

Maintaining a Dual Language Program

Establish a standing dual language (DL) committee, with staggered 3 year rotations for members

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)
- Parents of English dominant students
- Parents of ELLs
- school board member
- Special ed., Title I, Reading Specialist, etc.

Network with and visit other dual language programs.

Consult *The Directory of Two-Way Bilingual Immersion Programs in the U.S.* to find out about dual language schools around the country

<http://www.cal.org/twi/directory/>

Continue to gather and review local data

- Non-English language(s) in district
- Number of students speaking each language
- Mobility of non-English speaking families
- Materials in district in non-English language(s)
- Human resources in non-English language(s)
- Certification and training of non-English human resources
- Test scores in English and non-English language
- High school graduation rates of students in DL program
- Stakeholder feedback about dual language program

Attend and present at immersion conferences

- La Cosecha: Usually in November - <http://lacosecha.dlenm.org/>
- ATDLE – **Two-Way Immersion Conference**, June 29- July 1, 2015 <http://atdle.org/>

Create a professional development & advocacy plan for all stakeholders

- Dual Language Teachers
- Monolingual Teachers
- Other teachers – special education, reading specialist, speech pathologist, etc.
- School administrators
- Central office administrators
- Parents of English dominant children
- Parents of ELLs
- Other parents
- Community members
- Dual language students and graduates
- Students not in the dual language program