

Build Knowledge and Advocacy

Developing Strong Dual Language Programs
Webinar Series Session 2
November 7, 2023



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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.





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



NEW! Dual Language Guidance

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.

STEP 1: BUILD KNOWLEDGE AND ADVOCACY

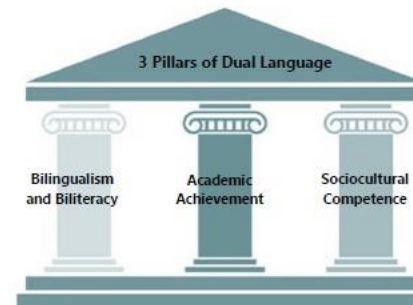
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

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.

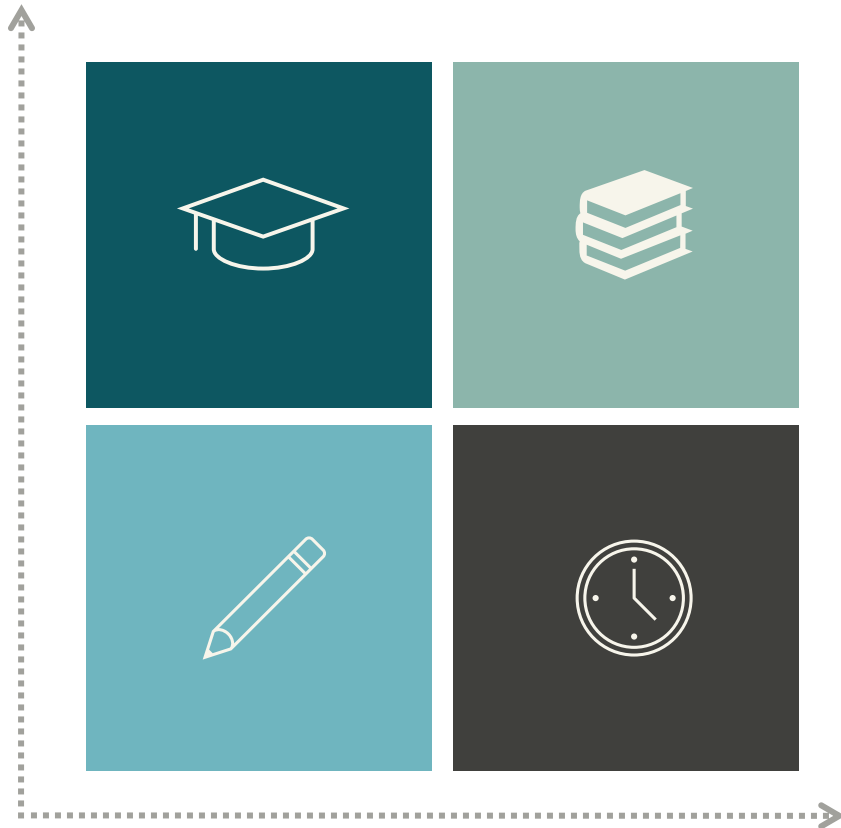
- Research and outcomes of dual language programs;
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence;
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers;
- 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.



Today's Agenda



Develop Understanding

Recruit an Advisory Group

Conduct a Needs Assessment

Updates & Opportunities



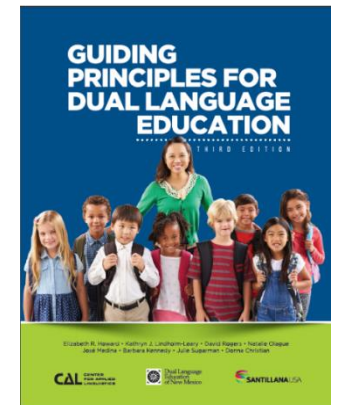


Develop Understanding

Developing Understanding

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

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.



Critical Components for Understanding

- Research and Benefits
- 3 Pillars of Dual Language (Mission, Vision, & Goals)
- Types of Program Models (90/10, 80/20, 50/50)
 - One-Way, Two-Way or WL Immersion
 - Language Allocation
- Policies & Procedures for...
 - Enrollment
 - Staffing
 - Resources



Research Outcomes

Promotes Asset-based Education by...

- Building strong home-school connections
- Advancing identity development
- Honoring the language of the family, community, or Tribe

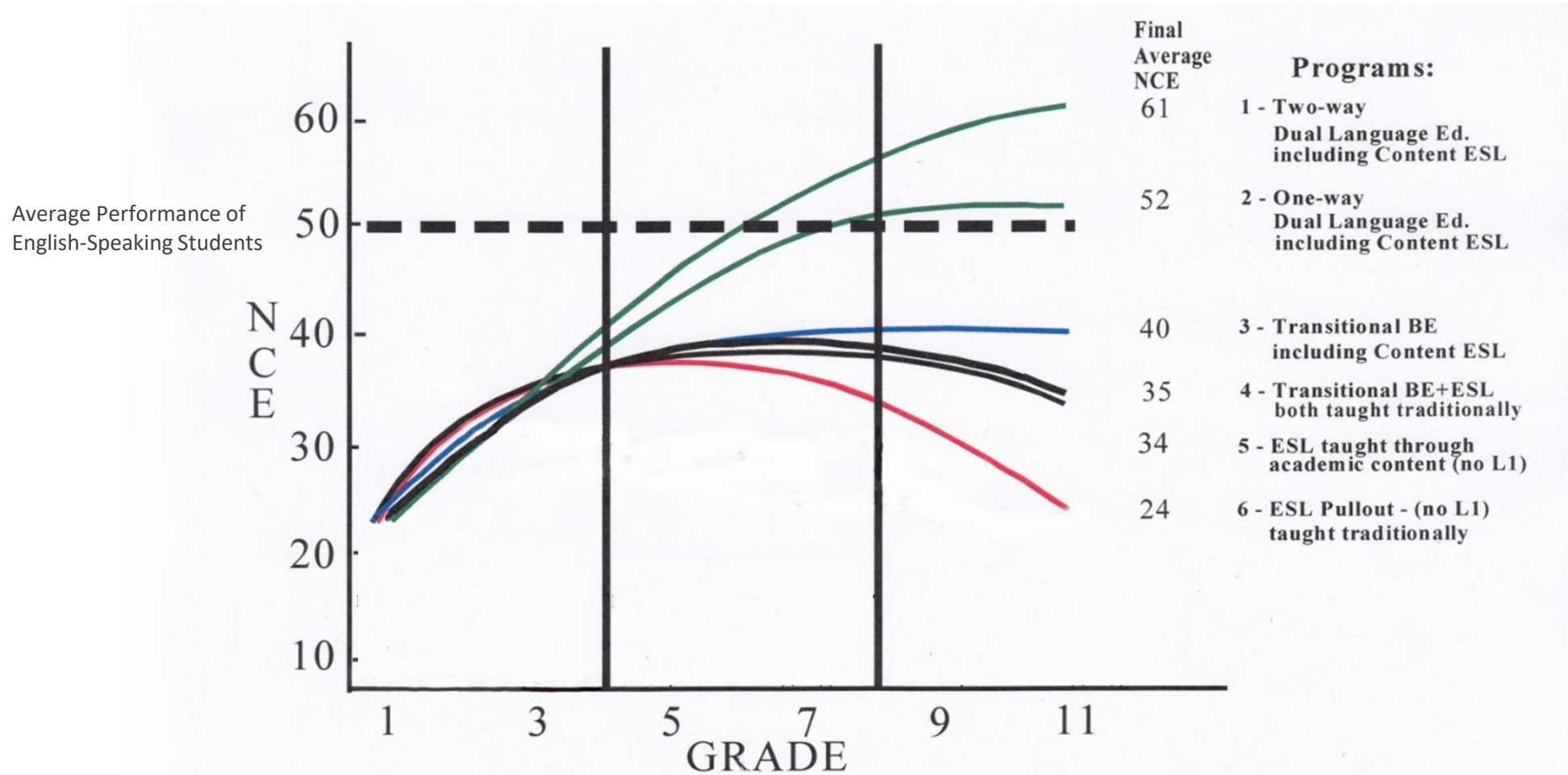
Closes Opportunity & Achievement Gaps for...

- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- Historically underserved student groups

Sources: Thomas & Collier (2012, 2017)



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



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What are the benefits of being bilingual and biliterate?



Benefits of Bilingualism

LINGUISTIC:

- Affirm, elevate, advance students' linguistic assets
- More likely to earn the Seal of Biliteracy
- More likely to acquire a 3rd or 4th language
- Increased economic competitiveness, higher salary
- Amplify employment opportunities
- Strengthen national

ACADEMIC:

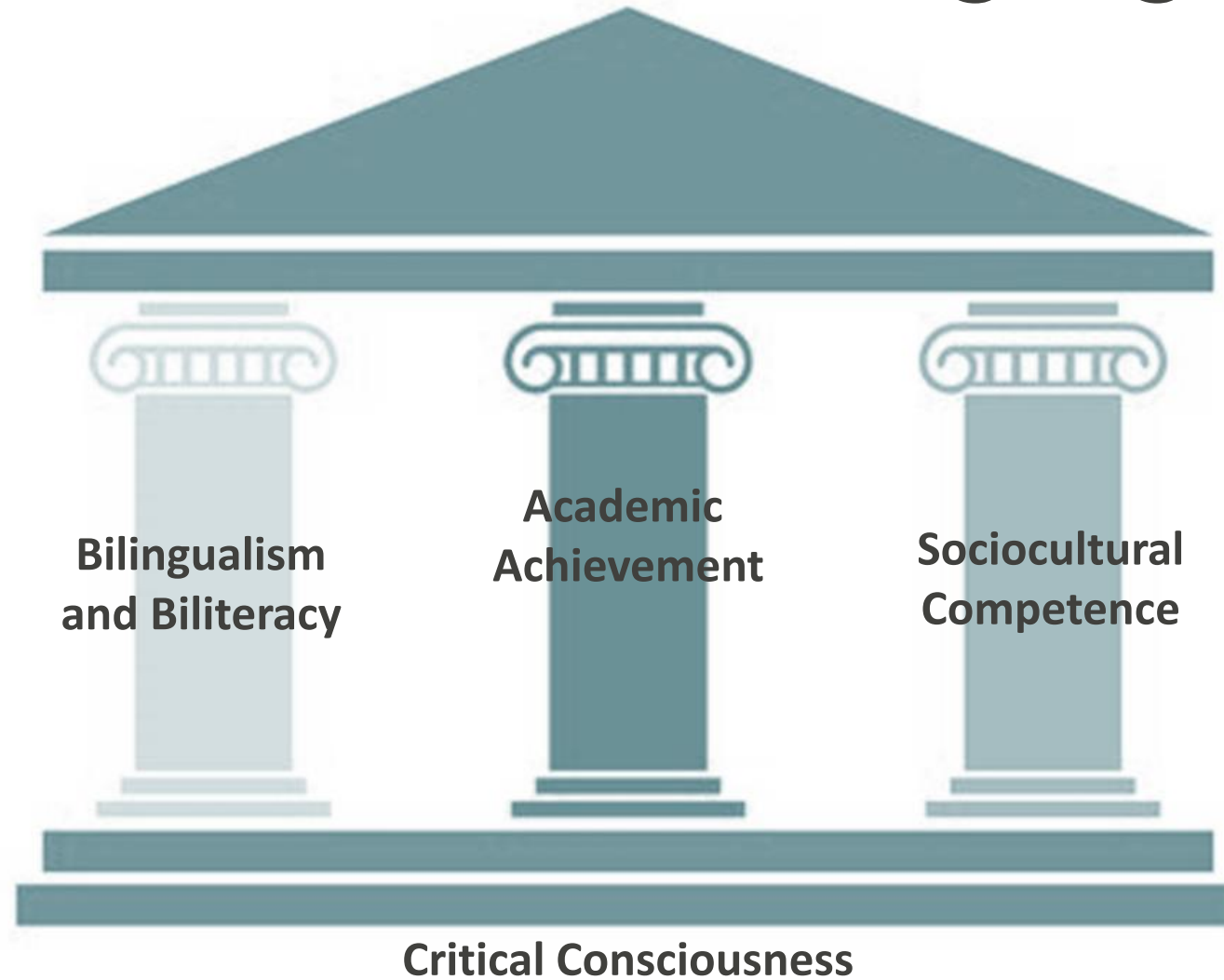
- Increased cognitive advantages
- More likely to take advanced courses such as AP, IB or College in the High School
- **HIGHER ACADEMIC PERFORMANCE**



SOCIOCULTURAL:

- Affirm, elevate, advance students' cultural assets
- Enhance intercultural skills
- Greater diversity in friendship
- Decreased intergenerational loss
- Improved health diagnosis and prognosis
- Delay in certain brain diseases

3 Pillars of Dual Language



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%



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)



Language Allocation

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)

Enrollment Policy Considerations

- Equitable access to programs
- Prioritizing multilingual learners
- Balancing students from each language group
- Transportation
- Late entry to a program



Staffing Considerations

- Staff asking: "Will I lose my job?"
- Staff understanding the program
- Recruiting & retaining qualified teachers and paraeducators
- Workload issues and contractual concerns
- Covering absences & leaves



Resource Considerations

- District adoptions
- Availability of resources in the language
- Aligning curriculum & materials across languages
- Providing sufficient classroom resources
- Authentic text and translations

Family & Community Concerns

- Belief that **more** English = **better** English
- Concern about how to support a language they don't speak
- Concern for students with disabilities or behavioral challenges
- Taking students out of the program early when they express that it is challenging





Recruit a Diverse Advisory Group

Advisory Board

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

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

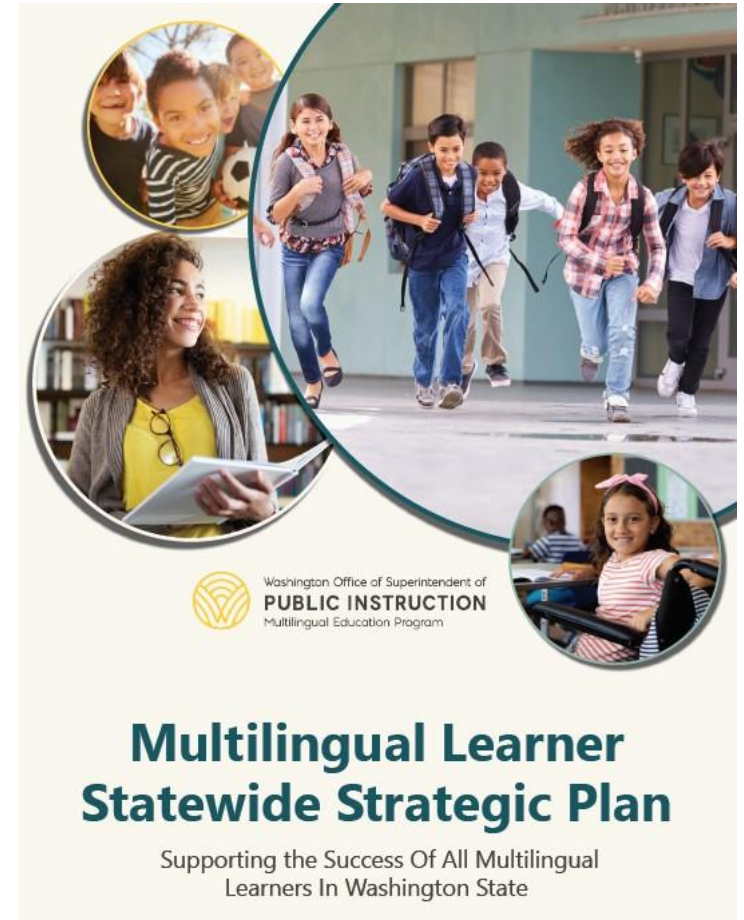
Inclusive, Asset-Based Policies & Practices

Who does the program serve?

- Multilingual English learners
- English-speaking students including historically underserved student groups
- Heritage learners

How do you ensure equity and inclusion?

- Strong program design
- Enrollment policies
- Culturally responsive & inclusive practices



Dual Language Advisory Board

Guides development & continuous improvement of the Dual Language Program

- Meets at least 2-4 times per school year
- Provides input and guidance on:
 - Determining which schools & languages will be prioritized
 - Conducting outreach to the community
 - Addressing enrollment considerations & hiring staff
- Should include:
 - Parents/family of multilingual learners (MLs) and current or former MLs
 - Teachers, paraeducators, school & district leaders, school board members
 - Community members from the language represented



Dual Language Workgroup

- Determine projects and tasks to complete
- Prepare materials and plans for the advisory board to review
- Develop documents, presentations, budgets & logistics
- Coordinate with school & district staff, departments, processes
- May include a staff member with FTE for planning or supporting the program

These are the “worker bees” who keep the program moving forward!



Dual Language Champions

Dual Language Programs need designated “champions” at all levels to support and advocate for the program.

- Teachers & Paraeducators
- Specialists or Coaches
- Building Administrators
- District Administrators (including cabinet members)
- School Board Members
- Family & Community Members (from both language groups)





Who are the “champions” for your dual language program? What role are they in?



Making a Commitment

Consider ways that all the contributors can show their commitment.

- Signing the mission, vision, and goals document
- Displaying names of key contributors
- Asking each contributor to reach out to 5 others
- Being present at key school or district events and activities
- Attending full-day workshops or conferences



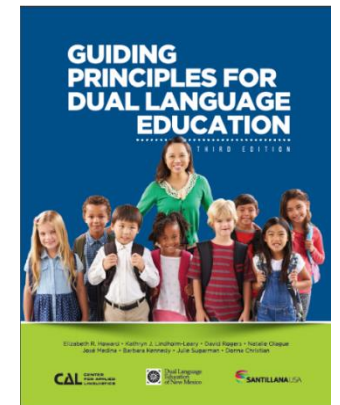


Conduct a Needs Assessment

Needs Assessment

Step 1c. *Conduct a needs assessment to collect data about students to be served, district resources, and community interests.*

CAL Guiding Principles Strand 7: Support & Resources
Principle 3-A & D: The program seeks the tangible support of the state, district, and local community and advocates for funding based on its needs.



Critical Data for a Needs Assessment

- Student Data
- District Resources
- Community Interests & Resources



Student Data



- Student demographic data and trends
- Current student academic outcomes (disaggregated by group)
 - Current multilingual English learners (ELs), Former/exited ELs, Never ELs
- Student strengths and challenges
 - May come from teachers, paraeducators, students & families

Questions to consider:

- *Who is being served by current and planned programs?*
- *Who is being underserved?*
- *What student strengths can we build on?*
- *What challenges can we plan to address in the program design?*



District Resources



- Staffing – bilingual staff
- Curricular adoptions, materials, and resources
- Professional learning and instructional initiatives
- Funding sources – Basic Ed, TBIP, Title III, Title I, LAP, DL Grants

Questions to consider:

- *Which people or positions could support the program?*
- *What instructional resources and plans could be leveraged or adjusted to include dual language?*
- *What funding sources can support program costs?*

Community Interests & Resources

- Family groups, organizations and events (PTOs, etc.)
- Community-based organizations
- Local businesses in the language community
- Local bilingual community leaders



Questions to consider:

- *Who are potential community leaders who can support the program?*
- *What resources does the community offer that can be leveraged to provide support and/or opportunities for community engagement?*
- *What family engagement does the school already offer that can be leveraged to provide information and gather input on the program?*



Needs Assessment Process

- Develop a plan for gathering currently available data and input needed through surveys, community meetings, & focus groups
- Make a list of key stakeholders and available resources
- Consider ways to leverage strengths
- Consider areas of need
- Utilize needs assessment to inform program development and next steps

CHECKLIST

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How do you currently gather input from students, staff, families, and community?





Updates & Opportunities

Dual, Heritage & Tribal Language Grants

Grant Applications for 2023-24



- July 31, 2023 – Intent to Participate survey review date
- August 2023 – FP 748: Tribal Language Grant application opened
- September 2023 – FP 978 & 979: Dual & Heritage Language Grant applications opened
- Dec. 1, 2023 – Final approval date for FP 748, 978, and 979
- January 2024 – Remaining funds will be available for redistribution and additional applicants



DL Spanish Teacher Leader Cohort



- PLC to support Spanish teachers implementing the WIDA SLD Standards (Marco DALE)
- Applicants commit to monthly PLC meetings
- Applicants should regularly teach or coach teachers in a Spanish DL or HL Program
- Contact [Teresa Mendoza-Casby](#) or [Katie Sperling](#) for more information.



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
- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Nov. 28 | 3-4 PM
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM
- Heritage Language Leaders Lunch PLC - [Zoom](#) Dec. 13 | 12-1 PM



Resources & Events

Resources:

- [Washington OSPI Dual Language Education](#) webpage
- [Dual Language Education: What Families Should Know](#) webpage



Upcoming Events:

- [DL "Leadership Lunch" PLC](#) | Tues., Nov. 14 | 12:00-1:00 p.m.
- [DL Webinar: Mission, Vision, and Goals](#) | Tues., Dec. 5 | 3:00-4:00 p.m.





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Connect with us!



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