

# UISD Dual Language Program



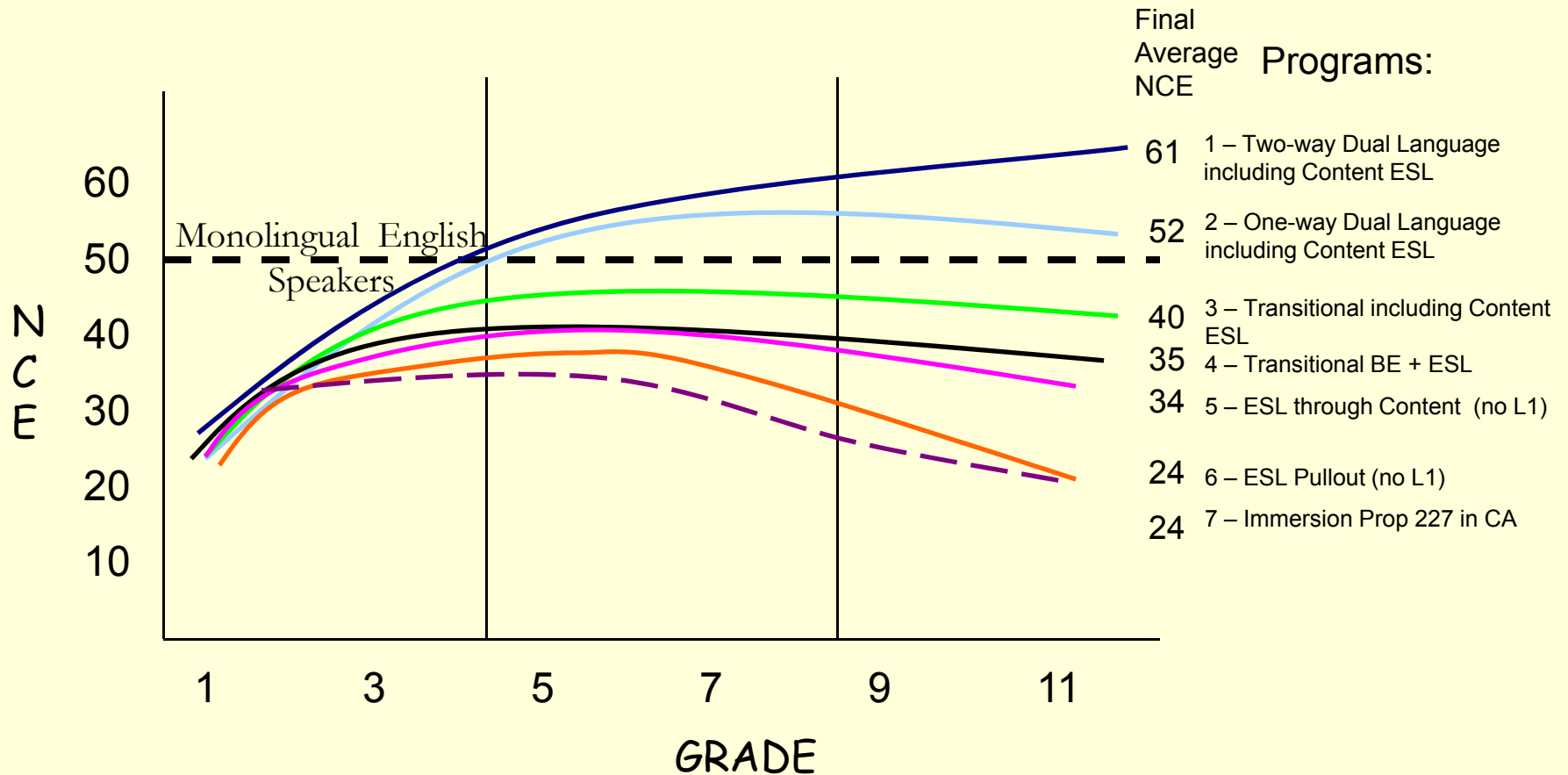
January 2010

# Agenda / Agenda

- **Research on Dual Language Education Programs**  
**Investigación sobre Programas de Educación en Dos Lenguajes**
- **UISD Dual Language Program and Goals**  
**UISD Programa de Dos Lenguajes y sus Metas**
- **UISD Dual Language Program TAKS Data**  
**UISD Resultados del TAKS para el Programa de Dos Lenguajes**
- **Characteristics and Benefits**  
**Características y Beneficios**
- **Questions – Preguntas**



# English Learners' Long Term Achievement Normal Curve Equivalents



School Effectiveness for ELLs  
Wayne P. Thomas & Virginia P. Collier, 2004

# DL Demographics / Demografía

Campuses / Planteles	Students / Estudiantes	Grade Levels / Niveles Académicos	Instructional Programs / Programas Educativos
Col. Santos 2002	253	Kinder – 5 <sup>th</sup>	Regular - Dual Language - Early Transition
Kazen 2002	149	Kinder – 5 <sup>th</sup>	Regular - Dual Language - Early Transition
Zaffirini 2002	186	Kinder – 5 <sup>th</sup>	Regular - Dual Language - Early Transition
Killam 2008	135	Kinder – 5 <sup>th</sup>	Regular - Dual Language - Early Transition
Ruiz 2009	128	Kinder – 2 <sup>nd</sup>	Regular - Dual Language - Early Transition
United Middle 2007	96	6 <sup>th</sup> – 8 <sup>th</sup>	Regular Dual Language English as a Second Language
Washington Middle 2007	46	6 <sup>th</sup> – 8 <sup>th</sup>	Regular Dual Language English as a Second Language
Gonzalez Middle 2007	90	6 <sup>th</sup> – 8 <sup>th</sup>	Regular Dual Language English as a Second Language
2010 - 2011	1,173	Will add 9 <sup>th</sup> at UHS, AHS and USHS	

# DL Program Goals/Metas del Programa

- To develop high levels of the native language plus an additional language
- To foster high Academic Achievement at or above grade level
- To create and instill positive Cross Cultural Attitudes towards others
- To advocate the belief that bilingualism / multilingualism is an asset
- Para desarrollar altos niveles del idioma natal más un idioma adicional
- Para promover el alto logro académico en o sobre el nivel de grado educacional
- Para crear e inculcar actitudes interculturales positivas hacia otros
- Para abogar la creencia que el bilingüismo y el multilingüismo es una ventaja



# Selection Criteria/ Criterios de selección

## ■ Student Selection

1. *Students enter in Kindergarten*
2. *Parent Commitment*

## ■ Teacher Selection

1. *Bilingual Certified teachers for primary grades*
2. *Bilingual or ESL Certified for upper grades*



## ■ Selección del estudiante

1. *Los estudiantes entran en kinder*
2. *Compromiso del los Padres*

## ■ Selección del maestro/a

1. *Maestros certificados en educación bilingüe para los grados primarios*
2. *Maestros certificados en educación bilingüe o para enseñar inglés como segundo idioma en los grados superiores*

# UISD Dual Language Program



	Kinder	First	<u>Second</u>	Third	Fourth/Fifth
Spanish	English Language Arts Math ← <b>All</b> ESL	English Language Arts Math ESL	*English Language Arts Math ESL	*English Language Arts Math Science ESL	*English Language Arts Math Science ESL
	Spanish Language Arts Science ← <b>All</b> Social Studies SSL	Spanish Language Arts Science Social Studies SSL	*Spanish Language Arts Science Social Studies SSL	*Spanish Language Arts Social Studies SSL	*Spanish Language Arts Social Studies SSL
					English

\* Formal reading in target language begins in 2<sup>nd</sup> and is carried out through 5<sup>th</sup>.

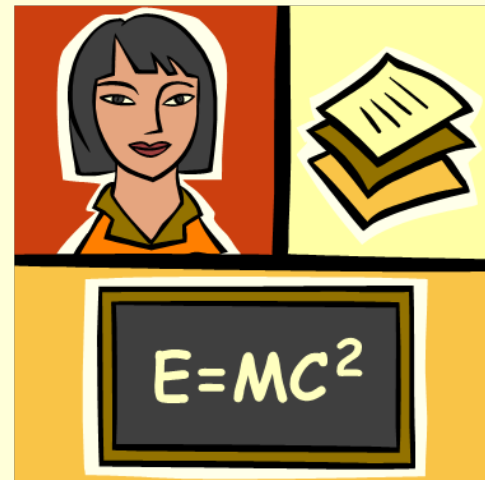
# Teacher Perspectives / Perspectiva de los maestros



Deana Locklear and  
Martha Villarreal –  
teachers at Col.  
Santos Benavides  
Elementary



Deana Locklear y  
Martha Villarreal –  
maestras en Col.  
Santos Benavides  
Elementary



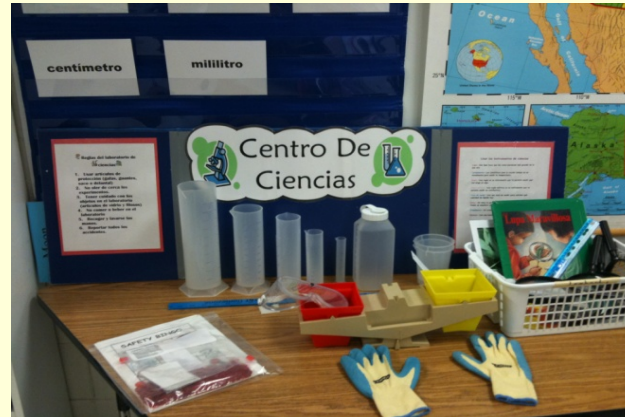
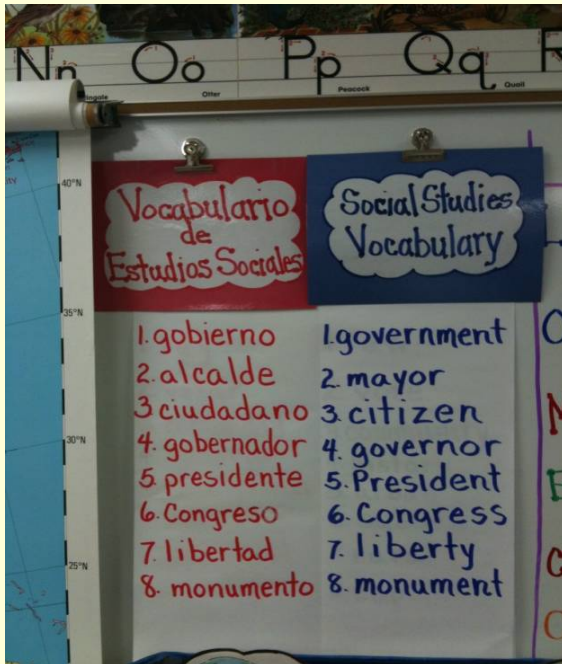
# Characteristics for Elementary DL/ Características de la primaria

## ■ Sheltered Instruction

*Strategies that integrate language and content through instruction*

## • Instrucción

*Estrategias que integran lenguaje y contenido en la instrucción*



# Characteristics for Elementary DL/ Características de la primaria



## Cooperative Learning

*Bilingual Pairs*

*Cooperative Groups*

- Aprendizaje cooperativo  
*Pares bilingües*  
*Grupos cooperativos*

\*



\* Please stop video at 2:00 mark.

# Accessing the World/ El acceso al mundo



Knowing English will give you access to 18 countries:

Australia, Belize, Canada, Caribbean, Hong Kong (SAR), India, Indonesia, Ireland, Jamaica, Malaysia, New Zealand, Philippines, Singapore, South Africa, Trinidad & Tobago, United Kingdom, United States, & Zimbabwe.

Knowing Spanish will give you access to an additional 19 countries:

Argentina, Bolivia, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay & Venezuela.

**Knowing both English and Spanish will give you access to 37 countries and give you a strong Latin Base to learn French and Italian.**

# Student Perspective/Perspectiva de un estudiante

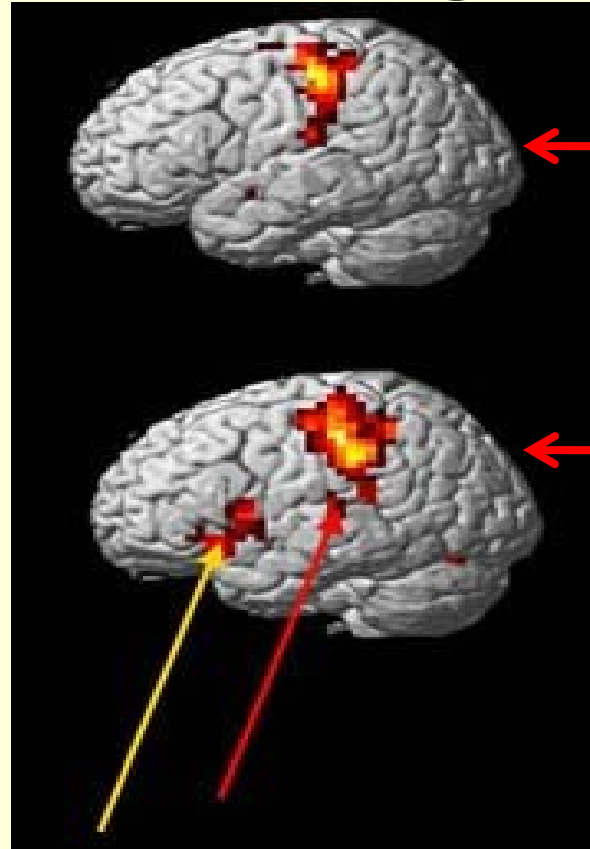


Steven Madsen –  
student at Col.  
Santos Benavides  
Elementary  
explaining why he  
believes being  
bilingual is  
important (after  
2 years in the  
program)



- Steven Madsen –  
estudiante de la  
primaria Col. Santos  
Benavides  
explicando porque  
él cree que es  
importante ser  
bilingüe (después  
de 2 años en el  
programa)

# Brain Research/Investigación del cerebro



Monolingual brain/  
Cerebro monolingüe

Bilingual brain/  
Cerebro bilingüe

Source:

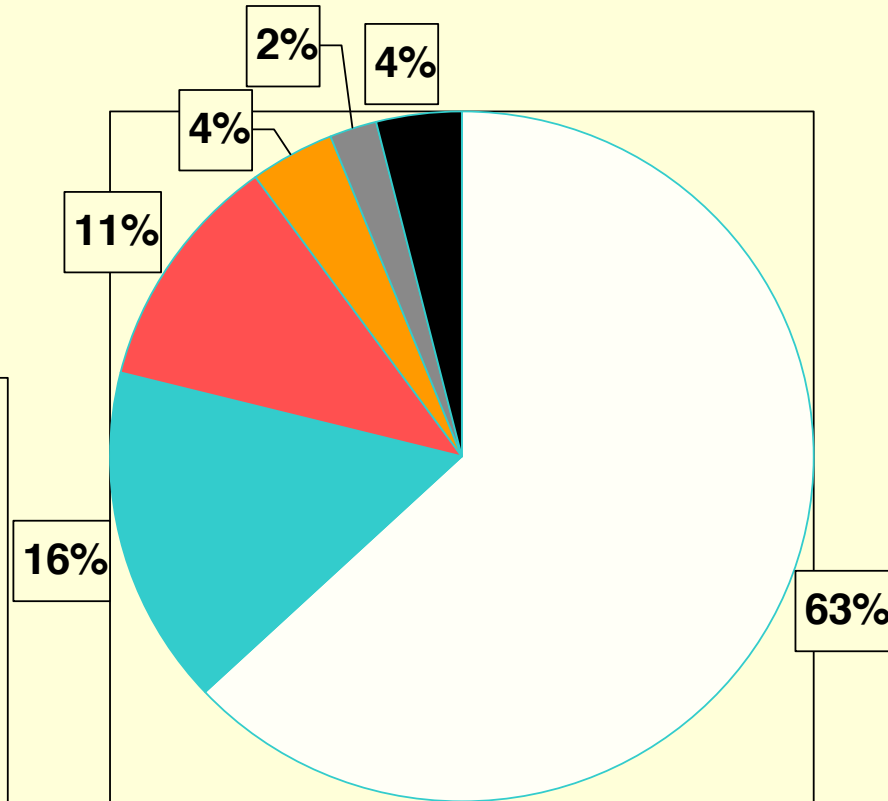
[www.innovations-report.com/.../report-8099.html](http://www.innovations-report.com/.../report-8099.html)

- Bilingual brains react to words differently than monolingual brains.

- Los cerebros bilingües reaccionan a las palabras diferente que los cerebros monolingües.

# Second Language of Business

What executives of the USA's 1,000 largest companies say is the most valuable second language in business:



Source: Accountemps By Cindy Hall and Marcy E. Mullins, USA TODAY

# Parents' Perspective/ Perspectiva de los padres



Mrs. Barrera and Mrs. Salazar share their experiences about having their children in the Dual Language program.



Mrs. Barrera y Mrs. Salazar comparten sus experiencias de tener a sus hijos en el programa de dos lenguajes.





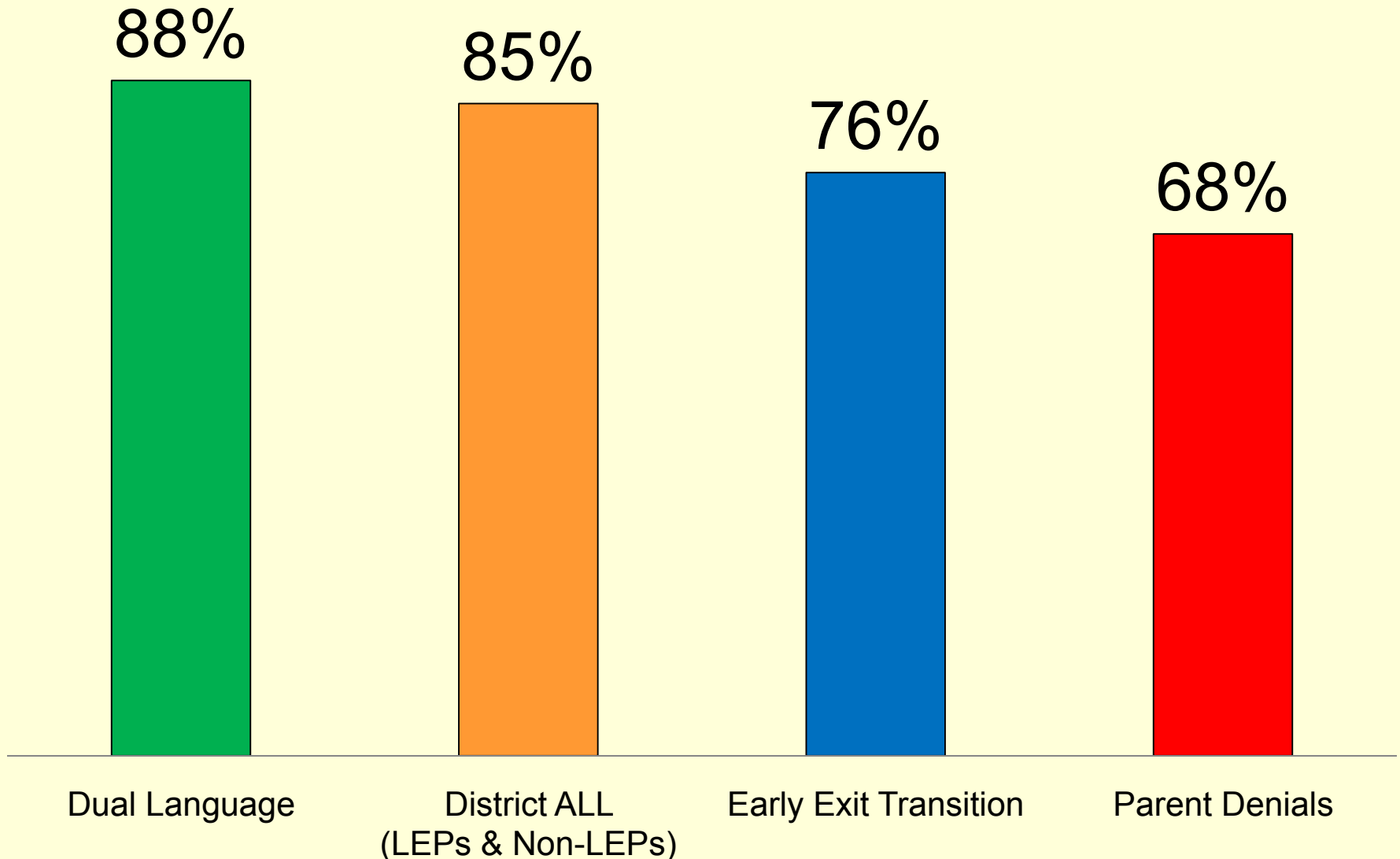
# UISD Bilingual Program Data

Source: Texas Education Agency  
AEIS Report 2009/ IRIS/ AEIS-IT 2008

**LEP Student Passing Rate  
TAKS/TAKS-A  
(District/Dual Language/Early  
Exit/Parent Denial)**

# Reading

## TAKS/ TAKS-A LEP Met 2009 Standard



Source: AEIS Report 2008-2009/ IRIS/ AEIS-IT 2008

# Mathematics

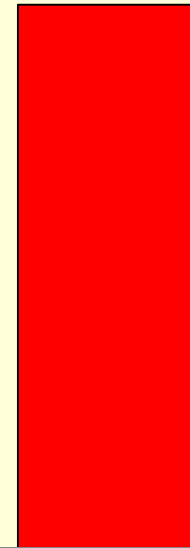
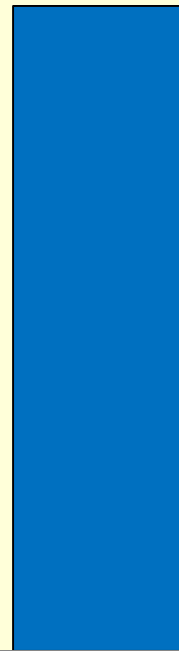
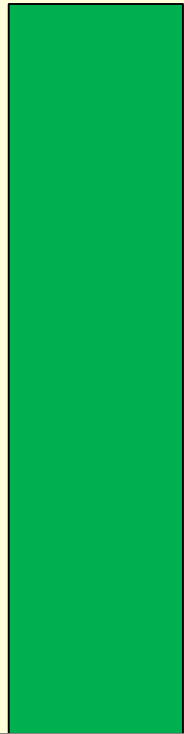
TAKS/ TAKS-A LEP Met 2009 Standard

86%

77%

76%

64%



Dual Language

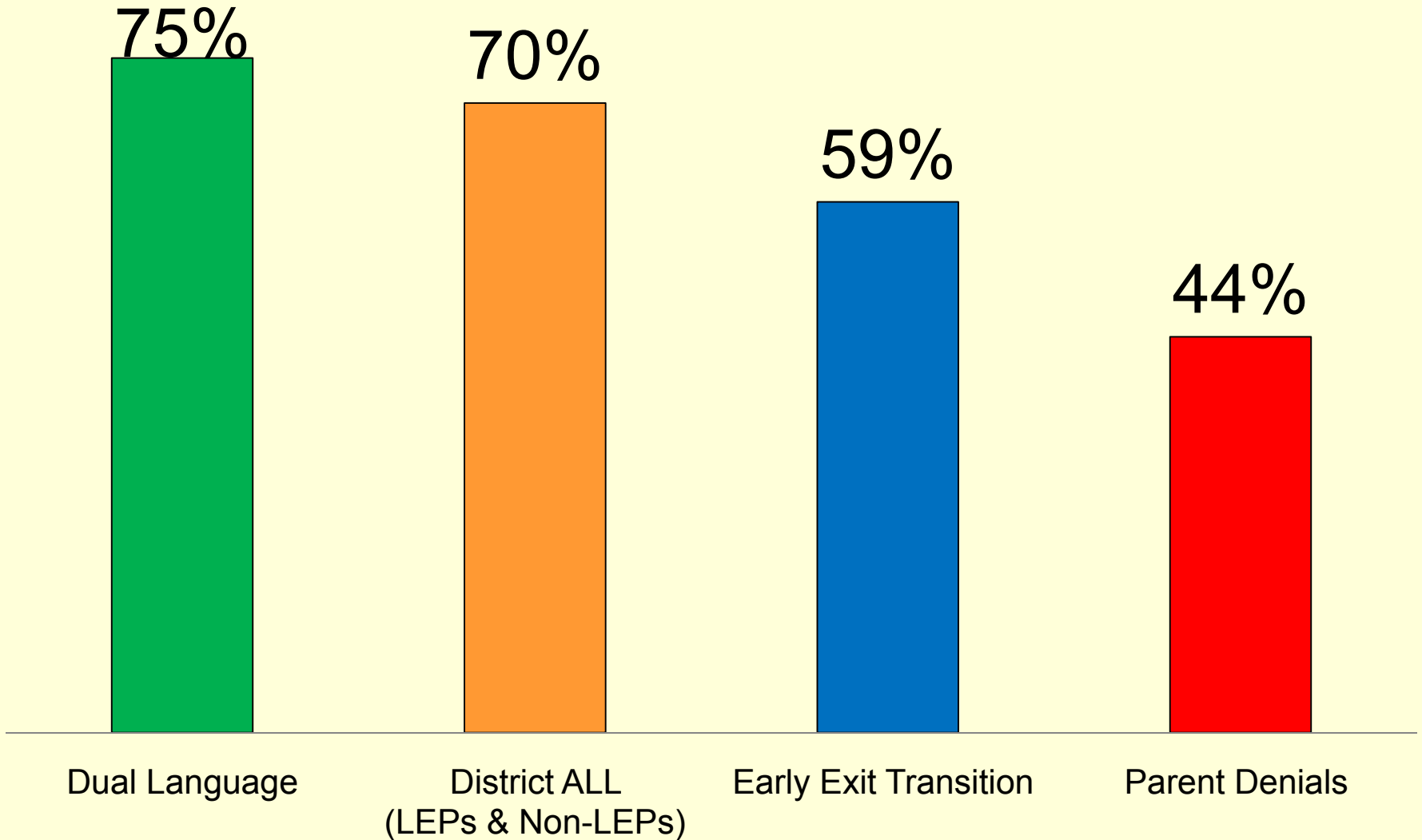
District ALL  
(LEPs & Non-LEPs)

Early Exit Transition

Parent Denials

# Science

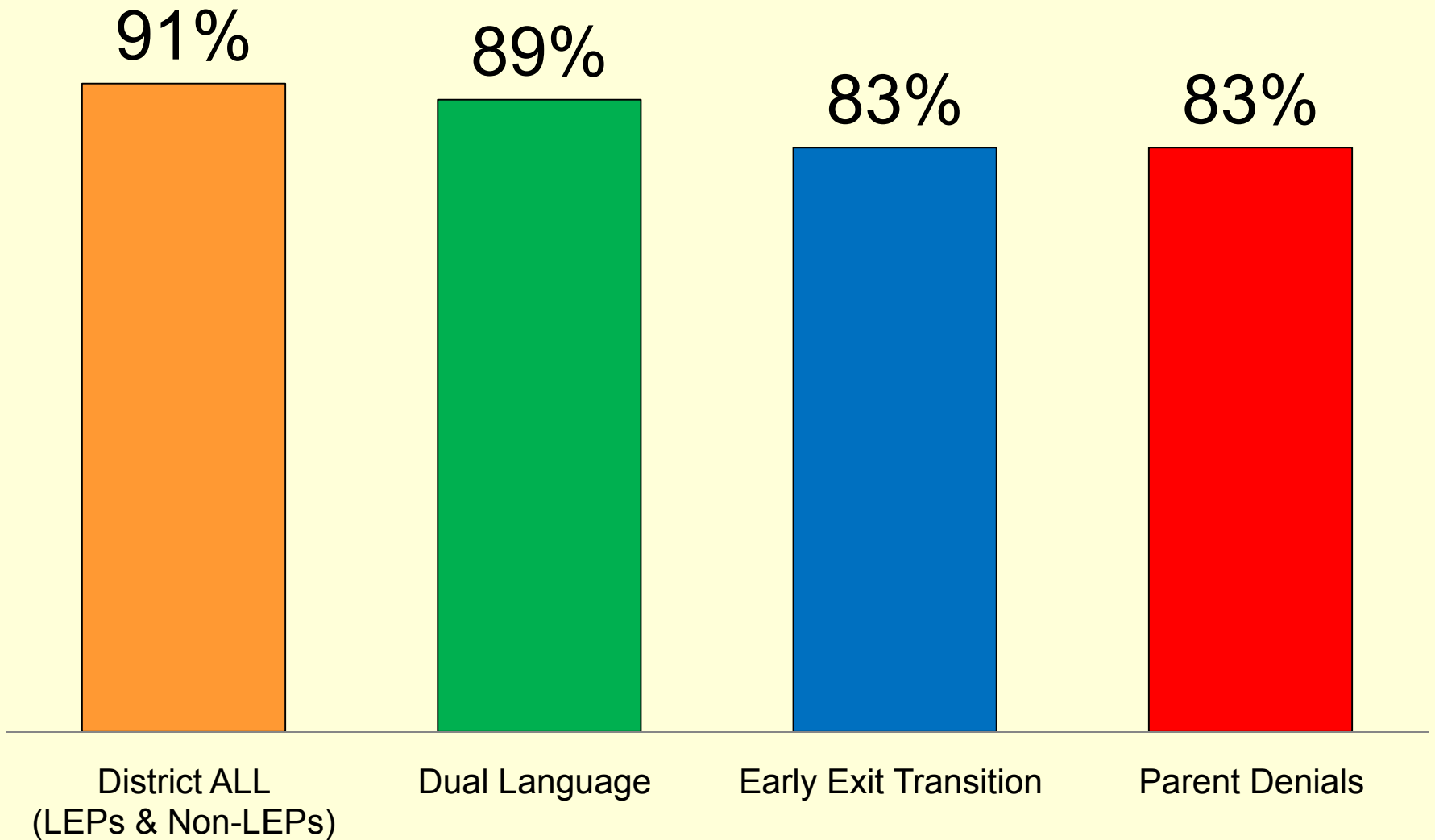
## TAKS/ TAKS-A LEP Met 2009 Standard



Source: AEIS Report 2008-2009/ IRIS/ AEIS-IT 2008

# Writing

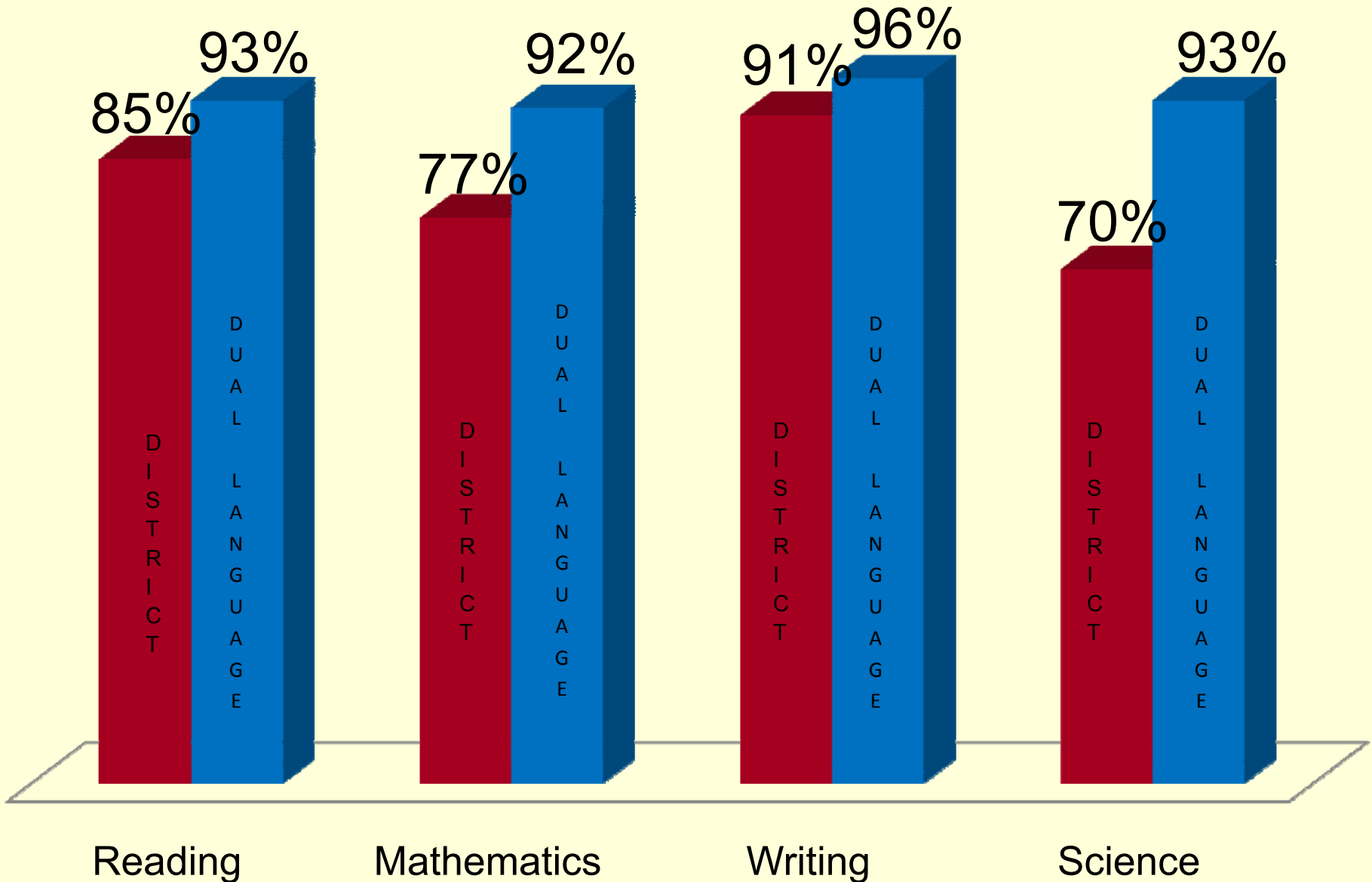
## TAKS/ TAKS-A LEP Met 2009 Standard



Source: AEIS Report 2008-2009/ IRIS/ AEIS-IT 2008

**ALL STUDENTS**  
**(LEP & Non-LEP Students)**  
**Passing Rate**  
**on TAKS/TAKS-A**  
**(District/ Dual Language)**

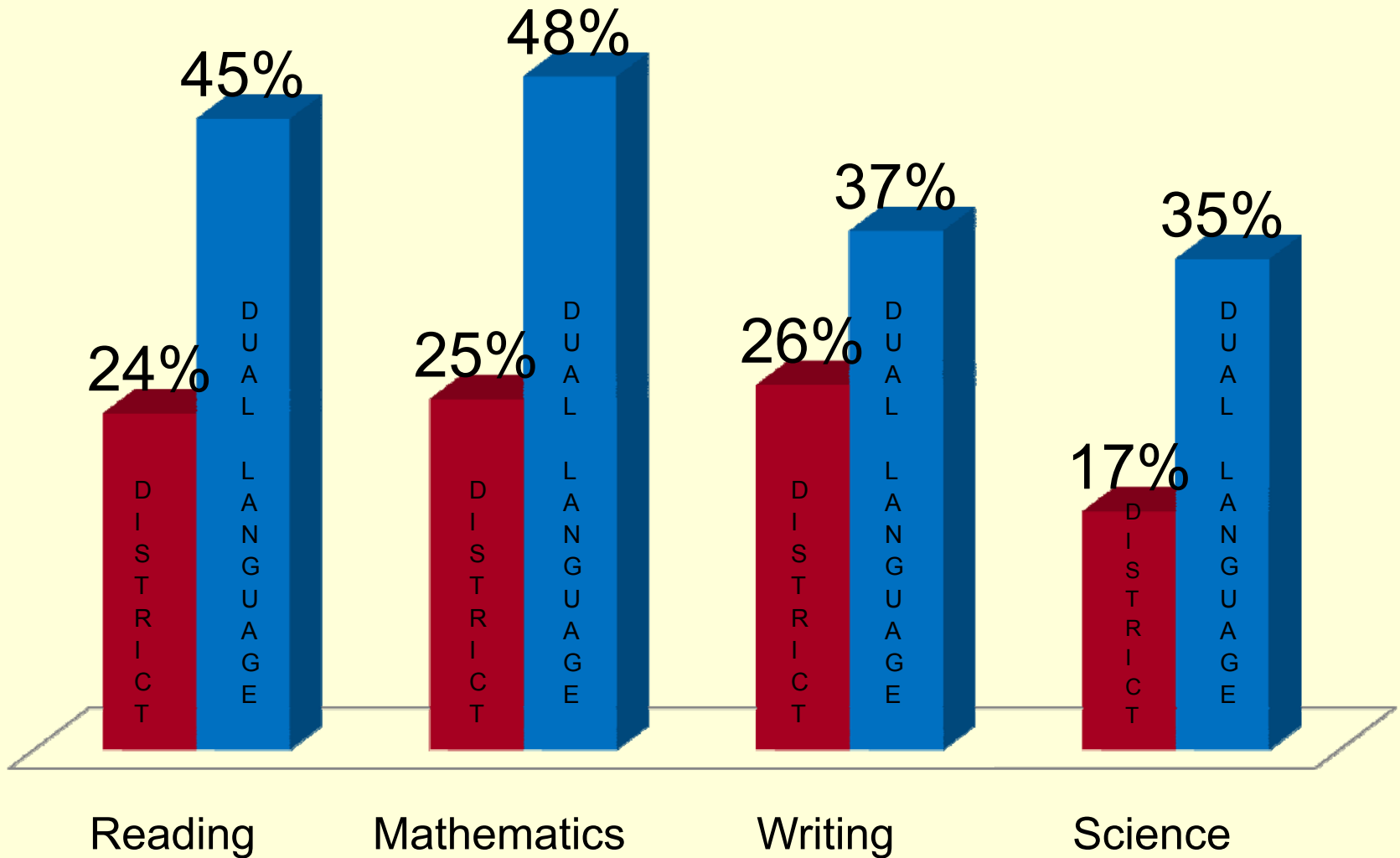
# AEIS 2008-2009 TAKS/TAKS-A Comparison



Source: AEIS Report 2008-2009/ IRIS/ AEIS-IT 2008

**ALL STUDENTS**  
**(LEP & Non-LEP Students)**  
**Commended Performance**  
**on TAKS/TAKS-A**  
**(District/ Dual Language)**

# AEIS 2008-2009 TAKS/TAKS-A Commended Performance



Source: AEIS Report 2008-2009 & AEIS-IT 2008



# DL Benefits / Ventajas



- ❖ Native Language and Cultural Development as a Right and appreciation and respect of one's own language and culture
- ❖ Both English and Spanish valued equally
- ❖ Bilingualism for both Spanish and English speakers
- ❖ Not remedial, but Enrichment and challenging—additive

- ❖ Idioma natal y desarrollo cultural como derecho y aprecio y respeto de su idioma y de su cultura natal
- ❖ Inglés y español valorado igualmente
- ❖ Bilingüismo para estudiantes que hablan inglés o español
- ❖ No es correctivo sino de un nivel de enriquecimiento



# DL Benefits / Ventajas



- ❖ Cognitive advantages for future learning (future academic success)
- ❖ Could eliminate additional costs of foreign language college courses
- ❖ Economic advantages (job opportunities, NAFTA, global market)

- ❖ Ventajas cognitivas para futuro aprendizaje (éxito académico del futuro)
- ❖ Podría eliminar costos adicionales de cursos universitarios en lenguas foráneas
- ❖ Ventajas económicas (oportunidades de trabajo, NAFTA, mercado global)

**If you are interested in providing this learning opportunity for your child, please see your campus representatives. Only 44 kinder students per campus will be able to participate on a first come first serve basis.**

**Si le interesa proveerle esta oportunidad de aprendizaje a su hijo/a, favor de comunicarse con los representantes de su escuela. Únicamente 44 estudiantes de kínder en cada escuela podrán participar en base de ser los primeros al registrarse.**

# In conclusion/En conclusión



A few words from  
Dr. Ray Keck,  
President of Texas  
A&M International  
University

- Dr. Ray Keck,  
presidente de la  
Universidad  
Internacional de  
Texas A&M responde  
sobre este programa.



Contact Information/Para Mas Información:  
Bilingual/ESL/Dual/Foreign Language Department  
473-2113