

School Board Action Report

“Every student achieving, everyone accountable”



DATE: June 11, 2009

FROM: Dr. Maria Goodloe-Johnson, Superintendent

LEAD STAFF: Veronica Maria Gallardo, Bilingual Program Manager

STRATEGIC THEME/ Transitional Bilingual Education Grant 2009-10 TBE

FOCUS AREA:

TITLE AND BRIEF DESCRIPTION

State Transitional and Bilingual Education Grant	For Introduction:	June 10, 2009
TBE is main source of professional development	For Action:	June 10, 2009
funding for Seattle Public School District's		
bilingual program..		

TIMELINE FOR IMPLEMENTATION/EVALUATION

Grant funds are available September 1, 2009.

Program begins September 1, 2009

Program ends August 31, 2010

RECOMMENDED MOTION

I move that the School Board approve the application for the District Bilingual Education Department plan for 2009-2010.

ISSUE

The staff professional development described in this grant, which directly supports academic achievement, applies in any of the state's currently approved bilingual service models. Seattle Public School District continues careful, development of dual and ELL language models that can be sustained and enhanced over time. ELD standards are part of NCLB mandated assessment and serve all educators in differentiating instruction while implementing Essential Academic Learning Requirements.

In addition to Sheltered Instruction Observation Protocols (SIOP), this year the bilingual department will focus on creating additional professional development training titled, Scaffolding Content and Academic Language in English Using Proficiency Levels (SCALE-UP). This professional development will incorporate best practices in teaching, Sheltered Instruction Observation Protocols (SIOP) and key strategies used in Guided Language Acquisition Development (GLAD). SCALE-UP professional development will focus on four core components. They are, Academic Language, Rigorous Instruction, Meaningful Interaction and

Schema/Cultural Connections. The bilingual department will begin with a 6 hour foundational training and offer two to four day trainings within content areas, such as mathematics, literacy and science.

Bilingual paraprofessionals are supported in their efforts to attain certification. In addition, professional development opportunities will be based in SCALE-UP as well as foundational mathematical understanding within Everyday Math. The bilingual department will work with the math department to support this professional development opportunity. Paraprofessional training will occur every month.

Course offerings are based on state and federal requirements, current research in best practices as well as surveys from staff.

BEST PRACTICES

The bilingual department will be implementing a differentiated service model based on bilingual enrollments at the 56 schools where we currently have bilingual programs. The goal of providing the collaborative teaching model in the Newcomer and high Density sites is to support specialized, differentiated, instruction to bilingual students with English speaking peers that must be provided with the expertise of a bilingual endorsed teacher. The low density bilingual sites will receive professional development in the proficiency model.

Differentiation

Newcomer model

These are the five Bilingual Orientation Center school sites. The EBOCs will eventually blend into the High Density Bilingual Sites over a two year period. These schools will provide the collaborative teaching model.

High Density Bilingual Sites

Are those schools with 100 or more bilingual students and will be staffed to support the collaborative teaching model.

Low Density Bilingual Sites

Schools with less than 50 students - Not a collaborative teaching model due to low enrollment. At these sites we will provide bilingual support in the proficiency model.

RESEARCH AND DATA SOURCES

Current research supports a more intensive teaching approach as with specialized instruction.

In addition to the bilingual audit recommending a complete overhaul, they also spoke of the issue of our districts ESL program as more a, "defacto English immersion approach that moves English Language Learners into mainstream classes as quickly as possible, doing little to mainstream English Language learners' native-language fluency or to build their English language proficiency in a way that would allow them to master general education course content".

Current research studies also show mainstream classrooms with unprepared or overwhelmed teachers as undesirable learning environments for EL students; student' primary languages are treated as deficits or problems, assimilation to mainstream culture is encouraged while cultural differences are ignored, language development is not explicit, and a colorblind rhetoric is used to justify equal treatment over differentiation that addressed students' unique needs and strengths. (Bourne, 2001; Cameron, Moon, Bygate 1996; Creese, 2005, Franson, 1999.

DeJong and Harper (2005) argue that mainstream classroom teachers often falsely believe that they are meeting the needs of English language learners through "just good teaching" strategies. There is an assumption that ESL is a set of strategies that mainstream classroom teachers can use. ESL is a specialization, an academic discipline, supported through the international organization TESOL. Placing these students in a mainstream classroom with minimum support will hinder their language development (as mentioned in the bilingual review).

Newcomer English language learners have a special set of linguistic needs that we can not expect to be addressed in the mainstream classroom, or with a minimum support from ELD teachers. The recent work of Stritikus, Knapp, Elfers, et.all (with the Center for Teaching Policy) indicates that English Language learners thrive in schools where districts have pooled their resources to create intentional language development programs. In summary, research tells us that professional development must be based in differentiated support with ongoing professional development that focuses on language acquisition needs.

POLICY IMPLICATION

5,201 Bilingual Students

FISCAL IMPACT/REVENUE SOURCE

\$4,608,658.00

Expenditure: One-time **X** Annual

COMMUNITY ENGAGEMENT PROCESS

The Bilingual Department, with the support of the Bilingual Family Center and Family, Community Engagement Department held five community events. At these events we shared the Bilingual Review and asked families to prioritize the 12 findings of the report. In addition to sharing the report we held two end of year events where we provided families with a summary of work for 2008-09 and Everyday Math Game training.

The Superintendent's Bilingual Task force, which consists of parents and community members, has also played a vital role in prioritizing the 75 bilingual review recommendations. The team has also shared input on how to better organize our community events for the 2009-10 academic year.

CONCLUSION/RECOMMENDATION

ATTACHMENTS

[Tiered Service Model](#) and [SCALE-UP](#)