

Role of the Administrator to Support Implementation of the Gómez & Gómez DLE Program

This session will focus on the

- Academic and linguistic benefits of implementing Gómez & Gómez DLE Program for ELLs and non-ELLs,
- Role of administrators to monitor and support fidelity of DLE program, and
- Key program components and enrichment (GT) best practices embedded in the program.

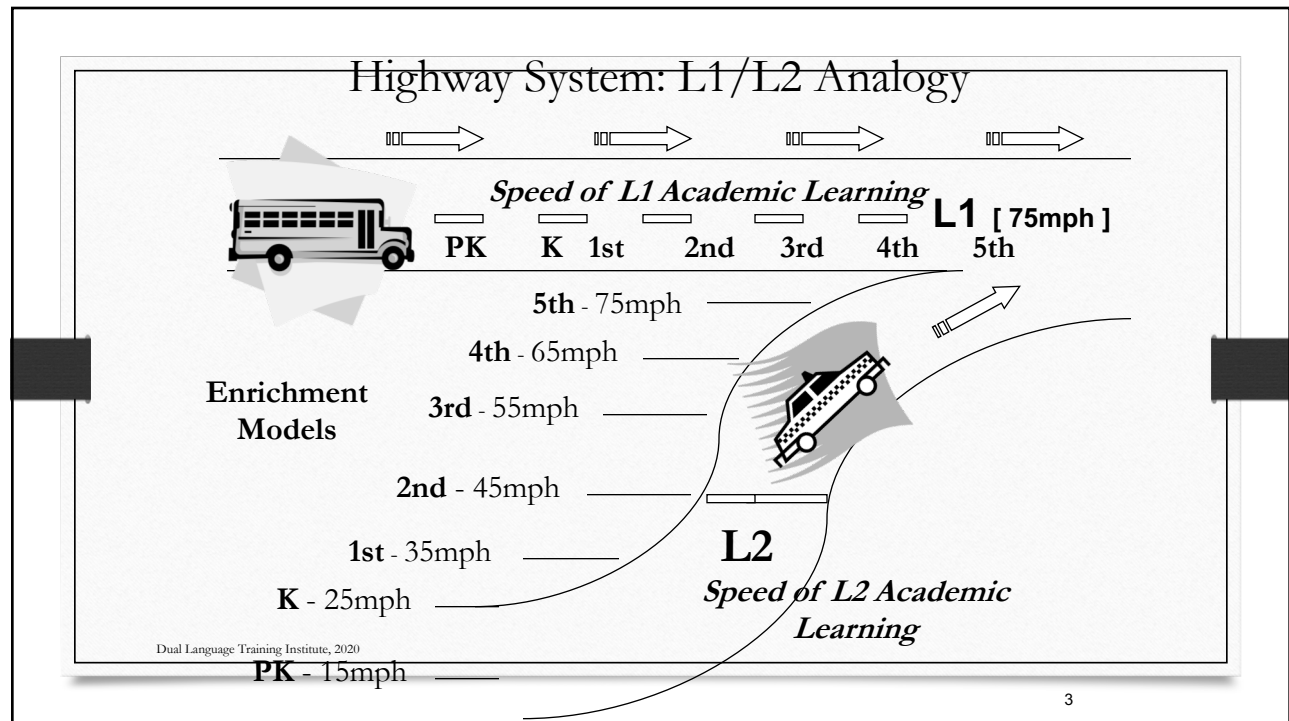
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Literacy Transfers!

A learner well-schooled in the L1 will *transfer* knowledge and academic/cognitive skills to the L2

The stronger academically & cognitively the L1, the stronger the L2; the weaker academically & cognitively the L1, the weaker the L2

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DLE Enhances Cognition

DLE instruction is clearly supported in Brain Research!

Biliterates = Enhanced Cognitive Gains (brain plasticity) in:

- Concept Formation; Multi-tasking
- Classification Skills
- Analogical Reasoning
- Visual & Spatial Skills
- Recall skills
- Creativity
- Focus (executive function)

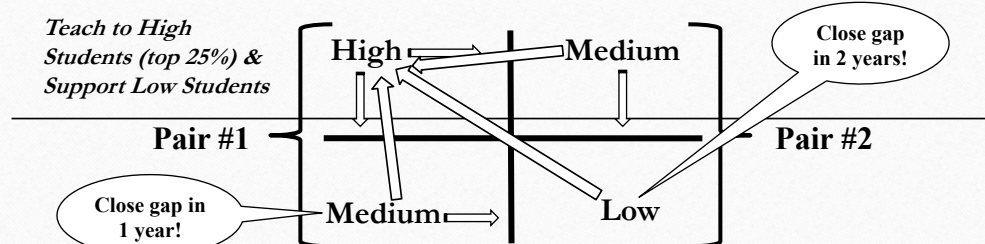
Ellen Bialystok (2010)

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- No less than 50% of instruction in the minority language (PK-5/6)
- Program must be implemented throughout elementary grades (PK-5/6)
- Strongly Consider Expansion into Middle School and High School
- Extensive *exposure and use* of the two languages through *challenging, interactive settings*...students learn together in *bilingual pairs/groups*
- Clear separation of languages for instruction (no translation)
- Instruction should *challenge and empower* students (*high expectations-enrichment/gifted educational environments*)
- Learn and develop language through academic subjects
- Integration of vocabulary across the curriculum
- Classrooms balanced based on language & academic skills (L1 & L2)
- *Total school climate* should reflect a bilingual/biliterate atmosphere
- Administrative understanding & support (*campus/district*)

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Use Bilingual Pairs & Groups for Instruction



[Pair #1 is Paired Up with Pair #2]

Activity in Pairs for 8-10 minutes and Group for 8-10 minutes

No More Worksheets!

Teacher Does Not Answer Questions During Pairs Learning

English Language Development (PK-1st) Spanish Language Development (PK-1st)

Purpose of English Language Development (ELD) & Spanish Language Development (SLD)

- Provides consistent language and vocabulary development in L2
- Prepares students for formal L2 Language Arts instruction beginning 2nd grade
- Supports content being learned in the L2
- Facilitates “transfer of skills” from L1 to L2
- Supports meeting L2 Two-Year DLE Writing Benchmark

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Examples of ELD and SLD Activities:

- Literature-based, culturally relevant activities (read-alouds conducted outside of LA)
- Reviewing vocabulary posted in classroom
- Vocabulary games; group activities
- Free reading/writing opportunities

Optional New Practice...Use if Needed

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