SFPS Bilingual Programming

November 2, 2023
SFPS Reimaging Committee

Agenda

1. **Research on bilingualism**
2. **Bilingual programming in SFPS**
3. **Current plan for supporting bilingual programming**
4. **Questions and Closing**

Goals and Outcomes:

- Build a common understanding the different models of bilingual programming in SFPS and which schools are using which particular model.
- Understand research surround bilingual instruction.
- Understand the current and long term plans for strengthening and growing bilingual programming options for families and students within the city.

Research on Bilingualism

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BRAIN BENEFITS OF BILINGUALISM

PREVENTING DEMENTIA

Bilingual adults with Alzheimer's take twice as long to develop symptoms as their monolingual counterparts. The mean age for the first signs of dementia in monolingual adults is 71.4 and for bilingual it is 75.5

FOCUSING ON TASKS

Bilingual people display increased concentration on their assignments over their monolingual counterparts. They are more skillful at focusing on relevant information.

SWITCHING BETWEEN TASKS

Bilinguals are skilled at switching between two systems in writing and structure — this makes them good multitaskers.

IMPROVED COGNITIVE SKILLS

Bilingual people have sharper cognitive skills and keep their brain alert and active even when only one language is used.

DENSER GREY MATTER

Grey matter is responsible for processing language, storing memory and dictating attention spans. Bilingual individuals have denser grey matter compared to their monolingual counterparts.

IMPROVED MEMORY

Learning a foreign language involves memorizing rules and vocabulary. This mental exercise improves overall memory, making bilinguals better at remembering lists and sequences.

IMPROVED DECISION MAKING SKILLS

Bilingual speakers tend to make more reasonable decisions. Bilinguals are more certain of their choices after thinking them over in their second language.

MORE AWARENESS OF LANGUAGE

Learning a second language focuses on grammar and sentence structure, making bilingual speaker more aware of language overall. Learning a foreign language making bilingual speakers more effective communicators, editors and writers.
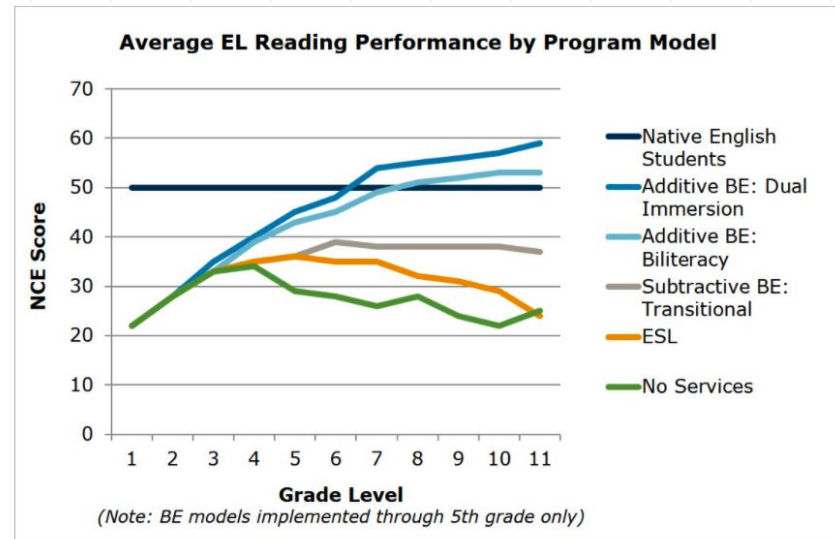
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Thomas & Collier Study

This highly influential, and frequently cited study conducted in 2003 by Thomas and Collier tracked students longitudinally across various language program models.

Their findings clearly showed that students who attended a well structured, well supported and properly staffed dual language program out performed students in all other language program models including heritage and English only.

Average EL Reading Performance by Program Model

- Native English Students
- Additive BE: Dual Immersion
- Additive BE: Biliteracy
- Subtractive BE: Transitional
- ESL
- No Services

NCE Score (y-axis: 0 to 70)
Grade Level (x-axis: 1 to 11)

(Note: BE models implemented through 5th grade only)

Jim Cummins

Jim Cummins, a highly regarded authority on second language acquisition has argued for decades that **additive bilingual education** is advantageous to ELs because their first **language continues to be developed and their culture to be valued while the second language is added**. Learning in each language enriches the development of the other language.

One critical element to the success of the development of a second language is time. Time is necessary both with respect to long term enrollment in a bilingual program (5-7 years minimum) as well as with respect to sufficient daily instructional minutes.
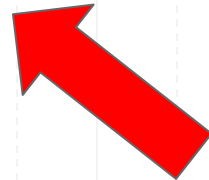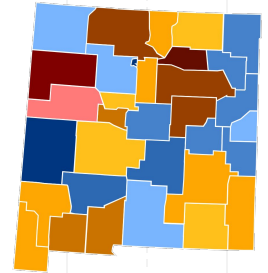
Bilingual Programming in SFPS

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State Approved Bilingual Program Models

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Exclusive and/or

Subtractive Models:

Maintenance

Enrichment

Early Exit Transitional

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Inclusive and/or

Additive Models:

Heritage Language

Dual Language Immersion

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Differences Between Heritage & Dual Language Models

Heritage Language Model

- In a heritage language program, the goal is to **revitalize a lost language** by developing a level of comprehension and speaking in the second language.
- This goal is met by dedicating one hour a day to instruction in Spanish and the rest of time to instruction in English.
- This model also includes one hour a day of designated English language development instruction for English learners.

Dual Language Model

- The goal of a dual language program is to **develop biliteracy and bilingualism.**
- In other words students who graduate from a dual language program will be able to read, write, comprehend, and speak in two languages.
- Can be either a 50/50 or 80/20 model.
- This model also includes one hour a day of designated English language development instruction for English learners.
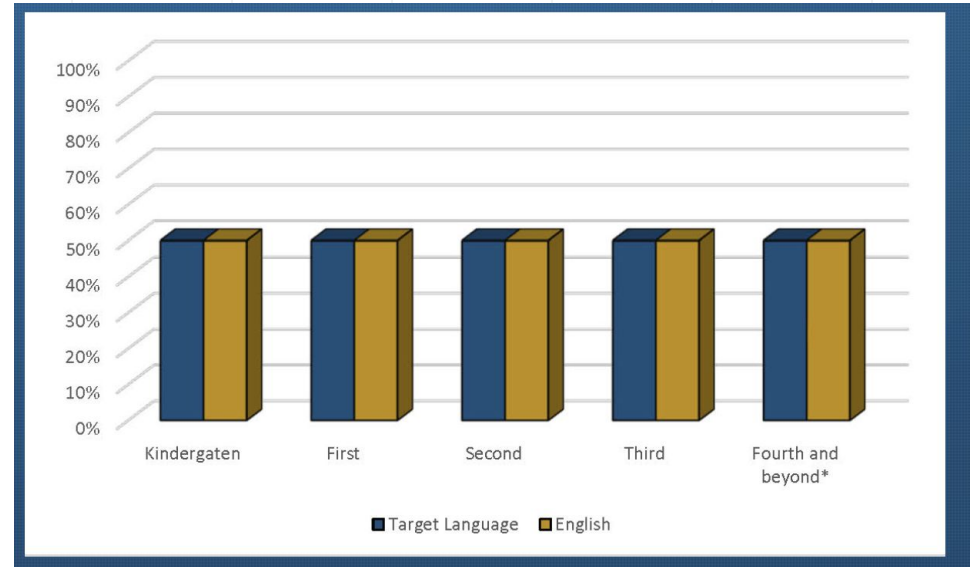
SFPS Bilingual Elementary Schools by Program Model 2022-23 SY

Dual Language 50/50 Model Schools	Dual Language 80/20 Model Schools	Heritage Language Program Schools
Salazar	César Chávez El Camino Real Sweeney	*Ramirez Thomas Kearny

"50/50" vs "80/20"

"50/50"

Students receive 50% of their instruction per day in English and the other 50% in Spanish.

"50/50" vs "80/20"

"80/20"

Students begin kindergarten receiving 80% of their instruction in Spanish and 20% of their instruction in English. With each year, the percentage of Spanish instruction decreases in English instruction increases until reaching third or fourth grade when instruction is given 50% in English and 50% in Spanish.

Language Allocation

■ English
■ Spanish

Grade Level
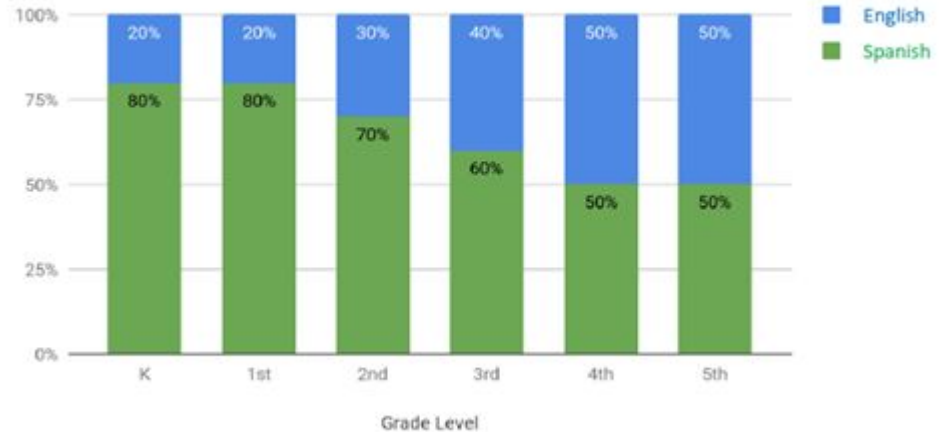
Heritage Language Programs

◉   In a heritage language program, the goal is to develop and maintain a level of comprehension and speaking in Spanish.
◉   This goal is met by dedicating approximately one hour a day to instruction in Spanish and one hour a day of English Language Development apart from daily ELA instruction.

# Current Plan for supporting SFPS Bilingual Programing

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SFPS Vision for Biliteracy & Bilingualism

As educators of SFPS, we create a transformative learning environment that honors the opportunity to become bilingual and biliterate. We promote lifelong learning by providing students with culturally-relevant, high quality instruction. With high expectations and a focus on standards of excellence, we empower our students to be engaged members of our community.

How will we get there: Theory of Action
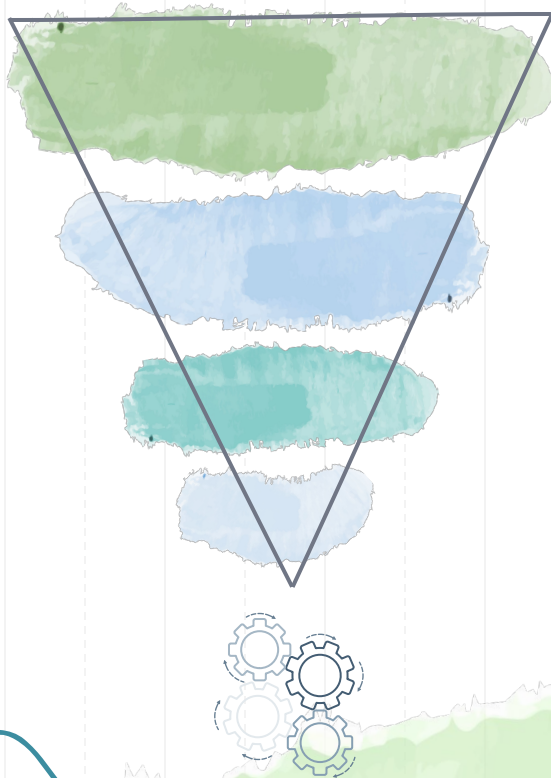
01 **If** we implement a sustainable and research based K-12 model of bilingual programming that includes a strategic and intentional system of support;

02 **And if** we leverage consistent use of SFPS' priority standards in English Language Arts, (ELA) English Language Development (ELD), Spanish Language Arts (SLA)and Spanish Language Development (SLD) and use HQIM for core instruction and assessment across all schools in all subject areas that are culturally and linguistically relevant;

03 **And if** we leverage research based professional development to build leader and teacher capacity, and student biliteracy and bilingualism that are aligned to the three pillars of dual language education (academic, language and cross cultural awareness);

04 **And if** And if we provide ongoing opportunities for collaboration to ensure transfer of skills into the classroom, continuous reflection, evaluation and revision to improve instruction and student outcomes

Then...

TOA Statement #2

And if we leverage consistent use of SFPS' priority standards in English Language Arts, (ELA) English Language Development (ELD), Spanish Language Arts (SLA)and Spanish Language Development (SLD) and use HQIM for core instruction and assessment across all schools in all subject areas that are culturally and linguistically relevant;

Professional Development Plan for 2023-34 School Year

Each elementary school with bilingual programming is engaging in a custom tailored PD cycle of 4 to 6 sessions aimed at clearly defining their bilingual model and literacy instruction across both languages.

We are in our second year of meeting as Bilingual & Biliteracy taskforce composed of principals and teacher leaders from all of our bilingual schools.

Where are our next steps?

23-24 School Year:

- Professional development and programmatic/instructional alignment will continue at a site and district level led by the Language & Culture department.
- We are strategically planning to ensure full staffing for our bilingual programs while minimizing combo classes in coming school year.
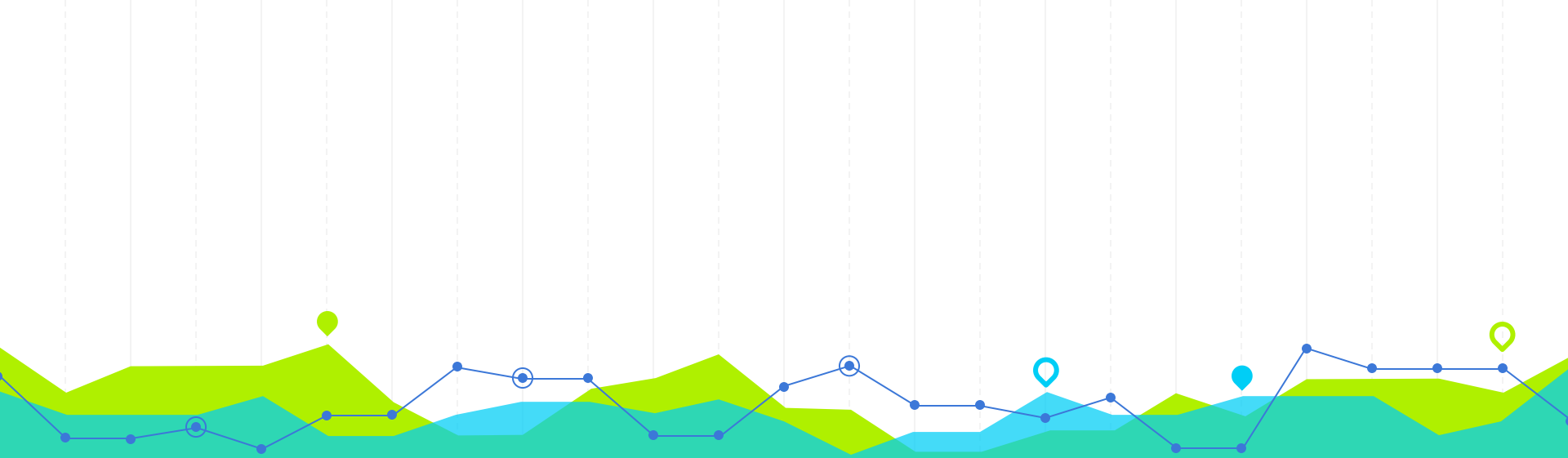
Questions & Closing

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¡Gracias!

Appreciations & Closing