

Woodburn School District Dual Language Manual



Background

The WSD Dual Language Manual guides the refinement of Woodburn's Dual Language Programs which include: the Spanish Two-Way Bilingual Immersion (TWBI) Program, currently in place in all Woodburn School District schools; the Russian Heritage Language Program, which follows a TWBI model, currently in place at Heritage Elementary, Valor Middle School and Woodburn High School; and the English Plus/World Language Program, currently in place in all Woodburn School District schools except for Washington Elementary. This effort lays the groundwork for the development of a PreK-12 pathway that affords students the opportunity to develop their bilingualism and literacy in two languages. In its strategic goals, the Woodburn School District (WSD) promotes the preparation of all students for full participation and success in a global society that is multilingual and multicultural. This work aligns itself to that goal.



The WSD multi-site Dual Language programs nurture a vibrant PreK-12 learning community in which students from diverse backgrounds speak, read and write in Spanish, Russian and English while participating in multicultural studies and experiences as part of their education.



The programs' goals for students are:

- Bilingualism and biliteracy
- Academic excellence
- Cross-cultural understanding & development of prosocial skills

As with any other District program, the Board of Directors and the Superintendent shall consider the fiscal impact of the development and implementation of the plan and required actions.

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Chapter 1 WSD Mission and Vision Statements

The Woodburn School District mission and vision are central to the implementation of the Dual Language programs in WSD as the District uses multilingualism to provide both opportunities for academic advancement and viable second language learning



opportunities to all students in the WSD community. Woodburn's multi-site Two Way Bilingual Immersion (TWBI) programs nurture the district's vibrant K-12 learning community in which students from diverse backgrounds study together to speak, read and write in Spanish/Russian, as well as, English, participate in multicultural studies, and explore rich cultural experiences as part of their K-12 schooling experiences. WSD values accountability, civic responsibility, cultural diversity, equity, family and community partnerships, learning, multilingualism, and safety. A copy of the complete strategic plan is in the Appendix, Chapter 1.

The Two-Way Bilingual Immersion (TWBI) program in WSD aligns its work to the District's Mission and Vision. It ensures that the goals of bilingualism and biliteracy for all students; high academic achievement in two languages; and the development of cross-cultural understanding and pro-social skills.

What does this look like? Here are some details:

- All classrooms, regardless of language of instruction, use instructional practices that develop students' academic skills and academic language.
- All teachers understand and use instructional strategies that teach for biliteracy.
- All classrooms, regardless of language instruction, provide ample opportunity for student oracy, so that students can practice using academic language in the language of instruction.
- All students have access to dual language instruction through the two-way immersion or English plus program.

WSD Theory of Action: If we focus on the K-12 instructional core within our bi-literate, intercultural context, and if we learn collaboratively at all levels, and if we prioritize the use of data in our cycles of inquiry, and if we align our K-12 system with a proficiency based approach, then we will have high academic achievement that is equitable for all students.

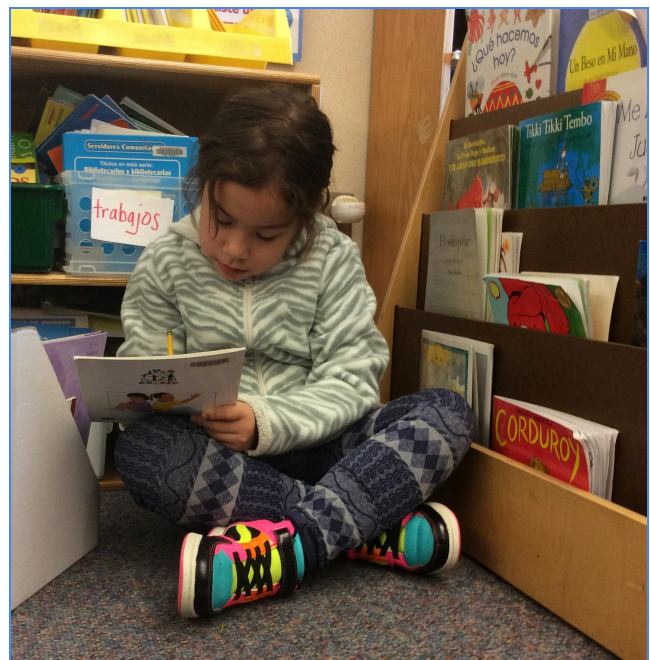
An effective TWBI Program contains the following actions:

Ensuring proficiency in two or more languages for all WSD students:

- Ensuring that English Learners (EL) will develop proficiencies in Spanish/ Russian while simultaneously acquiring English through their K-12 schooling.
- Providing opportunities for native English speakers to develop advanced fluency in a second language, while continuing to develop high levels of proficiency in English.
- Providing all students the opportunity to learn a second language, while being respectful of their home language.
- Providing opportunities for simultaneous bilingual students to build advanced biliteracy.
- Increasing intellectual flexibility through second-language learning, which translates into higher achievement in all subject areas (Genesee and Lindholm-Leary, 2009).

Establishing a rigorous standards-based academic curriculum in two languages:

- Implementing a standards-based programs in both languages: Spanish/English and Russian/English.
- Aligning Oregon Common Core State Standards to system design, curriculum, and instruction in the Two-Way Bilingual Immersion classrooms to develop a high level of proficiency in both English and Spanish/Russian.
- Teaching curriculum that is academically challenging and integrates higher-order thinking, creativity and communication (in Spanish/Russian and English).



- Assessing the progress of students in both languages to ensure high academic and linguistic achievement of all students over their K-12 system.
- Structuring student interventions that will minimize removal of students from core instruction in either language in a focused effort to move the students to grade level proficiency in both language
- Incorporating best practices with methodologies and strategies appropriate to teach both the content and language with a clear focus on listening, speaking, reading and writing.
- Focus on closing the achievement gap between English learners and their English-only counterparts by providing maximum access to the curriculum and the opportunity to develop literacy and academic skills in two languages in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009).
- Providing technology and other programmatic resources in Spanish/Russian for the Two-Way Bilingual Immersion system to support rigorous instruction K-12.



Developing leadership and self-empowerment for all students:

- Organizing and providing educational opportunities for students, in Spanish/Russian and English that promote key developmental assets such as positive identity, social competence, commitment to learning, and empowerment.
- Ensure the social

and emotional needs of students are met so that they are able to focus on academics.

- Establishing and maintaining high expectations for achievement for all students.
- Creating leadership opportunities that foster personal development and pride.
- Developing and fostering students in the Two-Way Bilingual Immersion Programs with positive attitudes and appreciation of other languages, traditions and cultures.
- Valuing and promoting cross-cultural understanding.

- Supporting English learners by promoting a more positive self-concept, making students more likely to remain in school and attend college (Thomas and Collier, 2002).
- Providing a safe, caring and equitable environment for all students.

Creating pathways that promote bilingualism and biliteracy and post-secondary opportunities for all students:

- Instituting the formal recognition of biliteracy for the students at grades 5 and 8 to keep them focused on the attainment of the Oregon Seal of Biliteracy when they enter high school.
- Ensuring that students from the system enter high school prepared for advanced language study and use.

Establishing professional learning for all TWBI educators:

- Designating quality teacher collaboration time to plan for system refinement as it develops K- 12.
- Providing professional development and collaboration for Two-Way Bilingual Immersion teachers, administrators, and support staff to plan, develop and implement high-quality instruction in English and Spanish/Russian.



Chapter 2 System History and Context

The Two-Way Bilingual Immersion system in Woodburn has its roots in the English Transition Program (ETP), a one-way transitional bilingual program. From 1994-96, under the direction of Marv Evans, interim superintendent, teachers from the district formed a task force to investigate how to improve instruction for English language learners K-12. As a result of the team's research, the school board approved implementing a ETP bilingual system across the district.

Board further supported system development by including language goals for all students in the district's strategic plan. The ETP bilingual program began with kindergarten classrooms across the district in 1996-97 and adding one grade per year. By 2001-2002, all elementary schools had established ETP bilingual classrooms with approximately 80% of instruction in the partner language in kindergarten and 50% of instruction in the partner language by fifth grade.

A hallmark of the ETP team's research was the acknowledgement that Two-Way Bilingual Immersion instruction was the best program model with the best outcomes for English learners. Is also is a program that respects and validates the culture of the community because it recognizes bilingualism as a strength, rather than a deficit. At the time of implementation, the district recognized that it had limited resources (both in terms of personnel and curriculum), decided to begin implementation of a ETP model instead, focusing attention on programs built specifically for English learners.

Even as the team developed the ETP handbook, the district recognized the difference between a transition and a Two-Way Bilingual Immersion program, citing a "future option" on page 3 of the handbook which stated that a 2-way Bilingual Model "may be part of future plans for Woodburn School District" as it would provide "monolingual English speaking students opportunity to become orally and academically proficient in Spanish and/or Russian."

Table 2.1 – Historical Timeline

Two Way Bilingual Immersion Program 20-Year Timeline





By 2002, all elementary schools had bilingual classrooms at each grade level K-5. The initial purpose was to meet the needs of the large number of English learners with Russian or Spanish as a home language. At Nellie Muir, a group of parents including fluent English speakers asked about the possibility of extending bilingual instruction to fluent English speaking students as well. After a year of research at the school level by teachers and parents, Nellie Muir parents and teachers obtained permission from the school board to begin Two-Way Bilingual Immersion instruction beginning in the fall of 2003, with an 80/20 model in kindergarten.

Lincoln Elementary began Two-Way Bilingual Immersion (TWBI) instruction in the fall of 2004 with two kinder classrooms with partner English/Spanish teachers and a 50/50 model. In the fall of 2004, Washington Elementary began Two-Way Bilingual Immersion programs in both kinder and first grade, with two English/Spanish partner teachers at each grade level with a 50/50 model.

Finally, in the fall of 2005, Heritage Elementary began Two-Way Bilingual Immersion programs with an 80/20 model in kindergarten in both Spanish and Russian. The first classroom of Two-Way Bilingual Immersion students in the district graduated in the spring of 2016.

At the secondary level, the ETP and two-way programs have been programs in place, though implementation has varied by campus depending upon staffing and leadership priorities. Overall, as the district moves forward with plans to strengthen and sustain this core program, it will continually work to overcome barriers such as teacher capacity and shortages, materials in multiple languages, secondary content licensure issues, and budget.



Currently, Woodburn schools provide Two-Way Bilingual Immersion (TWBI) services district-wide at all four of its elementary schools, as well as at middle school and high school. The Two-Way Bilingual Immersion (TWBI) system in Woodburn School District replaced late exit transitional and ETP models with Two-Way Bilingual Immersion programming 13 years ago. This is now the sole model that serves all English learners with Spanish or Russian as a home language in the District.

School principals report that approximately 90% of all students in the District elect to participate in the TWBI program, indicating a high level of system support within the community and across all populations.

A strength of the Woodburn TWBI program is its clear sense of vision and its unequivocal demonstration of strong system-wide commitment to implementing Two-Way Bilingual Immersion education. Leaders at the central office as well as the campus levels have many years of experience implementing TWBI programs and are well-versed in the research base and guiding principles of effective system management. Woodburn teachers, too, are highly experienced and voice overwhelming support of its methods and goals. Woodburn School District enjoys a reputation as a long-standing leader in TWBI education in Oregon.

Its course offerings at all of its elementary, middle, and high school campuses provide a pathway to biliteracy with successful graduates eligible to earn the Seal of Biliteracy. The upcoming 2016-2017 school year marks the first year of full K-12 system implementation. The district continues to work on articulation K-12.

With regard to programming at the elementary level, language of instruction generally alternates by subject area and by unit. Historically, the elementary schools offered different

language allocations from 50:50 to 80:20 based on availability of bilingual teachers. The district-wide re-alignment of our Dual Language Immersion System has led to coherence of language allocations across the district regardless of which elementary school the student attends. Language allocations and implementation plans related to the district-wide alignment are located in the appendices.



Special language development programming is provided to meet the needs of late-entry participants who enter the system after kindergarten. Families who choose not to participate in the TWBI program are offered a Foreign Language for English Speakers (FLES) program of study for students who have exited the English Language Development program.

TWBI is offered Spanish/English at both middle schools, while the Russian/English program is housed at Valor Middle School. At this level, TWBI programming is provided through required English and partner Language Arts classes in grades 6-8, as well as through core content options in the partner language (see appendices). The goal at the middle school level is to offer two courses per grade level in the partner languages when appropriate staffing is available.

The District's high school (Woodburn High School) is comprised of 4 small schools on one campus. All students, regardless of which academy they attend, have access to the core TWBI program. At this level, TWBI courses focus on language development, grammar and literacy. For students in the English Plus strand, these language development courses are referred to as "world language" classes. For continuing TWBI program students, Spanish language, literacy, and content development is provided through a combination of two language development classes and a selection of other partner language core and elective courses, while participants in the Russian program can access Russian language literacy courses and Russian language elective courses.

This includes a partner language development course at grades 9 and 10 for all, with additional offerings within each small school. Additional offerings will range from partner language core classes such as Science and Math, to special purposes courses such as translation or interpretation connected to Career-Technical programs. While the WHS Academies strive to provide as many additional partner language opportunities as

possible, courses offerings above and beyond the grade 9 and 10 language development courses are contingent upon adequate staffing and are not available in all schools or in all years.

Pathway documents, located in the appendices, outline programmatic elements for each Dual Language high school student, including students in the TWBI strand, English Plus and Newcomer.



Chapter 3 Benefits of TWBI Programs

The Spanish Two-Way Bilingual Immersion (TWBI) program and the Russian Heritage Language program have been designed to maximize the benefits of language learning for student participants based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will achieve an Intermediate/Advanced level of fluency on the American Council on the Teaching Foreign Languages (ACTFL) scale and attain the Oregon State Seal of Biliteracy. We based the program design on a body of research citing the cognitive, academic, economic, cross-cultural and social benefits of learning a second language in an increasingly interdependent world.

Studies on second language learning provide the following evidence: the “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (Howard,



Sugarman, Perdomo and Adder, 2005). Second language learning strengthens the native language. Second language learners transfer the skills they learn to their native language (Thomas and Collier, 2002). The brain power required to learn another language increases intellectual flexibility and achievement in all subject areas. The longer the student spends time in two languages, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009).

Some of the most significant benefits to students of a TWBI program over monolingual education, whether their native language is Spanish, Russian, English or another language, include:

- Enhanced cognitive development
- Higher achievement on state assessments than monolingual peers.

- Multicultural awareness and the ability to communicate in a variety of cultures and settings. (Cummins, 1986; Ager 2005).
- Learning additional languages is easier (ACTFL 2006).
- More positive self-concept and increased likelihood of completing high school
- More prepared for the academic rigor of college.
- Increased likelihood the student will attend and be academically successful in college (Thomas and Collier, 2017).
- Learning in a culturally validating setting. (Genesee and Lindholm Leary, 2014)

Table 3.1 - Benefits for TWBI Participants by First Language Category

(Based on research by Cummins, 1986, Thomas & Collier, 2000, 2002, & 2017, Genesee & Lindholm Leary, 2009, & ACTFL 2006)

Native Partner Language Speakers (Russian or Spanish)	Native English Speakers
Acquire strong literacy skills in the partner language that can then be applied to the acquisition of English literacy.	Outperform control students in all-English schools on several English language tests, including reading, writing and listening.
Acquire full proficiency in English faster and better, leading to achievement at grade appropriate levels in all domains of academic study in both Spanish/Russian and English.	Achieve the same levels of competence in academic subjects (math, science and social studies) as English-speaking students in all English programs.
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in a second language that facilitates communication with more members of the community and social support network.
Fully develop proficiency in their native language that allows maintenance of communication ties with extended family and other social support networks.	Fully develop proficiency in second language that facilitates communication with more members of the community and social support network.

Chapter 4 Guiding Principles of Dual Language

We follow the three [Pillars of Dual Language](#) from the “Guiding Principles of Dual Language” as we continually refine and improve our system. The three pillars are:

One: Grade level academic achievement	Two: Bilingualism and biliteracy	Three: Socio-cultural competence
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These Three Pillars are broken down into the following five WSD Priorities:

#	Priority	Outcomes
1	Ensuring proficiency in two or more languages	• K-12 Curriculum contains language focus, learning targets, assessments, and proficiency measures for both content and language. • Curriculum has been implemented with language focus, learning targets, assessments, and proficiency measures.
2	Establishing a rigorous standards-based academic curriculum in two languages	• Curriculum is aligned and articulated through projection maps, unit maps and assessments K-12. • Students are recognized and celebrated as they progress toward the Oregon State Seal of Biliteracy with the 5th grade Recognition and 8th grade Certificate of Biliteracy.
3	Developing leadership and self-empowerment with all students	• Culturally responsive curriculum and instruction across all grades and contents • Students involved assessment system • School/community events that celebrate our students and families
4	Creating pathways that promote bilingualism, bi-literacy and postsecondary	• Biliteracy pathway is created based on Chapter 6 of the WSD dual language system Manual • All students have a pathway to develop their skills in two languages. • All teachers have the knowledge and skills to teach for biliteracy.

	opportunities for all students	
5	Establishing professional learning for all TWBI educators	• Develop a working understanding of the Woodburn dual language system Manual as required for school context. • All teachers have the knowledge and skills to teach for biliteracy.

Dual Language and TWBI Defined:

Dual Language is an umbrella term for educational programs in two languages. At WSD, our Dual Language system includes a Two-Way Bilingual Immersion program and an English Plus program. Both of these programs are defined in more detail in this manual

Dual Language System Overview:

The Woodburn School District's program serves both English and Spanish/ Russian learners. The program is open to students of all cultural and linguistic backgrounds and abilities in the WSD school community. Families adhere to the district's enrollment process through the Welcome Center that includes an explanation of the TWBI program's long-term commitment and the elements of the Two-Way Bilingual Immersion (TWBI) program design. At this time, parents would be asked to sign a Two-Way Bilingual Immersion Program Parent Compact.

- WSD adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of cross cultural connections for all students:
- English-only students start second language learning at the primary level through an "early" immersion process by entering at kindergarten
- Teachers provide instruction based on additive bilingualism and remain in the language of instruction
- Staff works to create a positive and respectful climate for second language learning while promoting the partner language and its speakers
- A PreK-12 TWBI Program sequence is established with pathways that lead students toward maximum dual language options in HS, including the full bilingual IB diploma and the Oregon State Seal of Biliteracy.

- Students maintain a portfolio of bilingual work/evidence and which leads to recognition of biliteracy at grade 5, certification of biliteracy at grade 8 and the Oregon State Seal of Biliteracy on their HS diploma.
- Each school fosters home/school collaboration
- The district has a plan to continue to attract and retain high quality program personnel who are able to deliver the academic and linguistic programming at their respective grade level.
- WSD is aligning its TWBI program to The Guiding Principles of Dual Language Education, the guide for successful implementation of all Two-Way Bilingual Immersion and Dual Language programs in the USA, which will result in biliteracy for students.



A digital version of the Guiding Principles is located in the Appendix, Chapter 4.

Chapter 5 TWBI Programs Research & Rationale *by Wayne Thomas and Virginia Collier*

Woodburn School District is deeply committed to meeting the needs of all of its students. This means that school experiences are designed for all students to succeed, so that they are prepared for adulthood in the 21st century. Some WSD students begin school with no proficiency in English. Others have not had the opportunity to attend school before coming to Woodburn. A large majority of the WSD students speak more than one language



at home, and their primary family language may not be English. WSD is committed to dual language schooling because this program best meets the needs of English learners and native English speakers alike, providing rich and stimulating class experiences that greatly enhance schooling for all students who attend our schools. All groups are successful in dual language schooling. This chapter explains how it works, including rationale, research and practices.

Full Gap Closure & High Academic Achievement

All dual language students score higher. Many longitudinal research studies have clearly shown that this is the one school program design in the United States where students reach the highest levels of achievement. A longitudinal study is one that follows the same group of students for many years, to see how these students do as they progress from kindergarten through 12th grade. Students in dual language programs score higher on state and national tests than students who are attending any other type of program. All dual language comparison groups outscore their peers not in dual language—including English learners, native English speakers, Latinos, Russian Americans, Caucasian Americans, Asian Americans, African Americans, students of low-income background, students with Title I needs, and students with special education needs of all exceptionality categories. Many large-scale studies around the country have illustrated the long-term high academic achievement of all of these students attending dual language programs (Thomas & Collier, 2012).

English Learners

Schools in the U.S. are currently being held accountable for closing the achievement gap for all student groups, and dual language programs do exactly that. When English learners are tested in English, they usually have the largest gap to close of any student group. But when these students are allowed to continue their studies in their primary language while they are acquiring English, they are equally as successful in reaching grade-level achievement as their English-speaking peers.



It typically takes an average of 6 or more years to reach on grade-level achievement in a second language, so the schooling through their primary language is crucial to success, along with schooling in the second language. That is one of the many reasons why dual language schooling works so well.

Gap Closure at Woodburn

The research with Woodburn School District students illustrates the closing of the achievement gap on the Oregon state test. Native English speakers (not attending dual language classes) make a year's progress each year from 3rd grade through 7th grade. In 3rd grade, the English learners and Latinos who are fluent in English are achieving at lower levels than the native English speakers. But after seven years of dual language schooling, the English learners and Latinos have made more progress each year in English than the native English speakers not in dual language, and by 7th grade the Latinos and English learners have closed the achievement gap and are on grade level in English.

Native English speakers attending dual language classes also have a gap to close in their second language—either Spanish or Russian in the Woodburn program. They, too, will take an average of 6 or more years to reach on-grade-level achievement in all curricular subjects in their second language.

Legal Requirements

Woodburn's excellent example of gap closure is what each school district throughout the U.S. is expected to demonstrate to fulfill legal requirements under *Lau v. Nichols* (1974). This unanimous U.S. Supreme Court decision requires that all school districts provide a meaningful education for students who are not proficient in English. In the court cases that have followed this landmark decision, the courts have consistently ruled in favor of providing bilingual schooling for English learners as a legal remedy. Since dual language education is the highest quality form of bilingual schooling, this program does the best job of helping all students reach grade-level achievement. Dual language education also meets the criteria cited in *Castañeda v. Pickard* (1981): the program must be (1) based on sound educational theory, (2) implemented effectively, and (3) evaluated and judged effective in the teaching of the full curriculum (math, science, social studies, and language arts through English and the other language of instruction). Dual language education also meets legal requirements for historically underserved groups, such as students qualifying for free and reduced lunch. In summary, dual language programs meet the needs of all families and students, while also fulfilling the administrative requirements of the U.S. legal system to provide equal educational opportunity for all students.



Graduating Proficient Bilinguals

Cognitive development. There are many reasons for all students to develop at least two languages to a high level of proficiency. The most compelling reasons involve the cognitive processes that occur in the bilingual brain. In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multilinguals have over monolingual persons. For example, proficient bilinguals outperform monolinguals in creativity; problem solving; divergent thinking; mental flexibility; executive function issues such as attention to detail, ability to ignore distractions, task switching, working memory, conflict management; efficient cognitive/sensory processing; metalinguistic awareness; and visual-spatial skills. Older bilinguals are even more resistant to the onset of dementia and Alzheimer's than are monolinguals (Baker, 2011; Bialystok, 2011, Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012). As this "bilingual brain" research is becoming widely publicized, more and more native English-speaking parents are also demanding bilingual schooling for their

children. They recognize that our brains are wired for multilingualism. When our school programs develop bilingualism, we are empowering a new generation of students with amplified mental ability and greater cognitive potential.

For students growing up in a bilingual context, the development of the two languages is a complex process that needs to be fully supported by the school. Continuing nonstop development of each student's first language is the crucial issue. For decades, research on bilinguals has found that if a child's first language development is stopped or slowed down before it is completed at young adult level (around age 12), that student may suffer negative cognitive effects and do less well in school. Conversely, students who continue to develop their first language until at least age 12, including learning how to read and write in their first language, will have big cognitive advantages over monolinguals. For example, in U.S. schools, English learners have been identified at higher rates than native English speakers as needing special education services after several years of all-English schooling.



This over identification and misplacement in special education can be significantly mitigated by recognizing the crucial role that the student's first language plays in developing the second language. For example, a five-year study of the Woodburn School District found that since the majority of students have been participating in dual language programs in Woodburn, over identification of English learners for special education is no longer an issue (Dixon, 2012).

Within a dual language program, cognitive development through first language occurs both in school and at home. Parents stimulate cognitive development by using the language(s) they know best with their children to make family decisions and carry out everyday activities such as cooking and cleaning and going places together and sharing family heritage. Then in school, dual language programs continue to assist students with nonstop development of their first language through stimulating creative thinking abilities, including reading and writing in students' first language. This leads to a deeper understanding of, and superior achievement in, the English language (as well as the other language, for native English speakers) through transfer and ultimately leads to success in school.

Additive and subtractive bilingualism

Another way to view this relationship between first and second languages is to examine the patterns of school achievement for additive and subtractive bilinguals. Many studies worldwide have shown that subtractive bilinguals—those who are gradually losing their first language as they attend schooling all in the second language—do less well in school. In the recent past, the U.S. English-only movement encouraged immigrants to lose their first language as soon as possible. This creates subtractive bilinguals. On the other hand, additive bilinguals—who are adding their second language at no cost to their first language—achieve at a higher level than all other students. Dual language programs provide both groups of students with the deep level of support needed to become academically proficient bilinguals. In addition, all dual language graduates develop much deeper levels of proficiency in both languages than that experienced in foreign language classes. The linguistic goal of a dual language program is for students to be able to use both languages at full proficiency levels in their professional and personal lives as adults.

How long does it take to learn a second language?

It takes a lifetime! The process of developing both first and second languages is quite complex; we are always picking up some new aspects of each of our languages. How we do this depends on the contexts in which we use the languages. Since school demands the constant use of our language(s) for many different tasks, it is an ideal place to develop both first and second languages to a deep level of proficiency.

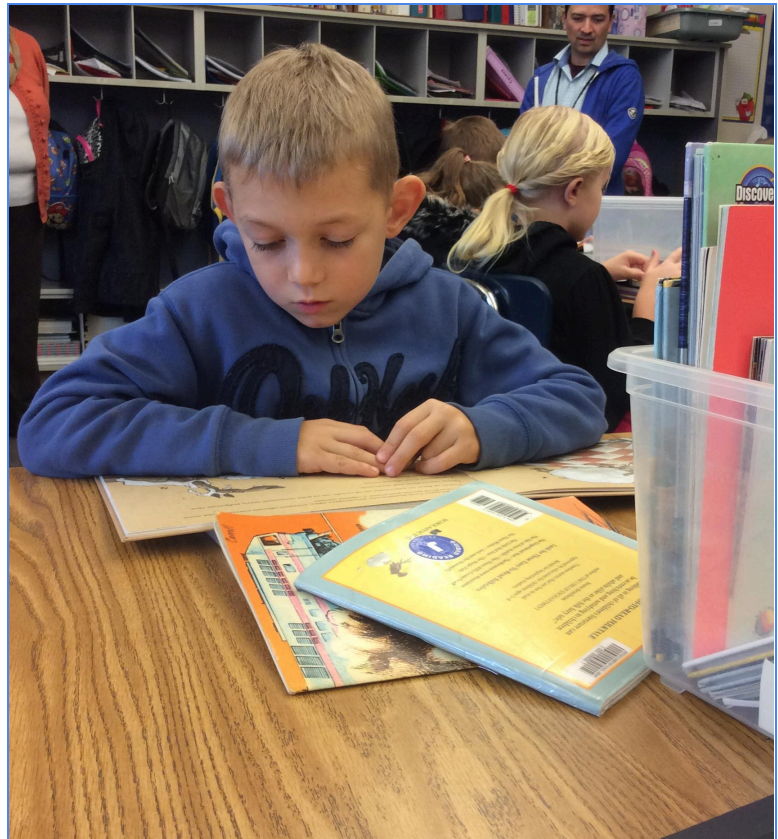
Let's examine first language development as an example, while recognizing that this exact same process happens in second language development in a school's dual language program. The four language skills of listening, speaking, reading, and writing are developed in school for each age group in Grades K-12 across all curricular subjects. At the same time, the seven language domains of phonology (the pronunciation system), vocabulary, grammar, semantics (meaning), pragmatics (sociolinguistic context), paralinguistics (nonverbal and other extra clues to meaning), and discourse (formal thought patterns) are acquired simultaneously through using the language in spoken and written forms. We develop each of these domains at a more complex level at every age, through using the language for meaningful tasks, and language is developed even more intensively all during the school years. Each year approximately 95% of the language is subconsciously acquired without our being aware that we're expanding our knowledge of the language. Only a very small percent of this complex language development is formally taught in language arts classes. The key to natural language acquisition is to use the languages for

meaningful and interesting tasks, and high quality dual language schooling does exactly that.

Language Transfer

The relationship of the two languages is another key to understanding how language development works. Some people believe that your first language can interfere with your second language, but research has proven the exact opposite. Your first language serves as an important knowledge base or reference point. First language is the key to figuring out second language. Research in linguistic universals has found many properties in common across all human languages at deep, underlying structural levels (Ellis, 2008). Cummins (1979, 1991) explains language transfer as an “interdependence” or “common underlying proficiency” of languages. He also describes the cognitive development that needs to occur in first language through at least age 12 to be cognitively successful in your second language. As stated earlier, language and cognitive development both occur together simultaneously.

It is natural for beginning English learners to apply structures and patterns from their first language to the second language. But these “positive errors” show that the students are using their first language system to figure out the second language, much of this subconsciously acquired. With time and experience with the new language, the English learner gradually catches on to the patterns in English that are different from first language. Linguists now consider reliance on first language a very important stage in the process of second language acquisition. This means that students’ first language needs to be developed to a high academic level, including reading and writing. Thus dual language classes continue this very important function of first language acquisition, started naturally



and subconsciously by the family, by developing both languages throughout the student's school years. This leads to much deeper proficiency development in each language.

Language Transfer: Literacy Skills

This positive transfer also occurs for the language skills of reading and writing, across all human languages. More than half of the skills acquired in learning to read are universal skills, regardless of the form of the written language system. This means that non-Roman-alphabet languages with a very different writing system than English do not pose a problem for students. Second language acquisition occurs at the same pace, and transfer takes place across the student's two languages.

This raises the question of when to introduce literacy skills in each language. The Woodburn School District has chosen an 80:20 (Russian) and 80:20 (Spanish) program model. This means that in the first year of school, 80 percent of the instruction will be in the non English language, and therefore all students in the dual language classes will learn to read in Spanish/Russian before they learn to read in English. Once instructional time in English is increased (3rd grade), formal lessons in English literacy are introduced.



This program model is based on the research showing that dual language students need more time to develop the non-English language (Spanish or Russian) in the early grades, because they get less support for that language from the broader society. In addition, the English learners need to start schooling in the language that they know best, so that they continue nonstop cognitive development in their home language. Once they are achieving

on grade level in their home language, transfer occurs as they develop English. In the long term they develop deeper English proficiency and get a jump start in schooling in general. When formal English reading is introduced in 3rd grade, teachers find that the students have already figured out many aspects of the written system in English; teachers don't need to re-teach the beginning skills of reading. In this 80:20 model, native English speakers also get a jumpstart in their development of the non-English language, which they need because they get little access to it outside of school.

Knowledge Transfer

The common underlying proficiency of a student's two languages extends to much more than just the two language systems. Subject knowledge transfers from one language to the other. For example, if bilingual high school students take Algebra in Spanish/Russian, they do not need to take the course in English too. They already know Algebra and understand the concepts taught. If they take Algebra II in English the next year, the teacher introduces English vocabulary in the initial review classes and they continue into new material, without repeating the course taken in Spanish. Their knowledge of the subject can be demonstrated in either language. Academic knowledge, as well as life experiences and cognitive development, transfers from first to second language, without needing repetition of the exact same experience in both languages. In dual language classes, once students have acquired the vocabulary in their second language to express what they already know, they can succeed academically on tests in either language. This is one of the great advantages of dual language schooling.

A Vehicle for School System Reform

Dual language schooling stimulates systemic change because each area of administrative, curricular, and teaching practices must be examined and reflected upon, to fully embrace what the languages and cultures add to the school experience. Ultimately, dual language education leads to innovative and creative ways of addressing the needs of all students in the school system.



Teaching Practices

Teachers in dual language classes follow the most up-to-date and innovative methods of teaching for working with diverse students. This includes minimal lecturing by the teacher. When direct instruction is provided, it is intentional, of short duration, and routines and procedures are modeled and consistent. Cooperative learning is the most important strategy that teachers use in dual language classes, with many varied work groupings,

such as pairs, groups of four, learning centers, and whole class. When students work together, the teacher creates groups with varying characteristics, to take advantage of the heterogeneity of the students and the opportunities for students to teach each other.

Dual language classes work on problem solving, creative projects, high-level thinking, with varied activities and stimulating learning. Teachers are sensitive to cross-cultural and socioeconomic issues and provide emotional support for all. Dual language classes are a natural setting for carefully planned experimentation in teaching (Reyes & Kleyn, 2010). The mix of students with many different needs within each class leads to differentiated instruction as a model that the teacher implements with the whole class, instead of having



specialists pulling students out of the class. But dual language classes function at higher cognitive levels than typical pull-out instruction; they are not remedial or programmed instruction. Instead the dual language class is a vehicle for instructional practices that have known power such as cooperative learning and Guided Language Acquisition Design (GLAD). Teaching through two languages becomes accelerated and gifted instruction for all students.

One of the strongest outcomes of dual language classes is students' intense desire to attend all classes and remain engaged with the subjects being studied. Through actively participating in meaningful learning, dual language students keep up with acquisition of their two languages, which is a constant challenge. African American students attending dual language classes in North Carolina talk about their being in the "honors" class because they perceive this as a gifted program that they are privileged to attend. They are very proud of their second language development, and by the middle school years, they are two grades ahead of their African American peers not in dual language, illustrating the enhanced cognitive development that occurs in studying through two languages (Thomas & Collier, 2014).

Dual language teachers have identified second language strategies that they use in all lessons that seem to help students who were formerly considered "at risk." Through methods of teaching the content areas through the second language, teachers provide many extra clues to meaning, and this helps the students who need more support.

Students actively participate, whatever the language of instruction, with intentional and explicit nonverbal and verbal clues to meaning for both content and language provided by the teacher and fellow students. English learners and students who sometimes struggle in a typical English-only classroom need cognitively stimulating, comprehensible, exciting instruction that connects to their life experiences, whereas “watered down” and “scripted” instruction may produce short-term achievement gains but not sustained, long-term gains (Freeman, 2004). In a dual language program, teaching through the two languages becomes accelerated and gifted instruction, leading to all dual language students’ potential giftedness, expressed through creativity and problem-solving abilities that emerge in their classroom achievements.

Another important function that dual language classes serve is to address the “saturation point.” Many skeptics and well-meaning educators push for more years of English-only instruction, more drills on phonics and grammar points, more memorization of vocabulary, more homework, more instructional time, or a longer school year. Dual language classroom experiences strongly show that more is not always better! Focusing on interesting and meaningful instruction is much more efficient and productive. When students reach their “saturation point,” switching to the other language of instruction often has the effect of renewing student engagement with learning.

This does not mean translation or code-switching, but following the dual language guidelines established for separation of the two languages. Often the switch to the other language occurs naturally through the planned curriculum, and in a dual language class taught by two teachers, the switch occurs when the other teacher takes charge of the class.

When dual language classes are team-taught, each student will be working with at least two teachers, one teacher leading the English portion of the curriculum, and the other teacher guiding the curricular materials to be learned in either Russian or Spanish. To be cost effective, these two teachers work with two classes.



Which subjects will be taught in each language varies from year to year, but over several years of time, students will get equal experiences with each language, across all subject areas. Team teaching requires coordination and planning, with resource sharing and creative ideas coming from two different perspectives and personalities, leading to richer experiences in the dual language classes. Teaching staff often represent a variety of geographic backgrounds, so that over several years' time, students can experience regional variations in the languages and cultures represented in the dual language program, including teachers' awareness and respect for the local varieties of Spanish/Russian and Russian spoken by families in Woodburn.

Administrative Practices

School administrators have plenty of challenges to deal with all the time. How does the dual language program influence decisions for administrators? First, the superintendent, the school board, the central administrative staff, and the principals must provide full financial and administrative resources for the dual language program to succeed. Hiring proficiently bilingual staff and acquiring up-to-date and high quality curricular materials and library resources in all the languages of instruction are essentials that differentiate administrators' tasks from that of an English-only curriculum. In addition, dual language teachers need ongoing professional development and regular planning time to coordinate team teaching. Evaluation of the program requires thoughtful choices of assessment



instruments, if possible in all of the languages of the curriculum. The Woodburn K-12 program has expanded to all of the grades from kindergarten to the end of high school. Because students from multiple elementary schools transition to two middle schools and students from the middle schools transition to one high school campus, the Woodburn system cannot approach different age groups as separate, compartmentalized “silos” of instruction. Instead, there is a need for strong collaboration and planning across all feeder schools.



These responsibilities of dual language administrators lead to creativity and systemic reform. Addressing all of these instructional, curriculum, and assessment decisions from the perspective of the multiple cultures, languages, and socioeconomics represented in our home community results in positive changes in the way that we do schooling. The contrast between the former perspective of addressing the needs of English learners through remediation and the present perspective of enrichment through dual language can be seen by examining administrative goals of these two approaches to schooling.

Before, English learners were perceived as a special concern for the school district that needed to be addressed by separating these students and providing them with bilingual and ESL support. This created additional costs by having to hire extra teachers for these separate classrooms. While segregated from their English-speaking peers, the students saw themselves and their home language and culture as not being valued in the learning process. This led to the gradual loss of their home language with potentially negative consequences in their cognitive development.

Dual language schooling brings a radical transformation to all of these factors. Students who speak the non-English language are valued and respected as peer experts when the curricular work is in their home language. They come to see the value of acquiring deep proficiency in both their home language and English, and as young adults they begin to see how they can use their proficient bilingualism developed at school as an asset in their professional and personal life as adults. Bringing the students together in an integrated program that benefits all students leads to additive bilingualism for all, high academic

achievement, enhanced cognitive development, and collaborative learning across socioeconomic and ethnic groups.

Multiple Benefits of Two-Way Bilingual Immersion Schooling

In summary, the research is overwhelmingly clear that receiving schooling through two languages is a powerful 21st century innovation in education. Students of all ethnic backgrounds and all socioeconomic classes outscore their monolingual peers. They master the curriculum better (as measured by standardized and state tests). They master English at deeper proficiency levels (as measured by English proficiency and English language arts tests). They master the non-English language to deep levels of proficiency (as measured by tests in that language). Dual language students close the achievement gap in their second

language as they move through school. A much higher percentage of students matriculating through dual language programs graduate from high school than those who received an all-English curriculum. The average graduation rate in the U.S. for Latino students nationwide is 76 percent and for English learners



is just 60 percent, compared with an 85 percent rate for White students. In Woodburn, the graduation rate remained over 90 percent from 2014 through 2016.

In addition to higher student achievement, dual language students have higher self-esteem and confidence, higher overall attendance records, more motivation for schoolwork, and fewer disciplinary referrals. Overall, the two most important outcomes of dual language programs are higher student cognitive development and stronger student engagement with instruction. The research results favoring dual language can be astounding, as measured by school tests, attendance, and parent/teacher satisfaction.

For school administrators and school boards, dual language education addresses the challenging issues of gap closure and equal protection under the law for all students, by

serving our formerly underserved students well and at the same time providing exciting academic work for native English speakers. With dual language education, our schools are designed to serve the greater diversity that is ours to affirm and celebrate.

To be a global citizen, these times call for learning at least two of the top six most-spoken world languages— Chinese, Spanish, English, Hindi, Arabic, and Russian. Woodburn's dual language programs feature 3 of these 6 languages! Students who graduate proficient bilingual/ biliterate in Woodburn have greatly increased their job opportunities and their credentials for additional education. Through working collaboratively with diverse peers throughout their schooling, dual language students develop strong intercommunication skills and cross-cultural understanding. They are prepared for the 21st century.

Collier, V. P. & Thomas, W. P. (2009). Educating English learners for a transformed world. New Mexico: Fuente Press. [Blue book]

Collier, V. P. & Thomas, W. P. (2014). Creating dual language schools for a transformed world: Administrators speak. New Mexico: Fuente Press. [Green book]

Dixon, J. J. (2012). Timelines for English Language

Acquisition: A Study of the Rates of Second Language Acquisition among Hispanic English Language Learners Including Exceptionalities. Retrieved from ERIC. (ED537607)

Thomas, W. P. & Collier, V. P. (2012). Dual language education for a transformed world. New Mexico: Fuente Press. [Red book]



Chapter 6 Programmatic Design & Components

At Woodburn School District, we have designed our Two Way Immersion programs so that students are continually learning in two languages through coursework in multiple content areas. The quantity of time spent in each language may change, but both languages are continually developed through strategic allocation of each language. The term for this structure is “additive bilingual,” meaning that students do not replace one language with another language. Instead, they continually build and improve both languages.

WSD Two-Way Dual Language Immersion Pathway

The basic design of TWBI programs at Woodburn begin with an 80:20 percent partner to English language allocation. Over time, the time spent in the partner language decreases, while the time spent in English increases. Partner languages include Spanish and Russian.

Our programs are designed as sequential literacy models where students develop their initial literacy in the partner language and add on the second literacy system in English during Elementary school. The programs are standards-based in all content areas. In both models, native speakers of Spanish and Russian and English-Only students are not separated for instruction

and instead work together supporting one another in each other’s learning and language practice. Starting early and studying formally in a second language prepares students to be proficient at an Intermediate/High level on the ACTFL scale and earn the Oregon State Seal of Biliteracy by the end of high school. Throughout the TWBI program, language allocations are consistent across grade levels and curriculum in both languages is guaranteed and viable with teachers collaborating annually to revise curriculum to best meet student proficiency needs.



Communicatively Based Instructional Model

The overarching goal of the K-8 TWBI program is communication. A communication-based instructional model for second language study outlines the various stages of language learning and focuses on proficiency of the ACTFL language modes: interpersonal, interpretive and presentational so that they are able to function academically, socially and professionally in two languages. As TWBI students enter high school with a command of both vocabulary (listening and speaking) and literacy (reading and writing) developed in partner language literacy coursework, they enter high level World Language classes with a grammar-based instructional model. The goal of coursework at the high school level is to allow students to apply language skills for professional purposes in a variety of settings by building professional and discipline-specific vocabulary, fine-tune their reading and writing skills, prepare them to pass the Advanced Placement (AP) or International Baccalaureate (IB) exams, meet the requirements for the Oregon State Seal of Biliteracy, and receive college credit for their years of study.



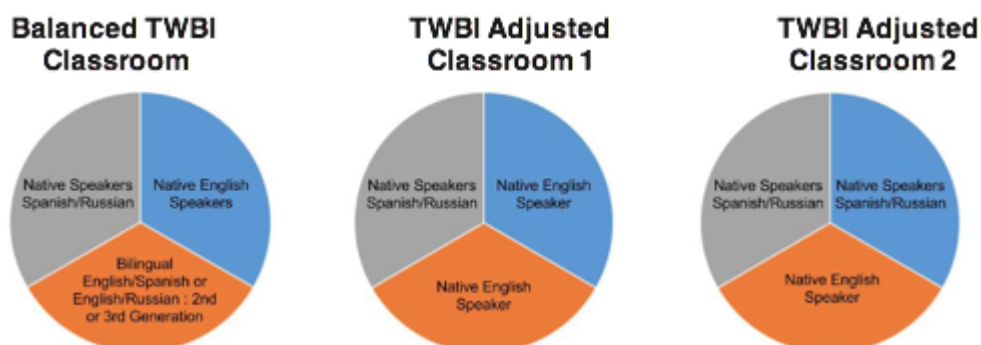
The program design includes set percentages of time in each language. These time frames indicate the time students receive Spanish/Russian instruction, while the second number indicates instruction in English. In the 80:20 model, Spanish/Russian instruction decreases annually as English instruction increases, until there is an equal split of instructional time spent between Spanish/Russian and English. This 50:50 language

balance of Spanish/Russian and English classroom instruction is usually at the intermediate level (grades 4 and 5) and middle school levels if staffing allows. For high levels of literacy and academic achievement to be reached in both languages, the Woodburn School District Two-Way programs will continue through middle school and the high school years. A link to the district's traditional pathway for the TWBI Program is outlined in the Appendix Chapter 6.

At the secondary level, the allocation of partner language continues to decrease, focusing on bridging concepts between the two languages while continuing to increase academic and social language proficiency in both languages. Student pathway at a glance and allocation charts, which illustrate student courses and language of instruction are available in the Appendix Chapter 6.

Two-Way Bilingual Immersion Student Language Profile Exemplars:

Linguistic balance is an important concept for a TWBI classroom. Each school does its best to linguistically balance classrooms each year. Here are some examples of linguistic balance:



Heritage Language Student

A Heritage Language Bilingual Program is one where students are primarily native English speakers, and there are few native Spanish or Russian speakers. In Woodburn, many of our students, Russian is not spoken in the home. Since School is often the only place where students are able to practice the heritage language, students in this program may access additional Russian Language Development during the school day depending on students' language proficiency needs. Regardless of whether students enter our program speaking English, Russian or Spanish, the benefits to all students in the program are the same (see chapter 4 Table 4: Benefits of TWBI Program)

English Learners and Students Not in the TWBI Strand

Two-way Bilingual Immersion is the core program at Woodburn. Because it is committed to ensuring that every student in the WSD engages in second language study at every stage of their academic pathway, English learners and other students not enrolled in a TWBI classroom participate in the English Plus Program. Students in this program receive the majority of their instruction in English.

If the student is a native speaker of a language other than English, the student will be placed in an ELD course if not already proficient in English. If proficient in English, the student will have access to FLES (Foreign Language for English Speakers) or English Enrichment. Teachers use Sheltered Instruction strategies, understand second language acquisition pedagogy and work with students in large and small group instructional

settings to ensure that they are acquiring both the conversational and academic language appropriate to their grade levels.

English-speaking students whose families opted out of the TWBI strand for their child at the kindergarten level or who enrolled into the District after first grade may participate in a second language development program (Spanish as a Second Language or Russian as a Second Language) where teachers and resources are available. In addition to core instruction in English, students receive regular FLES instruction for the purpose of preparing to enter the World Languages pathway as 6th graders. Access to world language instruction in middle school accelerates the learning of a second language and allows them to enter high school at the 4th year level of coursework, providing a pathway to bilingualism.(ACTFL, 2014)

The school's schedule and daily programming for both groups of students would allow both the native speakers and English Only students opportunities to develop either their first language (L1) or develop fluency in a new language (L2). While TWBI remains the ideal program, English Plus promotes an answer to logistical issues for late entry students and an option for families who do not believe that TWBI is a good fit for their student.



Chapter 7 Enrollment

All families registering their children for school enrollment are processed through the WSD Welcome Center. Families receive an explanation of the registration process and submit the necessary paperwork for their children. All families are introduced to the program options offered in the district and parents are able to choose to either enroll their students in Two-Way Bilingual Immersion programs or English-Plus programs. Students whose first language is not English receive state-required English Language Development services until they are proficient in English.

The Welcome Center personnel and testers at the center follow a process for program placement. Parents of incoming Kinder students schedule an appointment with the welcome center to register. It is important to note that students who enter the district after first grade and want to enroll their children into the TWBI program are screened in order to determine language proficiency.

The Welcome Center Handbook, available digitally in the Chapter 7 Appendix, outlines the process for the appropriate placement of English Language Learners within the program of their choosing as well as the state criteria for program placement.

Students with Special Needs

Students who participate in a dual-language program who have disabilities receive services according to the needs identified on their Individual Education Plans (IEP). School teams provide Specially Designed Instruction (SDI), modifications and accommodations through a push-in or pull-out model in accordance with the IEP. Teams provide accommodations on the IEP that support learning in first and second languages.

Pull-out services and Specially Designed Instruction (SDI) are provided in the student's native language or English depending on the need, and aligning with classroom instruction. As level or minutes of English instruction increases in the general education setting, the SDI occurring in the special education transitions to English as appropriate. For students who are receiving speech services, SDI is provided in native language with a gradual release into English as appropriate. Special Education staff is trained in providing scaffolding for language development.

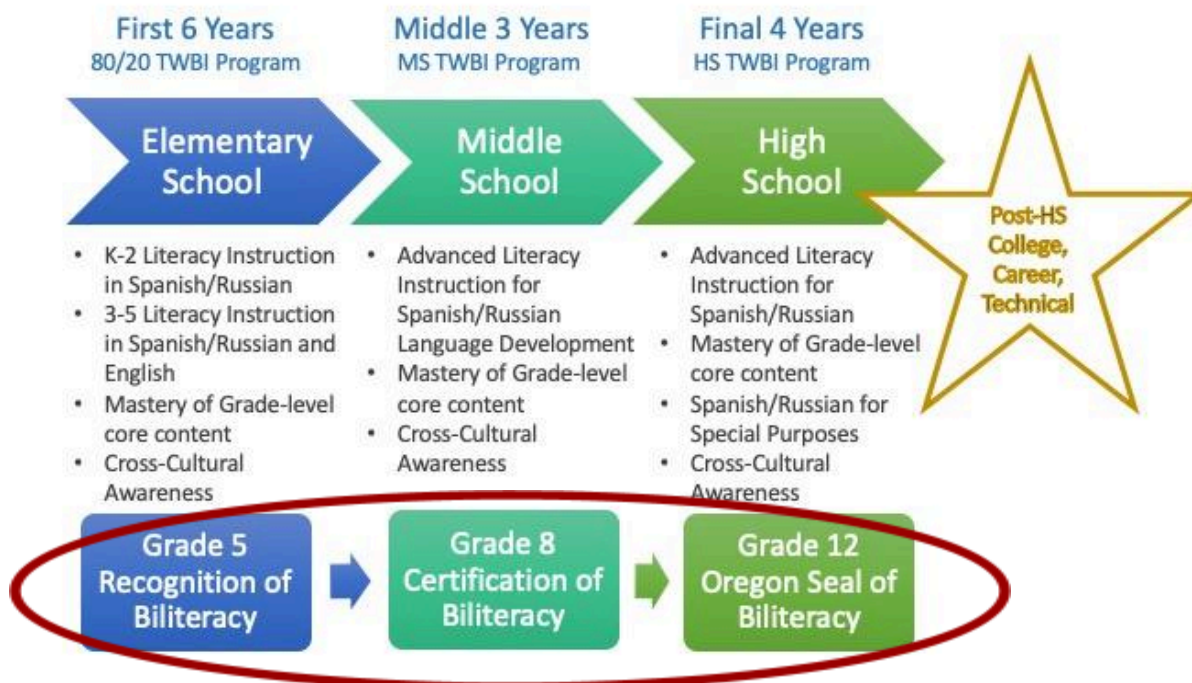
For the majority of students enrolled in a dual-language program who have disabilities, English language development is provided in the general education setting with appropriate accommodations. As IEP team meetings are held throughout the school year, the IEP team will determine what level of services a student will need for ESOL services,

with the input of the Language Program Coordinator or ESOL teacher. Each IEP team will also determine where ESOL services will be provided. Services may be provided in a general education or special education setting. Students receiving Special Education services in the dual-language program, participate in the ELPA21 assessment, and the IEP team will determine the appropriate and individual exemptions and/or accommodations.



Chapter 8 Student Biliteracy Benchmarks: Recognition, Certificate, Diploma Seal

Students in the TWBI program are eligible for three different honors: the Recognition of Biliteracy at grade 5, Certificate of Biliteracy at grade 8, and Oregon State Seal of Biliteracy at graduation.



Each of these benchmarks is based upon student proficiency in both languages in multiple content areas. Students maintain a portfolio of work throughout their K-12 experience which they use as evidence that they have met the criteria for these three benchmarks. Details about portfolio contents and recognition processes and criteria are in the Appendix, Chapter 8.

Chapter 9 Marketing & Parent Outreach

Encouraging Hands-on Involvement

The active engagement of the Two-Way Bilingual Immersion program families and the Woodburn Community is critical to the success of the TWBI program. The TWBI program encourages parents, guardians and/or other family members to help their children be successful in school.

Families can directly and indirectly contribute their time and talents to the school in many ways including: (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as PTA, PAC and Site Council and (4) participating in fund-raising activities. Parents can also support the Woodburn TWBI program by serving on committees, serving as Room Parents, planning special cultural events, translating materials, chaperoning field trips and volunteering for specific classroom activities. There are many opportunities for families from both linguistic and cultural backgrounds to participate in the ongoing administration and development of the TWBI program at both schools.

It is the expectation of the District that hands-on involvement by families will facilitate communication and provide a better understanding of the TWBI program development. In addition, by participating in Parent Education evenings and similar language development discussions, families will develop a clearer understanding on how to better assist in their child's linguistic and academic development while gaining a greater appreciation for the development of their child's worldview.

The TWBI program will have ongoing outreach, education and recruitment programs in the community, including the distribution of flyers and presentations at preschools, District elementary schools and local community organizations. The program will expand and improve its communications with both the Spanish-speaking and English-speaking families in the WSD community at large, including key information about the documented success of TWBI education for all students.

The WSD school programs and task force identified outreach, recruitment and marketing opportunities and needs to educate District residents about the District's TWBI programs at both schools. The task force also identified strategies to ensure that TWBI students will have access to the Advanced Placement coursework at the high school. TWBI Task Force makes advanced placement of TWBI students upon reaching high school a top priority in its recommendations to the Superintendent and Board of Education.

Sharing News and Information

It is the desire of the District that information about the TWBI, a program designed to serve the entire Woodburn School District community, be distributed widely. TWBI participants and their families will regularly receive information, ideas and perspectives from program leaders at the school site and District level.

Each school will provide a number of events to keep families informed of classroom activities and students' progress including: Back-to- School Night, Parent Teacher Conferences, Program Information Nights and Site Tours. There are also mandatory orientation meetings conducted by administrators and parent leaders several times a year offering new families information and advice about the DLI's program opportunities and challenges. Regular communications include school and teacher newsletters, postings on the WSD website pages, individual school site website pages, and email announcements.



Inviting Input and Ideas

Students and families are encouraged and invited to share their questions, concerns and successes about the TWBI program by contacting their child's teacher, school counselor, principal or District administrators. Program leaders may use surveys to collect input and feedback from students, parents and staff. This data may be used for decision-making concerning continued improvements to the TWBI program.

Showcasing Accomplishments

In TWBI classrooms, parents and community members receive communication about events celebrating the Spanish and Russian

language and culture. Various district-wide events also demonstrate the ways students are acquiring the language and developing cross-cultural understanding. When parents attend

these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

Each school needs to continue to showcase and document in writing and/or videos the successes of the program and its students by having students and parents participate in a variety of school, District and community events. Each school should grow in their understanding on how to use social media sites such as Facebook and Twitter to highlight special honors, events and successes at each of the level of the program.

Informing the Community

The TWBI program will strive to keep the general WSD community at large informed of the progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share new strategies on second language learning with staff at other elementary and secondary school sites and inform the general SD community about this exciting and unique program. Administrators and families of the TWBI program understand the importance that growing awareness and understanding of the DLI program will attract new students/families, generate tangible support and goodwill and lay the groundwork for continued TWBI success.

Some of these TWBI community-wide activities may include:

- Kindergarten information nights
- Multicultural Celebrations
- TWBI Program Parent Meetings
- Brochures about the Program
- Newspaper, radio spots and other media articles about the TWBI Program
- Updated Website pages at District and all schools

Advancing Students through the Grade Levels

The following lists are some of possible activities by grade level for parent education, family outreach and program development. This list of ideas can be utilized to work with students as they transition from one grade level to another without losing interest in the TWBI program. Each level is also responsible for preparing students to receive the OR State Seal of Biliteracy on their high school diplomas.

Elementary School Information Options

- Send out weekly/monthly teacher newsletters
- Include a blurb in the monthly newsletter to families to describe units of study or parent activities

- Send out a school monthly newsletter in both languages
- Keep the Facebook page active and updated in both languages
- Use parent informational system to remind parents of meetings in both languages
- Keep website updated in both languages
- Collaborate with Middle School for 5th grade parent night
- Discuss TWBI program sequence at the Middle School
- Progress Data/Scores of Students
- Middle School curriculum
- Have parents sign a Program MOU/Parent Compact at the Kindergarten level
- Give parents information on the Seal of Biliteracy Awards starting in Kindergarten
- Hold a Recognition Award Night for the candidates receiving their first Biliteracy Award after students complete 5th grade
- Begin to code/tag students as DLI program participants in order to track student progress over their K-12 program participation

Middle School Information Options

- Use an informational system to communicate meetings with parents in both languages
- Create a list-serve of TWBI parents to advertise meetings and special events
- Write an ongoing article in the School/District Newsletter about TWBI events, research and program findings
- Have teachers send out quarterly newsletters on the progress of the program and students at the Middle School level
- Create a forum for TWBI parents at the Middle School level
- Continue outreach of Spanish-speaking families in the TWBI Program (all communications translated and interpreters at all meetings)
- Keep website updated in both languages
- Have parents sign a TWBI Program Memorandum of Understanding when students enter 6th grade
- Hold information nights for parents on the Seal of Biliteracy when students enter 6th grade
- Offer High School information nights for DLI parents of 7th and 8th graders
- Hold a Recognition Award Night for the Seal of Biliteracy Candidates when students complete 8th grade
- Develop a tag in the student Information system that identifies TWBI students for high school counselors and teachers

High School Information Options

- Provide an annual orientation to the High School World Language offerings and the Seal of Biliteracy to all DLI students starting in 6th grade
- Host 8th grade tours each Spring for students from the TWBI Programs
- Use school information system to communicate meetings with parents in both languages
- Schedule school meetings at times when working parents can attend the meetings
- Give TWBI parents and students a full explanation of the Oregon State Seal of Biliteracy and the process for students to apply for the Seal once the students enter high school.
- Review the Advanced Placement Course Options in High School, 3rd language option, additional course options in Spanish for TWBI students
- High School teachers/counselors will conduct an 8th grade TWBI Student Night in the Spring after students have been tested to explain results, impending placement, criteria used for placement, description of
- course options
- Continue to develop the school website in both languages with information for TWBI Parents/ Students
- Have Career and Guidance Staff work with the AP teachers to create a program newsletter to inform students and families of the opportunities to:
 - Travel
 - Service learning projects
 - Career and work opportunities
 - Internships
 - Community volunteer opportunities involving Spanish skills
 - On-going info on the Seal of Biliteracy

Chapter 10: TWBI Professional Training Plan

Biliteracy is a key component of Woodburn School District's Strategic Plan and is a core program. As such, professional learning focuses on instructional strategies that improve the instructional core. Specific content strategies include literacy, math and english language development and scaffolding. Professional learning is accelerated through weekly structured collaboration with peers (Data Teams) and instructional coaching.

Theory of Action - Woodburn School District developed a theory of action, which helps us focus on the systems and practices that we believe will help students attain proficiency. The WSD Theory of Action states: **If we focus on the K-12 instructional core within our bi-literate, intercultural context, and if we learn collaboratively at all levels, and if we prioritize the use of data in our cycles of inquiry, and if we align our K-12 system with a proficiency based approach, then we will have high academic achievement that is equitable for all students.**

Professional Learning in the Woodburn School District is focused on the components of the theory of action: Effective pedagogy; teaching for biliteracy, systems and structures for collaboration, proficiency based teaching and learning, effective use of data and feedback, and attention to the systems that support teaching and learning such as effective use of technology and technology instruction.



Figure 10.1 Theory of Action

Table 10.2 shows the progression of professional learning and training for teachers in the Woodburn School District, assuming 3-5 years per tier.

Table 10.2 – Tiers of Professional Learning

Tier One	Tier Two:	Tier Three
Foundational training for new teachers	Refining skills in these areas	Leading in these areas
• Classroom structures, routines, systems • Mathematics in both Partner Language and English • Academic English & Partner Language Development • Language Scaffolding/Language Rich Environment • Data Teams and Effective Use of Data • Marzano Instructional Strategies and how to use them • Writing Strategies in both languages • Other areas as appropriate		

Glossary: Terms Dual Language Teachers and Leaders Should Know

Academic language - CALP	Language used in formal contexts for academic content areas and core subjects; one's command of academic language is referred to as Cognitive Academic Language Proficiency
ACTFL Performance Guidelines for K-12 Learners	Language performance standards that describe levels of language proficiency in three modes of communication: interpersonal, interpretive and presentational as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre- - Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.
Additive Bilingualism	A process identified in the research by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language, without loss of the primary language; where the first language and culture are NOT replaced or displaced
Advocacy	A process of demonstrating to others why proposed changes are desirable, feasible, affordable, and appropriate, and gaining the support of influential people or groups who have resources, power, or authority that is essential for success. Components include a deep understanding of theory, principles, and research; a rich understanding of social, political, economic, and cultural context and key stakeholders; knowledge of information, evidence, and experiences that will counteract opposition and reassure reluctant individuals and groups to get on board
American Council on the Teaching of Foreign Languages (ACTFL):	The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.
Anchor charts	Charts/posters that are displayed and used to record and display student thinking, key concepts, and essential skills; help students see cross-content and cross-language connections; serve as a stable reference that students can return to when in need of clarification
Assessment: Formative	a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
Assessment: Summative	methods that evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.
Bilingual pairs	The strategic and intentional partnering of a student fluent in the partner language with a student fluent in English, with the purpose of facilitating peer language modeling and effective student-student interaction

Bridging	A practice often used in dual language programs at the last stage in a given instructional unit, when students transfer what they have learned in one language to the other language. It is not about teaching the same concepts twice, but about encouraging them to analyze what is similar in their two languages. (Beeman, K. and Urow, C., 2013)
Code-switching	he alternation of languages within one linguistic context (within words, sentences or alternating sentences); a rule-governed behavior that requires a high degree of understanding of each of the languages; often falsely interpreted as “language confusion”
Cognates	Words in different languages that share an etymological root resulting in similar spelling, meaning, and pronunciation
Content objectives	Statements that identify what students should know and be able to do within specific content areas in one lesson, based on content standards
Content-Based Language Instruction	(also known as Content Based Instruction, Content-Based Second Language Instruction or Content-Centered Language Learning): A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989), there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as criterion referenced.
Cross-linguistic transfer	The application of features of one language to another, and vice versa; a bidirectional process
Cultural and linguistic assimilation	Process by which a person or a group's language and/or culture come to resemble those of another group; can happen spontaneously or forcibly; the term is associated with language and culture loss, or the adoption of the host identity at the expense of the heritage identity.
Cultural objectives	Statements that identify what students should know and be able to do in order to demonstrate multicultural competency
Curriculum	Curriculum refers to the standards of a course, which have been scoped and sequenced, prioritized and grouped into units, distilled into learning targets, and which have end of unit assessments. (not to be confused with materials, such as the textbook or science kit)
Curriculum Alignment	Curriculum alignment means that what is written is taught and tested.
Curriculum Articulation	Vertical alignment - what is taught at one grade leads to what is taught at the next grade.
Curriculum Materials	Resources that are used to support the teaching and learning of the curriculum. Materials are often confused or conflated with curriculum, which is inaccurate.
Data Teams	A seven-step process for groups of teachers (PLCs) to plan, prepare, teach, assess learning and continually revise their curriculum.
Dialect or speech variety	Differences in how people speak a language, often depending on regional, cultural, socioeconomic, familial, ethnic, and other factors; may be evident in word choice, pronunciation, intonation, etc.
Dual language education	Any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade level academic achievement, and

multicultural competence for all students. (GP for DLE, p.1)

EL	English Learner - a student for whom English is not L1
Emergent bilinguals	Students engaged in the dynamic process of developing bilingual and biliterate competencies with support of their communities (e.g. parents, school, neighbors)
Feedback	information about a student's performance of a task or formative assessment which is used as a basis for improvement.
FLES	Acronym for Foreign Language for English Speakers - FLES is the world language program at elementary school for students who opt out of the Dual Language system.
L-TELL	Long-term English Language Learner - Students who have remained at a level 3 or 4 for English Language Development for a long period of time.
L1	The student's native or home language
L2	The student's additional language
Language acquisition	Language acquisition A subconscious process similar to the process that children undergo when learning their native language (Krashen, 2003)
Language allocation Plan	A plan or framework that outlines how the languages of instruction will be divided so as to ensure DL model integrity (50/50, 90/10); typically divided by content area, time of day, or teacher.
Language Learning	A conscious process where language forms are represented consciously in the learner's mind (Krashen, 2003)
Language majority students	In the United States, a term referring to students who come from homes in which English is primarily spoken.
Language minority students	In the United States, a term referring to students who come from homes in which a language other than English is primarily spoken, and who may or may not be proficient in English.
Language Model	The role that DL teachers as well as peers within DL classrooms play in demonstrating language proficiency for others to hear, mimic, and emulate as an important component in the DL teaching-learning process.
Language objectives	Language objectives Statements that identify what students should know and be able to do linguistically in order to achieve specific content goals, aligned with language development standards
Language Separation Policy	Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the partner language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines students' second
Learning Target	One of the skills necessary to meeting proficiency on a standard.

LinguaFolio	Student-centered formative portfolio assessment based on the European Language Portfolio, designed to support individuals in setting and achieving their goals for learning languages as they move along the continuum towards greater proficiency. More information at the National Council of State Supervisors for Languages website: http://www.ncssfl.org/links/index.php
Making Cross-language Connections	The ability to use one language to analyze and understand a second language; enables students to develop metacognitive abilities and knowledge about their two languages and how they are the same and different; a bi-directional process
Mental Models	Conceptual frameworks consisting of generalizations and assumptions from which we understand the world around us and take action within it; we may not even know that these frameworks exist or are affecting us, and so they may stand in the way of new learning and innovation; subtractive bilingualism is one such example (Peter Senge, <i>The Fifth Discipline</i> , 1990).
Partner language	In Dual Language/Two-way Immersion programs, the program language used in addition to English
Professional Learning Communities:	In Professional Learning Communities, teams of educators commit to ongoing processes of program articulation, collective inquiry, study and research to achieve ongoing improvement of student results. This effort will be supported as an extension of the District's commitment to collaboration and teamwork.
Proficiency	Student mastery of standards and learning targets
Proficiency Grading	A formula and process assigning grades that is consistent with and reflects a student's proficiency against standards.
Proficiency Pathway:	Progression through the Spanish Language Immersion Program, along the language learning continuum towards higher levels of proficiency. The "Language Learning Continuum" is a performance- - based model which identifies the performance characteristics of each stage of language learning. (Jackson 1999, Zaslow 2005)
Proficiency:	It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.
Relevance:	A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools that focus solely on individuals and which might be normed rather than criterion referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.
Scaffolding	Teacher support and activities for learning that can be gradually removed as language learners are able to demonstrate capability
Seal of Biliteracy	outlines such the program pathways for the students who participate in second language learning beginning in Kindergarten or First grades and continuing their second-language-learning program through their high schools year. The State of California passed the first Seal of Biliteracy in 2011.

Sequential bilingualism	The process by which a child acquires (a) second language(s) after having considerably learnt the first language, for example when the parental tongue is different than the main language of the community or school system.
Sheltered instruction	An approach to teaching English language learners which integrates language and content instruction
Simultaneous bilingualism	The process by which a child acquires two (or many) languages at the same time, for example when he/she is raised by parents speaking more than one language; sometimes defined as when a child is routinely exposed to two or more languages prior to the age of three.
SLA	Second language acquisition – refers to the learning process of a language, which is not the individual's native language
Social Language/BICS	Basic language proficiency associated with day-to-day social situations or conversations; Basic Interpersonal Communication Skills
Strict separation of languages	The act of teaching two or more languages in completely separated places and times in the school day; typically controlled by either time (e.g., morning/afternoon), teacher (e.g., Mandarin/English), place, or content (e.g., Math in Spanish/Science in English).
Subtractive bilingualism	A process identified in the research in which individuals lose their primary language (and possibly culture) as they acquire a new language and culture. This occurs frequently in the case of language minority students who attend school where no provision is made to maintain and develop their primary language; where the first language and culture ARE displaced at the expense of learning a second language
Partner language	The language that is used for instruction, in accordance with a particular program's language allocation plan.
Translanguaging	A process by which students and teachers engage in complex discursive practices using two or more languages jointly to solve problems, think critically, and acquire new knowledge; students tap into the combined resources of the two program languages to learn and communicate.
Two-way SIOP	Two-way Sheltered Instruction Observation Protocol – a model for teaching emergent bilinguals in which students develop bilingual and biliteracy skills and content knowledge simultaneously while at the same time developing multicultural proficiency
TWBI - Two-way Dual Immersion Program	Two-way Dual Language Immersion is a type of dual language program where students are immersed in two languages, and instruction includes the bridging of concepts and knowledge between the two languages. While the goal of a TWBI program is biliteracy, students receive instruction in only one language at a time. TWBI programs often start with most of the instruction in one language at grade K. Gradually, instruction in the second language increases as the student moves up grades. Students leave a TWBI program fully bilingual and biliterate.

Appendices

The appendices provide pdfs or digital links to the most current and detailed TWBI Program information. Appendices documents and links are updated regularly.

Chapter 1	Strategic Plan	
Chapter 2	ETP Historical Info	
Chapter 3	ATDLE Website Researcher Katherine Lindholm-Leary	
Chapter 4	Guiding Principles of Two Way Bilingual Immersion Education Glossary of Dual Language Terminology	
Chapter 5	Collier and Thomas Website and Publication Info	
Chapter 6	Language Allocation Plan Implementation Plan ES Implementation Plan MS Implementation Plan HS	Middle School Level TWBI Pathways High School Level TWBI Pathways
Chapter 7	Welcome Center Enrollment Process	
Chapter 8	Grade 5 Recognition of Biliteracy Grade 8 Certificate of Biliteracy	Seal of Biliteracy Application Oregon State Seal of Biliteracy
Chapter 9	Woodburn School District Website	
Chapter 10	Woodburn Curriculum Website Data Teams Information Dual Language Manual Rollout Modules Teaching Channel Plus Platform	Foundations of Literacy Constructing Meaning Information and Overview Sample amplified Unit plan Revised Unit Plan template with CM features
Other Resources	ACTFL Scale California Department of Education Californian's Together	LAUSD SFUSD program guide