



# INNOVATION CONFIGURATION

Dual Language

2017 – 2020

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**Course Group Number:** 10456247

## **Purpose**

The BCPS Dual Language Program addresses the need to develop multilingual skills necessary to fully participate and compete in an increasingly globalized world. Learning a second or third language improves the student's opportunities to compete in today's job market. The District's Dual Language strategy makes the most of the critical language-learning period during primary and intermediate grades. By deepening fluency in two languages and across multiple subject areas, Dual Language students will complete elementary school prepared to enter world language curriculum pathways for native speakers in secondary school.

The Dual Language Program offers a school-within-a-school approach to second language acquisition. The program's goal is to provide students the opportunity to become fully bilingual and biliterate by teaching listening, speaking, reading and writing skills in both English and the target language. Dual Language or Two-Way-Immersion (TWI) Programs are those in which two languages are used for instruction: English and another language. The program adheres to the State of Florida's high expectations and standards for all students, while providing standards-based instruction, in both English and the second language, for both English-speaking students and students whose native language is other than English.

Based on language acquisition research, the District recommends students start the program in Kindergarten or first grade. Students who participate in the program for one year will continue in the next grade level. Through coordination with school administrators and ongoing professional development for dual language teachers, the District plans to expand the availability of these programs by five elementary schools per year, starting with Kindergarten classrooms, expanding by one grade per year at each school. Upon successful completion of the program in 5<sup>th</sup> grade and demonstration of native language proficiency, students can continue with world language classes for native speakers in middle school and beyond. In the long term, students in the Dual Language Program are on a Pathway to Biliteracy, with the goal of attaining the Florida State Seal of Biliteracy at graduation.

## **Needs Assessment**

Currently, Dual Language Programs are available in English and Spanish at 41 elementary schools and in English and French at one elementary school. The number of schools has increased each year, from 35 last year to 41 this year, with an additional five schools projected for next year. The number of schools over time and corresponding numbers of teaching teams and students are listed in Table 1, below.

Table 1. Number of Dual Language Schools, Teaching Teams, and Students, 2015 - 2018

	<u>2015 – 2016</u>	<u>2016 –2017</u>	<u>2017 – 2018</u>
Schools	26	35	41
Dual Teams	60	97	134
Students (est.)	2,106	3,198	4,770

The District coordinates with school administrators to introduce Dual Language Programs in Pre-Kindergarten, Kindergarten, or 1<sup>st</sup> Grade classrooms, conduct professional development activities for teachers, model best practices for instruction, and provide continuous support. As students complete each year of study and advance to the next grade, additional teaching teams need to be prepared to continue their dual language instruction. See Table 2 below for numbers of teaching teams by grade level for the past two years, and the projected need for the 2017 – 2018 school year.

Table 2. Dual Language Teaching Teams, 2015 – 2018

<u>Grade Level</u>	<u>2015 – 2016</u>	<u>2016 – 2017</u>	<u>2017 – 2018</u>
Pre K*	3	3	3
Kindergarten	26	36	41
First Grade	18	26	32
Second Grade	11	18	26
Third Grade	3	11	18
Fourth Grade	–	3	11
Fifth Grade	–	–	3
Sixth Grade	–	–	1
Total	61	97	135

\* Pre-K Classroom counts represent one teacher each, teaching in both languages.

The Dual Language Program supports current teachers and prepares additional teachers to establish new DL classrooms through workshops, follow-up support, and assistance with the establishment of Professional Learning Communities. Each year, the program partners with other PD Providers to plan and conduct four days of workshops during the District’s summer professional development institute, Seasons of Learning. Participants used a scale of 1 to 5 to rate their agreement with prompts starting with, “As a result of this activity, I am better able to implement standards-based strategies to promote....” Teacher enrollment and average survey responses are reported in Table 3, below.

Table 3. Seasons of Learning – Dual Language Enrollment and Evaluation Results, 2016

<u>Grade Level</u>	<u>Teacher Participants</u>	<u>Oral Language Acquisition</u>	<u>Mechanics of Reading</u>	<u>Creative Writing</u>
Kindergarten - Beg.	19	4.3	4.4	4.4
Kindergarten - Adv.	15	4.3	4.3	4.2
Grade 1	18	4.1	4.2	4.0
Grade 2	14	4.0	3.9	4.0
Grades 3 – 4	11	4.3	4.3	4.4
Total/Averages	77	4.2	4.2	4.2

In fall 2016, the District started to use two formative assessment systems to monitor student achievement in literacy: the Benchmark Assessment System (BAS) in English and *Sistema de Evaluación de la Lectura* (SEL) in Spanish. Baseline data for these assessments are currently being analyzed and will be reported here when available.

Starting in 3<sup>rd</sup> grade, Dual Language students take the same FSA ELA and FSA Math assessments as their peers in traditional classrooms. Data representing more than two years' participation in Dual Language Programs are available for two elementary schools: Boulevard Heights and Eagle Point. Preliminary results show that Dual Language students scored considerably higher than students in traditional programs at the same schools, and higher than the District as a whole, for both assessments.

Figure 1. Selected FSA ELA 3<sup>rd</sup> Grade Results, 2015 – 2016.

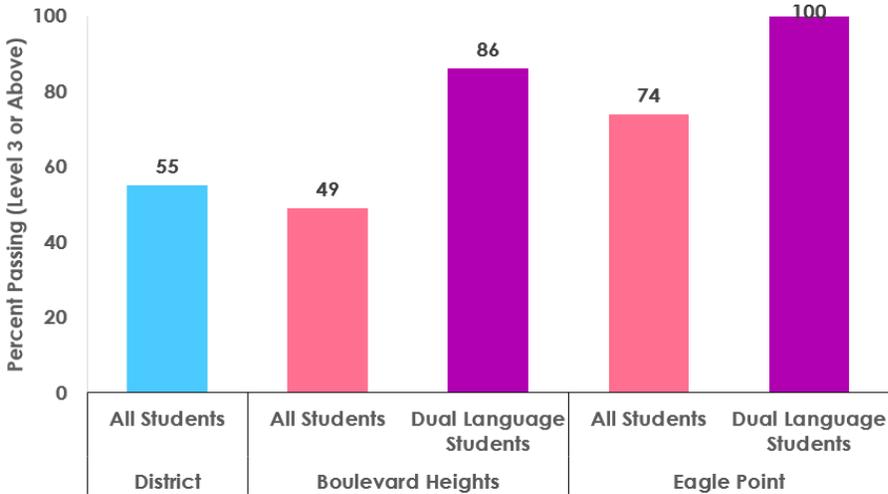
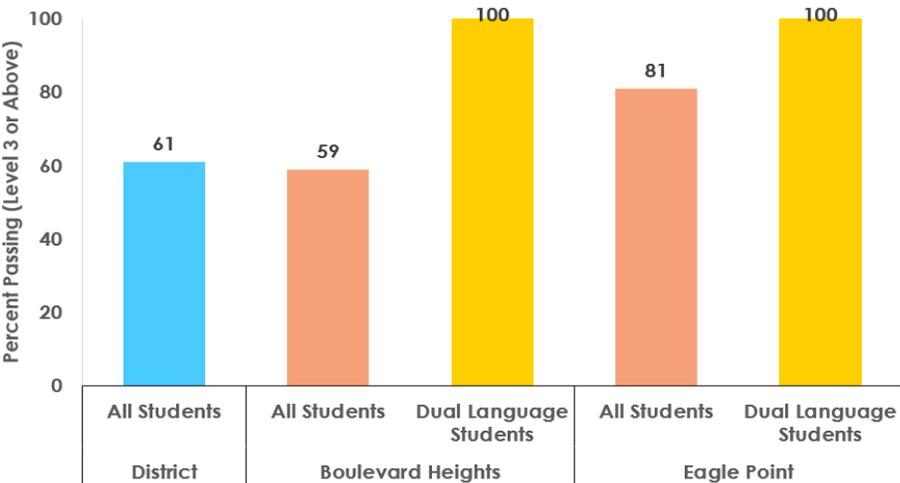


Figure 2. Selected FSA Mathematics 3<sup>rd</sup> Grade Results, 2015 – 2016.



## Desired Outcomes and Performance Indicators

1.0 Teacher/Individual			
1.1 Desired Outcome: Incorporates Standards-Based Instructional Planning Language Development standards are evident and selected on the basis of student's assessments.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Language Development materials are used during posted instructional block (minimum of 90 minutes daily for 1½-hour model schools and minimum of 120 minutes daily for 2½-hour model schools).</p> <p>New vocabulary, language forms and functions are selected to support learning the standards and development of the instructional theme.</p> <p>Supplemental Language Development materials create a comprehensible context for new language and are appropriate for the Language Development level.</p> <p>Creates a well-developed plan for the year tightly aligned with state standards/assessments and the District's strategic goals.</p> <p>Designs lessons with clear, measureable goals closely aligned with standards and based on learning outcomes.</p> <p>Designs lessons using a variety of research-based curriculum materials including those available through the school, the district, in the community, and through professional organizations and universities that are aligned to the Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science.</p> <p>Models for students exactly what is expected by communicating essential questions and posting goals, rubrics, and exemplars of proficient work.</p> <p>Actively seeks new ideas and engages in action research with colleagues.</p>	<p>Plans the year's instructional focus based on state standards to ensure students are ready for external assessments that align the plan with the District's strategic goals.</p> <p>An instructional theme is evident and links Language Development with grade-level content standards.</p> <p>Plans units of study using content standards, big ideas, and essential questions.</p> <p>Designs lessons and activities based on learning outcomes.</p> <p>Designs lessons that utilize core programs as well as other research-based curricular materials available through the school, district, and related outside organizations, when appropriate, to support student learning.</p> <p>Provides students a clear sense of purpose by communicating the essential questions and goals.</p> <p>Seeks effective teaching ideas from colleagues and other professionals to meet the diverse needs of learners.</p>	<p>Demonstrates foundational knowledge of the standards and is able to locate them to identify desired outcomes.</p> <p>Plans daily lessons in direct alignment with the textbook suggested standards and curriculum.</p> <p>Displays an awareness and use of resources available at the school level.</p> <p>Posts the main learning objectives of each lesson as directed by the school to inform students of learning expectations.</p> <p>Demonstrates willingness to implement new classroom practices.</p>	<p>Is unable to plan using the Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science.</p> <p>Is unable to plan using effective strategies to meet the needs of various learners.</p>

## 1.2 Desired Outcome: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

### Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Analyzes student needs based on quantitative and qualitative assessment data to make instructional decisions that align assessment resources to desired learning outcomes.</p> <p>Explains how and why a particular assessment resource aligns with a desired learning outcome.</p> <p>Evaluates the quality of authentic assessment resources based on reliability, objectivity, and validity.</p> <p>Utilizes various authentic formative and summative assessments to collect data about student mastery, learning gains, and social growth.</p> <p>Analyzes student performance data to evaluate the effectiveness of instructional strategies in order to revise initial strategies and/or identify appropriate instructional interventions for a group or individual students.</p> <p>Regularly shares practice with colleagues, seeking feedback and making revisions to practice through interactive dialogue.</p> <p>Provides specific feedback and recommended resources to both students and parents in a timely fashion throughout the school year.</p>	<p>Bases instructional decisions on student needs and assessment data.</p> <p>Utilizes traditional formative and summative assessments to gauge student mastery and learning gains.</p> <p>Reviews student performance data to evaluate the effectiveness of instructional strategies.</p> <p>Reflects on initial teaching strategies and student assessment data.</p> <p>Reflects on instructional practice and revises accordingly.</p> <p>Identifies possible instructional interventions for groups and/or individual students.</p> <p>Requests feedback and guidance from colleagues.</p> <p>Provides specific feedback resources to both students and parents in a timely fashion throughout the school year.</p>	<p>Utilizes assessment results when making instructional decisions.</p> <p>Aligns assessment results with decisions being made, but may not be able to explain why a specific assessment resource is appropriate for measuring the desired learning outcomes.</p> <p>Utilizes assessment resources provided by the textbook or as part of the curriculum resources and occasionally modifies them to better align with desired learning outcomes.</p> <p>Identifies when an instructional strategy is not effective, but may not know how to select appropriate instructional interventions.</p>	<p>Is unable to gather, analyze, or use relevant data to measure student academic progress, plan instructional practices, or provide feedback to both parents and students.</p>

### 1.3 Desired Outcome: Monitors Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Ensures challenging yet appropriate rigor when designing formative and summative assessments based on Webb's Depth of Knowledge.</p> <p>Supports peers (mentoring, lesson creation, professional learning) in collaborating within Professional Learning Communities to develop common assessments aligned to the Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science.</p> <p>Supports peers (mentoring, lesson creation, professional learning) in using various formative assessments throughout instruction, analyzing the data, and differentiating instruction based on the results of the assessments.</p>	<p>Includes some moderate to high-level cognitive processes in daily classroom activities and assessments.</p> <p>Collaborates within Professional Learning Communities to develop common assessments aligned to the Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science.</p> <p>Uses various formative assessments throughout instruction, analyzes the data, and differentiates instruction based on the results of the assessments.</p>	<p>Uses assessments that require students to remember, recall, or process information at the lower end of Webb's Depth of Knowledge.</p> <p>Develops assessments aligned to the Language Arts Florida State Standards and the Next Generation Sunshine State Standards for Social Studies and Science.</p> <p>Uses one type of formative assessment and differentiates instruction based on the results of the assessment.</p>	<p>Limited use of assessments.</p> <p>Assessments classified as low complexity.</p> <p>Limited collaboration within Professional Learning Communities to develop assessments.</p> <p>Limited use of formative assessment.</p>

<b>Data Collection Plan</b>			
<b>Level of Measurement</b>	<b>Instrument/Data Type</b>	<b>Frequency</b>	<b>Person Responsible for Collecting Data</b>
1. Participants' Reactions	Specialized Feedback Form in MLP	1x/workshop	School-based Administrators and District Personnel
2. Participants' Learning	Performance-based and written assessments embedded into workshops	1x/workshop	Workshop facilitators
3. Organization Support & Change	District enrollment records Needs assessment survey for teachers	1x/year	District personnel
4. Participant Use of New Knowledge and Skills	Completion Reports Performance Rubrics Meeting Agendas/Presentation Products developed by teams Program Implementation Plans Lesson Plans	1x/workshop	School-based Administrators and District Personnel
5. Student Learning Outcomes	Student Work Samples FSA ELA &/or Math BAS/SEL Primary Reading Tests End-of-Year Course Assessment	1x/year	School-based Administrators and District Personnel

## 2.0 School Administrator

**2.1 Desired Outcome: Engages staff in effective Dual Language Development**  
 Actively creates a culture that ensures high-quality learning in the Dual Language classroom is maintained and extended.

### Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Engages staff in effective implementation of instructional strategies and language development practices.</p> <p>Engages in regular, inclusive, and shared professional learning among teachers in both grade level (horizontal) and cross-grade (vertical) teams, internally, and between district-wide and local dual language neighboring schools.</p> <p>Coordinates planning with other schools in feeder pattern to ensure smooth transition to middle school dual language program.</p> <p>Analyzes assessment data to monitor and improve individual student outcomes, school-wide learning, and teaching practices.</p>	<p>Identifies instructional strategies to support language development practices.</p> <p>Engages in regular and inclusive professional learning among teachers in both grade level (horizontal) and cross-grade (vertical) teams, and local dual language neighboring schools.</p> <p>Analyzes assessment data to monitor individual student outcomes, school-wide learning, and teaching practices.</p> <p>Creates multiple partnerships with district or local dual language schools.</p>	<p>Identifies language development practices.</p> <p>Understands and communicates the benefits of dual language programs.</p> <p>Supports regular, inclusive, and shared professional learning among teachers in grade level (horizontal).</p> <p>Identifies and collects assessment data to monitor individual student.</p> <p>Identifies and collects student outcome data to inform decisions about instructional strategies and learning environment.</p> <p>Discusses data on instructional quality and effectiveness with individual teachers.</p> <p>Creates at least one partnership with a district or local dual language school.</p>	<p>Fails to identify language development practices.</p> <p>Fails to understand or communicate the benefits of dual language programs.</p> <p>Fails to support regular professional learning among teachers.</p> <p>Fails to identify assessment and outcomes data.</p> <p>Fails to discuss data with individual teachers.</p> <p>Fails to create partnerships with district-wide and local dual language neighboring schools.</p>

<b>Data Collection Plan</b>			
<b>Level of Measurement</b>	<b>Instrument/Data Type</b>	<b>Frequency</b>	<b>Person Responsible for Collecting Data</b>
1. Participants' Reactions	Specialized Feedback Form in MLP	1x/workshop	District Personnel
2. Participants' Learning	Meeting Agendas/Presentation	1x/workshop	Workshop facilitators
3. Organization Support & Change	District enrollment records Needs assessment survey for principals	1x/year	District personnel
4. Participant Use of New Knowledge and Skills	Availability of dual language classes	1x/workshop	District Personnel
5. Student Learning Outcomes	FSA ELA & Math BAS/SEL Primary Reading Tests	1x/year	School-based Administrators and District Personnel

<b>Mid-Year and End-of-Year Evaluation Plan</b>		
<b>Level 1. Participants' Reactions</b>		
<b>Level of Impact</b>	<b>Mid-Year Evaluation</b>	<b>End-of-Year Evaluation</b>
Teacher	Specialized Feedback Form in MyLearningPlan	Summary of MLP Feedback
Administrator	Specialized Feedback Form in MyLearningPlan	Summary of MLP Feedback
<b>Level 2. Participants' Learning</b>		
<b>Level of Impact</b>	<b>Mid-Year Evaluation</b>	<b>End-of-Year Evaluation</b>
Teacher	Performance-based and written assessments embedded into workshops	Summary of results of embedded assessments
Administrator	Meeting Agendas/Presentation	Meeting Agendas/Presentations
<b>Level 3. Organization Support &amp; Change</b>		
<b>Level of Impact</b>	<b>Mid-Year Evaluation</b>	<b>End-of-Year Evaluation</b>
Teacher	District enrollment records Needs assessment survey for teachers	District enrollment records Summary of assessment survey for teachers
Administrator	District enrollment records Needs assessment survey for principals	District enrollment records Summary of needs assessment
<b>Level 4. Participant Use of New Knowledge and Skills</b>		
<b>Level of Impact</b>	<b>Mid-Year Evaluation</b>	<b>End-of-Year Evaluation</b>
Teacher	Meeting Agendas/Presentation Products developed by teams Program Implementation Plans Lesson Plans	Completion Reports Performance Rubrics
Administrator	Availability of dual language classes	Sustainability and growth of dual language program over time
<b>Level 5. Student Learning Outcomes</b>		
<b>Level of Impact</b>	<b>Mid-Year Evaluation</b>	<b>End-of-Year Evaluation</b>
Teacher	BAS/SEL	Student Work Samples FSA ELA &/or Math Primary Reading Tests End-of-Year Course Assessment
Administrator	BAS/SEL	FSA ELA & Math