Program planners and stakeholders need to make many decisions when designing or sustaining a 50-50 two-way program. Examples drawn from existing two-way programs will be shared. Issues related to staffing, allocation of time, and subject matter taught will be discussed along with the pros and cons of each possible choice. There are no right answers to these questions—so none will be provided. Participants will have a chance to talk through how each of the possible choices might affect the success of their program.
The 50-50
Two-Way Immersion Model
Points to Ponder

CABE 2016
San Francisco
Myriam Met
myriammet@gmail.com
Why do some programs choose 50-50?
Why do some programs choose 50-50?

- Mandated assessments and accountability
  - English results are better in the short run for both groups
  - Selling the program to stakeholders

- Separation of languages

- Avoids complications of English instruction 10-30% of day

- Easier to find teachers
  - Need fewer teachers, can serve more kids
  - Don’t have to be equally proficient

- Community loves Mrs. Jones → Mrs. Jones loves us

- Stakeholder preferences

- Target language
Why do some programs choose 50-50?

- Mandated assessments and accountability
- English results are better in the short run for both groups
- Separation of languages
- Avoids complications of English instruction 10-30% of day
- Easier to find teachers
- Selling the program to stakeholders
- Community loves Mrs. Jones → Mrs. Jones loves us
- Need fewer teachers, can serve more kids
- Don't have to be equally proficient
What the Data Show (or Don’t Show)

Spanish Speakers in 50 50 programs

- Academic Performance
- English proficiency
- Spanish proficiency

English speakers in 50 50 programs

- Academic Performance
- English proficiency
- Spanish proficiency
Decisions: Time

- Half-day daily + rollercoaster
- Half-day daily
- Alternating days
- Alternating weeks, semesters
DECISIONS: TIME

How much time do you need for ...

- Literacy in English?
- Literacy in Spanish?
- Math in ...?
- Science?
- Social Studies?
Some Examples Of Use Of Time
DECISIONS: TIME

- K-2: Native language instruction for one half day—
groups segregated by L1
- Grades 3-5: groups integrated all day and 50% of
  instructional time in each language
- → Spanish speakers spend more time in Spanish in
  K-2 than do English speakers

VS

- K-2: groups integrated for instruction in both languages for half day for each
  language
Spanish / English Dual Immersion Instructional Time: Grades 1-3

- **Math in Spanish (70 min.)**
- **Content Areas in Spanish (55 min.)**
- **Spanish Literacy (55 min.)**
- **English L.A. (125 min.)**
- **Math and Content Areas Reinforcement in English**
Spanish / English Dual Immersion Instructional Time: Grade 4-6

- Math and Content Areas in Spanish (90 min.)
- Spanish Literacy (90 min.)
- English L.A. (90 min.)
- Math and Content Areas Reinforcement in English (90 min.)

- Math and Content Areas in English
- Spanish Literacy
- English L.A.
# Schedule

## Green Group

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50-9:0</td>
<td>Morning Procedures in Spanish Room</td>
</tr>
<tr>
<td>9:00-9:3</td>
<td>Calendar in Spanish (both classes)</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>Specialists (P.E., Art, etc.)</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Spanish Language Arts</td>
</tr>
<tr>
<td>11:00-12:25</td>
<td>Spanish Math, Social Studies, Science</td>
</tr>
<tr>
<td>12:25-1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>2:00-2:25</td>
<td>Recess</td>
</tr>
<tr>
<td>2:25-3:15</td>
<td>English Math, Social Studies, Science</td>
</tr>
<tr>
<td>3:15-3:25</td>
<td>Switch groups/clean/go home</td>
</tr>
</tbody>
</table>

## Red Group

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50-9:00</td>
<td>Morning Procedures in English Room</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Calendar in Spanish (both classes)</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>Specialists (P.E., Art, etc.)</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>English Math, Social Studies and Science</td>
</tr>
<tr>
<td>11:00-12:25</td>
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</tr>
<tr>
<td>12:25-1:00</td>
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</tr>
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<td>Spanish Language Arts</td>
</tr>
<tr>
<td>3:15-3:25</td>
<td>Switch groups/clean/go home</td>
</tr>
</tbody>
</table>
Decisions: Staffing

- Two teachers or Self-contained?
- Teams? (e.g., 3 teachers for 3 groups)
- Decisions interact with use of time
3 Teacher Model

Group A

Group B

Group C

Group C

Group A

Group B
Decisions: Curriculum

- Which subjects in which language? At which grade levels?
- Language of initial literacy
- When do you introduce literacy in other language?
- Linguistically mixed groups all the time or separation for literacy/language arts?
Program Models and the Language of Initial Literacy in Two-Way Immersion Programs

Elizabeth R. Howard
University of Connecticut

Julie Sugarman
Center for Applied Linguistics

With the invaluable contributions of David Rogers and Natalie Olague of Dual Language Education of New Mexico (www.dlenm.org)

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Contact: Julie Sugarman, jsugarman@cal.org
Retrieved from www.cal.org/twi/literacylanguage.htm

ADDITIONAL CONSIDERATIONS
ASSESSMENT OF TARGET LANGUAGE

- How is oral proficiency in Spanish assessed?
- How good should students be in English?
- How good should students be in Spanish?

Assessing Spanish:
- ACTFL OPI
- AAPPL
- SOLOM/FLOSEM
- SOPA
- STAMP 4SE
- IPT
- LAS
- Other ....
INTERCULTURAL COMPETENCE

- Does culture matter?
- How do we know what students have gained in terms of intercultural competence?
- Is there a difference in outcomes between 50-50 and 90-10 programs in terms of culture outcomes?
Designing the Perfect Program

- Criteria and local variables
- Staffing
- Research
- Experience