

Bilingual/ESOL Department  
Office of Academics

**High Quality Instruction**

# Multilingualism for ALL Pathways to Biliteracy

**February 13, 2018**

Daniel F. Gohl, Chief Academic Officer

Vicky Saldala, Director, Bilingual/ESOL Department

Blanca Guerra, Curriculum Supervisor, World Languages/Dual Language

Idalina Orta, Educational Specialist, Dual Language

# Goals of Workshop

- Provide an overview of the Dual Language and World Language programs
- Share what the research is showing about biliteracy and the benefits it provides
- Explain the challenges and layout plans to begin to provide solutions for these challenges



## Common Questions:

- Doesn't everyone in the world speak English?
- Why can't I speak the language after two years of study?
- Don't we need to focus on reading, writing, math and science?
- How will learning a second language affect children's English language and literacy development?
- Can we afford to add another thing to the curriculum?



# Why should students be multilingual?

- Students should be **prepared for a culturally diverse world**.
- Former Secretary of Education Arne Duncan shared, “For too long, Americans have relied on other countries to speak our language. But we won’t be able to do that in the increasingly complex and interconnected world. **To prosper economically and to improve relations with other countries, Americans need to read, speak and understand other languages**”.
- Knowing a world language will make students **more employable**.
- American students, who are future employees, need to be able to **compete for a job** with anyone, anywhere. Knowing, understanding and applying a world language will help them to succeed in work and in life.





# Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness



	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills, ability to effectively collaborate and communicate with people in cross-cultural settings
<b>World and Heritage Languages</b>	<b>Developing language skills in English and other languages</b>	<b>Basic proficiency in at least one other language</b>	<b>Proficiency in at least one other language</b>	<b>Advanced proficiency — ability to work or study in at least one other language</b>
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context

## Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal, environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

# Educating today's students to succeed in tomorrow's world.

Broward County Public Schools is committed to providing students with the knowledge and skills necessary to be successful in the 21<sup>st</sup> century workplace.

Encouraging students to **develop biliteracy and multilingual skills** helps students develop a high level of global, linguistic, cultural, and communicative competence.

The ability to speak, read, and write in two or more languages is an increasingly significant factor in workplace success. Citizens of the global community **need multi-language skills and cultural awareness** to thrive in a multicultural, multilingual and globally connected world.

Broward County is a diverse community, where over 180 languages are spoken and just as many cultural backgrounds exist.



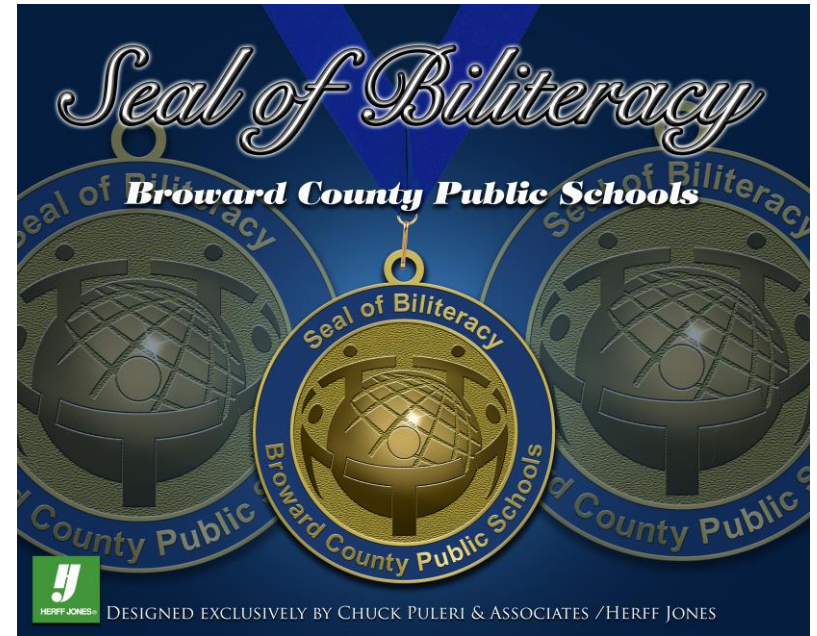
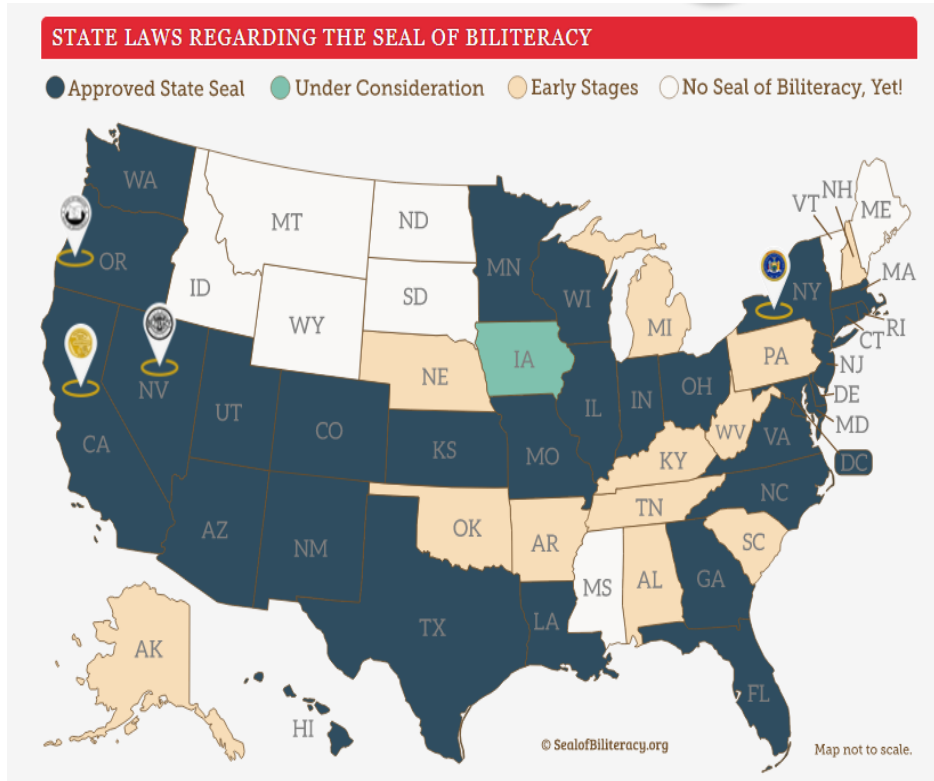


## **Pathways to Biliteracy**

**Dual Language**

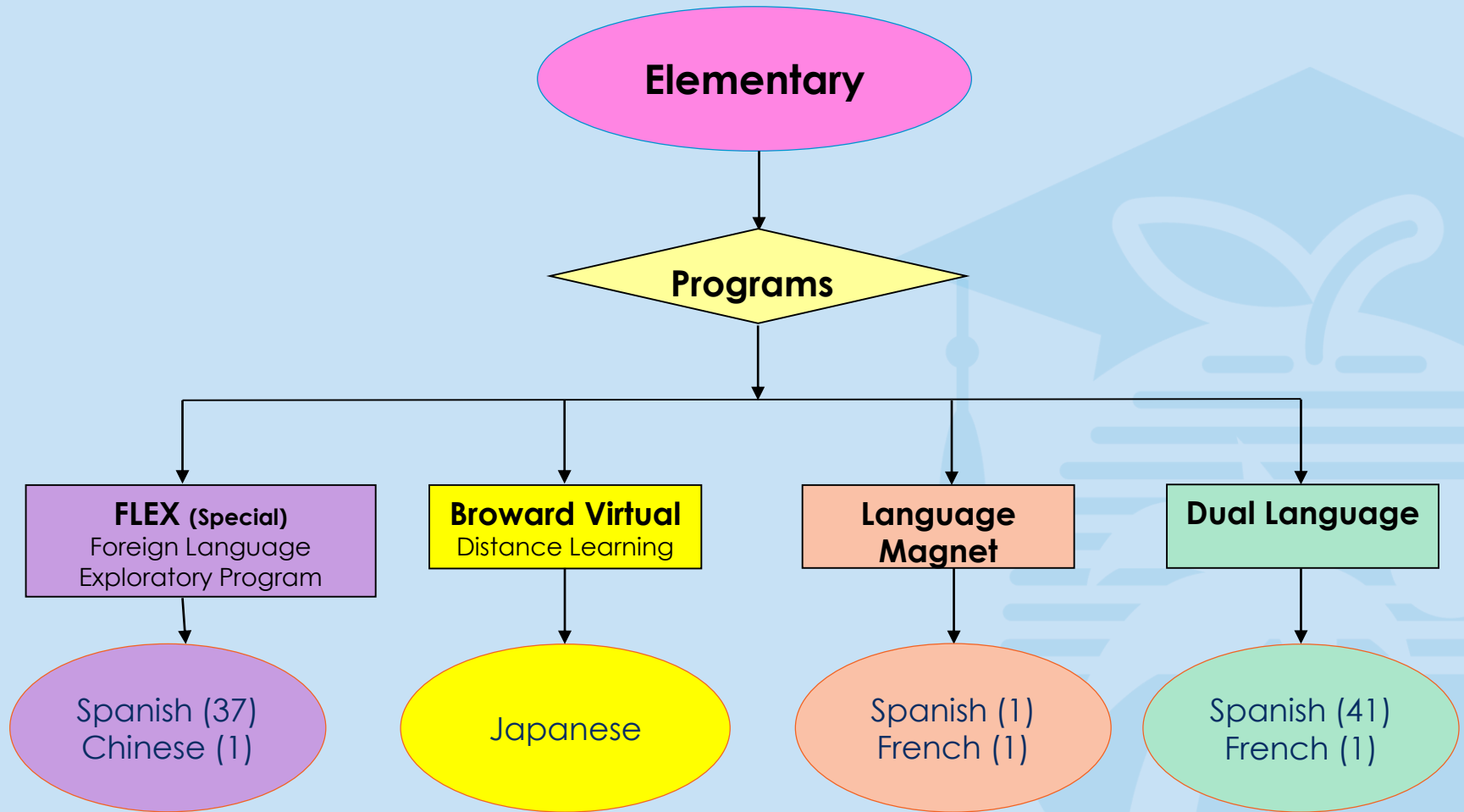
**World Languages**

# Why the Seal of Biliteracy?



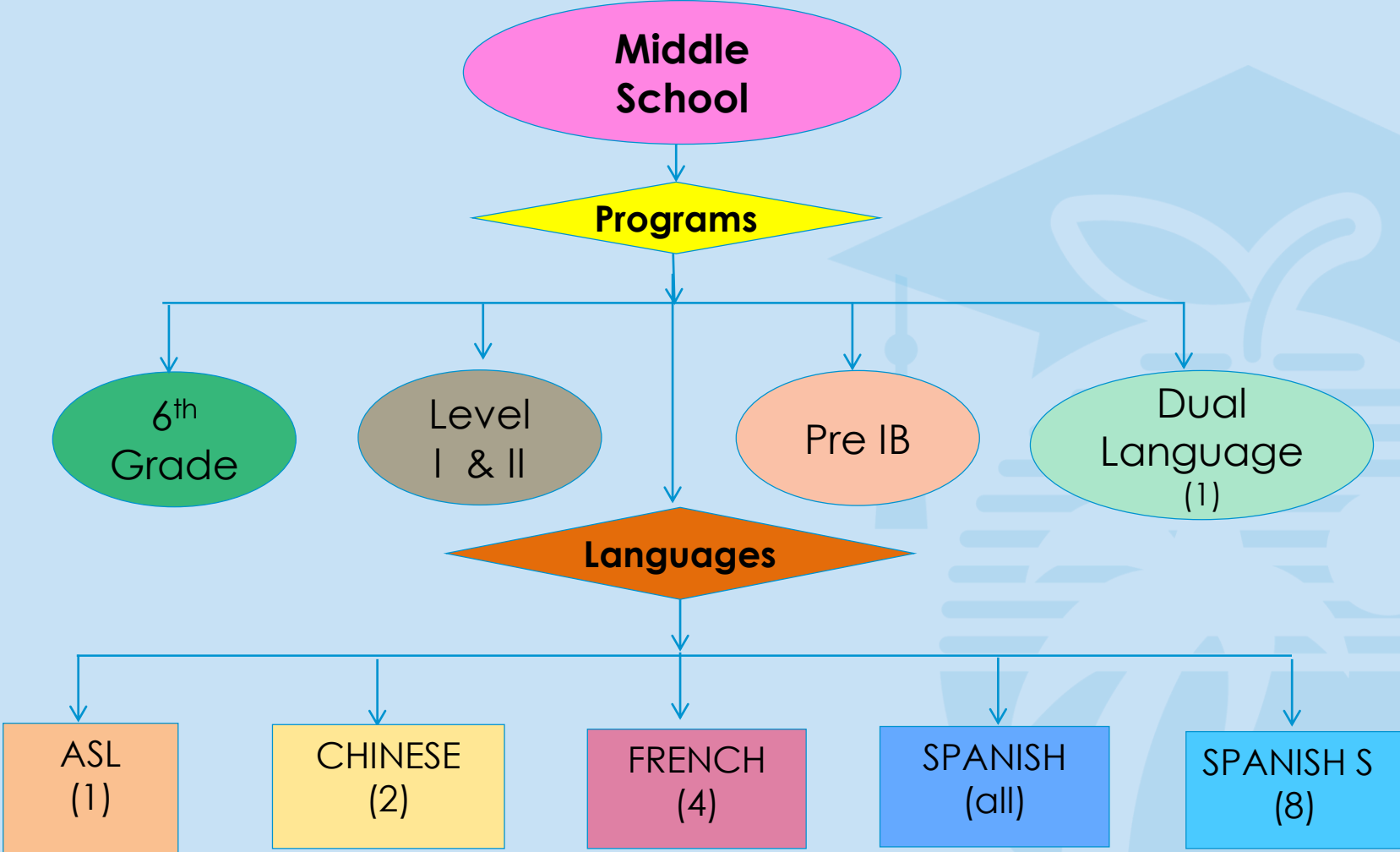


# Language Offerings in the Elementary School

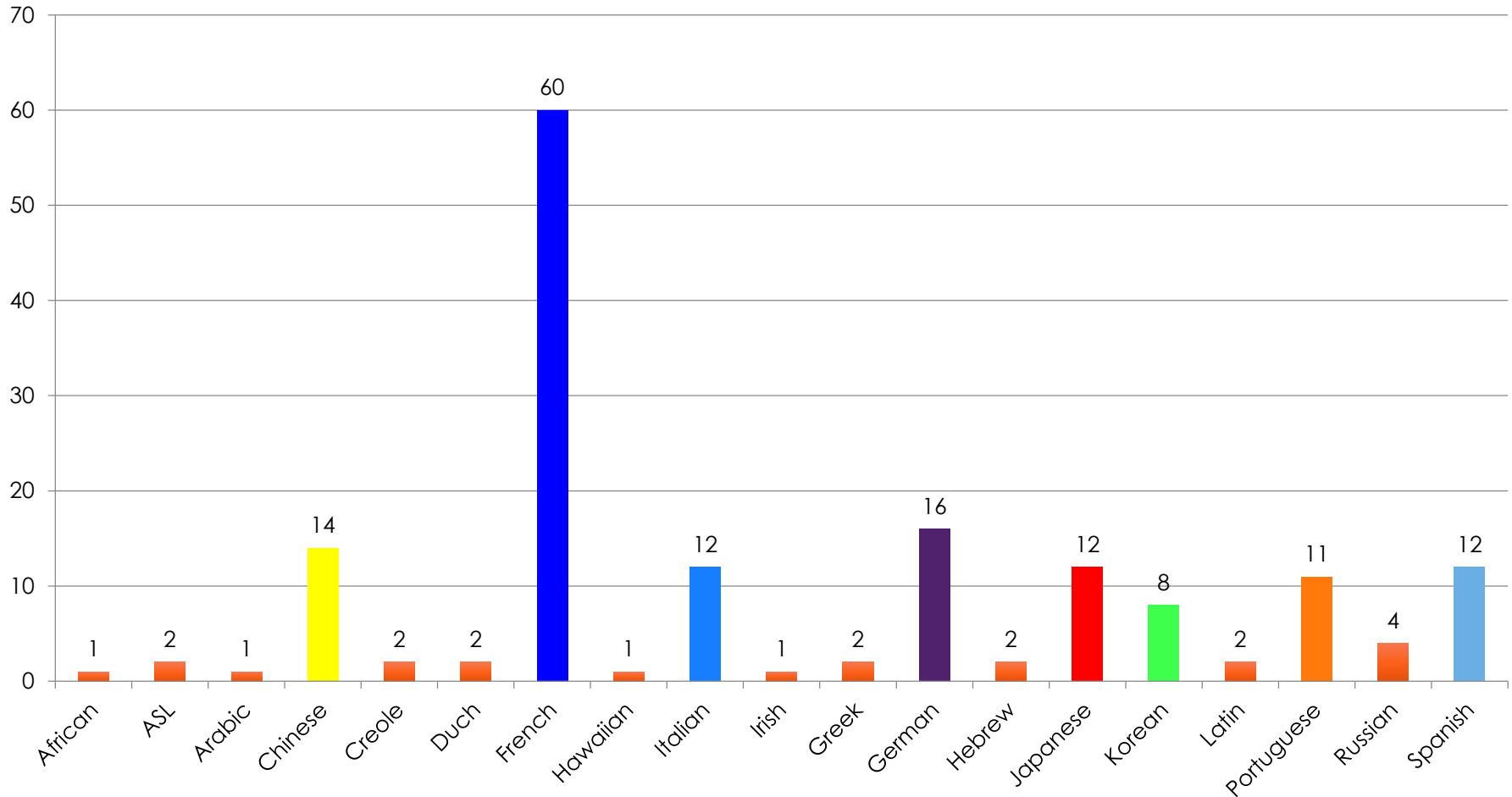


(# OF SCHOOLS OFFERING THE LANGUAGE)

# Language Offerings in the Middle School

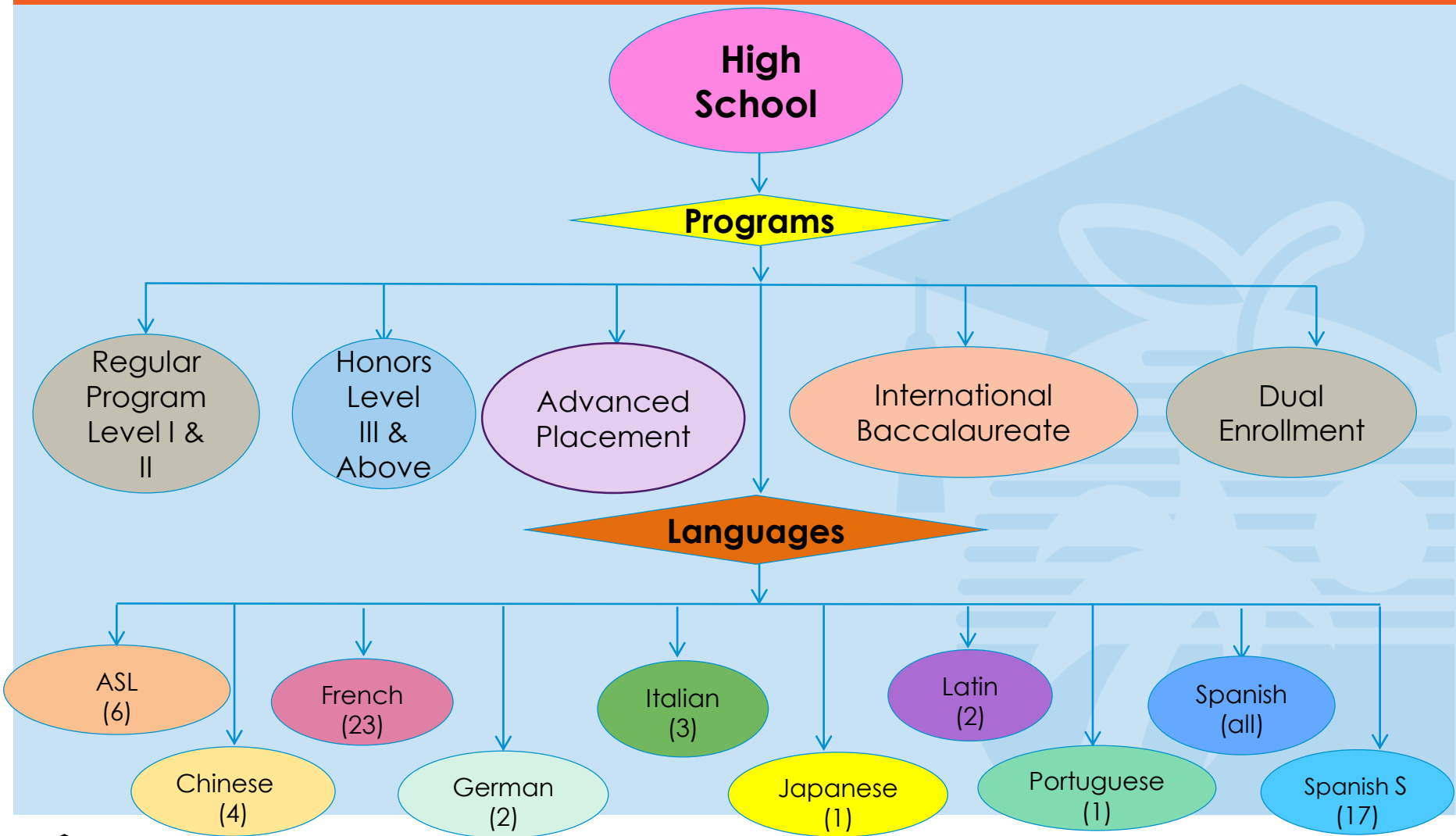


# Middle School Survey Results



**A TOTAL OF 189 STUDENTS RESPONDED**  
**165 OF THE STUDENTS SELECTED WORLD LANGUAGES**

# Language Offerings in the High School

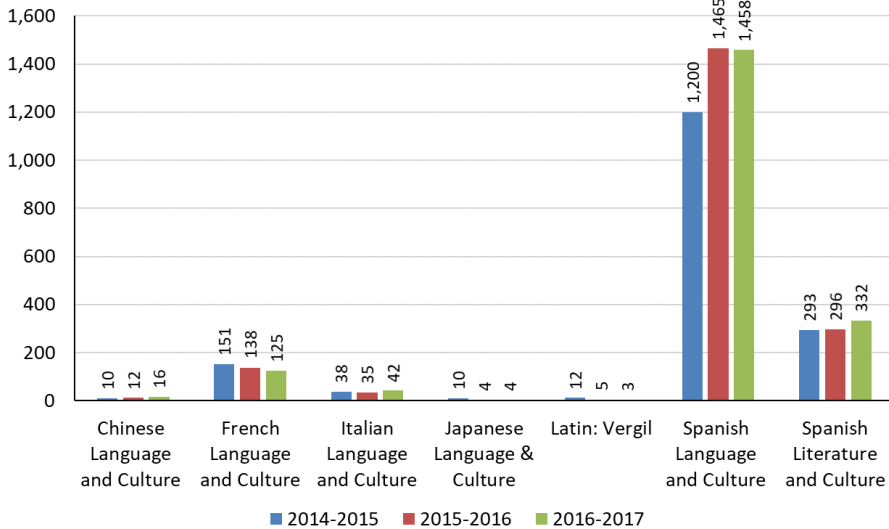


(# OF SCHOOLS OFFERING THE LANGUAGE)

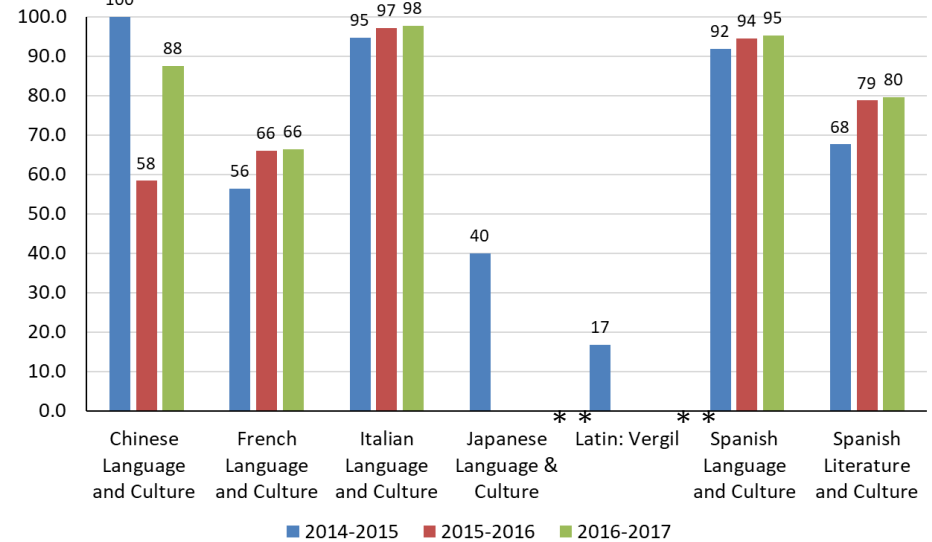


# Advanced Placement World Languages Participation and Performance 2014-15 to 2016-17

Number Participating in AP World Language Exams



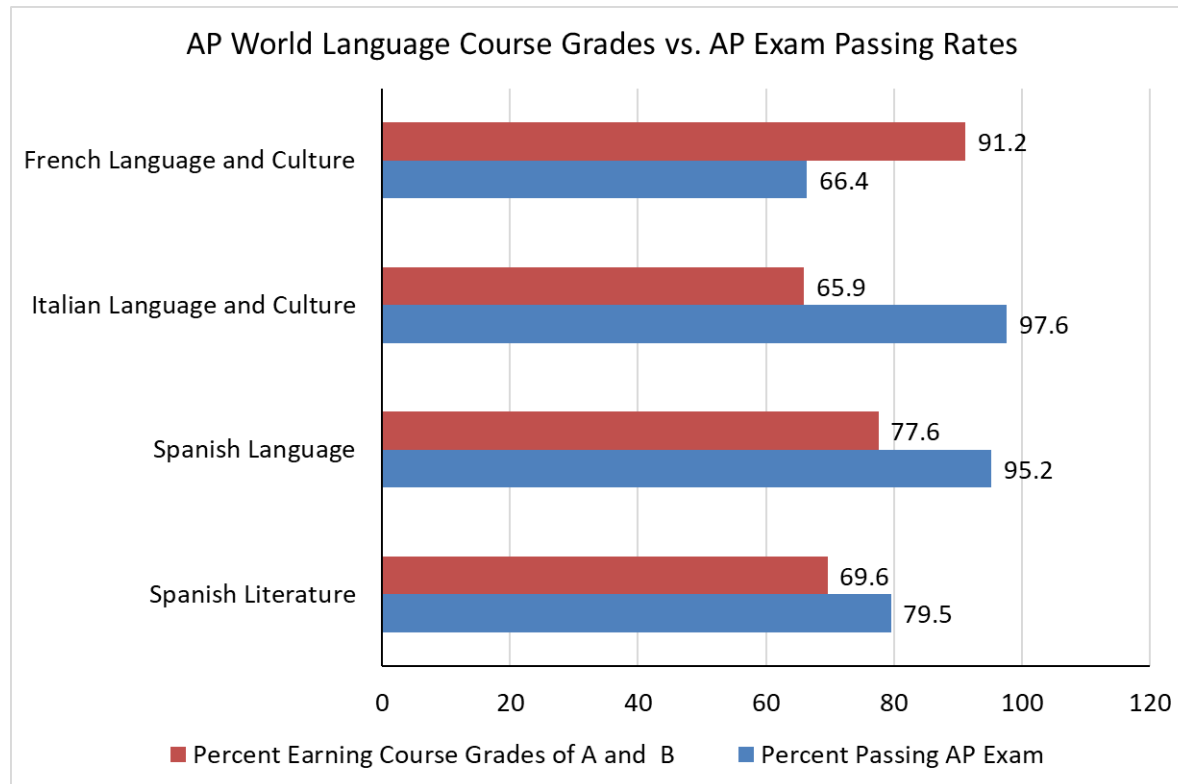
Percent Passing AP World Language Exams



\* Performance not reported when participation is less than 10 students.

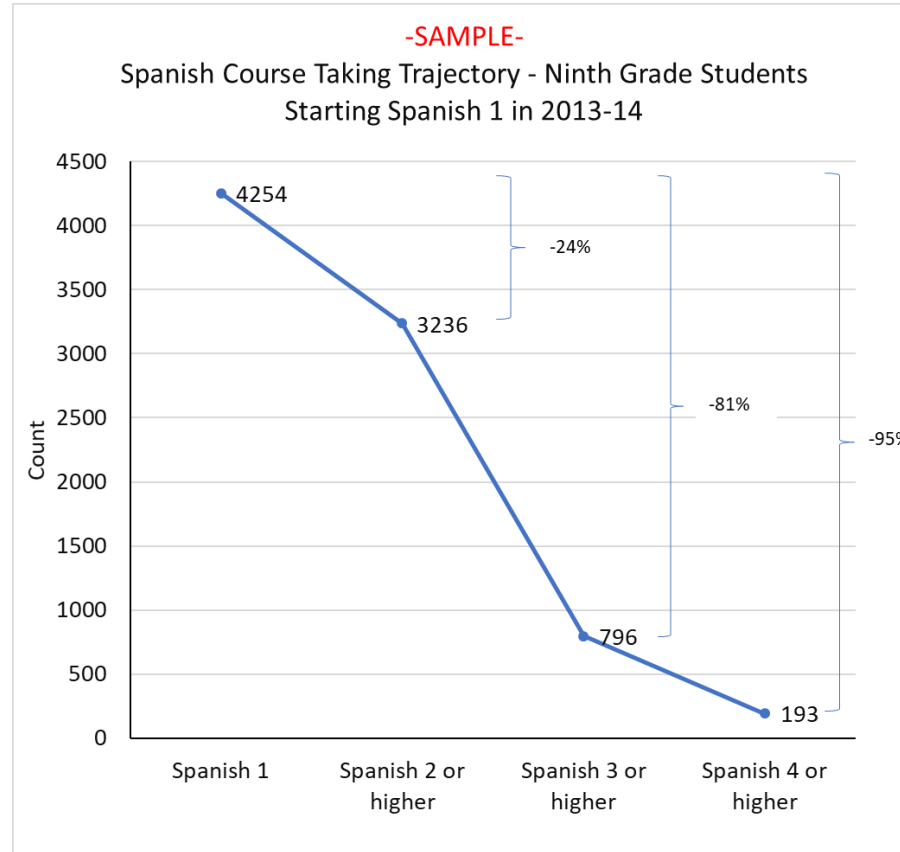


# Advanced Placement World Languages Course Performance vs. Exam Performance



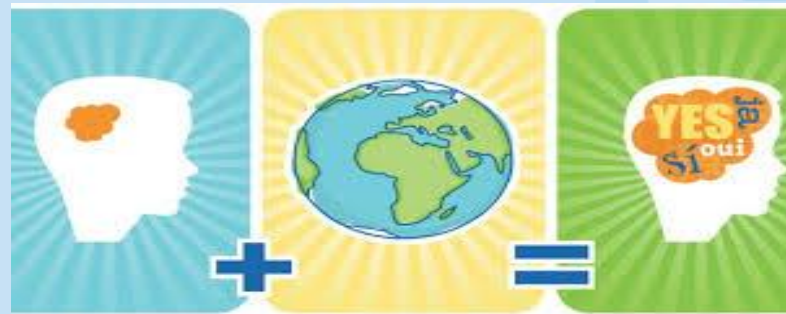
# Course Taking Trajectory

Sample graph—  
Grade 9 students in  
2013-14 who  
completed Spanish  
1 and number of  
these students  
continuing to  
higher-level Spanish  
courses.  
Does not control for  
enrollment, charter  
schools, etc.



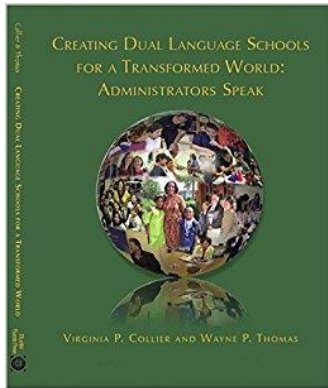
# Target Goals of Dual Language Program

- Literacy and content instruction through two languages to promote bilingualism and biliteracy
- Grade level academic achievement
- Multicultural competence

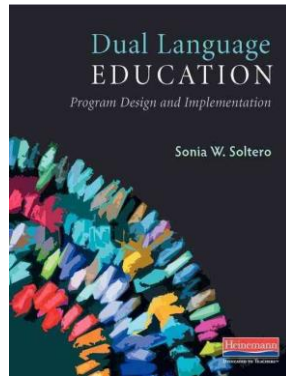




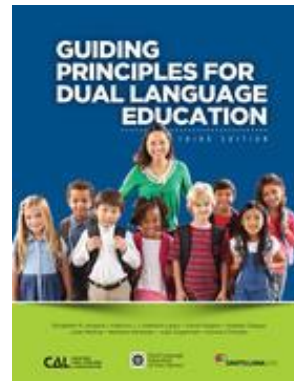
# Research on Dual Language



Thomas, W. & Collier, V. (2014). Dual Language Education for a Transformed World.



Soltero, Sonia. (2016). Dual Language Education.



Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). Guiding Principles for Dual Language Education (3rd ed.). Washington, DC: Center for Applied Linguistics.



# The Broward Model



1.5 hours daily of Spanish

2.5 hours daily of Spanish

Team Teaching 2 teachers (2 sections)	
English Language Component	Spanish Language Component
Teacher provides instruction in English	Teacher provides instruction in Spanish
Group A	Group B
Language Arts Social Studies Science Math	Estudios del Lenguaje Estudios Sociales Ciencia
Group B	Group A
Language Arts Social Studies Science Math	Estudios del Lenguaje Estudios Sociales Ciencia

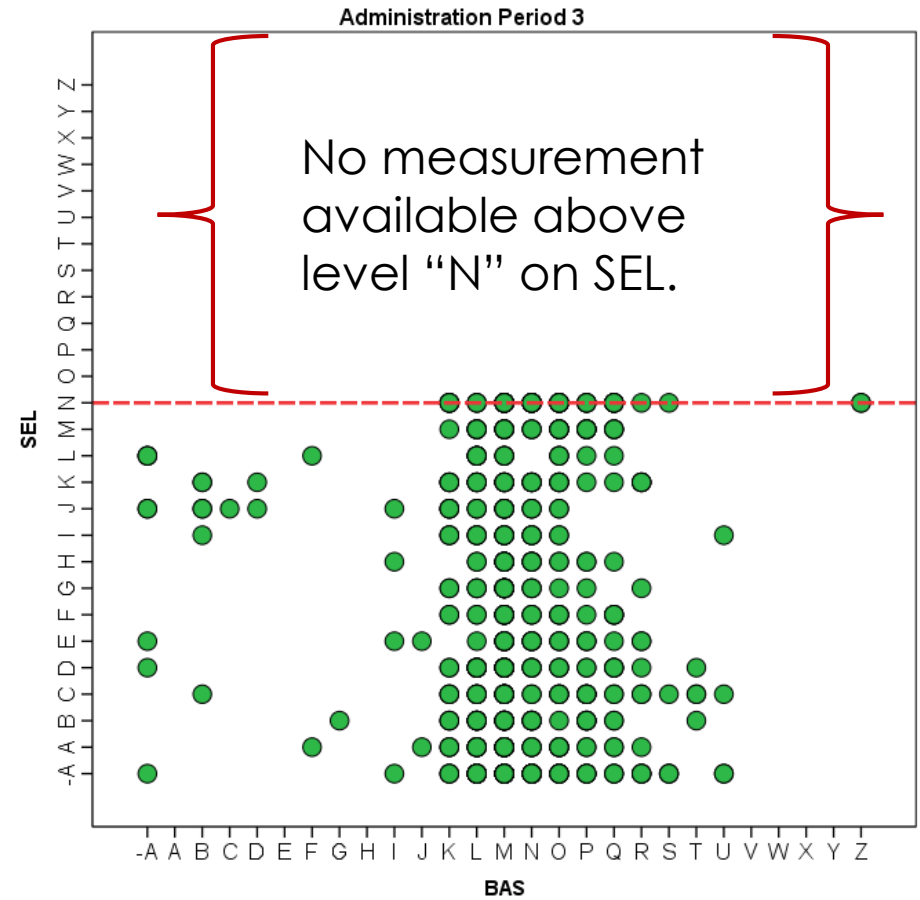
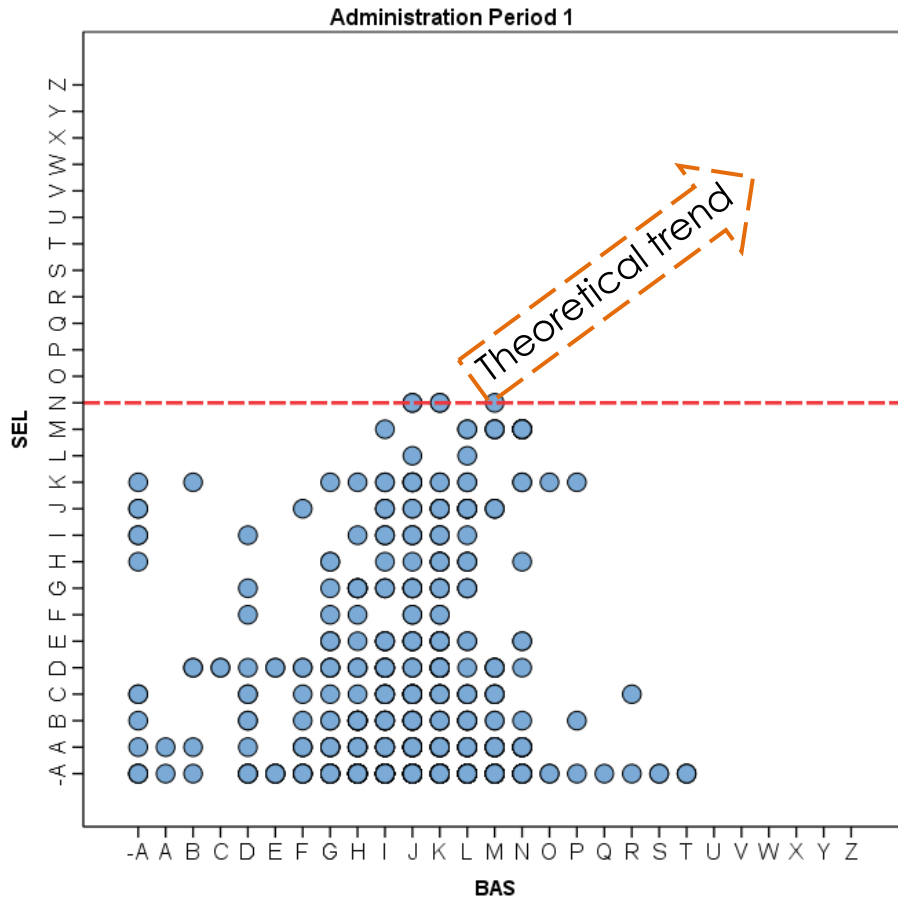
Team Teaching 2 teachers (2 sections)	
English Language Component	Spanish Language Component
Teacher provides instruction in English	Teacher provides instruction in Spanish
Group A	Group B
Language Arts Social Studies Science Math	Estudios del Lenguaje Estudios Sociales Ciencia Matemáticas
Group B	Group A
Language Arts Social Studies Science Math	Estudios del Lenguaje Estudios Sociales Ciencia Matemáticas



DON'T WE NEED TO FOCUS ON READING, WRITING, MATH, AND SCIENCE?

# Grade 2 Dual Language Students—Comparison of BAS vs. SEL 2016-17

## Gaining Proficiency in Both Languages



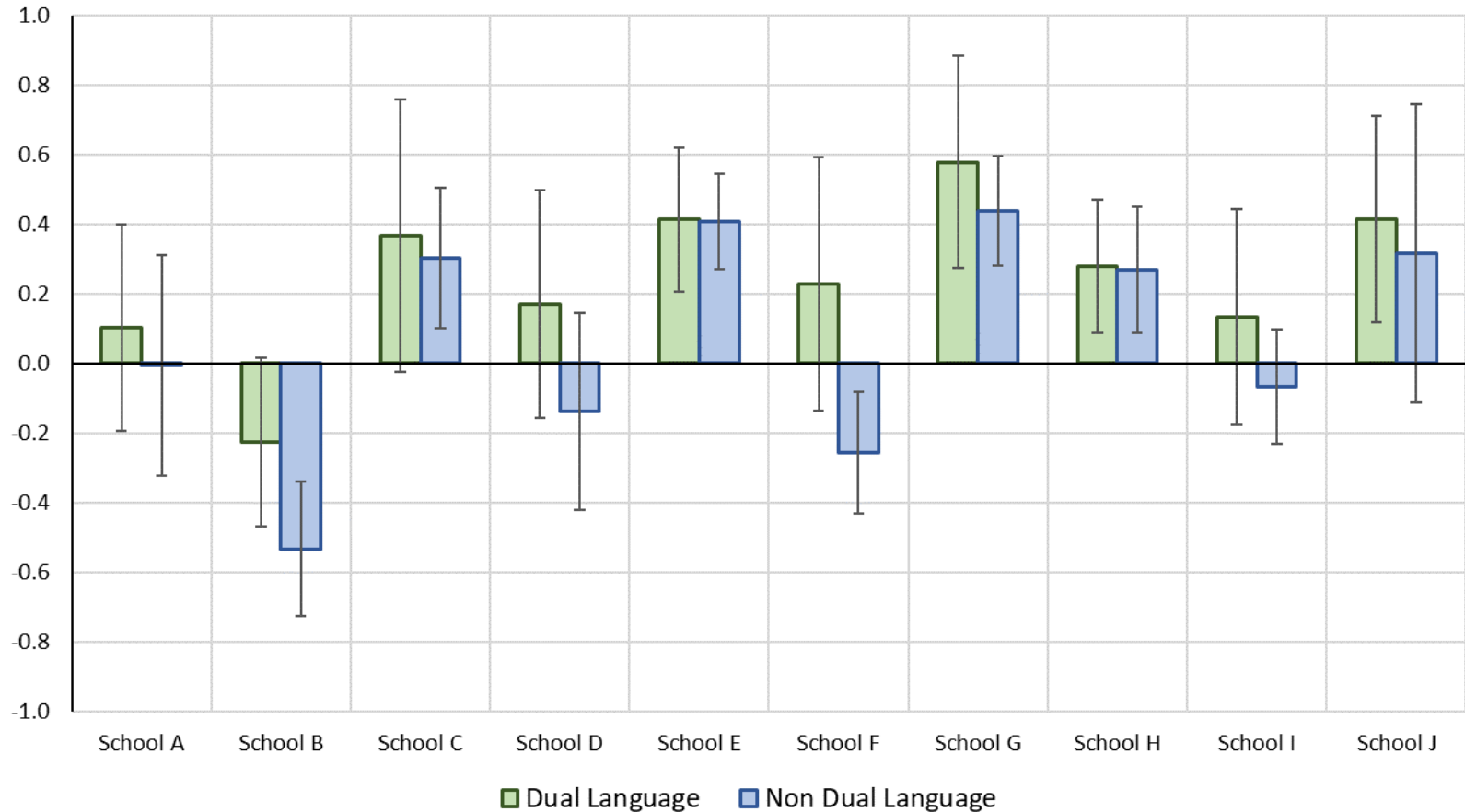
Note: markers represent student combined performance on BAS and SEL. Students with same scores "stack" such that multiple students may be represented by each marker.



# Impact on FSA-ELA Scores

## Dual Language vs. Non-Dual Language Participation

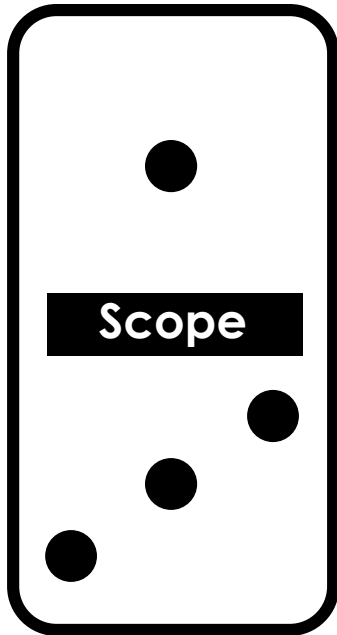
Standardized Residuals Grade 3



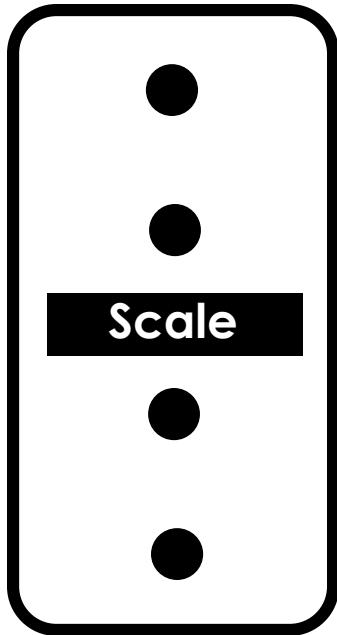
Average departure from Districtwide Grade 3 FSA-ELA performance in standard deviations after controlling for prior performance. Error bars represent 2 standard errors.



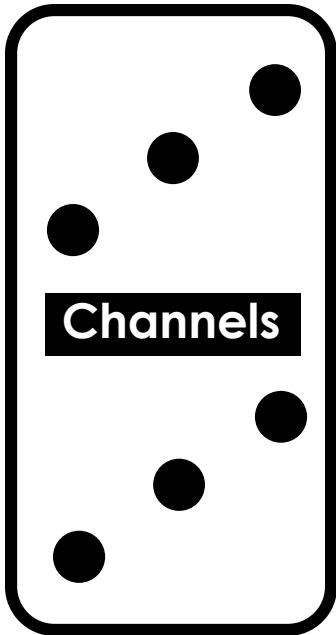
# Considerations for Moving Forward



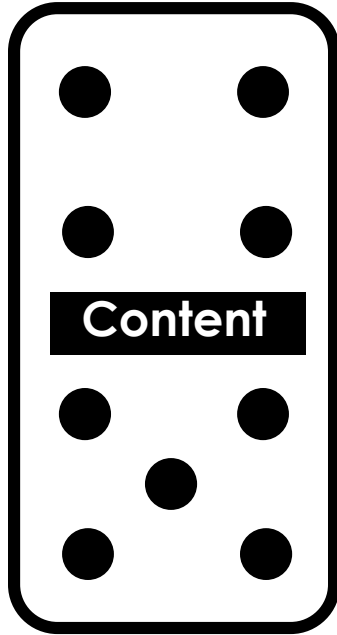
- Breadth of offerings
- **Continuity of offerings across grade levels**
- Awareness of offerings



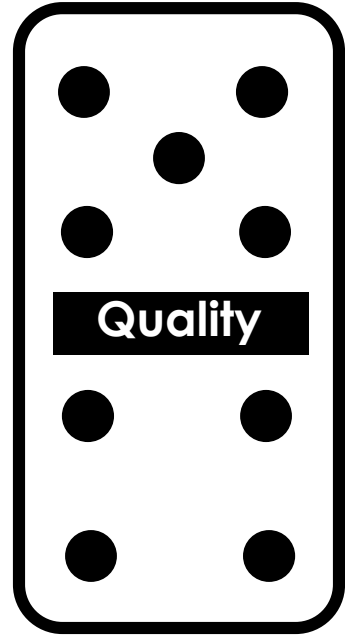
- Student/Parent demand
- **Budget considerations**



- **Supply of Teachers**
- Fulfillment alternatives
- Community Engagement



- Curriculum
- Standards
- Personalization
- Rigor
- **Models of Instruction**



- Student Outcomes
- Teacher Certifications
- **Instructional Practice & Professional Development**
- Classroom Environment



# Anticipated Topics for Next Workshop

- Partnerships with Universities
- Community Groups
- Expand collaboration with CTACE and other departments
- Communication of course offerings and pathways to earning a Seal of Biliteracy
- School level breakdown of course offerings



# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**Nora Rupert, Chair**  
**Heather P. Brinkworth, Vice Chair**

Robin Bartleman  
Abby M. Freedman  
Patricia Good  
Donna P. Korn  
Laurie Rich Levinson  
Ann Murray  
Dr. Rosalind Osgood

**Robert W. Runcie, Superintendent of Schools**

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine TTY 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.



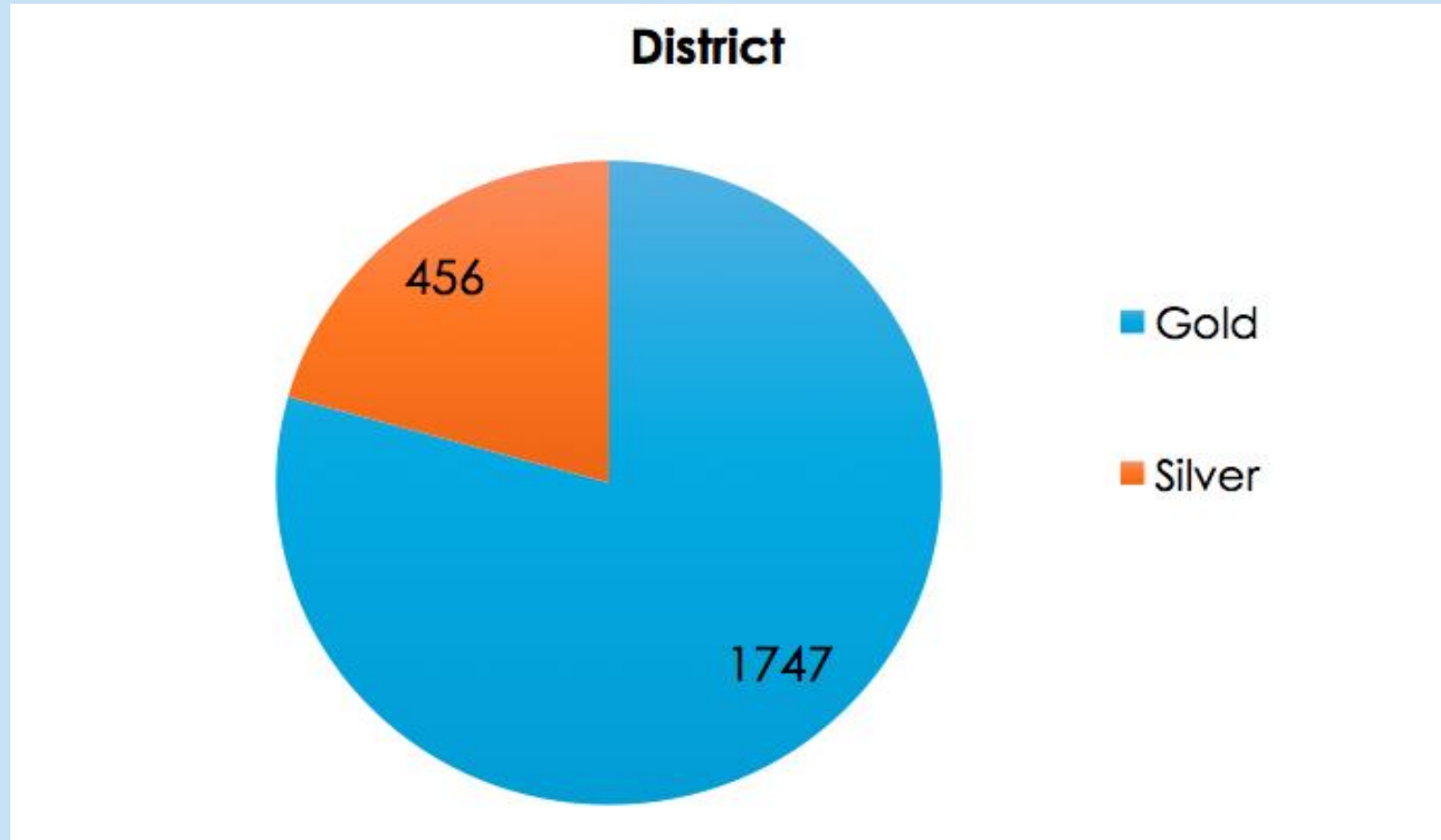
# Appendix

Data as of December 19, 2017





# Florida Seal of Biliteracy Distribution 2016-2017 Broward County Public Schools



# What is the difference between Spanish and Spanish S?

- **Regular Spanish** is a second language acquisition course for students who are not native speakers of the Spanish Language.
- **Spanish for Spanish Speakers** is a course designed for students whose native language is Spanish.



# World Languages Offerings by School Level 2017-18

Number of BCPS Schools Offering World Languages.

Language	Elementary	Middle	High
American Sign Language		1	6
Chinese	1	2	6
French	1	7	28
German			2
Italian			2
Japanese			1
Language/Lit International Studies			1
Latin			4
Portuguese			1
Spanish	53*	42	36
Spanish for Spanish Speakers		11	17

Includes elementary schools offering the dual language immersion program.



# World Languages Offerings by Feeder Pattern, 2017-18

	Count	%
<b>Total Elementary to Middle to High Feeder Patterns</b>	355	
Feeder Patterns Offering Spanish	108	30%
<b>Total Elementary to Middle Feeder Patterns</b>	184	
Feeder Patterns Offering Spanish	63	34%
<b>Total Middle to High Feeder Patterns</b>	71	
Feeder Patterns Offering American Sign Language	1	1%
Feeder Patterns Offering Chinese	0	0%
Feeder Patterns Offering French	8	11%
Feeder Patterns Offering Spanish	71	100%



# Academic Competitions

Elementary – Levels K- 1 – (4 sites)  
Chinese, French, Spanish, Spanish S

Declamation, Talent, Visual Arts (poster), New Media, Project, Original Skit

Middle School 6 – 8  
French, Spanish, Spanish S (other languages compete in the high school competition)

Declamation, Impromptu (volunteer), Talent, Visual Arts (poster), New Media Project, Original Skit, Published Play

High School 9-12 - All Languages

Declamation, Impromptu (required), Talent, Visual Arts (poster), New Media, Project, Original Skit, Published Play

