

FAQs about Metzger Two-Way Immersion (TWI)

Q: How are students chosen for the TWI program at Metzger?

A: Priority goes to students who reside in the Metzger neighborhood. Additionally, classes are created with a goal of 50% native English speakers and 50% native Spanish speakers.

Q: What kind of TWI program does Metzger offer?

A: Metzger's Two Way Immersion (TWI) Program is a 90/10 Spanish Immersion program, meaning that in kindergarten about 90% of the instructional day is in Spanish and 10% in English. As students progress through the grades, the amount of instruction in English increases as Spanish decreases. In first grade, about 80% of the instruction is in Spanish, 20% in English. A gradual transition by 10% a year continues until fourth grade, when a balance is reached of 50% of instruction in each language. That 50/50 mix of instruction progresses into fifth grade.

The TWI program continues into the secondary schools. Students get about 50% of their instruction in Spanish and 50% in English in middle school. About 25% of the high school classes are in Spanish for TWI students.

Q: How much English is taught in the classroom? How much Spanish is taught in the classroom? Which classes are offered in Spanish? Which classes are offered in English?

A: Our Two Way Immersion Program follows a plan that designates the time, content, and language our students experience. We call this plan our Language Allocation, as it prescribes how our program offers learning in English and Spanish. The chart below displays the grade level with the accompanying amount of time spent in each subject area and language.

| Kinder | language | First | language | Second | language | Third | language | Fourth | language | Fifth | language |
|--------------------------|----------|--------------------------|----------|--------------------------|----------|--------------------------|----------|--------------------------|----------|--------------------------|----------|
| Reading 90 minutes | Spanish | Reading 90 minutes | Spanish | Reading 90 minutes | Spanish | Reading 90 minutes | Spanish | Reading 90 minutes | Spanish | Reading 90 minutes | Spanish |
| Math 60 minutes | | Math 60 minutes | | Math 60 minutes | | Math 60 minutes | | Math 60 minutes | | Math 60 minutes | |
| Writing | | Writing | | Writing | | Writing | | Writing | | Writing | |
| Science/SS 30 minutes | | Science/SS 30 minutes | | Science/SS 30 minutes | | Science/SS 30 minutes | | Science/SS 30 minutes | | Science/SS 30 minutes | |
| Title 30 minute | | Title 30 minute | | Title 30 minute | | Title 30 minute | English | Title 30 minute | English | Title 30 minute | English |
| Specials 30 min. | English | Specials 30 min. | English | Specials 30 min. | English | Specials 30 min. | | Specials 30 min. | | Specials 30 min. | |
| ELD 30 minutes | | ELD 30 minutes | | ELD 30 minutes | | ELD 30 minutes | | ELD 30 minutes | | ELD 30 minutes | |

Q: How much Spanish is spoken in the classroom and by whom?

A: Immersion is the most natural way to learn a language. During Spanish instruction times (see chart above), teachers will speak in Spanish and will support students in speaking Spanish. Teachers will provide opportunities for repetition, modeling and language supports throughout the day so that students can practice speaking Spanish during instruction and during recreational activities as well. Additionally, students will be able to practice their language skills with their peers since students will enter with different levels of language ability in both Spanish and English.

Q: How much English is spoken in the classroom and by whom?

A: During English instructional times (see chart above), teachers will speak in English, and support students in speaking English. Students are supported with sheltered instruction strategies such as visual, predictable routines, and strategic language supports at all times. Additionally, teachers will use both English and Spanish when teaching intentional bilingual connections between the two languages. Students will be able to practice their language skills with their peers since students will enter with different levels of language ability in both Spanish and English.

Q: When can I expect my child to read at grade level in both Spanish and English?

A: Most students will read proficiently in both languages by the end of fifth grade. If a student needs more intensive reading instruction in one language or the other, that is provided through small group instruction and intervention.

Q: When can I expect my child to write at grade level in both Spanish and English?

A: The timeline for writing is similar to reading (see above), however we recognize that producing writing in each student's second language is one of the most challenging tasks for our bilingual learners. We continue to strive for rigorous writing instruction and low stakes writing opportunities throughout the school day to develop this critical skill in both languages.

Q: When should I be concerned that my child isn't demonstrating growth in both languages?

A: Our children are constantly growing in both languages, but usually not at the same rate simultaneously. That means that sometimes we see big gains in one language while observing slow growth in the other. Then the student often makes significant gains in the language that was lagging. When a child progresses or grows in one language, it benefits their overall skill development. The two languages always contribute to each other which means that growth in Spanish is NOT detrimental to growth in English or vice versa.

At Metzger we have multiple assessments to monitor literacy and oral language growth in both languages. If at any time your child isn't progressing, we will give them more opportunities for instruction and practice, often in a small group setting. Your teacher and our language and literacy specialists will support you in helping to foster continued growth in Spanish and English.

Q: If my child doesn't know how to say something in Spanish, how will the teacher help my child?

A: As parents you probably remember guiding your child through articulating an idea. You might have started the sentence for them, repeated back the sentence with the correct pronunciation, or used gestures and simplified language while speaking. Much like when your child was younger and learning to speak in English, teachers will model, gesture, repeat, simplify, and provide language support at all times so that students feel supported. Additionally, learning the language alongside their peers will provide further layers of age-appropriate support.

Q: What can I do as a parent to help my child become a strong reader?

A: Conversing with your child in your home language will be the primary foundation for literacy skills. The next step is reading with your child in your home language. This will provide them with a rich vocabulary and background knowledge that will help them understand all they read in the future. The pillars of reading literacy are the same for both languages: accuracy (hearing and pronouncing letter sounds and blending sounds to form words), vocabulary, fluency (reading at a steady rate), and comprehension. As your child learns these skills in the classroom, you can foster these skills at home by focusing on using and reading your home language.

Q: If I want to teach my child to read English prior to Grade 3, what should I be doing?

A: Many students transfer what they learn about Spanish reading to English reading; Spanish reading gives them a strong base of skills. If families want to add to English reading skills, they can point out when letter sounds are different in English than in Spanish. Additionally, it can be helpful to teach your child high frequency words in English. These are words that are used often, and are usually memorized rather than sounded out (ie. *the, to, like, and, for*).

Q: We only speak English at home in our family, what can we do to help support our child?

A: Reading to your child in your home/primary language is a wonderful and effective literacy practice that has a significant positive impact on your child's academic development.

Q: We only speak Spanish at home in our family, what can we do to support our child?

A: Reading to your child in your home/primary language is a wonderful and effective literacy practice that has a significant positive impact on your child's academic development.

Q: We speak both Spanish and English at home in our family, what can we do to support our child?

A: Simultaneous bilingual language acquisition research suggests that implementing a *one parent-one language* approach will ensure consistent exposure to both languages. This exposure influences the receptive and expressive vocabulary development of simultaneous bilingual children.

Q: Do students have difficulty composing and writing English in high school and college?

A: Students are instructed in English reading and writing from grade 3 on. They use grade level materials in grades 3-5 and take grade level English Language Arts courses in middle school. Research has shown that, on average, Two-Way Immersion students surpass their English-only peers in both English and Spanish performance by the end of 8th grade.

Q: How frequently are reading assessments done in each language? Can you provide a document that helps parents interpret the results of those assessments? What will happen if my student does not do well on the assessment?

A: The reading progress of all elementary TTSD students is monitored three times per year. TWI students are monitored in both English and Spanish, even in kindergarten and first grade, before English instruction has begun. The bold numbers on the chart below show the target scores for students in fall, winter and spring on the Spanish assessments. If a student scores below the target, teachers will plan lessons to support student growth, and students may also

receive intervention services in small groups of students with similar needs.

Tigard-Tualatin Two Way Immersion - Summary of Benchmark Goals and Cut Points

| Kindergarten | | | 1st Grade | | | 2nd Grade | | | 3rd Grade | | | 4th Grade | | | 5th Grade | | |
|---|----------------------|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|
| Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End |
| Primer Sonido | | | | | | | | | | | | | | | | | |
| 10 | 30 | | | | | | | | | | | | | | | | |
| 5 | 20 | | | | | | | | | | | | | | | | |
| EasyCBM Syllable Sounds | | | | | | | | | | | | | | | | | |
| 2 | 20 | 20 | | | | | | | | | | | | | | | |
| 0 | 6 | 7 | | | | | | | | | | | | | | | |
| Fluidez en las Palabras sin Sentido (FPS-TSL) (IDEL NWF) | | | | | | | | | | | | | | | | | |
| 20 | 35 | 35 | 70 | 90 | 90 | | | | | | | | | | | | |
| 10 | 25 | 25 | 40 | 70 | 70 | | | | | | | | | | | | |
| Fluidez en la Lectura Oral (FLO) (IDEL ORF) | | | | | | | | | | | | | | | | | |
| | <i>Words Correct</i> | 20 | 20 | 40 | 35 | 50 | 65 | 60 | 70 | 85 | 67 | 79 | 91 | 96 | 105 | 115 | |
| | | 10 | 10 | 25 | 25 | 40 | 50 | 50 | 60 | 65 | 65 | 70 | 82 | 81 | 86 | 90 | |
| | <i>Accuracy</i> | 78% | 78% | 90% | 90% | 96% | 97% | 97% | 97% | 98% | 96% | 97% | 98% | 98% | 98% | 99% | |
| | | 68% | 68% | 82% | 81% | 91% | 93% | 94% | 94% | 96% | 93% | 94% | 95% | 95% | 95% | 97% | |
| Spanish MAZE Adjusted Scores | | | | | | | | | | | | | | | | | |
| | | 8 | 11 | 19 | 15 | 17 | 24 | 18 | 20 | 24 | 18 | 20 | 12 | 20 | 12 | 20 | 24 |
| | | 5 | 7 | 14 | 10 | 12 | 20 | 12 | 20 | 13 | 18 | 13 | 18 | 13 | 18 | 18 | 18 |
| Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End |
| Kindergarten | | | 1st Grade | | | 2nd Grade | | | 3rd Grade | | | 4th Grade | | | 5th Grade | | |

Revised 2/6/2011:

Teaching and Learning / Assessment

| | |
|-------------|--|
| Deficit | |
| Emerging | |
| Established | |

Q: When is my student going to learn math in English?

A: Math is its own language. Calculation and other math concepts are the same in both languages. You know how to add numbers regardless of the language in which you say the numbers. We make sure to teach math vocabulary in both languages in fourth and fifth grades. TWI students take math in Spanish in grade 6, then transition to English math in grade 7.

Q: What is the research on TTSD's program?

A: Researchers have examined many of the over-400 dual language programs throughout the United States. They have found multiple benefits of acquiring a second language in the primary years. Among the findings:

- Learning in two languages develops and activates additional brain areas as compared to monolinguals, and increases creativity, problem-solving abilities, and social-emotional competencies (Thomas & Collier, 2012).
- For English Learners, immersion helps close the achievement gap. English Learners have a higher rate of success in immersion education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting (Genesee and Lindholm-Leary, 2010).

- Both native English speakers (regardless of race or ethnicity) and English learners in dual language classrooms score higher on state tests and norm-referenced tests than their counterparts in English-only programs (Thomas & Collier, 2012).
- Students with disabilities in dual language programs score higher on state tests than their counterparts in English-only classrooms (Thomas & Collier, 2012).
- Placing value on the target language, people, and culture raises the status of the target language in the community. Valuing the target language (as well as English) validates and enhances the self-esteem of the speakers of that language while also expanding multicultural awareness for all students (Cummins, 1986; Ager, 2005).
- Dual language students show better attendance, greater interest in school, stronger cultural identity, more favorable attitudes toward students who are different from themselves, more favorable attitudes toward being bilingual, higher engagement in learning, and fewer behavior referrals than their counterparts in English-only classrooms (Tomlinson & Masuhara, 2004).
- Interpersonal skills increase more rapidly among bilingual students as compared to their English monolingual peers from kindergarten to fifth grade (Han, 2012).
- Students need to start learning a second language early. There is a direct correlation between the age of the child and length of study of a second language and the attainable level of proficiency in that language (Hyltenstam, 1992).
- Becoming bilingual takes approximately seven years in an intensive learning environment. Continuous participation is necessary for students to start exhibiting the cognitive, academic, and linguistic benefits of bilingualism (Cummins, 1981; Swain, 1984).
- Dual language students become fully proficient in a second language at no cost to their English development (Krashen, 1996, 1999).
- A meta-analysis of 17 studies found “teaching English Learners to read in their first language and then in their second language, or in their first and second languages simultaneously (at different times of the day), compared with teaching them to read in their second language only, boosts their reading achievement in the second language” (National Literacy Panel, 2000).