

Establish a Staffing and Professional Learning Plan

Developing Strong Dual Language Programs

Webinar Series Session 7

April 2, 2024



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Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

I am presenting today from the ancestral lands of the Coast Salish Tribes and honor with gratitude the land itself and these tribes.





Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized **by high expectations for all students and educators**. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- **Ensuring Equity**
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Dual Language Webinar Series

- October 10 Overview: Laying the Foundation
- November 7 Step 1: Build Knowledge & Advocacy
- December 5 Step 2: Develop a Mission, Vision, and Goals
- January 9 Step 3: Design or Adopt a DL Program Model
- February 6 Step 4: Develop Enrollment & Family Outreach Plans
- March 5 Step 5: Align Curriculum & Resources
- April 2 **Step 6: Establish a Staffing & Professional Learning Plan**
- May 7 Step 7: Develop a Plan for Assessment & Program Evaluation



WA State Dual Language Program Guide

INTRODUCTION

Districts should follow these seven essential steps to develop strong dual language programs.

Step	Actions
Step 1: Build Knowledge and Advocacy	<ol style="list-style-type: none"> Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. Recruit a diverse advisory group and secure long-term commitment and involvement at all levels of the organization. Conduct a needs assessment to collect data about students to be served, district resources and community interests.
Step 2: Develop a Program Mission, Vision, and Goals	<ol style="list-style-type: none"> Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	<ol style="list-style-type: none"> Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. Develop a consistent, research-based language allocation plan. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	<ol style="list-style-type: none"> Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.
Step 5: Align Curriculum and Resources	<ol style="list-style-type: none"> Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.
Step 6: Establish a Staffing and Professional Learning Plan	<ol style="list-style-type: none"> Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	<ol style="list-style-type: none"> Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

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STEP 1: BUILD KNOWLEDGE AND ADVOCACY

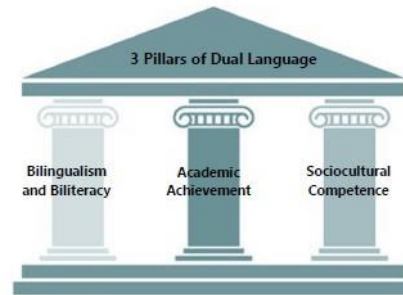
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

Step 1a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.

A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

CAL Guiding Principles Strand 7: Support & Resources Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

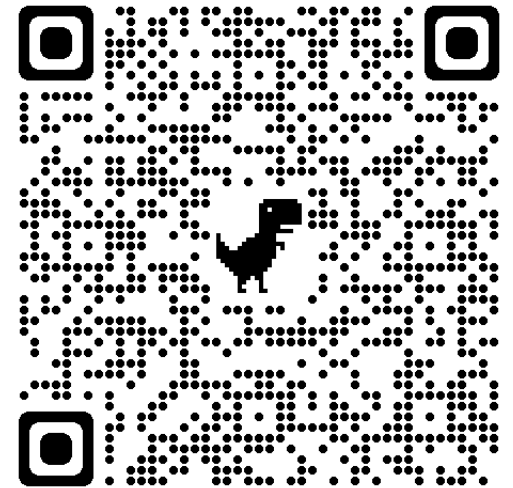
- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
- Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
- Policies and procedures for enrollment, staffing, and resource allocation.



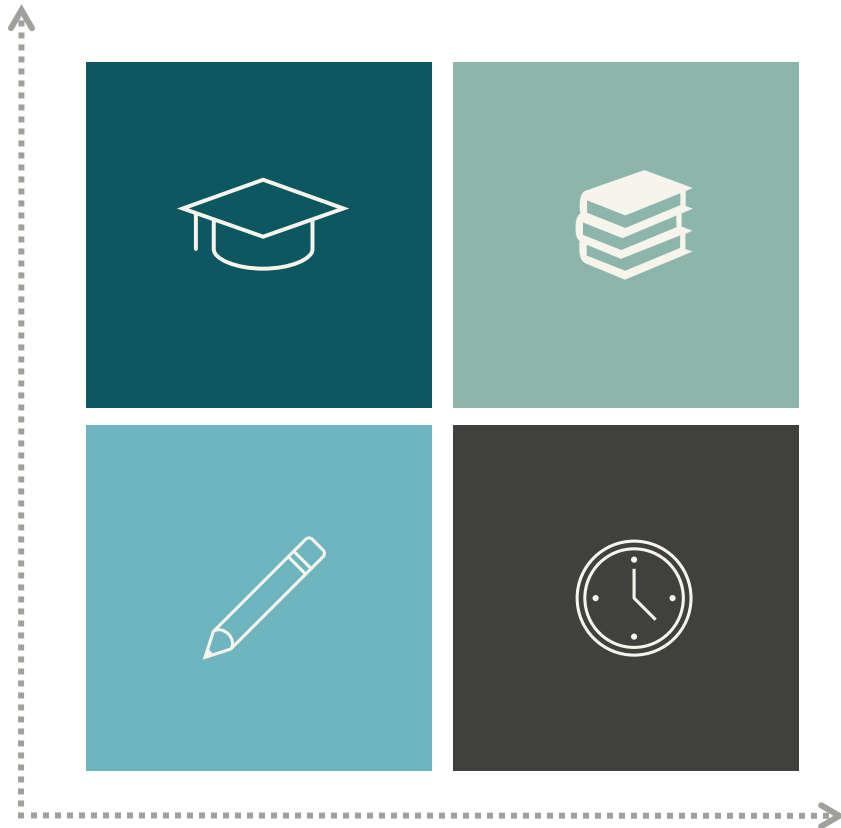
Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

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[Download the Guide](#)



Today's Agenda



Staffing Plans

Professional Learning Plans

Conferences & Organizations

Updates & Opportunities





Staffing

Staffing Plans

Step 6.a: *Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members.*

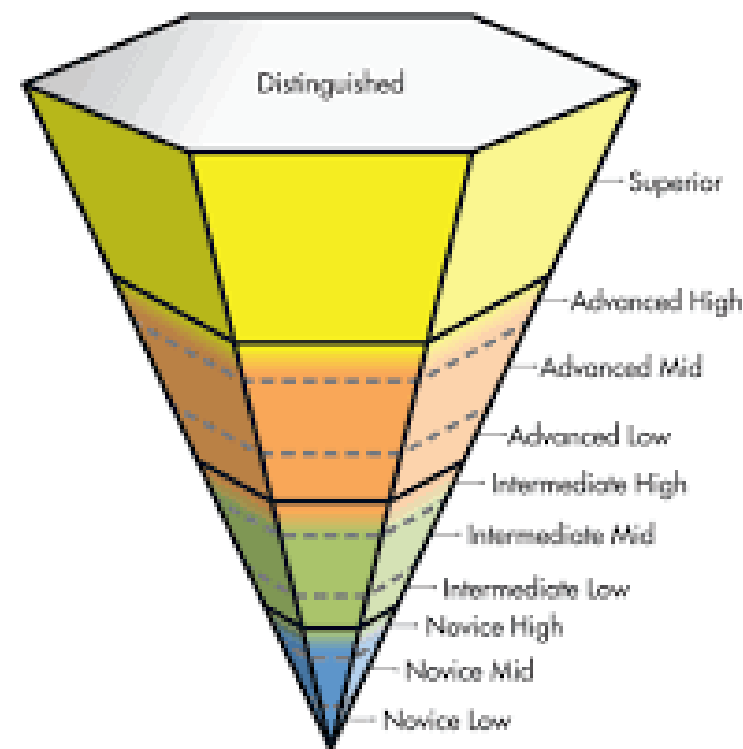
CAL Guiding Principles Strand 5: Staff Quality & Professional Development

Principle 1A & B: There is a long-term plan aligned with program goals and needs to recruit and retain high-quality dual language staff with appropriate credentials, language proficiency, and commitment to program goals.

Language Proficiency Assessment

Considerations:

- Which staff members already speak the program language?
- What is their level of oral and written proficiency in the language?
- Do they meet the current Bilingual Endorsement requirements?
 - Advanced-Mid OPI and WPT based on [ACTFL Proficiency Guidelines](#)



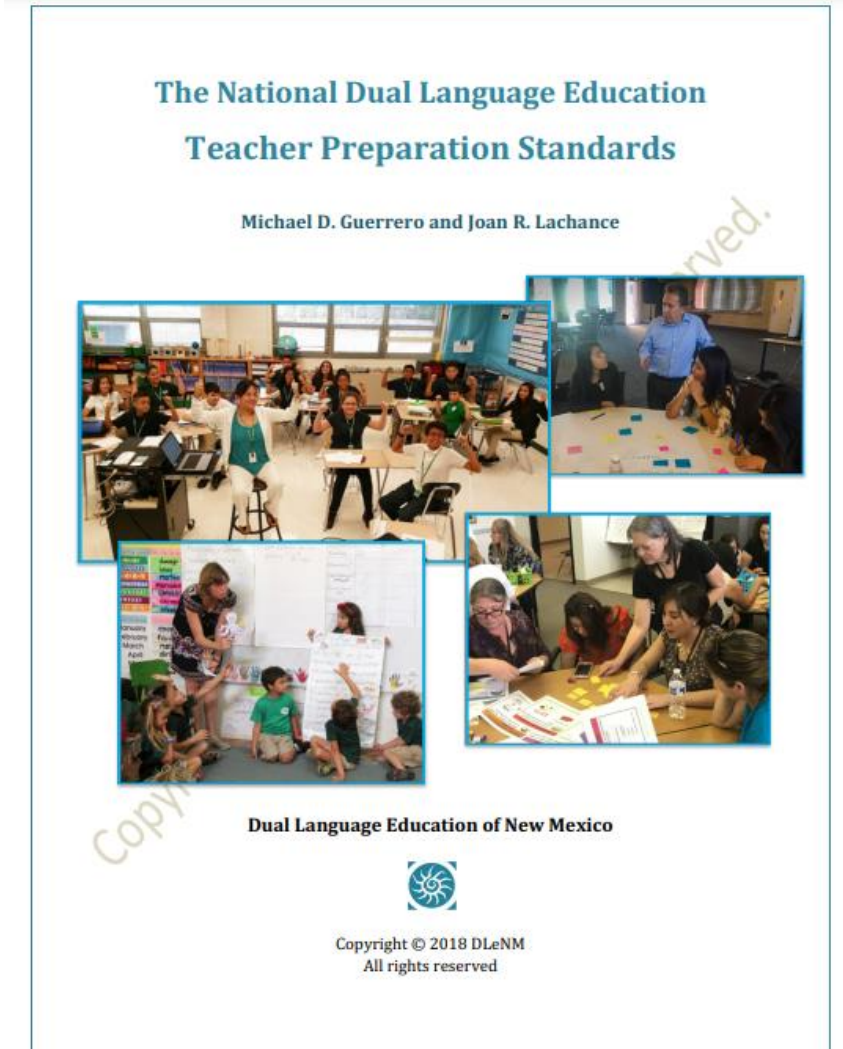
Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished



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NDLETPS

- The National Dual Language Education Teacher Preparation Standards (NDLETPS) were adopted by Washington State and include 6 standards:
 - Bilingualism & Biliteracy
 - Sociocultural Competence
 - Dual Language Instructional Practices & Pedagogy
 - Authentic Assessment in Dual Language
 - Professionalism, Advocacy, & Agency
 - Program Design & Curricular Leadership



Planning for Positions

- How many **bilingual teachers and paraeducators** will be needed each year?
- Which **current staff** members could fill positions? What **encouragement** do they need?
- How many **new bilingual hires** are needed?
- How can the district support new bilingual hires to fill vacancies **before** the program rolls up?
- What **contract language** is needed to protect newer bilingual teachers?



Photo by Allison Shelley for EDUimages

Recruitment

- Career Fairs & Conferences
 - [Washington Educator Career Fair \(WSPA\)](#)
 - Conferences: WABE, ATDLE, La Cosecha
- Online Postings
 - District & WABE Websites
 - Social Media (Facebook, LinkedIn)
- Local Colleges & Universities



Hiring Process

- Interview Team – include diverse members and speakers of the program language
- Interview Questions – use plain language and avoid multiple parts, ask for examples, give scenarios
- Interview Language – determine whether to ask questions in one or both languages or allow flexible response by candidate
- Ratings – interview team members should only rate questions in the language(s) they speak and understand
- Language Proficiency – test outside of the interview



Teacher Retention

- Prevent bilingual teachers from serving as translators and interpreters.
- Provide student-facing materials needed in the program language.
- Determine how parent conferences and meetings will be handled to avoid doubling the workload.
- Build in additional planning time to coordinate across languages and classrooms.
- Ensure that required professional development is relevant to dual language.

Breakout Discussion

Discuss with your group.

- *How do you currently (or plan to) handle hiring and retention of bilingual staff?*





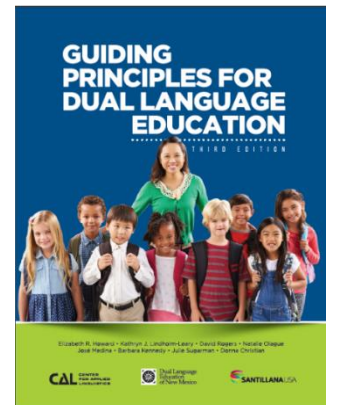
Professional Learning Plans

Professional Learning

Step 6.b: *Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation.*

CAL Guiding Principles Strand 5: Staff Quality & Professional Development

Principle 2 A & C: There is a comprehensive, long-term professional development plan that is tailored to the needs of dual language educators and support staff and is aligned with competencies to meet dual language program standards.



Designing a Professional Learning Plan

*What professional learning will be offered across the year? How will DL be integrated in **all** PL?*

Date/Time	Purpose	Audience
Planning Year	Dual Language 101	All Staff, District Leaders
August before launch	Dual Language “Boot Camp” (research review, scaffolds & strategies, language use, cultural responsiveness)	New grade level & support staff
Early fall	Dual Language Advocacy & Support	All Staff
August/September	Dual Language Orientation	New DL Families
Mid-Year	Dual Language Pitfalls & Challenges	New grade level & support staff
End of Year	Lessons Learned/Planning for Year 2	Current & new grade level teams

Professional Learning Plan for DL Teachers

Below is a proposed professional learning list from the Association of Two-Way & Dual Language Education (ATDLE, 2014) that organizes the training in tiers for novice and experienced educators.

Tier One (One year prior to implementation and first two years in the program)

- Dual Language Program Components – An Overview
- Teaching Reading and Writing in the Partner Language
- Using Grade Level Standards (Common Core State Standards) for Instruction in Both Languages
- Teaching English Language Development (ELD) in a DL Classroom
- Classroom and Conversational Management Strategies
- Exploratorium ELD-Science training
- Visual Thinking Strategies
- Data Management Systems (tied to curriculum, assessment, etc.)
- Grade Level Collaboration Training (PLC)
- Curriculum Trainings – New Adoptions/Curricula

Professional Learning Plan for DL Teachers

Tier Two (next three-four years in the program)

- Frontloading Strategies
- GLAD – Guided Language Acquisition Design or Sheltered Instruction PD
- Using Data to inform Instruction
- Multi-tiered System of Supports (MTSS)
- Literacy Strategies: Shared Reading, Guided Reading, Phonemic Awareness, etc.
- Continued ELD Training
- Grouping Strategies / Cooperative Learning
- Curriculum Mapping

Tier Three (ongoing professional development)

- Sheltered English Instruction Methodology
- College and Career Readiness Strategies
- Curriculum Writing & Thematic Development
- Standards-based Unit Planning
- Advanced Reading and Writing Strategies in Both Languages

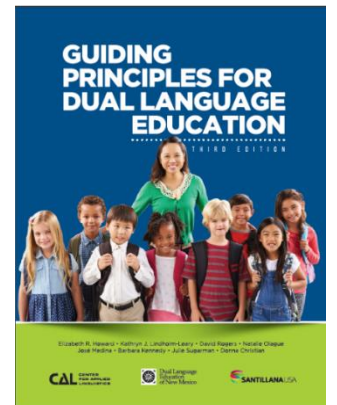


Aligning District Resources

Step 6.c: *Align district resources to develop a sustainable plan for ongoing professional development and support.*

CAL Guiding Principles Strand 5: Staff Quality & Professional Development

Principle 2E: There is an infrastructure to support professional development that includes adequate funding, time, and human resources.



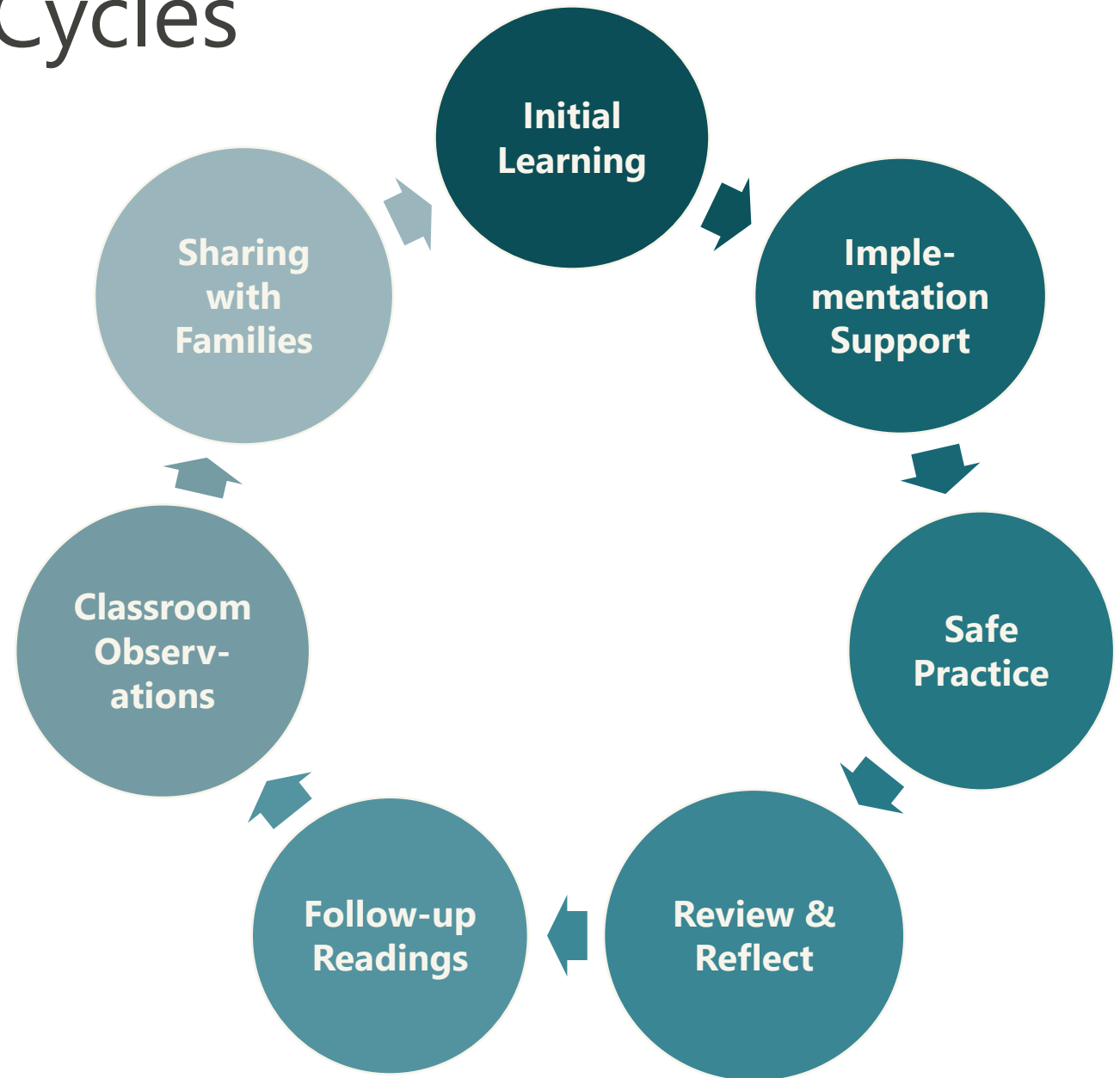
Aligning Resources to Support Professional Learning

- **Time** – What are the non-instructional times that are available? What are the restrictions on these times? How can you use time creatively?
- **Funding** – What funds are available to support PL? How can these be used for in-house coaching, consultants, guest presenters, conferences, workshops, and extra time for teacher collaboration?
- **Personnel** – Who has knowledge or skills that can be leveraged to support the program? What FTE can be dedicated to ongoing support?
- **Structures** – What current structures already exist in the district and/or school for professional learning? How can these be leveraged to support DL?



Professional Learning Cycles

- **Initial Learning:** educators learn a new instructional strategy
- **Implementation Support:** coach or colleague models or assists with implementing the strategy in the classroom
- **Safe Practice:** teacher teams plan and practice using the strategy in their lessons
- **Review and Reflect:** done during a staff meeting or PLC on use of the new strategy
- **Follow-up Readings:** reminders or examples of how to use the strategy
- **Classroom Observations:** ensure consistent use across classrooms and provide accountability
- **Sharing with Families:** helps students and families use the strategy both in the classroom and at home



Professional Learning Implementation

How will you ensure that professional learning is implemented consistently and effectively and impacts student growth?

- **Feedback** – How will you solicit feedback from participants on the relevance and usefulness of PL?
- **Implementation** – How will you determine how teachers are using and implementing the new strategies?
- **Student Outcomes** – How will you review student data to see if the new strategies are impacting outcomes?



Breakout Discussion

Discuss with your group.

- *What structures do you have in place for professional learning?*
- *What are you thinking about in terms of DL professional learning plans?*





Updates & Opportunities

Legislative Updates

3SHB 1228 has passed!



The law includes requirements to:

- **Develop a plan** for all districts who choose to begin dual language by 2040
- Provide grant awards for at least **10 planning districts** annually
- **Align ELL and Bilingual endorsement standards** and review language assessment requirements for teachers and paraeducators
- Provide testing for the **Seal of Biliteracy** in all districts starting in 2025-26



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DL Program Implementation Survey

- Program Implementation Survey to gather data for Program Evaluation
- Districts determine who to include
- OSPI will gather data and provide district totals & state averages
- Available in May



Dual Language Education Program Implementation Survey

Systemic program evaluation [RCW 28A.180.090(3)] is an essential component of effective, sustainable PK-12 dual language programs. As part of the statewide initiative to provide all Washington students with access to dual language education, each district grant recipient will use this implementation survey to gather feedback on their dual language program(s).

4. **Step 1a: Develop Initial Understanding** (Strand 7, Principles 1A, 1B, & 1C) *

Program and district administrators, instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

- N/A (Not Yet Started)
- 1 - Minimum Alignment
- 2 - Partial Alignment
- 3 - Full Alignment
- 4 - Exemplary Practice

Dual Language Program Planning Checklist

- Tool for action planning & accountability in the planning process
- Great for new programs or expanding to new schools/levels

Step 1a. Develop an initial understanding of dual language for district and school leaders, teachers, staff, and families.			
Action Steps	Complete by	Notes	Next Steps
Determine key advocates			
Build an understanding of research & benefits of DL			
Register and attend conferences, workshops, and PD opportunities			
Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.			
Action Steps	Complete by	Notes	Next Steps
Recruit members for the DL advisory			
Set meeting dates for the DL advisory group			
Determine members of the DL workgroup			
Identify DL Champions			
Step 1c. Conduct a needs assessment to collect data about students to be served, district resources, and community interests			
Action Steps	Complete by	Notes	Next Steps
Examine demographic trends			
Examine disaggregated academic data of current, exited, and non-qualifying ML students.			
Examine qualitative data related to the strengths and challenges of identified student groups			
Identify district resources such as staffing, curriculum, and funding for DL implementation			
through surveys, community meetings, and focus groups			

[DL Program Planning Checklist](#)

DL/HL Professional Learning



2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1st Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2nd Tuesdays | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) 4th Tuesdays | 3:30-4:30 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) 4th Tuesdays | 3-4 PM
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM



OSPI Website Resources

[Dual Language: What Families Should Know](#)

- Map of dual language programs & FAQs

[Dual Language Education & Resources](#)

- Videos, Guidance, Checklist, Templates
- Webinars & PLCs
- Standards & Resources





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Connect with us!



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