



Center for School Success Best Practices Series

Dual Language Instruction

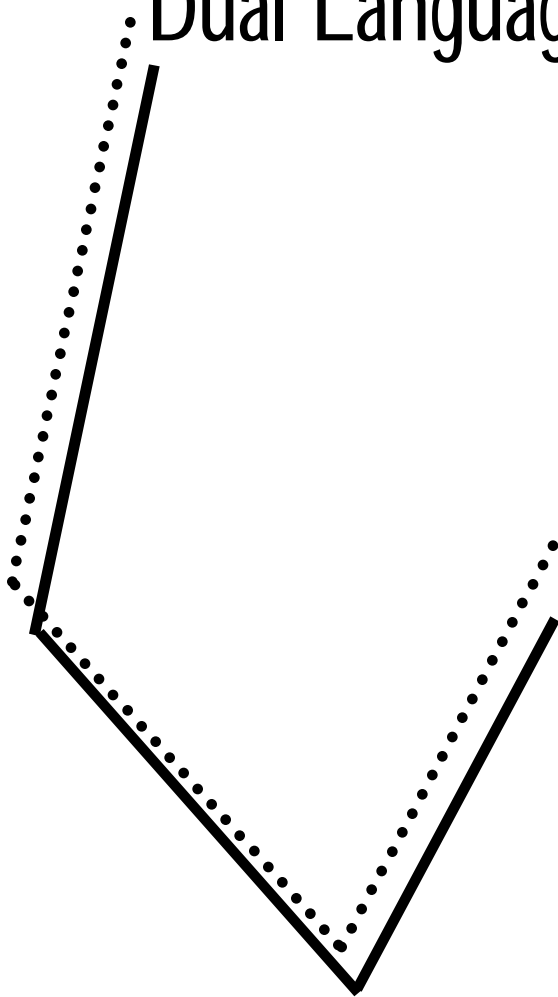


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INTRODUCTION

New Visions for Public Schools is the largest education reform organization dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and raise the level of student achievement.

The Center for School Success (CSS) at New Visions for Public Schools was founded in 1999 to document and disseminate innovative educational practices demonstrated by New Visions' schools that hold promise for increasing student achievement throughout New York City. Over the first year, CSS concentrated its initial documentation efforts on educational practices of immediate concern to educational reform, both locally and nationally. During the 2000-2001 school year, CSS documented five promising practices at 11 exemplary school sites. The success of these schools should serve as examples that New York City public schools, serving the full range of students in New York City, can work. CSS hopes to continue to identify and disseminate a broad array of practices and related materials in order to support on-going systemic efforts to reform the New York City public schools and improve the educational opportunities available to the city's schoolchildren.

Dual Language programs, which have grown considerably in the past 15 years, integrate language minority and language majority students and provide instruction in English as well as a second language, usually the native language of the language minority students. While Spanish is currently the most common targeted language, there have been dual language programs supporting instruction in Japanese, Navajo, Russian, and French. The instructional time in each language is divided equally and the environment must be supportive of full bilingual proficiency for both native and non-native speakers of English. The goals are to promote bilingualism, bi-literacy, high academic achievement in both languages, and an appreciation of another culture.

CRITERIA FOR BEST PRACTICE

1. The school's mission includes their dual language policy with clear and specific goals for achievement in language acquisition, academic content, and affective domains (e.g., cross cultural understanding). This mission is stated in the school's official plan. The school's programmatic focus, implementation, recruitment of students, hiring of staff, budgeting and curricular offerings are all consistent with this mission, and supported by the school administration, staff, and parents.
2. The program must last five to seven years in order to achieve proficiency in both languages.
3. The program provides an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their first language.
4. The program has clearly defined, well-articulated, and rigorous standards and assessments for all curricular areas in both languages.
5. Second language instruction, provided through language arts and subject-matter instruction, is adjusted to students' language level, interesting, and of high frequency. Teaching strategies emphasize how to make instruction comprehensible to the student whose native language is not the language of instruction, including hands-on activities, thematic units, peer interaction, and other communicative language strategies. Children have opportunities to practice the second-language orally with native speakers of that language.
6. Content and literacy instruction are provided to all students in both languages. There is separation of the two languages for instruction. Sustained periods of monolingual instruction promotes linguistic development better than mixing languages within the same lesson. The non-English language is used at least 50% of the time for instruction.
7. The program serves a balanced ratio of students who speak each language, ideally 50/50 but not to go below 70/30.
8. The program is staffed with high quality instructional personnel. Teachers must be proficient in both languages. In addition, teachers of English Language Learners need bilingual or dual language certification.
9. The program includes a comprehensive program of staff development by qualified personnel. Due to the relative newness of dual language programs, teachers have relatively little teaching experience in a dual language program (e.g., five years or less).
10. There is a high level of parental involvement. The program ensures that parents understand and know what to expect regarding their children's language development and academic achievement. Parents have committed to the goals of the program and support their children in their dual language development.

SOURCES

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DUAL LANGUAGE INSTRUCTION: AMISTAD DUAL LANGUAGE SCHOOL

OVERVIEW

The Amistad Dual Language School was founded by a group of teachers and parents led by Elia Castro, a bilingual educator, and with the support of Lydia Bassett, the former principal of the W. Hayward Burns School. (W. Hayward Burns is a campus comprising of three school programs, including Amistad.) The school opened in 1996 and provides its students with a Spanish-English dual language program. The goal of the program is to develop fully bilingual and biliterate students who are capable of reading, speaking, writing, and understanding each language. Amistad offers its students a learner-centered curriculum where students are encouraged to investigate, explore, and learn through hands-on activities.

STRUCTURE OF DUAL LANGUAGE MODEL

There is full implementation of the dual language model in grades K to 4. Children receive instruction in English and Spanish on alternating days from a bilingual teacher. Each entering kindergarten class is composed of 50% dominant English speakers and 50% dominant Spanish speakers. This is Amistad's 5th year with this model. The current 5th grade is the only class that has not experienced dual language organization since kindergarten. In grade 5, the language of instruction varies by subject. Other than balancing for language dominance, classrooms are heterogeneous with a range of academic skills and learning issues.

There are approximately 25 students in each class. In addition to the bilingual classroom teacher, each classroom also has a teacher associate-- a candidate for a Masters degree in bilingual education from Bank Street College of Education. Having this low student-to-teacher ratio is important to support the development of two languages.

STUDENT RECRUITMENT AND ADMISSIONS

Amistad is a neighborhood school of choice in Upper Manhattan serving District 6. The dual language model depends upon the balance of language in the classroom, so equal numbers of English-dominant and Spanish-dominant students are recruited. The school uses a variety of community outreach efforts to recruit a broad pool of families. They distribute brochures in Spanish and English, provide open houses and tours, and disseminate informational folders and applications throughout the community. Applicants are divided into four pools according to language dominance (English, Spanish), and gender. Equal numbers of students are selected from each pool by random lottery.

The school uses an interview process to verify that the child's language dominance reported on the application form is accurate. School staff speak to the child while the child performs a task in order to determine his "conversational" language and "thinking language." The dual language program is not appropriate for children with serious language or speech difficulties in their dominant language (e.g., children who have serious cognitive processing issues or output issues in their primary language). These children typically will need extra support to be able to read and write in a single language.

Since a foundation in both languages is critical for children to advance through the upper grades, Amistad allows students to transfer into the program up until the 2nd grade, space permitting. After the 2nd grade, the school will only accept children who are transferring from another dual language program.

INSTRUCTIONAL STRATEGIES

The underlying principle of instruction at Amistad is that children acquire a second language in the same way they acquire their first language. Teachers use many English-as-a-Second-Language (ESL) strategies for teaching Spanish-as-a-Second-Language (SSL). Teachers use a variety of strategies for instruction of both language minority and majority children, including:

- Ongoing assessment of individual students' strengths, needs, and interests is integrated into the curriculum. Teachers observe students as they work independently or in groups and take notes on their progress, needs, and strengths. The notes (anecdotes) are organized in a binder and are used with other assessment tools to assess student knowledge about a given topic. Teachers then build upon their understanding through a scaffolding approach. The instructor asks increasingly more complex questions as students' understanding increases. Through this modeling, students learn to ask questions of themselves and their peers.
- The curriculum is an integrated, thematic project-based, language-rich program. Children have many opportunities to learn and practice literacy skills in both languages and across all subject areas.
- Academic content instruction (e.g., social studies, science, or mathematics) is thematically based and interdisciplinary. Teachers do not repeat lessons from one language to the other, beyond that repetition which is appropriate to the curriculum. By devoting time to the study of one thematic unit, students are better able understand the concepts and vocabulary associated with the subject and lesson. Teachers target vocabulary in each of the units, and send "key words" home to parents, as well.
- The curriculum is structured to support individualized learning. Teachers use a workshop approach that allows them to work with individual children. The writing process, which includes teaching students to graph, draft, edit, revise, and finalize their work, allows children to practice and perfect their writing skills and allows teachers to work on specific issues with children. Arts and technology are infused into the curriculum to engage students with varying interests and skills.

- There is consistency in instructional practices and curriculum to provide children with continual access to the content of the lessons, although the language of instruction alternates each day. For example, children solve math problems every day that are consistent with the TERC mathematics curriculum, regardless of whether the language of instruction for that day is English or Spanish. This makes it easier for children to transfer their understanding of the lesson even when they are not using their dominant language.
- Instructional strategies are focused on enabling children to negotiate meaning. These strategies include: Total Physical Response (TPR) where the teacher's dialogue is acted out, the use of visuals, and peer modeling of the dominant language.
- Classroom and school resources are available in both languages to support dual language learning. The resources include books written originally in both languages representing different genres and covering a range of skill levels.
- Hands-on activities are integrated across the curriculum. Children can demonstrate what they know through their manipulation of the materials and functional words (e.g., in TERC mathematics).

ALIGNMENT WITH STANDARDS

The core curriculum is aligned with NYC and NYS standards (language arts, science, mathematics, and social studies). Teachers also use the NCTM standards in mathematics to guide their mathematics instruction. All children, regardless of language background, receive the same standards-based curriculum.

Teachers have developed a social studies curriculum based upon the Inwood Community (Me, Myself, and Inwood). Each summer, teachers devote time to examining and revising this curriculum, as well as other units in social studies and science. Part of this process is examining the units in relation to the NYC and NYS standards in social studies and the language arts. In order to develop goals for both SSL and ESL language development (particularly SSL) teachers have begun to examine the SSL standards from the National Foreign Language Association.

The staff have started to develop a framework for language development and instruction for each grade (K-5). So far, frameworks have been developed for grades K and 1. For example, in Kindergarten the focus is functional language — the task is how to get children of both language abilities to be able to participate in a classroom, in morning meetings, in following directions, etc. Although the goal is for Spanish and English language development to be equal, one challenge has been developing grade-level performance indicators for SSL.

STUDENT ASSESSMENT

All students are required to take the mandated City and State assessments, unless they are exempt from testing due to language proficiency. In addition, teachers also use running records and miscue analysis for reading, math folders and rubrics, and direct observation with note-taking recording of children's progress (anecdotes). The school has been working toward portfolio assessment. Portfolios contain representative work of the children in a variety of gen-

res, teacher comments, transcripts of student-teacher conferences, and self-evaluations. However, the process is not yet formalized and is not used consistently by all teachers. They are in the process of revising the content of portfolios, so that they are more focused and include a “standards-bearing piece.”

Amistad staff felt that if they were going to make a commitment to Spanish language acquisition then their assessments needed to be in Spanish as well as English. Since there was no assessment of Spanish language development, teachers at Amistad developed a Spanish version of the English ECLAS. Not all the teachers are using it because they only have one set of materials. The New York City Board of Education is currently piloting a version of a Spanish early language assessment.

TEACHER HIRING

Teachers must be bilingual in order to be hired as a core classroom teacher at Amistad; prior experience working in a dual language setting is also important. Applicants with these qualifications are not easily found. The majority of the staff are recruited through the partnership with Bank Street College’s teacher education program, in which student interns co-teach with the staff as teaching associates. After one to two years of student teaching at Amistad, the interns apply for teaching positions in the school. For this reason, Amistad tends to have a large number of new teachers.

Through School Based Options, Amistad has a personnel committee made up of parents, teachers and administrators that selects teachers. The team has a set of interview questions and the applicants’ responses are evaluated using a rubric. The school uses the interview to clearly convey to applicants what they expect and require of teachers.

PROFESSIONAL DEVELOPMENT

Ongoing professional development and instructional planning is key to the development of Amistad’s dual language program. Teachers receive on-site professional development from curriculum consultants through their partnership with Bank Street. They have also contracted with a consultant to work on mathematics instruction through their partnership with New Visions. These staff developers regularly visit individual classrooms (weekly, biweekly, or monthly), hold individual conferences with teachers, and attend whole faculty meetings.

There are four teachers who participate in an action research program being conducted by District 6. Teachers have designed and conducted individual research focused around their instructional experiences.

INSTRUCTIONAL PLANNING

Providing time for teachers to plan, work, reflect, and share their work with one another is integral to the success of this dual language model. Throughout the school year, teachers meet in weekly professional development meetings, bi-weekly literacy group meetings, and weekly staff meetings. Faculty retreats are held in the spring and fall for curriculum development and program-wide planning. Teachers have two weeks after school is out in the summer to work on curriculum development and instructional issues (e.g., assessment) for the upcoming year.

PARENT INVOLVEMENT

Parents must make a commitment to the philosophy of Amistad's dual language program. Prior to applying to the program, parents attend an orientation and are encouraged to visit classrooms. Staff and parents of current students make themselves available to answer questions throughout the process.

Parents participate on the School Leadership Team, the Amistad Steering Committee, and the PTA. Parents are also invited to participate in classroom activities. Amistad is working toward providing parents with more education and information on learner-centered expectations and dual language pedagogy.

The school offers adult education courses in ESL, SSL, computers and GED in both Spanish and English, funded through a Title VII grant. In addition, there is a weekly family literacy group.

RESOURCES

In addition to their school budget, Amistad depends on its Title VII grant to implement the dual language program. The grant funds cover the salaries of the Amistad director, the staff developers and interns from Bank Street, as well as payments to teachers for participation in the curriculum summer institute.

DUAL LANGUAGE INSTRUCTION: CYPRESS HILLS COMMUNITY SCHOOL

OVERVIEW

The development of Cypress Hills Community School, which opened in 1997, was initiated by parents in collaboration with Cypress Hills Local Development Corporation, a community-based organization. The school provides students with a dual language (Spanish-English) immersion program. The goal of the program is for all students to be bilingual and biliterate by the end of 5th grade. Cypress Hills models itself as a democratic, participatory, learning environment where educators, parents and community members all have real and instrumental roles in decisions affecting the children's education. The participatory structure and dual language approach is used as the context to develop social responsibility, mutual respect, and appreciation of cultural diversity.

STRUCTURE OF DUAL LANGUAGE MODEL

In grades K-1, there is full implementation of the dual language model using a five-day immersion model where students receive instruction in one language (e.g., English) for five days, followed by five days of instruction in the other language (e.g., Spanish). Five days of immersion appears to be needed in order for students to develop the necessary literacy foundation in both languages, and is critical to the success of the program. It is a "side-by-side" model where two teachers work with each class: one focuses on English instruction, the other on Spanish. In grades 2-3, there is a self-contained model with instruction in each language alternating on a day-by-day cycle. In grades 4-7, the program uses an English instruction model with foreign language enrichments and ESL services. All classes have no more than 20 students, which is considered important to provide sufficient attention to individual children. The student body is composed of 60% dominant English speakers and 40% dominant Spanish speakers.

Full implementation of the dual language model in grades (K-4) is planned for the coming year. Grades K and 1 will use the five-day total immersion cycle as described above. The school staff determined that the five-day immersion model is most consistent with the literacy program that has been established for early literacy/emergent readers. In grades 2 through 4, children will receive instruction in English and Spanish on alternating days. Teachers feel that alternating full days in each language is sufficient, because the children already have a strong base in both languages. Starting in the middle grades (4-7), the program will implement a Foreign Language Enrichment model (FLES), in which Spanish will be the language of instruction in some content areas (as yet to be determined).

STUDENT RECRUITMENT AND ADMISSIONS

The school recruits neighborhood children living in the Cypress Hills section of Brooklyn--a low-income, predominately Latino neighborhood in District 19. Students are recruited through the distribution of flyers and with the assistance of the CBO that is a collaborating partner of the school. Prior to admission, school staff meet with each applicant individually. Given the demands of learning two languages, it is preferable that the English dominant preschoolers have a strong verbal ability. For all entering students, there is an orientation.

Since a foundation in both languages is critical for children to advance through the upper grades, Cypress Hills is reluctant to accept children who are not already bilingual beyond first grade. The program is not appropriate for families who know they will be moving away from the school. Students in bilingual programs may progress slowly at first and then rapidly. The full effect of the program will not be realized if the children are pulled out early.

INSTRUCTIONAL STRATEGIES

A primary focus of the school is understanding the processes of language acquisition in both Spanish and English for language-minority and language-majority students. Cypress Hills uses the following instructional strategies:

- Cypress Hills has adapted the model of the English language-based Balanced-Literacy program into a dual language curriculum. School staff, working with curriculum consultants, specifically addressed the scope and sequence of literacy instruction for both English and Spanish. In the early grades, they feel that it is critical that children are not taught something in one language that would impede upon the literacy development of the second language. For example, since teaching literacy skills in Spanish is different from teaching literacy skills in English, there were questions about starting with consonants or vowels, syllables or phonemes. Part of the process was to go through the development of early literacy in each language and identify: (1) which things were common to both languages; and (2) which have linguistic differences that need to be modified.
- Teachers and staff developers are examining the current curriculum which was developed for English-language speakers, yet is being implemented in the dual language classroom. Instructional modifications and adaptations are being developed based upon research on language acquisition as well as trial and reflection. For example, the TERC mathematics curriculum is hands-on, so it lends itself to dual language instructional strategies in grades 2 and above. However, because it assumes that children can participate in discussions, teachers need to consider how the children who are not dominant in the language of instruction will be able to participate fully. Furthermore, since the curriculum is new to teachers they have to think about and process what they are doing in English (the language of the curriculum) and then translate the concepts into Spanish, increasing the difficulty level.
- Teachers are trained to use instructional strategies that focus on enabling children to negotiate meaning--to obtain comprehensible input. Many English-as-a-Second-Language (ESL) strategies are used for all children, including: Total Physical Response (TPR), visuals, hands-on activities, communicative language activities (e.g., speaking in pairs), and peer modeling by language dominant children.

- There are classroom resources to support individualized learning. All classrooms have libraries stocked with quality children's literature. The libraries are leveled and categorized by theme and/or genre. There is an abundance of math material, and each classroom has at least one computer workstation.
- Teachers are moving toward using ongoing assessments of individual children's strengths, needs, and interests to develop curriculum and instructional practices. This has not yet been fully implemented.

ALIGNMENT WITH STANDARDS

The curriculum is aligned with NYC and NYS standards (balanced literacy, readers/writers workshop, TERC Mathematics, FOSS Science, and Social Studies). In addition to the English Language Arts and Mathematics standards, the staff have used the National Foreign Language Association Standards for Spanish. The school uses the performing arts and visual arts standards as well. They also looked at curriculum standards from other states.

The staff have completed grade-by-grade progress indicators for K to 3 in English. It still needs to be done in Spanish. The staff is in the process of mapping the curriculum in the other areas as well.

STUDENT ASSESSMENT

All students are required to take the mandated City and State assessments, unless they are exempt from testing due to language proficiency. In addition, teachers use a Developmental Reading Assessment (DRA), running records and miscue analysis for reading. Teachers of grades K to 2 participate in a monthly descriptive review process where they examine student work. Portfolio assessment is just being introduced and teachers will be working toward using it in the future. The school is piloting El Sol, a Spanish early childhood literacy assessment. Next year, students will be assessed with IPT-1 oral, a new oral language proficiency assessment for grades K to 6 that comes in both English and Spanish.

TEACHER HIRING

Through School Based Options (SBO), Cypress Hills has a selection committee for teacher hiring. Teachers and parents are on the SBO committee. Each interview takes approximately one hour. Teachers must be certified with a bilingual or ESL extension. Cypress Hills has experienced difficulties in recruiting teachers for several reasons, including the school's location in East New York and the school's existence within a larger middle school. Most of the school's teachers have not had any prior teaching experience.

PROFESSIONAL DEVELOPMENT

Ongoing professional development, facilitated by staff developers with the appropriate set of skills, has been essential to the development of Cypress Hills' dual language program. Over the past year, the teachers have worked

with a curriculum development consultant who not only has expertise in dual language instruction, but who also has excellent group facilitation skills. This is important for moving a staff that is very intelligent, committed, and passionate about their work and, as a result, highly analytical.

The staff have received 34 days of professional development in balanced literacy from a curriculum specialist from Australia, who is contracted through District 19. Having this consultant work in concert with the dual language consultant has been particularly effective in moving forward the literacy program of the school. The district also provides a staff developer in mathematics, who works with teachers once a month. Teachers feel they could use even more assistance in order to implement TERC.

This year, through a Title VII grant, Cypress Hills developed a partnership with the teacher education program of Long Island University (LIU)--Brooklyn campus. Teachers receive on-site professional development and attend classes on ESL methodology leading to a certificate in Bilingual Education/ESL. LIU also provides student interns.

INSTRUCTIONAL PLANNING

Collaborative planning is inherent in the professional development process of Cypress Hills. Teachers have many opportunities to meet and plan together. The entire staff meets monthly for two hours. There are grade-level meetings (upper and lower) for two hours each month. Teachers who share the same class have weekly common planning time. The school also holds two day-long retreats each year attended by all staff and any interested parents. The staff also meet informally on their own time.

Given the side-by-side dual language model, teachers who are with the same class are encouraged to plan closely together. In the five-day interval period, each of the two teachers should be addressing the same skills that the students should be covering, although they may do so using different activities. Careful planning becomes especially important in the 2nd grade where there is greater focus on academic content. Again, the same academic concept (e.g., text to self connections in language arts) can be taught whether the language of instruction is Spanish or English.

This year, the focus for planning sessions has been to start developing and writing curriculum. The teachers have begun this process by studying the school's mission statement in depth in an effort to make it realized in their practice. Teachers are taking apart the mission statement, defining each of the concepts contained within it, and operationalizing the concepts in terms of curriculum development and instructional practice. They are reaching a consensus on what the mission means for their day-to-day practice which will be used to help orient and guide teachers who are new to the school.

PARENT INVOLVEMENT

Founders of the Cypress Hills Community School, parents and community members continue to be instrumental in

the school's development. Parents are very active in school governance. It is the only school in the City with a parent and an educator as co-directors. Parents and representatives from the Cypress Hills Local Development Corporation are part of the school's governance committee. Parents participate in the teacher hiring process. Parents are also invited and expected to attend full-day staff retreats. Using their Title VII grant and their collaboration with LIU, Cypress Hills will offer parents and other community residents a course to help them acquire the education and training necessary to become teachers.

RESOURCES

In addition to its school budget, Cypress Hills has relied upon its partnership with New Visions for professional development support and guidance. The school administrator believes that it is important for the school to have access to personal resources outside the school district that can provide support and guidance, and advocate on behalf of Cypress Hills. The school recently obtained a Title VII grant (Project Child) that is used primarily for instructional support and professional development. The school was also recently awarded a Chase Active Learning (CAL) grant that will be used to enrich technology use in grades 6 and 7.

DUAL LANGUAGE: SHUANG WEN SCHOOL

OVERVIEW

The Shuang Wen School, located on the Lower East Side and bordering Chinatown, opened in September 1998. The Shuang Wen School offers students language and cultural literacy in both Mandarin Chinese and American English in a public school setting. The ultimate goals of the school are to work towards an effective integration of the two cultures, prepare students to participate in the worldwide economy, and develop better world citizens. The dual language curriculum is seen as the basis for young people to develop the academic skills, knowledge content, intellectual curiosity, creativity and aesthetic responses, critical awareness, cultural identity, civic responsibility, and moral fortitude needed to become well-educated and productive members of an increasingly global society.

STRUCTURE OF DUAL LANGUAGE MODEL

The Shuang Wen School's dual language model is unique. It is one of the nation's only Chinese dual language schools and the only school that focuses on Mandarin Chinese. There is a national lack of expertise and appropriate academic materials for implementing a dual language, dual cultural program in Chinese in a public school. Furthermore, the school's model is predicated on instruction in both languages, every day, primarily through an after-school program.

All students receive dual language instruction in grades pre-K through 2, from 8:30 A.M. until 5:30 P.M., during both the regular school day and an after-school program. Morning classes are taught in English and cover the core subject areas. Afternoon classes are taught in Mandarin and focus on the Mandarin language and Chinese culture. The after-school program also is taught in Mandarin.

Currently, there are two classes of each grade, pre-K through 2. The classes are balanced by gender and language. A dual language program assumes that 50 percent of the students are fluent in the first language, and that the other 50 percent are fluent in the second language. However, Shuang Wen's students speak a combination of Chinese dialects, including Mandarin, Cantonese, Fuzhonese, Shanghainese, and Wenzounese. Therefore, Shuang Wen needs to balance the classes between Mandarin-speakers, English-speakers, and other Chinese-language speakers. This represents a challenge that is unprecedented in dual language programs. It is also a challenge that is made more difficult by the lack of English-speakers in the school's applicant pool; Shuang Wen is working on recruiting more English-speaking children.

Classes are reinforced and supported by after-school activities. Homework is given every day to strengthen class lessons. The Shuang Wen School after-school program is free and runs from 3:00 to 5:30 to enrich the regular school day with Mandarin-only instruction. The after-school program is privately supported and teachers are not Board of Education employees. The program is not mandatory, but students and parents understand the impor-

tance of the commitment to the dual language, dual culture curriculum. Nearly 100 percent of the students attend the after-school program.

The Shuang Wen School also offers a summer school program that gives students the opportunity to broaden and deepen their academic skills and practice language in a less formal setting. During the summer program, students enhance their language and cultural experiences, and learn more about the city environment. In particular, the school feels that the summer program is very important for retention of the reading and writing of Chinese characters learned during the regular school year.

An ESL (English as a Second Language) teacher instructs the kindergarten and first grade students four times a week for 45-minute sessions. In kindergarten, a push-in model is used; a pull-out model is used in the first grade. These services are especially important for those students who come from non-Mandarin, Chinese-speaking homes. Students who come from homes where Mandarin is not spoken are given special attention by Mandarin-speaking adults.

STUDENT RECRUITMENT AND ADMISSIONS

The Shuang Wen School is a district school of choice. Students from District 1 may apply directly to the school, and students from outside may apply with a variance. The current student population comes from all five boroughs. Many students have one or both parents employed in downtown Manhattan; because the Shuang Wen School has an after-school program, parents are able to drop their children off before work and then pick them up after work hours.

All families, parents and children, are interviewed during the admissions process. They are also given the Home Language survey, both on paper and orally. Priority is given to children in the neighborhood. After neighborhood considerations, priority is given, in the following order to: siblings, non-Asian students, and students from outside of the district. All parents must agree with the school's dual language and culture approach, and must agree to support their child(ren) at home. The school has a very rigorous curriculum that includes homework every night, and it is essential to have parents agree to support the school--both at home and in the school itself.

Shuang Wen's dual language model assumes a progression of language development in both languages beginning in kindergarten. Without this foundation, it is difficult to succeed in the program. For this reason, Shuang Wen discourages transfers after kindergarten. District 1's transfer policy states that all school transfers after kindergarten must be approved by the District's Director of Pupil Personnel. Pupil Personnel looks at the student's academic and behavioral/social records to determine if the student will succeed at Shuang Wen. Students who have transferred into Shuang Wen in first or second grade need strong support at home and school in order to catch up to the other students in the dual language curriculum.

INSTRUCTIONAL STRATEGIES

The Shuang Wen School uses the whole language approach to teaching--integrating language arts, mathematics, social studies, art, music, science and body movement. The school uses this approach to build the foundations of reading in early learners and provide teachers with tools for creating effective language and literacy environments in their classrooms. A key feature of the teaching method involves reading--to children, with children, and by children--to help young students learn to connect oral language to print. Teachers use many different reading activities: Read Aloud, Shared Reading, Language Exploration, Guided Reading, Paired Reading, and Independent Reading. In the first grade, students build on what they have learned in earlier grades to become more independent readers and writers. They increase their literacy skills by using graphic organizers, doing group projects, responding to literature in reading journals, giving oral presentations, and writing book reports. Students continue to learn new words through word study, poetry and Read Aloud.

The curricula for the after-school program and regular school day are integrated. Students are taught to listen, speak, read, and write in Mandarin. In addition to being fluent Mandarin-speakers, each of the after-school teachers has a background in the arts (dance, fine arts, or music) which they bring to their teaching.

ALIGNMENT WITH STANDARDS

The curriculum is aligned with NYC and NYS standards. Teachers work with NABE and SABE in developing rigorous dual language curriculum. Due to a lack of Mandarin standards in the United States, some teachers train in Taiwan to stay current in recent advances in instruction; when they return, they teach what they learned to the other staff.

STUDENT ASSESSMENT

The current student population ranges from grades pre-K to 2, before students are required to take City and State assessments. Students are given the Early Childhood Language Arts Screening (ECLAS) in the fall and spring and the school monitors their progress through this diagnostic assessment. Kindergarten non-English speaking students are orally given the LAB (Language Battery Assessment) to determine their needed ESL services. English Language Learners take the LAB in every September and March; when they "test out" of the LAB test, they are assessed, thereafter, through ECLAS.

After one year of kindergarten, the children speak, comprehend, read, and write Mandarin at varying levels. At minimum, all are able to carry on a basic conversation. On average, the students are able to write simple sentences using 200 characters, can sing 20 songs, and recite 20 classical Chinese poems.

Student achievement is also assessed through portfolio reviews and classroom observations. Portfolios contain examples of both English and Mandarin class work, homework, tests, and examples of students' work in general

reading, writing, mathematics, science, and art. Portfolios also contain information on behavioral issues. The principal and the staff developer report to the school's teachers at weekly meetings about what they have been observing in both classrooms and student work. In addition, children are given periodic informal tests in their Chinese classes to assess their knowledge of the written language.

In November and March, teachers review each student's portfolio to determine if additional academic and/or non-academic support is needed. This is done with both the regular day and the after-school teachers. The information is also used for parent-teacher conferences. This process helped the principal and staff to identify an overall school need to address the reading abilities of all students, and the school curriculum was adapted accordingly.

TEACHER HIRING

Currently, the pedagogical staff consists of seven full-time licensed and certified teachers. All of the teachers either have, or are currently working on, their Masters in Education degrees. The school has a full-time ESL teacher and three part-time cluster teachers who each teach two or three days per week: one for art, one for dramatic and body movement, and one for science. The privately-funded after-school program has seven Mandarin-language teachers who are non-Board of Education employees. The school has a paraprofessional for the two pre-kindergarten classes.

PROFESSIONAL DEVELOPMENT

Professional development is an important part of the Shuang Wen School. Opportunities for staff learning come from the school, the district, and outside resources.

- There are two Lead Teachers for English and mathematics in the school. They receive training from the district, and turn-key to the rest of the staff.
- The school works with Teachers College Reading and Writing Workshops. This year, Teachers' College sent a staff developer to work directly in the classrooms once a week for 15 weeks. The professional developer conducted demonstration lessons, met with teachers, and met with the principal to discuss how she could better support her teachers. There is a monthly Teachers College Reading and Writing Workshop, and each teacher in the school attends three workshops per school year. In addition, the principal attends a monthly principal workshop. This summer, five teachers will attend the Teachers College Institute in Reading and Writing.
- Teachers receive mentoring and support from the district. New teachers attend a district course twice a month, for which they receive new teacher's credits. All teachers can attend professional development programs offered by the central Board of Education and the UFT, but they must go on their own time.
- Teachers, the principal, and parents participate in professional development and retreats sponsored by New Visions. Specifically, they attended two retreats on curriculum development, one with an emphasis on dual lan-

guage pedagogy, and another on coordination of themes for the regular day and after-school programs.

- The school receives professional development and assistance for dual language from the Board of Education's Office of Bilingual Education, which holds professional development meetings and workshops.
- Staff members attend both the NABE and SABE professional conferences for bilingual education.
- The Flushing Chinese Cultural Center provides training for the Chinese language and culture teachers, and provides Taiwanese teachers for staff development in the summer.
- The school received a grant to send three teachers to the Professional Development Center for Elementary School Teachers in Taiwan for the summer. The grant provided tuition, room and board, and transportation for the four-week program. The teachers who participated held a workshop for the other teachers when they returned.

INSTRUCTIONAL PLANNING

Given the school's small size, and that staff all teach early childhood grades, the planning process is a very collaborative one. The staff get together to share ideas, turn-key professional strategies, and develop curriculum. Each grade level gives the same weekly, monthly, and final tests so that students can be assessed across a grade. During the monthly staff meetings, teachers share what they have learned through workshops, courses, and professional readings. Teachers work together in both formal and informal settings to ensure that there is a continuity between grades. Furthermore, teachers from the regular day program and the after-school program work together to align the curriculum so that the after-school program supports and reinforces what children are learning during the regular school day. Each morning, the principal outlines goals and visions for each day on a large board in the staff area.

PARENT INVOLVEMENT

Parent involvement is an essential component of the Shuang Wen School's instructional program. Under the school's parent support program, each family agrees to volunteer a minimum of four hours (or give some equivalent in donations) a month toward the functioning of the school. Parents volunteer in various capacities, including: chaperoning school trips, volunteering to do work for the school at home, donating necessary class materials and supplies to the school, conducting staff workshops, etc. Each classroom has two parents who work with the class. There is a mandatory monthly parent meeting on the second Monday at 5:00 PM each month. PTA meetings average over 95 percent attendance among parents. Evening workshops for parents in science and mathematics, assisting children with their Chinese homework (for English-only families), and basic American English phonetics and pronunciation (for Chinese-only families) have been or are being offered and are well-attended. The School Leadership Team, composed of six staff members and six parents, meets weekly. Furthermore, the staff are making an effort to recruit English-proficient parents to come to school and read to students in English to support those students whose parents do not speak or read English. In addition, a home-school compact is on file in the principal's office/parent room.

RESOURCES

In addition to their school budget, the Shuang Wen School has relied upon their various partnerships for professional development, support and guidance. This includes New Visions, various offices and staff at district and central offices, and community organizations. The school receives Chinese cultural materials including books, videos, and performances from TAECO (Type A Economic and Cultural Office). The school has also received several grants including: New York State Bilingual Excel grant; Kornfeld Foundation and W.T. Grant Foundation grants; and grants from Bell Atlantic and the Office of the Borough President of Manhattan for parent enrichment programs.

The school also benefits from a program funded by the U.S. Department for the Aging, which provides Mandarin-speaking senior citizens to the school. The seniors assist with everything from lunch duty, to accompanying children to the washroom, to tidying up the classrooms. In addition, the Manhattan Comprehensive Night and Day High School sends students to assist in the pre-K and kindergarten classes.

AMISTAD DUAL LANGUAGE SCHOOL

4862 Broadway
New York, NY 10034
212.569.0290/1360

Miriam Pedraja, Principal of PS/IS 176

SCHOOL MISSION/VISION*

Amistad means friendship in Spanish. It is more than a word in our name; it is a guiding principle in our program. The Amistad Program is a dual language, Spanish/English, learner-centered program dedicated to recognizing each student as a unique individual and recognizing that bilingualism must include biliteracy. As a program, we are dedicated to promoting student motivation and engagement in dual literacy, in an effort to achieve lifelong literacy and a life of continued learning. We are committed to intellectual achievement, personal values, essential skills, experiential learning and the nurturing of creativity. Amistad offers students a learner-centered curriculum where students are encouraged to investigate, explore, and learn through hands-on activities. The Amistad Program student to teacher ratio is low by necessity to support the development of two languages in learner-centered classrooms. Finally, we are a partnership between students, parents, faculty, staff, and administrators. The Amistad Program is committed to bringing the community to the program and the program to the community.

SCHOOL CHARACTERISTICS**

- Year Started: Fall 1996
- Enrollment: 289 Students
- Grades: Kindergarten-5th

- Teacher Population: 8 Teachers
75% Certified
100% Master Degree or higher

- Student Population: 24% English Language Learners
68.2% Hispanic
17.2% White
11.3% Black
3.4% Asian and others

69.9% Eligible for free lunch

93.4% Attendance rate

STUDENT ACHIEVEMENT***

State English Language Arts and City CTB-Reading Tests Grades 3, 4 and 5

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	33	75.8%	24.2%	0.0%	0.0%	0.0%
2001	31	54.8%	35.5%	9.7%	0.0%	9.7%

City CTB-Mathematics Grades 3 and 5

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	18	88.9%	11.1%	0.0%	0.0%	0.0%
2001	25	76.0%	24.0%	0.0%	0.0%	0.0%

State ELA Test Grade 4****

SSpring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	69	27.6%	42.0%	21.7%	8.7%	30.4%

State Mathematics Test Grade 4

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	80	18.7%	42.5%	28.8%	10.0%	38.8%

* Obtained from 2000-2001 CEP.

** Obtained from Amistad Title VII 2000-2001 Performance Report and the W. Haywood Burns 1999-2000 School Report.

*** Statistics for the W. Haywood Burns School. Obtained from the Board of Education Website.

**** Some ELL Students not tested.

CYPRESS HILLS COMMUNITY SCHOOL

P.S. 89
350 Linwood Street
Brooklyn, NY 11208
718.277.5044

S. Brown & M. Jaya-Vega, Directors

SCHOOL MISSION/VISION*

Our mission is to educate every child to be an academically successful student, a socially responsible person and a life long learner. We will accomplish this mission utilizing a dual language curriculum and a standards driven instruction that teaches the necessary knowledge and skills, and the appreciation of cultural diversity, within a school that fosters excellence, mutual respect, creativity, and the joy of learning. We will attain this through the collaboration among the school families and the community.

SCHOOL CHARACTERISTICS**

- When Started: Fall 1997
- Enrollment: 209 students
- Grades: Kindergarten-7th

- * Teacher Characteristics: 16 Teachers
 - 50% Fully licensed and permanently assigned to this school
 - 0% More than two years teaching in this school
 - 0% More than five years teaching experience
 - 83.3% Masters Degree or higher

- Student Characteristics:
 - 10.7% English Language Learners
 - 1.1% White
 - 33.3% Black
 - 64.4% Hispanic
 - 1.1% Asian and others

 - 95.7% Eligible for free lunch

 - 92.5% Attendance rate

STUDENT ACHIEVEMENT***

State English Language Arts and City CTB-Reading Tests Grades 3, 4, 5 and 6

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	30	16.7%	56.7%	23.3%	3.3%	26.7%
2001	64	6.25%	56.25%	36.0%	1.5%	37.5%

City CTB-Mathematics Grades 3, 5 and 6

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	21	9.5%	38.1%	47.6%	4.8%	52.4%
2001	47	23.4%	42.6%	27.7%	6.4%	34.0%

State ELA Test Grade 4

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	9	33.3%	55.6%	0.0%	11.1%	11.1%
2001	17	0.0%	64.7%	35.3%	0.0%	35.3%

State Mathematics Test Grade 4

Spring	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3+4
2000	9	11.1%	55.6%	33.3%	0.0%	33.3%

* Obtained from the 2000-2001 CEP.

** Obtained from the 1999-2000 School Report and as of July 2001, the Principal.

*** Obtained from the 1999-2000 School Report, the Board of Education Website, and as of July 2001, the Principal.

**** Some ELL Students not tested.

SHUANG WEN SCHOOL

P.S. 184
293 East Broadway
New York, NY 10002
212.529.5025

Ling Ling Chow, Principal

SCHOOL MISSION/VISION*

The mission of the Shuang Wen School is to provide, in a public school setting, language and cultural literacy in both Mandarin Chinese and American English. The total commitment of all members of the Shuang Wen School community to this dual language and dual culture approach will result in our children learning strategies to work towards an effective integration of the two cultures as well as preparing students to participate in the worldwide economy and develop into better world citizens. Parental involvement, along with community involvement, is a crucial component to our school's success and is instrumental in helping our children master the more rigorous course of study required. It is our belief that this type of education will provide a solid foundation for young people to develop the academic skills, the knowledge content, the intellectual curiosity, the creativity and the aesthetic responses, the critical awareness, the cultural identity, the civic responsibility, and the moral fortitude needed to become well-educated and productive members of our increasingly global society.

SCHOOL CHARACTERISTICS**

- Year Started: Fall 1998
- Enrollment: 164 Students
- Grades: Pre-Kindergarten-2nd, with a grade added each year

- Teacher Characteristics: 7 teachers
100% Fully licensed and certified
14.3% Have more than two years teaching in this school
14.3% Have more than five years teaching anywhere
85.7% Have a Masters Degree or higher

- Student Characteristics: 5.2% English Language Learners
1.8% White
7.9% Black
3.01% Hispanic
87.29% Asian and others

100% Eligible for free lunch
96.7% Attendance rate

STUDENT ACHIEVEMENT

Students have not yet taken standardized exams.

* Obtained from the 2000-2001 CEP.

** Obtained from the 2000-2001 CEP and as of July 2001, the Principal.

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96 Morton Street

New York, NY 10014

Phone: 212-645-5110 Fax: 212-645-7409

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