

**DUAL LANGUAGE  
&  
FLES  
PROGRAM UPDATE**

**January 11, 2016**

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# RESEARCH THAT SUPPORTS LANGUAGE LEARNING

- ▶ Language proficiency beyond English is an important tool in the educational, political, cultural, and economic affairs of our society. (Cristina Castro, 2015)
- ▶ Research shows that executive function, problem solving and multi-tasking skills improve with bilingual education.  
(Theresa Kelly Gegen, *Illinois School Board Journal*, 2015)
- ▶ Research shows that two way dual programs, teaching literacy and content in two languages, are closing the achievement gap  
(Carol Webb, 2015)
- ▶ “If you can speak Spanish AND English you can communicate with 80% of the people on the planet” (Kathy Escamilla, 2013)


# DUAL LANGUAGE

## ▶ DUAL LANGUAGE VISION

- Students in the Dual Language Program will be bilingual, bi-literate, and bi-cultural. Students will exhibit high academic achievement in the content areas in both languages.

# DISTRICT 41 DUAL LANGUAGE GOALS

## ▶ Students will:

- perform at or above grade level in all content areas in both English and the Spanish.
  - develop high levels of proficiency in reading, writing, listening and speaking in both languages for advanced placement courses in high school.
  - engage in a rigorous curriculum that is aligned to the Common Core.
  - increase cognitive skills and academic abilities that will transfer to overall higher achievement.
  - cultivate a lifelong love for language learning and an appreciation for cultural diversity.
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# KINDERGARTEN SCHEDULE

(Week 1: 3 days English 2 days Spanish Week 2: 2 days English 3 days Spanish)

English Day	Spanish Day
10 min News of the Day letter/sounds/word study/Sight words	10 min News of the Day letter recognition/syllables
Math Calendar, Math Stations, Technology, Cognate & Word Study	Math Calendar, Math Stations, Technology
Specials PE, Art, Music	Specials PE, Art, Music
Snack Change books, songs on Smart Board Writing Steps	Snack Change books, songs on Smart Board Writing Steps
Literacy Read Aloud, Phonemic Awareness, Phonics, Writing, Science/SS	Literacy Read Aloud, Phonemic Awareness, Phonics, Writing, Science/SS
Additional Literacy Interventions & Enrichments	Additional Literacy Interventions & Enrichments

# WHAT DOES THIS LOOK LIKE IN GRADES 1-5?

Grade 1-5	Literacy/SS (E)	Specials (E)	Spanish Literacy (S)	Math/Science (S)
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(E)=English speaking grade-level teacher

(S)=Spanish speaking grade-level teacher

Parents have the opportunity to meet with both teachers during conference time. These meetings may be scheduled jointly or separately depending on schedule availability.

# ASSESSMENT PLAN

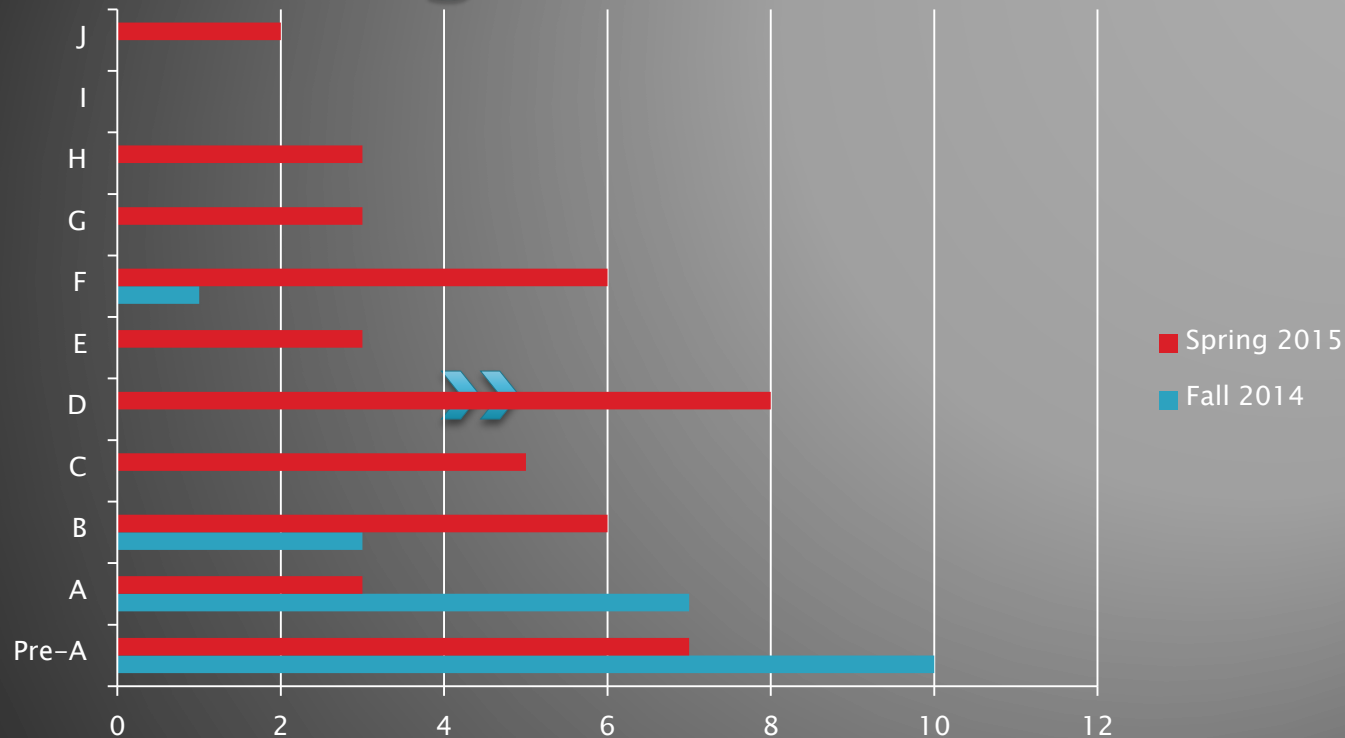
- ▶ **Progress Monitoring-**
- ▶ **English**-running records and anecdotal notes
- ▶ **Spanish**-100 Book challenge data, rubrics & assessments
  
- ▶ **Assessments:**
- ▶ **ISEL-Fall** –Kindergarten-Assessment given in Native Language  
Grade (1)All students in Spanish and English
- ▶ **Spring**- Grades K & 1-All students in Spanish and English
  
- ▶ **Writing Assessment:** Spanish and English
  
- ▶ **MAP**- In English-Assess Math and Reading in Fall, Winter and Spring

# PROGRAM DATA



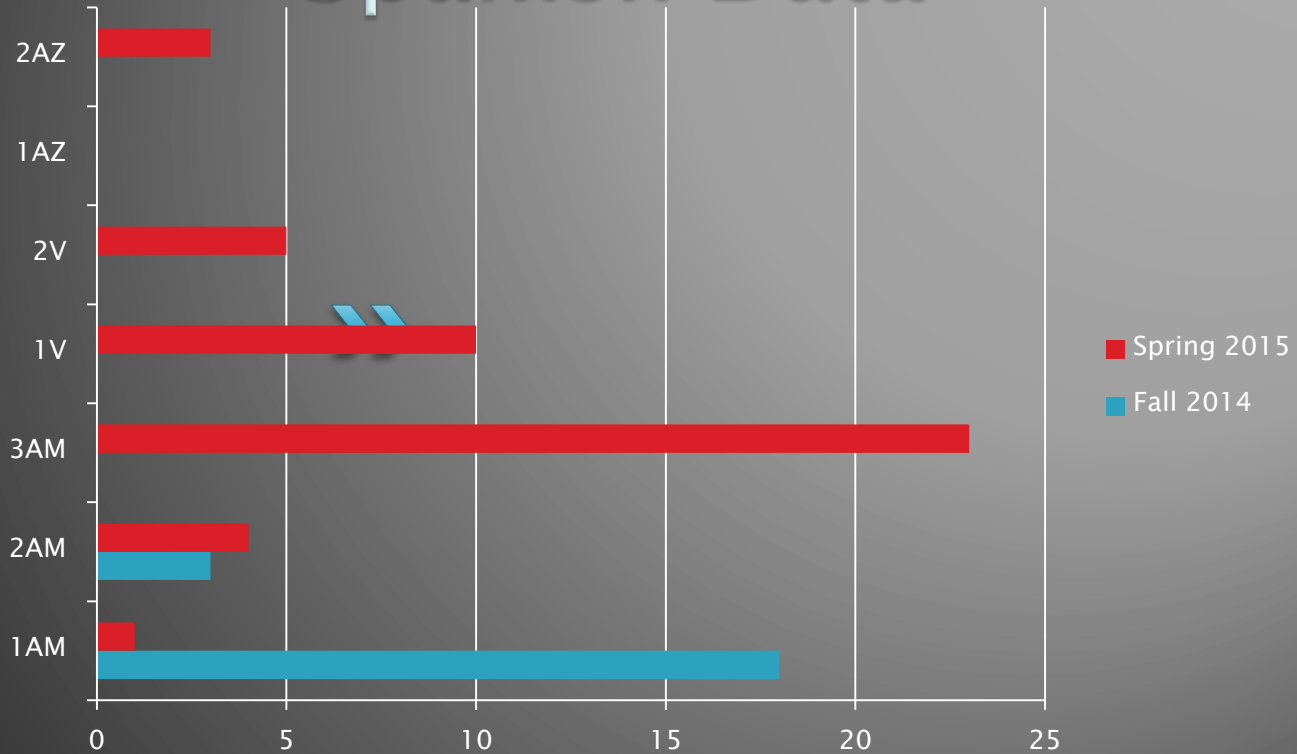


# Fall 2014 to Spring 2015 Kindergarten F & P Data



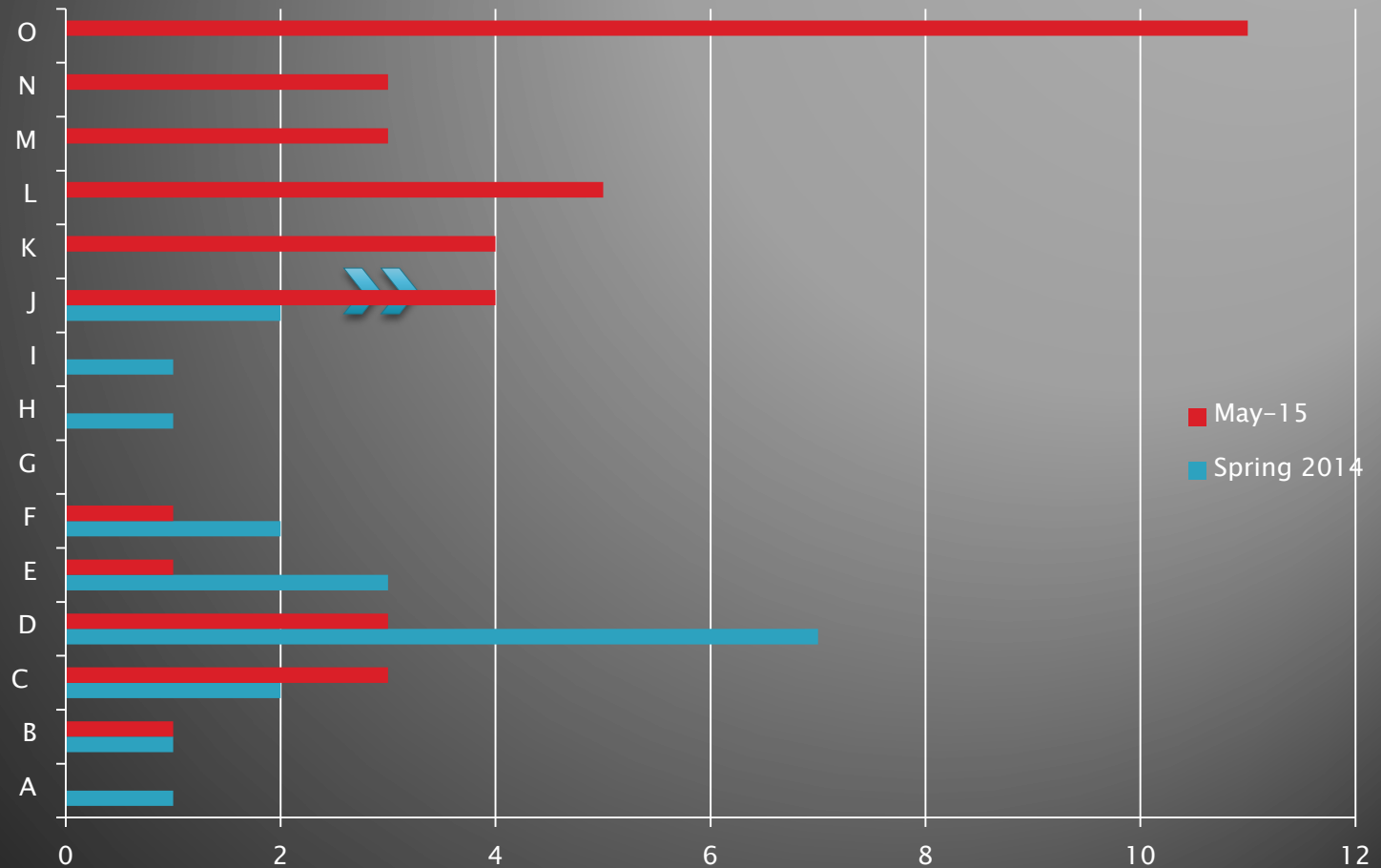
End of the year target is D for Kindergarten

# Fall 2014 to Spring 2015 Kindergarten Spanish Data



LAM	A 1AM 2AM 3AM	1V *End of Kindergarten	2V	1Az	2Az *End of 1 <sup>st</sup> Grade	1R	2R *End of 2 <sup>nd</sup> Grade
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# Spring 2014 to Spring 2015 1<sup>st</sup> Grade F & P Data

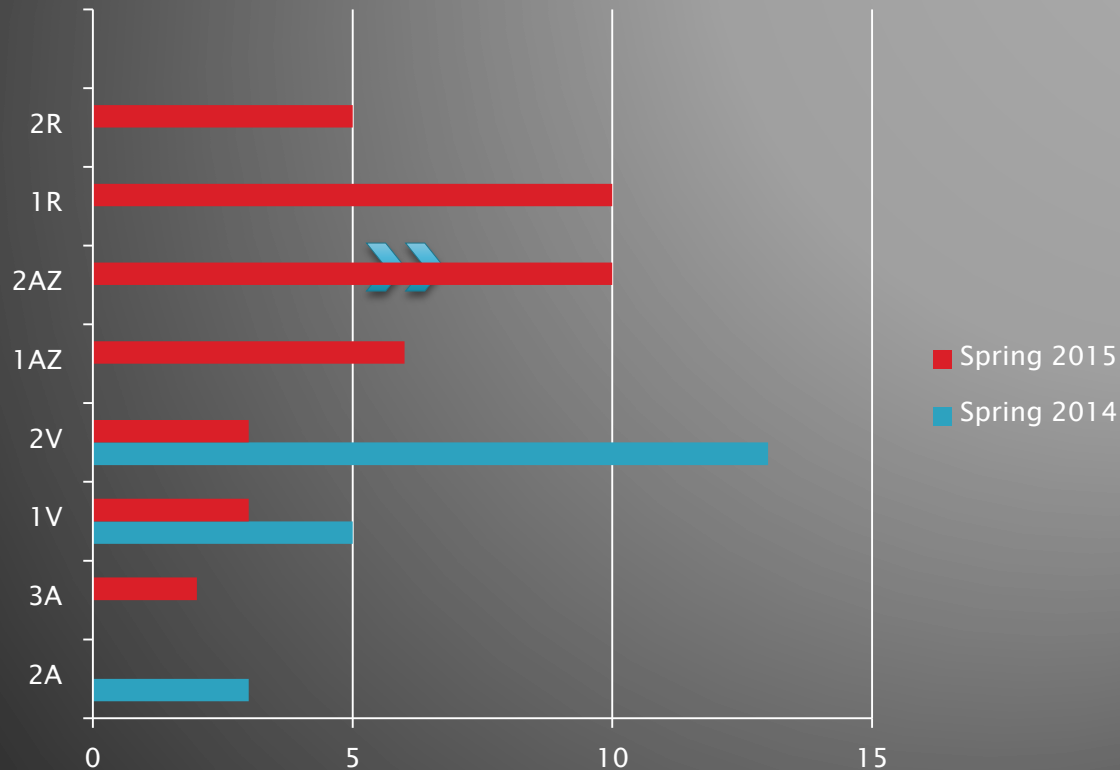


End of the Year Target for 1<sup>st</sup> grade is J

# Spring 2014 to Spring 2015

## 1<sup>st</sup> Grade

### Spanish Literacy Scores



LAM	A	1V *End of Kindergarten	2V	1Az	2Az *End of 1 <sup>st</sup> Grade	1R	2R *End of 2 <sup>nd</sup> Grade
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# Parent Survey Outcomes

Item	Highly Agree	Agree	Disagree	Highly Disagree	Don't Know/Doesn't Apply
School					
My child's experience in Dual language has fully met my expectations	28%	55%	0%	0%	17%
My child is being sufficiently challenged academically	28%	55%	0%	0%	17%
I am satisfied with my child's progress in learning English	48%	38%	0%	0%	10%
I am satisfied with my child's progress learning Spanish	24%	52%	0%	0%	21%
I am satisfied with what my child is learning about the cultural aspects of the second language	28%	48%	3%	0%	21%
My child is happy at school	31%	69%	0%	0%	0%
The communication I receive from the teacher tells me what I need to know about my child's progress	31%	48%	0%	7%	14%
I understand the long-term goals of the program and how my child is progressing toward them	28%	44%	7%	0%	21%

All questions – On average 82% of parents highly agree or agree that they are satisfied with the Dual Language program and student progress!

# Parent Survey Outcomes

Item	Highly Agree	Agree	Disagree	Highly Disagree	Don't Know/Doesn't Apply
<b>Home Impact</b>					
I feel comfortable helping my child with homework	28%	48%	7%	0%	14%
I feel able to help my child at home in both languages	28%	28%	17%	0%	28%
Our family is learning to incorporate both languages informally at home	21%	14%	17%	7%	38%
I am satisfied with how the friendships my child is developing at school carry over to outside of school	28%	38%	3%	3%	28%

On Average 58% of parents highly agree /agree that they are able to support their child's language learning and friendships at home.



# Parent Survey Outcomes

Item	Highly Agree	Agree	Disagree	Highly Disagree	Don't Know/Doesn't Apply
Other					
The home reading practice provided by the 100 Book Challenge has helped my child in both languages	28%	55%	0%	0%	17%
I would recommend the Dual Language program to other families	41%	52%	0%	0%	7%
I feel that our family will be well prepared for the transition to the next grade	41%	48%	0%	0%	10%
I understand the goals of the Dual language Parent Outreach Meetings.	38%	34%	3%	3%	21%
The Parent Outreach/Potluck meetings have been worthwhile to me	48%	14%	3%	3%	31%
My family feels part of Churchill School	31%	55%	0%	0%	14%

On Average 81% of parents highly agree / agree that they are happy with the program, Churchill school, and feel their students are well prepared for 1<sup>st</sup> & 2<sup>nd</sup> grade

# Spanish Parent Focus Group

## We found out parents....

- ▶ didn't understand some of the questions.
- ▶ didn't know what some of the buzz words meant.
- ▶ need more assistance on how to assist their children in school.
- ▶ Feel that they need to know more English in order to respond

## What we are doing....

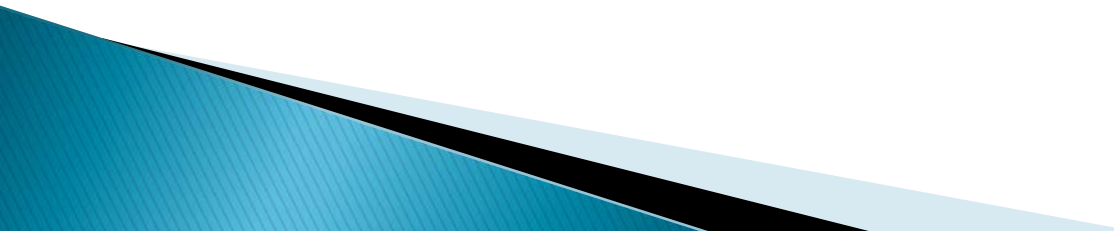
- ▶ Worked with the parents to re-write the questions to make them more comprehensible to all families
- ▶ Removed buzz words from questions and embedded examples within the questions
- ▶ Offering parenting classes & ESL classes through Title III funds

# Foreign Language at the Elementary Schools (FLES)

## ▶ FLES VISION

- Students in the FLES program will develop proficient communicative competence in the target language through integrated thematic instruction. Students will embrace diverse cultural perspectives.

# DISTRICT 41 FLES GOALS

- ▶ Students will:
    - Participate in foreign language learning during the optimal years of acquisition.
    - Develop positive attitudes about languages and cultures other than their own.
    - Increase cognitive skills and academic abilities that will transfer to overall higher achievement.
    - Enter middle school above the beginning levels in the target language.
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# WHY SPANISH?

National Importance (PEW Research Center, 2008)

**By 2023, Hispanics will be the majority minority.**

**By 2050, Hispanics will be the majority.**

Glenbard West Language Enrollment  
2012-13

Glenbard West Language Enrollment  
2015-16

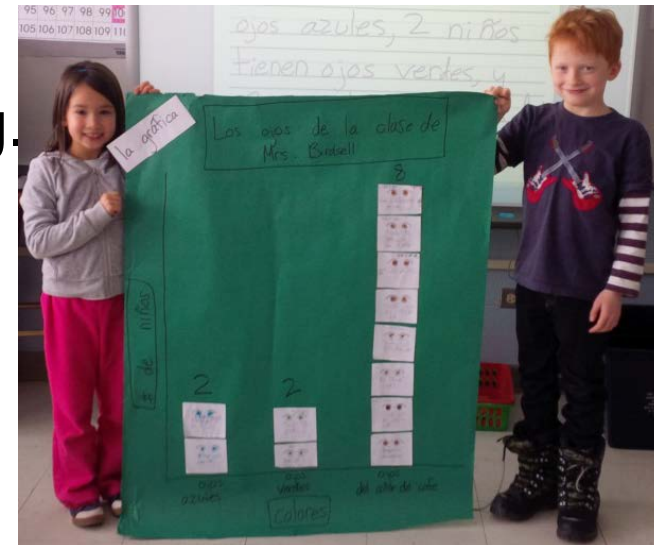
Language	Levels 1-5	Honors	AP	Total Students
French	143	29	14	186
Spanish	843	194	109	1,146
Spanish for Natives	71	35	0	106
German	91	27	0	118
Mandarin	42	5	0	47

Language	Levels 1-5	Honors	AP	Total Students
French	94	77	22	193
Spanish	860	143	98	1,101
Spanish for Natives	118	0	0	118
German	59	42	0	101
Mandarin	44	17	9	70

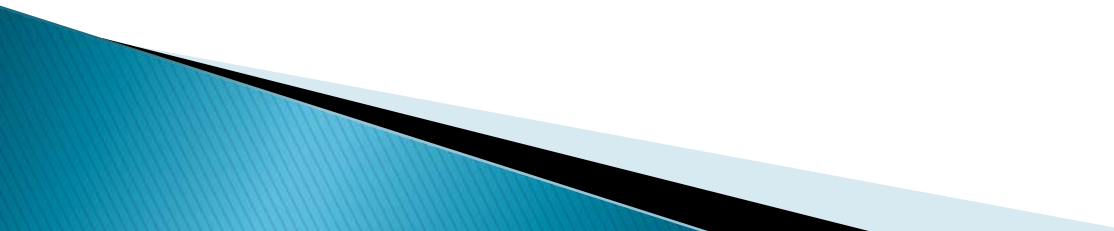
# WHAT DOES THE FLES PROGRAM LOOK LIKE?



- ▶ District 41 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders receive 30 minutes a day of Spanish instruction.
- ▶ Immersion program.
- ▶ Covers four domains of language: listening, speaking, reading, and writing.
- ▶ Content-connected to the grade-level curriculum, and aligned to grade-level themes and ACTFL standards



# FLES ASSESSMENT PLAN

- Formative and summative assessments for each unit:
    - interpersonal, interpretive, and presentational
  - End-of-year summative assessment (SOPA) to track year-to-year progress and growth.
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# ORAL PROFICIENCY ASSESSMENT RATING SCALE



4646 40<sup>th</sup> Street, NW • Washington, DC 20016-1859 • <http://www.cal.org>

## CAL ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS)\*

English Version © 2009\*\* CAL

JR. NOVICE-LOW	JR. NOVICE-MID	JR. NOVICE-HIGH	JR. INTERMEDIATE-LOW	JR. INTERMEDIATE-MID	JR. INTERMEDIATE-HIGH	JR. ADVANCED-LOW	JR. ADVANCED-MID	JR. ADVANCED-HIGH
<b>Oral Fluency</b>								
-Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as <i>good morning</i> and <i>thank you</i> .	-In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., <i>My name is... I don't know</i> ) in predictable topic areas. -May attempt to create sentences, but is not successful. -Long pauses are common.	-Uses memorized expressions with reasonable ease. -Shows emerging signs of creating with the language to communicate ideas. -Creates some sentences successfully, but cannot sustain sentence-level speech.	-Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and academic interactions.	-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences. Few, if any, connectors are used.	-Initiates and sustains conversations by using language creatively. -Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., <i>then, so, that, etc.</i> ) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.	-Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements. -Narrates and describes at the paragraph level also, although haltingly at times. -False starts are common.	-Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics. -Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., <i>first, next, finally; then, when, that, although, but, therefore, so, etc.</i> ).	-Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level). -Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics ( <i>if-then</i> ) and support opinions.
<b>Grammar (Speaking)</b>								
-May use greetings and polite expressions accurately. -Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. -Other grammatical inaccuracies are present.	-Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The listener may be confused by this speech due to the many grammatical inaccuracies.	-Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Many grammatical inaccuracies may be present.	-Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms. -Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.	-Uses present, past, and future tenses. -May effectively self-correct when aware of grammatical inaccuracies. -Structures of native language may be evident (e.g., literal translation).	-Has good control of present, past, and future tenses. -Some inaccuracies may remain, but speech is readily understood by native speakers of the language. -***In some cases, may use non-standard varieties of grammar.	-Uses all verb tenses accurately and sometimes uses complex grammatical structures, (e.g., <i>if...occurred, then...might also happen</i> ). -Some patterns of error may persist, but they do not interfere with communication.
<b>Vocabulary (Speaking)</b>								
-Uses single words in very specific topic areas in predictable contexts. -May use greetings and polite expressions.	-Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searches for words are common. May use native language or gestures when attempting to create with language.	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. -Use of native language and gestures is common to expand topics.	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking.	-Has basic vocabulary, permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest. -If precise word is lacking, may use circumlocution ineffectively. May resort to native language.	-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. -Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.	-Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -May use circumlocution successfully when specific terms are lacking.	-Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -Uses circumlocution effectively. Rarely uses native language.	-Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations. -Lack of vocabulary rarely interrupts the flow of speech.
<b>Listening Comprehension</b>								
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate.	-Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands without prompting.	-Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending everyday topics. (Can request clarification verbally.)	-Understands main ideas and many details in connected speech on some academic topics and on topics of personal interest.	-Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech.	-Understands complex academic discourse and highly idiomatic speech in conversation. -Confusion may occur due to socio-cultural nuances or unfamiliar topics.

# FLES END OF YEAR DATA

	Jr Novice - Low	Jr Novice-Mid	Jr Novice-High	Jr. Intermediate-Low	Jr. Intermediate-Mid	Jr. Intermediate-High	Jr. Advanced-Low	Jr. Advanced-Mid	Jr. Advanced-High
Oral Fluency 2013-14 2014-15	52% 2%	44% 5%	4% 93%						
Grammar (Speaking) 2013-14 2014-15	56% 21%	41% 28%	3% 51%						
Vocab (Speaking) 2013-14 2014-15	51% 22%	47% 30%	2% 48%						
Listening Comprehension 2013-14 2014-15	12% 1%	87% 98%	1% 1%						

2nd YEAR	3rd YEAR	4th YEAR	5th YEAR	6th YEAR
Novice Low- Novice Mid	Novice Mid- Novice High	Novice High- Intermediate Low	Novice High- Intermediate Low	Intermediate low- Intermediate Mid

Based on The North Carolina World Language Essential Standards: Classical Languages, Dual & Heritage Languages, Modern Languages APPENDIX II Rationale for Proficiency Levels.pdf

# DUAL & FLES VIDEO CLIP