Dual Language Program:
Board of Education Presentation
Grade 5 Expansion Study Findings

May 9, 2019

Committee Members:
Gail Duffy, Maureen Barnett,
Torrance Walley, Tom Holland, Scott Dorn
Guiding Questions

- What is best instructional practice for students learning a second language?
  - Examining what we know about **Cognitive Academic Language Proficiency**:
    - **CALP**: proficiency in academic language or language used in the classroom in the various content areas

- Does the current Grade 5 Dual Language Model work best for our students?
  - Are we providing the best model for our students who have already committed 5 years of 50/50 bilingual language learning?

- How can we sustain the educational integrity of the program?
Process

- **Committee comprised of:**
  - Gail Duffy, Maureen Barnett, Torrance Walley, Tom Holland, Scott Dorn

- **Parent Feedback: Questionnaire**
  - Current JP, Morse and WI Dual Language Parents

- **Student Feedback: Focus Groups and Questionnaire**
  - Students in SHMS and SHHS who were former DL Elementary Students

- **Teacher Feedback: Questionnaire**
  - Current JP, Morse and WI Dual Language Teachers

- **Looking at Surrounding District Models of Instruction**
## Grade 5 Dual Language: Considerations

<table>
<thead>
<tr>
<th><strong>Current Model</strong></th>
<th><strong>Proposed Model</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 90 Minutes of Instruction in Spanish Daily</td>
<td>• 50/50 Model of Instruction</td>
</tr>
<tr>
<td>○ 45 Minutes of Social Studies in Spanish</td>
<td>○ Resembles Current K-4 model</td>
</tr>
<tr>
<td>○ 45 Minutes of Spanish Language Arts</td>
<td>■ Approximately 3 hours of Instruction in English Daily in all Subject Areas</td>
</tr>
<tr>
<td>• Students in Enrichment Programs</td>
<td>■ Approximately 3 hours of Instruction in Spanish Daily in all Subject Areas</td>
</tr>
<tr>
<td>○ May be taken out of Social Studies in Spanish</td>
<td>• Students in Enrichment Programs</td>
</tr>
<tr>
<td>○ May be taken out of Spanish Language Arts</td>
<td>○ Will receive instruction in the same way as students in other classrooms</td>
</tr>
<tr>
<td>○ May be taken out of SS in Spanish &amp; SLA</td>
<td>■ WIN period</td>
</tr>
</tbody>
</table>

- **Current Model**:
  - 90 Minutes of Instruction in Spanish Daily
    - 45 Minutes of Social Studies in Spanish
    - 45 Minutes of Spanish Language Arts
  - Students in Enrichment Programs
    - May be taken out of Social Studies in Spanish
    - May be taken out of Spanish Language Arts
    - May be taken out of SS in Spanish & SLA

- **Proposed Model**:
  - 50/50 Model of Instruction
    - Resembles Current K-4 model
      - Approximately 3 hours of Instruction in English Daily in all Subject Areas
      - Approximately 3 hours of Instruction in Spanish Daily in all Subject Areas
  - Students in Enrichment Programs
    - Will receive instruction in the same way as students in other classrooms
      - WIN period
## Analysis of a Change in Grade 5 to Proposed Model

<table>
<thead>
<tr>
<th><strong>Benefits</strong></th>
<th><strong>Disadvantages</strong></th>
</tr>
</thead>
</table>
| - An increase in time for Spanish Language Instruction  
  - Cognitive Academic Language Proficiency (CALP)  
- The ability to create a Spanish Language Arts block that will foster and promote:  
  - A greater understanding of proper grammar  
  - A greater understanding of cognates and false cognates  
  - More in-depth literature circles with appropriate Spanish literature and/or novels  
- The completion of a program that has been 5 years in the making  
- A study of the grades 6-12 Spanish Language offerings that are differentiated for the various levels of Spanish learners | - Parents concerns about socialization  
- Parent concerns about not having an opportunity to participate in a “MS-like” preparation model  
  - Note: Students in a non-DL classroom have not had this opportunity.  
- Students suggested more socialization opportunities, while maintaining Spanish instructional levels |
The results are in...
Are you comfortable with the current 50/50 Spanish/English language model we currently offer in grades K-4?

¿Estás cómodo con el modelo actual de 50/50 español/inglés que ofrecemos actualmente en los grados K-4?
Are you comfortable with the current Grade 5 model, where students are separated into 4 homerooms, and receive Spanish Language Arts and Social Studies instruction via the Spanish language?

¿Se siente cómodo con el modelo actual de 5to. grado, donde los estudiantes son separados en 4 salones de clase y reciben instrucción en español en Artes del Lenguaje Español y Estudios Sociales?
Are you aware that students receive Spanish Language instruction for 90 minutes a week in Grade 5?

Yes 43.4%
No 56.6%

¿Sabe que los estudiantes reciben instrucción en español durante 90 minutos a la semana en el 5to. grado?

Sí 42.1%
No 57.9%
Are you comfortable with the Grade 5 receiving 90 minutes of Spanish instruction weekly?

¿Se siente cómodo que sus hijos en el 5to.Grado reciben 90 minutos de instrucción en español semanalmente?
Are you aware that if Grade 5 DL students choose to participate in any of the enrichment programs that Washington Irving generously offers to students, they may miss some Spanish language instruction during the week because of pull-out enrichment programs?

¿Está consciente que si los estudiantes del Lenguaje Dual del 5to. Grado deciden participar en cualquiera de los programas de enriquecimiento que Washington Irving ofrece generosamente a los estudiantes, es posible que pierdan algunas clases de español durante la semana debido a los horarios de los programas de enriquecimiento?
Are you aware that in some cases, students may miss their entire 90 minutes of Spanish language instruction altogether for the week? (Should your student belong to *enrichment programs.)

¿Esta consciente que pertenecer a cualquier programa de enriquecimiento (estudiante de Lenguaje Dual o no) puede generar una pérdida de tiempo de instrucción debido a conflictos de horarios/programas (que son inevitables)?
Are you aware that belonging to any enrichment program (DL or non-DL student) may create a loss of instructional time due to schedule/program conflicts (that are unavoidable)?

Yes 45.1%
No 54.9%

¿Es consciente de que, en algunos casos, (Si su estudiante pertenece a algún programas de enriquecimiento) los estudiantes pueden perder la totalidad de sus 90 minutos de instrucción en español durante la semana?

No 54.2%
Sí 65.8%
Now that you have been brought up-to-date with this information, does this affect your comfort level with the current Grade 5 Spanish Language model?

Ahora que lo hemos actualizado con esta información, ¿afecta esto su nivel de comodidad con el modelo actual de idioma español del quinto grado?
With this newest information, are you still comfortable with the current Grade 5 DL model in place?

Con esta información más reciente, ¿todavía está cómodo con el modelo actual de Lenguaje Dual en 5to. Grade?
Would you be comfortable with increasing Spanish language instruction into another content area, such as Math or Science? That would mean another 40 minutes a week.

¿Se sentiría cómodo con aumentar la instrucción en español en otra área académica, como Matemáticas o Ciencias? Eso significaría otros 40 minutos a la semana.
Would you be comfortable with the Grade 5 language instruction in DL shifting to a 50/50 Spanish/English Model? (Which would complement/parallel our current K-4 model.)

¿Se sentiría cómodo con un cambio en la instrucción del Lenguaje Dual en 5to Grado a un modelo 50/50 español/inglés? (Que sería Complement0/equivalente a nuestro modelo actual K-4).
If you knew that DL students who participate in enrichment programs would likely gain back more Spanish instructional time in a 50/50 model vs. an increase in Spanish through another content area, would you be more open to changing to a 50/50 model that mimics Grades K-4?

Si supiera que los estudiantes de Lenguaje Dual que participan en programas de enriquecimiento probablemente recuperarán más tiempo de instrucción en español en un modelo 50/50 en comparación con un aumento en español a través de otra área académica; ¿estarías más dispuesto a cambiar a un modelo 50/50 que sea similar al de los grados K-4?
Former Dual Language Student Feedback

Did you feel that being in the DL program helped prepare you academically for Middle and High School?

- Yes: 82.4%
- No: 17.6%

How has being in the DL program in elementary program helped you with your studies in Middle School and High School? (Check all that apply.)

- It has helped me have better study skills... 3 (20%)
- I have a greater knowledge of languages... 9 (60%)
- I have been able to take more advanced ... 15 (100%)
Looking back, do you think that being in the Dual Language Program stopped you from getting to know other friends in elementary school?

- Yes: 41.2%
- No: 58.8%

Are the friends you hang out with now in Middle and High School the same kids who you were in the DL program with in elementary school?

- You bet...all still the same: 70.6%
- Some are, some aren't: 23.5%
- Not really: 1.8%
- Not at all: 4.1%
Surrounding School District Models

- **Peekskill School District**
  - One & Two Way Dual Language Programs Offered
  - K-5

- **White Plains School District**
  - Two Way Dual Language Programs Offered
  - K-5
  - Some 6-12

- **Elmsford School District**
  - Two Way Dual Language Programs Offered
  - K-4

- **Bedford School District**
  - One & Two Way Dual Language Programs Offered
  - PreK-6

- **Portchester School District**
  - One & Two Way Dual Language Programs Offered
  - K-5

- **Ossining School District**
  - One & Two Way Dual Language Programs Offered
  - PreK-6
Recommendations: “What we are thinking”

- Reconfigure the Grade 5 DL model to compliment the K-4 50/50 Model
  - Why?
    - Best instructional practice and knowledge of CALP
    - Preparation of advanced Spanish language for MS and HS
- Suggested ways to support the Grade 5 students in a variety of social ways:
  - Building on the many supports already in effect K-4:
    - Scheduling DL PE Classes with other non-DL classrooms
    - Attending different lunch/recess periods (separating the two DL homerooms)
  - Continuing the socialization already in place for all Washington Irving Students
    - Social integration via Challenge, Orchestra, Band, Theatre Programs, etc.
    - Create an “earlier in the year” open lunch privilege for Grade 5 students

*Based on second language acquisition (CALP) recommendations, best instructional practice and our internal and external research*
Discussion/Questions