

BDS DL/I Handbook

**Bruce Drysdale School exists to reach all students
and teach them to be successful step-by-step.**



Dual Language Site Team

2016-2017

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Mission

Our mission is to facilitate high student academic achievement, promote language development in English and Spanish, and instill cross-cultural understanding among our students so they will succeed in a culturally-diverse world.

Program Model

Dual Immersion

The BDS dual language program includes two groups of students: native Spanish speakers and native English speakers. This makes the dual language program two-way in two ways! Two languages are used for instruction and two groups of students are involved. *The language is the vehicle for content instruction; it is not the subject of instruction itself.*

The Three Pillars of Dual Language Education

- Bilingualism and Biliteracy
- Grade Level Academic Achievement
- Cross-Cultural Competence

Goals (Long-Range)

1. Students will develop a high level of proficiency in understanding, speaking, reading and writing in their first language.
2. Students will develop an Intermediate Low- Mid level of proficiency in understanding, speaking, reading and writing in their second language as per DPI DL/I. (after 5-6 years of study)
3. Academic performance will be at or above grade level as measured by EOGs.
4. All students will demonstrate positive cross-cultural attitudes and behaviors.

Dual Language/Immersion Exit Proficiency Expectations for Spanish

↓Mode & Skill	K-2 Grade Span→ Exit Level for Assessment: 2nd grade	3-5 Grade Span→ Exit Level for Assessment: 5th Grade	6-8 Grade Span→ Exit Level for Assessment: 8th grade	9-12 Grade Span→ Exit Level for Assessment: 12th grade
INTERPRETIVE Listening	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
INTERPRETIVE Reading	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
INTERPERSONAL Person-to-Person	Novice High	Intermediate Low-Mid	Intermediate Mid-High	Intermediate High-Advanced Mid
PRESENTATIONAL Speaking	Novice Mid	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid
PRESENTATIONAL Writing	Novice Mid	Intermediate Low-Mid	Intermediate Mid-High	Advanced Low-Mid

Spanish/English Language Allocation Plan

(grade-level allocations may change based on cohort language proficiency as determined by school DL/I site team)

Grade Level Spanish/ English Allocation	Spanish	Bridging	English
K 80/20	Phonics-Estellitas	Metalinguistic Bridges: <ul style="list-style-type: none"> • Diagram • Side by side • Asi se Dice Extension in second language	Phonics-Letterland
1 st 50/50	Phonics-Estellitas (intervention)	Metalinguistic Bridges: <ul style="list-style-type: none"> • Diagram • Side by side • Asi se Dice Extension in second language	Phonics-Letterland
2 nd - 5 th 50/50	Phonics-Estellitas (intervention)	Metalinguistic Bridges: <ul style="list-style-type: none"> • Diagram • Side by side • Asi se Dice Extension in second language	(Blank)

First through fifth grades deliver core instruction in both languages daily. Language of instruction within the unit alternates weekly. Language of instruction for content area alternates within the school day.

For example: Two-Way Immersion - 50/50 - no repeat - bridge and build on Week A literacy/science/ss (english) and math (spanish) Week B literacy/science/ss (spanish) and math (english)

Procedure for Student Placement in DL classroom (Kindergarten)

1. Parent chooses to be added to the lottery by checking “ I wish to have my child entered in the DL lottery”.
2. Students are drawn from the lottery to create classes that reflect the school as a whole in both ethnicity and gender.
3. Lottery is “emptied” and students are put on a wait list.

Assessments

Grade	English	Spanish
Kindergarten and First	mClass (as required by the state)	IDEL (Benchmark according to the components most needed to inform instruction at the grade level)
Second	mClass (as required by the state)	IDEL (Benchmark according to the components most needed to inform instruction at the grade level) (APPL)
Third	mClass (as required by the state) Math and ELA EOG	IDEL (Benchmark according to the components most needed to inform instruction at the grade level)
Fourth	Math and ELA EOG	(Blank)
Fifth	Math, ELA, Science EOG	(APPL)

BEST PRACTICES

1. K-5 Commitment
2. At least 50% instruction in Spanish
3. Clear separation of two languages for instruction with intentional use of bridging
4. HCPS Literacy Framework
5. DL teachers plan with grade-level team addressing content standards
6. Project GLAD strategies

ENVIRONMENTAL PRINT

- Word Walls- Organized by syllables or by “letras tramposas” c/s/z/ and b/v and ll/y in Spanish in kindergarten.
- Writer’s toolkit for tricky words starting in first grade.
- Word Walls and/or Anchor Charts in K-5 organized by content and color-coded by language. English in blue and Spanish in red.

RESOURCES

- Letterland
- Spanish Guided Reading Library
- ACTFL
- CAL
- APPL

WALKTHROUGH CHECKLIST

- Schedule is posted with times, content area, and language of delivery
- All teacher talk is in the target language (no direct translation)
- Students are engaged in grade-level texts/activities tied to a standard
- Evidence of collaborative planning with grade-level

PROFESSIONAL DEVELOPMENT

1. All DL teachers will complete the online CAL /Santillana USA course, *Introduction to Dual Language Education:Key Features and Best Practices* before delivering instruction. [Info on the online course](#)
2. All DL teachers will attend and complete Tier I Project GLAD training within the first two years. [Info on NTC Project GLAD](#) (Offered by WRESA several times yearly)
3. PLC

Resources

1. [Center for Applied Linguistics](#)
2. [Dual Language New Mexico](#)
3. [Colorin Colorado](#)
4. [At risk students and DL](#)