Laying the Foundation for Dual Language

Developing Strong Dual Language Programs

Webinar Series Session 1

October 10, 2023

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

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Vision

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

Mission

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.

Values

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

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Dual Language Webinar Series

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NEW! Dual Language Guidance

Starting a Dual Language Program

Districts should follow these seven essential steps when starting a dual language program.

Step	
Step 1: Build Knowledge and Advocacy	a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. b. Recruit a diverse stakeholder advisory group and secure long-term commitment and involvement at all levels of the organization. c. 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	a. Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. b. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	a. Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. b. Develop a consistent, research-based language allocation plan. c. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	a. Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. b. 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	a. Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. b. 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	a. Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. 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. c. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	a. Determine how students will be assessed in both languages in content, language, and literacy to monitor student progress and inform instruction. b. 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: Building Knowledge and Advocacy

Districts and schools need to begin the process of starting a dual language program by building the knowledge of key stakeholders, 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 stakeholders 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.

Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.

Dual Language Advisory Board

To develop a successful dual language program, the school or district needs to recruit key stakeholders to join a Dual Language Advisory Board which will be tasked with:

CAL Guiding Principles Strand 6: Family & Community
Principle 3-A: The program establishes an advisory structure for input from family and community members.

- Meeting at least 3 to 4 times per school year to provide leadership;
- Guiding development and continuous improvement of the dual language program;
- Determining which schools, program models, and languages will be prioritized;

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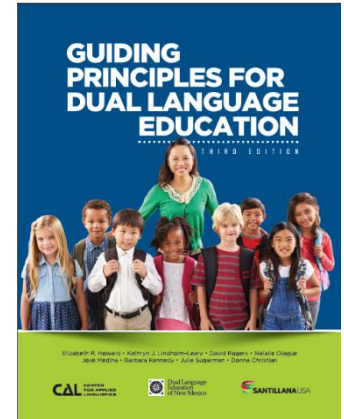
My Family's Story…

- Language loss

- Reclaiming heritage language

- Developing cultural and linguistic identity

- Preserving bilingualism for the future

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A Vision for Dual Language in WA State

All Washington students will have access to dual language education and the opportunity to become proficient in two or more languages by 2040.

A Vision for Dual Language in WA State

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3 Pillars of Dual Language

Bilingualism and Biliteracy

Academic Achievement

Sociocultural Competence

Critical Consciousness

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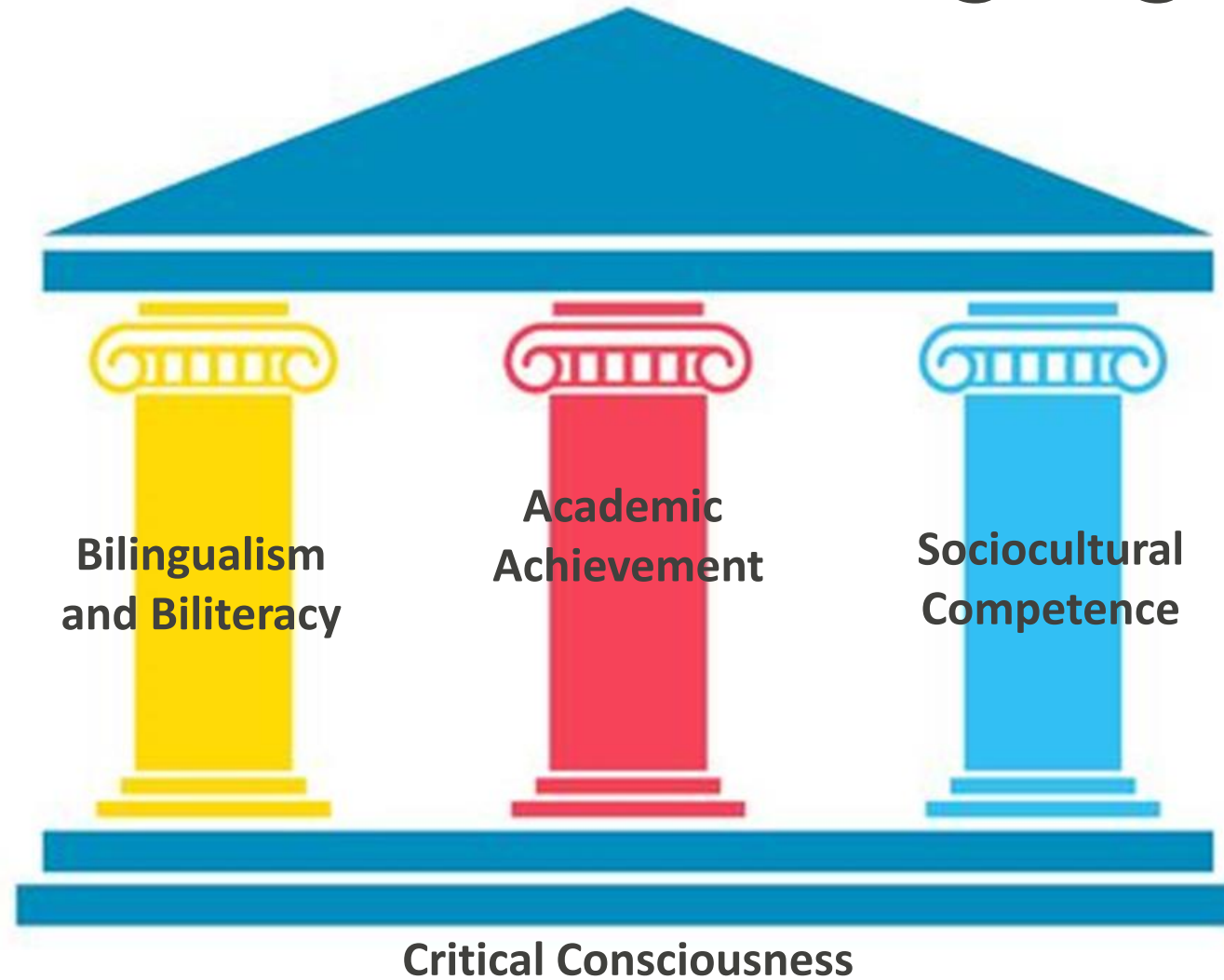
Bilingualism and Biliteracy

Bilingualism & Biliteracy

Amplify and build on inclusive, asset-based policies and practices... including universal access to dual language learning by elementary.

GOAL 1

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:
- Universal access to pre-K
- New K–3 literacy focus
- Universal access to dual language learning by elementary

- Develop inclusive, asset-based policies and practices

- Disrupt institutional biases

- Expand dual language programs

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Inclusive, Asset-Based Policies & Practices

Who does the program serve?

- Multilingual/English learners

- English-speaking students including historically underserved student groups

- American Indian/Alaska Native students

- Students with IEPs

How do you ensure equity and inclusion?

- Strong program design

- Enrollment policies

- Culturally responsive & inclusive practices

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Multilingual Education Program

Multilingual Learner Statewide Strategic Plan

Supporting the Success Of All Multilingual Learners In Washington State

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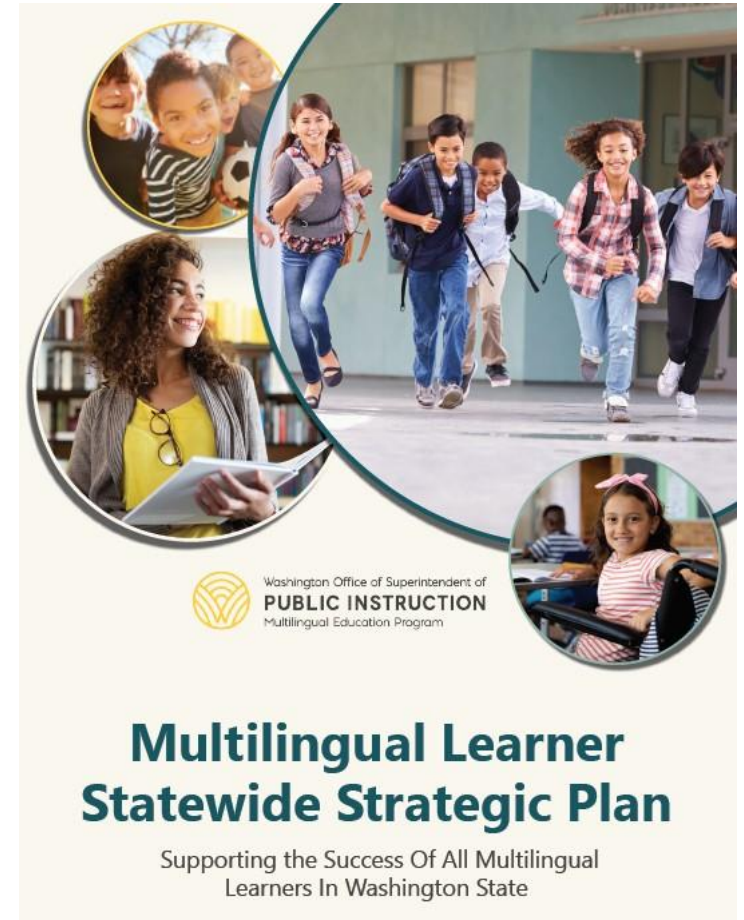
Disrupting Institutional Biases

Biased Policy/Practice	Dual Language disrupts this by...
Valuing English over other languages by prioritizing English instructional time and assessments in only English.	**Equalizing both languages** through equal instructional time and assessing and tracking development of both.
Students expected to stop using heritage language and transition to English only.	Enabling students to **continue developing proficiency in both languages**.
Positioning English-speakers as smarter and more capable and viewing other languages as challenges or barriers to overcome.	Recognizing that **multilingualism** is both a **resource** for learning and **a cognitive advantage**.
Language learners denied content learning until they develop English proficiency.	**Making content accessible** to all language learners.

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DL Expansion in Washington State

In 2022-23...

Dual Language Programs

- 5 languages (Spanish, Mandarin, Vietnamese, Japanese & Russian)
- 40 districts
- 141 schools

Tribal Language Programs

- 9 tribal languages
- 13 public and state-tribal compact schools

Number of Students in Dual Language Programs in WA State

Year	Number of Students
2015–16	11,000
2016–17	13,700
2017–18	16,600
2018–19	20,350
2019–20	24,850
2020–21	29,950
2021–22	35,450

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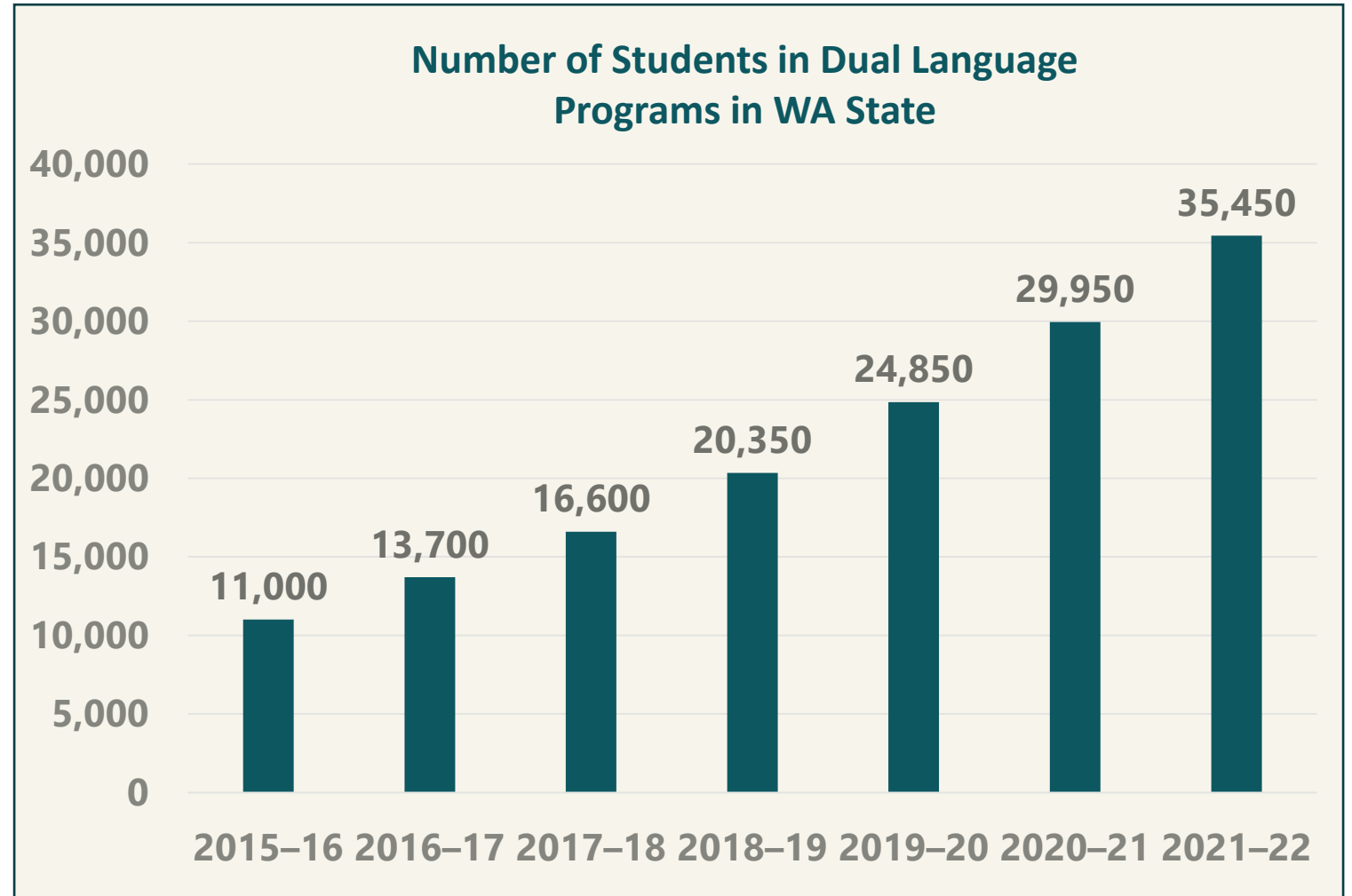
Developing Asset-Based Policies

December 5

Step 2: Develop a Program Mission, Vision, and Goals	a. Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. b. Define the three goals of dual language at the local level.

February 6

Step 4: Develop Enrollment and Family Outreach Plans	a. Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. b. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.

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Academic Achievement

Academic Achievement

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Rigorous Learner-Centered Options in Every Community

GOAL 2

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives
- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options

- Integrate content, language, and literacy

- Provide support for all learners

- Develop rigorous, rich experiences and pathways to graduation

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Dual Language Program Types

Two-way Dual Language:

Balance of multilingual learners, including native speakers of the partner language, and proficient English-speaking students

One-way Dual Language:

All multilingual learners or American Indian/Alaska Native students

World Language Immersion:

Mostly proficient English-speaking students but may include some multilingual learners (less than a third)

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Program Models

90/10 *(or 80/20)*

	K	1	2	3	4	5	6-12
Target Language	90%	80%	70%	60%	50%	50%	50%
English	10%	20%	30%	40%	50%	50%	50%

50/50

	K	1	2	3	4	5	6-12
Target Language	50%	50%	50%	50%	50%	50%	50%
English	50%	50%	50%	50%	50%	50%	50%

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Language Allocation Plans

Language allocation across the day for student groups

Spanish	English
Group 1: Spanish Language Arts Science & Health	**Group 2:** English Language Arts/S.S. Mathematics
Group 2: Spanish Language Arts Science & Health	**Group 1:** English Language Arts/S.S. Mathematics

Language allocation across the years by grade level

Grades	Spanish	English
K-2	Spanish LA Science/Health	English LA/SS Math
3-5	Spanish LA Math & Science	English LA Social Studies
6-8	Spanish LA Social Studies	English LA Math & Science
9-12	Spanish LA Math S.S. (student choice)	English LA Science S.S. (student choice)

Integrating Content, Language, & Literacy

- Begin with content standards and integrate language & literacy standards (including WIDA Standards)

- Units start with oracy and concrete experiences to build background knowledge

- Develop authentic performance tasks for summative assessments

- Bridge and connect across languages

Supporting All Learners

- Universal Design for Learning

- Multi-tiered System of Supports

- Culturally and linguistically responsive referral processes

- Creating inclusive dual language programs

Identity & Achievement with Dual Language

Asset-based Education
- Build strong home-school connections
- Advance identity development
- Honor the language of the family, community, or Tribe
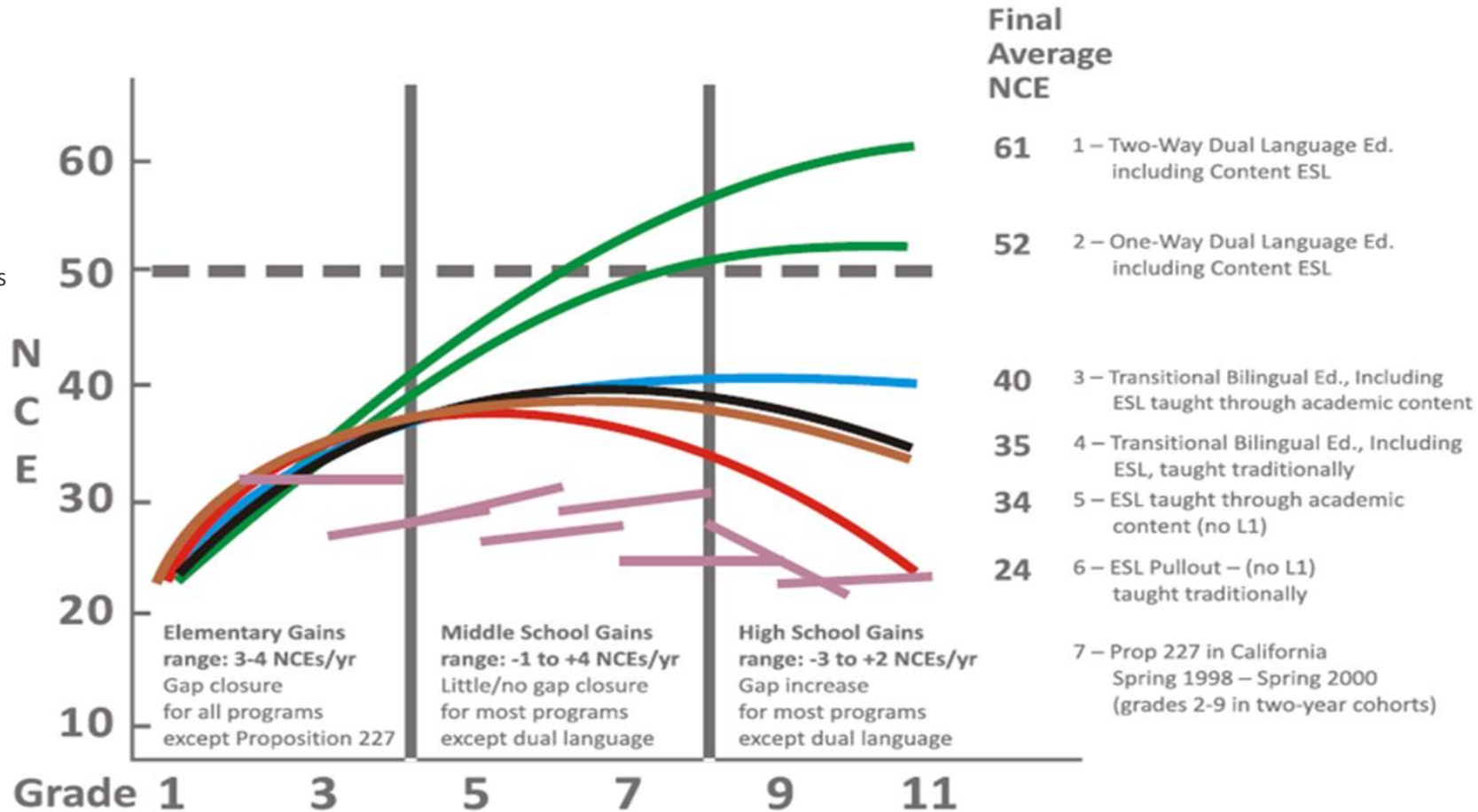
Closes Opportunity & Achievement Gaps
- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- High graduation rates for historically underserved student groups

Sources: Thomas & Collier (2012, 2017)

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English Learners' Long-Term Achievement on Standardized Tests in English Reading Compared Across Seven Program Models

Average Performance of English-Speaking Students

Final Average NCE

61 — 1 – Two-Way Dual Language Ed. including Content ESL

52 — 2 – One-Way Dual Language Ed. including Content ESL

40 — 3 – Transitional Bilingual Ed., Including ESL taught through academic content

35 — 4 – Transitional Bilingual Ed., Including ESL, taught traditionally

34 — 5 – ESL taught through academic content (no L1)

24 — 6 – ESL Pullout – (no L1) taught traditionally

7 – Prop 227 in California Spring 1998 – Spring 2000 (grades 2-9 in two-year cohorts)

Elementary Gains
range: 3-4 NCEs/yr
Gap closure
for all programs
except Proposition 227

Middle School Gains
range: -1 to +4 NCEs/yr
Little/no gap closure
for most programs
except dual language

High School Gains
range: -3 to +2 NCEs/yr
Gap increase
for most programs
except dual language

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Developing Rich Experiences and Pathways

Rigorous and rich learning experiences

- Hands-on learning
- Community service
- Field trips
- Travel and immersive experiences

Pathways to graduation and beyond

- Seal of Biliteracy
- Advanced content and elective courses
- AP, IB and College in the High School
- Teacher academy & internships

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Developing Strong Academic Experiences

January 9

Step 3: Design or Adopt a DL Program Model	a. Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. b. Develop a consistent, research-based language allocation plan. c. Design P-12 pathways for long-term program sustainability.

March 5

Step 5: Align Curriculum and Resources	a. Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. b. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.

May 7

Step 7: Develop a Plan for Assessment and Program Evaluation	a. Determine how students will be assessed in both languages in content, language, and literacy to monitor student progress and inform instruction. b. 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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Sociocultural Competence and Critical Consciousness

Sociocultural Competence & Critical Consciousness

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

GOAL 3

A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives
- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators

- Develop a diverse, inclusive, and highly skilled **multilingual** workforce

- Increase culturally and linguistically responsive practices

- Develop advocacy and leadership at all levels

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Developing a Multilingual Workforce

Professional Learning

- Using the NDLETPS Standards
- Increasing ELL & Bilingual endorsements
- WIDA professional learning & SLD standards

Pathways to Teaching

- High school teaching academies
- Para-to-pro "Grow your own" models
- Teacher residency experiences

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… If teachers are not aware of the different behaviors and attitudes that reflect equity and social justice in the classroom, the classroom may provide a setting that continues, perhaps inadvertently, to mirror bias that is often perpetuated outside the dual language classroom.

- Guiding Principles of Dual Language Education (p.35)
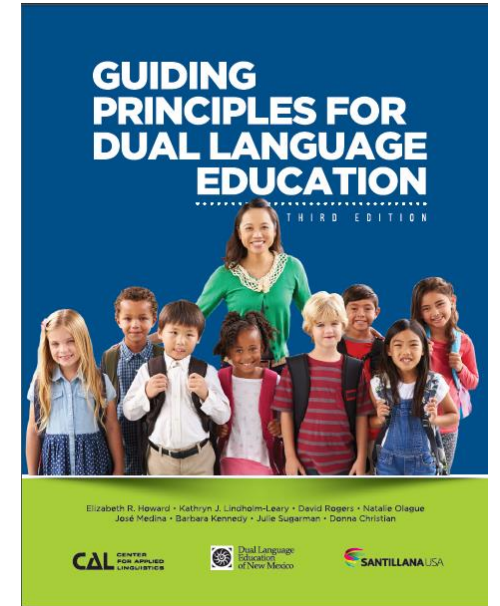
Culturally & Linguistically Responsive Practice

Socioemotional Learning

- Building learning from students' and families' lived experiences
- Developing sociocultural learning targets using the Social Justice Standards

Academic Learning

- Using culturally responsive texts
- Examining bias in materials
- Developing students as advocates

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Advocacy and Leadership

At the local level
- Serving on advisory and adoption committees
- Working with unions
- Amplifying marginalized voices

At the state level
- Participating in PLCs
- Attending and presenting at conferences
- Serving on the DL Steering Committee
- Writing letters or testifying on bills

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State Grants and Funding

Funds support key start-up costs such as curricula in the partner language and professional learning.

$1,425,000 annual state proviso 2017-2024

$10,000,000 ESSER funds for 2021-2023
- Remaining funds carry over into 2023-24

$4,725,000 state proviso for 2024-25

Developing Educators, Leaders & Advocates

November 7

Step 1: Build Knowledge and Advocacy	a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.
	b. Recruit a diverse stakeholder advisory group and secure long-term commitment and involvement at all levels of the organization.
	c. Conduct a needs assessment to collect data about students to be served, district resources and community interests.

April 2

Step 6: Establish a Staffing and Professional Learning Plan	a. Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members.
	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.
	c. Align district resources to develop a sustainable plan for ongoing professional development and support.

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Updates & Opportunities

Grants & Teacher-Leader Cohort

Grant Applications for 2023-24

- July 31, 2023 – Intent to Participate survey review date

- August 2023 – FP 748: Tribal Language Grant application opened, rolling approvals

- Sept 1, 2023 – FP 978 & 979: DL/HL Grant applications open for New & Planning districts

- Sept. 29, 2023 – FP 979: DL/HL Grant applications open for Continuing & Expanding districts

- Dec. 1, 2023 – Final approval date for FP 748, 978, and 979

DL Spanish Teacher Leader Cohort

- PLC to support teachers who teach in Spanish implementing the WIDA SLD Standards (Marco DALE)

- Applicants commit to one day in-person WIDA workshop and monthly PLC meetings

- Applicants should regularly teach or coach teachers in a Spanish DL or HL Program

- To apply, complete this survey. Contact Teresa Mendoza-Casby or Katie Sperling for more information.

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Professional Learning

2023-24 Dual & Heritage Language Professional Learning:

- [Dual Language Webinar Series: Developing Strong DL Programs](#)
- [Dual Language "Leadership Lunch" PLC](#)
- Dual Language Spanish Teacher-Leader Cohort (by invitation only)

- [Heritage Language Webinar Series: Cultivating Multiliteracy through HL Programs](#)
- Heritage Language Leaders "Language Lunch" PLC
- [HL & Less-Commonly Taught Languages (LCTL) Educator PLC: Planning with Purpose](#)

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Resources & Events

Resources:

- Washington OSPI Dual Language Education webpage

- Dual Language Education: What Families Should Know webpage

Upcoming Events:

- DL "Leadership Lunch" PLC | Tues., Oct. 17 | 12:00-1:00 p.m.

- DL Webinar: Build Knowledge & Advocacy | Tues., Nov. 7 | 3:00-4:00 p.m.

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Caminante, no hay puentes, se hace puentes al andar.

Voyager, there are no bridges, one builds them as one walks.

- Gloria Anzaldua

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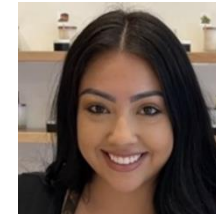564-999-3144
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