

Recommended Guidelines for Effective One-Way or Two-Way Implementation of the Gómez & Gómez Dual Language Enrichment Model (Texas DLE Programs)

1. Whole School Environment/Climate

- *Campus establishes and follows Language of the Day*
 - P. E., Computer Lab, Music, Library, Announcements
 - Signage – hallways, cafeteria, etc. naturally in both languages
 - All campus staff (PE, Librarian, etc.) should follow the LOD (to the extent possible)
- *Dual Language Library – increase Spanish volume*
- *Dual Language Balance*
 - Classroom should be balance based on *linguistic ability* in English and Spanish of students, not just based on Spanish Dominant versus English Dominant
 - Although a Spanish Dominant Student may be considered an “English speaker” for classroom balancing purposes due to having some English skills, his/her dominant language is still Spanish and therefore receives Spanish language arts
- Establish a **Dual language Campus Committee** (one teacher from each grade level, one administrator, and one parent)
- *Dual Language Parent Empowerment Centers*
 - Regular parent meetings/updates
- *Gifted and Talented Student Participation*
 - Gifted and Talented students participate in DL classroom
 - Gifted and Talented students receive *additional special enrichment* activities as a group some part of the week
- *Special Education Student Participation*
 - Special Education students participate in DL classroom (inclusion)
 - Special Education students’ resource/assistance *in language of instruction*
 - Language resource in native language
 - Content-Area resource in language of instruction

2. Language of Instruction

- *Language Arts*
 - PK – 1st grade in child’s first language **only**
 - **LEP students dominant language is Spanish** unless *English* applies to **ALL** of the following:
 1. **Home Language Survey states child or home is English**
 2. **Language assessment results demonstrates English proficiency at 3 or higher (LAS) or 4 (IPT) [raw score is preferable]**
 3. **Child *naturally* initiates English more than Spanish**
 4. **English is spoken and supported at home by mother and father**

IF THE ANSWER TO ANY OF THE ABOVE IS SPANISH, THEN CHILD IS SPANISH DOMINANT AND RECEIVES SPANISH LANGUAGE ARTS

Note: *It is important that the dominant language of the child be correctly identified upon INITIAL ENTRY into the school district (decision is based on the first and second language assessment(s) administered at PK or K at any U. S. School) for this will be the Target Literacy Language (will learn to read first in this language) and child will be assessed in this language on the Reading/Writing TAKS in 3rd & 4th Grade.*

- 2nd - 5th grade in child's first **and** second language (**L2 enrichment only**)
 - 2nd Grade L2 LA Curriculum in One-Way DL Classrooms
 - L2 - LA curriculum is as an extension of objectives (additional enrichment activities) learned in L1 LA
 - 2nd Grade L2 LA Curriculum in Two-Way DL Classrooms
 - L2 - LA curriculum is taught at the level of the L1 learner and the L2 learner keeps up as much as possible (enrichment)
- *Mathematics*
 - PK - 5th grade in English **only** (no translation)
- *Science and Social Studies*
 - PK - 5th grade in Spanish **only**

3. Critical Model Components

- *Bilingual Learning Centers (PK – 2nd grade)*
 - Centers conducted daily; minimum of 30 minutes in bilingual pairs
 - Center activities (tasks) are bilingual
 - Center Management: Teacher uses language of the day
 - Center instructional assistance: Teacher uses language of instruction
- *Conceptual Refinement (PK – 2nd grade)*
 - L2 content-area learning support conducted after Math, Science and Social Studies lesson for L2 learner in that content-area
 - Conducted **immediately following lesson** for a minimum of 20 minutes in the **same** language of instruction
 - Second language instructional strategies used during conceptual refinement time
- *Resource Centers (3rd – 5th grade)*
 - Content-area instructional materials, literature grouped together to serve as a resource in four different areas: language arts, math, science, social studies
 - Resource centers used during content-area instruction promoting cooperative, discovery, inquiry, project-based learning
- *Specialized Vocabulary Enrichment Activities (3rd – 5th grade)*
 - **All** students exposed to **previously learned specialized vocabulary** in Math, Science and Social Studies in **other** language
 - Target vocabulary is vocabulary learned during **previous week**
 - Math specialized vocabulary enrichment activities in **Spanish**
 - Science/Social Studies specialized vocabulary enrichment activities in **English**
 - Conducted a minimum of 30-45 minutes per week in **each** content area

4. Classroom Setting/Instruction

- *Classroom Environment*
 - Alphabet in both languages
 - Classroom labels in both languages (includes shelves, supplies, etc.)
 - Student's work displayed in both languages
 - Materials, literature available in both languages
 - Cooperative grouping classroom setting
- *Classroom Instruction*
 - **No translation or clarification in L1**; code-switching avoided during formal instruction
 - Constructivist/Learner-Centered Strategies
 - Challenging, Authentic, Interactive lessons
 - Hands-on activities; manipulatives

- High academic standards; expectations; challenging instruction
- Use of bilingual pairs and bilingual groups for instruction (**minimal whole group instruction**)
- Language of the Day (**morning activities, transitions, daily news, journal writing, storytelling, etc.**)

5. Student Assessment

- Classroom Grading Policy: **1st - 3rd Grade** (Math, Science, SS)
 - Modified Grading for L2 Learners of math, science and SS
 - Add 5-7 points to 6 weeks average to support L2 learner
 - Modify daily grading to support L2 learner
 - Primarily assessing conceptual understanding
 - Secondly assessing use of language of instruction (L2)
 - Positive student learning/assessment
- Classroom Grading Policy: **2nd - 4th Grade** (Language Arts)
 - Learner **accountable** for **native Language** (L1) Arts only
 - Learner receives 6-weeks grades in L1 Language Arts **only**
 - Learner in L2 language arts receives letter grade
 - 2nd - 4th L2 Language Arts is **enrichment only**
 - P = progressing, S = satisfactory, E = excellent
 - Learner accountable (graded) for **both** language arts beginning 5th grade
 - Modified Report Card should reflect modified grading policy
- **Standardized State Assessment - TAKS**
 - **Reading/Writing**
 - 3rd - 4th Grade: Assessed in **L1**
 - 5th Grade: Assessed in **L1 or L2 (determined/approved by LPAC)**
 - **Mathematics**
 - 3rd Grade: Assessed in **stronger** language, dependent on level of English reading proficiency (determined/approved by LPAC)
- **Annual Pre-Post Language Assessment**
 - (Pre-Las, LAS, Woodcock Muñoz, etc.) administered in **both** languages
- **District Benchmark Assessments**
 - Language: (reading and writing) assessed in **native language only**
 - Content-areas: (math, science/SS) assessed in **language of instruction**
 - Exceptions under extenuating circumstances determined/approved by LPAC
- **Other Assessments (RPTE, ITBS, Aprenda, SAABE, Terra Nova, etc.)**
 - **Reading/Writing**
 - RPTE: Spanish Dominant Students take this test 3rd - 12th grade (until re-classified as English Dominant)
 - Tejas Lee: Spanish Dominant Students take this test K – 3rd grade
 - **Mathematics, Science and Social Studies**
 - K – 5th grade: Assessed in language of instruction
 - Exceptions under extenuating circumstances determined/ approved by LPAC

6. Enrollment/Re-Classification Guidelines

- *Dual Language Program Enrollment*
 - **Initial** Entry
 - All Spanish Dominant Students are eligible and are served through Dual Language (their bilingual education program)
 - English Dominant participate on a volunteer basis **only**
 - **Late** Entry
 - Spanish Dominant Students may enter at anytime

- English Dominant Students may enter no later than 3rd grade (exceptions under extenuating circumstances determined/ approved by LPAC)
- *Re-Classification*
 - Spanish Dominant Students are reclassified as English Dominant upon meeting “English” criteria, but **continue in Dual Language Program**; and continue to be served in both languages through at least 5th grade

Note: These guidelines are designed to assist in the fidelity of implementation. Studies of dual language schools indicate that a program’s overall success and increased student academic attainment highly correlates with “consistent” implementation of model components and effective classroom instructional practices by classroom teachers.

It is recommended that these guidelines be used as a guide to establish campus and/or district policy for One-Way and Two-Way Dual Language Program implementation and be shared with administrators, teachers and parents.