Evaluation of the Hawthorn School of Dual Language

Julie Sugarman, Ph.D.
Center for Applied Linguistics
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Executive Summary

The Hawthorn School of Dual Language (HSDL) in Vernon Hills, IL, serves around 435 students in Grades K-5. The Spanish/English dual language program is a whole-school program and has been in existence for about 15 years. This report describes the findings of a comprehensive evaluation of the dual language program whose purpose was to gather sufficient information for strategic planning to adjust any program components that are in need of improvement, and to strengthen those areas of the program that are already in alignment with best practices.

Data for this evaluation were collected during a site visit to HSDL on February 3-5, 2015 and included interviews with district administrators, the school principal, and dual language teachers; classroom observations; a group meeting with dual language parents; student interviews; and a review of pertinent program documents. In addition, student outcome data was reviewed to identify trends in student achievement.

Student outcome data demonstrated that students categorized as Hispanic or limited English proficient are not closing the gap with their native English speaking and non-Hispanic peers in English-language standardized reading and math tests as we would expect to see after five to six years in the dual language program. Student interview data suggest that students feel that their language proficiency is well balanced in English and Spanish but most report at least occasional difficulties expressing themselves in their second language and half feel that they are stronger readers in English. Students are overwhelmingly satisfied with their dual language learning experience.

In terms of the structure of the dual language program, the program is aligned with best practices in a number of areas, including providing at least 50% of instruction in Spanish and weaving social studies and science themes into language arts instruction in both languages. Staff have been paying increased attention to student grouping and identification of students for intervention and enrichment. CAL's recommendations related to the program model and student grouping include the following:

- Maintain Kindergarten instruction as is during the remainder of 2014-15 and proceed with the plan to add 40 minutes of English language instruction in 2015-16 with a full day schedule. That 40 minute period should focus on English language development and bridging from Spanish to English (it is not necessary or possible to cover all of the English literacy skills that would be taught in a 50/50 or English-only Kindergarten curriculum in a 90/10 dual language Kindergarten).

- Think about whether HSDL wants to officially move to a 90/10 program or to realign their Grades 1-5 program to include more English instruction. If staying within a 50/50 paradigm, remember that this change is not intended to increase time on task in English (which, by itself, is not likely to improve outcomes) but to facilitate more heterogeneous grouping and project-based learning through the content areas in English. The most likely course of action is to restructure instruction in Grades 1-5 so that social studies and science are taught in equal amounts in English and Spanish, but other alternatives may be considered. Be sure to consider how a shift in language allocation will affect the number of times students switch languages each day.

- Continue to pursue hiring physical education/related arts (PE/RA) teachers who can provide instruction in Spanish and ensure that PE/RA instruction is aligned to first and second language development goals. Likewise, pursue hiring Learning Center staff who can provide instruction in Spanish to ensure that all services can be offered to students in either program language.

- Review the school's approach to student grouping and intervention/enrichment in light of the negative effects in terms of language development (particularly for ELLs) and equity (in terms of which students are relied on as language models) of homogenous grouping, whether within the class or in pullout groups. Ideally, instructional grouping in a dual language program should be as flexible as possible so that teachers can group homogenously or heterogeneously as would be helpful for a given unit or lesson, and so they can maintain an overall balance of providing targeted support to homogenous groups with the benefits that all students derive from working in mixed-ability groups.

Classroom observations of seven dual language teachers provided evidence that, overall, instruction in HSDL is very strong. In particular, the methods used consistently across the school for bridging content concepts across languages through vocabulary review and extension activities are excellent and should be a model for other dual language programs to follow. However, a concern raised emphatically by teachers (and echoed by parents) is that teachers feel unsupported by the district. The following summarizes the recommendations in instruction, program support, and leadership:

- Prioritize the (continued) development of a scope and sequence that aligns English language, Spanish language, and academic content standards within and across grades.

- When planning professional development for dual language teachers, prioritize the topic of language development during training on other topics and as a stand-alone topic. It would be particularly helpful to conduct lesson studies on units that have been developed through the Understanding by Design framework, so that teachers can practice adding language objectives and corresponding activities and instruction to content lessons.

- Develop common strategies for setting and enforcing expectations for student use of the target language during instruction (particularly in Spanish).

- When the district plans training or professional development and engages in selection of learning materials, ensure that the needs of dual language students are considered, including how language learners will benefit from the new strategies or programs and whether Spanish materials are provided.

- While new scope and sequence documents and new units are being developed, consider ways to streamline planning so that teachers plan for one or two content areas and share their lessons with their team.

- Organize a dual language learning day when district administrators can spend time in dual language classrooms and meet with staff to debrief and learn more about how dual language instruction is different from other types of educational programs.

Finally, this report describes recommendations in the areas of assessment, culture, working with parents, and creating a secondary program, including the following:

- Select one or more Spanish assessments that will give teachers, parents, and the program important information on students' growth in language development and literacy, including all four skills (listening, speaking, reading, writing).

- As a school-wide scope and sequence for language and literacy development and common lesson plans are created, embed cultural goals and objectives that are aligned across all grade levels.

- Continue to build capacity in parents, teachers, and administrators to sell the program to families and the community by developing promotional materials and ensuring that interested parents have a detailed understanding of how dual language instruction is different from other types of education.

- Develop a middle school program that includes one language arts and at least one content course and ensure that teachers across the grade bands have an opportunity to share their perspectives with each other.

We hope that these recommendations can help Hawthorn meet the lofty educational goals that it has set for its students and ensure the success and growth of the dual language program in the future.

Introduction

The Hawthorn School of Dual Language (HSDL) in Vernon Hills, IL, serves around 435 students in Grades K-5. The Spanish/English dual language program is a whole-school program, meaning that all classes in the school implement the dual language model, but the school is housed in the same building as Townline Elementary, sharing hallway space and building-wide resources such as the library and the gymnasium. The district dual language program has been in existence for about 15 years, and prior to its current home, it was run as a strand within several elementary schools.

As district and school administrators consider the next steps for the program, the district decided to invest in a comprehensive evaluation of the program in order to gather sufficient information for strategic planning to adjust any program components that are in need of improvement, and to strengthen those areas of the program that are already in alignment with best practices. In early 2015, the Center for Applied Linguistics (CAL) conducted a comprehensive evaluation of the dual language program at HSDL which addressed three main questions:

- What are the strengths and potential areas of improvement for the dual language program's design and implementation?

- What are the academic, language, and literacy outcomes of the program?

- What additional professional development, administrative support, resources, or assessments would be useful for the district or schools to provide teachers and administrators in order to increase the alignment of the program with best practices in curriculum, instruction, assessment, and program design?

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

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

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

Methodology
Data for this evaluation were collected during a site visit to HSDL on February 3-5, 2015 by Dr. Julie Sugarman, a senior research associate at CAL who has conducted numerous evaluations of dual language programs throughout the United States. Other CAL staff were consulted during the data analysis phase to provide input in their areas of expertise. Data collection included interviews with district administrators,

the school principal, and dual language teachers; classroom observations; a group meeting with dual language parents; student interviews; and a review of pertinent program documents. In addition, student outcome data was reviewed to identify trends in student achievement.

Interviews were conducted with one teacher per grade level and with several specialists who provide additional services to students. Because not all teachers were to be interviewed, CAL also held a meeting with available staff to provide general feedback. In addition to the school principal, CAL also interviewed administrators at the district level, including the Coordinator of Bilingual Education and Language Acquisition, the Director of Human Resources, the Assistant Superintendent for Curriculum and Instruction, and the Superintendent.

Classroom observations were conducted in one class per grade level plus one related arts class for a total of seven observations. Observations ranged from 20-45 minutes and were conducted in five Spanish and two English classes. A protocol which combines elements of the *Guiding Principles for Dual Language Education* (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007) and the *Sheltered Instruction Observation Protocol* (SIOP) (Echevarría, Vogt, & Short, 2008) was consulted to guide observations. However, due to the small number of classrooms whose duration and content was sufficient to use the rating scale appropriately, scores from each component will not be presented; rather, examples of instruction will be presented as a means of illustrating areas of strength and weakness.

In addition to program staff, a sample of students in Grades 3-5 was interviewed in order collect data on student satisfaction with the dual language program and on student outcomes related to the multicultural goals of the program. The ten-minute individual interview, conducted in English, used a protocol developed by CAL expressly for dual language evaluations. Finally, an evening meeting was held with about 30-40 parents to gather feedback on the dual language program in terms of its strengths and weaknesses.

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

In terms of 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 or groups of interviewees elaborated on some points more than others, and in some cases, questions were skipped due to their inappropriateness or time limitations. The main limitation of the observations was that the observer was not intimately familiar with the instructional approach of each teacher or with the backgrounds of the students. Further, it must be assumed that the teaching observed during each observation was representative of daily instruction in each class. While there are always limitations to using any observation protocol—no protocol can perfectly capture every aspect of teaching and learning—the protocols and procedures were based on pedagogical research and evaluation methodology and have been used consistently and successfully in the past.

About This Report
The first section of this report shows student outcomes in English and Spanish reading and in math, as well as students perception of their own language development and their satisfaction with the program. The next section provides findings and recommendations on the evaluation questions related to the implementation of the dual language program. The section is organized by theme as follows: (1) program model, (2) student grouping and supplemental services, followed by a summary of recommendations in those two sections, (3) instruction, (4) program support and leadership, followed by a summary of recommendations in those two sections, and (5) other issues, followed by recommendations. There are four appendices: data corresponding to Figures 1–4, full findings from the student interviews, the summarized issues raised at the parent meeting, and a guide for selecting assessments.

Program Outcomes

The primary focus of the evaluation of the HSDL dual language program was a qualitative investigation of the implementation of the program. In order to give some context to that investigation, we also looked at program outcomes through two lenses: student academic outcomes, and student self-perception and satisfaction, which are reviewed in this chapter.

Student Academic Outcomes

All district students take the Measure of Academic Progress (MAP) in the fall, winter, and spring of each year, in order to track student progress in reading and math. CAL received MAP data from the district which allowed for a longitudinal analysis of student outcomes across three years. The question of interest for this analysis was how students from the two populations, native English speakers and native Spanish speakers, progressed in reading and math, both overall and in comparison to each other. Based on the information that was provided to CAL by the district, this question was investigated based on students' limited English proficient (LEP) status and on their ethnicity (Hispanic or non-Hispanic), as their native language was not included with the MAP data.

With this data, we were able to track four cohorts of students across three testing times: Spring 2012, Spring 2013, and Spring 2014. Students included in the analysis were enrolled all three years for which data were collected and only students who went to HSDL in elementary school were included in the middle school grades. The left-most graph in each figure shows the youngest cohort, which was in second grade in 2012, the next graph shows the cohort that was in third grade in 2012, followed by the fourth grade and fifth grade cohorts. Each graph follows a single cohort of students through three grades (except for the second cohort, for whom there was not sufficient data in 2014 when they were in fifth grade for that time point to be included). Therefore, the older two cohorts include data from students' MAP tests that they took in middle school.

Figure 1 disaggregates the students by LEP status. The students who were classified as LEP at any time during those three years were classified as "Ever LEP," even if they exited from the LEP designation at some point. LEP status is not a perfect proxy for students who begin their HSDL career with a "native Spanish speaker" designation, because not all native Spanish speakers test as LEP, and some students exit LEP status in the primary grades. However, based on the close correspondence with the data in Figure 2 which disaggregates students by Hispanic/non-Hispanic, the conclusions about the differences between the two dual language populations seem warranted.

Each of the two figures shows outcomes in reading (top row) and math (bottom row) represented as scale scores. The dotted line on each graph shows the 50th percentile (the average scale score for that grade level). Tables with the figures used to create these graphs (including the number of students in each cohort) may be found in Appendix A.

Figure 1. Average math and reading MAP Scores for four cohorts, Grades 2-7, 2012-2014 (spring testing), disaggregated by LEP status
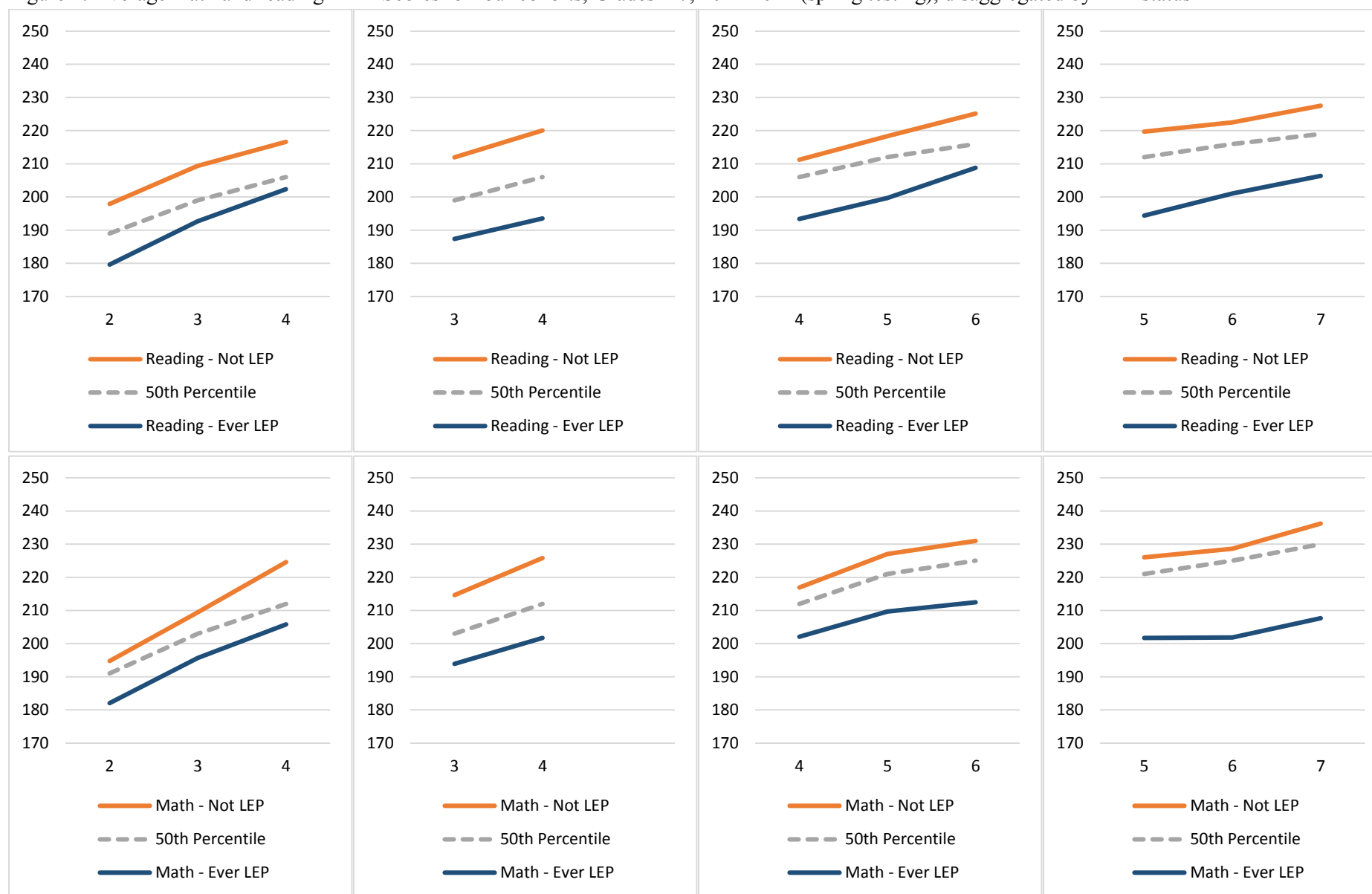
Note. Students who were ever designated as LEP between Spring 2012 and Spring 2014 are included in the "Ever LEP" category even if they exited as LEP during that period. Students in the "Not LEP" category were not categorized as LEP between 2012-2014. Only students continuously enrolled between Spring 2012-Spring 2014 are included. Ever LEP: N=27 (cohort 1), N=24 (cohort 2), N=15 (cohort 3), N=13 (cohort 4); Not LEP: N=44 (cohort 1) , N=30 (cohort 2), N=45 (cohort 3), N=40 (cohort 4).

Figure 2. Average math and reading MAP Scores for four cohorts, Grades 2-7, 2012-2014 (spring testing), disaggregated by Hispanic/non-Hispanic
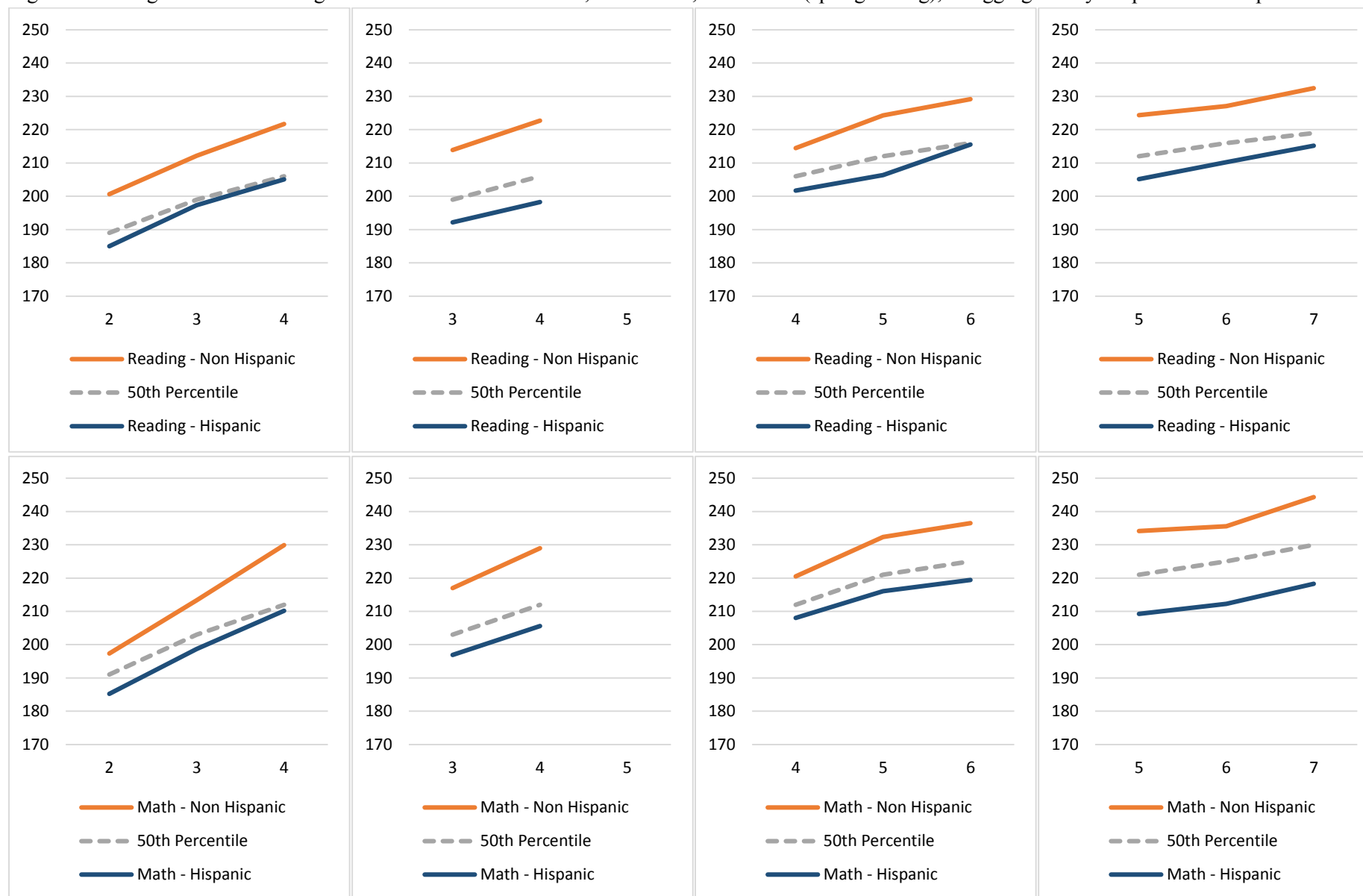
Note. Only students continuously enrolled between Spring 2012-Spring 2014 are included. Hispanic: N=44 (cohort 1), N=32 (cohort 2), N=34 (cohort 3), N=30 (cohort 4); Not Hispanic: N=26 (cohort 1) , N=22 (cohort 2), N=25 (cohort 3), N=23 (cohort 4).

Figures 1 and 2 show that although students in both groups make good progress from year to year, minority students (designated as LEP or Hispanic) never close the achievement gap with majority students (non-LEP or non-Hispanic). This is true of all four cohorts in math and reading, and persists into the middle school years. Figure 2 shows that Hispanic students (including both LEP and non-LEP students) come closer to closing the gap with the nationally-normed 50th percentile than we see with the LEP group in Figure 1. But there is almost never any appreciable gap closure between the two HSDL peer groups.

Research on well-implemented dual language programs consistently shows that English language learners enrolled in dual language programs should close the gap with their native English speaking peers after about five to six years in a dual language program (Collier & Thomas, 2009). In other words, the lack of gap closure becomes more worrisome for each cohort as you read from left to right in Figures 1 and 2. Even though the students in the middle school may not be continuing in a dual language program, we should still begin to see these students reap the benefit of dual language education by sixth or seventh grade. LEP students certainly should be closing the gap with the 50th percentile even if their native English speaking HSDL peers continue to outscore them.

Some additional data from the Illinois Standards Achievement Test (ISAT) shows similar outcomes for fourth and fifth grade students. Figure 3 shows average scores from the 2013 ISAT in reading and math for native English speakers (NES) and native Spanish speakers (NSS) as designated in school records. Tables with the figures used to create this graph (including the number of students in each cohort) may be found in Appendix A.

Figure 3. Average ISAT reading and math scores, Grades 4-5 (Spring 2013)
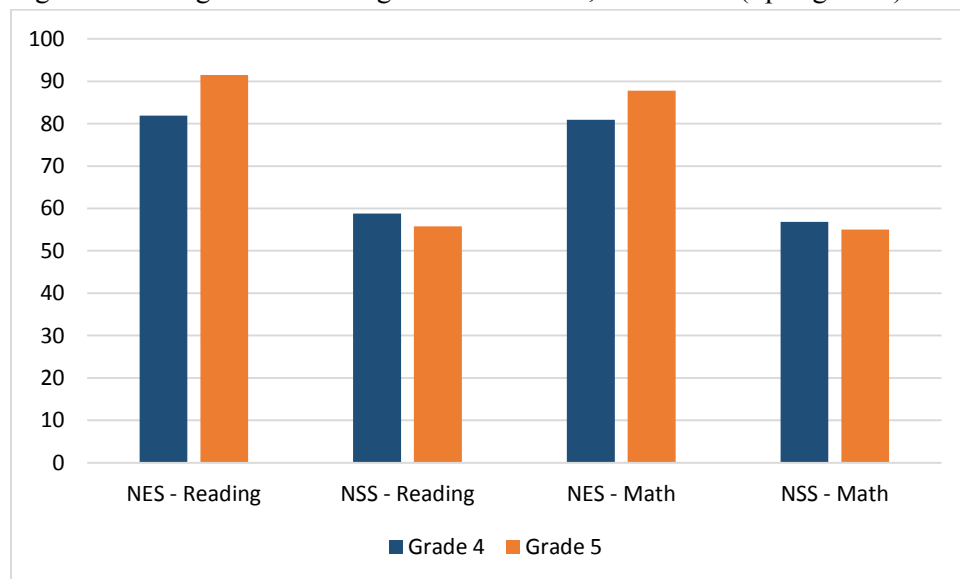
Note. Only students who were designated as NES or NSS were included.

Figure 3 shows a similar trend as Figures 1 and 2, with both fourth and fifth grade cohorts of native English speakers consistently outscoring native Spanish speakers in both reading and math.

The only Spanish testing that is conducted at HSDL is the AIMSweb Test of Early Literacy and Numeracy, which is only useful for early diagnosis of reading difficulty and not a good measure of

language and literacy outcomes, and Fountas and Pinnell reading levels, which unfortunately stop at a third grade reading level. Figure 4 shows the average Fountas and Pinnell reading level for students in first through fifth grade, disaggregated by the language of testing and the native language of the students. Tables with the figures used to create this graph (including the number of students in each cohort) may be found in Appendix A.

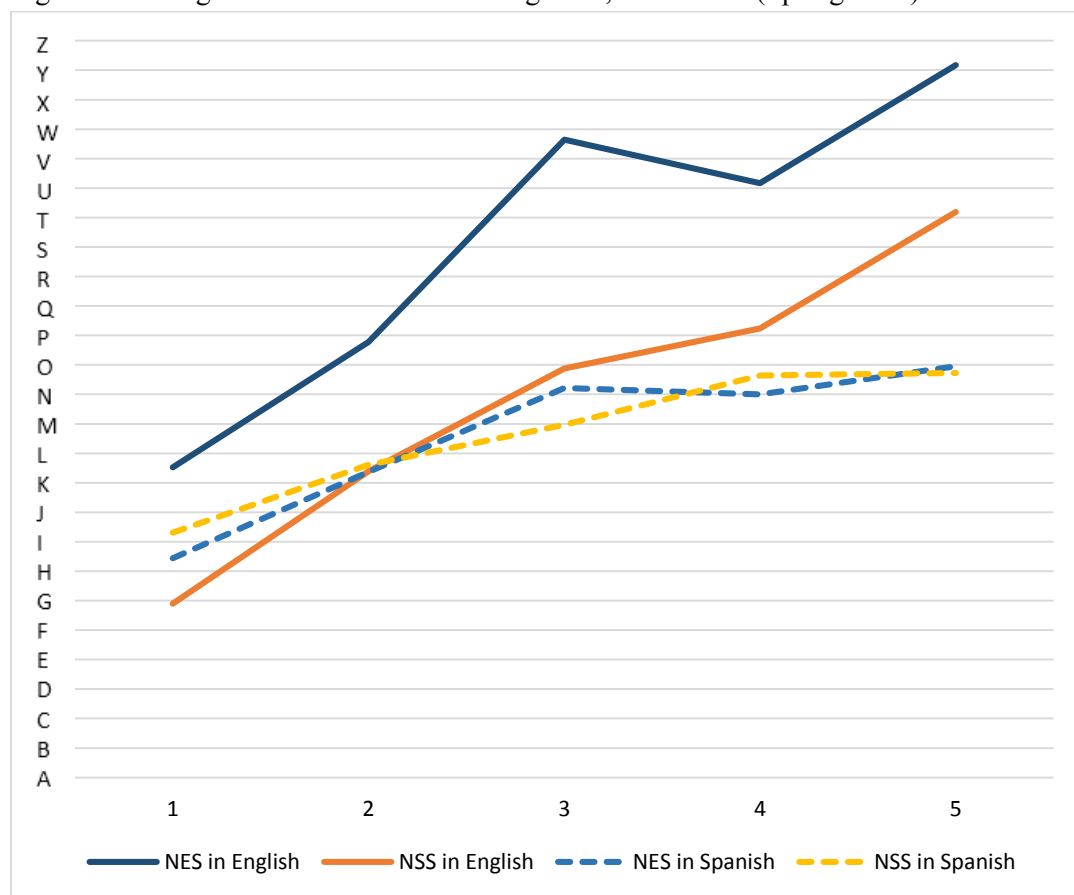Figure 4. Average Fountas & Pinnell reading level, Grades 1-5 (Spring 2014)

Note. Only students who were designated as NES or NSS were included. "Above N" is the highest possible score for the Spanish assessment.

Figure 4 shows the same pattern as Figures 1-3, with native English speakers consistently outscoring native Spanish speakers on the English assessment. The graph also shows that Spanish speakers are more balanced bilinguals, with nearly equal scores in English and Spanish reading until about fourth grade when the scale for the Spanish assessment tops out at "above N." Even though they had all of their instruction in Kindergarten and most instruction in first grade in Spanish, the native English speakers consistently score about four levels lower in Spanish than in English.

Overall, these student outcomes demonstrate that native Spanish speakers, especially those who are limited English proficient, are not closing the gap with their native English speaking peers as we would expect to see after five to six years in the program. These findings are also reinforced by students' own perceptions of their language and literacy attainment, which we will discuss next.

Student Interviews

Interviews were conducted with a sample of 16 students in Grades 3-5 in order to collect data on student satisfaction with the dual language program and on student outcomes related to the multicultural goals of the program. Nine native English speakers and seven native Spanish speakers were given the ten-minute individual interview. We will summarize the major findings in this section, but full results can be found in Appendix B.

Language proficiency. In terms of students' perceptions of their language proficiency, all students reported that they understand their teacher most of the time when she is speaking in Spanish, and all but one student reported that they understand their teacher most of the time when she is speaking in English. However, results related to productive (speaking) proficiency indicate that students sometimes or frequently have trouble saying what they want to say in Spanish. Table 1 shows how students responded to the question "When you're working in class in Spanish, do you ever have trouble saying what you want to say to your teacher?"

Table 1. Students reporting ever having trouble saying what they want to say to their teacher in Spanish

	English (N=9)	*Spanish (N=7)*	*Total (N=16)*
Yes, a lot	1	0	1
Yes	2	0	2
Sometimes	6	4	10
No	0	3	3

Table 1 shows that all of the native English speakers reported having trouble saying what they want to say to their teacher in Spanish to some degree, and four additional native Spanish speakers said that they sometimes have this trouble. Five of the nine native English speakers and one native Spanish speaker also reported having some difficulties saying what they want to say in Spanish to their classmates. In contrast, no native English speakers and three native Spanish speakers said they sometimes had trouble saying what they want to say to their teacher in English, and no students reported difficulty speaking in English to their peers.

When asked in which language they read better, students were fairly evenly split between "English" and "English and Spanish about the same" with only one student saying "Spanish." More native English speakers felt stronger in English than balanced in both, and more native Spanish speakers felt balanced in both than stronger in one language or the other. In terms of writing, most students (12 of 16) felt they write about as well in both languages.

In sum, students reported their proficiency in the four skills as follows:

- Listening: Strong in both languages

- Speaking: All native English speakers and half of native Spanish speakers have occasional difficulties in Spanish, three of seven native Spanish speakers have occasional difficulties in English

- Reading: Half of students feel they are better readers in English and half feel well balanced between English and Spanish

- Writing: Almost all students feel well balanced in English and Spanish

Culture and equity. In the student interview, students were asked whether they talk about culture in class and to provide some examples of what they talk about. There is no pre-determined expectation for how many students should be able to respond appropriately to this question, but we would expect that most upper-elementary students in a dual language program should be able to give a cursory explanation of the concept of culture and should report that they talk about it in class at least occasionally.

About two thirds of the students interviewed said that they talk about culture in their class, and all but one student who said they talk about culture were able to provide a relevant example, such as talking about native Americans, holidays, and where students come from. Some students were also able to provide an example of something that the class talked about that is relevant to *their* culture. These questions are not norm-referenced, so we can't say exactly how many students *should* be able to talk about culture, but based on responses to these questions that have been collected at other schools, we were very satisfied with these responses, and can conclude that students do have a basic concept of culture.

Another area where students are developing appropriate attitudes is in the concept of linguistic equity. Most students reported that teachers and students at HSDL feel that both languages are equally important, although a couple of students thought that their peers felt that the language they spoke at home is more important, and a couple of students responded by saying that some people speak English during Spanish time, implying that this indicated that those students do not think Spanish is as important. Again, there is no norm-referenced expectations for the answers to these questions, but it is very good to see that no students explicitly responded that anyone thinks that English is more important. That is an important attitude to instill in dual language students and can be challenging given the overall pattern of language attitudes in American society.

Satisfaction. Finally, students reported feeling very satisfied with their dual language learning experience. Twelve students thought they spend just the right amount of time learning in Spanish, while three native English speakers and one native Spanish speaker thought they spend just a little bit too much time in Spanish (no students thought they spent too little time in Spanish). All sixteen students reported being happy in a school where they learn in two languages, and students named a wide variety of things that they liked about the school (see responses to questions 6.1 and 6.2 in Appendix B). When asked if there was anything they wished was different about the school, 13 students said "nothing," one student reiterated that there should be a little more English, and one student suggested that lunch should be healthier. One student had no suggestions to improve the school other than more students should learn Spanish.

Findings and Recommendations

Program Model

The HSDL program model is consistently described in program documentation and by teachers and administrators as being 100% in Spanish in Kindergarten and 50/50 in first through fifth grade; however, the actual practice is somewhat more complicated. There is a strong common understanding among staff about the intended program model, which aligns with best practices as described in the literature on dual language (Cloud, Genesee, & Hamayan, 2000; Howard et al., 2007; Howard and Sugarman, 2007):

- At least 50% of instruction is to be in the partner language (Spanish) at all grade levels, counting instructional time within the classroom and in physical education/related arts (PE/RA)

- Language arts is taught in both English and Spanish

- Staff try to group periods of Spanish instruction together, such that students are not switching between English and Spanish multiple times per day (although switching based on the scheduling of PE/RA is difficult to avoid)

- Bridging of content across languages is understood to happen from English to Spanish *and* Spanish to English, such that bridging does not contribute to an imbalance of instructional minutes across the two languages (in practice, some grades teach more content in Spanish which means bridging is more frequently to English, but classes are not dipping below 50% Spanish as a result)

- Students have access to some special services (remedial and enrichment) in both program languages

Other best practices related to the curricular approach which are well-implemented at HSDL include the following:

- Social studies and science themes are woven into language arts instruction through the choice of texts and writing activities

- Bridging focuses not just on vocabulary but on metalinguistic awareness (cognates, comparative grammatical structures) and sometimes includes extension activities; staff are aware of the difference between bridging and reteaching/translation (and avoid the latter)

- Language arts is taught daily in both languages, but students work on different types of skills; for example, working on Daily Five reading strategies in centers in English and writing in Spanish one week, and then switching the following week to do reading centers in Spanish and writing in English

At present, HSDL Kindergarten students have less than two hours of instructional time with their classroom teacher, except for the 11 extended-day students who attend school in the morning and the afternoon. Classroom instruction is entirely in Spanish, with only PE/RA conducted in English as well as occasional bridging activities at the end of content units. Next year, HSDL will have a full day

Kindergarten, and staff are planning to provide 40 minutes of English language instruction in the new schedule.

In Grades 1-5, the intended language allocation is

- 1 hour English language arts (ELA)

- 1 hour Spanish language arts (SLA)

- 1 hour math in Spanish

- 40 minutes to 1 hour of flexible time for social studies and science alternating Spanish and English

- 40 minutes of related arts in English (four days per week)

- 40 minutes of physical education in English

- 40 minutes of recess and lunch

Not counting recess and lunch but including PE/RA, this time allocation results in a roughly 50/50 split between English and Spanish. However, in terms of how this plan is implemented, most of the teachers who were interviewed said that social studies and science content is all in Spanish, with only the third grade teacher indicating that units switched between the two languages and the fifth grade teacher indicating that only a couple of social studies/science units were done in English. Most teachers described the language allocation of Grades 1-5 as being all in Spanish except one hour or one hour and twenty minutes of English language arts. Recently, some art instruction has been conducted in Spanish, but teachers did not indicate that this switch has affected the language allocation in the classroom. Figure 5 is a graphic representation of the language allocation in Grades 1-5 with art in Spanish but music and PE in English, and only one hour of classroom instruction in English.

Figure 5. Model as implemented with art, math, science, and social studies in Spanish
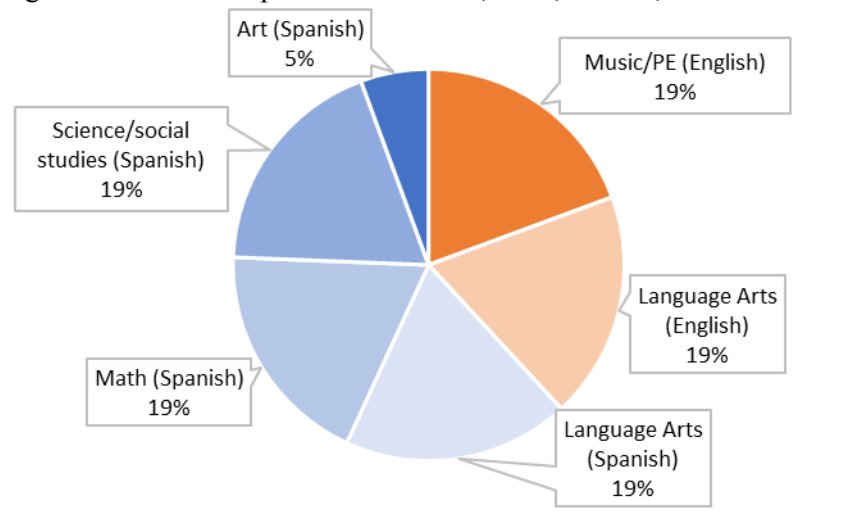
The reason behind the original program model, with math and at least half of science and social studies units in Spanish, was to balance the quarter of instruction that was PE/RA time in English. More academic time had to be spent in Spanish in order to create the desired 50/50 ratio.

Discussion. In evaluating the HSDL program model, there are four main issues to be considered: the language allocation in Kindergarten, the perceived versus actual model, the role of PE/RA in allocating language minutes, and the language of the content areas. A fifth related issue, student grouping (including the enrichment program) will be discussed in the next section and we will summarize our recommendations for the overall program model after that discussion.

Kindergarten. Given the half-day Kindergarten that has been in place up to now, the decision to provide a Spanish-dominant learning environment was wise. From a language acquisition point of view, anything less than two hours per day might not provide enough Spanish instruction to give both English learners and Spanish learners the necessary basis in literacy and academic language in the minority language. The two hours that students have in the Kindergarten classroom is a sufficient length of time to provide a strong foundation for dual language learning. However, it is generally recommended that dual language programs that enroll English language learners have at least 10-20% of the day allocated to English language development.[1] We recommend maintaining the Kindergarten language allocation for the remainder of this year, as any formal programmatic change would likely be more disruptive than beneficial at this late date, and we support the decision to implement 40 minutes of English language arts/English language development time in the full-day program that starts next year.

Perceived versus actual model. The HSDL program model suffers from a bit of an identity crisis. In some ways it is more like a 90/10 program in that students get a strong dose of Spanish language and literacy in Kindergarten, most content (math, science, social studies) is currently taught in Spanish, and program staff have a strong commitment to elevating the status of Spanish. On the other hand, the program is described as providing simultaneous literacy instruction in both languages (and in fact, does this, as language arts is allotted at least 60 minutes in each language in Grades 1-5) and the program model calls for science and social studies to be taught in equal portions in the two languages (even if this is not actually implemented at all grades).

Research on dual language education indicates that the 90/10 or 80/20 models (where students receive 80-90% of instruction in the partner language in Kindergarten and gradually add English until the ratio is 50/50 by about third grade) are more successful at facilitating high levels of language proficiency and literacy in the partner language (Spanish) with no long-term disadvantage in English outcomes. In other words, by the end of fifth grade, students in well-implemented 90/10 and 50/50 programs should have equivalent English scores, but students in 90/10 programs typically have higher Spanish scores (Collier & Thomas, 2009; Lindholm-Leary & Howard, 2008). These findings hold for both native English speakers and native Spanish speakers. Nevertheless, 50/50 programs can still result in beneficial outcomes for both English language learners and native English speakers.

We recommend that HSDL consider which program model it wants to implement, and align its scheduling and messaging (within and outside the program) accordingly. With either model, students

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[1] Some foreign language programs that enroll only native English speakers use a 100/0 model in the primary grades since students experience sufficient English exposure outside of school.

should be receiving about half of their instruction in English by third grade, and this should include both language arts and content instruction. Looking at Figure 5, if the program wants to implement the 50/50 model in the upper grades, it looks like this could be accomplished by teaching science and social studies half in English and half in Spanish as originally intended. There is no specific research looking at programs that run a classic 90/10 model in Kindergarten and then switch to a classic 50/50 model in first grade, but knowing the benefits that a full 90/10 model can have for both native English speakers and native Spanish speakers, it is likely that this hybrid model would be effective.

It is important to note that previous research in bilingual and dual language education has shown that more time in English does not necessarily lead to improved outcomes in English for ELLs (Collier & Thomas, 2009; Lindholm-Leary, 2008), and our suggestion to, essentially, increase the amount of English in Grades 1-5 is not based on a time-on-task argument. Instead, we think that additional time in English will facilitate two important recommendations that will be discussed below: allowing ELLs to access a wider variety of content instruction in English and providing additional time for English instruction to take place in heterogeneous student groups.

Language of PE/RA. Like many dual language programs, HSDL has not been able to offer PE/RA in Spanish until relatively recently, when they hired an art teacher who speaks Spanish as an additional language. Unlike many dual language programs, the question of language allocation at HSDL is made more complicated by the fact that students have two, rather than one, 40-minute PE/RA periods nearly every day. Although the ideal situation in a 50/50 program is to offer classroom instruction in exactly even proportions in Spanish and English and PE/RA also in even proportions in Spanish and English, many 50/50 programs that cannot find Spanish-speaking specialists opt to maintain a 50/50 split in classroom instruction and count PE/RA as English minutes, resulting in more of a 45/55 (Spanish/English) balance overall. This is not ideal but not an overwhelming concern. However, with two English PE/RA periods at HSDL, the imbalance of instruction would be 38/62 with content evenly divided. This is why classroom teachers currently devote more instructional time to Spanish.

We recommend that HSDL continue to work toward providing PE/RA in both languages so that the language of PE/RA does not reduce the overall time available for English instruction. Additionally, we recommend aligning language development objectives with PE/RA content objectives so that PE/RA minutes are as rich in terms of language development as instruction inside the grade-level classroom.[2] This goes beyond aligning thematic units, which the art teacher reported that she does, to including specific objectives for English and Spanish language development. We will discuss increasing the use of language objectives later in this report.

Language of the content areas. Dual language programs in the United States use a variety of approaches for allocating time in English and the partner language to the content areas (math, science, and social studies), including programs that teach one subject in one language across the entire program, those that switch by year or semester, and those that switch more frequently—by unit, by week, or even by day.

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[2] We don't have enough evidence to comment on the linguistic richness of PE/RA at HSDL, but want to note that a theoretical concern with counting PE/RA as English time and making up for it with less English classroom time is that this situation can lead to insufficient English instruction for ELLs if the PE/RA curriculum does not include strong ESL instruction. In other words, both the quality and quantity of instructional time should be considered in programming decisions.

Although there is no research indicating that one type of program design is better than another, two important considerations are whether the language allocation is equally beneficial to English language learners and Spanish language learners, and whether all students have an opportunity to develop vocabulary and language skills across a variety of genres and registers (e.g., narrative reading and writing, persuasion, calculation, historical narrative, scientific reports, and so on).

We think that one of the explanations for the outcome findings described in the previous chapter (that native Spanish speakers grow in English but do not close the gap with native English speakers) has to do with the lack of instruction in the content areas in English. As noted above, only the third grade teacher indicated that social studies and science concepts are taught alternatingly in English and Spanish as the program model intended. Additionally, four of the sixteen students who were interviewed said that they thought that they should have one additional period in English, with one student explaining, "Kids who have to learn English only have one class to do that." Adding additional periods of social studies and science instruction in English will allow teachers to provide sheltered content instruction with integrated content and language objectives that are shown to be effective in helping ELLs develop their academic language (Echevarría, Vogt, & Short, 2008). One caution in making this change is that some rescheduling might need to take place so that teachers can maintain an English portion of the day and a Spanish portion of the day, rather than flipping back and forth multiple times. The "immersive" environment is an important cue for students to remember that they should be speaking the target language at set points in the day.

Student Grouping and Supplemental Services
One of the concerns that school and district administrators highlighted in conversations that took place to prepare for the evaluation was the implementation of special services, including special education and interventions based on Response to Intervention (RtI) progress monitoring, and the enrichment program in fourth and fifth grade. Administrators were concerned, in particular, that ELLs were over-represented in interventions and under-represented in enrichment.

There are a number of specialists that work with students who need extra support through the RtI and special education frameworks. Students are recommended for intervention work with reading/literacy specialists through the RtI process, and if students do not make progress over time, they are recommended for additional assessment to qualify for special education services. In addition to teacher recommendations of students that seem to be struggling with grade-level skills, Learning Center staff monitor assessment data, especially AIMSweb decoding and Fountas and Pinnell reading measures, for the students who are scoring in the lowest percentiles. This process helps to catch students who are doing well in their classwork but are not testing well.

Students are generally provided intervention services in their native language (especially in the younger grades), and the Learning Center staff tries to pull students during the appropriate language of instruction (e.g., pulling from Spanish time to work on Spanish skills) so as not to disrupt the student's participation in the dual language model. Currently, two of seven learning center staff are bilingual in Spanish and English, so not all staff are able to provide services in Spanish. Most intervention and special education services are provided as pull-out. Interventionists help students using specific literacy interventions like Leveled Literacy Intervention, Voyager, and Estrellita (for the Kindergarten and first grade students). Special education teachers provide services that are more closely aligned to classroom instruction,

providing additional strategies and support for the grade-level skills that students are receiving in their classrooms.

Staff and administrators who were interviewed are aware of the potential overlap of language learning issues and learning needs/disabilities, and have been making efforts recently to ensure that the identification process is neither over-identifying nor under-identifying English language learners for support services. The special education and intervention staff members who were interviewed also noted that communication with general education staff about RtI is a work in progress. Moving from a more traditional special education framework where students with potential needs are handed off to the special education teachers to evaluate and remediate to an RtI model has been challenging, as not all general education staff members are aware of their role in instruction and monitoring progress through Tier 1 and Tier 2. Efforts have been made to help teachers understand these new roles, and the special education team meets with grade-level teams every other week to ensure that their instruction is aligned with classroom themes and skills and also to provide information to classroom teachers about supports that they can provide to students in general instruction. Classroom teachers also play a more active role in RtI monitoring than they previously did, as they meet with other specialists such as the psychologist, speech therapist during weekly meetings to discuss student progress.

At the other end of the spectrum, students in fourth and fifth grade can access an enrichment program in English language arts and math. Interviewed teachers and parents noted that last year's enrichment teacher provided math instruction in English rather than Spanish, thus affecting the fidelity to the dual language model, but this year's math enrichment teacher provides those services in both languages. A major concern of teachers is that this year's enrichment program does not allow for fluid and flexible grouping. Whereas in the past, students could be moved into and out of enrichment based on their performance, this year students are either in the program or not in it, which contrasts with the flexible grouping that the rest of the class experiences during math and English language arts (that is, all students are regrouped among the three grade-level classrooms during those two subjects, but only the enrichment students are permanently assigned to their group and cannot be moved into a class with more support if that is needed for a particular skill).

Discussion. We believe that one of the explanations for the outcome data discussed in the previous chapter is that too much instruction in English takes place in leveled groups. As discussed earlier, most social studies and science instruction takes place in Spanish, so that English instruction is focused on language arts, which is characterized by learning centers, students working on independent work, and guided reading groups (of students at similar reading levels). Additionally, in fourth and fifth grade, not only is there regrouping for English language arts, but some students are permanently assigned to the pull-out enrichment group which limits the amount of inter-mixing of students within the classroom at this time. Intervention teachers noted that there are some groups of ELLs who are pulled from Spanish language arts but this is a smaller number than students who get interventions during the English portion of the day (especially in the upper elementary grades).

It is not uncommon to hear from dual language teachers that there is a disparity in the degree to which English language arts and Spanish language arts are differentiated, with more personnel resources (e.g., ELL teachers) providing support on the English side than in Spanish. Ideally, students would experience both heterogeneous and homogenous grouping in language arts. The problem at HSDL is that, especially

in the upper elementary grades, native English speakers have the benefit of the presence of Spanish speakers during their language arts and content (science/social studies) instruction who serve as linguistic models, but native Spanish speakers do not have as many opportunities to be exposed to native English speakers, and do not have the opportunity to work with English-speaking models especially during content time, which is more likely to be project-based, cooperative, and based on heterogeneous grouping. This is both a disparity in terms of the equity of the program (with an imbalance in terms of who serves as language models during part of the day), and potentially deleterious to the language learning of the ELLs.

Another issue of concern is that intervention and enrichment focus on grade-level literacy and math skills but not on language development. Although placement in interventions, special education, and enrichment are all based on multiple measures, including teacher judgment, none of the staff that were interviewed indicated that language development is a particular focus in intervention/enrichment assessment (nor in instruction). Aside from ACCESS, which is given to students designated as limited English proficient once a year, there are no language proficiency assessments given in either English or Spanish (as distinct from literacy assessments like the Fountas and Pinnell). Support for English language learners is thus based exclusively on grade-level literacy assessments that were normed on monolingual English learners in English-only learning environments, and it is not clear how the emerging language proficiency needs of either group of language learners is addressed (e.g., developing idiomatic speech, vocabulary/background knowledge, and oral fluency; see also WIDA's Features of Academic Language at www.wida.us/get.aspx?id=544).

With regard to student grouping and supplemental services, we recommend continuing and augmenting the communication efforts with general education teachers about Tier 1 supports as described by the intervention teachers. Although it makes sense to provide support to students who are struggling with the basics of decoding in their first language, because the HSDL program is based on teaching literacy simultaneously in both languages (as a 50/50 program), supports also need to be present in Tier 1 instruction for those students while they are learning in their second language so that they can access grade-level texts and content. The need for literacy interventions should also be balanced with the need for students (ELLs in particular) to work in homogenous or heterogeneous groups in the main classroom on language proficiency skills (e.g., interpersonal communication, academic language). Instruction across all tiers and in both languages should include language objectives that support development in targeted skills and overall proficiency in the second language, as will be discussed in the next section.

We also suggest returning to a more fluid grouping for enrichment. Dual language is already an enriched educational experience from which students will derive a great advantage if done well. Parents should be reassured that moving in and out of the "enrichment" group is not a punishment but is meant to provide support for students who need help with particular skills. HSDL should also consider whether enrichment can happen more with differentiated activities or expectations within the content classroom so that there can be more interaction and project-based learning (especially in language arts). The heterogeneous grouping that is the hallmark of dual language education is meant to support language learners by providing access to challenging grade level content and native language models but also to enrich the educational experience of native speakers by allowing them to serve as language models and to solidify their knowledge of concepts by helping peers who need more support (de Jong and Howard, 2009). Students at the upper achievement levels who engage in purposeful and well-designed cooperative learning also come to understand that all students have important perspectives and something to

contribute to group work even if their level of language proficiency or academic achievement is not as high (Sugarman, 2012).

Summary of Recommendations for Program Model and Student Grouping
Before turning to findings related to instruction, communication, and other issues, the following summarizes the recommendations made so far in terms of the program model and student grouping:

- Maintain Kindergarten instruction as is during the remainder of 2014-15 and proceed with the plan to add 40 minutes of English language instruction in 2015-16 with a full day schedule. That 40 minute period should focus on English language development and bridging from Spanish to English (it is not necessary or possible to cover all of the English literacy skills that would be taught in a 50/50 or English-only Kindergarten curriculum in a 90/10 dual language Kindergarten).

- Think about whether HSDL wants to officially move to a 90/10 program or to realign their Grades 1-5 program to include more English instruction. If staying within a 50/50 paradigm, remember that this change is not intended to increase time on task in English (which, by itself, is not likely to improve outcomes) but to facilitate more heterogeneous grouping and project-based learning through the content areas in English. The most likely course of action is to restructure instruction in Grades 1-5 so that social studies and science are taught in equal amounts in English and Spanish, but other alternatives may be considered. Be sure to consider how a shift in language allocation will affect the number of times students switch languages each day.

- Continue to pursue hiring PE/RA teachers who can provide instruction in Spanish and ensure that PE/RA instruction is aligned to first and second language development goals. Likewise, pursue hiring Learning Center staff who can provide instruction in Spanish to ensure that all services can be offered to students in either program language.

- Review the school's approach to student grouping and intervention/enrichment in light of the negative effects in terms of language development (particularly for ELLs) and equity (in terms of which students are relied on as language models) of homogenous grouping, whether within the class or in pullout groups. Ideally, instructional grouping in a dual language program should be as flexible as possible so that teachers can group homogenously or heterogeneously as would be helpful for a given unit or lesson, and so they can maintain an overall balance of providing targeted support to homogenous groups with the benefits that all students derive from working in mixed-ability groups.

Instruction
Classroom observations of seven dual language teachers provided evidence that, overall, instruction in HSDL is very strong. Teachers were observed making connections to students' backgrounds and prior knowledge, using sheltering strategies like scaffolding and modeling, and making cross-linguistic connections. Classroom management was universally very even-handed (neither too lenient nor too micromanaging) and teachers used the target language exclusively in almost all classrooms. The methods used consistently across the school for bridging content concepts across languages through vocabulary review and extension activities are excellent and should be a model for other dual language programs to follow.

The main area that could be strengthened is enriching students' opportunities for rich language use with targeted practice on developmentally appropriate skills, which is fundamental to all programs for language learners. A lack of such opportunities can be manifested in a number of ways:

- In direct instruction, teachers primarily ask questions that require one word or factual answers and miss opportunities for students to engage in extended conversations with the teacher or with peers through turn-and-talk or other interactive activities

- Teachers mostly use passive forms of corrective feedback, like recasts, rather than active forms, like elicitation (see www.carla.umn.edu/cobaltt/modules/strategies/c_feedback.pdf for more information on these types of feedback)

- Direct instruction provides insufficient student practice on language and/or content concepts to ensure that students can be successful in independent or small group work on new concepts using content-obligatory and content-compatible language (see www.carla.umn.edu/cobaltt/modules/curriculum/features.pdf for more information on these types of language)

- Teachers do not create corresponding language objectives for content lessons

- Independent and group activities do not provide opportunities to practice new language forms in the context of stimulating grade-level academic content

Not all observed classrooms were deficient in all of the above areas, and in at least one classroom, the teacher provided several opportunities for students to do brief oral activities (e.g., writing questions on cards and asking them of their peers, and later, asking students to discuss a higher-order thinking question using a sentence frame provided on the board). However, there was an overall impression that there was not a clear set of language learning standards supporting academic standards. This impression was reinforced by several interviewed teachers who said that there is no school-wide scope and sequence even for academic content areas, much less language learning, and teachers do not always have a sense of what language forms students in their classes ought to learn and what is taught in the classes below and above them. One interviewed teacher mentioned that her grade level has developed and is beginning to use a scope and sequence document, but more work needs to be done to vertically align work that grade-level teams have begun.

The following two vignettes from the classroom observations illustrate how teachers missed opportunities to integrate language learning with content instruction:

> In one activity in a primary classroom related to the seasons, a teacher used students' background knowledge to build the concepts of fall and winter, having students suggest elements that would illustrate a fall scene and a winter scene. This was a whole-class, Spanish-language activity followed by a cut-and-paste concept sort. A number of opportunities for vocabulary development were missed, as the teacher appropriately accepted students' suggestions in English but she did not emphasize, write out, or have the students repeat the Spanish equivalent. Although building the concept of the seasons was a developmentally appropriate lesson, it could have been more linguistically rich for the language learners had the teacher developed a corresponding language

objective related to the vocabulary of clothes and outdoors words. She might then have been able to identify an oral or written activity that the students could do in pairs or individually along with the picture-based concept sort to practice new Spanish vocabulary related to the overall theme.

In another observation, I saw two mini-lessons related to language arts—one related to phonics and then one with a primary objective of using text features and a secondary objective of previewing and building background for a social studies concept. The mini-lesson with the social studies/textual features content was an excellent example of integrating skills instruction with interesting content. After about half an hour, students moved into centers which were good-quality but decontextualized phonics worksheets or factual recall worksheets about the content of the social studies theme that students read in the second mini-lesson. Although I was not able to observe the center time that followed the mini-lessons, I was concerned that the earlier phonics mini-lesson might not have been sufficient for students to work independently on the worksheets given mistakes made in whole-group instruction, and it would have been better for all students to take the opportunity right after an *excellent* mini-lesson on text features to have a chance to practice identifying them right after the direct instruction component.

A related concern is that students were frequently observed using English during Spanish time, even to respond to teachers. A few students who were interviewed said that teachers frequently remind them to use Spanish, but this was not observed in the site visit. Some interviewed students also said that they observe that students use English during Spanish time (in response to a question about whether other students think that English and Spanish are equally important or one is more important than the other). This is not an unusual phenomenon in a dual language classroom, but this makes it especially important for teachers to provide specific oral language activities that must be done in Spanish and to provide supports such as vocabulary or sentence stems to help language learners be successful in those activities.

Discussion. The Hawthorn school district has been undertaking a project to incorporate the principles of *Understanding by Design* in their curriculum development, which is a very good framework on which to build the kind of integrated language and content lessons, filled with meaningful opportunities to practice new concepts, that CAL suggests. Through the *Understanding by Design* framework, teachers will be able to develop lessons that start with the end in mind: thinking about what evidence of learning will demonstrate understanding, then designing activities and instruction to support student learning.

Dual language teachers are currently taking part in the curriculum development process undertaken by the district, but they should expect to add language objectives and additional language-rich activities to the curriculum and lessons designed for mainstream students. Several different ELL teaching frameworks, such as the SIOP Model (Echevarría, Vogt, & Short, 2008), have detailed descriptions of how to integrate language and content instruction by adding language objectives. Dual language lessons, even in language arts, should endeavor to provide opportunities for students to complete individual and pair/group activities that integrate explicit language practice and questions/tasks at a variety of levels (e.g., factual recall, inference, and synthesis).

HSDL also needs to create a scope and sequence for Spanish language development, which should be easier to do now that they are using a common Spanish language textbook, *Maravillas*. Teachers need to know what language forms students are learning so that they can reinforce those forms from year to year

and hold students accountable for forms they have previously learned. Ideally, a dual language curriculum plan will exist that aligns grade-level content and language learning objectives and delineates how English language learner and Spanish language learner needs are met in content instruction and in interventions. One of the benefits of dual language education is that language learners receive second language instruction alongside native speaker models and embedded in grade-appropriate academic content, but this means that dual language teachers have to extend their lessons beyond grade-level standards to integrate language standards such as would underlie an ESL or foreign language curriculum. These language standards should also be integrated into interventions and enrichment instruction and physical education/related arts to the degree possible.

Additionally, HSDL teachers should develop common strategies for setting and enforcing expectations for student use of the target language (which is particularly an issue for students during Spanish time). It can sometimes be challenging to enforce the use of the minority language when students know that the teacher speaks English, but there are strategies such as changing the lighting, the teacher wearing a scarf or hat during English or Spanish time, or using external motivations to help students be motivated to use the target language. Giving students activities that have an oral language component in addition to a literacy component can also help give students opportunities to practice their listening and speaking skills.

As a result of this work, dual language teachers should be able to articulate language and content objectives (or big ideas) for their students and connect those objectives to instruction and practice/application activities that allow students to demonstrate their development of language and content concepts. All of these new curricular components and strategies will take time to develop, and teachers should work with school and district leadership to ensure that the workload is fairly distributed and compensated, which will be discussed in the next section.

Program Support and Leadership
One of the biggest concerns raised by interviewees at HSDL is not actually with the implementation of the program, but with miscommunications and misperceptions among district and school personnel regarding district support and staff needs. The professional environment of an organization is always important to address when investigating program implementation, but at HSDL the issue is particularly acute as it has led to high levels of teacher turnover in recent years. Teachers attribute the high rates of turnover and dissatisfaction among the staff at least partially to the enormous time commitment that dual language teachers make to looking for, adapting, and translating materials for their students. Teachers at HSDL are concerned that district administrators say they support the dual language program but they (the district) demonstrate that they do not fully understand the program model or the extra work that is required to prepare lessons and materials.

For their part, the district feels that it has supported the program by ensuring that it continues as a school of choice even as other schools of choice in the district are phased out, by creating a full-time district administrative position to oversee dual language and bilingual programs, and purchasing materials (like the new *Maravillas* program) to support instruction. The recent development of a curriculum committee at the school was reported to be a positive step, as this committee was able to vet materials such as *Maravillas* and can research other needed materials on behalf of the staff. The other asset that teachers have to work with is a double 40-minute period of prep time almost every day, which is a luxury that many other teachers in the country do not experience.

Even with the double period of prep time, HSDL staff expressed that they spend an enormous amount of their own time looking for authentic (non-translated) texts and translating texts that are only available in English. Staff say that they are frustrated when district administrators provide materials that they expect to be used in all elementary schools that are only available in English. For example, the district will be piloting a new science curriculum next year, but none of it is available in Spanish. According to teachers, when district administrators suggest that teachers simply translate the materials, they fail to understand the enormous amount of time that good translations take. Especially when dealing with specialized academic vocabulary that might not be on the tip of every teacher's tongue, ensuring that translations are accurate, use grade-level-appropriate vocabulary, and are clear and well-worded requires a great deal of time and skill. There is also an issue of equity that arises when students are continually exposed to photocopied, translated texts in one language and full color, professionally-bound texts in the other. Students deserve to have high quality texts and other materials in both languages.

Another example reported by teachers where they felt misunderstood and not valued was when a consultant came to speak to district teachers about a new math curriculum. The consultant did not know that there was a dual language program in the district, and had a very difficult time providing answers to the dual language staff on how the program would work at HSDL. The fact that the consultant was not told that the curriculum would be taught in Spanish at one school "rubbed everyone the wrong way," and teachers (and likely, the consultant) ended up having a negative experience with the training because the consultant could not answer any questions about what was available in Spanish or dual language-specific concerns such as the readability of passages. Speaking of how the math program is working, one teacher said that the teacher guide is only available in English and none of the online resources (including printable materials and interactive activities) are available in Spanish, so everything the teacher wants to say to students based on what is in the teacher guide has to be translated ahead of time or during instruction, and all of the activities require extra time to prepare that teachers who teach in English do not have to do. Reflecting on this conflict with the district, one teacher said,

> I don't really know how well they understand [the program]. They say 'dual language is the gem of the district' [but] we never see them in our classrooms, they're never here. They keep suggesting ways for us to do things that don't fit in with our curriculum or with the best learning strategies for our students. And it gets to be really hard, because we feel like we're constantly being demanding and argumentative when really we just want more for our kids. It's not that 'we want more and we don't want to create anything,' but we want what's best for our students and we rely on administrators to help us.

Teachers viewed the development of Curriculum Leadership Teams at the district level as a positive step, as they are anxious for guidance that goes beyond grade-level standards to provide a shared curriculum and scope and sequence. However, since these teams are district-wide, they do not focus on Spanish literacy or language arts (which is not taught the same way as English literacy and language arts, especially in the primary grades), and even though dual language teachers serve on those committees, everything that comes out of the CLT process requires additional work to ensure that it is aligned to dual language instruction. A related concern, and one which, again, has gotten better recently, is that up to now, there has been no common Spanish language arts textbook, nor a school-wide scope and sequence or shared set of lessons that remains when teachers leave the program, so every new teacher is assembling her curriculum and her lessons from scratch or based on what her team members share with her.

It is widely understood, including among HSDL teachers, that dual language teaching requires a commitment over and above traditional monolingual teaching, because of the lack of readily-available, high-quality materials in Spanish (although this has gotten much better over the last ten years) and the need to align first language, second language, and academic content objectives to meet the needs of linguistically and academically diverse students. Nevertheless, teachers view the district's lack of attention to ensuring that there is parity when new materials are adopted and their failure to pay for professional translation as indicating a lack of commitment to the program.

Beyond the issue of time needed to translate materials, there are two attributes of the HSDL program that make planning more difficult than it needs to be:

- Teachers work in isolation from each other, so that each teacher within a grade is planning different lessons to teach the same topics

- There is no common curriculum, so new teachers are struggling to create lessons from scratch, and there is no common repository for sharing lessons and materials within HSDL or across the district

One idea to improve the situation would be to divide up the planning responsibilities so that one teacher is responsible for English language arts and social studies, one for Spanish language arts, and one for math and science (or whatever combination works best for a particular team). Teachers would need to give up some control over their content, as they would be using materials and teaching lessons created by their teammates, but this would reduce the burden of planning and creating materials that they currently experience. This would also allow for more consistency between classes which is beneficial for vertical planning and alignment and for giving teachers more options for flexibly regrouping students across the classrooms as was suggested earlier. The effort that has been underway this year to create a common curriculum needs to be a top priority so that every grade has a vertically- and horizontally-aligned scope and sequence and materials in the appropriate language that are authentic or are well translated. When new materials or new lessons are suggested, the district should ensure that it is providing Spanish versions of those lessons so that dual language teachers can implement them with no more effort than an English-medium teacher would have to undertake.

In terms of professional development, interviewed staff were particularly pleased with past opportunities to attend conferences like La Cosecha in New Mexico and the Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students held in Illinois each December. Professional development that is specific to dual language instruction has mostly been teacher-led (although Cheryl Urow of the Illinois Resource Center did work with the school a few years ago on bridging and other dual language topics), but professional development brought in to the school or the district from the outside tends not to take Spanish language and literacy or the dual language model into consideration.

HSDL teachers are highly diverse in their experience. Nearly every grade level has at least one instructor who has been teaching in the Hawthorn dual language program for over five years (some for the entirety of the program's duration), but there are many teachers who are not only new to dual language but also new to teaching. Because of the high rates of teacher turnover, peer-led professional development within the school has primarily focused on bringing new staff up-to-date (including a two-day workshop on the basics of the model held in the summer) and not with extending the knowledge of more experienced

teachers. Teachers would like additional professional development on dual language specific issues such as bridging, improving language development, implementing Spanish language standards, and biliteracy development. Other topics suggested by interviewees include how to use the resources they have, integrating technology, the Daily Five, writing, and more learning strategies. Teachers also appreciate the value of curriculum development and vertical alignment as professional development.

Finally, there were a number of concerns expressed by teachers and parents about the district and school leadership and communications. As noted above, teachers feel that they have carried the whole burden of developing the program and, as one teacher said, "without our strengths individually as teachers, we wouldn't be where we are today." Teachers are particularly confused about the role of the new Coordinator of Bilingual Education and Language Acquisition, Art Abrego. The district has intended the principal of the dual language school, James Tohme, to be the instructional and programmatic leader (which particularly makes sense when a district has only one whole-school program rather than strands in several schools) and for Mr. Abrego to support Dr. Tohme in addition to the other bilingual staff in the district. We recommend that the district do more to communicate Mr. Abrego's new role in the district (as it develops) and to ensure that when staff do come to Mr. Abrego with concerns, he use his role as intermediary to provide suggestions to Dr. Tohme and to investigate new resources that would be helpful to staff. Teachers also would like Mr. Abrego, Dr. Tohme, and other district administrators to spend more time in dual language classrooms so that they can develop a deeper understanding of the program model and what makes it different from monolingual education. Parents share the point of view that Dr. Tohme should be more present in the school, and added that communications to him and with Mr. Abrego have gone unanswered, even after multiple e-mails about critical issues. Both parents and teachers want to know that administrators are actively involved with leading day-to-day matters so that teachers have the time they need to attend to instruction.

Summary of Recommendations for Instruction, Program Support, and Leadership
The following summarizes the recommendations in instruction, program support, and leadership:

- Prioritize the (continued) development of a scope and sequence that aligns English language, Spanish language, and academic content standards within and across grades.

- When planning professional development for dual language teachers, prioritize the topic of language development during training on other topics and as a stand-alone topic. It would be particularly helpful to conduct lesson studies on units that have been developed through the Understanding by Design framework, so that teachers can practice adding language objectives and corresponding activities and instruction to content lessons.

- Develop common strategies for setting and enforcing expectations for student use of the target language during instruction (particularly in Spanish).

- When the district plans training or professional development and engages in selection of learning materials, ensure that the needs of dual language students are considered, including how language learners will benefit from the new strategies or programs and whether Spanish materials are provided.

- While new scope and sequence documents and new units are being developed, consider ways to streamline planning so that teachers plan for one or two content areas and share their lessons with their team.

- Organize a dual language learning day when district administrators can spend time in dual language classrooms and meet with staff to debrief and learn more about how dual language instruction is different from other types of educational programs.

Other Issues

Assessment. Teachers currently have very little information about students' Spanish language and literacy development. The only two assessments given in Spanish are AIMSweb Tests of Early Literacy and Numeracy, which provide a limited amount of information about discrete literacy skills (and even less useful information for Spanish, which is easier to decode than English) and Fountas and Pinnell running records, which only go up to a third grade reading level.

Looking at the data provided to CAL by the district, it appears that in 2013-14, AIMSweb was given to students in some classrooms far beyond first grade, even into fourth and fifth. Even though students do not score at the top of the scale even at that late a grade, the district should investigate whether it is appropriate to give discrete literacy skills tests to students past first grade. These are time-consuming assessments, and may not capture the full range of what teachers need to know about students' language and literacy development in either language.[3] The Fountas and Pinnell assessment is more widely recognized as providing useful information, but students tend to top out on the Spanish scale around third grade. Our recommendation is to stop giving the Spanish Fountas and Pinnell assessment once students reach the "N" or "Above N" levels. Teachers might investigate using the *Evaluación del desarrollo de la lectura*® (EDL), which is the Spanish version of the Developmental Reading Assessment (DRA), either K-5 or after students top out of the Fountas and Pinnell (3rd-5th grade).

Teachers also need additional information about the language development of their students, and students should be taking standardized tests in Spanish to measure their content knowledge in areas where they receive instruction in Spanish. HSDL previously used the *Supera* for this purpose but have not given that assessment for several years. As the district is developing common assessments and the school is also using new math and Spanish language arts materials, it is a good time to start looking for new assessments that are aligned to the curriculum. Appendix D of this report includes the 2014 update to CAL's list of Spanish-language assessments for dual language programs. This update and the original 2007 report can be downloaded from www.cal.org/twi/assessment.htm. Although no one wants to add more assessments to an already over-saturated testing schedule, it is important to get good, trackable information that provides teachers, parents, the district, and the students themselves with important information about language and literacy development so as to know whether the program's goals are being met.

Culture. As with most dual language programs, HSDL has a goal of biculturalism or cross-cultural competence in addition to the goals of bilingualism and biliteracy. As discussed in the student outcomes section, students in Grades 3-5 reported that they do talk about culture in their classes and most students

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[3] See the excellent book by Kenneth S. Goodman and his colleagues which critiques the use of a similar test, DIBELS, which can be read online at www.heinemann.com/shared/onlineresources/e01050/wilde.pdf

were able to give an example of something related to culture that they had discussed. Teachers report that there are ad hoc activities related to culture that they weave into their instruction, and a few teachers mentioned selecting multicultural literature to read to or with students, but there is no consistent multicultural curriculum that is taught school-wide. Students have benefitted from activities like having the internationally-famous singer, José Luis Orozco, perform at the school, which reinforces positive messages about Spanish and Hispanic cultures.

In addition to in-class exposure to concepts of culture, the school has a cultural committee in which teachers and parents work together to plan activities such as multicultural nights, which take place every couple of months. These events have been well-received by the community. This committee also helps with promoting the program to parents and the community.

The cultural goal often gets short shrift in dual language program planning as compared to the language and academic achievement goals. As described above, it has primarily been up to each teacher's own initiative to plan how to integrate multicultural materials and themes, and many teachers have done a great job on their own. The next step for HSDL is to infuse culture throughout the curriculum and to develop a plan to include cultural objectives in instruction and cultural learning in assessment. (See CAL's report on the Two-Way SIOP at http://www.cal.org/twi/twiop.htm for more information on cultural objectives.)

Parents. Two issues related to working with parents emerged from the interviews with HSDL staff and from the parent meeting. First, teachers report that parents are very supportive of and knowledgeable about the dual language program, but they are concerned that the district and school may not be doing enough to ensure that parents understand what the program entails and what will be expected of students who enroll. Administrators reported that it has been somewhat more of a challenge getting native Spanish speaking families to enroll, so more should be done to particularly recruit that population. For example, during Kindergarten enrollment meetings, parents of English language learners should not be asked to break into groups to either hear about the bilingual program or the dual language program, but should have a thorough introduction to both programs so that they can make an informed decision about which is right for their children.

Second, parents are concerned with the way that home-school communication has deteriorated over time. Parents reported that they used to have a newsletter, and as noted above, find administrators less accessible than they have been in the past. Several parents were concerned that they are having difficulty finding information on what their children are studying (which is available at other schools) and even on students' daily schedules. Parents also noted that HSDL does not seem to be highlighted in district communications as much as it should, and that some communications from the school and the district were coming home in English only. Parents are eager to know more about the district's vision for the program and what changes they can expect to see in the short and long term. (For more details on parents' concerns, see Appendix C.)

Secondary program. Finally, another strong concern of parents was about the continuation of the dual language program to middle and high school. Parents who attended the meeting during the evaluation visit were frustrated that they have been asking about the middle school continuation for a number of years and it has always been put on the back burner. Parents said that the lack of continuation could eventually cause support for the K-5 program to erode.

Students exiting HSDL go to either Middle School North or Middle School South depending on their residence, which complicates the effort to create a single continuation program. At the middle school level, students have an opportunity to take advanced Spanish, but this is taught more like a traditional foreign language class than an immersion class. Students do not have an opportunity to take any content area classes in Spanish. Students spread out to high schools in a number of area school districts, and the offerings at the high school level for these students are limited as well.

A continuation program at the middle school is an important component of a district-wide dual language program. As it usually takes five to seven years to develop grade-level language proficiency (Collier & Thomas, 2009), middle school is when all the students' work can finally pay off in grade-level language and literacy skills that can be used to complete more sophisticated grade-level content. A middle school dual language program should consist of one language arts class and at least one content area, usually science or social studies (Sizemore and Sandy-Sánchez, 2008). The curriculum for these courses should be aligned with the grade-level curriculum that students study in English as well as with the K-5 Spanish language and literacy outcomes developed at HSDL. Elementary, middle and high school teachers should meet frequently so that elementary teachers can share their perspectives on the immersion method and their students' strengths and weaknesses, and secondary teachers can provide feedback on students' progress and make suggestions for skills and concepts that should be reinforced in order to ensure student success in middle and high school. The Hawthorn school district should work with neighboring school districts to identify advanced Spanish content courses that could supplement traditional, high-level foreign language courses that students currently take.

Summary of Recommendations for Other Issues

The following summarizes recommendations made in the areas of assessment, culture, working with parents, and creating a secondary program:

- Select one or more Spanish assessments that will give teachers, parents, and the program important information on students' growth in language development and literacy, including all four skills (listening, speaking, reading, writing).

- As a school-wide scope and sequence for language and literacy development and common lesson plans are created, embed cultural goals and objectives that are aligned across all grade levels.

- Continue to build capacity in parents, teachers, and administrators to sell the program to families and the community by developing promotional materials and ensuring that interested parents have a detailed understanding of how dual language instruction is different from other types of education.

- Develop a middle school program that includes one language arts and at least one content course and ensure that teachers across the grade bands have an opportunity to share their perspectives with each other.

We hope that these recommendations, as well as those enumerated earlier, can help Hawthorn meet the lofty educational goals that it has set for its students and ensure the success and growth of the dual language program in the future.

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Appendix A: Data Corresponding to Figures 1–4

Figure 1

Grade	Scale Score: Reading			Scale Score: Math			Number of Students	
	Ever LEP	Not LEP	50th Percentile	Ever LEP	Not LEP	50th Percentile	Ever LEP	Not LEP
Cohort 1								
2	180	198	189	182	195	191	27	44
3	193	209	199	196	209	203		
4	202	217	206	206	225	212		
Cohort 2								
3	187	212	199	194	215	203	24	30
4	194	220	206	202	226	212		
Cohort 3								
4	193	211	206	202	217	212	15	45
5	200	218	212	210	227	221		
6	209	225	216	212	231	225		
Cohort 4								
5	194	220	212	202	226	221	13	40
6	201	223	216	202	229	225		
7	206	228	219	208	236	230		

Figure 2

Grade	Scale Score: Reading			Scale Score: Math			Number of Students	
	Hispanic	Not Hispanic	50th Percentile	Hispanic	Not Hispanic	50th Percentile	Hispanic	Not Hispanic
Cohort 1								
2	185	201	189	185	197	191	44	26
3	197	212	199	199	213	203		
4	205	222	206	210	230	212		
3	192	214	199	197	217	203	32	22
4	198	223	206	206	229	212		
4	202	214	206	208	220	212	34	25
5	206	224	212	216	232	221		
6	216	229	216	219	236	225		
5	205	224	212	209	234	221	30	23
6	210	227	216	212	236	225		
7	215	232	219	218	244	230		

Figure 3

Average Reading Level (Number of Students)

Grade	English F&P		Spanish F&P	
	English Home Language	Spanish Home Language	English Home Language	Spanish Home Language
1	L (N=23)	G (N=47)	H (N=25)	I (N=45)
2	P (N=41)	K (N=48)	K (N=38)	L (N=46)
3	W (N=14)	O (N=33)	N (N=14)	M (N=30)
4	U (N=24)	P (N=25)	N (N=32)	Above N (N=36)
5	Y (N=23	T (N=27)	Above N (N=22)	Above N (N=26)

Figure 4

Average Score (Number of Students)

Grade	Reading		Math	
	English Home Language	Spanish Home Language	English Home Language	Spanish Home Language
4	81.9 (N=34)	58.8 (N=35)	80.9 (N=34)	56.8 (N=19)
5	91.5 (N=23)	55.8 (N=27)	87.8 (N=23)	55.0 (N=27)

Appendix B: Student Interviews

In order to collect data on student satisfaction with the dual language program and on student outcomes related to the multicultural goals of the program, CAL interviewed a sample of students in grades 3-5. The instrument was developed by CAL and had been used in previous evaluations. All interviews were conducted in English

A sample of 16 students in Grades 3-5 were interviewed. The parents of all grades 3-5 students received a permission slip in English or Spanish, and only those students who received permission were included in the sample. Students were interviewed one-on-one in a quiet room, and most interviews took 5-10 minutes. Following the interview, students were given a pencil to thank them for their participation.

Table B.1. Number of Students Interviews, by Grade and Native Language

	Grade			
Language	3	4	5	Total
English	2	4	3	9
Spanish	2	2	3	7
Total	4	6	6	16

Instructions read to the student:

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

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

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

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

1. Using academic language

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes	9	7	16
No	0	0	0

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes	9	6	15
No	0	1	1

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

Responses (N=15)
Ask a teacher (10 responses)
Ask a friend (5 responses)
Translate or look for cognates (2 responses)
Look in a dictionary (2 responses)
Figure out the word from what you know
Think about it

Note. Some students gave more than one response

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes, a lot	1	0	1
Yes	2	0	2
Sometimes	6	4	10
No	0	3	3

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

1.4.2.   How about with other kids in your class?

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes, a lot	2	0	2
Yes	1	0	1
Sometimes	2	1	3
No	4	6	10

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes, a lot	0	0	0
Yes	0	0	0
Sometimes	0	3	3
No	9	4	13

1.5.2   How about with other kids in your class?

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes, a lot	0	0	0
Yes	0	0	0
Sometimes	1*	0	1
No	8	7	15

*The student indicated that the difficulty was sometimes in having native Spanish speakers understand her, not a difficulty expressing herself.

2. Literacy skills

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Better in English	6	2	8
Better in Spanish	0	1	1
Both the same	3	4	7

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Better in English	2	1	3
Better in Spanish	0	1	1
Both the same	7	5	12

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

3.1   Do you ever talk about culture in your class?

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes	1	4	5
Sometimes	5	1	6
No	3	2	5

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

Responses
Native Americans (2 responses)
We read a book from long ago
Learning about different cultures and myths
Holidays like Día de los Muertos
Where students come from
What people do in different countries
You have to respect other people's cultures
Immigrants have beliefs and values
Book called *Return to Sender* – what Mexican immigrants in Vermont observe

*3.2 to 3.3.1 were asked if the answer to 3.1 was affirmative

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

	English (N=14)	Spanish (N=16)	Total (N=30)
Yes	1	2	3
Sometimes	1	0	1
No	3	3	6
No response to 3.3 or not asked	4	2	6

3.3.1. Please tell me an example.

English Responses
Christmas
African myths

Spanish Responses
They ask us "what's your culture." Teachers give us information about our culture
What we eat, celebrate

4. Linguistic equity in the classroom

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

	English (N=9)	Spanish (N=7)	Total (N=16)
English more important	0	0	0
Spanish more important	3	0	3
Equally important	6	7	13

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

English Responses
You use languages in different countries to help people understand you (3 responses)
They teach and speak both languages (2 responses)
Not a lot of students in the U.S. speak Spanish
"Spain wouldn't exist"
We're in dual language

Spanish Responses
If you know a second language you'll get a better job or be able to teach others (2 responses)
They tell us to speak Spanish during Spanish time (2 responses)
Two languages are better than one
There are some English teachers and some Spanish teachers

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

	English (N=9)	Spanish (N=7)	Total (N=16)
English more important	0	0	0
Spanish more important	0	0	0
Equally important	7	4	11
Whichever they speak at home they think is more important	2	0	2
It varies/some people speak English during Spanish time	0	3	3

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

English Responses
We speak both languages (4 responses)
It depends which language they speak at home/know more (2 responses)
Spanish speakers will help me if I don't understand
If they didn't learn in Spanish, they might not think Spanish was important
You can translate from English to Spanish or Spanish to English

Spanish Responses
Some kids speak English during Spanish time (3 responses)
We speak both languages (2 responses)
We have classes in both languages (2 responses)
We like learning new things

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

	English (N=9)	Spanish (N=7)	Total (N=16)
Yes	4	2	6
No	5	4	9
"Sometimes I tell them to talk in the language we're doing right now"		1	1

5. *Opinion about learning in Spanish*

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

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

	English (N=9)	*Spanish (N=7)*	*Total (N=16)*
Too much	3	1	4
Just right	6	6	12
Not enough	0	0	0

5.1.1. *(Optional)* Why?

Responses (those who said "too much" to 6.1)
We only have gym, reading, and math bridging in English
Kids who have to learn English only have one class to do that
I'm not the best at Spanish

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

Responses
One more subject/one more hour (3 responses)
A lot because I speak Spanish at home

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

	English (N=9)	*Spanish (N=7)*	*Total (N=16)*
Yes	9	7	16
No	0	0	0

6. *General comments*

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

Response	Number of Responses (N=16)
Learn in two languages	5
Teachers are nice/helpful	4
Help others outside the program with languages	2
Lunch/recess	2
Classes and homework are fair	1
Friends	1
Fun	1
Gym	1
Jump Rope for Heart	1
Learn a language from a young age	1
Learn important things	1
Math	1
Meet people from other countries	1
Switching classrooms for math	1
Teachers encourage Spanish	1
Teachers help each person individually	1
They teach us to respect each other	1
We do new things	1

Note. Some respondents gave more than one answer

6.2   Is there anything that you wish was different?

Responses
Nothing (13 responses)
Lunch should be healthier
More people should learn Spanish
Should be a little more English

Appendix C: Parent Meeting

A meeting with parents was held on the evening of February 4, 2015, to solicit parent feedback on the dual language program. About 30-40 parents were in attendance. Although we did not inquire about the linguistic balance (the presence of parents of native Spanish speakers and native English speakers), only two families required simultaneous Spanish translation to participate (the event was held in English). During the meeting, parents were asked the following three questions, the results of which are printed below, organized thematically:

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

Strengths
- Teachers
    - Teachers care, are committed, and hard-working
    - Staff enjoy being here
    - Teachers prepare students for the future: students appreciate this later on
    - Staff have gotten savvier with data
- Student experience
    - Students are leaders and mentors to each other
    - Students are proud of and invested in learning
    - Students develop confidence and are supportive of each other
    - Students learn how to learn independently, learn critical thinking
    - Quick growth in student learning
    - Tight knit community – carries on to secondary
- Program elements
    - Dual language is well integrated with other programs (art, P.E.)
    - Program starts in Kindergarten which is valuable for language learning
    - Program is intensive and rigorous
    - Great afterschool program
    - Great enrichment program
    - Great RtI support
    - Program does a good job with student grouping
    - First, second, and third grade vocabulary homework is great
- Bicultural development
    - Students are more tolerant of difference
    - Students interested in Spanish radio/TV
    - Cultural committee
    - Family events
- Resources
    - Teachers have more consistent resources now than in the past
    - District adopting/creating curricula – will increase consistency and quantity of resources

Could be improved
- Program ends in fifth grade, no movement on this despite meeting three years ago
- Perceived district support
  - Extending DL to middle school is not a priority compared to other district issues
  - Other important issues about DL seem always to be on the back burner
  - Unique program needs not taken into consideration
- Staffing
  - Teachers leave or are burned out based on additional workload (including creating materials) without compensation
  - Loss of classroom aides led to large classroom sizes and less support when students working in groups (needed even more in DL because of diverse needs in two languages)
  - Substitute teachers speak only English – threatens consistency and native Spanish speakers may be at a disadvantage in communicating with their teacher
  - Nurses are monolingual English
  - District seems not to know how to find native Spanish speaking teachers (e.g., recruiting from abroad)
- Communication
  - Principal not as "present" in the school as other principals are/were
  - School and district administrators do not respond to inquiries, even multiple e-mails about critical issues
  - Other schools have better communication with parents (texts, website, items in weekly district update)
  - School website not redesigned along with district *(note: resolved after the parent meeting)*
  - Parents need more information about what their students are working on (curriculum, schedules), lost school newsletter two years ago
  - Some school-wide communication comes home only in English
- Instruction
  - Curriculum lacks consistency (across and within grades); e.g., language of math for enrichment kids, writing instruction in general
  - Grading scheme lacks consistency; rubric system seems not to translate well into grades (especially in upper elementary grades)
  - Upper elementary: work is not reviewed by teachers and students and parents don't get feedback in a timely manner
  - Needs of bright students may not be met, parents have to request it
  - Pledge of Allegiance should be said in classrooms
- Outcomes
  - No Spanish testing past third grade, parents don't know how students are progressing
  - Expressive skills in Spanish not as developed as in English
  - Perception that fewer DL students are in enrichment at Middle School North compared to students from other elementary schools
- Consistency
  - Lack of vision for the program – need cross-grade expectations
  - Teachers need professional development on dual language instruction, especially to give a foundation to new teachers
  - No Spanish options for enrichment summer school to continue learning across the summer

- o   Used to have whole-school themes in the arts
- o   Lack of consistency at the middle school: have had four Spanish teachers at Middle School North, principal does not understand the DL program

Questions *(some items that rephrase criticisms from above section not included here)*
- Why is the district doing the dual language evaluation now? Is there a hidden agenda?
- When will we see changes? What will be prioritized?
- What is the long-term plan for this program? What is the commitment to the program?
- Will the plan include professional development for district administrators?
- What is the goal of the new bilingual coordinator position?
- Is the district looking at one-to-one computer initiatives?
- How can the dual language program be supported/celebrated without creating competition/comparisons between schools?
- Is there a place to find out what students are currently learning?
- Why is staff retention so poor?
- To what degree are good outcomes a result of parents paying for tutors rather than instruction from the school?

Appendix D: Assessment

The 2014 update to the CAL report, *Spanish Language Assessments for Dual Language Programs*, begins on the next page. This update and the original report can be accessed at www.cal.org/twi/assessment.htm.

Spanish-Language Assessments for Dual Language Programs
2014 Update

Abbreviation	Test Name	Oral Language	Reading/ Writing	Academic Subjects	Vocab- ulary	Grades or Age Group	Administration Format	Measures	Equivalent Assessment in English or Other Languages	Publisher
AAPPL	The ACTFL Assessment of Performance toward Proficiency in Languages	✓	✓			Grade 5 through postsecondary; oral language component appropriate for primary grades	Individual, computerized	Performance assessment of language proficiency; covers interpersonal listening/speaking, presentational writing, and interpretive reading and listening	Available in Arabic, Chinese, French, German, Russian, Spanish and ESL	American Council on the Teaching of Foreign Languages (ACTFL)
Aprenda 3	Aprenda®: La prueba de logros en español, Tercera edición		✓	✓	✓	Grades K-12	Group	Reading, math, language, spelling, listening, science, and social science	The Stanford Achievement Test Series, Tenth Edition (Stanford 10)	Pearson Assessment
Batería-III	Batería III Woodcock-Muñoz	✓	✓	✓	✓	Age 2 to adult	Individual	Cognitive battery; achievement battery (reading, oral language, math, writing, academic language proficiency, vocabulary)	Woodcock-Johnson III (WJ-III)	Riverside Publishing
Boehm-3	Boehm Test of Basic Concepts, Third Edition			✓		Grades K-2	Group	50 basic concepts most frequently occurring in kindergarten, first, and second grade curriculum	Directions available in English and Spanish	Pearson Assessment
Brigance ABS-R	Assessment of Basic Skills – Revised, Spanish edition	✓	✓	✓	✓	Grades PreK-9	Individual	Readiness, oral language, vocabulary, reading comprehension, spelling, writing, computation, math problem solving	Brigance Comprehensive Inventory of Basic Skills–Revised (CIBS–R)	Curriculum Associates
BSM[5]	BSM—Medida de sintaxis bilingüe	✓				Grades PreK-2 (BSM I), Grades 3-12 (BSM II)	Individual	Dialogue between administrator and student is the basis for a measure of syntactic structures	Bilingual Syntax Measure I and II (BSM-I and BSM-II)	Pearson Assessment
BVAT	Bilingual Verbal Ability Tests	✓			✓	Age 5 to adult	Individual	Picture vocabulary, oral vocabulary, and verbal analogies tests from the Woodcock-Johnson-III	Available in 18 languages	Riverside Publishing
COPE	CAL Oral Proficiency Exam	✓				Grades 5-7	Paired interview	Oral interview/role play technique with two students, measures cognitive-academic language skills as well as social language	May be adapted to any language	Center for Applied Linguistics
CPAA	Children's Progress Academic Assessment	✓	✓	✓		PreK-2	Individual, computerized	Early literacy (reading, listening, phonemic awareness, phonics/writing mechanics) and math skills	Available in English	NWEA

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[5] No longer listed on Pearson website; older versions may still be in use.

Notes. See the original 2007 report at http://www.cal.org/twi/assessment.htm for more details on assessments and for inclusion criteria. Assessments that were not included in the original report are shaded. The assessments listed in this update may be appropriate for use in Spanish/English dual language programs; additional information from publishers should be consulted before selecting assessments. The quality of these assessments has not been evaluated by CAL.

Abbreviation	Test Name	Oral Language	Reading/Writing	Academic Subjects	Vocab-ulary	Grades or Age Group	Administration Format	Measures	Equivalent Assessment in English or Other Languages	Publisher
EDL 2	Evaluación del desarrollo de la lectura® 2		✓			Grades K-6	Individual	Reading level is determined by performance in reading conference; measures include fluency, reading comprehension, non-fiction text features, reading strategies	Developmental Reading Assessment (DRA)	Pearson Assessment
ELLOPA	Early Language Listening and Oral Proficiency Assessment	✓			✓	Grades PreK-2	Paired interview	Language proficiency interview: Students scored on vocabulary, oral fluency, grammar, listening comprehension, communication strategies, cultural awareness	May be adapted to any language	Center for Applied Linguistics
ENIL	Evaluación del nivel independiente de lectura		✓		✓	Grades PreK-12	Individual conference	Comprehension (literature and informational text), foundational reading skills, range of reading & level of text complexity, vocabulary	Independent Reading Level Assessment (IRLA)	American Reading Company
FLOSEM	Stanford Foreign Language Oral Skills Evaluation Matrix	✓			✓	Grades PreK-12	Informal	Language proficiency observations: Students scored on comprehension, fluency, vocabulary, pronunciation, grammar	May be adapted to any language	California Foreign Language Project, Stanford, CA; adapted from SOLOM
Get Ready to Read!	Get Ready to Read! Revised		✓			Ages 3-5	Individual	Measures reading and writing readiness on a five-point scale; print knowledge, book knowledge, phonological awareness, phonics	Available in English	Pearson Assessment
IDEL	Indicadores dinámicos del éxito en la lectura		✓			Grades K-3	Individual	Letter naming fluency, phoneme segmentation, nonsense word fluency, oral reading fluency, oral retelling, fluency in word use	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	University of Oregon Institute for the Development of Educational Achievement
IPT-O	IDEA Oral Language Proficiency Test	✓			✓	Ages 3 to 5 (Pre-IPT), Grades K-6 (IPT I), Grades 7-12 (IPT II)	Individual	Vocabulary, comprehension, syntax, verbal expression	Parallel form in English	Ballard & Tighe
IPT-R&W	IDEA Reading and Writing Proficiency Test		✓		✓	Grades K-1 (Early Literacy), Grades 2-3 (IPT 1), Grades 4-6 (IPT 2), Grades 7-12 (IPT 3)	Group	Reading component: vocabulary, vocabulary in context, reading for understanding, reading for life skills, and language usage; Writing component: ability to generate writing that reflects common usage and academic grade-level standards	Parallel form in English	Ballard & Tighe

Abbreviation	Test Name	Oral Language	Reading/ Writing	Academic Subjects	Vocab-ulary	Grades or Age Group	Administration Format	Measures	Equivalent Assessment in English or Other Languages	Publisher
ISIP Español	Istation's Indicators of Progress - Español	✔	✔		✔	PreK-3	Individual, computerized	Vocabulary, listening comprehension, reading comprehension, phonological awareness & phonics, fluency, spelling & writing conventions	ISIP Early Reading	Istation
KeyLinks[6]	KeyLinks® en español: La conexión entre instrucción y evaluación		✔	✔	✔	Grades 1-12	Group	Academic achievement in reading/language arts and math	KeyLinks®: The Connection Between Instruction & Assessment™	Pearson Assessment
LAS Links	Language Assessment Scales Links	✔	✔		✔	Grades K-12	Individual or group	Oral language; pronunciation; Vocabulary, fluency, reading comprehension, mechanics & usage; writing	Available in English	CTB McGraw-Hill
Logramos	Logramos, 2nd Edition		✔	✔	✔	Grades K-12	Group	Vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts & estimation, math problem solving and data interpretation, math computation	Iowa Tests	Riverside Publishing
MN-SOLOM	Minnesota Modified Student Language Observation Matrix	✔			✔	Grades PreK-12	Informal	Language proficiency during oral interview or observation of natural language use; scored on academic comprehension, social comprehension, fluency, vocabulary, pronunciation, grammar	May be adapted to any language	SOLOM revised by Minnesota Department of Education
OLAI-2	Oral Language Acquisition Inventory, Second Edition	✔	✔			Grades PreK-6	Individual or small group	Phonemic awareness, print concepts, repeated sentences, story retelling and comprehension, learning behavior, expository reading and writing	Available in English	Pearson Assessment
PALS Español	Phonological Awareness Literacy Screening in Spanish		✔			Grades K-3	Group and individual	Phonological awareness, alphabet knowledge, letter-sound knowledge, concept of word, oral reading, phonemic awareness	Available in English	PALS Marketplace
PHAI	Prueba de Habilidades Académicas Iniciales	✔	✔	✔		Ages 4 to 7	Individual	Reading, writing, mathematics, spoken language; reveals early achievement in children at risk for school failure	Young Children's Achievement Test	ProEd Inc.

[6] No longer listed on Pearson website; older versions may still be in use.

Abbreviation	Test Name	Oral Language	Reading/ Writing	Academic Subjects	Vocab- ulary	Grades or Age Group	Administration Format	Measures	Equivalent Assessment in English or Other Languages	Publisher
PLS-5	Preschool Language Scales, Fifth Edition	✓			✓	Birth through 7 years	Individual	Auditory comprehension, expressive communication	Available in English	Pearson Assessment
PODER/ PUEDE	Prueba Óptima del Desarrollo del Español Realizado; Prueba Útil y Eficaz del Desarrollo de Español	✓	✓	✓		Available for Kindergarten, other grades in development	Individual for K, group for other grades; Speaking is individual, computerized	Academic Spanish proficiency in listening/speaking, reading, and writing; uses expository and narrative story lines	No English Equivalent	World-Class Instructional Design and Assessment (WIDA)
Pre-LAS	Pre-LAS 2000	✓	✓		✓	Grades PreK-1	Individual	Oral language component: listening comprehension, expressive vocabulary, expressive skills in syntax, semantics, morphology; pre-literacy component: receptive and expressive literacy skills in reading and writing	Available in English	CTB McGraw-Hill
ROWPVT-4, EOWPVT-4	Receptive and Expressive One-Word Picture Vocabulary Tests, Fourth Edition				✓	Age 2 to adult	Individual	Receptive and expressive vocabulary	Available in English	Pearson Assessment
SABE/2	Spanish Assessment of Basic Education, Second Edition		✓	✓	✓	Grades 1-8	Group	Reading, language, mathematics, spelling	No English equivalent	CBT/McGraw Hill
SEL	Sistema de evaluación de la lectura		✓		✓	Grades K-2	Individual	Decoding, fluency, vocabulary, and comprehension	Fountas & Pinnell Benchmark Assessment System	Heinemann
SSLP	Stanford Spanish Language Proficiency Test	✓	✓		✓	Grades PreK-12	Group and individual	Listening, writing conventions, reading, writing, speaking	Stanford English Language Proficiency Test (ELP)	Pearson Assessment
SOLOM	Student Oral Language Observation Matrix	✓			✓	Grades PreK-12	Informal	Language proficiency during oral interview or observation of natural language use: Scored on comprehension, fluency, vocabulary, pronunciation, grammar	May be adapted to any language	San Jose Area Bilingual Consortium, revised by California Dep't. of Education
SOPA	Student Oral Proficiency Assessment	✓			✓	Grades 2-8	Paired interview	Language proficiency interview: Scored on vocabulary, oral fluency, grammar, listening comprehension	May be adapted to any language	Center for Applied Linguistics

Abbreviation	Test Name	Oral Language	Reading/ Writing	Academic Subjects	Vocab-ulary	Grades or Age Group	Administration Format	Measures	Equivalent Assessment in English or Other Languages	Publisher
SRI	Scholastic Reading Inventory – Print Version		✓			Grades 1-12	Group	Reading comprehension	Available in English	Scholastic
SSALD	Cambridge Step by Step Assessment to Language Dominance	✓	✓		✓	Grades K-8	Individual	Oral language interview; reading comprehension; directed writing sample; affective, social, cognitive student profile checklist	Also available in English and Portuguese	Cambridge (Mass.) Public Schools
STAMP	Standards-based Measurement of Proficiency	✓	✓			Grade 3 to adult	Individual, computerized	Reading, writing, listening, speaking	Also available in Arabic, Chinese, French, and Japanese	Avant Assessment
STAR	STAR Reading Spanish		✓			Grades 1-5	Individual, computerized	Reading Skills	STAR Assessments	Renaissance Learning
SUPERA	SUPERA		✓	✓	✓	Grades 1-10	Group	Evaluaciones esenciales: selected response tests in reading/language arts and math; Evaluaciones múltiples: selected and open ended response tests in reading/language arts and math; SUPERA Plus: word analysis, vocabulary, language mechanics, spelling, and mathematics computation	TerraNova, Second Edition (CAT/6)	CTB McGraw-Hill
TELD-3:S	Test of Early Language Development – Third Edition: Spanish	✓			✓	Ages 2 to 7	Individual	Receptive and expressive language	Test of Early Language Development – Third Edition	ProEd Inc.
TPAS	Test of Phonological Awareness in Spanish	✓				Ages 4 to 10	Individual	Phonological awareness measured through four subtests: initial sounds, final sounds, rhyming words, deletion	No English equivalent	Pearson Assessment
TVIP	Test de vocabulario en imágenes Peabody				✓	Ages 2 to 17	Individual	Receptive vocabulary	Peabody Picture Vocabulary Test (PPVT 4)	Pearson Assessment
WMLS-R	Woodcock-Muñoz Language Survey– Revised	✓	✓		✓	Age 2 to adult	Individual	Picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, passage comprehension	Available in English	Riverside Publishing