



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

***Washington State Dual  
Language Program Guide:  
For Developing and  
Implementing Dual  
Language Programs***

**2023**

# WASHINGTON STATE DUAL LANGUAGE PROGRAM GUIDE

*For Developing and Implementing Dual Language Programs*

**2023**

**Veronica Gallardo**  
**Assistant Superintendent of the Office of System and School Improvement**

**Prepared by:**

- **Dr. Kristin Percy Calaff**, Executive Director of Multilingual & Migrant Education  
[kristin.percycalaff@k12.wa.us](mailto:kristin.percycalaff@k12.wa.us) | 564-999-3144

**Reviewed by the Washington State Dual Language Steering Committee**

Teddi Beam-Conroy, University of Washington  
Rosa Bushey, Franklin Pierce School District  
Catherine Carrison, Carrison Consultancy  
Sarah Del Toro, Kennewick School District  
Beth Dillard, Western Washington University  
Camille Empey, Evergreen Public Schools  
Julie Fairall, Bremerton School District  
Juan Gaona, Mount Vernon School District  
Athena Jimenez, DCYF  
Eric Johnson, Washington State University  
Jennifer Johnson, Education Northwest  
Heidi LaMare, Northwest ESD  
Alfonso Lopez, Wenatchee School District

Katie Martin, Franklin Pierce School District  
Bethany Martinez, Wahluke School District  
Teresa Mendoza-Casby, OSPI  
Angie Ozuna, Grandview School District  
Renee Shank, University of Washington  
Ema Shirk, OSPI  
Radu Smintina, OneAmerica  
Katie Sperling, OSPI  
Kaori Strunk, OSPI  
Veronica Trapani, OSPI  
Maribel Vilchez, North Thurston School District  
Aide Villalobos, Shelton School District  
Thad Williams, Seattle Public Schools

# TABLE OF CONTENTS

<b>Introduction</b> .....	<b>5</b>
<b>Step 1: Build Knowledge and Advocacy</b> .....	<b>6</b>
Step 1a. Develop initial understanding of dual language .....	6
Step 1b. Recruit a diverse advisory group .....	7
Dual Language Advisory Board .....	7
Dual Language Workgroup .....	7
Dual Language Champions .....	7
Step 1c. Conduct a needs assessment .....	8
Student Data .....	8
District Resources .....	8
Community Interests and Resources .....	9
<b>Step 2: Develop a Program Mission, Vision, and Goals</b> .....	<b>10</b>
Step 2a. Collaboratively write clear vision and mission statements .....	10
Vision Statement .....	10
Mission Statement .....	10
Use of Asset-Based Language .....	11
Step 2b. Define the three goals of dual language .....	11
<b>Step 3: Design or Adopt a Dual Language Program Model</b> .....	<b>13</b>
Step 3a. Determine the dual language program model .....	13
Program Type .....	13
90/10 or 80/20 Program Models .....	13
50/50 Program Model .....	14
Step 3b. Develop a language allocation plan .....	15
Daily Schedule .....	15
Language Allocation Across the Years .....	16
Step 3c. Design P-12 pathways .....	17
Planning for Enrollment Transitions .....	17
Secondary Course Planning .....	18
<b>Step 4: Develop Enrollment and Family Outreach Plans</b> .....	<b>20</b>
Step 4a. Determine clear enrollment policies .....	20
Enrollment Policies .....	20
Location and Transportation .....	20
Program Access, Lotteries, and Waitlists .....	21

Program Entry Requirements .....	21
Step 4b. Create plans for outreach.....	21
Recruitment Plans .....	22
Enrollment Support .....	22
Support Staff.....	23
Ongoing Family Outreach.....	23
<b>Step 5: Align Curriculum and Resources .....</b>	<b>24</b>
Step 5a. Review district curriculum and identify resources.....	24
Identify Materials.....	24
Review Materials.....	24
Translation of Materials .....	25
Step 5b. Procure resources in both languages.....	26
Purchasing Materials.....	26
Curriculum Planning.....	26
<b>Step 6: Establish a Staffing and Professional Learning Plan .....</b>	<b>30</b>
Step 6a. Develop plans for recruitment, hiring, and retention .....	30
Language Proficiency Assessment.....	30
Planning for Positions.....	30
Recruitment & Hiring .....	31
Teacher Retention.....	32
Step 6b. Design a professional learning plan.....	32
Designing a Professional Learning Plan .....	32
Step 6c. Align district resources for professional development.....	34
<b>Step 7: Develop a Plan for Assessment and Program Evaluation.....</b>	<b>37</b>
Step 7a. Determine how students will be assessed .....	37
Content Assessment .....	38
Literacy Assessment .....	39
Language Assessment.....	40
Developing an Assessment Plan.....	41
Step 7b. Develop a process for annual evaluation.....	42
Gathering Data.....	42
Analyzing Data .....	42
Developing Improvement Plans .....	43
School Improvement Planning.....	44

# INTRODUCTION

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

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

# 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.

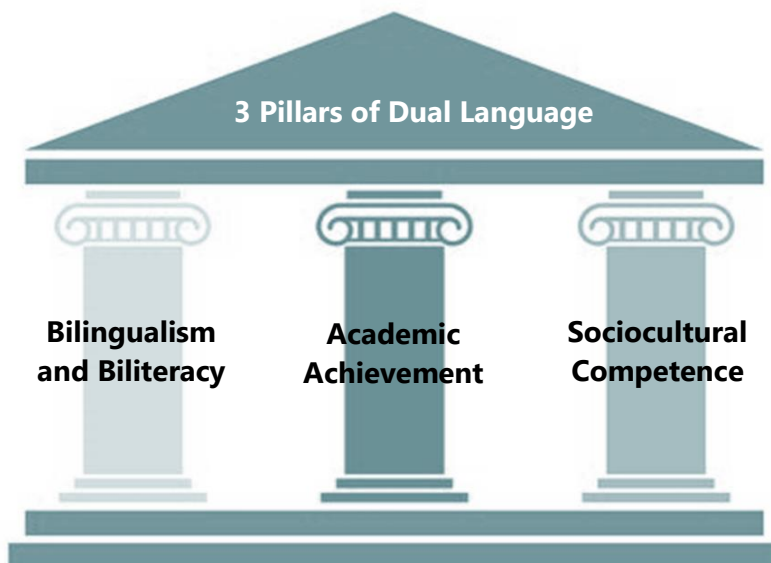
A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

---

*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.

## Step 1b. Recruit a diverse advisory 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 advocates to join a Dual Language Advisory Board which will be tasked with:

- 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;
- Conducting outreach to the school or district community; and
- Addressing enrollment considerations, the hiring of staff, and other decisions regarding policies and procedures to support the program.

---

*CAL Guiding Principles Strand 6: Family & Community*

*Principle 3-A: The program establishes an advisory structure for input from family and community members.*

---

The Dual Language Advisory Board must include an equitable number of members that represent the students who will participate in the program, both multilingual learners and fluent English speakers. The board should include students, parents/caregivers and family members, teachers, school leaders, governing board members, and community members.

### Dual Language Workgroup

In addition to the Dual Language Advisory Board, the school or district may also want to identify a smaller Dual Language Workgroup that may overlap with the advisory board and will be responsible for moving the work forward to develop the program. This group can help with:

- Determining projects and tasks to complete;
- Preparing materials and plans for the advisory board to review;
- Developing documents, presentations, budgets, and logistics; and
- Coordinating with school and district personnel, departments, and processes.

### Dual Language Champions

To be successful, dual language programs need to identify key collaborators at all levels of the district to participate in the advisory board, workgroups, and committees. Identify “champions” at each level of the organization who can be advocates for the program, including:

- Teachers and paraeducators
- Specialists or coaches
- Building administrators
- District administrators, including cabinet members
- School board members
- Family and community members

Finally, everyone needs to make a long-term commitment to the program to ensure success. This commitment may be a formal part of developing the vision, mission, and goals for the program.

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

Before designing a dual language program, the school or district should conduct a comprehensive needs assessment so that the program can advocate for funding and support based on the needs of the school and community. A comprehensive needs assessment should include a review of student data, district resources, and community interests and resources.

---

### *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.*

---

### **Student Data**

In reviewing student data, the Dual Language Advisory Board should examine student demographic data and trends to determine where to place programs and how to ensure the greatest number of students and families can access programs. Student academic outcomes should also be reviewed and be disaggregated to look at outcomes for currently eligible multilingual learners (MLs), former or exited MLs, and students who are English proficient and were never identified as MLs. The advisory board may also want to look at qualitative data, such as strengths and challenges of student groups based on input from teachers, paraeducators, administrators, students, and families.

When reviewing student data, these are key 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**

It is also important to identify current district resources and determine additional resources that will be needed for the dual language program. This includes reviewing current staffing both in potential dual language schools and across the district. Bilingual staff who speak the target language for the program should be identified, assessed to determine their language skills, and interviewed about their interest in working in the program.

The advisory board should also review current curricular adoptions, materials, and resources and determine what will be needed to support the language other than English. Do parallel materials already exist in the partner language? Are those materials authentic and robust enough to provide strong instruction in the partner language? If not, the committee may need to review additional



curricular materials and/or contract with a translation service to develop the materials that will be needed.

Finally, a review of funding available for the program is a critical part of the needs assessment. Decisions regarding funding can be challenging and may entail important discussions about equity within the school system. Be sure to review all potential funding sources including Basic Education, Transitional Bilingual Instruction Program (TBIP) funds, Title III, Title I, LAP, and any available dual language grants or other sources. Consider how many students will potentially be participating in the program across multiple years, what programs those students qualify for, and what costs may be initial versus long-term to sustain the program.

In reviewing district resources, these are key questions to consider:

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

## **Community Interests and Resources**

Dual language programs should reflect not only the students and families but the community in which they are located. In conducting a thorough needs assessment, Dual language teams should spend time identifying and connecting with local community-based organizations, businesses, and community leaders who speak the partner language and are rooted in the cultures of students and families. Fostering community partnerships can be critical to the development of a strong dual language program and can support outreach and opportunities.

In identifying community interests and resources, these are key 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 opportunities does the school already offer that can be leveraged to provide information and gather input on the program?

The team should develop a plan for gathering input needed using surveys, community meetings, and focus groups. Team members can make a list of key advocates and available resources as a starting point. After gathering data and reviewing feedback, the planning team should consider ways to leverage strengths and resources and address needs to inform program development plans.

# STEP 2: DEVELOP A PROGRAM MISSION, VISION, AND GOALS

After developing understanding of dual language education, one of the first tasks of a Dual Language Advisory Board is to set the vision for the program. This includes crafting clear mission and vision statements and defining the three goals of dual language at the local level.

## Step 2a. Collaboratively write clear vision and mission statements with a set of guiding principles based on dual language literacy, research, and policy.

### Vision Statement

A vision statement outlines the program's goals. It defines what the team hopes to see in the future for students and families who participate in the program. This vision should be grounded in the guiding principles for dual language and align with research and local policies and strategic plans.

---

#### *CAL Guiding Principles Strand 1: Program Structure*

*Principle 1-A-D: The program design is aligned with program mission and goals and includes development of bilingualism, biliteracy, sociocultural competence, and grade-level appropriate academic expectations.*

---

In crafting a vision statement, the team should consider:

- Who is the program designed for?
- What are the goals and expected outcomes for students?
- What are the long-term benefits of the program for the entire community?

### Mission Statement

The mission provides an overview of the steps planned to achieve the vision and goals of the program. A mission statement may follow the vision with a sentence such as, "We will achieve these goals by..." followed by specific actions that will ensure the program stays focused on the vision that has been developed.

In crafting a mission statement, the team should consider:

- What key steps will be involved in achieving the vision?
- Who will need to support and champion the vision for it to be realized?
- How will the program focus on key tenets of the vision and goals?

The Dual Language Advisory Board also needs to consider the process for developing the program's vision and mission. This includes determining who will be involved in crafting the vision and mission statements and how input will be sought from additional interested parties to ensure equitable participation in the process.

## Use of Asset-Based Language

In developing the vision and mission there are also potential pitfalls that should be avoided to ensure the language used has a strong focus on equity including the following:

Pitfall to Avoid	Suggestion
Avoid language that classifies students as “native speakers” of a language.	Consider all students, including simultaneous bilinguals and students who speak a third language at home.
Avoid language that centers outcomes on certain student groups.	Consider the shared outcomes and goals for all students in the program.
Avoid language that “others” the language in addition to English.	Name both languages in the vision and mission to equalize their value.

A strong vision and mission statement can drive decision-making for the program and ensure that policies and procedures align with the values that have been defined by the advisory board.

## Step 2b. Define the three goals of dual language at the local level.

The vision and mission should also include references to the three goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence. In addition, the program needs to clearly define what success looks like when these three goals have been achieved at the local level.

---

### *CAL Guiding Principles Strand 1: Program Structure*

*Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.*

---

The team may want to consider:

- How will grade-level academic achievement be defined and measured?
- When is a student considered to be fully bilingual and biliterate?
- What are ways that sociocultural competence will be demonstrated?

The Dual Language Advisory Board may use student outcome data from the needs assessment to set specific goals for student academic achievement and define specific measures that will be used to assess progress towards this goal. Similarly, the team may use the Washington State Seal of Biliteracy as a goal for demonstrating bilingualism and biliteracy and/or additional performance-based measures to set higher goals for students who continue in the program through high school. While sociocultural competence can be hard to measure, the vision for how students use their linguistic and cultural skills can be defined in terms of specific experiences, reflections, or actions that students are expected to take when this goal has been achieved.

The final step in developing the vision, mission, and goals of the program is to create a clear plan for how these will be communicated. The team should consider:

- How will the vision, mission, and goals be communicated to stakeholders?
- Who should it be communicated to? And for what purpose?
- What platforms will be used to communicate?
- How will it be revisited as the program continues?

A clear vision, mission, and goals for a program are only as good as the actions that are taken to ensure they are communicated and shared by everyone who participates in or supports the program. Establishing a clear process for how it will be regularly included in discussions and decisions about the program is critical for the vision to be realized.

# STEP 3: DESIGN OR ADOPT A DUAL LANGUAGE PROGRAM MODEL

After designing a clear vision, mission, and goals, the Dual Language Advisory Board and/or planning team will need to decide what program model to use. The program model includes determining who the program will serve, how much time will be spent in each program language, and how language will be allocated for content instruction across all grades. These decisions should be grounded in a thorough needs assessment that considers student demographics, strengths, and needs as well as district and community resources and interests.

## Step 3a. Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all decision-makers.

### Program Type

While all dual language programs teach content, language, and literacy in two languages, there are three main types of dual language programs in Washington, which mainly differ in the student groups they serve.

---

*CAL Guiding Principles Strand 1: Program Structure*  
*Principle 2-D: High-quality instruction in both program languages is provided to all students in all grades in a way that is consistent with the program model.*

---

- **Two-way dual language programs** enroll a balance of multilingual learners who speak the partner language and proficient English-speaking students.
- **One-way dual language programs** enroll mostly multilingual learners who speak the partner language.
- **World language immersion programs** enroll mostly English-speaking students; some multilingual learners may participate but typically make up less than a third of the class.

It is important to consider the program type and balance of students in the program when determining the program model and language allocation plan to build on students' strengths and address their needs effectively in each language.

### 90/10 or 80/20 Program Models

In 90/10 programs, students begin in kindergarten with 90% of the school day in the partner language and 10% in English. In 80/20 programs, students begin in kindergarten with 80% of the school day in the partner language and 20% in English. In both of these program models, English instruction is increased each year by about 10% until students are learning for 50% of their time in each language.

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

Some programs continue with a 90/10 (or 80/20) split for both kindergarten and 1st grade and then move to 50/50 by 5th grade. Research shows that the 90/10 program is the most effective dual language model because it immerses students quickly in the partner language for initial content and literacy instruction. With this solid foundation in their home language, multilingual learners develop strong English skills as English instruction increases. English-proficient students develop stronger skills in the additional language with this extra time immersed in the early years.

Here are some of the pros and cons of a 90/10 or 80/20 program model to consider:

- Best research-based outcomes for students
- More home language support for multilingual learners
- More partner language development for English speakers
- Requires a bilingual teacher in every K-3 classroom
- Can be harder to “sell” to skeptical families

## 50/50 Program Model

In 50/50 programs, students have 50% of instruction in the partner language and 50% in English beginning in kindergarten and continuing throughout middle and/or high school. The 50/50 program model is also an effective model for students, according to research, but may take longer for students to reach high levels of proficiency in the partner language.

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

Here are some of the pros and cons of a 50/50 program model to consider:

- Teachers can team up and collaborate (one English, one partner language teacher)
- Fewer bilingual teachers required and less displacement
- Can be easier for families to accept initially
- Team-teaching can require more transitions for students
- Will not have as strong of outcomes as 80/20 or 90/10

Many benefits of 50/50 programs are circumstantial and based on the staffing needs of the school, as well as the readiness of families to trust the program. It can be easier in some contexts to start with a 50/50 program for these reasons and potentially convert to an 80/20 or 90/10 program model in the future.

## Step 3b. Develop a consistent, research-based language allocation plan.

Dual language programs need to intentionally plan what subjects will be taught in each language and how students will have the opportunity to develop academic language across all subject areas. This includes planning language allocation across the school day and across the years of the program.

---

### *CAL Guiding Principles Strand 1: Program Structure*

*Principle 1-F: There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.*

---

### Daily Schedule

Students in a 90/10 or 80/20 dual language program may be with the same teacher for both languages or they may switch classes for English, so that students only experience instruction from each teacher in one language. Regardless, there needs to be a clear plan regarding what will be taught in English during that short amount of time, particularly in kindergarten and 1st grade. That time should provide substantial opportunities to engage in English language development for multilingual learners. Here is an example of a daily schedule in a 90/10 or 80/20 program for kindergarten and 1st grade:

Schedule	Minutes	Subject
9:00–9:30 am	30	English Language Arts (ELA)/Social Studies
9:30–9:45 am	15	Spanish Socioemotional Learning (SEL) Routines
10:00–11:30 am	90	Spanish Language Arts (SLA)
12:00–1:00 pm	60	Spanish Math
1:15–2:00 pm	45	Spanish PE/Music (or in English in 80/20)
2:00–3:00 pm	60	Spanish Science

In a 50/50 dual language program, most students have two teachers, one of whom teaches exclusively in each language. In this type of program, academic content is often divided between the two languages with each teacher being the primary person responsible for teaching certain content. Most 50/50 programs also teach language and literacy in both languages to develop simultaneous bilingualism and biliteracy. There needs to be a clear plan in these programs regarding which content areas will be taught primarily in each language and how teachers will bridge that learning into the other language.

Schedule	Minutes	Subject
9:00–9:15 am	15	SEL Routines (alternate languages)
9:30–10:30 am	60	Spanish Language Arts
10:30–11:30 am	60	Spanish Science & Health
12:00–1:00 pm	45	PE/Music/Art (alternate languages, if possible)
1:15–2:00 pm	60	English Language Arts/Social Studies
2:00–3:00 pm	60	English Math

In a 50/50 program model, this schedule may “flip-flop” for the second group of students with English in the morning and the partner language in the afternoon. If blocks of time are uneven, it is important to plan how to even these out by switching morning and afternoon classes mid-year, every other week, or in some other configuration that will allow equal time in both languages.

When planning the daily schedule, the planning team should consider:

- What daily routines are required in the school or district, such as SEL instruction? And how can these be balanced in a 50/50 program?
- How can you minimize transitions between languages and/or teachers?
- Where can students have other immersion opportunities in the additional language, such as during P.E., music, art, or other special activities?
- What adjustments will you need to make to ensure that all students have equal instruction in each language in a 50/50 model?
- How will you intentionally bridge content in both languages so that students develop the academic language needed for all content areas in both languages?
- How and when will students with IEPs receive services and in which language(s)?

## Language Allocation Across the Years

The language allocation plan also needs to address the content that will be taught across the years in the program. In a 90/10 or 80/20 program, this plan should include how English will be increased over the years until it reaches a 50/50 balance. The team will want to consider which content areas should be introduced first to increase academic language in English and how literacy will move towards a balanced biliteracy program in the upper grades. Here is an example of a 90/10 language allocation plan across grades K–5:

	<b>K–1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>90/10</b>	<b>80/20</b>	<b>70/30</b>	<b>60/40</b>	<b>50/50</b>
<b>English</b>	(30 min.) ELA	(60 min.) ELA/S.S.	(90 min.) SEL ELA/S.S.	(120 min.) ELA/S.S. Math	<b>A Day</b> (150 min.) SEL, ELA/S.S., Math <b>B Day</b> (150 min.) ELA, S.S., P.E.
<b>Spanish</b>	(270 min.) SEL SLA Math Science/S.S. PE/Music/Art	(240 min.) SEL SLA Math Science PE/Music/Art	(210 min.) SLA Math Science PE/Music/Art	(180 min.) SEL SLA Science PE/Music/Art	<b>A Day</b> (150 min.) SLA, Science, Music/Art <b>B Day</b> (150 min.) SEL, SLA, Math  (Alternate Science/S.S. units across languages)



In a 50/50 program model, the planning team should consider how to balance content areas such as math, science, and social studies across the years to ensure that students develop academic content language in each language while ensuring that language and literacy skills are developed in both languages throughout the program. Here is an example of a 50/50 language allocation plan across grades K–5:

	K–2	3–5
<b>Shared or Alternating</b>	(60 min.) SEL PE/Music/Art	(60 min.) SEL PE/Music/Art
<b>English</b>	(120 min.) English Language Arts Science Math (Routines)	(120 min.) English Language Arts Social Studies Math (Core)
<b>Spanish</b>	(120 min.) Spanish Language Arts Social Studies Math (Core)	(120 min.) Spanish Language Arts Science Math (Routines)

There are many variations of schedules in 90/10, 80/20, and 50/50 dual language programs but what is most critical is to ensure there is a clear plan that will develop students’ language and literacy skills in both languages and across all content areas over the course of the program.

Here are key things to consider when developing language allocation plans:

- What are the greatest needs of your students?
- Who will benefit most from each program model?
- How many staff are already bilingual?
- How might staffing affect your program model choice?
- What curricular resources may be available in each language?
- How do families and community members feel about the program? What models do they prefer?

## Step 3c. Design P–12 pathways for long-term program sustainability.

Districts should also plan how the dual language program will articulate from preschool and elementary into middle and high school.

### Planning for Enrollment Transitions

The planning team needs to determine feeder patterns for transitions to secondary programs and develop enrollment systems for these transitions well in advance. Keep in mind that transporting secondary students to schools outside of their neighborhood may not be as effective as developing programs

---

#### *CAL Guiding Principles Strand 1: Program Structure*

*Principle 4-B: There is a clear pre-K–12 pathway for students in the program.*

---

that will serve dual language students at their local middle and high schools. Often secondary students will prioritize peer relationships and access to extracurricular activities over the dual language program and parents may have less influence in those decisions than they do at the elementary level. Secondary pathways must be planned with these factors in mind.

Some key questions to consider include:

- What are the typical enrollment boundaries and pathways for middle and high school?
- What language programs already exist at middle and high school?
- What other programs or activities will dual language students and families want to access?
- How soon can middle and high schools be officially identified as future dual language schools?
- How can middle and high school students, families, and staff be involved?

At each level, a planning team for the school that will be continuing the program should be formed 2–3 years in advance to prepare for the transition and develop strong program plans.

## Secondary Course Planning

Research on dual language education recommends that programs continue to provide language arts instruction in both languages throughout PK through 12th grade and at least one content course in the partner language in each grade at the secondary level, although ideally students would take half of their classes in each language. Pathway plans should be designed to ensure students have the academic language skills needed to be successful in higher level content courses taught in the partner language. Here is an example of a 50/50 program plan across K–12:

Grades	Spanish	English
K–2	Spanish Language Arts/SS Math	English Language Arts Science
3–5	Spanish Language Arts Science	English Language Arts/SS Math
6–8	Spanish Language Arts (integrated with Cultural Arts) Social Studies	English Language Arts Math Science
9–12	Spanish Language Arts Math S.S./Elective (student choice)	English Language Arts Science S.S./Elective (student choice)

There are many factors the planning team will need to consider, including:

- Will the daily schedule at the middle or high school be designed as a block schedule or a daily schedule with discrete content area times for instruction?
- How will special consideration be given to the dual language program classes to ensure that students have daily instruction in both languages?
- Will course offerings be predicated on the teacher’s credentials and capacity to teach content with a highly proficient level of the partner language?

- How will partner language arts courses and 8th grade language assessments prepare students for high school partner language courses?
- How and when will parents and students be notified of their assessment results and recommended placements or course options for high school?

At the high school level, special consideration needs to be made regarding dual language course offerings and both local and state graduation requirements. Students may enter high school with world language credits in the partner language from taking a World Language Credit by Proficiency exam in 8th grade. Many students in dual language programs generate three or four high school credits at the end of 8th grade, often meeting requirements in that language for the Seal of Biliteracy.

Higher level language arts courses in the partner language that generate college credits such as Advanced Placement, International Baccalaureate, or College in the High School and special electives in that language that generate art, music, or Career & Technical Education (CTE) credit can provide additional opportunities and incentives for students to stay in the program through 12th grade. These courses should be planned well in advance to integrate linguistic and cultural experiences that extend students' learning and connect them with opportunities to use their skills in college and careers.

Additional considerations include:

- Internships or service-learning opportunities in the partner language
- Cultural exchanges or travel experiences
- Study of a third language or heritage language
- Language for Special Purposes courses, such as translation & interpretation
- Bilingual Educator Initiative – Teacher Academy programs
- Development of a bilingual portfolio or capstone project to demonstrate language skills
- Other multilingual pathway programs such as International Baccalaureate

High school dual language programs can provide excellent bridges to a rich future for bilingual and biliterate graduates with high level language skills.

# STEP 4: DEVELOP ENROLLMENT AND FAMILY OUTREACH PLANS

Dual language programs must be designed to prioritize the enrollment of eligible multilingual/English language learners who benefit the most from these programs. Programs can become very popular with English-speaking families as they recognize the benefits of developing another language, so it is important to lay out clear plans that ensure a balance of students in two-way programs and develop strong communication plans for family outreach.

## Step 4a. Determine clear enrollment policies that allow for equitable access with priority for multilingual English learners who speak the program language.

### Enrollment Policies

Developing enrollment policies that are rooted in equitable access to dual language begins with ensuring that your district has a strong equity policy that includes the importance of bilingualism and biliteracy. Starting with a commitment to building on the linguistic resources of your students and families can help ensure that decisions and policies regarding enrollment, transportation, and access to programs remain rooted in equity.

---

*CAL Guiding Principles Strand 6: Family & Community*  
*Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.*

---

When developing plans and procedures for enrollment, the Dual Language Advisory Board should consider the following questions:

- Where are students located who will most benefit from the program? Will transportation be needed and/or provided?
- If the program is schoolwide, how will families be able to opt in or out of the program?
- How will you ensure equitable access to the program? How will eligible multilingual learners be prioritized?
- What will happen if a lottery or waitlist is required? How will that be handled?
- At what grade levels can students enter the program? Can students enter later if they have skills in the partner language? How will that be determined?
- How will your enrollment policies affect class sizes in upper grades due to attrition?

### Location and Transportation

In crafting specific policies and procedures, it is important to consider how each decision will affect different students and families. The location of the program can have a significant impact on whether students can and will participate. While providing transportation to a dual language school can increase access for families of multilingual learners, these families may also have to consider before- and after-school childcare and whether they have transportation if they need to pick up

their child for a medical appointment, attend a parent-teacher conference, or participate in an evening event. Families often must make difficult decisions that go well beyond their interest in and commitment to the dual language program.

Similarly, if a program is school-wide and some families prefer not to participate, they may refuse to opt out of the program because of logistical issues or a desire to remain at their neighborhood school and then feel they are there against their will—despite having the option to go to another school, even with transportation. Ensuring that enrollment and transportation policies allow for the greatest amount of family choice is essential.

## **Program Access, Lotteries, and Waitlists**

Enrollment procedures that specifically detail how eligible multilingual learners will be prioritized and how all families will have equitable opportunities to enter the program are also critical. For example, a policy that requires all families to complete kindergarten enrollment by February 1 so that a lottery can be used to determine placement in the program may exclude immigrant families that often register later in the spring. If a lottery is needed, the school may want to fill only a certain percentage of slots after the first deadline and then hold a second lottery at a later date. The program may also need to hold separate lotteries for “English” seats and for “Spanish” seats that are held for students who speak Spanish as a first or primary language.

## **Program Entry Requirements**

Most dual language programs allow students to enter at any time during kindergarten and 1st grade but may have additional requirements for students who enter in 2nd grade and beyond. It can be very challenging for students to enter a dual language program after the first couple years if they have had no prior exposure to the partner language. Newcomers who are eligible multilingual/English language learners and speak the partner language are excellent candidates to enter the program later, even if their academic or literacy skills in that language are below grade level. They often serve as oral language role models in the partner language classroom and the program provides excellent academic support while they develop their English skills. Other students who are not proficient in the partner language may need to be assessed to determine if they have the skills to be successful entering later.

All of these enrollment procedures should be planned in advance, written into the program framework, and communicated through multiple means to families in both languages. New programs may want to explore the websites of more experienced programs to look at how other schools and districts develop and communicate their enrollment policies and procedures.

## **Step 4b. Create plans for outreach to inform families about the program, explain enrollment policies and procedures, and provide family choice.**

Districts may want to consider various ways to communicate with families to engage in ongoing outreach, education, and recruitment in the community. This may include distribution of flyers and presentations at preschools, elementary schools, and local community organizations as well as providing information online and through social media.

## Recruitment Plans

The Dual Language Advisory Board should consider and plan for various means of communication with families for recruitment and outreach, such as:

- **Web-based:** Website, social media, videos, e-mails, and online registration forms
- **Paper-based:** Flyers, posters, and printed slides
- **In-person:** Information sessions, school tours, and face-to-face communication
- **Other:** Automated phone messages, radio broadcasts, and local television spots

---

*CAL Guiding Principles Strand 6: Family & Community Principle 2, 1A, 1B, & 2D: The program promotes family and community engagement and advocacy through outreach activities and support services including providing a designated family liaison, bilingual office staff members, and communication with families in the appropriate language.*

---

Families and community members are critical in informing the planning committee about the best ways to reach local families. It is especially important to ensure that families from both language groups in two-way programs can access timely information regarding enrollment and registration deadlines. OSPI will soon be offering a Dual Language Communications Toolkit with generic flyers and social media posts that can be adapted and used to advertise your local dual language program.

If the program is a school-wide model, families should also be given information regarding their options to participate or opt out of the program. Many programs begin with a strand model to allow for these choices to be made within the assigned school, but clear communication about these options and the rules regarding space available in the program are critical.

Keep in mind that informing families about the program goes beyond simply letting them know how to enroll. Families often need multiple opportunities to learn about how dual language works and reassurance that the program will not negatively impact their child's English skills, whether they speak English or another language at home. In transitioning to kindergarten, experts say that students and families need at least seven opportunities to interact with the school to create a smooth transition. Effective recruitment and outreach efforts can provide some of these interactions and establish strong initial connections with families.

## Enrollment Support

While planning for recruitment and outreach, the planning committee should also consider whether specific barriers within the enrollment system must be addressed to ensure equitable participation for all students and families.

The team may want to consider:

1. How do families currently enroll students in school?
2. What barriers may already exist?
3. What resources does the school or district already have to support families?
4. How can these be leveraged to address barriers and provide support?
5. Can supports be provided in the current system? Are new supports needed?
6. Who needs to be trained in any new systems or supports?

One dual language district used a “pre-mortem autopsy” to plan out how to address potential barriers and issues with their new dual language program in advance so they could anticipate problems and identify specific staff members who were tasked with resolving issues in that area. This is an excellent model for planning enrollment support. The team may want to imagine everything that could potentially go wrong for various families and then troubleshoot how they can develop a system that would be prepared to support them.

## **Support Staff**

One of the most critical roles in a dual language school is that of the family liaison. While many schools may not have a specific position that is funded for this purpose, most schools with large populations of multilingual students from one language group have someone who serves in this capacity. That person may be a teacher, paraeducator, administrator, parent, or community volunteer, but everyone knows they are connected to the community that speaks that language. Dual language programs that are highly effective leverage funding to strategically support someone in this role as a bilingual family liaison. This person is especially important in recruitment and outreach for new families. Some schools use Title I funding or other resources including PTA/PTO funds to support the extra hours needed for a family liaison to participate in these outreach efforts.

Similarly, dual language schools may work towards hiring office staff and other staff members that speak the program language to improve family engagement and support. If these positions cannot be filled with bilingual staff members, then all staff need to make concerted efforts to learn a few basic phrases in the program language so that families who speak that language will feel welcomed and included in the school environment.

## **Ongoing Family Outreach**

Once students are enrolled in the program, family outreach and engagement has only just begun. The Dual Language Advisory Board can also inform ongoing efforts to engage families and provide opportunities for family and community involvement in the program. These activities may include:

- Sharing news and information
- Encouraging active involvement
- Inviting input and ideas
- Showcasing accomplishments
- Informing the community
- Advancing students through the grade levels

Each dual language school should have their own advisory board or committee with strong family and community representation to plan ongoing opportunities for engagement. Families often need to hear repeatedly about the linguistic and academic benefits of the program, the challenges students may encounter at different grade levels and stages of language development, and the reasons that remaining in the program is worth the long-term commitment. Every activity that is already part of the school’s family engagement plan can be leveraged to reinforce these messages and showcase students’ growing skills in both languages.

# STEP 5: ALIGN CURRICULUM AND RESOURCES

Dual language programs need careful planning to align curricular resources in both languages and ensure instructional materials are culturally and linguistically relevant. The following steps are critical in this process:

1. Identify current curricular adoptions and materials and research availability of these materials in the partner language based on the language allocation plan.
2. Review materials in both languages for bias, authenticity, and quality.
3. Determine curricular choices, translation needs, and funding for procuring materials.
4. Utilize curricular materials to map standards and instructional plans across languages.

## Step 5a. Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan.

The curriculum alignment process should begin with a review of current district-adopted curricular materials before determining what will be needed in the partner language.

### Identify Materials

When reviewing currently adopted curricular materials for the program, the team should consider not only the availability of these materials in the partner language but also how well materials will support development of bilingual and biliterate skills, high academic achievement, and sociocultural competence. If curricula are not available in the partner language, the team may decide to review other materials that are available in the partner language or determine whether translated materials would work for that subject area.

---

#### *CAL Guiding Principles Strand 2: Curriculum*

*Principle 2 C & E: The curriculum is standards-based and promotes attainment of the three core goals of dual language education. The curriculum promotes and maintains equal status of both languages and is culturally responsive and representative of all students' cultural and linguistic backgrounds.*

---

To begin this process, the team must start with the language allocation plan to determine what materials will be needed in each language for each subject area at each grade level. While availability of materials or staff with content expertise sometimes influence the language allocation plan, the plan should focus primarily on consideration of student needs. In 90/10 programs, students will typically need access to materials for all subject areas in the partner language in the early grades and in some 50/50 programs, content is regularly shared across languages, so materials are best identified for all subjects.

### Review Materials

Factors to consider when reviewing curricular materials in both languages include:

- **Literacy:** Does the literacy curriculum use a biliteracy approach and include authentic language and text in both English and the partner language? Are early literacy skills such as phonics and spelling taught in a way that is typical for the partner language and instead of using typical English literacy methods?



- **Content:** Would content materials for science, math, or social studies work equally well if they were translated into the partner language? For example, would primary resources be available in social studies, or would some resources require a translanguaging approach? Do alternative materials or units need to be identified or developed that would meet the content standards instead of direct translations of English resources?
- **Social emotional learning (SEL):** Are approaches used in SEL curricula culturally relevant and appropriate to the languages and cultures of the program? Do SEL materials provide opportunities for students to engage in learning regarding language, race, ethnicity, and socioeconomic issues?
- **Classroom libraries:** How will the needs of students be similar or different for independent reading and research in the partner language? Will classroom libraries in the partner language provide a wide range of books for different interests and reading levels?

In addition to these considerations, materials that are being considered for the program should be reviewed for bias and cultural representation as well as alignment to standards and best practices. Here are a few tools that may be useful in this process:

- [OSPI: Screening for Biased Content in Instructional Materials](#): This tool provides questions to use in reviewing materials for biases.
- [EdReports](#): This independent organization provides professional reviews of curricular materials with ratings for high quality alignment to standards and best practices.
- [WIDA Prime](#): WIDA provides a list of materials that have been vetted to align with the WIDA English and Spanish Language Development Standards.

If materials are needed that fall outside of currently adopted curricular resources, the team should work through the appropriate channels to obtain approval to use alternative materials that will promote attainment of the three goals of dual language education.

## Translation of Materials

When reviewing materials and determining which materials will be best for the program, there are often compromises that teams must make. For example, not all texts used will be authentic literature in the partner language. Sometimes a well-crafted translation can still be meaningful and accessible to students. Similarly, teachers' guides or other supplemental materials may not always be available in the partner language. While anticipating the needs of both students and educators, the team needs to recognize and acknowledge that there will always be more available in English but plan for ensuring that teachers have what is most needed in the partner language by planning for translation needs in advance.

If materials need to be translated, teams are advised to consider how to ensure that translations are done well and will meet the needs of the end user—whether that is the student or the teacher. This includes considering various dialects of the language used in the local context and the typical

oral language and reading level of students at each grade. Translations from English can quickly become more challenging in the partner language, altering the difficulty of the text.

Some districts use a professional translation company to ensure consistency and accuracy. Others identify specific in-house translators who have a high level of written skill in the partner language and pay those staff members extra for translation work. Investing in strong translation for instructional materials will pay off in the long run and save dual language teachers from burning out if they are left to do their own translation of materials that are only provided in English.

For a list of state-approved translation services, see the [Department of Enterprise Services Language Access](#) webpage or their list of approved vendors for [Written Translation Services](#).

## **Step 5b. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.**

The next step in aligning curriculum and resources is to procure the needed materials and begin the planning process for how resources will be used across languages in each grade level to support teaching and learning.

### **Purchasing Materials**

Schools should typically plan to purchase curricular materials in the partner language at least one year before the program reaches that grade level. Materials in languages other than English often take much longer to arrive from vendors, and advance planning will also provide time for any translation work that needs to be done. Work with vendors for text sets and classroom libraries in the partner language, rather than selecting each book individually. Many vendors have experience in developing excellent book sets in other languages, especially Spanish. Teacher teams should have all materials at least six months in advance to plan and prepare using those materials long before the new school year begins.

---

*CAL Guiding Principles Strand 2: Curriculum Principles 1B, 1E, & 2B: The program has a process for developing and revising a high-quality curriculum based on general education research and research on bilingual learners. The curriculum includes a standards-based scope and sequence for language and literacy development in both languages and is coordinated within and across grade levels.*

---

### **Curriculum Planning**

Teaching in more than one language involves careful planning to balance instruction in each language and ensure that all content standards are addressed across the year. In dual language programs, teachers often complain that they don't have enough time to teach everything. Teachers also frequently have to adjust standard English unit plans to build in time for language development and scaffolding instruction. In dual language planning, integration is key and must take place across both languages and often across more than one teacher's classroom. Dual language teams that develop a strong Year-Long Curriculum Map find it easier to address all standards and integrate content through well-developed themes and coordinated instructional plans.

This process includes the following steps:

1. Develop a **scope and sequence** based on content, language arts, and language development standards.
2. Create a **year-long curriculum map** to develop themes and coordinate instruction across languages.
3. Develop **unit plans** to integrate content, language, and literacy and scaffold instruction.

### *Scope and Sequence*

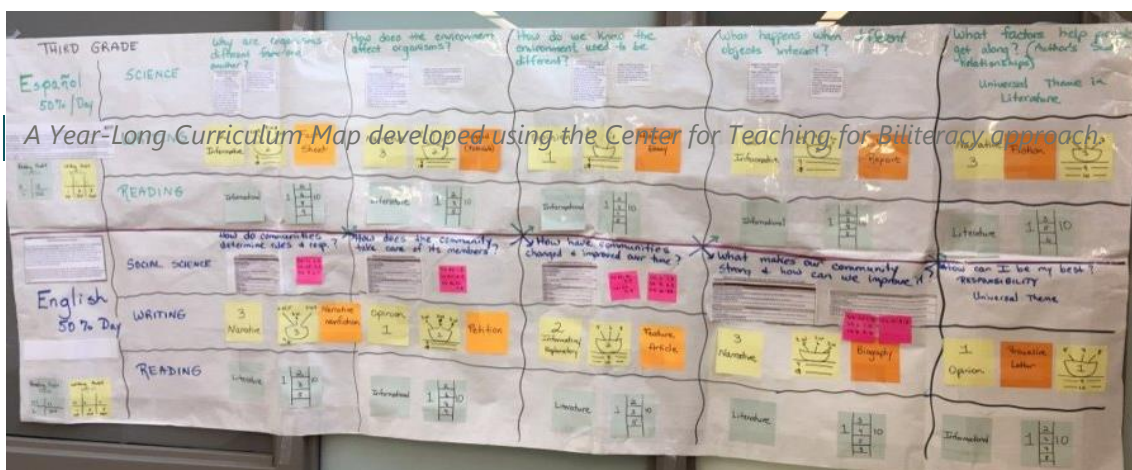
One of the first steps in curriculum planning is to map the content, language arts, and language development standards. Washington state currently has state-adopted content standards in language arts, mathematics, science, and social studies, as well as both English and Spanish language development standards for students learning those languages. In a Spanish-English dual language program, standards for both languages must be used to support students' language and literacy skills. The following chart includes an overview and links to these standards.

English	Spanish
<p style="text-align: center;"><b><u>Common Core State Standards - English Language Arts</u></b></p> <p>Used to support planning of grade-level English literacy instruction for all students</p>	<p style="text-align: center;"><b><u>CCSS en español</u></b> <b>(Spanish Language Arts Standards)</b></p> <p>Used to support the planning of grade-level Spanish literacy instruction for all dual language students</p>
<p style="text-align: center;"><b><u>WIDA ELD Standards Framework</u></b> <b>(English Language Development)</b></p> <p>Used to support English learners with the language skills needed to meet CCSS</p>	<p style="text-align: center;"><b><u>WIDA Marco DALE</u></b> <b>(Spanish Language Development)</b></p> <p>Used to support all Spanish learners with the language skills needed to meet CCSS en español</p>
	<p style="text-align: center;"><b><u>WIDA Marco ALE</u></b></p> <p>Spanish Language Arts Curricular Framework</p> <p>Used to plan instruction for Spanish language arts (not a set of standards but an instructional guide)</p>

In mapping out the content, language, and literacy standards, teachers should begin by identifying those standards that are essential to master in that grade level and identify which standards are taught in each of their units of study. It is important to remember that instruction on each standard does not need to be repeated in both languages, but students should have the opportunity to use all standards in both languages over time to transfer and practice skills. The standards mapping process will look different in 90/10, 80/20, and 50/50 programs and requires a substantial amount of dedicated planning time for teacher teams.

## Year-Long Curriculum Map

Using identified standards, teacher teams can plan out content-based thematic units in each language that address these standards and integrate content, language, and literacy. One approach to this mapping process begins by mapping science and social studies themes and developing broad essential questions in each content-based unit with content units taught in one language or the other. Content and literacy standards are identified for each unit and then balanced across the year and across languages to ensure that all standards are addressed. The following picture shows an example of this type of Year-Long Curriculum Map. (See [Center for Teaching for Bilinguality](#) for more examples of this approach.)



Other curriculum maps use universal themes across both languages to connect content taught in each language and develop language related to one theme. In each of these approaches, careful attention must be paid to alignment of the content and literacy standards to integrate and reduce isolated skill instruction. Finally, English and/or Spanish language development standards can be added to each unit that identify the language skills needed to meet these content and literacy standards.

In the curriculum planning process, it is important to remember that the standards and student interests and needs should always drive these plans. While curricular resources may be essential in carrying out instruction, the resources and materials should be tools to support achievement of the standards and not the other way around. Following a purchased curriculum may allow teachers to address content or literacy standards, but many are not specifically designed to meet the three goals of dual language education and may not be organized in a way that maximizes integration of content, language, and literacy.

## Unit Planning

Once the teacher team has developed a year-long plan, then specific unit plans can be built utilizing curricular resources to address the identified standards and integrate additional language scaffolds and supports for students' language development.

The [Center for Teaching for Biliteracy](#) takes this approach to planning integrated biliteracy units:

- Units start with **oracy** and **concrete experiences**, then progress through related reading and writing tasks.
- Units end with an **authentic performance task** or summative assessment.
- Units include **intentional bridging** and **extensions** to connect learning across languages.

The WIDA Consortium also offers tools for unit planning that integrates content, language, and literacy using the WIDA ELD or SLD Standards Frameworks. A Collaborative Planning Template, found on the [OSPI WIDA webpage](#) in English or Spanish, can be used to plan for content and language integration by following these steps:

1. Locate relevant **WIDA ELD Standards** by examining the unit's content standards.
2. Identify prominent **Key Language Uses**.
3. Identify **Language Expectations and Functions** needed to demonstrate mastery of content standards.
4. Unpack the **Language Functions and Features** and develop a language goal and learning supports.

Although dual language teachers will need to adapt plans throughout the year as they strive to meet the needs of their students, having well-constructed year-long curriculum maps and integrated unit plans for at least the first few units of the school year can help any teacher team start strong.

# STEP 6: ESTABLISH A STAFFING AND PROFESSIONAL LEARNING PLAN

Dual language programs cannot be successful without strong bilingual staff members. Staffing considerations must include strategies for recruitment, retention, and ongoing professional development for teachers, administrators, paraeducators, and other staff who support the program both in English and in the partner language.

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

Staffing a dual language program can be one of the greatest challenges to the program's success. However, careful planning and strategies for recruitment, hiring, and retention can mitigate these concerns and help provide strong educators and leaders for the program.

---

### *CAL Guiding Principles Strand 5: Staff Quality and Professional Development*

*Principle 1 A & 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

Dual language planning teams should begin by identifying current staff members who are proficient in the program language and support those educators by providing language proficiency assessments and/or help acquiring the needed endorsements or skills to teach or support the program. Washington state currently requires teachers to demonstrate proficiency at the Advanced-Mid level on the [ACTFL Proficiency Guidelines](#) in order to obtain a Bilingual endorsement. This endorsement is currently aligned to the [National Dual Language Education Teacher Preparation Standards](#) which are designed specifically for dual language programs. Although the Bilingual endorsement is not a state requirement for dual language teachers, it is highly recommended, and educators should have advanced level skills in the partner language to be qualified for hiring or placement as teachers in the program.

Heritage speakers of the partner language may be reluctant to teach in dual language or may have doubts in their language skills, as adult children of immigrants often compare their knowledge to their parents' fluency. Conducting language assessments of current staff can help determine the language proficiency of each potential candidate and identify staff members that may have strong oral skills and need to enhance their written language skills. Professional development, mentoring, coaching, or college-level courses offered in the program language can be excellent ways to improve these candidates' skills and build their confidence before they begin teaching in the partner language.

### Planning for Positions

In addition to identifying current bilingual staff for the program, the team should create a plan that looks at how many bilingual teachers and paraeducators will be needed to support the program for

each year as it rolls up as well as considering bilingual and knowledgeable school and district administrators needed to support the program effectively. It is important to begin recruiting and hiring for the program more than a year before teachers and staff members are needed to fill positions. As openings become available in the new dual language school, bilingual teachers, leaders, coaches, and paraeducators should be hired into vacancies so they can be moved into the positions where they are most needed.

Districts may also need to work with their human resources team and local unions to determine how to address issues of seniority when positions need to be filled with a bilingual educator. Typically, dual language schools can use natural attrition and advance hiring of bilingual candidates to facilitate smooth transitions to fill these positions. Occasionally, student attrition and other factors can create displacement issues that are best resolved in advance with careful contract language to preserve bilingual positions and ensure that bilingual educators are placed at dual language sites.

## **Recruitment & Hiring**

Recruitment efforts should go well beyond posting a new position on the district website. Dual language programs should cast a wide net when recruiting bilingual educators, including participating in job fairs, connecting with organizations like the Washington Association for Bilingual Education (WABE) that hold state conferences and post bilingual positions on their site, and working with local colleges and universities who can identify potential bilingual candidates. Local teacher preparation programs can also place candidates in student teaching positions in the dual language school. Some of the most successful programs have worked with local colleges to develop alternative routes to certification for their bilingual paraeducators and community members who have degrees from their home countries.

When interviewing candidates for bilingual positions, it is important to make sure that the hiring team has diverse representation and to construct interview questions carefully to provide candidates with the best possible platform for showing their potential. Including questions that ask for specific examples of experiences or providing a hypothetical scenario to address can give candidates more opportunities to share their knowledge and skills. It can also be very valuable to have candidates engage in a short demonstration lesson in the target language, preferably with a group of students who speak the language and can interact with the candidate.

Some interview teams may ask questions in both languages or allow candidates to use whichever language they prefer to answer questions. This practice can promote a multilingual perspective and demonstrate the school or district's commitment to the program, but the interview itself should not be a language proficiency assessment. Districts may conduct a language proficiency assessment before or after the interview process to ensure candidates have the language skills needed for the position. If the hiring team is not fully bilingual and must conduct the interview entirely in English, the team may want to ensure that the candidate is greeted in their language by someone who is bilingual and is given the opportunity to use the partner language in another way, such as a teaching demonstration or follow-up interview with a bilingual interviewer.



## Teacher Retention

Dual language teachers work extremely hard when teaching in a language other than English and new programs may suffer from rapid teacher burnout if they do not take preventive measures to plan for strong teacher retention. Some districts provide an annual stipend or extra hours for teacher planning and preparation, particularly in the early years of program development. While monetary incentives can help with retention, most teachers cite working conditions as the most critical factor in their decision to stay or leave a position. Working with local unions to develop specific parameters around the working conditions of dual language teachers can help prevent burnout and vacancies.

Issues to address may include:

- Preventing bilingual teachers from serving as translators and interpreters.
- Providing student-facing materials needed in the program language.
- Determining how parent conferences and other meetings will be handled amongst a dual language teacher team to avoid doubling the workload.
- Building in additional planning time to coordinate across languages and classrooms.
- Ensuring that required professional development is relevant to dual language.

## Step 6b. 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.

Professional learning on how to implement and support a dual language program must be an ongoing process for stakeholders in the school and district. When developing a plan, it is important to consider all the people who will need professional development and tailor strategies to their needs.

---

### *CAL Guiding Principles Strand 5: Staff Quality and 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

Dual language planning teams should consider the needs of both the staff members who will be working directly in the program and those who may be supporting it in other ways. Early professional learning for all staff is essential so that they feel included in the new program, are knowledgeable about dual language, and can encourage students and families who will be entering the program.



The following chart provides an example of a plan for professional learning across the initial year of the program.

<b>Date/Time</b>	<b>Purpose</b>	<b>Audience</b>
Planning Year	<b>Dual Language 101</b> Includes the three goals, purpose and benefits of DL, program models and language allocation plans/schedules	All Staff, District Leaders
August before Launch	<b>Dual Language “Boot Camp”</b> Includes research on best practices, language use, scaffolds, strategies, and cultural responsiveness	New Grade Level & Support Staff
Early Fall	<b>Dual Language Advocacy &amp; Support</b> Reviews ways that all staff members can support the program, encourages bilingualism, and promotes asset-based mindsets	All Staff
August/September	<b>Dual Language Orientation</b> Provides information to families on goals, purposes, benefits, and plans, what to expect, and how to support children in the program	New Dual Language Families
Mid-Year	<b>Dual Language Pitfalls &amp; Challenges</b> Provides support for troubleshooting issues, staying in the partner language, and helping individual students who are struggling	New Grade Level & Support Staff
End of Year	<b>Lessons Learned/Planning for Year 2</b> Allows the current team to reflect on successes and challenges, provide advice to the new team, and determine changes for next year	Current & New Grade Level Teams

Professional learning plans should also include regular, scheduled times for the new team to develop their knowledge and skills in using best practices for dual language programs. This includes time for learning as well as collaboration and planning throughout the year. Professional learning plans should take into account the prior knowledge of team members and differentiate support for those with higher levels of experience both in dual language programs and more generally in teaching and supporting learning.

The following list was developed by the Association for Two-Way Dual Language Education (ATDLE, 2014) and organizes professional learning in tiers for novice and experienced classroom teachers, lead teachers and administrators. The following structure is designed to keep teachers and administrators focused on the specific instructional components that make up an effective dual language teachers’ toolbox of strategies and methodologies.

**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 in Both Languages
- Teaching English Language Development (ELD) in a DL Classroom
- Classroom Management Strategies
- Leveraging Academic Conversations
- Curriculum Mapping
- Data Management Systems (connected to curriculum and assessment)
- Grade Level Collaboration Training (PLC)
- Curriculum Trainings: New Adoptions/Curricula

**Tier Two:** next 3–4 years in the program

- Frontloading Strategies
- GLAD or SLOP Training
- Using Data to Inform Instruction
- Multi-tiered System of Supports (MTSS)
- Literacy Strategies
- Continued ELD Training
- Cooperative Learning and Grouping Strategies
- Visual Thinking Strategies

**Tier Three:** ongoing professional development

- College and Career Readiness Strategies
- Curriculum Writing and Thematic Development
- Standards-based Unit Planning
- Advanced Reading and Writing Strategies in Both Languages

Mapping out the specific professional learning that will be prioritized in each year of the program can help schools and districts plan ahead and include educators in opportunities that will prepare them for implementation of the program as it continues.

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

After developing a comprehensive professional learning plan, the program needs to develop an infrastructure to support that plan. Resources will need to be allocated in terms of funding, time, and staffing to implement professional development and provide ongoing support to program staff.

---

### *CAL Guiding Principles Strand 5: Staff Quality and Professional Development*

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

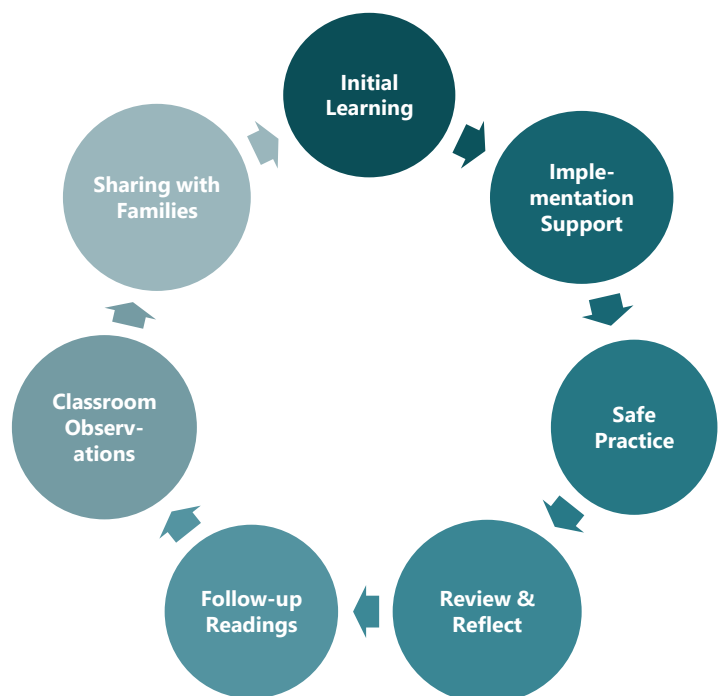
---

Dual language planning teams may want to consider the following questions in aligning resources to support professional learning and collaboration.

- **Time:** What are the non-instructional times that are available? What are the restrictions on those times? How can you use available time creatively?
- **Funding:** What funds are available to support professional learning? How can these be used to pay for in-house coaching or support, consultants or guest presenters, conferences and workshops, and extra time for teachers to collaborate?
- **Personnel:** Who are people within the school or district who have knowledge or skills that can be leveraged to support the program? Can time or FTE be designated for these people to support professional learning or coaching? Can the school or district allocate a part- or full-time position for a dual language coordinator or coach?
- **Structures:** What structures already exist in the district and/or school for professional learning? How can these be leveraged to support dual language? How can dual language be integrated into existing professional learning plans and structures?

In addition to reviewing the time, funding, personnel, and structures that may be available to support professional learning, the school or district should consider ways to ensure that professional learning is ongoing and implemented effectively to achieve results. This begins with a strong professional learning cycle. There are many examples of professional learning cycles, but many include some of the following steps:

- **Initial Learning:** educators learn a new instructional strategy
- **Implementation Support:** a 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 Cycles ensure that new strategies or approaches in the classroom are implemented consistently and have more lasting effects on instruction. Additionally, student data should be reviewed regularly to see if investments in professional learning are paying off with improved student outcomes. While dual language programs are designed for long-term results, school leaders should also be able to identify short-term wins in student use of both languages, regular academic progress, and positive sociocultural experiences.

# STEP 7: DEVELOP A PLAN FOR ASSESSMENT AND PROGRAM EVALUATION

Dual language programs need clear and consistent plans for monitoring student progress in both program languages. They need to evaluate program outcomes and make continuous improvement plans aligned with the goals of developing strong bilingualism, high academic achievement, and sociocultural competence for all students.

## Step 7a. Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction.

Dual language programs must design assessment systems that provide useful information on student progress in both languages. Well-planned assessments can inform instruction and interventions and help the program determine adjustments that need to be made to the program.

---

### *CAL Guiding Principles Strand 4: Assessment and Accountability*

*Principle 2 & 2A: Student assessment is aligned with program goals and with state content and language standards for both languages of instruction and the results are used to guide and inform instruction.*

---

In comprehensive dual language assessment systems:

- Content area knowledge, literacy, and language assessments are available in both program languages or in the language of instruction.
- Assessments are culturally and linguistically relevant and facilitate alternative and inclusive assessment methods.
- Multiple measures and modes of assessment provide a holistic view of each student.
- Results facilitate the identification of enrichment opportunities and additional supports.
- Information about assessments and student results are communicated in asset-based, culturally sustaining ways.

The dual language planning team will need to consider assessments that are already identified by the school and/or district to measure academic progress and English language proficiency and determine additional measures that may be needed in the other program language to assess both academic and linguistic skills.

The team may want to consider the following guiding questions in this process:

- What data do you really need?
- Which tool will provide useful data?
- When do you need data in both languages or only in one?

The following chart provides considerations for content, language, and literacy assessment.

<b>Content</b>	<b>Literacy</b>	<b>Language</b>
Assesses <b>course specific</b> knowledge and skills	Assesses specific <b>literacy skills</b> such as phonics, fluency, or comprehension	Provides a point-in-time <b>performance</b> test
Language options may be determined by the student or by language allocation plan	Skills may be assessed in one or both languages and may change as students advance in age and ability	Measures listening, speaking, reading, and writing skills specific to each language
Measured against <b>content standards</b>	Measured against <b>language arts standards</b>	Measured against <b>language development standards</b> or language proficiency scales
Annual, quarterly, or by unit	Annual or quarterly (3 times per year recommended in primary grades)	Annual or in benchmark years (i.e., 3rd, 5th, 8th, 10th)
<b>Examples:</b> iReady Math, Science Unit Assessments, CBAs, Math Unit Tests	<b>Examples:</b> DIBELs, mClass Lectura, Istation ISIP, SBA Interim ELA	<b>Examples:</b> WIDA Screener, WIDA ACCESS, STAMP, ALTA

## Content Assessment

Content assessments are designed to assess content-specific or course-specific knowledge and skills and can be assessed in either language. In planning for content assessment in dual language, the planning team will need to consider both the language allocation plan as well as students' prior knowledge and experience.

Consider the following:

- If a student has not had any exposure to the content area in a particular language, testing in that language will likely not give an accurate picture of what the student knows or can do.
- At higher levels of proficiency, students can do well in any language provided they have the vocabulary to describe what they already know.
- Content and skills do not need to be tested in both languages. For example, chemistry is not different in English and Mandarin.
- Any language-based supports that are used on state assessments should be regularly used on classroom assessments.

If students will be tested in English in a content area that they have only been learning in the partner language, teachers may need to ensure that students learn content-specific vocabulary in both languages and have opportunities to transfer their skills and use them in the other language prior to testing. Ideally, programs will be regularly providing opportunities for bridging between the languages so students can fluidly show their understanding in either language.

Dual language schools may need to advocate and inform district leaders about why it is appropriate to assess content skills in a language other than English. Keep in mind that eligible

multilingual learners can use stacked translation where they can view content assessment items in both languages or toggle between the two languages for state math and science assessments. For languages other than Spanish, students can have an interpreter provide sight translation for state content assessments. These are valid accommodations in Washington state and, therefore, should also be allowable for local content assessments.

## Literacy Assessment

Literacy assessments are designed to assess specific literacy skills such as phonics, fluency, vocabulary, writing, or reading comprehension. Dual language programs should be grounded in developing strong biliteracy skills in both program languages and most programs begin simultaneous biliteracy instruction from the start. Because of this, assessing literacy skills in both languages is ideal. However, it is important to keep in mind that as students are developing both language and literacy, they will typically progress faster in their dominant language and may need time to transfer skills into their second or third language.

When assessing dual language students, keep in mind that:

- Literacy assessments should be designed and normed for each language.
- Literacy screeners and assessments may not provide the whole picture for students developing literacy in two or more languages simultaneously.
- Students may be able to demonstrate comprehension in their second language by explaining their understanding in their stronger language.
- Teachers should focus on progress over time rather than grade-level norms for dual language students.

In Washington state, all K–2 students including multilingual learners must be screened at least once per year for early literacy skills, except in their first four months in U.S. schools. When determining which language to use for these assessments, consider the following:

Meeting the State Requirement	Considerations
<p><b>REQUIRED:</b> All students must be assessed one time per year in one language. Assess in the other language if needed to determine “risk.”</p>	<p>What is the language of instruction for literacy (50/50, 80/20, 90/10)? What is the student’s dominant* language?</p>
<p><b>RECOMMENDED:</b> Best practice is to assess 3 times per year in at least one language and at least one time per year in the other.</p>	<p>How are you using screening results and other data to look at students’ literacy progress across both languages?</p>

\* Some students’ first language is “bilingual” so they may not have one dominant language.

OSPI has identified early literacy screeners for grades K–2 that meet the state criteria in both English and Spanish. The Crosswalk of Literacy Screeners in English currently available on OSPI’s [About Dyslexia](#) webpage and Spanish resources will be added soon. The Spanish screeners that currently meet the criteria include Renaissance’s STAR, Istation’s ISIP, and Amplify’s mClass Lectura.

Interpreting results from literacy assessments can be challenging for students who are simultaneously developing literacy skills in multiple languages. The following questions may be useful when reviewing student biliteracy data:

- What strengths does the student bring?
- What does the student know in each language?
- What can the student do when viewed across languages?

Literacy assessments typically can only look at one language at a time, but identifying strengths in each language can help develop a more complete picture of the student. Teachers may also want to consider observational data and other content areas to identify strength-based skills. When possible, use an approach that looks across languages, such as adding up the letter names and sounds a student can identify in either language or looking at vocabulary such as colors or shapes the student can name in any language. Using a “can do” approach to create a positive picture of a simultaneous bilingual student is especially important in the dual language setting.

As dual language students advance in age and grade, literacy assessments will become more focused on reading comprehension and writing. It is important to maintain a strong balance across languages, so students have regular opportunities to show their development of these skills in both languages without simply double testing.

## **Language Assessment**

Assessing students’ language development is important for monitoring both individual progress as well as the success of the dual language program. Keep in mind that development of language is a long and slow process for children who are still developing their first language. Language development is also affected by each phase of academic and cognitive development. Dual language is highly effective in helping students develop strong pronunciation and fluency in both languages, but it takes many years to reach full proficiency. Because of this, formal language proficiency testing does not need to be conducted as frequently as assessment of content and literacy but formative assessment in the classroom should be taking place regularly.

Language proficiency assessments provide a snapshot of what a student can do in the language at a particular point in time without support. Students who are eligible multilingual/English language learners are already assessed annually to determine their English language proficiency on the WIDA ACCESS annual assessment. In dual language programs, all students should also be assessed at regular intervals in the other program language. Some programs test in the partner language annually while others choose to test in benchmark years such as 3rd, 5th, and 8th grade.

Results of these assessments can be helpful for communicating with students and families regarding their child’s progress and can provide useful data for program evaluation. At the secondary level, testing can also align with course placement, awarding of world language competency credits, and qualification for the Seal of Biliteracy which requires students to demonstrate an Intermediate-Mid level of proficiency on the ACTFL Proficiency Scale.

Dual language programs use a variety of formal language proficiency assessments to track student progress in both elementary and secondary programs. The following table provides a list of some



of the language tests and vendors that have been approved by OSPI for the awarding of competency credits and the Seal of Biliteracy. (See [CEDARS Appendices](#), Appendix L for a full list.) Assessments listed in bold typeface offer elementary versions of their assessments.

<b>CEDARS Code</b>	<b>Assessment</b>	<b>Provider</b>
N	<b>ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)</b>	Language Testing International (ACTFL)
O	Advanced Placement (AP) Exam	College Board
P	International Baccalaureate (IB) Exam	International Baccalaureate (IB)
R	<b>Standards-based Measurement of Proficiency (STAMP) 3S, 4S, WS, &amp; Monolingual</b>	Avant Assessment
S	Custom Tests (for less commonly tested languages)	OSPI, Avant Assessment, & Extempore
T	Oral Proficiency Interview (OPI) & Writing Proficiency Test (WPT)	Language Testing International (ACTFL)
V	ALTA Language Testing	ALTA Testing Services
Y	Tribal Language Assessment	Tribe or Band

## Developing an Assessment Plan

Dual language programs should begin planning for content, literacy, and language assessment right from the start. While plans may need to change or adapt based on district-wide assessment selections, starting out with a clear plan will help set expectations, identify benchmark years, and balance assessment plans across languages and years. In developing this plan, consider how the program will assess students' language, literacy, and content knowledge and skills. Determine frequency, grade levels, and what will be collected at a classroom, school, or district level. The following is an example of a district's K–8 dual language assessment plan.

	<b>English</b>	<b>Spanish</b>
<b>Language</b>	WIDA ACCESS (annual for all MLs)	STAMP 4s (3, 5, 8 for all students)
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Literacy Screeners (3x year in K–2)</li> <li>iReady ELA (3x year in 3–8)</li> <li>SBA ELA (3–8)</li> <li>Literacy Unit Assessments (K–8)</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Screeners (3x year in K–2)</li> <li>Istation ISIP (3x year in 3–5)</li> <li>Literacy Unit Assessments (K–8)</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>iReady Math (4–8)</li> <li>SBA Math (3–8)</li> <li>SBA Science (5 &amp; 8)</li> <li>Social Studies CBAs (4 &amp; 7)</li> </ul>	<ul style="list-style-type: none"> <li>iReady Math (K–3)</li> <li>Science Unit Assessments (K–5)</li> </ul>

Once specific assessments have been identified, the planning team will also want to determine when to implement assessments depending on how they will be used. Proficiency testing at the beginning of the year can guide instruction and inform student supports while achievement testing at the end of select years—such as 5th, 8th, and 12<sup>th</sup>—can be used to celebrate student progress and evaluate program effectiveness. Dual language testing should appear on the district assessment calendar to provide parity with English assessments.

## Step 7b. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

Annual evaluation of a district’s transitional bilingual instruction program, including the dual language program, is not only a state and federal requirement but is also an important best practice. Program evaluation should include both student data as well as implementation data to determine how well the program is meeting the academic, linguistic, and sociocultural goals of dual language and to develop continuous program improvement plans.

---

### *CAL Guiding Principles Strand 4: Assessment and Accountability*

*Principle 3 A & C: The program systematically collects and analyzes data to determine whether academic, linguistic, and sociocultural goals have been met and to develop ongoing program improvement plans.*

---

### Gathering Data

The process for program evaluation begins with gathering data. In addition to student assessment data, the team may want to use student and family surveys as well as opportunities for staff to provide feedback on the program. Student and family surveys can capture important data regarding students’ development of sociocultural competence and provide input on how well the program is engaging and empowering students and families.

Staff feedback can inform program implementation and development. Choose elements from the CAL Guiding Principles and ask reviewers to rate how well the program aligns to those elements. Gather input on how well designated English Language Development and accessible content are provided within the dual language program. Gathering both quantitative and qualitative data from all interested parties is critical to a comprehensive program evaluation.

### Analyzing Data

Once assessment and implementation data have been gathered, it is time to assemble a team to review and analyze the data and make recommendations for improvement plans. This evaluation should be grounded in the Castaneda framework, which articulates three standards for language instruction education programs for multilingual learners:

1. The program is based on **sound educational theory and research**.
2. The program is **implemented effectively** with adequate resources and personnel.
3. The program is **evaluated as effective** in overcoming language barriers.

During the data analysis process, evaluating data related to each of these three standards can help ensure that specific areas for improvement are identified to inform action plans. Teams can use the following questions to conduct this analysis:

- **How well is the dual language program model aligned to the research?**
  - Are content, language, and literacy taught in both languages?
  - Does the language allocation plan provide parity for both languages?
  - Are program goals for academic achievement, bilingual and biliterate skills, and sociocultural competence clearly aligned with the program design?
  
- **How well is the dual language program implemented?**
  - Do partner language teachers have advanced skills in the language?
  - How are staff members engaged in ongoing professional development to support their knowledge and expertise in dual language?
  - How many teachers in the program hold an ELL or Bilingual endorsement?
  - Do teachers have adequate curricular materials and resources in both languages?
  
- **How well is the dual language program improving student outcomes?**
  - How are dual language students progressing academically and in their language proficiency in both languages?
  - How are eligible multilingual English learners performing?
  - How are former (exited) English learners performing?
  - How are students who were never English learners performing?

After the program evaluation team has reviewed and analyzed these data, the team should identify specific areas to prioritize in developing program and/or school improvement plans.

## Developing Improvement Plans

Program improvement plans should provide a road map for changes or adjustments that need to be made to raise student achievement through improved program implementation. If the district has more than one dual language school, these plans should address the entire program across sites and focus on those areas that need to be prioritized. The Dual Language Advisory Board is an important voice in determining priority areas for improvement and how limited resources should be directed for these priorities.

- **Program Model:** One of the highest priority areas is to ensure that the program model is in alignment with research and best practices. If the model is not aligned with best practice, this should be an area that is addressed immediately in the improvement plan. While each program is unique to the local context, there are certain underlying tenets upon which to build a quality program model. Reviewing Step 3 in this guidance to ensure the program model aligns with these tenets is a good way to develop improvement plans in this area.
  
- **Curriculum & Resources:** Another area that often surfaces during program evaluations is the alignment of curriculum and resources in both languages to support bilingualism and

biliteracy. Without the materials needed, teachers of the partner language will struggle to provide quality instruction or will spend important instructional planning time translating the materials they need. This is another area that the team may want to focus on for improvement and for use of funding. Developing a system for how teachers can request translation of needed materials, which types of materials will be translated, and who and how translations will be done may be part of the plan.

- **Professional Learning & Collaboration:** Educators will often cite a lack of training on instructional methods for teaching in dual language or a lack of time for collaboration as a key issue in their programs. Developing plans for how to increase time for professional learning and collaboration and/or how to maximize the time available for this work may be another important area in the program improvement plan.

Regardless of which areas are identified and prioritized in the program improvement plan, the most critical part of the plan is determining the specific actions that will be taken, the timeline for when that work will be completed, and the people that will be responsible for making sure each action item is implemented. Annual continuous improvement planning is an essential part of ensuring that the dual language program results in the expected student outcomes that are promised by the research.

## School Improvement Planning

Dual language schools must also be intentional in the school improvement planning process to develop goals that address not only the academic needs of students, but also align with the other two goals of dual language to address the linguistic and sociocultural needs of students. Even in schools that have a dual language strand, the school improvement plan should reflect the three pillars of dual language in the goals and outcomes that are named.

To develop a strong dual language school improvement plan, schools should take the following steps:

1. Form a school team that includes people with knowledge of the School Improvement Plan and dual language best practices.
2. Identify at least two key goals from the School Improvement Plan that relate to the three goals of dual language and develop a specific plan for students to meet these goals.
3. Develop strategies to support students in reaching each goal, including:
  - Language Development
  - Accessible Academic Content
  - Sociocultural Learning
4. Plan professional learning to support educators with the strategies.
5. Monitor student progress on goals by looking at disaggregated data for dual language students who are multilingual English learners as well as proficient English speakers.

### *Step 1: Form a School Team*

Consider the following when forming a team:

- Who has deep knowledge of the School Improvement Plan? (principal, leadership team)
- Who has deep knowledge of dual language and of multilingual learners' strengths and needs? (ML teacher, DL or ML coach/specialist)
- Who works regularly with DL students in the program (classroom/content teachers)?
- Who has knowledge of resources and professional learning to support dual language? (school, district, or regional specialist)
- How will families' and students' voices be included?

### *Step 2: Select Two Key Goals*

Examine current School Improvement goals and disaggregate student data to identify or develop goals aligned with the three pillars of dual language.

- Which goals did you select?
- Why were these goals prioritized?

### *Step 3: Develop Specific Strategies for Dual Language*

Identify key strategies for each of the three goals of dual language.

- What strategies will you use to support students' language development in both languages to reach this goal?
- What strategies will you use to support accessible academic content for dual language students in both languages to support this goal?
- What strategies will you use to support students' development of sociocultural competence related to this goal?

### *Step 4: Plan Professional Learning*

Use the professional learning cycle plan from Step 5 of this guide to ensure that all staff know how to use the strategies that have been identified to support students' language development, academic achievement, and sociocultural competence.

### *Step 5: Monitor Student Progress*

Develop plans for monitoring dual language students' progress on the goals.

- How frequently will you monitor student progress on these goals?
- What data do you need to collect?
- Who will review the data?

When the team engages in monitoring, use the following questions to progress monitor:

- What is the School Improvement Plan goal you are monitoring?
- What strategies have been implemented?
- What are student outcomes related to the goal?
- What do you notice? What do you wonder? What adjustments will you make?

The school improvement planning process must be adapted in dual language schools to reflect the three goals of dual language and to ensure that the needs of multilingual learners and all students are met through continuous improvement. Strong improvement plans at both the program and school level can help ensure that students experience the true benefits of dual language.

# LEGAL NOTICE



Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

*Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.*

*This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.*

*If this work is adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:*

*"This resource was adapted from original materials provided by the Office of Superintendent of Public Instruction. Original materials may be accessed at <https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/dual-language-education-and-resources>.*

*Please make sure that permission has been received to use all elements of this publication (images, charts, text, etc.) that are not created by OSPI staff, grantees, or contractors. This permission should be displayed as an attribution statement in the manner specified by the copyright holder. It should be made clear that the element is one of the "except where otherwise noted" exceptions to the OSPI open license.*

*For additional information, please visit the [OSPI Interactive Copyright and Licensing Guide](#).*

*OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.*

*Download this material in PDF at <https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/dual-language-education-and-resources>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631.*