

Align Curriculum and Resources

Developing Strong Dual Language Programs

Webinar Series Session 6

March 5, 2024



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

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





Vision

Mission

Values

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

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by **high expectations for all** students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

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



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Dual Language Webinar Series

- October 10 Overview: Laying the Foundation
- November 7 Step 1: Build Knowledge & Advocacy
- December 5 Step 2: Develop a Mission, Vision, and Goals
- January 9 Step 3: Design or Adopt a DL Program Model
- February 6 Step 4: Develop Enrollment & Family Outreach Plans
- March 5 **Step 5: Align Curriculum & Resources**
- April 2 Step 6: Establish a Staffing & Professional Learning Plan
- May 7 Step 7: Develop a Plan for Assessment & Program Evaluation



WA State Dual Language Program Guide

INTRODUCTION

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

Step	Actions
Step 1: Build Knowledge and Advocacy	<ol style="list-style-type: none"> Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. Recruit a diverse advisory group and secure long-term commitment and involvement at all levels of the organization. Conduct a needs assessment to collect data about students to be served, district resources and community interests.
Step 2: Develop a Program Mission, Vision, and Goals	<ol style="list-style-type: none"> Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	<ol style="list-style-type: none"> Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. Develop a consistent, research-based language allocation plan. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	<ol style="list-style-type: none"> Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.
Step 5: Align Curriculum and Resources	<ol style="list-style-type: none"> Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.
Step 6: Establish a Staffing and Professional Learning Plan	<ol style="list-style-type: none"> Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	<ol style="list-style-type: none"> Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

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STEP 1: BUILD KNOWLEDGE AND ADVOCACY

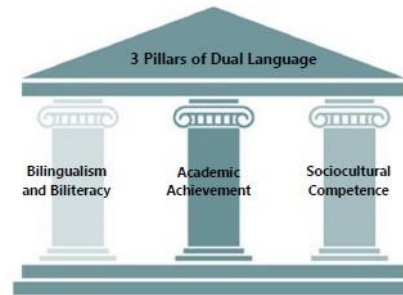
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

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.

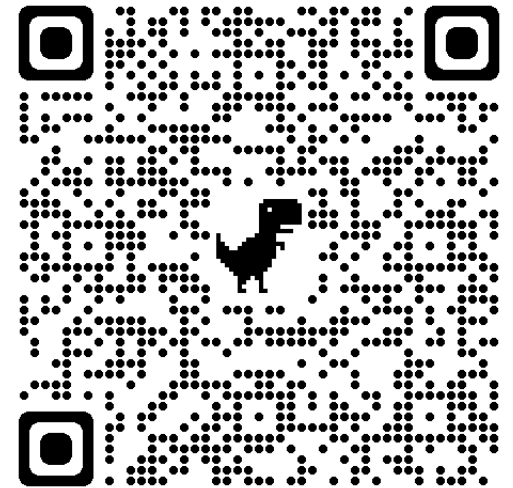
- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
- Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
- Policies and procedures for enrollment, staffing, and resource allocation.



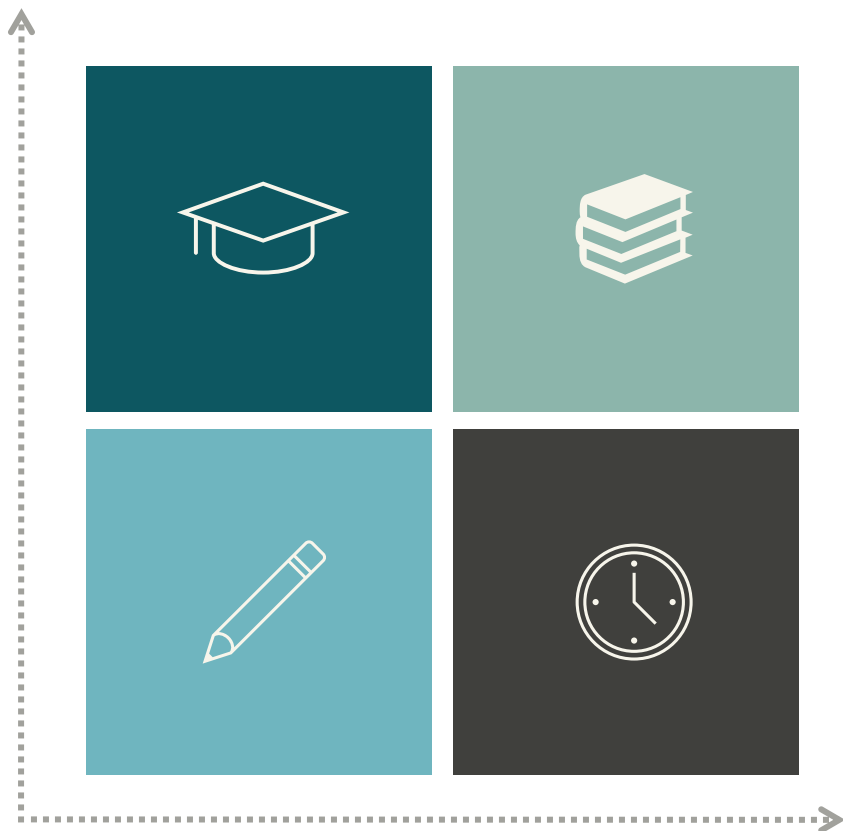
Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

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[Download the Guide](#)



Today's Agenda



Curricular Resources

Materials Review & Procurement

Curriculum Mapping

Updates & Opportunities





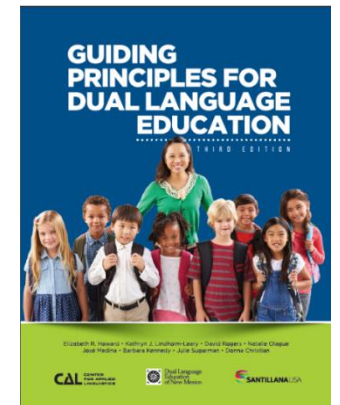
Curricular Resources & Materials

Curricular Resources

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

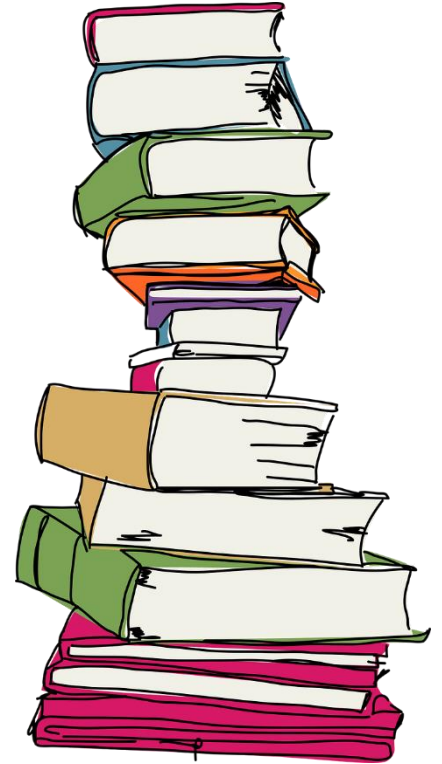
CAL Guiding Principles Strand 2: Curriculum

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.



Planning for Resources & Materials

1. Review current curricular adoptions & materials
2. Research availability of curriculum in partner language based on language allocation plan
3. Review materials for bias, authenticity, and quality
4. Determine choices for purchasing
5. Determine translation needs
6. Plan and budget for resource procurement & translation



Identify Needs

Language Allocation Plan

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

- *What curricular materials will be needed in the partner language at each grade level?*
- *What subject areas might be shared?*
- *Are current materials sufficient for rigorous grade-level instruction (particularly in the content areas of science & social studies)?*
- *What additional classroom materials are needed? (posters, rugs, classroom libraries)*
- *What materials may need translation?*



Review Materials

- **Language Arts:**

- What is the current ELA curriculum? Is it available in the program language?
- How well does it support a biliteracy approach? Are early literacy skills taught in a language-specific way? Are authentic texts available in both languages?

- **Content:**

- What content materials are available in the program language?
- Would materials work equally well in both languages?
- What needs to be translated or trans-adapted?

- **Socio-Emotional Learning:**

- Are SEL curricula culturally responsive to the program language and culture?
- Do SEL materials provide opportunities for learning about language, race, ethnicity, and socioeconomic issues?



Reviewing for Quality and Bias

- [OSPI: Screening for Biased Content in Instructional Materials](#) – Tool to use in reviewing materials for bias
- [WIDA Prime](#) – Materials that have been vetted by WIDA to align with the WIDA ELD and SLD Standards
- [EdReports](#) – Reviews curricular materials for high quality alignment to standards & best practices



Translation of Materials

Translation

"a direct rendering from one language to another"

DOs

- Ensure in-house or contracted translators are well-qualified
- Review translated materials and texts for quality and relevance
- Have a process for translation needs

Transadaptation

"the process of adapting text from one language into another for a specific audience"

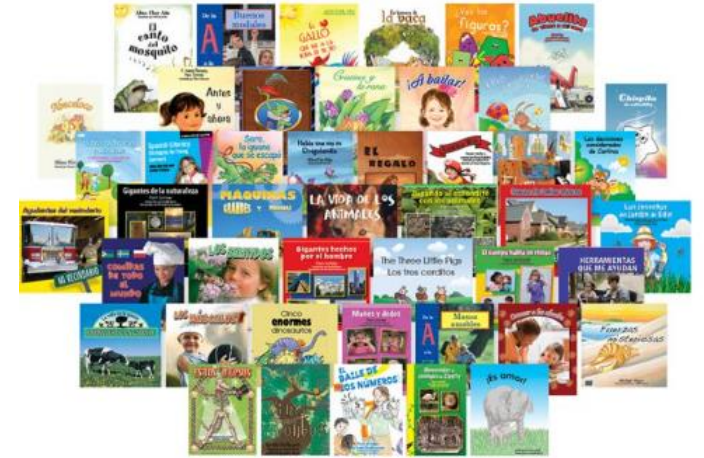
DON'Ts

- Ask teachers to do their own translation work
- Provide materials only in English that are needed in both
- Wait to the last minute



Materials Procurement

- Use Dual Language Grant funds – Materials should arrive by May 31.
- Work with vendors to develop book sets.
- Contract with an expert to obtain materials in less common languages in their home country.
- Plan ahead! Materials in languages other than English can take much longer to order and arrive.
- Ensure materials arrive at least 6 months before the program begins to provide time for curricular planning.



Breakout Discussion

Discuss with your group.

- *What resources and materials are you currently using or planning to use in your dual language program?*





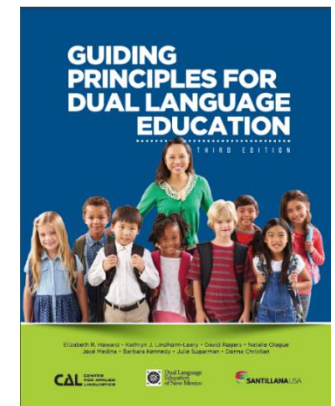
Curricular Mapping & Planning

Curriculum Maps and Plans

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

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.



Curricular Planning Process

1. Develop a **scope and sequence** based on standards
 - ELA and SLA Standards
 - WIDA ELD and SLD Standards
 - Content Standards
2. DL team creates a **year-long curriculum map** to develop themes and coordinate instruction across languages
3. DL team develops **unit plans** to integrate content, language, and literacy and scaffold instruction



Standards in English and Spanish

English	Spanish
<p><u>Common Core State Standards English Language Arts</u> Standards for English literacy instruction <i>Used to support planning of grade-level English literacy instruction for all students</i></p>	<p><u>CCSS en español</u> Standards for Spanish Language Arts <i>Used to support planning of grade-level Spanish literacy instruction for all dual language students</i></p>
<p><u>WIDA ELD Standards Framework</u> Standards for English Language Development <i>Used to support English learners with the language skills needed to meet CCSS</i></p>	<p><u>WIDA Marco DALE</u> Standards for Spanish Language Development <i>Used to support Spanish learners (including heritage speakers) with the language skills needed to meet the CCSS en español</i></p>
	<p><u>WIDA Marco ALE</u> Spanish Language Arts (Curricular) Framework <i>Used to plan instruction with authentic themes and activities for Spanish language arts (not a set of standards but an instructional guide)</i></p>



CCSS en Español

Spanish Language Arts Standards

K. Kindergarten

1º Primer Grado

2º Segundo Grado

3º Tercer Grado

4º Cuarto Grado

5º Quinto Grado

6º Sexto Grado

7º Séptimo Grado

8º Octavo Grado

9º a 10º Noveno y Décimo Grado

11º a 12º Undécimo y Duodécimo Grado

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS	KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES
<p>These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.</p>	<p>Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.</p>
<p>Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow:</p>	<p>Nota: Se espera que los estudiantes de kindergarten demuestren un incremento en conocimiento y capacidad en las siguientes destrezas fundamentales.</p>
<p>Print Concepts</p>	<p>Conceptos de lo impreso</p>
<ol style="list-style-type: none">1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none">a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Understand that words are separated by spaces in print.d. Recognize and name all upper and lowercase letters of the alphabet.	<ol style="list-style-type: none">1. Demuestran comprensión de la organización y características básicas de los materiales impresos.<ol style="list-style-type: none">a. Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.b. Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.c. Entienden que las palabras se separan por espacios en blanco en los materiales impresos.d. Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.



Marco DALE – Spanish Language Development Standards

- Aligned with the WIDA ELD Standards Framework, 2020 Edition
- Includes 3 modes of communication:
 - Expressive
 - Interpretative
 - Interpersonal

Las ideas principales del Marco DALE que informan el acercamiento funcional al desarrollo del lenguaje

	<p>La equidad de oportunidades y acceso</p> <p>Apoyar el aprendizaje de los estudiantes bi/multilingües quienes provienen de una amplia gama de contextos lingüísticos, culturales, educativos y socioeconómicos</p>		<p>La integración del lenguaje y el contenido curricular</p> <p>Proporcionar expectativas lingüísticas para desarrollar el lenguaje y aprender el contenido curricular simultáneamente</p>
	<p>La colaboración entre los miembros de la comunidad educativa</p> <p>Trabajar colaborativamente entre maestros administradores, familias y comunidades para el desarrollo de los estudiantes bi/multilingües</p>		<p>La interacción con otros</p> <p>Intercambiar ideas con otros a través de diferentes tipos de comunicaciones y situaciones</p>
	<p>Las multiliteracidades presentes en la enseñanza</p> <p>Analizar, interpretar y construir significados e identidades usando artefactos multimodales en diversos contextos</p>		<p>El transculturalismo que exhiben los individuos bi/multilingües</p> <p>Moverse y navegar entre comunidades de forma dinámica y fluida, incluyendo el uso de prácticas translingüísticas</p>



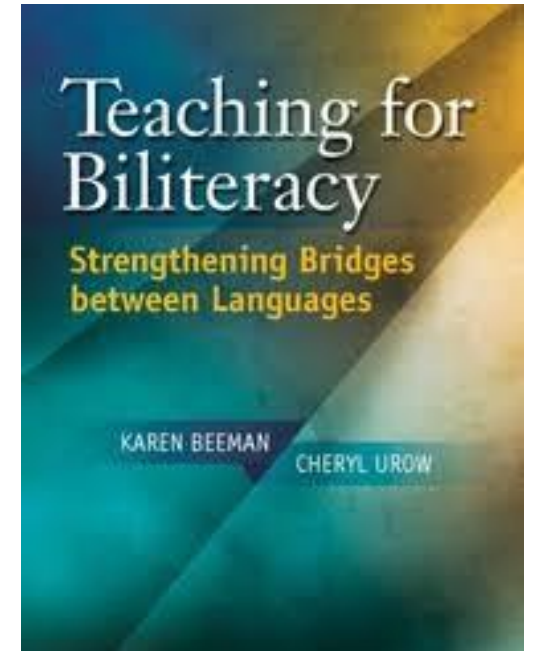
Year-long Curriculum Mapping

THIRD GRADE		Why are organisms different from one another?	How does the environment affect organisms?	How do we know the environment used to be different?	What happens when different objects interact?	What factors help people get along? (Author's Relationships)
Español 50% / Day	SCIENCE	Informational 2	Informational 1	Informational 1	Informational 1	Literature 1
	WRITING	Fact Sheet	Narrative 3	Opinion 1	Report	Narrative 3
English 50% / Day	READING	Informational 1	Literature 1	Informational 1	Informational 1	Literature 1
	SOCIAL SCIENCE	How do communities determine rules & resp.?	How does the community take care of its members?	How have communities changed & improved over time?	What makes our community strong & how can we improve it?	How can I be my best? RESPONSIBILITY
English 50% / Day	WRITING	Narrative 3	Opinion 1	Feature Article 2	Biography 3	Opinion 1
	READING	Literature 1	Informational 1	Literature 1	Literature 1	Informational 1



Biliteracy Unit Planning

- Units are driven by content **standards** and **integrate** language and literacy standards.
- Units start with **oracy** and **concrete experiences**, then progress through related reading and writing tasks.
- Units end with an **authentic performance task/** summative assessment.
- Units include **intentional bridging** and **extensions** to connect learning across languages.

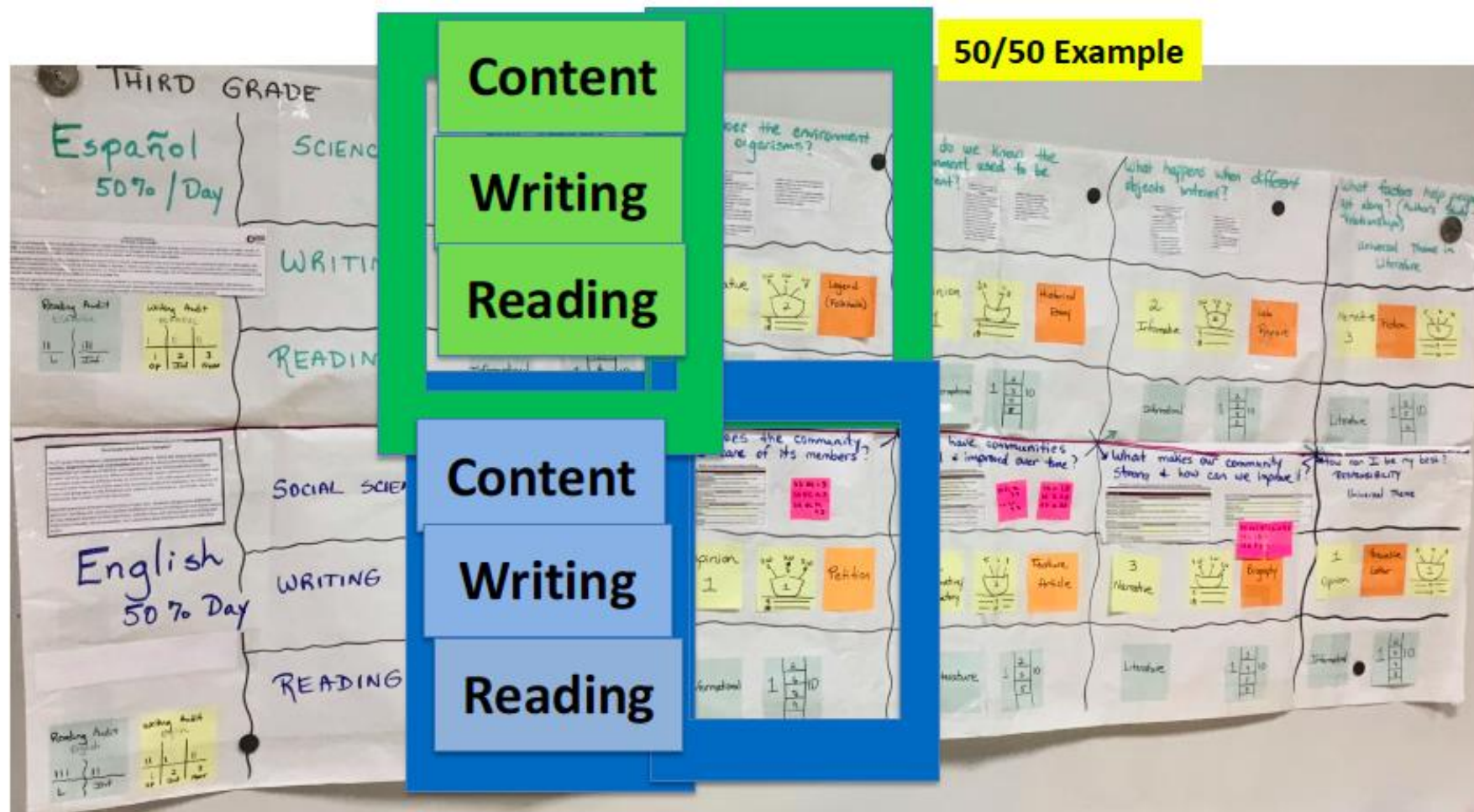


Step 1: Content Standards

STEP 1:

Identify the “**meaningful context**” for literacy

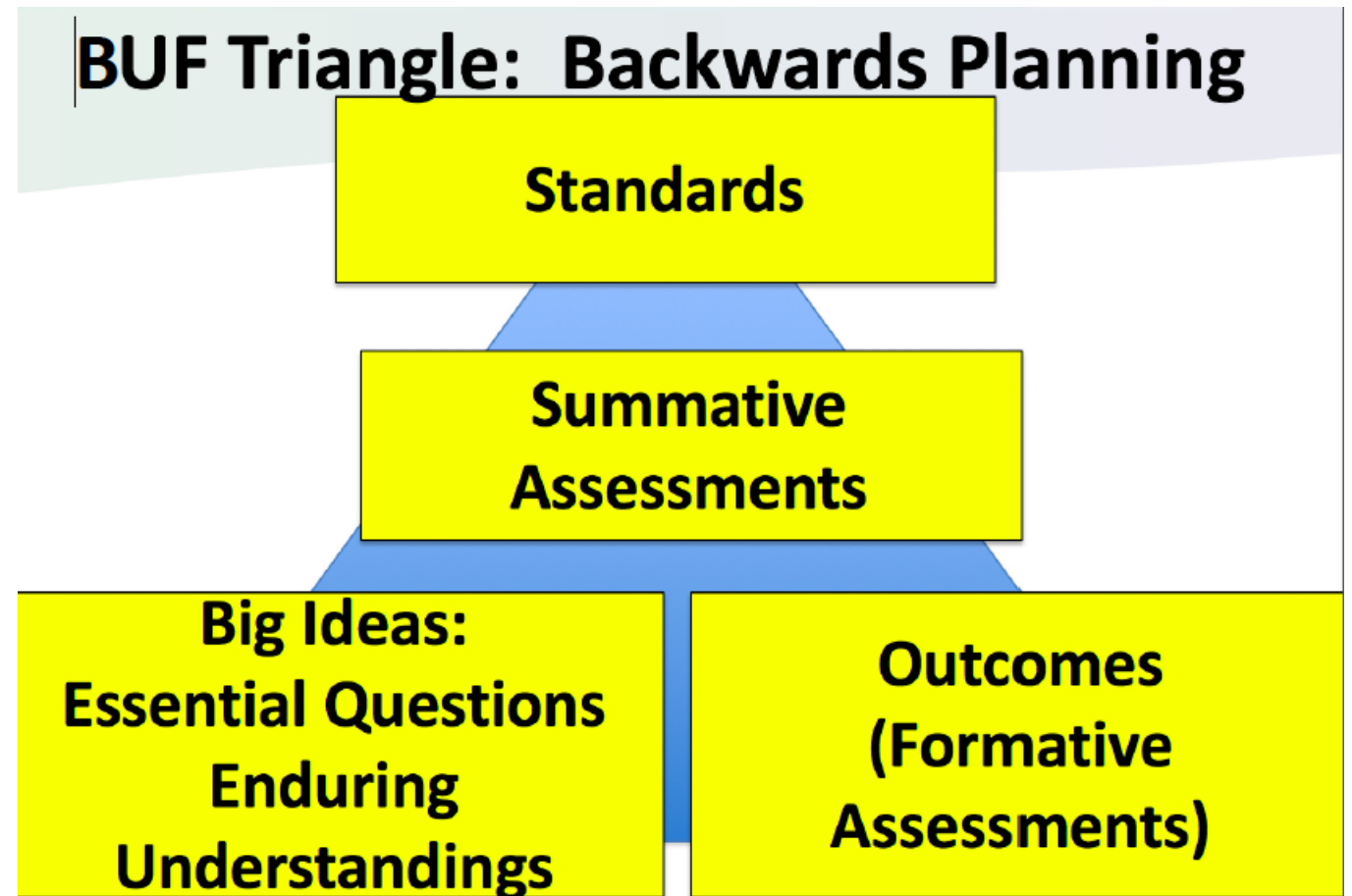
(Content or Universal Theme)



Step 2: Performance Assessment

STEP 2:

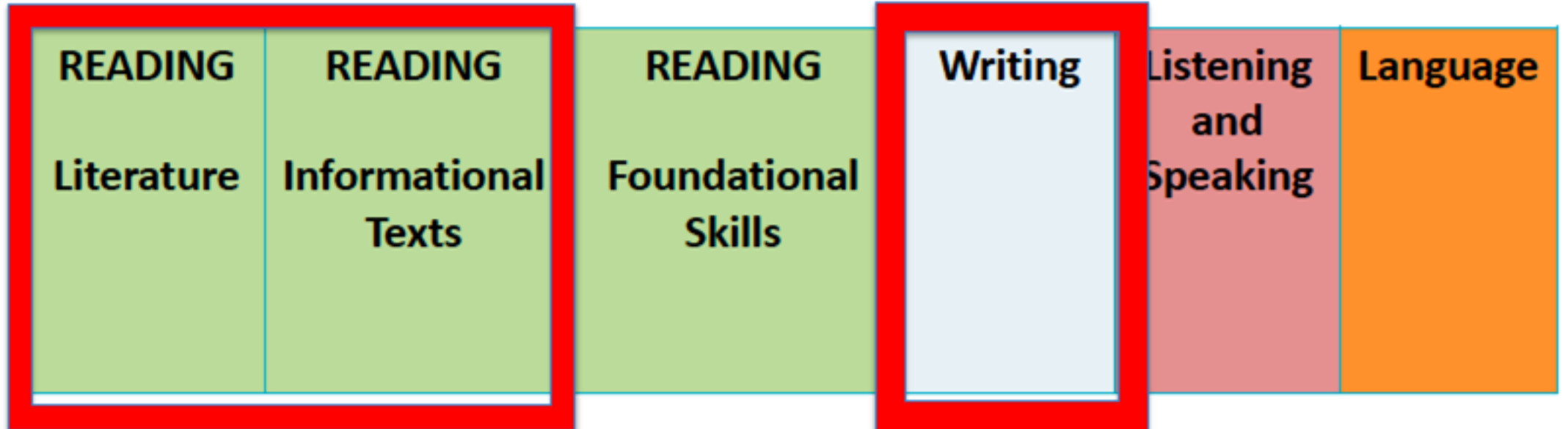
- Determine the performance-based task or project for that unit
(**Summative Assessment**)



Step 3: Reading & Writing Standards

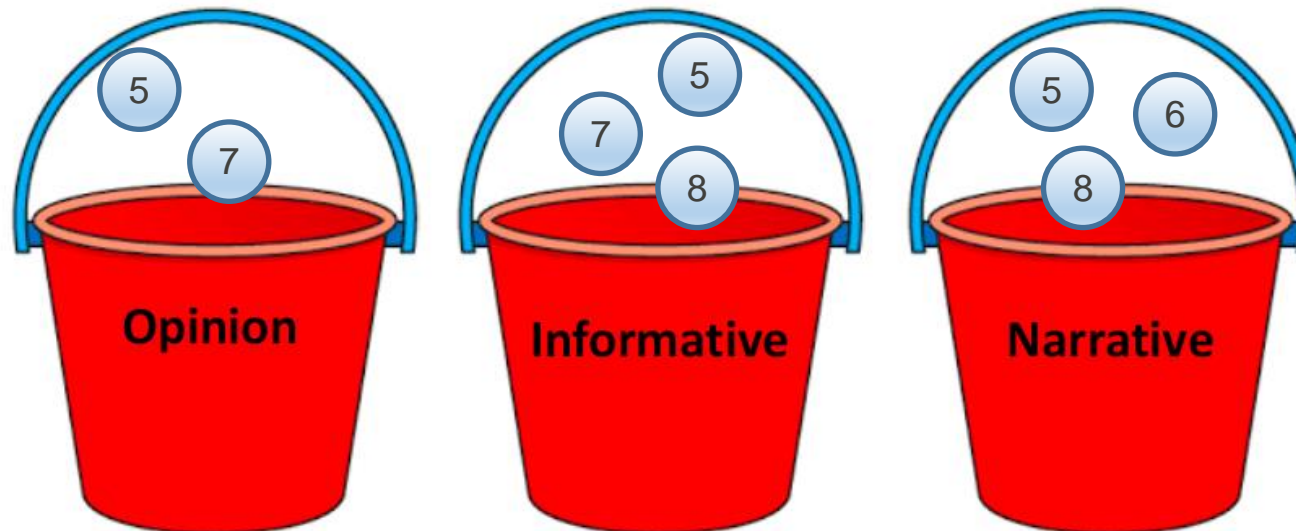
STEP 3:

- Select **Writing Standards** needed for that performance task
- Select **Reading Standards** (RL, RI) that will model this type of writing



Selecting Writing Standards

- 1) Determine which of the 3 “big buckets” will be the focus of that unit
- 2) Add standards 4 & 10 which apply to all units
- 3) Select specific standards to add to the “bucket” for each unit

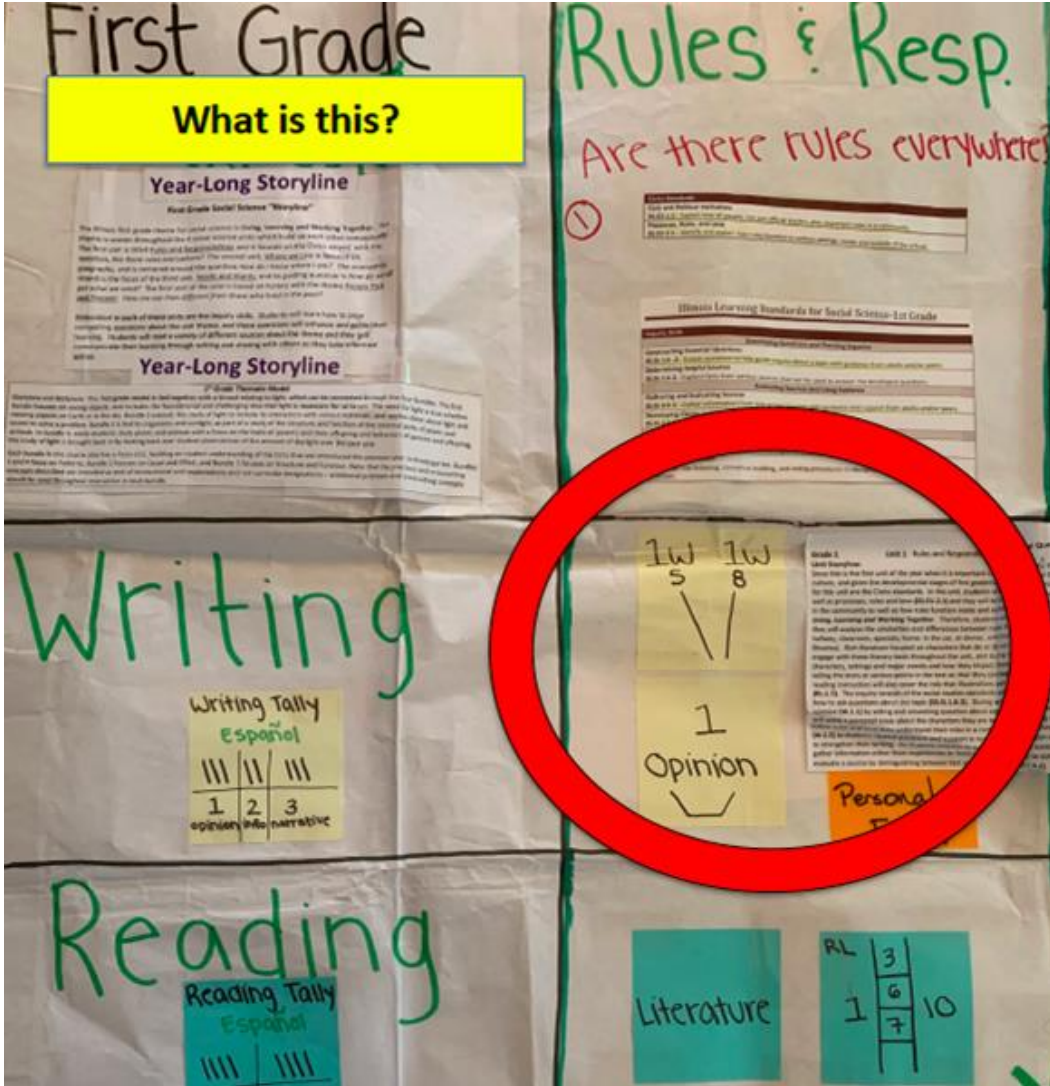
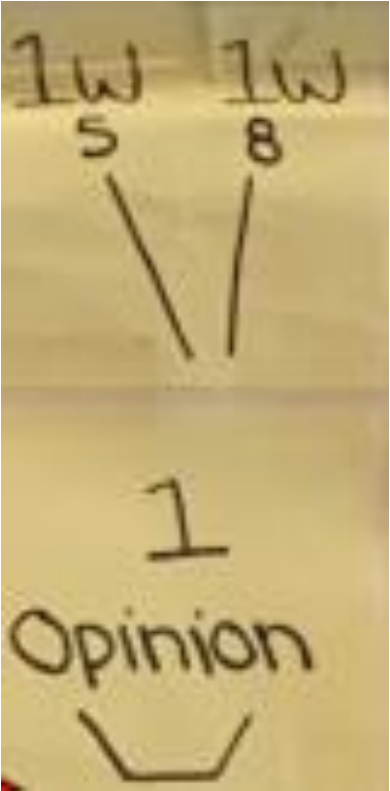


Standard 4 – For purpose, task, and audience
Standard 10 – Write routinely



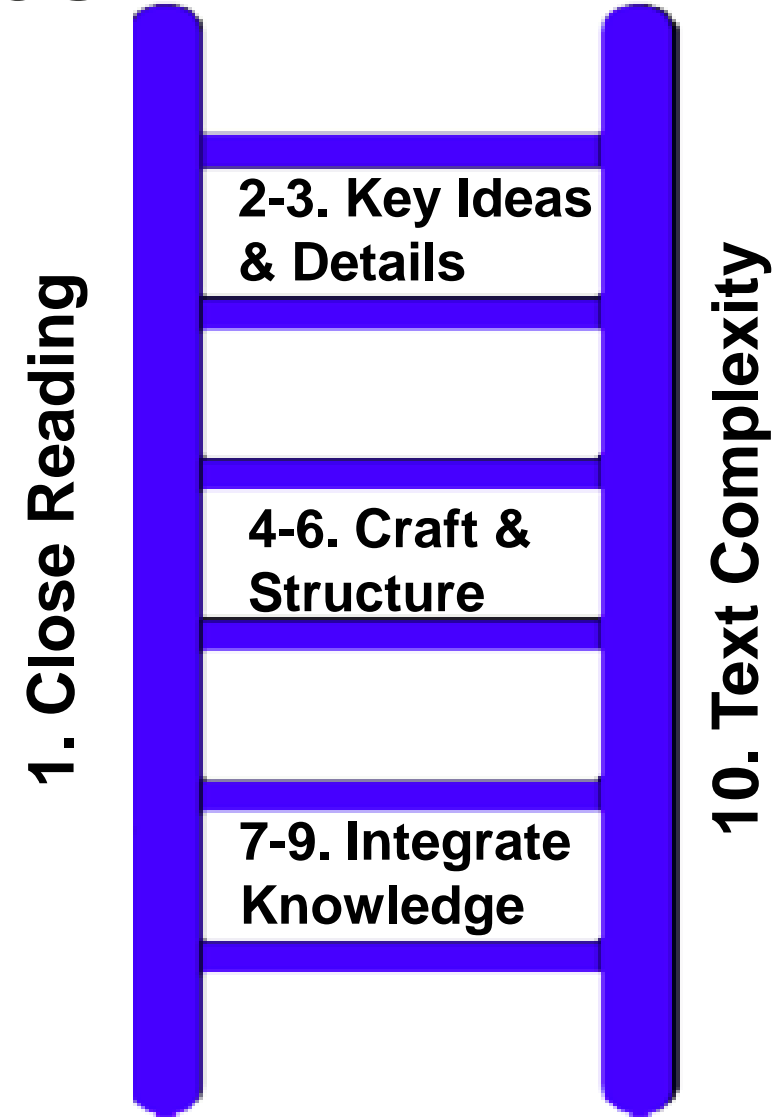
Writing Example

- Writing Opinion (1)
- Standards:
 - (4 & 10)
 - 5 & 8



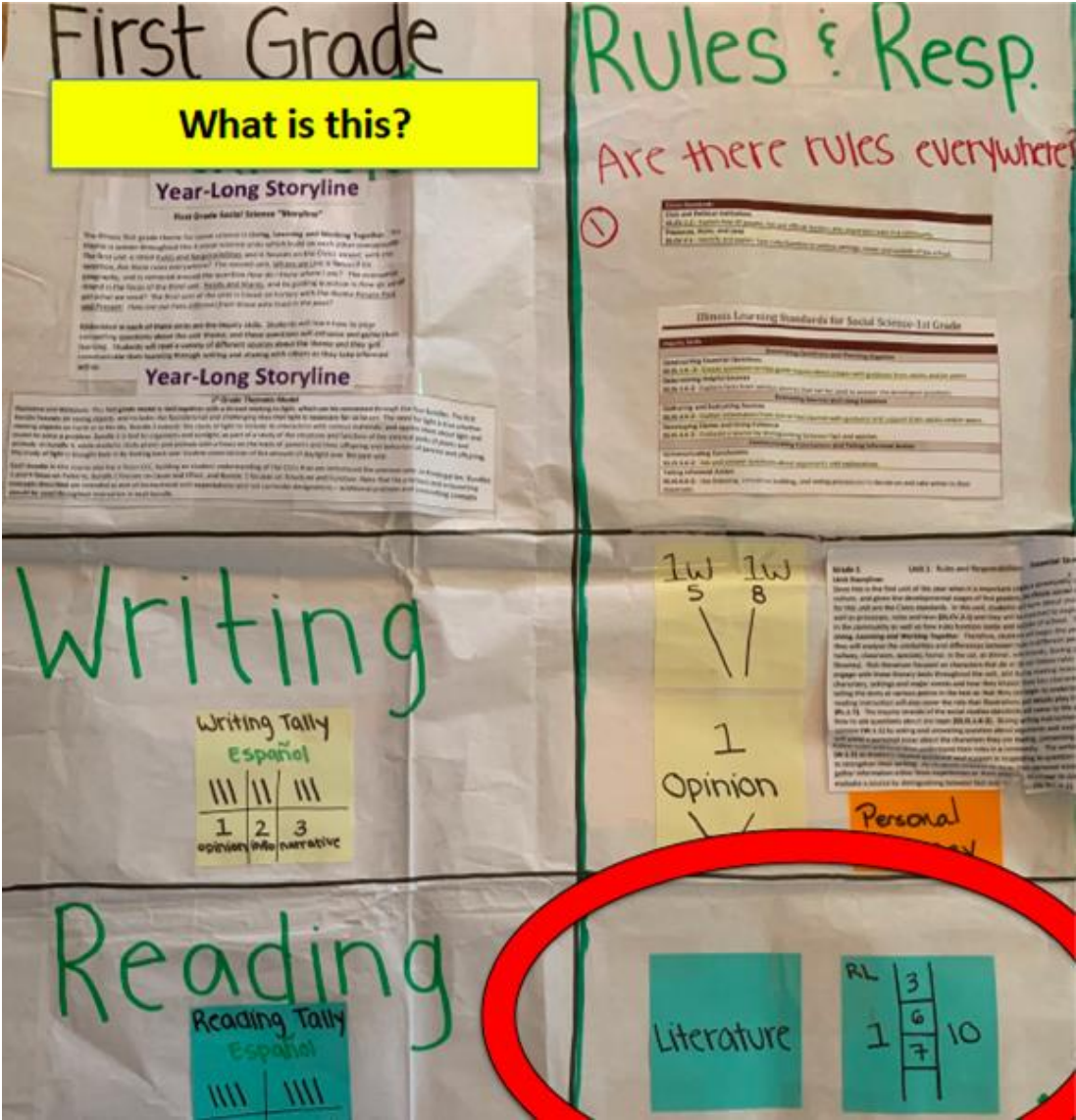
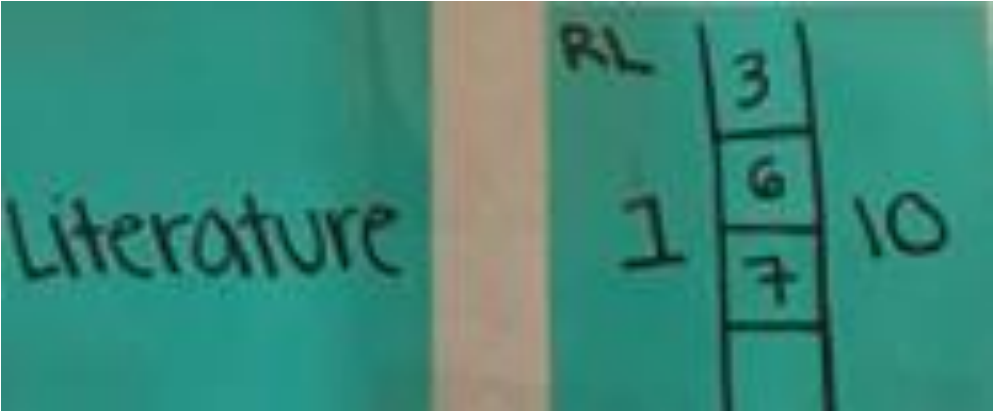
Selecting Reading Standards

- 1) Choose **Informational Text (RI)** or **Literature (RL)**
- 2) Add standard **1 & 10** for all
- 3) Select 2-3 standards critical for that unit on the ladder



Reading Example

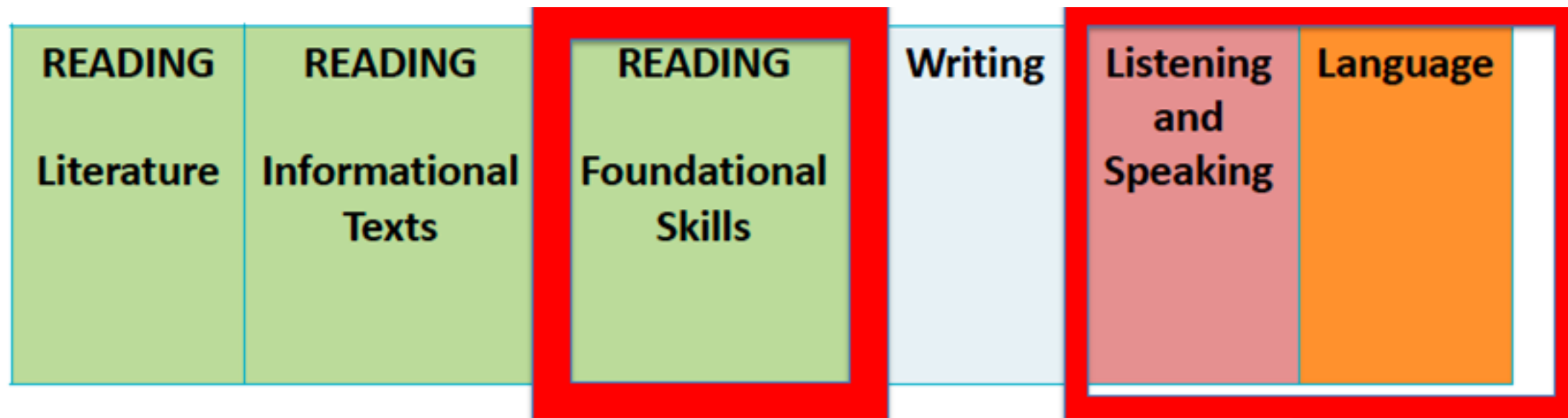
- Reading Literature
- Standards (1 & 10) 3, 6, 7



Step 4: Additional Skills & Standards

STEP 4:

- Add **Foundation Skills, Listening & Speaking**, and **Language** standards and **WIDA ELD Standards**



Collaborative Unit Planning

Teachers can use the [Collaborative Planning Template](#) to plan for integrated content & language:

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

Collaborative Planning Template

Collaborative Planning for Content and Language Integration

Use the Collaborative Planning Template to plan content units with a language focus.

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards.

Zoom In	Collaboration Questions	Plan for the Unit
Start with Unit Content Standards	<ul style="list-style-type: none">• What content concepts and topics do we expect our students to learn?• What disciplinary practices do we want our students to develop?	
Find the Relevant ELD Standards	<ul style="list-style-type: none">• Which ELD Standards Statement align with the content standards?	
Tap into Student Assets in the Unit	<ul style="list-style-type: none">• How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit?	



Breakout Discussion

Discuss with your group.

- *What curriculum are you currently using for Language Arts and other content areas?*
- *What are you thinking about in terms of aligning and planning across languages?*



Choose a spokesperson to share out.





Updates & Opportunities

Legislative Updates

Learn more about
[HB 1228](#)

HB 1228 is heading to the Governor's Desk to be signed!

The bill includes requirements to:

- **Develop a plan** for all districts who choose to begin dual language by 2040
- Provide grant awards for at least **10 planning districts** annually
- Work with PESB and universities to **align ELL and Bilingual endorsement standards** and review language assessment requirements for teachers and paraeducators
- Provide testing for the **Seal of Biliteracy** in all districts starting in 2025-26

Dual Language Program Planning Checklist

- Tool for action planning & accountability in the planning process
- Great for new programs or expanding to new schools/levels

Step 1a. Develop an initial understanding of dual language for district and school leaders, teachers, staff, and families.			
Action Steps	Complete by	Notes	Next Steps
Determine key advocates			
Build an understanding of research & benefits of DL			
Register and attend conferences, workshops, and PD opportunities			
Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.			
Action Steps	Complete by	Notes	Next Steps
Recruit members for the DL advisory			
Set meeting dates for the DL advisory group			
Determine members of the DL workgroup			
Identify DL Champions			
Step 1c. Conduct a needs assessment to collect data about students to be served, district resources, and community interests			
Action Steps	Complete by	Notes	Next Steps
Examine demographic trends			
Examine disaggregated academic data of current, exited, and non-qualifying ML students.			
Examine qualitative data related to the strengths and challenges of identified student groups			
Identify district resources such as staffing, curriculum, and funding for DL implementation			
through surveys, community meetings, and focus groups			

[DL Program Planning Checklist](#)

DL/HL Professional Learning



2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1st Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2nd Tuesdays | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) 4th Tuesdays | 3:30-4:30 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) 4th Tuesdays | 3-4 PM
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM



OSPI Website Resources

[Dual Language: What Families Should Know](#)

- Map of dual language programs & FAQs

[Dual Language Education & Resources](#)

- Videos, Guidance, Checklist, Templates
- Webinars & PLCs
- Standards & Resources





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Connect with us!



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