

Who Would Have Thought, Spanish Yields Better English?

Implementation and Sustainability of Literacy Squared Salem-Keizer Public Schools

Ingrid Ceballos, *Bilingual Teacher*, Mary Eyre Elementary School

Teresa Tolento, *English Language Acquisition Program Specialist*





Essential Questions

- What is the biliteracy theory?
- How did the Salem-Keizer School District lead the system-wide Literacy Squared implementation?
- What effect has the Literacy Squared program model had on District and State student achievement assessments?

Our journey...



Strategic Plan 2013-14

Improve Student Achievement

- 1 Focus on the systematic use of data to inform the development and implementation of differentiated instruction for all students, including planned interventions and supports.
- 2 Prepare all students for college and careers by:
 - a. Implementing common core state standards and aligning instructional strategies into a coherent K-12 instructional framework; and
 - b. Transitioning to Smarter Balanced Assessments; and
 - c. Continuing the K-12 Literacy Model across all content areas, including the program model for English Language Acquisition.
- 3 Continue to provide professional development that offers quality and focused opportunities, has long-term sustainability, and provides implementation strategies for all staff including instructional coaching and mentoring.



An Effective Organization to Support Student Achievement

- 4 Continue to build the resident teacher-training program and learning labs in collaboration with our university partners at selected schools.
- 5 Continue the implementation of the new evaluation processes to recognize and enhance employee growth, effectiveness, and performance.
- 6 Research and adopt an instructional framework for early childhood education, specifically focusing on the needs of preschool aged children.
- 7 Implement a redesigned facilities improvement process, which includes the identification, prioritization and delivery of projects to enhance student achievement and staff success.

Leadership Development

- 8 Maintain the leadership teams within each school and department for shared decision-making and accountability with a focus on student achievement.



Public Engagement

- 9 Implement the plan and tools to help schools communicate more effectively with parents and key community partners regarding instruction and student achievement.

Strategic Plan—*Improve Student Achievement*

Implementing the *Comprehensive Literacy Model*, including the *Comprehensive Program Model for English Language Acquisition*





2013-2014 Department Goals

ISCIA

Instructional Services, Curriculum, Instruction & Assessment

Vision: All students graduate and are prepared for a successful life.

**Provide instructional resources and outreach which support
Common Core Standards and Career and College Readiness for all students.**

1. Focus on a systematic use of relevant data through our Balanced Assessment System and the Data Warehouse to evaluate student growth for all subgroups in order to inform the development and implementation of differentiated instruction for all students.

4. Continue implementation of the instructional framework for cultural competency to include breaking down barriers, equitable access to resources, and equitable access to rigorous content for all students. Continue to empower all students while building an infrastructure for communication to parents, teachers and families.



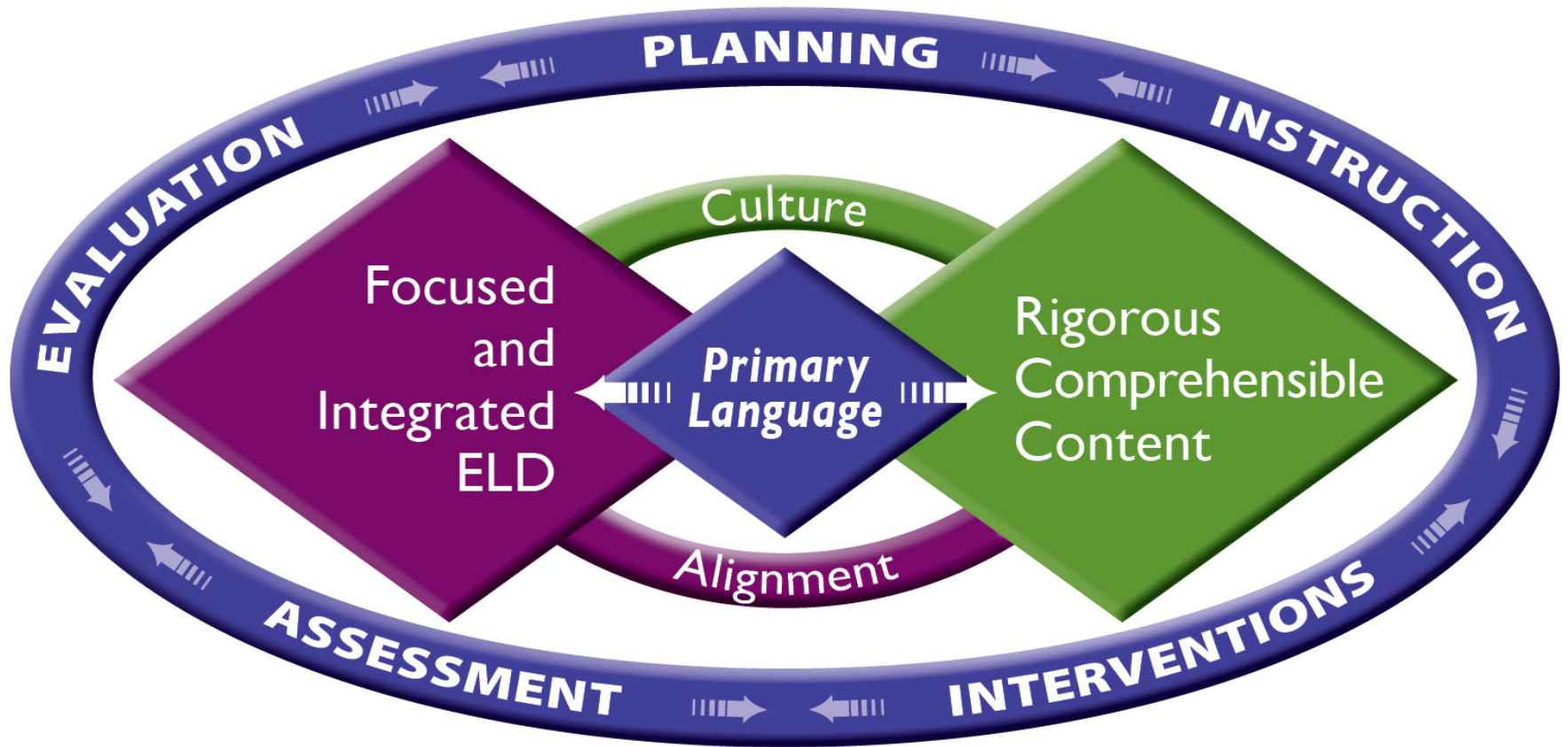
2. Continue to support a research-based, comprehensive K-12 literacy model, comprehensive program model for English Language Acquisition and adopt an instructional framework for early childhood education, that is aligned to the Common Core State Standards .

3. Continue implementing a K-12 professional development plan that includes direct access to current research, opportunities to apply best practices, collaboration opportunities, and learning lab experiences for instructional leaders, instructional coaches, as well as licensed and classified instructional personnel.



Comprehensive Program Model For

English Language Acquisition



The Implementation Plan

- Professional Development
- Site-based Support
- Accountability Measures

Professional Development

Formal Training

- Literacy Squared
- Systematic ELD
- GLAD
- Dr. Barbara Flores – Literacy for ELs

Site-Based

- ELA Specialist
 - coaching, lesson planning, modeling and site based PLC or trainings

Professional Learning Communities – Teachers

- Monthly district-wide PLCs
 - Model lessons, look at student work, grade level team planning, and peer visits, learning labs



Accountability

- Elementary Schools' Level Directors (2)
- Principals (21)
- English Language Acquisition Specialists (7)
- Teachers (100)

Biliteracy Theory



Framework for Emerging Bilingual Students

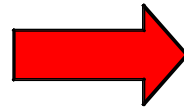
- **A new theory about how to teach reading AND writing to L2 children**
- **Bilingual NOT monolingual lenses to understand Emerging Bilinguals**
- **Strategies and methods to implement our new theories**

Overall, the need for new paradigms

Transfer: Paradigm Shifts

Then

Transition as a
point in time or
a set of criteria



Now

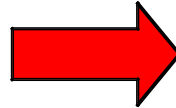
Transfer, is an
ongoing
process
that begins
as early as
Pre-K

(adapted from Escamilla, 2004)

Transfer: Paradigm Shifts (cont.)

Then

Search for a dominant
native language



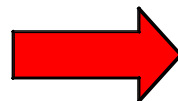
Now

Understanding of
simultaneous
bilingualism

Transfer: Paradigm Shifts (cont.)

Then

Focus on Spanish
Literacy; delayed
English literacy

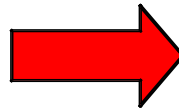


Now

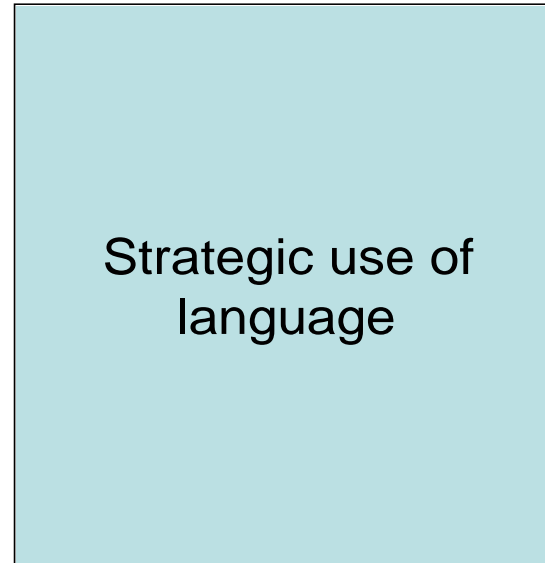
Transfer with
literacy-based ESL
and oral language
beginning in
Pre-K

Transfer: Paradigm Shifts (cont.)

Then



Now



Paired Literacy Time Allocations K-5

Spanish

English

K **2 hours (1 hour for ½ day kindergarten)**
Reading: Modeled, shared, teacher-led small groups
Writing: Modeled, shared, collaborative, independent
Oracy
Spanish Dictado (Jan.)

45 minutes (30 minutes for ½ day kindergarten)
Reading: Modeled, shared
Writing: Modeled, shared
Oracy
Cross-language connections

1 **2 hours**
Reading: Modeled, shared, Lotta Lara, teacher-led small groups, collaborative, independent
Word work
Writing: Modeled, shared, collaborative, independent
Oracy
Cross-language connections
Spanish Dictado

60 minutes
Reading: Modeled, shared, Lotta Lara, collaborative
Writing: Modeled, shared, collaborative
Oracy
Cross-language connections
English Dictado

2 **90 minutes**
Reading: Modeled, shared, Lotta Lara, collaborative, teacher-led small groups, independent
Word work
Writing: Modeled, shared, collaborative, independent
Oracy
Cross-language connections
Spanish Dictado

60 minutes
Reading: Modeled, shared, Lotta Lara, collaborative
Writing: Modeled, shared, collaborative
Oracy
Cross-language connections
English Dictado

Paired Literacy Time Allocations K-5

Spanish

English

3

60 minutes

Reading: Modeled, shared, Lotta Lara, teacher-led small groups, collaborative, independent
Word work
Writing: Modeled, shared, collaborative, independent
Oracy
Cross-language connections
Spanish Dictado

90 minutes

Reading: Modeled, shared, Lotta Lara, teacher-led small groups, collaborative, independent
Word work
Writing: Modeled, shared, collaborative, independent
Oracy
Cross-language connections
English Dictado

4

45 minutes

Reading: Modeled, shared, collaborative (literature, genre/author studies), independent
Writing: Modeled, shared, collaborative, independent
Oracy
Cross-language connections (e.g., cognate studies)
Spanish Dictado

2 hours

Reading: Modeled, shared, Lotta Lara, teacher-led small groups, collaborative (literature, genre/author studies), independent
Word work
Writing: Modeled, shared, collaborative, independent
Cross-language connections (e.g., cognate studies)
Oracy
English Dictado

5

45 minutes

Reading: Modeled, shared, collaborative, (literature, genre/author studies), independent
Writing: Modeled, shared, collaborative, independent
Cross-language connections (e.g., cognate studies)
Oracy
Spanish Dictado

2 hours

Reading: Modeled, shared, Lotta Lara, teacher-led small groups, collaborative (literature, genre/author studies), independent
Word work
Writing: Modeled, shared, collaborative, independent
Cross-language connections (e.g., cognate studies)
Oracy
English Dictado



Literacy Squared Goals

- Attention to the *quality* of instruction *as well* as language
- Encourage literacy development *simultaneously* in two languages
- Make cross-language connections
- Biliteracy development



The Gradual Release of Responsibility

- Modeled
- Shared/Interactive
- Collaborative
- Independent

Components of Literacy Squared

1. Spanish Literacy
2. Literacy-Based ESL
3. Oral Language Development-Focus on *Oracy*
4. Explicit Connections Between Spanish and English





A Vision of Practice Literacy-based ESL

The Sprinter, The High Jumper, and the Hurdler: A Bilingual Metaphor

- – The sprinter and high jumper concentrate on one event and may excel in it.
- – The hurdler concentrates on two different skills, trying to combine a high standard in both. With only a few exceptions, the hurdler will be unable to sprint as fast as the sprinter or jump as high as the high jumper.
- – This is not to say that the hurdler is a worse athlete than the other two. They are simply different.



Spring Assessment Results
First Grade

STUDENT	EDL	DRA
Susie	8	4
Tomás	16	4
Felicia	16	4
Andrina	28	20
Sabrina	24	14
Leticia	18	12
Juan	28	6
Martín	16	6
Sandra	18	6
Ricardo	20	6
Daniel	14	8
Miguel	20	14
María	24	4
Roberto	18	8
Tamara	14	6
Catarina	18	6
Mayte	16	14
Juan Luis	30	10
Lourdes	4	4
Francisco	18	4

How should these students be grouped for literacy instruction?



Scaffold to Biliteracy	
EDL	DRA
A-2	***
3-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-40	18-28
42-50	30-40

Lesson Components

Standard	Write opinion pieces on topics or texts, supporting a point of view with reasons and information
Literacy Objective	Use language of genre to understand texts; Write an opinion piece
Language Structures (Oracy)	<p>After considering both sides of the argument, it is my opinion (I believe; I have arrived at) _____.</p> <p>Although there are good arguments for/against (in favor of/in opposition to) _____, I believe _____.</p> <p>While I recognize that there are many differing opinions, I have reached the conclusion that _____;</p> <p>In spite of _____</p>
Vocabulary	although, while, opinion

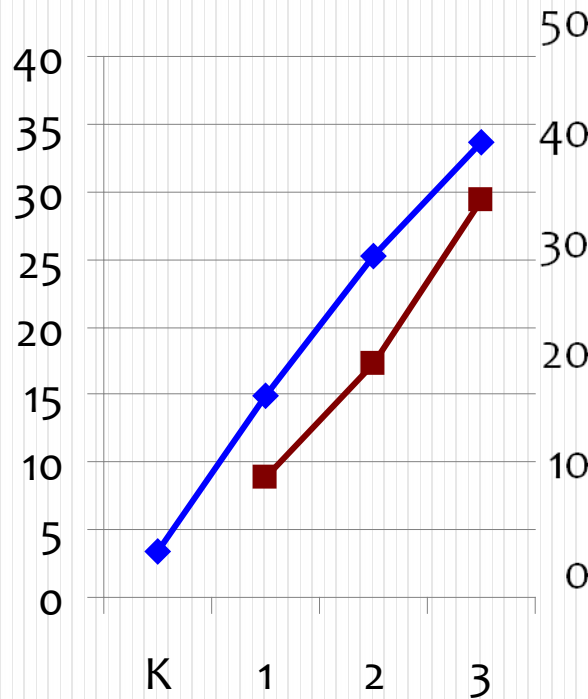
Our Results



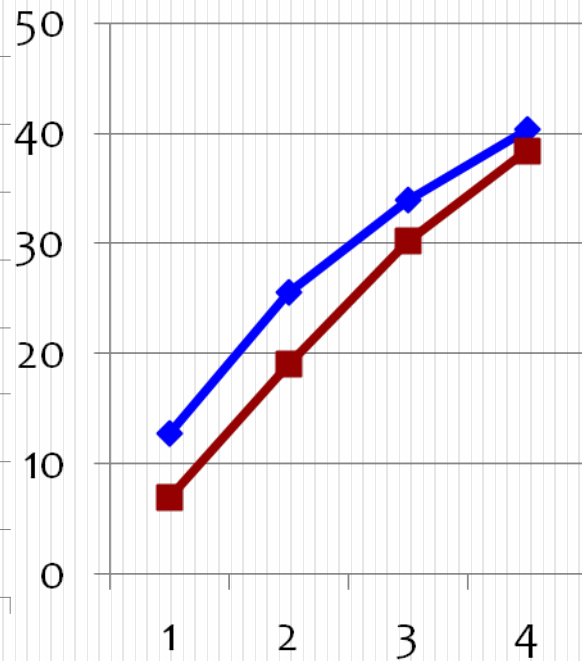
Student Data

Longitudinal EDL2/DRA2

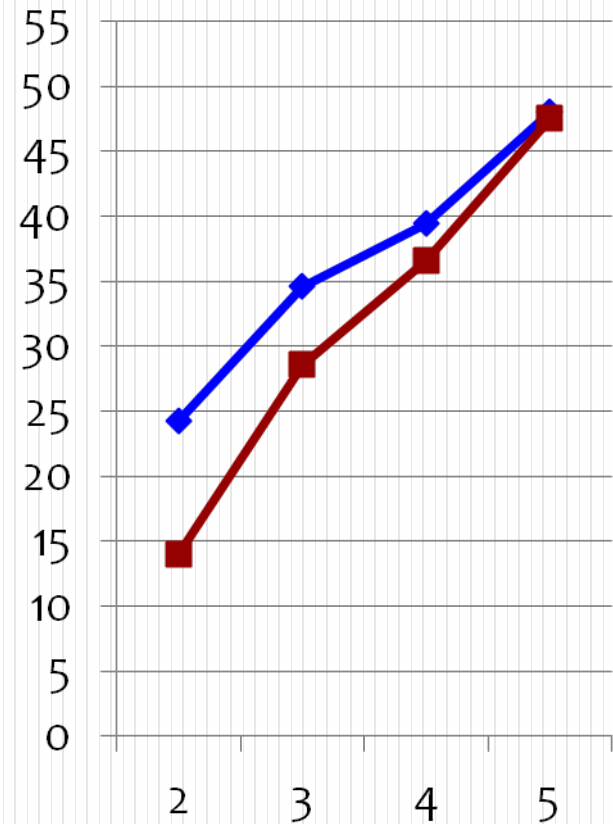
Cohort I



Cohort II



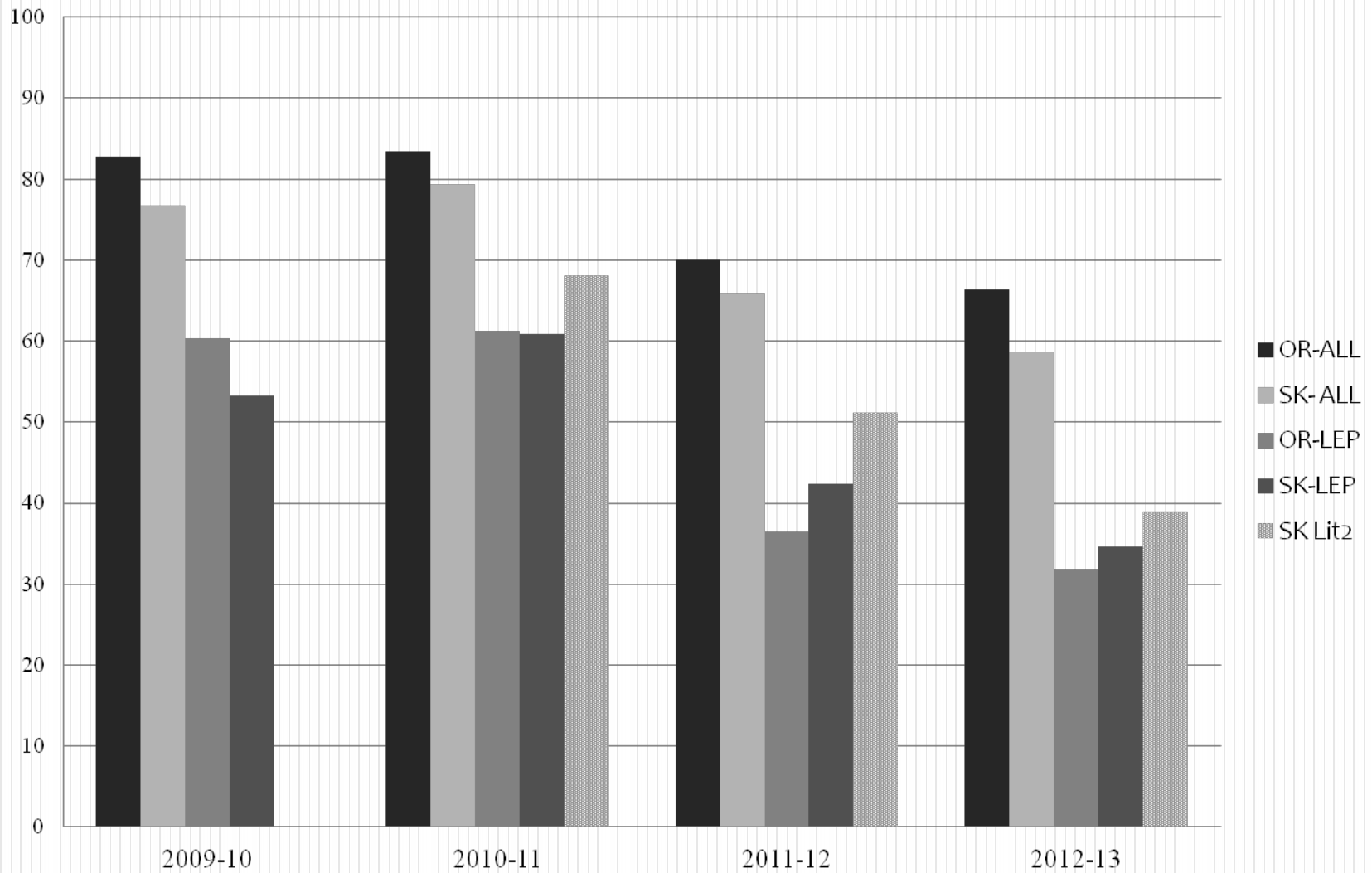
Cohort III



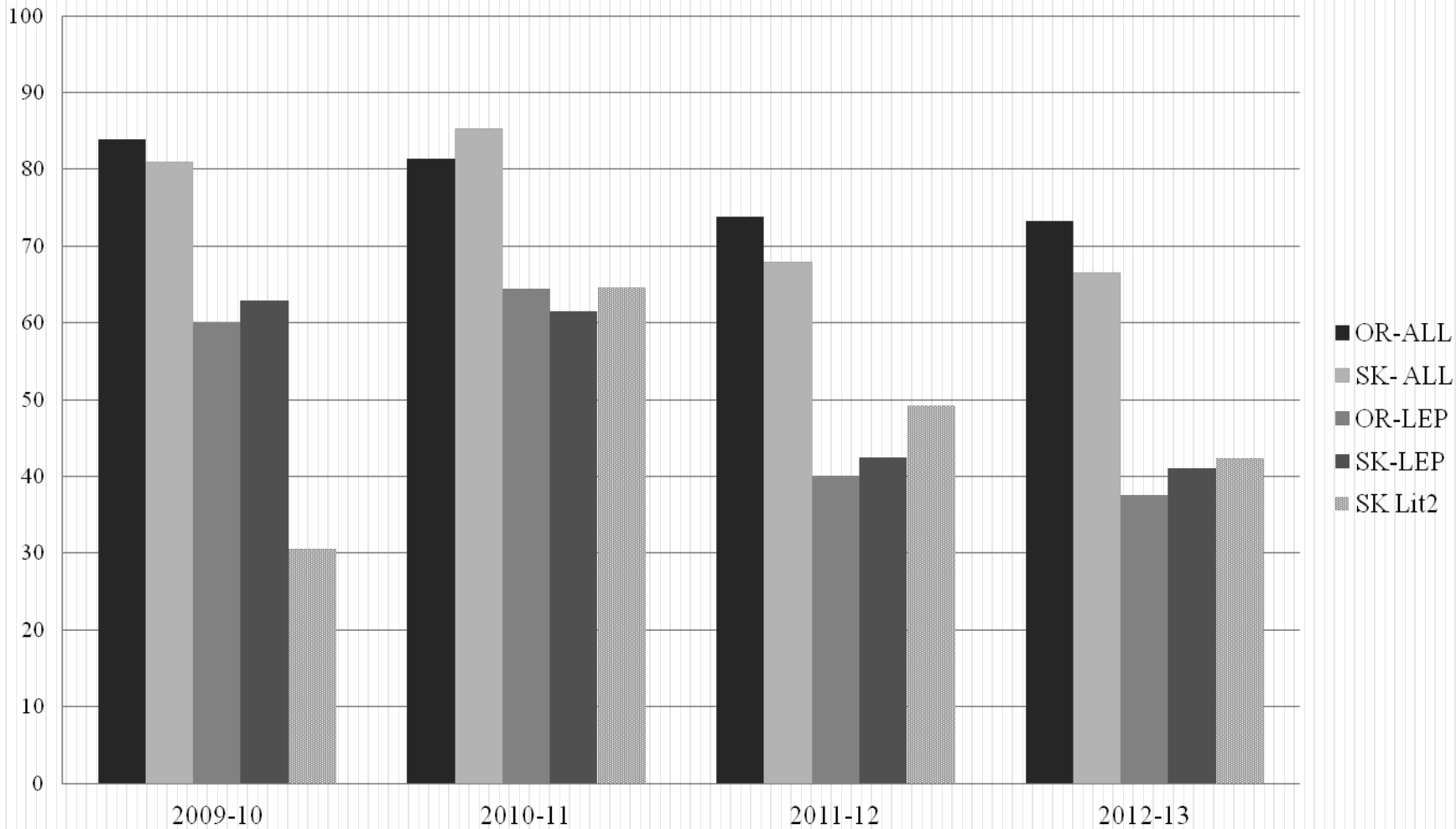
—◆— EDL2

—■— DRA2

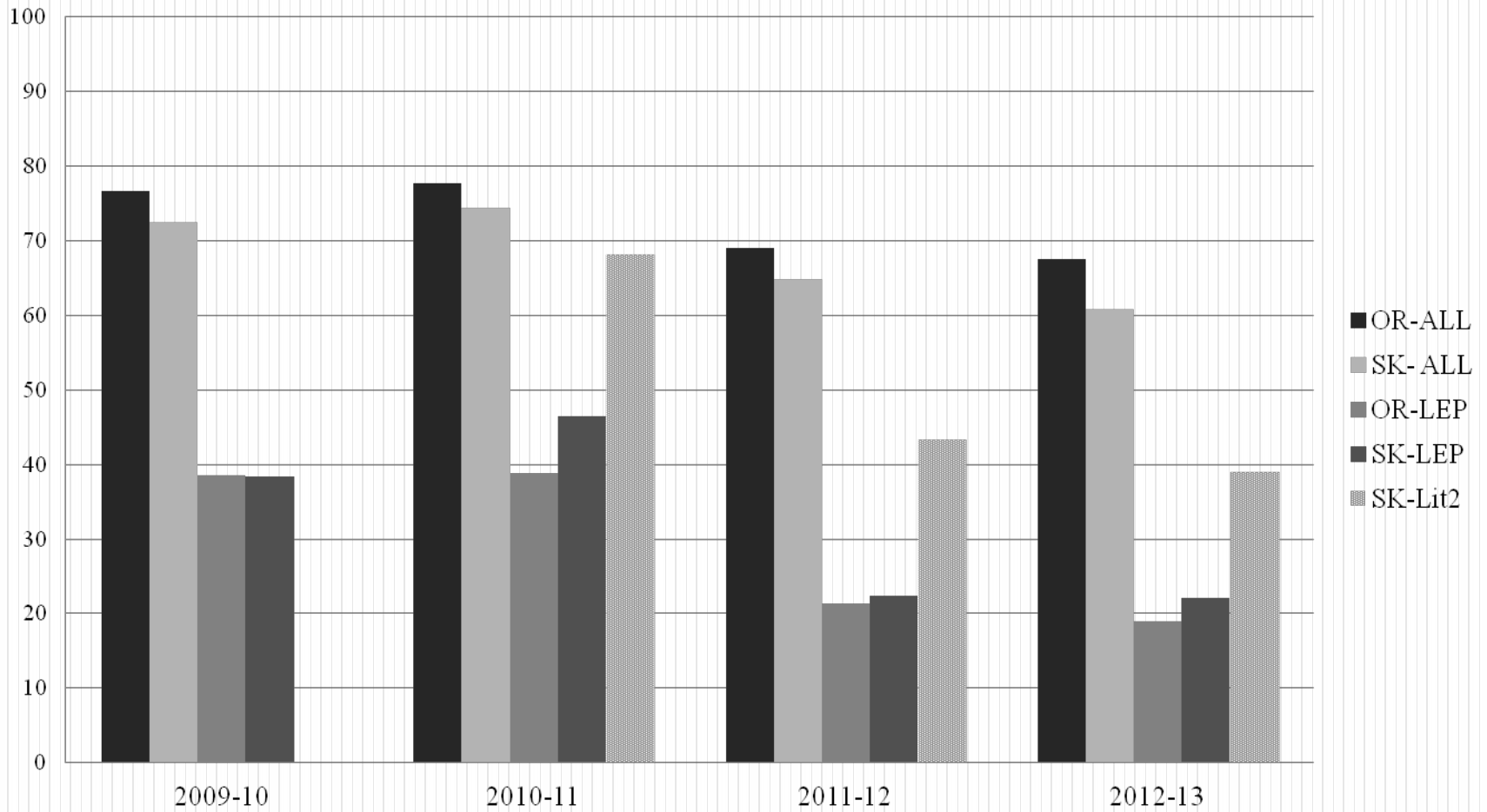
3rd Grade OAKS Reading



4th Grade OAKS Reading



5th Grade OAKS Reading



2009-2010 Salem-Keizer ELPA Results

2,297 4-6th Grade Students

- 0 (0%) scored **advanced**
- 243 (10%) scored **early advanced**
- 330 (14%) scored **intermediate**



Key: Lv 5 Lv 4 Lv 3 Lv 2 Lv 1

2010-2011 Salem-Keizer ELPA Results

2,411 4-6th Grade Students

- 6 (1%) scored **advanced**
- 355 (15%) scored **early advanced**
- 522 (22%) scored **intermediate**

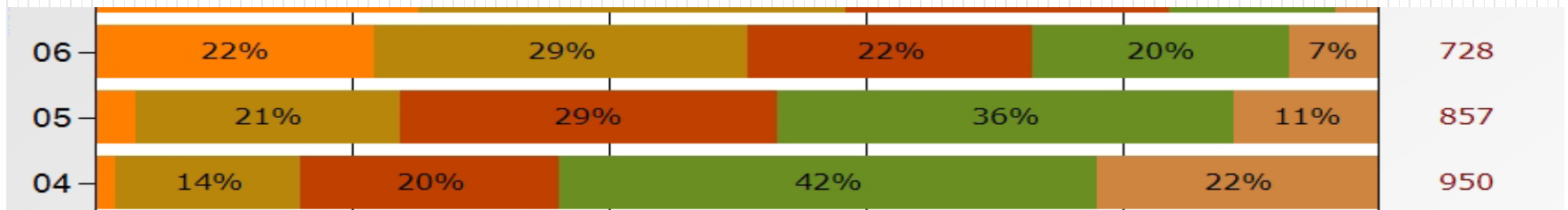


Key: Lv 5 Lv 4 Lv 3 Lv 2 Lv 1

2011-12

Salem-Keizer ELPA Results

- 2,535 4-6th Grade Students
- 201 (8%) scored advanced
- 530 (21%) scored early advanced
- 610 (24%) scored intermediate



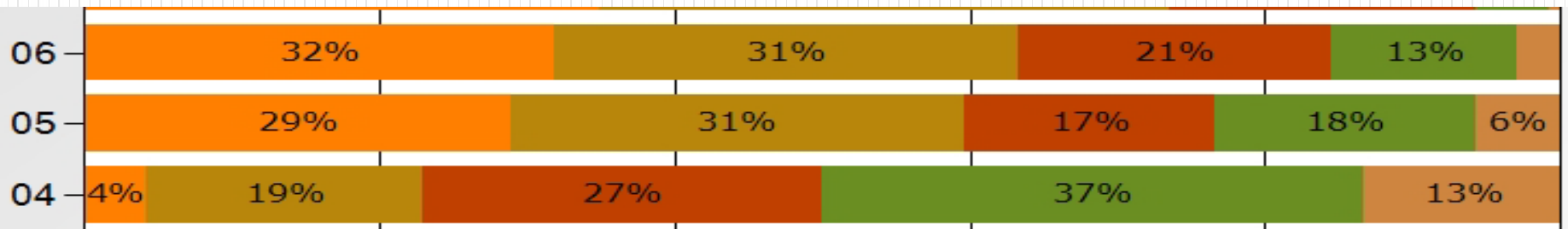
Key: Lv 5 Lv 4 Lv 3 Lv 2 Lv 1

2012-13

Salem-Keizer ELPA Results

2,452 4-6th Grade Students

- 488 (20%) scored advanced
- 638 (26%) scored early advanced
- 547 (22%) scored intermediate



Key: Lv 5 Lv 4 Lv 3 Lv 2 Lv 1

ELPA Data for Grades 4-6th

Before and After Literacy Squared

Language Proficiency Level	2008-09 Percentage <i>Before</i>	2012-2013 Percentage <i>After</i>	Percentage Increase after Four Years
Advanced (5)	<1%	20%	+19%
Early Advanced (4)	7%	26%	+19%
Intermediate (3)	17%	22%	+5%

Message From Our Teachers

Research Summary

- What children know in one language directly and positively transfers to a second language.
- Simultaneous literacy instruction is positively impacting literacy achievement in both languages.
- Spanish is a scaffold to English, not a barrier or source of interference.

Research Summary, cont.

- Students who are better readers and writers in Spanish tend to be better readers and writers in English.
- The longer students remain in the study, the stronger their trajectory toward biliteracy.
- Students benefit from direct, explicit instruction in how to draw upon their reciprocal relationship between Spanish and English.