Biliteracy into Middle School: Bridging Dual Language and Advanced Placement


Los Angeles Unified School District
Multilingual & Multicultural Education Department

Secondary Spanish Dual Immersion Symposium
September 29, 2017

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Norma España, Specialist
Dual Language/Bilingual Programs Office
Introductions
## LAUSD K-12 Fingertip Facts

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>&gt;900</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>&gt; 640,000</td>
</tr>
<tr>
<td>Languages Spoken</td>
<td>94</td>
</tr>
<tr>
<td>Boundary Spread</td>
<td>720 square miles</td>
</tr>
<tr>
<td>Dual Language/Bilingual Programs</td>
<td>101</td>
</tr>
<tr>
<td>Students in Dual Language/Bilingual Programs</td>
<td>&gt; 14,000</td>
</tr>
</tbody>
</table>
101 Dual Language/Bilingual/Foreign Language Immersion Programs 2017-2018

LD NW: 4 programs (Spanish & Korean)

LD NE: 8 programs (Spanish & Armenian)

LD C: 30 programs (Spanish, Korean & Mandarin)

LD W: 20 programs (Spanish, Korean, Mandarin & French)

LD E: 25 programs (Spanish, Mandarin & Arabic)

LD S: 14 programs (Spanish & Korean)
**LAUSD Multilingual Instructional Program Pathways**

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Dual Language Program (DLP) (Two-Way Bilingual Immersion)</th>
<th>Maintenance Bilingual Education (MBE) Program</th>
<th>Transitional Bilingual Education (TBE) Program</th>
<th>Foreign Language (One-Way) Immersion Program (FLI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bilingualism and Biliteracy</td>
<td>Bilingualism and Biliteracy</td>
<td>English</td>
<td>Bilingualism and Biliteracy</td>
</tr>
<tr>
<td>Grade-Level Span</td>
<td>K-12</td>
<td>K-5</td>
<td>K-3</td>
<td>K-12</td>
</tr>
</tbody>
</table>
| Number of Programs/Languages Offered | Total: 78  
• Spanish-62  
  (49 Elem; 13 Secondary)  
• Korean-9  
  (6 Elem; 3 Secondary)  
• Mandarin-4  
  (2 Elem; 2 Secondary)  
• Arabic (1 Elem)  
• Armenian (2 Elem)  | Total: 7  
• Spanish (6 Elem)  
• Korean (1 Elem)  | Total: 9  
• Spanish (8 Elem)  
• Korean (1 Elem)  | Total: 7  
• Spanish (3 Elem)  
• Mandarin-3  
  (2 Elem; 1 Secondary)  
• French (1 Elem)  |
| Designed for | · English learners  
  · English proficient students | · English learners  | · English learners  | · English proficient students |
| Amount of Time in Target Language* | Elementary:  
  50%-90% of daily instruction  
  2-3 periods out of a 6-period day | 50%-70% of daily instruction | Begins with 70% primary language, by 3rd grade almost all instruction is in English | Elementary:  
  50%-90% of daily instruction  
  Secondary:  
  2-3 periods out of a 6-period day |
| Content Taught in Target Language | · Academic subjects  
  · Language  
  · Culture  | · Academic subjects  
  · Language  
  · Culture  | · Academic subjects  
  · Language  
  · Culture  | · Academic subjects  
  · Language  
  · Culture  |
How is language of instruction distributed?

Ways to distribute the language of instruction:

- **Elementary**
  - 1/2 Day Target Language
  - 1/2 Day English

- **Secondary**
  - Target Language Instruction 6 period schedule (2-3 periods)
  - English
  - All Subjects taught in both languages
  - Language Elective
  - Content Area (e.g. History, Science)
  - All Other Content Areas
LAUSD Instructional Program Options for English Learners in Secondary Schools

**Dual Language Program**
- **Who is this program designed for?** English learners
- **What is the instructional program design?** Students learn CA content standards in two languages
- **What are the goals?** Bilingualism and biliteracy Academic Proficiency

**Secondary English Learner Newcomer Program**
- **Who is this program designed for?** English learners who have been in U.S. schools less than 2 years and just beginning to learn English
- **What is the instructional program design?** Students acquire English and learn about the cultures of the school community and the United States
- **What are the goals?** English Academic Proficiency

**Accelerated Learning Program for Long Term English Learners**
- **Who is this program designed for?** English learners who have not reclassified after 5 years of instruction
- **What is the instructional program design?** Students learn in English in an accelerated program designed to help them reclassify
- **What are the goals?** English Academic Proficiency

**Structured English Immersion Program**
- **Who is this program designed for?** English learners
- **What is the instructional program design?** Students learn CA content standards in English
- **What are the goals?** Academic Proficiency

**Mainstream English Program**
- **Who is this program designed for?** English proficient students
- **What is the instructional program design?** Students learn CA content standards in English
- **What are the goals?** Academic Proficiency

For additional information, please speak with the English Learner Programs coordinator or the designee at your child’s school.
Opciones de Programas Académicos de LAUSD para Aprendices de Inglés en las Escuelas Secundarias

Para obtener información adicional, por favor hable con el coordinador de los programas para Aprendices de inglés o con la persona designada en la escuela de su hijo.
Background on Proposition 58

California voters approved Proposition 58 in November 2016.

Gives school districts and parents more control over establishing multilingual/biliteracy programs.

Effective July 1, 2017.
Why Proposition 58?

- California is home to thousands of multilingual businesses that must communicate daily with associates around the world.
- California employers across all sectors, both public and private are actively recruiting multilingual employees because of their ability to forge stronger bonds with customers, clients and business partners.
- Multilingual skills are necessary for our country’s national security and essential to conducting diplomacy and international programs.
Program Expansion and Proposition 58

• Board Resolutions
• Working with Local District or Area Superintendents to create pathways
• Working with Human Resources in securing qualified bilingual authorized or single subject credentialed teachers
• Dual Language Committee and Proposition 58 Stakeholder Focus Groups:
  ◦ Parents
  ◦ Administrators
  ◦ Teachers
  ◦ External Experts and Institutes of Higher Learning
Goals of Dual Language Education Programs

- Bilingualism and Biliteracy
- Academic Proficiency
- Cultural Competence
Dual Language/Bilingual Programs and World Languages and Cultures Collaboration
L.A. Unified’s Strategic Plan

THE DISTRICT COMMITS TO...

- Having quality arts instruction accessible to every child in 100% of schools by 2018-19 (e.g. music, theater, dance, visual arts, and film/media) school year.
- Increasing the number of bilingual bi-literate high school graduates by 60% by 2018-19 school year.
LAUSD Pathway to Biliteracy Awards

- Awarded to students completing elementary (5th or 6th grade) and middle school (8th grade) for high achievement in English and in another language.
- Students receive a certificate and honor medallion
- Motivate students to attain the California Seal of Biliteracy in high school.
For Graduating HS Seniors:

- Recognizes both excellence in English and in another language
- Seal on diploma (LAUSD and/or CDE)
- Honor cord (LAUSD only)
- Notation on student’s transcript (Both CDE & LAUSD)
LAUSD Seal Biliteracy & California Seal of Biliteracy

Class of 2017

3112

Graduating seniors received California Seal of Biliteracy
Biliteracy Awards

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LAUSD website in Offices under World Languages & Cultures
TARGET LANGUAGE LEARNING

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE

Source: ACTFL (American Council on the Teaching of Foreign Languages)
CONNECTIONS FROM ELEMENTARY PROGRAMS TO HIGH SCHOOL AP

LAUSD Proficiency Target for 12th Grade
Advanced Low to Advanced Mid

AP Spanish Language and Culture
Intermediate Mid to Intermediate High

LAUSD Proficiency Target for 8th Grade
Intermediate Mid Mid

• College educated in the native country
• Educated language learners with extended professional and/or educational experience in the target language environment
Guiding Principles for Dual Language Education

• Grounded in evidence from research and best practices
• Seven Strands:
  1. Assessment and Accountability,
  2. Curriculum
  3. Instruction
  4. Staff Quality and Professional Development
  5. Program Structure
  6. Family and Community
  7. Support and Resources
• Based on the Framework of Best Practices for New Mexico Dual Language Programs
• Developed by Dual Language Education of New Mexico and were adapted by a national panel of dual language experts and reviewers.
Programming Challenges for Dual Language Programs in Middle and High School?

- Middle schools do not usually offer languages as an elective
- Students getting placed in Spanish 1 or 2
- Higher level language courses in high school go to juniors and seniors getting ready to meet graduation requirements
Students can complete the 2-year Languages Other than English Requirement (LOTE) in middle school

• through validation

• Students do not receive numerical credits; however, they can earn additional credits in high school as their elective options will open up for them

• A third year of the same language is recommended for UC entrance requirements
Language courses in middle school can prepare students to take AP courses or to pass the AP exams when they reach high school.
LANGUAGE ELECTIVE STANDARDS

ACTFL
World Readiness Standards for Learning Languages
(National)

California Common Core Standards in Spanish:
https://commoncore-espanol.sdcue.net/
ALIGNMENT OF THE WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES WITH THE COMMON CORE STATE STANDARDS

Performance Expectations

The Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the World-Readiness Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Reading, Writing, Speaking and Listening are captured in the standards for learning languages’ goal area of Communication, by emphasizing the purpose behind the communication:

- Interpersonal (speaking-listening or writing-reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

Language is described in proficiency levels that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (the beginning level, regardless of age or grade)
- Intermediate
- Advanced
The AP exams have been revised to reflect the ACTFL 3 modes of communication and to reflect the Sample Performance Indicators of the standards

### The 5 Cs:
- **Communication**
- **Cultures**
- **Connections**
- **Comparisons**
- **Communities**

### 3 Modes of Communication
- **Interpersonal**
- **Interpretive**
- **Presentational**

### 11 Standards Total
Let's Match the Themes!

Global Challenges

Personal & Public Identities

Contemporary Life

Families & Communities

Science & Technology

Beauty & Aesthetics
AP Themes and Subthemes

- Global Challenges
- Personal and Public Identities
- Science and Technology
- Families and Communities
- Contemporary Life
- Beauty and Aesthetics
<table>
<thead>
<tr>
<th>AP Themes and Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Housing and Shelter</td>
</tr>
<tr>
<td>2. Leisure and Sports</td>
</tr>
<tr>
<td>3. Human Rights</td>
</tr>
<tr>
<td>4. Literature</td>
</tr>
<tr>
<td>5. Music</td>
</tr>
<tr>
<td>6. Nutrition and Food Safety</td>
</tr>
<tr>
<td>7. Friendship and Love</td>
</tr>
<tr>
<td>8. Gender and Sexuality</td>
</tr>
<tr>
<td>9. Customs and Ceremonies</td>
</tr>
<tr>
<td>10. Beliefs and Values</td>
</tr>
<tr>
<td>11. Travel</td>
</tr>
<tr>
<td>12. Holidays and Celebrations</td>
</tr>
<tr>
<td>13. Advertising and Marketing</td>
</tr>
<tr>
<td>14. Discoveries and Inventions</td>
</tr>
<tr>
<td>15. Nationalism and Patriotism</td>
</tr>
<tr>
<td>16. Education</td>
</tr>
</tbody>
</table>

![Diagram showing the themes and subthemes]
AP Themes and Subthemes

1. Housing and Shelter  
2. Leisure and Sports  
3. Human Rights  
4. Literature  
5. Music  
6. Nutrition and Food Safety  
7. Friendship and Love  
8. Gender and Sexuality  
9. Customs and Ceremonies  
10. Beliefs and Values  
11. Travel  
12. Holidays and Celebrations  
13. Advertising and Marketing  
14. Discoveries and Inventions  
15. Nationalism and Patriotism  
16. Education
MAKING THE CONNECTION
Structure of Curriculum Framework

AP Spanish Language and Culture Course and Exam Description

The Keys to Planning for Learning

Donna Clementi and Laura Terrill
American Council on the Teaching of Foreign Languages
LESSON PLANNING

Appendix M. Blank Lesson Plan Template

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Grade</th>
<th>Date</th>
<th>Day in Unit</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>Unit Theme and Question</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily topic:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARDS**

- What are the communicative and cultural objectives for the lesson?
  - Communication and Cultures

**LESSON OBJECTIVES**

- Students can:
  - [ ] Interpersonal
  - [ ] Interpretive
  - [ ] Presentational

If applicable, indicate how Connections * Comparisons * Communities * Common Core will be part of your lesson.

**Lesson Sequence**

<table>
<thead>
<tr>
<th>Activity/Activities</th>
<th>Time</th>
<th>Materials + Resources + Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain Attention / Activate Prior Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide Input</td>
<td>If applicable</td>
<td></td>
</tr>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td>If applicable</td>
<td></td>
</tr>
<tr>
<td>Provide Input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keys to Planning for Learning, 2013

LAUSD C Abe SECONDARY SYMPOSIUM 9-29-17

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Examples of Teacher-Developed Standards-Based Integrated Performance Assessments (IPA)


College Board – AP Spanish Language and Culture Course and Exam Description PDF
COLLEGE ENTRANCE & AP SCORE

AP Exams are offered in the following languages:

CHINESE
FRENCH
GERMAN
ITALIAN
SPANISH
LATIN

Score of 3 or higher is accepted in most colleges
SAT Subject test & IB HL Language B
CONTACT INFORMATION

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