

DUAL LANGUAGE

DISTRICT 15

¡Bienvenidos! Welcome!

1, 8, y 13 de febrero 2024 | February 1, 8, and 13, 2024

Introductions

Marilynn Smith, Principal of Winston Campus Elementary

Amy Molinsky, Principal of Jane Addams Elementary

Michelle LaCamera, Principal of Kimball Hill

Kari Keith, Director of Multilingual Programs

Renee Urbanski, Asst. Supt. of Multilingual Programs



District 15 Multilingual Programs

- 3,515 Direct Service
- 463 Recent Exits
- 80+ Languages
- 50% of D15 students' report another language spoken in their homes



CCSD15 Mission & Vision

The mission of District
15 is to produce
world-class learners
by building a
connected learning
community.



CCSD15 Dual Language Mission & Vision

The goal of Community Consolidated School District 15's Dual Language Program is to support our learners in the achievement of academic excellence through a standards-based curriculum.

It is our mission for students to become bilingual and biliterate and to develop cross-cultural competencies in preparation for their future as productive leaders in our ever-changing global community.



Globally Connected Communities

How many people are there in the world today?

8,088,819,216

worldometer.info

What percent speak 2 or more languages?

50-70%

Language and Identity in a Dual Immersion School by Kim Potowski



Globally Connected Communities

How many countries have Spanish as their official language?

22 countries

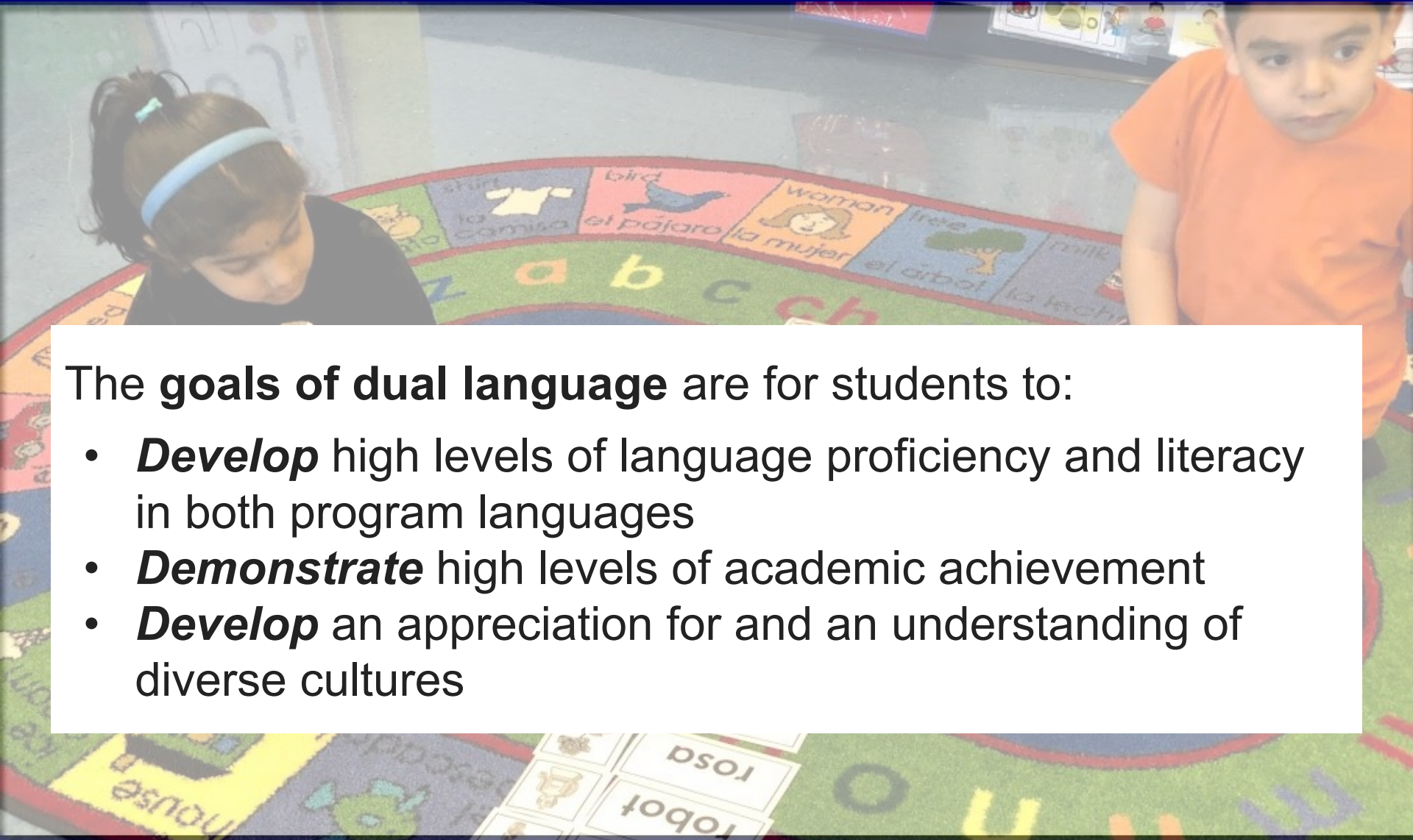
What percent of the world does not speak English?

75%

<http://www.bws-school.org.uk/documents/Modern%20Languages/Language%20Fact-Sheet.pdf> = 25%
<https://www.babbel.com/en/magazine/how-many-people-speak-english-and-where-is-it-spoken> = 20%



Dual Language Program Goals



The **goals of dual language** are for students to:

- ***Develop*** high levels of language proficiency and literacy in both program languages
- ***Demonstrate*** high levels of academic achievement
- ***Develop*** an appreciation for and an understanding of diverse cultures

Dual Language in D15



Benefits of Being Bilingual

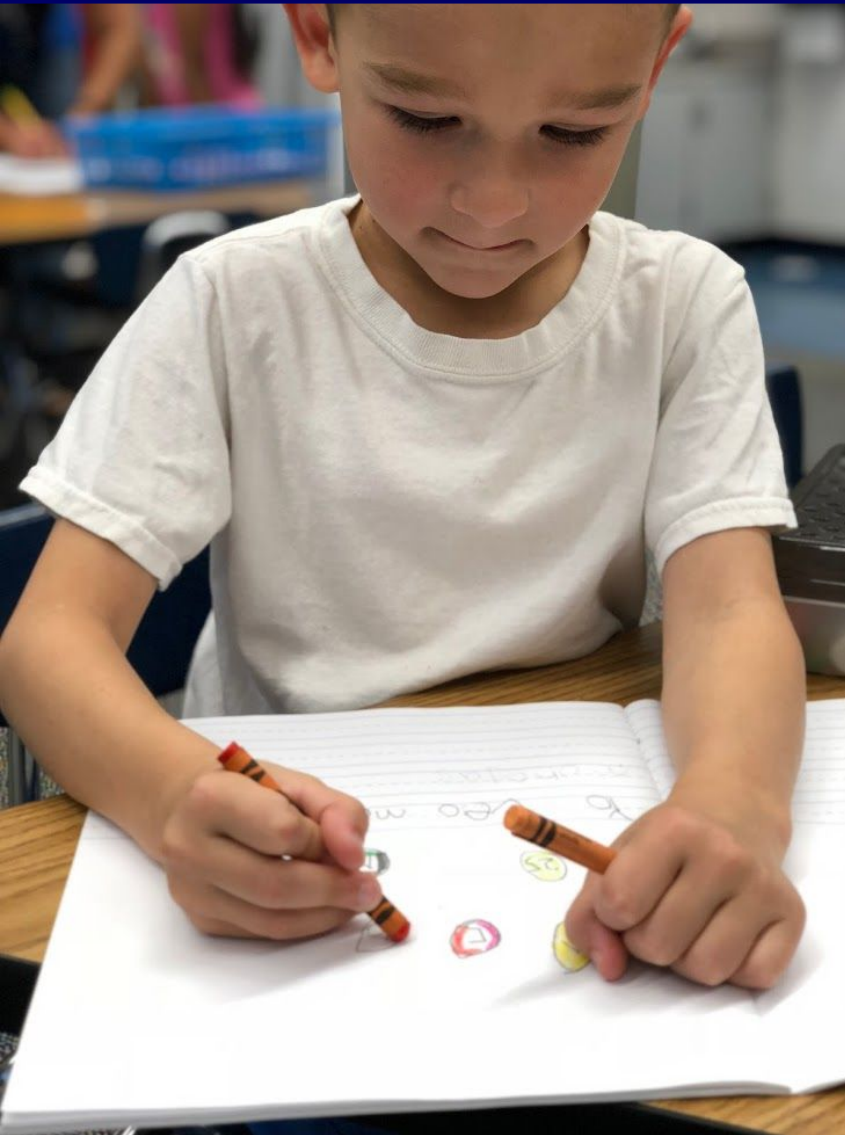


Cognitive Skills Improved

Those who are bilingual have sharp cognitive skills and keep their brain alert and active *even* when only one language is used.



Executive Functioning



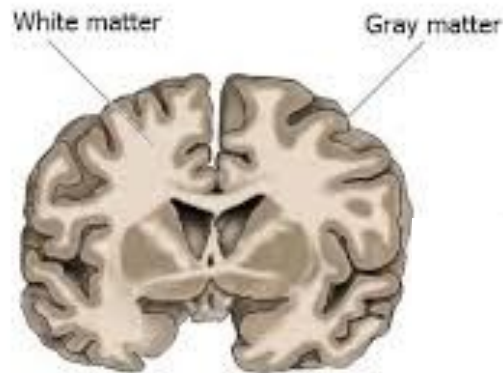
Increased *concentration*
and skillful, *focused*
attention.

Improved *ability* to switch
from one *task* to another.

Increased *listening skills*
and skillful *memory*
attention.

Denser Grey Matter

Grey matter is responsible for *processing language, storing memory, and dictating attention spans.*



Improved Standardized Test Results



Participation in early foreign language shows positive results in areas of standardized testing.

Armstrong & Rogers, 1997

Native Language



Research shows that studying more than one language actually deepens children's understanding of their native language.

Lapkin, et al., 1990

Self Concept



Children studying an additional language have an improved self concept, self-esteem, and sense of achievement in school.

Caine & Caine, 1997

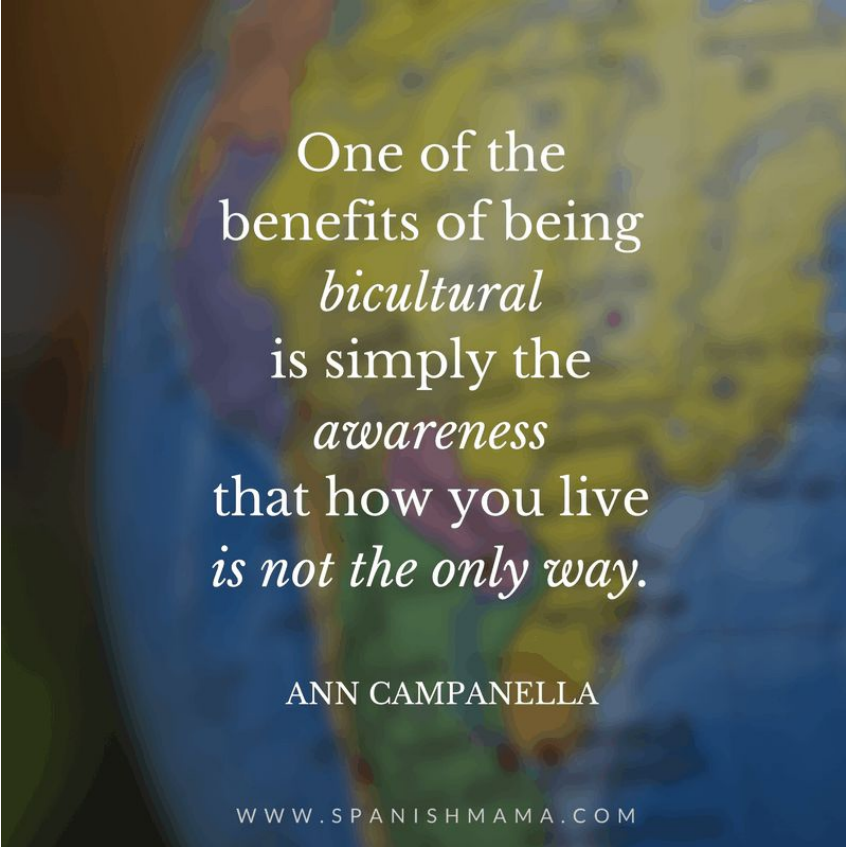
Pronunciation



Children have the ability to learn and excel in the pronunciation of the new language.

Krashen, et al., 1982

Mindset



One of the
benefits of being
bicultural
is simply the
awareness
that how you live
is not the only way.

ANN CAMPANELLA

WWW.SPANISHMAMA.COM

Children develop a
sense of cultural
pluralism, openness
and appreciation of
other cultures.

Met, 1995

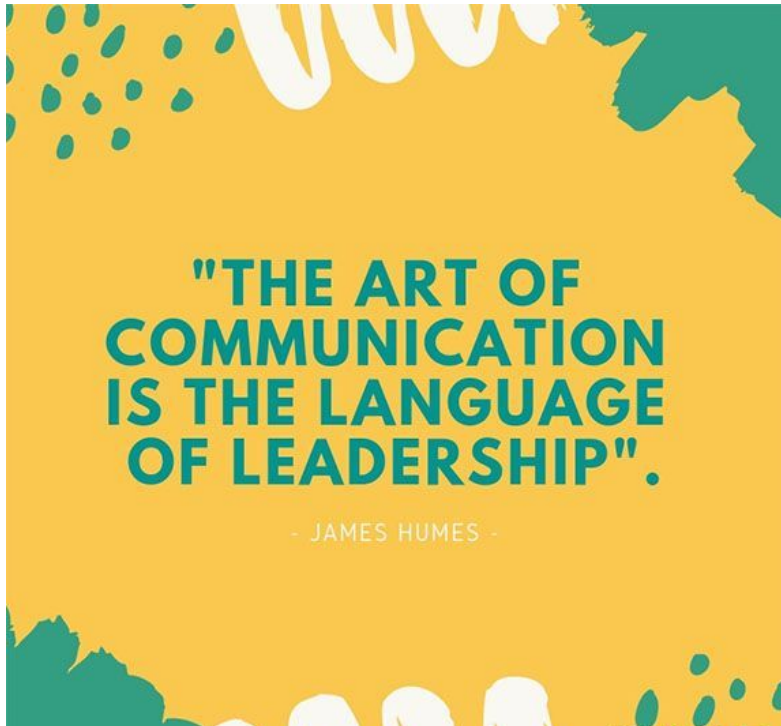
Engagement



Children have higher levels of engagement, and the use of 2 languages results in accelerated instruction for all.

Thomas and Collier, 2017

Communication



Children develop stronger communication skills.

Thomas and Collier, 2017

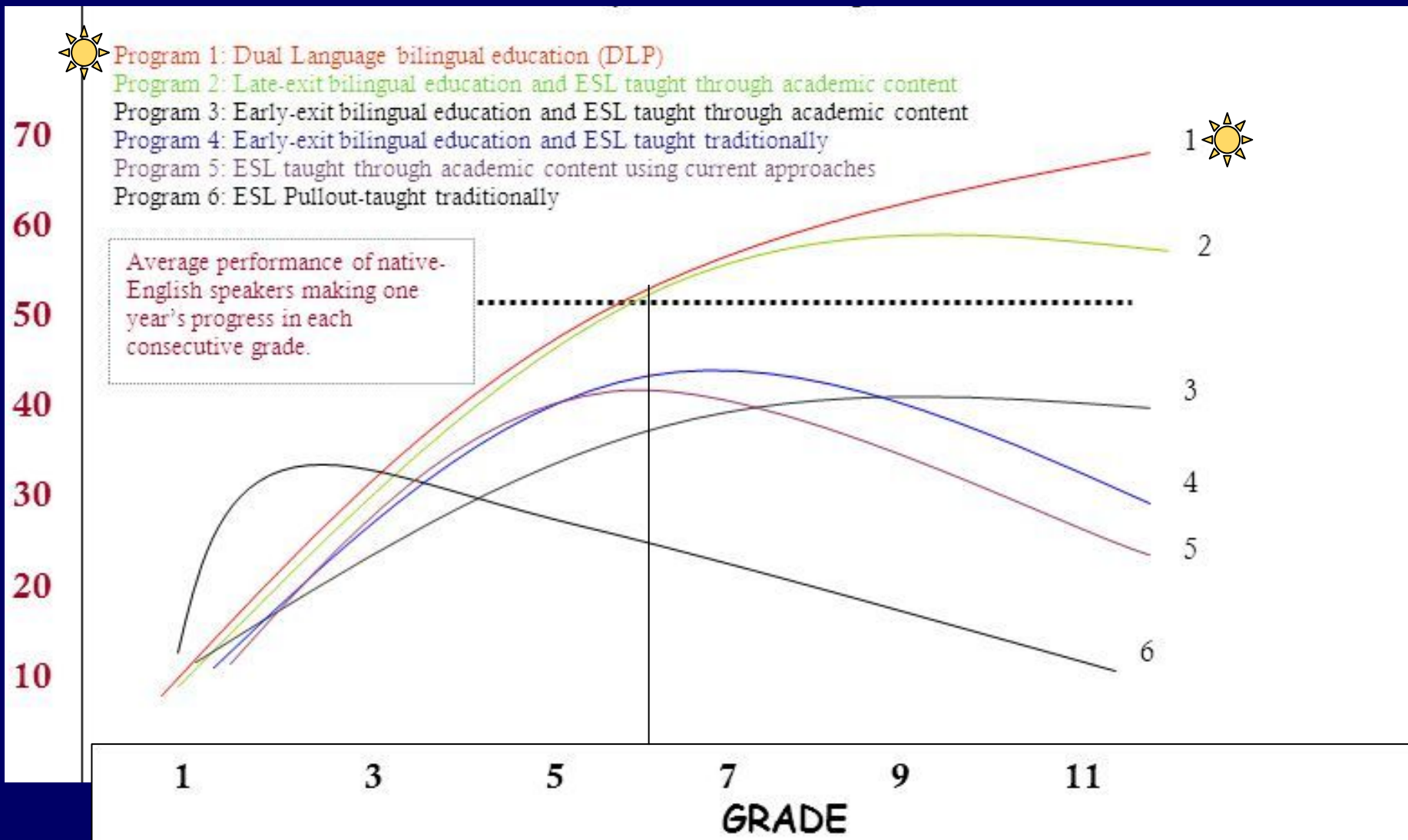
Economic Superpower



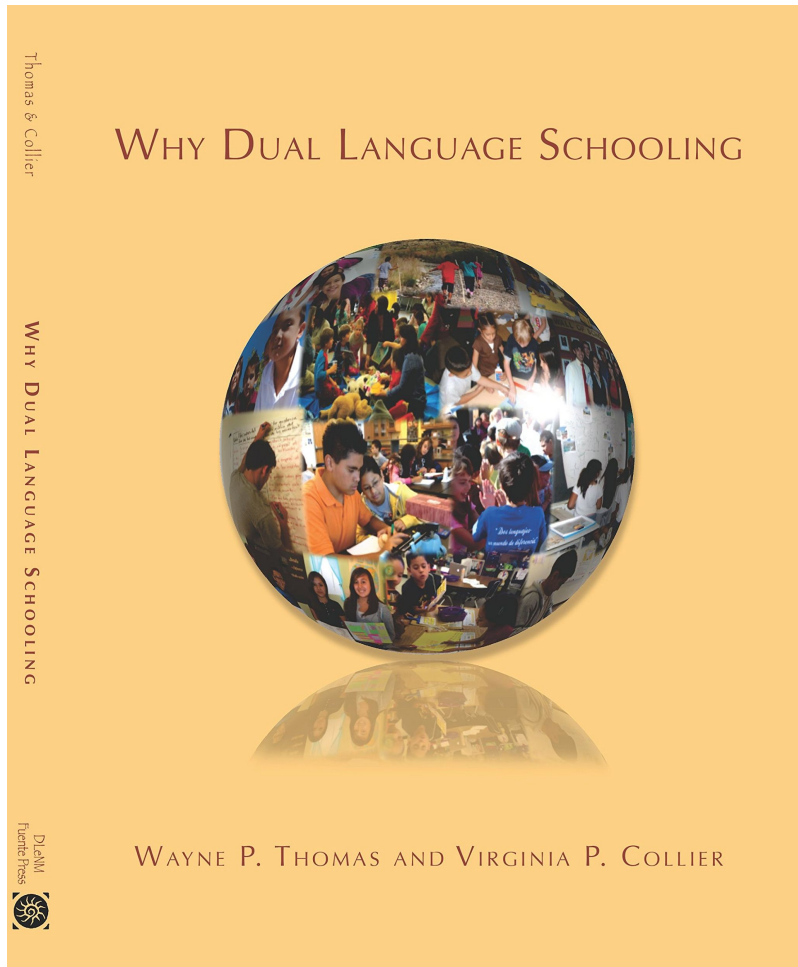
- 85% of US employers say they rely on Spanish.
- Greater incomes and competitiveness for bilingual workers. (96% of the world's consumers are outside of the US.)
- Unleashing the full potential of our community.

[November Address: Multilingualism is a Superpower](#)

Research - Thomas & Collier



Research



Why Dual Language Schooling

by Thomas and Collier

Dual Language Professional Affiliations

Literacy Squared

- *Biliteracy from the Start* training with co-author Susan Hopewell
- Leadership cohort with surrounding districts



Dual Language Education of New Mexico

- Curriculum Alignment Planning
- GLAD training for language development and program review



Dual Language Implementation at CCSD15

Jane Addams Elementary School, Winston Campus Elementary School, and Kimball Hill





Full Day Kindergarten: M-Th 8:25 a.m. - 3:05 p.m., Fri. Early Release 8:25 a.m. - 2:15 p.m.

	Kindergarten	1st Grade	2nd grade	3rd Grade	4th Grade	5th Grade	6th Grade
2018-2019							
2019-2020							
2020-2021							
2021-2022							
2022-2023							
2023-2024							
2024-2025							

Language Instructional Allotment

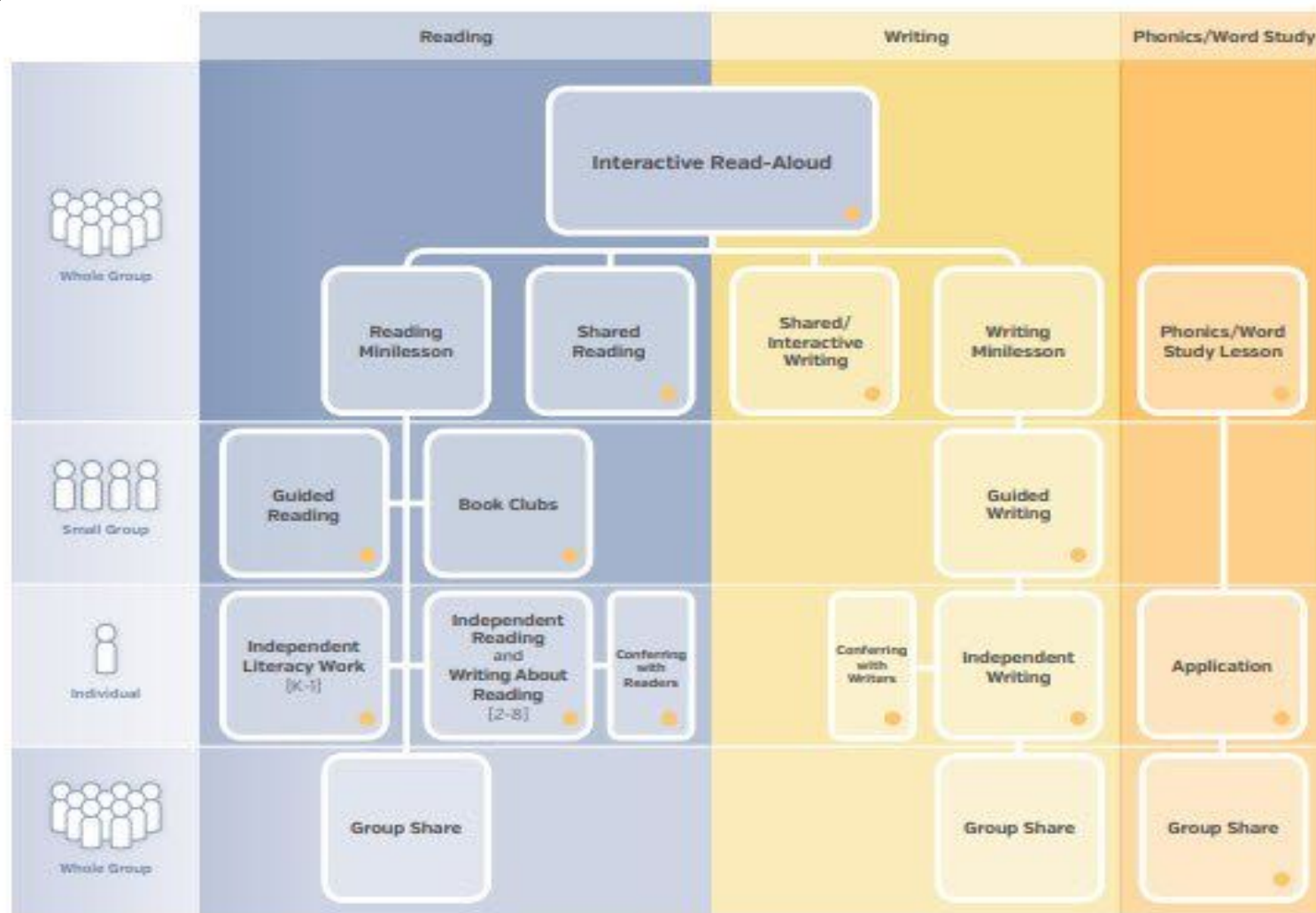
Grade Level	% in Spanish	% in English
Kindergarten	80% which includes: Spanish Literacy, Social Studies*, Science*, Math	20% which includes: English Language Development with the focus on English Literacy, Specials
1st Grade	70% which includes: Spanish Literacy, Social Studies*, Science*, Math	30% which includes: English Language Development with the focus on English Literacy, Math Cross- Language Connections (approx 30 min./week), Specials
2nd Grade	60% which includes: Spanish Literacy, Social Studies*, Science*, Math	40% which includes: English Language Development with the focus on English Literacy, Math Cross- Language Connections (approx 75 min./week), Specials
3rd Grade	50% which includes: Spanish Language Development with the focus on Spanish Literacy, Math, Social Studies*, Science*	50% which includes: English Literacy, Math Cross- Language Connections (approx 75 min./week), Specials
4th- 6th Grade	50% which includes: Spanish Language Development with the focus on Spanish Literacy, Math, Social Studies*, Science*	50% which includes: English Literacy, Math Cross Language Connection, Specials

Literacy & Language Instructional Allotment

Grade Level	% in Spanish	% in English
Kindergarten 	<i>80% Learn to Read in Spanish first with transfer skills to English</i>	20% English Language Development with the focus on English Literacy
1st Grade 	<i>70% Develop Literacy skills in Spanish with transfers continued to English</i>	30% English Language Development with the focus on English Literacy
2nd Grade 	<i>60% Continue to develop Literacy skills in Spanish with transfers continued to English</i>	40% English Language Development with the focus on English Literacy
3rd Grade- 6th Grade 	<i>50% Reading focus in English with transfers made to Spanish to maintain the Biliteracy approach</i>	50% Spanish Language Development with the focus on Spanish Literacy



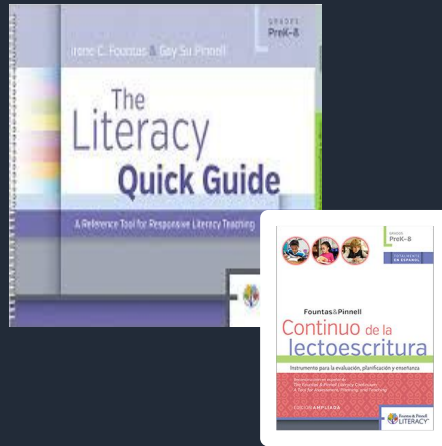
A Design for Responsive Literacy Teaching



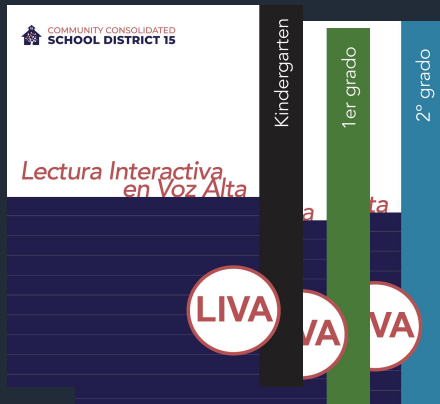
● = Instructional contexts that feature word study

Materials

Inventory List



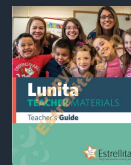
Mini-lecciones Lectura Compartida Dictado



LIVA



Estrellita & Lunita



Lectura Guiada

Lectura Independiente

1

2

Literacy Instructional Framework

miVisión | myView



miVisión Lectura Color Coding

- Taller de lectura
- Destrezas fundamentales
- Grupos pequeños
- Puente entre lectura y escritura
- Taller de escritura
- Proyecto de indagación/Evaluación

TALLER DE LECTURA

► Grupos pequeños

Reading Workshop ► Small Group

Areas of Focus:

- Guided Reading with Leveled Readers
- Strategy Groups
- Intervention
- Spanish Language Development
- Conferring
- Fluency
- Book Club
- Independent Reading
- Digital Games

PROYECTO DE INDAGACIÓN

Project-Based Inquiry

Areas of Focus:

- Comparing Within and Across Texts
- Inquiry Research
- Peer Collaboration and Discussion

TALLER DE LECTURA

Reading Workshop

- Genre Focus Lessons
- Multi-genre Lessons

PUENTE ENTRE LECTURA Y ESCRITURA

TALLER DE ESCRITURA

Writing Workshop

- Introduce and Immerse
- Develop Structure
- Develop Craft
- Writer's Craft
- Publish, Celebrate, and Assess

Culminating Unit Activity:
PROYECTO DE INDAGACIÓN

TALLER DE LECTURA

► Toda la clase minilecciones

Reading Workshop ► Whole Group Minilessons

Areas of Focus:

- Foundational Skills
- Weekly Question, Theme, and Genre
- Shared Reading
- Close Reading
- Compare Texts
- Respond to Text-based Questions

PUENTE ENTRE LECTURA Y ESCRITURA

Reading-Writing Bridge

Reading-Writing Bridge skills are integrated at point of use in the Reading and Writing Workshop.

Areas of Focus:

- Read Like a Writer/Write for a Reader
- Language and Conventions
- Spelling
- Handwriting
- Academic Vocabulary

TALLER DE ESCRITURA

► Minilecciones

Writing Workshop ► Minilessons

Areas of Focus:

- Writing Minilessons
- Independent Writing
- Conferring
- Write to Sources

TALLER DE LECTURA

► Kindergarten a Grado 2

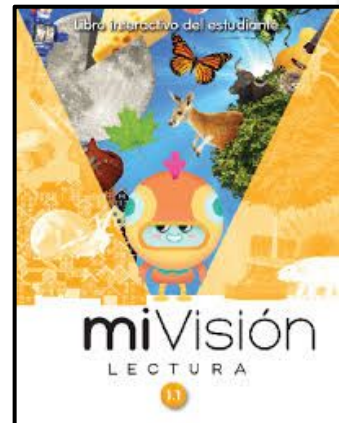
Destrezas fundamentales

Reading Workshop

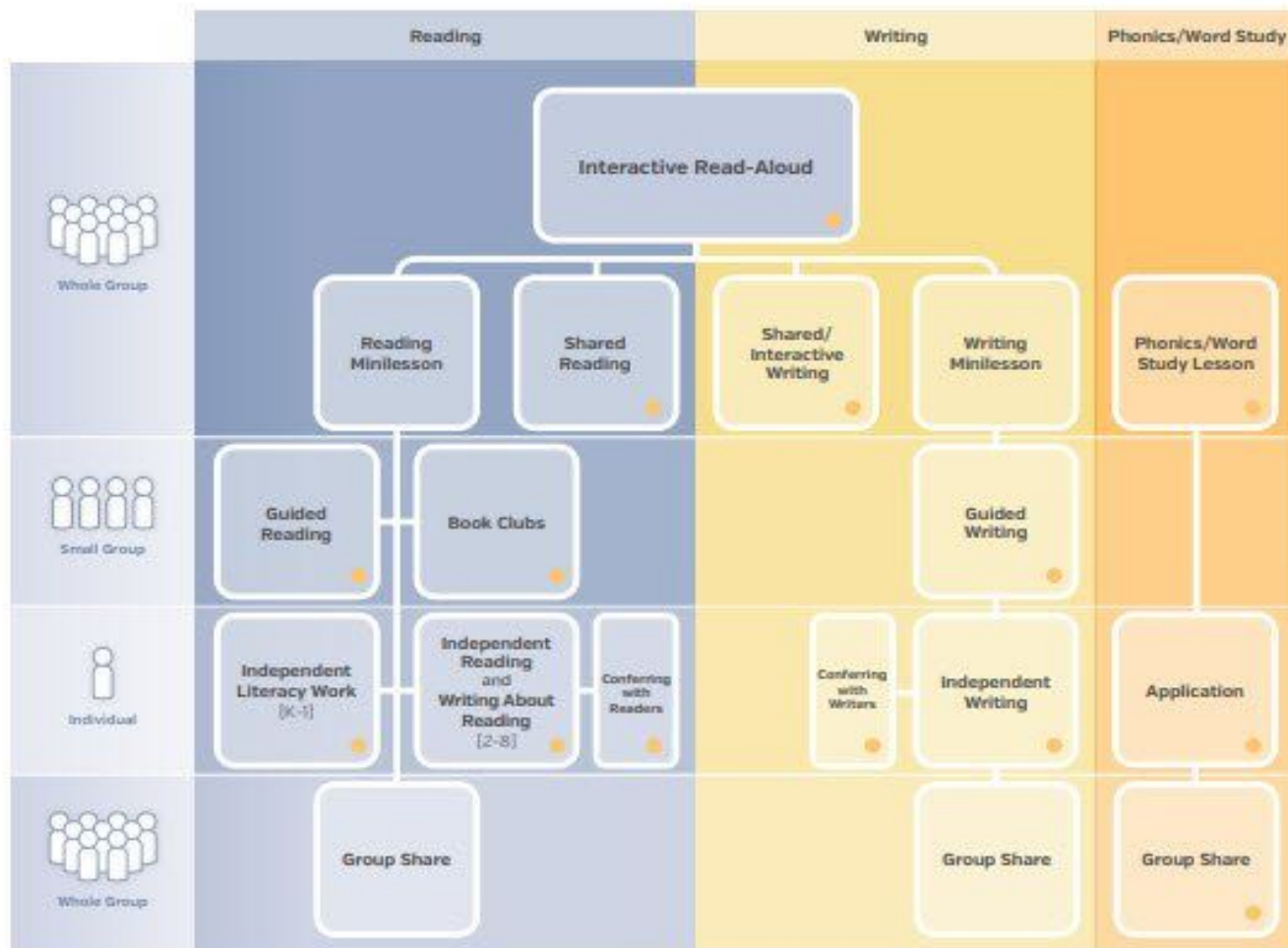
► Grades K-2 Foundational Skills

Areas of Focus:

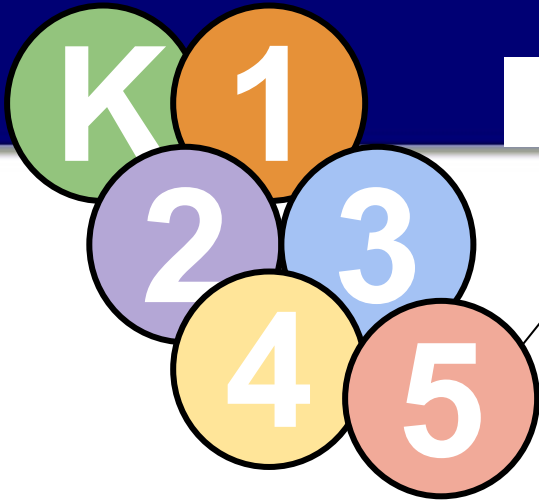
- Phonological Awareness
- Phonics
- High-frequency Words
- Decodable Text



A Design for Responsive Literacy Teaching



● = Instructional contexts that feature word study



Math, Science, and Social Studies



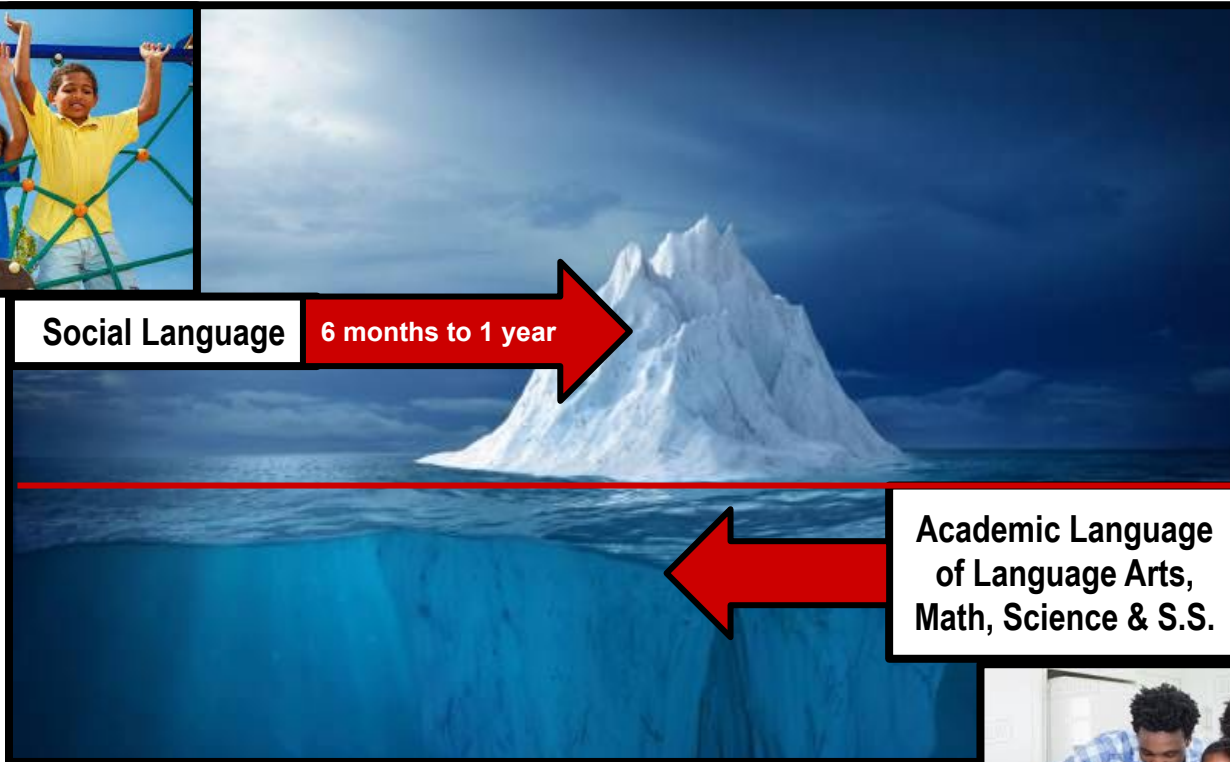
Second Language Acquisition

*How long does it take to acquire language?
How does a child acquire language?*



Social Language

6 months to 1 year

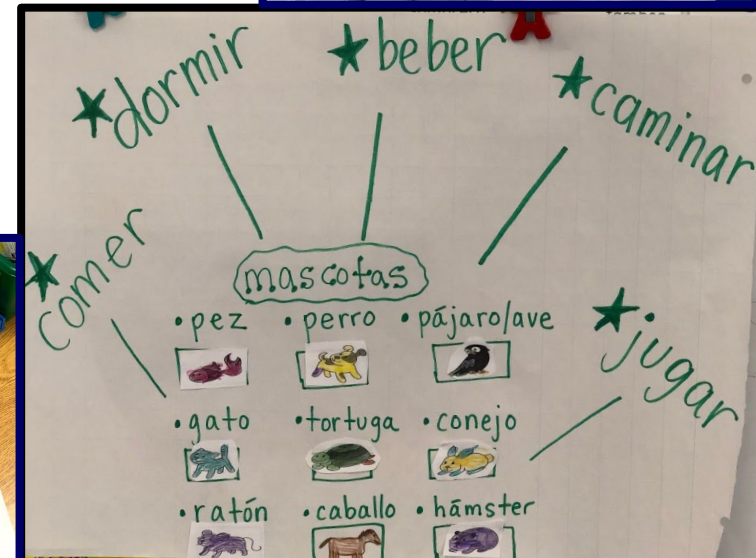
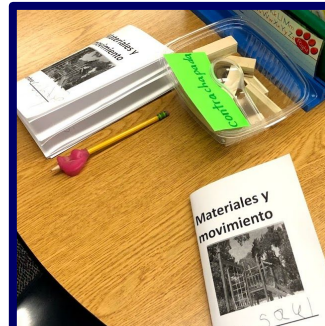


Academic Language
of Language Arts,
Math, Science & S.S.



Strategies and Techniques

- Focus on Meaning and Communication
- Hands-on Curriculum
- Connecting and Comparing Languages (bridging)
- Visual Scaffolds
- Realia
- Peer Models
- Songs, Chants, Videos, Labels
- Student to Student Interactions
- Creative Projects
- Non-verbal and Verbal Cues
- Movement
- Strategic Use of Language
(not translation)



Language Transfer: Literacy Concepts

3 Universal Literacy Concepts

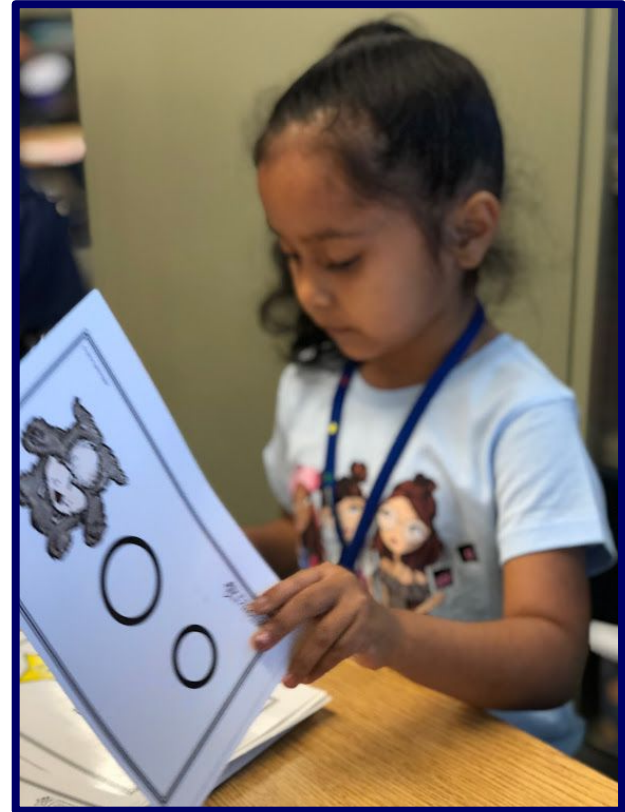
- symbolic
- communicative
- structured



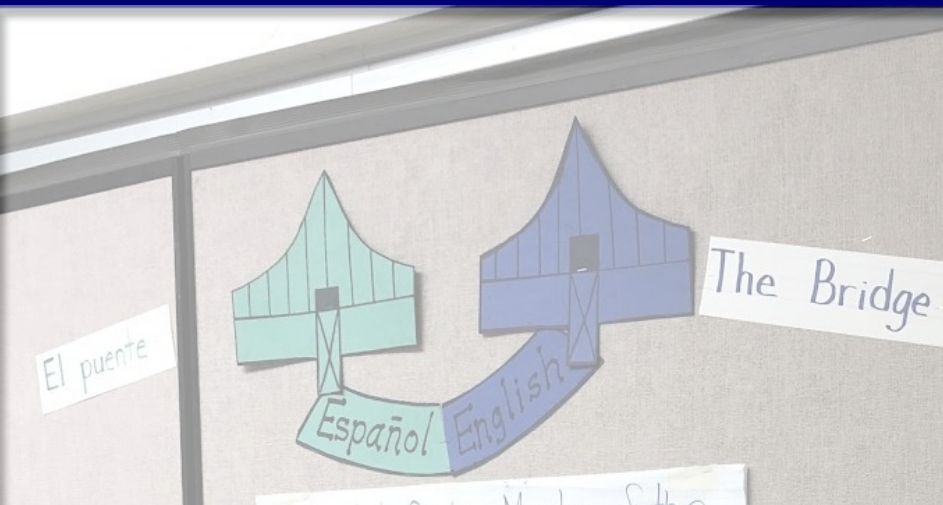
Skills/Language Transfers

*Once you can read, you
can read: reading ability
transfers across languages.*

-Stephen Krashen



Language Transfer: Content



Knowledge transfers across languages:
Content mastered in one language transfers
to a second language. (Cummins)

All grade levels use bridging as a strategy
to make connections between languages in
all content areas.

Tema 2	Topic 2
iguales 88	same 88
mismo <u>número</u> (3) (3) (3) (3) (3)	Same <u>number</u> 33 888
<u>Comparar</u> 0.1 0.02	<u>compare</u> 0.1 0.02
menor que 3 2	less than 3 2
mayor que 4 1	more than 4 1
<u>grupo</u> (Δ Δ Δ Δ Δ)	<u>group</u> (Δ Δ Δ Δ Δ)
<u>modelo</u> 6 0 0 0 0	<u>model</u> 6 0 0 0 0
<u>representar</u> dos 2 00	<u>represent</u> two 2 00

Students in our program

Students who are able to apply for our Dual Language program are incoming kindergarten students who have completed the online Infinite Campus registration process and have provided the necessary documentation to their home school and are considered fully registered with CCSD15.

- Students who speak English and/or another language at home
- Students who only speak Spanish at home who qualify for bilingual services at Jane Addams, Winston Campus Elementary, or Kimball Hill
- Students who speak Spanish at home but are English dominant as assessed on the MODEL and who score a 5.0-5.4. These students will still benefit from the program as emerging bilinguals.



Parents of Dual Language Students understand...

- Their child is in the program from grades K-5
- Kindergarten is a full day program
- The instruction will begin 80% in Spanish and 20% in English in Kindergarten, and will decrease Spanish by 10% each year until 50% of each language is reached
- They will participate in Dual Language events
- Their child will be taught to read in Spanish first
- Acquiring a second language takes time
- The learning environment is academically challenging
- Transportation is provided for those out of the school boundaries however, bus rides may exceed 30 minutes



Parents of Dual Language Commit to...

- Read to your child every night in the language in which they are most proficient
- Communicate with the teacher any concerns they have or that their child has
- Ask their child about his/her day in your most proficient language
- Continue to talk to their child about everyday happenings, in their most proficient language
- Support and encourage their child as needed



Administrators and teachers commit to...

- High expectations for all students that will prepare them for college and a global society
- Planning and implementing instruction that reaches all students
- Engage parents, culturally and academically, in the education of their child
- Promote an environment where all students can thrive
- Only sending practice work to be completed at home that your child can complete independently



Looking ahead...



Entrance into the program:

Students whose home school is **Jane Addams, Winston Campus Elementary School or Kimball Hill** (Spanish Dual Language host sites) will be given *preference* into the program, along with **siblings** of those who are already in the program. If there is more interest than available space, students will be entered into a *random selection process*.

Random Selection Process



If the number of interested families exceeds the amount of space available, based on enrollment, a random selection process will be conducted in the first week of April. Two lotteries will be conducted. One is for families who reside **north of the tracks**. These families will go to Jane Addams and Winston Campus. The other lottery is for families who live **south of the tracks**. These families will go to Kimball Hill.

Please note, in order to be considered for the Dual Language program the Kindergarten students must be **fully registered with CCSD15. This includes the Infinite Campus online process along with submitting all required documentation into the student's home school office. Kindergarten Dual Language application forms must be submitted by March 15th.*



*All forms will have an equal opportunity in the random selection process for entrance into the Dual Language program. The random selection process is not based on the timestamp of submissions. **Any forms submitted after the March 15th due date will be placed on a wait list.***



Transportation:




District-provided transportation to the dual language school sites is provided for students outside of Jane Addams, Winston Campus Elementary School, or Kimball Hill attendance boundaries. Please note bussing times may exceed 30 minutes.



School site attendance, if not your home school:

District 15 has the right of school assignment regarding Spanish Dual Language. Families cannot indicate a preference of school when submitting their application.

Important Dates

Date	Task
March 15, 2024  Reminder: Students must be fully registered at their home school to be considered for placement in the dual language program.	<p>Kindergarten Dual Language Application is due. This form must be completed to be considered for the Dual Language program, including those with siblings currently in the Dual Language program.</p> <p>Applications submitted after the March 15th due date will be placed on a waiting list.</p>
First week of April 2024 	<p>If the number of interested families exceeds the amount of space available, based on enrollment, a random selection process will be conducted in the first week of April.</p>
April 22, 2024 	<p>Parents will be notified of acceptance status into the program via email by the end of the day. A copy of this letter will also be sent in the mail to the family's home address as listed in Infinite Campus.</p>

District 15 Multilingual Programs

“Bringing students together in an integrated program that benefits all students leads to additive bilingualism for all, high academic achievement, enhanced cognitive development, and cross cultural, collaborative learning across socioeconomic and ethnic groups.”

Thomas and Collier,
Why Dual Language Schooling?



Why Dual Language?



For questions please contact


Kari Keith

Director of Multilingual Programs
keithk@ccsd15.net

Renee Urbanski

Assistant Superintendent of Multilingual
Programs
urbanskr@ccsd15.net



An illustration at the bottom left of the slide shows a stylized orange and grey globe. Two black ladders are positioned as if climbing out of the globe. Each ladder extends upwards into a white speech bubble. The top ladder reaches a smaller speech bubble, while the bottom ladder reaches a larger one. The background is a light grey rectangle with an orange border at the top.

*"The limits of my
language mean the
limits of my world"*

Ludwig Wittgenstein

thank you

tusind tak
謝謝 dakujem vám
ngiyabonga
dziękuję
merci
baie dankie
धन्यवाद molte grazie
gracias
obrigada
obrigado
teşekkür ederim
شكرا
tack så mycket
gràcies
tānan
dank u
mahalo
teşekkür edire

suksema
danke