



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State
Multilingual Learners:
Policies and Practice Guide*

2023

CHAPTER 4: DUAL LANGUAGE

Goals of Dual Language

Dual language education is the most effective instructional model for multilingual learners (MLs), native English speakers, and historically underserved student groups and is the preferred model for MLs in Washington state ([Thomas & Collier, 1997-2020](#); [Lindholm-Leary & Genesee, 2010](#)). State Superintendent Reykdal's vision and [strategic goals](#) for K-12 education focus on educational equity. One of the goals is for all students in Washington to have access to dual language education and the opportunity to become proficient in two or more languages by 2040.

Washington's dual language programs are designed for and prioritize multilingual learners. The goals of dual language education are to help students:

- Become bilingual and biliterate with high levels of proficiency in both languages.
- Perform at or above grade level in academic areas in both languages.
- Develop positive cross-cultural attitudes and global understanding.

Dual language programs begin in preschool/transitional kindergarten or kindergarten and extend through high school to fully develop multilingual and biliteracy proficiency. Students in dual language education learn literacy and core content in two languages.

School districts determine the language of instruction other than English and the dual language program model based on the community's demographics. There are three main types of dual language programs in Washington, which mainly differ in the student groups they serve:

- *Two-way dual language programs* - These programs enroll a balance of multilingual learners, including speakers of the partner language, English-speaking students, and simultaneous bilingual students.

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

In order to achieve the superintendent's vision of "Dual Language for All," schools and districts across Washington will need to implement all three of these program types, depending on their local population.

Dual Language State Leadership

The Washington State Legislature has been a key supporter of dual language education with legislation that prioritizes dual language programs and has provided continuous seed grants to support P–12 program planning, implementation, and expansion. Grants are awarded on a non-competitive basis for all districts that can show readiness to benefit.

OSPI convenes a Dual Language Steering Committee comprised of dual language learners, educators, higher education professionals, community members, and representatives for partner organizations. The committee uses the [Guiding Principles for Dual Language Education, 3rd edition](#), published by the Center for Applied Linguistics (CAL, 2018), as the framework for dual language education in Washington to develop guidance, scaffolds, and supports for dual language programs.

Dual Language Resources & Supports

Designing dual language programs for success and sustainability requires at least two years of cross-departmental district planning, board support, and extensive collaborations with families, community members, and educators. Districts with dual language grants are also required to establish a Dual Language Advisory Board to guide program development.

Given the complexities and importance of developing a foundation for success, OSPI recommends that districts planning for a dual language program collaborate with the OSPI Dual Language Education staff and use the [Dual Language Program Guide](#) to plan and implement effective programs. This guide includes seven steps to developing strong dual language programs:

- 1) Build knowledge and advocacy
- 2) Develop a program mission, vision, and goals
- 3) Design or adopt a dual language program model
- 4) Develop enrollment and family outreach plans
- 5) Align curriculum and resources
- 6) Establish a staffing and professional learning plan
- 7) Develop a plan for assessment and program evaluation

The planning process for a dual language program is typically 2 to 3 years before the program begins. OSPI offers monthly webinars and professional learning communities to support the planning and implementation of dual language education.

OSPI's [Dual Language Education and Resources webpage](#) has information and resources for leaders and educators including;

- Recently adopted biliteracy standards and professional learning to support Spanish/English dual language programs,

- OSPI-sponsored virtual professional learning communities to support PK-12 dual language program planning, implementation, and expansion,
- OSPI-sponsored in-person and virtual workshops to support program development, and
- Tools and resources for effective, sustainable dual language programs.

The [Dual Language Education in Washington: What Families Should Know webpage](#) has information about program basics, how to support your child as they learn general education in two languages, and a step-by-step guide to the listing of programs in the state.