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MADISON METROPOLITAN SCHOOL DISTRICT

June 2, 2011

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: Dual Language Immersion Program Evaluation

I. Introduction

A. **Title/topic:** Dual Language Immersion Program Evaluation

B. **Presenter/contact person:**
Susan Abplanalp, Deputy Superintendent
Silvia Romero-Johnson, Coordinator for Bilingual Education and DLI

C. **Background information** - Attached to this memo are two (2) items.

D. **BOE action requested –**
*DLI Program Evaluation Results for BOE information only.

II. Summary of Current Information

A. **Provide summary:**
In Winter 2011, the Center for Applied Linguistics conducted a comprehensive
evaluation of the dual language immersion (DLI) programs in the Madison Metropolitan
School District, including a charter school with DLI implemented K-5, three elementary
schools just beginning implementation, and one middle school site with DLI in sixth
grade. The goal of the evaluation was to gather sufficient information for strategic
planning to adjust any program components that are in need of improvement, and to
strengthen those areas of the programs that are already in alignment with best practices.
This report provides feedback on student outcomes, things that are going well, and
recommendations for the short-, mid-, and long-term.

B. **Recommendations and/or alternative recommendation(s):**

C. **Link to supporting detail:** N/A

III. Implications

A. **Budget:** N/A

B. **Strategic Plan:** The implementation of Dual Language Immersion (DLI) programs in
MMSD is consistent with the need to align K-12 programming as it supports student
achievement for all students in the program.

According to research (Collier & Thomas, 2010), the attainment of these goals in a well-designed program has the potential to close the achievement gap for English language learners as well as increasing the achievement of language majority students (English-speakers).

C. **Equity Plan:** The DLI program expansion is connected to Equity Recommendation no. 1 "Close the Achievement Gap and Ensure High Levels of Achievement for All: Prioritize and implement high leverage, research-based strategies to close the achievement gap and increase learning for students."

D. **Implications for other aspects of the organization:** Alignment of curriculum, assessment, and instructional practices that promote second language acquisition and learning. Continue recruitment and early hire contract offers to bilingual teachers.

IV. Supporting Documentation

A. DLI Program Evaluation: Full Report

B. DLI Program Evaluation: Executive Summary. (This document is also available in Spanish.)

Evaluation of the Dual Language Program in the Madison Metropolitan School District

Julie Sugarman
Lee Granados
Aileen Bach

CAL CENTER FOR APPLIED LINGUISTICS

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Abbreviations

CAL	Center for Applied Linguistics
DLI	Dual language immersion
ELA	English language arts
ELD	English language development
ELL	English language learner
ESL	English as a second language
IRT	Instructional Resource Teacher
K	Kindergarten
L1	First language
L2	Second language
MMSD	Madison Metropolitan School District
NES	Native English speaker
NSS	Native Spanish speaker
NMCS	Nuestro Mundo Community School
PD	Professional development
PST	Program Support Teacher
RTI	Response to Intervention
SEA	Special Education Assistant
SIOP	Sheltered Instruction Observation Protocol
SLA	Spanish language arts
SPLAA	Spanish Primary Language Arts Assessments
SRI	Scholastic Reading Inventory
SSL	Spanish as a second language
WKCE	Wisconsin Knowledge Concepts Examination

Executive Summary

In Winter 2011, the Center for Applied Linguistics conducted a comprehensive evaluation of the dual language immersion (DLI) programs in the Madison Metropolitan School District, including a charter school with DLI implemented K-5, three elementary schools just beginning implementation, and one middle school site with DLI in sixth grade. The goal of the evaluation was to gather sufficient information for strategic planning to adjust any program components that are in need of improvement, and to strengthen those areas of the programs that are already in alignment with best practices.

Using the *Guiding Principles for Dual Language* and specific questions that district staff had about the DLI program, interview and observation protocols were developed to gather information during a three-day site visit. Two CAL researchers interviewed administrators and teachers, conducted classroom observations, held meetings with parents, and interviewed students about their experience in DLI. We also reviewed standardized test score data and looked at documentation about the program provided by the district and individual schools. This report provides feedback on student outcomes, things that are going well, and recommendations for the short-, mid-, and long-term.

In terms of student outcomes, two patterns emerged from the data. First, although students are meeting grade-level standards, there is a significant number of individual students who are struggling with their first or second languages, more of whom are native Spanish speakers (NSS) than native English speakers (NES). Second, although we must allow NSS to have the benefit of 5-7 years of instruction in English before we can truly see the benefits of dual language instruction, the fact that a gap with NES on English language assessments is persisting into sixth grade is moderately concerning.

In spite of mixed results from the student outcome data, there are a number of areas of great strength in the five MMSD dual language campuses and in the infrastructure created by the district to support DLI. The overall program model and approach to dual language instruction is based on sound, research-based principles for the education of language learners. Much attention is paid to hiring highly-qualified staff and investing in teacher professional development. Parent outreach is particularly strong, perhaps more so for incoming parents, but school staff are working toward meeting the diverse needs of parents of enrolled students. With regard to instruction, three particularly strong areas were building background, using the target language consistently, and promoting student independence. The following are suggestions for refining these practices that are already very strong:

- Provide instruction for at least some specials classes in Spanish.
- Ensure that language proficiency criteria applied to prospective teachers are transparent and consistent.

- Invest in Spanish language instruction for teachers with language skills that are close to the level needed to instruct in Spanish.
- Provide more details on the dual language program and curriculum to parents once their students have started the program.
- In instruction, pay close attention to explicitly teaching new vocabulary words and to providing scaffolding and language frames for students to support their use of the target language in group work and independent practice.

More significant recommendations were made in three chapters, distinguished by changes that can be made in the short-, mid-, and long-term. The first chapter suggested changes to practices that are of relatively high urgency and that can be adjusted with a minimum of planning or coordination:

- Provide clear guidance on aspects of the program model that are non-negotiable and those that are flexible to some degree.
- Provide straightforward communications aimed at clarifying expectations around the program model and daily pedagogical practices.
- Create a system for disseminating consistent information and clearing up misconceptions quickly.
- Provide more district-level support in materials development and translation.
- Moderate and formalize the dissemination of core curricular materials using the Google site or another mechanism.
- Ensure that sufficient copies of in-class instructional materials are purchased, in addition to paying attention to the variety of materials purchased.
- In terms of instruction, teachers should reflect on increasing their use of comprehensible input strategies, higher-order thinking tasks and questions, opportunities for interaction both in practice/application activities and whole-class instruction, and meaningful feedback during instruction.

The second chapter made recommendations for aspects of the program model, curriculum and instruction, and professional development that require some planning and consideration to adjust:

- Provide guidance to support a consistent approach to ELD across grades and schools, with a consistent focus on English language development through content, making cross-linguistic connections, and providing language practice appropriate for each student's level of English development.
- Ensure that professional development incorporates time for reflection on putting theory into practice, uses local talent, includes classroom and site visits to see new ideas, and does not attempt to cover too many topics at once.

- Provide professional development to all DLI teachers that goes beyond curriculum and materials development. In 2011-12, we recommend prioritizing professional development on three topics: Spanish literacy, math, and learning objectives.
- Assemble a working group to provide guidance on an approach to Spanish literacy development that is consonant with the district's overall approach to literacy but also honors what is different about teaching Spanish and teaching language learners. This group may also provide leadership toward organizing teacher study groups on this topic.
- Provide professional development on infusing language instruction into math and into using the various programs that teachers can draw on to supplement their math instruction. Discuss with students and parents the fact that there are different approaches to math.
- Provide opportunities for teachers to discuss and reflect on writing content and language objectives that connect to instruction and to assessment.

Finally, we recommended some topics for staff to consider as they engage in long-term planning:

- Develop and implement a system to assess students' cultural learning in the upper elementary grades and beyond. Additionally, provide professional development on cultural objectives and ensuring that cultural lessons are effective in providing students with opportunities to develop cross-cultural understanding. To facilitate this, convene a working group at each school or across districts to develop explicit cross-cultural/social justice curricular materials.
- With regard to planning for implementation in the secondary schools, ensure that all new campuses have adequate support in the planning year and initial years of implementation, focus on K-12 alignment of language goals, continue professional development on sheltered instruction, provide training to teachers and administrators on the dual language approach, and ensure that all four high schools have the capacity to offer a robust set of courses for dual language students.
- With regard to long term planning, ensure adequate staffing to provide support to newly implemented schools and provide training to all administrators on the DLI model and curriculum so that all administrators can be responsible for meeting the needs of dual language students. Encourage open discussions about issues related to DLI and mainstream programs sharing space and school-wide resources and balancing school-wide and program-level identities and needs.
- Consider additional staffing needs for language and special education support, and ensure that Response to Intervention guidelines are appropriate for both NES and NSS in dual language.

Introduction

The first Spanish/English dual language program in Madison, Wisconsin, began in 2004 with the opening of Nuestro Mundo Community School (NMCS). NMCS, a charter school started with strong parent and community support, now enrolls 270 students in grades K-5. Seeing the strong level of support for dual language in the community and the positive student outcomes from NMCS and other dual language schools nationally, the Madison Metropolitan School District (MMSD) is in the process of implementing new dual language immersion (DLI) programs on campuses that had previously offered transitional bilingual education programs.

MMSD has recently started three additional elementary DLI programs; in 2010-11, students are enrolled in grades K-1 at Leopold Elementary, and in Kindergarten at Midvale and Sandburg elementary schools. There is also a new DLI strand at Sennett Middle School, with the first cohort from NMCS now in sixth grade. Two additional elementary programs, at Glendale and another school to be determined, will be starting DLI programs in 2011-12. The goal is to have at least one DLI campus in each of the four attendance areas. Each elementary DLI classroom has a balanced population of native English speakers and native Spanish speakers, and all campuses implement a 90/10 model.

As a result of the expansion of dual language in MMSD, in Fall 2010 the district decided to invest in a comprehensive evaluation of the program in order to gather sufficient information for strategic planning to adjust any program components that are in need of improvement, and to strengthen those areas of the programs that are already in alignment with best practices. This report details the results of this comprehensive evaluation undertaken in Winter 2011 by the Center for Applied Linguistics (CAL).

CAL worked with MMSD staff to identify four main evaluation questions:

1. What are the strengths and potential areas of improvement for the dual language program's design and implementation?
2. What are the academic, language, and literacy outcomes of the program?
3. What additional professional development, administrative support, resources, or assessments would be useful for the district or schools to provide teachers and administrators in order to increase the alignment of the program with best practices in curriculum, instruction, assessment, and program design?
4. What considerations should be made in scaling up the dual language program to additional elementary schools in the district?

The focal areas for the evaluation were based on the *Guiding Principles for Dual Language Education*, a tool developed to help dual language programs with planning and ongoing implementation (see www.cal.org/twi/guidingprinciples.htm). The *Guiding Principles* cover the following topical areas:

- Assessment policies and procedures, data use
- Curriculum (and alignment with standards, dual language goals, and support services)
- Instructional practices and materials, student grouping
- Staffing (recruitment and staff qualifications) and professional development
- Program design, goals, and leadership
- Family and community involvement
- Support from the district and the community, equity of resource allocation

The *Guiding Principles* and the evaluation questions served as the framework for both the overall evaluation approach and the interview and observation protocols that were used during CAL's site visit.

Additionally, CAL provided feedback on the district's Dual Language Assessment Framework, a document created in 2010-11 to provide guidance on assessments given in all content areas and in both languages.

Methodology

Data for this evaluation came primarily from an analysis of qualitative data collected at MMSD on February 8-10, 2011 by Julie Sugarman, a Research Associate at CAL who has conducted numerous evaluations of dual language programs throughout the East and Midwest, and CAL consultant Lee Granados, who has many years of experience teaching in dual language programs, training teachers in the SIOP Model, and conducting observations of teachers for purposes of evaluation. To answer evaluation questions 1, 3, and 4, data collection included interviews with district administrators, school principals, and DLI teachers (see Appendix A), classroom observations (see Appendix B), and a review of pertinent program documents. Question 1 was also addressed through meetings with parents of current DLI students (see Appendix C). In order to address evaluation question 2, CAL reviewed existing standardized test score data and conducted interviews with students in Grades 2-5 (see Appendix D). Table 1 shows the methodologies used and their relevance to each of the evaluation questions.

Table 1. Evaluation Data Collected.

Method	Detail	Topics
Administrator Interviews	5 district administrators 5 principals	Evaluation Questions 1, 3 & 4: Curriculum, school-wide support services, program model, assessment practices, support & resources for the program, staffing, family & community involvement
Teacher Interviews	11 teacher interviews (1 at each grade at each school)	Evaluation Questions 1 & 3: Curriculum and instruction, planning, professional development
Classroom Observations	16 elementary classroom observations	Evaluation Questions 1 & 3: Program design, instructional practices
Parent meetings	2 parent meetings (1 for NMCS/Sennett/Sandburg, 1 for Leopold, Midvale)	Evaluation Questions 1 & 3: Program design, family & community involvement
Standardized Test Data	Data from ACCESS, SRI, SAGE, WKCE	Evaluation Question 2: Student outcomes
Student Interviews	30 students in Grades 2-6 at NMCS and Sennett	Evaluation Question 2: Student outcomes
Document Review	Web site, program documents	Background and context for the evaluation

Interviews were conducted with one teacher at each grade level in each of the five DLI campuses (six at NMCS, two at Leopold, and one each at Sandburg, Midvale, and Sennett). We also interviewed principals at all five campuses and five district administrators. Interview protocols were designed to gather information about each participant's practices and opinions about the program.

Classroom observations were conducted in a representative sample of all elementary DLI classrooms. In order to maintain teacher anonymity in the reporting of observations, we did not conduct an observation at Sennett, as it would have been inappropriate to aggregate one middle school observation with sixteen elementary observations or to report that one observation separately. The observation protocol, used previously to conduct evaluations of similar dual language programs, combines key features from the *Guiding Principles for Dual Language Education* (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007) and the *Sheltered Instruction Observation Protocol* (SIOP) (Echevarría, Vogt, & Short, 2008).

Additionally, CAL interviewed a sample of students in grades 2-6 at NMCS and Sennett Middle School on their perceptions of their language development, satisfaction with the program and attitudes about dual language education. This interview protocol was developed by CAL and used in previous dual language program evaluations.

Finally, two meetings were held with parents and families of DLI students. One took place at NMCS for NMCS, Sennett, and Sandburg families, and the second took place at Leopold for Leopold and Midvale families. Both meetings were conducted in English with Spanish translation. The meetings allowed parents to share their perceptions of the strengths and weaknesses of the DLI program.

Limitations

To conduct an efficient evaluation, some sampling was used to select instructors to interview and observe, meaning that not all staff had the opportunity to take part in data collection. However, the proportion of interviews and observations seemed sufficient to yield an accurate picture of the program. Further, the consistency of the findings across methods and participants leads to a high level of confidence in generalizing from individuals to the program as a whole.

For data collection, each of the methods employed has benefits and limitations. Interviews of administrators and teachers were semi-structured, with a set of questions asked of each respondent. However, some interviewees elaborated on some points more than others, and in some cases, questions were skipped due to their inappropriateness or time limitations. The main limitation of the observations was that the observers were not intimately familiar with the instructional approach of each teacher or with the backgrounds of the students. Further, it must be assumed that the teaching observed during each forty-five-minute observation was representative of daily instruction in each class. While there are always limitations to using any observation protocol—no protocol can perfectly capture every aspect of teaching and learning— the protocols and procedures were based on pedagogical research and evaluation methodology and have been used consistently and successfully in the past.

Finally, time constraints made it difficult to plan parent meetings at each campus, and a scheduling conflict meant that no Sandburg families attended the meeting at NMCS. However, there was a good turnout at both meetings, and information spanning a range of concerns was collected.

About This Report

This report is organized into five main chapters. In the first, student outcomes from NMCS are examined, looking particularly at how NMCS students compare to their non-dual-language peers and how students from each language group have developed in their first and second languages. Each of the following four chapters discusses findings from the February site visit:

- Things that are going well, with suggestions to refine or continue these practices
- Recommendations for changes over the short-term
- Recommendations for changes over the mid-term
- Recommendations for changes over the long-term

Each chapter provides recommendations, evidence from the site visit (with reference to observation or interview data that support our conclusions), and suggestions for next steps. Changes made in the short-term are suggestions that we have for adjusting practices that can happen right away, with minimal planning or coordination. Changes over the mid-term may require some planning, purchase of materials, or time to phase in changes (over the summer and into the next school year). Recommendations for the long term may require more extensive professional development or coordination between the district and schools over a year or two, and this chapter also includes things to keep in mind as the district expands dual language to more grades and campuses. Four appendices provide detailed information on the data collected during the site visit, including findings from the classroom observations, parent meetings, and student interviews.

Student Outcomes

As the first cohort of Nuestro Mundo students entered sixth grade in 2010-11, MMSD has just reached the point where student outcome data can be used to gauge the success of the dual language program. As it takes, on average, 5-7 years for language learners to develop grade-level language proficiency, it may still be another year or two before enough data on students who have risen through middle school becomes available to accurately judge whether the program's goals have been met. Nevertheless, CAL was provided with a considerable amount of standardized test data from Nuestro Mundo and gathered qualitative data on student outcomes, and we can draw some preliminary conclusions from these sources.

Assessment data from school years 2009-10 and 2010-11 show that the first few cohorts from Nuestro Mundo have performed well on standardized assessments in English and Spanish, but there are still considerable gaps between native Spanish speakers and native English speakers and between Hispanic and non-Hispanic students within the program. Students also perform quite differently on different types of assessments, making conclusions more difficult to draw. In the first part of this chapter, we will highlight results from the first NMCS cohort (now in sixth grade) from four assessments: SAGE (fourth quarter of second and fifth grade), SPLAA (fall of fifth grade), SRI (fall of sixth grade), and the ACCESS for ELLs (fall of sixth grade). In the second section, fifth grade WKCE data from this cohort is also included, along with the WKCE scores from Fall 2009 from the third and fourth graders at NMCS. Finally, two types of data gathered by CAL are discussed: teachers' and principals' opinions on how satisfied they are with student progress, and students' own impressions of their language capabilities, gathered from the student interviews.

NMCS Cohort 1 Outcomes
Data from four assessments for the first cohort at NMCS are reported in this section, covering second through sixth grade learning outcomes in English and Spanish. First, the SAGE assessment provides benchmark data on language arts in English and Spanish and on mathematics. Outcomes were reported for four school years beginning in 2006-07, with measures repeated quarterly. Not all measures were assessed each quarter or year. In this analysis, we examined aggregate scores for five substandards from the fourth quarter of second grade (2007) and the fourth quarter of fifth grade (2010): escritura and lectura (given only in fifth grade); and reading, writing, and number (given in both second and fifth grade). As native language was not one of the variables included in the dataset, Hispanic/non-Hispanic ethnicity was used as a proxy for native language, with the caveat that some Hispanic students may have been native English speakers. Figure 1 shows the percent of students scoring at each level (1-4) in the five areas, and allows a comparison between second and fifth grade and between Hispanic and non-Hispanic students in a single cohort of students.

Figure 1. SAGE Assessment Performance Levels, Second Grade Q4 and Fifth Grade Q4, by Ethnicity.
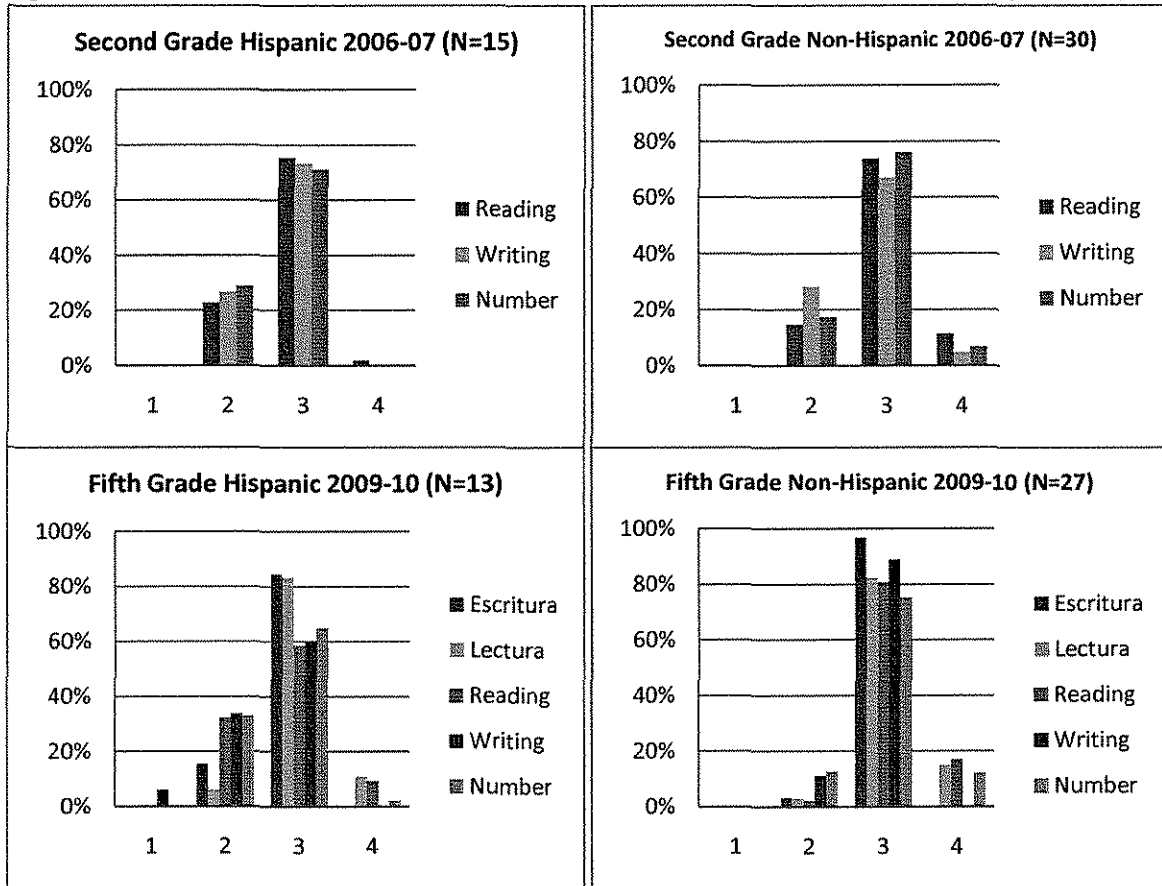
Grade &	Hispanic Students				Non-Hispanic Students			
Substandard	1	2	3	4	1	2	3	4
Second grade[1]								
Reading	0%	23%	75%	2%	0%	15%	74%	11%
Writing	0%	27%	73%	0%	0%	28%	67%	5%
Number	0%	29%	71%	0%	0%	17%	76%	7%
Fifth grade[2]								
Escritura	0%	16%	84%	0%	0%	3%	97%	0%
Lectura	0%	6%	83%	11%	0%	3%	82%	15%
Reading	0%	32%	58%	9%	0%	2%	81%	17%
Writing	6%	34%	60%	0%	0%	11%	89%	0%
Number	0%	33%	65%	2%	0%	13%	75%	12%

[1] N=15 Hispanic, 30 Non-Hispanic
[2] N=13 Hispanic, 27 Non-Hispanic

Figure 1 shows that the majority of students scored at level 3 for English and Spanish reading
(lectura), writing (escritura), and number in both second and fifth grade. On the English

measures, non-Hispanic students made progress between second and fifth grade in terms of increasing the number of students scoring 3 or 4. However, among Hispanic students, more students scored 1 or 2 on those measures in fifth grade than in second grade, demonstrating some backsliding in meeting the grade-level benchmarks. Fifth grade non-Hispanic students did better than Hispanic students on the two Spanish measures, escritura and lectura, as judged by the number of students scoring 3 or 4. Also for non-Hispanic fifth graders, more students scored 3 or 4 on Spanish writing than English writing, although scores between English and Spanish reading were comparable. More Hispanic students also scored 3 or 4 on Spanish writing than English writing, but unlike their non-Hispanic peers, they scored far better on Spanish reading than English reading. In other words, over time, the number of non-Hispanic students scoring a 3 or 4 on English measures increased, whereas the number of Hispanic students scoring 3 or 4 decreased; non-Hispanic students scored higher than Hispanic students on every measure; and all students scored higher in Spanish writing than in English writing in fifth grade, with Hispanic students also scoring higher in Spanish reading than English reading in fifth grade.

Similar results are seen in the Spanish Primary Language Arts Assessments (SPLAA) from the fall of the students' fifth grade year. Figure 2 shows the percent of native English speakers and native Spanish speakers scoring at each grade level band (3rd, 4th, 4th/5th, and 5th).

Figure 2. SPLAA Grade Levels, Fall 2009, Fifth Grade, by Native Language
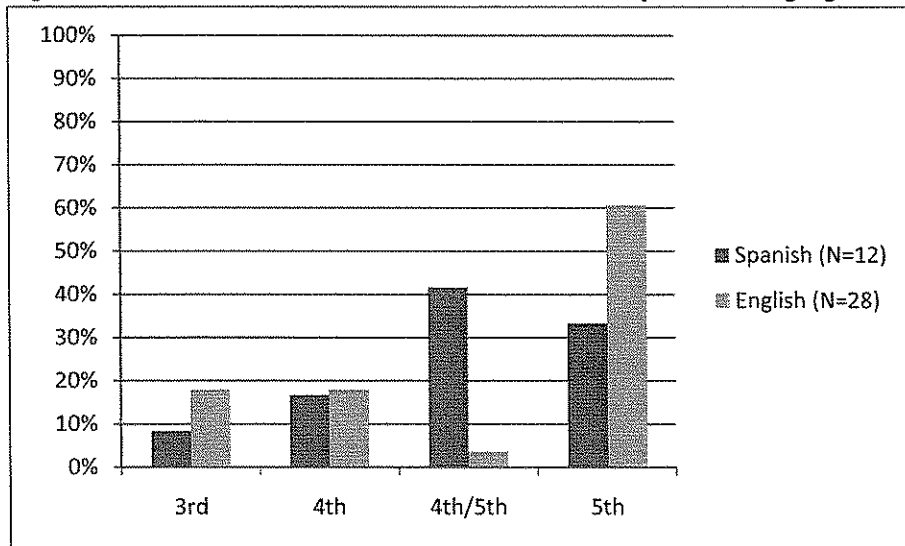
Cohort	3rd	4th	4th/5th	5th
Native Spanish speakers (N=12)	8%	17%	42%	33%
Native English speakers (N=28)	18%	18%	4%	61%

Although one native Spanish speaker (NSS) and five native English speakers (NES) scored at the 3rd grade level, most students scored at grade level or one level below. Interestingly, while almost two-thirds of NES scored at grade level in Spanish, only one third of NSS did so.

Next, looking at the most recent data available from Fall 2010 (sixth grade), students in this cohort seem to be continuing the trends seen above. Table 2 shows average scale scores of the NMCS dual language cohort compared to their peers at Sennett Middle School on the Scholastic Reading Inventory (SRI).

Table 2. SRI Scale Score Average, Fall 2010, Grade 6, by Native Language

Cohort	Average Scale Score
NMCS dual language cohort	
Native Spanish speakers (N=12)	582
Native English speakers (N=27)	1007
Sennett peers (non-NMCS, non-dual-language)	
Native Spanish speakers (N=29)	751
Native English speakers (N=123)[1]	728

[1] This includes four students who scored a "1". Excluding those students raises the average scale score to 752.

NSS from the dual language cohort scored very poorly on the SRI, a measure of language arts in English, scoring far lower than the dual language NES and their non-dual language NSS peers. These disparities are far greater than for other assessments reviewed here, so there may have been something about the SRI assessment that was particularly troublesome for NSS in 2010.

In contrast, among students currently identified as English language learners, the NMCS dual language cohort students scored comparably to non-dual-language peers at Sennett on the ACCESS for ELLs (average composite scores of 4.08 [N=12] and 3.99 [N=38], respectively) in Fall 2010.

WKCE Fall 2009

Table 3 shows the percent of NMCS and MMSD students who scored proficient or advanced on the Wisconsin Knowledge Concepts Examination (WKCE) in Fall 2009. Scores are shown for grades 3-5; the cohort discussed above was in grade 5 that year. Table 3 shows scores disaggregated by ethnicity; because of privacy concerns, in some cases, groups with small numbers of students were aggregated into an "other" category. This "other" category was not used in third grade but included white, black, and Asian students in fourth grade; and black and Asian students in fifth grade. Because of this, direct comparisons between students from different ethnicities are made more difficult. Again, native language information was not available, so Hispanic ethnicity is taken as a proxy for native Spanish speakers, although some Hispanic students may have been native English speakers.

Table 3. WKCE Reading for NMCS and MMSD, Fall 2009, Grades 3-5, by Ethnicity

Grade & Ethnicity	NMCS		MMSD	
	N	% Prof./Adv.	N	% Prof./Adv.
Grade 3				
American Indian/Alaskan Native	.	.	14	92.9
Asian/Pacific Islander	.	.	190	73.2
African-American Not Hispanic	9	55.6	396	51.8
Hispanic	20	70.0	306	53.3
White Not Hispanic	11	81.8	905	88.0
TOTAL	40	70.0	1811	72.7
Grade 4				
American Indian/Alaskan Native	.	.	11	72.7
Asian/Pacific Islander	.	.	203	78.3
African-American Not Hispanic	.	.	386	53.9
Hispanic	27	44.4	247	52.2
White Not Hispanic	.	.	812	87.3
Other (11 White, 3 Af.-Am., 2 Asian)	16	93.8	.	.
TOTAL	43	62.8	1659	73.1
Grade 5				
American Indian/Alaskan Native	.	.	20	80.0
Asian/Pacific Islander	.	.	160	76.9
African-American Not Hispanic	.	.	385	58.2
Hispanic	13	46.2	256	52.3
White Not Hispanic	18	88.9	798	89.0
Other (8 African-American, 1 Asian)	9	100.0	.	.
TOTAL	40	77.5	1619	74.6

Looking at the totals from Table 3, Figure 3 compares the outcomes from NMCS with the district and the state of Wisconsin for students in grades 3-5.

Figure 3. % Proficient/Advanced on WKCE Reading for NMCS, MMSD, and Wisconsin
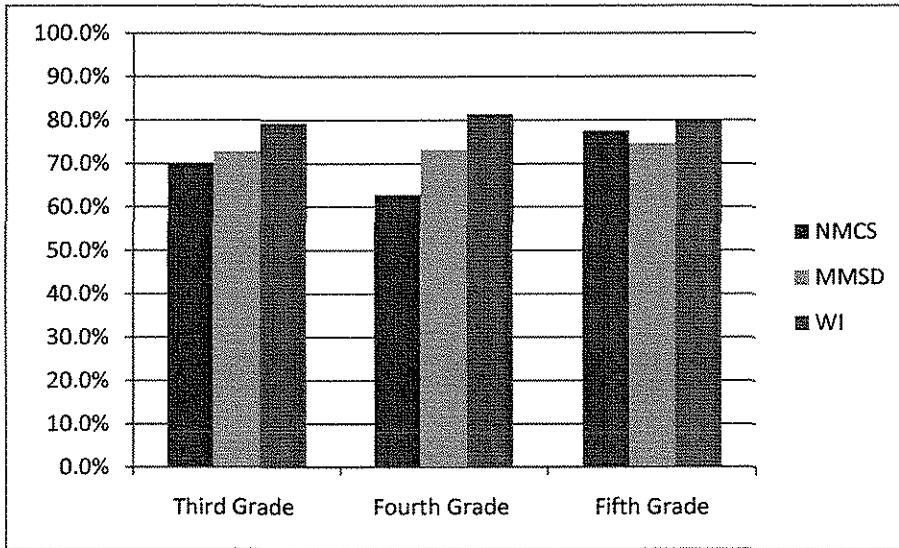
On average, NMCS students in Fall 2009 scored lower than district or state averages in third and fourth grade, but fifth grade students closed the gap with their district and state peers. However, Figure 4 shows that this gap was primarily closed by non-Hispanic students, as fourth and fifth grade Hispanic students scored considerably lower than their non-Hispanic peers.

Figure 4. % Proficient/Advanced on WKCE Reading for NMCS, by Ethnicity
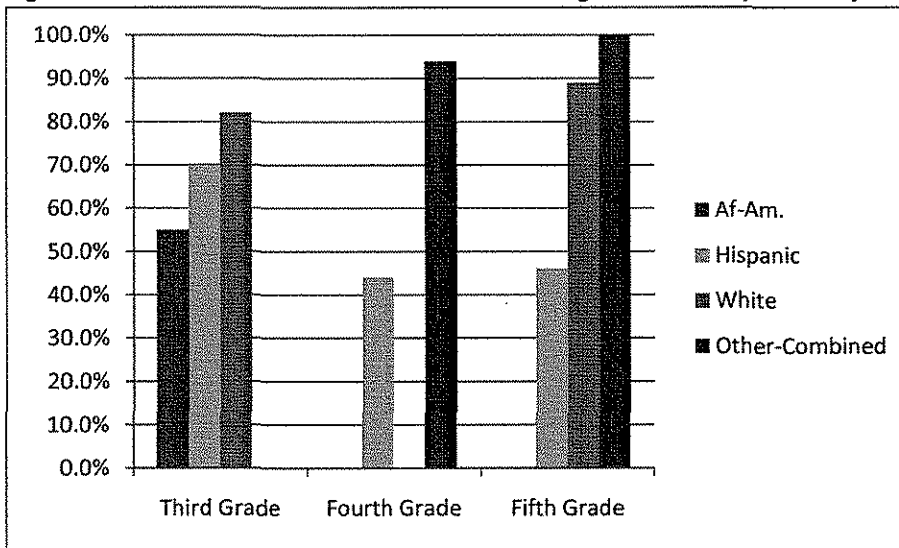
Because of the aggregation of ethnicities in certain grades but not others, Figure 4 is somewhat difficult to follow. Using the data from Table 3, we see the following patterns overall:

- In NMCS, Hispanic students outscored African-American students in grade 3 but not grade 5 (where almost all "others" were African-American).
- In NMCS, white students outscored Hispanic students at all grade levels.

- In NMCS, the percent of Hispanic students scoring proficient or advanced was far higher for third graders than for fourth and fifth graders.
- Hispanic students from NMCS outscored Hispanic students in MMSD in grade 3, but not grades 4 or 5.
- NMCS students outscored their district peers in grade 5 only.

Similar patterns were observed in math, as seen in Table 4.

Table 4. WKCE Math for NMCS and MMSD, Fall 2009, Grades 3-5, by Ethnicity

| Grade & Ethnicity	NMCS		MMSD	
	N	% Adv./Prof.	N	% Adv./Prof.
Grade 3				
American Indian/Alaskan Native			14	92.9
Asian/Pacific Islander			190	73.7
African-American Not Hispanic	9	44.4	396	41.2
Hispanic	20	60.0	306	52.9
White Not Hispanic	11	72.7	905	86.4
TOTAL	40	60.0	1811	69.6
Grade 4				
American Indian/Alaskan Native			11	63.6
Asian/Pacific Islander			203	83.3
African-American Not Hispanic			386	53.1
Hispanic	27	55.6	247	62.8
White Not Hispanic			812	90.5
Other (11 White, 3 Af.-Am., 2 Asian)	16	93.8		
TOTAL	43	69.8	1659	76.6
Grade 5				
American Indian/Alaskan Native			20	65.0
Asian/Pacific Islander			160	79.4
African-American Not Hispanic			385	50.1
Hispanic	13	61.5	256	59.0
White Not Hispanic	18	83.3	798	86.7
Other (8 African-American, 1 Asian)	9	77.8		
TOTAL	40	75.0	1619	72.6

Looking at the totals from Table 4, Figure 5 compares the outcomes from NMCS with the district and the state of Wisconsin for students in grades 3-5.

Figure 5. % Proficient/Advanced on WKCE Math for NMCS, MMSD, and Wisconsin

As was the case with reading, NMCS students score lower than their district and state peers in third and fourth grade, and slightly higher than the district average in fifth grade. Again, there was a large ethnic disparity in results, as seen in Figure 6.

Figure 6. % Proficient/Advanced on WKCE Math for NMCS, by Ethnicity
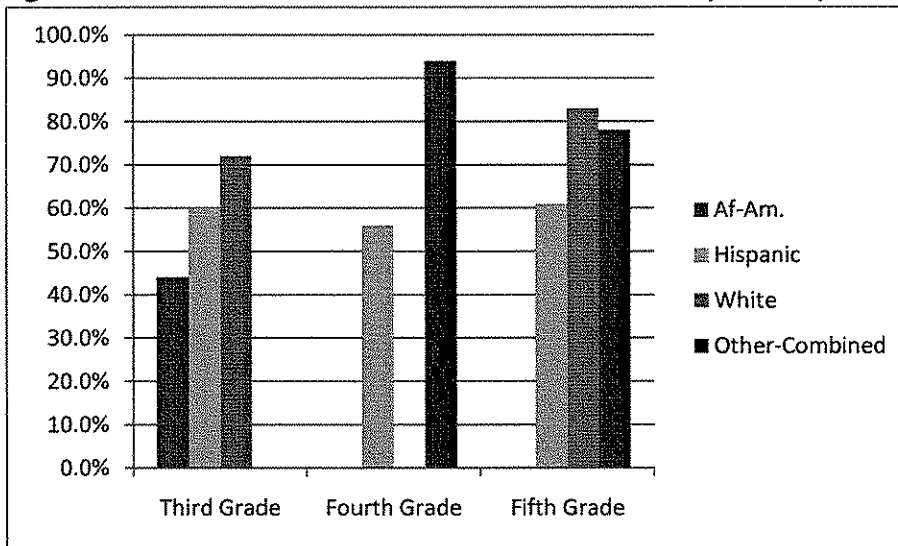
In Figure 6, we see the following patterns for math achievement:

- In NMCS, Hispanic students outscored African-American students in grade 3 but not grade 5 (where almost all "others" were African-American).
- In NMCS, white students outscored Hispanic students at all grade levels.

- In NMCS, the percent of Hispanic students scoring proficient or advanced was comparable for students in all three grades.
- Hispanic students from NMCS outscored Hispanic students in MMSD in grades 3 and 5, but not grade 4.
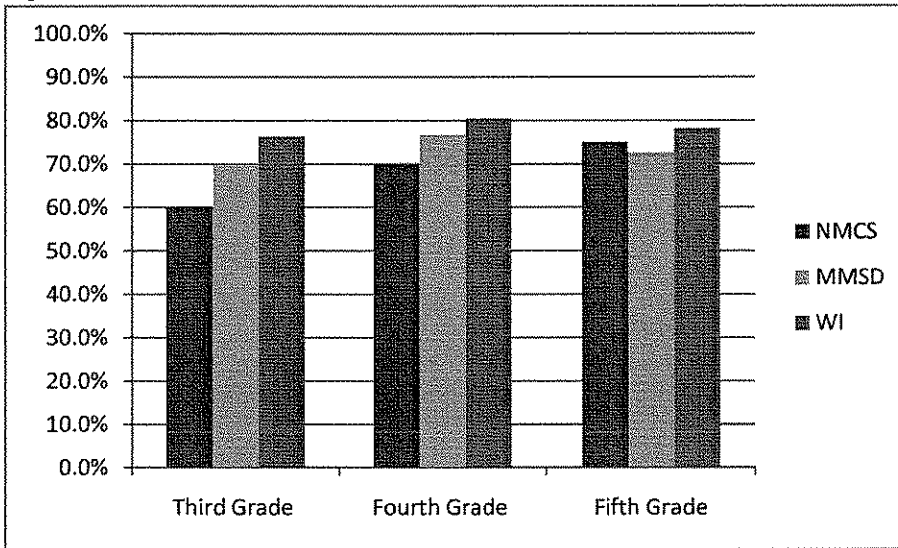- NMCS students outscored their district peers in grade 5 only.

Note. Just prior to finalizing this report, CAL obtained the 2010-11 WKCE data for the cohort of NMCS students currently in sixth grade at Sennett, and found the patterns of math and reading achievement virtually unchanged in terms of the percent of students scoring advanced/proficient among Hispanic/NSS students versus white/other/NES students. However, we also found that Hispanic students currently in fifth grade at NMCS (in fourth grade in Figures 3–6) made dramatic gains in terms of the percent of students scoring proficient/advanced in math (90.9% in fifth grade vs. 55.6% in fourth grade [Table 4]) and considerable gains in reading (63.6% in fifth grade vs. 44.4% in fourth grade [Table 3]).

Comments on Standardized Test Outcomes

Overall, in a 90/10 program, we would expect to see dual language students score lower than their non-dual-language peers in the district in grade three, when formal English instruction has just begun, and at least in the fall of grade four. Students should begin to close the gap with their non-dual-language peers in late fourth and fifth grade. Likewise, we would expect to see that within the dual language program, NSS begin to close the gap with their NES peers on English language assessments in fifth grade, especially if most of the students have been continuously enrolled since at least first grade. However, in many cases, it takes until seventh or eighth grade to see those gaps closed fully, so it is not clear whether the gaps were noted in the analysis above are part of a normal developmental trajectory for NMCS Spanish speakers or whether the program has not been able to provide a foundation for NSS to close the gap with their NES peers. It would be wise to collect at least two or three years of data at eighth grade before coming to a conclusion on this question. *Data from the second oldest NMCS cohort, in fifth grade in 2010-11, is more promising in terms of closing the gap between NES and NSS, especially in math.*

Administrator and Teacher Perceptions of Student Progress

During the February site visit, one of the questions asked of teachers and principals in the interviews was whether they are satisfied with their students' language development, and (for teachers) whether students demonstrate grade-level proficiency in each language (or the language the teacher uses for instruction).

For the most part, staff were satisfied with the progress students were making in developing language and literacy skills. The principals of the schools with new DLI strands were cautiously optimistic, feeling good about what they had seen so far but waiting to get more information. There were concerns expressed by administrators who have looked at Nuestro Mundo data that the native Spanish speakers are not making adequate progress, even in tests in Spanish.

Most teachers interviewed were also cautiously optimistic about student outcomes, saying that students have made good progress over the course of this year, reading skills are generally better than writing skills, and, in the upper-grade classes, most students are meeting the teachers' expectations but there are a few students who really struggle.

Student Perceptions of their Relative Language Proficiency

Another source of information about student outcomes comes from the students' responses to questions about their language skills given in the interviews done with 30 second–sixth grade students (see Appendix D for detailed results). Students were asked if they understand their teacher when he or she is speaking in English and Spanish, whether they ever have trouble saying what they want to say in English and Spanish to their teachers and fellow students, and whether they feel they are stronger readers and writers in one language or the other.

Almost all students felt that they could understand their teacher when he or she is speaking in Spanish, and all but seven students could understand their teachers most of the time in English. Among the latter group, five NSS said "sometimes" and one NSS and one NES said "no", all of whom were in second or third grade, when formal English instruction is just beginning.

It is slightly concerning that a fairly large number of students across all the grade levels said they have trouble saying what they want to say in one or both languages to teachers and students:

- In Spanish to teacher: 4 NES, 2 NSS
- In Spanish to peers: 1 NES, 9 NSS
- In English to teacher: 2 NES, 8 NSS
- In English to peers: 1 NES, 4 NSS

This list represents nineteen students (out of thirty) who, when asked if they ever have trouble in these areas, said "yes" or "yes, a lot" at least once. Within this subset of students, 4 NSS and 3 NES said they have "a lot" of trouble in Spanish, and 3 NSS and 1 NES said they have "a lot" of trouble in English. This is a rather large proportion, and does include older students as well as younger students.

The responses to the questions about balanced biliteracy were also interesting. Tables 5 and 6 show the results from these two questions.

Table 5. Responses to "Do you read better in English or in Spanish or both about the same?"

| | Younger Students (Gd. 2-3) | | Older Students (Gd. 4-6) | |
	NES	NSS	NES	NSS
Better in English	0	0	6	3
Better in Spanish	5	6	0	3
Both the same	1	2	2	2

Table 6. Responses to "Do you write better in English or in Spanish or both about the same?"

| | Younger Students (Gd. 2-3) | | Older Students (Gd. 4-6) | |
	NES	NSS	NES	NSS
Better in English	0	0	1	0
Better in Spanish	4	8	1	4
Both the same	2	0	6	4

Responses from younger students (grades 2 and 3) are unsurprising: Most felt they read and write better in Spanish, which is the language in which they have received most of their instruction. Once they reach the upper grades, the majority of students feel they write in both languages equally well, which is the outcome we would expect, but the majority of older students also feel they read better in English. This may reflect the amount of reading that students have done in English outside school (which may be considerable) compared with the amount of writing students have done outside school (which is likely quite low). It is also possible that if the amount of Spanish reading done in class drops off after third grade (or if students lack sufficient skills to read grade-level books in the upper elementary grades) that there are in-school factors at play as well.

Conclusions about Student Outcomes
In general, the findings from standardized tests, discussions with teachers and administrators, and results from the student interviews are a mix of positive and concerning findings. It is difficult to find patterns across these multiple data sources. One pattern that does emerge is that most students are meeting grade-level standards, but there is a significant number of individuals who are struggling with their first or second languages, more of whom are NSS than NES. Additionally, although we must allow NSS to have the benefit of 5-7 years of instruction in English before we can truly see the benefits of dual language instruction, the fact that a gap with NES on English language assessments is persisting into sixth grade is moderately concerning.

Findings, Part I: Things That Are Going Well

There are a number of areas of great strength in the five MMSD dual language campuses and in the infrastructure created by the district to support the dual language program. This chapter highlights these strengths and makes some recommendations for continuing or refining these best practices (see also Appendix E for a list of areas that interviewed staff feel are strengths of the DLI program as it is implemented in MMSD).

Program Model
The 90/10 model of dual language instruction has been shown to produce the strongest possible outcomes in Spanish language and literacy development for all students compared to other models, with English outcomes after 5-7 years in the program equal to or greater than programs that use more English for instruction (Howard & Sugarman, 2007; Lindholm-Leary, 2001; Lindholm-Leary & Howard, 2008). The model implemented at Nuestro Mundo and being expanded into the district provides a strong foundation for all DLI students to succeed. It was apparent during the site visit that teachers and administrators support this model, which is key to ensuring that it is implemented with fidelity. We observed in classrooms that teachers were very consistent language models, using one language at a time without codeswitching. However, some interviewed staff suggested that although teachers have good intentions to follow their established schedules and language allocation percentages, there are situations that arise that throw off the balance. This is quite normal in a program as complicated as dual language, but staff should be mindful of the amount of Spanish and English instruction that students receive over the course of the program. Some teachers might use a log to track the number of minutes in English and Spanish each day. This could be done, for example, one week every two months.

Within the dual language community in the U.S. there is some disagreement as to whether a program model designation includes specials and students' free time or not. In other words, if in a 300-minute day a student has 190 minutes of Spanish instruction, 20 minutes of English instruction, 45 minutes of specials in English and 45 minutes of lunch/recess (which in many places is predominately English time), only 63% of that student's entire school day is in Spanish, so it could not rightfully be called 90/10. CAL's practice has been to include specials but not lunch/recess in calculating minutes. The important thing in terms of describing a program is to be *clear:* We recommend MMSD say that its programs are "90/10 for instructional time", since Kindergarten students only receive about 75% of their instruction in Spanish according to the sample Kindergarten DLI schedule produced by the district (counting specials but not lunch/recess & rest time). As the program grows, it would be good to think about whether some specials should be taught in Spanish so that students have the greatest possible variety of linguistic exposure to both languages.

Teacher Recruiting and Investment in Professional Development
One of the biggest concerns for a quickly growing dual language program is finding qualified bilingual teachers. In administrator interviews, those who were asked whether they believe they

will be able to find candidates to fill DLI positions were cautiously optimistic, which is a good finding. Implementing the 90/10 program provides a particular challenge because all primary grade teachers must be bilingual (while only half of the upper grade teachers need to be able to teach in Spanish). At Nuestro Mundo, all staff except one special education teacher are bilingual. This is a huge benefit for the school in terms of allowing flexibility in teacher assignments and for students in terms of having teachers who understand the language learning process from personal experience and having bilingualism be the norm among their school-based role models. Having all staff that interact with dual language students throughout the district be bilingual would be an excellent goal district-wide; it may not be possible at all sites, but it is better to maintain this higher goal than to set a lower expectation.

Several strategies have been employed by the district or individual schools to meet hiring needs. Seeing that competing districts in the area hire bilingual staff earlier in the calendar year than MMSD, the district also began earlier hiring to ensure the availability of qualified candidates. Having relationships with the University of Wisconsin and with Edgewood College puts the district in an excellent position to ensure that pre-service teachers are receiving the training they need to work in dual language. The district also takes the position that teachers will want to work in a strong dual language program, which is a great way to frame the issue of how to ensure that the district will be able to hire talented teachers. Some schools also participate in the Amity program, through which they receive a teacher from abroad who can serve as an additional native language model for dual language students.

In addition to continuing these practices, we recommend the following:

- Ensure that when Spanish language proficiency criteria are used to hire new dual language teachers, or to invite current staff to move into the new DLI strand, criteria are transparent and applied consistently across campuses.
- Several administrators mentioned having difficulty finding support staff (reading, special education) that are bilingual. The presently-used strategy of using bilingual special education assistants (SEAs) is a good way to provide bilingual services to students with special needs, especially since in MMSD that instruction is closely tied to the classroom curriculum and is supervised by certified specialists. Although there is a nation-wide shortage of bilingual specialists, efforts to find such individuals should be continued in addition to relying on SEAs.
- For teachers and specialists who know some Spanish but who lack academic language skills, consider investing in Spanish language training. It may be more effective to provide intensive language training for excellent teachers than to find Spanish teachers who require extensive training in pedagogy (if it comes to the point that excellent Spanish-proficient teachers are in short supply!).

In terms of teacher professional development, we will have some suggestions for modifying the topics and systems currently in place, but we did want to commend the district for its

commitment to paid professional development. DLI staff have paid "days away" for curriculum planning, have Program Support Teachers (PSTs) with dual language expertise allocated to their building, have the opportunity to go to institutes and conferences (such as the CARLA Dual Language 101 institute and La Cosecha), and can also work with experts such as Tara Fortune and Elena Izquierdo in their own district. It was mentioned that new opportunities for teachers to have coverage in order to observe other teachers will be forthcoming. This investment in teacher knowledge is a strong part of the district culture, and one which becomes even more difficult as budgets are cut.

Parent Outreach

Outreach to parents is a very strong feature of the district's and the schools' commitment to dual language students. For example, the Intercambio program, available on some campuses, provides English or Spanish as a second language instruction to parents (and staff) and provides time for the two groups of language learners to come together for language and cultural exchange. This program is a powerful model for parents of how their children learn in DLI. Other ways that schools and the district reach out to parents include a two-hour, weekly radio program in Spanish that provides a chance for parents to hear what's going on in the schools and working with the Latino Education Council to disseminate information to families and child care providers about bilingual programming in the district. PSTs participate in spring recruitment of new families, providing essential support for parents to make informed decisions about participating in dual language. This recruitment effort includes getting out into the community by hosting outreach events at community centers and even conducting home visits to inform families about the program, which is a very commendable investment.

Schools have other ways of reaching out to parents as well. Midvale sends home Treasure Kits to enrolling Kindergarten students that contain leveled books, and supports these kits with one-on-one training with parents to show them how to use the kits to support early literacy. Another example of home-school connection is the Open Schoolhouse at Sandburg, where various resources at the school are made available to parents and students one afternoon a week. Parents are particularly involved with school leadership at Nuestro Mundo as a result of the school's charter status and maintain a strong sense of ownership of the program they helped create.

In terms of getting parents involved in school events, different schools have had different levels of success, particularly in getting in a diverse set of parents to attend events. Schools host events such as international fairs and Latino parent groups in order to reach out to families that may be reluctant to come to the school. Principals noted that efforts continue to provide activities that are interesting to and convenient for diverse families.

Finally, there is a high level of commitment to communicating with parents in Spanish and English. All notices go home in both languages, and during in-person meetings, headsets are provided for translation. Further, in these meetings, attention is paid to the symbolic aspect of language use, as schools alternate which language is used for the meeting and which is

translated. Even when it is not possible to regularly follow this guideline, the fact that staff are aware of doing so is a very positive step.

We do have one recommendation for improving communication with parents. It was apparent at the parent meetings held for the evaluation that a number of parents have questions or misunderstandings about some components of dual language education. Once provided with the basics about and the benefits of dual language in pre-Kindergarten presentations, parents need more details about the model, the curriculum, and expectations for first and second language development. These details should be shared with parents in writing as well as during meetings and conferences. Parents are particularly eager to understand how their children's education is different from what they experienced as children and from what their neighbors' children in other programs may be experiencing.

Instruction

Through our interviews and observations, it was clear to us that MMSD teachers are very well trained and are highly reflective practitioners. We observed many instances of excellent teaching; on most of the components on our observation protocol, a majority of teachers scored a three or four out of four. Three particularly strong areas were building background, using the target language consistently, and promoting student independence.

First, in the area of building background, teachers were consistent in linking new learning to students' prior knowledge and developing new vocabulary. This helped students be engaged in instruction. One example of this was a teacher's introduction to a small-group, guided reading lesson on a book about magnets. She showed students a magnet and several objects that attached to it. She had students use the magnet to pick up the objects while repeating a simple sentence in Spanish to develop the vocabulary they would see in the text. Prior to reading, she also asked students to make connections about other objects they thought were magnetic. Attention to knowing students, their families, and using visual reminders to support previous learning made for strong links between prior learning and new content. Kindergarten and first grade teachers were slightly stronger in this area due to substantial visual supports throughout the classrooms. Emphasis on new vocabulary words also scored higher points for K/1 teachers. Teachers in upper grades should consider focusing on key vocabulary more explicitly before, during, and after instruction in order to ensure language development and understanding.

Based on our classroom observations, all teachers are exceptionally strong in maintaining the target language during instruction and within classroom environments. Even when another teacher or a parent arrived at the door, the teacher would move outside the classroom to speak in the non-target language. This consistency modeled for students the importance of using the target language within their classrooms. It was frequently observed that students used the target language when the teacher was working directly with them or in close proximity. However, once the teacher moved away from the group, students tended to revert back to English. Students' use of the target language varied class to class and to some extent was related to teachers' grouping

strategies. Students who were grouped heterogeneously by academic strengths and language proficiency seemed to interact and support each other more often in the target language than those students grouped homogeneously by language. For example, one grouping included an NES who performed well in mathematics and other students who were not as high-performing academically but who were Spanish dominant. This grouping encouraged the NES to use the target language to help support her peers. There are occasions when grouping homogenously by language dominance is appropriate; however, more attention needs to be paid to student language use in those instances. In general, modeling the language students should use among themselves during whole-group instruction would encourage more confidence and interaction during independent practice.

The majority of teachers show a great deal of skill in promoting student independence through providing a variety of activities and encouraging students' use of learning strategies. Seeing students rotate through multiple centers and understand the purpose of each showed engagement and understanding of what was expected. The variety of options for center work observed in many classrooms showed the intent to meet a variety of needs and interests for diverse language learners. For example, in one classroom, two adults were instructing small reading groups while other students worked at independent centers in pairs or groups of three. The centers were varied and included a computer listening center, magnetic center, word sort center, independent reading center, and writing center. Developing student independence is particularly critical in the dual language setting because of the enormous language diversity in a dual language classroom. Teachers must be able to rely on students to help each other and to solve problems for themselves so that the teachers can maintain the target language of instruction and differentiate instruction to meet individual students' needs (Howard & Sugarman, 2007).

Summary
Many aspects of school- and district-level practices are extremely strong. The overall program model and approach to dual language instruction is based on sound, research-based principles for the education of language learners. Much attention is paid to hiring highly-qualified staff and investing in teacher professional development. Parent outreach is particularly strong, perhaps more so for incoming parents, but school staff are attuned to meeting current parents' needs and are working toward improving that aspect of the program. In instruction, three particularly strong areas were building background, using the target language consistently, and promoting student independence.

The suggestions made in this chapter that we would consider to be priorities are the following:

- Provide instruction for at least some specials classes in Spanish.
- Ensure that language proficiency criteria applied to prospective teachers are transparent and consistent.
- Invest in Spanish language instruction for teachers with language skills that are close to the level needed to instruct in Spanish.

- Provide more details on the dual language program and curriculum to parents once their students have started the program.
- In instruction, pay close attention to explicitly teaching new vocabulary words and to providing scaffolding and language frames for students to support their use of the target language in group work and independent practice.

Findings, Part II: Recommendations for Changes Over the Short-Term

This chapter consists of recommendations that are of relatively high urgency and that can be implemented with minimal planning or coordination. This is not to say that they are *easy* to implement, but, particularly in the case of school/district communication and coordination, we believe these changes will have a very strong, positive impact right away.

School and District Communication and Coordination

One of the most persistent themes that emerged from our evaluation was the level of disconnect between district and staff expectations around the standardization of the DLI program and curriculum. Because the overall district plan for DLI is so strong, it is particularly important to have clear communication and shared understandings and expectations so that staff members at every level of the organization are on the same page.

Recommendation #1: Clarify program non-negotiables

One of the most pervasive findings from the evaluation interviews was that teachers and principals lack a clear understanding as to the parameters of the district's expectations for adherence to program/curricular guidelines. Various district administrators told us—and we believe they communicated this to schools as well—that they intended to standardize the program model and the curriculum beyond what teachers and staff in MMSD are used to. But it seems that school-level staff were expecting different kinds of structures and would actually welcome clearer directives about what DLI looks like (see Recommendation #2 in this chapter for more on clarity in communications).

For example, we heard from a number of interviewees that they were expecting that they would be told what to teach, but then they were simply handed outlines of thematic units and were told to create their own materials, and they were confused and sometimes frustrated by this. Also, despite the fact that quite a bit of time has been spent developing the English curriculum, a large proportion of the interviewees felt they did not know what the district intended English time to look like in a 90/10 program. In other cases, interviewees felt that there was an expectation for what they should be doing, but this was not communicated or supported with clear instructions on how to achieve the expectations.

MMSD has a long history of valuing teacher autonomy and site-based leadership. The authors of this report also highly value these principles, particularly because we have visited many low-performing dual language programs that are made to conform to district policies based on monolingual norms without any thought to best practices for language learners. On the other hand, we have seen that consistency and fidelity to the model are hallmarks of successful dual language programs (Howard & Sugarman, 2007). Exemplary programs, as described in the *Guiding Principles for Dual Language Education*, have a coherent vision that is the basis for pedagogical decision-making by teachers and have processes in place for implementing and reflecting on needed changes to the curriculum or program model (Howard, et al., 2007).

In this light, we recommend that the district clarify what aspects of the program are non-negotiable, what aspects can be flexible within certain parameters, and what is at the discretion of the school or the teacher. We would expect that a list of non-negotiables would include:

- The amount of instructional time spent in English and in Spanish at each grade level
- Which subjects are taught in which language at each grade level
- Expectations for the separation of languages for instruction
- The maximum number of students from each language group that can be enrolled in a program that is considered two-way immersion
- Policies regarding the use of Spanish building-wide, including written and oral communication

Areas where building-to-building differences in student population, staffing, or other capacities make conformity to a single norm impossible could be noted, either by specifying multiple acceptable options or suggesting that staff members come to consensus on what practices would work best for them.

It would be very helpful to develop a district *language allocation policy*. We will have more to say about the *format* of this document in Recommendation #2, but as to the content, the types of items we would expect to see include the following:

1. Overall model
   a. Amount of overall instructional time in each language, by grade
   b. Subjects taught in each language at each grade
   c. Language of support services and specials
   d. Whether teachers teach students in both languages or there is one teacher per language
   e. Language distribution by time for upper grades (how long spent in each language before switching: half-day, day, half-week, week, etc.)
   f. Use of ESL/SSL support for older students who are struggling
2. Expectations for language use
   a. Separation of language by teachers
   b. Policy on how long/in what contexts to accept native language (rather than target language) responses from students
   c. Expectations for language use throughout the building/with non teaching staff
3. Enrollment policies
   a. Enrolling a balance of English- and Spanish-dominant students in two-way programs
   b. Students who speak neither target language natively
   c. Students who want to enter the program in the upper grades
   d. Newcomer students with limited formal schooling
   e. Students with special needs
4. Identity as a strand within a school
   a. School-wide activities/signage/announcements in Spanish
   b. Availability of Spanish resources in school-wide facilities (e.g., library)

As part of this process, the district should provide a mechanism for feedback on aspects of the language allocation policy so that changes can be considered in a systematic way rather than building-by-building or teacher-by-teacher.

Recommendation #2: Focus on straightforward, clear, and transparent communications

Having reviewed a wide variety of documents developed by the district, we recommend that communication be made more straightforward and follow a "less is more" rule of thumb. We applaud the district Bilingual/ESL/DLI office for the tremendous amount of detail regarding the rationale behind its decisions that has gone into many of the communications we reviewed, but we think that staff would welcome more streamlined communications that are more explicitly connected to daily practice and decision-making.

For example, the *language allocation policy* as described in the previous recommendation is different from a *language policy* for the district, which was one of the documents provided to CAL for use in contextualizing the DLI program at the district level. The language policy being drafted by district staff includes "beliefs, legal rights and guiding principles" and describes the intersection of those beliefs, rights, and principles with district supports, program models, curriculum and instruction, and processes for gathering input from stakeholders. This is a very important document to develop, but serves a different purpose from the more practical roadmaps that we are recommending here. Other documents that we reviewed, like the "Values and Vision" and the "MMSD Dual-Language Immersion Program Description" (including "the what", "the why," and "the how"), are great resources but they need to be supplemented with documents that are more of a checklist or a directive for staff to see exactly what they should be doing in practice.

Ideally, all staff involved in the DLI program would have sufficient prior training or district-provided professional development to have a deep understanding of the connections between the research on second language acquisition and the program- and classroom-level practices. Many staff do have tremendous knowledge and experience in dual language. However, staff who are new to dual language need time to understand these connections, and need to be implementing the model and the curriculum in the meantime, which is where more straightforward, checklist-type documents would come in.

We think there is an analogous disconnect when it comes to instruction (see the recommendation in this chapter on p. 29). From talking to teachers and seeing the professional development they have been offered, it is clear that they have been exposed to the important concepts related to teaching language learners, but not all teachers seem to be able to put these concepts into practice. For example, we know that teachers have gotten professional development on language objectives, and despite knowing ahead of time that we were coming to observe, most teachers did not include language objectives in their lessons.

To summarize, staff are getting ample guidance on the big picture of dual language programming and instruction but they need more explicit communications and practice making connections to what the big picture looks like in practice.

Recommendation #3: Create a system for efficiently disseminating consistent information

One benefit of thinking through the minutiae of a language allocation policy is to help district staff speak with one voice when it comes to administrators', teachers', or parents' questions about school- or classroom-level practices. During our site visit, we heard of a number of instances where uncertainty hung in the air for far too long, where someone did not know where to turn for help, or where the questioner received different answers from different staff. For example, one teacher said that she had asked whether students should be asked to *write* during English language development (ELD) time in the primary grades, and she received "yes", "no" and "maybe" responses from different people that she asked.[1] As another example, there was a tremendous amount of concern at one school about report cards that included a notice that students would have to go to summer school due to their third quarter results. This could have been quickly addressed simply by sharing with parents that those notices were automatically generated and may or may not be appropriate, and that more information would be forthcoming.

We recommend creating some kind of feedback mechanism to address these kinds of situations when they arise. Some questions will be answered by new documents such as the language acquisition policy. A communication mechanism (perhaps using the PSTs as a go-between from the schools to the district) could help disseminate answers to all staff, as a question raised by one person is likely to come up for others as well. A Frequently Asked Questions page on an internal website or a weekly memo might serve as a place to provide this information to staff. There would also need to be some way for school staff to provide feedback or ask additional questions about the topics that come up. These feedback mechanisms should also provide a structure for resolving conflicting advice. For example, if a principal or Instructional Resource Teacher (IRT) with minimal DLI training provides guidance to a teacher on a general literacy issue that seems to be at odds with the way that Spanish literacy is taught, there should be a way to get more information from Spanish literacy or bilingual experts to confirm that the guidance is appropriate for DLI classrooms.

Getting in front of common concerns could help increase confidence in the implementation process. For example, many interviewees reported that during nearly every school's DLI planning process, teachers had concerns about two issues: displacement of monolingual staff and the "creaming" effect that DLI might have on the monolingual strand, leaving more at-risk and transient students in the English-only classrooms. Knowing this, these concerns can be addressed

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[1] Current thinking indicates that "maybe" is the best answer: During ELD, independent or group practice activities should be differentiated so that students who are ready to write in English can do so if writing would enrich their understanding of the focal concept, and students who are not yet ready to write in English (especially but not exclusively ELLs) can do listening and speaking activities (see also p. 35 for more details).

up front as part of the planning process. Also, a number of staff that were interviewed (and many parents as well) were frustrated that the district report cards do not reflect students' first and second language growth. Administrators at the district are well aware of this problem and are planning to address it in 2011-12. Simply telling people that this problem is on the district's radar screen could go a long way to reducing frustrations.

The following are some program-level questions that we heard during the site visit that might be good test cases for developing this dissemination/feedback mechanism:

- How can we support students who enter the program late and have limited or interrupted formal education?
- What should we do if our classes end up with an imbalance of native English speakers and native Spanish speakers?
- What specific skills should students develop in English at each primary grade level so that they are prepared for third grade English language arts?

Caveat

One of the reasons that clear communication about dual language practices is so important is that there are many instances where there is no clear-cut *right* or *wrong* way to do things. However, once you have made certain decisions, other decisions need to support the overall structure of the program. For example, in a program where it has been decided that initial literacy instruction will be provided in Spanish, it would not be wise to adopt a curricular component for Kindergarten English instructional time that is reading-intensive. However, that component might work in another dual language program with a different model. So when we recommend stating clearly what the non-negotiables for the MMSD program are, we are not suggesting that these decisions should be framed as the only way to do things, but that they are part of a consistent model or are the best choice given certain other constraints or conditions, and also that these decisions will be subject to evaluation on a regular basis.

Curriculum and Materials Development

After the issues described in the previous section, the second most common frustration expressed during interviews was about the process for developing curriculum and materials for the dual language program. Of those teachers who commented on their expectations for creating materials, everyone indicated that they expected to spend time creating materials during paid planning time and on their own time. However, the two main complaints were:

- professional development days were spent exclusively on materials creation, and not on other types of activities, and
- in spite of district- and school-level compensation, the amount of personal time and daily planning time spent on creating materials came at the expense of other necessary planning and professional activities.

Additionally, interviewees wondered why so much of the curriculum was being created from scratch when there are so many other dual language programs in the country, when Nuestro Mundo has a curriculum it has been using K-5, and when there are materials that exist from the previous transitional bilingual education programs that could be used in the dual language program.

Again, one of the problems revealed here is the mismatch of expectations and realities. Many interviewees were frustrated that the district seems not to have come through with what was promised. Teachers said they thought they would be given a curriculum, but the district brought a list of themes and topics to the table and teachers created all of the materials and did all of the needed translations. Teachers were particularly frustrated that this was done *instead of* other professional development on instructional strategies or time to talk about what works or does not work, that IRTs and other coordinators continue to bring them materials to use that are in English, that district professional developers cannot answer specific questions about how particular curricular elements work in dual language or in Spanish, and that the district is asking teachers with very little dual language experience (in some cases) to create materials and lessons that will then form the backbone of the dual language program.

From the district's perspective, the amount of curricular control and the amount of paid time for creating materials is actually more than most other teachers in the district get. All teachers are expected to create materials that are tailored to their students' needs; using only a textbook or other materials from a single published curriculum runs counter to the district's philosophy. The work that the district is putting into standardizing the dual language curriculum is meant to increase integrity in the program (which was lacking in the previously implemented bilingual program) and respond to intra-district mobility of students (especially native Spanish speakers).

We agree with the district's approach (teachers should be expected to create materials, and the district is right to provide a scope and sequence of themes and broad skills taught at each grade level), and we are also sympathetic to the staff's concerns listed above. To some degree, the district is experiencing growing pains that are inevitable. The crux of the problem is that teachers are being asked to spend a significant amount of time creating materials during their first year of instruction in dual language at the same time that they are trying to get used to a new program model and schedule and working hard to learn and to incorporate new teaching strategies for a two-way DLI classroom.

It would have been a good idea for curriculum development to stay one grade ahead of program implementation, so that most of the core curriculum (including lessons and materials) would be in place before the dual language program expands to each grade. In order to mitigate the frustration of second through fifth grade teachers as the program grows into new grades, the district needs to provide more support in providing materials and resources. Teachers want to be part of this process and value the fact that they can choose materials and approaches that work well for them, but given the magnitude of the task that new dual language teachers are being

asked to take on, they are requesting that district curriculum specialists bring more ready-to-use instructional materials to the table.

There is a Google site that teachers can use to share materials for Spanish language arts (balanced literacy), balanced math, and English social studies and science. However, it is unclear what additional mechanisms exist to share materials related to the core curriculum/thematic units. Furthermore, we reviewed some of the resources on the Google site, and while many are excellent, some could use additional work. There are also many curricular areas that are not well represented with completed materials, and more could be done to connect the resources that do exist to the scope and sequence of the curriculum to make finding relevant tools easier. If the Google site is going to be the main mechanism by which materials for the core thematic units are disseminated (including curricular elements that the district wants implemented in all classrooms), it needs to be moderated and better organized to function as a virtual one-stop-shop for the curriculum. There might also be an unmoderated section of the site where teachers can post additional resources or lessons that they want to share. Ensuring that the Google site is complete and contains strong materials will limit the amount of duplication of effort that is occurring around the district as each school's grade level teachers create materials for the same themes.

Finally, teachers who were interviewed noted that with an increase in standardization of the curriculum, it is necessary to ensure that there are enough materials for all classrooms to be doing the same thing at the same time. For example, whereas students in upper grades are using a variety of leveled books at any particular time, in Kindergarten, all students are starting at the lowest levels, and all students need access to the same limited materials at once. Several teachers mentioned that they are having trouble accessing core curricular materials like leveled readers, and that some materials are being ordered so late (likely due to the fact that the curriculum for each grade was developed only weeks before school started) that they do not come in time to be useful. Again, these are problems that are going to ease over time, but they can be very frustrating for teachers who are in the pioneering year as the program grows.

Instruction

As mentioned above, while there were some exemplary teachers who used a wide variety of teaching strategies, there are some concepts that we think teachers understand but are not comfortable putting into practice. Consistency is a key to success in any classroom, but is even more critical in dual language classrooms where scaffolded language practice needs to be incorporated into all lessons. The suggestions made in this section reflect practices that were implemented inconsistently across grade levels and schools. Implementing these elements more systematically through careful planning and reflection during instruction would greatly increase the strength of the programs and overall student success.

Comprehensible input was more of a strength for teachers in the lower grades than for those in the upper grades. Comprehensible input includes using instructional strategies to make language

comprehensible to language learners, using scaffolding techniques, providing wait time, and pacing the lesson appropriately (see Appendix B, items #8-11). First, visual scaffolds were used more frequently with younger students. Many students in the upper grades could have benefitted from the visual supports to help develop their content knowledge, increase vocabulary, and ensure the use of proper grammatical structure. In one upper grade classroom that did provide such support (a math class focused on designing a layout of a house), models and supports throughout the room helped students to work independently and support each other in small groups. Key vocabulary and examples for solving equations were also readily available for students to refer to. Additionally, wait time was more frequently observed in the lower grades than the upper grades. Even for students who seem to have strong oral proficiency in their second language, allowing language learners additional time to respond in the target language is vital to their confidence and willingness to engage in that language. This should be consistent in whole group, small group, and one-to-one interactions.

Another strategy that teachers should be more aware of using is promoting higher order thinking skills. On our rubric, about half the teachers scored 0-2, demonstrating that they seldom or infrequently asked higher order thinking questions (see item #18 in Appendix B). Teachers are encouraged to consider explicit higher order thinking questions more often for whole group and small group interactions. For example, one teacher was talking about text features in an article and she missed several opportunities to ask students what they thought was the significance of different types of text features, particularly in non-fiction texts. Additionally, when students go to independent and small group practice, teachers might consider having a 'challenge center' where students can expand their learning. Using the text feature lesson as an example, activities in a challenge center for this lesson might include having students locate information in a text of their choice, develop their own example of a text using particular features, or explain to a peer how using text features can help to understand the text. Another key component of higher order thinking is encouraging students to share their observations and new learning after independent/group practice and application activities. One example where this was done very well was when a primary grade teacher started a lesson by reviewing the food groups with students and having them match pictures of foods to the group label. She then had students split up into six groups where they each got a bag of mixed food realia. There were baskets with food group labels around the carpet and students played a game where they categorized their realia into groups. Once the game was complete they reviewed the objects in each basket as a class. When there was a discrepancy about which basket a food should go in (e.g., bacon is a 'sometimes food' or a 'meat') the teachers and students engaged in a conversation about the rationale behind each choice. The teacher also promoted higher-order thinking by engaging students with probing questions to get them to come to correct conclusions rather than telling them whether they were right or wrong.

One area that teachers should focus on in their planning is creating more opportunities for interaction, particularly during whole-group instruction. Interaction between students and

teachers and among students is necessary for language development. On the one hand, there were many occasions where students engaged in hands-on work and had opportunities for interaction: eight teachers scored 3 or 4 on using active learning approaches (item #14 in Appendix B), providing opportunities for students to practice using learning strategies (#15) and all but one of the eight also scored 3 or 4 on providing frequent opportunities for interaction (#12). On the other hand, the other seven teachers observed did not demonstrate best practices in these areas. Encouraging interaction during centers and other times when students are working independently would increase students' development of language proficiency and content knowledge. Incorporating authentic speaking tasks into group work helps provide those opportunities. Additionally, there were not many opportunities for interaction between students during whole-class instruction. Many teachers dominated whole-class conversations and this did not allow for students to practice and engage in developing their understanding of content in the target language. Giving students brief opportunities to respond to each other in pairs or in small groups would increase their ability and confidence to respond to teacher' questions when they are called on to share with the class. Even those teachers mentioned earlier who provided opportunities for interaction during group work could do more to increase interaction during whole-class work.

Lastly, teachers would benefit from thinking further about how to give meaningful feedback to students on a regular basis. Students need explicit feedback to know where they are progressing and where they need to practice and improve. It was often observed that students were praised for completion of work or simply told to correct an answer. A more focused conversation asking students how they came to an answer or conclusion would help students develop their understanding and their content-compatible language skills. This also gives the teacher more insight into what specific steps or concepts were confusing to one or more children. This feedback and assessment can be done in multiple ways, such as informal interviews, response journals, worksheets, or tests that allow students to show their thinking. Teachers should also be careful not to consistently call on students who raise their hand first or who they know will have the right answers. Calling on a variety of students has several benefits. First, it allows teachers to hear both correct and incorrect responses from a variety of students and provides a more balanced assessment of student understanding. Students also benefit by knowing that everyone is accountable for participation and that even wrong answers contribute to the class developing its understanding of a concept and of different ways to approach a problem.

Summary
With a strong program model and implementation plan and very well-educated teachers, there are some aspects of the program and instruction that just need a shift in focus rather than a fundamental overhaul. The suggestions we made in this chapter for this kind of refocus of attention are the following:

- Provide clear guidance on aspects of the program model that are non-negotiable and those that are flexible to some degree.

- Provide straightforward communications aimed at clarifying expectations around the program model and daily pedagogical practices.
- Create a system for disseminating consistent information and clearing up misconceptions quickly.
- Provide more district-level support in materials development and translation.
- Moderate and formalize the dissemination of core curricular materials using the Google site or another mechanism.
- Ensure that sufficient copies of in-class instructional materials are purchased, in addition to paying attention to the variety of materials purchased.
- In terms of instruction, teachers should reflect on increasing their use of comprehensible input strategies, higher-order thinking tasks and questions, opportunities for interaction both in practice/application activities and whole-class instruction, and meaningful feedback during instruction.

Findings, Part III: Recommendations for Changes Over the Mid-Term

In this chapter, we provide feedback on some of the aspects of the MMSD DLI program that require some planning and consideration to adjust. The suggestions related to English language development are the only aspects of this evaluation that could result in significant curricular/program model changes, so discussions across schools and among staff are critical to decide on a course of action, to attend to planning and purchasing materials, and to communicate these changes to parents and other stakeholders. Other suggestions provide an opportunity for refinement of practice based on collaborative reflection within and across schools.

English Language Development in the Primary Grades
Following the 90/10 model, MMSD DLI programs provide a short period of English language development (ELD) instruction every day to students in grades K-2 in order to provide a foundation for English proficiency. Currently, ELD time is focused on social studies and science lessons that develop oral language and content concept understanding. At Nuestro Mundo, English language arts (ELA) is added in third grade, and by fourth grade, all content areas (language arts, science, social studies, and math) are taught in both languages.

There are some common understandings at Nuestro Mundo and there has been some dissemination of guidelines from the district as to how English time is supposed to work, but unfortunately, there is very little consistency in practice. It is quite possible that there may end up being differences in the format or content of ELD from building to building, grade to grade, or even classroom to classroom, but those decisions need to be made on a principled basis, with a clear rationale that is connected to the needs of the students and the vertical alignment of the curriculum. Presently, changes seem to be made out of frustration or because of a lack of guidance, which may result in ineffective practice. Three teachers (at two schools) explicitly stated that they didn't know what they were supposed to do during English time and that they were not given any guidance on the matter.[2]

Even within the guidance that is provided, documentation is not consistent: the district's handout entitled "Instruction in English- Dual Language Classrooms" states that Kindergarten students will receive 25 minutes of English in social studies or science, but the sample DLI Kindergarten schedule indicates that social studies is taught in English and science in Spanish[3]. Furthermore, some classrooms are not following the model as designed. At the moment, Nuestro Mundo primary teachers seem to be teaching more science in English and social studies in Spanish, presumably because there isn't enough time to teach both types of content in a short period of

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[2] In order to protect teachers' anonymity in the description of their interview responses in this section, individual schools will not be named. However, the problems described here were reported at all of the schools that we visited, including Nuestro Mundo, and should be addressed district-wide.

[3] It might also be noted on the sample schedule that the 30 minutes listed for English time (1:45-2:15) includes transitions, not that there should be 30 minutes of instruction + transitions.

time. In at least one primary classroom in the district, both science and social studies are also taught in Spanish.

Kindergarten teachers, in particular, were frustrated by the short time available for science and social studies. In Kindergarten, 20-25 minutes is not enough time to teach many social studies and science lessons, especially since transitioning classrooms or teachers for English time can often take up to 5 minutes out of that limited period. Lessons that require mini-lectures or demonstrations followed by practice would be hard to squeeze into such a short period. In at least two Kindergarten classrooms (at two schools), English time has been shifted to two 40-minute periods per week in order to provide adequate time for the content lesson.

Another inconsistency is in switching teachers for ELD time. At both NMCS and in the other district schools, there is an intention to have students work with a different teacher in English and in Spanish in the primary grades, just as they do in the upper elementary grades. However, that seems to be happening sporadically; at least three grade levels in two different schools are no longer switching the students because it was taking too much time. There was also confusion around when in the year ELD is supposed to start: at one school, ELD instruction did not begin until November. Furthermore, in one first grade, having English in the late afternoon meant that sometimes this period would be pre-empted by an early dismissal or by days when students had double specials in the afternoon, so students were only getting about 1.5 hours of English per week, which is far short of what is indicated by the model.

One of the biggest questions around ELD relates to language and literacy development. One teacher provided specific questions she and her colleagues had, but similar sentiments were echoed by other primary teachers. Some of the questions are:

- Should students be writing words during ELD?
- Are teachers supposed to provide chart paper with the lyrics to songs for students to read along with as they sing?
- Are teachers supposed to teach the same language structures in English and Spanish, particularly when it comes to social language?
- What are some good strategies to use to transition students into English time? How emphatically should we state that English should be used in English time, not Spanish?

These are very important questions on which teachers need guidance. Again, the answers may not be uniform from classroom to classroom, but some of these issues may be covered in the language allocation policy (discussed on p. 24). Other questions related to ELD in the upper elementary grades that came up at NMCS include:

- Should students be grouped by language proficiency for ELD?
- How can ELD be incorporated into ELA to benefit NSS in the upper elementary grades?
- What ELD curriculum materials would support K-5 ELD teaching?

- Can specials teachers incorporate ELD into their instruction?
- What English skills should students be learning at each grade level?

In response to these questions and to our other observations about ELD in the program, we offer the following recommendations:

1. In Kindergarten, ELD time should be 20-25 minutes every day. Content should relate to thematic units such that the main instruction of new concepts in language arts, math, science, and social studies is in *Spanish*, with extension and special topics in *English*. Activities could include singing a song or reciting a poem about topics covered in Spanish class, having a discussion about American holidays/customs as appropriate to the time of year, or reinforcing a linguistic structure in English that had been taught in Spanish.

2. In first grade and beyond, it is more likely that entire science or social studies lessons could fit into the 50 minutes or more set aside for English. However, with the district's focus on thematic units, science and social studies should make up a considerable proportion of Spanish instruction as well, and English and Spanish lessons should be thematically connected when possible.

3. There is no research to suggest one set-up is better than another, but the district should decide whether science and social studies should be taught in both languages every year from first grade to fifth grade or whether to do one always in English and the other always in Spanish.

4. There is a very fine line between *reinforcing* language structures and vocabulary in English that have been taught in Spanish and *reteaching*. In a lot of cases, particularly in Kindergarten, social language structures that are age appropriate will look more like reteaching – "Yo vivo en Madison", "I live in Madison". Making cross-linguistic connections means that students have already learned the concepts and just need the structures and vocabulary in order to produce the ideas in the second language.

5. ELD time should primarily focus on oral language development, particularly providing opportunities for students to talk with cross-linguistic partners. In some cases, when independent or group practice is appropriate for a particular ELD lesson, the teacher could suggest some writing activities for students who are ready for English writing, with oral activities covering the same learning objective for other students. In this way, all students are exposed to the same concept but their practice/application activities are differentiated to their level. Unless students become frustrated, it is reasonable to provide big books or writing on chart paper for students to view as the teacher reads or sings it aloud; however, the focus should be on understanding the meaning of the words read aloud, not decoding what is on the paper, at least until students are ready to do so.

6. It is very important to vertically align the English language skills that are taught and will be expected at each grade level. Nuestro Mundo has begun work on this effort. This connects back to one of the items on the language allocation policy, namely, at what

point it will no longer be acceptable to respond in one language during instructional time in the other language (item 2b on p. 24).

7. In terms of transitioning between English and Spanish, if moving students from one room to another is too chaotic, don't do it. Although a lot of the literature on immersion programs focuses on the importance of language separation, there is new discussion in the field about whether it is also important to provide strong role models of *bilinguals* for the children by having one teacher teach in both languages (still maintaining a time in the day for each language). If the district prefers to maintain the one-teacher/one-language model, an alternative logistical arrangement is just to have the teachers switch rooms, rather than the students.

8. Also with regard to transitions, teachers should not use language in their routines that expresses the idea that Spanish cannot or should not be spoken, at least in Kindergarten and the first half of first grade. Something like "let's try to listen and speak in English" would be more appropriate.

9. ELD time should begin on the first day of school. With a focus more on extending and reinforcing the Spanish curriculum rather than implementing entirely new science and social studies lessons, it will be easier for teachers to see how ELD fits into instruction right from the beginning of Kindergarten. It is important to remember that ELD is not only meeting the ESL needs of NSS but is also a time in the day for NES to be able to relax cognitively by listening in their dominant language. There are also a number of NES students who benefit from ELD: Recall from the second chapter of this report that there are several second and third graders who still sometimes have trouble understanding the teacher when he or she is speaking in English or in expressing themselves in English (see p. 15).

10. It is important that ELD time not be considered optional. The language allocation should be maintained as closely as possible in every classroom. For shortened days or days with extra specials, the classroom schedule should be adjusted to include the appropriate amount of English, so that over the course of several weeks or months, the allocation in terms of the percent of each language is being maintained.

11. The amount of academic ELD time is particularly important given that—at least in one school and very likely in others—specials teachers are not trained in ESL/ELD and are not incorporating language development into their lessons. It would be helpful if these teachers could receive some training in ESL so that they see how language is developed in content area classrooms and to consider how to align language development activities in specials with overall English language benchmarks.

Regarding the questions that came up at Nuestro Mundo:

12. Grouping students by proficiency level for English time (using ACCESS or other scores to form groups) would probably not work in the model for ELD proposed here. First, there are certainly times when the teacher might want to group students by proficiency so

that some can do oral exercises and some can write, as suggested above, but on the whole, we want to allow for flexible grouping depending on other criteria as well, including content knowledge, interests, and student behavior. Second, it is important for NSS to hear NES models using academic English during ELD time, which would be unlikely to happen if students were grouped by English proficiency. Further, trying to create a multi-age English period would be hampered by the fact that students in different grades have different lengths of English in their language allocation. Finally, in the model of ELD proposed here, instruction would be tied more closely to Spanish/daily instruction, so it would be difficult to make connections to recent learning across grades.

13. ELD continues into third–fifth grade even though there is no longer a formal period for it. In dual language, ELD and Spanish language development are integrated into content (including language arts) by providing oral language, grammar, and vocabulary development appropriate to language learners' needs. This is frequently done by including language objectives in every lesson that help students be successful in their practice/application activities.

14. Purchasing some materials for ELD may be helpful, but following a particular ELD curriculum is not consonant with the district's educational approach. However, grade level teams might find it useful to purchase some materials from a program such as *Into English* in order to get ideas for language objectives and activities to include in ELD time.

Overall, the language allocation (percent of time in each language) and philosophy of teaching with thematic units provides the district with a sound foundation for English and Spanish development. The above suggestions should serve as a jumping-off point for discussion in the district about what practices work best. Again, making principled decisions (whether being uniform or flexible) that provide a coherent experience for students is in most cases more important than any individual decision itself.

Professional Development

In the previous chapter, we discussed teachers' frustrations that large amounts of professional development and paid planning time were spent on curriculum and materials development instead of on other pedagogical topics and tasks. Several additional concerns about the organization and content of professional development arose in our interviews, which are discussed here.

It was frequently mentioned in interviews that district-provided professional development usually does not take dual language programs or language learners into account. Unless the event is organized by the Bilingual/ESL/DLI office, or, at the school level, is focused specifically on dual language, general professional development has a very monolingual focus, and speakers/facilitators do little to provide relevant adaptations for language learners.

Nine teachers who were interviewed were asked "What professional development offered by the school or district has been most helpful for you? What topics would you like to see a focus on in the future?" The responses are shown in Tables 7 and 8, with the responses repeated by the largest number of teachers at the top of the table.

Table 7. Professional Development That Has Been Helpful

Topic/Session Type	Number of Respondents (N=9)
Elena Izquierdo	4
CARLA institute	2
Grade-level or intra-grade DL team meetings at school	2
Math training on number development	2
Sessions with Tara Fortune	2
Curriculum/materials planning days	1
La Cosecha conference	1
Lucy Calkins Writers' Workshop PD in previous years	1
Meetings (non-specific)	1
Vertical alignment using the school mission	1

Note. Some respondents gave more than one answer.

Table 8. Professional Development Topics That Staff Would Like to Have Addressed

Topic/Session Type	Number of Respondents (N=9)
Creating good lessons in the English block/Effective ELD	3
Teaching Spanish literacy	3
Math (in general)	2
Classroom management	1
Comprehensible input	1
Creating a daily classroom schedule	1
Implementing what we've learned in past PD	1
Language development in math	1
Literacy development	1
Second language writing	1
Writing (in general)	1

Note. Some respondents gave more than one answer.

Tables 7 and 8 show that the most helpful professional development (PD) sessions for teachers were dual language-focused presentations at CARLA Institutes and with Elena Izquierdo, and six out of the nine total respondents mentioned they want some PD that focuses on literacy.

In terms of the format of PD, a number of teachers mentioned that they would like more time to talk with each other about what works and to help each other work through problems or issues, in addition to formal PD with a speaker/facilitator. It was also clear that some professional development (notably, the day-long session offered with Elena Izquierdo) had no follow-up component at the school for teachers to debrief and consider how to implement their new learning, which is a critical component for effective PD.

Given these findings, we recommend the following with regard to professional development:

- Ensure that there is local follow-up on district-wide or off-site professional development, including time to discuss what was learned from speakers who come to Madison, and time to share out new learning from institutes and professional conferences.
- Use local talent, especially Nuestro Mundo teachers, to facilitate professional development as a way to provide locally relevant PD that also helps reduce costs. Site visits to Nuestro Mundo's classrooms would also help other district teachers see and understand what works in the classroom.
- Consider site visits to nearby DLI schools in Kenosha, Milwaukee, and Minneapolis.
- Focus on one to two elements of professional practice each year in order to allow sufficient time for teachers to practice and reflect on new learning. Given the results in Table 8 and our other recommendations below, prioritize PD on those aspects of curriculum and instruction indicated in the next section of this chapter.
- Ensure that teachers in their first year of teaching in dual language have time for a wide variety of professional development activities, beyond curriculum and materials development.
- Ensure that all PD, whether district-wide or dual language focused, includes a strong component of putting new learning into practice, and that all professional development facilitators come prepared to discuss how their topic works in dual language.

Curriculum and Instruction

In terms of changes that can be made in the DLI classroom, in the last chapter we suggested some strategies that teachers are likely familiar with that they should make a concerted effort to implement on a daily basis. In this section, we discuss three instructional issues that are closely tied to curriculum. Addressing these issues requires collective reflection among teachers and administrators in order to develop a cohesive approach to instruction at the program level, and to sharpen all teachers' knowledge and skills.

Spanish Literacy

As noted above, six of nine interviewees who were asked what kind of professional development they would like to see mentioned some aspect of literacy instruction. A number of respondents understood that the underlying structure of the district's literacy program is balanced literacy, with the new thematic units for DLI providing a skeleton for the scope and sequence. But there is also a sense that within and across schools, there is a lack of a coherent vision as to what Spanish literacy instruction should look like, and where there is a particular approach designated (such as Lucy Calkins' Writers Workshop), it is not entirely appropriate for the dual language program.

We agree with the district's approach to literacy instruction, particularly in the choice not to use a scripted literacy curriculum. However, most training for pre-service teachers is in teaching literacy in English through a monolingual framework, and there are few resources for learning to teach Spanish literacy to bilingual students (both heritage speakers and language learners).

DLI teachers in the U.S. can find it difficult to balance teaching for transfer and teaching each language authentically. For example, while Spanish and English are both alphabetic languages, and some concepts—such as letter names—can be translated across languages easily, sounding out words is approached very differently in the two languages. While, in English, students sound out words using phonemes, or letter sounds, students learn to read Spanish by sounding out syllables. These linguistic differences can also be seen in beginning writing, for example, with the degree to which consonants or vowels are emphasized. A student taught to write in English might write "I WNT T T Z," for "I went to the zoo," while if a student taught to write in Spanish was asked to write "Yo fui al zoológico" he or she might produce 'o e a ooio." While these look like entirely different writing 'issues', both students are at the same developmental literacy stage appropriate to each language. It is important to be sure that curriculum, instruction, and assessment is aligned to take into account these types of fundamental differences in the approach to literacy instruction.

One question that came up in our interviews at Nuestro Mundo is that there are two camps in terms of methodology of teaching early literacy in Spanish: one which favors the Estrellita program and the other being the more traditional syllabic method for teaching reading in the primary grades. Based on the writing of the author of Estrellita (e.g., Myer, 2010), there should not be such a stark contrast between Estrellita and more traditional Spanish instructional methods. In fact, Estrellita is a program that is based on the fundamentals of teaching Spanish (teaching vowels first, sounding out syllables, teaching letter sounds before letter names) as compared to other published curricula that are merely translations of the way English is taught. Estrellita is also marketed as a supplementary program for use in interventions, so, in light of the district's policy not to use a single published curriculum as a primary vehicle for literacy instruction, it may be more useful to think of Estrellita as having useful components that fit into the overall approach. Some teachers might find Estrellita more useful than others. It would be a good idea for teachers to meet as a dual language team across grades and schools to examine the approaches they are currently using to teach Spanish literacy, and examine where there are significant differences and whether these are a matter of teaching style or represent a lack of cohesion in the overall approach to Spanish literacy instruction.

Another supplementary program that has caused some confusion is Lucy Calkins' Writers Workshop model. While teachers appreciate the approach of this program, there are ways in which it needs to be adapted for use in dual language programs. For example, students must be provided with authentic, rich texts in Spanish in order to honor the model of using mentor texts to encourage the use of particular writing components. These components may not transfer well in translated texts. Further, while asking students to make connections with texts is completely appropriate and encouraged, asking students to write a story about 'small moments' without the vocabulary to do so is unrealistic. It is important to consider whether a translation of a book that may be an appropriate model of a writing skill or model for a small moment is appropriate in terms of its use of vocabulary in Spanish that students have acquired and are ready to use in their

own writing. Additionally, it may be necessary to be more fluid in terms of following the program. For example, instead of following the books in order to instruct each component of writing, consider when the components are most applicable and fit within the overall instruction in terms of themes and skills taught. For example, text features would be easily incorporated into science or social studies lessons (see p. 35 for suggestions on increasing the teaching of science and social studies in Spanish). Having students write a Magic School Bus story on the science or social studies unit they are studying into which they incorporate text features makes the overall learning engaging and very meaningful.

In sum, our recommendations for improving Spanish literacy instruction are as follows:

- Assemble a working group to explore the use of particular literacy programs such as Estrellita and Writers' Workshop within the DLI program. The outcome of the working group should be guidelines on using these resources in DLI, including what components work well with particular units of study and what components should not be used. This group might also present recommendations to the district as to materials need to be created or purchased to support the use of balanced literacy and Writers' Workshop as they are adapted from their original English to use for Spanish literacy development.
- Encourage teachers to form study groups to examine biliteracy and Spanish literacy instruction. Because of their expertise, the members of the working group suggested above may also be good study group leaders. In addition to the relevant sections of dual language books such as *Dual Language Instruction* by Cloud, Genesee, and Hamayan, an exceptional and brief article that would be a good choice to use in a study group is Kathy Escamilla's article "Considerations for Literacy Coaches in Classrooms with English Language Learners" (www.literacycoachingonline.org/briefs/Escamilla_BRIEF.pdf). While the article focuses mostly on English language learners in mainstream classrooms, there are some important sections on how teaching literacy to language learners differs from teaching literacy to native speakers.

Math
The balanced math curriculum used in the district relies heavily on teacher knowledge of math standards and constructivist methods in teaching. While this is an approach that we agree with, not all teachers are finding success in this system. In our interviews, we were alerted to problems related to inconsistencies across classrooms, to a lack of professional development on using the various curricula and materials that are available, and to a disconnect between the way that students learn math in the elementary schools and methods used in the secondary grades.

In addition to improving math instruction across the board, there needs to be attention paid to the language needs of dual language students that might not be highlighted in mainstream professional development on balanced math. Another issue for dual language programs, and all programs that serve English language learners, is that in some cultures, math is taught a completely different way, and parents may not be aware that there are multiple ways of

approaching math instruction (which white, middle class parents might be aware of, even if they were taught and favor more traditional approaches). Parents from other cultures can become frustrated if they believe their students are not learning math because they are not bringing home anything that looks like math learning according to their experience, or if they see students using methods that they believe are wrong.

Based on these issues, we make the following recommendations:

- Provide professional development on including language objectives in math lessons (see below for more on language objectives). Teachers should be encouraged to work collaboratively to align language objectives for language learners with the current math standards (which presumably already include language development for native speakers).
- Provide additional professional development or guidance on existing math programs that are currently used as "supplementary materials" in MMSD. While we are not advocating the wholesale adoption of any one textbook, programs like *Investigations* and *Everyday Math* are complex and it is important to understand how each of the exercises fits in with a particular approach to teaching a concept.
- Discuss with students that there are many ways to learn math and to solve problems. Encourage them to teach the methods they learn at school to their parents, so that their parents can see that they are learning math, just in a different way (while the students receive the learning benefit that teaching something to someone else provides). These conversations can be made appropriate in both primary and upper elementary grades, with conversations in fifth grade focused on making connections to how middle school math is different from elementary school math.
- Provide workshops for parents on the constructivist approach to math, with some sessions conducted in English and some in Spanish or other languages. Instructors of such workshops should honor more traditional approaches and encourage participants to make connections to the way they learned, while showing how the constructivist approach provides opportunities for students to deepen their understanding.

We also anticipate that changes made in response to our other suggestions, particularly those related to instruction, will help improve math outcomes, about which there is some concern, especially at NMCS.

Connecting Language and Content Objectives to Instruction

Content and language objectives provide a frame for a lesson, as they can alert students to the ideas they will be learning about prior to the lesson and allow for review at the end of a lesson (Echevarría, et al., 2008). These objectives should be written in student-friendly language in a conspicuous place for students to refer to throughout the lesson. Objectives also need to be tied closely to practice/application activities, so that hands-on work provides a way for students to understand new learning.

While few written objectives were seen in our classroom observations, teachers did do a relatively good job of verbally expressing the expectations and objectives for lessons, with nine teachers explicitly stating content objectives and seven teachers explicitly stating language objectives. Many MMSD teachers have had professional development on learning objectives, but we would recommend that the district focus some additional time on objectives, particularly in terms of writing and emphasizing learning objectives at the start of a lesson, ensuring that lessons include *language* objectives, and connecting objectives to instruction.

In general, when teachers opened their lesson with conversations about what was learned previously and then engaged students in what they would be learning that day, students were much more confident and capable of working independently to complete tasks. This was observed in large and small group instruction. For example, in some classrooms, during small reading group instruction, the teacher would state an objective and explain a language arts concept, students would practice as a group, and then they would go off independently to complete a follow-up task. In contrast, when teachers simply stated the nature of the activity and then directed students to get to work following the steps provided in the instructions, it was observed that the teacher had to repeatedly help individuals and small groups to understand the intended outcome. In short, in classrooms where teachers explicitly stated objectives, conversed with the students about the activities and had meaningful activities that supported the objectives, this made a big difference in student participation in learning.

As an example, in one upper-grade classroom, a teacher provided a math problem for students to work out in pairs. She told them to choose a number to insert into the word problem on the board and if they solved it, to try another number and try to find the answer. When the class reconvened, she asked students about the strategies they had used to solve the problem, and then told them that the point of the exercise was to see that there were many different ways to solve the problem. Unfortunately, the students' focus had been on calculation and there was no discussion in small groups of the strategies used to solve the problem, so they had difficulty answering the teacher's questions about strategies and the idea that there is more than one way to solve a problem. If they had known that the lesson was really about math strategies, students could have focused on trying multiple strategies and comparing them during their pair work.

Although MMSD has created some professional development materials related to language objectives, we recommend incorporating more discussion during ongoing professional conversations about how language objectives can be used. In particular, language objectives should not just describe what listening, speaking, reading or writing activities students will engage in during a lesson, but should describe skills that will be taught or practiced. These skills may include vocabulary, but should frequently touch on other grammatical or pragmatic language issues. In language arts as well as in other content lessons, teachers should provide instruction on new language skills and language frames that help students use their new learning in their independent practice.

Our recommendation with respect to improving the use of learning objectives is the following:

- Writing content and language objectives, creating instruction and activities to support them, and ensuring that all objectives are assessed and reviewed at the end of a lesson are critical, high-level skills for dual language teachers. Teachers would benefit from professional development, observation of model lessons, and lesson study over a period of time to hone their skills. These professional conversations about objectives might also take place during the ongoing curriculum development process and during work on the vertical alignment of language development (see p. 35).

Summary

In this chapter, we have made recommendations for aspects of the program model, curriculum and instruction, and professional development that require some planning and consideration to adjust. Our recommendations included the following:

- Provide guidance to support a consistent approach to ELD across grades and schools, with a consistent focus on English language development through content, making cross-linguistic connections, and providing language practice appropriate for each student's level of English development.
- Ensure that professional development incorporates time for reflection on putting theory into practice, uses local talent, includes classroom and site visits to see new ideas, and does not attempt to cover too many topics at once.
- Provide professional development to all DLI teachers that goes beyond curriculum and materials development. In 2011-12, we recommend prioritizing PD on three topics: Spanish literacy, math, and learning objectives.
- Assemble a working group to provide guidance on an approach to Spanish literacy development that is consonant with the district's overall approach to literacy but also honors what is different about teaching Spanish and teaching language learners. This group may also provide leadership toward organizing teacher study groups on this topic.
- Provide professional development on infusing language instruction into math and into using the various programs that teachers can draw on to supplement their math instruction. Discuss with students and parents the fact that there are different approaches to math.
- Provide opportunities for teachers to discuss and reflect on writing content and language objectives that connect to instruction and to assessment.

Findings, Part IV: Recommendations for Changes Over the Long-Term

In this chapter, we recommend some topics for staff to consider over the long term. We consider changes to these practices to be either lower priority than those listed in the above chapters (although not *low* priority) or things that will take time to phase in with the implementation of DLI district-wide. The practices discussed in this chapter included strengthening instruction to foster cross cultural understanding, issues related to expanding DLI into secondary schools, and additional long-term planning issues around leadership, programmatic supports, and maintaining cohesion in the program.

The Cultural Goal in Dual Language Immersion

One of the goals of dual language programs is to provide students with educational experiences that foster cross-cultural understanding. Although we did not investigate this aspect of instruction systematically in MMSD, we do have some indications that it is an aspect of the dual language program at Nuestro Mundo that could be strengthened. We do not have sufficient information to comment about the other elementary programs, but as they grow into the upper elementary grades it is a good time to think about how culture is addressed throughout the program.

First, during instruction, we infrequently observed any attention to culture or diversity (see Appendix B for details on observation findings). One teacher was observed explicitly discussing multicultural themes beyond superficial level, addressing respect and appreciation for all cultures, and one teacher addressed language varieties within and across languages, including the situational and cultural meanings of the varieties used by the students and in the community. No teachers were observed stating cultural objectives (similar to content and language objectives, see below). Since we did not ask to view cultural-themed lessons and teachers have not recently received professional development in this area, it is not surprising that these frequencies were low.

Culture was one of the major topics of our interviews of 30 second- to sixth-grade students at Nuestro Mundo and Sennett (See Appendix D for details). The responses to the question "does your class ever talk about culture" are listed in Table 9.

Table 9. Responses to "Does your class ever talk about culture?"

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	4	7	11
Sometimes	4	5	9
No	3	3	6
Don't know	3	1	4

Older students (in grades 4-6) were much more likely to say "yes" or "sometimes" than younger students. The examples of what they discussed in class were mostly related to social studies content, such as studying Native Americans and African-Americans, and some students noted

that topics related to immigration were tied to their own heritage. When asked "does the class ever talk about *your* culture," fewer students responded affirmatively, as seen in Table 10.

Table 10. Responses to "Does your class ever talk about *your* culture?"

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	2	4	6
Sometimes	2	0	2
No	4	10	14
"We talk about all the cultures"	0	1	1
"I don't really have a culture"	1	0	1
IDK/No response to 3.3 or not asked	5	1	6

Students were also asked whether they felt that they read books that felt familiar culturally (see Appendix D, Section 4), but this question is often too abstract for this age group, and in this case, most students could only say what felt familiar in terms of objects or texts they have both at home and at school or in terms of activities they have done.

In staff interviews, we asked teachers what kind of multicultural curriculum they incorporate in their instruction. A number of teachers at Nuestro Mundo pointed to the extensive social justice curriculum developed a few years ago, which is aligned across grades and to the social studies curriculum so that students are studying various themes tied to an essential question for each grade. A number of teachers also mentioned that they explore students' heritage and they discuss or celebrate a number of holidays related to world cultures.

Given the attention paid to developing a multicultural curriculum at Nuestro Mundo, we would have expected a higher rate of affirmative responses to the questions discussed above. It is possible that students had difficulty answering the questions in a decontextualized setting of an interview, but these findings do indicate that further inquiry into the efficacy of the multicultural curriculum is warranted.

A few teachers noted that culture is embraced throughout the school and is tied to instruction in other content areas besides social studies. One way to think about incorporating culture into lessons is to think about *cultural objectives* when planning content and language objectives. Cultural objectives may be tied to a number of education goals, including the following:

- Making connections to new learning by drawing on students' background experiences
- Teaching about the idea of cultural diversity in general
- Sharing knowledge about other cultures
- Helping students to deal with their feelings about living in the United States (especially for newcomers and older students)

Cultural objectives are also linked to language development in that they may be used to foster pride in one's native language/dialect and in knowing a second language (English or a partner language), to explicitly make cross-linguistic connections and build metalinguistic awareness, and can be used to complement language objectives related to distinguishing between academic language and social language. One example of a cultural objective with a language component is to discuss variations in vocabulary across Spanish-speaking countries (e.g., *plátano*, *guineo* or *cambur* for banana).

Our recommendations with regard to fostering the cross-cultural goal of dual language are as follows:

- Over the next year or two, develop and implement a system to assess cultural learning in students in the upper elementary grades. This might be a portfolio, an interview or survey of student knowledge and attitudes, or some other type of assessment. This information would then provide more detailed data that would either support or refute the data gathered in this evaluation that indicates that not all students are able to articulate what they are learning related to culture.
- In school year 2012-13, provide professional development related to cultural objectives and ensuring that cultural lessons are effective in providing students with opportunities to develop cross-cultural understanding.
- Also in school year 2012-13, convene a working group at each school or across schools to develop explicit cross-cultural/social justice curricular materials. Teachers and administrators from Nuestro Mundo could give strong guidance during this process as they have already developed such a curriculum.

Expansion into Middle and High School
In 2010-11, the first cohort of students from Nuestro Mundo reached sixth grade, and continued their dual language studies at Sennett Middle School (along with a number of students from Glendale's bilingual program). As more students arrive at Sennett, one house (5 homerooms) will be home to the dual language program, with a possibility of expanding into a second house if enrollment increases. Students in sixth grade at Sennett receive science and language arts instruction in Spanish as well as half of social studies content, and the content areas for seventh and eighth grade will be determined by the end of this school year.

As a new program, staff at Sennett have struggled to keep up with the development of the Spanish curriculum and with program planning. One particular obstacle was that Sennett had a part time DLI planner during 2009-10, but this position has been unfilled for most of this school year, meaning that the DLI teachers have taken on additional work related to curriculum development and program planning and administration. It is essential that Sennett teachers have this support, particularly in its initial few years as they work to refine the model, develop new materials, and conduct outreach to parents and the community. This planner, in his or her capacity as a liaison to the district administration, also plays a critical role as a link between

elementary and eventual high school programs in aligning the program, curriculum, and instructional approaches across grades K-12. One strength of the planning process at Sennett was working with Nuestro Mundo to understand their model and needs and working hard to ensure a smooth transition for students from fifth to sixth grade. This planning has no doubt contributed to NMCS students maintaining their sense of community and their pride in being bilingual as they have transitioned to Sennett.

Sennett is currently planning for seventh and eighth grade, including what content areas will be taught in which language(s). As we discussed earlier in regard to program model planning, it is important to have a strong rationale for these types of programming decisions and to consider both benefits and drawbacks of any approach. Because there are so few secondary dual language programs, it is not yet clear what the effects are of offering a subject in English one year and in Spanish the next. This approach is favored by some long-standing dual language programs (e.g., Ysleta Independent School District in Texas), but is not used universally. If this is the approach taken in MMSD, it is important to consider how to address the potential loss of academic vocabulary in each subject area during the year that students are working in the opposite language (particularly in Spanish). It is important to plan language development across subject areas so that students are exposed to content-area vocabulary in both languages for the purposes of language development and reinforcement.

Many of the recommendations made in this report with regard to instruction are pertinent to secondary teachers as well as elementary school teachers. Even though students with six years of second language study *sound* proficient, it is important for secondary teachers in the DLI house to continue to implement sheltering strategies in both languages to help students build language skills. Stating language objectives and supporting them with related practice/application activities is key to helping students develop grade-level-appropriate academic language. In terms of language arts, it was reported that the focus in Spanish language arts (SLA) in sixth grade was more on grammar and vocabulary, with more emphasis on thematic units and writing in ELA. We frequently see in DLI programs that SLA shifts to a more traditional foreign language teaching approach once students reach middle school. It is important to balance grammar and vocabulary development in SLA with continued attention to writing and expression for both native speakers of Spanish and language learners, providing opportunities for extended writing in a number of literary genres and for a variety of purposes in both languages. In order to ensure an appropriately balanced approach across K-12 Spanish language arts, it might be beneficial for one or more middle school SLA teachers to be on the district Spanish literacy working group suggested above (see p. 41).

The district's overall expansion plan for secondary DLI is to include a DLI strand at one middle school in each of the four attendance areas and at every high school. It is imperative to begin planning for instruction at La Follette High School *immediately* and to create general program expectations (as per the elementary language allocation policy, see p. 24) for middle and high school as soon as possible. The three middle schools that will add DLI strands in the future will

be able to build on what Sennett has developed, but will have issues that differ from Sennett's unique multi-age model. At all secondary schools, it is very important to ensure that principals and guidance counselors fully understand the model and its impact on school-wide administration, particularly class scheduling. This understanding is critical in order to ensure that students involved in the DLI program are not denied opportunities to take elective classes or to participate in school-wide activities because of their Spanish courses. Furthermore, all teachers who teach dual language students will need training on the dual language model and on the unique needs of bilingual students (both NES and NSS). District-wide planning will also highlight staffing needs at the high school. It is important to consider how all four district high schools can offer equally high levels of instruction (including the possibility for advanced literature classes and electives in Spanish), regardless of the number of students enrolled. Another staffing issue that will need to be considered is the hiring and training of bilingual support staff that can provide services to language learners with IEPs and to students who continue to struggle with the acquisition of Spanish into the secondary grades.

In sum, our recommendations with regard to planning and implementation in secondary schools are the following:

- Planning: Ensure that all new campuses have adequate support in the planning year and initial years of implementation. Planning at least a year in advance will ensure coherent decisions related to the model (which subjects are taught in which languages).
- Language development: The planning process should focus on aligning language proficiency development across grades K-12. Planning should also take into consideration how teachers can support academic language development in content areas in one language during the years each subject is taught in the other language, and how to balance explicit grammar/vocabulary/skills instruction with thematic units, literature study, and opportunities for extended writing in a number of literary genres. Professional development should reinforce the use of sheltering strategies, particularly language objectives, for advanced language learners.
- Staffing and professional development: Principals and guidance counselors in secondary schools will need to fully understand the dual language model, particularly how it will impact class scheduling. All teachers who instruct dual language students should understand the dual language model and their role in the language development of both NES and NSS. Staffing all four high schools with sufficient numbers of qualified staff will be challenging, and the district should consider whether each high school will have the capacity to provide a robust high school DLI experience, including teachers who can offer high level Spanish core classes and electives, and adequate support staff.

Other Long-Term Planning Issues
Finally, we have a few comments regarding other long-term planning issues, particularly as regards staffing and leadership to support the program as a whole, DLI strands that share space

with other instructional models in a school, and additional supports for students in the upper elementary grades or secondary school that will eventually be needed.

Staffing and Leadership

In previous chapters, we have discussed the need for more focused, directive communication from the ESL/Bilingual/DLI office to help promote cohesion and faithful implementation of the model within and across campuses. One of the strengths of the implementation plan is the district support of each new building as it adds DLI. As one administrator stated in regard to the implementation process, "This feels so smooth with the support of Silvia and with the support of her whole department that just kind of puts their arm around a school community and says, 'ok, we're going to do this, we're going to implement this program.'... I get reports from schools that are going through the transition and then they don't feel that it's quite as smooth as they'd like it, but I also think it's developmental." This last point is particularly important to keep in mind over the next decade of growth of DLI, as every school—regardless of the district-level systems and support of the program—will experience growing pains. It is important, however, to be sure that promised supports are delivered and that there are feedback mechanisms to improve not just the program, but the planning process as well.

As the DLI program expands, it is important to consider issues of staff responsibility and accountability for implementing the model as intended. It will become increasingly important for district- and school-level administrators to have in-depth training on the model so that planning for DLI is a shared responsibility, rather than being 'owned' by one particular department. To some degree, this is already happening, as we found the district administrators that we interviewed to be very knowledgeable, enthusiastic, and eager to learn more about DLI. District staff at all levels, including curriculum coordinators in various areas and supervisors of support services, need to incorporate thinking about DLI needs at all stages of their planning process and be responsible at least for knowing *what questions to ask* about how various initiatives will work for DLI. At the moment, a small number of staff serve to represent DLI in district-level planning across a wide variety of areas. The next step is to ensure that all staff take responsibility for looking out for the needs of dual language students.

Clearly, adequate staffing in the ESL/Bilingual/DLI office is critical to a smooth implementation process. PSTs, in particular, serve a critical role in providing school- and teacher-level support and as liaisons to the district. Several district administrators noted that the department is currently short-staffed for this purpose, and the need for this type of support will only increase as additional schools begin their DLI strands. In particular, there is a pressing need for secondary curriculum experts to support the new middle and high schools, and if the district wants to start Mandarin or programs in other languages, curriculum specialists with expertise in those languages must be on board by the time planning begins.

Finally, in a system where strong site-based leadership is valued, hiring and training school principals and other leaders will always be a priority. Strong site-based leadership requires

principals who understand dual language, second language acquisition, and biliteracy development. Even with strong district leadership, decision-making at the school level and communicating with the district require knowledgeable principals who can

- recognize when materials or resources are not appropriate for dual language learners or for a particular group of students;
- provide detailed feedback to the district about what's working or not working at their campus;
- evaluate teachers appropriately during both English and Spanish instruction, looking for adherence to model non-negotiables and best instructional practices for language learners;
- recognize professional development needs of individual teachers or the whole staff related to language teaching and learning;
- lead follow-through on district-wide professional development initiatives; and
- communicate with families and the community about the program's approach and goals.

Spanish proficiency for dual language principals is also beneficial; however, dual language competency should be foregrounded in considering the qualifications of applicants to administrative positions. New administrators will also need training on dual language and on MMSD's approach, so in any hiring process, resources should be set aside for this purposes. Providing training to new principals and including all relevant principals in professional development on DLI is critical to ensuring that all aspects of the program are supported and that day-to-day decisions are consistent with dual language fundamentals.

In short, our recommendations for long-term planning are twofold:

- Ensure adequate staffing to provide support to newly implemented schools.
- Provide training to relevant school and district administrators on the DLI model and curriculum so that all administrators can be responsible for meeting the needs of dual language students.

Issues for Strand Programs

One of the foundations of the MMSD implementation plan is to have DLI available to students in all four attendance areas. This means that all DLI programs will operate as a strand within a school (and even though NMCS is a whole-school program, it shares space with a school that instructs only in English). At NMCS, one of the concerns voiced by many staff is the fact that the available space in their building limits flexibility in terms of scheduling classes so as to be convenient for the DLI model and also limits the school's growth. Furthermore, at NMCS and at other schools, specials teachers are shared with English-only programs, making hiring bilingual specials teachers more complicated. Hiring specials teachers who can teach in both languages may appear to be a daunting challenge, but it is something that the district should prioritize in its recruiting.

Principals are very aware of the challenges of running a DLI program as a strand, and noted their efforts to build cohesion across programs in their school. It will be important for principals to share ideas about how to balance the unique needs and identity of their DLI strand with maintaining a sense of overall identity in the school. Likewise, it is important for both school and district administrators to acknowledge that there are fundamental differences in dual language and monolingual education that may lead to differences in curriculum, scheduling, staffing, and evaluation (of both staff and students). In our previous dual language evaluations, especially in districts that transitioned from bilingual to dual language, we have found that some administrators are quick to state that their dual language program is "just the same" as the English-only program, as if the only other alternative were for the dual language program to be "less than." Trying to ensure total uniformity across the two types of program is counterproductive. Even to shape the English-only strand to mirror the dual language program is inappropriate, as it might not meet the needs of the students learning in English or in programs that have a different thematic focus (such as science and technology or the arts).

The above issues are not unknown in the district, and while they may not be immediate priorities, we do recommend keeping them in mind and maintaining open communication as the program grows. Over time, the district may want to engage in conversations about consolidating the DLI strands into a whole-school approach, particularly in attendance areas with more than one DLI elementary school.

Special Services (ESL/SSL, Special Education)
In the 90/10 dual language model, ESL and Spanish as a second language (SSL) services are primarily incorporated into classroom instruction. ESL and SSL instructional specialists may serve an important role in providing support to primary-grade teachers, particularly during centers, but classroom teachers are generally seen as providing this instruction as part of their daily activities. In the upper elementary grades and in secondary schools, students who are new arrivals to the country or who are struggling to develop proficiency in either or both languages may require ESL or SSL services in addition to the instruction provided by their classroom teacher. Administrators should take this into consideration when thinking about their staffing needs over the next few years.

All of the campuses currently implementing dual language have the capacity to provide some special education support (either at the teacher or assistant level) in Spanish. As students in the newly implemented DLI programs reach the upper elementary grades, it will be increasingly important to consider creative staffing solutions to meet these needs, particularly to ensure that speech and services related to developmental disabilities can be provided in the child's first language (with English-side specialists that understand the bilingual development of the NES in the program). Additionally, as the district plans for and rolls out Response to Intervention (RTI), it is critically important for RTI staff to consult with experts in second language acquisition to ensure the accurate identification of students who require interventions (Tier 2 and Tier 3). Most off-the-shelf RTI tests and intervention curricula are not designed for language learners and

should be used with caution. Furthermore, the dual language community is just beginning to address RTI in Spanish for NES in 90/10 programs, who are a small minority of all students. It will be important to consider how to provide interventions in the original language of instruction for all students.

Two excellent resources regarding dual language learners with special needs are *Dual language development & disorders: A handbook on bilingualism and second language learning*, by Genesee, Paradis, & Crago (2004, Brookes), and *Struggling learners & language immersion education: Research-based, practitioner-informed responses to educators' top questions*, by Fortune and Menke (2010, CARLA).

In sum, issues to keep in mind as the program grows are:

- the varied roles of ESL and SSL specialists for primary and older students,
- staffing needs for special education support, and
- the language of interventions for students learning content primarily in Spanish in the primary grades.

Summary

In this chapter, we recommended some topics for staff to consider over the long term. These included strengthening instruction to foster cross-cultural understanding, issues related to expanding DLI into secondary schools, and additional long-term planning issues around leadership, programmatic supports, and maintaining cohesion in the program. Our recommendations included the following:

- Develop and implement a system to assess students' cultural learning in the upper elementary grades and beyond. Additionally, provide professional development on cultural objectives and strategies for ensuring that cultural lessons are effective in providing students with opportunities to develop cross-cultural understanding. To facilitate this, convene a working group at each school or across districts to develop explicit cross-cultural/social justice curricular materials.
- With regard to planning for implementation in the secondary schools, ensure that all new campuses have adequate support in the planning year and initial years of implementation, focus on K-12 alignment of language goals, continue professional development on sheltered instruction, provide training to teachers and administrators on the dual language approach, and ensure that all four high schools have the capacity to offer a robust set of courses for dual language students.
- With regard to long term planning, ensure adequate staffing to provide support to newly implemented schools and provide training to all administrators on the DLI model and curriculum so that all administrators can be responsible for meeting the needs of dual language students. Encourage open discussions about issues related to DLI and

mainstream programs sharing space and school-wide resources, and balancing school-wide and program-level identities and needs.
- Consider additional staffing needs for language and special education support, and ensure that RTI guidelines are appropriate for both NES and NSS in dual language.

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Appendix A: Interview Protocols

Interview Questions for Dual Language Teachers

K-2 Classroom teachers
1. First, can you give me a brief overview of your day?
2. How do you incorporate ELD into instruction? Are you satisfied with how ELD instruction is working?

3-5 Classroom teachers
1. First, can you give me a brief overview of your schedule? Which content areas are taught in which language and how much time do students spend in English and Spanish every day?
2. How do you coordinate instruction with your partner teacher? To what degree do you plan thematic units across subject areas and languages?
3. Are there any differences in how language arts is taught in English versus in Spanish? (e.g., mostly integrated into content in one language, more explicit curriculum in one language than the other)

All
1. Are you satisfied with the materials that you have? Do you find that the materials correspond well with what and how you want to teach? Are there any materials you don't have that you would like?
2. Do any of your students receive support services, like ESL/SSL, special education? [IF YES] Do you have joint planning time with those teachers? Is their curriculum coordinated with what you are teaching in your classroom?
3. Who do you engage in joint planning with? How often do you meet? What do you discuss?
4. What professional development offered by the school or district has been most helpful for you? What topics would you like to see a focus on in the future?
5. Do you find that students in your class *(for specialists: that you work with)* demonstrate grade-level language skills in English and Spanish? Does this differ between the native English speakers and the native Spanish speakers?

Optional
1. To what degree are students able to use Spanish during Spanish instructional time?
2. What kind of multicultural curriculum or activities are incorporated into your classroom?
3. Are there ever any times when you have felt that resources are not distributed equitably between the dual language program and other school programs? What about between different student groups (e.g., English/Spanish speakers, high-achievers/at-risk students)?

All
1. What do you think are the greatest strengths of the dual language program at this school?
2. What are the challenges that the school or the district is facing in implementing the program in this school?
3. Are there any specific changes to the program or the curriculum that you would like to see?
4. Is there anything else you'd like to tell me?

Interview Questions for Dual Language Principals

Program model
1. (Not NMCS) How was it decided to start the program here? How has the implementation been going so far?
2. How closely do your teachers follow the program model design (e.g., time allocation)?
3. How are support services (ESL, SSL [Spanish as a second language], Title I/Reading, Special Education, Gifted/Talented) used for dual language students? How are support services articulated with the classroom curriculum? Are support staff and specials teachers trained in dual language instruction strategies?
4. Do you do any initial screening for language dominance when students enter the program?

Curriculum
1. Are the materials and resources for the dual language program adequate? What additional materials or resources would you like to see in the schools or classrooms?
2. Are you satisfied with the ELD curriculum?
3. To what degree do different assessments give you information that's useful for measuring student progress toward all of the program goals (English/Spanish language, academics, etc.)?
4. Do you report student assessment data on Spanish proficiency and other measures that are not district- or state-mandated? How are these shared with parents and other stakeholders?

Support
1. Are there ever any times when you hear that staff feel (either rightly or wrongly) that resources are not distributed equitably between the dual language program and other school programs? What about between different student groups (e.g., English/Spanish speakers, high-achievers/at-risk students)?

Staff & PD
1. Are you finding it difficult to find qualified candidates? Do you anticipate being able to find additional staff with appropriate qualifications?
2. How are personnel evaluations for teachers in the dual language program tailored to dual language program requirements? Are they evaluated teaching in Spanish?
3. What professional development has been offered by the school or the district that specifically deals with the dual language program? Who attended? What professional development do you think has been most helpful? Are there any topics that have been sustained over the course of the last year or two in terms of formal p.d., mentoring, or conversations among the staff? What topics would you like to see a focus on in the future?

Family & community
1. How does the program develop understanding of and support for the program's goals among parents/families? To what degree are parents involved in making decisions about the program? Are there differences between English and Spanish parents?
2. To what degree do native Spanish speaking parents/guardians participate in academic activities (e.g., PTA meetings, volunteering in class, school committees) as compared to native English speaking parents/guardians? How about for nonacademic or extracurricular activities (e.g., performances, celebrations, sports, clubs)?
3. What kinds of family/community activities help reinforce the cross-cultural goals of the program? Is this done following a plan or on an ad hoc basis?

General
1. Are you satisfied with the progress the students are making with language development?

2. What do you think are the greatest strengths of the dual language program at this school?
3. What are the challenges that the school or the district is facing in implementing the program in this school?
4. Are there any specific changes to the program or the curriculum that you would like to see?
5. Is there anything else you'd like to tell me?

Interview Questions for District Administrators

General

1. What is your role in the district and what responsibility do you have for the dual language program?
2. Is there a district-wide plan for how special education services will be provided to students in the dual language program or is that more up to each principal?
3. What kinds of supports do you provide for schools to work with parents of ELLs?
4. How is recruitment for or placement in the dual language programs dealt with (school site issue)? Who is the first point of contact for ELL parents?
5. How is district going to support DL in the middle and high school – what courses to be offered? Can each high school offer a range of content courses in Spanish? (capacity)
6. Do dual language take part in district-wide planning and decision-making regarding, for example, creation of pacing guides, textbook adoption, planning district-wide professional development?
7. Is there a district-wide team that meets to focus on ELL/Dual language issues? (If yes, who is on that team? How often do they meet?)
8. Are district budget line items created to account for dual language program needs (e.g., Spanish materials, assessments), or is that dealt with at the school budget level?
9. Do you anticipate being able to find additional staff with appropriate qualifications?

Assessment

1. How are assessment data made available to administrators and teachers? What scores do they get from the central office and in what format?
2. Who is responsible for assessment and accountability activities? What tasks would you like to have done but do not have the capacity for now? (particularly for non-mandated assessments)? Who is responsible for reviewing assessment policies and practices in the district and at each school?
3. What professional development activities focus on assessment?
4. Are district funds used for Spanish language testing?

All

1. What benefits do you see the dual language bringing to those sites where it's implemented?
2. Do different sites have different needs or different levels or support (parent/teacher/admin)? Do you think there will eventually be differences in how dual language is implemented at each site?
3. How do you think the implementation is going? Are you satisfied with the pacing of how dual language is being implemented system-wide?
4. Are there differences in approach or philosophy within the district administration or between school sites regarding the implementation of the dual language program? How are conflicts or tensions resolved?
5. What additional supports do you think need to be created at the district level or in particular schools for those schools that have just started implementing or will soon?
6. What do you think are the greatest strengths of the dual language program in the district?
7. What are the challenges that the schools or the district is facing in implementing the dual language program?
8. Are there any specific changes to the program or the curriculum that you would like to see?
9. Is there anything else you'd like to tell me?

Appendix B: Classroom Observations

Classroom observations were conducted in sixteen MMPS classrooms. The observation protocol was originally developed for an evaluation of an 80/20 dual language program and has been revised over time. To develop the protocol, we extracted the key instructional features relevant to dual language programs from the Sheltered Instruction Observation Protocol (SIOP; Echevarría, Vogt, & Short, 2008), the adaptation of the SIOP for two-way immersion programs (Howard, Sugarman, & Coburn, 2006), and the *Guiding Principles for Dual Language Education* (Howard et al., 2007). We also focused on those components most relevant to the evaluation questions and limited the protocol to 20 components that could be observed in a short, one-time observation (sections A-H). We added bonus items in sections I-J that we felt should be observed in dual language classrooms but might not be observable in the 45-minute period that was chosen.

Some components contain descriptors for each of the five rating scores (0-4), but others have descriptors only for the scores of "0," "2," and "4," following the convention of the SIOP. An indicator of "+/-" was added to the charts below for scores "1" and "3" although the protocol itself had no descriptions for those two scores. Understanding what constitutes a "1" or "3" is part of the process of training on the SIOP.

Observations were conducted in a representative sample of classrooms. One fifth grade observation could not be scored, because regular instruction was not taking place during the scheduled observation. Table B.1 shows the number of classes per grade and school that were observed and scored; all were in Spanish except one first grade, one third grade, and one fourth grade.

Table B.1. Number of Classes Scored, by School and Grade

School	K	1	2	3	4	5	TOTAL
			Grade				
NMCS	1	2	1	2	1	1	8
Leopold	2	2					4
Midvale	2						2
Sandburg	1						1
TOTAL	6	4	1	2	1	1	15

The charts below are histograms of the findings of each of the components. For example, for component #1, one teachers scored "0," one scored "1," two scored "2," two scored "3," and nine scored "4."

A. Building on background and prior knowledge (#1, #2, #3)
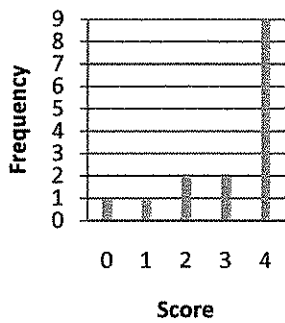
0. Concepts not connected or made relevant to students' background experiences
1. Links to experiences could be inferred
2. Concepts loosely linked to students' background experiences
3. Concepts explicitly linked to students' background experiences with no additional discussion
4. Concepts explicitly linked to students' background experiences with time for reflection and discussion
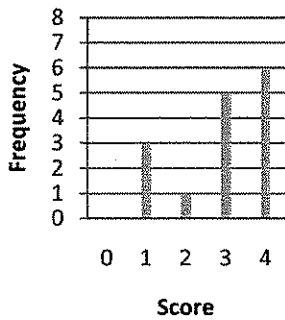
0. No connection between past learning and new concepts
1. Links to past learning could be inferred
2. Concepts loosely linked to past learning
3. Links explicitly made between past learning and new concepts with no additional discussion
4. Links explicitly made between past learning and new concepts with time for reflection and discussion
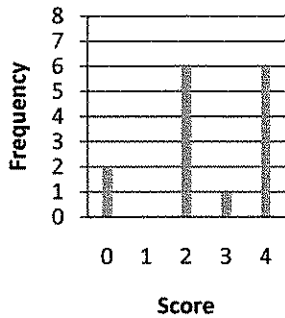
0. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)
1. +/-
2. Key vocabulary introduced, but not emphasized
3. +/-
Key vocabulary not emphasized

B. Students and teachers use target language (#4, #5, #6)

Teacher language use:
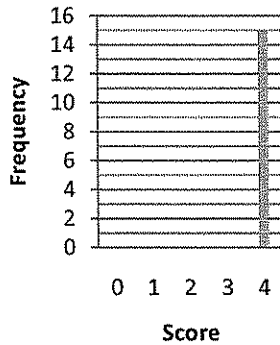
Score

0. Constant use of L2, little use of target language
1. Frequent extended discourse in L2 or constant code-switching or translating
2. Occasional extended discourse in L2
3. Few, isolated phrases or instructions in L2
4. Teacher uses target language exclusively, except to point out cognates
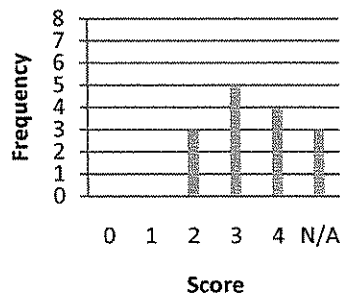
Student language use:
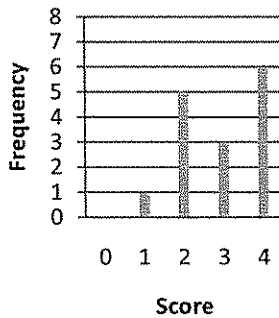
Score

0. Constant use of L2, little use of target language
1. Frequent extended discourse in L2 or constant code-switching or translating
2. Occasional extended discourse in L2
3. Isolated phrases in L2
4. Students use target language almost exclusively

Teacher facilitation of student language use:

Score

0. Teacher ignores the students' use of L2
1. Teacher rarely reminds students to use target language
2. Teacher reminds students to use target language occasionally or in an offhand fashion
3. Teacher encourages students to use target language but without support
4. Teacher encourages students to use target language and provides support (sentence starters, vocabulary) to help them do that

N/A Not Applicable

Note: N/A scores were English classroom observations

C. Language/content integration (#7)

Score
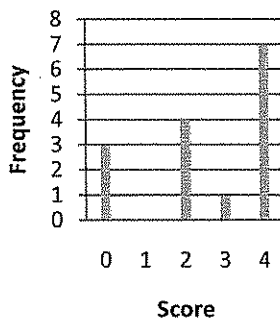
0. Language arts lessons are devoid of meaningful content; content lessons have no language objectives or explicit instruction of the language needed to be successful in activity
1. +/-
2. There is no deliberate attempt to integrate language and content objectives, although both may be incidentally present in practice/ application
3. +/-
4. Language and content objectives are taught and practiced/applied in an integrated fashion. Language and content objectives are connected in a meaningful way

D. Comprehensible input (#8, #9, #10, #11)
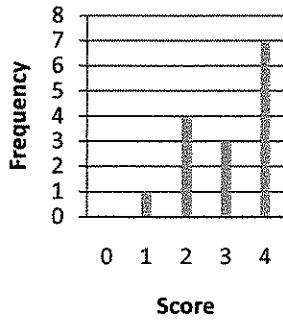
0. Teacher <u>never</u> uses instructional strategies to make content and language comprehensible
1. +/-
2. Teacher <u>sometimes</u> uses instructional strategies to make content and language comprehensible
3. +/-
4. Teacher <u>consistently</u> uses instructional strategies to make content and language comprehensible (e.g., appropriate rate of speech, enunciation, explaining oral or written directions clearly, gestures)
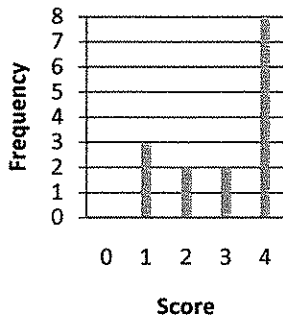
0. Teacher <u>never</u> uses scaffolding techniques
1. +/-
2. Teacher <u>sometimes</u> uses scaffolding techniques
3. +/-
4. Teacher <u>consistently</u> uses scaffolding techniques (including think aloud, paraphrasing, modeling, graphic organizers, visuals)
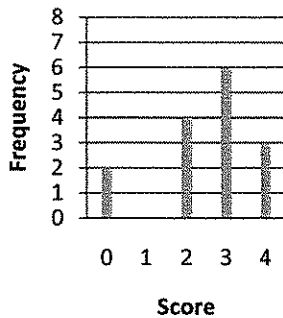
0. Teacher <u>rarely</u> uses wait time
1. +/-
2. Teacher <u>occasionally</u> uses wait time
3. +/-
4. Teacher <u>consistently</u> provides wait time for student responses
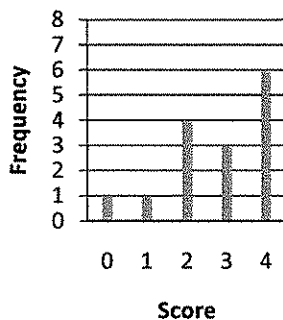
0. Lesson is <u>not paced</u> appropriately
1. +/-
2. Lesson is paced somewhat appropriately
3. +/-
4. Lesson is <u>paced</u> appropriately

E. Opportunities for interaction (#12, #13)
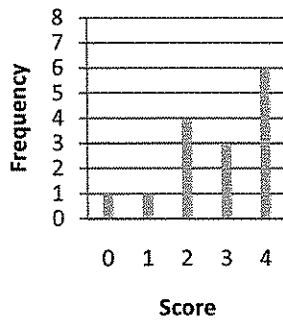
0. Interaction primarily teacher-dominated with no opportunities for students to discuss lesson concepts
1. +/-
2. Interactions mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts
3. +/-
4. Frequent opportunities for interactions and discussion between teacher/student and among students. Teacher encourages questions and elaborated responses about lesson concepts

0. Grouping configurations do not support the language and content objectives
1. +/-
2. Grouping configurations unevenly support the language and content objectives
3. +/-
4. Grouping configurations support language and content objectives of the lesson

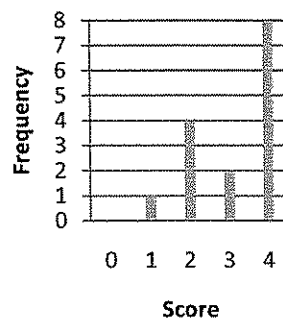## F. Student-centered instruction (#14, #15)
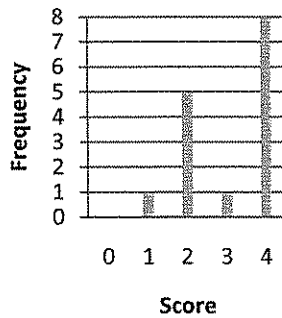
0. Instruction is entirely teacher-centered, with no active learning approaches used
1. +/-
2. Instruction is somewhat student-centered, and there is an attempt to use some active learning approaches
3. +/-
4. Instruction is strongly student-centered, including active learning approaches such as cooperative learning, hands-on learning, use of multiple modalities (e.g., speaking, writing, singing, drawing), opportunities for discussion about lesson concepts
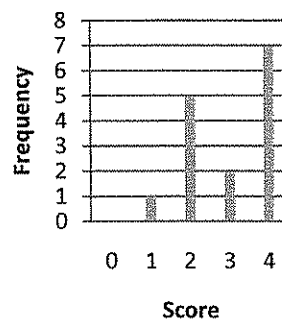
0. No activities provided for students to practice/apply learning objectives
1. Students engage in practice/application activities that are not meaningful or do not connect to learning objectives
2. Students have opportunities to practice/apply new concepts through moderately meaningful activities for some or all learning objectives
3. Students have opportunities to practice/apply new concepts through meaningful activities, but not for all learning objectives
4. Students have opportunities to practice/apply new concepts through meaningful activities that explicitly connect to all key learning objectives (language and content)

G. Develop independence and higher-order thinking (#16, #17, #18)
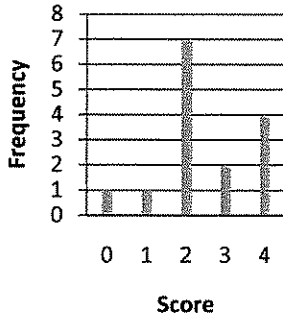
0. Students are highly dependent on their teachers for both the content and format of learning. Classroom management inhibits independent problem-solving
1. +/-
2. Students are able to exercise some autonomy and independence, within highly constrained options. Students may attempt to solve their own problems, but only when prompted by the teacher to do so
3. +/-
4. Teacher works to build students' independence by engaging them in activities such as centers and project; giving students choices, and implementing classroom management that allows students to be self-monitoring
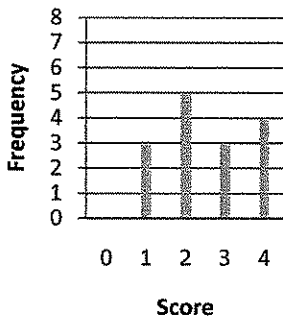
0. No opportunity provided for students to use learning strategies
1. +/-
2. Teacher occasionally teaches, models, and supports the use of strategies. Students may use strategies when prompted by the teacher to do so
3. +/-
4. Teacher works to build students' independence by teaching, modeling, and supporting the use of strategies such as using classroom resources and revising their work
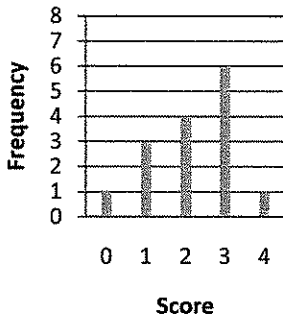
0. Teacher never asks questions or provides tasks that promote higher-order thinking skills
1. +/-
2. Teacher infrequently asks questions or provides tasks that promote higher-order thinking skills
3. +/-
4. Teacher asks a variety of questions or provides a variety of tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)

H. Assessment and feedback (#19, #20)
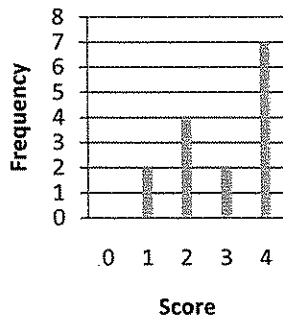
0. Provides <u>no feedback</u> to students on their output
1. +/-
2. <u>Inconsistently</u> provides feedback to students on their output
3. +/-
4. <u>Regularly</u> provides constructive feedback to students on their output (e.g., language, content, work)
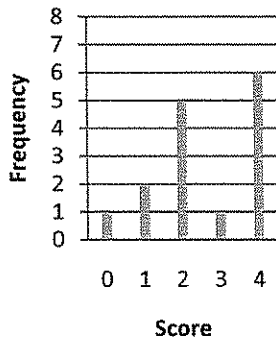
0. Conducts no assessment of student comprehension and learning of lesson objectives
1. +/-
2. Conducts assessment of student comprehension and learning of some lesson objectives
3. +/-
4. Conducts assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson

I. Bonus Items (scored observed once/observed several times/not observed)

	Number of Times Observed	
	Once	Several Times
21. Teacher makes explicit connections between languages by pointing out cognates/false cognates or similarities/differences between English and Spanish (promotes metalinguistic awareness)	1	1
22. Teacher supports making connections between concepts learned in the two languages by reinforcing ideas/skills learned in the other language or stating a language objective that is explicitly linked to a language objective in the other language	5	1
23. Teacher explicitly discusses multicultural themes beyond superficial level, addresses showing respect and appreciation for all cultures.	1	0
24. Teacher addresses language varieties within and across languages, including the situational and cultural meanings of the varieties used by the students and in the community. Teachers respect dialectal variation.	1	0

J. Bonus Items (scored observed/not observed)

	Number of Times Observed
25. Teacher explicitly states content objectives	9
26. Teacher explicitly states language objectives	7
27. Teacher explicitly states cultural objectives	0
28. Comprehensive review of key vocabulary	4
29. Comprehensive review of key content concepts	5

Appendix C: Parent Meetings

Two parent meetings were held during the site visit, one on a Tuesday evening at NMCS (for NMCS, Sennett, and Sandburg families), and one on a Wednesday evening at Leopold (for Leopold and Midvale families). The first meeting was attended by about 16 NMCS parents and 3 Sennett parents (some were both), and the second meeting was attended by about 16 Leopold parents and 5 Midvale parents. Both meetings were held in English with simultaneous Spanish translation using personal headsets.

After introductions and opening remarks by the researchers, parents were asked three questions, the responses to which were recorded on chart paper:

1. What are the strengths of the dual language program?
2. What about the dual language program could be improved?
3. What would you like to know more about with regard to the MMPS dual language program or dual language learning in general?

At NMCS, responses to the third question were submitted by post-it note after the official time for the meeting had ended.

Group 1
Question 1: Strengths

- Passion of teachers
- Class size is relatively small
- Students take care of each other
- Lots of cultural things get through that may not happen in other schools
- Realia helps tell story at home
- Different Spanish book each day, emphasis on reading
- Teachers 'care' for individual students
    - adjustment of instruction for students' needs
- Effects of being a charter school
    - Exposure of culture
    - Attracts stronger teachers?
- Comfort to be around other languages
- Stronger relationships amongst students and parents → relate better
- Strong charter foundation
- Care genuinely for other families
- Bonding of graduates from N.M. continues at Sennett
- Sibling preference
- Low mobility
- NSS feel comfortable speaking with NES who speak Spanish
- Connections among parent groups, community events, web (list serve)
- Son would be proposed to go to Mexico and be fine

Question 2: Things that could improve

- More of an 'immersion program' (announcements, specials in Spanish if it was their own building)
- Suggest inserting a reminder on report cards of different growth trajectories in L1 and L2
- Inconsistency in testing
- IEP student "encouraged" to leave because staffing is not adequate
- Multiage classrooms may not meet all students' needs
- Report cards aren't designed for DL
- Reading assessments are translated, not Spanish-specific
- Inconsistencies between students with special needs who have IEPs and those that are not yet labeled
- Inconsistencies in quality and quantity of homework across years (sometimes too easy)
- Difference between NMCS and Sennett in terms of teaching philosophies
- Activities outside of school day to support program
- Accepting English responses and talk in Spanish class is inconsistent among teachers
- Help parents pick books for kids that are appropriate
- Individualized attention
- Difficulty diagnosing language versus learning disabilities
- New teachers need better orientation to NMCS approach; lack common shared expectations
- Unclear what will come of the relationship between charter and MMSD
- Need curriculum and standard alignment ES → MS → HS
- MMSD should strengthen the program it has before starting others
- District needs to give credit to NMCS parents and teachers who developed the program
- Need to judge the success of the program by middle and high school scores, not the end of fifth grade
- Is the dual language experience going to be the same in new schools as it was in NMCS?
- Sennett homework is very low level

Parent comments on post-it:
- Having come from a parent-co-op preschool, I was ready to be engaged and involved – I wish there had been more ways to help and be involved. Maybe I just need to tap into the existing options. Wish there was an all-school directory!
- Teachers move to new grade levels often (feels like too much)

Question 3: What more would you like to know about DLI (on post-its)

- Are there resources that address DLI best practice as far as instruction, scope & sequence, etc.?
- Educational preparation for beyond high school
- More general info on DLI to families
- Teacher recruitment and training programs (how/where/$)
- What are the requirements for teachers for DLI training and continuing education?
- Are there funds available for continuing education?

Group 2
Question 1: Strengths

- Better appreciation for both parents' cultures and better communication with family members in other countries
- Pride in being able to do/know what others don't
- Making learning fun and accessible for all
- School-wide commitment to maintaining target language around students
- Homework is helpful
- Curriculum helps parents learn as well
- Songs support development
- Ability for students to help family
- 1st graders are bilingual/biliterate
- Like that it's immersion
- Additional support (reading)
- Very effective because we see results fast (child is open to speaking more with family)
- Rotation of kids for English instruction helps
- Interaction with other kids that each may not have interacted with elsewhere
- Less fear of understanding/interacting with other cultures
- Events well attended by all parents
- Learning about each other, customs in US/WI, culture
- A lot of improvement in both languages

Question 2: Things that could improve

- Report cards are ineffectual because there are no indication of progress in both languages (need a better explanation of the meaning of scores in L2)
- Inconsistent messaging for new/incoming parents (confusing language on report cards)
- 3rd report card included recommendation for summer school? What does it mean?
- Overemphasis on literacy and social studies? Will math and science suffer? Effect on GT students?
- At Midvale, community connection needs strengthening, more support from school
- More support for Spanish literacy development
- More consistent communication about expectations to parents
- More Spanish resources for parents who speak English; e.g., a guide for parents who don't speak L2 (how to support students, what the letter sounds are, etc.)
- More explanation of model to understand how the language development works
- Better communication on second language acquisition
- Curriculum guide for parents

Question 3: What would you like to know more about

- Academic language practice and development
- More information about Intercambio
- How does the model look in M.S. and H.S.?
- Will DLI be demise of other languages at M.S. & H.S.?
- Summer enrichment opportunities?

- Where are DL teachers coming from? Substitutes? Maternity leave?
- Who to contact in Central Office for questions?
- Would like class directory <u>earlier</u> in the year to organize play dates
- If kids go to summer school, what language will it be in?

Appendix D: Student Interviews

In order to collect data on student satisfaction with the dual language program and on student outcomes related to the multicultural goals of the program, CAL interviewed a sample of students in grades 2-6. The instrument was developed by CAL and had been used in previous evaluations. Native Spanish speaking students were given the option of conducting the interview in Spanish, and most took advantage of this option.

A total of 30 students in Grades 2-6 were interviewed; 24 at Nuestro Mundo and 6 at Sennett. The parents of all Grades 2-6 students received a permission slip in English or Spanish, and only those students who received permission were included in the sample. Very few fourth grade students returned permission slips (no native Spanish speakers), so more students (especially native Spanish speakers) were interviewed in the other grades. Students were interviewed one-on-one in a quiet room, and most interviews took 5-15 minutes. Julie Sugarman interviewed native English speakers and Lee Granados interviewed students from both language groups. Following the interview, students were given a pencil to thank them for their participation.

Table C.1. Number of Students Interviews, by School and Native Language

	Grade					
Language	2	3	4	5	6	Total
English	3	3	2	3	3	14
Spanish	4	4	0	5	3	16
Total	7	7	2	7	6	30

Instructions read to the student:

"I'm visiting your school this week to help your teachers and your principal figure out what things are working well in the dual language program and what things could be better. So I'm talking to some students like you about what you think about school and some of the things you've learned.

"I want you to know that I'm not going to tell anybody here at the school what you've told me. When I write about the things that I talk about with you and your friends, I'm not going to use anybody's name.

"While we talk, I'm going to write down some of the things you say. Also, I'm going to record this so that I can go back and listen to us on tape so that I can be sure that I got everything you said. Is that ok?

"This should only take about ten minutes, but tell me if you need to stop or take a break. Do you have any questions?"

Interview Questions and Responses

1. Using academic language

1.1   Do you understand your teacher most of the time when he or she is speaking in **Spanish**?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	14	15	29
Sometimes	0	1	1

1.2   Do you understand your teacher most of the time when he or she is speaking in **English**?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	13	10	23
Sometimes	0	5	5
No	1	1	2

1.3   What do you do when you don't understand what's going on?

	English (N=14)	Spanish (N=16)	Total (N=30)
Ask the teacher	3	4	7
Ask a teacher and/or a student	2	1	3
Ask a student	4	2	6
Ask someone	2	6	8
I just try my best	2	0	2
I see what other people are doing	1	1	2
No response	0	2	2

1.4   When you're working in class in **Spanish**, do you ever have trouble saying what you want to say to your teacher?[4]

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes, a lot	2	1	3
Yes	2	1	3
Sometimes	8	7	15
No	2	7	9

1.4.2. How about with other kids in your class?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes, a lot	1	4	5
Yes	0	5	5
Sometimes	6	5	11
No	7	2	9

1.5   When you're working in class in **English**, do you ever have trouble saying what you want to say to your teacher?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes, a lot	1	2	3
Yes	1	6	7
Sometimes	2	5	7
No	10	3	13

1.5.2   How about with other kids in your class?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes, a lot	1	2	3
Yes	0	2	2
Sometimes	3	4	7
No	10	8	18

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[4] If students responded "yes" to 1.4, 1.4.2, 1.5, or 1.5.2, they were asked "Does that happen a lot?" Responses were aggregated accordingly to create two categories: "Yes" and "Yes, a lot".

2. *Literacy skills*

2.1.   Do you **read** better in English or in Spanish or both about the same?

	English (N=14)	Spanish (N=16)	Total (N=30)
Better in English	6	3	9[1]
Better in Spanish	5	9	14
Both the same	3	4	7

[1] Younger students were more likely to say "Better in Spanish" and older students were more likely to say "Better in English"

2.2.   Do you **write** better in English or in Spanish or both about the same?

	English (N=14)	Spanish (N=16)	Total (N=30)
Better in English	1	0	1
Better in Spanish	5	12	17[1]
Both the same	8	4	12

[1] Younger students were more likely to say "Better in Spanish" and older students were more likely to say "Both the same"

3. *Talking about culture*

One of the things that kids and teachers sometimes talk about is *culture*, and how groups of people have different beliefs and ways of doing things.

3.1   Do you ever talk about culture in your class?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	4	7	11
Sometimes	4	5	9
No	3	3	6
Don't know	3	1	4

3.2   What kinds of things do you talk about when you talk about culture?*

Responses
Native Americans (6 responses)
I don't remember (2 responses)
Native Americans, Cinco de Mayo, Day of the Dead
When we talk about countries
Like what we do
What they wear, what they eat
Immigration
Family, ancestors and where we come from and where our moms and dads are from
We're talking a lot about our relatives, immigration, stuff like that right now.
Social studies: we talked about African Americans. Does that count?

*3.2 to 3.3.1 were asked depending on answer to 3.1

3.3.   Does your class ever talk about *your* culture?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	2	4	6
Sometimes	2	0	2
No	4	10	14
"We talk about all the cultures"	0	1	1
"I don't really have a culture"	1	0	1
IDK/No response to 3.3 or not asked	5	1	6

3.3.1.   Please tell me an example.

English Responses
Last year we did a project on our heritage
Share a favorite book with the class
Movie about Martin Luther King and Rosa Parks (African American student)
"My family originated mostly from Europe so I'm not really much of a.... I'm not really that important to the standardized stuff right now. Cause, we're not doing Europe right now, we're just doing the United States."
What you do for celebrating

Spanish Responses
When we talk about Mexico
Like in Spanish class we make connections
Like when we talk about our ancestors we talked about them in English and Spanish. We used mirrors in Science to look at ourselves and talk about how we are the same and different.

4. *Multicultural materials*

Sometimes the books I read have people, places, and ideas from *my* culture, and they seem very similar to the people, places, and ideas that I know from home, but sometimes what I read in books seems very different.

4.1. Do the books or other materials you read in class have a LOT of things that feel familiar, a FEW things that feel familiar, or HARDLY ANYTHING that feels familiar?

	English (N=14)	Spanish (N=16)	Total (N=30)
A lot of things	2	4	6
A few things	8	10	18
Hardly anything	2	2	4
No response	2	0	0

4.2. *(IF YES)* Can you give me an example of some book or other material you used that had something that felt familiar?

English Responses

I read this book that looks familiar, I read it before and I read it again today in class.

I like Ramona. Read a book I have - Sassy. About a girl my age. She has a purse that has everything in it. When someone is in trouble she can help.

Cool book about insects. 1000 ants walking up a hill. I've seen ants, they're really cool.

I have one book at my house but I have the English kind. The pictures are familiar.

I have done a lot of things outside like games. Read a book where these Indian people played soccer except not with a soccer ball, something harder like woven with something in it. They were into it more than we were.

The potato famine

We read a book about how kids grew up. Some were the same and some were not

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Spanish Responses

Hanukah, a long time ago

A book about a family

One time I read a story about a boy that was walking by a store and bought some chocolate.

A book about sharks

Diary of a wimpy kid, Junie B. Jones

3 kids and 2 parents that had to go to the airport in Chicago and they all had the same names as my family. They were the same letters as my parents.

One about immigration

One day I was reading with my teachers and it (the book) was about dinosaurs. Other days we read about animals and other families that didn't look like me.

I've been to Mexico in the summer and went to school. When the teacher is talking she uses the same stuff like rulers and the board.

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5. *Linguistic equity in the classroom*

5.1   Do you think that most of the adults here feel that English and Spanish are equally important, or that one is more important that the other?

	English (N=14)	Spanish (N=16)	Total (N=30)
English more important	0	1	1
Spanish more important	1	1	2
Equally important	11	13	24
Don't know	1	1	2
At Frank Allis, English, at NMCS, Spanish	1	0	1

5.2   *(OPTIONAL PROMPT)* What makes you think this?

English Responses	*Response to 5.1*
Well sometimes I get teased for speaking two different languages but I don't think the adults mind us speaking in two languages but sometimes we have to say stuff in English rather than Spanish and there's some people in my class that are Spanish speakers most of the time so they have to learn more English than Spanish.	Equally important
Because some kids speak English and they don't want *them* to feel bad, and some people speak Spanish and they don't want *them* to feel bad.	Equally important
Adults speak English, not Spanish	Equally important
Because one teacher speaks Spanish and English but she has an English class	Equally important
A new Spanish kid in class. It's important that he knows what the teachers are saying and that he learns English, and he can speak his language in Spanish. So it's important for him to learn English, but for people who only speak English it's important for them to learn Spanish.	Equally important
They think people should respect both languages.	Equally important
It's a Spanish immersion thing: Ever since 3rd grade we've done 1/2 day in English and 1/2 in Spanish just so we can be proficient in both languages. Cause in middle school we won't be getting Spanish most of the time.	Equally important
I used to think it was Spanish but now that I'm in 4th grade it's the same	Equally important
Because people in class don't know Spanish and need to learn	At Allis, English, at NMCS, Spanish

Spanish Responses	*Response to 5.1*
Because my teachers speak both	Equally important
Well, like it's important for them to learn and they can speak another language	Equally important
Because in Social Studies we switch between English and Spanish	Equally important
Some think that and some don't. They are different colors and speak differently	Equally important
Because we're all learning two languages. The kids that speak Spanish have a hard time sometimes in English and the English kids sometimes have a hard time in Spanish	Equally important
Pretty much all of them think learning two languages is important	Equally important

5.3 How about the other kids in your class, do you think they feel that English and Spanish are equally important, or that one is more important than the other?

	English (N=14)	Spanish (N=16)	Total (N=30)
English more important	2	7	9
Spanish more important	1	1	2
Equally important	5	7	12
Don't know/No response	4	1	5
Mexican people think Spanish is more important	1	0	1
One is more important than the other	1	0	1

5.4 *(OPTIONAL PROMPT)* What makes you think this?

English Responses	Response to 5.2
Some kids speak Spanish better than English because they're from Mexico. They think it's the same because I speak English and Spanish too, but they only speak a little bit of English.	Same
Some people are from Mexico and people from here don't know much Spanish	Spanish
Some hate speaking Spanish and wish there was only English. Some say English is more important than Spanish because it's the language that they speak. Some don't care either way.	No response
Depends on the student. Some don't speak in English unless they're in English class. Sergio doesn't know much English so he feels confused in English class, but he's amazing in the Spanish room.	One is more important than the other
I think it's because we spend half the day in English and half the day in Spanish	Same
Some kids speak Spanish and others speak English . They might think so. I'm not sure	Don't know

Spanish Responses	Response to 5.2
Because the teachers speak Spanish	Spanish
Because more of the time my friends speak English	English
Because my friends and I like to learn both	Same
I don't talk to them about this	Don't know
They don't make a big deal about one thing being... [more important]	Same
Because they were born with English	English
Some think Spanish is more important; some think English is more important	Same
I think they pretty much think it's good to know two languages. They try their best.	Same

5.5 *(OPTIONAL PROMPT)* Do you ever talk about this in class?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	2	1	3
Sometimes/It depends	1	2	3
No	7	13	20
No response or not asked	4	0	4

6. Opinion about learning in Spanish

Think for a minute about how much time you spend at school learning in Spanish, and how much time learning in English.

6.1. Do you think you spend too much time in Spanish, just the right amount of time in Spanish, or not enough time in Spanish right now?

	English (N=14)	Spanish (N=16)	Total (N=30)
Too much	3	3	6
Just right	9	9	18
Not enough	2	4	6

6.1.1. *(Optional)* Why?

Responses (those who said "not enough" to 6.1)
We only have four hours of English and four hours of Spanish but it feels like two hours of Spanish. I want to continue Spanish my whole life. I would like more Spanish than English
I want to learn more Spanish to talk to my family
A little bit more. There are a lot of words I don't know that I want to learn. I want to learn how to write better in Spanish.

Responses (those who said "too much" to 6.1)
The whole afternoon is in Spanish. Only the specials are in English.
Because we speak Spanish a lot
Because we have two classes in Spanish and one in English

6.1.2. How much [more/less] time do you think you should spend learning in Spanish?

Responses
Two more hours in Spanish (third grader)
Two classes in English and two classes in Spanish (fifth grader, had said "too much")

6.2. Are you happy that you're in a school where you learn in two languages?

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	14	15	29
Sometimes	1	0	1

7. General comments

7.1   Tell me one or two things that you think are really great about your school.

English Responses

1. Music, 2. Art class, 3. I like learning, 4. I see my family after school
Learn two languages

It's really a privilege to have a Spanish school and an English school. I'm surprised that they can handle a Spanish and an English School because that's a lot of people for... Although there's not many teachers in the Spanish school but there are more kids and some kids don't even understand Spanish so it's really good to try Nuestro Mundo because I would recommend it to anybody.

There's two different languages you're learning and some kids are learning Spanish and some are learning English. I learn Spanish all the way through K, 1, 2. 3 Years in Spanish and I've done like 7 years in English.

Good friends

There's half the school that's in English and half that's in Spanish, and they're two schools that are different but they are made together (Allis and Nuestro Mundo). If Spanish people want to learn they can go to Allis and if the English people want to learn Spanish they can go to Nuestro Mundo.

After school is super fun. Field trips are fun. Learning is fun.

A lot of teachers are really nice. They put discipline on you so you can learn it before it's too late. Need to start acting appropriately or they are going to get suspended. Like all the activities you can do: not too much free time, not too little. Art, gym, computers.

Teachers are nice; nice pace of learning; simple; lax schedule - don't worry about being late.

Well, I really like the classes and teachers

We have good resources; All the teachers

I like that we learn two languages

I think that kids that aren't Hispanic get to learn Spanish even though they aren't part of Hispanic culture.

That I get to learn two languages; art class, when I grow up I want to be a fashion designer

Spanish Responses

Reading and writing
I like that I'm learning a lot. I like English

My teachers

Math, reading

Because we learn in two languages

That they give us food, that we get to go outside

The food, the classes we take

I like how at Nuestro Mundo we have time for both Spanish and English. The time is divided well.

Make new friends, we meet new teachers

You get like the opportunity to have more friends; you get to learn more.

That we learn two languages

I feel safe here; recess/gym

One is when we go to science we do lots of experiments. When we bring toys, sometimes we get to play with them.

Cause like at kinder if I had gone to another school it would have been harder to learn because I didn't know a lot of English. I think it's good for kids who only speak English to learn Spanish.

7.2 Is there anything that you wish was different?

English Responses
Nothing (4 responses)
That we could have more teachers in the Spanish school: 2 4th-grade teachers now; we could have 3 5th grade teachers. There's only 2 or 3 Kindergarten teachers so I would say 1st grade and there are some new teachers that haven't seen before.
Everyone speaks Spanish and English. That no one has to come to the principal's office.
For some kids to not be mean. Girls who hit me.
Wish I could have more art classes. Wish they could teach us more things in one year.
Cafeteria food.
Lunch was a little longer
Less school
I wish people would stop picking on me.

Spanish Responses
Nothing (9 responses)
Lunch
How people talk to each other here
Yes, the classes. Sometimes they bore me. Why don't we do things differently like specials? We practice more social studies and Native Americans and animals but it's the same as last year. I wish we changed the schedule some.

Appendix E: Responses to Common Interview Questions

Several questions on the interview protocol were asked of all respondents: district administrators, principals, and teachers. Among these were:

- What do you think are the greatest strengths of the dual language program in the district?
- What are the challenges that the schools or the district is facing in implementing the dual language program?
- Are there any specific changes to the program or the curriculum that you would like to see?

The responses to these direct questions are presented here, with an indication of how many district administrators, principals, and teachers mentioned each idea. There are three important limitations in interpreting these findings:

- In some cases, there was not sufficient time to ask these questions at the end of the interview. Out of 21 total interviews, 19 respondents were asked question 1, 15 were asked question 2, and 15 were asked question 3.
- Some interviewees mentioned strengths, challenges, and changes throughout their interview. The results in this appendix only represent answers to the direct questions at the end of the interview.
- No interviewees were prompted as to possible topics, meaning that they only stated what came to mind. It is likely that many more individuals would agree with their peers that the stated aspects of the program are strengths, challenges, and desired changes.

Table E.1. Greatest Strengths, By Interviewee Type

| | Number of Responses (N=19) | | | |
Response	Dist. Admin.	Principal	Teacher	TOTAL
Staff is cohesive, skilled, passionate		3	5	8
Aligned system – program and curriculum	2	1	1	4
Diverse classrooms	1		3	4
Good student outcomes so far	2	1		3
Parent involvement		1	2	3
Cultural focus			2	2
Immersion/dual language as a model	1	1		2
Linguistically and culturally diverse staff			2	2
PD support	2			2
Program opens people's eyes to language as an asset	2			2
Support from principal			2	2
Well behaved students		2		2
All teachers in the program are bilingual		1		1
IRTs		1		1
Keep middle class parents in the system	1			1
Kids want to learn Spanish/good attitude			1	1
Program meets lots of different student needs	1			1
School events/communications in both languages			1	1
Students share a sense of community		1		1
Switching kids for English time		1		1

Table E.2. Challenges of Implementing the Program, By Interviewee Type

Response	Number of Responses (N=15)			
	Dist. Admin.	Principal	Teacher	TOTAL
Hiring and retaining staff	1	2	1	4
Curriculum writing is burdensome	1		2	3
DLI as a strand or sharing space with monolingual program			3	3
Materials		1	2	3
Staff anxiety over change/teacher surplussing	1	1	1	3
Assessment	1	1		2
Professional development	1		1	2
Resources of Bilingual/ESL/DLI team are limited	1		1	2
Scheduling		1	1	2
Translation is burdensome	1		1	2
Behavior challenges			1	1
Bilingual/ESL/DLI team is advisory, not supervisory	1			1
Communication from district is slow		1		1
Dual language serving as a way for white parents to avoid placing their child in a more heterogeneous classroom		1		1
Growth for NM limited due to space-sharing arrangement			1	1
Hiring bilingual principals	1			1
How to honor all languages spoken in the school?	1			1
Is the 6-year commitment letter daunting to low-income parents?		1		1
Lack of K-12 alignment/planning			1	1
Need time for teachers to share ideas			1	1
Need to balance NES and NSS			1	1
No specials in Spanish			1	1
Not enough outreach/communication about DL to parents			1	1
Staff anxiety over DLI population taking the brightest/most motivated students		1		1
Student mobility	1			1
Technology resources limited			1	1

Table E.3. Changes that Should be Made to the Program or Curriculum, By Interviewee Type

Response	Dist. Admin.	Principal	Teacher	TOTAL
	Number of Responses (N=15)			
Improve ELD/More guidance on ELD			3	3
Don't know/nothing	1		1	2
Math curriculum	1		1	2
More materials			2	2
Spend less time on curriculum development	1		1	2
Be sure instruction for ELLs is strong in sites without DLI		1		1
Better training for administrators on DLI		1		1
Consider one-way immersion and immersion in languages other than Spanish	1			1
District should be "more directive" on ELL issues		1		1
Ensure middle school teachers have appropriate content background			1	1
More bilingual IRTs		1		1
More opportunities for teachers to observe other teachers			1	1
More teacher input in scope and sequence of thematic units			1	1
Need more resources for interventions		1		1
Spanish literacy curriculum/approach	1			1
Talk about what DLI and monolingual strands have in common, rather than differences	1			1
Work on vertical alignment			1	1

- Provide instruction for at least some specials classes in Spanish.
- Ensure that language proficiency criteria applied to prospective teachers are transparent and consistent.
- Invest in Spanish language instruction for teachers with language skills that are close to the level needed to instruct in Spanish.
- Provide more details on the dual language program and curriculum to parents once their students have started the program.
- In instruction, pay close attention to explicitly teaching new vocabulary words and to providing scaffolding and language frames for students to support their use of the target language in group work and independent practice.

More significant recommendations were made in three chapters, distinguished by changes that can be made in the short-, mid-, and long-term. The first chapter suggested changes to practices that are of relatively high urgency and that can be adjusted with a minimum of planning or coordination:

- Provide clear guidance on aspects of the program model that are non-negotiable and those that are flexible to some degree.
- Provide straightforward communications aimed at clarifying expectations around the program model and daily pedagogical practices.
- Create a system for disseminating consistent information and clearing up misconceptions quickly.
- Provide more district-level support in materials development and translation.
- Moderate and formalize the dissemination of core curricular materials using the Google site or another mechanism.
- Ensure that sufficient copies of in-class instructional materials are purchased, in addition to paying attention to the variety of materials purchased.
- In terms of instruction, teachers should reflect on increasing their use of comprehensible input strategies, higher-order thinking tasks and questions, opportunities for interaction both in practice/application activities and whole-class instruction, and meaningful feedback during instruction.

The second chapter made recommendations for aspects of the program model, curriculum and instruction, and professional development that require some planning and consideration to adjust:

- Provide guidance to support a consistent approach to ELD across grades and schools, with a consistent focus on English language development through content, making cross-linguistic connections, and providing language practice appropriate for each student's level of English development.

- Ensure that professional development incorporates time for reflection on putting theory into practice, uses local talent, includes classroom and site visits to see new ideas, and does not attempt to cover too many topics at once.
- Provide professional development to all DLI teachers that goes beyond curriculum and materials development. In 2011-12, we recommend prioritizing professional development on three topics: Spanish literacy, math, and learning objectives.
- Assemble a working group to provide guidance on an approach to Spanish literacy development that is consonant with the district's overall approach to literacy but also honors what is different about teaching Spanish and teaching language learners. This group may also provide leadership toward organizing teacher study groups on this topic.
- Provide professional development on infusing language instruction into math and into using the various programs that teachers can draw on to supplement their math instruction. Discuss with students and parents the fact that there are different approaches to math.
- Provide opportunities for teachers to discuss and reflect on writing content and language objectives that connect to instruction and to assessment.

Finally, we recommended some topics for staff to consider as they engage in long-term planning:

- Develop and implement a system to assess students' cultural learning in the upper elementary grades and beyond. Additionally, provide professional development on cultural objectives and ensuring that cultural lessons are effective in providing students with opportunities to develop cross-cultural understanding. To facilitate this, convene a working group at each school or across districts to develop explicit cross-cultural/social justice curricular materials.
- With regard to planning for implementation in the secondary schools, ensure that all new campuses have adequate support in the planning year and initial years of implementation, focus on K-12 alignment of language goals, continue professional development on sheltered instruction, provide training to teachers and administrators on the dual language approach, and ensure that all four high schools have the capacity to offer a robust set of courses for dual language students.
- With regard to long term planning, ensure adequate staffing to provide support to newly implemented schools and provide training to all administrators on the DLI model and curriculum so that all administrators can be responsible for meeting the needs of dual language students. Encourage open discussions about issues related to DLI and mainstream programs sharing space and school-wide resources and balancing school-wide and program-level identities and needs.
- Consider additional staffing needs for language and special education support, and ensure that Response to Intervention guidelines are appropriate for both NES and NSS in dual language