

NEISD



Dual Language Program Guidelines Middle School

Updated April 2018

A. Mission Statement

To empower and develop bilingual, bi-literate students

B. Program Goals

1. Elementary dual language students will continue in the program throughout their middle school years and earn Spanish AP credit at the end of 8th grade.
2. Students will obtain at least 2 high school credits in Spanish as a foreign language by the end of middle school provided they remain in the dual language program in grades 6, 7, and 8.
3. Students participating in the MS dual language program will reach high levels of academic achievement and high levels of biliteracy.
4. Students will demonstrate cultural sensitivity and gain understanding and appreciation of other cultures.

C. Definitions from TEC 89.1203

English Language Learner (ELL)

An ELL is defined as a person who is in the process of acquiring English and has another language as their first native language. The terms English language learner and limited English proficient student are used interchangeably.

Non English Language Learner (Non-ELL)

A Non ELL is defined as a student whose parent/guardian has requested placement in the Two Way Immersion/Dual Language Program. This student is in the process of acquiring Spanish as a second language and has English as their native language.

The Two-Way Immersion/Dual Language Program (TWIDLP)

An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional.

Two-Way refers to two language groups being schooled through their two languages and thus teaching each other (Collier and Thomas, 2010).

D. Supporting Research

The Two-Way Immersion/Dual Language Program is based on research conducted by Virginia Collier, PhD and Wayne Thomas, PhD. The research was conducted in 16 states from 1985 to the present, and analyzed 6.2 million student records (Collier & Thomas, 2010). Native English speakers and native Spanish speakers need between four to seven years to demonstrate what they know on school tests in their second language, at the level of the native speaker of that language (p. 27).

The research describes the two-way immersion, dual language model as an additive model. The students are adding the target language to their linguistic repertoire (p.39). Students are educated throughout the

day in cognitively challenging, grade level academic content in interactive classes that emphasize solving problems in authentic, real world contexts. Alternating between languages takes place not by translation, but by subject or thematic unit or instructional time, so that after several years students become academically proficient in both languages of instruction, able to do academic work on grade level in either language. (Collier and Thomas, 2010)

Recent empirical research shows that English Language Learners (ELLs) acquire enough English proficiency to be tested equitably in English only after five to six years of schooling. (Tsang, Katz & Stack, 2008)

Other research suggests that fully proficient bilinguals often demonstrate certain cognitive advantages. Bilingual students perform better than monolinguals students on tasks that call for divergent thinking, pattern recognition, and problem solving. (Cloud, Genesee & Hamayan, 2000)

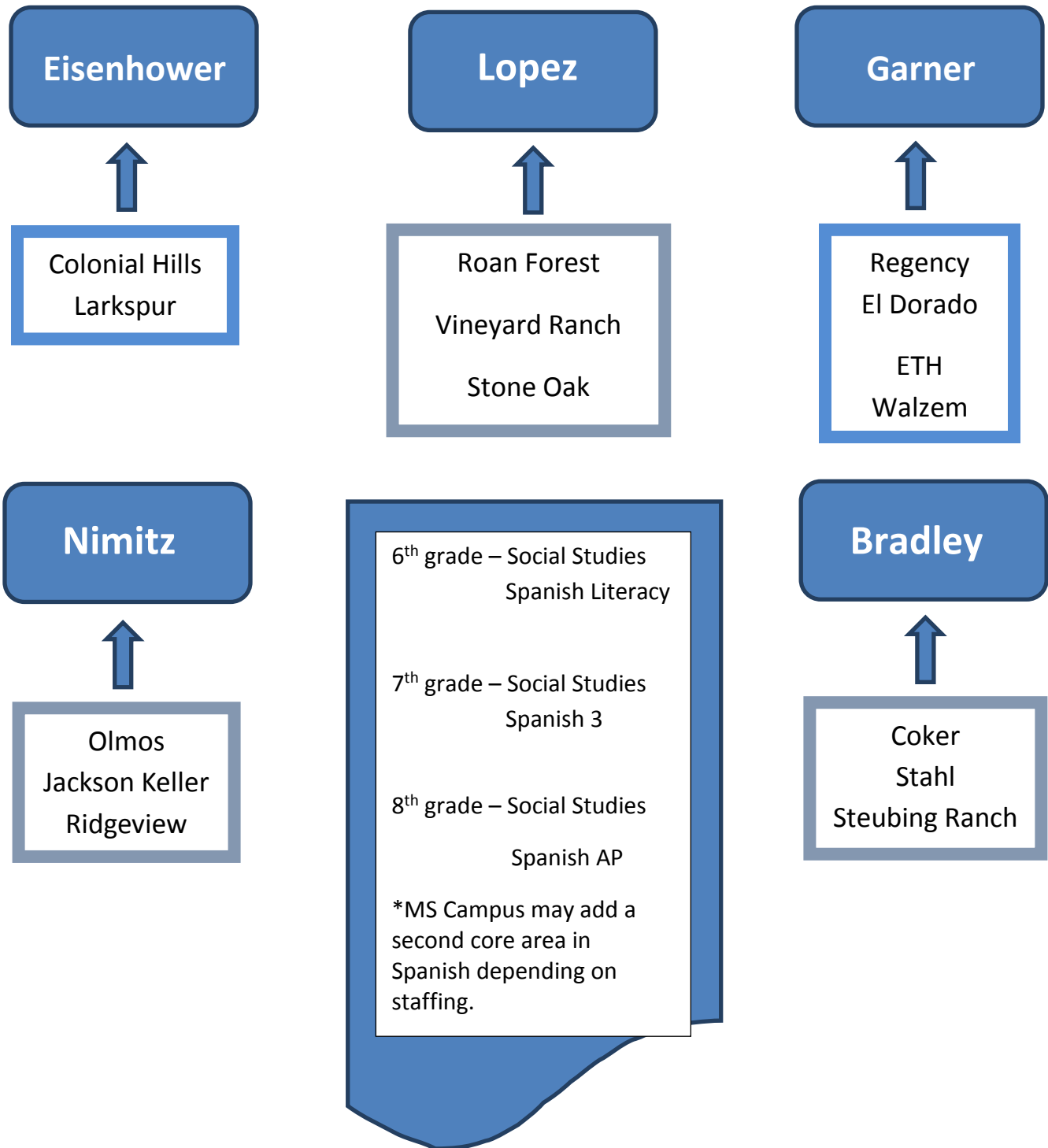
To view the complete findings of a study, go to www.crede.ucsc.edu. Additional resources utilized include the [Guiding Principles for Two-Way Immersion/Dual Language Education](http://www.cal.org/twi/guidingprinciples.htm) which can be accessed through <http://www.cal.org/twi/guidingprinciples.htm>.

E. Communication Regarding the Middle School Dual Language Program and Enrollment Process

The ELL Department in conjunction with the bilingual campus will survey 5th grade dual language parents at the end of the first semester regarding interest in continuing the dual language program at middle school. If there is sufficient interest in continuing the program, each bilingual campus with a 5th grade dual language class, will host an information meeting. This meeting will serve to inform parents about available courses, electives, transportation and curriculum materials.

F. Middle School Dual Language Program Structure

Structure



G. Entry Criteria for ELL students

Native Spanish speakers who have met the state entry requirements for bilingual services (one-way or two-way bilingual) may participate for the duration of their eligibility. Parents of coded ELL students may opt for continued program participation. Those students who meet exit criteria will lose the ELL code in PEIMS. Students in this category will have their classification changed from ELL participant to Non ELL participant. ELL students must attend the middle school dual language program at their assigned dual language cluster. Extenuating circumstances may be considered if staffing, classroom capacity and student enrollment allow.

H. Entry Criteria for Non-ELL (Native English Speaking) students

Native English speakers may continue in the middle school dual language program if they have participated in an elementary dual language program for at least 5 consecutive years. Non ELL students must attend the middle school dual language program in their assigned cluster. Extenuating circumstances may be considered if staffing, classroom capacity and student enrollment allow. Non ELL students who have not participated for five consecutive years may enter the middle school dual language program provided they show proficiency (determined by the district as 85% or above) in Spanish Reading and Writing to ensure their success in the Spanish Literacy class, Pre-AP Spanish and AP Spanish.

I. Students Continuing in the Dual Language Program from another District

Native English speakers who have continually participated in a Two-Way Immersion/Dual Language Program in another district may enter at their appropriate grade level provided there is space. These potential students at grades 6-8 will be assessed for oral proficiency (determined by the district as 85% or above), reading and writing in Spanish to ensure their success in the Spanish Literacy class, Pre-AP Spanish and AP Spanish.

J. Siblings of Participating Dual Language Students

For the purpose of the dual language program, siblings are defined as biological brothers and sisters, adopted, step and/or half brothers and sisters, foster children who are residing at the same address.

Parents of current dual language students who have siblings entering the Kinder Dual Language Program will need to complete all steps on the parent tasks checklist. These siblings will receive first consideration for available seats in a dual language class. Please see the Elementary DL Guidelines for procedures regarding siblings of participating DL students.

K. Opting Out of Dual Language for Elective Courses

Given the rigor of the AP Spanish Language class in 8th grade, Spanish Literacy (6th grade) and Pre-AP Spanish (7th grade) must be completed prior to enrolling in AP Spanish Language. Students and parents must determine if they will select other elective courses in lieu of continuing in the dual language program. Students who opt out of the dual language program and reside outside of the campus boundary must return to the home middle school.

L. Transportation for MS Dual Language Participants

Transportation will be provided for MS dual language students from their home middle school campus to the assigned dual language campus. Transportation will not be provided for students who do not attend their assigned dual language campus. In the event that a student qualifies for dual language and does not reside in an area where dual language is offered, transportation will not be provided.

M. Benchmark Accommodations

ELL students can use the allowed accommodations based on the documentation provided by the teacher in the Linguistic Accommodation Documentation form.

Note: STAAR takers – ELL students may only use accommodations allowed by the Texas Education Agency on STAAR during benchmark testing.

N. STAAR Assessment Decisions

The LPAC (Language Proficiency Assessment Committee) will make all STAAR testing decisions for students in dual language programs.

O. Expectations for Parental Support

Attendance /Conduct

- Parents will support appropriate classroom behavior and the NEISD Student Code of Conduct.
- Parents will ensure their child's daily school attendance and punctuality both for arrival and departure.
- Parents understand that the student will follow the attendance and tardy guidelines for each campus.
- Parents understand that a meeting to discuss code of conduct violations, absences or tardies will be set up at the TWIDL school site.
- Parents understand that the meeting could result in a decision to remove the child from the program.
- Parents understand that language is a process that takes time. (See page 27 of Collier & Thomas, 2010)

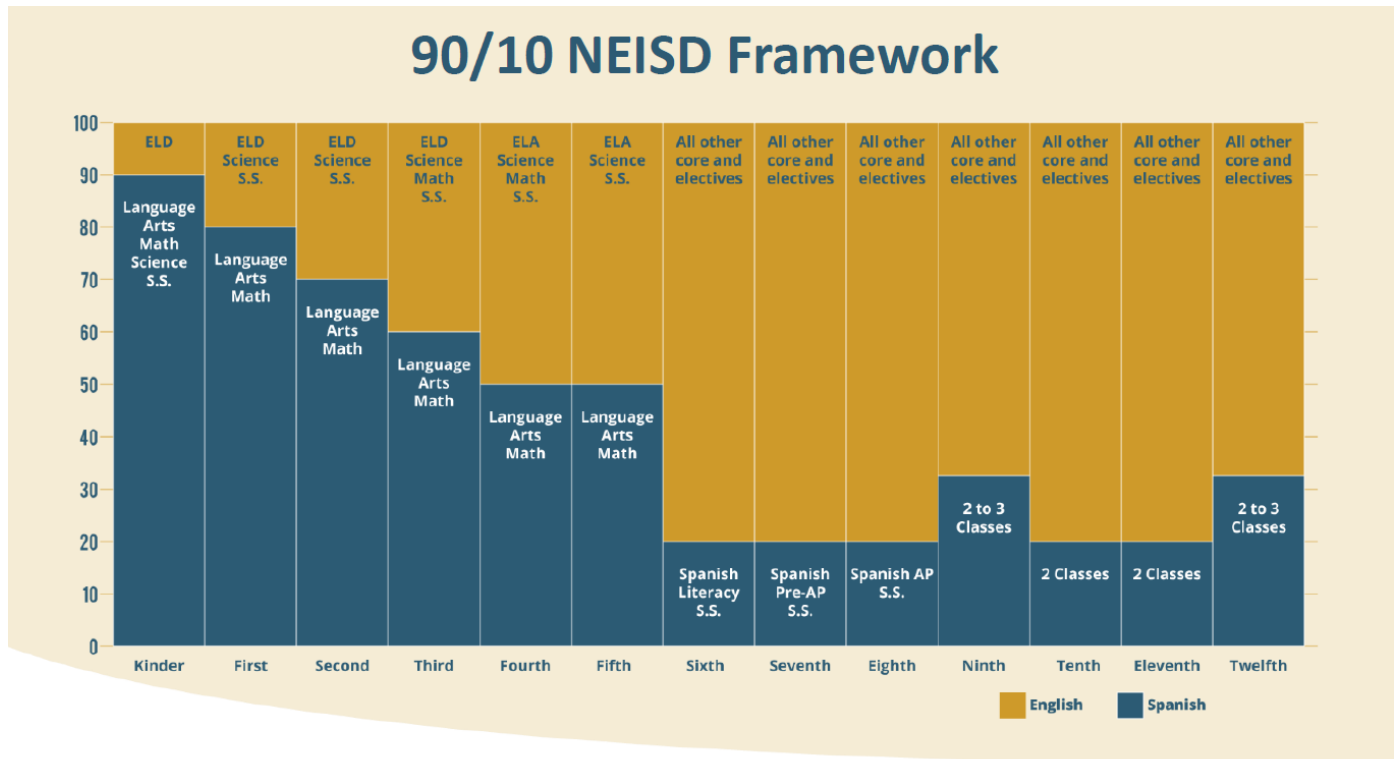
Academic Support

- Parents will provide encouragement and support for bi-literacy and bilingualism for their child.
- Parents understand that homework will have directions in English and in Spanish.
- Parents understand that homework is an extension of learning.
- Parents understand that their children will be provided routine and consistent linguistic accommodations through the beginning and intermediate levels of target language proficiency.
- Parents understand there is no guarantee of access to campus-based Adult/Parent Spanish classes through the ELL Programs Department.
- Parents understand that summer enrichment programs for dual language participants are not guaranteed.

P. Program Progression

The following graph illustrates the language distributions for all levels. There is a gradual decrease in Spanish as the mode of instruction and an increase in English as the mode of instruction. In 6th and 7th grade students will have two courses in Spanish. By 8th grade students are taking Spanish AP and receive college credit if the AP test score meets the criteria for credit.

Language Distribution by Grade Level



Q. Staffing Requirements

- The Social Studies and the Spanish Literacy courses will be instructed by a Bilingual Generalist 4-8 Certified teacher.
- Pre-AP and Spanish AP courses will be instructed by a high school Spanish certified teacher.

The NEISD Middle School Dual Language Program Guidelines are reviewed annually. Edits are made as a result of new guidance and regulations from TEA and/or the US Department of Education