

Dever-McCormack Dual Language Program

Development Timeline

2006-2007 Dever School Language Acquisition Team (LAT) identifies need to improve upon sheltered English instruction/immersion (SEI) model. Team begins to research one-way immersion and dual language program models

2007-2008 Dever leadership attends Abriendo Puertas conference at Barbieri School in Framingham. Dever leadership secures approval from OELL to convert SEI program to dual-language model.
Dever teachers begin to visit dual language schools (Hernandez and Hurley).
Dual Language Program Developer identified.
Two LAT members are sent to California Association of Bilingual Educators (CABE) dual language conference in San Diego.

2008-2009 Dual Language Program Developer writes and receives \$100,000 grant from EdVestors to support program development.
Dual language study group is formed. Group members study current research and begin planning for replication of the Hernandez 50-50 model.
Boston Dual Language Consortium is founded. Consortium includes a leadership group (principals and school leaders) and a professional development collaborative.
Study group and LAT members begin recruiting families for Cohort 1.

2009-2010 Cohort 1 begins K2 with two classrooms (40 children).
Dual-language teachers meet weekly with coach.
All teachers receive professional development on dual language instruction.
Site visits to Hernandez and Hurley continue
Teacher consortium holds first professional development session at Dever School.

*Level 4 status announced Fall 2009

2010-2011 Under new leadership, Cohort 2 enrolls.
New leadership team creates Grade 2 cohort.
K1 adopts a 70-30 program.
Seven classrooms are implementing dual language (K1, 2 classes at K2, 2 classes at Grade 1, 2 classes at Grade 2).
Dual Language Team created for professional development. Team leader sits on ILT. Team meets biweekly.
Leadership decides to convert all four classrooms in K2 to dual-language for Fall 2011.
Leadership begins to hire strategically to have bilingual staff in place for program expansion.

2011-2012 First full K2 cohort enrolls (4 classrooms, 100 students).
Eleven classes are now dual language (K1- GR 3)
ELLs in grade 3 out perform non-ELLs on ELA MCAS.
Dual language team attends Massachusetts Association of Bilingual Educators (MABE) conference in Providence, RI.
Leadership applies for and receives \$75,000 grant from EdVestors to support the planning and development of the middle school dual language model.

2012-2013 Fifteen classes are now dual language (K1- GR 4, 355 students).

Dever-McCormack School hosts the MABE dual language conference. Four DMC staff members present workshops.

Planning begins for middle school model. MABE facilitators support planning.

2013-2014 Nineteen classrooms are now dual language (455 students).

DMC dual language program is now the largest program in Boston Public Schools.

Curriculum, Instruction, and Assessment

	Curriculum	Assessment
Grades K-2	<p>Reader’s Workshop: CCSS (MA 2011 Frameworks) aligned curriculum units developed with literacy coach.</p> <p>Phonics: Foundations (Wilson Reading) Estrellita</p> <p>Math: Investigations Curriculum with adaptations to ensure alignment with CCSS.</p>	<p>Reading: DIBELS (English) IDEL (Spanish) TRC (English/Spanish) ANet (Grade 2 English)</p> <p>Math: District EOU assessments Formative assessments developed by teams ANet (Grade 2 English)</p>
Grades 3-5	<p>Reader’s Workshop: CCSS (MA 2011 Frameworks) aligned curriculum units developed with literacy coach. Units include extended texts in English and Spanish and complex texts, in both languages, used for close reading.</p> <p>Word Study: Spelling Connections (English) Words Their Way (Spanish)</p> <p>Writing: Writer’s Express (English & Spanish) Content-based non-fiction units created by teacher teams.</p> <p>Math: Investigations Curriculum with adaptations to ensure alignment with CCSS.</p>	<p>Reading: ANet (English) Fountas and Pinnell Benchmark System (English and Spanish)</p> <p>Word Study: Words Their Way Developmental Spelling Inventory (English and Spanish)</p> <p>Math: Formative assessments developed by teams ANet (English)</p>

Program Strengths

- Model is built on strong research base.
- Dever model is aligned with all recommendations from the Center for Applied Linguistics (CAL) Guiding Principles for Dual Language Instruction and The Gaston Institute's Required Features, Guidelines, and Recommendations (Karp and Diaz 2013)
- Dual Language Team evaluates the program annually using the CAL Guiding Principles to determine areas of advancement and areas in need of additional growth.
- Reading data from grade K-2 is evidence of improved student outcomes.
- Strong, bilingual teaching and paraprofessional staff. DMC dual language teachers have been highlighted by the Office of Educator Effectiveness (now Office of Human Capital) for effective practice. DMC dual language staff have presented at several conferences and have served as a learning site for teachers from the Hurley and the S. Greenwood.
- Teaching teams have significant amounts of time for collaborative planning and data analysis (198 minutes per week of contractual meeting time, 192 minutes per week of teacher-directed common planning time).
- Bilingual, standards-based reading units (aligned to CCSS) developed by teams are unique in BPS.
- Program is popular with families. Many grade levels are full to capacity (25 students per class) with students on the waiting list.

Challenges and Recommendations

Challenge	Recommendation
New staff needs “on-boarding” training in dual language instruction.	<p>New staff should be required and stipended to attend a dual language summer institute during the week prior to whole-staff PD.</p> <p>Send new teachers teams to Center for Advanced Research on Language Acquisition (CARLA) summer training, Immersion 101: An Introduction to Immersion Teaching.</p>
All staff need to continue to develop their knowledge and expertise in the domains of language acquisitions and strategies for sheltering language for content instruction.	Focus a significant number of professional development hours in 2014-2015 on these two domains.
The school needs to continue to acquire Spanish language materials for both the existing classes and expansion classes (two additional grade 3 classes in 2014-2015)	Secure funds to purchase necessary materials. An estimated investment of \$15,000-20,000 will be required to provision classroom libraries, strengthen the Spanish guided reading book room, and supply teachers with necessary materials.
Specialty team members are not bilingual. This reduces students’ exposure to Spanish	Recruit, hire, and retain bilingual specialty teachers.

Additional Recommendations

- Continue to implement the 50-50 model, as developed, until at least through SY 2016-2017. This will allow the program to be fully developed and at that time it may make sense to reflect on the efficacy of the structure
- Continue to evaluate the development of the program annually using the CAL Guiding Principles document.
- Maintain the current faculty members with full autonomy in hiring for vacancies that arise.
- Continue to organize and support peer visitations within the school and across programs.
- Continue to refine curriculum units as additional information about the PARCC assessments are released.
- Continue to invest funds in Literacy Team staffing. This bilingual team of teachers who are certified in ESL, Moderate Special Needs, and Elementary Education provide critical interventions and supports to students.