Organizing Language by Time in Any Bilingual School Model

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tinyurl.com/langbytime
Session Goals/Learner Intentions

- Inventory how languages are traditionally allocated/assessed by time in multilingual schools
- Propose an alternative model focused on linguistic and academic content goals
- Allow opportunities for participants to reconsider their own school’s language model
How Language Is Currently Set for Time

Please take a moment to fill out an index card depicting your Language Model inventory:

1. On one side please show which languages are taught by proportions of time across grades
2. On the other idea, please show which languages are taught by day or week in a specific grade
Sample from an elementary school, grade 4 -

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher 1 - Spanish</th>
<th>Teacher 2 - English</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-10:00am</td>
<td>Student Group A (Spanish) Whole Group Reading (90 min.)</td>
<td>Student Group B (English) Whole Group Reading (90 min.)</td>
</tr>
<tr>
<td>(105 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group A: ELD/Projects (15 min.)</td>
<td>Group B: ELD/Projects (15 min.)</td>
</tr>
<tr>
<td>10:00-10:20am</td>
<td>RECESS</td>
<td></td>
</tr>
<tr>
<td>(20 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:20am-Noon</td>
<td>Group A: ELD/Projects (10 min.)</td>
<td>Group B: ELD/Projects (10 min.)</td>
</tr>
<tr>
<td>(100 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Group A Math - Spanish (45 min.)</td>
<td>Student Group B Math - English (45 min.)</td>
</tr>
<tr>
<td></td>
<td>Student Group B Math - Spanish (45 min.)</td>
<td>Student Group A Math - English (45 min.)</td>
</tr>
</tbody>
</table>
## Sample from an elementary school, grade 4 - afternoon

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher 1 - Spanish</th>
<th>Teacher 2 - English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon-12:45pm</td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>(45 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45-2:40pm</td>
<td><strong>Student Group B (Spanish)</strong> Small Group Reading (45 min.)</td>
<td><strong>Student Group A (English)</strong> Small Group Reading (45 min.)</td>
</tr>
<tr>
<td>(115 min.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Group B (Spanish)</strong> Science, Physical Ed., Other Subjects (70 min.)</td>
<td><strong>Student Group A (English)</strong> Science, Physical Ed., Other Subjects (70 min.)</td>
</tr>
</tbody>
</table>
Sample from an elementary school district

- **Kinder**
  - Eng: 32%
  - Span: 60%
  - Trans: 8%

- **1st Grade**
  - Eng: 35%
  - Span: 57%
  - Trans: 8%

- **2nd Grade**
  - Eng: 41%
  - Span: 51%
  - Trans: 8%

- **3rd Grade**
  - Eng: 44%
  - Span: 48%
  - Trans: 8%

- **4th Grade**
  - Eng: 41%
  - Span: 41%
  - Trans: 8%

- **5th Grade**
  - Eng: 54%
  - Span: 38%
  - Trans: 8%
Reflection

How were your language allocation decisions established?

- Model (e.g. 90-10, 50-50, etc.) or District Master Plan?
- Teacher Linguistic Proficiency or Partner/Team Approach?
- Instructional Materials or Pre-established Units?
- Targets for Language/Content?
- Student Performance Data?
- Some combination of above?
- Other?: _______________
Mission of Riverview

- To provide students with a world-class trilingual instructional program such that they can speak, read, and write in three languages,
- To prepare students for an ever-developing world of technology
- To cultivate an awareness and respect for other cultures
- To empower future leaders of a global society.
Three Central Goals
of ALL Dual Language Programs

Bilingualism:
Students will develop high levels of proficiency in English and a partner language

Biliteracy:
Students will develop high levels of academic achievement in English and a partner language (at or above grade level)

Multicultural competence:
Students will demonstrate positive cross-cultural attitudes and behaviors and develop high self esteem
Partnership for 21st Century

Figure 1 - P21 Framework for 21st Century Learning
# How We Monitor Student Growth

**School Goals, Expected Growth, Assessment/Frequency, Leadership Team**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Project Title</th>
<th>Expected Growth</th>
<th>Assessment</th>
<th>Frequency</th>
<th>Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Implement Common Core Reading and Language Standards using support from sph/compassion cards and thinking maps.</td>
<td>Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4 or 5) in Reading CC #1 - Close Reading, Reading Analysis, Reading and comprehension of literary and informational texts, and Language CC #2 - Vocabulary.</td>
<td>1. Benchmark Assessments through Treasures curriculum 2. QR/A/RI/Adv Reading level assessments for all target languages 3. ESOL for Kindergarten reading levels</td>
<td>1. Reading Benchmark: December, March, June 2. Reading Levels: December, March, June 3. ESOL: December, March, June</td>
<td>Language Arts, Stein, Vargas, Vargas, Corcoran, Alvarado, Ramos</td>
</tr>
<tr>
<td>2</td>
<td>Implement effective questioning strategies to support all learning goals.</td>
<td>Each teacher utilizes various strategies, teacher-led and student-led effective questioning strategies in daily lessons with increasing frequency throughout the year.</td>
<td>1. Instructional Rounds/Principal data gathering visits 2. Progress update with staff and PLC</td>
<td>1. Weekly observation rounds 2. Monthly PLC visits</td>
<td>Stein, Jones, Vargas, Kunakoda</td>
</tr>
<tr>
<td>3</td>
<td>Increase 21st century skill instruction for all students while transforming learning through SAMR model of technology/Design Thinking.</td>
<td>Each teacher increasingly utilizes technology to significantly redesign learning tasks and create previously impossible tasks (Using Modification and Redefinition levels of SAMR model).</td>
<td>1. Survey: Teacher comfort level with technology design professional development to support growth, re-evaluate with follow-up survey 2. Observational tool used to determine the SAMR levels at which each teacher uses technology and Design Thinking</td>
<td>1. Survey: October, May 2. Observation Tool: December, March, June</td>
<td>Davison, Morales, Cervantes, Guajardo, Othias</td>
</tr>
<tr>
<td>4</td>
<td>Evolve PLC’s to support all initiatives and goals.</td>
<td>PLC Work Time: tool and topic of development should change periodically to reflect demonstrated staff needs in all goal areas.</td>
<td>PLC Survey administered to all teachers to assess perceived strengths and needs</td>
<td>December, March, June</td>
<td>Fernandez, Jones, Maynez</td>
</tr>
<tr>
<td>5</td>
<td>Effectively implement Common Core Writing Standards while maintaining focus on writing conventions and English language arts at all grades.</td>
<td>Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4 or 5) in Writing CC #1 - Argument/Complex Conventions.</td>
<td>1. Learning Headquarter's adapted common core writing assessments at each grade level 2. Spelling City targets for each grade level</td>
<td>1. Writing: December, March, June 2. Spelling: December, March, June</td>
<td>Writing, same as Language Arts group 3. Reading: Parent Group and Chemistry/Science</td>
</tr>
<tr>
<td>6</td>
<td>Increase language proficiency in Spanish and Chinese for all students through effective implementation of Common Core Speaking and Listening Standards.</td>
<td>Over the course of the year, increase by 10% the number of students at grade level language proficiency issues to scores 3 or 4 or 5 as measured through ACTFL levels and in the area of Speaking and Listening CC #1 - Persuasive conversations and collaboration.</td>
<td>1. ACTFL Language Target Student Survey with can-do statements for each student 2. Class reports on language scores equated to grade level proficiency</td>
<td>1. ACTFL Student Survey: December, March, June 2. Class report: December, March, June</td>
<td>Cox, Goulart, Alvarado, Pena, Chen, Wu, C. Othias</td>
</tr>
<tr>
<td>7</td>
<td>Effectively implement Common Core Math Standards building upon Pearson/Envision curriculum.</td>
<td>Over the course of the year, increase by 10% the number of students at grade level proficiency (scores 3 or 4 or 5) in all CC standards embedding the 8 Mathematical Practices and by building conceptual knowledge.</td>
<td>Benchmark Assessments through Pearson/Envision curriculum</td>
<td>December, March, June</td>
<td>Math Team, Alvarado, Alvarado, Perez, Leu, Mendez, Molina, Soto, Vargas</td>
</tr>
</tbody>
</table>
Setting Targets through Backward Design

Language Acquisition Grid
Spanish Immersion Program

Novice: I can speak in words, phrases and memorized formulas.
Intermediate: I can speak in sentences, and strings of sentences.
Advanced: I can speak in paragraphs with ideas flowing from sentence to sentence.
Language Allocation by Target and Performance

Given the model just presented, please review your original depictions of the program model your school is implementing.

- What would you rethink?
- How would you represent any of the proposed adjustments?