



Dual Language Program Update

School Board Work Session
May 26, 2022





Essential Questions

- What are the **key characteristics** of our ACPS Dual Language programs?
- What type of **program support** is provided to our dual language programs?
- What is the **status of expansion** to Middle School and our **next steps** for dual language education?





Background

- Spanish Dual Language Program is currently implemented in grades **K-7** in **four schools**
- **Distinct** program **models** and **populations** served
- Same Dual Language Program **goals**:
 - Academic achievement
 - Bilingualism and biliteracy
 - Socio-cultural competence





Background

Elementary Dual Language Programs

John Adams Elementary School

- Grades K-1 70/30, Grades 2-5 50/50

Mount Vernon Community School

- Grades K-5 50/50

Middle School Dual Language Programs

Francis C. Hammond and George Washington Middle Schools

- Spanish Language Arts
- Social Studies in Spanish

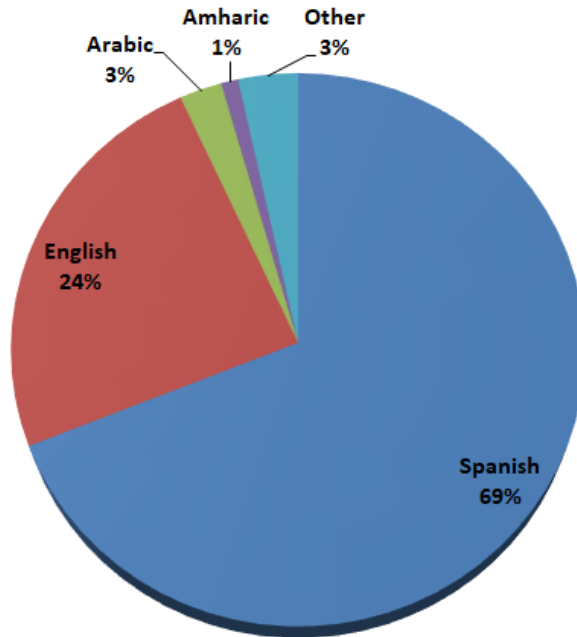
ELs and former ELs in ACPS Dual Language Program:

- JAES: 68%
- MVCS: 49%
- FCH: 83%
- GW: 63%

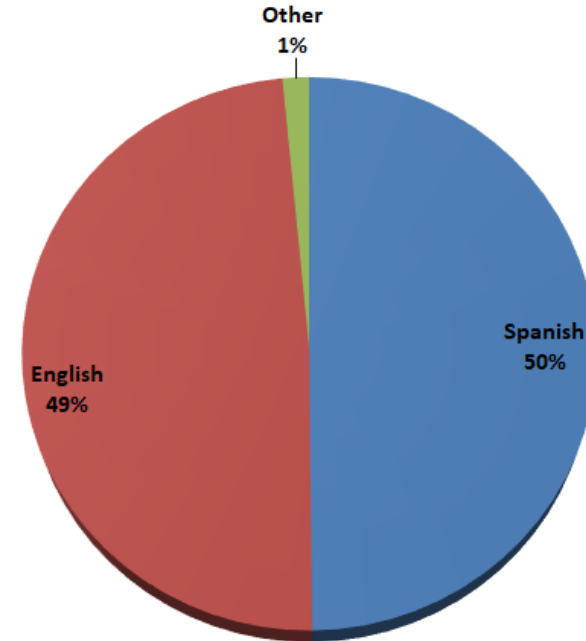


Background

DL: John Adams Elementary School



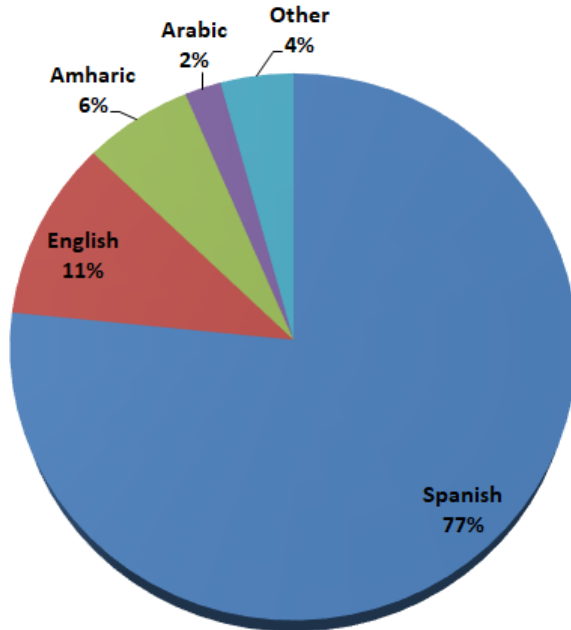
DL: Mount Vernon Community School



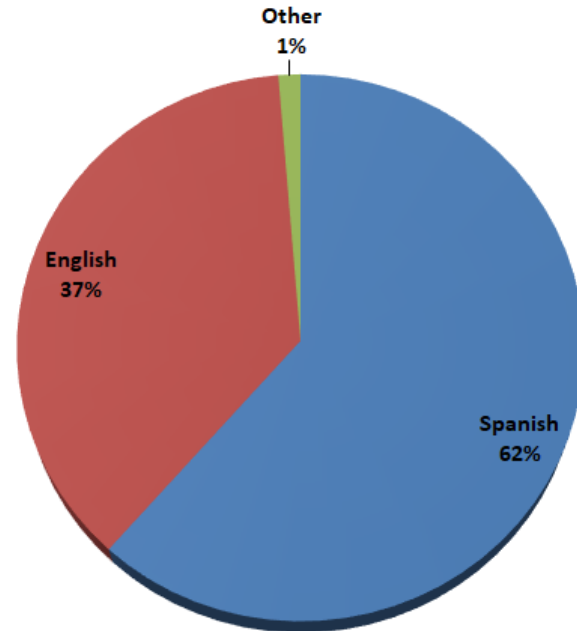


Background

DL: Francis C. Hammond Middle School



DL: George Washington Middle School





Program Support

School Year 2014 - 2015



Created Division
Coordinator position

Established
Leadership
Committee and
developed 5 year
strategic plan

Transitioned MVCS
to whole-school



Program Support

Accountability

Curriculum

Family and
Community

Program
Structure

Staff Quality
and Professional
Learning



Benefits of the Bilingual Brain

- Superior executive functioning
- Improved cognition, attention span, and memory
- Skilled at switching between two different tasks
- Increased problem-solving and conflict management skills
- Enhanced communication skills
- Increased career opportunities
- Greater open-mindedness





Elementary Programs

- **John Adams Elementary School's Language Allocation Plan**
 - Spanish Grades K-1 (70/30): Spanish Language Arts, Math, Social Studies, Science
 - Spanish Grades 2-5 (50-50): Science, Math, Spanish Language Arts*

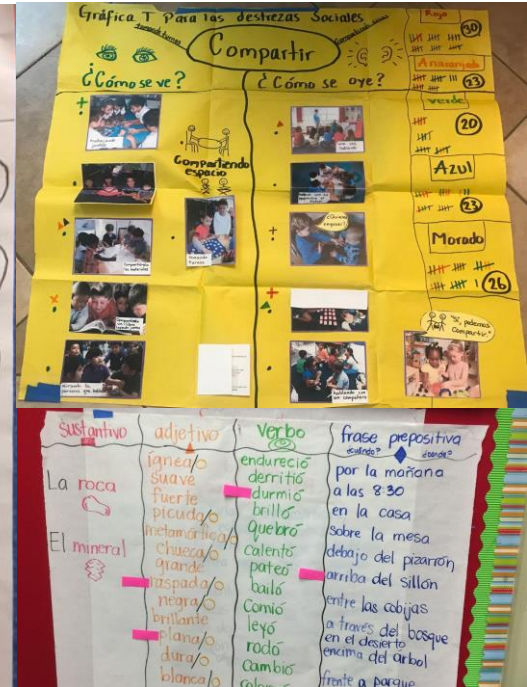
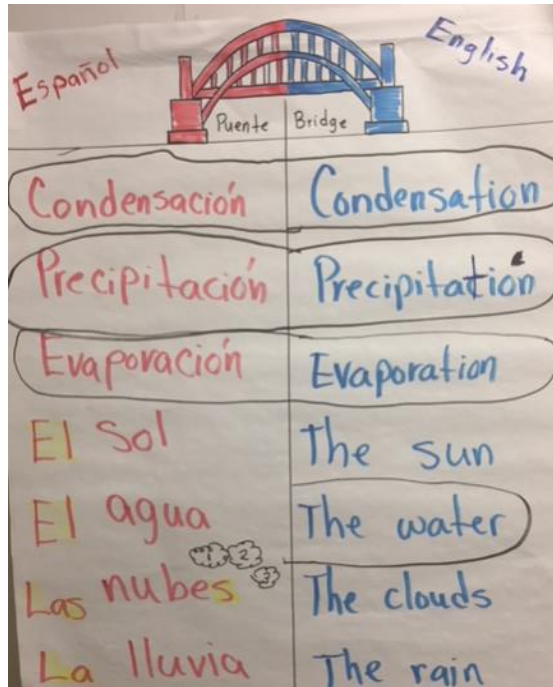
- **Mount Vernon Elementary School's Language Allocation Plan**
 - Spanish Grades K-5 (50/50): Science, Math, Spanish Language Arts*

**To begin in grades 3-5 in SY22-23*



Elementary Instructional Approaches & Strategies

- Project GLAD
- Bridging
- Translanguaging





Elementary Assessments

- The STAMP Assessment SY21-22:
 - Adaptive Spanish language proficiency assessment
 - Listening, speaking, reading, and writing
 - Administered to 5th grade students
 - Results inform curriculum and program refinements
- Virginia SOLs

¿Qué tiempo hace?

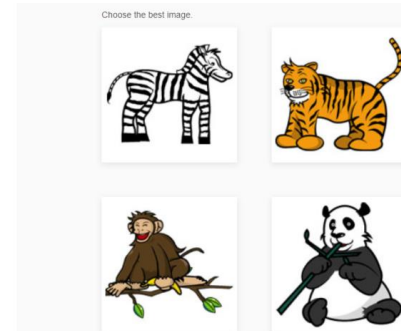


Choose the best answer.

Llueve.
Hace sol.
Hace viento.
Nieva.



Me gusta el animal grande. Tiene rayas negras y blancas y corre muy rápido como un caballo. ¿Qué es?





Expansion to Middle School

- Dual language is **currently** being **implemented** in **grades 6** and **7**.
- Program will **expand** to **grade 8** in SY22-23.
- Summer 2022 curriculum projects:
 - Development of **8th grade Spanish Language Arts** and **Civics** curricula
 - Curriculum **revisions** for **grades 6** and **7**



Expansion to Middle School

FTE Allocations

	FY 21	FY 22	FY 23	FY 24 (Projected)	Total (FY 21-23)
DL Spanish Language Arts	1.0	2.0	1.0	(1.0)	4.0
DL Social Studies	2.0	1.0	1.0	(1.0)	4.0
DL Coach	-	-	1.0	-	1.0
Total (FY 21 - 23)	3.0	3.0	3.0	(2.0)	9.0



Expansion to Middle School: Curriculum Alignment Example

U.S. History I



- **Early Cultures in North America**
- **Big Ideas:**
 - Understand and interpret information by analyzing artifacts to understand the past and using maps to identify key features of North American geography and how they shaped the development of history.
 - Demonstrate knowledge of the relationship among people, places, and environments by explaining how American Indian cultures in North America adapted to their environments.
- **Key Vocabulary:**
 - Geographic regions
 - Archaeology
 - Artifacts
 - Adaption
 - Natural resources
 - Human resources
 - Capital Resources

Spanish Language Arts I

- **Early cultures in Spanish Speaking Countries (e.g. Mayans)**
- **Big Idea:**
 - Demonstrate knowledge of the relationship among people, places, and environments by explaining how early culture(s) in Spanish speaking countries adapted to their environments
 - Geography of Spanish Speaking Countries - Using maps to identify key features of Spanish speaking countries
- **Key Vocabulary:**
 - Archaeology
 - Artifacts
 - Adaption
 - Natural resources - Weather, describing places
 - Human resources - Describing people
 - Capital Resources - Numbers
- **Grammar:**
 - Present tense of regular verbs



Expansion to Middle School: Curriculum Alignment Example

English Language Arts Grade 6

- **Big Ideas:**
 - How do people cope with change?
 - How can we use narrative to communicate ideas and insights about human experience?
- **Adapating to New Situations: Interpreting and Creating Fiction and Non-Narrative Fiction**
 - Narrative structure
 - Setting
 - Plot structure
 - Character
 - Conflict/Resolution
 - Theme
 - Characterization
 - Adapt
 - Dialogue



Spanish Language Arts I

- **Interpreting and Creating Fiction and Non-Narrative Fiction**
 - Parts of speech
 - Types of simple sentences and questions
 - Structure of a paragraph
 - Narrative structure
 - Setting
 - Plot structure
 - Character
 - Conflict/Resolution
 - Theme
 - Characterization
 - Adapt
 - Dialogue
 - Describing people, places and things
 - Identifying main idea and supporting details
 - Inferences



Next Steps for Dual Language

Apply Center for Applied Linguistics **findings** and **recommendations** to **drive development** of vertically aligned K-12 framework

Enhance Spanish language development in grades 3-5, with a focus on **Spanish Language Arts (SLA) implementation**

Support professional learning communities, **strategic scheduling**, and **best practices** for grades 6-8 dual language education

Expand Dual Language Program at John Adams Elementary School



Questions?

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Dr. Bethany Nickerson, Executive Director, Office of English Learner Services
Jennifer Hamilton, Assistant Principal, Dual Language Program Coordinator



Superintendent

Dr. Gregory C. Hutchings, Jr.

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