



Two-Way Immersion Network for Catholic Schools (TWIN-CS)

St. John Vianney School

2016-2017

Study Membership School

St. John Vianney Catholic School

1. St. John Vianney School has the honor of being the first dual-language, Spanish-immersion Catholic School in the Diocese of Orlando
2. In partnership with the Roche Center of Boston College as part of their Two-Way Immersion Network for Catholic Schools (TWIN-CS) (www.twin-cs.org)
3. Receives professional development for our faculty and guidance in program development

Definition of Terms

1. A program that has a balance of native English speakers and native speakers of the partner language
2. Academic Content 50% (immersion in Spanish 50% English 50%)

Dual Language

- ▶ Dual Language Program at SJV is an additive bilingual program where bilingualism, biliteracy and biculturalism are the focal points for the development of the learner
- ▶ Both groups of students share the same instructional strategies either in English or Spanish, to promote learning and cross-cultural cooperation

Goals of a Dual Language Program

- ▶ By fifth grade, the expectations are that the English and Spanish speaker students have acquired an advanced level of proficiency in a second language and have fully developed their primary language
- ▶ Through the Dual Language Program, the students understand and appreciate the cultural differences and perform at high levels of academic knowledge
- ▶ In Middle School, the students “refine” the academic language through some content classes in Spanish or through Literature and Grammar
- ▶ By eighth grade, they are prepared to take the Advanced Placement test in Spanish and to obtain High School credits

Benefits of Being Bilingual

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Check out more benefits & myths of language learning in our You-Tube Video - "13 Ways to Give Your Child A Head Start...For Life...Via A New Language!" at <http://bit.ly/Benefits-Of-Being-Bilingual>

Research on the Bilingual Brain

- ▶ Children who grow up learning to speak two languages are better at switching between tasks than are children who learn to speak only one language
- ▶ Bilinguals are slower to acquire vocabulary than are monolinguals, because bilinguals must divide their time between two languages while monolinguals focus on only one. Therefore, expect beginning test scores in grade 2 – 4 to show results that differ from expected scores of monolingual students

CEO Network of the Bilingual Brain



The networks that appear more active in the brains of bilingual children are part of the brain's CEO networks, called executive functions. These are a constellation of cognitive abilities that support goal-oriented behavior including directing attentive focus, prioritizing, planning, self-monitoring, control, judgment, working memory (maintenance and manipulation of information), and analysis.

Bilingual Brain and Executive Function

- ▶ Switching task – the ability to multi-task
- ▶ A set of mental processes known as executive functioning
- ▶ Ability to pay attention, plan, organize, and strategize. The task engages three mental processes: the ability to keep a rule or principle in mind (working memory), inhibition (the ability to refrain from carrying out one rule), and shifting (the ability to make the change and act on another rule)
- ▶ (The NIH Radio interview with Dr. McCardle on the study, “Bilingual kids may have a cognitive advantage,” is available at <http://www.nih.gov/news/radio/healthmatters/index.htm>)
- ▶ Recent studies of children who grow up in bilingual settings reveal advantages over single language children, including both increased attentive focus and cognition. Compared to monolinguals, the studied bilingual children, who had had five to ten years of bilingual exposure, averaged higher scores in cognitive performance on tests
- ▶ Greater attention focus, distraction resistance, decision-making, judgment and responsiveness to feedback
- ▶ Neuroimaging (fMRI scans) revealed greater activity in the prefrontal cortex networks which direct the highest levels of thinking and awareness (Bialystok, 2009; Kaushanskaya & Marian, 2007)

Executive Functions Develop Later

- ▶ One of the most significant implications of the bilingual research is the recognition that even very young children's executive functions appear responsive to exercise which strengthens them for future use. An example from the research is these children's higher scores on cognitive testing.

Mistaken Beliefs Prevent Strengthening Children's Highest Cognitive Brain Potentials

- ▶ Mistaken beliefs about confusing the brain with two languages contributes to not strengthening children's highest cognitive brain potential
- ▶ It is a myth that native language use at home has a negative impact. Native language use at home has a positive and strong impact on children's academic success
- ▶ It is a mistaken assumption that the brain has limitations that are overwhelmed with dual language exposure. The more we learn about neuroplasticity, the more it appears the reverse is true

A Bilingual Home

A Cognitive Boost

- ▶ Just like our muscles become stronger with physical workouts, the developing brains of children in bilingual environments appear to build strength, speed, and efficiency in their executive function networks
- ▶ For now, it appears that when families have another language that can be spoken in the home where children are being raised it could be an opportunity to both enrich their language skills and also provide a cognitive boost for their highest brain networks of executive functions

Immersion: A Win, Win

- ▶ For Spanish-speaking children, bilingual education will help them adapt better and faster to the curriculum and the culture, and for English-speaking children, it will develop cognitive flexibility among many other benefits
- ▶ Promotes social and emotional health. Studies show that students from communities where Spanish is valued possess a positive self-image of themselves as Spanish speakers and the Spanish communities they come from
- ▶ A student who still has a lot of needs to communicate in Spanish may prefer to be perceived as an English speaker and communicate only in English without having all of their educational needs met

St. John Vianney Mission Statement

“St. John Vianney Catholic School, a ministry of St. John Vianney parish, is a communion of cultures united in the love of Christ, where through prayer, spiritual and academic formation, and service, students are empowered to reach their full academic and spiritual potential in a diverse world”

Catholic Schools in an Increasingly Hispanic Church

National Survey of Catholic Schools Serving Hispanic Families Boston College
Hosffman Ospino, Ph.D and Patricia Weitzel-O’Neill, Ph.D.

“Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture.” -- Pope Francis, The Joy of the Gospel

Purpose of the Survey

- ▶ The survey was designed to study local, Catholic school-based, intentional practices to support Hispanic families and better educate their children in light of their religious and cultural heritage

Ultimate Goal

- ▶ To provide reliable data to spark national, regional, diocesan, and local conversations that lead to the strengthening of Catholic schools in the twenty-first century so they can better serve as vibrant and **authentic instruments of the Church's evangelization** mission in the increasingly Hispanic Church TWIN-CS.org

21st Century Catholic Schools

- ▶ Catholicism in the United States shaped by the immigrant experience and their descendants
- ▶ New voices bring hope, energy and challenges
- ▶ 1800s and early 1900s, immigrants from Europe contributed to the American Catholic experience

Today's Reality

Immigrants and their children are transforming our Church

- ▶ Latin America
- ▶ Asia
- ▶ Africa

The Hispanic Catholic Population

The most significant force transforming American Catholic landscape

- ▶ Middle of 20th century, located mostly in the Southwest made up about 5% of the total Catholic population
- ▶ Today, more than 40% of all Catholics in the country are Hispanic
- ▶ Approximately 60% of Catholics under the age of 18 are Hispanic and more than 90% of these were born in the United States

U.S. Catholic School Response

Statistics from the National Catholic Educational Association

Educating the Next Generation of Catholics

According to enrollment evidence, of the total Hispanic school age population (approx. 12.4 million nationwide) 2.3% (296,203) are enrolled in Catholic schools

The Last Two Decades of Catholic Education

- ▶ Exponential growth of Hispanic Catholic school-age children, coincided with challenges in resources to the Catholic school educational system
- ▶ Decrease of Catholic Schools from 13,000 to 6,568

- ▶ Last 15 years student enrollment decreased from 2.6 million to 1.9 million in 2015
- ▶ Since 2005, enrollment in largest 12 urban arch/dioceses declined by 30%
- ▶ The perception that Catholic identity is not sufficiently integrated into the curriculum and the instructional practices
- ▶ An increasing disassociation between schools and parishes
- ▶ Acceleration of school closings in urban and inner cities along with the closing of parishes where predominately immigrant Catholic families tend to live
- ▶ Decline in participation in parish life among contemporary Catholic families
- ▶ Growing influence of secularism
- ▶ Negative effects of scandals
- ▶ 1965 to 2015 marriages in the Church decreased by 56%, from 352,458 to 154,450
- ▶ Mass attendance shifted from 55% to 24%
- ▶ Infant baptisms from 1.3 million to 713,302

Paradoxical Reality

“Decline and growth, trial and opportunity”

- ▶ Today we are 79.7 million Catholics compared to 48.5 in 1965

What is different this time?

At this time in history there is no absolute ethnic, cultural, or racial majority among U.S. Catholics. We are Hispanic, Asian Americans, African Americans, Native Americans, Euro-Americans and a substantial presence of immigrant Catholics from Africa, the Caribbean and other parts of the world. We are a “Church of minorities” and we must learn how to be authentically Catholic.

Vision with Hope

Why Continue Catholic Schools?

- ▶ To pass on the gift of the Catholic faith to the next generation
- ▶ Catholic education means a stronger Church and a stronger society
- ▶ The number of Catholic children in the country has never been larger
- ▶ The desire of Catholic families is that the treasure they cherish most dearly—their children—be joyfully embraced and intentionally cultivated
- ▶ The desire is the same now as it was in past generations. *An education that provides a strong grounding in the faith and the tools to succeed in our contemporary society*

- ▶ Commitment to a Catholic education of Hispanic children now will ultimately mean a stronger Church and a stronger society in the rest of the twenty-first century

St. John Vianney

Demographic Studies

- ▶ The demographics around St. John Vianney School show that within a 10 minute drive time, there is an estimate 2,000 4-year olds; within a 20 minute drive time, there is an estimate of 10,000 4-year olds
- ▶ Within the 20 minute drive radius of the school, there are approximately 100,000 children ages 3-14. The Hispanic population is over one third, an estimate of 33,000 available Hispanic children for entrance into SJV. These ages are expected to grow by 2020

Shaping the next phase in Catholic education

- ▶ TWIN profoundly transforms how Catholic schools serve culturally and linguistically diverse students. Bilingualism is an asset. It offers us the opportunity to “reflect the values of Catholic social teaching, emphasizing human dignity, the common good, and a preferential option for the marginalized”

TWI Education aims at achieving the following three goals:

- ▶ Academic excellence
- ▶ Bilingualism and biliteracy
- ▶ Cross-cultural appreciation

Benefits of Dual Language Program

Two-Way Developmental Bilingual Education

- ▶ SJV is a culturally and linguistically diverse population
- ▶ An opportunity to be placed together to learn from one another about their language and culture
- ▶ Best way to learn a second language is to use the new language in real-life
- ▶ It is a multicultural world. Students who are bilingual and biliterate will have an academic, social and economic advantage
- ▶ It is predicted that within 10 years in the U.S. career opportunities will require bilingualism

Research facts on Second Language Acquisition

- ▶ Students develop fluency in a second language while continuing to build the home language
- ▶ Both language groups are integrated for all content instruction in an environment which promotes language equality
- ▶ Program promotes appreciation of other cultures, inspire self-esteem and strengthen positive attitudes among students, their families and the community
- ▶ Second language learning has a positive effect on intellectual growth
- ▶ Increased thinking flexibility
- ▶ Increased sensitivity and appreciation for other languages and cultures
- ▶ It takes 3 – 7 years to develop native-like proficiency in a second language

Steps to Implementation

2016-2017 Boston College Study School

Create an environment of genuine hospitality extended to all families and a curriculum rooted in Gospel values. A place where the cultures of the Church and the community meet.

- 1. Presentation to Superintendent to become a Member Study School with Boston College*
- 2. Proposal approved by the Bishop's office*
- 3. Presentation to Faculty and Staff*
- 4. Presentation to School Advisory Board*
- 5. Create an implementation team*
- 6. Official Announcement from the Superintendent's office*
- 7. Create Implementation Team (administration, early childhood teachers, University mentor in second language acquisition, institutional advancement)*
- 8. Professional development and Webinars with Boston College*
- 9. Connect with Network Schools to develop model of instruction:
90/10, 80/20, 50/50*

Dual Language Phase in Program 2017-2018

The Boston College design team will assist SJV with the best design
for the dual language program

- ▶ School teams receive extensive professional development including an annual weeklong Summer Academy, webinars and an experienced local professional to serve as a mentor. Mentors are local university faculty or current administrators in bilingual schools and become key school partners for the journey. TWIN-CS member schools have reported on average a 13% growth in enrollment over the last two years
- ▶ Introduction of a bilingual classroom is done at a new grade level each year
- ▶ 2017-2018 immersion classrooms with 50% of the content curriculum taught in both languages are: Pre-K 3, Pre-K 4

What does a school day look like with 50/50 model?

- ▶ Pre-K 3 - Introduction to oral language development. Tuesdays and Thursdays morning Spanish Immersion.
- ▶ Pre-K4-A Spanish Immersion Monday & Tuesday
- ▶ Pre-K4-B English Immersion Monday & Tuesday
- ▶ Wednesday & Thursday B-Spanish Immersion –A English Immersion
- ▶ Fridays are considered “bridge days”

School wide initiative

“Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture.” -Pope Francis, The Joy of the Gospel