

DUAL LANGUAGE
in
STRATFORD PUBLIC SCHOOLS

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Bilingual Education Statute: https://www.cga.ct.gov/2016/sup/chap_164.htm#sec_10-17f

Transitional bilingual education provides content area support in the native language while teaching the student English. Initially, the learner is taught content classes in the native language, is taught English as a Second Language, and may also take music, P.E., art, and similar classes in English, partly because these classes require less language proficiency and also because it is important that the learner know English speaking students (for language and social development). **The transitional model serves as a bridge for students to help them move from their native language to English**

Federal guidelines now suggest that 3 years is the target amount of time for learners to receive L1 support – this has been recently revised

Example Transitional Bilingual

Purple: English Language Development
Blue: Sheltered English Techniques (SET) in bilingual classroom
Green: English mainstream using Sheltered English Techniques

Grade	Time		Spanish Instruction	Time		English Instruction
	1 st Semester	2 nd Semester		1 st Semester	2 nd Semester	
K	90%	→ 80%	Literacy: (2 hours) Science, Social Studies, Mathematics	10%	→ 20%	English Language Development Specials
1 st	70%	→ 60%	Literacy: (2 hours) Science, Social Studies Mathematics (1 hour)	30%	→ 40%	English Language Development Specials Class Routines
2 nd	50%	→ 40%	Literacy (2 hours) Social Studies, Science Mathematics (1 hour)	50%	→ 60%	English Language Development Specials Class Routines
3 rd	30%	→ 0%	Literacy (2 hours) Mathematics (1 hour)	70%	→ 100%	Literacy (1 hour): English Language Development SET Math (0→1 hour) SET Social Studies Science Specials
4 th	0%			100%		English Language Development Mainstream - all subjects Specials

Transitional Bilingual Budget Implications

Activity Description	Description	Amount	Justification
Teacher Salaries	2 – 4 teachers	\$116,00-\$232,480	These teachers will be needed in addition to the ESOL teachers the role of Bilingual teachers is to address the needs of bilingual students, not students enrolled in the ESOL program. The cost is based @Step 4 Masters
Instructional Supplies	Classroom academic and clerical supplies, LAS Links Assessments, workbooks, subscriptions, online programs, lesson and activity booklets, books for teachers, etc...	\$4,000.00	
Professional Development	CES, NABE, CREC, Teachers' College training	\$2,500.00	PD gives teachers an opportunity to meet students' needs and grow in their practice in order to offer high quality instruction.
Textbooks	Spanish versions of textbooks: Ready Common Core Math Spanish version, <u>Fountas & Pinnell</u> Classroom libraries	\$5,000.00	
Curriculum Writing	2-4 teachers @29.90 per hour for 10-15 hours. Creating Bilingual program.	\$2,000.00	As there is no existing bilingual program in SPS, teachers will need to work together to create a sequence appropriate to students' needs and the curriculum.

Dual immersion programs include native English-speaking students and native speakers of a foreign language. The goals of dual immersion programs are to develop **bilingualism/bi-literacy, academic achievement, and cross-cultural competencies** for all students.

GOALS:

- To promote academic instruction so that all students become bilingual and bi-literate through the implementation of the state and local frameworks and standards
- Students will achieve at grade level in the content areas measured in both languages
- To provide students and staff with an environment that develops cross cultural understanding
- To provide a variety of opportunities for positive interactions among families, sharing their cultural heritages.

Program Outline

K-1 will follow a 50/50 model where each subject is taught in both languages through a one week rotation

Classroom A	Classroom B
10 English-speaking students	10 English-speaking students
10 ELs (same language) students	10 ELs (same language) students

Spanish Acquisition Week

- ELA & SS in **Spanish**
- Math & Science in **English**

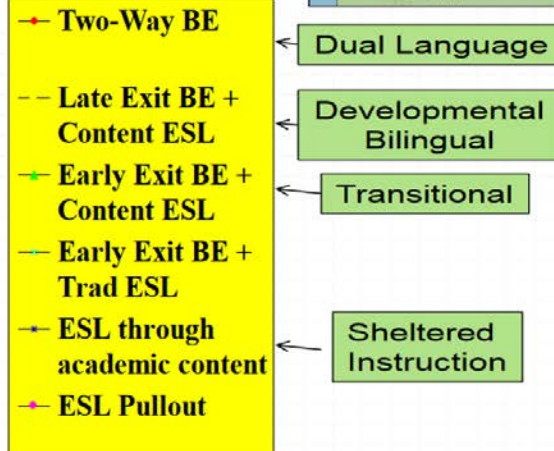
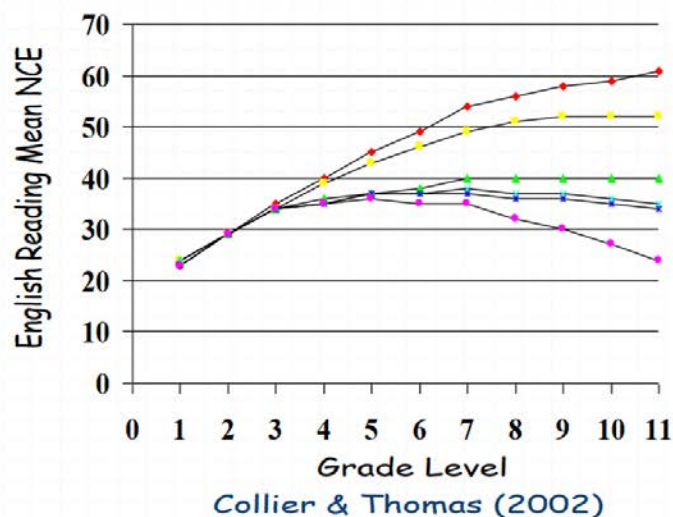
English Acquisition Week

- ELA & SS in **English**
- Math & Science in **Spanish**

Dual Language Budget Implications

Activity Description	Description	Amount	Justification
Teacher Salaries	Two teachers		1 Kindergarten teacher and 1 1 st grade teacher
PT Social worker	Spanish-speaking social worker		A Spanish speaking social worker will attend to the needs of students and their families
Program Aid	1 Spanish-speaking aid to work with teachers and attend to any clerical and classroom duties		Teachers will need someone who can attend to issues that occur in the day-to-day operation
Instructional Supplies	Classroom academic and clerical supplies, LAS Links Assessments, workbooks, subscriptions, online programs, lesson and activity booklets, books for teachers, etc...	\$4,000.00	
Professional Development	Dual Language specific training – CAL, NABE, CARLA, Teachers' College training	\$10,000.00	Training by experts is a necessity especially when beginning a new program. The PD will give teachers an opportunity to meet students' needs and grow in their practice in order to offer high quality instruction.
Textbooks	Dual language Reading series, Ready Common Core Math Spanish version, <u>Fountas & Pinnell</u> , Classroom libraries	\$5,000.00	
Curriculum Writing	4 teachers @29.90 per hour for 20 hours. Adapting SPS curricula to Dual Language program	\$2,500.00	Implementing a new program will take time and collaboration on behalf of all involved as Dual Language is not simply teaching the content in one language versus the other but actually teachers for bi-literacy and bilingualism in both languages
TOTAL:			

Academic Effectiveness of Bilingual Education Models



CT Schools

- DiLoreto Dual Language Program
 New Britain, CT
Language used: Spanish
Basic model: Differentiated
Contact: Marina Perez Taverner
Phone: 860-223-2885
- John C. Daniels School of International Communication
 New Haven, CT
Language used: Spanish
Basic model: Balanced
Contact: Mrs. Gina Wells
Phone: 203-691-3604
- Regional Multicultural Magnet School Dual Language Program
 New London, CT
Language used: Spanish
Basic model: Balanced
Contact: Sue Goldstein
Phone: 860-437-7775
- North Windham Elementary "Compañeros"
 North Windham, CT
Language used: Spanish
Basic model: Balanced
Contact: Ann Anderberg
Phone: 860-465-2350
- Silvermine Elementary School-- MANO A MANO
 Norwalk, CT
Language used: Spanish
Basic model: Balanced
Contact: Ivette Ellis
Phone: 203-899-2950
- North Windham Middle "Compañeros"
 Willimantic, CT
Language used: Spanish
Basic model: Middle or High
Contact: Ann Anderberg
Phone: 860-465-2350