Creando un sitio web para conscientizar cómo implementar un programa bilingüe

by

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Abstract/Summary

This website serves the purpose of educating the community of the process of the implementation of bilingual education programs, specifically dual immersion programs. Because the demand for bilingual education is evidently high in the San Luis Obispo County, it is important for local families and community members to have access to information regarding the implementation process. The website provides detailed information from the book *Designing and Implementing Two-Way Bilingual Programs* by Calderón and Minaya-Rowe. As bilingual education rises in popularity, it is essential that all members of the community are aware of not only the benefits of bilingual education programs, but also the various forms and models of these programs. Dual immersion programs are extremely effective. Pacheco Elementary located in San Luis Obispo is one example of a successful dual immersion program in place. Because Baywood Elementary in Los Osos is beginning their transition to a bilingual program, also dual immersion, is the reasoning for the focus of dual immersion programs on this website. This information is not only valuable to members of this community, but also in communities who do not already have bilingual education programs implemented in their schools, but have the desire to. One of the most important takeaways learned from research is that the implementation process can be initiated by anyone. This includes parents, teachers, administrators-- any member of the community. The lack of resources regarding this implementation process inspired me to create this website. All community members should be provided with the knowledge to advocate and initiate for the education that they want for their children.
Introducción

La importancia del bilingüismo es esencial hoy en día. La habilidad de hablar dos lenguas sirve a la gente en muchos aspectos de la vida. El mejor tiempo para aprender un idioma adicional es en la niñez. Las escuelas que ofrecen instrucción en y por medio de dos lenguas proveen muchas oportunidades para los estudiantes a aprender otra lengua y otra cultura. La instrucción de doble vía tiene mucho éxito, específicamente en el condado de San Luis Obispo, CA. La escuela Pacheco es una escuela bilingüe muy exitosa, pero la necesidad para más programas bilingües en el condado de San Luis Obispo es evidente. Como una estudiante del departamento de World Languages and Cultures, quería encontrar más información sobre la implementación de los programas bilingües para proveer un recurso informativo a la comunidad de San Luis Obispo. Muchas familias en este condado necesitan y quieren más información sobre las opciones para la educación bilingüe para sus hijos.
El sitio web

El sitio web puede encontrarse online en la siguiente dirección de correo: edubilingue.weebly.com

Incluyo en este Senior Project las páginas del sitio web como se ven publicadas en línea.
Bilingual education is teaching academic content in two different languages: a native language and a target language. Dependent upon the model or program, there are varying amounts of each language utilized throughout the school day. Bilingual education is highly beneficial for all students as they are given the opportunity to develop literacy in two languages as well as an
understanding of culture other than their own. Immersion programs, specifically two-way immersion programs, have become increasingly popular. Heritage language learners and English-speaking students are combined in one classroom with the philosophy that all students should be bilingual.

Forms of Bilingual Education

TWO-WAY (DUAL) IMMERSION
ONE-WAY IMMERSION
DEVELOPMENTAL BILINGUAL EDUCATION
TRANSITIONAL BILINGUAL EDUCATION

HERITAGE LANGUAGE PROGRAMS
SHELTERED ENGLISH IMMERSION
NEWCOMER PROGRAMS
SUBMERSION

Benefits

Spacer
<table>
<thead>
<tr>
<th>Economic</th>
<th>Educational</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any nation can benefit from bilingualism and biculturalism and utilize these skills for negotiation and interaction with other parts of the world that are non-English-speaking.</td>
<td>Students enrolled in bilingual programs can achieve high levels of proficiency in both their L1 and L2, benefitting all students regardless of race, socio-economic status, or age.</td>
<td>Bilingualism is a highly marketable trait in the professional world. The demand for bilingual workers in the United States is extremely high, especially in states like California.</td>
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**Bilingual Education**

<table>
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<tr>
<th>Sociocultural</th>
<th>Cognitive</th>
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<tbody>
<tr>
<td>Bilingual individuals have the ability to understand and relate to those who belong to other cultures or speak different languages. They are able to recognize and respect values, viewpoints, and social customs of people who belong to other cultural groups and speakers of other languages.</td>
<td>Cognitive and linguistic benefits can be achieved while completing academic tasks that involve creativity and problem solving.</td>
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A dual immersion program, also known as two-way immersion, is one of several bilingual education programs. Heritage speakers and English speakers are combined in one classroom in which instruction is in and through two languages. The target language, or L2, may be Spanish, French, Chinese, and so on for the English-speaking students. The L1 for the heritage speakers is their native language, the language that they grew up speaking in their home. This type of program “provides language, literacy, and content area instruction to all its students in **both** languages” (Calderón and Minaya-Rowe, 2003). The integration of heritage speakers and English speakers is purposeful. Heritage speakers are not isolated from English speakers so that they are placed in a learning environment with abundant exposure to the English language, which supports “their academic learning with no risk to their native-language development, language maintenance, or academic achievement” (Calderón and Minaya-Rowe, 2003). English speakers are able to engage with their heritage speaker peers who have knowledge and experience with the target language. Dual immersion programs are meant for all students—language minority and language majority students. These programs are often viewed as enriching as well as an advantage to achieving bilingualism. The value and respect placed on both the language and culture of all participants contributes to these students’ education in two languages. The goal of two-way immersion is not only full proficiency in two languages, but also “understanding and appreciation of the cultures associated with those languages and high levels of achievement in all core academic domains” (Cloud et al., 2000; Montague, 1997).
The Process

1. Obtain information

- The idea of implementation can come from ANYONE (teachers, parents, superintendents)
- It is necessary to research the many different forms of bilingual education to find which will best meet the needs of the school and community
- Summarize key elements
- Translate information for parents who are not English speakers
- Schools might want to consider putting a portfolio together with all of this information

2. Share the information

- Keep everyone informed: teachers, parents, administrators, school board members, funders, principals, the community,

El Proceso

1. Obtenga la información

- La idea de implementación puede provenir de CUALQUIERA (maestros, padres, superintendentes)
- Es necesario investigar las muchas formas diferentes de educación bilingüe para encontrar que satisfaga mejor las necesidades de la escuela y la comunidad
- Resuma los elementos claves
- Traduzca la información para los padres que no son hablantes de inglés
- Las escuelas podrían considerar la posibilidad de poner una cartera junto con toda esta información

2. Comparta la información

- Mantenga a todos informados: maestros, padres, administradores, miembros de la junta escolar, fundadores, directores, la comunidad, reportero.
- Prepare 1-2 documentos de página para la
reporters
- Prepare 1-2 page documents for general audience. More detailed documents and videos can address specifics/details
- Checklist

Checklist
- Two to three pages with what you will anticipate as the most frequently asked questions and a short paragraph for each answer.
- One- to two-page summary of the program features (e.g., basic principles, designs, student evaluation
- One-page summary of the research and benefits of TWBs
- One-page sample letter to parents that includes commitment criteria
- List of TWB schools to visit nearby or that contain the features you desire
- Anecdotes from your teachers, parents, and business community expressing support and need for the program
- Approximated costs/budget page and possible funding sources
- A press release or guest editorial

3. Involve all stakeholders
- All stakeholders must be included in critical decisions

3. Involucre todas las partes interesadas
- Todas las partes interesadas deben incluirse en las decisiones críticas
- Conduct informational meetings—small-group meetings recommended for more interaction time and buy-in
- Groups:
  - All potential teachers and principal
  - Superintendent, curriculum specialists, bilingual director, foreign language specialist, principal, and teacher representatives from the school
  - Parents, community members, principal, parent coordinator, bilingual teacher representative, and district administrator
  - Business representatives or chamber of commerce representatives, principal, teacher representative, and two or three parents
- Schoolwide implementation
  - Schoolwide ownership is everyone is involved
  - Even if implementing one grade level per year, it is still important to include all staff
  - Give teachers opportunity to collaborate
  - Everyone welcomed to voice opinions, concerns
- Logistics of implementation
  - Lottery system, priority status
  - Admittance policies
  - Percentage of students representing each language must be monitored
- Lleve informativos de conducta: reuniones de grupos pequeños recomendadas para más tiempo de interacción y “buy-in”
- Grupos:
  - Todos los maestros potenciales y los principales
  - Superintendente, especialistas en currículo, director bilingüe, especialista en idiomas extranjeros, director y representantes de maestros de la escuela
  - Padres, miembros de la comunidad, director, coordinador de padres, representante de maestros bilingües y administrador del distrito
  - Representantes de negocios o representantes de la cámara de comercio, director, representante de maestros y dos o tres padres
- Implementación en toda la escuela
  - Propiedad de toda la escuela está todo el mundo está involucrado
  - Aunque la implementación de un nivel de grado por año, todavía es importante incluir a todo el personal
  - Proporcionar a los maestros la oportunidad de colaborar
  - Todo con beneplácito para expresar opiniones, preocupaciones
- La logística de la implementación
  - Proyecto de lotería, estado prioritario
  - Normas de admisión
  - Porcentaje de los estudiantes que representan cada idioma debe ser monitoreado
San Luis Unified Coastal District

Bilingual education is increasingly popular in San Luis Obispo County. The San Luis Unified Coastal School District (SLUCSD) is exploring the expansion of bilingual education, considering the high demand. With Pacheco Elementary School as the only bilingual school currently in the district, Baywood Elementary is now in progress of transitioning to a bilingual program after over a year of careful planning.

Pacheco Elementary

Pacheco Elementary School currently employs a dual immersion program for their students. They achieved full-grade implementation by the 2002-2003 school year. The waiting list for Pacheco consisted of 62 students for the 2019-2020 school year with 18% of these children commuting about 90 minutes of bus time from the Coast. About one quarter of the student population travels from the Coast to receive the bilingual education that Pacheco has to offer. Pacheco's dual immersion program utilises the 90/10 model, which consists of 90 percent of instruction time in Spanish and 10 percent in English. This provides English speakers with plentiful exposure to and practice with Spanish. For heritage speakers, they are able to build a strong foundation in both language and academics in Spanish.
Baywood Elementary

Baywood Elementary School has recently been approved by the SLCUSD board of education to implement a dual immersion program. Because many students from Pacheco commute from the Coast, the hope is to make bilingual education more easily accessible to these students with this development. Baywood’s transition will begin with the kindergarten class in Fall 2020. After this, the program will be phased in year after year.

Similar to Pacheco’s model, they will offer 90 percent of instruction time in Spanish and the remaining 10 percent in English starting in kindergarten. In 1st grade, the students will be instructed 80 percent in Spanish and 20 percent English. The long-term goal is for these students to reach the 50 percent Spanish and 50 percent English ratio in the 4th and 5th grades.
FAQ

Bilingual Education

- Student selection
  - Must consider demographics of area
  - Identify needs of parents and children in community
  - Options

- Balance of students
  - Student population should reflect equal proportion of language minority and language majority students
  - Ideally, each class should have 50-50 balance
  - School staff, parents, and community must determine the criteria for accepting students

- How do we teach in two languages?
  - Equal time and high status for both languages
    - Both the languages and cultures of instruction are valued equally in the classroom
    - All students respected and treated in equitable fashion
    - Teachers have high expectations for all students and teach the importance and respect for diversity, languages, ethnicity, religions, and social class background

- Monolingual delivery
  - Instruction should be conducted in only one language at a time
  - Translation methods and preview-review have not been proven effective for target language learning
  - Different periods of time should be devoted to instruction in and through each of the two languages
    - These time periods should be scheduled and monitored to see which system works
What curriculum and assessment models are there?

Curriculum components

- Research-based instructional programs for reading, writing, language development, math, science, and social studies
- Articulation of all subject matter across grade levels
- English as a Second Language / sheltered English strategies
- Spanish as a Second Language / sheltered Spanish strategies
- Cooperative learning and interaction patterns
- Student-centered instruction; active, discovery, and research projects; and field-based-driven instruction in two languages
- Ongoing performance assessments, 8-week whole-school assessments, standardized tests assessments, and analyses of results
- Parent/family support services
- Early intervention programs such as one-on-one tutoring, family support, and afterschool programs

Curriculum and assessment models

- Choosing a program model requires research in order to select high-quality curriculum and materials
- Ready-made programs can facilitate rapid start-up of program implementation i.e., Success for All/Éxito Para Todos
- Curriculum that is chosen or developed must be implemented across grade levels
- Select student assessment instruments and observation instruments
- Determine schedules for state-mandated and local tests

How do we develop biliteracy?

Literacy Instruction

- Three structures that are commonly used:
  - Teach literacy in the native language first, separating students by their first language
  - Teach literacy in both languages simultaneously, integrating students
  - Teach literacy in the minority language first, integrating students

How do we teach content?

Content area instruction

- Language and literacy objectives should be incorporated into the academic content areas
• Content area instruction and materials need to be grade-level appropriate
• Teachers should be knowledgeable of and able to utilize sheltered instructional strategies

• **Cooperative learning and interaction strategies**
  • Learning content in the target language is facilitated by quality interaction
  • Students must be given the opportunity to be expert peers when their native language is being used for instruction AND the opportunity to let others be the expert peer when the target language is being used

• **What staffing patterns are required?**
  • **Staffing**
    • Critical to have well-prepared, committed teachers for both languages of instruction
    • Staff development should be utilised if there is a shortage of qualified teachers
    • Schools should require and provide the means for teachers to further develop the target language of instruction
  
• **Team teaching**
  • There are several forms of team-teaching:
    • I.e., one bilingual teacher and one mainstream teacher with combined group of students who teach together all day
  
• **Professional development should include:**
  • Team-teaching strategies
  • Problem-solving
  • Cross-cultural communication

• **What type of staff development do we need?**
  • **Extensive inservice training should include:**
    • Instructional methods, materials, assessments, and procedures
    • Program evaluation
    • Family support activities
    • Early intervention strategies
  • Staff development and support a teacher receives correlates with student outcomes (Calderón, 1991, 2002)

• **How do we evaluate the program implementation and outcomes?**
  • Establishment of high academic goals, policies, outcome objectives for students from both language groups and program evaluation indicators
  • Baseline data collected for longitudinal studies to determine effectiveness of:
    • Curriculum and instructional designs
Teacher efficacy
Appropriateness of support systems
Analyses of data are employed by teacher-administrator-parent teams to discuss how these variables affect student progress
Be prepared with latest test results, analyses, video recordings, professional brochures, and summaries of ongoing development

What is the cost of implementing a TWI/TWB?

Funding sources
Dual immersion (TWI/TWB) programs generally cost more to implement than the mainstream program
The design might include additional staff: teachers, teacher aides, teacher coordinator/facilitator
All classroom texts/library materials will need to be purchased in both languages
Funds need to be set aside for professional development and follow-up teachers learning communities (TLCs) activities
Additional funding can be sought from:
  - U.S. Department of Education
  - State Educational Agency
  - Private foundations
  - Local businesses that value a bilingual workforce

Who can assist us in developing a high-quality research-based program?

Neighborhood researchers at the local university are probably very willing to assist and potentially do some research at your school
Other researchers who publish on this topic will most likely be interested in your school, too

Hi there,
My name is Kylie! I am a Cal Poly graduate, class of 2020. I received my bachelor's of arts degree in Spanish with a minor in Child Development. I have always known that I wanted to teach, but during my process of transferring from community college to Cal Poly, I discovered a passion for bilingual education. For my senior project this spring quarter, I wanted to bring awareness of the process of implementing bilingual education programs to this community. In San Luis Obispo County, the demand for bilingual education is extremely high. I realized that there were minimal resources that discussed this process in detail, and I wanted to find out more not only for myself, but also for the benefit of many local parents and families. My hope in creating this website is to provide the knowledge this community needs to advocate for the schooling they want their children to have.