

Dual Language Program Plan

Students graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st century including being bilingual, biliterate and bicultural.



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Table of Contents

Dual Language Education in Newberg School District

What is a Dual Language Program?

The history of Dual Language in Newberg School District

What are the goals of the Dual Language Program?

What does the research say about Dual Language programs?

Curriculum and Teaching

Staffing

How do students enroll in the Dual Language program?

Parent participation

Program Assessment

The future of Dual Language in Newberg School District

Dual Language Program Family Commitment Compact

Dual Language Education in Newberg School District

The growth in the English Learner student population of Newberg School District has made it possible for one of our schools, Edwards Elementary, to begin a Dual Language (DL) Education program. Also known as Two-Way Immersion Programs, Dual Language classrooms allow students to study and meet the same high academic standards as their non-Dual Language peers, but also allow students to acquire a second language and increase their cultural understanding, thus more deeply preparing them for the modern multicultural world.

What is a Dual Language Program?

Dual Language programs integrate native English speaking students with native speakers of another language; in Newberg School District, the partner language is Spanish. Students begin their kindergarten year learning 90% of the content in Spanish, 10% in English. By the 5th grade the students spend 50% of their day learning in Spanish, 50% in English.

Our goal is that each Dual Language kindergarten classroom is composed of 50% native Spanish speakers, 50% native English speakers. This ratio allows every student to be a language model and to benefit from multiple language models throughout his or her day.

The Dual Language model creates an additive bilingual environment, allowing all students to acquire a second language while maintaining and developing their native language.

The history of Dual Language in Newberg School District

Parents expressed interest and support for starting a Dual Language program in Newberg School District. After much staff discussion and input, the staff and community approached the school board advocating for adoption of a Dual Language program at Edwards. On February 27, 2013, the school board approved a motion to “approve the commencement of a Spanish Dual Language Immersion program at Edwards Elementary School beginning with Kindergarten students in 2013-14 and adding one grade-level each subsequent year through the 5th grade.”

The Dual Language program was started at Edwards in fall 2013, with 58 kindergarten students. Besides two bilingual kindergarten teachers, the program was staffed with one classified assistant and gets partial support from one ELL assistant. A Special Programs

Coordinator who is dedicated to support for Dual Language at Edwards has supported the program from the district office.

In 2014-15, the program advanced to first grade at Edwards and added another group of kindergartners. By building the program each year, it is the goal to have a full Dual Language strand for kindergarten through 5th grade students by 2018-2019.

What are the goals of the Dual Language Program?

The vision of Newberg School District is that “students graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st century.” The goal is to close the opportunity and achievement gap for students whose native language is not English. In addition, our Dual Language students become:

- biliterate
- bilingual
- bicultural

What does the research say about Dual Language programs?

Researchers have examined many of the over-400 Dual Language programs throughout the United States. They have found that multiple benefits exist for acquiring a second language in the primary years. Among the findings:

- Learning in two languages develops and activates additional brain areas as compared to monolinguals, and increases creativity, problem-solving abilities, and social-emotional competencies (Thomas & Collier, 2012).
- Both native English speakers (regardless of race or ethnicity) and English learners in Dual Language classrooms score higher on state tests and norm-referenced tests than their counterparts in English-only programs (Thomas & Collier, 2012).
- Students with disabilities in Dual Language programs score higher on state tests than their counterparts in English-only classrooms (Thomas & Collier, 2012).
- Placing value on the target language, people, and culture raises the status of the target language in the community. Valuing the target language (as well as English) validates and enhances the self-esteem of the speakers of that language while also expanding multicultural awareness for all students (Cummins, 1986; Ager, 2005).
- Dual Language students show better attendance, greater interest in school, stronger cultural identity, more favorable attitudes toward students who are different from themselves, more favorable attitudes toward being bilingual, higher engagement in learning and fewer behavior referrals than their counterparts in English-only classrooms (Tomlinson & Masuhara, 2004).

- Students need to start learning a second language early. There is a direct correlation between the age of the child and length of study of a second language and the attainable level of proficiency in that language (Hyltenstam, 1992).
- Becoming bilingual takes approximately seven years in an intensive learning environment. Continuous participation is necessary for students to start exhibiting the cognitive, academic, and linguistic benefits of bilingualism (Cummins, 1981; Swain, 1984).
- Dual Language students become fully proficient in a second language at no cost to their English development (Krashen, 1996, 1999).
- A meta-analysis of 17 studies found “teaching English Learners to read in their first language and then in their second language, or in their first and second languages simultaneously (at different times of the day), compared with teaching them to read in their second language only, boosts their reading achievement in the second language.” (National Literacy Panel, 2000)

Curriculum and Teaching

In the Dual Language program, the curriculum is aligned to state-adopted standards for reading, mathematics, writing, social studies and science, along with state standards for English Language Learners. Lessons are delivered in the target language of instruction, using sheltering strategies, and incorporate opportunities for students to practice language. Differentiated instruction is delivered as needed. The content is rigorous, academically challenging, and reflects multicultural values.

Teachers in the Dual Language program are caring and dedicated teaching professionals, who are trained in the needs of second language learners. They are properly certified and “highly qualified” for their positions. Teachers understand dual language theory, second language acquisition, and are proficient speakers of the language of instruction.

Dual Language teachers have professional development opportunities to grow their teaching skills and to collaborate with other Dual Language teachers.

Staffing

In order to staff and support the Dual Language program, Newberg School District will seek to increase its pool of bilingual and bicultural teachers, administrators, and classified employees. The district will prioritize the language skills needed by Dual Language teachers. All administrators will collaborate to support effective staffing of Dual Language programs for K-12.

All staff at the Dual Language schools will have opportunities to increase their understanding of the philosophy and value of Dual Language education.

How do students enroll in the Dual Language program?

Families who are interested will be able to indicate their interest when they enroll their student for kindergarten using the Kindergarten Program Option form. Enrollment generally occurs in March for the coming September. If more students request Dual Language than there are spots available, a lottery will be used to select participants. If fewer students request dual language than there are spots available, families from outside the district will be able to request admission to the program through the Newberg School District school choice protocol. Families from outside the neighborhood will be responsible for the transportation of the students to and from the school site. Some transportation may be available - contact the Special Programs director.

Siblings of current dual language participants are automatically accepted into Dual Language kindergarten if their parents indicate interest during the kindergarten registration window in the spring prior to kindergarten entry.

Students with disabilities are included in Dual Language; members of the student's Individual Education Plan team will determine appropriate services to meet the needs of the student and the student's long-term educational goals. Parents are important participants on the Individual Education Plan team.

To preserve the viability of the Dual Language program, and to ensure maximum educational benefit for students in the program, parents will be asked to complete a Dual Language Family Commitment Compact. The form explains the long-term benefits of the Dual Language program and indicates a commitment to the program throughout their child's elementary program. This will be turned in at the first Kindergarten Dual Language meeting.

In the case of openings in the Dual Language classrooms, students may be added to the class until mid-1st grade. In that process, principals will attempt to maintain a fifty percent balance of native English and Spanish speakers, and a class size in alignment with district enrollment parameters. Generally, students will not begin in the Dual Language program after the middle of first grade, as the academic and language gap becomes difficult to surpass. Students may enter after mid-1st grade if dual language is found appropriate by a team of the principal, teachers and parents. Native Spanish Speakers can be considered upon entering the district. The student's performance on Spanish assessments will be considered in the decision.

Parent participation

Parents will have opportunities to learn about language development and the benefits of Dual Language programs. Family activities and community events will bring parents and families together to promote cross-cultural awareness. Input from parents and school community members will be sought out in order to strengthen the program for all. Parent help both inside and outside of the classroom is encouraged.

Program Assessment

- Language development in the second language will also be monitored, using the Pre-LAS (Spanish or English), LAS Links (Spanish or English) or ELPA.

| Language Assessments for: | Native English Speakers | Native Spanish Speakers |
|--------------------------------------|-------------------------|--|
| K-Sept | Spanish Pre-LAS | Spanish Pre-LAS English Pre-LAS |
| K-May | Spanish Pre-LAS | Spanish Pre-LAS ELPA |
| 1 st -5 th May | Lo gramos | Spanish LAS Links ELPA (English LAS Links if more info needed) |

- Academic progress will be monitored in Spanish K-2 and English in 3-12, to the fullest extent possible. All progress monitoring tools used with English-only classrooms will be used with Dual Language students, as will any other district, state or national assessments. In addition, students will be assessed with Spanish versions of those assessments. Curriculum based measures will be administered in the language of instruction.
- When considering reading interventions, the following guidelines will be part of the decision-making process for all Dual Language students:
 1. The goal of the Dual Language program is biliteracy and bilingualism.
 2. The core instruction and intervention support will be **FIRST** in Spanish for all dual language students.
 3. Students scoring below the Intervention Criteria will receive only Spanish Interventions as long as Spanish is the sole language of instruction for core reading.

4. After core reading instruction in English begins, students scoring below the Spanish Intervention Criteria will continue to receive Spanish reading interventions.
5. After core reading instruction in English begins, students scoring above the Spanish Intervention Criteria but below the English Intervention Criteria will receive an English Intervention.
6. Intervention decisions will allow for an expected and acceptable lag in English literacy as compared to Spanish Literacy in Dual Language programs.
7. Current grade level materials will be used for screening.

Overall assessment results will be used to shape and monitor program effectiveness, track individual student growth and group growth, and will be shared with appropriate audiences.

The future of Dual Language in Newberg School District

Principals will, in collaboration with their staff members, make plans for the distribution of the language of instruction with their staffs as grade levels increase.

By 2015-16 middle schools will begin to plan for scheduling and staffing needs of incoming Dual Language students. The first Dual Language class will enter grade 6 in the 2019-20 school year. The middle school plan will include appropriate Spanish language arts, one or two additional core classes in Spanish, and address the professional support of the bilingual core teachers. Current boundaries have Dual Language Elementary students feeding into Chehalem Valley Middle School.

By 2017-18, high schools will begin to plan for the transition to of dual language students into high school. The first Dual Language class will enter high school in the 2022-23 school year.

Dual Language Program Family Commitment Compact

Newberg School District is committed to the success of every student. Our vision is that “students graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st century.”

In addition to those foundational basics, our Dual Language students have the exciting opportunity to become:

- biliterate
- bilingual
- bicultural

In order to provide a high-quality and sustainable Dual Language program, both parents and the district make commitments to its long-term success.

The school district commits to:

- maintain the offering through grade 12 for each student.
- provide a language-rich environment in the dual-language classroom.
- teach primarily in Spanish beginning in kindergarten and continuing through first grade.
- teach in Spanish and English in equal portions from 2nd to 5th grade.
- teach reading first in Spanish, and begin formal reading instruction in English after third grade.

As a parent, I commit to:

- supporting my child’s bilingual and biliterate development by maintaining a positive attitude regarding my child’s second language learning.
- staying informed about his/her progress by attending parent-teacher conferences and school meetings about the dual language program.
- understanding that I am welcome and encouraged to participate in my child’s education both inside and outside of the classroom.
- remember that it takes five to seven years to acquire a second language.
- maintain my student’s participation in the dual language program through 5th grade so he or she may fully develop full language skills in both Spanish and English.

Student name: _____

Parent/Guardian Signatures: _____

Date: _____