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AUTHOR Christian, Donna; Mahrer, Cindy  
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ABSTRACT

The first annual supplement to the 1991-1992 directory of two-way bilingual education programs in the United States profiles new and some existing programs in which language-minority and language-majority children are instructed in and through both languages. This volume contains data on 25 programs in Alaska, Arizona, California, Connecticut, Florida, Massachusetts, Michigan, New Jersey, New York, Texas, and Virginia. Each program profile includes most of the following categories: school name(s) and address(es); contact persons; languages used; year the program began; ethnic/racial composition of the school; criteria for selecting and accepting students; recruitment procedures; grade levels served and changes anticipated; funding sources; program materials available to others; program objectives; classroom language use for instruction; method of separating languages for instruction; language of initial reading instruction; grouping; percentage of teachers and program staff proficient in both languages; program evaluation procedures; parent involvement; community response to the program; school board's view of the program; and most important program features. (MSE)

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# TWO-WAY BILINGUAL PROGRAMS IN THE UNITED STATES

## 1992-1993 SUPPLEMENT

DONNA CHRISTIAN

CINDY MAHRER

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THE NATIONAL  
CENTER FOR  
RESEARCH ON  
CULTURAL  
DIVERSITY  
AND SECOND  
LANGUAGE  
LEARNING

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# Two-Way Bilingual Programs in the United States

## 1992-1993 Supplement

National Center for Research on  
Cultural Diversity and Second Language Learning

*Donna Christian  
Cindy Mahrer*

*Center for Applied Linguistics  
1118 22nd Street, NW  
Washington, DC 20037  
202-429-9292 (o) 202-559-5641 (f)*

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## Preface

This volume is the first annual supplement to the 1991-1992 publication on *Two-Way Bilingual Programs in the United States*. The programs profiled in this supplement include new two-way programs and others that provided information since the previous volume appeared.

The information on two-way bilingual programs presented in this series is being gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Institute, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

We also benefited from the assistance and consultation of a number of our colleagues who helped us design the study, contact programs, and produce the finished work. We are

particularly indebted to Kathryn Lindholm, whose original work served as a model for the current effort and who advised and assisted us in every phase. Our thanks go out as well to Deborah Short, Dick Tucker and Merrill Swain for their contributions and ongoing support for the project. Finally, we express our gratitude to those who took an active part in producing this volume: Leslie Plowman, Kaprice Lynch, Thom Raybold, Sonia Kundert and Omar Shabka. Their attention to the details will, we are sure, make this document much more useable and useful.

Donna Christian  
Cindy Mahrer  
Center for Applied Linguistics

January 1993

## Introduction

In a growing number of schools in the United States, educators and communities are turning to *two-way bilingual education* as an effective approach to educating language minority and majority students. In these programs, students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. Ideally, half the students in a class share a particular non-English language background (most often Spanish) and they have the opportunity to develop their native language, learn English and progress academically. Their English-background classmates learn a second language along with academic content.

In Christian and Mahrer (1992), profiles were compiled for two-way bilingual programs in operation during the 1991-1992 academic year. This supplement, the first annual update, covers the 1992-1993 school year, providing profiles of additional programs, both new and ongoing. The two volumes together provide information on programs in 156 schools in 17 states. This list is still not exhaustive, since it reflects only those programs that became known to us and that chose to contribute information. We will, however, continue to document programs in future annual updates.

### Two-Way Bilingual Education: The Approach

As the entries in this directory will make very clear, there is a great deal of variability in the implementation of two-way bilingual education. Even the term used to refer to programs of this type varies widely: *two-way bilingual*, *developmental bilingual*, *bilingual immersion*, *double immersion*, *interlocking*, *dual language* are some of the labels found.

There are, however, certain core features which can be used to characterize, if not define, the approach.

Two-way bilingual programs integrate language minority and language majority students and provide instruction in, and through, two languages. One is the native language of the language minority students (called here the *target* language), and the second is English. These programs provide content area instruction in the target language for a significant portion of the instructional time, and provide for language development in the second language for both groups of students. In order to achieve the full benefits of two-way bilingual education, balanced numbers of students from the two language backgrounds are sought, and students are integrated for most or all of their content instruction. These programs provide an environment that promotes positive attitudes toward both languages and cultures and is supportive of full bilingual proficiency for both native and non-native speakers of English.

Typical goals for two-way bilingual programs include language, academic, and affective dimensions:

students will develop high levels of proficiency in their first language and in a second language;

students will perform at or above grade level in academic areas in both languages;

students will demonstrate positive cross-cultural attitudes and behaviors, and high levels of self-esteem.

It is important to note that this educational approach does not emphasize language development over academic and social development; the goal is balanced development in all three areas.

For a more detailed discussion of the approach, including rationale and criteria for success, see Christian and Mahrer (1992).

#### Information Collection and Compilation

The procedures used for compiling the profiles in the supplement were essentially the same as those used for the 1991-1992 volume. Leads on possible programs obtained during the year were followed up; newly funded projects in the Title VII Development Bilingual



Education Program were contacted; and programs that had been in a planning year and were due to begin instruction in 1992-1993 were asked to give an update on their status.

Profiles were prepared for the programs in the supplement using the same format as in the earlier volume. As before, the information provided by programs was reproduced verbatim, with only minor editing, and the profile was sent to the participating program for verification of accuracy.

### Program Implementation Characteristics

Table 1 presents a summary of the programs profiled in the 1992-1993 supplement by state, district and school and includes ten schools with programs in the planning stage. Table 2 breaks these programs down by grade level. One of the planning sites has not yet determined the grade levels to be served, hence the "unspecified" category. Table 3 lists the languages of instruction for the programs in the supplement. These tables parallel similar information provided in the previous volume.

Summary figures for the two volumes (1991-1992 and 1992-1993) are shown in Tables 4 through 6. In the first year, 124 schools reported on two-way programs, some of which were in the planning (pre-implementation) stage. In the supplement for 1992-1993, 37 schools were included; five of these schools were in the planning stage in 1991-1992 and have now implemented programs. These five schools appear in both volumes, but they are counted only once in the summary figures. As a result, the total number of schools (156) reported in these tables is lower than the sum of the schools in the two volumes. This total is used in all three summary tables. Likewise, school districts that appear in both volumes are only counted once in the summary figures.

These figures show that New York and California continue to have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level. Variability in the implementation of two-way programs remains extensive, as can be seen in the profiles in both volumes. This variability is discussed further in Christian and Mahrer (1992).

## Overview of the Directory

Following these introductory comments, the directory supplement begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included in this supplement, with grade levels served and target language used in each. The full profiles of programs/schools which provided information on their implementation of two-way bilingual education follow this list. They are presented alphabetically in sections by state, and within states, the profiles are grouped by city and school district. Each profile is formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, where references by page number can be found for any school or school district included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.

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**Table 1**  
*Two-Way Bilingual Programs, 1992-1993 Supplement*

<i>State</i>	<i>Number of Districts</i>	<i>Number of Schools</i>
Alaska	1	1*
Arizona	2	5
California	7	9*
Connecticut	1	1
Florida	1	1
Massachusetts	2	2
Michigan	1	1
New Jersey	1	1
New York	7	10*
Texas	3	4*
Virginia	1	2
<b>TOTAL</b>	<b>27</b>	<b>37</b>

\*Includes schools in the planning year

**Table 2**  
*Grade Levels Served in Two-Way Bilingual Programs, 1992-1993 Supplement*

<i>Grade Levels Served</i>	<i>Number of Schools</i>
Pre-K	0
Pre-K/K—5/6	32
3/4—5/6	0
K/1—8	0
6—9	4
9—12	0
Unspecified	1

**Table 3**  
*Languages of Instruction in Two-Way Bilingual Programs, 1992-1993 Supplement*

<i>Language of Instruction</i>	<i>Number of Schools</i>
Spanish/English	32
Korean/English	3
Russian/English	2

**Table 4**  
*Two-Way Bilingual Programs (1991-92 + 1992-93)*

<i>State</i>	<i>Number of Districts</i>	<i>Number of Schools</i>
Alaska	1	1*
Arizona	2	5
California	24	47*
Colorado	1	3
Connecticut	2	2
District of Columbia	1	1
Florida	2	5
Illinois	2	8
Massachusetts	6	11
Michigan	1	1
New Jersey	1	1
New York	34	56*
Oregon	1	3
Pennsylvania	1	1
Texas	4	5*
Virginia	3	5
Wisconsin	1	1
<b>TOTAL</b>	<b>87</b>	<b>156</b>

\*Includes 1992-93 Planning Programs

**Table 5**  
*Grade Levels Served in Two-Way Bilingual Programs (1991-92 + 1992-93)*

<i>Grade Levels Served</i>	<i>Number of Schools</i>
Pre-K	2
Pre-K/1-5/6	126
3/4-5/6	7
K/1-8	4
6-9	12
9-12	2
Unspecified	3

**Table 6**  
*Languages of Instruction in Two-Way Bilingual Programs (1991-92 + 1992-93)*

<i>Language of Instruction</i>	<i>Number of Schools</i>
Spanish/English	145
Cantonese/English	4
Korean/English	3
Russian/English	2
Portuguese/English	1
Haitian Creole/English	1

# List of Programs by State 1992-1993 Supplement

State/City	School	Grade Levels	Language
<b>ALASKA</b>			
<b>Anchorage</b>			
	Government Hill Elementary <i>planning</i>	K—1	Spanish
<b>ARIZONA</b>			
<b>Phoenix</b>			
	M.L. King Elementary	K—4	Spanish
	Valley View Elementary	K—1	Spanish
<b>Tucson</b>			
	Davis Bilingual Magnet	K—5	Spanish
	Roskruge Elementary	K—1	Spanish
	Roskruge Magnet Middle School	6—8	Spanish
<b>CALIFORNIA</b>			
<b>Altadena</b>			
	Altadena Elementary <i>planning</i>	Pre-K—K	Spanish
<b>Los Angeles</b>			
	Cahuenga School	K	Korean
	Denker Avenue School <i>planning</i>	K	Korean
	Wilton Place School <i>planning</i>	K	Korean
<b>Pomona</b>			
	Westmont Elementary	K—1	Spanish
<b>San Clemente</b>			
	Las Palmas Model Elementary <i>planning</i>	K—2	Spanish
<b>San Diego</b>			
	Washington Elementary	K—6	Spanish
<b>San Jose</b>			
	Meyer Elementary <i>planning</i>	K—1	Spanish
<b>Woodland</b>			
	Lee Junior High	7—9	Spanish

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State/City	School	Grade Levels	Language
<b>CONNECTICUT</b>			
<b>Windham</b>			
	Windham Center	K	Spanish
<b>FLORIDA</b>			
<b>Miami</b>			
	Marjory Stoneman Douglas Elementary	Pre-K—5	Spanish
<b>MASSACHUSETTS</b>			
<b>Dorchester</b>			
	John Marshall School	K—3	Spanish
<b>Springfield</b>			
	Elias Brookings School	K—1	Russian
<b>MICHIGAN</b>			
<b>Detroit</b>			
	The Academy of the Americas	Pre-K—1	Spanish
<b>NEW JERSEY</b>			
<b>Atlantic City</b>			
	New Jersey Avenue School	K—1	Spanish
<b>NEW YORK</b>			
<b>Amsterdam</b>			
	Greater Amsterdam School District <i>planning</i>	K	Spanish
<b>Fallsburg</b>			
	Benjamin Cosor Elementary <i>planning</i>	K—2	Spanish
<b>Huntington</b>			
	Oakwood Primary Center	1	Spanish
<b>New York City, Brooklyn</b>			
	IS #309 (CSD 19) <i>planning</i>	6—8	Spanish
	CSD 22 <i>planning</i>	to be determined	Russian

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State/City	School	Grade Levels	Language
<b>New York City, Manhattan</b>			
	PS #7 (CSD 4)	K—2	Spanish
	PS #112 (CSD 4)	K—2	Spanish
	Don Pedro Albizu Campos (CSD 5)	K	Spanish
	John H. Finley (CSD 5)	K	Spanish
	Raphael Hernandez/Langston Hughes (CSD 5)	K	Spanish
<b>TEXAS</b>			
<b>El Paso</b>			
	Rivera Elementary	1—5	Spanish
	Rush Elementary	1—5	Spanish
<b>Houston</b>			
	Holibrook Elementary	K—3	Spanish
<b>Lufkin</b>			
	Slack Elementary	K	Spanish
<b>VIRGINIA</b>			
<b>Arlington</b>			
	Abingdon Elementary	1	Spanish
	Williamsburg Middle	6—7	Spanish

**Anchorage School District  
Anchorage, Alaska**

*Project Exito: A Model of Success for Students and Parents*

**School:**

Government Hill Elementary  
525 Bluff Drive  
Anchorage, AK 99501  
907-277-4223

**Contact persons:**

Janice Gullickson  
Foreign Language Coordinator  
Anchorage School District  
4600 DeBarr Road  
Anchorage, AK 99508  
907-269-2277

Laurel Derksen  
Program Development Specialist  
Government Hill Elementary  
525 Bluff Drive  
Anchorage, AK 99501  
907-277-4223

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K-1

**Year program began:**

1992-93 (planning year); 1993-94 (instruction)

**Grade level increases planned:**

Program will expand one grade level per year

**Ethnic/racial breakdown of school:**

6.5% Hispanic; 13.4% Black; 40% White;  
8.4% Asian Pacific Islander;  
31.7% Alaskan Native/American Indian

**Program size:**

Grade level	# of classes	Class size
K	2	20
1	2	23

**Criteria for selecting and accepting students:****Spanish speakers:**

LEP children who will be entering kindergarten and 1st grade in the Fall

**English speakers:**

Government Hill students will be given priority in the Spring lottery; students outside the attendance area will be placed on the waiting list and can participate in subsequent lotteries

**Funding sources:**

Title VII DBE Grant; local funding

**Program materials available to others:**

•Brochure to advertise the program is being developed

**Recruitment procedures:**

•Program will hire a parent liaison who will aid in the recruitment process



**Program Objectives:**

- Students will achieve academically at grade level
- Students will develop language proficiency in both English and Spanish
- Students will develop positive self-esteem and cultural awareness and sensitivity
- Exito! will train staff and parents to be effective educators of the program's students
- Exito! parents will participate as full partners in the education of their children

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-1                      50%

**Method of separating languages for instruction:**  
By teacher teams: instruction by native Spanish speakers for half of the day and by native English speakers for the other half

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Instructional grouping:**  
Students will be integrated for instruction the entire day.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**PROGRAM EVALUATION**

**Evaluator:**  
To be determined

**Evaluation components and procedures:**  
To be determined

<i>COMMUNITY SUPPORT AND VIEWPOINT</i>
--

**Parent involvement:**

- A parent advisory board has been formed to help in the initial stages of planning for implementation in 1993
- Parent liaison will recruit students and parents, as well as set up a parent resource center
- Evening classes on various topics including parenting and Spanish and English language lessons

**Community responses to the program:**

- Extremely positive

**School Board's view of the program:**

- Very supportive

**Most important feature of the program:**

- Emphasis on bilingualism and multiculturalism with a focus on the home-school connection
- Commitment of the parents is a vital key to the success of the program
- The fact that this program is a model program for the Anchorage community is very important; the model may later be replicated for a different language

**Roosevelt School District  
Phoenix, Arizona**

*Developmental Bilingual Education Program\**

**School:**

M.L. King Elementary School  
4615 South 22nd Street  
Phoenix, AZ 85040  
602-243-4910

**Contact persons:**

Dr. Veronica Zepeda  
Director of Language Development  
Roosevelt School District  
6000 South 7th Street  
Phoenix, AZ 85040  
602-243-4826

Mavis Edwards  
Principal  
M.L. King Elementary School  
4615 South 22nd Street  
Phoenix, AZ 85040  
602-243-4910

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1989

**Ethnic/racial breakdown of school:**  
30% Hispanic; 67% Black; 3% White

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Needs; test scores; interest

**English speakers:**  
Interest; test scores

**Recruitment procedures:**

- Home school advises parents
- Open house
- Word of mouth
- District-wide information

**Grade level(s) of the program:**  
K-4

**Grade level increases planned:**  
The program has its continuation, a modified program, at P. L. Julian School (5-8)  
1992-93: 5  
1993-94: 6  
1994-95: 7  
1995-96: 8

**Program size:**

Grade level	# of classes	Class size
K	1	20
1	1	20
2	1	26
3	1	20
4	1	16

**Funding sources:**

District funding

**Program materials available to others:**

- Newsletter

\*Two schools are involved with the Roosevelt School District Two-Way Bilingual Program. Each school has a separate entry.

**Program Objectives:**

- To provide instruction in English and Spanish
- To enable students to achieve competency and literacy in both languages
- To provide a curriculum which includes the history and culture of Arizona and the United States as well as customs and values of Hispanic culture
- To enable students to master language skills and subject matter

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-4 50%

**Method of separating languages for instruction:**  
By teacher: subjects and days are determined by the teacher

**Languages used for content area subjects and electives:**  
**K-2—Spanish instruction:**  
All core subjects  
**K-2—English instruction:**  
All core subjects, Music, Art, PE  
**3-4—Spanish instruction:**  
All core subjects  
**3-4—English instruction**  
All core subjects, Art, PE

**Language of initial reading instruction:**  
**Spanish speakers:**  
English and Spanish  
**English speakers:**  
English and Spanish

**Instructional grouping:**  
Teachers use cooperative learning, peer tutoring, small group instruction, and whole group instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•1 full time ESL teacher

**Computer use:**  
Computer use in English and Spanish

**PROGRAM EVALUATION**

**Evaluator:**  
Program is not evaluated on a regular basis.

**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAS

English language proficiency

LAS

Academic achievement in Spanish

La Prueba

Academic achievement in English

ITBS

*COMMUNITY SUPPORT AND VIEWPOINT***Parent involvement:**

- School visitations and classroom assistance
- Monthly parent workshops and PTSO
- Parents are encouraged to become involved and to volunteer time at the school

**Community responses to the program:**

- Parents are supportive of the program
- There is a waiting list of students that parents want to place in the program

**School Board's view of the program:**

- In addition to a unanimous decision on the implementation of this program, the district has committed to a two-way developmental program through the strategic planning process

**Advice to start-up programs:**

- Begin with two grades at a time
- Involve community in the planning as well as the implementation stage

**Most important feature of the program:**

- Commitment to genuine language learning through a culturally sensitive curriculum model and community involvement

**Roosevelt School District  
Phoenix, Arizona**

*Developmental Bilingual Education Program\**

**School:**

Valley View Elementary School  
8220 South 7th Avenue  
Phoenix, AZ 85041  
602-243-4926

**Contact Persons:**

Dr. Veronica Zepeda  
Director of Language Development  
Roosevelt School District  
6000 South 7th Street  
Phoenix, AZ 85040  
602-243-4826

John Wann  
Principal  
Valley View Elementary School  
8220 South 7th Avenue  
Phoenix, AZ 85041  
602-243-4926

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1992

**Grade level increases planned:**  
Program will expand one grade level per year

**Ethnic/racial breakdown of school:**  
68% Hispanic; 15% Black; 15% White; 2% Other

**Program size:**

Grade level	# of classes	Class size
K	1	19
1	1	25

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
All LEP students and their families in the Valley View attendance area are invited to participate

**English speakers:**  
An equal number of English-only students are served by parent request or approval

**Funding sources:**  
Title VII DBE Grant

**Recruitment procedures:**

- Parent request
- Teacher recommendation and parent approval

*\*Two schools are involved with the Roosevelt School District Two-Way Bilingual Program. Each school has a separate entry.*

**Program Objectives:**

- To maintain a classroom composition of 50% English dominant students and 50% Spanish dominant students, including newly arrived non-English speaking immigrants
- To promote English language proficiency for LEP students
- To promote second language proficiency for English-only students
- To realize high levels of subject matter achievement for both Spanish dominant and English dominant students
- To provide a challenging curriculum which facilitates the development of English and Spanish

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-1                      80%

**Instructional grouping:**  
Teachers use heterogeneous grouping and collaborative working groups.

**Method of separating languages for instruction:**  
By time and subjects

**Percent of program teachers proficient in both languages:**  
100%

**Languages used for content area subjects and electives:**  
**K-1—Spanish instruction:**  
All core subjects  
**K-1—English instruction:**  
Art, Music, PE, School Social Skills, Money, Time

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•3 full time bilingual aides  
•1 part time bilingual aide

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
Spanish

**Curriculum/materials development:**  
Staff have developed the following materials in Spanish: *Writing Process, Literature Based Integrated Curriculum, and Hands on Math and Science.*

**PROGRAM EVALUATION**

**Evaluator:**  
To be determined

**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAS

English language proficiency

LAS

Academic achievement in Spanish

La Prueba

Academic achievement in English

ITBS

Language Arts and Mathematics

ASAP

Social Studies and Science

Portfolios

## COMMUNITY SUPPORT AND VIEWPOINT

**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- Training program through local community college
- Community liaison is responsible for community contact and other project activities

**Community responses to the program:**

- High turn-out for parent workshops
- High degree of involvement of non-English speaking parents

**School Board's view of the program:**

- In addition to a unanimous decision on the implementation of the program, the district has committed to a two-way developmental program through the strategic planning process

**Advice to start-up programs:**

- Inquire about resource people who know Title VII
- Involve community and staff in the development of the program

**Most important feature of the program:**

- Commitment to genuine language learning through a culturally sensitive curriculum model and community involvement



**Tucson Unified School District  
Tucson, Arizona**

*Davis Bilingual Magnet School*

**School:**

Davis Bilingual Magnet School  
500 West Saint Mary's Road  
Tucson, AZ 85701  
602-798-2733

**Contact persons:**

Dr. Guadalupe G. Romero  
Principal  
Davis Bilingual Magnet School  
500 West Saint Mary's Road  
Tucson, AZ 85701  
602-798-2733

Dr. Richard López  
Consultant  
Davis Bilingual Magnet School  
500 West Saint Mary's Road  
Tucson, AZ 85701  
602-798-2733

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-5

**Year program began:**  
1980

**Program size:**

Grade level	# of classes	Class size
K	2	20
1	2	24
2	2	24
3	2	24
4	2	24
5	2	24

**Ethnic/racial breakdown of school:**  
69% Hispanic; 5% Black; 25% White;  
1% American Indian

**Criteria for selecting and accepting students:****Spanish speakers:**

Students who live within school boundaries and who will not negatively affect school desegregation

**English speakers:**

Students who live within school boundaries and who will not negatively affect school desegregation

**Funding sources:**

Local school district; Magnet funds;  
Desegregation funds

**Program materials available to others:**

- Magnet school brochures
- School handbook

**Recruitment procedures:**

- Magnet office sends letters to parents in targeted areas
- Open house

**Program Objectives:**

- To help each student become bilingual and biliterate with respect for and knowledge of different cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
 K-5 50%

**Method of separating languages for instruction:**  
 By subject and units

**Languages used for content area subjects and electives:**

**K-5—Spanish instruction:**  
 Reading/Language Arts, Science, Math, Social Studies, Art, Music, PE

**K-5—English instruction:**  
 Reading/Language Arts, Science, Math, Social Studies, Art, Music

**Language of initial reading instruction:**  
**Spanish speakers:**  
 Spanish  
**English speakers:**  
 English

**Instructional grouping:**  
 Students are integrated for all subjects except for language arts instruction in their native language. Students work in cooperative learning groups.

**Percent of program teachers proficient in both languages:**  
 100%

**Percent of program staff proficient in both languages:**  
 100%

- Additional program staff:**
- 16 full time bilingual aides
  - 1 full time PE specialist
  - 1 full time art specialist
  - 1 full time music specialist
  - 1 part time language disabilities specialist
  - 1 part time speech specialist
  - 1 full time librarian

**PROGRAM EVALUATION**

**Evaluator:**  
 Tucson Unified School District  
 1010 East 10th Street  
 Tucson, AZ 85719  
 602-882-2441

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	La Prueba, SLAPA
Academic achievement in English	ITBS, ASAP, LAPA
Self-esteem/competence	Project Pride
Attitudes	Project Pride

<i>COMMUNITY SUPPORT AND VIEWPOINT</i>
--

**Parent involvement:**

- Parent councils, school visitations, and classroom assistance

**Community responses to the program:**

- Excellent -- there is a waiting list from outside neighborhood boundaries
- Neighborhood is proud of the school and parents are actively involved

**School Board's view of the program:**

- Very supportive

**Advice to start-up programs:**

- Involve parents and community every step of the way
- Educate parents on the need of such programs
- Ensure that teachers are trained and committed to children

**Most important feature of the program:**

- Well-trained and caring teachers who believe that all children can and will learn
- Teachers who are committed to bilingual education

**Tucson Unified School District  
Tucson, Arizona**

*Roskruge Bilingual Education Program\**

**School:**

Roskruge Elementary School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

**Contact persons:**

Conrado Gomez  
Principal  
Roskruge Elementary School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

Carmen Campuzano  
Assistant Principal  
Roskruge Elementary School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

Celia Oropeza  
Curriculum Specialist  
Roskruge Elementary School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1990

**Ethnic/racial breakdown of school:**  
60% Hispanic; 10% Black; 23% White;  
3% Asian; 4% American Indian

**Criteria for selecting and accepting students:****Spanish speakers:**

No criteria

**English speakers:**

No criteria

**Recruitment procedures:**

- 75% of student population comes from local attendance area
- Additional 25% are primarily siblings of students in the middle school program

**Grade level(s) of the program:**  
K-5

**Grade level increases planned:**  
Elementary students continue at the middle school magnet program.

**Program size:**

Grade level	# of classes	Class size
K	2	19
1	1	25
2	1	25
3	1	27
4	1	27
5	1	28

**Funding sources:**

Local school district

**Program materials available to others:**

- Program models
- School handbook
- Parent newsletter

**Other non-native English speakers in the program:**

Chinese, Portuguese, and Vietnamese

\*The elementary program and middle school program each have a separate entry.

**Program Objectives:**

- To provide an entry level bilingual program for elementary students who will continue through the middle school magnet program
- To develop required skills, knowledge, and cognitive abilities in the native language
- To provide second language acquisition

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	80%
2	70%
3	60%
4-5	50%

**Method of separating languages for instruction:**

By subject, units, individual needs, and on a weekly basis

**Languages used for content area subjects and electives:**

***K-5—Spanish instruction:***

Reading Readiness (for Spanish speakers), Social Studies, Math, Science, Art, PE, Music, Computers

***K-5—English instruction:***

Reading Readiness (for English speakers), Social Studies, Math, Science, Art, PE, Music, Computers

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Instructional grouping:**

Instructional grouping varies from total group, cooperative learning centers, and independent work according to the instructional purpose. Students are grouped by native language ability for reading and by second language ability for ESL or SSL placement. Bilingual students work in either language. Groups are flexible and students move continuously.

**Percent of program teachers proficient in both languages:**

86%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 2 full time bilingual aides
- 5 part time bilingual aides
- 1 full time bilingual language enrichment communicative skills/reading recovery specialist
- 1 full time bilingual resource specialist
- 2 full time bilingual language disabilities specialists
- 1 part time bilingual speech/language specialist
- 1 full time bilingual curriculum specialist
- 2 part time bilingual amity counselors
- 1 full time bilingual computer technician

**Computer use:**

MECC, Claris Work, Apple Network, and MacIntosh and other programs in Spanish and English

**Curriculum/materials development:**

Teachers and district staff have developed materials and curricula in Spanish and English.

<i>PROGRAM EVALUATION</i>
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**Evaluator:**

Dr. Leonard Basurto, Director of Bilingual Education  
 Tucson Unified School District  
 1010 East 10th Street  
 Tucson, AZ 85719  
 602-882-2441

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	SLAPA
Academic achievement in English	ITBS
Attitudes	GESA Survey and follow-up training

<i>COMMUNITY SUPPORT AND VIEWPOINT</i>
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**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language and computer classes
- Family Science and Math
- ESL for adults
- Teaching a particular skill in sewing or cooking

**Community responses to the program:**

- Large community based support

**School Board's view of the program:**

- Program is supported by board policy
- The district has provided funding for full time teacher assistants

**Advice to start-up programs:**

- Give equal status to both languages
- Program should be school-wide to include all students in the school
- Recruit qualified bilingual staff

**Most important feature of the program:**

- The total school environment which fosters knowledge and cognitive abilities in two languages integrated into a bilingual, multicultural curriculum

**Tucson Unified School District  
Tucson, Arizona**

*Roskruge Bilingual Magnet Middle School\**

**School:**

Roskruge Magnet Middle School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

**Contact persons:**

Conrado Gomez  
Principal  
Roskruge Magnet Middle School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

Carmen Campuzano  
Assistant Principal  
Roskruge Magnet Middle School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

Celia Oropeza  
Curriculum Specialist  
Roskruge Magnet Middle School  
501 East 6th Street  
Tucson, AZ 85705  
602-798-2772

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1987

**Ethnic/racial breakdown of school:**  
83% Hispanic; 2% Black; 13% White;  
2% American Indian

**Criteria for selecting and accepting students:**

**Spanish speakers:**

Referral by home school or the district's bilingual department; parent request; grade level committee

**English speakers:**

First-come first-served through an application process and waiting list

**Recruitment procedures:**

- School visits
- Program orientation for students and parents
- Word of mouth by parents of students in the program
- Visits to other school sites by staff, parents, and students

**Grade level(s) of the program:**  
6-8

**Program size:**

Grade level	# of classes	Class size
6	5	27
7	5	27
8	5	27

**Funding sources:**

Local school district

**Program materials available to others:**

- Program video made by teachers and students
- Brochures
- Program models
- Student handbook
- School philosophy
- Parent newsletter
- Program application

**Other non-native English speakers in the program:**

Portuguese

*\*The elementary program and middle school program each have a separate entry*

**Program Objectives:**

- To provide a continuity of bilingual instruction from elementary bilingual programs to a middle school bilingual program
- To develop required skills, knowledge, and cognitive abilities in two languages through the study of all subjects

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
6-8 50%

**Method of separating languages for instruction:**  
By units and by week

**Languages used for content area subjects and electives:**  
**6-8—Spanish instruction:**  
Language Arts, Science, Social Studies, Math, Computers, PE, Art, Drafting, Home Economics, Spanish  
**6-8—English instruction:**  
Language Arts, Science, Social Studies, Math, Computers, PE, Art, Drafting, Home Economics, ESL

**Instructional grouping:**  
Students are integrated during four of their six classes and work in cooperative learning groups. Students are separated for ESL and SSL instruction where they are grouped by language ability.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•1 full time bilingual curriculum specialist  
•2 full time bilingual learning disabilities resource specialists  
•1 full time bilingual counselor  
•1 full time bilingual librarian  
•1 part time bilingual speech/language specialist  
•1 full time bilingual reading resource specialist

**Computer use:**  
*MECC, Claris Work, Logo Writer*, CD Roms, and a large variety of programs in both Spanish and English

**Curriculum/materials development:**  
District staff have developed curricula and materials in Spanish and English.

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Leonard Basurto, Director of Bilingual Education  
Tucson Unified School District  
1010 East 10th Street  
Tucson, AZ 85719  
602-882-2441



**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAS

English language proficiency

LAS

Academic achievement in Spanish

SLAPA

Academic achievement in English

ITBS

Attitudes

GESA Survey and follow-up training

*COMMUNITY SUPPORT AND VIEWPOINT***Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- Computers
- Family Science and Math
- Carnival

**Community responses to the program:**

- Very positive and supportive
- There is a waiting list and large community-based support

**School Board's view of the program:**

- Total support as seen by the district policy on bilingual education
- Funding for full time instructional aides

**Advice to start-up programs:**

- Program should be school-wide to include all students
- Give equal status to both languages
- Search and employ qualified and committed staff

**Most important feature of the program:**

- The program's unique goal which is to promote bilingualism in all students integrating language and culture into a bilingual, multicultural curriculum

**Pasadena Unified School District  
Altadena, California**

*Altadena Two-Way Bilingual Immersion Program*

**School:**

Altadena Elementary School  
743 East Calaveras Street  
Altadena, CA 91001  
818-798-7878

**Contact persons:**

Oscar Palmer  
Title VII Project Director  
Altadena Elementary School  
743 East Calaveras Street  
Altadena, CA 91001  
818-798-7878

Theresa M. Morales  
Title VII Project Resource Teacher  
Altadena Elementary School  
743 East Calaveras Street  
Altadena, CA 91001  
818-798-7878

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992-93 (planning year); 1993-94 (instruction)

**Ethnic/racial breakdown of school:**  
31% Hispanic; 56% Black; 10% White;  
2% Asian; 1% Other

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
50% LEP students; target school students have preference over students from the rest of the school district

**English speakers:**  
10% Hispanic English-only; 20% Afro-American; 20% Anglo-Caucasian; test score and willingness to participate; target school students have preference over students from the rest of the school district

**Recruitment procedures:**

•Program is advertised at "Back to School Night"

**Grade level(s) of the program:**  
Pre-K-K

**Grade level increases planned:**  
Program will expand one grade level per year through 6th grade

**Program size:**

Grade level	# of classes	Class size
Pre-K	1	24
K	1	32

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

•In the process of developing materials

**Program Objectives:**

- To expand the program to include students from Pre-K through 6th grade
- To create a program that is linguistically and ethnically integrated
- All children will develop initial literacy skills in the target language
- All children will develop and maintain literacy in both Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
Pre-K-K 90%

**Method of separating languages for instruction:**  
By teacher

**Languages used for content area subjects and electives:**

**Pre-K-K—Spanish instruction:**  
All content subjects

**Pre-K-K—English instruction:**  
English Language Development

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
Spanish

**Instructional grouping:**  
Students are integrated for the entire day except for English language development. Teachers use cooperative learning techniques.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•1 full time resource teacher  
•1 part time community aide

**Computer use:**  
Computer use planned for the future

**PROGRAM EVALUATION**

**Evaluator:**  
Ira Nelken & Associates, Inc.  
207 37th Street  
Richmond, CA 94805  
510-232-4981

**Evaluation components and procedures:**

*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Psycho-social development

Monitoring of project installation

*Procedures/Instruments*

Pre-LAS, LAS, SOLOM

Pre-LAS, LAS, SOLOM, IPT

SABE, La Prueba

SAT

Socio-cultural development observation guides

Perceived competence scale for children

Analysis of implementation and student progress

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- In the process of recruiting parents for parent councils, school visitations, classroom assistance, and parent language classes

**Community responses to the program:**

- Positive

**School Board's view of the program:**

- Very positive -- the school board is committed to facilitating the learning of a second language

**Los Angeles Unified School District  
Los Angeles, California**

*Korean/English Two-Way Immersion Program*

**Schools:**

Cahuenga School  
220 South Hobart Boulevard  
Los Angeles, CA 90004  
213-386-6303

Denker Avenue School  
1620 West 162nd Street  
Gardena, CA 90247  
310-327-9420

Wilton Place School  
745 South Wilton Place  
Los Angeles, CA 90005  
213-389-1181

**Contact persons:**

Chin H. Kim  
Program Coordinator  
Los Angeles Unified School District  
450 North Grand Avenue, Room G-290  
Los Angeles, CA 90012  
213-625-6106

Craig C. Merrill  
Advisor  
Los Angeles Unified School District  
450 North Grand Avenue, Room G-290  
Los Angeles, CA 90012  
213-625-6106

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Korean/English

**Year program began:**  
1992-93 (Cahuenga)  
1993-94 (Denker Avenue and Wilton Place)

**Ethnic/racial breakdown of schools:***Cahuenga:*

60% Hispanic; 2.5% Black; 4.2% White;  
28.2% Asian (mostly Korean); 5.1% Filipino

*Denker Avenue:*

37.3% Hispanic; 8.9% Black; 13.4% White;  
35.6% Asian (Korean & Japanese); 1.3% Filipino;  
3.4% Pacific Islander; <1% American Indian

*Wilton Place:*

40.1% Hispanic; 5.1% Black; 1.2% White;  
49.4% Asian (mostly Korean); 2.8% Filipino;  
1% Pacific Islander

**Criteria for selecting and accepting students:*****Korean speakers:***

Age and Korean language proficiency

***English speakers:***

Age and English language proficiency

**Recruitment procedures:**

- Conferences and parent and community meetings

**Grade level(s) of the program:**  
K

**Grade level increases planned:**  
Program will expand one grade level per year through 6th grade at Wilton Place and through 5th grade at Cahuenga and Denker Avenue

**Program size:**

Grade level	# of classes	Class size
Cahuenga:		
K	1	27
Denker Avenue and Wilton Place		
To be determined		

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

- Program guidelines

**Other non-native English speakers in the program:**

Spanish, Tagalog

**Program Objectives:**

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students of similar socio-economic backgrounds in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes towards their group and other groups
- Language minority and majority students will develop a psycho-social understanding of the language, culture, and people of their group and other groups
- Language minority and majority students will develop computer literacy skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Korean is used for instruction:**

K 71%  
(By grade 4 instruction will be 50% in each language)

**Method of separating languages for instruction:**

By teacher: one teacher for each language

**Languages used for content area subjects and electives:**

**K—Korean instruction:**  
Language Arts, Math, Social Studies, Science/Health, PE, Computer Science, Tutorial Project

**K—English instruction:**  
Language Arts, Tutorial Project

**Language of initial reading instruction:**

**Korean speakers:**

Korean

**English speakers:**

English

**Instructional grouping:**

Students will be integrated for the entire day and will work in heterogeneous cooperative groups.

**Percent of program teachers proficient in both languages:**

100% (Cahuenga)

**Percent of program staff proficient in both languages:**

75% (Cahuenga)

**Additional program staff:**

- 1 full time advisor
- 1 full time coordinator
- 3 part time bilingual aides

**Computer use:**

Computer use in Korean and English (IBM and MacIntosh compatible software)

PROGRAM EVALUATION
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**Evaluator:**

Dr. Russell N. Campbell  
 11250 Bunche Hall  
 University of California, Los Angeles  
 405 Hilgard Avenue  
 Los Angeles, CA 90024  
 213-825-2510

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Korean language proficiency	BINL
English language proficiency	LAS
Academic achievement in Korean	Basic Elementary-Secondary Test--Korean
Academic achievement in English:	CTBS

COMMUNITY SUPPORT AND VIEWPOINT
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**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes (at Cahuenga)

**Community responses to the program:**

- Exceedingly positive

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Be sure to have a planning year that focuses on parent and staff training
- Try to have a total two-way immersion school to avoid conflict and misunderstanding with non-project staff

**Most important feature of the program:**

- Incorporation of an interdisciplinary approach that facilitates learning through computer technology

**Pomona Unified School District  
Pomona, California**

*America 2000: Meeting the Challenge  
Two-Way Bilingual Immersion Program*

**School:**

Westmont Elementary School  
1780 West Ninth Street  
Pomona, CA 91766  
714-397-4680

**Contact persons:**

Dr. Jesús Zavala  
Resource Teacher  
Westmont Elementary School  
1780 West Ninth Street  
Pomona, CA 91766  
714-397-4680 or 397-5078

Anita Solza  
Principal  
Westmont Elementary School  
1780 West Ninth Street  
Pomona, CA 91766  
714-397-4680

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
Program will expand one grade level per year  
through 6th grade

**Ethnic/racial breakdown of school:**  
69% Hispanic; 8.8% Black; 16.1% White;  
4.9% Asian; 1% Pacific Islander

**Program size:**

Grade level	# of classes	Class size
K	1	30
1	1	30

**Criteria for selecting and accepting students:**

**Spanish and English Speakers:**  
Parental consent; score of C or above on the IPT  
in either English or Spanish

**Funding sources:**

Title VII DBE Grant (funded in 1992)

**Recruitment procedures:**

- Parents of new K-1 students are informed of the program at enrollment time; if interested, students take the IPT and with a score of C or above are then invited to participate in the program
- Principals of the Pomona Unified School District elementary schools are informed of the program and are given informational flyers to distribute to interested parents

**Program materials available to others:**

- Informational sheets



**Program Objectives:**

- To develop high levels of proficiency in the students' first language
- To achieve high levels of proficiency in the students' second language
- To have students perform academically at or above grade level in both languages
- To demonstrate positive cross-cultural attitudes and behavior
- To provide appropriate staff development for the program teachers and instructional aides
- To promote parent education, communication, support and involvement

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1 90%

**Method of separating languages for instruction:**

By teacher: Spanish is used by the program teacher and English is provided by the paired teacher

**Languages used for content area subjects and electives:**

***K-1-Spanish instruction:***

Language Arts, Math, History/Social Studies

***K-1-English instruction:***

English Language Development

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

Students work in cooperative learning groups.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

70%

**Additional program staff:**

- 2 part time bilingual aides
- 1 part time monolingual aide (English)
- 1 full time resource teacher
- 1 full time clerk typist
- 2 monolingual English paired teachers

**Computer use:**

*Magic Slate* word processing program in Spanish for 1st grade

**PROGRAM EVALUATION**

**Evaluator:**

Kathryn Lindholm  
San Jose State University  
School of Education  
San Jose, CA 95192  
408-924-3752

**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

IPT, SOLOM

English language proficiency

IPT, SOLOM

Academic achievement in Spanish

SABE, Pomona USD Kindergarten Assessment

Academic achievement in English

CTBS-4, Pomona USD Kindergarten Assessment

Self-esteem/competence

Coopersmith

<p style="text-align: center;"><i>COMMUNITY SUPPORT AND VIEWPOINT</i></p>
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**Parent involvement:**

- Classroom assistance and parent language classes
- Parent Advisory Council

**Community responses to the program:**

- Very positive -- some parents from other school districts want to have the same type of program implemented in their child's school

**Advice to start-up programs:**

- Choose your staff well

**Most important feature of the program:**

- Supportive principal
- Good training and preparation as well as follow-up assistance
- A network with other bilingual developmental programs for support

**Capistrano Unified School District  
San Clemente, California**

*Capistrano Two-Way Language Development Program*

**School:**

Las Palmas Model Elementary School  
1101 Calle Puente  
San Clemente, CA 92672  
714-492-3456

**Contact persons:**

Doug Kramer  
Principal  
Las Palmas Model Elementary School  
1101 Calle Puente  
San Clemente, CA 92672  
714-492-3456

Jody Wiencek  
Title VII Project Coordinator  
Las Palmas Model Elementary School  
1101 Calle Puente  
San Clemente, CA 92672  
714-492-3456

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1992-93 (planning year)

**Grade level increases planned:**  
Program will expand one grade level per year

**Ethnic/racial breakdown of school:**  
40% Hispanic; 4% Black; 56% White;  
<1% Asian

**Program size:**  
To be determined

**Criteria for selecting and accepting students:**  
To be determined

**Funding sources:**  
Title VII DBE Grant; district funds

**Recruitment procedures:**  
To be determined

**Program Objectives:**  
To be determined

*INSTRUCTIONAL DESIGN AND PROGRAM STAFFING*

**Percent of time Spanish  
is used for instruction:**

K 90%  
1 80-90%

**Other features:**

To be determined

*PROGRAM EVALUATION*

**Evaluator:**

Kathryn Lindholm  
San Jose State University  
School of Education  
San Jose, CA 95192  
408-924-3752

**Evaluation components and procedures:**

To be determined

*COMMUNITY SUPPORT AND VIEWPOINT*

**Community responses to the program:**

- The community is looking forward to the program

**School Board's view of the program:**

- Very supportive

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**San Diego City Schools  
San Diego, California**

*Biliterate Program*

**School:**

Washington Elementary School  
1734 Union Street  
San Diego, CA 92101  
619-525-7475

**Contact persons:**

Gisela Baranda  
Resource Teacher  
Washington Elementary School  
1734 Union Street  
San Diego, CA 92101  
619-525-7475

Cecilia Fernandez  
Principal  
Washington Elementary School  
1734 Union Street  
San Diego, CA 92101  
619-525-7475

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-6

**Year program began:**  
1992

**Program size:**

Grade level	# of classes	Class size
K	2	30
1	2	30
2	2	30
3	2	30
4	2	30
5	2	30
6	2	30

**Ethnic/racial breakdown of school:**  
88% Hispanic; 1.5% Black; 9% White;  
1.5% Other

**Criteria for selecting and accepting students:**

*Spanish and English speakers:*  
No criteria

**Funding sources:**  
District Integration Funds

**Recruitment procedures:**

•Program does not recruit because local students attend the school

**Other non-native English speakers in the program:**  
Chinese, Albanian

**Program Objectives:**

- To raise the literacy rates of students
- To give both English and Spanish equal status
- To develop linguistic competence in all students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-6 50%

**Method of separating languages for instruction:**

By alternate day for specials; by teacher preference/student needs for core subjects

**Languages used for content area subjects and electives:**

Instruction is primarily done in small groups and in learning centers. Students receive math and language arts in their native language. Students receive social studies and science in their native language and reinforcement in their second language through peer tutoring and learning centers. Art, music, and PE are taught in Spanish and English on alternating days.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are integrated for instruction except for math and language arts. Classrooms use cooperative learning, peer tutoring, learning centers, and small group instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**

- 1 part time bilingual aide
- 1 full time resource teacher
- 2 part time counselors
- 1 part time psychologist

**PROGRAM EVALUATION**

No information at this time

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- Parent councils, school visitations, and classroom assistance

**Community responses to the program:**

- Positive

**School Board's view of the program:**

- The board has endorsed the program

**Advice to start-up programs:**

- Take a year to plan the program
- Conduct extensive in-service training focused on helping teachers adjust to a new teaching perspective
- Keep in mind that the core of teaching is about students as whole learners and future citizens

**Alum Rock Union School District  
San Jose, California**

*Project ALAS (Academics and Language Acquisition in Spanish)*

**School:**

Meyer School  
1824 Daytona Drive  
San Jose, CA 95122  
408-258-8208

**Contact persons:**

Norma Fierro  
Bilingual Director  
Alum Rock Union School District  
2930 Gay Avenue  
San Jose, CA 95127  
408-258-4923 x376

Eva Ruth  
Title VII Resource Teacher  
Meyer School  
1824 Daytona Drive  
San Jose, CA 95122  
408-258-4923 x685

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992-93 (planning year); 1993-94 (instruction)

**Ethnic/racial breakdown of school:**  
69% Hispanic; 4% Black; 8% White;  
6% Asian; 3% American Indian; 8% Filipino;  
1% Pacific Islander

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Must be fluent in Spanish and must have parent consent to participate

**English speakers:**  
Must be fluent in English and must have parent consent to participate; English speakers will be accepted for grades K-1 only (exceptions considered on an individual basis)

**Recruitment procedures:**  
•Monthly parent meetings

**Grade level(s) of the program:**  
K-1

**Grade level increases planned:**  
Program will begin with K-1 and then expand one grade level per year

**Program size:**

Grade level	# of classes	Class size
K (projected)	1	30
1 (projected)	1	30

**Funding sources:**

Title VII DBE Grant with a gradual assumption of program costs by the Alum Rock School District

**Program materials available to others:**

- In the process of acquiring videos, program guidelines, and assistance from San Jose State University
- In the process of developing brochures and newsletters



**Program Objectives:**

- To develop superior academic excellence and full bilingualism
- To develop competency in challenging subject matter including English, mathematics, science, history, and geography
- To ensure all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy
- To develop literacy, knowledge, and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship
- To foster positive cross-cultural attitudes towards the communities that the two languages represent
- To foster positive self-esteem for all participating students

*INSTRUCTIONAL DESIGN AND PROGRAM STAFFING*

**Percent of time Spanish is used for instruction:**

K	90%
1	80%
2	70%
3	60%

**Method of separating languages for instruction:**

By subject and team teaching

**Languages used for content area subjects and electives:**

***K-1—Spanish instruction:***

Spanish Language Arts, PE, Social Studies, Music, Art, Story Time, Handwriting, Reading

***K-1—English instruction:***

English Language Arts

***2—Spanish instruction:***

Administrative Tasks, Spanish Language Arts, Social Studies, Music, Art, Math, Science, PE

***2—English instruction:***

English Language Arts

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

Spanish

**Instructional grouping:**

Students will work in heterogeneous mixed language groups, cooperative groups, and in pairs where peer patterns may vary.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
86%

**Additional program staff:**

- 6 full time bilingual aides
- 1 full time resource teacher
- 1 part time special projects assistant

**Computer use:**

*Jostens Learning Program* in Spanish

<i>PROGRAM EVALUATION</i>
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**Evaluator:**

Dr. Alexander Sapiens  
 San Jose State University  
 One Washington Square  
 San Jose, CA 95124  
 408-924-3760

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAS, SOLOM, IPT
English language proficiency	LAS, SOLOM, IPT
Academic achievement in Spanish	Aprenda
Academic achievement in English	Stanford
Self-esteem/competence	To be determined
Attitudes	To be determined

<i>COMMUNITY SUPPORT AND VIEWPOINT</i>
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**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes are being planned
- Bilingual Site Advisory Committee has been established
- Parent-teacher collaboration workshops are being developed

**School Board's view of the program:**

- The district's Board of Trustees has taken a proactive role in meeting the new challenges provided to schools by the changing student population

**Woodland Joint Unified School District  
Woodland, California**

*Junior High School Developmental Bilingual Education Project*

**School:**

Lee Junior High School  
520 West Street  
Woodland, CA 95695  
916-662-0251

**Contact persons:**

Rosendo Garcia  
Director of Bilingual Education  
Woodland Joint Unified School District  
526 Marshall Avenue  
Woodland, CA 95695  
916-662-0201 x312

Gloria Ulloa Rodriguez  
Bilingual Resource Teacher  
Lee Junior High School  
520 West Street  
Woodland, CA 95695  
916-662-0201

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
7-9

**Year program began:**  
1992

**Grade level increases planned:**  
Program will expand one grade level per year

**Ethnic/racial breakdown of school:**  
38% Hispanic; 58% White; 4% Other

**Program size:**

Grade level	# of classes	Class size
7	1	30

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Students from the K-6 feeder school as well as other LEP students

**English speakers:**  
Students from the K-6 feeder school as well as other EO students

**Funding sources:**  
Title VII DBE Grant

**Program materials available to others:**  
•In the process of developing

**Recruitment procedures:**

•Students from the district's K-6 feeder school continue their developmental program at Lee Junior High

**Program Objectives:**

- To develop high levels of proficiency in the students' primary language
- To develop high levels of proficiency in the students' second language
- To develop a high level of proficiency in math and science
- To develop academic achievement in other subject areas
- To demonstrate positive cross-cultural attitudes and behaviors
- To show evidence of high levels of psycho-social competence

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
7 50%

**Method of separating languages for instruction:**  
By subject

**Languages used for content area subjects and electives:**  
7—*Spanish instruction:*  
Language Arts, Social Studies  
7—*English instruction:*  
Math, Science, Electives

**Instructional grouping:**  
Students are integrated for instruction except for PE and electives. Grouping techniques include pairs, dyads, and cooperative learning models such as *Tribes* and *Complex Instruction*.

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•2 part time bilingual aides  
•1 full time resource specialist

**Computer use:**  
Apple/MacIntosh programs: *Microword*, *Microworks*, and *Logo* in English and Spanish

**Curriculum/materials development:**  
*Complex Instruction/Global Education* developed by Stanford University

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Thomas Lopez  
9668 Elmira Circle  
Sacramento, CA 95827  
916-363-7150

**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

SOLOM, IPT

English language proficiency

SOLOM, IPT

Academic achievement in Spanish

SABE, Authentic assessment

Academic achievement in English

CTBS, Authentic assessment

Self-esteem/competence

Student surveys

Attitudes

Student surveys

Writing

Holistic measures

Complex Instruction

Stanford Assessment Program, Teacher/student observations and graphs

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent councils, school visitations, and parent language classes
- Project Immersion Parent Group
- Bilingual Advisory Group
- PTA
- Assistance with fundraisers, fieldtrips, and the arts such as Ballet Folklorico

**Community responses to the program:**

- Very favorable
- Parental involvement is greater than other bilingual programs
- Professional community (teacher, professors, businesses) very interested in this program

**School Board's view of the program:**

- Very favorable and supportive

**Advice to start-up programs:**

- Start off one grade at a time to provide for sufficient training and material acquisition
- Community involvement is extremely important
- Keep standards (especially target language proficiency) high
- Important to maintain a multicultural program that emphasizes the target culture at all times

**Most important feature of the program:**

- Complex Instruction
- Biliteracy

**Windham Public Schools  
Windham, Connecticut**

*Bilingual Enrichment Program*

**School:**

Windham Center  
Route 14  
Windham, CT 06226  
203-423-8401

**Contact persons:**

Jean Romano  
Director of Bilingual Education  
Windham Public Schools  
322 Prospect Street  
Willimantic, CT 06226  
203-423-8401 x225

Dr. Richard Silverman  
Director of Grants  
Windham Public Schools  
322 Prospect Street  
Willimantic, CT 06226  
203-423-8401 x214

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1993 (January)

**Ethnic/racial breakdown of school:**  
28% Hispanic; 72% Other

**Criteria for selecting and accepting students:**

**Spanish speakers:**

Parent interest; teacher recommendation; good language skills

**English speakers:**

Parent interest; student interest; teacher recommendation; good language skills

**Grade level(s) of the program:**  
K

**Grade level increases planned:**  
Program will increase one grade level per year through 5th grade

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	18

**Funding sources:**

Local Educational Authority

**Recruitment procedures:**

- Materials distributed to kindergarten parents
- Town meeting
- Follow-up information sent to those who expressed interest

**Program Objectives:**

- Bilingual, bicultural, and biliterate students ready to function with native fluency at the middle school and high school in English and Spanish
- The curriculum of the district will be covered by program students
- A parent component will be an integral part of the project with bilingualism as a goal

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K 50%

**Method of separating languages for instruction:**  
Paired teachers (one bilingual and one monolingual English); pilot year only will be self contained kindergarten with the same skills targeted in both languages

**Languages used for content area subjects and electives:**  
*K—Spanish instruction:*  
Readiness skills  
*K—English instruction:*  
Readiness skills

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Instructional grouping:**  
Projected formal reading in first grade will be in students' native language where students will be separated for initial reading instruction. Whole language readiness will be bilingual.

**Percent of program teachers proficient in both languages:**  
50%

**Additional program staff:**  
•Each team will have a bilingual aide

**Computer use:**  
Computers use in both languages

**PROGRAM EVALUATION**

**Evaluator:**  
To be determined

**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAS-O

English language proficiency

LAS-O

Academic achievement in Spanish

Concepts in Print

Academic achievement in English

Concepts in Print

Self-esteem/competence

To be determined

Attitudes

To be determined

Longitudinal Tracking

Key Math at grade 2, Connecticut Mastery Test

*COMMUNITY SUPPORT AND VIEWPOINT***Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes

**Community responses to the program:**

- The interest and demand have been very positive; a large number of parents have requested information

**School Board's view of the program:**

- Very supportive -- three members are on the Two-Way Committee

**Advice to start-up programs:**

- Keep strong media ties to publicize progress
- Involve parents immediately

**Most important feature of the program:**

- Community and board support
- The two-way trend is the best approach to improving the education of LEP children, giving respect and dignity to speakers of other languages, and helping all children in many ways



**Dade County School District  
Miami, Florida**

*Two-Way Bilingual Education Program*

**School:**

Marjory Stoneman Douglas Elementary School  
11901 SW Second Street  
Miami, FL 33184  
305-226-4356

**Contact persons:**

Delio G. Diaz  
Principal  
Marjory Stoneman Douglas Elementary School  
11901 SW Second Street  
Miami, FL 33184  
305-226-4356

Cindy Soell  
Lead Teacher  
Marjory Stoneman Douglas Elementary School  
11901 SW Second Street  
Miami, FL 33184  
305-226-4356

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991

**Ethnic/racial breakdown of school:**  
93% Hispanic; 1% Black; 6% White

**Criteria for selecting and accepting students:**

***Spanish and English speakers:***  
Students who live in the attendance boundary for the school are automatically accepted into the program

**Grade level(s) of the program:**  
Pre-K-5

**Program size:**

Grade level	# of classes	Class size
K	8	25
1	7	27
2	7	31
3	7	31
4	6	31
5	7	33

**Funding sources:**  
Dade County School Board

**Program materials available to others:**  
•Program newsletter  
•Organizational guidelines

**Other non-native English speakers in the program:**  
Japanese

**Program Objectives:**

- To produce students of Spanish language and English language backgrounds who are proficient in both languages
- To produce students who can compete in the labor market and become productive members in a multilingual and multicultural society

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-5                      40%

**Method of separating languages for instruction:**  
By teacher: bilingual teachers who deliver instruction in both languages and team teaching

**Languages used for content area subjects and electives:**

**K-5-Spanish instruction:**  
Language Arts, Social Studies, Science, Mathematics, Health and Safety

**K-5-English instruction:**  
English, ESOL, Science, Social Studies, Mathematics, Health and Safety

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**  
Students are grouped according to their ESOL levels.

**Percent of program teachers proficient in both languages:**  
66%

**Percent of program staff proficient in both languages:**  
89%

**Additional program staff:**

- 10 part time bilingual aides
- 2 full time media specialists
- 3 full time ESOL teachers
- 1 full time exceptional education teacher
- 1 full time speech pathologist
- 2 full time counselors

**Computer use:**

TALL software by Jostens is used in both English and Spanish

**Curriculum/materials development:**

Dade County Public Schools curriculum in Spanish and English

**PROGRAM EVALUATION**

**Evaluator:**

Dade County Public Schools  
Office of Educational Accountability  
1450 NE Second Avenue  
Miami, FL 33184  
305-995-1000

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish language proficiency

Santillana

English language proficiency

Stanford

Academic achievement in Spanish

Santillana, Teacher developed tests

Academic achievement in English

Stanford

<p style="text-align: center;"><i>COMMUNITY SUPPORT AND VIEWPOINT</i></p>
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**Parent involvement:**

- Classroom assistance and fund raising

**Community responses to the program:**

- The community is very pleased that the children are acquiring a second language while maintaining and improving proficiency in their native language

**School Board's view of the program:**

- The school board is very pleased with the program and provides continuing support as necessary

**Advice to start-up programs:**

- To insure that the community supports the goals and objectives of the school as they relate to the bilingual education program

**Most important feature of the program:**

- The commitment of the school board, school staff, administrators, and the parents makes the program an outstanding vehicle for the delivery of bilingual instruction

**Boston Public Schools  
Dorchester, Massachusetts**

*Compañeros/Companions*

**School:**

John Marshall School  
35 Westville Street  
Dorchester, MA 02124  
617-436-3130

**Contact persons:**

Teresa Harvey-Jackson  
Director of Instruction  
John Marshall School  
35 Westville Street  
Dorchester, MA 02124  
617-436-3130

Ana Maria Porrata-Doria  
Bilingual Teacher  
John Marshall School  
35 Westville Street  
Dorchester, MA 02124  
617-436-3130

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1990

**Ethnic/racial breakdown of school:**  
31% Hispanic; 60% Black; 4% White;  
4% Asian; 1% American Indian

**Criteria for selecting and accepting students:**

**Spanish speakers:**

Automatically accepted into program

**English speakers:**

Parent request and/or teacher recommendation

**Recruitment procedures:**

- Recruitment letter
- School brochures
- Parent referral and recommendation

**Grade level(s) of the program:**  
K-3

**Grade level increases planned:**  
Program will expand to 4th grade in 1993-94 and  
5th grade in 1994-95

**Program size:**

Grade level	# of classes	Class size
K1 (4 year olds)	2	25
K2 (5 year olds)	3	25
1	2	25
2	2	25
3	2	25

**Funding sources:**

Boston Public Schools

**Program materials available to others:**

- Brochures
- Articles in parent newsletters

**Other non-native English speakers in the program:**

Vietnamese

**Program Objectives:**

- To foster positive, caring attitudes between native English-speaking students and LEP students
- To build an understanding and acceptance of cultural diversity by discussing values, customs, and individual worth
- To develop students' ability to speak and understand each other in both Spanish and English
- To have students learn subject matter in their second language in addition to learning Spanish and English as a second language
- To ensure that students maintain grade appropriate academic skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K1-K2 50%  
1-3 25%

**Method of separating languages for instruction:**

By alternate days for K2; by teacher for K1, 1-3; students receive the majority of their math and reading instruction in their native language

**Languages used for content area subjects and electives:**

**K1—Spanish and English instruction:**  
Colors, Numbers, Letters, Songs, Poems, Directions

**K2—Spanish and English instruction:**  
Reading Readiness, Vocabulary, Social Studies, Math

**1—Spanish instruction:**  
SSL (for English speakers), Reading (for Spanish speakers), thematic units in Science, Social Studies, and Math

**1—English instruction:**  
ESL (for Spanish speakers), Reading (for English speakers), thematic units in Science, Social Studies, and Math

**2-3—Spanish instruction:**  
Math, Reading, thematic units in Science, Geography, and Social Studies

**2-3—English instruction:**  
Math, Reading, thematic units in Science, Geography, and Social Studies

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Teachers use cooperative learning and peer/buddy matching with one Spanish speaker and one English speaker.

**Percent of program teachers proficient in both languages:**  
55%

**Percent of program staff proficient in both languages:**  
60%

**Additional program staff:**

- 2 full time bilingual aides
- 1 full time resource teacher
- 1 full time ESL teacher
- 1 part time ESL teacher

**Computer use:**

*Writing to Read* (IBM) in Spanish and English

**Curriculum/materials development:**

Two-way bilingual teachers and the Director of Instruction have developed thematic units for social studies, science, and geography that integrate skill units for reading and math in English and Spanish. Thematic units include the Rain Forest, Dinosaurs, Housing, Architecture, Vietnamese in America, and the Dominican Republic.

*PROGRAM EVALUATION*

**Evaluator:**

John Marshall School  
 35 Westville Street  
 Dorchester, MA 02124  
 617-436-3130

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Academic achievement in Spanish	Aprenda, CRT (reading and math)
Academic achievement in English	CRT (reading and math), MAT
Self-esteem/competence	Sociogram, Questionnaire
Attitudes	Sociogram, Questionnaire

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- Parent councils, school visitations, and classroom assistance
- Parents cook food from their cultural backgrounds for children, share traditions with students, and participate in productions which foster better understanding of their diverse backgrounds

**Community responses to the program:**

- The community (with a large Hispanic population) values the program's goal to produce bilingual students

**School Board's view of the program:**

- Positive, but has not committed to supplying additional necessary funds

**Advice to start-up programs:**

- Continuing resources are critical to the success and sustenance of the program
- Teachers need to have bilingual paraprofessionals and materials to support the program in both languages

**Most important feature of the program:**

- Commitment on the part of the administration and two-way bilingual teachers
- Enthusiasm of parents and students

**Springfield School District  
Springfield, Massachusetts**

*Two-Way Bilingual Program*

**School:**

Elias Brookings School  
367 Hancock Street  
Springfield, MA 01105  
413-787-7200

**Contact persons:**

Dr. Mary Anne Herron  
Principal  
Elias Brookings School  
367 Hancock Street  
Springfield, MA 01105  
413-787-7200

David Grosbeck  
Bilingual Department Supervisor  
Springfield School Department  
195 State Street  
Springfield, MA 01103  
413-787-7160

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Russian/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
Program will expand to 2nd grade in 1993-94

**Ethnic/racial breakdown of school:**  
30% Hispanic; 33.6% Black; 36.2% White;  
<1% Asian

**Program size:**

Grade level	# of classes	Class size
K	1	34
1	1	30

**Criteria for selecting and accepting students:**

**Russian speakers:**  
Students must speak Russian  
**English speakers:**  
Students must speak English

**Funding sources:**  
Massachusetts State Chapter 636

**Recruitment procedures:**

- School Fair, held every March, allows parents the opportunity to learn about the various programs offered by each school in the city
- Parents apply for their children to enter the program

**Program Objectives:**

- To provide a learning environment which ensures developmentally appropriate practices
- To create a positive educational setting where all children have the opportunity to learn in two languages
- To foster an appreciation of one's own cultural heritage and to continue to develop an understanding of the language and culture of others
- To develop a high level of proficiency in a second language while making normal progress in the students' first language

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Russian is used for instruction:**

K	50%
1	40%

**Method of separating languages for instruction:**

By teacher teams -- each classroom has a Russian-speaking and an English-speaking teacher

**Languages used for content area subjects and electives:**

***K—Russian instruction:***

Math, Reading, Music, Science, Social Studies, RSL (for English speakers)

***K—English instruction:***

PE, Art, Music, Library, Math, Reading, Social Studies, Science, ESL (for Russian speakers)

***I—Russian instruction:***

Math, Reading, Science, Social Studies, RSL (for English speakers)

***I—English instruction:***

PE, Art, Music, Library, Science, Social Studies, Math Reading, ESL (for Russian speakers)

**Language of initial reading instruction:**

***Russian speakers:***

Russian

***English speakers:***

English

**Instructional grouping:**

Students are integrated for content instruction except for two thirty minute work periods. In the first work period Russian students receive instruction in Russian and English students receive instruction in English. In the second work period Russian students receive ESL and English students receive RSL. Teachers use cooperative learning techniques and pair Russian and English children to complete different activities

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
14%

**Additional program staff:**

- 1 full time bilingual aide
- 1 full time monolingual aide (English)
- 1 part time ESL teacher
- 1 full time art teacher
- 1 full time PE teacher
- 1 full time librarian

**PROGRAM EVALUATION**

Program is not currently undergoing evaluation.



**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent councils, school visitations, and parent language classes

**Community responses to the program:**

- Many parents want their children involved in the program
- Parents are excited about the second language their children are learning

**School Board's view of the program:**

- Interested

**Advice to start-up programs:**

- Preparation is needed for the process
- Teachers need to see the model in action at another school that already has the program in place

**Most important feature of the program:**

- Teachers, families, and students are interested in the program and in language development

**Detroit Public Schools  
Detroit, Michigan**

*The Academy of the Americas Two-Way Language Immersion School*

**School:**

The Academy of the Americas  
5680 Konkel  
Detroit, MI 48209  
313-894-3637

**Contact persons:**

Berna Ravitz  
Principal  
The Academy of the Americas  
5680 Konkel  
Detroit, MI 48209  
313-894-3637

Lydia Lopez Engel  
Program Implementer  
The Academy of the Americas  
5680 Konkel  
Detroit, MI 48209  
313-894-3637

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992

**Ethnic/racial breakdown of school:**  
60% Hispanic; 33% Black; 7% White

**Criteria for selecting and accepting students:**

*Spanish speakers:*  
40% Spanish speakers

**Recruitment procedures:**

- Advertising for all schools of choice in the local papers
- Program is promoted at a community fair

**Grade level(s) of the program:**  
Pre-K-1\*

**Grade level increases planned:**  
Program will expand one grade level per year

**Program size:**

Grade level	# of classes	Class size
Pre-K	4	18
K	3	27
1	2	25

**Funding sources:**

Board of Education Funds

\*The program also operates a FLAR Program (Family Literacy and Resources) for infants to pre-school age children while parents are in Adult Education Classes. There are up to ten children with one teacher and two assistants. The program uses the high scope curriculum with the children with half of the instruction delivered in English and half in Spanish.

**Program Objectives:**

- Proficiency in Spanish and English
- Average to superior progress in achieving the objectives of the elementary school curriculum
- Appreciation for the art, music, and literature of other cultures while developing an understanding toward other people
- High self-esteem and the ability to work and play cooperatively
- High creativity and mental flexibility

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K	50%
K-1	80%
2 (planned)	80%
3 (planned)	70%
4 (planned)	60%
5 (planned)	50%

**Method of separating languages for instruction:**  
By subject

**Languages used for content area subjects and electives:**

**Pre-K—Spanish & English instruction:**

All subjects are taught in both languages

**K-1—Spanish instruction:**

Social Studies, Art, Music, Spanish Language Arts, Reading, Math

**K-1—English instruction:**

Reading/English Language Arts

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are integrated except for reading instruction. Teachers conduct whole and small group instruction.

**Percent of program teachers proficient in both languages:**  
88%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**

- 4 full time bilingual aides
- 1 full time program implementer

PROGRAM EVALUATION
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**Evaluator:**

District Evaluation

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish language proficiency

To be determined

English language proficiency

To be determined

Academic achievement in Spanish

To be determined

Academic achievement in English

To be determined

COMMUNITY SUPPORT AND VIEWPOINT
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**Parent involvement:**

- ESL classes, GED classes, and SSL classes in the future

**Community responses to the program:**

- Very positive

**School Board's view of the program:**

- Positive

**Advice to start-up programs:**

- Allow at least a year for planning before implementation

**Most important feature of the program:**

- A dedicated, hand-picked staff
- Supportive group of parents (62% of them attended the first open house)

**Atlantic City Public Schools  
Atlantic City, New Jersey**

*Two-Way Bilingual Education Program*

**School:**

New Jersey Avenue School  
New Jersey & Atlantic Avenues  
Atlantic City, NJ 08401  
609-343-7290

**Contact persons:**

Dorothy Bullock  
Principal  
New Jersey Avenue School  
New Jersey & Atlantic Avenues  
Atlantic City, NJ 08401  
609-343-7290

José Almanza  
Supervisor of Curriculum and Instruction  
Atlantic City Public Schools  
1809 Pacific Avenue  
Atlantic City, NJ 08401  
609-343-7203

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991

**Ethnic/racial breakdown of school:**  
25% Hispanic; 75% Black

**Criteria for selecting and accepting students:**

*Spanish and English speakers:*  
Language, ethnicity, and space factors

**Recruitment procedures:**  
•Students recruited through the magnet schools

**Grade level(s) of the program:**  
K-1

**Grade level increases planned:**  
Program will expand one grade level per year

**Program size:**

Grade level	# of classes	Class size
K	2	25
1	2	25

**Funding sources:**  
Local, state, and federal funds

**Program materials available to others:**  
•In the process of developing materials

**Program Objectives:**

- To make two groups of children from two diverse linguistic references proficient in each other's language as well as their own
- To promote foreign language acquisition and mastery through early exposure in immersion settings
- To promote cooperation, understanding, and respect across cultural and linguistic boundaries

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1 50%

**Method of separating languages for instruction:**

By teacher and subject

**Languages used for content area subjects and electives:**

***K-1-Spanish instruction:***

Social Studies, Science, Reading (for native speakers), Music, Art

***K-1-English instruction:***

Math, Reading (for native speakers), Music, Art, Physical Education

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Instructional grouping:**

Students are separated for reading instruction. Within the class, teachers use cooperative learning as a reference for grouping and skill levels.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

•2 full time ESL instructors

**Computer use:**

In the process of evaluating *CMI* by Jostens in Spanish

**PROGRAM EVALUATION**

**Evaluator:**

Burrell Associates  
58 Railroad Avenue  
Woodbury, NJ 08096  
609-848-3410

**Evaluation components and procedures:***Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAB (Spanish)

English language proficiency

LAB (English)

Academic achievement in Spanish

SABE, La Prueba

Academic achievement in English

MAT-6

Self-esteem/competence

Local instrument

Attitudes

Local instrument

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent councils and classroom assistance

**Community responses to the program:**

- Very receptive to the idea

**School Board's view of the program:**

- The school board supports the program

**Advice to start-up programs:**

- Start with serious planning, including thorough staff training and community awareness
- Have parents and staff buy into the program
- Implement the program one step at a time

**Most important feature of the program:**

- The early, intense exposure to a target language and the mutual support of students to learn each other's language

**Greater Amsterdam School District  
Amsterdam, New York**

*Two-Way Bilingual Education Planning Grant*

**School:**

Site not yet determined

**Contact persons:**

Janice Dyer  
Director of Secondary Instruction  
Greater Amsterdam School District  
11 Liberty Street  
Amsterdam, NY 12010  
518-843-5233

Marcia Klug  
ESL Coordinator  
Marie Curie Elementary School  
Brice Street  
Amsterdam, NY 12010  
518-843-2871

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

K

**Year program began:**

1992-93 (planning year)

**Funding sources:**

New York State Education Department Two-Way  
Bilingual Planning Grant

**Ethnic/racial breakdown of district:**

18% Hispanic; 2% Black; 79% White;  
<1% Asian; <1% American Indian/Alaskan Native

**Program materials available to others:**

•Committee will develop these materials as part of  
the planning process

**Criteria for selecting and accepting students:*****Spanish and English speakers:***

Consideration is being given to having a random  
lottery system; other options will be explored  
through the planning grant

**Recruitment procedures:**

•Parent and staff involvement, as a part of planing  
process, will determine recruitment practices



*Program Objectives:*

- To instill linguistic and cognitive skills in children in more than one language
- To develop a greater understanding and appreciation of more than one culture

*INSTRUCTIONAL DESIGN AND PROGRAM STAFFING*

No information at this time.

*PROGRAM EVALUATION*

No information at this time.

*COMMUNITY SUPPORT AND VIEWPOINT*

No information at this time.

**Fallsburg Central School District  
Fallsburg, New York**

*Two-Way Bilingual Education Planning Grant*

**School:**

Benjamin Cosor Elementary School  
Box AE  
Fallsburg, NY 12733  
914-434-4110

**Contact persons:**

Carol Cocozzella  
Project Director and District Coordinator  
of ESOL Program  
Benjamin Cosor Elementary School  
Box AE  
Fallsburg, NY 12733  
914-434-4110 x214

Luis Garrido  
Project Co-Director  
Fallsburg Junior-Senior High School  
Box AH  
Fallsburg, NY 12733  
914-434-6800

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1992-93 (planning year)

**Program size:**  
Not yet determined

**Ethnic/racial breakdown of school:**  
17% Hispanic; 2% Black; 80% White; 1% Other

**Funding sources:**  
New York State Education Department Two-Way  
Bilingual Planning Grant

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Students are identified as LEP in accordance with Part 154 of the Regulations of the New York State Commissioner of Education.

***English speakers:***

Average intelligence and age appropriate social development (determined through testing and interviews)

**Program materials available to others:**

- Program guidelines

**Recruitment procedures:**

- Parental referrals
- Testing
- Board of Education presentations
- General public informational meetings

**Program Objectives:**

- For Spanish-speaking LEP students to benefit from a developmental content area educational program in Spanish
- For English-speaking students to benefit from contact with the Spanish language, literature, and culture(s)

*INSTRUCTIONAL DESIGN AND PROGRAM STAFFING*

**Percent of program teachers  
proficient in both languages:  
50%**

All other instructional and staffing features to be  
determined

*PROGRAM EVALUATION*

To be determined

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- Parent councils, school visitations, and parent language classes
- Two-way bilingual education 'shareholder' group meetings which include parents of both LEP and EP students

**Community responses to the program:**

- Receptive

**School Board's view of the program:**

- Supportive

**South Huntington School District  
Huntington, New York**

*Dual Language Enrichment Program*

**School:**

Oakwood Primary Center  
264 West 22nd Street  
Huntington, NY 11743  
516-673-1656

**Contact persons:**

Mary Ann Sacks  
Program Director  
Dual Language Enrichment Program  
60 Weston Street  
Huntington Station, NY 11746  
516-673-1649

Sheila Montague  
Principal  
Oakwood Primary Center  
264 West 22nd Street  
Huntington, NY 11743  
516-673-1656

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992

**Ethnic/racial breakdown of school:**  
5.7% Hispanic; 8.8% Black; 80.4% White;  
5.1% Indian/Alaskan/Asian

**Criteria for selecting and accepting students:*****Spanish speakers:***

Students are screened and enrolled in program by parent choice and by meeting eligibility requirements of Part 154 of the Regulations of the New York State Commissioner of Education

***English speakers:***

Students enrolled through participation in a lottery system; equal numbers of males and females are enrolled

**Grade level(s) of the program:**  
K

**Grade level increases planned:**  
Program will expand one grade level per year through 2nd grade

**Program size:**

Grade level	# of classes	Class size
K	1	27

**Funding sources:**

New York State Education Department Two-Way Bilingual Grant

**Recruitment procedures:**

- LEP: English language screening per Part 154 of the Regulations of the New York State Commissioner of Education
- EP: parent choice by lottery following a general information meeting

**Program Objectives:**

- LEP students who have been in the program for less than three years and have not achieved oral proficiency in English will demonstrate a mean gain of 10 NCE's between pre and post testing as measured by the English speaking subtest of the BINL
- LEP students will demonstrate competency in reading readiness in Spanish and will achieve a passing grade in math, social studies, and science in Spanish
- EP students who have been in the program for less than three years and have not achieved oral proficiency in Spanish will demonstrate a mean gain of 10 NCE's between pre and post testing as measured by the Spanish speaking subtest of the BINL
- EP students will demonstrate a mean gain of 5 NCE's in each grade as measured by pre and post testing on the reading subtest of the norm-referenced district-wide CAT
- EP students will achieve a passing grade in social studies, science, and math in English and will demonstrate a mean gain of 5 NCE's in each grade as measured by pre and post testing on the math subtest of the CAT
- Program staff will attend conferences and participate in seminars to strengthen and enhance the program
- Parents will become involved in their child's education including assistance in the development of the LEP/EP program as well as become more knowledgeable of the child's target language

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

<i>LEP students:</i>	
K	80%
<i>EP students:</i>	
K	10%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

*K (LEP)—Spanish & English instruction:*

Math, Reading Readiness, Language Arts

*K (LEP)—Spanish instruction:*

Science, Social Studies

*K (EP)—Spanish & English instruction:*

Language Arts, Science, Math

*K (EP)—English instruction:*

Reading/Language Development, Social Studies

**Language of initial reading instruction:**

*Spanish speakers:*

Spanish

*English speakers:*

English

**Instructional grouping:**

Students are grouped for instruction by language and are then integrated as a whole for specific times of the day.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

- 1 part time director
- 2-3 part time parent consultants
- Several part time in-service/consultants

**Computer use:**

IBM *Writing to Read* and *VALE* math programs in Spanish and English

**Curriculum/materials development:**

Teachers are in the process of developing integrated content units in both Spanish and English based on South Huntington's adaptation of New York State kindergarten curricula.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Charles Coletti  
65 Lafayette Drive  
Port Chester, NY 10573  
914-937-0679

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	BINL
English language proficiency	BINL, MAC
Academic achievement in Spanish	Teacher Assessment
Academic achievement in English	CAT

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visitations, classroom assistance, parent language classes, and parent support group
- District is developing a position for a bilingual resource parent liaison to be responsible for several parent activities including workshops, home visits, organizing ESL/SSL classes for parents, PTA meetings, and Parent's Night

**Community responses to the program:**

- Extremely supportive
- Over 70 EP families participated in the parent choice lottery for 12 EP spaces in the program

**School Board's view of the program:**

- Extremely supportive

**Advice to start-up programs:**

- Research the various models
- Involve the support of all participants, i.e., parents, administrators, teachers, students, etc.
- Select staff carefully

**Most important feature of the program:**

- Cooperation and commitment of all of those involved
- The entire school district and community are thrilled to be involved in this program

**Community School District 19  
Brooklyn, New York**

*Project STEPS*

**School:**

IS #302  
350 Linwood Street  
Brooklyn, NY 11208  
718-647-9500

**Contact persons:**

Maria Reinertsen  
Project Coordinator  
CSD 19 Bilingual Office  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-257-6900 x386

Frances Camacho  
Bilingual/ESL Programs Coordinator  
CSD 19 Bilingual Office  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-257-6900 x386

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
6-8

**Year program began:**  
1992-93 (planning year)

**Grade level increases planned:**  
Program will begin with 7th grade the first year, expand to 8th grade the second year, and will include 6th grade in the third year

**Ethnic/racial breakdown of school:**  
62% Hispanic; 38% Other

**Program size:**

Grade level	# of classes	Class size
6	1	30
7	1	30
8	1	30

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Students who score below the 40th percentile on the LAB

**English speakers:**  
Students who score above the 41st percentile on the LAB

**Funding sources:**

Title VII DBE Grant; New York City Tax Levy Funds

**Recruitment procedures:**

- Questionnaires
- Parental permission for students who meet the criteria to participate in the program

**Program Objectives:**

- To develop high levels of proficiency in the first and second language
- To assist students in developing an overall appreciation of each other's culture -- their differences and similarities
- To provide parents with increased opportunities to interact and participate with school personnel for the betterment of their children's education
- To provide staff with the professional development needed to effectively implement the program

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
6-8 50%

**Method of separating languages for instruction:**  
By alternate week

**Languages used for content area subjects and electives:**  
**6-8—Spanish instruction:**  
All content areas  
**6-8—English instruction:**  
All content areas

**Instructional grouping:**  
Students will be integrated for instruction except for ESL and SSL instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•2 full time bilingual aides  
•1 full time resource teacher

**Computer use:**  
Computer use will be in Spanish and English

**Curriculum/materials development:**  
All two-way programs are mandated to follow New York State Curriculum.

**PROGRAM EVALUATION**

**Evaluator:**  
Academic Enterprises, Inc.  
230 East 18th Street  
New York, NY 10003  
212-260-0319

50



**Evaluation components and procedures:**

*Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAB

English language proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

DRP

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- Parent advisory councils and parent language classes (ESL and SSL)
- Daily workshops on parenting skills

**Community responses to the program:**

- Very good -- the community is excited

**School Board's view of the program:**

- Positive

**Advice to start-up programs:**

- To maintain continuity at the middle school level, the program should first be implemented at the elementary school so that students can feed into the middle school program

**Community School District 22  
Brooklyn, New York**

*Two-Way Russian Bilingual Planning Grant*

**School:**

Site not yet determined

**Contact person:**

Lorraine Donlon  
ESL/Bilingual Coordinator  
CSD 22  
2525 Haring Street  
Brooklyn, NY 11235  
718-368-8038

*BACKGROUND INFORMATION*

**Languages used in the program:**

Russian/English

**Funding sources:**

New York State Education Department Two-Way  
Bilingual Planning Grant

**Year program began:**

1992-93 (planning year)

**Ethnic/racial breakdown of district:**

11% Hispanic; 43% Black; 37% White;  
2% Russian; 7% Asian; <1% American Indian

*INSTRUCTIONAL DESIGN AND PROGRAM STAFFING*

No information at this time.

*PROGRAM EVALUATION*

No information at this time.

*COMMUNITY SUPPORT AND VIEWPOINT*

No information at this time.

**Community School District 4  
New York, New York**

*Two-Way Bilingual Program*

**Schools:**

PS #7 -- Bilingual Bicultural Arts School  
160 East 120th Street  
New York, NY 10035  
212-860-8931

PS #112 -- Bilingual Center  
535 East 119th Street  
New York, NY 10029  
212-860-5868

**Contact persons:**

Alejandrina Nina Hendrick  
Coordinator of Two-Way Bilingual Program  
CSD 4  
319 East 117th Street  
New York, NY 10035  
212 860-5987

Dorothy Petrilak  
Director of Two-Way Bilingual Program  
CSD 4  
319 East 117th Street  
New York, NY 10035  
212 860-8924

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K

**Year program began:**  
1992

**Grade level increases planned:**  
Program will expand to include K-2

**Ethnic/racial breakdown of school:**  
50% Hispanic; 50% Black

**Program size:**

Grade level	# of classes	Class size
PS #7		
K	2	25
PS #112		
K	2	25

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Students who score below the 40th percentile on the English LAB take the Spanish LAB. If their Spanish score is higher than the English score they are eligible to participate in the program. If the number of eligible students is greater than 25, students with the highest Spanish LAB scores are given priority. The remaining students are placed on a waiting list and enroll in the regular bilingual program.

**Funding sources:**  
New York State Education Department Two-Way Bilingual Grant

**English speakers:**  
Parental option. English LAB scores -- the 25 highest scoring students are selected for the program. Other students are placed on a waiting list.

**Program materials available to others:**  
•In the process of being developed

**Recruitment procedures:**  
•Parental options  
•LAB

**Program Objectives:**

- To enhance the cultural and linguistic strengths that both LEP and EP children bring with them into the classroom
- To provide a learning environment that fosters fluency in Spanish and English and promotes increased communication

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

*LEP students:*

K 75%

*EP students:*

K 25%

**Method of separating languages for instruction:**

Team teaching

**Languages used for content area subjects and electives:**

***K—Spanish instruction:***

Reading, Math, Social Studies, Science, Art, Music, Listening Skills, Movement, SSL for English speakers, Storytelling

***K—English instruction:***

Reading, Math, Social Studies, Science, Language Arts, Listening Skills, Movement, ESL for Spanish speakers, Storytelling

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Instructional grouping:**

Teachers use whole and small group instruction. Students from both language groups are integrated for instruction in the afternoon. EP and LEP students are paired in "pen pal" groups where student pairs alternate between 'teacher' and 'learner' roles.

**Percent of program teachers proficient in both languages:**

75%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 4 full time bilingual aides
- 1 full time resource teacher

**Curriculum/materials development:**

Staff members participate in developing materials for the program.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises, Inc.  
230 East 18th Street  
New York, NY 10003  
212-260-0319

8.4

**Evaluation components and procedures:**

*Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAB

English language proficiency

To be determined

Academic achievement in English and Spanish

To be determined

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- School visitations, classroom assistance, ESL and SSL classes for parents, and workshops

**Community responses to the program:**

- Program staff are working to involve parents and community members in the program

**Advice to start-up programs:**

- It takes a lot of work and preparation to implement the program and get the parents involved
- It is important to make the staff, parents, and community aware of the benefits of two-way bilingual education and the importance of sharing cultures

**Community School District 5  
New York, New York**

*Two-Way Bilingual Education Program*

**Schools:**

Don Pedro Albizu Campos  
CS #161  
499 West 133rd Street  
New York, NY 10027  
212-690-5945

Raphael Hernandez/Langston Hughes  
CS #30/31  
144-176 East 128th Street  
New York, NY 10035  
212-690-5903

John H. Finley  
CS #129  
425 West 130th Street  
New York, NY 10027  
212-690-5932

**Contact persons:**

Victoria Manero, Director  
CSD 5 Bilingual & Second Language Programs  
433 West 123rd Street - Room 132  
New York, NY 10027  
212-769-7504

Karen Melendez-Hutt, Program Coordinator  
CS #161  
499 West 133rd Street  
New York, NY 10027  
212-690-5945

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K

**Year program began:**  
1992

**Grade level increases planned:**  
Program will expand one grade level per year

**Ethnic/racial breakdown of district:**  
23% Hispanic; 76% Black; <1% White/Asian  
Pacific Islander/American Indian/Alaskan Native

**Program size:**

Grade level	# of classes	Class size
K	2	25

**Criteria for selecting and accepting students:**

**Spanish speakers:**

Parent choice with long term commitment; students who score below the 40th percentile on the English LAB; interview with project coordinator and principal; all LEP students are identified in accordance with Part 154 of the Regulations of the New York State Commissioner of Education

**English speakers:**

Parent choice with long term commitment; students who score above the 40th percentile on the English LAB as well as former LEP students; interview with project coordinator and principal; at grades other than kindergarten, students must have some Spanish knowledge based on the Spanish LAB

**Funding sources:**

New York State Education Department Two-Way Bilingual Grant

**Program materials available to others:**

- Parent handbook and newsletter (in progress)
- Slide presentations (in progress)
- Student work (in progress)

**Recruitment procedures:**

- Presentations/advertisement at parent meetings
- Information given at kindergarten registration
- Referrals from other parents
- Meetings between students, parents, and staff

**Program Objectives:**

- LEP students will demonstrate a mean gain of 10 NCE's in kindergarten as measured by the English LAB by the end of the first year
- EP students will demonstrate a mean gain of 10 NCE's in kindergarten as measured by the Spanish LAB by the end of the first year

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

<i>LEP students:</i>	
K	90%
<i>EP students:</i>	
K	10%

**Method of separating languages for instruction:**

By teacher and subject

**Languages used for content area subjects and electives:**

- K (LEP)—Spanish instruction:***  
Reading, Language Arts, Science, Social Studies, Math, Art, Music, Gym
- K (LEP)—English instruction:***  
ESL, Art, Music, Gym, linguistic summaries of Math, Social Studies, and Science
- K (EP)—Spanish instruction:***  
SSL, Art, Music, Gym, linguistic summaries of Math, Social Studies, and Science
- K (EP)—English instruction:***  
Reading, Language Arts, Science, Social Studies, Math, Art, Music, Gym

**Language of initial reading instruction:**

- Spanish speakers:***  
Spanish
- English speckers:***  
English

**Instructional grouping:**

LEP students are grouped by English language proficiency. LEP and EP students are integrated for art, gym, and music. Program staff are exploring the possibility of teaming LEP and EP students for longer time periods.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time program coordinator
- 1 full time teacher trainer
- 1 project director

**PROGRAM EVALUATION**

**Evaluator:**

In the selection process

**Evaluation components and procedures:**

*Items under assessment*

Spanish language proficiency

*Procedures/Instruments*

LAB (Spanish)

English language proficiency

LAB (English)

Academic achievement in Spanish

Student portfolio

Academic achievement in English

Student portfolio

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- Parents are encouraged to participate in their child's education through school visitations, and as volunteers in the classrooms
- Program will be forming ESL and SSL classes for parents

**Community responses to the program:**

- Positive

**School Board's view of the program:**

- Excellent



**El Paso Independent School District  
El Paso, Texas**

*Accelerated Schools\**

**School:**

Rivera Elementary School  
6445 Escondido  
El Paso, TX 79912  
915-581-4448

**Contact persons:**

Argelia Carreon  
Director of Bilingual Education  
El Paso Independent School District  
6531 Boeing Drive  
El Paso, TX 79925  
915-779-4139

M.L. Lait  
Principal  
Rivera Elementary School  
6445 Escondido  
El Paso, TX 79912  
915-581-4448

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992

**Ethnic/racial breakdown of school:**  
57% Hispanic; 40% White; 3% Other

**Criteria for selecting and accepting students:**

**Spanish speakers:**

Due to low LEP enrollment, all LEP students are included in grades 1-5

**English speakers:**

50% of each class are English speakers; selection is based on application and teacher recommendation

**Recruitment procedures:**

•Parent meetings open to the whole school

**Grade level(s) of the program:**  
1-4

**Grade level increases planned:**

Program will expand to 5th grade in the second year and will include kindergarten in the third year

**Program size:**

Grade level	# of classes	Class size
1	1	30
2	1	30
3	1	30
4	1	28

**Funding sources:**

State bilingual funds; local funds; Title VII DBE Grant

**Program materials available to others:**

•Brochure is in progress  
•A video will accompany the brochure

\*The program operates at two school sites. Each school has a separate entry.

**Program Objectives:**

- Students will attain high levels of academic achievement, enhanced interpersonal relationships across cultures, and acquire English and Spanish oral and written competency
- Students will improve achievement in reading, writing, and mathematics
- Students will acquire a second language and the intellectual benefits of bilingualism
- Students will develop creative/critical learning/thinking strategies
- Students will enhance their self-esteem and educational aspirations

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

1-3	25-50%
4	25-75%
5	25-50%

**Method of separating languages for instruction:**

Teacher determines choice of language for instruction

**Languages used for content area subjects and electives:**

**1-5—Spanish instruction:**

All subjects

**1-5—English instruction:**

All subjects

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Teachers use cooperative learning with integrated groups, peer tutoring, CIRC, and partner reading.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time program assistant

**Computer use:**

Programs in English and Spanish to be used in the future

**Curriculum/materials development:**

Teachers have developed whole language thematic units and an integrated curriculum in English and Spanish.

**PROGRAM EVALUATION**

**Evaluator:**

El Paso Independent School District Evaluator

Research & Evaluation

6531 Boeing Drive

El Paso, TX 79912

915-779-4139

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	IPT
English language proficiency	IPT
Academic achievement in Spanish	TAAS, Portfolio assessment
Academic achievement in English	TAAS, NAAPT, Portfolio assessment
Self-esteem/competence	CARE inventory
Attitudes	CARE inventory

*COMMUNITY SUPPORT AND VIEWPOINT*

**Parent involvement:**

- Parent councils, school visitations, and classroom assistance
- Sessions on how parents can participate in the teaching and learning process are planned

**Community responses to the program:**

- More students applied for the program than the project can accommodate at present
- Educators in the area are interested in visiting the program

**School Board's view of the program:**

- The board has approved the budget to fund the project

**Advice to start-up programs:**

- Include extensive teacher training
- Have teachers meet almost daily at first to share and provide support for the effort
- Consistent commitment of teachers, principals, and administrators is important

**Most important feature of the program:**

- Team teaching
- Dual language instruction that is facilitated in cooperative groups
- Strategies used in gifted programs
- Peer tutoring

**El Paso Independent School District  
El Paso, Texas**

*Accelerated Schools\**

**School:**

Rusk Elementary School  
3601 North Cobia  
El Paso, TX 79930  
915-566-0625

**Contact persons:**

Argelia Carreon  
Director of Bilingual Education  
El Paso Independent School District  
6531 Boeing Drive  
El Paso, TX 79925  
915-779-4139

Longino Gonzalez  
Principal  
Rusk Elementary School  
3601 North Cobia  
El Paso, TX 79930  
915-566-0625

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
1-5

**Year program began:**  
1992

**Program size:**

Grade level	# of classes	Class size
1	2	30
2	2	30
3	2	30
4	2	30
5	2	30

**Ethnic/racial breakdown of school:**  
96.4% Hispanic; <1% Black; 3.4% White;  
<1% Asian

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
15 students are selected by a drawing

**English speakers:**  
15 students are selected by a drawing

**Recruitment procedures:**

- Non-LEP students volunteer
- LEP students are recruited

**Funding sources:**

State bilingual funds; local funds; Title VII DBE Grant

**Program materials available to others:**

- Program description flyers

*\*The program operates at two school sites. Each school has a separate entry.*



PROGRAM EVALUATION
--------------------

**Evaluator:**

El Paso Independent School District Evaluator  
 Research & Evaluation  
 6531 Boeing Drive  
 El Paso, TX 79912  
 915-779-4139

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	IPT
English language proficiency	IPT
Academic achievement in Spanish	TAAS, Portfolio assessment
Academic achievement in English	TAAS, NAEP, Portfolio assessment
Self-esteem/competence	CARE inventory
Attitudes	CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- School visitations
- Presentations to parents

**Community responses to the program:**

- Very positive

**School Board's view of the program:**

- Favorable

**Advice to start-up programs:**

- Focus on creativity, sharing, and team teaching

**Most important feature of the program:**

- The focus on problem solving and socialization
- Development of higher order thinking skills

**Spring Branch Independent School District  
Houston, Texas**

*Two-Way Developmental Bilingual Program at Hollibrook*

**School:**

Hollibrook Elementary  
3602 Hollister  
Houston, TX 77080  
713-462-1719

**Contact persons:**

LaVerie Wise  
Assistant Principal  
Hollibrook Elementary  
3602 Hollister  
Houston, TX 77080  
713-462-1719

Susan Smith  
Assistant Principal  
Hollibrook Elementary  
3602 Hollister  
Houston, TX 77080  
713-462-1719

Agelia Durand  
Bilingual/ESL Consultant  
Hollibrook Elementary  
3602 Hollister  
Houston, TX 77080  
713-462-1719

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1991

**Grade level increases planned:**  
Program will expand to 4th and 5th grade

**Ethnic/racial breakdown of school:**  
83% Hispanic; 1% Black; 12% White;  
3% Asian

**Program size:**

Grade level	# of classes	Class size
K	2	22
1	2	19
2	2	18
3	2	18

**Criteria for selecting and accepting students:**

**Spanish speakers:**

No criteria

**English speakers:**

No criteria

**Funding sources:**

Special funding has not been used, but committee hopes to write a grant to address this issue

**Recruitment procedures:**

•Students are not recruited; parents informed through discussions and are receptive and supportive of the program

**Program materials available to others:**

•Staff and students interviewed on nightly news  
•School has been featured in local newspaper  
•Students filmed for PBS documentary on education to appear Spring 1993

**Other non-native English speakers in the program:**

Vietnamese

**Program Objectives:**

- To have biliterate and bilingual students when they leave the program

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	80%
2	70%
3	20%

**Method of separating languages for instruction:**

By teacher: students and teachers are housed together where core subjects are taught in the student's dominant language by the appropriate teacher. Students from both language groups then work in centers or groups to accomplish the same task.

**Languages used for content area subjects and electives:**

**K—Spanish instruction:**  
Language Arts, Math, Art, Sustained Silent Reading, Social Studies, Science

**K—English instruction:**  
Music, Health Fitness

**1—Spanish instruction:**  
Language Arts, Math, Art, Sustained Silent Reading, Social Studies

**1—English instruction:**  
Music, Health Fitness, Science, Art

**2—Spanish instruction:**  
Language Arts, Math, Science, Social Studies

**2—English instruction:**  
Music, Language Arts, Math, Science, Social Studies

**3—Spanish instruction:**  
Language Arts, Sustained Silent Reading

**2—English instruction:**  
Music, Language Arts, Math, Social Studies, Sustained Silent Reading, Health Fitness

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students work in centers where two bilingual students are paired with two monolingual students. Peer tutoring takes place on a weekly basis. Students from all grades are grouped to work and tutor each other. Teachers also conduct whole group activities.

**Percent of program teachers proficient in both languages:**

63%

**Percent of program staff proficient in both languages:**

59%

**Additional program staff:**

- 1 part time bilingual aide
- 2 full time health fitness aides
- 1 full time counselor
- 1 full time ESL specialist
- 1 full time bilingual consultant
- 1 full time reading specialist
- 2 full time resource teachers
- 1 full time speech therapist
- 2 full time social workers
- 5 office staff

**Computer use:**

Computer use in English and Spanish: *Tapestry*, *Bank Street Writer*, *Super Print II*

**Curriculum/materials development:**

Each grade level two-way bilingual team develops their own curriculum in Spanish and English based on Essential Elements (Texas), needs of the students, and thematic interests. Teams use thematic planning and share the same materials.



<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluator:**

Roy Ford, Principal  
 LaVerie Wise & Susan Smith, Assistant Principals  
 Hollibrook Elementary  
 3602 Hollister  
 Houston, TX 77080  
 713-462-1719

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAS, IPT
English language proficiency	LAS, IPT
Academic achievement in Spanish	SABE, BOEHM, Kindergarten development checklist
Academic achievement in English	NAPT, TAAS, BOEHM, SRA
Self-esteem/competence	Teacher, parent, administrator observations
Attitudes	Teacher, parent, administrator observations

(Staff also use student portfolios, teacher observation, audio recording, and oral conversations to assess students' progress)

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
--

**Parent involvement:**

- School visitations, classroom assistance, and parent language classes
- Hollibrook has a very active parent involvement group which includes assistance from two social workers
- School has implemented an afterschool program that involves parents as teachers in subjects such as dance, piano, crafts, and sports

**Community responses to the program:**

- Parents love the program because they feel it is important for their children to learn two languages

**School Board's view of the program:**

- School board is committed to the program's success

**Advice to start-up programs:**

- Willingness to be flexible and work together, commitment, and support from the start is very important

**Most important feature of the program:**

- Support of staff, parents, and administration
- Program teachers are professional and highly committed to the success of their students
- School is the recipient of the "A+ for Breaking the Mold" award from the U.S. Education Secretary

**Lufkir Independent School District  
Lufkin, Texas**

*Developmental Bilingual Education Program*

**School:**

Slack Elementary  
1305 Fuller Springs Drive  
Lufkin, TX 75901  
409-633-6487

**Contact persons:**

Manuela F. Challis  
Bilingual Director  
Slack Elementary  
1305 Fuller Springs Drive  
Lufkin, TX 75901  
409-639-2279

Dawn Youdan  
Assistant Superintendent of Instruction  
Lufkin Independent School District  
800 East Denman  
Lufkin, TX 75901  
409-639-6696

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Year program began:**

1992

**Ethnic/racial breakdown of school:**

40% Hispanic; 60% White

**Criteria for selecting and accepting students:*****Spanish speakers:***

Students are identified as having limited English proficiency through a language proficiency instrument

***English speakers:***

Students are identified upon request by parents, language proficiency test, and cognitive ability instrument

**Grade level(s) of the program:**

K

**Grade level increases planned:**

Program will expand one grade level per year through 4th grade

**Program size:**

Grade level	# of classes	Class size
K	1	22

**Funding sources:**

Title VII DBE Grant

**Recruitment procedures:**

- Spanish speakers are identified through home language surveys and language proficiency tests
- English speakers are recruited through parent/teacher meetings and surveys

**Program Objectives:**

- To provide dual language instruction to integrated groups of English-only speakers and native Spanish speakers

<b>INSTRUCTIONAL DESIGN AND PROGRAM STAFFING</b>
--

**Percent of time Spanish is used for instruction:**  
 K 50%

**Method of separating languages for instruction:**  
 By subject

**Languages used for content area subjects and electives:**  
*K—Spanish instruction:*  
 Native Language Arts, Math, Social Studies  
*K—English instruction:*  
 Writing to Read, Math, English, Language Arts, Science, PE, Music

**Language of initial reading instruction:**  
*Spanish speakers:*  
 Spanish  
*English speakers:*  
 English

**Instructional grouping:**  
 Students are grouped by language dominance and participate together during centers. All students work cooperatively at all times.

**Percent of program teachers proficient in both languages:**  
 100%

**Percent of program staff proficient in both languages:**  
 100%

**Additional program staff:**  
 •1 full time bilingual aide

<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluator:**  
 Paul Liberty  
 7405 Berkman Drive  
 Austin, TX 78752  
 512-451-2646

**Evaluation components and procedures:**

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	IPT
English language proficiency	IPT
Academic achievement in Spanish	La Prueba
Academic achievement in English	NAPT, ITBS

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- In the Fall, a conversational Spanish class was started for English-only parents
- Spanish-speaking parents are enrolled in ESL classes at an Adult Learning Center

**Community responses to the program:**

- The community response was very favorable; the program has a waiting list of English-only students for the 1993-94 school year

**School Board's view of the program:**

- Supportive and favorable

**Most important feature of the program:**

- The full day kindergarten will allow students basic instruction in their first language which will enhance their academic performance

**Arlington Public Schools  
Arlington, Virginia**

*Abingdon Spanish Partial Immersion Program*

**School:**

Abingdon Elementary School  
3035 Abingdon Street  
Arlington, VA 22206  
703-358-6650

**Contact persons:**

Meg Tuccillo  
Principal  
Abingdon Elementary School  
3035 Abingdon Street  
Arlington, VA 22206  
703-358-6650

Elizabeth Burgos  
Teacher  
Abingdon Elementary School  
3035 Abingdon Street  
Arlington, VA 22206  
703-358-6650

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1992

**Ethnic/racial breakdown of school:**  
15% Hispanic; 25% Black; 50% White;  
10% Asian/Other

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Parent willingness; teacher recommendation

**English speakers:**  
Parent willingness; teacher recommendation

**Recruitment procedures:**

•Students are selected from kindergarten classes

**Grade level(s) of the program:**  
1

**Grade level increases planned:**  
Program will expand one grade level per year through 5th grade

**Program size:**

Grade level	# of classes	Class size
1	2	22

**Funding sources:**  
School district

**Program materials available to others:**

•Video is being produced

**Program Objectives:**

- To provide increasing exposure to functional Spanish language in content areas
- To develop facility for speaking Spanish

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

1 50%

**Method of separating languages for instruction:**

By teacher and subject

**Languages used for content area subjects and electives:**

***I—Spanish instruction:***

Math, Science, Library, Art

***I—English instruction:***

Reading/Language Arts, Social Studies, Health, Library, Art

**Language of initial reading instruction:**

***Spanish speakers:***

English

***English speakers:***

English

**Instructional grouping:**

Teachers use whole group instruction and small group instruction for special interests.

**Percent of program teachers proficient in both languages:**

50%

**Curriculum/materials development:**

The first grade teachers have developed some science units in Spanish.

**PROGRAM EVALUATION**

**Evaluator:**

Mary Ann Ullrich, Foreign Language Supervisor  
Arlington Public Schools  
1426 North Quincy Street  
Arlington, VA 22207  
703-358-6097

**Evaluation components and procedures:**

*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

In the process of being developed

In the process of being developed

In the process of being developed

In the process of being developed

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- Parent support group has been formed to discuss and share information

**Community responses to the program:**

- Strong community interest

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Have parents meet with other experienced parents from immersion programs to ease their initial anxiety

**Most important feature of the program:**

- Teacher and staff commitment
- Parent interest and support

**Arlington Public Schools  
Arlington, Virginia**

*Williamsburg Middle School Immersion Sequence*

**School:**

Williamsburg Middle School  
3600 North Harrison Street  
Arlington, VA 22207  
703-358-5450

**Contact persons:**

Margaret McCourt-Dirner  
Principal  
Williamsburg Middle School  
3600 North Harrison Street  
Arlington, VA 22207  
703-358-5450

Mary Ann Ullrich  
Foreign Language Supervisor  
Arlington Public Schools  
1426 North Quincy Street  
Arlington, VA 22207  
703-358-6097

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991

**Ethnic/racial breakdown of school:**  
18.8% Hispanic; 10.6% Black; 63.5% White;  
7.1% Asian

**Criteria for selecting and accepting students:**  
*Spanish and English speakers:*  
Successful completion of elementary partial - immersion program and/or personal interview and individualized testing

**Recruitment procedures:**

- Personal contact
- Parent-student meetings
- PTA newsletter

**Grade level(s) of the program:**  
6-7

**Grade level increases planned:**  
Program will expand to 8th grade in 1993-94

**Program size:**

Grade level	# of classes	Class size
6	2	13
7	2	19

**Funding sources:**  
Local school funds

**Program materials available to others:**  
•Program guidelines

**Other non-native English speakers in the program:**  
Vietnamese, Urdu



**Program Objectives:**

- To continue to develop Spanish language proficiency appropriate to grade level in listening, speaking, reading, and writing
- To master content objectives as outlined in the Arlington Program of Studies
- To continue to develop an understanding and appreciation of other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

6-7 29%  
(2 periods out of 7)

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**6-Spanish instruction:**

Social Studies, Spanish Language Arts

**7-Spanish instruction:**

Science, Spanish Language Arts

**6-7-English instruction:**

Other core and elective subjects

**Instructional grouping:**

Teachers use heterogeneous grouping in small groups and paired activities.

**Percent of program teachers proficient in both languages:**

100%

**Curriculum/materials development:**

Teachers have developed a framework and suggested thematic units for the Spanish Language Arts program.

**PROGRAM EVALUATION**

**Evaluator:**

The principal and program teachers work with the Foreign Language Supervisor to evaluate the program  
c/o Mary Ann Ullrich, Foreign Language Supervisor  
Arlington Public Schools  
1426 North Quincy Street  
Arlington, VA 22207  
703-358-6097

**Evaluation components and procedures:**

*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

Portfolio and proficiency oriented testing

Portfolio and regular assessment program

Teacher assessment

Portfolio and regular assessment program

<i>COMMUNITY SUPPORT AND VIEWPOINT</i>
--

**Parent involvement:**

- School visitations, classroom assistance
- Parents are encouraged to meet with the teachers and attend PTA meetings

**Community responses to the program:**

- Generally supportive, although there is some concern about the low enrollment in the program (enrollment is expected to significantly increase in the 1995-96 school year due to the increase of students from the elementary school bilingual immersion program which feeds into this middle school program)

**School Board's view of the program:**

- Very supportive
- The board views partial-immersion programs as a positive addition to the school curriculum and recognizes the need to sustain commitment at the middle school level

**Advice to start-up programs:**

- Make contact with others who have begun programs and network
- Prepare several years ahead of implementation
- Understand budget and staffing considerations
- Build community support

**Most important feature of the program:**

- Expertise of teaching personnel, administrative support

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## List of Abbreviations Used

ASAP	Arizona Student Assessment Program
BINL	Basic Inventory of Natural Language
CAT	California Achievement Test
CIRC	Cooperative Integrated Reading and Composition
CMI	Computer Managed Instruction
CRT	Criterion-Reference Test
CSD	Community School District
CTBS	Comprehensive Test of Basic Skills
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
EO	English Only
EP	English Proficient
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FLAR	Family Literacy and Resources
GED	General Education Diploma
GESA	Gender Equity Student Achievement
IPT	IDEA Oral Language Proficiency Tests
ITBS	Iowa Test of Basic Skills
LAB	Language Assessment Battery
LAPA	Language Arts Proficiency Assessment
LAS	Language Assessment Scales
La Prueba	La Prueba Riverside Test
LEP	Limited-English Proficient
MAC	Maculaitis Language Assessment
MAT	Metropolitan Achievement Test

*1992-1993 Supplement*

MECC	Minnesota Educational Computer Consortium
NAPT	Norm-referenced Assessment Program for Texas
NCE	Normal curve equivalent
PE	Physical Education
Pre-LAS	Pre-Language Assessment Scales
PTA	Parent Teacher Association
PTSO	Parent Teacher Student Organization
SABE	Spanish Assessment of Basic Education
RSL	Russian as a Second Language
SLAPA	Spanish Language Arts Proficiency Assessment
SRA	Science Research Associates
Stanford	Stanford Achievement Test
SOLOM	Student Oral Language Observation Matrix
SSL	Spanish as a Second Language
TAAS	Texas Assessment of Academic Skills
TALL	Technology Applied Linguistic Learning (Software)
VALE	Vamos a Leer Escribiendo