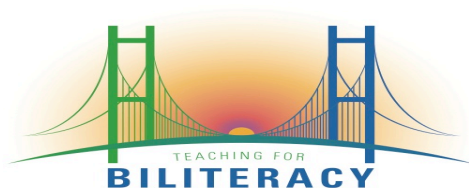


Welcome to the Teaching for Biliteracy Summer Institute Monday, June 25, 2018



Center for Teaching for Biliteracy



www.TeachingForBiliteracy.com

Welcome to our 6th annual Teaching for Biliteracy Summer Institute

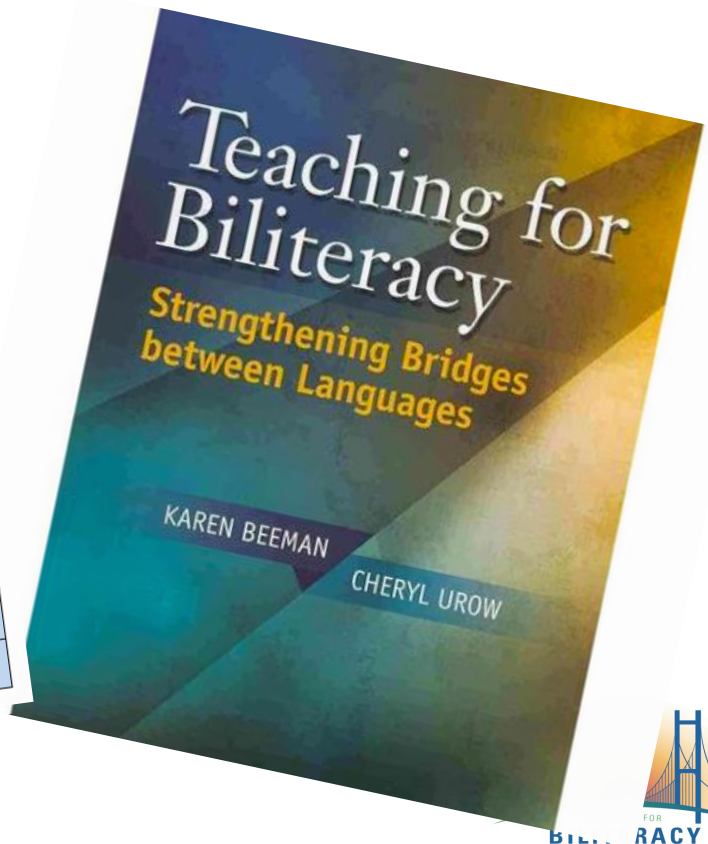
- Eight states: Illinois
 - California
 - Connecticut
 - Georgia
 - Oregon
 - Texas
 - Washington
 - Wisconsin

Welcome to our 6th annual Teaching for Biliteracy Summer Institute

- Welcome educators!!
 - Classroom teachers – English medium teachers, Spanish medium teachers, Polish medium teachers, dual language, transitional bilingual, ESL, and general education
 - Literacy coaches, school psychologists, and special education teachers, speech pathologists
 - School based administrators and central office administrators

Institute Resources: text, handouts and website: www.TeachingForBiliteracy.com

Time	Monday June 22, 2015	Tuesday June 23, 2015	Wednesday June 24, 2015	Thursday June 25, 2015	Friday June 26, 2015
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.- 12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - - Defining Biliteracy - - Biliteracy Unit Framework (BUF) - - Sample Biliteracy Unit - Content and language allocation	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students - Teachers: A Multilingual perspective	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Standards and Big Ideas - Oracy and Background Knowledge -	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Reading and Writing - - Word Study and Fluency in Spanish: The <i>Dictado</i> and Other Authentic Strategies -	What characterizes the Bridge and Extension Activities? - Bridge - Extension - Biliteracy Assessment What does advocacy look like? - Advocacy (Leadership Considerations) Institute Evaluation
Book and Website Connections	Chapters 1 and 4	Chapters 2, 3, 5	Chapters 6, 7, 8	Chapters 9, 10	
12:30-1:30 p.m.	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking	Lunch and Networking



Teaching for Biliteracy
Summer Institute 2018



June 25 – June 29, 2018



Presenters:

Cheryl Urow
TeachingForBiliteracy@gmail.com

Karen Beeman
TeachingForBiliteracyKB@gmail.com

Olga Karwoski
TeachingForBiliteracyOK@gmail.com

Melody Wharton
TeachingForBiliteracyMW@gmail.com

Dana Hardt
TeachingForBiliteracyDH@gmail.com

Patricia Núñez
TeachingForBiliteracyPN@gmail.com

©Center for Teaching for Biliteracy, 2018
www.TeachingForBiliteracy.com

**Please make sure
to pick up new
handouts each
morning.**



Institute Resources – p. 2 of handout:

Handouts and Power Point presentations from
Teaching for Biliteracy Summer Institute are
available at:

<http://bit.ly/T4BSI2018>



Additional biliteracy information at:

www.teachingforbiliteracy.com



On the final day of the workshop, please complete this
short, on-line evaluation with your team:

<http://bit.ly/T4B2018eval>

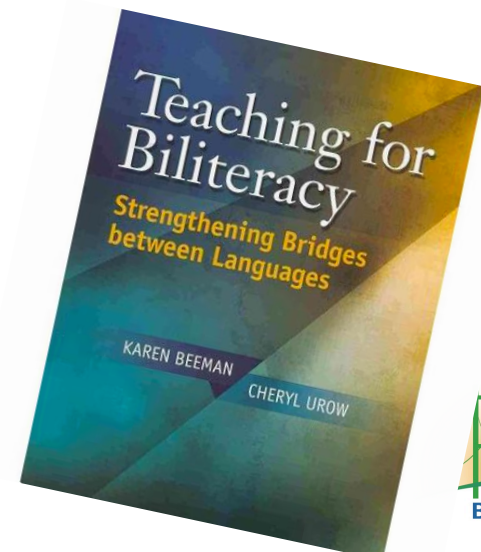


Institute Resources – p. 2 of handout: text, handouts and website:

<http://bit.ly/T4BSI2018>



Time	Monday June 22, 2015	Tuesday June 23, 2015	Wednesday June 24, 2015	Thursday June 25, 2015	Friday June 26, 2015
8:00-8:30 a.m.	Registration and Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning Session 8:30 a.m.- 12:30 p.m.	Introduction and Institute Overview What is biliteracy and what does biliteracy look like? - Defining Language Education Programs - - Defining Biliteracy - - Biliteracy Unit Framework (BUF) - - Sample Biliteracy Unit - Content and language allocation	What guides planning and decision-making for biliteracy? - Two perspectives of language ability - Premises for Teaching for Biliteracy: Latest Research in the Field Who is involved in biliteracy? - Students - Teachers: A Multilingual perspective	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Standards and Big Ideas - Oracy and Background Knowledge -	What practices support biliteracy (Instruction and assessment)? Routines, daily practices, strategies and structures - Reading and Writing - - Word Study and Fluency in Spanish: The Dictado and Other Authentic Strategies -	What characterizes the Bridge and Extension Activities? - Bridge - Extension - Biliteracy Assessment What does advocacy look like? - Advocacy (Leadership Considerations)
Book and Website Connections 12:30-1:30 p.m.	Chapters 1 and 4 Lunch and Networking	Chapters 2, 3, 5 Lunch and Networking	Chapters 6, 7, 8 Lunch and Networking	Chapters 9, 10 Lunch and Networking	Institute Evaluation Lunch and Networking



**Institute will be taking photos and
posting on social media.**

**Please let us know if you'd rather NOT
be in photos or on social media.**

www.TeachingForBiliteracy.com



@T4Biliteracy

Teaching for Biliteracy



Institute Resources – p. 2 of handout:

Handouts and Power Point presentations from the
Teaching for Biliteracy Summer Institute are
available at:

<http://bit.ly/T4BSI2018>



Additional biliteracy information available at:
www.TeachingforBiliteracy.com



On the final day of the institute, we will complete this
short, on-line evaluation with your team:

<http://bit.ly/T4B2018eval>



Institute Resources: Sched

**Invitation was sent to your email from
IRC
evaluation on Friday
certificate of participation**



Daily logistics

- Breakfast from 7:30 a.m.
- Sign in and pick up your handouts for the day.
- Pick up your table topper.
- Change your seating throughout the room.
- 8:30 start time each morning. Coffee/tea until 10 a.m.

Daily logistics

- Short break in the morning
- Lunch and networking 12:30 – 1:30 each day
- Dessert and coffee/tea at 1:10 each day – we must leave the room.
- We **MUST** leave the room at this time for p.m. set up.
- Please clean your area before leaving for dessert.
- End at 3 p.m. Monday – Thursday.
- End at lunch on Friday – please complete on-line evaluation before leaving the institute.



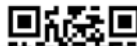
Institute Resources – p. 2 of handout:

Handouts and Power Point presentations from the
Teaching for Biliteracy Summer Institute are
available at:

<http://bit.ly/T4BSI2018>



Additional biliteracy information available at:
www.TeachingforBiliteracy.com



On the final day of the workshop, please complete the
short, on-line evaluation with your team:

<http://bit.ly/T4B2018eval>



Institute Overview

Week-at-a-Glance

- Each morning session focused on guiding question(s)
- Supporting information on **content** and **strategies** in handouts, in the text, and on the website
- Parking lot for questions/concerns.



is biliteracy and what does biliteracy look like?

Biliteracy: Strengthening Bridges between Languages

www.TeachingForBiliteracy.com

Chapter 1

*What do We Mean by Teaching for
Biliteracy? p. 2*

*Creating Bilingual Units of Instruction: A
Biliteracy Unit Framework p. 14-15*

*Planning for Biliteracy at the Classroom
Level from the Learner's Perspective p.
15-16*

Chapter 5

*Simultaneous Bilingual Development –
p. 67-8*

*Sequential Bilingual Development – p.
68-9*

Resources ->

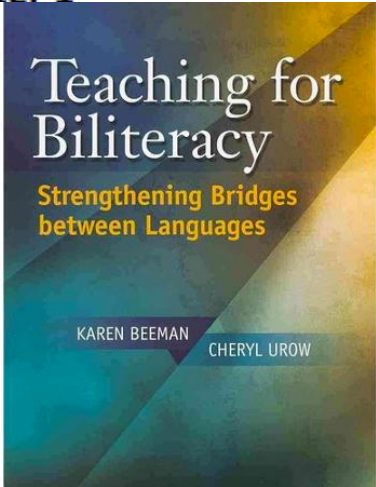
- Research Articles

Programmatic Supports ->

- **Infrastructure Supports**

- Sample Weekly Schedule for Biliteracy
- Sample Daily Schedule for Biliteracy
- Sample Content Allocation Plans
- Blog interview with Karen Beeman on creating a strong Dual Immersion Program

What is biliteracy and what does biliteracy look like?

Teaching for Biliteracy: Strengthening Bridges between Languages	www.TeachingForBiliteracy.com
Chapter 1 W Bil C Bil Pl Le 15  Chapter 5 <i>Simultaneous Bilingual Development</i> – p. 67-8 <i>Sequential Bilingual Development</i> – p.	Resources -> ...en Articles Programmatic Supports -> • Infrastructure Supports ○ Sample Weekly Schedule for Biliteracy ○ Sample Daily Schedule for Biliteracy ○ Sample Content Allocation Plans ○ Blog interview with Karen Beeman on creating a strong Dual Immersion Program

**Which do you prefer:
hard copy (book) or on-line resources?**

What is biliteracy and what does biliteracy look like?

Teaching for Biliteracy: Strengthening Bridges between Languages

www.TeachingForBiliteracy.com

Chapter 1

What do We Mean by Teaching for Biliteracy? p. 2

Creating Bilingual Units of Instruction: A Biliteracy Unit Framework p. 14-15

Planning for Biliteracy at the Classroom Level from the Learner's Perspective p. 15-18

Chapter 5

Simultaneous Bilingual Development – p. 67-8

Sequential Bilingual Development – p.

Resources ->

- Research Articles

Programmatic Supports ->

- **Infrastructure Supports**
 - Sample Weekly Schedule for Biliteracy
 - Sample Daily Schedule for Biliteracy
 - Sample Content Allocation Plans
 - Blog interview with Karen Beeman on creating a strong Dual Immersion Program

**Which do you prefer:
hard copy (book) or on-line resources?**

Institute Overview: Week-at-a-Glance

- Afternoon breakout sessions – three concurrent options each afternoon that reflect the morning's guiding question.
- Teachers, coaches, administrators from a variety of districts and program models.
- Featuring Center for Teaching for Biliteracy team members

The Center for Teaching for Biliteracy Team



Olga Karwoski



Patricia Nuñez



Dana Hardt



Melody Wharton



Cheryl Urow



Karen Beeman

Institute Overview: Week-at-a-Glance

- Review the week-at-a-glance
- Review the handouts for today.
- Register for the website if you have not yet had the chance:

www.TeachingForBiliteracy.com

- Find the 2018 Teaching for Biliteracy Summer Institute page on our website:

<http://bit.ly/T4BSI2018>



Institute Resources – p. 2 of handout:

Handouts and Power Point presentations from
Teaching for Biliteracy Summer Institute are
available at:

<http://bit.ly/T4BSI2018>



Additional biliteracy information is available at:

www.teachingforbiliteracy.com



On the final day of the workshop, please complete this
short, on-line evaluation with your team:

<http://bit.ly/T4B2018eval>



Establishing Institute Norms

- Participate actively and interactively.
- If you'd like, use laptops or tablets for note-taking or to follow along with the power point.
- Please silence your phones and take them out of your line of sight.
- Reduce side-bar conversations – let us know if you need time to reflect or discuss in your group.
- Still photos are OK. Please no videos.
- Bring handouts and text each day.



AM - Monday, June 25, 2018

- Introductions and Institute Overview

What is biliteracy and what does biliteracy look like?

- Defining Language Acquisition Programs
- Defining Biliteracy
- Creating Systems that Support Biliteracy
- Introduction: Biliteracy Unit Framework (BUF)

PM - Monday, June 25, 2018

Three sample BUFs (Biliteracy Unit Framework) in action

What does a BUF look like and feel like?

- K-2 – Patricia Núñez
- 3 -5 - Olga Karwoski
- Secondary – Melody Wharton

PM - Monday, June 25, 2018

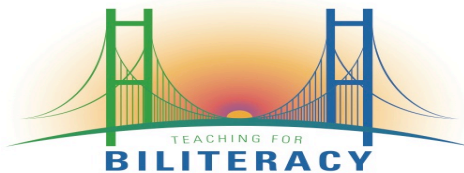
Three sample BUFs in action

What does a Biliteracy Unit Framework (BUF) look like and feel like?

Salón A	Salón B	Salón C
3 -5 – Olga Karwoski	K-2 Patricia Núñez	Secondary – Melody Wharton

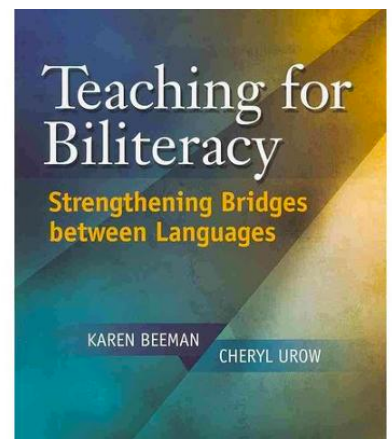
What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



Open Word Sort and Sentence Prompts p. 83

- Working with a partner next to you, sort the descriptors.
- Be prepared to share how you categorized the descriptors: titles of the categories.



Sentence Prompts for the Sort

- May I distribute the cards?
- Would you like to read this one aloud?
- Where do you think this descriptor goes?
- I agree.
- I respectfully disagree. I believe it goes with the ____ group.
- Of course you may!
- Yes, of course I would love to read this aloud!
- I think that this descriptor belongs with the ____ group because...



Once you have finished sorting, begin reflecting

- Our categories were...
- The descriptors that were easy to categorize were...
- The more difficult descriptors to categorize were...
- We learned that...
- We wonder...



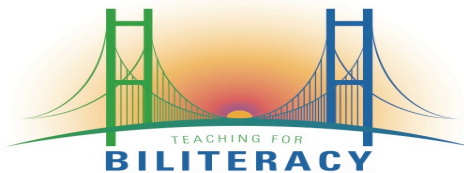
If you are wondering,...

- **ACTFL: American Council on the Teaching of Foreign Languages**



What is biliteracy and what does biliteracy look like?

Defining Language Acquisition Programs



	Transitional Bilingual	Dual Language	World Language
Program Goal	The goal of the program is to educate students in a non-English language until they are ready to transition to English.	The goal of the program is to graduate students with high levels of bilingualism, biliteracy, grade level academic achievement in both languages, and multicultural competence.	The goal of the program is to introduce students to another language and to develop some oral fluency and some literacy in this second language, and cultural appreciation.
Language Use	In order to meet the program goal, the program provides instruction in a non-English language for a limited amount of time, moving toward instruction in English only.	In order to meet the program goals, the program provides daily instruction in both languages in literacy (reading, writing). Some academic content (math, science, social studies) is taught in Spanish and other academic content is taught in English.	In order to meet the program goals, some instruction happens daily in the non-English language, although English may be used during this instruction time to ensure student understanding.
Students	This program is open to students who fit a very specific linguistic profile. For that reason, this program tends to be linguistically homogeneous.	At Kindergarten, this program is open to all students. In upper grades (beyond kindergarten) this program is open to new students from places where the non-English language is spoken, and heritage speakers of the non-English language.	This program is open to all students. In some settings, this program is an elective.

**This word sort
is available on
our website,
on the
Institute page:**

**<http://bit.ly/T4BSI>
2018**



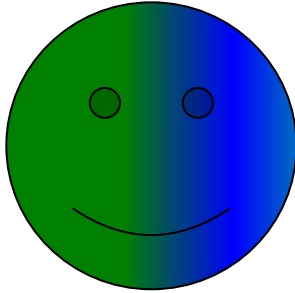
**This word
sort is
available on
our website,
on the
Institute
page:**

**[http://bit.ly/
T4BSI2018](http://bit.ly/T4BSI2018)**

	Transitional Bilingual	Dual Language	World Language
Instruction	Instruction in the non-English language is often considered temporary and remedial.	Instruction in BOTH English and the non-English language focuses on • reading grade level texts • engaging in grade level writing activities • grade level academic content	Instruction in the non-English language often focuses on discrete grammar rules, learning greetings, and learning about the cultures where that non-English language is spoken.
Exit and entry to the program	Students exit this program when they have reached a certain level of English proficiency. The goal of this program is for students to exit the program.	Students remain in this program K-12, regardless of their level of English proficiency.	Some students, because of their language abilities or academic achievement, are counseled away from participating in this program.
Standards	English Language Proficiency Standards	Common Core SLA and ELA Standards or state ELA and SLA standards, State Content Area Standards, English Language Proficiency Standards	ACTFL Standards

Dual Language:
Two-Way Immersion
One-Way Immersion
Foreign Language Immersion
Transitional Bilingual



	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English.

Language Acquisition Programs - p. 4-5 of handout



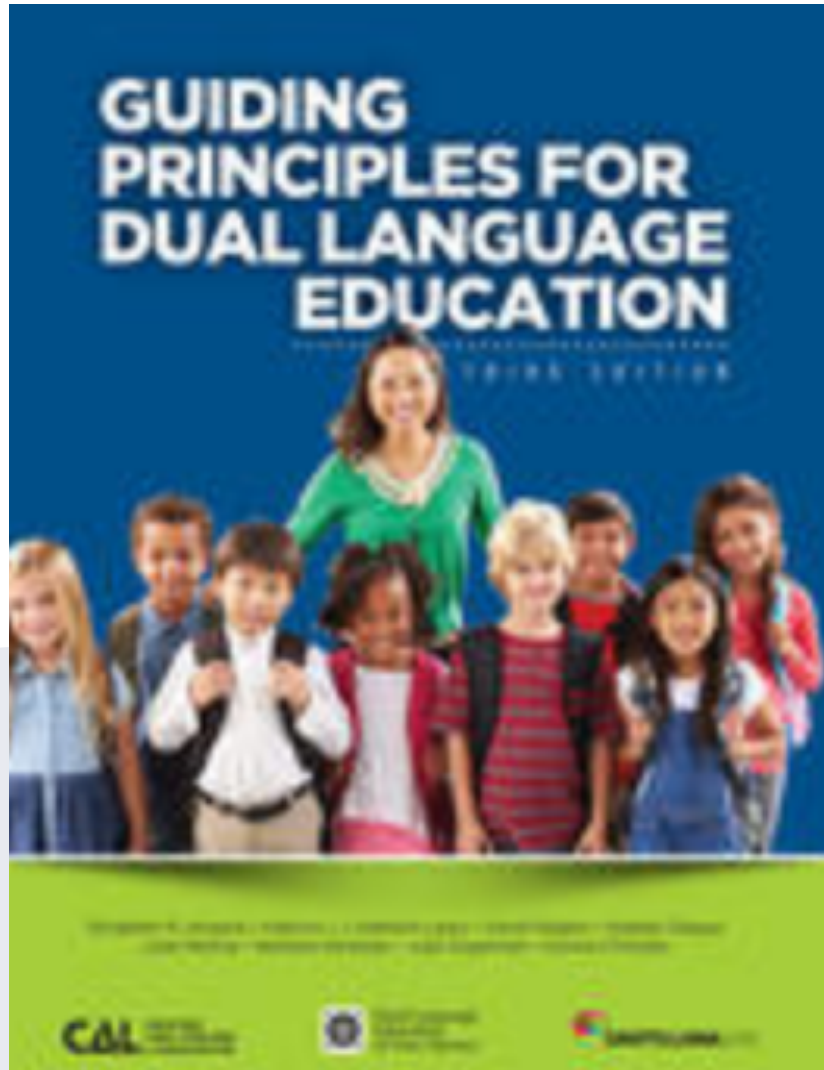
Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



<http://www.cal.org/resource-center/publications/guiding-principles-3>



Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



Dual Language Program Goal:

- provide **literacy** and **content** instruction to all students through two **languages** and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and multicultural competence for all students.

Guiding Principles for Dual Language Education,
3rd Edition



Dual Language and Biliteracy

Instruction focus on developing:

Language
Literacy
Content



Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, **grade-level academic achievement in both languages**, and multicultural competence for all students.

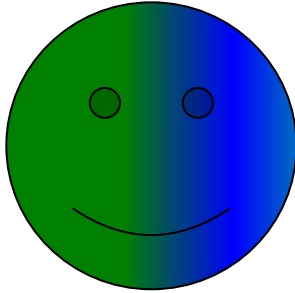


Dual Language Program Goal:

- provide literacy and content instruction to all students through two languages and ...promote bilingualism and biliteracy, grade-level academic achievement in both languages, and **multicultural competence for all students.**

Guiding Principles for Dual Language Education,
3rd Edition



	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English.

Language Acquisition Programs - p. 4-5 of handout

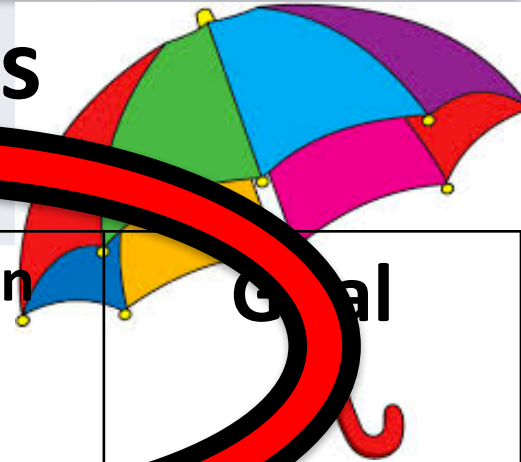
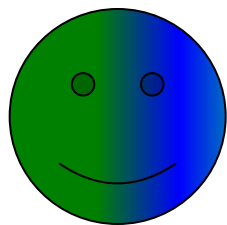
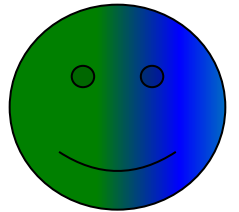
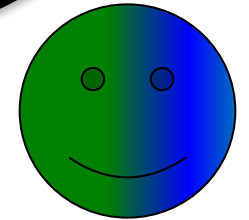


Language Acquisition Programs

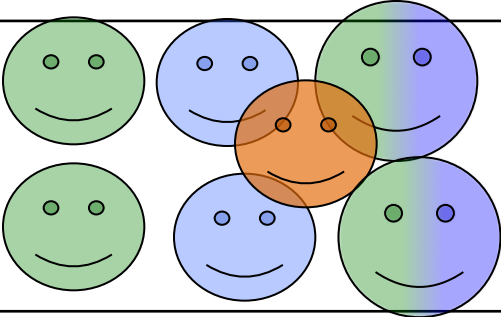
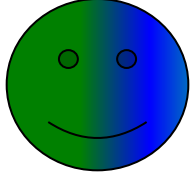
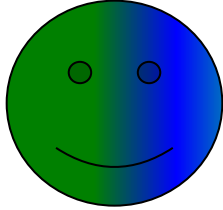
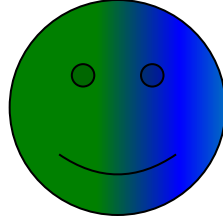
p. 4-5 of handout

Type of dual language
program

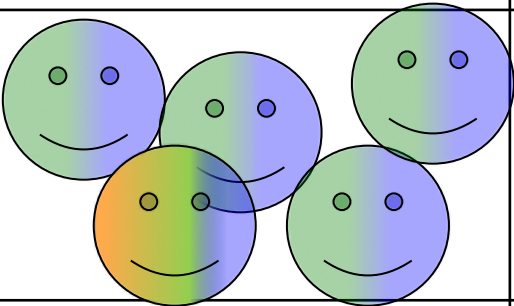
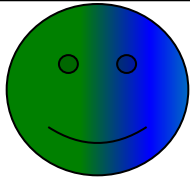
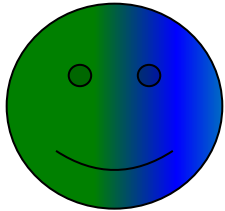
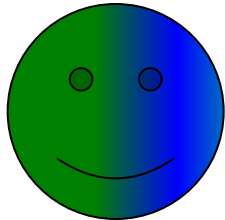
Students upon
entrance at
Kinder



Language Acquisition Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
		
		

In robustly implemented dual language programs,...

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		

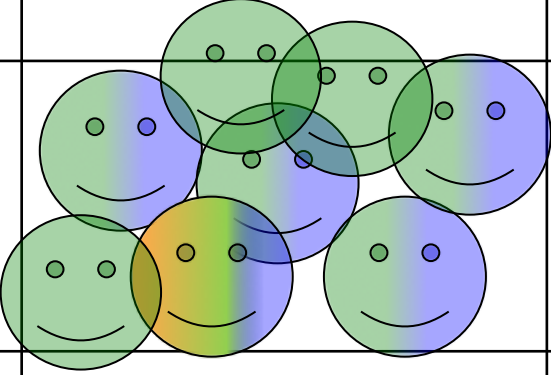
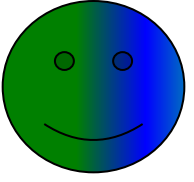
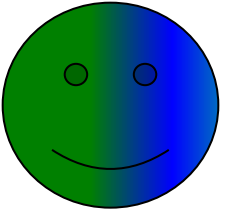
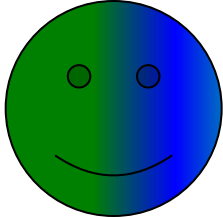
Students as “developing bilinguals”

Spanish dominant, native language, first language, L1, and Spanish speaker - limit our view of students linguistic development

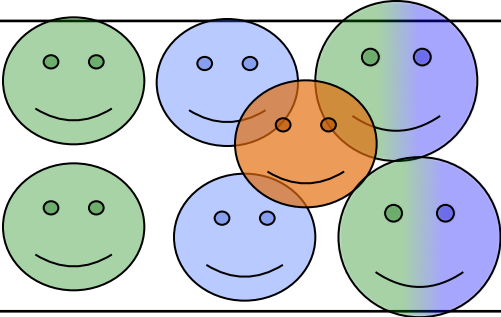
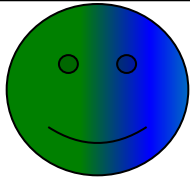
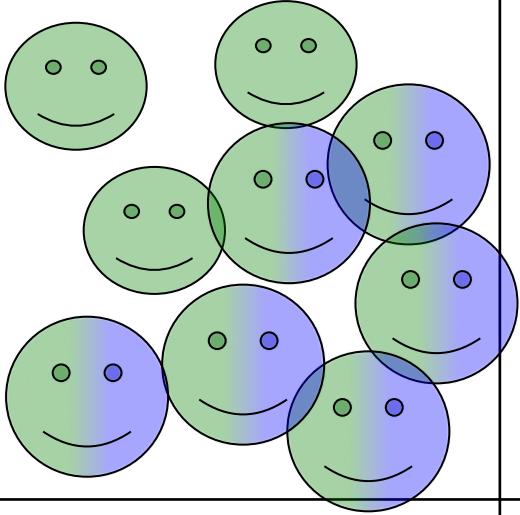
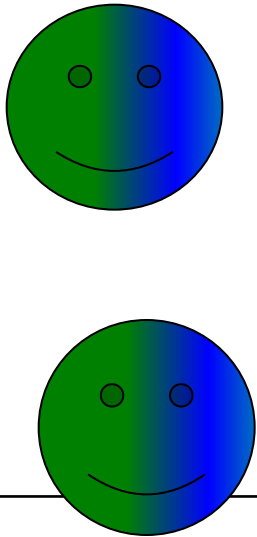
- Palmer, Cervantes-Soon, Heiman, 2017;
Garcia, 2009



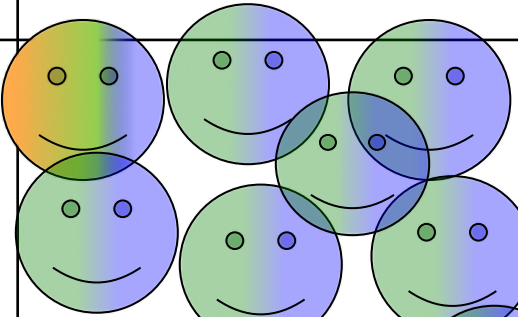
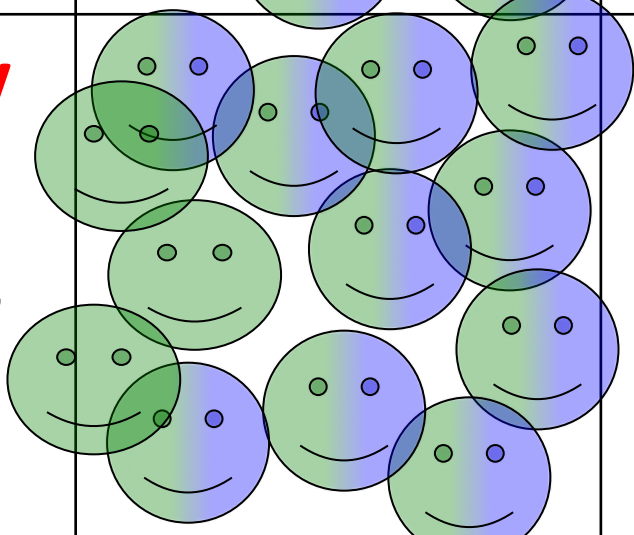
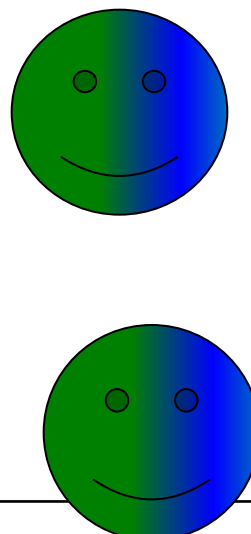
In robustly implemented dual language programs,...

Language Acquisition program	Students after a few months	Goal
Dual Language: Two way immersion		
		
		

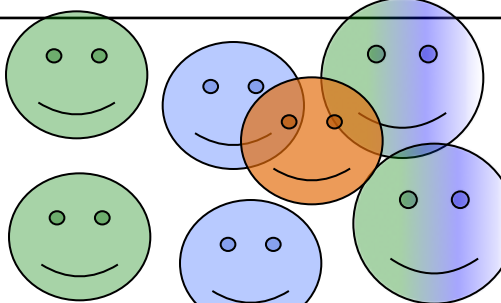
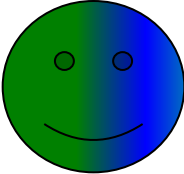
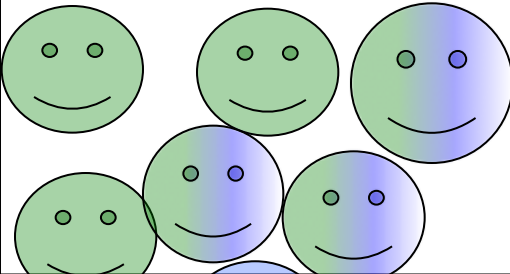
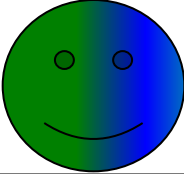
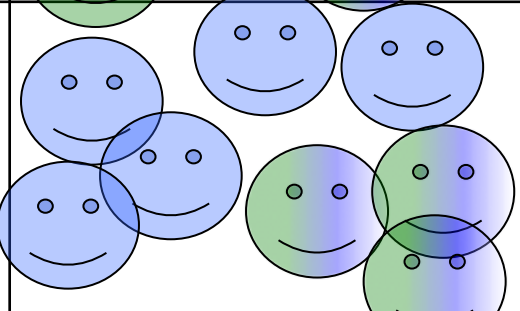
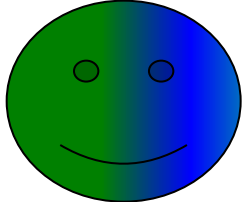
Language Acquisition Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		

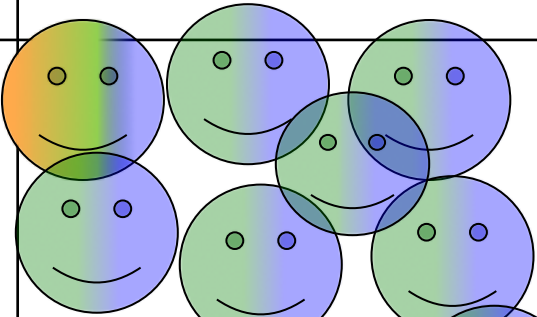
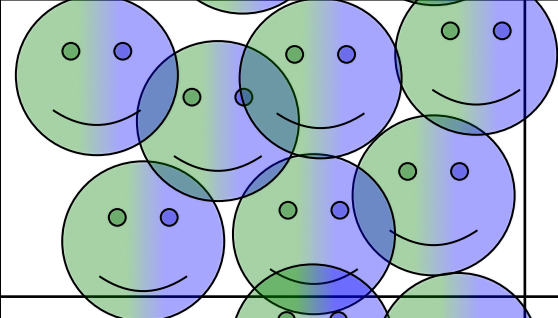
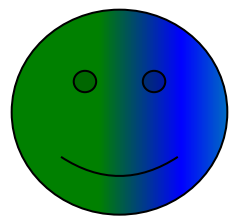
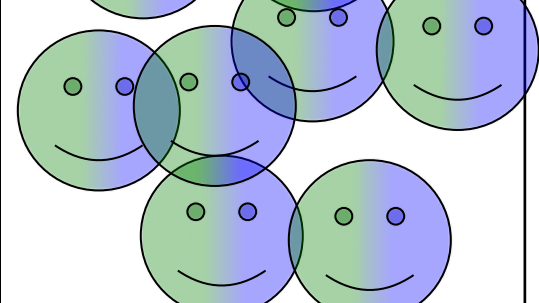
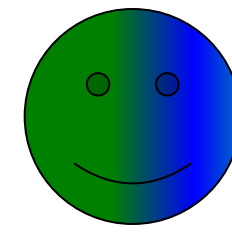
In robustly implemented dual language programs,...

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		

Language Acquisition Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

In robustly implemented dual language programs,...

Language Acquisition program	Students in later grades	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion , Developmental Bilingual, Maintenance Bilingual		
Dual Language: One-way Immersion, Foreign Language Immersion		

Language allocation: 80/20

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	50%	50%	50%	50%
	80%	80%	70%	60%	60%	50%	50%	50%	50%

Language allocation: 50/50

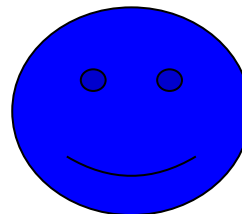
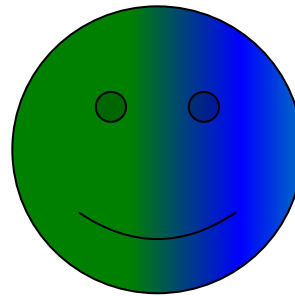
Dual language

50/50

English								
50%	50%	50%	50%	50%	50%	50%	50%	50%
50%	50%	50%	50%	50%	50%	50%	50%	50%
Spanish								



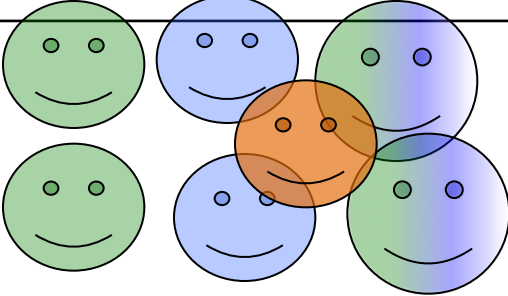
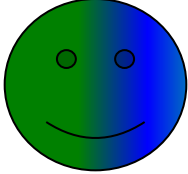
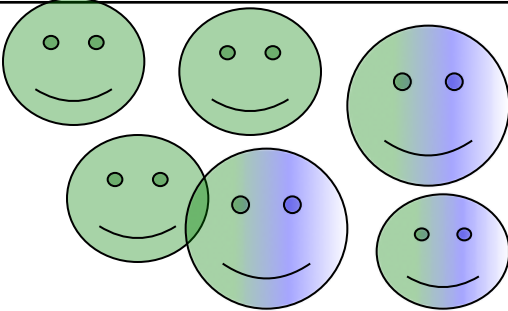
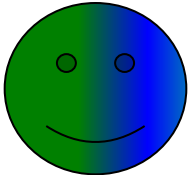
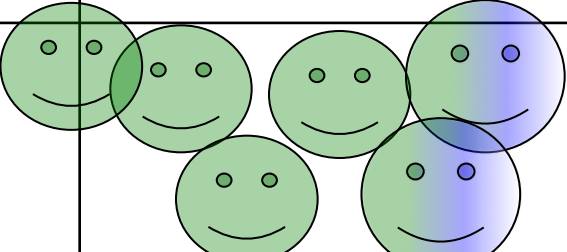
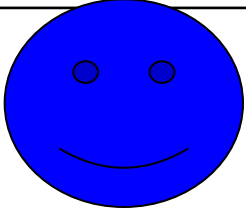
Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: One Way Immersion, Developmental or Maintenance Bilingual		High levels of bilingualism and biliteracy and academic achievement in both languages.
Dual Language: One Way Immersion, Foreign Language Immersion		
Transition Bilingual Education (TBE)		High levels of language and literacy development in English and high academic achievement in English.



Language Acquisition Programs - p. 4-5 of handout



Language Acquisition Programs

Language Acquisition program	Students upon entrance at Kinder	Goal
Dual Language: Two way immersion		
Dual Language: One-way Immersion, Developmental Bilingual, Maintenance Bilingual		
Transitional bilingual		

Transitional Bilingual	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	50%	60%	80%	English		
	80%	80%	70%	50%	40%	20%			
			Spanish						



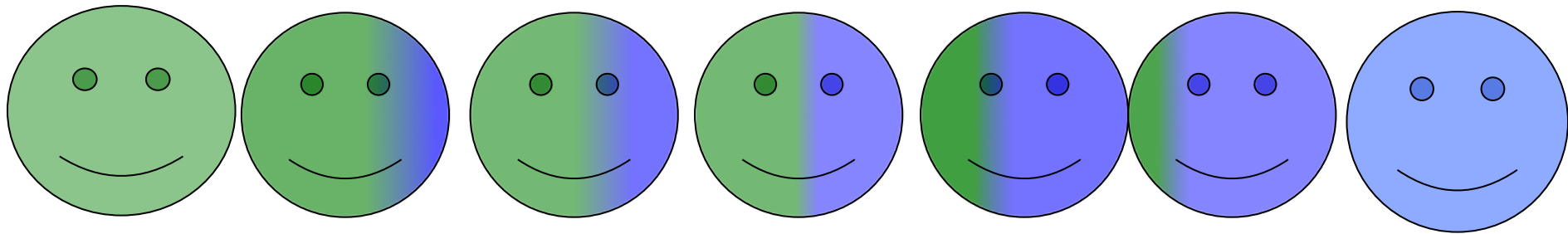
Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: Way In Developmental Maintenance		bilingualism and academic achievement in both languages.
Dual Language: Way In Language		
Transitional Bilingual Education (TBE)		language and literacy in English and high achievement in English.

Dual language and transitional bilingual programs can implement teaching for biliteracy.

Language Acquisition Programs - p. 4-5 of handout



**As students engage in biliteracy
they ALL become
developing bilinguals
(bilingual learners)**



Language Acquisition Program	Students	Goal
Dual Language: Two Way Immersion		
Dual Language: Way In Developmental Maintenance		bilingualism and academic achievement in both languages.
Dual Language: Way In Language		
Transition Education (TBE)		language and literacy in English and high achievement in English.

**Which of these programs most closely matches the current program at your school?
Future program?**

**Language Acquisition Programs -
p. 4-5 of
handout**

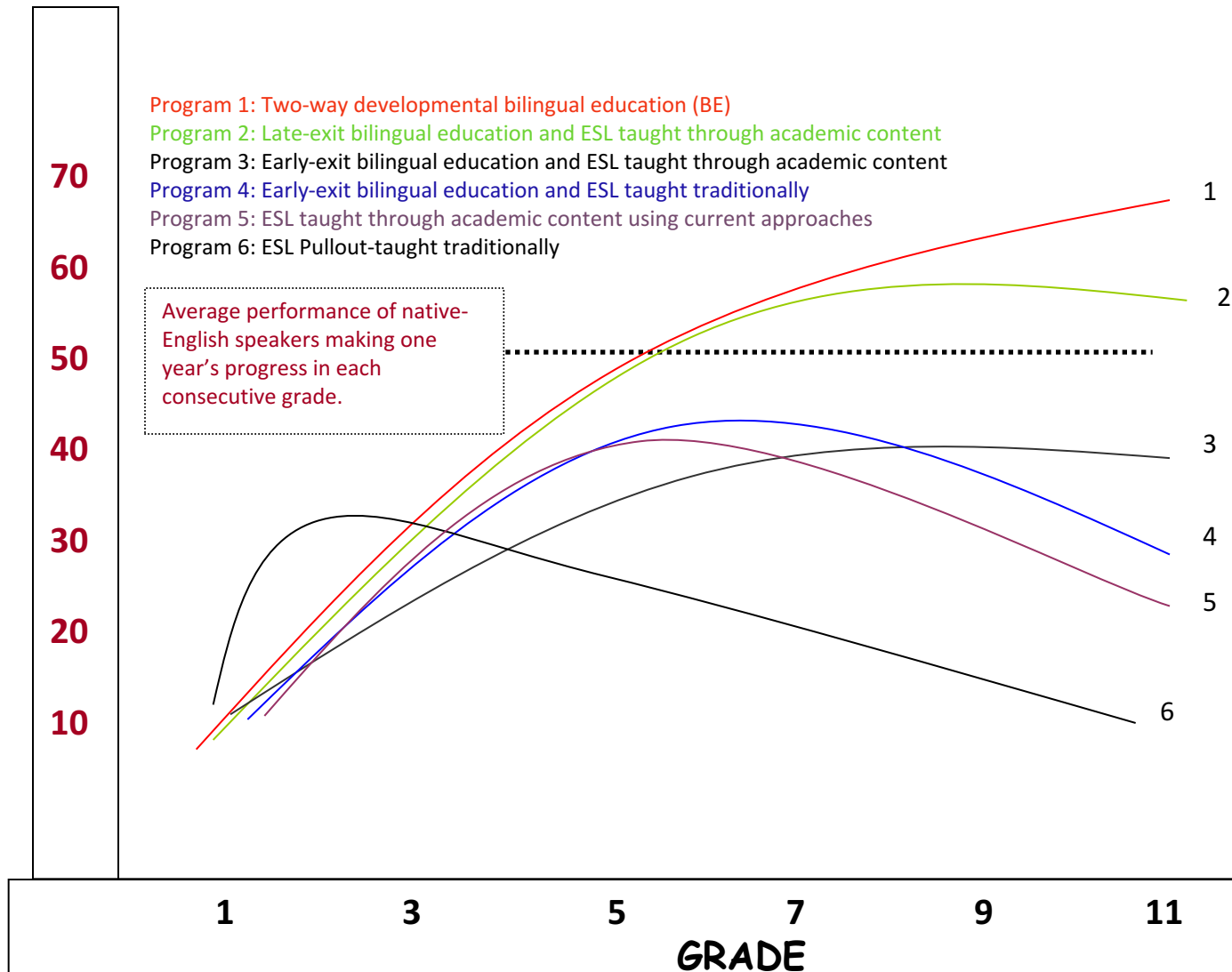


Research from the Field of Dual Language and Biliteracy



Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

© Wayne P. Thomas and Virginia P. Collier, 2010



Thomas & Collier Series

EDUCATING ENGLISH LEARNERS
FOR A
TRANSFORMED WORLD



Why DUAL LANGUAGE SCHOOLING



WAYNE P. THOMAS AND VIRGINIA P. COLLIER

CREATING DUAL LANGUAGE SCHOOLS
FOR A TRANSFORMED WORLD:
ADMINISTRATORS SPEAK



VIRGINIA P. COLLIER AND WAYNE P. THOMAS

EDUCATION
FOR A
TRANSFORMED
WORLD

WAYNE P. THOMAS AND VIRGINIA P. COLLIER

Why choose dual language schooling?

All groups of **dual language students** score higher. Students in dual language programs score higher on state and national tests than students who are attending any other type of program.



Why choose dual language schooling?

All dual language groups outscore their comparison-group peers not in dual language – including:

- English learners
- native English speakers
- Latinos
- Caucasian Americans
- Asian Americans
- African Americans
- students of low-income background
- students identified as qualifying for Title I
- and students with special education needs of all categories of exceptionality.

Dual Language Education

For students classified as ELLs:

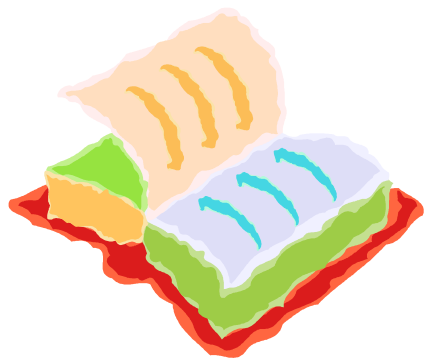
“...students who achieve full oral and literate (reading and writing) proficiency in both languages had higher achievement scores, GPAs, and educational expectations than their monolingual English-speaking peers.”

- Lindholm-Leary, 2012;
Genesee et al, 2006

For students classified as ELLs:

In no case did positive results from an English-only literacy program exceed those from a bilingual program. (Slavin & Cheung 2005)

- Escamilla, et. al., 2014



Dual Language Non-Negotiables



Dual language non-negotiables – p. 11 of handout

o—Fall 2008

<i>Dual Language Non-Negotiables</i>		
Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
• A minimum of 50% to a maximum of 90% of instruction in the target language • Strict separation of languages for instruction (no translation) • K-12 commitment (minimum of K-5 if your	• Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade • Strict separation of languages for instruction—100% of class taught in the	• A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts) • Strict separation of languages for instruction—100% of class taught in the

How are the non-negotiables similar and different in elementary, middle school and high school?

Dual Language Non-Negotiables

2018

Dual Language Non-Negotiables

Elementary Non-Negotiables	Middle School Non-Negotiables	High School Non-Negotiables
A minimum of 50% to a maximum of 90% of instruction in the target language	Required to take language arts in the target language from 6th- 8th grade in addition to another core content course taught in the target language each year from 6th- 8th grade	A minimum of eight credits in the target language over the course of 9th-12th grade with a minimum of four credits in core content areas (math, science, social studies, or language arts)
- Strategic separation of languages for instruction (no translation) - K-12 commitment (minimum of K-5 if your district does not yet have secondary DL programs)	- Strategic separation of languages for instruction—100% of class taught in the target language - K-12 commitment	- Strategic separation of languages for instruction—100% of class taught in the target language - K-12 commitment
Note: Based on the program design of the school, 6th grade dual language programs at an elementary site will follow the elementary non-negotiables, while 6th grade dual language programs at a middle school site will follow the non-negotiables for 6th-8th grade programs.		

The non-negotiable that resonates most with us is...because...

- All students receive at least 50% of instruction in the non-English language.
- Strategic separation of languages. No translating (by teachers OR students).
- Minimum K-5 commitment.

