# UTAH'S ADVANCED LANGUAGE BRIDGE PROGRAM:
PROGRAM MODEL AND LESSONS LEARNED AFTER 6 YEARS OF IMPLEMENTATION OF UNIVERSITY COURSE WORK IN THE HIGH SCHOOL

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International DLI Conference, 2022

## Lessons Learned…
## after 6 years of implementation

1. The **UNIVERSITY - HIGH SCHOOL PARTNERSHIP** takes care and communication; make no assumptions & nurture listening

1. **PROGRAM EFFICACY** needs to focus on Recruitment + Retention + Academic Success + Articulation to University
   - Work hard to involve and serve all stakeholders
   - To what extent does the program represent the community we serve? (EQUITY)

1. **University Coursework and CURRICULUM challenge** = Culture + Content + Language Proficiency + Project-based learning + Academic Behaviors

1. **K-16 programming** means attending to **READINESS for COLLEGE**
   - Academic Content that motivates and applies to the real-world
   - Explicit instruction for Academic Behaviors

1. Moving from **INTERMEDIATE to ADVANCED proficiency** doesn't happen by chance; **DIFFERENTIATION** in academic and behavioral supports is key.

# SESSION OVERVIEW

- **The University-K-12 Partnership**
  - The Utah DLI and Bridge Program **"K-16 pathway"**
  - Research base for **program priorities**

- **Program priorities for student success**
  - **Curriculum**: culture as a vehicle for language learning
  - Learning through **real-world application**: student voice and choice, interaction with language communities, develop solutions to real problems, publication and public products of learning
  - **Instructional priorities**: feedback and differentiation, college level writing grammatical accuracy within content
  - **"CCR" Behaviors**: College & Career Academic Behaviors

- Summary: Celebrations, future directions and needs

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TEACHING & RESEARCH CENTER
THE UNIVERSITY OF UTAH

> *"As a part of higher education's partnership with USBE to offer early college Concurrent Enrollment credit, the Utah Bridge Program focus centers on supporting access to bilingual, biliterate and multicultural citizenships, and meeting each student's potential in college pathways."*

## What is the K-16 Language Pathway in Utah?



**Welcome To The Bridge Program For Advanced Language Learning!**

**The Bridge Program is a Partnership Between Utah's K-12 and Higher Education Systems**

*As a part of higher education's partnership with USBE to offer early college Concurrent Enrollment credit, the Utah Bridge Program focus is centered on supporting access to bilingual, biliterate, and bicultural citizenship, and meeting each student's potential in college pathways.*

**PROGRAM SUCCESS:** Civic Engagement, Careers, and Bilingual Proficiency
*with* Global and Intercultural Competency

**Utah's K-16 Language Articulation**

UTAH SYSTEM OF HIGHER EDUCATION
*Building a Stronger State of Minds*

**Postsecondary**
BA, BS

Bridge Program
for Advanced Language Learning

**Grade 10-12**
BRIDGE PROGRAM

UTAH DUAL LANGUAGE
IMMERSION
*Providing a world of opportunities for students.*

**Grade 7-9:**
Articulation to
Advanced Placement

UTAH DUAL LANGUAGE
IMMERSION
*Providing a world of opportunities for students.*

**Grade 1-6:** Dual
Language Immersion

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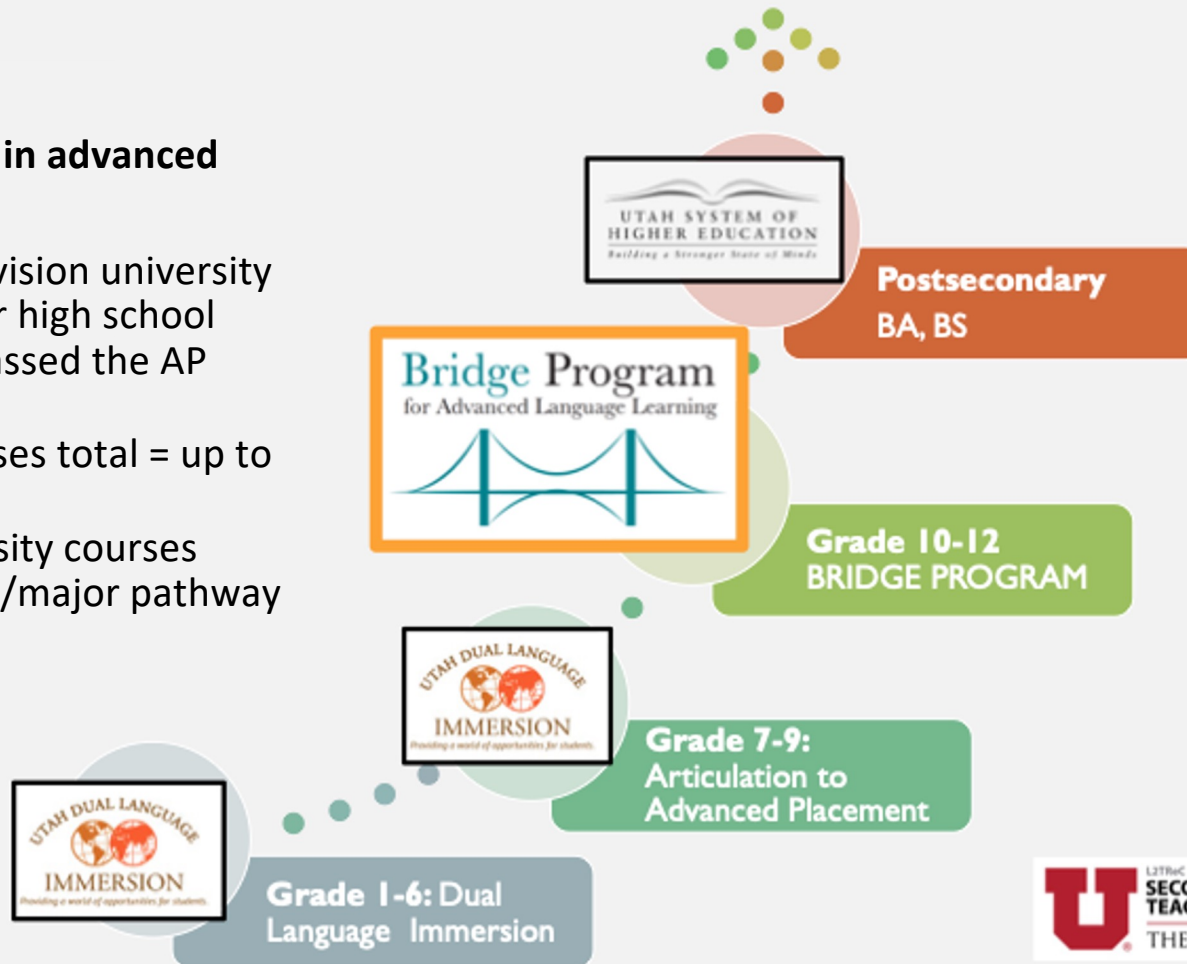
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**GOAL: Civic Engagement, Careers, and Bilingual Proficiency** *with* **Global and Intercultural Competency**
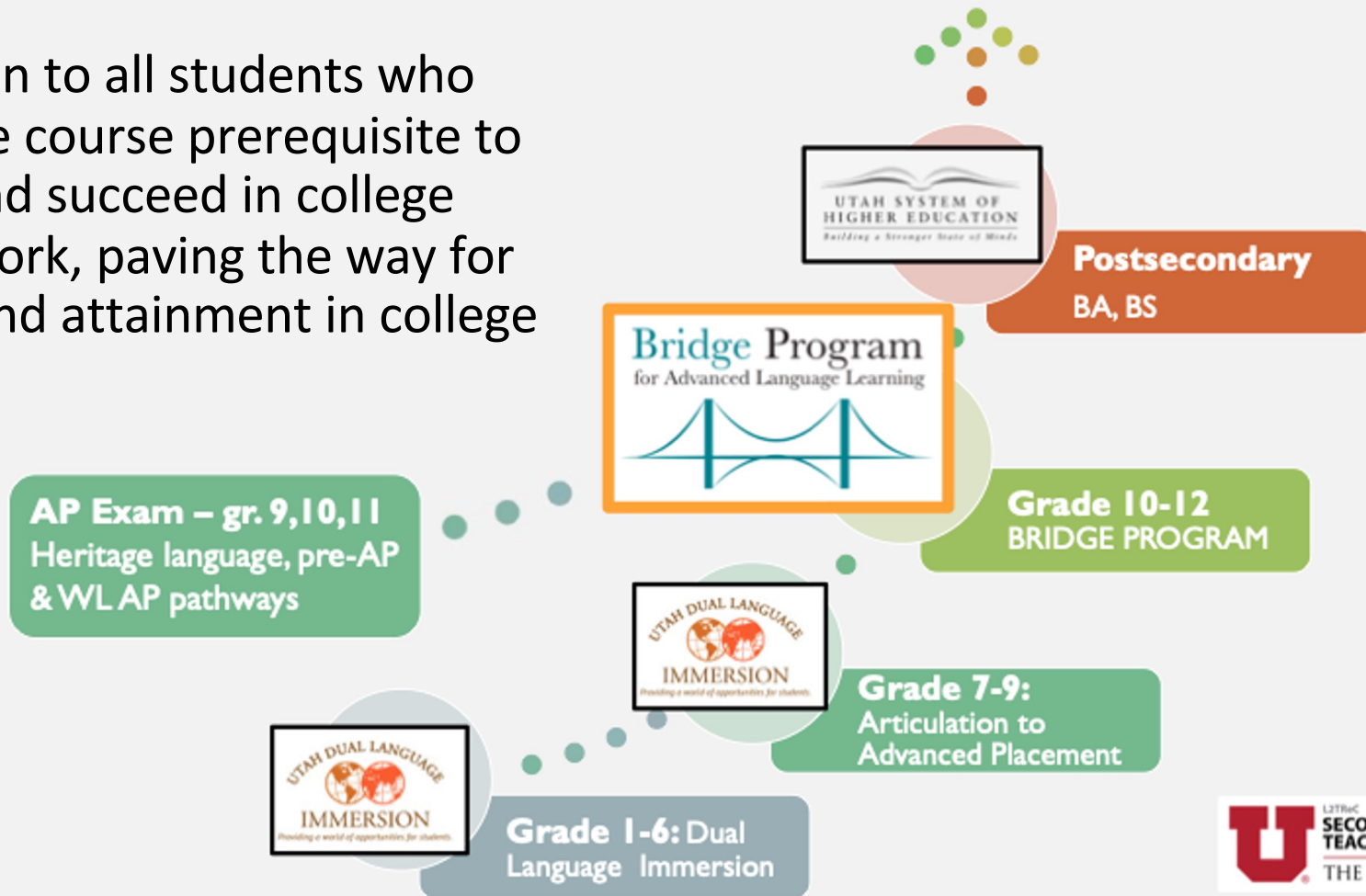
**Utah Bridge Program:**

**An early college initiative in advanced language study**

- A series of 3 upper division university courses developed for high school students who have passed the AP Exam in grades 9-11
- 1 course/year, 3 courses total = up to 9 university credits
- Upper division university courses count toward a minor/major pathway

UTAH SYSTEM OF HIGHER EDUCATION
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# K-16 Partnership

- Developed new parameters for Concurrent Enrollment programming
- State Advisory Council Meetings for higher education
  - New CE courses and curricula developed with input from all institutions
  - Extend the course to a full-year following the high school academic calendar
  - Co-teaching partnership with weekly collaboration between HS and University instructors
  - Systematic support and intervention system



By HikingArtist.com

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# K-16 Partnership



Utah State Legislature

President J. Stuart Adams

Sen. Howard Stephenson
Utah Senate

Representative Candice Pierucci

Utah Dual Language Immersion
Providing a world of opportunities for students.

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# K-16 Partnership

- Requires care, requires communication (listening and learning to view the partnership through the other group's lens)

- Learn each other's culture. You may be meshing 2 systems that, in many ways, are not set up to work together
  - Seek to find mutual "wins" for both systems
  - The "reward" system for instructors or underlying philosophy may appear to be incongruent

- Bring data!

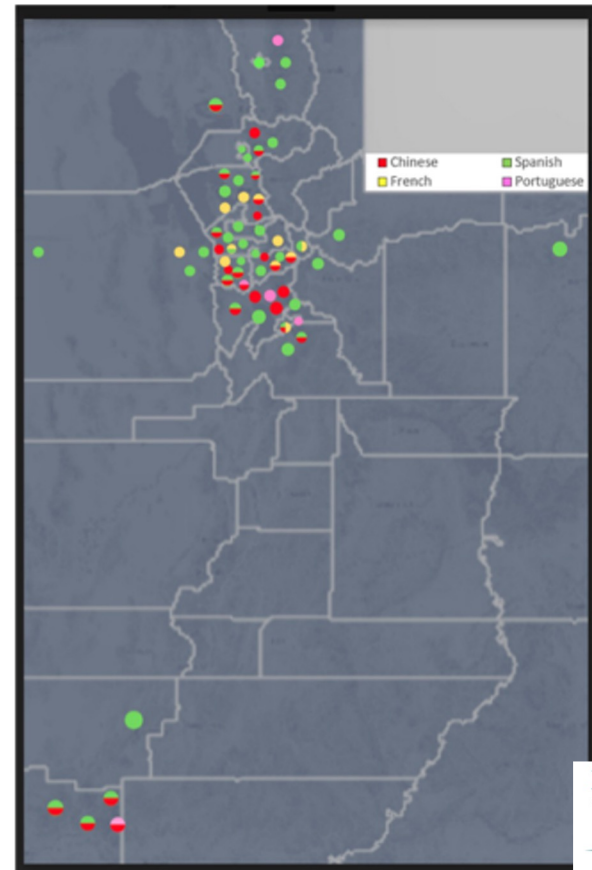# Program Growth and Program Distribution



Bridge Program Enrollment and Section Growth
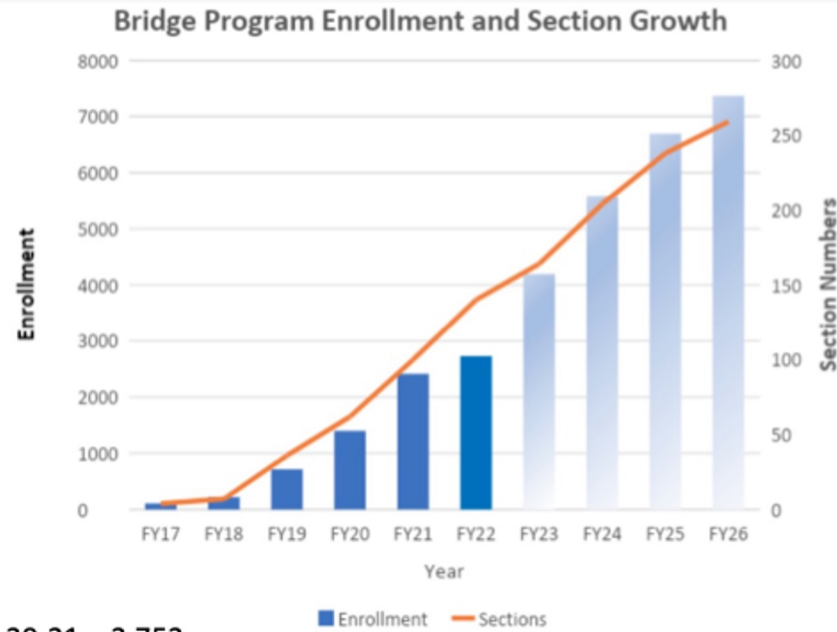
20-21 = 2,752
21-22 = 4,405
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projections
22-23 = 5,990
23-24 = 7,505



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RESEARCH PREMISE - DLI Education

- The success of dual language immersion (DLI) is directly tied to **articulation of language** and **content study** across educational levels, measured by students' **academic achievement** and high **proficiency levels in two languages**.

(e.g. de Jong 2012; Thomas & Collier, 2017)

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## RESEARCH PREMISE - DLI Education

- In addition to these goals, DLI scholars have increasingly focused on **equity issues in DLI**, including those related to **college access for minority-language high school students**.

(e.g. de Jong 2012; Thomas & Collier, 2017)

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## THE "COLLEGE ASPIRATION-ATTAINMENT" GAP

**NCES longitudinal study (2014)**

- **Grade 8** aspiration to attend college          99%
- **Grade 11** college aspiration          81%

  ○ 18% decline overall
  ○ 59% decline for students living in low-income households

(Chen, 2017)

THE "COLLEGE ASPIRATION-ATTAINMENT" GAP

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- **Grade 8** aspiration to attend college
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99%
81%

- 18% decline overall
- 59% decline for students living in low-income households

- Degree completion     **6 of every 10 students**

THE "COLLEGE ASPIRATION-ATTAINMENT"
GAP in UTAH

For students whose **home language is Spanish**

- **Enrollment increase for Hispanic/Latinx students** in **Utah** over the past decade was **231%...**

- Yet completion rates are **HALF** that of white students.

(USHE 2017)

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## PROGRAM PRIORITIES FOR STUDENT SUCCESS: **Data**

- AP (aggregate state reports)
- OPIc sampling- Spanish (2017)
  - Comparative data between Bridge Program and on-campus students (UofU, DSU, WSU)
- OPIc and WPT sampling- Chinese, French, Spanish (2019)
- WPT sampling- Chinese, French, Spanish (2021)

## PROGRAM PRIORITIES FOR STUDENT SUCCESS:
### Data

- AP

- OPIc sampling- Spanish

  - Comparative data between Bridge Program and on-campus students (UofU, DSU, WSU)

- WPT sampling- Chinese, French, Spanish

- How do these data inform program supports for teaching and learning in order to help support students to succeed?

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## PROGRAM PRIORITIES FOR STUDENT SUCCESS

- **Program priorities for student success**

    a. **Curriculum**: culture as a vehicle for language learning
    b. Learning through **real-world application**: student voice and choice, interaction with language communities, develop solutions to real problems, publication and public products of learning
    c. **Instructional priorities**: feedback and differentiation, college level writing, grammatical accuracy within content
    d. **"CCR" Behaviors**:  College & Career Academic Behaviors

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## PROGRAM PRIORITIES FOR STUDENT SUCCESS:
### Curriculum

- Culture is used as a vehicle for language learning

- Enhancing language and cultural proficiency

- Help students learn problem solving

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# Course description

*FRENCH 3118-Paris, City of Lights (Paris, Ville des Lumières)*
*HS 1.0 credit / UVU Concurrent Enrollment Course: 3 credits*

Course Description:

Paris is the center of French and Francophone identity and culture. Students will explore the City of Lights through the prism of important themes including but not limited to the arts, history, commerce, technology, sports, etc. Students will engage with these themes through a variety of approaches such as project based instruction, class discussion, and reaction papers.

•History of Paris through its main historical figures
•Fashion, gastronomy and contemporary Paris
-> Final project (PBLL)

Let's use culture as a way to enhance proficiency!

The 3 Ps:
Product
assigned →  → Investigate
↓
Interact → Discussion
in class to
Clarify
(Perspectives)

Anne V. Lair, Ph.D

# Some cultural frameworks used in the curriculum

**Cultural comparisons**

Cultural comparisons between cultures
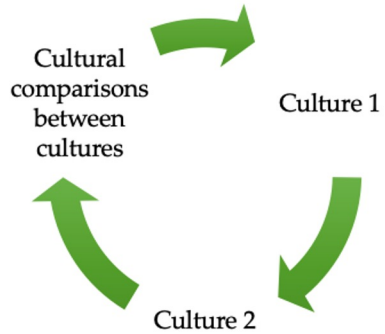
Culture 1

Culture 2

How culture 1 impacts culture 2 and vice-versa. Use also a Venn diagram.

1. I used to think that …

3. Now, I understand/know that... (make sure to include cultural comparisons)

2. I have learned that... (new perspectives)

**Useful cycle to incorporate comparisons and cultural differences to feed 2 et 3!**

Up and down to integrate the **Communities**

Targets cultures

American cultures

Local culture

Learner's (own) culture
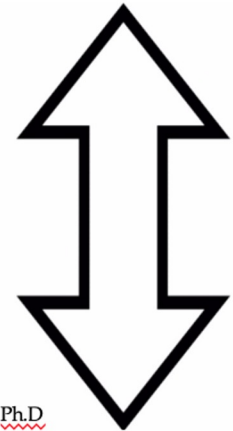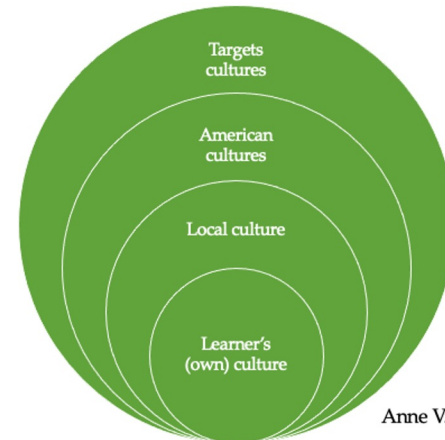
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PROGRAM PRIORITIES FOR STUDENT SUCCESS:
Curriculum: Culture, Language Proficiency, and Applying
Learning with Real-World Application

- Real-world application–Using project-based learning strategies and unit performance assessments (UPA) with real-life tasks to enhance the followings:

  - Promoting student voice

  - Interaction with language communities

  - Develop solutions for real-world problems

  - Making learning public; publication and products of learning

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Curriculum: Culture, Language Proficiency Goals, and Real-World Application
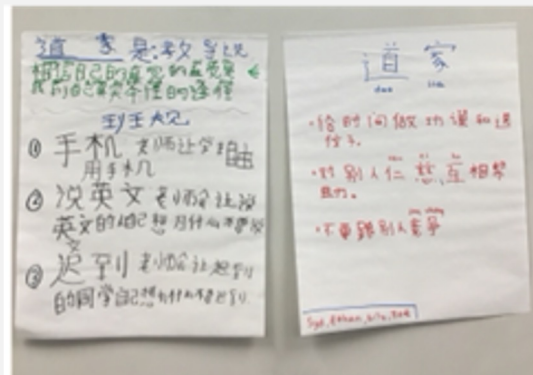**CHINESE-** Example: CHIN 3116 "Exploring China: Past, Present & You"
From accumulative small projects/tasks to the UPA

1. Introduce the origins of feudalism and 3 essential Chinese philosophies in the Chinese history
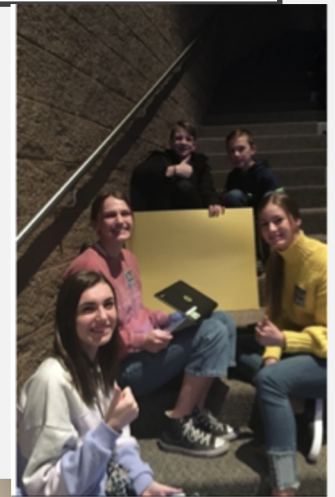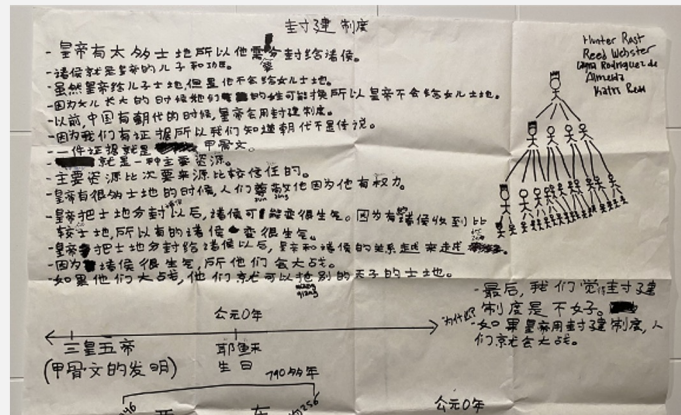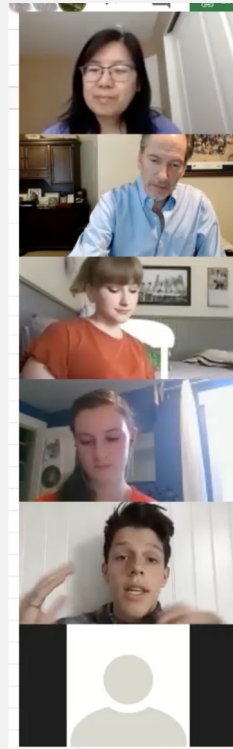
2. Applying Three philosophies to create their classroom rules (Description)

# CHINESE- Example: CHIN 3116 UPA3
## Town Hall Meeting

3. UPA3-Discussing the applications of using 3 Chinese philosophies to deal with pandemic in a Town hall Meeting (Solutions for real-world problems; Application; Making learning public)



- Promoting student voice
- Interaction with language communities
- Develop solutions for real-world problems
- Making learning public; publication and products of learning

# PROGRAM PRIORITIES AND FOCUS

Curriculum: Culture, Language Proficiency Goals, and Applying Learning with Real-World Application

## SPANISH

# Span 3117 Breaking Down Walls, Building Identities (Building Identities: Self & Society)

Unit 1 **Individual Identity and Self**

Unit 2 **Journalism: The Voice of Others**

Unit 3 **Social and Youth Activism**



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Span 3117 final project:
Students create a youth activism project to benefit their local communities.

Stage 1 Write a proposal: (student voice and choice, develop solutions to real problems ,)

- What change do we want to see in our community?
- How can we contribute to the solution? Create a product for it!

Stage 2 (publication and public products of learning)

- Write a script and create a promotional video to launch your product and/or campaign
- Design a hagstash for social media promotion

Stage 3 Write and then do your oral pitch in front of a jury, (persuasive presentational comm.) where you will compete with other projects in the Shark Tanktivismo Program to secure financing for your project.

Stage 4: Reflexion

In a group "tertulia" format we will share our experience and lessons learned from the project.

## Spanish:
## Students' Self Reflection

After completing their projects, students participate in a "**Tertulia**" (friendly academic discussion) fish bowl style, where they reflect on their journey and the lessons learned. Here you can see students discussing their experiences writing a short story, presenting it supported by visuals and then participating in a Storytelling Festival. The other students have a rubric where they evaluate the quality of the discussion, use of academic vocabulary and precision of their reflections.

https://youtu.be/RSYudNR8Am0

# PROGRAM PRIORITIES FOR STUDENT SUCCESS:
## Instructional Priorities

- Scaffolding for college level writing

  - Embed writing to daily practice such as making summaries for reading text

  - Incorporate 5-paragraph essay in each UPA and guide students to complete the essay paragraph by paragraph in class
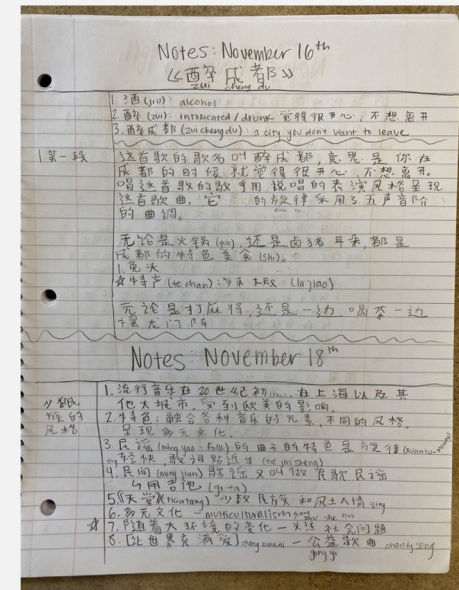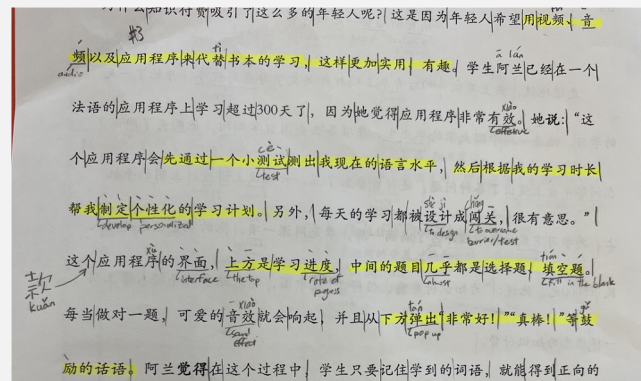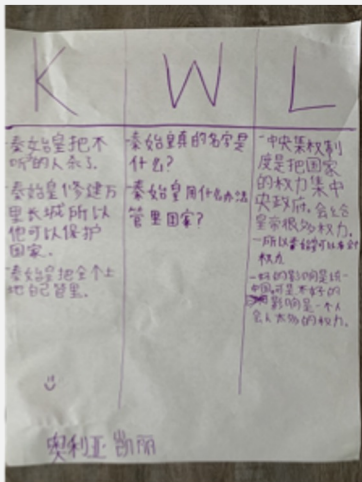
## PROGRAM PRIORITIES AND FOCUS:
## Instructional Priorities

- Feedback and differentiation
  - Teachers give individual feedback to each student's speaking and writing in class
  - Encourage students to rewrite their essays based on teachers' and peers' feedback
  - Encourage each student to achieve one sub-level higher in proficiency
- Grammatical accuracy taught within the context of course content and guided by proficiency goals

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# 5-paragraph Essay
# Example: Writing a Critique of a Chinese Pop Song

　　我选择介绍的歌曲是周杰伦的《听妈妈的话》。这首歌的主题是说你应该要听妈妈的话因为她照顾你，它在描述母亲的爱。听这首歌让我产生共鸣因为我爱我的母亲。

　　《听妈妈的话》这首歌是在2006年由周杰伦所创作的。周杰伦希望听众感谢他们的母亲。周杰伦小的时妈妈很严格，他不知道为什么要练习弹钢琴。《听妈妈的话》的歌词是说，小孩子常常不知道为什么妈妈很严格。比如，妈妈会说小孩不可以吃糖果，应该要写功课，等。但是，小孩长大的时候会知道妈妈保护你。妈妈要你做的每一件事情都是为你好。

　　在他的歌曲，周杰伦融合了许多中国风和西方的元素。比如说，《听妈妈的话》用五声音阶。五声音阶是一个很重要的中国风的元素。这首歌也涵盖中国热门的议题，因为歌词的讨论主题是虎妈。《听妈妈的话》的配乐大部分是西方的乐器如钢琴。但是，在合唱的部分也有中国的乐器伴奏。最后，周杰伦用西方说唱的方式呈现这首歌。

　　周杰伦的《听妈妈的话》感动了我因为它的主题很重要。我跟周杰伦一样。我小的时候不知道为什么我的妈妈不让我很晚的时候还在外面跟朋友玩。但是现在因为我长大了，我知道妈妈希望确保我的安全。这首歌让我学到新的中国文化的元素。虽然中国孩子常常觉得他们的妈妈很严肃，可是他们尊重母亲。《听妈妈的话》这首歌曲对社会的影响很重要因为教导每一个孩子听妈妈的话，而且母亲的爱很特别。

　　《听妈妈的话》这首歌的意义希望每个孩子尊重妈妈因为她无微不至的照顾你。我学到了母爱的伟大，也体会到妈妈对孩子很深的感情。我希望大家通过我的介绍也能进一步认识并欣赏这个歌曲。

## PROGRAM PRIORITIES AND FOCUS
## CCR: College & Career Readiness Academic Behaviors
to support student engagement & success
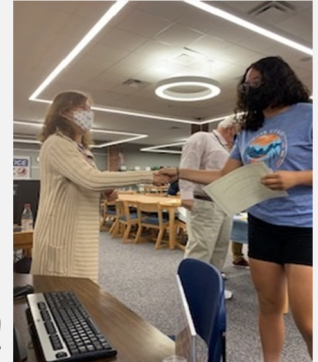
Why? Upper division content and language courses taught to high school teens!

Based on research literature, and prioritizing on the needs seen in our students, we emphasize:

- **Critical thinking skills**, deeper questions and responses to tasks
- Motivation through **Building Community** and boosting self-confidence and **Sense of Belonging**, particularly with Heritage speakers and in general all first generation college going students. (fight impostor syndrome!)
- Student driven **Goal setting**: also base for differentiation
- **Growth mindset and components of success**
- **Executive Functions s**kills: planning, efficacy, delayed gratification
- **Self-advocacy** and communication (ask for help!)



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Critical Thinking Skills & Growth Mindset activity

# VISIONAMOS UN VÍDEO

**Toma notas mientras que ves el vídeo para luego:**

**Reflexionar y hablar sobre cuál te parece que es la mentalidad del chico protagonista del video, mentalidad de crecimiento, estática o ambas.**

**Justifica tu respuesta explicando con detalle y dando ejemplos del vídeo del porqué de tu respuesta.**

# Critical Thinking Skills

Why do authorities guilty of violating human rights during dictatorships enjoy amnesty? Is it fair that the law forgives them? What would be an alternative or fair solution for you? *You can use the concepts of justice, forgiveness and revenge in your answer.

The military guilty of violating human rights during dictatorships enjoy amnesty because they do not have to suffer the consequences of their actions. Before what they did was respectable and rewarded. Personally, I think it is not fair that the law forgives them, it is not fair that they can go on with their lives when they committed bad actions, for example, they kidnapped and tortured thousands of families/people, repressed human rights and many other things. . The impunity that they have is unjust and in my point of view, the alternative/just solution would be to make them legally responsible for their crimes in the courts of justice with a judge.

Los militares culpables de violar los derechos humanos durante las dictaduras gozan de amnistía porque no tienen que sufrir las consecuencias de sus acciones. Antes lo que hacían era respetable y recompensado. Personalmente, yo creo que no es justo que la ley los perdone, no es justo que ellos puedan seguir con su vida cuando cometieron malas acciones, por ejemplo, ellos **secuestraron** y **torturaron** a miles familias/personas, **reprimieron** los derechos humanos y muchas otras cosas. La **impunidad** que tienen ellos es injusto y en mi punto de vista, la solución alternativa/justa sería hacerlos responsables por sus crímenes legalmente en las cortes de justicia con un **juez**.

# Chinese:
## Students' Feedback to UPA

Building community

French:
Students' Feedback to UPA

## Lessons Learned…
## after 6 years of implementation

1. The **UNIVERSITY - HIGH SCHOOL PARTNERSHIP** takes care and communication; make no assumptions & nurture listening

1. **PROGRAM EFFICACY** needs to focus on Recruitment + Retention + Academic Success + Articulation to University
   - Work hard to involve and serve all stakeholders
   - To what extent does the program represent the community we serve? (EQUITY)

1. **University Coursework and CURRICULUM challenge** = Culture + Content + Language Proficiency + Project-based learning + Academic Behaviors

1. **K-16 programming** means attending to **READINESS for COLLEGE**
   - Academic Content that motivates and applies to the real-world
   - Explicit instruction for Academic Behaviors

1. Moving from **INTERMEDIATE to ADVANCED proficiency** doesn't happen b chance; **DIFFERENTIATION** in academic and behavioral supports is key.

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## Celebrations

Overall…

- …we have succeeded in developing a programs **inclusive of multiple language pathways and backgrounds (**AP is the gateway, but actively identify and seek to **remove barriers** to engagement and enrollment.)

- …we have included more **application of content to real-world situations with public presentation or publication of learning** (Motivation, address complex issues)

- …we have succeeded in **"buy-in" and true partnerships with universities** to see and celebrate Bridge Program students

- …we have i**ntegrated language proficiency targets into unive**~~rsi~~ **course structures, including curriculum**

## Future Directions and Needs

- Continue to improve articulation and backward design from HIGH SCHOOL to UNIVERSITY and HIGH SCHOOL to MIDDLE school (content, culture, language proficiency, academic behaviors, pedagogy)

- Systematic stakeholder surveys

- Aspire to providing international experiences

- Measure outcomes in terms of student aspiration, enrollment in college, and degree completion

- Gather and better understand feedback and stories from students, from parents, from instructors, from administrators

- Create a language teacher pipeline from DLI/Bridge/University

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## Q&A

Thank you!

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Utah Bridge Program website:
https://l2trec.utah.edu/bridge-program/