CISD

Bilingual Education Evaluation Update

May 27, 2021

GOAL 1 THRIVING STUDENTS

GOAL 2 ENGAGED COMMUNITY

GOAL 3 EMPOWERED STAFF

Program Evaluation Objective

Objective: To implement recommendations for Year 1, Year 2 and Year 3 program evaluation for Bilingual Education to positively impact student success.

Bilingual Education Evaluation Framework

Family & Community Engagement
Year 1 - Year 2 - Year 3

- Communication
- Culture & Climate
- Parent Engagement
- Family Engagement Activities
- Community Engagement Activities

Staffing & PD
Year 1 - Year 2 - Year 3

- ❖ Recruitment
- ❖ Assignment
- ❖ Retention
- ❖ General Ed. Coordination
- ❖ Special Program Coordination
- ❖ Professional Development Plan

Instructional Design
Year 1 - Year 2 - Year 3

Lesson Planning/Curriculum:
- ❖ Curriculum Standards
- ❖ Lesson Objectives
- ❖ Language Usage
- ❖ Differentiated Instruction/Data Analysis
- ❖ State &Classroom Assessments
- ❖ Progress Monitoring

Methods & Resources:
- ❖ Culturally & Responsive Teaching
- ❖ Content Based Instruction
- ❖ Authentic Biliteracy Instruction
- ❖ Resources
- ❖ Sheltered Methods: Communicated
- ❖ Sheltered Methods: Sequenced
- ❖ Sheltered Methods: Scaffolded

Program Model Design
Year 1 - Year 2 - Year 3

- ❖ Teacher Certification
- ❖ Language Allocation Plan
- ❖ Program Duration
- ❖ Program Participation
- ❖ Program Language/Literacy Goals
- ❖ Program Content Goals
- ❖ Program Culture Goals

Bilingual Education Findings and Recommendations

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Program Model Design

Develop & implement a standardized language allocation plan, that is: aligned with current research, responsive to local community needs, communicate to all stakeholders, and systemically supported districtwide training and ongoing support.
Year 1 - Year 2 - Year 3

Finding:
A need to continue strengthen current model and grow into a more global responsive program to strengthen and embrace all cultures

Recommendation:
- Additional and continuous training on dual one way and two way training
- Campus training on GG DLE design
- Collaborate with Language Department to calendar site visits, support efforts and establish training needs
- Develop a campus global perspective to embrace a diversified culture, literacy approach and language experience for students

Funding:
"College For All" site visit
Site visits of model campuses
Campus Wide Gomez and Gomez Training
Training on 7 step lesson cycle, Lite training

Staffing & Professional Development

Recruit, retain bilingual educators and sustain training for student success PK through post-secondary education.

Year 1 - Year 2 - Year 3

Finding:
A need to systematically recruit & retain quality bilingual teachers/campus leader

Recommendation:
- Develop a vertical rubric in the areas of professional learning, core content, and pathways that lead to post-secondary education
- Collaborate with Staff and Governance to develop bilingual plan to recruit, retain and support highly qualified bilingual educators
- Develop a yearly calendar of *ongoing* campus training and support for new teacher, seasoned teachers and campus leaders

Funding:, Language Acquisition Coordinator, Language Acquisition Specialist

Instruction Design

Use districtwide instructional leaders across all content-areas are highly trained in ELPS and partner language /content integration into content-area trainings, instructional materials, and curriculum resources.
Year 1 - Year 2 - Year 3

Finding:
A need to convert positions or hire additional coordinators to support professional learning communities, calibration walks in dual language classrooms to include data and job embedded coaching.

Recommendation:
- Establish a grade level specific rubric that outline programmatic goals, lesson-delivery methods, resources, linguistic accommodations and assessments
- Transition SLAR Specialist position to a Dual Language SLAR/ELAR Coordinator
- Add Spanish content specialist to support dual language teachers in, Math, Science, and Social Studies
- Create a local Title III guidance and request document for campuses to communicate their needs for resources/materials.

Funding:
Lead Campus DL teacher, Campus and SLAR/ELAR Coordinator, Spanish Content Specialist

Family & Community Engagement

Defined and communicate to campus-level leadership that detail how to enhance methods of outreach communication to parents, ensuring effective communication.
Year 1 - Year 2 - Year 3

Finding:
A need to create and utilize social media to disseminate program and district information to strengthen parent communication and involvement

Recommendation:
- Design a social media account
- Conduct virtual Parent Informational meeting
- Conduct two Parent Empowerment meetings
- Research organization to strengthen parent communication involvement

Funding:
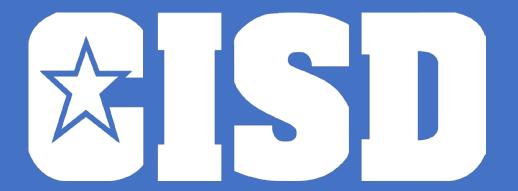No current funding needs

CROWLEY INDEPENDENT SCHOOL DISTRICT

Bilingual Education:

Dual Language Immersion Program Implementation Rubric (TEA):

https://tinyurl.com/732xe84w

http://gomezandgomez.com/

PLAN