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

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WASHINGTON STATE DUAL LANGUAGE PROGRAM GUIDE

For Developing and Implementing Dual Language Programs

2025

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INTRODUCTION

Washington State has embraced dual language education as the best instructional model for all students. RCW 28A.300.577, which was passed in 2024, states that: "The legislature finds that a multilingual, multiliterate education will benefit all Washington students. A multilingual, multiliterate student body is better prepared to enter a global job market, has developed cognitive skills unique to working within two or more languages, and can build cohesive communities across the state while sharing, celebrating, and strengthening individual cultural ties." The law also states that "English learners benefit from specific instructional models and supports to thrive in public schools, and that dual language education is the best instruction model for providing those supports."

This guide was developed by the Office of Superintendent of Public Instruction (OSPI) to support districts as they consider best practices for developing and implementing dual language programs. Each chapter is designed to guide districts and schools in this process and can be used to build a new program, expand an existing program, or improve an existing program to align with research and best practices.

Each of the steps in this guide is aligned to the Center for Applied Linguistics (CAL) Guiding Principles for Dual Language Education (Howard et al., 2018), which is a nationally recognized document developed by researchers, that lays the foundation for quality dual language programs.

CAL Guiding Principle
For each step in this guide, you will see a box that lists the specific CAL Guiding Principle(s) that support these action steps.

Depending on where your school or district is in the process, some chapters will be more useful than others and you may want to review all of the steps initially to determine which actions are most needed and develop your own action plan. OSPI provides a Dual Language Program Planning Checklist spreadsheet that can be used to check off which steps you have completed and make detailed plans for next steps. Figure 1 on the next page shows the eight essential steps to develop strong dual language (DL) programs.

Figure 1: Eight Essential Steps for Developing a Strong Dual Language Program

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 the 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 Program Model	a. Determine the dual language program model 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 Across Languages	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: Strengthen Instructional Practices for Language Learning	a. Plan academically rigorous, standards-based instruction that integrates content, language, and literacy. b. Provide sheltered instruction strategies and language development for multilingual learners in the program. c. Promote appropriate separation of languages and a translanguaging pedagogy to support strong language development in both languages.
Step 8: 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 solid foundation in the research and benefits of dual language education is essential to building a strong program. Understanding the research can help dispel common myths, misconceptions, and fears about language learning.

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.

Educators and leaders need to know that dual language was originally a type of bilingual education that centers multilingual English learners' identities and rights (Valdés, 1997, 2011). Focusing on multilingual learners and developing understanding on the following topics will help district and school leaders, teachers, staff members, and families plan dual language programs that will fulfill that purpose. These topics include:

- Research and outcomes of dual language programs, including the seminal research of Thomas and Collier (2017).
- The three pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence and the foundation of critical consciousness as seen in Figure 2.
- 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).
- Policies and procedures for enrollment, staffing, and resource allocation.

Figure 2: Three Pillars of Dual Language

Bilingualism and Biliteracy **Academic Achievement** **Sociocultural Competence**

Critical Consciousness

Key advocates and leaders should participate in conferences, workshops, state-sponsored professional learning opportunities, and book studies 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 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.
- Addressing enrollment considerations, the hiring of staff, and other decisions regarding policies and procedures to support the program.

This Dual Language Advisory Board is a requirement for all districts that receive a state dual language grant. Under RCW 28A.300.577, grant recipients must: "Convene an advisory board to guide the development and continuous improvement of the dual language education program. Grant recipients must actively recruit to the advisory board parents of English learner students and current or former English learner students, with a goal of filling at least half of the advisory board seats with these individuals; the other members of the advisory board must represent teachers, students, school leaders, governing board members, and community-based organizations that support English learners."

In addition to the Dual Language Advisory Board, the school or district may also want to identify a smaller work group or planning team that will be responsible for moving the work forward to develop the dual language program. This group may be comprised of staff members who can help:

- Determine projects and tasks to complete.
- Prepare materials and plans for the Dual Language Advisory Board to review.
- Develop documents, presentations, budgets, and logistics.
- Coordinate 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 to participate in the Dual Language Advisory Board, work group, and any other committees. These "champions" or people who support change at each level of the organization and advocate for the program may include teachers, paraeducators, specialists, coaches, building administrators, district administrators, cabinet members, school board members, families, 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 specific school and community. A comprehensive needs assessment should include a review of disaggregated 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 demographic data, the Dual Language Advisory Board should examine enrollment data and trends to determine where to place programs and how to ensure the greatest number of multilingual learners 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 surveys, interviews or observations of strengths and challenges of diverse 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 by current and planned programs?
- What diverse 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 identification 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 partner language, which refers to the program language other than English. Do equivalent materials already exist in the partner language? Are

those materials authentic and robust enough to provide strong instruction in that language? Are the materials linguistically and culturally responsive and sustaining (Paris & Alim, 2017)? If not, the committee may need to review additional curricular materials and 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 different groups of 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 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 THE PROGRAM MISSION, VISION, AND GOALS

After developing an 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, revisiting, or revising 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 all students and families who participate in the program. This vision should be grounded in the CAL Guiding Principles

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.

for Dual Language (Howard et al., 2018) and align with dual language research, local policies, and district strategic plans.

In crafting a vision statement using family friendly language, consider:

- For whom is the program designed?
- What are the goals and expected outcomes for all students?
- What are the long-term benefits of the program for MLs and 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, 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 a work group 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 shown in Figure 3 that should be avoided to ensure the language used has a strong focus on equity:

Figure 3: Pitfalls to Avoid

Pitfall to Avoid	Suggestion
Avoid classifying students as "native speakers" of a language.	Consider all students, including simultaneous bilinguals and students who speak a third language at home.
Avoid centering outcomes on certain student groups.	Consider the shared outcomes and goals for all students in the program.
Avoid using terms like "program language" or "target language."	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 statements 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 in English and the partner language?
- When is a student considered to be fully bilingual and biliterate?
- What are ways that sociocultural competence will be demonstrated?
- How will the program be founded in critical consciousness to ensure equity?

The Dual Language Advisory Board may use disaggregated 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 or additional performance-based measures. While sociocultural competence can be hard to measure, the vision for how students use their linguistic and cultural skills in various contexts can be defined in terms of specific experiences, reflections, or actions that students are expected to take which may include portfolios, capstone projects, or other milestones that demonstrate these skills.

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 to the entire school community. The team should consider:

- How will the vision, mission, and goals be communicated to all constituents?
- To whom should these goals be communicated? And for what purpose?
- What platforms or practices will be used to communicate these goals?
- How will they be revisited and by whom as the program continues?

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 PROGRAM MODEL

After designing clear vision, mission, and goals, the Dual Language Advisory Board 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. It should consider district and community resources and interests as well as dual language education research.

Step 3a. Determine the dual language program model 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 English and another language, there are three types of dual language programs in Washington, which 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 at home and students who speak English at home.
- **One-way dual language programs** enroll mostly (70% or more) eligible multilingual learners who speak the partner language at home.
- **World language immersion programs** enroll mostly students who speak English at home and may include some multilingual learners who typically make up less than a third of students in the program.

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 all students' strengths and address their unique needs effectively in each language.

The language allocation "is often calculated at the percentage of time 'taught' in a given language" (Morita-Mullaney, Renn & Chiu, 2022, p.3891). Scholars have determined that the greater proportion of instruction in the partner language, the greater language proficiency and academic achievement over time for eligible multilingual learners and students who speak English at home (Morita-Mullaney, Renn & Chiu, 2020, Thomas & Collier, 2017, Steele et al, 2017).

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 as seen in Figure 4. In 80/20 programs, students begin in kindergarten with 80% of the school day in the partner language and 20% in English. In both program models, English instruction is increased each year by about 10% until students are learning for 50% of their time in each language. In all program models, educators need to designate three important "linguistic spaces," which include English, the partner language, and cross-linguistic opportunities to develop students' metalinguistic awareness of connections between the languages.

Figure 4: Sample 90/10 Program Model

	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 first grade and then move to 50/50 by fifth grade. Research shows that the 90/10 program is the most effective dual language model because it results in higher academic achievement for eligible multilingual learners (Collier & Thomas, 2017). The 90/10 program begins with most of the school day taught in the partner language. With this solid foundation in their home language, eligible multilingual learners develop stronger English skills as English instruction increases. Students who speak English at home also develop stronger skills in the partner language with this extra time immersed in the early years with no detrimental effect on their English skills (Nascimento, 2016).

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

- Best research-based outcomes for all students.
- More home language support for multilingual learners.
- More partner language development for students who speak English at home.
- Requires a bilingual teacher in every K–3 classroom.
- May be harder for skeptical families to accept.

50/50 Program Model

In 50/50 programs as seen in Figure 5, students receive 50% of instruction in the partner language and 50% in English beginning in kindergarten and continuing throughout middle or high school. The 50/50 program model is also an effective model, but according to research, but it may take longer for all students to reach high levels of proficiency in English and in the partner language (Morita-Mullaney, Renn & Chiu, 2022).

Figure 5: Sample 50/50 Program Model

	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 are required, and less displacement may occur.
- The model can be easier for families to accept initially.
- Team-teaching can require more transitions for students.
- The program may 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 embrace 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 in both languages. This

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.

includes planning language allocation across the school day and across the years of the program.

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 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 first grade. That time should provide substantial opportunities to engage in intentional English language development for eligible multilingual learners. Figure 6 provides an example of a daily schedule in a 90/10 or 80/20 program for kindergarten and first grade.

Figure 6: Sample Schedule for a 90/10 Model

Schedule	Minutes	Language	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
1:00-2:00 pm	60	Spanish	Science
2:15–3:00 pm	45	Spanish or English	PE/Music/Art

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, by whom, and how teachers will bridge that learning into the other language through practices such as translanguaging strategies (García, Johnson & Seltzer, 2017).

In a 50/50 program model as seen in Figure 7, this schedule may be reversed 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 for switching between morning and afternoon classes mid-year, every other week, or in some other way that will allow equal time in both languages. Specialist subjects such as Physical Education (PE), Music, Art, and Library should be taught in the program language or alternated in both languages whenever possible.

Figure 7: Sample Schedule for a 50/50 Model

Schedule	Minutes	Group 1	Group 2
9:00–9:15 am	15	SEL Routines (Spanish)	SEL Routines (English)
9:30–10:30 am	60	Spanish Language Arts	ELA/Social Studies
10:30–11:30 am	60	Spanish Science & Health	English Math
11:30-12:15 pm	45	Lunch & Recess	Lunch & Recess
12:00–1:00 pm	45	PE/Music/Art (English)	PE/Music/Art (Spanish)
1:15–2:00 pm	60	ELA/Social Studies	Spanish Language Arts
2:00–3:00 pm	60	English Math	Spanish Science & Health

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 partner language, such as during P.E., music, art, or other special activities?
- What schedule 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 Individual Education Plans (IEPs) receive services and in which language(s)? How will students' home languages be considered in these decisions?

Language Allocation Across the Years

The language allocation plan needs to address the content that will be taught across the years as seen in Figure 8. In a 90/10 or 80/20 program, this plan should include how English will be increased until it reaches a 50/50 balance. The team should 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.

Figure 8: Sample 90/10 Language Allocation Plan

	K–1	2	3	4	5
	90/10	**80/20**	**70/30**	**60/40**	**50/50**
English	(30 min.) ELA, PE (2x per week)	(60 min.) ELA, Social Studies, PE	(90 min.) SEL, ELA, Social Studies, PE	(120 min.) ELA, Social Studies, Math, PE	(150 min.) SEL, ELA, Social Studies, Math, PE
Spanish	(270 min.) SEL, SLA, Social Studies, Math, Science, Music/Art (2x per week)	(240 min.) SEL, SLA, Math, Science, Music/Art	(210 min.) SLA, Math, Science, Music/Art	(180 min.) SEL, SLA, Science, Math, Music/Art	(150 min.) SEL, SLA, Science, Math, Music/Art

In a 50/50 program model as seen in Figure 9, 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.

Figure 9: Sample 50/50 Language Allocation Plan

	K–2	3–5
Shared or Alternating	(60 min.) SEL PE/Music/Art	(60 min.) SEL PE/Music/Art
English	(120 min.) English Language Arts, Science Math (Routines)	(120 min.) English Language Arts, Social Studies Math (Core)
Spanish	(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 it is critical is to ensure there is a clear plan that will develop all students' language and literacy skills in both languages and across all content areas over the course of the program. Overly simplistic models can impede their ability to provide equity for all students (Henderson & Palmer, 2019).

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

- What are the greatest needs of your eligible multilingual learners and your students who speak English at home?
- Who will benefit most from each program model?
- How many staff are already proficient in the program language?
- How might staffing affect your program model choice?
- What curricular resources may be available in each language?
- How do diverse families and community members feel about the program? What models do they prefer and why?

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

Districts should also plan how the dual language program will articulate from preschool or elementary into middle and high school. With growing interest in dual language programs at the secondary level

(de Jong & Bearse, 2014), the continuation of programs is highly recommended by researchers (Collier & Thomas, 2018; Howard et al., 2018).

Planning for Enrollment Transitions

The 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 that will serve all 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 and continue to prioritize enrollment for eligible multilingual English learners, including newly arrived students.

Some key questions to consider include:

- What are the typical enrollment boundaries and pathways for multilingual English learners and continuing dual language students in middle and high school?
- What language programs already exist at middle and high school and for whom?
- 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 multilingual English learners, dual language 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 to 3 years in advance to prepare for the transition and develop strong program plans.

Secondary Course Planning

Research on dual language recommends that programs continue to provide language arts instruction in both languages throughout PK-12 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. Research also recommends creating specific time and space for translanguaging practices that support students more holistically and allow youth to develop their bilingual identities (Moje et al, 2004, Velasco & Garcia, 2014). Pathway plans such as the one shown in Figure 10 should be designed to ensure all students have the academic language skills needed to be successful in higher level content courses taught in English and the partner language.

Figure 10: K-12 Sample Course Pathway Plan

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 Social Studies	English Language Arts Math, Science
9–12	Spanish Language Arts Math, S.S., or Elective	English Language Arts Science, S.S., or Elective

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 eighth 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 eighth grade. Many students in dual language programs generate three or four high school credits at the end of eighth 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 and 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 enrollment of eligible multilingual English learners who benefit most from these programs as required by Washington state law (See RCW 28A.180.030). Programs can become very popular with English majority families as they recognize the benefits of developing another language, so it is important to lay out clear plans to ensure that eligible multilingual learners are given priority access. These plans also help ensure a balanced number of students in two-way programs who speak each language at home. Family outreach plans support strong culturally sustaining communication about the program (Paris & Alim 2017).

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 all your students and families can help ensure that decisions and policies regarding enrollment, transportation, and access to programs remain rooted in equity and civil rights laws (U.S. Department of Education, Every Student Succeeds Act, 2015, Castañeda v. Pickard, 1981).

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 multilingual students located who will most benefit from the program? Will transportation be needed and 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 process will be used if a lottery or waitlist is required?
- At what grade levels can multilingual or English monolingual students enter the program? Can students enter later if they have linguistic and/or sociocultural skills in the partner language? How will that be determined and by whom?
- How will your enrollment policies affect class sizes in upper grades due to attrition?
- How are you informing families of newcomers that there is availability in the dual language classroom?

Location and Transportation

In crafting specific policies and procedures, it is important to consider how each decision will affect different types of 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 English 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 or arrive as newcomers. If a lottery is needed for open slots, 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 seats that are held for students who speak the program language as a primary language.

Program Entry Requirements

Most dual language programs allow all students to enter at any time during kindergarten and sometimes in first grade as well, but there may be additional language requirements for students who enter in second grade and beyond. It can be particularly challenging for students who speak English at home 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 learners and speak the partner language are excellent candidates to enter the program at any time, even if their academic or literacy skills in that language are below grade level. As mentioned earlier, dual language is a model of bilingual education that has been established as a right by law for this student population (Morita-Mullaney et al., 2022, RCW 28A.180.040). Newly arrived students also often serve as linguistic and cultural 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 speakers of 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 linguistically diverse 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 using culturally relevant practices (Paris & Alim, 2017) as well as providing information online and through social media.

> *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.*

Recruitment Plans

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

- **Web-based:** Website, social media, videos, e-mails, and online registration forms or other forms of communication that support the online communication practices of all families.
- **Paper-based:** Bilingual flyers, posters, and printed slides.
- **In-person:** Bilingual information sessions, school tours, and face-to-face communication.
- **Other:** Automated phone messages, radio broadcasts, and local television spots in English and the languages of the community.

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.

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 multiple opportunities to interact with the school to create a smooth

transition (Atchison & Pompelia, 2018). 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 team should also consider whether specific barriers within the enrollment system must be addressed to ensure equitable participation for all students and families.

They may want to consider:

- How do families currently enroll students in school?
- What linguistic, cultural, or social barriers may already exist?
- What resources does the school or district already have to support all families?
- How can these be leveraged to address barriers and provide support?
- Can supports be provided in the current system? Are new supports needed?
- Who needs to be trained in any new systems or linguistic, cultural, and social supports?

For example, 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, which is especially important in recruitment and outreach for new families. Some schools use Title I funds or other resources including Parent-Teacher Organization or Parent-Teacher Association 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 all 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 all families and provide opportunities for family and community involvement in the program. These activities may include:

- Sharing news and information about program activities and accomplishments.
- Encouraging active involvement in program implementation.
- Inviting input and ideas to continue improving.
- Showcasing accomplishments locally and across the region or state.
- Informing the community about the program.
- Celebrating milestones as students advance through the grade levels and earn the Seal of Biliteracy.

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 are 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 ACROSS LANGUAGES

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

1. Identify current curricular adoptions and materials and research availability of materials in the partner language based on the language allocation and translanguaging 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 and to support translanguaging. Districts may also need to update their curriculum adoption cycles, policies, and procedures to ensure they include prioritization for dual language. The Dual Language Advisory Committee may want to identify a specific team to engage in or lead this process.

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.

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, sociocultural competence and critical consciousness, which is often referred to as the fourth pillar (Cervantes-Soon et al., 2017). 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.

To begin this process, the team must start with the language allocation and translanguaging 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 influences the language allocation plan, the plan should focus primarily on consideration of student strengths and 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. It is also important to consider pedagogical differences between English and the partner language, specifically when buying partner language materials such as literacy curricula.

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 instead of using typical English literacy methods applied to the partner language?

- **Content:** Would content materials for science, math, or social studies work equally well if they were translated into the partner language? How is this content culturally relevant or sustaining? For example, would primary resources be available in social studies, or could some resources benefit from a translanguaging approach? (See Step 7c for more on translanguaging approaches.) Do alternative materials or units need to be identified or developed that would meet the content standards instead of using translated 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 all 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? How will the program ensure that libraries represent the cultures and experiences of all students?

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.

Step 5b. Plan for and procure culturally and linguistically sustaining resources in both languages.

The next step in aligning curriculum and resources is to procure the needed materials, plan for appropriate translation of materials, and determine how resources will be used across languages in each grade level to support teaching and learning.

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.

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.

Translation of Materials

When reviewing materials and determining which materials will be best for the program, there are often compromises that schools 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. Pedagogically, these resources can also support conversations about metalinguistic and sociocultural awareness (Escamilla et al., 2014). 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 may 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 overall 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.

Curricular Planning

Teaching in more than one language involves careful planning to balance instruction in each language and ensure that all standards are addressed across the year. It is important to remember that standards, student interests, and needs should always drive these plans. While curricular resources are essential in carrying out instruction, resources and materials should be adapted to support the needs of students, their mastery of the standards, and the goals of dual language education.

See Step 7a for guidance on how to develop year-long curricular maps and instructional unit plans that integrate content, language, and literacy and address learning standards and student needs across both program languages.

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. For bilingual teachers, it is also important to consider how their language identities relate to their work with multilingual students (Daniels & Varghese, Garcia, 2009, Venegas-Weber, 2018).

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 of well-qualified staff 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 heritage, native, or proficient speakers of the program language and support these educators by providing help acquiring the endorsements or skills needed to teach or support the program. This process begins with language proficiency assessment to determine educators' levels of proficiency in the partner language.

Heritage speakers of the partner language may be reluctant to teach in dual language or may have doubts about their language skills. As adult children of immigrants, they often compare their knowledge to their parents' fluency. Conducting language assessments and surveying the interest of current staff can help determine the language proficiency of each candidate and identify potential staff members. Assessment can help determine teachers with strong skills, encourage reluctant candidates, and identify those who may need support to enhance their language skills.

Professional development specific to the partner language, mentoring, coaching, or college-level courses offered in that language can be excellent ways to improve these candidates' skills and build their confidence before they begin teaching in the partner language. School administrators are ultimately responsible for the quality of the program and must provide dual language teachers with meaningful professional learning to support their linguistic and pedagogical skills (Swanson & Mason, 2018).

Washington state requires teachers to demonstrate proficiency at the Advanced-Low 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.

Planning for Positions

In addition to identifying current bilingual staff for the program, the team should consider:

- How many bilingual teachers and paraeducators will be needed to support the program for each year as it rolls up?
- What school and district administrators have the knowledge and skills 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 and Hiring

Recruitment efforts should go well beyond posting a new position on the district website. Dual language programs should participate in job fairs or conferences such as the Washington Association for Bilingual Education (WABE) Conference, connect with other district leaders through state professional learning communities and regional networks, and work with local colleges and universities. Teacher preparation programs can also place candidates in student teaching positions in the dual language school. Some of the most successful dual language programs have worked with local colleges to develop alternative routes to certification for their bilingual paraeducators and community members including candidates who have degrees from other countries.

When interviewing candidates for bilingual positions, it is important to have a diverse hiring team and construct interview questions to provide candidates with the best possible platform for showing their potential. Questions that ask for specific examples or provide hypothetical scenarios can give candidates more opportunities to share their linguistic, cultural, and content related knowledge and skills. It can also be valuable to have candidates engage in a short demonstration lesson in the program language, preferably with a group of students who speak the language.

Some interview teams may ask questions in both languages and allow candidates to use whichever language they prefer to answer questions. This practice can support potential teachers' translanguaging stance (Garcia, Ibarra-Johnson & Seltzer, 2017), promote a multilingual perspective, and demonstrate the school or district's commitment to the program. However, the interview itself should not serve as a language proficiency assessment which may add to the stress of the candidate and not necessarily represent their full range of proficiency. Every effort should be made to use the candidate's language, when possible, to increase their comfort and opportunity to show their full potential.

Teacher Retention

Dual language programs may suffer from rapid teacher burnout if they do not take preventive measures to plan for teacher retention. Factors like adequate preparation and recruitment have also contributed to a current bilingual teacher shortage (Amanti, 2019). 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 dual language teachers cite working conditions as the most critical factor in their decision to stay or leave a position (Allensworth, Ponisciak & Mazzeo, 2009, Ingersol, 2001). Working with local unions to develop specific parameters around the working conditions of dual language teachers can help prevent burnout and vacancies. Possible approaches to prevent burnout include:

- Providing student-facing materials needed in the program language.
- Providing specific professional development in or about the program language.
- Determining how parent conferences and other meetings will be handled by a dual language teacher team to avoid doubling the workload.
- Providing additional planning time to coordinate across languages and classrooms.
- Ensuring that school and district professional development is relevant to dual language.

Step 6b. Design a long-term professional learning plan 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 teachers, paraeducators, school and district administrators, and school board members. 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, including school and district administrators, is essential so that they feel included in the new program, are knowledgeable about dual language pedagogies, and can encourage students and families who will be entering the program. Figure 11 provides a sample plan for professional learning across the initial year of the program.

Figure 11: Sample Professional Learning Plan

Date/Time	Purpose	Audience
Planning Year	**Dual Language 101** Includes the three goals, purpose and benefits of DL, program models and language allocation plans/schedules	All School Staff, District Leaders
August before Launch	**Dual Language "Boot Camp"** Includes research on best practices, language use, scaffolds, strategies, and cultural responsiveness	New Grade Level and Support Staff
August/ September	**Dual Language Orientation** Provides information to all staff to support families with goals, purposes, benefits, what to expect, and how to support their children in the program	All Staff
Early Fall	**Dual Language Advocacy and Support** Reviews ways that all staff members can support the program, encourage bilingualism, and promote asset-based mindsets across the school setting	All Staff
Mid-Year	**Dual Language Pitfalls and Challenges** Provides support for troubleshooting issues, maintaining the partner language, translanguaging approaches, and helping individual students who are struggling	New Grade Level and Support Staff
End of Year	**Lessons Learned/Planning for Year 2** Allows the current team to reflect on successes and challenges, provide advice to the new team, and determine changes for next year	Current and 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 all students in dual language programs. This includes time for learning as well as collaboration and planning throughout the year. Professional learning plans should also 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 second language learning.

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

Tier One – Planning year and first two years in the program:
- Dual Language Program Components: An Overview.
- Similarities and Differences in Teaching Literacy in English and the Partner Language.
- Using Grade Level Standards in Both Languages.
- Using the WIDA Standards Frameworks to Support Language Development.
- Classroom Management Strategies.
- Leveraging Academic Conversations.
- Creating Intentional Language Objectives.
- Curriculum Mapping.
- Reviewing Data for Multilingual Learners and English-Majority Students.
- Grade Level Collaboration Training (PLC).
- Curriculum Trainings: New Adoptions/Curricula.

Tier Two - Next 3–4 years in the program:
- Frontloading Strategies.
- Guided Language Acquisition Design (GLAD) or Sheltered Instruction Observation Protocol (SIOP) Training.
- Using Data to Inform Instruction.
- Multi-tiered System of Supports (MTSS).
- Biliteracy Strategies.
- Continued ELD Training using WIDA Frameworks.
- 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 equitable 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 specific to the program 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 available time be used creatively?

- **Funding:** What funds are available to support professional learning on dual language pedagogies and second language development? 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 about dual language pedagogies and/or have proficiency in the program language 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 and differentiated 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 steps shown in Figure 12 below including:

- **Initial Learning:** Educators learn a new instructional strategy specific to bilingualism, biliteracy, or sociocultural competence.

- **Implementation Support:** A coach or colleague models or assists with implementing the strategy in the classroom.

- **Practice:** Teacher teams plan and practice using the strategy independently in their lessons without observations or feedback.

- **Review and Reflect:** Teachers reflect during a staff meeting or PLC on use of the new strategy.

- **Follow-up Readings:** A leader sends out reminders or examples of how to use the new strategy.
- **Classroom Observations:** Teachers observe each other to ensure consistent use across classrooms and provide accountability using rubrics and notes for giving feedback.
- **Sharing with Families:** Teachers share explanations and benefits of the new strategy so students and families can use the strategy both in the classroom and at home.

Figure 12: Professional Learning Cycle
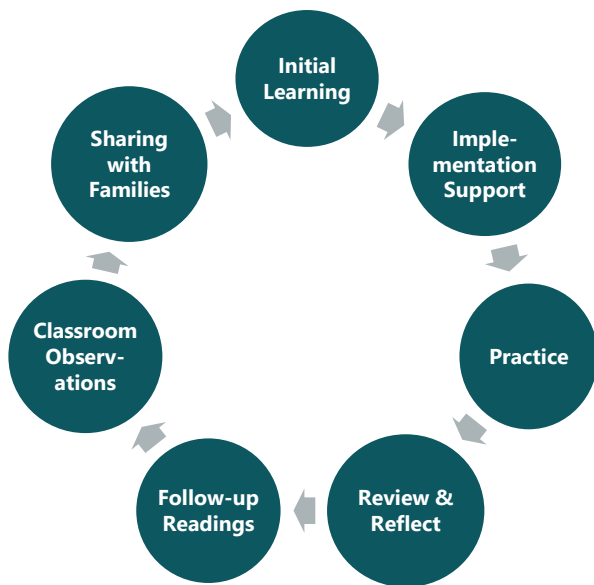
Professional Learning Cycles ensure that new strategies or approaches in the classroom are implemented consistently and have more lasting effects on instruction. Additionally, disaggregated student data should be reviewed regularly to see if investments in professional learning are paying off with improved outcomes for all students.

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: STRENGTHEN INSTRUCTIONAL PRACTICES FOR LANGUAGE LEARNING

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

A key component of academically rigorous instruction for all multilingual students is the integration of content, language, and literacy in its different modes (Ho & Li, 2019). This multidisciplinary approach supports a more holistic understanding of multilingual students by including different modes for learning through visual, auditory, physical, linguistic, and spatial designs (New London Group, 1996). An interdisciplinary approach supports deeper learning as students think across disciplines and make cross-curricular connections (Brand & Triplett, 2012).

> *CAL Guiding Principles Strand 3: Instruction*
> *Principles 1C, 1D, & 2A: Standards-based academic content and language arts instruction is provided in both languages in a coordinated way, and teachers integrate content, language, and literacy instruction.*

Planning Integrated Content, Language, and Literacy

In dual language programs, teachers often feel that they lack time to teach everything. When elementary dual language teachers struggle with fitting everything in during the school day, the problem is often addressed by minimizing instructional time for content such as science and social studies to increase time for math and literacy in two languages. However, science and social studies content instruction provides rich opportunities to develop authentic language about the natural world, human interactions, current events, geography, culture, and other topics of great interest to students. In a dual language program, students should have instruction in each language that is based on engaging content at all levels.

Dual language teams that develop strong year-long curriculum maps and instructional unit plans find it easier to address all standards and integrate content effectively through well-developed themes and coordinated plans across languages.

This process includes the following steps:

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

Scope and Sequence

One of the first steps in curriculum planning is to map the content, language arts, and language development standards. Washington 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 dual language program, standards for both languages must be used to support students' language and literacy skills. The chart in Figure 13 includes an overview and links to the English and Spanish standards.

Figure 13: Language and Literacy Standards for English-Spanish Dual Language

English	Spanish
Common Core State Standards (CCSS) - English Language Arts **(English Language Arts Standards)** Used to support planning of grade-level English literacy instruction for all students	**CCSS en español** **(Spanish Language Arts Standards)** Used to support planning of grade-level Spanish literacy instruction for all DL students
WIDA English Language Development (ELD) Standards Framework **(English Language Development)** Used to support English learners with the language skills needed to meet grade-level content standards	**WIDA Marco de los estándares del desarrollo auténtico del lenguaje español (Marco DALE)** **(Spanish Language Development)** Used to support all Spanish learners with language skills needed to meet grade-level content standards

The process of developing a scope and sequence in dual language begins with identifying essential standards to master at that grade level and which standards will be 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 following steps can be used in this process:

1. Identify **content standards** that will be taught in each language. (3-6 content units)

2. Identify **literacy standards** that will be needed to address the content. This often starts with writing genres or WIDA Key Language Uses (narrate, inform, explain, argue) that will support that content and the types of texts needed to learn about that content.

3. Identify **language development standards** in each program language that address the language needs required by the content and literacy standards. The WIDA standards are specifically designed to support these content demands.

The WIDA Consortium offers tools for identifying standards and integrating content, language, and literacy using the WIDA ELD Standards Framework and Marco DALE (WIDA, 2020 & 2024). A Collaborative Planning Template, found on the OSPI WIDA webpage in English or Spanish, can be used to plan for content and language integration and includes steps for locating relevant WIDA Standards by examining the unit's content standards, identifying prominent Key Language Uses, identifying Language Expectations and Functions needed to demonstrate mastery of content standards, and unpacking Language Functions and Features to develop a language goal and learning supports.

Year-Long Curriculum Map

Using the identified standards, teacher teams can plan out content-based thematic units in each language that address these standards and integrate content, language, and literacy. Figure 14 shows an example of a year-long curriculum map from the Center for Teaching for Biliteracy.

Figure 14: Year-Long Curriculum Map, Center for Teaching for Biliteracy
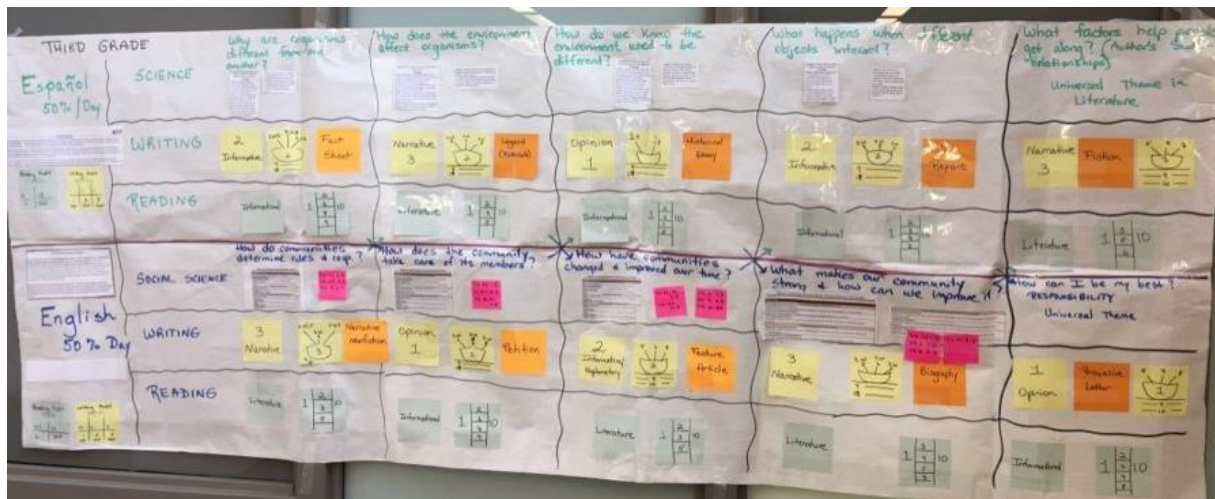
There are various approaches to curriculum mapping in dual language programs:

- **Content-Based Units -** In this approach, the process begins by mapping science and social studies themes and developing essential questions in each content-based unit to be taught in one language or the other. Content and literacy standards are identified for each unit and balanced across the year and across languages to ensure that all standards are addressed.

- **Universal Themes** - Other curriculum maps use universal themes across both languages to connect content taught in each language and develop language related to one theme.

- **Content-Related Language Arts Units** – In secondary language arts courses, teachers may identify themes with a focus on culture or topics of student interest to integrate content with language and literacy.

In each of these approaches, careful attention must be paid to alignment of the content, literacy, and language development standards to integrate and reduce isolated skill instruction. The standards mapping process will look different in 90/10, 80/20, and 50/50 programs and in elementary and secondary programs. This process requires a substantial amount of dedicated planning time for teacher teams.

Unit Planning

Once the teacher team has developed a year-long curriculum map, then specific unit plans can be built utilizing curricular resources to address the identified standards and integrate additional language scaffolds and support for students' language development. The units are bundled from concrete to abstract, and they grow in rigor throughout the school year.

Elementary Level Planning

At the elementary level, the curriculum mapping process often begins with identifying content such as science or social studies standards and developing assessments or performance tasks in which students will demonstrate these grade-level standards.

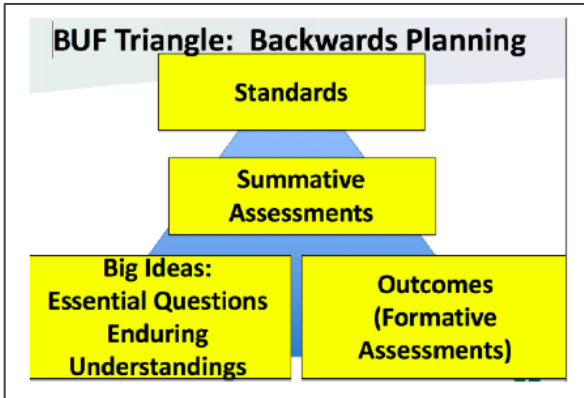**Figure 15: Biliteracy Unit Framework (BUF)**

Figure 15 shows the backwards planning process used by the Center for Teaching for Biliteracy which begins with identifying the standards, unpacking the standards into outcomes, developing summative assessment tasks, and then crafting essential questions, enduring understandings, and formative assessments. This backwards planning process takes place before planning specific instructional activities in what they call a "Biliteracy Unit Framework." In this approach:

- Units start with building **oracy** and **background knowledge** through concrete experiences and high leverage biliteracy strategies that develop academic language, then progress through related content, reading, and writing tasks.

- Units end with an **authentic performance task** or summative assessment.

- Units include **intentional bridging** which includes translanguaging and making cross-linguistic connections to support transfer of academic concepts and language.

In planning instruction, teachers should consider that while daily routines are important, instructional time may need to be more flexible across the week to balance heavier content lessons with heavier language and literacy lessons. In a well-designed integrated unit that spans anywhere from three to six weeks, instruction will vary throughout the unit (Beeman & Urow, 2013):

- **Weeks 1-2: Building Oral Language, Background Knowledge and Inquiry** – The unit begins with heavy content instruction in which students engage in inquiry-based learning, which includes reading and writing, hands-on activities, visual and linguistic supports, multimedia, and ample oral language activities to build background knowledge and develop academic content language.

- **Weeks 3-4: Building Knowledge through Inquiry and Discussion** – In the next few weeks, students build their knowledge with increased inquiry, reading, and writing activities to learn more about the content and practice language and literacy skills through whole group, small group, and individual reading, research, and discussion about topics related to the content. Oracy and background knowledge continue to be emphasized as new language and concepts are introduced.

- **Weeks 5-6: Writing and Preparing to Share Knowledge** – In the final few weeks, students apply what they have learned and prepare to show their learning through a performance-based task or assessment. This task should provide opportunities for writing and speaking about the content using specific Key Language Uses to demonstrate their newly developed content knowledge and their increased language and literacy skills. When assessing these

tasks, it is important to look specifically at content knowledge, literacy skills, and language development separately by addressing each area through a well-designed rubric.

Secondary Level Planning

In middle and high school, it is also important for teachers to see themselves as content, language, and literacy teachers. At the secondary level, teachers begin with the content of the course they are teaching which may be in a content area such as science, mathematics, or social studies. In these subject areas, the content teacher uses a functional model of language to integrate language and literacy skills needed for meaning making (WIDA, 2020).

Similarly, in a language arts course, secondary teachers need rich content as a meaningful context for learning and may select themes or topics of interest to students that enrich their learning and connect to their cultural backgrounds. Mapping out a dual language arts course can ensure rich, rigorous, and engaging content while developing students' literacy and language skills that are essential for higher-level proficiency using language arts and language development standards. Course framework development that uses the backwards planning process from Figure 15 is equally critical at the secondary level.

Dillard and Green (2021) explained how the Systemic Functional Linguistic approach (SFL) conceives every "languaging" moment as one that includes variables such as the topic, power dynamic, and a "text" which may represent written or spoken language. Secondary teachers in dual language need to consider all these variables in planning integrated curricular frameworks for their courses.

Planning integrated content, language, and literacy units can be critical to maximizing instructional time in dual language while providing opportunities for rich learning in all areas. It can also be highly rewarding as students and teachers get excited about learning through engaging and motivating content-based topics and themes. Although dual language teachers must adapt plans throughout the year as they strive to meet student needs, 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.

What about Math?

Content-based units are easiest to plan around science and social studies, but math also provides many opportunities for language development. Because most math curricula are highly sequential, dual language schools often build integrated units in other content areas. However, teachers should be using the WIDA standards to support mathematical language and integrate visuals and language learning strategies such as GLAD, SIOP, and UDL in math lessons to ensure content accessibility and support student mastery of mathematical language.

In many elementary programs, math is taught primarily in one language with some regular routines such as calendar, number talks, or daily word problems included in the other language to increase time for math instruction across the day and develop math vocabulary in both languages. At the secondary level, math courses may be taught in one language or the other or alternate years. For example, in one high school, dual language students take Geometry and Algebra II in Spanish and

other math courses in English. Translanguaging and UDL practices can help students access mathematical knowledge at home and school and support students with special needs in dual language programs (Cioè-Peña, M., 2022, Venegas-Weber et al., 2024).

Step 7b. Provide sheltered instruction strategies and language development for multilingual learners in the program.

It is critical to remember that dual language programs are designed, primarily, for eligible multilingual English learners. Research shows that these are the most effective programs for English learners because they support the home language while students are acquiring English (de Jong, 2016, Valdes, 2018), but for dual language programs to be thoroughly effective, they must also intentionally support English language development for multilingual learners during the English portion of the day. At the same time, intentional language development in the partner language is equally critical.

CAL Guiding Principles Strand 3: Instruction
Principles 1G & 2B: Teachers use sheltered instruction and other strategies for multilingual learners to promote comprehension and language and literacy development to meet the varying needs of students with different language learner profiles.

Supporting Language Development

English Language Development

Multilingual learners in dual language programs are required to have regular English language development instruction during the English portion of the day. As stated in the CAL Guiding Principles (Howard et al., 2018, p. 48), "instruction needs to explicitly teach forms of linguistic complexity (e.g. vocabulary, syntax, morphology, functions, conventions)." Ideally, all teachers in a dual language program should hold an English Language Learner (ELL) or Bilingual endorsement and be able to provide specialized support for language development.

- **Planning:** English Language Development (ELD) instruction should be planned specifically to meet the needs of multilingual learners in the dual language program using the WIDA ELD Standards Framework. This can be done by the classroom teacher if they are ELL or Bilingual endorsed or in collaboration with an ELD specialist or teacher.
- **Teaching:** ELD instruction in dual language is best provided in an inclusive setting with whole group and small group supports integrated into the English portion of the day. Whole group instruction can provide general language development which is often called integrated ELD while small groups or individual supports can address the specific needs of students based on their proficiency levels during designated or targeted ELD instruction.
- **Staffing:** ELD language supports can be provided by the classroom teacher, an ELD specialist, or a paraeducator who is trained and supervised by an ELL or Bilingual endorsed teacher. Keep in mind that in a dual language program, similar supports will be needed in the language other than English for students who are still developing that language as well.

Program Language Development

Multilingual learners in dual language programs often come with a diverse linguistic trajectory in the program language, even if it is their home language (Park, Zong & Batalova, 2018). This diversity is also experienced by dual language teachers who may have developed their proficiency in the program language at home, at school, or throughout their personal or professional lives. Therefore, it is important for teachers and students to focus intentionally on the unique language features of the program language during instruction.

- **Planning:** Program language instruction should be planned specifically using tools like the WIDA Marco DALE. This can be done by the dual language classroom teacher or in collaboration with school or district coaches or instructional support staff.
- **Teaching:** Program language instruction in dual language is best provided in an inclusive setting with whole group and small group supports integrated into the program language portion of the day. Whole group instruction can provide general language development, while intentional small groups can address the unique needs of students based on their linguistic and cultural backgrounds as well as their proficiency in the program language.
- **Staffing:** Program language support is often provided by the dual language teacher. It is important to consider that dual language teachers also need support in further developing their own language proficiency and should be provided with opportunities to do so.

Accessible Content

In dual language programs, most multilingual learners study some content in their first or home language which supports accessibility. However, strategies should be provided in both languages to ensure accessibility for all students.

- **Planning:** Content instruction should be planned using the WIDA ELD Standards Framework or WIDA Marco DALE to develop language goals that support integrated content, language, and literacy learning. Planning for content should also include someone with an ELL or Bilingual endorsement who has expertise in the standards and can suggest appropriate scaffolds and strategies to make content accessible for multilingual learners.
- **Teaching:** Instruction should focus on grade-level accessible content. Content should not be repeated in both languages but can be extended by providing opportunities to use skills in the other language to transfer academic vocabulary and reinforce understanding. Research-based translanguaging practices can support cross-linguistic transfer.
- **Staffing:** Content instruction is typically taught by the dual language teacher who should have significant professional learning in language development and sheltered instruction strategies such as GLAD, SIOP, and UDL to support language learners.

Increasing Oral Language

Dual language classrooms should be rich in oral language with ample opportunities for students to use the language of instruction in both languages through frequent academic conversations. Teachers are critical in modeling the language of instruction and in setting students up for success by intentionally teaching academic language structures and supporting students to practice their speaking skills.

Academic Conversations

Structured academic conversations should take place in both program languages on a regular basis to support language development of all dual language learners. This oracy practice is a key component of second language development (Escamilla, Hopewell, & Slavick, 2021). The Constructive Conversation Skills Poster seen in Figure 16 (Zwiers, 2011) is one of many tools for developing and increasing academic language use in classrooms. This tool and others are available on Jeff Zwiers' website. WIDA has also developed a set of bilingual tools for teachers and students for "Doing and Talking Math and Science."

Figure 16: Constructive Conversations Poster
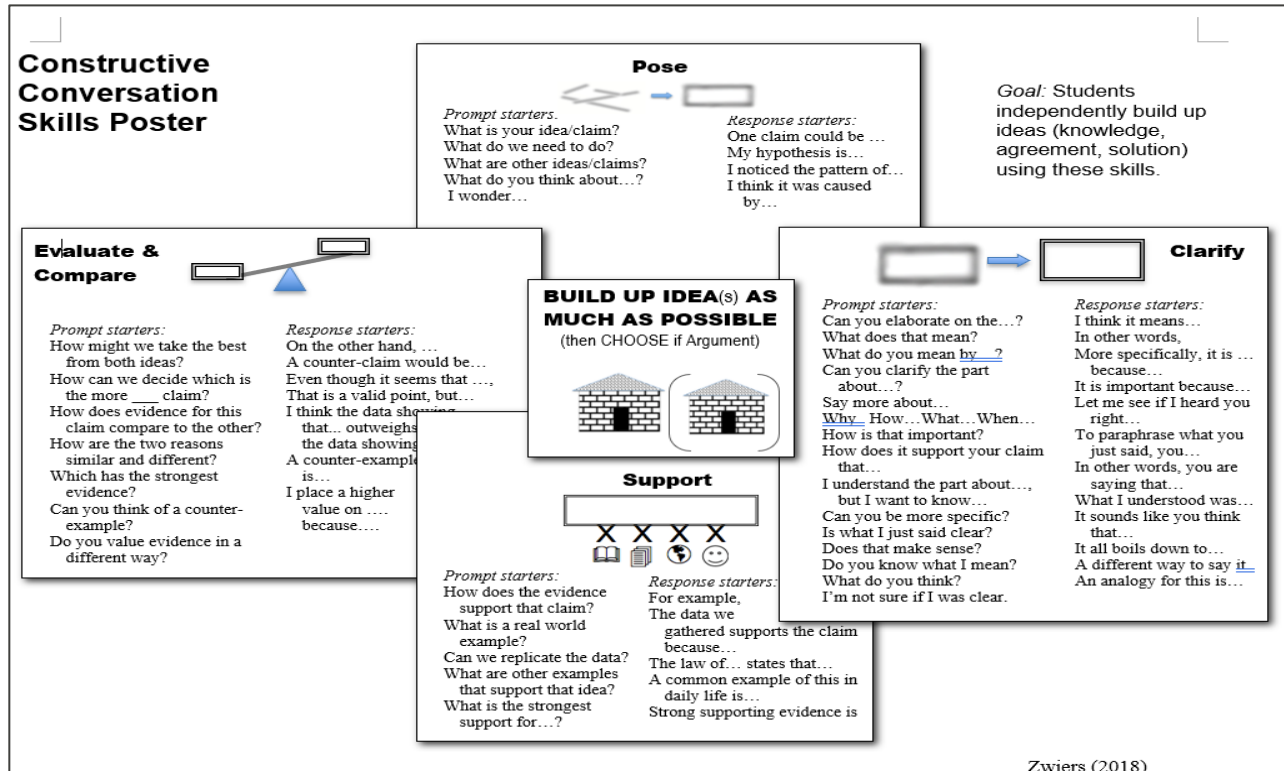
Scaffolding Content

Dual language programs must ensure that content is accessible to all students in both languages. Scaffolding content through strategies such as use of visuals, multimedia, chants and songs, and other sheltering approaches is critical in dual language classrooms. Other useful approaches include layering texts, using Preview-View-Review strategies, and using culturally relevant and sustaining materials to support literacy and learning in both languages. Student talk is also key in allowing teachers to informally assess how students are making sense of content or text.

- **Text layering** is a strategy in which the teacher selects a series of texts on the topic that are at various levels with differing amounts of support. For example, the topic may be introduced with a picture book with rich visuals and limited text to introduce the topic and begin to develop background knowledge and key vocabulary. Students are later exposed to a higher-level text once they have more knowledge on the topic and eventually can interact with a grade-level appropriate text with more challenging vocabulary and sentence structures.

- **Preview-View-Review** is another useful strategy for dual language classrooms. In this strategy, the content or topic is previewed in one language to build background knowledge and vocabulary. During the "view" portion, students take part in instruction in the second language with more confidence and preparation. Later those students can review what they have learned by discussing their learning in the first language again. While this strategy is widely used in English medium programs to support multilingual learners, it can be easily adapted to the dual language setting with small groups of students or with the entire class.
- **Using culturally relevant and sustaining materials** makes content more accessible in the dual language classroom (Paris & Alim, 2017). Strategic supports that are part of intentional culturally sustaining pedagogies can set students up for success and increase students' academic achievement in the program. Ongoing professional learning and coaching can greatly enhance these instructional approaches and improve outcomes for all students.

Differentiating Instruction for Dual Language Students

Students in dual language programs have many different learner profiles. Within one primary language group, students may have varying proficiency levels, learning styles, prior knowledge and exposure to language and literacy, and possible learning difficulties. Some students may also speak a third or fourth language at home in addition to the two program languages. For this reason, it is important to understand each student's strengths and needs in each of the program languages and across languages.

Developing learner profiles, either on paper or electronically, can help dual language teams share information about each student and determine the supports and scaffolds that can help that student succeed. This practice supports an asset-based approach to multilingual learning that builds on students' use of linguistic features across home, school, and other settings. Dual language schools that use a Multi-tiered System of Supports often develop these tools to identify strengths and needs and establish small groups and interventions that include language and literacy supports. The "Tiers without Tears" approach is one system for reviewing student profiles, identifying groups of students with similar profiles, and determining appropriate supports.

Step 7c. Promote appropriate separation of languages and a translanguaging pedagogy to support strong language development in both languages.

In traditional dual language programs, teachers were trained to maintain a strict separation of languages, sometimes even feigning to not understand the other language. The approach to separation of languages in dual language programs has evolved over time and research supports the use

CAL Guiding Principles Strand 3: Instruction
Principles 1B & 2E: Instruction incorporates appropriate separation of languages to promote high levels of language acquisition and leverages students' bilingualism by strategically incorporating cross-linguistic strategies.

of a translanguaging pedagogy which builds on the full linguistic repertoire of multilingual students and educators (Garcia & Leiva, 2014; Otheguy, Garcia & Reid, 2015).

Current practice in dual language classrooms builds on this more holistic approach. While programs should set clear schedules and language allocation plans to ensure that students have extended periods of time in which to develop strong language skills in each language, they should also plan for intentional learning structures in which students can focus on cross-linguistic transfer and integration of their learning across languages. Teachers should also encourage students to make connections between languages through their own metalinguistic awareness. These strategies are part of a translanguaging pedagogy.

Language Use in Dual Language Classrooms

Teacher Use of Language

Dual language teachers need to be supported in developing and committing to a translanguaging stance which embraces the belief that multilingual students have one dynamic and holistic linguistic repertoire that they draw on for communication in various contexts (García et al., 2017). This process begins with educators considering their own use of language and funds of knowledge (Gonzalez et al., 2006).

Dual language teachers have developed their own language skills in many ways. It is important for teachers to have opportunities to explore their multilingual identities through professional learning and collaboration specific to the dual language program. This work has helped dual language teachers in Washington integrate justice-centered teaching practices into their instruction (Venegas-Weber & Martinez-Negrette, 2023; Venegas-Weber & Thompson, 2025). These practices also support students in understanding complex content and texts.

DO

- **Do model the target language.** Educators should model the target language during each instructional time or class period. They are critical role models of academic language use. Educators can also model use of the program language in the hallways and other school settings with their colleagues, promoting a multilingual school community.
- **Do use gestures, visuals, and scaffolds.** Dual language educators should be constantly providing ways to support students' understanding through physical cues and gestures, repetition, visual supports, and other scaffolds.
- **Do serve as a "lead learner."** In each of the program languages, dual language educators, including teachers, paraeducators, specialists, and other support professionals, can serve as model language learners by co-constructing language and meaning with students. They can demonstrate their own use of language based on the instruction, purpose, and task. Dual language teachers should not feel that they must be perfect language models. In fact, teachers can enhance students' learning experience when they model using gestures, circumlocution, and other strategies to manage when they do not have the vocabulary needed in one of their languages.

- **Do plan for intentional translanguaging strategies.** Howard and Simpson (2023) provide examples of how to integrate translanguaging approaches strategically in a dual language partnership while maintaining appropriate separation of languages which are unpacked in this chapter. For example, an English teacher can borrow a content vocabulary poster from the Spanish teacher and then ask students to help identify cognates in English. Working together, the English teacher can plan instruction on "-tion, -sion, -cion" endings and compare how these endings function in Spanish and English after simple preparation with their bilingual partner teacher.

Adopting a translanguaging stance helps teachers and students interact in more dynamic ways, allowing them to continuously shape their identities and create learning environments that promote linguistic justice and multilingual learning (Varghese et al., 2021).

DON'T
- **Don't translate for students.** Translanguaging is not translating, and the teacher should not repeat themselves in the other language. Students will learn to wait for the translation.
- **Don't assume all students understand.** Educators must keep in mind that there are always language learners in their classroom. It can be easy to get responses from students who are proficient in that language and assume all students are following the instruction.
- **Don't treat non-instructional tasks differently.** Dual language educators should maintain the language of instruction for non-instructional tasks such as behavior issues, calls from the office, or student questions or concerns. Typically, students learn this interactional language quickly, and these interactions offer additional opportunities for important non-academic language learning. Exceptions should be made sparingly and only when needed to support the student most effectively.

Student Use of Language

While translanguaging is an important approach to support students in their use of language and cross-linguistic analysis, it is also important to encourage use of the target language during instruction, particularly for the program language other than English. In classrooms in which translanguaging strategies are not intentionally planned, the approach can deteriorate into allowing students to use whatever language they choose at all times, which inevitably skews towards English, and is not a translanguaging pedagogy. Planning and integrating translanguaging strategies intentionally in both parts of the day can help alleviate this issue as well as planning for intentional language support for students to use the language of instruction. The following strategies can help set students up for success in using the target language.

- **Sentence Stems:** Dual language teachers may want to think through the language students will need to use during the instructional activity and assessments. As they plan collaboratively, they can write out a sample dialogue and then create sentence stems or starters that will support students during the activity. The WIDA ELD Standards Framework (WIDA, 2020) and WIDA Marco DALE (WIDA, 2023) can be used to identify language needed for instruction and plan appropriate sentence stems. See WIDA's "Doing and Talking Math and Science" for examples. These stems can be posted on the board or given to students on paper to use as they interact with their peers.

- **Modeling:** Modeling the language that will be needed during an activity can help set students up for greater use of the target language. The teacher can demonstrate the language they will need and have students practice key questions or phrases chorally before they need to use them. Similarly, one or more students with stronger proficiency in that language can help model the activity in front of their peers and students can practice with a partner before they begin the activity.

- **Encouragement:** Students thrive on positive feedback and recognition. Use of the language of instruction can be encouraged and rewarded through verbal praise or other incentives. Some dual language teachers will assign a student or two to be looking for peers who are using the language and recognize them at the end of an activity or provide a simple award such as "Language Star of the Day."

- **Corrective Feedback:** Research on corrective feedback, which is a teacher's response to a learner's error or use of language, shows that direct teacher feedback on a student's use of language can support language development, if used appropriately (Tedick & Lyster, 2019). Direct feedback is more effective when provided "within the context of meaningful and sustained communicative interaction" (Spada & Lightbown, 1993, p. 218). These feedback approaches include recasts, clarification requests, and elicitations.
  - **Recasts** mean that the teacher repeats back what the student says in the target language, modeling the language much as a parent does with a young child.
  - **Clarification requests** are used when the teacher focuses on meaning and helps the student use the correct form to clarify their intended message. The teacher may ask a question to clarify or say, "Do you mean…?" and give them the word or phrase they need in the language.
  - **Elicitations** are when the teacher repeats the beginning of the sentence in the target language, eliciting a self-correction from the student as they re-phrase what they said in the other language.

The type of teacher feedback should be selected based on the student's age and proficiency level to ensure a safe and supportive environment while maintaining a focus on shared meaning-making and on high expectations for student learning. Within these approaches, teachers can draw on the student's full linguistic repertoire while gently guiding them towards use of the language of instruction to support full development of both program languages.

Translanguaging Pedagogy

Translanguaging is something that multilingual people do naturally as they use all of their linguistic resources to make sense of the world and to communicate with others who may be monolingual or multilingual. Translanguaging pedagogy is a powerful set of practices for educators to increase opportunities for multilingual student learning by leveraging these linguistic resources (García et al., 2017). It empowers both the learner and the teacher, transforms power relations, and focuses on meaning-making and identify development (García 2009; Creese & Blackledge 2015).

Translanguaging Purposes

Garcia, Johnson, Seltzer, and Valdez (2017, p.7) state that a translanguaging pedagogy can accomplish four primary purposes:

1. Supporting students as they engage with and comprehend complex content and texts.
2. Providing opportunities for students to develop linguistic practices for academic contexts.
3. Making space for students' bilingualism and ways of knowing.
4. Supporting students' bilingual identities and socioemotional development.

Translanguaging classrooms transcend the monolingual view of languages that may be compared to parallel train tracks. In a translanguaging classroom, these tracks may shift and overlap as students integrate their understanding in both languages.

The City University of New York - New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) is a team of scholars that have been developing practical materials to support teachers across programs to include translanguaging pedagogy in their teaching. The CUNY Translanguaging Guides include:

- Translanguaging and Dual Language Bilingual Education Classrooms provides a framework for how translanguaging can be leveraged within "the allocation of the two named languages to separate times, spaces, subjects, or people" (Sánchez, García, & Solorza, 2017, p.6). It also provides practical examples for educators and school leaders on how to make space for translanguaging within their language allocation plan while maintaining instructional spaces for the two languages.
- Translanguaging: A CUNY-NYSIEB Guide for Educators provides concrete strategies for translanguaging in classrooms including creating a translanguaging classroom, integrating content and literacy development, and focusing on language development.
- Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study demonstrates how to create translanguaging spaces in dual language classrooms with practical examples.

Translanguaging in Practice

In order to put translanguaging into practice, educators first need to understand what it is. A translanguaging strategy:

- Is an intentionally planned moment within a lesson or unit.
- Starts with the teacher anticipating parts of the lesson where students might benefit from using their whole linguistic repertoire regardless of the language of instruction.
- Includes materials in different languages and/or intentional grouping of students.
- Allows for making connections between languages at the word, sentence, or discourse level such as comparing cognates, different syntax, or past versus future tense.

Translanguaging helps teachers see bilingualism as an ongoing process rather than a fixed skill to achieve. It encourages lesson planning that focuses on two ways students use language (Garcia et al., 2017):

- **General Linguistic Performance** – This is when bilingual students use any language skills they have, mixing elements from both languages to complete a task.
- **Language-Specific Performance** – This is when students use only the standard features of the specific language required for the task.

By recognizing these two ways of using language, teachers can better understand and support how bilingual students develop their language skills over time.

Translanguaging Organizational Approaches

Howard and Simpson (2023) describe what they call "synchronous" and "asynchronous" approaches to translanguaging strategies. These strategies integrate both general linguistic and language-specific performance through intentionally planned use of the two languages. "Synchronous" approaches are what people commonly think of when they hear the word translanguaging and involve the concurrent use of both program languages.

"Asynchronous" approaches take advantage of the fact that dual language programs provide instruction in both languages and enable teachers to provide advanced language and literacy development in both languages while still maintaining separation of languages during each instructional block but in a coordinated way to help students make cross-linguistic connections.

Synchronous Strategies

Hybrid – Using a hybrid approach, students may write poems or stories that integrate both English or Spanish words and phrases such as Alma Flor Ada's "Bilingual" poem or the poems and stories of Junot Diaz. These are especially powerful when they are used to help students express their bilingual identities.

Compare and Contrast - Students may compare and contrast the two languages synchronously by developing a cognate chart for a content unit or by examining grammatical structures in the two languages side by side.

Asynchronous Strategies

Switchback – Using the switchback strategy, students will learn content in one language and then switch to the other language to continue that learning. This switch may take place during one day, after multiple days, or across a week or more.
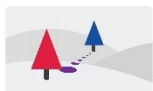
Foreground/Background – In this strategy, students might be learning about the Civil War in a U.S. history class in Spanish and the ELA teacher includes a related poem in their class that connects to the history content. An elementary teacher may do a read aloud in one language that relates to the content in the other.

Complementary – In the complementary approach, students might study weather and climate in science in English and then write argument essays in their Chinese social studies class on climate policies in China and the United States.
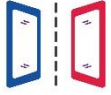
Mirror – Using the mirror approach, students might write informational texts in both English and Spanish using a similar structure, but with different content.

Zipper – In the zipper approach, students may learn about simple machines in science with half of the machines taught in one language and half taught in the other. The teacher or teachers can help them connect across languages as they integrate their learning on all the simple machines, connecting new vocabulary and concepts.

For more information on these approaches, see Howard and Simpson's Tandem Teaching website and their book, *"Dual language tandem teaching: Coordinating instruction across languages through cross-linguistic pedagogies"* (Howard & Simpson, 2024).

Dual language programs have unique opportunities to use translanguaging practices to enrich learning in both languages. Through intentional planning based on student needs and content demands, dual language educators can support strong academic and linguistic outcomes using these practices.

STEP 8: 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 8a. 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 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 will our team really need?
- Which tools will provide useful data?
- When does our team need data in both languages or only in one?

Figure 17 provides considerations for content, language, and literacy assessment.

Figure 17: Content, Literacy, and Language Assessment

	Content	Literacy	Language
Purpose	Assesses **course specific** knowledge and skills	Assesses specific **literacy skills** such as phonics, fluency, or comprehension	Provides a point-in-time **performance** test
Considerations	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
Standards	Measured against **content standards**	Measured against **language arts standards**	Measured against **language development standards** or language proficiency scales
Frequency	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)
Examples	**Examples:** iReady Math, Science Unit Assessments, CBAs, Math Unit Tests	**Examples:** DIBELs, mClass Lectura, Istation ISIP, SBA Interim ELA	**Examples:** 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 student prior knowledge and experience.

Consider the following:

- If students have not had exposure to the content area in a particular language, testing in that language will likely not give an accurate picture of what students know 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 regularly provide 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. There is an exception for newcomers in their first four months in U.S. schools. When determining which language to use for these assessments, consider the questions in Figure 18.

Figure 18: Early Literacy Screening in Dual Language

Meeting the State Requirement	Considerations
REQUIRED: All students must be assessed once per year in one language. Assess in the other language if needed to determine "risk."	What is the language of instruction for literacy (50/50, 80/20, 90/10)? What is the student's dominant* language?

RECOMMENDED:	
Best practice is to assess two to three times per year in at least one language and at least once per year in the other.	How are you using screening results and other data to look at students' literacy progress across both languages?

* 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 Early Literacy Screening Crosswalk includes a comprehensive list of these screeners and those that offer Spanish versions. The Spanish screeners that currently meet the state 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? For example, if the student knows some letter names and sounds in each language, how many in total?

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 skills in both languages without simply double testing.

Language Assessment

Assessing 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 a second 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 all 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 aligned to the WIDA standards 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. Additionally, these results often reflect the discourse patterns students have been exposed to, regardless of their individual linguistic competency. Students who are eligible multilingual English 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 Washington State Seal of Biliteracy which requires students to demonstrate an Intermediate-Mid level of proficiency on the ACTFL Proficiency Scale for the Intermediate Seal or an Advanced-Low level for the Advanced Seal.

Dual language programs use a variety of formal language proficiency assessments to track student progress in both elementary and secondary programs. Figure 19 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.)

Figure 19: Language Proficiency Assessments

CEDARS Code	Assessment	Provider
N	**ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)***	Language Testing International (ACTFL)
O	Advanced Placement (AP) Exam	College Board
P	International Baccalaureate (IB) Exam	International Baccalaureate (IB)
R	**Standards-based Measurement of Proficiency (STAMP)*** **3S, 4S, WS, & Monolingual**	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

* Assessments listed in bold typeface offer elementary versions of their assessments.

Developing an Assessment Plan

Dual language programs should begin planning for content, biliteracy, 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 all students' language, literacy, and content knowledge and skills. Determine frequency, grade levels, and what will be collected at a classroom, school, or district level. Figure 20 is an example of a district K–8 dual language assessment plan.

Figure 20: Dual Language Assessment Plan

	English	**Partner Language**
Language	WIDA ACCESS (annual for all MLs)	STAMP 4s (3, 5, 8 for all students)
Literacy	Literacy Screeners (1x year in K–2) iReady ELA (3x year in 3–8) SBA ELA (3–8) Literacy Unit Assessments (K–8)	Literacy Screeners (2x year in K–2) Istation ISIP (3x year in 3–5) Literacy Unit Assessments (K–8)
Content	iReady Math (4–8) SBA Math (3–8) SBA Science (5 & 8) Social Studies CBAs (4 & 7)	iReady Math (K–3) Science Unit Assessments (K–5) Middle School Classroom-based Content Assessments (6-8)

Once assessments have been identified, the team should determine when to implement them depending on how they will be used. Proficiency testing at the beginning of the year can guide instruction and inform supports while testing at the end of select years such as 5th, 8th, and 12th can be used to mark student progress and evaluate program effectiveness. Partner language assessments should appear on the district assessment calendar to provide parity with English assessments.

Districts should be cautious about setting specific benchmarks for student progress, particularly in language assessments. While the goals of dual language are for students to reach full proficiency in both program languages and achieve at grade level or above in all subject areas, progress towards these goals can be uneven as students are developing skills across two languages. When thinking about expectations and trajectories, programs should set realistic goals such as students reaching grade level expectations in at least one language by third grade in reading, writing, and mathematics but not both. In terms of language proficiency for both program languages, expected benchmarks should be set with a range to allow for normal individual variation.

Step 8b. 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 disaggregated 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 student development of sociocultural competence and provide input on how well the program is engaging and empowering all students and families.

Staff feedback can also inform program implementation and development. OSPI offers an annual Dual Language Program Implementation Survey that allows educators to rate how well the program aligns to elements from the CAL Guiding Principles. Focus groups can provide additional input on these elements and 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 diverse, representative team to review and analyze the data and make recommendations for improvement plans. This evaluation should be grounded in the Castañeda framework (1981), 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 intentional translanguaging practices planned to connect across languages?
- Are program goals for academic achievement, bilingualism and biliteracy, 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 in dual language practices and second language development?
- 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 all dual language students progressing academically?
- How are students progressing 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 eligible 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 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. 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, including:

- **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 guide to ensure the program model aligns with these tenets is a good way to develop improvement plans in this area.
- **Curriculum and 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 and Collaboration:** Educators will often cite a lack of training in 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 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 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: bilingualism and sociocultural competence. 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. The following steps can be used to develop a strong dual language school improvement plan.

Step 1: Form a School Team

Form a school team that includes people with knowledge of the School Improvement Plan and dual language best practices.

- Who has deep knowledge of the School Improvement Plan?
- Who has deep knowledge of dual language and of multilingual learners' strengths and needs?
- Who works regularly with dual language students in the program such as classroom or content teachers?
- Who has knowledge of district or regional resources and professional learning?
- How will families' and students' voices be included?

Step 2: Select at least Two Key Goals

Identify at least two key goals from the School Improvement Plan that relate to the three pillars of dual language and develop a specific plan for students to meet these goals.

- What disaggregated data were used to identify student needs?
- Which goals did you select?
- Why were these goals prioritized for dual language students?

Step 3: Develop Specific Strategies for Dual Language

Develop strategies to support students in reaching each of the three goals of dual language including bilingualism and biliteracy, academic achievement, and sociocultural competence.

- What strategies will you use to support 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 development of sociocultural competence related to this goal?

Step 4: Plan Professional Learning

Plan professional learning to support educators with the strategies. 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

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 which may include former, exited, and never English learners. 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 monitor progress:

- 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 pillars 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.

GLOSSARY

Academic content language refers to language used specifically in each content area. See the WIDA ELD Framework, 2020 Edition for reference.

Eligible multilingual learners (MLs) are students whose home language is other than English and currently qualify for English language development services.

Culturally sustaining practices refer to educational practices that are responsive, challenging, empowering, equitable, and engaging of all students' ways of being and knowing.

Focus groups are groups of stakeholders who are assembled to provide input.

Heritage speaker is a student whose home language is a language other than English (LOTE) with cultural connections to that language.

Native speaker is a term used to identify a student with an ideal first language competence, such as the competence of a monolingual speaker of the language.

Partner language refers to the dual language program language other than English.

Proficient speaker refers to the oral proficiency of a speaker in a specific language regardless of whether the language is the speaker's primary or first language.

Sociocultural competence means students' "cultural knowledge and sense of their and others' identities—ethnic, linguistic, and cultural—in a nonstereotyped fashion" (Howard et al., 2018, p. 34).

Target language refers to the language of instruction at a particular time or within a particular content area that could include Spanish, English, Vietnamese, or another program language.

Translanguaging stance refers to educators' attitudes towards including and drawing on the full linguistic repertoire of their students and themselves across languages.

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