

Decisions	Questions	Notes
Program languages: English and _____	Is there a body of students who all speak the same non-English language?	
Dual language model	90/10, 80/20, 70/30 or 50/50? (The first number refers to the % of instructional minutes spent in Spanish, for all students, in kindergarten. The second number refers to instructional minutes spent in English, for all students, in kindergarten. All DL programs roll up to 50/50 by 5th grade.) How many minutes a day does each student spend in English? In the non-English language? Are the answers to these questions the same for all students? How do you account for specials? Lunch? Recess?	
Content allocation	Which subjects will be taught in which languages at which grades? What is currently happening in your program?	

School model	Is this a neighborhood program or a magnet program? How will students get to school? Is this a full school program or a strand within a school? Is this a full-district program?	
Students	How will students be entered in to the program? Will parents choose? What if there is a waiting list? What about siblings? What about attrition? Where will older ELLs be placed? How are all ELLs being served?	
Language of initial literacy instruction	Simultaneous – All students receive formal literacy instruction in both languages from Kindergarten Sequential.1 – All students receive initial literacy instruction in their first language until...when? How is “first language” determined? Sequential.2 – All students receive initial literacy instruction in the non-English language, with formal literacy instruction in English added...when?	

Path Towards Biliteracy	Is the literacy program for the non-English language authentic to that language? Does the literacy program for English reflect the presence of ELLs? Is there a plan for teaching literacy in both languages every day?	
Staffing	Self contained? Collaborative? Does one teacher teach both in English and the non-English language or do two teachers share a group of students? What is the role of other specialists (literacy, special education, ESL)? What about special education, Title I, and gifted services? What about P.E, art, music and other specials?	
Scheduling	How are two literacy classes taught each day? How is collaborative time scheduled? How is sharing of students scheduled? How are specials scheduled? How are students in dual language strands integrated with other students?	

Professional Development	What is the certification of current staff? What additional certification would be desirable? What professional development is needed for dual language staff? What about non-dual language staff, including monolingual teachers, specialists, and office and other support staff? Do the decision makers in the district have a deep understanding of the key elements critical to the implementation of an effective dual language program?	
Materials	Are there texts in the target languages in the content areas? Are there supplementary materials in the school library in the non-English language, including a variety of media?	
Assessment	What are program expectations for second language acquisition? How will this be assessed? How will this be documented? How will report cards reflect the unique nature of the dual language program?	

Other ELL Services	How are services provided to other ELLs in the district/school? Are all ELLs in the district/school in the dual language program? Are all ELLs in the school that houses the dual language program in the dual language program?	
Support services for the dual language program	Is all programming available in both English and the non-English language? What about special education, Title I, and gifted services, or other special district or school programs? What about P.E, art, music and other specials?	
District wide or School wide Initiatives	Do district/school initiatives respect the unique nature of the dual language program? For example, if there is a set district/school lesson format, can this be adapted for use in a dual language classroom? Can district wide/school wide assessments be given in both English and the non-English language? What about other district/school initiatives?	

Special issues unique to your district/school...		
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Dual Language Action Planning

Goal:_____

Year:_____

Tasks / Action Steps	Resources / Materials Needed	Timeline		Person Responsible	Evidence of Success
		Start	End		

Year One

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?
- Language of initial literacy instruction?

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 Bilingual website, blogs, and newsletter: www.TeachingForBiliteracy.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

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

Teaching
Cheryl O...