

Effective Dual Language Programs: Planning & Implementation



March 2, 2026

Sheridan Way, VUSD

Karen Beeman

Center for Teaching for Biliteracy

www.TeachingForBiliteracy.com



The Center for Teaching for Biliteracy



**Karen Beeman, M.Ed.
Co-Founder**



**Melody
Wharton, M.Ed.**



**Crystal Ramos,
M.Ed.**



**Susan Pryor,
M.Ed.**



Dana Baum, M.Ed.

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Teaching for Biliteracy

**Strengthening Bridges
between Languages**

KAREN BEEMAN

CHERYL UROW

www.TeachingForBiliteracy.com



Introductions

- I am _____.
- My position is _____.
- What I like the most about Sheridan Way/VUSD is_____.
- This week I would like to learn about _____.



Effective Dual Language Programs: Planning and Implementation

Sheridan Way Elementary School, VUSD

March 2-6, 2026

Karen Beeman

teachingforbiliteracyKB@gmail.com

Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and biliteracy programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how biliteracy instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage biliteracy strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe biliteracy, the Biliteracy Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic systems and structures support effective biliteracy instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective biliteracy instruction.

Evaluation: (to complete Friday, March 6, 2026)

<https://bit.ly/4l0ji6y>



Professional Learning Expectations

- Participate actively and meaningfully
- Avoid side conversations
- Place cell phones on vibrate
- Be present
- Ensure everyone has a voice
- Flexible mind – be open to new ideas-
Growth mindset



Session Outcomes:



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Outcomes:

- Describe the goals of dual language programs, including why districts have dual language programs, who they benefit, and how the goals of the program will be met (i.e., vision and pedagogy statement).
- Describe the students in language acquisition and bilingual programs in the US and how the language acquisition program meets the needs of all of its students.
- Experience and explain how bilingual instruction and the learning environment reflect best practices for developing bilinguals.
- Identify and describe high leverage bilingual strategies to use during instruction in any language.
- Describe how language development supports (sensory, graphic, and interactive) engage all learners and are included during instruction in each program language.
- Describe bilingual, the Bilingual Unit Framework (BUF) and its characteristics, including that a unit is taught in one language, it integrates language, literacy and content, and includes the Bridge at the end of the unit, which has two purposes.
- Summarize how programmatic systems and structures support effective bilingual instruction and ensure instructional equity.
- Identify short-and-long term goals that support the implementation of effective bilingual instruction.



Center for Teaching for Biliteracy Resources and Links

**Center for Teaching for
Biliteracy Reference List**

<https://bit.ly/4aepEbX>



Biliteracy Strategies Glossary

<https://bit.ly/BSI2024InstructionalStrategies>



Three Linguistic Spaces

<https://bit.ly/ThreeLinguisticSpaces>



Supporting Newcomers

<https://bit.ly/T4BNewcomers>



**The Science of Reading and
English Learners**

Clarifying the Science of Reading- Kari Kurto

<https://bit.ly/4a64OhT>



Comprehensive Literacy Instruction for English Language Learners –
Laurie Olsen

<https://bit.ly/47V6ny0>



Joint Statement: Understanding the Difference – The SoR and
Implementation for ELs

<https://bit.ly/4o3vmE5>



Agenda:

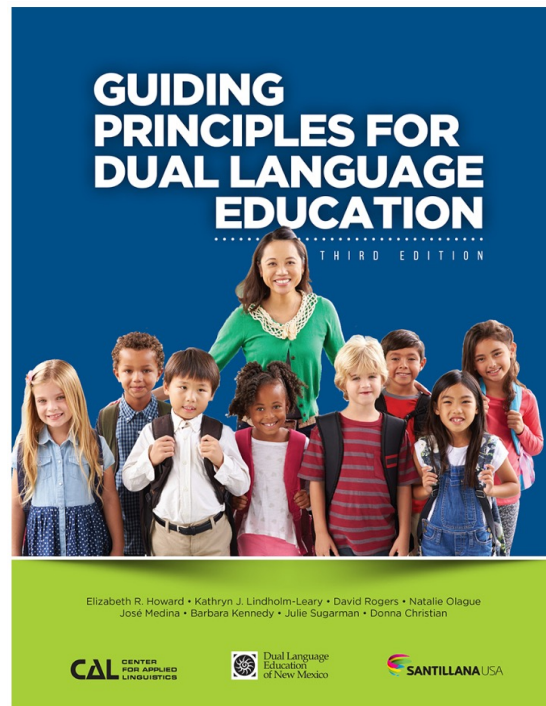


Introductions

- **The goals of dual language**
- Students in dual language programs
- Comparison of Language Education Programs
- Defining Biliteracy



A comprehensive guide to Dual Language Education



**Based on the most recent research in the
field (3rd edition)**

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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.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

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These are the characteristics of well-implemented dual language programs.

Goal of Dual Language Programs



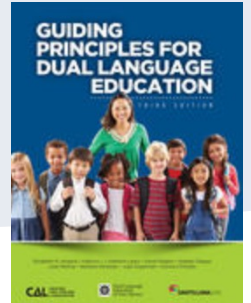
“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

In other words, this goal means....

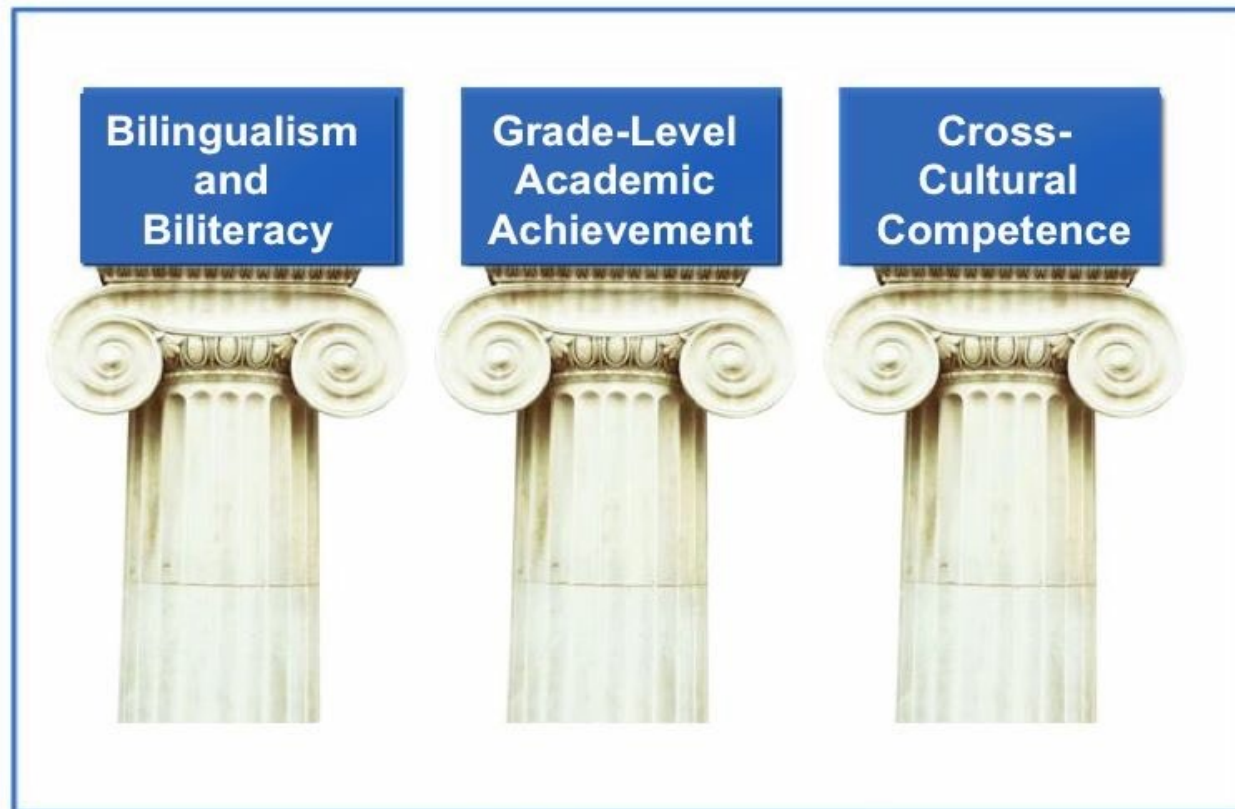
For students to meet this goal they need....



The goals of Dual Language



Three Pillars of Dual Language Education



Handouts
page 4

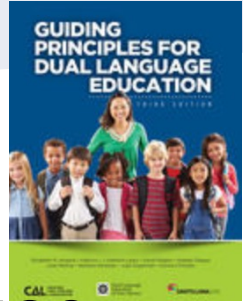
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Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy,**



In other words, this goal means....

For students to meet this goal they need....



In other words, this goal means..

- Students need to develop academic listening and speaking, (oracy) in **Spanish**
- Students need to develop academic listening and speaking, (oracy) in **English**
- Students need to develop reading and writing (literacy) in **Spanish**
- Students need to develop reading and writing (literacy) in **English**

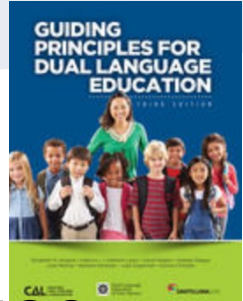


In other words, this goal means..

- Students need time and practice in **Spanish** daily.
- Students need time and practice in **English** daily.
- Teachers need to know students' proficiency level in L, S, R, and W in **Spanish**.
- Teachers need to know students' proficiency level in L, S, R, and W in **English**.
- Students need time and space to use their two languages together (i.e, **translanguage**)

Goal of Dual Language Programs

“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**, **grade-level academic achievement in each language**



In other words, this goal means....

For students to meet this goal they need....



In other words, this goal means..

- Students need to meet grade level standards in **Spanish**
- Students need to meet grade level standards in **English**
- Students should be exposed to rigorous instruction in **Spanish**
- Students should be be exposed to rigorous instruction in **English**

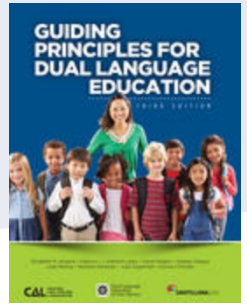


In other words, this goal means..

- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **Spanish**
- Teachers need to use language acquisition scaffolds and supports in order for students to meet standards in **English**
- Students need time in each language to learn language, literacy and content.



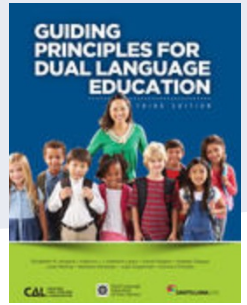
Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy**, grade-level academic achievement in each language, **and socio-cultural competence** –



Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages and that promotes **bilingualism and biliteracy, grade-level academic achievement in each language, and socio-cultural competence – a term encompassing identity development, cross cultural competence, and multicultural appreciation – for all students.**

In other words, this goal means....

For students to meet this goal they need....

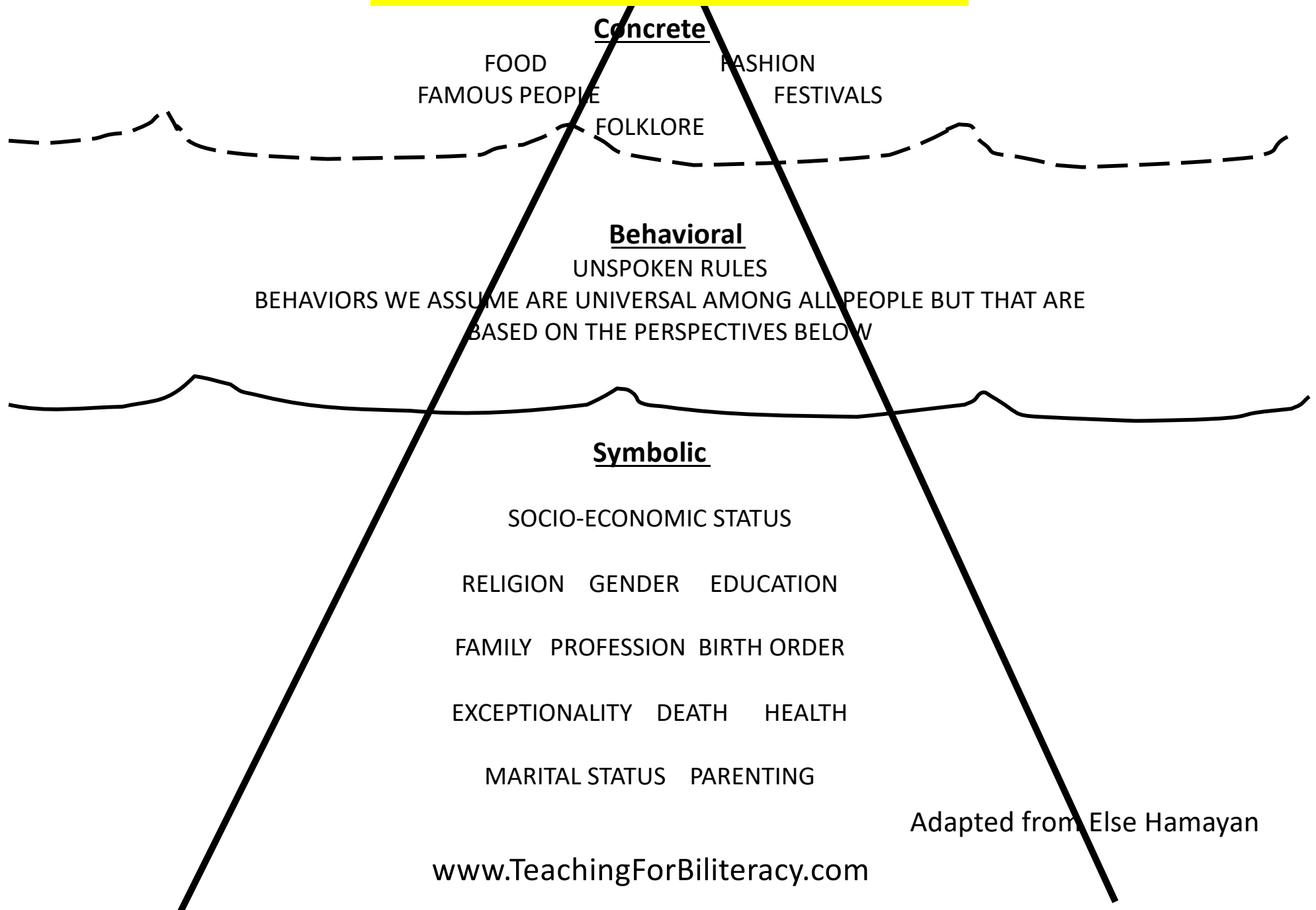


In other words, this goal means..

- Ensuring that students feel visible, accepted and valued.
- Students learning about each other, their similarities and differences.
- Students need time, materials and models to develop socio-cultural competence.
- Teachers need to develop socio-cultural competence first, in order to support their students' development of socio-cultural competence.
- Teachers need to integrate socio-cultural competence into their linguistic spaces.

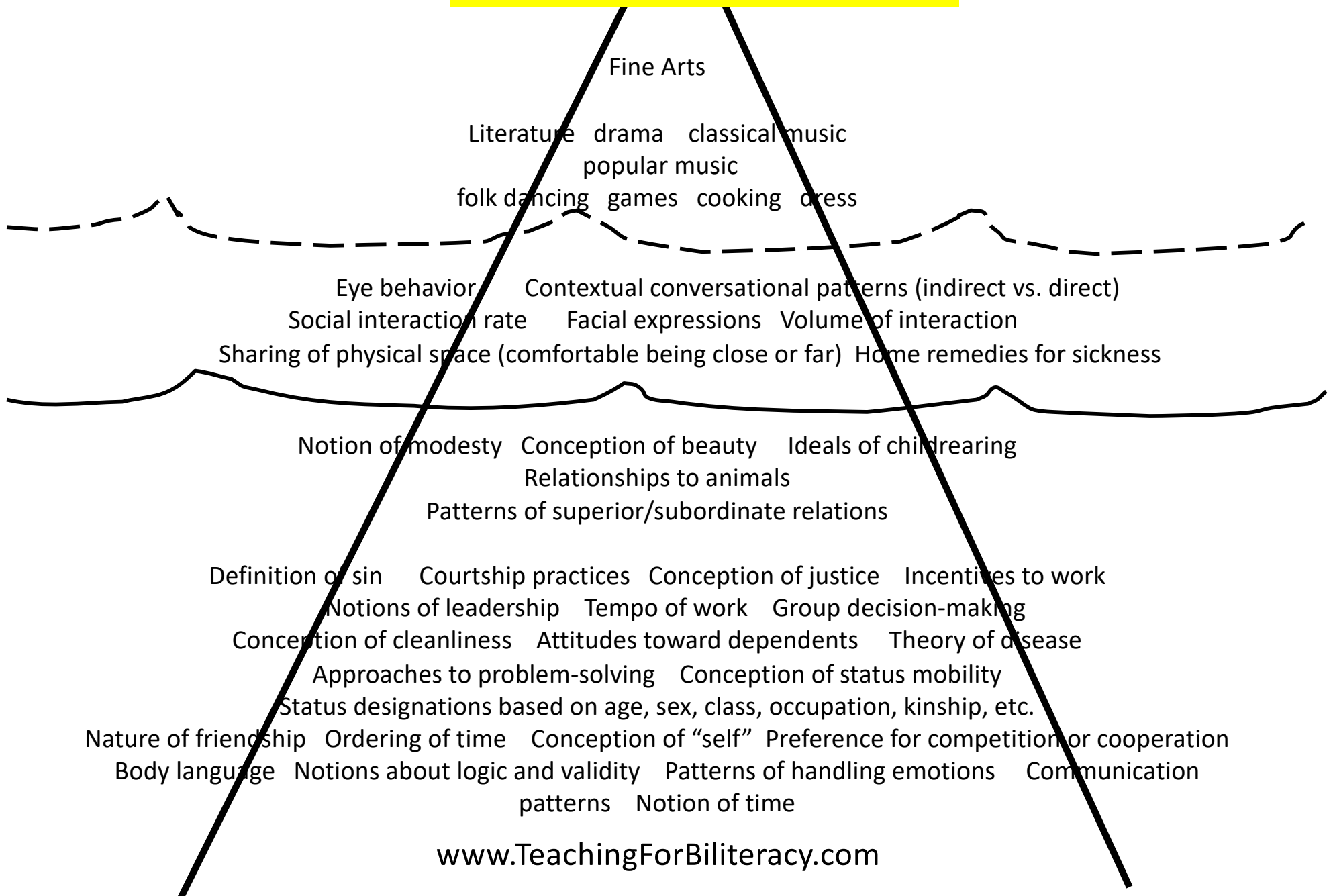


Cultural Iceberg



Adapted from Else Hamayan

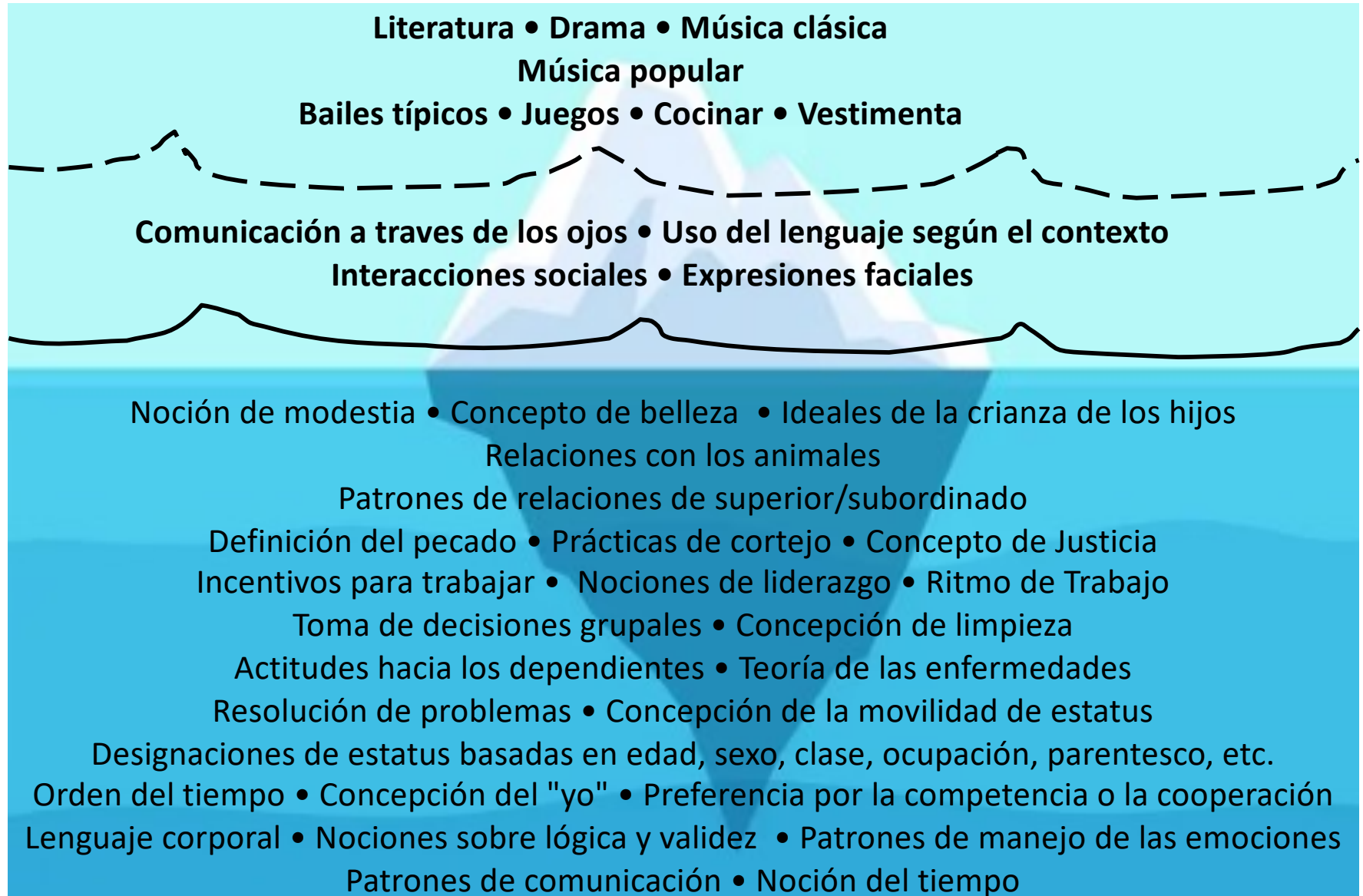
Cultural Iceberg



Témpano cultural



Bellas Artes



Carousel: The goals of DL at Sheridan Way

New configuration: Across grade-levels and positions



Carousel: The goals of DL at Sheridan Way

- How is SW meeting the **overall goal of DL**? How is the overall goal of DL explained to parents, students, and staff (new)? Are there some tweaks that could enhance how SW meets the overall goal of DL?
- Of the **3 pillars**, which do you feel you are **most meeting** at SW? Why? Please provide and reasoning..
- Of the **3 pillars**, which do you feel you are meeting **the least** at SW? Why? Please provide and reasoning..
- Are there any **tweaks** that could enhance how you **meet the 3 pillars**? Please explain.



Morning Group TK-2

①

- How is SW meeting the overall goal of DL? How is the overall goal explained to parents staff (new) & students? Are there tweaks that could enhance how SW meets the overall goal?
- Teachers provide daily language instruction in both languages. 80/20
- Parents are informed during kinder orientation and parent conferences [?] ELAC meetings
- Staff are informed during P.D. [?]
- Building and maintaining ^{Eng.} language instruction starting from kinder to 5th

- Parent commitment
- Staff retreat
↳ information, refresher
- School/Teacher self assessment
- newsletter (monthly, weekly, etc.)
to inform parents of academics in Eng./Span
- perhaps it would good implement more communication modes such as beginning of the year parent and community meetings.
↳ Families enrolled unaware our DLI program and goals. Other families have avoided enrollment not understanding our high English expectations.

(2)

Of the 3 pillars, which do you feel you are most meeting at SW? Provide evidence and reasoning.

Crosscultural Competence ✓

- Ballet Folklórico
- ✓ • Most staff and communication is bilingual.
- ✓ • We have Spanish and English curriculum.

Bilingualism & Biliteracy

- ? • read in both language
 - ? • write in both languages
 - ✓ • oracy in both languages
- District (PD has helped us to teach w/ fidelity to increase an agreement)
- library & classroom library
- instruction
- language wall chart
- Bridging

+ 3 linguistic spaces
↳ or 3rd pillar @ Montalvo

③

Of the 3 pillars, which do you feel you are meeting the least. Why? Provide evidence & reasoning.

grade-level academic achievement in English ✓

- ELD in K-2 (More emphasis in Biliteracy)
- We need to develop academic language in English for the content taught in Spanish. ✓
- low Standardized test scores in English
- ELPAC scores • We have not done as much English instruction (K-2) ✓
- designated ELD-ELPAC Warm-ups
- cross cultural competence (@Montalvo)

④

Are there any tweaks that could enhance how you meet the 3 pillars? Please explain.

~~Clarify~~ what does this mean? (yes)

Scope and sequence across all schools.

(ex. of lessons, visuals, essential standards) ✓ (Speaking and listening assessments) ✓ Common assessments, Common expectations

bridging-extensions, transfer! ✓ How do we do this?

- being intentional
- implementation of Sonday K-5
- vertical alignment amongst grades ✓ On what? what would it look like?
- Revisit the 3 pillars often (staff meeting, PD collaboration,)

to see if we are meeting the overall goals

Afternoon Group: 3-5

How are you ^① meeting the overall goal of DL? Explain

- Providing instruction in both languages ✓✓
- Staying with English (blue) ✓
Spanish (green) ✓

How are you communicating the overall goal of DL to families, students, & the community?

- Back to School Night ✓✓
- Conferences ✓✓
- Noche de Familia ✓✓
- Mariachi / Folklorico?
- Parentsquare

① What else can you do to meet the overall goal of DL?

- Not code switching
- Collaborating with teachers across grades
- Accountability
- ~~Use students strength~~
Individual student strength in Sp and En.

Of the 3 pillars which are you
most meeting? ^② Explain

★
Cross-cultural competence
because we have the
extra-curricular activities
which makes students feel
seen and valued. !

③

Of the 3 pillars which are you least meeting? Explain

* Grade-Level Academic Achievement
because students are rarely performing at grade level in both languages. (<10%)

Reasons

- Program changes ✓
- personnel changes ✓
- teacher accountability ✓
- social ~~emotional~~ ^{emotional} behavior → student ✓
- Socioeconomic
- **family situations / changes**
- learning / education not valued
- types of role models
 - YouTubers
 - Influencers

can change

- Combo classes

What can you do to improve
how you meet the 3 pillars?
(tweaks). Explain

★ ✓ * Vertical Alignment

K → 12th grade

- Have teacher^{program} accountability
- Prepare students for next grade level
- Goals for students

★ * Using Standards-based teaching & assessment

★ * Consistency

- Full-day SAI - Consistent Schedules