

Guiding Principles for the *Guiding Principles*

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Tres Pilares de Educación de Lenguaje Dual

Three Pillars of Dual Language Education



Global California 2030 *Speak. Learn. Lead.*

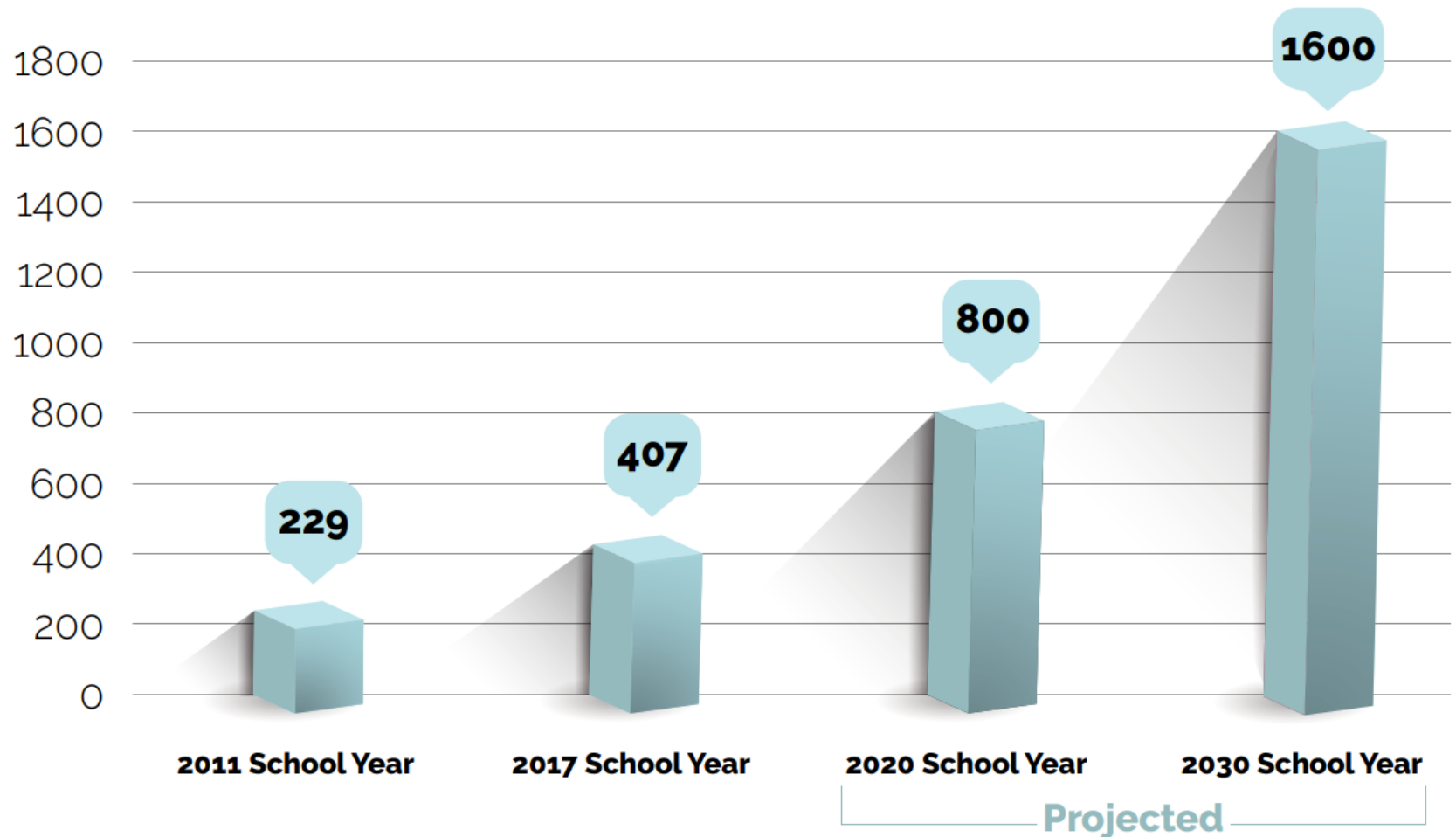
An Initiative of State Superintendent of Public Instruction Tom Torlakson



California Department of Education
Sacramento 2018

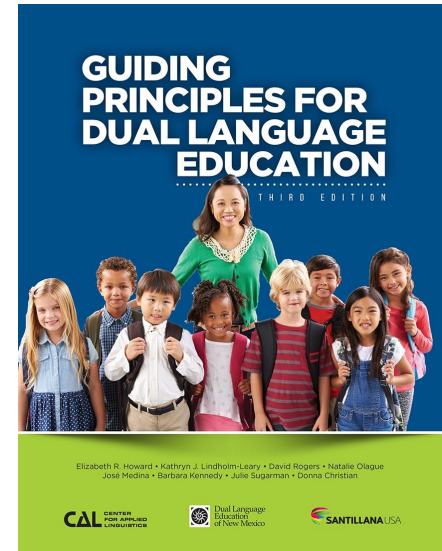
Global California 2030

Number of Dual Immersion Schools

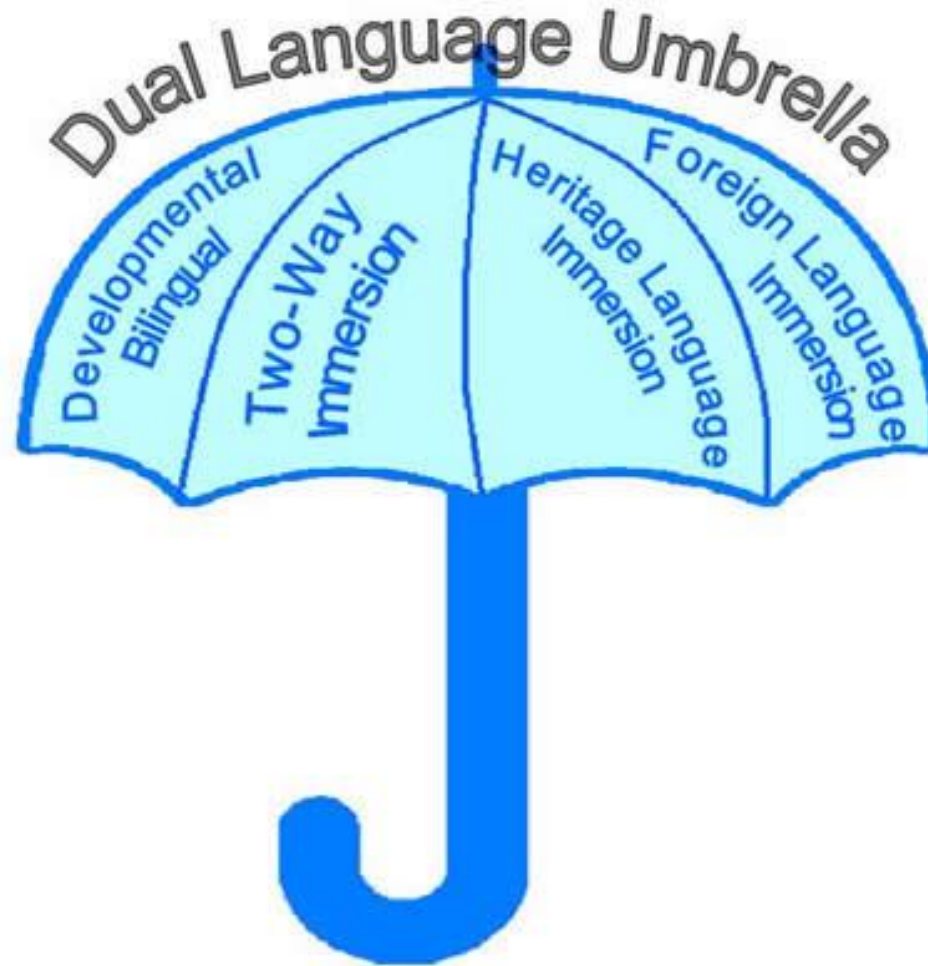


Guiding Principles for Dual Language Education

- Draft released in 2005, 2nd edition released December, 2007
- Based on New Mexico Dual Language Program Standards
- Prepared by a national panel of researchers, teachers, administrators, and parents
- Based at the Center for Applied Linguistics
- Available online at <http://www.cal.org/twi/guidingprinciples.htm>
- Available for purchase at <http://calstore.cal.org/store/detail.aspx?ID=350>



Dual Language Programs



Howard, E. R., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs*. Washington, DC and Santa Cruz, CA: Center for Research on Education, Diversity & Excellence

Philosophy of the *Guiding Principles*

- The principles are based on a vision of education that is
 - Inclusive and equity-focused
 - Student-centered
 - Academically challenging
 - Driven by multiple forms of evidence of student learning
 - Based on shared decision-making (including all stakeholders)

Strands

- Assessment and Accountability
- **Curriculum**
- **Instruction**
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and Resources

Example

STRAND 3

Instruction

Principle 2

Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	Teachers integrate language and content instruction				A
	Language arts and content area instruction are entirely separate, and each type of lesson has its own objectives.	There is an attempt at language/content integration and some teachers work together on their own initiative to discuss possible ways to combine objectives in lessons.	There is consistent language/content integration in most lessons, and teachers work in grade level teams to brainstorm ways to combine objectives in lessons.	There is consistent language/content integration in most lessons, and there is a resource manual for the program that lists compatible language objectives for many of the common content area units (e.g., plants, solar system, measurement, etc.).	

Pillar two discusses the Core Goal of Grade-Level Academic Achievement

- High quality instruction
- Rigorous curriculum in two languages
- High expectation fo academic achievement



El aprendizaje

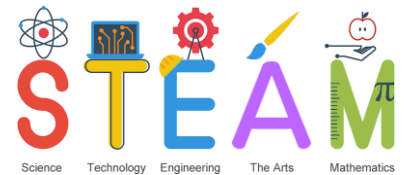
Voy a tener éxito



Current State of Pillar Two:

Here at Discovery our Dual Immersion teachers and administrators are committed to providing students a rigorous curriculum and high quality instruction in two languages.

- Benchmark Adelante/Advance
- Project Based Learning
- STEAM curriculum
- NGSS
- Differentiation
- Guided Reading
- GLAD
- Achieve 3000



Moving towards secondary Dual Language education:

- DLI programs provided in Sweetwater High School District
- Entrance requirements – 3 middle schools
 - Rubric for Bonita Vista Middle School
- Options: DLI; Spanish 1/2 or 3/4; AP Spanish; AP Spanish Literature
- Seal of Biliteracy
- What is Discovery doing?
 - Quarterly preparation from entrance exams in upper grades



Pillar three makes the promise that students will:

- develop skills in cross-cultural competence
- enable students to function responsively and effectively in a variety of social and cultural contexts
- be able to serve as advocates for equity and social justice in an increasingly global society

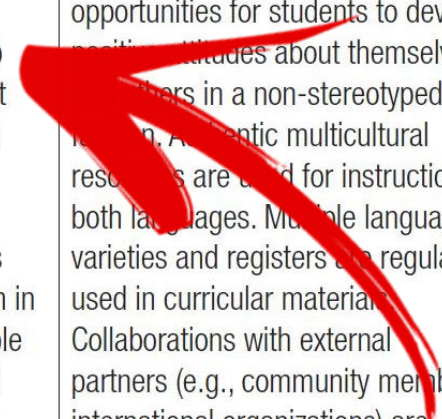
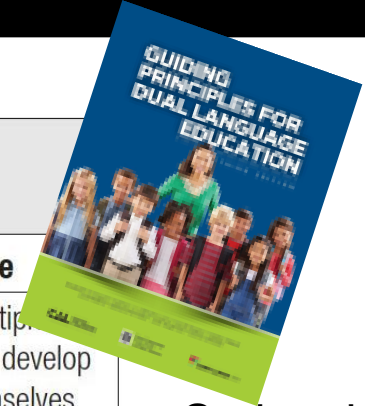


Sociocultural Competence

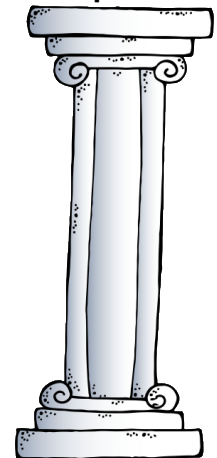
Key Point D

The curriculum promotes appreciation of multiculturalism and linguistic diversity.

Minimal alignment	Partial alignment	Full alignment	Exemplary practice
The curriculum provides minimal opportunities for students to develop positive attitudes about themselves and others in a non-stereotyped fashion. Multicultural resources are scarce in both languages and may not be authentic. Only standard language varieties are used in curricular materials.	The curriculum provides some opportunities for students to develop positive attitudes about themselves and others in a non-stereotyped fashion. Multicultural resources are used to some extent (e.g., in one language or content area only) and may not be authentic. Multiple language varieties and registers are sometimes used in curricular materials.	The curriculum provides multiple opportunities for students to develop positive attitudes about themselves and others in a non-stereotyped fashion. Authentic multicultural resources are used for instruction in both languages. Multiple language varieties and registers are regularly used in curricular materials.	The curriculum provides multiple opportunities for students to develop positive attitudes about themselves and others in a non-stereotyped fashion. Authentic multicultural resources are used for instruction in both languages. Multiple language varieties and registers are regularly used in curricular materials. Collaborations with external partners (e.g., community members, international organizations) are created to extend the appreciation of multiculturalism and linguistic diversity to real-world contexts.



Sociocultural Competence



Next Steps:

- Continue Multicultural Fair
- Elicit students/families linguistic and cultural experiences throughout the year
- World maps utilized in all DI classrooms
- Spanish speaking countries assigned to grade levels
- Flags posted all year long
- Flag salute in both English and Spanish
- Year long study of Spanish speaking countries/leaders

How can we help as parents:

- Be a cheerleader/ advocate of bilingualism, biliteracy, Cros:
- Support afterschool Spanish Club



Bilingual, I am Bilingual = Bilingue, yo soy Bilingue



OFFICE USE ONLY:

PR	
R	
PZT	

ZTSDI	
ZT	
MMTG	

Discovery Charter STEAM School

Dual Immersion Program Intent To Apply Form For 2019-20

If you are interested in enrolling your child in our Dual Immersion Program, please complete the form below. Submitting this form does not commit you to our program nor does it guarantee admission into the program. **This is only a form of Intent to Apply for this school year, it does not guarantee placement in the Dual Immersion Program.** Parents will need to reapply each school year if student is not placed in the program.

Kinder – 3rd Grade

Spanish (50% of instructional day)	English (50% of instructional day)
*Spanish Language Arts CA State Standards (Listening, Speaking, Reading, Writing) *Next Generation Science Standards *History / Social Science	*English Language Arts CA State Standards (Listening, Speaking, Reading, Writing) *Common Core Standards for Mathematics

4th – 6th Grade

Spanish (50% of instructional day)	English (50% of instructional day)
*Spanish Language Arts CA State Standards (Listening, Speaking, Reading, Writing)	*English Language Arts CA State Standards (Listening, Speaking, Reading, Writing) *Common Core Standards for Mathematics
*History / Social Science // Next Generation Science	

Enrollment Requirements:

For grades K-1st:

1. Complete Kinder registration packet at school of residence during enrollment period
2. Submit a Dual Immersion Intent to Apply Form (This Form)
3. Attend one of two MANDATORY informational meetings (**March 21st or May 2nd**)
4. **Parents will be notified of Dual Immersion Program placement by: May 2019**

For grades 2nd through 6th:

1. Must have previously attended a Dual Immersion Spanish Program or equivalent and show proper documentation of academic records
2. Mandatory conference with classroom teacher and administration

_____ I am interested in the Dual Immersion Program for my child at Discovery Charter School

_____ I received flyer regarding MANDATORY Dual Immersion Informational Meeting

Parent Name _____ Day Time Phone _____

Student Name _____ Parent Signature: _____

Address _____

e-mail _____ **Entering grade in 2019-20** _____