



Bilingual Education in the Nation's Capital: Oyster-Adams Bilingual School Video Reflection Guide

This video introduces how Oyster-Adams Bilingual school educates students through a dual-language model, including perspectives from students, teachers, and school leaders. For educators interested in applying lessons learned from the video to their district or school context, this accompanying reflection guide offers questions to consider after watching the video, as well as some additional resources.

Providing Students with Multiple Ways to Show Understanding

"... when we think about our kids getting the content, we set them up with language objectives. 'How will I explain through reading, writing, speaking, and listening that I understood fractions and equal parts, that I understood the main idea in my fable's unit? Because the teachers are being very clear about how I will show that understanding.'" – Mayra Cruz, Principal/Directora

- What similar practices might all schools (even those without a bilingual model) consider embedding? For example, can students be given more opportunities to show understanding through multiple dimensions?

Bridging Related Content Areas

"We help our students to transfer information in both languages. For example, my colleague, he does a bridging lesson and I do a bridging lesson about science, and he does a bridging lesson about math. So at the end of the lesson, students are able to transfer the information from one language to another language." – Elisa Landa, Grade 2 Teacher/Profesora de 2do grado

- Although not all schools may need to help students transfer information across content areas and in multiple languages, what opportunities might exist in your context for interdisciplinary collaboration among educators and students? How might lessons be enriched by connecting multiple content areas?

Purposeful Student Grouping

"The teacher might sit you next to a student who is really, really good in both English and Spanish, so they can translate for you anytime you need." – Elena, Grade 8 Student/Estudiante de 8vo grado

- What do you consider when grouping students for instruction and collaboration? What social, emotional, and academic skills might students model for one another, based on their individual strengths?

Additional Resources

[Oyster-Adams Bilingual School](#) - Read Oyster-Adams' National Blue Ribbon Schools program application to learn more about how they approach instruction and support for students in all areas.

[National Blue Ribbon Schools: Dual/English Learner Practices](#) - Learn more about effective practices related to dual language and language learners from other National Blue Ribbon schools.