**The Power of Reflective Change: Transition to an 80/20 model**

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**Barbieri History and Achievement**

- 1990: Two-Way Program established through a grassroots effort and Title VII federal funding  
  - Goal: to share and learn each other’s language and culture  
- “Portraits of Success”, February 2001  
- Massachusetts Commonwealth Compass School, 2004  
- K-12  
- Differentiated model (2005)

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**But, still...**

- **Challenges**  
  - MCAS achievement gap, Spanish level of NES  
- Parents and teachers concerned  
  - Involved in the decision-making  
- Current research

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**Involving Staff in Process**

1) Spring 2005  
- Background reading/research on effective programs  
2) Summer 2005  
- 17 staff members met to evaluate our current program using CAL’s Guiding Principles  
3) Fall 2005—  
- Staff divided into four committees to work on action plans  
  - Curriculum, Instruction, Equity, Support & Resources

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**1) Guiding Principles: Preparation for change**

- Background readings of current research  
  - *Dual Language Essentials* (Freeman and Freeman 2005)  

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**2) Guiding Principles: Our guide for evaluation**

- Prepared by the Center for Applied Linguistics (2005)  
- Principles based on standards developed by Dual Language Education of New Mexico  
- Designed to be used by programs as a tool for planning, self-reflection, and growth
2) Guiding Principles: Format

- Each strand broken down into guiding principles
  - Assessment and Accountability
  - Curriculum
  - Instruction
  - Staff Quality and Professional Development
  - Program Structure
  - Family and Community
  - Support and Resources
- Guiding principles further delineated through key points
- Key points explicitly explain requirements for minimal, partial, full, or exemplary alignment

2) Guiding Principles: Strand 1, Principle 1, Key point 1

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td>No data management system exists for tracking student data over time.</td>
</tr>
<tr>
<td>Partial</td>
<td>A data management system exists, but it is only partially developed or is not well used.</td>
</tr>
<tr>
<td>Full</td>
<td>A comprehensive data management system has been developed and is used for tracking student demographic and performance data as long as students are in the program.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>A comprehensive data management system is used for tracking demographic data and data on multiple measures of performance for the students’ entire K-12 school attendance in the district.</td>
</tr>
</tbody>
</table>

2) Guiding Principles: Rating the program

- Summer, 2005
  1. Reviewed Guiding Principles and rated the program
  2. Prioritized principles that needed immediate attention
  3. Developed action plans for the upcoming year
- In the fall, we shared a document summarizing the ratings and rationale to all staff.

2) Guiding Principles: Prioritizing

Four principles were chosen:
1. Curriculum
2. Instruction
3. Equity
4. Support and Resources

Back to Research

- Readings
- Interviews
- Site visits
- Consultants

Achievement Gap Closure for ELLs in Various Programs
(Thomas & Collier, 2004)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Annual Gap Closure</th>
<th>% of Gap Closed by Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-way 90:10</td>
<td>3-5 NCEs</td>
<td>70%-100%+</td>
</tr>
<tr>
<td>One-way 50:50</td>
<td>3 NCEs</td>
<td>70%</td>
</tr>
<tr>
<td>Two-way 90:10</td>
<td>4-6 NCEs</td>
<td>95%-100%+</td>
</tr>
<tr>
<td>Two-way 50:50</td>
<td>3-5 NCEs</td>
<td>70%-100%+</td>
</tr>
</tbody>
</table>
A Plan Emerges...

- From: Differentiated Model (Native language literacy/math instruction in K-2)
- Transition Years
- To: An 80/20 Model
  - Full Implementation 2009-2010
    - Kindergarten - 80/20 model
    - First grade - 80/20 model
    - Second grade - 70/30 model
    - Grades 3, 4, 5 - 50/50 model

Redesigned Lessons (TWIOP)

Specific Language Goals for L1 and L2
Cultural Goals
Use of SIOP Strategies

How is TWIOP like SIOP?

How is TWIOP like SIOP?

Assessment

- Checklist
- Rubric
- Parent/Teacher comments

Adapted Lesson
Year 1 of 80/20: Behind the Scenes

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Support</th>
<th>Home Piece</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teaching TWIOP training</td>
<td>Two-way Curriculum Coordinator</td>
<td>PATs Group for K Parents</td>
</tr>
<tr>
<td>Specialists and Support</td>
<td>ESL/SSL role transitions</td>
<td>PIF Events (How to Support at Home and SLA)</td>
</tr>
<tr>
<td>Team in TWIOP/SLA training</td>
<td>Bilingual Guidance and Special Education services</td>
<td>Video on program</td>
</tr>
<tr>
<td>Two-way staff and grade level meetings</td>
<td>Planning with grade level and specialists</td>
<td>Project BUILD</td>
</tr>
<tr>
<td>Extensive bilingual resources/TW Curriculum Center &amp; database</td>
<td>SAGE</td>
<td>Newsletters, tours, visits, and CDs</td>
</tr>
<tr>
<td>Hosted Abriendo Puertas Conference</td>
<td>SAGE</td>
<td>Parent Link</td>
</tr>
<tr>
<td>Dual U Training</td>
<td>Summer programs</td>
<td></td>
</tr>
</tbody>
</table>

Conclusions: Challenges

- Time
- Materials/resources
- Staffing
- Exhaustion

Conclusion: Reflections on the lessons

- Are we meeting all content and language objectives for all students?
  - Balance between presenting rich curriculum and making it accessible to L2s
  - Allow for students to practice and show higher-order thinking skills
  - Doing activities or teaching big ideas outlined in state/district frameworks?

Conclusion: Reflections on the process

- Recognize that the process takes time:
  - Reviewing second language acquisition
  - Reviewing effective strategies for second language instruction
  - Creation of lessons and assessments
  - Collection of appropriate materials
  - Collaboration
  - Reflection
  - Modification (post-lesson)

It’s Worth It! K Results After Year 1

- Social advantages
- Getting rid of labels- minimizing differences
- Flexibility
- Complete picture of each child
- Sheltered lessons
- Spanish progress!
- Less difference in language abilities = richer academic content for all
- Better records of second language growth and expectations
**References**


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