

Starting a Dual Language Magnet School

Topeka Public Schools

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Scott Magnet

- 1996
- Government Magnet
- Technology Magnet
- Dual Language Magnet



Growth of Dual Language

Class Sequence
Scott Dual Language Magnet Elementary School

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
PreK	2	2	2	2	3	4	4	4	4	4
K		2	2	2	5	5	5	5	5	5
1st			2	2	2	5	5	5	5	5
2nd				2	2	2	4	4	4	4
3rd					2	2	2	4	4	4
4th						2	2	2	4	4
5th							2	2	2	3
Total	2	4	6	8	14	20	24	26	28	29

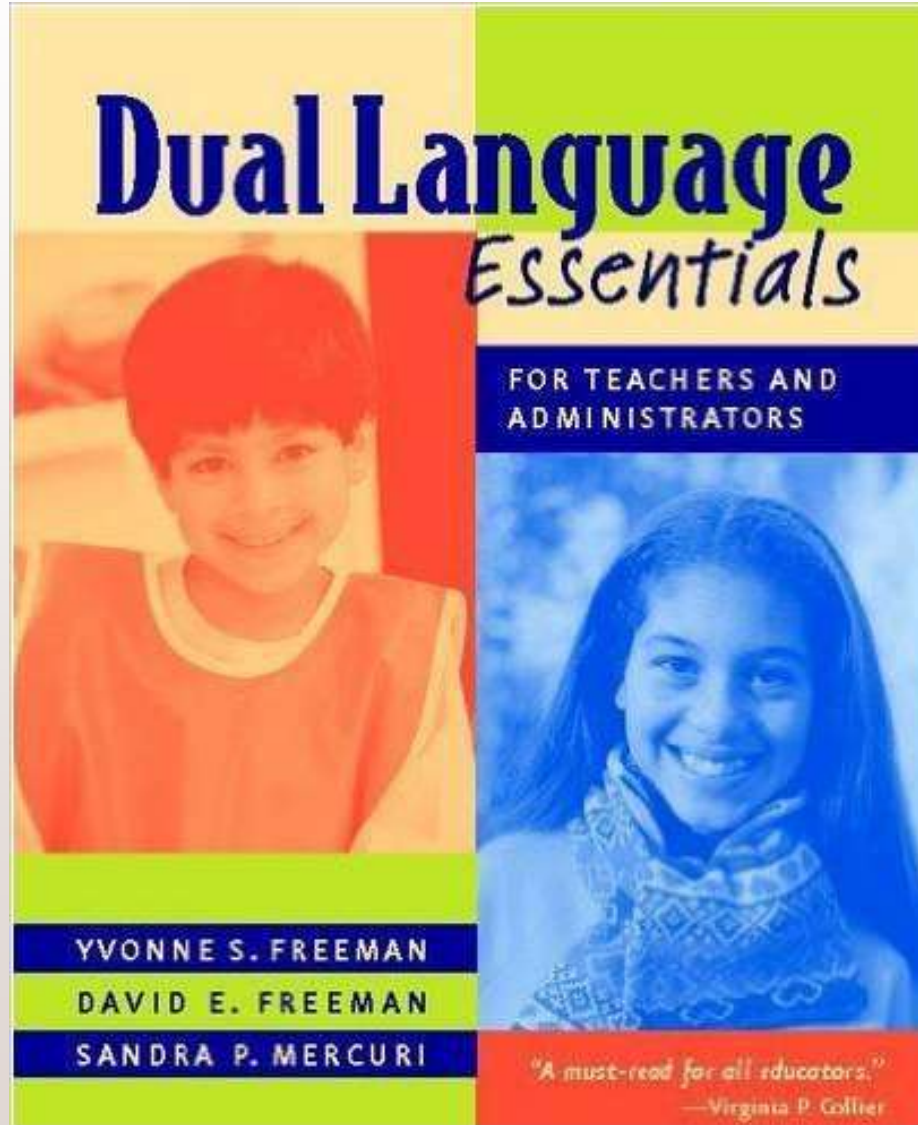
Think, pair, share

- Why did you attend this session?
- What phase is your school in, implementing dual language?

Timed Pair Share



Freeman and Freeman Book Study



Horace Mann Dual Language





Creating a Dual Language Guided Document Draft



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Topeka Public Schools Dual Language Guiding Document Draft

a document to provide guidance for the
implementation of the dual language model

Dual Language Commitment Form

Parental Commitment for Dual Language Program

Student's Name (please print): _____

Parent's Name (please print): _____

I am requesting that my child be enrolled in the Dual language Program at Scott Dual Language Magnet School. I understand that the enrollment of my child is conditional on my understanding of and commitment to the following, along with the space availability:

Please initial each statement.

- _____ 1. I understand that my child will receive Language Art instruction from Pre-Kindergarten to first grade in their native language; in grades 3rd-5th, Language Arts instruction will be in English **and** Spanish. My child will receive Math instruction from Pre-Kindergarten to fifth grade in only English. My child will receive Science and Social Studies instruction from Pre-Kindergarten to fifth grade only in Spanish.
- _____ 2. I agree to value the integrity of both language, and I will assist my child in learning both languages to the best of my ability.
- _____ 3. I commit to participation in the program for at least six years or through fifth grade.
- _____ 4. I realize my child will be in a classroom that has a balanced number of English-dominant children and Spanish-dominant children based on enrollment interest.
- _____ 5. I understand that regular and punctual student attendance is required to retain placement in the Dual Language Program.
- _____ 6. I understand my child will continue to learn and develop academically, socially, and culturally in his/her first language through the duration of the program while developing bilingual (understanding and speaking) and biliterate (reading and

Community Support

- Board was supporting
- Needed to educate the community
- Town hall meetings
- Videos
- Billboards
- Commercials
- Radio advertisement
- Family Magazine
- Parents as Teachers booth



What barriers is your school facing?



Finding the right model



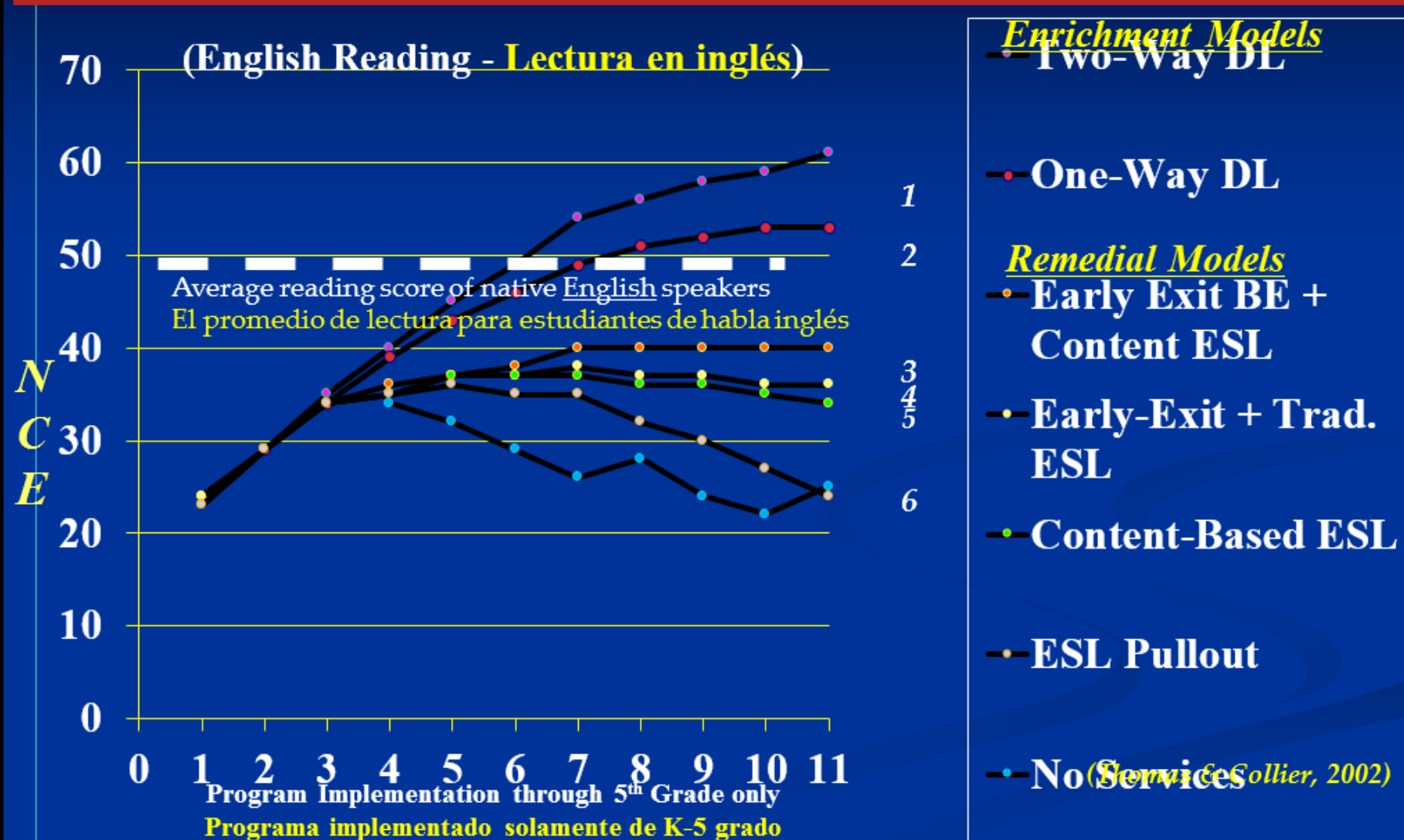
50/50 model



Gómez and Gómez
model

National Research - Models for Educating Spanish Dominant Students

Investigación Nacional: Modelos para Educar Estudiantes de Habla Español



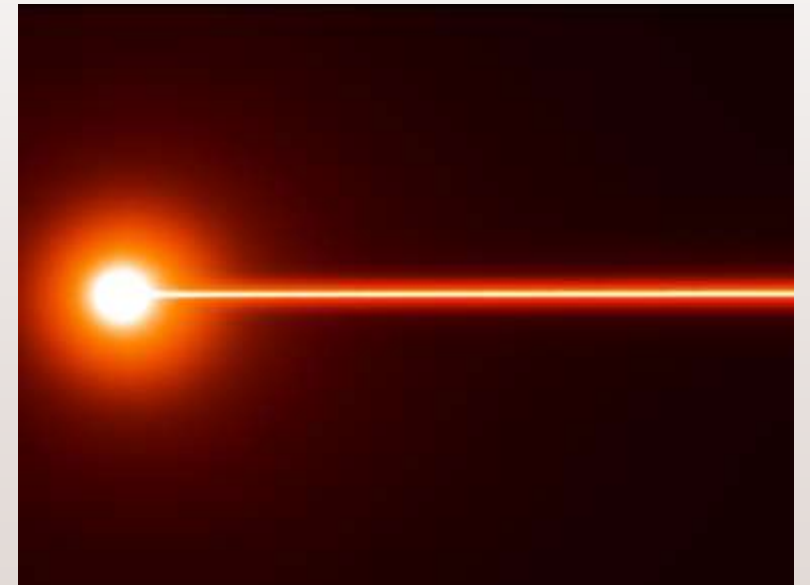
Selecting the right model

- 90/10 model
- 50/50 model
- One-Way model
- Two-Way model
- Gómez and Gómez Dual Language Enrichment model



Laser like focus

- Retention
- Recruitment
- Positive Work Environment
- Support/Training
- Resources



Scott School Turn-Around Process

- Positive Behavior Intervention System (P.B.I.S)
- Technology
- Diversity in Staff
- Gómez and Gómez Dual Language Enrichment Model



Positive Behavior Intervention System (P.B.I.S)

- R.O.A.R. is a school-wide acronym for Respectful, Outstanding, Active Learners and Responsibility
- All expectations are used in English and Spanish classrooms.



Technology


- Blended Learning / Project Based Learning
- Google classroom
- 1-to-1 initiative; collaboration station



Diversity in Staff

- Although we are located in the middle of the state we have a diverse staff





Classrooms Environment, Instructional Processing and Student Learning

- Language of the Day (LOD)
- Bilingual Pairs
- Language of Instruction (LOI)
- Cooperative learning groups
- Interactive Word Walls
- Student Generated Alphabet
- Dual Language Family Activity Nights

Language of the Day (LOD)

- Monday, Wednesday, Friday is Spanish, Tuesday and Thursday is English
- Students are purposely using both English and Spanish on a daily basis
- Super hero capes as a reminder of the Language of the Day



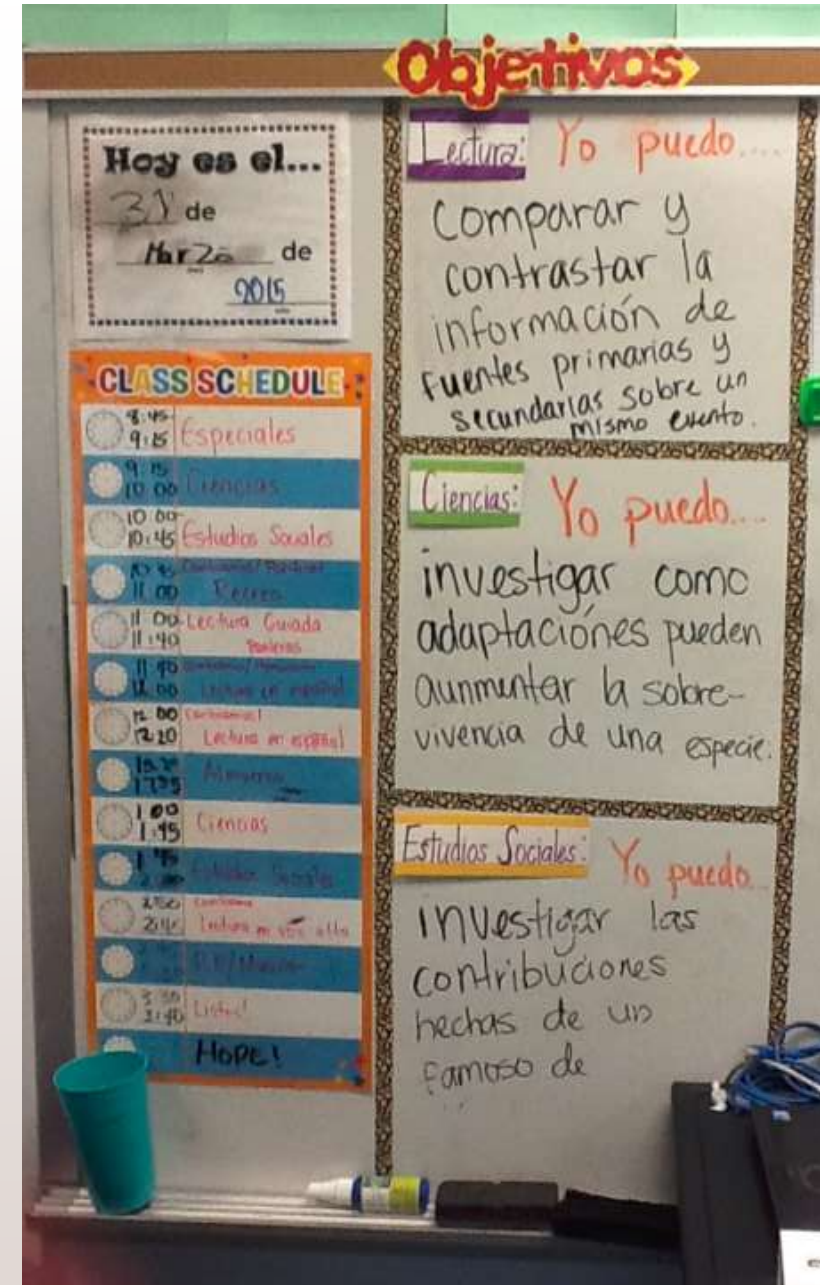
Bilingual Pairs

- Students learn and work together in bilingual pairs
- Bilingual Pairs create mini-teachers in the classroom as well as time to “learn together”



Language of Instruction (LOI)

- LOI for teaching, translation is never allowed.
- Scott uses two-way model



Cooperative learning groups

- Students work in pairs or groups of 4
- Pairs working together
- Students learn to respect each other and build relationships



Interactive Word Walls

- Our Scott goal is to add 2-3 words per day to each Word Wall
- A bank is created, this allows for space and storage



Student Generated Alphabet

- Students create the alphabet twice a school year as a class
- All classrooms have both an English and Spanish alphabet for each class



Dual Language Family Activities

- Every month Dual Language Family Activity Nights are held
- Families are encouraged to read at home and play learning games



The future of Dual Language in Topeka Public School

- Waiting list of 60 kindergarteners for 2015-2016
- Continue program to high school
- Partnership with Spain





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