

Year One

Timeline for Developing and Implementing a Dual Language Program: Three Year Plan



Create dual language (DL) committee

dual language committee members should include

- a central office administrator who is able to make district-wide decisions (ex. superintendent, assistant sup., director of curriculum)
- bilingual/ESL coordinator
- bilingual teacher(s)
- monolingual teacher(s)
- school principal
- English dominant parents
- Parents dominant in the non-English language
- school board member

Based on research, DL committee makes the following decisions: (see decision-making framework)

- Program magnet or neighborhood?
- Entrance criteria?
- Number of initial classrooms?
- Which schools?
- Language allocation (90/10; 80/20; 50/50)?
- Content allocation?

Read professional literature about dual language –

- Fuente Press:
http://www.dlenm.org/index.php?option=com_content&view=section&layout=blog&id=15&Itemid=45
- Subscribe to the Center for Teaching for Bilinguality website, blogs, and newsletter: www.TeachingForBilinguality.com

DL committee spends Year One learning about dual language education

Gather local data to share

- Non-English language(s) in district
- Number of students speaking each language
- Mobility of non-English and English speaking families
- Materials in district in non-English language(s)
- Human resources in non-English language(s)
- Certification and training of non-English and English human resources
- Current language and content allocation

Visit other dual language programs

- Consult the Directory of Two-Way Bilingual Immersion Programs in the US at <http://www.cal.org/twi/directory/>
- Network with your colleagues!

Attend conferences and institutes–

La Cosecha, usually in November

<http://lacosecha.dlenm.org/>

ATDLE – Two-Way Immersion Conference, June 29- July 1, 2015

<http://atdle.org/>

DL committee presents/informs board and administration of decisions made and secures support of program

- Number and location of initial classrooms
- Plan for student recruitment
- Program supported at least K-5
- Materials to be purchased in non-English language
- Schedules to support biliteracy
- Assessment and interventions that support biliteracy

Year Two

Timeline for Developing and Implementing a Dual Language Program: Three Year Plan

Professional Development for Dual Language Teachers

- Second language acquisition strategies
- Integrating language and content instruction
- Strategies and methods specific to the non-English language
- Planning for the strategic use of two languages in the classroom
- Teaching for biliteracy
- The Bridge and bridging
- Intercultural competence
- Material selection and use
- Common assessments
- Differentiated instruction and assessment
- Working with parents
- Collaboration among teachers
- Program advocacy

Professional Development for Administrators

- Everything in the **Dual Language Teacher** box
 - Evaluating and supervising dual language teachers
 - Program model rationale, implementation and maintenance
 - Teacher recruitment
 - Collection and maintenance of data
 - Interpretation of data
 - Maintaining fidelity to model in response to new district initiatives
- Inform community and recruit families for year one – next year**

Year Two

Professional Development for Monolingual Teachers and Other Staff

- Second language acquisition theory and strategies
- Program model and rationale
- Intercultural competence
- Common assessments
- Differentiating content and assessments
- Working with parents
- Collaboration among teachers
- Program advocacy

Inform community and recruit families for year one – next year

- Hold a series of informational meetings
- Include members of dual language committee
- Conduct field trips for perspective parents to current dual language programs
- Invite parents from other dual language communities

Year Three - Program Implementation –
Begin with at least 2 cohorts at Pre-K & K