive/sensory processing,
- Metalinguistic awareness, and
- Visual-spatial skills.

Older bilinguals are even more resistant to the onset of dementia and Alzheimer's than are monolinguals (Baker, 2011; Bialystok, 2011, Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012). As this "bilingual brain" research is becoming widely publicized, more and more native-English-speaking parents are also demanding bilingual schooling for their children. They recognize that their children's brains are wired for multilingualism. "When schools develop more than one language, we are creating a new generation of students with superior brains (Collier & Thomas 2000)."



Chapter 5

TWO-WAY DUAL LANGUAGE PROGRAM COMPONENTS

The Two-Way Dual Language Immersion Program is a program of choice that serves both English and Spanish learners. This program is open to students of different backgrounds and abilities from the NHUSD community. NHUSD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understanding among students:

- Students start second language learning during their kindergarten or first grade years through an “early” immersion process.
- A K-8 TWDL program sequence continues into high school.
- Students continue to study advanced coursework at the high school level and enter programmatic options upon completion of the TWDL program pathway.
- Bilingual and biliterate teachers provide grade level instruction based on additive bilingualism theory in which each language is taught separately in clearly delineated language blocks on a daily basis.
- Staff works to create a positive and respectful climate for second language learning while promoting the “target language” and its speakers.
- Each program has a highly knowledgeable school principal and/or site leader that recruits, market and provides the community with strong leadership to fully implement the TWDL program at their site
- Each school is highly committed to fostering home-school connections with all families involved in this program.
- The District has a plan to attract and retain high quality program personnel who are able to deliver both the academic and linguistic program at each grade level.

The *Guiding Principles for Two-Way and Dual Language Programs from the Center for Applied Linguistics (3rd Edition)* is used as a guide for the implementation of successful Two-Way Bilingual Immersion and Dual Immersion programs throughout the United States. The success of NHUSD’s TWDL program will stem from the careful implementation of each of these principles (next page).

1. PROGRAM STRUCTURE

The program plan includes a written statement of philosophy, goals, and standards appropriate to the needs and abilities of second-language learners and is consistent with federal, state, and District requirements. Clear structures, policies, and processes are aligned with program vision, mission, and goals. These are based upon a solid philosophical and empirical foundation.



2. CURRICULUM

The program has a K-12 plan for the selection, development and implementation of standards-based, articulated curriculum and student-centered instruction, which is based on general education, bilingual education, and second-language acquisition research. Curriculum and instruction promote academic achievement and cultivate bilingualism, biliteracy, and multicultural competencies for all students incorporating technology to deepen and enhance learning.

3. INSTRUCTION

Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model. Instructional strategies support the attainment of the three goals of the program: high achievement in two languages, bilingualism and biliteracy and cross-cultural proficiencies. Instruction is student-centered with a variety of methods to promote speaking, reading, writing and listening in two languages.

4. ASSESSMENT AND ACCOUNTABILITY

The program has a K-12 plan for assessments in both English and the target language to help monitor the academic and linguistic progress of the student in the program and the efficacy of the overall program. Student assessments are aligned with program goals and state content and language standards and the results are used to guide and inform instruction. Student progress in the attainment of the program goals and state achievement objectives is measured and reported to the students, staff and families in the program.

5. STAFF QUALITY & PROFESSIONAL DEVELOPMENT

High quality and appropriately credentialed staff members are recruited, trained, assigned, and supported to ensure the effectiveness and success of the program. Teaching staff will have both the grade-level knowledge and the language capabilities to teach both content and language. The program provides high quality professional development tailored to the needs of the dual language educators and support staff. The program collaborates with other groups and institutions to ensure staff quality.



6. FAMILIES AND COMMUNITY INVOLVEMENT

Parents, staff, students and community members are actively engaged in developing, implementing, and evaluating programs. The program has a responsive infrastructure for positive, active and ongoing relations with students' families and the community. The program promotes family and community engagement through outreach activities and support services focused on the three core goals of the TWDL program.

7. SUPPORT AND RESOURCES

The program is supported by all stakeholders and is equitably and adequately funded to meet program goals through the entire scope of the program (K-12). The program advocates for on-going support by engaging in public relations activities at the local, state and national level.

NEW HAVEN PROGRAM IMPLEMENTATION

By using the same proficiency guidelines and scale at all levels of instruction, the program is articulated naturally into a TWDL Program Language Proficiency Pathway for Spanish. This pathway builds on students' progress at each stage of their education and ensures proper placement in language courses when

transitioning from middle school to high school.

Students are placed in language courses based upon their demonstrated level of proficiency.

The California World Language Standards and the ACTFL Foreign Language standards focus on the five areas of learning languages:

- Communication: gain proficiency to communicate in languages other than English.
- Cultures: gain knowledge and understanding of other cultures.
- Connections/Content: connect with other disciplines and acquire information.
- Comparisons/ Structures: develop insight into the nature of language and culture starting in early elementary (if continuously enrolled) that can lead to intermediate, pre-advanced, or advanced levels of proficiency by the end of high school. In contrast, if a new language is started in high school, students will only typically reach elementary proficiency.
- Communities and Settings: engage and participate in multilingual communities at home and around the world.





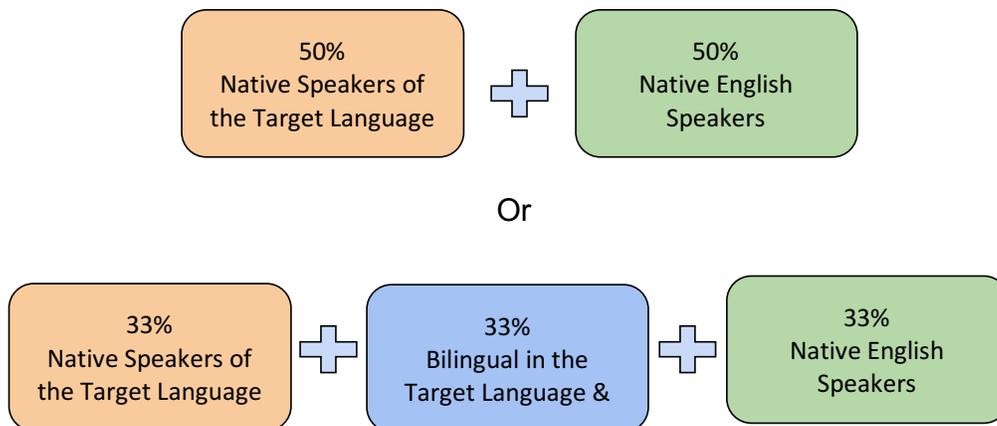
Chapter 6

PROGRAM DESIGN K-12

To accomplish its academic and linguistic goals for all students, the Two-Way Dual Language Immersion (TWDL) Program follows a unique instructional design in which Spanish-speaking and English-speaking students are combined in the same classroom, with at least one-third of the students being native speakers of each language. These students will serve as language models for each other as they acquire proficiency in both languages so careful placement of students is required.

The TWDL Program design was originally designed to have 50% of each language group in all classrooms.

Most TWDL classrooms have a configuration of students where 1/3 of students are Native Speakers, 1/3 of students are Bilingual in the Target Language, and 1/3 of students are English speakers. Please note that there may be years where this linguistic balance is difficult to attain because of the linguistic capabilities of the students who enroll that year. In this case, the classrooms might be configured to have 2/3 English Speakers or 2/3 Spanish speakers. A TWDL Program must have no less than 1/3 of the students of either language. See the two student profiles below.



ENTRY CRITERIA FOR STUDENTS INTO THE TWDL PROGRAM

The combination of an early start and an uninterrupted and extended sequence allows Two-Way/Dual Language students to reach much higher levels of proficiency (Hyltenstam, 1992; Lindholm-Leary, 2009).

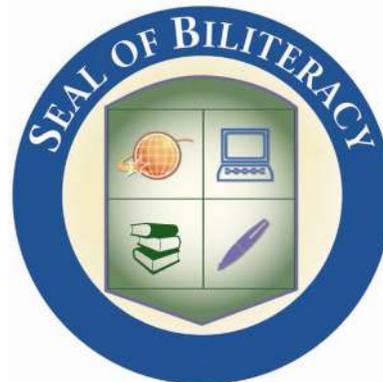
Starting early and studying in a second language prepares students to become highly proficient in both languages before entering high school. The program is designed as an **early immersion program** that begins with formal second language study in kindergarten or first grade. Thus, the TWDL program at NHUSD will accept students into the program at Kindergarten and through the first semester of 1st grade to give students ample opportunity and time to fully develop both the target language and English.

All classes should be linguistically balanced with groupings of students who are native speakers of the target language grouped with bilingual students and English-dominant students so that students have peer models with whom to cross-learn and practice language.

Students who wish to enter the program in the later years must successfully pass a language screening to ensure that they are proficient and literate in the target language so that they can keep up with their TWDL grade level peers.

Ensuring that students have peers to work with in a linguistically balanced classrooms and have adequate time in the program (5-7 years minimum) will lead to student success. Students will enter high school with a strong oral command of both English and the target language plus high levels of literacy in both languages. This will allow them to succeed in advanced coursework, literature studies, writing, grammar, and public speaking activities in both languages.

The students will also be well-prepared to enter their high school's world language coursework, take an Advanced Placement test(s). This will qualify them for college credit and many other programmatic options. Students will also be well positioned to meet the criteria to receive the California State Seal of Biliteracy on their high school diplomas.



STUDENTS WITH SPECIAL NEEDS

Students who participate in the dual-language program who have disabilities receive services according to the needs identified on their Individual Education Plans (IEP). School teams provide Specially Designed Instruction (SDI), modifications and accommodations through a *push-in* or *pull-out* model in accordance with the IEP. Teams provide accommodations on the IEP that support learning in first and second languages.

Pull-out services and Specially Designed Instruction (SDI) are provided in the student's native language or English depending on the need, and are carefully aligned with classroom instruction. As level or minutes of English instruction increases in the general education setting, the SDI occurring in the special education transitions to English as appropriate. For students who are receiving speech services, SDI is provided in the student's native language, with a gradual release into the new language as appropriate. Special Education staff is trained in providing the

academic support that is needed for language development.

For the majority of students enrolled in a dual-language program who have disabilities, target language and English language development is provided in the general education setting with appropriate accommodations. As IEP team meetings are held throughout the school year, the IEP team will determine what level of services a student will need for ELD services, with the input of the English Language Coordinator. Each IEP team will also determine if and when ELD services are needed. Services may be provided in a general education or special education setting. Students receiving Special Education services in a dual-language program will also participate in annual assessments as determined by the IEP team. The IEP team will also determine the appropriate individual exemptions and/or accommodations.

ELEMENTARY PROGRAM DESIGN

NHUSD will fully implement an 80/20 TWDL model in the first three years of the primary grades. This model emphasizes the use of Spanish in the early grades to provide a solid foundation for future academics. In Kindergarten through second grade, 80% of classroom instruction will be in Spanish and 20% will make up the English portion of the day. The percentage of English instruction gradually increases at every grade level.

By 5th grade, approximately 50% of the instructional day will be in Spanish and 50% in English. The schedule will also be organized and include the percentage of time students are in special classes: e.g. music, art, or PE, which have been historically offered in English. These specials will be slated outside of the instructional design unless the school has bilingual staff to offer these classes within the dual language schedule.

**TABLE 13:
TWDL K-5th Elementary Program
Configuration & Percentages of Time**

| Grade | K | 1st | 2nd | 3rd | 4th | 5th |
|--------------|----|-----|-----|-----|-----|-----|
| % in Spanish | 80 | 80 | 80 | 70 | 60 | 50 |
| % in English | 20 | 20 | 20 | 30 | 40 | 50 |



In this program, native English and Spanish speakers are learning the curriculum in either their first or second language, depending on the grade level and subject area. Because many students are learning content in a language they do not speak, techniques that make instruction more comprehensible are necessary. Teachers in the TWDL program must use a variety of strategies to “shelter” instruction and make both language and content comprehensible. In general, these strategies include the following:

- Hands-on activities using realia to increase student understanding
- Student interactions in whole group discussions and include teacher to student, student to teacher, and student to student language practice
- Slowing down speech for students as they build their receptive language
- Pantomiming and gesturing by teacher or students
- Varied peer interactions and cooperative learning activities with different language pairings
- Presentation, followed by a discussion, an experiment, or a field trip
- SDAIE (Specially Designed Academic Instruction in English) strategies: increased wait time, negotiation of meaning, sensory activities, varied grouping with native speakers, build on students’ prior knowledge, support students’ culture and incorporate it into the units of study
- GLAD (Guided Language Acquisition Design) strategies & the use of input charts and other visual cues
- Oral presentations at all grade levels to build both proficiency and confidence
- Oral response strategies such as: 100% of the students respond 100% of the time: choral responses, individual responses, group responses, etc.

NHUSD will ensure that students have protected blocks of language times and will work with the schools to schedule their specialists in the areas of PE, music and art in accordance to program requirements so as not to interfere with core instruction in both languages. Students will receive their first recognition upon the completion of their elementary school program at the end of 5th grade by meeting the criteria set out by the district for the Pursuit of Biliteracy Award.



TABLE 14
TWDL Program Schedule - Elementary

The following table describes the percentage of time in both languages by grade level. It also outlines the subjects to taught in each language. Please note that the percentage of English includes both Academic English Language Development and English Language Development. The schedule may be modified if the language of the specials are altered.

| TWDL Program Schedule | | | | |
|------------------------------|------------------|--|------------------|--|
| Grade Level | % of Time | Academic Spanish | % of Time | Academic English |
| KIndergarten | 80% | Spanish Language Arts Mathematics Social Studies/ Science | 20% | Academic English Language Development/ELA Specials |
| First | 80% | Spanish Language Arts Mathematics Social Studies/ Science | 20% | Academic English Language Development/ELA Specials |
| Second | 80% | Spanish Language Arts Mathematics Social Studies/ Science | 20% | Academic English Language Development/ELA Specials |
| Third | 70% | Spanish Language Arts Mathematics Social Studies Science | 30% | Math Bridge English Language Arts/ELD Social Studies/Science Specials |
| Fourth | 60% | Spanish Language Arts Mathematics Social Studies/ Science | 40% | Math Bridge English Language Arts/ELD Science Specials |
| Fifth | 50% | Spanish Language Arts Mathematics Social Studies/ Science | 50% | Math Bridge English Language Arts/ELD Social Studies Specials |

Assessment of the Two-Way Program

The monitoring of student progress in both English (in accordance to state and local mandates) and in the target language is paramount to the success of the TWDL program in NHUSD. The assessments in the following table may change over time given new assessment protocols but this table organizes the assessments in accordance to grade level, purpose and type of information garnered from the testing. The District will continue to identify appropriate assessments for each grade level and flag students in the reporting system as TWDL program participants and by point of entry into the TWDL program so that appropriate TWDL student progress checks and grammatic analysis can be conducted over time.

TABLE 15
Proposed Assessment Matrix TWDL Program K-12

This table outlines the formative and summative assessments for the initial implementation year of 2018-19. Assessments may change and the framework will be updated as needed.

| Assessment | Grades | Benchmark | Formative | Summative |
|--|---------------|-----------------------------------|-----------|-----------|
| Pre-LAS & LAS English & Spanish | K-1 | Early Fall - Language Screener | X | X |
| Basic Phonics Skills Test (BPST) English | K | Fall, Winter and Spring | X | X |
| FOUNTAS & PINNELL- English | K-5 | Fall, Winter and Spring | X | X |
| FOUNTAS & PINNELL- Spanish | K-5 | Fall, Winter and Spring | X | X |
| ELPAC - ELs only | K-12 | Fall - Initial Spring- Annual | | X |
| Spanish Language Arts & English Language Arts Curriculum Assessments | K-5 | After units are completed | X | |
| Writing - Spanish & English | K-6 | Fall, Winter and Spring | Pre | Post X |
| Writing - English & Spanish | 7-8 | Fall and Spring | Pre | Post X |
| NWEA | 1-8 | Fall and Spring | X | X |
| SBAC | 3-8 and 11 | Spring | | X |
| Logramos | Grades 1-8 | Spring | | X |
| End of Course FL Placement Test | Grade 8 | Winter | | X |

MIDDLE SCHOOL TWDL PROGRAM DESIGN

Students from the TWDL program will advance into middle school and continue taking language courses at the middle school level within the TWDL program core programming. Parents would be informed of this program pathway upon the initial enrollment of their children in kindergarten as the district and school promotes the completion of the program pathway through eighth grade.

The Spanish Language Arts course will incorporate the elements of high school equivalent Spanish language course at all three grades: Spanish 1 (6th grade), Spanish 2 (7th grade) and Spanish 3 (8th grade) into the Spanish Language Arts curriculum offered at each grade level. Students will continue to develop their literacy through literature studies, grammar, writing and oral presentations throughout their middle school years. The coursework in the content areas of science or social studies will be taught exclusively in Spanish in order to ensure that students are receiving academic content in related coursework to further expand their vocabulary and academic register.

The middle school 8th grade TWDL program team will work with the receiving high school administrators to inform parents/students of their test results and recommend placement at the high school level during the spring of each students' eighth grade year. The middle school team is expected to work collaboratively with their high school colleagues, to decide on the placement of the students at the advanced levels of Spanish at the secondary level.

Upon completion, students will be awarded the second Seal of Biliteracy Pathway Award - Recognition of Biliteracy Award. At the end of the eighth grade, all students will be given an end of course test for correct placement in the world language or advanced placement program at the high school. This test will be created by both the 8th grade teachers and the high school team teaching Advanced Placement in the Target Language. Students who meet the criteria set out by the District will be awarded a Certificate of Biliteracy upon finishing their 8th grade coursework.

TABLE 16
Middle School TWDL Program Course Offerings

| 6th Grade Immersion Core | 7th Grade Immersion Core | 8th Grade Immersion Core |
|-----------------------------------|-----------------------------------|-----------------------------------|
| Spanish Language Arts | Spanish Language Arts | Spanish Language Arts |
| Spanish Social Studies or Science | Spanish Social Studies or Science | Spanish Social Studies or Science |
| English Language Arts | English Language Arts | English Language Arts |
| English or Spanish Mathematics* | English or Spanish Mathematics* | English or Spanish Mathematics* |
| English Elective/Tech** | English Elective/Tech** | English Elective/Tech** |
| English P.E. | English P.E. | English P.E. |

**Mathematics could be taught in Spanish if the school is able to hire a credentialed teacher with the appropriate credentials and language capabilities to teach math at the three levels.

HIGH SCHOOL PROGRAM PATHWAY FOR TWDL STUDENTS

The TWDL students will enter high school at the highest level of second language proficiency levels possible in an effort to have all students meet World Language coursework requisites and prepare for advanced coursework in Spanish. 8th Grade teachers will prepare students for an end of course proficiency test to ensure the successful placement of students in advanced coursework at the high school level. Some students may opt to take the Advanced Placement Spanish test after completing 8th grade in order to enter high school and participate in:

- Advanced World Language classes
- A third language option
- Classes designed in Spanish in the sciences or Cultural Studies classes.
- Spanish for Special Purposes courses.

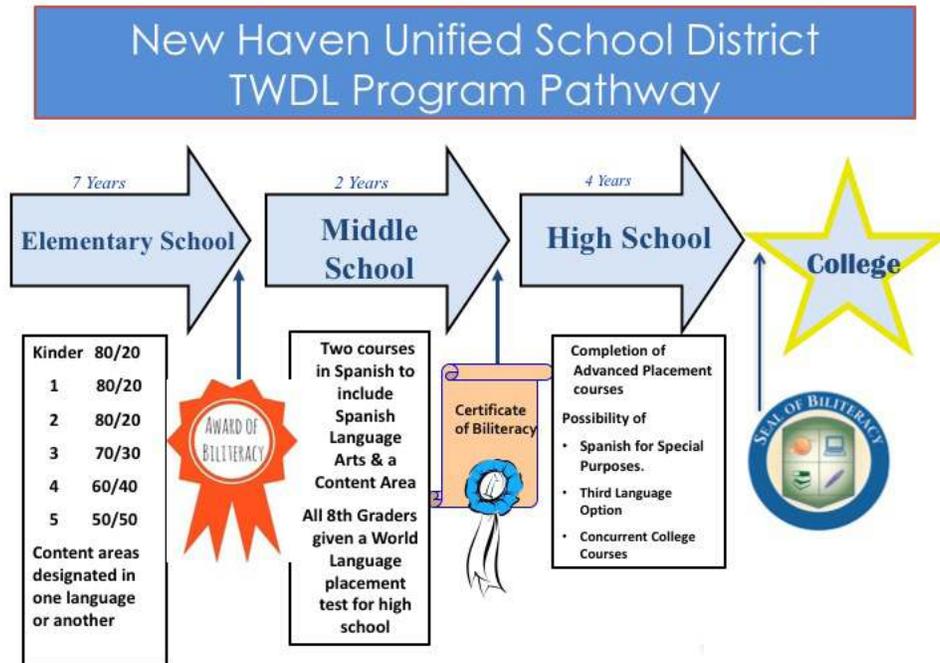
Students may opt for a third language in high school and yet others may complete their Seal of Biliteracy requisites, complete their World Language course requirements and move into Spanish for Special Purposes classes. The Spanish for Special Purposes courses (SSP) will be designed to allow students to participate in concurrent university or college level coursework to prepare them for a certification or licensure in legal or medical translation, interpretation, or allow students to enroll in Spanish literature university level courses. Some students may opt for American Sign Language (ASL) coursework in the target language, etc. Students may also choose to intern in non-profit agencies requiring bilingual and biliterate workers, or intern in tech companies, civil service offices, etc. that seek bilingual and biliterate workers. The following chart outlines the various pathways for students predicated on a student's performance on the end of the course 8th grade placement test.

TABLE 17

TWDL High School Program Sequence: Three Pathways for TWDL Students Who Complete the 8th Grade Program

| | | | |
|--|--|--|--|
| 9 th Grade Option 1 Spanish 4 | 10 th Grade Option 1 AP Spanish Language | 11 th Grade Option 1 AP Spanish Literature | 12 th Grade Option 1 Spanish for Special Purposes; Community College Course |
| 9 th Grade Option 2 AP Spanish Language | 10 th Grade Option 2 AP Spanish Literature | 11 th Grade Option 2 Spanish for Special Purposes; 3rd Foreign Language Year 1 | 12 th Grade Option 2 Spanish for Special Purposes; 3rd Foreign Language Year 2 |
| 9 th Grade Option 3 AP Spanish Literature (for students who passed the AP Spanish Exam in 8th grade) | 10 th Grade Option 3 Spanish for Special Purposes; 3rd Foreign Language, Year 1 | 11 th Grade Option 3 Spanish for Special Purposes; 3rd Foreign Language Year 2 Concurrent University Courses | 12 th Grade Option 3 Spanish for Special Purposes; 3rd Foreign Language Year 3 Concurrent University Courses |

K-12 PROGRAM PATHWAY FOR TWDL STUDENTS



Chapter 7

CALIFORNIA STATE SEAL OF BILITERACY

The State Seal of Biliteracy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in foreign language may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 3 or higher.

School districts in California offering Dual Language Immersion or Two-Way Immersion programs are encouraged to adopt a Seal of Biliteracy Board

Resolution that indicates a commitment to the preparation of their Dual Language program students. After 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and intermediate school years. Dual Language students may be awarded “biliteracy pathway awards” in accordance with the State Seal of Biliteracy guidelines to motivate students to continue developing their first and second languages. The awards can be presented after both 5th and 8th grade as the student’s work to meet the criteria set for each award (L. Olsen 2010).

The progression of awards extend from the elementary into the secondary level. The awards are presented as follows.

Pursuit of Biliteracy Award awarded after elementary school:

- Standard Met or Standard Exceeded on the Smarter Balance on the CAASPP
- Personal Essay or Project on how bilingualism has shaped their lives or the world written in the target language.
- FLOSEM Score 4, 5 or 6 or redesignated fluent status on the CELDT (proficient on the CELDT or Successor Test)
- Score of 75% or above in Reading/Language Arts 5th Grade Spanish Summative test.

The Certificate of Biliteracy is presented after eighth grade:

- Redesignation to fluent status for students who were designated as English Learner
- Standard Met or Standard Exceeded on the Smarter Balanced Assessments on the CAASPP
- Oral presentation in the target language or special project on bilingualism & biliteracy
- Score of 80% or above in Reading/Language Arts 8th Grade test in the target language.

The High School California State Seal of Biliteracy is outlined by the California State Department of Education and NHUSD developed the criteria for the students who apply for the Seal of Biliteracy at this level. Each of these three academic requirements must be met:



- Complete all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
- Pass the California Assessment of Student Performance and Progress in English language arts, or any successor test, administered in grade eleven, at or above the “standard met” achievement level, or at the achievement level determined by the State Superintendent of Public Instruction (SSPI) for any successor test.
- Students must demonstrate proficiency in one or more languages other than English through one of the following methods:
 - a) Pass a foreign language Advanced Placement (AP) examination with a score of 3 or higher, or pass an International Baccalaureate (IB) examination with a score of four or higher.
 - b) Successfully complete a four-year high school course of study in a foreign (world) language with an overall grade point average of 3.0 or above in that course of study, and demonstrate oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - c) If no AP examination or off-the-shelf language test exists and the school district can certify to the SSPI that the test meets the rigor of a four-year high school course of study in that foreign (world) language, pass a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the Proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English. A pupil who seeks to qualify for the SSB through a language that is not characterized by listening, speaking, or reading, or for which there is no written system, shall pass an assessment on the modalities that characterize communication in that language at the proficient level or higher.
 - d) Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

Eligibility Criteria for a High School Student Whose Primary Language is Not English

If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Attain the level demonstrating English language proficiency on the English Language Proficiency Assessments for California, or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of the grades one through twelve, inclusive.
2. Meet the requirements above as stated in 1, 2, and 3.

Chapter 8

MARKETING AND PARENT OUTREACH

The district and school staff at Searles Elementary School (and throughout the middle and high school years in NHUSD) will have a systematic outreach program for all families interested in the TWDL program for their children. It will include the process for student recruitment, application, and enrollment into the TWDL program. Outreach will include the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with both the Spanish-speaking and English-speaking families in the NHUSD community at large, including key information about the documented success of TWDL education for all students.

In addition the NHUSD staff will identify strategies to ensure that TWDL students will have access to the Advanced Placement coursework as they move to the middle and high school.

Sharing News and Information

It is the desire of the District that information about the TWDL program offering, a program designed to serve the entire NHUSD community, be distributed widely. Once the families are enrolled in the program, TWDL families will receive school and program information on a regular basis with ideas and perspectives from program leaders at the school site and District level in support of their child's development of the target language.

Each school will provide a number of events to keep families informed of classroom activities and students' progress including: Back-to-School Night, Parent-Teacher Conferences, Program Information Nights and Site Tours. There are also mandatory orientation meetings conducted by administrators

and parent leaders several times a year offering new families information and advice about TWDL program opportunities and challenges. Regular communications include school and teacher newsletters, postings on the NHUSD website pages, individual school site website pages and email announcements.

Encouraging High Levels of Parent Engagement

The active engagement of TWDL program families is especially critical to the success of the TWDL program. The TWDL program encourages parents, guardians and/or other family members to help their children be successful in school. Families can directly and indirectly contribute their time and talents to the school in many ways including: (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA, ELAC and Site Council and (4) participating in fundraising activities.

Parents may also support the TWDL program by serving on committees, serving as Room Parents, planning special cultural events, translating materials, chaperoning field trips and volunteering for specific classroom activities.

It is the expectation of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the TWDL program development. In addition, by participating in Parent Education evenings and similar language development discussions, families will develop a clearer understanding on how to better assist in their child's linguistic and academic development while gaining a greater appreciation for the development of their child's world view.

Inviting Input and Ideas

There are structures and processes for stakeholders to become involved in the development and implementation of the TWDL program initiatives in cooperation with other parents, teachers and staff. Students and families are encouraged and invited to share their questions, concerns and successes about the TWDL program by contacting their child's teacher, school counselor, principal or District administrators.

Site and district administrators may use surveys to collect input and feedback from students, parents and staff. This data may be used for decision-making concerning continued improvements to the TWDL program.

Showcasing Accomplishments

In TWDL classrooms, teachers frequently organize events celebrating the Spanish language and culture. Various program-wide events also demonstrate the ways students are acquiring the language and developing cross-cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

Each school needs to continue to showcase and document in writing and/or videos the successes of the program and its students by having students and parents participate in a variety of school, District and community events. Each school should grow in their understanding on how to use social media sites such as Facebook and Twitter to highlight special honors, events and successes at each of the level of the program.

Informing the Community

The TWDL program will strive to keep the general NHUSD community at large informed of the progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share new strategies on second language learning with staff at other elementary and secondary school sites and inform the general NHUSD community about this exciting and unique program. Administrators and families of the TWDL program understand the importance that growing awareness and understanding of the TWDL program will attract new students/families, generate both tangible support and goodwill and lay the groundwork for development of other language immersion programs in the NHUSD community.

Some of these TWDL community-wide activities may include:

- Kindergarten information nights
- Multicultural Celebrations
- TWDL Program Parent Meetings
- Brochures about the Program
- Newspaper, radio spots and other media articles about the TWDL Program
- Updated Website pages at District and all schools



Advancing Students through the Grade Levels

The following lists are some of the suggested activities by grade level for parent education, family outreach and program development. This list of ideas can be utilized to work with students as they transition from one grade level to another without losing interest in the TWDL program. Each level helps prepare students to receive the state recognition appropriate to their level (grade school, middle school, and high school).

Elementary School

- Send out weekly/monthly teacher newsletters in both languages
- Include a blurb in the monthly newsletter to families to describe units of study or parent activities
- Send out a school monthly newsletter in both languages
- Keep the Facebook page active and updated in both languages
- Use parent informational system to remind parents of meetings in both languages
- Keep website updated in both languages
- Collaborate with receiving Middle School for 5th grade parent night
- Discuss TWDL program sequence at the Middle School with parents in 4th grade
- Share the Progress Data/Scores of Students
- Review the Middle School curriculum offerings
- Have parents sign a Program MOU/Parent Compact at the Kindergarten level
- Give parents information on the Seal of Biliteracy Awards starting in Kindergarten

- Hold a Recognition Award Night for the candidates receiving their first Biliteracy Award after students complete 5th grade.

Middle School TWDL Program Outreach

- Use an informational system to communicate meetings with parents in both languages
- Create a list-serve of TWDL parents to advertise meetings and special events
- Write an ongoing article in the School/District Newsletter about TWDL events, research and program findings
- Have teachers send out quarterly newsletters on the progress of the program and students at the Middle School level
- Create a forum for TWDL parents at the Middle School level
- Continue outreach of Spanish-speaking families in the TWDL Program (all communications translated and interpreters at all meetings)
- Keep website updated in both languages
- Have parents sign a TWDL Program Parent Compact when students enter 6th grade
- Hold information nights for parents on the Seal of Biliteracy when students enter 6th grade
- Offer High School information nights for TWDL parents of 7th and 8th graders
- Hold a Recognition Award Night for the Seal of Biliteracy Candidates when students complete 8th grade
- Develop a tag in the student Information system that identifies TWDL students for high school counselors and teachers





Chapter 9

TWDL PROFESSIONAL LEARNING PLAN

Throughout the State of California, Two-Way and Dual Language educators engage in state, regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is a proposed training list from the Association of Two-Way & Dual Language Education (ATDLE) that organizes the training in tiers for novice and experienced classroom teachers, lead teachers and administrators.

It is the expectation of the District that the NHUSD TWDL program staff members participate in focused professional development annually in an effort to continuously build both methodology and pedagogical understanding of a grade level and an age group within the TWDL program. The following training structure is designed to keep teachers focused on the specific instructional components that make up the TWDL teaching toolbox of strategies & methodologies.

Tier One

- Dual Language/TWDL Program Components – An Overview
- FLOSEM Calibration - overview and training
- Curriculum Trainings – New adoptions/ curriculums
- Using the California State Standards for instruction in both languages
- Teaching Literacy in the Target Language (Spanish)
- Teaching Academic ELD in a TWDL Classroom - Introduction

- Spanish & English Writing Strategies - Introduction
- Classroom and Conversational Management Strategies
- Data Management System
- Grade Level Collaboration Training
- Interventions

Tier Two

- California State Standards, NGSS, and C3: creating units of study
- GLAD – Guided Language Acquisition Design
- Using data to inform instruction / Using gradebook system to monitor students' acquisition of literacy in both languages
- Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness
- Continued AELD Training
- Development of Oral Language Proficiencies in both languages
- Spanish & English Writing Training – Part II - continuation of Tier I Training
- Kagan Training / Cooperative Learning
- Curriculum Mapping

Tier Three

- Writing Training - Part III - Writing for a Purpose; Publishing Writing
- Thinking Maps
- Depth & Complexity
- Front-loading Strategies
- Project Based learning

GLOSSARY

Achievement vs. Proficiency Assessments

Achievement tests measure knowledge that has been arduously learned or memorized, and are dependent on specific curriculum or course materials (i.e., math, history, science). Typically, test results are directly related to the amount of work invested in studying or memorizing specific content knowledge. Proficiency assessments do not measure a particular class content or learned or memorized information. Rather, they measure a student's ability to communicate in a language. They assess the student's performance, that is, his/her communicative language skills as applied in unrehearsed situations, regardless of the person's background in, or mode of learning, that language.

ACTFL Performance Guidelines for K-12 Learners

Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre-Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.

Additive Bilingualism

Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted

to subtractive bilingualism, in which the second language is added at the expense of the first language and culture, which diminishes as a consequence (Cummins, 1994).

Alignment

Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks and instruction. Relevance: Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices." (Levin, Haertel, Kirst, Williams, & Perry, 2006)

American Council on the Teaching of Foreign Languages (ACTFL)

The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

GLOSSARY

Assessment Teams for the TWDL

Programs are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (the current and/or receiving teacher, and appropriate specialists). The Team reviews information in the student's file, participation history in bilingual education, and available proficiency data. Placement recommendations may be contingent upon students taking the appropriate English and/or Spanish standards-aligned proficiency assessments.

Content-Based Language Instruction (also known as Content Based Instruction, Content-Based Second Language Instruction, or Content-Centered Language Learning)

A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989) there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as criterion-referenced. Relevance: A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be normed rather than criterion-referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.

Curriculum Maps

A curriculum map is a document for each grade level that outlines the curriculum, concepts, topics, and skills to be addressed over a defined period of time. Pacing guides can be developed after curriculum maps have been written as a way to ensure programmatic alignment and range from simple lists of topics organized by week to comprehensive schedules which include instructional strategies, assessments, materials and alignment to a set of standards. DLI teachers must collaborate by grade level team and program to ensure that each year's curriculum is rigorous, standards-based and designed to build on the previous year's work. Relevance: Every year in DLI serves as an important building block requiring careful planning and articulation through the grade levels. Pacing has also been shown to be very important in learning. The right pacing is necessary for students to receive sufficient opportunities to practice and master a given standard. A pacing schedule for instruction promotes teacher collaboration and creates a uniform expectation for teachers across classrooms and school sites to skillfully deliver specific lessons at a rate that will maximize the potential for learning.

Interventions

Working with the classroom teacher to determine the academic and language supports for students who are not progressing in either the target language or English. Students are recommended to a Multi-Tiered System of Supports (MTSS) for review and analysis. It is important to consider a "catch up and keep up" effort so that students do not fall further and further behind. The team reviews the student's instructional program and determines supports in either the language of instruction or in the child's first language.

GLOSSARY

Language Learning Continuum

Performance-based model which identifies the performance characteristics of each stage of language learning. (Jackson 1999, Zaslow 2005)

Language Separation Policy

TWDL programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines students' second language abilities.

Logramos Test-3rd Edition–HMH

www.hmhco.com/hmh-assessments/bilingual/logramos-3

A nationally normed test designed to measure the achievement of the students in Spanish. The test will be administered at the end of each school year to 2nd -8th grade students in the TWDL Program. The test is produced by Houghton Mifflin and purchased by the district. Test results are administered to the school site each to monitor the growth and development of the TWDL students in the areas of reading, comprehension, language, grammar, spelling and writing in the Spanish language.

Professional Learning Communities(PLCs)

In Professional Learning Communities, teams of educators commit to ongoing processes of program articulation, collective inquiry, study and research to achieve ongoing improvement of student results.

This effort will be supported as an extension of the District's commitment to collaboration and teamwork.

Proficiency

It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.

Proficiency Pathway

Progression through the TWDL Program, along the language learning continuum towards higher levels of proficiency. The "Language Learning Continuum" is a performance-based model which identifies the performance characteristics of each stage of language learning. (Jackson 1999, Zaslow 2005)

Standards-based Measurement of Proficiency (STAMP):

Web-based assessment developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. It measures speaking, reading and writing skills and is available in Spanish, French, German, Japanese, Italian and Chinese. Proficiency benchmarks relate to the ACTFL Performance Guidelines at the novice and intermediate levels.

The Association of Two-Way Dual Language Education (ATDLE)

A non-profit educational organization that works with districts, schools and teachers in CA and throughout the United States offering technical assistance and professional development in Two Way Immersion and Dual Language Education.

Appendices

- Appendix A Program Elements
- Appendix B TWDL Instructional Design Outline for K-5
- Appendix C Sample Daily Instruction Schedule K-12
- Appendix D Brochures in Spanish & English
- Appendix E Parent Information Night Advertisements
- Appendix F Application to the TWDL Program
- Appendix G Parent Compacts
- Appendix H Two-Way Immersion Education: The Basics from cal.org
- Appendix I Research Findings in Second Language Learning (ACTFL)
- Appendix J 2018 Adopted Instructional Materials for TWDL Classrooms

Appendix A

Program Elements

New Haven Unified Two-Way Dual Language Immersion Program Guidelines & Procedures

The mission of the New Haven Unified School District, a partnership of richly diverse students, families, staff, and community, is to develop and empower EVERY student to be a productive, responsible and successful global citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment with a challenging, comprehensive curriculum that ensures academic proficiency.

We believe, and research validates, that Two-Way Dual Immersion programs are consistent with these beliefs and will help us achieve our goals for New Haven Unified students.

I. APPLICATION AND ADMITTANCE

A. APPLICATION FOR ENROLLMENT ADMISSION

1. Open Application Period: Each year, applications will be accepted during a pre-designated time period. A series of informational meetings will be held during this period. Parents or guardians of prospective applicants must attend one of these meetings prior to submitting an application. Applications received beyond the official application period will be placed last on the waiting list.
2. Application: Parent or guardians will need to complete an enrollment packet with New Haven Unified through an appointment with Centralized Enrollment staff. Applicants will officially be accepted in the TWDL program after the student is registered.
3. Siblings: Siblings of students at the TWDL site will be given priority consideration subject to the balance of number of English/Spanish speakers needed in the program.
4. The selection lottery will take place within one month following the closing date for applications to be received.
5. In the case that there is not 50% native Spanish speakers and 50% native English speakers, the application process will be held open until appropriate applications are received.
6. Following the lottery selection, written notification will be mailed to the parents by the program building office along with information about the required parent meetings.
7. Placements made during the rest of the year, will be made by the principal in consultation with the TWDL teachers and EL Director. The school will notify parents by phone and written notification of placements made during the remainder of the year.
8. Students on the waiting list will be placed into the TWDL program as openings are available. The waiting lists will be maintained by TWDL school site.

Appendix A

Program Elements (continued)

9. Preference is for 50 % of the students to be native Spanish speakers and 50% English speakers. Priority will be given to the applicants in this order:

- Students who live within the site's boundary area
- Siblings of students already enrolled at the site
- Students of New Haven Unified employees
- Students that reside within the New Haven Unified attendance area
- Students that reside outside of the New Haven Unified attendance area

*Parents and guardians must enroll their student in New Haven and apply to the TWDL program within the open window in order for priority considerations to take place.

B. GRADE LEVELS FOR ENTRY

1. Kindergarten: Each year, students may be accepted based on the priority criteria established for TWDL. Parents or guardians must apply for the TWDL program within the open window by attending a parent informational meeting. All students added to the program may be required to go through a language screening process.
2. First Grade: Additional students may be added only through January, except in cases where the student has previous academic instruction in Spanish. All students added to the program may be required to go through a language screening process.
3. Second – Fifth Grades: Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students added to the program may be required to go through a language screening process.

C. SELECTION LOTTERY

1. Lottery System: A lottery will take place if we receive more applications than we have room for within the window. The priority criteria will be in use for the lottery starting with students that live within the TWDL site boundary. The lottery selection will be completed prior to the start of the school year.
2. The lottery process will be carried out as follows:
 - a. Students will be divided into two groups: native Spanish speakers and native English or non-native Spanish speakers.
 - b. Random blind drawings from each of the groups will be made until 50% of the class roster is comprised of native Spanish speaking students and 50% of the class roster is comprised on non-native Spanish speakers.

Appendix A

Program Elements (continued)

D. OUT OF DISTRICT APPLICANTS

1. Priority is given to those families that reside in the TWDL school attendance area. In the event that all in-district candidates are placed in appropriate slots, and the in-district waiting list is exhausted and there are remaining slots available, applications residing outside of the district will be accepted, pending the approval of their district of residence. Parents of these students must follow the district's procedures for requesting boundary exceptions.

II. ACCEPTANCE AND ENROLLMENT

- A. NOTIFICATION: All applicants will be notified in writing within two weeks of the lottery drawing to inform them of acceptance or their placement on the waiting list.
- B. ORIENTATION: Parents of students accepted into the program are required to attend an orientation meeting further describing the program model and providing question/answer sessions. Students whose parents do not attend an orientation meeting will not be enrolled.

Parents will be asked to:

- Attend Parent Orientation within one month of being accepted;
 - Support the child's second language development by stressing the value of TWDL program to the child's future and encouraging the child in a positive manner;
 - Support the child's first language development at home by reading to and with the child in their first language;
 - Set aside time for the child to read daily;
 - Ask questions to avoid misunderstandings about their child's learning and the program;
 - Commit to attend the program building elementary Two-Way Dual Language Immersion Program through 5th grade by signing the Parent Compact;
 - Notify the school office in advance prior to moving.
 - Notify the school in advance if they are considering withdrawing their child from the program prior to the end of the commitment period.
 - Participate in an Exit Interview with a Dual Language Coordinator in the event they withdraw their child from the TWDL Program prior to the end of the commitment period.
- C. ENROLLMENT: Accepted students must submit an enrollment/registration form and signed Parent Compact form within two weeks following their orientation meeting. Standard district forms will be used for registration and emergency contact information.
 - D. STUDENTS WITH SPECIAL NEEDS: Students with special learning needs such as learning disabilities or physical handicapping conditions will be afforded equal access to participate. Upon enrollment, students will receive the same level of service and support provided in all New Haven schools.

III. TRANSPORTATION: Parents and guardians will be responsible for providing transportation to and from the TWDL school. Students may be exited out of the program due to chronic absences.

Appendix B

TWDL Instructional Design Outline for K-5

| TWDL Program Schedule | | | | |
|-----------------------|-----------|--|-----------|--|
| Grade Level | % of Time | Academic Spanish | % of Time | Academic English |
| K/Kindergarten | 80% | Spanish Language Arts Mathematics Social Studies/ Science | 20% | Academic English Language Development/ELA Specials |
| First | 80% | Spanish Language Arts Mathematics Social Studies/ Science | 20% | Academic English Language Development/ELA Specials |
| Second | 80% | Spanish Language Arts Mathematics Social Studies/ Science | 20% | Academic English Language Development/ELA Specials |
| Third | 70% | Spanish Language Arts Mathematics Social Studies Science | 30% | Math Bridge English Language Arts/ELD Social Studies/Science Specials |
| Fourth | 60% | Spanish Language Arts Mathematics Social Studies/ Science | 40% | Math Bridge English Language Arts/ELD Science Specials |
| Fifth | 50% | Spanish Language Arts Mathematics Social Studies/ Science | 50% | Math Bridge English Language Arts/ELD Social Studies Specials |

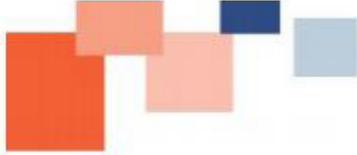
Appendix C

Sample Daily Instruction Schedule K-12

| Searles Elementary Two-Way Dual Language Immersion Program Schedule | | | | | | | | | | | | | |
|---|---|---|---|--|---|---|---|---|--|---|---|---|---------------------------|
| K | 8:00-9:20 (80 min.) | | 9:20-9:35 (15 min.) | | 9:35-10:20 (45 min.) | | 10:20-11:00 (40 min.) | 11:00-12:10 (70 min.) | 12:10-12:25 (15 min.) | 12:25-1:05 (40 min.) | 1:05-1:25 (20 min.) | 1:25-2:05 (40 min.) | 80% Spanish (235 min.) |
| | Opening Activities, SLA Inc Science or Social Studies Themes | |  | | SLA/ Sp Writing | |  | Spanish Math Readiness |  | Specials:     | Social Studies/ Science   | Art, Drama Dance/ Closing | 20% English (60 min.) |
| 1 | 8:00-9:10 (70 min.) | | 9:10-9:25 (15 min.) | | 9:25-10:15 (50 min.) | 10:15-11:05 (50 min.) | 11:05-11:45 (40 min.) | 11:45-12:20 (35 min.) | 12:20-1:00 (40 min.) | 1:00-1:15 (15 min.) | 1:15-1:35 (20 min.) | 1:35-2:05 (30 min.) | 80% Spanish (235 min.) |
| | Opening Activities, SLA Inc Science or Social Studies Themes | |  | | SLA/ Sp Writing | Spanish Math |  | Spanish Math | Specials:     |  | | Social Studies/ Science   | Art, Drama Dance/ Closing |
| 2 | 8:00-9:30 (90 min.) | | 9:30-9:45 (15 min.) | | 9:45-10:25 (40 min.) | 10:25-11:05 (40 min.) | 11:05-11:45 (40 min.) | 11:45-12:30 (45 min.) | 12:30-1:20 (50 min.) | 1:20-1:35 (15 min.) | 1:35-2:05 (30 min.) | | 80% Spanish (235 min.) |
| | Opening Activities, SLA Inc Science or Social Studies Themes | |  | | SLA/ Sp Writing | Specials:     |  | Social Studies or Science/   (20 Min) | Spanish Math |  | | Spanish Math / Closing | |
| 3 | 8:00-9:30 (90 min.) | | 9:30-9:45 (15 min.) | | 9:45-10:20 (35 min.) | 10:20-11:10 (50 min.) | 11:10-11:50 (40 min.) | 11:50-12:30 (40 min.) | 12:30-1:20 (50 min.) | 1:20-1:35 (15 min.) | 1:35-2:05 (30 min.) | | 70% Spanish (205 min.) |
| | Opening Activities, SLA Inc Science or Social Studies Themes | |  | | SLA/ Sp Writing | ELA/Science | Specials:     |  | Spanish Math with English Math Bridge for 12-15 minutes |  | | Spanish Math / Closing | |
| 4 | 8:00-9:30 (90 min.) | | 9:30-10:10 (40 min.) | | 10:10-10:25 (15 min.) | | 10:25-11:50 (85 min.) | | 11:50-12:30 (40 min.) | 12:30-1:20 (50 min.) | 1:20-2:00 (40 min.) | 2:00-2:05 (5 min.) | 60% Spanish (180 min.) |
| | Opening Activities, SLA Inc Science or Social Studies Themes, Writing | | Specials:     | |  | | Spanish Math with English Math Bridge for 12-15 minutes | |  | English Language Arts/   | Science | Closing | |
| 5 | 8:00-8:10 (10 min.) | 8:10-8:50 (40 min.) | 8:50-10:10 (80 min.) | | 10:10-10:25 (15 min.) | | 10:25-11:50 (85 min.) | | 11:50-12:30 (40 min.) | 12:30-1:20 (50 min.) | 1:20-2:05 (45 min.) | | 80% Spanish (155 min.) |
| | Opening | Specials:     | SLA Inc Science or Social Studies Themes, Writing | |  | | Spanish Math with English Math Bridge for 12-15 minutes | |  | English Language Arts/   | ELA Science or Social Studies / Closing | | 80% English (155 min.) |

Appendix D

Brochures in Spanish and English



Primaria Searles

33629 15th street
Union City, CA 94587
510-471-2772



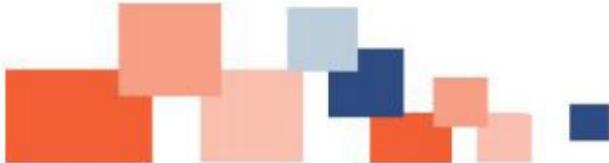
METAS DEL PROGRAMA

Los estudiantes van a obtener:

- Dominio del español e inglés
- Elevado logro académico en español e inglés
- Autoestima positiva, y conocimiento multicultural y apreciación por la diversidad

ESTRUCTURA DEL SOPORTE DEL IDIOMA

En el Jardín de Infantes, se les enseña en español el 80% del día y el 20% del día en inglés el porcentaje del tiempo en inglés va a incrementar el 10% empezando 3^{er} grado hasta que la mitad del día escolar sea enseñado en inglés y la mitad del día en español (5^{to} grado).





Unificado New Haven

Programa de Inmersión de Dos Idiomas Bidireccional

Información para Padres

¿CUÁLES SON LOS BENEFICIOS?

- Añadir Bilingüismo
Los estudiantes adquieren un nuevo idioma y desarrollan alfabetismo en su idioma nativo
- Elevado Logro Académico
Los estudiantes en Programas de Inmersión Dual se desempeñan igual o por encima de otras clases de séptimo grado o exámenes estandarizados en Matemática, Ciencia y Ciencias Sociales. (2000 Investigador Principal Lindholm- Leary)
- Incrementa las oportunidades de trabajo en varias carreras.
- Promociona pensamiento crítico y creativo
- Los estudiantes califican para el Sello de Bi-alfabetización en sus diplomas secundarios logrando los requerimientos de idioma extranjero en el Secundario y Universidad.

Appendix D

Brochures in Spanish and English



**SEARLES
Elementary**

33629 15th street
Union City, CA 94587
510-471-2772

**New Haven
Unified**

Searles Two-Way Dual
Language Immersion Program

Parent Information

PROGRAM GOALS

Students will gain:

- Language proficiency in both Spanish and English
- High academic achievement in Spanish and English
- Positive self-esteem and multicultural awareness and appreciation for diversity

STRUCTURE OF LANGUAGE SUPPORT

In Kindergarten, students are taught 80% of the day in Spanish and 20% of the day in English. The percentage of time in English will increase by 10% starting in 3rd grade until half of the school day is taught in English and half of the day is taught in Spanish (5th grade).

WHAT ARE THE BENEFITS?

- Additive bilingualism

Students gain a new language and develop literacy in their native language.

- High Academic Achievement

Students in Dual Immersion Programs perform at or above other seventh-grade classes on standardized tests in Math, Science and Social Studies.

- Increases job opportunities in many careers
- Promotes critical and creative thinking

- Students qualify for the Seal of Biliteracy on their high school diplomas meeting foreign language requirements in high school and college.

Appendix E

Parent Information Night Advertisements



NEW HAVEN UNIFIED

TWO-WAY DUAL LANGUAGE IMMERSION PROGRAM

SEARLES ELEMENTARY SCHOOL TO PILOT SPANISH TWO-WAY IMMERSION PROGRAM

Beginning in the 2018-19 school year, Searles Elementary School will be piloting and implementing a Spanish Two-Way Dual Immersion Language Program. Starting with kindergarten and adding a grade level each year after, students in the program will receive instruction in Spanish and English. This program is a wonderful way for Native Spanish speakers and Native English speakers to be proficient in two languages.

LA ESCUELA PRIMARIA SEARLES COMENZARÁ UN PROGRAMA PILOTO DE DOBLE INMERSION EN ESPAÑOL

Empezando el año escolar 2018-19, la Escuela Primaria Searles comenzará e implementará un Programa piloto de Doble Inmersión en Español. Comenzando con Kindergarten y añadiendo un nivel de grado en cada año siguiente, los estudiantes en el programa recibirán instrucción en Español y en Inglés. Este programa representa una manera excelente para que los hablantes de Español y los hablantes de Inglés lleguen a ser competentes en dos idiomas.



THE TWO-WAY DUAL LANGUAGE IMMERSION PROGRAM IS AVAILABLE FOR KINDERGARTENERS AT SEARLES ELEMENTARY FOR THE 2018-19 SCHOOL YEAR. YOU WILL RECEIVE A PHONE CALL FOR ALL UPCOMING PARENT MEETINGS.

WHAT IS TWO-WAY DUAL IMMERSION?

Two-Way Dual Language Immersion program fosters bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages. The model of delivery at the Kindergarten and First Grade level is 80% in Spanish and 20% in English. The percentage in English will increase by ten percent each year after first grade.

QUE ES DOBLE INMERSION POR DOS VIAS?

El programa de Lenguaje de Doble Inmersión fomenta ser bilingüe, hablar y escribir en dos idiomas, aumentar la percepción de la diversidad lingüística y cultural, y lograr niveles altos de logro académico a través de la instrucción en dos idiomas. El modelo de distribución a los niveles de Kindergarten y Primer Grado es de 80% en Español y 20% en Inglés. El porcentaje de Inglés incrementará en diez por ciento cada año después del primer grado.

WHO SHOULD ATTEND?

All parents interested in learning more about the two-way program with incoming kindergarten students for the 2018-2019 school year. Parents must attend one informational meeting in order to apply for the program. All meetings are in English and Spanish. Child care will be provided.

QUIEN DEBERIA ASISTIR?

Todos los padres interesados en aprender más acerca del programa de inmersión doble con estudiantes que estarán en Kindergarten durante el año escolar 2018-2019. Los padres deben asistir a una reunión informativa para aplicar al programa. Todas las reuniones serán en Inglés y Español. Se otorgará cuidado para niños.

QUESTIONS? PREGUNTAS?

For more information contact Hui Stevens at 510-471-1100 extension 62631 or email at hstevens@nhusd.k12.ca.us.

Para más información por favor contacte a Hui Stevens al teléfono 510-471-1100 extensión 62631 o email a hstevens@nhusd.k12.ca.us.

Appendix F

Application to the TWDL Program-English

| | | |
|---|--|---|
|  | <h3>New Haven Unified</h3> <p>Searles Elementary Two-Way Dual Language Immersion Program Parent Interest Application</p> |  |
|---|--|---|

_____ Student Name (Print) _____ Student Birthdate

_____ Home School

_____ Parent Name (Print)

_____ Home Address

_____ Phone Number _____ Email

_____ Parent Primary Language

My Students Speaks mostly in:

- Spanish
- English
- Other: _____

Student Gender:

- Male
- Female

Important Information about my student:

I understand the goals of the Two-Way Dual Language Immersion Program and agree to support the key understandings of the program. I would like my student to be considered for the placement of the program and will transport my student if she/he does not reside within the boundaries of Searles Elementary School. I understand that completing the application **does not guarantee** a placement into the Two-Way Dual Language Immersion Program at Searles Elementary.

_____ Parent or Guardian Signature _____ Date

Appendix F (continued)

Application to the TWDL Program-Spanish



Unificado New Haven

Programa de Inmersión de Dos Idiomas Bidireccional Primaria Searles
Aplicación de Interés de los Padres



Nombre del Estudiante (Imprenta)

Fecha de Nacimiento del Estudiante

Escuela de Residencia

Nombre del Padre/Madre (Imprenta)

Domicilio de la Casa

Número de Teléfono

Correo Electrónico

Idioma Primario de los Padres

Mi Estudiante habla mayormente en:

Español
 Inglés
 Otro: _____

Género de Estudiante:

Masculino
 Femenino

Información importante de mi estudiante:

Entiendo las metas del Programa de Inmersión de Dos Idiomas Bidireccional y estoy de acuerdo en soportar los entendimientos claves del programa. Me gustaría que mi estudiante sea considerado para la colocación en el programa y voy a transportar a mi estudiante si ella/él no reside dentro de los límites de la Escuela Primaria Searles. Entiendo que completando la aplicación no es garantía de la colocación dentro del Programa de Inmersión de Dos Idiomas Bidireccional en la Primaria Searles.

Firma del Padre/Madre o Tutor

Fecha

Appendix G

Parent Compacts



SEARLES ELEMENTARY SPANISH TWDL PROGRAM PARENT COMPACT FORM



The Two-Way Dual Language Immersion Program offered at Searles Elementary provides students the opportunity to develop language and literacy in both Spanish and English. The students will develop cross-culture appreciation and become ready for the global economy.

I understand as the parent/guardian that my child will participate in a Spanish immersion program with instruction in Spanish at 80% of the school day from Kindergarten through second grade and English instruction at 20%. The percent will shift by 10% until my child reaches 5th grade, when 50% of the instructional day is in Spanish and 50% of the day is in English.

I understand that research shows it takes 5-7 years to acquire a second language, and that continual enrollment in the program is necessary to guarantee my child's academic success. I am willing to make a six year commitment in keeping my child continuously enrolled with good attendance. If leaving the program is absolutely necessary, I will provide the school with advance notice to allow other families to take part of the program.

In supporting my child in acquiring proficiency in two languages, I understand family involvement is critical in the success of the program. I will attend necessary parent meetings and workshops to create a partnership with the school to ensure success of my child.

By signing below, I agree to all of the statements above I acknowledge the expectations of the TWDL program at Searles Elementary.

Student Name: _____

Parent Name: _____ Date: _____

Appendix H

Two-Way Immersion Education: from cal.org

Two-Way Immersion Education: The Basics

Dual language programs use two languages for literacy and content instruction for all students. In the United States, programs use English and a partner language, often Spanish. The programs provide the same academic content and address the same standards as other educational programs. They provide instruction in the two languages over an extended period of time, from kindergarten through at least fifth grade. Instruction is in the partner language at least 50% of the time.

Two-way immersion, a kind of dual language education that combines students from two language groups for instruction in both of their languages, has been in existence for nearly 40 years, and its popularity has grown. During the first 20 years, the number of new programs remained relatively low. Only 30 programs were known to exist in the mid-1980s (Lindholm, 1987). Over the past 15 years, however, the number of programs has risen rapidly. Recently, 315 programs were documented (Center for Applied Linguistics, 2005). The majority of them are Spanish/English programs in public elementary schools.

Features of Two-Way Immersion Programs

High quality two-way immersion programs share certain features.

The programs include fairly equal numbers of two groups of students: native English speakers and English language learners (native speakers of another language, such as Spanish, Korean, or Chinese). Two-way immersion is a unique kind of language education because it involves two languages in two ways: Two languages are used for instruction, and two groups of students are involved—students who are native English speakers and students from another language background, most often Spanish.

The programs are integrated. The native English speakers and English language learners are grouped together for core academic instruction (i.e., math, social studies, and science), not just physical education and music, for all or most of the day.

The programs provide both groups of students with core academic instruction in both languages. There are two main program models in two-way immersion education that are generally referred to as “90/10” and “50/50.” In a 90/10 model, 90% of instruction in the first year or two is in the partner language and 10% in English. Over the course of the primary grades, the percentage of instruction in the minority language decreases, while the percentage of instruction in English gradually increases. By about fourth or fifth grade, instructional time in each language reaches a 50/50 ratio. In the 50/50 model, instruction in English and the partner language is divided evenly at all grades.

Goals of Two-Way Immersion Programs

Programs typically aim for these general goals:

Students will develop high levels of proficiency in their first language. This goal means that native English speakers will develop high levels of listening, speaking, reading, and writing ability in English, and English language learners will develop these same abilities in their native language (e.g., Spanish). Neither group of students will have to forego development in the native language as second language proficiency improves.

All students will develop high levels of proficiency in a second language. Native English speakers will have the opportunity to develop high levels of oral and written proficiency in a second language. English language learners will have the opportunity to develop high levels of oral and written proficiency in English. The English language development of English language learners will not be diminished because they are also receiving instruction in their native language. Two-way immersion programs are called *additive* bilingual programs for both groups of students: they give all students the opportunity to maintain and develop oral and written skills in their first language while they simultaneously acquire oral and written skills in a second language.

Academic performance for both groups of students will be at or above grade level. Dual

language programs maintain the same academic standards and curricula that are in place for other students in a school district. Academic requirements are not diluted for dual language students, and the same levels of academic performance are expected for them as for other students in the district. Evidence that this goal is attainable has been documented in empirical studies (Cazabon, Nicoladis, & Lambert, 1998; Lindholm-Leary, 2001; Thomas & Collier, 2002).

All students will demonstrate positive cross-cultural attitudes and behaviors. Because TWI classrooms bring together students from different language, racial, ethnic, and socioeconomic backgrounds, they allow students to learn first hand about cultures that are different from their own. Research has shown evidence of positive cross-cultural attitudes being developed through TWI programs (Cazabon, Lambert, & Hall, 1993; Freeman, 1998). Other studies point to the dominance of the English language and the native English speakers in the TWI classroom (Amrein & Peña, 2000; Carrigo, 2000; McCollum, 1999), suggesting that particular attention may need to be paid to this goal.

Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence.

For more details about the basics of two-way immersion, read *Two-Way Immersion 101: Designing and Implementing a TWI Education Program at the Elementary School Level*, an Educational Practice Report published by the Center for Research on Education, Diversity & Excellence (CREDE). For the full text of Two-Way Immersion 101, visit <http://www.cal.org/twi>.

This document is part of the Two-Way Immersion Toolkit, edited by Elizabeth R. Howard, Julie Sugarman, Marleny Perdomo, and Carolyn T. Adger (2005, The Northeast and Islands Regional Educational Laboratory at Brown University — Education Alliance).

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<http://www.alliance.brown.edu/pubs/twi>
<http://www.cal.org/twi>



Appendix I

Research from the ACTFL*

WHAT DOES RESEARCH SHOW ABOUT THE BENEFITS OF LANGUAGE LEARNING?

In this age of accountability in education, policymakers and administrators, as well as parents, are increasingly demanding to know what research studies show regarding the benefits of language learning. This document will identify some of the major correlation studies that highlight how language learners benefit from their experiences.

THREE MAJOR AREAS HAVE BEEN IDENTIFIED:

1. How does language learning support academic achievement?
2. How does language learning provide cognitive benefits to students?
3. How does language learning affect attitudes and beliefs about language learning and about other cultures?

1. HOW DOES LANGUAGE LEARNING SUPPORT ACADEMIC ACHIEVEMENT?

- Language learning correlates with higher academic achievement on standardized test measures.
- Language learning is beneficial to both monolingual English and English language learners in bilingual and two-way immersion programs.
- Language learning is beneficial in the development of students' reading abilities.
- There is evidence that language learners transfer skills from one language to another.
- There is a correlation between second language learning and increased linguistic awareness.
- There is a correlation between language learning and students' ability to hypothesize in science.
- Language learning can benefit all students.
- There is a correlation between young children's second language development and the development of print awareness.
- Heritage learners who use their language skills to interpret and translate for family members experience higher academic performance and greater self-efficacy.

**American Council on the Teaching of Foreign Languages. Research links, details and citations are available at: www.actfl.org/advocacy/what-the-research-shows#academic_achievement*

Appendix I

Research from the ACTFL* (continued)

2. HOW DOES LANGUAGE LEARNING PROVIDE COGNITIVE BENEFITS TO STUDENTS?

- There is evidence that early language learning improves cognitive abilities.
- There is evidence bilingualism correlates with increased cognitive development and abilities.
- There is a correlation between bilingualism and the offset of age-related cognitive losses.
- There is a correlation between bilingualism and attentional control on cognitive tasks.
- There is a correlation between bilingualism and intelligence.
- There is a correlation between bilingualism and metalinguistic skills.
- There is a correlation between bilingualism and memory skills.
- There is a correlation between bilingualism and problem solving ability.
- There is a correlation between bilingualism and improved verbal and spatial abilities.
- Find out more about the benefits of language learning by investigating these resources.
- Find out more about the benefits of bilingualism by investigating these reviews of the literature.

3. HOW DOES LANGUAGE LEARNING AFFECT ATTITUDES AND BELIEFS ABOUT LANGUAGE LEARNING AND ABOUT OTHER CULTURES?

- Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language.
- Helpful Resources on the topic of attitudes and foreign language learning.

Appendix J

Adopted TWDL Curriculum

2018 Adopted Instructional Materials for the TWDL Classroom

SLA.....McGraw Hill: *Maravillas* (2017)
AELD/ELAMcGraw-Hill: *Wonders* (2017)
Mathematics*Bridges* (2015) en español
Science.....Macmillan/McGraw Hill: *Science 2008*
Social Studies.....Harcourt: *California Reflections* (2007)

Notes

