



Bilingual ESL Programs

Dual Language

By Teresa Taylor

Denton ISD ESL Programs

Elementary

- Pull-Out Program
- Content-Based Program

Middle Schools

- ESL Reading & English
- Sheltered Instruction

High Schools

- ESOL I and ESOL II
- ESL support classes
- Newcomer's Program at Guyer High School
- Sheltered Courses for all Content Areas
- English Language Learning Center

Denton ISD Bilingual Programs

Bilingual
Education
Programs

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graph LR; A[Bilingual Education Programs] --> B[Transitional]; A --> C[Dual Language]; C --> D[Two-Way]; C --> E[One-Way]; B --- B1[9 Elementary Campuses & 1 Early Childhood Center]; D --- D1[Wilson Elementary]; E --- E1[Researched Programs];
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Transitional

9 Elementary Campuses
&
1 Early Childhood Center

Dual Language

Two-Way

Wilson Elementary

One-Way

Researched Programs

Bilingual, Biliterate, & Bicultural

WILSON ELEMENTARY

Two-Way Dual Language
4th Year of Implementation



Wilson's Instructional Model

K-1st

Reading & Language Arts in Native Language

**Math: English
Differentiated Instruction**

**Science/Social Studies: Spanish
Differentiated Instruction**

Specials—Music/PE: English

2nd-5th

Reading & Language Arts: Both Languages

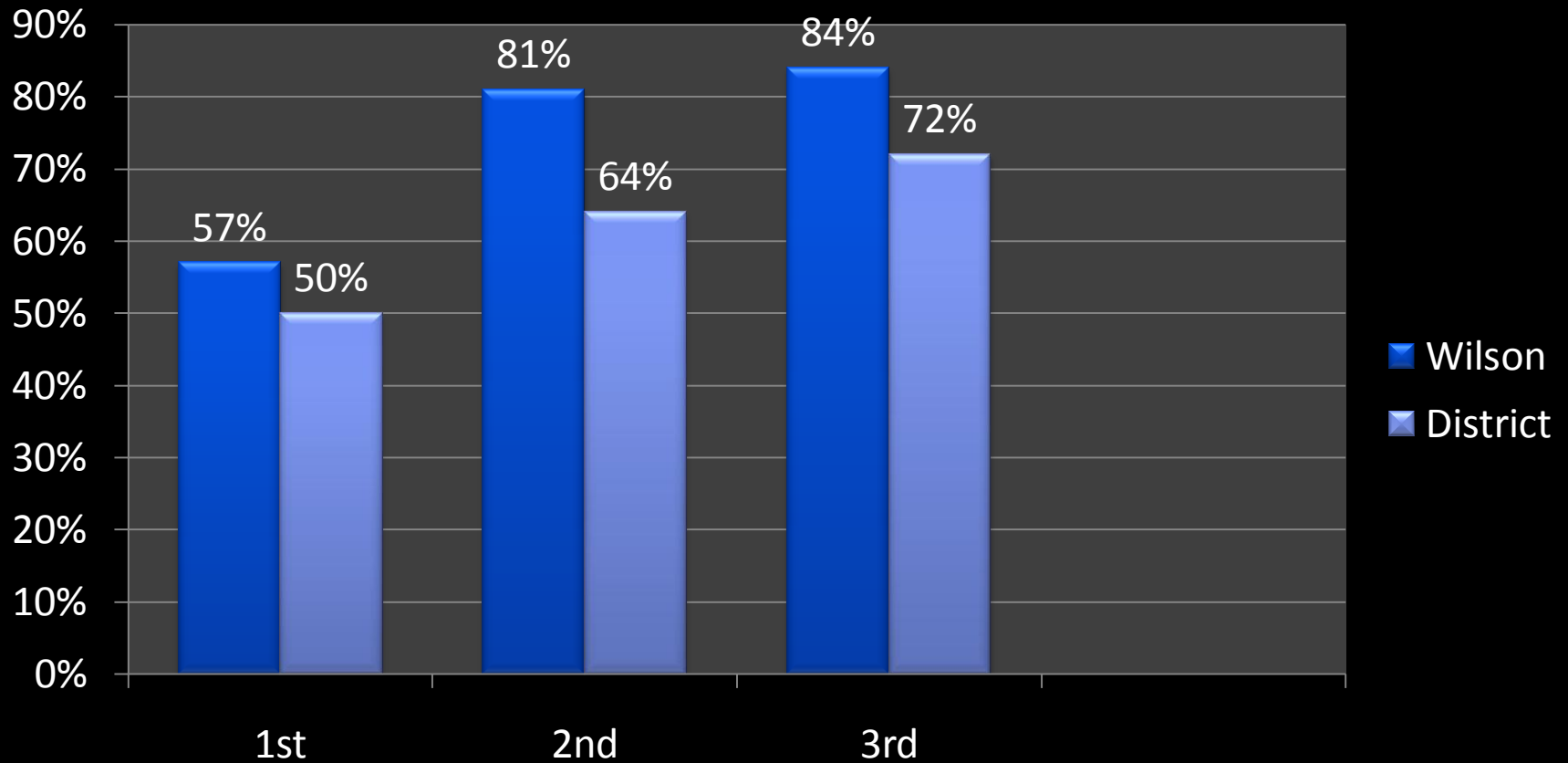
**Mathematics: English
Differentiated Instruction
Vocabulary Enrichment 3rd-5th**

**Science/Social Studies
Differentiated Instruction
Vocabulary Enrichment 3rd-5th**

Specials— Music/PE: English

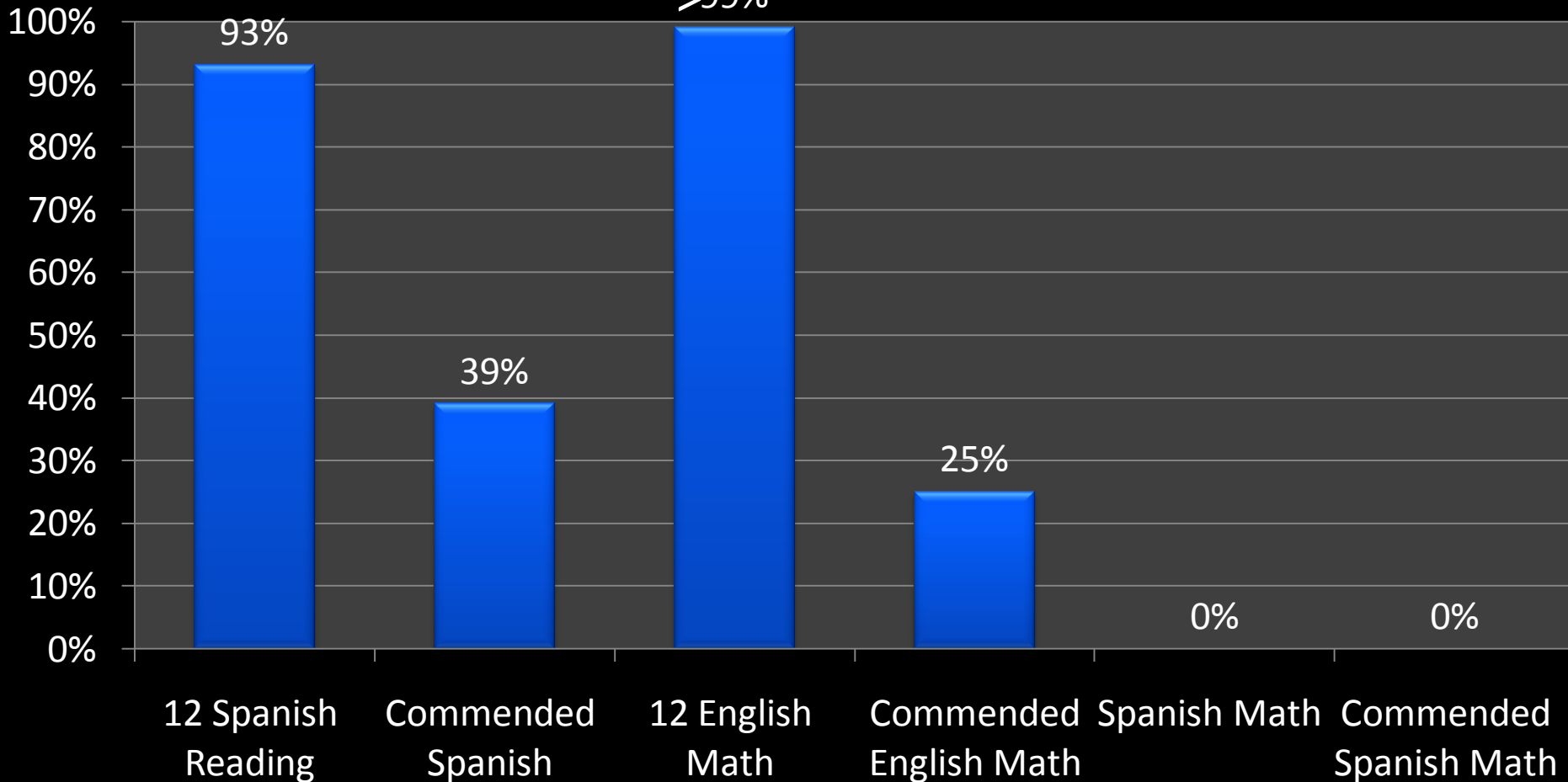
WILSON: 1st-3rd BILINGUAL TELPAS RESULTS

Progressed at Least One Proficiency Level From 2009-2010



WILSON: 3rd GRADE BILINGUAL TAKS PRELIMINARY RESULTS

13 Bilingual Students
TAKS Passing Rate

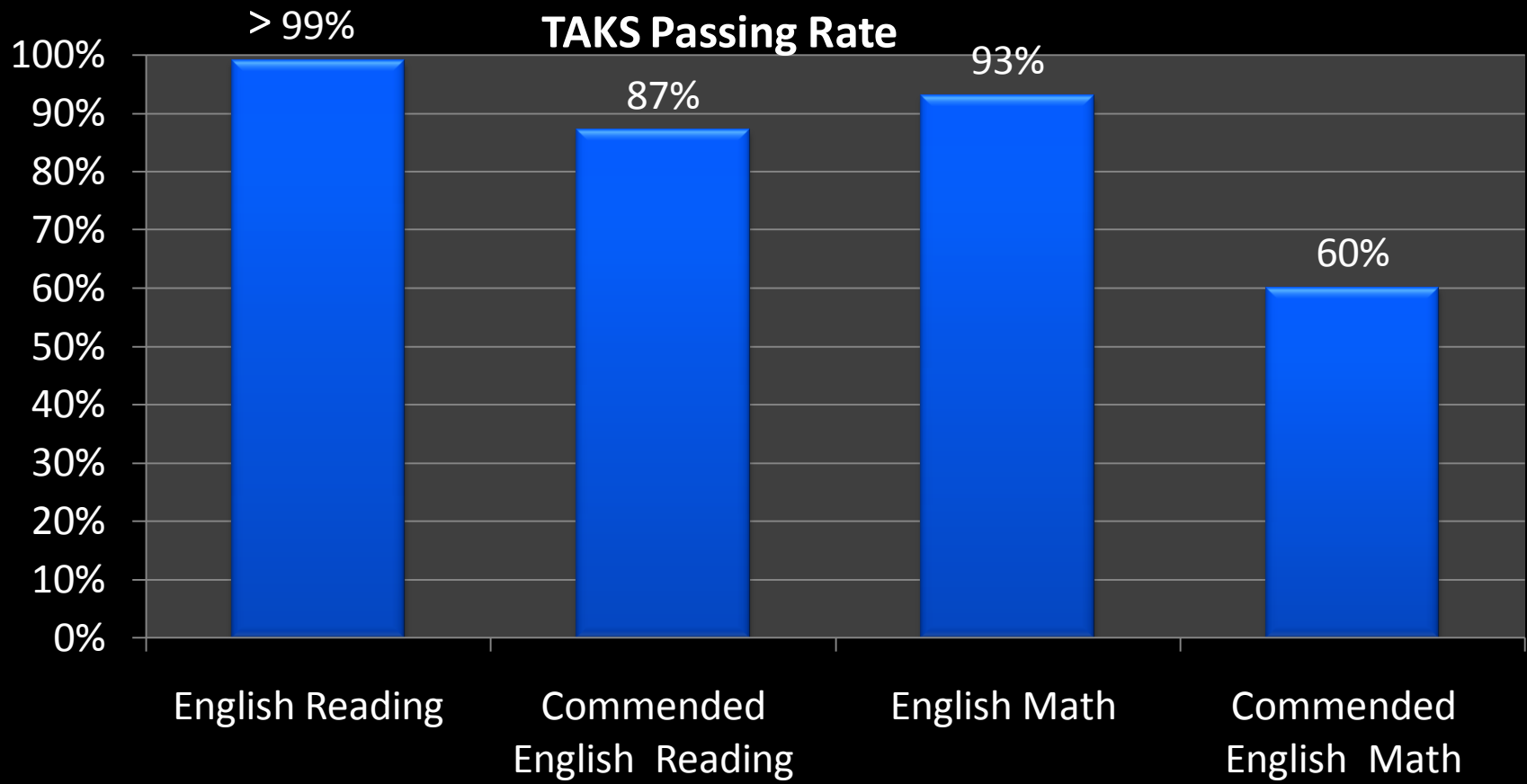


WILSON: 3rd

ENGLISH TAKS PRELIMINARY RESULTS

15 English-Speaking Students

TAKS Passing Rate



ONE-WAY DUAL LANGUAGE

A globe of the Earth is shown against a blue background. Several hands of different skin tones are reaching out and touching the globe, symbolizing global unity and language education.

Bilingual/ESL Department
&
Principals

Researched Programs

Overview of Bilingual Principals' Meetings

January 3, 2010: LPAC Process & Clarifications on Programs

Principals requested to continue providing bilingual principals' meetings to share their campus needs and strengths. Principals generated agenda items for discussion.



February 18, 2010: Facilitate the discussion points generated by the principals' campus needs and strengths.

Principals expressed their campus needs. The present reality was uncovered: Transitional bilingual programs with district-wide inconsistencies in implementation; students losing Spanish and struggle to transition to English-only classes; and teachers teaching in language of comfort.

Overview of Bilingual Principals' Meetings

March 10, 2010: Bilingual Program-Present Reality , Desired Results, Goal, and How to get there.

Unanimously agreed to research a consistent district-wide dual language program to meet the goal in which all Spanish speaking students will be bilingual/biliterate and exceed Texas state standards by 5th grade.



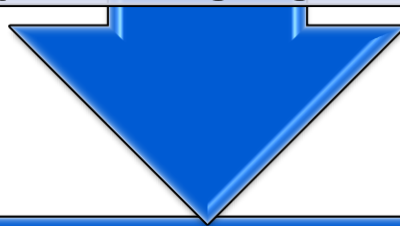
March 31 2010: Research other districts' implementation of the dual language program and come to consensus on the researched dual language model.

Principals considered implementing the Gómez & Gómez framework/model. Several campuses would like to implement the one-way dual-language program starting with kindergarten and would like for principals to agree on the consistent district-wide framework in the next meeting.

Overview of Bilingual Principals' Meetings

April 21, 2010: Agree on a district-wide dual language model to enable interested campuses to begin next fall.

Principals unanimously decided to implement the Gómez & Gómez dual language model. All principals agreed to begin the one-way dual language program starting with kindergarten. Several campuses are interested in researching the two-way dual language program to consider implementation after their kindergarten bilingual teachers have had experience with the one-way dual language model.



August 2010: Bilingual Principal Meeting

One-Way: Language of Instruction

Spanish

- K-5th Language Arts
- Science
- Social Studies
- Language of the Day: Monday, Wednesday, & Friday
- 8 Ways to Support the Opposite Language of Instruction

English

- 2nd-5th Language Arts
- Math
- Specials
- Language of the Day: Tuesday & Thursday
- 8 Ways to Support the Opposite Language of Instruction

Timeline for One-Way Implementation for Fall 2010

- Dual Language Professional Development for implementing kindergarten teachers –May 2010
- SIOP (for those not trained) June 9 and 10 OR August 3 and 4
- Dual Language Component Review, Manual Overview and Planning Session-August 18 for implementing kindergarten teachers
- Planning sessions for teachers—October ½ day, January ½ day, March ½ day
- Follow-up classroom observation by coordinators
- Program evaluation: SELI/ELI, TELPAS, TAKS/STAAR, Teacher & Parent Survey

Timeline for Implementation for Two-Way Dual Language Program

Research year

- 3-hour overview campus-wide
- Establish Dual Language Committee
- Dual Language campus visits
- Book study
- Determine if two-way meets campus needs
- Select teachers for implementation
- Parent meetings

Dual Language Benefits

- Ensures district-wide consistency
- Increased student achievement
- Clear language and instruction guidelines
- Program credibility
- Empowers parents
- Meets accountability criteria
- Uses same resources and materials as general education
- Aligns with Denton ISD curriculum, best practices, initiatives, and board goals