Developing Asset-Based and Effective Dual Language Programs: 8 Steps to Success!

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NABE Conference

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Vision

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

Mission

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.

Values

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

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WA Multilingual Learner Statewide Strategic Plan

Core Principles:

- Promote Asset-Based Mindsets
- Strengthen Instructional Practices
- Provide Support for Educators
- Engage Students and Families

[Download the Plan](#)

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Multilingual Education Program

**Multilingual Learner
Statewide Strategic Plan**

Supporting the Success Of All Multilingual
Learners In Washington State
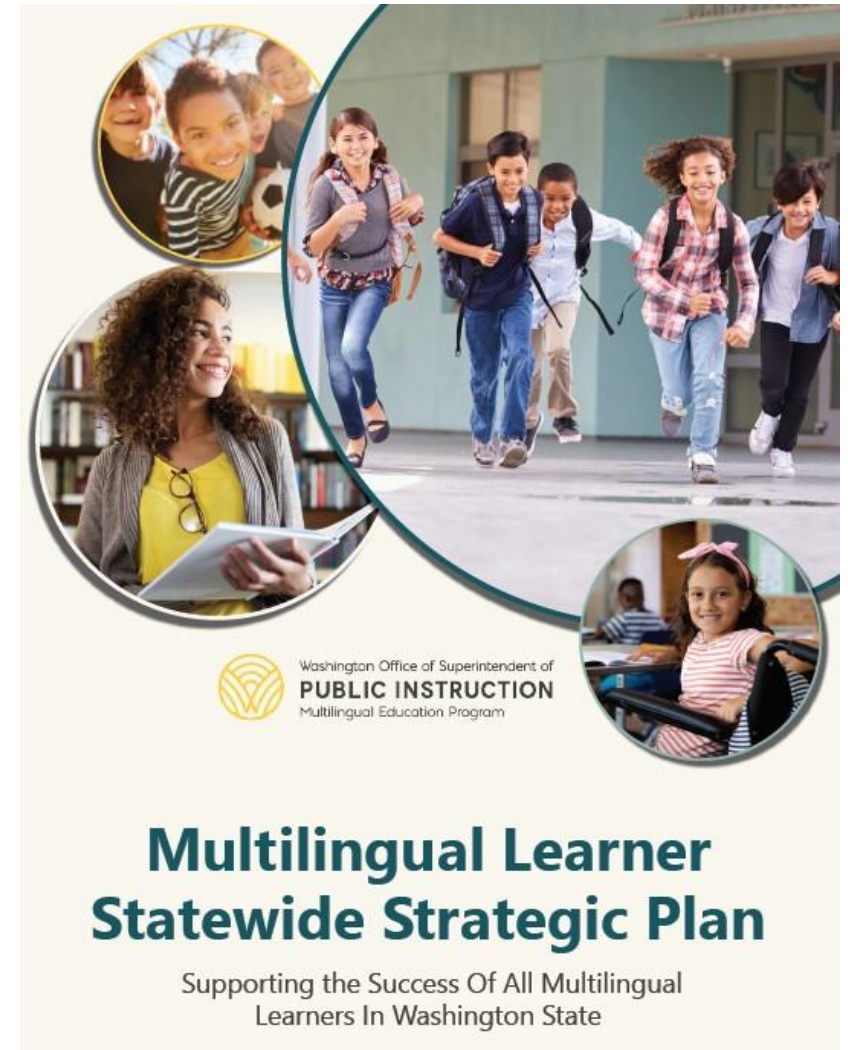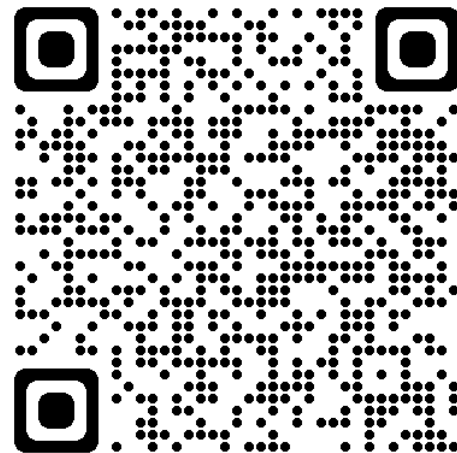
WA State Dual Language Program Guide

INTRODUCTION

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

| Step	Actions
Step 1: Build Knowledge and Advocacy	a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. b. Recruit a diverse advisory group and secure long-term commitment and involvement at all levels of the organization. c. 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	a. Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. b. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	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. b. Develop a consistent, research-based language allocation plan. c. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	a. Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. 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.
Step 5: Align Curriculum and Resources	a. Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. b. 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	a. Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. 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. c. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	a. Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction. b. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

STEP 1: BUILD KNOWLEDGE AND ADVOCACY

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

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

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

CAL Guiding Principles Strand 7: Support & Resources
Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.
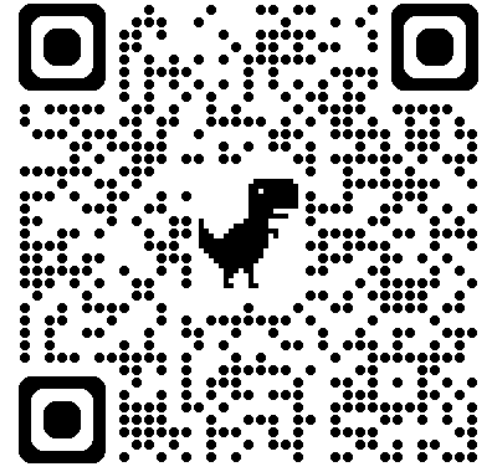
* Research and outcomes of dual language programs,
* Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
* Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
* Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
* Policies and procedures for enrollment, staffing, and resource allocation.
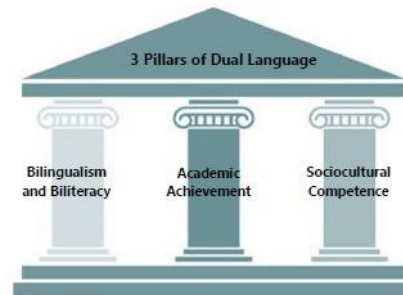
Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

3 Pillars of Dual Language

Bilingualism and Biliteracy — Academic Achievement — Sociocultural Competence

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New Chapter: Strengthen Instructional Practices COMING SOON!

Alignment to the CAL Guiding Principles

- Each of the 8 steps includes 2-3 parts (a, b, c)
- Each part is aligned to one or more of the CAL Guiding Principles
- Specific guidance & tips are detailed for each

STEP 1: BUILD KNOWLEDGE AND ADVOCACY

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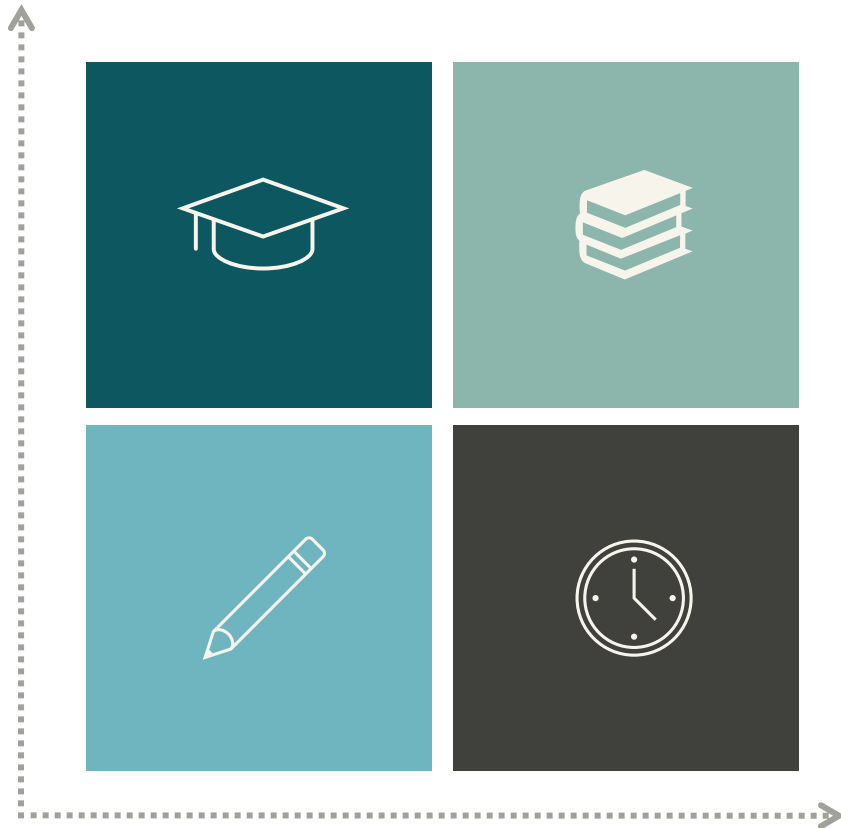
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8 Steps for Dual Language Development

1: **Build Knowledge & Advocacy**

2: **Develop a Mission & Vision**

3: **Adopt a Program Model**

4: **Plan Enrollment & Family Outreach**

5: **Align Curriculum & Resources**

6: **Establish a Staffing & PL Plan**

7: **Strengthen Instructional Practices***

8: **Plan for Assessment & Evaluation**

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*New chapter coming soon!

1: Build Knowledge & Advocacy
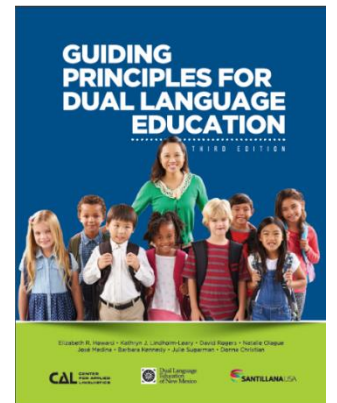
Knowledge & Advocacy

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

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

Step 1c. *Conduct a needs assessment to collect data about students to be served, district resources, and community interests.*
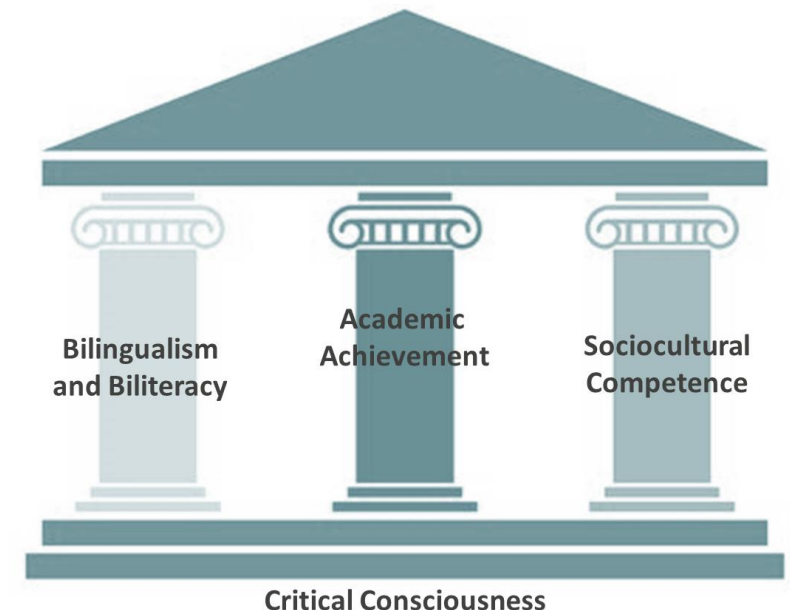
CAL Guiding Principles:
- *Strand 7: Support & Resources | Principle 1 A-C, 3A & 3D*
- *Strand 6: Family & Community | Principle 3A*

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GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION
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Critical Components for Understanding

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

Bilingualism and Biliteracy

Academic Achievement

Sociocultural Competence

Critical Consciousness

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Dual Language Advisory Board

Guides development & continuous improvement of the Dual Language Program

- Meets at least 2-4 times per school year

- Provides input and guidance on:
  - Determining which schools & languages will be prioritized
  - Conducting outreach to the community
  - Addressing enrollment considerations & hiring staff

- Should include:
  - Parents/family of multilingual learners (MLs) and current or former MLs
  - Teachers, paraeducators, school & district leaders, school board members
  - Community members from the language represented

Critical Data for a Needs Assessment

- Student Data
  - Student demographic data and trends
  - Current student academic outcomes for MLs
  - Student strengths and challenges

- District Resources
  - Bilingual Staff
  - Curricular materials and resources
  - Professional learning & instructional initiatives
  - Funding sources

- Community Interests & Resources

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# 2: Develop a Vision, Mission, and Goals

Vision, Mission, and Goals

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

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

CAL Guiding Principles
- *Strand 1: Program Structure | Principles 1 A-D*

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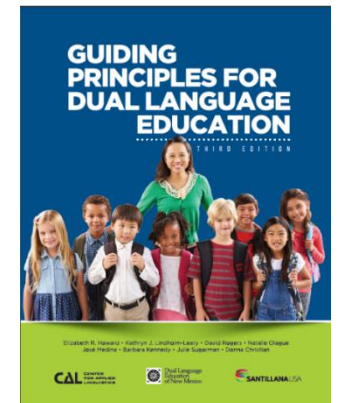
Vision Statement

*A **vision** is your program's goal—where you hope to see it in the future.*

Questions to 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?

The vision statement may state something like…

"The dual language program at… is designed to… so that all students…"

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Mission Statement

*A **mission** provides an overview of the steps planned to achieve that goal.*

Questions to 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 mission may follow the vision statement with...

"We will achieve these goals by..."

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Defining the Three Goals

Bilingualism and Biliteracy

- When is a student considered to be fully bilingual and biliterate?

Academic Achievement

- How will grade-level academic achievement be defined and measured?

Sociocultural Competence/Critical Consciousness

- What are ways that sociocultural competence will be demonstrated?

Reflection 1

What have you done to build knowledge and advocacy and develop a strong vision, mission and goals?

3: Design or Adopt a Program Model
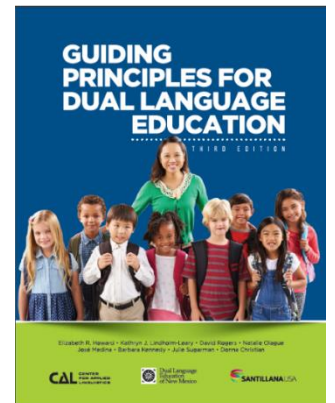
Program Models

Step 3.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.*

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

Step 3.c: *Design P-12 pathways for long-term program sustainability.*

CAL Guiding Principles:
- *Strand 1: Program Structure | Principles 1F, 2D, & 4B*

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WA Dual Language Program Types

Who will the program serve?

- **Two-way Dual Language** – serves both multilingual learners (at least 30%) and English proficient students (at least 30%)

- **One-way Dual Language** – serves mostly or all multilingual learners from one language group

- **World Language Immersion** – serves mostly English speakers with less than 30% MLs

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90/10 & 50/50 Program Models

90/10 *(or 80/20)*

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

50/50

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

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Language Allocation

Language allocation across the day for student groups

Spanish	English
Group 1: Spanish Language Arts Science & Health	**Group 2:** English Language Arts/S.S. Mathematics
Group 2: Spanish Language Arts Science & Health	**Group 1:** English Language Arts/S.S. Mathematics

Language allocation across the years by grade level

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

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Sample Elementary Plan

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

Sample Middle School Plan

6th Grade Partner Language	6th Grade English	6th Grade Elective
Language Arts/S.S. (alternate units) Math	Language Arts/S.S. (alternate units) Science	1 in English 1 in Partner Language
7th Grade Partner Language	**7th Grade English**	**7th Grade Elective**
Social Studies (integrated LA) Science	Language Arts Math	1 in English 1 in Partner Language
8th Grade Partner Language	**8th Grade English**	**8th Grade Elective**
Social Studies/L.A. (1/2 year each) Science	L.A./Social Studies (1/2 year each) Math	1 in English 1 in Partner Language

Sample High School Plan

9th Grade Option 1	10th Grade Option 1	11th Grade Option 1	12th Grade Option 1
Spanish Language Arts Core in Spanish Elective in Spanish	AP Spanish Language Core in Spanish Elective in Spanish	AP Spanish Literature or College in the HS Core in Spanish Elective in Spanish	Spanish for Special Purposes (i.e., translation, teacher academy, etc.) or College in the HS Core in Spanish Elective in Spanish
9th Grade Option 2	10th Grade Option 2	11th Grade Option 2	12th Grade Option 2
AP Spanish Language Core in Spanish Elective in Spanish	AP Spanish Literature or College in the HS Core in Spanish Elective in Spanish	Spanish for Special Purposes (i.e., translation, teacher academy, etc.) or College in the HS Core in Spanish Elective in Spanish	Spanish for Special Purposes (i.e., translation, teacher academy, etc.) or College in the HS Core in Spanish Elective in Spanish

4: Develop Enrollment & Outreach Plans

Enrollment & Family Outreach

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

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

CAL Guiding Principles:
- *Strand 6: Family & Community | Principles 1, 1A, 1B, 2 & 2D*

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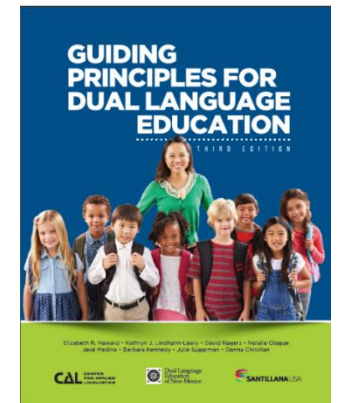
Enrollment Policy Considerations

- Where are students located?
- Will transportation be needed and/or provided?

- How will you ensure equitable access to the program?
- How will multilingual learners be prioritized?

- What will happen if a waitlist is required?

- If the program is schoolwide, how will families be able to opt in/out of the program?

- When can students enter the program?
- How will you handle attrition and class sizes in upper grades?

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Communicating about the Program

Web-based:
- Website, social media, videos, e-mails, online registration

Paper-based:
- Flyers, posters, printed slides

In-person:
- Information sessions, phone & face-to-face communication

Enrollment Procedure Examples

Take a look at some of these websites for districts in Washington to see how dual language enrollment is addressed.

What ideas might you use?

- Bellevue
- Bethel
- Highline
- Kennewick
- Lake Washington
- Walla Walla

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Reflection 2

What program model does your school or district use?

How do you provide outreach to families for enrollment?

5: Align Curriculum and Resources

Curriculum & Resources

Step 5.a: *Review district curriculum and determine alignment of curricular resources in both languages.*

Step 5.b: *Procure culturally and linguistically sustaining resources in both languages that align to the DL program model and language allocation plan.*

CAL Guiding Principles:
- *Strand 2: Curriculum | Principles 1B, 1E, 2B, 2C, & 2E*

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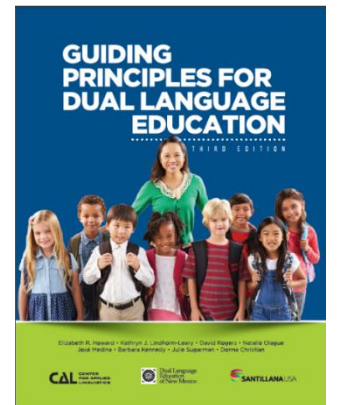
Curriculum Alignment Process

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**:
   - OSPI: Screening for Biased Content in Instructional Materials
   - WIDA Prime – Materials aligned with the WIDA Standards
   - EdReports – Reviews curricular materials for quality

4. Determine choices for **purchasing & translation** needs

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Curriculum Planning

Photo from the Center for Teaching for Biliteracy

1. Develop a **scope and sequence** using:
   - Content Standards
   - Language Arts Standards for both languages
   - Language Development Standards for both languages (WIDA)

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

4. Determine **resources and materials** needed to support units

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Collaborative Unit Planning

Use the Collaborative Planning Template to plan for integrated content, language, and literacy:

- <u>Step 1</u>: WIDA ELD/SLD Standards
- <u>Step 2</u>: Key Language Uses
- <u>Step 3</u>: Language Expectations
- <u>Step 4</u>: Functions and Features

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	• 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	• Which ELD Standards Statement align with the content standards?	
Tap into Student Assets in the Unit	• How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit?	

Plantilla de Planificación Colaborativa

Planificación Colaborativa para la Integración de Contenido y Lenguaje
Usa la plantilla de planificación colaborativa para planear unidades de contenido con el enfoque lingüístico.

Paso 1: Localice los estándares del Marco DALE de WIDA relevantes examinando los estándares de contenido de la unidad.		
Enfoque	**Preguntas de colaboración**	**Plan para la Unidad**
Comience con los estándares de contenido unitario	• ¿Qué conceptos y temas de contenido esperamos que aprendan nuestros estudiantes? • ¿Qué prácticas disciplinarias queremos que desarrollen nuestros alumnos?	
Encuentra los estándares del desarrollo del lenguaje relevantes (del Marco DALE)	• ¿Cuál declaración de estándares del lenguaje se alinea con los estándares de contenido?	
Aproveche los activos de los estudiantes en la unidad	• ¿Cómo podemos aprovechar los conocimientos, experiencias e intereses previos de nuestros estudiantes al lanzar esta unidad?	

Collaborative Planning Template   Plantilla de Planificación Colaborativa

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6: Establish Staffing & Professional Learning Plans
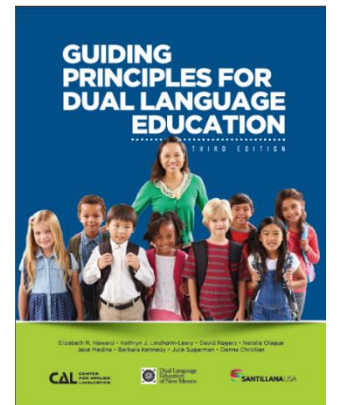
Staffing & Professional Learning

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

Step 6.b: Design a long-term professional development plan for all stakeholders (teachers, paraeducators, district and school administrators, board members, and families) that ensures deep understanding of dual language program implementation and best practices.

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

CAL Guiding Principles:
- *Strand 5: Staff Quality & PD | Principles 1A, 1B, 2A, 2C & 2E*

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Staff Recruitment & Retention

Language Proficiency Assessment

- Assess in advance using a formal assessment, not during an interview

Planning for Positions

- Hire in advance for higher grade levels & for support roles

Recruitment & Hiring

- Use DL networks, plan for culturally responsive interviews

Teacher Retention

- Prevent burnout due to lack of support, materials, and translations

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Professional Development Plan

*What professional learning will be offered across the year? How will DL be integrated in **all** PD?*

Date/Time	Purpose	Audience
Planning Year	Dual Language 101	All Staff, District Leaders
August before launch	Dual Language "Boot Camp" (research review, scaffolds & strategies, language use, cultural responsiveness)	New grade level & support staff
Early fall	Dual Language Advocacy & Support	All Staff
August/September	Dual Language Orientation	DL Families
Mid-Year	Dual Language Pitfalls & Challenges	New grade level & support staff
End of Year	Lessons Learned/Planning for Year 2	Current & new grade level

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Aligning Resources to Support Professional Learning

- **Time** – What non-instructional times are available? How can these be used?

- **Funding** – What funds are available? How can these be used for…
  - Guest presenters/consultants
  - Conferences or workshops
  - Extra time for teachers to participate in PL and/or collaboration

- **Personnel** – What staff members can support professional learning for DL?

- **Structures –** What current structures already exist in the district and/or school for professional learning? How can these be leveraged to support DL?

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Reflection 3

How are you aligning and supporting both languages through curricular planning and professional learning?

7: Strengthen Instructional Practices

Instructional Practices

Step 7.a: *Ensure academically rigorous, standards-based instruction that integrates content, language, and literacy.*

Step 7.b: *Utilize sheltered instruction strategies and provide language development for multilingual learners in the program.*

Step 7.c: *Promote appropriate separation of languages and translanguaging strategies to support strong language development in both languages.*

CAL Guiding Principles:
- *Strand 3: Instruction | Principles 1B, 1C, 1D, 1G, 2A, 2B, & 2E*

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Ensuring Academic Rigor

- Why teach more content in dual language?
  - Science and Social Studies – learning about the world

- Building an Integrated Content-based Unit:
  - **Weeks 1-2: Building oral language**, vocabulary, and background knowledge through hands-on experiences & shared reading/media
  - **Weeks 3-4: Reading** independently and in groups to develop greater knowledge and research topics of interest
  - **Weeks 5-6: Writing** about the content through a performance-based task or project & assessing the task using a rubric that separates language, literacy & content
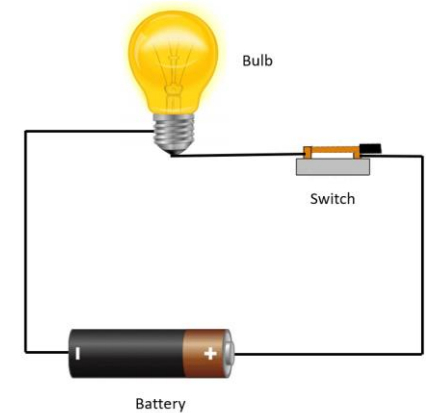
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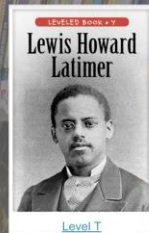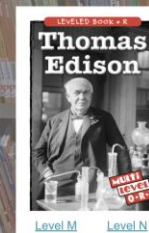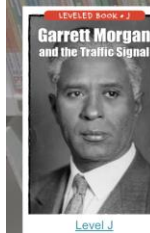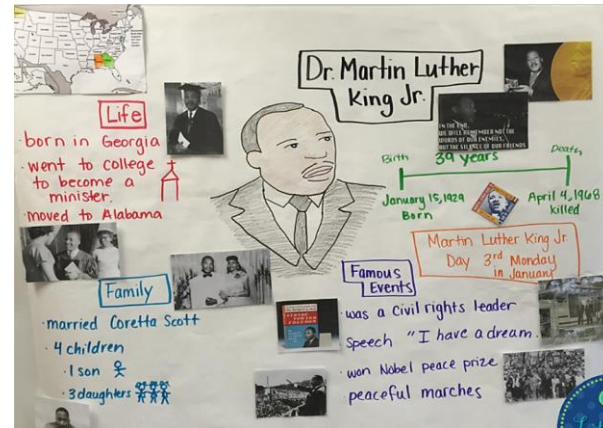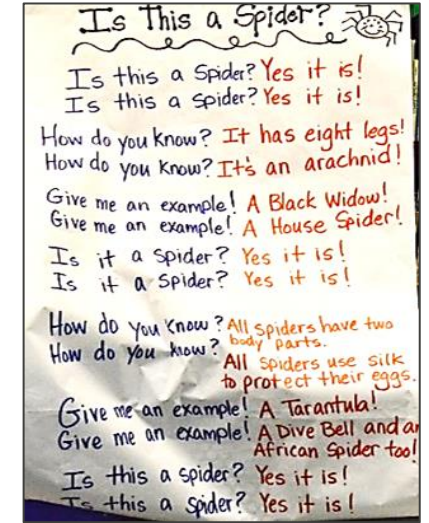
Supporting Multilingual Learners

Accessible Content

- Visuals & media
- Scaffolding content
- Using layered texts
- GLAD, SIOP, & UDL strategies

Language Development

- Integrated and designated
- Tier 2 vocabulary
- Sentence stems
- ELD and SLD standards
- Small group supports

Translanguaging & Separation of Languages

- Teacher use of language
    - Modeling the target language during each block
    - Being a "lead learner"
    - Partnering to support cross-linguistic analysis
    - Planning for authentic and intentional use of translanguaging

- Student use of language
    - Setting students up for success through modeling
    - Providing scaffolds for partner/group interactions
    - Direct Feedback – recasts, clarifications, elicitations

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Navigating Tensions between Translanguaging and Separation of Languages in Dual Language Programs (Howard & Simpson, 2023)

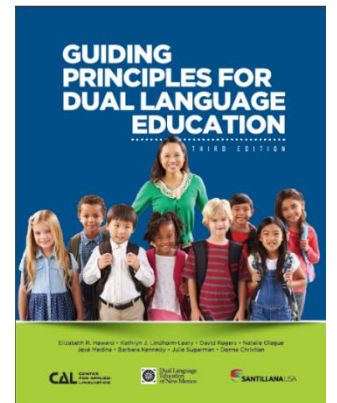# 8: Plan for Assessment & Program Evaluation

Assessment & Program Evaluation

Step 8.a: *Determine how students will be assessed to monitor student progress in both languages in content, language, and literacy to inform continuous improvement and individual supports.*

Step 8.b: *Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.*

CAL Guiding Principles:
- *Strand 4: Assessment & Accountability | Principles 2, 2A, 3A & 3C*

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GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION
THIRD EDITION

Developing a Plan for Assessment

- How will you assess students' language, literacy, and content at each grade?

- When do you need data in both languages and how frequently?

- Which tools will provide useful data?

- Who will manage assessments at each level (classroom, school, district)?

	English	**Spanish (or other language)**
Language	WIDA ACCESS WIDA MODEL (or other formative assessment)	STAMP, AAPPL or other language assessment Formative Classroom-based Assessments
Literacy	K-2 Literacy Screeners Reading/Writing Assessments	K-2 Literacy Screeners Reading/Writing Assessments
Content	SBA District or Classroom-based Assessments	District or Classroom-based Assessments

Engaging in Program Evaluation

Tips:

- Assemble a team

- Gather data in advance

- Use family surveys

- Engage staff during meetings

Alignment	Align surveys & questions to the CAL Guiding Principles
Engagement	Engage DL students, families, and staff in the process
Evaluation	Use ratings to determine priority areas for improvement
Planning	Determine next steps for program improvement plans

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DL Program Implementation Survey

WA Statewide Survey:

- 20 items aligned to the 8 steps
- CAL Guiding Principles listed
- 4-point rating scale
- Data shared with each district and for state total

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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

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Reflection 4

How are you supporting strong instruction and assessment in both languages and engaging in program evaluation for continuous improvement?

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Questions and Resources

Resources

Webpages:

- [Washington OSPI Dual Language Education & Resources](#)

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

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Connect with us!

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