

DUAL LANGUAGE PROGRAMS IN USD 116

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Overview and Purpose of Presentation

- Definition of Dual Language
- Goals
- Research Base Benefits
- Implementation in USD 116

- Check the USD 116 website for more information related to Dual Language.

Why Dual Language? Why now?

- Latino Student Population Growth (477%)
1999: 2.2% 2011: 10.5%
- We need to be visionary in the educational programming for all of our students, they deserve nothing less.
- It is the perfect time to move to Dual Language, the best educational model for all students to reach their personal greatness, as stated in our district's mission.
- Research overwhelmingly supports Dual Language as the BEST program for not only Language Minority Students but also Language Majority Students of all races.
- USD 116 would be at the forefront for innovation and best practice, which is our district's mission.

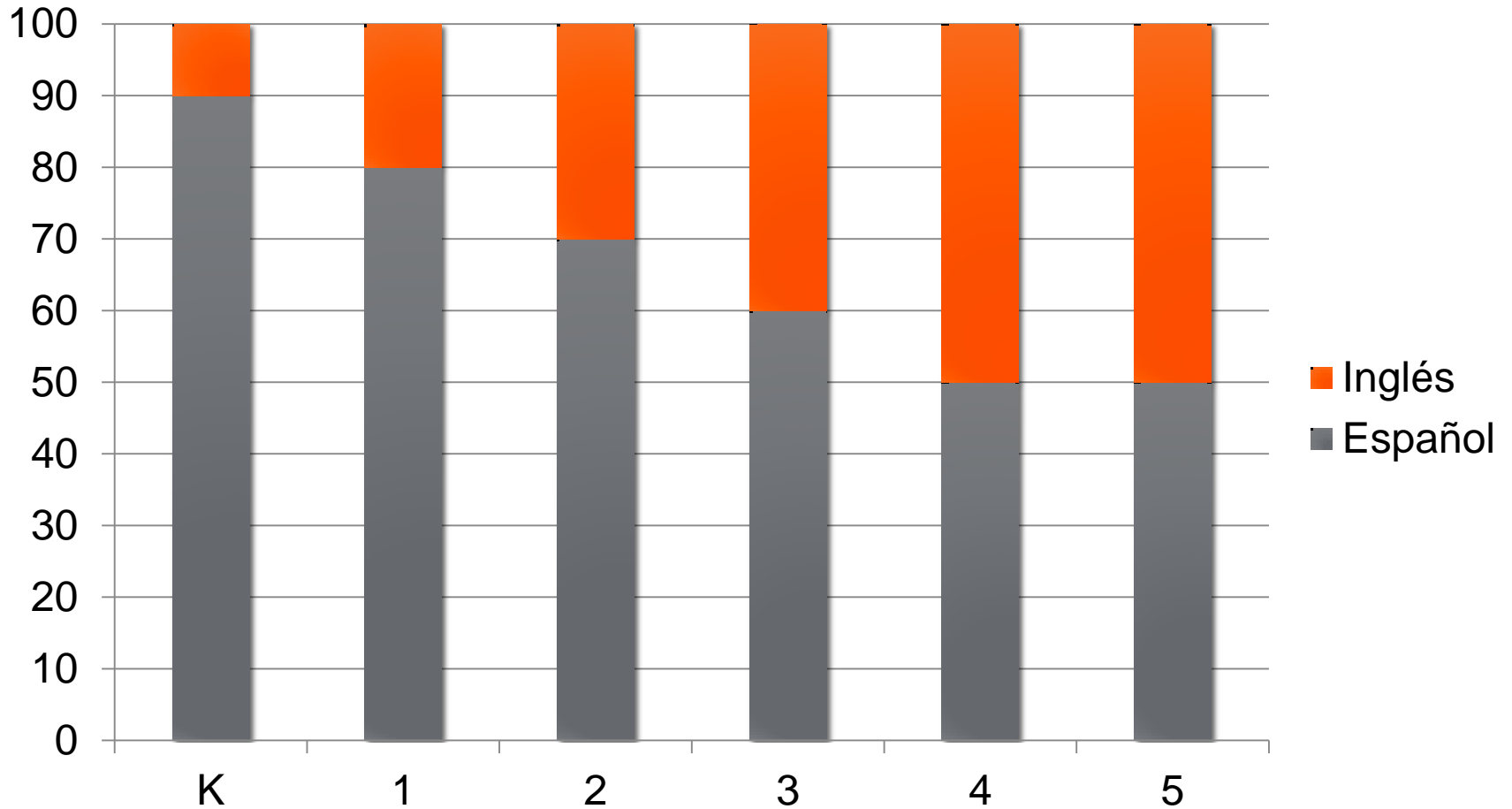
Dual Language: An Overview

- Dual Language is a bilingual education program that integrates native Spanish speaking students with native English speaking students for instruction in and through two languages (Spanish AND English).

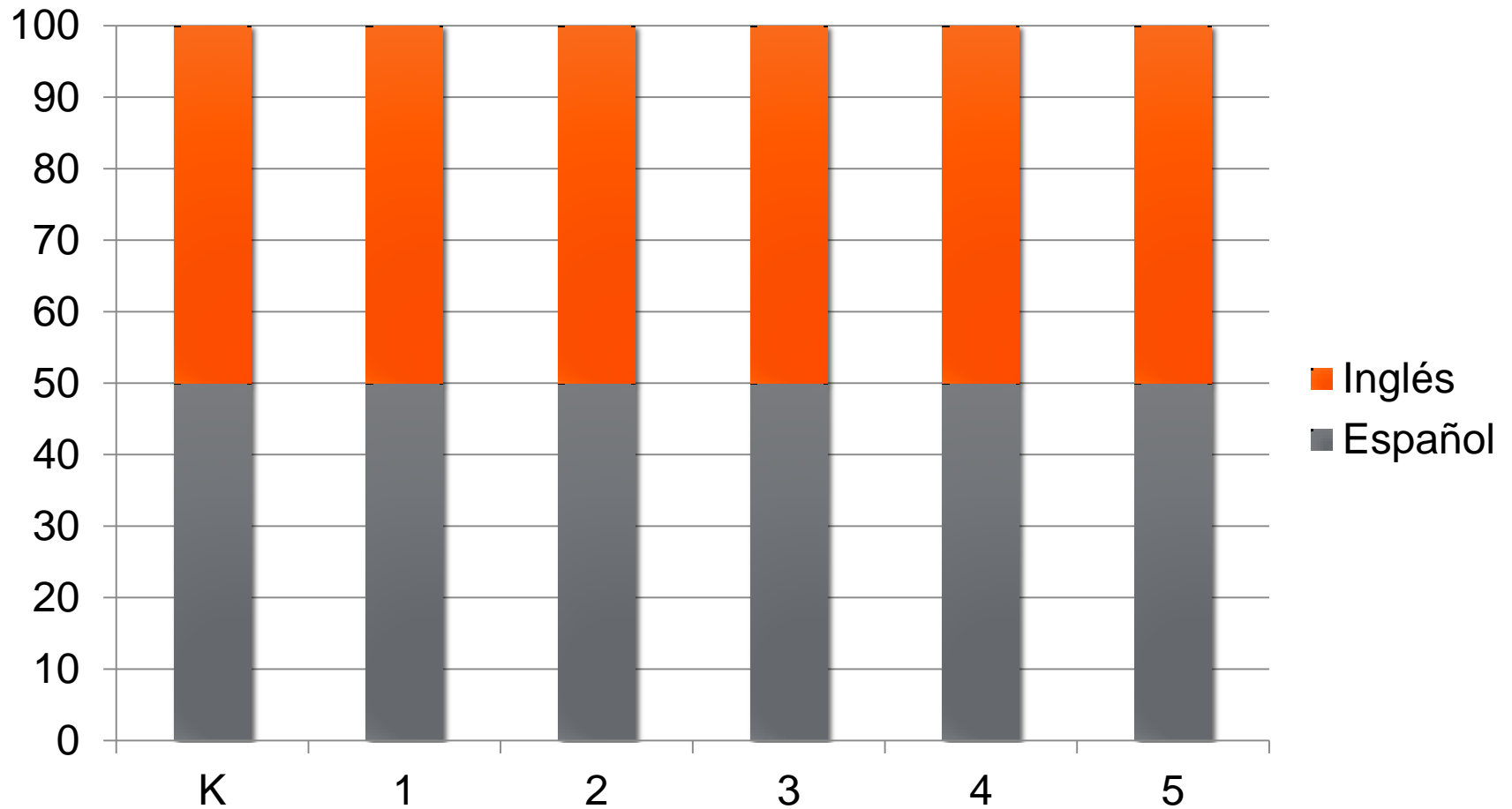
Dual Language: An Overview

- The programs include fairly equal numbers of two groups of students: native English speakers and native Spanish speakers (50% or each language group, or 33% minimum of one group)
- The programs are integrated
- The programs provide both groups of students with core academic instruction in both languages

Lenguaje Dual 90/10



Lenguaje Dual 50/50



Goals of Dual Language

- All students will develop high levels of proficiency in their first language.
- All students will develop high levels of proficiency in a second language.
- Academic performance for both groups of students will be at or above grade level.
- All students will demonstrate positive cross-cultural attitudes and behaviors.

Benefits of Dual Language Programs

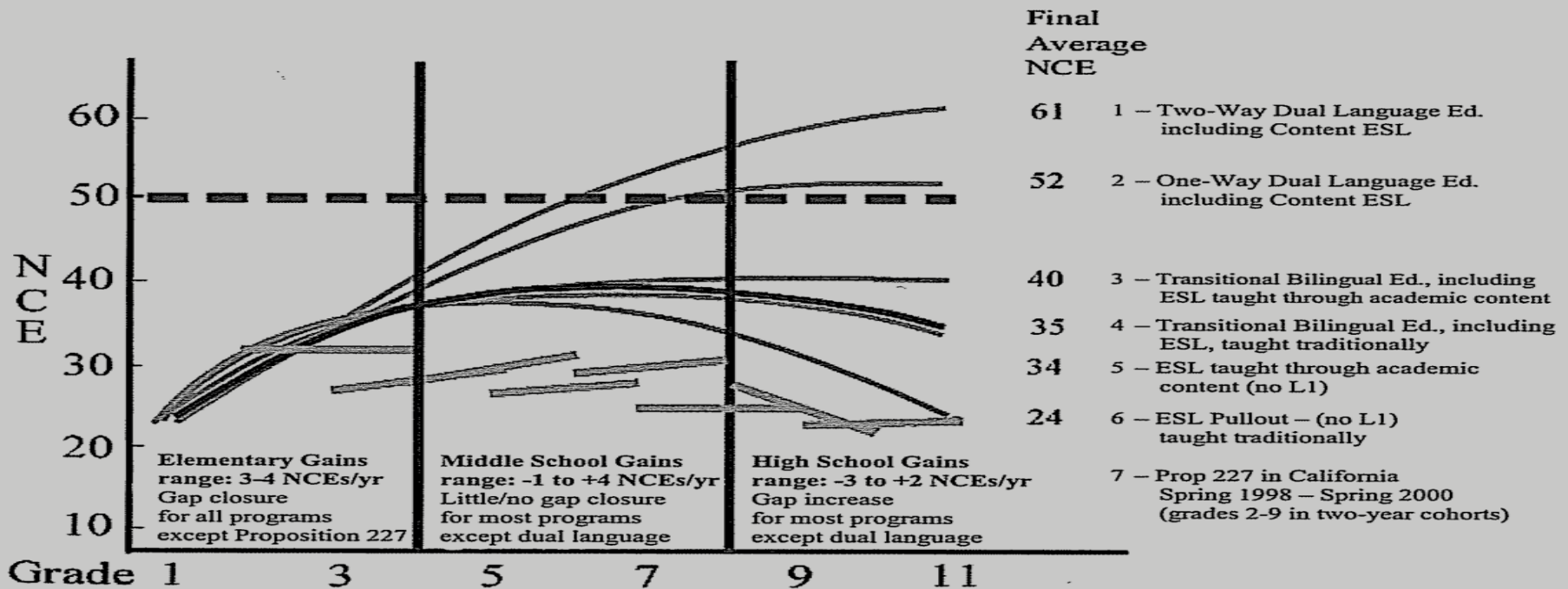
- Educational: Enrichment programs
- Cognitive and Linguistic: Balanced bilingualism allows for creativity and problem solving
- Sociocultural: Greater cross-cultural understanding
- Economic: College and career ready for a bilingual and multilingual society, marketability

Figure 5.2

English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models

(Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California (1998-2000))

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
- Program 2: One-way DLE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use
- Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)



Dual Language Implementation

- In 2012-2013, a to be determined number of K and 1st grade classrooms will be Dual Language
- Dual Language will follow these groups through 5th grade to create Dual Language for K-5 by 2016-2017

Year	Dual Language
2012-2013	K-1
2013-2014	K-2
2014-2015	K-3
2015-2016	K-4
2016-2017	K-5

Next Steps

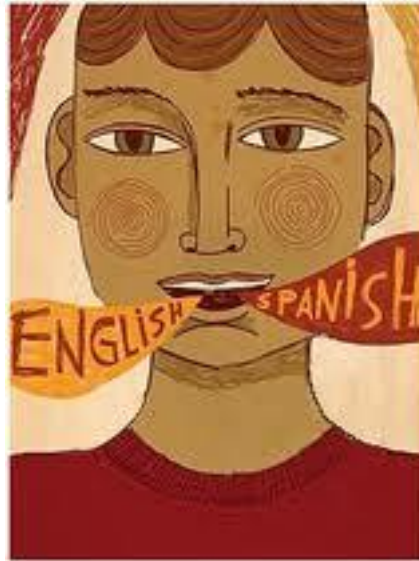
- A Board of Education Sub-committee will make recommendations to the Board of Education on January 30th in regards to the number of classes and where the Dual Language programs will be held in 2012-2013.
- The Sub-committee has not reached consensus at this time in regards to where the programs will be held.
- The Board of Education will make the final decision for where Dual Language will be.
- I will convene a Dual Language Advisory Committee composed of teachers, administrators, parents, and community members to advise the district and the DL programs.

Questions

- What is percentage of incoming 1st graders (current K) and incoming Kindergartners that (a) want a DL program at all and (b) want their child(ren) to be in a DL classroom?
- If two strands are placed at Leal, how will team-teaching work?
- Is a blend of TBE and DL beneficial? (TBE at K-2, DL at 3-5)
- What happens if too many English speakers at Leal want to be in the DL program? What if not enough English speakers want to be in the program? Do students get bused to balance?
- What happens to the English only strand(s) at Leal?
- What happens to students who move into Leal at the 1st or 2nd grade levels?

Why Dual Language? Why now?

- Latino Student Population Growth (477%)
 - 1999: 2.2%
 - 2011: 10.5%
- We need to be visionary in the educational programming for all of our students in a transforming world.
- It is the perfect time to move to Dual Language, the best educational model for all students to reach their personal greatness, as stated in our district's mission.
- Research overwhelmingly supports Dual Language as the BEST program for **each student, every family, and the entire community**
- USD 116 would be at the forefront for innovation and best practice, which is our district's mission.
- We would have the ability to expand our Dual Language programs in the future to multiple schools and multiple languages



Cleveland Elementary School, Ward 1
Photo by Bel Perez-Gabilondo