

Evaluation of the Dual Language Program at the Edward Bain School of Language and Art

Julie Sugarman

Jessica Hoover

Victoria Nier

Center for Applied Linguistics

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Table of Contents

Introduction.....	1
Purpose of the Evaluation.....	1
Evaluation Questions.....	1
Methodology.....	2
Limitations.....	3
Organization of this Report.....	4
Student Outcomes.....	5
Introduction.....	5
Cohort Analysis (5 th Grade Class of 2004).....	6
Iowa Test of Basic Skills (ITBS).....	6
Wisconsin Knowledge and Concepts Exam (WKCE).....	6
Wisconsin Reading Comprehension Test (WRCT).....	7
La Prueba.....	7
Cohort Analysis Findings.....	8
Wisconsin Knowledge and Concepts Exam (2004-05 through 2007-08).....	8
Supera (2006-07).....	11
Conclusion.....	13
Findings and Recommendations.....	15
Balancing the Curriculum for Literacy Development.....	16
Balancing Subject Areas and Literacy Components Across English and Spanish.....	16
Balancing Discrete Language Arts with Integrated Language and Content.....	18
Fidelity to the Dual Language Model.....	21
What is the 80/20 Model?.....	21
Fidelity to Language Allocation Policies.....	22
Creating Cross-Grade Expectations and Consistent Curriculum.....	24
Integrating Two Programs in One Building.....	27
Professional Development.....	29
Student Language Use and Interaction.....	30
Creating an Action Plan to Implement Recommendations.....	36
Suggestions for Writing an Action Plan.....	36
Suggestions for Grouping and Prioritizing Recommendations.....	36
References.....	41
Appendix A: Interview Protocols.....	43
Appendix B: Classroom Observations.....	45

List of Tables

Table 1. Data Collected, January 27-29, 2009.....	2
Table 2. Testing Overview, 1999-00 through 2007-08.....	5
Table 3. ITBS Scores in Grades 3, 5, and 6 (2001-02 through 2004-05).....	6
Table 4. WKCE/WAA Scores for Students in Grade 4 (2002-2003).....	7
Table 5. La Prueba Scores in Grade Equivalents in Grades 2-4 (2000-01 through 2002-03).....	8
Table 6. Percent of Students Scoring Proficient/Advanced for WKCE/WAA Reading and Math	9
Table 7. Percent of Students Scoring Proficient/Advanced for WKCE Language Arts, Science, and Social Studies (Fourth Grade).....	9
Table 8. Language Allocation by Content Area, Grades K-5.....	17
Table 9. Number of Classes Scored, by Language and Grade.....	45

List of Figures

Figure 1. Growth in Reading and Math WKCE, Fifth Grade Class of 2006.....	10
Figure 2. Growth in Reading and Math WKCE, Fifth Grade Class of 2007.....	10
Figure 3. Growth in Reading and Math WKCE, Fifth Grade Class of 2008.....	11
Figure 4. Growth in Reading and Math WKCE, Fifth Grade Class of 2009.....	11
Figure 5. Supera Results for Reading (2006-2007).....	12
Figure 6. SUPERA Results for Language Arts (2006-2007).....	12
Figure 7. SUPERA Results for Math (2006-2007).....	13
Figure 8. Results for Observation Component 7 (Integration of Language and Content).....	19
Figure 9. Results for Observation Component 13 (Practice/Application of New Concepts).....	20
Figure 10. Results for Observation Component 4 (Teacher Use of Target Language).....	23
Figure 11. Results for Observation Component 5 (Student Use of Target Language).....	32
Figure 12. Results for Observation Component 6 (Teacher Encouragement of Target Language Use).....	32
Figure 13. Results for Observation Component 14 (Developing Independence).....	33
Figure 14. Results for Observation Component 15 (Supporting Use of Strategies).....	34
Figure 15. Results for Observation Component 16 (Higher Order Thinking Questions).....	34

Introduction

Purpose of the Evaluation

In Winter 2009, the Center for Applied Linguistics (CAL) conducted an evaluation of the dual language program at the Edward Bain School of Language and Art (EBSOLA) in Kenosha, Wisconsin. The purpose of the evaluation was to determine how EBSOLA can help students develop academic skills in English to meet the academic requirements of No Child Left Behind (NCLB) while preserving its dual language model and the program's goals of bilingualism, biliteracy, and cross-cultural understanding.

EBSOLA serves roughly 800 students in Grades K-5 in two distinct programs: the dual language program, which enrolls students from throughout the Kenosha Unified School District (KUSD), and the creative arts program, which serves as the neighborhood school. The dual language program began in 1997 in two school sites that combined to form the Kenosha School of Languages (KSOL) in 2000. In Fall, 2004, KSOL merged with the Bain School to become EBSOLA. This merger, along with increased emphasis on standardized test scores stemming from NCLB, has created some tensions and changes within the dual language program that precipitated the request for an evaluation.

CAL has a long history with the district's dual language program. Former CAL researcher Liz Howard worked with the planning team as the program was being developed, and in the summer and fall of 2007, CAL provided technical assistance in the form of a workshop on the program model and, two months later, professional development on instructional strategies in dual language programs. CAL drew on this experience with KUSD, as well as its more than 20 years in research on dual language education, to conduct an evaluation that would provide specific recommendations for actions that the program can take to refine the model, curriculum, instruction, and staff professional development.

Evaluation Questions

CAL worked with EBSOLA staff in the fall of 2008 to establish the focus of the evaluation. CAL then developed the following questions to serve as the foundation for data collection and analysis:

1. How well are students meeting state-mandated benchmarks as assessed by English-language tests?
2. How are literacy and academic content taught in Spanish and English in Grades K-2?
 - a. To what extent are teachers maintaining fidelity to the 80/20 program model?
 - b. How does English instruction connect to and reinforce Spanish instruction? What skills and content are taught during English language development (ELD) time?

To what degree do ELD instruction and Spanish literacy instruction provide a foundation for developing literacy in English?

- How are second and third grade teachers facilitating the transfer of literacy skills from Spanish to English? What additional support or resources are needed in fourth and fifth grade to accelerate students' biliteracy and academic development?

Methodology

Data for this evaluation came primarily from an analysis of qualitative data collected at EBSOLA on January 27-29, 2009 by CAL research associate Julie Sugarman. To answer evaluation questions 2 and 3, data collection included interviews (see Appendix A), classroom observations (see Appendix B), a meeting with all dual language staff, and a review of pertinent program documents. CAL also reviewed existing standardized test score data in order to answer evaluation question 1. Table 1 shows the data collected to answer each of the evaluation questions.

Table 1. Data Collected, January 27-29, 2009

Method	Detail	Topics
Administrator Interviews	Principal Assistant Principal	<u>Evaluation Questions 2, 3:</u> Curriculum, school-wide support services, program model
Teacher Interviews	7 classroom teachers (one per grade, plus an additional teacher from Grade 4) 2 resource/specialist teachers	<u>Evaluation Questions 2, 3:</u> Curriculum and instruction, planning, professional development, recent changes to the program
Classroom Observations	14 classroom observations	<u>Evaluation Questions 2, 3:</u> program design, instructional practices
Standardized Test Data	Variety of tests, 2002-2008	<u>Evaluation Question 1:</u> Student outcomes
Document Review	District and school meeting minutes, communication with parents, flyers and brochures, FAQ, publicity, newsletters	Background and context for the evaluation

Interviews and observations were conducted using a purposeful (non-random) selection of teachers in Grades K-5. Interviews were conducted with at least one teacher per grade level, including those who teach in English, in Spanish, and in both languages. All interviewees had

several years of experience at EBSOLA. The interview protocol (see Appendix A) was created for this evaluation to cover topics related to the overall evaluation questions.

Fourteen observations were conducted in classrooms in Grades K-5. Because of the nature of the evaluation questions, there were more observations of teachers in the primary and transition grades (K-3) than upper elementary (4-5). The observation protocol was based on a protocol used previously by CAL for the evaluation of a similar dual language program (see Appendix B).

CAL also conducted a one-and-a-half-hour working session with the entire dual language staff to discuss issues of model fidelity. In this session, staff had an opportunity to ask questions about the evaluation, and staff who were not interviewed had an opportunity to express their views about the strengths and weaknesses of the program. The group also discussed progress made since CAL's visit in August, 2007, to create a more consistent language allocation policy and to address barriers that still prevent teachers from consistently following the expected language allocation (e.g., lack of professional development or materials, pressure from administrators or parents to use more English).

Limitations

To conduct an efficient evaluation, some sampling was used to select instructors to interview and observe. Observations were weighted to the younger grades, as the connection of English language development to Spanish language instruction in the early grades was a key evaluation question. Observations also focused primarily on literacy lessons, which was appropriate given the evaluation questions. In retrospect, additional observations of content area classes (social studies, science, and math) would have been helpful.

In spite of these sampling considerations, the proportion of staff interviewed and observed seems sufficient for an accurate picture of instruction for dual language students. Further, the consistent findings across methods and participants leads to a high level of confidence in our ability to generalize from observations to the program as a whole.

As noted above, the data collection methodology was tied to the evaluation questions, but additional types of data collection might have yielded further insight into the program and its impact. Specifically, interviews or focus groups with current and former dual language students might have provided more information about what they felt were strengths and weaknesses of the program, and interviews with district officials might have yielded insight into their willingness to help EBSOLA implement the changes that we recommend.

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 inappropriateness or time limitations. The main limitation of the observations was that the observer was not intimately familiar with the instructional approach of each teacher or with the needs of the students. Thus, it must be

assumed that the thirty-minute observation was representative of daily instruction in each class. Also, there are always limitations to using any observation protocol—no protocol can perfectly capture every aspect of teaching and learning. However, the protocol was developed and used successfully in a similar context, and is based on the research-based SIOP (Echevarria, Vogt, & Short, 2008) and the rubric created for the *Guiding Principles for Dual Language Education* (Howard, et al., 2007), which are also supported by an extensive literature review.

Organization of this Report

In the next chapter of the report, we present findings from an analysis of student outcomes that serves as a context for understanding the strengths and weaknesses of instruction in the dual language program. Following that, the bulk of the report presents findings and recommendations organized thematically, covering the following areas:

- Balancing the curriculum for literacy development
- Fidelity to the dual language model
- Creating cross-grade expectations and consistent curriculum
- Integrating two programs in one building
- Professional development
- Student language use and interaction

Last, we summarize the findings and present some suggestions for how to use this report to create an action plan for improvement.

Student Outcomes

Introduction

EBSOLA provided CAL with average test scores of students in the dual language program and recent cohorts of students in the creative arts program at EBSOLA on various assessments from the 2002-03 school year through the 2007-08 school year. This section of the evaluation summarizes three sets of data:

- A cohort analysis of the 5th grade class of 2004 (students who attended KSOL)
- Supera test results from 2006-07 (Grades 3-5)
- Wisconsin Knowledge and Concepts Exam, multiple grades, 2004-2008

Over the last 10 years, the dual language program at KSOL and EBSOLA has used seven different instruments for testing students in language and content. Table 2 documents the tests given to students at each grade level during this period.

Table 2. Testing Overview, 1999-00 through 2007-08

<i>School Year</i>	<i>Building</i>	<i>ITBS</i>	<i>WKCE</i>	<i>WAA</i>	<i>WRCT</i>	<i>La Prueba</i>	<i>Supera</i>	<i>ACCESS for ELLs</i>
1999-00	KSOL	Gr. 5	Gr. 4	Gr. 4	N/A	Gr. 2, 3, 5	N/A	N/A
2000-01	KSOL	Gr. 3 & 5	Gr. 4	Gr. 4	Gr. 3	Gr. 1-5	N/A	N/A
2001-02	KSOL	Gr. 3 & 5	Gr. 4	Gr. 4	Gr. 3	Gr. 1-5	N/A	N/A
2002-03	KSOL	Gr. 3 & 5	Gr. 4	Gr. 4	Gr. 3	Gr. 1-5	N/A	N/A
2003-04	KSOL	Gr. 3 & 5	Gr. 4	Gr. 4	Gr. 3	N/A	Gr. 1-5	N/A
2004-05	EBSOLA	N/A	Gr. 4	Gr. 4	N/A	N/A	Gr. 1-5	N/A
2005-06	EBSOLA	N/A	Gr. 3-5	Gr. 3-5	N/A	N/A	Gr. 2-5	Gr. K-5
2006-07	EBSOLA	N/A	Gr. 3-5	N/A	N/A	N/A	Gr. 3-5	Gr. K-5
2007-08	EBSOLA	N/A	Gr. 3-5	N/A	N/A	N/A	Gr. 3 & 5	Gr. K-5

The Iowa Test of Basic Skills (ITBS) measures reading, math, language, science, and social studies in English. The Wisconsin Knowledge and Concepts Exam (WKCE) is the state English-language content exam measuring reading, language arts, math, science and social studies. Prior to 2005, ELLs had the option of taking the Wisconsin Alternate Assessment (WAA) instead of the regular WKCE. The WKCE and WAA are also used to satisfy the AYP (adequate yearly progress) requirements of NCLB. The Wisconsin Reading Comprehension Test (WRCT), which measures English reading skills, was given to students from 2000-01 to 2003-04. La Prueba is a Spanish-language exam that measures reading, math, writing, science, and social studies, which students in the dual language program took from 1999-2000 through 2002-03. In 2003-04, the school began to use the Supera exam, which measures reading, language, and mathematics skills in students Grades 1-5 in Spanish. Finally, ELL students have taken the ACCESS for ELLs for the last three school years to measure progress in English; however, data from that assessment were not provided for this evaluation. Information about student performance on these measures (except the ACCESS) is analyzed and explored in the following sections.

Cohort Analysis (5th Grade Class of 2004)

A cohort analysis for the 5th grade class of 2004 was conducted in 2008 by the Kenosha Unified School District to examine the progress of students over time. The analysis included data from four tests:

- Iowa Test of Basic Skills (ITBS): Grades 3, 5, 6
- Wisconsin Knowledge and Concepts Exam (WKCE): Grade 4
- Wisconsin Reading Comprehension Test (WRCT): Grade 3
- La Prueba: Grades 2, 3, 4

Students included in the cohort analysis were enrolled continuously from Kindergarten through 5th grade in the dual language program. These students were the last dual language class to graduate from 5th grade at KSOL before the program moved to EBSOLA.

Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) was administered to students in the cohort in Grade 3 in the 2001-02 school year, in Grade 5 during the 2003-04 school year, and in Grade 6 in the 2004-05 school year. Table 3 shows average student scores as average national percentiles for each administration of the test for native English speakers (NES) and native Spanish speakers (NSS).

Table 3. ITBS Scores in Grades 3, 5, and 6 (2001-02 through 2004-05)

	Grade 3		Grade 5		Grade 6	
	NES (N=20)	NSS (N=6)	NES (N=19)	NSS (N=17)	NES (N=20)	NSS (N=19)
Reading	74	39	78	42	78	29
Math	83	77	79	55	78	54
Language	64	45	80	47	77	37
Science	NA	NA	74	30	72	41
Social Studies	NA	NA	71	33	74	41

At every grade level, both NES and NSS score highest (or second highest) in math among the five subtests. Average percentiles for NES remain fairly steady across the three years for which scores were available (except for a large increase in language between 3rd and 5th grade). For NSS, scores are much more variable: In reading, scores increased slightly from Grade 3 to Grade 5 and decreased at Grade 6; in math, scores decreased from Grade 3 to Grade 5 and then stabilized; in language, scores increased slightly from Grade 3 to Grade 5 and decreased at Grade 6; and in science and social studies, scores increased from Grade 5 to Grade 6. NES consistently (and often dramatically) outscore the NSS on all subtests, and NSS do not close the gap with NES over time. What is most troubling is that while NES consistently score above the 50th percentile, NSS score below the 50th percentile in all subjects except math.

Wisconsin Knowledge and Concepts Exam (WKCE)

The WKCE was given to this cohort in Grade 4 only (2002-03). Some English language learners took the Wisconsin Alternative Assessment (WAA) in place of the WKCE. Table 4 shows the

percentage of students in each group (NES and NSS) scoring at each of the four levels (minimal, basic, proficient, and advanced) for this administration of the test.

Table 4. WKCE/WAA Scores for Students in Grade 4 (2002-2003)

	<i>Reading</i>		<i>Language Arts</i>		<i>Mathematics</i>		<i>Science</i>		<i>Social Studies</i>	
	<i>English</i> <i>N = 20</i>	<i>Spanish</i> <i>N = 19</i>	<i>English</i> <i>N = 20</i>	<i>Spanish</i> <i>N = 19</i>	<i>English</i> <i>N = 20</i>	<i>Spanish</i> <i>N = 19</i>	<i>English</i> <i>N = 20</i>	<i>Spanish</i> <i>N = 19</i>	<i>English</i> <i>N = 20</i>	<i>Spanish</i> <i>N = 19</i>
WKCE										
Min.*	0	5	0	0	0	21	0	5	0	0
Bas.	0	26	5	32	15	11	10	32	0	21
Prof.	50	32	50	37	40	26	60	42	30	37
Adv.	50	16	45	11	45	21	30	0	70	21
P/A	100	47	95	47	85	27	90	42	100	58
WAA										
EP	0	21	0	21	0	0	0	0	0	0
Min.	0	0	0	0	0	0	0	0	0	5
Bas.	0	0	0	0	0	16	0	16	0	16
Prof.	0	0	0	0	0	5	0	5	0	0
P/A	0	0	0	0	0	5	0	5	0	0
T. P/A	100	47	95	47	85	53	90	47	100	58

*All scores are in percentages. Min. = Minimal; Bas. = Basic; Prof = Proficient; Adv. = Advanced; P/A = Proficient/Advanced; EP = Early Production; T. P/A = Total Proficient/Advanced.

The scores for the 4th grade WKCE/WAA are similar to the scores from the ITBS in that NES continue to dramatically outscore NSS in every subject on this English-language test. NES score highest in reading and social studies, followed by language arts, science and math. In contrast, NSS score highest in social studies, followed by math, and have the same passing rates on reading, language arts, and science. With the exception of NSS in math, few NSS and no NES score at the lowest level—minimal—on the WKCE.

Wisconsin Reading Comprehension Test (WRCT)

The WRCT was administered to students in the cohort in Grade 3. All 20 native English speakers in the cohort were tested, and 75% scored at the proficient or advanced level. Only 3 of 19 native Spanish speakers were tested, making comparisons with native English speakers unreliable.

La Prueba

La Prueba, a Spanish language achievement test, was administered to this cohort of students in Grades 2 through 4. Table 5 shows English- and Spanish-speaking students' scores on each subject area of the test for three successive years.

Table 5. La Prueba Scores in Grade Equivalents in Grades 2-4 (2000-01 through 2002-03)

	<i>Grade 2</i>		<i>Grade 3</i>		<i>Grade 4</i>	
	<i>NSS</i>	<i>NES</i>	<i>NSS</i>	<i>NES</i>	<i>NSS</i>	<i>NES</i>
Reading	5.0	6.6	6.6	4.9	6.4	5.8
Math	3.7	4.9	5.4	6.5	5.1	7.7
Writing	NA	NA	8.5	8.4	9.1	9.5
Science	6.0	5.5	7.3	6.8	7.8	8.6
Social Studies	5.2	5.6	6.4	6.6	7.3	7.1

Note. The higher score has been bolded for each subject area.

As Table 5 shows, in Grade 2, the English-speaking students outperform their Spanish-speaking peers in terms of grade equivalents in all subject areas except for science. In Grade 3, NSS score higher than NES in reading, writing, and science; and in Grade 4, the NSS score higher in reading and social studies. All students are scoring well above grade level in all domains. The NES’s superior performance may be attributed to their high levels of skill in their native language and in content areas that they are transferring to their second language. In all but one case where average grade equivalents decreased (reading for NES), students make 1.4 to 3.1 years’ progress over the course of two years.

Cohort Analysis Findings

Overall, the cohort analysis conducted by KUSD indicates that NES consistently outscored NSS on English tests and—in several subjects—outscored the NSS on tests in Spanish. The tests were inconsistent in terms of determining the relative strengths of these students in terms of subject matter. For example, NES scored highest in math on the ITBS but lowest in math on La Prueba and WKCE. NSS scored highest in math on the ITBS and second highest in math on the WKCE/WAA but lowest in math on La Prueba. For the two tests where gains over time can be measured, students demonstrated gains on La Prueba, but there was not progress over time in terms of the percentage of students scoring “proficient” or “advanced” on the ITBS.

Wisconsin Knowledge and Concepts Exam (2004-05 through 2007-08)

The Wisconsin Knowledge and Concepts Exam (WKCE) is administered to students in Grades 3-8. English language learners had the option of taking the Wisconsin Alternate Assessment (WAA) instead of the WKCE prior to 2006 (see Table 2). Table 6 shows the percent of students scoring proficient or advanced (P/A) on the reading and mathematics subtests for native English speakers, native Spanish speakers, and students in the Creative Arts program at EBSOLA from 2004-05 through 2007-08.

Table 6. Percent of Students Scoring Proficient/Advanced for WKCE/WAA Reading and Math

YEAR	GRADE	<i>Reading</i>			<i>Mathematics</i>		
		DL En	DL Sp	Cr Arts	DL En	DL Sp	Cr Arts
2004-05	4	93	52	30	93	46	20
2005-06	3	100	55	59	93	36	31
2005-06	4	71	40	44	62	57	26
2005-06	5	100	54	39	100	35	26
2006-07	3	83	42	52	67	49	35
2006-07	4	92	43	68	92	60	55
2006-07	5	78	63	48	67	50	24
2007-08	4	80	56	56	80	64	48
2007-08	5	92	70	63	92	73	53

Note. DL En = Dual Language native English speakers; DL Sp = Dual Language native Spanish speakers; Cr Arts = Creative Arts program students

There is very little consistency in terms of the percentage of students scoring proficient or advanced (P/A) from year to year. For example in 2005-06, 100% of NES scored P/A; in 2006-07 78% scored P/A; and in 2007-08, 92% scored P/A. We would expect some variation from year to year since these represent different cohorts of students; however this level of variation may indicate some inconsistency in the instruction for each cohort moving through the program. The fluctuations in passing rates also indicate that not all students are making one year's progress in a school year, as some students score P/A one year and minimal or basic the next. Table 6 also shows that consistently more dual language NES score P/A than dual language NSS or creative arts students. In reading, third grade creative arts students and some cohorts of fourth grade creative arts students score higher than DL NSS, but fifth grade DL NSS consistently score higher than creative arts students. In math, DL NSS outscore creative arts students in every instance.

Table 7 shows scores from additional subtests—language arts, science and social studies—taken only by fourth graders in each of the school years for which data were available.

Table 7. Percent of Students Scoring Proficient/Advanced for WKCE Language Arts, Science, and Social Studies (Fourth Grade)

YEAR	<i>Language Arts</i>			<i>Science</i>			<i>Social Studies</i>		
	DL En	DL Sp	Cr Arts	DL En	DL Sp	Cr Arts	DL En	DL Sp	Cr Arts
2004-05	86	44	37	79	23	30	86	71	53
2005-06	67	49	35	57	49	32	71	69	56
2006-07	100	57	61	92	32	46	100	78	82
2007-08	60	59	48	60	41	39	80	85	80

Similar patterns are seen in language arts, science, and social studies as in reading and math for fourth graders: DL NES score consistently higher than the other groups, and in some subjects

and years DL NSS outscore creative arts students while in some subjects and years the opposite is true. All three groups of students score lowest in science each year.

Figures 1-4 use the data from Table 6 to demonstrate the growth over time of individual cohorts in WKCE reading and math. Figure 1 shows two years of results for the 5th grade class of 2006, Figure 2 for the class of 2007, Figure 3 for the class of 2008 (with three years of data) and Figure 4 for the class of 2009 (this year’s fifth graders). The figures show the percent of students scoring proficient/advanced on the reading and math WKCE.

Figure 1. Growth in Reading and Math WKCE, Fifth Grade Class of 2006

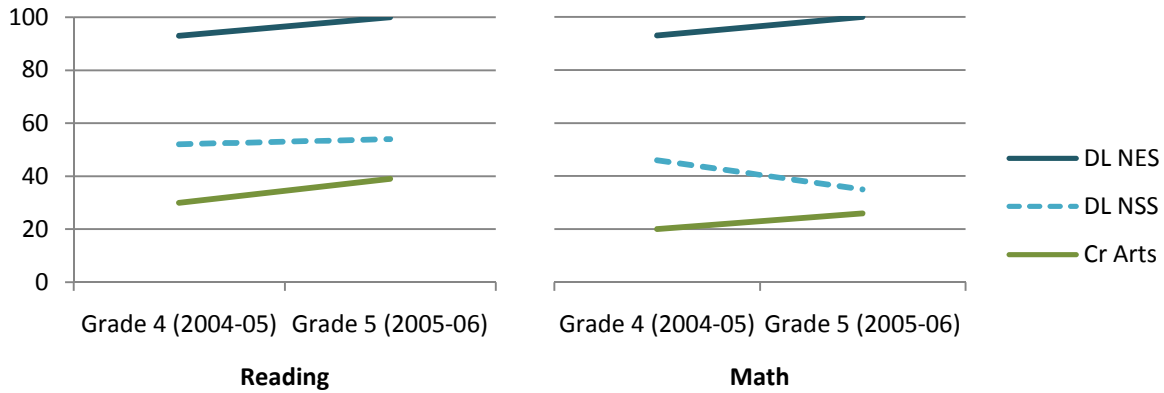


Figure 2. Growth in Reading and Math WKCE, Fifth Grade Class of 2007

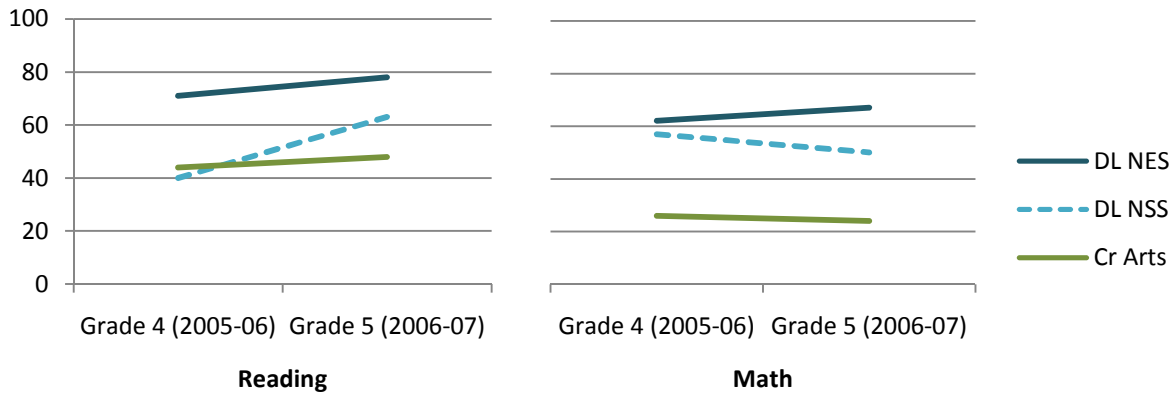


Figure 3. Growth in Reading and Math WKCE, Fifth Grade Class of 2008

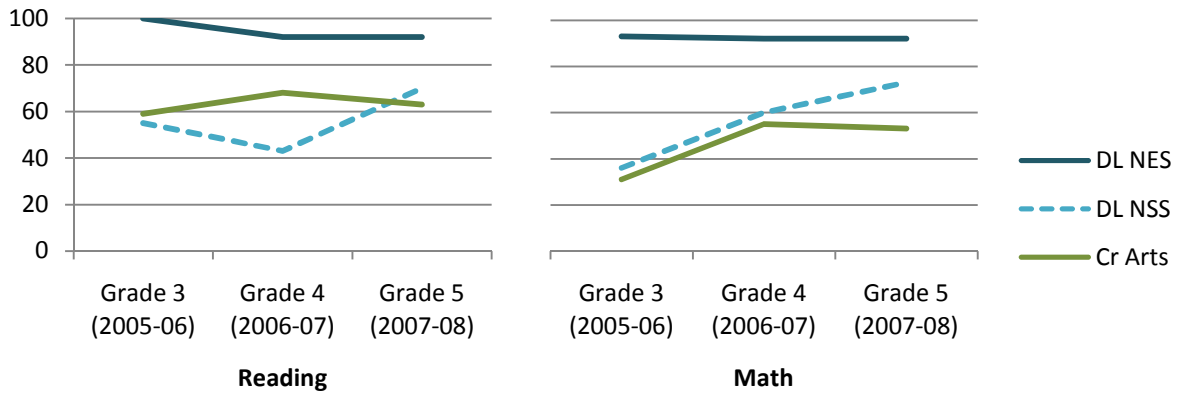
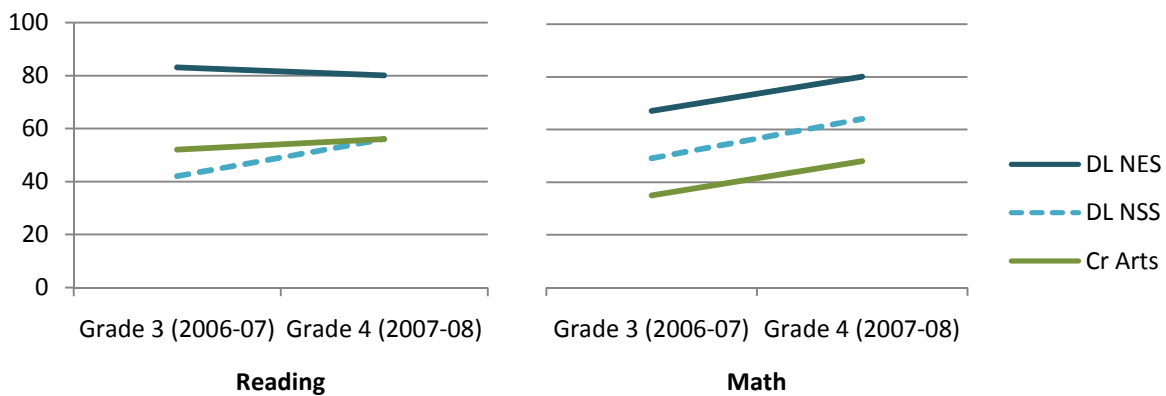


Figure 4. Growth in Reading and Math WKCE, Fifth Grade Class of 2009

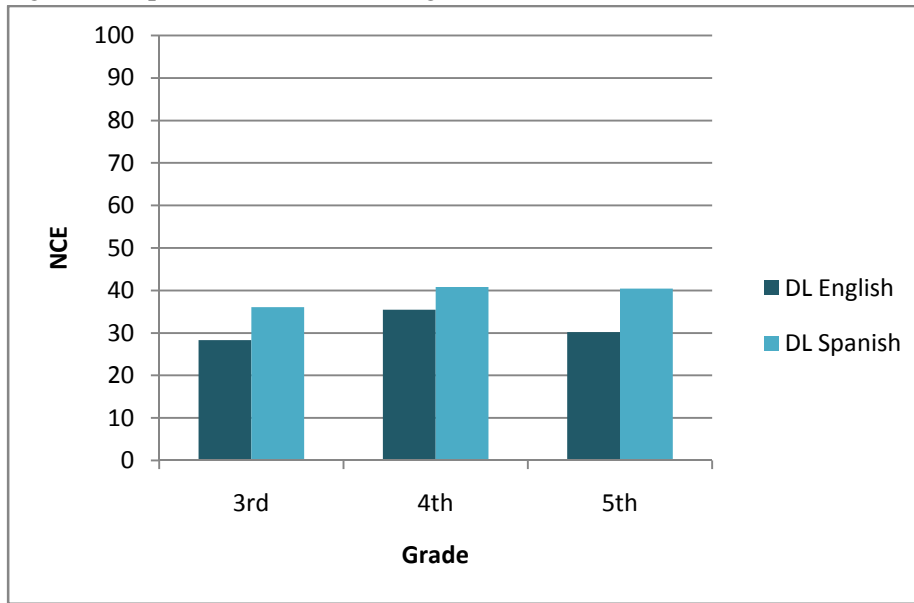


In reading, in all but the first cohort (Figure 1), DL NSS make progress toward closing the gap with DL NES. In math, DL NSS actually have a wider gap with DL NES over time in the first two cohorts, close the gap in the third cohort, and remain steady in the fourth. In nearly every graph, the NES score highest, followed by DL NSS and creative arts students. It is particularly noteworthy that large numbers of NES and many NSS are scoring P/A on a test in English in 3rd grade after receiving only a few months of formal English instruction (following the program model at the time), whereas both groups of students generally outscore creative arts students who have received all of their instruction since Kindergarten in English. In reading, NSS seem to be closing the gap with NES in a way that is typical for students in an 80/20 TWI program, but the persistent gaps in math remain a concern.

Supera (2006-07)

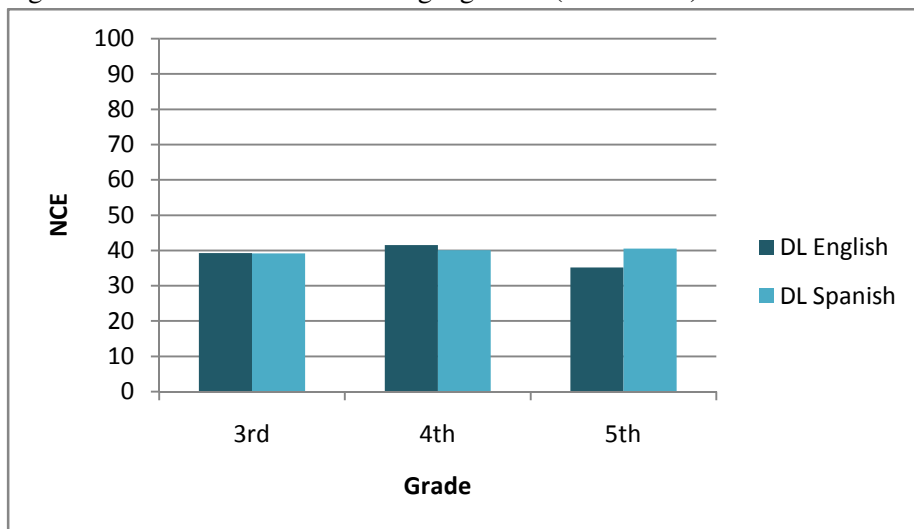
In the 2003-04 school year, the dual language program began administering Supera in place of La Prueba as its Spanish-language summative assessment. Results from the 2006-07 administration of Supera demonstrate similar trends for third to fifth graders as were seen for students taking La Prueba in previous years. Figure 5 shows average reading scores (in normal curve equivalents, or NCEs) on the Supera exam for Grades 3, 4, and 5.

Figure 5. Supera Results for Reading (2006-2007)



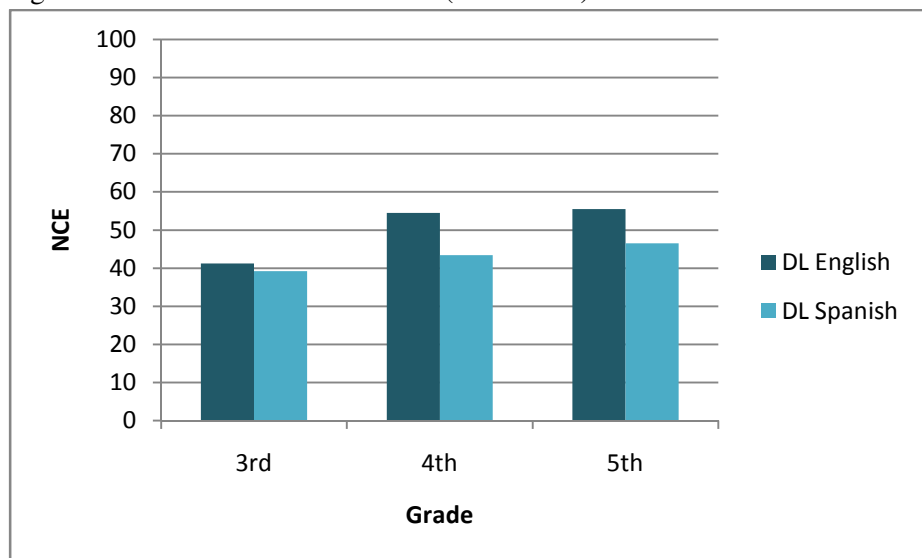
Although La Prueba scores indicated that both NES and NSS were consistently scoring at or above grade level, Supera scores show no group scoring at the 50th NCE or higher (average). Native Spanish-speaking students continually score slightly higher than NES on the reading portion of the exam through Grades 3, 4 and 5. This mirrors the trend found in the results from La Prueba for Grades 3 and 4.

Figure 6. SUPERA Results for Language Arts (2006-2007)



Scores for the Supera language arts test, shown in Figure 6, are comparable to the reading scores in Figure 5, as the average score for students in all three grades falls short of the 50th NCE. However, average scores for NES and NSS at all three grades are virtually the same.

Figure 7. SUPERA Results for Math (2006-2007)



Again, the Supera scores in Figure 7 on the math subtest mirror the results from the scores obtained a few years earlier on La Prueba, with NES outscoring NSS at all three grade levels. In fact, only the NES score just above the 50th NCE in 4th and 5th grade.

Taken as a whole, these findings are disappointing. Most students in the norming sample for Supera, Spanish-speakers in the U.S., are probably enrolled in programs that have less emphasis on developing Spanish bilingualism and biliteracy than KUSD's program (e.g., transitional bilingual or ESL programs). Therefore, KUSD students should be scoring closer to the top of the range at all grade levels. Also, math had been taught exclusively in Spanish for the students represented in Figures 5-7, so their relatively low scores on math in Spanish are not because they did not receive sufficient math instruction in Spanish.

Conclusion

Clearly, NES in the dual language program are faring quite well in English language development and in content as measured in English. NES outscore dual language NSS and students in the creative arts program on every English-language measure. Their Spanish-language achievement was fairly strong when measured in 2000-2003 by La Prueba, but more recent scores on Supera show NES scoring below the 50th percentile on Spanish reading and language arts in third, fourth and fifth grade.

Native Spanish speakers are not faring as well as NES in the dual language program. Although some measures indicate that they begin to close the gap in English-language assessment scores between third and fifth grade, there is still a considerable gap between the two groups, particularly in math. As with the NES, Spanish-language achievement was strong for NSS as measured by La Prueba, but the average scores for NSS on Supera were below the 50th percentile in every case. NSS did outscore NES in Spanish reading consistently, and in language arts in fifth grade.

The logical answer to low English-language test scores for the native Spanish speakers would seem to be to increase the amount of time that students spend learning in English. However, research consistently contradicts this notion. According to several recent literature syntheses (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006), minority students who build a strong foundation in literacy in their native language will perform better in English in the long run than students who receive only English-medium education.

Furthermore, in a recent address to dual language researchers, Kathryn Lindholm-Leary reported that schools she had studied that were in Program Improvement under NCLB and increased their focus on English literacy at the expense of Spanish literacy (without changing the formal ratio of languages within the program model) showed a loss in Spanish reading achievement and slowed growth in English reading achievement for English language learners. She adds, “Schools that [then] improved [attention to] Spanish literacy, after noting loss in Spanish reading achievement, showed some improvement in Spanish and English” (Lindholm-Leary, 2008).

Additionally, both dual language NES and NSS, whose K-3 instruction was primarily in Spanish, outscore their creative arts counterparts at EBSOLA, who received instruction only in English.

For these reasons, we do not recommend increasing the amount of English used in the dual language program at EBSOLA nor focusing more heavily on English language arts in the early grades. The recommendations in the next section aim to make the dual language program stronger overall, in order to improve the development of native language literacy for NSS and to maximize the potential benefits of bilingualism for NES.

Findings and Recommendations

In this section, findings from the qualitative data collection at EBSOLA are reported and recommendations presented to improve the dual language program. These findings and recommendations are presented thematically, focusing on the following issues:

- Balancing the curriculum for literacy development
- Fidelity to the dual language model
- Creating cross-grade expectations and consistent curriculum
- Integrating two programs in one building
- Professional development
- Student language use and interaction

Overall, the dual language program at EBSOLA is strong. Teachers are passionate about dual language and have high levels of skills and experience with language learners; the program uses a research-based 80/20 model; and, at the school level, resources are dedicated to acquiring appropriate materials and providing professional development. During classroom observations, it was evident that teachers were particularly skilled at using the target language exclusively (or nearly so), using instructional strategies to make content comprehensible, scaffolding, using grouping configurations that support language and content objectives, and using active-learning approaches (see Appendix B for full results from the classroom observations).

When teachers and administrators who were interviewed were asked about the strengths of the program, several themes recurred in the respondents' answers (numbers in parentheses indicate the number of respondents citing each strength):

- Skilled, creative, mutually supportive teachers (4)
- Cultural integration of Hispanic and Anglo students and families (3)
- Students becoming bilingual (3) and good diplomats and problem solvers
- Parent support and involvement (3)
- Better support from the school and district administration than in years past (2)

These are very important traits. They form a strong foundation (built over the last 12 years of the program) upon which EBSOLA can strengthen its program.

To a large extent, the weaknesses of the dual language program are based on circumstances out of its control, primarily changes made because of NCLB. It was evident from interviewing teachers who have taught in the district for a long time that recent changes to the program have, to some degree, run counter to the research on second language acquisition and successful dual language programs. However, it was also clear that there is still an institutional memory of that research base upon which the program was founded. Because of this context, we are not recommending drastic changes to the model, curriculum, or instruction. Instead, the thread

weaving through many of the recommendations is restoring balance to program components that have become lopsided in one way or another.

Balancing the Curriculum for Literacy Development

The most critical area that seems out of balance at EBSOLA is literacy development:

- More opportunities are available for older students to do extended writing in English than in Spanish
 - Third- to fifth-grade Spanish language arts generally focuses on use of the basal reader and workbooks, while English language arts uses leveled readers and centers
 - Also in the upper grades, social studies is conducted all in English, and science and math are nearly all in Spanish, with much of the writing in science conducted in English because of a lack of research materials in Spanish. This arrangement provides few opportunities to do extended writing in Spanish.
- EBSOLA uses the Reading First approach to literacy instruction, which may not be appropriate for dual language learners
- Language and content instruction are not integrated, and teachers infrequently plan for thematic units that allow students to work with the same material across languages

These observations relate to several important components of teaching literacy to language learners: balancing the cognitive load in the two languages of instruction, providing the opportunity to engage in authentic uses of reading and writing in both languages, integrating language and content objectives in instruction, and teaching thematically so that concepts are reinforced in both languages without repeating lessons (Cloud, Genesee, & Hamayan, 2000; Echevarria, Vogt, & Short, 2008; Howard & Sugarman, 2007; Howard, et al., 2007).

Balancing Subject Areas and Literacy Components Across English and Spanish

In interviews, teachers were asked about the program model used at their grade level, both in terms of the number of minutes used for English and Spanish (which will be discussed in the next section) and in terms of which subjects are taught in each language. As an 80/20 program, all subjects are taught in Spanish in kindergarten and first grade (except for a short period of English language development) and more English content is added in the upper grades. Specials (art, music, physical education) are always taught in English. Table 8 shows the language used for the different content areas.

Table 8. Language Allocation by Content Area, Grades K-5

	<i>Content in Spanish</i>	<i>Content in English</i>
Kindergarten	All subjects	ELD, specials
Grade 1	All subjects	ELD, specials
Grade 2	Science, math, Spanish language arts	Math (a small % of instruction), social studies, English language arts, specials
Grade 3	Science, math, Spanish language arts	Social studies, English language arts, specials
Grade 4	Science, math, Spanish language arts	Social studies, English language arts, specials
Grade 5	Science, math, Spanish language arts	Social studies, English language arts, specials

The model shown in Table 8 is not unique among dual language programs nationwide. Several successful programs, including the programs in the Arlington (VA) Public Schools, split content areas by language, as EBSOLA does (in fact, Arlington also teaches math and science in Spanish and social studies in English at all grades from K-5). All dual language programs provide language arts instruction in both English and Spanish, by definition. There is no research to date that supports any one approach over another, and the simple fact of this model is not—in itself—a problem. Two other factors come into play.

First, all of the upper grade teachers (3rd – 5th grade) interviewed stated that Spanish language arts primarily uses the basal reader and workbooks (Houghton Mifflin) and the English language arts primarily uses leveled readers and centers. These two sets of tools for literacy development are not equivalent in terms of the types of literacy skills that can be taught and practiced; thus students do not experience a balanced approach to literacy development in *both languages*. Second, both fourth and fifth grade teachers stated that there is very little Spanish writing in science. Although the kits and packets that students use are available in Spanish, there are no supporting documents for research in Spanish. Although the curriculum is taught in Spanish, the research that students do to extend their knowledge and the reports they write on the basis of that research are generally in English.

The result of this imbalance was clear from teachers' statements. Fourth and fifth grade teachers were asked, "Within literacy instruction, what areas do you find students need most help with?" and both Spanish teachers interviewed unequivocally said "writing". They said that students are able to communicate well in Spanish, but their writing skills have deteriorated in recent years. Both respondents attribute this to increased attention to English language arts in the early grades during the last few years. One teacher also said that students tend to do well on Spanish language tests where literacy skills are assessed discretely but students are not able to perform well on real writing assignments.

In addition to the fourth and fifth grade teachers' hypothesis that increased focus in English in the early grades is contributing to weaker Spanish writing skills, we would suggest that the way that literacy is divided in 3rd – 5th grade and the lack of extended writing opportunities in the content areas may be causing this decline in writing ability. In both English and Spanish, students require instruction on and practice with discrete skills—for example, grammar, reading strategies, and fluency—that are usually gained through use of basal readers and workbooks, as well as opportunities to practice higher level literacy skills and to integrate skill practice into literacy acts that have a meaningful purpose—such as writing for authentic audiences or doing an oral presentation on a topic learned in science, social studies, or math.

In language arts, this balance may be achieved by alternating languages by unit (for example, students work in the basal in English in the morning and with authentic literature in Spanish in the afternoon every day for one week, then use leveled readers in English in the morning and work on grammar in Spanish in the afternoon every day for the second week). Likewise, students should be engaging in listening, speaking, reading, and writing in the content areas, so that they develop balanced language and literacy skills in both languages. This is stated in the first two recommendations:

Recommendation #1: In the upper grades, provide opportunities for extended expository writing in Spanish by obtaining materials in Spanish that students can use to write science reports, or teach some social studies units in Spanish that allow for extended writing (and, in that case, balance the time in English and Spanish by teaching some science in English).

Recommendation #2: In the upper grades, be sure that both discrete language arts skills and holistic language development are addressed in both languages. All literacy components (skills taught with the basal, readers' workshop, writers' workshop, guided reading, centers, independent and shared reading) should be taught in both languages throughout the year. This may require purchasing additional authentic Spanish literature for classroom libraries.

Beyond the desire to balance the cognitive load between English and Spanish with an even number of subjects that are writing-intensive and those that are not (or on other dimensions, such as creative/analytical), there is no research that suggests that it is better to do one subject in one language versus doing all subjects in both languages, alternating by day, week, unit, or semester. In fact, there are practitioners that swear by each of these alternatives.

Balancing Discrete Language Arts with Integrated Language and Content

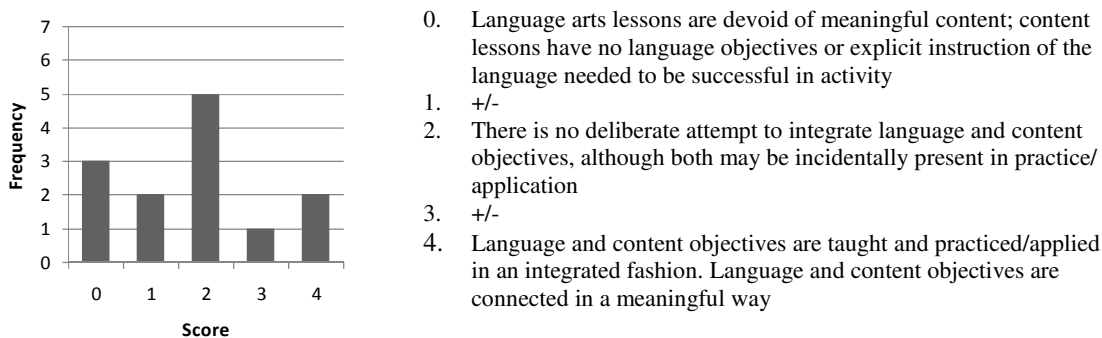
Related to the issue of balancing literacy skills and holistic language development in the upper elementary grades are the issues of Reading First and language and content integration. EBSOLA's Reading First grant (ending in 2008-09) was inherited from the days before the Bain School included the dual language program, and the ending of this grant (funding may soon be zeroed out of the federal budget) could be an opportunity to reconsider language arts instruction in the early elementary grades for the dual language program.

Reading First has been a controversial component of NCLB, particularly with its mandate that students have an uninterrupted block of language arts instruction focused on phonics, phonemic awareness, vocabulary, fluency, and comprehension. These five components—which undergird Reading First-approved reading programs such as the basal reader series used by EBSOLA—were identified based on research on the critical components of teaching reading in *English* to English speakers (NICHD, 2000). This paradigm does not transfer neatly to learning to read Spanish (as a first or second language), because Spanish is a very different language. As the Reading First grant comes to an end, it would be a good time to reconsider whether the approach that the Houghton Mifflin series takes is appropriate for students learning to read in Spanish only, or whether additional materials might be more appropriate for the context.

Recommendation #3: Continue to use Houghton Mifflin textbooks as a resource for language arts instruction in Spanish when they can be useful, but consider the use of other resources as well at all grade levels, particularly authentic teaching materials from Spanish-speaking countries, authentic texts for students to use in guided reading and independent reading, and materials that promote the integration of language arts and content concepts.

Two related issues are the lack of language–content integration observed in classes at all grade levels in both languages and the lack of opportunity to practice and apply content and language objectives (when any were evident). The vast majority of lessons observed were English language arts/reading (Grades 2-5) or English language development (K-1), and the others were math (3 observations) and social studies (1 observation). Figure 8 shows the results from the component (#7) on language and content integration.

Figure 8. Results for Observation Component 7 (Integration of Language and Content)

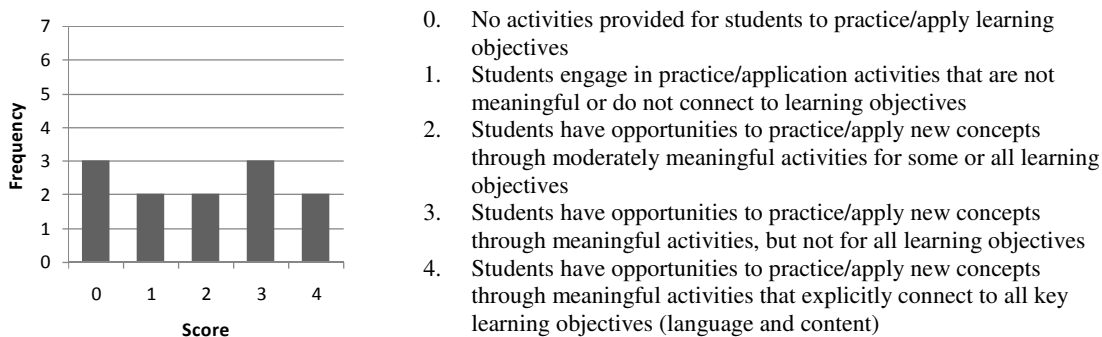


For both content area and language arts lessons, there was little evidence of explicit integration of language and content (there were only three instances of scores of 3 or 4). Even in language arts classes, language objectives should be specified. For example, language skills are needed to discuss or write about the language arts concepts taught in the lesson (see more about the importance of integrating language and content at www.cal.org/resources/digest/nrcrds05.html). There also was little evidence that teachers were using thematic units across language arts,

science, math, and social studies (and several teachers said that they do less thematic teaching now than they used to, and they do not generally have a chance to plan across languages and content areas).

But even more than the integration of language and content objectives was a pervasive sense that language arts lessons were not related to meaningful ideas that students could relate to. This is not at all unique to EBSOLA, as we have seen this type of language arts instruction all over the country in recent years, particularly in schools adopting the Reading First approach to skill-based language arts. For example, students might be practicing spelling but have no clue what the words mean. Lessons focused on reading comprehension might include question and answer sessions designed to see whether students were able to pick out ideas from the story but not necessarily to discuss those ideas to be sure that the students understand their deeper implications. In other words, in many language arts lessons, there was an undercurrent of themes that would be relevant to students’ lives, but they were rarely made explicit or the subject of practice/application. This can be seen in the results for component 13, shown in Figure 9.

Figure 9. Results for Observation Component 13 (Practice/Application of New Concepts)



Five of thirteen teachers scored a 0 or 1, indicating that students did not have a chance to practice what they learned. For example, one teacher scored a 0 because she went over the definition of a part of speech and modeled finding that part of speech in a sentence (with some students raising their hands to provide answers), but students never had a chance to practice this on their own or in pairs. In another case, the teacher was reading a story. From time to time she would ask what a word means, someone would raise their hand and answer, the teacher would talk more about it, and then she would move on, with no chance to be sure everyone understood or to practice using the word themselves. It is not clear whether this is due to the limitations of the curriculum/textbook or to teachers’ implementation, but in either case, some deliberation is called for.

Recommendation #4: Continue to focus language arts lessons on skills outlined in the textbook and state standards, but try to incorporate more thematic units, build in time for discussion about the ideas suggested by textbook examples, and allow students more time to practice and apply new language and content concepts before moving on to the next lesson.

Fidelity to the Dual Language Model

One of the central concerns of the dual language staff at EBSOLA has been fidelity to the 80/20 dual language model. There is still confusion or disagreement about the model and what amount of time English should be used at all grade levels. In addition, several interviewed teachers stated that they believed that they generally followed the model but that there are some teachers who do not.

What is the 80/20 Model?

Several teachers who were interviewed stated that the switch from a “90/10” model to an “80/20” model was forced on the dual language program by the district in order to increase the amount of time in English to prepare students for English-language assessments in third grade. In fact, in the summer of 2007 when CAL presented a workshop on the dual language model to EBSOLA staff, the group realized that it had been doing an 80/20 program all along, when one counts both specials and English language development time as the English component of the program. In a classic 90/10 program, in kindergarten and first grade, all subjects are in Spanish, including specials, except for a short period of English language development (ELD) time (about 20 minutes to half an hour). If a program follows that model and also has specials in English, the ratio of Spanish to English in the early years is more likely to be 80/20 or 75/25.

In other words, specials do “count” as English time, but they cannot be the only English time that students in kindergarten and first grade receive when there are native Spanish speakers in the program (although foreign language immersion programs for native English speakers do sometimes have a 100/0 partner language to English ratio in the early grades). There is no research to show whether there is a significant difference between students in an 80/20 program and in a 90/10 program as defined here (the prior with specials in English and the latter with specials in Spanish), but it seems unlikely that it would make an overwhelming difference in student outcomes. If EBSOLA could offer specials in Spanish, it would be beneficial to students’ oral language development in Spanish, but the 80/20 versus 90/10 distinction brought up several times in interviews may not be as critical an issue as some staff think it is.

Some teachers at EBSOLA are bothered by the fact that specials, transition times, building-wide announcements, and other unscheduled events in English take time away from Spanish. This is a very valid concern. However, even though it means that the ratio of Spanish to English may go below 80/20, it is critically important to set aside about twenty to thirty minutes for academic English language development time every day (on average) in kindergarten and first grade. As a teacher in another 80/20 program once said, “We don’t want to deny students academic English instruction because they spend time playing football in English.” Ideally this problem should be solved by incorporating more Spanish in school-wide routines and in specials.

Fidelity to Language Allocation Policies

In the group meeting that CAL held with EBSOLA staff at the end of the data collection period, staff generated a list of barriers to fidelity to the program model:

- Lack of communication between EBSOLA and the middle and high school
- Anxiety over test scores
- Lack of funds to buy materials
- Not enough time to fit everything in
- Lack of building-wide Spanish use
- Lack of true native-Spanish-speaking models
- District policies
- Individual staff being inconsistent with their schedules
- Lack of written documentation about the model at EBSOLA

These are issues that the staff have discussed over the course of the last year, and they have done a considerable amount of work to address model consistency across classrooms. Their tasks include asking teachers to count their minutes in English and Spanish, and conducting a survey of what language teachers are using for each academic subject. Some of the items on this list will be dealt with in other sections of this report; but in this section, we will address specifically the last two, staff consistency and a written policy.

Fidelity to the 80/20 model has several components:

- There should be a clear policy regarding the number of minutes for instruction in English and Spanish at each grade level, and teachers should follow that policy to the best of their ability (making up “lost” time within a week or two)
- There should be a clear policy and consistency from grade to grade as to how languages are broken up for instruction (e.g., by half-day, half-week, week, unit, etc.)
- There should be a clear policy and consistency on which subjects are taught in which languages, with all teachers within a grade using the same model and some defensible rationale for differences between grade levels
- Teachers must not code-switch except in cases of emergency or for pedagogical reasons (e.g., reading a bilingual book, talking about code-switching or language varieties, pointing out cognates and cross-linguistic differences)
- Teachers at the lower grades should develop a policy for how they will phase in the enforcement of the use of Spanish by native English speaking children so that there are consistent expectations from year to year and teacher to teacher

EBSOLA needs to create a written policy that incorporates guidelines on each of these issues. It should describe the rationale for each of the decisions (including staff preferences and capabilities, capacity for purchasing materials, alignment with middle school and high school curricula, how the choice contributes to the curricular balance described in the first section of

this chapter, etc.) and how the policy will be reviewed and revised, based on changing circumstances and the needs of students.

Recommendation #5: Create a policy manual regarding the allocation of languages in EBSOLA’s 80/20 model, describing the rationale for the model and plans for ongoing review and revision of the model.

Once the policy manual is developed, teachers must commit to following the guidelines faithfully and working as a group to solve problems in implementing the model (such as remedies for making up time lost to one of the languages, finding supplementary materials, or encouraging students to use the language of instruction). EBSOLA may also consider adding fidelity to the language allocation policy as part of teacher evaluation so that there is a regular opportunity for teachers and administrators to work together to troubleshoot areas where teachers could use support or advice.

The evaluation could not measure to what degree teachers are faithfully adhering to the allocation of minutes in English and Spanish that had been agreed upon in Summer 2007. However, we were able to see that, overall, teachers do a very good job of speaking the language of instruction exclusively, and only using the other language sparingly and in pedagogically appropriate ways, as seen in Figure 10.

Figure 10. Results for Observation Component 4 (Teacher Use of Target Language)



All teachers in both English and Spanish classrooms used the target language exclusively, or nearly so. Issues with students’ use of language will be discussed in the last section in this chapter (see page 30).

One way that EBSOLA can ensure more consistency in implementation of the model from classroom to classroom is to allow teachers the opportunity to visit other classrooms on a regular basis. This should be a strong focus of professional development in the short term in order to develop greater program-wide understanding of model definition and fidelity, but also a regular

feature of collaboration and professional development in the long term. We recommend peer observations for the following reasons:

- Although it was not clear which teachers feel this way, some interviewees stated that they were aware of a concern among some primary grade teachers that teaching almost all in Spanish will hinder students' ability to do academic work in English later on. Having faith in the 90/10 or 80/20 model is extremely challenging for all dual language teachers. Regularly observing upper-grade classes where students are doing work in English might create more comfort with the model because the teachers will see that the model works (visiting a very strong 90/10 model school might be a good additional activity to meet this goal).
- Similarly, for the upper-grade teachers who teach only in one language, it would be very helpful to see their students working in the other language. This would be especially helpful to enable teachers to view their students as full bilinguals rather than only knowing their capabilities in one language.
- Peer observations are very useful to both parties (the observer and the instructor), because they allow teachers to reflect on practices that they might not realize they are doing.
- Cross-grade observations also would help with creating a set of common benchmarks across the grades and for the purposes of backwards planning (discussed immediately below).

Recommendation #6: Create frequent opportunities for teachers to observe the model in both languages and across grades. Include time for teachers to meet as a dual language staff to debrief on these visits and discuss ways to overcome barriers to faithfully following the language allocation plan.

Creating Cross-Grade Expectations and Consistent Curriculum

In addition to creating more consistency in the program model across classes, EBSOLA staff should also work to establish cross-grade expectations and a consistent alignment of curriculum across grades in both English and Spanish. For English language development, interviewed teachers stated that it is not clear when students are expected to master standards and reach benchmarks that students in English-only programs are expected to attain (e.g., knowing a particular number of English sight words in Grade 1). They also stated that there is not a clear sequence for when to introduce particular English language arts concepts. Finally, teachers stated a great need for a curriculum in second grade, when English language arts is introduced formally. On the Spanish side, teachers noted that there is currently no uniform way of assessing Spanish language acquisition.

The pace of English language development at EBSOLA has been a particularly challenging issue for the last few years due to the pressure of standardized tests. One interviewed teacher stated that the staff had not worried about English language arts and students learning to read in English

until third or fourth grade because that was the way the model worked, but now students need to be prepared to take tests in English in third grade whether they are ready or not. It was due to this concern, and the fact that the statewide test is actually given at the beginning of third grade, rather than the end, that CAL suggested starting formal language arts instruction in second grade rather than third, which is the more typical timing for classic 90/10 dual language models.

As EBSOLA staff think about the appropriate pace of introducing formal English literacy, it is important to keep in mind the balance between preparing students for tests in third grade and meeting the language acquisition needs of students in a dual language program. It may not be possible for students—particularly the native Spanish speakers—to perform at grade level in English by the beginning of third grade. It is quite likely that in third grade native Spanish speakers will score lower than native English speakers and peers whose instruction has been only in English. However, it is important to remember that research indicates that students in 90/10 models “catch up” in English by about fifth grade (Howard, Sugarman, & Christian, 2003; Lindholm-Leary & Howard, 2008) and that English language learners with a strong foundation do better in English in the long run (Thomas & Collier 1997, 2002).

That said, we recommend creating an English language development curriculum for the primary grades that articulates with English language arts standards in the upper elementary grades. We further recommend creating language benchmarks using backwards design—that is, considering where staff expect students to be in fifth grade and working backwards to teach English language skills from there. There are several things to keep in mind in this process:

- Most of the language arts skills taught in K-5 are language independent: For languages that share an orthography (as English and Spanish do), concepts of print, the definition of nouns and verbs, and reading strategies are essentially the same in English and Spanish, and thus only need to be taught once. Obviously, some things specific to English need to be taught explicitly once English literacy is introduced. But teachers should not think in terms of having “twice” the language arts to teach as English-only programs, because most literacy concepts do not need to be retaught in English.
- Specific benchmarks, such as the number of sight words that students need to know in English, will be reached later for dual language students than for English-only students. Staff will need to balance the critical skills needed to pass the WKCE with what is linguistically and developmentally appropriate for dual language students.

Several interviewed teachers were concerned that there is no English language curriculum at Grade 2. Engaging in a process of creating grade-level expectations for English language development should establish a focus of this curriculum. Teachers can then select a reading program and supplementary texts that address the needs of second graders who are transitioning to English literacy.

Recommendation #7: Create an English language curriculum and English language acquisition benchmarks that articulate skills and expectations across Grades K-5. The curriculum and benchmarks can then be used to select appropriate materials to use in second grade language arts, which is currently working without a formal English language arts curriculum.

We have two additional comments to make about English language development in the primary grades. During data collection, what was observed during ELD periods in Kindergarten and first grade was very impressive. In particular, teachers match their English activities with the themes that students are studying in Spanish and focus on oral language and vocabulary development. We would only make one suggestion, which is that although all students are being exposed to English print using big books and shared reading, students who are ready and eager to read and write on their own in English may be encouraged to do so during ELD as a means of differentiating activities for students' varying levels of language proficiency. In other words, although formal English literacy instruction has not yet started, there is no reason to withhold reading and writing activities from students who are ready for them.

Second, EBSOLA should discontinue the use of the English-language pre-literacy computer program Fast ForWord for students in the dual language program.

- Although students are exposed to literacy in English in Kindergarten and first grade, it is entirely counter to the 80/20 model to incorporate specific training in phonics or phonemic awareness in English at the same time.
- Fast ForWord is not a substitute for strong English language development instruction. This means that teachers are either forgoing ELD during the time that students are working with Fast ForWord or are taking time away from Spanish, neither of which is beneficial.
- The Fast ForWord curriculum has no connection to the rest of the child's instructional day, neither in English nor in Spanish, and there are no opportunities for additional practice/application.

It is unlikely that it would be useful for dual language students to use Fast ForWord later when they are learning formal English language skills, because they will already have picked up many of the skills that Fast ForWord teaches through learning Spanish and because the program was designed for students who are just beginning to develop literacy skills. If EBSOLA wants to incorporate computer literacy as a skill for primary-grade children to learn, they should investigate the availability of Spanish-language software that is connected to the language arts or content curriculum already in place.

Recommendation #8: Discontinue use of Fast ForWord for dual language students.

Finally, as staff are creating grade-level benchmarks for English development, they should consider how these intersect with what students are learning in Spanish. Although there are few

available models for appropriate Spanish language benchmarks for students learning Spanish in the U.S., it is an important step for dual language programs to create grade-level expectations for Spanish acquisition in listening, reading, speaking, and writing. To some degree, progress in Spanish is measured with the Supera test that students take in Grades 3 and 5, but it is important to create a rubric or assessment that tracks students' progress in Spanish from Grades K-5 as formative assessment. As in English, we have several suggestions for the development of these benchmarks and assessments.

- Not having mandated Spanish-language assessments from the state is both a positive and a negative. The negative is that these assessments are not supported with district funds, nor does the district consider the results when reviewing the strengths and weaknesses of the program. However, the positive aspect is that EBSOLA can select assessments that provide maximally useful data. Suggestions for Spanish language assessments to use can be found on CAL's Web site at <http://www.cal.org/twi/assessment.htm>.
- Supera scores reviewed in this evaluation indicate that students are not reaching the 50th percentile in Spanish language or reading development in the upper elementary grades. This indicates that EBSOLA staff should consider raising their expectations and associated benchmarks for the development of Spanish.
- Likewise, staff attitudes toward Spanish language development are an important part of the culture of a dual language program. Staff should remember that Spanish is not simply a means to an end (learning English) as in a transitional bilingual program, but that high levels of Spanish literacy are as important a goal in the dual language program as academic achievement or English proficiency.

Recommendation #9: Create grade-level expectations for Spanish language and literacy development and create or adopt assessments that help measure progress toward those goals.

Integrating Two Programs in One Building

An area of considerable concern for EBSOLA staff is the tension between EBSOLA functioning as one unified school and recognizing the needs of the two programs housed within it (dual language and creative arts). For the most part, staff trace¹ the tension to attitudes of the district, which, they say, insists that the school be treated as one program, rather than two.

A related concern of some interviewees is that the dual language program has in some ways been weakened by merging with the Bain School. Some of the comments that respondents made in this area include:

- There is less of a sense of program identity at EBSOLA, compared to KSOL
- The program does not have a core of strong parent advocates as it once had

¹ Note that district officials were not interviewed for this evaluation, which is a limitation of our methodology. However, EBSOLA staff perceptions of district attitudes are real and have an impact on the program, regardless of whether district officials would agree with the perceptions.

- The building principal, while a strong supporter of the program, is not a dual language specialist
- Other building priorities (such as the Reading First grant) have changed the way the dual language program implements its curriculum
- There is not enough presence of spoken and written Spanish throughout the building
- In-service professional development does not focus specifically on dual language
- Field trips must be taken as one school, instead of meeting the specific curricular needs of the students in each program

This is compounded by the sense that the district does not understand the dual language program:

- Test scores are misinterpreted because they are not understood in the context of language development in a dual language program
- Teachers have to administer not only state-mandated tests but also district mandated interim assessments that do not allow the flexibility that a dual language curriculum requires
- Teachers perceive a tension between the district wanting to increase the amount of English taught and fidelity to the model (and they appreciate the support given by the principal over the past year for being faithful to the model)

A majority of teachers interviewed for the evaluation touched on one or more of these topics. However, many of them also stated that things have improved somewhat in the last year, in that the district and school administration is beginning to see the benefit for providing support to each program specific to its needs. We make the following suggestions for continuing to improve the relationship with the district:

- Set up an open house for district administrators (perhaps also inviting teachers and administrators from other schools) on an annual basis to see the program in action and talk to teachers and students about how the dual language program works
- Create a policy document and presentation for the district detailing exactly how the needs of the creative arts program and the dual language program are similar and different, noting the research base for each type of program. This should suggest to the district that the dual language program is not being capricious in its desire for more autonomy, but that there are areas where it is simply more efficient to provide resources tailored to specific needs
- Include district officials in in-service training and planning meetings for creating policy documents suggested elsewhere in this evaluation so that they can better understand the rationale for the dual language program design
- Send the district reports on Spanish development and students' high levels of bilingualism and biliteracy whether the district requests them or not

Recommendation #10: Increase proactive communication with and education of district officials on dual language in general and the program at EBSOLA specifically.

Interviewees characterized the relationship between the dual language program and creative arts staff as warm as supportive. However, as stated above, the move to differentiate resources for each program is likely to produce two stronger programs.

- We endorse the interviewed teachers' suggestion to include more bilingual signage and announcements building-wide. Encourage creative arts staff and students to see the presence of Spanish as enriching their program, just as the presence of the fine arts enriches the space for everyone in the building. Although not everyone will understand all of the announcements made in Spanish (which should be repeated in English), having that exposure is beneficial and can be a source of academic enrichment.
- Continue to offer professional development that is tailored for each staff (see immediately below), combining the groups when it is beneficial

Recommendation #11: While continuing policies such as joint planning time for grade-level dual language and creative arts staff, create a policy for when and how resources and professional development will be differentiated for staff from the two programs.

Many dual language programs in the country are a strand within a school, and many function quite well, as long as there is open discussion of the needs of all programs within the school and ways in which programs are similar and different.

Professional Development

As noted above, professional development in the first few years of the dual language program's existence at EBSOLA was not differentiated for dual language staff, and many felt that the numerous in-services on classroom management, in particular, were held more for the benefit of the creative arts program than the dual language program.

Interviewed staff were universally pleased about the opportunity they had in Fall 2008 to attend dual language conferences in St. Paul, MN (CAL/CARLA conference on immersion education) and Santa Fe, NM (La Cosecha). Both administrators and teachers felt that this was an excellent investment of resources, particularly since staff had not had an opportunity for quite some time to network with other dual language practitioners and to learn new techniques.

Conferences are an excellent venue for learning new information about dual language, networking, and promoting the program at EBSOLA. Nevertheless, we recommend adding more dual-language-focused teacher study groups, in-house professional development, coaching, peer observations, and mentoring to continue the learning started at these conferences

The National Staff Development Council's (NSDC) standards for staff development include three context standards related to learning communities, leadership, and resources. The first of

these standards is “Staff development that improves the learning of all students... organizes adults into learning communities whose goals are aligned with those of the school and district.” They go on to explain this principle as follows:

“Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.” (<http://www.nsd.org/standards/learningcommunities.cfm>)

The work that teachers do in these learning communities will not only contribute to teachers sharing ideas on instruction and the implementation of the curriculum, but also provide a forum for doing the work suggested in other recommendations, such as creating policy manuals and documenting cross-grade expectations.

Recommendation #12: Create more opportunities for collaborative professional development for dual language staff, including peer observation, mentoring, and teacher study groups.

Finally, a few interviewees noted that new teachers have not gone through formal training in dual language methods and the model and approaches used at EBSOLA. New teachers should receive this sort of training, as well as opportunities to improve their academic Spanish skills (particularly for native English speakers) and training on Spanish language acquisition (for native Spanish speakers as well).

Recommendation #13: Create a robust new staff training program, including training on general dual language topics such as second language acquisition, the EBSOLA approach in particular, and opportunities for staff to practice and improve their own academic Spanish language skills.

Student Language Use and Interaction

Finally, this last section of the findings and recommendations presents some data from the evaluation on student language use and interaction. Although it is an important topic, we include this section last for two reasons. First, it is a topic that staff stated they are well aware of and discuss on a regular basis, so it is not a high priority for the evaluation to raise staff awareness on this topic. Second, improving student language use and interaction very much depends on implementing many of the other recommendations made above.

Encouraging students to use the target language, primarily in the early grades, involves walking a fine line between having high expectations for student production and being sensitive to

students' developmental levels and linguistic readiness. One of the primary grade teachers gave a very insightful response on this topic, answering the question on how students receive feedback on their language development:

I don't think they can see where they're going.... Depending on how outgoing a child is, more language comes out of that child, but maybe... a different child [has more receptive language]. I don't force them to speak if they're not ready, but I encourage them to [say] the sight words like "yo veo," and every time we look at a chart and there are pictures I ask them to answer in complete sentences. Later on in the year we count to see how many words and sentences we can say or how many words we say in each sentence, and they challenge each other... I don't talk to them formally about how much Spanish they're learning; it's just about all the learning that they're doing.... Our program could use some advice if we should be conferencing with the kids or setting goals to learn this much vocabulary, because the way I understand it, this is natural acquisition which shouldn't be that they have drills of words to memorize.

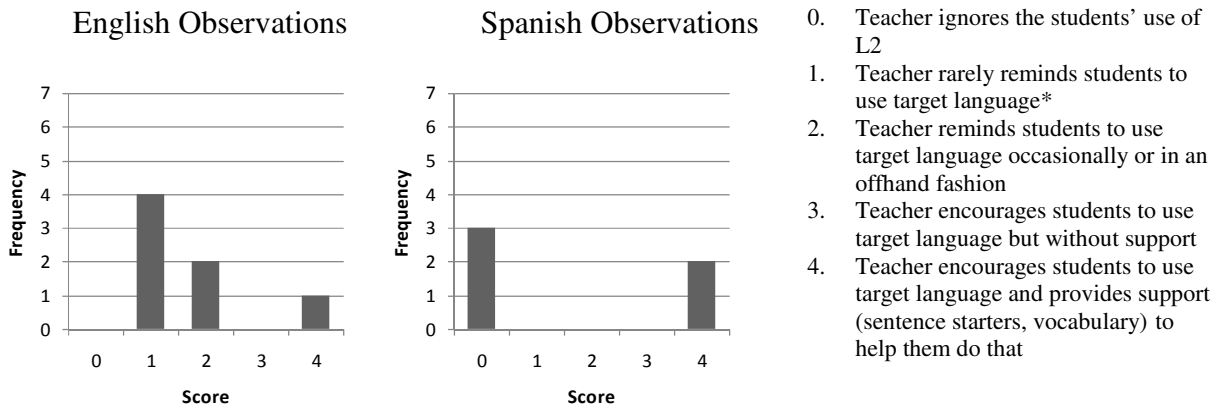
In this response, the teacher espoused two related views: the need not to push students into using L2 before they are ready and the focus in dual language on natural language acquisition. Coming back to the theme of "balance" brought up at the beginning of this chapter, while these views are foundational in dual language education, there is also a benefit to having high expectations for students' language output and for including students in setting goals for their own language learning and use. There is a long continuum between "natural acquisition" and "drills of words to memorize," and EBSOLA staff need to discuss how their curriculum balances between the two (see recommendations 2 [page 18], 4 [page 20], 7 [page 26], and 9 [page 27]). Indeed, in a research synthesis on educating English language learners (ELLs), Genesee and Riches (2006) state that a combination of direct instruction and well-planned opportunities for interaction is the most effective method for developing literacy skills for ELLs, as opposed to direct instruction or "process learning" only.

Looking at the data from the classroom observations, we found that there were several classrooms where students frequently used their native language as opposed to the language of instruction, particularly in Spanish. Figures 11 and 12 show the results from observation components 5 and 6, looking at student language use and teachers' reactions to student language use.

Figure 11. Results for Observation Component 5 (Student Use of Target Language)



Figure 12. Results for Observation Component 6 (Teacher Encouragement of Target Language Use)



Looking at English observations first, in Figure 11, we see that in all but one classroom, students almost always spoke only English during English time. In Figure 12, four English classes received a score of 1 indicating that teachers did not need to remind students to use English. These were the same four classrooms that scored a 4 on component 5 (students only spoke English in class). It was good to see that the classroom that scored 2 on component 5 (there was occasional extended discourse in Spanish) scored 4 on component 6 (the teacher encouraged students to use the target language and provided support to help them do that). Overall, the findings from English classrooms were positive and what we would expect to see.

On the Spanish side, in four of five classrooms where Spanish was the language of instruction (one Spanish observation was not scored on component 5), students spoke English with some regularity, scoring 0–2 (Figure 11). There were no classrooms where students spoke Spanish exclusively. What is more concerning is that Figure 12 shows that there were three classrooms where teachers entirely ignored the use of English during Spanish time (these were the classes that scored 0, 1, and 3 on component 5). The two scores of “4” for Spanish in Figure 12 were both primary-grade classrooms. Ideally, for both languages we would like to see either that

teachers rarely have to remind students to use the target language because they do so on their own, or that they score a “4” indicating that they provide support for students to use the target language.

One related piece of information that came out of the interviews was that a few teachers commented on the changing demographics of the program, namely, that there were fewer “true” native Spanish speakers in the program—students who come to school with no English at all—than there has been in previous years. Respondents indicated that they felt that this caused students to be less motivated to speak Spanish, since they know that all the students in the class can understand them in English. While it is true that the presence of monolingual Spanish speakers might “force” students to use more Spanish (and for more authentic and social purposes), there are foreign language programs that enroll only native English speakers that are successful in developing proficiency in the target language and in encouraging students to speak it. This perspective can be explored through an activity in the Dual U curriculum (in which several EBSOLA staff have been trained) entitled “Promoting the non-English language: The importance of language use in dual language classrooms.”

Recommendation #14: Include the topic of student language use in a teacher study group. In particular, focus on ways to foster the use of the target language and on the balance between natural language acquisition and direct instruction, and how each approach contributes to the development of language proficiency.

Finally, language learners require ample opportunities to develop independence in using their second language and higher-order thinking. Although it is a complicated subject worthy of an evaluation of its own, it is worth pointing out the fairly weak scores on these components in the classroom observations (see Figures 13-15).

Figure 13. Results for Observation Component 14 (Developing Independence)

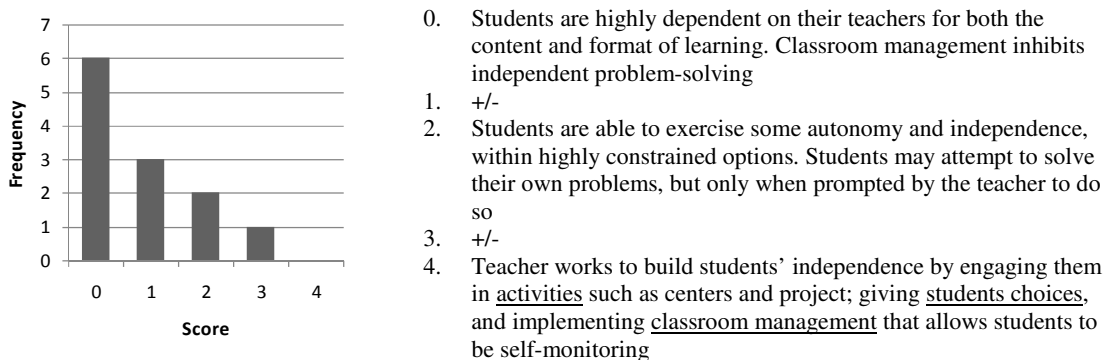


Figure 14. Results for Observation Component 15 (Supporting Use of Strategies)

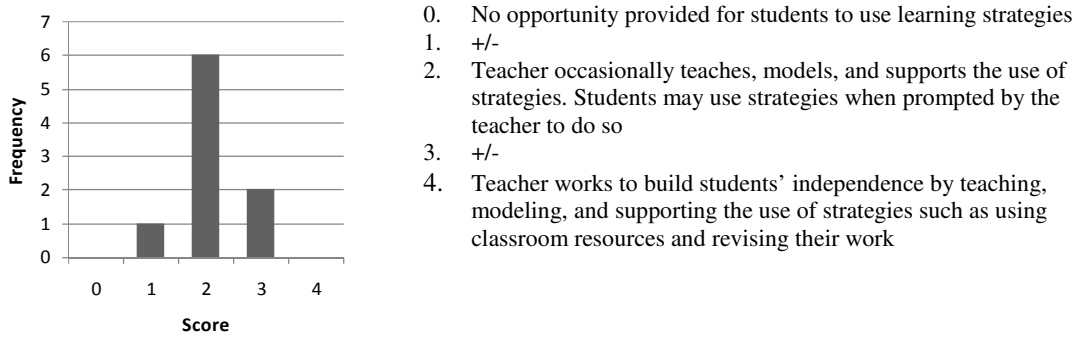
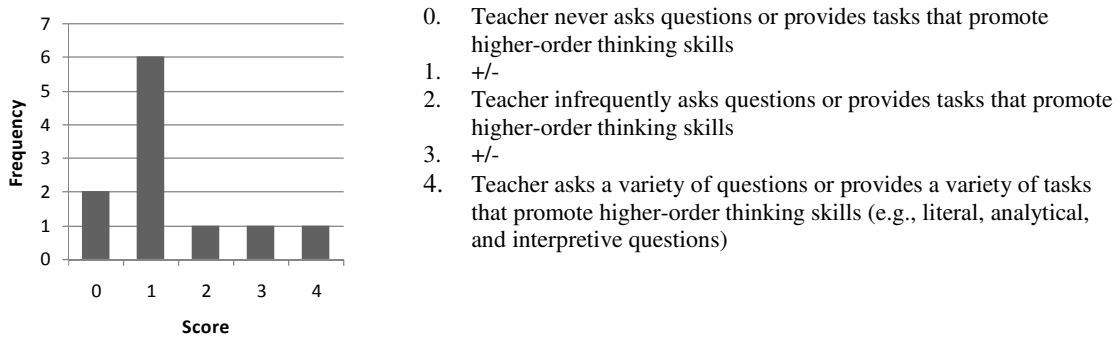


Figure 15. Results for Observation Component 16 (Higher Order Thinking Questions)



In the literature review for the *Guiding Principles*, Kathryn Lindholm-Leary writes,

Research suggests that a reciprocal interaction model of teaching is more beneficial to students than the traditional teacher centered transmission model of teaching (Cummins, 2000; Doherty et al., 2003; Tikunoff, 1983). The basic premise of the transmission model is that the teacher's task is to impart knowledge or skills to students who do not yet have them. In the reciprocal interaction approach, teachers participate in genuine dialogue with pupils and facilitate, rather than control, student learning. This model encourages the development of higher level cognitive skills rather than just factual recall (Berman et al., 1995; Cummins, 1986; Doherty et al., 2003; Wenglinsky, 2000) and is associated with higher student achievement in more effective schools (Levine & Lezotte, 1995). (Howard et al., 2007, p. 12)

Issues of independence and development of learning strategies are widely discussed in the literature on mainstream classrooms, and there is evidence that these practices are effective across program contexts. However, they are *critical* features of dual language classrooms. There is enormous language diversity in a dual language classroom, and teachers must be able to rely on students to help each other (and 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). Language learners also need ample opportunities to develop higher-order thinking skills while they are developing language proficiency (examples of how this can be done can be found in *Making Content Comprehensible* [Echevarria, Vogt, & Short, 2008]). The findings in this evaluation suggest that EBSOLA teachers could do more to foster independence and higher-order thinking, and staff might profit from reading some of the following selections:

- *Making Content Comprehensible for English Learners*, by Jana Echevarria, et al. (2008, Pearson)
- *Realizing the Vision of Two-Way Immersion*, by Elizabeth R. Howard and Julie Sugarman (2007, CAL/Delta)
- *Beyond Discipline*, by Alfie Kohn (1996, ASCD)
- *Cooperative Learning: Theory, Research, and Practice*, by Robert Slavin (1995, 2nd ed., Allyn & Bacon)
- *Teaching Transformed: Achieving Excellence, Fairness, Inclusion and Harmony*, by Roland Tharp, et al. (2000, Westview Press)

Recommendation #15: Include the topic of developing independence and higher order thinking in teacher study groups and as a focus of peer observations.

Creating an Action Plan to Implement Recommendations

The next step for EBSOLA staff is to create an action plan to implement the recommendations suggested here. In this section we provide some guidance on how to work through this phase of the evaluation process.

Suggestions for Writing an Action Plan

Many of the recommendations in this evaluation state broad goals for EBSOLA to aim for, rather than laying out step-by-step instructions for how to meet them. That is the work that must be done in an action plan. Creating the action plan should be an inclusive process, involving a representative group of staff (or all staff, at some stages), to provide input on priorities and processes. The action plan should take into consideration the following questions:

- Proposed activity to respond to the program component that needs improvement
 - What is the desired outcome? (in many cases, this will be found in the text of the recommendation)
 - What additional outcomes might result? (positive or negative)
- Process
 - Who is responsible for the activity?
 - What is the timeline for planning and implementation?
- Resources needed
 - What physical/financial resources will be needed? Who will get them?
 - What additional information or research should be gathered?
- Method for evaluation and reflection
 - What information should be collected in order to evaluate the effectiveness of the activity?

In creating an action plan, staff should set due dates, assign responsibilities, and document the planning group's thinking in detail.

Suggestions for Grouping and Prioritizing Recommendations

Beginning on the next page, the fifteen recommendations from the previous chapter are presented in order.

Recommendation #1: In the upper grades, provide opportunities for extended expository writing in Spanish by obtaining materials in Spanish that students can use to write science reports, or teach some social studies units in Spanish that allow for extended writing (and, in that case, balance the time in English and Spanish by teaching some science in English). (Page 18)

Recommendation #2: In the upper grades, be sure that both discrete language arts skills and holistic language development are addressed in both languages. All literacy components (skills taught with the basal, readers' workshop, writers' workshop, guided reading, centers, independent and shared reading) should be taught in both languages throughout the year. This may require purchasing additional authentic Spanish literature for classroom libraries. (Page 18)

Recommendation #3: Continue to use Houghton Mifflin textbooks as a resource for language arts instruction in Spanish when they can be useful, but consider the use of other resources as well at all grade levels, particularly authentic teaching materials from Spanish-speaking countries, authentic texts for students to use in guided reading and independent reading, and materials that promote the integration of language arts and content concepts. (Page 19)

Recommendation #4: Continue to focus language arts lessons on skills outlined in the textbook and state standards, but try to incorporate more thematic units, build in time for discussion about the ideas suggested by textbook examples, and allow students more time to practice and apply new language and content concepts before moving on to the next lesson. (Page 20)

Recommendation #5: Create a policy manual regarding the allocation of languages in EBSOLA's 80/20 model, describing the rationale for the model and plans for ongoing review and revision of the model. (Page 23)

Recommendation #6: Create frequent opportunities for teachers to observe the model in both languages and across grades. Include time for teachers to meet as a dual language staff to debrief on these visits and discuss ways to overcome barriers to faithfully following the language allocation plan. (Page 24)

Recommendation #7: Create an English language curriculum and English language acquisition benchmarks that articulate skills and expectations across Grades K-5. The curriculum and benchmarks can then be used to select appropriate materials to use in second grade language arts, which is currently working without a formal English language arts curriculum. (Page 26)

Recommendation #8: Discontinue use of Fast ForWord for dual language students. (Page 26)

Recommendation #9: Create grade-level expectations for Spanish language and literacy development and create or adopt assessments that help measure progress toward those goals. (Page 27)

Recommendation #10: Increase proactive communication with and education of district officials on dual language in general and the program at EBSOLA specifically. (Page 29)

Recommendation #11: While continuing policies such as joint planning time for grade-level dual language and creative arts staff, create a policy for when and how resources and professional development will be differentiated for staff from the two programs. (Page 29)

Recommendation #12: Create more opportunities for collaborative professional development for dual language staff, including peer observation, mentoring, and teacher study groups. (Page 30)

Recommendation #13: Create a robust new staff training program, including training on general dual language topics such as second language acquisition, the EBSOLA approach in particular, and opportunities for staff to practice and improve their own academic Spanish language skills. (Page 30)

Recommendation #14: Include the topic of student language use in a teacher study group. In particular, focus on ways to foster the use of the target language and on the balance between natural language acquisition and direct instruction, and how each approach contributes to the development of language proficiency. (Page 33)

Recommendation #15: Include the topic of developing independence and higher order thinking in teacher study groups and as a focus of peer observations. (Page 35)

Five of these recommendations have to do with rethinking the curriculum offered in English and Spanish to ensure that students are receiving balanced instruction in the two languages. The following recommendations pertain to balance in the curriculum:

- Recommendation 1: Ensure the division of subjects in English and Spanish allows for extended opportunities to *write* in the content areas in both languages (Page 22)
- Recommendation 2: Balance discrete and holistic language arts in English and Spanish (Page 22)
- Recommendation 3: Use both a basal and authentic texts for teaching Spanish literacy (Page 23)
- Recommendation 4: Continue to use the curriculum and materials you have, but include more thematic units, crossing subject areas and languages (Page 24)
- Recommendation 8: Discontinue Fast ForWord (Page 30)

Other than recommendation 8, which calls for a decision at the administrative level, the other recommendations above will require convening a curriculum committee to consider the implications for the program model and resources (e.g., materials) as well as how to phase changes in. The committee should also discuss what professional development is needed. Professional development on this topic may use in-house resources: for example, several interviewed teachers stated that they had experience with thematic units and authentic literature.

These four recommendations are philosophically linked, so it might be most efficient to work on them simultaneously. We recommend dedicating several staff development days over Summer 2009 to discuss these changes.

Although all of the recommendations require some documentation, four in particular call for the development of a policy manual or written standards:

- Recommendation 5: Policy manual on the EBSOLA program model and language allocation (Page 27)
- Recommendation 7: English language acquisition curriculum (scope and sequence) and benchmarks (Page 30)
- Recommendation 9: Grade-level expectations (benchmarks) for Spanish language acquisition (Page 31)
- Recommendation 11: Policy on how resources and professional development are differentiated for creative arts and dual language (Page 33)

Again, these documents can be created by a committee with the input of the entire staff. In particular, the grade-level benchmarks for English and Spanish language acquisition need to be part of ongoing conversations about balancing dual language expectations, district-mandated curricula and standards, and the availability of materials to support students' language development. Teachers are anxious for a policy manual on the program model (recommendation 5). Staff might begin to draft this now, but they will need to be sure that it encapsulates changes made on the basis of recommendations 1–4. The other policy documents are likely to take at least two years to complete.

The other major topic covered in the recommendations is professional development. Two recommendations refer to what professional development looks like:

- Recommendation 6: Provide opportunities for teachers to visit each others' classrooms (Page 28)
- Recommendation 12: Create more opportunities for collaborative professional development, including peer observation, mentoring, and teacher study groups. (Page 34)

Several recommendations offer suggestions on the topics for professional development (in addition to professional development on a balanced curriculum, as noted above)

- Recommendation 13: Train new staff on dual language and EBSOLA's approach; offer opportunities for staff to improve academic Spanish (Page 34)
- Recommendation 14: Offer professional development on the topic of fostering the use of the target language (Page 37)
- Recommendation 15: Offer professional development on the topics of independence and higher order thinking (Page 39)

The two recommendations relating to the process of professional development should be phased in as new professional development initiatives are planned. Ideally, the training for new teachers (and administrators, if such is the case) should be ready for new staff in Summer 2009, but may require an additional year to completely organize. The timing for implementing training on the last two topics will depend on the prioritization of other initiatives.

The final recommendation, which does not fit into the above categories, relates to communication with the district:

- Recommendation 10: Increase proactive communication with and education of district officials on dual language in general and the program at EBSOLA specifically (Page 33)

Overall, communications with the district should be ongoing, but with the other initiatives of the school to implement these recommendations, the suggested open house for district officials might be delayed until Spring 2010.

These suggestions provide a lofty agenda for a dual language program; however we are confident that these recommendations can be implemented because of the program's long history in the district and the knowledge and skills of its staff. We encourage EBSOLA to utilize its in-house expertise as well as to call on outside consultants to facilitate this work, as well as to use the *Guiding Principles for Dual Language Education* for ongoing self-evaluation (the principles can be downloaded from www.cal.org/twi/guidingprinciples.htm).

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Appendix A: Interview Protocols

Interview Protocol: EBSOLA teachers (K-5)

January 27-29, 2009

Tell me about the program model at your grade level. (Probe: how much is taught in each language and language are the content areas conducted in?)

(K-1 teachers only) What skills do you teach in English?

(2-3 teachers only) How do you help students transfer their literacy skills from Spanish to English)

(4-5 teachers only) Within literacy instruction, what areas do you find students need most help with in English and Spanish?

(GRADES 2-5 ONLY) 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)

How do students get feedback on their language development in both English and Spanish? (probe: formal and informal assessment; oral language and literacy, BICS/CALP)

Who do you engage in joint planning with? How often do you meet? What do you discuss?

How does instruction in English connect to instruction in Spanish?

Are you satisfied with the progress that students are making in Spanish language and literacy development? How about English language and literacy development? And academic achievement?

How do you think external pressures (such as testing) have affected teaching and learning at this school?

Have any changes been made to the program in the last year or two? What effect have they had so far?

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?

What do you think are the greatest strengths of the dual language program?

What are the challenges that the school is facing in implementing the dual language program?

Are there any specific changes to the dual language program that you would like to see?

Is there anything else you'd like to tell me?

***Interview Protocol: EBSOLA administrators
January 27-29, 2009***

How do you think external pressures (such as testing) have affected teaching and learning at this school?

Have any changes been made to the program in the last year or two? What effect have they had so far?

How closely do your teachers follow the program model design (e.g., time allocation)?

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?

How are interventions handled? What language are interventions offered in? How are students identified as needing interventions?

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?

What work have you done to align your curriculum to state standards and assessment?

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 you satisfied with the progress that students are making in Spanish language and literacy development? How about English language and literacy development? And academic achievement?

What do you think are the greatest strengths of the dual language program?

What are the challenges that the school is facing in implementing the dual language program?

Are there any specific changes to the dual language program that you would like to see?

Is there anything else you'd like to tell me?

Appendix B: Classroom Observations

Classroom observations were conducted in all fourteen classrooms in EBSOLA. The observation protocol was originally developed for an evaluation of an 80/20 dual language program. To develop the protocol, we extracted the key instructional features relevant to dual language programs from the Sheltered Instruction Observation Protocol (SIOP; Echevarria, 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 18 components that could be observed in a thirty-minute 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 30-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.

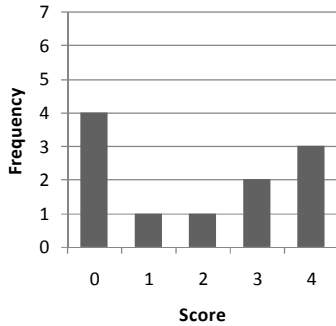
Overall, fourteen classes were observed and thirteen were scored (one was a computer lab and too different from the other contexts to score). Table 9 shows the number of classes per grade and language that were observed and scored.

Table 9. Number of Classes Scored, by Language and Grade

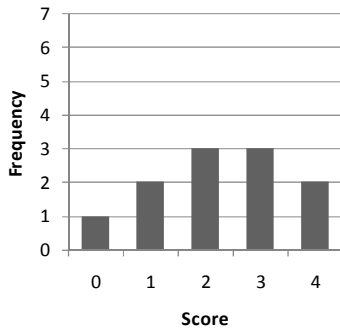
Language	Grade					
	K	1	2	3	4	5
English	1	1	2	1	1	1
Spanish	2	2	1	1	0	0

The charts below are histograms of the findings of each of the components. For example, for component 1, four teachers scored “0,” one scored “1,” one scored “2,” two scored “3,” and three scored “4.” We disaggregated the scores for English and Spanish teachers on components 4, 5, and 6 to demonstrate the difference between them, but the remaining histograms include all teachers.

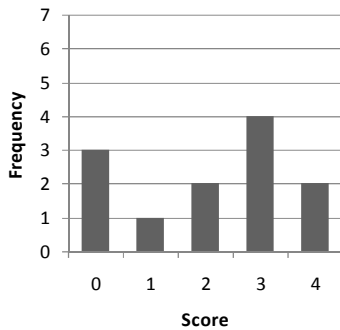
A. Building on background and prior knowledge (#1, #2, #3)



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



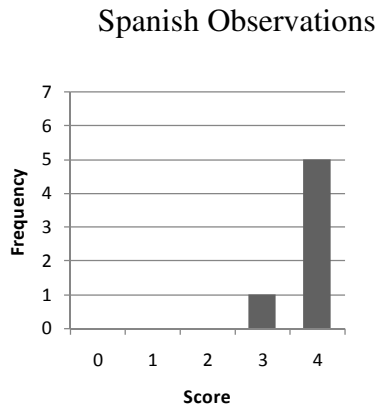
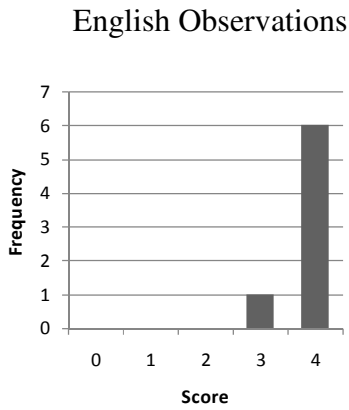
0. No connection between past learning and new concepts
1. Links to past learning could be inferred
2. Concepts loosely linked to past learning
3. Links explicitly made between past learning and new concepts with no additional discussion
4. Links explicitly made between past learning and new concepts 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. +/-
4. Key vocabulary not emphasized

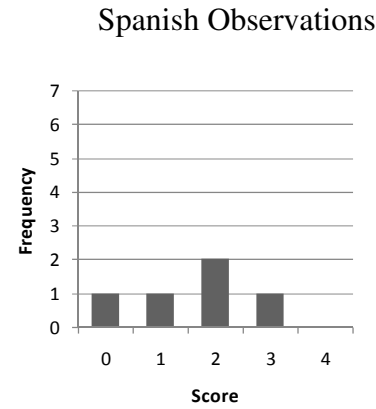
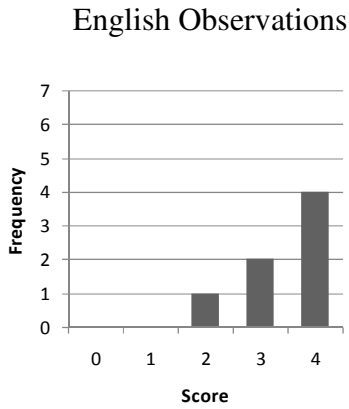
B. Students and teachers use target language (#4, #5, #6)

Teacher language use:



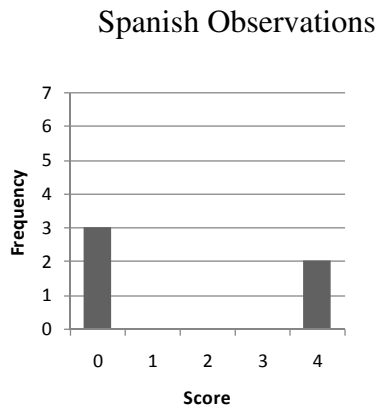
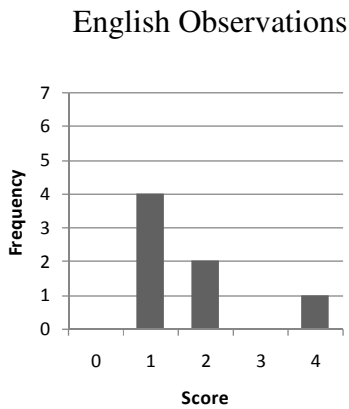
5. Constant use of L2, little use of target language
6. Frequent extended discourse in L2 or constant code-switching or translating
7. Occasional extended discourse in L2
8. Few, isolated phrases or instructions in L2
9. Teacher uses target language exclusively, except to point out cognates

Student language use:



5. Constant use of L2, little use of target language
6. Frequent extended discourse in L2 or constant code-switching or translating
7. Occasional extended discourse in L2
8. Isolated phrases in L2
9. Students use target language almost exclusively

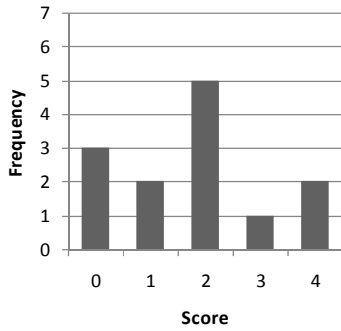
Teacher facilitation of student language use:



5. Teacher ignores the students' use of L2
6. Teacher rarely reminds students to use target language*
7. Teacher reminds students to use target language occasionally or in an offhand fashion
8. Teacher encourages students to use target language but without support
9. Teacher encourages students to use target language and provides support (sentence starters, vocabulary) to help them do that

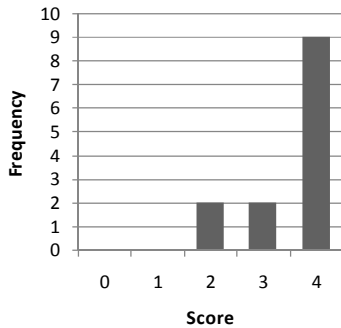
*Note that in English, "1" for component 6 was used to indicate cases where no reminders were necessary because students rarely spoke Spanish.

C. Language/content integration (#7)

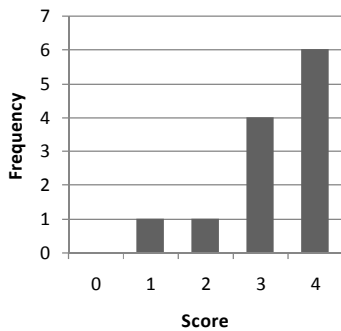


5. Language arts lessons are devoid of meaningful content; content lessons have no language objectives or explicit instruction of the language needed to be successful in activity
6. +/-
7. There is no deliberate attempt to integrate language and content objectives, although both may be incidentally present in practice/application
8. +/-
9. 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)

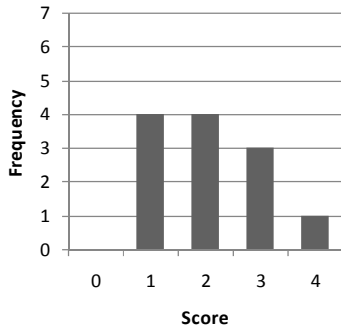


0. Teacher never uses instructional strategies to make content and language comprehensible
1. +/-
2. Teacher sometimes uses instructional strategies to make content and language comprehensible
3. +/-
4. Teacher consistently uses instructional strategies to make content and language comprehensible (e.g., appropriate rate of speech, enunciation, explaining oral or written directions clearly, gestures)

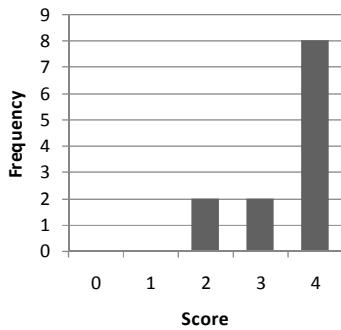


0. Teacher never uses scaffolding techniques
1. +/-
2. Teacher sometimes uses scaffolding techniques
3. +/-
4. Teacher consistently uses scaffolding techniques (including think aloud, paraphrasing, modeling, graphic organizers, visuals)

E. Opportunities for interaction (#10, #11)

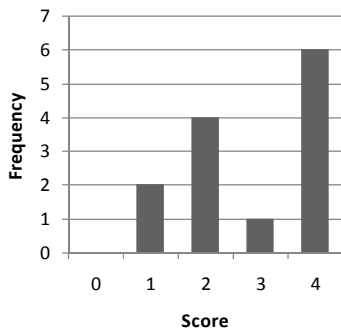


0. Interaction primarily teacher-dominated with no opportunities for students to discuss lesson concepts
1. +/-
2. Interactions mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts
3. +/-
4. Frequent opportunities for interactions and discussion between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

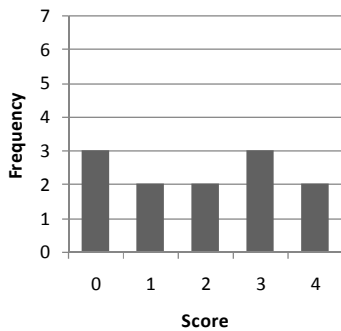


0. Grouping configurations do not support the language and content objectives
1. +/-
2. Grouping configurations unevenly support the language and content objectives
3. +/-
4. Grouping configurations support language and content objectives of the lesson

F. Student-centered instruction (#12, #13)

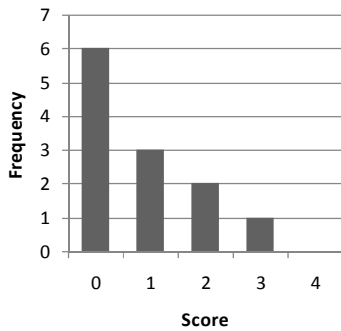


0. Instruction is entirely teacher-centered, with no active learning approaches used
1. +/-
2. Instruction is somewhat student-centered, and there is an attempt to use some active learning approaches
3. +/-
4. Instruction is strongly student-centered, including active learning approaches such as cooperative learning, hands-on learning, use of multiple modalities (e.g., speaking, writing, singing, drawing), opportunities for discussion about lesson concepts

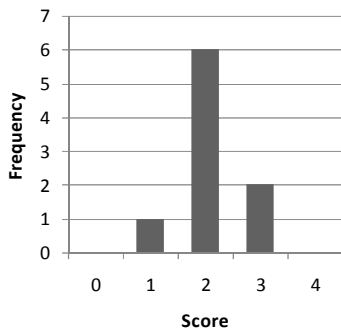


5. No activities provided for students to practice/apply learning objectives
6. Students engage in practice/application activities that are not meaningful or do not connect to learning objectives
7. Students have opportunities to practice/apply new concepts through moderately meaningful activities for some or all learning objectives
8. Students have opportunities to practice/apply new concepts through meaningful activities, but not for all learning objectives
9. Students have opportunities to practice/apply new concepts through meaningful activities that explicitly connect to all key learning objectives (language and content)

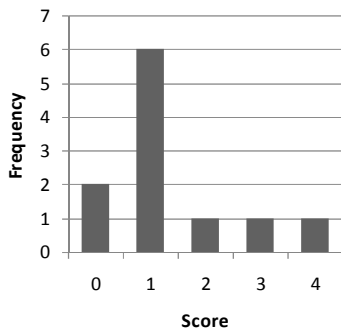
G. Develop independence and higher-order thinking (#14, #15, #16)



5. Students are highly dependent on their teachers for both the content and format of learning. Classroom management inhibits independent problem-solving
6. +/-
7. 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
8. +/-
9. 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

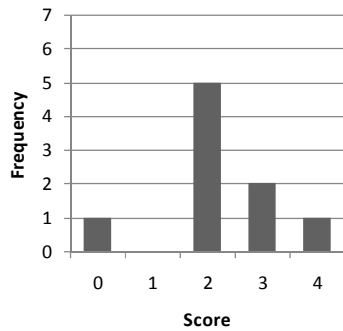


5. No opportunity provided for students to use learning strategies
6. +/-
7. Teacher occasionally teaches, models, and supports the use of strategies. Students may use strategies when prompted by the teacher to do so
8. +/-
9. Teacher works to build students' independence by teaching, modeling, and supporting the use of strategies such as using classroom resources and revising their work

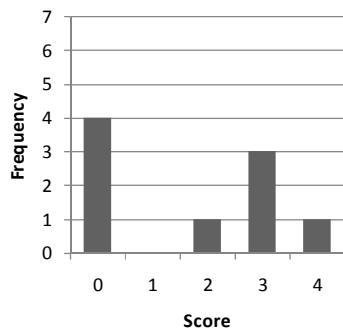


5. Teacher never asks questions or provides tasks that promote higher-order thinking skills
6. +/-
7. Teacher infrequently asks questions or provides tasks that promote higher-order thinking skills
8. +/-
9. Teacher asks a variety of questions or provides a variety of tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)

H. Assessment and feedback (#17, #18)



0. Provides no feedback to students on their output
1. +/-
2. Inconsistently provides feedback to students on their output
3. +/-
4. Regularly 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
19. Teacher makes explicit connections between languages by pointing out cognates/false cognates or similarities/differences between English and Spanish (promotes metalinguistic awareness)	1	0
20. 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	2	0
21. Teacher explicitly discusses multicultural themes beyond superficial level, addresses showing respect and appreciation for all cultures.	0	0
22. 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.	0	0

J. Bonus Items (scored observed/not observed)

	Number of Times Observed
23. Teacher explicitly states content objectives	2
24. Teacher explicitly states language objectives	0
25. Teacher explicitly states cultural objectives	0
26. Comprehensive review of key vocabulary	2
27. Comprehensive review of key content concepts	1