

Washington State's Dual Language Initiative

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Your Facilitators



Sharing the Vision & Scaffold

- WA State Supt. Reykdal's vision: **Dual Language for All**
- Dual language education in WA State is **designed for multilingual/English learners and Native American students.**
- Essential components for **success.**
- What are the **opportunities** for growing dual language education in your area?

WA State Supt. Reykdal's Vision for K-12 Education Includes Dual Language for All

- Two-way dual language, beginning in Kindergarten and extending through 12th grade, for every student.
- Prioritizes multilingual/English learners and Native American students to close opportunity gaps.
- All Washington students will have access to dual language education by 2030.

2017 Early Learning and K-12
Dual Language Law
([1445 S.S.L. c 236](#))



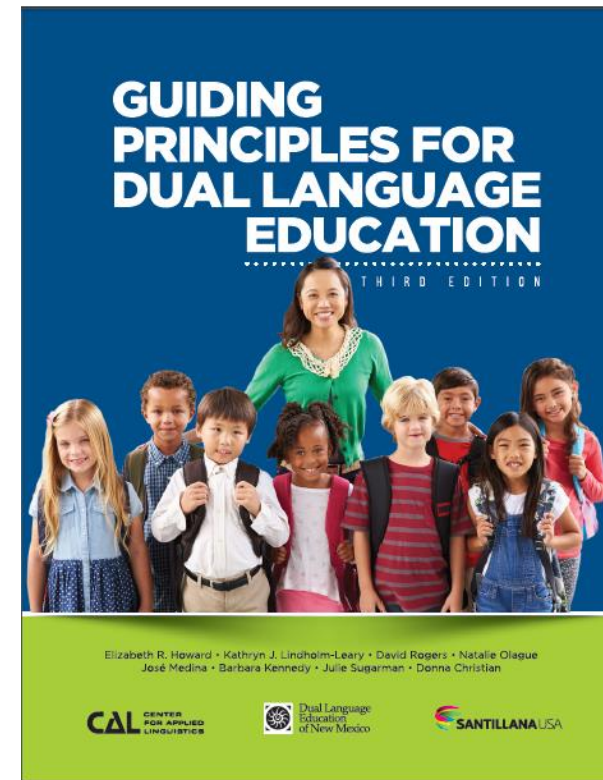
Framework to Scaffold the Vision

- K-12 Dual Language Task Force developed the framework for Washington State's K-12 Dual Language Initiative from:

Guiding Principles for Dual Language Education, 3rd Edition.

- Overview Video and Presentation

Foundations of Dual Language Education: Principles of Success for Bilingual Programs (video) and [link to the slide deck](#) used for the presentation from Center for Applied Linguistics (CAL).



Statewide Scaffold of Support - Grants

\$3,484,000 grant funds awarded between 2017 – Sept. 2020

- 35 School Districts
- 5 State-Tribal Education Compact Schools
- Funds support key start-up costs such as curricula in the partner language and DL-specific professional learning.



Statewide Scaffold of Support – PLCs and Technical Assistance

Statewide professional learning communities (PLCs) and technical assistance to support tribal, heritage, and dual language program development.

➤ Register through [pdEnroller](#) to earn clock hours.

Tribal Language Educators

Two PLC meeting dates are being offered to accommodate schedules.

- 2nd Tuesday of the month | 3:30 – 4:30 pm | [pdEnroller Registration](#) | [Zoom](#)
- 2nd Wednesday of the month | 3:30 – 4:30 pm | [pdEnroller Registration](#) | [Zoom](#)

Heritage Language Educators

- 3rd Tuesday of the month | 3:30 – 4:30 pm | [pdEnroller Registration](#) | [Zoom](#)

Statewide Scaffold of Support – PLCs and Technical Assistance

➤ Register through [pdEnroller](#) to earn clock hours.

Dual Language Leaders

- 1st Tuesday of the month | 1:00 – 2:00 pm | [pdEnroller Registration](#) | [Zoom](#)

Dual Language Educators

- 1st Tuesday of the month | 3:30 – 4:30 pm | [pdEnroller Registration](#) | [Zoom](#)

Planning & New Dual Language Programs

- 3rd Tuesday of the month | 1:00 – 2:00 pm | [pdEnroller Registration](#) | [Zoom](#)

Dual Language Program Design

Program Design – Classroom Demographic Structure

- Two-way Dual Language Education
Balanced numbers of multilingual/English learners and English speaking students
- One-way Dual Language Education
All multilingual/English learners or Native American students

Program Models – Allocation of the Languages of Instruction

- 90:10 Model (Language allocations may vary from example below.)
K = 90:10 / 1st = 80:20 / 2nd = 70:30 / 3rd = 60:40 / 4th = 50:50
Sequential biliteracy model
[Bethel School District Dual Language](#) (overview video)
- 50:50 Model
Simultaneous biliteracy model
[Highline Public Schools Dual Language](#) (overview video)



Identity & Achievement with Dual Language

Asset-based Education

- Builds strong home-school connections
- Advances identity development
- Honors the language of the family, community, or Tribe

Closes Opportunity and Achievement Gaps

- Multilingual/English Learners
- Native American Students
- African American & Black Students
- Students with Special Needs

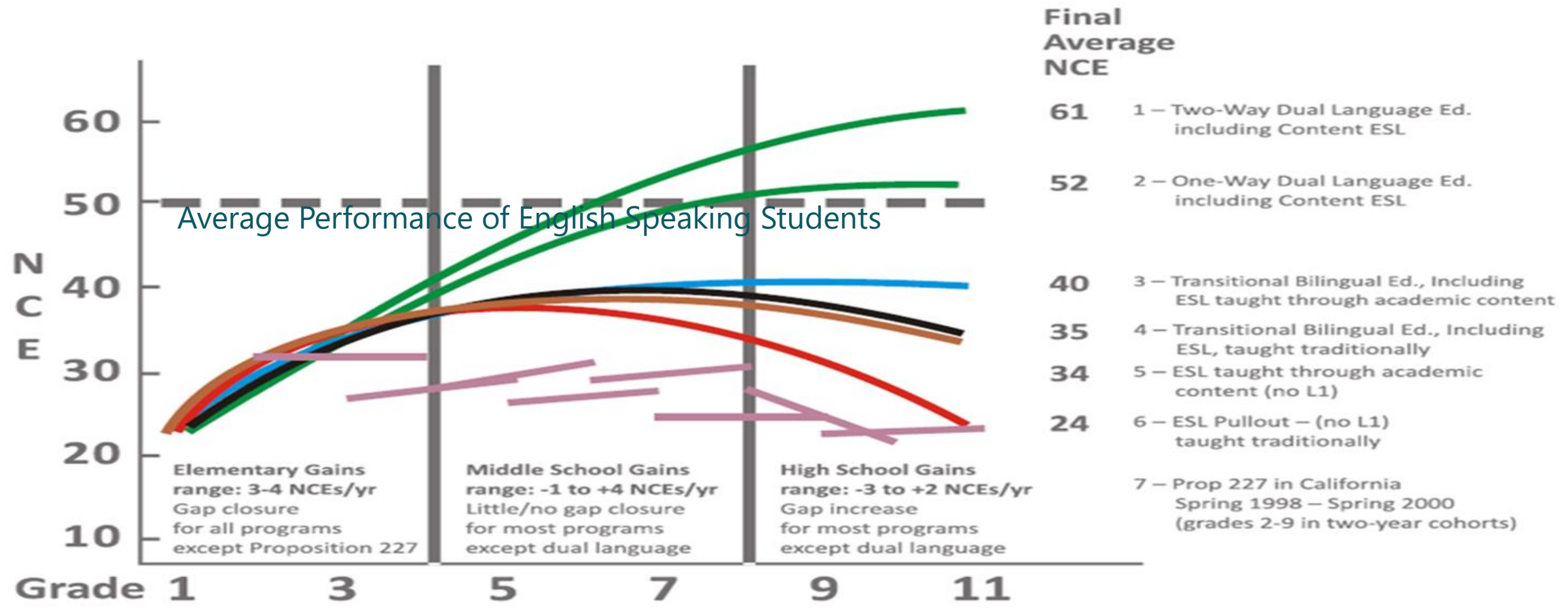
Sources: Thomas & Collier (2012, 2017)



Dual Language Education: Closing the Gap for English Learners

- “The Graph”
 - Seminal study on long-term academic (reading) outcomes for ELs by Thomas & Collier (2002-2017)
 - This study continues to be replicated by Thomas & Collier and other researchers – sustaining the original findings
- **Dual language education is Washington State’s priority English language development program model for all eligible English learners.**

English Learners' Long-Term Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared Across Seven Program Models



English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models

(Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California)

Program 1: Two-way Dual Language Education (DLE), including Content ESL

Program 2: One-way DLE, including ESL taught through academic content

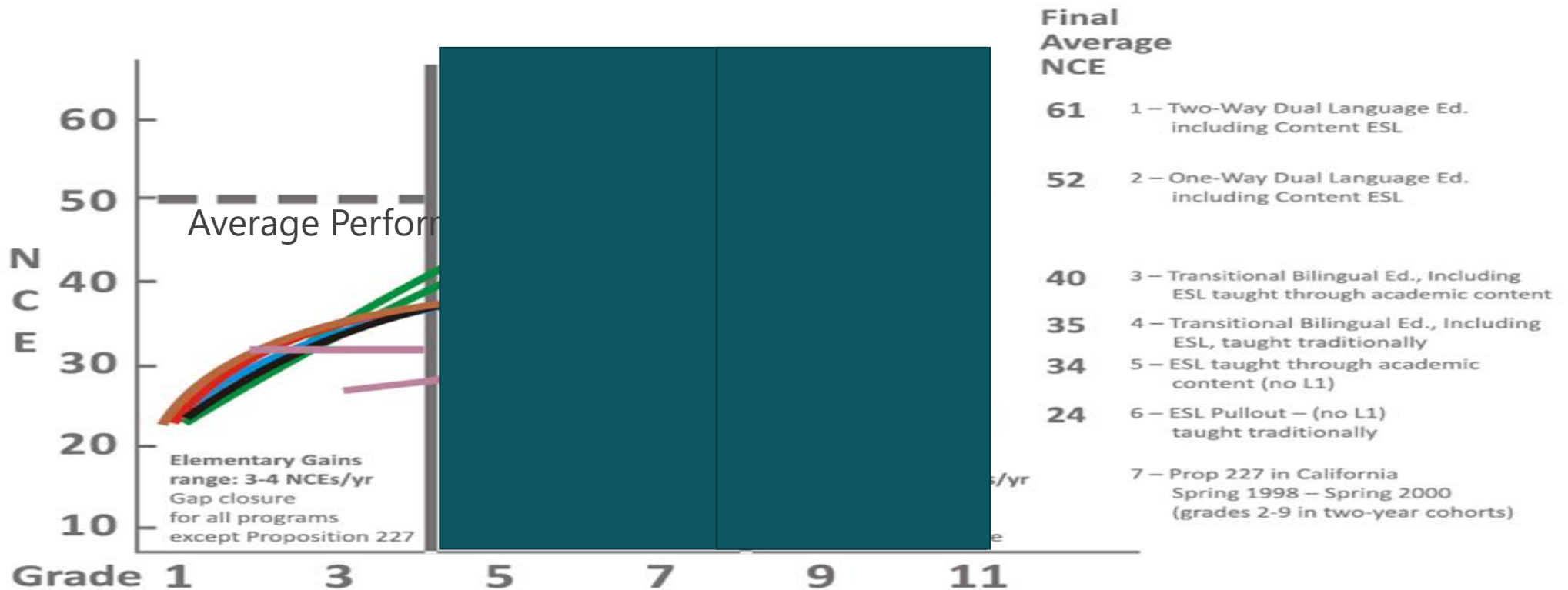
Program 3: Transitional BE, including ESL taught through academic content

Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches with no L1 use

Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use

Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)



Dual Language Benefits All Learners

Research-Supported Benefits

Students who receive dual language education:

- Achieve high levels of proficiency in the new language.
- Perform as well or better than their peers on standardized tests in English.
- Demonstrate increased literacy development, cross cultural awareness, cognitive flexibility, attention control, memory, information integration, and problem-solving skills.

Sources: Bialystok, 2017; Fox, et al., 2019; Lindholm-Leary & Borsato, 2006; Olulade et al., 2016; Rand Education, 2015; Taylor & Lafayette, 2010; Thomas & Collier, 2002, 2010, 2012, 2014, 2017; Swenson & Watzinger-Tharp, 2012.

Cost

Additional \$137 per student/year for dual language education.

Source: Rand Education (2015). *Study of Dual-Language Immersion in the Portland Public Schools: Year 4 Briefing*.



Turn & Talk

What connections are you making based on your experiences and the data and research on dual language education?



<https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731>

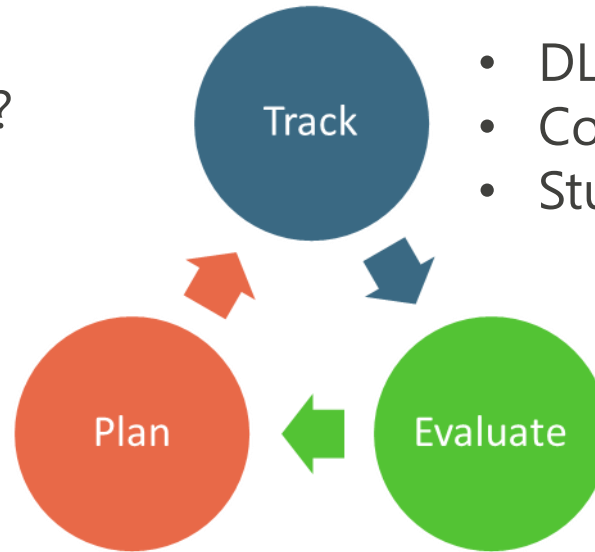


Dual Language Data & Evaluation for Sustainable, Effective Programs

Purpose of Data Reporting and Data Accuracy: Designing for Success

Plan for who and what are needed.

- How many DL teachers are needed?
- What type of DL professional learning is needed?
- How many students need to be recruited to begin a 2-classroom strand with a balance of multilingual/English learners and English speaking students?
- How can the DL program be scaled to include all eligible multilingual/English learners?



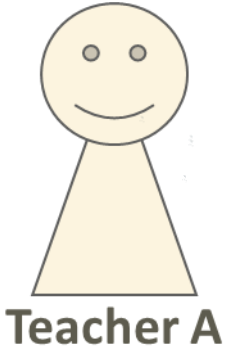
Track who does what.

- DL teachers and their credentials?
- Courses they are teaching?
- Students receiving DL instruction?

Evaluate how they did.

- DL teachers' workload and quality of instruction?
- Language of instruction and content?
- Student learning and performance?

Statewide Data Collection for Dual Language



Who is teaching what course?

1. Content Area (e.g., Math)

2. Course (e.g., Algebra I)

When are they teaching the course?

3. Term (e.g., All year, Term 1, 2, 3, and 4)

How many sections are they teaching?

4. Section

(e.g., Section ID Math01, Math02)

Who are they teaching in the section?

➤ **Track student-level data**



Clear Definitions = Clean Data

One-Way Dual Language:

Program provides content-based instruction to students in two languages (English and a partner language other than English spoken in the local community). The program is designed to close opportunity gaps. Students in the classroom are multilingual/English learners and/or Native American students. The goals of the program are to; 1) become bilingual and biliterate, 2) high academic achievement in all content areas, and 3) sociocultural competence.

World Language Enrichment:

An instructional model that provides an introductory level world language experience, typically for students in grades K-8. The world language may not be related to a language in the local community. The goal of these programs is to expand students' comprehension of world languages and cultures.



Clear Definitions = Clean Data

Two-Way Dual Language:

Program provides content-based instruction to students in two languages (English and a partner language other than English spoken in the local community). The program is designed to close opportunity gaps and prioritizes multilingual/English learners and Native American students. The classroom has balanced numbers of multilingual/English learners and native English speakers in the classroom. The goals of the program are to; 1) become bilingual and biliterate, 2) high academic achievement in all content areas, and 3) sociocultural competence.

World Language Immersion:

An instructional model that provides content-based instruction to students in primarily the world language with a small portion of the instruction in English. The world language may not be related to a language in the local community. The goals of these programs are to develop bilingual and biliteracy proficiency in the world language through content instruction for native English speaking students and students who are proficient in English.



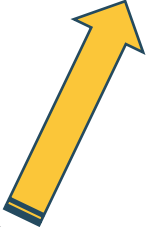
Linkage of Data Elements and Data Validation Processes

Course Catalog

- District Code
- Location ID
- Course ID
- Course Title
- State Course Code



- Program Design
- Language of Instruction



Student Schedule

- District Code
- Location ID
- Course ID
- Term
- Section ID
- SSID



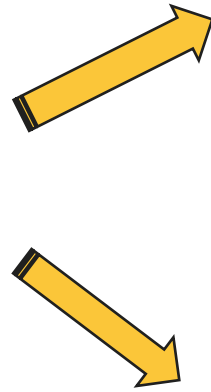
Percentage of EL Students

$$\left(\begin{array}{c} \text{Current EL Student Count} \\ + \\ \text{Ever-EL Student Count} \end{array} \right)$$

Total Dual Language Student Count

Linkage of Data Elements and Data Validation Processes (Cont'd)

Percentage of Current ELs & Ever-ELs



Closing Opportunity Gaps

- One-way Dual Language
- Two-way Dual Language

World Language Enrichment/Immersion

- K-12 World Language Program

World Language Enrichment/Immersion defined as programs designed for students who are English proficient who wish to learn another language and are not participating in a two-way dual language program.

Possible Future Data Analyses

➤ Dual language students ↔ Non-dual language students

➤ Student outcomes by English Language Development Instructional Models

(Two-way, One-way, Co-Teaching, Pullout, Consultation, etc.)

➤ Student outcomes within dual language programs:

Dual language students ↙
↘ Multilingual/English learners
↘ Ever-English learners
↘ English speaking students

DL Program Evaluation

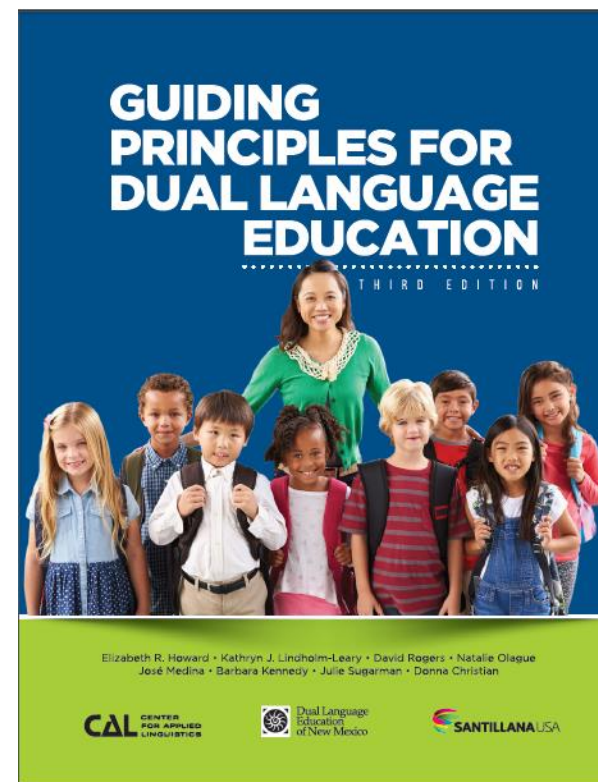
- School or district team and/or peer evaluation.
- Rubrics based on the *Guiding Principles for Dual Language Education, 3rd Edition*.
- Designed for annual evaluation of 104 program elements.
- Information from evaluation drives modifications to the program and the district's K-12 Dual Language Master Plan



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Dual Language Education Program Evaluation Tool

Systemic program evaluation (RCW 28A.180.090(3)) is an essential component of effective, sustainable K-12 dual language education programs. As part of the statewide initiative to provide all Washington students with access to dual language education, each district/school grant recipient will use this evaluation tool to annually self- or peer-evaluate their dual language education program(s).



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Some of Washington State's Tribal & Dual Language Lighthouses

Tribal Language Education in Wa He Lut Indian School



State-Tribal Compact School Overview

129 Students / K-8 School

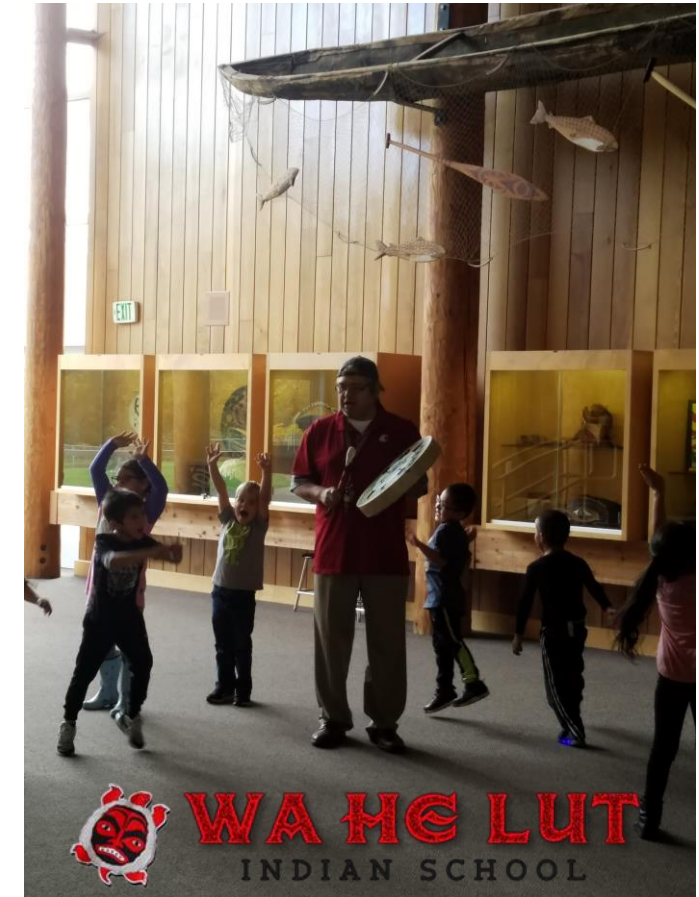
Nearly all students are Native American

Quilshootseed Tribal Language Program

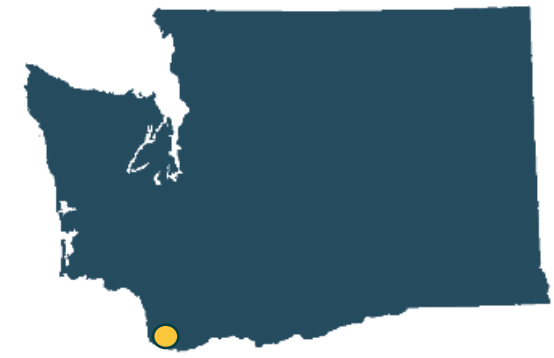
Building a K-12 Tribal dual language pathway in Partnership with North Thurston Public Schools

Misty Kalama / mistykalama@yahoo.com

Tiffany Johnson / tiffany.johnson@bie.edu



Program Design



Evergreen Public Schools (Vancouver, WA)

25,489 Students / 34 Schools

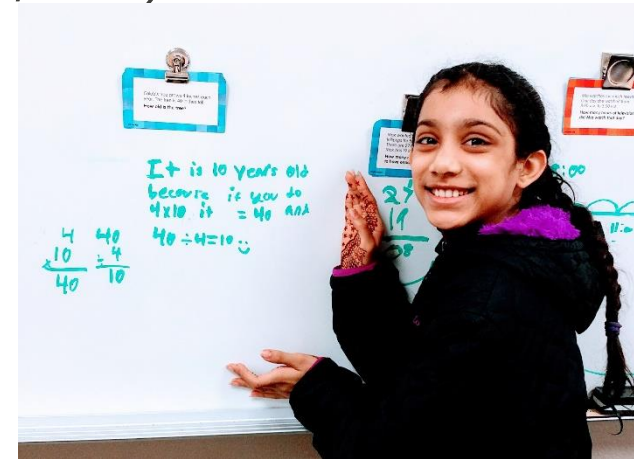
3,594 English learners

- 68+ Home languages

Spanish Dual Language:

- Year 10 of Implementation
- 90:10 Model
- 2 elementary schools, 2 middle schools, 1 high school
- K-12 Pathway for DL

Catherine Carrison / Catherine.Carrison@evergreenps.org



Curriculum & Equity

Kent School District (Kent, WA)

27,176 Students / 40 Schools

5,864 English learners

- 130+ Home languages

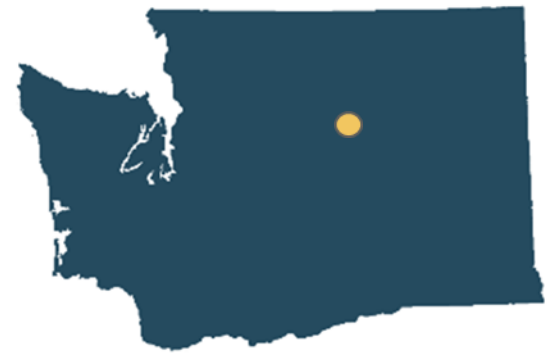
Spanish Dual Language

- 5 elementary schools, 1 middle school
- 50:50 Model
- K-12 Pathway for DL

Contact: Will Williams / Will.Williams@kent.k12.wa.us



Family & Community Engagement



Wenatchee School District (Wenatchee, WA)

7,873 Students / 15 Schools

1,923 English learners

- Most ELs have Spanish as home language

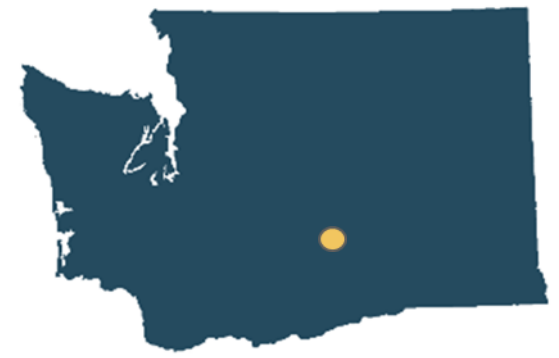
Spanish Dual Language:

- Lewis & Clark Elementary – DL school (46% ELs)
- Year 15 of Implementation
- 50:50 Model
- Building a K-12 Pathway for DL

Alfonso Lopez / lopez.a@wenatcheeschools.org



Support & Resources



Selah School District (Selah/Yakima Valley, WA)

3,840 Students / 5 Schools

339 English learners

- Most ELs have Spanish as home language
- Nearly all ELs are in the DL program

Spanish Dual Language:

- Year 6 of Implementation
- 50:50 Model and shifted to 80:20 in 2020-21
- Building a K-12 Pathway for DL



Stephanie Andler / stephanieandler@selahschools.org

Staff Quality & Development



Highline Public Schools (South Seattle/Burien, WA)

19,287 Students / 33 Schools

5,550 English learners

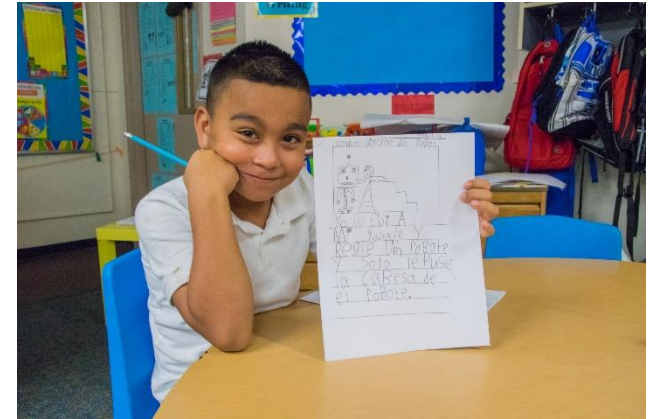
- 95+ Home languages

K-12 Dual Language Pathway

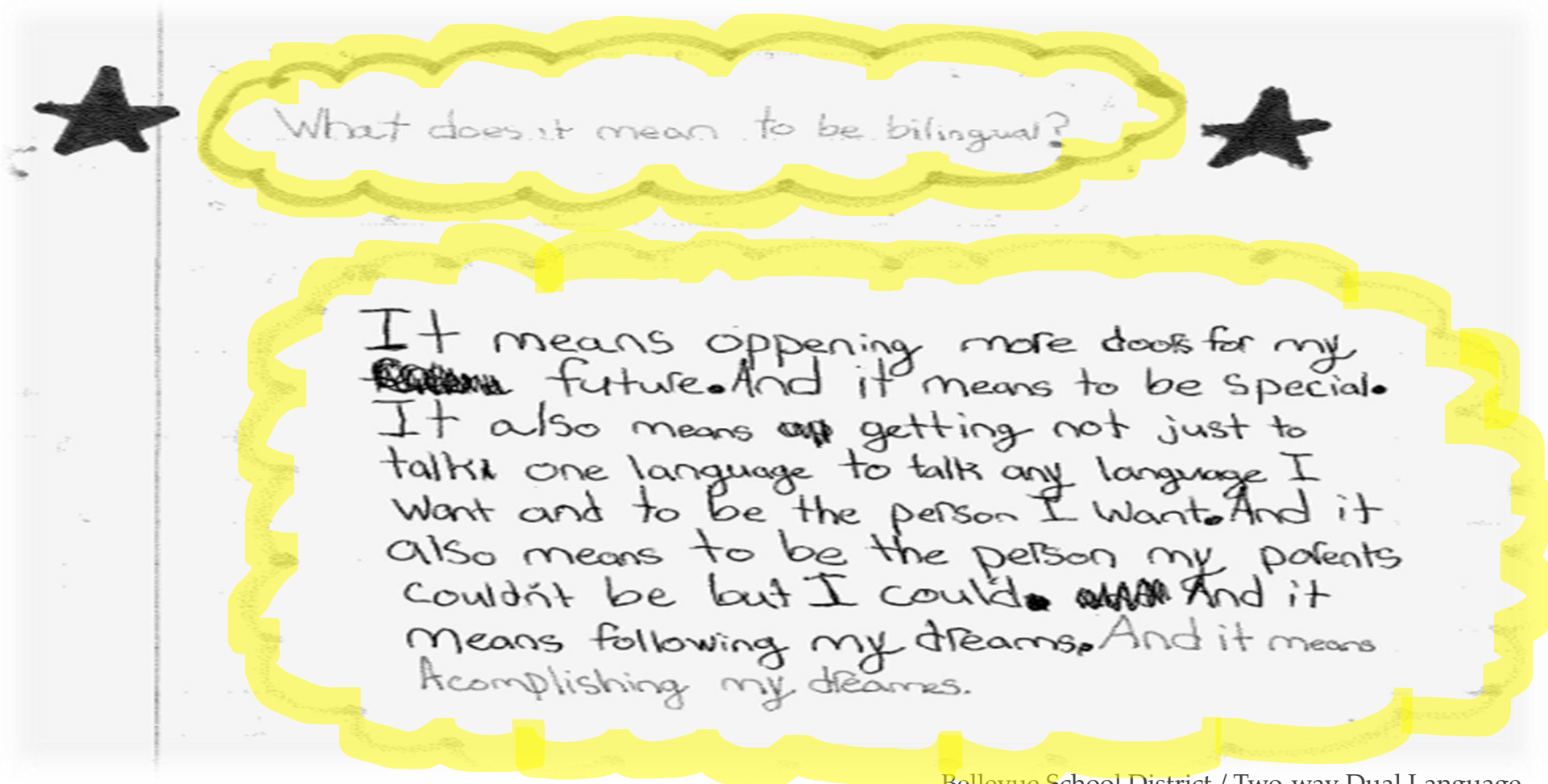
- 6 elementary schools, 3 middle schools, and 2 high schools
- 50:50 Model

Highline Public Schools Dual Language: <https://vimeo.com/81520146>

Kristin Percy Calaff / kristin.percycalaff@highlineschools.org



Closing Words from a Dual Language Student



Bellevue School District / Two-way Dual Language



More Information

[WA State OSPI Dual Language Education](#)

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