

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



Barbieri Elementary School
Framingham, MA

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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)

But, still...

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

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

1) Guiding Principles: Preparation for change

- Background readings of current research
 - *Dual Language Essentials* (Freeman and Freeman 2005)
 - *Two-way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level* (Howard & Christian 2005)

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

The program has developed a data management system for tracking student data over time.

Minimal	Partial	Full	Exemplary
No data management system exists for tracking student data over time.	A data management system exists, but it is only partially developed or is not well used.	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.	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.

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)

Program Type	Annual Gap Closure	% of Gap Closed by Grade 5
One-way 90:10	3-5 NCEs	70%-100%+
One-way 50:50	3 NCEs	70%
Two-way 90:10	4-6 NCEs	95%-100%+
Two-way 50:50	3.5-5 NCEs	70%-100%+



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

SIOP

Assessment

Content Objectives

Big Ideas And Small Ideas

Differentiation

Flexible Groupings

Language Objectives

How is TWIOP like SIOP?

Coordinating Instruction

Peer Interaction and Modeling

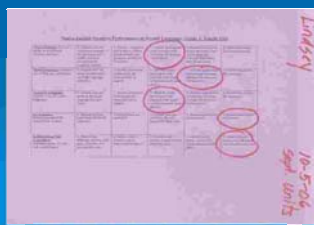
TWIOP Modifications

Thematic Instruction

Cultural Objectives

Assessment

- Checklist
- Rubric
- Parent/Teacher comments



Adapted Lesson



Second Language Monthly Checklist

UNIT: The Family
THEME: The Family's Needs
LESSON TOPIC: Needs vs. Wants

OBJECTIVES:
 1.1 Identify and understand the relationship between needs and wants.
 1.2 Identify and understand the relationship between needs and wants.
 1.3 Identify and understand the relationship between needs and wants.
 1.4 Identify and understand the relationship between needs and wants.
 1.5 Identify and understand the relationship between needs and wants.

ASSESSMENT:
 1.1 Identify and understand the relationship between needs and wants.
 1.2 Identify and understand the relationship between needs and wants.
 1.3 Identify and understand the relationship between needs and wants.
 1.4 Identify and understand the relationship between needs and wants.
 1.5 Identify and understand the relationship between needs and wants.

Year 1 of 80/20: Behind the Scenes

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

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 lessons

- Time consuming
- Won't be able to do it all at once
- Good practice
- Lens for future lessons
- Keep assessment in mind



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

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- Nora Sandoval nsandoval@thecenterweb.org contact for people who are interested in taking Dual U and to be on the mailing list
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