

**Dual language Program-Professional Learning Community Forum  
UCLA Lab School  
Oct 27, 2012**

**Summary of Notes from Table Group Discussions**

**Group Topic: Concerns/Issues in schools**

1. Tests/Assessments
  - Only testing in one language for district/state.
    - A. Lack of school wide data in both languages.
  - Testing influences teachers and parents feeling about bilingual education.
  - Seal of Biliteracy
    - A. but not supporting measures for students to achieve this.
  - Particularly with 90-10 models
    - A. explanation with English only testing early on.
    - B. test later (4<sup>th</sup> or 5<sup>th</sup> grade).
  - New tools for Measurements.
2. Misconception among parents
  - their experiences
3. Numbers
  - dwindling
  - percentages
  - programs closing
4. Keeping schools open with higher SES families and more voters, while closing bigger and more successful schools.
  - Politics
  - Importance of this group.
5. Once you lose students, you don't fill the spaces
  - When students struggle, schools suggest dropping DL program.
  - Importance of talking to parents about progress of student.
  - Providers saying the schools are lying and students aren't learning English.
  - All factors for killing programs.
6. Best Practices
  - Siblings help maintain the program
  - Bilingual liaison.
  - Bi-monthly tours (1 Spanish, 1 English) for parents

- Requirement for parents
- Informational meetings
- Have to know what they are committing to.
- Once parents enter regular meetings they have grade level parent meetings, show parents the upcoming grades
- Share with the staff “stars” what parents like, “wishes” what they want to see.
- Orientation for all programs, explain all programs.
- Screening-kids are assessed during this time (pre-k going into K) to look for students with linguistic strengths to enter the program.
- Oran Language Development K-8
- Homework club. Parents who speaks target language translates homework for parents and children.
- More parent education.
- Professional Development in Academic Spanish. Alza Tu Voz, in summer, best practices, all in academic Spanish, book club, authors attend.

**Group Topic: Bilingual Models (90/10, 80/20)**

Languages: Spanish/English with Spanish dominant students

1. Challenges

- Clarifying the goals within the schools program
- Informing parents/families about the program before they join program.
- Positive PR-promoting benefits of dual language
- How do we recruit families
  - A. Native speakers
  - B. 2<sup>nd</sup> language
- Appropriate placement for children
  - A. How do we decide where children will be placed?
  - B. How will program support all students?
  - C. Staff: Finding qualified teachers with appropriate certificates/training/experience. Keeping qualified staff at our schools.

2. 80/20 Model

- Sticking to the model
- Test scores/benchmarks
- Immediate results (realistic expectations of parents)
- Meeting the needs of special needs students
- Consistency in the program-moving students from one program to another.
- Meeting numbers becomes a priority.
- Professional development for dual language teachers.

3. Pool of Resources-Opportunities to continue
  - Dual language development as a teacher, (formal/informal), book clubs, events, resources, sharing community.
  - Teaching resources and materials in multiple languages.
  - Support in target languages at home for students.
  - Parent, teacher, administration collaboration and commitment.
  - Translations-Accurate translations and honoring languages depending on families needs (country/level of education-simplified languages).

#### Multicultural Learning Center (MLC) K-8

##### 90/10 Dual Immersion

50/50 Spanish/English by 5<sup>th</sup> grade, maintains 50/50 up to 8<sup>th</sup> grade.

- Recruitment of Spanish dominant families
- Parent/community education
- Addressing socio-emotional development of students in dual language programs
- Student identity
- Students with special needs: research, PD, personnel, what is best?

#### UCLA Community School, neighborhood public school K-12

Dual Immersion K-5 and expanding to 6-12.

90/10 to 50.50 by 5<sup>th</sup> grade-Spanish-English, Korean-English DI

K-1 50/50 – 5<sup>th</sup>

- Program development, balanced literacy, breakdown and clear articulation of program progression.
- Balance of bureaucracy and doing what is best for students.
- Contending with accountability.
- Constant scrutiny.

### **Group Topic: Curricular and Instructional Approaches**

1. Using standards to guide and plan
  - Create and recreate instructional materials/program
  - Teacher based and created
  - Programs being used as supplemental materials.
  - Use of best practices
    - A. TPR, realia, songs, chants, images, poems.
    - B. Morning messages
    - C. Using multiple resources to teach-not one set program.
    - D. Making learning fun and comprehensible.
    - E. Comprehensible input.
    - F. Reading/writing workshops

### G. Meeting the language of development needs of students.

2. Use of Specific Program HM (Alpha Amigos) as a guide
  - But needs to build background knowledge and includes cultural experiences, hands-on experiences.
  - Connecting with community to use them as a resource.
  - Parent workshops to inform and teach parents how to support children.
  - Curricular goals in dual language are different-phonics in one language only/two languages in primary grades.
  - Providing time for natural language acquisition to happen.
  
3. Topics:
  - Explore language literacy programs, approaches.
  - Phonics Programs-resources, training.
  - Reader's/Writer's training resources
  - Research that follows teaching/learning transferability of sounds.
  - Create a dual language "drop box" online resource center for teachers to share resources, ideas, cites, etc.
  - Research appropriate time frame to implement a dual language program.
  - Compare program's use of instructional time.
  
4. Common Issues and Concerns
  - Student needs
  - Quality content materials and resources
  - Educator expertise
  - Instructional concerns, time, special ed.
  - Assessments
  - Parent education

### **Group Topic: Professional Development**

1. Sharing amongst ourselves  
Core Competencies-What's at the heart of language acquisition?
2. Balanced Dual Language Literacy-How do you balance language?  
Program in Spanish, breaking down components.
3. Word Study Progression in Dual Lang.
4. CGI- in Mathematics in Spanish. Teachers talking math in Spanish at deep levels  
commonality of terms.

5. Developing common curriculum and common language (terminology) across schools.
6. Lesson study-teacher drive within schools.
7. Writing Workshop in Spanish.
8. Classroom walkthroughs focused on language.
9. Schedules-in daily practice-differences  
Less arts or arts integrations/Academic Language Development and Inquiry.
10. Survey our needs/priorities with PD.
11. How do you recognize and honor the previous language experiences?
12. Efficiency/managing without burning out changes.

### **Group Topic: Social/Cultural Development**

1. Development that is different to monolingual development?
  - More exposure and thus more value (hopefully)
  - Context of classroom-differences in class, abilities, race/ethnicity
  - Less cliques
  - Importance of diversity in respecting and valuing differences-leads to seeing similarities more prominently.
  - Program?
    - A. Club
    - B. Social studies
    - C. Also integrated
    - D. Social thinking curriculum (certification). Speech pathologist uses with children socializing and expressive language receptive. Helps lots of different types of kids (ADHD, ASD, shy, etc.)
2. Cultural Competence
  - Ancestors
  - Holidays-across subjects
  - Throughout curriculum
  - Club
  - Sharing families
  - Immigrant experience and US History
  - Cultural Committee-Students and parents not just language dependent.
  - Movies/Media to discuss culture.

- Recognizing culture in designing lessons helping students learn about different cultures, styles of education and communication.
  - Family of the Day
    - A. Share 10 items with class
    - B. Keep these in class all year.
    - C. Teachers do too
  - Thematic Units-children direct
  - Preserving language
  - Language as power, how it motivates learning of language.
  - Gender of teachers/staff
    - A. Making role models for boys
    - B. Dads less involved in education. Increase involvement.
3. Social Development and Cultural Competencies
- Why we're here: As parents, teachers, administrators, and researchers we know how important this is for our students in terms of:
    - A. ID Development
    - B. Clubs/Cultural awareness
    - C. Multilingual/Multicultural
  - Anthropological Aspect
    - A. Bicultural
    - B. Appreciate differences and similarities. Promoting tolerance. Multicultural depending on children's interest.
  - Additive Model
    - A. What we loose with English only or transitions.
  - Children being able to assist each other Spanish-English
    - A. In the beginning there's excitement about Spanish
    - B. 3<sup>rd</sup> or 4<sup>th</sup> –shift to English (on the yard and in class) Losing pride in Spanish
    - C. 7<sup>th</sup> or 8<sup>th</sup> grade embrace bi/multi-cultural/lingual. Maturity
    - D. Is this normal/developmental? Debate
4. Parent Education
- Change in demographics
  - Fewer immigrants than before...economy? or perhaps because of fear that students aren't progressing.
  - Importance of seeing the process and seeing the other families. Relates back to recruiting.
  - 5<sup>th</sup> grade retention efforts-kids want to leave for a bigger school.

### **Group Topic: Academic and Linguistic Achievements**

1. How can we demonstrate our student's academic and linguistic achievements?
  - CELDT-Spanish version?

- On-demand writing assessments
  - CST/STS
  - F-P English A-Z or DRA
  - Spanish A-K – DRA for higher grades
  - Oral presentations (based on their own writing)
  - Core literacy assessment (periodic)
  - Jaime Escalante Method (ticket to lunch in Spanish)
2. We need a measure for linguistic achievement
- Record students reading their own writing, developing rubrics, deciding on how to score Spanish DRA's.
3. Challenges in DL Programs
- Balanced class size DL-fewer students due to attrition and other reasons.
  - EO-Equity issue/more students in EO classrooms.
  - Recruitment to balance classrooms although requests for DL programs have increased.
  - Non-bilingual staff feeling threatened by increase in DL classrooms.
  - Work overload for DL teachers.
  - Creation of curriculum that teachers must take on. (Due to lack of resources available)
  - Recruitment of teachers (BCLAD in specific languages)
  - Time, time, time!!!
  - Support at district level.
    - A. Assessments (home language)
    - B. Textbooks with errors
    - C. Middle School (ready from elementary school however, at M.S. challenges w/staff and resources).
4. Issues with DL Programs and Special Needs students.
- Heavy program-Is it adequate for Learning Disabilities students?
  - Research says yes!
  - Standard tests and policy prevents it.
  - DL programs are not supported by district, state, etc (policy/ideology/culturally) so, DL educators need to turn to research for solutions.
5. Issues and concerns: (Future topics)
- Combination classes in dual language settings
  - Resource sharing
  - Identification of students who will be good candidates to the program (attrition).
  - Maintaining a program after attrition.
  - Conflict between staff (#'s)

- Balancing class size and grad level.
- How can a second language be assessed effectively using English language Arts state standards?
- Conflict in staying true to bilingual program while meeting state standards (test).
- STS is currently given to primary language students.
- Balance between academic and linguistic achievement.

6. Best Practices:

- Consistency
- Positive classroom culture
- Integration of core subjects and literacy
- Team teaching
- Small group (collaboration)
- Language partners (seating)
- Resources-kid friendly
- Thematic units
- Use of technology
- Building home-school connection
- Educating families