

Trenton Public Schools



Dual Language Bilingual Program

2013–2014

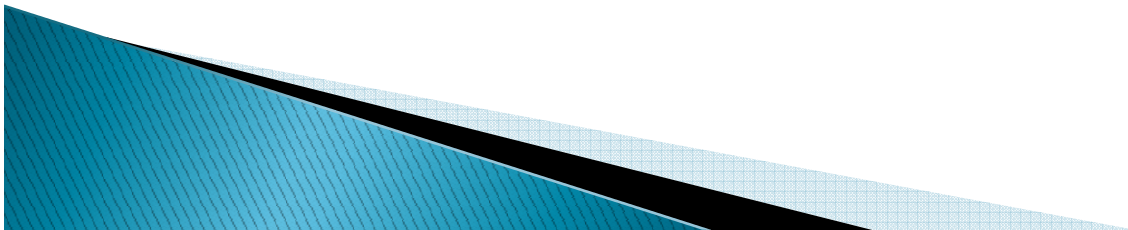
Office of Curriculum, Instruction, Assessment, and
Professional Development

Bilingual Programs

Transitional Bilingual Program	Sheltered-English Instruction	Dual Language Program
<ul style="list-style-type: none"> • First language (L1) is used to develop literacy skills in all content areas in early grades • Gradual shift in instruction from L1 (Spanish) to L2 (English) • The goal is for ELLs to transition into all English instruction and exit the bilingual program. 	<ul style="list-style-type: none"> • Instructional approach for ELLs to enhance the delivery of instruction • Classes are taught by general education classroom teachers • Teachers receive extensive training on SIOP (Sheltered Instruction Observational Protocol) • The goal is to provide comprehensible input so that ELLs meet academic success. 	<ul style="list-style-type: none"> • Instruction in two languages • Population: Native English speaking students and ELLs • 50/50 student classroom integration • Fosters language equity • The goal: to develop bilingualism and biliteracy while promoting appreciation for other languages and cultures.

Englewood Public Schools
 Comparison of NJASK Results
 % Proficient & Advanced Proficient
 2010

Grade 3	General Ed	Duals
LAL	59.1	84
Math	63.7	87.5
Grade 4	General Ed	Duals
LAL	55.8	85
Math	65	86



Englewood Public Schools
 Comparison of NJASK Results
 % Proficient & Advanced Proficient
 2010

Grade 5	General Ed	Duals
LAL	61.9	88.4
Math	59.6	92.3
Grade 6	General Ed	Duals
LAL	50.3	86
Math	51.7	86

What is a Dual Language Program?

- ▶ Program **integrates** native English speaking students with native Spanish speaking students for **academic instruction**, which is presented in both languages.
- ▶ 50% native English speakers and 50% native Spanish speakers **together in the same classroom**
- ▶ **All students** learn to read, write, listen, and speak **two languages** equally well.
- ▶ The curriculum is the same as in the general education program. Academic areas are taught in both Spanish and English.

Why a Dual Language Program?

- ▶ The **optimal window** for language acquisition is in the elementary years.
- ▶ **Research** documents the power of dual language programs
- ▶ To **develop skills and proficiency** in first and second language.



6/3/2013

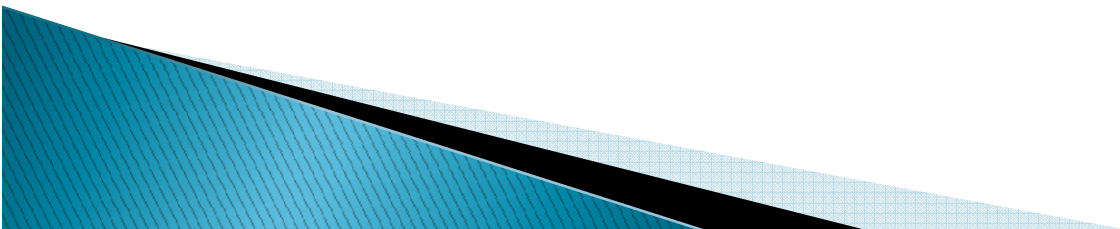
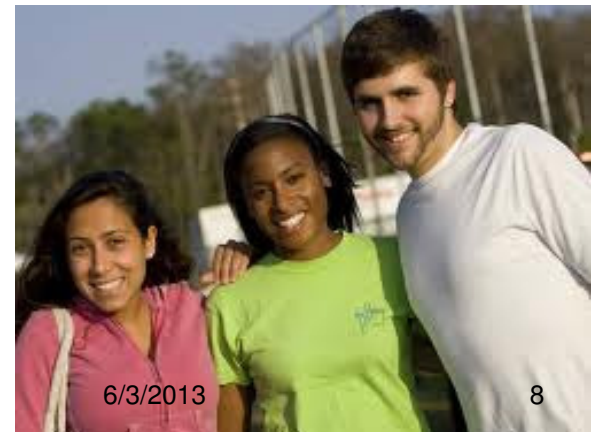
“The power to learn a language is so great in the young child that it doesn’t seem to matter how many languages you seem to throw their way... They can learn as many spoken languages as you can allow them to hear systematically and regularly.”

Dr. Susan Curtiss
Linguistics Professor, UCLA



District Objectives

- ▶ Provide the educational, cognitive, socio-cultural and economic benefits of being bilingual, biliterate and multicultural.
- ▶ Prepare students for their responsibilities as global citizens
- ▶ Have appreciation and respect for other cultures and languages



Goals of the Dual Language Program

- All students will have high **academic achievement** in both languages at or above grade levels
- The opportunity to **acquire a second language** at no cost to their home language (Additive Bilingualism)
- Nurture **understanding** and acceptance of different **cultures and languages**
- Develop bilingualism, **biliteracy, and biculturalism**
- **Competitive** in the global economy

Proven Benefits

- ▶ Biliteracy, bicultural, bicognitive
- ▶ Academic content learning
- ▶ Higher order thinking skills
- ▶ Improved self concept and sense of achievement
- ▶ Improved results in standardized testing (greater cognitive development)
- ▶ Increased cultural sensitivity
- ▶ Better prepared for global community

Effective Features

- ▶ Assessment & Accountability
- ▶ Curriculum
- ▶ Instruction
- ▶ Staff Quality & Professional Development
- ▶ Program Structure
- ▶ Family & Community
- ▶ Support & Resources

Effective Features based on Research and Best Practices
CAL - Center for Applied Linguistics

Sample Dual Language Daily Schedule

- Students in both programs will have English and Spanish Language Arts on a daily basis.
 - Content areas will be taught one week in Spanish and one week in English.
 - They will alternate language of instruction weekly.

Opening Activities Morning Meeting (15 minutes)	
Period 1	ELA – 45 to 90 minutes
Period 2	SLA – 45 to 90 minutes
Period 3	Math – 80 minutes
Period 4	Lunch – 35 minutes
Period 5	Special – 40 minutes
Period 6	Science – 40 minutes
Period 7	Social Studies – 40 minutes
End of Day Closing Activities (15 minutes)	

Teaching Schedule

Group/Class	Week 1	Week 2	Week 3	Week 4
Yellow	Spanish	English	Spanish	English
Blue	English	Spanish	English	Spanish

Myth One

Myth

Learning two languages overwhelms, confuses, and/or delays acquisition of English

<http://www.multilingualliving.com/2011/05/04/learn-languages-make-bilingual-kids-multilingual-kids-smarter-bialystok-petitto/>
(Excellent video)

Fact

- ▶ Young children are capable of learning two languages
- ▶ Early dual language exposure
 - *does not delay* the acquisition or development of either language
 - *does not impede* academic achievement in English when both languages are supported

Myth Two

Myth

Native English speakers will experience academic and language delays if enrolled in a dual language program

Fact

- ▶ English speakers continue to progress at a similar rate in academic ability with their peers in monolingual classes while acquiring a second language
- ▶ Dual language instruction does not adversely affect native English speakers, while closing the achievement gap for ELL (English Language Learner) students

Myth Three

Myth

Total English immersion is the best way for young English Language Learners (ELLs) to acquire English

Fact

- ▶ More English *does not* mean better English
- ▶ ELL children taught in *English-only classrooms don't* achieve as high of levels of English as those who had the opportunity to *learn in two languages*
- ▶ ELL children who receive systematic learning opportunities in their home language **outperform** those who attend **English-only programs** on measures of academic achievement in English during the middle and high school years

Parent Responsibilities

- ▶ Commit to long-term participation in the dual language program
- ▶ Develop understanding of bilingual education
- ▶ Read with the children in home language 30 min. daily
- ▶ Encourage use of target language at home
- ▶ Provide school support and, when possible, volunteer

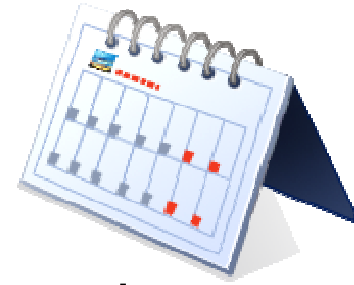


Who Can Apply

- ▶ All students entering kindergarten (bilingual and monolingual students)
- ▶ Students whose parents make a commitment to the program (such as transportation).



Timeline



- ▶ Teacher Informational Meetings – Have been on-going since March 2013 @ Wilson & Grant Schools
- ▶ Visited Englewood, NJ (model site) – March 21, 2013
- ▶ Parent & Community informational session: **Grant School Library & Wilson School – On-going**
- ▶ Submit application to the Bilingual/ESL Department by **June 1, 2013**
- ▶ Parental notifications will be mailed on **June 14, 2013**

Program Location



Grant Elementary School & Wilson Elementary School

Resources:

- **Bilingual & monolingual student population**
- K-5 School/Program Continuity
- Staff Availability
- Available space
- Availability of materials in both languages

**“One language is good, more language is better!”
Dr. Bralystok, York University**

