Effective Collaborative Systems to Support a Dual Language Program

Christine Heinrichs, Ed.D.
About the Presenter

Christine R. Heinrichs Ed.D.

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- 24 years in education in DL Schools/District
- 12 years as an administrator in DL schools
- 2015 – Completed Dissertation on the DL program preparing students as 21st century learners
Baldwin Park USD, www.bpusd.net

Dual Language is offered at:

- 2 Early Childhood Education Classes
- 5 Elementary Schools
- 2 Middle/Jr. High Schools
- 2 High Schools
Dual Language Instructional Program

<table>
<thead>
<tr>
<th>Grades</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K-1st</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>2nd</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>3rd</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>4th</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>5th-6th</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>7th-8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th-12th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Studies/Language Arts taught in Spanish
Spanish III/AP Spanish Language/AP Spanish Literature/Chicano Studies
### Baldwin Park Dual Language Student Groups 2018-2019 School Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>33</td>
</tr>
<tr>
<td>K</td>
<td>223</td>
</tr>
<tr>
<td>1</td>
<td>190</td>
</tr>
<tr>
<td>2</td>
<td>175</td>
</tr>
<tr>
<td>3</td>
<td>142</td>
</tr>
<tr>
<td>4</td>
<td>154</td>
</tr>
<tr>
<td>5</td>
<td>156</td>
</tr>
<tr>
<td>6</td>
<td>130</td>
</tr>
<tr>
<td>7</td>
<td>114</td>
</tr>
<tr>
<td>8</td>
<td>77</td>
</tr>
<tr>
<td>9</td>
<td>78</td>
</tr>
<tr>
<td>10</td>
<td>82</td>
</tr>
<tr>
<td>11</td>
<td>54</td>
</tr>
<tr>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>1640</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL</td>
<td>437</td>
<td>27%</td>
</tr>
<tr>
<td>EO</td>
<td>485</td>
<td>30%</td>
</tr>
<tr>
<td>IFEP</td>
<td>143</td>
<td>9%</td>
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<tr>
<td>Reclassified</td>
<td>575</td>
<td>35%</td>
</tr>
</tbody>
</table>
## Baldwin Park Dual Language Student Groups 2018-2019 School Year

### Home Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>Cantonese</th>
<th>English</th>
<th>Filipino</th>
<th>Japanese</th>
<th>Khmer</th>
<th>Mandarin</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>1</td>
<td>475</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1159</td>
</tr>
<tr>
<td>Percent of Students</td>
<td>0.10%</td>
<td>28.90%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.20%</td>
<td>70.50%</td>
</tr>
</tbody>
</table>

### Student Ethnicities by number of students (Hispanic is a true or false choice with ethnicity listed as White)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>African American</th>
<th>Cambodian</th>
<th>Chinese</th>
<th>Filipino</th>
<th>Hispanic/White</th>
<th>Japanese</th>
<th>Laotian</th>
<th>Other Asian</th>
<th>Other Pacific Islander</th>
<th>Vietnamese</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>1603</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Percent of Students</td>
<td>0.20%</td>
<td>0.20%</td>
<td>0.30%</td>
<td>0.50%</td>
<td>97.60%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.20%</td>
</tr>
</tbody>
</table>
Vision and Mission

Vision

- Graduate Dual Language students to be:
  - Bilingual & biliterate
  - Culturally diverse

Mission

- Implement a high quality Dual Language Program that emphasizes academic achievement in English and Spanish.
Characteristics of an Effective DL Program

- Clear Goals for Language Acquisition
- Language as a Resource
- Culturally Relevant Education

Systems of Collaboration Result in..

- Increased connection to the DL program and other stakeholders
- Reinforcing foundational goals as shared knowledge
- Creating distributed leadership
Systems for Collaboration: Administration

- District Support and Allocation of Resources
- Base Understanding and Enduring Advocacy
- Proactive Voice, Intervention, and Promotion
- Regular Collaboration of All DL Administrators
Systems for Collaboration: Teachers

- School Based DL Meetings
  - Voice
  - Vision
- Discussion and Teaming with All Teachers at a School
  - Ownership
  - Connection
- Multi-level School Meetings
  - Shared Voice
  - Shared Vision
Systems for Collaboration: Families

- Access for New Families
- Connection with a DL Community
- Developing a Voice and Vision
- Celebrating Culture and Language
¡ENFOQUEN en lo que es importante!

APRENDAN JUNTOS para ver patrones, vistas, y más preguntas

CONTIBUYEN sus pensamientos y experiencias

CONECTEN sus ideas

ESCUCHEN para entender

¡Jueguen! ¡Garabateen! ¡Dibujen!
Cuando la gente comparte sus vistas entre las mesas «la mágica en el medio» y el sentido del entero se combiernen más accesible.
World Café Guidelines

- HAVE FUN!
- PLAY, DRAW, DOODLE
- CONTRIBUTE YOUR THINKING
- Facilitate yourself & others
- Listens together for patterns, insights, & deeper connections
- LISTEN TO UNDERSTAND
- LINK and connect IDEAS
- Focus on what matters
- Speak with your Mind... and Heart
- SLOW DOWN so you have Time to think & reflect
WORLD CAFÉ PROCESS
PROCESO DEL CAFÉ DEL MUNDO

- Introductions with home group (2 min.)
- Question 1 Conversation and Drawing (9 min)
- Move to new area (except host); Intros (2 min.)
- Host Summarizes Question 1: Question 2 Conversation and Drawing (9 min.)
- Move to new area (except host); Intros (2 min.)
- Continue pattern for Question 2 & Question 3
- Return “home” for Question 4: Host Summarizes Question 3; Reflection and Conversation; Group Share of Question 4 and Experience

- Introducciones con grupo principal (2 min.)
- Pregunta 1 Conversación y Dibujando (9 min)
- Moverse a mesas nuevas (sin Anfitrión); Intros (2 min.)
- Anfitrión resume pregunta 1: Pregunta 2 Conversación y dibujando (9 min.)
- Moverse a mesas nuevas (sin Anfitrión); Intros (2 min.)
- Continúe el patrón para preguntas 2 y 3
- Regresen al grupo principal para pregunta 4: Anfitrión resume pregunta 3; 1 Reflexión y conversación de pregunta 4 y sus experiencias
QUESTION 1
PREGUNTA 1

- Why did you choose the Dual Language Program for your child?
- ¿Por qué escogió el programa de Doble Lenguaje para su hijo o hija?
QUESTION 2
PREGUNTA 2

- Share a success your child has had in Dual Language.
- Comparta un éxito que su hijo o hija ha tenido en Doble Lenguaje.
What questions do you have about the Dual Language Program?

¿Qué preguntas tienen sobre el Programa de Doble Lenguaje?
QUESTION 4
PREGUNTA 4

- What memorable school experiences have you had that would benefit our program?
- ¿Cuáles experiencias escolares y memorables han tenido que beneficiaría a nuestro programa?
Systems for Collaboration: Students

- Role Model to Each Other
- Understanding the Path
- Being Part of the Process and the Community
- Celebrate and Demonstrate Culture and Language
1. What have been successes or challenges in the DL program?

2. If you could travel back in time, what do you know now that you would have told yourself to focus on when you were in elementary or junior high school?

3. What advice do you have for the parents of DL students?

4. Is there anything you would like to share about the DL program at the High School Level?

5. What are your plans for the future?
Write one goal for your child and one to three steps you will take to reach that goal.

Principal’s goal: To support a high quality DL program.
1. Visit classrooms once a week.
2. Arrange for intervention.
3. Collaborate with teachers, parents, and others in the district to learn innovations.

Escriben una meta para su hijo o hija este año y uno a tres pasos que tomarán para lograr a la meta.

Meta de la directora: Apoyar el programa de DL será de alta calidad
1. Visite los salones una vez cada semana.
2. Organiza intervención.
3. Colaborda con maestros, padres, y otros del distrito para aprender innovaciones.
Structures and Practices at the District Level

- Support from the District
- District Level Coordinator
- Defined Vision and Mission
- Horizontal & Vertical Team Collaboration
  - School Teams
  - Curriculum
  - Problem Solving
  - Celebrations
  - Cultural Events
Structures and Practices at the Elementary School Level

- Belief in the Program Goals – All Members
- Language Value and Representation
- Integration of Cultural Awareness during Instruction
- Events that Build Community
- Collaborating, Critical Thinking, and Creativity
- Future Focused
Structures and Practices at the Middle School Level

- Belief in the Program Goals – All Members
- System for Matriculation
- Time for Spanish
- Events that Build Community
- Future Focused
Structures and Practices at the High School Level

- Belief in the Program Goals – All Members
- System for Matriculation
- Schedule for DL classes
- Events that Build Community
- Plan for AP classes
- Culminating Project
- Dual Language Seal and Seal of Biliteracy
Contact information

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LINK to DL Page

Baldwin Park USD – www.bpusd.net, (626)962-3311